Acharya Jawadekar College of Education, Shri Mouni Vidyapeeth, Gargoti

One Day Multidisciplinary National Level Seminar

25 th April 2018

On
Pedagogy Practices and Problems in Semi English & English Medium Schools

Guest Editor

DR. P. B. DARADE

Editor in Chief

PRAMOD P.TANDALE

Profile

Profile of The Institution

Shri Mouni Vidyapeeth is widely known Institution in the State of Maharashtra which is established in1946 by Dr. V. T. Patil and internationally acclaimed Educationalist Padmabhooshan Dr. J. P. Naik . It was archetyped as a pilot project for Rural University as per Mahatma Gandhiji's basic concept of Rural Education. Diverse experiments in Education by Dr. J.P. Naik have been recognized at National and International borders across the world. The Institution is running K. G. to P. G. courses in Arts, Science, Commerce, and Education, Training centers, Hostels, Agriculture Unit, Cooperative Society, Grahak Bhandar, Central Library etc.It is having 65 acres of well equipped campus with all essential amenities.

About the College

Acharya Jawadekar College of Education is established in 1956 as one of sister institute of shri Mouni Vidyapeeth, Gargoti which is a reputed Teacher Training College in the State of Maharashtra. Presently the college is running B. Ed., M. A. / M. Sc. / M. Com. Communication and KGTT courses affiliating to Shivaji University, Kolhapur and YCMOU, Nashik.The college is Accredited and Reaccredited with B+ + and B Grade by NAAC respectively.

Department of ELT

The Department of English Language Teaching (ELT) is established since the inception of college in 1956. The department produced thousands of teachers, teacher educators, professors, Principals and Educational Administrators who are working brains in esteemed institutions across India and abroad .The department of ELT has a track record of merit in the Shivaji University B. Ed. Examination and honor of merit in the state list of Yehwantrao Chavan Maharashtra Open University (YCMOU),Nashik. The department is well known for innovative pedagogical practices in English Language Teaching and Education. The Alumni of the department are befitted for state and National level Awards & honors for Best practices & innovations in ELT.

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Principal's Message

I am very happy to welcome you all on this occasion of multidisciplinary national seminar on pedagogy practices& problems of English & semi English medium schools. As a principal & Director of Shri Mouni Vidyapeeth I welcome the chief guest Hon. Pallavi Korgaonkar madam, Trustee of shri Mouni Vidyapeeth Sou. Shalini Bhauso Desai Madam , resource person B. M. Hirdekar sir, Dr. Bhamber sir ,Marje sir, Members of Governing council and Management council, Seminar convener Dr. P. B. Darade, students , teachers ,delegates , media reporters and all. Our college is one of the reputed B. Ed. College in the state of Maharashtra. It has glorious past of meritious students & excellent teachers who have contributing pivotal role in Education sector at all grade levels. Previously we have organized 3 national level conferences & 3 university level workshops on revised B. Ed. Curriculum as per NCFTE 2014. As a member of Servashiksha Abhiyan (SSA) I have visited many semi English medium and English medium schools. I have seen that rural English medium school teachers have to face many problems. There are challenges of new methods of teaching all subjects& English. However we organized this National seminar to discuss the problems & issues. More than 22 papers have been presented in the seminar. Papers published in this book will be a good resource & important document for students, teachers and researchers in Education. I am delighted to release the book. Thank you all.

Thank you very much.

Editorial Note

I am extremely happy to write editorial note for National seminar book in UGC approved Aayushi International interdisciplinary journal. I am sure the research papers & articles in this book will provide an important document for the teachers of English. The theme pedagogy practices and problems of English and Semi English medium schools is very important at this juncture. *The theme of the seminar took birth when our principal Dr. Blekar sir told me that MV would like to open an English medium school in Mouni Vidyapeeth. We started working & prepared the proposal & it is now posted for the permission of Education minister of Govt. of Maharashtra. In informal discussion we had questions & queries in mind such as what type pedagogy should be used? What are the current practices practiced in present English & semi English medium schools? Few days before I came across a satic cartoon on social media. There was a dialogue between parents & Headmistress of English medium school, she said, " You have to purchase books, uniform, school bag shoe, tie, & complete learning kit from our school, Parent said, " It's ok mam but what about education?" Hm said, "For that you need to send your child to tuition class." Another parent said, "Its ok Mam you will give everything but do I bring my own child or you will give it also" Another parent said, "I think haircut also must be done in school sponsored saloon."Education is not for profit, it is not a business, it is a mission for nation building. When we peep into the past history of Education history tell us that CBSE started in 1962. The main objective of CBSE was to fulfill the requirements of parents who are employed in transferable job. Why do people wanted to send their children to English medium schools? Because Parents knew that Indian students are lagging behind in English language in MPSC. UPSC. NEET, JEE &other competitive examinations. English is the lg. of employability Therefore even a servant, rickshaw driver, farmer, the middle & upper class strata of society wanted to admit their children in English medium school, therefore English medium schools are mushrooming in the state & all over the country where as Marathi medium ZP& corporation schools are on the verge of closing down. Before independence Macaulay started English Education in India where there was a sharp reaction against English:Angragi Hatto Movement was*

in action in those days.orientalists were opposing to teach English in India. In pre independence era Missionaries started English medium schools to impart Christianity in India. British(Macaulay) wanted Indian people in blood& flesh but British in taste. It unsure to quantify that how many became British by taking education in English medium schools? Central Advisory Board (CABE) recommended Three Language Formula (TLF) to be followed all over the country. Emphasizing the need and significance of English language as a tool for developing knowledge society the national knowledge commission (NKC) has focused English as not only a medium of instruction but the determinant of access to higher education, employment possibilities. *National Policy on Education (NPE) 2016 clearly mentioned that school education is most effective when provided in mother tongue of the child. There are controversies, problems issues and Concerns in imparting English education in India which had been discussed in the national seminar and published in the* Aayushi International Interdisciplinary journal. Papers published in AIIJ journal will be a precious document for research students, teachers & policy makers.

Dr. P. B. Darade

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Total Quality Management in School

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Abstract

Total Quality Management is a management model, with its emphasis on leadership, strategy, team work, rigorous analysis and self assessment has a universal massage. The education Commission (1964-66) report says, 'The destiny of India is being shaped in its classroom'. The commission spelled out national goals of education as follows: Education should be developed so as to increase productivity, achieve social and national integration, strengthen democracy, accelerate the process of modernization and cultivate social, moral and spiritual values. Various changes in the education system are occurring. But we are not getting the proper output through education. Students after education should lead a happy and pleasure life, search the solutions of problems faced in life, serve his/her family, society and the nation. He should also acquire the qualities of world citizenship. But actual picture is different. There is a need of quality education. This can be possible through Total Quality Management in schools.

Need of Quality Education

International Commission on Education in the 21stCentury has accepted the aims of learning as learning to know, learning to do, learning to be and learning to live together. Knowledge is increasing at terrific pace and social change rapid. This demands a radical transformation in the educational system. The curriculum at various stages is being modified day by day. Government is giving special attention towards the education. But we are not getting the expected outcome. The quality of school is identified on the basis of results in the examinations. The marks in the examination has become the identification of quality. School quality should be identified on the outcome of the learner, the qualities of the learner after completing education. Education is related to the psychological development of the student. After school education educated person will lead his life for his own as well as society development. The process of education is related to living with pleasure and be happy. Concept of literate society is changed in to knowledge society. The knowledge revolution has brought about rapid advances in technology. It has changed the way we work and think and changing learning. To cope with the information age every person requires a high standard of education. High educational attainments are the right of each and every child throughout the world. To achieve this every boy and girl needs to have quality education. Every child has worth and demands the best possible changes in life.

Total Quality Management in School

It is always necessary to ask two fundamental questions when trying to understand quality in any situation. What is product? Second, who are the customers? These questions are equally applicable to the discussion of Quality in Education. Education as a provider of services its services include advice, tuition, assessment and guidance to pupils, their parents and sponsors. Customers- the stakeholders of the service are in a very diverse group and need identifying, meeting and exceeding customers' needs and wants. It is important to be clear whose needs and wants we should be satisfying. The customers of education are learners, parents, government, employers, society, teachers and support staff. The demands and needs of all these should be considered in TQM.

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Principles of TQM

Following eight principles can be used by the management team of the school to improve performance.

1. Customer focus. Quality consists of meeting and exceeding the expectations of the customers. We have to search the customer needs and expectations and measuring how well they are performing against these expectations.

2. Leadership – Leadership ability to establish a vision and purpose is the key to a successful management. Leaders inspire others, provide them with the resources to do their jobs and ensure that the needs of all parties, staff, customers, the local communities and others are identified and met.

3. Involvement of people using abilities of the people for the benefit of the organization.

4. Process approach – Systematic Management of the teaching and learning process is required.Clear roles and responsibilities, identify key activities.

5. System approach to management- Recognizing the interrelatedness of processes and aligning them to achieve the best results. Clear targets, goals, clear indicators of performance are necessary.

6. Continuous Improvement is the objective of all quality systems. Training and skills are required to make improvement.

7. Factual approach to decision making on the basis of information and data.

8. Mutual beneficial supplier relationships. Clear and open communication, joint projects, relationship with their feeder school and universities.

TQM requires outstanding teachers, high moral values, support from parents and local community, plentiful resources, application of latest technology, care and concern for pupils and a well balanced and challenging curriculum.Quality equals customer satisfaction, satisfy our consumers completely.

Important things in TQM

Quality Education is possible through TQM when we keep in mind the following things. To inquire and to learn is the function of the mind. Learning is not the mere cultivation of memory or the accumulation of knowledge but the capacity to think clearly. Learning implies the love of understanding and Love of doing a thing for itself. Learning is possible only when there is no coercion of any kind. It is necessary to encourage the development of a good mind - a mind which is capable of dealing with the many issues of life as a whole. There must be a cultivation of the totality of the mind and not merely the giving information. The teacher and the students are both learning through their special relationship with each other. There must be a sense of freedom. Freedom in which the student is being helped to be aware of his own urges and motives, which are revealed to him through the daily thought and action.

The children's natural curiosity, the urge to learn exists from very beginning and surely this should be intelligently encouraged continually. Eagerness to learn should be encouraged in the child at all times. Learning is facilitated when there is an atmosphere of happy affection and thoughtful care. Child should feel ease and completely secure. The emotional openness and sensitivity can be cultivated through secure feelings.

Child's conduct or behavior should not be imposed by an elder but should become part of the process of learning. Being at ease, feeling secure, the child will do what he likes, but in doing what he likes he will findout what is right thing to do and his conduct then will not be due to resistance or obstinacy or suppressed feeling or the mere expression of a momentary urge.Cultivating sensitivity is necessary for developing human being.

Teacher should develop the special environment for students'self leaning. Teacher guidance in self learning is very important. The life of the student itself should be a school. Teacher should motivate/inspire to ask the questions in teaching learning process. Teacher training should be modified. Teachers should be

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trained in self learning skill & teaching of thinking skills. Make the students always aware of their own feeling. Make the students creative and free. Teach them to face their own feelings for peace development. Teach them to love the humanity and co-operate each other. Try to develop their love to their work. Then TQM will fulfill the needs and expectations of all customers.

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Vibrant and Inspiring Teachers From Western World

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Introduction-

"A teacher is never an ordinary person. Construction and destruction can be produced in his lap." The above given quotation by Chanakya shows the power of teachers and teaching.

The word 'teaching' means the work of a teacher to provide knowledge and guidance. It is one of the oldest and noblest services to the society in any culture. But the question arises if teaching is a profession or a duty first. According to The Oxford Dictionary the word 'profession' means 'a paid occupation' and 'duty' means 'a moral responsibility'. So it's better to call teaching a duty than a profession. Let's consider that this noble profession is a duty and discuss its importance then. Teaching not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. It has the potential to have a great impact in the molding of the next generation. Here are some well-known educationist who have done experiments in the field of education.

Anne Sullivan

Many parents have probably felt at one time or another that one of their child's teachers was a "miracle worker," a teacher who somehow gets results where other teachers have failed. Although the idea of a miracle worker has entered common parlance, the phrase was coined by Mark Twain to describe one particular person. In fact, the term has become almost synonymous with her name. That person is Anne Sullivan, the teacher of Helen Keller.

A mere 20 years old when first employed to school the deaf and blind Helen in 1887, Anne Sullivan herself was blind for much of the first part of her life. Educated at the Perkins School for the Blind in Boston, Sullivan had recovered part of her eyesight by the time she traveled to Alabama to begin her job as Helen Keller's governess. Undoubtedly, Sullivan's own partial blindness gave her insight (in the fullest meaning of the word) into the little girl's closed-off world.

As the 1957 play *The Miracle Worker* so effectively dramatized it, Sullivan's breakthrough with Keller came as she spelled words out on her open palm to make her understand that things had words attached to them. Sullivan placed one of Keller's hands under running water; on the other, she spelled "w-a-t-e-r." Soon, Keller could express herself far beyond the series of primitive signs that had been her sole means of communication up to that point.

Sullivan directed Keller's family to send her to the Perkins School, and from that point on, she remained Keller's companion until her death in 1936. Helen Keller would live a long life as a successful and inspiring writer, lecturer, and activist. None of this would have been possible without Anne Sullivan, the woman we remember as the "miracle worker."

Maria Montessori

Through the centuries, there have been many different approaches to education in the classroom. Some have emphasized discipline and rote learning; others have stressed a more open approach. One of the more innovative and influential educational philosophies of the 20th century was developed and promoted by a teacher whose name has become emblematic of a certain style of education, and whose name still lives on as a prominent type of school: Maria Montessori.

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Born in Italy in 1870, Maria Montessori was exceptional from the beginning. The only female attendee of an all-boys school, she excelled at her studies and eventually earned a degree that made her one of Italy's first female doctors. She became interested in education, and in 1907, opened a child-care center in Rome called Casa del Bambini (Children's House) that allowed her to put her educational theories into practice.

Foremost among her theories was the idea that children essentially teach themselves; the teacher's primary responsibility is to create the appropriate environment for learning and provide the spark that allows children to develop naturally. Given the ability to be mobile and learn from their surroundings rather than being forced to sit still and be lectured to, most children, even rough inner-city kids, flourished under her system.

What came to be called the Montessori Method was a great success in Italy and soon spread to the rest of the world. Montessori subsequently developed materials geared to the process of "discovery learning" that she had set in motion. Although in the United States the Method was criticized and fell into disfavor during the war years, it re-emerged in the 1960s and has remained an important part of America's educational landscape since.

Montessori devoted her life to developing her method, and she thrived as a lecturer and teacher trainer. She also became interested in peace education and incorporated it into her work. She had been nominated for the Nobel Peace Prize for the third time when she passed away in 1952, at the age 81.

William McGuffey

Another teacher, who, like Maria Montessori, was able to develop his theories about child education into a workable practical system, was William Holmes McGuffey. His series of readers would have a profound impact on education in America and on educational books in general.

William McGuffey was born in 1800 and was a precocious child. He was such an adept student, in fact, that he began to teach classes himself at the age of 14. Putting in long hours at country school houses in Ohio and Kentucky, McGuffey saw that there was no standard method to teach students how to read; in most cases, the Bible was the only book available.

McGuffey paused his teaching career to attend college himself, and by age 26, he had been appointed Professor of Languages at Miami University in Oxford, Ohio. His ideas about language teaching were much admired by his colleagues, and in 1835, through the intercession of his friend Harriet Beecher Stowe, he was asked to write a series of readers for the publisher Truman and Smith.

McGuffey's readers, more correctly known as *Eclectic Readers*, set a template for textbooks that we still follow today. They followed a steady progression from the first reader through the fourth, beginning with teaching of the alphabet and phonics alongside simple sentences, and progressing all of the way up to poems and stories. Vocabulary was often taught in context rather than as lists of words, and questions after the stories, as well as read-aloud, encouraged students to interact with what they read. The content was lively and the presentation crisp.

The popularity of McGuffey's readers was massive. In print from 1836 to the present day, it's estimated that they have sold in excess of 120 million copies. They long outlived their author, who passed away in 1873. Although the readers have declined in popularity since their 19th century heyday, no doubt owing to the somewhat dated nature of much of the content, they had a huge impact on children's education in America and the development of modern educational materials.

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Emma Willard

Although it can seem far-fetched to modern Americans, there was a time when education, particularly university education, was considered the province of men only. Young women were accorded a certain amount of education, but often their course of study consisted more of home economics and deportment rather than math, science, or philosophy. One teacher took it upon herself to remedy this situation. Her name was Emma Hart Willard.

Born in Connecticut in 1787, Emma Hart displayed quick intelligence at an early age. Her father encouraged her formal schooling, and by the time she was 17, she was a teacher at the academy where she had been a student. By age 19, she was running the academy. A move to Vermont (through marriage) occasioned a job as a principal of another school, but unhappy with the curriculum, she struck out on her own. Her own boarding school, where she taught young women courses in history and science, was a success, and prompted her to seek out funds for a larger institution.

After an impassioned plea, the town of Troy, New York sponsored Willard's proposal, and the Troy Female Seminary, the first higher education institution for women in America, opened in 1821. The school was an immediate success, and upper class families began to send their daughters to Troy, as well as to other private institutions that opened in its wake.

Widespread educational equality was still years away, but Willard started the fire that would burn more brightly in the 20th century. She lectured on women's education in America and Europe, founded another all-women's school in Greece, and wrote geography and American history textbooks until her death in 1870. Her biographer dubbed her "the Daughter of Democracy," and indeed, Emma Willard did much to make America's educational system more democratic.

The school that Emma Willard founded in Troy still exists today, although it has a different name. Fittingly, it's now called the Emma Willard School.

Jaime Escalante

Teachers often aren't recognized until late in life for their contributions to their students' lives, if they are recognized at all, but sometimes there are exceptions. Back in 1988, a book called *Best Teacher in America* was published, and a movie called *Stand and Deliver* was made. Both book and movie was about one particular "best teacher," a teacher who made an important contribution to his community: Jaime Escalante.

Born and raised in Bolivia, Jaime Escalante taught school there until he decided to immigrate to America in his mid-30s. Starting from scratch in California in 1963, Escalante learned English, earned a degree in mathematics, and eventually became certified as a teacher. In the mid 70s, he accepted a job teaching math at one of the poorest, most underperforming schools in Los Angeles, Garfield High.

Escalante's approach to his classes was unorthodox; he urged higher math on his students and concentrated on challenging them rather than passing them through. At first, his tough, drill-sergeant style met resistance from the student body as well as the administration, but as time passed, his approach began to show results. His pet project, a calculus class meant to prepare students for the College Board's AP Calculus tests, began with a handful of students, but expanded over several years to include more and more students who passed the test.

In 1982, Escalante's program met with controversy when a large number of his students passed the AP Calculus test but got the same answer wrong. The Educational Testing Service recognized the scores as valid only when the students retook the test. The majority of them passed, and the controversy only increased interest in Escalante's classes. The following year, 30 of the 33 Escalante students who took the test passed. These numbers increased throughout the 80s.

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In 1988, Escalante was awarded the Presidential Medal for Excellence in Education, the same year that the book and movie about his accomplishments were released. He continued to achieve great results for Garfield High until 1991, when faculty pressures and outside commitments (including an appointment to President George Bush's education reform commission) forced him to resign his post. He continued to teach elsewhere, but in his absence, the AP Calculus program at Garfield faltered. In 2001, Escalante returned to Bolivia, where he taught until 2008, when his health began to fail. He died on March 30th of 2010.

Edward James Olmos, who portrayed Escalante in *Stand and Deliver*, delivered a fitting eulogy for "the best teacher in America": "He did so much for so many people. And he did it with such grace and dignity." Much the same could be said about Anne Sullivan, Maria Montessori, William McGuffey, and Emma Willard, all great teachers who through their work had a profound impact on the lives of innumerable people.

Conclusion-

Teachers play a fundamental role in building the curiosity, ambition, and lifelong love of learning that makes anything possible. In the era of science and technology, philosophy of the above great teachers should be recognized for the betterment of the teaching learning community.

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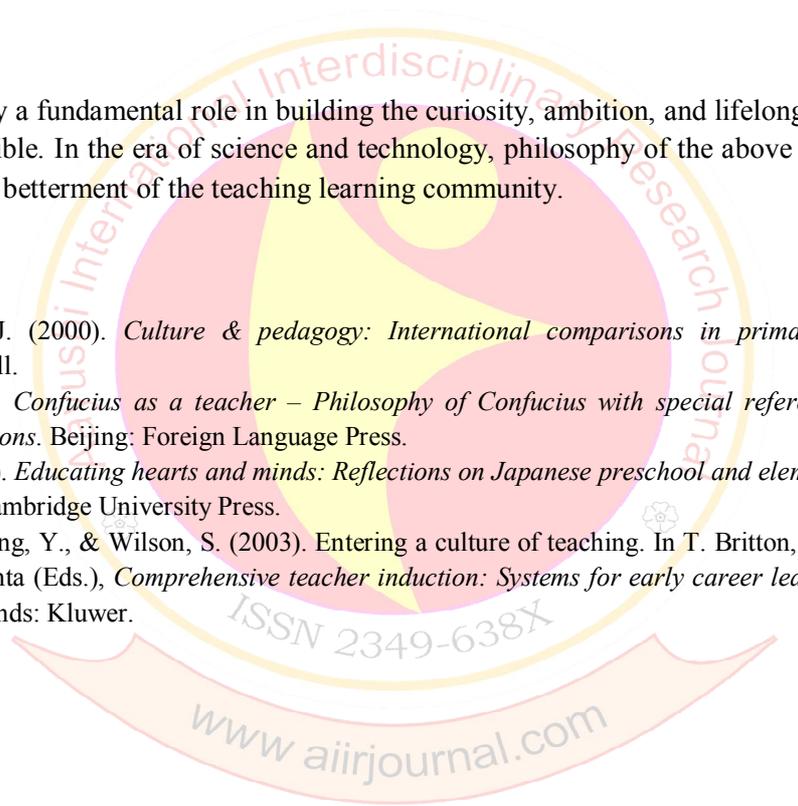
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Role of Communication Skill in Teaching

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Introduction:-

Communication skills are important for many professions but are crucial for teacher. Teacher communicate with student every day whether communicated face to face on the phone in print electronically or through the public address system, the message must be constructed carefully and delivered clearly to be properly received.Good handwriting spelling and grammer are very important in all forms of written communication.

What is great communication?

"Covering our message is only part of communication. Great communication goes further and allows us to build trust, self-stee and strong healthy relationship

- Great communication is a two – way process. Listening is an important as talking.
- Your's student brain is still developing including learning to handle their emotions and communicate well.
- Successful communication with your student depend on what, how, when, where, and why you say things. What you don't say is also important.

Definition:-

"Communication is the process by which information is exchanged between individuals. It requires a shared understanding of symbol systems such as language and mathematics."

Communication is much more than words going from one persons mouth to another's ear. In addition to the words messages are transferred by the tone any quality of voice, eye contact, physical closeness, visual cues and overall body language.

Objective:-

- Identify opportunities to teach the basic elements of communication skills.
- Describe how the concepts of relationship with the students communication teaching.
- Demonstrate / observe specific skills of effective listening in students.
- Recognize effective techniques to teach listening skills.

Communication skill helping students:-

Communication skill involve listening as well as speaking. Teachers who listen attentively to their student's questions and complaints are better equipped to meet individual needs and adjust lessons where necessary. Students are also more likely to receptive when the teacher's body language and tone of voice indicate openness and encouragement. Appropriate use of audio – visual aids also can enhance presentations and make them easier for students.

Teaching is all about communication, listening, speaking, presenting, reading and writing. Teachers who ho their communication skills are prepared to instruct, advice and mentor students entrusted in their care. Additionally, teachers must communicate well to effectively collaborate with colleagues and update administrators on students progress.

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Frequently, parents call, visit or email, so teachers must be adept at answering questions verbally and in writing.

Communication is both receptive and expressive.Teachers must be skilled at listening to their students as well as explaining things clearly. Teacher's need clarity of thought topresent the material.They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They are able to "read their students and adapt to the needs of the individual. Effective communication transforming the boring into the interesting and having good presentation skills.

Good Examples of communication skill:-

Teacher share quality time with their students. Then he attend a slew of classroom at the right time video conference with students on another continent. Let his smart phone order he launch.

Importance of communicationskills:-

While attending lectures, completing mountains of course work and studying diligently for hours each day is not easy. Much students learn in collegeincludes communication skills speaking, listening and more while communication may seem like a simple thing to know how to do, its extremely important. According to a recent study, that communication skill are more important than any other academically related skill.

There are important four skills students learn for college.

1) **Visual Communication :-**
   People communicate with eyes as well as ears communication occurs with cues of body language and facial expression.Eye contact is a communication connector. Making eye contact helps confirm attention and interest between individuals communicating

   Some teachers are visual learners. They learn best when they can see or read instructions, demonstrations, diagrams or information.Using various methods of presenting and shaping information increases understanding, photographs, videotapes, dolls, computer, programs, charts, wall papers, posters and graphs, can as effectively communicate information as written or spoken words.

2) **Ton of voice :-**
   Tone of voice is how the character of your profession comes through in your words, both written and spoken. It's not about what you say, but rather the way that you say it, and the impression it makes on everyone who reads or hears you.

3) **Body language :-**
   Open body stance and positioning invite communication and interaction where as aclosed body stance and positioning impedes communication. Using on open body posture improves communication with children both parents and children learn to read each others body language.

4) **Timing :-**
   Recognizing the right time to communicate is skill. A distraught child whoseparents have left work is not ready to hear a story.The time will be more productive and the information better if the child has a chance to make on emotional transition.

Types of Communication skills:-

1) **Listening Communication: -** Listening is a mode where you are receiving and processing every other form of communication another person or group of people is putting forward.

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2) **Verbal Communication: -** Verbal or oral communication uses spoken words to communicate a message when most people think of verbal communication, they think of speaking, but listening is an equally important skill for this type of communication to be successful.

3) **Non-verbal communication: -**Nonverbalcommunication includes body language, gestures facial expressions and even posture. Nonverbal communication sets the tone of a conversation and can seriously undermine the message contained in your words if you are not careful to control it.

4) **Written communication –** Written communication is essential for communicating complicated information such as statistics or other data that could not be easily communicated through speech alone. Written communication also allows information to be recorded so that it can be referred to at a later date.

5) **Interpersonal Communication: -** Interpersonal communication is the communication between one person and another. It is often referred to as face to face communication between two people.

Communication Skill in Teaching: -
Communication skills are important to everyone they are how we give and receive information and convey our ideas and opinions with those around us.

Communication skill comes in many forms: -
1) Verbal - Sounds language and tone of voice
2) Aural - Listening and hearing.
3) Nonverbal - Facil expression, Body language and Posture.
4) Written - Journals, emails, blogs and text messages.
5) Visual - Signs, symbols and pictures.

It is important to develop a variety of skills for both communicating to others and learning how to interpret the information received from others knowing our audience and understanding how they need to receive information is equally important as knowing ourselves.

Teaching effective communication starts with very basic tools to establish a sound foundation which is built upon and reinforced with increasingly challenging lessons. In the more scary area of public speaking. It's very important that we move step by step from taking about easy subjects, things we know about to subjects that demand thought introspection.

Student must augment their field's specific knowledge and experience with a variety of other skills if they are to make the best use of their talents. Beyond learning to communicate about science many students need to develop informal communication skill in general such as the ability to express themselves clearlyand understand others response. Teacher can help them develop these other skills in the context of many learning activities.

Developing skills as an undergraduate students.
❖ **Planning and organization: -** Many undergraduate have small experience in organizing tasks and making good use of time. Teacher can help them acquire this skills beginning with simple scheduling. Use mentoring appointments as a framework.

❖ **Writing ability: -** Clear writing is essential to most careers, especially those in administration and management engage teacher's student in writing tasks and emphasize its importance. Institution might offer writing programs, if so be sure that they address the special needs and contexts of technical writing.

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Conclusion

- ❖ That listening a speaking competences are complex skills that need to be developed consciously. Students can best be developed with practice in classroom through activities, which promote interaction between other students.

- ❖ It is describe to say that teachers must support to students in their education life and encourage them. At that same time teacher's need to be in constant contact with new techniques and materials in this changeable teaching world.

- ❖ Teaching listening and speaking skills can be very different depending on the methodology followed by every one teacher.

- ❖ Some suggestions have been offered which can be put into practice during the lesson in order to motivate students to participate in class and to do interaction activities to develop listening, speaking, reading and writing skills.

- ❖ **Oral Communication: -** Speaking is at least as important as writing.Student must be able to present ideas and results to other scientists and engineers, as well as to the lay public and specialists in other fields. For students with low confidence, begin with 'safe exercises.Ask them questions and let them respond without interrupting as they gain confidence, move on to class presentations and talks at student disciplinary society meetings.'

- ❖ **Teaching: -** One of the most important communication skills is teaching, a skill that undergraduates can begin to develop. One way to accompany them to high schools where the students can offer career guidance and college information. The undergraduate gains a stronger correction with teachers and becomes on 'expert' to the high school students.

The most effective teachers are credible teachers. The content and style of your communication is the most powerful predictor of how credible students consider you.

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Pedagogy and Practicedeficit in English and Semi English Medium Schools

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Abstract:

The history of English language Education in India has a long story since the establishment of East India Company in 1612. British Govt. introduced English to produce skilled manpower for their trade, industry and administration. Teaching of English literature, morals, intellect, refined sensibility were the subsidiary aims of the Govt. Before Independence English was dominating the school stage as well as the college stage. It was the language of administration, language of trade and commerce, medium of expression, medium of instruction for engineering, law, medical, science technology, agriculture etc. After independence the Govt. had faced a sharp reaction against English regarding the issues 1) At what stage it should be introduced 2) Should it be a compulsory language 3) Is the main purpose of teaching English is to give access to its literature and western way of life 4) can English become the language of masses 5) should English be the medium of instruction etc. Mahatma Gandhi, Pandit Jawaharlal Nehru, Maulana Azad, Rajgopalachari had taken efforts to settle the place of English who had witnessed sharp opposition against it.

Key Expressions: Three language formula, mushrooming, AngeraziHatto Movement, Central Advisory Board on Education(CABE), Central Board of Secondary Education(CBSC), communicative approach, structural approach, notional functional approach

Introduction:

The constitution of India, secondary Education commission, the Central Advisory Board of Education gave some concrete suggestions regarding the study of languages. The Central Advisory Board of Education (CABE) has given the three language formula in 1956 which has been supported and accepted by Education commission 1964 – 1966 and NPE 1986, 1992. Although some commissions recommended switching over to mother tongue (MT) the importance of English as a world language. couldn't be underestimated. As India is a multilinguistic country. English plays the vital role to link various regions and diverse backgrounds. It is the lingua-franca of the people from South, North, East and West parts of the Nation. Some states have devised their own educational policies regarding English as a second language (SL) third language (TL) or foreign language (FL) or first language (L1). However, English continues to be taught at all levels and all over the country from class I, III, V, VI and VIII according to the policies of the states. In brief the position of English in India has following characteristics.

Position of English in the state of Maharashtra:

The state of Maharashtra became separate state in 1960 before 1960 teaching of English was carried out as per the constitutional provisions 1950 and the bill by the parliament 1963. in 1968 the state Govt. has revised the syllabus of primary stage, and English was made compulsory subject from standard V to XII it has been came into force from 1972. In December 1999 the dept of Education, Govt. of Maharashtra has taken the decision of introducing English from class I, which becomes a milestone in the history of English language teaching in the state. The State Board of Secondary and Higher Secondary Education has restricted and revised the syllabus of English for standard VII, IX, XI and XII from the year 2006, 2007 and 2008. The new syllabus of English at secondary and Higher secondary level has devised certain changes as per NCF 2000 and 2005 by the NCERT. The constructivist approach has been followed as base for preparing textbooks, overviewing the objectives material design, methodology of teaching and evaluation pattern etc. The role of learner is expected to be that of an active participant in the process of learning. Negotiation and interaction are

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important aspects of constructivist classroom; Interaction between teacher and learner, learner and teacher, learner and group of learners and the material are expected under communicative language teaching (CLT). Group work, pair work, inquiry, imagination, meaning making, hypothesizing and individual as well as group reflections are expected to construct new knowledge using democratic classroom environment.

Pedagogy practices and problems

Pedagogy is science of teaching the subject. It deals with overall plan for orderly presentation of learning material. It needs study of methods, approaches, devices, techniques, principles, strategies of teaching and learning. Subject teachers needs to use subject specific models of teaching. Presently ICT has been playing vital role in teaching learning process. In English language teaching Grammar Translation method (GTM) became outdated. Direct method, bilingual method, Structural approach, Communicative approach, Situational method Total physical response method, cognitive code method, cooperative learning, collaborative learning, brain based learning, activity based learning (ABL) , models of teaching, student centric strategies of teaching are to be followed by the teachers. Communication is at the centre in communicative language teaching. Development of communication skill pf students in English & semi English medium schools is need of the day.

Objectives of CBSE

Central Board CBSE started in 1962. The main objectives of CBSE were to serve the Educational needs of educational institutions in the country. The board is established in responsive to the needs of students whose parents were employed in the central Government services and frequently transferable jobs across the country. It is necessary to introspect that are all the parents who send their children to English medium school are in transferable job? Are the jobs of rickshawala, farmer, daily wager, shopkeeper are transferable across the country? The rational is English is link language. It is the lingua franca of the world. Parents knew that Indian students are remaining handicapped in English. They are facing problems in getting jobs in multinational companies. Students are facing problems in competitive examinations. English is the language of employability. It is the language of opportunities. Therefore even the rikshawala, a middleclass and lay man also aperients to admit his / her child to English medium school. Private bodies are taking advantage of parents growing interest in English Education. English medium schools are mushrooming and vernacular schools are on the verge of closing down.

Craze for English Medium is depriving real Education

National policy n Education on Education (NPE2016) clearly mentioned that school Education is most effective when it is provided in mother tongue of the child. The massive push for English in schools over past decades had claim that mastery over English will help for knowledge economy through BPO and KPO etc. This simple minded mindset linking between job opportunities, economic success and English education has an increasing number in urban working class and lower middle class parents investing hard earned money in private English medium schools. The quality of education provided in such school is found to be poor and degraded. Teacher qualification in such schools are lower, no proper training, less experienced teachers, low salary, no service security, no protection of teachers rights. An auto rickshaw driver in Delhi pays more than 20000 a year as school fees for KG class and 8000 for tuition class. He says that he could not help his son to do homework because of his less education. School teachers who teach his son are less educated. His son is facing hurdles in learning subjects and remaining handicapped in English language as well as in mother tongue also. It means learning a language is skill it is not education itself. Parents need to understand this otherwise their children will be deprived for education. Yet across the world and in India there is consensus among educational thinkers, educationalists, linguists, teacher trainers and educational researchers that children learn more effectively in their mother tongue. Research collected by UNESCO shows that children

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who begin their education in their mother tongue make a better start and continue to perform better than those for whom school starts with a new language.

Advantages of English medium

- Students learning in English medium schools became proficient in English who may not face difficulties in English communication
- English is an international link language. It is the language of opportunities at global level. Through English medium student can get jobs in various multinational companies.
- English is the language of Information and Communication Technology (ICT). Computers , mobile ,laptop, tablet became part of our life however it is necessary to learn English to access these multi medias
- It is the language of science & technology. So weakness in English communication skill can make the student handicapped in accessing knowledge in science and technology.
- English is the library language. It is pipeline towards storehouse of knowledge. It is necessary to get mastery over it otherwise it wiil be a hindrance in knowledge economy..
- It is the language of trade and commerce
- It is the language of administration. Those who wish to get job in administrative services need to learn English early.
- English medium schools provide good infrastructure, ICT education, sports facilities & Curricular and extracurricular activities and recreational activities.

Disadvantages of English medium

- Poor parents cannot afford heavy fees of English medium schools
- Economically weaker sections cannot afford English medium school for their children.
- Lack of trained teachers in English medium schools.
- Lack of qualified teachers. Qualified teacher hiccup to join English medium school due to less salary and other allied service benefits.
- There is deficit of highly skilled teachers in spite of qualified teachers.
- An education officer in Tamil Nadu state react that there was real medium confusion with teaching done neither in English not in Tamil. This is somewhat same condition in all other state also.
- In a study of teaching English by NCERT revels that majority of school teachers use regional language in teaching whose English pronunciation was found defective.
- Lack of clear cut policy of the Government.
- Lack of supervision measures on the part of Government
- Lack of control over profit making private bodies
- Substandard quality of Education.
- Success rate of English medium school students is less as compared to regional schools.

Conclusion:

If the medium of instruction is same as Child's mother tongue there is better chance for the child to develop his/her personality through development of knowledge, skills and attitudes (ASK) in the mother tongue. Majority of Indian children leave school without the basics of old fashioned reading, writing and arithmetic. Learning a language is getting mastery over LSRWC of that language. It is not an education in

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itself. Medium deprives a child for proper education in school. According to Anjali mody (2015) supports that India's craze for English medium schools is depriving many children of a real education.

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Annual Status of Education Report (ASER) 2017- A critical study

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Abstracts -

The annual status of Education Report 2017 'Beyond Basics' provides data on some important dimensions of the preparedness of youth age 14-18, in rural India, with respect to their ability to lead productive lives as adults. Since 2005 ASER has reported on children's schooling status and their ability to do basic reading & arithmetic tasks. The purpose of the paper is to study ASER report & to find out real fact about acquiring the skills & abilities which are essential for future life of youth who are 14 to 18 years old.

Introduction -

Every year since 2005, ASER has reported on children's schooling status and their ability to do basic reading and arithmetic tasks year after year, ASER has highlighted the fact that although almost all children are enrolled in school, many are not acquiring foundational skills like reading and basic arithmetic that can help them progress in school and in life since 2006, ASER has focused on the age group 5 to 16.

Over this period, a clearly visible trend is that more and more students are completing eight years of elementary school at about age 14. Just four years later, these young people will become adults. So what do these youth do during these four years? Are we ensuring that they acquire the skills and abilities they will need to lead productive lives as adults?

To answer this question, ASER 2017 focuses on an older age group; youth who are 14 to 18 years old. The survey looks 'Beyond Basics', exploring a wider set of domains beyond foundational reading and arithmetic in an attempt to throw light on the status and abilities of youth in this age group.

Objectives of the paper - Objectives of the paper are as follows -
1. To study the concept of ASER 2017
2. To study the coverage of ASER 2017
3. To study the survey process of ASER 2017
4. To study the Assessment tool to test the functional competencies of youth.
5. To suggest remedies to attend youth's need to move forward.

Analysis of ASER 2017 -

The twelfth annual status of education report [ASER 2017: Beyond Basics] was released in New Delhi, 16 January 2018. Every year since 2005, the Annual status of Education Report [ASER] has reported on children's schooling status and their ability to do basic reading and arithmetic tasks. Year after year, ASER has highlighted the fact that although almost all children are enrolled in school, many are not acquiring foundational skills like reading and basic arithmetic that can help them progress in school and life.Since 2006, ASER has focused on the age group 5 to 16

In 2017, ASER focused on an older age group, Youth who are 14 to 18 years old and have moved just beyond the elementary school age.

Near universal enrollment and automatic promotion through the elementary stage have resulted in more and more children successfully completing elementary schooling. According to official figures from the district information system for Education (DISE)enrollment in std.VIII almost doubled in the decade between

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2004-05 and 2014-15, from 11 million to almost 22 million. According to Census 2011, one out of every ten Indians is currently in the age bracket of 14-18. This amounts to more than 100 million or 10 crore youth in all. Forall of these reasons, we felt it was important to look closely at this age group of 14-18 years old.

The 2017 ASER report has made an attempt to look 'Beyond basics' and explore a wider set of domains beyond foundational reading & arithmetic. Four domains were considered activity, ability, awareness & aspirations. As before, ASER 2017 is a sample based household survey, with tasks that are simple to administer and easy to understand.

Like in previous years this ASER has been conducted with the participation of local partner organizations. Since this is the first time that ASER is focusing on this age group, the assessment was carried out in one or two districts in almost all states of our country.

Coverage of ASER 2017 -

ASER 2017 was carried out in a total of 28 districts of 24 states. About 2,000 volunteers from 35 partners institutions, visited more that 25,000 household in 1,641 villages surveying more than 30,000 14 to 18 years olds in all.
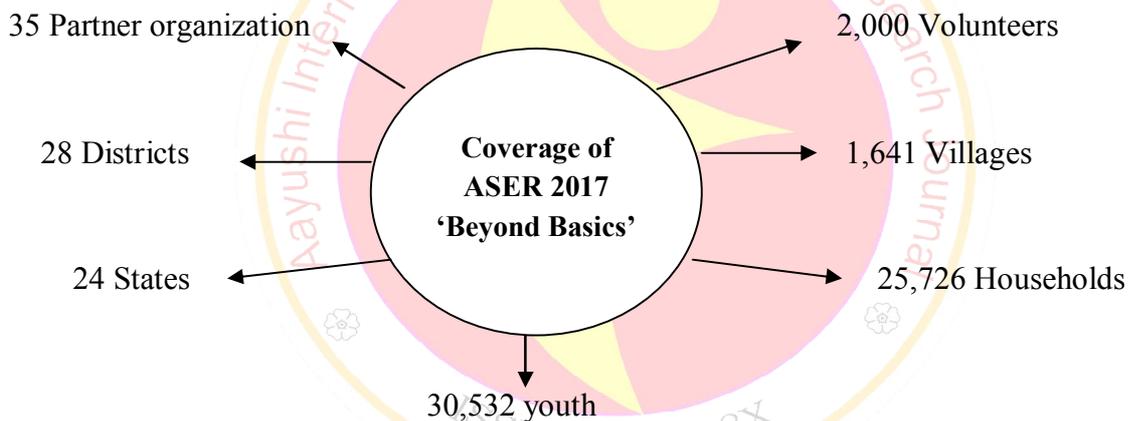
Survey Process of ASER 2017

This Survey in done over 3 days in a village i.e. Friday to Sunday

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Private School (Secondary and higher secondary)

Tution

ITI/Polytechnic/ college

Roadfacility

Government school (From 1 to 10th std.)

Public Transport

Computer Center /Internet café

Bank

Village Information

ATM

Youth activity information was collected through youth information sheet

Work information (Agricultural/Nonagricultural)

Marital Status

Parent information

Other courses (Government /private/other)

General information (Name, Address etc)

Youth Activity information sheet

School /College information Government /Private

Exam for Job / Education

Tution & its fee

Medium of school/college
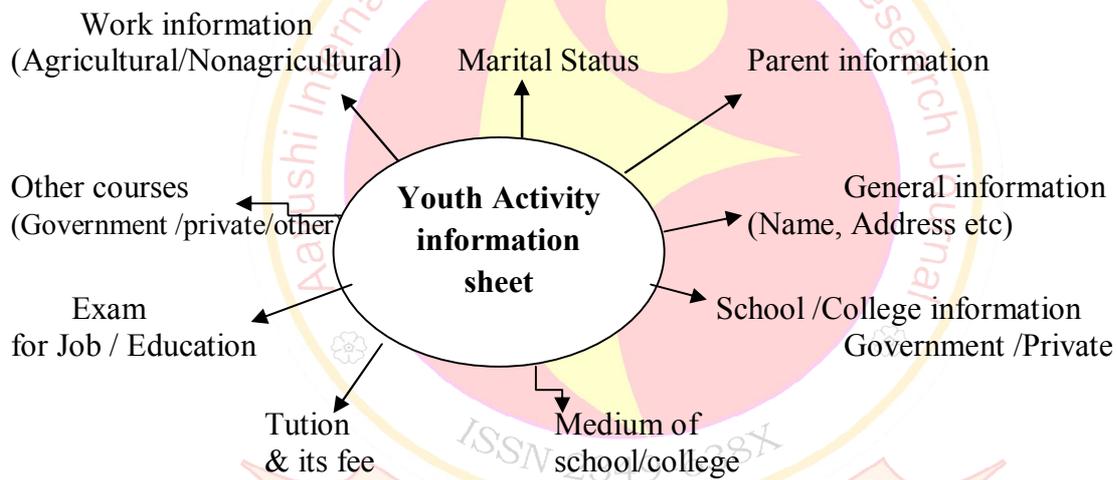
Youth information about aspiration and awareness

Nearest college information

visited

big city

short curses information

Mobile banking pay T.M.,internet banking

Interest in highest level of study(e.g. degree, M. Phil, Ph.D.)

Use of ATM/Debit Card

Youth Aspirations and awareness sheet

Interest in primary work/ Job (e.g. Teacher, doctor any other)

Own bank account

why you select this primary Work/job. (e.g. family member yourself /friend doing that job)

How will you prepare (Study, training or Don't know)

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Profit/Loss, Percentage

Common Calculations

Number Recognition → Subtraction

Division

Maths

Map & General Knowledge
(Country, Capital, State
name etc)

Educational Testing

English

(Capital Letters

Small letters-word

Reading

Letter- Word- Para-Story

Graph 1 : Enrollment and foundational learning for students in Std. VIII

Enrollment and foundational learning for students in Std VIII

Legend:
- Std VIII enrollment (All India)
- % Std VIII Students who can read Std II level text
- % Std VIII Students who can do simple division
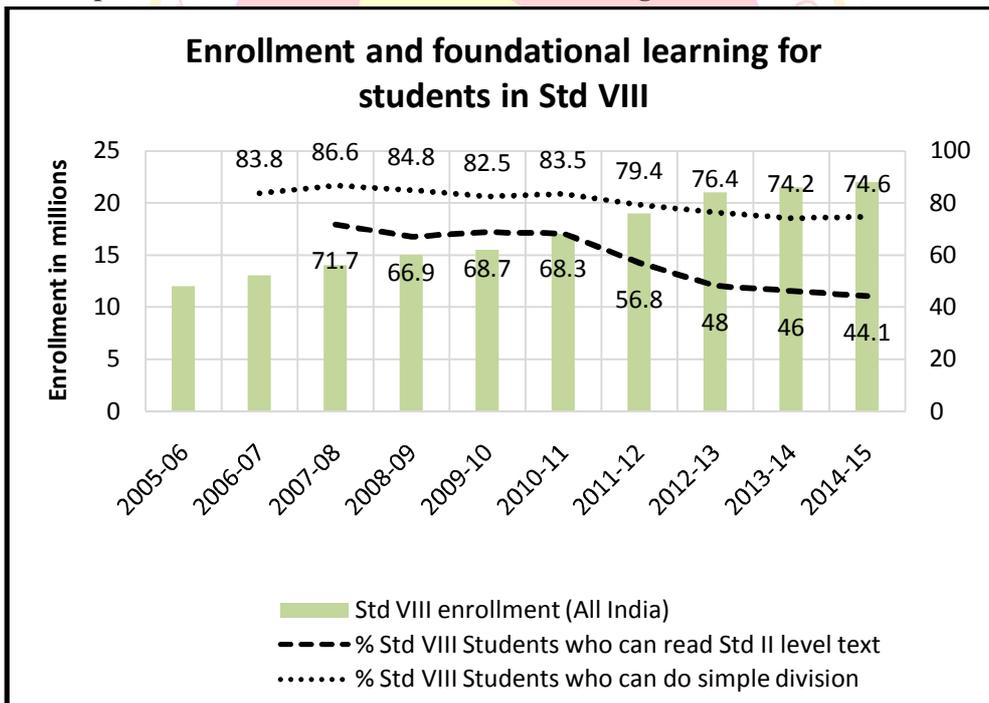
Std. VIII enrollment has doubled in the past decade, rising from 11 million to 22 million.
But over the years, the proportion of youth acquiring ever foundational skills has been worryingly low.
In 2016, less than half of those in Std. VII could solve a Std. IV division problem.

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Graph 2 : % Youth at different reading levels in English, by age.
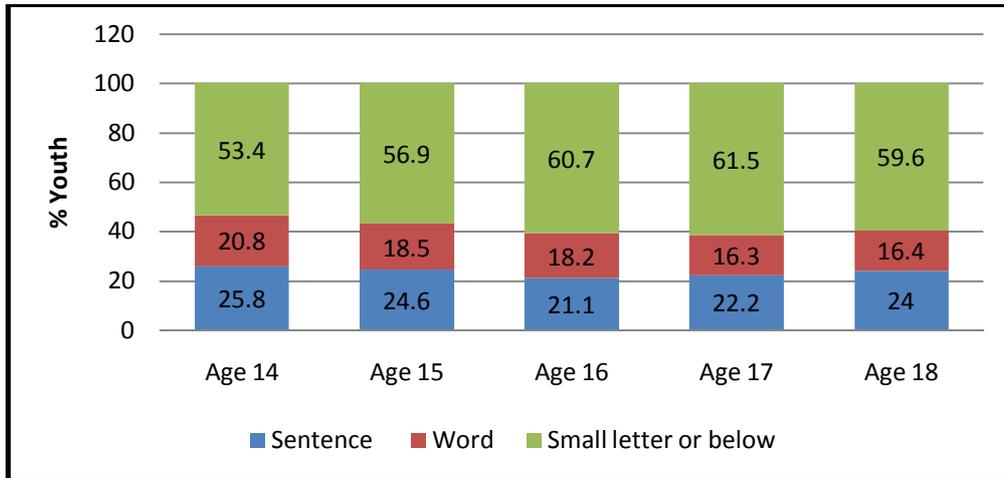
Graph 3 : % Youth at different arithmetic levels, by age
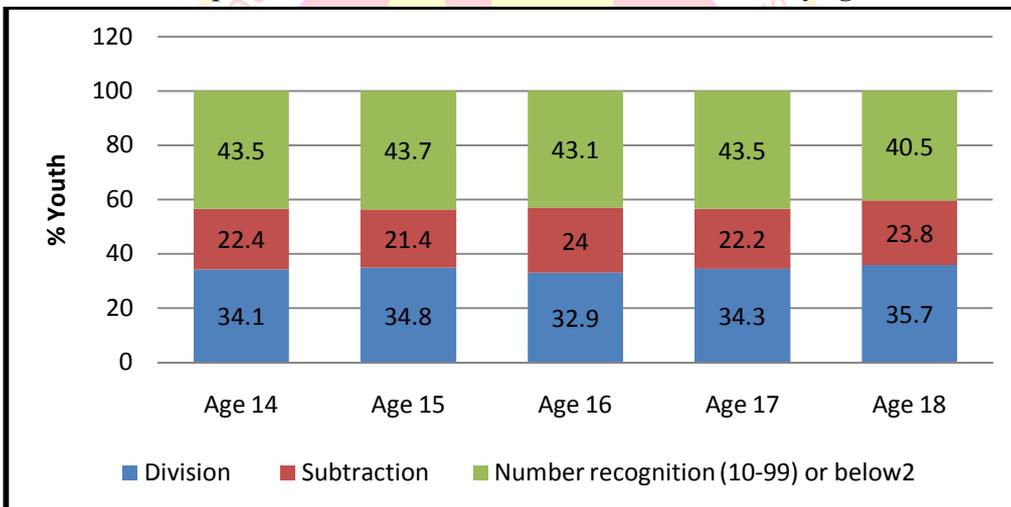
Graph 4 : % Youth currently not enrolled in school or college, by age and gender.
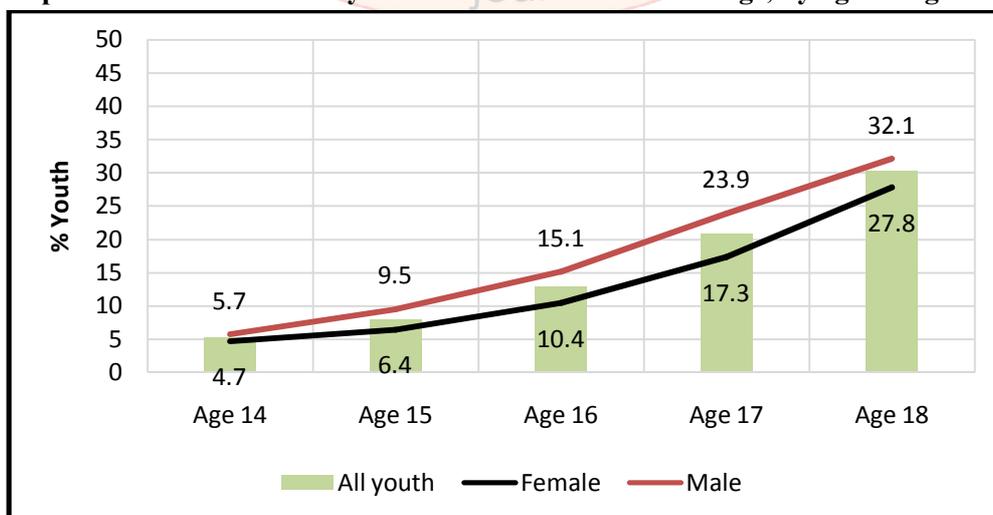
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Graph 5 : Enrollment status of youth, by age and type of institution, if any (%)
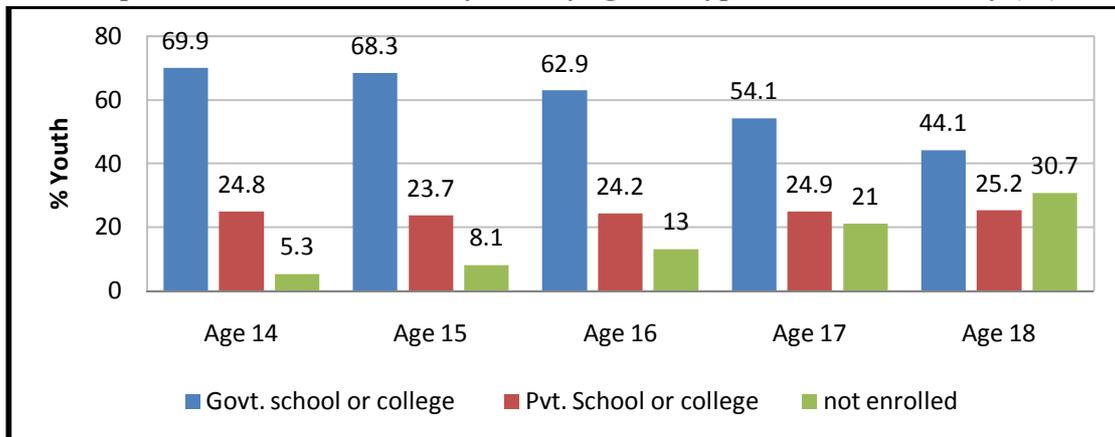
ASER 2017- Key findings
From objective 1, 2, 3, 4, and 5
Activity

1. Overall 86% of youth in the 14 -18 age group are still within the formal education system, either in school or in college.
2. More than half of all youth in this age group are enrolled in Std.x or below [54%]. Another 25% are either in Std. XI or XII, and 60% are enrolled in undergraduate and other degree courses. Only 14% are not currently enrolled in any form of formal education.
3. Overall about 5% of youth are taking some type of vocational course.
4. Youth in the 14-18 age group are working 42%, 79% work in agriculture almost all on their own family farm, 77% males & females do household work.

Ability

1. About 25% of this age group still cannot read basic text fluently in their own language
2. 43% youth are able to do 3 digit division problems.
3. 53% of all 14 years old in the sample can read English sentences for 18 years old it is 60% and 79% can say the meaning of the sentence

Awareness & Aspirations -

1. 75% youth have their own bank account 51% have deposited or withdrawn money from the bank 16% have used an ATM or debit card and 5% have ever done any transaction using a payment app or mobile.
2. 60% youth in age group 14-18 years wanted to study beyond Std. XII. 35% among youth who could not read a Std. II level text fluently.
3. Professional aspirations are clearly gendered, males aiming to join the army or police or becoming engineers and females showing preferences for teaching or nursing careers. 40% youth did not have any role models for the profession.

Conclusion -

   Our young people reach adulthood with the knowledge, skills and opportunities they need to help themselves, their families & their communities to move forward. We have to try with our best level.

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**Recommendations-**

1. Our youth need to help themselves, their families & their communities to move forward.
2. Interactions with youth in 14-18 years age group suggest that as a country we urgently need to attend to their needs.
3. Government have hopefully started a nation-wide discussion about the way to forward.
4. Every Teacher has to teach from grassroot level to higher level by using various strategies & innovations from the bottom of the heart to develop Indias' youth.

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Impact of Privatization on Education With Special Reference to English Medium Schools

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Abstract :

The empires of the future will be empires of the mind .With great power comes great responsibility said by the former Prime Minister of England while speaking before the students at Harvard University way back in 1943 .Over the past three centuries world has changed enormously. Once it was agriculture but with Industrialization the world has become Industrial in last century .But towards the closing years of the last century world has become world of information and technology. This era is known as the era of tremendous pace and dimension of human progress is of great speed and scale never witnessed in history of the world. Wonders of science have dominated the human life at present time. In this era of globalization world has become a big village and national boundaries are collapsing very fast as the competition of business is severe. Needless to mention that knowledge is power. One can not forget the words of Peter Drucker that the next society will be knowledge society in which knowledge will be resource and knowledge workers will be dominant work force. In other words knowledge occupies a prominent role in the development discourse. There is no need to emphasis that the triangle of knowledge, information and wisdom are and will be the drivers of today's and tomorrow's development and economy.

Impact of Privatization:

After independence the Government at the center and also at the state level was sensitive about education. It was a beginning of a new nation. Impact of freedom struggle was fresh and the people were hopeful. It was certainly difficult to start everything elegantly as country was doing every thing at the same time. Soon difficulties were understood and efforts were the made to correct the same. Many visionaries like Dr B.R .Ambedakar and Karmveer Bhaurav Patil and Educationist like Dr J P Naik in Maharashtra and else where started schools ,institutions and colleges as their mission to spread education for the masses. It was their hard work and sacrifice of highest degree that really help to spread the education among the masses. Off course the role played by government should not be ignored as it helped and was supportive to spread the education.

But in 1980's Policy of privatization was introduced by the government in the state of Maharashtra. Now after almost four decades of that policy where do we stand? How do we stand? In the process of the globalization and empire of knowledge, is very big question. Now the picture of education and its quality is simply horrible and it seems that we may lag behind in the race of merit .The generation that is working in the world of I.T. And other sectors were brought up in grand -aid system. There were hardly private high schools or primary schools before the introduction of policy of privatization. The National Knowledge Commission has rightly stressed, '' Foundations are critical. NCK believes that an emphasis on expansion and reform of new school system is necessary to ensure that every child has an equal opportunity to enter the world of higher education'' (NKC,2007) But the reality is otherwise as we see that foundations are terribly weak on account of privatization. It has resulted in decline of percentage of the students who are going for higher education.

Literacy rate has shown substantial growth after independence. It has come up from mere 16.67 to 64.84 in the year 2001. And it is increasing day by day. Now time has come to see beyond the literacy rate and we should think about the quality of literacy. What privatization has done to the quality of education in the schools? After the policy of privatization many people who could see the potential in opening the schools,

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started opening the schools almost at every town and village. Many of them were industrialists and politicians .And soon they have become *Shikshan Smrat* for whom money is above every thing and only motive.

English Education:

With growing importance of English there was literally epidemic of establishing English schools with fancy names. Two types of student's classes are created one learning in Marathi medium and second learning in English medium school with pomp and show. The government gives the permission to open the schools without any hesitation. There were many beneficiaries and among them were those who gave the permission to open the schools as they are also running schools. The government is in the mood of thinking that their obligation is only to look after those schools which are grantable and rest of the schools are none of its business. Owners of private schools are absolute power in their school and they have no reason to consider or apply any rules or regulations of the government and this has resulted into disaster. Almost all the schools have appointed the staff which is not at all qualified. They don't have any training whatsoever..The unemployment in the country such great that people are easily available to be hired. The private school owners have exploited this situation to their advantage most shamelessly. The students are at the mercy of these untrained and unqualified teachers .Every thing looks in good shape superficially but underneath it there is bitter reality. Parents don't question the qualification or training of the teachers. They pay handsome money for admission and many more thing in the schools .Private owners earn money on almost every thing like dress ,shoes, notebooks , hugh amount of money for trips and many times it is compulsory, very expensive books which are not prescribed for the study and never open in the class. The payment to the teachers is an ugly insult of this noble profession. In some cases teachers are paid only one thousand. And they are advised to take tuitions of the students of the school to get more money. There is curious thing that among the number of teachers in the these schools the number of woman teachers is mostly at par with male teachers and in some cases number of women teachers is higher than male teachers. This is so because in the family husband is earning money so the lady teacher doesn't feel pressure of earning more money. There are many incidents were girl students are molested or even raped by the teachers. It is salary and good training and required qualification make a good teacher. In situation like this the fate of the students is obliviously very precarious. In many cases teachers are only 10 th passed. Teachers resign even for small reasons or the owners ask them to resign. As teachers doesn't lose anything significantly and even the owner also because soon he gets replacement but students are at loss. This doesn't create any botheration among the students as the question papers are set by the school and many times syllabus is incomplete but that is negotiated by the school. Parents are guilty because in most of the cases they don't bother much about the state of affairs in the schools. Meetings are called for the parents only to ask them to pay the fees in time and they are happy as their children are going to posh English school.

A UNESCO Survey:

Survey conducted by UNESCO in 2008 found that the physical conditions of the schools which have implications for Quality of education disparities between village and city /town schools were quite large. On the other hand private schools look in good shape compared to government schools. Again the quality of education is hampered as the s government schools' physical conditions are not good. So parents tend to send their children to private schools.

Conclusion:

Most of the teachers, though it is English medium school, are unable to speak in English. Hindi and Marathi languages are used for all the purposes. A P.T teacher while at prayer says a word or two in English. For example he says *boys right sidela vala and girls left sidela vala.*Even at the functions speeches made in

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English by the Principal or Supervisor and other teachers are   also incorrect in terms of pronunciation and grammar. Notices are written in incorrect English. As a result the students are not educated properly by the schools and teachers are not responsible for this. It is high time that the Government should look seriously in English medium schools' affairs urgently to avoid national loss .Qualification like grantable schools must be made compulsory for the teachers and the Government should approve all appointments, fees and the schools violating government's norms and regulations must be banned .If we fail to address this issue of quality of education in English medium school we will certainly loose the race.

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Use of ICT in Teaching -Learning Process

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Mahila Shikshanshastra Mahavidyalaya, Tasgon

Abstract :

  The purpose of educational technology is to improve the effectiveness of teaching- learning process. It help the teacher to teach well and learners to learn well. Today's children need to develop the skills which will enable them to benefit from new opportunities offered by ICT. The purpose of educational technology is the development application, application and evaluation system, techniques and teaching aids to improve the process of human learning.

Introduction :

  The ICT brining remarkable changes in education around the world. This change affects both pedagolical and institutional aspects of education. In which the comprehensive infusion of ICT technologies in teacher education can offer knowledge based teacher educators, In the light of changing perception about what constitutes appropriate skills of modern era, the present curriculum is to be modified and incorporated the emerging technologies in all dimensions of teacher education. The E- India 2008 Draft Document suggest that the implementation of ICT in school education with the new emerging technologies the teaching profession is evolving from an emphasis on teacher-centered to student centered and the interactive learing environment.

Concept of ICT :

  The ICT means Information and Communication Technology. The word ICT contains three important terms namely Information, Communication & information technology. Information is the data processed into a form that meaningful to the recipient and is of real value in current of future actions. When information is retrieved and used, it does not loss its value but it may get value through its use information must be meaningful to received, relevant to the activity, clear and concise and accurate and must be given timely.

  Information Technology (IT) refers to creation, gathering, processing, storage, presentation and dissemination of information and also the process and device that enable all this to be done. Information technology stands firmly an hardware and software of a computer and telecommunication infrastructure.

  Communication is basic to all human performance and interaction. It refers to the transmission of thought, information & commands by employing the sensory channel. ICT is an umbrella term that includes any communication device or application, encompassing, radio, television, cellular phones, computer and networks hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as video conferencing and distance learning. ICTs are offer spoken of in a particular context, such as ICTs in education, healthcare, or libraries. Since the rising changed in a lot of ways. Information age has made education easier.

Thus information and communication technology is -

- Sharing and interchanging the information such as knowledge, mental skills, motor skills and attitudes through the use of mass multimedia and especially electronics.
- Achieving success in this sharing and interchanging by having communication.
- Receiving (hearing and seeing)
- Accepting (Nothing is going to change unless the information is accepted)
- Getting some action (Changing performance)
- Data Processing.

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Tools of Information Technology:

ICT has many tools which are instrumental to access transmit and process large amount of data form and anywhere in their world such as -

- Computer
- Television
- Cable TV Network
- Telephone
- Pagers
- Fax
- Mobile
- Internet & Intranet
- E- Mail
- CD- ROM

The most important development affecting the teaching learning process is the coming decades in the application of ICT. It will demand more effective and challenging teacher and teacher educator to cop with the demands of the future students.

The potential of each technology varies according to how it is used. Haddad and Draxler identify at least five levels of technology use in education, presentation, demonstration, drill and practice, interaction and collaboration.

Each of the different ICTs- print, audio/video cassettes, radio and TV broadcasts, computers or the internet may be used for presentation and demonstration.

How have radio and TV broadcasting been used in education :

Radio and television have been used widely as educational tools since the 1920's and the 1950's respectively. There are three general approaches to the use of radio and TV broadcasting in education :-

- Direct class teaching, where broadcast programming substitutes for teacher on   an temporary basis
- School, broadcasting, where broadcast programming provides complementary   teaching   and learning resources not otherwise available.
- General educational programming over community, national and international   educational opportunities.

How have teleconferencing been use in education :

Teleconferencing refers to " interactive electronic communication among people located at two or more different places"

There are four types of teleconferencing based on the nature and extent of interactivity and the sophistication of the technology.

1) Audio conferencing   2)   Audio -graphic conferencing
3) Video conferencing   4)   Web - based conferencing

Teleconferencing is used both formal and non formal learning contexts to facilitate teacher- learning and learner- learner discussions, as well as to access experts and other resource persons remotely. It open and distance learning, teleconferencing is a useful tool for providing direct instruction and learner support, minimizing learner isolation.

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Use of computers and internet for teaching and learning :

There are three general approaches to the instructional use of computers and internet, namely

- Learning about computers and the internet in which technological literacy is the end goal.
- Learning with computers and the internet in which technology facilitates learning across the curriculum.
- Learning through computers and internet integrating technological skills development with curriculum applications.

Use for doing different kind of research :

Learning with the technology means focusing on how the technology can be the means to learning ends across the curriculum. It includes -

presentation, demonstration and the manipulation of data using productivity tools.

Use of curriculum :

Specific application types such as educational games, drill and practice, simulations, tutorial, virtual laboratories, visualizations and graphical representations of abstract concepts, musical composition and expert systems.

Use of information and resources :

On CD-ROM or online such as encyclopedia, interactive maps and atlases, electronic journals and other references.

ICT used as supplement tools in teaching-learning process, thereby enhancing learning environment. Using ICT without clear goal or purpose, just for its own sake is unlikely to result in positive learning outcomes. ICT is a tool, and it should be used because it is the best tool to accomplish a task

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The Development Of Effective Communication Skill Among The Students

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Abstract :-

Communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. Effective communication is also a two-way street. It's not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it's also how you listen to gain the full meaning of what's being said and to make the other person feel heard and understood.

More than just the words you use, effective communication combines a set of skills including nonverbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognize and understand your own emotions and those of the person you're communicating with.

Effective communication is the glue that helps you deepen your connections to others and improve teamwork, decision making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust.

While effective communication is a learned skill, it is more effective when it's spontaneous rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator

The Development Of Effective Communication Skill

Introduction :-

Effective communication is also a two-way street. It's not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it's also how you listen to gain the full meaning of what's being said and to make the other person feel heard and understood.

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Ways of Improving Effective Communication Amog Students-

1. **Improve the Listening skill-** No one likes communicating with someone who only cares about putting in her two cents, and does not take the time to listen to the other person. Instead, practice active listening. Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is…").

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Through active listening, you can better understand what the other person is trying to say, and can respond appropriately.

- Active Listening Skills
- Listening Skills

2. **Focuses on Nonverbal Communication skill -** Your body language, eye contact, hand gestures, and tone all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable, and will encourage others to speak openly with you. Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on the person and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable).

   Also pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.
- Nonverbal Communication Skills

3. **Make Clarity and Concision in Speech-** Try to convey your message in as few words as possible.

   Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want. Think about what you want to say before you say it; this will help you to avoid talking excessively and/or confusing your audience.
- Verbal Communication Skills

4. **Friendliness in Communication –** Through a friendly tone, a personal question, or simply a smile, you will encourage your coworkers to engage in open and honest communication with you. This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees - a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.
- Interpersonal Skills List

5. **Increase Confidence-** It is important to be confident in all of your interactions with others. Confidence ensures your coworkers that you believe in and will follow through with what you are saying. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone (avoid making statements sound like questions). Of course, be careful not to sound arrogant or aggressive.

   Be sure you are always listening to and empathizing with the other person.

6. **Empathy-** Even when you disagree with an employer, coworker, or employee, it is important for you to understand and respect their point of view. Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions.

7. **Open-Mindedness-** A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

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8. **Respectfulness -** People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

    Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think you do not respect her enough to think through your communication with her.

9. **Feedback -** Being able to appropriately give and receive feedback is an important communication skill. Managers and supervisors should continuously look for ways to provide employees with constructive feedback, be it through email, phone calls, or weekly status updates. Giving feedback involves giving praise as well - something as simple as saying "good job" to an employee can greatly increase motivation.

    Similarly, you should be able to accept, and even encourage, feedback from others. Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.

- <u>Motivational Skills</u>
- <u>Team Building Skills</u>
- <u>Teamwork Skills</u>

10. **Picking the Right Medium-** An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, changes in salary, etc.) are almost always best done in person. You should also think about the person with whom you wish to speak - if they are very busy people (such as your boss, perhaps), you might want to convey your message through email. People will appreciate your thoughtful means of communication, and will be more likely to respond positively to you.

Conclusion :-

Above discussion shows that the quality of Communication skill has many dimensions. There are various objectives of Communication in education. Education gives unique touch to the importance of the quality to Communication skill.

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Pre-Service and in Service Teacher Education

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Introduction

According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skilful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

Pre-Service Teacher Education, Meaning And Significance

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instil in them a greater degree of self-confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analysing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

In-Service Teacher Education – Meaning

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed. makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies every day in the classroom situations and outside the classroom, he comes across problems and side by side he is an expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

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There are formal an informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment.

Need And Importance of in-Service Teacher Education

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so, though he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

A) Education- A Lifelong Process:-
B) Professional Growth:-
C) Education Is Dynamic:-
D) Makes Democratic

Programmes of in-Service Teacher Education

1. **SEMINAR**- In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.
2. **REFRESHER COURSES**: - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.
3. **WORKSHOPS**: - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.
4. **CONFERENCE**: - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president
5. **STUDY GROUPS**: - Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject.
6. **A STUDY CENTRE OF PROFESSIONAL WRITINGS**: - Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.
7. **EXPERIMENTAL SCHOOLS**: - The College of education should have their demonstration school and experimental school. These are actually practicing schools where some experiences can be performed. Whatever is taught in theory, which is put into practice by carrying out experiments?

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8. CORRESPONDENCECOURSES:- Correspondence courses can be designed for giving in-service education to teachers. A few universities have already started working in the area of in-service teacher education programmes. Central Institute of English and Foreign Languages at Hyderabad provides post graduate certificate course and diploma course through correspondence.

Conclusion

"Good education requires good teachers" that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality pre-service programme of teacher education, and them offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. It is strange to note that too often teachers are helpless in front of machines which refuse to work. How undignified it is for the teacher to be thwarted by machines

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Role of Communication Skill in Teaching

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Abstract

In this paper, I am describing the 'Key Factors to Assimilate English Communication Skill for students (AECSS).The aim of this article is how to communicate and share their thoughts in Eglish Language.There are various reasons why communication skill is important for students .English is World-Wide means Globle language, so we need to learn and assimilate of English Language, for their career, job, offical work, business, international banking and many more. As such, it is a useful and even necessary language to know.And in India it is not only useful but impressive language. So it is important to develop confidance in students. In our rural areas primary schools, high school's and college's students can't be able to communicate each other in an English Language. They unable to speak and share their thoughts in English Language. The paper consists of some key factors to develop communication skill and enhance our English Communication.

Keywords: AECSS - Assimilate English Communication Skill for Students;

Introduction:--

Communication is the act of sharing or exchanging information with someone, for example by speaking, writing, or sending radio signal. It has no means of communication.

_____ Oxford Dictionary

Simply the communication is a two way process as well as dynamic process. Whereas communication, the basis for the development of society. Therefore, communication can be defined as the tool by which mankind interacts within the members of its communities to code and decode information (Brandl,2012,Hall 1980,Perice,1960,Saussure1922,Wren Lewis,1983)

When we want to aquire and assimilate a foreign language, whatever in linguistics course and for use communication to begin to admire the enormous complexity of everyone's language.At every level, from phoneme is to rules and regulations, vocabularies,syntatic,semantic,pragmatic in all types. When we understand its complexity and exception then students accomplish in mastering it to easy.Every human or every student is different species as a whole. It has under influence of race,culture or general intelligence. According to Wikipedia, very few, just 1% of population can speak English with good mastery.

In India basically in our Maharashtra and in Marathi medium schools English is third language and in an English medium schools English is first language but Marathi medium as well as English medium school's students can't be able to speak English fluently.Students can write and read English but unable to speak. Because in Indian school's education system focuses more on reading and writing even for language studies, so they can't stand in front of class and speak few words. This is Marathi medium school's students school's students can't speak English fluently they faces also lots of mistakes and confusions.

According to the Wikipedia the following numbers are shows

Census	percentage	Population 2nd language	Population 3rd language
2001	12.6%	86 million	39 million

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% of population speaks English 10.35, Eligible Population 1,210,000,000 total English speakers 125,226,449.As many as 97% engineering graduates in the country can not speak English in 6 lakh engineer only 2.9% candidates are fluent while speaking English.

And most important thing that if 2% students can understand English and able to speak but they have an influences of their dilect and dilectwise their accent also so much change.

So I think it is need and consantrate to how to develop speaking English language

* Four Skills of Communication:-

Every language stands upon four skills such as Listening, Writing, Reading, and Speaking. I think when we change LWRS skills acquiring sources and update ourselves with new technologies definitely every language learner may be possible command over on foreign language

* Key Factors of AECSS:--

Four communication skills given learners idea and command to share their thoughts and most important confidence.Listening and Reading are the receptive skills because learners can receive knowledge and understand it.Speaking and writing these are the productive skills,whatever they gain knowledge ,information through language.They can able to apply it or produce something .It is known as an active skills.

A. Listening skill (L): -

Listening Skills: - Listening skill is very important skill for new language learners. And it is most effective skill to students. Good listener is good speaker.

a. Listen Speech and Lectures: -

Student's first listening source is to listenspeeches and lectures. That speech and lectures are delivered by teachers or any person. We'll do activities in our classrooms also eg. Groupdiscussions, seminars, elocutions, spontaneouselocution competitions and related programs. Students hear it carefully and try to speak and implement some vocabulary with proper pronunciation while talking with anybody.

When learners listening speeches and lectures and try to acquisition of language what he or she can observe -

1. Listen carefully.
2. Listen stress and intonation properly.
3. Concentrate on Pronunciations.
4. Observe pauses between words and sentences.
5. Understands feelings, information and sound naturally.

b. Listen Audios: -

Listening Audios are the second source of to develop listening skills. Learners can concentrate on audio by using headphones and try to speak like them. When learners listening audios and try to acquisition of language what he or she can observe–

1. Listen carefully.
2. Listen stress and intonation properly.
3. Concentrate on Pronunciations.
4. Observe pauses between words and sentences.
5. Understands feelings, information and sound naturally.

c. Listen Audio-Visual: -

This is the third source of listening skill. Learner can see TV, Videos and gain phonology as well as gestures. Learners can listen with proper expressions, so it is very effective. They practices to watch or listen to a recorded TV programs, clips from YouTube, News reports, many informative channels as well

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as cartoon channels also. When learners listening audio-visual and try to acquisition of language what he or she can observe–

1. Listen carefully with expressions
2. Observe pauses after every words and sentences.
3. Try to predict what is going to happen or what the speaker might say next.

d. Detecting signpost: -

Learners can observes signpost surrounded of them, like traffic signals on roads. These words, which link ideas, help us to understand what the speaker is talking about, collect signpost, phrases. Signpost language is making your communication effective and impressive.

e.g. I'm going to talk about …...,My today's topic is….. , Moving on now to …., To sum up…., Would you like to ask any questions? etc..

When learners listening signpost and try to acquisition of language what he or she can observe the following objectives –

1. Observe Signpost phrases, note it and use it.
2. Listen more than once, if necessary.

Summing up: -

Learner's first important skill is to listen carefully and implement it in their daily conversation. It can help to enhance their communication skill.

B. Reading Skill:- (Posted in raising a reader, reading matters on March 31st, 2015 by Dr. Kay Macphee.)

Reading also helps to learners to develop their communication skill.

When learners read and try to acquisition of language what he or she can observe–

a. Phonemic awareness: -

Phonemic awareness is the ability to hear the sounds in spoken words and made up of sequences of speech sounds. e.g. /m/ /oo/ /n/ is 'moon'

b. Phonics : -

Learners can understand the relationship between letters and individual speech sounds.

c. Fluency: -

Fluency involves reading words quickly and accurately with correct intonation.

d. Vocabulary : -

A strong oral vocabulary is essential for reading fluency.

C. Writing Skill: -

Clear expression of ideas in writing, grammar, structures. Writing skill is also important for verbal communication. Learners can communicate with personal as well as business. In this communication use the devices are handwritten letters, typed letters, e-mails, written messages.

When learners write and try to acquisition of English language communication, what he or she can observe–

a. Use appropriate spelling.
b. Use appropriate punctuations.
c. Use appropriate grammar.

It can confuse to learners to how to express feelings with gestures, it may be misunderstand to listener.

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D. Speaking Skill: -

Effective and impressive communication, learners must develop their speaking skill.

When learners speak and try to acquisition of English language communication, what he or she can observe–

a. Speak clearly: -

When you can speak, maintain the volume in required place, keep your volume sufficient and clear pronunciation.

b. Speed: -

Speed of speaking is also important, sufficient pauses between words and sentences. And flow of speaking, reduce unnecessary natural pronunciation. e.g. uh, or um, a.

c. Develop style: -

If speaker's style is different, he or she can impress to others. So develop our own style is very important. e.g. volume, gestures, jokes, humor, flow of dialogue style.

d. Practice: -

Learners must be practice regularly, first in front of mirror, it means individual practice and then with friends. It will help to develop communication skill.

Conclusion: -

To sum up, we try to develop every student or learner English communication skill by using these four language pillars.

As we provide study materials to teachers and students, it will help to enhance their English communication skill. And important thing is that it will give confidence to students and platform for their ideas and thoughts.

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Semi English Medium –A Challenge to Accept

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Introduction

Semi-English medium schools are turning out to be an effective way to stem the dropout rate in Marathi medium schools. The enrolment rate in these schools, where Science and Math are taught in English and the rest in the vernacular, is on the rise. Semi English means- 1. It is the pattern of teaching in the schools other than English medium where language of instruction for mathematics and science is English.

The fee in semi-English medium schools is also easy on the pocket when compared with English medium schools. The success rate of semi-English medium in arresting the dropout rate has prompted the government make plans of introducing semi-English as the medium of instruction in all its schools right from Standard I.

The Importance of English

"Language is a means of communication among human beings.The Central Advisory Board of Education in 1956 recommended a 'Three – language Formula". It was implemented in 1961. It includes the mother tongue or the regional language Hindi as the national language English as the international language."It is the variety of English that is accepted by a consensus of opinion among the educated native speakers of English." (Rammurthi L. 2004: 116) We all know that there are millions of English speakers across the globe.English is an important language for all kinds of professional and personal goals.

In the speed of changing world and competitions it is needful to update our progress and fastened our speed. The upcoming new generation is always standing ahead in thinking innovatively and creatively. If we want our generation accepting and coping with human values as well as standing helpful in nation building then we should develop our educational environment and system should turn towards new educational approaches, methods and policies. Regarding this State of Maharashtra took one step and that is allowing Marathi medium schools to accept semi English classes. Actually in private schools this is implemented before 2009 but as per the G.R. of 2009 Maharashtra government implies this policy in government school also.

According to the global needs everyone wants to acquire proficiency, fluency and accuracy in English. The higher and middle class people can afford English medium schools in Maharashtra which are private schools and hence higher fees. Due to few numbers of students Marathi medium schools are decreasing in number. In today's global world, everyone knows the importance of English since English is the most common language spoken everywhere in the world. English has been playing a major role in many sectors including medicine, engineering, and education which is the most important arena where English is needed. Particularly, as a developing country, India needs to make use of this world-wide spoken language in order to prove its supreme power. Research shows that learning a new language changes our brain structure. It impacts the parts of our brain that are responsible for memory, conscious thought and more.

English is the most-used language online, with nearly 1 billion users typing and chatting in the language. If you can understand and read English, you'll be able to access and enjoy many more resources online.

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We can read online news articles. You can leave comments on an English video. We can understand Tweets from English-speaking celebrities. We can participate in a discussion on a forum. The possibilities are endless!

Following are some plus points of English-

1. English Opens New Career Opportunities-

   In this digital Era it is the need that everyone should be digitally literate. Without having the knowledge of Computers and ICT it is very difficult to stand in the competitive world. For careers in Computer Science, all other Sciences, Engineering, medical fields knowledge of English language is a basic criteria of eligibility.

2. English Tests Can Get You into School-

3. English Makes Your Life More Entertaining-The world of internet is really amazing and entertaining, the only condition is that you should know English language.

4. Learning English Can Make You Smarter-

   In the society we should follow some manners and etiquettes .Use of English language makes our personality smarter.

The Need and Importance of the Study:

In Marathi medium school every subject is taught into Marathi. So it is quite easy for the students to get knowledge through their mother tongue. But as the global needs are changing every parents want to teach their ward in English medium where English is the medium of instructions. According to the future needs everyone wants to acquire proficiency, fluency and accuracy in English. Now it is the duty of government-

1. To avoid categorization between students on the basis of language of instructions.
2. To give an opportunity to every student for learning English.
3. To avoid the problem of surplus teachers in Marathi medium schools.
4. To bring proficiency, fluency and accuracy in English as it is the language of the world and in Marathi as it is a native language attached with the culture.

In case of learning language we can say that one can 'acquire' the first language and 'learn' the second language. While everybody has abundant exposure to the language to be learnt in the context of first language acquisition, it is not always so with the second language. Neither does everyone get to learn the second language in 'natural' circumstances like one's first language. Students often learn it through instruction.While switching from Marathi medium to English medium teacher s should get the answers of following questions-

1. Does the student already know a language?
2. Is the learner cognitively mature, that is, is he or she able to engage in problem solving, deduction and complex memory tasks?
3. How well developed is the learner's metalinguistic awareness?
4. Is the student feels shy about making mistakes and sounding silly when speaking the language?
5. Is there sufficient time available for language learning to take place?
6. Does the learner receive corrective feedback when he or she makes errors in grammar or pronunciation?

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Learning of Science

Understanding language is compulsory in learning science. Science teachers should take extra efforts to help Students Bridge the gap between their home languages (mother tongue) and the language of science by talking, public speaking which is challenging task for teachers.

A teacher has many responsibilities. He must have grip on his subject and must be ambitious as well as a positive thinker. His personality should be flexible. He should respect others opinions, suggestions and views. He must change his mind set up according to the needs of society. He conveys his knowledge in such a way that he may see a glimpse in the minds of the students. If teacher fails to convey his ideas, concepts of knowledge in his students then his knowledge will become useless. So teaching is a process which continuously needs vibration in the knowledge pool of a teacher. He always tries to learn more and more at every step of life. In the Science teaching class room at primary level the teachers face many difficulties .The reason is that the learning environment does not match English learning. Students consider English a difficult subject because it is not their mother tongue. Science teacher should be able to communicate with the students in English then he/she can teach Science subject.

Here this problem is related with daily teaching learning process. There are certain facts related to Semi English medium like

1. Students feel uneasy in dealing with foreign language and coping with it.
2. The students cannot enjoy the learning process as they are in stress of understanding the concepts and clearing the idea through English.
3. The teachers of Mathematics and Science are also facing problems regarding the change in language of instructions.

Teachers' Handbook of Science

In Semi English Medium schools Science and Math subjects are taught in English and other subjects are taught in Marathi medium. When a child switched from Marathi to English medium his /her thinking process should also change .But this is not as easy as it seems students generally think in Marathi and translate it to English and may face difficulties in understanding basic concepts of that subject.

In this situation teacher plays an important role to help students to understand the subjects in English. It is expected that teacher should be able to explain the subject in both Marathi and English languages. Initially teacher should explain new words, terms in English as well as in Marathi to make students comfortable with English medium.

Teachers' handbook of Science is one of the important resources for the teachers. Let's take an overview of first chapter of class VI Science Textbook. This chapter aims at developing the following abilities in students:

1) Learning from living experiences, observation and discussions with others
2) Conducting experiments
3) Organizing data

Chapter 1 talks about the variety of the sources of food that humans and animals eat, what is food, importance of food, variety of sources and its components. In the handbook it is suggested that

1) Students may make collages on various themes related to food, activities on sprouting moong or chana can be conducted.
2) Teacher can ask students to prepare a presentation with the help of books, encyclopedia and internet on this topic.
3) Students can collect pictures of animals; identify their names and what they feed on.
4) Teacher can arrange a visit to a zoo and discuss various animals' eating habits.

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5) Students can check menu cards of regional restaurants to examine for dishes they prepare.

6) Teacher can encourage students to find the ingredients of some of these food items.

From research it is clear that generally Science teachers use discussion, explanation,questioning, experiments demonstrations, use of ICT as teaching methods .A field visit ,outdoor activities are time consuming hence frequently cannot be used.

Extra efforts should be taken by teachers at the initial stage when students are opting Semi English Medium, to make students comfortable with English medium. It is only teacher who can remove hesitation for using English as a medium of learning.

Plus and Minus of Semi English Medium		
Sr. No.	Plus Points	Minus points
1	Comparatively less fee	Stress is not given on spoken English
2	Children can learn English Marathi languages	Students should take extra efforts tolearn English
3.	English medium of Science and Math reduces tension of 11th and 12th studies	Students may feel science and math subject difficult due to English language

Conclusion

This study concluded that primary teachers face a numbers of difficulties while teaching English at primary level. It can make easier if teachers are aware of students difficulties related to English language. Trainings should be given to the teachers so that they may teach English with interest consequently students may show better results

These are the facts related to Semi English Medium Schools:-

1. Students feel uneasy in dealing with English language and coping with it.

2. The students cannot enjoy the learning process as they are in stress of understanding the concepts and clearing the idea through English.

3. The teachers of Mathematics and Science are also facing problems regarding the change in language of instructions.

4. Semi English Medium opens a door of bright future of students.

5. Teachers should accept the challenge of Semi English Medium and help students to put a foundation of their career.

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Semi English Schools: Need and Demand

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Abstract

Whether it is true that child could easily get knowledge through its mother tongue yet we can't deny the increasing importance of English language in education system. Most of the educational institutes has accepted English as a medium of instruction majorly in higher education. Large number of knowledge is in English. Poor command on English would make student frustrate in further higher studies. If the child become familiar and easy acceptant of concept in English in primary education will make him succeed in his future. The main trait of Semi English medium is that it also possesses the child's regional language and links it with global language, English. It is why because the need and demand from society and for global society Semi English medium emerged.

The global need of learning Math and Science in English, the parent's attractions towards English medium schools, non English Medium government schools, low enrollment rate in Zilla Parishad schools so the government of Maharashtra has granted non Englishmedium government schools to implement Semi English medium .The term semi English means to teach Math and Science through English language .The schools having semi English medium continues other subjects along with regional language.The paperdeals with the concept of betterimplementation of Semi English medium in Marathi medium schools by considering its need and demand.

Objectives-
1) To acquaint the need and demand of Semi English Medium Schools.
2) To support the implementation of Semi English Policy.

Keywords-need,demand, Semi English,implementation.

Introduction-

English is associated language along with Hindi in India.English along with vernacular language is used in the legal system,regional administration,armed forces and national businesses, at home and also in mass media.To enable the child to successes in any trade and discipline the policy of Semi English isemerged. There is a fast-moving worldwide shift from English being taught as a foreign language toEnglish as a medium of instruction; as a way to internationalize their educational offer. It could possible to create opportunities for students to join a global academic and business community. English Medium schools are the answer for that. But the remote places does not have English medium schools .If have nearpremises, parentscould not afford to enroll their wards with paying fees. Government aided non English medium schoolshave less enrollment ratio.The parents have attraction of English Medium schools. So the Maharashtra Government permitted non-government schools to implement the Semi English Medium in schools.

Semi English Medium –

In Marathi medium schools all subjects are taught in Marathi .In Semi English school Science and Math is taught in English and remaining   are in their regional language. A global level semi English pattern is known ETeMS pattern i.e. English for teaching Science and Maths.

Need and demand of Semi English policy-

Semi English medium is needed and demanded means that English as medium of instruction is require for learning Math and Science because it is essential rather than just desirable.Language influences student's

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thought by molding perception and structuring ideas.It could possible in the primary or upper primary school age. By implementing Semi English medium, the child would beable to grasp the concepts through English fromMath and Scienceat his primary level. Sowith the help of Central Governmentthe government of Maharashtra has determined to improve the English of school going students by introducing various policies.Semi English policy is one of those policies.

Need for student-

Semi English is needed to enable the student for higher studies and to cope with globalization. There are lots of informative books in English .If the child want to learn himself or read any information in English it could be easy for him.Child will be more familiarwith English subject also.Use of English in teaching and learning Science and Math will construct him easily for his higher studies.The lot of students from Marathi medium schools are not bold and confident as compare to English medium schools.They experiences inferiority complex and get easily distracted, which in turn gets reflected on their overall personality.Student will be familiar with English and will able to get in touch with people from other countries. He could able to establish personal connection with an English speaking culture. Admissions, success and employability that is related to Mathematics and Science facultywill bepossible for him in future.

Need for schools/academics-

Asthe product of 21 st century, student himself aware of the importance of English in his life .Child wants to connect himself globally .He has his own instincts about learning through English.The combination of international language and regional language will make him success ininternational level or at least at hisregional level.Large numbers of referencebooks are written in English.

It will be helpful to prepare students for international exams. To achieve that goal teacher would also have to improve their competency level. School could able to arrange lots of curriculum based exams by the demands of students or parents. Many non-English medium schools are accepting Semi English medium and those schools are flourished with students. Many local and district level School Management Committees (SMC), Education Committees took decision to implement Semi English Policy in their schools.

Maharashtra Government is going to implement 100 International schools to achieve quality education and quality output. Semi English medium schoolswilldefinitely prove helpful for this project.

Demand of parents -

Learning English is demand of hour.We cannot blame parents for wanting to send their wards in English Medium Schools.English language occupied every field of science, economics, banking,space study,medicine, computer and engineering.There is problem of high dropout rates in our regional language medium schools. The parents negative perspective about Zilla Parishad schools. Parent's interestto enroll their child in English medium school is increasing.Parents want their child to speak in English and could get higher study easily.Manyparents don't have any time to pay attention at their child's educational progress.

English Medium Schools doesn'thave grant from Government and manyparents can't afford the fees of those schools. If Government schools implement Semi English medium, that will make easy for parents to enroll and connect withteacher.

Global need-

Taking into account that globalization is a key topic of 21 st century.All the sectors are affected due to the globalization .Education sector alsocan't keep itself away from it.For that many more educational programs are implemented. In this age of competition, Marathi Medium students need to get enough

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knowledge throughEnglish. They have to prepare themselves for basic concept from Science and Math. To be consistent with original source of national flowchild must be well aware of language i.e. International language English.Development of country is depend upon the academic development.English has a wide range of opportunities and success. English has great impact on political and economic growth and development. Most of the concepts, researches from Math and Science studies are in English. There is enamors demand and need for English knowledge and proficiency. English plays a vital role in increasingopportunities around the world.

Demand of society-

India is a multilingual country and English is very much part of multilingualenvironment.It can easily achieve communication with natives. When people who share different mother tongues and back grounds meets, they need to communicate and use a particular language in order to understand each other. The need for global communication and mutual understandingincreasing the number of English speakers and promoting English as the most widely spoken language.

Conclusion – To conclude, we can say that Semi English is essential for the individual and globalsuccess of students-

Advantages of implementation ofSemi English medium schools-

- It will enable students to acquire proficiency in English while learning the content of Math and Science.
- It will built and improveteacher's and student's competency.
- It never denies the importance of mothertongue /regional language.
- It will helpful to increase enrollment in Zilla Parishad schools.
- Fruitful in higher studies of the child.
- High cognitive development of a child.
- Essential for globalization, wider cultural and scientific communication.
- Additional concept for pre service and in service training programs.
- Student's command on English and his mother tongue/regional language.
- Higher possibilities of quality achievement in international competitions.
- Stakeholders like students,teachers,headmaster,administrators, and supervisor would have to improve and updatethemselves to getsuccesses in this trend.
- Increases the acceptanceof new trends by stakeholders.

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Role of parents in selecting Semi-English Medium on Primary and Higher Primary Level -A Study.

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Abstract –

This is an abstract research paper which is an outcome of the study conducted in Panhala, dist. Kolhapur, Maharashtra. The study deals with the present situation of selection of medium and parents role in it on primary and higher primary level.

This study reveals parents role in selecting specially Semi-English Medium. Sample of 60 parents of the learners in Vth to VIIth standard in Panhala Vidya Mandir, Panhala, dist. Kolhapur, were selected randomly. A descriptive Survey Method is followed. A questionnaire is used for collection of qualitative data which is analyzed afterwards. With the help of findings, conclusions are reached.

1. Introduction.

"Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits."   -Education- Wikipedia

This learning or acquisition of knowledge and other things is generally done through a language which works as medium here.

Generally learning through mother tongue is normal routine process. But at present, being global, learning process is also expanded. Learning many subjects, various cultures, and different dimensions has become very common. For this learning language has also been changing. In such circumstances, learning through mother tongue is replaced by English or Semi-English medium.

2. What is Semi-English medium?

When we call a language 'medium' in education, it is prominently, medium of instruction.

"A medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. If the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction."

                                                                                  -Medium of Instruction, Wikipedia.

When mother tongue is replaced by English language it is called English medium. Sometimes it might be difficult for the learner to learn all subjects through English, but still he needs Science and Mathematics to be learnt through English as it is considered helpful in higher studies. Here, Semi-English medium is used. Means, only Science and Mathematics are learnt through English and all other subjects in mother tongue. Many learners in India, particularly, in Maharashtra go for this Semi-English Medium.

3. Need and significance of the study -

UNESCO considers that providing education in a child's mother tongue is indeed a critical issue. Proving every bit of knowledge in child's mother tongue might be a problem, sometimes; and on the other part learning through mother tongue is easier for the child himself. Not only learners but many parents are in a confused state of mind because of this controversy. They think they must be ready to cope up with changing times but at the same time need mother tongue as easier medium of instruction. Thus, Semi-English medium is becoming popular day by day. Yet, the problem of concept clearing seems to be the same. Working as a

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head master, the researcher has many such comments and complaints from parents and learners that they still feel difficult to understand.

4. Statement of the study

Role of parents in selecting Semi-English Medium on Primary and Higher Primary Level -A Study.

5. Functional definitions –

1. **Role of Parents -** Parents' thinking, attitude

2. Semi –English Medium-

Learning Science and Mathematics through English and other subjects in mother tong as used in Maharashtra Marathi Medium High schools.

3. Primary Level –Std Vth from (Std.1 to 5) according to the present education pattern in Maharashtra.

4. Higher Primary Level –

Std.VIth to VIIth (Std. 6 to 8) according to the present education pattern in Maharashtra.

5. Objectives –

1. To know the parents' awareness about the changes in selecting medium.
2. To know what the parents know about the Semi-English Medium.
3. To know their thinking process behind selecting Semi-English Medium.

6. Assumptions –

1. The parents are conscious about their child's education.
2. They are careful about his career.
3. They think that they can select 'the best" for their children.

7. Scope and Delimitations

Scope -

1. The study is related selection of medium.
2. It is related to primary and higher primary education
3. The study is related to school education in Maharashtra.

Delimitations –

1. It is restricted to selection of Semi- English Medium, only.
2. The study is restricted to the parents of the learners in Std. V, VI and VII only.
3. It is restricted to Panhala Vidya Mandir Panhala, district Kolhapur, only.
4. This study includes only 60 parents of the learners in std. Vth toVIIth.
5. The Findings of the present study are related only to this study sample or the same like that.

9. Research Methodology –

Various methods of research are used as per the requirement and nature of the research problem. This research relates to the use and importance of the activities in teaching of English on secondary level that relates to the learning of a teacher. It does make one to think and rethink on the applications of teaching-learning process. Being a qualitative research it needs special qualitative interpretation.

A] Research Method –

A Descriptive Survey Method is followed here according to the need of the research.

B] Sampling Design and Sample –

60 parents of the learners in Std. Vth to VIIth were selected randomly.

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C] Tools Used-

To get the parents' attitude, thinking properly, the researcher found a questionnaire most apt as a tool. Therefore, a questionnaire was developed.

D] Data Collection –

The questionnaire was got filled by the selected 60 parents.

10. Analysis of the Data.

The data collected through the questionnaire, and then was analyzed to get the findings.

Q. 1 Do you know that there are different mediums in your child's school?
    a) Yes   b) No.   c) No Reply

	a	b	c	Total
Response	55	-	5	60
Percentage	91.66	-	8.33	100

Q. 2. Do you know that your child can select the medium on his own?
    a) Yes   b) No.   c) No Reply

	a	b	c	Total
Response	51	-	9	60
Percentage	85	-	15	100

Q. 3 How will you help your child to select medium?
a) rely on guidance from others.   b) consider child's opinion   c) you select on your own.

	a	b	c	Total
Response	21	7	32	60
Percentage	35	11.66	53.33	100

Q. 4 which medium do you think more useful for your child?
a) Mother tongue   b) That my child thinks useful c) Semi- English

	a	b	c	Total
Response	11	9	40	60
Percentage	18.33	15	66.66	100

Q. 5 Semi –English Medium means…..

a) using half English, half Mother tongue while learning   b) half subjects in English, half in mother tongue. c) Science, Mathematics in English, other subjects in mother tongue

	a	b	c	Total
Response	-	3	57	60
Percentage		5	95	100

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Q.6 Can you provide your child English language atmosphere out of school to help him/her in learning in Semi-English Medium?

a) on a large extent   b) up to some extent only c) very little

	a	b	c	Total
Response	4	12	44	60
Percentage	6.66	20	73.33	100

Q. 7 Why do you think Semi-English Medium is useful for your child? (you may give reasons more than one.)

1. People say it is useful in higher studies.

Response	**Percentage**
56	93.33

2. It is easier than English medium.

Response	**Percentage**
38	63.33

3. My child's friends are in that medium.

Response	**Percentage**
51	85

4. His English will be improved.

Response	**Percentage**
14	23.33

5. My child should continue the same Semi-English Medium in which he has been previous year.

Response	**Percentage**
36	60

6. my child got his previous English Medium difficult; so should shift to Semi-English Medium.

Response	**Percentage**
2	3.33

11. Findings –

According to the objectives-

Objective no. 1. 1. To know the parents' awareness about the changes in selecting medium.

1. 91.66% means most of the parents know that there are different mediums but 8.33% parents gave no reply. (Q. 1)

2. 85% parents know that their child can select any medium on his own but 15%parents gave no reply. (Q.2)

Objective no. 2. **To know what the parents know about the Semi-English Medium.**

1. 66.66% parents think that Semi-English Medium is useful for their child, 18.33% think it to be mother tongue and only 15% parents think it to be that their child thinks useful. (Q.4)

2. 95% parents know what Semi-English Medium means. (Q.5)

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Objective no. 3. To know their thinking process behind selecting Semi-English Medium.

1. 53.33% parents select the medium on their own, 35% rely on guidance from others and only 11.66% consider their child's opinion. (Q.3)

2. 73.33% parents think they can provide their child very little English language atmosphere out school to help him in learning in Semi-English Medium. (Q.6)

3. 93.33% means highest percentage of parents think Semi-English Medium useful in higher studies, 85% parents think that child's friends are in that medium, 63.33% parents think it to be easier than English Medium, 60% of them think that their child should continue the same Semi-English Medium in which he has been previous year , 23.33% think their child's English will get improved by this medium, and 3.33% parents think that the child got his previous English Medium difficult and so should shift to Semi-English Medium.

12. Conclusions

1. Parents are keenly aware about the changes in medium.
2. They know what Semi-English Medium is and think it useful.
3. Very few of them can provide English Language atmosphere. While selecting medium, they rely more on guidance from others or select it on their own; very few of them consider their child's opinion. Most of them know Semi-English Medium to be useful in higher studies. Many select it because of child's friends or thinking it to be easier than English medium or just to continue the previous one.

13. Recommendations –

1. Parents should try to know details, pros and cons of Semi-English Medium
2. Teachers, Educational institutes should guide them properly.
3. Parents should consider their child's capability, liking, opinion, etc.
4. Parents should consider common exposure for English, use of technology and prominently the changing nature of textbooks in relation to providing English Language atmosphere.

Suggestion for Further Study-

1. How Semi-English Medium is useful in higher studies? Up to what extent?
2. Can an English Language teacher help a Semi-English Medium learner? How?

14. Summing Up –

Role of parents is most important in every aspect of life of a child, no doubt, but when it is studious, positive, it helps him definitely. Being a 'Globizen' one must be selective about the medium of instruction and at the same time pedagogy in learning must not be forgot.

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Student Teacher Performance in Examination

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Abstract :

    This research paper study undertaken the student teachers performance in B. Ed. Semester first examination. The marks obtained in examination is related to student teacher attendance and punctuality, and methodology in teaching, teaching-learning process, teacher students performance in evaluation. The newB.Ed. curriculum (Academic Year 2017-18) has been designed by the Mumbai University, Mumbai as per National Council for Teacher Education (NCTE) and vision of all the above mentioned comprehensive documents along withrecommendations of Justice Verma Commission, 2012 are to be given priority in designing thenew curriculum.

Key words :Curriculum, Evaluation, Examination, student teachers, feedback .

Introduction:

    The training institution is concerned with the development of student teachers in all round development of his physical, social and emotional, teaching knowledge, skills, and personality qualities. During the process of the teacher training of the teacher students has to be continually appraised with regard to the level of his intelligence, attainment, aptitude and interest and the method of teaching-learning, various skills to be adopted. The traditional system of examinations which primarily measures the academic achievements. Several research studies are being made to bring to light the drawbacks of this system so that remedial steps can be taken. The weight age given to the internal marks in the final evaluation of a teacher – students achievement in one such step. In examination and measurement the emphasis is upon includes allthe changes that take place in the development of a balanced personality and measure the qualities of teacher students. The researcher to investigate the relationship between the final theory examination and internal marks in various practical's.The two-year B.Ed. programme introduced by NCERT in its RIEs has certain specialfeatures/characteristics. It provides greater scope for development of sound knowledge ondifferent areas i.e. content knowledge, knowledge on teaching-learning methodologies andknowledge on pedagogy of teaching learning among the trainee-teachers. It develops a soundknowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to becompetent enough regarding how to transact the content materials to the students of the schoolsmeaningfully. Some of the value related objectives that two-year B.Ed. intends to develop amongthe trainee teachers are commitment, competence, accountability, dutifulness etc. of the student teachers towards the profession.It intends to bring integrated development of the student teachers touching cognitive and non- cognitive aspects of their behaviors. It is primarily practicaloriented. It gives stress on practical activities like internal assessment, project works, sessionalworks, internship in teaching,community works, practicalworks relating to work experiences innovative ways for conducting practical activities related tohealth and physical education, work experience, fieldwork with community etc. Two year B.Ed.trains the trainee-teachers properly to meet the multifarious problems of the school or classroom.It provides scope for pedagogical analysis of the content/ units included in its syllabus. This pedagogical analysis becomes helpful for healthy integration ofcontents, methods, theories, practical etc. for meaningful transaction.Accordingly, the 2-Year B.Ed. course aims at a complete development of the student teacher;particularly knowledge and skills, in individual care of the learner and also in the methods and evaluation designed to facilitate learning. Interactive processes, i.e. group reflection, criticalthinking and

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meaning-making have been encouraged. The maturity of student-teachers has beenkept in mind while visualizing modes of learning engagements, instead of continuous teachermonitoring, greater autonomy to learners has been given in accordance with andragogicprinciples of learning. The syllabus retains the essence of student-teachers being activeparticipants in the learning process and prepares the student-teachers for facing the emergingchallenges resulting out of globalization and its consequences.

Objectives:
1. To compare the various courses marks obtained in examinationof student teacher.
2. To study the student teacher attitude towards B. Ed. Semester first xamination.
3. To compare critical understanding (ICT) and theory marks of student teacher.
4. To encourage student teacher capacity to construct knowledge.

Research Sample :

For the present study the purposive sampling method was used for the selection of the sample consisted statistical Analysis of Marks Obtained at The B.Ed. first semester examination(2018) of Government College of Education, Ratnagiri.

Analysis: The scheme of B. Ed. First semester examination is as under

Subject	External (Theory Exam)	Practical	Total
Core Course 1: Childhood and Growing up	60	40	100
Core Course 2: Knowledge and Curriculum	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	60	40	100
Ability Course 1:Critical Understanding of ICT	----	50	50
Project Based Course 1 Community Work	----	50	50

Core Course 1 Childhood and Growing up Table-1

Class Interval	No. of students
41-50	1
51-60	23
61-70	13
71-80	1
81-90	0

Graph-1
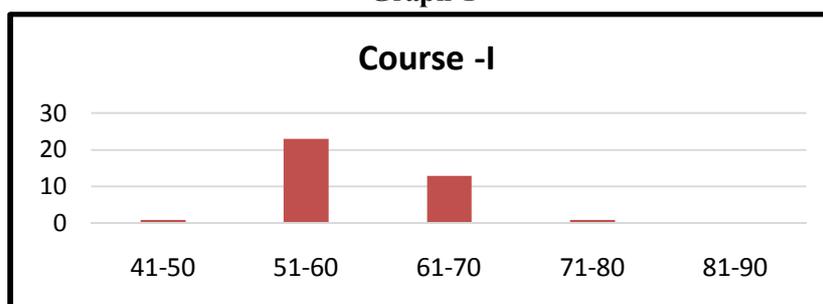
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Core Course 2   Knowledge and Curriculum

Table-2

Class Interval	No. of students
41-50	13
51-60	15
61-70	9
71-80	1
81-90	0

Graph-2
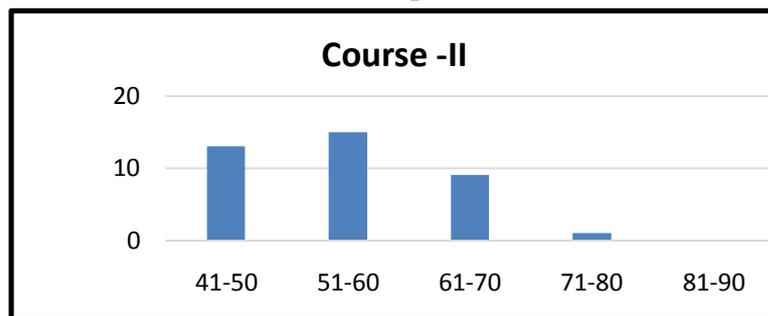
Interdisciplinary Course 1   Gender, School and Society

Table -3

Class Interval	No. of students
41-50	1
51-60	23
61-70	13
71-80	1
81-90	0

Graph -3
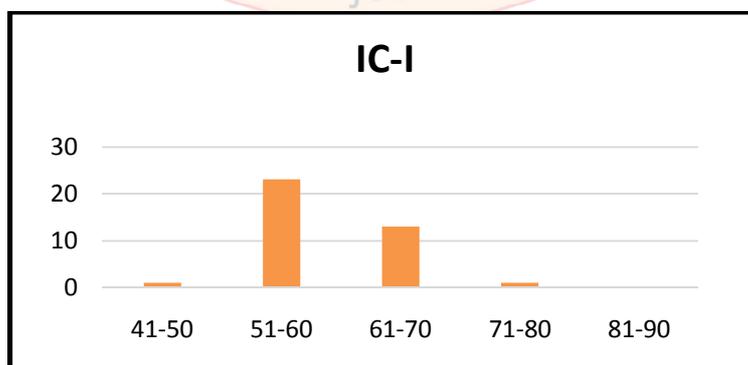
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AB-I & PBC-I   Table-4

Class Interval	P-I	P-II
11-20	0	0
21-30	4	0
31-40	20	18
41-50	14	20

Graph-4
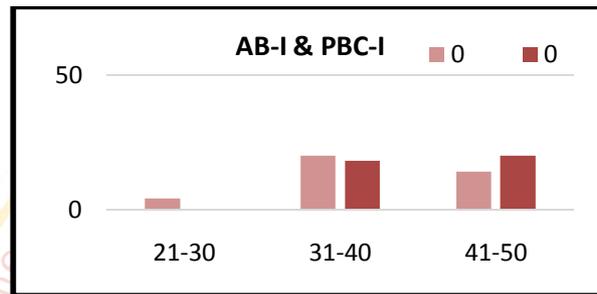
*The bar chart (Graph-1,2 &3) shows the maximum marks obtained in course-I,II& III of 51-60.*In general, the course I,II & III was for an increasing percentage of women student teacher in semester first B. Ed. Examination.The student teachers with the highest percentage of women in course – I with the largest increase, rising from 60% to 64.9%.*Overall it is clear that student teachers has a clear favourite which varies depending on understanding the knowledge of course -I,II& III.*

Conclusion –

The B. Ed. Semester first examination there are Childhood and Growing up, Knowledge and Curriculum, Interdisciplinary Course 1 Gender, School and Society and Critical Understanding of ICT, Community Work which cover all the aspects of cognitive, affirmative, and psychomotordevelopment of student teachers. In this way curricular co- curricular and extracurricularactivities make harmonious development. The student teachers come into the profession and as existing teachers learn more and develop new ideas. The teacher training is of a highly complex which requires considerable knowledge a wide variety of skills and positive attitudes. The interesting point here is that teacher educators who carry out curriculum planning in a student teachers group frequently derive from experience of personal relationship and the practical work in groups. The complex nature of present day teacher-training means that the work of a teacher-educator and teacherstudents is no longer simply that of an teacher profession. In B.Ed. first semester curriculumvariety of approaches such as observation of pupils , work shop, symposium and interactions withthe community in multiple socio-cultural environments etc are included.Freedom is considered as an integral aspect of human development. In B.Ed. first semester curriculumstudent teachers observe community based activities such as gardening, assembly,organization of a rally. The concerned college staff should think ways to improving the ability of their prospective teachers in the use of multimedia and computer for teaching learning process. There is a need to give special focus on development of achievement test and lesson presentation skills of prospective teachers. The heads of colleges may improve the performance of their prospective teachers by using effective techniques in establishing good relationships among teaching staff and engaging them in co-operative learning.

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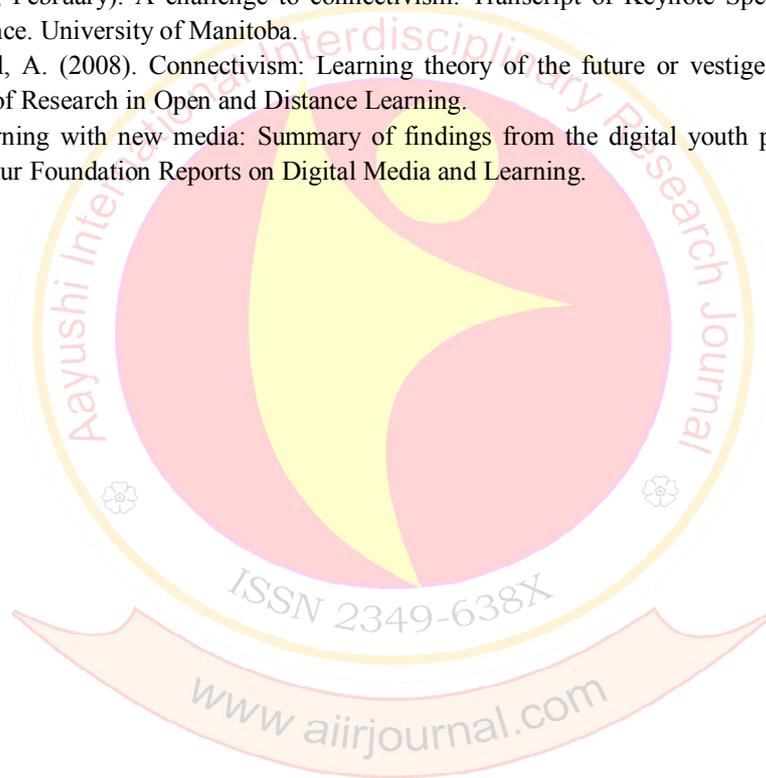
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Use of ICT in Teaching-Learning Process

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Abstract:-

ICT is an important source, which teachers may use to keep themselves abreast of emerging issues, share knowledge, and reach out to students. Several portals are being developed where teachers can network and share information including best practices. In India, the Sakshat portal developed by the Government of India provides teachers an opportunity to connect with each other and share experiences. The Teachers of India, an online portal developed by the Azim Premji Foundation and the National Knowledge Commission, was created with the objective of providing a forum for teachers to freely interact with each other across languages, facilitate the sharing of insights and best practices of teachers across the country and provide access to resources, information, and new experiments in education from all over the world in all Indian languages.

Keywords- ICT, emerging issues, portals, network, National Knowledge Commission etc.

Introduction:

ICT (Information and Communication Technology) is an umbrella that include any communication device or application encompassing radio, TV, cellular Phones, computer and network, hardware and software satellites and so on as well as the various services and applications . Educational technology can be defined as any digital device that aids enhances student learning. Both teacher and students have benefits from various educational technologies. Since modern computer technology is aiming for something different also achieved the goal indifferent way. Modern technology helps students to encourage and attract for gaining knowledge recent innovation and development in the technology provide opportunity to learn and monitor the rapid changes over the planet earth the trends in educational technology are adapted by the evolution of learning theories and the technological changes. So the shift from content focused to learner focused instruction based on educational technology will empower the learners to reach their learning goal. ICT can serve as a resource for the teacher to obtain rapid information on the students work and progress. It enhances quality of teacher using technology in pedagogy. As with most professions days communication technology can change society. This research paper focuses use of ICT in teaching -learning process in school education. The purpose of this effective method is not only to improve learning but also to achieve human and social development.

ICT is an acronym that stands for "Information Communication Technologies". Information and communication technologies are an umbrella term that includes all technologies for the manipulation and communication of information. ICT considers all the uses of digital technology that already exists to help individuals, business and organization. It is difficult to define ICT because it is difficult to keep up the changes they happen so fast. ICTs act as and provide students and teachers with new tools that enable improved learning and teaching. Geographical distance no longer becomes an insurmountable obstacle to obtaining an education. It is no longer necessary for teachers and students to be physically in proximity, due to innovations of technologies such as teleconferencing and distance learning, which allow for synchronous learning. ICT is evolving rapidly and opening doors for a variety of sectors including education. Communication technology can serve as a resource for the teacher to obtain rapid information on the students, work and progress .It enhance quality of teachers using technology in pedagogy.

The conventional teaching process has focused on teachers planning and leading students through a series of in structural sequences to achieve desired outcome. This way of teaching follows the planned transmission of knowledge though some interaction with the content as a means to consolidate the knowledge acquisition. It depends on the process of personal understanding. In this domain learning is viewed as the

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construction of meaning rather than memorization of facts. Use of ICTs provide many opportunities through their provision and support for resource based, student centered learning. It acts to support various aspects of knowledge construction and as more and more stud. Employ ICTs in their learning process, the more pronounced impact of this will become. In the process of conventional learning emphasis was given on contents. It follows the particular course structure / syllabus for many years. Accordingly the subject wise textbooks & reference books have been written. By using relevant material to the subject, teachers supposed to teach through lectures and presentation. Teachers used their lesson plans, tutorials, different way of assessment to evaluate student performance etc.

ICTs in schools provide an opportunity to teachers to transform their practices by providing them with improved educational content and more effective teaching and learning methods. ICTs improve the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basic skills. The use of various multimedia devices such as television, videos, and computer applications offers more challenging and engaging learning environment for students of all ages.4 A study conducted by the International Institute for Communication and Development (IICD) indicated that 80 percent of its participants felt more aware and empowered by their exposure to ICT in education, and 60 percent stated that the process of teaching as well as learning were directly and positively affected by the use of ICT. Twenty-first century teaching learning skills underscore the need to shift from the traditional teacher-centered pedagogy to more learner-centered methods.

Enhancing the efficiency and effectiveness of educational administration and policy new innovative technologies can help schools' improve the quality of administrative activities and processes. The Government of Afghanistan's articulation of the policy for ICT in education focuses on the need to provide access to ICT for all Ministry of Education administrative staffs, teachers, and students. The policy further envisages that through the use of information management systems, ICT will be extensively used to automate and mechanize work such as human resource management, financial management, monitoring and evaluation, the processing of student and teacher records, communication between government and schools, lesson planning, assessment and testing, financial management, and the maintenance of inventories. The Ministry of Education has developed GIS-based spatial data with detailed maps for better management of the education system in the country. More than 35 maps have been produced showing the location of schools all over Afghanistan, including the number of students and teachers by province.

The Government of Delhi, in India, has been a pioneer in using ICTs for better administration of the education system. The Department of Education, Government of Delhi, with 40,000 employees, 928 schools, and more than 120,000 students under its administrative jurisdiction has developed a comprehensive and functionally effective Web-based and GIS-based Management Information System (MIS). All the schools, zonal offices, district offices, regional offices, and various branches at the headquarters can share information using the Web-enabled software. Information for all stakeholders—students, teachers, and administrators—is available online through the Directorate's Web site (edudel.gov.in); this includes information on admissions, mark sheets, teacher attendance, transfers, pay slips, and so on. ICT is evolving rapidly and opening doors for a variety of sectors including education. Communication technology can serve as a resource for the teacher to obtain rapid information on the students, work and progress .It enhance quality of teachers using technology in pedagogy.

ICT can provide access to information sources, enable communications, create interacting learning environment and promote change in methods of teaching. Quality and access to up-to-date and relevant materials can be improved while offsetting some costs of textbooks. However, the improvement in quality resulting from the new ICTs is yet to be justified with the cost in developing countries. Radio is still the most cost-effective ICT for enhancing quality in school education. However, with the falling cost of hardware,

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maintenance and Internet access and increasing e extension of telecommunications and power infrastructure, it is expected that the benefits of using new technology in the schools of developing countries will exceed the costs.

ICT in School Education in the Developing World

In the developing world, ICTs are used largely to increase access to and improve the relevance and quality of education. ICTs have demonstrated potential to increase the options, access, participation, and achievement for all students. The unprecedented speed and general availability of diverse and relevant information due to ICT, extends educational opportunities to the marginalized and vulnerable groups, among the other disadvantaged.

It is also important to keep in mind that ICTs in education are a potential double-edged sword—while ICTs offer educators, tools to extend education to hitherto inaccessible geographic regions, and to deprived children and empower teachers and students through information, there is also the danger that such technologies may further widen the gap between the educational haves and have-nots. However, technology is only a tool and the success of ICTs in enhancing the delivery of quality education to the needy, without widening the gap, will depend largely on policy level interventions that are directed toward how ICTs must be deployed in school education.

The Governments in each of the countries in the South Asia region are now keen and committed on exploring the uses of ICTs for school education. Therefore, Government policies lately reflect their realization of the importance of integrating ICT use and the promotion of quality education enabled through ICTs. The creation of educational networks offer substantial economies of scale and scope, when attempting to improve the quality of education and seek to standardize quality across the system. Hence, Governments are investing in infrastructure facilities that link schools/educational institutions and resource centers.

Although ICTs do offer many beneficial opportunities for education, they are no substitute for formal schooling. The role of technology is to support school education and not replace it, though the technology may play an appreciable part in meeting the needs of children who cannot go to a conventional school. Access to ICTs ensures enhancement of traditional or formal education systems, enabling them to adapt to the different learning and teaching needs of the societies.

ICTs can provide new and innovative means to bring educational opportunities to greater numbers of children of all ages, especially those who have historically been excluded, such as populations in rural and remote-rural areas, girl children facing social barriers, and children with disabilities and other compulsions. In almost all the developing countries of South Asia, distance learning has been an important component of the education policy of these nations. It is probably in this domain that traditional ICTs like radio, television, and audio cassettes were first deployed in the education space. In India, distance learning offered by institutions like National Institute of Open Learning (NIOS) and Indira Gandhi National Open University have used a combination of print and audio-visual material as well as traditional face-to-face interactions to deliver their content.

Training Teachers Large numbers of school teachers will be needed to meet the MDGs for education. The use of ICTs can help in training teachers to accomplish the targeted tasks on a mission mode. Moreover, ICTs provide opportunities to complement on the job training and continuing education for teachers in a more convenient and flexible manner. The use of ICTs for teacher training has been recognized by the governments of most South Asian countries and teacher training programmers like Intel Teach across India, Pakistan, and Sri Lanka; Microsoft Shiksha in India; and several other initiatives in Nepal and Bhutan are focused on using ICTs for training teachers. This includes training in applying ICTs in their teaching practices as well as using ICTs as a mode of delivery for these trainings.

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International Trends in ICT in School Education

An observation of international trends in application of ICTs in schools indicates that it is directly related to the development of schools and the teaching and learning environment. For instance, changes to pedagogical practices in classrooms require that teachers should have access to infrastructure and are given the opportunity to develop the expertise to use the machines and software tools. The trends also indicate policy-makers, administrators, and teachers are using a variety of tools and strategies to improve access to learning opportunities, improve the teaching and learning experience for teachers and students, and make effective use of limited resources.

Older technologies such as print, radio, and television are more common in most part of the world, unlike the recent technologies such as Internet, e-mail, and wireless communications. This is largely due to the state of infrastructure development that had not allowed the adoption of newer technologies as extensive as the older technologies. In recent times, however, it has been noticed that these newer technologies are gaining prominence and are being integrated with the older technologies to make ICT applications in education more effective. Radio Sagarmatha in Nepal is one of the first community radios in South Asia. It is a radio-browse model wherein Internet is broadcast over the radio. It discusses public issues, conducts training for public radio journalism, and provides a venue for local ideas and culture. In 2000, the station added a weekly 25-minute Internet radio programme featuring local and international ICT-related news, and ICT glossary, radio web browsing, and interviews with relevant ICT resource persons. This program has been successful among the rural areas of Nepal.

Increased Use of Mobile Technology

In India, Bharat Sanchar Nigam Limited (BSNL), one of the largest telecom service providers with the widest reach in the country has launched "Learn English," a spoken English mobile learning program. The program aims to teach spoken English through common everyday stories and situations that are familiar to most people. It is currently available in nine regional languages for two levels, namely basic and advanced. The service can be subscribed to at a nominal cost of Rs. 20 per month and a call browsing charge of 30 paise per minute. Other service providers have also entered the arena. IL&FS Education & Technology Services Limited (IL&FS Education) in collaboration with Tata Indicom have launched an "English Seekho" Program, which uses the mobile phone to teach English through simple 5 minute lessons that can be accessed at the learner's convenience. Another common usage of mobile phones is also found in support services for education, such as providing alerts and retrieving and sending EMIS reports. The Virtual University in Pakistan makes use of SMS to provide updates to students, schedule appointments, and so on.

Conclusion:

Although there is great opportunity for improvement in school education at many levels through the use of ICTs, the road to achieving it is not easy. It will take continued commitment from all stakeholders involved to make any kind of substantial and sustainable change. The following broad-based suggestions may act as a basis for building a long-term roadmap to bringing ICTs to schools, and students at large in the South Asia region. A key to succeed in this endeavor is to adopt a comprehensive, end-to-end, systematic approach, with a phased and learn-as-you-go strategy for implementation, that can be adjusted to adapt to the specific needs and a changing environment. A carefully thought-out, integrated approach to introducing computers and the Internet into learning environments in developing countries can have a significant impact on teaching and learning. In countries where learning resources are limited and teachers never dream of having a fully stocked library, let alone the Internet, teachers and students have been introduced to a new world of learning. As a result, those with access to ICTs have been greatly empowered, and now believe they can compete in a global

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knowledge-based economy because they know that their knowledge, ideas, culture, and passions are as valuable as any in the world.

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Study of Two Year B.Ed. Syllabus With Respect to Leadership Development

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Abstract-

   "Leadership is not about titles, positions or flowcharts, it's about are life influencing another" John C. Maxwell. Leadership is a process by which a person influences other to accomplish an objective and directs the organization in way that make it more cohesive and coherent." Fiedler the psychologist has defined the leadership. According to him 'Leader is he who influences others work'.

   Leader is not born but he is developed through the environment opportunities he get. The success of any institution, school, organization or political party depends on its leader. There is a need of the good leader of the education institute after competing B.Ed.. According to NCTE regulations B.Ed.. course has become of two years. All universities have formed B.Ed.. course of two years. This Course in being implemented from the academic year 2015-16.

   Teacher is a leader of a class. This means Teacher must have the leadership qualities. Present paper highlights the opportunities of leadership in period of B.Ed.. Training.

Need and importance of Research Paper:

   A success got by an institute or a class is not by chance but is due to the leadership of it. To sustain the success for long time the leader should possess some special qualities. The qualities like taking lead, representing, organizing, organizing, management skill, communication, creativity, innovativeness intelligence are essential. There are few types of leadership : 1) Astonishing or divine leadership, 2) instance leadership, 3) institute or troop head, 4) Administrative leader, 5) expert leader, 6) progressive leader, 7)autocratic leader, 8) democratic leader,9) intellect leader

   Along with the qualities and types of leadership the training of leadership is also important. Though the leader has original qualities leadership training increases his skill and working capacities .Hence the researchers has studied the opportunities of leadership and how these can organized in B.Ed.. course . This will be useful to the B.Ed.. course formers, principals of B.Ed.. College, teacher educators and the teacher trainees.

Objective of research: To study two year B.Ed.. course with respect to leadership development.

Scope of the research : The conclusions of the research are applicable to all two years B.Ed.. Course in Maharashtra as well as in India.

Delimitation of research: Present research is delimited to two year B.Ed.. syllabus of Shivaji University,Kolhapur in Maharashtra and Acharya Jawadekar Collage of Education ,Gargoti only

Research Method: Present research is related to the present situation hence school survey method is used and document analysis method is also used for this present research.

Sample selection : Research is working as a teacher educator in Shivaji University affiliated education collage. So he has selected two years B.Ed.. syllabus of Shivaji University and Acharya Jawadekar Collage of Education Gargoti by purposeful sampling method.

Tools of Research : In this research Two years B.Ed.. Syllabus of Shivaji University from its website is used in relation to leadership so document analysis is used.

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Analysis of data: The opportunities given to student teachers/ trainees for development of leadership in B.Ed.. curriculum as well as in government policies and college traditions are analyzed in the forms of statements.

Research Conclusions :

1. According to Shivaji University Rules 2016 the opportunity of leaderships a class representative of firs years B.Ed. and second years B.Ed. is given to the student teachers.

2. For implementing the curricular and extracurricular activities effectively each class is divided in three groups which are called as kulas .Head of kul, Assistant head of kul , Accountant and Secretary are selected and given the opportunity of leadership.

3. In each School Subject Pedagogy of B.Ed. Curriculum subject culbs (study boards) are established and selecting the Chairman, Vice – Chairman, Secretary and Accountant (in each board) the opportunity of leaderships is given.

4. The most important part of two year B.Ed. Curriculum is School internship. Stage - I and stage -2. There is an opportunity of leadership as Head Master, Assistant Head Master, Supervisor and Account, School discipline, Well come committee, Method Heads (Each methods), Social Service, N.C.C., M.C.C , Competition department etc. are appointed/ Selected and opportunity of leadership is given.

5. There is an opportunity of leadership in group works in implementing theoretical work practical work. Here the period of leadership is longer in some cases and shorter in some cases. Examples of short term leadership are organization of educational tour. The responsibilities of finalizing the tour root, making provision of bus, presenting the tour report, require some days. In teaching pedagogy work some student teachers has to play special role for few minutes.

6. Student teachers express their thoughts in varies committees formed in college as per guidelines of governments.

7. The participation in morning assembly (paripath) helps the students teachers in developing leadership.

8. Student cub, Chhatra Sansad at university or national level are useful for leadership development.

9. Individual or group social project in B.Ed. Curriculum provide an opportunity for leadership development.

10. Student teachers are given opportunities for developing leadership through incidental (occasional) and determined programmes (birth anniversary and death anniversaries programmes.)

11. The activities like school observation, visits to innovative study centers, interviews of an experienced teacher etc. are provide opportunities for leadership development.

Closure:

Two year B.Ed. syllbus of Shivaji University is so formed that it provides opportunities to each and every student teacher in many activities. In relation to these following points should be explained before giving responsibility of leadership what is leadership? How to lead? What are the characteristics of the leader? What are types of the leadership? etc. The purposeful efforts of the principal, teacher educators in providing leadership opportunities will prepare future leader in education filed after completing B.Ed. course.

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Promises of ICT in Teaching

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Introduction:

Nobody will deny the fact that the development of science and technology has introduced new modern tools of communication. These technologies has enabled most teaching institute to change their modes of teaching and learning. Thus the scenario of school system is rapidly changing. The impact of change is not only technologically but also socially. In recent years studies have highlighted the opportunities and the potential benefits of ICT for improving the quality of teaching ICT is viewed as a major tool for building knowledge in school. It's also considered as a mechanism for students and teachers to rethink-redesign-reorganised the educational process thus leading to education for all. We can say there is a paradigm shift in the whole education system especially at school level. The present generation has easy access to any kind of information they want. The thrust, today, is on dissemination rather than accumulation of information and on sharing it. But if we look at the transactions in the classrooms, it is still the teacher talking and students listening. But this method of teaching-learning will not work in an information age. We need to shift from giving information to 'constructing' knowledge! This is where the student becomes an active learner and teacher a facilitator of learning. This is the paradigm shift that should happen. The purpose of teaching has not been understood in the new scenario. Information need not be given rather it has to be extracted from the learners. Very few things are new to the learners now. They see, hear, read a lot from TV, Internet, and the newspaper. The main role of the teacher, therefore, is to help students organize, create, and share the information they are gathering.

Before we see how ICT can be used to teach, lets list out the problems likely to occur in a classroom— large number of students, students with different abilities, lack of space, deficient attention, lack of exhibit facilities, vast syllabus. Now the question arises HOW CAN ICT HELP IN THESE SITUATIONS? As we will see a drastic change in the attention and participation of students if ICT is incorporated into the teaching method. For that we first need to change our approach to teaching. We need to involve students in the teaching–learning process. Gathering information is possible through ICT. The teacher only has to facilitate this gathering of information.

There are different ways of using ICT in teaching.

Use of multimedia (computer, LCD projectors, speakers) in the classroom

The teaching method depends on the nature of the topic. Certain topics are easily adaptable to group discussions, while some need to be explained, some can be debated, while others require lab work. For example a topic that requires many pictures, animation, videos, etc. (especially in subjects like science, history and geography), to be shown, above multimedia can be used in the classroom. PowerPoint is very useful in making multimedia presentations on topics of study in grammar and mathematics. Pictures and information on a variety of topics are available on the Internet, but you could use your own photos and videos in your PowerPoint lessons. All the information in the textbook need not be reproduced in the ppt. Students could be given worksheets to respond to based on the ppt as the lesson proceeds. This helps to assimilate information and also keep them active throughout the teaching.

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Following is an illustration of how can be ICT beneficial in teaching.

Your teaching should follow three different phases:

1. Initial – to create a perfect environment
2. Main development— to expand the topic
3. Discussion/assessment— discuss, recap, assess

Multimedia can be used for all 3, but mainly in the initial phase.

- If you are teaching a poem by Rabindranath Tagore, a picture of the poet, places, events related to the poem, pictures showing the lifestyle in Bengal during the poet's lifetime, etc., will help set the stage for you to teach further. Kabuliwala by Tagore can be better understood by today's mall hopping generation if the scene and setting of the story can be created for them on the computer.

- If the lesson is about East India company, then short videos depicting India then, the lifestyle in those times, the political situation that lead to the establishment could be shown. Showing children life then will help create the environment and interest required to learn more. How did the English communicate with the Indian rulers, traders?

- If the lesson is about the animal kingdom, then pictures, videos of different types of organisms and the environment they are found in, etc. can be shown very effectively on ppt.

- If the lesson is about the digestive or the respiratory system then computers can be of great help. An animated video of what happens inside our bodies when we eat or breathe is the best tool to incite children's curiosity.

Thus the teaching can be made more lively, interesting attention catching, fruitful and effective.

Computer system is playing a vital role in the present classroom teaching as most of the classroom today are ICT enabled classroom with all ultra modern facilities available. Internet/ WI-FI can be easily encompassed in the class and information can be collected at finger tips. Lets us see how widely it can be used:

Use of computers in teaching (without the Internet)

Computers are used for teaching in the computer lab. This is a very different style of teaching from use of multimedia in the classroom. In this method, 4 or 5 students are given a computer. The teacher prepares a ppt for a topic and loads it on all the computers. The ppt contains instructions, tasks and questions for students to respond to. It is made to encourage discussion among the group members, collate their ideas and share. The topic is presented through related situation.

This can be tailored to suit students of different abilities.

- Students can store their work in a word doc for the teacher to see and respond.
- The presentation can end with a discussion about the topic.
- Try to get the students to use the various applications on the computer to make their responses more interesting.
- If you are teaching about the trapezium ask the students to draw a trapezium on the computer and colour it!
- If you are teaching about soil ask students to draw the layers of soil on computer and colour them!

Use of Internet in teaching

The possibilities of using the Internet in the classroom are many as it depends on the creativity and ability for a teacher. The teacher can create a blog to store pictures, lessons, worksheets, assignments, notes related to a topic. In this way the teacher can discuss the topic anywhere and with many students even outside the classroom. Students can also upload their work on the blog. You create your own Blog in Google by typing 'teachers blog', you will get many sites that will help you to create a blog of your own. Your students

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can have their own accounts in your blog. This helps to supplement your teaching by providing more information and a platform for students to share their ideas, which is not always possible in a large class. Shy, introvert, slow students also get a chance to participate. You can give diversified assignments that students can choose from. You can test the students and mark them too. Students get a chance to learn and relearn, go through the topic several times ask questions without being embarrassed. You can also ask students to get information from sites related to the topic.

ICT does not restrict only to computers and smart boards but the inclusion of T.V and Radio can also be judiciously.

Use of TV, radio in teaching

The students could be given assignments based on radio, TV programmes on history, geography, science, and environment. This not only creates interest in the students but also enables them to get more information. This could be shared in the class. It can be planned in such a way that much of the syllabus could be covered. All topics need not be taught in the class by the teacher. Some could be presented by the students and supplemented by the teacher.

Some other tips for encouraging teachers to make the most use of ICT and embrace its potential:

- Promote 21st century educators: Ensure that all teachers have the knowledge, tools and enthusiasm to fully integrate quality learning activities into ICT. This will maximize the impact on a child's classroom experience and education as a whole.
- Keep Best Practice Guidelines for all ICT hardware and software: They should not simply just be administrative tools or electronic proxies, but function more as an integrated part of the classroom and the lesson plan.
- Create a virtuous circle based around ICT and innovative teaching: Remember that teachers who are more engaged with ICT in the classroom show greater use of innovative teaching methods, and teachers inclined towards innovative teaching methods use classroom ICT better.
- Use ICT to link home and school effectively: ICT can do this by increased communication and transparency, as well as recreating a positive environment. Engaging parents will also increase student motivation and thus raise standards.
- Positive associations with computers: Children associate positively with computers – they are therefore welcomed as a learning platform. Technology should be embraced and its appeal to students should be considered as positive.

Conclusion:

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICT can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills. ICT gadgets are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. The idea here is not just to use gadgets to make teaching very techno-driven. The purpose is much higher. ICT in all the ways mentioned above are used for several years by my students who are trained to become teachers. The results are unbelievable. Even the nuances of using ICT, the features of the computer, MS office, or using the Internet. But continuous use enables us to use ICT in a very effective way

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Role of Communication Skills in Teaching

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What is meant by 'communication'? According to the Concise Oxford Dictionary the word 'communication' means 'the act of imparting, especially news', or 'the science and practice of transmitting information'. These definitions clearly show the link between 'teaching' and 'communication'. Teachers are constantly imparting new knowledge, or transmitting information.

Teaching is all about communication- listening, speaking, reading, writing and presenting. Teachers who hone their communication skills are prepared to instruct, advise, counsel and mentor students entrusted in their care. Additionally teachers must communicate their ideas, views and thoughts with genuine interest with fluency so that every student could catch up ideas explained and they would collaborate with colleagues and update administrators on student progress and performance. Frequently, parents call, visit or email, so teachers must be adept at answering questions verbally and in writing as well.

Communication skills are important for many professions but are crucial for teachers. Teachers communicate with students, parents, colleagues and administrators every day. Whether communicated face-to-face, on the phone, in print, electronically or through the public address system, using social Medias, the message must be constructed carefully and delivered clearly to be properly received and understood. Good handwriting, spelling and grammar are very important in all forms of written communication.

Some teachers like to talk, and expect the students to write down what they say and to learn it (this style encourages superficial learning – and rapid forgetting!). other teachers see their role as one of helping the students to learn at a deeper level – to understand new ideas and concepts so well that they can apply them in a work situation. Either way, these teachers will do a better job if they communicate well with their students.

An important element of communication in teaching is the use of teaching aids. We have all heard the saying: 'what I hear, I forget; what I see, I remember, what I do, I know'. Pictures, written posters and practical demonstrations improve communication and we should use them as much as possible. Most of us have access to paper, posters, a chalkboard, or an overhead projector. We can use these to prepare aids for our lessons: summaries of important facts, or pictures and diagrams. The overhead projector is particularly useful, because it allows us to face our students while using it.

Communication is a skill – and we improve our skills by getting feedback on the way we perform them. We can get such feedback by asking an experienced colleague to sit in on our teaching, and to give us feedback. We can also ask someone to record us on a videotape which we then inspect critically afterwards. In either case the feedback will be better if we use a checklist to judge our performance.

When communication is effective, both the student and teacher benefit. Communication makes learning easier and enjoyable. It helps students achieve goals, increase opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience.

Self Esteem-

In general people want to be heard. If a teacher shows interest in a student's opinions, that student will feel that their thoughts or ideas are appreciated and welcomed. This increases self esteem, self trust, self pride and it will boost up their confidence. A confident student is less likely to second guess his answers on tests,

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and a self-assured student is more likely to speak up in class. Student will not become passive learner. Class participation leads to increased learning for the entire class.

Class performance-

Teachers who reward student communication and class participation will notice an improvement in overall class performance. A teacher can gauge the effectiveness of a lecture by student feedback. By asking questions, a teacher can determine if students were able to retain the imparted information. If there is a lack of response from the class, it is likely that the students were unable to understand the lecture. This can lead to poor performance on exams.

Professional Growth-

A degree of communication is required in every profession, and communication skills are necessary at even the most preliminary stages of career growth. For example, an applicant must be able to communicate his / her skills and abilities during an interview in order to acquire a job. All professionals need to acquire effective communication skills without which they cannot lead their team on the path of success and excellence. Good communication skills undoubtedly became a key factor in professional growth. Teaching is generally considered as only 50% knowledge and 50% communication skill. Teacher should have deep subject knowledge for delivering systematic lectures in the classroom and without effective communication skills it is not possible to convey message or content to the class. Teacher, with deep subject knowledge but poor communication skills will prove to be boring, dull, monotonous and uninteresting.

Enhance student learning with effective communication skills-

It is not enough for you to be an expert in your chosen subject matter. If you want students to truly learn the material, you must go beyond mere lecturing and apply a broad range of communication techniques. Studies consistently show that classes with the proper communication climate affect performance positively. Students become more motivated and get engaged in classroom activities. They interact with the teacher and fellow students in meaningful, impactful and mutually satisfying ways.

Benefits-

Teachers with effective communication skills are credible teachers. The content and style of your communication is the most powerful predicator of how credible, clear and influential students consider you. Several benefits of effective communication skills are building classroom connectedness, promoting students learning gains, enhancing teaching clarity through the use of constructive and relevant examples, communicating more effectively in and out of class activities.

The teachers of English should have proficiency in the language to develop students' communication skills through language and literature. Not many teachers of English literature in the state of Maharashtra have been trained to use the communicative approach in the literature class. Not all teachers of English speak flawless English. They cannot deliver systematic lectures to justify students instead they just read literary pieces and dictate notes they had plagiarized from substandard books. Many teachers teach nicely but they never allow students talk in between. The students become passive listeners. Some of the teachers encourage students to read abridged versions of novels and buy 'bazar' notes to prepare for examinations. By such practices students get good marks but they lag behind due to poor communication skills. It hampers students' critical thinking skills.

Interactive sessions make classrooms live and healthy. To maximize exposure for enrichment and enhancement of effective communication skills positive motivation, appropriate body language, good presentation skills, sense of humour and interpersonal skills are very much needful.

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The need of the hour is to introduce the communicative approach in the literature class. In a typical communicative literature class, students will be engaged in class / group activities such as reading various literary pieces, interpreting them, narrating, describing, listening, speaking, group discussions, debates, explaining personal feelings, stating personal problems, arguing and giving presentations etc. the classroom environment should be conducive for developing their creativity, critical thinking and communication skills.

The only reason behind the students' poor communication skill is teachers' 'inability' to enhance the students' communicative competence. It is my subjective observation that most students have communication apprehension and they are not trained to overcome it. Remedial measures are not taken up to improve communication skills. Even after completing post graduation degree in English; students are unable to speak and perform in better English. Many of students qualify B.Ed. and become teachers at the secondary level but failed as successful and happy teachers due to poor communication skills. Some of the students do M. Phil. / Ph. D. and become teachers at the tertiary level.

Developing learners' communicative competence is one of the main responsibilities of a teacher of English. It is true that most of the students suffer from communication apprehension which refers to "a feeling of fear or anxiety about a situation in which one must communicate." It is possible that they can manage and control their communication apprehension to some degree.

Teachers are expected to acquire skills and experience in communication skills to develop themselves and to develop their students. A lack of proficiency in the target language can cause communication difficulty and create apprehension. A lack of interpersonal skills can also cause communication difficulty. So, it is important to gain language skills and also the skills of effective interpersonal interaction.

Today's teachers should focus on success to be a good communicator than to be a translator. Giving oral presentations, attending job interviews, taking part in role playing and similar tasks are anxiety-provoking largely because they are highly evaluative. "The more you perceive a situation as one in which others will evaluate you, the greater your apprehension will be." Prior success generally reduces apprehension and prior failure increases apprehension. It is important to train students to think positively and visualize others giving them positive evaluations. Today's students and teachers need constant and positive motivation, appropriate body language, good presentation skills, sense of humour and interpersonal skills in order to be effective communicators.

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Health Literacy Awareness in School Students

Urmi Thakkar (Somaiya)

Abstract:

    Health Literacy has become a serious issue now days amongst the young students of schools. We have many things about health in our different curriculums of different states about health literacy but how to go with it in real practice is an important aspect of life. This paper gives an overview of poor health literacy skills in schools students and how do we bring awareness in these young students to live a healthier life.

Key Words: Health Literacy, Curriculum, Awareness, Multimedia

Introduction:

    Health literacy Awareness is not transferred but it is to be created through different means. Students learn different things by various means and what is taught to them. Curriculum plays an important role in student's life. They learn many things from their curriculum. Health literacy skills are required in the society and firstly in school students as these young minds are going to build our future generations. Low literacy may have impact on health and health care. So in this paper it is shown the basic awareness that school student shave on health literacy.

    Increased importance to this issue advices the need to review existing definitions of the term "Health Literacy", as inspite of the growing interest in this, one question that keeps coming is "What is health literacy?"

    Health Literacy has been defined as the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health.

Definitions of Health Literacy:

    "The cognitive and social skills which determine the motivation and ability of individuals to gain access to understand and use information in ways which promote and maintain good health"   **-WHO (1998)**

    "The constellation of skills, including the ability to perform basic reading and numeral tasks required to function in the healthcare environment".   **-American Medical Association's (1999)**

    "The personal, cognitive and social skills which determine the ability of individuals to gain access to, understand, and use information to promote and maintain good health".   **-Nutbeam (2000)**

    "The individuals' capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions"   **-Institute of Medicine (2004)**

Research Objectives:

1. To identify the knowledge of students on health literacy.
2. To make appropriate suggestions for the teachers to create awareness on health literacy.

Delimitations of the Study:

1. The study is limited to state board schools of Maharashtra.
2. The study is limited to upper primary school children.

Scope of the Study:

1. The suggestion of the study will help the teachers to create awareness on health literacy amongst the school students easily.
2. The suggestions from this research can be extended to all schools with State board curriculum.

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Research Design: For the present study researchers found Questionnaire method appropriate to achieve the objectives of the study.

Research Sample: The research samples consisted of upper primary school students of Sameerwadi and were randomly selected.

Research Methodology: Research Methodology adopted for the research was as follows.

1. One school K J Somaiya English Medium was selected from CBSE Board.
2. Grade VI, VII and VIII were considered for the study.
3. 40 students in each grade were tested by giving a questionnaire based on health related issues.
4. Questions were evaluated by teachers.
5. Collected information was tabulated, analysed and results were drawn.

Data Analysis:

It was observed by overall assessment of students answer sheets that the students had very less knowledge about health literacy. From this it is revealed that students are not informed about health safety issues.It is assumed by them that health literacy is very common thing and everyone is aware about the facts of healthcare. Probably this may cause to follow a lifestyle which is unfit for better living.

Table 1: Percentage of Awareness students had on Health Literacy

S.No	Grade	No of Students	% of students had awareness on health literacy
1	V	40	25
2	VI	40	37.5
3	VII	40	20

From the above table it is clear that students had very less amount of awareness on health literacy.

Conclusions and Suggestions:

By the analysis it is concluded that basically there is less awareness about health literacy among upper primary school students. Students should be made aware about health literacy. It is very important to make them aware at appropriate time. So for this teachers can develop Multimedia software on health literacy and make them aware completely about health literacy. This would make it easier for them to understand on health literacy.

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An interdisciplinary study of student's attitude towards ICT as a communicative tool in English language.

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Abstract

   The aim of this survey is to provide descriptive report on of student's upper secondary school student's attitudes towards ICT and their actual use of it in class in relation to the learning of the language skills. It illustrates differences between the different language skills in comparison to each other. The primary source for this research is a quantitative survey in the form of a questionnaire, carried out among students at upper secondary school. The result shows that students have different opinions about the usability of ICT depending on the different language skills. It also indicates that the student's actual use of ICT is different for each language skill. Furthermore, there were no significant correlations found between the respondents' age, gender or hands on experience and their opinions towards ICT. However, the result suggests that the school's ICT policy has an influence on the student's use of ICT and their general attitudes towards it.

Key Words: ICT, upper secondary school, English, language skills, students attitude

Introduction

   Mankind has constantly been exposed to all different kinds of change throughout history. And it seems as if every generation has lived under the impression that their epoch in particular has been marked by some sort of change. Our era is no exception. With the emergence of ICT and the internet, we feel that our lives have changed fundamentally. In order to find an example of this, we do not have to go far. We literally have it at hand. Technological innovations have certainly brought changes to English learning. By means of the internet, both students and teachers have access to a whole new range of authentic language material such as online newspapers, music files, videos, etc. that can be used for reading or listening activities. But ICT can also be integrated in speaking or writing activities. Spell checkers and grammar checkers can be a helpful resource for learners when writing a text. Videoconferencing can be used to bring together students from different countries in order to practice their speaking skills. At the same time, these innovations also affect the teacher's role in class. ICT is the English name for the same phenomenon. However, this term emphasizes the importance of communication technology a little more than does the term IT. Generally, according to NE, the terms IT and ICT refer to computer technology that enables the collection, storage and handling of information in the form of digital data such as text, speech, sound, images and films (Nationalencyklopedin, 2013).

Terminologies used in the study

ICT

   Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing, and numeracy. There is a widespread belief that ICTs have an important role to play in changing and modernizing educational systems and ways of learning. Inventive use of ICT is defined as the use of ICT applications that hold up the learning objectives based on the requirements of the modern information society.

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Communicative English

Communicative language learning begun at the beginning of time, as a replacement to the earlier structural method, called situational language teaching. This was partly in response to Chomsky's criticisms of Structural theories of language and partly based on the of British functional linguists, such as Firth & Halliday, as well as American sociolinguists', such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts. Communicative language teaching makes use of real life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the Communicative Approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day student's motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Margie S. Berns, (1984 p. 5) an expert in the field of communicative language learning, writers in explaining Firth's view that language is interaction; it is interpersonal activity and has a clear relationship with society.

Review of Related Literature

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2. Al-Juhani, Sultan Auda. **The effectiveness of computer- assisted instruction in teaching English as a foreign language in Saudi Secondary school.** Ph. D., University of Denver, 1991.

    The purpose of the study was to determine the effectiveness of computer-assisted instructions in teaching English as a foreign language in Saudi secondary schools. The findings of the study indicate positive attitude of the teachers towards Learning English as a foreign language via computer instruction. It also proved positive effect of computer instruction on pupils achievement in English as a foreign language.

3. Casey, James L. **A survey of ESL teaching methodologies being used in American intensive English programs,** Ed. D. University of Southern California, 1991.

    This investigation was based on the following 4 questions:

    1. What teaching methodologies for English as a second language are being used most widely in American intensive English programmes for adults?
    2. Is there any relationship between students' English language proficiency levels and ESL teaching methodology?
    3. Does the relationship exist between class size and ESL teaching methodology?
    4. Does relationship exist between ESL teaching institutions' memberships in national interview programme professional associations and ESL teaching methodologies used by these institutions?

    Major findings for the questions investigated were as follows-

    Que. (1) AAIEP (American Association of Intensive English Programme) institutions used as average of 6.94 methods and UCIEP used 6.77 The notional-functional approach (which really passes any method that integrates grammatical and functional approach and is also known as "Communicative Language Teaching") is widely used for the basic and intermediate English language programme for lower levels. The content based method is the most widely used for adult students.

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5. Patwardhan, A.S. **An experimental study of listening achievement of std.I children in Pune city. Ph.D., Education, Pune University, 1998.**

The study aimed at finding out the existing level of 'listening' and 'listening comprehension' competencies in children studying in std. I having English as medium of instruction.

The researcher used criterion referenced test (CRT) to assess an individual child's performance level regarding listening skill. The researcher had specific research questions in her mind which were related to the factors like sex, parent's education, socio-economic status of the family, home-environment of the children, support in studies, pre-primary schooling and teachers' awareness about listening competencies. The sample selected was 325 children of the 50% English medium schools of Pune city.

6. Marje B.P. **Developing communicative competence in English among Marathi medium students at higher secondary stage. Ph.D., Education, Shivaji University, 2003.**

The study aimed at analysing the syllabus at Higher Secondary stage and identifying the communication skills in the light of objectives of teaching English in the new pattern. The researcher conducted this research in order to find out the students' strengths and weaknesses in the particular competence (skill) and to develop communicative competence in writing skill.

The method adopted for this research was experimental method. The researcher considered the merits and demerits of all the three experimental designs and selected pre-test-post-test equivalent groups design.

Objectives of the study
1. To analyze use of ICT in English communicative.
2. To check the usability of ICT regarding language skills namely, receptive skill listening and productive skill speaking.

Assumption of the study
1. ICT and Communicative English are used by the upper secondary students for language learning to acquire knowledge.

Delimitations of the study
1. The present study is delimited to Students studying in CBSE schools in Kolhapur.

Research Design

For the present study researchers found descriptive survey method appropriate to achieve the objective of the study hence adopted.

Sample of the Study

As the objective of the study is to analyze and check usability of ICT and Communicative English for the educational purpose on 70 students from D. Y. Patil Academy's Shantiniketan, Kolhapur campus were chosen purposive incidental random sample. 35 of girls and boys are taken in consideration as a sample for the study.

Tools for the Study
Researchers made tool

This is a descriptive survey of students' attitudes towards ICT as a learning tool. The students' personal thoughts and evaluations are in the center of this survey. Therefore, this paper does not have the ambition to provide some sort of objective truth about the use of ICT in the acquisition process of the different

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language skills. A quantitative approach in the form of a questionnaire has been chosen in order to simplify the comparison between the respondents' different answers. Furthermore, the respondents were only given a limited option of answers. Particularly concerning the students' actual use of ICT in class, more concrete response options might have led to a more precise result. With regard to the students' feelings towards ICT however, the use of somewhat ambiguous attributes seems unavoidable.

Data Analysis

The data collected was analyzed with the help of descriptive statistical technique i.e. percentage.

Objective No. 1

1.   To analyze use of ICT in English communicative.

Nature of Skill	YES	NO
Knowledge in basic computer operating skills	90	10
Can create power point presentations	87	13
Using Matlab as mode of instruction	62	38
Edit and design graphics	27	73
Use of internet as means of communication	48	52
Use of ICT to improve spoken skills in English	78	22
ICT presentation tools used as learning aid	82	18
ICT presentation tools used in seminars	83	17

Observation

Table No. 1 shows that all the students of use ICT as a communicative tool in English language learning. Most of the students has been using ICT for more than 4 years and learning with it every day as well. Only few of the students (5%) visit Internet café or browse from different locations to get in touch with Communicative tool, Most of the students use networking in school and at home and share their data for learning purpose otherwise most of the students (95%) access this network at night.

Interpretation

From the above observation it is interpreted that all students are familiar with communicative tool and are using it for 4 years. It was found that the school campus was most preferable place for access the ICT.

Objective No. 2

To check the usability of ICT regarding language skills namely, receptive skill listening and productive skill speaking.

Observation

Purpose of using ICT as communicative tool in English language	No. of Students	No. of Successors	Percentage
Online Self Learning – enhancing spoken skills		66	94%
Online Assessment – Listening to recordings, Talks, speeches	70	65	92%
Web Browsing – for different aspects in language		58	82%
E mail – sending voice messages to check the		61	87%

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pronunciations			
Power Point Presentation – For better presentation purpose with speaking		68	97%
LCD – for videoconferencing		48	68%

Interpretation

Table No. 2 shows that 94% of the students use Online Self Learning, which has developed their integrated and holistic approach, 92% of students have online assessment, 82% students do web browsing, 87% students have developed their power point presentation skills and only 68% students have shown transparency in use of LCD. Which could be further developed by continuous use of ICT as English communicative tool.

Observation

From the above observation it is interpreted that students are well versed with use of ICT in English Communicative. They could not only improve their learning but also achieve good moral values and inculcated the same for lifelong education.

Conclusion and Suggestions:

The use of ICT has the potential to allocate opportunities for learning broadly across the learning force. If we look at the different results in a comparative manner, we can see certain patterns. When we make the distinction between the passive language skill (listening) on the one hand and the active language skill (speaking) on the other hand, it seems that the students' general views on ICT and their use of it in class are more in balance concerning the active language skills. In view of this vast variety of possibilities, it is surprising that the views on ICT and its use in class is not more positively regarded in schools. If we look at the opportunities that ICT provides to communicate regardless of the distance between the dialog partners, I see great potential for the use of ICT for speaking activities.

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An Experiment in Acquision of English Through Comprehension At Grade 5ᵗʰ

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English as the first language for English and Semi-English Medium studies plays a very vital role at the primary level as other subjects, too, are learnt through it. The student acquires language through skills such as listening, speaking, reading and writing. This builds his/her confidence and expression. At grade 5ᵗʰ the text book prescribed for the studies presents number of activities which allow the student to learn the language actively and in an enjoyable manner. But the competitive examinations allotted at this level such as Scholarship, Navoday Entrance Test, Sainik School Entrance Test, RIMC Test; etc. have different syllabi and strategies. Through these exams an emphasis is mainly given on students' comprehensive understanding of the language. Hence, other than textual study, how students of std. 5ᵗʰ can acquire the English language through comprehension only? An experiment is done in this regard.

Participants:

This study has been done with the students of English and Semi-English medium of grade 5th. The number of students was 15.

Background of students:

The participant students who belong to this study are from various backgrounds. Almost all the students are from middle class families and are studying in English and Semi-English medium schools run by the private agencies. For the tenure of six months, these students have been selected for the preparatory studies of above mentioned examinatios. They were selected through the entrance test in which their knowledge of English language was checked with the skills of speaking, reading passage and writing essay on certain topic. When these students were undertaken for the studies, the researcher noticed a few remarkable things at the initial stage. Those are:

1. Students could understand the questions they had asked.
2. They could hardly respond in English to the teacher.
3. They could hardly read English.
4. They were not able to write 2-3 lines on the given topic.
5. But they were very eager and enthusiastic to learn English.

Data collection tools:

The following methods have been used for the collection of the data.

- Class observation
- Individual interaction with students..
- Field notes.

Stages of Study:

In the beginning, to test their (students) basic vocabulary the researcher conducted some oral as well as written tests in the class. Starting with alphabets and phonemes, he took ample practice of naming objects, animals, things, new words, synonyms, antonyms, etc. and well acquainted them with reading simple passages too. He asked them to read, remember and recall the new words. He assigned them to write at least 10 lines a day from the text book. More focus was given on reading of textual lessons especially short paragraphs and stories. He taught the participants the Parts of speech and Structure of sentences (SPOCA). While teaching

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every part of speech, he introduced them the word and place of that particular word in the sentence. He asked them to recognize the part of the speech of the underlined word in the sentence. Along with conducting the above activities, the researcher also observed the students' day-to-day development of reading English and understanding the meanings of new words. He also noted down their recall of new words those they have learnt earlier. Once the researcher confirmed that the reading of students has been improved and they can understand the meaning of the passage, he took the following steps:

➢ Recognition of stated facts: After reading the passage, the learners started identifying the words/phrases related to the facts explicitly stated in the text.
➢ Understanding implied reality: The learners became able to notice the inherent meaning or implication of the given statements. They could understand the main theme of the passage or they could answer the question: What is the passage about?
➢ Understanding gist or summary: Concerned with 'analysis', the learners became able to mapping out the gist by identifying the important and unimportant points from the entire text and then congregating the important ones together (i). Here, they could summarize the text and be able to answer the question: What is given in the passage?
➢ Making judgment: After ample practice of solving comprehensive passages, the learners became able to making decision based on deep understanding of the facts or statements given in the text. In short, the learner could answer the question: What did I understand/learn from the passage?

For all above mentioned steps, the researcher has followed the Play-way Method Learning by using peer and pair work, made use of cards for vocabulary enhancement, and allowed them for actual teaching practices of easy and small textual part.

Findings:
After following above stages for attempting to solve the several comprehensive passages, it was seen that there had been immense changes came into students regarding English language, which are as follows:
▪ A positive attitude had been developed towards learning English language as they started feeling that English is very easy to read, write and even understand.
▪ The above activity helped them to improve their skills of listening, speaking, reading and writing, which boost their confidence level.
▪ This activity helped to enhance the team spirit and improved peer relations in learners. They supported each other and at the same time, they learnt to share their ideas and experiences.
▪ While preparing together for the certain examination, the learners felt that they were the leaders and there developed a sense of responsibility in them. While learning together, the learners felt that they were not only learning for the purpose of examination but they could acquire the knowledge and skills of acquisition of English language for their entire life also.
▪ One of the major benefits of this experiment is that all the learners with multiple intelligence, diverse learning styles, and various backgrounds were involved in the process of teaching, learning and evaluation.
▪ This experiment could expand the knowledge of learners and broaden their horizon where they were always willing to explore and apply the knowledge they had gained.
▪ The learners became able to make their decision under the guidance of teacher.
▪ This activity enhanced the creative thinking of the learners by relating their present experience with the previous one.

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▪ Through this experiment, the researcher could inculcate the values like empathy, honesty, respect, and co-operation in the learners.

All the above mentioned findings show that the learners could uniquely acquire English language through the study of comprehensive passages.

Actual discrepancies:

There have been major discrepancies at various levels to execute such activities in the school for preparing certain exam, which are:

i) Curriculum and its implementation:

In the text book *English Balbharati* for Std V, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune through RTI emphases is given on all round development of the child, as learning through activities, discovery and exploration in a child-friendly and child-centred manner…Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential (ii). Yet it is less helpful in concern with the teaching level as well as institutional level as it does not explore the learners fully to face the competitive exams such as Scholarship, Navoday, Sainik school entrance tests etc.

ii) Institutions and public mentality:

Now-a-days, it has been noticed that there have been flourishing English as well as Semi-English medium schools at the every nook and corner of the villages. Some of the private agencies are running these schools for money making without having proper ('A' class) infrastructure as well as qualified teaching staff. It results in improper development of the learners, who neither fulfill their learning through their opted medium nor through the medium of mother tongue.

The middle class is mad about sending their wards to such schools that without knowing what his /her future is.

iii) Teaching and learning:

As the teachers appointed in the private English Medium Schools are not qualified and well paid, the work of teaching, learning and evaluation has been suffering and resulting in learners' little development in concern with knowledge, values, confidence, competence, etc.

Though there are some discrepancies in executing the effective teaching, learning and evaluation; and to make the learners competent to face the competitive exams as well as make them to prepare for the future life, the following things are required.

Recommendations:

To enhance the quality of education at primary level of medium English, the following things are to be done.

1. Proper infrastructure should be provided to the learners. The sizes of the classrooms should be controllable and the strength of the students in the class should not exceed twenty.

2. Whether it is private or Government school, the teachers must be qualified and well trained. The workshops, seminars and conferences for the teachers must be organized to get the best results in teaching, learning and evaluation of the students. Some private agencies do not allow their teachers to attend such seminars or conferences organized by the Government or non-Government Institutes. To enhance the professional development of the teachers, the initiatives should be taken.

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3. To make the students well acquainted with LSRW as well as the soft skills such as summarizing, analyzing, well conversant; the syllabi should be reduced to some extent and the duration of learning should be increased.
4. The uniform educational policy should be decided, implemented effectively and seriously.
5. The Learner Centre Method of Teaching Language should be applied.

Conclusion:

Such a type of experiment could be undertaken by the teachers which will suit their classroom condition. Then only through the innovative teaching, explored learning and proper management of training, it is possible to make the learners well educated, well conversant, confident, and competent, which will help to acquire the knowledge of languages and of other subjects too.

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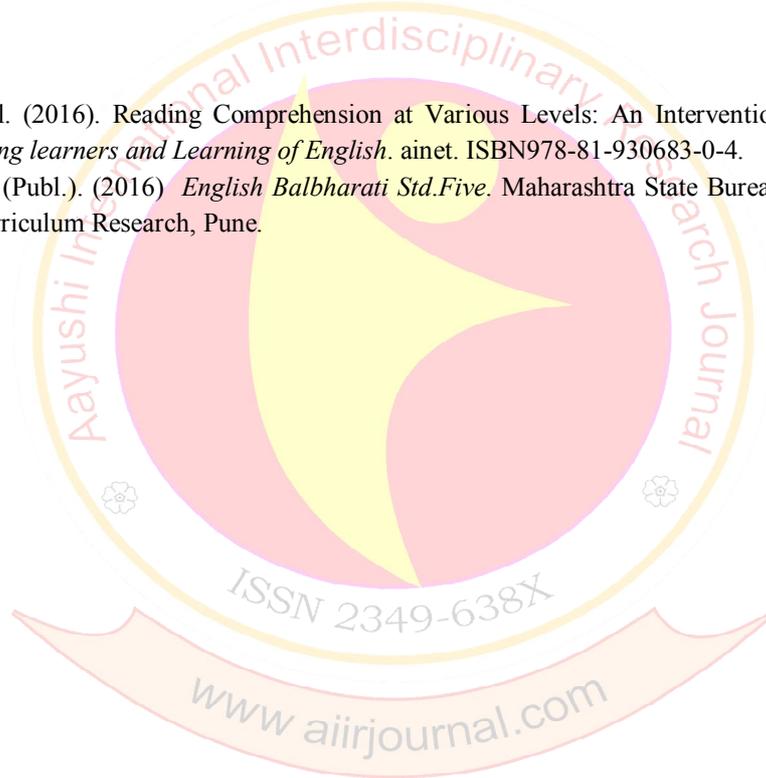
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शिक्षा में सूचना और संचार प्रौद्योगिकी का उपयोग एवं निर्देश

प्रा.संदिप पा.शिंदे

प्रा.संजय ब.देसाई

सहायक प्राध्यापक,

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प्रस्तावना -

      सूचना और संचार की प्रौद्योगिकी याने सूचना और संचार प्रौद्योगिकी, जिसे हम आम तौर पर आईसीटी (ICT) कहते हैं। कंप्यूटर एवं नेटवर्क हार्डवेयर यह दोनों और आवश्यक सॉफ्टवेयर सहित सूचना एवं सहायता संचार का संचालन करने के लिए उपयोग में लाए जानेवाले सभी साधन आईसीटी में शामिल होते हैं। दूसरे शब्दो में आईसीटी में दूरभाष संचार, प्रसारण मीडिया और सभी प्रकार के ऑडियो और वीडियो प्रक्रमण शामिल होते हैं। वास्तविक देखा जाए तो पाठशालाओं में सूचना और संचार प्रौद्योगिकी यह केंद्र प्रायोजित योजना है। दिसंबर 2004 में माध्यमिक विद्यालय के छात्रों को सूचना और संचार प्रौद्योगिकी पर आधारित शिक्षा की सुविधा उपलब्ध कराने, उनमें उचित आईसीटी कौशल विकसित करने और अन्य संबंधित अवसर उपलब्ध कराने के उद्देश्य से इस योजना की शुरूआत की गई। सामाजिक ,आर्थिक और भौगोलिक कारणों से पिछडे हुए छात्र-छात्राओं में डिजिटल जागृति बढाना यह भी इस योजना का उद्देश्य हैं। इस योजना के अंतर्गत सुस्थिर संगणक प्रयोगशालाओं की स्थापना करने के लिए राज्यों तथा संघ शासित प्रदेशों को वित्तीय सहायता उपलब्ध करायी जाती है।

सूचना और संचार प्रौद्योगिकी का उपयोग के निर्देश -

      स्कूल एवं कॉलेज छात्रों के लिए सूचना और संचार प्रौद्योगिकी का उपयोग करने के लिए कुछ निर्देश दिए है, जो निम्नांकित है -

1. संगणक संबंधी किताबों का पता लगाने के लिए और संबंधित पूरा पुस्तकालय स्टाफ मार्गदर्शन और पर्यवेक्षण के लिए मुहैया रहता है। जिसके तहत ई-बुक और ई-जर्नल्स भी शामिल होते हैं। इस प्रणाली तक पहुंचने के लिए 'ओपेक' सुविधा उपलब्ध है।

2. संगणक प्रयोगशाला के अंतर्गत संगणक संबंधी अधिक जानकारी हासिल करने वाले छात्रों के लिए बी.एससी, बी.सी.ए के अंतर्गत कंप्यूटर एप्लिकेशन जैसे कोर्स उपलब्ध है।

3. वाय-फाई आधारित इंटरनेट कनेक्टिविटी का प्रयोग शैक्षिक और निजी संस्थाओं के अंतर्गत उपलब्ध रहता है। उन संस्थाओं से संपर्क करते हुए उसका लाभ उठाना जरूरी होता है।

4. कंप्यूटर सेंटर में इंटरनेट ब्राउजिंग और रिपोर्ट, डेटा सहित वर्ड प्रोसेसिंग सभी के लिए सामान्य शुल्क पर उपलब्ध रहता है। साथ ही दस्तावेजों की छपाई कम शुल्क पर उपलब्ध कराई जाती है। इसके लिए छात्रों को संगणक सेंटर के रजिस्टर पर हस्ताक्षर करना आवश्यक होता है।

5. स्कूल एवं कॉलेज में पढ़नेवाले अंध और विकलांग छात्रों के लिए अलग-अलग सॉफ्टवेयर विकसित किए हैं, उसका लाभ उठाने के लिए इन छात्रों को प्रोत्साहित करना आवश्यक है।

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स्कूल एवं कॉलेज के छात्रों को निम्नलिखित उद्देश्यों के हेतु सूचना और संचार प्रौद्योगिकी का उपयोग करने के लिए प्रोत्साहित किया जाता है।

1. आईसीटी का एक शैक्षिक साधन के रूप में उपयोग करना।
2. सामान्य ज्ञान और अनुशासनात्मक ज्ञान में वृद्धि करना।
3. इंटरनेट का उपयोग करने हेतु संसाधन ब्राउजर और डाउनलोड करने हेतु प्रोत्साहित करना।
4. शैक्षिक उद्देश्यों के हेतु सूचना और संचार प्रौद्योगिकी का उपयोग करने का कौशल विकसित करना।
5. इंटरनेट पर उपलब्ध ई-पत्रिकाओं और ई-किताबों का उपयोग करने के लिए प्रवृत्त करना।
6. अनुसंधान प्रोजेक्ट का एक उपकरण के रूप में इंटरनेट का उपयोग करना।
7. छात्रों की आगे की शिक्षा एवं भविष्य के व्यक्तिमत्व से संबंधित अवसरों का लाभ उठाने के लिए प्रोत्साहित करना।
8. शासन, कॉलेज एवं विश्वविद्यालय के वेबसाईट से जानकारी प्राप्त करना और डाटा सेवाओं को ब्राउज करने के लिए प्रोत्साहित करना।
9. स्कूल एवं कॉलेज की वेबसाईट के माध्यमसे रचनात्मक तथा नवीन विचारों को साझा करने के लिए प्रोत्साहित करना।
10. शैक्षिक उद्देश्यों के लिए ई-मेल के माध्यम से अध्यापक तथा सहपाठियों से संवाद स्थापित करने से लिए प्रेरित करना।

आईसीटी का उपयोग करते समय आवश्यक सावधानियाँ –

1. आईसीटी का इस्तेमाल करने से पहले संबंधित प्रशासकों से लॉगिन आईडी एवं पासवर्ड प्राप्त करें।
2. लॉगिन आईडी एवं पासवर्ड की गोपनियता बनाए रखे।
3. आईसीटी सुविधा से संबंधित उपयोग में लाई जानेवाली सभी गतिविधियों से आप जिम्मेदार होंगे।
4. किसी भी सॉफ्टवेयर का प्रयोग करते समय कार्य पूरा हो जाने के बाद एक्झिट प्रक्रिया पूरी करें ।
5. कंप्यूटर बंद करने से पहले सभी ऍप्लिकेशन बंद करते हुए लॉग आउट करें।
6. कंप्यूटर एवं आईसीटी उपकरणों का सावधानिपूर्वक उपयोग करें, ताकि किसी भी प्रकार की हानि ना पहुँचे।
7. वर्ड प्रोसेसर सॉफ्टवेयर में स्पेलिंग को सही करने के लिए यू.के अंग्रेजी शब्दकोश का प्रयोग करें।

आईसीटी का दुरूपयोग करने वालों के लिए विशेष निर्देश –

1. किसी भी प्रकार की अनाधिकृत सूचना एवं डाटा का प्रयोग करने के लिए आईसीटी सुविधा का उपयोग ना करें।
2. संगणक में सुविधा की दृष्टि से स्थापित एंटीवायरस या इंटरनेट फायरवॉल को बंद ना करें।
3. गैरकानूनी गतिविधियों से संबंधित जानकारी प्राप्त करने के लिए आईसीटी सुविधा का उपयोग ना करें।
4. अपना लॉगिन आईडी एवं पासवर्ड किसी भी हालात में दूसरों को ना बताए।
5. अवांछित या अनाधिकृत ई-मेल भेजने के लिए आईसीटी सुविधा का उपयोग ना करें।
6. दूसरों को परेशान करना, डराना,नुकसान पहुँचाना, संकट निर्माण करना आदि कामों के लिए आईसीटी सुविधा का उपयोग ना करें।
7. आईसीटी के माध्यमसे अपमानसूचक या अश्लील भंडार का संक्रमण ना करें ।
8. आईसीटी साधनों का लापरवाह तरीकें से इस्तेमाल करने से आपको क्षति पहुँच सकती है।
9. आप जिस संस्था के आईसीटी साधनों का उपयोग कर रहे हैं, उसकी प्रतिष्ठा बनाए रखने का प्रयास करें।
10. कॉपीराईट नियमों का उल्लंघन न करते हुए आईसीटी साधनों का उचित तरीके से उपयोग करें।

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अत: शिक्षा के क्षेत्र में आईसीटी का आरंभ बडा परिवर्तन माना जाता है। आईसीटी के उपयोग से शिक्षा व्यवस्था में काफी मात्रा में सुधार हुआ है। स्कूल एवं कॉलेज के छात्र एवं अध्यापक रूचि लेकर इस प्रणाली का प्रयोग कर रहे हैं। छात्रों की अध्ययन की दिलचस्पी बढ़ती जा रही हैं। केवल आईसीटी साधनों का उचित उपयोग करते हुए अध्ययन-अध्यपन प्रक्रिया चलती रही , तो शिक्षा क्षेत्र के सभी घटकों का भविष्य निश्चितही उज्वल होगा।

संदर्भ-

1. गोपाल नाथ - कंप्यूटर इतिहास और कार्य-विधि
2. डॉ.जगदिश्वर चतुर्वेदी - सूचना एवं संचार प्रौद्योगिकी
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