

Continuing Professional Development Event

Under the Title of

“Flexible Education For All”

Published Special issue

With ISSN 2394-8426 International Impact Factor 3.325

UGC Approved Journal Sr. No. 48455



Published On Date 07.02.2018

Special Issue Online Available At : <http://gurukuljournal.com/>

Organized &
Published By

Chief Editor,
Gurukul International Multidisciplinary Research Journal
Mo. +919273759904 Email: chiefeditor@gurukuljournal.com
Website : <http://gurukuljournal.com/>



INDEX

Sr. No.	Title	Author	Page No.
1	A Study Of Language And Study Habit Skills In Classroom Environment And Academic Achievement Of XI Standard Students In Tiruvallur Districts	Mr. A. Antony Prabakar	1-8
2	Educating The Educators :Teaching Strategies	Prof. Dr. P. L. Dhengle	9-12
3	Counsellors Training Of B.Ed. Programme in YCMOU : A Case Study	Dr. Vijaya V. Patil	13-20



A Study Of Language And Study Habit Skills In Classroom Environment And Academic Achievement Of XI Standard Students In Tiruvallur Districts

Mr. A.Antony Prabakar
M.SC.,M.PHIL.,M.ED.,M.PHIL.
Ph.D Research Scholar
Bharthiyar University , Coimbatore

ABSTRACT:

Creating good Study Habits is essential for success in school. Effective Study Habits Skills must be practiced in order for students to improve the language.. It is not enough to simply think about studying. One must have to actually do it and in the process use information from what one do to get better. **“Practice does not make perfect; Perfect practice makes perfect”** These words are essential to one who want to achieve. The present study has been specifically design to study the language and Study Habits skills in classroom environment and Academic Achievement of XI students with respect to personal variables (Age, Gender, Community, Coaching classes, Father’s Educational Qualification, Mother’s Educational Qualification, and Monthly Income of Family) and school related variables. (Board of Institution, Type of school Management, Type of School, Medium of Instruction) among the school students. Study Habit is an important factor in the daily life of every student. It involves perseverance and diligence in the face of difficulties, only a student who makes consistent effort can hope to achieve success. To be a diligent student, everyone must pursue a definite target with a time span because diligence helps to achieve proficiency. So Study Habits and skills will play a critical role in student’s success.To evaluate the students Study Habits, this topic has been choose this topic for study. By evaluating this we can gain the knowledge about the importance of Study Habits. It is also useful to know Home environment, Reading & Note taking, planning of subjects, Habit of concentration, Preparation for Examination, General Habits & Attitudes on study will help the student to achieve in academics. Among the different method of study, Normative survey method is used in this research. Normative survey method describes and interprets what exists at present. They are concerned with existing condition or relations, prevailing, practices, beliefs, attitude, etc. ongoing process and the emerging trends. P.V.Patel’s 5 point scale was used for the study. Totally 305 samples were collected from 10 schools samples were selected at random. Population of the present study was higher secondary school students. The population was in and around Tiruvallur District. The students in the Age group of 15years, 16years and 17years & Above differ significantly in Academic Achievement . The Students of Age 15years scored more than others. The students who are studying in Tamil & English Medium differed significantly in their Academic Achievement . The Students studying in English Medium scored more than the students of Tamil Medium. The pupils who are weak should be tested for their Study Habits skills. They be given special help in picking up the minimum essentials at least by the teacher.Teachers, Parents, and pupils themselves have a role to play in the acquisition of the Study Habits. Teachers should adopt suitable techniques for helping the pupils to improve their Study Habits. The parents should take the study of their children seriously and make all efforts to facilitate their study.

Keywords : study habits skills, language, academic achievements,samples,methods.



INTRODUCTION :

Good environments are frequently flexible ones. Feel free to have students move their chairs several times during a class. For example, you might have them move into a circle for discussion, into small groups for in-depth exploration of a topic, and back to rows for your lecture. Experiment with different room arrangements to find those that work best for you and your students. Often if you arrange the students’ desks in the configuration that you find most conducive to cooperative learning, it makes for smooth transitions between individual, group, and whole-class activities. If this arrangement means that some students have their backs to the presentation area at the front of the classroom, have them turn their chairs and move into “listening position” whenever someone is speaking in the front of the room so that they can better concentrate. The SQ3R method has been proven way to sharpen study skill. SQ3R stands for survey, Question, Read, Recite, and Review. Take a moment now and write SQ3R down. It is a good slogan to commit to memory to carry out an effective study strategy. Academic achievement has become an index of child’s future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations.

“Achievement is the accomplishment of proficiency of performance in a group skill or body of knowledge; He sees achievement in school as moving towards instructional objectives”.

OBJECTIVES OF THE STUDY

1. To study of language and Study Habits Skills in XI Standard students.
2. To study the Academic Achievement of XI Standard students.
3. To study whether there is any significance difference in Study Habits skills and its dimensions belonging to different groups of students based on,
 - i. Gender
 - ii. Age
 - iii. Community
 - iv. Father’s Educational Qualification
 - v. Mother’s Educational Qualification
 - vi. Father’s Occupation
 - vii. Mother’s Occupation
 - viii. Monthly Income of Family
 - ix. Attend any Coaching Classes
 - x. Medium of Instruction
 - xi. Board of Institution
 - xii. Type of School Management
 - xiii. Type of School
4. To study whether there is any significant difference in academic achievement of students belonging to different groups based on,
 - i. Gender
 - ii. Age



- iii. Community
- iv. Father’s Educational Qualification
- v. Mother’s Educational Qualification
- vi. Father’s Occupation
- vii. Mother’s Occupation
- viii. Monthly Income of Family
- ix. Attend any Coaching Classes
- x. Medium of Instruction
- xi. Board of Institution
- xii. Type of School Management
- xiii. Type of School

METHOD OF STUDY

Among the different method of study, Normative survey method is used in this research. Normative survey method describes and interprets what exists at present. They are concerned with existing condition or relations, prevailing, practices, beliefs, attitude, etc. ongoing process and the emerging trends. Totally 305 samples were collected from 10 schools samples were selected at random. Population of the present study was higher secondary school students. The population was in and around Tiruvallur District

TOOLS USED IN THE STUDY

P.V.Patel’s 5 point scale was used for the study.

DESCRIPTION OF THE TOOL

1. Home Environment & Planning of work
2. Reading & Note taking
3. Planning of Subjects
4. Habit of Concentration
5. Preparation for Examination
6. General Habit & Attitudes
7. School Environment.

DESCRIPTION OF THE TOOL

Name of the Tool	Total No. of Items	Dimensions	Total No. of Items Dimensions wise	Total No. of Negative Items	Scoring of the Items
Mr. P.V. Patel’s Tool	50	Home Environment & planning of Work	1-7	20	For Positive Items
		Reading & Note taking	8-16		Always – 4
		Planning of Subjects	17-21, 38		Often – 3 Sometimes – 2 Rarely – 1 Never – 0



		Habit of Concentration	22-25, 36, 37, 39		For	Negative
		Preparation for Examination	26-32		Always	- 0
		General Habits & Attitudes	33-35, 41-43, 47, 48		Often	- 1
		School Environment	40, 44-49, 50.		Sometimes	- 2
					Rarely	- 3
					Never	- 4

**Mean and Standard Deviations of Study Habits and Academic
Achievement in Tamil for the entire sample**

S.No	Variables	Mean	S.D	Mean%
1.	Home Environment and Planning of work.	17.29	4.42	61.75
2.	Reading & Note taking	24.36	5.73	67.66
3.	Planning of subjects	15.06	3.94	62.75
4.	Habit of concentration	17.92	4.94	64.00
5.	Preparation for Examination	17.26	4.36	61.64
6.	General Habits & Attitudes	18.01	4.48	56.28
7.	School Environment	17.24	4.25	71.83
8.	Overall Study Habits	127.12	21.25	63.56
9.	Academic Achievement	63.73	16.95	63.73

df=305

The calculated values for the Overall Study Habits, its dimensions and Academic Achievement are shown in table 4.1

The perusal of table reveals that the Mean and Standard deviations of overall Study Habits for the entire sample were 127.12 and 21.25 respectively. The mean score percentage was the highest (71.83) for the school environment and the same was the lowest (56.28) General Habits and Attitudes. The perusal of table 4.1 also reveals the Mean and Standard deviation of the Academic Achievement in Tamil for the entire sample were also 63.73 and 16.95 respectively.

Study Habits and Academic Achievement with respect to Gender



The Mean, Standard Deviations and t-values for the Overall Study Habits and Academic Achievement with respect to Gender were calculated and the same are presented in table.

**Mean Standard Deviation and t-values of Study Habits and Academic
 Achievement in Tamil with respect to Gender**

S.No	Variables	Male		Female		t- Values	Level of significance
		Mean	S.D	Mean	S.D		
1.	Home Environment & planning of work	16.54	4.71	18.04	3.98	3.01	P < 0.01
2.	Reading and Note taking	23.50	5.93	25.23	5.41	2.67	P < 0.01
3.	Planning of subjects	14.70	4.11	15.41	3.71	1.60	P > 0.05
4.	Habit of concentration	17.48	4.87	18.38	4.99	1.59	P > 0.05
5.	Preparation for examination	17.32	4.55	17.19	4.18	0.26	P > 0.05
6.	General Habits & Attitudes	18.07	4.48	17.95	4.50	0.23	P > 0.05
7.	School Environment	16.46	4.57	18.01	3.77	3.23	P > 0.01
8.	Overall Study Habits	124.06	22.41	130.21	19.60	2.55	P < 0.01
9.	Academic Achievement	65.35	17.90	62.10	15.83	1.68	P < 0.05

df=303

From the results shown in table it is clear that the overall mean values of study habits of Male and Female were 124.06 and 130.21 respectively. The results also indicate that the mean values of Academic Achievement of Male and Female were 65.35 and 62.10 respectively. The t-values in table depict that Male and Female differ significantly in the overall Study Habits at 0.01 level. The same in all the dimensions shows that the Male and Female differed significantly at 0.01 level in the dimensions Home Environment & Planning of work, Reading & Note taking and School Environment. But in the remaining four dimensions they did not differ even at 0.05 level. From the t-values of Male and Female, it may be inferred that the Male and Female do not differ significantly in the Academic Achievement at

0.05 level. Further it is also found that Males’ were better than Females’ in Academic Achievement in Tamil.

Study Habits and Academic Achievement with respect to Father’s Educational Qualifications

The Mean, Standard Deviations and F-ratios were calculated for the Study Habits and Academic Achievement with respect to Fathers’ Educational Qualification and the same are given in table.

Table

Mean, Standard Deviation and F-ratios of Study Habits and Academic Achievement respect to Fathers’ Educational Qualifications

S. N O	Variables	Un Educated (1)		Primary (2)		Secondary (3)		Hr. Sec.& Above (4)		F-ratio	Level of significance	Group differed significantly
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D			
1.	Home Environment & planning of work	17.44	3.69	18.64	3.38	16.77	4.60	17.43	4.65	4.65	P > 0.05	None
2.	Reading and note taking	23.56	5.62	24.42	4.78	24.83	5.99	24.00	5.75	0.63	P > 0.05	None
3.	Planning of subjects	14.66	4.22	15.78	2.92	15.27	3.83	14.66	4.23	1.01	P > 0.05	None
4.	Habit of concentration	17.03	4.58	19.64	4.52	18.11	4.76	17.37	5.30	2.33	P > 0.05	None
5.	Preparation for Examination	17.16	4.82	17.11	4.603	17.40	4.35	17.15	4.20	0.09	P > 0.05	None
6.	General Habits & Attitudes	16.94	5.58	18.75	4.53	18.14	4.49	17.90	4.08	0.10	P > 0.05	None
7.	School Environment	16.28	4.26	18.61	3.38	17.42	4.33	16.83	4.35	2.22	P > 0.05	None
8.	Overall Study Habits	123.06	22.27	132.94	17.22	127.94	20.92	125.34	22.36	1.61	P > 0.05	None
9.	Academic Achievement	59.98	16.94	55.89	12.98	62.95	18.06	68.54	15.41	6.31	P < 0.05	(2&4)&(3&4)

df=3,301

The results shown in Table indicate that the Overall Study Habits was high (132.94) for the students whose Fathers’ Educational Qualification were primary and the same was low (123.06) for the students Fathers’ were Un Educated. The results also indicate that the Academic Achievement was high



(68.54) for the students whose Fathers' Educational Qualification were & above and the same was low (55.89) for the students Fathers' were primary. The F- ratio calculated for the Overall Study Habits with respect to Father's Educational Qualification reveal that the students did not differ significantly even at 0.05 level. The same in dimension with respect to Father's Educational Qualification did not differ significantly even at 0.05 level. The F- ratios calculated for the Academic Achievement with respect to Fathers' Educational Qualifications reveal that the students differed significantly at 0.05 level. Further results of Post Hoc (Turkey HSD) method revealed that the students whose Fathers' Educational Qualification of primary differed significantly from other three groups namely Un Educated, Secondary, Hr. Secondary & above, where the students, Fathers' Qualification of primary had poorer Academic Achievement.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

The results of the investigation are the important in the field of Education. It is seen that Study Habits of student are pre-requisites for effective learning. The pupils who are weak should be tested for their Study Habits. They be given special help in picking up the minimum essentials at least by the teacher. Teachers, Parents, and pupils themselves have a role to play in the acquisition of the Study Habits. Teachers should adopt suitable techniques for helping the pupils to improve their Study Habits. The parents should take the study of their children seriously and make all efforts to facilitate their study. The Institutions should must provide library facilities, furniture etc. Which are necessary for the pupils to improve their learning. The pupils should be made to realize their own responsibility to find time for study. They should understand that the ability to organize work and to study effectively is an important factor in their achievement in Tamil. Teachers should give necessary guidance. To students to inculcate good Study methods, procedures & Skills in their pupils learning become materials, Methods & Procedures. In Academic Achievement should provide special important for the student studying in Tamil medium.

CONCLUSION

It is generally believed that Study Habits will have greater impact on the Academic Achievement of the students. But it may also differ depending on the individuals; academic achievement will give an opinion for how to go about with regards to Study Habits, so that Academic Achievement of the students can be enhanced.

REFERENCES

- Abar, B., & Loken, E. (2010). *"Self-Regulated Learning and Self-Directed Study in are-College Sample Learning and Individual Differences"*, 20(1), 25-29.
- Agarwal. (1983). *"Study on reading ability in relation to certain cognitive and non-cognitive factors"*. online submission.
- Bauerlein, M., et al. (2008). *"To Read or Not to Read Responses to the New NEA Study"*. Academic Questions, 21 (2), 195-220.
- Brint, S. & Cantwell, A.M. (2008). *"Undergraduate Time Use and Academic*



Outcome" Center for Studies in Higher Education.

- Bude,L., et. al. (2007). *"Students Achievements in a Statistics Course in Relation to Motivational Aspects and Study Behavior"*. Statistics Education Research Journal. 6 (1), 5-21.
- Burns,P.F. (2006). *"Success in College: From "C"s in High School to "A" s in College"*. Rowman & Littlefield Education.
- Camahalan,F.M.G. (2006). *"Effects of Self-Regulated Learning on Mathematics Achievement of Selected Southeast Asian Children"*. Journal of Instructional Psychology, 33 (3), 194-205.
- Nordmo, I. & Samara A. (2009). *"The Study Experiences of the High Achievers in a Competitive Academic Environment: A Cost of Success"*. Issues in Educational Research, 19(3), 255-277.
- Ozsoy,G., et. al. (2009). *"Meta cognition, Study Habits and Attitudes"*. Online submission. International Electronic Journal of Elementary Education. 2(1), 154-166.



Educating The Educators :Teaching Strategies

Prof. Dr.P.L. Dhengle,
Shri S.B. College, Aheri,
Gondwana University

Abstract:-

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programs by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century.

Keywords:- Reorientation, appreciative mass, premise, mind- training, levels of teaching, deductive, inductive etc

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. But the major problem in dealing with these issues are nothing but the right strategies of teaching which need be developed and brought into practice purposefully. The training institutions need to adopt certain strategies so that the engaging teachers would be rightly trained to impart their respective duties and facilitate best possible learning accepting the widely applied and accepted principles of learning and teaching. This paper is an attempt in this direction.

Apperception: It is a process of relating new ideas or mental states to a store of old ones. Memories stored in the sub conscious and brought into conscious enable one to interpret experiences of the moment. New ideas are learned through their being related to what already is in an appreciative mass. Thus, apperception consists of becoming consciously aware of an idea and assimilating it with other, already acquired ideas.

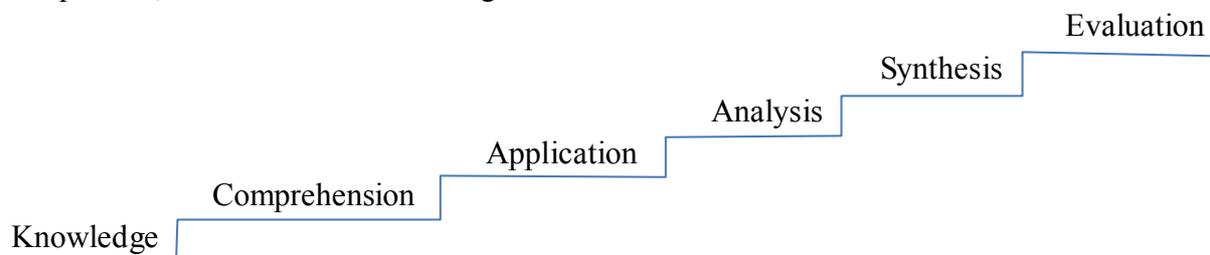
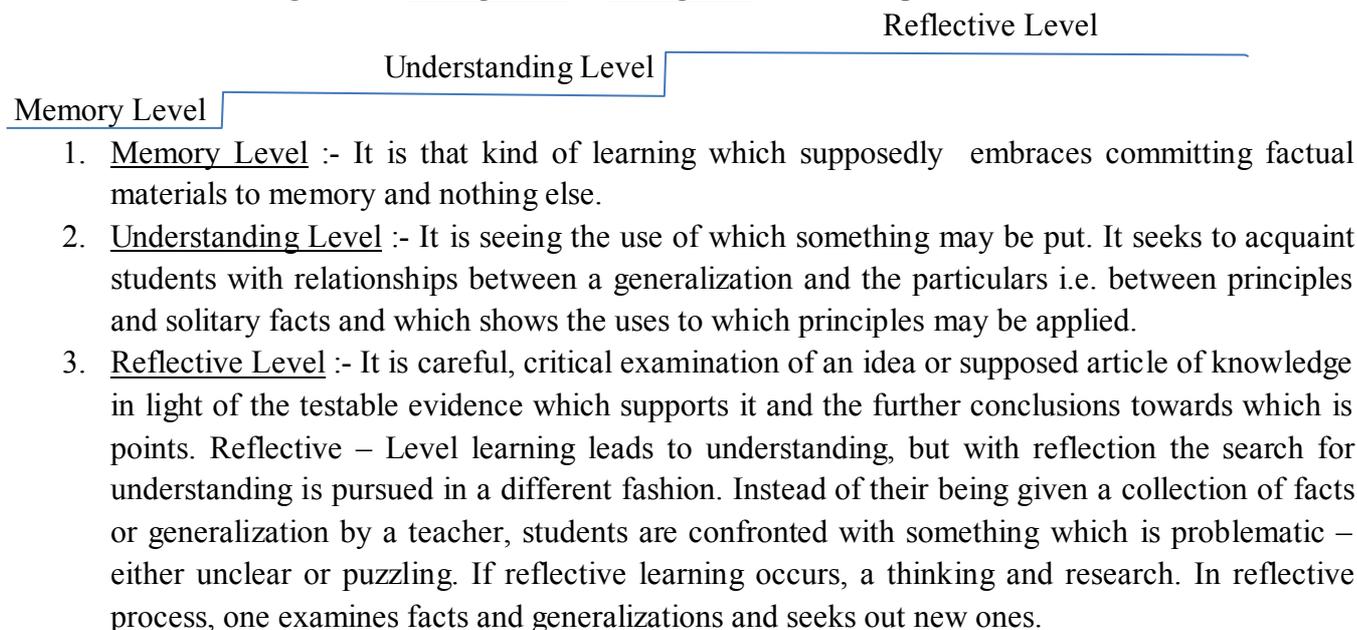
Learning :- Learning is not a matter of developing or training a mind, but rather one of formation of an appreciative mass.

Concept of Teaching :- Teaching denotes action undertaken with the intention of bringing about learning in another. In this way, Teaching is different from mere telling or showing how. No doubt, in order to qualify as teaching, the activities engaged in must meet additional criteria, although exactly what these are is open to dispute. Given two persons T and S the content of instruction X, major conditions for the truth of teaching claim, " T is teaching X to S" are : I) There is some encounter



(Normally face – to - face) between T and S. II) At the beginning of the encounter, T knows X and S does not know X. III) T intends what he or she does to contribute to S’s learning X. IV) T’s actions are reasonably conducive to bringing about S’s learning X. V) T’s actions are such as to reveal to S the X he the extent that S tried to learn X as a result of T’s action.

Levels of Teaching :- Teaching – learning situations may be classified according to where they fall on a continuum which ranges from Thoughtless to Thoughtful modes of operation.



Deductive – Reasoning (Aristotle’s Syllogism) :- It can be described as thinking process in which one proceeds from general to specific statements. It provides a means of testing the validity of any given conclusion or idea by proceeding from the known to the unknown. This is also called as Syllogistic Reasoning which consists of

A major premise based on self – evident truth or previously established fact or relationship.

A minor premise concerning a particular case to which truth, fact, or relationship in variably applies.

A conclusion.

Example :- **All animals are mortal, Dog is an animal, Therefore, dog will die.**

Limitations :-

Inductive Reasoning (Baconian Reasoning) :- Rather than accepting premises laid down by authorities as absolute truths, Bacon advised man to observe nature closely, to experiment, to

tabulate all the facts, to study these in order to reach minor generalizations and then to proceed from minor generalists to greater ones.

Reflective Thinking :- The exclusive use of Bacon’s inductive method resulted in the accumulation of isolated bits of information and, hence, it made little contribution to the advancement of human knowledge. In view of this it was superseded by the Inductive – Deductive Method or the Scientific Method. This method generally attributed to Charles Darwin, integrates to the most important aspects of inductive and deductive methods. It is a back-and-forth movement of thought in which man first operates inductively from partially known or sometimes confused information learned from experience, previous knowledge, observation and so on towards a meaningful whole or Hypothesis and than deductively from suggested whole or hypothesis to the particular parts in order to connect these with one another in a meaningful pattern to find valid relationships.

This is Reflective Thinking

Teaching Strategies :(a) Large Groups: Psychodynamics of Group Learning Group exists when there is a collection of people possessing the following qualities: Collective perception, needs, shared aims, interdependence, interaction, cohesiveness, membership and a social organization.

1. **Lecturing** : What is Lecturing? It is oral method of giving information, generating understanding and creating interest. The emphasis is on communication skill.

Anxieties of Lecturing :i) Projection ii) Rationalisation iii) Denial iv) substitution etc.

Some Basic Skills of Lecturing: i) Explaining ii) Orientation iii) Closure iv) Liveliness v) Using Audio-Visual Aids vi) Giving Direction vii) Comparing viii) Narrating.

2. **Symposium** : What is Symposium? It is a discussion by different specialists or speakers on the same topic, emphasizing or dealing with different aspects of the same topic. The chairman coordinates the different speakers’ presentation. The total member of speakers may not exceed five excluding the Chairperson. Sometimes symposium and seminars are used synonymously.

3. **Seminar** : What is a Seminar? It is generally used to refer to a structured group discussion, that may precede or follow and formal lecture, often in the form of an essay or a paper presentation. It is an advanced specialized technique.

Advantages of Seminar : i) Stimulated and tests students’ power comprehension and evaluation. ii) Presenter is tested on his skill in arranging and formulating a sustained agreement. iii) Understanding power and questioning ability are strengthened. iv) Self-reliance, self-confidence, sense of co-operation and responsibility are developed.

4. **Panel Discussion** :- Concept. Two or more speakers discuss various aspects of a single topic and present it to a group. A small group of students (4-5) is identified by the teacher to serve on the panel.

5. **Team Teaching** :- What is Team Teaching? It is a process involving team work of two or more teachers, who plan, execute and evaluate the learning experiences of a group of students generally equal to the strength of 2 to 4 conventional classes.

6. **Project Approach** : - What is Project Approach? It is a significant, practical unit of activity having educational value and aimed at one or more definite goals of understanding ; involves investigation an solution of problems and frequently the use and manipulation of physical



materials ; planned and carried to completion by pupils and teachers in a natural real-life manner.

Objectives of Project Work : i) Involvement ii) Skills for independent work, iii) Skills for group work, iv) Skills for effective communication, v) Knowledge, vi) personal development.

For a long time the main focus on education was the passing on of knowledge. The question of the principles and values conveyed through education became a focal point after the catastrophic, destructive methods of the National socialists. Educators should be an example to the learners, an aid to help them to orientate themselves. According to Naranjo: “Imitation is a biological desire that makes us human (...)”. As adults, we also follow those whom we admire. If we connect this to education, we see that schools need teachers who work with Fundamental pedagogical questions above and beyond their specialist subjects. Self perception and the ability to reflect have now found their way into the concepts of conventional teacher training courses. C. G. Jung also emphasizes the exemplary function of teachers and stresses the ever more important inner attitude of the teacher (see above).

“A teacher is he who supports the other in discovering the deeper meaning of his own life and experiences, and hence his own participation in the whole. (...) Thus teaching means nothing other than making this process of learning, of “bringing to the light” what is already there, experiential and conscious.”

In my opinion, Heinrich Dauber describes here the true essence of the learning process. The conventional methods of imparting knowledge are mostly derived from the model concepts of behaviourism and strongly dominated the curriculum and the teacher training courses up to the 1970's. In the beginning of the 20th century Edward Thorndike did the advance work for behaviourism, which was founded by the American psychologist John B. Watson. In the 1950's he was strongly influenced by Burrhus Frederic Skinner. Behaviourism is a science of behaviour, or analysis of behaviour, according to which the behaviour of humans and animals should be investigated using the methods of natural science and is explainable through outer observation

Reference:

1. Dhority, L. Freeman / Hartkemeyer. Johannes F. Martina (1998): Miteinander Denken – Das Geheimnis des Dialogs. Stuttgart: Klett-Cotta. p. 157.
2. Naranjo, Claudio (2004): Cambiar la educación para cambiar el mundo. Vitoria-Gasteiz, Spanien: Editorial lallave, p. 68
3. Bildungskommission NRW (1995): Zukunft der Bildung – Schule der Zukunft. Neuwied; Kriftel; Berlin: Luchterhand, p.305.
4. Dauber, Heinrich (1997a): Grundlagen der Humanistischen Pädagogik – Integrative Ansätze zwischen Therapie und Pädagogik. Bad Heilbrunn: Klinkhardt, p.59.



Counsellors Training Of B.Ed. Programme in YCMOU : A Case Study

Dr. Vijaya V. Patil

Ass. Professor

School Of Education

Y.C.M. Open University, Nashik

Abstract

School of Education of Yashwantrao Chavan Maharashtra Open University,(YCMOU), Nashik 422 222 (INDIA) right from its inception has made structural provision for cell for training (CET) under school. The Training cell has made a modest beginning by organizing a good number of orientation programmes in collaboration with other schools, divisions, centres and external agencies. The immediate major task before the school was to organise a series of orientation programmes for the academic counsellors, study centres co-ordinators of the various programmes launched by the university.

0.1 Introduction

Open University is still an evolving system both conceptually and operationally. It, therefore needs manpower of varied knowledge, expertise and skills – intellectual, managerial, technical and social. It is difficult to visualize an open university without built in mechanism for constant staff development and training of outside personnel associated with the University. Hence Yashwantrao Chavan Maharashtra Open University,(YCMOU), Nashik 422 222 (INDIA) right from its inception has made structural provision for School of Education Training .

1.1 Counsellors Training of B.E.d. Programme of YCMOU

We present here the details of training programme organized for teacher educators as an illustration. The Teacher education programme is organized through the Distance Education mode. There are thirty-seven study centres all over Maharashtra. Each centre has eight counsellors for the conduct of the programme to be completed in three contact sessions. Previously it was a practice to invite the centre directors and co-ordinators for orientations regarding the organizations of contact sessions. It was expected that they in turn would orient their colleague at their respected study centres. This practices has left certain gaps in the process of transmitting the information. This has adversely affected the effectiveness of contact programmes. Hence there was a constant demand from the teacher educators for direct training. This was further endorsed by the NCTE. In view of this, YCMOU organized counsellors’ orientation programmes at four different places in Maharashtra. At least seven counsellors exceeded 175. The programme was of three days duration. Six modules were developed by the YCMOU for this purpose (Joshi and Salunke, 1998). The outline of the training programme is given in tables 1 to 6.



MODULE – 1

CONTENT	TRAINING MATERIAL	TRAINING STRATEGY
Unit 1 : Philosophical Foundation of Open University and its Implication for Programme.	<ul style="list-style-type: none"> Open University : A note On Distinctive Features Check list of Distinctive Features PPT on Philosophical structure, Programme etc. 	Group Activity Followed by lecture.
Unit 2: Rational of Teacher Education Programme in YCMOU	<ul style="list-style-type: none"> PPT base of Teacher Education Programme. 	Lecture and Discussion.
Unit 3: The scenario of Teacher Education Programme in YCMOU	<ul style="list-style-type: none"> PPT Bar Chart , Time schedule Of Contact session Programme. 	Lecture.

Table – 1.1

MODULE – 2

CONTENT	TRAINING MATERIAL	TRAINING STRATEGY
Unit: 1 Diagnostic Approach in Micro Teaching	Micro Teaching : A brief note PPT Micro Teaching : Rational and Organization A list of Teaching skill Selected for the programme YCMOU & their Observation Schedules Diagnostic Approach by Micro Teaching and its Organization. Evaluation Scales :- Expert’s evaluation scale Peer evaluation scale Self evaluation scale Pupils evolution scale Answer key	Lecture and Discussion. Lecture followed by Discussion. Practical followed by Discussion . Lecture followed by Discussion. Demonstration of Diagnostic Approach. Group Activity



Table 1.2

MODULE – 3

CONTENT	TRAINING MATERIAL	TRAINING STRATEGY
Unit : 1 Nature of Lesson Planning Demonstration workshop	A note on lesson planning : Importance & Organisation Syntax of different teaching Methods & lesson note format. Specimen of a lesson note.	Lecture cum discussion.
Unit : 2 Simulated Teaching: Importance and Organisation.	A note on lesson planning And lesson demonstration. Simulate teaching : A list of nine methods & Teaching analysis guides.	Group Activity followed By discussion.
Unit: 3 Guidelines for Teaching methods	A note on simulated Teaching organization. PPT	Lecture and discussion.

Table -1.3

MODULE – 4

CONTENT	TRAINING MATERIAL	TRAINING STRATEGY
Unit 1: Teaching Practice and Test lessons	PPT. Communication to Teacher Trainee on Practise Teaching.	Lecture followed by Discussion. (From PPT)
Unit 2: Coaching	An explanatory Note on Rating scale of for lesson Observation. Practise teaching & test lesson Evaluation scale of Scheme of coaching	Lecture and Discussion

Table 1.4



MODULE – 5

CONTENT	TRAINING MATERIAL	TRAINING STRATEGY
Unit :1 Counsellor’s role and counselling models	A note on counselling Various models of Counselling and their Observation schedules / Evaluation scale. * PPT	Lecture followed by Discussion (with PPT) Modelling followed by Discussion.
Unit :2 Questions on Higher thought Processes Assignments and internal Tests.	Classification of Educational objectives (cognitive domain) Sample question of higher thought process. A note on Assignments and unit exam	Group Activity / Workshop Lecture cum discussion. Lecture

Table 1.5

MODULE – 6

CONTENT	TRAINING MATERIAL	TRAINING STRATEGY
Unit :1 Co-curriculum Activities, Social service And work experience .	An abstract from Teacher Education curriculum Framework 1978 on Working with community. (PPT) A note on organization Of – 1) Co-curriculum Activities 2) Social services 3) Work experience *Preamble of constitution Of India. *Ten core elements of Curriculum. * Value development scale a) Value affirmation b) Action	Lecture with PPT. Lecture cum discussion With PPT. Lecture Lecture Lecture



correlations were found out. It was found that all the dimensions highly correlated except the dimension of

- 1) EssentialRedundant
- 2) UtilityInutility

According, the dimensions were clustered in two groups. The clusters are shown in figure 2 and 3.

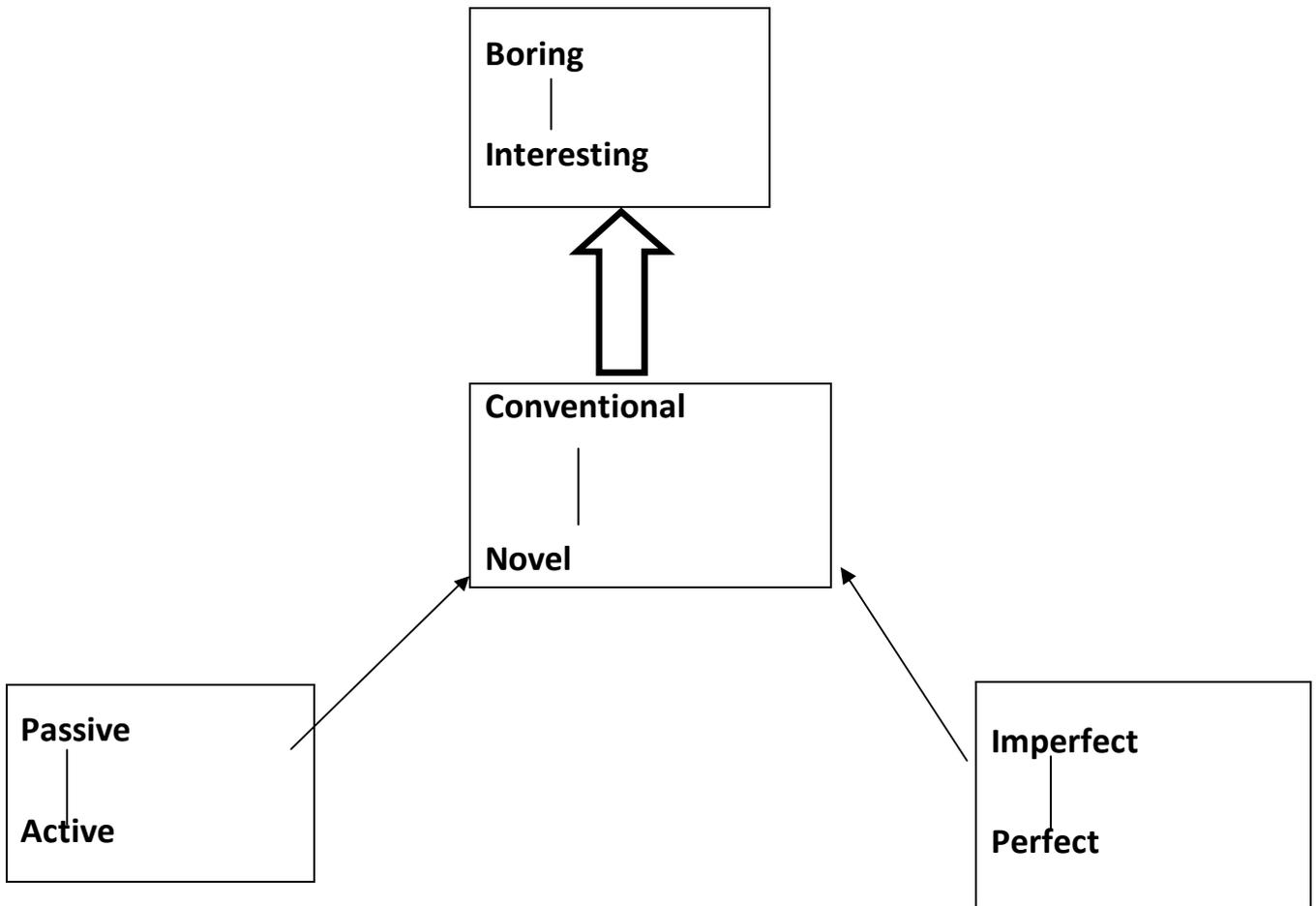
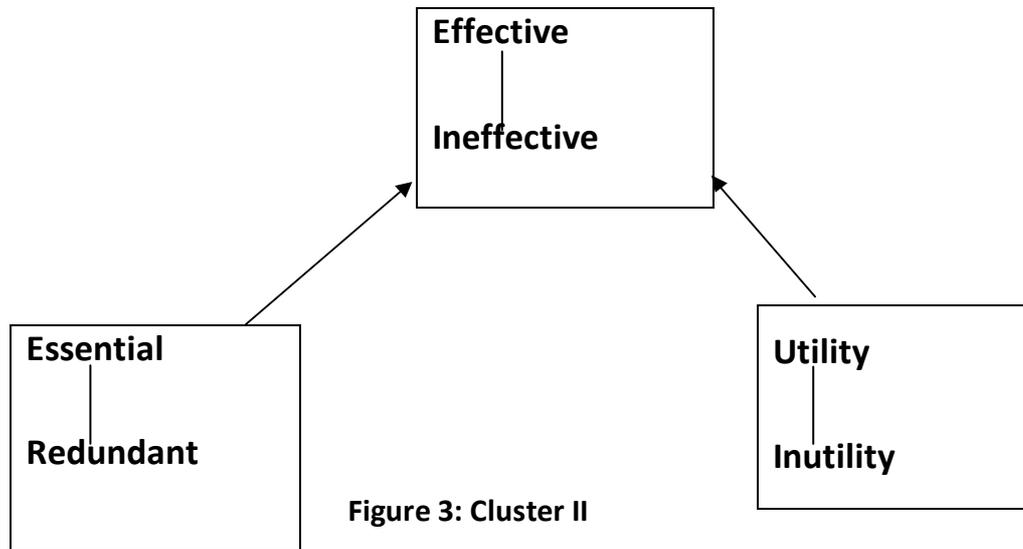


Figure 2 : Cluster I

The cluster I indicates that in order to increase effectiveness the programme, two changes are required. They are:

- 1) Participation of counselors need to be enhanced by incorporating number of activities and
- 2) Certain inadequacies should be eliminated so as to make to it more perfect.



The cluster II shows that certain redundant components in the training programme need to be replaced by essential components.

The Qualitative data gave clear direction for improving the quality of programme as per the above mentioned guidelines.

In order to make programme more perfect, it was suggested by the participants that the programme should be –

- 1) Of longer duration
- 2) Include more experts.
- 3) Supported by Audio – Video aids, and
- 4) Improved by organization of components like –
 - Simulated teaching.
 - Counseling models.
 - Diagnostic approach.

The activity dimension of increasing the programme can be greatly expanded by :

- 1) Participation of counselors,
- 2) Proportion of practical work, and
- 3) Individual activity under guidance.

As per the participators opinion, some of the conventional and boring components of the programme are as follows-

- 1) Co-curricular activities, social service, work experience, and
- 2) Counselling models.

They are boring more because of conventionally used lecturing methods. Therefore, the number of lectures should be kept at minimum level.

The participants also think that the effectiveness of the programme can be enhanced by the inclusion of demonstration of a few more teaching skills and teaching methods and addition of explanations related to diagnostic approach and PPT used in programme.



On the basis of the study, certain implications can be drawn for the organization of training programmes in the Open Universities. They have been included here as concluding part of the paper.

Major implications of the study :-

- 1) Activity and participation of the counsellors should be increased and the nature of activities should be novel and interesting.
- 2) Audio – Video support is essential for bringing in variety in the programme. So the support should be strong.
- 3) One – way communication strategies like lectures should be kept at level as minimum as possible.
- 4) It is always not necessary that the participants will find useful components as interesting. Such component should be identified well advance and they should be organized in thoughtful way.
- 5) Feedback should be sought on what is essential , what is boring and conventional and should be replaced by more interesting and novel activities.
- 6) The programme should be organized in a more planned and systematic way. This can be achieved by (i) maintaining time schedule of the programme, (ii) inviting a good number of resource persons, (iii) checking the boredom factor time factor starts operating.
- 7) The training material prepared for the programme should be complete in all respects.

References :-

- 1) Philip, J. I (1990). ‘*Semantic Differential Measurement*’ In Walberg and Haertel (Eds), The International Encyclopedia of Educational Evaluation..
- 2) Joshi A. N (1994). ‘Staff Development in YCMOU Report of Asian Regional Workshop on Training Vancouver : COL.
- 3) Keeves, J. P (Edi.) (1997). ‘*Educational Handbook*, ’ II Ed. Peragamon Pub., UK
- 4) Joshi, A. N. and Salunke, Kavita (1998) *Training Material, Module 1 – 6*. Nashik ; School of Education,