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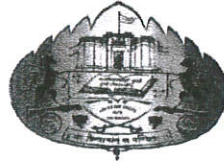
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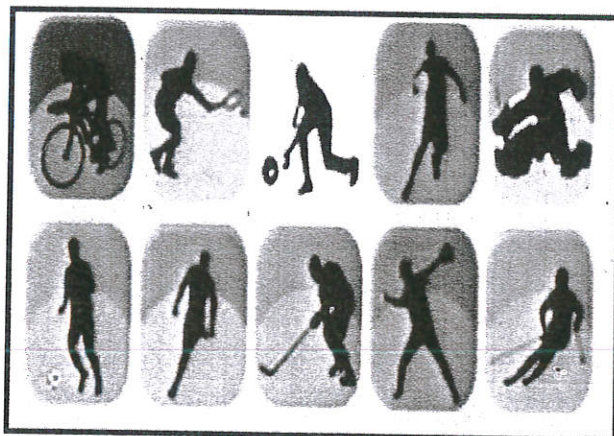
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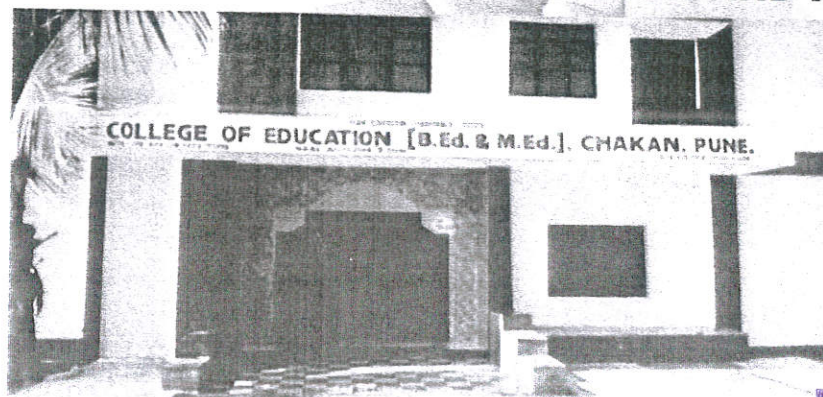
STATE LEVEL SEMINAR ON
Inclusion of Sports & Yoga in Education



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NSCT'S College of Education
Chakan, Tal. Khed, Dist. Pune

A State Seminar
On
**"INCLUSION OF SPORTS & YOGA IN
EDUCATION"**

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TAL-KHED, DIST-PUNE 410501.**

SEMINAR

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1	2017-18	State	29/12/2017 To 30/12/2017	Inclusion of Sports & Yoga in Education.	Prof. Dr. Tirhekar S. S.	Role of Yoga in Education.
2					Prof. Dudhawade D. R.	Importance of Yoga in Daily Life.
3					Prof. Pongade V. H.	Health & Yoga.
4					Prof. Mahalle S. V.	Health & Yoga.
5					Prof. Sabale B. N.	Yoga & Sports for Integrated Personality Development.
6					Prof. Smt. Mali P. A.	योग : एक परिचय : एक नियम.
7					Prof. Hingmire A. V.	Perceived problems with Active / Co-Operative Techniques.
8					Prof. Patil M. S.	Learning To Learn.
9					Prof. Surwase S. B.	Different kinds of thinking & learning the cognitive Domain.


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1

ROLE OF YOGA IN EDUCATION**Dr. Tirhekar Sushma Shirish**

Principal

Navsahyadri Charitable Trust's College of Education (B.Ed), Chakan, Pune.

Introduction

The term 'Yoga' is derived from the Sanskrit root 'YUJ', meaning 'to join' or 'to yoke' or 'to unite'. As per Yogic scriptures the practice of Yoga leads to the union of individual consciousness with that of the Universal Consciousness, indicating a perfect harmony between the mind and body, Man & Nature. The aim of Yoga is Self-Realization, to overcome all kinds of sufferings leading to 'the state of liberation'. This is one of the oldest sciences of the world, originated in India, which is very useful for preserving and maintaining one's physical and mental health and also for 'spiritual evolution'. The practice of Yoga is believed to have started with the very dawn of civilization, Mythologically, the Lord Shiva is considered to be the first teacher of Yoga. Yoga, being widely considered as an 'immortal cultural outcome' of Indus valley civilization – dating back to 2700 B.C. – has proved itself catering to both material and spiritual upliftment of humanity. Basic humane values are the very identity of Yoga Sadhana.

The Number of seals and fossil remains of Indus valley civilization with Yogic motives and figures performing Yoga Sadhana suggest the presence of Yoga in ancient India. The phallic symbols, seals of idols of mother Goddess are suggestive of Tantra Yoga. Presence of Yoga is available in folk traditions, Indus valley civilization, Vedic and Upanishadic heritage, Buddhist and Jain traditions, Darshanas, epics of Mahabharat and Ramayana, theistic traditions of Shaivas, Vaishnavas, and Tantric traditions. In addition, there was a primordial or pure Yoga which has been manifested in mystical traditions of South Asia. This was the time when Yoga was being practised under the direct guidance of Guru and its spritual value was given special importance. It was a part of Upasana and Yoga sadhana was inbuilt in their rituals. Sun was given highest importance during the vedic period. The practice of 'Surya namaskara' may have been invented later due to this influence. Pranayama was a part of daily ritual and to offer the oblation. Though Yoga was being practiced in the pre-Vedic period (2700 B.C.), the great Sage Maharshi Patanjali

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IMPORTANCE OF YOGA IN DAILY LIFE**Prof. Dudhawade D. R.**

Assistant Professor ,

Nsct's College of Education(M.Ed),Chakan.

M.A,M.Ed(SET)

➤ Introduction

Om Saha Navavatu

Saha Nau Bhunaktu

Saha Virya Karvav-Hai

Te-Jasvi Nava dhitam-Astu

Ma Vidvi Ś av-Hai

Om Santi॥ santi॥ santi॥

OM Paramatma, protect and bless us.

Give us strength to come to the end of the path,

To eternal knowledge,

Help us so that we do not turn against one another,

and eternally united continue on the path together.

OM Peace Peace Peace

-Swami Maheshwarananda

Yoga is a traditional method of meditation developed by the saints of ancient India. They practiced yoga as an effective method of controlling their mind and bodily activities. Yoga in Daily Life is a system of practice consisting of eight levels of development in the areas of physical, mental, social and spiritual health.

When the body is physically healthy, the mind is clear, focused and stress is under control. This gives the space to connect with loved ones and maintain socially healthy relationships. When you are healthy you are in touch with your inner Self, with others and your surroundings on a much deeper level, which adds to your spiritual health. Yoga increases the flexibility of the

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HEALTH AND YOGA

Prof. Pongade V. H.

Assistant Professor,

Nsct's College of Education (M.Ed), Chakan.

M.A, M.Ed (SET)

INTRODUCTION

According to the world health organization(WHO) the state of health is define" as a state of complete physical ,mental and social well being and not merely and absence of disease or infirmity". WHO also suggest a fourth dimension-spiritual health . It is clear from this definition that health and ill health are not to discrete entities as commonly understood but health should be conceived as continuous function indicating the state of well being.

Yoga is a practical aid not a religion. Yoga is an ancient art based on a harmonizing system of development for the body, mind and spirit. He continued practice of yoga will lead you to a sense of peace and well beings and also a feeling of being at one with their environment. Yoga increases flexibility and reduces stress, but the practice can do more than help you twist your body into pretzel shapes and find inner peace . These hidden benefits will help you in the kitchen , office and bedroom-and will give you five new reasons to show off your yoga skills. Yoga practice helps develop the body and mind bringing a lot of health.

Yoga is a practical aid ,not a religion. Yoga is an ancient art based on a harmonizing system of development for the body ,mind ,and spirit .The continued practice of yoga will lead you to a sence of peace and well being ,and also a feeling of being at one with their environment. The practice of this yoga makes the body strong and flexible ,it also improves the functioning of the respiratory ,circulatory , digestive and hormonal systems. Yoga bring about emotional stability and clarity of mind .Thus for good health yoga is necessary i.e health and yoga are correlated to each other.

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HEALTH AND YOGA

Prof. Mahalle S. V.

Assistant Professor,

Nsct's College of Education (M.Ed), Chakan.

M.A, M.Ed (SET)

Introduction

Imagine an activity that increases your flexibility, strengthens your muscles, centers your thoughts, and relaxes and calms you. Yoga does all that and more! In this article, I will review a brief history and the philosophy of yoga, the different types of yoga, the benefits, equipment you need to do it, where to do it, how to get started, and a whole lot more.

What is yoga?

Yoga is an ancient physical and spiritual discipline and branch of philosophy that originated in India reportedly more than 5,000 years ago. The word yoga comes from the Sanskrit word *yuj*, which means to yoke, join, or unite. The Iyengar school of yoga defines *yuj* as the "joining or integrating of all aspects of the individual - body with mind and mind with soul - to achieve a happy, balanced and useful life." The ultimate aim of yoga, they claim, is to reach *kaivalya* (emancipation or ultimate freedom).

Who invented yoga?

There is no written record of who invented yoga because it was practiced by yogis (yoga practitioners) long before any written account of it could have come into existence. Yogis over the millennia passed down the discipline to their students, and many different schools of yoga developed as it spread. The earliest written record of yoga, and one of the oldest texts in existence, is generally believed to have been written by Patanjali, an Indian yogic sage who lived somewhere between 2,000 and 2,500 years ago. Patanjali is credited with writing the Yoga Sutras (*sutra* means "thread" in Sanskrit), which are the principles, philosophy, and practices of yoga that are still followed today. Although many schools of yoga have evolved over the centuries, they all follow these same fundamental principles. Buddhism and other Eastern spiritual traditions use many of the yoga techniques or derivations of those techniques.

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YOGA & SPORTS FOR INTEGRATED PERSONALITY DEVELOPMENT**Sable Babasaheb N.**

Assistant Professor

NSCT's College Of Education

Abstract:-

Yoga is derived from the Sanskrit word Yuj which means to link or join, bringing harmony to body-mind relationship. Yoga develops physical, mental, intellectual, emotional and spiritual components, thus building up a well-rounded organic personality . Equanimity of mind is yoga. There are primarily six main branches of Yoga. A yoga-based lifestyle is significant in integral personality development. The purpose of Yoga is to create harmony in the physical, vital, mental, psychological and spiritual aspects of the human being.

Objective:-

Explore the impact of Yoga as a lifestyle towards Integrated Personality Development.

Yoga is derived from the Sanskrit word Yuj which means to link or join, bringing harmony to body-mind relationship. Yoga aims at bringing good health and equanimity of mind to its practitioners at all times under various pressures and tension. [1]The author of "Gita according to Gandhi" Mahadev Desai quotes thus,- "The yoking of all the powers of body, mind and soul to God; it means the disciplining of the intellect, the mind, the emotions, the will, which that Yoga Presupposes; it means a poise of the soul which enables one to look at life in all its aspects evenly."

Yoga develops physical, mental, intellectual, emotional and spiritual components, thus building up a well-rounded organic personality.

Physical level: Makes the bodywork more efficiently by directing the energies in the most controlled fashion.

Mental level: Enhances the power of imagination, creativity and will power of the mind.

Intellectual level: Enhances the power of sharpness and comprehensive development of the intellect with powerful concentration.

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योग : एक परिचय : एक नियम

प्रा. प्रतिभा अरुण माली
नवसह्याद्री चॅरिटेबल ट्रस्ट का
अध्यापक महाविद्यालय, चाकण

योग का प्रादुर्भाव भारत में हजारों वर्ष पहले हुआ | यह हमारे ऋषि मुनियों की देन है | योग तर्क नहीं बल्कि साक्षात्कार का विषय है अतः इस की व्याख्या सरल नहीं हैं | फिर भी हमारे ऋषि मुनियों ने जो कुछ साक्षात्कार किया और अनुभव किया उसे सभी के लिये ग्राह्य और उपयोगी बनाने के लिये क्रमिक अभ्यास की विधियों सहित इस तार्किक और सुदृढ़ ढंग से प्रतिपादित किया कि वे आज के वैज्ञानिक युग में भी सर्वमान्य और लोकप्रिय हो रही हैं | आज योग मात्र आश्रमों और साधु-संतों तक सीमित नहीं रह गया है बल्कि पिछले कुछ दशकों में इसने हमारे दैनिक जीवन में अपना स्थान बना लिया है और दुनिया भर में उसके प्रति लोगों में जागरूकता बढ़ी है तथा इसे स्वीकार भी किया गया है | योग विज्ञान और इसकी विधियों को अब आधुनिक समाज की आवश्यकताओं एवं जीवन शैली के अनुरूप बनाते हुए उनके दैनिक जीवन में समावेश करने का प्रयत्न किया जा रहा है जिससे लोग तनाव मुक्त, व्याधि मुक्त, कष्ट मुक्त, स्वस्थ, सन्तुष्ट और श्रेष्ठ जीवन व्यतीत कर पायें | आधुनिक चिकित्सा विज्ञान सहित औषधि विज्ञान की विभिन्न शाखाओं के विशेषज्ञों ने रोग निवारण, रोगों से रक्षा करने एवं स्वास्थ्य के प्रति लोगों को प्रोत्साहित करने में इन विधियों की भूमिका की सराहना की है |

दर्शन की छः पद्धतियों में से योग एक है | “महर्षि पतंजलि” ने अपने योग सूत्रों में योग के विभिन्न पहलुओं को क्रमबद्ध रूप से और परिष्कृत ढंग से इस प्रकार प्रतिपादित किया है कि योग और समाधि का कोई पक्ष अव्यक्त न रह जाये और साधकों के लिये सर्वत्र और सर्वविधि उपयोगी सिद्ध हो | उन्होंने मानव जीवन के सर्वांगीण विकास के लिए योग के आठ अंगों का प्रतिपादन किया जो “अष्टांग योग” के नाम से लोकप्रिय हैं | ये हैं - यम (आत्मसंयम), नियम (आत्मशोधन के नियमों का पालन), आसन (शारीरिक मुद्रायें), प्राणायाम (श्वास-प्रश्वास का नियमन), प्रत्याहार (इन्द्रियों को उनके विषय से रोकना), धारणा (चिन्तन), ध्यान (तल्लीनता) और समाधि

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**PERCEIVED PROBLEMS WITH ACTIVE/COOPERATIVE
TECHNIQUES****Prof. Hingmire A. V.**

Assist. Professor,

NSCT's College of Education, Chakan

1. Loss of control over the class

When a professor lectures, s/he maintains control over what is covered in a class.

Some even post lecture notes to guarantee coverage.

2. Lack of confidence in trying new methods

Trying new methods means a move away from a comfort zone and even assuming some responsibility when students are NOT learning what is expected.

3. Fear loss of content coverage.

The age old problem of amount of material covered versus depth of understanding rears its head. Group interaction may take more time.

4. Lack of prepared materials for use in the class.

Current textbooks seldom provide ideas on how to use active or collaborative approaches, so the professor has to prepare materials for groups. Some textbooks offer questions at the end of chapters; these might be a starting point for small group discussion.

5. The ego of the professor.

Some professors want and need to be the center of attention. The class is their theater.

6. Concern for student evaluations of the professor.

What is being evaluated on the student evaluation forms may need to be reviewed.

Do the evaluation forms measure "effective teaching behaviors?"

7. Students will resist collaborative learning techniques.

Students will no longer compete against each other, but work to help each other learn.

8. Lack of background or training in the use of active learning approaches.

Most professors are not trained in pedagogy or andragogy; as a result, they teach the way they were taught.

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LEARNING TO LEARN

Prof. Patil M. S.

Assist. Professor,

NSCT's College of Education, Chakan

INTRODUCTION

Many students would likely cite a desire to learn as the primary reason for committing four years to a college education. But what do we really mean when we use the word "learn"? It is something we all do from the moment of birth, so most of us likely take this very complex process for granted. How many of you have spent time trying to understand the meaning of learning, or how it occurs? Although many of us have a general sense of what it means to learn, there are often many assumptions involved. Teachers often assume that, because they are "teaching," students must be learning. Students assume that, because they have read their text and memorized facts, they have learned something. What should we expect to learn from a college education? What are the roles of students and teachers in the learning process? Are certain kinds of learning and thinking more valuable than others? What does sophisticated thinking look like and what are the developmental stages for getting there? What kinds of skills and knowledge do employers desire in their perspective employees? How do grades reflect a student's thinking and learning? What role does higher education play in modern society? These are but a few questions to consider while reflecting on the purpose of a college education. The past few decades have seen considerable advances in understanding the brain and learning. These new findings have significant implications for what instructors teach and how students learn, and I have changed the way I approach teaching. As I began to revise my courses to include new instructional methods, I realized the need to add some readings and classroom discussions to help students understand their vital role in the learning process. I initially sought to find an existing document that would provide a concise summary about learning. After not finding a suitable overview, I decided to write one myself. So, the purpose of this document is to provide a brief overview of learning, how people learn, and the importance of learning as a lifelong objective. This summary is distilled from a number of books, papers, and web pages



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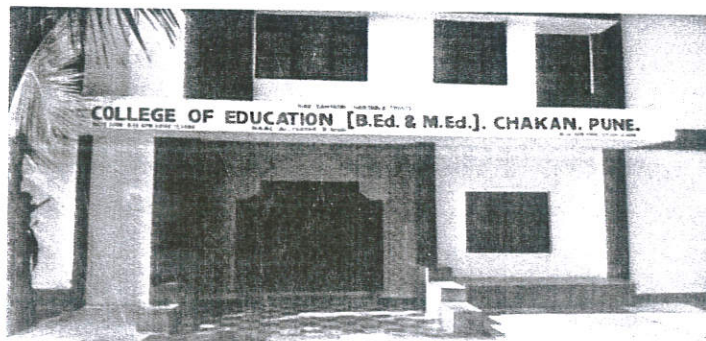
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1.

Stress and Yoga

Dr. Tirhekar Sushma Shirish
Principal
Navsahyadri Charitable Trust's
College of Education (B.Ed)
Chakan. Pune.

Introduction

Stages of stress Stress is a Sudden Biological Change. It has become the curse of 21st century and is silent killer in the modern world. Stress is the greatest danger to the information era. Stress is the priceless poison for human life in the universe. It can disturb any one's physical, mental, emotional and behavioral balance. Stress can damage different parts of human body from muscles from tissues to organs and blood vessels. It can speed up pulse rate and respiration. It can raise blood pressure and body temperature. It can also interfere with the body metabolism, digestion, appetite, sleep, sexuality and even fertility.

Occupational stress includes the environmental factors or stressors such as work overload, role ambiguity, role conflict and poor working conditions associated with a particular job . There are three stages a person goes through while suffering from stress. Know more about them.

Alarm stage

This stage experiences an over acting of the sympathetic nervous system wherein adrenaline and cortisol increase and blood flows away from the brain to the muscles. As a result, dendrites shrink back in the brain to moderate the flow of information, slowing or closing down the nonessential body functions. The

2.

IMPORTANCE OF YOGA IN DAILY LIFE

Prof.Hingmire A. V.
Assistant Professor ,
Nsct's College of Education(B.Ed),Chakan.
M.A,M.Ed(SET),

➤ Introduction

Om Saha Navavatu
Saha Nau Bhunaktu
Saha Virya Karvav-Hai
Te-Jasvi Nava dhitam-Astu
Ma Vidvi Šav-Hai
Om SantiH santiH santiH
OM Paramatma, protect and bless us.
Give us strength to come to the end of the path,
To eternal knowledge,
Help us so that we do not turn against one another,
and eternally united continue on the path together.
OM Peace Peace Peace

-Swami Maheshwarananda

Yoga is a traditional method of meditation developed by the saints of ancient India. They practiced yoga as an effective method of controlling their mind and bodily activities. Yoga in Daily Life is a system of practice consisting of eight levels of development in the areas of physical, mental, social and spiritual health.

When the body is physically healthy, the mind is clear, focused and stress is under control. This gives the space to connect with loved ones and maintain socially healthy relationships. When you are healthy you are in touch with your inner Self, with others and your surroundings on a much deeper level, which adds to your spiritual health.

Yoga increases the flexibility of the spine, improves body's physical condition and heightened awareness to the importance of relaxation. It has been emphasized that each exercise be practiced slowly, coordinating movement with the breath, pausing motionless in each position and always with full concentration.

Yoga teaches you to focus on breathing while you hold the poses. This attention to breath is calming it dissolves stress and anxiety. Yoga can help cure insomnia, as regular yoga practice leads to better and deeper sleep. Yoga can help fight fatigue and maintain your energy throughout the day. Yoga is an effective treatment for a variety of autoimmune diseases because

5.

Stress management through 'yoga practices' in the corporate sector

Mr. Dudhawade D. R.

Asst. Profe.

NSCT's College Of Education

Chakan, Tal. Khed Dist. Pune

INTRODUCTION

The word „stress“ is defined in the Oxford Dictionary as, “a state of affair involving demand on physical or mental energy”. A condition or circumstance (not always adverse), which can disturb the normal physiological and psychological functioning of an individual. In medical parlance, stress is defined as a perturbation of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life.

A stress condition seems relative in nature. According to psychologists extremely stressful conditions, are detrimental to human health on the other hand, in moderation stress is normal and in many cases, proves useful. Stress, nonetheless, is synony-mous with negative conditions. Today with the rapid diversification of human activity, we come face to face with numerous causes of stress and the symptoms of anxiety and depression.

A few more definitions of stress shall help us to understand it better. According to Richard Lazarus, „Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources of the individual. “Robert Samuelson defines it as, „A state of extreme difficulty, pressure, or strain.”

How does stress affect the body?

6.

Yoga & Health

Prof. Giri. S. D.

Asst. Profe.

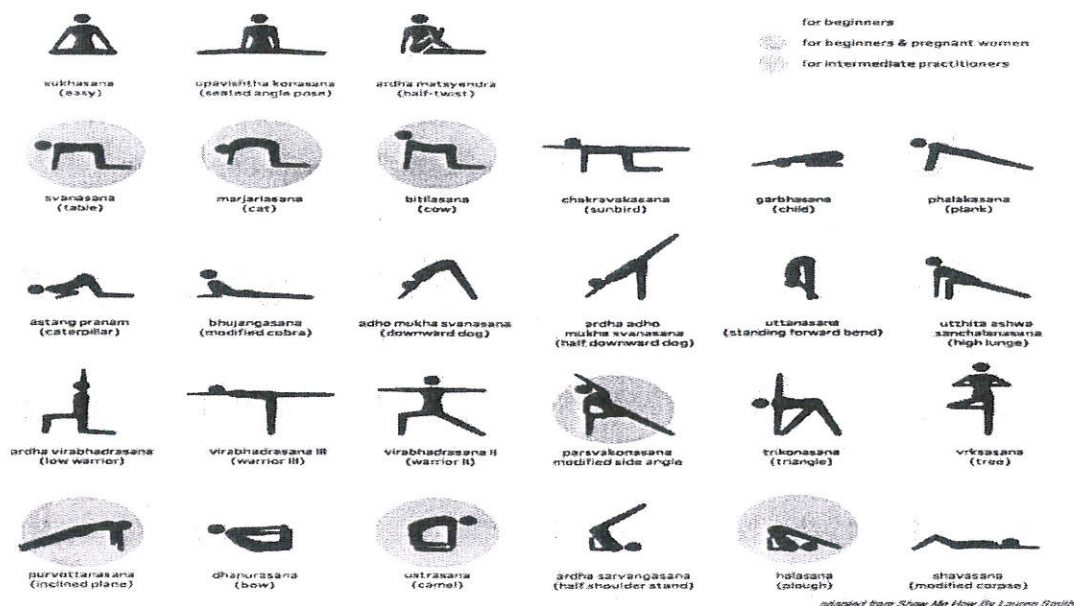
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History of Yoga

- Yoga, from the word “yuj” (Sanskrit, “to yoke” or “to unite”), refers to spiritual practices that are essential to the understanding and practice of Hinduism. Yoga and yogic practices date back more than 5,000 years — the Indus Valley seals depict a number of figures in postures identical to various asanas. The term covers a wide array of practices, embodied in eight “limbs,” which range from ethical and moral guidelines to meditation on the Ultimate Reality. Yoga is a combination of both physical and spiritual exercises, entails mastery over the body, mind and emotional self, and transcendence of desire. The ultimate goal is moksha, the attainment of liberation from worldly suffering and the cycle of birth and rebirth.
- With the popularity of Yoga skyrocketing throughout the world, particularly in the West, there arise two main points in need of clarification. First, that which is practiced as “Hatha Yoga” - a form of Raja Yoga - in much of the Western world is but merely a focus on a single limb of Yoga: asana (posture). From Yoga studios that recommend room temperatures to be maintained at 105 degrees to 90 minute Vinyasa flow classes that prescribe one Suryanamaskar (Sun Salutation) sequence after another, this “asana heavy” form of Yoga – sometimes complemented with pranayama (breathing) – is only a form of exercise to control, tone and stretch muscles. Ignored are both the moral basis of the practice and the ultimate spiritual goal.
- Second, there is the concerning trend of disassociating Yoga from its Hindu roots. Both Yoga magazines and studios assiduously present Yoga as an ancient practice independent and disembodied from the Hinduism that gave forth this immense contribution to humanity. With the intense focus on asana, magazines and studios have seemingly “gotten away” with this mischaracterization. Yet, even when Yoga is practiced solely in the form of an exercise, it cannot be completely delinked from its Hindu roots. As the legendary Yoga guru B.K.S Iyengar aptly points out in his famous Light on Yoga, “Some asanas are also called after Gods of the Hindu pantheon and some recall the Avatars, or incarnations of Divine Power.” It is disappointing to know that many of the yogis regularly practicing Hanumanasana or Natarajasana continue to deny the Hindu roots of their Yoga practice.
- In a time where Hindus around the globe face discrimination and hate because of their religious identity, and Hindu belief and practice continue to be widely misunderstood due

YOGA: *strike a pose*



Benefits of Yoga

- Elimination of lower back pain
- Glowing skin
- Increased confidence
- Lower blood pressure
- Weight loss (if your body needs it)
- Improved posture
- Increased energy
- Clearer mind
- Less cravings for unhealthy habits (without much effort....it just happens)
- Improved reactions to stressful situations (some quicker than others)
- And the list goes on and on!

10

Yoga for Integrated Personality Development**Sable Babasaheb N.****Assistant Professor****NSCT's College Of Education**

Abstract:- Yoga is derived from the Sanskrit word *Yuj* which means to link or join, bringing harmony to body-mind relationship. Yoga develops physical, mental, intellectual, emotional and spiritual components, thus building up a well-rounded organic personality. Equanimity of mind is yoga. There are primarily six main branches of Yoga. A yoga-based lifestyle is significant in integral personality development. The purpose of Yoga is to create harmony in the physical, vital, mental, psychological and spiritual aspects of the human being.

Objective:- Explore the impact of Yoga as a lifestyle towards Integrated Personality Development.

Yoga is derived from the Sanskrit word *Yuj* which means to link or join, bringing harmony to body-mind relationship. Yoga aims at bringing good health and equanimity of mind to its practitioners at all times under various pressures and tension. [1]The author of "Gita according to Gandhi" Mahadev Desai quotes thus,- "The yoking of all the powers of body, mind and soul to God; it means the disciplining of the intellect, the mind, the emotions, the will, which that Yoga Presupposes; it means a poise of the soul which enables one to look at life in all its aspects evenly."

Yoga develops physical, mental, intellectual, emotional and spiritual components, thus building up a well-rounded organic personality.

Physical level: Makes the bodywork more efficiently by directing the energies in the most controlled fashion.

Mental level: Enhances the power of imagination, creativity and will power of the mind.

Intellectual level: Enhances the power of sharpness and comprehensive development of the intellect with powerful concentration.

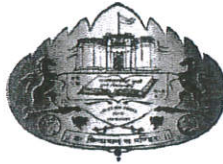
Emotional level: Enables to systematically sharpen and sensitise their emotions.

Spiritual level: Helps to move towards the causal state of the mind by introspection wherein the subtle layers of mind unfold themselves and the inner dimensions of personality open out.[1]

Equanimity of mind is yoga. *Samatvam Yoga ucchyate*, says the Bhagavad Gita (Chapter II, Shloka 48)



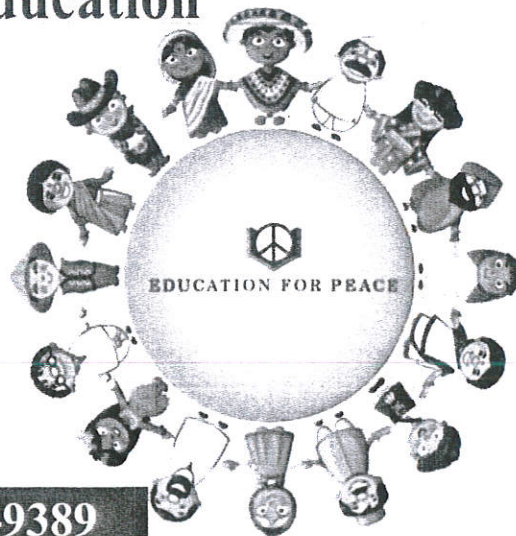
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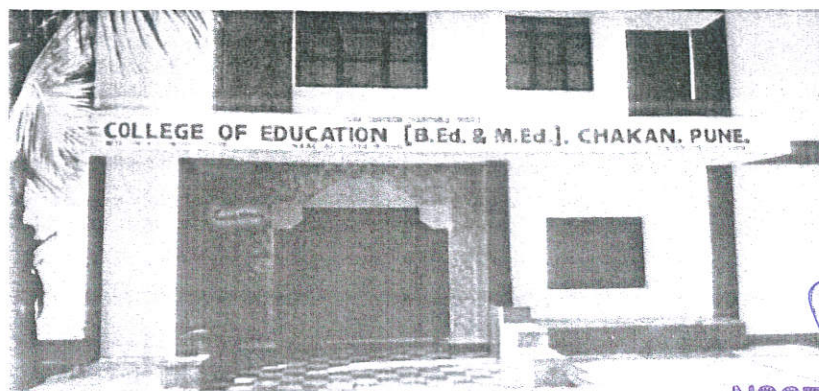
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On

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1

HISTORY OF PEACE EDUCATION**Dr. Tirhekar Sushma Shirish**

Principal

Navsahyadri Charitable Trust's

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Chakan. Pune.

INTRODUCTION

Throughout history humans have taught each other conflict resolution techniques to avoid violence. Peace education is the process of teaching people about the threats of violence and strategies for peace. Peace educators try to build consensus about what peace strategies can bring maximum benefit to a group.

Peace education activities that attempt to end violence and hostilities can be carried out informally within communities or formally within institutional places of learning, like schools or colleges. Peace education has been practiced informally by generations of humans who want to resolve conflicts in ways that do not use deadly force. Indigenous peoples have conflict resolution traditions that have been passed down through millennia that help promote peace within their communities. Rather than killing each other over their disputes, they employ nonviolent dispute mechanisms that they hand down from generation to generation through informal peace education activities. Anthropologists have located on this planet at least 47 relatively peaceful societies (Banta, 1993). Although there are no written records, human beings throughout history have employed community-based peace education strategies to preserve their knowledge of conflict resolution tactics that promote their security. More formal peace education relies upon the written word or instruction through schooling institutions.

RELIGIOUS TEACHINGS THAT PROMOTE PEACE

Perhaps the earliest written records of guidelines that teach others about how to achieve peace comes through the world's great religions. These religions – following the teaching of such prophets as Buddha, Baha'u'llah, Jesus Christ, Mohammed, Moses, and Lao Tse – have specific scriptures that advance peace. Organized religions promote their own visions of peace but ironically religions also have become a rallying cry for martyrs intent on destroying "others"

2

**EDUCATION FOR MAINTAINING THE PEACE IN DIVERSE
RELIGIOUS BELIFS****Prof. Pongade Vishal Hanumant**

Assistant Professor,

Nsct's College of Education (M.Ed), Chakan.

M.A, M.Ed (SET),D.S.M.

Introduction:

Peace is an essential requirement of human being for living happily. If people live happily development occur in their own ways. But if we look upon the present condition of the different countries we will find that many developmental programmes create violence or disturbances in the peace process. Violence is occurred due to human being itself. Therefore human should know development is needed for benefit of their wellbeing. Education is a tool which helps in promoting peace, social equity, justice, human rights, democratic values, cultural diversity, environmental awareness and combating poverty. It can be said that education is associated with peace.

Concept of Peace

Ian M. Harris (1988) explains "Peace is a concept which motivates the imagination, connotes more than the cessation of war, implies human beings working together to resolve conflicts, respect standards of justice, satisfy basic needs and honor human rights".

Federico Mayor explains that Peace is possible for life at all stages and it is up to man choose his destiny or suffer from the harrow of war. Today mankind is at the cross road where it has to choose between these two with courage determination and imagination. When we talk about peace in individual context or in personal it will be a subjective term.

According to **J. Krishnamoorthy**, "Man himself is world. He is the only source of peace in the world. He describes that the peace as a freedom from violence. He wrote that if we know how to look at violence, not only outwardly in society, the wars the riots the national antagonism and class conflicts but also in ourselves then perhaps we shall be able to go beyond it. That means peace is an experience of inner calmness by and individual himself by practice."

Peace Education: Peace education is a process which helps in acquiring skills and building attitudes that change the mind set of people. Peace education promotes the sensitivity of diversity

3

UNDERSTANDING PEACE EDUCATION: AN INDIAN PERSPECTIVE**Prof. Dudhawade Dnyaneshwar Rohidas**

Assistant Professor,

Nset's College of Education (B.Ed), Chakan.

M.A, M.Ed (SET)

❖ INTRODUCTION

Peace education is not just about what happens in school. It is not about what you need to know for the test or memorize to please the teacher. Peace education is about how you can help build the future and make your world a more peaceful place to live.

There is a high level of violence in the world today, both physical and structural. We thus need tools and techniques to respond to this phenomenon. With increasing levels of violence and conflict there is also an increasing sense of trying to find peaceful ways to transform these conflicts from violent clashes to energies for social change. "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."(UNESCO n.d.). Thus for us to take that step, to move from a violence-habituated system to a peaceable society we need to understand the nature of social conflicts and the tools available for transformation. Education is one of the most powerful tools that we have to make this shift towards peace.

❖ Peace Education

"Social conflict is a phenomenon of human creation, located in relationships."¹ That is people are actively involved in creating situations and interactions that they experience as conflict. These interactions are rooted in people's history, experiences, perception, interpretations, and expressions of their "realities". This intern is deeply linked to people's "common sense" or understanding and accumulated experiences, which allow them to react or respond to a conflict. Social conflict therefore is a "socially constructed cultural event".² It emerges through an interactive process based on a search for and creation of shared meaning. Shared knowledge and a group's ability to name the world and their reality are pivotal to its manifestation. In short, conflict leads to transforming and renaming of the world and its realities and thus not only is it evitable, but a necessary force for a dynamic society. If conflict leads to evolution of thought and

7

राष्ट्रीय एकात्मता, शांतता व सातत्यपूर्ण वाढणारी सामाजिक बांधिलकी उंचावण्यासाठी शिक्षकांची भूमिका

प्रा. महल्ले एस. वि.

अध्यापक महाविद्यालय, चाकण

प्रस्तावना

भारतीय संस्कृतीचा स्वतंत्र चेहरामोहरा ठरविणारी त्रिसूत्री म्हणजे राष्ट्रीय एकात्मता, शांतता आणि सातत्यपूर्ण वाढती सामाजिक बांधिलकी. त्यापैकी राष्ट्रीय एकात्मता एक मानवी इतिहासात राष्ट्रवादास भिन्न भिन्न संदर्भ व अर्थ दिले गेलेत. की फारच थोड्या संकल्पना तशा ठरल्या. जे.एस. मिल म्हणतात. 'राष्ट्रवादामुळे माणसे इतर माणसांपासून तोडली जातात.' कोनिन म्हणतात राष्ट्रवाद व साम्राज्यवाद दोन्ही भांडवलशाहीचीच अंगे होत. तर अँक्टनला 'राष्ट्रवाद म्हणजे प्रतिगामी पाऊल वाटते.' पण आज त्याचा हा अर्थ अपेक्षित नाही. तर आज राष्ट्रीय एकात्मता म्हणजे 'कोणत्याही तऱ्हेच्या सर्वांकष सत्ता वादापासून मुक्त असणारे ऐक्य होय.' या दृष्टिने भारताच्या एकात्मतेचा विचार अपेक्षित आहे. सैध्दांतिकदृष्ट्या सांगितलेले घटक आज भारतात अनुपस्थित आहेत. त्यामुळे ऐक्याचा आदर्श ही निरर्थक संकल्पना ठरेल. वांशिक, धार्मिक, भाषिक घटक एकात्मतेस पूरक ठरण्याऐवजी बाधक ठरण्याची अधिक शक्यता देशात आहे.

संशोधन पद्धती

या शोधनिबंधासाठी दुय्यम सामुग्रीचा वापर करण्यात आला असून त्यात पुस्तके, मासिके, भाषणे, लेखमाला यांचा आधार घेऊन संबंधित शोधनिबंध तयार करण्यात आला आहे.

उद्देश

1. भारतातील प्रस्थापित सामाजिक प्रवृत्तींचा आढावा घेणे.
2. राष्ट्रीय एकात्मता, शांतता व सामाजिक बांधिलकी वाढविण्यासंबंधातील शिक्षकांच्या भूमिकेचे विवेचन करून त्यावरील उपायांचा आढावा घेणे.

गृहितके

1. कोणत्याही राष्ट्राच्या उभारणीसाठी व उन्नतीसाठी राष्ट्रीय एकात्मता, शांतता व सामाजिक बांधिलकी या त्रिसूत्रींना पर्याय नाही.

10**HUMAN RIGHTS AND THE CONSTITUTION OF INDIA****Prof Pratibha Arun Mali**

Assist. professor

NSCT's College of Education, Chakan

INTRODUCTION

On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights as under:-

"All human beings are born with equal and inalienable rights and fundamental freedoms."

"The United Nations is committed to upholding, promoting, and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world fundamental human rights and in the dignity and worth of the human person."

The Constitution of India is federal in nature. It is adopted by the

India Constituent Assembly on 26th Nov, 1949 and came into effect on 26th Jan, 1950. Its adoption is celebrated as Republic Day in India every year.

The Constitution of India is the longest written constitution of any sovereign country in the world. It sets out Fundamental Rights, Directive Principles and the Duties of Citizens. It declares India to be a SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC, assuring its citizens of justice, equality and liberty, and endeavors to promote fraternity among them.

FUNDAMENTAL RIGHTS, DIRECTIVE PRINCIPLES AND FUNDAMENTAL DUTIES

These are the sections of the Constitution of India that prescribe the fundamental obligations of the State to its citizens and the duties of the citizens to the State.

These sections comprise a constitutional bill of rights for government policy-making and the behavior and conduct of citizens. These sections are considered vital elements of the constitution, which was developed between 1947 and 1949 by the Constituent Assembly of India.

13

**A STUDY OF PERCEPTION OF SECONDARY SCHOOL STUDENTS
TOWARDS PEACE EDUCATION****Prof. Salve M. U.**

Assist. Prof.

NSCT's College of Education, Chakan

Introduction

Peace is an ontological principle concerning the humanizing of the human beings as much as interpersonal and international relations.

The word 'peace' is multi-dimensional. It has many shades and meanings i.e. absence of war, non-violence, tolerance, compassion, happiness, justice, equality, secularism, democracy, basic human rights so on and so forth. But all these can be conceptualized under three basic sources- Inner peace, Social peace and Peace with nature.

The fundamental virtue of peace is justice. Justice and peace are the two sides of the same coin. Therefore, peace cannot be achieved simply by restrictive measures to exclude violence, conflict and war.

Peace education must be a concern that permeates entire school life — curriculum, co-curricular activities, classroom environment, school environment, teacher pupil relationships, teaching learning process and entire gamut of school activities. The integration of peace education at all levels must lead towards development of proper ethics and values in children.

Need of The Study

Recent incidents of 'Bomb blasts' and 'Terror Attack' in the country killing many innocent people have shaken the whole idea of peaceful coexistence. The incidents of school children shooting their friends also throws light on the absence of individual peace and also lack of trust on the elders to create a peaceful solution to problems.

Hence, peace is an attitude towards life, which, by restraining violence, strengthens social cohesion and makes life worth living.

To make the children makers of peace there is need to identify the concept of peace, its components and also conceptualize what is peace education.

14

FOSTERING PEACE EDUCATION

Prof. Kadlak A. S.

Assist. Prof.

NSCT's College of Education, Chakan

Implementing peace education can be achieved in the following ways:

(a) Using topics that raise issues related to peace and cultural understanding in our classrooms.

This helps teachers to accord students the basic information to help them develop positive attitudes and values related to peaceful living; and

(b) Engaging in activities that encourage cooperation, consensus building and reflective listening gives students skills they need to meet and resolve conflict

NPI believes confronting issues and problems related to the topics related to conflicts will undoubtedly provide opportunities for pupils and students to develop conflict solving and critical thinking skills alongside language skills to express themselves clearly and convincingly. At the center point of all this, is the desire to make learners negate their inbuilt biases against other groups.

Peace education as a key to tolerance:

NPI believes in the promotion of tolerance through peace education, the following themes serve as important guidelines.

Conflict Analysis

Analyzing conflict involves examining the situations for the causes of conflict or misunderstanding. Through this, pupils, students and communities can develop a vocabulary that is needed to discuss the concept of peace and conflict and to deepen their understanding of these issues. As they explore the concepts of peace, they discuss their own attitudes and values; they improve their social interaction skills as well as their language skills.

Conflict, it is agreed, is a negative force that we should try to resolve in order to achieve more positive states such as harmony, understanding and peace in our lives. Nevertheless, conflict exists at all levels of social interaction, from personal inner conflict to global wars and

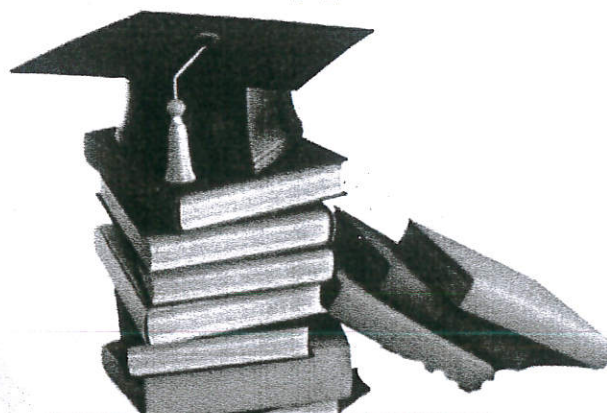


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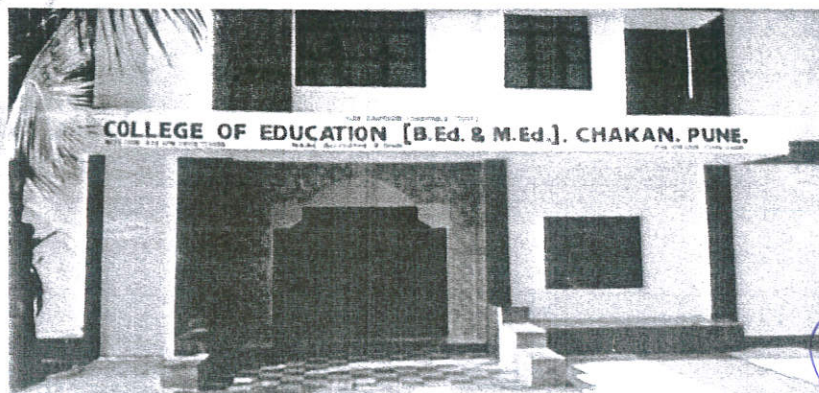
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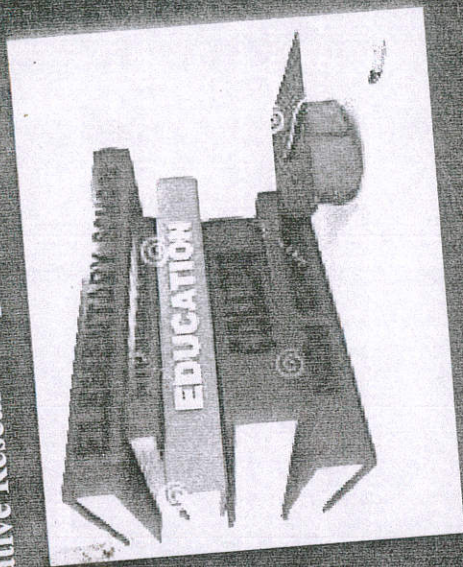


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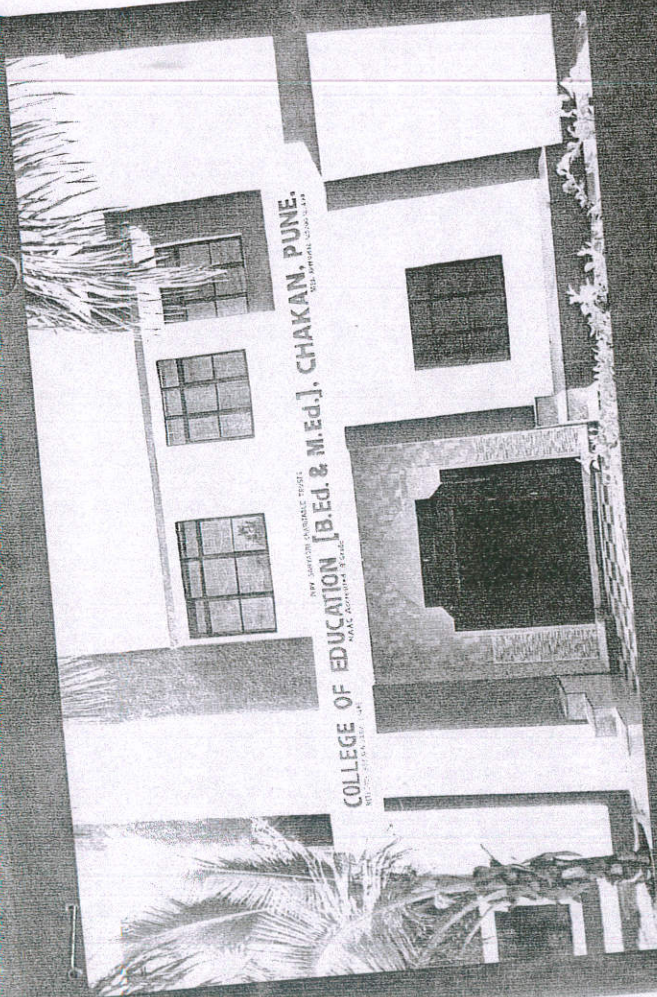
Seminar Co-ordinator

Prof. Pongade Vishal H.

[Signature]

Principal

NSCT College of Education
Chakan Tal. Khed, Dist. Pune



Seminar Schedule

1st Day, 19th January 2018

10.00 am to 10.30 am
10.30 am to 11.00 am
11.00 am to 12.00 am
12.00 am to 01.00 pm
01.00 pm to 02.00 pm
02.00 pm to 03.00 pm
03.00 pm to 04.00 pm
04.00 pm to 05.30 pm

Registration
Inauguration
Session I
Session II
Session III
Break
Session IV
Session V

2nd Day, 20th January 2018

10.00 am to 11.00 am
11.00 am to 12.00 pm
12.00 pm to 01.30 pm
01.30 pm to 02.30 pm
02.30 pm to 04.00 pm
04.00 pm to 05.00 pm
05.00 pm to 05.30 pm

Session I
Session II
Session III
Break
Session IV
Session V
Valedictory Session

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A National Seminar
On
**" INNOVATIVE RESEARCH APPROACHES IN
EDUCATION "**

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INNOVATIVE RESEARCH-BASED APPROACHES TO LEARNING AND TEACHING

Dr. Tirhekar Sushma Shirish

Principal

Navsahyadri Charitable Trust's

College of Education (B.Ed)

Chakan, Pune.

Scientific knowledge about effective learning, as identified in "The Nature of Learning: Using Research to Inspire Practice"(OECD, 2010) calls for substantial innovation and change in current educational practice. Learning must become more social, authentic, adapted to individual motivations and abilities, reflective, and strategic - to name just a few challenges. The purpose of design research is to enable such change, by inspiring, testing and refining innovative practice in the classroom.

Design research is theory-driven research that takes place in naturalistic contexts like real schools: Aspects of the environment are systematically manipulated based on cognitive models of learning and teaching, in order to observe which practice works best and to understand why and how instructional strategies and tools work (Barab, 2006). Ultimately, this is expected to lead to new, effective approaches to learning and teaching, based on scientific knowledge and have been tried out and refined in practice by students and teachers. This requires a close collaboration between researchers and teachers, repeated cycles of implementing, testing and refining practice, as well as careful and extensive observation and documentation (see Barab, 2006; Confrey, 2006).

Design research is still not nearly as common in education as in other disciplines like engineering (Bereiter & Scardamalia, 2008). However, it has already given rise to a number of promising new approaches to teaching and learning. A brief overview of important research-based approaches in education was provided by Bereiter and Scardamalia in an annex to their chapter in the OECD publication "Innovating to learn, learning to innovate" (OECD, 2008). The purpose of the present paper is to build on that overview in order to provide a more extensive discussion of the approaches listed.

EVALUATION OF IMPORTANCE FOR RESEARCH IN EDUCATION

Prof. Pongade Vishal Hanumant

Assi. Professor

NSCT's College of Education (M. Ed.), Chakan

M.A, M.Ed (SET), D.S.M.

An evaluation of research in education, with the general aim of systematically, improving an academic body of knowledge may deficits in systems be highlighted by well designed research. The results of research can lead (ideally) to changes in methods or practices (in the case of education it might be a teaching methods, say online Vs in class on campus). This would ideally appropriate education is provided to the students resulting in a more effective/efficient population. This paper explores different senses of the concept of meaning in educational research, presenting 'meaning' as personal (the researcher's quest for meaning through research), contextual (meaning in relation to linguistics and culture) and shared (through communication), offering the various types, challenges, benefits and forms of research in practice-based research in educational technology.

INTRODUCTION

Technology is dramatically changing educational research processes, at a time of high demand for 'evidence-based' policy and practice. It will interpret and evaluate research in technology-rich environments. Everybody is engaged in the critical study of original empirical research to learn about cutting edge methods of data collection and analysis. Philosophical assumptions underlying educational enquiry are to be examined [2].

The Importance of research in higher education say that knowledge is enough to make productive career but nowadays competition is so tough that higher education is must to make a mark at higher level. It doesn't really matter that whether we are interested in history or science, computer or management, higher education will provide you that extra bit of ease to pick up much required speed at corporate level in beginning. But main question is how to make your higher education more productive [3]. It does not depend on university or college to be selected or it's a course selection that makes all the difference.

RESEARCH IN TEACHER EDUCATION

Mrs. Kadlak A. S.

Assit. Professor

Nscts College of education (B.Ed.), Chakan

Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they generally consider it just one source of information to use it in shaping a particular policy, or use it to justify a unpopular decision, or cut funds, or may dismiss the research findings which are contradictory to their beliefs.

In spite of this research in education in general and teacher education in particular continues to grow and make its contributions to the body of knowledge.

NATURE & PURPOSE OF RESEARCH IN TEACHER EDUCATION :

Essentially there are two broad purposes of research in Teacher Education.

- f) To understand the educational phenomenon and
- g) To transform it.

Understanding the Educational Phenomenon implies that it should fit into a theoretical framework. This helps to conceptualize, explain, control and predict the dynamics of a given phenomena. For example, to explain the phenomena of teaching means arriving at a conceptual framework of relationships with regard to teaching, explaining the nature and extent of relationships among the variables and controlling the effect of certain variables related to teaching on certain other variables. Prediction would then give a comprehensive understanding of the phenomena. Conceptualizing means arriving at interrelated set of variables. Conceptualizing may not involve verification since many paradigms are hypothetical in nature. A well-articulated framework applicable to many contexts based on systematic perspective is the presage-process-product paradigm of teacher education. Prestage variables would include the

EMERGING TRENDS IN TEACHER'S EDUCATION IN THE 21ST CENTURY

Mr. Dudhawade D. R.

NSCT's College of Education (B. Ed.), College
Chakn

INTRODUCTION

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific students requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students and also be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change (Cochran-Smith, 2000 cited in Arvind and Shahid 2013).

Once teachers have a thorough understanding of the teaching content, they would never lose that expertise. So knowledge about the subject matter and feeling comfortable in delivery are equally important for good teachers (Adigun 2011). Sometime they try to link knowledge in varieties of different way while disseminating the information to students while engaging them in effective learning. Today we have competent teachers who have a whole new set of resources and techniques that evolve around the use of technology. Technological aid should not be seen as separate tool in learning rather it should be taken as an integral part in effective pedagogical process. It is therefore pertinent that Universities and other technical institution should prepare teachers for future generation students. They need to be given opportunities to teach in modern

EMERGING TRENDS IN TEACHER EDUCATION: A STUDY

Prof. Mahalle S. V.

NSCT's College of Education, Chakan

Tal. Khed Dist, Pune

There have been changes in the perceptions of education in recent years - and this has been partially due to the new flows of information and teacher resources which can be found in the form of the Internet. Because of how our financial situation is brittle and because of how there are challenges which remain in our society, there have been arguments regarding whether or not teaching should be professionalized - and whether or not this is good value for money. Those who commentate in the world of education now believe that you need to have so much more if you are going to be an effective teacher. Teaching your lessons is no longer enough because of how those who spend time in a classroom with students are expected to look out for a number of different things - including a depressive or negative personality in one of the students, or even signs of abuse in some severe circumstances. Being open and informal from time to time can actually add to your professionalism.

Improving Teachers' Skill by Doing Research

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, particularly Classroom Action Research. In its broadest sense, research is itself helpful when a teacher is trying to introduce concepts to students. Teachers who do their own research on the topics they teach, instead of depending on textbooks, can gain a much better understanding of those topics. As a result, they can be more effective in sharing the knowledge with students.

Classroom Action Research (CAR) is more specific than basic research, and it is more concerned on the teaching process itself than on the topics taught. In a nutshell, a CAR is a form of

EFFECTIVE LEARNING AND LEARNING STYLES

Prof. Hingamire A. V.

NSCT's College of Education (B.Ed.) Chakan

From what you have read so far in this document, it should be clear that the best learning occurs when students are engaged in active learning – when they are doing things instead of sitting passively and listening. A classic study by the National Training Board found that students retained only 5% of the information they received in lecture, twenty-four hours later. Retention rates increased to 75-90% when active learning involving peer teaching was used instead of lectures. Other active learning methods (e.g., demonstration and discussion) also resulted in higher retention rates (30% and 50%, respectively). In another study of the effectiveness of lectures (McLeish 1968; cited in Fink 2003), students were tested on their understanding of facts, theory, and application after hearing a lecture that was specially designed to be effective. Despite being able to use their own lecture notes and a printed summary of the lecture, average student recall after the lecture was only 42%. A week later recall had dropped to only 20%.

In a recent review of the effectiveness of active learning, Prince (2004) found extensive, widespread support for active learning approaches, especially when activities were designed around important learning outcomes and promoted thoughtful engagement. Many instructors recognize that active learning results in significant improvements in student knowledge retention, conceptual understanding, engagement, and attitudes about learning.

A commonly used approach in active learning is cooperative learning. An enormous body of research confirms the effectiveness of cooperative learning. Compared with more traditional individualized and competitive models of learning, students who learn in cooperative groups exhibit markedly improved individual achievement, metacognitive thought, willingness to assume difficult tasks, persistence, motivation, and transfer of learning to new situations, (e.g., Johnson et al.

A rock pile ceases to be a rock pile the moment a single man contemplates it, bearing within him the image of a cathedral

1991; Prince 2004). Cooperative learning also improves relationships between students and

APPROACHES & VALUES IN TWO GIGANTIC EDUCATIONAL RESEARCH PHILOSOPHIES: EAST AND WEST

Prof. Pratibha Mali
College of Education
Chakan

Abstract

The idea and the notion of philosophy of education has been derived traditionally and modernly, became combined and simultaneously work on each other, in order to produce the supreme culture of education to the humanity. Discussing on this discipline, there are numerous aspects that are not parallel with each other, whenever comparing these aspect within the understanding of education itself, through the countries apart of this global nation. Thus, this paper attempts to perceive the approaches and the values in two gigantic educational philosophies, which are education system from the West and East. The culture and tradition of the society itself had shaped in development of both philosophies, revealed how far these disciplines are contrast to each other.

This paper will look on the comparison between Western and Eastern Education Philosophies from the aspect of students involvement within classroom activity, the technique of teaching and learning process, the expression of learning process, the capability of students for both philosophies, the encouragement for the students, and the relationship between the teachers and the students. This paper also will look on the appraisal towards Western and Eastern Philosophies, and at last will look on the educational system of Malaysia from the views of Western and Eastern Educational Philosophies, along with the implication and suggestion through the practice of both philosophies.

Introduction

Most questions about education will lead one, sooner or later, to ask about the nature of education and whether there are certain aims that are somehow inherent in its nature or for some reason necessary or desirable. This makes questions and theories about the nature and aims of education a good place to begin in learning to think philosophically about education, though they

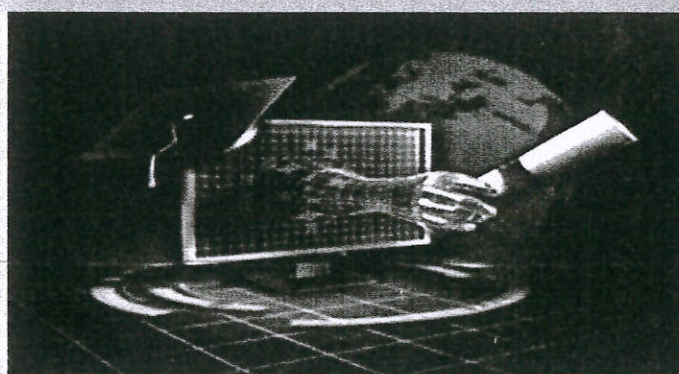


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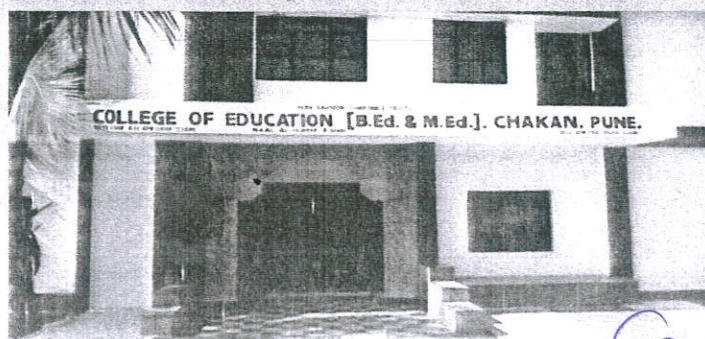
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1

Educational Technology

Dr. Tirhekar Sushma Shirish
Principal

Nav Sahyadri Charitable Trust's
College of Education (B.Ed,M.Ed.)
Chakan. Pune.

What is Educational Technology?

Educational technology refers to all applications of technology in the learning process. It includes all the IT tools, resources and systems used in education as well as the study and advancement of technology-assisted learning. Advancements in educational technology are not only improving the learning process through experimentation and data analysis, but also making it possible for millions of new learners around the world to take courses and obtain professional certificates and degrees through online learning systems.

Online Educational Technology Courses and Programs

Explore new courses in instructional design, educational innovation and e-learning from the top universities and institutions around the world. Instructional Design and Technology is an advanced MicroMasters program from the University of Maryland that looks at the impact of technology in education and the trends that are driving the new learning platforms and systems. Learn how to combine traditional instructional design models with rapid prototyping and data analytics to design, build and continually improve online courses. Online teaching and learning is one of the fastest growing areas of education and this 4-course program will give you the skills and knowledge you need to pursue opportunities in this area.

2

Language Training With e-Learning: Leveraging Technology To Improve The Student Experience

Prof.Dudhawade Dnyaneshwar Rohidas
Assistant Professor,
Nsct's College of Education (M.Ed), Chakan.
M.A, M.Ed (SET)

How Language Training With eLearning Can Bring A Better Student Experience Through Technology

Today, it's not uncommon to hear of someone firing up a laptop and attempting to learn a new language once the workday is done. Thanks to the myriad online programs designed to facilitate such advancement, this type of continuing education can be journeyed from the comforts of home, and has been available on this type of platform for years.

For all of this accessibility, foreign language enrollment numbers continue to decline, dropping 9% in only three years. While nearly 1.75 million students were enrolled in a language other than English in 2005, that number is down to less than 1.50 million students today.

One reason for this downtick? For some time, distance learning and foreign language education have been synchronous with slow loading times, clunky page layouts and pixely graphics. Now? The software and applications of the old are traditional and even rudimentary compared to the more modern, technologically advanced solutions on the market today.

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Haptic Technology And eLearning

Prof. Takale R. P

Asst. Professor

NSCT College of Education (B. Ed),

Chakan

M.A, M.Ed. SET. M-Phil

Haptics, from the Greek word "haptesthai" pertains to the sense of touch. Computer-based haptic technology recreates the sense of touch by applying forces or vibrations to the user's tactile system.

Tactile Systems In Education: Haptic Technology And eLearning

Advances in technology are rapidly increasing the feasibility of haptics in eLearning interfaces.

Touch Is Real. What Is Touch?

From a very early age, we explore the world around us using touch. Before we learn to walk, we crawl on the floor exploring the objects and surfaces around us. Everything we see around us requires touch to confirm its existence, hence the tactile sense is a well-known and often overseen communication channel. We feel the objects' properties, we weight things, and we even (unconsciously) know the position and orientation of our body using the tactile and kinesthetic sense. We become conscious of the tactile sense only when we lose the visual one, either through visual impairment, or simply traveling through an environment where the visual sense is reduced.

A basic categorization of the human tactile systems is:

- **Kinesthetic (force) feedback**

12

Technology in Education

Dr. S. D. Giri

Nsct's College of Education Chakan

Tal. Khed Dist. Pune

The challenging process of educating is in demanding need for solutions on how technology will change education. Society seems to be fascinated by the eruption of technological advancements in the educational field. In 1981 about eighteen percent of U.S. public schools had one computer for instructional use. By 1991 that percentage increased to ninety-eight percent. Technology has changed and will change many ideas of education the potential of educational systems captivates the lives of many students and teachers.

The effects of technology in the classroom are related to both the teacher and the students. In the past classrooms were lecture driven. With technology involved in education, the students are more active in their learning. The teacher is no longer the center of attention. They play the role of a facilitator or guide of information and not so much of an information source. Technology in the classroom allows the students to be more active with the opportunity of communication of information. By being active the students are then more likely to generate their own choices on how to obtain, manipulate, or display information. This gives students a higher confidence level.

Teachers reported students had an increase in motivation when using technology. Because of their willingness to work with technology as opposed to a normal classroom setting of boring lecture, helps motivate students to learn. "Technology is the ultimate carrot for students. It's something they want to master. Learning to use it enhances their self-esteem and makes them excited about coming to school," stated a fifth grade teacher.

Technologies also give an opportunity for students and teachers to learn from a broader perspective of learning other skills. Instead of having the social norm of "lecture, notes" type of classes, students get to be active in learning with such a broad area of student.

The challenging process of educating is in demanding need for solutions on how technology will change education. Society seems to be fascinated by the eruption of technological advancements in the educational field. In 1981 about eighteen percent of U.S. public schools had one computer for instructional use. By 1991 that percentage increased to

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INTELLECTUAL DEVELOPMENT

PROF. PAWAR S.A.

NSCT'S COLLEGE OF EDUCATION

CHAKAN

One goal of college education should be to develop more sophisticated approaches to thinking. To a new college student, the previous sentence may not have much meaning. Without knowing what "sophisticated thinking" is, it is hard to know how to learn to do it! When you travel to a foreign land, it often helps to have a map and, yes, it also helps to ask others for directions along the way. A number of researchers have studied the intellectual development of college students, and their work provides insight into the various dispositions to thinking that a student might experience and develop. It is also worth noting that other aspects of student development have also been investigated, including moral, attitudinal, emotional, and identity (e.g., Chickering and Reisser 1993). These are also very important, but here we focus on intellectual development.

Intellectual growth has been characterized as the progression from ignorant certainty to intelligent confusion (Kroll 1992). However pithy that characterization might sound, it comes close to summing up the beginning and ending stages of intellectual growth. Let's look at some of the details of the developmental process. A classic study of intellectual development was conducted by William Perry (1970). He concluded that intellectual growth occurs in a series of stages, starting with blind acceptance of authority (which Perry termed *dualism*), and moving on to gradual acceptance of uncertainty (*multiplicity*) and the idea that all opinions have merit. The next stage recognizes that perspectives are important and that competing ideas may be evaluated in that light (*relativism*). Relativists learn how to think and act in specific contexts. The final stage involves making choices and decisions (*commitments*) (Figure 3). It also involves transference – being able to apply something you learn in one context to a different situation. Most students enter and leave

Education is what survives when what has been learned has been forgotten



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Form आदर्शवादाचे शिक्षणातील योगदान.

Have participated in State/National Level Seminar / Presented a paper / as a resource person /

Member of organizing Committee

On 02, 03 & 04/12/2016


Co-Coordinator


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Chakan, Tal-Khed, Dist-Pune


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Joint Secretary
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Form Understanding Peace Education: An Indian Perspective.

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On 8, 09 & 10 / 01 / 2016


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On 19/20/01/2018


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On 06/07/01/2018


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