PAC: 16.05

A STUDY TO ASSESS THE STATUS OF IMPLEMENTATION OF SOCIAL SCIENCE PEDAGOGICAL TRAINING PROGRAMME IN CLASSROOM PROCESSES OF MAHARASHTRA

Dr. Vanthangpui Khobung & Dr. Soyhunlo Sebu

Principal Investigators

Regional Institute of Education

(A constituent unit of national Council of Educational Research and Training)

Under Ministry of Human resource Development, Govt. Of India

Shyamla Hills, Bhopal, Madhya Pradesh

PAC: 16.05

A STUDY TO ASSESS THE STATUS OF IMPLEMENTATION OF SOCIAL SCIENCE PEDAGOGICAL TRAINING PROGRAMME IN CLASSROOM PROCESSES OF MAHARASHTRA

Dr. Vanthangpui Khobung & Dr. Soyhunlo Sebu

Principal Investigators

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

Regional Institute of Education

(A constituent unit of national Council of Educational Research and Training)

Under Ministry of Human resource Development, Govt. Of India

Shyamla Hills, Bhopal, Madhya Pradesh

PAC: 16.05

A STUDY TO ASSESS THE STATUS OF IMPLEMENTATION OF SOCIAL SCIENCE PEDAGOGICAL TRAINING PROGRAMME IN CLASSROOM PROCESSES OF MAHARASHTRA

Dr. Vanthangpui Khobung & Dr. Soyhunlo Sebu

Principal Investigators

Regional Institute of Education

(A constituent unit of national Council of Educational Research and Training)

Under Ministry of Human resource Development, Govt. Of India

Shyamla Hills, Bhopal, Madhya Pradesh

ACKNOWLEDGEMENT

We are deeply indebted to honourable Prof. H.K. Senapaty, Director NCERT who inspired and motivated us to undertake research work.

We owe a deep sense of gratitude to Prof. Nityanand Pradhan, Principal, Regional Institute of Education, Bhopal who encouraged, guided and supported us at all stages in our research work.

We are grateful to Prof. L. K. Tiwari, Former Head DEE and Prof. P. Kulshreshtha, Head DEE for their support and co-operation.

We are thankful to our Resource Persons Prof. Ramesh Babu, Dr. Sanjay Pandagale, Dr. Premananda Sethy and Dr. Sangeeta Pethiya for their suggestions and contributions in tools preparation

We wish to place our gratitude to Prof. Nidhi Tiwari, Former Head, Department of Education in Social Science and Humanities, Regional Institute of Education, Bhopal, and Dr. S.G Wadekar, Head, Department of Education in Social Science and Humanities, Regional Institute of Education, Bhopal, for their encouragement and generous support.

We are thankful to all the faculty and staff of Department of Education in Social Science and Humanities, Regional Institute of Education, Bhopal, for their encouragement and support.

Our deepest thanks to Mr. Ramrattan Kodale, Junior Project Fellow for his untiring efforts and sincerity in collecting and organizing data for this project.

Dr. Vanthangpui Khobung & Dr. Soyhunlo Sebu

CONTENTS

CHAPTER I

INTRODUCTION

Education is directly related to the development of an individual and the community. It is one of the most important single factors for economic development as well as social emancipation. In school education, social science has been one important subject. Social science subjects at school level consist of selected themes from History, Sociology, Geography, Political Science and Economics. These themes are significant for the organization of society (within and in relation to environment and surroundings) based on understanding, accommodation, appreciation and co-existence. It sometimes involves concept and ideas which are significant, contemporary and complex. Dealing with the subject of social science in school is a challenging task for many teachers. Students also often inadequately comprehend the real issue at hand and mange to settle for the obvious without digging deep into the themes present in the textbooks. Thus, the need for teacher training in social science goes without saying.

Social science aims to develop a responsible citizen who will contribute for coherent society based on mutual respect and cooperation. Social science subjects provide the basis for training learners in certain skills, habits and for inculcating attitudes and ideals that will enable them to take their place as effective and efficient members of a democratic society. Therefore, teaching and learning social science effectively is very important. Teachers teaching this subject need to be equipped with the required content, methods and technique required for effective transaction of various themes of social science identified for learning at school level. Towards this end, Regional Institute of Education as a nodal agency responsible for catering the educational needs of the western region of India has been designing and conducting trainings in pedagogy of social science. This research project has been proposed to study the extent of implementation as well as the obstacles faced by teachers and teacher educators in the process of implementation.

I.A. Conceptual Framework

Implementation is one important stage in public policy cycle (formulation, implementation and evaluation). It may be defined as an ongoing process of decision making by a variety of stakeholder including individuals and groups in order to realize the stated objectives. It encompasses those actions by individuals or groups that are

directed at the achievement of objectives set forth in any programme. The ultimate outcome of implementation will be determined by the 'content' of the programme being pursued and by the action and interaction of the decision makers or stakeholders within a given 'context' (Grindle, 1980). A wide variety of factors may frequently intervene in the process of implementation. These factors may lead to the realization/non-realization of the stated objectives. Therefore, the study of implementation will not only focus on the status or nature of implementation but also the factors involve in the realization or non-realization of the stated objectives.

The aspect of Implementation by teachers in schools is a very crucial aspect in teacher training. The context – School infrastructures, Resources, Support mechanism and most importantly teachers own motivation and action as well as the content – training and its content plays important role and served as ingredients for successful implementation in school. The latter part being taken up partly in the module that was developed and the training programme conducted, its applicability at ground level and its context of implementation is the core emphasis of the present study.

I.B: Review of Literature

Extant literature related with social science learning through constructivist pedagogy and ICT integration are shown as follows:

Hong (2016) deals with the significance of role of teachers in using and integration of Information and Communication Technology (ICT). It stresses on the importance of teachers' attitudes towards successful ICT integration. Teachers are required to have a positive attitude. Providing well-organized ICT teacher training is essential in encouraging teachers to view ICT positively. Teachers' opinions, concerns, and needs regarding ICT integration should first be identified in order to provide better support for social studies teachers using ICT. Social science teachers' views, experiences, and attitudes towards ICT integration via individual face-to-face interviews with 23 social studies teachers in Colorado, USA found that the majority of the participating teachers had positive attitudes towards ICT as an instructional tool. They wanted to learn more about ICT for effective use in their classrooms. However, they identified the low availability of ICT as a major barrier that limited their use of ICT in the classroom.

Claire and Graeme (2012) states that learners make sense of new information by relating it to concepts and ideas stored in their long-term memory, and through a complex process of selecting, sorting and integrating it with prior knowledge. Teachers need to identify and understand what prior knowledge their students, and particular groups of students, possess in order to support this sense-making process. By distinguishing new learning from existing learning, teachers become aware of understandings that can be used as a resource for further learning and also misunderstandings that could get in the way of further learning. Students develop their understandings and capabilities through discussion with their peers—but only if they have the necessary dialogue and group co-operation skills. Explicit teaching and modelling of these skills is crucial, as is feedback. Involving students in developing the norms for group work can lead to improved group functioning and a greater contribution to dialogue.

Miljana (2015) advocates that the use of information and communication technologies (ICT) is an ever-growing phenomenon in Social Sciences. Teachers teaching Socials sciences are constantly striving to create ideas and methods for a better use of information based on the need of knowledge about society and economy. This study analyses the use of ICT in a variety of examples taken from different fields such as education, web clipping, public safety, tactic knowledge, or protection of intellectual property and offers an outline of state-of-the-art applications of ICT in social sciences.

Hoagland (2000) advocates that applying constructivist concepts to the teaching of social studies can revolutionize the learning environment. It also perhaps recaptures the joy of learning that is central to human nature. There are many versions of constructivism that can alter educational approaches called radical and social constructivism. The social context of learning is at least as important as what happens in the mind of an individual according to social constructivist. Interacting with others lead to public understanding and shared sense of what information is right and what is wrong. Group interaction is the key.

McKay (2000) opines that the teacher's role is to be a collaborator. Teacher is a participant with the children in constructing reality. This is to be done by engaging in open-ended inquiry that elicits and addresses students' misperceptions and the teacher interacts with the students to come to new understandings. Group work and class discussions are the critical activities in a classroom.

Steele (2005) suggests that learning should be meaningful and related to real life situations. The author cited examples in Social science where students could role play as lawyers, judge, and jury for a simulated court case or conduct an election for classroom leaders instead of memorizing the related procedures and policies. Teachers following a constructivist perspective base their instructions on what the student already knows as a foundation. focus on key ideas and the relationship of these ideas within the subject area is another principle underlying the constructivist approach. For instance, in social studies themes such as conflict and diversity might be used to teach units on warfare, exploration, and government at many different grade levels.

Duhaney & Duhaney (2000) states that active involvement of students in the lesson help them in retaining and learning the information. Therefore, active learning is an important facet of a constructivist approach to instruction. It is highly recommended that teacher assign projects involving maps and posters, planning trips and routes as motivators for students.

Ayers and Frazee (2000) opines that all forms of constructivism are ineffective because rather than focussing on the content knowledge that should be the centrepiece for teaching and learning, they focus on how social studies should be taught. Everyone is caught up in structuring a learning environment. No one gives much thought to what is or is not actually learned.

The foregoing literature reviewed mainly focusses on the importance, significance and process of constructivist approach and ICT. Studies related with the ground reality especially or dealing with primary data is fewer. Being a nodal agency conducting teacher training programme frequently, it is pertinent for educators to established linkages with the theory/programmes conducted and practices at the ground level. This aspect is needed to be emphasize more for formulating a more student-centric training programme in the future. Hence this project is geared towards fulfilling this gap.

I.C: Rationale and Objective of study

The training programme on social science was conducted with the objective of building the capacity of teachers in terms of awareness and practice on constructivist pedagogy and ICT and their effective integration. In order to realize these objectives, the aspect of implementation by the participants at the ground level regarding what they have

learnt, the content and materials acquired (what they have learnt and material given to them) in the training programme is of crucial importance. It is also important to identify the constraint faced by them in the process of implementation. This programme therefore attempts to assess the implementation aspect of the social science training programme conducted.

The social science teachers of Maharashtra have been trained on various social science pedagogy and content enrichment for the last few years. However, so far, no follow up research has been conducted to understand whether the training pedagogies and contents have been successfully implemented in their classroom or not. Therefore, this study will try to fill this gap. It will focus on the status of implementation, effectiveness and also the obstacle in implementing the content of the training programmes. The finding of such research project will enrich the teachers training programme in future. The objective of the study includes the following:

- to study the availability of Infrastructure in schools
- to assess the extent of implementation of training content and materials by District Institute of Teacher Education (DIETs)
- to study the extent of implementation of constructivist pedagogy in the classroom processes of social science
- to examine the extent of integration of components of Information and Communication Technology (ICT) in social science classrooms processes
- to find the obstacle / problems in implementing pedagogical process imparted in the training programme.

The outcome of the research can be used by the department of education in implementing education policies and direction in the state.

I.D. Research Methodology

The study draws its data from both primary and secondary sources. Primary data was collected from five District Institutes of Teacher Educations (DIET) and nine schools in Maharashtra drawn through purposive random sampling. From these DIETs and schools, 23 teachers who have attended the training programmes in Regional Institute of Education as well as Principals/Headmasters of DIETs and schools under study were also were selected purposively and Interview Schedule was administered to them. The second

group of respondents for primary data includes group of students (88 students) randomly drawn from different classes from nine different schools under study. The descriptive statistics of respondents is shown in Table 1.1.

Table 1.1. Descriptive Statistics of respondents

Sl.nos	Name of Schools	No. of teachers & HM	No. of Students	DIETs	No. of teacher
1	District Council Senior primary Marathi School, Mozhar, Akola	2	15	DIET, Pune	1
2	Z.P. Primary School, Bhar, Washim	2	8	DIET, Satara	1
3	Z P Upper Primary School, Dhanora, Yavatmal	2	10	DIET, Thane	1
4	Middle School, Belwade, Haveli, Karad, Satara	2	10	DIET, Akola	1
5	Zilla Parishad High School, Indapur, Washi, Osmanabad	2	10	DIET, Osmanabad	1
6	District Panchayat Primary School, Umarga, Osmanabad	2	10	-	-
7	District Municipality Primary School, Matrewadi, Bhoom, Osmanabad	2	10	-	-
8	District Panchayat M Upper primary school, Sakegav, Chikhali, Buldhana	2	15	-	-
9	Smt. P. A. Sodha Sarvajanik Marathi High School & Junior College Nandurbar	2	10	-	-
		18	88	-	5

From these respondents, data relating to school's infrastructure, implementation of constructivist pedagogy and ICT integration in classroom process and its success and problems were collected. Different tools such as Interview Schedules, Focus Group Discussion, Interview and Field Diary were used in the process of data collection. These tools are attached as annexure at the end of the report.

Secondary data was collected from Journals, Reports and Books. The data collected from both primary and secondary sources formed the basis of analysis of the study.

Data collected was fed into Microsoft Excel sheet, classified and analysed using simple statistical tools i.e. percentage and average. The discussion and result from this exercise are organized and put under various chapters.

I.E: Organization of Chapters

The detail discussion of different themes based on the collected data and its analysis is presented under different chapters. Chapter II examines the availability of infrastructure in schools. Chapter III deals with implementation scenario in District Institute of Teacher Education (DIETs). Chapter IV examine the constructivist pedagogy reflected in the classroom processes. Chapter V analyse components Information and Communication Technology and its integration in the teaching and learning of Social sciences in Schools under study. Chapter VI reflects the finding of the study and suggestions based on that. Chapter VII deals conclusion. These are elaborated further in the subsequent chapters.

CHAPTER II

SCHOOL INFRASTRUCTURE/FACILITIES

School is a place where a child spent maximum time, apart from home. The worldview of a child is also shaped in school to a great extent. In this aspect, infrastructure of schools can play important factors in creating a favourable environment for child's overall growth. It can create positive orientation in child's aesthetic worldview. It can create a certain degree of comfort for the child to be responsive towards the class. It prepares the child for different field of career and exposed to ideas and practices outside curricular domain. Overall, the door to the whole system of education is through infrastructure.

Infrastructure is a physical or human resource that have evolve into a certain form or develop into a visible shape and pattern or exhibit a certain phenomenon. These resources can act as a base for a higher level of development or help/assist in making things/object more concrete. It can also be understood in terms of a necessity in creating enabling conditions or environments for the subsequent progress. In the teaching learning process, infrastructure plays an important and crucial role. Following are the basic infrastructure required in schools.

1. Availability of Playground
2. Availability of Sports and games materials
3. Provision of electricity
4. Provision of safe drinking water facilities
5. Toilet facility separate for boys, girls and teachers
6. Gardening facility
7. Library facility
8. Cultural programme
9. Provision of MDM
10. Social awareness programmes conducted
11. Sufficient numbers of social science teachers
12. Whether the School environment helps the backward student
13. Availability of Social Science Lab
14. Provision of Field Visit of student to local historical and geographical places
15. Interactive White Board
16. Internet Connection

17. Computer

18. Projector

The availability of basic infrastructure (listed above) in different schools is examined in this chapter. The analysis is from two perspectives – Item wise and school wise.

II.A. Item wise availability of Infrastructure in schools

This section attempts to find out the item-wise availability of infrastructure in schools. Table 2.1 shows the infrastructures which are available in all the schools under study. The first item of infrastructure taken for study is the availability of playground in schools. It is observed from table 2.1 that all the schools under study has playground in school premises. It is also encouraging to see that in all the schools' provision of electricity and safe drinking water facilities are there. Separate washroom facilities for boys and girls as well as teachers are available in all the schools. It is further seen that sports and games materials are available in all the schools.

Table 2.1. Infrastructure/ Facilities available in all schools

	Items of Infrastructure	No. of schools complying or having facilities	%	No. of schools who do not have the infrastructure	%	Total no. of schools
1	Availability of Playground	9	100	0	0	9
2	Provision of equipment for games and sports	9	100	0	0	9
3	Electricity	9	100	0	0	9
4	Safe drinking water facility	9	100	0	0	9
5	Separate washroom for boys, girls and teachers	9	100	0	0	9
6	Library facilities	9	100	0	0	9
7	Cultural programmes	9	100	0	0	9
8	Provision of field visit for students – historical sites and geographical sites	9	100	0	0	9
9	Whether the School environment helps the backward student	9	100	0	0	9

All the schools under study have library. Cultural programmes are also conducted frequently in all the schools. Students are often exposed to the real situations and historical places. Field visit of student to local historical and geographical places was found to be conducted in all the schools. The scenario in schools under study thus far has exhibited a positive image in terms of infrastructure availability. However, there are other sides of this scenario that portrayed a rather gloomy picture. Many items of observation

which are considered to be the basic essentials to be available in schools are not found in some schools. This is shown in the subsequent table 2.2.

Table 2.2. Variation of availability of infrastructure across schools

	Infrastructure/ Facilities	No. of schools having facilities/infra structure	%	No. of schools not having infrastructure/facilities	%	Total no. of schools	%
1	Gardening facility	6	66.6	3	33.3	9	100
2	Provision of Midday Meal Scheme (MDS)	8	88.8	1	11.1	9	100
3	Social awareness programmes conducted	8	88.8	1	11.1	9	100
4	Sufficient numbers of social science teachers	6	66.6	3	33.3	9	100
5	Availability of Social Science Lab	3	33.3	6	66.6	9	100
6	Interactive White Board	1	11.1	8	88.8	9	100
7	Internet Connection	7	77.7	2	22.2	9	100
8	Computer	8	88.8	1	11.1	9	100
9	Projector	7	77.7	2	22.2	9	100

Table 2.2 shows that majority of the school has internet connection, computer and projector. This is quite encouraging considering the fact that social science learning needs to be supported and supplemented by these facilities. Internet connection facilities enable teacher to incorporate a variety of learning resources in the teaching learning process. It helps in accessing to the various websites, live programmes and in carrying out different activities that may need internet connection. Using projector in classroom makes the classroom process more interesting. It helps and assists the learning process. Projector facilitates the use of audio visuals inside the classroom. This heightens the curiosity and eagerness of the learners. Computer helps in gathering, storing and dissemination of learning materials to a great extent. It helps in aggregating more resources that can be easily used in the course of teaching and learning. It can store a vast data that can be easily accessible. It also helps in faster and wider distribution of data and materials to students. As social science subject encompasses the entire aspect of human society, its learning also requires a wide variety of resources, techniques, methods and processes. Computer assists and helps learning the subject in a great way.

Data on the availability of Interactive white boards (also known as smart boards) shows that majority of the schools do not have IWB in their classroom. Only one school (out of 9 schools) has IWB in classroom. IWB is a useful instructional tool. It allows computer images to be accurately displayed on board with the help of a digital projector. The elements on the board can then be manipulated by the instructor using a mouse, stylus, pen or his finger and this can be done directly on the screen. It allows items to be clicked, dragged, copied and even the handwriting of notes is possible. The handwriting can then be easily transformed to text before being saved.

Social science learning can also be enriched by having social science laboratory. The social science laboratory furnishes motives and objectives to the social sciences as well as helps discover abilities in the individual children and direct them in the choice of study that will develop these abilities. A social science laboratory should serve the purpose of a library, workshop, classroom, a stock room, a student's club etc. It creates and maintains an effective teaching-learning environment, proving a quick and ready functional environment by making available workroom for the students, introduces variety in teaching methods and facility readily and conveniently. It also saves energy and time in carrying around equipment such as charts, maps, models, pictures and projectors. However, the scenario in the schools under study shows gloomy pictures – only 3 out of total nine schools have social science laboratory in their schools. Majority of schools under study did not have this facility.

Human Resources i.e. teachers teaching social science is found to be adequate in majority of the schools. Few schools reported of not having adequate social science teacher. This is very much a general picture scanning across school in India. Even mismatch between teacher present on paper and the real presence in the schools is often seen in many cases. Majority of the schools also conducted programmes that are instrumental in raising or increasing social awareness. It is an encouraging scene as one objective of Social Science is fulfilled through this kind of programme.

Further, it is shown in table 2.2 that Midday Meal Scheme (MDS) scheme is implemented in all the primary and upper primary school under study. MDS is a Government of India initiated programme, designed to improve the nutritional standing of school children in primary and upper primary classes. Through this programme, children are provided free lunch in all working days in schools. Government Schools,

Government aided schools, Schools under Municipalities, Madrasa supported under Sarva Shiksha Abhiyan (SSA), Alternative innovative Centres and National Child Labour Project Schools run by the ministry of labours are the schools covered under these schemes. Many studies have shown the benefits of these schemes. Some of these are improvement in school enrolment, reducing in dropout rate etc.

II.B. Availability of Infrastructure (School-wise)

Middle School, Belwade Haveli is located in Satara district. As per the data given in Table 2.3, it shows that 83 percent of the infrastructure listed for study is found available in this school. Items like playground, sports and games materials, electricity, safe drinking water, separate washroom facilities, library facility, Mid-Day Meal are available. ICT facilities like internet, computer and projector are also found in this school. Various programmes like cultural programme and awareness drive and programme are also found to be conducted in this school. The school also organize field visit from time to time for students. The school have enough faculty teaching social sciences.

Table 2.3: Availability of Infrastructure in Middle School, Belwade Haveli, Satara

Sl.no.	Particulars	Yes =1,No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	0
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	0
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	0
16	Internet Connection	1
17	Computer	1
18	Projector	1
	Yes = 15 (83.3%) No=3 (16.7 %)	

About 16 percent of the infrastructure require to be available are not seen in the School (Middle School, Belwade Haveli) under study. Social science lab and interactive white board which can assist and help students in learning social sciences is not available in this school. Despite these, the performance of this school in term of availability of infrastructure is satisfactory.

Table 2.4 shows that the performance of Zilla Parishad High School in having infrastructure is quite high. It is found that about 83 percent of the infrastructure required in schools are found to be present in this school.

Table 2.4. Availability of Infrastructure in Zilla Parishad High School, Indapur, Washi, Osmanabad

Sl.no.	Particulars	Yes
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	0
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	0
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	0
16	Internet Connection	1
17	Computer	1
18	Projector	1
	Total	Yes = 15 (83.3 %) No=3 (16.6 %)

Facilities and provisions like playground, games and sports materials, electricity, safe drinking water, separate washroom facilities, library facility, Mid-Day Meal are available in the school. ICT facilities like internet, computer and projector are also available. Cultural programme and awareness drives are also found to be conducted in

school. The school also organize field visit from time to time for students. It was further observed that the school also has enough faculty teaching social sciences. However, social science Lab is not there in this school. The overall situation in terms of availability of infrastructure is found to be adequate in this school.

District Panchayat Primary School, Umarga, Osmanabad has most of the infrastructure required listed for the schools. 94 percent of the infrastructure under examination are available in this school.

Table 2.5. Availability of Infrastructure in District Panchayat Primary School, Umarga

Sl.no	Particulars	Yes = 1, No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	1
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	1
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	1
16	Internet Connection	0
17	Computer	1
18	Projector	1
	Yes=17 (94.4 %) No= 1 (5.5 %)	

Except for internet connection, all other infrastructure like playground, games and sports activities, provision of electricity, safe drinking water facilities, separate washroom for boys and girls are seen in this school. School conduct field visit for students. Adequate teachers are there to teach social science. Basic ICT requirements are available in this school. Opportunities for students to get exposure are also created by conducting cultural programme and awareness programme by the school. Overall, the school is quite equipped with the basic infrastructure required.

Table 2.6 shows that majority (94 percent) of the infrastructure listed for observation is available in District Municipality Primary School, Osmanabad. Except for interactive white board, all other infrastructure like playground, games and sports activities, provision of electricity, safe drinking water facilities, separate washroom for boys and girls are found in this school.

Table 2.6. Availability of Infrastructure in District Municipality Primary School, Matrewadi, Bhoom, Osmanabad

Sl.nos	Particulars	Yes =1, No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	1
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	1
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	0
16	Internet Connection	1
17	Computer	1
18	Projector	1
		Yes=17 (94.4 %) No=1 (5.5 %)

Arrangement for field visit is done from time to time. Adequate teachers are there to teach social science subjects. Basic ICT requirements are also found to be available in this school. Cultural programme and awareness programme are also organized for students to promote their talents and motivate them to be an agent of change in society. Overall, the school is found to be quite equipped in terms of basic infrastructure required.

Table 2.7 depicts the overall availability of infrastructure in District Senior Primary Marathi School, Akola. The data shows that 83 percent of the infrastructures listed for examination are available in this school.

Table 2.7. Availability of Infrastructure in District Senior Primary Marathi School, Akola

Sl.no.	Particulars	Yes=1, No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	1
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	0
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	0
16	Internet connection	1
17	Computer	1
18	Projector	0
	Yes = 15 (83.3 %) No = 3 (16.7 %)	

Apart from social science lab, interactive white board and projector, other items of infrastructure are available. Provisions for basic necessity like drinking water, separate washroom for boys and girls, Mid-Day Meal, electricity are available. Basic ICT facilities like internet connection and computer are also there for teachers and students. Library facility is also available in the school. The school have enough human resource. From time to time, field visits to historical places and area which are of geographical importance are also conducted for students. Learning experience gained by students from this kind of exposure go a long way in understanding events, place and spaces of human surrounding and society. Overall, the availability of infrastructure in this school is found to be quite satisfactory.

Table 2.8. Availability of infrastructure in Zilla Parishad Primary School, Bharjahan, Risod, Washim

Sl. No	Particulars	Yes=1, No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	0
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	0
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	0
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	0
16	Internet Connection	1
17	Computer	1
18	Projector	1
	Yes=14 (77.7 %) No=4 (22.2 %)	

Table 2.8 deals with the availability of infrastructure facilities in Zilla Parishad Primary School located in Washim district. It is evident for the table that many of the infrastructures listed for study are available in this school. About 78 percent of the infrastructures are available in the school under study. Playground, games and sports equipment, provision for drinking water, MDM, electricity is observed in the school under study. ICT facilities such as computer, internet connection, and projector are also available for use in the classroom and teaching learning process in general. However, social awareness programmers are not conducted. This can deprive students from more exposure to social, economic and political issues surrounding them. The school doesn't have social science lab. Overall, the school is found to be quite equipped with basic infrastructure required for school.

Table 2.9. Availability of Infrastructure in Zilla Parishad Upper Primary School, Dhanora, Ralegaon, Yavatmal

Sl.no	Particulars	Yes=1, No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	1
7	Library facility	0
8	Cultural programme	1
9	Provision of MDM	1
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	0
13	Availability of Social Science Lab	1
14	Provision of Field Visit of student to local historical and geographical places	0
15	Interactive White Board	1
16	Internet Connection	0
17	Computer	0
18	Projector	1
	Yes = 13 (72.2 %) No=5 (27.8 %)	

Zilla Parishad Upper Primary School is located in Yavatmal district. Table 2.9 shows the scenario of infrastructure available in the school under study. It is observed from the table (2.9) that 13 items of infrastructure given for examination are available in the school under study (Zilla Parishad Upper Primary School, Yavatmal). Basic facilities like drinking water, washroom for boys and girls, gardening facility, games and sports are available. However, most ICT facilities required for school are not available in the school. It is also observed that library facilities which are so vital for students are found to be absent. Further, the school environment is also not conducive for the growth of students from backward classes. Though sufficient social science teachers are reported to be there in school, very vital and significant step in learning social science i.e. Field visit of student to local historical and geographical places has not been initiated.

Table 2.10. Availability of infrastructure in Smt. P.A Sodha Savajanik Marathi High School and Junior College, Navapur, Nandurbar

Sl.no	Particulars	Yes=1 No=0
1	Availability of Playground	1
2	Availability of Sports and games materials	1
3	Provision of electricity	1
4	Provision of safe drinking water facilities	1
5	Toilet facility separate for boys, girls and teachers	1
6	Gardening facility	0
7	Library facility	1
8	Cultural programme	1
9	Provision of MDM	0
10	Social awareness programmes conducted	1
11	Sufficient numbers of social science teachers	1
12	Whether the School environment helps the backward student	1
13	Availability of Social Science Lab	1
14	Provision of Field Visit of student to local historical and geographical places	1
15	Interactive White Board	1
16	Internet Connection	1
17	Computer	1
18	Projector	1
	Yes = 16 (88.8 %) No= 2 (11.1 %)	

The scenario of availability of infrastructure in Smt. P.A Sodha Savajanik Marathi High School and Junior College, Navapur, Nandurbar School is shown in Table 2.10. It is seen from the table that about 89 percent of the infrastructure listed are available in the school under study. Surprisingly, MDM which is available in all the school under study is not available in this particular school. This needs further enquiry. Other infrastructure like playground, library, electricity drinking water, washroom for boys and girls are found to be present. Provisions like sports and games equipment, ICT components like computer, internet and projector are there for recreation and use in the teaching learning process. One discouraging aspect i.e. social science laboratory which is not found in most of the schools are available in this school. This is found to be very encouraging. Tour and Field visit are also conducted by the school from time to time and enough teachers to teach social science subject are also there in the school. Overall, the school is found to have all the basic infrastructure.

Table 2.11. Availability of Infrastructure in District Panchayat M.U Primary School, Sakegaon, Chikali, Buldhana

Sl.no	Particulars	Yes=1	No=0
1	Availability of Playground	1	0
2	Availability of Sports and games materials	1	0
3	Provision of electricity	1	0
4	Provision of safe drinking water facilities	1	0
5	Toilet facility separate for boys, girls and teachers	1	0
6	Gardening facility	0	1
7	Library facility	1	0
8	Cultural programme	1	0
9	Provision of MDM	1	0
10	Social awareness programmes conducted	1	0
11	Sufficient numbers of social science teachers	1	0
12	Whether the School environment helps the backward student	1	0
13	Availability of Social Science Lab	0	1
14	Provision of Field Visit of student to local historical and geographical places	1	0
15	Interactive White Board	0	1
16	Internet Connection	0	1
17	Computer	0	1
18	Projector	0	1
	Total	12 (66.6 %)	6 (33.3 %)

Table 2.11 deals with the status of District Panchayat M.U Primary School, Sakegaon, Buldhana in terms of availability of infrastructure. As per the data displayed in the table 2.11, it is found that all the ICT components listed for this study are not available in the school. Like other schools under study, social science laboratory is not available in this school. However, the availability of provisions like drinking water, electricity, sports and games materials, playground and washroom for boys and girls are evident from the table. Further, social science teachers are in adequate number and field visits to historical places and places of geographical importance are found to be conducted. Social awareness programmes are also conducted in the school to raise the awareness about social, political and economic issues prevalent in the society. MDM provision is also available in the school. Overall, the data provides a mix picture of the school in infrastructure availability and basic requirements are needed to be made

available in the school and for this, efforts from the administration will play an important role.

Table 2.12. Availability of infrastructure across schools

Sl.no	Name of Schools	No. of items available	Percentage	No. of items not available	Percentage
1	Middle School, Belwade Haveli, Satara	15	83.3	3	16.6
2	Zilla Parishad High School, Indapur, Washi, Osmanabad	15	83.3	3	16.6
3	District Panchayat Primary School, Umarga, Osmanabad	17	94.4	1	5.5
4	District Municipality Primary School, Osmanabad	17	94.4	1	5.5
5	District Senior Primary Marathi School, Akola,	15	83.3	3	16.6
6	Zilla Parishad Primary School, Bharjahan, Risod, Washim	14	77.7	4	22.2
7	Zilla Parishad Upper Primary School, Yavatmal	13	72.2	5	27.7
8	P.A Sodha Savajanik Marathi High School and Junior College, Nandurbar	16	88.8	2	11.1
9	District Panchayat M.U Primary School, Buldhana	12	66.6	6	33.3

Table 2.12 shows the variation of availability of infrastructure in different schools under study. The table reveals that Zilla Parishad High School, Indapur, Washi, Osmanabad, Osmanabad and District Panchayat Primary School, Umarga, Osmanabad performed better than other schools in terms of having basic infrastructure in the school. In both these schools, about 94 percent of the basic infrastructure require in schools are available. This is followed by P.A Sodha Savajanik Marathi High School and Junior College, Nandurbar with 89 percent of the infrastructure listed for study available in their school. District Panchayat M.U Primary School, Buldhana has the least number of basic infrastructures required for schools. Three school under study i.e. Middle School, Belwade Haveli, Satara, Zilla Parishad High School, Indapur, Washi, Osmanabad and District Senior Primary Marathi School, Akola has about 83 percent of basic infrastructure required to be available in schools.

Examination of availability of basic infrastructure in schools under study shows a mix picture. All the school under study shows that 50 percent of the infrastructure under examination is available with them. The presence of the rest of the infrastructure varied from school to school. In about 89 percent of the schools, provisions for MDS and computer are there. Social awareness programme is also conducted in most of the schools under study. On the other hand, majority of the school do not have IWB in their classrooms. Social science laboratory is also not seen in majority of the schools (67 %). This is the least available infrastructure in schools despite its importance.

School wise analysis of availability of infrastructure shows that District Panchayat Primary School, Umarga, Osmanabad and District Municipality Primary School, Osmanabad performed the best in the sense that about 94 percent of the basic infrastructure require in schools are available. It is followed by P.A Sodha Savajanik Marathi High School and Junior College, Nandurbar where about 89 percent of the infrastructure listed for study is present in their school. Three schools i.e. Middle School, Belwade Haveli, Satara, Zilla Parishad High School, Indapur, Washi, Osmanabad, Osmanabad and District Senior Primary Marathi School, Akola has about 83 percent of basic infrastructure required to be available in Schools. Buldhana has the least number of basic infrastructures required for schools.

Infrastructure in schools

evaluation tools. It also functions as evaluation centre for formal and non-formal educational institutions. As an important organ in the whole educational organizational structure at the District level, it provides resource support to state agencies in the form of data, software and advanced technology resource support.

3. Research Centre

In order to understand the phenomenon of the educational structure, system, experience and others in the past, present and future, research plays a very important role. The educational needs of different levels, sections and groups need to be built from within than from without. As educational needs undergo changes over the years and along with that new courses are introduced. This change needs to be corresponded with the different training programmes design and implemented for teachers. In order to provide appropriate inputs, DIETs need to undertake research work in elementary education. They need to work with the teacher to undertake 'Action research' to embrace the future change and to solve the problems in school activities.

Keeping the foregoing discussed functions and objectives in mind, the training in social science pedagogy was designed to cater the needs of teacher educators DIETs faculty, along with teachers teaching Social Science in schools. It is expected that the participants from teacher education institutes like DIETs would transmit further in their respective districts.

III.B. Training programmes conducted by DIETs

Though majority of the participants were teachers, a few DIET teachers had also participated in the training programs. In order to know to what extent the benefits of training at higher level percolated down to the district and block level, the participants were interacted and interviewed. Questions relating to the conduct of training programs or taking part in other training programme after availing the opportunity of Social Science training programme in RIE Bhopal were put to them. Detail discussion on training module was done with DIET faculty of Pune, Satara, Osmanabad, Thane and Akola.

The detail analysis is elaborated upon in this chapter. Table 3.1 shows the response of the teacher from DIET regarding the training programmes they conducted after availing training from RIE Bhopal.

Table 3.1. Training programmes conducted by DIETs

Name of DIET	No. of training conducted	Duration	Venue	Participants (Whether they are Block level Resource Persons, Teachers or others)	No. of participants
Pune	1	4 days	SCERT, Pune	Block Level Resource Person and Teachers	188 RP's (2 Phases) 166 Teachers
Satara	1	8 days	DIET, Satara	Teachers	80
	2	2 days	DIET, Satara	Primary Teachers	60
	3	2 days	DIET, Satara	Primary Teachers	60
Osmanabad	1	1 days	DIET, Osmanabad	Primary Teacher	40 Persons
	2	5 days	SCERT, Pune	Block Level Resource Persons and Teachers	100 (2 Phases)
Thane	1	3 days	SCERT, Pune	DIECPD	80
Akola	1		DIET, Akola	Primary Teachers	40

Table 3.1 shows that all the DIET faculty who had undergone training in Social Science Pedagogy in RIE Bhopal had conducted training programme in their respective centre. The respondent from DIET, Pune revealed that a four-day programme was organized in SCERT in two phases. In this training programme, Block level Resource Persons and teachers have participated. Participants from DIET, Satara had also informed that they had conducted training programme in Social Science Pedagogy three times for primary school teacher in their institute. Primary teachers from all over the district had attended the training programmes. Officials in the DIET had express their appreciation in the efforts of the teachers concerned who had organized the district level training. However, the two training programmes conducted in DIET are of short duration which needs to be consider and taken care in future. Faculty attached to DIETs, Akola also conducted training programme in their institute for primary teacher. Around 40 participants were there in the training programme.

The study observed that all the DIET faculty who had attended training programme in Social Science in RIE Bhopal had conducted training programme in their respective DIET. It is also learned that they were involved in training programmes conducted in other DIETs. However, most of the training programmes conducted in DIETs are of short duration.

III.C. Training modules and E-Content prepared by DIETs

Training modules

The seconds aspect of data pertains to training module. Questions related with training module such as the preparation, theme and the content of the training module was examined. As the study is on the implementation of a specific training programme in social science i.e. Constructivist Pedagogy and ICT integration. Therefore, whether the training module prepared by DIETs reflected this aspect or not were also examined. Information regarding their upcoming training programme were also collected. Table 3.2 shows the detail of Training Modules prepared by teachers from DIETs

Table 3.2: Training Modules preparation

Name of DIET	Module prepared or not	Theme	Constructivist approach or not	ICT components included or not	Upcoming Training Programmes
Pune	Yes	Upper Primary and Secondary Teachers orientation Programme	Yes	Yes	Yes-Blended Learning for Teachers (Social Science)
Satara	Yes	Use of Technology in Teaching and Learning Social Sciences	Yes	Yes	Yes- 1. Preparing Education Material 2.Use of ICT in Teaching Learning Process 3.Preparation of Question Bank
Osmanabad	Yes	Secondary Teachers Orientation Programme	Yes	Yes	Developing QR Code App Tools
Thane	Yes	Geography related Training Programme	Yes	Yes	No
Akola	Yes	Effective Teaching Method of Social Science	Yes	Yes	No

As per the data provided by the respondents, training module is developed to conduct training programme. They also stated that the training module are developed based on constructivist approach and incorporate aspects on integration of ICT

components in teaching and learning of social sciences. The themes of training modules developed include training packages on upper primary and secondary teacher's orientation programme (DIET, Pune), Use of technology in teaching and learning social sciences (DIET, Satara), Secondary Teachers Orientation Programme (DIET, Osmanabad) and Effective Teaching Method of Social Science (DIET, Thane). Many upcoming programmes are also lined up by faculties of DIETs viz., Blended Learning for Teachers (Social Science), Developing QR Code App Tools, Preparing Education Material, Use of ICT in Teaching Learning Process and Preparation of Question Bank.

The study found that, DIET faculties who had availed the training programmes in social science on constructivist pedagogy and ICT in RIE Bhopal express their benefits it. All of them went back and conducted training programme in their respective Institute and were a part of numerous other training programmes. They also shared the kind of motivation the training was for them. It helps them in initiating many activities that could be beneficial for students. Majority of them had also come up with training modules for the participants who attended the training organize by them in their Institutes. DIET as a district level resource centre and being responsible for primary teacher training were found to implement what they learnt in the social science training programme quite well. Their attempt to implement the same has been found satisfactory.

E-Content (Audio visual and Barcodes) prepared by teacher from DIET, Satara who got ICT award

Apart from these, teachers from DIET, Satara revealed that the learning experience and the knowledge gained from the training progarmme under study motivated them to a great extent. They share about their experiences, stating that it helps them in exploring more about ICT and its integration in teaching social sciences. Two out of the seven teacher who had attended training programme in RIE Bhopal got ICT award from the State Government of Maharashtra for their effort in integrating ICT in an innovative way for teaching learning process.

इ. ५ वी - परिसर अभ्यास भाग २

All-http://digitalsakshar.com/CompetencySelection?moduleid=MOD150

प्रकरण – ६) अश्मयुग दगडाची हत्यारे

http://digitalsakshar.com/TopicSelection?competencyid=CMP727

गरजेनुसार हत्यारांचे आकार आणि प्रकार- https://youtu.be/EcsDfJglgMc

अश्मयुगीन हत्यारे - https://youtu.be/vwLDlfg6v2E

पुराश्मयुग भाग २ - https://youtu.be/6xr7vu3K3Uw

मध्याश्मयुग व नवाश्मयुग - https://youtu.be/srvUqGmC9tY

प्रकरण - ७) निवारा ते गाव वसाहती

http://digitalsakshar.com/TopicSelection?competencyid=CMP728

निवारा- https://youtu.be/HWxIFprU1So

हंगामी तळ- https://youtu.be/7ChYcvvNelA

गाव- वसाहती- https://youtu.be/d1r-o4fuh7I

प्रकरण - ८) स्थिर जीवनाची सुरुवात

http://digitalsakshar.com/TopicSelection?competencyid=CMP729

प्रस्तावना, पशुपालन व शेती- https://youtu.be/BG7_mAk_hGM

शेती - https://youtu.be/UJG55PypKOM

खास कौशल्ये आणि विविध व्यवसाय- https://youtu.be/HgbHKPEQH2U

परस्पर सहकार्यावर आधारलेले जीवन- https://youtu.be/kjkP4WdsC5o

घरांची रचना, गाव, नातेसंबंध आणि कुटुंब-https://youtu.be/fEaLIJHfWwA

प्रकरण - ९) स्थिर जीवन आणि नागरी संस्कृती

http://digitalsakshar.com/TopicSelection?competencyid=CMP730

धातूचा वापर- https://youtu.be/YQFI2wd3deY

चाकावर घडवलेली भांडी/व्यापार आणि वाहतूक- https://youtu.be/rhWRFSLtmLw

नगरांचा उदय आणि लिपी- https://youtu.be/sPZouIuNJ68

नागरी समाजव्यवस्था- https://youtu.be/BpIb_s1ieds

प्रकरण - १०) ऐतिहासिक काळ

http://digitalsakshar.com/TopicSelection?competencyid=CMP787

प्रस्तावना- https://youtu.be/tYZ2CLF5GNk

नद्यांच्या खोरयांमधील नागरी संस्कृती-https://youtu.be/PRRJV1LsnWg

इजिप्त संस्कृती- https://youtu.be/3P-fz6exVBk

हडप्पा संस्कृती- https://youtu.be/2kuV6_3MHpE

खेळ आणि मनोरंजन- https://youtu.be/J8raD4b5jdU

प्रकरण - ६ अश्मयुग दगडाची हत्यारे

गरजेनुसार हत्यारांचे आकार आणि प्रकार

अश्मयुगीन हत्यारे

पुराश्मयुग भाग

मध्याश्मयुग व नवाश्मयुग

प्रकरण - ७) निवारा ते गाव वसाहती

निवारा

हंगामी तळ

गाव- वसाहती

प्रकरण - ८) स्थिर जीवनाची सुरुवात

प्रस्तावना, पशुपालन व शेती

शेती

खास कौशल्ये आणि विविध व्यवसाय

परस्पर सहकार्यावर आधारलेले जीवन

घरांची रचना, गाव, नातेसंबंध आणि कुटुंब

प्रकरण - ९) स्थिर जीवन आणि नागरी संस्कृती

धातूचा वापर

चाकावर घडवलेली भांडी/व्यापार आणि वाहतूक

नगरांचा उदय आणि लिपी

नागरी समाजव्यवस्था

प्रकरण - १०) ऐतिहासिक काळ

प्रस्तावना

नद्यांच्या खोरयांमधील नागरी संस्कृती

इजिप्त संस्कृती

हडप्पा संस्कृती

खेळ आणि मनोरंजन

https://www.the-qrcode-generator.com/

All- http://digitalsakshar.com/CourseSelection?categoryid=recommended

All History- http://digitalsakshar.com/ModuleSelection?courseid=CRS42

7 th History –

प्रकरण ७ वे - स्वराज्याचा राज्यकारभार -
http://digitalsakshar.com/TopicSelection?competencyid=CMP536

प्रस्तावना- https://youtu.be/jGjbi7L2trY

शेतीविषयक धोरण- https://youtu.be/5T8_3WnC8OY

तत्कालीन खेड्यांचे अर्थकारण - https://youtu.be/PRZNfdqHON0

लष्करी व्यवस्था - https://youtu.be/ATHO7__qFkI

किल्ले - https://youtu.be/TTcjVaTpDQQ

आरमार - https://youtu.be/ZDJZBP-ljeE

प्रकरण ८ वे – आदर्श राज्यकर्ता –

http://digitalsakshar.com/TopicSelection?competencyid=CMP537

प्रस्तावना - https://youtu.be/zG2_V8DtkMI

रयतेची काळजी- https://youtu.be/UdLO4Hn2PcU

सहिष्णू वर्तन- https://youtu.be/viz8UrLnoGE

स्वातंत्र्याची प्रेरणा- https://youtu.be/ubYgK_ougQI

महाराजांच्या कार्याची थोरवी – उर्वरित भाग- https://youtu.be/GhGU4_ImgYA

महाराजांच्या कार्याची थोरवी – पुढील भाग- https://youtu.be/56MSjvOvLlY

प्रकरण ९ वे - मराठ्यांचा स्वातंत्र्यसंग्राम
http://digitalsakshar.com/TopicSelection?competencyid=CMP901

प्रस्तावना- https://youtu.be/F0A3EATO7So

सिद्दीविरुद्ध मोहीम- https://youtu.be/OSQKkVa-XMo

आदिलशाही व कुतुबशाहीचा शेवट- https://youtu.be/iyyAff59Ulc

संभाजी राजांचा मृत्यू- https://youtu.be/4EW7Gtw6V_g

राजाराम महाराजांचे जिंजीला प्रयाण- https://youtu.be/7dQhhjemfiA

जिंजीला वेढा- https://youtu.be/qMOKVr3scTM

महाराणी ताराबाई- https://youtu.be/OD2uFzCQskI

मराठ्यांचा स्वातंत्र्य संग्राम समाप्त- https://youtu.be/YljEqesKQnk

---

प्रकरण १० वे - मराठ्यांच्या सत्तेचा विस्तार
http://digitalsakshar.com/TopicSelection?competencyid=CMP902

प्रस्तावना- https://youtu.be/BL-0bEpnxMQ

शाहू महाराजांचा राज्याभिषेक- https://youtu.be/vOZOQBG81Vg

बाळाजी विश्वनाथ- https://youtu.be/U9qN83zYJYY

पहिला बाजीराव- https://youtu.be/SBIIieyTLVc

भोपाळची लढाई- https://youtu.be/Cm55Y5CuiIQ

प्रकरण ११ वे - राष्ट्ररक्षक मराठे
http://digitalsakshar.com/TopicSelection?competencyid=CMP903

प्रस्तावना- https://youtu.be/-mFzA0M7qvk
अफगाणांशी संघर्ष – पुढील भाग- https://youtu.be/2JVpmvaOh28
अटकेवर मराठयांचा ध्वज फडकला- https://youtu.be/gHl2NLvfBmo
पानिपतचा रणसंग्राम- https://youtu.be/0YXmyPFCh24
पेशवा माधवराव- https://youtu.be/1gTExDt2DOk
मराठी सत्तेच्या वर्चस्वाची पुन:स्थापना- https://youtu.be/q7sZj_0cby0

प्रकरण १२ वे - साम्राज्याची वाटचाल
http://digitalsakshar.com/TopicSelection?competencyid=CMP904

प्रस्तावना- https://youtu.be/iKxrkVrWAww
नागपूरचे भोसले- https://youtu.be/gomL8Nxhe7E
ग्वालियरचे शिंदे भाग 1- https://youtu.be/EiSKw5FlOrM
ग्वालियरचे शिंदे भाग २- https://youtu.be/98KoCPl9pZ4
इतर काही प्रमुख सरदार- https://youtu.be/RJ4c_GFI4H4

प्रकरण १३ वे - महाराष्ट्रातील समाजजीवन
http://digitalsakshar.com/TopicSelection?competencyid=CMP905

प्रस्तावना- https://youtu.be/uIsKh39gr7k

चालीरीती- https://youtu.be/oUZ7Z_jUR_Y
सण – समारंभ- https://youtu.be/f-DwwH80PEc
खेळ- https://youtu.be/fccXA-fe_GY
शिल्पकला व स्थापत्यकला- https://youtu.be/spQA1evvILI
मंदिरे- https://youtu.be/V0QWzXB7tqs

ना. शास्त्र - ७ वी

प्रकरण - ४) मूलभूत हक्क भाग -१

http://digitalsakshar.com/TopicSelection?competencyid=CMP959

प्रस्तावना- https://youtu.be/ReTticKTX3w

समानतेचा हक्क-https://youtu.be/K2yPJxnV7tI

स्वातंत्र्याचा हक्क- https://youtu.be/RkcX-rEIMTs

माहीत आहे का तुम्हाला ?- https://youtu.be/uJGiW2uFSIw

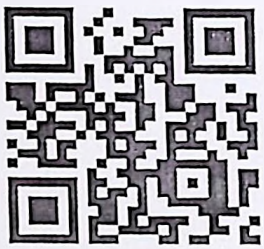
प्रकरण ७ वे - स्वराज्याचा राज्यकारभार

प्रस्तावना

शेतीविषयक धोरण

तत्कालीन खेड्यांचे अर्थकारण

लष्करी व्यवस्था



किल्ले

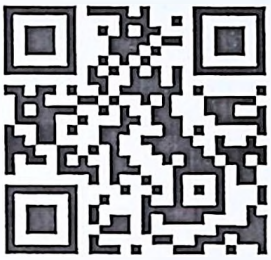
आरमार

प्रकरण ८ वे – आदर्श राज्यकर्ता

प्रस्तावना

रयतेची काळजी

सहिष्णू वर्तन



स्वातंत्र्याची प्रेरणा

महाराजांच्या कार्याची थोरवी 1

महाराजांच्या कार्याची थोरवी 2

प्रकरण ९ वे - मराठ्यांचा स्वातंत्र्यसंग्राम

प्रस्तावना

सिद्दीविरुद्ध मोहीम

आदिलशाही व कुतुबशाहीचा शेवट

संभाजी राजांचा मृत्यू

राजाराम महाराजांचे जिंजीला प्रयाण

जिंजीला वेढा

महाराणी ताराबाई

मराठ्यांचा स्वातंत्र्य संग्राम समाप्त

प्रकरण १० वे - मराठ्यांच्या सत्तेचा विस्तार

प्रस्तावना

शाहू महाराजांचा राज्याभिषेक

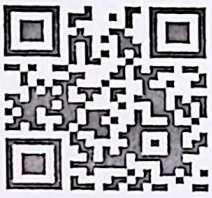
बाळाजी विश्वनाथ

पहिला बाजीराव

भोपाळची लढाई

प्रकरण ११ वे - राष्ट्ररक्षक मराठे

प्रस्तावना



अफगाणांशी संघर्ष–पुढील भाग

अटकेवर मराठयांचा ध्वज फडकला

पानिपतचा रणसंग्राम

पेशवा माधवराव

मराठी सत्तेच्या वर्चस्वाची पुन:स्थापना

प्रकरण १२ वे - साम्राज्याची वाटचाल

प्रस्तावना

नागपूरचे भोसले

ग्वालियरचे शिंदे भाग 1

ग्वालियरचे शिंदे भाग २

इतर काही प्रमुख सरदार

प्रकरण १३ वे - महाराष्ट्रातील समाजजीवन


प्रस्तावना


चालीरीती


सण –समारंभ


खेळ


शिल्पकला व स्थापत्यकला


मंदिरे

8 th History –

All- http://digitalsakshar.com/CompetencySelection?moduleid=MOD154

प्रकरण ८ वे- सविनय कायदेभंग चळवळ-

http://digitalsakshar.com/TopicSelection?competencyid=CMP1002

मिठाचा सत्याग्रह- https://youtu.be/cui6zDzsD2g

पेशावरचा सत्याग्रह- https://youtu.be/-V_ULYaZN0Q

धारासना सत्याग्रह- https://youtu.be/u6x4giKc25c

गोलमेज परिषद- https://youtu.be/wkw9OOnGvgM

पुणे करार- https://youtu.be/b-hxD3QsfTM

प्रकरण ९ वे- स्वातंत्र्य लढ्याचे अंतिम पर्व

http://digitalsakshar.com/TopicSelection?competencyid=CMP1003

प्रस्तावना- https://youtu.be/v0hrX9GzaMY

क्रिप्स योजना- https://youtu.be/JKLQtljY1M8
छोडो भारत चळवळ- https://youtu.be/nhVRwlYQTgM
चला जाणून घेऊया- https://youtu.be/Cm4uv1GCbHo
प्रतिसरकारांची स्थापना-https://youtu.be/IhZw4OF0yto
आझाद हिंद सेना- https://youtu.be/kHMAfFGNNkA
आझाद हिंद सेनेचा पराक्रम-https://youtu.be/iZnM_lbztT4
भारतीय नौदल व विमान दलातील उठाव-https://youtu.be/ptVf1-x-F-4

प्रकरण १० वे- सशस्त्र क्रांतिकारी चळवळ-
http://digitalsakshar.com/TopicSelection?competencyid=CMP1004

प्रस्तावना- https://youtu.be/SeHfaMuQJn4
अभिनव भारत- https://youtu.be/uPbxtB7g2AY
बंगालमधील क्रांतिकारी चळवळ-https://youtu.be/unJYfX35oLU
इंडिया हाऊस- https://youtu.be/vNZ5vW06yxc
काकोरी कट- https://youtu.be/6EmwtD5248k
चितगाव शस्त्रागारावरील हल्ला-https://youtu.be/ZbrjtWuda1U

प्रकरण ११ वे- समतेचा लढा -
http://digitalsakshar.com/TopicSelection?competencyid=CMP1011

प्रस्तावना- https://youtu.be/mSAmz-AZk-k
कामगार संघटन- https://youtu.be/L5ADxRKq!8o
समाजवादी चळवळ- https://youtu.be/7H3wLN3Nrpk
स्त्रियांची चळवळ- https://youtu.be/w3AZmH-DadA
दलित चळवळ- https://youtu.be/Xj5Bk-CmWbk
राजश्री शाहू महाराज- https://youtu.be/tvNb_SOXEzU
डॉ. बाबासाहेब आंबेडकर-https://youtu.be/1o2LPinYzy8

प्रकरण १२ वे- स्वातंत्र्यप्राप्ती -
http://digitalsakshar.com/TopicSelection?competencyid=CMP1012

प्रस्तावना- https://youtu.be/XIIRGA0DJu8
वेव्हेल योजना- https://youtu.be/CK6SnW7VI5c
प्रत्यक्ष कृतिदिन- https://youtu.be/xQHlsyGY7Q0
भारतीय स्वातंत्र्याचा कायदा- https://youtu.be/helCgY07UR4

प्रकरण १३ वे- स्वातंत्र्यलढ्याची परिपूर्ती -
http://digitalsakshar.com/TopicSelection?competencyid=CMP1013

प्रस्तावना- https://youtu.be/x4O7jM570OM
जुनागडचे विलीनीकरण-https://youtu.be/tBHRf-I5eng
हैदराबाद मुक्तिसंग्रामातील मराठवाड्याचे योगदान-https://youtu.be/bNDRK7rs4ig
फ्रेंच वसाहतींचे विलीनीकरण- https://youtu.be/TpXbfYJS5RE

प्रकरण १४ वे- महाराष्ट्र राज्याची निर्मिती -
http://digitalsakshar.com/TopicSelection?competencyid=CMP1014

प्रस्तावना- https://youtu.be/NbZ-7x-te4Q
राज्य पुनर्रचना आयोग- https://youtu.be/LinXaoNFnlw
संयुक्त महाराष्ट्र समितीची स्थापना- https://youtu.be/_lz0oGaL1Uc
संयुक्त महाराष्ट्र समितीची स्थापना पुढील भाग- https://youtu.be/sAVz1dWVKIE

प्रकरण ८ वे- सविनय कायदेभंग चळवळ-

मिठाचा सत्याग्रह

पेशावरचा सत्याग्रह

धारासना सत्याग्रह

गोलमेज परिषद

पुणे करार

प्रकरण ९ वे- स्वातंत्र्य लढ्याचे अंतिम पर्व

प्रस्तावना

क्रिप्स योजना

छोडो भारत चळवळ

चला जाणून घेऊया

प्रतिसरकारांची स्थापना

आझाद हिंद सेना

आझाद हिंद सेनेचा पराक्रम

भारतीय नौदल व विमान दलातील उठाव

प्रकरण १० वे- सशस्त्र क्रांतिकारी चळवळ-

प्रस्तावना

अभिनव भारत

बंगालमधील क्रांतिकारी चळवळ

इंडिया हाऊस

काकोरी कट

चितगाव शस्त्रागारावरील हल्ला

प्रकरण ११ वे- समतेचा लढा -

प्रस्तावना

कामगार संघटन

समाजवादी चळवळ

स्त्रियांची चळवळ

दलित चळवळ

राजश्री शाहू महाराज

डॉ. बाबासाहेब आंबेडकर

प्रकरण १२ वे- स्वातंत्र्यप्राप्ती -

प्रस्तावना

वेव्हेल योजना

प्रत्यक्ष कृतिदिन

भारतीय स्वातंत्र्याचा कायदा

प्रकरण १३ वे- स्वातंत्र्यलढ्याची परिपूर्ती -

प्रस्तावना

जुनागडचे विलीनीकरण

हैदराबाद मुक्तिसंग्रामातील मराठवाड्याचे योगदान

फ्रेंच वसाहतींचे विलीनीकरण

प्रकरण १४ वे- महाराष्ट्र राज्याची निर्मिती

प्रस्तावना

राज्य पुनर्रचना आयोग

संयुक्त महाराष्ट्र समितीची स्थापना

संयुक्त महाराष्ट्र समितीची स्थापना पुढील भाग

Meeting with DIET faculty members during field visit

CHAPTER IV

IMPLEMENTATION IN SCHOOLS: CONSTRUCTIVISM IN CLASSROOM PROCESSES

Constructivist pedagogy is one of the main themes for training programme. Constructivist pedagogy basically derived from constructivism theory (scientific study on how people learn). In the classroom situation, the constructivist pedagogy of learning can be a number of different teaching practices. In general, it means encouraging students to use their prior knowledge, skills, ideas, and experiences to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing in respect to classroom learning. The task of teacher is to understand the students pre-existing conceptions or prior knowledge before initiating any topic and play the role of moderator, guide, facilitator in students' knowledge construction process.

The research schedule to collect data and information is developed on the basis of training theme and topic that was imparted during training programme in RIE, Bhopal. In this connection, three types of schedule are developed viz., classroom observation schedule, focus group discussion with students and teachers' interview. The following themes are listed for classroom observation, focus group discussion with students and teachers interview schedule.

1. Teachers created situation that lead students to reflect on his/her prior knowledge and experience
2. Activities in the class to arouse curiosity of students
3. Learning resources or teaching aids locally available or found in immediate surroundings are use in the classroom
4. Contents of the lesson are link with student's daily activities
5. Students participation in teaching learning process
6. Provides equal opportunities to every student
7. Innovative techniques integrated in teaching learning process
8. Cooperative learning techniques used
9. ICT components/tools used in teaching learning process
10. Critical questions are raised by teachers and students during teaching learning process
11. Questions entertained by teachers anytime in teaching learning process

12. Clarification of concepts provided by teachers to students
13. Regular evaluation is being done in teaching learning process by the teacher
14. Evaluation strategies used in classroom: individual, group, presentation etc
15. Any Project/Assignment based on collaborative work
16. ICT based Project or Assignment given to students

IV.1: Reflection / prior knowledge of students:

Students comes to school with broad range of prior or pre-existing knowledge and experiences, which will influence his/her knowledge and meaning construction. How students take new information and knowledge and constructed their understanding of things will depend on how teacher transact in classroom.

In this study, the classroom observation was conducted to know whether teacher create situation in classroom to link prior knowledge and experiences of students in teaching learning process. Table 5.1 shows the outcome of classroom observation.

Table: 5.1: Topics of learning linked with prior knowledge or past experience of learner

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi School Mozhar, Akola	✔
2	Z.P. Primary School Bhar Washim	✔
3	Z.P. Upper Primary School Dhanora, Yavatmal	✔
4	Middle School Belwade Haveli, Karad Satara	✔
5	Zilla Parishad High School, Indapur, Washi, Osmanabad	✔
6	District Panchayat Primary School Umarga Osmanabad	✔
7	District Municipality Primary School Matrewadi, Bhoom Osmanabad	✔
8	District Panchayat M Upper Primary School Sakegav Chikhali, Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College Navapur Nandurbar	✔
		9(100%)

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The school wise analysis done on whether teacher created situation that lead students to reflect on his/her prior knowledge and experience are discussed below.

It is observed that in District Council Senior Primary Marathi School Mozhar, Akola, teacher create situation to link student's prior knowledge by asking questions related to pervious lesson, chapter, experiences and skills during teaching learning process and found satisfactory. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion, that teachers created situation to link their prior knowledge and experiences with lesson.

The classroom observation in Z.P Primary School Bhar Washim found that teacher create situation to link student's prior knowledge and experiences in teaching learning process. Teacher initiate by asking questions related to pervious chapter, lesson and their knowledge, experiences and skill. This observation is substantiated by information collected from focus group discussion with students. The discussion observed that teacher create situation to link their prior knowledge and experiences in teaching learning process.

The classroom observation in Z.P Upper Primary school Dhanora, Yavatmal observed that teacher created situation to link student's prior knowledge and experiences by asking questions related to pervious lesson and citing examples in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create situation to link their prior knowledge and experiences.

The classroom observation in Middle School Belwada Haveli, Karad Satara observed that teacher create the situation to link student's prior knowledge and experiences in teaching learning process and found satisfactory. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create situation to link their prior knowledge with teaching learning process. Students are of the opinion that, whenever such situation is created their understanding of lesson is better.

The classroom observation in Zilla Parishad High School, Indapur, Washi, Osmanabad observed that teacher create situation to link student's prior knowledge and experiences. The method is found satisfactory. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create to link their prior knowledge and experiences with teaching learning process.

The classroom observation in District Panchayat Primary school Umarga Osmanabad observed that teacher create situation to link student's prior knowledge and experiences with classroom teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create situation during teaching learning process to link their prior knowledge and experiences.

The classroom observation in District Municipality Primary school Matrewadi, Bhoom Osmanabad observed that teacher create adequate situation to link student's prior knowledge and experiences in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create situation to link their prior knowledge with teaching learning process.

The classroom observation in District Panchayat M Upper Primary School Sakegav, Chikhali, Buldhana observed that teachers create situation to link student's prior knowledge and experiences in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create situation to link their prior knowledge and experiences in teaching learning process.

The classroom observation in Smt. P.A. Sodha Sarvajanik Marathi High School and Junior college Navapur, Nandurbar observed that teacher create adequate situation to link student's prior knowledge and experiences in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher create situation to link their prior knowledge and experiences.

The above observation is substantiated by information collected from teachers' interview. Teachers initiate discussion, question and examples to create a situation that lead students to reflect on his/her prior knowledge and experiences. Question relating with the prevailing social and political issues and issues of general importance are usually asked to students to create linkage of student's prior knowledge.

The overall classroom observation on whether teacher create situation that lead students to reflect on his /her prior knowledge and experiences, found that all the teachers create situation to link student's prior knowledge and experiences in teaching learning process. The observation found that teacher create situation to link student's prior knowledge by asking question related to pervious lesson, chapter, experiences, and skills during teaching learning process. According to students, teachers ask questions related to pervious lesson and their knowledge and experiences on the lesson been taught. According to teachers, they initiated discussion, questioning and examples to create a situation to link students' prior knowledge and experiences with teaching learning.

Question relating with the prevailing social and political issues and issues of general importance are usually asked to students to create linkage of student's prior knowledge. The overall observation is found satisfactory.

IV.B. Activities in the class to arouse curiosity of students

Young students love to do exploration, they like doing new things, exploring their environment, devouring books and information, asking questions, searching for meaning, critical thinking and reasoning. Initiating right activities in classroom will create curiosity among the students that will motivate them to learn better. The school wise analysis on whether teacher conducted activities in classes to arouse curiosity of students are discussed below. The table 5.2 shows the classroom observation.

Table 5.2. Activities in the class to arouse curiosity of students

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi School Mozhar, Akola	✔
2	Z.P. Primary School Bhar Washim	✔
3	Z.P. Upper Primary School Dhanora ,Yavatmal	✔
4	Middle School Belwade Haveli, Karad Satara	✔
5	Zilla Parishad High School, Indapur, Washi Osmanabad	✔
6	District Panchayat Primary School Umarga Osmanabad	✔
7	District Municipality Primary School Matrewadi, Bhoom Osmanabad	X
8	District panchayat m upper primary school Sakegav Chikhali Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College Navapur Nandurbar	✔
	8 (88.8 %) observed and 1(11.11%) Not observed	

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The classroom observation in District Council Senior Primary Marathi School Mozhar, Akola, Z.P Primary School Bhar Washim, Z.P Upper Primary School Dhanora, Yavatmal, Middle School Belwade Haveli, Karad Satara, Zilla Parishad High School, Indapur, Washi Osmanabad, District Panchayat Primary School Umarga Osamanabad, District Panchayat M Upper Primary School, Sakegav, Chikhali Buldhana, Smt. P.A Sodha Sarvajanik Marathi High School and Junior College Navapur, Nandurbar observed that teacher initiate activities to arouse curiosity among the students during teaching learning process. Student's involvement in activity is found satisfactory. However, the classroom observation done in District Municipality Primary School Matrewadi, Bhoom Osmanabad found that teacher do not initiate activity to arouse curiosity of students.

This observation is substantiated by information collected from teachers' interview. It is learned from the discussion that teachers incorporate different technique

and method of learning such as group activity, discussion, jigsaw puzzle, practical (when applicable) and others to arouse the curiosity of students.

Arousing the curiosity of students in teaching learning process can make classroom lively and motivate students to learn better. The technique of arousing student's curiosity with an activities and questions was an important part of the training. The classroom observation on whether teacher initiate activity in class to arouse curiosity of students found that 89% of teachers adequately create situation in classroom to arouse curiosity among the student's and 11% do not create situation in classroom to arouse curiosity among the students. This observation is substantiated by information collected from focus group discussion with students and interview with teachers. Information from teacher's interview found that they incorporate different technique and method of learning such as group activity, discussion, jigsaw puzzle, practical (when applicable) and others to arouse the curiosity of students. After discussion and interaction on the topic, group activity is initiate where students are divided into groups. Each group are allotted with portion of the chapters to be studies and presentation and questions follows. Information collected from focus group discussion with students substantiated he above observation.

IV.C: Learning resources or teaching aids locally available or found in immediate surroundings use in the classroom:

Learning resources and teaching aids will help and inspire teachers and students in teaching learning process. The school wise analysis on whether learning resources and teaching aids locally available or found in immediate surroundings are use in the classroom teaching learning process are discussed below. Table 5.3: shows the outcome of classroom observation.

The classroom observation done in District Council Senior Primary Marathi School Mozhar AR, Akola, Z.P Upper Primary School Dhanora Yavatmal , District Panchayat M Upper Primary school Sakegav Chikhali Buldhana, Middle School Belwade Haveli ,Karad Satara, Zilla Parishad High School, Indapur, Washi, Osmanabad, District Panchayat Primary School Umarga Osmanabad, District Municipality Primary School Matrewadi, Bhoom Osmanabad, Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College, Navapur Nandurbar found that learning resources, teaching aids locally available and found in immediate surroundings are use in the classroom teaching learning

process. However, the classroom observation in Z.P. Primary School, Bhar, Washim observed that no learning resources, teaching aids locally available and found in immediate surroundings are use in the classroom teaching learning process.

Table 5.3: shows Learning resources or teaching aids locally available or found in immediate surroundings been used in classroom.

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi School Mozhar, Akola	✔
2	Z.P. Primary School Bhar Washim	X
3	Z.P. Upper Primary School Dhanora, Yavatmal	✔
4	Middle School Belwade Haveli, Karad Satara	✔
5	Zilla Parishad High School, Indapur, Washi, Osmanabad	✔
6	District Panchayat Primary School, Umarga, Osmanabad	✔
7	District Municipality Primary School, Matrewadi, Bhoom Osmanabad	✔
8	District panchayat M.U Primary School, Sakegav, Chikhali Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College, Navapur, Nandurbar	✔
		8 (88.8%) Observed and 1(11.11%) Not observed

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The classroom observation conducted to know whether learning resources, teaching aids locally available and found in immediate surroundings are use in the classroom teaching learning process. It is found that 89% of the teachers used adequate learning materials and teaching aids in teaching learning process and 11% of the teacher do not used learning resources and teaching aids locally available in teaching learning process. It is observed that most of the schools have reading materials, 2D wall maps (India and world), globe, activity charts, locally made models, and pictures of historical great people.

IV.D: Contents of the lesson link with student's daily activities

Students learn better and comprehend difficult concepts when teaching learning is link to their daily life style. The school wise analysis on whether contents of the lessons are link with student's daily activities or life style during teaching learning process are discussed below.

The classroom observation in Z.P. Primary School Bhar Washim, Z P Upper Primary School Dhanora, Yavatmal, Middle School, Belwade, Haveli, Karad Satara and Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College, Navapur, Nandurbar

observed that teacher link content of the lesson with student's daily life but found satisfactory. However, the classroom observation in District Council Senior Primary Marathi School Mozhar, Akola, District Panchayat M Upper Primary School Sakegav Chikhali Buldhana, Zilla Parishad High School, Indapur, Washi, Osmanabad, District Panchayat Primary School, Umarga, Osmanabad and District Municipality Primary School Matrewadi, Bhoom Osmanabad observed that teacher do not link content of the lesson with student's daily life.

Table 5.4: Contents of the lesson are link with student's daily activities

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar AR, Akola	X
2	Z.P. Primary School Bhar Washim	✔
3	Z.P. Upper Primary School Dhanora, Yavatmal	✔
4	Middle School Belwade, Haveli, Karad Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	X
6	District Panchayat Primary school Umarga Osmanabad	X
7	District Municipality Primary school Matrewadi ,Bhoom Osmanabad	X
8	District Panchayat M Upper Primary school Sakegav Chikhali Buldhana	X
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college Navapur Nandurbar	✔
4(44.44%) observed and 5(55.55 %) Not observed		

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

Linking student's daily life style with the lesson taught in the school helps students to easily comprehend the concepts and content of the lesson. How to link content of the lesson with student's daily life is one of the contents in training program. Therefore, classroom observation is conducted to know whether contents of the lesson are link with student's daily activities during teaching learning process. The study found that 44% of the teachers adequately link student's lifestyle in teaching learning process and 56 % of the teachers do not link student's lifestyle with the lesson during teaching learning process. It is observed that teachers try to link students daily life style with the lesson taught in the classroom. It is usually observed that teachers create situation by asking questions, give them examples to let students reflect on their daily life style. Discussion with students also revealed that teachers give examples and questions to link with their daily life.

IV. E: Students participation in teaching learning process

Learning is an interactive process involving active participation from both teachers and students in classroom teaching learning process. Interactive classroom helps teachers to understand the behavior of students and identify the passive students and plan ways to encourage them to participate in the teaching learning process. Active participation of students in teaching learning process will help them to comprehend lessons taught in the classroom. Table 5.5 shows the outcome of classroom observation.

The school wise analysis on whether students participate in teaching learning process are discussed below.

Table 5. 5: Students participation in teaching learning process

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi school, Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	✔
3	Z.P. Upper Primary School, Dhanora, Yavatmal	✔
4	Middle School Belwade Haveli, Karad Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	✔
6	District Panchayat Primary school, Umarga, Osmanabad	✔
7	District Municipality Primary school Matrewadi ,Bhoom Osmanabad	✔
8	District Panchayat M.U Primary School, Sakegav, Chikhali, Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
	9 (100%) Observed	

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The classroom observation in District Council Senior Primary Marathi School Mozhar, Akola observed that students actively participate in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that they involve themselves in teaching learning process by asking doubts and participate in activities. The classroom observation in Middle School Belwade Haveli, Karad Satara observed that students participate in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that they take part in teaching learning process by way of participating in group activity and asking question. The classroom observation conducted in District Municipality Primary School Matrewadi, Bhoom Osmanabad observed that students actively participate in teaching learning process. The participation of students in teaching learning process is found

satisfactory. This observation is substantiated by focus group discussion with students. It is learned from the discussion that students occasionally involve in teaching learning process by asking their doubts and taking part in group activity.

The classroom observation in Z.P. Primary School Bhar Washim observed students participating in teaching learning. Passive students were more in this schools. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that very few students involve themselves in teaching learning process by asking their doubts and taking part in activities. The classroom observation in Z P Upper Primary School Dhanora, Yavatmal observed few students participating in teaching learning. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that students occasionally involved themselves in teaching learning process by asking their doubts and taking part in activities.

The classroom observation in District Panchayat M Upper Primary, Sakegav, Chikhali, Buldhana observed students participating in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that students occasionally involve in teaching learning process by asking their doubts and taking part in group activity. The classroom observation in Zilla Parishad High School, Indapur, Washi, Osamanabad observed students participating in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that students occasionally involve themselves in teaching learning process by asking their doubts and taking part in group activity.

The classroom observation in District Panchayat Primary School, Umarga, Osmanabad observed students participating in teaching learning process. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that students occasionally involve themselves in teaching learning process by asking their doubts and taking part in group activity. The classroom observation in Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College, Navapur, Nandurbar observed students participating in teaching learning. However, more passive students were observed in these schools. This observation is substantiated by information collected from focus group discussion with students. It is

learned from the discussion that students occasionally involve in teaching learning process by asking their doubts and taking part in group activity.

The above observation is substantiated by information collected from teachers' interview. Majority of the teachers share that students participated actively in the classroom process. Few teachers share low level of student's participation in the classroom process. Students participation depends on topic of lesson, if topic is interesting students' participation is more. Topics like solar system, home and surrounding i.e. habitat, historical architecture etc. elicits better participation from students. Further, they also revealed that discussion on themes and issues related with panchayats, government institutions, culture (customs and practices) in society, population, women education etc. are of interesting topics for students. Debates and group discussion on these topics draw a better participation of students. Role plays are also conducted to teach historical events and processes of political institutions. Teachers also share that they employ friendly approach and tried to be accessible as much as possible for their students. This approach makes students comfortable in discussing issues and participate more in classroom process.

Active participation of students in teaching learning process help them to learn better, improve their critical and higher-level thinking skills. Participation help students to learn from each other, increasing their comprehension ability, and improves relationships among the students. As per the classroom observation, student's participation is teaching learning process in all the school is found satisfactory. Students participate in teaching learning process by raising questions, sharing their existing knowledge on the tropic been discussed. This observation is substantiated by information collected from information collected from teachers' interview. Majority of the teachers share that students participated actively in the classroom process. Few teachers share low level of student's participation in the classroom process. Students participation depends on topic of lesson, if topic is interesting students' participation is more. Debates and group discussion on these topics draw a better participation of students. Role plays are also conducted to teach historical events and processes of political institutions. Teachers also share that they employ friendly approach and tried to be accessible as much as possible for their students. This approach makes students comfortable in discussing issues and participate more in classroom process.

However, motivation of passive students, moderation of activity and response to students' quarries need improvement. The overall observation finds that student's participation in teaching learning process is not significant.

IV.F: Provides equal opportunities to every student

Providing equal opportunities and motivating every student to participate in classroom process is an important environment for learning. If only few students were given opportunities to participate by asking question and contributing to discussions, classroom teaching environment become lost opportunity for other students. The school wise analysis on whether teachers give equal opportunities to every student in teaching learning process is found satisfactory are discussed below. Table 5.6 shows the outcome of the classroom observation.

Table 5.6: Provides equal opportunities to every student

Sl.No	Schools	Remarks
1	District Council Senior Primary Marathi school, Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	✔
3	Z.P. Upper Primary School, Dhanora, Yavatmal	✔
4	Middle School, Belwade, Haveli, Karad, Satara	✔
5	Zilla Parishad High School, Indapur, Washi Osmanabad	X
6	District Panchayat Primary school. Umarga. Osmanabad	✔
7	District Municipality Primary school. Matrewadi, Bhoom, Osmanabad	✔
8	District Panchayat M Upper Primary school, Sakegav, Chikhali, Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
8(88.8%) Observed and 1(11.1%) not observed		

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The classroom observation in District Council Senior Primary Marathi School Mozhar, Akola observed that teacher provide equal opportunity every student to rise questions and participate in activities. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to rise questions and participate in activities. The classroom observation in Z.P.Primary School Bhar Washim observed that equal opportunity is provided to every students. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to raise questions and participate in activities during teaching learning process. The classroom observation in Z P Upper

Primary School Dhanora, Yavatmal observed that teacher provided equal opportunities to every student in the classroom. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to raise questions and participate in activities during teaching learning process.

The classroom observation in Middle School Belwade Haveli, Karad Satara observed that equal opportunities are provided to all the students. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to raise questions and participate in activities during teaching learning process.

The classroom observation in District Panchayat Primary School Umarga Osmanabad observed that teacher provide equal opportunities to students. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to raise questions and participate in activities during teaching learning process.

The classroom observation in District Municipality Primary School Matrewadi, Bhoom Osmanabad observed that equal opportunity is provided to students. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to raise questions and participate in activities during teaching learning process. The classroom observation in District Panchayat M U Prmary School Sakegav Chikhali Buldhana observed that teacher provided equal opportunities to every student to ask questions and shared their opinion on the lesson. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to raise questions and participate in activities during teaching learning process. The classroom observation in Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College Navapur Nandurbar observed that teacher provided equal opportunities to every student to ask questions, share their opinion and participate in activities. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher give them equal opportunities to ask questions and participate in activities during teaching learning process.

However, the classroom observation in Zilla Parishad High School, Indapur, Washi, Osmanabad found that no equal opportunities are given to students during teaching learning process. This observation is substantiated by information collected from focus group discussion done with 10 students. It is learned from the discussion that teacher do not give them equal opportunities to all the students to ask questions and participate in activities during teaching learning process.

In a democratic classroom, it is very important to allow every student ask question, share their idea and views on the topic/ lesson and participate in activities. Teachers as a moderator of the classroom should provide equal opportunity to every student. The study observed that 89% of the teachers provide equal opportunities to every student to ask questions and share their view and idea and participate in activities and11% do not provide equal opportunities to student during teaching learning process.

IV.G: Innovative techniques integrated in teaching learning process

Teachers are innovators, they integrate new ideas in every lesson to make students learn better. Innovative techniques of reading, writing, activities (out door and classroom) motivate students to participate in teaching learning process. The school wise analysis on whether teachers practice innovative techniques in teaching learning process are discussed below. Table 5.7 shows the outcome to the classroom observation.

Table 5. 7: Innovative techniques integrated in teaching learning process

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	X
3	Z.P. Upper Primary School, Dhanora, Yavatmal	✔
4	Middle School, Belwade, Haveli, Karad Satara	✔
5	Zilla Parishad High School, Indapur, Washi, Osmanabad	X
6	District Panchayat Primary school, Umarga, Osmanabad	✔
7	District Municipality Primary school, Matrewadi, Bhoom, Osmanabad	X
8	District Panchayat M U Primary school, Sakegav, Chikhali, Buldhana	X
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
5 (55.6%) Observed and 4(44.44%) Not observed		

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The classroom observation done in following schools found that teachers integrate innovative ideas and techniques in teaching learning process; District Council Senior

Primary Marathi school Mozhar, Akola, Z.P. Upper Primary School Dhanora, Yavatmal, Middle School Belwade Haveli, Karad Satara, District Panchayat Primary school Umarga Osmanabad and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar. Innovative ideas and techniques like teaching through smart boards, collaborative learning, teaching through technology (ICT) etc were observed in classroom observation.

However, the classroom observation done in the following schools found that teachers do not integrated innovative techniques and ideas in teaching learning process viz., Z.P. Primary School Bhar Washim, Zilla Parishad High School, Indapur, Washi Osmanabad, District Municipality Primary school Matrewadi ,Bhoom Osmanabad, and District panchayat M Upper Primary School Sakegav Chilkhali Buldhana.

Innovative techniques in teaching learning makes students to learn in different way by involving in classroom process. It generates interest among the students towards the subject / lesson. The study observed that 55.6% of the teachers significantly used innovative technique and ideas in teaching learning process and 44.4% of the teachers do not integrated innovative technique and ideas in teaching learning. Innovative ideas and techniques like teaching through smart boards, collaborative learning, teaching through technology (ICT) etc were observed in classroom observation.

IV.H: Cooperative learning techniques

The cooperative learning techniques makes students to work together and promote joyful learning. Children also learn better when they are with friends. In cooperative learning every student has responsibilities and is held accountable in completion of the activity. Cooperative learning is fun, interactive, promote discussion, critical thinking and built relationship. The school wise analysis on whether teachers used cooperative learning techniques in teaching learning process is discussed below. Table 5.8 shows the outcome the classroom observation.

The classroom observation done in District Council Senior Primary Marathi School Mozhar. Akola, Middle School Belwade Haveli, Karad Satara, Zilla Parishad High school, Indapur, Washi Osmanabad, District Panchayat Primary school Umarga Osmanabad, District Panchayat M Upper Primary School Sakegav Chikhali Buldhana and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur,

Nandurbar observed that cooperative learning techniques are used by teachers during teaching learning process. Cooperative learning techniques such as group activity, jigsaw, peer work, assignment to solve problems and decision making are initiated by teachers in teaching learning process.

Table 5.8: Cooperative learning techniques

Sl.No	Schools	Remarks
1	District Council Senior Primary Marathi school, Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	X
3	Z.P. Upper Primary School, Dhanora, Yavatmal	X
4	Middle School, Belwade, Haveli, Karad, Satara	✔
5	Zilla Parishad High school, Indapur, Washi, Osmanabad	✔
6	District Panchayat Primary school, Umarga, Osmanabad	✔
7	District Municipality Primary school, Matrewadi, Bhoom, Osmanabad	X
8	District Panchayat M U Primary school, Sakegav, Chikhali, Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
	6 (66.6) Observed and 3(33.33%) Not observed	

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

However, the classroom observation done in Z.P. Primary School Bhar Washim, Z.P. Upper Primary School Dhanora, Yavatmal and District Municipality Primary school Matrewadi, Bhoom Osmanabad observed that teachers do not used cooperative techniques in teaching learning process. This observation is substantiated by information collected from focus group discussion with students and teachers' interview.

Cooperative learning is an important teaching learning strategy where teachers engaged students in different groups and monitor student's activity. It is observed that 67% of the teachers integrate cooperative learning techniques of leaning in teaching learning process and 33% of the teachers do not integrate cooperative learning techniques in teaching learning process. Cooperative learning techniques like group activity, jigsaw, peer review work, assignment to solve problems and decision making are found during classroom observation.

IV.I: Critical questions raised by teachers and students

To develop students critical thinking, it is important to put critical questions to students. This will motivate students to ask critical questions. Critical thinking and critical questions will make classroom environment lively. The school wise analysis on whether

critical questions are raised by teachers and students during teaching learning process is discussed below. Table 5.9 shows the outcome of the classroom observation.

The classroom observation done in District Council Senior Primary Marathi School Mozhar, Akola, Middle School Belwade Haveli, Karad Satara, District Municipality Primary school Matrewadi ,Bhoom Osmanabad, District Panchayat M Upper Primary school, Sakegav, Chikhali, Buldhana and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar found that critical questions are raised by teachers and students during teaching learning process.

However, the classroom observation done in Z.P. Primary School Bhar Washim, Z.P. Upper Primary School Dhanora, Yavatmal, District Municipality Primary school Matrewadi, Bhoom Osmanabad,District Panchayat M Upper primary school Sakegav. Chikhali Buldhana, and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college Navapur Nandurbar found that no critical questions are raised by teachers and students during teaching learning process.

Table 5.9: Critical questions raised by teachers and students during teaching learning process

Sl.No	Name of Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar, Akola	✔
2	Z.P. Primary School Bhar Washim	X
3	Z.P. Upper Primary School Dhanora, Yavatmal	X
4	Middle School Belwade Haveli, Karad Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	X
6	District Panchayat Primary school Umarga Osmanabad	X
7	District Municipality Primary school Matrewadi ,Bhoom Osmanabad	✔
8	District Panchayat M Upper Primary school Sakegav Chikhali Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college Navapur Nandurbar	✔
	5 (55.5%) Observed and 4944.44%) Not observed	

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

Critical thinking among the students can be created with the initiative of teachers putting forward critical ideas. If students thinking critically, critical question will arise from them. The study observed that 56 % of the classroom teaching learning process engaged in asking critical questions from both teachers and students and 44% of the classroom observed did not ask critical questions from both teachers and students.

IV.J: Questions entertained by teachers anytime in teaching learning process

Students rising question during teaching learning process is an indication that students are motivated to learn more or student is not able to follow classroom teaching process. Therefore, it is imperative on the part of teachers to entertain question raise by students anytime. The school wise analysis on whether teachers entertained questions raised by students during teaching learning process is discussed below. Table 5.10 shows the outcome of classroom observation.

Table 5.10: Questions entertained by teachers anytime in teaching learning process

SL.No	Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar, Akola	✓
2	Z.P. Primary School, Bhar, Washim	✓
3	Z.P. Upper Primary School, Dhanora, Yavatmal	✓
4	Middle School, Belwade, Haveli, Karad, Satara	✓
5	Zilla Parishad High school, Indapur, Washi Osmanabad	✓
6	District Panchayat Primary school, Umarga, Osmanabad	X
7	District Municipality Primary school, Matrewadi, Bhoom Osmanabad	X
8	District Panchayat M U Primary school, Sakegav, Chikhali, Buldhana	✓
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✓
	7 (77.77%) observed and 2(22.22%) Not Observed	

Note: tick mark (✓) indicates observed and cross mark (X) indicates not observed

The classroom observation in District Council Senior Primary Marathi School Mozhar, Akola found that questions rise by students during teaching learning process were adequately entertain by the teacher. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher entertained their questions anytime during teaching learning process. The classroom observation in Z.P. Primary School Bhar Washim found that questions rise by students during teaching learning process were adequately entertain by the teacher. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher entertained their queries anytime during teaching learning process.

The classroom observation in Z P Upper Primary School Dhanora, Yavatmal found that questions rise by students during teaching learning process were adequately entertain by the teacher. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher entertained their queries anytime during teaching learning process. The classroom

observation in Middle School Belwade Haveli, Karad Satara found that questions rise by students during teaching learning process were adequately entertain by the teacher. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher entertained their queries anytime during teaching learning process. The classroom observation in Zilla Parishad High School, Indapur, Washi, Osmanabad found that questions rise by students were entertain by teacher. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher entertained their queries anytime during teaching learning process.

The classroom observation in District Panchayat M Upper Primary School Sakegav, Chikhali, Buldhana found that questions rise by students during teaching learning process were adequately entertain by the teacher. This observation is substantiated by information collected from focus group discussion with students. It is learned from the discussion that teacher entertained their queries anytime during teaching learning process. The classroom observation in SMT. P.A. Sodha Sarvajanik Marathi High School & Junior College Navapur Nandurbar found that questions rise by students during teaching learning process were adequately entertain by the teacher. This observation is substantiated by information collected from focus group discussion with students.

However, the classroom observation done in District Panchayat Primary School Umarga Osmanabad and District Municipality Primary School Matrewadi, Bhoom Osmanabad found that teachers do not entertain questions raised by students anytime during teaching learning process.

Students rising questions during teaching learning process is an indication that student has the curiosity to learn more or students has a doubt. Majority of the teachers entertained questions raised by students during teaching learning process. As per the study, 78% of the teachers entertained questions raised by students anytime during teaching learning process and 22% of teachers do not entertain questions raised by students during teaching learning process. Discussion with students also revealed that teachers entertained their question during teaching learning process.

IV.K: Clarification of concepts provided by teachers to students

Conceptual clarity in teaching learning makes students competent to face the challenges. Schooling is the time when a student should be clear of what is been taught in the class. The school wise analysis on whether clarification of concepts is provided by teachers to students during teaching learning process is discussed below. Table 5.11 shows the outcome of classroom observation.

Table 5.11: Clarification of concepts provided by teachers to students

Sl.No	Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	X
3	Z.P. Upper Primary School, Dhanora, Yavatmal	X
4	Middle School, Belwade, Haveli, Karad Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	X
6	District Panchayat Primary school, Umarga, Osmanabad	✔
7	District Municipality Primary school, Matrewadi, Bhoom Osmanabad	X
8	District Panchayat M U Primary school, Sakegav, Chikhali, Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
	5 (55.5%) Observed and 4(44.44%) Not observed)	

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The classroom observation done in District Council Senior Primary Marathi School, Mozhar, Akola, Middle School Belwade Haveli, Karad Satara, District Panchayat Primary school Umarga Osmanabad, District Panchayat M Upper Primary School Sakegav Chilkhali Buldhana and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar found that concept clarification provided by teachers to students is found satisfactory. However, the classroom observation done in Z.P. Primary School Bhar Washim, Z.P. Upper Primary School Dhanora, Yavatmalm, Zilla Parishad High School, Indapur, Washi Osmanabad and District Municipality Primary school Matrewadi, Bhoom Osmanabad found that clarification provided by teachers to students is unsatisfactory. This observation is substantiated by information collected from focus group discussion with students.

Providing conceptual clarity to students is an important part of teaching learning process. Unless a student is clear on the concept, his/her learning outcome will show unsatisfactory result. The study observed that 56% of the teachers give satisfactory conceptual clarity to students and 44% of teachers give inadequate conceptual clarity.

The study observed that some teachers provide adequate conceptual clarification to students when they raise doubts during teaching learning process. However, some teachers could not give satisfactory concept clarification. Majority of the students are of the opinion that their teachers provided concept clarification anytime during teaching learning process and they are satisfied.

IV.L: Regular evaluation done during teaching learning process by teacher

Evaluation is an integral part of teaching learning, as it determines whether the aims or objective of teaching certain lesson is achieved or not. Therefore, the classroom observation was conducted to know whether regular evaluation is done during teaching learning process by teacher or no. Table 5.12 shows the outcome of classroom observation.

Table 5.12: Regular evaluation done during teaching learning process by teacher

Sl.No	Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	X
3	Z.P. Upper Primary School Dhanora, Yavatmal	✔
4	Middle School, Belwade, Haveli, Karad Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	✔
6	District Panchayat Primary school, Umarga, Osmanabad	X
7	District Municipality Primary school Matrewadi ,Bhoom Osmanabad	X
8	District Panchayat M Upper Primary school Sakegav Chikhali Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college Navapur Nandurbar	✔
		7 (77.77%) Observed and 2(22.22%) Not observed

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The school wise analysis is discussed below. The classroom observation done in District Council Senior Primary Marathi School Mozhar, Akola, Z.P. Upper Primary School Dhanora, Yavatmal, Middle School Belwade Haveli, Karad Satara, Zilla Parishad High School, Indapur. Tah Washi Osmanabad, District Panchayat M Upper Primary School, Sakegav, Chikhali, Buldhana and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar found that regular evaluation is done during teaching learning process by teachers. Summative and formative assessments are taken and done at different levels of learning.

However. the classroom observation done in Z.P. Primary School Bhar Washim, District Panchayat Primary school, Umarga, Osmanabad and District Municipality

Primary school Matrewadi, Bhoom, Osmanabad found that regular evaluation is not done during teaching learning process by teachers.

This observation is substantiated by information collected from focus group discussion with students and teachers. Most of the teachers responded that evaluation has been done in a continuous and comprehensive manner. Summative and formative assessments are done at different levels of learning.

Regular evaluation of students during teaching learning process is an important activity in teaching learning process. The study observed that 78% of teachers regularly evaluate students learning during teaching learning process. It is observed that teachers continuously engaged students in teaching learning process by giving them task, asking questions, activities etc. and 22% of teachers do not regularly evaluate students learning during teaching learning process. Majority of the teachers evaluated their students in continuous and comprehensive manner.

IV.M: Evaluation strategies used in classroom

The classroom observation was conducted in nine selected schools to know whether evaluation strategies are used in classroom during teaching learning process. The evaluation strategies used in classroom and regular evaluation during teaching learning process are observed and evaluate together. Table 5.13 shows the outcomes of classroom observation.

The school wise analysis is discussed below. The classroom observation done in District Council Senior Primary Marathi School Mozhar, Akola, Z.P. Upper Primary School Dhanora, Yavatmal, Middle School Belwade Haveli, Karad Satara, Zilla Parishad High School, Indapur, Washi Osmanabad, District Panchayat M Upper Primary school Sakegav Chilkhali Buldhana and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar found that formative and summative evaluation strategies are used in teaching learning process. However, the classroom observation done in Z.P. Primary School Bhar Washim, District Municipality Primary school, Matrewadi, Bhoom, Osmanabad and District Municipality Primary school, Matrewadi, Bhoom, Osmanabad found that teachers do not used evaluation strategies in teaching learning process.

Table 5.13: Evaluation strategies used in classroom

Sl.No	Schools	Remarks
1	District Council Senior Primary Marathi school Mozhar, Akola	✔
2	Z.P. Primary School, Bhar, Washim	X
3	Z.P. Upper Primary School Dhanora, Yavatmal	✔
4	Middle School Belwade Haveli, Karad, Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	✔
6	District Panchayat Primary school Umarga Osmanabad	X
7	District Municipality Primary school Matrewadi, Bhoom Osmanabad	X
8	District Panchayat M U Primary school, Sakegav, Chikhali, Buldhana	✔
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
	8(88.8%) Observed and 1911.11%) not observed	

Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

This observation is substantiated by information collected from focus group discussion. Most of the teacher's evaluation their students in continuous and comprehensive manner. Evaluation strategies like unit test, half term and annual exams, project work, notebook checking are adopted to see student's performance. Student's behaviour and habits in classrooms are also observed and included in the cumulative assessment of students.

Regular evaluation and evaluation strategies adopted to evaluate students learning is an important aspect of teaching learning process. Evaluation during teaching learning process help teachers to quickly understand whether his/her students is able to comprehend lessons. The study observed that 89% of teachers use evaluation strategies in classroom teaching learning process and 11% teachers do not used evaluation strategies in classroom teaching learning process. Evaluation strategies like unit test, half term and annual exams, project work, notebook checking are adopted to evaluated student's performance. Student's behaviour and habits in classrooms are also observed and included in the cumulative assessment of students.

IV.N: Project/ Assignment based on collaborative work

The collaborative work will develop higher level thinking, increase self-esteem and responsibility among the students. The classroom observation was conducted to know whether project/ assignment based on collaborative work are given to students during teaching learning process. Table 5.14 shows the outcome of classroom observation

Table 5.14: Project/ Assignment based on collaborative work

Sl. No	Schools	Remarks
1	District Council Senior Primary Marathi school, Mozhar, Akola	✔
2	Z.P. Primary School Bhar, Washim	X
3	Z.P. Upper Primary School, Dhanora, Yavatmal	X
4	Middle School Belwade Haveli, Karad, Satara	✔
5	Zilla Parishad High school, Indapur, Washi Osmanabad	X
6	District Panchayat Primary school, Umarga Osmanabad	X
7	District Municipality Primary school, Matrewadi, Bhoom Osmanabad	X
8	District Panchayat M Upper Primary school, Sakegav, Chikhali, Buldhana	X
9	Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar	✔
	3 (33.33%) observed and 6 (66.6%) Not observed	

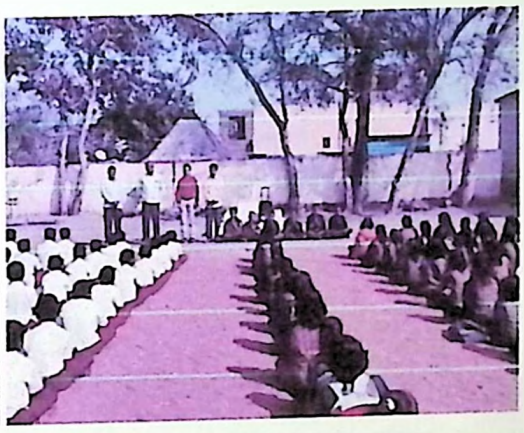
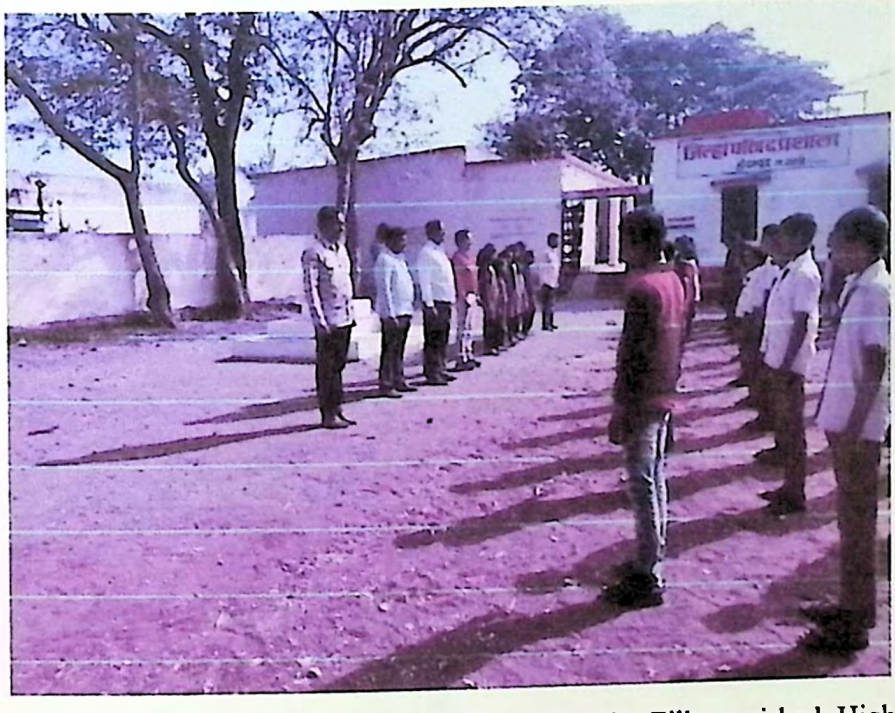
Note: tick mark (✔) indicates observed and cross mark (X) indicates not observed

The school wise analysis is discussed below. The classroom observation done in District Council Senior Primary Marathi School Mozhar, Akola, Middle School Belwade Haveli, Karad, Satara and Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college, Navapur, Nandurbar found that teachers give project and assignment based on collaborative work. However, the classroom observation in Z.P. Primary School Bhar Washim, Z.P. Upper Primary School Dhanora, Yavatmal, Zilla Parishad High school, Indapur, Washi Osmanabad, District Panchayat Primary school, Umarga, Osmanabad, District Municipality Primary school, Matrewadi, Bhoom Osmanabad and District Panchayat M Upper Primary school, Sakegav, Chikhali, Buldhana found that teachers do not give project and assignment based on collaborative work.

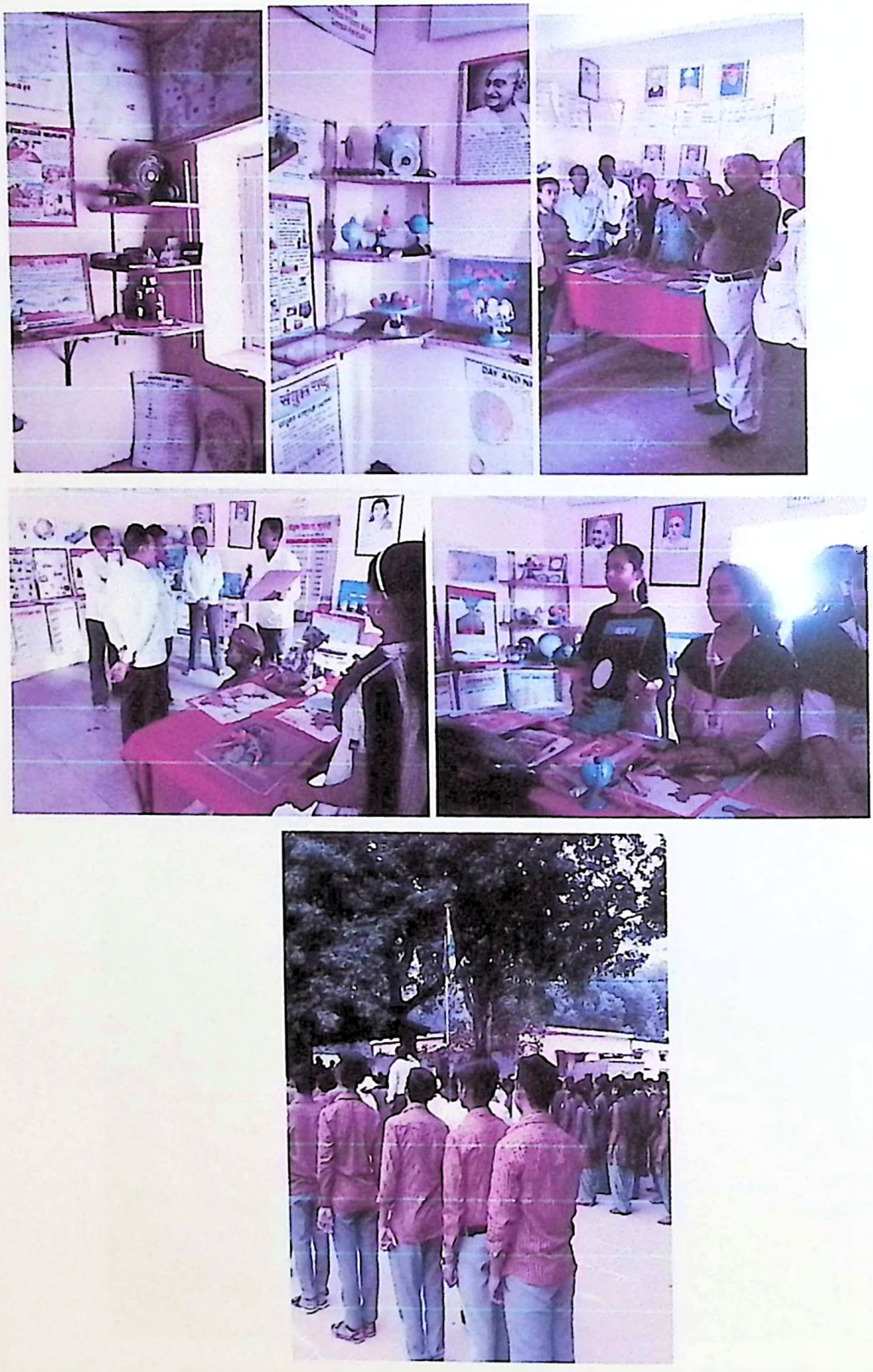
The study observed that 33% of teachers give project or assignment based on collaborative work during teaching learning process and 67% of teachers do not give project or assignment based on collaborative work during teaching learning process. It is found that teachers give activity (individual and group) and presentation during teaching learning process. According to teachers, project and assignment are time consuming activity which is best for homework. So, it is not feasible during teaching learning process. It is difficult to assigned collaborative work to students outside the classroom environment too.

Classroom Observation and Focus Group Discussion with students and teachers District Municipality Primary school Matrewadi, Bhoom Osmanabad

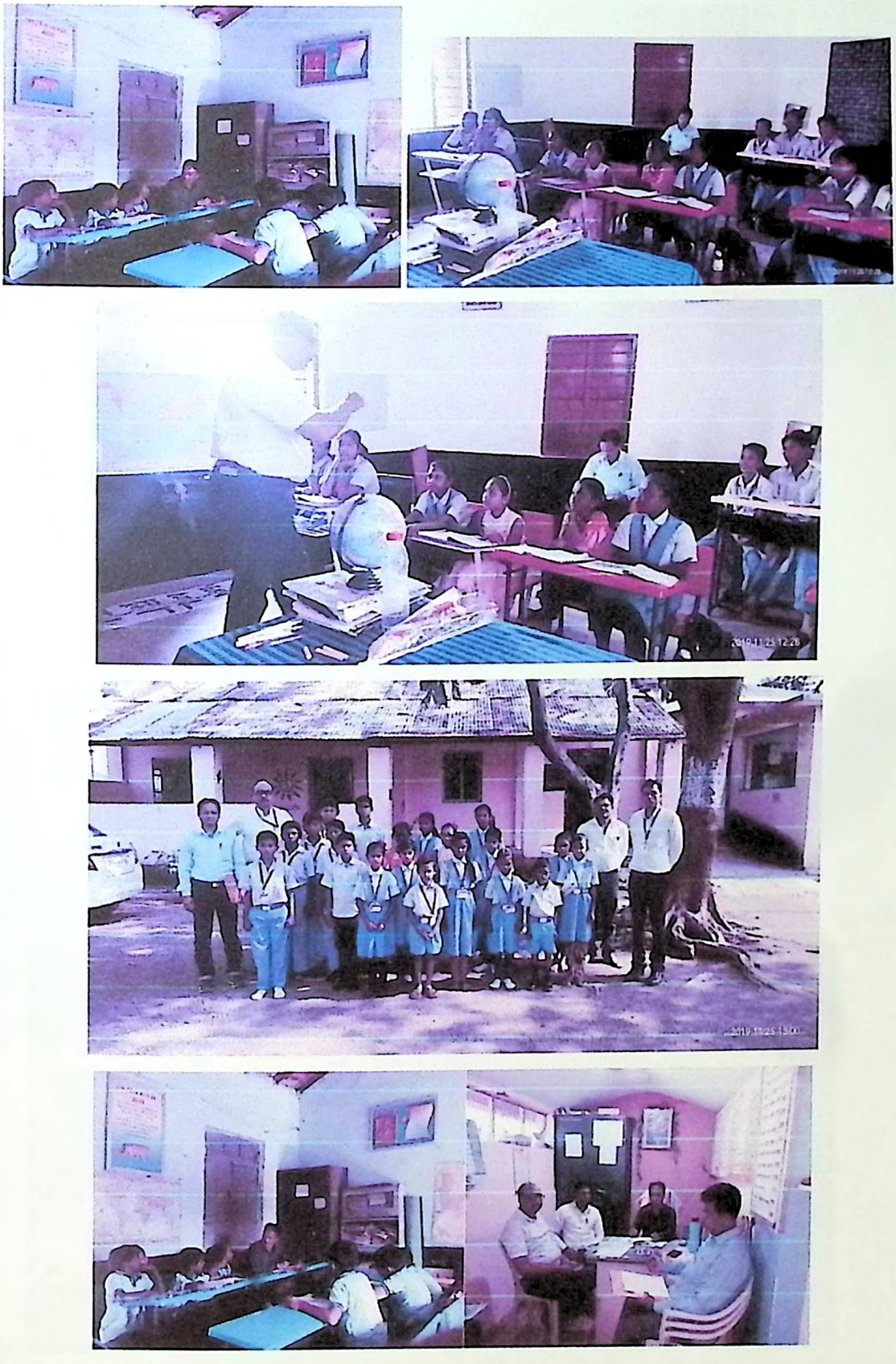


Classroom observation and focus group discussion in Zilla parishad High School, Indapur. Tah Washi Osmanabad

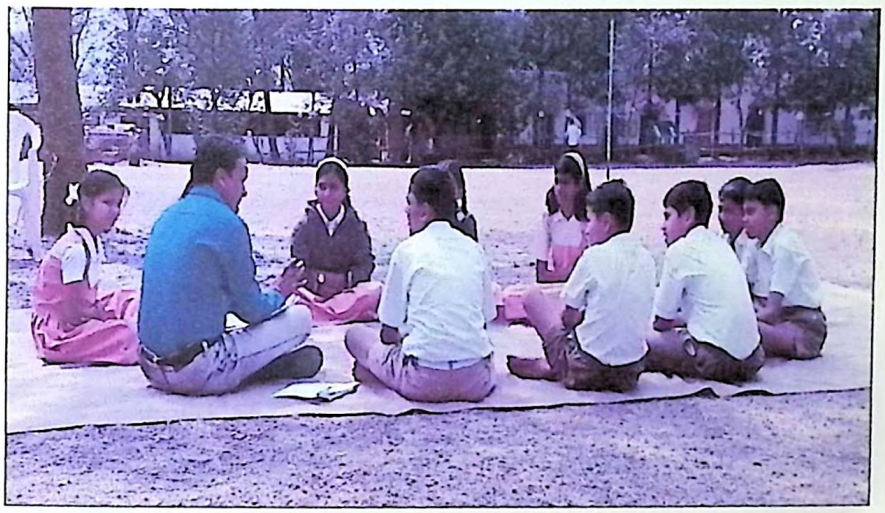


District Panchayat Primary school Umarga Osmanabad



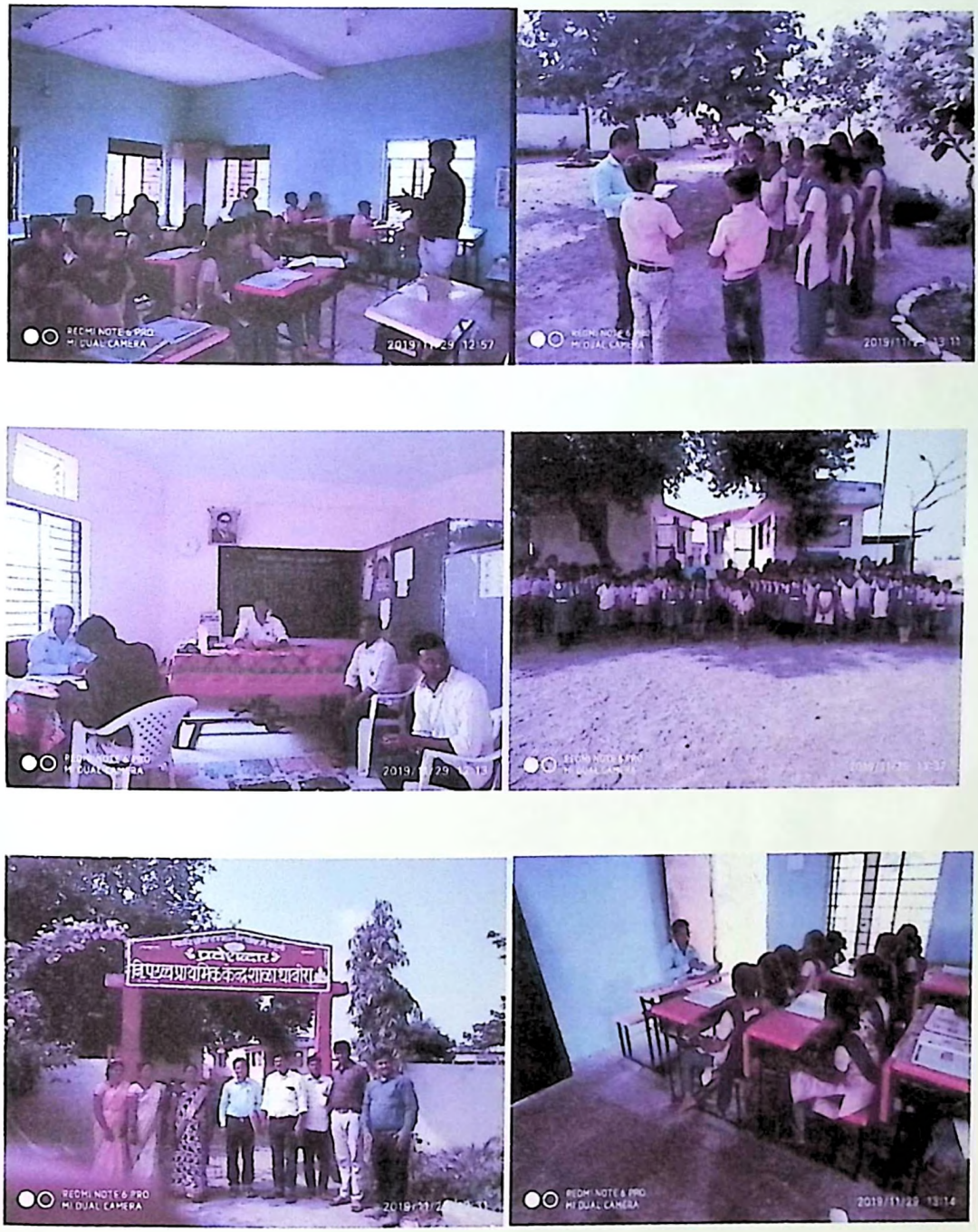
Classroom Observation and focus group discussion at District Council Senior Primary Marathi School Mozh AR, Akola.

Classroom Observation, Focus Group Discussion with teacher and students at District Panchayat M Upper Primary school Sakegav Chikhali Buldhana

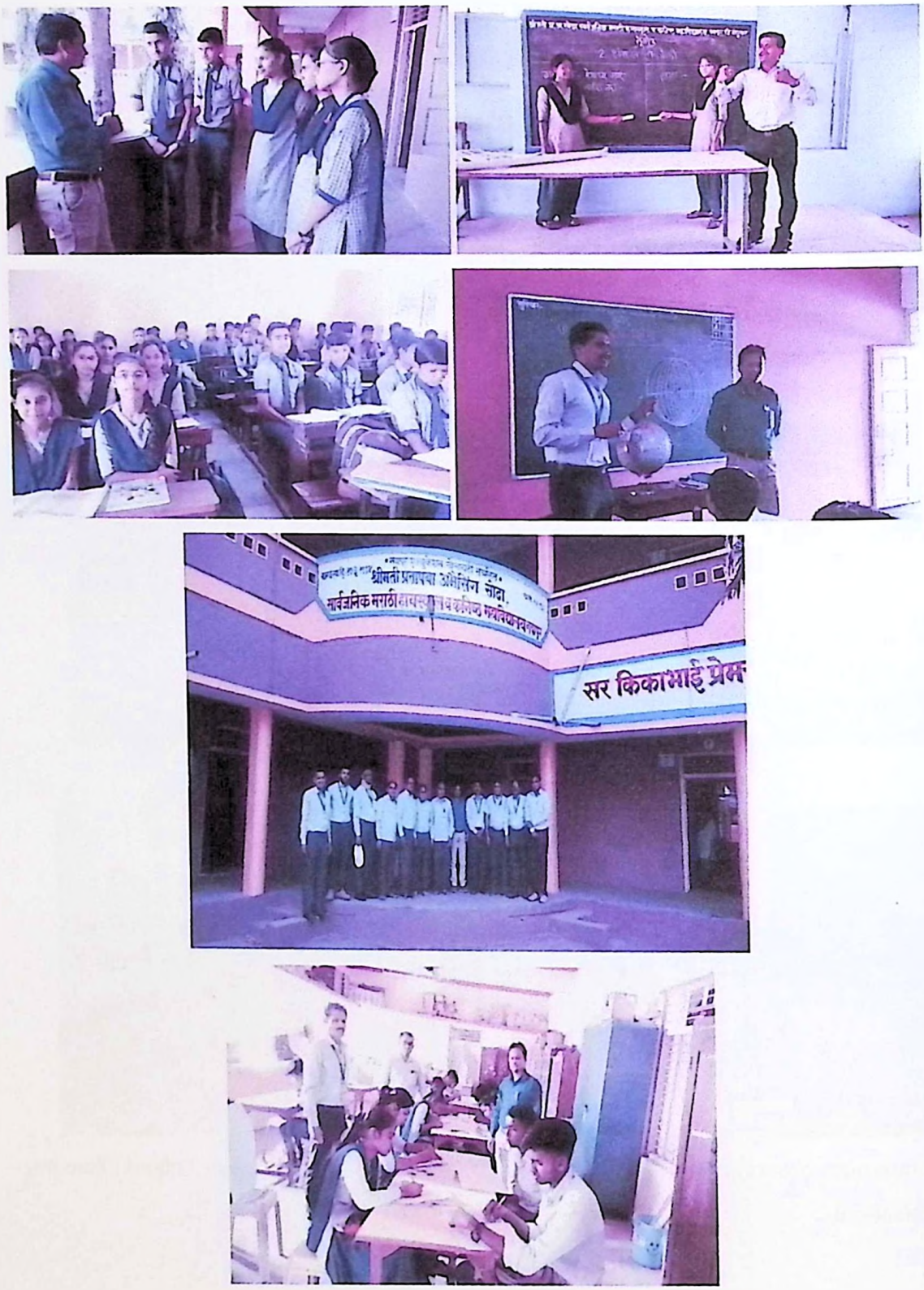


Classroom observation, focus group discussion at Middle School Belwade Haveli, Karad Satara

Classroom observation, focus group discussion in Z.P. Primary School Bhar Washim



Classroom observation, focus group discussion in Z.P. Upper Primary School Dhanora, Yavatmal



Classroom observation, focus group discussion in Smt. P.A. Sodha Sarvajanik Marathi High school & Junior college Navapur Nandurbar

CHAPTER V

IMPLEMENTATION IN SCHOOLS: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING LEARNING PROCESSES

Twenty first century is witnessing fast development in the field of Information and Communication Technology (ICT). ICT has attracted the attention of academia and has make its present felt in education system. In school education too, ICT has become an integral part of classroom teaching learning. As a teacher it is very important to identify and understand the usefulness of various ICT tools and components. ICT facilitate teachers and students to immediately access up-to-date information which our textbook cannot do. Therefore, if used appropriately, can significantly benefits teaching learning process.

Keeping the increasing significance of ICT for teaching learning process in mind, one of the major themes of training conducted for teacher teaching social science in Maharashtra was ICT and its integration. Different components of ICT that could be useful for learning social science were discussed and the integration of it in teaching learning of social science was deliberated upon and hand on experience were also carried out during the training programme. In order to examine the implementation of this aspect by teachers who have attended the training programmes in RIE Bhopal, three sets of tools were used for collecting data – Teacher Interview Schedule, Classroom Observation and Focus Group Discussion with students. These tools were used to find out whether ICT integration takes place in classrooms or not and what components of ICT are used in teaching learning process.

V.A: Teachers integrating ICT in Classroom

Information and Communication Technology (ICT) in education has made difficult concept easier to understand and comprehend. Table 5.1. shows the scenario of ICT use by teachers.

Table 5.1. ICT integration in classrooms

No. and percentage of teachers integrating ICT in classroom	No. and percentage of teachers not integrating ICT in classroom	Total no. of teachers
8 (88.8 %)	1 (11.1 %)	9 (100 %)

Teacher's interview and FGD reveals that 89 percent of the teachers teaching Social Science use ICT and its different components in their classrooms. There are few teachers who could not make use of ICT components in teaching social science due to the unavailability of it in their School.

V.B: Components of ICT use in Classrooms

Information and Communications Technology (ICT) has become an important part of teaching learning process. Proper implementation of ICT can impact students learning outcome when a teacher is digitally literate and understand how to integrated it in teaching learning process. In this section, different components are identified based on the training programme conducted in social science and its presence in social science classroom and integration in its learning is examined. The identified ICT components are pictures/images, videos/ clip or abstract of lengthy films, newspaper, activity with chart, tape recorder, live television programme, recorded television programme, mobile applications (WhatsApp, Twitter etc.), websites, radio programmes (Live and Recorded), Google Earth, Google map, solar system 3D, star chart, sun locator lite, Google Classroom, MS Excel Sheet. Any project/assignment that involves the use of ICT components are also studied in this section. Data collected in this regard are analysed from two perspectives - item wise and school wise. Table V.2 shows the overall picture of ICT and its integration in Schools.

Table 5.2. ICT tools and components integrated in teaching learning process

School / ICT	S1	S2	S3	S4	S5	S6	S7	S8	S9	Total ✓	%	Total ×	%
Pictures/Images	×	×	✓	×	✓	✓	×	×	×	3	33.3	6	66.6
Videos/ clip	✓	×	✓	×	✓	✓	×	✓	✓	6	66.6	3	33.3
Newspaper	×	×	×	×	×	×	×	×	×	0	0	9	100
Activity with chart	×	×	×	×	×	×	×	×	×	0	0	9	100
Tape Recorder	×	×	×	×	×	×	×	×	×	0	0	9	100
Live television Programme	×	✓	×	✓	✓	✓	×	✓	✓	6	66.6	3	33.3
Recorded Television Programme	✓	×	×	✓	✓	✓	×	✓	✓	6	66.6	3	33.3

Mobile applications	✓	×	✓	✓	×	×	×	×	✓	4	44.4	6	55.5
Websites	×	✓	✓	✓	×	✓	×	✓	✓	6	66.6	3	33.3
Radio Programmes	×	×	×	×	×	×	×	×	×	0	0	9	100
Google Earth	×	×	×	×	×	×	×	×	×	0	0	9	100
Google Map	×	×	×	×	×	×	×	×	×	0	0	9	100
Solar System 3D	×	×	✓	×	×	×	×	×	×	1	11.1	8	88.8
Star Chart	×	×	×	×	×	×	×	×	×	0	0	9	100
sun locator lite	×	×	×	×	×	×	×	×	×	0	0	9	100
Google Classroom	×	×	×	×	×	×	×	×	×	0	0	9	100
MS Excel Sheet	×	×	×	×	×	×	×	×	×	0	0	9	100
No. and percentage of total ICT component used	3 17.6	2 11.7	5 29.4	4 23.5	4 23.5	5 29.4	0 100	4 23.5	5 29.4				
No. and percentage of total ICT component not used	14 82.3	15 88.2	12 70.5	13 76.4	13 76.4	12 70.5	17 100	13 76.4	12 70.5				
Total no. of ICT components	17	17	17	17	17	17	17	17	17				

Reference:

- X (Crossed) indicates **NOT USED** and ✓ (Tick mark) indicates **USED**
- S1 = School 1: District Council Senior primary Marathi School Mozhar AR, Akola
- S2 = School 2: Z.P. Primary School, Bhar, Washim
- S3 = School 3: Z P Upper Primary School, Dhanora,Yavatmal
- S4 =School 4: Middle School, Belwade, Haveli, Karad, Satara
- S5 = School 5: Zilla Parishad High School, Indapur, Washi, Osmanabad
- S6 = School 6: District Panchayat Primary School, Umarga, Osmanabad
- S7 =School 7: District Municipality Primary School, Matrewadi, Bhoom, Osmanabad

- S8 = School 8: District Panchayat M Upper primary school, Sakegav, Chikhali, Buldhana
- S9 =School 9: Smt. P. A. Sodha Sarvajanik Marathi High School & Junior College, Navapur, Nandurbar

V.C: Item wise analysis

Seventeen items of ICT components identified are examine in detail here. To what extent these items are used and integrated in classroom process are shown in this section.

1. Pictures/Images: Table 5.2 shows that in the teaching learning process of Social Sciences, only 33. 3 percent of teachers used this item of ICT components in their classroom. Majority (66.6 %) of the teachers did not make use of this item.

2. Videos/ clip or abstract of lengthy films: Majority (67%) of the teachers used video clips or abstract of lengthy films in their classrooms when they teach Social Science. A few of them did not make use of this item.

3. Newspaper: None of the teachers reported of using this important print media. This resource can be very useful in teaching students on many themes included in Social Science from contemporary perspectives.

4. Activity with chart: None of the teachers were found to use chart or conduct chart - based activity in their classroom transaction.

5. Tape Recorder: Teachers were found not to use this resource in their classroom.

6. Live television programme: In majority of the schools (67 %), teachers make use of live television programme for their classes. Few schools do not make use of this programme though.

7. Recorded Television Programme: Though few teachers did not refer and use the recorded television programme in their classroom, majority (67%) of them used it in teaching social sciences.

8. Mobile applications (WhatsApp, Twitter etc.): Mobile apps can enhance and assist the quality and extent of information dissemination among learners. In spite of this, majority of the teachers (56 %) did not use mobile application in their classroom process. A few of them (44 %) make use of mobile applications in teaching social sciences.

9. Websites: Majority of the teachers (67%) used different materials – print, audio and videos in their classes. Few of them did not make use of this resource.

10. Radio programmes (Live and Recorded): This resource is not used by any teacher in their class.

11. Google Earth: This is a good resource for teaching geography which unfortunately is not used by any teacher.

12. Google Map: This item of resources is also not put to use by any schools under study.

13. Solar System 3D: The use of this model is minimum among teachers teaching social science. Only 11.1 percent of the teacher used it and the rest (89 %) did not use this model in teaching geography components in Social Sciences.

14. Star Chart: This ICT components is not used by any teacher in their classroom.

15. Sun locator lite: None of the teacher used this in teaching social sciences.

16. Google Classroom: This application is also not used by any teachers in their classroom.

17. MS Excel Sheet: This particular item is very useful in organizing data. However, none of the teachers use this.

Majority of the ICT components identified (59 %), namely newspaper, chart, tape recorder, radio programme, Google Earth, Google map, star chart, Sun Locator Lite, Google Classroom and Microsoft Excel are not use and integrated by social science

teachers in classroom process. Item-wise analysis of the 17 ICT components identified shows that only 7 (41 %) items i.e. websites, video clips, live television programmes, recorded television programmes, mobile applications, image/pictures and solar system 3D are found to be used and integrated in the classroom process. Of these seven components of ICT, websites, video clips, live and recorded television programmes were used the most by the teachers in teaching social sciences. It was found that 67 percent of teachers used these components of ICT. This is followed by mobile applications which is used by 44 .4 of schools under study. Image/pictures are also used in learning social sciences in 33 percent of the schools under study. Solar system 3D was found to be used by only one teacher teaching social sciences.

V.D: School-wise analysis of ICT integration in classroom process

This section discusses the use and integration of various ICT components in school-wise. Table V.2 shows the detail school-wise performance in terms of ICT use and integration. The school-wise analysis is presented as below:

1. District Council Senior Primary Marathi School Mozhar, Akola

In this School, majority of the ICT components (82.3%) are not use. Only 18 percent of the ICT tools and components listed for examination are found to be used in teaching social sciences. These tools are recorded television programmes, mobile phone and video clips. Students also substantiate this finding stating that teachers used ICT components and tools like television, and mobile phone in teaching learning process (FGD). Mobile phone application is used occasionally to show video clippings and short videos related to lesson. Mobile phone application such as Google Earth, Google Map, Solar System 3D, Star Chart, sun locator lite and Google Classroom and other ICT components and tools viz., MS Excel sheet, radio programmes, websites, newspaper, tape recorder are not used in teaching learning process.

2. Z.P. Primary School, Bhar, Washim

It is observed that majority of the ICT components and tools are not used in social science classrooms. Only 11.7 percent of ICT components identified to be examined are found to be integrated in the teaching learning of social sciences. Live television programmes and websites are used by the teacher of this school. The remaining ICT components such as

pictures/images, videos/ clip or abstract of lengthy films, newspaper, activity with chart, tape recorder, recorded television programme, mobile applications (WhatsApp, Twitter etc.), radio programmes (Live and Recorded), Google Earth, Google Map, Solar System 3D, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet are not used in teaching and learning social sciences. ICT based project are also not assigned to students in this school.

3. Zilla Parishad Upper Primary School, Ralegaon, Yavatmal

It is learned from the classroom observation that teacher integrate ICT components and tools. About 29 percent of ICT components listed out for the study such as pictures/images, videos/ clip or abstract of lengthy films, mobile applications, websites and solar system 3D were found to be used in teaching learning process of social sciences. Mobile phone is occasionally used to show video clippings and short videos related to lesson. However, majority of ICT components (Live television programmes, newspaper, activity with chart, tape recorder, recorded television programme, radio programmes (Live and Recorded), Google Earth, Google Map, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet) are not used in classroom teaching.

4. Middle School, Belwade Haveli, Karad, Satara

The classroom observation here revealed that teacher did not used majority (76.4 %) of ICT component and tools like newspaper, activity with chart, tape recorder, radio programmes, Google Earth, Google Map, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet. FGD also substantiate this finding. These ICT's are used occasionally to show video clippings and short videos related to lesson. Only 23.5 percent of ICT and its components like television programmes (live and recorded), mobile applications and websites) are used in this school. ICT base project and assignment are not given to students. They get individual non-ICT assignment once in a while.

5. Zilla Parishad High School, Indapur, Washi, Osmanabad

It is observed in this school that 23.5 percent of ICT and its components listed for this study are used in classroom teaching. These are picture/images, video clips, recorded and live television programmes. Teacher in this school do not use majority (76.4 %) of ICT

and its components. These are newspaper, activity with chart, tape recorder, radio programmes, Google Earth, Google Map, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet. ICT based project and homework are also not assign to students in this School.

6. District Panchayat Primary School, Umarga, Osmanabad

In this school, only 29 percent of the ICT and its components identified for this study such as picture/images, video clips, recorded and live television programmes are used in social science teaching and learning. Focus Group Discussion with students also revealed that teachers from this school used ICT tools in teaching learning process occasionally. However, no ICT base project and assignment are given them. Majority of ICT (70,5 %) components like newspaper, activity with chart, tape recorder, mobile applications (WhatsApp, Twitter etc.), radio programmes (Live and Recorded), Google Earth, Google Map, Solar System 3D, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet are not put to use in this school.

7. District Municipality Primary School, Matrewadi, Bhoom, Osmanabad

In this school, it is observed that ICT tools and components are not used in social science classrooms. No ICT base project and assignments or homework's are also assigned to students.

8. District Panchayat M. U Primary School, Sakegaon, Chikhali, Buldhana

It is observed that majority of ICT components like picture/images, newspaper, activity with chart, tape recorder, mobile applications (WhatsApp, Twitter etc.), radio programmes (Live and Recorded), Google Earth, Google Map, Solar System 3D, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet are not use in this school. Few ICT tools and components like video clip, live television programme, recorded television programme and website are integrated and use in teaching social science. However, no ICT base project and assignments or homework's are assigned to students.

9. Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College, Navapur, Nandurbar

In this school, it is observed that 29 percent of ICT components are in used for learning social sciences. These are video clips, live television programme, recorded television programme, Mobile applications and websites. However, components of ICT such as pictureiImages, newspaper, activity with chart, tape recorder, radio programmes (Live and Recorded), Google Earth, Google Map, Solar System 3D, Star Chart, sun locator lite, Google Classroom and MS Excel Sheet are not integrated in to the learning of social science in this school. Focus Group Discussion with students also revealed that their social science teachers used ICT tools in teaching learning process occasionally. No ICT base project and assignments or homework's are assigned to them.

School-wise analysis on integration of ICT components in teaching learning social science show that 33.3 percent of schools under study managed to integrate 29 percent of components of ICT (5 out of 17 items) identified based on the training conducted in RIE Bhopal. These schools are Zilla Parishad Upper Primary School, Ralegaon, Yavatmal, District Panchayat Primary School, Umarga, Osmanabad and Smt. P.A. Sodha Sarvajanik Marathi High School & Junior College, Navapur, Nandurbar. Again, 23.5 percent of ICT components could be integrated by 33.3 percent of schools under study. These schools are Middle School, Belwade Haveli, Karad, Satara, Zilla Parishad High School, Indapur, Washi, Osmanabad and District Panchayat M. U Primary School, Sakegaon, Chikhali, Buldhana. The overall classroom observation on integration of ICT in teaching learning process are found unsatisfactory.

V. E: Overall Finding

The study found that though majority of the school witnessed integration of ICT and its components in their social science classroom, the level of integration is very low. Item-wise analysis shows that integration of ICT components in teaching learning process is very low in school. Only 7 (41 %) items i.e. websites, video clips, live television programmes, recorded television programmes, mobile applications, image/pictures and solar system 3D are found to be used and integrated in the classroom process while majority of them (59 %) are not use at all. Of the seven components of ICT integrated in classroom process, websites, video clips, live and recorded television programmes were used the most by the teachers for teaching social sciences. It was found that 67 percent of teachers used these components of ICT. This is followed by mobile applications which is

used by 44 .4 of schools under study. Image/pictures are also used in learning social sciences in 33 percent of the schools under study. Solar system 3D was found to be used by only one teacher teaching social sciences.

School-wise analysis on integration of ICT components in teaching learning social science show that all the schools under study performed badly in terms of integrating ICT components in their classroom process. Only 33.3 percent of schools under study managed to integrate 29 percent of components of ICT (5 out of 17 items) identified based on the training conducted in RIE Bhopal. Again, 23.5 percent of ICT components could be integrated by 33.3 percent of schools under study. One school did not make use of any components of ICT identified for social science classroom process.

There are few teachers who could not make use of ICT components in teaching social science due to the unavailability of it in their school. Even in Schools where some ICT components are available, teachers stated that it is inadequate in terms of quantity and quality. In many schools, only one system/computer is present so effective integration is not possible.

CHAPTER VI

FINDINGS AND SUGGESTIONS

This unit discusses the findings on the availability of infrastructure, implementation of the training programmes by District Institute of Teacher Education (DIET) faculty in their respective districts and other levels, implementation of constructivist pedagogy and ICT in social science classrooms by teachers who had attended the training programme. This study also attempts to identify problems and issues face by the teachers in implementing what they have learnt in the social science training programme under study and formulate suggestion based on that.

VI.A: Infrastructure availability

School buildings, classrooms, playgrounds and libraries are the important components of school infrastructure. The observation of basic school infrastructure under study area shows a mix result. The study shows that 50 percent of the infrastructure under observation is available in schools. And the rest varied from school to school. The study found that 89 % of the schools have provisions for MDS and computer. Social awareness programme is also conducted in most of the schools under study. On the other hand, majority of the school do not have IWB in their classrooms. Social science laboratory is also not seen in majority of the schools (67 %). This is the least available infrastructure in schools despite its importance.

School wise analysis of availability of Infrastructure shows that District Panchayat Primary School, Umarga, Osmanabad and District Municipality Primary School, Osmanabad performed the best in the sense that about 94 percent of the basic infrastructure require in schools are available. It is followed by P.A Sodha Savajanik Marathi High School and Junior College, Nandurbar where about 89 percent of the infrastructure listed for study is present in their school. Three schools i.e. Middle School, Belwade Haveli, Satara, Zilla Parishad High School, Indapur, Washi, Osmanabad, Osmanabad and District Senior Primary Marathi School, Akola has about 83 percent of basic infrastructure required to be available in Schools. Buldhana has the least number of basic infrastructures required for schools.

VI.B: Implementation by DIET faculty

The study observed that all the DIET faculty who had attended training programme in social science in RIE Bhopal had conducted training programme in their respective DIET. It is also learned that they were involved in training programmes conducted in other DIETs. However, most of the training programmes conducted in DIETs are of short duration. DIET faculties prepared their training module for training base on the constructivist pedagogy and integration of ICT. It is learned from the study's that DIETs faculties were highly motivated in RIE training. Two of the DIET faculty who had attended training programme in RIE Bhopal were awarded ICT aware by State Government of Maharashtra for integrating ICT in teaching learning process. DIET as a district level resource Centre and being responsible for Primary teacher training were found to implement what they learnt in the social science training programme.

VI.C: ICT integration in classroom process

The study found that though majority of the school witnessed integration of ICT and its components in their social science classroom, the level of integration is very low. Item-wise analysis shows that integration of ICT components in teaching learning process is very low in school. Only 7 (41 %) items i.e. websites, video clips, live television programmes, recorded television programmes, mobile applications, image/pictures and solar system 3D are found to be used and integrated in the classroom process while majority of them (59 %) are not use at all. Of the seven components of ICT integrated in classroom process, websites, video clips, live and recorded television programmes were used the most by the teachers for teaching social sciences. It was found that 67 percent of teachers used these components of ICT. This is followed by mobile applications which is used by 44 .4 of schools under study. Image/pictures are also used in learning social sciences in 33 percent of the schools under study. Solar system 3D was found to be used by only one teacher teaching social sciences.

School-wise analysis on integration of ICT components in teaching learning social science show that all the schools under study performed badly in terms of integrating ICT components in their classroom process. Only 33.3 percent of schools under study managed to integrate 29 percent of components of ICT (5 out of 17 items) identified based on the training conducted in RIE Bhopal. Again, 23.5 percent of ICT components could

be integrated by 33.3 percent of schools under study. One school did not make use of nay components of ICT identified for social science classroom process.

There are few teachers who could not make use of ICT components in teaching social science due to the unavailability of it in their school. Even in schools where some ICT components are available, teachers stated that it is inadequate in terms of quantity and quality. In many schools, only one system/computer is present so effective integration is not possible.

VI.D: Implementation of Constructivist pedagogy in learning social sciences

The study found that teachers create situation to link student's prior knowledge and experiences in teaching learning process. Teacher create situation to link student's prior knowledge related to pervious lesson, chapter and their experiences and skills on the topic been taught. According to students, teachers ask questions related to pervious lesson and their knowledge and experiences on the lesson been taught. According to teachers, they usually initiated discussion and questioning to create a situation to link students' prior knowledge and experiences with teaching learning. Question relating with the prevailing social and political issues and issues of general importance are usually asked to students to make linkage of the prior knowledge of the students. The overall observation is found satisfactory.

Arousing the curiosity of students in teaching learning process make classroom lively and interactive. The classroom observation found that 89% of teachers adequately create situation in classroom to arouse curiosity among the student's and 11% did not create situation in classroom teaching learning process. This observation is substantiated by information collected from focus group discussion with students and teachers. According to teachers they incorporate different technique and method of learning such as group activity, discussion, jigsaw puzzle, practical (when applicable) to arouse curiosity of students.

The study observed that 89% of the teachers used adequate learning materials and teaching aids locally available and found in immediate surroundings in teaching learning process. It is also observed that 11% of the teacher do not used learning resources and teaching aids locally available in teaching learning process. It is observed that most of the

schools have reading materials, 2D wall maps (India and world), globe, activity charts, locally made models, and pictures of historical great people.

Linking student's daily life style with the lesson taught in the school or classroom helps students to easily comprehend the concepts and content of the lesson. The study found that 44% of the teachers adequately link student's daily lifestyle in teaching learning process and 56 % of the teachers do not link student's daily lifestyle in teaching learning process. It is observed that teachers create situation by asking questions, give them examples to let students reflect on their daily life style. Discussion with students also revealed that teachers give examples and questions to link their daily life style with classroom teaching learning process.

Active participation of students in teaching learning process help them to learn better, improve their critical and higher-level thinking skills. Participation can also help students learn from each other, increasing comprehension ability and improve relationships between students. As per the study, student's participation is teaching learning process in all the school is found satisfactory. Students participate in teaching learning process by raising questions, sharing their knowledge on the tropic been discussed. This observation is substantiated by information collected from focus group discussion with teachers. Majority of the teachers share that students participated actively in the classroom process. It is also found that students participation depends on topic of lesson, if topic is interesting students' participation is more. Debates and group discussion draw better participation of students. Role plays are also conducted to teach historical events and processes of political institutions. Teachers also share that they apply friendly approach and make themselves accessible to students. The concerns that has been observed in the study is the level of motivation given to passive students, moderation of activities by teachers and response to students' quarries by teachers need improvement.

The study observed that 89% of the teachers provide equal opportunities to students to ask questions and share their view and idea and participate in activities. However, 11% do not provide equal opportunities to student during teaching learning process.

Innovative techniques in teaching learning process make students to learn in different ways and motivate them to participated classroom process. The study observed that 56% of the teachers significantly used innovative technique and ideas in teaching

learning process and 44 % of the teachers do not integrated innovative technique and ideas in teaching learning. Innovative ideas and techniques like teaching through smart boards, collaborative learning, teaching through technology (ICT) etc were observed in classroom teaching learning process.

Cooperative learning is an important teaching learning strategy where teachers engaged students in different groups and monitor their activity. It is observed that 67% of the teachers integrate cooperative learning techniques in teaching learning process and 33% of the teachers do not integrate cooperative learning techniques in teaching learning process. Cooperative learning techniques like group activity, jigsaw, peer review work, assignment to solve problems and decision making are found during classroom observation.

Critical thinking by students is an important aspect of learning. If students thinking critically, critical question will arise from them. The study observed that 56 % of the classroom teaching learning process engaged in asking critical questions from both teachers and students and 44% of the classroom observed did not ask critical questions from both teachers and students. Students rising questions during teaching learning process is an indication that student has the curiosity to learn more or students has a doubt. As per the study, 78% of the teachers entertained questions raised by students anytime during teaching learning process and 22% of teachers do not entertain questions raised by students during teaching learning process. Majority of the teachers entertained questions raised by students during teaching learning process. Discussion with students also revealed that teachers entertained their question during teaching learning process.

The study observed that 56% of the teachers give satisfactory conceptual clarity to students and 44% of teachers give inadequate conceptual clarity. The study also observed that some teachers provide adequate conceptual clarification to students when they raise doubts during teaching learning process. However, some teachers could not give a satisfactory explanation on concept. Majority of the students are of the opinion that their teachers provided concept clarification anytime during teaching learning process and they are satisfied.

Regular evaluation of students during teaching learning process is an important activity in teaching learning process. The study observed that 78% of teachers regularly evaluate students learning during teaching learning process. It is observed that teachers

continuously engaged students in teaching learning process by giving them task, asking questions, activities etc. However, 22% of teachers do not regularly evaluate students learning during teaching learning process. Majority of the teachers evaluated their students in continuous and comprehensive manner.

Evaluation during teaching learning process help teachers to quickly understand whether his/her students is able to comprehend teaching. The study observed that 89% of teachers use evaluation strategies in classroom teaching learning process and 11% teachers do not used evaluation strategies in classroom teaching learning process. Evaluation strategies like unit test, half term and annual exams, project work, notebook checking are adopted to evaluated student's performance. Student's behavior and habits in classrooms are also observed and included in the cumulative assessment of students.

The study observed that 33% of teachers give project and assignment based on collaborative work during teaching learning process and 67% of teachers do not give project or assignment based on collaborative work during teaching learning process. It is found that teachers give activity (individual and group) and presentation during teaching learning process. Majority of the teachers stated that, project and assignment are time consuming activity which is best for homework. So, it is not feasible during teaching learning process. It is difficult to assigned collaborative work to students outside the classroom environment too.

The overall analysis of classroom observation suggest that constructivist pedagogy used in classroom by teachers is found unsatisfactory because majority of the teachers do not follow constructivist approach in teaching learning process. According to Audrey Gray, the characteristics of a constructivist classroom are; the learners are actively involved, the environment is democratic, the activities are interactive and student-centered and the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous. Constructivism is not defined by a set of activities and strategies. Constructivism is a philosophy that beliefs: that students constructed their own meaning and knowledge and that students are responsible and responsive in their own learning. The core concept and idea of constructivism is found missing in classroom teaching learning process.

VI.E: Suggestion

21st century classroom teaching is fast shifting from teacher centric to students centric. Teacher centered learning methods have been practiced for many decades where students play the passive or secondary role and teachers plan out lesson and set a defined path to what should learn and produce. Today's teaching learning demands student centric where students actively take part in teaching learning process and teachers play the role of guide, moderator and facilitator to see how students construct meanings and knowledge. the following suggestion has derived from the study;

- School based teachers' professional development will go a long way in assisting teachers in long term consistency of change and reforms for the betterment of society through social science education
- All schools under study needs state of the art infrastructure
- More emphasis and efforts to be there for setting up and enriching of social science laboratory
- Training programme by DIETs to be of longer durations
- Follow up or refresher programme (based on the theme of the training programme
- ICT facilities needs improvement in all schools
- More integration of ICT in classroom process
- Teacher-students ratio rationalization
- Teachers should create conducive classroom environment
- Teachers should trust student's capability to take responsibility in learning
- Teachers should not rush to complete syllabus rather check the learning out comes of the students
- Teacher must know that doing activity's and reproducing what is there in textbook is not a student's centric learning
- Identify passive students and motivate them to join peer group learning
- Teachers training on content, pedagogy and ICT on regular basis
- Workable ICT integration process in minimal availability of ICT infrastructure (training related)

CONCLUSION

The study to assess the status of implementation of social science pedagogical training programme in classroom processes of Maharashtra with an objective to know how far the training imparted in RIE Bhopal has percolated to classroom teaching learning process and block level. The study observed both negative and positive outcome of the training programme. School infrastructure is an important aspect in school education. School buildings, classrooms, playgrounds, libraries, laboratory's and smart classroom plays an important role in students learning outcome. It is observed that most of the schools doesn't have basic infrastructure like smart classroom, laboratory, libraries etc.

DIET faculty who had attended training programme are doing satisfactory job. Many training programmes were conducted by them after getting training from RIE Bhopal. On the basis of the training they have also developed e-content on social sciences and some teachers got aware for implementing and developing e-content by State government.

The study found that majority of the school integrated ICT in teaching learning process, but the frequency and usage of implementation is found unsatisfactory. Smooth integration of ICT components and tools also required infrastructure, in many schools become a problem. Training programme ICT may be conducted in future for teachers.

The overall analysis of classroom observation suggest that constructivist pedagogy used in classroom by teachers is found unsatisfactory. According to Audrey Gray, the characteristics of a constructivist classroom are; the learners are actively involved, the environment is democratic, the activities are interactive and student-centered and the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous. Teachers must know that constructivism is not only about activities and strategies. They must understand that constructivism is a philosophy that beliefs in the ability of students that can constructed their own meaning and knowledge, that they can take responsible and responsive in their own learning.

Annexure

डाटा संग्रह हेतु उपकरण

TOOLS FOR COLLECTION OF DATA

भाग–1: DIETसंकाय के टेलीफोनिक साक्षात्कार/ईमेल हेतु प्रश्न

Part I: Questions for Telephonic Interview/Email of DIET Faculty (Pune diet faculty)

क्या आपने सामाजिक विज्ञान में कोई प्रशिक्षणकार्यक्रम आयोजित किया है या क्या आपने कभी सामाजिक विज्ञान के किसी राज्य, जिला या अन्य स्तर पर आयोजित प्रशिक्षण कार्यक्रम में भाग लिया है? हाँ/नहीं

Have you conducted any training programme in Social Science or have you been a part of any training programme in Social Science conducted at the state, district or other level? Yes/No

यदि प्रशिक्षण लिया है, तो कृपया निम्न जानकारी दीजिये।

If Training conducted, please give the following information

क्र S.No.	प्रशिक्षण की संख्या No. of training conducted	अवधि Duration	स्थान Venue	प्रतिभागी (चाहे वे विकासखण्ड स्तरीय संसाधन व्यक्ति हो, शिक्षक हो या कोई अन्य) Participants (Whether they are Block level Resource Persons, Teachers or others)	प्रतिभागियों की संख्या No. of participants
1.	प्रशिक्षण–1 Training				
2.	प्रशिक्षण–2 Training				
3.	प्रशिक्षण–3 Training				

(कृपया इसके प्रतिभागियों की विस्तृत जानकारी दे)

(Kindly provide detail information about the participants)

प्रशिक्षण माड्युल तैयार किया गया है या नहीं? हाँ/नहीं .....
Was training Module prepared or not? Yes/No_____
यदि हाँ, तो तैयार किये गये प्रशिक्षण पैकेज का विषय क्या था? .....
If yes, what was the theme of training package prepared?_____

- क्या यह रचनावादी शैक्षणिक दृष्टिकोण के अनुसार विकसित हुआ जैसा कि RIE भोपाल में प्रशिक्षण कार्यक्रम में किया गया था। हाँ/नहीं .....

- Was it develop according to constructivist pedagogical approach as done in the training programme in RIE Bhopal? Yes/No_
- क्या आपने ICT को प्रशिक्षण कार्यक्रम में शामिल किया था? हाँ/नहीं .....

- Did you include ICT component in the Training Programme? Yes/No

यदि नही तो क्या आपने भोपाल द्वारा उपलब्ध करायें प्रशिक्षण मॉडयुल का प्रयोग किया था। हाँ/नहीं .....
If No, did you use training module provided by RIE, Bhopal? Yes/No

क्या आपके द्वारा कोई आगामी प्रशिक्षण कार्यक्रम का आयोजन होगा? हाँ/नहीं .....
Any upcoming training programme you will be conducting?
यदि हाँ
Yes/No
(उस समय के दौरान क्षेत्रीय कार्य की योजना और शैक्षणिक प्रक्रिया को जानने हेतु कक्षाकक्ष

If Yes

और साक्षात्कार कार्यक्रम के प्रबंधन का पता कक्षा प्रशिक्षण प्रक्रियाओं के निरिक्षण से पता लगाना)
(To plan a field work during that time and to observe classroom/training process in order to find out the pedagogical process followed in the classroom and administer Interview Schedule)

भाग–2: कक्षा अवलोकन अनुसूची।

Part I: Classroom Observation Schedule

स.क्र. S.No.	अवलोकन का स्वरूप Aspect of Observation	हा Yes	नहीं No	टिप्पणी Remarks
1.	ऐसे सीखने के विषय जो पूर्वज्ञान या शिद्यार्थी संबंधित है। Topics of learning linked with prior knowledge or past experience of learner			
2.	छात्र की जिज्ञासा जमाने हेतु किये जाने वाली गतिविधियाँ (संदर्भ एक में सूचिबद्ध गतिविधियों की सूची देखे और इसका उपयोग कैसे किया जाता है इस पर ध्यान दें) Activities in the class to arouse curiosity of students (Refer to list of activities listed in Reference 1 and note down in detail how it is used)			
3.	सीखने के संसाधन या सहायक शैक्षणिक सामग्री स्थानीय स्तर पर उपलब्ध है या परिवेश से तत्काल प्राप्त कर कक्षा में उपयोग किया जाता है। Learning resources or teaching aids locally available or found in immediate surroundings are use in the classroom			
4.	पाठ की विषय वस्त, छात्र के दैनिक गतिविधियों से संबंधित है। Contents of the lesson are link with student's daily activities			
5.	छात्र/छात्राओं की पढ़ने व सीखने की प्रक्रिया में सहभागिता। Students participation in teaching learning process			
6.	सभी छात्रों को समान अवसर उपलब्ध कराना। पढ़ाने व सीखने के दौरान Provides equal opportunities to every students			
7.	शिक्षण तकनीकों का समीश्रण Innovative techniques integrated in teaching learning process			
8.	सहयोगात्मक सीखने की पद्धतियों का प्रयोग (संदर्भ 1 में दी गई गतिविधियों को देखे और इसका उपयोग कैसे किया जाता हैं इस पर ध्यान दे।) Cooperative learning techniques used (Refer to list of activities listed in Reference I and note down in detail how it is used) उपकरण/घटक जो (संदर्भ 8 में सूचीबद्ध घटकों की सूची देखे और नोट करे कि			

9.	जटिल /महत्वपूर्ण शिक्षक को ICT इसका उपयोग कैसे किया जाता है।) ICT components/tools used in teaching learning process (Refer to list of ICT components listed in Reference Hand क्या / महत्वपूर्ण को सीखने के दौरान कमी भी note down in detail how it is used)			
10.	प्रश्नों प्रश्नों शिक्षण करना। क्या उपयोग का स्पष्टीकरण by teachers and students during teaching learning process			
11.	प्रश्नों प्रश्नों शिक्षण क्या शिक्षण सीखने की प्रक्रिया के दौरान Questions entertained by teachers anytime in teaching learning process			
12.	शिक्षण है। Clarification of concepts provided by teachers to students			
13.	शिक्षण मूल्यांकन किया जाता है? Regular evaluation are being done in teaching learning process by the teacher			
14.	मूल्यांकन हेतु उपयोग की जाने वाली रणनीति/पद्धति व्यक्तिगत, सामूहिक प्रस्तुति आदि। Evaluation strategies used in classroom: individual, group, presentation etc			
15.	सहयोगात्मक कार्य हेतु कोई परियोजना/कार्य आदि Any Project/Assignment based on collaborative work			
16.	ICT आधारित परियोजना/कार्य छात्रों को देना आदि। ICT based Project or Assignment given to students			

भाग–3: शिक्षकों के लिए साक्षात्कार अनुसूची

Part 3: Interview Schedule for Teachers

1. नामः .....

   Name: _____

2. स्कूल / शाला का नामः .....

   Name of the School: _____

3. लिंगः .....

   Gender: _____

4. भाषा, जिसे आप बोल सकते हैं, पढ़ सकते हैं और लिख सकते हैं। (कृपया टिक करें)

   Language you can speak, read and write (Please Tick)

   मराठी

   Marathi

   हिन्दी

   Hindi

   अंग्रेजी

   English

5. शैक्षणिक योग्यताः .....

   Educational Qualification: _____

6. सम्मिलित हुये पेशेवर प्रशिक्षणों की संख्याः .....

   Number of professional training attended: _____

7. शिक्षण अनुभवः .....

   Teaching experience: _____

8. आप किस कक्षा में पढ़ाते है? .....

   Which class do you teach?_____

9. आप अपनी कक्षा कैसे शुरू करते हैं?

   How do you start your class?

PI और JPF टिप्पणीः
P.I. and JPF note:

10. क्या आप ऐसी स्थिति या गतिविधियों का निर्माण करते है जो छात्रों को उसके प्रज्ञा ज्ञान और अनुभवों को प्रतिबिंब करने के लिए तैयार करती है। हाँ/नहीं .....

    Do you create a situation or activities that makes or lead students to reflect on his/her prior knowledge and experiences? Yes/No_____

    यदि हाँ तो कैसे?

    If yes, how?

PI और JPF टिप्पणी

P.I. and JPF note:

यदि नहीं तो क्यों?

If no, why?

PI और JPF टिप्पणी

P.I. and JPF note:

11. क्या आप शिक्षण प्रक्रिया के बारे में रचनात्मक दृष्टिकोण के बारे में जानते है? हाँ/नहीं .....

    Do you know about constructivist approach to teaching learning process? Yes/No_____

    यदि हाँ, तो क्या आप शिक्षण प्रक्रिया में इस दृष्टिकोण का पालन करते हैं? हाँ/नहीं .....

    If Yes, Do you follow this approach in teaching learning process? Yes /No_____

    यदि हाँ, तो इस दृष्टिकोण की क्या प्रक्रियाएँ हैं?

    If yes, what are the processes of this approach you follow?

PI और JPF टिप्पणी

P.I. and JPF note:

यदि नहीं, तो क्यों?

If no, why?

PI और JPF टिप्पणी

P.I. and JPF note:

12. क्या आप अपने शिक्षण अधिगम प्रक्रिया में ICT को एकीकृत करते हैं? हाँ/नहीं .....

Do you integrate ICT in your teaching learning process? Yes/No_____

यदि हाँ, तो शिक्षण प्रक्रिया में आपके द्वारा अपनाए जाने वाले आईसीटी उपकरण कौन से हैं?

If yes, which are the ICT tools you adopt in teaching learning process?

PI और JPF टिप्पणी

P.I. and JPF note:

यदि नहीं, तो क्यों?

If no, why?

PI और JPF टिप्पणी

P.I. and JPF note:

13. मूल्यांकन या मूल्यांकन के लिए कौन से तरीके और तकनीक का उपयोग किया जाता है?

What are the methods and techniques use for evaluation or assessment?

PI और JPF टिप्पणी

P.I. and JPF note:

मूल्यांकन और मूल्यांकन के लिए इन विधियों और तकनीकों का उपयोग कैसे किया गया था, इस पर विस्तृत जानकारी दें।

Elaborate on how these methods and techniques were used for evaluation and assessment.

PI और JPF टिप्पणी

P.I. and JPF note:

14. क्या आपके विद्यालय में एक सामाजिक विज्ञान प्रयोगशाला है? हाँ/नहीं .....

Is there a Social Science Laboratory in your School? Yes/No_____

यदि हाँ, तो क्या आप इसे शिक्षण अधिगम प्रक्रिया में उपयोग करते हैं?

If yes, do you use it in the teaching learning process?

PI और JPF टिप्पणी

P.I. and JPF note:

यदि नहीं, तो क्या आपने इस सामाजिक विज्ञान प्रयोगशाला की आवश्यकता पर अधिकारियों के ध्यान में लाए हैं? हाँ/नहीं .....

If no, have you brought it to the notice of the Authorities on the need of social science laboratory? Yes/No_____

यदि हाँ, तो अधिकारियों की प्रतिक्रिया क्या है?

If yes, what is the response of the authorities?

PI और JPF टिप्पणी

P.I. and JPF note:

यदि नहीं, तो क्यों?

1.1 **If no, why?**

PI और JPF टिप्पणी

P.I. and JPF note:

15. क्या आप छात्रों के लिए फील्ड विजिट करते हैं? हाँ/नहीं .....

Do you conduct field visit for students? Yes/No

यदि नहीं, तो क्यों?

1.2 **If no, why?**

PI और JPF टिप्पणी

P.I. and JPF note:

16. क्या आप छात्रों को प्रोजेक्ट/असाइनमेंट कार्य देते हैं? हाँ/नहीं .....

Do you give Project/Assignment to students? Yes/No_____

यदि हाँ, तो किस प्रकार के असाइनमेंट कार्य/परियोजनाएँ दी गई हैं?

If yes, what types of assignments/projects are given?

PI और JPF टिप्पणी

P.I. and JPF note:

17. क्या छात्र शिक्षण अधिगम प्रक्रिया में सक्रिय रूप से भाग लेते हैं/शामिल होते हैं? हाँ/नहीं .....

Do Students actively participate/involved in teaching learning process? Yes/No

यदि हाँ, तो क्या आप छात्रों को चर्चा और बहस करने की अनुमति देते हैं?

Ifyes, do you allow students to discuss and debate?

PI और JPF टिप्पणी

P.I. and JPF note:

भाग–4: मुद्दा समूह चर्चा

Part 4: Focus Group Discussion

चर्चा का पहलू
Aspect of discussion

1. शिक्षकों ने ऐसी स्थिति पैदा की जो छात्रों को उसके पूर्व ज्ञान और अनुभवों को प्रतिबिंबित करने के लिए प्रेरित करती है।

   Teachers created situation that lead students to reflect on his/her prior knowledge and experiences.
2. सीखने की प्रक्रिया को सिखाने वाले आईसीटी उपकरणों का उपयोग और इसका उपयोग करने का तरीका।

   Use of ICT tools teaching learning process and way it is used
3. शिक्षण सीखने की प्रक्रिया में छात्रों की भागीदारी।
   Students involvement in teaching learning process
4. छात्रों को सवाल उठाने के अवसर दिए गए और शिक्षक द्वारा उन पर प्रतिक्रिया दी गई।
   Opportunities given to students in raising questions and how those are responded by the teacher
5. शिक्षण प्रक्रिया में सामाजिक विज्ञान प्रयोगशाला का मौजूदा और उपयोग। इसे स्थापित करने और समृद्ध करने में छात्रों की भूमिका।

   Existing and uses of Social Science Laboratory in teaching learning process. Role of students in setting up and enriching it
6. फील्ड विजिट: कब, कहां और कैसे आयोजित हुआ।
   Field visit: when, where and how it was held.
7. मूल्यांकन या मूल्यांकन के लिए तरीके और तकनीक का उपयोग करते हैं।
   Methods and techniques use for evaluation or assessment
8. किन विधियों और तकनीकों का उपयोग मूल्यांकन और आंकलन के लिए किया गया था।
   Row these methods and technique were used for evaluation and assessment
9. छात्रों को सामाजिक विज्ञान में परियोजना/असाइनमेंट (प्रकार, आईसीटी आधारित, समूह आधारित या व्यक्तिगत आधारित)

Project/Assignment in Social Sciences to students (types, ICT based, Group based or individual based)

स्कूल में भौतिक और मानव संसाधन की उपलब्धता

Availability of Physical & Human Resources in school

1. विद्यालय के प्रधानाचार्य का नामः .....

   Name of the Principal of the School: .....

2. ब्लॉक का नामः .....

   Name of the school: _____

3. जिले का नामः .....

   Name of the Block: _____

क्र. S.No.	विवरण Particulars	प्रतिक्रिया Response
1.	खेल के मैदान की उपलब्धता Availability of Playground	1. हाँ 2.नहीं 1.Yes, 2.No
2.	खेल और खेल सामग्री की उपलब्धता Availability of Sports and games materials	1. हाँ 2.नहीं 1.Yes, 2. No
3.	बिजली का प्रावधान Provision of electricity	1. हाँ 2.नहीं 1.Yes, 2. No
4.	सुरक्षित पेयजल सुविधाओं का प्रावधान Provision of safe drinking water facilities	1. हाँ 2.नहीं 1.Yes, 2.No
5.	लड़कों, लड़कियों और शिक्षकों के लिए शौचालय की सुविधा अलग है Toilet facility separate for boys, girls and teachers	1. हाँ 2.नहीं 1.Yes, 2.No
6.	बागवानी की सुविधा Gardening facility	1. हाँ 2.नहीं 1.Yes, 2.No
7.	पुस्तकालय की सुविधा Library facility	1. हाँ 2.नहीं 1.Yes, 2.No
8.	सांस्कृतिक कार्यक्रम Cultural programme	1. हाँ 2.नहीं 1.Yes, 2.No
9.	एमडीएम का प्रावधान Provision of MDM	1. हाँ 2.नहीं 1.Yes, 2.No
10.	किए गए सामाजिक जागरूकता कार्यक्रम Social awareness programmes conducted	1. हाँ 2.नहीं 1.Yes, 2.No
11.	सामाजिक विज्ञान शिक्षकों की पर्याप्त संख्या Sufficient numbers of social science teachers	1. हाँ 2.नहीं 1.Yes, 2.No
12.	स्कूल का माहौल पिछड़े छात्र की मदद करता है या नहीं Whether the School environment helps the backward student	1. हाँ 2.नहीं 1.Yes, 2.No

13.	सामाजिक विज्ञान लैब की उपलब्धता	1. हाँ 2.नहीं
	Availability of Social Science Lab	1.Yes, 2.No
14.	छात्र के स्थानीय ऐतिहासिक और भौगोलिक स्थानों पर फील्ड विजिट का प्रावधान Provision of Field Visit of student to local historical and geographical places	1. हाँ 2.नहीं 1.Yes, 2.No
15.	संवादात्मक सफेद बोर्ड Interactive White Board	1. हाँ 2.नहीं 1.Yes, 2.No
16.	इंटरनेट कनेक्शन Internet Connection	1. हाँ 2.नहीं 1.Yes, 2.No
17.	कंप्यूटर Computer	1. हाँ 2.नहीं 1.Yes, 2.No
18.	प्रोजेक्टर Projector	1. हाँ 2.नहीं 1.Yes, 2.No

संदर्भ II: कक्षा में आईसीटी घटक उपयोग करते हैं

Reference II: ICT components use in the classroom

क्र. S. No.	वस्तुओं पर टिप्पणी Items of Observation	हाँ Yes	नहीं No
A	**प्रिंट मीडिया Print Media**		
i	चित्र / चित्र Pictures/Images		
ii	आदर्श Model		
iii	समाचार पत्र Newspaper		
iv	पुस्तकें Books		
v	पत्रिकाओं Journals		
vi	पत्रिका Magazines		
vii	शब्दकोश Dictionary		
viii	विश्वकोश Encyclopedia		
B	**इलेकट्रॉनिक मीडिया Electronic Media**		
i	रेडियो कार्यक्रम (लाइव या रिकॉर्डेड) Radio programmes (Live or Recorded)		
ii	टेलीविजन Television		
iii	वीडियो / क्लिप या लंबी फिल्मों का सार Videos/Clip or Abstract of lengthy films		
C	**कंप्यूटर Computer**		
D	**संचार नेटवर्क Communication networks**		
i	इंटरनेट – खोज इंजन (Google , आदि) ईमेल, चैट, टेक्स्ट मैसेजिंग, स्लाइडशेयर (पीपीटी और अन्य सामग्री के लिए) Internet - Search Engine (Google, etc.) YouTube, Podcast, Blogs, Emails, Chats, Text Messaging, Slideshare (for PPTs and other material), NROER, etc.		

ii	मोबाइल फोन और अनुप्रयोग (सोशल नेटवर्किंग: व्हाट्सएप, फेसबुक, ट्विटर, आदि) Mobile phones and applications (Social Networking: WhatsApp, Facebook, Twitter, etc.)		
E	अन्य **Others**		
i	गूगल अर्थ Google Earth		
ii	गूगल मैप Google Map		
iii	सोलर सिस्टम 3 डी Solar System 3D		
iv	स्टार चार्ट Star Chart		
v	सन लोकेटर लाइट Sun Locator Cite		
vi	Google क्लासरूम Google Classroom		
vii	एमएस एक्सेल शीट MS Excel Sheet		
F	पावर पॉइंट प्रदर्शन Power point presentation		
G	संवादात्मक सफेद बोर्ड Interactive White Board		
H	कोई अन्य अवलोकन Any other observed:		
	गतिविधि पर टिप्पणी: **Remarks on the activity:**		
	गतिविधि का उद्देश्य Objective of the activity		
	गतिविधि कैसे आयोजित की गई थी **How was the activity organized**		
	गतिविधि का आकलन किया गया था या नहीं? यदि हाँ, तो कैसे **Whether assessment of activity was done or not? If Yes, How**		
	मूल्यांकन के बाद शिक्षार्थियों का फीडबैक दिया गया/प्रदान किया गया **Feedback to the learners after assessment was done/provided**		

Reference I:

क्र. S.No.	संदर्भ– I Reference-I	ह ँ Yes	नह ँ No
	कक्षा में देखी जाने वाली गतिविधियाँ Activities observed in the classroom		
i	भूमिका निभाना Role playing / Hindi		
ii	एक समूह में चर्चा Group discussion		
iii	तर्क / बहस Arguments/debate		
iv	वैचारिक स्पष्टता के लिए प्रश्न करना Questioning for conceptual clarity		
v	संकल्पना मानचित्रण Concept mapping		
vi	कार्ड से बाहर निकलें Exit cards		
vii	हास्यकर Humorous		
viii	कहानी Story telling		
ix	प्रश्नोत्तरी Quiz		
x	बेल की कहानी Bell story		
xi	क्षेत्र का दौरा Field Visit		
xii	कोई अन्य Any other		
	PI JPFRemarks on activity (P.I and JPF Note)		
	गतिविधि का उद्देश्य Objective of the activity		
	गतिविधि कैसे आयोजित की गई थी?		
	How was the activity organized?		
	क्या गतिविधि का आकलन किया गया था। यदि हाँ, तो कैसे। Whether assessment of activity was done. If yes, How?		
	मूल्यांकन के बाद शिक्षार्थियों को प्रतिक्रिया प्रदान की गई। Feedback to the learners after assessment was provided.		
	शिक्षक द्वारा सुझाई गई प्रक्रिया का पालन करें। Follow up process suggested by the teacher.		

Bibliography

Brooks, J.G. & Brooks, M.G. (1993) In Search of Understanding: The Case for Constructivist Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development,

Brousseau, B & Todorov, K. (1998). Statewide Social Studies Assessment: A Tool for Developing Responsible Citizens. Michigan Department of Education. Michigan Social Studies Journal. 2(1)

Choudhary, Pinkal R, & Khirdarwar, Anjali. (2013). Multimedia and ICT skills of Contemporary Teachers. Edusearch – Journal of Educational Research, 4 (1).

Claire, S and Graeme, A. (2012). Effective pedagogy in social sciences. International Academy of Education and International Bureau of Education IBE/2012/ST/EP23.

Duhaney, D.C., & Duhaney, L.M.G. (2000) Assistive Technology: Meeting the Needs of Learners with Disabilities. International Journal of Instructional Media, 27, 393-401.

Eregha, Ezekiel Emome (2015). Information and Communication Technologies (ICT) In the Teaching of Political Science. Accessed from http://ecpr.eu/Events/PanelDetails.aspx?PanelID=2613&EventID=57: Dated: 18.11.2015.

Handa, Anupam & Kumar, Chanchal. (2015). Pedagogy of Social science. Twenty first Century Publications, New Delhi.

Hoagland, M. A. (2000). Utilizing Constructivism in the History Classroom. (ERIC Document Reproduction Service No. ED482436)

Hong, J., E. (2016). Social Studies Teachers' Views of ICT Integration. RIGEO, 6 (1), 32-48

Jafallah, E. (2000). Constructivist Learning Experiences for Social Studies Education. The Social Studies (Washington D.C.) 91(5) S/O

McKay, R. (1993). Constructivism: Defining our Beliefs, Examining our Practices. Canadian Social Studies. 27(2). 47-48

Mikre, Fisseha. (2005). The Roles of Information Communication Technologies in Education. Ethiop. J. Educ. & Sc., 6 (2).

Mileva Boshkoska, Miljana. (2015). Applications of ICT in Social Sciences. Peter Lang. AG.

Monaghan, Liz. Methodology and 'IT' in the Teaching of Political Science. In Gabriela Gregušová (Eds.), How to Teach Political Science? The Experience of First-time

University Teachers, Paris: eps Net, University of Rome Tor Vergata and Sciences Po Paris, 2005.

Sharma, Prem Lata. (2002). Modern Method of Teaching Political Science. Sarup & Sons, New Delhi.

Steele, M.M. (2005). Teaching Students with Learning Disabilities: Constructivism or Behaviorism? Current Issues in Education [On-Line], 8(10)