



स्वामी रामानंद तीर्थ  
नांदेड- ४३१६

SWAMI RAMANAND TEERTH I  
NANDED-431606, MAHARJ

Established on 17th September 1994 - Recognized by the UG

वाडा विद्यापीठ  
इ)

WADA UNIVERSITY  
E, INDIA.

12(B), NAAC Re-accredited with 'A' Grade



## P.G. SECTION

Phone: (02462) 229242  
Fax : (02462) 229574

Website: www.srtmun.ac.in

E-mail: dr.pg.srtmun@gmail.com

Ref. PG/Guide. Reg./2016-2017/2077.

Date. 31.08.2016

### Research Supervisor Approval Letter

To,

**Dr. SULBHA B. MULE**  
ASST. PROF.  
GOVT. COLLEGE EDUCATION,  
NANDED.

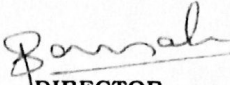
Subject: Recognition as a 'Research Supervisor'

Dear Sir,

It is my pleasure to welcome you to the Group of 'Research Guides' in the faculty of **EDUCATION** at S.R.T.M. University as your proposal for Guide ship, recommended by RRC, and is approved by B.U.T.R. I am pleased to grant you **Recognition as a Research Supervisor** in **EDUCATION** Your duties will commence from **30<sup>th</sup> August 2016**, and will terminate automatically if you do not supervise or guide any student for the duration mentioned in ordinance and do not follow the section VIII of Ph.D. Ordinance. The University Rules for Ph.D. guidance, Ph.D. Course Work and Thesis submission are included in the Ph.D. Ordinances.

It shall be your responsibility (i) to see to it that the 'Quota of Ph.D. students and M. Phil students working under you does not exceed the permissible limit at any given point of time. (ii) To complete 20 credits for Ph.D. Course Work of the students working under you. (iii) To forward the 'Progress Report' with clear remarks whether the progress is satisfactory or not or even delay in submission of 'Progress Report' (IV) to communicate the 'Willingness to guide no. of candidates' to the university every year.

We look forward to your developing a program of research, in the area of **EDUCATION** The University regards excellence in research, and contributions to your subject in terms of 'Research Publications' of highest standard. Therefore, we expect excellence of publications, funded research, Ph.D. student guidance, and participation at regional and national seminars/workshops/symposia from you and research students working under your guidance.

  
DIRECTOR  
(B.C.U.D.)

Copy to:-

1. **The Dean**

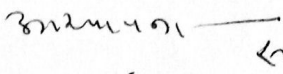
Dr. SADAVARTE U.K.  
Faculty of Education, in this University.  
C/o. VIVEK VARDHINI B.Ed. COLLEGE,  
NANDED.

2. **The Director/H.O.D./Principal**

GOVT. COLLEGE EDUCATION,  
NANDED.

3. **Head of the Research Center**

SCHOOL OF EDUCATION, S.R.T.M.U.N.

  
22-11-2016.



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

नांदेड- ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY  
NANDED-431606, MAHARASHTRA STATE, INDIA.

Established on 17th September 1994 - Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade



**P.G. SECTION**

Phone: (02462) 229242

Fax : (02462) 229574

Website: www.srtmun.ac.in

E-mail: dr.pg.srtmun@gmail.com

Ref. PG/Guide. Reg./2016-2017/2076

Date. 31.08.2016

**Research Supervisor Approval Letter**

To,

**Dr. SAKHARE SHIVLING MAHADAPPA**  
ASSO. PROF.  
GOVT. COLLEGE EDUCATION,  
NANDED.

शास्त्रकीय अनुसंधानक समितीचा अध्यक्ष

नांदेड

आमंत्रण क्र. 392/2016/2076/16

का. दिनांक 31/08/2016

Subject: Recognition as a **'Research Supervisor'**

Dear Sir,

It is my pleasure to welcome you to the Group of 'Research Guides' in the faculty of **EDUCATION** at S.R.T.M. University as your proposal for Guide ship, recommended by RRC, and is approved by B.U.T.R. I am pleased to grant you **Recognition as a Research Supervisor** in **EDUCATION** Your duties will commence from **30<sup>th</sup> August 2016**, and will terminate automatically if you do not supervise or guide any student for the duration mentioned in ordinance and do not follow the section VIII of Ph.D. Ordinance. The University Rules for Ph.D. guidance, Ph.D. Course Work and Thesis submission are included in the Ph.D. Ordinances.

It shall be your responsibility (i) to see to it that the 'Quota of Ph.D. students and M. Phil students working under you does not exceed the permissible limit at any given point of time. (ii) To complete 20 credits for Ph.D. Course Work of the students working under you. (iii) To forward the 'Progress Report' with clear remarks whether the progress is satisfactory or not or even delay in submission of 'Progress Report' (IV) to communicate the 'Willingness to guide no. of candidates' to the university every year.

We look forward to your developing a program of research, in the area of **EDUCATION** The University regards excellence in research, and contributions to your subject in terms of 'Research Publications' of highest standard. Therefore, we expect excellence of publications, funded research, Ph.D. student guidance, and participation at regional and national seminars/workshops/symposia from you and research students working under your guidance.

*[Handwritten signature]*

*[Handwritten signature]*

**DIRECTOR**  
(B.C.U.D.)

Copy to:-

1. The Dean

Dr. SADAVARTE U.K.

Faculty of Education, in this University.

C/o. VIVEK VARDHINI B.Ed. COLLEGE,  
NANDED.

2. The Director/H.O.D./Principal

GOVT. COLLEGE EDUCATION,  
NANDED.

3. Head of the Research Center


SCHOOL OF EDUCATION, S.R.T.M.U.N.

*[Handwritten signature]*  
24-11-2016

**Government College Of Education, Nanded**  
**Academic Year 2016-2017**

**Information about Research Publications in the Journal**

Sr.no.	Name Of The Lecturer	Number of Research Publication with ISSN no. At National Level	Number of Research Publication with ISSN International Level	Book Publication with ISBN no.	Number of Conference / Workshop / Seminar Attended At University/ State/ National Level
1	Dr.Rodge S.G.		--	--	International 01 University - 02
2	Dr. Shaikh Haroon	1	1	--	National - 03 International - 01
3	Dr. Sakhare S.M.		2	1	International - 01
4	Dr. Murumkar U.S.		--	--	State - 2
5	Prof. Solunke S.S.		1	--	State - 2
6	Dr. Belokar Kalpana		2	--	State - 2
7	Dr. Muley S.B.		2	--	National - 03 International - 01

  
**Principal**  
 Govt. College of Education  
 Nanded

# शासकीय अध्यापक महाविद्यालय, नांदेड

2016 - 2017

## "राज्यस्तरीय एकदिवसीय चर्चासत्र" सद्यस्थितीत शाळाबाह्य मुलांचे शिक्षण कार्यक्रम पत्रिका

दिनांक :- 19/03/2017

वार :- रविवार

वेळ :- 10.30 ते 11.30

स्वागत :-

अध्यक्ष

- मा. प्राचार्य डॉ. सुनंदा गो. रोडगे मॅडम (शा.अ.म.नांदेड)
- प्रा.सत्यशिला सोळुंके मॅडम(चर्चासत्र समन्वयक) यांच्या हस्ते

उदघाटक

- मा. सौ. शैलजा स्वामी मॅडम (महापौर, नांदेड वाघाळा महानगरपालिका, नांदेड)
- मा. प्राचार्य डॉ. सुनंदा गो. रोडगे मॅडम यांचे हस्ते

साधन व्यक्ती

- 1. प्रा. प्रमोद कुमावत सर (जिल्हा शिक्षण व प्रशिक्षण संस्था, जालना)  
मा. प्राचार्य डॉ. सुनंदा गो. रोडगे मॅडम यांचे हस्ते
- 2. मा. दादासाहेब नवपुते (राज्यस्तर स्रोत व्यक्ती)  
मा. प्राचार्य डॉ. सुनंदा गो. रोडगे मॅडम यांचे हस्ते
- 3. प्रा. सत्यशिला सोळुंके मॅडम (निखील कुबेरकर यांचे हस्ते)

प्रतिमा पूजन व दीप प्रज्वलन

- मा. उदघाटक, प्रमुख पाहूणे व अध्यक्ष यांचे हस्ते

स्वागत गीत

- बी.एड. प्रशिक्षणार्थी श्रीमती गायकवाड संघलोचना आणि संघ

कार्यक्रमाचे प्रास्ताविक

- प्रा. सत्यशिला सोळुंके मॅडम

उदघाटक तथा प्रमुख पाहूण्यांचा परिचय - प्रा. सरस्वती गिरी मॅडम

उदघाटनपर मार्गदर्शन

- मा. सौ. शैलजा स्वामी मॅडम

अध्यक्षीय समारोप

- मा. प्राचार्य डॉ. सुनंदा गो. रोडगे

आभार प्रदर्शन

- कु. निता मोरे

सूत्र संचलन

- कु. मनिषा देशमुख

संयोजक

- प्रा. डॉ. हारूण शेख सर

शासकीय अध्यापक महाविद्यालय, नांदेड  
दि. 19 व 20 साठी विविध समिती

- स्वागत समिती :- प्राचार्या डॉ. सुनंदा गो. रोडगे  
प्रा. डॉ. शेख एच.एम.  
प्रा. डॉ. मुरूमकर यु.एस.  
प्रा. स्वामी महेश
- भोजन समिती :- प्रा.डॉ. बेलोकर के.ए., प्रा. डॉ. साखरे एस.एण्ण  
श्री. गच्चे बी.एच. (मुख्य लिपीक),  
श्री.जी.एम.केंद्रे(सेवक) श्रीमती. जाधवबाई (सेवक)  
विद्यार्थी - सौ. वाटोडे उज्ज्वला  
श्री. दिंडे रमेश  
श्री. कदम सुजीतकुमार  
श्री. पवार शिवप्रसाद
- स्टेज समिती :- प्रा. डॉ. शेख एच.एम.  
प्रा.डॉ. मुरूमकर यु.एस. प्रा. सोळुंके एस.एस.
- संचलन :- प्रा. स्वामी महेश
- बैठक व्यवस्था :- प्रा. गारी एस.
- सर्व अनुशंगिक :- श्री. हंबर्डे एस. (सेवक) श्री. शेख एस (सेवक)
- नियोजन :- प्रशिक्षणार्थी - बी.एड.  
श्री.राम कदम कु. देशमुख मनिषा  
श्री.भोसले शिवाजी कु.स्वाती कांबळे  
श्री. निखील कुबेरकर पूर्णेचा ग्रुप  
एम.एड.-  
श्रीमती. निंबलवार मनिषा, श्रीमती. महाबळे दिपज्योती  
श्री. कदम सुजीतकुचार श्री. पवार शिवप्रसाद
- प्रमाणपत्र/नोंदणी विभाग :- प्रा.डॉ. मुळे एस.बी. / श्री. सोनाळे जे.एस., प्रा. पाटील  
श्री.जोशी, श्री.मटके - बी.एड. प्रथम वर्ष



महाराष्ट्र शासन

शासकाय अध्यापक महाविद्यालय, नांदेड.

स्वातंत्र्य सैनिक संस्थान, शोभानगर अक्का नांदेड - 431605

“राज्यस्तरीय एकादसीय चर्चासत्र”

विषय : स्वास्थतात शाळाबाह्य मुलांचे शिक्षण.

“कार्यक्रम पात्रिका”

राववार दिनांक 19 माच 2017

सकाळ सत्र - 09:30 ते 10:30 नोंदणी व नास्त्रा.

10:30 ते 11:00 उदरघटन समारंभ

11:30 ते 12:30 व्याख्यान : डॉ. उज्वल करवंद.

राज्य आंगलभाषा संस्था, औरंगाबाद.

विषय : शाळाबाह्य मुलांचे शिक्षण - शासनाच्या योजना व भूमिका

12:30 ते 01:30 चर्चा व प्रश्नोत्तर.

01:30 ते 02:30 मध्यंतर, भोजन

दुपार सत्र - 02:30 ते 03:30 व्याख्यान : प्रा.प्रमोद कुमावत,

जिल्हा शिक्षण व प्रशासन संस्था, जालना.

विषय : शाळाबाह्य शिक्षण, अमलवजावणीत

शाळा व शिक्षकांना देणाऱ्या समस्या व

उपाययोजना

03:30 ते 04:30 चर्चा व प्रश्नोत्तर.

04:30 ते 05:30 समारोह.

05:30 ते 06:00 प्रसंगानुसार विनम्रता.



शासकाय अध्यापक महाविद्यालय, नांदेड

आयोजित

“राज्यस्तरीय एकादसीय चर्चासत्र”

विषय : स्वास्थतात शाळाबाह्य मुलांचे शिक्षण.

दिनांक 19 माच 2017

:-चर्चासत्र संचालक:-

डॉ. सुनंदा गो. रोडगे

प्राचार्या

शासकाय अध्यापक महाविद्यालय,

नांदेड.

:-चर्चासत्र संचालक:-

प्रा. श्रीमती सत्याशंला सातुंके

सहाय्यक प्राध्यापक

शासकाय अध्यापक महाविद्यालय,

नांदेड.

:- संयोजन समिती :-

प्रा. डॉ. शोब हारन एम.

प्रा. डॉ. मुरुमकर यु. एस.

प्रा. डॉ. साखरे एस. एम.

प्रा. श्रीमती बेलोकर के.

प्रा. डॉ. मुळे एस. बी.

प्रा. स्वामी महेश.

प्रा. गिरी सरस्वती.

:- स्थळ :-

शासकाय अध्यापक महाविद्यालय,

स्वातंत्र्य सैनिक कॉलनी, शोभा नगर,

नांदेड - 431605

Om



महाराष्ट्र शासन

## शासकीय अध्यापक महाविद्यालय, नांदेड.

स्वातंत्र्य सैनिक सोसायटी, शोभानगर जबळ नांदेड - 431605

Principal : Dr.Sunanda G.Rodge Web : www.gceananded.in E-mail :- gceananded@gmail.com

फोन नं. - (02462) 224523 फॅक्स - (02462) 222220 प्राचार्य निवास (02462) 256006

### राज्यस्तरीय एक दिवसीय चर्चासत्र - सुदयःस्थितीत शाळाबाह्य मुलांचे शिक्षण

दि.19 मार्च 2017

शासकीय अध्यापक महाविद्यालय, हे नांदेड येथे इ.स. १९६८ पासून कार्यरत आहे. शिक्षकांच्या व्यक्तिमत्त्व घडणीचे कार्य येथे अविरत चालू आहे. माजी शिक्षकांना अध्यापन शास्त्रापासून भारताच्या नवनिर्मिती पर्यंतच नव्हे तर जागतिकरणपर्यंत नेण्यासाठी अनेक संकल्पनांचा परिचय येथे दिला जातो. शिक्षकांच्या हितसमत्त्वाचा सर्वांगीण विकास करण्यासाठी अध्यापकांमध्ये अध्यापकत्व विविध उपक्रमांचे येथे आयोजन केले जाते. कारण यांना उद्या शाळेतोळ ह्यावे विद्यार्थ्यांना घडवावयाचे असते म्हणून शिक्षकांचा सर्वांगीण विकास हे ह्या महाविद्यालयाचे प्रमुख ध्येय आहे.

पण समाजाचे वास्तव पहात असे टिपून देणे की अक्षेप नोंवून चालणारे नाही. कारण भारतातील असंख्य मुले शाळेबाहेर आहेत. त्यांच्यातच उद्याचा शास्त्रज्ञ, डॉक्टर, इंजिनियर मुलावस्थेत आहे. यांच्यासाठी शिक्षक या नात्याने आपली जबाबदारी वाढत आहे. यांच्यावर विचार प्रक्रिया नाही झाली तर देशातील ह्या असंख्य हिरे मोत्यांचे मातीत रूपांतर होईल. म्हणून हे कार्य प्राथमिकतेने शिक्षक-प्रशिक्षण करणे कमप्राप्त आहे.

म्हणून "सद्यःस्थितीत शाळाबाह्य मुलांचे शिक्षण" हा विषय केंद्रस्थानी ठेवून एक दिवसीय चर्चासत्राचे आयोजन करण्यात आले आहे

लाभार्थी गट :-

प्रस्तुत एक दिवसीय चर्चासत्राकरिता शालेय स्तरावर कार्य करणारे प्राथमिक, माध्यमिक शाळेतील शिक्षक, अध्यापक महाविद्यालयातील व जिल्हा शिक्षण प्रशिक्षण संस्थेतील शिक्षक प्रशिक्षक, शिक्षणशास्त्रातील एम. एड., एम. फिल., पी.एच.डी. करिता संशोधन करणारे संशोधक व भविष्यात, शिक्षणक्षेत्रात संशोधन करू इच्छणारे प्रशिक्षणार्थी व शिक्षणक्षेत्रातील तज्ञ यांचा सहभाग अपेक्षित आहे.

या एक दिवसीय चर्चासत्राद्वारे वरील उल्लेखित सर्व प्रकारच्या सहभागी सदस्यांना शाळाबाह्य शिक्षणाच्या संकल्पनेबाबत जागृत्व निर्माण करून भरीव चर्चा घडवून आणणे अपेक्षित आहे. या चर्चाद्वारे शैक्षणिकदृष्ट्या वंचित सामाजिक गटाची मुले या शाळाबाह्य शिक्षणक्रियेत सामावून घेणे अपेक्षित आहे त्याची प्राथमिकता करून या शैक्षणिक कार्यक्रमात सर्वांचा सक्रिय सहभाग वाढविण्यास मदत होउ

चर्चा सत्राची उद्दिष्टे :-

- १ शाळाबाह्य मुलांच्या शिक्षणकारिता शासन स्तरावर केल्या जाणा-या प्रयत्नांचा आढावा घेउन या कार्यक्रमाच्या अमलबजावणीत सर्व शैक्षणिक व सामाजिक घटकसमूह सहभागकारिता जाणीव जागृती करणे.
- २ शाळाबाह्य मुलांच्या शिक्षणाचे अपेक्षित उद्दिष्ट साध्य करताना शाळांना, शिक्षकांना व इतर संबंधित घटकाना सामाजिक व इतर स्तरावर येणा-या समस्यांची चर्चा करून त्या दूर करण्यासाठी उपायसंदर्भत विद्यार्थ्यांचे आदान प्रदान घडवून आणणे.

मुख्य विषय :सुदयःस्थितीत शाळाबाह्य मुलांचे शिक्षण  
उप विषय :-

- १ शाळाबाह्य मुलांच्या शिक्षणकारिता शासनाची भूमिका .
  - २ शैक्षणिकदृष्ट्या वंचित सामाजिक गटाचा शिक्षणातील सहभाग व शिक्षका समोरील आव्हाने
  - ३ सद्यःस्थितीत शैक्षणिकदृष्ट्या वंचित सामाजिक गटाच्या मुलांच्या शिक्षणकारिता अध्यापक विषयक समस्या.
  - ४ शाळाबाह्य मुलांकरिता अध्यापक अमलबजावणी.
  - ५ शैक्षणिकदृष्ट्या वंचित सामाजिक गटांच्या मुलांमधील मूल्य संघर्ष.
  - ६ शैक्षणिकदृष्ट्या वंचित सामाजिक गटांच्या मुलांमध्ये शिक्षणाद्वारे मूल्य रचवणूक करताना मुलांमध्ये निर्माण होणारे मूल्य संघर्ष जाणून घेणे व ते दूर करण्यासाठी उपाय योजना सूचितविणे.
- वरील पैकी कोणत्याही एका विषयावर निबंध निमित्तित आहेत. निबंधाची :दमर्त्यादा 3000 शब्द असावी. निबंधाचा सांश 150 शब्दांत सोबत पाठवावा. चर्चासत्राचे माध्यम मराठी असेल. निबंध मराठी, हिन्दी, इंग्रजीपैकी एका भाषेतून पाठवता येईल. मराठी करीता "कृतीदिव 10" फॉन्ट साईझ 14 फॉन्ट व इंग्रजीसाठी Times New Roman "फॉन्ट साईझ 12" एम.एस. वर्ड मध्ये टाईप करून Soft & Hard Copy नवे सादर करावेत.

निबंध पाठविण्यासाठी पत्ता :-

प्राचार्य,  
शासकीय अध्यापक महाविद्यालय,  
स्वातंत्र्य सैनिक कॉलनी,  
शोभा नगर, नांदेड - 431605.

E-mail :-  
gceananded@gmail.com  
shwami.sir333@gmail.com

चर्चासत्रा करिता नोंदणी शुल्क :-

शिक्षक व प्राध्यापकांकरिता	₹ २००
विद्यार्थी व संशोधक विद्यार्थ्यांकरिता	₹ १००

चर्चासत्रातील प्रमुख वक्ते :-

- १ प्रा. डॉ. उज्वल कर्वडे, राज्य आरंभका II संस्था, औरंगाबाद.
- २ प्रा. श्री प्रमोद कुमावत, जिल्हा शिक्षण व प्रशिक्षण संस्था, जालना.

चर्चासत्रात सहभागकारिता संपर्क :-

- १ प्रा. श्रीमती सोळुंके एस.एस.  
समन्वयक  
मो.नं.९८८९४६३९९६
- २ प्रा. डॉ.मुरुमकर यु.एस.  
मो.नं.९४०४६२३८७०
- ३ प्रा. स्वामी महेश
- ४ प्रा. गिरी सरस्वती



Government of Maharashtra

## GOVERNMENT COLLEGE OF EDUCATION, NANDED.

Swatantrya Samik Colony, Near Shobha Nagar, Nanded. Pin-431605

Principal:- 02462 224523

Fax No. :- 02462 222220

Web Site:- [www.gconanded.in](http://www.gconanded.in)

E-mail:- [gconanded@gmail.com](mailto:gconanded@gmail.com)

### One day State level seminar on Research Methodology

20 th March 2017

Government College of Education, Nanded is oldest and reputed teacher's training Institution (NAAC 'C' grade accredited) established in 1968. The Swami Ramanand Teerth Marathwada University Nanded granted recognition to this institute as research centre considering the availability of required physical and academic facilities in the year 2008-09. Since then the institution start motivating the faculty and Alumni to undertake research work leading to a doctoral degree. As the institute in constantly striving to provide opportunities for intellectuals, professionals and students to cater the needs of new research, scholars and teachers.

Government College of Education, Nanded is organizing one day state level seminar on research methodology on 20<sup>th</sup> march 2017. The basic objective of the state level seminar is to invite academicians, scholarly personalities, students and researchers from all over the state to exchange the ideas on the importance of the sub themes prescribed under the main theme i.e. Research methodology. This seminar is organized for the faculties of all disciplines and researchers not only ought to be thoroughly conversant them with the fundamentals of the theory of research but they are supposed to keep themselves updated with the latest and emergent global trends in research methodologies.

Theme and sub themes of the seminar : Research Methodology.

This seminar will highlight the following sub themes :

#### a) Fundamental elements of research.

- 1) Research paradigm, Types and Methods of Research.
- 2) Research design : Objectives, Assumptions, Hypothesis and Variables.

#### b) Emerging trends and perspectives in research methodology:

- 1) Interdisciplinary, Multidisciplinary & Trans disciplinary approaches in qualitative research in social sciences.
- 2) Integrated research approaches in qualitative research.

#### Eminent Speakers :

1. Dr. Ranjan Garge, Ex.Principal, Govt. Arts and Science College, Aurangabad.
2. Dr. Magre T. S. Principal, A. D. College of Education, Aurangabad.
3. Dr. Rama Bhosle, Principal, Govt. College of Education, Pune.

#### Objectives :

1. To orient the teachers educators faculties of the all disciplines and researchers of all faculties in the objectives
2. To provide expert guidance to researchers and faculties from all disciplines for quality research
3. To acquaint the participants with the criteria of scientific research .
4. To provide updated knowledge about new trends in research
5. To make participants familiar with prerequisites of research and T process
6. To strengthen the research aptitude, culture among the researchers.

#### Target Group :

It is expected to participate the students, research scholars, Teacher Educators ( B.ed, DIET, CTE's), Researchers and faculties of all disciplines from all over the Maharashtra to refresh & update their knowledge of Research Methodology by active participation in the Seminar.

#### Registration Fees :

Participants	Rs.200
For students	Rs.100

Registration fees can be paid in cash at the time of registration on the same day of at the venue.

**Note :-** The state level seminar organized is open to academicians, teachers of all faculties, researchers, scholars and students concerned to all disciplines in education system.

#### Contact for Registration :-

It is requested to all the willing participants to register their names with details prior 0<sup>th</sup> March 2017 on following mobile numbers.

1. Dr. Shaikh R. M.  
(Co-Ordinator) Mo:- 9527963492
2. Dr. Murumkar U.S. Mo:- 9404623870
3. Dr. Swaraj M.S. Mo:- 9405129412
4. Sonale J.J. Mo:- 9028181175



# Government College of Education, Nanded.

ONE DAY STATE LEVEL SEMINAR

ON

**EDUCATION OF THE OUT OF SCHOOL CHILDREN**

## Certificate

This is to certify that Prof. / Dr. / ~~Mr./Ms.~~ *Shaikh Haroon Moimoddi* *Asso. Professor*  
Of *Govt. College of Education, Nanded* has attended / participated in the  
One Day State level seminar on EDUCATION OF THE OUT OF SCHOOL CHILDREN held on 19th  
March 2017.

He/She has actively participated in the discussion with his own Teaching Experience and Ideas regarding  
Education of the out of school children.

Date : 19 March 2017

Place : Nanded

*Smt. S.S. Solunke*

Asst. Professor

Smt. S.S. Solunke

Govt. College of Education, Nanded. (M.S.)

*Dr. Sunanda G. Rodge*

Principal & Director,

Dr. Sunanda G. Rodge

Govt. College of Education, Nanded. (M.S.)



# Government College of Education, Nanded.

ONE DAY STATE LEVEL CAPACITY BUILDING SEMINAR

ON  
**RESEARCH METHODOLOGY**

**Certificate**

This is to certify that Prof. / Dr. / ~~Mr./Ms.~~ *Shaikh Haroon M. Asso. Professor* worked as a Co-Ordinator / Convener / Resource Person / Chairperson for One Day State level Seminar on **RESEARCH METHODOLOGY**, Organized by Govt. College of Education, Nanded held on 20 March 2017.

Date : 20 March 2017  
Place : Nanded

*Dr. H.M. Shaikh*

**Dr. H.M. Shaikh**

Dept. of Research & M Ed

Govt. College of Education, Nanded (M.S.)

*Dr. Sunanda C. Raut*

Principal & Director

Govt. College of Education, Nanded (M.S.)



# Government College of Education, Nanded.

ONE DAY STATE LEVEL CAPACITY BUILDING SEMINAR

ON

RESEARCH METHODOLOGY

Certificate

This is to certify that Prof. / Dr. / Mr. ~~Ms.~~ *Shaikh Haroon M. Asso. Professor,*  
Of *Govt. College of Education, Nanded.* ..... has attended /  
participated in the One Day State level Capacity Building Seminar on RESEARCH METHODOLOGY,  
held on 20th March 2017.

He/She has actively participated in the discussion with his own Research work and Ideas.

Date : 20 March 2017

Place : Nanded

*Dr. H.M. Shaikh*

Dr. H.M. Shaikh

Dept. of Research & M.Ed.

Govt. College of Education, Nanded. (M.S.)

*Dr. Sunanda G. Rodge*

Principal & Director,

Govt. College of Education, Nanded. (M.S.)



**Government College of Education, Nanded.**  
**ONE DAY STATE LEVEL SEMINAR**  
**on**

**EDUCATION OF THE OUT OF SCHOOL CHILDREN**

**Certificate**

This is to certify that Prof. / Dr. / Mr. / Ms. Shaikh Haroon M. Asso. Professor worked as a Co-Ordinator / Convener / Resource Person / Chairperson for **One Day State level Seminar on EDUCATION OF THE OUT OF SCHOOL CHILDREN**, Organized by Govt. College of Education, Nanded held on 19 March 2017.

Date : 19 March 2017

Place : Nanded

Smt. S.S. Solunke

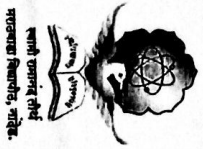
Asst. Professor

Govt. College of Education, Nanded. (M.S.)

Dr. Sunanda G. Rodge

Principal & Director,

Govt. College of Education, Nanded. (M.S.)



# Government College of Education, Nanded.

ONE DAY STATE LEVEL SEMINAR  
on

**EDUCATION OF THE OUT OF SCHOOL CHILDREN**

*Certificate*

This is to certify that Prof. / Dr. ~~Mr.~~ / Ms. *Belokar* K. A. *Asst. Professor*,  
worked as a Co-Ordinator / Convener / Resource Person / Chairperson for One Day State level  
Seminar on EDUCATION OF THE OUT OF SCHOOL CHILDREN, Organized by Govt.  
College of Education, Nanded held on 19 March 2017.

Date : 19 March 2017

Place : Nanded

*Solu*

Smt. S.S. Solunke

Asst. Professor

Govt. College of Education, Nanded. (M.S.)

*Dr. Sunanda G. Rodge*

Principal & Director,

Govt. College of Education, Nanded. (M.S.)



KAMALA  
Education Society's

## PRATIBHA COLLEGE OF EDUCATION

Block No. D-III, Plot No. 3, Behind Mehta  
Hospital, Off. Mumbai-Pune Road,  
MIDC, Chinchwad Station, Pune - 411019.  
☎ : 8600100942 / 45



Savitribai Phule  
Pune University

# STATE LEVEL WORKSHOP On "Contemporary Issues & Challenges in Teacher Education"

Academic Year 2016-17

## Certificate

This is to certify that, Prin./Prof./Sr. Dr. Mule Subha B  
of Govt. College of Education Nanded. has participated  
as a Resource Person / Participant in 1 day State Level Workshop jointly  
organized by BEUD, Savitribai Phule Pune University, Pune & Pratibha  
College of Education, Chinchwad, Pune under Equality Improvement  
Programme on 25/02/2017

DVShah

Deepak Shah  
Secretary, KES

[Signature]

Dr. K. R. Patekar  
Advisor

MPPatil

Asst. Prof. Manisha Patil  
Co-Ordinator

[Signature]

Prof. Padmadevi Vidap  
Principal



महाराष्ट्र भारतीय शिक्षण मंडळ,  
मुंबई



डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ,  
औरंगाबाद



शासकीय अध्यापक महाविद्यालय,  
औरंगाबाद

द्वारा आयोजित राज्यस्तरीय शिक्षण परिषद  
स्वातंत्र्योत्तर काळातील शिक्षक शिक्षण - सिंहावलोकन आणि आगामी काळातील आव्हाने

## प्रमाणपत्र

प्रमाणपत्र प्रदान करण्यात येते की, सौर दि. १० व ११ माघ शके १९३८ (दि. ३० व ३१ जानेवारी २०१७) या कालावधीत संपन्न

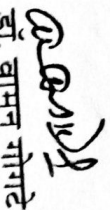
झाटेल्या राज्यस्तरीय शिक्षण परिषदेत श्री. / श्रीमती सोर्दुके रमन्यश्रीका श्रीरंगराव  
नी सहभाग घेतला असून प्रस्तुत परिषदेत रिदावाऱ्या बहुभाष्यामी व्याख्यान्य दाऱोदि रिदक रिदावाऱ्या  
या उपविषयावर निबंध सादर केला आहे.

भूमिका ज्ञान अभ्यास.



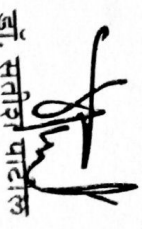
डॉ. संजीवनी मुळे

शा. अध्यापक महाविद्यालय,  
औरंगाबाद



डॉ. वामन गोगटे

संपादक, भारतीय शिक्षण,  
मुंबई



डॉ. सतीश पाटील

संचालक, म.व.वि.वि.मं.

डॉ. बा. आं. म. विद्यापीठ

औरंगाबाद

२९ जानेवारी २०१७

शा. अध्यापक महाविद्यालय,  
औरंगाबाद



# Indian Council of Social Science Research

(Ministry of Human Resource Development) (ICSSR) Sponsored

In collaboration with

Jan Shikshan Sansthan Aurangabad's

## Vijendra Kabra College of Social Work

Banjara Colony, Khokadpura, Aurangabad 431001 (Maharashtra)



### Two Days National Seminar

## CERTIFICATE

This is to certify that, Dr. Shaikh Haroon Moinuddin

Asso. Professor, Govt. College of Education, NANDED.

has actively participated in the National Seminar on "Social Exclusion and Inclusion of Scheduled Castes and Scheduled Tribes in India" held on 6<sup>th</sup> - 7<sup>th</sup> January 2017, As Delegate He/She has also participated/presented Authorised a Scientific Reserch paper entitled status and Problems of SC & ST in Indian social structure.  
at Vijendra Kabra college of Social Work, Aurangabad.



Dr. Satish Surana  
Convener & Principal

Jan Shikshan Sansthan Aurangabad's  
Vijendra Kabra College of Social Work, Aurangabad

## **Academic and Administrative Audit of Institutions: Need of the Hour**

**Dr. Shaikh Haroon M.**

Associate Professor,  
Government college of Education, Nanded(M.S)

Email: shmiase@gmail.com

+91952763492

---

### **Abstract**

The paper tries to discuss the concept of Academic Audit in Higher Education Institutions (HEIS) with its role to Assess, Enhance & Sustain the quality of education being provided to the learners. Further, the quality of education and its relationship with academic audit has been given a serious thought. Furthermore, paper includes a list of Agencies like NAAC, NCTE, and NUEPA etc. responsible for carrying out Academic Audit (AA) in India. Emphases were also laid on the purpose, principles and elements of academic and administrative audit.

---

### **Introduction**

Higher Education, in India, is one among the top three areas of development undergoing a tremendous change. The country is becoming a global hub for educational activities and a feeder for all kinds of international man-power requirement. There is a growing demand for, and also concern to, provide quality education with standard curriculum and globally acceptable system of education. Everywhere the idea of increasing Gross Enrollment ration, Generating more human resource with intellectual inputs are given much thrust. The NAAC(National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. During the last ten years, Universities in India have taken serious note of these emerging needs and demands and trying to update the curriculum, design new Programs and offer better educational services while maintaining high quality. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks its possible to go for a Total Quality Management in an Academic Institution.

All Higher Educational Institutions in India are expected to go through stringent quality assessment procedure by an external peer review, and series of accreditation based on a set of predetermined academic and administrative audit criteria. Accreditation and Reaccreditation have become regular processes for showing continuous improvements. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection. The National Assessment and Accreditation Council (NAAC) expects the Institutions to undertake continuous Academic and Administrative Audits by

external peers, after every Assessment and Accreditation. This is an important step to evaluate independently as to how well the improvement processes are taking place and what more needs to be done. Not many Institutions are prepared to undertake this step mainly due to their reluctance to expose their weaknesses. The Institutions which strive to attain excellence are always on the move to contribute more to the growth and development of Education System.

For assuring quality and excellence in higher education Universities are also taking steps to monitor their progress and evaluate the systems performances by establishing not only the Internal Quality Assurance Cells and but also through Academic and Administrative Audit (AAAC) conducted by external experts.

### **Academic audit**

Academic Audit is a mechanism to examine and enhance the quality of academic aspects of institutes of Higher Education.

Gupta B. L. states that, "it is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i. e. inputs, processes and outputs".

### **Administrative audit**

M. Rajendran defines Administrative Audit as "A method of assessing the efficiency and effectiveness of the operating system of the administrative procedures, policies, decision making authorities and functionaries, strategies, process, feedback, control mechanism and so on. The AA would certainly make the functionaries to ascertain the strength and weakness of the operating system in general and pin out the areas in particular, and to ascertain where the function is stagnated and affected, and where special attention is required along with man and material resources."

### **Academic audit agencies in india**

Accreditation for higher learning is overseen by following autonomous institutions established by the University Grants Commission:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Assessment and Accreditation Council (NAAC)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Dental Council of India (DCI)
- Central Council of Homeopathy (CCH)

- Central Council of Indian Medicine (CCIM)
- Veterinary Council of India (VCI)

### **Necessity of academic and administrative audit:**

1. To confirm that the arrangements for quality assurance are fit for purpose and conform to the institution's role and mission.
2. To provide assurance that the standards of higher education (at degree level and above) align with expectations.
3. To ensure that students have access to appropriate learning opportunities through taught provision, private study and supported learning.
4. To promote and enhance high quality teaching and learning.
5. To confirm that students are fully supported in their academic and personal development.
6. To advance the highest possible levels of student achievement.
7. To encourage strategic developments that enriches the curriculum and enhances students' opportunities for employment and career development

### **Purpose of the academic and administrative audit**

The purpose of the Academic and Administrative Audit is to evaluate the performance of the university departments, schools and the centers and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, and curricular and extra-curricular activities. Academic and Administrative Audit team checks and suggest improvements in the following

1. Availability of teaching and non-teaching faculty.
2. Infrastructural facilities available for carrying out academic and administrative activities.
3. Efforts taken for curricular development.
4. Teacher quality.
5. Teaching methods adopted and use of ICT in teaching, learning process.
6. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
7. Faculty development programmes implemented by the department.
8. Strengths, Weaknesses, Opportunities and Challenges of the department.
9. Research facilities and research output in the form of publications and patents.
10. Computer, internet and library facilities available.
11. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
12. Skill development and personality development programmes.
13. Generation of funds and optimum utilization.
14. Evaluation methods adopted for internal and external examinations.
15. Future plans of the department.

Self study phase of the academic audit the faculty look at the key activities in place that regularly improve the quality of teaching and learning. Academic Audit model also involves a review by peers called the Academic auditor team. This team review a programmes self study report, conduct a site visit and write its own report that includes commendations, affirmations and recommendations.

Self study consist of five focal area in the Educational Process such as

1. Determine Learning Objective.
2. Designing Curriculum and Co-Curriculum.
3. Designing teaching and learning methods.
4. Developing Student Learning Assessment.
5. Assuring Implementation of Quality Education.

### **The Peer Review:**

1. Auditors are volunteers (primarily faculty) who receive training on education quality processes and audit methodology.
2. Audit teams (3-5 members) will most likely come from other institutions
3. Because the auditors will be focusing on quality processes, they do not need to come from the academic discipline of the department being audited.
4. Audit visits are typically one day per department.
5. Auditors meet with department leadership, faculty, and students and other stake holder
6. Auditors ask questions similar to the self-study questions cited above.
7. Auditors write a report:
8. Highlighting examples of exemplary practice,
9. Noting areas for improvement,
10. Evaluating a department's approach to educational quality practices

### **Conclusion**

The quality of education is a big issue. The purpose of the Academic and Administrative Audit is to evaluate the performance of the university departments, schools and the centers and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, and curricular and extracurricular activities. So, Academic and Administrative Audit play vital role to bring quality in education and maintain it at global level.

### **References:**

Academic Audit Manual Pondicherry University retrieved from <http://www.pondiuni.edu.in/sites/default/files/downloads/manual.pdf>

Asha Devi, (2016) Procedure To Conduct Academic Audit Of Teacher Education Institutions, Raj Rajeshwari Journal Of Psychological & Educational Research Vol.1 (1), Bhot, Distt Hamirpur (H.P)

Dr. Parkash Chandra Jena,(2016) Academic And Administrative Audit: Quality Determinants of Quality Teacher Education, Raj Rajeshwari Journal of Psychological & Educational Research , Vol.1 (1), Bhot, Dist Hamirpur (H.P)

Gupta, B. L. (2011)Academic Audit. Concept Publishing; New Delhi

Rajendran, M. (2007) "Academic Assessment Ignoring Administrative Audit is Farce Accreditation" in Education in India (Vol. 4). Ed. Shobha Tiwari. Atlantic; New Delhi

\*\*\*\*\*

## RECENT CRITICAL DEBATES ON ACTION RESEARCH

*Dr. Shaikh Haroon M., Govt. College of Education, (IASE) Aurangabad M.S.*

*Mr. Hussein Ahmed Rajhy, Lecturer, College of Education Abs, Hajjah University- Yemen,*

*Ph.D. Researcher, Dr. B.A.M. University, Aurangabad MS*

### **Abstract:**

*Action research is a practical approach to professional inquiry in any social situation. It is applied to the development of teaching as its potential was identified. Action research's strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development or implementation activities.*

*Action research is different than other forms of research as there is less concern for universality of findings, and more value is placed on the relevance of the findings to the researcher and the local collaborators. Critical reflection is at the heart of action research and when this reflection is based on careful examination of evidence from multiple perspectives; it can provide an effective strategy for improving the organization's ways of working and the whole organizational climate. It can be the process through which an organization learns. We conceptualize action research as having three outcomes on the personal, organizational and scholarly levels. At the personal level, it is a systematic set of methods for interpreting and evaluating one's actions with the goal of improving practice. At the organizational level, action research is about understanding the system of interactions that define a social context because action research was proposed as a method of understanding social systems or organizational learning. At the scholarly level, the action researcher produces validated findings and assumes a responsibility to share these findings with those in their setting and with the larger research community.*

### **Introductory Remarks on the origins of Action research:**

Action research has been established as an appropriate research paradigm for educational, professional, managerial and organizational development, and it has been the focus of many books in the last three decades.

Action researchers are intent on describing, interpreting and explaining events (enquiry) while they seek to change them (action) for the better (purpose).

Throughout its development, different people have come to understand action research in different ways. From its beginnings in the 1930s, it was seen as an applied social science. Kurt Lewin, one of its acknowledged founding fathers, was himself a social scientist, who saw action research as a procedure that would allow workers to have a greater say in their work contexts. He promoted action research on the basis that workers' greater involvement would probably improve their productivity.

The idea of action research was taken up vigorously in education in 1950s America, but later went into decline. In the 1970s it received a new impetus in the UK through the work of researchers such as John Elliott, Jack Whitehead, Wilf Carr and Stephen Kemmis.

John Elliott developed action research as a form of professional development for teachers. Elliott's views have been highly influential in establishing action research, but, from our perspective, the approach is still problematic in the assumption that, although practitioners do the research and gather data in order to generate new theory, the theory itself is generated by the spectator researcher.

At the same time as John Elliott was developing his work, Jack Whitehead at the University of Bath was also developing a new approach to action research. "Unlike interpretive researchers making claims

about the theories of other practitioners, he took the view that teachers were perfectly capable of generating their personal theories by systematically studying their practice. Their theories would contain the descriptions and explanations they offered for their practices as they asked, 'How do I improve what I am doing?' (See Whitehead, J. and McNiff, J. 2006: 21) He maintained that the work of teachers should be supported (but not directed) by higher education personnel, who would in turn provide intellectual and emotional support to the teachers, as well as advice about further resources and pathways to accreditation. The relationship here was a democratic partnership, in which all participated in a dialogue of equals. The work of higher education personnel also was to study their practice, in collaboration with the teachers who were studying theirs, so that all could learn and grow together. The work of Elliott and Whitehead has been profoundly influential over the years in presenting action research as a legitimate educational research methodology. (Whitehead, J. and Mc Niff, J. 2006:21).

### **What is Action Research?**

Although there is no universally accepted definition for action research, many useful ones do exist. The authors here shall consider some of these definitions which are widely quoted by researchers.

Keith j. and Helen J. (1998) in their "*Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*." Have stated that:

"Action research derives from the work during the 1940s of Kurt Lewin, who used it as a method of research into social issues. In education, it has become closely associated with the broader area of Teacher Research and Development. Its underlying rationale is to encourage teachers in the reflective and critical investigation of their own practice. Action research is characteristically context-specific and collaborative and, most important, oriented to pedagogic change brought about by the participants in a setting. Most models of action research are conceived in terms of a cycle or 'spiral' which offers a sequential set of research steps." (P. 5)

Walliman Nicolas (2001) , in his book "*Your Research Project A step-by Step Guide for the First-Time Researcher*", tried to define action research as " this (Action Research ) can be seen as related to experimental research though it is carried out in the real world rather than in the context of a closed experimental system. A basic definition of this type of research is "a small scale intervention in the function of the real world and a close examination of the effects of such an intervention" (Cohen and Manion 1994:186).

Its main characteristics is that it is essentially an "on the spot" procedure, principally designed to deal with specific problem evident in particular situation. No attempt is made to separate a particular feature of the problem from its context in order to study it in isolation. Constant monitoring and evaluation are carried out, and the conclusions from the findings are applied immediately, and further monitored. Action research depends mainly on observation and behavioral data. As a practical form of research, aimed at a specific problem and situation and with little or no control over independent variables, it cannot fulfill the scientific requirement for generalizability. In this sense, despite its exploratory nature, it is antithesis of experimental research". (P. 96.)

In the book of Sagor, R. (2000) Entitled: "*Guiding School Improvement with Action Research*", Action research: "A disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions." (P. 3)

Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings. Perhaps even more important is the fact that action research helps educators be more effective at what they care most

about their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile (Sagor 2000: 3)

To define Action research, Zuber-Skerritt O. (1996:2) wrote: "Briefly, my understanding of emancipatory action research is that it is collaborative, critical and self-critical inquiry by practitioners (e.g. teachers, Managers) into a major problem or issue or concern in their own practice. They own the problem and feel responsible and accountable for solving it through team work and through following a cyclical process of:

- 1) strategic planning;
- 2) action, i.e. implementing the plan;
- 3) observation, evaluation and self-evaluation;
- 4) critical and self-critical reflection on the results of points 1-3 and making decisions for the next cycle of action research, i.e. revising the plan, followed by action, observation and reflection, etc."

Carr and Kemmis (1986) describe action research as being about:

- the improvement of practice;
- the improvement of the understanding of practice;
- the improvement of the situation in which the practice takes place.

"There are two essential aims of all action research: to *improve* and to *involve*. Action research aims at improvement in three areas: firstly, the improvement of a *practice*; secondly, the improvement of the *understanding* of the practice by its practitioners; and thirdly, the improvement of the *situation* in which the practice takes place. The aim of *involvement* stands shoulder to shoulder with the aim of *improvement*. Those involved in the practice being considered are to be involved in the action research process in all its phases of planning, acting, observing and reflecting. As an action research project develops, it is expected that a widening circle of those affected by the practice will become involved in the research process." (p. 165.)

Carr and Kemmis (1986) state that: "Teaching....can only be understood by reference to the framework of thought in terms of which its practitioners make sense of what they are doing. Teachers could not even begin to 'practice' without some knowledge of the situation in which they are operating and some idea of what it is that needs to be done." (p.113)

It was mentioned above that action research cuts across the theory-practice divide, adopting a position which implies that both elements are part of each other. This statement in itself does not imply anything other than a cause-effect relationship between theory and practice, but Carr and Kemmis move quickly to highlight what they see as a crucial reciprocity between the two: "The twin assumptions that all 'theory' is non-practical and all 'practice' is non-theoretical are, therefore, entirely misguided..... 'Theories' are not bodies of knowledge that can be generated out of a practical vacuum and teaching is not some kind of robot-like mechanical performance that is devoid of any theoretical reflection. Both are practical undertakings whose guiding theory consists of the reflective consciousness of their respective practitioners." (p.113)

Within all these definitions there are four basic themes: empowerment of participants; collaboration through participation; acquisition of knowledge; and social change. The process that the researcher goes through to achieve these themes is a spiral of action research cycles consisting of four major phases: planning, acting, observing and reflecting (Zuber-Skerritt 1991:2).

A careful study of the definitions and viewpoints we have presented in this section should help to highlight some of the unique features of action research. The key concepts include a better understanding, participation, improvement, reform, problem finding, problem solving, a step-by-step process, modification, and theory building. These words also perhaps demonstrate the reasons for the popularity of

action research as a mode of study for education professionals. The definitions emphasize the role of action research which is possible within the professional and institutional enhancement of the researchers; the attributes and advantages of action research.

### Features of the Action Research Approach

According to (Koshy, 2005: 11), the following features of the action research approach are worthy of consideration:

- a) Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and based on the evidence gathered changes in practice are then implemented.
- b) Action research is participative and collaborative; it is undertaken by individuals with a common purpose.
- c) It is situation-based and context specific.
- d) It develops reflection based on interpretations made by the participants.
- e) Knowledge is created through action and at the point of application.
- f) Action research can involve problem solving, if the solution to the problem leads to the improvement of practice.
- g) In action research findings will emerge as action develops, but these are not conclusive or absolute.

### How is action research similar or different to other research?

Traditionally, **scientific research** has been conducted by professional full-time researchers. They generally choose their topics based on their personal predilections or the preference of journal editors, and they publish reports of their work with the hope that someone will someday make use of it. But even if no one does, their work is usually complete upon publication of their report.

**Action research**, on the other hand, is conducted by people who want to do something to improve their own situation. When other people read about their work, notice it, or make use of it, that is simply icing on the cake. Action researchers undertake a study because they want to know whether they can do something in a better way.

I like to think of scientific researchers as being very much like investigative journalists. They look at what others are doing or should be doing. Action researchers, on the other hand, look at what they themselves are or should be doing. (Sagor R 1992:7)

According to McNiff J. Lomax P. and Whitehead J. (1996), Action research shares the **following characteristics with other research**:

- it leads to knowledge
- it provides evidence to support this knowledge
- it makes explicit the process of enquiry through which knowledge emerges
- it links new knowledge with existing knowledge

Action research is **different from other research** because:

- it requires action as an integral part of the research process itself
- it is focused by the researcher's professional values rather than methodological considerations
- it is necessarily insider research, in the sense of practitioners re searching their own professional actions. (McNiff J. Lomax P. and Whitehead J. 1996:14)

Further, McNiff J. Lomax P. and Whitehead J. (1996) distinguished three categories of research: theoretical research, evaluative research and action research.

- a) **Theoretical researchers** try to describe, interpret and explain events without making any judgments about them.
- b) **Evaluative researchers** describe, interpret and explain events so that they or others can make evaluative judgments about them.
- c) **Action researchers** are intent on describing, interpreting and explaining events while they seek to change them for the better.

Thus: action researchers are intent on describing, interpreting and explaining events (enquiry) while they seek to change them (action) for the better (purpose). A good example of how action research is different from other research is in the difference between the following two questions:

- 1) How can I improve the quality of my practice here?
- 2) What is happening here?

The first question is an action research question and the second one is not. 'How can I improve...?' questions indicate your commitment to an imagined solution that depends on your own action. (McNiff J. Lomax P. and Whitehead J. 1996:14)

### **Statistics and Action Research:**

Interestingly, there is a common misconception: You cannot use statistics in action research. You can! Action researchers can employ both qualitative research techniques and quantitative research techniques. When you use qualitative research techniques you will be looking at a small number of cases in as much detail as possible. When you use quantitative research techniques you will be looking at a larger number of cases in less detail and will probably find statistics useful aids. Many action researchers use both quantitative and qualitative research techniques. Whichever techniques you use, you must follow the guidelines that have been developed for using the technique. Action research is not an excuse to use an established research technique badly. (J. Lomax P. and Whitehead J. 1996:14)

We reject a widespread tendency for people to believe that action research must be qualitative research rather than quantitative research. This unjustifiable assumption probably arises from the belief that action-oriented work cannot be scientific (precisely because it involves action) and the additional assumption that quantitative research must be more scientific than qualitative research. Because we see no merit in these assumptions and because we use both quantitative and qualitative methods ourselves, we reject the notion that action research is qualitative research only and argue that action researchers are obligated to be competent in all major forms of social research.

### **Action Research, Applied Research, and Qualitative Vs. Quantitative Research:**

*Action research* refers to the conjunction of three elements: *action, research, and participation*. Unless all three elements are present, the process may be useful but it is not Action research. Put another way, Action research is a research strategy that generates knowledge claims for the express purpose of taking action to promote social analysis and democratic social change. The social change we refer to is not just any kind of change. Action research aims to increase the ability of the involved community or organization members to control their own destinies more effectively and to keep improving their capacity to do so within a more sustainable and just environment.

Action research is not applied research, and Action research explicitly rejects the separation between thought and action that underlies the pure/applied distinction that has characterized social research for a number of generations.

We believe that valid social knowledge can only be derived from practical reasoning engaged in through action. As action researchers, we believe that action is the only sensible way to generate and test new knowledge. The widespread belief that being a "true" social scientist means not being engaged in social action is, to us, so peculiar and counterintuitive that we devote a considerable amount of space to explaining this phenomenon in.

Action researchers can accept no a priori limits on the kinds of social research techniques they use. Surveys, statistical analyses, interviews, focus groups, ethnographies, and life histories are all acceptable, if the reason for deploying them has been agreed upon by the action research collaborators and if they are used in a way that does not oppress the participants. (Greenwood, D. and Levin M. 1998, 5-6).

### **Action research vs case study**

Action research differs from case study research in that the action researcher is directly involved in planned organizational change. Unlike the case study researcher, who seeks to study organizational

phenomena but not to change them.

### Three Purposes of Action Research:

Action research in the words of Sagor, R. (2000), can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- Building the reflective practitioner
- Making progress on school-wide priorities
- Building professional cultures. (P. 7)

### Three types of Action Research :

Type 1: the scientific-technical view of problem solving;

Type 2: Practical-deliberative action research; and

Type 3: Critical-emancipatory action research

Masters, J. (1995) has quoted (Grundy 1982:363) who produced the following table to summarize the characteristics of the three types of action research:

Philosophical Base	Technical Action Research	Mutual - Collaboration Action Research	Participatory Action Research
	Natural Sciences	Historical - hermeneutic	Critical Sciences
The nature of reality	Single, measurable, fragmental	Multiple, constructed, holistic	Social, economic. Exists with problems of equity and hegemony
Problem	Defined in advance	Defined in situation	Defined in the situation based on values clarification
Relationship between the Knower and Known	Separate	Interrelated, dialogic	Interrelated, embedded in society
Focus of collaboration theory	Technical validation, refinement, deduction	Mutual understanding, new theory, inductive	Mutual emancipation, validation, refinement, new theory, inductive, deductive
Type of knowledge produced	Predictive	Descriptive	Predictive, descriptive
Change duration	Short lived	Longer lasting, dependent on individuals	Social change, emancipation
The nature of understanding	Events explained in terms of real causes and simultaneous effects	Events are understood through active mental work, interactions with external context, transactions between one's mental work and external context	Events are understood in terms of social and economic hindrances to true equity
The role of value in research	Value free	Value bounded	Related to values of equity
Purpose of research	Discovery of laws underlying reality	Understand what occurs and the meaning people make of phenomena	Uncover and understand what constrains equity and supports hegemony to free oneself of false consciousness and change practice toward more equity

It is not in the methodologies that the three modes of action research differ, but rather in the underlying assumptions and world views of the participants that cause the variations in the application of the methodology "The differences in the relationship between the participants and the source and scope of the guiding 'idea' can be traced to a question of power. In technical action research it is the 'idea' which is the source of power for action and since the 'idea' often resides with the facilitator, it is the facilitator who controls power in the project. In practical action research power is shared between groups of equal participants, but the emphasis is upon individual power for action. Power in emancipatory action research resides wholly within the group, not with the facilitator and not with the individuals within the group. It is often the change in power relationships within a group that causes a shift from one mode to another

### **The Action Research Process**

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action. (Sagor 2000: 4)

### **Action Research Tools**

Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods are generally common to the qualitative research paradigm.

### **Action Research as Purposeful Research**

Carrying out an action research project brought it home for practicing teachers to experience the research process and benefit from that experience. In recent years, concern has been expressed that educational research was not always reaching the practitioners, as quite often work done by academics was published in journals generally not read by them. In this context it is worth pointing out that action research opens up opportunities for practitioners to actually be involved in research, which has immediate relevance and application.

- To encourage teachers to engage with research and evidence about pupils' achievements, for example to use other people's research to inform their practice and/or to participate actively in research.
- To increase the capacity for high-quality, teacher-focused classroom research by supporting teacher involvement in the development of research proposals for external funding.
- To support teachers in designing, applying and for carrying out more medium and large-scale classroom-based research about pedagogy where teachers have an active role.
- To enable experiments in disseminating research findings and making use of them in classrooms.
- To provide examples of good practice in making use of research. (Koshy, 2005:29-30)

### **The requirements for a research approach**

The theory-ladenness of action and the reflexivity of consciousness present difficulties when it comes to the understanding of professional practice. The first suggests that it can only be fully understood from the inside; the second that an outside interpretation will inevitably impose meanings on a situation which may or may not be there. Yet the world of education and other professional disciplines is full of outside solutions or recommendations for individuals' practice. Altricher et al. (1993) suggest that two differing 'rationalities' are in conflict here, the technical and the reflective:

**Technical rationality suggests that:** there are general solutions to practical problems; these solutions can be developed outside the practical situations, in research or administrative centers; the solutions can be translated into teachers' actions by means of publications, training, administrative orders, etc. p. 199

**Reflective rationality suggests that:** complex practical problems demand specific solutions; these solutions can be developed only inside the context in which the problem arises and in which the practitioner is a crucial and determining element; the solutions cannot be directly applied to other contexts, but can be made accessible to other practitioners as hypotheses to be tested. (P. 200)

The application of action research to education arose out of dissatisfaction with the technical approach to curriculum development. Because education is a practical enterprise, the resolution of educational problems can only take place by adopting a course of action and this action cannot exist outside the practitioners' history, beliefs and values. To help practitioners understand what course of action to take, it was essential to have a research approach that would help illuminate the personal complexities of their own situation. The clear reflective rationality of action research enables it to do that. (Kaur Surinder 2013)

Although there are many characterizations of the process of action research, there can be seen to be certain common elements within them. These common elements can be thought of as constituting a 'bottom line' in any definition of action research: Action research is about teachers striving to understand and to improve their practice. At the 'bottom line', this operates at a personal level. It may lead on to collaboration and a critique of the situation in which the practice is carried out, but this does not have to be a fundamental aim.

- ✓ Action research proceeds through a process of planning, action and reflection upon action. This can be thought of as an action-reflection 'cycle'.
- ✓ Action research involves the gathering of evidence about practice.
- ✓ Action research involves teachers trying to see the effects of planned change in their practice.
- ✓ Action research strives to be systematic and rigorous.
- ✓ Analysis and knowledge formation in action research belong to the practitioner. (Kaur Surinder 2013: 256)

#### **What is the relationship of action research to science?**

By some definitions action research is science. By other definitions it complements science. Those who think it is science recognize that it shares with other approaches a pursuit of understanding. It values scepticism and empiricism. That is, in pursuing knowledge it strives vigorously to disconfirm present views, and it uses evidence to do that. If science is systematic and sceptical empiricism, then action research is scientific. Those who think it is not science point to a number of ways in which it differs from some other scientific paradigms. For example, action research:

- does not usually provide causal explanations of what is studied
- usually does not attempt to answer questions which are as precise as those addressed by e.g. experimental research
- mostly uses qualitative data
- is done by researchers who do not make the same effort to distance themselves from what they are researching; in fact, they often set out to build close relationships with the people within the system studied
- uses a research process which, rather than being standardized, is modified on the run in response to what happens
- does not necessarily seek explanations at a more specific level than the phenomena it is dealing with – that is, it tends not to be "reductionist".

In addition, action research is often regarded as giving answers which are specific to the particular

situation, and which cannot be generalized to other situations. This is partly true, but a more complex issue than this criticism recognizes. It can be said that the generalization which experimental science provides is difficult to relate to social situations. I believe its value has therefore been overstated by those who criticize action research for its lack of generalization.

Because of the differences between experimental science and action research, some would not regard action research as sufficiently rigorous to be regarded as science. In reply it can be said that this depends upon particular definitions of rigour.

In any event, action research can provide a useful contribution to knowledge, both in its own right and as a complement to more traditional approaches to research. It allows for systematic understanding to arise from activities which are oriented towards change. It has a capacity to respond to the demands of the informants and the situation in a way which most other paradigms cannot.

#### **Discussions:**

The comments of Jupp Victor (2005:3) in his work entitled *The Sage Dictionary of Social Research Methods* are worthy quoted "If judged by the standards of conventional academic research, action research might appear to be unscientific. The close and collaborative relationship between researchers and researched, for example, could be seen as a source of bias because the researcher is no longer independent of the research setting. The flexible design features of action research projects might also be an anathema to the mainstream social researcher. In contrast to the clear specification of research questions or hypotheses to be found in conventional empirical studies, action research is characterized by a fluid and ongoing process of formulation, implementation, adaptation and evaluation in which the identification of stages or project milestones is often difficult. Research design in action research is evolutionary rather than specified beforehand in a research protocol."

Since there is such a marked difference between conventional and action research it would probably make more sense to judge the latter on its own terms. Such a judgement would need to consider the action research process, with its emphasis on participation to bring about change and the role of reflection and self-evaluation in that process.

Evaluation should also take into account how action research aims to change the way people do things. Its outcomes are not necessarily 'findings' in the conventional sense of theoretical progress, but in terms of new practices, changed behaviour patterns or improvements in organizational processes.

Given the rapidly changing nature of organizational settings and the continuing pressure on organizational members to improve their performance it is likely that action research has a considerable contribution to make in the management of change. Action research has the potential to go 'beyond an analysis of the status quo to directly consider questions of "what might be" and "what can be" (p.5).

#### **Conclusion:**

In this review paper, we have tried to give the reader an overview of what is entailed in carrying out action research and the purposes of carrying out action research projects. The presentation of models, theoretical antecedents, developments, central characteristics and definitions of action research given can only give a hint of the experience that educational professionals need to be active participants. Expert views, from those who have contributed to the development and a more widespread acceptance of action research, were indicated and their names and publications were cited as landmarks in the progress of the methodology of action research. The major distinctive characteristics of action research are highlighted. The following quotations from experts in the field of action research are worthy for supporting and clarifying the differences between action research and other traditional types of research.

"Action research is different from other more conventional or traditional types of research in that it is much focused on individual or small-group professional practice and is not so concerned with making general statements. Generalizability of findings to other contexts will not in most cases be of primary importance. The important thing is that the processes involved are helpful to the practicing teacher's

reflection, irrespective of whether they can be verified by someone else.... The main function of action research is to facilitate the reflective cycle and in this way provide an effective method for improving professional action." (Wallace M. J. 1998:17-8). Yet, Koshy (2005: 11) also observed that "in action research findings will emerge as action develops, but these are not conclusive or absolute".

"Despite many varying definitions of action research, one common thread is that participants in a given social situation classroom are themselves centrally involved in a systematic process of inquiry arising from their own practical concerns. This is the major distinction between action research and other forms of applied research in which participants investigate issues considered theoretically significant in the field" (Burns Anne 2005:241).

"To whatever extent future trends in action research incorporate some of the directions foreshadowed here, it seems inevitable that will become instrumental in forging new relationships between academic researchers and teachers in the field, and in giving rise to new paradigms of research in which practitioners will have much greater role to play". (Burns Anne 2005:252)

### Bibliography

1. Alber, S.M. (2011). *A Toolkit for Action Research*. Lanham, MD: Rowman and Littlefield publishers Inc.
2. Altrichter H., Posch P. and Somekh B.(1993) *Teachers Investigate Their Work An Introduction to the Methods of Action Research*. London: Routledge.
3. Atweh, B., Kemmis, S., & Weeks, P. (Eds.). (1998). *Action Research in Practice: Partnerships for Social Justice in Education*. London: Routledge.
4. Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press
5. Burns Anne (2005) Action Research. in Hinkel Eli(ed) (2005) *Handbook of Research in Second Language Teaching and Learning*. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.
6. Burns, A. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners*. New York: Routledge.
7. Cammarota, J., & Fine, M. (Eds.). (2008). *Revolutionizing Education: Youth Participatory Action Research in Motion*. New York: Routledge.
8. Carr W. and Kemmis S. (1986) *Becoming Critical : Education, Knowledge and Action Research*. London,: Routledge.
9. Coghlan, D., & Brannick, T. (2005). *Doing Action Research in Your Own Organization*. London: Sage Publications.
10. Elliott, J. (1991) *Action Research for Educational Change*. Buckingham :Open University Press.
11. Greenwood D. and Levin M.(1998) *An Introduction to Action Research :Social Research for Social Change*. Thousand Oaks, CA: Sage.
12. Jupp Victor (2005) *The Sage Dictionary of Social Research Methods*. London: SAGE Publications
13. Kapoor, D. and Jordan S. (2009). *Education, Participatory Action Research, and Social Change: International perspectives*. New York, NY: Palgrave Macmillan.
14. Kaur Surinder (2013) Action Research in Education , *International Journal of Research in Education Methodology* Vol.3, No.2  
<http://paper.researchbib.com/?action=viewPaperDetails&paperid=21220&uid=r7e602>
15. Keith j. and Helen J. (1998) *Encyclopedic Dictionary of Applied Linguistics : A Handbook for Language Teaching*. Malden, Massachusetts Blackwell Publishing Ltd.
16. Koshy, V. (2005) *Action Research for Improving Practice: A practical guide*. London: Paul Chapman Publishing.
17. Masters, J. (1995) 'The History of Action Research' in I. Hughes (ed) *Action Research Electronic*

Reader, The University of Sydney, on-line

<http://www.behs.cchs.usyd.edu.au/arow/Reader/rmasters.htm>

18. McIntyre, Alice (2008) *Participatory Action Research*. Los Angeles : Sage Publications
19. McNiff J. Lomax P. and Whitehead J. (1996) *You and Your Action Research Project*. London,: Routledge.
20. McNiff, J. (1988) *Action Research: Principles and Practice*. London, Routledge.
21. McNiff, J. (1993) *Teaching as Learning: An Action Research Approach*. London: Routledge.
22. Pelton, Robert P. *Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction*. Lanham, MD: Rowman and Littlefield publishers Inc.
23. Phillips, D. K., & Carr, K. (2006). *Becoming a Teacher through Action Research: Process, Context, and Self-Study*. New York: Routledge.
24. Sagor, R. (1992). *How to Conduct Collaborative Action Research*. Alexandria, VA: Association for Supervision and Curriculum Development.
25. Sagor, R. (2000). *Guiding School Improvement With Action Research*, Alexandria, Virginia: Association for Supervision and Curriculum Development.
26. Sagor, R. (2005). *The Action Research Guidebook: A four-step process for educators and school teams*. Thousand Oaks, CA: Corwin Press.
27. Somekh, B. (2006) *Action Research: A Methodology for Change and Development*. Maidenhead: Open University Press.
28. Sykes, J. A. (2002). *Action Research: A practical guide for transforming your school library*. Greenwood Village, Colorado: Libraries Unlimited.
29. Tomal, D. R. (2003). *Action Research for Educators*. Lanham, MD: Scarecrow Press.
30. Whitehead, J. and McNiff, J. (2006) *Action Research Living Theory*. London: Sage Publications.
31. Wallace M. J. (1998) *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
32. Walliman Nicolas (2001) *Your Research Project A step-by Step Guide for the First-Time Researcher*. London: Sage Publications.
33. Zuber-Skerritt O. (1996) *New Directions in Action Research*. London: The Falmer Press.



यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

ज्ञानगंगोत्री, गोवर्धन, गंगापूर धरणाजवळ, नाशिक-422 222.

दूरध्वनी : (0253)2231714, 2231715, 2230717, 2230227, 2231478

Web Site: <http://ycmou.digitaluniveristy.ac>

संदर्भ- शिक्षानि | 1778 | 2016

दिनांक १७-०६-२०१६

शिक्षणशास्त्र विद्याशाखा

बी.एड. अभ्यासकेंद्र उद्बोधन (१६-१७ जून २०१६)

प्रमाणपत्र

बी.एड. शिक्षणक्रम २०१६-२०१७ तुकडीसंदर्भात सर्व अभ्यासकेंद्रांच्या प्रतिनिधीचे उद्बोधन दिनांक १६ व १७

जून २०१६ रोजी विद्यापीठात आयोजित करण्यात आले.

शासकीय अस्थापक महाविद्यालय  
सदर उद्बोधनसत्रास..... केंद्रावरील श्री/श्रीमती डॉ. मुळे एस.डी. हे

दोन्ही दिवस पूर्ण वेळ उपस्थित होते.



*Sprinkole*

डॉ. संजीवनी महाले

प्र. संचालक शिक्षणशास्त्र विद्याशाखा

*Ksalant*

डॉ. कविता साळुंके  
समन्वयक बी.एड.

शिक्षणशास्त्र विद्याशाखा

*Officer coll.*  
*महाराष्ट्र*

*CS*



International Recognized Multidisciplinary Research Journal

# NEW INTERNATIONAL EMERGENT RESEARCH JOURNAL



This is to certify that our Editorial & Advisory Board accepted Research paper of

Dr./S<sup>r</sup>/Smt. सुलभा बापसाहेब भुके

Topic शिशुगमनित्त नवविचारप्रकार संशोधन साहाय्यभुक्त पथवेक्तिन

अभ्यास

College / Institution शासकीय अड्यापक महाविद्यालय, नांदेड

The Research is Original & Innovative. Your articles is published in the Volume No.: I,

Issue No.: ०६, Month of जुन २०१६

Asst. Prof. A.V. Hingmire  
Chief Editor



DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

Aurangabad-431004, Maharashtra (India)

NAAC Re-Accredited With 'A' Grade

DEPARTMENT OF EDUCATION

**National Workshop on  
E-content Development in Regional Languages**

Date: 21<sup>st</sup> & 22<sup>nd</sup> March 2016

**CERTIFICATE**

This is to certify that, **Dr. Sulbha Muley** has participated in the **National Workshop on E-content Development in Regional Languages** held on 21<sup>st</sup> & 22<sup>nd</sup> March, 2016 at Department of Education, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Self Attested.

Convener  
**Dr. Shobhana Joshi**  
Professor & Head