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BEST PRACTICES FOR LANGUAGE LEARNING WITH REFERENCE TO LEARNING BEYOND THE CLASSROOM

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Introduction:

English has become an international language and there are two important dimensions to successful second or foreign language learning : what goes on inside the classroom and what goes on outside of the classroom. (Richards,2014) The traditional concept of classroom-based language learning has been criticised for placing learners exclusively inside it's four walls. Out of class learning and activities provide opportunity to address some of the limitations of the classroom-based learning. (Nunan and Richards, 2015) However, the internet technology and the media and the use of English face to face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom. (Richard, 2014).

This paper provides an overview of learning within the second language classroom and how the classroom together with teachers, learners and learning material can pave the ground for learning to occur. The present paper focuses on main aspects, they are involving the student in out of class learning. Using Technology and the internet learning through television, out class project learning can play an important role to facilitating learning a foreign language out of class learning involves some sort of activities that lead to language learning in the contexts outside the classroom. (Benson, 2011) This paper was intended to say that more efforts need to be made such as power of listening, speaking and writing and etc. in language learning beyond the classroom Through and they can assess on their language learning progress too.

Listening:

A ground listener has the capability to better understand. It is important to understand and comprehend the speakers and it needs to realize the speaker's accent and pronunciation, speaker's use of grammar and vocabulary and comprehension of meaning. (Surciban,1999) to improve our listening in on line learning we can use computers, CD players broadcasting and tap-recorders.

Use of computers:

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and idea and develop their listening skills. (Hoven,1999) computer based listening tests are very important in reinforcing the understanding skills of the listener.CD-Rom based learning can also provide significant advantages over the traditional methods. At the end, the internet voice chatting using the second language may also aid the communication capabilities of the student use of CD players:

Use of CD players:

The use of CD player is another tool to enhance listening, CD players are electronic instruments used to run audio CD-Roms.

Use of Tap-recorders:

Tap recorders are one of the oldest technical listening tools and the use of them is rapidly decreasing nowadays. However, they are still be utilised in certain cases and are attached with some English language learning text-books

Speaking:

Learning English is not complete without speaking abilities. Inserting technology in learning English language speaking can take several forms.eg; use of internet, chatting and use of speech synthesis program. Modern computer programs can signal and decode human sound. These types of programs are defined as artificial intelligence. Computer programs and can be very useful tool for improving the speaking capability, practising with such programs will strengthen vocabulary and pronunciation abilities too. With the easy access to the online world, there is a great opportunity to use this technology for learning English online with the help of online courses. We have the opportunity to speak with the people from anywhere in the world. Using Skype, Google, YouTube, and many

other online resources, help ESL students towards their goal of speaking English with confidence.

Writing:

Computers can help ELL students develop their writing skills. When using a computer however, the use of graphic can make this much more enjoyable and can make them express thoughts more clearly. (Lewis,1997) Writing paragraphs can be very challenging for the students. The students can highlight a specific part of the written text through underlining, bolding, italicizing or changing the font size and color of the text with the aid of these programmes which have the compatibility of automatically checking the spelling and grammar .So, the use of computer as a tool in studying grammar is more motivating for the students than the process of traditional both pencil and paper (Ybarra v green, 2003) Electronic mail is a modern way for writing and transferring messages through internet. Using email can be a very effective means for improving writing skills. Students can use E-mails to learn how to respond to the incoming messages using some formal statements and meaningful language. (Singhal, 1997) English language teachers should encourage their students to use technology in developing the language skills and the educational institutions should modernize their technical instructions capabilities by using new equipment and laboratories for supporting the teaching process.

Conclusion:

Out-of class learning provides authentic language opportunities and improve learner's both linguistic and communication skills. Out of class language learning raises issues for second language acquisition theory & Challenges us to develop 'a theory of second language learning beyond the classroom similar to the theory of instructed second language acquisition proposed by Ellis (1999).

Teachers need to become familiar with the range of activities learners make use of & the potential such experiences have for making connection with classroom based teaching. Teachers may also need to acquire the skills needed to guide learners in effective ways of using out-of class learning to support in class learning.

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वर्ग खंड में स्व-अध्ययन शिखन□की रीत

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परिचय:

एक ऐसा समय था कि इंसान जानवर कि अवस्था स□ज्यादा बहतर न था । धीर□धीर□ इंसानन□नया-नया शिखना शरु किया । नई शोध शुरु की । इसी लिए इंसान में पह्ल□स□हीं कुछ करन□कि सोच थी । इस बात पर ही मैन□ग्र□प्रोजक्ट हाथ प□लिया।

छात्र स्कूलम□एडमिशन लही तो लता है लकिन दिन-प्रतिदिन छात्र को स्कूलकी पढाई में ध्यान कम रहता ह□ स्कूलम□जान□कि इच्छा कम होती हें । इस क□पीछ□क्या वजह हो सकतीं हैं य□जाननक□लिए और वर्तमामान एज्युक□शन सिस्टम सायद कही न कही सोचन□ क□लिए मजबूर करती हें । चाक और □ोक मथड आज क□जमान□स□हीं चल□ी । क्लास रूम और क्लास रूम क□बाहार प्रभावी अपक्षित परिवर्तन कैस□कर सकत□हैं इस सोच क□साथ काम शुरू किया । कक्षा ९ गुजराती विषय में बी.एड. क□तालिमार्थी न□ग्र□काम किया है ।

उद्द्□श्य:

१. छात्र खुद ही विषयवस्तु तैयार कर□
२. छात्र विषयवस्तु क□आधार पर कार्ड तैयार कर□
३. छात्र विषयवस्तु में स□प्रश्न निकाल□
४. छात्र विषयवस्तु क□आधार पर चित्र तैयार कर□
५. छात्र को ग्रुपम□काम करन□कि स्किल ड□वलोप हों।
६. छात्र को स्कूलम□आन□कि इच्छा हों।

सोपान:

१. छात्र का जूथ बनाना
२. विषयवस्तु का विभाजन
३. जूथ क□मुताबिक विषयवस्तु की चर्चा करना
४. लिखना

५. रिपोर्टिंग करना

प्रारंभ:

स्टेप १ & २ रूटीन है। लेकिन तीसरा स्टेप अत्यावश्यक हैं। क्योंकी इस स्टेप में छात्र की स्किल डेवलोप होती हैं । छात्र को तिन भागोंमें काम करनेकी सूचना दी।

पहला भाग: कवि/लेखक परिचय

- युग
- जन्म और मृत्यु
- साहित्यका प्रकार,समज के साथ
- लेखक का लेखन सर्जन
- यूनिट जीवन में कैसे उपयोगी है ।(श्रम,निष्ठा,आदर्श..इत्यादि)

दूसरा भाग: एक्टिविटी

- टीचिंग-एड बनाना
- विषयवस्तु : भाव,अपरिचित शब्द,रूढ़िप्रयोग,छंद,अलंकार...इत्यादि
- शब्द रमत
- वाक्य रमत
- हाउसी
- क्रोसवर्ड
- यूनिट के आधारित निबंध,ख़त,प्रसंग,विचार-विस्तार...इत्यादि
- चित्र बनाना
- फोटोग्राफी,विडियोग्राफी

तीसरा भाग: मूल्यांकन

- लघु प्रश्न
- वस्तुनिष्ठ प्रश्न
- हाउसी शब्द रमत
- क्रोसवर्ड रमत
- बड़े प्रश्न : १. विषयवस्तु आधारित एक प्रश्न २. विचार अभिव्यक्ति के आधार पर एक प्रश्न

निष्कर्ष:

ऐसा करने से यह फायदा हुआ कि छात्र को सेल्फ लर्निंग में खुद का आत्मविश्वास बड़ा । सेल्फ लर्निंग स्किल डेवलोप हुई । जूथ में काम करने कि भावना विकसित हुई। सब साथ में बैठकर एक-दुसरे के विचार पर गहन चर्चा करते रहे और जो अच्छा मिला वो लिखने लगे। रो-मेटीरियल्स मेंसे कुछ्छ नया बनाया । संदर्भ साहित्य का कैसे इस्तमाल करके विषयवस्तु को मजबूत करना है वो सिखा । अलग-अलग तरीके से मूल्यांकन कसोटी ली जाती है वों तरिका जानने को मिला । टीचिंगएड, ड्रोइंग, विडियोग्राफी,फोटोग्राफी कैसे बनानी है और अच्छी तरह रखनी है । यह स्किल डेवलोप हुई । ओल-ओवर यह हुआ की छात्र को पढाई में मन लगने लगा ।

संदर्भ:

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ONLINE TOOLS FOR FUTURE TEACHERS

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Introduction

Education is what remains after one has forgotten what one has learned in school.

- Albert Einstein

We mostly thought that teaching learning process taken place in the classroom only. We mostly seen face to face learning in classroom and most of the teachers use traditional teaching method for the teaching. In this digital area due to technological development and ICT tools all the aspects of teaching learning have been changes. We can identify this ICT tools as online tools. Now "Online" word become very common. Internet has its significant effect on human life and society. Teaching learning process also affected by these ICT tools and Internet. Now days we heard about various websites for learning and also mobile applications for learning. Government also promotes online learning activity. SWAYAM, MOOC, COURSERA, SAKSHAT ...are the examples of online learning platforms. We also heard about Khan Academy, BYJU'S Learning app. In this paper researcher want to share his experiences about online learning experiment. Researcher working in teacher training institution so he applied different Google tools and other applications so pre service teacher become very familiar to these types of applications and they can use these applications in their teaching process.

Online Tools

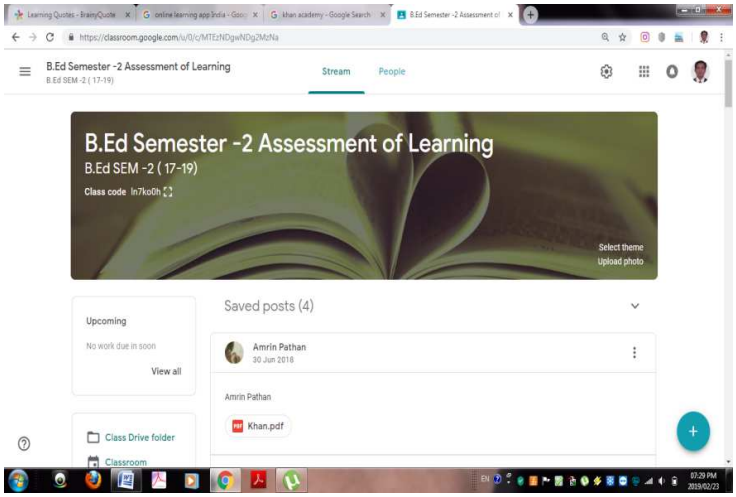
Researcher discussed different types of online tools which he applied in his B.Ed. Class for the future teachers.

1. Google Classroom
2. Google Site
3. Padlet

Google Classroom

Google make its significant effect in our life and society. Google have different types of applications for the teaching also. One of the most popular application is Google

Classroom. I used Google classroom in my routine teaching for B.Ed. trainees. I create Google classrooms for general paper which I taught as well as for my Subject method (Social Science). I share notes, videos, put discussion points, assignments through this platform and students responded very well. Students enjoyed this type of learning activity. They are very much involved in this process.



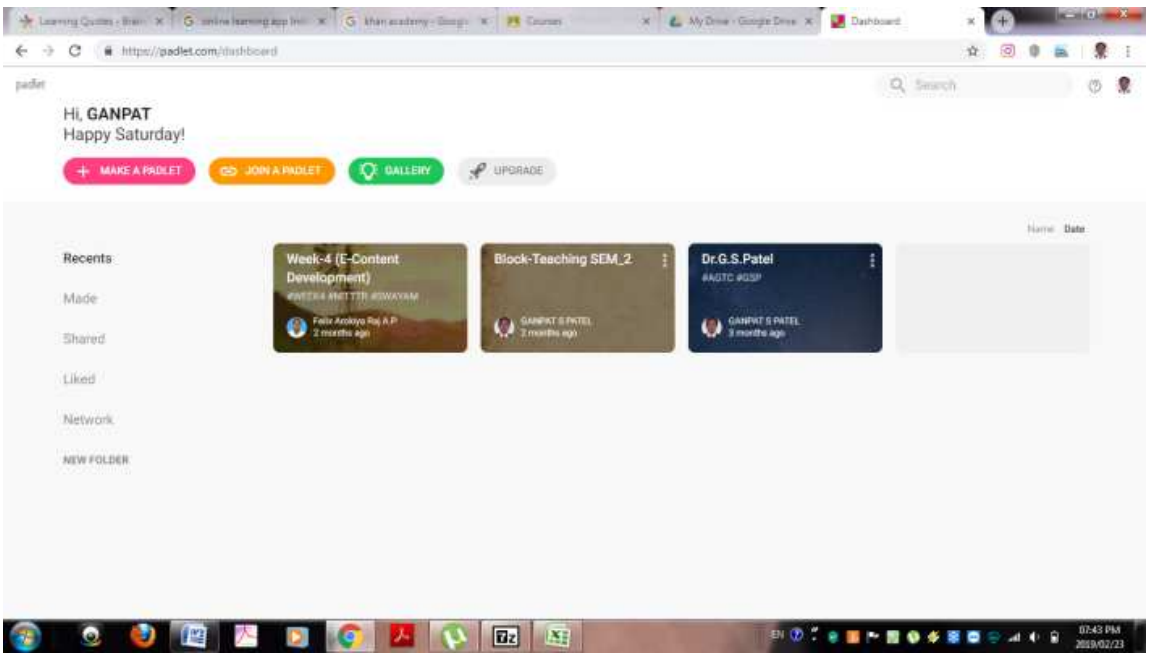
Students opinions towards Google classroom

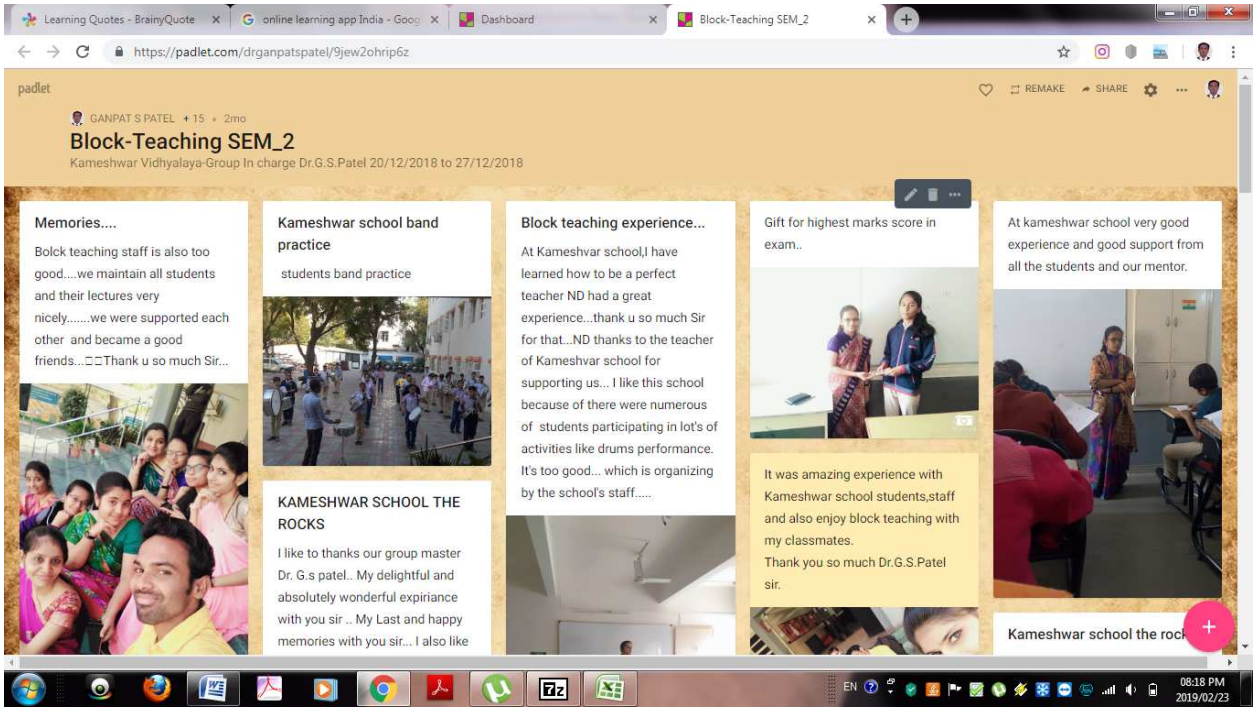
Sr.No	Statement	Yes %	No %
1	Google classroom easy to use.	100	0
2	Google classroom is used very effectively subject wise.	100	0
3	Student can use very easily Google classroom.	96.3	2.7
4	Teachers gave necessary instructions.	98.1	1.9
5	Teachers discussed topics which are uploaded at Google classroom.	98.1	1.9
6	Google classroom is very effective tool.	96.3	2.7
7	Its new experience for the students.	100	0

8	Students can submit assignment very easily.	100	0
9	We can save time.	98.1	1.9
10	Student and teacher can interact with this platform.	90.7	9.3
11	We can give necessary instruction to the particular students.	98.1	1.9
12	Teacher should Google classroom very frequently.	94.4	5.6
13	I also use Google classroom in my classroom teaching.	100	0
14	Its innovative practice.	100	0
15	Teachers must have technological awareness for this tool.	100	0

Padlet

This application or website is considered as Notice Board. In this application we can put or upload text, Images. links, we can also share it, also take print out, convert into PDF etc...





As we can see that so many online tools are available at free of cost. This kinds of new teaching learning process engaged students in learning activity very effectively. Students are willingly take part in this process. Some of B.Ed. trainees create their own classroom and padlet for their uses. They also interact with each other through this platform.

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PROJECT BASED LEARNING: A PATH FOR SKILLS DEVELOPMENT

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What is Project Based Learning?

Project Based Learning is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. Thomas Markham (2011) describes project based learning as: project based learning integrates knowing and doing. Students learn knowledge and elements of the core curriculum but also apply what they know to solve authentic problems and produce results that matter. According to W. H. Kilpatric, "A project is a whole hearted purposeful activity proceeding in a social environment."

Why Project Based Learning:

Project based learning is needed because it engages students in learning. Project based learning is deep, long lasting and inspires for students for learning. Project based learning is supports increase in students achievement and helps their development. It is 21st century skills they need to succeed in their future careers. Project based learning is a multidisciplinary pedagogical approach that provide meaningful learning opportunities. Project based learning nurtures four 'c': critical thinking, communication, collaboration, and enhance competitive spirit. It takes the students beyond the classroom. It is making learning realistic and experiential.

Project Based Learning is used:

- Scope of work
- Real world problem simulation
- Improves interpersonal skills of a student.
- Concept and creativity development.
- Determines the actual knowledge.
- Direct demonstration of the capability.

- End-to-End problem solving skills.

Researcher implied project based learning approach for teacher trainees in the subject of OCM. Following were the steps of process:

Step-1 Selection of content and content analysis.

Step-2 Group Formation

Step-3 Create project planning: Create a planning document that answers following questions:

- What will be the project plan for the selected content?
- Why this plan has been selected?
- What will be the rate of class participation during project?
- What will be the brief outline for the administration of the project in classroom?
- What will be the time of project creation?

Step-4 Work on project

Planning document to be discussed among peer group to teacher trainee. The students are starting their work in this step. They are collecting the information and materials. The teacher should give the time and right to the students according to students, teacher trainee own speed, ability and interest.

Step-5 Project implementation

Proponents of project based learning cite numerous benefits to the implementation of its strategies in the classroom including a greater depth of understanding of concepts, creativity and writing skills.

Step-6 final version of project

Step-7 Outcomes of project based learning

On the basis of qualitative data, learning outcomes were noted. In the present study there was one stakeholder as project consumers: Teacher trainees. Project based learning was a very exciting and engaging experience to teacher trainees. Project based learning strategy gave them opportunity to analyze the content very differently. This helped in developing their critical thinking. They explored various learning resources to fetch the ideas which boosted their creativity. Administration of project in schools helped them in enhancing communication skills. This helped in developing their enhanced leadership skills, increased creativity skills, improved writing skills, critical thinking, time management skill, interpersonal skills and content mastery. Project based learning strategy was applied for OCM subject teaching and it stimulated other subject trainee too.

Conclusion:

Teacher's role remains pivotal in learning. Students construct and build on their background knowledge in project based learning. It's time for teacher trainees to find themselves outside the formal education structure. However, the question of how teacher trainees will sharpen their skills is largely overlooked (K.h.yadav, 2019). High quality experience, as well as effective approach and is in line with Dewey's philosophies, to which education here ascribed for enriched learning (Dewey 1938). Project based learning helps in developing student's skills. Like enhanced leadership skills, increased creativity skills, critical thinking, time management skill, interpersonal skills and content mastery.

The sample size of present study was small. This study should be recreated over a long period of time. The sample size of this study should be increased and involving teacher trainees of different subjects.

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THE EFFECT OF PROJECT METHOD IN PROBLEM SOLVING IN THE SUBJECT OF CHEMISTRY

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Traditional teaching methods fail to solve problems practically and fail to significance the importance of critical. According to some educators, traditional his/her group activity skills, attitude, sense of self teaching methods is too simple and they lead to artificial learning (Brown, J.S., A. Collins and P. Duguid, 1989). Experimental research on motivation and learning suggests that students are more interested in involved project-based studies

W. Kilpatrik, one of the pioneer researchers in the project method, defined project based learning as a meaningful study in a societal environment. According to Blumenfeld, project based learning is a comprehensive approach towards learning in the classroom environment, which was designed to lead students to examine peculiar. In the project based learning approach, learning expresses the constant reorganization of the learner's intelligence. Project based learning requires the active participation of students and ensures the correlation of the lessons. Students will find solutions to their problems by asking questions, discussing their opinions, designing experiments, discussing their opinions, designing experiments, conveying their opinions and findings to other people and asking new questions.

Project based learning helps the individual to develop his/her group activity skills, attitude, sense of self concept and studying skills in learning environments based on dignitary cooperation (Alacapinar, F., 2008; Kalayci, N., 2008). The literature involved studies that suggest the positive contributions of project based learning help raise the academic successes of students, helps students to understand conceptual knowledge as well increasing their interest and curiosity and their anxious to study. On the other hand, there are studies comparing the project based learning approach with traditional education

which indicate no significant difference in student attitudes towards lessons. In a study where a project based learning approach was applied and which examined the attitudes of students in the 7 and 8 classes of elementary school towards science lessons, while a apparent was observed in the attitudes of students positive change was observed in the attitudes of students observed in the tendency of the students in the 8 class.

Review of literature:

In project studies, solving peculiar problems studying in a group and finding solutions might attract student attention. In projects, students might acquire information and learn and implement concepts and principles. They also have to plan a study and monitor their progress as well as evaluate solutions. All these factors indicate the advantages of project based learning to the learning process. However, the literature include some studies that argue that there are some problems with this tract even though it increases learning and impulsion. According to Blumenfeld (1991) these problems resulted from the fact that projects were developed without making the necessary evaluations for motivation and knowledge, the selected problems were not proper for students and the class administration was insufficient.

Teaching methods used to lead students to generative thinking and problem solving in science teaching are related to teacher skills in using the method. Özden et al. (2009) stated that the attitude of the teacher towards the method assumable the attitudes of students towards science lessons and the negative attitude of students caused formative problems in science teaching. Teachers appeal a project based learning approach are stressed to be better supported than the ones applying other learning methods.

According to Spielberger and Vagg (1955), individuals possessing test anxiety perceive tests as menagene and terrifying. Test anxiety is discussed in terms of all of the behaviors affecting academic outturn. Individual's behaviors affecting academic performance. Individual's moods in group environments in their daily life. Test anxiety in high levels causes short term memory loss and detain cognitive processes from being successfully realized. According to Sarason the responses of individuals with high anxiety are related to cognitive, affective and self-sufficient reactions. Excessive sweating and a rise in heart beat may be observed in an individual depending on the situation. He/she has thoughts such as "I cannot succeed in this test". Many studies have proved that test

ailment decreases the test performance of individuals (Holroyd, K.A., T. Westbrook, M. Wolf and E Badhorn, 1978).

Anjali (1999) developed a CAI package in the subject chemistry for standard XI science students and studied the cogency in terms of instructional time and achievement of students. Also, she studied the effect of software package on students' achievement in relation to students' intelligence level, motivation level, and attitude towards the package and the attitude of the students and teachers regarding the effectiveness of the CAI package with respect to contents, presentation, examples, illustrations, graphs and figures, evaluation items, use of software. The software package was found to be effective in terms of academic achievement of the students. The students and teachers were found to have favourable opinion towards the software package. There was an interaction effects of intelligence quotient, motivation and opinion of students found on their academic success.

A Computer Assisted English Language package was developed by Munther (1999) in teaching for VIII standard Gujarati medium students and to find out the effectiveness of the package over traditional language teaching on student achievement in glossary, grammar and comprehension with respect to their intelligence, motivation and attitude. The students of the experimental groups do better than the students in the control group. The study reveals that the package helps the students to achieve more in learning vocabulary, grammar and comprehension. It helps the students learn better because it provides them with a lot of freedom and liability to learn at their own pace. The students were found to have positive attitude towards Computer Assisted English Language instruction.

Objectives:

1. To find out the significant difference between the control group taught with the traditional technique method and the experimental group taught with project methode of teaching technology.
2. To study and compare the mean scores of pretest and post test means score of control group.
3. To study and compare the mean score of pretest and post test of the experimental group.

Hypothesis:

1. There will be no significant difference exists between the control group and experimental group with regards to their performance in problem solving in chemistry subject.
2. There will be no significant difference exists between the pre test and post test mean scores of control group with regards to their performance in problem solving in chemistry subject.
3. There will be no significant difference exists between pre test and post test mean scores of experimental group with regards to their performance in problem solving in chemistry subject.

Methodology:

In present research experimental method was used. Within the period selected by the researcher and acceptable by principal of the selected school, two sections from the students of chemistry group of XII standard randomly selected. Traditional method was used in (Modern) control group and a new teaching technique was used in experimental group. Moreover pretest designs were used in both control group and experimental group.

Variables:

In present research modern techniques of learning technology applied among the students of XII standard in the chemistry subject was considered as independent variables and the improvement in understanding capacity in the chemistry subject was considered as dependent variables.

Sample:

In present research researcher has selected 100 students out of those students. 50 students selected randomly as control group and they were taught traditional method and remaining 50 students taken as experimental group with modern teaching techniques.

Tool:

The material prepared by the researcher to conduct the tests and the materials prepared for the students of experimental group to apply the modern teaching techniques.

Procedure:

After established the rapport and arrangement for the experimental and control group, a pre test was administrated on both experimental and control groups. Then modern techniques teaching technology were used in experimental group only. But the control group was exposed to the traditional method. The experimentation lasted for one month. At the end of the experimentation post test was taken in the both experimental all control group.

Statistical analysis:

To analysis and interpretation of the data mean, standard deviation and t test was used and various the data were presented in tabulation form.

Result and discussion:

Table No. 1

Showing results of mean SD and t value of control group (traditional method) and experimental group (Project method) of students of 12th standard

Group	Sample size	Mean	SD	t value	Level of significant
Control	50	27.26	2.94	29.29	0.01
Experimental	50	44.6	3.14		

The result of table 1 shows the t value of control group and experimental group is 29.29 which is significant at 0.01 level. The mean scores of control group (traditional method) and experimental group (Project method) of students of 12th standard were found 27.26 and 44.6 respectively with SD 2.94 and 3.14 on achievement score in chemistry subject. In the light of the hypothesis that “there will be no significant difference exists between the control group and experimental group with regards to their performance in

problem solving in chemistry subject" is rejected. It means significant difference exists between control group and experimental group of 12th standard students with regards to their performance in problem solving in chemistry subject. Students of experimental group have better performance in problem soloing in chemistry subject.

Table No. 2

Showing results of mean SD and t value of pre and post test of control group students of 12th standard

Group	Sample size	Mean	SD	t value	Level of significant
Pre	50	18.3	3.76	10.49	0.01
Post	50	24.12	5.41		

The result of table 2 shows the t value of pre test and post test group is 10.49 which is significant at 0.01 level. The mean scores of pre test and post test of control group students of 12th standard were found 18.3 and 24.12 respectively with SD 3.76 and 5.414 on achievement score in chemistry subject. In the light of the hypothesis that "There will be no significant difference exists between the pre test and post test mean scores of control group with regards to their performance in problem solving in chemistry subject " is rejected. It means significant difference exists between pre and post test of control group of 12th standard students with regards to their performance in problem solving in chemistry subject. Students of post test of control group have better performance in problem soloing in chemistry subject.

Table No. 3

Showing results of mean SD and t value of pre and post test of experimental group students of 12th standard

Group	Sample size	Mean	SD	t value	Level of significant
Pre	50	36.72	3.62	19.07	0.01

Post	50	43.1	3.86		

The result of table 3 shows the t value of pre test and post test of experimental group is 19.07 which is significant at 0.01 level. The mean scores of pre test and post test of experimental group students of 12th standard were found 36.72 and 43.1 respectively with SD 3.62 and 3.86 on achievement score in chemistry subject. In the light of the hypothesis that "T There will be no significant difference exists between pre test and post test mean scores of experimental group with regards to their performance in problem solving in chemistry subject " is rejected. It means significant difference exists between pre and post test of experimental group of 12th standard students with regards to their performance in problem solving in chemistry subject. Students of post test of experimental group have better performance in problem soloing in chemistry subject.

Conclusions:

1. Significant difference exists between control group and experimental group of 12th standard students with regards to their performance in problem solving in chemistry subject. Students of experimental group have better performance in problem soloing in chemistry subject.
2. Significant difference exists between pre and post test of control group of 12th standard students with regards to their performance in problem solving in chemistry subject. Students of post test of control group have better performance in problem soloing in chemistry subject.
3. Significant difference exists between pre and post test of experimental group of 12th standard students with regards to their performance in problem solving in chemistry subject. Students of post test of experimental group have better performance in problem soloing in chemistry subject.

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LEARNING OPPORTUNITIES BEYOND THE CLASSROOM PERCEIVED BY TEACHER TRAINEES

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Introduction

The whole education system prepares the person to handle real life situations. Persons who got the knowledge in classroom have to utilize this knowledge outside the classroom. In ancient Gurukuls there was a provision of utilization of knowledge in real life situations in form assignments, tasks or their final examinations. In modern time also educational institutes designed the curriculum in which beyond the classroom activities is part of curriculum. Jarvi, W. (2017) noted in blog that "Research and studies show that different people learn in different ways, as such learning outside the classroom can have a range of benefits, because it can inspire and reignite enthusiasm for teaching." Council for learning outside the classroom of UK believed that "learning outside the classroom should be built into planning for all learners, every week and all year round. It is a powerful tool that is proven to raise attainment, bolster social, emotional and personal development and contributes to the health and well being of children and young people." In this scenario teacher should be able to create and utilize different learning opportunities beyond the classroom. Are teacher trainees aware about this? Are they identifying different learning opportunities beyond the classroom? Such questions raised in mind of investigator. Hence, investigator decided to carry out this study.

Objectives of the study

The objectives of the study were as follow:

1. To know about the level of knowing regarding learning opportunities beyond the classroom of teacher trainees.
2. To know about the level of identification of different learning opportunities beyond the classroom of teacher trainees.
3. To know about the effect of faculty on the level of identification of different learning opportunities beyond the classroom of teacher trainees.

4. To know about the effect of college type on the level of identification of different learning opportunities beyond the classroom of teacher trainees.

Questions of the study

The questions of the study were as follow:

1. How many teacher trainees believed that learning can happen beyond the classroom?
2. Which are the main learning opportunities beyond the classroom as per teacher trainees?
3. Is there any effect of faculty of teacher trainees on their belief about main learning opportunities beyond the classroom?
4. Is there any effect of the college type of teacher trainees on their belief about main learning opportunities beyond the classroom?

Method

Design and type of study

Present study was about to know learning opportunities beyond the classroom perceived by teacher trainees. Hence, survey method was adopted.

Population and sample

For this study population was limited to B.Ed. colleges of Ahmedabad district. One grant-in-aid college and one self-financed college was selected purposively. Form these colleges 80 teacher trainees selected as sample by random sampling method. In this 40 teacher trainees were from grant-in-aid college and 40 teacher trainees were from self-financed college. Further there were 46 teacher trainees have science faculty and rest of 34 teacher trainees have other than science faculty that is arts and commerce.

Data collection

In present study data was collected from the teacher trainees using learning resources beyond the classroom scale by using Google form. The tool was prepared by investigator himself. This scale consist four main questions. Teacher trainees have to select appropriate option as per their knowledge in all four questions.

Data analysis and interpretation

Frequency distribution was done after collection of data. Percentage was calculated from that as per the requirement to get answers of the study questions. All the calculation was done with the help of MSOffice Excel software.

To get the answer of first study question : How many teacher trainees believed that learning can happen beyond the classroom? Percentage was calculated for the answers of the first question of tool. Pie chart given below for the same:

Question 1. Did you believe that learning can happen beyond the classroom?

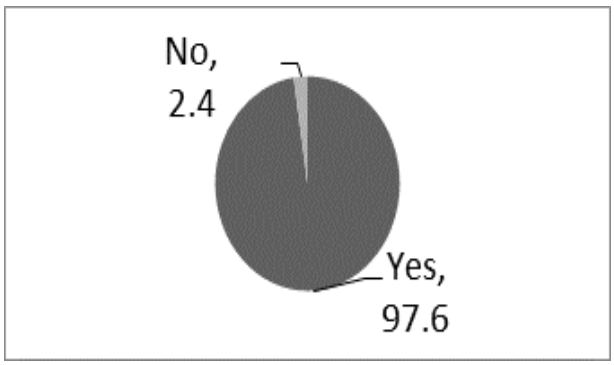

Chart 1 : Pie chart of teacher trainees belief about learning beyond the classroom

The chart shows that 97.6 % teacher trainees believed that learning beyond the classroom can happen but 2.4 % teacher trainees thought that learning could not happen beyond the classroom.

To get the answer of second study question : Which are the main learning opportunities beyond the classroom as per teacher trainees? Percentage of all option was calculated and above 80% was considered as main learning opportunities beyond the classroom to get answers of the second question of tool. Statistical analysis given below for the same:

Question 2 : Please select the option which you think that it is learning opportunity beyond the classroom.(you can select as much as you want).

Table 1

Percentages of learning opportunities beyond the classroom as per teacher trainees

Sr. No.	Option	Percentage	Sr. No.	Option	Percentage
1	Garden	69.9	15	News paper/ magazine	73.5
2	Museum	56.6	16	Police station	41
3	Market	36.1	17	Court	43.4
4	Library	90.4	18	Government offices	45.8
5	Zoo	54.2	19	ISRO, PRL etc	65.1
6	Online learning platform (MOOC, SWAYAM etc.)	48.2	20	Home	63.9
7	Different conference	50.6	21	Public lectures	54.2
8	Hotel/Restaurant	22.9	22	T.V. / Radio	59
9	Dispensary	42.2	23	Coaching classes	74.7
10	Religious place	56.6	24	Computer/Mobile	75.9
11	Railway / Bus station	43.4	25	Video sharing platform like Youtube	68.7
12	Movie/Drama	59	26	Games	67.5
13	Historical place	72.3	27	Mall	30.1
14	Social media (Facebook, WhatsApp etc.)	48.2	28	Community centre	50.6

Table 1 shows that there were 28 options from that only one option has more than 80 percentage and that is option no. 4 library. So as per the analysis it is found that main learning opportunity beyond the classroom is library as per teacher trainees.

To get the answer of third study question : Is there any effect of faculty of teacher trainees on their belief about main learning opportunities beyond the classroom? Percentage of all option was calculated and above 80% was considered as main learning opportunities beyond the classroom to get answers of the third question of tool. Statistical analysis given below for the same:

Question 3 : Please select the option which you think that it is learning opportunity beyond the classroom for your subject.(you can select as much as you want).

Table 2
Percentages of main learning opportunities beyond the classroom as per teacher trainees with respect to their faculty

Sr. No.	Faculty	Option	Percentage
1	Science	Library	86.95
		Computer/ Mobile	80.43
2	Other than science	Library	83.33

Table 2 shows that the main learning opportunities beyond the classroom are library and computer/mobile as per teacher trainees of science faculty where as library as per teacher trainees of other than science faculty. From this we can say that belief of teacher trainees about learning opportunity beyond the classroom is partially affected by their faculty.

To get the answer of fourth study question : Is there any effect of college type of teacher trainees on their belief about main learning opportunities beyond the classroom? Percentage of all option was calculated and above 80% was considered as main learning

opportunities beyond the classroom to get answers of the forth question of tool. Statistical analysis given below for the same:

Question 4 : Please select the option which you think that it is learning opportunity beyond the classroom for your subject.(you can select as much as you want).

Table 3

Percentages of main learning opportunities beyond the classroom as per teacher trainees with respect to their college type

Sr. No.	College type	Option	Percentage
1	Grant-in-aid	Library	88.09
		Historical places	83.33
		ISRO, PRL etc.	8.95
		Games	83.33
2	Self-finance	Library	90
		Coaching classes	80

Table 3 shows that the main learning opportunities beyond the classroom are library, historical places, ISRO, PRL, games as per teacher trainees of Grant-in-aid college where as library and coaching classes as per teacher trainees of self-finance college. From this we can say that belief of teacher trainees about learning opportunity beyond the classroom is affected by their college type.

Major findings

Major findings of the present study are as follow:

1. 97.6% teacher trainees believe that learning can happen beyond the classroom.
2. 2.4% teacher trainees believed that learning cannot happen beyond the classroom.

3. The main learning opportunity beyond the classroom is library as per teacher trainees.
4. The belief about learning opportunity beyond the classroom is partially affected by the faculty of teacher trainees.
5. The belief about learning opportunity beyond the classroom is affected by the type of college of teacher trainees.

Discussion

Teachers and teacher trainees should be aware about learning opportunities beyond the classroom and they have to use it in their practice. Major findings shows that most of the teacher trainees believed in learning beyond the classroom but some of them even don't believe in learning beyond the classroom. It was very shocking. Further it is found that the faculty and the type of college are affecting the belief about learning opportunities beyond the classroom of teacher trainees. Why this is so is question for the further research. At the end of the discussion investigator suggest that there should be some topics related learning opportunities beyond the classroom will be added in curriculum of teacher trainees so they can understand much better about learning beyond the classroom.

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CHILD APPROACH FOR TRAINING OF LEARNING BEYOND THE CLASSROOM

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Introduction:

CHILD approach for training Learning Beyond The Classroom (LBC) can be used by teacher educators and trainers to train trainees or teachers for designing LBC. Learning centered education replaced teaching centered education years ago. Days are gone when teachers, students and parents are roaming around textbook and scores in examination. One of the upcoming criteria for parent while selecting school for their child can be found in the question they ask, "What extra activities are provided by the school?" It is teacher's role to expand curriculum beyond printed content of textbook. How teacher will know about this mental exercise to be done on textbook? One of the key factors in preparing teachers for such expectations is to train them for this. Einstein quotes on teaching reflects teacher's role for designing learning as he says, "I never teach my pupils, I only provide the conditions in which they can learn." LBC is nothing but providing conditions in which they learn. Teachers are coming through channel of teacher training institutes. So this paper focuses on teacher educator's role in preparing trainees for designing of LBC.

CHILD Approach For Training of Learning Beyond The Classroom:

Designing LBC experiences needs logical thoughtful process. When we are going beyond classroom then it requires well-planned design that helps both teacher and student for achieving required goal. CHILD approach is one such suggestive approach that can be used in training designing of LBC. This approach starts with content and ends with detection of output. CHILD approach is

1) **C** – Content Analysis
2) **H** – Hidden Curriculum Revealing
3) **I** – Identification of Learning Resources
4) **L** – LBC planning
    a) *Outside Classroom*

b) In classroom

5) D - Detection of LBC output

This approach was developed by author of this article on experiential basis during interactions with trainees on classroom learning design and going beyond classroom. Teacher Educator teaches educational psychology, sociology, philosophy, school administration and management, history of education etc. as a general course in teacher training. Apart from this one of the main function of teacher educator is to train trainees in their method of teaching. It is always small group interactive instructional process. Teacher training programme consists of practicum in form of various field work, submissions and classroom teaching. Designing lesson plan is one of the main works done by the trainees.

Normally teacher educator helps trainees in planning of teaching during micro, simulation and school lessons. It is observed that rest of the curricular matter is taught in method class by using teacher centered methods. It is the method class where minds are set for LBC. For this following role can be played by teacher educator. Applying CHILD approach for training of LBC can help a lot as it explores the unlimited opportunities hidden in content. Brief details of this approach are given below.

1) Content Analysis:

What is analysis of content? Why it is so much important? It is the root of ideas for designing LBC. Are our trainees able to analyze the given content? Are we providing enough experiences to analyze the textbook content? Can trainees are taught divergent and convergent thinking on any given topic? These are the questions that need to be addressed for designing LBC. For example, class VI book of Science consists following content as a part of its chapter.

"The food we normally eat in a day is our diet. For growth and maintenance of good health, our diet should have all the nutrients that our body needs, in right quantities. Not too much of one and not too little of the other. The diet should also contain a good amount of roughage and water. Such a diet is called a balanced diet."

Key words: Food, Diet, Health, Good Health, Maintenance of good health, Nutrients, Body need, Right quantity of food, Too much food, Too little food, Roughage, Good amount of roughage, Good amount of water, Balanced diet

Help trainees to analyze content in finding key words and establishing inter-relationship between them. As a teacher educator, are we exploring what are the dimensions of this content? Are we giving task to trainee such as,

- Find key words from this content?
- What is diet and balanced diet?
- What is growth?
- What is maintenance of health?
- What is good health?
- What nutrients our body needs?
- What is the right quantity of these nutrients?
- Why not to have too much of these nutrients?
- Why not to have little of these nutrients?
- Why roughage and water is important?
- What are the sources of these nutrients?
- What are the sources of roughage?

Analysis of content helps in many ways. It identifies the key words, establish inter-relation between key words and above all helps in designing LBC. Are we as a teacher educator can explore this content from all side? It is experience we must provide to trainees without emphasizing on quantity of teaching.

2) Hidden Curriculum Revealing:

After content analysis, next step is to provide experiences such that trainees are able to find hidden aims and objectives behind curriculum. All content has two values.

i) First is the hardware value. It is made up of words and its arrangements to develop some meaning. It is the existence of content.

ii) Second value is the software value of content. It is the purpose behind placing this content in textbook. It is not visible directly but indicates ultimate expectations from the content.

Hardware value of content is dominating the school classroom and hence software value becomes subsidiary. First value of content can be encashed by writing it in answer sheet during examination while second value can be encashed in life. Teacher educator has to train trainees to differentiate between this two. Are our trainees able to find the

ultimate aims and objectives of content placed in the textbook? Are we placing right questions before them to promote identification of software value of content? For eg., continuing on the previous example,

- Why this topic was selected in textbook?
- Why to teach balanced diet to students?
- When can we say that students have learnt balanced died?
- Which are the take away points from this topic?
- How can they implement what they have learnt?
- What is long term aims for this topic?
- What skills students have to develop for using concept of balance died?
- What is the role of teacher in transfer of knowledge regarding balance diet?
- What is the role of parent in providing balance diet?
- What is the role of school in developing balance diet as a habit?
- What are the barriers in developing balance diet habit?

While answering above questions, trainees themselves reveal the hidden curriculum behind the topic 'balance diet' placed in the textbook. It is not for the purpose of examination i.e. to ask that, what is balance diet? Students write it perfectly and teacher evaluates by giving them full marks without practicing it in real life.

3) Identification of LBC Resources:

LBC requires identification of learning resources for the given content outside classroom. After identifying the hidden curriculum as software value of content, next stage is to identify learning resources beyond classroom. If one wants to take curriculum beyond classroom, then learning resources beyond classroom are to be identified. This requires skills from the teacher. Identification of learning resources can be taught by teacher educator to trainees by asking some questions or giving some tasks such as,

- Which are the places where child took diet?
- Under whom influence child takes diet?
- How can we evaluate child's existing diet?
- Which are the food resources for child?
- Which are the choices available to child for selection of food?
- Which are the factors that affect child's diet?

- What is the pattern of child' diet?
- Who can play important role in child's diet?

Trainees can sense the areas which are to be addressed for taking 'balance diet' beyond classroom. Sensing these resources beyond classroom is the most important factor as it is the foundation on which LBC experiences can be designed.

4) LBC Planning:

LBC planning is the core stage of this approach. All the previous exercises were done to reach here. Content analysis, Hidden Curriculum reveling, Identification of learning resources helps in planning of LBC. This planning can be done in two ways,

a) ***Outside Classroom:*** After enough brainstorming on the content, now trainees are to be taught designing LBC experiences. Content can be taken beyond classroom in many ways. It is directly related with the relevant learning resources identified in previous stage. Now trainees can design variety of learning experiences for school students in many forms such as, observation, monitoring, evaluating, asking, comparing, identifying, data collection, problem solving etc. Content analyzed and learning resources identified needs to be addressed while designing LBC experiences. If one finds difficulty in identifying this verbs for designing LBC experience than one can take help of verbs given for cognitive, affective and psychomotor taxonomy. For example, for the topic balance diet,

Design LBC experiences related to,

- Parents (Analyze your diet: Fruit, pulses, vegetables, rice etc.)
- Parents (List diseases you may developing in your child..)
- Home food (List number of times home food is taken in a month)
- Food taken apart from home (List number of times food taken apart from home and source of that for a month)
- Peer group (List breakfast taken by you and your peer as a group during school time for a month)
- Health check-up (Obesity, BMI, symptoms of diseases etc.)
- Maintenance of health (Exercise, Yoga etc.)
- Illness (Number of times members of home fall ill and type of diseases for last year)

- Do's and don'ts for parent and student.
- Quantity of food required for body (Need for male, female, child and actual intake)
- Number of times food taken (Monitor for a month)
- Time during the day when food is taken (Monitor for a month)
- Write essay on 'My health after 10/20 year', 'My child's health after 10/20 years.'
- Hereditary diseases (Family history)
- List of deficient and dominating food (Monitor for a month)
- Monitor consumption of oil, sugar, maida, salt etc for a month.

List is unlimited and depends on trainee's ability of divergent thinking and creative thinking. Trainees are also to be told that write purpose and expected outcome of the LBC experiences designed. In short, designing LBC experiences means clarifying purpose, student's role, parent's role, preparing task in form of sheet or directions and learning output.

b) ***Inside Classroom:***

LBC can also be made possible in classroom itself. LBC also indicates learning beyond textbook or correlating content with real life. If trainee feels that designing LBC experiences are time consuming and it is difficult to monitor and evaluate, than real life can also be brought in classroom in form of classroom activities related to real life experiences. Trainees can be given task to prepare or design task that can be completed in classroom but must be related with real life For example,

- Keep a chart on last page on notebook and write what you have eaten yesterday. Continue for a month.
- Prepare list of illness from your family for last six months.
- What are your goals for healthy life?
- What should be your healthy life style?
- What should be your daily do's and don'ts?

Questioning or giving task that reflects on child's real life can also take curriculum beyond classroom.

5) Detection of LBC output:

Learning output for LBC can be detected in two ways.

(1) **Formally:** This type of detection of LBC output is of low level and should be avoided. LBC experiences are not designed to improve hardware of content. But improvement in software impacts output i.e. hardware performance. But that is byproduct of efforts put for improvement in software of the content.

(2) Informally: Learning output from LBC experiences are mainly focused on behavioral part of not only child but parents, peers and other stockholders. For example, Is there any effect of LBC designed for 'balance diet' on students food pattern, parents awareness, peer group interaction etc. This can be noticed informally by detection via various tools such as observation, interaction, attitude, enthusiasm etc. 'Detecting' word is related with sensing and output of LBC experiences should be sensed not expressed in marks or scores.

Trainees should pass through this process of sensing or detecting LBC output. Trainees should identify software part of content as output of LBC experience provided to students. For this trainees may directed to construct questions such as,

- What was student's food habit?
- What were frequency, amount and types of food before and after LBC?
- What is change in parent's attitude towards importance of 'balance diet'?
- What students are doing for maintenance of their body and health after LBC?

Detecting output of LBC requires wisdom of sensing change in behavioral pattern. Example given here is related to Science, but CHILD approach for training of LBC can also be used. Mathematics and languages such as Gujarati, Hindi, English, Sanskrit or any other subject can incorporate CHILD approach as all the subjects have hardware and software of content and learning resources beyond classroom. Teacher educator's role is to provide situations in which trainees can correlate between content and learning resources beyond classroom.

Conclusion:

Teacher educators expand minds of trainees and trainees in future expands mind of their students as a teacher. Designing LBC is a skill that trainees can incorporate. Benjamin Franklin rightly said that, "Tell me and I forget, teach me and I may remember, involve me and I learn." LBD is all about involving students in learning process.

Designing LBC is not informal in nature; it requires thoughtful planning for attaining desired outcome. LBC implementation should be in a systematic and scientific way to make it more effective. CHILD approach is one of the approaches to use LBC in more effective way.

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ARTIFICIAL INTELLIGENCE IN EDUCATION

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Artificial Intelligence has opened the door to infinite possibilities in the field of education. At present, the use of artificial intelligence in the classroom is very rare but in the near future, it will be widely used in the classrooms. Revolutionary changes will take place in the field of teaching and learning.

What is artificial intelligence?

Artificial intelligence means to make intelligent machines i.e. intelligent computers. Artificial intelligence is an area of computer science. AI computers act like human minds. John McCarthy, the father of AI coined this term in 1955. John McCarthy and his co-researchers designed a computer that could independently program themselves and they named it as artificial intelligence.

In the traditional method of computer programming data and algorithms are provided as input and computer generates results as output while in AI computers as input lots of data and results are provided and it generates algorithms based on it. Thus a computer learns to prepare new algorithms and patterns. With the help of such algorithms and patterns computer can classify data, can interpret the data, do predictions and make decisions.

Humans can recognize, interpret, can solve the problems, and with inductive thinking can generalise and decide. Same functions can be done by such computers so they are known as intelligent machines.

In present are AI is widely used and many of us are not aware of its uses. Apple's Siri, Google assistant, Self-driving car, Facebook friends' suggestions, Face recognition, Age suggestions in a camera, Speech recognition, Spam filters etc. are examples of AI technology.

The use of Ai in the medical field in recent times has proven to be very revolutionary, and the presumption of the disease has proved to be accurate in the

diagnosis of the disease. Apart from this, it is also useful in industries like robotics, military and education. Soon it will be useful in every field of life.

Use of AI in Education:

Use of AI in education is a multidisciplinary field. AI is related to different branches of knowledge like Computer science, education, game designing and psychology.

AI will be useful for tutoring, personalised education, grading, evaluating curriculum, giving feedback to student's responses, creating smart content, creating digital books and reference books etc.

Tutoring and personalised education: Intelligent computer-assisted instruction (ICAI) can provide the best tutoring service to students. With such smart programme, it is possible to identify each student's personal needs and week areas. ICAI presents different problems to the students and evaluates how student solve these problems. Based on this analysis ICAI identifies the week areas of student's understanding and provide him/her tutorial as per requirement. Often unconscious thoughts, attitudes, prejudices etc. in teacher's mind may affect the teaching learning process whereas AI can fairly take decisions and use proper technique to teach without any bias.AI based CAI can decide what to teach next, it can diagnose student's mistakes and misconceptions, it can modify its teaching strategy and learn new ones.

Smart Content and Digital Books and Reference Books: With the help of Virtual reality and augmented reality digital books and reference books with smart content can be prepared. This includes audio, video, animation and virtual reality. With such smart content, learning becomes fun. Meaningful learning, joyful learning, deep understanding and better memory can be developed.

AI for children with special needs: AI is a boon for students with disabilities. For example, blind student can see, recognise and take decisions regarding the things or person in front of him/her with SEEING AI technology. Microsoft has developed such a tool to provide vision to the blind people. Special gadgets are developed with AI technology for deaf and dumb with which they can listen and give voice commands.

Grading and Evaluation: Evaluation of student's feedback, Evaluation of the textbook and evaluation of curriculum can be done with the help of AI technology. Immediate feedback to students' response can be generated. Grading of students is done by AI technology, so teachers can quit grading and can spend more time on students. Automated grading for objective type questions are possible now and grading of essay type questions are still in its infancy.

Sometimes teachers are not aware of the gaps in their teaching lectures and even the reading material can leave students confused about certain concepts.AI have the solution to such problem. Coursera, a massive open online course provider, is already putting this into practice. When a large number of students are found to submit the wrong answer to a homework assignment, the system alerts the teacher and gives future students a customized message that offers hints to the correct answer.

Mika, Brainly, Thinkster math, Netex learning are examples of use of AI in the classroom. Carnegie Learning's Mika offers AI based tutorial tools. Thinkster Math is an AI based tutoring app which provides personalised instructions to teach mathematics. It also provides real-time feedback. Brainly is a social media website for the solution of classroom questions. It uses Machine learning algorithms to filter out spam, it allows users to ask questions and automatic verified answers are provided back to them from fellow students. Netex learning is a website which provides digital platforms and devices to teachers to design curriculum, prepare customised student materials and prepare personalised assignments. It also provides audio, video and self-assessment tools for their digital lesson plans.

Limitations of Artificial Intelligence:

There are many benefits of AI, but there are some limitations too. For example lack of human emotions. AI can't create the emotional environment in the classroom which a teacher can do.AI technology is expensive. It requires a high speed internet connection. While using AI there are possibilities of data theft by third party websites. So that student's personal data is no secure. AI is not useful for students who are less self-disciplined. AI demands education professionals who can design and create such AI based personalised learning programmes.

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STUDY OF 'LEARNING OUT OF CLASSROOM': COLLABORATIVE EXPERIMENT OF RURAL AND URBAN COLLEGES IN PUNE CITY

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1. Introduction:

Attending lectures, reading books, reading newspapers and others, watching videos in short getting the thinks known is collection of 'Information'. Available information must be useful for the betterment. Skill is an art of implementing available information; skill is also a logical way of interpretation of available information. Information with skill becomes "Knowledge". Value addition to knowledge is experiment based research and finding the new things to add them in the world of knowledge, i.e. 'research'. Knowledge with an attempt of value addition is "Higher Education". This is how 'Swami Vivekananda'-the great Indian philosopher has explained the concept of higher education. According to the explanation, higher education includes three components

- Information
- Skills

  Information + skills = knowledge
- Value addition to the knowledge i.e. research

Looking to the current scenario of higher education in India, we are delivering information in the name of education. Experiments for the information gained is possible for in the streams like science, engineering, medical and they can impart the skills to students, but for commerce and arts students, education through experiments and practical is really difficult. If we look to the statistical data published by university grand commission, 700 degree-granting institutions and 35,500 affiliated colleges has 20 million students enrolled, of which 37% for Arts, 19% to Science and 18 % to Commerce and Management and 16% to Engineering and Technology and 10% Others. It shows that 55% students are enrolled to social sciences (Arts and Commerce) where the scope of experimental learning is very less. Dr. Babasaheb Ambedkar has rightly pointed out that "education in social sciences does not give knowledge insight unless the logical

implementation of available knowledge is explored". It is a need of time to find different ways to give experimental tools to students of social sciences also to lean 'life utility skills'.

It is a practice in various colleges to conduct the lectures on syllabus and take an annual or semester exam to award the grade or percentage to the students which can test memory of students. More over in traditional courses like BA, BCOM, BSC where the fundamental knowledge, expertise and research is expected, classroom teaching and semester or annual exam has become the basic and core method of education. It is needless to tell that this system was brought by Lord Macaulay in 1835 to make clerks in India. Such education system can make clerks and application operators but to produce researchers, innovators, engineers it needs additional inputs, efforts and new methodology of education system. But in a democratic nation change in a system is very lengthy task due to many reasons. Then

what option do we have? We have to be optimistic and we should do some innovative practices and additional experiments to inculcate logical thinking, value based practices, urge for learning and national integrity.

Education in social sciences needs to concentrate on current situation and its awareness among students. It is also a duty of education sector to increase sensitivity about national integration. We need to link and bridge the gap between urban and rural population. It is a challenge for education sector in India. Higher education structure does not inculcate any kind of national integrity or social awareness among the students which is a need of an hour.

India was called as agrarian country when its major part of GDP was from primary sector; current situation tells us that major part of GDP is given by tertiary sector. An important part of this is still major part of population in India depends on agriculture and allied primary sector for their incomes. Rural population is tending more to migrate to urban area and sell their lands. This scenario tends to create an imbalance and urban citizen and students are unaware of all this demographic challenges of our nation. The number of cities and urbanized towns is increasing at 2.4% (www.indiastats.gov.in). Urbanized population must have some affinity for farmers as well as they must have knowledge of rural culture, hence for urban students this project become effective learning

2. Experiment

Vanarai and Amrut Varsha Mohotsav,

"Vanarai" an NGO established by *Shri Mohanji Dhariya* with an intention to protect the rural life, farmers, and rural business in such a manner that it will preserve the natural resources to next generation. This is a thought of Mahatma Gandhi which was continued by his great follower Mohanji Dhariya. Advocate Nandkumar Phadke popularly known as '*Nandu Kaka'*, a practicing advocate and an activist and social worker in Vinzar Taluka, Pune who always considered as a think tank of Velha taluka Pune, come up with an idea to take students at farms and help them in farming. As velhe taluka is rain fall area, it is but natural that the rice is the main product of agriculture sector. It was planned to take students to velhe taluka and for one day students will work with farmers to help them in rice plantation process. The project was named as *"Amrut Varsha Mohotsav"* by Nandu kaka. First call was given by Nandu kaka to Deccan Education society's Fergusson College and Brihan Maharashtra College of Commerce to tell about the idea. Principal Dr. Pardeshi and Prof. Anand Katikar an NSS office of Fergusson college took initiative and it came to BMCC, Dr. C N Rawal, Principal also agreed to involve students in this project. Administration of students food and travelling was taken by vanrai on their solder. The project was appreciated by farmers because it was going to solve their labour problem and they were going to plant rice on more land. This year also the experiment is continued.

Students Were Invited To 'VINZAR' A Rural Village

The project was explained in the classrooms of Fergusson as well as BMCC. Initially students were asking, "Is it a picnic?" and our faculties said, "No, it is not a picnic, we are going there to help farmers, but you can enjoy working with farmers, having time and food with them. Students gave positive response. Nandu kaka then arranged buses nearly 400 students from BMCC and 400 students from Fergusson went to Vinzar a interior village of velhe taluka. It was our pleasure to be the part of this innovative experiment in 2012.

This year we called 16 college from Pune city and nearly 10500 students were taken to farms for this experiments. It helped 29 villages and 248 farmers to improve their productivity

Students Work With Farmers

Reaching to Vinzar was not difficult as it is just 50 km from Pune city, breakfast was served in the bus while travelling to students. We reached to Vinzar College at 9.30 am.

Farmers were waiting for us. Groups of 10 to 12 students were sent with each farmer, and they were asked to bring students back to the spot till 4.30 pm. We teachers also went with one group to work on field. It was a mud where students have to enter, walk and plant rice by putting their hand in deep mud. Some students initially hesitated to enter but once they enter in to mud they were enjoying planting the rice. Some students talked with farmers and kept on asking them about their daily routine, their income cycle, about their children, about their health etc. Students got tired within one hour while walking in mud but still all groups continued to work with farmers. at 4 pm farmers asked them to stop the work and all them came back with the smile and satisfaction on the face.

Productivity

Farmers responded very positively and they conveyed it to us that they could plant ¼ area excess than regular, farmers gave some rice after the crop cutting to students as a token of love, it was a ceremony when farmers and students were emotionally attached.

This year 7000 students from nearly 15 colleges from Pune city were showed interest and the project become popular in Pune city. This year students planted nearly 1000 acres of land i.e 250 hectors of land which is a surplus to farmers. This is strength of youth which is properly channelized and utilized to help farmers.

3. Learning From Experiment

What Is Learning From Experiments?

Learning from experiment is overall study by experience. Student organizing committee got the experience of managing the event, working with an NGO for social benefit, students also got the experience of labour efforts at farms and got to know the dimensions of rural life. One parent specially called us and told that their daughter came to know value of food and she said' "I will never west a single grain now onwards". Student told us about farmer's economic adjustments and financial management. Farmers also told them the method of sales of the rice and paddy and the revenue generation from the crop.

This learning is not possible in the classroom, we teach rural development, economics, and finance management to them on blackboard. But this was a better understanding for them.

Learning from Rural India

Urban students has a infrastructure at their service, good schools, good roads, vehicles for transport, and very importantly fast life where a day always ends with comfort and

enjoyment. Visiting rural village is an experience to them that the infrastructure is not same everywhere. Schools are not proper, water problem; transport and communication problems are make rural life more and more difficult. Still people residing in rural India have some values, respect and affection about a guest visiting their place. A farmer told our student, “Humanity and respect is more important to them than money”.

India culture has great values which are unfortunately forgotten by urban population. Such experiments can be a small attempt to remind those values again. Economics teaches that GDP contribution by primary sector is reducing i.e. primary sector growth is less compared to other sectors and this experiment teaches the reasons behind reducing contribution.

Students also came to know the life cycle of a paddy and rice; it has created interest among them to study about other agriculture products and their process. This is an experience of a theory which tells ‘product life cycle is essential for study of productivity’.

Life Learning Experience

A parent has given us a feedback that this has taught their child to think sensitively about people. There was also a feedback that students understood the efforts need to be taken for growing food, cultivating land.

Students talked with one farmer and asked them few questions and came to know about their general knowledge. A student told me, “Sir, in spite of less education farmers has more general knowledge than a graduate student”. Knowledge and qualification are not two sides of one coin.

Completion of the given task in given time is a part of time management. If the schedule depends on nature then we become helpless and manage the work on natural schedule. The satisfaction and happiness of farmers after the work, gave pleasure to students and their faces were more satisfied than farmers. Farmer’s labour problem is unbeatable but students help to them made them feel that somebody cares for them and try to help them. This is Indian traditional value to help others and gain satisfaction in others happiness.

Team Work

Rice plantation is done in a line and for that all must work in a team. The team having harmony works faster than other teams. The work in team gives more production in less effort, every team member is important in the line to complete the work. These all principles of team work are experienced by students while working on field with farmers.

4. Social Aspect of the project

Inculcating Belongingness and Sense of Social Responsibility

Migration to urban cities is a trend to rural villages now Maharashtra is 55% urbanized state; agriculture is an occupation of only 8% population in 2010 census. This will increase the burden on cities to manage the resources. Already cities like Mumbai, Delhi, Kolkata, Chennai, Bangalore etc are overcrowded. Urban population has started thinking negatively about the rural population which has created a gap between the two societies of the nation. This is an attempt to inculcate belongingness and realizing interdependence on each others. If urban population could realize their responsibility to help villagers, this will give them dual benefit an enjoyment as well as migration could be stopped to some extent. This is also an attempt to inculcate sense of social responsibility.

National Integration

It is a call from situation to make people aware about their social responsibility and bridge the gap between rural and urban population. This project will also give a confidence among the villagers that they are respected and their wellbeing is also been cared in India. The survey conducted by Agri Tourism Corporation in 2008 in Mumbai and Pune with a sample size of 2100 tells that 47% urban population does not have any relation in rural villages. Such projects will attempt to create relations among farmers and urban population irrespective of cast, color, language and income.

Solution of Labour Problem of Farmers

Labour problem is the major problem for agriculture in India. It has reduced the productive land, productive growth, no son of a farmer wish to become farmer, labour are being costlier due to scarcity and fertile land remains uncultivated due to unavailability of labour. This leads to less profit in agriculture and farmers tends to sell the land and migrate to cities.

If all the youth decides to help the problem and every urban person decides to give his one day to farmer, this problem can be eradicated. India is agrarian country to maintain its goodwill as agrarian we need to help the farmer.

Rural villagers get some channel to get information and education about technology

Rural villagers will get an opportunity to get educated and techno savvy friends from cities. New technologies, updated government policies, and education for upgrading their

process of cultivation can be achieved through the help of educated urban friends.

This expectation is last outcome of this project, if it becomes successful and students took it seriously.

5. Conclusion

Experimental learning makes the education system effective and serves the purpose of education. Only lectures in a classroom are not enough for creating insight among learners, it must be accompanied with experience of knowledge. Subjects taught in syllabus in not enough for students, values and cultural inculcation is also equally important for making students efficient and employable. This experiment is an example of experimental learning.

Rice plantation i.e. "*Amrut Varsha Mohotsav*" is really a wonderful attempt made by *Nandu Phadke* to solve farmer's problem but it has proven its potential to help students to learn by Experiment.

There can be more such types of events and projects which can give good intuition for students for being better learner. Now the role of a teacher is changing to 'facilitator' than being teacher and student's role is changing to 'learner' than being students. Learners are expected to learn on their own intuition under the direction on facilitator.

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LEARNING BEYOND THE CLASSROOM

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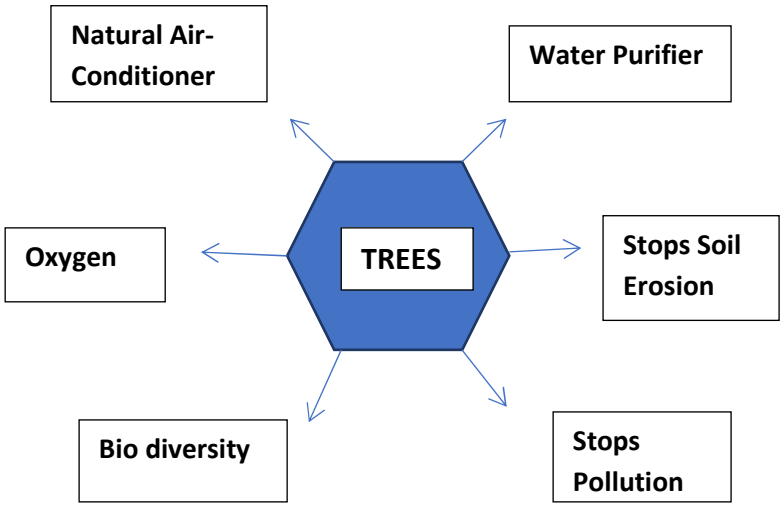
Introduction

Each tree gives oxygen to the living organisms, stops soil erosion. Forests sustain biodiversity and conserve the environment.



Therefore, every tree is valuable for environmental protection. But millions of trees are slaughtered to prepare papers in daily use. If we use paper sparingly recycle it as well as if we find alternatives for papers then we can save many trees.

It will also reduce the garbage waste.

This means our small operational initiatives is very important for environment cleanliness because every change must start from ourselves.

Requirement of project

When we surveys of our school waste trash cans , it was found large number partially written, scribbled and torn papers.

The papers are easily available to us but millions of trees are slaughtered to prepare it.

It is also difficult for the devices to separate these scraped paper from dry waste. So there are problems in **re-using** it.

Reuse and correct use of paper is essential for environmental Conservation.

Objective

1) Straining of paper and tree co-relation with students.
2) Avoiding misuse of paper.
3) Make various materials from paper pulp.
4) Improve the importance of trius of Reduce, Reuse and Recycle.

Hypothesis

1) Students tear unnecessary paper in the classroom.
2) Does not use paper correctly.
3) Waste paper.

Project method

• Survey
• Experiment Methods

1) Survey –

When we surveys of our school waste trash cans , it was found large number partially written, scribbled and torn papers. Students found partially written, completely used-written papers, and some blank papers as well as pieces of newspapers in the trash .

2) Methodology –

Paper pulp training

Guide teacher Mrs.Smruti Wavekar gave students training to make paper pulp. They also trained to make educational tools from the pulp without using gum or favicol. As well as they got information about the template. The students doubts are cleared in the session. During the training, some students themselves made pulp. As well as offering various ideas about educational tools.

Observation

1) Students themselves prepare paper pulp.
2) From paper pulp without any kind of glue or favicol educational tools were created by students in zero cost of production.

3) The creativity of the students got the chance.

4) When preparing educational tools from pulp, various problems arised but students themselves found the solutions.

5) The scientific approach to students grew.

6) Slowly the amount of paper collecting is reduced.

Methodology

In our school, we put a cardboard box in every class. Students wrote slogan i.e SAVE PAPER SAVE TREES on every box . In that cardboard box , students were forced to put only used papers. The students (**SWACHHATA DOOT**) keep a watch on misuse of papers.

Classwise ' SWACHHATA DOOT '

Class / Div	**Swachhta Doot**	
5 / A	Madhur Mahadik	Samruddhi purav
6 /A	Riddhi Jadhav	Ayush Kamble
7 / A	Shreyash Jagtap	Dheeraj Jadhav
7 / B	Kiran Shevale	Prem khansare
8 / A	Swaroop Nikam	Sonam Gaikwad
8 / B	Atul Dudhal	Sourav Padalkar
9 / A	Pratik chavan	Kalpesh Chavan
9 / B	Bhumika Kamble	Dakshta Khandekar
10 / A	Rohan Ingale	Ashutosh Gumare
10 / A	Aniket Paithane	Prajakta Sonavane

Responsibility of SWACHHATA DOOT

1) Continue follow up of students to use paper correctly.

2) Keep a watch that a minimum paper will be collected in their classroom every week. Every week Swachhata Doots kept record of **weight of waste papers** of every class.

Class / Division	Pre Project Weight (gm)	Post-project Weight (gm)
5 / A	290	240
6 / A	160	40
6 / B	350	210
7 / A	280	130
7 / B	400	190
8 / A	180	50
8 / B	270	220
9 / A	400	140
9 / B	560	260
10 / A	330	270
10 / B	350	250

Winner Class – 6 /A

Measures

1) Enlightenment -

Guide teacher Smruti Wavekar took students' meeting enlighten the topic 'Save paper - save trees'.

Students are encouraged to use the least amount of paper to help the environment. A continuous follow up is taken by teacher and Swachhata doots from time to time.

2) Competition

During the awakening, Mrs.Wavekar announced the 'minimum paper collection' competition.

According to this competition, that class will be winner which collects least quality of waste papers during the project period .

(a) Paper pulp training

Trainer – Mrs. Waveker.

Place - R .S.Tahiliyani Madhyamik Vidyalay

Materials – Waste paper, water, mixer , mold, spread - tub.

Method:

1) Chop the paper first .

2) Mix pieces of paper and water in the mixer .

3) Take half a tub water in a flat tub

4) Pour the mixer in the tub .

5) Take the solution on the mold .

6) Rotate the roller on the mold .

7) Dry the mixture for at least three days.

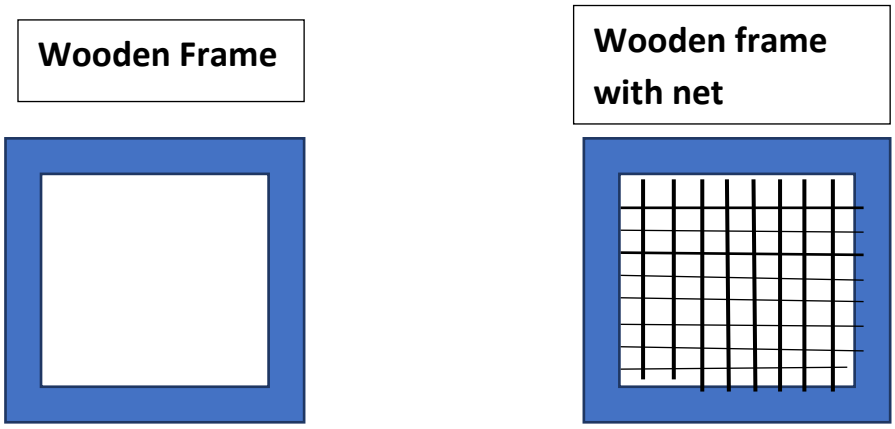
★ Important Notice-

1) Once the mold or sieve is taken out of the water then do not immerse it in the tub.

2) Do not press the mixture in the sieve or in mold

★ Template -

Material :- Wood, plast



★ Procedure –

1) As per requirement, Make two wooden frames of the same size.

2) Fit a net in the frame

3) Instead of template any fine or medium sized netting fitted in a frame can be used as a mold.

Field visit and Interview

To make the students aware about Garbage Segregation and waste management we visited the Dry Segregation Garbage Center at Shatabdi Hospital Govandi.

The center works with the help of Brihanmumbai Municipal Corporation through Women Liberation Organization

In this area, students get information about the Segregation of dry wastes and the recycling of all the items in the trash.

Also interviewed the Center Chief Mrs. Nanda Sonawane.

*** Interview ***

Interviewee - Mrs. Manda Sonawane
(Head of Garbage segregation Center, Govandi)

Interviewer – Miss. Akshada Narwade
Miss. Sakshi Chorge

1) What is your name?

A. Mrs. Manda Sonawane

2) What do you do?

A. Runs dry waste Segregation center. This center is run by the Women's Liberation Organization.

3) What kind of waste do you get?

A. All kinds of dry garbage.

4) What are the things in dry trash?

A. There are mainly paper, glass, metal, plastic, thermocole, thin carry bags, thin bisleri bottles.

5) Paper dishes Paper cups used for tea and food, which may have left over in it, in such cases where should it go? In dry waste or wet waste?

A. Dry waste.

6) How do you Segregate the waste?

A. Dry garbage in BMC's , M {E} ward brings trucks to this center. From this dry trash, we distinguish every kind of waste from paper, glass, metal, plastic thermocole, plastic bags. The workers who are here are separates this trash with help of hands

7) How is this waste being reused?

A. Caribag bisleri bottles go to different places for recycle. Coconut shells are used for recycling. The paper goes to Nerul (navi mumbai) and also to Vapi and Punjab for recycling purpose

8) How many workers work in these places?

A. 11

9) Who is paying for this work?

A. Once garbage is classified, it is sold for recycling in the factory. We get the money after selling this garbage. From this, workers' salaries and other expenses are incurred.

10) What are the working hours?

A. 9 hours

11) Does the Swachh Bharat campaign have any effect on our work?

A. Yes Have a great effect. Before 70% of the waste was not classified – but now the amount of waste segregation has increased.

12) What are the problems you faced in your work?

A. If the garbage Segregation becomes 100% our work will be easier. Dry garbage is very difficult to separate from dust, hair, and small pieces of paper.

Manufacture of teaching Aids from paper pulp

Each week, class-wise collected papers were distributed among the students. As per the training, the students prepare teaching aids and other objects from this paper pulp.

Students Name	Educational Instruments
Tanashree Tople	A Fat cell, Digestion System and respiratory system, Section of stem , euglena
Akshada Narwade	Plant cell, animal cell, ameoba, prokaryotic cell,
Preshita Mhaske	Section of root, lifecycle of larvae
Sakshi Chorge	Some bacteria
Gaurav Desai	Blood circulation system , Tomato wilt virus
Ujjwala Shivne	Chlorella , proportion of land and water
Swaroop Nikam	Filter paper
Mahek Tamboli	Types of teeth

Students Name	Other Objects
Swaroop Nikam	Pages of notebooks
Gaurav Desai	Human mask , Chartpaper
Atul Utal , Saurav Padalkar	Fort
Samiksha Katarnavare	Decorative Items, Flow chart
Prem Khansare , Kiran shirvale	Ganesh Idol

Conclusion

1) The amount of paper waste decreased by 56%.

2) Students understood the co-relation between paper and trees.

3) Students reused paper by preparing various educational and other materials.

4) Students understood the importance of trius - **R**educe-**R**euse-**R**ecycle.

Notable matter

Mast. Swaroop Nikam made filter paper from paper pulp. This filter paper is not drying due to rainy days. Then he roast the paper on pan.

In such a way

• Recognise the problem

• Problem solving

• Finding of other alternatives

• Solution.

In such a scientific approach, students have developed educational tools and other things.

Future scope

-- By implementing this project in our school for only 3 months, the amount of paper waste decreases by 56%.

-- Apart from the collected waste papers, the student has prepared many educational tools and other items and used them for educational purpose.

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-- Total school in Mumbai (approximate) = 2067

-- Total schools in Maharashtra (approximate) = 1,06,527

-- If we implement this simple, Low-cost project in Mumbai, Maharashtra and all over the country, the amount of paper waste collected from schools will be negligible.

-- Many educational tools will be created along with the creativity of students.

-- In short period of time Scientific Approach can be created among the students and parents.

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A DIALECTAL STUDY OF FILMIC GENRE WITH AMAZING REFERENCE TO PREVALENT DISNEY ANIMATED MOTION PICTURES

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Nearly everybody around us wants to watch film. Individuals hurry to see the most recent hits in theater or lease a faction most loved from the video stores. However, there are not many individuals who searches out the uncommon nature of film, and not many among them who examine them. To examine and recreate a considered the history of film includes something other than watching and getting a charge out of them. By contemplating history of film we can additionally find how kind are chosen and how gatherings of people reacted to them all through past years. It will loosen up the certainties installed in history of film which may bring vital issues like experience, culture, society, at both 'high' and 'prominent'.

The imperative objective of this study paper is to demonstrate the phonetic highlights present in various artistic class. In this section the examination will continue to contemplate the historical backdrop of film, realistic kind and the class present in Disney films. Learning about film and the time in which they were made is inside fun and instructive. The historical backdrop of film sets up an idea of review pictures of past couple of ages and their perfection. As managing with the significant instruments of the exploration that is Cinema, one ought to need to comprehend the film hypothesis. Film hypothesis is an accumulation of interpretative system which is produced after some time so as to manage the manner by which films are made and got.

Vivified films are generally accumulations of representations which are captured outline by-edge and after that played in a snappy progression. This sort has portrayed a phenomenal universe of fantasies for kids by the impacts of creative energy

and inventiveness. Anyway liveliness is a classification delighted in and increased in value by all ages. Liveliness is regularly thought of as a strategy, in this way it has capacity to length over a wide range of types. There are a portion of the unique sub-sort of liveliness. Among those absolute initially is Anime, the cause of this class is from Japan. This sub sort comprises of both hand drawn and PC created movement. For instance: Ponyo, Spirited Away, Castle in the sky. Also, grown-up movement is a sub-class that utilizes liveliness to speak to a more established group of onlookers. The story line of the film might be more refined than conventional enlivened movies. Grown-up movement can likewise be part energized and part live-activity. For instance: Who Framed Roger Rabbit, the Nightmare prior Christmas, and Aqua Teen Hunger Force Colon Movie for theaters. The activity sub-class is animated kids. These movies has a place with a youthful and explicit age gathering. It gives a fantastical world striking activity. For instance: Aladdin, Fern Gully, Beauty and the Beast. The energized melodic movies incorporates substantial number of melodic components in the account. These are exceptionally engaging for youngsters and families. This sub-class is overwhelmed by Disney preparations, particularly with the flood of enlivened Disney musicals during the 1990s. For instance: Snow White, the Lion King, Magnificence and the Beast. Though, Animated Family focused on most extreme family crowd, particularly those individuals who love to watch films with family. A large number of the established enlivened family films joins melodic number so as to draw in more youthful gatherings of people, yet increasingly contemporary Animated Family films have built up a double sided type of cleverness speaking to kids and grown-ups. The genre in Disney cinemas flows from the literary sources which gave shape to the stories, as well as from the dialogue writers, who put pen to paper and gave voice to the characters of the animated cartoons in order to express those magic words that can speak of sounds, feelings, lights and colours through the different genre. There are several genre which personally belong to Disney. The main cinematic element present in Disney cinemas is digitization, the digital techniques implemented for live animation increases the visual effects of Disney cinemas.

The popular Genre and Sub-Genre gives Disney cinemas a totally new dimension to look forward. Epic genre supporting includes epics, saga, legend, tale, fable, fabliau, miracle, and short novel and romance, novel. Lyric genre includes hymn, ode, elegy, epitaph, jarcha, cantiga, chanso, pastorella, carol, romance, song, sonnet, German lied, ballad, verse, tale, and poem. It is the most appreciated genre of Disney cinemas.

The Dramatic genre includes subgenres like tragedy, comedy, tragicomedy, drama, farce, opera, and operetta. The Didactic genre focuses on dialogue, satire, epistle, essay, article, journalism, memories, biography, autobiography, diary, speech of the contemporary society. Some major characteristics of Disney on which the genre categories are divided are: Firstly, the movies are based on Fictional World. The belief in fiction world dates beyond written history and is traditionally rooted in the folklore of rural people. Legends, fables and myths refer to fictitious stories usually handed down by oral tradition and they have contributed to communicate a great deal of words, as well as literature throughout history. The stories based on legends appeals Disney audience the most. Originally, they denoted a story concerning the life of a saint and miraculous facts, but in general terms, a legend is applied to any fictitious story, sometimes involving the supernatural, and usually concerned with a real person, place or other subjects. For example, the Dwarfs are the legendary beings in the form of small, misshapen and funny men used in Snow White, having magical powers in their mine of precious stones and conveying comical features in the genre. As Cook Quotes ***"The language which retains some of the features and functions of magic can certainly change the course of the social and psychological world."*** (Cook 2000)

Distinctively, age-old dialect is utilized in pixie stories, just as the clear examinations between physical parts and components of nature to portray lovely hues. These magnificent semantic instruments transmits straightforward however charming way to engage the semantic enchantment. The delineation of an amazing scene from the Disney film Snow White, demonstrating the vanity of the Queen and the common magnificence of the little princess, when conjuring the slave in the enchantment reflect:

QUEEN: Slave in the magic mirror come from the farthest space, through wind and darkness I summon thee, speak!

Let me see thy face.

MIRROR: What wouldst thou know, my Queen?

QUEEN: Magic mirror on the wall, who is the fairest one of all? (Fernandez 40)

The impact of these themes on expressive arts, music and artful dance is huge. Afterward, Hans Christian Andersen, Danish creator of fantasies is applaud commendable for the incongruity and despairing of his portrayal. Most prevalent fantasies were made by essayists who had heard old stories told by country individuals. These Disney Genres are encompassed with a feeling of the real world and communicated through a captivating dialect inside everybody's grip. In a talk of pixie stories, Professor J.R.R. Tolkien watches:

.... The powerful linguistic magic of adjectives, apart of speech in a "mythical grammar" No spell or incantation is more potent (...) When we can take green from grass, blue from heaven and red from blood, we have already an enchanter´s power... (Tolkien 190)

There are three principle gadgets consolidated in building this end are Fascination, Persuasion and Connotation. The absolute first gadget we are going to discuss is Fascination. Give us a chance to take the etymological point of view first. The investigation indicates how a specific number of intermittent Phonic gadgets like Sound to word imitation, Repetition and Parallelism have an amazing passionate impact on the dialect of talk. All the talk brings an enchantment relationship of cause, to impact the manner by which facetious inquiries move to reflection and transmit profound movement. Furthermore it encouraged how informal articulations give characteristic and enchanted fantasy formulae.

The Tropes: image, analogy, exaggeration, are purposeful endeavors at ridiculing Grice's proverb 'Be valid', all together to increase the conventional messages of Disney talk. On the off chance that we consider now the foundation, the conditions realized by the class inside which these writings occur, a few certainties should be underlined are that, the talk show us circumstances and ideas that are incredible, expanding our enthusiasm for the potential outcomes of the otherworldly. Besides, we all are keen on issues that are inconspicuous, themes that are dream, and circumstances that are past our dull every day presence. These Disney enlivened kid's shows, which they chose talk have a place with, compare to the fabulous type about dreams and fantasies, or expressionistic tales about subjects that are route past human experience. As affirmed more than once, the Disney Studio have dependably engaged gatherings of people in that they present a world or stories that one can't be found in ordinary life. Disney content

scholars are, hence, fascinators who excite the fascination of the gathering of people through incredible phonetic and paralinguistic beguile. Besides, by this implies a breakaway from the customary world into an experience of computer generated reality by methods for etymological and para-phonetic gadgets. This is the other fundamental weapon utilized in the Disney ordnance. From the first lines of each talk, the lyricists endeavor to make the gathering of people split far from their genuine, day by day world. What's more, the gathering of people (pursuer or audience) confronting counterfeit nonexistent articles and circumstances respond profoundly inside themselves, bringing their deepest selves into play. The assignment of a content author is to make pictures of lived or felt occasions composed in such a way that the pursuers or audience members can try them as an unadulterated reality.

Disney journalists have made their tunes with the main goal that the group of onlookers may experience a worldwide affair of prompted computer generated reality. The audience members acknowledge what's going on and what their faculties are looking up to amid the invented hugeness of the scene. The sort of enchanted response from the group of onlookers which we are portraying won't be activated by a straightforward verbal improvement yet be just the aftereffect of this worldwide virtual experience, a thoroughly commanding improvement. The Script essayists can be viewed as persuaders speaking to the reason and comprehension of their groups of onlookers. Real acknowledge of influence have been inspected in, the Detached sentences, a convincing method for making the group of onlookers fixation specific actualities, the Mandatory sentences, which establish the most delegate verbal shape to constrain unpreventable thoughtfulness regarding these verses. The deictic capacity of Conditional sentences and Time provisos, too. In Schwarz's words:

The communicator's problem (...) is not to get stimuli across, or even to package so they can be understood and absorbed. Rather, he must deeply understand the kinds of information and experiences stored in his audience, the patterning of this information, and the interactive resonance process whereby stimuli evoke this stored information.

(Schwarz 25)

All the above contemplated derivations lead to the explanation that all these fifteen Disney full-length kid's shows motion pictures are exhibited in this paper,

with the reason for propelling the tales and coordinating the beguiling expert articulation of the talk with the visual flawlessness of the pictures. As a matter of fact, each talk from chose motion pictures are a piece of the activity, showing the accounts and communicating extraordinary kind; here and there under covering the silliness or a specific feeling, yet most importantly, Disney talk upgrade the messages of the movies they have a place with. Their subjects are of all-inclusive significance and greatness, immortality and imperishability. They are not only routed to kids, be that as it may, to touchy grown-ups, also. So as to elevate sentiments, sensations or various media impacts, the journalists have depended on various semantic gadgets, so that any piece of the discourse can deliver an enchantment impact towards charming the crowd. In the wake of having contemplated the class and phonetic appeal lighting from Disney talk, I reason that as a rule the etymological information given by the Disney talk has figured out how to deliver the normal learning of sort furthermore, its yield in the gathering of people. Phonetics is the string which interfaces all the significant and extraordinary affections reflected in these talk, and as it were through such uncommon class based information, the capacity of correspondence can sublimate the numerous essences of affection and the components of the normal, or even, extraordinary universe. As a specialist, these Disney motion pictures have been investigated through expository eyes. In the meantime, similarly as with some other individual from a special gathering of people, the appeal in Disney motion pictures and the dialect utilized in it, has been seen by me with the eyes of the spirit.

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