NATIONAL CONFERENCE
On
New Dimensions of Higher Education and Teacher Education in 21st Century

Organized by,
Department of Education
Mahavir Mahavidyalaya, Kolhapur (M.S.)
6th February, 2016

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Sub :- Themes

- ❖ **Higher Education In the 21st Century**
- ❖ **Teacher Education in the 21st Century**
- ❖ **Skill Development Education**
- ❖ **Present statues of Integrated Teacher Education**
- ❖ **Interdisciplinary approaches in Higher Education**
- ❖ **Role of Teachers in Education**
- ❖ **Education of Information Technology**
- ❖ **Role of Information Technology**
- ❖ **New Techniques and Methods in the Teacher Education.**

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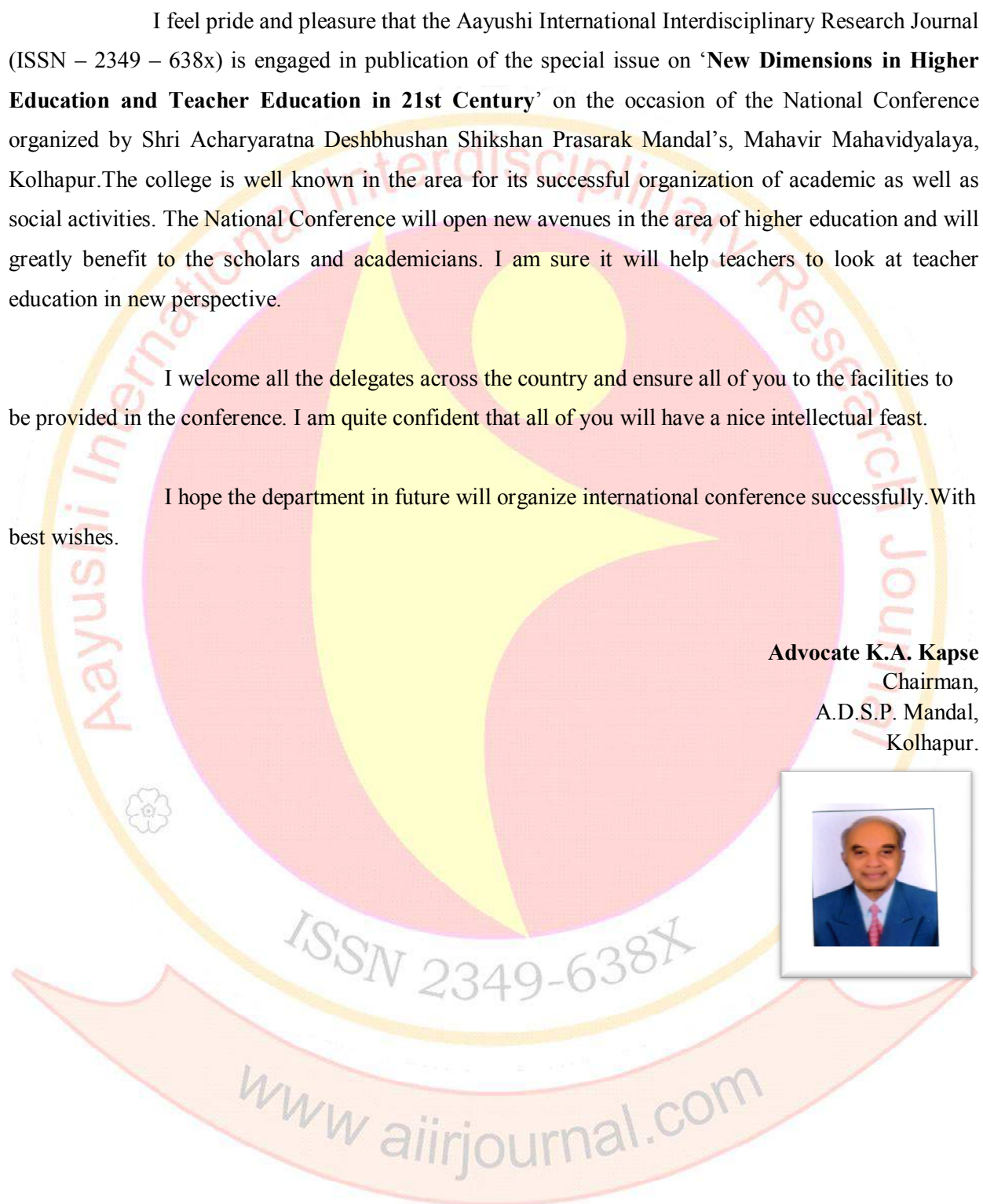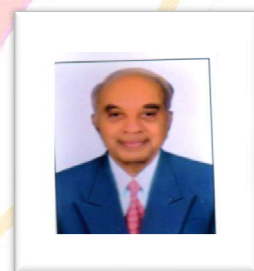
Chairman Address

I feel pride and pleasure that the Aayushi International Interdisciplinary Research Journal (ISSN – 2349 – 638x) is engaged in publication of the special issue on '**New Dimensions in Higher Education and Teacher Education in 21st Century**' on the occasion of the National Conference organized by Shri Acharyaratna Deshbhushan Shikshan Prasarak Mandal's, Mahavir Mahavidyalaya, Kolhapur.The college is well known in the area for its successful organization of academic as well as social activities. The National Conference will open new avenues in the area of higher education and will greatly benefit to the scholars and academicians. I am sure it will help teachers to look at teacher education in new perspective.

I welcome all the delegates across the country and ensure all of you to the facilities to be provided in the conference. I am quite confident that all of you will have a nice intellectual feast.

I hope the department in future will organize international conference successfully.With best wishes.

Advocate K.A. Kapse
Chairman,
A.D.S.P. Mandal,
Kolhapur.

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Key note Address

I am extremely happy to present my keynote address on the relevant and need based theme of the conference "New Dimensions of Higher Education and 21st Century Teacher Education." Education is dynamic process which changes from time to time. In the present era it is very essential to know the changes which happened in the higher education in general and teacher education in particular. Unless we understand the changes, it would be difficult to consider and the dimensions for the 21st century higher education and plan for the expectations for the century. Hence there is a dire need to consider the new dimensions for the higher education.

The changes which can be considered for framing new dimensions are, Growth in the Population, Knowledge Expansion, Technology Revolution, Change in the value pattern, new theories and methods, change in methods of teaching, Global competition, Redressal of Inequality and sustainable development. Some of the new dimensions are discussed in the paper.

Indian higher education system is one of the largest in the world. It has undergone rapid development in the post independent era. Even the dimensions of higher Education have changed not only from Indian Perspective but Global too.

The New Dimensions in Higher Education for 21st century are discussed in the paper. The essential elements for Institutional success of Higher education in 21st century are "Brand, Academic quality" and the degree to which an institution of Higher Education is "open" are interrelated dimensions.

The components Access, Cost and quality are the main criteria for the success of Higher education, though these are individual components but also related to each other and sometimes growth in one of the component leads to the lacunae of other component. But success of Higher education system depends on this model where in components like Access and Quality has to be grown by Retaining or minimizing the cost components from stake holder point of view.

The third important component discussed in the paper is Education for Sustainable Development (ESD) which promises to make the world more livable for this and future generations. Higher education institutions play a major role in improving the environment, preserving natural resources and making an economic and social impact.

Indian Teacher Education has been strengthened a lot during the past couple of years. The efforts made by the NCTE are indeed appreciable. The Teacher Education has been struggling to strengthen its identity. There are issues and resolves, problems and solutions, puzzles and pathways. Teacher education for 21st century needs to be improved and strengthened. Reflections on some of the issues concerning Teacher Education in India on the changes in higher education dimensions are discussed in the paper. The role of teacher in the 21st century is also described, the elements on which the Higher education for the 21st century need to concentrate on is also presented. Some constructive suggestions for ensuring excellence in teacher education in India for the 21st century is given at the end of the paper.

Dr.Jagannath K. Dange
P.G.Department of Education
Kuvempu Uiversity, Shankaraghatta
Shimoga. Karnataka.

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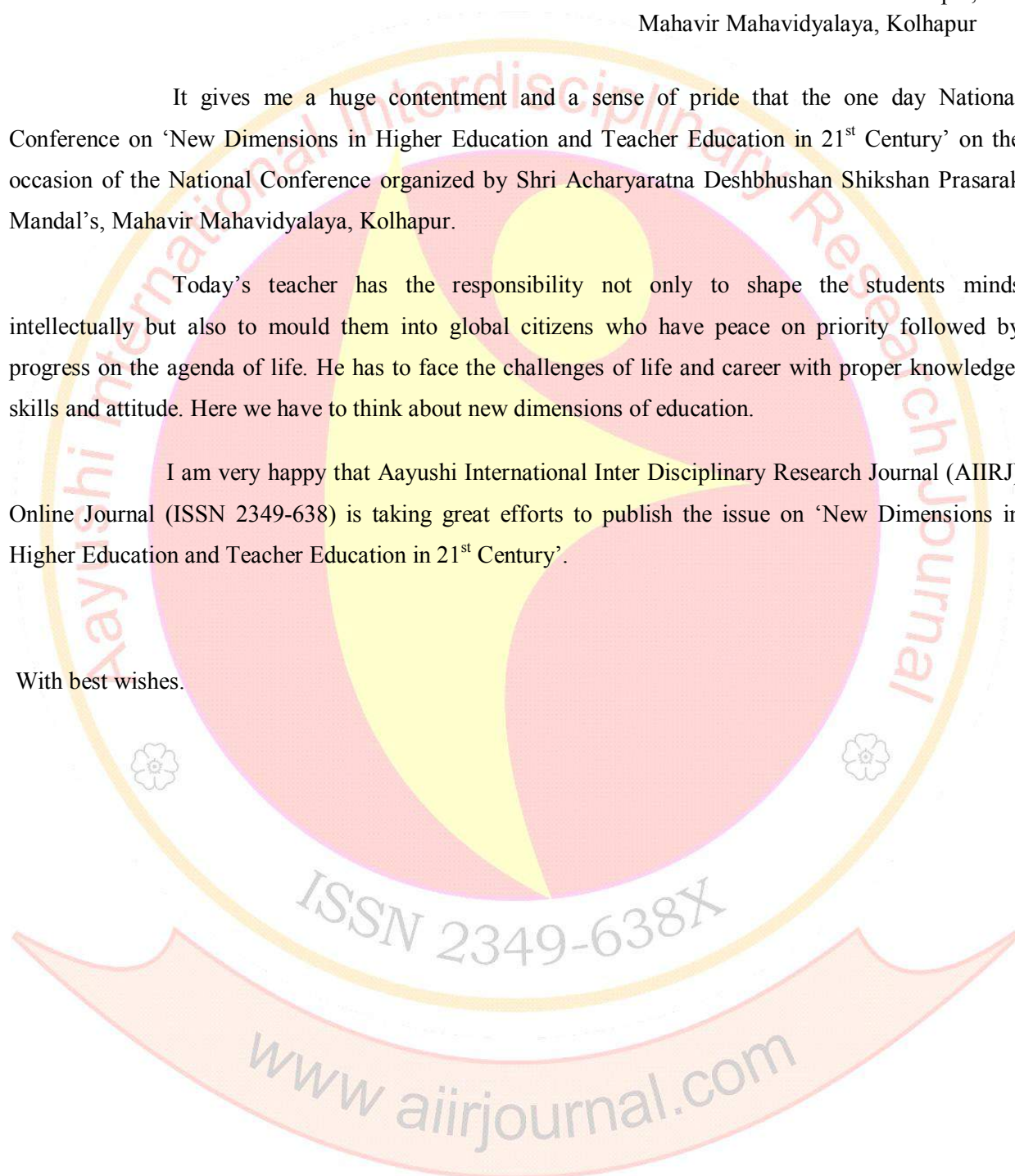**Impact Factor 2.147**

From the Principal Desk

Dr. R.P. Lokhande,

Principal,

Mahavir Mahavidyalaya, Kolhapur

It gives me a huge contentment and a sense of pride that the one day National Conference on 'New Dimensions in Higher Education and Teacher Education in 21st Century' on the occasion of the National Conference organized by Shri Acharyaratna Deshbhushan Shikshan Prasarak Mandal's, Mahavir Mahavidyalaya, Kolhapur.

Today's teacher has the responsibility not only to shape the students minds intellectually but also to mould them into global citizens who have peace on priority followed by progress on the agenda of life. He has to face the challenges of life and career with proper knowledge, skills and attitude. Here we have to think about new dimensions of education.

I am very happy that Aayushi International Inter Disciplinary Research Journal (AIIRJ) Online Journal (ISSN 2349-638) is taking great efforts to publish the issue on 'New Dimensions in Higher Education and Teacher Education in 21st Century'.

With best wishes.

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Co-Ordinatator Message

Dr. S.S. Mandale

Co-ordinator,
National Conference
Mahavir Mahavidyalaya, Kolhapur

Greetings from Mahavir Mahavidyalaya, Kolhapur

Friends, the Department of Education sincerely extends the gratitude to all the delegates for responding the invitation of the conference and making it possible to engage in a meaningful deliberation. We believe that the participation and discussions on the subject will make valuable contribution to the conference. This National Level Conference basically intends to provide a platform for educational experts, delegates and participants for the exchange of ideas. We, the teachers, should not keep us aside from the advanced knowledge in this area. So it is necessary to update the knowledge through intellectual deliberations in the conference.

I welcome all delegates for the conference. With best wishes.

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New Dimensions of Higher Education and 21st Century Teacher Education

Key note Address

Dr.Jagannath K. Dange
P.G.Department of Education
Kuvempu Uiversity, Shankaraghatta
Shimoga. Karnataka.

Higher Education can be broadly surmised as education beyond the school level. The objectives of higher education may range from primary objectives, such as employability, enhancing the earning potential, seeking and advancing knowledge and wisdom, research and experimentation to more serious secondary objectives like attaining mental and spiritual growth, engaging in quest for the unknown, facilitating better lifestyle, and developing scientific outlook. The higher education has been rightly defined as the mother of all professions. The people in university education shape the behaviour, minds, and the social and human values of the student community.

At the time of independence we had only 20 universities and 695 colleges but today we have 785 universities where as colleges have increased to more than 38,000. Out of total colleges, four per cent are Education colleges. India's one of the major wealth is youth (18-40 years of age) which presently stands at almost 80 crore, 62% of the total population (127 crore, male 65.6 crore and female 61.4 crore). Indian higher education system is one of the largest in the world. It has undergone rapid development in the post independent era. Even the dimensions of higher Education have changed not only from Indian Perspective but Global too.

Education is dynamic process which changes from time to time. In the present era it is very essential to know the changes which happened in the higher education in general and teacher education in particular. Unless we understand the changes, it would be difficult to consider and the dimensions for the 21st century higher education and plan for the expectations for the century. Hence there is a dire need to consider the new dimensions for the higher education.

The changes which can be considered for framing new dimensions are, Growth in the Population, Knowledge Expansion, Technology Revolution, Change in the value pattern, new theories and methods, change in methods of teaching, Global competition, Redressal of Inequality and sustainable development. Some of the new dimensions are discussed in the following paragraphs.

New Dimensions in Higher Education

1.**Branding, Quality, and Openness:** The essential elements for Institutional success of Higher education are "Brand, Academic quality" and the degree to which an institution of Higher Education is "open" are interrelated dimensions.

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Brand: The concept of branding in higher education is about who we are, and is not limited to what a particular product offers the marketplace. An educational brand is often equated to an institution's academic reputation. But, that explanation is far too limiting. Think of a college or university brand as being synonymous with the institution's personality congruent with its mission, defined by its values. Perhaps the most significant benefit of branding in higher education is the focus it brings to an institution. The brand is defined by where the institution's values and the constituents' expectations intersect. In this paradigm, the brand becomes the filter through which everything is vetted (e.g., strategic directions, resource allocations, hiring decisions, and curriculum development). It serves as a lens to strategically focus the institution in the midst of fluid internal and external pressures as well as opportunities.

Ultimately, the value of our brand is determined by those we serve. It is worth only what students and parents are willing to pay for it, donors are willing to give to support it, and faculty and staff are willing to contribute to make it real. The brand must have relevance to others. Within the higher education branding construct, there are two major components: (1) promotion of the brand and (2) delivering on the promise of the brand.

Openness: Education Is Sharing -Education is, first and foremost, an enterprise of sharing. In fact, sharing is the sole means by which education is effected. If an instructor is not sharing what he or she knows with students, there is no education happening. Those educators who share the most thoroughly of themselves with the greatest proportion of their students are the ones we deem most successful. Do students come away from a course in possession of the knowledge and skills the instructor tried to share? (In other words, is the instructor a successful sharer?) If so, we call the instructor a successful educator. If an instructor's attempts at sharing fail, we call that instructor a poor educator. Education is a matter of sharing, and the open educational resources approach is designed specifically to enable extremely efficient and affordable sharing

Defining openness and open education can thus be viewed along a continuum with varying degrees of openness and access to knowledge as the guiding core principles (Olcott Jnr, 2013). Many donor-funded projects (most oft en led by universities) are providing space to experiment with different models of openness and research the educational effect that these might have. Various initiatives such as OER, Open Access (OA), Open Source and Massive Open Online Courses (MOOCs) are regarded as forms of openness

Open Access Open Access (OA) usually refers to research articles that are freely and openly available to the stake holders for reading, reviewing, and making and distributing derivative works (Wiley and Green, 2012). OA literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

Open Educational Resources OER refers to any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees (Butcher, 2011). OER can exist as smaller, stand-alone resources (reusable learning objects), that can be mixed and combined to form larger pieces of content or as larger course modules or full courses.

Massive Open Online Courses (MOOCs) Educause provides the following simple explanation of a MOOC: A MOOC is a model of educational delivery that is, to varying degrees, massive, with theoretically no limit to enrollment; open, allowing anyone to participate, usually at no cost; online, with

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learning activities typically taking place over the web; and a course, structured around a set of learning goals in a defined area of study (Educause, 2013)

Quality: Quality is the degree of Excellence. Quality refers to the basic essential character, the distinguishing element or characteristics of a product, service or organization.

Academic Quality: The approach to measuring academic quality is to focus on resource measures, i.e., on the "inputs" into the educational process such as faculty qualifications, faculty publications, faculty deployment/teaching loads, student/faculty ratios, financial resources, library resources, facilities and equipment, and other similar inputs.

The **International Assembly for Collegiate Business Education** defines academic quality in terms of educational outcomes rather than academic resource measures.

the overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit's intended student learning and operational outcomes and its mission and broad-based goals
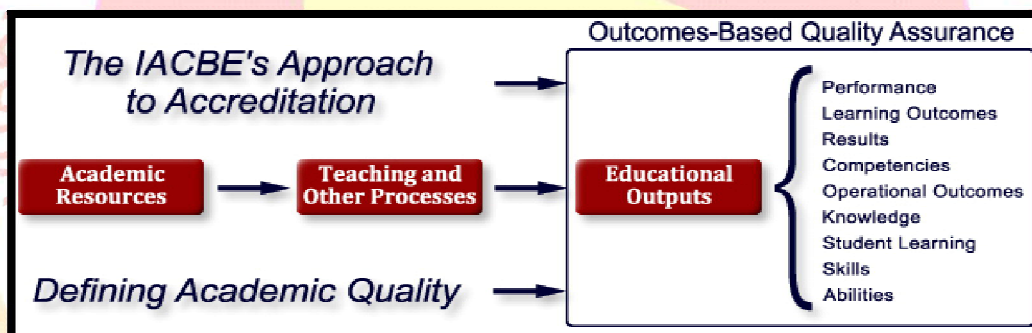
2. Access, Cost and Quality
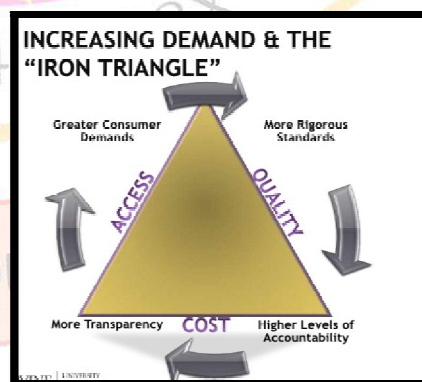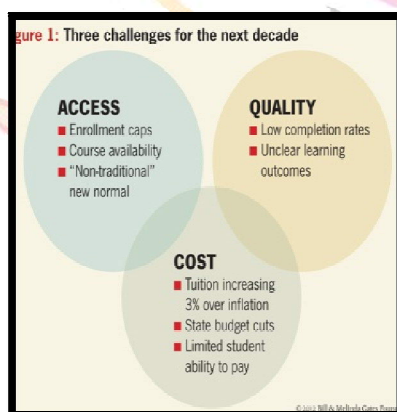
The components Access, Cost and quality in Higher education are though individual but also related to each other and some times growth in one of the component leads to the lacunae of other

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component. But success of Higher education system depends on this model where in components like Access and Quality has to be grown by Retaining or minimizing the cost components from stake holder point of view.

3. Education for Sustainable Development (ESD)

Education is an essential tool for achieving sustainability. Education for Sustainable Development (ESD) promises to make the world more livable for this and future generations. Higher education institutions play a major role in improving the environment, preserving natural resources and making an economic and social impact. Higher education can help to promote new and sustainable ways of living, working, producing and travelling that will help achieve wider benefits to human health and wellbeing.

United Nations General Assembly in 2002 declared 2005-2014 as the "Decade of Education for Sustainable Development" (DESD). The four priority areas of action for the Decade of Education for Sustainable Development aim to: • Promote Basic Education • Reorient and Revise Education Programs • Develop Public Understanding and Awareness • Provide Practical Training.

Strategic Perspectives to Inform Education and Learning for Sustainable Development

Socio-cultural perspectives: Human rights, Peace and human security, Gender equality, Cultural diversity and intercultural understanding, Health, HIV/AIDS and Governance

Environmental perspectives: Natural resources (water, energy, agriculture, biodiversity), Climate change, Rural development, Sustainable urbanization, Disaster prevention and mitigation

Economic perspectives: Poverty reduction , Corporate responsibility & accountability, Market economy

4. Other dimensions:

- **Growth in the Population:** India is the second largest populated country in the world. Youth (18-40 years of age) which presently stands at almost 80 crore, 62% of the total population. Higher education aspirants are increasing year by year.

- **Information Explosion:** There is information explosion in all facets of subject and faculty. Every day new knowledge is added up to the existing.

- **Technology Revolution:** Technological revolution has brought many more devices, strategies, methods and techniques in the arena of Higher education.

- **Change in the value pattern**: The generation value pattern has been changed around the globe. Teachers have to understand, adjust and nurture among the learners.

- **New theories and methods**: Due to the experiments and explosion of knowledge new theories have come up which intern leads to the development of innovative approaches and methods.

- **Change in methods of teaching**: Understanding that the Students are Central to the Educational Process**.** The learning process should change drastically. It should change from the teacher oriented to laboratory and internship experiences.

- **Global competition**: there is a global competition in Higher education because of globalization. Anybody can learn anywhere and (Teach) work anywhere in the world.

- **Redressal of Inequality:** there is need to address the Religion, caste, creed, Race, regional and language inequalities. Redressal of special children group is also a major area of concern in the learning environment.

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Teacher Education for 21st century:

Indian Teacher Education has been strengthened a lot during the past couple of years. The efforts made by the NCTE are indeed appreciable. The Teacher Education has been struggling to strengthen its identity. There are issues and resolves, problems and solutions, puzzles and pathways. Teacher education for 21st century needs to be improved and strengthened. Reflections on some of the issues concerning Teacher Education in India are discussed in the following

- **Brand Inequity:** There is Public Private Dichotomy in Teacher Education. There is a pathetic indifference in Public Sector institutions and rampant commercialization in Private Sector. The Teacher Education Degrees conferred by the various universities and institutions are non-comparable.

- **Quality Crisis:** There are problems of quality perception, quality /scaling and quality differentiation in Teacher Education. There are wide gaps between expected and actual quality. This gap is widening day by day. There has to be adequate focus on all the systemic parameters-input, process and output.

- **Overgrowing Establishment:** Establishment of the Teacher Education centers have over grown in most of the states. There is a need to have demand and supply estimates. The States need to justify, substantially, case-wise their stand for objection or no objection with due respect to the establishment of Teacher Education institutions.

- **Mismatching Teachers:** Merit is destroyed due to mismatches between Teacher Educators and Teacher Trainees. Quality teachers can be developed through skilled and competent Teach or Education professionals who have passion for profession. There should be no compromise with the standards and norms.

- **Poor Integration of Skills :** The term Skill has become a misnomer, particularly, in Education. All the skills, such as, Life Skills, Techno-pedagogic skills, Techno-Savvy skills, Info-Savvy skills, Emotional Skills, Human Development skills, Spiritual Skills need to be integrated in Teacher Education.

- **Alienated & Incompatible Modes of Education:** There is little parity amongst various modes of education, such as, distance mode, e-mode, and face to face mode. Distance mode is diluted, e-mode is in infancy, whereas, the face to face mode is stagnant. There is no network within & amongst the various modes of Teacher Education. These are functioning more or less in isolation.

- **Little contribution to Higher Education :** Teacher Education has not been in a position to come out of School Education. It has made very little contribution to Higher Education Educationists have been over obsessed with the School Education intensively for complexity, enormity, and the large number of the schools and students, but this is at the cost of neglecting higher education.

- **Good old Philosophies:** Old theories and old philosophies particularly, in Social Sciences are going obsolete. There is a need to build problem specific instantaneous theory.

- **Identity Crisis:** Self disclosure done by the Teacher Education institutions is largely poor. There is faulty identification with Teacher Education. Unique identifiers need to be worked out.

- **Lacking Innovations:** Personalized Teacher Education, holistic Teacher Education, Specialized Teacher Education, and even Integrated Teacher Education are rarely found.

- **Inadequate Technology Infusion:** Teacher Education Programs traditional and Pace of modernization is very are large, We have not yet been infused the technological innovations for transacting the education.

- **Little Choice Base**: Options are not substitutes for Choice based Education. There are differences amongst, individual, institutional, State, National, Continental and Global objectives. Though we have introduced optional areas in Teacher Education, but the choice is very limited. There is a

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need to employ CBCS in Teacher Education, which can be realized through e-platforms, and amalgamation of various modes, such as, Face to face, Distance and Electronic. Choice base demands plenty of sources & resources.

- **Poor Research Scenario:** Research in Education is replicate and repetitive devoid of freshness, either of problem or of approach or of methodology. A prospective plan for research and innovations should be framed with regional and national developmental priorities. There is a need to be innovative. There are mismatches between research trends and problems. Regulatory mechanism to tone up the Research Quality needs to be evolved. There is a need to evolve Research Quality indicators.

- **Illusive Laboratories:** The various laboratories of the Teacher Education institutions, namely, Science Lab, Psychology Lab, Guidance & Counseling Lab, Educational Technology Lab, Computer Lab, and Language Lab are either not there or are mostly in very bad status.

- **Insufficient Practice Teaching:** Though a sizable number of innovative approaches of teaching learning have surfaced, such as, participatory, holistic, activity based, constructivistic, interdisciplinary, but the practice teaching is largely primitive. Bloom's Taxonomy of Instructional objectives has become more or less stagnant. There is a need to enhance the taxonomy, by further differentiating and adding domains. The lesson designs ought to be comprehensive of all the domains. There is only a little theory practice nexus. Experimenters, as well as, problems are many, whereas, the labs are needed badly.

- **Rare In-Service and Continuing Teacher Education:** Our in-service and continuing Teacher Education is very rare. Most of the IASEs, CTEs and SIETs have gone defunct. Refresher courses are largely for name sake. Adequate provisions need to be made for continuous professional development of teachers. There ought to be periodic Teacher Appraisal at all levels. Anyone, anywhere, anytime should have access to learning resources.

- **Invalid Recognition and Accreditation**: There are questions on Recognition of Teacher Education institutions. There are questions on inputs & processes of Teacher Education. There are questions even on Accreditation of Teacher Education institutions.

- **ICT Illiteracy:** It is an age of Information & Communication technology, but a large number of teachers at all levels are ICI illiterate. The students being latest generation are excelling the teachers in ICT, being better exposed to ICT.

- **Blending of Open education Resources:** Open Education Resources for Learners & learning - content (geogehra, google earth), creativity (hot potato,C map), Evaluation (R-compus and mahara) Open Education Resources for Teachers, Teacher Educators & facilitating. learning management system (Moodele & wiki spaces), teachers Managed Communication Platforms (Classroom 2.0 & Web Quest) , Statistical Tools for data processing, e-Journals, e-books, e`-News Letters, Webinars & Web Conferencing are appearing, these need to thoroughly inter-woven into our curriculum and education system.

- **Technology Integrated Teacher Education:** There is Technological revolution in Teacher Education. There is a shift from e-Learning 1.0 (Online learning) to e-Learning 2.0 (Twitters, Face-book) to e-Learning 3.0 (Semantic Web), that is from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2 to web-3. We have initiated into Open Education, Open Course Ware, Open Source Sam are, Open Content and Open Research. There are proposals for e-Teacher Education. Smart Classrooms are emerging, where-in; we have e-learning and e-testing. Terms like Wad, e-Book, E-Reader' E-News letter, Webinar is widely used Digital Lesson Designs and e-Port folios have become common features.

- **Public Private Partnership in Teacher Education**: Teacher Education co-operatively should seek the resources of all sectors- Public and Private. Unless and until all cooperate Teacher

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Education programs and courses cannot be offered. Courses, such as, Environmental Education, Guidance and Counseling, Health & Yoga Education, ICT' in Education definitely demand the services of corporate Sector.

- **Inter-disciplinarity and Multi-disciplinarily:** Teacher Education Institutions cannot afford to function institutions, both within and among. Inter-disciplinarily and multi-disciplinarily should be practiced by the Teacher Education Institutions. Inter-disciplinarily and multi-disciplinary research should be promoted in the teacher education institutions.

Shifting role of the Teachers in present scenario

In the 21st century teaching-learning environment there is a change in the roles of both teachers and students. The role of the teacher will change from knowledge transmitter to that of learning facilitator, knowledge guide, knowledge navigator and co-learner with the student. The new role does not diminish the importance of the teacher but requires new knowledge and skills. Students will have greater responsibility for their own learning in this environment as they seek out, find, synthesize, and share their knowledge with others. ICTs provide powerful tools to support the shift to student centered learning and the new roles of teachers and students.

Today, the teacher required to concern himself with the total development of the child and not only with one or two aspects. The success of student depends essentially upon the competence of the teachers, their sense of dedication and their identification with the interests of the students committed to their care. The role of teacher in the 21st century is……….

Encourage Thinking: The teacher is now expected not only to inculcate knowledge but also to encourage thinking. S Ile has to become more of an advisor, a partner to talk to he has to help seek out conflicting arguments rather than hand out readymade truths. For this, he will have to devote more time and energy to productive and creative activities.

The information Provider: A traditional responsibility of the teachers is to pass on to students the information, knowledge and understanding on a topic appropriate at the stage of their studies.

The Role Model: The teacher should model or exemplify what should be learned. Students learn not just from what their teachers say but from what they see in the practice and the knowledge, Skills and attitudes they exhibit.

Teachers as a Facilitator: The key role of teacher is as a facilitator and a support to ensuring, learning. Teacher is the one who facilitates learners to realize their potentials, articulate their personal and context specific experiences in ways that are acceptable in the wider context of our nation.

Teacher as a Participant in the Learners Efforts: Teacher is a participant in the learner's efforts at evolving learning experiences and helping to develop programme for learning.

Teacher to Find his Own Teaching Style: Each teacher has to find one's style of teaching through perceptive practice but recognize the fact that all learners learn in their in their own ways.

Recognize Himself as a Professional: Teacher needs to recognize himself or herself as a 'professional'. S/He should be endowed with the necessary knowledge, attitude, competence, and commitment, and enthusiasm, spirit of seeking new ways and means, capable of reflection and sensitive.

Teacher's Sensitivity to Student's Needs and Problems: One of the most important characteristics of good teacher is the ability to identify student's problems and needs.

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The Higher education which needed for the 21st century is to concentrate on...

  i. Education that helps the individual meet the challenges of life individually and socially, and function as an effective, thinking human being (value based education). Education that engenders values, behaviour and lifestyle towards a sustainable future.

  ii. Education that enables learning to learn for life.

  iii. Education that fosters a spirit of enquiry and research, creativity and entrepreneurship.

  iv. Curriculum Issue: Designing and implementation of a suitable curriculum is also a crucial issue in the field of higher Education. The challenges in this area are:

- Aligning the curium to the level of Global standards.
- Bridging the Gap between theory and practice.
- The curriculum should he broad and flexible enabling the students to acquire leadership and specialists roles. It should he designed to create till interest among students so that they become lifelong learners and contributors to the profession.

Some of the constructive suggestions for ensuring excellence in teacher education in India for the 21st century are as follows;

- Admissions to teacher education courses should be highly selective so that only those students who have real aptitude for learning and teaching may enter the institutions of teacher education.
- Mushroom growth of institutes of teacher education without proper infrastructural facilities is one of the principal reasons for decline in excellence of academic standards, so the establishment of such ill planned and ill-quipped educational institutions should be effectively checked.
- Recruitment to teaching profession in teacher education should be made strictly ill transparent manner by open competition on all India basis.
- Teacher education should be based on social, economic mid cultural background and their ground realities of the situation that exists in the society.
- Regular sachem of summer training and short duration refresher courses should he given of great value to enable the teachers of teacher education to keep themselves abreast of latest developments in their respective disciplines.
- Curriculum of teacher education programs should he revised and redesigned through proper evaluation process and student evaluation of curriculum and teachers should he encourage.
- Staff Appraisal Scheme' for annual assessment of teachers should be given appropriate weight age to excellence of teaching and contribution to periodicals of international repute in their respective areas of Specialization.
- Infrastructure facilities should be upgraded in the institutes of teacher education. Audio-visual aids and well-equipped laboratories for good teaching qualitative research facilities must be adequately provided in such universities and colleges.
- Mostly all education institutes of the country are running under shortage of teachers. There is urgent need to run a recruitment drive for teachers so that shortage of teachers can be solved out and good student-teacher ratio may be maintained.
- Leaving traditional modes of teaching, teachers should adopt innovative modes of teaching which will add more effectiveness in teaching learning process.
- Teacher education in India needs to be more skill-oriented -both in terms of life-skills as well as livelihood skills.
- Management of Indian teacher education institutes needs to be built in greater decentralization, accountability, and professionalism, so that it is able to deliver good quality education to all, and ensure optimal utilization of available resources. Proper planning, coordination, staffing and budgeting are

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essential condition for effective management. Teacher education in India should be internationalized to compete with global challenges.

India has produced excellent students who exceed in quality even in the world. But this number is microscopic in nature. More and more institution of this type are needed for the improvement of the country. One has to remember that there is an alarming increase in our population and as such providing meaningful education to all should be the main focus of the country that can solve problems related to population growth, illiteracy, inequality in society, social evils, employment opportunities human rights, women empowerment, values like truth, non-violence right conduct, mutual respect and brotherhood need to be inculcated. 'Otherwise, there is more harm likely be made to the society. The present society is transforming itself into a knowledge society, where the excellence and relevance of education would play a vital role at various levels of education. The status of teacher education is assumed to be one of the major and sharp indicators of the future of a country. The efforts in establishing excellence in teacher education should be directed in terms of suggesting parameters for excellence in learning, teaching, research and administration for institutes of teacher education. The concept of Total Quality Management (TQM) in teacher education should also now, be taken seriously. It is a big challenge before teacher education in India to develop and maintain an international standard whereby to become a prominent center for teacher education in a global scenario.

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Quality Assurance in Regional Higher Education Office Administration

Dr. Ajay Sali
Regional Joint Director
Kolhapur Region,Kolhapur
E-mail: ajaybsali@gmail.com

Abstract-

This research paper studies the quality of assurance in regional higher education office administration. The administrative quality is to fulfill the basic needs of all the employee bridging social and gender gaps with the active participation of the community. A supreme effort of quality assurance is needed on a high priority basis, first come first serve, to improve the situation of academic, administrative development of educational institution. It also provides a strong support to the colleges. The teacher, principal, management reflection will indicate the priorities to be adopted the different clues in administrative quality development.

Keyword-Regional higher education office, quality, academic, administrative, quality development, facilities, reflection of administrative quality development.

Introduction-

Administrative quality development has been successfully adopted by private and educational organizations aiming at continuous improvement. The national policy on education recognized the continuity and inseparability of educational institution and recommended permanent educational mechanisms for it.

Establishment of self assessment technique has been developed in regional higher education office as a way to develop a quality system. The administrative qualities development system is

"SEVA"

| S =Speedy Public Service | E =Efficient work | V =Value based | A=Assistance of all stockholder |
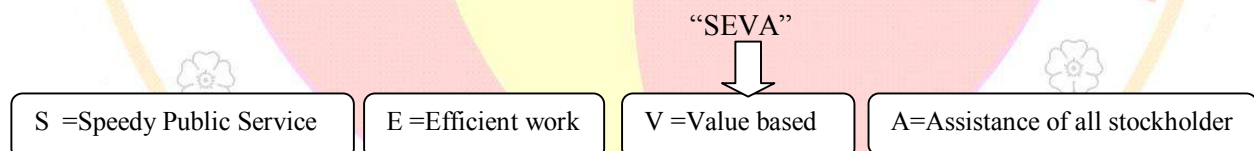
The SEVA system contain the College grants assessment, College employee pay fixation Selection Grade & Senior grade, NOC ,GPF ,GIS etc. The administrative quality development also include teaching-learning process, library facilities, quality development programme is essential in educational institution.

The essence of educational institute is administrative quality development in educational institute and it becomes not only financial waste but a source of overall deterioration in educational standards. Highest importance to this educational institute of qualitative improvement. Existing programmes of educational institute are largely tradition .rigid and divorced from the realities.

Objectives-
1.To study the administrative quality of various educational organization.
2.To know the knowledge and skill acquired by employee in educational organization.
3.To study the various changes in administrative quality improvement..
4. To study the reflection administrative quality.

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Methodology-

In this research study, survey method was adopted to study the reflection Quality of Reflection in administrative quality. The interview were structured on various educational organization in Kolhapur region. Quality assurance about educational organization was prepared and with statistical inputs analysis was done.

Sample-

The stratification has been done on the basis the reflection quality assurance in educational orgnization. The impact of quality assurance was the present study the purposive sampling method was used for the selection of the sample consisted 56 colleges out of 133 colleges and 1600 employee out of 5578 in Kolhapur region, Kolhapur.

Analysis –

Table shows a interview of employee who is working in educational institution

No of educational institute	No of Employee
56	1600

Graph shows reflection quality assurance in educational institute.
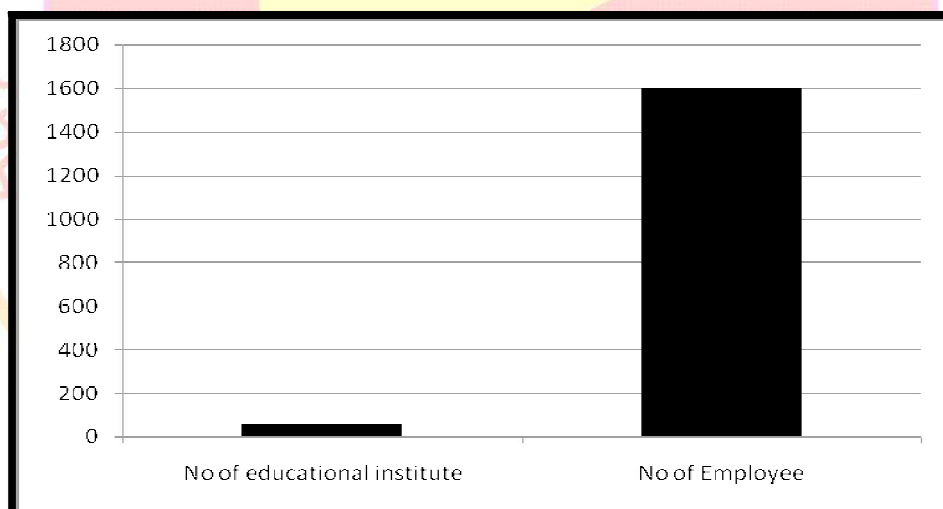
Observation:

The above table and graph shows 28.68 % employee who working in various 56 educational institute not satisfied in previous administrative quality assurance but they are happy to present quality assurance and working process . Reorientation in the administration carefully planned administrative seva system which would include fundamental quality assurance improvement implication for the educational organization suggest there should be provision in the administrative levels for a study of the quality assurance.

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Suggestion –

To provide the new SEVA system in administrative quality assurance. To organize interaction between employee and administrative staff on online mode.The educational institution or organization of quality to reiterate that in keeping with the goals of education in a modern society. The problem solving abilities of employee's using assimilation and understanding of fundamental facts only as a basis. Monitoring Procedures for administrative quality assurance.

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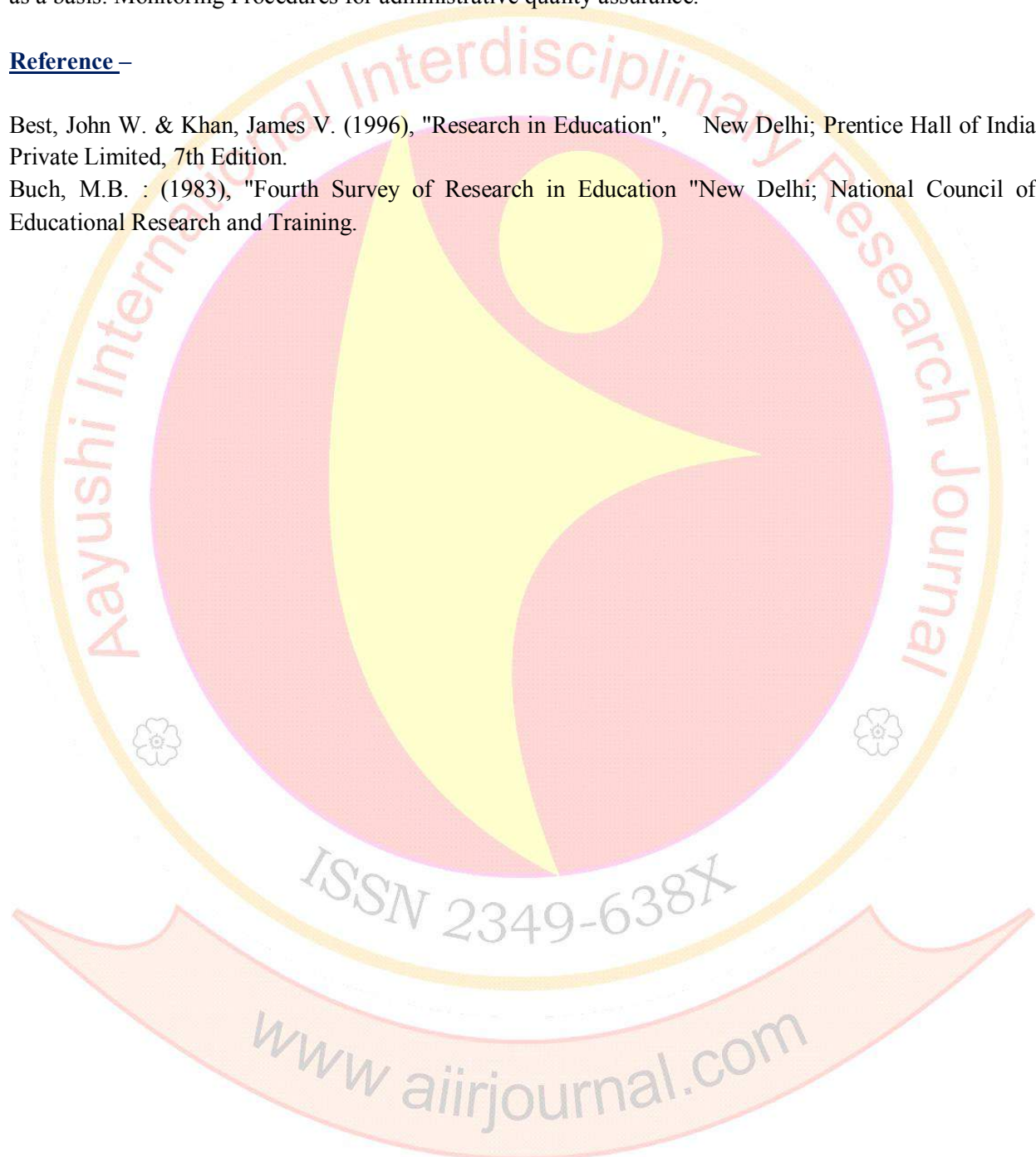
Need of Effective Communication Between Parents and Teacher

Dr. Shantaram Bute

Principal

Shri Maharani Tarabai

Government College of

Education, Kolhapur

Abstract :-

Communication is required from psychological and social point of view. Youth of 21st century is subjected to much greater emotional strain in the home and in the community than the youth of 19th century . The number of problem children delinquent children, backward children and maladjusted children has been increasing in our schools. So need of communication between parents and teacher arises not only for problem and maladjusted children but also for the normal children so that may lead happy family life, become good citizens of the society and may make maximum adjustment with themselves and with the society at large for betterment of global citizenship. At present, pupils are in school for eight hours and remaining time they are at home with parents. So it is important to co-ordinate the parents and teacher. In this paper the researcher focused on the importance of conversation between parents and teacher.

Keywords:- Teacher, pupils, school, communication, guidance, parents.

Introduction :-

An effective communication between parent and teacher about pupils progress at school. Include pupils transition to school, pupils gets along with friends and teachers, pupils learning. The communication may also include information about things your pupils does well .There is some evidence that the conflict between teachers and parents may be greater in India but that teachers and parents are in fact in closer accord on educational issues. Communication between parents and teacher is designed for details about pupils experience in school, work, and ask any questions.

The communication between parents and teachers gives the clear picture of pupils. Teachers typically send a notice to parents about pupils progress and discipline. The conversation gives priority to continuous education. The communication between parents and teacher communicate the information with pupils. Development of knowledge and skills needed in daily classroom as well as life. The teacher wants his pupils to be successful in school. Through the conversation the teacher inform about pupils strengths and area of growth and extend pupils learning at home. The teacher may share specific ideas, strategies and activities with pupils at home that will support. Pupils strengths and areas for growth the teacher gives any important information that might help and understand pupils including strengths, challenges, and interests.

Research shows that children are more successful in school when parents have a good relationship with their children's teachers and are involved in the school. Communicating regularly with your child's teachers can motivate them to excel in school, produce better school attendance and improve behavior at home and at school.

Teachers differed markedly from the views they ascribed to parents especially on the two items: 'Emphasis on a broad range of goals in your classroom instruction' and 'Emphasis on social advancement in your instruction'. With regard to the first of these items, teachers in all four countries saw parents attaching less importance than anyone else to breadth of instruction; they themselves attached more importance than they thought was attached by anyone else. The purpose of the inquiry reported in this chapter was to estimate to what extent teachers in different types of school and circumstances saw their roles as 'diffuse' or 'restricted'; what weight they attached to different aspects of

their work; what weight they thought parents expected them to give to different educational objectives; and what weight parents did, in fact, attach to these objectives.

Objectives:-

1.To study the need of effect communication between parents and teachers.
2.To study the communication through school diary between parents and teacher.

Methodology

The present study was a survey and as such data for this study were solicited through the need of the interviews included a combination of both structured and semi-structured questions., used for the purpose of this study, which contained both open and closed ended questions. The survey encompassed the views of both parents and teachers . 26 parents were drawn into the sample obtained through the convenience sampling method. 165 made it into the sample drawn proportionally through the stratified random sampling.

Analysis and Conclusion :-

A total of 165 teachers participated in the study and the distribution of the participants is shown in Table I below.

Table 1: Frequency Distribution of Participants .

Tool	Particulars	Frequency	Percentage	Average
School Diary	Class room teaching	110	73.33	
	Physical and health education	55	36.67	
	personality development	90	60	
	examination	98	65.33	
	student achievement	125	83.33	

Figure 1:- 165 teachers participated in the study and the distribution of the participants
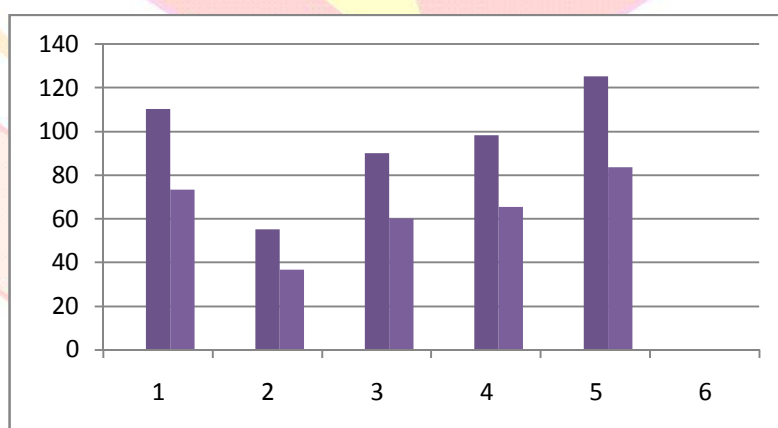
With regards to Class room teaching (73.33%), it emerged out that the majority of teacher used school diary for effective communication, student achievement(83.33%). Was found out that most of the students who use school diary.

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Suggestion:-

From the research findings, the school diary is best tool foe effective communication platforms between parents and teachers.

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20 Weeks of Internship: Opportunities, Difficulties and Suggestion

Mr. Sunil Kumar
Associate Professor
GVM's Dr. Dada Vaidya College of Education, Ponda-Goa
Email:s.sunilkumar07@rediffmail.com

Abstract:

      The progress of Nation depends upon the quality of education being provided to the children. Our country has witnessed gradual changes in the education system thus promoting quality of education. NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. Teacher-education is a significant part of this school education programme. It is Backbone to promote quality of school education. Internship is an important component of teacher education programme. It gives an exposure to the teacher trainees to get acquainted to the school conditions and its system of functioning. After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, NCTE has come up with new policy on Two year B.Ed. known as NCTE norms and regulations 2014 where the major change is the increase in the duration of one year B.Ed. course to Two year B.Ed. course. The present paper attempts to highlights the importance of increased span of internship programme in two year B.Ed. Programme. The focus of the paper is to understand thenature of 20 weeks of internship and the opportunities, challenges and measures that to be taken during 20 weeks of internship for effective implementation of two year B.Ed. Programme

Key Words: Teacher Education, Internship, NCTE, NCTE norms and regulations2014.

1. Introduction:

      Teacher Education in India although considered as Professional Course however this course has failed to get the recognition and identity the way it should have got as per the visions of different commissions and their recommendations. After long debate and discussion National council for Teacher Education(NCTE) has resolved to modify the present one-year course of B.Ed.Teacher Education programmeinto two-year course from 2015 onwards throughout the country and its already implemented all over the country. The course structure of the two year-B.Ed.programme offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. This programme is comprised of three broad inter-related curricular areas as (i) Perspectives in Education (ii) Curriculum and pedagogic studies and (iii) Engagement with the field. Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and Education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education. Curriculum and pedagogic studies offers a study of the nature of disciplines, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children learning.

      The major change that has been made by NCTE in NCTE Norms and Regulations 2014 is to increase the time span of Internship which is soul of the teacher education programme from 4 weeks to 20 weeks (4 weeks in first year & 16 weeks in second year).Internship is crucial phase of teacher education programme where teacher trainees are exposed to teaching learning process and understand the functioning of school system. The proper organization of internship programme by teacher education institute is of utmost important in order to give in-depth training to the trainee teachers. The change in the pattern of Internship Programme comes up with lots of opportunities for teacher trainees, challenges that need to face and measures to be taken while organizing 20 weeks

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ofinternship. Below is description of opportunities, challenges and measures that needs to be taken for successful implementation of internship programme.

2.   Opportunities in 20 weeks of Internship:

1. Internship gives an opportunity for teacher trainees to understand the true spirit of teaching profession and its related parameter.

2. Engagement in teaching process during internship helps in developing correct teaching attitude and understand teaching learning process.

3. The main goal of internship Programme is to strengthen the teaching skills among teacher trainees and prepare them to be ready for accepting the responsibilities as teacher. So here this phase of internship gives an opportunity to try and adopt different methods of teaching and gain true experience about school teaching

4. The internship programme acts as a bridge between theory and practical knowledge. Internship gives an opportunity to the teacher trainees to apply the theoretical knowledge in classroom setting.

5. Internship gives an opportunity to understand the system of school functioning and understand different roles of teacher in school

6. Internship programme is not only about curricular aspects but also to understand co-curricular aspect of the school. Internship gives an exposure to teacher trainees to understand organization of different co-curricular activities in school.

7. It enables teacher trainees to understand the different policies of school, participate in staff meetings and to understand other administrative processes.

3.   Difficulties in 20 Weeks Internship:

1. **Availability of Schools:** The increase in internship period from 4 weeks to 20 weeks is positive action but at the same time accommodating teacher trainees for 20 weeks in schools is a difficult tasks. Getting proper number of school with all facilities to equip teacher trainees with all teaching skills is a challenge as some schools may not allow more number of students in one school for longer duration of internship.

2. **Choosing right time for the Internship:** It is very important to choose right time for internship programme as school will have their own schedule of programmes rite from curricular to co-curricular aspect.

3. **Support and co-operation from school teacher:** Regular teachers are busy in their own school responsibilities and teaching process so it is challenge to get true support from the school teacher to help teacher trainees in getting acquainted with teaching learning process and school functioning. The role of regular teacher in school is most important in helping the teacher trainees to complete all task assigned to them during internship.

4. **Planning of proper internship programme:** It is very important to plan 20 weeks of internship by coordinating with internship schools so that teacher trainees gets enough work and responsibilities to develop favorable attitude toward teaching profession. So its duty of teacher educator to plan and allocate the tasks to teacher trainees.

5. **Guidance and motivation by teacher Educator:** The role of teacher educator is of utmost important as he/she need to be as guide and facilitator during internship. Proper guidance in lesson planning and other related school activities is also need to look upon so that the teacher trainees execute them in proper way.

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6. **Observation of Lessons and Feedback during internship:** The observation of lessons by teacher educator which teacher trainees delivers has to schedule properly. The teacher educator has to be very constructive in giving the feedback to support and motivate the teacher trainees for better future lessons. It is not possible for Teacher educator to observe all lessons executed by trainee teacher hence proper scheduling of lessons during internship programme is very important.

4. Suggestions that can be taken for successful implementation of 20 weeks of internship programme:

1. Identifying school with all the facilities to support all round development of teacher trainees and to accommodate them for 4 weeks in first year and 16 weeks of internship in second year.
2. Proper orientation must be given to teachertrainees before they are sent to internship programme so that they understand the importance of internship programme in true spirit. If proper orientation is not given than the teachertrainees may end up in doing lots of mistakes.
3. The college should prepare a handbook on internship programme with detailed activities to be carried out by teacher trainees during internship. Such handbook should be given to all the teacher trainees beforehand so that they know what activities they have to carry out during internship
4. As per the new regulation since teacher trainees are going to be in schools for 20 weeks hence they may undergo a financial pressure. There could be provision to give teacher trainees some stipend or scholarship to help them in carrying out internship with favorable attitude and enthusiasm.
5. Equal number of students should be divided among all the teacher educator so the workload of observing the lesson and guidance is maintained properly. The teacher educator can nominate one member among the peers in a particular school to be leader to co-ordinate during the internship
6. The college should conduct pre-internship workshop and post internship workshop to get the proper feedback about the internship programme.
7. After the end of each internship in first year as well as second year, feedback session should be arranged to get an overview of internship programme and also to eliminate the errors that occurred during the internship phase.
8. The teacher trainees should not be sent to same schools for internship. Exposure of different schools should be given to teacher trainees to make them understand school functioning properly.
9. It should be made mandatory to make use of ICT and deliver the lesson using it.
10. Surprise visits by Teacher educators and by Principal of the college should be arranged to bring about the efficiency and transparency in internship programme
11. The most important suggestion from administrative point of view is that the direction should be given to all the schools by directorate of education to admit all the teacher trainees for the internship programme without denying the permission.

5. Conclusion:

Teacher Education in India is renowned course and has gained the attention of different sections of community. To conclude it can be said that surely with the proper implementation of 20 weeks of internship programme considering some of the measures given above surely the teacher

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trainees will equip themselves with all the necessary skills and develop positive attitude towards teaching and be ready to handle 21st century learners.

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Theme:- New Dimensions of Higher Education and Teacher Education in 21st Century   **ISSN 2349-638x** **Impact Factor 2.147**

New Techniques and Methods in the Teacher Training Programme

Dr.Basavaraj. S,

Assistant professor,

Vivekanada College of Education,

Arsikere, Karnataka.

E-mail- basavarajsiddu@gmail.com

Mob:9844439606

An Educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers.

As stated by NCTE Quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is very important to invest in the preparation of teachers, so that the future of a nation is secure.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher Education encompasses the following skills:-

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), ―Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

Teacher education is based on the theory that ―Teachers are made, not born in contrary to the assumption, ―Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called ―tricks of the trade.

Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities like adult education and non-formal education programmes, literacy and development activities of the society.

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New Techniques and Methods in the Teacher Training Programme

Teacher Education programme should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context. Any assessments used to make judgments about students progress should be appropriate for the specific curriculum and students the teacher teaches. It is possible only when we integrate technology with Education.

Teacher Education programme should include the process of giving productive feedback and how to support ongoing learning for teachers. As often as possible, and always at critical decision-making junctures (e.g., tenure or renewal), the evaluation team should include experts in the specific teaching field.

Teacher Education programme should be accompanied by useful feedback, and connected to professional development opportunities that are relevant to teachers' goals and needs, including both formal learning opportunities and peer collaboration, observation, and coaching.

Development of Research skills

Educational research is the most important area which should be incorporated in the syllabus and should be studied by the student teachers as a core subject to develop the research skills. While giving the assignments student teachers should be insisted to prepare the tools for their own for the collection of data. Validity and reliably of the tool should be done the student.

Development of communication skills

Communication skills are very much important to the student teacher to communicate with the society. So to develop basic communication skills some of the following activities are suggested.

- Drills and linguistically structured activities
- Performance activities
- Participation activities
- Observation activities
- Short speeches
- Role plays

Development of digital literacy

To increase the digital literacy of the teacher trainee following activities are suggested.

Many teachers are enthusiastic about incorporating technology into their lesson plans. The lesson plans should be digitalized and students should be insisted to prepare the lesson plans in digital form. So that it saves the time and develops computer skills among the student teacher.

- Students are insisted to submit their assignments in the soft form.
- Each student should be suggested to create email Id and should suggest communicating with their lecturers through the email.

Individuals and groups have proposed various computer literacy goals for teachers. Rawitsch (1981) outlined six major goal areas that should be mastered in the following sequence: operating computers, using computer applications, integrating applications into curricula, evaluating applications, designing new applications, and programming computers.

School internship

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. During the Internship, a student-teacher shall work as a regular teacher and

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participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

Student teacher should record his/her teaching from the beginning of the internship till the end which helps the student teacher for correcting mistakes in the classroom which intern helps for the further improvement.

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Curricular Engagement for Understanding responsibilities of Global Citizenship

Nagina S. Mali

Ph.D. Student

Department of Education,

Shivaji University, Kolhapur

Prof. Dr. P. S. Patankar

Professor and Head

Department of Education,

Shivaji University, Kolhapur

Abstract :- *Curricular Engagement is a Teaching-Learning process that creates civic responsibilities among the students and teachers. Curricular Engagement is a social education based on activities, programmes, action planning and their implementation. It is one of the way that helps to demonstrate of service-Learning, civic Engagement and community engagement. Curricular engagement as a fundamental aspect of faculty work and student learning that makes the students and teachers to accept our global as well as civic responsibilities. Education for global citizenship helps enable young people to develop the core competencies which allow them to actively engage with the world and help to make it a more just and sustainable place. The history of higher education includes many different types of community involvement. This article attempts to clarify discussion and examination of responsibilities of citizens and role of Curricular Engagement today's metropolitan societies. It examines how curricular engagement can be conceptualized and defined in understanding responsibilities.*

Key Words: Curricular Engagement, civic responsibilities, community involvement, global citizenship, service-Learning etc.

Introduction

Curricular Engagement involves all primary and secondary consumers of the school in teaching-learning process. Global citizenship is whole-school approach involving everyone from learners themselves to the wider community.(www.oxfam.org.uk). Students and teachers are involved in creating new knowledge which is usable into global society through the community and civic activities.

Definitions of Curricular Engagement

Curricular Engagement to be most fundamentally a relational process focused on capacity-building and grounded in the principles of servant leadership: all participants are engaged in relationships not only in which all contribute and all benefit but also of mutual learning, growth and change. *(Whitney,B.C., McClure,J.D., Respet,A.J., Clayton,P.H.(2007) www.curricularengagement.com)*

Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students civic and academic learning, enhance community well-being and enrich the scholarship of the institution. *(Carnegie foundation. www.elon.edu)*

Curricular Engagement bridges society and school to prepare students for social productive through community activities as well as community service.(Robert, Bringle)

Global Citizenship

Global citizens are willingly to think beyond boundaries of place, identity and category, and recognize all human beings as their equal while respecting humanity's inherent diversity. Within their own spheres of influence, global citizens seek to imagine and work towards a better world. (www.goodworkorggoodtimes.wordpress)

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Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet. Exploring global citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions. (www.ideas-forum.org.uk)

Falk. (1994). identified five categories of global citizens which he named as,

    1. Global reformers
    2. Elite global business people
    3. Global environmental managers
    4. Politically conscious regionalists
    5. Trans-national activists

Global citizenship Includes such as:
    Learn: Actively, Critically, Collaboratively, participatory
    Think: Critically, fundamentally
    Act: Globally, locally, collaboratively, participatory

    Aspects of 'Global Citizen' is someone Who is aware of the wider world and has a sense of their own role as a world citizen, Respects and values diversity, Has an understanding of how the world works, Is outraged by social injustice, Participates in the community at a range of levels, from the local to the global, Is willing to act to make the world a more equitable and sustainable place and Takes responsibility for their action. (www.ideas-forum.org.uk). All these aspects tend to our social, national as well as international responsibilities of Global citizenship.

School Practices for developing responsibilities of Global citizenship

    + Promote to Active communication
    + Built a Good relationship between pupils and teacher
    + Accept Equality of all human beings
    + Democratic school climate
    + Quality of teaching and learning
    + Communicating of effective ideas
    + Flexible role of the society
    + Web connections and independency
    + Standing up for beliefs and values, ethics.

Role of the Teacher in Curricular Engagement

    1.Society based need analysis-Students, Teachers ,Society
    2.Design the subject as per the analyzed need
    3.Design the content
    4.Implementing
    5.Evaluation
    6.Feedback

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Relationship of Curricular Engagement and Responsibilities of Global Citizenship
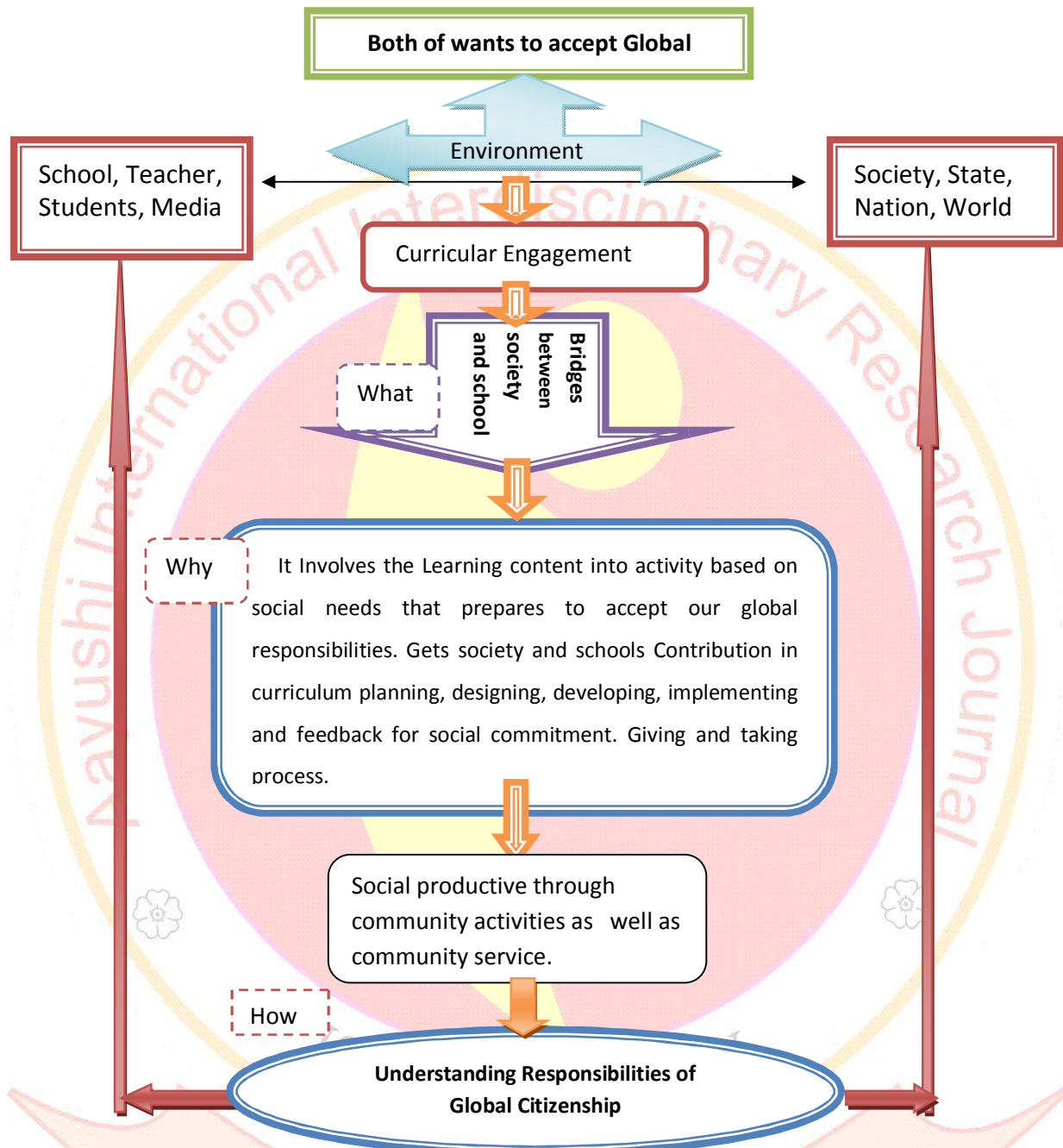
Figure No.1. Relationship of Curricular Engagement and **Responsibilities of Global Citizenship**

Curricular Engagement want to give a civic and meaningful learning that will be helpful to accept social and global responsibilities between schools, teachers and students. Curricular Engagement is broader than service learning. It involves the students through more activities, society based education that is helpful to implementing more than getting knowledge and this is need of today's society. Curricular Engagement is two ways charitable process based on school and society. It takes some time to prove that what exact benefits to the society rather than how student works through the environment is must. The aspect of Global Citizenship is human being approach to understand world, an awareness of the wider world, social injustice, respects and values diversity, understanding of world works and value to believe system. This aspect of global citizenship is related to curricular engagement's

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principles and from content analysis to implementing process. Global responsibilities or citizenship can be create with the help of

Curricular Engagement by using its principles which are given bellow-

    1. Society based education.   2. To serve the society

    3 .Community engagement   4.Civic engagement

    4. Collaboration   5.Mutually awareness

    6. Capacity building   7.Flexibility in work

    8. Multicultural awareness   9.Development of educational Domain

    10. Independency

These principles offer implementation of civic and global responsibilities.

Curricular Engagement helps in developing Responsibilities of Global Citizenship

        Curricular Engagement is scholarship work of faculty that engagement of teaching-learning process should be beneficial to school and society based on charitable process. It mean schools, teachers, students, society and media's are engaged in creating new knowledge which is related to global responsibilities. Today, society's needs have changed by developing technology and global citizenship could not stay away from it. The principles of Curricular Engagement are related to society based, community based and civic based school education that promote to Global Citizenship. Through An active, participatory teaching-learning method of education creates global citizenship and Social productive through community activities as   well as community service. That's why Curricular Engagement term helps to reach near at global citizenship.

Conclusion

        Today, every person's role has been changing. Every society wants our society member should be responsive, democratic, justice, helpful and productive. Responsibilities of Global citizenship are acceptable because of developing technology. Aspects of Global citizenship and principles of arranging curricular engagement term are same. Curricular Engagement is activity based, society based, community based, civic and responsive term that tend to global citizenship. Through the curricular engagement we can create global citizenship among students, teacher and society members. It means curricular engagement offers responsibilities of global citizenship for living better.

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Critical Study of Initiatory School Experiences on Two Year B.Ed. First Year Student Teacher

Dr.Naik Tarsing B.
Assistant Professor
S.M.T .Govt. College of Education, Kolhapur

Abstract :

This study sought to identify the critical study of initiatory school experiences on students teacher. In initiatory school experiences student teacher using communication, observation interaction techniques .In the initiatory school experiences student teacher develop the knowledge and information. The student teacher don't have the basic knowledge of the pupil psychology, student teacher observe the basic urges which stimulate pupil behavior and develop his the trait of leadership. In this programme student teacher supervise all the activities carried out in the school. This research paper examines the accountability of initiatory school experiences on student teacher.

Keywords: Initiatory experiences, Interaction, Techniques, Participation, school, observation.

Introduction:

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals.

Traditional education meant formal learning carried on extensively inside the classroom. Every experience in life ,every activity from the cradle to the grave, is regarded as education. Book learning is no longer considered the whole education and an earnest attempt is being made to secure desirable gains from other forms of training. The student teacher acquire complete, accurate ,direct and first-hand information. The initiatory school experience link between the profession and real life.

The initiatory school experience as a matter of fact,is the most real and most concrete of the usual techniques and it is the most accessible and often the least expensive. The student teacher observe the school teacher as the main source and dispenser of information in the classroom. Student teachers understand and observe the information given about the subject matter. Initiatory school experiences strategy allow student teacher to develop skills, abilities, process and attitudes required for critical thinking. Student teacher directly observe the teaching-learning process is challenging and A lively teacher uses humors which is a valuable teaching tool for establishing a conducive classroom climate. It improves instructional effectiveness and is fundamental to positive classroom learning. Student understand the classroom needs effort, skill and tact on the part of the teacher. Student teacher observe of problems such as unconducive environment for proper academic work, insufficient classroom blocks; these problems make it impossible for teachers to perform their duties effectively. Although, many factors determine the success or failure in the classroom, to a large extent, the teacher determines the social environment in the classroom. Through initiatory school experience the student teacher understand the relationship between the school teacher and the student.

Objective:
1.To provide the professional attitudes of student teacher .
2.To make them conscious of teacher responsibility.

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3.To acquire knowledge and understanding of school campus.

4.To know the function and contribution of human resources in the school.

5.To develop the attitude and ideas for school surrounding adjustment.

Significance of the Study :

Initiatory school experience will help the student teacher to acquire the knowledge and information of school campus, school administrators plan towards positive education .It have clear high social and intellectual values as clear, logical and vigorous thinking is required in the school and develop courage, presence of mind, school teachers activity. Also to recognize the essentially worthwhile that are taking place in the school system, to overcome the inefficiencies of others without losing their good will.

Scope of the Study :

This study covers all students, teachers, headmaster, super wiser and employee. Also the eleven student teacher two year B.Ed. First year of S.M.T. Government college of Education who taking the initiatory school experience state both male and female teachers.

Research Method :

This study researcher adopted survey method appropriate to achieve the objective. In the classroom Interaction between student and teacher, school physical resources, school human resources.

Sample and sampling techniques:

The sample of the study consisted of 50 student teachers . Eight teachers taught using Interaction , two student-teachers taught using teacher Initiation, students response and teacher evaluation , while two teachers taught using teaching cycles respectively. And other student-teachers observe and collect the information about school physical and human resource. The teachers were experienced and taught each class once.

Procedure for data collection:

The data was collected during Initiatory School Experiences of student-teacher . The researcher concluded by interaction with the student- teacher An interaction with experienced teachers who working in the school.

Method of data analysis :

The data collected in this study were analyzed as follows: the research question was analyzed using pie charts expressed in gain and gain percentages. The hypothesis was tested using chi square statistics.

Table showing student-teacher interaction .

Interaction with human resources				Total	X^2 Calculated
Headmaster	Super wiser	Teacher	Student teacher		
Fo 4 Fe(6.20)	4 (4.62)	8 (12.96)	48 (34.96)	64	5.26

Graph 1 showing student-teacher interaction .

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The initiatory school experience to establish an ongoing, systematic mechanism for observation, reviewing, and improving programs. The maximum teachers were interact with their students, the result obtained after data analysis showed that student-teacher information and observation skills and level of school physical and human resources participation in the process of school working process.

Conclusion and Suggestions:

In conclusion, to examine initiatory school experience.

- Some school have good amenities for the students such as common room, sanitary convenience, provision for mid-day meals and refreshments to be taken and in the case of girl student retiring rooms with necessary conveniences separately.
- There is equally good work being conducted on the nature of Teaching and learning .
- A secondary school must have a big hall can assemble a time. Student- Teacher create a warm and lively classroom environment. Student-Teacher should use good question strategies and possibly use modern communication gadgets to reach students.
- This is necessary so as to draw out knowledge from students that are reflective.
- The initiatory school experiences helps the student-teacher to make valuable future professional of teacher.

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Awareness of RTE act in student teachers: A study

Dr. Shailaja S. Mandale.

Assistant professor

Department of education

Mahavir Maha Vidyalaya,Kolhapur.

165shailajamandale@gmail.com.

Introduction:

It was mentioned in the Kothari commission report that the destiny of the nation is shaped in the classroom but it is the fact that corers of children have been out of classrooms and schools in absence of any act in this regard. However the central government of India started implementation of Right to education 1st April 2010.

As per Government figures 22 cores children are between the age group of 6-14. At present Government is having classrooms to accommodate only 5 corer children. Then this RTE act is silent about the education of 17 corer children those are out of schools. No RTE Act speak, about budgetary allocation for education, As per Arjun Sen. Gupta report 77% population of our country is living with the wage of below Rs. 20/- per day. Non enactment of a effective R. T. E. act will allow to continue child labor in our country.

The RTE act has been introduced after 63 years of our independence for which we were struggling for long time. The demand for the free & compulsory education Before independence mahatma Jyotiba Phule prominently represented first time in front of Hunter commission in 1882. That all boys & girls have right to education from the stand point of equality in society. At the same point Hon'ble Gopal Krishna Gokhale tabled in the council a private legislation for free and compulsory primary education. An exception to be mentioned with pride prince like Chhatrapati Shahu of Kolhapur influenced by jotiba's thinking had began providing free education in the domain at the cost of 6% revenue of the state. Mahatma Gandhiji had to stake his moral power of the provincial government accepting to make the seven year programme based on basic draft prepared by the national education conference held at Vardha in 1937. This means although the demand for free & compulsory primary education, the debate whether the right to education should be included among fundamental rights is as old as 1946. Right from 1927 the burning issue was whether the concept of fundamental right deserved a place in India's constitution. In this way right to education had arrived, but such things that how to encourage anyone to take their right to education or stop dropout & stagnation in the education. It found that the teacher education programme must includes the practical work for 'Right to Education'. Teacher educator knows about the fundamental act's value and they encourage their school students to complete their education.

Need of the study:

The present study has been designed to improve understanding of the topic 'Right to education' in teacher education's practical work programme.

They were selected after administration of pre-test for identification of Right to Education act, Based on their information which was developed to improve understanding by practical work with the help of different activities in teacher education programme.

Objectives of the study:

i. To find out the knowledge of the trainee teachers about RTE act.

ii. To develop understanding and importance of RTE act in trainee teachers.

Scope of the study:

i. 'Right to education' act's importance understanding improves in the student teacher.
ii. All the results and conclusion are applicable for researchers.

Delimitations of the study:

1. The sample s collected only one from Kolhapur city.
2. Only B.A. B. Ed students are selected
3. The study of this research is limited for B. A. B. Ed. Students in Mahavir College, Kolhapur.

Limitations of this study:

✓ The effectiveness of the developed Right to education act & activity was based on total involvement of selected student teacher.
✓ The researchers had no control on social & psychological factors.

Research methodology:

Researcher used serve method by taking sample of 10 student teachers from IV year B.A.B. Ed. Course and use are for testing their knowledge about right to education act and interaction with student teachers questionnaire.

Analysis and interpretation Data

Sr. No.	Questions	Answers		
1	Do you know various acts about primary education	Response	Yes	No
		Percentage	50%	50%
2.	Do you know RTE act?	Response	Yes	No
			2	8
		Percentage	20%	80%
3.	Have you read RTE act?	Response	Yes	No
			11	10
		Percentage	0%	100%
4.	Do you know when RTE act is a started?	Response	Yes	No
			05	05
		Percentage	50%	50%
5.	Is there information about RTE in your syllabus?	Response	Yes	No
			10	-
		Percentage	100%	-
6.	Is there any particle work related to RTE act in your syllabus ?	Response	Yes	No
			0	10
		Percentage	0 %	100 %
7.	Have you done any discussion on RTE?	Response	Yes	No
			0	10
		Percentage	0 %	100%
8.	Do you want to know about RTE act ?	Response	Yes	No
			10	0

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			Percentage	100%	0%
10.	Do you know difference between RTE act and compulsory act?	Response	Yes	No
				0	10
			Percentage	0%	100%

Observations:

1. 50% B. A. B. Ed. Student teachers know about primary education's various acts.
2. Only 20% B. A. B. Ed student is know about RTE act.
3. 100% B. A. B. Ed student haven't read the RTE act properly.
4. 50 % B. A. B. Ed student teacher RTE act is started.
5. 100 % student teacher said that there is information about RTE act in the syllabus.
6. 100 % B. A. B. Ed student teachers responded that there is no practical work related to RTE act.
7. 100 % B. A. B. Ed student teachers said that there was no discussion on RTE act.
8. 100 % B. A. B. Ed student teachers want to know about RTE act.
9. 100% B. A. B. Ed student teachers do not know about difference between RTE act compulsory act.

Interpretation:

1. Awareness about RTE act is less in B. A. B. Ed. Students teachers.
2. Very few students teachers know about information about RTE act.
3. Teacher education programme need to transform the awareness of Right to Education act by practical work or lecture of awareness of RTE act, films, drama etc also.

Conclusion:

RTE means right to education is birth right of human being. Now a day's India has gradually evolved in a knowledge based economy due to the abundance of capable flexible and qualified human capital. However there is a need to further develop & empower the human capital ensure to the country's global competiveness so that competitiveness the reason to improve the understanding or the act 'Right to education is 21st century's new dimension of teacher education programme.

Summary:

New dimensions in 21st century there will be a need of RTE act's awareness in teacher community for most powerful India.

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Redefining the Role of the Teacher: It's a Multifaceted Profession

Miss. Jayashree. Badiger
B.F.Yaligar College of
Education, Munavalli.
Karnataka.

A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education.

Imagine a school where teaching is considered to be a profession rather than a trade. The role of teachers in a child's education has fundamentally changed. Teaching differs from the old "show-and-tell" practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting.

Instruction doesn't consist primarily of lecturing to students who sit in rows at desks, dutifully listening and recording what they hear, but, rather, offers every child a rich, rewarding, and unique learning experience. The educational environment isn't confined to the classroom but, instead, extends into the home and the community and around the world. Information isn't bound primarily in books; it's available everywhere in bits and bytes.

Students aren't consumers of facts. They are active creators of knowledge. Schools aren't just brick-and-mortar structures they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation.

Today, the seeds of such a dramatic transformation in education are being planted. Prompted by massive revolutions in knowledge, information technology, and public demand for better learning, schools nationwide are slowly but surely restructuring themselves.

Leading the way are thousands of teachers who are rethinking every part of their jobs their relationship with students, colleagues, and the community; the tools and techniques they employ; their rights and responsibilities; the form and content of curriculum; what standards to set and how to assess whether they are being met; their preparation as teachers and their ongoing professional development; and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation to better serve schools and students.

New Relationships and Practices

Traditionally, teaching was a combination of information-dispensing, custodial child care and sorting out academically inclined students from others. The underlying model for schools was an education factory in which adults, paid hourly or daily wages, kept like-aged youngsters sitting still for standardized lessons and tests.

Teachers were told what, when, and how to teach. They were required to educate every student in exactly the same way and were not held responsible when many failed to learn. They were expected to teach using the same methods as past generations, and any deviation from traditional practices was discouraged by supervisors or prohibited by myriad education laws and regulations. Thus, many teachers simply stood in front of the class and delivered the same lessons year after year, growing gray and weary of not being allowed to change what they were doing.

Many teachers today, however, are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. They understand that the essence of education is a

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close relationship between a knowledgeable, caring adult and a secure, motivated child. They grasp that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

This attention to personal qualities is all the more important to become the most pluralistic nation on Earth. Teachers have to be committed to relating to youngsters of many cultures, including those young people who, with traditional teaching, might have dropped out -- or have been forced out -- of the education system.

Their job is to counsel students as they grow and mature -- helping them integrate their social, emotional, and intellectual growth -- so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society.

They must be prepared and permitted to intervene at any time and in any way to make sure learning occurs. Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning.

In practice, this new relationship between teachers and students takes the form of a different concept of instruction. Tuning in to how students really learn prompts many teachers to reject teaching that is primarily lecture based in favor of instruction that challenges students to take an active role in learning.

They no longer see their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. They've found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners.

The most respected teachers have discovered how to make students passionate participants in the instructional process by providing project-based, participatory, educational adventures. They know that in order to get students to truly take responsibility for their own education, the curriculum must relate to their lives, learning activities must engage their natural curiosity, and assessments must measure real accomplishments and be an integral part of learning.

Students work harder when teachers give them a role in determining the form and content of their schooling -- helping them create their own learning plans and deciding the ways in which they will demonstrate that they have, in fact, learned what they agreed to learn.

The day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problems and show they have learned the big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards. The result is that the abstract, inert knowledge that students used to memorize from dusty textbooks comes alive as they participate in the creation and extension of new knowledge.

New Tools and Environments

One of the most powerful forces changing teachers' and students' roles in education is new technology. The old model of instruction was predicated on information scarcity. Teachers and their books were information oracles, spreading knowledge to a population with few other ways to get it.

But today's world is awash in information from a multitude of print and electronic sources. The fundamental job of teaching is no longer to distribute facts but to help children learn how to use them by developing their abilities to think critically, solve problems, make informed judgments, and create knowledge that benefits both the students and society. Freed from the responsibility of being primary information providers, teachers have more time to spend working one-on-one or with small groups of students.

Recasting the relationship between students and teachers demands that the structure of school changes as well. Though it is still the norm in many places to isolate teachers in cinderblock

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rooms with age-graded pupils who rotate through classes every hour throughout a semester -- or every year, in the case of elementary school -- this paradigm is being abandoned in more and more schools that want to give teachers the time, space, and support to do their jobs.

Extended instructional periods and school days, as well as reorganized yearly schedules, are all being tried as ways to avoid chopping learning into often arbitrary chunks based on limited time. Also, rather than inflexibly group students in grades by age, many schools feature mixed-aged classes in which students spend two or more years with the same teachers.

In addition, ability groups, from which those judged less talented can rarely break free, are being challenged by a recognition that current standardized tests do not measure many abilities or take into account the different ways people learn best.

One of the most important innovations in instructional organization is team teaching, in which two or more educators share responsibility for a group of students. This means that an individual teacher no longer has to be all things to all students. This approach allows teachers to apply their strengths, interests, skills, and abilities to the greatest effect, knowing that children won't suffer from their weaknesses, because there's someone with a different set of abilities to back them up.

To truly professionalize teaching, in fact, we need to further differentiate the roles a teacher might fill. Just as a good law firm has a mix of associates, junior partners, and senior partners, schools should have a greater mix of teachers who have appropriate levels of responsibility based on their abilities and experience levels. Also, just as much of a lawyer's work occurs outside the courtroom, so, too, should we recognize that much of a teacher's work is done outside the classroom.

New Professional Responsibilities

Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect India's children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning.

Many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And more teachers are spending time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

Reinventing the role of teachers inside and outside the classroom can result in significantly better schools and better-educated students. But though the roots of such improvement are taking hold in today's schools, they need continued nurturing to grow and truly transform learning landscape. The rest of us politicians and parents, superintendents and school board members, employers and education school faculty must also be willing to rethink our roles in education to give teachers the support, freedom, and trust they need to do the essential job of educating our children.

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Maharashtra Public University Act-2011: Reflections on regulatory dimension of Higher Education in the state of Maharashtra

Dr. P. B. Darade
(Associate Professor)
Mouni Vidyapeeth,
Gargoti Dist. Kolhapur
Email:prabhadarade7571@gmail.com
Cell: 9422680421

Abstract:

Higher Education in the country is witnessing profound crisis in terms of Quality, Equity and Access. The ministry of Human Resource Development (MHRD) and state governments are devising various measures to meet the needs and challenges twenty first century Education. Foreign universities are establishing their sub campus in traditional Universities. Our system of higher Education is lagging behind to compete with world-class amenities and on and off campus teaching learning facilities. However the Govt. is planning to revitalize the higher Education system by introducing various initiatives, programme policies and reformative changes in the present structure and functions on regulatory bodies. New National Policy, Rashtriya Uchastar Shiksha Abhiyan(RUSA), Rashtriya Madhimick Shiksha Abhiyan(RMSA), Rashtriya Higher Education Mission, Serva Shiksha Abhiyan (SSA), Right to Education Act2009, Right to Quality Education etc. Are the new measures of the Govt. to meet the challenges Contineous and Comprehensive Evaluation (CCE), Choice Based Credit System (CBCS), Use of ICT, Semester Examination System ,etc are some of the new programmes included in the present education at all grade levels. The efforts of the Govt. are quite reformative to upgrade the system.

Introduction:

The ministry of Higher and Technical Education Government of Maharashtra set up a committee to prepare the Maharashtra Public University Act2011 There were 10members in the committee including former UGC chairman Honorable prof. Dr. ArunNigavekar as the chairman of the committee. The Act is entitled as Pathway for Transforming Higher Education into a Socio-Economic Development Force. There are 16 chapters pertaining to various functionaries of the university system. The present paper focuses on some of the important features of the Act: Apparently the Act is supposed to create extra powers to university administration by nominating representative on various university boards. The present structure and fun ions of the university may unnecessarily controlled by Government the officers.

Salient Features of the Act

- To revise and strengthen the role of Maharashtra State Council for Higher Education(MAHED)
- Adaptation of flexibility in Teaching –Learning and Evaluation & maintain collaboration amongst all the state universities.
- Decentralization of university operations by appointing Director of sub-campus at district level.
- Maximum inclusion of public private partnership in all aspects including Distance learning through Distance Education council
- Adaption of Choice Based Credit System(CBCS) as an academic reform for quality enhancement as per UGC guidelines
- Flourishing of autonomy for accredited affiliated colleges having A & B grade (CGPA 2.50) in NAAC Accreditation & Assessment.
- Recognizing private skill Education providers in public Education systems& creation of Skill Development Institutions in the general college campus.
- Change redesigning in the present structure of University Authorities:

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(a)Appointment of Dean as the fulltime officer for five years (b) Revising the name of Senate as Society Partnership Council(SOUL) (C)Reframing the Structure of the Management council, Academic Council, The faculty, Boards of studies, Board of students, PG Education, Examination, Sports etc.

- Strengthening the role of Vice Chancellor by establishing Statutory Advisory Committee of experts from various disciplines.
- Strengthening Internal Quality Assurance Cell (IQAC) as "**third Eye**" for Quality improvement.
- Establishment of Research & Development Cell(R & D) in Colleges to create research culture in colleges.
- Encourage autonomy in university departments, administration, evaluation system etc.
- Creation of Board of Innovation in incubation and enterprise.
- Creation of Board of Lifelong Learning

Issues, concerns and challenges

१) १९९४ च्या विद्यापीठ कायद्यानुसार अस्तित्वात असलेले अधिकार मंडळांचे अस्तित्व व अधिकार मर्यादित होणार असून सर्व अधिकार विद्यापीठातील अधिका-यांच्या अधिपत्याखाली येण्याचा धोका संभवतो.

२) नवीन विद्यापीठ कायद्यामध्ये स्वयत:ता आणि खाजगीकरण (Public Private Partnership) यांचा प्रभाव दिसून येतो. त्यामुळे उच्च शिक्षणाचे खाजगीकरण करण्याचा आग्रह दिसून येतो. सध्या अस्तित्वात असलेली खाजगी व स्वायत शिक्षण मंडळे, महाविद्यालये व विद्यापीठे यांचा अभ्यासक्रम अध्ययन अध्यापन प्रक्रिया, परीक्षा पध्दती, कॅपीटेशन फी, कर्मचा-यांचे पगार, दिल्या जाणा-या पदव्या इ.कार्यपध्दती व शिक्षणाचा दर्जा संशयास्पद असल्याचे अनेक तज्ञ समित्यांनी शासनाच्या निर्देशनास आणून दिलेल्या आहेत.

३) नवीन विद्यापीठ कायद्यामध्ये विद्यापीठ अनुदान आयोगाच्या निर्देशानुसार (Choice Based Credit System) निवडीवर आधारित श्रेणी पध्दत लागू करण्याची तरतुद आहे. ही पध्दत भारतातील अनेक विद्यापीठांत मागच्या ४ ते ५ वर्षात पदवी व पदव्युत्तर स्तरावर लागू केल्यामुळे अनेक त्रुटी दिसून आलेल्या आहेत. या पध्दतीत ख-या अर्थाने विषय निवडीचे स्वातंत्र विद्यार्थ्याला मिळत नाही, CBCS नुसार परीक्षा पध्दती राबवण्यात अनेक विद्यापीठांना अपयश आलेले आहे. अभ्यासक्रम निर्मितीमध्ये **Modular** पध्दत दिसत नाही, विद्यार्थ्याचे मूल्यमापन होम युनिव्हर्सिटीतील ५० टक्के परीक्षक व राज्याबाहेरील विद्यापीठातील ५० टक्के परीक्षक अशी रचना आहे. परंतु सध्या होम युनिव्हर्सिटीतील परीक्षकच मूल्यमापन करताना दिसून येतात.

४) CBCS नुसार अभ्यासक्रमातील ५० टक्के गुण सैधांतिक अभ्यासक्रम व ५० टक्के गुण प्रात्यक्षिक अभ्यासक्रम यासाठी आहेत. परंतु अशा प्रकारची रचना आपल्या विद्यापीठातील अभ्यासक्रमाची दिसत नाही.

५) CBCS नुसार विद्यार्थी त्याच महाविद्यालयातील किंवा इतर महाविद्यालयातील अभ्यासक्रमासाठी मोबाईल होण्याची तरतुद आहे. परंतु अध्ययनाचे तास, शिक्षकांचा कार्यभार, वेळापत्रक यामध्ये अनेक प्रश्न व अडचणी उपस्थित झालेले आहेत.

६) CBCS नुसार विद्यार्थी व शिक्षक यांचे गुणोत्तर १:२० असे आहे. पण अनेक महाविद्यालयात हे गुणोत्तर १:५० पासून ते १:१५० पर्यत आहे.

७) नॅकने मुल्यांकन करुन अ व ब श्रेणी (CGPA 2.50) दिलेल्या महाविद्यालयांना स्वायतत: देण्याचा विचार नवीन विद्यापीठ कायद्यामध्ये आहे. अशा प्रकारच्या स्वायततेमुळे अभ्यासक्रम ठरवण्याचे अधिकार, परीक्षा घेण्याचा अधिकार, कॅपीटेशन फी, पदव्या देण्याचा अधिकार हा पुर्णत: त्या महाविद्यालयांना किंवा अभिमत विद्यापीठांना दिल्यामुळे भरमसाट फी घेऊन पदव्या वाटण्याचा प्रकार आणखीण वाढणार आहे.

८) खाजगी कौशल्य शिक्षण देणा-या संस्थांना महाविद्यालयाच्या परिसरात आपले अभ्यासक्रम सुरु करण्यास परवानगी देऊन मागचा अनुभव पाहता शिक्षणाचा दर्जा सुधारेल व कौशल्य वृध्दी होईल असे वाटत नाही.

९) अंतर्गत गुणवत्ता हमी विभागाला सशक्त करुन उच्च शिक्षणाचा दर्जा सुधारण्यासाठी हा सेल महाविद्यालयाचा दर्जा दाखवणारा ''तिसरा डोळा'' म्हणून कार्य करेल. परंतु सद्यस्थितीत IQAC व महाविद्यालयाची गुणवत्ता यांचा पुर्नविचार करावा लागेल.

१०) दुरस्त शिक्षण, निरंतर शिक्षण व मुक्त शिक्षण या शिक्षण प्रणालीची उद्दिष्ट्ये व नियमित विद्यापीठ शिक्षणाची वेगवेगळी आहेत. त्यामुळे Distance Education ला रेग्युलर विद्यापीठामध्ये स्थान देण्याचा प्रकार चुकीचा वाटतो.

११) गेल्या १० वर्षापासून केंद्र सरकार (MHRD), UGC, NCTE, AICTE, NCERT, SCERT व राज्य शासन यांच्या धोरणात एकसुत्रीपणा दिसत नाही. त्यामुळे शिक्षण क्षेत्रात धरसोडवृत्ती व अनागोंदी वाढत आहे.

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समारोप

महाराष्ट्र विद्यापीठ अधिनियम २०११ हा राज्यातील सार्वजनिक विद्यापीठाचे नियंत्रण करणारा कायदा असुन महाराष्ट्र शासन हा कायदा लवकरच विधीमंडळामध्ये पारित करणार आहे. सदरच्या कायदयामधील काही तरतुदी निश्चितच स्वागतार्ह आहेत पण काही तरतुदी बाबत शासनाने फेर विचार करण्याची गरज वाटते. सदर कायदयातील तरतुदीनुसार विद्यापीठातील विविध अधिकार मंडळावरील पदाधिकारांच्या नियुक्त्या नामानिर्देशित पध्दतीने केल्या जाणार असल्यामुळे एकुण यंत्रेवर विद्यापीठातील अधिका-यांचा अकुंश राहुन सरकारी हस्तक्षेप वाढण्याची शक्यता अधिक वाटते. अभ्यास मंडळामध्ये पदवी व पदव्युतर स्तरांवरील गुणवत्ता धारक विद्यार्थ्यांचा समावेश करणे ही बाब स्वागतार्ह आहे. या कायदयानुसार बोर्ड ऑफ युनिव्हसिटी डिपार्टमेंट ॲन्ड इंटरडीसीप्लेनरी स्टडीज स्थापन करणे हा दुसरा महत्त्वाचा घटक आहे. यामुळे अंतरविद्याशाखिय दृष्टीकोन वाढीस लागुन संशोधनाला चालना मिळेल असे वाटते. राष्ट्रीय व आंतराष्ट्रीय समन्व्य मंडळ नवनिर्मिती व उद्योजकता मंडळ, महाराष्ट्र राज्य उद्योजकता मंडळ स्थापन करणे इत्यादी बाबी गुणात्मक बदल घडवतील असे वाटते

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Meeting challenges of being able Parents

Samir V. Naik.

Assistant Professor
GVM's Dr.DadaVaidya College of Education,
Ponda, Goa. 403401

We are in the 21st century. The world is becoming challenging day by day. The role of parents is also becoming very crucial in molding today's young generation. As Parents, we are responsible for providing shelter, health care, food and water, clothing, religious instruction, educational opportunities, teaching moral and ethical values, teaching personal hygiene, teaching people skills, teaching the value of family/friend relationships and guidance. We also have the responsibility to teach our children morals and values.

It is the parent's responsibility to prepare children for adulthood. It is important to keep in mind that every parent child relationship is different, so there is not one sure fire way to go about parenting.

Many teenagers feel that their parents are always on their back.For the teenager, many of the important consequences center around money, cars, telephone, clothing, driving privileges, going out, more freedom, loosening of restrictions, and being treated like an adult. Usually, most problem children are products of problem homes. The disturbing features in a home affect the harmonious development of the children. The incalculable harm which parents do to their children is usually not grasped by most parents. Most parents are deeply concerned about the well-being of their children and are afraid that if left to themselves the children may harm themselves. Hence they become overprotective which is resented by the children.

The process of effective parenting is complex, and adult status alone does not assure competence. Sometimes parents able to provide a nurturing environment under favourable conditions are under stress because of work, money problems, health problems, marital conflict, or substance abuse by the parent or partner. Under such conditions, the children's needs may be neglected, and frustration may be vented on them. In cases where stress exceeds a parent's capacity to cope effectively, emotional disturbance may significantly debilitate any parenting competence, and children may become fixtures in the parent's maladaptive lifestyle.

There are **three** major consequences that parents can use in dealing with their teenagers-

1. Rewards, Incentives, or Positive consequences : If you see a behavior you like, reward it; that is, follow the behavior with some positive attention and something that is important or enjoyable to the child.

2. Punishment or negative consequences: If you see a behavior you do not like, punish it; that is, follow the behavior with negative attention and something the child views as unenjoyable, or withdraw something positive.

3. Ignoring or no consequences: If you see a behavior you do not like, ignore it because maybe the attention you pay to it is the reason it exists. In other words, do not follow the behavior with either negative or positive attention

Teenagers are less responsive to parents who they feel do not understand them and treat them in an unfair or unjust way. One of the ways to avoid being perceived as unfair and instead to

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present yourself to the adolescent as a fair and just person is to establish the rules and the consequences for behavior at the same time.

Many of us as the parents have a hundred rules and regulations around the house. Parents are usually good at specifying what they want or at setting rules. They state the expectation beautifully, but, unfortunately, many wait until the rule is broken before deciding what the consequence will be. Also, if we wait until the adolescent breaks the rule to decide the punishment or consequence, the teen is likely to develop anger toward the parent because he feels that the parent is responsible for the bad thing (the consequence) that has happened to him.

By stating the rules and the consequences at the same time, you put the responsibility for what happens to the teenager squarely on his shoulders. In terms of discipline, you become passive and laid-back and do exactly what the child tells you to do. This approach should eliminate nagging or power struggles. The teenager is in control of the consequences of his behavior and determines whether good or bad things happen to him.

In psychology today, there are four major recognized parenting styles: authoritative, neglectful, permissive, and authoritarian. Each one carries different characteristics and brings about different reactions in the children which they are used on.

Authoritative

Authoritative parenting is widely regarded as the most effective and beneficial parenting style for normal children. Authoritative parents are easy to recognize, as they are marked by the high expectations that they have of their children, but temper these expectations with understanding a support for their children as well. This type of parenting creates the healthiest environment for a growing child, and helps to foster a productive relationship between parent and child.

One of the most important traits to emulate in the authoritative parenting style is the open communication style with the child

Neglectful

Neglectful parenting is one of the most harmful styles of parenting that can be used on a child. It is important to understand that those parents (and the children involved in the situation) need assistance so that they can get back on track to having a healthy and communicative relationship within the family.

Neglectful parenting is damaging to children, because they have no trust foundation with their parents from which to explore the world.

Permissive

Permissive parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the children of permissive parents, and the rules are inconsistent when they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their child.

It is important for the permissive parent to begin to set boundaries and rules for their child, while still being responsive before it is too late or else, permissive parenting can have long-term damaging effects

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Authoritarian

Authoritarian parenting, also called strict parenting, is characterized by parents who are demanding but not responsive. Authoritarian parents allow for little open dialogue between parent and child and expect children to follow a strict set of rules and expectations. They usually rely on punishment to demand obedience or teach a lesson.

While the structure and rules of an authoritarian parent are necessary for healthy child development, all good things can be overdone. It is important to balance out the provided structure with open communication so the child knows exactly why it is important for them to follow the rules placed in front of them.

However, no matter which style you belong to as a parent, we can certainly become good parents if we consider the following points:-

•   Nurture your child's self esteem
•   Catch your child being good
•   Set limits and be consistent with your discipline
•   Make time for your children
•   Be a good role model
•   Make communication a priority
•   Be flexible and willing to adjust your parenting style
•   Show your love is unconditional
•   Try to Make Your Children Self-Reliant
•   Put Yourself in Their Shoes
•   Be aware of your own needs and limitations as a parent

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The Role Of Teachers In Education

Ms. Nishi Kumar

Asst. Prof**.**

St. Xavier's Institute of Education,Mumbai

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continuous to burn its own flame." Tagore. By this quote it means that teacher too is a life- long learner.   The teacher has to continuously learn in order to grow and teach in the 21st Century.

Teachers are the backbone of the society. The teacher is the pivot of the education system. H.G Wells, "the teacher is the real maker of history" whereas Manu says "A teacher is the image of Brahma." Therefore the teacher has an important role in imparting education. The teacher plays many roles in the 21st Century. Teacher plays the main role in the school. Teacher is directly linked with the students and the management. The teacher should be sensitive to the demands of the democratic society. Teacher has to deal with the students and socialize with them in humane and rational ways. Teachers should follow code of conduct and professional ethics while following the profession of teaching. The teacher has to remember that he upholds the traditions and norms of the society and his function is to inculcate among the students the attitudes and values cherished by the society. The teacher is considered not only a cultural soldier, protecting cultural and traditional ideas but also he has to play the role of an agent of social change and modernization.   The teacher has to play the role of reforming our society, developing modern values and attitudes in the students and masses.   Majority of classes are over- crowded, the teacher should use modern innovative methods in the field of educational technology. Computers, educational T.V. and films, tape recorders and language laboratories could be used to teach many students at the same time.

The teacher is an agent of social change. By interacting with students, he can achieve wide range of educational objectives. As an agent of social change he has to be flexible and ready to change. The teacher must continuously up date his knowledge and be receptive to ideas. The teacher should use innovative tools and methods of teaching. A teacher must be versatile and effective. Teacher should use mass media with creative ability. The teacher must have thorough study of educational psychology, pedagogy and basic principles of school management in addition to knowledge of the subject undertaken to teach. The teacher must also be well acquainted with educational theories with special reference to doctrines of the great educators, historical development of educational thoughts and general principles of class room management procedures.

The role of the teacher in traditional society was by and large to socialize with the children and teach them the three R's and to prepare them to take up the roles they are expected to play in their society. The emphasis was on transmission of the traditional value, attitudes and occupational skills to children.Whereas in the 21st Century with the most advanced and competitive industrial societies, where children come from different social strata, the teacher has to play the role of a promoter of equalization of educational opportunities and of social integration. The teacher must have broad, deep and thorough understanding of life. The teacher's philosophy of life has an important bearing upon the student's life. The teacher must be conscious of the inadequacies of the present in social, economic, religious and moral environment and strive to create in his pupil a desire to leave the world a better place than he found it. The teacher must possess a wholesome philosophy of life. The pupils should be able to draw inspiration from the teacher's philosophy of life, values and ideals, aims and objectives, rules and principles and above all a conduct of a higher level.

Gandhiji says – "Woe to the teacher who teaches one thing with the lips and carries another in the heart".Know thyself is the most important advice for a teacher.Self- analysis and self appraisal on the part of the teacher is necessary equipment.Teacher should therefore possess an impressive personality.The work of the teacher is very extracting and unless he possesses vitality both physical and mental, he cannot rise to his task.A teacher should have good health and appearance.The teaching profession demands deep understanding, reasoning power, power of discrimination, resourcefulness and foresight.It is desirable for a teacher to possess an intelligent bent on mind, and his pursuits and engagements must be intellectual in nature rather than recreational and materialistic.Teacher should be positively happy, cheerful, good humored, contented, and optimistic and a balanced individual.He must be gifted with emotional stability, self- restrained and self-control.Dr. Rajendra Prasad said, "Their (teachers) own character should be such that there is no difference between what they say and do." The

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teacher has to regulate his life in accordance with approved social and ethical standards.The teacher must possess a social philosophy.A teacher should live in his social environment with the purpose of improving upon the same.The teacher must equip himself to make his best contribution to the society. By his sociability, he must earn popularity among the students, colleagues, and other citizens.Teaching is a mission and not a profession.By and large, the teacher has to work with a missionary zeal and has to shun all mercenary ambitions.Once a teacher, always a teacher should be the motto.Teaching is a profession which should be entered with a sense of devotion and dedication.Love begets love.Love the child and the child will love you.. is a simple formula.A good teacher will endeavor to win the love and confidence of his students and establish his prestige on sincerity, hard work and a sympathetic handling of their problems.The teacher must possess sufficiently higher qualifications as compared to the level of the class he has to teach.To conclude, the role of the teacher in education is very significant and important.In words of Dr. Zakir Hussain- "The teacher is indeed, the architect of our future."

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Development Of Modules For Communication Skills Among Student-Teachers

Mrs. Aradhana Gokhale

Assistant Professors,

Guru Nanak College of Education and Research,Bhandup

Dr. Anna Fernandes

Principal,

Sree Narayana Guru College of Education,Chembur

Abstract

Teacher Education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of Teacher Education is a powerful means for the upliftment of educational standards in the country. It inculcates the skills and competencies among the student-teachers and makes them professionally competent to meet the demands of the society. Teacher educators play an important role in developing abilities, knowledge, skills and values of future teachers. The interaction and dissemination of knowledge between teacher and student is a prime basis of capacity building. There are various components of Capacity Building and one of them is Communication Skills. The present paper is focussing on theDevelopment of Modules for CommunicationSkills among Student-Teachers. The purpose of this paper is to identify how training and development program impact student-teachers towards developing their Communicationskills.

Keywords:Communicationskills, One Way Communication, Getting Feedback, A Communication Model, The Three Levels of Communication,Barrier to Communication.

Introduction:

Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Have you ever felt the messages you convey are not communicated properly or have you ever felt guilty of not conveying the message as it wants to be conveyed? If so it is because of your weakness towards communication skills. Apart from the basic necessities, you need to be equipped with habits for good communication skills, as this is what will make you a happy and successful social being. In order to develop these habits, you need to first acknowledge the fact that communication skills need an improvement from time to time. The only constant in life is change, and the more you accept your strengths and work towards dealing with shortcomings, especially in the area of communication skills, the better will be your interactions and the more your social popularity. Thus the present study enables us to get a detailed picture of the need and importance of developing communication skills and feel confident and empowering to face any type of situation in life.

Concept Of Communication:

Communication is the activity of conveying meaningful information. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. The communication process is complete once the receiver has understood the message of the sender.

The definition of communication is shared in the Webster's Dictionary as "sending, giving, or exchanging information and ideas," which is often expressed nonverbally and verbally.

Non-verbal communication is the act of speaking without using words. Examples of this include facial gestures (smiling, frowning), body language (arms crossed, giving someone the "finger", legs shaking resembling nervousness, sitting upright giving someone their full attention), and the impression you give to others with your appearance (dress, body image, body odor).Also, the tone of your voice can be expressed non-verbally. For instance, if you are saying one thing, but your tone of

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voice is saying another, then that reflects how you are truly feeling without speaking a word about it (yelling and crying while saying your okay).

Verbal communication is the act of speaking by using words. Examples of this include using different forms of language (i.e., written, voice, sign language). This form of communication can be taken for granted. Such as saying regretful things and opening your mouth before thinking about what you are saying.

Fundamental Four Purposes of Communication.

➤ To Be Understood
➤ To Be Accepted
➤ To Get Something Done
➤ To Understand Others

Need Of The Study:

Studies conducted on Communication skills onExperience with a "social model" of capacity building andModels of successful principal leadership for communication, the communicative competences of students and teachers in different levels of education in North Cyprus, attitudes toward communication skills among Students'-Teachers' in Jordanian Public Universities, Metacognitive frame of Communication in the teaching processand the impact of partner training on the communicative involvement of students with multiple and severe disability in special schools.

However, no research has been conducted on student-teachers of B.Ed. Hence, researcher proposes to develop the capacity building among the student teachers on the basis of this component i.e.Communication skill.

Significance Of The Study:

• The findings of the study will be useful to teacher educators, Principals, all stakeholders of educational system and parents.

• This study will give guidelines to the educationists working in the area to plan and design different educational strategies, programs and approaches to develop CommunicationSkill of student-teachers in all aspects.

• Principals can adopt certain programs in collaboration with the teacher educators.

• Teacher Educators can implement modules of CommunicationSkill for student-teachers in which they are lacking. Teacher educators can also make different headways in their teaching which will help the student-teachers to make learning enjoyable and meaningful. They can also motivate student-teachers to approach their goal systematically; help in development of skills which can help to develop Communication Skill.

• The study will also enable parents in general to develop a positive attitude to deal with student-teachers.

Aim Of The Study:

➤ The major aim of the present research was to develop the modules of the Communication skills for capacity building among student-teachers.

Objectives Of The Study:

➤ To compare the Pre Test and Post Test mean scores of the CommunicationSkills as a Component of Capacity Building of the experimental group.

Hypotheses Of The Study:

Following null-hypotheses were formulated to test the hypotheses.

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➢ There is no significant difference between pretest and posttest mean scores of the CommunicationSkills as a Component of Capacity Building of the experimental group.

Methodology Of The Study:

The Experimental method was employed in this study.40 student teachers were randomly selected and Modules was used on experimental group. Pre-test, post-test on experimental group was followed.

Sample And Data Collection:

A sample of 40 B. Ed. student-teachers (Unaided teacher education institutions affiliated to the University of Mumbai) was surveyed. The method of sampling used was Random sampling.

Tools For Data Collection:

The following tools were used by the investigator:
 (a) CommunicationSkill Scale (Pretest and posttest) was prepared
(b) Module for CommunicationSkill was prepared

Preparation Of Tools

(a) Communication Skill Scale(Pretest and posttest): This scale is prepared by the investigator.

(b) Module for CommunicationSkill: Activities are performed to develop Communication Skills among B.Ed. student-Teachers which include storytelling, Game, Making Sketch, Questionnaire, Brain-Storming Sessions.

Administration Of Test

a) Administration of CommunicationSkill Scale Pre Test

Before administration the Module for CommunicationSkill investigator has implemented CommunicationSkill Scale for B. Ed. students. Pretest is used as CommunicationSkill Scale.

b) Administration of Module for CommunicationSkill

A Module of CommunicationSkills Consisted of Introduction of Communication Skills, Components and Communication Time, Telling V/SShowing, Double Messages, Communication Self Evaluation, One Way Communication, Getting Feedback, A Communication Model, The Three Levels of Communication, Non Verbal Communication, Body Expressions- Read me, Statue Building, Listening Skills, Meaning of Words, Contradictory Messages, Voice Inflection, Barrier to Communication and Closing Remarks.

c) Administration of CommunicationSkill Scale Post Test

After administration of the Module for CommunicationSkill investigator has implemented the CommunicationSkill Scalefor B. Ed. students to find out the level of CommunicationSkill.

Techniques Of Data Analysis:

The following descriptive and inferential statistical techniques were used for data analysis:

  i) Descriptive Analysis (with Mean)
  ii) Inferential Analysis (with t-test)

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Findings And Conclusions:

Hypothesis 1: There is no significant difference between pretest and posttest mean scores of the CommunicationSkills as a Component of Capacity Building of the experimental group.

Table No. 1: Comparison of Pre & Post Test Means Scores of the Experimental Group

Experimental Group	No. of Student - Teacher	Mean	't' Value
Pre - Test	40	56.37	
Post – Test	40	60.67	5.64

Significant at 0.01 levels.

The above table shows that there is significant differences between the pre-test and post-test mean scores of the experimental group as revealed by the 't' value (5. 64) which is significant at 0.01 level.

The better performance of the experimental group in the post test is clearly noticed when it is compared with its pre-test performance. This is a definite indication of the effectiveness of the application of Module for CommunicationSkill.

Suggestions For Improving Communicationskills:

➢ Develop your voice
➢ Slow down
➢ Animate your voice
➢ Enunciate your words
➢ Use appropriate volume
➢ Pronounce your words correctly
➢ Use the right words
➢ Make eye contact
➢ Use gestures
➢ Don't send mixed messages

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'Role of Teachers in Education'

Arjun D. Pithe
(Assistant Professor)
G.E. Society's College Of Education,
Sangamner-42260, Dist.: Ahmednagar.

1.Introduction:

The concept of role is very wide and extends far beyond the idea of putting on a calculated performance. It is frequent to find the term 'role' in many situations, like role conflict, role expectation, role relationships etc. but here focus is only on the teacher'srole in Education. Teachers plays many roles like teaching students, perform other duties given by government or administration from time to time. In higher education teacher has to perform duties like teaching, research and extension of knowledge. Teachers have to perform different roles in different classes and levels of education. Nowadays new techniques and methods are developed and used in education. Information technology also affects the role of teachers in education. Role of teachers is changing due to information technology.Student can access knowledge from internet and also many other sources but it cannot take place of teachers. The role of teachers is important in education which is discussed as below.

2.Behaviour in roles. The role system of a school.

A school is an institution largely made up of clear-cut roles. A pupil in school is expected to work as the teacher may require, giving attention, to keep reasonably quiet, to be proper when talking to a teacher...All these, means a degree of subordination to and distance from the teacher. A teacher is expected to control, instruct, guide, help and discipline pupils. He has responsibility for and a corresponding degree of authority over, them. In the normal course of events, teachers and pupils do not need to think much about what is expected of them, and do not feel they are putting on an act during the course of a lesson.

3. Role of Teachers:

Essentially, teachers have two major roles in the classroom:to create the conditions under which learning can take place: the social side of teaching; to impart, by a variety of means, knowledge to their learners: the task-oriented side of teaching.

The first is known as the 'enabling' or managerial function, the search for the proper conditions and means for teaching and the second the instructional function with the teacher as the so-called "instructor". They complement each other; the latter would be more or less impossible without the former.In practice, it is very difficult to separate the two and often one act in the classroom can perform both functions simultaneously. The instructional side of a teacher's role is likely to be goal-oriented, task-dependent, knowledge-based and underpinned by a set of attitudes and beliefs, not only about knowledge, but also the appropriate instructional strategies to employ in the classroom. Furthermore, it is likely to influence the types and modes of evaluation most favored by teachers. A teacher can pursue his instructional role in a variety of modes. It is rare for a classroom language teacher to stick to only one mode during the course of a lesson. However, teachers tend to favor particular modes of instruction which suit the personality of the teacher, the materials being used, the expectations of the learners, the prescriptions of school administrators, the subject matter being treated, the preferences of teachers for certain types of classroom process or the teacher's interpretation of the idea of 'instruction'.The 'school of thought' or discipline in which a teacher is trained will undoubtedly influence his ideas about teacher and learner roles. This set of beliefs and attitudes is likely to be reinforced by views about the role of teaching materials, including textbooks, in the language classroom. Then we come to the question: "Are

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teaching materials the servant or the master of the language teaching/learning process?"One commonly held view is that the teaching of the materials is the primary goal; hence the attitude that material should cover the syllabus.

An alternative view is that teaching materials are only a means to an end. Teachers use certain materials because they help to promote language learning. Such a view would lead to the conclusion that teachers are best left to the fostering of a good classroom climate while the learners work on the materials.But there is another question to bear in mind: "Do teachers teach with or through materials?"If a teacher teaches "through" material, problems may occur. With a textbook as the master, the learning objectives are the textbook's, there is little room for improvisation and teacher and learner roles may well be predetermined and contrary to expectations.If the teacher teaches "with" the materials, with the textbook as servant, then he is freer to improvise and adapt the course of lessons to the needs of the learners. Teachers and learners can also generate new content from within and from outside the materials, or concentrate on interpersonal relationships in the class.

3.1 Difference between role of teachers and students:

Many different and complex factors influence the roles that teachers adopt in the classroom. An appreciation of these factors is essential if we are to understand teaching activities. Although often the social and psychological factors inherent in the roles are hidden, the process of learning a language in the classroom is underpinned by the teacher/learner relationship.There are some factors that influence the role relations between teachers and learners.Interpersonal factors: Status and position: Teachers and learners are accorded social status depending on what we value in their performances. The relative positions are usually fixed, although types of teaching and learning situation differ a great deal.A power relationship exists between teachers and learners in which power is not shared equally. This fact, combined with perception of status, gives rise to social distance.

3.2 Teachers role as motivators:

A primary function of teachers' management role is to **motivate** the learners who are demotivated and to nurture those who are already well motivated. There are several ways in which teachers can achieve this.
a. Adopting a positive attitude towards the learners.
b. Giving pupils meaningful, relevant, and interesting tasks to do.
c. Giving positive feedback on written assignment, etc.

3.3 Control and Discipline:

Many views on teachers' managerial role derive from the assumption that teachers have a great deal of power over their learners. The discipline imposed by the teacher in the classroom is very important but there is a further strand of control that we must mention. Teachers also control the social and learning behaviour of their learners through the choice of activities and the ways in which they organize the learning group to do the activities.

3.4 Organizing the Learning groups:

There are several possible ways of organizing the learning group. Each one entails different types of relationships between teachers and learners and may be employed for a variety of different reasons. As well as implying different social relationships between participants, the various organizational patterns also entail different types of product or contribution from the learners.

3.5 Teachers' Personality:

It is believed that teaching style is fundamentally a matter of personality. It may be true that teachers who are predisposed towards communicating with others and who are interested in learners as people are more likely to succeed in the classroom than those who regard teaching only as the routine

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transmission of knowledge. On the other hand, a teaching style that is centered on personal relationships rather than learning tasks can only succeed if the learning group accepts such a strategyor the school authorities sanction such behaviour, or parents and other sponsors believe this to be in the best interests of the learner.

3.6 Teachers role as Planner: Teachers role is to supply an ideal model to students. Teachers learn about students, their interests, abilities and learning styles. Teacher planclassroom environment and routines. Also plan about organizing classroom facilities and resources. Teachers communicate with families of students. Plan about instructions,evaluation, and innovations in education. Teachers keep information about students' progress and instructional needs and the success of their practice.

3.7 Sub roles of teachers:Teachers are representatives of school society. Teachers are judge of students. Teachers are resource of knowledge. Teachers are helpers. Teachers are detectives. Teachers discover the rule breakers in school. Teachers update and moderate instructions. Teachers givepersonal guidance and career guidance. Teachers serve community.

4.Conclusion: To sum-up teachers are **friends, counsellors, judge, and mentor**of students. Teachers have different roles in different classes and levels of education.

5. Personal Opinion:

Teacher's role is very **important** in education though many learning resources are available. Teachers could **not be replaced** by technology in future only teachers have to change their roles according to changes takes place.

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21ST CENTURY SKILL DEVELOPMENT EDUCATION: BADGING CHALLENGES

Dr. Maheshwar Gangadharrao Kallave
Assistant Professor
Department of Education
Dr. Babasaheb Ambedkar Marathwada University,
Sub-Campus, Osmanabad

Introduction:

Skills and knowledge are the driving forces of economic growth and social development for any country. India currently faces a severe shortage of well-trained, skilled workers. It is estimated that only 2.3 % of the workforce in India has undergone formal skill training as compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Large sections of the educated workforce have little or no job skills, making them largely unemployable. Therefore, India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth.

Skill development and entrepreneurship efforts across the country have been highly fragmented so far. As opposed to developed countries, where the percentage of skilled workforce is between 60% and 90% of the total workforce, India records a low 5% of workforce (20-24 years) with formal vocational skills. There is a need for speedy reorganization of the ecosystem of skill development and entrepreneurship promotion in the country to suit the needs of the industry and enable decent quality of life to its population.

Today, more than 20 Ministries/Departments run 70 plus schemes for skill development in the country. However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector. (**Ref:** Ministry of Skill Development Govt. of India)

Background Of Skill Development Mission:

The National Skill Development Mission was approved by the Union Cabinet on 01.07.2015, and officially launched by the Hon'ble Prime Minister on 15.07.2015 on the occasion of World Youth Skills Day. The Mission has been developed to create convergence across sectors and States in terms of skill training activities. Further, to achieve the vision of 'Skilled India', the National Skill Development Mission would not only consolidate and coordinate skilling efforts, but also expedite decision making across sectors to achieve skilling at scale with speed and standards. It will be implemented through a streamlined institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE). Key institutional mechanisms for achieving the objectives of the Mission have been divided into three tiers, which will consist of a Governing Council for policy guidance at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission. Mission Directorate will be supported by three other institutions: National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT) – all of which will have horizontal linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism. Seven sub-missions have been proposed initially to act as building blocks for achieving overall objectives of the Mission. They are:
(i) Institutional Training, (ii) Infrastructure, (iii) Convergence, (iv) Trainers, (v) Overseas Employment, (vi) Sustainable Livelihoods, (vii) Leveraging Public Infrastructure.
(**Ref:** http://www.skilldevelopment.gov.in)

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Aims of Skill Development:

The aim of skill development in the country is to support achieving rapid and inclusive growth through:

a) Enhancing individuals⬜ employability (wage/ self employment) and ability to adapt to changing technologies and labor market demands.
b) Improving productivity and living standards of the people.
c) Strengthening competitiveness of the country.
d) Attracting investment in skill development.

Objectives of Skill Development:

The objectives of the national policy on skill development are to:
a) Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.
b) Promote commitment by all stakeholders to own skill development initiatives.
c) Develop a high-quality skilled workforce/entrepreneur relevant to current and emerging employment market needs.
d) Enable the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders.
e) Enable effective coordination between different ministries, the Centre and the States and public and private providers.

(Ref: National Skill Development Policy Page No. 8-9)

Discussion about Challenges of Skill Development in Higher Education:

1. The quality of education in the university system can be improved by continuous evaluation in the universities; we need to adopt semester system. There should be a good student teacher ratio and as per the requirement of the students the faculty should improve their skills of teaching. Presently, we have very rigid system and we need to bring in little flexibility.
2. We not only need qualified but also well trained faculty. The effort should be to create academic staff institution for faculty development.
3. We can also have 'domain focused universities' like on agriculture, medical, engineering, laws, education, so that only people with interest in particular field will come there to get education it would offer better scope to students in their career.
4. There are a number of issues plaguing the higher education system in India. There is a lot of political interference, resource crunch with the state universities.
5. Students are unwilling to take up social sciences and humanities stream as they do not have any option. The teaching can only be improved if the teachers will get good infrastructure, selection process is improved upon.
6. We have to first strengthen the quality and number of faculty in education. In present times, the teaching profession is well paid but the teachers are not willing to write down books and pursue research. Teaching is a tough job and the academic community need to continuously update themselves with the best practices and learn from the mistakes of their seniors. But the sadly they are just following the trend of giving lecture.
7. Since the implementation of 6th pay commission the salary of teaching profession has increased remarkably which is attracting talent in this profession but we should also provide them with a good opportunity for research and publication.

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8. Community sensitivity is also very important as education is now totally separate from society students do not know what is going on in the society, what are problems in society.

09. India has the second largest education system in the world but as far as quality is concerned we are nowhere. The reason is that we do not have enough autonomy, you need to give institutions autonomy and universities should generate their own resources. Right now they are fully dependent on the government and because of this their quality is suffering.

10. The quality of teaching is of prime importance only candidates with competent background and passion for academics should be recruited.

11. Just increasing number of students and number of colleges is not enough. We have to provide the same environment and facility to the masses so that their wards can compete in the global market.

12. There has to be a linkage between school education and higher education which does not exist presently. We can have a system where school and university education is delivered through one institution. Students can enter such institutions and complete their entire education.

13. The University - Industry Collaboration is absolutely essential especially for the technical education to be purposeful. The curriculum should be designed by taking inputs from the industry. The faculty should familiarize themselves with industrial practices and share the same with the students in the form of case studies to make teaching-learning interesting.

14. University should in constant touch with alumni, many of them are in foreign countries and university should take a step for asking them to fund the university in research related activities. There are large number of Indian students who are working at reputed places like IMF, several large banks and MNCs. They can provide funds to universities which will boost the research development projects and up gradation of syllabus and demanding skill development.

15. Government is trying to increase the number of universities by establishing new institutions but the existing universities should not be sidelined. MHRD should take appropriate steps to improve the standard of existing universities. They should be provided with all kind of facilities so that they can improve gradually. There should be a parameter to improve the existing universities firstly and then only new universities should be allowed to open.

16. The professors do not want to do research and some of them who are doing it they stop taking interest in teaching. Most of the researches done in our universities have very less relevance for the society. The researchers need to work more and bring out something new and useful for society.

17. Research is an extremely important part of education system particularly in universities. When we talk about research in universities we just count the number of papers which is absolutely meaningless, we have to focus on the quality of research. There has to be certain parameters on which the quality of research can be judged. Quantitative numbers should not be a part of quality research.

18. Our Education system cannot be considered as one canvas; even higher education varies from place to place, university to university, category to category. We have central universities, state universities, deemed to be universities, private universities then we have got colleges which are working under these universities. They are all separate and hence the problems are different. The main problem faced by universities is the lack of educational depth. Our institutions provide degrees but do not ensure employability.

19. Our Education system doesn't promote the culture of research and neither does the government provide sufficient funds that's why teachers not able to develop the habit of research.

20. There is a dire need for the Universities to identify their specific areas of research. It is impossible for the universities to conduct research in all fields. Presently, there is no co-ordination amongst universities and most of the scholars are researching on the same topics. It is necessary to first identify the geographic, demographic condition, faculty strength and other criterion like infrastructure, research facilities about the university.

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Conclusion:

The current focus of skill development education has shifted to the learner and his/her needs and expectations from vocational education and training. To empower the working population, is it essential to start from the source, i.e., the learner. The "voice" of the learner is the focal point of the mission, without which an effective conclusion to and attainment of the final goal would be incomplete.

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"Role of Teacher- Educators in Teacher Education."

Mr. Mali Kailas Pandurang

Asst. Prof.

Smt. Kashibai Navale College of Education

Kamlapur Tal- Sangola Dist- Solapur.

Email Id- kailaxmali83@gmail.com

Introduction –

The aim of every professional education is to make the education professionally devoted and dedicated to the concerned profession as an efficient and efficient professional. Teacher education is one of the areas in Higher Education which trains future teachers in pedagogy- It is here that values such as sense of duty honest work and responsibility to the society. Etc- In the last 10-15 years] world has seen a greater explosion in terms of development] knowledge] population and thus in competition. The teacher education have much to contribute to the development of quality amongst the teachers culturally Relevant pedagogy for Identity development, for teaching the whole child, to manage] students] emotions and for equity and excellence to be the focus of teacher education. The teacher education program differs from other educational programs in the sence that it trains the student teachers for a profession. Teacher education aims at providing opportunities to their student-teachers with necessary knowledge, sikills and value system for evolving market places, common living environment and to prepare good citizens for lifelong learning. Teacher educators are considered to be ultimate agents for the realization of ideals, aims and objectives of education. The quality of education depends largely upon the quality of teacher educators because they are preparing the future teachers.

Role of Teacher Educator –

The National policy in education 1986, comments thus on the role of teacher. The status of the teacher reflects the socio cultural ethos of a society it is said that no people can raise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive education is to move from traditional to contextual learning teachers need new equipment, new strategies, new expectations, new skills and new roles. Following points may explain the multidimensional role of teacher educator in teacher education.

1. **The Portrait of an Ideal Teacher-** If one were to ask for the picture of a masterful teacher, a number of images could come to your mind. One image is from the stage of an amphitheater to an audience of students, who are learning forward to catch every word. To become an excellent instructor one must be outstanding in one of these sets of skills and at least competent in the other.

2. **Knowledge taught or learned -** If the members of an academic community were about ways to improve ten quality of education, the students are likely to suggest hiring and promoting faculty who are better teachers, the importance of this motivational foundation is immense.

3. **A Mentor –** During the training period, teacher educator can take the role of a mentor. She can help the student – teacher to bring out their hidden talent and interest which may have great influence on their teaching profession. In this period teacher educator can encourage their acceptable behavior and correct the non accepted ones, teacher educator can inculcate in them values like punctuality, morality, honesty, dedication and perseverance.

4. **Professional up gradation –** One of the most powerful forces changing teacher and students role in education is new technology. Professional up gradational is an important issue in teacher education. Now the role of teacher educator is changing form information provider to facilitator, stage, setter, advisor, ICT manager and mediator to the student teacher.

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5. **Students rating of Teaching –**The large body if findings from empirical research on teaching resent a consistent picture of the outstanding teacher- studying questionnaires that assess student's satisfaction with professors teaching skills has been very fruitful for educaiional research.

6. **Instructional designer-**As an instructional designer teacher educators should engage in a theory and research-based process of designing and implementing instruction for better learning regardless of whether they work individually or an collaboration with subject matter experts such as faculty members or in the field technicians and professionals, the common thread in every professional context is improving content comprehension and learning out comes for students and trainees.

7. **Use of Interactive White Board-**The IWB is a product of smart Technology. Users can write on IWB in digital ink or use a finger to control computer applications by pointing. Clicking and dragging, just like a desktop mouse. The teacher educator should always be a learner and expect the same from would be teacher.

8. **Attitude towards e-learning –** E-learning is an interactive learning experience with access to online tutors which can be made available from any computer, once the user has the access through web browsers. E-learning covers a wide set of applications of computer assisted Instruction, computer based learning, web-based learning, virtual classroom and online learning.

9. **Use of ICT –** Many teachers today are encouraged to adapt and adept new practices those acknowledge both the art and science of learning. With numerous global advancements in ICT it is essential that the teacher-educators have a thorough working knowledge of these media and their influence on the performance and engagement of their students. Here we assume that ICT includes but is not limited to, personal computers, laptops, printers, LCD projectors, I pods, fax machines, cell phones, Blog, Internet and Intranet.

10. **Quality Assurance-**Developing systems for quality assurance and accreditation in teacher education is regarded as one of the most important ways of improving the quality and effectiveness of education as a whole. Teacher educators need quality training from master trainers.

11. **Environmental Educator-**It student teachers are trained in conservation and protection of environment, and then the cascading effect can be seen at the two levels. At the school level and at the teachers training institute level conservation of environment is not taken seriously by people.

12. **Emotional competence –** Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great efforts to regulate net only his own emotions but also those of students, parents, colleagues etc.

13. Teacher educator should have intellectual caliber to satisfy the curious mind of the student teacher by continuous learning.

14. **Integrated Personality-**The Integrated personality is necessary in order to have effective adjustment with the environment. The teacher educator should have spiritual, intellectual, psychological and physical caliber. In the sense, quality is more important than quantity.

　　　　It's quite evident that in this teacher educator, so called a facilitator is the key to tomorrow. We the teaching fraternity is extremely blessed to biggest social and mankind service. Teachers must be able to accommodate continuing changes to achieve goals of contemporary world and teacher education is a means to accomplish it.

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Role Of Teachers In Education

Mr. Sanjay R. Govekar
Assistant Professor
GVM's Dr. Dada Vaidya College of Education, Ponda, Goa, 403401
Email- sanjaygovekar07@gmail.com

Introduction:

The teacher's profession has far-reaching influence on the society he lives in and no other person or profession can have an influence more profound than that of a teacher.

Traditionally, teachers were trained to teach every student in exactly the same way, same methods as past generations. The individual difference was not at all taken into consideration. Every child is different in their capabilities, learning styles, attitude, aptitude, socio- cultural background and interest. These factors need to be understood by the teacher while imparting the instructions. But, many teachers simply stood in front of the class and delivered the same lessons year after year and were not successful in bringing the desired change in their students. It was observed in the past few years that, anyone who fails to find an opening in the field of medical sciences, engineering, civil services, etc. gets into this profession and thoughtlessly plays with the destiny of the nation. A nation with corrupt teachers is a nation at risk.

The following are the few views about committing teachers and good teaching:

"The true teacher is he who can immediately come down to the level of the student, transfer his soul to the student's soul and see through and understand through his mind. Such a teacher can really teach and none else." -- **Swami Vivekanand.**

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds. He cannot quicken them." – **Ravindranath Tagore.**

"The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning." -- **Dr. S. Radhakrishnan.**

"Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right method of teaching and the right kind of teachers". --**Secondary Education Commission.**

A dedicated teacher becomes a role model for his students. The students try to imitate their teacher in his manners and etiquettes.He can lead them anywhere. During the early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students. He plays different roles at different stages. Some of the roles that he plays are as follows:

Role Of Teacher As An Administrator:

An administratoris the key person in any organization. He is responsible to take the proper decisions, be spontaneous and resourceful to change the decisions for best results. In a same manner, the teacher also performs the same role in educational institutions. He plays the vital role in imparting instructions through three phases, namely Pre-teaching, Teaching, and Post-teaching phase.

The Pre-teaching Phase: The teacher is the main person responsible for designing of the curriculum, as he is actually in direct contact with the students. He analyses the content and decides on the portion to be selected for instruction. He also decides about the learning experiences that are suitable for achieving the set objectives. He decides the methods of evaluation and assessment.

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The Teaching Phase: If a teacher realizes that the prepared plan doesn't prove effective to make the student understand the content, he spontaneously decides to deviate from the earlier plan and tries something else according to the level and interest of the students. He knows the art of teaching with a deep insight into child psychology. He always deals with the students in a just manner. He does not lose his self-control on mistakes his students may commit, and instead he respects their feelings and ego, and tries to understand and resolve their difficulties with grace while keeping his cool. He is ever ready to accept his mistakes wholeheartedly. He uses different methods of teaching like lecturing, class discussion, recitation questioning, discussion, demonstration, debate, assignments, crossword puzzles, library research, jigsaw puzzle maps, gaming and simulation,interviews, maps, transparencies, globes, mobiles, audio-tutorial lessons, models,music, field trips, drama, role playing, class projects, student construction of diagrams, charts, graphs, posters, problem solving, case studies, puppets, use of chalkboard, slides, filmstrips, motion pictures, educational films, videotapes, radio programs, television, role play, story-telling, surveys, group dynamics techniques, brainstorming, team teaching, research based assignments and projects, etc.

The Post-teaching Phase: Teacher analyses the performance of the students and decides upon how intensively he should have gone through the content. Introspection in his teaching is done by him so that he realizes what went wrong and also the strengths of his instructions were.

Role Of Teacher As A Facilitator:

To facilitate is to make easy. It means promoting learning by providing them with the conducive environment in the school. Learning doesn't take place only in the four walls of school or college, but, your surroundings, home, peers, community, nature are the places where the child learns actual knowledge of life. The libraries and books are not the only source of knowledge. The teacher understands this and tries to give varied learning experiences for the child.

Teaching is a complex activity which includes teaching content and bringing about desired changes in the child. There are different ways and means of providing learning experiences to the students. Teaching doesn't consist primarily of lecturing to the students who listens and writes in their notebooks what they see and hear, but, rather, offers every child an enriching, rewarding, and unique learning experience.

Role Of Teacher As A Counsellor:

The good teacher understands that the child is a live wire, one need to just give the spark, and the child will come out with the treasure of creativity. Students are not merely receiving the knowledge, but, they generate the new knowledge too. The better teacher gives them the exposure and opportunities by posing a problem and the child is very happy to find several solutions to it. He counsels students as they grow and help them integrate their social, emotional, and intellectual domain. The committed teacher discovers how to make students passionate in their process of learning by providing activity-based, project-based and educational adventurous activities in order to motivate them. They ensure that the curriculum is related to the child's life and the learning activities satisfy their natural curiosity.The student approaches the teacher when he has some problem, which cannot be solved by self. The teacher senses the problem after listening to the problem and helps the student to solve the problem by motivating him.

Role Of Teacher In The Community:

The relationship between community and school is mutual and reciprocal. The teacher takes activepart in the social activities. He plays a leadership role in interactions with the parents and

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community members to propagate new ideas, values and the desired change. He involves himself in activities like adult education programmes, health and hygiene, vaccination, women education, preservation and transmission of culture, birth control measures, census data collection, election work, social work, awareness about new schemes by the government, etc.

Thus, the teacher plays an important role in different capacities. He is a social-reformer and social architect on whom the destiny of a nation is based. To conclude,

"They inspire you, they entertain you, and you end up learning a ton even when you don't knowit" ― Nicholas Sparks, Dear John

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Value Oriented Education through Integration between Teachers, Parents and the Community: Need of the hour

Mr. Ajay Gaude
Assistant Professor
GVM's Dr. Dada Vaidya College of Education
Ponda-Goa
Email:urwithajay87@gmail.com

Abstract:

Value is a conception, explicit or implicit and distinctive of an individual or of a group of the desirable which influences the selection from the available modes, means and ends of the action. In the past two decades there has been considerable concern about the need for value based education and the topic has been repeatedly discussed at forums of religious bodies, service organisations and educational institutions. In the national education policy 1986,too value education is mentioned for its role in eliminating "obscurantism", religious fanaticism, violence, superstitions and fatalism. But unfortunately there is no methodology or remedial action suggested to inculcate value education. The major role played in inculcating the values among the children are Family, Neighbourhood, School and the Community

The paper attempts to emphasise the damaging role of our present day education system on the self-esteems of youngsters and stresses that the sense of rejection felt by the youngsters is responsible in a big way, both for the escapism and violence exhibited by the youth. Though the parent's role is most important in imparting the value education, it is felt that only enlightened teachers can start a chain reaction as a result of which parents, the society and finally the children's are influenced in the right manner.

It is for the teaching fraternity to stress the role of self esteem in character building. Since many in the teaching profession do not have self esteem the crux of the problem lies here.These needs to be attend too. The paper further tries to explore whether values are inborn are acquired and if it is acquired which are the sources which are responsible for inculcating positive as well as negative values among the students.

Keywords: Value Education, Family, School, Community.

1. Value Education:

Value is a conception, explicit or implicit and distinctive of an individual or of a group of the desirable which influences the selection from the available modes, means and ends of the action. In other words the value is an enduring belief that a specific mode of conduct or state of existence is personally or socially preferable to an opposite or converse mode of conduct or state of existence.

Values are standards that group member's share by which they judge whether an action or even an object is beautiful, good, right and lawful or it is ugly, immoral and

Unethical. Values originate in the socio-cultural milieu of a given social system and are thus governed by the standards that each social system sets for itself. It is due to this reason that values of one group differfrom that of another. Differing values represent key aspects of variation in human culture. What individual value is strongly influenced by the specific culture in which they happen to live?

Values are closely related to the norms. One could even believe that the two are identical. But in a broader sense values can be differentiated from norms. The norm can be used for relatively specific pattern of expected behaviour as norm sets certain limits for the behaviour. As norms are backed by group pressures their violation generally calls for negative sanctions. But the value is matter of one's choice. Discipline for example is a value which can be adopted by every sphere of human activity. But not everyone else adopts it. Whether we adopt it in our life depends upon the standards we set for ourselves and also those around us who set the standards for us. A norm on the other hand is obligatory and governs most of our actions. In any case both values and norms are internalised by group members in the process of learning called socialisation and it is this learning which determines who appreciates, accepts and adopts what type of value or norm.

Socialisation or a process of learning the dominant cultural patterns of a given system is also called the chief course of a value development. Socialisation includes all the processes by which

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anyone from infancy to old age-acquires his or her social skills, roles, values or personality patterns. In the other words socialisation results in what could be called internalisation of those values which are symbolic of a culture at a given point of time.

Broadly speaking the values are of two types, positive values and negative values. Whether value is positive or negative is decided by the culturally defined norms at a given point of time. For example in a cultural set up where discipline, etiquette, courtesy etc are considered important, rude behaviour, impoliteness or lack of manners would be considered as the negative values. On the contrary in the cultural milieu where violence, criminal instances and even lawlessness are tolerated and approved, values which could otherwise have been considered as negative , such as disrespect for the laws and dishonesty receive social sanctions. Thus an individual's consideration as either positive or negative is often determined primarily by the kind of upbringing he/ she had undergone and that determines the choice of values.

Values are therefore social in their origin as well as in their manifestation. Let us take the example of present day Indian society itself. It is passing through the situation of turmoil and crisis as was never before. Values such as corruption, violence, fundamentalism, self-centred interest, and desire for easy success without working for it are threatening our social fabric itself. It is at such critical times, that values like forbearance, tolerance and hard work are needed to be emphasised.

This brings us to a very important question: how are values acquired? It is too much of a truism to say that values are best absorbed by the observation and by unconscious emulation of the ideas, ideals, and action of important man and women. Values manifest themselves in the process, how individuals behave in a given situation, almost I all critical situations when great and crucial issues are at state, the ultimate line of action is decided mainly by the set of values which a givensociety upholds. The values that determine and direct our actions are acquired through a series of experiences which we undergo in certain important socialinstitutions.
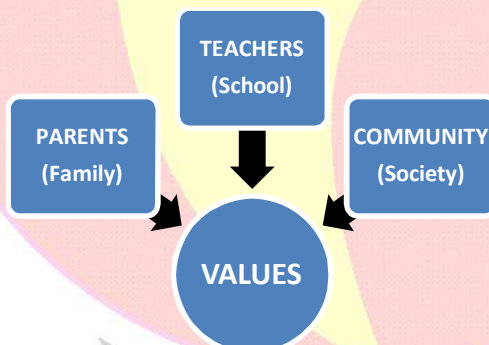
FIG: 1.1: Value inculcation through Teachers, Parents and Community

We would now make an attempt to discuss the impact of these institutions leading to development of values. We would begin with the family.

1.2 Family:

The family is the first unit with which the child has continuous contact and it is also the most powerful medium through which value system develop. The family wields a profound influence on the growth of attitudes and interest of an individual. The power and influence of the family are well brought out by Macaiver and Page in the following words: Of all organisations, large or small, which society unfolds, none transcends the family in the intensity of its sociological significance. It influences the whole life of society innumerable ways, and its cages, as we shall see reverberate through the whole social structure. It is capable of endless variation and yet reveals a remarkable continuity and persistence through change.

The family in which a child is born places him/her in a community, which is part of a particular society. All sub cultures are based on different types of social differentiations of which, in the

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Indian contest, the caste system is of particular relevance in the enculturation of some of the values which are prevalent in our society even today. The traditional Indian family, for example, is in many ways characterised by the same form of hierarchical organisation as isfound in the caste system in the larger society. For anIndian, superior and subordinate relationships have the character of eternal variety and moral imperative. In an Indian family, the important determinants of authoritywhicha person can wield are age, gender and generationalstatus. Regardless of personal talents or achievements, respect for traditions, deference to age and differential treatment on the basis of status are values which are often inculcated in the youngsters in the Indian family set-up. There is also a tendency to push the young to positions of secondary importance andcurb his or her initiative on the pretext hat they are immature or inexperienced. This negative approach acts as a hindrance to the cultivation of those values which are conducive to the development of a healthy personality. Values such as tolerance and respect for the rights and wishes of others, secular ideas, broadminded outlook must be inculcated into the family, failing which the child's future perspectives on various issues can be negative.

Under all circumstances, however, the family's capacity for both preventing and   precipitating the cultivation of different types of values is very much there. Lessons learnt in the family can go a long way in the shaping of human personality. The family is thus the single most important channel through which values, considered conducive to individual and social good, could be cultivated.

1.3 Neighbourhood:

The concept of neighbourhood has both physical and social implications physically, it refers to a part of a town or a city or a district, with clear cut boundaries. Socially, a neighbourhood is characterised by social similarities of the residents, often especially by similarity of social class or status and other identities.

An individual probably lives his or her entire life within the same neighbourhood. It is the neighbourhood that one is likely to come under influence which may help or hinder the development of positive values. One such example is the peer group which consistsof companions and associates of equivalent social status and more or less belonging to the same age-groups. Constant contact with the neighbourhood institutions of various kinds teaches the young and the old alike, to appreciate or develop an aversion for different types of values. The appreciation or aversion of a particular type of value is of course determined by the sub culture of the neighbourhood, in which the person lives. Thus, for example, in a slum where the social fabric is fairly loose, lax social controls and unstable social interactions, practices such as violence, indiscipline, disorderly ways doing things, irregular attendance at school or working place and unclean surroundings, may well enjoy social tolerance. But in a neighbourhood where people who belong to a particular class or status, which values the concept of a well, ordered social existence, the values tolerated in a slum environment may be abhorred. In other words in a neighbourhood where there is a strong social disapproval for anti social conduct, people live and function with a sense of responsibility, which generally acts as a check against indulging in those activities which are determinate to social well-being.

The neighbourhood is thus as vital a source of value development as the family is. Sometimes Neighbourhood Institutions such as gangs, peer group organisations and clubs club counter the influence of positive values inculcated in the family and pose a real threat to the healthy and harmonious development of personality the right types of values are to be appreciated where there is a semblance between family and neighbourhood functions on parallel lines.

1.4 Educational Institutions:
Education is one of the basic institutions through which every society sustains itself as well as transmits its value to prosperity. The eminent sociologist Emile Durkheim sees education as the process of methodical socialisation of the young. Education has two important function to be performed, first of which relate to maintaining social stability and the other tends to ushering in

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social change. While preparing the young and old alike for accepting new ideas and new values, education also transmits from one generation to the other such value which functions as the very basis of society's survival. Thus for example values such as honesty, integrity, discipline, desire for knowledge, social justice are universal in their nature and must be inculcated in every type of social system. At the same time society is not static and must continually absorb within itself new ideas and changes. Irrelevant, ill conceived and immobile values must be rejected and replaced without any hesitation and education plays very important constructive role in the spread of the right kind of values.

When we make reference to the educational institution we have to consider both the formal and informal agencies of education. Formal education which is represented by the schools, colleges and other institutions of learning covering a large section of the common people is of relatively recent origin and in indispensable to the modern society. The schools and the colleges symbolise the hopes and the aspirations of the many in the modern world and formal education serves as the most important avenue for the social mobility. Besides imparting the knowledge, the formal educational system should also inculcate the qualities such as leadership,love for outdoor activities, peaceful co-existence, mutual tolerance and respects for others rights.

Thus school is very important source of value development. Thus schools have a very crucial role to play in our society at present as there seems to have developed a sharp shift towards the wrong kinds of values among the youth. The school has to wean the young away from those values which are detrimental to social values and individual well being. The school sometimes may have to come in conflict with the family and other agencies in trying to transmit the right kind of values to the youngsters. The youth today are exposed to a set of conflicting values and are not certain about the type of values they have to choose from. Within the society it forces such as corruption, religious fundamentalism, casteist tendencies and separatist motives are misguiding the youths. The school has to combat these forces and provide to the young alternate role models which can lead them to right direction. If schools fail in this significant task of inculcating the right kind of values, it might spell disaster for the prosperity.

1.5 Mass Media:

If school is powerful base of formaleducation, the mass media are the most influential among the informal agencies of education. The mass media do not directly involve interpersonal interaction. They by their content alone teach any of the ways which are the characteristics of the given society. The communication imparted through the mass media teach the individual norms, social values and ideals associated with the particular status and sex and as such play crucial role in value transmission.

Of all the media, the impact of movies and television seems to be very powerful. Now they are very powerful sources of value development. Because of their audio-visual impact they capture the mind of the young and the old alike. They transmit both positive as well as the negative values with the same amount of authority and intensity. So the mass media has to be used with utmost care and caution .Unfortunately a number of negative values are also transmitted through the mass media. A number of recent instances may be cited which establish that the young have indulged in antisocial behaviour after being influenced by the mass media. This dangerous development needs to be curbed.

2. Value Conflict:

When a Value dilemma is presented before an individual or group of individuals they face a problem of selecting an alternative from two or more. The problem of selection of an alternative arises due to the conflicts in values possessed by the alternatives. These types of conflict are called as value

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conflict. The value conflict may be intrapersonal (within one person) or interpersonal (within a group of individuals). The following example shows a conflict within a person.

Sohan has listened from his parents and teacher that a good person is one who gives value to the truth and stood by a friend. Gopal is a good friend of Sohan. In the examination Gopal paper. On the nest day the teacher asked both Sohan and Gopal to explain the facts that their two papers are identical. Sohan knows that Gopal has copied from his paper. Sohan wants to be loyal to the Gopal yet he also wants to tell the truth since he knows that his parents and teachers will be disappointed if he does not tell the truth. In this situation what should Sohan do?

In the present example the conflict is between two values loyalty to a friend and truth. Both are almost equally desirable for Sohan. Thus Sohann has a Value conflict of selecting an alternative from two equally desirable alternatives. Here Sohan is the central character in the above given example. Thus above given example shows how there can be intrapersonal conflict with the individual.

A value conflict of interpersonal conflict involves a group of individuals resolving a conflict related with a public policy or public issue. An example of this type is given below:

Some people think that due to the change in the age of voters from 21 to 18 years will provide an opportunity to the youths of the county to participate in the selection of their representatives. And hence there will be qualitative and quantitative improvements in a democratic set up of country. But another group says that the participation of youths below 21 years will deteriorate the democracy of country they say that the youths below the 21 years are immature for taking proper decision. In this situations what should be the minimum age of voters?

If this dilemma will be presented before the group of individuals, some individuals will favour the minimum age of voters as 21 years, some individual will favour to minimum age of voters as 18 years. In this way whole group will be involved to decide a policy. This dilemma given above has an interpersonal conflict.

So every individual is encountered with value conflict at some point of time in his life. So there should be proper communication between the teachers, parents and community to avoid the value conflict or the dilemma. There should not mismatch between the value transmitted by school, teachers and community.

Coclusion:

I have made an attempt here to explain the socio-cultural basis for the value development and the role that important social institutions play in enculturation of values. The process of value inculcation is continuous one. There are universal structures of social environment which are basics to inculcation of vales among individual in any give society. These structures lay the foundation for the origin as well as the transmission of values currently in operation in that society. So the communication between teachers,Parents and the community plays very dominating role in inculcating the Values among the youngsters.

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Teaching Handwriting Analysis in Teacher Training programme

Girisha T
Research scholar,
Department of P.G. Studies and
Research in Education,
Kuvempu University

Dr. Jagannath K. Dange
Department of P.G. Studies and
Research in Education,
Kuvempu University,
Shankaraghatta. Shimoga-
Karnataka, India.

Nagaraj S.H.
Research scholar,
Department of P.G. Studies and
Research in Education,
Kuvempu University

Abstract: *The present paper discusses about Teaching Handwriting Analysis in Teacher Training programme. The paper describes the need and importance of Handwriting and Teaching of Handwriting Analysis, relationship between Handwriting and personality, Status of Handwriting Analysis Course in different countries and benefits of Handwriting Analysis also discussed in this paper. The scientific name for handwriting analysis is Graphology. Many researches are found the relationship between Handwriting Analysis, educational aspect and personality. It is very closely relation to neuropsychology. It is very help full for identification of Personality, intelligence, emotions, leadership qualities, behaviors and inner fallings, self confidence, relationship, discipline, will power, responsibility, self image, physical weakness or physical or mental tiredness and social involvement . Many Universities, colleges and educational institutions around the world are starting to recognize the role that handwriting analysis can play in the assessment of personality. But in India no universities are offering Handwriting Analysis courses. Therefore this paper suggests to have Handwriting Analysis course in Teacher training programme in India.*

Introduction:

Throughout history, the idea that handwriting can identify an individual's personality has fascinated scientists and laypeople alike. Around 330 B.C. Aristotle wrote: handwriting is the visible form of speech. Just as speech can have inflections of emotions, somewhere in handwriting is an expression of the emotions underlying the writer's thoughts, ideas, or desires. The scientific name for handwriting analysis is Graphology. Handwriting is often called mind writing or brain writing. All that is part of the mind is reflected by an individual in many ways, writing being one. Professional handwriting examiners called graphologists predict the personality of the writer with a piece of handwriting.

When we are doing any graphical movements like handwriting, painting, drawing sculpturing or doodling, actually we are transforming our ideas, emotions and thoughts to a paper by writing on a paper. It reveals student positive and negative thinking, good or bad traits, strength and weaknesses, physical, mental ailments all are expressed in our handwriting. Everybody lacks certain essential properties and those are their weaknesses or negative traits.

Our handwritings are unique. Whether you write it with your hand or feet or mouth, it is all the same. They all will look alike; because they are your handwritings. The handwriting is not done with your hand or feet, but by your brain. Therefore, some call Handwriting as 'brain writing.' Thus we leave our brain print on the paper. What we write at a moment is an instant photo of how we think, feel, and behave. (Andrea McNichol, 1994) From Handwriting we may not make out whether it was written by the hand, or mouth, or feet.

Relationship between Handwriting and personality

The steam of science behind analyzing writing patters is called Graphology. According to Wikipedia- Graphology is the pseudoscientific study and analysis of handwriting especially in relation to human psychology. It is claimed that expert Graphologist can diagnose complicated diseases of brain and human nervous system through their analysis.

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People's handwriting is a phenomenon taking form the time person learns the letters and changes with the age, while it is unique. Our personality, also, differs in different periods of life. It seems that handwriting grows with the body cells and becomes a mirror of our body. Our handwriting is a part of our existence. Beyond the words and sentences which convey the message. The changes of hand writing such as ease, dynamics, harmony, coordination, rhythm, dimension and others are identified to move along with the change of personality. Handwriting analysis shows how you think feel and act, what personality traits you possess, what you lack. It shows how you perceive yourself and how you want others to perceive you. It also depicts whether you have the required traits to make you rich and successful (Ravindra Negi, 2014).

Handwriting reveals just as dues to existing personality; we can use that same information to make lasting change in the direction of improvement in the personality that leads to the improvement in your self confidence, relationship, discipline, will power, responsibility, love life, Self image, physical weakness or physical or mental tiredness, social involvement, leadership qualities, removal procrastination, shyness. It will make you ambitious, Increases your value of the society, happy and successful personality, and make you rich. It is also very vital in understanding the self. (Dange J.K et.al.2014). Handwriting influences a student's ability to write words, thereby improving the ability to transform ideas into written language by constructing multi-word sentences (Berninger,2012). There is no doubt that handwriting analysis holds a lot of fascination for many people, and as it gains in popularity they would like to know if there has been any scientific research to back it up.

Handwriting Analysis is a field of study, which uses an analysis of handwriting to identify a person's personality and character. It is not something new but has existed a long time ago with reports about it from many countries such as Italy, Germany, France, Britain and the United States of America (Lowe, 1999). Handwriting Analysis or Graphology is a scientific method of identifying, evaluating and understanding personality through handwriting. Handwriting reveals the true personality including emotional outlay, fears, honesty, defenses and many others. (Champa and Ananda Kumar,2010). It has been existing for a long time. Handwriting analysis can be used to find traits in your personality that, even if you do not know. It takes you in your subconscious and reveals its secrets. What you write is your conscious effort, but how you write is decided by your subconscious mind. Your Handwriting reflects your personality, who is the introvert and Extroverts? Handwriting analysis can find positive and negative traits in your personality.

Need and Importance of Teaching Handwriting and Handwriting Analysis

"Concentrates the mind" A student engaged in writing must analyze and synthesize information. This develops critical thinking skills and contributes to further learning. (Whiteman, 1981) "In short, critical writers engage in parallel tasks when writing to those of reading. Both are challenging. Both organize, engage, and develop the mind." (Paul,1990). Graham, Harris & Fink (2000) reported in their study that "Consistent with our predictions, supplemental handwriting instruction also led to greater gains in compositional fluency than did instruction in phonological awareness."

"The aim in handwriting instruction is the production a personal hand which is both flowing and natural, but is legible and fast enough to meet all reasonable demands…" (Baily, 1988). "Writing is often likened to a juggling act in which the writer must juggle multiple simultaneous goals (e.g., planning what to say and how to say it, selecting words and sentence and discourse structures, producing text, monitoring what is written and what is about to be written, and revising on-line, etc.) without dropping any of the goals." "The instructional implication of a capacity-limited view of working memory is that transcription skills such as handwriting and spelling should be taught until automaticity is achieved in order to free up limited working memory resources for the higher-level cognitive processes of composing." (Berninger,1999).

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Research has proven that there is a positive correlation between better handwriting skills and increased academic performance. (Rosenblaum, S et al.) Some students may be able to provide the answer verbally to an assignment while those with handwriting difficulties will not be able to put those same thoughts to paper,(Cahill, S. 2009). Graham, Harris and Fink (2000) reported the following: "…there has been a tendency to downplay or even eliminate handwriting instruction as part of the writing program (Berninger, 1999, Graham & Weintraub, 1996), as approaches such as whole language and process writing have placed greater emphasis on content and process and much less emphasis on form. The findings of the current study as well as the investigations by Berninger et al., (1997).

Students who are not proficient in handwriting may be as high as 25 to 33 percent of the student population. As a result of handwriting difficulties, research shows that students who are not proficient in handwriting produce poorer quality compositions both in terms of length and content,(Pressler, M.2006). Thus, handwriting is an important tool for both the quality and quantity of students' composition. Given the importance of handwriting for a student's academic success and the fact that a child's fine motor skills associated with handwriting are not fully developed until age , handwriting instruction should continue well beyond the early childhood years.

Sassoon (1995) reminds the importance of the handwriting training in primary grades and considering long-term impact on students. "Focus on neat perfection, aesthetically pleasing qualities, and details of specific formation rather than speed with readability is ill advised and impractical, and will negatively impact students at higher grade levels. Those responsible for teaching writing in primary students must consider this long-term consequence during instruction. "Graham and Weintraub (1996) suggested that there are a number of ways in which the mechanical demands of handwriting may interfere with the higher order processes involved in composing text….Finally, students' motivation may be impacted because of experiences of frustration with the writing process." (Jones and Christensen, 1999).

Handwriting is one of the analysis tools of personality. Handwriting is very intimately relation to Educational, Psychological aspects and neuropsychology. Handwriting Analysis is very easy to identify the educational skills and personality traits for students. According to Graphology research, expert of this science and Handwriting experts Handwriting Analysis is very essential for students and Teachers. It is very essential for teachers to the purpose of understanding the students and helpful for Teachers to developing the student personality and motivation to high order skill and achievement of academic goal, promote to good citizen characters, develop ambition, idealism, leadership, adventure, courage, and generosity.

Based on the above advantages of Graphology it can be used successfully in the teacher Education. Because, it is very essential for Teachers' understanding the personality of students. So personality can analysis varies ways, Graphology is one of the method.

Status of Handwriting Analysis Course in different countries

- Universities, colleges and educational institutions around the world are starting to recognize the role that handwriting analysis can play in the assessment of personality.
- Today, Universities and Colleges that offer courses in graphology may be comparatively small in number but they do exist and more and more are coming forward to offer their programs.

Many professional graphological organizations are there in different countries. England, France, Germany, Spain, Switzerland, Hungary, Iceland, The Netherlands, Singapore, Israel, China, Japan, the US and many other countries. Offered Courses like, Master's Degree in European Handwriting Analysis, Graphopathology and Forensic Graphology, Handwriting Analysis training

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courses, degree courses in Graphology, degree in graphology. School of Handwriting Analysis and Distance learning program for students worldwide.

The Benefits of Handwriting Instruction

The international institute of Graphology suggested the benefit of Handwriting Analysis are given below.

- Handwriting Analysis can help you understand yourself and other people.
- Identify and increase confidence in your strengths and abilities.
- Impact performance across all academic subjects.
- Create greater understanding of how to motivate students.
- Influence reading, writing, language, and critical thinking.
- Provide a foundation for higher-order skills.
- Learn about personality, temperament, intelligence, emotions, stress levels and more... Confidentiality guaranteed.
- Identify stresses and methods to reduce stress and increase productivity.
- Identify the learning style of student and teacher to maximize potential.
- Increase interpersonal dynamics by allowing greater appreciation of differences amongst individuals.
- Help you gain insights into your own strengths and weaknesses.
- Learn about the emotional well-being of students and teacher.

Conclusion :

The present paper reveled that Handwriting Analysis is a tool of identification of personality. According to experts of Graphology handwriting instruction benefits students' cognitive development as well as motor functioning. Teacher should learn the Handwriting Analysis to make improvement in our personality, Profession development, self confidence and understanding the students' behavior, personality, strength and weakness, intelligence, discipline, academic performance. So Teacher should learn the Handwriting Analysis. It is also helpful for teacher identification of student personality, based on Handwriting Analysis to improvement of the students' personality and all the things. Therefore Handwriting Analysis should adopt in Teacher training programme.

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Information Technology In Teacher Education

Somashekhara M,
Research scholar,
Department of Education,
 Kuvempu University,
Shimoga, Karnataka.
 E-mail: somashekhara91@gmail.com

Dr. Jagannath K Dange,
Department of Education,
Kuvempu University,
Shimoga, Karnataka.
E-mail: jkdange@gmail.com

Abstract

The present article explores the importance of information technology in teacher training program in 21st century. In particular, the variety of learning resources, Collaborative learning, Multimedia approach to education, Online library, Educational mobile apps, Educational data storage, Better accesses to children with disabilities. IT have impacted on teacher training educational practice, the impact will grow considerably and that IT will become a strong agent for change among many educational practices in teacher training program. The current activities and practices, the continued use and development of ITs within teacher education will have a strong impact on teaching learning process.

Introduction:

Teacher is considered to be the architect of the nation. The future of the nation lies in the hands of teacher. This shows the importance of teacher. So, it is the responsibility of teacher training institutions to prepare skilled teachers with technical literacy, because we are in the era of information and communication technology. Incorporation of IT in regular teaching is the latest trend. In an era of information and communication technology where the world of teaching and learning are changing rapidly, bringing new realities and challenges to Teacher Education Institutions, through innovations in use of Information and Communication Technologies has important implications. Today Teacher Education in India is being redesigned to include the changes taking place across the world. New opportunities and possibilities especially those in electronic and other related applications for skill development outside formal learning arrangements stimulate the reform of the existing educational provisions.

The teacher education curricula in ICT have been shaped to a significant extent by the documentation of the NCERT. The NCERT has taken an initiative to make ICT literacy a compulsory one in pre-service course in Teacher Education. The major objective of this course is to enable the teacher trainees to effectively use ICT in teaching, learning and use multimedia for preparing lesson plans, document creation, communication and dissemination of information using electronic media, etc. (Kishan, 2007).

The developments in the field of information technology have influenced all walks of life. Education is no exception to this. The use of information technology for enhancing the quality of education by making learning more relevant to life has been seen as an ideal by educational institutions. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf, 2005).

Importance of Information technology in Teacher Education

1. Access to variety of learning resources- IT aids plenty of resources to enhance the teaching skills and learning ability. With the help of IT now it is easy to provide audio visual education. The learning resources are being widens and widen. Now with this vivid and vast technique, teacher trainees are

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encouraged to consider computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas in classroom teaching. Pupil teachers should be insisted to use different types of lesson plans available freely in the websites.

Examples:

A. www.teachres.net

• There is a provision to interact with more than 200 active teachers group.
• More than 4500 lesson plans are available.

B. www.edutopia.org
•There is a provision to browse information related to classroom management, differentiated instruction etc...
•There is a provision to watch videos related to Education.

2. Immediacy to information.

With the help computers and web networks the speed of imparting knowledge is very fast and one can be educated anywhere at any time. There are number of free online journals and magazines, teacher trainees can assess information immediately from those free journals and magazines. Example: www.e-journals.org , www.eklavya.in

3. Anytime and anywhere learning
Social networking allows you to create groups through which you can communicate with group members at anytime and anywhere. Teacher educators can create their own blogs, webpages, and online groups to communicate and share knowledge with their students.
Examples- A.Facebook B.Whatsapp C.Hike D.www.aalf.org
•The goal of the Anytime Anywhere Learning Foundation (AALF) is to ensure that all children have access to unlimited opportunities to learn anytime and anywhere and that they have the tools that make this possible.
E.www.teacherweb.com
•It is the leading provider of template websites for teachers use in the classroom. It completely customizable and easy to use. Educators can quickly create and continuously update information.
F.www.coursera.org
•Coursera provides universal access to the world's best education, partnering with top universities and organizations to offer courses online

4. Collaborative learning
Now IT has made it easy to study as well as teach in groups or in clusters. With online we can be unite together to do the desired task. Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems. Teacher trainees can record their practice teaching lesson and can easily share them to peer groups and let others to learn. They can share lesson plans.
Example- A. www.kitaboo.com

•It is a student teachers collaboration platform.
•Student teachers can share lesson plans, practice teaching videos etc.
5. Multimedia approach to education
Audio-Visual Education, planning, preparation, use of devices and materials that involve sight, sound or both for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and

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videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

The computers are not only compact, extremely powerful and versatile, commonly accessible and easy to use. The computer has, indeed become an integral part of our teaching process and daily life. The computer generated graphics enhanced students' learning and the scientific concept could be explained much more quickly using Computer Assisted Instruction. CAI is now being used to replace traditional laboratories. In on-line chemistry programs where the teacher enters instructions and the program changes accordingly. Students then simulate the entire lab experience using the CAI, which saves time, resources and is safer than the traditional laboratory. CAI is now being used in place of biology labs where students can visualize dissected frogs and label the internal organs using the computer. (Jagannath K. Dange, 2015).

These findings suggest the value of audio-visuals in the educational process. They can facilitate perception of the most important features, can be carefully organized, and can require the student to use more than one modality. So teacher trainees can easily download educational videos and can be use those pictures and videos to make the process of teaching and learning effective.

Examples:

A. www.learning.nd.edu/remix

•It helps Teachers to develop engaging activities that incorporate images, video, and sound.

B. YTD

•You can easily download educational videos

C. www.mind42.com

•You can sign up to create and share your own mind maps

6. Authentic and up to date information

The information and data which are available on the net is purely correct and up to date. Internet, a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly provides true and correct information. So whenever information is not sufficiently available in the text books teacher trainees can visit websites and get sufficient information regarding any topic.   Example: Wikipedia

7. Online library

Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library. As part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. Pupil teacher can visit the following websites and download free book for study.

Example: A.www.nlinelibrary.wiley.com

B. www.bookboon.com

8. Educational mobile apps

Existing mobile technology can replace bulky resources such as textbooks, visual aids and presentation technology. Interactive and multi-mode technology allows students to engage and manipulate information. Android smart phones, iPhones and iPads are being widely used these days by the teachers as well as their students to share study materials, complete and submit assignments and evaluation of the same.

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Examples:

A. easy attendance register

•It keeps a record of class attendance in an effective way.

B. lesson plan ideas-

•Helps to save time and get instant lesson plan ideas for free

C. edx

•Free online courses from the world's best universities.

9. Educational data storage

Google gives every user 15 GB of online storage space, which is shared across three of its most used services like Google Drive, Gmail, and Google+ Photos. So teacher trainees and teacher educators can store educational data with free of cost.

10. Better accesses to children with disabilities

With the development of computers and adaptive technology, electronic communication allows participation by all individuals, regardless of disability.

Example: A blind person can read text on a computer screen by using speech output. An individual with limited use of his hands can use a trackball, a head stick, voice input or an alternative keyboard to control the computer. A person with a speech and/or hearing impairment may be able to participate more fully in communications conducted electronically. A peer support group of students with disabilities can discuss issues such as whom on campus to tell about a disability, how to communicate with professors about accommodations, how to live independently, and how to make friends. Peers can become empowered as they come to see themselves as contributors and role models.

Conclusion: The adoption and use of IT in teacher Education have a positive impact on teaching, learning, and research. It will increase flexibility so that teacher educators and pupil teachers can access the information regardless of time and geographical barriers. It can influence the way teaching in the classrooms. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on activates of teacher education. So Information technology plays a vital role in developing various skills among teacher trainees and developing competency among teacher educators.

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Mind Mapping – Approaches for Effective Teaching

Dr. Ravindra Mirajkar,
Assistant Professor,
Mahavir Mahavidyalaya,
(B.A.B.Ed. Integrated Course),
Kolhapur, Maharashtra

Dr. Sharmili Mirajkar,
Assistant Professor,
Shri. S. K. Patil M. Ed. College,
Pryag Chikhali, Kolhapur,
Maharashtra.

Introduction:

Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and word's, mind mapping encourages students to begin with a central idea and expand outward to more in depth subtopics.

Definition of mind map:

A mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics.

Benefits of mind map:

- Help students brainstorm and explore any idea, concept or problem.
- Facilitate better understanding of relationships and connections between idea and concepts.
- Make it easy to communicate new ideas and thought process.
- Allow students to easily recall information's.
- Help students take notes and plan tasks.
- Make it easy to organize ideas and concepts.

How to Mind map:

All mind maps begin with a main concept or idea that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents that first main idea. From that main idea, create branches that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub topics.

After that creating sub branches that stem for the main branches to further expand an ideas and concepts. The sub branches will also contain words that elaborate on the topic of the branch it stems from. This help develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics.

There are some techniques of mind mapping which are as follows:

1. **Brainstorming:** The technique allows students to work on their own or together with other people. The benefits of brain storming are numerous.
   - i. become active participants
   - ii. share their ideas and opinions.
   - iii. understand different perspectives.
   - iv. enhance their creative thinking
   - v. identify key concepts

In the image below you can see an example of brainstorming on a particular topic.

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Which competencies are required for →
- Physical
- Social competencies
- Emotional
- Intellectual
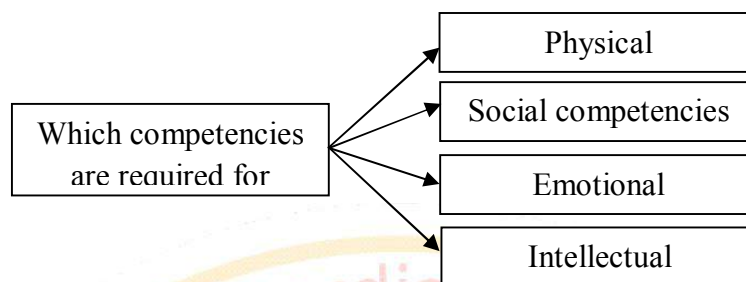
2. **Team work:** Whether you plan on having a debate with your students or simply want to receive eedback on specific topic, you can assign students to be actively involved and share their opinions depending on the issue you want them to address. Sharing your mind map with the students will allow them to visualize their responses, to exchange ideas with other students, to learn to communicate with each other as they agree and disagrees issues and ideas for e.g.

Share your thoughts on →
- Main spheres
- Involved factors
- Adverse effects on
- How to prevent
- Individual responsibility
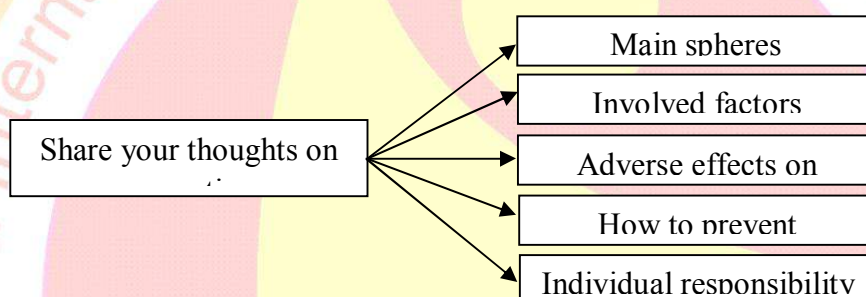
3. **Presentations:** Any Concept topic or project you have already created on a mind map can be directly transformed into a presentations within seconds and of course there are lot of benefits for the students:
   i. Better master the content they are presenting.
   ii. Collect information and resources on a mind map.
   iii. Improve their technical skills.
   iv. Create more awareness about an issue.
   v. Become independent learners

Mind map in education and teaching with mind map:

Mind mapping is a beneficial learning tool to help students brainstorm any topic and think creatively. Mind maps are particularly helpful in the writing process and provide students with a natural way of thinking and building thoughts on a story plot or theme. Mind maps also provide teachers with insights into their students thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understands the assignment or the material being taught. This is a very effective way of evaluating student's understanding.

Conclusion:

Mind mapping is a wonderfully easy to learn, easy to use and powerful way to engage students in the process of learning. It can be particularly useful for teachers who are working with students with different language backgrounds.

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Use of Electronic Devices and their Impact on Adolescents Health – A Study

Dr. Sharmili Mirajkar,
Assistant Professor,
Shri. S. K. Patil M. Ed. College,
Pryag Chikhali, Kolhapur, Maharashtra.

Dr. Shraddha Patil,
Assistant Professor,
Mahavir Mahavidyalaya,
(B.A.B.Ed. Integrated Course),
Kolhapur, Maharashtra

Introduction:

Today the world is changing very drastically. The use of media technology is also increasing. So, there are at least eight percent adolescents are using new media technology e.g. cell phone, computer for internet access and they are using this technology rapidly. A national Kaiser family foundation (US) survey found that children aged 8 to 18 years had a average media usage time of 6 hours and 21 minutes daily and total media exposure time for most of the children exceeded the time spent in all other activities except sleep. A significant portion of Indian children have considerable technology usage per day i.e. 2 hours day. So, it is harmful for the adolescents.

Review of related literature:

Research has documented negative effects of video games on adolescence's physical health including obesity, video induced seizures and postural, muscular and skeletal disorders, such as nerve compression and carpal tunnel syndrome as well as delayed school achievement. However these effects are not likely to occur for most adolescence. The research to dale suggests that parents should be most concerned about two things the amount of time that adolescence play and the content of the what to be play or watching (Brand and Rawell, 2001).

Ray (2006) reported that Indian children having exposure to violence through media has poorer school performance and its impact on their psychological adjustment was detrimental. Another study showed that vivid display of caused stress in adolescents.

Methodology: Two Junior College classes selected randomly form Kolhapur city, Maharashtra.

Sample: Purposive sample of 80 adolescents students consists of 50 Boys and 30 Girls age between 16 to 19 years which is the most digested age for using technology.

Tools for study: An interview schedule is prepared which helps to collect the data for harmful effect on health.

Statistical analysis: For analyzing and the interpretation of data the simple statistical technique is used i.e. percentage. The investigator finds the scores.

Objective of the study:

1. To find out the harmful effect of electronic devices on adolescents.
2. To find out type of electronic devices which used by adolescents.

Data collection:

The researcher conducted the interviews about their use of TV and play games on computer. Adolescent also spoke their use of mobile phones, the internet and listing to music.

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Table No. 1

Distribution of students according to their associated symptom related to their use of electronic devices

Associated signs and symptoms related to use of electronic devices		Number	Percentage
Do you have headache	None	21	26.25%
	Mild	20	25%
	Moderate	19	23.75%
	Severe	20	25%
	Total	80	100%
Do you have some eye problems	None	20	25%
	Mild	30	37.5%
	Moderate	10	12.5%
	Severe	20	25%
	Total	80	100%
Do you have some sleeping problems	None	71	88.75%
	Mild	05	6.25%
	Moderate	04	5%
	Severe	00	00%
	Total	80	100%
Do you have backache	None	44	55%
	Mild	20	25%
	Moderate	10	12.5%
	Severe	06	7.5%
	Total	80	100%
Do you feel lack of concentration	None	00	00%
	Mild	10	12.5%
	Moderate	10	12.5%
	Severe	60	75%
	Total	80	100%

Table No. 2

Comparison between different electronic devices commonly used and their effect on health of adolescents

Associated signs and symptoms related to use of electronic devices		Computer		T. V.		Mobile		CD Games	
		N	%	N	%	N	%	N	%
Do you have some eye problems	None	10	12.5	26	32.5	10	12.5	30	37.5
	Mild	20	25	2	2.5	20	25	20	25
	Moderate	30	37.5	50	62.5	20	25	20	25
	Severe	20	25	2	2.5	30	37.5	10	12.5
Do you have some sleeping problems	None	30	37.5	10	12.5	27	33.75	10	12.5
	Mild	20	25	20	25	1	1.25	20	25
	Moderate	20	25	30	37.5	50	62.5	30	37.5
	Severe	10	12.5	20	25	2	2.5	20	25
Do you have backache	None	50	62.5	50	62.5	40	50	50	62.5
	Mild	10	12.5	10	12.5	10	12.5	10	12.5
	Moderate	8	10	10	12.5	20	25	10	12.5
	Severe	12	15	10	12.5	10	12.5	10	12.5
Do you feel lack of concentration	None	60	75	70	87.5	70	87.5	70	87.5
	Mild	5	6.25	00	00	5	6.25	5	6.25
	Moderate	5	6.25	5	6.25	00	00	5	6.25
	Severe	10	12.5	5	6.25	5	6.25	00	00

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Theme:- **New Dimensions of Higher Education and Teacher Education in 21st Century**   **ISSN 2349-638x**
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Conclusion:

In recent years, electronic devices like computers, video games and the internet have assumed an important place in our lives. This study explores the types of electronic media used by adolescents as well as their harmful effect on health. Because of the availability of different types of electronic devices across to approximately all Adolescence to provide them with different learning, educational and internet experience.

Sara (2011) found more link between media exposure and poor school achievement causes attention deficit disorder. Crrabianowskil (2012) stated that long use of computer, mobile or TV can strain eyes which lends to worsen the existing eye condition and difficulty in focusing.

It is very important to note that we need to find ways to optimize the role of electronic devices in our society, taking advantage of their positive attributes and minimizing their negative ones. The final objective is to reach adolescents with positive messaging.

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A Study of Professional Commitment and Their Impact o Life Satisfaction

Dr. Shraddha Patil,
Assistant Professor,
Mahavir Mahavidyalaya,
(B.A.B.Ed. Integrated Course),
Kolhapur, Maharashtra

Dr. Ravindra Mirajkar
Assistant Professor,
Mahavir Mahavidyalaya,
(B.A.B.Ed. Integrated Course),
Kolhapur, Maharashtra

Introduction:

Teacher is the central element in educational system holding various important responsibilities. The overall performance of educational institution depends upon their teachers and ultimately their level of commitment and job satisfaction, life satisfaction also. Teacher commitment is closely connected to teachers work performance and their ability to innovate and integrate new ideas into their own practice, as well as having an important influence on students achievements and attitudes toward School (Tshi and cheng, 1999).

Vandenberg and Scarpello (1994) defined professional commitment as 'as a person's belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation"

Professional commitment is defined as the extent to which one is committed to one's profession, identified elements including dedication and social obligations (Hall 1968) Vishal Sood and Arti Anand has studied the professional commitment of B.Ed. teachers in Himachal Pradesh.

Professional commitment is a multidimensional construct and refers to a socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. Simpson and hood (2000) have defined commitment in context of the teaching profession; According to them a committed teacher reflects certain behavioral characteristics.

Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time raging from negative to positive. Well being; life satisfaction, positive effect and negative effect.

Review of related literature:

Mishra and Shrivastava (1999) studied a sample of 250 employees in government medical college in Lunknow. Results showed that mental health and life satisfaction has moderating effect on organizational commitment and job satisfaction relationship.

Usha and Sahikumar (2001) revealed that teacher commitment is the predicator of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and hob satisfaction come to be positively very low for most of the dimensions and for some of the dimensions negative relation was observed.

In this context, the teachers professional commitment can be viewed as:

1. His or her firm belief in and acceptance of the teaching goals and values.
2. Readiness to exert dedicated efforts on behalf of professional teaching.
3. Strong desire to sustain his or her teaching membership.

Objective of the study:

1. To study the various factors determining the life satisfaction of teachers.
2. To find out the relationship between professional commitment of teacher and their life satisfaction.

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Hypotheses: Dimensions of life satisfaction has significant impact on professional commitment of the teachers.

Research Method:

The research is design is descriptive one simple random sampling was used to collect data from selected four schools of Kolhapur city.

Tools:

`For collection of data, the following tools were used.
1. Professional commitment scale for teachers (constructed and standardized by the investigators himself)
2. Life satisfaction scale by Dr. Pramila Singh and George Joseph, 2005.
   The above tools are standardized properly

Data collection and scoring:

The data were collected by administrating the above tools on 100% school teachers. After completion of the data, scoring was done with the help of scoring keys.

Statistical techniques used:

Product moment correlation was used to determine the relationship between professional commitments of different group of teachers with their life satisfaction.

Table N.1

Showing coefficient of correlation between professional commitment and life satisfaction of teachers

Category of teachers		Total Number	Correlation
Category 1	Male	39	0.05
	Female	61	0.13
Category 2	Rural	20	0.39
	Urban	20	0.05

Figure No. 1
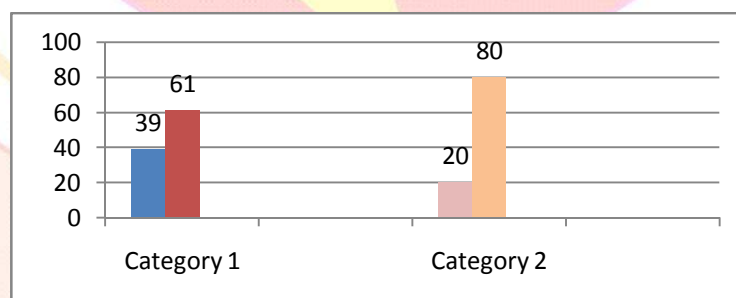
Table No. 1 and Figure No. 1show the values of coefficient of correlation between professional commitment and life satisfaction of different categories of teachers. The value of correlation of the category of male teachers is 0.05 level which is significant. The values of correlation of the category of female, rural urban teachers were 0.13, 0.39 and 0.05.

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Discussion of results and findings: In the present study positive correlation was found between professional commitment and life satisfaction.

Recommendations:

      Life satisfaction is crucial adjunct in professional commitment in the field of education, human societies need to be aware of the factors that enhance life satisfaction of teachers working in educational institutions. Considering the importance of professional commitment and their effects on quality and education policy makes and academic administrator should take necessary measures for the optimum provision of intrinsic and extrinsic job rewards to make their workforce highly satisfied and committed.

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Qualty Achievement In Higher Eduction;The Role Of Apex Bodies Ncherand Rusa

Dr.Sarala Rajan Menon
Mahavir Mahavidyalaya ,Kolhapur .
saralamenon@rediffmail.com

Abstract

The UGC was set up for the improvement of higher education, it performed two main functions—allocation of funds and academic direction. Over the years, it became unable to do anything but the distribution of funds. The allocation of grant for purposes of higher education is not merely a financial transaction of apportioning the grant, but has to be based on careful academic planning. Perhaps the weakness of the UGC was its inability to establish this connection and therefore it failed to be academically innovative and creative but once again NCHER repeat the same mistakes. It could not take any decisions on major issues like qualification of teachers, quality improvement in research etc.NCHER could not pass as the bill and substitutes RUSA in its place.

UGC funds are quite adequate for centrally funded universities and colleges, which are recognized under sections 12B and 2(f) of UGC Act. However, as of 31 March 2012 statistics, the higher education sector in India consisted of 574 universities and 35,539 colleges, out of which 214 universities are not covered under 12B of UGC Act, and only 6,787 colleges are registered under 12B and 2(f). Thus a larger number of higher institutes run by state governments, which are limited in their own management, are not provided with sufficient financial support to enhance their facilities for educational reforms. Therefore, a separate scheme for state/UT-managed universities and colleges was proposed by the National Development Council (NDC) as part of the 12th Five-Year Plan in 2012. The Cabinet Committee on Economic Affairs approved it in October 2013.

Introduction

Innovative educational policies in India have been believed to be a huge success. SarvaShikshaAbhiyan (SSA) launched in 2001 for elementary education and RashtriyaMadhyamikShikshaAbhiyan (RMSA) launched in 2009 for secondary education were expected to produce great results in the educational developments. For higher education University Grants Commission (UGC) has a provision for routine innovation and development funding's.

Higher Education in India is one of the most developed in the entire world. There has in fact been considerable improvement in the higher education scenario of India in both quantitative and qualitative terms. In technical education, the IITs, and in management, the IIMs have already marked their names among the top higher educational institutes of the world. Moreover there are many Universities regarded as good higher educational institutes for doing postgraduates courses and research in science, humanities and social sciences. Still we are not able to attract world students from various parts of the world to participate today for higher education in India.

The current scene:

India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. Therefore Prime Minister of India has announced the establishment of 8 IITs, seven Indian Institutes of Management (IIMs) and five Indian Institutes of Science, Education and Research (IISERs) and 30 Central Universities in his speech to the nation on the 60th Independence Day. The outlay for education during the 11th Five Year Plan, which

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runs from the current fiscal to 2012-13, represents a four-fold increase over the previous plan and stands at Rs 2500 billion

For quality improvement in higher education the central government constituted a task force on September 7, 2009, with joint secretary (higher Education) as its convener, to aid and advises the central government in the establishment of a commission for higher education and research to solve the problems in higher education. On first of February, the ministry of human resource development uploaded on its website (http://www.education.nic.in/) the draft of National Commission for Higher Education and Research (NCHER) Bill, 2010 as approved by the task force and sought "feedback and suggestions from all stakeholders". It is apparent that the NCHER bill is drafted in keeping in mind the recommendations of the Yashpal Committee to advise on Renovation and Rejuvenation of Higher Education and the National Knowledge Commission chaired by Sam Pitroda.

The basic principle of formation of NCHER is to provide for the determination, co-ordination, maintenance of standards and promotion of higher education and research', and secondly to 'promote the autonomy of higher educational institutions for the free pursuit of knowledge and innovation and for facilitating access, inclusion and opportunities to all'. The terms of the proposed Bill are such that they may not improve the quality of education or make much needed autonomy a reality.

Key players in the Higher Education System in India:

The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. Apart from the UGC here are various professional councils that are responsible for recognizing courses, promoting professional institutes and providing grants to undergraduate programmes.

All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH) and the Central Council of Indian Medicine (CCIM) are the statutory professional councils of India

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 for general category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

Objectives :-The salient objectives of RUSA are to;

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.

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- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by setting up institutions in un-served & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

Components

RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

Institutional Hierarchy

RUSA is implemented and monitored through an institutional structure comprising the National Mission Authority, Project Approval Board and the National Project Directorate at the centre and the State Higher Education Council and State Project Directorate at the state level.

The country will substantially increase the number of students in higher education in next seven years. The presentation made by the HRD Ministry to the Consultatative Committee expressed that RashtriyaUchchatarShikshaAbhiyan (RUSA) will increase the Gross Enrolment Ratio (GER) from 18% to 30%. The scheme estimated to cost Rs.99000 crore will include other existing schemes in the sector. The highlight of the scheme will be that central funding from the Ministry and UGC to institution will be through the State Council of Higher Education as against the direct funding by the Centre and UGC to educational institutions of higher education. Moreover, the funding by the Centre will be upto 90% and it will be available to even private institutions based on certain norms.

The scheme emphasizes to promote reforms in the State Higher Education System by creating a facilitating institutional structure for planning and monitoring at the state level. It will help to promote autonomy in state universities and include governance in the institutions. One of the goals of RUSA will be to ensure academic examination reforms in the higher education institutions and enable conversion of some of the universities into research universities at par with the best in the world.

The project will be implemented through HRD Ministry as a centrally sponsored scheme with matching contribution from the State government and Union Territories. It is proposed to set eligibility criteria for states to achieve a high and sustained impact of the project through monitoring and evaluation. The primary responsibility of the monitoring will lie with the institution themselves. The State Government and the Centre through The Project Appraisal Board will monitor the project annually. The main component of the programme is to set up new universities and upgrade the existing autonomous colleges to universities. The other attempt will be to convert colleges to Cluster Universities

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and set up new Model Colleges. The strategy will also include converting existing Degree colleges to Model Colleges.

Other related points that came up for discussion were expanding the institutional base by creating additional capacity in existing institutions and establishing new institutions in order to achieve enrolment targets; correcting regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas creating opportunities for students from rural areas to get better access to better quality institutions; and improving equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes.

Rashtriya Uchchatar Shiksha Abhiyaan (RUSA),emphasises to promote reforms in the State Higher Education System by creating a facilitating institutional structure for planing and monitoring at the state level. It will help to promote autonomy in state universities and include governance in the institutions. One of the goals of RUSA is to ensure academic examination reforms in the higher education institutions and enable conversation of some of the universities into research universities at par with the best in the world. The project was launched recently on 8th June 2013, it was implemented by HRD Ministry as a centrally sponsored scheme with matching contribution from the State Government and Union Territories. It is proposed to set eligibility criteria for states to achieve a high and sustained impact of the project through monitoring and evaluation. The primary responsibility of the monitoring will lie with the institution themselves. The state government and the center through The Project Appraisal Board will monitor the project annually. The main component of the programme is to set up new universities and upgrade existing autonomous colleges to universities. The other attempt will be to convert colleges to cluster universities and set up new model colleges. The strategy will also include converting existing degree colleges to model colleges. Changing the apex body does not transform any quality needs of higher education as it is fully depend upon the urge of its stake holders. It would be disastrous if impair it as structures without any proper foundation. It will also specify the norms for financing higher education institutions, principles of allocation of grants for their maintenance and development and will disburse grants. The principal of giving block grants, rather than financing higher education institutions on the basis of their requirements, will be introduced [Section 45]. There is always a possibility for the state governments misguiding and reversing the possibilities according to its tunes. Thus there will be a total centralized structure with no scope for the academic activity in accordance with requirements of the states and areas. Much trumpeted recommendation of the Yashpal committee regarding academic freedom of teachers and institutions of higher education is being put underfoot. There would be no scope for different syllabi in different states based on their socio-cultural conditions.

Conclusion

The issue of quality is central to the debate about the future of teacher education and training. The process of Quality Assurance (QA) in guaranteeing standards in teacher training provided by higher education. The quality of higher education lies in teacher quality, curricula modification according to the need of stake holders. A centralized committee cannot alter the currant education system from the root level. An education system without much competition, impart for the self-realization of its learners with development of attitudes to live with dignity, truth and wisdom is the need of the hour. To achieve these perspectives right curriculum should be taught in right way. Technology should not be a fashion and passion but it should be assistant and innovation. The curriculum most of the universities provide lack application and interest .A combination of science and humanities can cater the interest of its students.

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Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 for general category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry

In my view, for QA to work effectively it should have three key aims. Firstly, it should seek to ensure that there are adequate mechanisms and processes in place within an institution to guarantee the quality of provision; secondly, it should seek to measure and guarantee standards across institutions and, thirdly, it should seek to improve quality and standards. How NCHER and RUSA can achieve these goals without active participation from everyfactors.?

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Education: Globalization and Glocalization

Dr. Kalpana Girish Gangatirkar,

Assistant Professor,

Mahavir Mahavidyalaya, Kolhapur

Affiliation Shivaji University, Kolhapur.

Abstract

In the era of globalization the process of education is taking different dimensions and the role of teacher, learners is changing dynamically. The globalization process requires the teachers to prepare students to play future social roles, and in particular for effective functioning in a modern democratic society. There is positive as well as negative impact of globalization on Education system. Glocalization means the simultaneity the co-presence of both universalizing and particularizing tendencies.Glocalization enhances local culture.It underlines the importance of one's own nation. Finally the overall aim of education is national development.So from globalization we should create a path of glocalization.

Introduction

The concept of globalization is not a novel one. It is no larger the issue related t business pages now. Globalization has pervaded all the life of human begins. It has created a knowledge based society. The term of 'Globalization' is still not well defined. Some argue that globalization relates only to material pleasure and increasing prosperity, others think globalization as triumph of unfettered capitalism privatization, liberalization and cultural hybridization. Globalization relates to industrialization, internationalization and e learning. It has affected the educational scenario in the world. It is quite necessary to understand the process of Education and redefine the role of teacher in the age of globalization. The impact of globalization on teacher education is quite obvious.

Education plays a leading role in human development. There is a strong co-relation between education and national development. Education aims at human development of all types-economical, social and emotional and spiritual. In the era of globalization the process of education is taking different dimensions and the role of teacher, learners is changing dynamically. Globalization is an integration of economics and societies through cross country flow of information, ideas, technologies, goods and people. Cross border integration can have several dimensions-cultural, social, political and economic. The globalization process requires the teachers to prepare students to play future social roles, and in particular for effective functioning in a modern democratic society. Education should equip the students to compete with potentials. The globalization of education includes the relevance of education to global development of pooling up the best, intellectual resources from different countries and parts of the world for a quality learning teaching and research.

Globalization implies total education system of the word under one roof. It is requires the unification of teaching curriculum, methodology and up gradation of knowledge and system to remain in the context for efficiency and effectiveness to attain in goals of life.

Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. As a direct impact of globalization education system promoted science and technology. Diversified curriculum structure is accepted and multi disciplinary approach is now in demand. In the era of globalization 'change' becomes permanent feature of human civilization.

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There is a need of review and transform both the professional preparation of teachers and their in-service training. The attitude of the teacher should be liberal. He should have a wide knowledge and interest in the new techniques of teaching. He should be capable of developing the spirit of world citizenship among his student.

Because of globalization, students of our country can learn the courses of foreign universities. They may get dual degrees – one from within the country and the other from a foreign country. Same courses conducted in Indian universities have been accepted and awarded degrees by the foreign universities

On this background, the role of the teacher is quite important. The quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Quality of education depends upon the quality of teachers. The standard of education will improve if all the teachers have global perspective, well prepared and provided with ongoing professional development and support. Technology has become an instruction tool in modern times. Teachers as well as students are turning towards e-learning and distance education and the place of teacher as 'friend, philosopher and guide' has taken by internet and mobile. Advancements in information and communication technology have affected education system most.

There is positive as well as negative impact of globalization on Education system. While discussing positive impact, we can state that global education has erased the boundaries of nationality, race, colour, caste, religion and gender and the motto. 'Education for all' is increasing. Multi cultural and interdisciplinary attitude is created among the students. On this background, an educationalist Ravi, S. Samual states regarding globalization that 'It transforms the educational institutions into profit generating institutions. Educational has become a commercial product which is being sold and bought for profit' (561)

Globalization aims at developing feeling of world citizenship. It enhances to exchange the knowledge of science technology and economic development of all countries and to get benefit of the experiences of one another. The curriculum of higher education inculcated technology, environmental awareness social and cultural studies and diversified courses. Research has become global and teachers, students, academicians of different countries organize and attend international seminars and conferences.

Globalization affected education affected education system negatively too. Foreign universities and their courses are favoured by students rather than Indian universities and their courses. The uncontrolled privatization of education may affect equity, quality and social relevance. Transparency is gradually lost and commercialization gets established. The theory of 'survival of the fittest' may give to money power and various kinds of social evils. Craze for English medium schools increased. The cost of higher education goes beyond the fiscal capacity of the average and the poor people. There is no scope for value education and social interaction. Knowledge centered education turned towards market centered education. Materialistic attitude developed fast, people from 'Knowledge-ware', 'Skill-ware' and 'Soft-ware' turned towards 'cash-ware' Globalization gave much importance to computers and dislodged teachers. Professional courses like medicine, engineering, management are preferred and study of languages, Literature social science is neglected. In encouraged quantity of education but discouraged quality of education. Skills became dominant and values lost importance. It transforms educational institutions into profit generating institutions education has become a commercial product which is being sold and bought for profit. Problems like brain-drain became major, social, cultural and moral values endangered.

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At this outset we have to define the term 'Glocaization.' It is a process and combination of globalization and localization. According to Robertson, glocalization means the simultaneity the co-presence of both universalizing and particularizing tendencies. The world widespread of McDonald's restaurants is a commonly cited example of glocalization, especially since the restaurant's menu is often customized to suit local tastes.

Glocalization ahs also appeared in academic dialogue concerned with the response of education to a rapidly evolving global environment. Academic teachers are required to have glocal perspective. It is needed to have glocal literacy in nine specific domains – political literacy, economic literacy, cultural literacy, moral literacy, pedagogical literacy, information literacy, organizational literacy, spiritual literacy, religious literacy and temporal literacy. (52 to 82)

It is quite necessary to determine and welcome the appropriate and beneficial global activities. Localization, globalization and glocalization are three processes. It is quite necessary to deconstruct the walls between nations and accept new policies but at the same time we should not forget our roots. If education leads Indian citizens to leave their country, it is the defect of our education system. Glocalization enhances local culture. It underlines the importance of one's own nation. Finally the overall aim of education is national development. So from globalization we should create a path of glocalization.

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Role Of Ict In Higher Education

Mrs. Rasal Madhuri Prakash

Abstract

An attempt was made to find out important roles played by ICT in higher education. Now a day's globalization and technological changes are coming in various sectors in the most of the countries along with record hi-tech advancement and communication. The education sector is one of it which is also changing and modifying in that way. It is one of the main goals of ICT. It very much facilitated the acquisition of new knowledge offer developing countries record opportunities to enhance educational systems, improve policy formulation and execution. The new communication technologies promise to open access to knowledge in ways unbelievable not long ago. Education is seen as a vital input to addressing issued of growth of population, poverty, gender equality and health. The results reveal that ICT offers alternate solutions for providing access in these Ares. It has been found that many countries launched their National Programs of ICT use in education. It has been employed in many education projects and research over the world. It also focuses on the development of computer literacy and the improvement of learning.

Key words: information communication technology, higher education, teaching and learning.

Information Communication Technology :

Information communication technology (ICT) is a combination of information processing and communication technologies. it covers all forms of computer and communications systems, and the applications software that are used to create, store, transmit, analyze, manipulate and share information in its various forms. Personal computer, laptop, notebook, mobile phone, compact disc, television, interactive radio, and network technologies are just some examples of the diverse array of ICT tools.

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compares such fields as medicine, tourism, travel business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. To know the role of ICT in education we need to know two basic things that ICT and education. The ICT is an umbrella that includes any communication device or application encompassing radio, television, cellular phones, computer, and network hardware and software, satellite system and so on. When such technologies are used for educational purposes like to support and improve the learning of students and to develop learning environments. Here the role of ICT becomes very important.

The instructional implications of information and communication techniques are mostly based on constrictive based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Role Of Ict In Higher Education:

In education ICT an assisting tool. ICT is used as a tool for eg. While writing collecting data, documentation and conducting research ICT is medium of teaching and learning. ICT can be used for acquiring new skills as well as for practicing and improving on the knowledge gain. ICT in education can be used as tools to –

1. Use advance technology in teaching and learning
2. Engage and motivate the learner.

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3. Provide opportunities' to the learners to learn in alternative ways this is possible because ICT uses a wide range of information and techniques to support the critical thinking.
4. Allow the learner to identify and select the most useful sources of information.
5. Enable the learner to review, refine, redraft and modify work in progress.
6. Help the learner to refill their performance and presenting more effectively.

Thus ICT in education is not merely about developing ICT skills and competences. It involves developing in learners the ability to continuously update them.

Role Of Ict In Lalnguages:

Languages allow humans to express themselves. It allows information to be passed from generation to generation. The transfer of knowledge happens in written or oral form.ICT Has made this storage and sharing of knowledge easier and quicker. Use of language learner software without audio and video contains can be speed up the knowledge learning process by offering additional opportunities for practice outside the classroom. Learners can use different software packages CD/VCD's to learn languages at their own pace. World processor and language translators, dictionaries and grammar checker help learner to improve their language skill. Babel fish is software that enables instant translations into a variety of languages. Computer games like word grid, magic word and wordsmith make learning spelling enjoyable. Computer packages for learner phonetic skills in various languages are also available. The basics of French, Russian, Spanish, English, German and Italian can be mastered using special mobile phone application.

Role Of Ict In Social Studies:

ICT can make teaching and learning social sciences interesting for teacher as well as learners. The learners can compose documents and presentations and prepare reports using ICT tools ion a subject of a history, Geography and Economics. They can add enjoy pictures, photographs and grammas, readily available on the internet. Information on a given project or topic can be research using the internet., to give contact to the topic discuss in the circular and to bring classroom learning closer to what cursing real life.

In the social science data basis and spreadsheet are commonly to organize and systematic the information. For e.g., the learner can use a data base to store information about the country, the population , currency, agriculture products, per capital income, etc. and than extract different lists based on specific question. Information about the earthquake can be collected on real time basis from the internet sides for study. Students can use spreadsheet to store the numerical data and than plot different types of graphs for its interpretations. Planetarium software like goggle sky and stellarium shows exactly even you look up at the stars on any given day and time. Google maps can be use for mapping the services those indexes' stresses and displays and satellite and street level imagery .it provides driving directions and local business search and is also useful for studying different geographical regions in various countries. To understand what an eclipse is, the learner can open up a You Tube movie www.yuoutube.com/watch? Learner can use statistical packages for advanced data analysis in geography or economics. Learners interested in history can visit the website. (hattp://en.widipedia.org/Wikipedia.org/wiki/timeline of Indian history) for Indian history.

In economics ICT provides software like virtual Stock Market to trading skills. ICT develops analytical and critical thinking computers help with data interpretation skills. Some economic

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concepts that are difficult to teach through lectures and discussion can be easily taught by visualization and animation in ICT packages such as WinEcon.

Ict In Arts

Graphics packages allow for the creation of original artwork by creating patterns, complementary patterns and patterns with variety. For example in textile design Computer enable the designer to see an overall result with less effort than by any other conventional method, In the design of advertisement brochures and porters as well as other printed matter. Using more sophisticated graphical software ensures a professional product in minimum time, with the option to re-use or modify design at will.

Students of music can use ICT to composer and perform musical arrangements themselves, without having problems with the technical aspects of notation and playing an instrument. One can investigate different musical alternatives and improve their composition skills through use of sequencer. Student can make use of different royalty free music, stock, background music which is available on the internet for project presentations.

One can learn to play a musical instrument without actually purchasing it by using a stimulator on a computer. Software for learning and choreographing dace is also available.

Necessity Of Ict:

All of us use technology knowingly or unknowingly. We gather as well pass on information on our day to day life using various electronic gadgets like cell phone, PC, laptop, notebook, CD-ROM, video disc, radio cable TV and so on. Use on internet, email satellite communication, interactive radios, local and wide areas networks an computer simulation makes it easy to gather, and analyze , use and share information, technology is used to create, store, exchange and utilize information in this various forms including data. Conversations and images.ICT (Information Communication Technology) is a term that includes any communications device or applications. As well as the various services and applications associated with them. ICT can also be understood as s study or business of developing and using technology to process information and aid communication. The use of information and communication technology (ICT) offers equitable, affordable and convenient tools for education. ICT is useful in every field of human activity like-

1. In all aspects of a business transactions with customers and suppliers, as well as business accounting.
2. Manufacturing industry (designing, automating production, inventory.
3. Home for entertainment, personal accounting, shopping and personal banking
4. Education and training(with multimedia educational software and virtual reality simulations)
5. Entertainment and arts
6. Science and technology (simulations and modeling).

Implications Of Ict In Education:

Learning about ICT and ICT-enabled learning have become imperative this information based connected society. ICT offers convenient tools for education and thus promoted self-learning (ie. Learning any time, anywhere) and lifelong- learning (learning, updates one's skill and acquiring new skills at any age) to remain up to date and socially useful. ICT can make learning faster, collaborative

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and interesting. The use of ICT in classroom teaching can expose the students to a world of information through the internet, and to the research scientist and best teacher from around the world.

1. It estimates that the total amount of information doubles every four to five years. ICT is crucial in coping with this explosion of knowledge over the lifetime of the learner. Otherwise person's knowledge becomes obsolete and development of countries becomes marginalized.
2. ICT can speed the path towards learning and expand the learning options through self-learning.
3. With ICT learning can be carried out at a time and place of the learner's choice.
4. ICT can overcome physical and geographical barriers and facilities communications. It has the potential to eliminate the artificial boundaries between schools and the outside world. It promotes an environment that emphasizes collaboration rather than competition.
5. Knowledge of ICT will help to familiarize new generations with the technologies that have become the integral components of the modern worlds.
6. ICT has the potential to bring the contents of the best teachers to classrooms anywhere in the works.
7. ICT with the use of internet and other technologies has the potential to connect classrooms to research centers and students to actual scents' for discussions.

ICT will help to achieve the following four objectives in education.

a. ICT help more people to gain access to all levels of education.
b. Improving the equality of education
c. Enhancing the lifelong learning and
d. Assist in carrying our non-formal education.

Advantages Of Ict:

ICT has great potential to contribute to different aspects of educational development and effective learning. ICT can overcome all barriers and reach out to isolated and marginalized people, and thus make education equitable and affordable to all sections of society. ICT enhances the quality and effectiveness of teaching and learning. With its power to motivate and with provisions of self-learning, ICT fulfill the concepts of lifelong-learning administrative and academic management of an educational institution has become very easy with the use of ICT.

1. Expanding Educational Opprtunites

By use of ICT it sis possible to overcome geographic, social and infrastructural barriers to reach isolated populations. Technologies such as radio and television and now internet can be used.

2. Increasing Efficiency

With the use ICT it is possible to carry our learning at home or outside the school with the help of study material prepared by specialists in the respective subjects.

3. Enhancing Qualituy Of Learning And Teaching

Use of ICT motivates and engages student's n the learning process. It brings abstract concepts to life, fosters inquire and exploration. It also provides opportunities to practice basic skills on their own time at their own pace. It offers the most cost effective means for bringing the world information into the classroom via use of internet and other technologies. ICT assists the teachers' to develop good teaching materials.

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4. Sustaining Lifelong Learning

ICT assists in fulfilling the requirement of lifelong learning for all the students anywhere and anytime. ICT help in solving different educational problems very quickly.

5. Improving Policy Planning And Management

Educational and training institutes use technology in the areas of admissions, information gathering, payrolls and student assessments.

Conclusions:

New Information communication technology can provide modern opportunities to develop the quality of higher education. It is also important to solve the various problems related with different education fields. To develop our country it is necessary to make our higher education as e-education systems. By making our teacher aware about the benefits derived from the use of ICTs will help them to improve their education skill and talent.ICT has the potential to bridge the knowledge gap in terms of improving quality of education, increasing the quality and quantity of educational opportunities. So at last we can conclude that ICT is very much important in higher education. Its role is very important for teachers and learners for the effective teaching and learning purpose.

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Mathematical Games For Primary And Elementary Students Effective Learning: New Technique And Methods In The Teacher Training Programme

Sujata Uttamrao Kuldipake

M. Phil. Research Student

Sou. Nirmalatai Thopte College of Education Research Center,

Bhor, Dist. Pune.

E-mail ID: sujatakuldipake358@gmail.com

Abstract:

"I hear, I forget, I see, I remember, I do, I understand."(Waje & Patil, p.172).

This rhyme demands greater and purposeful use of the eyes and activity. Moreover, there are individual differences among the learners. Some learners are visiles and some are audiles. Teaching should be suitable to all such learners. Suitable learning experience should be provided to all. The best way to do this is to have 'Multi Sensory Approach. Mathematical games provide it.

Keywords: Pedagogical Approach, Mathematical Games, Primary Students, Effective Learning

1. Need of New Approach to the Mathematical Games:

The utilitarian aims for teaching mathematics are related to numeracy. They equip an individual to cope with the mathematical demands of everyday life and basic needs of most forms of employment. At the primary level, students learn effectively with games and various activities. The present research will fulfill the demands of learning Mathematics through developing simple games.

2. Concepts Related to the Games:

1. Mathematical Game:A mathematical game is a multiplayer game whose rules, strategies, and outcomes are defined by clear mathematical parameters. Often, such games have simple rules and match procedures, such as Tic-tac-toe and Dots and Boxes etc.(en.wikipedia.org/wiki/Mathematical game)

2. Primary Level: It is an Education level From I Standard to Vth Standard Education in Indian Education system.

3. New Pedagogical Approach of Games for Mathematical Learning:

A teacher can use the following games:

1. Counting Picture Activity
2. Addiction and Subtraction Soccer Game
3. One Digit Addition Game
4. One Digit Plus Two Digit Addition Games
5. Roboclock
6. Evy and Ody
7. Algebra Foods
8. Algebra Coins
9. Maths Car
10. Telling Time
11. Count The Ship
12. More or Less

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3. Advantages of Games for Mathematical Learning:

The above mentioned games can enhance Mathematical learning drastically.

1. It helps learners to concentrate, to attract attention, to develop counting skills, Addition skills, subtraction skills, multiple skills, division skills.
2. It helps learners to acquire geometrical concepts such as circle, triangle, rectangle etc.
3. They entertain with the games and also learns new concepts and skills.
4. They create innovative ideas, creativity among the learners.
5. They can use the knowledge in their day today activities.
6. They create interest among the learners.
7. They attract their attention.
8. They are the pedagogical tools of self learning.
9. They develop their logical and reasoning abilities.
10. They develops cooperative skills among learners they help each others.

4. Conclusion:

The primary students like to play. They want freedom to do something actively. They like to act, to perform. Mathematical games are true platforms for their self learning. The teacher should aware of the games and how, when should use the games for learning developments of his students. Math is an abstract subject and with help of games we can give them concrete learning experiences.

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Digital Apps For The Development Of Effective English Communication Skills In The 21ˢᵗ Century

Mr. Chandrakant Sakharam Lonkar

UGC NET Senior Research Fellow.
Department of Education and Extension,
Savitribai Phule Pune University, Pune, India.
clonkar123@gmail.com, Mob No. +91 9011143935.

Abstract

In the era of Globalization & Internet, people become more interactive & participative than older time. English language is the global language and played vital role to communicate people locally, nationally and internationally. In the World, there are thousands of languages in existence. Hence, there should be uniformity about a link language. English language provides platform for it.

Communication is a two way process of reaching mutual understanding, in which participants not only exchange information but also create and share meaning. English language communicative skills are very important to receive job opportunities in this competitive World. The main aim of this paper is to introduce various Audio-Visual Programmes to develop communicative skills in English.

Keywords: Communicative skills, English Language skills, Globalization, Internet, Audio-Visual software Programmes.

1. Introduction:

"All of the top achievers I know are life-long learners…… looking for new skills, insights, and ideas. If they're not learning; there is not growing…… not moving towards excellence."
(Denis Waitley)

The above statement suggests us that we should always try to update our learning without that we would be handicapped by new knowledge. Language learning provides us a platform to communicate our feelings ideas etc. to others. English language is the International language therefore everyone should acquire basic skills in English to communicate effectively. Nowadays learning in the class is not possible to everyone that is why we must know alternative sources to learn the language. Some online software's are available on internet to improve English communication skills. There are some DVD, CDS available to learn at home to enhance our communication skills in English. The main purpose of the paper is to introduce various readymade software programmes to improve effective English communication skills.

2. Integration of language, communication skills and Technology:

Language is fore most a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it.

"Language is a purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". (Edward Spair: 19:21)

This definition clears the meaning, nature and purpose of a language. It is a tool to communicate effectively.

English is the global language in the era of globalization internet and ICT. People are now living in the global village and English will serve them to express, share their feelings and ideas

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with one –another. Listening, speaking, reading and writing are the basic skills in English. Anyone who can get command over these skills would be an effective communicator in this competitive World.

Nowadays technology plays vital role in the language learning process and English is not exceptional to this. We can learn English through various software programmes which are online and available in the ICT market. Everyone should get opportunity to develop their English communication skills. The paper aims at to present various software programmes to help the lifelong learner to develop English communicative skills.

3. Significance of Basic skills in English communication:

The council of Chief state school officers (CCSSO), U.S defines English language proficiency in this way:

A fully English proficient student is able to use English to ask questions to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. Four basic language skills contribute to proficiency as follows:

1. **Listening:** -the ability to understand the language of the speaker, teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information.
2. **Speaking:** -the ability to use oral language appropriately and effectively in learning activities within the classroom and in social interactions within the school.
3. **Reading:** - the ability to comprehend and interpret text at the age and grade-appropriate level.
4. **Writing:** - the ability to produce written text with content and format fulfills classroom assignments at the age and grade- appropriate level.

Hence the learner and teachers should keep in mind while teaching and learning as a second language acquisition.

There are various software programmes to enable the learner to develop communicative Skills in English as below:

4. Softwares for English Communication Skills:
1. English Grammar in Use:

The Cambridge University Press published book and a CD Rom named English Grammar in Use'. It is a useful book to develop not only grammar skills but also communicative skills in English The CD Rom is a software which we can install in our PC, Lappie or in Tab. and use it to enhance our communicative skills.

2. BBIL: Teach Yourself Spoken English:

This software is useful to develop general English vocabulary, basic grammar, pronunciation, conversations etc. It is in Audio- Video form. The conversations consist business, general, social, relationships, shopping, emergencies, polite expressions, etc. This software has different quizzes and key answers to check our progress in basic skills in English Communication.

3. Learn English Software:

We can purchase Learn English software to help us master the tongue. It teaches us basics such as the alphabet, simple grammar, and common English vocabulary, as well as more difficult

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lessons such as verb forms, conjugation, complex grammar and written exercises. Many applications are interactive with audio, video and recording functionality, to help us practice pronunciation.

5. EyeSpeak English:

EyeSpeak English uses an ESL (English as a second Language) system of listening, speaking and feedback to help us learn English. One of its greatest strengths is the ability to record our speech and analyze phonemes, and then model the movement of our tongue and compare it to that of a native speaker, to foster better pronunciation. It teaches through practice exercises, games and listening comprehension. The English listening exercises focus on improving our speech.

There are some good instruments to develop English Communication skills like Talking Books, e-books, Language game based learning and Programmed Reading Instruction etc.

Conclusion:

Software's would help us to improve our communicative skills in our day today conversation. We should follow 'Childlike learning '. Native speakers learn the language from early age in their homes. It comes to them naturally by spoken words of their parents, siblings, relatives, neighbors, and friends. So it is with English immersion. We learn the language as if we were a child and it sinks in and stays with us. It becomes second nature.

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Global Citizenship Education: Need, Values, Rights And Responsibilities

Dr. Marje Bharamu Parisa
Asso. Prof. S.P.S.College of Edn. Sangli
e mail- b.maraje.22@gmail.com

Introduction

Teachers are being given the responsibility of being social change agents. Within the educational system, the concept of global citizenship education (GCE) is beginning to supersede or overarch movements such as multicultural education, peace education, human rights education, Education for Sustainable Development and international education. The concept of global citizenship has been linked with awards offered for helping humanity. Education for living together in an interdependent world is not an optional extra, but an essential foundation. Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet. Exploring global citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions.

Meaning of Global Citizen :-

According to Hannah Arendt" Global Citizen means an ethic of care for the world."
The following points make it clear meaning of Global Citizen.

- Global Citizen is aware of the wider world and has a sense of their own role as a world citizen
- Global Citizen respects and values diversity
- Global Citizen has an understanding of how the world works
- Global Citizen is outraged by social injustice
- Global Citizen participates in the community at a range of levels, from the local to the global
- Global Citizen is willing to act to make the world a more equitable and sustainable place
- Global Citizen takes responsibility for their actions.

For effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups. These skills and attributes are increasingly recognized as being essential to succeed in other areas of 21st century life too, including many workplaces. These skills and qualities cannot be developed without the use of active learning methods through which pupils learn by doing and by collaborating with others.

Need of Global Citizenship Education:-

"Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them" *Jerome S Bruner*

With the interconnected and interdependent nature of our world, the global is part of our everyday lives, as we are linked to others on every continent:

- socially and culturally through the media and telecommunications, and through travel and migration
- economically through trade
- environmentally through sharing one planet
- politically through international relations and systems of regulation.

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Education for Global Citizenship and Sustainable Development

The active, participatory methods of Education for Global Citizenship and Sustainable Development help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others. Education for Global Citizenship and Sustainable Development also promotes pupil participation in the learning process and in decision-making for the following reasons:

- Everything done in school sends out messages, so we need to exemplify the values we wish to promote. If we wish to affirm beliefs about the equality of all human beings and the importance of treating everyone fairly and with respect, we need to ensure that learning processes, and relationships between pupils and teachers, reflect and reinforce these values.
- Research shows that in more democratic schools pupils feel more in control of their learning, and the quality of teaching, learning and behavior is better.
- The UN Convention on the Rights of the Child affirms the right of children to have their opinions taken into account on matters that affect them.

What does it look like in the classroom?

"Education is not a preparation for life, it is life itself." *John Dewey*

Education for global citizenship deals with issues of global interdependence, diversity of identities and cultures, sustainable development, peace & conflict and inequities of power, resources & respect.

These issues are addressed in the classroom through a wide and evolving variety of participatory teaching and learning methodologies, including

- structured
- discussion and debate,
- role-play, ranking exercises, and
- Communities of enquiry.

Such active methods are now established as good practice in education, and are not unique to global citizenship. Curriculum for Excellence has at its core a commitment to improved student participation in order to develop the four capacities:

- successful learners,
- confident individuals,
- responsible citizens and
- effective contributors.

It is crucial to be aware that, far from promoting one set of answers or values or attitudes, education for global citizenship encourages children and young people to explore, develop and express their own values and opinions. This is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others.

It is also vital that teachers at all levels do not approach education for global citizenship with the feeling that they must have all the answers – impossible anyway in such a fast changing world. The role of the teacher is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems and make informed decisions.

Global Citizenship - Values, Rights and Responsibilities

By Ron Israel, Director, The Global Citizens' Initiative

A global citizen is someone who sees themselves as part of an emerging sustainable world community, and whose actions support the values and practices of that community.
Global Citizenship Values

1. **Political, economic and humanitarian values:**

For the most part the world community's political, economic, and humanitarian values are values that have been espoused by global leaders for the past one hundred years These include: human rights, environmental protection, sustainable development gender equity, religious pluralism, digital access, poverty alleviation and the reduction of resource inequalities, global peace and justice, the elimination of weapons of mass destruction, and humanitarian assistance. These values are reflected in the nature of a growing number of global issues that the world community needs to solve collaboratively, such as climate change, human rights violations, gender inequities, religious intolerance, increases in civil conflicts, and others.

2. **Social, cultural and behavioral values:**

The social, cultural, and behavioral values of the world community can be found in many of the world's great wisdom traditions. Sharif Abdullah, in his book "Creating A World That Works for All" finds that most wisdom traditions share universal values such as love, peace, nonviolence, compassion, service, caring for others, forgiveness, tolerance, patience, humility, surrender, inclusivity, truth, joy, gratitude, and happiness.

Global Citizenship Rights

The rights of global citizens are embedded in the Universal Declaration of Human Rights, first drafted in 1948 after World War II. The core nature of the Universal Declaration—grounded in individual liberty, equality, and equity—has remained constant. However the ways in human rights are applied change over time, with changes that occur in the political, economic and social fabric of society.

Global Citizenship Responsibilities:-

A global citizen, living in an emerging world community, has moral, ethical, political, and economic responsibilities. The great challenge for those of us interested in promoting global citizenship is to educate and nurture a new generation of global citizen leaders. The instructional framework for global citizen leadership should help participants fulfill the following responsibilities.

1. Responsibility to understand one's own perspective and the perspectives of others on global issues.
2. Responsibility to respect the principle of cultural diversity: The multiple perspectives that exist with most global issues often are a reflection of different cultural belief systems.
3. Responsibility to make connections and build relationships with people from other countries and cultures. Global citizens need to reach out and build relationships with people from other countries and cultures.

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4. Responsibility to understand the ways in which the peoples and countries of the world are inter-connected and inter-dependent: Global citizens have the responsibility to understand the many ways in which their lives are inter-connected with people and countries in different parts of the world.

5. Responsibility to understand global issues: Global citizens have the responsibility to understand the major global issues that affect their lives.

6. Responsibility to advocate for greater international cooperation with other nations: Global citizens need to play activist roles in urging greater international cooperation between their nation and others.

7. Responsibility for advocating for the implementation of international agreements, conventions, treaties related to global issues:

8. Responsibility for advocating for more effective global equity and justice in each of the value domains of the world community

Conclusion

It is concluded that to bring the world under the same umbrella, education must play vital role. Universal curriculum should be framed. Social, cultural, environmental, political, and economic issues should be reflected in the curriculum. Teachers must accept the concept of Global Citizenship and should have broader perspective. Number of challenges is there. The whole world should come together, discuss on the global issues, accept the challenges and find out the global solutions.

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Skill Development: Need, Challenges, And Measures

Dr. Sou. Seema Bharamu Maraje
Assi. Prof Balwant College, Vita
e mail.- seemamaraje@gmail.com

Introduction

In pre-independence era skill was usually transferred from father to son. Gandhiji had the idea that work and knowledge must never be separate. After independence, a number of committees and commissions came into the vocational education system. National Policy of Education (1968) by Kothari commission and Central advisory board of education in 1975, which adopted the 10+2+3 pattern of education are notable in this respect. The focus of such initiatives was to build a sustainable skill based education system.

Present Status

Only 5% of students in India take up vocational education. This is quite low compared to other Asian countries such as China, Malaysia etc. Prime Minister Dr. Manmohan Singh puts a huge focus on vocational education. The National Knowledge Commission and the Planning Commission states lack of skill to be a major hurdle in all economic development.

Majority of educated and uneducated job seekers in rural and urban areas have no skills. 90% of employment is in unorganized sector. By 2020, 220 million students will pass out from school - out of which 150 mill will not enroll for college education; they need training in vocational trade. There are three kinds of target groups here -

- No formal qualification but have skill.
- Have formal qualification but no skill.
- Have both, but need to upgrade skill.

Government has identified some priority areas in vocational courses such as Auto, Organised Retail, Textiles, IT, ITES etc. Recently cabinet has approved setting up of an autonomous body called National Skill Development Agency by merging the Prime Minister's National Council on Skill Development, National Skill Development coordination board and Office of Advisor to PM on Skill Development, which will have major focus in the above areas.

Skills Education Improving Access

Skills based education is marred by multiple access barriers like limited infrastructure facilities, quality of training, rigid entry requirements, lack of financial support, and negative perceptions. These shortcomings exist more for the disadvantaged, especially women and rural communities. Indian workforce needs to be trained across the four levels, from White Collar to the Rust Collar workers linking them to job opportunities and market realities.

The skills challenge :- The skills challenge magnifies for India on three accounts:

1. **Quantity:** For a billion plus people country which though is the second largest supplier of skilled manpower to the world and boasts of over 65% of the total population below 35 years, having a robust skills training and certification system which reaches out to most if not all people is a mammoth task.

2. **Quality:** Quality of delivery, instruction, and output hence mars productivity resulting in on the job losses for the industry, slowing down the economic activity sometime derailing the growth engine.

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3. <u>**Access:**</u> India has a very large geographical spread, difficult terrain and varying social economic conditions which make implementation of standardized, quality control skill instruction a huge challenge. Learners often have no access to training programs due to the inability to pay fees or entry barriers to training.

On top of this the 'aspiration mismatch' resulting from the lack of social appreciation of skills makes it further more challenging to bridge the huge skills demand – supply gaps. Sadly, careers emanating from skills are a matter of chance for majority and not a well though choice.

<u>Barriers to access</u>

1. Values and viewpoints:- Perhaps the most common misconception about vocational education is that it is meant for learners who are not likely to be part of the formal educational system. It is often a term associated with drop-out students and learners with special needs, thus creating perceptual barriers.

2. Entry Requirements:-A majority of vocational and technical courses offered in India require educational qualifications for entry. For instance, in order to get admission into an Industrial Training Institutes (ITI), a high school degree having 10 years of education is required. This kind of entry requirement may deter interested learners who do not have the necessary entry-level qualifications.

3. Infrastructure:-In India the per capita availability of institutions, imparting formal education is much higher than those imparting vocational education. Poor availability of vocational institutions results in ignorance about the available options for the community and consequently, poor utilization. Infrastructure issues – location of institutions, classrooms, equipment, workshop, and trained teachers etc also affects the quality of training, thereby affecting learners' future access to jobs.

4. Financial Support:-Low economic status and limited access to finance, which often is the case in rural areas, does not allow learners to finish their high school and enroll in the vocational courses. For such learners training involves dual costs – the cost of the training itself and the opportunity cost of their lost labour.

5. Career Opportunities>- Close to two-thirds learners pursuing vocational education are not employed in the trade they were trained for. This is probably because, (i) a mismatch between the skills attained and those actually in demand and (ii) a mismatch between the skills taught and the graduates' own labour market objectives

Measures foe Skills Development

The following measures may be adopted from a policy perspective:

- Introducing special mechanisms in the delivery of training to increase participation by women, including mobile training units, extension schemes, and in-plant training;
- Monitoring progress in increasing the participation and integration of women in training and employment and holding training institutions accountable for equitable intake of women;
- Significantly expanding training provisions for rural poor, youth, and vulnerable groups in rural areas. This could be achieved through greater equitable integration into existing institutions, structures and facilities;
- Promoting training in non-traditional fields for women through the establishment of specific training programmes and pilot support schemes; training programmes for women and rural poor could include personal development and life skills training modules and literacy training;
- Increasing the pool of women trainers and provide certification for training;
- Designing targeted interventions to address vulnerable groups such as people with disabilities, to increase their economic empowerment;

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- Combining income skills training with provision of technical inputs, credit and supplies, careful selection of students that are capable of using the supplies and providing continuous support and mentoring schemes;
- Introducing more work-based learning and linking trainees with mentors/masters to gain experience of a specific trade; integrating business, self-employment and entrepreneurial concepts into training activities, especially in follow-up phases, and search for trainers with relevant backgrounds and familiarity with both the formal and informal sector.

Conclusion

It concludes there are numerous job opportunities in India and world over for skilled people , there are ample number of skill development centers across the country, there are various schemes by government where in student does not have to pay a single penny from his pocket for getting trained, all this seems to be a perfect environment for getting trained and getting placed , just a word of caution, choose the skill centre very carefully as this is the first stepping stone for a career ahead.

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Higher Education in India: Issues and Challengesin 21st Century

Dr. Sushil Kumar

Asst. Professor

S. P. S. College of Education, Sangli.

E-mail-sushilk186@gmail.com

Introduction

Our university system is, in many parts in a state of disrepair..... In almost half the districts in country, higher education enrollments are abysmally low, almost two third of our universities and 90 per cent of our colleges are rated as below average on quality parameters. I am concerned that in many states university appointments, including that of vice-chancellors, have been politicized and have become subject to caste and communal considerations, that are complains of favourism and corruption.

Former Prime Minister, Dr. Manmohan Singh.

It reflects the existing situation of our Higher Education (HE) system. The status of Indian HE has always been in question, more specifically for its quality. Not a single HE institution in our country stands anywhere at par with the international standards. In spite of various measures taken by the Government, the issue of quality is still a big challenge for our educational planners. The quality of HE system may be seen from the point of view of norms and standards, which may evolve depending on the need of the hour. In the last few decades, human society has experienced tremendous changes in almost every sphere of life. People's ambitions have also been increased and they look hopefully towards the education sector to fulfill their ambitions of life. HE plays its significant role in shaping the life of students and enabling them to arrange their bread and butter. Unfortunately Indian HE could not do that and failed in providing true knowledge of life and improving the talent and skills among the students by which one can achieve excellence in his field.

There are various issues and challenges before HE in India which compel both the quantitative and qualitative improvement. These issues have to be shorted out at earliest so that India can become a knowledge society in 21st century. This paper examines the issues and challenges in HE and suggests some measures for resolving the same.

Issues and Challenges of Higher Education:- Although the issues and challenges of HE are manifold, some of the major issues are discussed here.

Lack of Accessibility and Equity

It is said that "if quantity increase, quality decrease". But our country needs both the quantitative as well as qualitative development in the domain of HE. Though quantitative expansion of HE has been spectacular in the last six decades, it still stands low for the total population. The challenge before our government is to increase the Gross Enrolment Ratio (GRE) in HE up to 30 per cent to reach the target set for 2020. At present India has a GER of 20 per cent which is much below the world average of 27 per cent. In developed countries GER is 55-60 per cent. The HE is not equally available to different sections of the society. Wide variations are found in state to state and imbalance enrolment ratio in minorities and socially disadvantaged group. Inclusion of all those who are deprived from receiving HE should be the prime task for the government as well as for the agencies responsible for the well being of HE in our country.

Lack of Quality

Quality of HE depends upon many factors. Quality of teachers and their falling standards of teaching, falling standards of research, defective and obsolete curriculum, poor infrastructural facilities in the colleges and universities, defective evaluation system, admission of those students who neither have right attitude nor talent to pursue HE are some of the major issues that adversely affect the quality of HE in India.

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Quality and excellence is the keyword today and great concerns are being paid for improving HE in all over world. Quality cannot be developed overnight. Quality is not a destination; it is a continuous journey which needs a smart planning and transparency in its implementation with great care and dedication. Although Govt. of India has made significant steps forward to develop and promote the quality in HE through its apex bodies like UGC, NAAC, AICTE, NCTE etc., but still we have many miles to go.

Obsolete Curriculum and Evaluation System

The curriculum followed by our HE institutions does not meet the manpower requirements. As the world is changing very rapidly, our curriculum reform is not coping with the rate of advancement of knowledge. It is ideal that the curriculum should be revised at least once in three years. Change in curriculum does not mean replacing the course content with content just for the sake of showing the change. Curriculum up gradation should be a continuous process based on the needs and aspirations of our society.

One of the most burning issues in HE is the evaluation system which has long been criticizing by the various commissions and committees. In fact evaluation methods are always based on the type of curriculum one follows. Still we rely heavily on paper-pencil test which has been failed in testing the real talent and skills of the students. Hence reforms in the examination system should be established.

Lack of Quality Research

Higher education aims to promote research ability among the learners. Unfortunately research is not given due importance in HE and hence it needs great attention. The present standard of research and development is far below the international standards. Very few scholars are seriously engaged in conducting researches which have sound value for knowledge generation. Faculties of colleges and universities do not get enough funds and motivations to carry on researches in their area of interest. The recent decisions taken by the MHRD are also against of the research promotion in HE. MHRD has abolished the NET scholarship that was given to the students to do research work. The college teachers have been prevented to guide the research students at Ph.D. level. These decisions are nothing but the obstacles in promoting research in higher education. If our country has to keep itself abreast with the global standards then special attention should be given in facilitating researches in HE.

Ill-equipped and Low Quality Institutions

In resent past we have witnessed the mushroom growing of ill-equipped and low quality institutions in HE. It is no secret that the education has become an industry and lost its noble cause. Even many institutions of such type exist only on papers. The person who does not any sound vision and dedication in this field start colleges or even universities just to make money. Very low paid faculties, poor infrastructure, complete absence of suitable learning environment etc. are the common features of these institutions. They only distribute the degrees and their products do not posses required talent and vision to serve their society. The main reason behind it is our government institutions are not capable enough to give them a strong competition and to fulfill the needs of large number of aspirants. Government should spend more and equip its institutions with all sorts of facilities. Money making institutions should be closed down forcefully by the government.

Lack of Employability

Productive and gainful employment based on relevant education and skills becomes the transformational ingredient in the all round empowerment of citizens and overall progress of a society.

The findings of credible surveys undertaken on graduates, engineering, and management graduates show that a large number of our graduates are unemployed because of inadequate preparation in their area of study which crippled them to apply basic knowledge in real world problems and lack of English language and cognitive skills. These findings have sparked serious concerns about the mismatch between the education system and job market. It restricts the aspirants to join HE because there is no guarantee of employment. Hence our HE system should be designed in such a way that it can handle this issue effectively. In that way we can empower the qualified youth and our nation will also emerge as a modern, progressive, and prosperous nation of 21st century.

Outdated Teaching- Learning Practices

India is facing a very big problem in the HE i.e. shortage of faculties. According to Dr. Hamid Ansari, Honorable Vice President of India (Convocation address, University News, Vol. 53, No. 26, April 20-26, 2015) around 35% of faculty positions in state universities and 40% in central universities are lying vacant. In this situation, it is very difficult to expect from the overburdened faculties to use the modern pedagogies in the classroom. Teaching-learning practices in HE are mostly examination oriented with focus on rote learning and memorization. Also there is no mandatory teacher training programme for the faculties at higher level. In the absence of training programme, teachers at colleges and universities do not know the skills, pedagogies, and necessary psychological base of teaching. These outdated teaching practices do not create suitable learning environment and hence failed to attract the students in this process. Our apex bodies should develop a comprehensive pre-service training programme for the faculties and also make it compulsory for the faculties to attend in-service training programmes on regular basis.

Problem of Finance

India is spending only 3.5 per cent of GDP on education as against the target of 6 per cent of GDP. It was targeted to spend 1.5 per cent of GDP on Higher and Technical Education, but at present India spend less than 1 per cent (0.86%) in this sector. If we think about the huge needs and demands of HE, this amount is just a drop in the ocean. Finance plays an important role in providing quality education. It will not be an exaggeration if I say that most of the issues and and challenges that HE is facing today is only because of lack of finance. The government should provide more funds to HE and Research and Development (R&D) so that we can meet the global standards in all parameters.

Suggestions

To face the above mentioned issues and challenges, I would like to give following suggestions:

- The government should establish the required number of universities and colleges to meet the growing needs and to achieve the target of GER i.e. 30 per cent up to 2020. Open universities will work more because it provides an opportunity to the learner to pursue their education with his own comfort.

- In order to maintain and improve the quality of HE, IQAC should be strengthen in colleges and universities. Vacant posts of faculties should be filled up immediately. Apply a rigorous procedure for recruiting the faculties having right attitude and talent.

- Have an excellent planning and fix the accountability of the institutions for its better implementation. Take a periodic review to know the shortcomings in implementation so that corrective measures can be taken at right time.

- Introduce the need based courses and update the curriculum regularly. The curriculum should be job-oriented. Lessen the reliance on paper-pencil type of examination. Adopt the new techniques of evaluation such as activity based, open book examinations etc.

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- Give more funds for Research and Development. NET scholarship should be started again and college teachers should also be allowed to guide the research students at Ph.D. level. It should be made compulsory for all the teachers to conduct research in their area of specialization.
- Create quality infrastructure and learning resources. Early identification of low quality institutions that indulge in money making process is a must. Cancel the license of such institutions.
- Government should give the highest priority to education so far as allotment of finance is concerned and spend more on education.
- More attention should be paid to the learner. He should be trained in academic as well as soft skills. Learner is the product of education system. For achieving the extreme goal, our product should be of best quality.
- Start a training programme for the teachers in HE. It will enhance the quality of teaching, learning, and evaluation.
- Academic and administrative audit should be conducted once in two or three years by external experts for ensuring quality in all aspects of academic activities.

Conclusion

The Indian higher education system is presently facing a growing number of challenges related to the accessibility, equity, governance, quality, employability, finance, teaching-learning, research and many more issues. Government is also trying to sort out these issues. Many schemes have been proposed in this regard to achieve excellence in HE. Recently Skill Development Programme is also introduced by the central government. But the fact is that problems are many and resources are limited. India has to achieve the target of quantitative expansion as well as qualitative standards.

Since HE is within the domain of both the central and the states, the issues can only be solved by the joint efforts of central and the state governments. All the stakeholders have to sit together and help each other honestly to make our HE programme a successful one and to achieve the ultimate goal of 21st century i.e. to make our nation a knowledge society.

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Use Of Assistive Technology For The Differently Abled Students

Damayanti Sujit Jatrate.

Ph.D. student

Shivaji University,

E-mail : dpoorva.jatrate@gmail.com

Dr. R. B. Topkar

Principal,

SPS College of Education,

Sangli

Introduction

One of the most amazing development in education over the past ten years is the way hat technology has created a revolution in possibilities for differently abled students. For years, differently abled students have struggled with their assignments or been shut out of different classes because school had accessibility or instruction problems. That disabled students have long been subject to inadequate and unequal educational opportunities. But the rapid development and application of assistive technology has created a sea change in available options for disabled students. Today assistive technology can help students with certain disabilities learn more effectively.

Definitions and meaning of key words

Assistive technology : Assistive technology for differently abled students any item, piece of equipment or product system, whether acquired commercially, modified or customized, that is used to increase maintain or improve functional capabilities of individuals with disabilities.

In a broad sense, assistive technology (AT) is any device, piece of equipment or system that helps a person with a disability work around his challenges so he can learn, communicate or simply function better.

Assistive technology is an umbrella term that includes assistive, adaptive and rehabilitative device for people with disabilities and also includes the process used in selecting, locating and using them.

Assistive technology is a growing and dynamic field to help students with different disabilities. There are different AT tools to help students who struggle with listening, math, executive functioning reading and writing.

Differently abled students

Differently abled is euphemistic term for someone who might formerly have classed as disabled, handicapped, challenged or having special needs.

Differently abled students means students suffer from not less than forty percent on any disability as certified by medical board.

Assistive technology tools for differently abled students
Text to Speech Assistive Tools

This kind of assistive technology helps students with visual impairments by allowing them to listen to the text that appears on a computer screen. This is a huge improvement over Braille because once the program is installed on the computer; it can read anything on the screen, no matter what format it is in (e.g. pdf or website) with no waiting for a Braille translation. This enables students to participate in online activities, use email and text, and have immediate access to course materials.

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Graphic organizers:- Graphic organizers can be effective in helping students to organize their thought during the writing process graphic organizers can be a strong choice for students with dysgraphia or disorders of written expressions.

Talking calculators :- Both the visually impaired and the disabled can greatly benefit from these simple devices, which relay mathematics via audio. For those with dyscalculia, such a gadget renders it much easier to check and double-check assignments.

Electronic worksheets:-Students struggling with properly lining up words and equations using standard pencils and paper sometimes use electronic worksheets when completing assignments. Some even come with text-to-speech or speech synthesizing capabilities, depending on what assistance is necessary for academic success.

Word predication software :- iPhones and Androids haven't won word prediction programs much mainstream favor, but for the learning disabled, it can prove an absolute godsend. Those grappling with reading and spelling, such as the dyslexic, or difficulties writing and typing use these fantastic technologies to help complete assignments to their satisfaction.

Text to Voice:- Just like the talking calculators, text-to-voice devices and software make class work much more tolerable for learning disabled students. They do an excellent job of assisting individuals struggling with checking their spelling and grammar in addition to improving reading and writing comprehension skills.

Digital Pens:- Different digital pens each feature different perks, but ones equipped with audio recording and the ability to convert handwriting seem to be particularly valuable. Best of all, learning disabled students needs only write on traditional paper to reap the full benefits.

Physical Aids :- For students with physically mobility, stability and range of motion challenges, several technologies are available to assist them in completing their school work, including audio books for students who cannot physically handle books, keyboard adapters such as key guards to prevent mistyping, voice recognition software for students who cannot type.

Assistive listening systems (FM system)

FM systems are the best choice for children with sensor neural hearing loss. FM system work using radio broadcast technology with a transmitter microphone and receiver, the teacher and student can maintain a consistent sound level regardless of distance and background noise.

Ghotit:- Ghotit is specifically designed for students with dyslexia and other learning and writing disorders (designed for illustration of irregularities in the English Language) Ghotit can predict words check passage of text, read text aloud using TTS technology.

Math Tools :- A range of technology and tools can help student that have trubled with Math. Most commonly found in learning disability called dyscalculia. Discalculia makes it difficult to grasp numbers and it is characterized by a general lack of understanding in the field of math.

Software's for visually impairment

JAMS - (Job Access with speech) - After installation of JAMS, the user can listen the commands via use of headset and navigate the computer with any assistance.

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Talking Typing Teacher - It helps the students to learning typing skill on the keyboard.

NVDA - (Non visual Desktop Access) - It is screen reader which reads the screen for MS office.

Mobile speak - By installing Talking mobile phone software called Mobile speak, one can convert the phone into a talking phone mobile speak read text massages, search phone book take voice commands and read mails too.

Benefits of assistive technology in education

1.Assistive technology gives self confidence to differently abled students.
2.Different abled students can better reach their potential.
3.It can help them be more independent.
4.It makes the curriculum available to all.
5.Assistive technology can boost engagement among users.

Conclusion

Assistive technologies enhance the ability of a differently abled student to participate in major life activities and to perform the tasks. Teachers and parents can utilize AT tools for students academic and personal growth.

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Skill development initiatives through Education

Ashwini Abhay Kotnis-Patel
Assistant Professor(Commerce)
Mahavir Mahavidyalaya, Kolhapur

Abstract:

Low labor-cost and a rich talent pool are distinct advantages available to India, clearly powering its global competiveness as a knowledge-based society. Education and training are both strategic necessities, which will deliver employment-enhancing skills, in turn increasing productivity and accelerating the future economic growth of the country. To further strengthen India's position of being a dominant service economy, it is imperative for the government to invest in skilling and training the available human capital, especially to provide for the knowledge intensive sectors.

For India, it is critical to accommodate evolving growth/ trends to be responsive to the constantly changing dynamics of the economy. Skills and education will enhance the employability of the learner. With the acquired knowledge, workers will contribute toward productivity at a national level to determine India's competitive edge.

Key Words: Skill development, Education, labor market, productivity

Introduction:

Skills and knowledge are the driving force of economic growth and social development for any country. Indian demographic is with the unique facet of being fraught with a majority of young populace. Education sector in India is well developed and mature. The nation's educational infrastructure offers a concrete system comprising of Primary education, Secondary education and Higher education. The constitution of India has made education a fundamental right provisioning free and compulsory education for children between 5 to 14.

India has gradually evolved as a knowledge-based economy due to the abundance of capable, flexible and qualified human capital. However, there is a need to further develop and empower the human capital to ensure the country's global competiveness.

Despite the emphatic stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy.

Education and Skill development becomes quite an imperative sector to appropriate this massive human resource. The supply of public education is inefficient and leaves a significant shortfall which is being filled by private education institutions. The working age group between 15 to 59 years is its largest bulk constituting of more than 65% of total population. In such a backdrop, 29% of children are enrolled in private schools. In higher education sector, private institutions, colleges and universities are playing a pivotal role in the education landscape.

As an immediate necessity that has urgently arisen from the current scenario, the government is dedicatedly striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods.

The skill development of the working population is a priority for the government. This is evident by the exceptional progress India has witnessed under the National Policy on Skills (2009) over the years.

The objective of the policy is to expand on outreach, equity and access of education and training, which it has aimed to fulfill by e stablishing several industrial training institutes (ITIs),

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vocational schools, technical schools, polytechnics and professional colleges to facilitate adult leaning, apprenticeships, sector-specific skill development, e-learning, training for self employment and other forms of training.

The government therefore provides holistic sustenance through all its initiatives in the form of necessary financial support, infrastructure support and policy support.

The current focus of skill development has shifted to the learner and his/her needs and expectations from vocational education and training (VET). To empower the working population, is it essential to start from the source, i.e., the learner. The "voice" of the learner is the focal point of the mission, without which an effective conclusion to and attainment of the final goal would be incomplete.

India has the advantage of the "demographic dividend" (younger population compared to the ageing population of developed countries), which can be cultivated to build a skilled workforce in the near future. For these reasons and several others, the aim of the paper is to understand and comprehend the issues surrounding vocational education and training by putting the Learner first. More than 50% of the total population in the age group of 15–59 years are potential learners and require some type of skill training.

In India, both the government sector and the private sector have realized the critical role education plays in building skilled manpower and in turn boosting economic growth. The need of the hour is to synergize the efforts and resources to provide a feasible platform for vocational education and skill development. The ideal way forward will be to seek partnerships that will strengthen the process of quality and inclusive education. Some of the recommended steps that the government can take to make skill training fully inclusive and achieve the training targets:

- The government provides substantial support to formal education at the school level. Along with formal education, the next reasonable action, the government can take is to provide financial support to vocational training.
- Women participation in vocational education and training is especially low as compared to men. In order to increase enrolments, the combined efforts with local NGOs and panchayats on informing women and their families on the advantages of vocational education, which may lead to employability, is very important.
- The current vocational education and training facilities can be improved tremendously by setting standards, certifications and guidelines on the syllabi being taught, the teaching faculty and training institutes will lead to a more organized system.
- An option to establish a regional Career and Counseling Window where professional expertise may be provided to explore its own potential and deliver to society in the most proficient manner. The Career and Counseling Window may be developed at a district level with a pool of professionals from the field of psychology and skill planning to support the initiative.
- Education and Skill development sector constitutes of Industrial Training, Professional courses and vocational education apart from School and higher education. Skill development is associated more to the context of industry oriented training that fetch immediate employment and earning. In India, education and skill development sector is structured under two independent ministries.

- **The Ministry of Human Resource and Development**

The Ministry of Human Resource and Development is associated with conventional education system. Primary Education, Secondary Education, Higher Secondary and Higher education sector is regulated by this ministry. Industry oriented training and education is supervised by the Ministry of Labor and Employment. Industrial Training Institute and other vocational education programs are maintained under the ambit of this ministry. Additionally, a

number of commissions and agencies such as AICTE, UGC are dedicated for higher education in the country.

- About 1.3 million schools operate in India where over 227 million students are enrolled. The figure indicates the state of regular enrolment in primary and secondary education levels. Side by side, vocational education courses is also operated under the National Institute for Open Schooling. According to surveys, total number of government higher educational institutions in India is 20, 769. It includes Universities, Research Institutions, Colleges for Arts, Science and Commerce, Engineering and Architecture and Medical institutes, Polytechnic institutes and Teacher's Training Institutes.

- In contrast, the private sector has a much larger role in the education scenario of the country. Apart from primary education sector, private colleges, universities and institutes are contributing substantially to higher education. Industrial Training Institutes and Industrial Training Centers are the primary faculties for Vocational Training. 6,906 such institutes and centers are operating across the country imparting industrial training courses to about 9.53 lakhs students.

- The government has to put massive effort to form better educational structure especially for skill development sector comprising of industry-oriented training. A number of special initiatives are rolled by Government. The National Skill Policy, among others, devised in 2009 set a target to impart skill development training to 500 million by 2022. An apex institution for devising policy and review Skill development sector is the Prime Minister's National Council on Skill Development. Initiatives were also taken to coordinate both private and public sector to impart skill development.

- **National Skill Development Coordination Board**

  National Skill Development Coordination Board, NSDC is setup on a PPP model. It is a juxtaposition of public sector and private entities. The board formulates policies and programs on National Skill Development under the ambit of Prime Minister's Council. It also evaluates and monitors the outcomes of such programs. The agency planned to establish 1500 new ITIs and 5000 skill development centers. The NVEQF, National Vocational Education Qualification Framework will be formed for an integrated Skill development infrastructure. This framework is for affiliations and accreditation of vocational education and training systems.

- Initiatives for skill development should be oriented towards both catering the demand and creating the demand. Skill development is strongly related to the market and industry. Efficient skill development programs will add value across wide sections of workers creating rich human resource. The need of skill development for employability is across every section of the workforce. From operators and technician level workers to highly skilled labor comprising of college graduates needs an effective platform for skill development. The initiatives by government are massive; however, the extent to which they operate is inadequate to bring effective progress to the lackadaisical nature of current scenario. This calls in for pervasive initiative by private entities through collaborated as well as independent works. Contributions by companies such as Everonn and Educomp in vocational training sector are noteworthy. Devising a modular structure for imparting skill development is an effective approach for progress in this direction.

- There is massive scope of development in Education sector of India. Although a number of institutes are successful to be among top 100 in global ranking, deficiency is quite apparent. India should focus on a holistic approach to hone the human resource of the nation, by

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implementing better solutions to reach out to thousands of villages in rural landscape. Leveraging private sector is beneficial since a competitive sense to provide service is inductive in this domain. This helps in propagating effective and innovative ways to educate the deprived section bringing in more effectual as well as pervasive national development.

Key features of the National Skill Development policy

Scope: The skill development policy includes:

- Institution-based skill development, including ITIs/ vocational schools/technical schools/ polytechnics/ professional colleges, etc.
- Learning initiatives of sectoral skill development organized by different ministries/ departments
- Formal and informal apprenticeships and other types of training by enterprises
- Training for self-employment/entrepreneurial development
- Adult learning, retraining of retired or retiring employees and lifelong learning
- Non-formal training, including training by civil society organizations
- E-learning, web-based learning and distance learning

Message from President of India

President Pranab Mukherjee emphasized the need for improving quality of education, skill development and creating adequate employment opportunities, at the inaugural session of the 98th annual conference of the Indian Economic Association (IEA) In his address, he said that the country has a critical role in complying with the recent Paris declaration by attaining socially-just and environmentally sustainable livelihood as part of its commitment to the cause of environment. Stating that India had been the world leader in education in the ancient past between the 6th Century BC and 12th Century AD with universities such as Takshila and Nalanda, President Mukherjee said that those days were only a thing of the past.

"It is a matter of concern that none of the 700 universities of the country including 44 central varsities, 30 NITs, 16 IITs and several IIMs have made it to the top 200 global learning centres," he observed.

However, he noted that after concerted efforts and policy interventions two of the institutions – Indian Institute of Science Bangalore and IIT Delhi had broken that dismal scenario and made it to the top 200 global varsities in September this year.

He said the need of the hour was to focus not only on education but also on the quality of education in terms of accessibility on one hand and privatisation and globalisation of higher education on the other.

"It is from the same education system we have Sundar Pichai and Satya Nadella heading top global companies," he reminded stating that today's youth would not wait for opportunities but create them. The number of start-ups and their turnover were clear indicators in that direction, he pointed out.

On the Indian economy, he said it had shown resilience by withstanding the US financial and Euro zone crisis with minimal economic downturn. "With its intrinsic strength the country's economy had also succeeded in creating new jobs during that global recession", he said.

Recollecting his association with IEA when he was in the government and outside, President Mukherjee said it had been playing an important role in shaping the country's economic administration and policy formulation.

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Conclusion:

The development of skills for 500 million Indians in less than 10 years is not only a matter of national urgency; it is astounding in its scale. Thus far, the development of skills has been driven by the requirements of the market; while much progress has been made with considerable help from the private sector, it is a travesty that little has been done to understand the needs of the learners, who are at the heart of the skills development mission.

The perspective of the learner regarding skills and vocational training is little known; at the same time the judgment of learners is clouded by the challenges of survival. There could be a plethora of opportunities for skilled people, but there is much resistance when it comes to carving a career path outside of conventional education. Hence, a situation has been created where opportunities are available in terms of jobs and training, but, the end users and clients are often unaware of them, or not motivated because the choices offered are not the traditionally accepted ones. It is important to explore the relevance of the national skills action plan from the point of view of the end user – the Learner. It is also critical that expectations of learners are calibrated so that vocational training is considered respectable and the dignity of labour is restored.

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A Study Of The Role And Problems Of Primary Level Teachers In Teaching English Subject

Shri. Pawar Sandip Apparao

Assistant Professor,

Ashokrao Mane College of Education (M.Ed.), Peth Vadgaon,

Tal. - Hatkanangale, Dist.- Kolhapur (Maharashtra)

Email: pawarsandip56@gmail.com

Smt. Hodade Sunita Ashok

M.Ed. Student- 2014-15

Ashokrao Mane College of Education (M.Ed.), Peth Vadgaon,

Tal. - Hatkanangale, Dist.- Kolhapur (Maharashtra)

Email:sunitahodade3434@gmail.com

Abstract

This study is focused on the problems of teaching English subject at primary level. What are the roles and which teachers always follow their roles and responsibilities for teaching English in primary school are underlined in this research. The survey method was used. 30 teachers in 10 schools were chosen the sample for the study and drawn the conclusions. This research is helpful for knowing the present situation of English language teaching at primary level.

Introduction

English is a second language subject at primary level. Students are new for learning this subject. So that there is need of various activities, teaching methods and programs should conduct in primary school. Conducting these activities is a very important role of English subject teachers. This specific purpose the researcher select this topic and done the research at M.Ed. level.

The teacher must be aware that all classes have common needs. Furthermore, the teacher must find a balance between controlling the classroom and facilitating these needs. The basic role of an English language teacher is one of facilitator. This can mean being patient and living with silence as students collect their thoughts before speaking. Ten Roles for English Teacher at primary level as follows:

1. Resource Provider
2. Instructional Specialist
3. Curriculum Specialist
4. Classroom Supporter
5. Learning Facilitator
6. Mentor
7. School Leader
8. Data Coach
9. Catalyst for Change
10. Learner

This specific study is focused on the role of English subject teachers in teaching at primary level. It also focused on the problems of English subject teachers at primary schools. The researcher was chosen this topic and conducted survey for the study.

Reviews of Related Research

1. *Gangaiah, N. A. (1980):* "Critical Study of English Teacher Education in Andhra Pradesh". For Ph.D. in Education in Karnataka University.
2. *George, P. G. (1982):* "Role, Expectations, Performance and Training Needs of Teachers of English in the Schools of Kerala". For Ph.D. in Education in Kerala University.
3. *Gogate, S. B. (1983):* "Training of Primary School Teachers in the Context of Universal Primary Education in IIE, Pune".

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4. *Prasad, P. (1985):* "Aspirations, Adjustment and Role conflict in Primary and Secondary School Teachers." For Ph.D. in Psychology in Bhagalpur University.

5. *Hemabati Nganbam (2000):* "A Study of the English Language Learning and its use by Professionals and Non- Professionals of Baroda City". For Ph.D. in Education in MSU, Baroda.

6. *Fr. P. P. Joseph (2005):* "A Comparative Study of Difficulties in English Learning faced by different categories of school students in Bhopal". For Ph.D. in Education in Barkatullah University, Bhopal.

The reviews of related research that most be studies focused on learning process generally. The tools like checklist, questionnaire, and achievement test and interviews were used. Mostly survey method was used to collect the data. Most of the studies adopted random sampling method and the samples selected were the school students, school teachers, parents, etc. Mostly percentage was the statistical analysis used in the studies reviewed.

Objectives of the Study
1. To study the present situation of teaching English subject at primary level.
2. To study the role of teachers in teaching English subject at primary level.
3. To study the problems of the teachers in teaching English subject at primary level.
4. To suggest the recommendations for teaching in English subject at primary level.

Assumptions of the Study
1. English is a second language included in primary level education.
2. Teachers faced the problems in teaching English subject at primary level.
3. Teachers played the major role in the foundation of English language at primary level.

Scope of the Study
1. The present study is related to Umbraj city from that Karad Tahsil.
2. The present study is related to the Problems of lower Primary level teachers in teaching English subject.
3. The present study is related to the role of English teachers in teaching for students of lower primary level.

Limitations of the Study
1. The present study is limited only for Umbraj city from those English teachers.
2. The present study is limited only English subject at primary level.
3. The present study is limited only for academic year 2014-2015.

Research Methodology:-The present study is adopted a survey Research Method.

Research Design :-The present study is a descriptive, and survey method is used for collection of data. Hence descriptive type research design is used.

Sampling Design

Sr. No.	Steps of Sampling	Population	Sample Size	Sampling Technique	Percentage
1.	Schools chosen for Survey	10	10	Purposive	100.00
2.	English Teachers	30	30	Purposive	100.00

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Data Collection

Sr. No.	Objectives of the Research	Research Tools	Responder	Nature of the Tool
1.	To study the present situation of teaching English subject at primary level.	Questionnaire	Teachers	Researcher Made
2.	To study the role of teachers in teaching English subject at primary level.			
3.	To study the problems of the teachers in teaching English subject at primary level.	Observation	Teachers	Researcher Made
4.	To suggest the recommendations for teaching in English subject at primary level.			

Data Analysis:- The collected data was analyzed quantitatively by using percentage, and interpreted and the results drawn & presented in the tables, and graphs.

Conclusions of the Study

Conclusions have been drawn from the findings of the study keeping in mind the objectives of the study. The conclusions drawn from the findings of this study are as follows:

1. Maximum Teachers faced to various difficulties in teaching English subject in their primary school.
2. Many teachers able to talk in English language in teaching English subject in their primary school.
3. Maximum teachers are aware of their roles and responsibilities in teaching English subject in their primary school.
4. Maximum teachers are used various teaching methods in teaching English subject in their primary school.
5. Many teachers are followed various grammar rules in teaching English subject in their primary school.
6. There is need of various facilities for teachers to follow their roles and responsibilities about teaching English more effective.
7. There is need of guidance and various programs for students for their effective learning in English subject.
8. Many teachers used to plan their English subject lesson very carefully.
9. Few teachers always contact their English teacher association for their problems related to English teaching.
10. Few teachers created their English teachers WhatsApp group and they always active on this and discuss about innovations in English teaching.

Recommendations

Based on the findings and conclusions of the study following recommendations are suggested.

1. Schools should organize special teachers training, special guidance program for teachers teaching in English subject.
2. Schools should provide some extra books, Internet, teaching aids facility for teachers for the purpose of effective teaching of English Subject.

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3. Teachers should use all the facilities provided by their schools.
4. Teachers should use all the references and sources for their teaching.
5. Teachers should discuss their knowledge about their English subject teachers in group.
6. Teachers should create their groups for discussion of problems in teaching English.

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DEVELOPMENT AND IMPLEMENTATION OF RESOURCE MANAGEMENT SYSTEM FOR SEAMLESS MANAGEMENT OF COLLEGE RESOURCES

DR.SARALA MENON

AND

ANKIT PORWAL

MAHAVIR MAHAVIDYALAYA

KOLHAPUR

Abstract

Around the beginning of the twentieth century, as colleges grew from one-room college houses into a college with multiple grades and classrooms, the need arose for someone to manage these more complex organizations. This need was filled initially by teachers, who continued to teach while also dealing with their school's management needs. These teachers were called principal teachers. As colleges continued to grow, principal teachers became full-time administrators in most colleges. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall colleges' management was the primary role principals played until the early 1980s. As the accountability movement gained momentum, the role of the principal changed from college manager to colleges instructional leader and then to the college reform leader. With this shift in role focus, principals retained their management roles. Principals currently play multiple roles: college manager, instructional leader, and the leader of reform. The project discussed here is a Resource Management System for educational institutes. The work aimed to implement a user-friendly database management system to manage the resources of an educational institution. The software is interactive and requires no previous knowledge and very little training for the operator.

Computers are now affecting every sphere of human activity and bringing about changes in industry, education, scientific research, accounting, shopping and even in arts like music and painting. The areas of application of computers are confined only by limitations on human creativity and imagination. In fact, any task that can be carried out systematically, using a step-by-step method can be performed by a computer with more efficiency and accuracy.

This software is to manage the resources in the institution and thereby implement the automation of its resources wherever possible. It is a resource management system that provides information related to resources available in the institution like students, staff, departments, labs and the upcoming modules interfaces are provided. This is expected to increase the efficiency of educational resource administration.

The tedious and time consuming task of searching for the information in the hard copies of files kept in the office room can be avoided. The reports can be printed directly which makes it flexible to use. As we all know the digital media is more efficient and safe to use these days. And it is high time we switch from pen and paper system to IT solutions. This is a perfect fit for what any institution will be looking for.

This product is intended to be used by students, teaching staff, non teaching staffs, principal, parents etc. Various classes of users are to be defined based on the privileges granted by the administrator for that particular class.

The super body controlling the whole program is the administrator who will have full access to all the database entries and will be able to change even the entries in the master table which form the basis of the software.

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Next comes the Management/principal class who will have the right to add any user to any particular class except as administrator and principal itself, and is given right to access all other areas of database except master tables. He is also given privilege to edit his own profile.

Staffs will be given privilege to edit their profile and teaching staffs can enter marks for the particular group of students he is dealing with. If the staff is a tutor he/she should be able add more users to student class to the batch which he is the tutor.

Objectives

- The creation and implementation of a shared school vision.
- The nurturing and sustaining of a culture and instructional program conducive to learning and staff development.
- The ensuring of the management of school operations to produce a safe and effective learning environment.
- The collaboration with families and the diverse communities.
- The promotion of integrity, fairness, and ethical behavior.
- The interaction with larger political, social, legal, and cultural contexts of schooling.

Significance of the project

This era is dominated by people who want information as handy as required. To be on the top of the game for anyone having the right information is critical, be it individual or an organization. For an organization like an educational institute where there are 1000's of students who come and leave year after year, proper documentation of information is very important. Manual tracking of such information is out of question and having a system to support this is of utmost importance at this point of time. A system like this will not only help the college administration but also the staff, students and parents by giving the access to the right information at the click of a button. This will increase the effectiveness of communication between various parties seamless and puts the organization in good light.

Methodology

- Identifying domain
- Conversion of data in to various language code
- Preparation of programme
- Installation of Programme
- Services

Tools

Utilize the existing IT infrastructure to deploy the new resource management system. The development tools (mentioned below) used are open sourced and doesn't incur any additional cost.

- Programming language – PHP
- Scripting – AJAX
- Database – MYSQL
- OS - Linux/Windows

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- Web server – Apache

Research on Administration

Research has consistently shown that Administrators play a significant role in school reform efforts. As the accountability movement gained momentum during the 1980s and 1990s, research on school effectiveness, generally referred to as effective schools research, and focused on principals and their role. These studies consistently found that the principal was the key to run an effective school. Research found that the unique position principals hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in powerful position to coordinate the entire school operation and move it forward. The research further revealed that the most effective principals had a clear vision of how the school could serve its students, Had aligned resources and priorities with the vision, and could engage other key players, within and outside the school, in achieving the goals embedded in the vision.

Other studies have supported the key role principal's play in their institution's success and point to other leader characteristics as critical to the principal's success. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, excellent inter personal communication and common sense. As society grows more diverse, researchers are beginning to look into the principal's role in leading institution with various streams that are increasingly diverse.

Conclusion

Research on the leadership focused on the changing role of leaders in a changing society. Thus far, research has shown the principal to be a key to a successful transition into an institution that will adequately prepare students. As society continues to change and technological advances change the tools available for teaching, the role of the principal will likely change. Vouchers, charter schools, and technology have the potential to change schooling in fundamental ways. As these changes take place, the role of the principal will also change. The principal of an online school will function in very different ways than the principal of a traditional school & it will prove to be a boon for it.

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Different approaches focused on aspects of Behavioral, emotional & Social Difficulties

Mr. Kamble Vijay Nagnath
UGC NET SRF Ph.D. Research Scholar
Department of Education & Extension,
SavitribaiPhule Pune University, Pune - 411007
E-mail: vjy_kmble@yahoo.com

Introduction:-

The importance of examining different perspectives in relation to BESD is emphasized by the fact that aspects BESD can be understood and approached from these different viewpoints. A systems approach focusing on the family tends to see adolescent aggression as relating to family disorganization with vague and ineffective boundaries and lax routines. The communications within the family may be confusing and lacking empathy and problems would tend to be 'solved' through coercion. Where both school and family systems are considered, conduct disorders would be additionally seen in a school context in which the pupil is likely not to be achieving well. Intervention might include family therapy; a cognitive- behavioral view would focus on cognitive deficits and distortions such as attributing hostile intent to people in neutral situations and poor problem-solving skills. Interventions would include training in problem-solving skills. From a behavioral point of view, contributing factors would be seen as antisocial behavior being modeled on poor exemplars, such as inconsistently harshly punitive parents and aggressive siblings or other peers. Retraining would be indicated as well as parent training in behavior management. Psychodynamic explanations might look to poor super ego functioning and insecure attachments in early childhood. It is likely that the appropriate intervention would be considered to be psychotherapy.

Age and cognitive development

Some interventions are intended for pupils of a particular age, such as nurture groups, which are suitable for very young children as an early intervention, and play therapy, which also tends to be used with young children. On the other hand, monitoring one's behavior as an intervention for pupils with ADHD is likely to be more effective for older pupils having some understanding of the purpose of self-monitoring. Some interventions assume a level of cognitive development that is age typical. Psychotherapeutic interventions that are predominantly verbal assume the child to be sufficiently articulate to communicate with the therapist and to respond to mainly verbally conveyed interventions. Other psychotherapeutic interventions do not depend so much on the child having an age-typical level of cognitive development. Play therapy and music therapy are examples, although, of course, they are also used with children whose cognitive development is typical of their chronological age.

1) A systems Approach

A system approach is not synonymous with having effective management and accountability systems that operate at LEA and school levels. Rather, a systems perspective concerns viewing behavior in relation to the contexts in which it occurs. The term Eco systemic perspective is often currently used in relation to system approaches. Based on systems theory and family therapy, the Eco systemic perspective is an interactional approach covering similar ground. A system view refers to an approach that looks to systems in the family and the school to inform approaches to pupils that might in other approaches be considered to have BESD.

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The School in a systems approach

Systems approaches reflect a view of individual behavior which takes account of the context in which it occurs. A systems view may be distinguished from a linear model, which seeks a rational to explain the apparent cause and effects of behavior. The systems perspectives regard behavior as existing within a context, indicating an interactional and holistic view of behavior rather than an individual one. The idea of circular causality is used to suggest that sequences of interactions contribute to the continuation of a problem. In this light, it becomes more relevant to ask how a problem occurs than to ask why it happens. If someone chooses to punctuate the circle of interaction by focusing on a point in the cycle this can give the impression of a linear cause and effect, which may puncture the circle at the point of a pupil's perceived rude and unco-operative behavior in class and see the problem as predominantly being within the pupil. The pupil may punctuate the circle at the point of the teacher's behavior towards him and see the problem as being the teacher's perceived negative and demeaning attitude. Neither pupil nor teacher is correct in any absolute sense, in part because there is no absolute sense in which behavior is evaluated.

2) Cognitive Approaches

Cognition is a broad concept that relates to how one perceives and interprets events. a) thinking, planning and solving day-to-day problems b) attributing apparent causes to events perhaps taking a view that a certain events was a particular person's fault or responsibility c)the development of self-perception and self-esteem d) the formation and manifestation of various attitudes. Cognitive approaches place particular emphasis on internal phenomena, such as perception and memory, which one develops from experience and which influence one's current behavior. Personal awareness of the environment and the ability to respond flexibility to it are considered important as are intuition and insight. The child is seen as an active participant in her learn in- spontaneously activated to explore and learn. In cognitive approach to pupils with BESD, such processes are given careful consideration as a possible explanation for the difficulties, and as ways of dealing with them. For example, if a child or young person constantly thinks of himself as under threat from circumstances that others may cope with routinely, he/she likely to become anxious. Should it prove possible to help the pupil deal with this anxiety, this might help him face threatening situations and cope to perceive and interpret events, then being enabled to do so differently might lead to a reduction in the BESD.

Negative thought patterns might have been initially related to events when the child was really threatened but have continued and become ingrained so that they persist even when no real threat exists. More general negative perception of day-to-day occurrences such as interactions at school might similarly have been related to specific genuinely unpleasant events or unkindness, but again these may have become inappropriately entrenched as ways of receiving and responding to school.

3) Behavioural Approach

Many behavioural approaches derive from learning theory e.g. skinner, 1968 and cognitive meditational accounts of behavioural change e.g. 1974; Bandura, 1969. Behavior modification has been used with pupils having different SEN, including children with severe learning difficulties, as well as with pupils with BESD. It is used as an aspect of teaching techniques, for example in precision teaching where techniques such as chaining, shaping, fading and prompting may be used e.g. Farrell, 2003. Behavioural therapy has been described as the application of the technique, methods, principles and assumptions of modern behavior theory and science to human problems.
Behavioural approaches emphasize what is observable rather than what might possibly erroneously be assumed to be the pupil's thoughts, motivations and attitudes; although in modern behavioural

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approaches these are not ignored. A pupil with BESD is seen as having learned certain patterns of behavior that are normally unacceptable or considered unhealthy. He may have modeled his behavior on a parent/care taker or another adult or sibling whose behavior was violent, unpredictable and excessively solitary, or in some other way dysfunctional. Parents and other may have inadvertently rewarded his behavior when it was unacceptable, for example by persistently giving in to tantrums. In these and other ways, the pupil has learnt the inappropriate behavior. It follows from this that the behavior can be unlearned or replaced by other behavior that is more acceptable to other people; the various behavioural interventions seek to do this. In reality and in practice behavior including verbal behavior is not usually regarded in such an isolated way and it is accepted that there are thoughts and perceptional and other, loosely called, internal factors that influence behavior, also as far as is practicable the pupil is involved in discussion about his behavior, targets for behavioural change and the evaluation of approaches to encourage acceptable behavior and discourage unwanted behavior.

Conclusion:-

Teaching and supporting pupils with behavioural, emotional and social difficulties is arguably the most challenging aspect of being a teacher today. Special training & Guidance will provide busy teachers the basic theories surrounding behavoiur. These different approaches are 1) cognitive 2) system- based 3) behavioural 4) psychodynamic approaches. Mostly the behavior may be the 1) be withdrawn or isolated 2) be disruptive and disturbing 3) be hyperactive and lacking concentration 4) have immature social skills 5) present challenging behaviours arising from other complex special needs. It is important that the children with whom it is proposed to introduce a new intervention are similar in age, cognitive level for example to those with whom the approach is working successfully? Progress, achievement and attainment will indicate the success of interventions as they indicate the success of education for all children. Achievement is understood in broad terms to include progress in personal, emotional and social development. As approaches are used, the school will continually monitor and evaluate the effect on pupil's progress, achievement and attainment and refine and improve or change provision accordingly.

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Title of the Paper:-Enriching Learning through Cooperative Efforts

Mrs. Khaire Rupali Haribhau ,
UGC RGNSRF M.Phil. Research Scholar
Tilak College of Education, Pune
E-mail: vjy_kmble@rediffmail.com

Abstract

Cooperative Learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). Each student can then achieve his or her learning goal if and only if the other group members achieve theirs. The students in each team are responsible not only for learning the material being taught, but also for helping their teammates learn. We need cooperative learning because through it we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what is discussed with others, 80% of what we experience personally, 95% of what we teach someone else. There are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student pairing, while others utilize small groups of four or five students. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments. Each student must demonstrate master of the content being studied.

Key Words: -Cooperative Learning, Elements of Cooperative Learning

Introduction :

Cooperative learning is one of the most effective and widespread and fruitful areas in education. Cooperative learning occurs when many students work together in groups to achieve their shared or common goals. Cooperative learning is based solidly on a variety of theories in sociology, economics, political science, psychology, and other social sciences.

Definition of cooperative Learning :

Students work together in small groups and learn through interaction with each other while the teacher coaches the process.

An instructional arrangement in which small groups or teams of students work together to achieve team success in a manner that promotes the students' responsibility for their own learning as well as the learning of others (Mercer& Mercer, 2001).

What is Cooperative Learning :

Cooperative Learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams.

The students in each team are responsible not only for learning the material being taught, but also for helping their teammates learn.

Why Cooperative Learning?We Learn :

- 10% of what we read.
- 20% of what we hear.

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- 30% of what we see.
- 50% of what we both see and hear.
- 70% of what is discussed with others.
- 80% of what we experience personally.
- 95% of what we teach someone else.

Cooperative Learning Roles May Include

❖ Group recorder.
❖ Materials collector.
❖ Reporter.
❖ Final copy scribe.
❖ Illustrator.
❖ Timekeeper.
❖ Cheerleader/ Facilitator.
❖ Monitor.
❖ Messenger.

Elements :

Brown &Ciuffetelli Parker (2009) and Siltala (2010) discuss the 5 basic and essential elements to cooperative learning:

1. Positive interdependence :
- Students must fully participate and put forth effort within their group.
- Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group.

2. Face-to-Face Promote Interaction:
- Member promotes each other's success.
- Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

3. Individual and Group Accountability:
- Each student must demonstrate master of the content being studied.
- Each student is accountable for their learning and work, therefore eliminating "social loafing."

4. Social Skills:
- Social skills that must be taught in order for successful cooperative learning to occur.
- Skills include effective communication, interpersonal and group skills.
    i. Leadership.
    ii. Decision-making.
    iii. Trust-building.
    iv. Communication.
    v. Conflict-management skills.

5. Group Processing:
- Every so often groups must assess their effectiveness and decide how it can be improved.

In order for student achievement to improve considerably, two characteristics must be present a) Students are working towards a group goal or recognition and b) success is reliant on each individual's learning.

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a.) When designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal.

b.) Positive Interdependence among students in the task. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.

Additional Benefits of Cooperative Learning…

- ❖ Students take responsibility for their own learning.
- ❖ Students translate "teacher talk" into "student speaks" for their peers.
- ❖ Students engage in "cognitive collaboration." They must organize their thoughts to explain ideas to classmates.
- ❖ Students have FUN learning.
- ❖ Students' social nature is used to their advantage.

Conclusion :

Cooperative learning if implemented in an effective way can thus be said to obtain high or better positive results in teaching learning process. Learning can be also be very effective and interesting, students will enjoy attending classes, and they will start respecting and giving value to the contributions of their fellow classmates. Cooperative learning can also be useful in giving the students a social support to handle difficult tasks that are impossible to complete alone. Finally it can be said that cooperative learning can help in making learning fun, enjoyable effective and interesting.

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Philosophical and Pedagogical Perspective of Peace Education in Teacher Education curriculum

Ms. Yadav Manisha Bhalchandra

Asst. Professor,
Modern Education Society,
College of Education (M.Ed. Section), Vita

Abstract:-

This paper explains philosophical and pedagogical perspectives of peace education in teacher education curriculum.This paper also suggests measures for improvement in practice teaching, various activities and practical's related to various subjects. As a result of this, the present teacher training programme will play a significant role for inculcating peace education in teacher educators, as well as students also.

- **Philosophy of Peace education –**The philosophy of peace education can be defined, most simply as the elaboration of reasons why we ought to be committed to peace education. A philosophy of peace education is more than a personal statement of the importance of peace education.

- **Reasons for Philosophy of Peace Education**

  The reasons for developing a philosophy of peace education are, at one level, similar to the reasons for developing a philosophy for any educational activity.

  There is a special reason for articulating and educational philosophy with regard to peace education, peace education is often prone to accusations of political correctness or constituting a form of indoctrination, then a well developed philosophy of peace education is one way of countering this accusation. In developing a philosophy of peace education, we are arguably engaging in an apologetics of peace education and subtly also an apologetics of peace.

- **The Expansive Nature of a Philosophy of Peace Education**
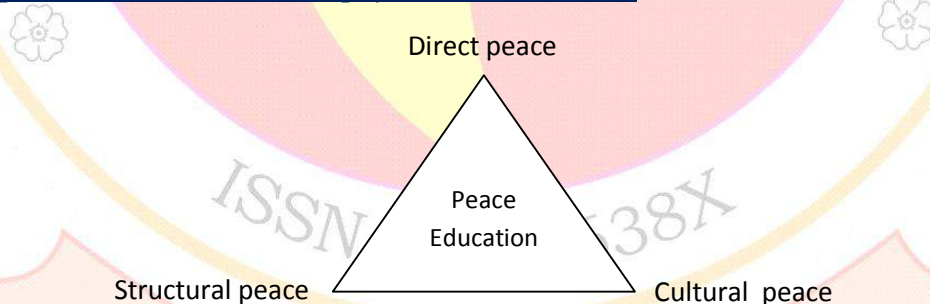
One of the central problems for articulating a philosophy of peace education, in much same way that the definition of peace is a problem for peace research working from Galtungian theory, peace is now generally taken to include direct peace, structural peace and cultural peace. So too, peace education may taken to include development education, future education, education for international understanding human rights education, inclusive education and environmental education. One problem which flows from this is whether a philosophy of peace education ought to constitute a philosophy of the expansive understanding of peace education and it so, how ought the definitional boundaries be drawn.

In some respects, peace education is a form of peace advocacy. This expanded notice of the philosophy of peace education is not something we ought necessarily to feel uneasy about the leading figure of modern educational philosophy. John Dewey, famously qualed philosophy with

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the philosophy of educational suggesting that philosophy may be described as a general theory of education and that philosophy substantially originated in response to educational questions.

- **Practice teaching:-**

    Opportunity to practice teaching in school offers the trainees a platform where they can play the theoretical knowledge they have acquired, and develop the needed competences of an effective teacher. In the class they see the age level characteristics come alive, their own success or failure to communicate the content to the learners, the ease with which they can arouse the motivation of their students to learn, their own skills, competencies and confidence which are developed in the process, etc. This is the time when they not only experiment with their own beliefs about teaching but also learn new things from peers and other good and bad teaching happening in the school.

    Once their confidence is built and the rapport with the learners is established trainees can be asked to work on peace education. They can.

- Identify peace related messages in what they plan to teach and emphasize these while teaching.
- Look for any conflicts among students in the class and help them to resolve.
- Organize peace related activities along with their students for school assembly.
- Prepare posters with peace messages and put these up in the classroom and or at various spots in the school.
- Teach children songs with peace content involve them in skit and make a presentation before everyone in the school.
- Have a wall magazine in the class and trainees as well as students can contribute peace related poems, essays, articles, stories and important information.

- **Trainees can also experiment with some strategies to develop self esteem in the students some of these could be :**
  1) Appreciate any good work done by students.
  2) Praise the efforts in studies.
  3) Praise the efforts in handling responsibility.
  4) Praise the efforts in taking initiatives.
  5) Praise the efforts in keeping the classroom clean.
  6) Praise the efforts in protecting school property.
  7) Praise the efforts in diffusing conflicts.
  8) Display good work of students on board.
  9) Encourage students to share their peace efforts in school or outside.
  10) Praise their efforts to keep their books and notebooks in good shape.

    Needless to say that while doing all this, the trainees will get an opportunity to sharpen their own skills in organizing and managing, and also get familiar with the freedom and limitations they will have as a teacher in the school system.

- **The teacher training programme has two major aspects in its curriculum**

Theory	Practicals
Philosophy and Sociology of education Educational Psychology Methodology of teaching	1) Practice teaching 2) Co-curricular activities 3) Visual arts. 4) Tutorials experience

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	5)	Work
	6)	Working with community
	7)	Subject clubs
	8)	Various practicals

From various theoretical subjects, we can organize various activities related to peace education
for example-Educational Psychology – a case study of children who disrupts peace.

Educational Philosophy – Reading biographies of eminent persons.

- **Practicals :**

Practicals in teacher training programme can also offer a lot of scope to trainees to try their hand at peace education.

Practicals	Promotion of Peace education
1) Tutorials, seminars, assignments, presentations	- Provide time to share. - Promote one to one interaction between student and teacher. - utilization of time in sorting out problems. - discuss new ideas related to activities of the training programme. - involve small group situations. - Trainers can use the occasion to plan group activities. - learn to share, cooperate, work as a team and help each other.
2) Visual education programme	- helps to sharpen the skills in developing and using support material for peace education.
3) Work experience	- provide opportunity to identify peace messages matching strategies to put them across and time for needed preparation
4) Co-curricular activities	- to rediscover trainees themselves - Suddenly come face to face with talents which they never thought they had. - compulsory nature of participation in these programme enables them to not only - discover but also polish their hidden talents and gain the needed confidence. - Inculcating the Olympic motto Not to win but to participate' can substantially change the mind set to peace orientation.
5) Working with community	- helps trainees to understand why and how they need to involve themselves and keep a close touch with the community. - Social commitment enhancement.

We must however, mention that integrating peace education into different subjects and activities in the teacher training programme is a creative process. The teacher educators are encouraged to modify and develop other methods and means of integrating peace education in teacher education curriculum.

The importance of peace education in the school and teacher education programmes cannot be over emphasized, particularly at a time when the world is facing its worst crisis. Hence peace education has to be carefully planned and executed.

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Skill Development Education For 21ˢᵗ Century

Prof. Sushil Shesherao Shinde

Jaikranti Adhyapak Vidhyalaya, Latur

The National skill development corporation, (NSDC) is a one of its kind, public private Partnership (PPP) in India, under the Ministry of skill development and Entrepreneurship. It aims to promote skill development by catalyzing creation of large, quality, for profit vocational institutions.

NSDC provides funding to build scalable, for- profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships NSDC acts as a catalyst in skill development by providing Funding to enterprises, companies and organizations that provide skill training.

❖ Partnerships :

NSDC operates through partnership with multiple stakeholders in catalyzing and evolving the skilling ecosystem.

❖ Private Sector :

Areas of Partnerships include awareness building, capacity creation, loan financing, creation and operations of sector skill Councils, assessment leading to certification, employment generation, corporate social Responsibility, world skills competitions and participation special Initiatives like udaan focused on J & K.

❖ International Engagement:

Investments, technical assistance, transnational standards, overseas jobs and other areas.

❖ Central Ministries :

Participation in flagship programmes like make in India, Swachh Bharat, Pradhan Mantri Jan Dhan Yojana, Smart City, Digital India and Narmda-Ganga, among many others.

❖ State Governments :

Development of programs and schemes, alignment to NSQF and capacity building, operationalization of program, capacity building efforts among others.

❖ University / School Systems:

Vocationalisation of education through specific training programs, evaluation of credit framework, entrepreneur development, etc.

❖ Innovation :

Support to early stage social entrepreneurs working on innovative business models to address gaps in the skilling ecosystem, including programmes for per sons with disability.

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❖ **Motivation Programme:**

Entrepreneurship in no longer seen as being solely applicable to persons to start enterprises, but to persons involved in any Endeavour. Not only having the economic significance but also the present thinking is that society as whole will be benefitted by people adopting a more positive and enterprising approach in all facets of life.

This programme should be create positive view about education. We should think about following points…

➢ Positive role till society & be aware about it
➢ It should be involve in school curriculum
➢ Required trained teachers to teach this programme
➢ It is compulsory at college level also
➢ Focus on personality development.

❖ **Mentoring:**

The teacher in his / her role can be inspiring, motivating and guiding, and can act as a mentor. The teacher may function like a transformational leader by owning the responsibility for the students, showing an ability to identify with them, behave with a value-driven philosophy and create opportunities for learning and growing.

❖ **Interactions:**

Arranging frequent interactions between educators and parents can be another way in this direction. This is to enhance the process of educating the latter on the importance of taking their children to visit small business, and industries and commercial establishments. Presentation of success stories of the first generation entrepreneurs through audiovisuals will play a great role in these interactions.

❖ **Conclusion:**

Now a day's quality education is needs of the world. Because in this 21st century child is reaching at advance information technology. For that concept should be clear that's why today skills are required to comprehend if. As well as needs new trends in education system.

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New Techniques and Methods in the Teacher Training Programme- Speech Interpretation and Recognition Interface (Siri) Programme

Shri.Vinod Machhindranath Barde

Assistant Professor

Shri Mouni Vidyapeeths

Karmaveer Hire Arts,Commerce,Science & Education College,

Gargoti, Dist-Kolhapur(MH)

The most important role of Teacher Training programme is building the essential learning environment for students to inculcate the teaching skills. This is achieved with the help of Active learning. Active learning is a learning which allows students to experiment with ideas to develop concepts and to integrate concepts into systems. This requires knowledge which is easily available now a day. Print media such as visual dictionaries, learning software's etc everyone is now open to this knowledge sources.

Active Learning is soul of Teacher training programme, to develop ideas, concepts. It requires Human transitions of interactions. For effective interaction with Humans requires good Communication skills. Communication skill is the ability to convey information to others effectively and efficiently. Many information can be easily shared during Communication. Which help us to build an essential learning environment.

So, we must focus on communication skill for interactivity. Interactivity can be a dialog between a human being and a computer program me. Teacher Training Programme mainly structured for development of overall personality of trainee teachers, for that Microteaching, Practice lessons, Models of Teachings etc training programmes are mainly conducted during the course. Main purpose of this is canning of hands for teaching skills. There is no limit for these skills. One can improve it day by day. But this improvement can be achieved with the help of technology. Technology can be defined as a collection of techniques, skills methods, and processes to accomplishment of objectives. In Teacher Training programme we have certain objectives. To meet the need of the teacher training programme now we have several options. SIRI programme is one of the best technological option.SIRI programme(Speech Interpretation and Recognition Interface) is a computer based programme that works as a intelligent personal assistant and knowledge navigator. The feature uses a natural language user interface to answer questions make recommendations and perform actions by delegating request to a set of web services. Because of its features this program me become very famous among the technology users.

Features of SIRI Programmes

- ➢ **Knowledge Navigator** a device that can access a large networked database of hypertext information and use software agents to assist searching for information.
- ➢ **Knowledge visualization** focuses on transferring insights and creating new knowledge.
- ➢ **Scientific visualization** represents higher order data using graphics and animation.
- ➢ **Educational visualization** creates an image of something so it can be taught about.
- ➢ **Information visualization** concentrates on the use of computer-supported tools to explore large amount of abstract data.
- ➢ **Product visualization** involves visualization software technology for the viewing and manipulation of 3D models.

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- ➢ **Visual Communication** is the communication of ideas through the visual display of information.
- ➢ **Visual analytics** focuses on human interaction with visualization system.
- ➢ **Artificial intelligence** is the intelligence exhibited by machine or software.

Teacher Training programme is based upon Psychology. And psychology is related to study of human behavior. To control the human behavior. We must develop human thoughts. A thought originates from questions. To find the answer to the question. we need program like SIRI.Untill we shift our mindset we can't progress.Mindshift is essential to accept the new technology, with its advantages and disadvantages. Technology upgrade regularly so it is always remain new for us. Human easily attracted towards new things, so lets us think to bring new techniques and methods in Teacher Training Programme.

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The Role of Information Technology in Higher Education:

Sashikala
skaradiguddi@gmail.com

Abstract

A study was performed to identify what the undergraduate students think the role of the information technology (IT) should be in higher education. IT tools in lectures are necessary components of successful education. IT tools must be used in a successful education based on our over 10 years of teaching experiences in various universities in various countries.

Key Words: Evaluation; Curricula; Computer-related Degrees.

Introduction

With rapid developments in information technology (IT), most university students demand more use of IT in their education for two main reasons: (1) it helps the course material be presented in a more comprehensible way; (2) it gives them familiarity with the high-tech tools they might be expected to use in their future careers after graduation. Some universities have already started making changes to their curricula and making arrangements to be more inviting to students by introducing new methods of education such as field trips to big companies, and inviting representatives from such companies to give seminars as part of the curricula so that the students are exposed to practical career scenarios. Most of the classes are held in computer labs and the topic of the lecture can be immediately simulated, programmed, or demonstrated on computers. It is not too far in the future that classrooms will be equipped with smart touch panels/screens, projectors, sound systems, tele/video-conference systems, television and radio broadcast/receive systems and other high-tech equipments. Such developments in education also come with some overhead: To utilize such classroom environments require training of faculty and students in order for them to use these tools efficiently and also it is important to have the ability to manage them. Managing the high-tech classrooms needs the system administrator properly setup the IT tools in the classroom and the instructor to control these tools actively in class such as turning off the internet access during his/her talk.

IT Trends in Higher Education

Distance Learning

One of the most recent and fastest growing needs in education is to eliminate location, transportation, classroom space, and time restrictions. In developed countries such as the United States, the transportation problems are rare but the distances traveled are huge. In developing countries the distances are short but the transportation is difficult. Either way, in most cases, traveling takes a big portion of the day for students. Moreover, especially for higher education when the students are more independent of their families, they need to work to earn for their living expenses and even to support their families, it is not feasible to ask them to come to the school during the day time when they are supposed work and make money. Thus, distance learning is an alternative. Some argue that distance learning is a technology looking for a problem. Many argue that face-to face is a requirement and cannot be eliminated. Others argue there are major problems with face to face education; other than above mentioned time and place restrictions, it also puts the responsibility of learning more on the shoulders of the student himself/herself, rather than as some do: coming to the classroom and just listening, if listening, to the instructor and expecting him to teach everything about the course to all the students in the classroom.

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Distance learning resolves conflicts with other classes. The student is free to download the recorded lectures and study them at their own pace. Actually, some students would study the movies of the lectures at double speed, saving them time for most part and pausing or reducing the speed back to normal when the lecturer starts talking about something the students does not know much about. If a student misses a lecture due to sickness, traffic, etc, the lecture is available on the web. Some students just like to repeat the lecture that is made available on the web to reinforce their learning. Some may like to listen to the lecturer and do not take any notes in class not to lose focus because the lecture will be on the web anyway. Moreover, distance learning allows greater access to those who are restricted geographically. Distance learning students would be able to access the rich educational materials of many universities by taking courses online.

However, many faculties have not accepted the distance-learning technology and do not use it because it is not required for the time being. However, many use it only in a "mediated" mode: some time in a face-to-face setting supported by on-line content. It is a fact that distance education has been institutionalized and is not going away.

Here are some facts that support distance learning:

- Students expect class assignments, notes, materials to be available on-line
- About 60% of students prefer courses that have an on-line component
- Lectures take up too much time of the students and students do not have time at school for practice; and, homework is difficult to solve alone. Therefore, online practice hours are necessary for the students to be encouraged to work on their own with the support of the lecturer.
- However, these solutions come with some overhead some listed below and may make it impractical for implementation in developing countries:
- Students must have personal computers
- Needs access to fast Internet connections
- Must have numerous large student computer labs that are available 24/7 with support staff, which creates additional costs of education
- Creates new demands for faculty to understand how to effectively utilize the teaching technique and technology, which, too, needs additional financing Strengths of Distance Learning:
- Overcomes limits of place and time and is convenient
- Provides access for nontraditional, rural, and other students
- Gives all students better access to certain faculty members
- Improves institutional flexibility
- Adds enrollments without the cost of new facilities
- Makes new markets for institutions
- Provides opportunity to experiment and share resources
- Promotes risk taking
- Attracts more motivated students

Weaknesses of Distance Learning:

- Discourages peer-to-peer learning and socialization opportunities
- Requires more academic support to help students succeed
- Limits use by older people who aren't familiar with technology
- Restricts financial-aid opportunities, which are not always available for e-learners

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- Doesn't promote an active-learning environment
- Curbs a professor's ability to communicate passion for his or her subject
- Increases work for faculty members
- Discourages faculty buy-in, especially when tenure is at stake
- Raises costs (upfront costs, maintenance costs, content costs, faculty incentives, need for expensive technology like video)
- Creates more intellectual-property issues
- Creates more security issues
- Faculty training required prior to teaching on-line

Computer Management Consoles

The high-tech classrooms needs the instructor to control these tools by software or hardware based centralized management has already become an essential component of higher education. Most people who have got involved in procedures with many computers and smart electronic devices will easily define the problems regarding control of computers and similar devices. Comparing to just several years ago, today there are adequate solutions regarding remote computer management issue. These are mainly:

- Operating System imaging and migration (remote installation)
- Software distribution (remote installation)
- Management of computer remotely
- Application management, restriction
- Broadcasting a screen, message, file, etc.
- Gathering file, folder, etc.
- Live monitoring of screens
- Dynamic test, exam, and quiz
- Video, voice, text contact

More High-Tech on Education

Specific purpose smart devices using embedded application programs are crucial for standardization and maintenance of high-tech tools in education. Such specific purpose devices/computers are already in use in industry, agriculture, and military. We could prepare packages of programs for educational use. These efforts have started long time ago in America and Europe, for example, in the mid--1980s the Ontario ministry of education decided to standardize the computers used in schools in order to reduce maintenance costs. They eventually settled on a selection of features that they felt would be the minimum required of a classroom computer. Without such standardization, due to fast advances in information technology, skills students in some schools would acquire throughout their education can be outdated, which may hold them from getting top jobs in their fields and even if they do, due to their outdated skills, they would also spend time adapting to demanding and cutting-edge IT career environments. Even though a university may rank lower; it may give better education by employing someone from a cutting-edge industry part-time, who would deliver lectures and familiarize the students with up-to-date IT tools.

Most of the American universities have short and long term (3, 5, 10 years) plans made about investment and enhancement of their technology. Some current researches related with computers are listed here that soon can be applied in education:

- MultiTouch panel computers
- Thin client machines

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- Embedded smart machines
- Programmed chips/microcontrollers for specific purpose applications
- Education Computers with Limited functionality
- Use of mobile embedded systems
- Use of smart virtual machines

Conclusion

As the higher education community decides how to use IT, then, it faces important choices. Before advanced communications technologies became widespread, educational decentralization and diversity were promoted by the limitations of the physical world. Universities were distant from each other geographically, and it was relatively difficult to transfer people and practices between them; consequently, different universities evolved along somewhat independent paths. Now, however, that independence that separate evolution and diversity of educational approach exists only if educators actively choose to foster it. And because the local benefits of standardization are easier to quantify than the global benefits of diversity, broad awareness of the issues is crucial.

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Awareness of Multiple Intelligence (MI) in 21st Century's Teacher Education

Pramod Prakashrao Tandale

Research Scholar

Department of education,

SRTMU,Nanded.

Email:-aiirjpramod@gmail.com

Introduction:-

In 21st century education teacher must know the psychological concept Intelligence and the intelligence is most worked concept in education. Educational system must be developing children's as a citizen who is able to be work for countries development. Teacher must know the psychology of student to teach them easily.

Multiple Intelligence is key concept to educate and develop student as a perfect person who full fill his ambitions and goals of life. Awareness of MI is needed in this era because education is student centered. MI helps teacher to know students ability, strong points and weakness also.

The concept of *Multiple Intelligence's* came from the work of *Dr. Howard Gardner*. Dr Howard Gardner expanded the identification of the number of ways an individual can be intelligent and the definition of the word intelligence itself. He identified 8 ways of being smart which have passed the test to be recognized as *Intelligence's*. We all possess not one but *eight intelligence's* in varying multitudes. Some intelligence is stronger than the others and the profile of intelligence's vary from one person to another**.**

Each of the *Intelligence's* can improve with practice and will continue to be enhanced over a life time. We at THE LEARNING CURVE follow *The Theory Of Multiple Intelligence As A Core Criteria* in curriculum development. We plan curriculum activities that address each of the multiple intelligence's Our curriculum format allows children to engage in active hands on concrete experiences that help them develop multiple intelligence's.

Source:-http://www.learningcurveindia.co.in/curriculum/multiple-intelligence/

History of MI Inventions

In *Frames of Mind*, **Gardner** challenged the traditional IQ (intelligence quotient) test developed by French psychologist Alfred Binet and its subsequent variations, including SAT (scholastic assessment test), on the ground that they measure only the linguistic and mathematical capabilities of students to rate them according to a single intellectual dimension — i.e the IQ and SAT scores. In this path breaking book, he argued that the species homo sapiens is gifted with seven "intelligences" in various degrees and combinations. They are the musical, bodily-kinesthetic (relating to dance, sports abilities), logical-mathematical, linguistic, spatial (navigation, visual arts), interpersonal (understanding people) and intrapersonal (self-study, self-awareness) intelligences.

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Using Multiple Intelligences In The Classroom

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. The theory states that all seven intelligences are needed to productively function in society. Teachers, therefore, should think of all intelligences as equally important. While use this theory in classroom teacher must know the characteristics of each intelligence.

For example,

When teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role play of the signing of the Declaration of Independence, and have the students read a novel about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways.

Teacher must aware about

- Theory of Multiple Intelligence.
- Types of intelligence.
- Characteristics of all types of intelligence.
- Style of learning is different as per type of intelligence.
- When teacher use verity of sources to teach one topic many students learn easily.
- Nevertheless, all students will come into the classroom with different sets of developed intelligences.
- Teacher tries to know each students type of intelligence.
- This means that each child will have his own unique set of intellectual strengths and weaknesses. Teacher assists to students to improve strengths and reduce weaknesses.

Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences (Lazear, 1992). Awareness of teacher helps them to improve classroom teaching.

Use Of MI theory in Teacher Education

When we expect that teacher must be efficient and talented about teaching methodology we have to include MI in pre-service teacher education and in-service teacher education also.MI theory is help student teacher in practice teaching also. For example…
.

- **Class control:-**Teacher education is full of psychological concepts but concept of MI is useful on every stage of training. Student teacher scared about *class control* MI help them to control class. Student teacher observe students and realize there need of teaching method it helps them to control the class.
- **Choosing teaching aid:-** Student teacher use teaching aid in practice teaching to explain the concepts and examples that time MI guide them to choose verity of teaching aid to engage all type of intelligence in classroom.

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As like this teacher education have chance to use MI innovatively in pre service and in-service training in 21st century.

Conclusion

Multiple Intelligence theory can be useful in classroom teaching and teacher education also. Teacher education needs innovations in teaching because in this student center education teacher think about innovations and use of psychological knowledge in day to day teaching. MI is most popular theory since last two decades and teachers awareness about this theory can help them to improve their teaching practice which is allow better future for teacher education and classroom teaching.

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Education In Tradtional Universities Vis-A -Vis Professonal Institutions

S. V. Bacche
Assistant professor
Mahavir Mahavidyalaya,Kolhapur

"India has exam system, not educational system"- C.N Rao, the head of Scientific Advisory Council of Prime minster.

Introduction-:

The development of a global economy due to increased trade, investment & mobility of people & more recently, work across borders has forced nation countries to adapt system of higher education to changed global realities. Rather than continuing with their inward looking policies, several countries are reshaping their system of higher education for making them globally competitive .Pragmatism, rather than ideology, is driving this change. USA has major plans for investment in higher education .UK has injected new dynamism in higher education sector through competition & incentives. China has undertaken a package of comprehensive reforms in higher education for over the past two decades. The government in China has declared education, science & technology to be strategic driving forces of sustainable economic growth. In this race the Indian is far away from global standards of higher education.
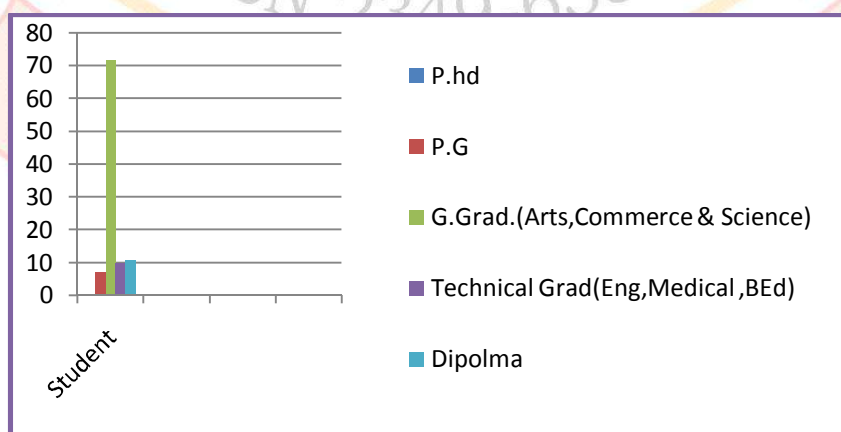
Higher Education in India -:

The system of higher education now existing in India was originally implanted by the British rulers in the mid-19th century to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain their dominance in the country. It was inherited by the state managers after independence (in 1947) as a colonial legacy, and has been expanded phenomenally during the last five decades. The massive system of higher education in India consists of 318universities, 113 institutions 'deemed-to-be universities,' 20677 colleges, The system now employs 525000 teachers. Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system: 'over-production of "educated" persons; increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.' While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism. After a long period of protected expansion with state patronage until the mid-1980s, a complex turn of events has thrown higher education into a vortex of change. The foremost among such events was the adoption by the Government of India in 1990 of structural adjustment reforms. Influenced by the World Bank-International Monetary Fund combine, structural adjustment has meant the gradual withdrawal of state patronage for higher education and a coterminous privatization of that sphere. However, with the government dithering about the long-term policy to be adopted in this regard, higher education in India is now passing through a period of stunted growth and certain future.

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The conventional university system in India, confronting as it is a systemic crisis, has proved itself to be incapable of introducing any significant educational innovation or effectively implementing any educational reform. Given the mounting pressure for increasing accessibility and over democratization, the trend in the universities is toward reducing everything to the lowest common denominator or leveling down quality rather than raising it. The Indian university system is extraordinarily rigid and pronouncedlyresistant to change: The impetus to change does not come from within the system. When experiments or innovations are introduced from outside, they are resisted; if enforced, they are ritualized. The fate of such innovations as the merit promotion scheme, faculty-improvement program, vocationalization of courses, semesterization of courses, curriculum-development centers, annual self-appraisal report, college-development council, academic-staff college and refresher and orientation courses are too well known. It is indeed ironic that higher education, which is expected to function as an agency of change, should itself be resistant to it.

India is currently at a stage of demographic transition where population growth is slowing down but the population of young people entering the labour force is & would continue to expand. A majority of Indian population lies between the age of 15-64 years, resulting in low dependency ratio & a substantial working relative to other countries .By 2020 ageing of world economies would create a skilled manpower shortage of 56.5 millions, while India alone will have a labour surplus of 47 millions. However in the absence of appropriate dividend due to lack of skill set to meet the needs of the industry companies across industries are complaining of insufficient graduates that they consider "employable" . According to report by NASSCOM, only 10% of fresh graduates in India are employable. Higher education & vocational training will therefore play a critical role in preparing the workforce to be constructively utilised to drive growth of the economy .Therefore, India needs to show more concerns over the higher education in terms of quality & quantity.

In higher education 14.6 million Students were enrolled in India during year 2010-11 .This is country with third highest number of student behind USA & China. Although annual enrolment in higher education have grown steadily at 6.3% over last decade the GER (Gross Enrolment ratio) of 12.4%.In India more than 70% total students are in General Graduate (Arts, Commerce & Science) category . In balance there are PhD. ,Post Graduate , Technical Graduate like Engineering, Medical ,BEd etc, & DiplomaStudents.

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As per data prominent disciplines(General graduate) students at bachelor level goes beyond 10 Millions out of which 18% are from commerce faculty graduate. Many of Commerce graduate should continue professional courses in various Institutions like   ICAI, ICSI, ICWAI, ICFAI etc .In the total enrolment for this courses will generally 25-30% graduate mostly from commerce faculty & unfortunate in this professional courses success ratio are less than 10% of total enrolment students.
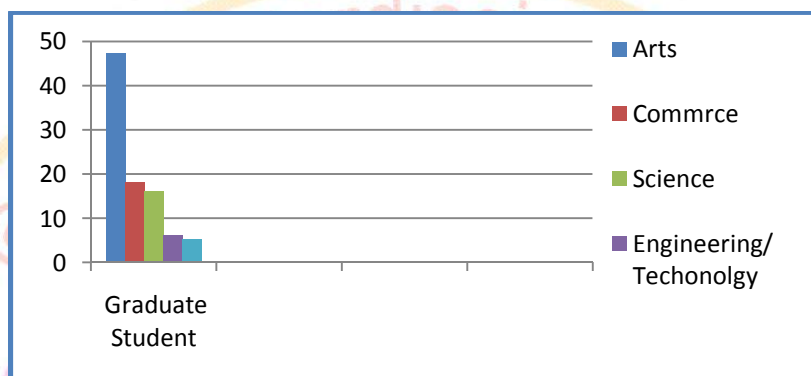
Professional Institutes-:

1.ICAI-The Institute of Chartered Accountants of India (ICAI) is a national professional accounting body of India. It was established on 1 July 1949 as a body corporate under the Chartered Accountants Act, 1949 enacted by the Constituent Assembly of India (acting as the provisional Parliament of India) to regulate the profession of Chartered Accountancy in India. ICAI is the second largest professional accounting body in the world in terms of membership second only to American Institute of Certified Public Accountants. ICAI is the only licensing cum regulating body of the financial audit and accountancy profession in India. It recommends the accounting standards to be followed by companies in India to the National Advisory Committee on Accounting Standards (NACAS) and sets the accounting standards to be followed by other types of organisations. ICAI is solely responsible for setting the auditing and assurance standards to be followed in the audit of financial statements in India. It also issues other technical standards like Standards on Internal Audit (SIA), Corporate Affairs Standards (CAS) etc. to be followed by practising Chartered Accountants. It works closely with the Government of India, Reserve Bank of India and the Securities and Exchange Board of India in formulating and enforcing such standards.

Members of the Institute are known as Chartered Accountants. However the word chartered does not refer to or flow from any Royal Charter. Chartered Accountants are subject to a published Code of Ethics and professional standards, violation of which is subject to disciplinary action. Only a member of ICAI can be appointed as auditor of an Indian company under the Companies Act, 1956. The management of the Institute is vested with its Council with the president acting as its Chief Executive Authority. A person can become a member of ICAI by taking prescribed examinations and undergoing three years of practical training. The membership course is well known for its rigorous standards. ICAI has entered into mutual recognition agreements with other professional accounting bodies world-wide for reciprocal membership recognition.

ICAI is one of the founder members of the International Federation of Accountants (IFAC), South Asian Federation of Accountants (SAFA), and Confederation of Asian and Pacific Accountants (CAPA). ICAI was formerly the provisional jurisdiction for XBRL International in India

Role-:

The Institute of Chartered Accountants of India was established under the Chartered Accountants Act, 1949 passed by the Parliament of India with the objective of regulating accountancy profession in India. ICAI is the second largest professional accounting body in the world in terms of membership second only to AICPA. It prescribes the qualifications for a Chartered Accountant, conducts the requisite examinations and grants license in the form of Certificate of Practice. Apart from this primary function, it also helps various government agencies like RBI, SEBI, MCA, CAG, IRDA, etc. in policy formulation. ICAI actively engages itself in aiding and advising economic policy formulation. For example ICAI has submitted its suggestions on the proposed Direct Taxes Code Bill, 2010. It also has submitted its suggestions on the Companies Bill, 2009. The government also takes the suggestions of ICAI as expert advice and considers it favourably. ICAI presented an approach paper on issues in implementing Goods and Service Tax in India to the Ministry of Finance. In response to this, Ministry of Finance has suggested that ICAI take a lead and help the government in implementing Goods and Services Tax (GST). It is because of this active participation in formulation economic legislations, it has designated itself as a "Partner in Nation Building".

2.ICSI –The Institute of Company Secretaries of India (ICSI) is statutory professional body constituted under the Company Secretaries Act, 1980 (Act No. 56 of 1980) passed by the Parliament of India. ICSI is the only recognized professional body to develop and regulate the profession of Company Secretaries in India. The Institute of Company Secretaries of India awards the certificate bestowing the designation of Company Secretary (CS) to a candidate qualifying for the membership of the Institute. ICSI has its headquarters at New Delhi and four regional offices at New Delhi, Chennai, Kolkata and Mumbai

Role of Company Secretaries-:

Membership of ICSI has been recognized for appointment to various superior posts and services under the Central Government. The affairs of the ICSI are managed by a Council consisting of fifteen elected members and five nominees of the Central Government. Pursuant to section 383A of the Companies Act, 1956, companies having a paid-up share capital of Rs 5 crore or more, as prescribed by the Central Government, are statutorily required to appoint a whole-time Company Secretary.

The major contribution of Company Secretary (CS) is in corporate sector. Company Secretary (CS) is an important professional aiding the efficient management of the corporate sector. Company Secretary (CS) is designated as an officer under the Companies Act. Company Secretary (CS) has to interact, coordinate, integrate and cooperate with various other functional heads in a company. A member of the ICSI may also practise independently as a professional after obtaining a certificate of practice as provided in the Company Secretaries Act, 1980.

Thus there are two areas in the career viz. in whole time employment and whole time practice.As per the Companies Act 1956, if the company is having more than Rs. 5 Crore of paid up share capital, it is mandatory to appoint a full time Company Secretary, and if company has a paid up capital of Rs. 10 lakhs and more but less than Rs. 5 Crore, it has to file with Registrar of Companies a compliance certificate from a Practising Company Secretary.

3.ICWAI-The Institute of Cost & Work Accountants of India (ICWAI) is a premier professional accountancy body established on May 28, 1959 under the Cost and Works Accountants Act, 1959 (Act No.23rd of 1959) enacted by the Parliament of India to regulate the profession of Cost & Management Accountants in India.

The ICWAI is a Founder Member of the International Federation of Accountants (IFAC), Confederation of Asian and Pacific Accountants (CAPA) and South Asian Federation of Accountants (SAFA). ICWAI is a member of the National Foundation of Corporate Governance(NFCG). The headquarters of ICWAI is situated in Kolkata, and operates through its four regional councils located at Kolkata, Chennai, Delhi and Mumbai, 94 chapters in India and 7 chapters abroad.

Objectives-: Objectives of the Institute of Cost Accountants of India
(a) To develop the Cost and Management Accountancy function as a powerful tool of management control in all spheres of economic activities.
(b) To promote and develop the adoption of scientific methods in cost and management accountancy
(c) To develop the professional body of members and equip them fully to discharge their functions and fulfill the objectives of the Institute in the context of the developing economy
(d) To keep abreast of the latest developments in the cost and management accounting principles and practices, to incorporate such changes are essential for sustained vitality of the industry and other economic activities
(e) To exercise supervision for the entrants to the profession and to ensure strict adherence to the best ethical standards by the profession
(f) To organise seminars and conferences on subjects of professional interest in different parts of the country for cross-fertilisation of ideas for professional growth
(g) To carry out research and publication activities covering various economic spheres and the publishing of books and booklets for spreading information of professional interest to members in industrial, education and commercial units in India and abroad
ICWAI aims to promote and develop the adoption of scientific methods in cost and management accountancy for management control. It develops the professional body of members and equips them fully to discharge their functions as professional Cost & Management Accountants. ICAI helps its members to keep abreast with latest developments in the field of cost and management accounting

Problem faced by Business education in traditional university -:

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- Dropout & unsuccessful students rate are more than 90% enrolled in professional courses
- Diversity in the course and syllabi of different Universities
- Lack of proper specialization.
- Shortage of experts
- Publication of cheap books in the field of commerce education
- The wide gap between the theoretical knowledge & real situation
- No linkage between the course studies and the practical side as desired in the organization
- Lack of proper teaching material
- No certainty of career unlike medical & engineering courses.
- Lack of job oriented diversified shot term courses
- Cumbersome courses
- Majority of commerce graduates are not fulfilling the desire objective of the organization employing them.
- Performance of majority of the commerce graduates is not satisfactory in comparison to others
- Inefficiency and inadaptability among most of the commerce students
- Lack of research and inter disciplinary approach hindering the growth of trade, commerce & industry at large.

This paper highlights certain issues that understand defective points of examination system of higher education for developing students for professional courses & some reforms to set it right. The situation raises a serious problem why we have not been able to generate desired professionally successful students in our higher education system, there are many significant issue that need to be analysed.One possible explanation may be the failure to prepare students who handle examination system of professional courses .In examination demands a challenge after providing proper information & knowledge to the students, it is essential to test their grasping power. If the student is not quite up the mark, then he should not be upgraded to the next standard if student should not understand main contents of professional courses in their academic education, chances of success & interest will be automatically goes down . It should undergo radical changes. There is need to adopt a new approach to evaluation is continue process which helps to test the real knowledge of standard.

Suggestions-:

- Increase Universities & Professional Institutions Partnership to ensure consistency between Higher Education Examination System.
- Developing a framework for professional learning including programs intended to meet the learning needs of all.
- Using ICTs in examination system to meet the double goal of student's .One is the completion of academic education & second on completion of professional courses.
- Uniform curriculum a uniforms rules throughout country which similar to professional courses like ICAI, ICSI, and ICWAI etc.

➢ Many of Professional Institution having supply only course materials; they do not have tuitions if it is possible UGC may joint colleges & universities for such development.

➢ As per figures 90 % students are not complete professional education because of fail to handle examination system, mental ability, availability of materials, proper guidelines, and family problem. UGC may provide some courses for unsuccessful students as semi qualified as employable.

➢ Encouragement for uniform syllabus & curriculum.

➢ Commerce faculty of higher education must be introduce an internship as a part of the examination it will help the students in the manner of professional training.

➢ Examination should be valid & testing the knowledge of the students should be authentic setting of question papers need to be correct & appropriate.

➢ In higher Education, most of the universities hold subjective type examination these are only true or fair descriptive answer oriented questions. So many students prepare only main topics & they do not study other portion of the syallabus.To cover the whole syallabus, there should be set up examination similar to professional institutions using objective test, which can cover all portions of the syllabus.

➢ In academic education there is a common problem that the questions in the examination are unclear, out of the syllabus or repetitive nature to avoid such disqualification question bank in various subjects should be prepared.

➢ In order to maintain confidentiality, the set procedure of preparing three set of question paper should be adhered to.

➢ Uniform curriculum & uniform rules & names throughout the country like Professional Institutions.

➢ Conduct workshop on question paper setting and evaluation for teachers who have proper experience. A panel of trained paper-setters for each question paper should be formed

➢ Enhancing the quality of academic examination system with course contents & availability of material to course .

➢ The minimum pass mark should be at least 50% to maintain a qualitative standard like Professional Institutions & the system of grace mark should be abolished.

➢ Structure of the courses is mainly aimed at increasing employability of students after graduation & the potentiality of each subject in equipping the students with students with appropriate productive knowledge.

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शिक्षक शिक्षणातील गुणवत्ता विकास—अभ्यासक्रमातील बदलता आशय

डॉ. रेखा टोपकर

प्राचार्य, श्रीमती पुतळाबेन शाह

कॉलेज ऑफ एज्युकेशन, सांगली

कोणत्याही राष्ट्राचा दर्जा लोकांना दिलेल्या शिक्षणाच्या गुणवत्तेवर अवलंबून असतो आणि शिक्षणाची गुणवत्ता शिक्षकांच्या गुणवत्तेवर अवलंबून असते आणि शिक्षकाची गुणवत्ता शिक्षक शिक्षण कार्यक्रमाच्या गुणवत्तेवर अवलंबून असते. जर राष्ट्राचे मुख्य कार्य गुणवत्तापूर्ण, व्यावसायिक शिक्षक तयार करण्याचे असेल तर शिक्षक तयार करण्याच्या कार्यक्रमाला अधिक महत्व प्राप्त होते.

स्वातंत्र्योत्तर काळात शिक्षक व शिक्षक प्रशिक्षण संस्था याविषयी अनेक आयोगांनी शिफारशी केल्या. सन १९६४—६६ च्या कोठारी आयोगाने शिक्षक प्रशिक्षणाचा कोर्स दोन वर्षांचा असावा अशी शिफारस केली पण त्याची अंमलबजावणी झाली नाही. एक वर्षाच्या बी.एड्. अभ्यासक्रमातून तयार होणारे शिक्षक अभ्यासक्रमाची आव्हाने पेलण्यास सक्षम बनू शकत नाहीत. शिक्षणाच्या विविध आयामांना योग्य न्याय दिला जात नाही. याची जाणीव आपणा सर्वांनाच होत होती.

काळाप्रमाणे ज्ञान व ज्ञान घेणारी पिढी ज्याप्रमाणे पुढे जाते त्याप्रमाणे त्यांना मार्गदर्शन करणारा शिक्षक, त्याचे कार्य व विचारही बदलायला हवा. सामाजिक स्थित्यंतराचा भविष्यवेध, जागतिकीकरण, ज्ञानाचा विस्फोट माहिती मिळविण्याच्या स्रोतात झालेली वाढ, विज्ञान तंत्रज्ञानातील प्रगती, राष्ट्रीय पातळीवरील धोरणे, इत्यादी बाबी विचारात घेउन शिक्षक प्रशिक्षणाचा कालावधी वाढविणे गरजेचे होते. सुप्रिम कोर्टाच्या आदेशान्वये शिक्षक शिक्षण अभ्यासक्रमाचे अवलोकन करुन या अभ्यासक्रमासंदर्भात अहवाल सादर करण्यासाठी जस्टीस वर्मा समितीची स्थापना २०११ ला करण्यात आली सद्या अस्तित्वात असलेल्या NCTE-2009 च्या नियमावलीत सुधारणा करणे संदर्भात न्यायमूर्ती वर्मा समितीने शिफारशी सुचविल्या. या शिफारशी विचारात घेउन NCTE ने शिक्षक प्रशिक्षण बी.एड्., बी.पी.एड्., एम्.एड्. साठी सुधारित नियमावली २०१४ या नावाने भारत सरकार राजपत्रामध्ये प्रसिध्द केली.NCTE च्या विभागीय कार्यालियाकडून १०.१२.२०१४ च्या पत्रान्वये संबंधित संस्थांनी बी.एड्. चा अभ्यासक्रम एक वर्षाऐवजी दोन वर्ष कालावधीत राबविण्यात यावा असे सुचविले. देशातील सर्वच बी.एड्. महाविद्यालयांनी शैक्षणिक वर्ष जून २०१५—२०१६ पासून दोन वर्षाचा बी.एड्. अभ्यासक्रम सुरु केला आहे.

अभ्यासक्रम आराखड्यातील तीन क्षेत्रे

१. शिक्षणातील दृष्टीकोन (Perspectives in Education)

२. अभ्यासक्रम आणि अध्यापन शास्त्रीय अभ्यास (Curriculum and Pedagogic Studies)

३. क्षेत्रीय गुंतवणूक (Engagement with the field)

अभ्यासक्रमातील नाविन्यपूर्ण बाबी

- आत्तापर्यंतच्या पारंपरिक विषयाची मांडणी आता आंतरविद्याशाखीय पध्दतीने केली आहे. अध्ययन, अध्यापन, अध्ययनकर्ता व अध्यापक या चार घटकाच्या अनुषंगाने अभ्यास करावयाचा आहे.

- कोर्स–१ मध्ये बालकाच्या व्यक्तिमत्त्व विकासात शाळेचा प्रभाव, सामाजिक, वैयक्तिक, सांस्कृतिक प्रभावाचा विचार केला आहे.

- कोर्स–२ मध्ये भारताच्या संविधानाचा अभ्यास, कोठारी कमिशन व त्याच्या शिफारशी, जागतिकी करण, CCE, RTE, SSA या धोरणांचा, राष्ट्रीय व आंतरराष्ट्रीय सामंजस्य इत्यादी बाबींचा समावेश आहे. यातील आशयातून सामाजिक बांधिलकी रुजवता येते.

- कोर्स–३ मध्ये पूर्णत: नवीन आशय समाविष्ट आहे. विद्याशाखांची अध्यापनाची गरज, विद्याशाखा व शालेय विषयाशी सहसंबंध, शालेय विषयांचे आंतरविद्याशाखीय स्वरुप, आदरातिथ्य व उद्यानविद्या यांचे आकलन यांचा समावेश आहे.

- कोर्स–४ मध्ये अध्ययन व अध्यापनाबाबतचा नवीन दृष्टिकोन मांडला आहे. ज्ञानरचनावादानुसार अध्ययन ही संकल्पना समाविष्ट केली आहे.

- कोर्स–५ मध्ये बालककेंद्रित शिक्षण पुरस्कर्ते व बालककेंद्री शिक्षणाबाबतचे विचार यांचा समावेश आहे. माहिती, ज्ञान, श्रध्दा, सत्य या संकल्पनांची नव्याने मांडणी केली आहे.

- कोर्स–६ मध्ये शालेय विषयांचे अध्यापनशास्त्र यामध्ये पूर्वीचेच शालेय विषय आहेत पण ज्ञानरचनावाद, सहकार्यात्मक अध्ययन कार्यनीतींचा समावेश आहे.

- कोर्स–७ मध्ये अध्ययनाचे मूल्यनिर्धारण व कोर्स–८ मध्ये लिंग शाळा आणि समाज यांचा समावेश आहे कोर्स–९ मध्ये सर्व समावेशक शाळा, विविध प्रकारची स्पेशल मुले, शिक्षकांची भूमिका, मार्गदर्शन व समुपदेशन इत्यादी बाबतचा आशय समाविष्ट आहे.

- ऐच्छिक अभ्यासक्रमामध्ये उच्चमाध्यमिक स्तरावरील सर्व शालेय विषय, शांतता शिक्षण, योगाचे महत्त्व या नवीन बाबी समाविष्ट आहेत.

- Sessional work प्रत्येक पेपरला दिले आहे.

- Enhancement in Professional Capacities (EPC) यामध्ये Reading and Reflecting on Texts याचा समावेश आहे. वाचन संस्कृती वाढविण्यासाठी त्याचा निश्चित उपयोग होईल. Drama and Art in Education चा समावेश केल्यामुळे प्रशिक्षणार्थ्यांमध्ये विविध कलांचा विकास व सौंदर्याभिरुची निर्माण होईल. Critical understanding of ICT माहिती संप्रेषण तंत्रज्ञानाचा वापर करण्याचे कौशल्य यातून अपेक्षित आहे. Under-standing the self स्वत:ची बलस्थाने व कमतरता माहिती होण्यासाठी याचा समावेश केला आहे.

- Internship चा कालावधी वाढविला आहे. हा कालावधी ३ महिन्याचा आहे.

- भाषिक क्षमता विकसित करण्यावर भर दिला आहे. त्यासाठी शालेय अभ्यासक्रमापलीकडील भाषा या नावाचे प्रात्यक्षिक ठेवले आहे.

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● नाविन्यपूर्ण शाळांना भेटी तेही विविध प्रकारच्या या प्रात्यक्षिकातून विद्यार्थ्यांना विविध अनुभव प्राप्त होणार आहेत.

अशाप्रकारे बदललेला शिक्षक शिक्षण आराखडा निश्चितच भावी शिक्षकांना उपयुक्त ठरणारा आहे.या अभ्यासक्रमामुळे अध्यापक महाविद्यालये व शाळा यातील अंतर निश्चितच कमी होईल. प्रशिक्षणार्थ्यांच्या व्यावसायिक क्षमतेत वृध्दी, ICT ची Skills, भाषिक कौशल्ये, प्राप्त करुन उदयोन्मुख समाजासाठी जबाबदार शिक्षक निश्चितच तयार होईल असे वाटते. अर्थात अभ्यासक्रमाची अंमलबजावणी योग्य पध्दतीने केली तरच शिक्षक शिक्षणात ख–या अर्थाने गुणवत्ता विकास होईल.

संदर्भ :

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सोव्हिनिएर – नॅशनल कॉन्फरंस, गारगोटी

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एम.एड्. स्तरावरील गुणवत्तापूर्ण संशोधन : क्वॉलिटी सर्कलची उपयुक्तता

डॉ. पद्मा मोहनराव जाधव

सहयोगी प्राध्यापक

शासकीय अध्यापक महाविद्यालय,

आय.ए.एस.ई. औरंगाबाद.

मोबाईल. ९४२२२१४५६४

ई.मेल. dr.pmj@rediffmail.com

सारांश

आज शिक्षणक्षेत्रात क्वालिटी सर्कल ही संकल्पना व्यापक प्रमाणात अंमलात येणे आवश्यक आहे. कारण जागतिकीकरण, खाजगीकरण, व्यापारीकरण, उदारीकरण व ज्ञानाधिष्ठीत समाजात गुणवत्ता हाच निकष महत्वाचा मानला जातो. या दृष्टीने जीवनाच्या सर्व क्षेत्रात गुणवत्ता आणणे आवश्यक आहे. म्हणून शिक्षणाच्या सर्व स्तरांवर गुणवत्तापूर्ण शिक्षणासाठी शिक्षक प्रशिक्षण देखील तितकेच गुणवत्तापूर्ण असणे आवश्यक आहे. शिक्षक प्रशिक्षण अभ्यासक्रमातील प्रत्येक उपक्रमाला गुणवत्तेचे अधिष्ठान असेल तरच क्षमताधिष्ठीत व्यक्तिमत्वदृष्टया उत्तम शिक्षक प्रशिक्षकांची जडण–घडण होवू शकेल. म्हणूनच शिक्षक प्रशिक्षण विषयक अभ्यासक्रमांध्ये संशोधनाला विशेष स्थान देणे प्रशिक्षणार्थींच्या संशोधनविषयक क्षमता, कल, अभिवृत्ती विकसित करणे अत्यावश्यक आहे. विशेषत: एम.एड स्तरावर संशोधनविषयक विविध उपक्रमाद्वारे गुणवत्तापूर्ण, गरजाधिष्ठित, नाविण्यपूर्ण पध्द्तीने संशोधन कार्याला गती देणे आवश्यक आहे. यासाठी शिक्षक प्रशिक्षण संस्थामध्ये क्वालिटी सर्कल तयार करणे आणि त्याद्वारे संशोधनाची योग्य दिशा निश्चित करणे आवश्यक आहे. या क्वालिटी सर्कलच्या माध्यमातून शिक्षक प्रशिक्षण संस्थामध्ये निश्चितच संशोधन संस्कृती विकसित होवू शकेल यात शंका नाही.

Key words : शिक्षक प्रशिक्षण गुणवत्तापूर्ण संशोधन, क्वालिटी सर्कल, संशोधनविषयक उपक्रम, संशोधन संस्कृती

प्रास्ताविक

Quality is never an accident, It is always the result of high intension, sincere efforts, intelligent direction and skillful execution, it represents the wise choice of many alternatives.

- William Foster.

जीवनाच्या सर्व क्षेत्रात गुणवत्ता व्यवस्थापनासाठी विविध स्तरावरील शिक्षणाद्वारे विशेष प्रयत्न होणे आवश्यक असते. शिक्षणाची ही गुणवत्ता शिक्षक प्रशिक्षणावर म्हणजेच पर्यायाने शिक्षक प्रशिक्षकांवर अवलंबून असते. या दृष्टीने शिक्षक प्रशिक्षकांची जडण घडण अप्रत्यक्षपणे बी.एड. अभ्यासक्रमातून तर प्रत्यक्षपणे एम.एड. अभ्यासक्रमाद्वारे होत असते. या शिक्षक प्रशिक्षणाद्वारे भावी शिक्षक प्रशिक्षक म्हणून प्रशिक्षणार्थ्यांमध्ये प्रशिक्षणविषयक विविध क्षमता, कौशल्य आणि दृष्टीकोन विकसित करण्यासाठी

अभ्यासक्रमात विविध सैद्धांतिक विषय, सैद्धांतिक विषयाधारित प्रात्यक्षिके, अध्यापनविषयक क्षेत्रीय कार्य, संशोधनविषयक प्रात्यक्षिके, माहिती तंत्रज्ञानविषयक प्रात्यक्षिके, व्यक्तीमत्व विकासाशी संबंधित विविध उपक्रम समाविष्ट करण्यात आलेले आहेत. यापैकी संशोधन कार्य आणि संशोधनविषयक प्रात्यक्षिके ही या अभ्यासक्रमातील महत्वाची प्रात्यक्षिके प्रशिक्षणार्थ्यांमध्ये संशोधनविषयक क्षमता, कौशल्य आणि अभिवृत्ती विकसित करण्यासाठी समाविष्ट करण्यात आलेली आहेत. प्रत्यक्षात प्रशिक्षणार्थ्यांमध्ये संशोधनविषयक क्षमता समाधानकारकपणे विकसित होताना दिसत नाहीत. या दृष्टीने संस्थात्मक पातळीवर तज्ञांचे एक क्वालिटी सर्कल तयार करून योजनाबध्द स्वरूपात संशोधन कार्याला चालना दिल्यास संशोधनाची गुणवत्ता वाढविण्यासाठी आणि प्रशिक्षणार्थ्यांमध्ये संशोधनविषयक अभिवृत्ती विकसित करण्यासाठीचे प्रयत्न निश्चितच यशस्वी होतील.

क्वालिटी सर्कल : संकल्पना

Quality circle refers to a group of employees usually 5-12 who do similar work and voluntarily meet together an a regular basis to identify, analyze and solve work related problems in their respective work areas through the application of proven techniques in order to maintain quality standards and objectives as well as sustain mutual upliftment of employee and organizational goals.

Quality circle is a participative management tool designed to systematically harness the brain power of employee to solve and organization problems of productivity and quality. Therefore in a school system quality circle group involves a group of teachers usually 5-12 who voluntarily meet to.

a) Identity problems relating to educational standards and quality.
b) Discuss them.
c) Identity and analyze the causes of there problems
d) Recommended solutions to school management.
e) Subsequently monitor the result.

Chase (1983)

थोडक्यात क्वालि सर्कल म्हणजे एकाच विभागात काम करणा—या व्यक्तींचा असा कार्यगट की जो स्वेच्छेने व नियमितपणे एकत्र येतो, आपल्यासमोर असणा—या कामासंबंधीच्या समस्यांची यादी करतो. सर्वानुमते एक एक समस्या निवडतो. त्या समस्येसंबंधी सर्व माहिती गोळा करतो. त्या माहितीचे शास्त्रशुध्द पध्दतीने पृथ्थकरण करून ती समस्या सोडविणारा पर्याय शोधतो. तो पर्याय व्यवस्थापनाला सादर करतो व व्यवस्थापणाच्या परवानगीनंतर तो पर्याय अंमलात आणून ती समस्या परत उद्भवणार नाही अशी उपाययोजना करतो.

क्वालिटी सर्कलचे स्वरूप

क्वालिटी सर्कलचा मुख्य उद्देश म्हणजे संस्थेतील ज्या लोकांना आपल्या दैनंदिन कामात आपल्या मेंदूचा फारसा वापर करावा लागत नाही. ज्यांना त्याच त्याच प्रकारचे रटाळ काम करावे लागते अशा व्यक्तींना त्यांच्या सुप्त सृजन शक्तींचा वापर करण्यास वाव मिळवून देणे आणि हाती घेतलेल्या कामात गुणवत्ता आणणे हा आहे. त्यामुळे संस्थेतील अशा लोकांनी एकत्र येवून कार्य करणारा कार्यगट आहे गटातील

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व्यक्ती कार्यनियोजन, अंमलबजावणी, अनुधावन या स्तरावर स्वच्छेने सहभाग घेतात. नियमितपणे एकत्र येतात. आपल्या कार्याशी संबंधित समस्यांबाबतीत जाणकार असतात. त्या समस्यांशी संबंधित माहितीच्या स्रोतांशी परिचित असतात. त्या समस्या व स्रोतांची मांडणी ते आपल्या कार्यगटासमोर अधिक प्रभावीपणे करू शकतात आणि विचारमंथनातून निश्चित झालेल्या उपायांचा अवलंब पारदर्शीपणे करू शकतात.

अशा प्रकारचे सृजनशील कार्य करताना कार्यगटातील सदस्यांची व्यक्तीगत उन्नती, दृष्टीकोनातील विधायक बदल, सांघिक भावनेतील वाढ, कामातील उत्कृष्टता, आदान—प्रदान विषयक दृष्टीकोनात वाढ, प्रश्न वैविध्यपूर्ण पध्द्तीने सोडविण्याच्या कौशल्यांचा विकास आणि कार्य केल्याचे समाधान मिळून सर्वोकृष्टेकडे वाटचाल करणारी संस्कृती निर्माण होण्यास पर्यायाने गुणवत्तापूर्ण शिक्षणात निश्चितच मदत होईल.

गुणवत्तापूर्ण संशोधन

गुणवत्तापूर्ण संशोधन म्हणजे असे संशोधन की जे, शैक्षणिक समस्यांची उकल करणारे असेल. ज्याद्वारे समाजातील विविध घटकांच्या जीवनमानाचा दर्जा सुधारण्यासाठी आवश्यक शिक्षणासाठी सहायभूत ठरेल, जी गरजाधिष्ठीत नाविण्यपूर्ण संशोधन पध्द्तींचा व साधनांचा अवलंब करून अभिनव उपायांच्या अंमलबजावणीची प्रेरणा देणारे आणि जीवनाचे विविध क्षेत्रासाठी उपयुक्तता सिध्द करणारे,सृजनशीलतेला चालना देणारे आणि विशेषत: जीवनाच्या गणुवत्तेची हमी देणार असेल.

थोडक्यात संशोधन हे उपयुक्ततेच्या कसोटीला पात्र ठरणारे असावे आणि त्याद्वारे समाजातील विविध घटकांच्या दर्जेदार जीवनासाठी उपयुक्त ठरणारे, आंतरविद्याशाखीय, गुणात्मक, आणि गरजाधिष्ठित असे संशोधन हे आजच्या काळाची गरज आहे.

विविध स्तरावरील प्रचलित संशोधनाचे स्वरूप

विविध विद्यापीठातील विविध शाखांतर्गत आणि विविध स्तरावरील आजपर्यंत झालेल्या विशेषत: मानव्यविद्या सामाजिक शास्त्रातील संशोधनांचा आढावा घेतला तर आपणांस असे दिसून येते की, संशोधनामध्ये संख्यात्मकदृष्ट्या भरपूर वाढ झाल्याचे दिसून येते काही संशोधनात गुणवत्ताही आढळून येते. मात्र हे प्रमाण असमाधानकारक आहे. सर्व स्तरावरील संशोधनाचा दर्जा योग्य असणे आवश्यक असते. संशोधन विषयांची पुनरावृत्तीए नाविण्यपूर्ण संशोधन विषयांचा अभाव, नाविण्यपूर्ण आणि विविध संशोधन पध्द्तींच्या वापरातील उदासिनता आणि उणिवा, संशोधनातील अंतर्गत सुसंगतीचा अभाव, संशोधनातून येणारे निष्कर्ष आणि त्याआधारे केल्या जाणा—या शिफारशी किंवा सुचविल्या जाणा—या उपाययोजना, संशोधन न करता देखील प्रतिपादन केल्या जावू शकतील असे त्यांचे स्वरूप यामुळे त्यांच्या अंमलबजावणीच्या शक्यतेचा अभाव आणि सर्वात महत्वाचे म्हणजे संशोधकामधील केवळ परीक्षार्थी दृष्टीकोन यामुळे संशोधनविषयक मूलभूत स्वरूपाच्या क्षमता, कौशल्य आणि दृष्टीकोन विकसीत होण्यास अनेक अडचणी येतात. प्रशिक्षणार्थ्यांमधील नवनवीन तंत्रे व पध्द्ती यांच्या वापराबाबतची आणि दर्जेदार संशोधनाबाबची उदासीनता हे देखील गुणवत्तापूर्ण संशोधनातील प्रमुख अडसर म्हणता येतील. एम.एड. स्तरावरील संशोधनाच्या बाबतीत तर हे चित्र अधिकच विदारक असल्याचे दिसून येते. प्रशिक्षण महाविद्यालयातील शिक्षक प्रशिक्षकांची उपलब्धता, महाविद्यालयातील प्रवेश विषयक समस्या आणि विद्यार्थ्यांना महाविद्यालयांकडे आकृष्ट करताना संस्थांची

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होणारी धावपळ या सर्व परिस्थितीत गुणवत्तापूर्ण शिक्षक प्रशिक्षणाकडे ब—याच प्रमाणात दुर्लक्ष होत असल्याचे दिसून येते. त्यामुळेच पर्यायाने संशोधन कार्यावरही त्याचा विपरीत परिणाम होत आहे.

दिवसेंदिवस संशोधनाचा दर्जा असाच ढासळत राहीला तर या प्रक्रियेतून बाहेर पडणा—या पिढिया भविष्यात दर्जेदारपणे कार्य करू शकतील अशी अपेक्षा करणे व्यर्थ ठरेल. एम.एड्. स्तरांवर ख—या अर्थाने भावी संशोधकांना संशोधनविषयक मुलभूत ज्ञान प्राप्त होणे व गुणवत्तापूर्ण संशोधनविषयक कौशल्य विकसीत करणे शक्य आहे. कारण भविष्यात करावयाच्या संशोधनविषयक दृष्टीकोनाचा विकास एम.एड. स्तरावर अधिक प्रभावीपणे करता येतो. त्यादृष्टीने संशोधनविषयक विविध प्रात्यक्षिके आणि संशोधन कार्य अत्यंत दर्जेदारपणे पूर्ण करणयाचा दृष्टीकोन प्रशिक्षणार्थीमध्ये विकसीत करणे आवश्यक आहे. यासाठीच क्वालिटी सर्कलच्या माध्यमातून प्रयत्न करणे गरजेचे आहे.

गुणवत्तापूर्ण संशोधन : क्वालिटी सर्कलची भुमिका

गुणवत्तापूर्ण संशोधनासाठी क्वालिटी सर्कलच्या माध्यमातून खालील टप्प्यानुसार कार्यवाही करणे अपेक्षित आहे.

गुणवत्तापूर्ण संशोधन कार्यवाही

नियोजन स्तर	अंमलबजावणी स्तर	अनुधावन स्तर
१. संशोधन समितीचे गठण		उपक्रम अंमलबजावणीनंतर जमेच्या बाजू आणि उणीवा यांचा आढावा
२. गुणवत्तापूर्ण संशोधनासाठी वार्षिक नियोजन		
३. उपक्रमोत्तर अनुधावन कार्यवाहीचे नियोजन	नियोजनानुसार उपक्रमांची यथार्थ व दर्जेदार अंमलबजावणी	
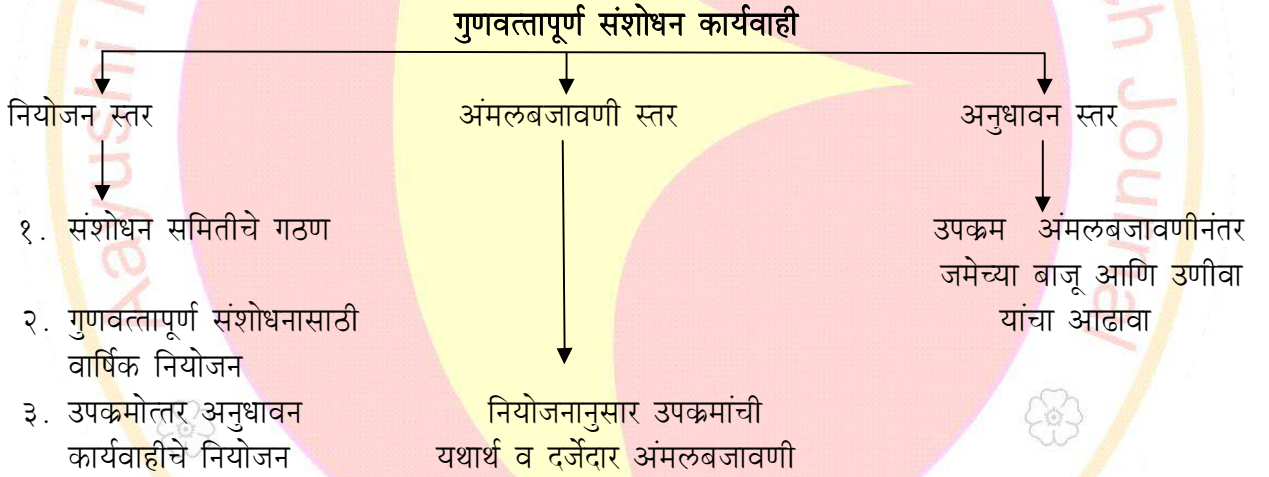
नियोजन स्तर

गुणवत्तापूर्ण संशोधनासाठी अभ्यासक्रमांतर्गत आणि अभ्यासेतर संशोधनविषयक उपक्रमांचे नियोजन योग्य प्रकारे होणे आवश्यक असते त्यादृष्टीने नियोजनस्तरावर खालीलप्रमाणे कार्यवाही करता येईल.

१. संशोधन समितीचे गठण

प्रत्येक संस्थेमध्ये एका संशोधन समितीचे गठण केले जावे या समितीमध्ये खालीलप्रमाणे सदस्यांचा समावेश असावा.

अध्यक्ष	:	प्राचार्य
सदस्य सचिव	:	विभागप्रमुख
सदस्य	:	सामाजिक कार्यकर्ता
		मानसशास्त्रज्ञ
		मुख्याध्यापक

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प्राथमिक शिक्षक

माध्यमिक शिक्षक

प्रशासनातील अधिकारी

महाविद्यालयातील ज्येष्ठ प्राध्यापक

किमान दोन प्रशिक्षणार्थी प्रतिनिधी

अशा प्रकारे विविध स्तरावर कार्य करणा—या तज्ञांचा एक गट गुणात्मक संशोधन कार्याला दिशा देण्यासाठी स्थापन केला जावा. या समितीने सातत्याने वर्षभरात विविध बैठकांच्या माध्यमातून संशोधन विषयक उपक्रमांचे नियोजन करावे.

अशा प्रकारची समिती प्रत्येक संशोधन केंद्रावर गठीत केली जावी अशी विद्यपीठाची अपेक्षा आहे आणि बहुतांश संस्थांमध्ये या समित्या कार्यरत असतीलही. मात्र या समितीमध्ये विविध स्तरावर कार्य करणारे सदस्य असतील तर संशोधनाला अधिक उपयुक्ततावादी मुल्याचे अधिष्ठान प्राप्त करून देता येईल.

वार्षिक नियोजन

नियोजन स्तरावर समितीतील सर्व तज्ञ मार्गदर्शकांच्या मार्गदर्शनानुसार खालीलप्रमाणे संशोधन क्षेत्रे, संशोधन विषय यासंदर्भातील नियोजन केले जावे.

अ. गरजाधिष्ठित संशोधन

समाजाच्या विविध स्तरातील घटकांच्या समस्यांचा शोध घेवून त्या दूर करण्याच्या दृष्टीने गरजाधिष्ठीत संशोधनाला चालना देता येईल. यासाठी त्या त्या क्षेत्रातील पायाभुत स्तरावर कार्य करणा—या तज्ञांच्या मार्गदर्शनाखाली अशा प्रकारच्या संशोधनाची कार्यवाही करता येईल. उदा. प्रवाहाबाहेरील घटकांना शिक्षणाच्या प्रवाहात आणण्यासाठी आणि त्यांच्या शिक्षणासाठी अभिनव शिक्षण योजना.

आ. प्रयोगाधिष्ठित संशोधन

शैक्षणिक क्षेत्रातील गुणवत्ता वाढविण्यासाठी नवनवीन प्रयोगांची अंमलबजावणी आणि परिणामकारकता तपासण्यासाठी प्रयोगाधिष्ठित संशोधनाला प्रोत्साहन मिळेल याचा नियोजन स्तरावर प्राधान्याने विचार व्हावा. उदा. विद्यार्थ्यांच्या व्यक्तिमत्व विकासासाठी बोलीभाषा आणि प्रमाणभाषेमधून समांतर अभ्यासक्रम तयार करणे व त्याची विद्यार्थ्यांच्या शिक्षणातील परिणामकारकता तपासणे.

इ. गुणात्मक संशोधन

एम.एड. स्तरावर गुणात्मक संशोधनाला फार वेळ देणे अशक्य असले तरी प्रशिक्षणार्थ्यांना गुणात्मक संशोधन प्रक्रियेचे आकलन व्हावे यासाठी अल्प कालावधीच्या काही प्रकल्पांचे नियोजन करणे सहज शक्य आहे.

ई. आंतरविद्याशाखीय संशोधन

प्रशिक्षणार्थ्यांना आंतरविद्याशाखीय संशोधनाचे स्वरूप अवगत व्हावे या दृष्टीने काही संशोधन विषय याप्रकारचे योजावेत. जेणेकरून त्यांना संशोधनाची विविध ज्ञानशाखांनुसार उपयुक्तता व योजना लक्षात येवून संशोधनाची गुणवत्ता वाढेल.

उ. संशोधन पध्दतींचा समिश्र स्वरूपातील वापर

अनेक संशोधन विषयांमध्ये एकापेक्षा जास्त म्हणजेच दोन किंवा तीन संशोधन पध्दतींचा वापर होण्याची शक्यता असते. अशा संशोधनात समिश्र स्वरूपात संशोधन पध्दतींचा वापर करण्याचा दृष्टीकोन प्रशिक्षणार्थ्यांमध्ये विकसीत करणे आवश्यक आहे. त्यादृष्टीने काही विषय या प्रकारचे असावेत. उदा. विद्यार्थ्यांची उपस्थिती वाढविण्यासाठी पालक उदबोधनात्मक उपक्रमांची परिणामकारकता तपासणे. या संशोधनामध्ये विद्यार्थ्यांच्या अनुपस्थितीच्या कारणांचा सर्वेक्षणद्वारे शोध घेणे व उदबोधनात्मक उपक्रमांचे आयोजन व त्याचा विद्यार्थी उपस्थितीवर होणारा परिणाम प्रायोगिक पध्दतीद्वारे तपासणे.

ए. कृतीसंशोधन

गुणवत्तापूर्ण संशोधनासाठी स्थानिक पातळीवरील समस्यांची उकल होणे अत्यंत आवश्यक असते. त्यासाठी कृतीसंशोधन हा प्रभावी उपाय आहे. म्हणून अत्यंत क्षुल्लक वाटणा-या समस्यादेखील शैक्षणिक गुणवत्तेमध्ये अडथळे निर्माण करतात. त्यामुळे अशा समस्यांवर वेळीच शास्त्रीय पध्दतीने उपाय योजनेसाठी कृतीसंशोधन किती उपयुक्त ठरते या विषयीच्या दृष्टीकोन प्रशिक्षणार्थ्यांमध्ये विकसीत करता येतो. त्यासाठी कृतीसंशोधन प्रकल्पांचे नियोजन करणे अभिप्रेत आहे.

अशा प्रकारे नियोजन स्तरावर वरील प्रमाणे विविध उपक्रमांचे आयोजन करण्यात यावे शिवाय गरजानुरूप नवीन संशोधनात्मक उपक्रमांनादेखील वार्षिक नियोजनात स्थान देण्यात यावे. यासाठी क्वालिटी सर्कलची भुमिका ही अत्यंत महत्वाची असावी.

२. संशोधन कार्यशाळेचे आयोजन

प्रशिक्षणार्थ्यांना संशोधनातील विविध संकल्पनांचे यथार्थ आकलन व्हावे यासाठी वेळोवेळी संशोधनकार्याच्या स्वरूपानुसार संशोधन आराखडा निर्मिती व आराखडा सादरीकरण, कृतिसत्र, संशोधन साधननिर्मिती कार्यशाळा, सांख्यिकीय परिमाणांचा वापर, संशोधन अहवाल, लेखन कृतिसत्र, संशोधन अहवाल सादरीकरण कृतिसत्र, संशोधनातील नवीन विचारप्रवाहांचा परिचय करून देण्यासाठी उदबोधन सत्रे, संशोधन पत्रिका लेखन कृतिसत्रे इत्यादी संशोधनविषयक कृतिसत्रे आणि उद्बोधनात्मक उपक्रमांचे नियोजन केले जावे.

३.उपक्रमोत्तर अनुधावन कार्यवाहीचे नियोजन

वार्षिक नियोजनाचा एक महत्वाचा भाग म्हणजे उपक्रमांच्या अंमलबजावणीनंतर त्यासंबंधीच्या अनुधावनात्मक उपक्रमांचे नियोजन होय. याअंतर्गत उपक्रमोत्तर अनुधावन व त्याद्वारे उपक्रमांचे मूल्यमापन याची यंत्रणा निर्धारीत करणे अपेक्षित आहे. यासाठी अनुधावन माध्यमे, जसे ऑनलाईन, ऑफलाईन, लेखी, तोंडी, मूल्यमापनाचे व त्याच्या कार्यवाहीचे स्वरूप मूल्यमापन साधनांचे स्वरूप मूल्यमापनाद्वारे प्राप्त माहितीच्या विश्लेषणाची कार्यवाही इत्यादी निश्चित केले जावे.

अंमलबजावणी स्तर

वार्षिक नियोजनानुसार सर्व उपक्रमांची नियोजित उदिष्टये साध्य करण्यासाठी योग्य प्रकारे अंमलबजावणी करणे आवश्यक आहे. नियोजनानुसार उपक्रमांची अंमलबजावणी होताना उपक्रम अधिक गुणात्मक पातळीपर्यंत राबविला जाण्यासाठी त्यात आवश्यक ते बदल केले जावेत. सर्व सदस्यांना सहभागाची

क्षमतेनुसार संधी मिळेल याचा प्राधान्याने विचार व्हावा. अंमलबजावणीच्या प्रत्येक टप्प्यावर क्वालिटी सर्कलमधील प्रत्येक सर्व सदस्यांनी नियोजन व अंमलबजावणीतील सुसंगतीच्या दृष्टीने आढावा घ्यावा आणि वेळोवेळी उपक्रमांच्या अंमलबजावणीसाठी प्रयत्न व मार्गदर्शन करावे.

अनुधावन स्तर

नियोजनानुसार प्रत्येक उपक्रमांच्या अंमलबजावणीनंतर त्या उपक्रमातील जमेच्या बाजू उणिवा, भविष्यात अशा उपक्रमातील सुधारणेच्या संधी आणि संभाव्य अडचणी यांचा आढावा घेतला जावा यासाठी नियोजनानुसार योग्य मूल्यमापन साधनांचा ऑनलाईन किंवा ऑफलाईन लेखी किंवा तोंडी स्वरूपात वापर करावा. याद्वारे प्राप्त सूचनानुसार जमेच्या बाजूंना अधिक बळकटी देण्यात यावी. उणिवा व अडथळे दूर करण्यासाठी उपक्रमानंतर सभांचे आयोजन करून अनुधावनातून प्राप्त माहितीचा आढावा घ्यावा व सुधारणेच्या दृष्टीने प्रयत्न करावे.

अशा प्रकारे गुणात्मक संशोधनाच्या दृष्टीने एम.एड. स्तरावर विशेष स्तरावर प्रयत्न झाल्यास एम.फिल, पीएच.डी. स्तरावरील संशोधनाचा दर्जा सुधारण्यास निश्चितच मदत होईल. शिवाय या स्तरावरील संशोधनासाठी होणारा खर्च, वेळ इत्यादींचा शैक्षणिक गुणवत्ता वाढीसाठी उपयोग होईल. म्हणून एम.एड. स्तरावरच गुणात्मक संशोधनविषयक दृष्टीकोन विकसीत करण्यासाठी संस्थेत क्वालिटी सर्कलची स्थापना करून त्याद्वारे विशेष प्रयत्न करणे गरजेचे आहे.

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कंपन्यांची शिक्षणक्षेत्रातील सामाजिक जबाबदारी

प्रा.शशिकांत अनदाते
सहायक प्राध्यापक
महावीर महाविद्यालय, कोल्हापूर.

डॉ. मलगोंडा मायगोंडा
सहायक प्राध्यापक
महावीर महाविद्यालय, कोल्हापूर

देशातील उद्योगधंद्यांना सरकार विविध प्रकारच्या सवलती उपलब्ध करून देत असते. त्यामुळे कंपन्यांनीही प्राप्त होणा—या उत्पन्नापैकी काही ठराविक रक्कम सामाजिक बाबींसाठी खर्च करणे आवश्यक आहे. यासंबंधी केंद्रशासनाने कंपनी कायदा २०१३ मधील कलम ७ अन्वये कॉर्पोरेट कंपन्यांना सामाजिक जबाबदारीचे धोरण निश्चित केले आहे. या धोरणानुसार १ एप्रिल, २०१४ पासून ५ कोटींपेक्षा अधिक नफा असणा—या कंपन्यांनी त्यांच्या नफ्याच्या २ टक्के रक्कम सामाजिक बाबींसाठी खर्च करणे अपेक्षित आहे. जर असे केले नाही तर वार्षिक ताळेबंदात कंपनीला त्याची कारणे नमुद करावी लागतील. जर कारणे अयोग्य असतील तर उद्योगांना सरकार दंडही ठोठावू शकते.

राज्य शासनाच्या नवीन शैक्षणिक धोरणानुसार आणि शिक्षण हक्क कायद्याची प्रभावी अंमलबजावणी होण्यासाठी कंपन्यांची सामाजिक जबाबदारीची भूमिका अत्यंत महत्वाची आहे. यासंबंधी महाराष्ट्र शासनाने २०१४ मध्ये धोरणात्मक निर्णय घेवून उद्योजकांच्या सामाजिक उत्तरदायित्वासंबंधी धोरणावर देखरेख ठेवण्यासाठी पुढील समिती गठीत केली.

महाराष्ट्र शासनाची कॉर्पोरेट सोशल रिस्पॉन्सिब्लिटी — सी.एस.आर. समिती

१. सचिव शालेय शिक्षण व क्रीडा विभाग	—	अध्यक्ष
२. आयुक्त शिक्षण	—	सदस्य
३. आयुक्त क्रीडा	—	सदस्य
४. राज्य प्रकल्प संचालक	—	सदस्य
५. आय.एम.सी. प्रतिनिधी	—	सदस्य
६. एन.जी. ओ. प्रतिनिधी व शिक्षणतज्ञ	—	सदस्य
७. उपसचिव	—	सदस्य सचिव

त्याचप्रमाणे अशासकीय समितीत डॉ. रमेश पानसे, डॉ. नरेंद्र देशमुख,श्री. अरविंद प्रधान, श्रीमती अनिता नाईक, श्रीमती ज्योती विजय, श्री. राज गिल्डा यांची मानद सदस्य म्हणून निवड करण्यात आली होती.

कंपन्यांच्या सामाजिक जबाबदारीची गरज.

प्रत्येक व्यक्ती, संस्था ही समाजाची काहीतरी देणे लागते. कंपन्यांनाही आपल्या आर्थिक लाभापैकी काही भाग शिक्षण, आरोग्य, समाजसेवा, वाचनालये इत्यादींसाठी खर्च केल्यास सामाजिक विकासास मोठा हातभार लागतो.

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भारतात टाटा उद्योगसमुह, बिर्ला उद्योगसमूह प्रस्तूत कायदा पारित होण्यापूर्वीपासूनच चांगले सामाजिक काम करत होते. पण काही उद्योग समूह देशामध्ये प्रचंड आर्थिक लाभ मिळवूनही देशातील सामाजिक समस्या सोडविण्यासाठी कोणताही पुढाकार घेत नव्हते. अशा उद्योगांना कायद्यामुळे सामाजिक क्षेत्रातील प्रश्न सोडविण्यासाठी पुढाकार घ्यावा लागेल.

समाजिक सल्लागारांची भूमिका

कंपनी कायद्यातील बदलांमुळे सामाजिक जबाबदारीसंबंधी कोणते कार्य करावे यासाठी काही कंपन्या सामाजिक सल्लागार नेमत आहेत. सामाजिक सल्लागारांनी कंपन्यांचा पैसा योग्य सामाजिक कामांवर खर्च करावा यासाठी योग्य मार्गदर्शन करतात.

शिक्षणक्षेत्रात सी.एस.आर. धोरणाचे परिणाम

डॉ. अरूण निगवेकर यांच्या मतानुसार कंपन्यांच्या सामाजिक जबाबदारी कायद्याचा प्राथमिक माध्यमिक व उच्च शिक्षणात मोठा लाभ होणार आहे.

शिक्षणक्षेत्रातील अनेक शाळांना आजही भौतिक सुविधा नाहीत. दुर्गम भागात शाळेत पाण्याची सोय नसते, विजेचे दिवे नसतात, शाळेत येणा–या मुलांना चांगले कपडे घालायला मिळत नाहीत. अशा अनेक समस्या सोडविण्यासाठी कंपन्यांची सामाजिक जबाबदारी महत्वाची ठरते.

कंपन्यांचे सामाजिक जबाबदारीचे शिक्षणक्षेत्रातील योगदान

कंपन्यांच्या सामाजिक जबाबदारीचे शिक्षणक्षेत्रातील योगदान विविध प्रकारचे असू शकते. त्यासंबंधी कंपन्यांना शिक्षणक्षेत्रातील कोणत्या बाबींसाठी मदत करता येईल याची माहिती पुढीलप्रमाणे –

१. कंपन्यांनी प्रत्येक केंद्रातून एका नवोपक्रमशील शाळेची निवड करून तिला सर्व मदत करावी.
२. शाळाबाह्य मुलांचा शोध घेवून त्यांना शिक्षणासाठी सुविधा उपलब्ध करून द्याव्यात.
३. कंपन्यांनी जिल्हा, गाव महानगरपालिका क्षेत्रातील शाळा दत्तक घ्याव्यात.
४. नवोपक्रमशील शिक्षकांना नवनवीन उपक्रम राबविण्यासाठी निधी उपलब्ध करून देणे.
५. शाळेतील भौतिक सुविधांसाठी मदत करावी.
६. शाळेतील मुलांना संगणक शिक्षण प्रयोगशाळेची सोय करावी.
७. अनेक कंपन्यांनी एकत्र येवून शिक्षण निधी उभारावा व त्यातून आर्थिकदृटया गरीब मुलांना शिक्षण घेण्यासाठी मदत करावी.
८. कंपन्यांनी माध्यमिक व उच्च माध्यमिक शाळेतील विद्यार्थ्यांना कौशल्यभिमुख शिक्षण द्यावे.
९. कंपन्यांनी अप्रगत विद्यार्थी शोधून काढण्यासाठी सर्वेक्षण हाती घ्यावे.
१०.कंपन्यांच्या प्रमुखांनी शाळेतील मुलांशी संवाद साधून त्यांना उद्योजक बनण्याची प्रेरणा द्यावी.
११.कंपन्यांनी रोजगारात जिल्हा परिषद शाळेत शिकलेल्या हुशार विद्यार्थ्यांना नोकरीत प्राधान्य द्यावे.

अशा प्रकारे कंपन्यांची सामाजिक जबाबदारी ;सी.एस.आर.द्ध धोरणांचा कंपनी व शिक्षणक्षेत्रातील व्यक्तींनी योग्य समन्वय ठेवून कार्य केल्यास शिक्षणाची गुणवत्ता वाढवण्यास निश्चितच हातभार लागेल.

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२१ व्या शतकातील उच्च शिक्षण (Higher Education In 21th Century)

डॉ. ज्ञानेश्वर ज. भामरे

(असोसिएट प्रोफसर)

मुंबई विद्यापीठ संलग्न व 'नॅक' A श्रेणी मान्यताप्राप्त

सेवासदन्स कॉलेज ऑफ एज्युकेशन, उल्हासनगर-३

जि. ठाणे, पिन – 421503

सारांश (Abstract)

२१ व्या शतकातील शिक्षणाकडे पाहतांना, शिक्षणाचे विविध आयाम (dimensions) लक्षात घ्यावे लागतील. बदलत्या तंत्रज्ञानामूळे व ज्ञानाच्या स्फोटामुळे समाजाच्या उच्च शिक्षणाकडून अपेक्षा वाढल्या आहेत. महाविद्यालयीन शिक्षण घेतल्यानंतर रोजगाराच्या, नोकऱ्यांच्या विविध संधी निर्माण व्हाव्यात असे युवकांना वाटते. तर विद्यापीठीय संरचनेत बदल करुन दर्जेदार व उच्च शिक्षण कसे देता येईल याचा विचार विद्यापीठे आणि शासन करीत आहे. असे करीत असतांना इतिहासातील भारतीय शिक्षणातील आयोग व समित्या यांनी सूचविलेल्या शिफारशीही लक्षात घ्याव्या लागतील. त्याचबरोबर बदलत्या समाजाचा सहभाग अशा शिक्षणात कसा असेल? समाजातील समुह-संपर्क माध्यमांची भूमिका कशी असेल? याचा विचार करणे गरजेचे आहे. शिक्षणात आणि उद्योग क्षेत्रात उदयास आलेल्या नव्या संकल्पना लक्षात घेऊन उच्च शिक्षणाचे धोरण ठरवावे लागेल अशा विविध दृष्टिकोनातून प्रस्तुत निबंध लेखन करण्यात आले आहे.

१. प्रस्तावना

उच्च शिक्षणात 'विद्यापीठ' ही एक औपचारिक शिक्षण देणारी महत्वाची कार्यवाहिनी असते. सध्या महाराष्ट्राच्या संदर्भात विचार केला तर, 'महाराष्ट्र सार्वजनिक विद्यापीठ कायदया संदर्भात' बदलाचे वारे वाहत आहे तर दुसरीकडे समाजातील विविध क्षेत्राच्या, उच्चशिक्षणाकडून असलेल्या अपेक्षा व्यक्त होत आहेत. बदलते तंत्रज्ञान आणि विज्ञान यांचा परिणाम एकूणच शिक्षण प्रणालीवर होत आहे. अशा वेळी २१व्या शतकातील शिक्षण कसे असावे या संदर्भात शिक्षणाच्या काही पैलूंबाबतचा विचार या निबंधात करण्यात आला आहे.

२. कुलगुरु केंद्रित महाराष्ट्र सार्वजनिक विद्यापीठ कायदा २०१५

महाराष्ट्र सार्वजनिक विद्यापीठ अधिनियम (२०१५) कायद्यात विद्यापीठांच्या अधिसभा, विद्वत परिषद, अभ्यास मंडळ आदी प्राधिकरणावरील निवडून आलेल्या प्रतिनिधींची संख्या कमी होणार आहे.

याचा परिणाम म्हणजे एखाद्या विद्यापीठाच्या कुलगुरुंकडे व्यवस्थापकीय अधिकार अधिक कुलगुरु केंद्री होतील. याचा गैरफायदा हुकूमशाही वृत्तीने अथवा एकाधिकार शाहीने जर कुलगुरुंकडून हे अधिकार वापरले गेले तर भावी शैक्षणिक वाटचालीत शिक्षणाच्या दूरदृष्टीत (vision) ते अडथळा ठरतील. त्याचे दूरगामी परिणाम शिक्षणावर होऊ शकतात. त्यामुळे जुन्या कायद्याचे रुप पालटतांना व नव्या कायद्याची निर्मिती करतांना हे भान शासनासहित सर्वांना राखावे लागणार आहे. विद्यापीठाच्या विविध प्राधिकरणावरील सदस्यांची संख्या कमी करतांना लोकशाही मूल्यांची पायमल्ली होत आहे कां हे ही पहावे लागेल. आणि विद्यापीठांनीच लोकशाही मूल्यांची जपणूक केली नाही तर ती प्रगल्भ व पुरोगामी कशी होतील? याचा विचार व्हायला हवा.

याबाबत कोल्हापूरच्या शिवाजी विद्यापीठाचे माजी कुलगुरु द. ना. धनागरे यांनी म्हटले आहे की, 'विद्यापीठे लोकतंत्रात्मक पध्दतीने चालविली गेली पाहिजेत. त्यात कुलगुरु हा विद्यापीठाचा अधिकारी म्हणून कार्यरत असतो. तो म्हणजे 'अधिकार' नाही. त्यातून तो प्रामाणिक काम करित असला तर काहीच प्रश्न नाही परंतु त्याने आपले अधिकार एकाधिकारशाहीने वापरल्यास त्याचे वाईट परिणाम पुढील पाच वर्षे विद्यापीठाला भोगावे लागतील. खरे तर जुन्या कायद्याच्या माध्यमातून अनेक चांगले बदल करता येणे शक्य आहेत तरीही नव्या कायद्याचा आग्रह करुन व्यवस्थेत ढिसाळपणा व अस्पष्टता आणणे कितपत संयुक्तिक आहे."

सांगावयाचा भाग म्हणजे कुलगुरु केंद्री व्यवस्थेच्या आग्रहामुळे लोकतंत्र धोक्यात येता कामा नये. यासाठी अधिकारांचे विकेंद्रीकरण विद्यापीठातील विविध मंडळे, समित्या, अधिसभा, विद्वत परिषद इत्यादीकडे झाले पाहिजे म्हणून अशा विविध व्यवस्थापनेतील सदस्यांची संख्या कमी करुन अपेक्षित अशी शैक्षणिक ध्येये साध्य करता येणार नाहीत.

३. पदवी- नोकरी संबंध आणि विद्यापीठांचा दर्जा

वर्तमान स्थितीचा विचार करता, विद्यापीठीय शिक्षणातून संपादन केलेल्या पदव्या आणि 'नोकरी'/ 'रोजगार' यांचा संबंध राहिलेला नाही. याचा दुसरा अर्थ असा होती की, सामाजिक गरजांच्या पूर्तीसाठी विद्यापीठे कमी पडतात. किती विद्यार्थ्यांना विद्यापीठाची पदवी घेतल्यानंतर नोकऱ्या मिळाल्या ह्याचा हिशेब त्या-त्या विद्यापीठांकडे आहे की नाही ही मोठी शंकाच आहे.

परंतु एक मात्र निश्चित म्हणावेसे वाटते की, विद्यापीठाचा दर्जा ठरवितांना हा एक महत्वाचा निकष व्हायला हवा. त्यामुळे त्या-त्या विद्यापीठांना आपण जी विविध अभ्यासक्रमांची निर्मिती करित आहोत ते कितपत कायदेशीर आहेत अथवा फोल आहेत हे लक्षात येईल आणि नव्या निर्मितीबद्दल विद्यापीठे जागरुक होतील. अभ्यासक्रम निर्मिती करतांना सामाजिक समस्या सोडवणूकीस योग्य स्थान मिळेल.

४. उच्च शिक्षणात समुह-संपर्क माध्यमांचा सहभाग

समूह-संपर्क माध्यमांचा उच्च शिक्षण देण्यात हातभार लागायला हवा. त्यासाठी त्यांनी विविध उपक्रम राबवायला हवेत. विशेषतः छापिल माध्यमे/वृत्तपत्रे यासाठी विशेष योगदान देऊ शकतात. डिसेंबर २०१५ मध्ये इंडियन एक्सप्रेस समुहाच्या 'लोकसत्ता' या मराठी दैनिकाने महाविद्यालयातील विद्यार्थ्यांसाठी 'ब्लॉग बेंचर्स' हा उपक्रम राबविला. विद्यार्थ्यांमध्ये विचारक्षमता विकसित करण्याच्या दृष्टीने हा उपक्रम महत्वाचा होता. एखाद्या विषयावर आपले मत तर्कशुध्द पध्दतीने व्यक्त करणे, त्याला विशिष्ट विचारांचे अधिष्ठान असणे याबाबी या उपक्रमात होत्या. या उपक्रमामुळे महाविद्यालयीन युवक 'लिहिते' कसे होतील आणि त्यांच्या प्रतिभेला, सर्जनशीलतेला कशी चालना मिळेल हा ही हेतू साध्य झाला. वृत्तपत्रांचे असे उपक्रम हे उच्च शिक्षणाला हातभार लावत असतात. म्हणून 'डिजिटल' युगात वृत्तपत्रांची उच्चशिक्षणाबाबतची भूमिका महत्वाची ठरते. अशी व्यासपीठे वृत्तपत्रांनी निर्माण करायला हवीत.

याबाबत सावित्रीबाई फुले, पुणे विद्यापीठाचे कुलगुरु डॉ. वासुदेव गाडे म्हणतात, 'विद्यार्थ्यांना लिहायला वाव मिळाल्यास ते चांगले लेखक निर्माण होऊ शकतील. पुण्याच्या ग्रामीण भागातील माविद्यालयांना भेटी दिल्यावर त्या ठिकाणच्या विद्यार्थ्यांमध्ये मोठी कल्पकता असल्याचे जाणवले. त्यांच्यात क्षमता आहेत परंतु शहरी मुलांकडे संज्ञापनाची साधने अधिक असल्यामूळे आपण

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कमी पडू असा संकोचही आहे. या विद्यार्थ्यांसाठी 'ब्लॉक बेंचर्स' सारखी व्यासपीठे निर्माण व्हायला हवीत."

५. विद्यापीठाच्या रचनेतील बदल हा 'ज्ञानाचा विस्फोट' व तत्कालीन गरजा लक्षात घेऊन करायला हवा.

विद्यापीठे कायदा करुन नवीन शैक्षणिक, व्यवस्थापकीय रचना करु शकतात परंतु रचनेतील बदल करतांना किंवा विद्यापीठांना दिशा देतांना नव्या सामाजिक गरजांचा, अद्ययावत गरजांचा विचार व्हायला हवा की जो विचार उद्योग जगतात केला जातो. किंबहुना उद्योग जगतात उपरोक्त विचार केल्यामूळेच त्या-त्या उद्योगाची भरभराट होते. अन्यथा बदल न केल्यास त्याचे आर्थिक परिणाम उद्योगांना भोगावे लागतात, तसे विद्यापीठांच्या बाबतीत घडत नाहीत कारण यु.जी. सी.कडून/शासनाकडून अनुदान येतच असते. अर्थात विद्यापीठ रचनेतील बदल हा सहजा सहजी घडणारा नाही. त्यासाठी विशिष्ट प्रयत्नांची आवश्यकता आहे.

याबाबत मुंबई विद्यापीठातील ज्येष्ठ प्राध्यापक नीरज हातेकर व राजन पडवळ यांनी एका लेखात म्हटले आहे की, 'एखाद्या विस्ताराने मोठया असलेल्या जहाजाला जसे लगेच दिशा बदलता येत नाही तसेच या अगडबंब विद्यापीठीय रचनांचे झालेले आहे. २१व्या शतकात ही गंभीर बाब आहे कारण वेगळा बदल हा २१व्या शतकातील ज्ञानव्यवस्थेचा स्थायिभाव आहे. नवीन ज्ञानशाखा वेगाने निर्माण होत आहेत आणि समाजाच्या ज्ञानविषय गरजांचे स्वरुप बदलण्याचा वेगसुध्दा प्रचंड आहे. या गतीला विद्यापीठीय रचना त्यांच्या आकारामुळे प्रतिसाद देऊ शकत नाहीत. या रचनांचा दुसरा कमकुवत दुवा म्हणजे या रचना स्वतःच्या अंतर्गत नियम प्रणालीवर चालत असेलच असे नाही. एखाद्या खाजगी कंपनीला ग्राहकांच्या गरजांच्या विरुध्द दिशेने गेल्यास आर्थिक फटका बसतो. आपली चुकलेली दिशा सुधारण्याचा इशारा/सिग्नल मिळतो. आपली रचना बाजारपेठेशी सुसंगत नसेल तर आपण टिकू शकणार नाही याचा विचार ज्या कंपन्या करतात व त्यानुसार आपली दिशा बदलतात, त्याच प्रवाहात टिकतात. ज्या असे करत नाहीत त्या नष्ट होतात. परंतू भारतातील बहुतांश विद्यापीठांना आपले उत्पादन एकूण ज्ञानव्यवहाराशी सुसंगत नाही, असा 'सिग्नल' देणारी कोणतीही प्रत्याभरण (feedback) व्यवस्था अस्तित्त्वात नाही. त्याचबरोबर विद्यापीठांना मिळणारा शासनाचा अर्थपुरवठा हा कायम स्वरुपाचा असतो. त्यामुळे विद्यापीठांना अशा दिशा बदलाची गरज (तात्काळ) भासत नाही."

६. 'स्टार्टअप' ला शिक्षणातून चालना

लोकांच्या गरजा लक्षात घेऊन 'स्टार्टअप'ची संकल्पना पुढे आली. 'स्टार्टअप' कंपन्या सुरु झाल्या. भारतातील मोठे उद्योजकही 'स्टार्टअप' कंपन्यांवर विश्वास ठेवायला तयार झालेत अशा कंपन्यांमध्ये गुंतवणूक करण्यात प्रसिध्द उद्योगपती रतन टाटा आघाडीवर आहेत. त्यांनी रॉनी स्कूवालां सोबत 'डॉगपोस्ट' नावाच्या पाळीव प्राण्यांच्या ऑनलाईन पोर्टलमध्ये गुंतवणूक केली असून डॉगपोस्ट ही रतन टाटांची गुंतवणुक लाभलेली २०वी स्टार्ट कंपनी ठरली आहे.

डॉगपोस्ट ही कंपनी पाळीव प्राण्यांना आवश्यक असलेल्या सर्व उत्पादनांची ऑनलाईन विक्री करते.

'स्टार्टअप' संकल्पना, तिचा विकास आणि महाविद्यालयीन युवक अशा कंपन्यांच्या निर्मितीत कसा सहभाग वाढवतील याबाबतचा अभ्यासक्रम उच्च शिक्षणात व्हायला हवा. विद्यापीठे उद्योग जगत यांचा समन्वय व्हायला हवा.

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७. 'ॲप'ची निर्मिती व उच्चशिक्षण

वर्तमान भारतात शिक्षणामध्ये तंत्रज्ञानाचा वापर होऊ लागला. संगणकाच्या वापरापासून सुरु झालेले हे शिक्षण स्वतःजवळ असणाऱ्या मोबाईलपर्यंत येऊन पोहोचले आहे. विविध प्रकारचे 'ॲप' निर्माण झाले आहेत.

मुंबईतील आय.आय.टी. धारक संजय पुरोहीत या इंजिनिअरने 'आयप्रोफ' हया शैक्षणिक ॲपची निर्मिती केली असून यात विषय तज्ञ असलेल्या प्राध्यापकांचे मार्गदर्शन मिळणार आहे. विशेष म्हणजे हे ॲप मोफत उपलब्ध होणार आहे. यातील आभासी वर्ग खोलीत (virtual class room) शिक्षकांना एकत्र येऊन कोणत्याही वेळी संभाषण साधता येऊ शकते. यात 'क्लीक सर्च' हया पर्यायाद्वारे वेगवेगळया अभ्यासक्रमातील व्ही.डी.ओ. नोटस् शोधणे सोपे जाते. तसेच या 'ॲप'मध्ये शिक्षकांबरोबर समूहचर्चा करण्याची सुविधाही देण्यात आली आहे. 'रेंज अ डाऊट' या पर्यायाद्वारे एखाद्या विद्यार्थ्याला एखाद्या प्राध्यापकास प्रश्न विचारण्याची संधी प्राप्त होणार आहे.

सध्या या ॲपमध्ये जेईई, बँकांचे प्रोबेशनरी अधिकारी सी.बी.एस्.ई.च्या सहावी आणि सातवी इयत्तेचा अभ्यासक्रम, इंग्रजी संभाषण आणि सामान्यज्ञानाचे धडे उपलब्ध आहेत. सीईटी, एआयपीएमटी, एनडीए, सीए, सीपीटी, ऑलिम्पीयाड, गेट, रेल्वेपरीक्षा, भाष अभ्यास यांचा समावेश होणार आहे.

उच्च शिक्षणातील प्राध्यापकांना सध्या आपल्या विषयांच्या अद्ययावत ज्ञानासंबंधी बाजारात कोणकोणते स्त्रोत (source) उपलब्ध आहेत याची माहिती असणे आवश्यक आहे. केवळ माहिती असून चालणार नाही तर आपल्या विषयांसंबंधी विविध 'ॲप'ची निर्मिती करणे, आशयनिर्मिती करणे हे ही तितकेच मोठे आव्हान प्राध्यापकांसमोर आहे.

८. तंत्रशिक्षणात सुविधांचा आणि अनुदानाचा अभाव

भारतीय शिक्षण आयोगाने (१९६४-६६) म्हणजे डॉ. कोठारी आयोगाने १०+२+३ हा शिक्षणाचा आकृतीबंध स्विकारला आणि महाराष्ट्र हे असा आकृतीबंध स्विकारणारे देशातील पहिले राज्य ठरले. या आकृतीबंधानुसार +२ स्तरावर तांत्रिक शिक्षण देण्याचे ठरले. औपचारिक महाविद्यालयाकडे येणाऱ्या विद्यार्थ्यांचे लोंढे कमी होतील आणि 'उत्पादकता' या ध्येयाकडे वाटचाल होईल. तांत्रिक कौशल्य विकास होऊन बेरोजगारी कमी होईल असा हेतू या आयोगाचा आकृतीबंधामागे होता. आणि त्यानुसार महाराष्ट्रात आय.टी.आय. सारख्या तंत्रशिक्षण देणारे अभ्यासक्रम महाराष्ट्रात सुरु झालेत.

अलिकडेच 'प्रधानमंत्री कौशल्य विकास' योजनेचा शुभारंभ करतांना देशाचे पंतप्रधान नरेंद्र मोदी म्हणाले की, 'आम्हाला आय.आय.टी. नकोत तर आ.टी.आय. हवेत.' परंतू सध्या अस्तित्वात असलेल्या आय.टी.आय. संस्थांचे दुखणे काही वेगळेच आहे.

आज महाराष्ट्रात ३५९ तालुक्यात ४१७ शासकीय व ४५४ खाजगी आय.टी.आय. आहेत, त्यात दरवर्षी एक ते दीड लाख विद्यार्थी प्रशिक्षण घेतात. भारतात सगळयात जास्त आय.टी. आय. व प्रशिक्षित विद्यार्थी महाराष्ट्रात आहे. ज्यात सुमारे ७९ अभ्यासकांचे प्रशिक्षण दिले जाते. उद्योगांना आवश्यक असणारे ९० टक्के अभ्यासक्रम महाराष्ट्रातील आय.टी.आय. मध्ये दिले जाते.

परंतु या आ.टी.आय. संस्थेचे अवलोकन केले तर आज महाराष्ट्रात गेल्या पाच वर्षापासून नियमित संचालक नाहीत. सहसंचालकापासून तर चतुर्थश्रेणी कर्मचाऱ्यांची ६ हजारांवर रिक्त पदे आहेत. ज्यात १ हजार ५०० कंत्राटी शिक्षक आहेत. पुरेशा भौतिक सुविधांचा आभाव,

प्रात्यक्षिकाकरिता लागणाऱ्या कच्च्या मालावर प्रति विद्यार्थी होणारा खर्च सुमारे २० वर्षापूर्वीचाच आहे. असे असतांना अशा संस्थांमधून कुशल कारागीर निर्मितीची अपेक्षा करणे कितपत योग्य आहे?

डॉ. कोठारी आयोगाने याबाबत शिफारशी करतांना दूरदृष्टी (vision) ठेवली होती परंतू अंमलबजावणीविना कोणत्याही चांगल्या उपक्रमांचे, विचारांचे, अभ्यासक्रमाचे वाटोळे होते हे यावरुन लक्षात येते. शिक्षणाचा मूळ हेतू बाजूलाच राहतो आणि अशा वातावरणात आपण शिक्षणाच्या गुणवत्तेविषयी चर्चा करतो पण त्यासाठी लागणाऱ्या आर्थिक अंमलबजावणीचे काय?

थोडक्यात

वर्तमान भारतात उच्चशिक्षणात अनेक बदल होत आहेत. सामाजिक परिस्थिती, विज्ञान–तंत्रज्ञानाचा त्यावर परिणाम होत आहे. समाजाच्या उच्चशिक्षणाकडून अपेक्षा वाढल्या आहेत. २१व्या शतकात शिक्षणासंबंधी अनेक आव्हाने निर्माण होत आहेत. ही आव्हाने पेलतांना विद्यापीठे, उच्चशिक्षण देणाऱ्या संस्था, प्राध्यापक, महाविद्यालये यांनी आपल्यात सक्षमता निर्माण करावयाची आहे. आणि बदलत्या सामाजिक, शैक्षणिक परिस्थिती लक्षात घेऊन अद्यायावत (update) होणे गरजेचे आहे. उच्च शिक्षणाचा विचार करतांना शिक्षणाच्या बहु आयामाकडे (multi-dimension) लक्ष वेधले पाहिजे.

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बी.एड.छात्राध्यापकांच्या प्रकट वाचन कौशल्य विकासासाठी उपक्रम तयार करुन त्याची परिणामकारकता अभ्यासणे

डॉ.नीला पाथरे

सहाय्यक प्राध्यापक,
एस.पी.एस.कॉलेज ऑफ एज्यु.सांगली
मोबा.९६२३२१५६७९

प्रास्ताविक

''दिसामाजी काहीतरी ते लिहावे, प्रसंगी अखंडित वाचीत जावे'' या रामदास स्वामींच्या ओळी किंवा ''वाचाल तर वाचाल'' हे वचन आपण नेहमीच आठवत असतो. यातून वाचन किती महत्वाचे आहे हे सांगण्याचा प्रयत्न केला आहे. एक माणूस म्हणून आपलं व्यक्तिमत्व घडविण्यासाठी वाचन आवश्यक आहेच. पण एक शिक्षक म्हणून व्यक्तिमत्व घडण्यासाठी शिक्षकाला वाचन गरजेचं आहे. विविध विषयातील वाचन तर शिक्षकाने केलंच पाहिजे, त्याच बरोबर वर्गात प्रकट वाचन करण्याचं कौशल्यही शिक्षकाकडे असणं आवश्यक आहे. लेखक, कवी आपले विचार, आपल्या भावना लेखात, कवितेत, कथा कादंबरीत लिहित असतात, ते जसेच्या तसे विद्यार्थ्यांपर्यंत पोहोचवण्याची जबाबदारी शिक्षकाची आहे. शब्द हे विचारांचे, भावनांचे माध्यम आहेत. विचार, भावना नसतील तर केवळ शब्दांना काहीच अर्थ नाही.

शब्दांना नसते दु:ख, शब्दांना सुखही नसते

ते वाहतात जे ओझे, ते तुमचे आमुचे असते

वर्गमध्ये पाठयपुस्तकातील शब्द नीरसतेने वाचले गेले तर लेखकाला, कवीला जे विचार, ज्या भावना व्यक्त करावयाच्या आहेत त्या व्यक्त होऊ शकत नाहीत. म्हणून प्रकट वाचनाचं कौशल्य शिक्षकाकडे असणं ही कोणत्याही काळाची, कोणत्याही युगाची गरज आहे.

प्रकट वाचनाचा कौशल्य म्हणून विचार केला तर त्यामध्ये पुढील घटकांचा समावेश आवश्यक ठरतो

प्रकट वाचन कौशल्य
१. स्पष्ट व शुध्द उच्चार
२. ओघवतेपणा
३. भावपूर्ण वाचन
४. विरामचिन्हांचा योग्य वापर
५. योग्य गती
६. आवाजातील चढ उतार
७. पुरेसा मोठा आवाज

आकृती १: प्रकट वाचन कौशल्याचे घटक

कवितेचे वाचन करत असताना विरामचिन्हांचा वापर होणार नाही पण कवितेचे सुरात वाचन करणे हाही कौशल्याचा भाग आहे. शिक्षकाने आपल्या वाचन कौशल्याचा विकास केला पाहिजे. शिक्षक शिक्षणामध्येच वाचन कौशल्य विकसित झाले पाहिजे. त्यासाठी विविध तंत्रांचा, मार्गाचा अवलंब केला पाहिजे. म्हणूनच प्रस्तुत कृतीसंशोधन बी.एड्. छात्राध्यापकांसाठी करण्याचे संशोधकाने ठरविले.

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संशोधनाचे महत्व

प्रस्तुत संशोधन बी.एड्. छात्राध्यापकांसाठी केल्यामुळे भावी शिक्षकांच्या प्रकट वाचन कौशल्यात सकारात्मक बदल होईल. संशोधनात वापरण्यात आलेल्या विविध तंत्रांचा छात्राध्यापकांना परिचय होऊन छात्रध्यापक सुध्दा ही तंत्रे, या पध्दती यांचा विद्यार्थ्यांसाठी वापरु शकतील. सहकार्यात्मक अध्ययन, मोबाईलचा –इंटरनेटचा वापर संशोधनात केल्यामुळे २१ व्या शतकातील तंत्रांचा वापर कसा करायचा हे छात्राध्यापक शिकतील. बी.एड्. छात्राध्यापकांना तसेच शिक्षक प्रशिक्षकांनाही हे संशोधन उपयुक्त ठरेल.

शीर्षक

बी.एड्. छात्राध्यापकांच्या प्रकट वाचन कौशल्य विकासासाठी उपक्रम तयार करुन त्याची परिणामकारकता अभ्यासणे.

उद्दिष्टे

१. छात्राध्यापकांच्या प्रकट वाचनातील उणीवा शोधणे.

२. छात्राध्यापकांच्या प्रकट वाचन कौशल्याच्या विकासासाठी उपक्रम तयार करणे.

३. छात्राध्यापकांच्या प्रकट वाचन कौशल्यासाठी तयार केलेला उपक्रम राबवून त्याची परिणामकारकता अभ्यासणे.

संशोधन परिकल्पना

१. प्रकट वाचन कौशल्याच्या विकासासाठी राबविलेल्या उपक्रमामुळे छात्राध्यापकांच्या गद्याच्या प्रकट वाचन कौशल्यात फरक पडतो.

२. प्रकट वाचन कौशल्याच्या विकासासाठी राबविलेल्या उपक्रमामुळे छात्राध्यापकांच्या पद्याच्या प्रकट वाचन कौशल्यात फरक पडतो.

शून्य परिकल्पना

१. छात्राध्यापकांच्या गद्य वाचनाच्या पूर्व चाचणीतील गुणांक आणि उपक्रम राबविल्यानंतरच्या उत्तर चाचणीतील गुणांक यामधील फरक सार्थ नाही.

२. छात्राध्यापकांच्या पद्य वाचनाच्या पूर्व चाचणीतील गुणांक आणि उपक्रम राबविल्यानंतरच्या उत्तर चाचणीतील गुणांक यामधील फरक सार्थ नाही.

संशोधनाची व्याप्ती

प्रस्तुत संशोधन एस्.पी.कॉलेज ऑफ एज्युकेशन, सांगली येथील छात्राध्यापकांसाठी आहे.

संशोधनाची मर्यादा

प्रस्तुत संशोधन मराठी अध्यापन पध्दतीच्या छात्राध्यापकांपुरते मर्यादित आहे.

संशोधनाची कार्यपध्दती

संशोधन पध्दती

प्रस्तुत संशोधनासाठी प्रायोगिक पध्दतीचा वापर केला. त्यासाठी एकलगट अभिकल्पाची निवड केली. हा अभिकल्प पुढीलप्रमाणे दाखविता येईल.

O1 X O2	O1 – पूर्व चाचणी
	O2 – उत्तर चाचणी
	X – उपक्रम

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नमुना निवड

प्रस्तुत संशोधन एस्.पी.एस्. कॉलेज ऑफ एज्युकेशन मध्ये मराठी अध्यापन पध्दतीसाठी प्रवेश घेतलेल्या ०८ छात्राध्यापकांसाठी करण्यात आले

साधने माहिती जमविण्यासाठी पंचबिंदू पदनिश्चयन श्रेणीचा वापर करण्यात आला.

संशोधनाची कार्यवाही

मराठी अध्यापन पध्दतीच्या ०८ छात्राध्यापकांना प्रकट वाचनाची पूर्व चाचणी देण्यात आली. इयत्ता ७ वी च्या पाठ्यपुस्तकातील एक धडा व एक कविता वाचण्यासाठी देण्यात आली. पंचबिंदू पदनिश्चयन श्रेणीचा वापर करून निरीक्षणे नोंदविण्यात आली. त्यावरुन छात्राध्यापकांच्या प्रकट वाचन कौशल्यातील उणीवा शोधण्यात आल्या त्या पुढीलप्रमाणे
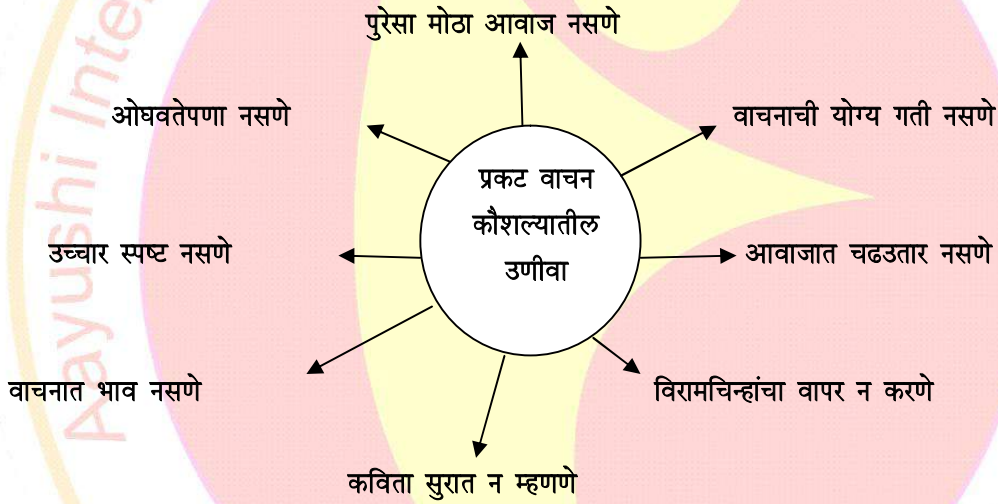
आकृती क्र. २: प्रकट वाचन कौशल्यातील उणीवा

पूर्व चाचणीच्या सहाय्याने ज्या उणीवा शोधल्या त्या दूर करण्यासाठी व प्रकट वाचन कौशल्याचा विकास करण्यासाठी एक उपक्रम तयार केला व तो राबविण्यात आला त्याचे स्वरुप पुढील प्रमाणे होते.

१. मार्गदर्शनपर व्याख्यान
२. इंटरनेटवरुन प्रसिध्द कवींचे काव्यवाचन डाऊनलोड करुन ते मोबाईलवर ऐकवणे.
३. इंटरनेटवरुन प्रसिध्द कथा लेखकांचे कथावाचन डाऊनालोड करुन ते मोबाईलवर ऐकवणे.
४. सहकार्यात्मक अध्ययन पध्दती — छात्राध्यापकांच्या जोडिया करुन वाचन व प्रत्याभरण चर्चा.
५. मार्गदर्शनासहित वाचन
६. तज्ञ व्यक्तींचे मार्गदर्शन व दिग्दर्शन
७. संगीत तज्ञांचे मार्गदर्शन व दिग्दर्शन
८. संशोधकाचे दिग्दर्शन, ते मोबाईलवर शूटिंग करुन चर्चा.

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या उपक्रमांच्या वापरानंतर छात्राध्यापकांना उत्तर चाचणी देण्यात आली. एकूण १५ दिवस उपक्रम राबविला. रोज घड्याळी १ तास उपक्रमासाठी देण्यात आला.

संख्याशास्त्रीय विश्लेषण

पूर्व चाचणी व उत्तर चाचणीत पंचबिंदू पदनिश्चयन श्रेणीचा वापर करुन निरीक्षणे केली. त्यांचे गुणांमध्ये रुपांतर केले. त्यांचे मध्यमान, प्रमाण विचलन व टी मूल्य काढण्यात आले. त्यावरुन निष्कर्ष काढण्यात आले.

छात्राध्यापकांच्या गद्य वाचनाच्या पूर्व चाचणी, उत्तरचाचणीतील फरकांचे
मध्यमान, प्रमाणविचलन व टी मूल्य दर्शविणारा तक्ता क्र.१

एकूण संख्या (N)	मध्यमानातील फरक (M1-M2)	प्रमाण विचलन (SD)	प्राप्त टी मूल्य (t – value)	निर्धारित टी मूल्य
०८	५.८७	०६.०७	८.४	३.४९९

सार्थकता स्तर – ०.०१

वरील तक्त्यावरुन असे लक्षात येते की, पूर्व चाचणी व उत्तर चाचणीतील फरकांचे मध्यमान ५.८७ असून प्राप्त टी मूल्य हे निर्धारित टी मूल्यापेक्षा (०.०१सार्थकता स्तरावर) जास्त आहे. म्हणून शून्य परिकल्पनेचा त्याग करुन संशोधन परिकल्पना स्वीकारली गेली.

राबविलेल्या उपक्रमामुळे छात्राध्यापकांच्या गद्याच्या प्रकट वाचन कौशल्यात सकारात्मक फरक पडला.

छात्राध्यापकांच्या पद्य वाचनाच्या पूर्व चाचणी , उत्तरचाचणीतील फरकांचे
मध्यमान, प्रमाणविचलन व टी मूल्य दर्शविणारा तक्ता क्र.२

एकूण संख्या (N)	मध्यमानातील फरक (M1-M2)	प्रमाण विचलन (SD)	प्राप्त टी मूल्य (t – value)	निर्धारित टी मूल्य
०८	५.५०	५.७	११.६८	३.४९९

सार्थकता स्तर – ०.०१

वरील तक्त्यावरुन असे लक्षात येते की, पूर्व चाचणी व उत्तर चाचणीतील फरकांचे मध्यमान ५.५० असून प्राप्त टी मूल्य हे निर्धारित टी मूल्यापेक्षा (०.०१सार्थकता स्तरावर) जास्त आहे. म्हणून शून्य परिकल्पनेचा त्याग करुन संशोधन परिकल्पना स्वीकारली गेली.

राबविलेल्या उपक्रमामुळे छात्राध्यापकांच्या पद्याच्या प्रकट वाचन कौशल्यात सकारात्मक फरक पडला.

निष्कर्ष

१. छात्राध्यापकांना प्रसिध्द कवींचे कवितावाचन व लेखकांचे कथावाचन यांचे ध्वनिमुद्रण ऐकवल्यामुळे त्यांच्या वाचन   कौशल्यात फरक दिसून आला.

२. सहकार्यात्मक अध्ययन पध्दतीचा वापर केल्यामुळे छात्राध्यापकांना प्रकट वाचनातील उणीवा समजल्या. त्यांनी एकमेकांशी चर्चा केल्यामुळे त्यांना आपल्या उणीवा दूर करण्यास मदत झाली.

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३. मार्गदर्शनासहित वाचन केल्यामुळे छात्राध्यापकांना आपल्या प्रकट वाचनातील उणीवा दूर कशा करायच्या हे समजले व त्यांच्या वाचनात सुधारणा झाली.

४. तज्ञांचे मार्गदर्शन झाल्यामुळे व त्यांचे दिग्दर्शित वाचन झाल्यामुळे वाचन कौशल्य सुधारण्यास मदत झाली.

५. संगीत तज्ञांचे मार्गदर्शन मिळाल्यामुळे छात्राध्यापकांना कविता सुरात कशी वाचायची हे समजले.

शिफारशी

१.वाचन कौशल्याचा विकास करण्यासाठी आधुनिक तंत्रज्ञानाचा वापर करावा.

२सहकार्यात्मक अध्ययन पध्दतींचा वापर करावा.

संदर्भ

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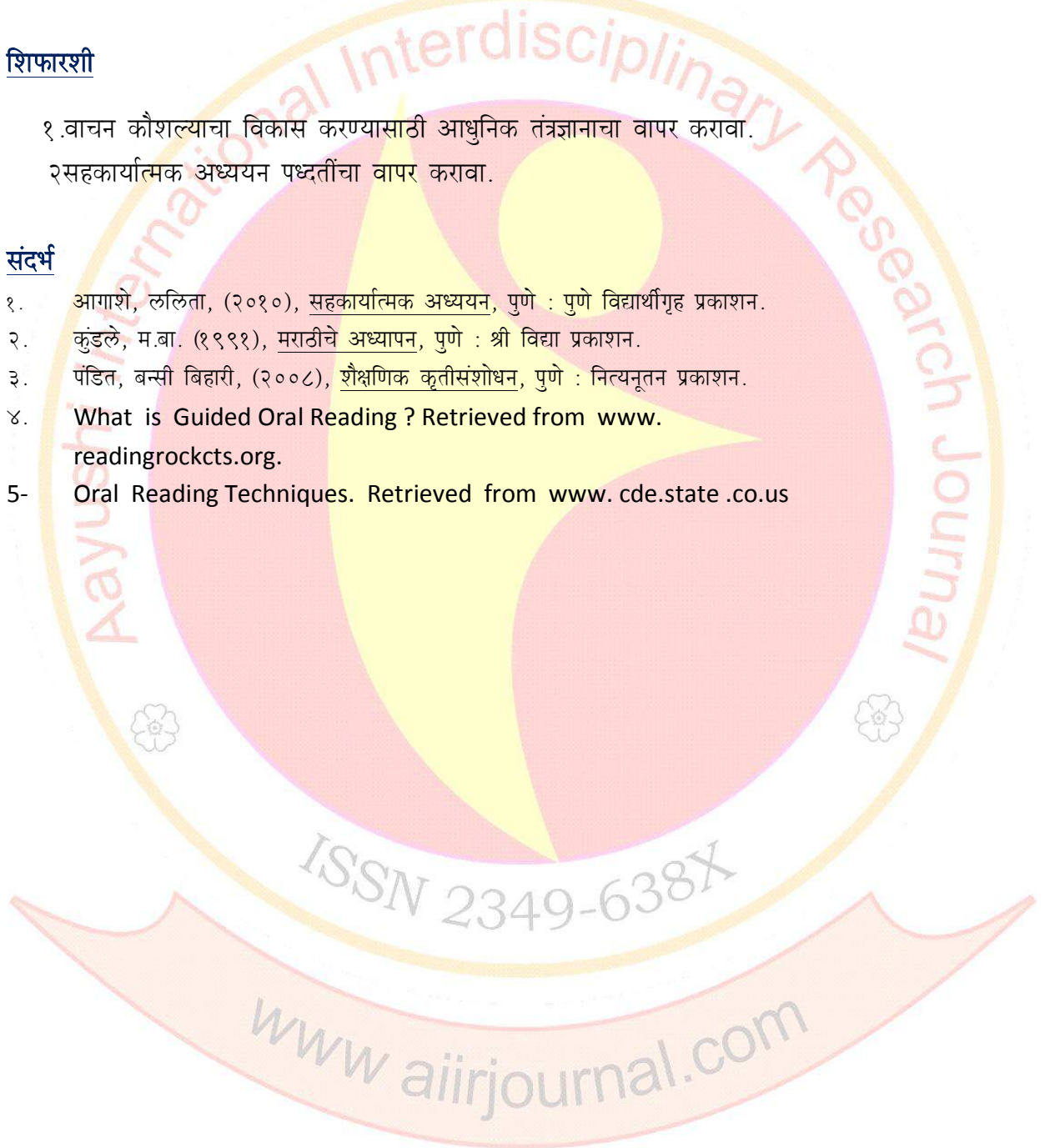
२१ व्या शतकासाठी कौशल्य विकास शिक्षणाची गरज

प्रा. आण्णासो विलास जाधव

महावीर महाविद्यालय, कोल्हापूर

एकनाथ कमलाकर

महावीर महाविद्यालय, कोल्हापूर

प्रास्ताविक—देशात नरेंद्र मोदींच्या नेतृत्वाखाली सरकार स्थापन झाले आणि यानंतर एकापेक्षा एक अशा इंग्रजी नावाच्या योजनाच योजना कानावर येवू लागल्या. स्मार्ट सिटी, मेक इन इंडिया, स्टंड अप इंडिया, स्टार्ट अप इंडिया अशा एक ना अनेक योजनांचा सध्या जोरात प्रचार सुरू आहे. पण मित्रहो, या सर्व योजनांत सर्वात महत्वपूर्ण योजना जी या सर्व योजनांचा पाया म्हणून ओळखली जावू शकेल ती म्हणजे कौशल्य विकास कार्यकम ;ाप्सस क्मअमसवचउमदजद्ध

१५ जुलै २०१५ रोजी जागतिक युवा कौशल्य दिनादिवशी देशाचे पंतप्रधान नरेंद्र मोदी यांनी राष्ट्रीय कौशल्य विकास अभियानाचे उद्घाटन केले. 'कौशल्य भारत—कुशल भारत' हे घोषवाक्य असणाऱ्या या योजनेचे मुख्य उद्दिष्ट २०२२ पर्यंत ५० कोटी कुशल मनुष्यवळ तयार करणे हे आहे. त्याचबरोबर चालू वर्षात २०१५—१६ मध्ये केंद्रसरकार मार्फत १२० लाख युवकांना कौशल्य विकास शिक्षणाचे उद्दिष्ट ठेवलेले आहे. घट्ट मिटलेल्या हाताचा मुठी—पाना व पेन्सिल हे याचे सिम्बॉल असून शिक्षण आणि कौशल्य यांनी हातात हात घालून जगात देशाला कुशल देश बनवावे हे एकमात्र उद्दिष्ट साध्य करण्याचे प्रयत्न यातून दिसून येतात.

वास्तविक कौशल्य विकासासाठी शिक्षण हा अलिकडेच चर्चेत आलेला शब्द नाही. याच्यापूर्वी ही कित्येक वेळा या विषयावर चर्चा झालेली दिसून येते. १९३८ साली म.गांधी यांनी याचे महत्व ओळखून मुलोद्योगी शिक्षणाचा पुरस्कार केलेला होता. पण नंतरच्या काळात त्याकडे म्हणावे तितके लक्ष दिले नाही. तेच—तेच आणि चाकोरीबध्द शिक्षण यामुळे आपल्या देशातील बेरोजगारी वाढली. आजघडीला देशाची लोकसंख्या ही जगात दोन नंबर असताना सर्वात जास्त युवा शक्ती भारतात असताना या युवाऊर्जेला योग्य वळण न दिल्यास अनेक युवक रोजगारापासून वंचित राहू शकतात. त्यातूनच ही कौशल्य विकासासाठी शिक्षण याकडे लक्ष देणे अत्यंत गरजेचे झालेले दिसून येते.

कौशल्य विकासासाठी शिक्षणाची गरज —

१. वाढती बेरोजगारी — आजच्या स्पर्धेच्या व झपाट्याने बदलणाऱ्या जगात विद्यार्थ्यांना टिकायचे असेल तर विद्यार्थ्यांना कौशल्यधिष्ठित शिक्षण मिळणे गरजेचे आहे. वाढते औद्योगिकरण, विज्ञान—तंत्रज्ञानाचा वाढता प्रचार व प्रसार यामुळे अनेक व्यवसायांची नवीन क्षेत्रे उपलब्ध होत आहेत. यासाठी कौशल्यपूर्ण मनुष्यबळाची गरज भासत आहे. पण पारंपरिक अभ्यासामुळे विशिष्ट कौशल्याची माणसे मिळत नाहीत. त्यामुळे त्या जागा रिक्त राहतात. तर पारंपरिक अभ्यासक्रमामुळे पूर्ण केलेले कितीतरी विद्यार्थी बेकारीच्या जात्यात भरडले जात आहेत. यासाठी कौशल्यधिष्ठीत शिक्षण आवश्यक आहे.

२.मनुष्यबळाचा योग्य वापर —प्राचीन अर्थतज्ञापासून ते अलिकडच्या काळातील कार्ल मार्क्स, अॅडम स्मिथ, नोबेल प्राप्त अमर्त्य सेन यांनी मानवाचा संसाधन म्हणून विचार कलेला आहे. केंद्रिय शिक्षण खात्यानेही आपले नामकरण मनुष्यबळ विकास मंत्रालय (१९८५) असे केले आहे. १९८६ च्या राष्ट्रीय शैक्षणिक धोरणातही शिक्षण हे मनुष्यबळ विकासाचे प्रमुख साधन मानले आहे. यावरून शिक्षणाचा मुख्य उद्देश

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कौशल्य विकासातून मनुष्यबळ विकास असल्याचे दिसून येते. त्यामुळे उपलब्ध मनुष्यबळाचा पुरेपूर वापर करणे अत्यंत गरजेचे आहे.

३.नोकरीच्या संधी —चाकोरीबध्द आणि त्याच त्या पारंपारिक शिक्षणामुळे अनेक युवक बेकारीच्या जात्यात भरडले जात आहेत. कोरियातील तब्बल ९३: लोक हे प्रशिक्षित स्वरूपाचे आहेत. तर भारतात फक्त १०: च्या आसपास ही संख्या आहे. त्यामुळे शासनाने २०२२ पर्यंत देशातील ५० कोटी तरूणांना कौशल्य विकासाचे शिक्षण देवून त्यांना नोकरीच्या संधी उपलब्ध करून दिल्या जाणार आहेत.

४.राष्ट्रीय विकास —जागतिक जनगणनेनुसार २०२२ मध्ये जागतिक उत्पादक मनुष्यबळात १५–१७ : लोक भारतीय असतील तर २०४० पर्यंत ही संख्या चीनपेक्षाही पुढे असेल. कोणत्याही देशाची भरभराट ही रोजगार असलेल्या व्यक्तिंची संख्या आणि कामाच्या बाबतीत ते किती उत्पादक आहेत यावर अवलंबून असते. सर्वाधिक यशस्वी देश तेच असतात जे अस्थिरता, अनिश्चितता, गुंतागुंत, संधिग्धता यांचा मुकाबला करू शकतात. आज बरेच देश भारतात गुंतवणुकीसाठी उत्सुक आहेत. त्यामुळे नोकरीच्या संधी मोठ्या प्रमाणात वाढणार आहेत. त्यामुळे आपोआपच व्यक्तिविकासातून राष्ट्रविकास होणार आहे.

कौशल्य विकास शिक्षणाची भूमिका —यासाठी कौशल्यविकास शिक्षणाची भूमिका ही अत्यंत महत्वपूर्ण आहे.

१. विद्यार्थ्यांना शालेय जीवनापासूनच व्यावसायिक शिक्षणाची सोय शाळांतून उपलब्ध करून देणे.

२. शाळांच्या पायाभूत सुविधात वाढ करणे जेणेकरून विद्यार्थी गळती थांबेल.

३. विद्यार्थ्यांचा कल पाहून शिक्षणाची व्यवस्था करणे.

४. महाविद्यालयीन शिक्षणाला प्रशिक्षणाची जोड देणे. व्यवसायाभिमुखीकरण करणे.

५. कोणत्या क्षेत्रात नेमके कोणते कौशल्य असणारे कामगार हवे आहेत यासंदर्भातील माहिती देणे.

६. शिक्षणाच्या माध्यमातून आंतरव्यक्ति संज्ञापन कौशल्ये, वर्तन कौशल्ये, दृष्टिकोन, नेतृत्वगुण, वेळेचे व्यवस्थापन ही कौशल्य विकसित करणे.

७. तंत्रशिक्षण संस्थांचे आधुनिकीकरण करणे.

८. कौशल्य विकास शिक्षणासाठी समाजातील तज्ञ व्यक्ति, स्वयंसेवी संस्था यांनाही सहभागी करून घेणे.

समारोप —आजच्या या स्पर्धेच्या युगात विद्यार्थ्यांना टिकायचे असेल तर विद्यार्थ्यांना कौशल्याधिष्टित शिक्षण मिळणे अत्यंत गरजेचे आहे. म्कनबजपवद् द्क प्दकनेजतल उनेज हब ्ांदिक प् ांदिक या तत्वाचा वापर करणे गरजेचे आहे. कौशल्याला प्रयत्नांची जोड मिळाली की यश हमखास मिळते, बदलत्या काळात नवे रोजगार नव्या उद्योगांमधूनच निर्माण होतील आणि नोकऱ्या मागणाऱ्यांची फौज निर्माण करण्यापेक्षा नोकऱ्या देणारे हात कसे वाढतील याकडे लक्ष देणे गरजेचे आहे. यादृष्टीने कौशल्य विकासाचे शिक्षण ही काळाची गरज बनलेली दिसून येते.

संदर्भग्रंथ सूची

१. प्रा. भोसले रमा, प्रा. डोणे उज्वला : शिक्षणातील नवविचार प्रवाह

२. जगताप ह. ना. : शिक्षणातील नवप्रवाह व नवप्रतने

३. योजना : ऑक्टोबर २०१५

४. लोकराज्य : नोव्हेंबर २०१५

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शिक्षणातून मूल्य जोपासना

प्रा.सौ. मंजिरी डी. शेटके

महावीर महाविद्यालय, कोल्हापूर.

मोबाईल नं.९७६२७६२४१०.

ईमेल आयडी. :shetakemanjiri@gmail.com

शिक्षण हे मानवी जीवनात निरंतन चालणारी प्रक्रिया आहे. सुजाण, सुसंस्कृत व जबाबदार नागरिक घडविण्याचे एक एक प्रभावी साधन म्हणजे शिक्षण होय. काळाच्या बदलाबरोबरच शिक्षण व्यवस्थेत बदल झालेले आपणास दिसून येतात. वैदिक कालखंडापासून आजपर्यंत शिक्षण व्यवस्थेत मूल्यसंस्काराला व मूल्य विकासाला महत्वाचे स्थान दिलेले दिसून येते. शिक्षण हे असे एक माध्यम आहे की, ज्यातून सर्व प्रकारच्या वैयक्तिक व सामाजिक विकासाचा पाया घातला जातो. शिक्षणातून व्यक्तीचा व्यक्तीमत्वाचा सर्वांगीण विकास होतो. व्यक्तीच्या जीवनातील अंध:कार नष्ट करून प्रकाश निर्माण करण्याचे सामर्थ्य शिक्षणात आहे. म्हणून शिक्षणाला व्यक्ती जीवनात अनन्य साधारण महत्व आहे. कोणत्याही राष्ट्राचा दर्जा हा शिक्षण प्रणालीवर अवलंबून असतो आणि त्या शिक्षण प्रणालीचा दर्जा हा त्या शिक्षण प्रणालीमधील नैतिक मुल्यांच्या स्थानावर अवलंबून असतो.

नही ज्ञानेन् सदृश्य पवित्रम् या उक्तीप्रमाणे आजच्या शिक्षण व्यवस्थेमधून पवित्र ज्ञान विद्यार्थी प्राप्त करतो का याचा विचार करणे गरजेचे वाटते. शिक्षण व्यवस्थेचे बदलते स्वरूप, खालावलेला दर्जा, बेजबाबदार विद्यार्थी, निर्माण झालेली बेकारी, भ्रष्टाचार, अंध:श्रध्दा, दहशतवाद इ. समस्या म्हणजे नैतिक मूल्यांची होत असलेली घसरण होय. ही घसरण थांबविण्याचे कार्य शिक्षण व्यवस्थाच करू शकते. म्हणून शिक्षण व्यवस्थेने मूल्यांचा विचार करणे आवश्यक आहे.

१९४८ ला विद्यापीठ आयोग, १९६४ ला कोठारी आयोग, १९८६ चे राष्ट्रीय शैक्षणिक धोरण या सर्व आयोगांनी अभ्यासक्रमात प्राथमिक शिक्षणापासून उच्च शिक्षणापर्यंत मूल्य शिक्षणांचा समावेश करावा अशी शिफारस केली. १९९७ पासून शिक्षणाच्या स्तरांवर मूल्य शिक्षणाची सक्ती करण्यात आली. पण या मूल्यांची जोपासणा खरा अर्थाने विद्यार्थ्यांमध्ये झाली का याचा विचार होणे गरजेचे आहे.

आचार्य विनोबा भावे यांच्यामते आपल्याला जर योग्य सांस्कृतिक विकास साध्य करावयाचा असेल तर शिक्षण व्यवस्थेमधील विविध जबाबदार घटकांनी नैतिक मुल्यांच्या विकासाचा ध्यास घेतला पाहिजे. मुल्य शिक्षण व शिक्षण व्यवस्था या एकाच नाण्याच्या दोन बाजू आहेत. शिक्षण व्यवस्था चांगली असेल तरच मूल्य शिक्षणांची जोपासणा करता येऊ शकते. विज्ञान निष्ठता हे एक बौध्दीक मूल्य आहे. निरिक्षण आणि प्रयोग या अभ्यास पध्दतीतून ज्ञान स्विकारणे म्हणजे मूल्यांच्या संदर्भातील बुध्दी निष्ठा स्विकारणे होय.

मूल्य शिक्षणाव्दारे मूल्य रुजविण्यासाठी अनेक मार्ग आहेत. अभ्यासक्रमात हा एक सक्तीचा विषय ठेवणे, पाठ्यपुस्तके तयार करणे, थोर महत्मांच्या उपदेशांचे सामुदायिक वाचन करणे, नैतिकता व मूल्य विचार यावर थोर तज्ञांची व्याख्याने आयोजित करावीत. त्याचप्रमाणे जागतिक शांतता दिन, युनो दिन, मानवी हक्क दिन, साजरे करावेत. मूल्याभिमूख प्रकल्प शाळेत सुरू करावेत. मूल्य शिक्षण देण्याची जबाबदारी शिक्षकांबरोबरच पालक, लोकनेते, स्वयंसेवी संघटना, वृत्तपत्रे, विविध माध्यम, नागरिक इ. संयुक्त जबाबदारी आहे.

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                                    ├──▶ खाजगी शिकवण्याकडे ओढा.
   ┌──────────────────┐            │
   │   मूल्यसंस्कार      ├──────────┼──▶ प्रसारमाध्यमांचे कार्य.
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   └──────────────────┘            ├──▶ परिक्षा पध्दतींचे स्वरूप
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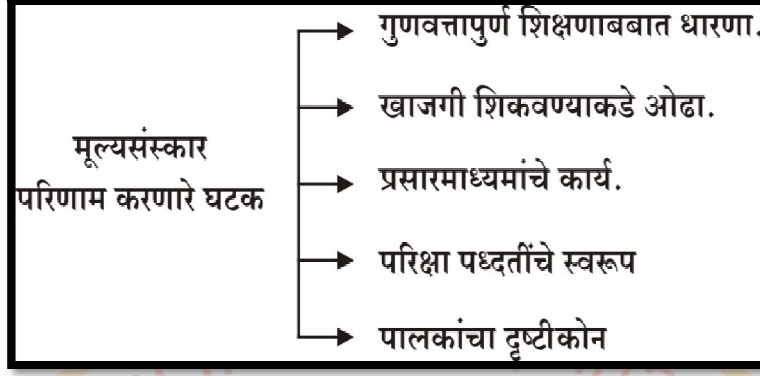
मूल्य शिक्षणातून पुढील अपेक्षा पूर्ण केल्या पाहिजेत.

❖ समाजातील तरूणांना विद्यार्थ्यांना सुसंस्कांरित करणे.

❖ निरोगी, आनंदी, निरामय जीवन जगण्यासाठी सक्षम बनविणे.

❖ धर्म सहिष्णुता, सर्वधर्म समभाव वाढीस लागण्यासाठी संस्कार करणे.

❖ अत्मविश्वास, आत्मसन्मानाची भावना निर्माण करणे.

❖ स्वतःचे कुटूंब, समाज याबद्दल विशाल दृष्टकोन निर्माण करणे.

❖ परस्परांबद्दल प्रेम, भूतदया, बंधूता, अहिंसा, सेवाभाव निर्माण करणे.

❖ स्व: जबाबदारी पेलणारे, सुजाण नागरिक तयार करणे.

❖ स्वतःचा, समाजाचा व देशाचा सर्वांगिण विकास घडवून आणण्याचा प्रयत्न करणे.

मूल्य व्यवस्थेच्या संवर्धनासाठी पुढील गोष्ील लक्षात घेणे आवश्यक आहे.

❖ महापुरूषांची जीवन आदर्श, समजून घेण्यासाठी त्यांची उत्तम चरित्रे वाचणे.

❖ लोकशाही, जाती धर्म निरपेक्ष मूल्यांची जाणीव ठेवून जाती,धर्म, पंथ यांच्या चौकटीतून बाहेर पडणे.

❖ स्वातंत्र, समता, बधुंता,प्रेम, सामाजिक न्याय या मूल्यांवर विश्वास ठेवणे.

❖ सकारात्मक विचार, प्रसन्न जिवन जगण्यासाठी जे, जे योग्य व उज्वल असेल याचाच स्विकार करावा.

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२१ व्या शतकातील शिक्षक प्रशिक्षण

प्रा.डॉ. माणिक अनंतराव विजापुरे

एम.ए., एम.एड., एम.फिल., पीएच.डी.

असोसिएट प्रोफेसर

महावीर महाविद्यालय, कोल्हापूर

प्रास्ताविक :

प्राचीन व मध्ययुगीन भारतात शिक्षण हे धार्मिक कार्य मानले जात होते. गुरूकुल पध्दतीतून ऋषिमुनीच मुलांना शिक्षण देण्याचे कार्य करीत असत. हे कार्य परंपरागत चालू असे. त्यामुळे आजच्यासारख्या कोणत्याच शिक्षक प्रशिक्षणाची त्या काळी गरज नव्हती. पुढे युरोपियनानी शिक्षक प्रशिक्षणाची पध्दत भारतात रूढ केली.

इ.स. १८२६ मध्ये गव्हर्नर सर टॉमस मन्रो यांना प्रशिक्षित शिक्षकांची गरज भासली. त्यांनी केंद्रिय शाळेची शिफारस केली. इ.स. १८२९ मध्ये सर्व विभागांमध्ये प्राथमिक शिक्षकांच्या प्रशिक्षणासाठी नॉर्मल स्कूल्स स्थापण्यात आली. इ.स. १८५४ मध्ये वुडच्या खलित्याने शिक्षक–प्रशिक्षणाचे महत्त्व व गरज विशद केली. शिक्षण संचालक हार्वर्ड यांनी इ.स. १८५५ मध्ये इंग्लिश शाळेतील अप्रशिक्षितांसाठी नियमित प्रशिक्षण विद्यालय सुचविले. परंतु इ.स. १८५७ च्या स्वातंत्र्य युध्दामुळे ही सूचना रद्द झाली. इ.स. १८८२ च्या हंटर आयोगाने शिफारस केली की प्राथमिक, माध्यमिक सर्व प्रकारच्या शिक्षकांच्या प्रशिक्षणाची जबाबदारी स्थानिक संस्थांनी स्विकारावी. इ.स. १९०४ च्या जाहीरनाम्यात अशी शिफारस केली की शाळांमध्ये चारित्रय व गुण या दृष्टीने योग्य शिक्षक असतील तरच शाळांना अनुदान देण्यात यावे. इ.स. १९१७ मध्ये कलकत्ता विद्यापीठ आयोगांची स्थापना झाली. सर मायकल या आयोगाचे अध्यक्ष होते. त्यांनी अशी शिफारस केली की, कलकत्ता विद्यापीठात शिक्षणशास्त्र विभाग सुरू करावा आणि तेथे अध्यापन तंत्रे व पध्दती यांचे संशोधन घ्यावे. इ.स. १९२९ मध्ये हरटॉग समितीने अशी शिफारस केली की प्रशिक्षणाचा कालावधी वाढवावा. इ.स. १९३७ मध्ये मुलोद्योगी शिक्षणाचा समावेश शिक्षकांच्या प्रशिक्षणात असावा. इ.स. १९४४ मध्ये सार्जंट प्लॅनने अशी शिफारस केली की, शिक्षक प्रशिक्षणात सरावाचा समावेश असावा.

स्वातंत्र्योत्तर काळानंतर खालील आयोग व समित्यांनी शिक्षक प्रशिक्षणाबाबत विविध शिफारशी केल्या.

१. विद्यापीठ आयोग – डॉ. राधाकृष्णन (इ.स.१९४८)

२. शिक्षण आयोग – डॉ. मुदलियार (इ.स. १९५२–५३)

३. स्त्री शिक्षण समिती (इ.स. १९५७)

४. शिक्षक परिक्षण समिती (इ.स. १९६०)

५. भावनिक एकात्मता समिती (इ.स. १९६१)

६. कोठारी शिक्षण आयोग (इ.स. १९६४–६६)

७. शिक्षकांसाठी राष्ट्रीय आयोग (इ.स. १९८३)

८. राष्ट्रीय शैक्षणिक धोरण – कृती कार्यक्रम (इ.स. १९८६)

९. राममूर्ती आयोग (इ.स. १९९०)

१०. रेड्डी समिती (इ.स. १९९२)

शिक्षण :

माणसाला जीवनात जे अनुभव येतात त्यानुसार त्याच्या विचारात, वर्तनात जी सुधारणा होत असते तिला शिक्षण म्हणतात. ज्ञान व बुध्दीमत्ता यांच्याबरोबर व्यक्तिमत्त्वाच्या विविध पैलूंचा संतुलित विकास म्हणजे शिक्षण. या पैलूंमध्ये सत्प्रवृत्ती, अभिरूची, सौंदर्यदृष्टी, क्रियाशील शक्ती इ.चा. समावेश होतो.

अध्ययन संकल्पना :

बालपणापासून आपल्या परिसराचे निरीक्षण करणे, चिकित्सक विचार करणे या कृती मानव करीत असतो. बुद्धीचा उपयोग करण्याची प्रवृत्ती मानवात आहे. त्याच्या मनात कुतुहल, जिज्ञासा या प्रवृत्ती असतात. विविध अनुभवातून त्याचा विकास होतो. अनुभवानुसार स्वत:च्या वर्तनात सुधारणा घडविण्याची क्रिया म्हणजे शिकण्याची क्रिया होय.

अध्यापन संकल्पना :

अध्यापन ही विकासात्मक प्रक्रिया आहे. आपल्या अध्यापनात विविध विषयांची माहिती विद्यार्थ्यांपर्यंत पोहोचवावी लागते. प्रत्येक विषयाच्या वैशिष्ट्यानुसार, उद्दिष्टांनुसार विद्यार्थ्यांच्या व्यक्तिमत्त्वाची जडणघडण करण्याची प्रक्रिया म्हणजे अध्यापन होय. जडणघडणीमध्ये विद्यार्थ्यांच्या अभिवृत्ती, अभिरूची व चांगल्या सवयींचा विकास करणे अपेक्षित आहे.

शिक्षक प्रशिक्षणाची आवश्यकता :

'शिक्षक जन्मावा लागतो', 'हाडाचा शिक्षक' या संकल्पना १९ व्या शतकापर्यंत रूढ होत्या. ज्ञानाच्या प्रस्फोटाबरोबर शिक्षण प्रक्रियेतील आधुनिकतेमुळे शिक्षक प्रधान शिक्षण पध्दती बदलून विद्यार्थीकेंद्रित शिक्षण प्रक्रिया उदयास आली. अध्यापनाची कला शास्त्रीय प्रशिक्षणाने विकसित करता येते. शिक्षक प्रशिक्षणात अध्यापनशास्त्राच्या सिध्दांतांचे, पध्दतीचे उपयोग शिकविले जातात. त्यामुळे अध्यापन परिणामकारक व फलदायी होते. दूरदृष्टीने विचार करणारा, भविष्यातील परिस्थितीचा वेध घेताना प्रयोगशील, प्रगतीशील, उपक्रमशील शिक्षक तयार करण्यासाठी शिक्षक प्रशिक्षण आवश्यक आहे.

शिक्षक—प्रशिक्षकाची भूमिका :

शिक्षक प्रशिक्षकाला सतत गतिमान रहावे लागेल. नवनव्या यंत्रांचा आणि तंत्रांचा उपयोग त्याला करावा लागेल. त्याची भूमिका नव्या वैज्ञानिक व तांत्रिक विकासाला अनुरूप असावी. २१व्या शतकातील शिक्षक—प्रशिक्षकाने प्रचारकाची भूमिका न घेता विचारकाची भूमिका घ्यावी. शिक्षक—प्रशिक्षकाच्या विचाराला बैठक असावी ती राज्यघटनेची, नवसमाजरचनेची. आजच्या शिक्षक—प्रशिक्षणाचा विचार सामाजिक परिस्थितीला सोडून होऊच शकत नाही. मात्र विद्यार्थीप्रधान किंवा शिक्षक प्रधान शिक्षक—प्रशिक्षण उपयोगी नसून समाजप्रधान शिक्षक—प्रशिक्षण बनले पाहिजे.

२१व्या शतकातील शिक्षक—प्रशिक्षण :

२१ व्या शतकात शिक्षकांना विविध अद्ययावत भूमिका पार पाडाव्या लागत आहेत. शिक्षकाचे व्यक्तिमत्त्व समृध्द, संपन्न, समर्थ होण्यासाठी काही किमान गुणवैशिष्ट्यांची गरज असते. शिक्षकाची बुध्दी कल्पक असावी, वृत्तीत निर्भयता असावी, वाणीत मधुरता असावी, चेहऱ्यावर हास्य असावे, कृतीत विद्यार्थी

हिताबद्दल सदैव दक्षता असावी. त्याचा बालमानसशास्त्राचा अभ्यास असावा. तो विद्याव्यासंगी असावा. त्याच्याकडे अध्यापन कौशल्य व वक्तृत्व गुण असावा. त्याला विद्यार्थ्यांविषयी सहानुभूती असून तो नि:पक्षपाती असावा. त्याची व्यवसायावर निष्ठा असावी. त्याने सामाजिक व नैतिक मूल्यांचा आदर करावा.

शिक्षक—प्रशिक्षणामध्ये अध्यापनाची कौशल्ये अंगी बाणविण्याचे तर कार्य होत असतेच, त्याचबरोबर अभ्यासानुवर्ती उपक्रमांचे आयोजन व नियोजन करण्याचे काम कसे करावे याबाबतचे प्रशिक्षण दिले जाते.

आज सर्वच क्षेत्रात झपाट्याने बदल होत आहेत. भविष्याच्या दृष्टीने शिक्षक—प्रशिक्षणाचा विचार करावा लागेल. राष्ट्राचा दर्जा लोकांना दिल्या जाणाऱ्या शिक्षणाच्या गुणवत्तेवर अवलंबून असतो. शिक्षणाची गुणवत्ता शिक्षकांच्या गुणवत्तेवर अवलंबून असते तर शिक्षकाची गुणवत्ता ही शिक्षक—प्रशिक्षण कार्यक्रमांच्या गुणवत्तेवर अवलंबून असते. वर्गात राष्ट्राचे भवितव्य घडविणाऱ्या शिक्षकांसाठी शिक्षक—शिक्षणाचे उपक्रम आखताना पुढील बाबी लक्षात घ्याव्यात.

शिक्षक—शिक्षणाचे कार्यक्रम प्रशिक्षणार्थीकेंद्री असावेत. त्यासाठी स्वयंअध्ययन, सर्वेक्षण, क्षेत्रीय काम, प्रात्यक्षिके इ. उपक्रम राबवावेत. ऐच्छिक पेपर ठेवावेत. प्रात्यक्षिकांमध्येही वैकल्पिकता असावी. ज्यामुळे प्रशिक्षणार्थी आवडीनुसार, कुवतीनुसार निवड करून ते पूर्ण करतील. आजचे युग हे तंत्रविज्ञानाचे आहे. विविध प्रकारच्या सी.डी., स्लाईडस् यांचा वापर अध्यापनात झाला पाहिजे. हवी असलेली माहिती डाऊनलोड कशी करावी, इतरांना द्यावयाची माहिती अपलोड कशी करावी, वेबसाईट कशी तयार करावी या बाबी प्रशिक्षणार्थ्यांना आल्या पाहिजेत. शिक्षक—प्रशिक्षक व प्रशिक्षणार्थी यांनी एकत्र येऊन जागतिक बदलाच्या संदर्भात आपल्या शिक्षक—प्रशिक्षणात कोणत्या कार्यक्रमांची आखणी करता येईल हे निश्चित करता येईल. विद्यापीठामध्ये प्राचार्य व प्राध्यापकांसाठी उद्बोधन वर्गांचे आयोजन करावे. त्यामुळे शिक्षणात नवप्रवर्तने येतात त्याची माहिती मिळू शकेल. सरावपाठात गुणात्मकता असली पाहिजे. यशस्वी पाठांचे व्हिडिओ शुटींग केले पाहिजे. शिक्षक—शिक्षणाचे कार्यक्रम गतिशील होण्यासाठी नवीन कल्पनांचा स्वीकार केला पाहिजे. हुकुमशाही, परंपरागत व प्रेरणारहित अध्यापनाचा त्याग केला पाहिजे. २१व्या शतकातील बदलाना सामोरे जाण्यासाठी व्यवस्थापनाच्या नवीन कल्पना, शिक्षणाचे लोकशाहीकरण, आजीवन शिक्षण, प्रभुत्व अध्ययन, आशययुक्त अध्यापन यासारख्या लाभदायक कल्पनांचा स्वीकार करून शिक्षक—शिक्षणाचे कार्यक्रम आखले पाहिजेत.

उदारीकरणाच्या धोरणामुळे शासन अनेक नवीन शिक्षणसंस्था सुरू करण्यास परवानगी देत आहे. त्यामुळे खाजगी शिक्षण संस्था चालू झाल्या. जागतिकीकरणाचा विचार करता शिक्षक—शिक्षणात गुणवत्ता राहील असे उपक्रम आखण्याची गरज निर्माण झाली आहे. प्रशिक्षणार्थींना प्रवेश गुणवत्तेवर दिला पाहिजे अन्यथा आपले हे उत्पादन जगाच्या पातळीवर मान्यता पावणार नाही. उदारीकरण, खाजगीकरण व जागतिकीकरण या सर्वांच्या संतुलित समन्वयाने शिक्षक—शिक्षणात गुणात्मकता वाढविली पाहिजे. शिक्षकाने समाजसुधारक बनले पाहिजे. यासाठी समाजसेवा, ग्रामीण विकास यासारखे विषय अभ्यासक्रमात असले पाहिजेत. आज समाजात भ्रष्टाचार, दहशतवाद अशा अनेक दुष्ट कृतींना तोंड देत आहोत. शिक्षक—प्रशिक्षणात नैतिक शिक्षणाची तरतूद असली पाहिजे ज्यामुळे सुसंस्कृत, चारित्र्यसंपन्न शिक्षक निर्माण होतील. ते विद्यार्थ्यांच्या जीवनाची योग्य घडण करतील व याबाबतीत समाजाचेही नेतृत्व करू शकतील. 'मानवी मूल्यांचे संस्कार' या घटकाकडे दुर्लक्ष करून चालणार नाही. आजचा युवक ताणतणाव, वैफल्य यातून जात आहे. युवाशक्तीला विधायक मार्गाला लावले पाहिजे. मार्गदर्शन, समुपदेशन इ. तंत्रांचा वापर करण्याची क्षमता व प्रशिक्षणार्थीत विकसित केली पाहिजे. आज शिक्षण व नोकरी यांचे समीकरण बनले आहे. नोकरीविषयक मार्गदर्शन करण्यासाठी शिक्षणशास्त्र महाविद्यालयामध्ये मार्गदर्शक कक्ष स्थापन केला पाहिजे. शिक्षणशास्त्र महाविद्यालये, ग्रंथालये, प्रयोगशाळा, संगणक इ.नी सुसज्ज असावीत.

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अभ्यासक्रमाची आखणी करताना प्राचार्य, प्राध्यापक, प्रशिक्षणार्थी, संशोधक व शिक्षणतज्ञ यांनी एकत्र यावे. माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पाठयपुस्तक निर्मिती मंडळ व अभ्यासक्रम संशोधन मंडळ यांचा समन्वय असावा.

शिक्षक–प्रशिक्षणातील साचेबंदपणा हा देखील छात्राध्यापकांच्या दृष्टीने एक महत्त्वाचा आस्थेचा भाग आहे. प्रशिक्षण काळात अनेक सूत्रे, तत्त्वे ही त्रिकालाबाधित सत्य असल्याच्या अविर्भावात शिकवली जातात. मुळात या तत्त्वाची सप्रमाणता संशोधनातून निर्विवादपणे सिध्द व्हावयाची असते. अध्यापनाची अनेक प्रतिमाने आज उपलब्ध आहेत. चिंतनपूर्ण अध्यापन, करार योजना किंवा अध्यापन कार्य चाचणी यासारखी नवी प्रशिक्षणाची तंत्रे, आवश्यक ती प्रयोगशीलता छात्राध्यापकात रूजविण्यासाठी उपयुक्त ठरतील. विविध पध्दती व तंत्रांचा वापर करून त्याची परिणामकारकता पडताळण्यासाठी लवचिक शिक्षक–प्रशिक्षणाचा कार्यक्रम नजिकच्या काळात येऊ शकेल.

भारताचे माजी राष्ट्रपती, माननीय ए.पी.जे. अब्दुल कलाम यांचे २०२० ला भारत महासत्ता बनविण्याचे स्वप्न जर साकार करावयाचे असेल तर त्यासाठीचे सर्वात महत्त्वाचे माध्यम म्हणजे शिक्षण व ते शिक्षण देणारे शिक्षक तयार करणारे शिक्षक–शिक्षण यामध्ये सुधारणा झाली पाहिजे.

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८. वीरकर प्रभाकर, प्रतिभा वीरकर ::'उदयोन्मुख भारतीय समाजाचे शिक्षण व शिक्षक',: (पुणे : पुणे विद्यार्थी गृह प्रकाशन) २००४.

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शांततेसाठी शिक्षण

प्रा. जयवंत दळवी

सहयोगी प्राध्यापक
महावीर महाविद्यालय,
कोल्हापूर.

शांततेसाठी शिक्षण

सध्याच्या काळात समाजव्यवस्थेत हिंसाचार, दहशतवाद, खून, अस्थैर्य, यासारख्या घटना वाढत असल्याच्या दिसतात. अवाजवी महत्वाकांक्षेतून दुसरे महायुध्द लढले गेले व त्याचे दुष्परिणाम संपूर्ण भोगावे लागेल. त्यामुळे संपूर्ण मानवजातीचा विकास होण्याच्या दृष्टीने जगाला शांततेची सध्या प्रचंड गरज आहे.

शांतता म्हणजे काय

१) प्रेम, दया, करूणा, एकमेकांविषयी या घटनांचा म्हणजे शांतता होय.

२) सर्वांना परस्परांसमवेत एकतेने ठेवणारे मूल्य म्हणजे शांतता होय.श

शांतता शिक्षणाची व्याख्या

राष्ट्रीय अभ्यासक्रम आराखडा २००५

ज्या शिक्षणातून व्यक्तीगत व परिसरातील इतरांशी एकोप्याने राहता यावे यासाठीची दृष्टी, कौशल्ये व मूल्ये जावून नैतिक विकासाची पायाभरणी केली जाते. त्यास शांतता शिक्षण असे म्हणतात.

शांतता शिक्षणाची गरज

१) कौटूंबिक कलह कमी करणे.

२) स्त्रीयांना सन्मादास्पद वागणूक देणे.

३) कोणत्याही प्रश्नावर चर्चेने, सामंजस्याने मार्ग काढता येते हे विद्यार्थ्यांना समजणे आवश्यक आहे.

४) वैज्ञानिक शोधांचा जगाच्या कल्याणासाठी उपयोग करणे.

५) किमान गरजांमध्ये जीवन जगण्याचे मनुष्याला शांतता शिक्षणामुळे समजते.

६) स्थानिक पातळीवरील हिंसाचार थांबविणे.

७) समाजाची न्याय, सहिष्णूता, एकमेकांप्रती जबाबदारीचे भान या मूल्यांवर उभारणी करणे.

८) विद्यार्थ्यांची लोकशाहीवर व सांस्कृतिक विविधतेवर दृढ श्रध्दा निर्माण करणे.

९) विद्यार्थ्यांचा प्रेम, धाडस व आशा या गुणांवर आधारित व्यक्तीमत्व विकास घडविणे.

१०) नैतिक व शांततापूर्ण आयुष्य जगण्याची सखोल जाणीव समाजात निर्माण करणे.

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शांततेसाठी शिक्षणाकरिता उपक्रम

अभिरूप न्यायालय   वाचनगट   सांस्कृतिक सण

स्त्रीयांप्रती आदर   तत्वज्ञानाच्या विचारावर चर्चा   शांततविषयक चित्रपट
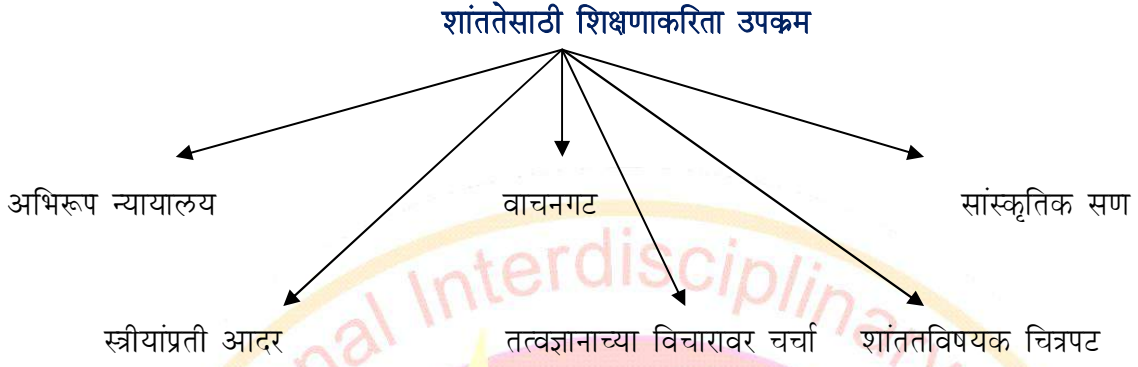
१. **अभिरूप न्यायालय** यामध्ये शांततविषयक कायदे व नियमांचे पालन कसे करावे याची विद्यार्थ्यांमध्ये चर्चा घडवून आणता येईल.

२. **वाचन गट** शाळेत वाचनगट बनवून शांतीविषयक बामत्यांवर चर्चा करावी.

३. **सांस्कृतिक सण** शाळेमध्ये सांस्कृतिक व धार्मिक बहुविधता जोपासणारे सण सर्वांनी एकत्र येवून साजरे करावेत.

४. **स्त्रीयांप्रती आदर** स्त्रीयांप्रती आदर निर्माण करणारा मीना—राजू मंच शाळेत स्थापन करून त्यामार्फत विविध उपक्रम राबवावेत.

५. **तत्वज्ञानांच्या विचारावर चर्चा** उच्च माध्यमिक पदवी स्तरावर भगवान महावीर, गौतम बुध्द, शंकराचार्य, विवेकानंद, महात्मा गांधी या तत्वज्ञांच्या विचारावर चर्चा घडवून विद्यार्थ्यांना शांतता मूल्याचे महत्व समजावून सांगता येईल.

६. शांततविषयक चित्रपटशांतता मूल्याचे महत्व दर्शविणारे वित्रपट शाळेमध्ये दाखवावेत.

शांततेसाठी शिक्षणाच्या अध्यापन पध्दती

विद्यार्थ्यांमध्ये शांतता मूल्य रूजविण्यासाठी पुढील अध्यापन पध्दती उपयुक्त ठरतात.

प्रश्नोत्तरे पध्दती   क्षेत्रभेटी   सांघीक अध्यापन

क्रिडन पध्दती | शांतता शिक्षण अध्यापन पध्दती | चर्चा पध्दती

संगणक सहायित अनुदेशन   अभिरूपता   भूमिका अभिनय पध्दती
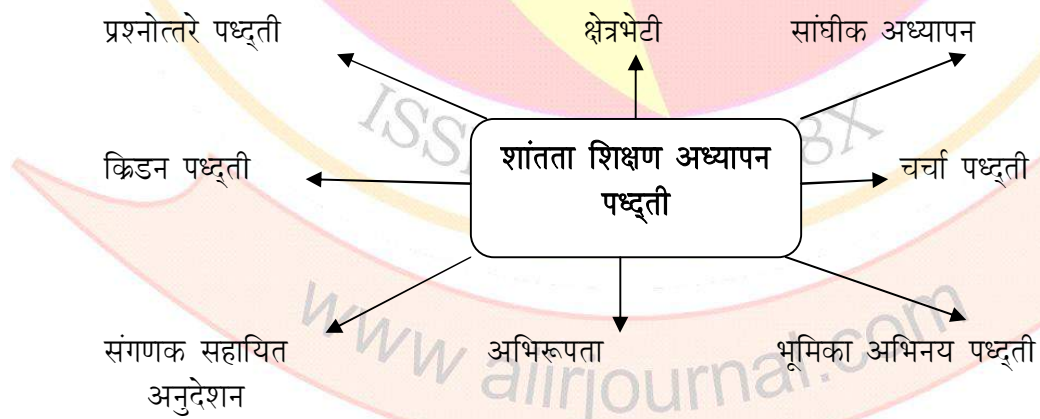
शांततेसाठी शिक्षण मूल्यमापन साधने

शांततेचे मूल्य विद्यार्थ्यांमध्ये किती प्रमाणात रूजले आहे हे पाहण्यासाठी निरीक्षण, समाजमिति तंत्र, पडताळा सूची, व्यक्तीअभ्यास पध्दती या मूल्ममापन साधनांचा वापर शिक्षकांना करता येतो.

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शांततेसाठी शिक्षणात शिक्षकाची भूमिका

१. शिक्षकांनी भारतीय संस्कृतीतील अध्यात्मिक व सामाजिक संदेश चर्चेतून विद्यार्थ्यांना समजावून सांगून त्यांच्यात शांतता मूल्य रूजवावे.

२. शिक्षकांनी वर्गातील चर्चेत सर्वांना सक्रीय सहभागी करावे. चर्चेतून सामंजस्याने सर्व प्रश्न सोडविता येतात. हे मूल्य विद्यार्थ्यांवर रूजवावे.

३. मुलांचा विश्वास संपादन करून दहशतीची भाषा व आक्रमक परिभाषा टाकून वर्गाला बोलते करण्याची जबाबदारी शिक्षकांची असते.

४. शिक्षकांनी विद्यार्थ्यांना मानवी हितसंबंधाविषयी निगडीत गुंतागुंतीचे हेतू व नैतिक पेच स्पष्ट करून विद्यार्थ्यांना चिंतनात्मक विचार करण्याची सवय लागावी.

५. शिक्षकांनी पाठ्यघटकांचे थेटपणे न झालेल्या गोष्टी चर्चेस आणत विद्यार्थ्यांमध्ये सकारात्मक भावना, शांततेच्या मूल्यांबाबत चिंतन करण्याची, शोध घेण्याची, रचना करण्याची व्यवहार रचना वापरात आणायला हवी.

अशा त–हेने शांततेसाठीचे शिक्षण हे विद्यार्थ्यांमध्ये नैतिक व शांततापूर्ण आयुष्य जगण्याची चिंतनशिलता निर्माण करणे. त्यातून समाजामध्ये न्याय, समता, बंधुता, प्रेम या मूल्यांवर श्रध्दा असणारे नागरिक घडत असल्याचे दिसते.

संदर्भ ग्रंथ

१. बदलत्या शिक्षणातील विचारप्रवाह : डॉ. रमा भोसल व डॉ. उज्वला डोणे.
२. शिक्षणातील आधुनिक विचारप्रवाह : डॉ. निलीमा सप्रे.

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Theme:- New Dimensions of Higher Education and Teacher Education in 21st Century

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२०२० मध्ये भारताला महासत्ता बनविण्यासाठी अपेक्षित शिक्षणव्यवस्थेचा एक अभ्यास

डॉ. अरूण पाटील
महावीर महाविद्यालय, कोल्हापूर

प्रा. शशिकांत अन्नदाते
महावीर महाविद्यालय, कोल्हापूर

प्रस्तावना

२१ वे शतक प्रचंड गतिमान व परिवर्तनशील आहे. त्या परिवर्तनशील शतकातील शिक्षण तितकेच गतिशिल व परिवर्तनशील असायला हवे. देशाची राजकीय, सामाजिक व आर्थिक परिस्थिती सतत बदलत असते या बदलत्या परिस्थितीमुळे समाजापुढे नवनवीन समस्या उभ्या राहतात या समस्या सोडविण्यात साहाय्य करणारा एक कृतिशील घटक म्हणून शिक्षणाकडे पाहिले जाते. या काळात भारताला महासत्ता बनविण्यात शिक्षणाची भूमिका महत्वाची ठरणार आहे. राष्ट्र व समाजामध्ये सर्व बदल शिक्षणामुळे घडून येतात. कारण त्यातून आवश्यक क्षमता, कौशल्ये व मूल्यांची रूजवणूक भावी नागरिकांमध्ये करता येते. भावी काळातील शिक्षणविषयक नीती आखताना ज्या गोष्टींमुळे मागील काळात प्रगती झाली त्यांचा अंगिकार व नवीन विचारप्रवाहांचा स्वीकारदेखील करावा लागणार आहे. १९८६ च्या राष्ट्रीय शैक्षणिक धोरणाने सांगितल्याप्रमाणे शिक्षण ही भविष्यकालीन गुंतवणूक आहे. तेव्हा भावी काळातील शिक्षण धोरणात 'Think Globally Act Locally'' हा विचार करून शिक्षणविषयक निती आखली पाहिजे.

आज जगामध्ये होत असलेल्या परिवर्तनाचा वेग विविध कारणामुळे बदलेला आहे. विशेषत: ज्ञानाच्या क्षेत्रामध्ये होणारी प्रचंड वाढ, लोकसंख्येत होणारी वाढ, लोकांच्या अपेक्षामध्ये होत चाललेली वाढ, तंत्रविज्ञानात्मक प्रगती स्वत:चा विकास करून घेण्याविषयी जनतेमध्ये झालेली जागृती इत्यादी बाबी मानवी जीवनाच्या परिवर्तनाचे ठळक पैलू म्हणून सांगता येतील. परिणामत: आज घेतलेले ज्ञान उद्याचे जीवन जगण्यासाठी अपुरे पडू लागले आहे त्यामुळे आजचे शिक्षण हे उद्याची तयारी ही कल्पना चूकीची ठरते की काय याबाबत साशंकता आहे. कारण कालानुरूप शिक्षणाची उद्दिष्टे बदलत जातात व त्या बदलत्या उद्दिष्टानुसार असणारा अभ्यासक्रम व त्यानुसार आवश्यक शिक्षणाची भूमिका असणे गरजेचे असते.

उद्दिष्टे

१. २१ व्या शतकातील शिक्षणासमोरील आव्हाने पहाणे.
२. शिक्षणातील सद्यस्थितीतील उणीवाचा अभ्यास करणे.
३. महासत्ता बनविण्यासाठी अपेक्षीत शिक्षणव्यवस्था कशी असावी ते पाहणे.

संशोधन पध्दती

प्रस्तूत संशोधन लेख हा दुय्यम सामुग्रीवर आधारीत आहे. संशोधन लेखातील माहिती ही विविध पुस्तके, मासिके व इंटरनेट वेबसाईटद्वारे मिळविला आहे.

२१ व्या शतकातील शिक्षणातील आव्हाने

२१ व्या शतकामध्ये शिक्षणव्यवस्थेस जागतिकीकरण, संगणकीकरण, खाजगीकरण, उदारीकरण अशा विविध अव्हानाना तोंड द्यावे लागत आहे. त्यात राष्ट्रामध्ये वाढत्या दहशतवादी प्रवृत्ती, जागतिक तापमान वाढ, युवकामधील वाढती बेरोजगारी, उत्पादनशील कौशल्याचे शिक्षण, समाजातील वाढते ताण—तणाव, वाढती लोकसंख्या, वाढती अनारोग्य, अंधश्रध्दा, भ्रष्टाचार, धार्मिक दंगल, खून, बलात्कार,

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वाढता जातीयवाद अशा विविध अव्हानाना आपणास तोंड द्यावे लागत आहे. त्यानुरूप शिक्षणाच्या विविध पैलूमध्ये आपणास नवीनतम बदल करावे लागतील.

सद्यस्थितीतील शिक्षणव्यवस्थेतील उणिवा

सध्याच्या शिक्षणातील बऱ्याच प्रमाणात उणिवा आहेत. अभ्यासक्रम रचना परंपरागत असून नवीन विचारप्रवाहांचा त्यात पुरेशा प्रमाणात अंतर्भाव नाही. जीवनाभिमुख शिक्षणाकडे दुर्लक्ष केले जाते. राष्ट्रास व समाजास ज्या समस्याना तोंड द्यावे लागत आहे. त्यासंबधीत उपयुक्त आशय शिक्षणामध्ये नाही. मूल्यमापनासाठी स्मरणशक्तीवर भर देणाऱ्या लेखी परिक्षा, निरीक्षण शक्तीला वाव नाही, विचारांना चालना नाही, विदयार्थ्यांमध्ये तणाव देणारे व कल्पना शक्तीला चालना नसणारे आहे. तसेच तंत्रज्ञानाचा वापरही कमी प्रमाणात केला जातो. भावी काळामध्ये या उणिवा दूर करण्यासाठी शिक्षणाच्या विविध पैलूमध्ये अजूनही सुधारणा करावी लागेल तर काही प्रमाणात सुधारणा होत आहेत. हे नाकारून चालणार नाही.

२१ शतकातील शिक्षणाची ध्येये

१.शिक्षणातून अशा विद्यार्थ्यांची निर्मिती करावयाची कि जे माहितीची योग्यता, उपयुक्तता, विश्वासहर्ता पाहून तिची चिकीत्सा करू शकतील.

२. शिक्षणाची परिणामकारकता वाढविण्यासाठी शैक्षणिक तंत्रज्ञानाच्या विविध माध्यमाचा उपयोग करणे.

३. भविष्यकालीन राष्ट्रासमोरील अव्हाने लक्षात घेवून शिक्षणातून आवश्यक आशयाचा, कौशल्यांचा व क्षमतांचा विकास करणे.

४. विद्यार्थ्यांमध्ये त्यागाची भावना निर्माण करणे.

५. विद्यार्थ्यांनी आपल्या ज्ञानाचा उपयोग सामाजिक विकासासाठी करण्यास मदत करणे.

६. शिक्षणातून विद्यार्थ्यांच्या मुलजात जिज्ञासा, कुतूहल या प्रवृत्तीना जागृत करून त्यास नवनवीन संशोधनास प्रोत्साहन देणे.

७. विद्यार्थ्यास पर्यावरणाचा समतोल ठेवून चिरतंन विकास करण्याची भावना निर्माण करणे.

८. भारताच्या सांविधानिक मूल्यानुसार वागणारा नागरिक तयार करणे.

९. भारताच्या लोकसंख्येची गुणात्मकता वाढविण्यासाठी शिक्षणाची संधी वंचिताना उपलब्ध करून देणे.

१०.भारताला २०२० मध्ये महासत्ता बनविण्यात माझा त्यामध्ये काहीतरी वाटा असेल अशी विद्यार्थ्यांत भावना निर्माण करणे. "मी सर्व काही बदलू शकतो", असा आत्मविश्वास जागविणे.

११.२०२० मधील भारतीय समाजाचे स्वरूप लक्षात घेवून सुसंस्कारीत पिढी घडविणे.

व्याख्या

"महासत्ता म्हणजे आर्थिक सामाजिक, शैक्षणिक, सामाजिक यासर्व व इतरही क्षेत्राचा विकास होणे व आखील मानव जातीच्या गरजा पूर्ण होणे म्हणजे महासत्ता होय."

२०२० मध्ये भारताला महासत्ता बनविण्यासाठी अपेक्षित शिक्षणव्यवस्था

१. मुल्याधिष्ठीत शिक्षणाची निर्मिती

शिक्षणाची ध्येये साध्य करित असताना स्पर्धा व गुणवंता यासाठी मानवी मुल्ये विसरली जावू नयेत. सध्या उच्चशिक्षीत तरूणाची संवेदनशीलता कमी होत असून २१ शतकातील शिक्षणामध्ये मानवी संवेदनशीलता निर्माण करण्यासाठी विविध मुल्याचे संस्कार शिक्षण पध्दतीतून अजूनही प्रभावीपणे करावे लागतील. मानवधिष्ठीत मूल्यांचे संस्कार बालवयापासून रूजविण्यास सुरूवात केल्यास विवेकानंदाना अपेक्षित

चारित्र्यवान मनुष्याची निर्मिती शिक्षणातून करणे शक्य होईल. थोडक्यात, विवेकशीलता शिक्षणातून जागृत व्हावी.

२. विविधांगी अभ्यासक्रमाची निर्मिती

शालेय स्तरापासून विद्यापीठीय शिक्षणापर्यंतच्या अभ्यासक्रमाची पुन:रचना करावी लागते. अभ्यासक्रम हा जीवनाभिमुख, लवचिक, अद्ययावत व व्यावसायिक असायला हवा. अभ्यासक्रम निर्मितीसाठी उद्योजक, शास्त्रज्ञ, तत्वज्ञ, शिक्षक, पालक व विद्यार्थ्यांचा समावेश करून घ्यावा. त्यांची अपेक्षा जाणून अभ्यासक्रम रचना करायला हवी. उत्कृष्ट अभ्यासाची निर्मिती करण्यास आपण यशस्वी ठरल्यास २१ व्या शतकातील अपेक्षित अशा समक्ष नागरिकाची निर्मिती शिक्षणातून करता येईल.

३. विज्ञान व तंत्रज्ञानाचा शिक्षणात उपयोग

भारताने विविध क्षेत्रांमध्ये विकास करण्यासाठी उपयुक्त शास्त्रीय दृष्टीकोन, विज्ञान, तंत्रज्ञानामुळे निर्माण करता येवू शकेल. अंधश्रध्दा, मागसलेला दृष्टीकोन, निरक्षरता, उपासमारी यांचे निर्मूलन विज्ञान व तंत्रज्ञानामुळे होवू शकेल. भारताची विज्ञान व तंत्रज्ञानाविषयक प्रगतीत वाढ होण्यासाठी विद्यार्थ्यांमधील कुतूहल, जिज्ञासा जागृत करून त्यातील संशोधक निर्माण करावा लागेल. त्यासाठी वैज्ञानिक दृष्टीकोन राबवावा लागेल. त्याचप्रमाणे शिक्षण पध्दतीमध्ये विज्ञान व तंत्रज्ञानावर आधारित ई–अध्ययन, अभ्यासी वर्ग, टेलिकॉन्फरसिंगद्वारे शिक्षण, संगणक, इंटरनेट, ईमेलच्या माध्यमातून, मोबाईल लर्निंग या नाविन्यपूर्ण शैक्षणिक विचारप्रवाहांचाही वापर करावा लागेल. शेवटी शिक्षणामध्ये विज्ञान व तंत्रज्ञानाचा उपयोग केल्यास मानवी जीवन सुकर होवून त्याची गुणात्मकता वाढू शकेल.

४. खिलाडू वृत्तीला प्रोत्साहन

शालेय जीवनापासून विद्यार्थ्यास ज्या खेळात आवड, त्यात प्रगतीसाठी आवश्यक वातावरण व संधी शिक्षणव्यवस्थेतून निर्माण करून द्यावी लागेल. मूलत: बौध्दिक यश हेच शिक्षण असते. या चुकिच्या संकल्पना सोडून द्याव्या लागतील. ज्यातून विद्यार्थ्यांच्या सुप्त गुणांना वाव मिळेल. सध्याच्या जागतिक स्तरावर ऑलिम्पिक स्पर्धामध्ये भारताची कामगिरी आशादायक वाटत असली तरी जगाच्या तुलनेत आपण बऱ्याच प्रमाणात मागे असल्याचे आकडेवारी पाहिल्यानंतर लक्षात येते. त्यासाठी शिक्षणातून क्रीडाधोरणाची स्वतंत्रपणे अंमलबजावणी करणारी धोरणे आखावी लागतील. त्यातून नकळतपणे स्पर्धेला खिलाडूवृत्तीने तोंड देणारे विद्यार्थी शिक्षणपध्दतीतून घडवता येतील.

५. पर्यावरण शिक्षणातून चिरंतन विकास

प्राचीन तत्वज्ञानानुसार मानवाची निर्मिती ही पृथ्वी, आप, तेज, वायू आणि आकाश या पंचभूतातून झालेली असून मानवाने यातील नैसर्गिक साधनसंपत्तीचा अतिरेकी वापर करून पर्यावरणाचा ऱ्हास घडवून आणला आहे याला आपण बऱ्याच प्रमाणात जबाबदार आहोत. सध्याची ग्लोबल वॉर्मिंगची समस्या यातूनच निर्माण झाली आहे. तेव्हा भावी काळातील शिक्षणातून पर्यावरणीय मूल्यांचे संस्कार अजूनही करावे लागतील.

पर्यावरणाच्या साधनसंपत्तीचा वापर करीत असताना तिचा गरजेपुरता वापर करून पुढील काळातील पिढीलाही ती पूरेल असा पर्यावरणासंदर्भातील चिरंतन विकासाच्या विचारांचे संस्कार शिक्षणातून करावे लागतील.

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६. दहशतवादी प्रवृत्तींचा बिमोड करणारे शिक्षण

देशात सतत होत असलेल्या दहशतवादी हल्ल्यातून दहशतवादाचा क्रूर चेहरा पाहण्यात येत आहे. मूळतः हे घडून येण्यामागे आमची शिक्षणपद्धती काही प्रमाणात कुचकामी ठरली आहे असे म्हणावे लागेल. सध्याच्या शिक्षण पद्धतीतून राष्ट्रप्रेम निर्माण होवू शकते का? हा खरा प्रश्न आहे. तेव्हा भावी काळातील शिक्षणामध्ये राष्ट्रीय एकात्मता व राष्ट्रीय प्रेम यांचे संस्कार विद्यार्थ्यांवर करावे लागतील. त्यासाठी अभ्यासक्रमात आवश्यक आशय व प्रात्यक्षिक कार्याचा समावेश करावा लागेल. त्याचप्रमाणे शिक्षणतज्ञानी नुसते धोरण आखण्याचे काम न करता सध्या जे असंतुष्ट आहेत. त्यांच्या असंतुष्टतेमागील कारणे काय? ती कशी दूर करता येतील? याचा विचार करून शिक्षण मांडणी करावी लागेल.

७. शिक्षणाचे आंतरराष्ट्रीयकरण

सध्या जागतिकीकरणाचा प्रभाव समाजावर पडत आहे. तेव्हा आम्ही केवळ भारताचा विचार करून शिक्षण देवू अशी आत्मकेंद्री भूमिका बदलावी लागेल. भारतीय युवकाची गुणवत्ता, कर्तृत्व, बुध्दीमत्ता यांचे आंतरराष्ट्रीय बाजारातील किंमत वाढण्याइतपत शिक्षणपद्धती प्रभावी करावी लागेल. मात्र हे सर्व घडत असताना भारतीय संस्कृतीतील चिरंतन मूल्ये हरवली जाणार नाहीत याची दक्षता शिक्षणाने घ्यावी.

८. 'स्व' जागविणारे शिक्षण

सध्याच्या शिक्षण पध्दतीत स्पर्धात्मक वातावरणामुळे मुलांना त्यांच्या अभिरूची, क्षमता जागविणाच्या शिक्षणाची निवड करण्यास फारसा वाव मिळत नाही. त्यामुळे त्याच्या सुप्त गुणांना संधी मिळत नाही. तेव्हा भावी काळातील शिक्षणात विद्यार्थ्यांचे 'स्व' जागृत होईल असे शिक्षण द्यावे लागतील.

९. शांततामय सहजीवनाचे शिक्षण

सध्या भारतामध्ये प्रादेशिकवाद, जातीयवाद, वाढती बेरोजगारी, अशा समस्यामुळे अशांतता निर्माण झाली आहे. तेव्हा भावी काळामध्ये शांततामय सहजीवनाचे संस्कार शिक्षणातून करणे आवश्यक ठरणार आहे. भारतीयाना गौतम बुध्द, भगवान महावीर, येशूखिस्त यांनी दिलेल्या शांततामय सहजीवनाचा विचार शिक्षणपध्दतीत आणावा लागेल. शांततामय सहजीवनाचे शिक्षण याचा अर्थ असा की, प्रेम, करूणा, दया, क्षमा, परस्पर सामंजस्य या आधारे जीवन जगण्याची पध्दती होय.शांततामय सहजीवनाच्या शिक्षणात मूल्याची जोपासना करून विपरीत परिस्थितीला सामोरे कसे जायचे हे विद्यार्थ्यांना शिक्षणातून जाणून घ्यावे लागते. शांततामय सहजीवनामुळे राष्ट्रीय एकात्मता, आंतरराष्ट्रीय सामंजस्य वाढवून भारत महासत्ता बनण्यास फारसा वेळ लागणार नाही.

१०. संशोधनाची नवी दिशा

मानवी जीवनाच्या समस्याचे निराकरण संशोधनाद्वारे होत असते. भावी काळातील शिक्षण नितीत विद्यार्थ्यांचे संशोधन वृत्ती जागृत करण्यासाठी जाणिवपूर्वक प्रयत्न करावे लागतील. त्याचप्रमाणे मुलभूत संशोधने घडून येण्यासाठी संशोधकाना प्रोत्साहन द्यावे लागेल. संख्यात्मक साधनाबरोबर गुणात्मक संशोधनेही मोठया प्रमाणावर करावे लागतील.

११. ज्ञान निर्मितीचे शिक्षण

२१ शतकात ज्ञान हिच शक्ती ठरणार असून शालेय स्तरापासून विद्यापीठ स्तरापर्यंतच्या विद्यार्थ्यांना केवळ माहिती म्हणजे ज्ञान या भ्रामक समजूतीतून बाहेर काढावे लागेल. ज्ञान ग्रहण, ज्ञानाची देवाण घेवाण, ज्ञान प्रसार आणि ज्ञान निर्मिती अशा विविध टप्प्यांची जाणिव निर्माण करून द्यावी लागेल. ज्ञानाची

निर्मिती करण्यासाठी पाठांतर शिक्षण पध्दती दूर करून विचारप्रवर्तक शिक्षण पध्दतीचा विचार करावा लागेल. परीक्षेचे यश या बौध्दीक ज्ञानापुरते मर्यादित राहता येणार नाही ज्ञानसंबधीचे हे तेज जगात भारताला महासत्ता बनविण्यास मदत करू शकेल.

१२. स्पर्धाविरहित शिक्षण

भावी काळामध्ये स्पर्धेच्या नावाखाली विद्यार्थ्यांचे शोषण होता कामा नये विद्यार्थ्याची आवड, आनंद ज्यात असेल ते शिक्षण त्यास मिळायला हवे. इतराशी स्पर्धा करणे सोडून देवून स्वताःशी स्पर्धा करणे हे तत्व शिक्षणातून रूजवावे लागेल कारण प्रत्येकाच्या क्षमता वेगवेगळया असतात आणि आपण स्पर्धा करतो तेव्हा निराशा आपल्या हाताला लागते. त्यासाठी मी आज कालपेक्षा कशी प्रगती केली? मी काय करू शकतो? या सदर्भात स्पर्धा विद्यार्थ्यांत निर्माण करावे लागेल अशा शिक्षणातून विवेकशील मनुष्यत्वाची निर्मिती आम्हाला शक्य होईल.

१३. शिक्षणाचे संपूर्ण गुणवत्ता व्यवस्थापन

सध्याच्या परिस्थितीत शिक्षणाशी संबधित घटकामध्ये योग्य समन्वय नसल्याने परिणामकारक शिक्षण विद्यार्थ्यापर्यत पोहचत नाही. भावी काळामध्ये शिक्षणाचा दर्जा गुणात्मक सुधारणा होण्यासाठी त्याचे सपूर्ण गुणवंता व्यवस्थापन करावे लागेल. प्राथमिक शिक्षण किंवा उच्च शिक्षण याची जी उद्दिष्टे असतील ती पूर्णतः विद्यार्थ्यांनी साध्य करून अध्ययन निष्पती घडून येण्यासाठी शिक्षणच्या विविध पैलूमध्ये योग्य परस्परसबंध निर्माण करून संपूर्ण गुणवंता व्यवस्थापन साध्य करता येवू शकेल. मात्र त्यासाठी प्रत्येक मानवी घटकाने आपली जाबाबदारी प्रामाणिकपणे व कार्यक्षमतेने निभवावी अशी अपेक्षा आहे.

१४. पर्यायी शिक्षणव्यवस्थेची निर्मिती

भारतास स्वातंत्र मिळूनही इतके वर्ष झाल्यानंतरही आम्ही सर्वांपर्यत शिक्षण पोहचवू शकलो नाही तेव्हा भावी काळात अनौपचारीक शिक्षण केंद्राना चालना व अध्ययनशील समाजाची निर्मिती करावी लागेल. दुरस्थ शिक्षण, मुख्य शाळा अशा पर्यायी शिक्षण व्यवस्थेची निर्मिती करावी लागेल. व ती जास्तीत जास्त लोकांपर्यत पोहचवावी लागेल व यातून जीवनमान सुधारणा होऊन भारत महासत्ता बनण्यास वेळ लागणार नाही.

१५. स्वयंअध्ययन संधीची उपलब्धता

भावी काळामध्ये बदलत्या जगाची अपेक्षा व गरजा वाढल्यामूळे विद्यार्थ्यांना स्वताःहून विविध कौशल्ये क्षमता संपादन कराव्या लागणार आहेत. त्यासाठी शिक्षण क्षेत्राातील व्यक्तींनी आपल्या प्रगल्भतेचा उपयोग करून स्वयंअध्ययनाची संधी विद्यार्थ्यांना उपलब्ध करून दिल्या पाहिजेत. याबरोबरच शिक्षण पध्दतीतील ही साचेबध्दता दूर करून प्रत्येकाच्या अभिरूचीनुसार शिक्षण घेण्याची मुक्त संधी उपलब्ध करून द्यावी लागेल. अशा शिक्षण व्यवस्थेतून विद्यार्थ्यांचे ज्ञान, क्षमता, व कौशल्याना वाव दिसून प्रगतीशील भारताच्या निर्मितीसाठी योगदान देण्यास समर्थ होतील.

सारांश

अशा प्रकारे २०२० मध्ये भारताला महासत्ता बनविण्यासाठी विविध शिक्षण विषयक तत्वांची आमलबजावणी शिक्षण पध्दतीतून करावी लागेल. आज काही क्षेत्रामध्ये बदल होत आहे. तसेच २०५०साठी आपेक्षित शिक्षण पध्दती कार्यवाहीत आणत आसताना मी शिक्षक आहे, मी पालक आहे, मी विद्यार्थी आहे? मी शिक्षणतज्ञ आहे असा अहमभाव सोडून देवून एकजूटीने आम्हाला सर्वाना उद्याच्या उज्वल भविष्यासाठी

शिक्षणविषयक प्रयत्न करावे लागतील यामध्ये कल्पना शक्तीला व विचाराना चालना देणारे निरीक्षण शक्तीला वाव देणारे शिक्षण देण्यात यावे तसेच मूल्यमापन स्मरणशक्तीवर आधारीत न राहता यामध्ये बहुविध बुध्दिमत्तचा विचार करणारे असावे तसेच ऑनलाईन परीक्षा व वस्तूनिष्ठ व कौशल्यावर आधारीत मूल्यमापन असावे. शिक्षणामध्ये प्रशिक्षण, सेमिनार, कृतीसत्र, उद्बोधन वर्ग, क्षेत्रभेट यासारख्या तंत्राचा वापर अजूनही केला पाहिजे वैचारीक सुसंगती, तर्कनिष्ठ विचार, लोकशाही राष्ट्रभावना याबद्दल आदर याविषयीची सविस्तर माहिती द्यावी थोडक्यात साचेबंदपणा ऐवजी अनुभवजन्य व व्यक्तीनुरूप व भिन्न अध्ययन कृतीची योजना शिक्षणात असावी.

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विद्यापीठांचे जागतिक रॅंकीग – एक आकलन

श्री. अजितकुमार नेमिनाथ चौगुले

सहाय्यक प्राध्यापक (शिक्षणशास्त्र)

महावीर महाविद्यालय, कोल्हापूर.

E-mail: anco306@gmail.com

ज्ञानाचे समर्थ बनलेले मनुष्यबळ ही समाजाची सर्वकालीक सार्वत्रिक गरज आहे. या मनुष्यबळ विकासासाठी उच्चशिक्षण संस्था व विद्यापीठे मोलाची भूमिका बजावतात. प्राचीन काळात भारतातील तक्षशीला, नालंदा, इटलीतील बोलोग्ना, इजिप्तमधील अल अझर या जागतिक गुणवत्तेच्या विद्यापीठात जगभरातून विद्यार्थी येवून शिक्षण घेत असत. त्या विद्यापीठांची दूरवर पसरलेली कीर्ती ऐकून हे विद्यार्थी तेथे येत असत.

आज उच्च शिक्षणाच्या क्षेत्रात, जागतिक पातळीवर विद्यापीठाचे 'रॅंकीग' हा शब्द परवलीचा बनत आहे. उच्च शिक्षणाची कामगिरी आणि उत्पादकता यांची तुलना करण्यासाठी हे रॅंकीग लोकप्रिय बनत आहे.

विद्यापीठ रॅंकीगची पध्दती काही दशकांपूर्वी अमेरिकेत सुरू झाली. भारतातील इंडिया टुडे नियतकालिकानेही आपली स्वतःची पध्दती सुमारे १५ वर्षापूर्वी सुरू केली आहे. सध्या अमेरिका व ब्रिटनमध्ये खालील महत्वाच्या रॅंकीग एजन्सी आहेत.

१. A R W U – ॲकॅडमिक रॅंकीग ऑफ वर्ल्ड युनिव्हर्सिटीज

२. Q S W U R – क्वॅक्वा डेली सायमंडस वर्ल्ड युनिव्हर्सिटी रॅंकीग

३. T H E W U R – टाइम्स हायर एज्युकेशन वर्ल्ड युनिव्हर्सिटी रॅंकीग

४. U S N W U R – यु. एस. न्यूज वर्ल्ड युनिव्हर्सिटी रॅंकीग

५. T R G R S – थॉमसन रॉयटर्स ग्लोबल रेप्युटेशन सर्व्हें.

A R W U ही रॅंकीगची पध्दती २००३ मध्ये चीनमधील शांघाय जियातोंग विद्यापीठात सुरू झाली. जगभरातील सुमारे १२०० उच्च शिक्षण संस्थाची तुलना ही पध्दती आपल्या मानकानुसार करते. या पध्दतीनुसार शिक्षणाचा दर्जा, संशोधन निष्पत्ती, प्रतिव्यक्ती कामगिरी निकष आहेत. विद्यापीठाच्या माजी विद्यार्थ्यांनी मिळवलेली नोबल पारितोषिक व क्षेत्र पुरस्कार (१०टक्के) संस्थेतील शिक्षकांनी मिळवलेले नोबल पारितोषिक व क्षेत्र पुरस्कार (२०टक्के) विषयांच्या विविध २१ विभागानुसार सर्वात जास्त संदर्भित (सायटेड) संशोधने (२०टक्के) 'नेचर' आणि 'सायन्स' या प्रतिष्ठेच्या नियतकालिकात प्रसिध्द संशोधने (२०टक्के) सायन्स सायटेशन इन्डेक्स व सोशल सायन्स इंडेक्सवरील संशोधन निबंध (२०टक्के) व संस्थेची प्रतिव्यक्ती शैक्षणिक कामगिरी (१०टक्के) अशी मानके यात आहेत.

Q S W U R पध्दतीनुसार शैक्षणिक प्रतिष्ठा (४०टक्के) नोकरी देणाऱ्या संस्था/व्यक्तींच्या दृष्टिकोनातून प्रतिष्ठा (१०टक्के) विद्यार्थी – शिक्षक प्रमाण, प्रतिशिक्षकामागील सायटेशन्स (२०टक्के) संस्थेतील आंतरराष्ट्रीय शिक्षक (५ टक्के) असे निकष आहेत.

T H E N U R नुसार अध्यापन व अध्ययन वातावरण ३०टक्के संशोधनाचे प्रमाण, उत्पन्न व प्रतिष्ठा ३०टक्के संशोधन प्रभाव सायटेशन्स नवोपक्रम व उदयोगांना निष्पत्ती २.५ टक्के, शिक्षक विदयार्थी संशोधनाबाबत आंतरराष्ट्रीय दृष्टिकोन ही मानके आहेत.

या रॅकीग एजन्सीज थोडयाफार फरकाने काही मानके वेगळया रीतीने वापरत असली तर यात शैक्षणिक लौकिक, संशोधन गुणवत्ता, विदयार्थीहिताची काळजी, संस्थेतून बाहेर पडणाऱ्या विदयार्थ्यांचा एक प्रॉडक्ट या नात्याने समाजाला होणारा फायदा हे निकष समान आहेत.

विद्यापीठाचे रॅकींगचे होणार फायदे –

- विद्यापीठाचे चांगले रॅकीग हे चांगले विदयार्थी, शिक्षक, संशोधन आणि अर्थपुरवठा आकर्षित करण्यासाठी उपयुक्त ठरते.

- उदयोन्मुख अर्थव्यवस्थांमध्ये शिक्षणाला अग्रस्थान प्राप्त झाले आहे व अनेकजण जागतिक दर्जाच्या विद्यापीठांशी सहभागीत्वासाठी इच्छुक असतात. विद्यापीठ रॅकीग विदयार्थ्यांच्या स्थलांतर (इमिग्रेशन) वरही परिणाम करते. उच्च शिक्षणक्षेत्रात परदेशी विदयार्थी संघ हा मोठा व्यवसायाचा भाग आहे. आंतरविदयापीठीय स्रोतांच्या आदान प्रदानातही महत्वाचे निर्णय घेण्यासाठीही रॅकीग पध्दतीचा फायदा होतो.

मात्र काही शिक्षणतज्ज्ञांच्या मते, विदयापीठ यंत्रणा ही मोठया प्रमाणात गुंतागुंतीची, संमिश्र व विविधतापूर्ण आहे. केवळ थोडयाच मानकांआधारे रॅकींग करणे चुकीचे आहे. विदयापीठाचे उद्दिष्ट केवळ शैक्षणिक उत्कृष्टता एवढेच नसून त्याचबरोबरीने समतेला प्रोत्साहन देणे व विदयार्थ्यांमध्ये मूल्ये बिंबवणे हेही आहे. विदयापीठातील अभ्यासक्रमाची केवळ नोकरी मिळवण्याची क्षमता व बाजारातील मूल्य एवढेच पाहता कामा नये तर विदयापीठाची ध्येय व उद्दिष्टे यांचाही विचार व्हावा, असे त्यांना वाटते. तसेच संशोधन संदर्भियता (सायटेशन्स) मुळे गुणवत्तेचे मापन होवू शकते. मात्र त्याचे उपयोजन काळजीपूर्वक करायला हवे. कारण सांस्कृतिक भेदाची विविधता जगात खूप आहे. तसेच आदर्श विदयापीठाची निश्चित व्याख्या सांगता येत नाही.

विदयापीठाचे रॅकीग आणि भारत

उच्च रॅकींग मिळालेल्या बहुतेक संस्था या विकसित देशात आहेत. कारण शिक्षण व अर्थव्यवस्था यातील संबंध उघड व स्पष्ट आहे.

भारताचा विचार करता Q S W U R रॅकींग २०१४ टॉपमध्ये ५० मध्ये ३ इंडीयन इन्स्टिट्यूट ऑफ टेक्नॉलॉजी संस्था आहेत. मात्र कला, मानव्यशास्त्रे, सामाजिक शास्त्रे, वैद्यकशास्त्र कायदा यातील एकही संस्था नाही. ही चिंतेची बाब नक्कीच आहे.

भारतीय उच्च शिक्षण संस्थाच्या कमी रॅकींगची कारणे ही या क्षेत्रातील जागतिक दर्जाचे संशोधन व नवोपक्रमाचा अभाव, अध्यापन—अध्ययनाचा कमी दर्जा, आंतरराष्ट्रीय स्पर्धात्मकतेमधील कमी रस तसेच गुंतवणूकीचा अभाव अशी आहेत.

मात्र भारत सरकारला आपला देश हा केवळ उच्च आर्थिक वाढीतच नव्हे तर भविष्यातील संधींसाठी उच्च शिक्षणातही गतिमान ठेवावा लागणार आहे. त्यादृष्टीने मनुष्यबळ विकास मंत्रालयाने अलीकडे 'नॅशनल इन्स्टिटयूशनल रॅकींग फ्रेमवर्क' अलीकडे स्थापन केला आहे. NAAC बरोबरच NIRF शीही रजिस्ट्रेशन बंधनकारक केले आहे. NIRF ची पाच मानके पुढीलप्रमाणे

१. अध्यापन, अध्ययन व स्रोत

२. संशोधन, सल्ला (कल्सल्टन्सी) व सहकार्यात्मक कामगिरी

३. पदवीची निष्पत्ती

४. समावेशकता

५. दृष्टीकोन (पर्सेप्शन)

उच्चशिक्षणात गुणवत्तावाढ, उत्तरदायित्वाची भावना वाढणे, विद्यार्थ्यांना आधिक चांगल्या शैक्षणिक संस्थाची निवड करता येणे यादृष्टीने हे रॅकींग निश्चितच उपयुक्त ठरेल, अशी आशा आहे. उच्च शिक्षणक्षेत्रातील सर्वानीच होकारात्मक दृष्टीकोन देवून जाणीवपूर्वक गुणवत्तावाढ केली तर आशादायक भवितव्य निर्माण होईल.

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शिक्षक – प्रशिक्षणात शिक्षकांची भूमिका

प्रा. डॉ. श्रीमती सुजाता चं. पंडित

महावीर महाविद्यालय,

बी.ए.बी.एड विभाग, कोल्हापूर

शिक्षण घेणे हा आज मानवाचा हक्क मानला गेला आहे. शिक्षणामुळे मानवाचा व्यक्तिगत तसेच सामाजिक विकासही होतो. शिक्षण प्रक्रियेत सर्वात जास्त महत्व शिक्षकांना असते. डॉ. राधाकृष्णन यांच्या मते,

'The Teachers place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.'

शिक्षक हे देशाच्या प्रगतीचे आधार स्तंभ आहेत. केवळ ज्ञानाच नाही तर विविध कौशल्ये, क्षमता, दृष्टिकोन विद्यार्थ्यांमध्ये विकसित करण्याचे कार्य शिक्षकांचे असते. यासाठी उत्तम शिक्षक तयार करण्याची जबबादारी शिक्षक प्रशिक्षणाची असते. आपल्यासमोर असलेल्या विद्यार्थ्यांचा सर्वांगिण विकास करणे ही शिक्षकांची जबाबदारी असते या दृष्टीने शिक्षक – प्रशिक्षणाच्या अभ्यासाची ध्येय व उद्दिष्ट्ये ठरविली जातात.

शिक्षक प्रशिक्षणाचे प्राथमिक स्तरासाठी शिक्षक प्रशिक्षण, माध्यमिक स्तरासाठी शिक्षक प्रशिक्षण असे वेगवेगळे अभ्यासक्रम आहेत.

प्रस्तुत शोधनिबंधातून माध्यमिक शिक्षक – प्रशिक्षणासाठी शिक्षक प्रशिक्षणाची उद्दिष्ट्ये कोणती आहेत हे जाणून घेणे तसेच या उद्दिष्टांना धरून शिक्षक प्रशिक्षणातील अभ्यास क्रमात शिक्षकांना मिळणारे अनुभव जाणून घेणे हा आहे.

माध्यमिक शिक्षक – प्रशिक्षण हे माध्यमिक स्तरावरील इयत्ता ९ वी व १० वी साठी दिले जाते. माध्यमिक शिक्षणाच्या उद्दिष्टांसंदर्भात नवीन राष्ट्रीय शैक्षणिक धोरणानुसार (१९८६) माध्यमिक शिक्षणाच्या अभ्यासक्रमाची वैशिष्ट्ये खालीलप्रमाणे :–

१) बलशाही लोकशाहीसाठी शिक्षण देणे

२) सर्वांसाठी समान शैक्षणिक आकृतीबंध अंमलात आणणे

३) राष्ट्रीय एकात्मता व सर्वधर्मसमभावासाठी शिक्षण देणे

४) मानव साधन संपत्तीचा विकास करणे

५) शैक्षणिक कार्यात समाजाचा सहभाग घेणे

६) शारीरिक शिक्षण, आरोग्य शिक्षण, कार्यानुभव व कला शिक्षणावर भर देणे

७) शांततामध्य सहजीवनासाठी आंतरराष्ट्रीय सामंजस्य वाढीस लावणे

८) जीवनभर शिक्षण हा दृष्टिकोन विकसित करणे.

माध्यमिक शिक्षण हे कुमारावस्थेच्या गरजा पूर्ण करण्यासाठी दिले जाणारे सर्वसामान्य, तांत्रिक व्यावसायिक शिक्षण मानले जाते. विद्यार्थ्यांचा सामाजिक, नैतिक, राष्ट्रीय विकास होण्यासाठी हे शिक्षण अत्यंत

महत्वाचे आहे. साहजिकच माध्यमिक स्तरावर शिक्षकांचे कार्य करणा—या शिक्षकांसाठीचे प्रशिक्षण सुध्दा अत्यंत महत्वाचे आहे. आजचा विद्यार्थी हा उद्याचा नागरिक आहे. हे जाणून बदलत्या आर्थिक, सामाजिक, राष्ट्रीय व आंतरराष्ट्रीय बदलांची नोंद घेत शिक्षक — प्रशिक्षणात त्याचा वेळोवेळी समावेश केला जातो. शिक्षकांना आज विविध भूमिकांमधून शिक्षणाचे कार्य करावे लागते. ही भूमिका कधी माळ्याची, कधी कुंभाराची मानली गेली आहे. प्रत्येक विद्यार्थी भिन्न प्रवृत्तीचा आहे, हे शिक्षकांनी जाणून घेणे महत्वाचे आहे. याशिवाय आज शिक्षकांना विद्यार्थ्यांचे पालक म्हणून, त्यांच्या विविध समस्या जाणून घ्यायच्या आहेत, विद्यार्थी शिक्षकांकडे एक चालता — बोलता ज्ञानकोश या स्वरूपात देखील पाहतात, उत्तम संघटन कौशल्य, उत्तम मूल्यमापन करणारा, उत्तम वर्गनियंत्रक, उत्तम कलावंत या भूमिकांमधून शिक्षकांना विद्यार्थ्याला घडवायचे आहे. शिक्षकांच्या कार्याचे यश हे त्यांच्या विद्यार्थ्याशी असलेल्या जिव्हाळ्याच्या संबंधातून, विद्यार्थीप्रती असलेल्या उत्तरदायित्वातून तसेच विद्यार्थ्याशी केलेल्या संवादातून व त्यांच्या शैक्षणिक प्रगतीतून स्पष्ट होते.

वरील सर्व भूमिका शिक्षकांनी उतम पध्दतीने पार पाडण्यासाठी माध्यमिक स्तरावर दिल्या जाणा—या शिक्षक प्रशिक्षणाला अत्यंत महत्व आहे. शिक्षक — प्रशिक्षण कार्यक्रमात खालील बाबींना अत्यंत महत्वाचे स्थान आहे.

१) <u>शिक्षक —प्रशिक्षणात योग्य विद्यार्थी निवड करणे</u> :– शिक्षक होणे हा व्यवसाय आहे तसेच तो धर्म आहे. विद्यार्थ्याची शिक्षकी पेशाबद्दल अभिरूची, सामाजिक बांधिलकी, व्यावहारिक क्षमता यांची सेवापूर्त शिक्षक — प्रशिक्षणासाठी निवड करतांना चाचणी घेणे महत्वाचे आहे. केवळ बौद्धिक यश महत्वाचे नाही.

२) <u>समस्या निराकरणासाठी मार्गदर्शन</u> : माध्यमिक शाळेत मुलांचे अनेक प्रश्न आज आपल्याला आढळतात यात शिस्तीचे प्रश्न, कौमार्यावस्थेतील प्रश्न, वाढती गुन्हेगारी, व्यसनाधिनता, पालकांचे दुर्लक्ष या सर्व प्रश्नांची सोडवणूक करण्यासाठी विद्यार्थ्यांना योग्य मार्गदर्शन व समुपदेशन करणे गरजेचे असते. यासाठीचे योग्य प्रशिक्षण शिक्षक—प्रशिक्षणार्थींना मिळणे गरजेचे आहे.

३) <u>अभ्यासपूरक कार्यक्रमांचे नियोजन व अंमलबजावणी</u> — शिक्षक प्रशिक्षणात विविध छंद मंडळे, संगीत, टाकावू पासून टिकावू वस्तू तयार करणे, विविध हस्तकलांचे प्रशिक्षण देण्याची सोय असावी. कारण खुपदा शाळेतील विद्यार्थ्यांना फुरसदीच्या वेळेचा सदुपयोग कसा करावा हे कळत नाही. त्यामुळे विद्यार्थी वाईट मार्गाकडे वळण्याची शक्यता असते.

४) <u>संभाषण कौशल्याचे प्रशिक्षण</u> : शिक्षक —प्रशिक्षण अभ्यासक्रमात विद्यार्थी विविध भाषांचे व समाजशास्त्राचं अध्ययन करतात. पण खूपदा विद्यार्थ्यांमध्ये संभाषण कौशल्याची कमतरता आढळते. आपले विचार व उच्चार स्पष्टपणे करण्यासाठी संभाषण कौशल्यावर जास्त भर देण्यात आला तर भावी शिक्षक — प्रशिक्षक त्याचा वापर आपल्या वर्गात करतील.

५) <u>समृध्द ग्रंथालय</u> : विद्यार्थी चारित्रवान होण्यासाठी, सुसंस्कृत होण्यासाठी, ज्ञानात भर पडण्यासाठी तसेच साहित्यिक प्रतिभेचा विकास होण्यासाठी उत्तम ग्रंथालय असणे महत्वाचे आहे. ग्रंथालयाकडे 'storehouses of

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knowledge ' किंवा 'treasures of wisdom' मानले जाते. हार्वर्ड विद्यापीठातील ग्रंथपाल पॉल बुक (Paul Buck) च्या मते चांगल्या पुस्तकांचे संकलन हे चांगल्या शिक्षकांना आकर्षित करते व चांगले शिक्षक हे चांगल्या विद्यार्थ्यांना आकर्षित करतात. ग्रंथालयात पुस्तकांबरोबरच विविध विषयांची उत्तम चित्रे, छायाचित्रे, विविध तक्ते हवेत.

६) <u>शारीरिक शिक्षण व आरोग्य शिक्षणासाठी योग्य सुविधा</u> – शिक्षक प्रशिक्षणातून माध्यमिक शिक्षणातील आरोग्य व शारीरिक शिक्षणाच्या उद्दिष्टांच्या पूर्तीसाठी विविध सुविधा प्रशिक्षणार्थींना देणे गरजेचे आहे. त्यासाठी शिक्षक प्रशिक्षणात छात्राध्यापकांना विविध खेळ प्रकाराचे साहित्य पुरवणे, क्रिडा स्पर्धा विद्यार्थ्यांसाठी आयोजित करणे महत्वाचे आहे. तसेच विविध खेळांतील कौशल्य, नियम इ. ची माहिती विद्यार्थ्यांना देणे आवश्यक आहे.

कुमारावस्थेतील मुलांमध्ये खूप उर्जा असते. या उर्जेचा उपयोग करून त्यांना शारीरिक शिक्षण व आरोग्यविषयक शिक्षण देणे महत्वाचे आहे.

७) <u>आधुनिक तंत्रविज्ञानाचे शिक्षण</u> : आजचा विद्यार्थी हा तंत्रविज्ञानाच्या युगातील विद्यार्थी आहे त्याना शिकविण्यासाई शिक्षकांनी साहजिकच नवनवीन तंत्रविज्ञानाचा वापर करायला हवा. यात PPT, E-Learning, Video, Web resources चा वापर शिक्षणात हवा. यासाठी शिक्षक प्रशिक्षणात प्रगत शैक्षणिक तंत्रज्ञानाच्या साधनांचा वापर हवा व त्याचे प्रशिक्षण छात्राध्यापकांना मिळणे गरजेचे आहे तसेच वेळोवेळी त्यांचे शिक्षण शिक्षक –शिक्षकांना देखील मिळावे.

८) <u>पालकांचे सहकार्य</u> :– विद्यार्थ्यांच्या प्रगतीत शाळा, शिक्षक याबरोबरच पालकांचे सहकार्यही महत्वाचे आहे. महाविद्यालयातील पाल्याचे वर्तन, अभ्यासातील प्रगती, बदलती शिक्षण पध्दती, परीक्षा पद्धती, विद्यार्थी समस्या या सर्व बाबतीत पालकांशी चर्चा करणे व त्यांचे सहकार्य मिळवणे गरजेचे आहे.

अशाप्रकारे माध्यमिक शिक्षण सकस व दर्जेदार होण्यासाठी शिक्षक – प्रशिक्षणाला अत्यंत महत्वाचे स्थान आहे. शिक्षक प्रशिक्षण केवळ तांत्रिक कृती नाही तर कौशल्याचे काम आहे. शिक्षक गुणवत्तेवरच शिक्षण पध्दतीचे यश अवलंबून आहे.

<u>संदर्भ</u> :–

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१) देशमुख एल.जी. 'शिक्षणाचे तत्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठाने' फडके प्रकाशन कोल्हापूर

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३) बी.बी.पंडित, नलिनी पाटील, लता मोरे, 'शिक्षक शिक्षण' पिंपळापुरे अँड कंपनी, पब्लिशर्स

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   Press, Delhi

शिक्षणातील शिक्षकाची भूमिका (Role of teacher in Education)

प्रा. सौ लक्ष्मी विष्णु भंडारे

महिला शिक्षणशास्त्र महाविद्यालय

तासगाव. जि. सांगली

Email – lvbhandare@gmail.com

सारांश :– शिक्षणामध्ये पूर्वीपासूनच सतत बदल होत आले आहेत. जगात सातत्याने बदल होत आहेत. विज्ञान तंत्रज्ञानातील वेगाने होणाऱ्या प्रगतीमुळे जीवनमान बदलत चालले आहे. २१ व्या शतकातील वेगाने बदलणारे जग अनेक आव्हाने समोर देऊन येत आहे त्यांना समोरे जाण्यासाठी जीवनकौशल्ये, मूल्ये, विद्यार्थी केंद्री अध्यापन, ज्ञानरचनावाद, ICT वापर, शांततेसाठी शिक्षण असे अनेक प्रवाह शिक्षणात येत आहेत. यामध्ये शिक्षकांच्या भूमिकाही बदलत चालल्या आहेत. इ–लर्निंग सारख्या सुविधा आल्या तरी शिक्षकांचे स्थान, महत्त्व जराही कमी होत नाही.

शिक्षकाची भूमिका :– शिक्षणाने विद्यार्थ्यांमध्ये इष्ट वर्तनबदल घडवून आणायचे असतात. सर्वप्रथम मुलांचे सामाजिकीकरण करणे गरजेचे असते. तीन आर म्हणजे लेखन, वाचन व अंकगणित याच्या अध्यापनाबरोबर वैयक्तिक व सामाजिक वर्तन, मूल्ये बिंबविणे, अभिवृत्ती व कौशल्ये विकसित करणे ही जबाबदारी शिक्षकावर आहे. या तीन आरमध्ये आणखी चार आरची भर पडली आहे. राईट्स, रिस्पॉन्सिबिलिटी, रिलेशनशिप व रिक्रिएशन. प्रत्येक विद्यार्थ्यास हक्काची, त्याच्या जबाबदारींची परस्पर संबंधाची व आनंददायी निर्मितीची जाणीव निर्माण व्हायला हवी. शिक्षकाने मुलांच्या विचार करण्यामध्ये कृतींमध्ये, वर्तनामध्ये मार्गदर्शन करणे विद्यार्थ्यांना वस्तुनिष्ठपणे वागविणे गरजेचे आहे.

शिक्षक म्हणून विशिष्ट भूमिका पार पाडताना प्रत्येक विद्यार्थ्यांमध्ये आपल्या विषयातील किमान अध्ययन क्षमता कशा विकसित होतील हे पहायला हवे. शिक्षकाच्या अध्यापनातून विद्यार्थी संपादन पातळी वाढली पाहिजे. आपल्या विषयासाठी एकही विद्यार्थी खाजगी क्लासला जाणार नाही असा आत्मविश्वास घेऊन शिक्षकाने अध्यापन केले पाहिजे. शिकविण्यामुळे विद्यार्थ्यांचे व्यक्तिमत्त्व फुलत नाही. खेळ नाही, रंजन नाही. अनेक विषयांचे क्लास व शाळा यामध्येच शालेय जीवन घालवायचे काय? अगदी पहिलीपासूनच खाजगी शिकविण्यांची कास धरली जाते. दहावी बारावीमध्ये तर वर्गात हजर न राहता खाजगी क्लासेसवरच अभ्यास करणारे बहुतेक विद्यार्थी आहेत. येथे शिक्षकाने खाजगी क्लासेसला जाण्याचा ओढा असण्याची कारणे शोधायला हवीत. येथे विद्यार्थ्यांबरोबर पालकांचे उद्बोधन करायला हवे. कोणताही विषय असो पाठ्यपुस्तके व संदर्भ वापराचे कौशल्ये विकसित करावे. सर्वच विषयांच्या क्लासेसमधून विद्यार्थ्यांची मुक्ती करावी.

शिक्षकास मार्गदर्शक व समुपदेशक म्हणून महत्त्वाची जबाबदारी पार पाडावी लागते. आज वृत्तपत्रे, दूरदर्शन मधून बातम्या पाहताना विद्यार्थ्यांनी ताण तणावात जाऊन आत्महत्या केल्याची उदाहरणे समोर येतात. तिसरीपसून १०वी, १२वी, इंजिनिअरिंग, मेडिकल विद्यार्थ्यांना समजावून न घेण्याचे पालकांचे आडमुठे धोरण, इतर माध्यमांतून पाहिलेले प्रसंग, योग्य विचार न करता येणे यांचा हा परिणाम दिसतो. तेथे विद्यार्थी मने घडविण्यात शिक्षण कमी पडते. ताण तणाव येऊ न देणे व आल्यास समायोजन साधणे हे प्रत्येक विद्यार्थ्यास जमायला हवे. येथे घरातील वातावरण, संस्कारही महत्त्वाचे आहेत. 'बरं का बाळा घरची शाळा'

असे उद्गार एका अशिक्षित आजीचे तोंडून ऐकायला मिळाले. घरातील संस्कारच मुले घडवतात. त्यासाठी शिक्षकाने समाज, पालकांचे उद्बोधन करून प्रसंगी काही विशिष्ट प्रसंगात समुपदेशन करून घरातील व पर्यायाने विद्यार्थ्यांचे ताण तणाव दूर केले पाहिजेत. मुलामुलींच्या तणावाच्या प्रसंगात आई वडिलाची, कुटुंबातील सर्व सदस्यांची भूमिका काय असावी, घरचे वातावरण कसे राखावे हे शिकवण्याची जबाबदारी शिक्षकाची आहे. वर्गातही विद्यार्थी आनंदी राण्यासाठी वर्ग, शाळेचे वातावरणही आनंदी, प्रसन्न ठेवले पाहिजे. शिक्षकाच्या आचार, विचार व प्रयोगशीलतेची गरज आहे. प्रत्येक विद्यार्थ्यास शिक्षकाजवळ विश्वासाने मन मोकळे करून बोलता आले पाहिजे.

आज देशासमोर अनेक समस्या आहेत. व्यसनाधीनता, अंधश्रद्धा, हवा व पाणी प्रदूषण, असहिष्णुता, भ्रष्टाचार, मानवतेस काळीमा फासणारे प्रसंग, धर्म, जात, पंथ यांतील कलह, स्त्रियांवरील अन्याय अत्याचार अशा समस्या समाज व्यवस्था बिघडत आहेत. या समस्यांची जाणीव व त्यावर समस्या निराकरण करण्याचे कौशल्य विद्यार्थ्यांमध्ये विकसित होण्यासाठी शिक्षकांचे प्रयत्न हवेत. सध्या अनेक शाळा महाविद्यालये, विद्यापीठे यांमध्ये स्नेहसंमेलने सुरू आहेत. अगदी थोडे अपवाद वगळता बहुतेक शाळा महाविद्यालयांतून डॉल्बी, डी.जे. यांचा वापर केला जात आहे. आठवी ते बारावीच्या विद्यार्थ्यांना हौसेने गाडया (अगदी दोन लाखाची सुद्धा) पुरविल्याने कसाही आवाज करत सायलंसर काढून गाडया पळवण्यात धन्यता मानणारी मुले नियम मोडत अपघातासही सामोरे जात आहेत. लग्न, वरात, मिरवणूक, अन्य समारंभात कसेही विकृत नृत्य केले जात आहे. त्यात विद्यार्थ्यांबरोबर विद्यार्थिनीही मागे नाहीत.

येथे शिक्षकांची भूमिका मोलाची ठरते. शाळा महाविद्यालयात डॉल्बी, डी.जे. व अन्य विकृती टाळता येते. प्रत्येक संस्थेची एक संस्कृती असायला हवी. आपल्या विद्यार्थी समाजात सध्या व त्याच्या भावी जीवनात कधीच ध्वनीप्रदूषण करण्यात सहभागी होणार नाही असे संस्कार शिक्षकच करू शकतात. त्यात समाजातील अनेक घटकांचे सहकार्यही घ्यावे लागेल. यासाठी विद्यार्थी, पालक, समाजाचे उद्बोधन आवश्यक आहे.

एकविसाव्या शतकातील शिक्षक भूमिका
सध्याच्या विद्यार्थ्यांची वैशिष्टये पुढीलप्रमाणे आहेत:–

वर्गात बसणे आवडत नाही. तंत्रज्ञान फार आवडते. त्यांच्यावर लादणे नको. स्वतःची आवड असते. गटात मिळून मिसळून शिकणे आवडते. देवाण घेवाण घडल्याने स्वओळख शिकतात. ही मुले विविध स्तरातून आलेली असतात. सामाजिक, आर्थिक, बौद्धिक स्तर भिन्न असतात. प्रत्येक मूल हे एकमेव असते. ते स्वतंत्रपणे विचार करते. धाडसी कामे करणे आवडते. अशा मुलांमध्ये पुढील कौशल्ये विकसित करण्याची जबाबदारी शिक्षकाची आहे.

१. संघ भावनेने एकत्रित काम करण्याची क्षमता
२. चिकित्सक विचार करण्याची क्षमता
३. तोंडी सादरीकरण क्षमता
४. लेखी संप्रेषण कौशल्य
५. तंत्रज्ञान वापरचे कौशल्ये
६. नागरी व वैश्विक समस्या हाताळण्याची इच्छा व या समस्यांचा शोध घेत अध्ययन करण्याची क्षमता

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७. नवीन करिअर संधी संबंधी अध्ययन करण्याची क्षमता

८. पर्यावरण समस्यांची जाणीव व ती निराकरण करण्याची क्षमता

यासाठी विद्यार्थ्यांना चिकित्सक विचार करणे, प्रभावी संप्रेषण करणे, एकत्रित मिळून शिकणे व सर्जनशील बनणे शिकवायला हवे. काही मूल्ये व दृष्टिकोन बिंबवायला हवेत.

शांततेसाठी शिक्षण देताना एकोपा, खेळीमेळीने राहणे, असहिष्णुता, धर्मांधता, हिंसा अशा विषयांवर गटचर्चा घडवून आणावी. योग्य व अयोग्य ठरवू द्यावे. मुक्त चर्चा घडाव्यात.

दैनंदिन समस्या निराकरण व जबाबदारीची जाणीव येण्यासाठी विविध अनुभव—प्रसंग उभे करावेत.

ज्ञानप्राप्तीसाठी ज्ञान संपादनाच्या प्रयत्नात मदत व मार्गदर्शन करावे. अथक प्रयत्न, जिद्द, साहस, गतिमानता, स्वतंत्र विचारशक्ती फुलवावी. सहकार्य मूल्य, सौंदर्य मूल्य पेरावे. सामाजिक अन्यायाविरुद्ध संघर्ष करण्याची मानसिकता तयार करावी.

या सर्व भूमिका पार पाडत असताना शिक्षकाचे विचार, आचार, जगणे आदर्शवत, प्रेरक असायला हवे. शिक्षकाने स्वत: बदलक्षम व निरंतर अध्ययनशील असले पाहिजे.

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अध्यापक महाविद्यालयातील (एकात्मिक) प्रशिक्षणार्थ्यांच्या भावनिक बुद्धिमत्तेची सद्यस्थिती

संशोधक
आपचर सीमा राघू

मार्गदर्शक
डॉ.देव नेहा नितीन

सारांश

व्यक्तीच्या जीवनातील यशात 20‰वाटा बुद्धयांकाचा तर 80‰ वाटा भावनिक बुद्धिमत्तेचा असतो . यश, प्रगती करण्यासाठी प्रत्येकाकडे भावनिक बुद्धिमत्ता असणे आवश्यक असते . स्वतःबरोबरच इतरांच्या भावना व्यक्तीला समजुन घेता यायला हव्यात आणि म्हणूनच विद्यार्थ्यांना घडविणारे भावी शिक्षक म्हणजेच अध्यापक महाविद्यालयातील (एकात्मिक बी.ए.बी.एड) च्या प्रशिक्षणार्थ्यांचा अभ्यास सर्वेक्षण पद्धतीने केला . यासाठी 176 प्रशिक्षणार्थ्यांना हाइड, पेठे, धर यांच्या प्रमाणित चाचणीचे भाषांतर करून वापरली व सर्वेक्षण केले . शेकडेवारी या संख्याशास्त्रीय साधनाच्या सहाय्याने निष्कर्ष काढले .

प्रस्तावना

Anyone can become angry that is easy.
But to be angry with the right person
To the right degree at the right time
For the right purpose and the right way
This is not easy.

- Aristotle

कोणालाही रागावता येते ते अत्यंत सोपे आहे . परंतु योग्य व्यक्तीला योग्य वेळी योग्य हेतूसाठी आणि योग्य त्या मार्गाने रागावणे ही प्रत्येकाची क्षमता नसते व ज्याच्याकडे वर उल्लेख केलेली क्षमता असते . अशी क्षमता असणारी व्यक्ती भावनिकदृष्टया बुद्धिमान असते .

विद्यमान समाजामध्ये भावनिक बुद्धिमत्ता आणि भावनांक यांचे विशेष महत्त्व असून व्यक्तिमत्त्व घडणीत भावनिक बुद्धिमत्तेची विशेष भूमिका आहे . व्यक्तीच्या जीवनातील यशात बुद्धयांक हा फक्त 20% असतो . याचाच अर्थ 80% यश बुद्धयांकाने स्पष्ट होत नाही . दुसऱ्या शब्दात सांगायचे झाले तर कोण यश मिळवेल आणि कोण अपयशी होईल हे केवळ बुद्धयांक सांगू शकत नाही . भावनिक बुद्धिमत्ता तुम्हाला प्रगतीपथावर नेते . भावनिक बुद्धिमत्ता या संज्ञेचा वापर सर्व प्रथम पीटर सॉलव्ही आणि जॉन मेयर या दोन मानसशास्त्रज्ञांनी केला . त्यांनी स्वतःच्या व इतरांच्या भावभावनांवर नियंत्रण नियमन करण्याची क्षमता म्हणजे भावनिक बुद्धिमत्ता होय . विचार व कृती यांच्या मार्गदर्शनासाठी भावनांचा उपयोग करण्याची क्षमता म्हणजे भावनिक बुद्धिमत्ता होय अशी व्याख्या केली आहे . डॅनियल गोलमन यांनी आत्मभान स्वनियंत्रण प्रेरणा सहसंवेदना सामाजिक कौशल्य हे पाच घटक/अंगे मांडली अशाच महत्त्वपूर्ण असणाऱ्या भावनिक बुद्धिमत्ते बाबतचा अभ्यास अध्यापक महाविद्यालयातील प्रशिक्षणार्थ्यांचा संशोधिकेला करावासा वाटला .

संशोधनाची गरज

सदर संशोधनामुळे प्रशिक्षणार्थ्याची भावनिक बुद्धिमत्तेबाबतची सदय परिस्थिती समजेल म्हणजेच बी.ए.बी.एड्.च्या प्रशिक्षणार्थ्यांची सध्यस्थितीतील भावनिक बुद्धिमत्ता समजण्यासाठी गरजेचे आहे . उच्च भावनिक बुद्धिमत्ता किती जणांचीमध्यम भावनिक बुद्धिमत्ता किती जणांची कमी भावनिक बुद्धिमत्ता किती जणांची आहे हे समजण्यासाठी संशोधन गरजेचे आहे . प्रशिक्षणार्थ्यांना स्वतःचा स्वभाव ओळखता येण्यासाठी सदर संशोधन गरजेचे आहे .

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संशोधनाचे महत्त्व सदर संशोधन हे अध्यापक शिक्षक प्रशिक्षणार्थी प्राचार्य व पालक या सर्वांच्याच दृष्टीने महत्त्वाचे आहे . प्रशिक्षणार्थ्यांना स्वजाणीव होण्यासाठी हे संशोधन मार्गदर्शक ठरेल .

संशोधनाची उद्दिष्टे अध्यापक महाविद्यालयातील प्रशिक्षणार्थ्यांच्या भावनिक बुद्धिमत्तेच्या सद्यस्थितीचा अभ्यास करणे .

कार्यात्मक व्याख्या
अध्यापक महाविद्यालय
पुणे विद्यापीठ अंतर्गत माध्यमिक व उच्च माध्यमिक स्तरावर शिक्षक सेवेसाठी चार वर्षांच्या व्यावसायिक अभ्यासक्रमांतर्गत शिक्षणशास्त्राची पदवी देणारे महाविद्यालय .
अध्यापक महाविद्यालयातील प्रशिक्षणार्थी
पुणे विद्यापीठ शिक्षणशास्त्र पदवी व्यावसायिक अभ्यासक्रमांतर्गत सेवापूर्व माध्यमिक शिक्षक प्रशिक्षणाचा चार वर्षांचा अभ्यासक्रम अभ्यासणारे मराठी माध्यमाचे विद्यार्थी .
भावनिक बुद्धिमत्ता
प्रस्तुत संशोधनात हाइड, पेटे, धर यांच्या भावनिक बुद्धिमत्ता मापिकेच्या चाचणीतून मिळालेला प्राप्तांक म्हणजेच भावनिक बुद्धिमत्ता . मापिका या चाचणीद्वारे प्रशिक्षणार्थ्यांची स्वजाणीव, सहसंवेदनाफ्र स्वप्रेरणा, भावनिक स्थिरता, मानवी संबंधाचे व्यवस्थापन, प्रामाणिकपणा, स्वविकास, योग्य मूल्यांप्रती कल, बांधिलकी व निस्वार्थी वर्तन यांचे मापन केले जाईल .

संशोधनाची गृहीतके
1 . प्रत्येक प्रशिक्षणार्थ्यांची भावनिक बुद्धिमत्ता वेगवेगळ्या स्वरूपाची असते .
2 . प्रमाणित चाचण्यांद्वारे भावनिक बुद्धिमत्तेचे मापन योग्य प्रकारे करता येते .

संशोधनाची व्याप्ती
प्रस्तुत संशोधन हे पुणे जिल्ह्यातील पुणे विद्यापीठाशी संलग्न अध्यापक महाविद्यालयासाठी (एकात्मिक) व्याप्त होते . या संशोधनाचा फायदा अध्यापक महाविद्यालयातील अध्यापकांसाठी आहे . प्रशिक्षणार्थ्यांच्या भावनिक बुद्धिमत्तेशी संबंधित मार्गदर्शनासाठी उपयुक्त आहे .

संशोधनाची मर्यादा
1 . प्रस्तुत संशोधनात भावनिक बुद्धिमत्ता मापिका या प्रमाणित चाचणीतील मापनावरून निष्कर्ष काढले .
2 . प्रतिसादकाने दिलेल्या प्रतिसादावर निष्कर्ष अवलंबून आहेत .

संशोधनाची परिमर्यादा
1 . प्रस्तुत संशोधन पुणे विद्यापीठातील मराठी माध्यमातील अध्यापक महाविद्यालयापुरेच मर्यादित आहे .
2 . प्रस्तुत संशोधन मराठी माध्यमाच्या अध्यापक महाविद्यालयातील प्रशिक्षणार्थ्यांपुरतेच मर्यादित आहे .
3 . प्रस्तुत संशोधन अध्यापक महाविद्यालयातील बी.ए.बी.एड (एकात्मिक)च्या प्रशिक्षणार्थ्यांपुरतेच मर्यादित आहे .
4 . प्रस्तुत संशोधनात संशोधनासाठी सौ.निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालयाची निवड केली .

संशोधन पद्धती – वर्णनात्मक पद्धत (सर्वेक्षण पद्धती)

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संशोधन साधने

संशोधनासाठी संशोधिकेने हाइड, पेठे, धर यांची प्रमाणित चाचणी मराठीत रूपांतरीत करून वापरली . या चाचणीमध्ये 34 विधाने असून ही चाचणी पुढील दहा घटकांचे मापन करते . स्वजणिव, सहसंवेदना, प्रेरणा, भावनिक स्थिरता, मानवी संबंधाचे व्यवस्थापन, प्रामाणिकपणा, स्वविकास, योग्य मूल्यांप्रती कल, बांधीलकी व निस्वार्थी वर्तन .

जनसंख्या

पुणे विद्यापीठाशी संलग्न असलेली व एकात्मिक शिक्षण देत असलेली अध्यापक महाविद्यालये व या महाविद्यालयात शिकणारे 520 प्रशिक्षणार्थी .

नमुना निवड

महाविद्यालयाची निवड – सौ .निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालय भोर या महाविद्यालयाची निवड असंभाव्यता पद्धतीने केली गेली .

प्रशिक्षणार्थ्यांची निवड सप्रयोजन /सहेतुक पद्धतीने 176 प्रशिक्षणार्थी निवडले .

माहिती संकलन साधने हाइड, पेठे, धर यांची प्रमाणित भावनिक बुद्धिमत्ता मापिका मराठीत भाषांतरीत करून वापरली .

संख्याशास्त्रीय साधने शेकडेवारी

निष्कर्ष

1 . भावनिक बुद्धिमत्तेबवात सद्यस्थितीच्या अभ्यासात 69‰ प्रशिक्षणार्थी उच्च भावनिक बुद्धिमत्ता असणारे आढळले .

2 . भावनिक बुद्धिमत्तेबवात सद्यस्थितीच्या अभ्यासात 25‰ प्रशिक्षणर्थी मध्यम /सामान्य भावनिक बुद्धिमत्ता असणारे आढळले .

3 . भावनिक बुद्धिमत्तेबवात सद्यस्थितीच्या अभ्यासात 3‰ प्रशिक्षणर्थी कमी भावनिक बुद्धिमत्ता असणारे आढळले .

शिफारशी

अध्यापक महाविद्यालयातील मध्यम /सामान्य व कमी भावनिक बुद्धिमत्ता असणा-या प्रशिक्षणार्थ्यांची भावनिक बुद्धिमत्ता वाढविण्यासाठी कृतिकार्यक्रमनिर्मिती करून त्याची अंमलबजावणी करावी .

पुढील संशोधनासाठी विषय

1 . वेगवेगळ्या स्तरावरील विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेचा अभ्यास करता येईल .

2 . बी .एड्. व बी .ए .बी .एड् च्या प्रशिक्षणार्थ्यांच्या भावनिक बुद्धिमत्तेचा तुलनात्मक अभ्यास करता येईल .

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शिक्षण शिक्षणातील कौशल्य विकासातून छात्रशिक्षकांच्या पर्यायी योजनेचे विकसन

डॉ. महावीर आदगोंडा पाटील

प्राचार्य

गुलाबराव पाटील बीएड. एम. एड्. कॉलेज. मिरज.

दिपक वसंत चव्हाण

पीएच. डी संशोधक विद्यार्थी

शिवाजी विद्यापीठ. कोल्हापूर
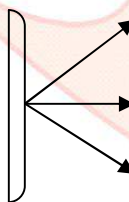
प्रास्ताविक ः राष्ट्रातील उत्पादन आणि समाजातील इतर व्यवहार सुरळीत चालण्यासाठी विविध सुप्त. कौशल्यांनी युक्त असा असंख्य नागरिकांची गरज असते समाजाच्या गरजेप्रमाणे तज्ञ व्यक्तींचा पुरवठा झाला नाही तर समाजाचे कार्य सुरळीतपणे चालणार नाही. म्हणून जीवनोपयोगी शिक्षण देऊन वेगवेगळ्या स्तरावरील शास्त्रज्ञ व तंत्रज्ञ तयार करून समाजाची मागणी पूर्ण करणे हा शिक्षणाचा मुख्य हेतू आहे. म्हणून व्यक्तीगत क्षमतांचा शिक्षणाव्दारे विकास करताना आवश्यक तेवढया उच्च शिक्षणसंस्था. विविध विद्याशाखेचे शिक्षण उपलब्ध करून देणे समाजाच्या दृष्टीने आवश्यक ठरते. याहून जास्त शिक्षणाच्या संस्था निर्माण केल्यास तो साधनांचा अपव्यय ठरेल आणि कमी शिक्षणसुविधा निर्माण केल्यास समाजाला आवश्यक असा तज्ज्ञांचा पुरवठा होणार नाही.

समाजाची गरज लक्षात घेऊन शिक्षणातून व्यक्तीच्या क्षमतांचा विकास घडवता येतो. पण सामाजिक मागणीचा विचार आर्थिक गरजेच्या दृष्टीकोनातून होतो आणि आर्थिक सक्षमता देणारे शिक्षण घेण्याची मानसिकता समाजात वाढते. त्यामुळे शिक्षणापासून द्रव्यार्जनापेक्षा इतर पुष्कळ कायदे आहेत याकडे फारसे लक्ष दिले जात नाही. शिक्षण हे एकूण सामाजिक आर्थिक सांस्कृतीक प्रगतीचा एक भाग आहे. याकरिता शिक्षण शिक्षणातील कौशल्य अध्यापक विद्यालयातील छात्रशिक्षकामध्ये पर्याय योजनेतून विकसीत करूण त्यांच्या शैक्षणिक. सामाजिक. आर्थिक. सांस्कृतीक क्षमता विकसीत करणे.

कौशल्यांचा अर्थ ः

माहिती आणि तंत्रज्ञानाच्या युगात शिक्षणासमोर अनेक आव्हाने उभी राहिली आहेत. खाजगीकरण जागतीकरण यामुळे समाजात मुल्याची कमतरता भासते आहे. जीवनातील आव्हानांना पेलण्यासाठी व्यक्तीला शिक्षण मदत करते. जागतीक शांतता स्वातंत्र सामाजिक न्याय हे मिळविण्यासाठी मानवी जीवनातील ताणतणाव व वैफल्य नाहीसे होण्यासाठी कौशल्यांचे शिक्षण आवश्यक ठरते. कौशल्यांच्या शिक्षणाव्दारे मानसिक आणि भावनिक समस्या सोडवण्यात मदत होते.

कैशल्य ही स्वीकारणीय सकारात्मक वर्तनासाठी मनोसामाजिक क्षमता आहे. ज्यामुळे दैनंदिन जीवनातील गरजा आणि आव्हाने यांना परिणामकारकपणे सामोरे जाण्यास व्यक्ती सक्षम बनते. कौशल्याचा ढोबळमानाने तीन गटात विभागला जातो.

1) माहितीचे विश्लेक्षण आणि उपयोजन

2) व्यक्तीगत संबंध

3) इतरांशी संवाद आणि प्रभावी आंतरकिया

जीवनाच्या वाढ व विकास यांच्या महामार्गावर. प्रगतीवर जाताना प्रत्येक विद्यार्थ्याच्या क्षमतांचा योग्य विकास होणे अपेक्षित असते. त्यामुळे जीवन आनंददायी आरोग्यदायी आणि यशस्वी होऊ शकते. विद्यार्थ्यामध्ये आवश्यक ती कौशल्ये सुसंगतपणे विकसीत केली जावीत त्यामुळे त्याला प्रभावीपणे व कुशलतेने जीवन जगता येईल. छात्रशिक्षकांना भरपूर संधी उपलब्ध करून द्याव्यात की ज्यामुळे छात्रशिक्षकांची ही कौशल्ये सहजगत्या आत्मसात होऊ शकतील. ग्रहण करतील

म्हणूनच व्यक्तीच्या स्वतःच्या मानसिक व शारीरिक सर्वोत्कृष्ट क्षमतांचा वापर करून त्याच्या व्यक्तीमत्वाचा सर्वांगीण विकास म्हणजे कौशल्य होय .

कौशल्ये शिक्षणाची गरज ः

कौशल्ये शिक्षणामध्ये मानसशास्त्रीय क्षमता आणि आंतरव्यक्तिक कौशल्यांचा समावेश होतो . जे व्यक्तीला निर्णय . समस्या निराकारण . चिकित्सक सर्जनशील विचार प्रभावी संभाषण सौहार्दपूर्ण संबंध बनवणे इतरांविषयी सहसंवेदना आणि विविध प्रसंगांना सामोरे जाऊन स्वस्थ व उत्पादक जीवन जगण्यासाठी मदत करते . यामध्ये जी वैचारिक कौशल्ये आहेत ती व्यक्तिगत पातळीवरची आहेत . सामाजिक कौशल्ये ही आंतरव्यक्तिक पातळीवरची आहेत . ही दोन्ही प्रकारची कौशल्ये व्यक्तीला ठाम वर्तन आणि इतरांशी प्रभावी संवाद साधने यासाठी गरजेची आहेत .

मानवाचे वर्तन हे नेहमीच त्याच्या मतानुसार होईलच असे नाही . व्यक्ती ब-याचदा गरजूंना इच्छा असून देखील मदत करू शकत नाही . त्यात जबाबदारीने वागण्याची क्षमता नसते जीवन कौशल्ये ही ज्ञानाचे रूपांतर . अभिवृती आणि मूल्यांना वास्तवतेत आणण्यासाठी व्यक्तीला सामर्थ्य प्रदान करतात .

हल्लीच्या जीवनातील भावनिक लोभ संघर्ष वैफल्ये भविष्याची चिंता यामुळे व्यक्तीला व्यक्तीला जीवनातील ध्येय गाठताना अडचणी येऊ शकतात . कौशल्यांच्यावर शिक्षण हे परिणामकारक साधन आहे . ज्यामुळे तरुण वर्ग हा जबाबदारीने वागणारा . पुढाकार घेणारा आणि नियंत्रण मिळवण्यास सक्षम बनण्यास मदत होते .

कौशल्ये शिक्षण हे शालेय स्तरावरील कार्यक्रम आहे . जिथे कौशल्यांना आवश्यक असे अध्ययनाचे वातावरण मिळते . सर्व वयोगटाची बालके आणि किशोर यांना उपयुक्त आहे . सर्व विद्यार्थी यांच्या वर्तनावर सहज परिणाम होऊ शकतो . हा कार्यक्रम सर्व मुलांच्या आरोग्याला . सर्वांच्या कल्याणाला प्रोत्साहन देणारा आहे .

कौशल्य शिक्षण कसे देता येईल ः

कौशल्य शिक्षण हे अनुकरणातून तसेच सामाजिक अध्ययन सिध्दांताच्या आधारे देता येईल . विद्यार्थी त्यांना लाभलेल्या वातावरणातूनच इतरांचे वर्तन पाहूनच शिकतात . पुढील मूलभूत घटकांच्या आधारे सहभागात्मक अध्ययनाची प्रकिया यासाठी वापरता येईल .

2)प्रत्याभरण आणि परावर्तन

1) प्रत्यक्ष कृती   3)दृढीकरण आणि प्रबलन

4)जीवनातील आव्हानांचे प्रत्यक्ष उपयोजन
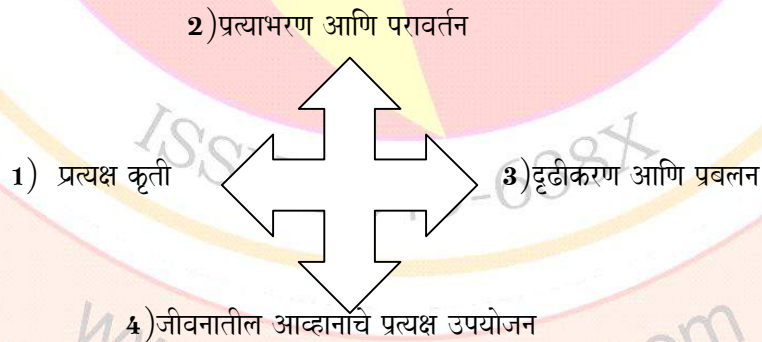
कौशल्य शिक्षणासाठी याशिवाय पुढील पध्दतीचा वापर उपयुक्त ठरतो .

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1) वर्गचर्चा

2) बुध्दीमंथन

3) स्पष्टीकरण आणि मार्गदर्शन

4) भूमिका पालन

5) दृकश्राव्य आणि कृतीकार्यकम

6) छोटे गट

7) शैक्षणिक खेळ

8) व्यक्ती अभ्यास

9) कथाकथन

10) वादविवाद

कौशल्य शिक्षणात कियाशील अध्यापन अंतर्भूत आहे . यासाठी वरील अध्यापन पध्दतीचा वापर उपयुक्त ठरतो .

कौशल्ये शिक्षणात शिक्षक व पालकांची भूमिका ः

विद्यार्थ्यांच्या वतीने निर्णय घेण्यापेक्षा त्यांचा आत्मविश्वास वाढेल अशा परिस्थितींचा धोका पत्करण्याच्या त्यांच्या तयारीचा आणि त्यांच्या स्वावलंबनाच्या भावनेचा अभ्यास पालक व शिक्षकांनी केला पाहिजे . हे करताना मुलांमध्ये जबाबदारीची जाणिव विकसित करणे स्वतंत्र विचार करणे स्वार्थीपणाचा त्याग करणे आणि सहकार्याची भावना यांना तसेच त्यांच्या निर्णय घेण्याच्या प्रकियेला विविध प्रकारे उत्तेजन दिले पाहिजे .

विद्यार्थ्यांची भिन्नभिन्न पार्श्वभूमी . त्यांच्या बौद्धिक पातळीवर फरक . ज्या परिस्थितीत संप्रेषण घडत असते तिचे खास स्वरूप या सर्व गोष्टी शिक्षकांनी लक्षात घेतल्या पाहिजेत . त्याचप्रमाणे विद्यार्थ्यांना त्याच्या भाषेतील . अध्ययनशैलीतील . कौटुंबिक पार्श्वभूमीतील आणि त्यांच्या संप्रेषणाच्या मार्गातील व्यक्तीगत भेदांची माहिती दिली पाहिजे .

इतरांचे कौतुक करणे . आभार मानणे . गरजेच्या वेळी त्यांना मदत करणे . पालक व शिक्षकांचे ऐकणे . सूचनांचे पालन असे गुण अंगीकारण्यास मुलांना शिकविले तर ती इतराशी स्नेहपूर्ण संबंध जोडण्याचे कौशल्य प्राप्त करण्याच्या दिशेने वाटचाल करू लागतील . त्याच्यामध्ये सहकार्य . परिस्थितीशी मिळते जुळते घेण्याची वृती सहृदयता स्वतःच्या वर्तनावर नियंत्रण ठेवणे इ . कौशल्ये निर्माण होतील .

हे कौशल्य आत्मसात करण्यास पोषक असे वातावरण शिक्षकांनी वर्गात निर्माण केले पाहिजे . मुलांना आपले विचार मोकळेपणाने व्यक्त करण्याची संधी दिली पाहिजे . समस्या निर्माण झाल्यास मुलांना जेवढे उपाय सुचविता येतील तेवढे सुचविण्यास सांगवे . समस्येच्या संदर्भात शक्य असणा-या सर्व उपायांबाबत विचार करण्यास . चर्चा व वादविवादात सकिय भाग घेण्यास उत्तेजन द्यावे .

प्रेमळ व आश्वासक वातावरण निर्माण करून मुलांमध्ये आपण आत्मविश्वास निर्माण करू शकतो . मुलांना कामाचा प्राधान्यकम ठरवून विचारीपणे वागायला सांगितले पाहिजे . परिस्थितीचे विश्लेषण करून आपल्या तणावांमागील कारणे शोधयला शिकवू शकतो . योग्य निर्णय घेऊन कृती करण्याची प्रेरणा त्यांना देऊ शकतो . सकारात्मक दृष्टीकोन विकसित करण्याचे प्रोत्साहन व मार्गदर्शन दिले पाहिजे . त्यामुळे हळूहळू व टप्प्याटप्प्याने मुले आपल्या तणावांवर मात करायला शिकतात .

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अध्यापन कौशल्यातून छात्रशिक्षकांच्या पर्यायी योजनेचे विकसन ः

1)'स्व' ची जाणीव ः अध्यापक विद्यालयातील डी .एड् उत्तीर्ण छात्रशिक्षकामध्ये स्व ची जाणीव म्हणजे स्वतःच्या शारीरिक व मानसिक अवस्थांची जाण असण्याची क्षमता .या कौशल्यामुळे छात्रशिक्षकांना स्वतःची आवड .नावड .भावना व वृत्ती यांच्याबद्दल स्पष्टपणे विचार करता येतो .स्वयंशिस्त .नियमितपणा .वक्तशीरपणा .परस्पर सहकार्य इ .गुण छात्रशिक्षकांच्या अंगी आपोआप बनतात .हे गुण छात्रशिक्षक पर्याय योजना प्राथमिक शाळेत राबवित असताना शाळेतील मुलांच्या मध्ये विकसन करण्याचा प्रयत्न करतील .

2)निर्णय क्षमता ः अध्यापक विद्यालयातील डी .एड् उत्तीर्ण छात्रशिक्षक विषयाचे महत्व .निर्णयाची अपेक्षित प्रतिकिया .संबंधित व्यक्ती अथवा गटाच्या वर्तनाचे सांस्कृतीक दर्शन .नैतिकता इ .घटक निर्णय क्षमतेच्या प्रतिकियेवर परिणाम करतात .या जाणीवेतून प्राथमिक शाळेतील मुलांना छात्रशिक्षक अध्ययन-अध्यापन करून निर्णयाची क्षमता विकसन करतील .

3)समस्या निराकरण ः समस्या म्हणजे आपल्या जीवनात येणारी अवघड परिस्थिती .ती लहान असो की मोठी .त्यातून बाहेर येण्यासाठी आपल्याला मार्ग शोधण्याची आवश्यकता असते .याचे मार्गदर्शन अध्यापक विद्यालयातील डी .एड् उत्तीर्ण छात्रशिक्षक पर्यायी योजना प्राथमिक शाळेत राबवताना मुलांना विकसन करतील .

4)समानानुभूती ः अध्यापक विद्यालयातील डी .एड् उत्तीर्ण छात्रशिक्षक याना भुमिका पालन अध्यापन पध्दती प्रमाणे प्राथमिक शाळेतील मुलांना पर्याय योजनेचे अध्यापन करीत असताना एक व्यक्ती दुस-या व्यक्तीची दुःखे व भावना त्याच्या भूमिकेत जाऊन जाणून घेण्याचा प्रयत्न करते आणि दुस-यांना त्याचे दुःख अथवा चिंता यावर मात करायला मदत करते .अशा प्रकारे छात्रशिक्षक समानानुभूती कौशल्ये विकसन करतील .

5)चिकित्सक विचार ः अध्यापक विद्यालयातील छात्रशिक्षकांना एखाद्या विषयाची विशिष्ट माहिती स्विकारण्यापूर्वी अनेक लहान-लहान प्रश्नांच्या साहाय्याने त्या विषयाची सत्यासत्यता पडताळून पाहण्यासाठी तर्कशुध्द विचार क्षमता छात्रशिक्षकामध्ये विकसन करणे .

समारोप ः

विविध कौशल्यांचा विकास झाल्यानंतर त्या कौशल्यांचा वापर आपल्या व्यवसायात करता येणे आवश्यक आहे .व्यक्तीचे व्यवसायीक नैपुण्य शिक्षणाने वाढते व व्यक्तीच्या आणि समाजच्या गरजासाठी आवश्यक अशी कौशल्ये शिक्षणाने विकसित होतात .

कृतीयुक्त अध्ययन

डॉ. राजेश खिल्लारे

प्राचार्य

महात्मा फुले शिक्षणशास्त्र महाविद्यालय,

चाळीसगाव, जि. जळगाव

डॉ. सतीश सातव

प्राचार्य

जयप्रकाश नारायण अध्यापक महाविद्यालय,

औरंगाबाद.

कृतीयुक्त अध्ययन हा ज्ञानरचनावादाचा मूलभुत गाभा आहे. प्रत्यक्ष जीवनामध्ये ज्ञानाचा वापर करता येण्यासाठी कृतीयुक्त अध्ययन गरजेचे असते. जॉन डुयुईच्या मते, कृतीद्वारे मिळणारे ज्ञान हेच खरे अध्ययन असते. प्राथमिक शिक्षणात कृतीशिल अनुभवातून मिळालेल्या ज्ञानाचा उपयोग विद्यार्थी दिर्घकाळ करू शकतो.

कृतीयुक्त अध्ययनाची संकल्पना

१. विद्यार्थ्याला अध्यापन, उपक्रम, अध्ययन, अनुभवाचा विविध संधी यामधून विद्यार्थ्यांचा कृतीशिलतेला दिला जाणारा वाव म्हणजे कृतीयुक्त अध्ययन होय.

२. कृतीयुक्त अध्ययन हा अध्ययनाचा असा दृष्टीकोन आहे की, ज्यामध्ये शिक्षक विद्यार्थ्याला विविध अध्ययन अनुभव कृतीशिलतेने घेण्याची संधी उपलब्ध करून देतात.

कृतीयुक्त अध्ययन संकल्पनेचा विकास

- जॉन डयुईने कार्यवादी तत्वज्ञान मांडून कृतीयुक्त अध्ययनाचा पुरस्कार केला. त्याचा शिष्य किलर्पॅट्रीकने प्रकल्प पध्दती मांडून कृतीशील अध्ययनाला वाव दिला.

- भारतामध्ये महात्मा गांधीनी मुलोद्योगी शिक्षणपध्दतीमधून व रविंद्रनाथ टागोरांनी शांतीनिकेतनधील शिक्षणातून कृतीयुक्त अध्ययनाला वाव दिला.

- भारतामधील आंध्रप्रदेश राज्यातील ऋषी व्हॅली शाळेने १९९० च्या सुमारास कृतीयुक्त अध्ययन पध्दतीचा यशस्वीरित्या वापर केला व तिला प्रमाणातही करून घेतले.

- युनिसेफने कृतीयुक्त अध्ययन प्रयोगासाठी चेन्नई महानगरपालिकेला २००३ मध्ये प्रायोगिक तत्वावर १३ शाळांना मदत केली. त्यानंतर तेथील २७० प्राथमिक शाळांमध्ये कृतीयुक्त अध्ययन पध्दतीद्वारे अध्यापन केले जावू लागले.

- महाराष्ट्रातही फार अगोदरपासून ग्राममंगल, सृजन आनंद विद्यालय, लोकमान्य टिळक प्राथमिक विद्यामंदिर या शाळांमध्ये कृतीयुक्त अध्यापनाचे प्रयोग केले जात आहेत.

- कृतीयुक्त अध्ययन हा सर्व शिक्षा अभियान मोहिमेचा एक भाग बनला आहे. सध्या महाराष्ट्रात पुणे, ठाणे, कोल्हापूर व गोंदिया जिल्हापरीषदेच्या प्राथमिक शाळांमधून बजपअपजल ठेंमक स्मंतदपदह पध्दतीने शिक्षण दिले जात आहे. या पध्दतीला शाळेतील मुलांचा प्रतिसाद मिळून त्यांची शाळेतील उपस्थिती वाढली आहे.

कृतीयुक्त अध्ययनाची तत्वे

१. अध्ययन अध्यापन प्रक्रिया बालकेंद्रीत असावी.

२. विद्यार्थ्यांचा स्वयंकृतीला अध्यापनातून वाव मिळावा.

३. विद्यार्थ्याला शिक्षण आनंददायी वाटावे असे उपक्रम कल्पकतेने घ्यावेत.

४. मनोरंजक अध्ययन—अध्यापन करणे.

५. शालेय वातावरण विद्यार्थी कृतीला वाव देणारे असावे.

६. विद्यार्थ्याला प्रत्यक्ष अनुभवातून अध्ययनाला वाव द्यावा.

यावरून कृतीयुक्त अध्यापनाचे मुख्यतत्व पुढीलप्रमाणे.

I Here;   I Forget,

I see;   I remember

I do;   I understand

कृतीयुक्त अध्ययनाचे स्वरूप

१. विद्यार्थ्याला पाठयआशयावरून स्वत: कृती करून शिकता यावे यासाठी विशेष आधारखोलीची शाळेत उपलब्धता करावी. या वर्गखोलीतून विद्यार्थी प्रयोग, निरीक्षण, कृती, चर्चा या माध्यमातून विज्ञान, इतिहास, भूगोल इत्यादी विषय शिकू शकतील.

२. विद्यार्थ्यांमधील कृतीशीलतेला चालना मिळण्यासाठी विविध क्रीडास्पर्धांचे आयोजन शाळेमधून करावे.

३. परिसरातील विविध स्रोतांचा वापर करून विद्यार्थ्याला स्वयंअध्ययनाला प्रवृत्त करणे.

४. चित्रे, नकाशे, तक्ते, विनोद याद्वारे वर्गखाल्यांच्या भिंती रंगित व बोलक्या करून शालेय वातावरण उत्साही व आनंदी बनवावे.

५. शब्दभेंड्या शब्दकोडी, ठोकळयांची जुळणी, वाक्यप्रचार, म्हणी यासारख्या स्पर्धा, घेवून विद्यार्थ्यांना भाषा शिक्षण द्यावे.

६. विद्यार्थ्याला निर्मितीप्रधान, आस्वादप्रधान, कृतीप्रधान, विविध पाठयआशयावरून प्रकल्प देवून त्यांच्या कृतीयुक्त अध्ययनाचा वाव द्यावा.

७. अध्ययन अध्यापनात विद्यार्थ्यांच्या सृजनशीलतेला वाव दिला जावा. विद्यार्थ्यांची स्वनिर्मित वस्तूंचे कौतूक करावे.

८. विद्यार्थ्यांच्या चित्र काढणे, रंगवणे, वस्तू तयार करणे, निरीक्षण करणे या कौशल्यांना अध्यापनातून वाव दिला जावा.

९. विद्यार्थ्यांना सभोवतालचे वातावरण, निसर्ग, घटना आणि लोक यांच्याशी कृती व भाषेद्वारे शिक्षण घेण्यास प्रेरित केले जावे.

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योग कार्यक्रमाचा अध्यापक महाविद्यालयातील छात्राध्यापकांच्या भावनिक बुद्धिमत्तेवर होणाऱ्या परिणामांचा अभ्यास

संशोधक
संजय एकनाथ वाडकर

मार्गदर्शक
डॉ .बालाजी पोटे

प्रस्तावना

आजच्या 21 व्या शतकातील स्पर्धेच्या विज्ञान व तंत्रज्ञानाच्या युगात विद्यार्थी जास्त वेळ बौद्धिक तयारी करण्यात घालवतात . ही बुद्धी सर्व प्राण्यांमध्ये मानवाला मिळालेली सर्वश्रेष्ठ देणगी आहे . शाळेत व घरी शिक्षक व पालक बहुतांश वेळ मुलांची बौद्धिक तयारी करण्यात घालवितात . अध्ययन व अध्यापनात जे अनुभव प्राप्त होतात त्यांचे निरीक्षण केल्यास बहुतेक अनुभव बोधात्मक क्षेत्रातील असतात . यासाठी मुलांच्या भावात्मक क्षेत्राचा विकास करणे गरजेचे आहे . व्यक्तिच्या जीवनातील यशात बुद्ध्यांकाचा वाटा 20‰ व भावांकाचा वाटा 80‰ आहे . म्हणजे शालेय जीवनात उत्तम गुण मिळालेल्या व्यक्ती काही वेळा आपल्या नोकरी व्यवसायात अयशस्वी झालेल्या दिसतात . आज भावनिक क्षेत्राची ओळख नसलेल्या विद्यार्थ्याकडूनही गुन्हे घडताना दिसतात . म्हणून यशासाठी सामान्य बुद्धिमत्तेबरोबर भावनिक बुद्धिमत्ता आवश्यक आहे . यासाठी योग हे एक उत्तम माध्यम बनू शकते .

अध्यापक महाविद्यालयातील छात्राध्यापक भविष्यात विद्यार्थ्याना फक्त शिकविण्याचे कार्य करणार नाहीत तर त्यांना आत्मभान, आत्मनियंत्रण, आत्मप्रेरणा, तदनुभूती, सहकार्य, सामाजिक कौशल्य अशा गुणांचीही जाणीव करून देणार आहेत . या सर्व गोष्टी भावनिक बुद्धिमत्तेच्या घटकात मोडतात . योगाच्या नियमित सरावाने आपणास भावनिक बुद्धिमत्तेच्या घटकांची जाणीव होण्यास मदत होऊ शकते .

योगाचा अर्थ सांगताना पतंजली ऋषी सांगतात की, "योगः चितः वृत्ती निरोध" याचा अर्थ शरीर व मन या दोहोंवर परस्परपूरक असे संस्कार करून चंचल मनाला एकाग्र करून व व्याधीग्रस्त शरीर व मनाला व्याधिमुक्त करून, शरीर व मन शुद्ध करून परस्पर सहकार्याने पुढील वाटचाल करणे . तसेच योग म्हणजे आत्म्याचे स्थिरत्त्व होय . योग म्हणजे बुद्धि, मन, भावना आणि संकल्प यांचे नियमन करणे होय . पतंजली यांनी सांगितलेल्या योगशास्त्रात यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान व समाधी या आठ अंगांचा समावेश होतो .

भावनिक बुद्धिमत्ता या संज्ञेचा वापर सर्वप्रथम मेयर वा सॉल्व्ही या मानसशास्त्रज्ञांनी केला व याची विस्तृत मांडणी डॅनियल गोलमन यांनी लेखन, प्रशिक्षण व संशोधन याद्वारे केली . गोलमन यांनी आत्मभान, स्वनियंत्रण, प्रेरणा, सहसंवेदना, सामाजिक कौशल्य हे पाच घटक भावनिक बुद्धिमत्तेचे सांगितले आहेत .

योग आणि भावनिक बुद्धिमत्ता यांचा विचार करता दोन्हींचा फार जवळचा संबंध आहे . योगामध्ये मन, बुद्धी व 'स्व'ची जाणीव एकत्रित होत असते आणि बुद्धी व मनाच्या मार्फत भावना निर्माण होत असतात . म्हणून योगाच्या नियमित सरावाने चांगल्या भावना रूजवून विघातक भावनांचा नाश करण्यासाठी मदत होते .

संशोधनाची गरज

1 . छात्राध्यापकांना स्वतःच्या व विद्यार्थ्यांच्या भावना ओळखण्यासाठी भावनिक बुद्धिमत्तेचा विकास करणे गरजेचे आहे .

2 . छात्राध्यापकांना स्वजाणीव, सामाजिक व शैक्षणिक जबाबदारीची जाणीव करून देणे गरजेचे आहे .

3 . छात्राध्यापकांना योग व योगातील विविध घटकांची जाणीव करून देणे गरजेचे आहे .

4 . छात्राध्यापकांना योगाच्या सहाय्याने भावनंची ओळख करून देणे आवश्यक आहे .

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संशोधनाचे महत्त्व

1. प्रस्तुत संशोधनामुळे अध्यापक महाविद्यालयातील छात्राध्यापक व प्राध्यापक यांना भावनिक बुद्धिमत्ता व योगाचे महत्त्व समजेल .

2. प्रस्तुत संशोधनामुळे छात्राध्यापकांना, प्राध्यापकांना व पालकांनाही स्वजाणीव, सहकार्य, समायोजन, स्वनियंत्रण यांचा विकास करण्यासाठी मार्गदर्शक ठरेल .

संशोधनाची उद्दिष्टे

1. छात्राध्यापकांच्या भावनिक बुद्धिमत्तेच्या सद्यस्थितीचे मापन करणे .

2. छात्राध्यापकांच्या भावनिक बुद्धिमत्तेसाठी योग कार्यक्रम तयार करणे .

3. छात्राध्यापकांची भावनिक बुद्धिमत्ता वाढविण्यासाठी योग कार्यक्रम राबविणे .

4. छात्राध्यापाकांची भावनिक बुद्धिमत्ता वाढविण्यासाठी राबवलेल्या योग कार्यक्रमाची परिणामकारकता अभ्यासणे .

समस्या विधान योग कार्यक्रमाचा अध्यापक महाविद्यालयीील छात्राध्यापाकांच्या भावनिक बुद्धिमत्तेवर होणाऱ्या परिणामांचा अभ्यास .

कार्यात्मक व्याख्या

योग कार्यक्रम ॐकार, प्रार्थना, सूर्यनमस्कार, आसने, प्राणायाम, ध्यान यांचे दिग्दर्शन व प्रात्यक्षिक यांचा समावेश असलेला योग कार्यक्रम .

अध्यापक महाविद्यालय चार वर्षांचे सेवापूर्व शिक्षण प्रशिक्षण देत असलेली एकात्मिक अध्यापक महाविद्यालये होय .

छात्राध्यापक सौ.निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालय, भोर येथील चार वर्षांचे सेवापूर्व शिक्षक प्रशिक्षण घेत असलेले सन.2015-16 वर्षातील मराठी माध्यम बी.ए.बी.एड्.चे छात्राध्यापक .

भावनिक बुद्धिमत्ता हाईड, पेठे, धर यांच्या भावनिक बुद्धिमत्ता प्रमाणित चाचणीद्वारे केलेल्या मापनाला संशोधनात भावनिक बुद्धिमत्ता संबोधले आहे .

संशोधनाची गृहीतके

1. अध्यापक महाविद्यालय व छात्राध्यापकांचा योग्य प्रतिसाद मिळेल .

2. छात्राध्यापकांना योगातील प्रार्थना, सूर्यनमस्कार, आसन, प्राणायाम, ध्यान यांची प्राथमिक माहिती असेल .

3. छात्राध्यापकांना भावनिक बुद्धिमत्तेची प्राथमिक माहिती असेल .

4. छात्राध्यापकांवर योग कार्यक्रम राबवण्याची परवानगी अध्यापक महाविद्यालयातून मिळेल .

परिकल्पना $_0$ योग कार्यक्रमाचा छात्राध्यापकांच्या भावनिक बुद्धिमत्तेवर सार्थक परिणाम होणार नाही .

मर्यादा

1. संशोधन कालावधीत निर्माण होणाऱ्या सामाजिक, राजकीय, कौटुंबिक व आर्थिक वातावरणातून विकसित होणाऱ्या भावनिक बुद्धिमत्तेवर नियंत्रण ठेवता येणार नाही .

2. अध्यापन करताना येणाऱ्या मानसिक व भावनिक स्थितीचा छात्राध्यापकांच्या भावनिक बुद्धिमत्तेवर होणाऱ्या परिणामांवर संशोधकाला नियंत्रण ठेवता येणार नाही .

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परिमर्यादा

1. प्रस्तुत संशोधन सौ. निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालय भोर येथील सन्. 2015-16 वर्षातील छात्राध्यापाकांसाठीच असेल.

2. प्रस्तुत संशोधनात 12 वी उत्तीर्ण झालेल्या, डी. टी. एड्. चे प्रशिक्षण घेतलेल्या व बी. ए. बी. एड्. (एकात्मिक) चे प्रशिक्षण घेत असलेल्या छात्राध्यापकांचाच समावेश असेल.

3. प्रस्तुत संशोधन मराठी माध्यमातून प्रशिक्षण घेत असलेल्या छात्रशिक्षकांसाठीच असेल.

संशोधनाची कार्यवाही

संशोधन पद्धती – छात्राध्यापकांच्या भावनिक बुद्धीमत्तेवर योगाचा परिणाम अभ्यासवयाचा असल्याने प्रायोगिक संशोधन पद्धती वापरली आहे.

जनसंख्या पुणे विद्यापीठाशी संलग्न असलेली व बी. ए. बी. एड्. चे एकात्मिक शिक्षक प्रशिक्षण घेत असलेली अध्यापक महाविद्यालये व या महाविद्यालयात शिकणारे 520 छात्राध्यापक हे प्रस्तुत संशोधनाची जनसम्ख्या आहे.

नमुना निवड

अध्यापक महाविद्यालय व छात्राध्यापकांची निवड

प्रस्तुत संशोधनात अध्यापक महाविद्यालयाची निवड असंभाव्यता नमुना निवड पद्धतीतील सहजप्राप्त नमुना निवड पद्धतीने केली आहे व ज्या छात्राध्यापकांची भावनिक बुध्दिमत्ता सामान्य आहे अशा छात्राध्यापकांची निवड सहेतुक नमुना निवड पद्धतीने केली आहे.

अभिकल्प प्रस्तुत संसोधनात पूर्व प्रायोगिक अभिकल्पातील एकलगट पूर्वोत्तर परिक्षण अभिकल्प निवडला आहे.

संशोधनातील चले

1. स्वाश्रयी चल

प्रस्तुत संशोधनात छात्राध्यापकांवर राबवला जाणार योग कार्यक्रम हे स्वाश्रयी चल आहे.

2. आश्रयी चल

प्रस्तुत संशोधनात छात्राध्यापकांची भावनिक बुद्धीमत्ता हे आश्रयी चल आहे.

माहिती संकलन साधने

प्रस्तुत संशोधनातील छात्राध्यापकांची भावनिक बुद्धीमत्ता जाणून घेण्यासाठी हाईड, पेठे व धर यांनी प्रमाणित केलेली भावनिक बुद्धीमत्ता मापिका वापरली आहे. या चाचणीत 34 विधाने असून संपूर्ण सहमत, अनिश्चित, असहमत व पूर्णतः असहमत यातील पर्याय निवडून प्रतिक्रिया दयायची आहे. चाचणीची वैधता 0.88 व विश्वसनिय 0.93 आहे व ही प्रौढ व्यक्तींसाठी वापरली जाते.

संख्याशास्त्रीय साधने

प्रस्तुत संशोधनाच्या संख्याशास्त्रीय विश्लेषणासाठी मध्यमान, प्रमाणविचलन व 'त' परिक्षिका या साधनांचा वापर केला आहे.

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माहिती संकलन, विश्लेषण व अर्थनिर्वचन

पूर्वचाचणी व उत्तरचाचणी 't' मूल्य

गट	r	df	Mean	S.D	SEM	SEDM	प्राप्त 'त' मूल्य	सारणीतील 'त' मुल्य	
								0.05	0.01
पूर्वचाचणी	0.78	39	16.9	7.96	1.25	0.77	21.71	2.02	2.71
उत्तरचाचणी				6.72	1.06				

अर्थनिर्वचन

वरील सारणीतील सांख्यिकीय आकडेमोवरून असे दिसते की, क्रांतिक मूल्य 0.05 स्तरावर तपासले असता ते 2.02 आहे व 0.01 स्तरावर तपासले असता 2.71 आहे. तसेच आलेले 'त' मूल्य 21.71 आहे. म्हणजेच 'त' मूल्य क्रांतिक मूल्यापेक्षा जास्त आहे. याचाच अर्थ छात्राध्यापकांची भावनिक बुद्धीमत्ता वाढविण्यासाठी तयार केलेला योग कार्यक्रम उपयोगी ठरला आहे. पूर्वचाचणीतील गुणांपेक्षा उत्तरचाचणीतील गुणांमध्ये वाढ झाली म्हणून येथे शून्य परिकल्पनेचा त्याग करावा लागला.

निष्कर्ष

छात्राध्यापकांची भावनिक बुद्धीमत्ता वाढविण्यासाठी तयार केलेल्या योग कार्यक्रमाचा सार्थ परिणाम दिसून आला आहे.

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21 व्या शतकासाठी जीवन कौशल्य शिक्षण

प्रा. प्रदिप बळवंत पाटील

सहाय्यक प्राध्यापक

कर्मवीर हिरे कला, शास्त्र,वाणिज्य आणि शिक्षणशास्त्र महाविद्यालय, गारगोटी .

ई-मेल- pbpatiledu@yahoo.in

सध्या आपली शिक्षण व्यवस्था संक्रमणावस्थेमधून वाटचाल करीत आहे . पारंपारिक आणि आधूनिक असे शिक्षण पध्दतीचे विभाजन झाले आहे . सध्याच्या जागतिकीकरणाच्या काळामध्ये नोकरीच्या संधी आणि त्या संधी प्राप्त करण्यासाठी आवश्यक असणाया क्षमता आणि कौशल्य यामध्ये तफावत निर्माण झाली आहे . अशा परिस्थितीत शिक्षण घेणाया विद्यार्थ्यावर एक प्रकारचा तणाव निर्माण झाला आहे . अशा तणावयुक्त परिस्थितीतून आपल्याला विद्यार्थ्याला बाहेर काढायचे असेल तर त्याला जीवन कौशल्यांचे शिक्षण देणे महत्वाचे ठरेल .

जीवन कौशल्य अर्थ ः

Ability for adaptive and positive behaviour that enable individual to deal effectively with the demand and challenges of everyday life.

दैनंदिन जीवनातील गरजा आणि आव्हाने यशस्वीरित्या पूर्ण करण्यासाठी व्यक्तीच्या समायोजनात्मक क्षमता आणि सकारात्मक वर्तन म्हणजे जीवन कौशल्य होय .

अब्राहम मास्लो यांनी गरजांचे वर्गीकरण केले आहे त्यांच्या मते, व्यक्तीच्या काही गरजा उपजतच असतात . गरजांची रचना एखाद्या मनोयाप्रमाणे असते . मास्लो यांनी गरजांची श्रेणी स्पष्ट करताना शारीरिक गरजा व सुरक्षिततेच्या गरजा, आपुलकीच्या व मान्यतेच्या गरजा, ज्ञानसंपादनाच्या व भौतिक गरजा, सौंदर्याची गरज व शेवटी आत्मप्रचितीची गरज या क्रमाणे गरजा सांगितल्या आहेत आणि या गरजा पूर्ण करण्यासाठी व्यक्तीजवळ जीवन कौशल्यांचे ज्ञान असणे आवश्यक आहे .

विद्यार्थ्यांचा सर्वांगिण विकास साधणारी जीवन कौशल्य पुढील प्रमाणे .

अ . क्र .	सामाजिक संदर्भ जीवन कौशल्य	व्यक्तिगत संदर्भ जीवन कौशल्य
1 .	आंतरव्यक्तिगत संप्रेषन कौशल्यः • शाब्दिक व अशाब्दिक संप्रेषन • सक्रिय श्रवण • भावनांचे प्रकटीकरण	स्व-नियंत्रन कौशल्यः • स्व-कल्पना /आत्मविश्वास • ध्येय निश्चिती • स्व-मूल्यमापन
2 .	तडजोड /नकार कौशल्यः • तडजोड आणि संघर्ष व्यवस्थापन • नकार कौशल्य	भावना व्यवस्थापन कौशल्यः • रागनियंत्रण • तीव्र भावना /भिती
3 .	सहकार्य आणि गटकार्य कौशल्यः • दुसयांबद्दल आदरभाव	ताणतणाव व्यवस्थापन कौशल्यः • वेळेचे व्यवस्थापन

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यावयतिरिक्त निर्णय व विमर्शी विचार कौशल्य, युक्तिवाद कौशल्य , सहअनुभूती कौशल्य या जीवन कौशल्यांचा समावेश आपल्याला वरिल तक्त्यात आपणास करता येईल .

• जीवन कौशल्य शिक्षण ः

जीवन कौशल्य शिक्षणातून आपणास व्यक्तीचा, समाजाचा आणि राष्ट्राचा विकास साधता येवू शकेल . यामध्ये व्यक्तिची सकारात्मक अभिवृत्ती निर्मिती, आव्हानात्मक परिस्थितीत योग्य निर्णय घेणे, ताणतणावयुक्त परिस्थितीतून बाहेर पडणे अशा बाबी साध्य होवू शकतात .

यासाठी शिक्षण प्रक्रिया महत्वाची भुमिका बजावू शकते . दैनंदिन अध्ययन - अध्यापनातून विविध कार्य क्रमांच्या आयोजनातून आपणांस जीवन कौशल्य शिक्षण देता येईल .

संदर्भ ः

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शिक्षक प्रशिक्षण कार्यक्रमातील विज्ञान विषयातील नवीन तंत्रे आणि पध्दती

श्रीमती यादव अस्मिता अशोक

संशोधिका, शिक्षणशास्त्र विभाग,

शिवाजी विद्यापीठ, कोल्हापूर

कोणत्याही शब्दाची उन्नतीची दिशा ही तिथे घडणारी शिक्षण प्रक्रिया, संशोधन, अध्यापन पध्दती तसेच त्यामागे असलेले विचार हे ठरवीत असतात. समाजाच्या विकासाकरिता समाजाधारित आणि समाजोन्मुखी शिक्षणाची गरज असते. परंतु सध्याच्या काळात भारतात पार पडणा–या शिक्षण प्रक्रियेकडे पाहता चित्र मोठे चिंताजनक आहे. भारतीय शिक्षण पध्दती ही विकसनशील अथवा विकसित राष्ट्रांच्या शिक्षण पध्दतीपेक्षा खूपच अप्रगत आहे असे म्हणणे काही वावगे ठरणार नाही. माहिती तंत्रज्ञानाच्या युगामध्ये जागतिकीकरण, खाजगीकरण, उदारीकरणाचे वारे वाहून संपूर्ण जग हे खेडे म्हणून अस्तित्वात होत आहे. या नव्या प्रवाहामध्ये आपल्याला अग्रेसर राहायचं असेल, समृध्द व्हायचं असेल तर नव्या शिक्षण पध्दतीचा स्वीकार करावा लागेल. जुन्या शिक्षणपध्दतीमध्ये अमूलाग्र बदल करावे लागतील.

शिक्षण पध्दतीमध्ये जर अमूलाग्र बदल करायचे असतील तर सर्वात प्रथम शिक्षक प्रशिक्षण कार्यक्रमामध्ये मूलभूत स्वरुपात रचनात्मक बदल करणे अपरिहार्य आहे.

शिक्षक प्रशिक्षण कार्यक्रमामध्ये नवीन तंत्रे व पध्दती –

सध्याच्या शिक्षक प्रशिक्षण कार्यक्रमाचा विचार केला असता बदलत्या अभ्यासक्रमामुळे शिक्षक प्रशिक्षण कार्यक्रमाचे स्वरुप बदलण्याचा प्रयत्न झालेला दिसून येत आहे. गेल्या काही दशकांमध्ये राबविण्यात येणारी सूक्ष्म अयापन, आंतरक्रिया विश्लेषण इत्यादी काही तंत्रे बोधात्मक मानसशास्त्रीय पध्दतीवर आधारलेली आहेत. शिक्षक प्रशिक्षण कार्यक्रमामध्ये काही मूलभूत आणि भिन्न स्वरुपातील तंत्राचा आणि पध्दतीचा वापर करणे आवश्यक आहे

१. अध्यापन कार्य चाचणी
२. करार योजना
३. विमर्शशील अध्यापन
४. वर्गवर्तन साहित्य
५. उद्दिपित प्रत्यावाहन पध्दती
६. धोरण ग्रहण कृती
७. संचय जाल तंत्र
८. भिंग प्रतिरुपता
९. पत्रिका पालन
१०. प्रकट विचार
११. प्रकट, मौखिक शब्दांकन
१२. अध्यापनपूर्व क्षमता केंद्री प्रशिक्षण

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विज्ञान अध्यापन पध्दतीमध्ये नवीन मंत्राचा वापर —

१. अध्यापन कार्य चाचणी

अध्यापन कार्य चाचणीचा वापर दोन किंवा अधिक छात्राध्यापकांच्या अध्यापन क्षमतेची व परिणामकारकतेची तुलना करण्यासाठी करण्यात येते. या चाचणीत छात्राध्यापकांना विज्ञान विषयाच्या आशयाशी संबंधित एकच साधन साहित्य संच देण्यात येतो. जो पूर्णतः अपरिचित घटकावर असतो. उदा. अमेरिका मधील वैज्ञानिक शोध, त्या घटकांची सर्व माहिती, नकाशे, चित्रे, आकृत्या, तत्त्वे संचात असतात. पाठाची उद्दिष्टे समोर ठेवून दिलेल्या संचाच्या अभ्यासातून शिक्षकांनी त्यांना हव्या त्या रीतीने पाठ नियोजन व तयारी करावयाची असते. सर्व छात्रअध्यापकांचे अध्यापन झाल्यावर सर्व विद्यार्थ्यांना चाचणी दिली जाते. चाचणीच्या गुणांकावरुन परिणामकारक शिक्षक कोण आणि त्यांच्या यशाचे गमक ठरविणे शक्य होते.

अध्यापन कार्य चाचणी करार योजना व विमर्शशील अध्यापन ही एकमेकांशी साध्यर्म्य असणारी तंत्रे असून त्यासाठी विज्ञान विषय संबंधित पूरक साहित्य व संच शिक्षक प्रशिक्षणात तयार केले जाणे आवश्यक आहे.

२. वर्गवर्तन साहित्य

शिक्षक—प्रशिक्षणामध्ये शिकविला जाणारा तात्विक भाग व प्रत्यक्ष वर्ग अध्यापन यामधील दरी भरुन काढण्यासाठी वर्गवर्तन साहित्याचा उपयोग केला जातो. वर्गव्यवस्थापन स्वयं संबोध, वर्ग आंतरक्रिया, समूह प्रक्रिया, प्रेरणा, विकासावस्था, सृजनशील प्रतिसाद, भाषाशिक्षण, अध्यापन कौशल्ये अशा विविध घटकांवर व्हिडीओ व ऑडिओ फिल्मस्, १६ एम.एम.फिल्मस् छापील साहित्य अशा स्वरुपात असून ते वर्गातील शिक्षक, विद्यार्थी वर्तन भाषा, प्रतिसाद इत्यादीवर आधारलेले असते. विद्यार्थ्यांना हे वर्गवर्तन साहित्य दाखविले जाते. छात्राध्यापक त्याचे निरीक्षण, विश्लेषण व अभ्यास करतात. तात्विक भागात शिकलेले संबोध प्रत्यक्ष वर्गात कसे घडू शकतात, हे शोधून काढतात किंवा त्यांचा अर्थ लावू शकतात.

३. उद्दिपित प्रत्यावहन पध्दती

विज्ञान विषय छात्राध्यापक अध्यापन करीत असताना व्हिडीओ किंवा ऑडिओ टेपरेकॉर्डरने त्याच्या अध्यापनाची नोंद करतात व अध्यापन संपल्यानंतर अध्यापन घटनेचे पुनरावलोकन केले जाते. विज्ञानातील घटकाचे अध्यापन करीत असताना विशिष्ट वर्तनापूर्ती मनात आलेले विचार, घेतलेले निर्णय व भावनिक स्थिती आठवून ते स्पष्ट केले जाते, त्या विचारावरुन शिक्षकांकडून एखादी चूक का घडली त्याचा बोध होउ शकतो.

४. धोरण ग्रहण कृती

शिक्षक प्रशिक्षणामध्ये या पध्दतीचा उपयोग विशिष्ट परिस्थितीत शिक्षक कसे निर्णय घेतो किंवा अंदाज बांधतो याचा अभ्यास करण्यासाठी केला जातो. उदा. विज्ञान विषय छात्राध्यापकांना १० ते २० विद्यार्थ्यांची शाब्दिक वर्णने किंवा त्यांची वर्तने दाखविणा—या फिल्मस् दाखविता येतील. त्या विद्यार्थ्यांचे लिंग, परिक्षेतील गुणसंपादन, आज्ञाधारकपणा, स्वतंत्रपणे काम करण्याची वृत्ती, आत्मविश्वास इत्यादी घटकांची किंवा वैशिष्टयांची माहिती त्या साहित्यातून मिळू शकते या माहितीच्या आधारे विद्यार्थी

गुणवत्ता यादीत येउ शकतील का ? विद्यार्थी विज्ञान शाखेची निवड करतील का ? या गोष्टींचा अंदाज पद्‌निश्चयन श्रेणीद्वारे शिक्षक व्यक्त करु शकतात.

५.संचय जाल तंत्र

संबंधित तंत्रामध्ये विशिष्ट वर्तना विषयीचा अभ्यास केला जातो.शिक्षकांचे वर्गवर्तन व विद्यार्थ्यांशी होणारी आंतरक्रिया यामागील शिक्षकाची तात्विक भूमिका आहे, हे जाणून घेण्यासाठी हे तंत्र उपयुक्त ठरते. विज्ञान शिक्षकांच्या ज्या वर्तनाचा अभ्यास करायचा असतो त्या वर्तनाशी संबंधित विधाने एका कार्डवर लिहिली जातात. शिक्षक विधानाचे साम्य भेदानुसार वर्गीकरण करतो व तसे वर्गीकरण का केले याचे स्पष्टीकरण देतो. उदा. विद्यार्थ्यांना जे प्रयोगाचे दिग्दर्शन करीत असताना दिलेल्या विशिष्ट सूचना. यावरुन दिलेल्या सूचना विषयी तात्विक संरचना स्पष्ट होते.

६.लिंग प्रतिरुपता

वर्गामध्ये एखाद्या घटनेबद्‌दल शिक्षकांना काय वाटते विद्यार्थ्यांना काय वाटते याबद्दल शिक्षकांचा काय अंदाज इत्यादीला अध्यापन परिणामकारकतेत महत्व आहे.उदा. विज्ञान विषयामध्ये व्याख्यान, दिग्दर्शन, प्रायोगिक कृती, फिल्मस् दाखविणे, उद्‌गमन विचारप्रक्रिया, स्वंयशोधन अशा अनेक अध्यापन पध्दती आहेत. अशा अनेक अध्यापन पध्दतीवर आधारित व्हिडीओ रेकॉर्डेड नमुने किंवा छापील वर्णने शिक्षकास तसेच विद्यार्थ्यांना देता येतील. विज्ञान अध्यापनाच्या या घटनांपैकी कोणती घटना विद्यार्थ्यांना आवडेल,याचा निर्णय शिक्षक व विद्यार्थी दोघेही घेतील.

७.पत्रिका पालन

या तंत्रामध्ये पाठ नियोजनाच्या कालावधीमधील शिक्षक विचारप्रक्रिया नोंदवून ठेवणे शक्य होते.विज्ञान विषयाचे पाठ नियोजन करीत असताना छात्राध्यापकानी कोणत्या विशिष्ट संदर्भात पाठनियोजन केले, एखादी विशिष्ट अध्यापन कृती का निवडली व प्रत्यक्ष पाठनियोजनाच्या बाबतीत काय वाटते इत्यादी नोंदी छात्राध्यापक करतात. त्या नोंदीचे विश्लेषण करुन चर्चा करता येते.

८.प्रकट विचार

हे तंत्रदेखील शिक्षक विचारप्रक्रियेचे विश्लेषण करणारे तंत्र आहे. यामध्ये शिक्षकांच्या विशिष्ट वर्तनामागील त्यांच्या विचारप्रक्रियेचे नेमके स्वरुप स्पष्ट होते.

९.प्रकट मौखिक शब्दांकन

या तंत्रामध्ये पुढे घडणा—या घटनेबाबतचे विचार प्रकट केले जातात. शारीरिक कौशल्यांच्या प्रशिक्षणात प्रत्यक्ष सराव करण्यापूर्वी मनातल्या मनात त्या कौशल्याचा सराव केला जातो. त्याचप्रकारे पुढे घ्यावयाच्या सराव पाठाचे प्रकट शब्दांकन करण्याचे हे तंत्र आहे. यामुळे अध्यापन कौशल्ये आत्मसात करण्यास मदत होते. उदा. यामध्ये छात्राध्यापकांना प्रत्यक्ष वर्गाध्यापनापूर्वी विज्ञान विषय घटकाचे प्रस्तुतीकरण करण्यास सांगतात. यामध्ये छात्राध्यापकांना सराव होतो, पाठात घडणारे बारकावे, होणा—या चुका लक्षात येतात व त्या दुरुस्त करुन घेता येतात.

१०.अध्यापनपूर्व क्षमता केंद्री प्रशिक्षण

अध्यापन हे नियोजनबध्द मानवी वर्तन असून ते नियोजन क्षमता व कार्यवाही क्षमता या दोन्हीवर आधारलेले असते. नियोजन क्षमतेत प्रशिक्षण देण्यासाठी जे अध्यापन कौशल्य आत्मसात करणे आवश्यक आहे, त्यांच्या तात्विक भागावर प्रभुत्व आवश्यक आहे. कार्यवाही क्षमतेमध्ये प्रशिक्षण

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देण्यासाठी परिपूर्ण तयार पाठ नियोजन आराखडयाच्या कार्यवाहीचा सराव अभिरुप परिस्थितीत शक्य होतो. उदा. विज्ञान विषयासंदर्भात प्रायोगिक कार्य पार पाडण्यापूर्वी त्यासंदर्भात संपूर्ण नियोजन आणि कार्यवाहीचा सराव आवश्यक आहे. हे दोन्ही प्रशिक्षण कार्यक्रम महाविद्यालयातच पूर्ण करता येत असल्याने शाळांवरील परावलंबित्व कमी होते.

ही सर्व तंत्रे शिक्षक प्रशिक्षण कार्यपध्दतीमध्ये येणे आवश्यक आहे. शिक्षक प्रशिक्षणाची व या व्यवसायाची प्रतिष्ठा व विश्वासार्हता उंचावयाची असेल तर आता नव्या वाटा शोधव्याच लागतील.

संदर्भ :

शिक्षक आणि अध्यापक शिक्षण, डॉ. कविता साळुंके, विजयकुमार पाईकराव

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21 शतकातील शिक्षक प्रशिक्षण

कौ. सारिका चिंतामणी विरोजे.

सहायक प्राध्यापक.

महावीर महाविद्यालय.कोल्हापूर.

E-Mail sarikaviroje4@gmail.com

शिक्षण ही वर्तमानकालीन व भविष्यकालीन महत्वपूर्ण अशी गुंतवणुक आहे हे तत्व 1986 च्या राष्टीय शैक्षणिक धोरणात जाहीर करण्यात आले आहे. गुणवत्तापूर्ण शिक्षणाचे सार्वत्रिकीकरण हे शिक्षणाचे मुख्य उद्दिष्ट मानले जाते. सध्याचा गतिमान समाज स्थिर शिक्षण स्विकारणार नाही. राष्टाचा दर्जा लोकांना दिल्या जाणाया शिक्षणाच्या गुणवत्तेवर अवलंबून असतो. शिक्षणाची गुणवत्ता शिक्षकांच्या गुणवत्तेवर अवलंबून असते. तर शिक्षकांची गुणवत्ता ही शिक्षक प्रशिक्षण कार्यकमाच्या गुणवत्तेवर अवलंबून असते.

1)गुणात्मक दृष्टीतून प्रवेश प्रकीया

21 व्या शतकातील शिक्षक प्रशिक्षण फक्त संख्यात्मकदृष्या नसेल तर ती गुणवत्तेचादृष्टीने प्रबळ असावी. प्रवेशासाठी गुणवत्ता हाच एक निकष असावा.

2 माहितीचा महाजालाचा विचार

21 वे शतक 'संगणक युग'मानले जाते. यात इंटरनेटद्वारे पचंड माहिती प्राप्त होत आहे याचा वापर प्रशिक्षणार्थ्यांना करण्यास पवृत्त करावे. इंटरनेट विविध अॅपद्वारे शिक्षणावर आधारित माहिती डाऊनलोड करणे,इतरांना माहिती अपलोड करणे,वेबसाईड कशी तयार करावी हे शैक्षणिक तंत्रविज्ञान,या विषयांत व प्रात्यक्षिक अभ्यासकमात करावा.

3 आतंरराष्टीय सामंजस्यासाठी शांतता शिक्षण

सध्याचा परिस्थितीचा विचार करता शांतता शिक्षण ही भविष्यकालातील अत्यंत महत्वपूर्ण बाब आहे. सध्या जग स्वार्थाधता ,अनैतिकता,दहशतवाद,धर्माधतेच्या वर्चावादाच्या भूमिकेत स असताना रवींद्रनाथ टागोराची 'विश्वभारतीची भावना ,ज्ञानदेवांचा 'हे विश्वची माझे घर 'या कल्पना शिक्षक प्रशिक्षणात आणून सर्व जगात सामंजस्य प्रस्थापित करण्याचे सामर्थ्य निर्माण करावे.

4 पर्यावरण व समस्या परिहारासाठी शिक्षण

21 व्या शतकात शिक्षणात उद्भवणाया प्रत्येक समस्येचा परिहार करणारे शिक्षक प्रशिक्षण असावे. पर्यावरणाचा समस्या कमी करण्यासाठी शिक्षक- प्रशिक्षणात पर्यावरण विषयाची व्यापकता वाढवावी. आपत्ती व्यवस्थापन ,लैंगिक शिक्षण ,आधुनिक मूल्यांचे संवर्धन करणारे शिक्षण ,चिरस्थायी विकास साधणारे शिक्षक प्रशिक्षण असले पाहिजे.

5 विषयज्ञानावर भर

शिक्षक प्रशिक्षणात विषय ज्ञानाला फारसे महत्व नसते. परंतु या विषयज्ञानावर आधारित सेवाकालात अध्यापन केले जाते. सेवापूर्व कालातही विषयज्ञानवृध्दीसाठी परिपूर्ण असणा-या परिक्षा घेणे आवश्यक आहे.

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6 ज्ञानरचनावादावर भर

सामाजिक आणि शैक्षणिक बदलाचा एक प्रातिनिधीक स्वरूप म्हणून आपल्याला ज्ञानरचनावाद या नवीन विचारप्रवाहाचा विचार करणे महत्वाचे ठरते . पियाजेचामतानुसार शोध हा अध्ययनाचा पाया आहे . ज्ञानरचनावादावर आधारित प्रतिमाने , अध्यापन कार्यनीती उदा . भूमिका पालन, प्रकल्प,बुध्दीमंथन इ . पद्धतीवर भर दिला जावा .

7 सरावपाठात गुणात्मकता वाढविणे

सरावपाठ शिक्षक प्रशिक्षणाचा 'आत्मा' आहे . त्यात गुणात्मकता असावी . सूक्ष्म अध्यापनाचा कार्यकम गुणवत्तापूर्ण असावा . पाठामध्ये तंत्रविज्ञानाचा वापर करून यशस्वी पाठांचे व्हिडीओ शुटिंग करून कॅसेटसद्वारे विदयार्थ्याना दाखवावे . प्रत्येक पाठांचे मूल्यमापन करून विदयाध्यर्यांना प्रत्याभरण दयावे .

8 स्वतंत्र विदयापीठांची स्थापना

कोठारी आयोगाच्या अहवालानुसार "लाखो लोकांच्या शिक्षणात होणारी सुधारणा लक्षात घेतली तर शिक्षक प्रशिक्षणात केलेली गुंतवणूक किफायतशीर ठरू शकेल "या विचाराला अनुसरून म्हणून शासनाने शिक्षक शिक्षणाची स्वतंत्र विदयापीठे स्थापन करण्याच्या दिशेने पाऊल उचलावे .

9 बदलत्या शिक्षण पद्रधतीचा विचार

विशेष शिक्षण,एकात्मिक शिक्षण सेमी इंग्जी, ओझ्याविना शिक्षण तणाव व्यवस्थापन या सर्व नव्या संकल्पनाचा विचार 21 व्या शतकातील शिक्षक प्रशिक्षणात असाव्यात .

10 जीवनाभिमुखता

जीवनापासून फारकत झालेले शिक्षण शिक्षण म्हणता येणार नाही म्हणून शिक्षक प्रशिणाचा कार्यकम आखताना ते जीवनाभिमुख कसे होतील याचा विचार झाला पाहिजे . उदा . योग शिक्षण,नैतिक शिक्षण, आजीवन शिक्षण,जीवन जगण्याची कौशल्ये ,समाजपयोगी कार्य, कार्य शिक्षण अशा बार्बींचा विचार शिक्षक प्रशिक्षणात करावा .

शिक्षण आणि शिक्षक प्रशिक्षण-

शिक्षणाचे अविभाज्य भाग शिक्षक प्रशिक्षण आहे . आज अनेक नव संकल्पना शिक्षणात येत आहेत . प्रत्येक गोष्टीत गुणवत्ता अत्यंत महत्वाची असते . वस्तू निर्जीब असली तरी आपण गुणवत्ता पाहतो . शिक्षक प्रशिक्षण हे सजीवासाठी असतो . जगात भेडसावणारा प्रत्येक समस्येचे उत्तर शोधण्याचे सामर्थ्य शिक्षक प्रशिक्षणातून निर्माण व्हावे . घेतलेला प्रशिक्षणाचा ज्ञानाचा समर्थपणे व्यवहारात उपयोग प्रशिक्षणार्थ्यांना करता येणे हे आजच्या सदयस्थितीत अत्यंत महत्वाचे ठरत आहे . म्हणून वरील सर्व बार्बींचा 21 व्या शतकाचा दृष्टिकोनातून विचार करणे योग्य ठरते .

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"उच्च शिक्षणामध्ये अध्ययन अध्यापन पद्धतीतील एक प्रभावी तंत्र - मुलाखत"

प्रा.मोहिते अमोल पांडुरंग

पी.एच.डी.विद्यार्थी, पुणे विद्यापीठ

सौ.निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालय,

भोरता.भोर जि.पुणे.

प्रस्तावना

आज 21 व्या शतकात माहिती संप्रेषण तंत्रज्ञानाने पुर्ण जीवनावर खुप मोठा प्रभाव पाडलेला आहे.शिक्षणक्षेत्रही त्याला अपवाद नाही. माहिती संप्रेषण तंत्रज्ञानाच्या या युगामध्ये विविध सोयीसुविधा आपल्यासमोर उभ्या आहेत. शिक्षण क्षेत्रात देखील विविध तंत्रज्ञानाचा प्रभावी व उत्तमरित्या वापर केला जातो. शिक्षण क्षेत्रात नाविण्यता व सहजता येण्यासाठी तंत्रज्ञाना बरोबरच विविध नाविण्यपूर्ण पद्धतीचा वापर करणे गरजेचे आहे. त्यासाठी शिक्षक व विद्यार्थी यांच्यामध्ये प्रभावी आंतरक्रिया होणे आवश्यक आहे. याचसाठी उच्चशिक्षणामध्ये 'मुलाखत' या तंत्राचा अध्ययन अध्यापनात प्रभावी वापर करता येईल.

उच्च शिक्षणामध्ये मुलाखत तंत्राची संकल्पना

आजच्या तंत्रज्ञानाच्या व इंटरनेटच्या युगामध्ये माहितीचे अदान प्रदान काही सेंकदात करता येते. दूरदर्शनच्या विविध माध्यमांव्दारे विशेषतः काही बातम्या देणा-या वाहिन्याच्याव्दारे विशिष्ट विषयांना अनुसरून काही मुलाखती व चर्चा आयोजित केल्या जातात. याच पार्श्वभुमीवर ही संकल्पना शिक्षणक्षेत्रात आणून याचावापर अध्ययन अध्यापन प्रक्रियेत करता येईल. अभ्यासक्रमातील कोणताही घटक घेऊन त्याघटकावरील तज्ञ व्यक्तींना महाविद्यालयात आमंत्रित करून शिक्षकांनी त्या व्यक्तींची सर्व विद्यार्थ्यांच्यासमोर मुलाखत घेणे या प्रक्रियेवर अपेक्षित आहे.

मुलाखत- व्याख्या -

1. मुलाखतही दोन अथवा अधिक व्यक्तींमध्ये संवाद अथवा तोंडी प्रतिसाद असतो. - हॅडरलिंडमन

2. प्रतिसादकाला तोंडी विचारण्याचा प्रश्नांचासंच म्हणजे मुलाखत

उच्च शिक्षणामध्ये मुलाखत तंत्राची उद्दिष्टये

1. उच्च शिक्षणामध्ये प्रभावी अध्ययन अध्यापन प्रक्रियेसाठी

2. अध्ययन अध्यापनात नाविण्यता येण्यासाठी

3. संबंधित विषयातील तज्ञ व अनुभवीव्यक्तीचे मार्गदर्शन मिळवण्यासाठी

4. विद्यार्थ्यांचा शाब्दीक सहभाग वाढविण्यासाठी

5. योग्य व अचूक माहिती मिळवण्यासाठी

मुलाखततंत्राची वैशिष्टये

1. अनुभवी व तज्ञव्यक्तींचे मार्गदर्शन मिळते.
2. अध्ययन अध्यापन पध्दती सुलभ व प्रभावी होते.
3. अध्यापनात नाविण्यता आणता येते.
4. विद्यार्थ्यांना पूर्वीच्याज्ञानाचा फायदा होतो.
5. विद्यार्थी अध्ययनापूर्वी पूर्वतयारी म्हणून स्वयंअध्ययन करतो.
6. विद्यार्थ्याला स्वतःचे मत व शंका मांडता येतात.
7. विशिष्ट बैठक व्यवस्था असते.
8. शिक्षक मुलाखत कर्त्याची भूमिका बजावतो.
9. मुलाखतीव्दारे अध्ययन अनौपचारिक व नैसर्गिक पध्दतीने सहजरित्या घडून येते.
10. विद्यार्थ्यांचे अवधान टिकवून ठेवता येते.
11. विद्यार्थ्याला संबंधित विषयाचे सखोल ज्ञान प्राप्त होते.
12. मुलाखतीची वेळ व ठिकाण सोयीनुसार ठरवता येते.
13. मुलाखतढाव्यांमध्ये एक किंवा एकापेक्षा जास्त व्यक्तींचा सहभाग घेता येतो.

मुलाखतीचीरचना / बैठकव्यवस्था
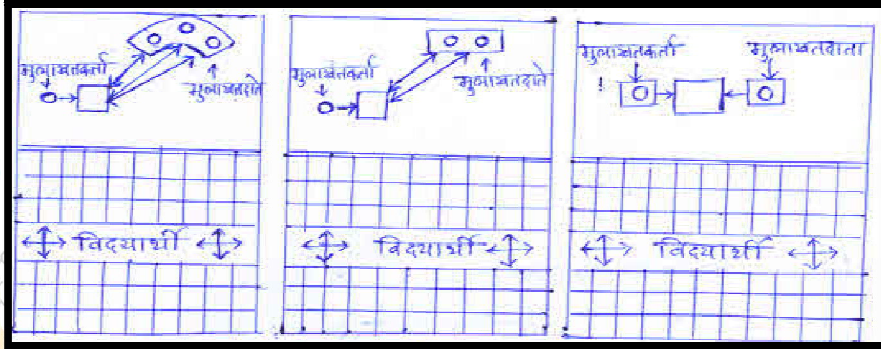
मुलाखततंत्राची प्रक्रिया

मुलाखततंत्राव्दारे अध्ययन अध्यापन प्रक्रिया प्रभावी होण्यासाठी पुढीलप्रमाणे प्रक्रिया अवलंबणे गरजेचे आहे.

पूर्वतयारी → प्रत्यक्षमुलाखत → शंकानिरसन
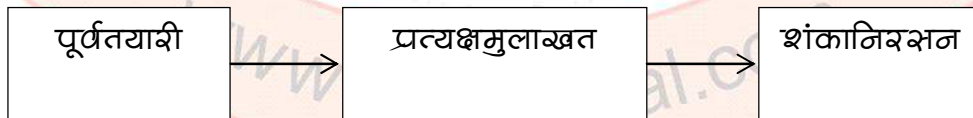
1. पूर्वतयारी

या पहिल्या पायरीमध्ये मुलाखती संदर्भात सर्व पूर्वतयारी करणे अपेक्षित आहे. यामध्ये विषय व घटकनिश्चिती, उद्दिष्टनिश्चिती, मुलाखतढाते,, ठिकाण,, वेळ,,

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बैठकव्यवस्था, ,ध्वनीप्रक्षेपण व्यवस्था,, मुलाखतीचे प्रश्न,, विद्यार्थी प्रश्न इ. गोष्टीचे नियोजन करणे आवश्यक असते.

2. प्रत्यक्ष मुलाखत

प्रत्यक्ष मुलाखतीमध्ये पूर्वतयारीत करावयाच्या सर्व गोष्टींची प्रत्यक्षात अम्मलबजावणी करावी लागते. यापायरीत नियोजित ठिकाणी ठरलेल्या वेळेनुसार महाविद्यालयाच्या वर्गखोलीत प्रत्यक्ष मुलाखत घेणे आवश्यक आहे. यामुलाखतीचे पूर्व नियोजित कार्यक्रमपत्रिकेनुसार सुरवातकरून आवश्यक व योग्यप्रश्न शिक्षकाने विचारावे. टसेच मुलाखतीतील कृत्रिमताटाळुन मुलाखतदात्याला जास्तीतजास्त बोलते करणे आवश्यक असते. मुलाखतही सहजतेने व अनौपचारिक पद्धतीने चालत असल्याने विद्यार्थ्यांचे अध्ययन नैसर्गिकपणे व नकळत उत्तम पद्धतीने चालू असते.

3. शंकानिरसन

या शेवटच्या पायरीमध्ये प्रत्यक्ष मुलाखत पूर्ण झाल्यानंतर विद्यार्थ्यांनी प्रश्न व शंकाविचाराव्यात आणि याशंकेचे निरसन मुलाखत दात्याने करावे. यावेळी शिक्षकाची भूमिका विद्यार्थी व मुलाखतदाता यांच्यामध्ये सुसंवाद घडवून आणण्याची असावी.

मुलाखत तंत्राचे इतरपध्दतीं पेक्षा वेगळेपण →
- → शिक्षक व विद्यार्थी यांचा उत्साहपूर्ण सहभाग
- → अभ्यासपूर्ण वातावरण निर्मिती
- → अध्यापनात नाविण्यता
- → नैसर्गिक व सहज अध्ययन
- → अध्यापनात कृत्रिमता कमी
- → अध्यपनाचे ओझे वाटत नाही
- → तज्ञ व अनुभवी व्यक्तीचे मार्गदर्शन
- → विद्यार्थी पाठापूर्वी स्वयंअध्ययन करतात
- → विद्यार्थी अभ्यासपूर्ण प्रश्न विचारतात
- → अध्ययन चिरकाल स्मरणात राहते
- → सु-नियोजित बैठकव्यवस्था
- → विद्यार्थी शाब्धिक सहभागावर भर
- → अवधानाचे केंद्रीकरण
- → शंकानिरसन
- → लवचिकता
- → वर्गनियंत्रण
- → शिक्षक व विद्यार्थी यांची प्रभावी आंतरक्रिया
- → प्रभावी अध्ययन व अध्यापन
- → शिक्षकांकडून पाठाची उत्तम पुर्वतयारी

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मुलाखततंत्राचे शैक्षणिक उपयोजन

सर्वसाधारणपणे उच्च शिक्षणात व्याख्यान पद्धतीचा उपयोग जास्त प्रमाणात केला जातो. त्यामुळे अध्ययन - अध्यापन प्रक्रियेत नाविण्यता राहत नाही.शिक्षकांच्या अध्यापनात नाविण्यता नसल्याने विद्यार्थ्यांना कंटाळवाणे वाटते. शिक्षकांनी ही मानसिकता बदलायला हवी. आपल्या अध्यापनात नवनवीन प्रयोग करून अध्यापन प्रभावी करण्याचा प्रयत्न शिक्षकाने केला पाहिजे.

उच्च शिक्षणात विद्यार्थी हे स्वयंअध्ययन करू शकतात. या विद्यार्थ्यांना योग्य मार्गदर्शनाची गरज असते. याविद्यार्थ्यांची ज्ञानाची भुक भागविणे शिक्षकाचे काम आहे. मुलाखततंत्राच्या माध्यमातून संशोधन कार्य जास्त प्रमाणात केले जात होते. परंतु मुलाखततंत्राचा वापर अध्ययन अध्यापनात केल्यास पाठ प्रभावी होईल तसेच ही प्रक्रिया आनंददायी होईल. टसेच आपल्या विद्यार्थ्यांना शंकाचे निरसन देखील मुलाखततंत्राच्या माध्यमातून करून घेता येईल.

समारोप

अशा पद्धतीने शिक्षकाने मुलाखततंत्राचा वापर आपल्या अध्यापनात करून अध्ययन अध्यापन प्रक्रिया प्रभावी करावी. यामुळे शिक्षक विद्यार्थी आंतरक्रिया प्रभावी होते. व सुयोग्य नियोजनामुळे शिक्षणप्रक्रिया आनंददायी होते व विद्यार्थ्याला संबंधीत विषयाचे सखोल व अचुक ज्ञान प्राप्त होण्यास मदत होते.

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सर्वसमावेशक शिक्षण सद्यस्थिती व शिक्षकाची भूमिका

श्री . एकनाथ जनार्धन घुगे   डॉ . टी . बी . नाईक

अधिव्याख्याता   प्राध्यापक

कमला नेहरू जुनिअर कॉलेज ऑफ एज्यु . कराड   श्री . महाराणी तारावाई शासकीय अध्यापक महाविद्यालय

                                                                          कोल्हापूर

1 . प्रस्तावना

भारतीय संविधानातील 86 व्या घटनादुरूस्तीने कलम 45 नुसार 6 ते 14 वयोगटातील सर्व मुलामुलींना मोफत व सक्तीचे 8 वी पर्यंतचे शिक्षण देणे ही शासन व समाजाची जबाबदारी आहे . शिक्षण अधिनियम 2009 नुसार प्राथमिक शिक्षण हे बालकाचा मुलभूत हक्क झालेला आहे . 6 ते 14 वयोगटातील प्रत्येक बालकाला दर्जेदार प्राथमिक शिक्षण उपलब्ध करून देणे ही काळाची गरज आहे . मग तो बालक सर्वसामान्य असो किंवा विशेष गरजा असणारा असो .

शिक्षणाच्या सार्वत्रिकीकरणासाठी भारत सरकार व राज्य सरकारने विविध प्रयत्न करूनही समाजातील सर्व घटकांपर्यंत शिक्षण पोहचविण्यात यश आलेले नाही . त्यात पालकांची सामाजिक, आर्थिक, राजकीय परिस्थिती, शिक्षणाप्रती उदासिनता, शिक्षण प्रक्रियेतील उणिवा, शिक्षकांचा दृष्टिकोन, बालकाशी संबधित समस्या अशा अनेक कारणांमुळे शिक्षणाचा प्रसार झाला नाही . या सर्व अडचणींवर मात करण्यासाठी सर्वसमावेशक शिक्षण देणे आवश्यक आहे.

1.1 सर्वसमावेशक शिक्षणाची संकल्पना

इ. स . 1981 हे वर्ष आंतरराष्ट्रीय अपंग वर्ष म्हणून साजरे केले गेले, तेव्हापासून ख-याअर्थाने या संकल्पनेस चालना मिळाली . 1990 मध्ये थायलंड येथील जोमशियम येथे सर्वसमावेशक शिक्षणाची गरज या विषयावर जागतिक स्तरावरील परिषद झाली . या परिषदेतून सर्वसमावेशक शिक्षण संकल्पना समोर आली . 1994 मध्ये भारतासह 92 देश व 25 जागतिक संघटनांनी हा विचार मान्य केला .

1.2 सर्वसमावेशक शिक्षणाची व्याख्या

Inclusive education acknowledges that all children can learn, respects, differences in children. E.g. age, gender, ethnicity, language, disability etc. enable education structures, system and methodologies to meet the needs of all Children, is part of wider, strategy to promote and inclusive society and is a dynamic process that is constantly evolving.

(Save the Children, 2008)

Every child has unique characteristics, interests, abilities and learning needs and therefore if the right to education is to mean anything, education systems should be designed and educational programmes implemented to take in to account the wide diversity of these characteristics and needs.

(UNESCO, 1994, Piii)

सर्वसमावेशक शिक्षण म्हणजे समाजातील सर्व मुलांच्यासाठी जाणीवपूर्वक शाळेची रचना करून त्या शाळेत सर्व प्रकारच्या मुलांच्या शिक्षणाची सोय होऊ शकेल व विशेष गरजा असलेल्या मुलांना शिक्षणाची सुविधा उपलब्ध करून देवून त्यांना सामान्य मुलांवरोबर शिक्षणाची संधी उपलब्ध करून देणे होय .

Inclusive education means welcoming all children without discrimination in to regular or ordinary schools, It refers to the process of educating all children in their neighborhood school regardless of the nature of their disabilities, students participating in

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inclusion programmed follow the same schedule as their classmates & participate in age appropriate academic classes.

1.3 RTE-ACT 2009 नुसार सर्वसमावेशक शिक्षण

RTE-ACT 2009 मध्ये कलम 3.1 व 2 व 13.2 नुसार शाळेच्या कार्यक्षेत्रातील 6 ते 14 वर्षे वयोगटातील सर्व बालकांना मोफत व सक्तीचे प्राथमिक शिक्षण देणे या अधिनियमानुसार बंधनकारक झाले आहे. विशेष बालकांना शिक्षणाच्या प्रवाहात समाविष्ट करून घेण्यासाठी अधिनियमातील कलम 3.2 व अपंग व्यक्तीचा कायदा समान संधी, अधिकार, संरक्षण व पूर्ण सहभाग 1995 नुसार प्रत्येक अपंग बालकाला तो वयाची 18 वर्ष पूर्ण करेपर्यंत मोफत व सक्तीचे शिक्षण देण्यात येईल, तसेच अपंग बालकांना सर्वसामान्य शाळांतून प्रवेश देण्यासाठी अधिकाधिक प्रयत्न करण्यात येतील. कलम 12 नियम 7 वंचित गटातील व दुर्बल घटकांतील बालकांना मोफत व सक्तीचे शिक्षण मिळण्यासाठी शाळेतील वर्गाच्या विद्यार्थी प्रवेश क्षमतेच्या पंचवीस टक्के प्रवेश देणे या अधिनियमानुसार बंधनकारक राहील.

१.४ सर्वसमावेशक शाळा

6 ते 14 वर्षे वयोगटातील प्रत्येक बालकाला व कोणत्याही प्रकारची विशेष गरजा असणारी मुले सर्वसामान्य शाळेत सामावून घेणे म्हणजेच सर्वसमावेशक शिक्षण होय.

1.5 स्वरूप

सर्वसमावेशक शिक्षण पध्दतीची शाळा ही भौतिक व मानवी घटकांनी परिपूर्ण असणे आवश्यक आहे. सर्वसमावेशक शिक्षण पध्दतीच्या शाळेत खालील सुविधा असतात.
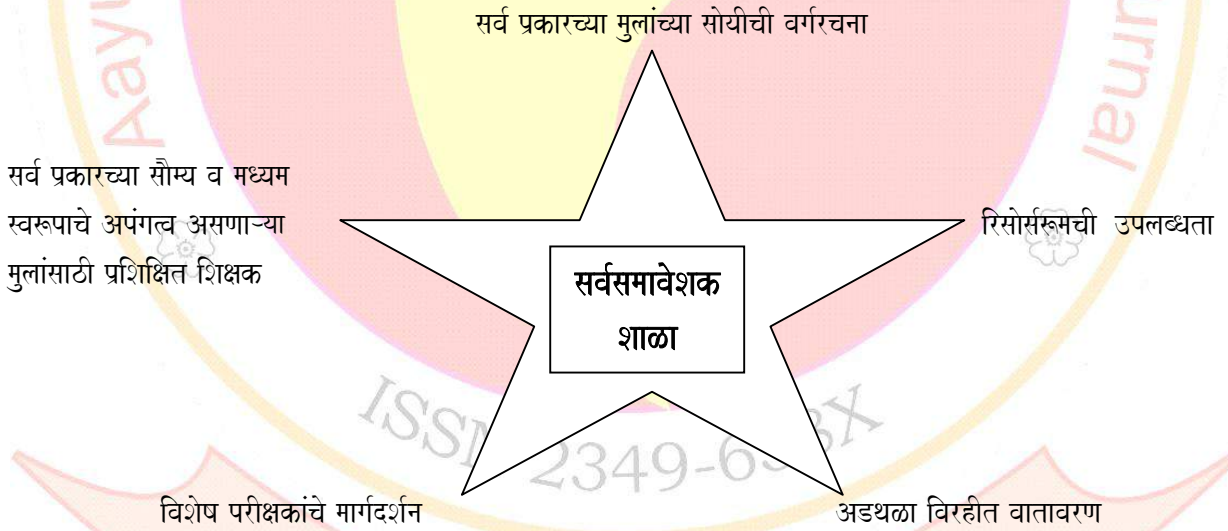
आकृती.1 समावेशित शिक्षण पध्दतीची शाळा

अशा प्रकारच्या मुलभूत सोयी सुविधा पुरवून सर्वसमावेशक शिक्षण पध्दतीच्या शाळामधून थोडीसी काळजी घेवून, किरकोळ औषध उपचार, जुजबी साधने व उपकरणे देऊन शिक्षण प्रवाहात समाविष्ट करता येईल. या शाळेत शिक्षकाची भूमिका मार्गदर्शक, समुपदेशक, मित्राची असणे आवश्यक आहे.

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1.6 सर्वसमावेशक शिक्षणाची व्याप्ती सर्वसमावेशक शिक्षणाची व्याप्ती खालील मुद्यांच्या आधारे स्पष्ट करता येईल .

आकृती .**2** सर्वसमावेशक शिक्षणाची व्याप्ती Thought of the year 2004

१.७ सर्वसमावेशक शिक्षणाची उद्दिष्टे

१. सर्वसमावेशक शिक्षणाचा अर्थ समजणे .

२. सर्वसमावेशक शिक्षणातील शाळेचे स्वरूप समजून घेणे .

३. सामान्य व विशेष गरजा असणारे बालक यांची संकल्पना स्पष्ट करणे .

४. त्यांच्या सुविधांची सद्यस्थिती जाणून घेणे .

५. सद्याच्या शिक्षण पध्दतीतील बदलांची माहिती घेणे .

६. सर्वसमावेशक शिक्षणाची कार्यवाही समजून घेणे .

1.8 सर्वसमावेशक शिक्षणातील मुलांचे प्रकार

सर्वसमावेशक शिक्षणात सर्वसामान्य विद्यार्थ्यांसोबतच विशेष गरजा असणारे विद्यार्थीही सहभागी असतात, त्यांचे प्रकार खालील प्रमाणे आहेत.
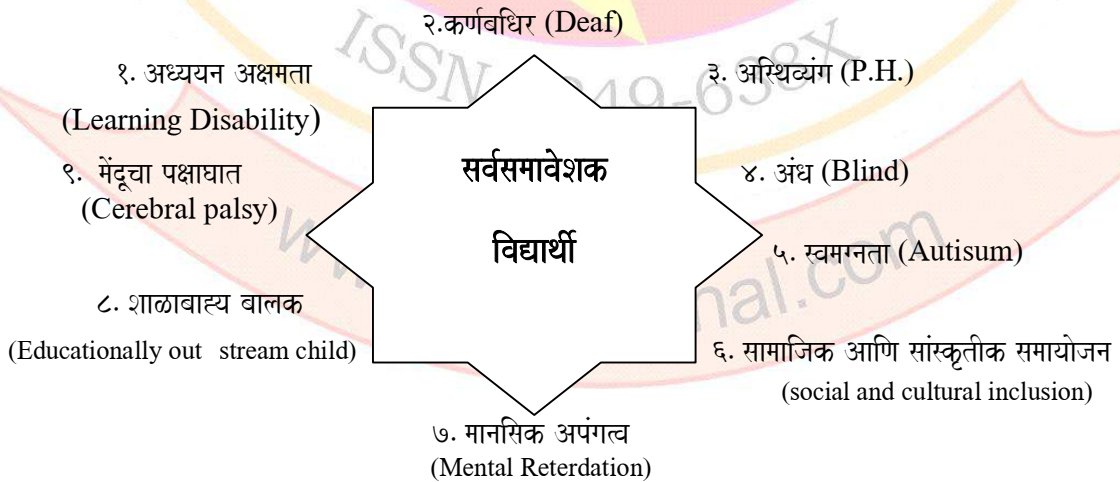
आकृती .**3** सर्वसमावेशक विद्यार्थी

१.९ सर्वसमावेशक शिक्षणाचे फायदे

१) सर्वसमावेशक शिक्षणात अपंगाचे शिक्षण हा सर्वसामान्य भाग आहे.

२) सर्वसमावेशक शिक्षणात प्रत्येक कार्यात अपंगाना समाविष्ट होण्याची समान संधी मिळेल .

३) प्रत्येक बालकाला त्याच्या आवडीच्या शाळेत जाण्याची संधी प्राप्त होईल.

४) विशेष गरजा असणा-या मुलांना वेगळे करून त्यांच्या अपंगत्वावर लक्ष केंद्रित करण्यापेक्षा त्यांचे अपंगत्व सर्वांनी स्वीकारून अपंगत्वावर मात करण्याची संधी देता येईल.

५) एकत्रित शिक्षणामुळे शिक्षणावरील खर्च कमी होईल.

६) सर्वसामान्य शाळेतील शिक्षकांना शास्त्र, भाषा, गणित इ.विषयाचे अध्यापन करण्याची माहिती असते, सर्वसामान्य शाळेत मुले जाऊ लागली की त्यांना कसे शिकवावे याचे थोडे जरी ज्ञान दिले तरी ते त्यांना सहज अध्यापन करू शकतील .

७) विद्यार्थ्यातील न्युनगंड कमी होऊन सर्वसामान्य विद्यार्थ्यासारखे आपण आहोत हा आत्मविश्वास निर्माण होण्यास मदत होईल .

८) प्रत्येक बालकाला अत्यावश्यक साहित्य मिळाल्याने अध्ययनातील अडचणी दूर होण्यास मदत होईल .

१.१० सर्वसमावेशक शिक्षणात शिक्षकाची भुमिका ः

१) सर्वसमावेशक शिक्षणात शिक्षकांनी वर्गात विद्यार्थ्यांना एकत्र सुचना देणे कमी करावे त्यामुळे विशेष गरजा असणा-या विद्यार्थी गोंधळून जातात.

२) सर्वसमावेशक शिक्षणात वर्गात कृतियुक्त अध्यापनावर भर देण्यात यावा

३) प्रत्येक कार्यात सर्वांना समाविष्ट होण्याची समान संधी द्यावी .

४) शिक्षकाच्या वर्तणुकीत कसलाही भेदभाव होता कामा नये .

५) अध्यापनात विविध तंत्रे व अध्यापन पध्दतीचा वापर करावा .

६) विशेष गरजा असणा-या मुलांच्या भावना क्षमता व समस्यांचा स्वीकार करून उपाय योजना कराव्यात .

७) विद्यार्थी,पालक यांच्याशी योग्य समन्वय असावा .

८) शिक्षकांनी आपल्या क्षमता संवर्धन करावे .

९) विद्यार्थ्यांना आत्मनिर्भर व स्वावलंबी बनण्यासाठी प्रयत्न करावेत .

१०) विशेष गरजा असणा-या मुलांना वेगळे करून त्यांच्या अपंगत्वावर लक्ष केंद्रित करण्यापेक्षा त्यांचे अपंगत्व स्वीकारून सर्वांसोबत शिक्षणावर भर द्यावा .

उपसंहार आज 21 व्या शतकाला आरंभ होऊन एक दशक उलटले आहे .21 वे शतक हे स्पर्धेचे युग आहे परंतु ही स्पर्धा सर्वसमावेशक असणे आवश्यक आहे . उच्च शिक्षणातील मुख्य उद्दिष्ट सर्वसमावेशकता हे आहे . म्हणून डी .टी .एड् बी .एड् . व एम .एड् . स्तरावरच्या सर्व विद्यार्थ्यांना सर्वसमावेशक शिक्षणाची माहिती दिल्यास त्यांना भविष्यात कार्य करतांना या समस्येची अडचण जाणवणार नाही .त्यामुळे कुशल सर्वगुण संपन्न अध्यापक निर्माण होण्यास मदत होईल .म्हणून या कार्यक्रमाची सुरूवात शिक्षक प्रशिक्षण स्तरावरून होणे आवश्यक आहे . त्यामुळे शाळेतील सर्व विद्यार्थ्यांना सर्वांसोबत शिक्षण मिळणार आहे, हे सर्व विद्यार्थी शाळेत टिकण्यासाठी व त्यांच्या सर्वांगीण विकासासाठी, सर्वसमावेशक शिक्षक तयार होणे आवश्यक आहे .

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संदर्भ सूची

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शिक्षणातील शिक्षकांची भूमिका

महेश विठ्ठल थेंडे

एम.फील.प्रशिक्षणार्थी

आझाद कॉलेज ऑफ एज्युकेशन,सातारा

प्रस्तावना

शिक्षण प्रक्रियेमध्ये शिक्षक हा अत्यंत महत्त्वपूर्ण अशा घटक आहे.त्याला शिक्षण प्रक्रियेतील सुत्रधार म्हणून ओळखले जाते. विकसनशील बालकावर इतरांपेक्षा सर्वात विकसनशील बालकावर इतरांपेक्षा सर्वात जास्त प्रभाव शिक्षकांचा पडत असतो.प्राचीन भारतीय शिक्षण पध्दतीमध्ये तर शिक्षकाला सर्वश्रेष्ठ अशाप्रकारे स्थान होते. संपूर्ण समाज त्याच्यापुढे आदराने नतमस्तक होत असे. विद्यार्थ्याला ज्ञान संपन्न बनविणे त्याला एक उत्तम नागरिक बनविणे या दृष्टीने आजही शिक्षकाला समाजात महत्त्वाचे स्थान आहे. शिक्षकाविना शिक्षण प्रक्रिया ही कल्पनाच अशक्य वाटते.शिक्षणाचा दर्जा हा शिक्षकाच्या दर्जावर अवलंबून असतो.शिक्षणाव्दार समाजात परिवर्तन घडवून आणण्याचे काम शिक्षक करीत असतो.कोणत्याही समाजाची उंची ही शिक्षकाच्या उंचीपेक्षा अधिक असू शकत नाही असे म्हणले जाते.

शिक्षण प्रक्रियेत तर एखाद्या कुशल सारथ्यासारखी त्याची भूमिका असते. विद्यार्थ्याच्या व्यक्तिमत्त्वाचा सर्वांगीण विकास साधणारा शिक्षक शिक्षण प्रक्रियेतील एक महत्त्वाचा घटक म्हणजे शिक्षक हा होय.विद्यार्थ्याचा मित्र,मार्गदर्शक,तत्त्वज्ञ अशा विविध भूमिका त्या पार पाडाव्या लागतात.त्याच्या व्यक्तिमत्त्वाच्या प्रभावाने विद्यार्थ्याचा व्यक्तिमत्त्व विकास घडत असतो. यावरून शिक्षण प्रक्रियेत शिक्षकाला किती महत्त्वाचे स्थान आहे.लक्षात येते.शिक्षकाचे हे व्यापक कार्य दैनंदिन अध्ययन अध्यापनातून अभ्यासपूरक कार्यक्रमांच्या आयोजनातून सातत्याने घडत असते.शिक्षकाला आपल्या दैनंदिन कार्यात अभ्यासक्रमातील विषयाचे अध्यापन,त्यासाठी शैक्षणिक साधन निर्मिती,विद्यार्थ्याचे मूल्यमापन ही कामे सातत्याने करावी लागतात. ही कामे अधिक दर्जेदार होण्यासाठी त्याचा या गोष्यमध्ये वाढता सहभाग असणे गरजेचे आहे. शिक्षक हा शिक्षण प्रक्रियेतील एक कार्यशील व गतीमान अशा घटक असल्याने त्याची अभ्यासक्रम,पाठयपुस्तके अनुदेशन साहित्यनिर्मितीमधील त्याच्या विकसनामधील त्याचा भूमिका महत्त्वाची ठरते.त्या विद्यार्थ्यावर या घटकांच्या माध्यमातून संस्कार करावयाचे आहेत. त्याच्याशी शिक्षकांचाच जवळचा संबंध येत असल्याने या घटकांच्या संदर्भातील त्याची भूमिका, त्यात त्याचा सहभाग निश्चितच महत्त्वपूर्ण असा ठरतो.शिक्षणाचे कारकत्व शिक्षकाधीन असते.शिक्षणाची फलनिश्चिती शिक्षकाच्या कर्तृत्वानुसार होत असते. शिक्षणासंबंधी मार्गदर्शन करणारा शिक्षण ज्या दर्जाचा असेल तसा त्याचा परिमाण शिक्षणावर होत असतो.अभ्यासक्रम अत्यंत चांगला असूनही त्याचे कारकत्व करणारा शिक्षक जर योग्य दर्जाचा नसेल तर अभ्यासक्रमातून सफलता प्राप्त होणे कठीण ठरते. आज जगातील बहुतेक देशामध्ये योग्य अध्यापक पुरेसे नाहीत अशी ओरड होत आहे. भारतात ही हाच प्रश्न महत्त्वाचा

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आहे.अध्यापक हा शिक्षण प्रक्रियेचा खरा सुत्रधार ! विकसनशील बालकावर जर सर्वात जास्त प्रभाव पडत असेल तर तो शिक्षकाचाच ! त्यामुळे शिक्षक कसा होता,कसा आहे आणि कसा असावा याचा विचार करणे अपरिहार्य आहे.प्राचीन काळापासून आजच्या आधुनिक काळापर्यंत शिक्षकांच्या भूमिकेत व व्यवसायात अनेक परिवर्तने झाली आहेत. तरीही शिक्षकांचे शिक्षणातील स्थान महत्वाचे व कायम आहे.

अमेरिकेतील 'नॅशनल असोशिएशन ऑफ द युनायटेड स्टेटस्'या संस्थेने सन 1952 मध्ये शिक्षकांसाठी आचारसंहिता तयार केली.त्यात खालील तत्वांचा समावेश केलेला आहे व त्यासंबधीची **शिक्षक भूमिका** विशद केली आहे.

तत्व क्र.1

'कोणत्याही देशाचा विकास हा त्या देशातील सामाजिक जबाबदारीची जाणीव असणारे नागरिक ,आर्थिक सक्षमता आणि नैतिक सामर्थ्यावर अवलंबून असतो. बालक,कुमार आणि प्रौढांमध्ये शिक्षणाच्या माध्यमातून शिक्षकाला हा विकास साधावा लागतो. विद्यार्थ्यांमध्ये शिक्षणातून ज्ञान ,कौशल्ये व लोकशाही दृष्टिकोणाचा विकास करून त्याला जबाबदार नागरिक निर्माण करावे लागते'.

शिक्षकाची भूमिका

1. शिक्षक हा विद्यार्थ्यांमध्ये कोणत्याही प्रकारचा शारीरिक ,मानसिक,भावनिक,राजकीय आर्थिक ,सामाजिक व धार्मिक भेदभाव न करता त्यांना समान वागणूक देणारा असावा.
2. व्यक्तिभेद लक्षात घेऊन त्यांच्या वैयक्तिक गरजांची पूर्ती करणारा असावा.
3. मिळविलेल्या ज्ञानाचा उपयोग स्वत:च्या स्वार्थासाठी न करता देशातील समाजाच्या विकासासाठी करणारा असावा.

तत्व क्र.2

'आपल्या प्रभावी अध्यापनासाठी विद्यार्थ्यांची कौटुंबिक माहिती व पालकांचे सहकार्य घेऊन त्यांचे सामाजीकरण करून त्याण्णा चांगल्या पध्दतीने घडवावे'.

शिक्षकाची भूमिका

1. विद्यार्थ्यांप्रती पालकत्वाची जबाबदारी स्वीकारावी.
2. मैत्रीपूर्ण सहकार्याचे बंध निर्माण करावेत.
3. विद्यार्थ्यांची,त्यांच्या प्रगतीची माहिती वेळोवेळी पालकांना द्यावी.

तत्व क्र.3

'शिक्षकी व्यवसाय हा इतर व्यवसायांपेक्षा वेगळा असल्यामुळे व्यक्तिगतरित्या शिक्षकांवर समाजाचा फक्त विश्वास असून चालणार नाही तर तो समाज आणि शाळेमध्ये आंतरक्रिया घडवून आणणारा घटक असावा, तसेच तो मित्रत्व ,सहकार्याची मजबूत बांधणी करणारा असावा'.

शिक्षकाची भूमिका

1. समाजमान्य वर्तनाचा पुरस्कर्ता असावा.

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2 विषयाच्या दोन्ही बाजू मांडणारा असावा तसेच विद्यार्थ्यांची मतेही लक्षात घेणारा असावा.

3 ज्या सामाजिक वातावरणामध्ये तो नोकरी करतो त्या समाजातलि शाळेशी,समुदयाशी,राज्याशी तसेच राष्ट्राशी तो एकनिष्ठ असावा.

तत्त्व क्र.४

'शिक्षकी व्यवसायाच्या आचारसंहितेप्रमाणे तो स्वतःच्या व्यवसायाच्या आदर करणारा असावा.स्वजबाबदारीची जाणीव ठेऊन श्रद्धेने आणि निष्ठेने काम करणारा असावा'.

शिक्षकाची भूमिका

1 आचारसंहितेतील तत्त्वांप्रमाणे शिक्षकी व्यवसायाची अमंलबजावणी करणारा असावा

2 गोपनीय, कार्यालयीन माहितीविषयी गुप्तता पाळणारा असावा.

3 सहकाऱ्यांना कामासंबंधीच्या सूचना न घाबरता करणारा असावा.

तत्त्व क्र.५

'इतर व्यवसायांच्या तुलनेने शिक्षकी व्यवसाय हा आगळावेगळा व्यवसाय असून शिक्षकाची गुणवैशिष्ट्ये जोपसणारा आहे.शिक्षकाची अध्यापनवृत्ती त्याची दर्जा यांचा समाजावर, समाजातील विविध घटकांवर परिणाम होत असतो '

शिक्षकाची भूमिका

1 स्वतःमध्ये व्यवसायिका प्रगती घडवून आणण्यासाठी स्वतःच्या व्यवसायातील तज्ञ

व्यक्तींचे वेळोवेळी मार्गदर्शन ,सल्ला घेणारा असावा

2 मदत करणाऱ्या सहकाऱ्यांप्रती त्यांची भूमिका सहकार्याची असावी.

3 सहकाऱ्यांबरोबर सकारात्मक दृष्टिकोणातूनच चर्चा करणारा तसेच स्वतःचा अहवाल सादर करताना प्रामाणिकपणाची कास धरणारा असावा.

4 प्रवास ,परिषद ,संशोधन ,व्यावसायिका सभा यांच्या माध्यमातून स्वतःची व्यावसायिक संघटनांना योग्य न्याय मिळवून देणारा असावा.

शिक्षकाच्या बदलत्या भूमिका आणि जबाबदाऱ्या :

शिक्षकांच्या स्वतःच्या क्षमतांचे मूल्यमापन करणे ही विकास प्रक्रियेतील पहिली पायरी होय. आपली बलस्थाने कोणती आणि त्रुटी उणिवा कोणत्या यांची प्रामाणिक जाण झाल्याशिवाय विकासाची व्याप्ती आणि दिशा ठरवता येत नाही. दूसरी पायरी म्हणजे आपल्या गरजांच्या पूर्तीसाठी आवश्यक आणि योग्य स्त्रोत आणि दिशा साधन यांची निवड करणे वाचन सहकार्याशी संवाद तज्ञांचे मार्गदर्शन इंटरनेट या सर्व माध्यमातून सर्व माहिती मिळू शकते.या माहितीच्या आधारावर स्वतःच्या विकासाचा आराखडा तयार करणे हिताचे ठरते. या आराखडयाच्या अनुशागाने वाटचाल करायचा असा संकल्प करणे महत्त्वाचे आहे.

स्वतःच्या विकास कार्यात वाचन ,चिंतन नवीन अध्यापन पध्दतींचा अभ्यास आणि सराव तज्ञांचे विचार , नवीन संशोधनातून प्राप्त झालेल्या शिफारशी या सर्वांचे महत्त्वाचे स्थान आहे. आणि त्याला शिक्षकांचा स्वाध्याय आवश्यक आहे.

आज देशात शिक्षकांच्या व्यावसायिक विकास कार्यात सहाय्य करण्याच्या उद्देशाने अनेक संस्था कार्यरत आहेत.यात एन.सी.आर.टी., एस.सी.ई.आर.टी. ,विद्यापिठे आणि अध्यापक शिक्षण संस्था यांचा प्रामुख्याने उल्लेख करायला हवा.या सर्व संस्था शिक्षकांच्या गरजा लक्षात ठेऊन विविध कार्यक्रमाचे आयोजन करीत असतात. विकास कार्याचा पूरेपूर फायदा घेण्याच्या दृष्टीने सर्व प्रलोभने दिली जात आहेत. इतके असूनही या कार्यक्रमांचा आणि योजनांचा किती शिक्षक खऱ्या अर्थाने म्हणजे एक व्यावसायिक म्हणून लाभ घेतात.अभिप्रेरणेने नवीन ज्ञान आणि कौशल्ये संपादित करतात आणि बांधिलकीच्या भावनेने या संपादनाचा आपल्या कार्यात योग्य उपयोग करून ते विद्यार्थ्यांपर्यंत पोहचविण्यात यशस्वी होतात या बद्दल सर्वच स्तरावर विश्वासापेक्षा शंकाच अधिक आहेत हे जाणवते.अशा परिस्थितीला दोनच कारणे असू शकतात पहिले कारण म्हणजे शिक्षकांमध्ये या संधीचा लाभ घेण्याच्या बाबतीतील निरूत्साह आवश्यक पूर्वतयारी अभाव आणि अशा कार्यक्रमातून आपला वैयक्तिक फायदा होत नाही अशी दृढ झालेली धारणा व्यावसायिकतेचा पूर्ण अभाव असलेल्या शिक्षण पध्दतीत शिक्षकांची वैयक्तिक फायद्याची कल्पना वैशापुरतच मर्यादित असणे हे निराशाजनक असेल तरी आश्चर्यकारक ठरायला नको. दुसरे कारण म्हणजे नियोजिलेल्या कार्यक्रमांतील उणिवा ,अक्षमता चुकीची गृहीतके , तज्ञांची निवड आणि त्यांची क्षमता ,अशा अनेक कारणामुळे त्यांचा अपेक्षित परिमाण होत नाही आणि प्रभावित न झालेले शिक्षक जेव्हा आपल्या शाळेत परत येतात तेव्हा त्यांच्या जवळ या अनुभवातील काहीच शिल्लक राहत नाही शाळेच्या मुख्याध्यापकांकडून किंवा सहकाऱ्यांकडून या कार्यक्रमांकडून या कार्यक्रमांबद्दल चर्चा होण्याचे कारण नसते व शिक्षक पुर्ववत आपले काम करू लागतात ही बऱ्याच अशी वस्तुस्थिती आहे.

शिक्षकांच्या व्यावसायिक विकासासाठी विकासासाठी सध्या राबविल्या जात असलेल्या कार्यक्रमांत हे चित्र बव्हंशी खरे ,वास्तविक असते तरी निराशाजनक आहे यात शंका नाही.यातून एक महत्त्वाचा निष्कर्ष निघतो की शिक्षणाच्या गुणात्मक विकासात सर्वात प्रभावी ठरू शकणाऱ्या घटकाची परिणामकारकता वाढवण्यात आपल्याला अपेक्षित आणि संभाव्य यश अजून तरी मिळालेले नाही.

शिक्षक व्यवसायाचे महत्त्व :

शिक्षकी व्यवसाय हा एक पवित्र आणि उदात्त असा व्यवसाय आहे.या व्यवसायाच्या माध्यमातून अन्य व्यक्तीवर संस्कार करता येतात. तसेच शील व चारित्र्य घडवून व्यक्तीला पूर्णपणे बदलता येऊ शकते.माणसातले पशूत्व नाहीसे करून शिक्षक त्याच्यातील माणूसकी जागृत करू शकतो.शिक्षकी व्यवसाय हा समाज आणि राष्ट्र यांच्या बदलांशी प्रगतीशी आणि उन्नतीशी संबंधित असणारा व्यवसाय आहे.राष्ट्रीय शैक्षणिक धोरणात शिक्षकाची भूमिका सन्मानीय आहे ही गोष्ट मान्य

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करण्यात आली आहे.समाजाची उन्नती साधने ही शिक्षक व्यवसायाची एक जबाबदारी आहे.

शिक्षकी व्यवसाय हा स्वतंत्र व्यवसाय असल्यामुळे शिक्षकाला आपल्या कल्पनेनुसार बुध्दिनुसार व विचारानुसार त्यात बदल करता येतात.शिक्षकाचा संपर्क सतत चैतन्याशी येत असल्यामुळे विचारांनी वृत्तीने सतत चिरतरूण राहण्याचे भाग्य शिक्षकाला लाभते. विद्यादानाचे पवित्र्य हे पवित्र कार्य आहे आणि शिक्षकी व्यवसाय हा निस्वार्थ तसेच समर्पित वृत्तीने करावयाचा व्यवसाय आहे अशी सामान्य जनाची श्रध्दा आहे. शिक्षकांना आपल्या व्यक्तिगत किर्तीपेक्षा तसेच आर्थिक लाभापेक्षा विद्यार्थ्याचे चरित्र, ज्ञान ग्रहण विकास व प्रगती याकडे लक्ष द्यावे अशी अपेक्षा केली जाते.

शिक्षकाची सद्य:स्थिती :

औद्योगिक क्रांती व भौतिक प्रगतीने समाजाच्या सर्वच क्षेत्रात बदल झाला. तसेच गुरूजनांच्या कार्यात व शिक्षण क्षेत्रातही परिवर्तन घडले. पूर्वी शिक्षण क्षेत्रात प्रवेश करणाऱ्या व्यक्ती हाडाच्या शिक्षक होत्या. व ज्ञानदान हेच त्यांचे जीवनकार्य होते. आज मात्र या पेशाकडे फक्त उपजीविकेचे साधन म्हणूनच पाहिले जात आहे. शिक्षणाचा प्रसार व व्याप्ती वाढल्यामुळे शासनाला स्वतंत्र शिक्षण खाते निर्माण करून त्याकडे लक्ष द्यावे लागत आहे. या व्यवसायावरील नियंत्रण व बंधने वाढली आहेत.अनाकर्षक वेतन व स्वायत्ततेच्या अभावामुळे बुध्दिमान लोक या व्यवसायात येत नाहीत. शिक्षकी जीवन चाकोरीबध्द व साचेबंध बनले आहे. या व्यवसायात अडचणी वाढल्या आहेत. व्यवसाय एकनिष्ठता ,प्रामाणिकपणा , ज्ञानदान इ.गोष्टी दुर्मिळ होत आहेत.शिक्षकी पेशा व व्यवसाय याचे अवमूल्यन होत आहे.आजच्या काळातील शिक्षक ज्ञानदानापेक्षा अर्थार्जनाला महत्त्व देत आहे. पूर्वीच्या काळी गुरूजवळ असलेली ज्ञानसाधना ,पात्रता आचारसंहीता आज दिसून येत नाही. आजच्या समाजात व्यक्तीचा अधिकार,सत्ता व पैसा यावर प्रतिष्ठा अवलंबून आहे.इतरांच्या तुलनेत शिक्षकांकडे या गोष्टीचा अभाव असल्यामुळे त्यांची व त्यांचा व्यवसायाची समाजात प्रतिष्ठा कमी होऊ लागली आहे. समाज परिवर्तनामध्ये शिक्षकाची भूमिका महत्त्वाची असल्याने समाज त्याच्याकडे अपेक्षेने पहात असतो.तथापी सामाजिक बांधिलकी न मानणाऱ्या प्रवृतीमुळे शिक्षक वर्ग समाजाकडून आदर किंवा प्रतिष्ठा गमावून बसला आहे. मात्र काही अपवादात्मक आदर्श शिक्षकांना समाज मानही देत आहे. सेवा शाश्वती व संघटनाशक्ती यामुळे शिक्षकांमध्ये बेजबाबदारी निर्माण झाल्याचे सुस्पष्ट चित्र 1980 नंतर आपणास पहावयास मिळते व ते आजपर्यंत वाढतच आहे. शिक्षकाच्या आदर्शाची पायमल्ली होत असल्याने समाजाला पहावे लागत आहे.

आजचा शिक्षक पूर्वीच्या गुरूपरंपरेला साजेसा नाही.वास्तविक शिक्षक म्हटले की आदर्श व्यक्तीमत्त्व विषयाचे सखोल ज्ञान व अध्यापन कौशल्य या तीन गोष्टी आवश्यक आहेत. परंतू दुर्दैवाने असे शिक्षक संख्येने फारच कमी आहेत. आज सर्वत्र अस्थिरतेचे, अशांततेचे वातावरण दिसत आहे.भ्रष्टाचार, काळाबाजार ,वशिलेबाजी ,तस्करी परकिय शक्तींचा हस्तक्षेप, अज्ञान ,अंधश्रध्दा ,जातीयवाद,धार्मिक दंगली अशा एक ना अनेक कारणांनी समाज ग्रस्त झाला आहे. अपेक्षेनुसार नवीन

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पिढी घडवण्याची ताकत आहे. समाजाची विस्कटलेली घडी सुव्यवस्थित करण्याची धमक आहे.ज्यांच्या विचारांचा ,आचारांचा, भाषेचा, अभिरूचिचा ,सवयीचा प्रभाव विद्यार्थी जीवनावर पडतो. त्याची आजची स्थिती काय आह`हे पाहिले तर त्यांची शैक्षणिक , वैचारिक व सांस्कृतिक पातळी खालावत असल्याचे दिसून येते. ज्यांचे अनुकरण आपले विद्यार्थी करतात, त्यांची शिकवण आचरणात आणतात.त्यांची पातळी विशिष्ट उंचीची असली पाहिजे अशी समाजाची शिक्षकाबद्दलची अपेक्षा आहे.आजच्या शिक्षकांना आपण समाजाचे आदर्श आहोत याची जाणीवच राहिलेली नाही. आपल्या विचारांचा ,व्यसनांचा, भाषेचा, आवडीनिवडीचा परिणाम अबालतरूणावर होणार आहे.म्हणून आपण त्या जबाबदारीने वागायला हवे. ही वृत्ती आजच्या शिक्षकाच्या ठायी दिसत नाही. आपल्याला द्रव्यप्राप्ति लोकप्रियता आणि प्रसिध्दी कोणकोणत्या मार्गाने मिळू शकले त्या त्या सर्व योग्य अयोग्य मार्गाचा अवलंब करण्याची वृत्ती शिक्षकामध्ये बळावत चाललेली दिसून येत आहे. शिकवणी वर्ग, परीक्षेतील गैरप्रकार यामध्येही शिक्षकांचा पुढाकार ,सहभाग वाढत आहे. शिक्षकांची बाजारी पोटभरू व स्वार्थी वृत्ती वाढत आहे.त्यामुळे त्यांच्याकडून सुसंस्काराची अपेक्षा करणे दुरापास्त झालेली आहे.वरील सर्व कारणामुळे शिक्षकाचा समाजातील दर्जा आज ढासळत चाललेला आहे.परंतू आजही तो आशेचा किरण आहे.कारण काही चारित्र्यवान ,निष्ठावान,परीश्रमी ,अभ्यासू ,संशोधक वृत्ती असलेले शिक्षक या व्यवसायात आहेत. त्यांच्या पावलावर पाऊल टाकून सेवापरायन बनून शिक्षणरूपी बाग फुलवू शकतो व आपला दर्जा पुन्हा पूर्वीसारखा सन्मान्य होण्यासाठी प्रयत्न करू शकतो.

सारांश

शिक्षणाचे केंद्र हे चांगला नागरिक घडविणे आहे.भारतीय संस्कृती महान आहे.या संस्कृतीने मानवी मूल्यांचे संस्कार या समाजावर केले आहेत.एकविसावे शतक हे माहिती तंत्रज्ञानाचे युग आहे. तंत्रज्ञानाचा प्रभावी वापर शिक्षकांनी शिक्षणात केला पाहिजे.विद्यार्थ्यांचा व्हिज्युअल कोषण वाढत आहे. शिक्षक दृश्यस्वरूपात जितक्या गोष्टी ठळकपणे विद्यार्थ्यांना दाखवू तितक्याचप्रमाणे आकलन चांगले होईल. माहिती संप्रेषण तंत्राचा शिक्षणात वापर अटळ आहे.तंत्रज्ञानाचा वापर करताना विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेचा विकास झाला पाहिजे.याकडे शिक्षकांनी लक्ष देणे गरजेचे आहे.

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शिक्षणातून जीवन कौशल्याचे विकसन

प्रा. देवकाते भाऊसाहेब श्रीपत

Email - deokatebhausaheb@rediffmail.com

सारांश (Abstract)

प्रस्तुत लेखामध्ये जागतिकीकरण, उदारीकरण व खाजगीकरणाच्या युगामध्ये देशातील सर्व प्रकारच्या बालकाचा विकास होण्यासाठी त्यामध्ये जिवन कौशल्य असणे आवश्यक आहे. तरच आजच्या शिक्षणाची गुणवत्ता वाढेल. जीवन कौशल्ये हे मानवी जीवन यशस्वी होण्यासाठी कसे गरजेचे आहे. याची चर्चा करण्यात आली आहे. जीवन कौशल्य विकसित करण्यासाठी शिक्षण महत्त्वाचे साधन आहे.

प्रस्तुत लेखामध्ये जीवन कौशल्याची संकल्पना, जीवन कौशल्याची वर्गीकरण व जीवन कौशल्य विकसीत करण्यासाठी महत्त्वाचे साधणे तसेच कृती कार्यक्रम व हे कार्यक्रम विकसीत करण्यासाठी आवश्यक बाबी याची चर्चा करण्यात आलेली आहे. तसेच औपचारिक शिक्षण अनौपचारिक शिक्षण व सहज शिक्षणाच्या माध्यमातून जीवन कौशल्ये कसे विकसित करता येईल. याचे विवेचन करण्यात आलेले आहे.

प्रस्तावना :

मानवी जीवन यशस्वी करण्यासाठी जीवनकौशल्यांची गरज असते. जीवनातील महत्त्वाच्या घटना ओळखणे, इतरांच्या भावना जाणणे, समस्यात्मक परिस्थितीतून बाहेर पडण्यासाठी आखणी करणे यासाठी जीवनकौशल्य उपयोगी पडतात. ज्ञान, वर्तन, दृष्टीकोण आणि मूल्ये यांच्या एकत्रिकरणाद्वारे ध्येयाची प्राप्ती कशी करावी याचे आकलन व्यक्तीला ज्या कौशल्यांद्वारा होते ती कौशल्ये म्हणजे जीवनकौशल्ये होय. जीवन कौशल्यांच्या सहाय्याने व्यक्तीला शांततापूर्ण भावी जीवन जगता येते. जीवन कौशल्ये ही फक्त पुस्तकी ज्ञानातून शिकावयाची नसतात तर ती अनुभवाद्वारे आत्मसात करावयाची असतात अशी ही आवश्यक जीवनकौशल्ये व्यक्ती जीवनभर शिकत असते.

जीवनकौशल्ये :

व्याख्या :

जागतिक आरोग्य संघटनेच्या मते, व्यक्तीला दैनंदिन जीवनातील गरजा आणि आव्हाने यांना परिणामकारकपणे तोंड देण्यासाठी आवश्यक असलेल्या सकारात्मक आणि समायोजित वर्तनासाठी लागणा—या क्षमता म्हणजे जीवन कौशल्ये होय. UNICEF च्या व्याख्येनुसार ज्ञान, दृष्टीकोन आणि कौशल्ये या तीन्ही बाबींचे संतुलन व्यक्तीमध्ये होण्यासाठी आरेखित केलेला वर्तनबदल किंवा वर्तनविकास म्हणजे जीवनकौशल्यांचे शिक्षण. जीवनकौशल्ये म्हणजे आवश्यक असणा—या क्षमता की ज्या व्यक्तीच्या सर्वागिण वाढीला मदत करतात आणि व्यक्तीमध्ये या क्षमता त्यांना जीवनातील सत्याला सामोरे जायला व समस्यात्मक परिस्थितीला तोंड देण्यासाठी मदत करतात.

जीवनकौशल्यांचे वर्गीकरण :

शिव खेरा, डि.जे. श्वार्झ आणि एस.आर. कोव्हे यांनी जीवनकौशल्यांचे वर्गीकरण खालील प्रमाणे केले आहे.

जीवनकौशल्ये

व्यक्तीगत जीवनकौशल्ये	सामूहिक / आंतरव्यक्तीगत जीवनकौशल्ये
१) आंतरदृष्टी	१) आंतरव्यक्तिगत नेतृत्व
i) सृजनशीलता व नवनिर्माण क्षमता	i) संभाषण कौशल्य
ii) नैतिक वर्तन	ii) निर्णय क्षमता
२) व्यक्तिगत नेतृत्व	iii) समायोजन कौशल्य
i) जबाबदारी पार पाडणे	२) निर्मितीक्षम सहकार्य कौशल्य
ii) स्व. दिग्दर्शन	i) सहकार्य आणि संघकार्य
३) स्व. व्यवस्थापन	ii) सहवेदन
i) आंतरिक शक्तीचे व्यवस्थापन	३) स्व. नुतनीकरण
ii) भावना व्यवस्थापन	i) स्व. क्षमता ओळखण्याचे कौशल्य
iii) ध्येय निश्चिती	ii) माहिती आणि माध्यम साक्षरता कौशल्य
	iii) चिकित्सक विचार व समस्या निराकरण कौशल्य

अ) व्यक्तिगत जीवनकौशल्ये :

१) आंतरदृष्टी : स्व.जाणीव व स्व. कौशल्ये याबद्दल दक्षता ठेवून स्वतःच्या प्रगतीसाठी आवश्यक घटक नियंत्रित करण्याचे व्यक्तीचे कौशल्य म्हणजे आंतरदृष्टी होय.

उपकौशल्ये :

i) सृजनशीलता व नवनिर्माण कौशल्य : व्यक्ती आपल्या बौद्धीक व शारीरिक क्षमतांचा वापर करून इतरांपेक्षा नवीन गोष्टी व कल्पनांचा विकास करत असतो.

ii) नैतिक वर्तन : व्यक्तिगत कामाच्या ठिकाणी व समाजाच्या संदर्भात व्यक्तिचा प्रामाणिकपणा व नैतिकता दाखवणे म्हणजे नैतिक वर्तन होय.

आंतरदृष्टी कौशल्य विकसित करण्यासाठी आवश्यक बाबी :

i. स्वयंशिस्त अंगी बाणवा.

ii. सहनशीलतेने व चिकाटीने वागा.

iii. आपल्या वर्तणुकीची आणि कृतीची जबाबदारी घ्यायला शिका.

iv. आत्मविश्वासाने कृती करा.

v. नव्या कल्पनांची, विचारांची चर्चा करा.

vi. कार्यामध्ये वास्तविकता व नाविन्यता दाखवा.

कृती कार्यक्रम :

i. आपली शक्तीस्थाने व कमकुवतपणा यांची यादी करा आणि आपल्या शक्तीस्थानांवर भर द्या. व आपल्या कमकुवतपणाचे शक्तीमध्ये रुपांतर करण्याचे मार्ग शोधा.

ii. विद्यार्थ्यांना एखादी समस्या सोडवायला देणे.

iii. ध्येय निश्चिती — अल्पकालीन — एक महिना ते एक वर्षापर्यंत

मध्यमकालीन — तीन वर्षापर्यंत

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दीर्घकालीन — पाच वर्षापर्यंत

याप्रमाणे ध्येयांची यादी करुन त्यांच्या पूर्ततेसाठी प्रयत्न करणे.

iv. तुमच्या स्वतःसंबंधीच्या ज्या गोष्टी तुम्हाला बदलाव्या वाटतात त्यांची यादी करा. त्या बदलांमुळे तुम्हाला होणा—या फायद्यांची यादी करा. एक वेळापत्रक निश्चित करा आणि त्यानुसार बदल घडवून आणण्यासाठी स्वतःला सज्ज करा.

ब) सामुहिक जीवन कौशल्ये :

१) आंतरव्यक्तिगत नेतृत्व :

आंतरव्यक्तिगत नेतृत्व म्हणजे आपल्या सहका—यांच्या गरजा आणि भावना यांचा संवेदनशीलपणे विचार करुन त्यांना आधार देण्याची तसेच अनावश्यक संघर्ष टाळून आपले ध्येय साध्य करण्याची तसेच इतरांशी चांगले संबंध ठेवण्याची क्षमता होय.

उपकौशल्ये :

i) परिणामकारक संभाषण कौशल्य :

इतरांचे विचार ऐकण्याची, ग्रहण करण्याची, आकलन होण्याची, त्यांचे निदान करण्याची आणि त्याला योग्य प्रतिसाद देण्याची व्यक्तीची क्षमता म्हणजे परिणामकारक संभाषण कौशल्य होय.

ii) निर्णय क्षमता (निर्णय घेण्याचे कौशल्य) :

आपल्या निर्णयांचा प्रभाव आपल्या गटावर पाडणे आपल्या निर्णयांचा पुरस्कार करुन आपल्या गटातील लोकांना एकत्रित करणे आणि त्यांच्यामध्ये प्रेरणा निर्माण करण्याचे कौशल्य म्हणजे निर्णय कौशल्य.

iii) समायोजन कौशल्य :

निरनिराळ्या भूमिका व जबाबदा—यांशी जुळवुन घेणे, संदिग्धता व बदलते अग्रस्थान सुसह्य करणे म्हणजे समायोजन कौशल्य होय.

आंतरव्यक्तिगत नेतृत्व कौशल्याच्या विकासासाठी आवश्यक बाबी :

इतर लोकांना योग्य परिमाणामध्ये बसवा. सकारात्मक भूमिकेने वागून इतरांपुढे आदर्श निर्माण करा.

कृती कार्यक्रम :

आपले कार्य सहका—यांच्या सहाय्याने अधिक चांगले, वेगाने आणि अधिक परिणामकारकरित्या कसे करता येईल, याबद्दल तीन सूचना लिहा.

अभिरुपतेच्या माध्यमातून प्रतिकूल परिस्थितीशी सामना करण्याचे प्रशिक्षण देणे.

निर्मितीक्षम सहकार्य कौशल्य :

एकत्रितपणे कार्य करुन नवीन उत्पादन करणे किंवा एकमेकांशी संभाषण साधून एखाद्या समस्येचे उत्तर शोधणे, दोन घटकांतील फरकांचे मूल्य शोधणे, सकारात्मक घटकांचे विश्लेषण करणे आणि अनेक पर्यायामधून योग्य पर्यायाची निवड करणे या सर्व गोष्टींचा समावेश निर्मितीक्षम सहकार्य कौशल्य या संकल्पनेत होतो.

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उपकौशल्य :

i) सहकार्य आणि संघकार्य कौशल्य :

स्वतःतील क्षमता ओळखुन संघकार्यासाठी योगदान देणे, तसेच इतरांच्या योगदान आणि कार्य करण्याच्या वेगवेगळ्या शैलीबद्दल आदरभाव व्यक्त करणे. म्हणजे सहकार्य आणि संघकार्य कौशल्य होय.

ii) सहसंवेदना (Empathy) :

इतरांच्या गरजा आणि परिस्थिती ऐकणे आणि जाणून घेऊन त्याबद्दल आपले विचार व्यक्त करण्याचे कौशल्य.

निर्मितीक्षम सहकार्य कौशल्य विकासासाठी आवश्यक बाबी :

i) तुमच्या सहवासात कुणावर ताण येणार नाही अशी सुखद व्यक्ती बना लोकांना आपल्या नित्य परिचयाचा वाटणारा माणूस बना.

ii) अहंभाव सोडुन दया तुम्हाला सगळे काही कळते अशी तुमची प्रतिमा तयार होण्यापासून सावध रहा.

iii) कुणीही काहीही साध्य केले किंवा त्याला कुठल्याही प्रकारचे यश मिळाले तर त्यांचे अभिनंदन करण्याची संधी सोडू नका. तसेच कुणाच्याही दुःखाच्या वा निराशेच्या प्रसंगी त्याचे सांत्वन करायला, त्याच्याप्रती सहानुभूती व्यक्त करायला विसरू नका.

कृती कार्यक्रम :

i) **SUPW** (समाजोपयोगी उत्पादक कार्य) चा कार्यक्रम राबविणे.

ii) गणेशोत्सवाच्या वेळी जलप्रदुषण रोखण्यासाठी तसेच लोकांमध्ये जाणीवजागृती करण्यासाठी प्रकल्प हाती घेणे.

३) स्व—नूतनीकरण कौशल्य :

संवेदनशील मन, स्वतःतील क्षमता ओळखणे, स्वतःतील गुणवैशिष्टे या क्षमतांचा मानसिक, भावनिक, सामाजिक आणि शारीरिक पातळीवर वाढ व विकास घडवून आणण्यासाठीची क्षमता म्हणजे स्व. नूतनीकरण कौशल्य होय.

i) माहिती आणि माध्यम साक्षरता कौशल्य :

वेगवेगळ्या स्वरुपात व माध्यमाद्वारे मिळालेल्या माहितीचा स्विकार, व्यवस्थापन, एकात्मिकरण, पृथःकरण आणि मूल्यमापन करण्याचे कौशल्य.

ii) चिकित्सक विचार व समस्या निराकरण कौशल्य :

एखादी समस्या सोडविण्यासाठी प्रथम त्या समस्येची चौकट तयार करणे, त्या समस्येचे पृथकरण करणे आणि चिकित्सक विचारांच्या आधारे समस्या सोडविण्याचे कौशल्य.

आवश्यक बाबी :

i) भविष्यात काय करता येऊ शकेल, याचे चित्र रेखाटण्यातून भव्य विचार करा.

ii) तुमच्या विचारशक्तीला ताण द्या आणि मनाला व बुद्धीला चालना द्या.

iii) आत्मविश्वासपूर्ण कृतींमधून आत्मविश्वासपूर्ण विचार करा.

कृती कार्यक्रम :

i) चिकाटीने वागा.

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ii) निराशाजनक परिस्थितीचे आशादायी परिस्थितीत रुपांतर करणा—या लोकांची चरित्रे वाचा, चांगली पुस्तके वाचणे, प्रेरणा देणा—या ध्वनीफिती ऐकणे हे तुमच्या रोजच्या दिनक्रमात समाविष्ट करा.

ही जीवन कौशल्य आपण औपचारिक शिक्षण, अनौपचारिक शिक्षण, सहज शिक्षणाच्या माध्यमातून शिकत असतो. ही जीवन कौशल्य विकसित करण्याचे खालील मार्ग आहेत.

जीवनकौशल्ये शिक्षणाच्या माध्यमातून विकसित करण्याचे मार्ग

तक्ता क्र. १
अ) व्यक्तिगत जीवनकौशल्ये :

कौशल्ये	औपचारीक शिक्षण	अनौपचारीक शिक्षण	सहज शिक्षण
१) आंतरदृष्टी i) सृजनशीलता व नवनिर्माण क्षमता ii) नैतिक वर्तन	प्रकल्प, वस्तुनिर्मिती, नवलेखन, मूल्य शिक्षण.	प्रशिक्षण वर्ग, इंटिरीयर डिझाईन कोर्स, संगीत, नृत्य, चित्रकला, व्यक्तिमत्व विकासासाठी कार्यक्रमांचे आयोजन.	पक्षी व प्राणी याविषयीची कोळी, धार्मिक, तत्त्वज्ञानाच्या पुस्तकांचे वाचन, संगीत—श्रावण, चित्रपट इत्यादी.
२) व्यक्तिगत नेतृत्त्व i) जबाबदारी पार पाडणे ii) स्व. दिग्दर्शन	सांस्कृतिक कार्यक्रमांचे आयोजन, वक्तृत्व स्पर्धा, गटचर्चा, वादविवाद इ.	स्वयं अध्ययन संच, उपग्रहाद्वारे शिक्षण (Video Conferencing).	कौटुंबिक कार्यक्रमांची जबाबदारी, चालू घडामोडी विषयी मिांमध्ये होणारी चर्चा.
३) स्व. व्यवस्थापन i) आंतरिक शक्तीचे व्यवस्थापन ii) भावना व्यवस्थापन iii) ध्येय निश्चिती	तज्ञांची व्याख्याने, व्यक्तिमत्त्व विकास शिबिरे, विद्यार्थ्यांच्या क्षमता ओळखून त्यांना विविध स्पर्धेत भाग घ्यायला लावणे.	गृहव्यवस्थापन, पाकशास्त्र, संगीत, पेंटिंग, विविध स्तरावर स्पर्धांचे आयोजन.	बागकला, खेळणी तयार करणे, विषकाम, कौटुंबिक चर्चा.

ब) सामुहिक जीवनकौशल्ये :

कौशल्ये	औपचारीक शिक्षण	अनौपचारीक शिक्षण	सहज शिक्षण
१) आंतरव्यक्तिगत नेतृत्व i) संभाषण कौशल्य ii) निर्णय क्षमता iii) समायोजन कौशल्य	N.N.C. बालवीर, वीरबाला योजना, प्रकल्प, शैक्षणिक सहलींचे आयोजन.	चर्चासत्रे, कृतीसत्रे इत्यादींचे आयोजन.	सभा, मोर्चे, विविध मंडळाच्या कार्यक्रमांना उपस्थिती.

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२) निर्मितीक्षम सहकार्य कौशल्य i) सहकार्य आणि संघकार्य ii) सहवेदना	शारीरिक शिक्षण, समाजसेवा, क्रिडास्पर्धा, सहकारी भांडार, पुस्तकपेढी	रोटरी क्लब, पर्यावरण विहार मंडळ	महिला बचत गट, नाटक, पोवाडे, सोंगी भजन—श्रवण सहभाग
३) स्व. नुतनीकरण i) स्व. क्षमता ओळखण्याचे कौशल्य ii) माहिती आणि माध्यम साक्षरता कौशल्य iii) चिकित्सक विचार व समस्या निराकरण कौशल्य	बुद्धीमंथन, प्रश्नमंजुषा कार्यक्रम, पुस्तक पेढी, विज्ञान प्रदर्शन, Online Exam	प्रौढ साक्षरता अभियान, स्वंयअध्ययन संच	Internet चा वापर, पुस्तक प्रदर्शन, प्रश्न मंजुषा स्पर्धा, इ. मध्ये सहभाग.

अशा प्रकारे मानवी जीवन यशस्वी करण्यासाठी जीवन कौशल्य आवश्यक आहे. यासाठी महत्त्वाचे साधन म्हणजे शिक्षण होय.

संदर्भ ग्रंथ सूची :

1. निलीमा सप्रे (२००६), शिक्षणातील आधुनिक विचार प्रवाह पुणे ; फडके प्रकाशन.
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क्रिडा स्पर्धा घेत असताना आए .सी .टी .चा उपयोग

प्रा.नागटिळक रामहरी शिवाजी

श्री शिवाजी महाविद्यालय,बार्शी.जि.सोलापुर

सध्यचे युग हे आधुनिक युग आहे प्रत्येक क्षेत्रात कोणतेही काम लवकरात लवकर आणि चांगले व्हावे असे आपणास वाटते.आणि हे काम करण्यासाठी इंटरनेट व संघणकाचा वापर केला जात आहे. आपल्या कार्याचा प्रचार आणि प्रसार होणे अत्यंत आवशक आहे. ग्रामीण भाग असो किंवा शहरी भाग असो आपले कार्य लवकरात लवकर लोकांपर्यन्त पोचण्यासाठी इंटरनेट व संघणकाचा वापर केला जात आहे. शारीरिक शिक्षण हे क्षेत्र देखील त्यातुन वंचित राहिलेले नाही. शारीरिक शिक्षण हे क्षेत्र फार मोठे आहे. वेगवेगळ्या स्तरावर क्रिडा स्पर्धा होतात ह्या होणार्‍या यशस्वी करण्यासाठी इंटरनेट व संघणकाचा वापर करणे आवश्यक आहे.

- <u>पत्र व्यवहार</u> :- आपण क्रिडा स्पर्धा घेत असतान सुरुवातीस स्पर्धा घेणारया समितीची बैठक होते व त्या मध्ये स्पर्धेसाठी च्या तयारीला लागतात. स्पर्धा घेण्यासाठी मैदान, पंच, राहण्यचीसोय, प्रवासाची सोय, ई.बाबी ठरवल्या जातात आणि त्यासठी पत्र व्यवहार करण्यास सुरुवार होते.परंतु आधुनिक काळामध्ये पत्र व्यवहार हा इंटरनेट द्वारे केला जात आहे. इंटरनेट द्वारे पत्र व्यवहार केल्या मुळे लगेच प्रत्येक्ष त्या व्यक्तीस, संस्थेस,क्लब,यांना ताबडतोब पत्र व्यवहार होतो. पत्र तयार करत असताना सुद्धा संघणकाचा वापर केला जातो.

- <u>जाहिरात</u> :- स्पर्धेची जाहिरात ही इंटरनेट वरून केली जाते .जाहिरात शिवाय लोकांना स्पर्धे बद्दल माहिती होत नाही. जाहिरात ही इंटरनेट वरून केल्या मुळे संपूर्ण जगभर प्रसारीत होते.

- <u>मैदान</u> :- मैदानाची आधुनिक माहिती, मोजमाप, मैदानाची आकृती, कांही बदल झालेले असतील तर हे आपणास इंटरनेट द्वारा त्याची माहिती मिळते .अशा प्रकारच्या स्पर्धा ह्या आधुनिक बदल झालेल्या मैदानावर होतात.

- <u>निर्णय</u> :- स्पर्धा दरम्यान एखादा निर्णय घेत असताना आपणास आधुनिक यंत्रा नुसार ते अचूक घेण्यास मदत होते. उदा. खेळा मध्ये आऊट झाला का, बॉल आत आहे की बाहेर आहे, फाऊल आहे का नाही. इत्यादी माहिती ताबडतोब मिळते. हे केवळ माहिती तंत्रज्ञाना मुळेच शक्य झाले होतो.

- <u>व्यवस्थापन</u> :- स्पर्धे साठीचे व्यवस्थापन करत असताना त्यामध्ये खेळाडू,मार्गदर्शक,कोच,यांच्या प्रत्यक बाबीचा विचार केला जातो .त्यंच्या लहाणसहान बाबीं साठी माहिती तंत्रज्ञाचा उपयोग केला जातो.

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- <u>प्रवास:-</u> स्पर्धे साठी प्रवास कसा करावा, कोणत्या मार्गाने करावा त्याची माहिती ही इंटरनेटवर वरून घेतली जाते.प्रवास लांब पल्याचा असो किंवा लोकल प्रवास असो आपणास ही माहिती ही इंटरनेटवर वरून मिळते.इंटरनेटवर आपणास तिकीट बुकिंग करता येते.त्यामुळे आपला प्रवास सुलभ व चांगला होतो. स्पर्धेसाठी प्रवास ही महत्वाची बाब आहे.

- <u>प्रेक्षपन</u> :- स्पर्धा लहान असो किंवा मोठी असो प्रेक्षपन करण्यासाठी सार्वजन प्रयत्न करतात. प्रेक्षपना मुले ही स्पर्धा घरा घरात दिसून येते .त्याचे रेकॉर्डिंग आपणास करता येते आणि त्या स्पर्धे चे रेकॉर्डिंग आपणास कधीही आणि कोठेही पाहता येते .देशा परदेशातील स्पर्धा आपणास पाहता येतात.

- <u>रेकॉर्ड</u> :- स्पर्धेचे संपूर्ण रेकॉर्ड आपणास व्यस्थीत ठेवता येते .हे संपूर्ण रेकॉर्ड सुरक्षित आपणास माहिती तंत्रज्ञाना मुळे ठेवता येईल उदा.सी.डी.,पेन ड्राईव्ह,डी.व्ही.डी.,मेल इत्यादी वर रेकॉर्ड ठेऊ शकतो.

- <u>ईतीवृत्त</u> :- प्रत्येक स्पर्धे चे ईतीवृत्त आपणास ठेवावे लागते कारण पुढील वर्षासाठी त्याचा स्पर्धा घेत असताना उपयोग होती. त्यातून आपणास स्पर्धेची माहिती ताबडतोब मिळते हेच ईतीवृत्त सी.डी.,पेन ड्राईव्ह,डी.व्ही.डी.,मेल इत्यादी वर ठेवता येते.

म्हणून स्पर्धा घेत असताना आधुनिक काळात माहिती तंत्रज्ञाना चा वापर केला जातो.आणि त्याचे मोठया प्रमाणात फायदे आपणास दिसून येतात.

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