Two Day National Annual Conference

In Association with
Maharashtra State Secondary
Teacher Educators' Association (MSSTEA)

16th & 17th Dec. 2017

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On
"Assessment And Accreditation of Teacher
Education Institutes"

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Rayat Shikshan Sanstha’s
Swami Sahajanand Bharati College of Education,
Shrirampur, Dist. Ahmednagar

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MESSAGE

At the outset I congratulate and compliment the Principal and organizing committee for taking initiative to organize Two day National Level Annual Conference on “Assessment and Accreditation of Teacher Education Institutes” in association with MSSTEA. The deliberations on the theme by eminent resource persons will be useful to identify the major issues and challenges in the field of Teacher education in India.

I am confident that it will also provide platform for exchange of ideas for the betterment of Teacher Education programme as well as awareness of innovative evaluation processes of such training colleges in India.

I wish you and your team all the best for achieving great success in the conduct of conference.
MESSAGE

I am extremely glad and honoured to note that Swami Sahajanand Bharati College of Education, Shrirampur, has organized Two day National Level Annual Conference on “Assessment and Accreditation of Teacher Education Institutes.” in association with MSSTEA. On 16th & 17th December 2017. I do feel that awareness about innovative evaluation processes for Teacher training Colleges is need of the time and making such colleges qualitative in all aspects.

Assessment and Accreditation has to be considered as an integral part of the evaluation process of education. For the desired changes the teacher education institutions education to play an important role in creation of innovative practices and effective implementation of them in both teaching learning and in evaluation process.

I would like to extend my hearty congratulations to the Principal and organizing committee for successful conduct of the National Conference.
MESSAGE

It gives me immense pleasure to know that, Swami Sahajanand Bharati College of Education, Shrirampur is organizing Two day National Level Annual Conference on ‘Assessment and Accreditation of Teacher Education Institutes’. It is my proud privilege to send the words of congratulations and best wishes to this National level conference. Evaluation of teacher education institutions is one of the most challenging issue in the field of education.

Qualitative work and qualitative output is the need of learned society. So apart from traditional approach of teaching and learning all who are the part of education system need to change themselves. As per changes they have to adopt innovative teaching learning strategies as well as evaluation process.

Such type of conference surely helps the Teacher community to live with challenges and to convert them in quality. I wish all the best for conference a grand success with positive outcomes.
MESSAGE

It’s a proud privilege that our college is organizing the two days national annual conference on ‘’Assessment and Accreditation of Teacher Education Institute " in association with MSSTEA.

National council for Teacher Education (Recognition, Norms and Procedures) Regulation, 2014 have made it mandatory for TEI recognized by NCTE to obtain Accreditation from a NCTE approved Accreditation Agency within five years from the date of recognition. The NCTE has signed MOU with Quality Council of India (QCI) For the Accreditation of Teacher Education Programme for secondary level. The QCI has developed draft Assessment and Accreditation framework in respect of this. The process regarding this has just begun now and I do feel that there are many doubts and problems at institutional level regarding effective implementation of this process. This conference will definitely provide a platform to Principals and Teacher Educators to discuss such issues with the learned resource persons.

On behalf of Rayat Shikshan Sansta, Satara and the college I am thankful to MSSTEA and I congratulate the organizing committee and all my staff for organizing this conference. I wish all the best for the execution of this conference.
PREFACE

On behalf of Swami Sahajanand Bharati College of Education, Shirampur and on our behalf, it is a matter of great privilege for us to welcome you all to the Two Day National Annual conference on ‘Assessment and Accreditation of Teacher Education Institutes’

Assessment and Accreditation is an integral part of education system. For maintaining the qualitative work and qualitative output. Everyone has to contribute to make specific system more effective and useful to the society.

In this National conference resource persons like Hon. Dr.Bhandarkar K.M., Ex. Principal, Punjabai Patel College of Education, Gondia (M.S.) addressed the participants of the conference in his inspiring and studious style. Hon. Dr. Shefali Pandya, Professor, Dept. of Education, University of Mumbai has also contributed by delivering great piece of lecture.

We have taken sincere efforts to provide opportunities to the participants, teacher educators and research scholars to present their research as well as conceptual papers. We offer ours sincere thanks to the Principal, teaching and non teaching staff for their cooperation in this regard. It is worthwhile to express ours sincere and hearty thanks to the delegates coming from different places of Maharashtra and India to participate in the conference. We are very grateful to the management of the institution, the student-teachers of college and all those who have extended their helping hand to the successful organization of the conference.

It gives us great pleasure to present this Special Issue of Aayushi International Interdisciplinary Research Journal on the occasion of National conference. Overwhelming response from delegates is seen in the presentation of their views on topics related to the theme of the conference. About 68 papers have been published in this Special Issue of the conference.

We are sure that this conference will provide a good platform to exchange ideas thus reaching an appropriate conclusion for defining the assessment and accreditation in teacher education and its importance.

We are also thankful to Mr. Pramod Tandale of Aayushi International Interdisciplinary Research Journal for painstaking efforts to bring this book in our hand in a short period of time.
शिक्षक शिक्षणाचा इतिहास व वर्तमान
(बीज भाषण)

डॉ. ह. ना. जगताप
अध्यक्ष, म. रा. मा. शिशिक्षक परिषद

महाविद्यालयाचे प्राचीन, राष्ट्रीय शिक्षण संस्थेचे पदाधिकारी, व्यापकता वरील सर्व मान्यता व बंदूकों भगिन्यांनी, माझ्या सारख्या लाखो विद्यालयांना ज्या संस्थेने घडवलेल्या त्या संस्थेच्या स्वाभी सहजांतर भारतीय शिक्षणशास्त्र महाविद्यालयांमध्ये आपण सर्वांना एकत्र येणार्या संघी महाविद्यालयाने व संस्थेने उपलब्ध करून दिली त्याबद्दल प्रथम भी त्यांचे आभार मानावा।

शिक्षक प्रशिक्षण ही संकल्पना प्रथम अभीभूत जन्माला आली व नंतर ती इंग्लंड व यूरोप मार्ग आपल्यापैकी पोहोचली. आपल्याचं नालंदा, तत्त्वात अशी नामक विद्यापीठे होती. त्यातुन अनौपचारिकपणे शिक्षक प्रशिक्षण होत असे हे जेसी खरे असे त्या प्रत्यक्षात ओपरातिक प्रशिक्षण 1802 साली संपूर्ण पॉल यांने अभीभूत सुरू केले. पुढे 1839 साली दोन वर्षांच्या अभ्यासक्रम साधने करण्यात आला. 1870 मध्ये प्राथमिक व माध्यमिक शिक्षकांच्या प्रशिक्षणसाठी स्वतंत्र विद्यालय शुरू झाली. 1930 मध्ये पुकंते विद्यापीठांनी प्रशिक्षण शास्त्र व शिक्षक विभाग सुरू केले.

भारताच्या सरासरींतून बंगाल येथे 1802 मध्ये प्रशिक्षण शास्त्र सुरू केली गेली. 1828 मध्ये महिला सोसायटींनी शिक्षकांसाठी एक प्रशिक्षण वर्ष सुरू केला. परंतु शिक्षक प्रशिक्षणाला खरा वेळ आला तो 1859 मध्ये मुंबई इलाक्यात पुढे तरी 7 तर स्नित्यासाठी 2 प्रशिक्षण संस्था होत्या व त्यामध्ये 553 विद्यार्थी शिक्षण घेत होते. बंगाल प्रांतात यांच्यावर निर्मित स्कूलमध्ये 258 विद्यार्थी शिक्षण घेत होते. पुढे मदरासमध्ये एक, बंगालमध्ये एक, आयामात तीन व वापरात प्रांतात दोन अशा प्रशिक्षण संस्था श्यामाज्या व पुढे त्यांचा विस्तार होत गेला.

1882 या हंगर कमिशनने शिक्षक प्रशिक्षणाच्या गरज ओळखली व लांगुसार तत्कालीन गवर्नर जनरलने शिक्षक प्रशिक्षणाची जवाबदिश योजनेचे स्थानिक शासनाने स्वचालनाची असा आदेश काढला. सन 1899 मध्ये एस. टी. जी. (Secondary Teacher’s Certificate) ही प्रमाणपत्र परिशिष्टाः शिक्षकांसाठी सुरू केली. तर नागपूरमध्ये अशाच प्रकारात (Licentiate of Teaching) L.T. ही परिशिष्ट शुरू केली. पुढे विद्यार्थी समित्य व आयोगांच्या राष्ट्रस्तीमुळे शिक्षक प्रशिक्षणाच्या उद्धार विविध संस्था, विद्यापीठांनी घेतली तसेच शासनाने घेतली.

स्वतंत्रशास्त्र कालांतरांत डॉ. राधाकृष्ण आयोगांने (1948–1949) माध्यमिक शिक्षक प्रशिक्षणाचे परीक्षण करून काही बाबां सुचविलय. त्यामध्ये वर्गतील शिक्षकांच्या परिणामाकरक करण्यासाठी व वर्गशिक्षण सामाजिकांच्या अध्यापनाचा सराव बासा आत्तील येईला कमी नसावा. अध्यापन सरासरी प्रशिक्षणार्थी स्वा.
सहकारी शालेत सराव करीत असतील त्या शाळेतील सर्व कार्यक्रम त्या शाळेचे कनिष्ठ दरम्यान शिक्षक महान त्यांनी काम करावे.

1952–53 या मुदलियार आयोगाने या संदर्भात काही शिक्षकांना केल्या. त्यामध्ये प्रशिक्षण विद्यालयातील ही विद्यार्थींचा जोडणीत व विद्यार्थींची त्यांची पदवी धारण. महान मग Teaching Diploma (T.D.) देणा—या संस्था महाविद्यालयांना जोडण्यात आल्या. बी.एड. कोल्हापूरमध्ये एम. एड. चे वर्ग सुरू करावेत. एम. एड. चा प्रवेश घेण्यासाठी बी. एड. आवले यावितने शाळेत किंमत दोन वर्ष अध्यापन केले असावे. तत्संबंध बी. एड. महाविद्यालयांमध्ये संशोधन कार्य सुरू करवावे.

1964–66 या कोटारी आयोगाने शिक्षक प्रशिक्षणाची गुणवत्ता वाढविण्याच्या दृष्टीने अधिक लक्ष दिले. शिक्षक—प्रशिक्षणाला केंद्र व राज्य शाळांना पुरस्कर अनुदान द्यावे. प्रशिक्षणाचीकडून शुल्क आकर्षक नये उलट त्यांना विद्यावतन . प्रशिक्षणाचीकडून शुल्क आकर्षक नये. उलट त्यांना विद्यावतन (stipend) दिले जावे. महाने समाजातील गुणवत्ता विदार्थींचे बहुत तत्संबंध. बी.एड., बी.एड., या प्रशिक्षण संस्था एककत (Comprehensive) असावयात या एम. एड. व एम. एड. या अभ्यासक्रमात संशोधन हा विषय असावा. बी.एड. चा अभ्यासक्रम एक वर्षाचा असावा. प्रशिक्षण कार्यविकासाची संस्था 230 असावा. बी. एड. प्रशिक्षणासाठी पदवी परीक्षा पास असणे अनिवार्य असावा. बी. एड. चा अभ्यासक्रम दोन वर्षाचा असावा. हा मंदिर पास आवले उनेदवारांना घेता यावा. प्रशिक्षण संस्थाचा सहकारी शाळापासूनचा अलगपणा कभी करण्यासाठी स्टाफची अदलावदल करती. याविष्कार पदरतीचा वापर कभी करून टांगूटोरियल, गटबरच, चर्चासंत्रे अणि स्वयं—अध्यापन यांचा वापर अधिक प्रमाणात करवावे.

राष्ट्रीय शैक्षणिक धोरण (1986, 1992 व 2000) या धोरणात प्रथमत: शिक्षण विभागाने Human Resource Development असे नामांकन करण्यात आले. त्यानुसार आता शिक्षणाने Resource Material तयार करावेत आहे. केंद्र सदस्यांनी पुढील नवे तर राज्यात दृष्टीने उपयुक्त तर्कार Material निर्माण करण्यावर भर देणावासाठी आहे. त्यामुळे शिक्षणाची भूमिकेतील बदल होणे अनिवार्य ठरते. शिक्षकांचे शिक्षणसाठी पुढील शिक्षकांनी करण्यात आल्याची आहेत. त्यामध्ये शिक्षकसंबंधी निरंतर शिक्षण देखभाली जिल्ह्या निहाय शिक्षण प्रशिक्षण संस्था स्थापन करण्यात. या शिक्षणसेवकांना अतिरिक्त अध्ययन शीर्षक अर्जन यासाठी चाल करणे शीर्षक चाल जगावत आल्या. राष्ट्रीय शिक्षक प्रशिक्षण परिस्थिती आवश्यक ती साधन संपर्क पुरविलेल जगावत आलेले शिक्षणसेवकांना आयोगाने शिक्षक प्रशिक्षणाचे संकल्पन करणे, केंद्र व विविध राज्यशासी, विद्यापीठ अनुदान आयोगाने शिक्षक प्रशिक्षणसंबंधी शिक्षकांनी करणे, विविध कोर्ससंबंधी काही निकष्ट नविन्याने एकूण क्षेत्र शिक्षण शिक्षणाचा दर्जा उच्चविद्यालयातील विविध शिक्षकांनी करणे ही विविध कामे एम.सी.टी.ई.ने करणे आवश्यक होते. त्यानुसार एन.सी.टी.ई. कार्य करत आहे. विविध शिक्षण प्रशिक्षण संस्थांच्या कार्यावर निर्यात देणे, नवीन संस्था सुरू करण्यासाठी आवश्यक ल्या.
सोंसे सुविधा आहेत किंवा कसे हे पाहिणे, विविध कोसेसस्ताची अथवासंग्रह तयार करणे ही कामे एन.सी.टी.ई. ने करणे अभिनित आहे।

सन 2005 मध्ये संपूर्ण देशातील प्राथमिक व माध्यमिक शिक्षणाचा अथवासंग्रह बदलला. तो राष्ट्रीय अथवासंग्रह आराखडा (National Curriculum Framework ) NCF महून आकडू जातू लागला. साहाजक त्या अनुष्ठानाने शिक्षण शिक्षणाचा आराखडा तयार झाला व तो (National Curriculum Framework of Teacher Educatino) NCFTE हा आराखडा, अथवासंग्रह व अध्ययनशास्त्र, शिक्षणाची अभिधान व शास्त्र पुढे अस्तरावशिष्टता या तीन क्षेत्रात विभाजलेला होता. यामध्ये शास्त्र पुढे अस्तरावशिष्टता खूप महत्त्व दिले गेले. अस्तरावशिष्टत्याच्या कोणकोणत्या बाबुव्या समावेश असावा यासंबंधी तपशीलाच मार्गदर्शन येथे केले गेले. तसेच एम. एड. साठी कोणता अथवासंग्रह असावा यासंबंधीचे सवित्तर विवेचन केले आहे. भारताच्या निवडद अशा 30 विद्यापीठांतील School of Education ची स्थापना कर्मचारीकरण शिक्षण कर्मयात्रा आहे. काही निवड वर्तमान मूळ B.ed. हा दोन वर्षांचा व एम. एड. 3 वर्षांचा कोस्यांचे अधी शिक्षण कोस्ती आहे. प्रयोग शिक्षक शिक्षणाचे NCFTE वा अहवाल वाचणे आवश्यक आहे. करण त्याचे प्रतिबिंब आपल्या दोन वर्षांचा अथवासंग्रहार्थ पडलेले आहे.

सन 2014 मध्ये वर्मा समस्तीते भारतातील एकूण शिक्षण शिक्षणाचा आहारचा चेतना व काही शिक्षास्त्री केल्या. त्यामध्ये प्रामुख्याने बी.एड. व एम. एड. व अथवासंग्रह दोन वर्षांचे असावेत असे सुचविले. ती शिक्षास्त्री संपूर्ण भारतात बंधनकारक तरयाच्या आणि येथुनच आपल्या अध्ययनीय सुरुवात झाली. शिक्षण केन्द्रात काम करणा—या अनेक शिक्षक प्रशिक्षणांची देखील ही इच्छा होती. परंतु ही शिक्षास्त्री आशाबाही लागू झाली की ज्याची महाराष्ट्रात तरी विद्यार्थ्यांना नोकरीची संधी कमी झाली. महालयाचा काळात प्रवेश संपूर्ण असलेले बी. एड. कोलेजेस सुरु झाली. त्यामुळे भरतसात बी.एड. झालेले विद्यार्थी बाहेर पडू लागले. त्यामुळे नोकरीची संधी कमी झाली व नेमके यायमेंतील बी.एड. व एम. एड. कोस्ती दोन वर्षांचे झाले. त्यामुळे बी. एड. ला व एम. एड. या पुर्वेस विद्यार्थी मिळेलासे झाले. परंतु आता कल्याणच व आता दिलेली जरी मिळाले नाहीत तरी ते विद्यार्थी बी.एड. ला येतील ते शिक्षक होण्याचा भावनेनेच येतील. सुविधातीत काळ थोळासा कठीण जाईल इतरकाळ.

वाज्यविक जर बी. एड. व एम. एड. चे प्रवेश वेलेवर झाले तर त्याच्या प्रवेश सुप्रभावन वेळा होईल. परंतु प्रवेश वेलेत होतील याची शक्यता नाही. महून बी.एड. व एम. एड. कोस्ती ऑक्टोबर ते ऑक्टोबर व पुढे ऑक्टोबर ते ऑक्टोबर असा करण्याचा हितावह ठरेल. दोन वर्षांच्या बी.एड. व्या संकटानुसार वट काळ असतानाच आता Assessment व Accreditation या नयीन संकटाला ठोऱ देते लागत आहेत. QCI या कार्यस्थली सूचन चित्रकार आहे. यामध्ये विशेषतः TET या निकालाला दिलेले महत्त्व अनाकलनीय आहे. वाज्यविक TET ही पहलीते आतील परत्याच्या शिक्षकसाठी आहे व बी. एड. कोलेजेस ही माध्यमिक शिक्षक तयार करण्यासाठी आहेत. इकडे त्याच्या दिसते. तसेच शिक्षकांच्या हिंदी रेडिओंच्या मूल्यिकरण दिल्लीत बसलेले हिंदी किंवा इंग्रजी भाषिक तत्त्व कसे करणार हे समजत नाही. QCI मुळे शिक्षक
शिक्षणाचा क्षेत्रात शिक्षक अप्रवृत्तीना आवश्यक हे मात्र नक्की. QCI च्या रचनेपात्र व मूल्यांकन प्रक्रियेच्यातील काही न्यायालंबी केळेसा चालू आहेत असे समजते.

अशाही परिषदीतील विविध महाविद्यालयांतील माझे तरुण मित्र काही नवनवीन उपक्रम रास्त्यात असतात. त्यांचा परिणाम इतरांचा हवा महणून आपण एक विषय परिषदेच्या ठेवलेला आहे. सच्च शाळेच्या स्वरूपात ज्ञानशैलीतेच फार मोठया प्रमाणात उपयोग केला जात आहे. परंतु ज्ञानशैलीच्या उपयोगाचा वापर करून शिक्षणाच्या तयार मूल्यमापन करून मात्र शिक्षकांतील संचारस्थळ असत्याचे जाणतो. महणून या परिषदेमध्ये यांग संचार विचार काव्य अशी अपेक्षा आहे.

या परिषदेमध्ये या विविध विषयांवर चर्चा काही विचारांमध्ये आदान प्रदान करून काही प्रश्नांच्या सोडवणुकीच्या दृष्टीने काही मार्ग सापडवेल एकसारी किमान अपेक्षा आहे.

आपण सर्वजन सेवा MSSTEA च्या प्रेमापोटी व रघु शिक्षण संस्थेच्या चालविलेल्या स्वामी सहजानंद भारती शिक्षणशास्त्र महाविद्यालयाच्या स्नेहापोटी आलेल्या आहात. तुम्हा सर्वांचे आमार, तसेच पुढील एकदा रघु शिक्षण संस्था, स्वामी सहजानंद भारती शिक्षणशास्त्र महाविद्यालयाचे प्राचार्य व स्टाफ या सर्वांचे मनायासून आमार मानतात.
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Constructivist Evaluation of Learning

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Abstract
There are significant calls for reform in educational evaluation practices. The main reason is the changing society compulsions as they are impacted by implications of new technologies. The reform however, is furthered by an evolution in the conception of education from behaviourist to cognitive and so constructive view. The plan of implementing a constructive learning environment should intend to both satisfy the characteristics of a prolific constructive educational agent and an adopting information technology service. It is particularly of importance to attain the problem from an interdisciplinary approach since education is inherently interdisciplinary and the reform contributing factors are developed in an interdisciplinary background. The following paper is to review the implications of educational evaluation in a frame that is adaptable to the plan of a constructive learning environment.

Keywords: authentic evaluation, constructivism, educational evaluation, meaningful learning, standards, strategies

Introduction
The way educational evaluation is carried out reflects not only political, socio-economic, and technical constraints but also philosophical foundations, particularly beliefs about knowledge, reality, and values. The idea of current knowledge implies that what a student knows is always changing. Methods of evaluation are determined by our beliefs about learning. Over the past few decades, there has been a paradigm shift in instructional design and evaluation, from objectivism to constructivism as the two main distinctive philosophical views in learning pedagogy. This paradigm shift will involve fundamental changes in our educational philosophy, pedagogy, and the whole system of evaluation and examination. Without the framework of understanding, it is difficult to implement a reform that demands a new paradigm or a shift in paradigms without comprehending what the newer paradigm entails. However, adopting any model for learning and so any paradigm for education requires a system of defined strategies and standards to assess all the contributing elements of the system. The paradigm affects the way the strategies and the standards of evaluation are refined.

Evolution of Evaluation
Evaluation is an integral part of the learning process. Evaluation drives the learning goals of a teacher and students, provides students with feedback about their learning, and guides teachers and students to create appropriate learning tasks. Evaluation can take the form of many methods such as assessment for, as, and of learning. Quite often in current educational systems, summative assessment is a focal point - marks driven assessment practices and standardized tests. However, there has recently been a shift from summative assessment methods to self- and formative assessment methods. Driving this change is the belief that students need to be active participants in their learning, which requires them to assess their own learning processes. This alternative assessment is based on frustration with traditional evaluation methods and a desire to create deep understanding and evaluate the ability to apply learning to real-life contexts.
Evaluation in Constructivism

From a constructivist point of view, the process of learning is emphasized over the end product. Constructivism favours evaluation for and as learning (formative and self-assessment), as opposed to evaluation of learning (summative assessment). While behaviourism and cognitivism focus on measuring specific outcomes objectively, constructivists tend to subjectively assess student work. The journey in attaining knowledge is as important as the actual knowledge itself.

Constructivism’s shift towards authentic assessment, performance assessment, and portfolio assessment has stemmed from dissatisfaction with summative assessment approaches that are used to standardize students and do not take into account individual differences and the application of learning. Evaluation in constructivism focuses on the process that the individual learner takes in the process of knowledge creation. Each learner is perceived to be different with individual strengths, weaknesses, and previous knowledge and experiences. Evaluation focuses on how a learner is able to learn new material through linking it with previous knowledge to create lasting ties in the learner’s mind. Through this linkage, students are evaluated on their ability to apply learning to real-life contexts.

Within a constructivist classroom, evaluation takes the form of endless methods designed to focus on the processes that a learner has used to gain knowledge. Through self-assessment and reflection, the learner strengthens his/her linkages within the mind. The teacher uses many formative assessment methods to monitor the learner’s process and determine how the learner is learning.

Sample Evaluation Methods in Constructivism Classrooms

<table>
<thead>
<tr>
<th>Anecdotal Records</th>
<th>Formative Assessment</th>
<th>A teacher’s ongoing observational assessment of a students learning progress. Often includes information about how a student processes information, collaborates with others, learning styles, attitudes, and behaviours.</th>
</tr>
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<tr>
<td>Exit Cards</td>
<td>Self-Assessment</td>
<td>A brief activity completed by students before, during, or after an activity that helps students clarifies what they have learned. Often consists of short questions based on the desired learning goals of the activity.</td>
</tr>
<tr>
<td>Exit Cards</td>
<td>Formative Assessment</td>
<td>Feedback from students allows teachers to assess which goals a student has reached, as well as which goals still need to be worked on. Exit cards can help a teacher determine future learning goals and activities.</td>
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<tr>
<td>Graphic Organizers</td>
<td>Self-Assessment</td>
<td>Also known as mind maps, this form of organization allows student to create links between different parts of their knowledge. Students create and demonstrate links between previously learned knowledge and new knowledge.</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Formative Assessment</td>
<td>Teachers use these as a resource for determining a student’s previous knowledge and visualizing the thinking process of an individual student. Through this assessment, teachers are able to help guide students to achieve their learning goals.</td>
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<td>Journals</td>
<td>Self-Assessment</td>
<td>Often helpful for students to organize their thoughts and explain their understanding. Either open-ended or guided with a question from the teacher, students can organize their thoughts and clarify their thinking. Journals help students to improve communication, and allow teachers to get to know their students better.</td>
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<tr>
<td>Journal</td>
<td>Formative</td>
<td>Allows teachers to see a student’s thinking process. As students clarify...</td>
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Assessment
their thoughts, the teacher is able to see where a student may be excelling or struggling.

Peer Assessment
Formative Assessment
Peer assessment allows students to share ideas and see alternative ways of thinking. Students are exposed to the thinking of their peers of similar skill levels. Often this can help a student receive alternative feedback as a student’s observations may differ from those of the teacher. Peer evaluation lets the learner step outside his/her normal role and take on the role as pseudo teacher.

Portfolios
Self-Assessment
A collection of artifacts created by a student or group of students developed over time - a period of months or more. Characteristics include:
   i) Steps such as thinking, planning, reflecting and organizing.
   ii) The learner choosing pieces of work from an overall, bigger collection of work.
   iii) The process of being reflective, developmental, and self-directive over a sustained time period.
   iv) The culminating goal of presenting work to be reviewed and assessed by another party.
There is choice involved on the part of the pupils in analyzing what their vision is regarding what they perceive to be their strongest efforts. This is both meaningful and motivational as they are involved in the selection and not just the teacher. Further benefits include the idea that there are many paths to success. While the instructor or mentor provides an overall set of criteria, it is up to the learner to decide how these criteria will be met.

Portfolios
Formative Assessment
Portfolios allow teachers to follow a student’s learning path. Since a portfolio combines material over a large span of time, a teacher can analyze what learning has occurred. Also, allowing other classmates to make comments and offer suggestions can lead to a larger collective body of knowledge.

Project-Based Learning
Self-Assessment
Students are provided with meaningful, engaging learning investigation through real-world questions and examples to increase motivation. Students must learn how to apply knowledge to life. Often, this requires linking the new knowledge to previously learned knowledge in a meaningful way that is designed to create retention. This allows students the opportunity to assess their previous knowledge as well as new knowledge.

Project-Based Learning
Formative Assessment
Constructivism emphasizes the ability to apply learning. Applying learning requires a student to understand the content to a deeper extent and create links to previously learned knowledge. Teachers can assess a student’s understanding and thinking processes by analyzing the processes that a student takes to solve a problem that the student may one day actually encounter in real life. In a constructivist classroom, the ability to apply learning is a strong educational goal.

Principles of the Constructivist Approach
Constructivists approach learning using two main principles:
- First, in order for a student to learn or receive knowledge he/she must be actively involved in constructing that knowledge; it is not passively received from the environment. Perceptions, experiences, and reflections are all important in forming an overall view of something.
Second, "knowing something" is arrived at through a process of adaptation - the learner's continued experiences are constantly adding information that may alter the end product. Relationships and interactions all help to formulate or synthesize knowledge. This knowledge is not a static phenomenon but rather is one that evolves and changes depending on how the involved party interprets various events.

Evaluation then should reflect these principles. Constructivist evaluation takes into account the differences that exist between students. There is no one true reality; rather, there are many views of the world through the eyes of the learners. These views are arrived at through personal experience and social interactions. Similarly then, the way that a teacher makes sense of the world or constructs knowledge is very different to that of a pupil. Further, the language that an instructor uses and the events experienced to gain this language would be markedly different to that of a student.

**Implementing Constructivist Approaches**

The teacher’s role in constructivist evaluation is to evaluate the learner’s thinking processes to evaluate a learner’s current understanding. This evaluation is used not as a tool to compare students or provide criticism, but as a tool to understand how an individual learner thinks and the path taken during knowledge creation. The list of principles that a teacher should use in a constructivist classroom in order to maximize these outcomes:

1. Constructivist teachers encourage and accept student autonomy and initiative.
2. Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
3. Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks.
4. Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
5. Constructivist teachers inquire about students’ understandings of concepts before sharing their own understandings of those concepts.
6. Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another.
7. Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
8. Constructivist teachers seek elaboration of students’ initial responses.
9. Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
10. Constructivist teachers allow a waiting time after posing questions.
11. Constructivist teachers provide time for students to construct relationships and create metaphors.
12. Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model.

**Relevance of Constructivist Evaluation in Education Today**

The trend to make schools and districts educationally accountable has led to the widespread use of standardized tests. Originally used to pre-test students for class placement, standardized tests are frequently used to demonstrate the success or failure of the student, teacher and school. Criticisms of this type of assessment frequently mention socio-economic factors in relation to test scores as well.
as cultural factors such as language. Standardized tests are completely opposite to the idea of diversity or allowing for individual differences in schoolchildren.

Constructivists believe that assessment should be employed as a tool to provide understanding for both the student and teacher and to further the student's learning in general. Often seen in classrooms today is an attempt to use authentic learning experiences. Authentic learning experiences are designed to provide learners with applications of learning that they would expect to see in real life. Rather than learning a concept just for the sake of learning it for an exam, constructivism argues that the ability to apply knowledge in contexts it what is important. By providing students with authentic learning tasks, students learn the concepts through real-life experiences.

Conclusion

There is much controversy surrounding constructivist evaluation techniques. Most educators, parents, and administrators will not deny the benefits of using formative and self-reflective assessment, but some have a problem with the idea of significantly reducing the role of summative assessment. One common frustration with constructivist evaluation is the discrepancy between ideas and actual practice. Constructivist evaluation requires educators to spend a great deal of time getting to know each student individually in order to determine a learner's thinking processes, strengths, weaknesses, prior knowledge, etc. In doing so, a conflict arises with this observational, sometimes subjective form of assessment when parents or administrators do not agree with the assessment. There is a certain sense of security that educators, parents, and administrators have come to rely on through summative assessment approaches. The validity and reliability thought to be associated with standardized testing have come to be a safety net for the education system.

References

Study of Value Inculcation in Teacher Education

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Abstract
The purpose of education is the all round and well balanced development of students personality. It includes physical, emotional, social and spiritual aspects of the personality. Value education is such a programme for developing the dynamic personality of students. The value inculcation depends upon teachers. As a result the researcher decided to study the effectiveness of value inculcation in teacher education i.e. pre-service teachers. The study is conducted at B.Ed. level value inculcation is an effective programme in the field of education. The present research paper focuses on the study of value inculcation in teacher education.

Keywords- Value Inculcation, Teacher Education, B.Ed. Students-Teachers

Introduction:
Values are the core aspects of human being. The field of education is also related to values. Values are nourished through the medium of education. The role of school and teacher is very important in value education. It is said that value can't taught, they can only be caught. But is time to inculcate values through the system of education. The researcher made an attempt to study the effectiveness of value inculcation through education. The present study reveals that value inculcation programme is a successful effort for B.Ed. student-teacher.

Objectives:
1. To study the concept of values.
2. To study the various activities of value inculcation for B.Ed. student-teacher
3. To study the various activities of value inculcation organized by teacher-educators for B.Ed. student-teacher.
4. To suggest effective activities of value inculcation for B.Ed. student-teacher.

Assumptions:
1. Values help to make well balanced personality of B.Ed. student-teacher.
2. Value inculcation is an effective programme to bring quality in B.Ed. course.

Delimitations:
1. The study is delimited to only one B.Ed. College in Barshi.
2. It is delimited to Marathi Medium B.Ed. College.
3. It is delimited to Value inculcation.
4. It is delimited to the academic year of 2017-18.

Research Procedure:
Survey research method from descriptive research was used for the present research study. Only one Marathi medium B.Ed. college was selected by purposive method of sampling. The researcher selected 30 B.Ed. student-teacher by purposive method of sampling. Questionnaire was prepared by the researcher to collect data. There were two questionnaire. One questionnaire was prepared for students which includes ten questions based on value inculcation. The other questionnaire was prepared for teachers which includes ten questions based on value inculcation. The
collected data was analyzed and interpreted by the statistical measures i.e. percentage. The recommendation are based on the collected data of the present study.

**Findings of the Study:**
The following are findings
1. The 60% student-teachers of B.Ed. course are more aware about the concept of value education.
2. The 65% student-teachers participate in the activities of value inculcation.
3. The 62% student-teacher of B.Ed. course attend the various programme on value inculcation.
4. The 67% student-teacher follow the value inculcation at home and society.
5. The 80% student-teacher like to organize workshop on value inculcation.
6. The teacher educators try to conduct activities on value inculcation for B.Ed. students.
7. The teacher-educators always inspire to student-teachers regarding value inculcation.

**Recommendations**
The researcher has state the following recommendations.
1. B.Ed. students should try to know and understand the concept of value education in details.
2. B.Ed. students should try to develop their personality with value inculcation.
3. B.Ed. students should try to participate in activities regarding value inculcation.
4. B.Ed. students should try to follow the value inculcation both at home and society.
5. B.Ed. students should try to participate in workshops based on value inculcation.
6. Teacher-educators should try to create learning environment for value inculcation.
7. Teacher-educators should try to participate in the workshop at state and national level regarding value inculcation.

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Challenges in Assessment of TEI With The Help Of Fourth Pillar 'Learning Outcomes

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Abstract

NCTE decided to work with the Quality Council of India (QCI) which is an autonomous agency under the Department of Industrial Policy and Promotion, Government of India. NCTE has been designed new accreditation and ranking framework with QCI which focuses on four pillars (i) Physical assets, (ii) Academic assets, (iii) Teacher and learning quality, (iv) Learning outcomes.

This conceptual paper is focused on challenges in assessment of TEI with the help of fourth pillar learning outcomes.

Keywords - Learning outcomes, Online Proctored test, Factors related to learning outcomes, audio-video recording and Data presentation

Introduction:

Now days HRD minister of India is very serious about quality at all levels of education. Regarding professional courses focus is on skill based planned and coordinated development.

When we consider teacher education, concerned body of TEI is NCTE, which is statutory body. NCTE recognition is must for all TEI. According to notification of NCTE dated with 28th April 2017, it is required to obtain accreditation from an agency identified by NCTE once every 5 years.

Accreditation helps student for choices of TEI, further teacher should acquire the attitude, skill and knowledge, they should also pass the TET.

NCTE decided to work with the Quality Council of India (QCI) which is an autonomous agency under the Department of Industrial Policy and Promotion, Government of India. So NCTE has been designed and operational a new accreditation and ranking framework with QCI. This new framework is very distinct in its approach. Framework includes input and output factors. Input is related with land, building, teachers and output is related with learning outcomes.

Expectations of NCTE are, to have a variety of teaching methods and qualitative tools of assessment which can later sustain excellence. The framework for assessment consists of four pillars.

1. Physical assets
2. Academic assets
3. Teacher and learning quality
4. Learning and outcomes

This paper is focused on fourth pillar that is learning outcomes. Main objectives of this paper are...

1. To find out the factors related to learning and outcomes.
2. To decide the method of data collection for learning outcomes.
3. To plan for self evaluation of learning outcome.
4. To organize planned activity for submitting valid data of institutional activities.

While implementing curriculum of TEP for two years we evaluate students progress with the help of guideline given in curriculum for college assessment and university assessment. NCTE is expecting learning outcomes in the sense of various aspects such as teaching-learning strategies and methodologies used, feedback from schools about internship, audio-video recording of all activities, placement of student teachers, feedback from alumni.
The main assessment will be conducted with standardized online proctored test. This test will assess students' attitude skills and knowledge. Assigned score will be used to assign marks to teacher education institution. Other components of assessment are...

i) TET pass percentage of students over last two years.

ii) Placement percentage and scores from the peer review of audio-video recordings of practice teaching by a statistically valid sample of student teachers.

While studying the above process of assessment of fourth pillar learning outcomes conclusions are as follows.

**Objective 1** -

The factors related to learning outcomes are - Teacher educators methodology of transacting knowledge, performance in internship of trainee, practice teaching process, feedback from school of internship.

**Objective 2** -

Every TEI should be aware about valid statistical data to be collected. The method of data collection may be as follows.

1. Use of proper implemented schedule or time-table.
2. To collect information about internship from school headmaster or experienced teacher.
4. Audio-video recordings of each activity with proper sequence and update it on website of institution.
5. Preparation of internal online test for assessing pupil teachers attitude, skill and knowledge.

**Objective 3** -

1. Internal assessment committee of institution should be formed which includes Principal, Coordinator and senior faculty, ICT technician.
2. Tools should be prepared for self evaluation.
3. Data presentation should be prepared and evaluate.

**Objective 4** -

After completing successfully the above objectives 1, 2 and 3, institute decide what to update qualitatively as well as quantitatively since NCTE is going to evaluate with statistically valid sample. Hence main challenges before TEI regarding learning outcomes are...

1. To engage all activities very carefully.
2. To enable schools of internship to evaluate performance of pupil teachers.
3. To record all activities with audio and video aids.
4. To conduct and maintain record of placement.
5. To guide and counsel for TET and CET.
6. Format of standardized online proctored test.

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A Study of Leadership Behavior Qualities of B.Ed Students

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College of Education Barshi
Dipali Patil
Asst.Prof., MAEER’s MIT SOE&R

Introduction

A great teacher inspires his students in all possible ways; the teacher is the leader of the social group in the classroom situation as well as possible in the school life. His job is not finished with the imparting of instruction in the class. He is to develop relation with the class children and make them good social beings, outside the classroom too. Hence, he/she should maintain good relationship with pupils, the colleagues, head of the institution, parents of the children and the community. His vision of life must be based on love, sympathy and affection for all in general and for the needy and deprived classes of the society in particular. So, he must have good leader qualities.

The present study is intended to find out the level of Leadership behavior qualities of B.Ed. students. To find through this investigation if there is any influence of gender, teaching methodology and qualification of student teachers on their Leadership behavior qualities. This study would be of great use to planners and administrators of teacher education and head of teacher institutions.

Problem statement

A Study of Leadership Behaviour Qualities Of B.Ed Students

Need of Study

1. This research is useful to know the level of Leadership behavior qualities of B.Ed. Students.
2. This research is useful to know if there is any influence of gender, teaching methodology and qualification of B.Ed. students on their Leadership behavior qualities.

Significance of the study

1. This research is useful to the B.Ed. students to know about their Level of Leadership behavior qualities.
2. This research is useful to the B.Ed. students with high Leadership behavior qualities which help them in school to grow well in all dimensions of life along with excellence academic achievement.
3. This research is useful to planners and administrators of teacher education and heads of teacher institutions.

Objectives of the Study

1. To find out the Leadership behavior qualities of B.Ed. Students.
2. To find out if there is any influence of gender, qualification and teaching methodology of B.Ed. students on their Leadership behavior qualities.

Operational definition

1. Social intelligence
   Leadership behavior qualities of B.Ed. students related to eleven areas – Problem solving, Positive approach, Ability to Inspire, Ability to tactful, Knowledgeable, Ability to monitor, Ability to organize, Interpersonal skills, Analytical Skills, Ability to motivate, Ability to communicate
2. B.Ed. students

B.Ed. students who are learning to teach and have undertaken one year Bachelor of Education (B.Ed.) course in the College of Education affiliated to Pune University, Pune (Maharashtra) during the A.Y. 2013-14

Hypothesis of the study

1. There is no significance difference in the Leadership behavior qualities of male and female B.Ed. students.
2. There is no significance difference in the Leadership behavior qualities of graduate and postgraduate B.Ed. students.
3. There is no significance difference in the Leadership behavior qualities of arts and science methodology B.Ed. students.

Scope of the Study

1. In present research researcher were include the B.Ed. students of six B.Ed. Colleges which are affiliated to Pune University.
2. In present research only the variables, gender, qualification and methodology were consider.

Merits of the Study

1. Present research was limited to the B.Ed. students only.
2. Present research was limited to the English medium students only.

Review of related literature and Research

Researcher was used the different Books, Journals Reports also used all research survey of research in Education for the related literature and Research.

Research Method

Method of research was Descriptive method.

Sample of Research

The study was done on 600 B.Ed. students which were learning under Pune University.

Tools of the Research

Researcher was used the Leadership behavior quality scale developed by her for measuring the Leadership behavior qualities of B.Ed. students.

Statistical Techniques used

1. Mean
2. S.D
3. t-Test
4. r-Correlation

Conclusions

1. Leadership behavior qualities of B.Ed. Student are moderate.
2. There is no significance difference in the Leadership behavior qualities of Male & female B.Ed. students.
3. There is no significance difference in the Leadership behavior qualities of graduate & post graduate students.
4. Leadership behavior qualities of Arts methodology students are greater than Science

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5. www.google.com
Catalectic Transformation of Teacher Education Programmes (TEP) by QCI

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Mouni Vidyapeeth, Gargoti

Abstract:
India is having the largest Education system in the world. There was high demand for trained teachers to teach school subjects in primary and secondary schools in the country. There were less teacher training colleges in India. Upto 1980 only Government and Government aided colleges were there to fulfill demand & supply of trained teachers in the country. In 1990 the Government participated in the international wave of Liberalization, Privatization and globalization (LPG) by signing general agreement on trade and tariff (GATT) in 1993. As a result large number of private institutions entered in teacher education as like engineering and medical colleges. The Govt. could not stop the private bodies to open D. Ed./ B.Ed./ M. Ed. Colleges all over the country. These private players found to be compromising quality of teacher training irrespective to the benchmarks laid down by the affiliation system at that time. In 1985 the Govt. appointed National Commission on Teachers. The commission recommended setting up regulatory body to look after the issues and concerns regarding teacher training in the country. Ministry of Human Resource Development (MHRD) approved the NCTE Act to set up National Council for Teacher Education (NCTE) in the year 1993. NCTE started functioning from the year 1995 with the mandate to maintain planned and coordinated development of teacher education in the country. As an apex regulatory body NCTE enforced norms and standards for all teacher training programmes in the country. At the start of NCTE there were less than 800 teacher training colleges in India. There was great demand for D. Ed./ B. Ed. ? M. Ed. Colleges. However huge number of Private Institutions applied for recognizing TE courses. As per LPG policy NCTE gave bulk recognition to private players to start teacher training institutions. The mushroom growth of such private unaided institution was numbered 1900 in the year 2000, 2500 in 2003 and 7273 in 2004-2008. In the year 2007-2008, 2439 new teacher training colleges were recognized by NCTE & approved by the government. At present the number crossed 18000 plus TEIs in the country. Rapid expansion is mostly concerned in the state of Maharashtra, Karnataka, Tamilnadu, Kerala, Madhya Pradesh, Uttar Pradesh, Punjab and Haryana. Due to rapid growth of TEI neither NCTE, affiliating university nor the Govt. could pay attention on quality functioning of these special interest institutions. These private unaided colleges failed to observe norms & standards laid down by NCTE or NAAC. Overall functioning of such institutions reported to be substandard and witnessed massive malpractices in admission process, teaching learning process and evaluation of the product. This caused a serious damage to the quality of teacher education in the country. However the Govt. appointed Banarjee committee in 2008 (SBC). The committee criticised the role of NCTE in giving bulk recognition to private TEI & concluded to close down NCTE. NCTE was held solely responsible for the degradation of TE courses. To resolve the issue it is first time in India that the Supreme Court appointed Committee under the chairmanship of Hon. J. S. Verma in 2012. The Verma committee studied the TEI scenario in the country and recommended reformatory changes in preservice & in-service teacher education. JVC recommended to restructure the TEI courses. NCTE submitted Affidavit to ensure proper implementation of the recommendations of JVC in 2013. In pursuit of proper implementation NCTE constituted another committee under the chairmanship of Prof. Poonam Batra (CIE Delhi). Key recommendation of both JVC & Batra committee were to restructure the TEI courses. According to these NCTE
prepared National Curriculum for Teacher education (NCFTE2014). All TE courses were restructured by most of the universities in India. The most bottlenecking change is change in time duration of the course from one year to two years. New pattern created havoc in Indian TEP. Majority of ‘A’ type of colleges and university departments are on the verge of closing down due to less enrolment. Students are not willing to attend classes in ‘A’ type of colleges. On the other hand ‘B’ type of colleges fulfilling 100% enrolment before the announcement of CET such colleges coined new terminology in TEP i.e. Full time distance mode course. The wonder is students are achieving gold medals in the university examinations.

Keywords: Liberalization, Privatization, Globalization, Quality enhancement, Quality sustenance, Assessment & Accreditation- monitoring, Affidavit, Teacher, Educational enterprise, Third party assessment

Introduction:
Quality control, quality enhancement, quality assurance and quality sustenance are the buzz words in industrial sector which became popular in Indian higher education sector since inception of NAAC, NBA and Quality Council of India (QCI). Quality is not an absolute concept but a multidimensional and dynamic word. Quality assessment of an institute is judged in terms of “Fitness for the purpose” It is the process of analyzing input, process and output of the institution in terms of vision, mission and goals of the institution. Quality assessment is a standard practice in developed & many developing countries. In 1994 the government of India (MHRD) and University Grants Commission (UGC) established NAAC to assess quality of higher education institutions in India. NAAC is an autonomous organization which created quality culture and quality sustenance movement in HEI in the country. Along with higher learning colleges teacher education colleges were also assessed and accredited by NAAC. Recently NCTE took decision to discontinue the mandate with NAAC and instead work with Quality Council of India (QCI), an autonomous agency under the department of industrial policy and promotion. NCTE justified that NAAC was supposed to access 17000 to 18000 TEI during 2002 to 2017 but it could access only 1522 TEI during the period of 15 years. The state Governments are linking accreditation status with the grant in aid and enforcing HE institutions to complete accreditation process within stipulated time. For example Govt. of Maharashtra noticed all HEI in the state to complete NAAC assessment before 30 April 2018. However NCTE withdrawnd mandate with NAAC & joined hands with QCI to design and operationalise a new accreditation and ranking framework for all TEI in the country. QCI started working on the basis of data supplied by the TEIs through Affidavit, E-monitoring & Self Assessment report. QCI is targeted to assess all TEI who submitted Affidavit and answers to show cause notice by NCTE. AS per NCTE appeal 11474 TEI filled Affidavit to NCTE whereon QCI started working. QCI is supposed to assess all TEI up to April2018 and rank top 100 TEI in the country. The objectives of this paper are to (1) preview the background of the theory of change (2) explain the pillars of TeachR and (3) discuss issues and concerns pertaining to the new framework.

What is QCI?
QCI is an autonomous organization set up in 1996 by the Government of India, Indian Industry Association, Associated chambers of commerce and industry of India (ASSOCHAM). QCI is governed by 38 members including chairperson and secretary general. The chairperson is nominated by the prime minister of India. Currently the chairperson is Mr. Adil Zainulbhai an alumni of Harvard Business school. QCI members are selected from the Government, industry and various stakeholders. The mission statement of QCI is to lead quality movement in the country by involving all stakeholders. The emphasis of QCI is on adherence to quality standards in all aspects of institutional
functioning. The activities include promoting and protecting interests of nation and its citizens. The main objective of QCI is to lead national Quality Campaign aimed at creating awareness amongst Indian citizens to demand quality of products in all spheres. QCI operates national assessment & accreditation programmes for various service sectors such as education, healthcare, environmental protection, governance, social sector, infrastructure sector, vocational training etc. Major feature of QCI is development and application of third party assessment model for government regulators organization and society. QCI promotes competitiveness in Indian enterprise through quality management standards.

Who Must Undergo Mandatory Assessment by QCI?

Any institution – DIET, College or university department who is offering NCTE recognized Teacher Education programme in all Indian states excluding Jammu & Kashmir.

Methodology

The assessment process will undergo the data collected by NCTE through the following:

(1) Mandatory Affidavits
(2) Replies by TEI to the show cause notice who did not submit the Affidavit
(3) GIS data submitted by TEI
(4) E-monitoring of TEI websites
(5) Data submitted by TEI at the time of recognition

Assessment Steps

- Step One: Registration on Teacher
- Step Two: Successful completion of Self evaluation form
- Step Three: Four staged Assessment Process
  (a) Online Registration by paying 174000 & filling of Self evaluation Form
  (b) (DA) Desktop assessment (15 days will be given to TEI to fulfill the non compliance if any
  (c) Field visit for verification & validation of data (AV recording & testing)
  (d) Ranking & accreditation (A, B, C, D) Status ‘A’ for Five years, Status ‘B’ for three years,
     Status ‘C’ call to assessment for each year, Status ‘D’ for Fail (Closing down the TEI)

Assessment Fee

The Fee for assessment, and accreditation is 174000 including GST. It includes cost of application, Cost of self appraisal, document assessment, onsite visit, proctored test (ASK), Peer review, Travelling allowance (T. A.) D. A. Other allowance etc. No other charges will be incurred by the TEI

Framework of Assessment

- Physical Assets
- Academic Assets
- Learning Outcomes
- Teaching & Learning Quality

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## Quality Assessment Matrix

### Pillar: 1 Physical Asset (10%)

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Quality aspects</th>
<th>subcomponents</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Financial Management</td>
<td>(1) Mandatory fund requirement</td>
<td>Endowment fund</td>
<td>Account No, FDR No, amount, IFSC code, Value, date, Maturity date, Rate of interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reserve Fund</td>
<td>Account No, FDR No, amount, IFSC code, Value, date, Maturity date, Rate of interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Utilization of funds</td>
<td>income sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenditure</td>
<td>Infrastructure, Art &amp; craft Lab, Science Lab, Curriculum Lab, Lib, HE/PE resource center, ICT, Salary, Faculty Development, other etc.</td>
</tr>
<tr>
<td><strong>B</strong> Infrastructural compliance</td>
<td>Land area</td>
<td>Measurements of land area in square meters</td>
<td>Total land area</td>
</tr>
<tr>
<td></td>
<td>Built-up area</td>
<td>Flower area in Sq. Mt.</td>
<td>Total built-up area</td>
</tr>
<tr>
<td></td>
<td>Multipurpose Hall</td>
<td>Area in Sq. Mt.</td>
<td>Size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of students accommodate</td>
<td>Capacity of Hall</td>
</tr>
<tr>
<td></td>
<td>Multipurpose playfield</td>
<td>Availability of at least one playfield</td>
<td>Length of track etc.</td>
</tr>
<tr>
<td></td>
<td>Classrooms</td>
<td>Purpose of Use, Theory/Practical</td>
<td>Theory/Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flower area in Sq. Mt.</td>
<td>Size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>student Accommodation capacity</td>
<td>student capacity</td>
</tr>
</tbody>
</table>

### Pillar: 2 Academic Assets (20%)

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Quality aspects</th>
<th>subcomponent</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Human resources</td>
<td>Principal eligibility</td>
<td>Qualification</td>
<td>Marks obtained, Grade, percentage, Bachelor/Masters/Doctorate/Post doctorate/ Specialization etc. from 12 th Board onwards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience</td>
<td>No. of year as Teacher Educator</td>
</tr>
<tr>
<td></td>
<td>Staff eligibility</td>
<td>Teaching staff qualification</td>
<td>Marks obtained, Grade, percentage, Bachelor/Masters/Doctorate/Post doctorate/ Specialization etc. from 12 th Board onwards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non teaching Staff qualification</td>
<td>Highest qualification</td>
</tr>
<tr>
<td></td>
<td>Student qualifications/eligibility</td>
<td>Academic or professional qualifications</td>
<td>Marks obtained, Grade, percentage, Bachelor/Masters/Doctorate/Post doctorate/ Specialization etc. from 12 th Board onwards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff survey</td>
<td>Confidential</td>
</tr>
<tr>
<td><strong>B</strong> Teaching – Learning resources</td>
<td>T-L resources on National Teacher Platform</td>
<td>Academic Calendar</td>
<td>as uploaded by the TEI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit plan</td>
<td>as uploaded by the TEI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective journal</td>
<td>as uploaded by the TEI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School internship report</td>
<td>as uploaded by the TEI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessments</td>
<td>Faculty to conduct all assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz</td>
<td>Faculty to conduct all quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video samples of practical teaching by student teachers as a part of their regular course work</td>
<td>as uploaded by the TEI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I.T resources</td>
<td>screen shots of 20% of staff &amp; students buffer Youtube video Wi Fi Internet give details of LMS etc</td>
</tr>
<tr>
<td>List of resources</td>
<td>Narratives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Craft resources</td>
<td>as uploaded by the TEI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject specific instructional resources</td>
<td>Use of Instructional resources in Languages, Science, Maths, social science etc. to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE resources</td>
<td>Use of HE/PE resources to meet the needs of Students &amp; Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>use of Lib to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy, Physiology &amp; HE resources</td>
<td>use of resources to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiotherapy, Athletic care &amp; rehabilitation resources</td>
<td>use of resources to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports psychology resources</td>
<td>use of resources to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement &amp; Sports training resources</td>
<td>use of resources to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human performance resources</td>
<td>use of resources to meet the needs of students &amp; faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of TEI in sector</td>
<td>Faculty Publications: name of journal, Year of publication, ISSN, URL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student support Feedback &amp; Internship survey</td>
<td>Student support services, Mentoring etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current student survey</td>
<td>Student support during the current year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship school survey</td>
<td>Quality of lessons, their conduct, participation in school activities,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PILLAR: 3 TEACHING & LEARNING QUALITY (30%)

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Quality aspects</th>
<th>subcomponents</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning Quality</td>
<td>Teaching &amp; learning Quality</td>
<td>Audio_ Video recording of Classroom lessons</td>
<td>Teacher Educators Lesson</td>
</tr>
</tbody>
</table>

PILLAR: 4 LEARNING OUTCOMES (40%)

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Quality aspects</th>
<th>subcomponents</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
<td>Attitude, Skills &amp; Knowledge (ASK)</td>
<td>Proctored test</td>
<td>Scores in Proctored test &amp; Internal Examination</td>
</tr>
<tr>
<td></td>
<td>Student teacher ability</td>
<td>Practice teaching</td>
<td>Video recording of practice teaching (10 Min. Lesson)</td>
</tr>
<tr>
<td></td>
<td>Examination scores</td>
<td>Performance in Exam</td>
<td>percentage of marks in internal Exam &amp; External Exam</td>
</tr>
<tr>
<td></td>
<td>Programme Impact</td>
<td>Performance in Teacher Eligibility Test</td>
<td>TET/ S- TET/JRF/ SRF. Evidence showing names of students appeared &amp; Cleared the test</td>
</tr>
<tr>
<td></td>
<td>Post TEI status of students</td>
<td>Recruitment</td>
<td>Current Place of employment, designation joining date etc. of Previous batch: students.</td>
</tr>
<tr>
<td></td>
<td>Higher Studies</td>
<td>Names of college, University/ Course of previous batch students</td>
<td></td>
</tr>
</tbody>
</table>

Issues and Concerns

- According to NAACs methodology quality assurance primarily intends to achieve vision mission, goals and objectives of the institution which has not been taken into consideration in new assessment & accreditation process through QCI by NCTE.
- Quality enhancement is self oriented, self evaluative and basically driven by internal environment rather than external environment. The subsequent stages of assessment by QCI are more technical & external which created confusion and unrest among the teacher education institutions across the country.
- NCTE needs to review the existing scenario of teacher education programmes in the country and develop comprehensive guidelines regarding mandatory compliance incorporated with Physical assets, Academic assets, Teaching & Learning quality and learning outcomes. TEI as a system there is proper linking between input---process and output of the system. At present input of TEIs is in problem mode, how can the process standardized? How could the quality of product be testified?
- The mission statement of QCI is to lead quality movement in interest of citizens of nation. Previous experience of recognizing TEI by NCTE is not good. How the overall assessment process could be made more consistent to support greater transparency & made reliable to the citizens of India?
- According to NCFTE 2014, TEI are proposed to appoint teaching faculty for foundation course, pedagogy course, Physical Education, Drama art & Craft etc. what about the existing staff? Some colleges have already appointed foundation based faculty whereas some have appointed method based faculties. There is no similarity even in the same university system. State Govt. is not in position to implement the new guidelines incorporation with old pattern.
- NCTE should set up a separate Teacher Education Assessment and Accreditation Centre (NEAAC) in close coordination with state Government, UGC and State universities instead of QCI.
Conclusion:

NCTE advocated that ranking & accreditation framework will unlock the potential of teacher education in the country. The emphasis of the framework is more on Learning outcomes and teaching – learning quality. NCTE stated that quality of TE is an important determinant of change to achieve learning outcome in schools. Further it prevail that previous regulatory framework does not promote excellence. NCTE ensured that proper implementation of this theory of change is distinctive in manner, it rebalances the emphasis between inputs such as land, building, teachers, and outputs such as learning outcomes. It also recognizes the need to have a variety of teaching methods and therefore uses both quantitative & qualitative tools, while taking long term view to sustaining excellence through regular assessment and ranking. Finally NCTE strictly warned that well intentioned TEI will have the right intensive to continuously strive to improve and those engaged in malpractices will be forced to exit the sector. Past experience of quality scaling & quality mapping in TE is found defective & problematic. It is uncertain that private players may or may not adhere the framework. There is significant variance between expected and actual quality. Unless the teacher educations norms are observed strictly by both ‘a’ and ‘b’ type of institutions quality in teacher education programme will be a utopia.

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Teacher Education Institution’s Assessment Indicators for The Pillar Of Learning Outcomes

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Affiliated to Shivaji Uni., Kolhapur

Abstract
The quality of Teacher Education in India is the most pivotal issue during the last decade. Right now about 400 thousand teacher education institutions are imparting teacher education. Number of malpractices is coming out the observation of teacher education institutions. As per the recommendations given by Hon. Justic Varma Committee (1914), two year teacher education programme was started by NCTE from 2015.

Introduction
The quality of Teacher Education in India is the most pivotal issue during the last decade. Right now about 400 thousand teacher education institutions are imparting teacher education. Number of malpractices is coming out the observation of teacher education institutions. As per the recommendations given by Hon. Justic Varma Committee (1914), two year teacher education programme was started by NCTE from 2015. The accreditation of the TEIs was done by NAAC. But fact was that very few TEIs were registered for accreditation by NAAC. NCTE was not satisfied with TEIs accreditation by NAAC. Keeping in mind the quality of teacher education, NCTE had withdrawal assessment and accreditation process and status by NAAC.

In order to maintain and enhance the quality of teacher education, NCTE had launched an online Mandatory Affidavit System (MAS). The High Court called for inspection of all TEIs in the state of Bihar specially constituted teams, to be conducted in a time-bond manner.

Objectives
The present paper covers the following objectives
1. To acquaint with the Shifting paradigm of assessment and accreditation of TEIs in India.
2. To understand the indicators of assessing learning outcomes of TEIs.
3. To understand the concept and nature of proctored test.
4. To understand what and how to devise and implement activities in TEI.

New Approach
The literature on education highlights that teacher quality is an important determinant of learning outcomes. The current regulatory framework for TEIs does not provide academic excellence. It provides very little inputs for reform. Hence, NCTE determined to develop and deploy the TeachR framework. NCTE aim to unlock the potential of TEIs to provide better learning outcomes for students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else.

The new approach emphasize between inputs such as land, building, teachers and outputs such as learning outcomes by emphasizing the later. The new framework gives maximum weight age to teaching and learning quality as well as learning outcomes. NCTE has given authority to Quality Council of India (QCI) for assessment and accreditation of TEIs in India from this academic year. The four pillars of the framework are as below:
The Four Pillars of the Framework

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Pillars</th>
<th>Weight age out of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Physical Assets</td>
<td>10</td>
</tr>
<tr>
<td>02</td>
<td>Academic Assets</td>
<td>20</td>
</tr>
<tr>
<td>03</td>
<td>Teacher and Learning Quality</td>
<td>30</td>
</tr>
<tr>
<td>04</td>
<td>Learning Outcomes</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

QCI is going to assess and accreditate the TEIs keeping in mind the above pillars. Learning Outcomes is one of the important pillars which has 40% weight age. Most of the TEIs are in a dilemma and worried about how to obtain maximum scores in this pillar. In the paper an attempt is made what efforts and exercises to be taken for scoring in this area.

Indicators of Learning Outcomes

The Indicators of assessing learning outcomes of TEIs are as below:

A. Proctored Test
B. Practice Teaching
C. Performance in Examination
   I. Internal Marks: College internal exam marks of individual students (in %)
   II. External Marks: University External exam marks of individual students (in %)
D. Program Impact (Performance in Teacher Eligibility Test)
E. Post TEIs Status of Students

The detail description of each indicator along with strategies and activities are discussed here.

A. Proctored Test:

Proctored means someone is present while the candidate is taking the assessment. Proctored tests can be administered on a computer or using paper and pencil. Proctored assessments are the optimal administration format. One can know for certain that the responses were given without input from other people or the use of supplemental tools (calculators, text books, etc.). You can also control the environment and eliminate the risk of distraction.

**Purpose:** It is done in the first level. The purpose of proctored test is to measure the attitude, skills and knowledge of would be teachers.

**Procedure:** A statistically valid sample of student teachers of a TEIs would be participate in a proctored test which will test them on an understanding of various teaching techniques and subject mastery. In this level difference between proctored test achievement and internal exam results will be compared.

**What are the responsibilities of a proctor?**

- Receive exam instructions, which are sent to the proctor several days before the testing window opens.
- Ensure all necessary technologies are available and working.
- For paper-based exams (paper/pencil), download the exam from the secure server (using their own username/password) and print the exam before the student arrives.
- Ensure the identity of test takers by requiring a government-issued photo ID with signature, such as a valid FSU Student ID Card, state-issued driver's license, or state-issued ID. (Students who do not provide the proper ID will be turned away.)
Follow the instructor’s requirements for administering the exam, such as a time limit and inclusion/exclusion of books, calculators, notes, etc.

Maintain proximity with and monitor the student during the test taking period to ensure the student does not use any unauthorized aids.

Securely store all exam materials before and after the exam. (The student may have access to the exam only during the time period allowed by the instructor.)

For paper-based exams, return the testing materials directly to the instructor via email or fax. (These instructions should be included in the exam instructions.)

What are the student’s responsibilities?

- Use the Online Proctor Designation Portal to select a proctor within the first two weeks of the fall or spring semester or within the first week of the summer sessions (or earlier, if the course syllabus requires). If the nearest listed proctor is 100 miles away, the student should locate an appropriate site.
- Confirm the proctor is able to administer the exam within the testing window outlined in the syllabus. This is important for the final exam because some testing facilities are closed to outside students during their exam week.
- Confirm the proctor is able to use the required technology.
- Pay any fees for proctoring services.
- If required, schedule a day and time to take the exam with their proctor within the testing window outlined in the syllabus.
- Remember that failure to fulfill these responsibilities could result in a failing grade on the exam in question; students must resolve any such matters with the instructor.

Activities to be Organized by TEIs

In order to obtain maximum score in this indicator and reducing the differences, the following activities are to be organized in TEIs.

I. As soon as the students admitted in the college, diagnostic test on content knowledge (subject knowledge) to be administered. Poor performance students should be provided extra remedial coaching unless they mastered in their subject. Group of students to be formed and task to be assigned to them. Teacher educator should monitor and take feedback periodically.
   a) Each week has defined curricular objectives.
   b) Teachers should assess students performance on those objectives at the end of the week.
   c) Based on assessment result teachers assign students to either re-teach or enrich session for the following week
   d) Separate provision to be made in the time table.

II. Students should be well acquainted with teaching techniques in a particular subject. In day to day teaching learning activities the teacher educators as well as students teachers should practice and master in the following innovative techniques.

1. Creative Teaching: Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is the time tested techniques to identify young student’s creative ability and encourage creative contribution.

2. Audio - Visual Tools: Incorporate audio- visual materials in teaching learning process. You may conduct live online discussion or playback recordings of public lectures. There are a lot of smart apps for preschoolers that can utilize to create awesome slideshows or presentations.
3. **Real – World Learning:** Infusing real world experiences into instructions will make teaching moment fresh and enrich classroom learning. Relating and demonstrating through real life situations will make the material easy to understand and easy to learn.

4. **Brainstorm:** When the teachers have multiple brain focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion.

5. **Classes outside the Classroom:** Should organize field trips that are relevant to the lessons.

6. **Role Play:** Role playing is the most effective for students of almost any age group.

7. **Story Board Teaching:** Story boarding is a great way to teach any subject which requires step-by-step memorization or visualization highly – conceptual ideas.

8. **Stimulation Classroom Environment:** It will help students to explore and will encourage them to learn about the subject.

9. **Welcome New Ideas:** Always try to accept new ideas even if it looks like strange at the beginning.

10. **Work Together as a Team:** The end result of collaborative efforts is always immense.

11. **Puzzles and games:** These help students to think creatively and face challenges.

12. **Classroom Assessment Techniques (CAT):** It enables to get feedback about the learning that has transpired in a particular class period or after the specific activity.

III. It is one of the sub – indicators of comparison of Learning Outcomes. QCI will assess the difference between proctored test achievement and achievement in internal exam of students. The frequency of internal exams needs to be increased. It includes—

- Test students’ attitude (application level)
- Subject knowledge based questions.
- Test teaching learning skills, abilities, and competencies Incorporation of practical knowledge with conceptual (subject ) Knowledge.
- The value of teaching skills and attitudes to be reflected in internal exam.

   Periodically such internal exams are to be conducted. Results should be discussed with students and teachers by holding meeting. Necessary actions are to be taken to enhance the capabilities of student teachers.

B. **Practice Teaching**

   Practice teaching is one of the major aspects of teacher education programme. Student teachers teaching performance is assessed through classroom teaching performance. QCI will assess the student teachers teaching ability. A Video of length of 10 minutes would be recorded for statically valid sample of student teachers of a TEI foe assessment.

**How to Improve Student Teachers’ Teaching Performance**

   The following strategies are to be adopted by TEIs to improve the student teachers’ teaching performance in the classroom.

1. **Teacher Clarity**

   When a student teacher begins a new unit of study or project with students, she clarifies the purpose and learning goals, and provides explicit criteria on how students can be successful. It’s ideal to also present models or examples to students so they can see what the end product looks like.

2. **Classroom Discussion**

   Student Teachers need to frequently step offstage and facilitate entire class discussion. This allows students to learn from each other. It’s also a great opportunity for teachers to formatively assess (through observation) how well students are grasping new content and concepts.
3. Feedback

Along with individual feedback (written or verbal), student teachers need to provide whole-group feedback on patterns they see in the collective class’ growth and areas of need. Students also need to be given opportunities to provide feedback to the teacher so that he can adjust the learning process, materials, and instruction accordingly.

4. Formative Assessments

In order to provide students with effective and accurate feedback, teachers need to assess frequently and routinely where students are in relation to the unit of study’s learning goals or end product (summative assessment).

5. Metacognitive Strategies

Students are given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way. When we provide students with time and space to be aware of their own knowledge and their own thinking, student ownership increases.

6. Promote Student Engagement

When students are engaged, they learn more. Makes sense, the research supports this statement.

The following strategies are to be used for engagement.

- Working with their peers,
- Working with technology,
- Connecting the real world to the work we do/project-based learning,
- Clearly love what you do,
- Get me out of my seat!,
- Bring in visuals,
- Student choice,
- Understand— the kids,
- Mix it up! And be human.

C. Performance in Examination

This indicator assesses the performance of student teachers in examinations. It will be done at two levels i.e.

i) **Internal Marks**: College internal marks of individual students (in %) and

ii) **External Marks**: University external marks of individual students (in %).

Individual students college internal marks will be compared with university external marks. The purpose of comparison is to know the validity of internal marks given by the college. Hence, the TEIs need to take the following precautions.

1. Student teachers punctuality and sincerity should be maintained.
2. Should keep accurate record of individual’s performance in internal aspects of the programme.
3. Should pay attention towards their regular attendance and completion of each practicum.
4. Avoid to give excuse and excess internal marks.

The reliability and validity of internal and external performance of individual students will be assessed by using this indicator.

D. Programme Impact:

Programme impact will be assessed through the performance in teacher eligibility tests such as Central TET, State TET, Junior Research Fellowship, and Senior Research fellowship. For assessing this indicator the QCI will consider the performance of student teachers in previous batch. The TEIs should keep the following records up to date and organize activities.

1. Should organize orientation programme for students to appear TET, JRF, and SRF.
2. During the second year special guidance and coaching classes are to be organized for such tests.
3. Should keep record of the students in which exam they appeared.
4. Maintain the record along with the names that cleared the tests and their percentage.
5. Student teachers should be motivated to appear such exams.
E. Post TEI Status of Students

F. This indicator is for the recruitment and pursuing higher studies. The TEIs should keep the record in the following format.

**Post TEI Status of Students – Recruitment**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Student</th>
<th>Place of Employment</th>
<th>Designation</th>
<th>Date Since when Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Post TEI Status of Students – Higher Studies**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Student</th>
<th>Name of College/University</th>
<th>Name of Course Pursuing currently</th>
<th>Batch Year of Course Pursuing currently (2015-17,2016-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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</tr>
</tbody>
</table>

To achieve maximum score in this indicator the TEIs should do the following activities.

1. Since there is no recruitment of teachers by the government of Maharashtra, should motivate students to appear varied competitive exam.
2. TEIs should establish placement cell.
3. There are number of unaided, private, Marathi and English medium schools. Every year they need competent teachers. Should keep rapport with such schools and at the end of the course invite the concerned management or headmasters and arrange interview (placement) session.
4. Should display the name, qualification and performance of the teacher on college website.
5. TEIs should develop such software in which students make their report of performance and their status.
6. Motivate the students to pursue the higher education.
7. Should held alumni meeting twice in a year.

**Conclusion**

The present TeachR Framework for accreditation and ranking of TEIs is proposed to provide a regulatory environment that enables and encourage TEIs to strive academic excellence. Learning Outcome is one of the major pillars. TEIs should devise plans and implement regularly. If the programme is chalked out as per the guidelines discussed in this article, there will be no dearth to obtain maximum marks in these indicators.

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Challenges in Assessment and Accreditation by QCI

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Abstract

The apex regulatory body of Teacher Education Programme (TEP) in India, National Council for Teacher Education (NCTE) has withdrawn its contact with NAAC for assessment and accreditation of Teacher Education Institutions (TEIs). Now the same responsibility has been assigned to the other agency called Quality Council of India (QCI). QCI is an autonomous agency, works under the Department of Industrial Policy and Promotion, Government of India. NCTE has joined hands with QCI to design and implement a new accreditation and ranking framework with the main objective to enhance the quality of teacher education in India.

Introduction

Education system in our country has expanded exponentially over the past seven decades. There is a considerable increase in the number of educational institutions from primary to higher education. However, the issues and problems of quality improvement in education, especially higher and professional educations is the key issue. Being an important part of higher education, TEP (Teacher Education Programme) has always been criticized by the various committees and commissions constituted to look after its functioning.

The apex regulatory body of Teacher Education Programme (TEP) in India, National Council for Teacher Education (NCTE) has withdrawn its contact with NAAC for assessment and accreditation of Teacher Education Institutions (TEIs). Now the same responsibility has been assigned to the other agency called Quality Council of India (QCI). QCI is an autonomous agency, works under the Department of Industrial Policy and Promotion, Government of India. NCTE has joined hands with QCI to design and implement a new accreditation and ranking framework with the main objective to enhance the quality of teacher education in India. Although it is very early to say anything about the success or failure of the new assessment and accreditation policy but it is always desirable from the regulatory body to look after the quality of its associated institutions. This very effort of NCTE and QCI should be welcomed by the entire TEIs.

This paper focuses more on the new framework and the areas mentioned in this, which are going to be evaluated for accreditation and the possible challenges that TEIs may confront with while going for assessment and accreditation process.

Objectives

1. To study the new framework of assessment and accreditation issued by QCI.
2. To study the different areas and sub-areas mentioned in this framework.
3. To study the methodology that will be followed by the QCI for evaluating each areas and sub-areas.
4. To find out the challenges before the TEIs in preparing for assessment and accreditation by QCI.
Accreditation and Ranking Framework

The new framework for ranking and assessment of TEIs introduced by NCTE is significantly different from the framework given by NAAC. NCTE realized that the assessment and accreditation by NAAC is not effective in promoting the academic excellence of TEIs. Although the new framework sounds better but the questions arise that, 1) Are TEIs ready to accept this new framework? And2) Are the TESIs given enough time to prepare themselves for undergoing this process?

NCTE is in opinion that a significant number of TEIs in our country are under performer and indulged in malpractices which ultimately decrease the quality of the TEP. Again my question is “Who is responsible for the prevailing condition of TEP?”

This was a prime responsibility of the apex body (NCTE) to had a close look while giving permission to thousands of institutions to run TEPs. Somehow NCTE is failed to do so and now trying to correct the mistakes made by itself, we, as a part of TEP must help the government and any other agency trying for quality enhancement. Any change in a set system naturally creates initial problems, perplexity and restlessness. If we think minutely over the then we definitely get solutions. It is very challenging for TEIs to face this new system of accreditation because the criteria of the accreditation have been changed. We have to recognize those challenges that a TEI may confront while preparing for the same. First we have to look the framework and different areas given in this. There are four areas given in this framework which are called four pillars.

1. **Physical Assets**: Physical assets are one of the areas/ criteria/ pillars given in the framework which has assigned a total weightage (score) of 10 out of 100. Assessment according to this area will focus on two major sub-areas i.e., financial management and infrastructural compliance. The new assessment framework, as compare to NAAC gives less weightage to this area. It is true that many TEIs are running with insufficient infrastructural facilities and also mismanagement in finance has been observed. This area will assess the availability and optimal utilization of infrastructural facilities and proper utilization of funds.

2. **Academic Assets**: This important area has been given a total weightage of 20 out of 100. Human resources and their qualifications, and learning resources and its utilization are the main sub-areas under this area. It will evaluate whether curriculum transactions are truly achieving the vision and mission of the institute or not. Also it will evaluate the efforts of the institution in promoting research, quality of academic support given to the student teachers and teacher educators, and learning resources used in the classroom.

3. **Teacher and Learning Quality**: This area of framework has been thought to be very important by QCI for qualitative development and given a total weightage of 30 out of 100. It highlights that quality of teachers and their teaching in the classroom and students learning go hand in hand. This area will evaluate the teacher’s competency in using a variety of teaching methods, applying suitable tools to realize the set objectives, making use of modern devices, information technology etc. In short this criterion involves assessment of the efforts made by TEIs to promote effective teaching-learning practices. These will be evaluated on site through peer review of audio-video recordings of classroom practices.

4. **Learning Outcomes**: This area has been assigned the maximum weightage of 40 out of 100. The reason behind it is the quality of any institute depends solely on the quality of its product. This area has many sub-areas such as, attitudes, skills and knowledge of the would be teachers, student-teacher’s ability in teaching practice, exam scores that is both internal and external marks, the performance of the student-teachers in Teacher Eligibility Test (TET), their recruitment and pursuing higher education by the students. The assessment in this area will done through an online...
proctored test, comparison between the marks obtained by a student in internal and external examinations, video recording of practice teaching etc.

The new framework of ranking and accreditation is just introduced; therefore it seems to be very challenging. The succeeding pages of this article highlight some of the challenges that may be faced by the TEIs while preparing for this assessment procedure.

Challenges in Assessment and Accreditation by QCI

- The institution has to pay the accreditation fee of Rs 1,50,000 to NCTE. If any institute falls in category ‘C’ then again it has to go through accreditation process and again it has to pay Rs. 1,50,000. So challenge before such institutions to arrange the accreditation fees. This is the financial burden to those institutions which are already facing a problem of financial deficit.

- Proper utilization of funds under different heads given by QCI framework is another big challenge before TEIs. In the state of Maharashtra and also in the most parts of our country, the TEIs are facing a big problem of vacant seats of students. Fees collected from the students are the only source of fund for self-financed colleges. There is also a very less opportunity to generate funds from research and consulting services. Grantable colleges are not receiving non-salary grants. Research grants from UGC are almost stopped. So it would be a great challenge for TEIs to spend huge amounts under the different heads.

- Many TEIs are running with insufficient infrastructural facilities. It is going to be a very hard work to fulfill all the norms laid down by the QCI in a very short period of time. Development of infrastructure takes time and requires a lot of financial investment. The management of TEIs will also have to think twice before investing so much of money in infrastructural development because the chances of return from this investment are not encouraging in near future.

- A significant number of TEIs are not having a full time principal and faculties. This problem is very serious in self-financed institutions. But the government aided institutions in Maharashtra are also facing the same problem because there is a ban on any new appointment. The government has not yet accepted the staff pattern laid down by NCTE. In this situation the institution running with a shortage of faculties has to appoint them on a full time basis by following all the norms laid down by the NCTE, UGC, and respective state governments.

- Mental preparedness of all the stakeholders for facing the new accreditation process is also a very challenging task before TEIs. The same hazardous situation was faced by the higher education institutions when NAAC was introduced first time. The stakeholders are set with the prevailing conditions and it would be very hard for them to accept the new framework of assessment which demands a lot of changes in the overall functioning of the institutions. The faculties who are teaching from so many years will not be ready to change their teaching style, conduct quizzes, and apply modern technological tools in their day to day teaching activities. But there is an urgent need to accept these challenges and work accordingly for the betterment of the TEPs.

- The TEIs now a day’s facing a unique problem that people are not interested in taking admission in teacher education course. In Maharashtra more than 50% seats are vacant in B.Ed. colleges. The same situation can be observed in D.TEd. and M.Ed. courses. The colleges are striving hard to save their existence. Some institutions are just indulged in distributing degrees. The students in these colleges are regularly absent and just appear in the examination. Now the new framework of QCI gives more importance to the activities related to the learners. Learners must regularly stay in the class. The TEIs have to think seriously about bringing the students back in the classroom.

- The new guidelines of NCTE suggest establishing art and craft centre and physical resource centre in the TEIs. Accordingly they have to appoint faculties for art and craft and physical education. It would be very interesting to see that how these requirements will be fulfilled by the TEIs which are already understaffed. The government is not yet recognized those posts.
Two year B.Ed. course advocates for a long duration internship programme of four months. It has been observed that many TEIs are not getting schools for completing the same. At the time of accreditation; NCTE team will conduct a survey of those schools hosting internships to access the performance of student-teachers during internship programmes. It would be a challenge for the TEIs to convince the schools which have a pre-set notion that the student-teachers are ill-trained and not capable enough to handle the school and face the complexities of classroom teaching.

Students take admission in B.Ed. colleges through Common Entrance Test (CET) conducted by the Government of Maharashtra. All the candidates who applied and appeared for CET are given admission because the number of aspirants is far below than the total number of seats available for this course. Even a candidate scored zero in CET is also given admission. A significant number of students do not possess a sound content knowledge. In this situation, developing right attitude, skills and knowledge of high level among the student-teachers will be a real test for the teacher educators.

There is a threat for TEIs to prepare the students for proctored test conducted by the QCI. The test will access their attitude, skills, and knowledge. The score obtained by the students will be further compared with the student-teacher’s marks obtained in internal examination. The sample will be randomly selected for this purpose. The threat is that; if low performing students will be selected randomly then it will affect the grading of the institution.

Any TEI wish to achieve the highest grade ‘A’ in the accreditation process has to fulfill the condition that 70% of student-teachers must pass the TET conducted by the government. This percentage of successful candidates also depends upon the policy made by the concerned state government. If the total number of vacant teaching posts is less than 70% then the Government may put a ceiling to select only a certain percentage which may be less than the desired percentage of QCI. In this situation fulfilling this criterion would be a very difficult task for any TEI.

Assessment and accreditation framework of QCI also gives due importance to the placement of the student-teachers. The college will only get ‘A’ grade if 65% of its students get job which seems to be an unrealistic condition because fulfilling this condition is beyond the capacity of a TEI itself. Appointments are made by the Government. In Maharashtra there is a ban on new recruitment. We are facing a problem of surplus teachers and no new appointments are being done. In this difficult situation it is highly impossible for the TEIs to complete this task.

Conclusion

There is always a great need of looking forward for quality improvement in the field of education. Teacher education which is also a prominent part of education cannot keep itself aloof from this system. Quality enhancement in TE is always a major concern for the planners and the stakeholders. The new assessment and accreditation system is no doubt challenging but certainly be helpful in upgrading the quality of TEP. The stakeholders have to think positively and should face the challenges honestly. I hope that QCI will also make necessary changes in the new framework and make it more suitable for the TEI keeping in mind the ground reality. It is the prime responsibility of the TEIs to cooperate the apex body in this quality improvement scheme.

References

Brain Compatible Classroom

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Abstract:

Brain based learning is any teaching strategy or technique that utilizes information about the human brain to organize how lessons are constructed & facilitated with emphasis placed on how brain learns naturally. To support this classroom should be brain compatible that means enriched and comfortable to every student for learning.

Introduction:

A brain–compatible classroom is one in which educators recognize the brain as the primary organ for learning and create an environment that prevents the brain from shutting down or “downshifting”. A brain compatible classroom learning environment is generally defined as one in which the leader supports learning and thinking by ensuring that the learner has access to that large part of the brain, the cerebral cortex, where thinking and learning are process.

The good news for educators is that although it will take a lot of time and effort to develop a brain compatible classroom, no teacher is starting from scratch. Every teacher out there is already successfully implementing effective teaching practices. Many traditional instructional strategies are, and have always been brain compatible. Some of the ideas and brain-based practices may be radically different from what is seen in traditional classroom, while others may involve slight modifications from typical procedures. Brain based education is not a process by which a teacher disposes of all traditional practices and starts over. Rather educators can learn, share, try, reflect, modify and institutionalize new teaching methods and classroom practices slowly deliberately.

Brain- Compatible Elements That Influence Learning:-

1. Absence of Threat:- What constitute threat real and perceived is in the eye of beholder. Thus, creating an environment free of threat includes a wide range of issues much like those described by Abraham Maslow. First physical safety, then psychological safety necessary conditions for effective collaboration between teacher and students and among students themselves, in the classroom and school wide. It is important to note that the environment of the school at large also spills over into the classroom. creating a threat-free environment requires that teacher work together to alter the entire school environment. When the brain reacts to stress, fear or threat, learners are unable to a) access critical or creative thinking skills, b) pick up visual or auditory clues from the teacher, c) perform complex tasks, d) solve problems or communicate clearly, e) recall or access prior knowledge.

2. Meaningful Content:- Meaningful content is the most powerful brain-compatible element. It digs deeply into the learner’s pool of intrinsic motivation and provides focus the ever active brain, thus harnessing the brain’s attention and channelling it’s power.

3. Immediate Feedback:- Each of us has personal experience with learning when the feedback was confusing, delayed, or not forthcoming at all. Such feedback is dangerous because it too often results in development of incorrect patterns (misinformation) and programs (wrong responses). The single most dynamic influence on the brain’s chemistry may be positive feedback, which is essential for the development of a good self-concept and healthy self-esteem. During the
formative stage of learning a new skill, learners need to get immediate feedback to prevent them from practicing or applying a skill or concept incorrectly. It fixes the new learning’s key points in student’s stored memory.

4. **Collaboration with Peers:** The basic nature of the student is to want to question, discuss, argue and share. Collaborative learning channels this natural intelligence toward positive academic and social outcomes. Collaborative learning engage student active learning that increases comprehension, increases thinking skills, increases interactions and provides a supportive environment for learning. One of the most intrinsically motivating activities for human beings is talking. As teachers we can channel this basic internal need to talking by planning and structuring so that the talking will be about the learning.

5. **Relaxed Alertness:** Relaxed alertness is when learner is put into a state of being where they feel comfortable yet experience a high level of challenge. Experiencing relaxed alertness often starts out with students experiencing small success, but after multiple success it becomes way of thinking and learning that seems natural for the student. When relaxed alertness becomes a way of life for a student, it's actually easier for them to learn new things. Students who experience relaxed alertness believe in themselves and always want to challenge themselves to be better the day before.

6. **Enriched Environment:** When creating an enriched environment, it is important to keep in the mind the extent and kind of experiences with the natural and manmade world that your students bring with them to school. The key here is to balance that experience, not replicate. Create an environment in the classroom and school that is brain-compatible, e.g., aesthetically pleasing, clean, orderly, calming etc.

**Brain – Compatible Strategies:**

1. **Storytelling:** Storytelling is a wonderful way to access more than one memory lane. Putting semantic information into a story format allows a student to see not only the whole idea but the details as well since the brain process both in wholes and parts at the same time. Stories provide a script for us to tie information to in our memory. During storytelling, listening and reasoning skills are improved as children use the auditory and frontal lobes of the brain to follow the plot of the story. Concrete images in stories activate our emotions and sense of meaning and supply cues and contexts for new information.

2. **Drawing and Artwork:** Students who have a spatial intelligence are picture smart with the ability to graphically represents visual or spatial ideas. Drawing is a tool that can be used to facilitate student’s use of visualization. Drawing is a powerful way to develop the thought processes and perceptions of children.

3. **Music:** Listening to background music can enhance recall, visual imagery, attention and concentration. Music is a powerful carries of signals that activate emotions and long term memory. Music has the remarkable ability to energize, relax, set the daily mood, stimulate student brains, inspire and make the learning fun.

4. **Visuals:** Since the eyes hold nearly 83% of the body’s sensory receptors, human take in more information visually than through any of the other senses. Visuals learners acquire information most easily when they can see or read it. They prefer illustrations, pictures, diagrams, maps and charts. Visual can often help to communicate a teacher’s message in a more powerful way than words because visual can be taken in quickly and remembered by the brain.
5. **Graphic Organizers:**- It is away for the brain to remember things better when it is broken into parts or sequence. There is a connections between the left and right hemispheres when you use graphic organizers not only gain attention of student but can also improve comprehension graphic organizers.

6. **Brainstorming and Discussion:**- The process of brainstorming can be used to activate prior knowledge since one student’s idea causes other students to scan their neutral network for related ideas. When students talk about a topic, they will understand it better because their brains not only mentally process the information but also verbally process it. Better quality questions results in more challenges to the thought process of the brain. Learning increases when students have opportunity to talk about it in their own words ; make it their own.

7. **Movement:**- Specific types of movement can stimulate the release of the body’s natural motivators, such as noradrenalin and dopamine, which wake up learners and help them feel good, maximize their energy levels and improve their storage of information and retrieval. Movement not only enhances learning and memory but it also causes neural connections to become stronger. Movement assists with reading, gets the blood and glucose to the brain and provides lots of fun during learning.

Several educational concepts may be used to implement good brain-based teaching principles; such as mastery learning, learning styles, multiple intelligence, cooperative learning, practical simulations, experiential learning, problem based learning.

**Conclusion:**-

Teacher should use information on the neuroscience of the brain and how the brain learns to guide teaching strategies. The good news is that these brain based teaching strategies are effective for all students, regardless of their learning challenges and for that the school and also class environment should be healthy, enriched for learning.

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Development of Soft-Skills For B.Ed. Student Teachers

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Abstract
Soft skills are personal attributes. Soft skills enable someone to interact effectively and harmoniously with other people. Soft skills indicate a high level of personality traits. Soft skills are an integral part of a human being. Education is the medium to inculcate soft skills for human being. Teacher education is the core aspect of education. As a result, the researcher studied to develop and implement soft skills for B.Ed. student-teachers. It is carried out among 40 student-teachers of B.Ed course. The study reveals that the development of soft skills for B.Ed. student teachers is a fruitful effort in the field of teacher education. The revealed findings are important and applicable for student teachers, teacher educators, curriculum planners and education policy Makers in the field of teacher education.

Keywords - Soft skills, Personality traits, Teacher education, Personal attributes, Student-teachers.

Introduction
Soft skills are a set of productive personality traits. The soft skills stands for various behaviors to socialize well with others and build positive relationships. Today we have skill-based education system. It is challenge to build effective soft skills in the field of education. The enrichment of soft skills lead to more efficient, harmonious and productive work place. Teacher education is not an exception to it. Teacher is a best role model to students. Teacher should be well developed with soft skills. There is an urgent need to develop soft skills among teachers. As a result, the researcher studied the development of soft skills among pre-service teachers i.e. B.Ed student-teachers. English communication, Value inculcation, Language skills and Leadership Development are the selected examples of soft skills. The present study focuses on the effectiveness of these soft skills for B.Ed. student-teachers in the field of teacher education.

Statement of the Study
Development of Soft-skills for B.Ed. Student -Teachers

Objectives of the Study
1) To study the concept of soft skills.
2) To design and develop soft skills for B.Ed. student teachers.
3) To implement soft skills for B.Ed. student teachers.
4) To study the effectiveness of soft skills among B.Ed. student -teachers.
5) To suggest the measures for the development of soft skills among B.Ed. student teachers.

Hypotheses of the Study
A) Research Hypotheses
1. Soft skills are effective to bring quality in education.
2. The development of soft skills for B.Ed. student-teachers bring quality in teacher education.

B) Null Hypothesis
i. There is no significant difference in the achievement of B.Ed. student-teachers between control and experimental group in post test.
Delimitations of the Study

2. Grade - B.Ed.
3. Discipline - Development of soft skills.

Research Procedure

The research methodology, design, variable, sampling, research tools, procedure and statistical analysis of the present study were as follows.

The experimental research method was used in the present study. It was based on post-test only from True Experimental Design. It was composed of two randomly assigned groups i.e. experimental and control group. Development of soft skill and achievement of B.Ed. student teachers were the independent variable and dependent variable in the present study. Sex-difference, socio-economic status, intelligence, college environment etc. were the extraneous variables. One Marathi medium granted B.Ed. college was selected by purposive method i.e. College of Education, Barshi. There were total 40 student teachers selected randomly for the research.

The researcher had assigned a six-day program for the development of soft skills among B.Ed. student-teachers. The program includes the lectures and activities related to selected soft skills. The program was as follows.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inauguration and Orientation</td>
<td>Soft skills</td>
</tr>
<tr>
<td>2</td>
<td>Lecture (PPT)</td>
<td>English Communication</td>
</tr>
<tr>
<td>3</td>
<td>Lecture (PPT)</td>
<td>Value Inculcation</td>
</tr>
<tr>
<td>4</td>
<td>Lecture (PPT)</td>
<td>Language Skills</td>
</tr>
<tr>
<td>5</td>
<td>Lecture (PPT)</td>
<td>Leadership Development</td>
</tr>
<tr>
<td>6</td>
<td>Written Test</td>
<td>Soft Skills</td>
</tr>
</tbody>
</table>

The researcher had selected four soft skills i.e. English communication, Value inculcation, Language skills and Leadership development.

The concept and examples of soft skills were also oriented and discussed to the B.Ed. student teachers by the researcher. The researcher constituted two groups. The control group was without any treatment. The experimental group was taught through the lecture method with PowerPoint presentation. Then, the written test was administered to the both groups. The written test includes multiple choice questions and complete the sentences based on the selected four soft skills. The written test was for 40 marks. The scores obtained of that post-test were recorded. These scores were then tabulated and statistical analysis was done for the further conclusions. T-test was used to find out the significance of the difference.

The following table shows the effectiveness of the development of soft skills among B.Ed. student teachers.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Student Teachers</th>
<th>Mean</th>
<th>S.D.</th>
<th>D-means</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>20</td>
<td>7.3</td>
<td>2.1</td>
<td>7.95</td>
<td>9.03</td>
</tr>
<tr>
<td>Experimental group</td>
<td>20</td>
<td>15.25</td>
<td>2.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Findings of the Study

The null-hypothesis No. 1 was rejected. The findings of the present study were as follows.

1) The achievement of B.Ed. student teachers in relation to the development of soft skills was more effective in experimental group than control group.
2) The design and development of soft skills program was more qualitative and effective to inculcate soft skills among the B.Ed. student teachers.
3) The enrichment of soft skills among B.Ed. student teachers was a fruitful effort in the field of teacher education.
4) The difference between the means of total B.Ed. student teachers from control and experimental group in post-test scores was 7.95. It was found to be significant. Hence the Null hypothesis No. 1 was rejected. It means that the B.Ed. student teachers from control and experimental group differ in their achievement in post-test. It means that the designed and developed soft skills program was more effective in experimental group than control group.

Recommendations

The researcher has stated the following recommendations.

1) The B.Ed. student teachers should know the concept and examples of soft skills.
2) The B.Ed. student teachers should try to develop their personality in relation to soft skills.
3) Teacher-educators should try to orient soft skills for B.Ed. student teachers.
4) Teacher-educators should organize various activities to develop soft skills among B.Ed. student teachers.
5) Teacher-educators should create learning environment for the development of soft skills among B.Ed. student teachers.
6) Teacher-educators should try to develop their interest towards soft skills.
7) The Principals of the colleges of education should try to organize workshops for the development of soft skills among B.Ed. student teachers.

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Remote Sensing and Geographical Information System is Innovative Approach for Earth Resource Management

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Abstract

The purpose of this paper is to study the Innovative ideas of teaching and to suggest useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. Remote sensing has been proved a very powerful tool in deriving information on earth resources and environment. Geographical information system offers a unique opportunity for integration of the information on earth resources and environment which, in turn, helps developing decision support system for generating derivative information for management. A thorough understanding of remote sensing and Geographical Information System is, therefore, necessary for effective utilization of earth resource management. Both technology and its application have experienced an explosive growth in the few decades. It is provide to up-to-date information on all the existing features of the earth surface. Remote sensing makes observation of an object from a distance without being into actual contact. Remote sensing technique can gather data much faster than ground-based observation and can cover large areas at a time to give synoptic view. Satellite remote sensing technology has made substantial contribution in every aspect of earth resources.

Keywords: Innovating Teaching and Learning, Remote Sensing, GIS, Integrating Technology, Earth resources, Management, Integration, EMR, Sensor, Platform, Data model etc.

Introduction:

A geographic information system (GIS) is another one of the important hand for our earth resources study. GIS is a computer-based tool for mapping and analyzing geographic phenomenon that exist, and events that occur, on Earth. GIS technology integrates common database operations such as query and statistical analysis with the unique visualization and geographic analysis benefits offered by maps. These abilities distinguish GIS from other information systems and make it valuable to a wide range of public and private enterprises for explaining events, predicting outcomes, and planning strategies. Map making and geographic analysis are not new, but a GIS performs these tasks faster and with more sophistication than do traditional manual methods.

Remote sensing and Geographical Information System is the integrated technology which is solve and evaluate natural resources and environmental aspect for mapping and analyzing.

Objective:

Objective of the present paper is to study the new approach of innovative practices for integration of Remote Sensing and GIS and Many innovative ideas to make your teaching methods more effective

All the data and information have secondary (Review Study), collected from different books and websites given by the title to be referred.
Discussion:
Integration of Remote Sensing and Geographical Information System:

Remote sensing and Geographical Information System are linked both functionally. It is provide better access to mapping and analyzing coverage’s of specific areas. Remote sensing data has merged with other sources of geo-coded information in a GIS. The several layers of overlapping of information with remotely sensed data. The application of unlimited number of forms of data analysis. GIS has analysis the data for several methods and Remote sensing is use for Digital Image Processing to detect the different features. The relationship between remote sensing and GIS has revolves around the scientific and technical issues relating to integration of two technologies. (Guha 2003).

Today, GIS is a multi-billion-dollar industry employing hundreds of thousands of people worldwide. GIS is taught in schools, colleges, and universities throughout the world. Professionals and domain specialists in every discipline are become increasingly aware of the advantages of using GIS technology for addressing their unique spatial problems. We commonly think of a GIS as a single, well-defined, integrated computer system. However, this is not always the case. A GIS can be made up of a variety of software and hardware tools. The important factor is the level of integration of these tools to provide a smoothly operating, fully functional geographic data processing environment.

In general, a GIS provides facilities for data capture, data management, data manipulation and analysis, and the presentation of results in both graphic and report form, with a particular emphasis upon preserving and utilizing inherent characteristics of spatial data. The ability to incorporate spatial data, manage it, analyze it, and answer spatial questions is the distinctive characteristic of geographic information systems.

Main Features of an Ideal GIS…….
- Quick access to a large data.
- Ability to connect or exchange data.
- Ability to update data.
- Ability to construct a model.
- Ability to provide a final statistical summary.
- It is an effective tool in spatial decision making/support.
- It has a very wide application field and it mainly depends on land derives from disciplines like Cartography, Computer Science, Engineering, Environmental Science, Geodesy, Photogrammetry, Remote Sensing, Statistics and Surveying (Geography).

GIS Data Models : It has been related to basic map features they are as;
- Point Feature:- e.g. Poles, Tress, Wells etc.
- Line Feature :- e.g. Roads, River and Streams, Sewage networks etc.
- Area/Polygoan feature:- e.g. State, Country, Water body, Forest boundary etc.
- There are 2 data model types –
  1) Spatial Data Model
  2) Non-spatial Data Model
  - 1) Spatial Data Models:-  Locational data and describing Geography, object data, real world geographical data. It divided two subtypes;
    - 1) Raster Data Model
    - 2) Vector Data Model
  - 2) Vector Data Mode: Cartography has used on the use of lines or vectors, to represent entities. The most common method for representing spatial data has been the vector method.’
Application of Earth Resources Management:

1. **Geomorphology**: It is the study of prone areas to landslides in a particular area for planning the construction of roads, railways, bridges, industries, dams etc. With the help of these conditions the data sets can be quarried and buffer zone can be created and areas most prone to landslides can be detected. It will need some maps like as, geological map, isoline map, rainfall map, drainage map.

2. **Climatology**: It is consideration for weather forecasting, cyclone and certain conditions have to be considered. Maximum and minimum temperature, percentage of humidity, annual rainfall, road network etc. by superimposing the necessary maps.

3. **Population and Settlement**: Remote sensing and GIS can also be applied to population and settlement geography. That is find the best location of social amenities, site of industries.

4. **Agriculture**: Remote sensing and GIS technology can make a significant contribution in preparing different types of agricultural inventories and in collecting landuse data, particularly the agricultural landuse data. It is possible to prepare accurate land cover map from the this data. E.g. cropping patterns, fallow lands, wastelands, surface water bodies.


6. **Environmental Sciences**: Monitoring environmental risk, Modeling storm water, runoff, Management of watersheds, floodplains, wetlands, forests, aquifers, Environmental Impact Analysis, Hazardous or toxic facility siting, Groundwater modeling and contamination tracking.

7. **Political Science**: Redistricting, Analysis of election results, Predictive modeling

8. **Civil Engineering/Utility**: Locating underground facilities, Designing alignment for freeways, transit Coordination of infrastructure maintenance

9. **Business**: Demographic Analysis, Market Penetration/ Share Analysis, Site Selection.

10. **Education Administration**: Attendance Area Maintenance, Enrollment Projections, School Bus Routing.

11. **Real Estate**: Neighborhood land prices, Traffic Impact Analysis, Determination of Highest and Best Use

12. **Health Care**: Epidemiology, Needs Analysis, Service Inventory

13. **Defence**: Strategic Applications, Terrain Analysis

14. **Forestry**: It is an essential part of the surface of the earth, and constitute a powerful ecological unit having vital effects on the environment. The remote sensing data play a significant role in forest resource survey, monitoring forest cover, evaluating ecosystems, studying wildlife habitat, assessing disease etc. The mapping of the forest type or vegetation is essential for forest-resource survey. Many tree species, in contrast to a single-crop filed, very often occupies a forest land.

15. **Water Resources**: Water can be discriminated from all other surface features. It is fundamental to the existence of life and is one of the most critical resources. A knowledge of groundwater location is important for the supply of water and management of water resources. The remote sensing data can provide useful information on the factors controlling the occurrence and movement of groundwater, e.g. geology, geomorphology, soils, and land use land cover. A systematic study of these features helps in a better delineation of the prospective groundwater zones in a region. The identification of linear features, e.g. fractures and faults in hard rock areas, certain geomorphic features e.g. alluvial fans, buried channels, and topographic and vegetation indicators of groundwater helps in selecting the potential areas for groundwater exploration.
16. Detection of Water Pollution: The nature of contain some impurities and in considered polluted when these impurities are sufficient to limit its use for domestic or industrial purpose. Remote sensing is likely to have a big role in pollution monitoring.

17. Geology and Mineral Resource Exploration: The application of remote sensing in geological mapping and mineral exploration is rather problematic due to the presence of vegetation. The spectral reflectance characteristics of a rock type have a high variability range and are usually overlapping in nature. It is proven to be valuable in mineral exploration.

18. Mapping of Land use and Land cover: Land is the most important natural resource, which comprises soil and water and the associated flora and fauna. It is involving the total ecosystem. The remote sensing data, both from air and space, have become popular as information sources, particularly for mapping land use and land cover and analyzing land use change.

19. Monitoring of Environmental Hazards: The images from an environmental satellite in conjunction with the conventional data help in monitoring severe convective situations, e.g. cyclones and storms, responsible for large-scale destruction. A hazard is an abnormal condition of the environment, which has an adverse effect life, property. The visible, infrared, and enhanced infrared images are utilized to estimate rainfall in sensitive areas. In an area prone to intense convection, such images are of significant value for assessing the related hazards. (Pradip Kumar Guha,2003).

Conclusion:

Across the world, technology is dramatically altering the way students; faculty and staff learn and work. Technology is also changing the classroom experience.

From the above, we can make out that the Remote Sensing and GIS technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers.

Many Innovative Ideas to Make Your Teaching Methods More Effective - Creative Teaching, Audio & Video Tools, “Real-World” Learning, Brainstorm, Classes Outside the Classroom, Role Play, Storyboard Teaching, Stimulating Classroom Environment, Welcome New Ideas, Think About A New Hobby, Work Together As a Team, Puzzles and Games, Start School Clubs or Groups, Refer Books On Creativity, Love What You Do, Introduce Lessons Like a Story, etc.

The many academic areas covered in this publication include, but are not limited to:

- Assessment Design
- Brain-Compatible Classrooms
- Comparative Judgment
- Competency-Based Assessment
- E-Assessment
- Peer Assessment
- Project-Based Learning
- Self-Regulated Learning
- Serious games
- Student Involvement
- Teacher Self-Assessment

Innovative methods of teaching are a goal of many educators. Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge. Visualization,
technology tools and active learning. Wisely managed classroom technology, Active learning: Peer instruction, discussion groups and collaborative problem solving.

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Reformed Activity for Enhancing Pupils Interest in Science

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Abstract

Since the entire education system of today is diverted mainly on constructivism, this entire process is made more entertaining / enjoyable and action – oriented. Hence it has become essential to impart education which is suited to this style to today’s students. Seeing the advances in technology, it has become essential to view science education from newer perspectives. If this need gets fulfilled, the future of students would become happy and enjoyable. Hence, education should be made interesting right from the beginning. In the National Educational Policy, amongst the core components, there is a factor called as cultivating scientific interest among students. Each subject has got some specialties. In the subject of science, symbols, signs and a number of formulae are unique from the subject point of view. Moreover, in science there are a number of tangible and abstract concepts. Hence, in order to develop this factor, giving the education of science alone won’t suffice. What more is needed is to cultivate students’ interest in the subject of science right from the childhood. While framing syllabus of science subject at higher primary level, following competences are taken into consideration – 1) Observation, 2) Collection, 3) Statement of facts, 4) Classification, 5) Comparison, 6) Establishing cause and effect relationship, 7) Drawing inferences, 8) Generalization, 9) Scientific attitude and 10) Experimental – related skills.

In order to develop these competences among students, the teacher has to have inclination towards undertaking reformed activities which would help students in getting rid of indifferent attitude towards science and would help create a conducive atmosphere to raise students’ interest in the subject. By observing above conclusion, the researcher found it worthwhile to undertake research on the topic ‘to raise students’ interest in science subject: A reformed activity’. For the current research, the researcher put before himself the following objectives:
1) To study the current situation of reformed activities in science subject, 2) To explore the problems faced while implementing reformed activities in science subject, 3) By undertaking new activities in science subject, to help students raise their interest in the subject.

By putting these objectives, the researcher carried out the research. In this research paper, detailed discussion of all the aspects on the topic such as the objectives, assumptions, hypothesis, methodology, class interval, tabularization, inferences etc. has been done.

Keywords: Reformed Activity, Science Rangoli, Herbarium sheet, Scientific Attitude

Introduction:

Since the entire education system of today is diverted mainly on constructivism, this entire process is made more entertaining / enjoyable and action – oriented. Hence it has become essential to impart education which is suited to this style to today’s students. Seeing the advances in technology, it has become essential to view science education from newer perspectives. If this need gets fulfilled, the future of students would become happy and enjoyable. Hence, education should be made interesting right from the beginning. In the National Educational Policy, amongst the core components, there is a factor called as cultivating scientific interest among students. Each subject has got some specialties. In the subject of science, symbols, signs and a number of formulae are unique
from the subject point of view. Moreover, in science there are a number of tangible and abstract concepts. Hence, in order to develop this factor, giving the education of science alone won’t suffice. What more is needed is to cultivate students’ interest in the subject of science right from the childhood. While framing syllabus of science subject at higher primary level, following competences are taken into consideration – 1) Observation, 2) Collection, 3) Statement of facts, 4) Classification, 5) Comparison, 6) Establishing cause and effect relationship, 7) Drawing inferences, 8) Generalization, 9) Scientific attitude and 10) Experimental – related skills.

In order to develop these competences among students, the teacher has to have inclination towards undertaking reformed activities which would help students in getting rid of indifferent attitude towards science and would help create a conducive atmosphere to raise students’ interest in the subject.

Objectives:
1) To study the current situation of reformed activities in science subject,
2) To explore the problems faced while implementing reformed activities in science subject,
3) To help students raise their interest in the subject by undertaking new activities in science subject.

Assumptions:
1) No reformed activities are implemented currently in the subject of science.
2) Students don’t feel interested in science subject.
3) Teachers of science subject teach the subject by conventional method.

Directive Hypothesis:
1) Science teachers are not activity - oriented.
2) Students’ interest in the subject is raised by undertaking reformed activities in the subject.

Research Methodology:
For the present research, experimental method of research was used. Out of a total of 47 schools in Osmanabad town, one school was chosen by way of lottery method. From the school, a class of 8th std. was chosen selectively and out of 4 divisions of 8th std., division A was chosen by lottery method. From the said division, 32 students were picked by the method of cluster sampling. By conducting a pre – test of 20 marks, 2 equal groups of students were formed by random sampling method.

a) Total marks scored by students in controlled group: 170/320.
b) Total marks scored by students in experimental group: 160/320.

The group ‘A’ was taught by conventional method, whereas group ‘B’ was taught by undertaking reformed activities.

Reformed Activities:
1) Reading of biographies of scientists, 2) slide show, 3) science rangoli, 4) paper cutting and action, 5) collection of supplements (‘Oxygen’) and discussion on it, 6) herbarium collection and action, 7) meet with science writer, 8) science - play

Selection of Research Design:In the current research, equal group design was chosen.

Statistical Parameters:Mean, student’s t- test, standard deviation, Pearson co-efficient
Table No. 1
Comparison of means between controlled groups in the pre-test

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Controlled Group</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.26</td>
<td>10.48</td>
<td>0.22</td>
</tr>
</tbody>
</table>

Inference:
In the above table, the mean of controlled group is 10.48, whereas that of experimental group is 10.26. By observing the means of both these groups, it is seen that there is a difference of 0.22 in their means which is a negligible one. It means that both these groups are equal. Whatever difference is seen in their means is due to the differences in the variations in the samples.

Table No. 2
Comparison of means between controlled group and experimental group in the post - test

<table>
<thead>
<tr>
<th>Controlled Group</th>
<th>Experimental Group</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.68</td>
<td>14.12</td>
<td>3.44</td>
</tr>
</tbody>
</table>

Inference:
On comparing between the means of experimental and controlled groups, it is found that the mean of the experimental group is higher by 3.44 units than that of the controlled group.
Hence, it can be inferred that interest of the experimental group in science subject increased due to undertaking reformed activities. As a result, rise in scored marks in the post – test is seen.

Table No. 3
Percentage of means of experimental and controlled groups in the post - test

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Group</th>
<th>Total Marks</th>
<th>Marks Scored</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Experimental</td>
<td>320</td>
<td>228</td>
<td>71.25%</td>
</tr>
<tr>
<td>16</td>
<td>Controlled</td>
<td>320</td>
<td>171</td>
<td>53.43%</td>
</tr>
</tbody>
</table>

Inference:
On comparing the figures above, it is seen that the marks of the experimental group are higher than that of the controlled group by 17.82%. Hence, it can be inferred that students’ level of achievement showed rise because of undertaking reformed activities in school.

Table No. 4

<table>
<thead>
<tr>
<th>Type of Group</th>
<th>Controlled Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students (N)</td>
<td>N1 = 16</td>
<td>N2 = 16</td>
</tr>
<tr>
<td>Mean (M)</td>
<td>M1 = 10.68</td>
<td>M2 = 14.12</td>
</tr>
<tr>
<td>Std. Deviation (σ)</td>
<td>σ1 = 3.52</td>
<td>σ2 = 3.84</td>
</tr>
</tbody>
</table>
Inference:

For deciding the confidence level of controlled and experimental groups, student’s T test was used. The difference in the means of the two groups is 2.6 which is relevant at confidence levels of 0.05 and 0.01 because the value of t – test for confidence level of 30 is more for 2.04 and 2.76. It means that there is observable difference in the post – test competence of controlled and experimental groups of students, which makes the concept of null hypothesis irrelevant. On higher primary level, level of students’ interest in science increases and there is appreciable rise in the achievement level of students due to reformed activities in the subject.

Correlation between science teaching and teaching by reformed activities:

\[
r = \frac{180}{196} \times 180 = \frac{180}{35280} = \frac{180}{187.8}
\]

\[
r = +0.95
\]

This positive value shows that there is a high degree of positive correlation in science subject and reformed activities in science subject. In other words, students’ level of competence in the subject rises due to undertaking science – related activities

Inferences:

1) A variety of science – related activities can be used for making the subject of science interesting.
2) Students’ achievement in the subject can be improved by conducting science – related reformed activities.
3) Students’ interest in the subject increases because of undertaking science – related reformed activities.
4) Science – related reformed activities help in developing scientific attitude among students.
5) There is a high degree of positive correlation between science subject and reformed activities in the subject.
6) Science – related projects are not implemented in schools.
7) Problems while implementing science – related activities include – lack of materials, lack of funds, administrative problems, lack of sufficient time etc.
8) Science teachers use many different teaching methods for increasing students’ interest in the subject, but lack of interest about activities is seen.

Conclusion:

If teachers get a firm direction as to which activities to include in science – related reformed activities and how these are to be implemented, then it will definitely help students in removing their dislike / disinterest towards the subject.

References:


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Introduction
MTC- Meeting training culture strategy is the best way to develop skills. In corporate fields, industry, defence and in all sectors it is used. In MTC, Person / participant prepares himself/herself for skill development.

Essential skills must known to everybody. By knowing one self, group, facts, needs, plans, actions through MTC; one can develop skill. In teacher education programme, skills must be fixed by MTC.

Let's discuss about MTC strategy.

MTC & Know Strategy – Meeting training culture strategy.
Whenever, we want to fulfill our aim we must develop meeting training culture. So that we know different aspects of subject / theme/ aim/ goal. When we organize meeting of our collegues / experts / administrators etc. we develop meeting training culture.

Skill development is essential to every human being. She / he does different work. For every work skill of that work is essential. Work teaches us how to work effectively. Every person give / take advice of somebody to develop himself / herself.

Know one self ( who am I ? )
In this strategy, the organizer will develop a questionnaire / check list to know own strength. SWOT analysis by a person will be done as per guideline by experts. Every person who is in the system will be known to himself/herself. Knowing oneself will be helpful to a person for future progress. Every person will ask a question who am I ?

After knowing own, person will know the skills, which should be developed. He / she will try to develop the skills.

Know the Group
Group work is essential to know the group potential, to know the skills of participants, to know strength, weakness, opportunities, threats of participants.

After knowing, we may discuss or works on the skills which we want to be developed. We can develop our essential skills through lecture, orientation, group activities etc.

In groups, we have motivation from our peers. We may guide or consell our friends. Skills can be developed through meeting training culture in groups.

Know facts
When we work in groups, we know various aspects of personality. We know facts about participants. We know present economical, emotional, physical, psychological status of participants.

The factual information about own / self is essential to know thyself. We know our factual dreams, goals, objectives, visions, abilities, competencies through MTC.
Know Need/ want (N/W)

Need and want are different aspects, which affects our status in society. When purchase, we must ask the question is it a need or is it a want. If answer is need, then purchased the items. If it is want, think over it.

When we fix our goal, we fix our action plan. We decide to develop our skills to achieve the goal. The skills which are needed should be fixed.

Plan & Training

We may fix our plan in meetings. It will be as per our goal and as per present situation.

In plan, we consider our aim, our abilities, our goals, present situation, our competencies, our divine plan, our urge, feedback, future problems, duration.

We should fix steps as per our plan. We must fix dead line to develop skills. Self – training / group training is essential to develop skills.

Action

Only knowing one self, group, need, plan is not essential, action is must. Motivation or self motivation affects our actions. We should step forward for our goal. Small activities and action plans are essential. Time bound programmes are essential. When are do small activities, we become habitual. Our habits gives direction to our personality. MTC is essential for habits.

Conclusion

MTC is helpful to know every thing. Divergent thinking is there in MTC. Meetings develops our rapport, trainings gives us knowledge and culture develops our confidence.

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Innovative Practices in Colleges

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Introduction:

Quality has become the defining element of education in the 21st Century in the context of new social realities. The information communication revolution, the knowledge economy, and globalization are greatly influencing the “next society”, to borrow the expression of Drucker that has emerged. This networked complex and competitive society places a great premium on education for development. Innovative practices, the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. To put it differently, institutional excellence in higher education is the aggregate of the Innovative practices followed in different areas of institutional performance.

Cultural diversity is an important strength in today’s increasingly global society. It may even be the answer to one of the most pressing problems facing the world today – that of cultural polarization. In the world of education, Lifelong Learning is a popular, if somewhat misunderstood, idea. From the perspective of educational change, there are really two distinct parts to the idea of lifelong learning that need to be addressed. The first idea is to think about a child’s learning in school becoming the foundational phase of a life of learning. In this scheme, the emphasis of education shifts from teaching disconnected content to teaching learning skills – because it is the ability to learn that will keep both relevant content and life-skills current as the child grows up and takes his or her place as a responsible, contributing adult in society.

The National Assessment and Accreditation Council (NAAC) is advocating the Innovative practices benchmarking approach for quality enhancement in higher education. The benchmarking, the systematic means of measuring and comparing the work processes of an organization with those of others is widely used in industry and the service sector for quality measurement and improvement. The prevailing quality management systems in higher education also can benefit from this tool. The Innovative practices as benchmarks help institutions to find their anchor for self-improvement.

Innovative Practices:

Establishing benchmarks through Innovative practices is not a new concept in higher education. The NAAC uses the Innovative practice benchmarking in the form of criterion statements to assess the level of performance of higher education institutions. In 1996 Commonwealth Higher Education Management Service (CHEMS), a sub system of the Association of Commonwealth Universities (ACU) launched an international “University Management Benchmarking Club” for universities from the Commonwealth. This club focuses on the effectiveness of university-wide processes. The CHEMS approach to benchmarking goes beyond the comparison of data-based scores and conventional performance indicators; it looks at the processes by which results are achieved. By using a consistent approach and identifying processes which are generic and relevant, irrespective of the organization and how it is structured, it becomes possible to benchmark across sectoral boundaries (e.g., geography, size etc.). The overall purpose and intent of the Innovative Practices benchmarking can be summarized as the development of an understanding of the fundamentals that lead to success, focus on continuous improvement efforts, and management of the overall change process to close the gap between an existing practice of the institution and that of the Innovative-in-class institutions with reference to the most relevant key performance variables.
Nearly three decades, learning centers have served as a standard model for improving the academic success of under-prepared community college students. Learning Centers provide a variety of academic support services for students and faculty, including diagnostic testing, tutoring, test proctoring, study skills instruction, remedial courses, mentoring, and computer literacy instruction. With a new decade rapidly approaching, colleges are beginning to discover that the widely accepted academic support approaches of the 1980s and 1990s no longer meet the needs of incoming students who possess a radically different array of expectations, skills, and challenges. Despite these changes, the learning centers ability to cultivate in students an important sense of connection and involvement with the college beyond the walls of the classroom is still valuable. However, a new paradigm is desperately needed to revitalize the programs and services of this once vital student support mechanism.

Innovative Practices at University Level:

In education, there is widespread support for the idea that every student is important and yet, in practice, systems are set up to favor a few at the expense of the many. The University has an Internal Quality Assurance Cell (IQAC) to review the quality dimensions of the institution. The thrust involves monitoring as well as exploring the avenues of improving the quality of services. Also, Academic and Administrative Audit Committees are appointed for evaluation. The University adopts strategic planning in every aspect of its developments including teaching, research and administration, to suit the latest managerial concepts. Team work and decisions through various representative committees are part of the University's management culture. The University is one of the pioneers in computerizing the examination system, finance section, distance education, general administration and also in library automation. Efforts are taken to infuse values in the minds of the students through value based courses and extension services. The university takes special efforts towards the all-round personality development of the learners. The curriculum for different courses offered in the university departments are updated by including the emerging trends. To cater the needs of the students in different pockets of villages, the university has started constituent colleges in four places. As service to the society, the Institute for Entrepreneurship and Career Development (IECD) and the Bharathidasan University Technology Park offer a number of skill oriented short term, diploma, certificate and training programmes. In the case of students, efforts are taken to promote the capacity to learn independently, the communication skill and capacity to work as a team. All the teaching programmes offered in the University Departments and also in affiliated colleges are under semester and Choice Based Credit System (CBCS). Most of the Science Departments of the University have very strong and long term collaboration in research areas of common interest with reputed institutions within and outside the country. Under these collaborative programmes exchange of faculty and students are happening. There are several MoUs signed with industries and reputed research institutions in India. A pioneer in introduction of computer science education in the Arts and Science colleges, nearly 25 years ago; an aggressive academic innovation at that time, to be emulated by other Universities later. Organizing university level cultural fete every year and arranging for inter-collegiate cultural competitions in which the college students are so emotionally absorbed in cultural activities that in the last so many years, there was no big student unrest in any of the affiliated colleges. The University has the distinction of winning laurels many times at the inter-university and inter-zone cultural competitions. The university updates the curriculum regularly by updating the syllabi and by introducing new and innovative courses in emerging fields.
Conclusion:
A broad range of educational innovations—technological, pedagogical, structural, and financial—is playing an increasingly important role in supporting student persistence and degree completion in our national drive to increase postsecondary attainment. The Innovative practice benchmarking approach is an inductive approach to quality management in higher education institutions with a focus on practice and continuous improvement. The five-stage approach will help institutions of higher education to play their role effectively in quality sustenance and enhancement. The Innovative as an ideal should be the vision of every higher education institution in the country. Stakeholders can contribute differently for the realization of this goal by the institutions. Policy makers in education have an important responsibility of creating an enabling policy framework for effective functioning of the institutions. The Management should ensure proper infrastructure and effective governance systems. Teachers have a critical role in building competencies of learners through Innovative pedagogic practices. Finally, students, for whom the whole system is designed, should desire and demand the Innovative.

References:
New Innovations And Current Practices In Teacher Education

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Abstract

The role of the present day teacher has become very challenging, complex and multifaceted. The present teacher is expected to be up-dated and conscious of various explosions- i.e. explosion of knowledge, explosion of population, explosion of frustrations, explosion of expectations and explosion of technology etc.

The educationalist and psychologists have made efforts to solve these problems. The behavioral technology has contributed significantly in this direction. The teaching process can only be developed and improved when teacher education institutions can prepare effective teachers. For effective teaching we have need to develop “Innovative Teaching Practices” for training our teachers.

Simulated teaching is a training technique used to change the behavior of the student teacher. T-Group is used as a feedback device for the modification of teacher behavior. Co-operative learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal.

In the present day world, with the advancement of technology these qualities can be inculcated through education. As teaching occupies an honorable position in the society, each and every teacher and teacher educator must make himself familiarized with above trends and other new trends in teacher education.

Key Words:- Innovative teaching practices, Simulated teaching, T-Group, Co-operative Learning.

Introduction:

“The status of teacher refers the socio-cultural ethos of a society. It is said that no nation can rise above the level of its teachers. The Government and the Community should endeavor to create conditions which will help to motivate un inspired teachers on constructive and creative lines. Teachers should have the freedom to innovative devise, appropriate methods of communication and activities relevant to the needs and capabilities and concerns of community.”


NPE (1986) has recognized that qualitative improvement of education depends up on quality of education. The teacher has a crucial role in the development of the country. New practices, policies and procedures in the area of teacher education affect the quality of teacher education and accordingly the education and the nation.

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their task effectively in the school and classroom. As stated by Miss W.Walker “The function of teacher education is to produce good teachers. The good teacher is one who produces good result in meeting the central, presenting needs of life in whatever social context.”

The role of the present day teacher has become very challenging, complex and multifaceted. The present teacher is expected to be up-dated and conscious of various explosions- i.e. explosion of knowledge, explosion of population, explosion of frustrations, explosion of expectations and explosion of technology etc.

The educationalist and psychologists have made efforts to solve these problems. The behavioral technology has contributed significantly in this direction. The teaching process can only be
developed and improved when teacher education institutions can prepare effective teachers. For effective teaching we have to develop “Innovative Teaching Practices” for training our teachers.

There are various devices or strategies which are used to develop the teacher behavior through Innovative teaching practices. These are considered new innovations and current practices in teacher education. The following are the main devices which are used for preparing effective teachers.

1) Simulated Teaching:

Simulated teaching is a training technique used to change the behavior of the student teacher. It is used before the practice of class teaching i.e. in micro-teaching, integrated lessons and various types of simulated practice lessons. Here student teacher plays the role of both student and the teacher. Since effective teaching behavior is identified, behavior can be modified by the psychological use of role perception and role playing. Hence effective teacher behavior can be practiced. Feedback mechanism is used for modification of the social communication skills of the student teachers.

Steps in Simulation:

Ned Flanders has recommended the following procedural steps in simulated teaching.

1) Step One: The student teachers are assigned the roles, which they have to play. Each individual has a chance to be as a teacher, student and observer.

2) Step Two: The second step involves planning, preparation and deciding the topic of the skill to be practiced through simulated technique. The teacher should carefully and intelligently select an appropriate topic or skill for each student according to his knowledge and interest.

3) Step Three: The teacher should prepare the schedule i.e. who will start?, who will stop?, when should it be stopped? And who will intervene conversation?.

4) Step Four: The procedure and technique of observation is also decided. What kind of data the observer to be recorded? How can the data be best interpreted?.

5) Step Five: Conduct the first practice session on a topic or skill you decided. Provide the student with feedback on his performance and be prepared, if necessary. To change the procedure for the second session in order to improve the training procedure. As soon as the practice sessions are working smoothly and each person has had an opportunity to be actor, increase the difficulty of the task.

6) Step Six: Now the teacher should be prepared to change the procedure, change topic or skill and move on the next skill so as to present a significant challenge to each actor and to keep interest as high as possible. The task should be neither high nor too easy for the participants.

2) T-Group (Trainining Group):

T-Group is used as a feedback device for the modification of teacher behavior. During practice teaching programme T-Group meeting should be organized by the subject teacher. It should meet twice a week or at least once in a week. Each T-Group consists of 8-12 trainees and meets for 2 to 3 hours. The subject teaching groups should meet informally to discuss the problems faced in practice teaching. This unplanned group discussion emerges real problems and solutions of classroom teaching. It may provide deep insight in to the problem of teaching. The teacher educator may also provide most thoughtful guidance and feedback for problems of teaching. The student teachers realize their own mistakes and try to improve them.

- Characteristics of T-Group:
  1) The trainee becomes more sensitive towards his own teaching and their behavior.
  2) Their behavior becomes more flexible. It is an essential trait of effective teacher.
  3) The student teacher is sensitive towards the group discussion and decisions.
  4) The diagnostic ability is developed among the trainees. They began to understand their own teaching behavior and try to improve their weakness of teaching.
3) Co-operative Learning:

Co-operative learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. Co-operative learning stresses the importance of faculty and student involvement in the learning process, when integrating Co-operative learning strategy in to a course, careful planning and preparation are essential.

Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria and manage active learning environments are critical to the achievement of a successful Co-operative learning experience.

- Examples of Co-operative learning strategy:

1) When we are teaching a large lecture course in teacher education programme or a subject, we might divide the class in 5-6 groups and provide them with one of the topics or concepts which we will be teaching within the coming weeks. Each group’s goal is to discuss the topics or concepts in groups. Then they do their preparation of the topics and one member of the group teach the topic to other group members and to provide the rest of the class an overview of the topic or concept in whatever form they would like.

2) Co-operative learning strategies must be extended to home work assignments and other performance assessments e. g. tests, in which we allow students to work in the groups on particular questions.

3) Co-operative learning can also be used in the written process, where students meet regularly in groups to develop a research proposal at M.Ed. level. Here they can develop ideas and shape their writing via peer editing and several other group-based strategies.

The conditions which must be met in Co-operative learning are as follows -

1. First, each group member must participate.
2. Second, the presentation or product must reveal the contribution of each group member.
3. Third, grading will consist of group grade, as well as individual grades, the latter being based on a written product each group member turns in and which reflects their own contribution to the final presentation or product.

Thus, the professional success of every teacher is depends up on update professional knowledge, fullest devotion, commitment and dedication along with his efficiency and effectiveness. In the present day world, with the advancement of technology these qualities can be inculcated through education. As teaching occupies an honorable position in the society, each and every teacher and teacher educator must make himself familiarized with above trends and other new trends in teacher education. The existing situation needs to be modified by effective professional education which will initiate the teacher to revolutionize his teaching and lay a strong foundation of professional growth of the student teachers.

References:

Innovative Practices Research Report Writing W-Strategy

Dr. Ravindra Maruti Chobhe
Principal, Vidya Pratishthan Maharashtra's) College of Education, Ahmednagar

Abstract:
E-education is an educational process in which learner learns with his/her own speed. Everybody should think to use technology for development. E-Skill should be developed for development of system. Capacity of man-kind including intellectual, physical or artistic capabilities are effective aspects for development. Skills are essential for service & for business also. Skill can be developed through education i.e. formal, informal or non – formal education. Teacher education institutes are the institutes which play vital role in secondary or primary education. The teacher who trained in these institutes are appointed in schools or colleges. If these teachers are trained properly then they will create new generations properly.

For development, 3P strategy (Preparation, Presentation and Perfection) is useful. Activities i.e survey, PBL, Goal – setting, diary writing, designing apps, self analysis, flex teaching, modular curriculum etc are useful for development.

Introduction
Teacher education institutions are the institution which is useful for future India. If teachers are trained properly, they can create / make new generation with ability.

The skills which are essential for employability are considered for educational development. They can be developed with specific activities / programmes arranged in Teacher Education Institution, schools, and in society. The syllabus of B.Ed., M.Ed, other courses can be developed with different activities and programmes. Kothari Commission, In 1964, Recommended vocational education for development of society.

Survey, PBL, Aim (GOAL) setting, Diary writing, app designing, strategies (3P) training, self – analysis, flex-teaching, modular curriculum, exhibitions etc are the programmes which should be included in B.Ed. / M.Ed syllabus and at every level of education. If they are not introduced then, the administrator (Principal / Professor/teacher) can organize them in classes at local level.

Innovative programmes can be organized in the whole year. Systematic and need based planning is essential for development.

Here are some activities which are planned & organized in my college i.e. Vidya Pratisthan (Maharashtra)'s college of education, Ahmednagar, Maharashtra, India.

Concept
E-education is a learning process in which e-tools are used for self learning, teaching, training.

A learning in which learner learns with his own speed. He/she uses soft wares, hardwares, e-tools and apps.

Nature
Nature of E-education is as follows

- Larger scope
- Speed
- Changable
- Virtual learning
- Own choice
- Time killing
- Upgradation is essential
Development And E-Education

For development and for E-education, following needs and aspects are considered.

- Students’ needs
- Teachers’ needs
- Staff needs
- Administrator’s needs
- Support staff’s needs
- Govt policy
- School vision
- Govt policy
- New norms
- Subjects
- Educationist’s views
- Time
- Event

When e-education can be applied?

- Establishment and later
- Now itself
- At the time of learning
- At the time of teaching
- At the time of working
- At the time of research
- At the time of presentation

Factors to be considered

Following factors should be considered for development with e-education:

- Building, library, rooms, labs, e-labs, passages, e-multi-purpose halls, technology, e-office, attractive building, intention, consideration of all subjects, well equipped labs, student centered activities n infrastructure, messages for motivation, my unit concept etc.

E-tools

Following e-tools are useful for development-

- International forums, Ontologies (information science) a specification of a conceptualization, Knowledge management, Semantic web, Cms-content management system, Artificial intelligence, Systems engineering, Biomedical informatics, Library science, Enterprise bookmarking, Information architecture, e-mail, chatting, online conferencing, e-library, websites n search engines, blogs, wikis n wikipedia, internet forum, you tube, news groups, personal website, m learning, web based learning, smart classroom, webinars, mooc = massic open online courses for everyone, facebook, whatsapp, hikes.

Strategies to be used

- We should use strategies i.e. cal-computer assisted learning, pbl-project based learning, collaborative learning, tal-tecnology aided learning, cai – computer aided learning, e-learning, virtual learning etc.

- We must use e-education for proper effect, class control (teaching), for developing 21st century skills, to save time, money, efforts, for developing higher order thinking skills, knowledge enrichment, new concepts are known, perfect teaching, proper planning, good administration, evaluation, self learning.

Activities

For development training, 3P strategy (Preparation, Presentation and Perfection) can be used. Following programmes / activities can be planned & organized in schools and colleges.

1) Survey / Research:
2) Aim setting / goal setting
3) Diary Writing:
4) Training:
5) Guest lectures:
6) Article writing:
7) Employment year
8) Model
9) Flex – who will I Be
10) Three Question
Everybody should ask following three question which are asked by Lord Krishna to Arjun at the beginning of Bhagwatgita narration.

1) Who are you?
2) For what your birth on earth is there?
3) What is essential to you now?

11) Pre, Re & Fine thinking strategy

For every puril this strategy is useful. For organizing events, plan, pre-plan, re-plan, preparation, research, presentation this strategy can be used.

12) 3 P strategy (Preparation → Presentation → Perfection) strategy should be used for proper effect and to remove problems. The outcome of this strategy is a miracle.

13) App Design

The planner should use / prepare an app to complete the work. For best effect different appy should be developed.

14) Guide & Counsellor

15) Small scale Industry

Training to establish small scale industry should be given. Small scale industry related to school/education or other than education can established. District Employment office plays vital role for this plan.

16) Project based learning – Activities

Activities related to project based learning should be organized. Practical knowledge can be given through them.

Role of Principal / Administrator

Administrator / Principal / Professor should play the role i.e. Planner, administrator, guide, writer, analyzer, researcher, re-planner, counselor, designer, coach, entrepreneur, thinker, programmer, surveyor etc.. He/ she can enlist the skills which are essential for employment.

Different roles should be played by everyone in the system. These roles are: learner, teacher, trainer, presenter, self learner, project manager, writer, trader, creator, counselor, guide, faciliteter, supplier, instructor, helper, manager. Everybody should ask question (AM I TRAINED?) to himself/herself.

Reference:

Implementation of Inquiry Training Model For Teaching Concept Magnetism In Science

Dr. Vishnu P. Shikhare,
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Abstract :-
Both private and public sectors in international economies are undertaking huge efforts to bring revolution in educational environment. It is now not expected to teach the subject/subjects by traditional instructional strategies, but one should use variety of the strategies. Today the teachers and educationists have recognized that models of teaching instruction in both formal and informal education to increase the interest of students and teachers. We rarely use innovative instructional strategies in our teaching-learning process in the classrooms. Our state and Central Government are now promoting innovative instructional strategies in the schools. Inquiry training model of teaching given by Suchman in Science Education can be implemented in secondary schools for teaching concept like Magnetism. So far the subject Science Education is concerned; there is a dearth need of use innovative instructional strategies like inquiry training model in day to day science teaching.

Key Words: - Inquiry Training Model of Teaching, Science Education, Concept Magnetism, Innovative Instructional Strategy

Introduction:- What is Inquiry?

J. Richard Suchman, the pronouncer of an inquiry teaching program that was widely used throughout the United States once said that "inquiry is the way people learn when they're left alone.” To Suchman, inquiry is a natural way that human beings learn about their environment. Think for moment about a very young child left in a play yard with objects free to explore. The child, without any coaxing will begin to explore the objects by touching, throwing, banging them, pulling and trying to take them apart. The child learns about the objects, and how they interact by exploring them, by developing his or her own ideas about them---in short learning about them by inquiry. Many authors have discussed the nature of inquiry and have used words such as inductive thinking, creative thinking, discovery learning, the scientific method and the like.

Why is it that science teachers express the importance of inquiry yet pay little attention to it in the classroom? One reason may have to do with teacher education. It is possible that many teachers have not been exposed to inquiry teaching models in their preparation, and therefore lack the skills and strategies to implement inquiry. Some teachers report that inquiry teaching models are difficult to manage, and some report that they don't have the equipment and materials to implement inquiry teaching. Another concern expressed by teachers is that inquiry doesn't work for some students. These teachers claimed that inquiry was only effective with bright students, and it caused too many problems with lower ability students.

In spite of the problems the evidence is that inquiry models of teaching are viable approaches to teaching, and should be part of the science teacher’s repertoire. Science teachers have had a love affair with inquiry, and feel strongly that it should be a fundamental part of science teaching. Read about what teachers think about inquiry in the Science Teachers Talk section in the Science Teacher Gazette of this chapter. Note how the teachers interviewed link inquiry with discovery, and indicate that the reason they liked science was because of the excitement of finding out about things, probing, exploring---in short inquiring.
Procedures for an Inquiry Session:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1: Questions</td>
<td>The questions by the students should be phrased in such a way that they can be answered yes or no. This helps to shift the burden of thinking onto the students.</td>
</tr>
<tr>
<td>Rule 2: Freedom to ask questions</td>
<td>A student may ask as many questions as desired once they begin. This encouraged the student to use his or her previous questions to formulate new ones to pursue a reasonable theory.</td>
</tr>
<tr>
<td>Rule 3: Teacher response to statements of theory</td>
<td>When students suggest a theory, the teacher should refrain from evaluating it. The teacher might simply record the theory, or ask a question about the student's theory.</td>
</tr>
<tr>
<td>Rule 4: Testing theories</td>
<td>Students should be allowed to test their theories at any time.</td>
</tr>
<tr>
<td>Rule 5: Cooperation</td>
<td>Students should be encouraged to work in teams in order to confer and discuss their theories.</td>
</tr>
<tr>
<td>Rule 6: Experimenting</td>
<td>The teacher should provide materials, texts, reference books so that the students can explore their ideas.</td>
</tr>
</tbody>
</table>

Review of the related Literature & Research:-

The investigator gone through various reference books for getting clear idea about planning, designing and developing the inquiry training model of teaching science.

What about inquiry teaching in school situations? In fact, the evidence is that very little actual time is spent by students doing inquiry activities. Holdzdom and Lutz (1985) report that direct teaching strategies have greater impact than indirect ones. However, they also report that when inquiry models of teaching were implemented, they were very effective in enhancing student performance, attitudes and skill development. They reported that student achievement scores, attitudes, and process and analytic skills were either raised or greatly enhanced by participating in inquiry programs.

While the research supports the inclusion of inquiry models of teaching in secondary science classrooms, there appears to be reluctance on the part of the science teachers to implement inquiry in the classroom. Several problems need to be recognized in order to overcome the reluctance to implement inquiry in the classroom.

Significance of the study:- The significance of the present study is as follows:

- The study will deepen the understanding of the Science Education course to be taught in Secondary Schools.
- The developed inquiry training model of teaching will help the teachers and the students in teaching and learning concept magnetism in Science. They will not depend only on traditional method of teaching.
- The study will enable the students to understand the nature and purpose of teaching concept magnetism in Science develop communication skills and enable to use modern inquiry training model of teaching for school purposes.
- The deficiency of unavailability of innovative inquiry training model of teaching concept magnetism in Science course instruction will be removed to some extent.
- This inquiry training model of teaching will help in revising the Science Education course.
Objectives:- The study was undertaken with the following objectives:
1) To plan inquiry training model of teaching concept magnetism in Science.
2) To design & construct inquiry training model of teaching concept magnetism in Science.
3) To test the effectiveness of constructed inquiry training model of teaching concept magnetism in Science.
4) To compare the effectiveness of constructed inquiry training model of teaching with the conventional system of instruction.

Hypotheses of the study:- The study was based on the following research hypotheses:
R. H. 1: An instructional system for Science Education instruction through inquiry training model of teaching can be planned, designed and developed.
R. H. 2: The conventional instructional system and the developed inquiry training model of teaching for Science Education Instruction differ in their effectiveness on the performance in achievement of the students.

The research hypotheses are stated below into null form for sake of experiment and for testing purpose.
Ho. 1: There is no significant difference between the performance of the students from control and experimental group in pre test.
Ho. 2: There is no significant difference between the performance of the students from control and experimental group in post test.
Ho. 3: There is no significant difference between the performances of the students from control group in pre over post testing.
Ho. 4: There is no significant difference between the performances of the students from experimental group in pre over post testing.
Ho. 5: There is no significant difference between the gains in achievement in terms of scores in pre over posttest of the students from control and experimental group.

Methodology:-
- The investigator planned goals and objectives of inquiry training model of teaching concept magnetism in Science and designed proposed system. Thus the investigator planned and designed a inquiry training model of teaching concept magnetism in Science.
- The internal evaluation of a inquiry training model of teaching concept magnetism in Science done within the subject expert.
- The investigator analyzed and interpreted the data obtained in internal evaluation. According to suggestion of the subject experts revised the model.
- The revised inquiry training model of teaching concept magnetism in Science was ready for experimental implementation.
- A pretest of 30 marks administrated on the sample. The answer-scripts were assessed; the scores were collected, analyzed and interpreted.
- The experimental group instructed by using revised inquiry training model of teaching concept magnetism in Science, while control group was instructed by using Conventional Instructional System.
- A posttest of 30 marks administered on the sample. The responses of the students were collected in terms of scores. The data was analyzed and interpreted.
- ‘Is the developed system used in experimental group of students proved helpful to the students from the group?’ was question to be answered. A comparative analysis and interpretation of the gains in achievement was done to answer the question.
Conclusions were drawn about the effectiveness of the developed inquiry training model of teaching concept magnetism in Science and suggestions were stated.

Analysis & Interpretation of Data:-
The data was analyzed with the help of statistical and non-statistical measures. The technique of t test was used to test the hypotheses. The investigators tabulated the collected data and calculated the t-values to compare achievement of students from control and experimental group.

<table>
<thead>
<tr>
<th>Test</th>
<th>Control Group</th>
<th>Exp. Group</th>
<th>t-value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>t-value</td>
<td>df</td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>3.6</td>
<td>3.65</td>
<td>0.07 (NS)</td>
<td></td>
</tr>
<tr>
<td>Posttest</td>
<td>14.9</td>
<td>19.15</td>
<td>3.80 (S)</td>
<td></td>
</tr>
<tr>
<td>Pre over Posttest</td>
<td>Pre 3.6</td>
<td>---</td>
<td>11.52 (S)</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Post-14.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre over Posttest</td>
<td>-----</td>
<td>Pre-3.65</td>
<td>17.96 (S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-19.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gains</td>
<td>11.3</td>
<td>15.5</td>
<td>3.59 (S)</td>
<td></td>
</tr>
</tbody>
</table>

NS: Non Significant, S: Significant

Conclusions:-
Conclusion 1: The research hypothesis No.1 is accepted. An instructional system through inquiry training model of teaching concept magnetism in Science can be planned, designed and developed.

Conclusion 2: The null hypothesis No.1 is accepted. There is no significant difference between the performance of the students form control and experimental group in pre test. It means both the groups were equivalent.

Conclusion 3: The null hypothesis No.2 is rejected. There is significant difference between the performance of the students from control and experimental group in posttest. Developed inquiry training model of teaching concept magnetism in Science helped the students in performing better than the students from the control group.

Conclusion 4: The null hypothesis No.3 is rejected. There is significant difference between the performances of the students from control group in pre over post test. Conventional Instructional System helped the students from control group in performing better pre over posttest.

Conclusion 5: The null hypothesis No.4 is rejected. There is significant difference between the performances of the students from experimental group in post testing. Developed inquiry training model of teaching concept magnetism in Science helped the students from experimental group in performing better in pre over posttest.

Conclusion 6: The null hypothesis No.5 is rejected. There is significant difference between the gains in achievement in terms of scores in pre over posttest of the students from control and experimental group. It means that Developed inquiry training model of teaching concept magnetism in Science helped the students from experimental group in performing better than the students from control group.
References:

Problems in Implementing Two Year Teacher Education Programme

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Abstract:
As per NCTE norms, the duration of B. Ed. Course has changed from one year to two years to improve the quality of the teacher. NCTE has extended the practice teaching session to 20 weeks. NCTE also included Enhancing Professional Capacities courses like reading and reflecting, yoga and meditation, drama and arts in education, ICT and inclusive school education. But it is a pertinent question to critically evaluate and to identify its advantage and disadvantages. Teachers of B.Ed. College play a major role in implementing this programme and so it feels that perspective on 2 years B.Ed. programme is important.

Introduction:
In India, it is increased importance laid down towards the teaching at secondary level education, in schools which has been stressed upon in recent years. To empower the pupil with quality education and making them learn the power of social upliftment, is what has been the primary driving force towards schooling. Government rules and regulations have been formulated at the secondary education level. Many progressive endeavours have been taken towards the strengthening of education system in the country. Teacher education is that integral part of education system of a country which determines the success of whole process of education. Education is the powerful instrument of bringing chance. Education moulds the society, develops the nation. But it is the teacher who makes it possible to happen. The students are the future man-power. Teacher trains them up in such a way through the education that they are able to bring positive changes in the society. But this is possible when the teacher have the adequate power of training others. It is the teacher education program which equips the teacher with all those knowledge, skills helpful in bringing change among the students by the teachers. NCTE is the regulatory body of teacher education, performing functions and making decisions in all the aspects of teacher education

Disadvantages of two years teacher education Programme:
1. Due to high fee structure, most of the trainees have created a negative perception towards the course.
2. High expectation from the programme and students come to the course by their choice but extension of one more year creates economic hurdles.
3. The demand for teacher training courses has dipped in the past two years with over 70 per cent seats remaining vacant.
4. Apart from the demand to scrap the common entrance test for admissions, NCTE’s decision to increase the course duration has deterred many from taking up the course.
5. B Ed requires a graduation degree before enrolment. By the time students join a B Ed course, they are around 23 years old. Students are already in a hurry to find jobs and don’t want to wait for two years.
6. That extending the course to two years has not been very helpful as the curriculum has remained the same.
7. While the course duration was extended, the curriculum has not changed much. Students are taught a year’s curriculum in two years.
8. The students take two exams each semester and the course constitutes four semesters.
9. If the course is started on time, all this can be completed in a year.
10. B.Ed course was changed into a duration of two years, students are not joining the course and the demand has declined gradually.
11. The teachers also demanded to scrap common entrance test for the admission to B.Ed course. They pointed that the duration of B.Ed course has barred many students to taking up the course.
12. The minimum qualification for B.Ed is Bachelor’s degree. Hence, the students are not willing to waste an extra year for studying B.Ed.

Conclusion:

The management, teachers and students associated with Bachelor of Education (BEd) course have raised demands that National Council for Teachers Education (NCTE) should revert back to the old system of a one year BEd course, rather than continuing with the new two year formula.

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Innovative practices Theories of Learning and Instructional Design

Nutan Krishnarao Nangare
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Introduction

The term learning denotes the acquisition of knowledge, skills and attitudes to do something. Generally speaking there are two important statements about learning and instruction. One learns by doing something. One learns by pursuing an instructional goal:

Domains of Learning

Cognitive Domain- Measures the knowledge acquired
Affective Domain -Demonstrates the desired feelings and attitudes
Psychomotor Domain- Relates to skill development through practice sessions/training

What is Instructional Design?

• Thorough pre-planning of delivery of instruction in a proper sequence of events is known as instructional design. As you know the literal meaning of instruction is a set of events that facilitated creative pattern. The purpose of instructional design is to plan and create situations that enhance learning opportunity of individual learners. Description of the target group.
  • - Programme/course specifications (syllabus)
  • - Selection of the media to be utilized
  • - Design of the courses/lessons (units)
  • - Specification of objectives
  • - Development of test items
  • - Development of draft lessons
  • - Pre-testing of the materials
  • - Revision of the materials before their launch

Theories of Learning

• Behaviourism: Based on observable changes in behaviour. Behaviourism focuses on a new behavioural pattern being repeated until it becomes automatic.
• Cognitivism: Based on the thought process behind behaviour. Changes in behaviour are observed, and used as indicators as to what is happening inside the learner’s mind.
• Constructivism: Based on the premise that we all construct our own perspective of the world, through individual experiences and Schema. Constructivism focuses on preparing the learner to problem solve in ambiguous situations.
• Experiential Learning: Based on the fact that adults use the experience to create and construct their knowledge through observation, reflection, generalization, and testing.

Behaviourism:

• Learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus
• Learning can be detected by observing an organism over a period of time
• Emphasis is on observable and measurable behaviours. Instruction is to elicit the desired response from the learner who is presented with a stimulus
• Instruction utilizes consequences and reinforcement of learned behaviour
• Learner must know how to execute the proper response as well as the conditions under which the response is made

Cognitivism:
• Learning is change of knowledge state
• Learner is viewed as an active participant in the learning process
• Focus is on how learners remember, retrieve and store information in memory
• Examine the mental structure and processes related to learning
• The outcome of learning is not only dependent on what the teacher presents but also on what the learner does to process this information
• Focus of instruction is to create learning or change by encouraging the learner to use appropriate learning strategies
• Teachers/designers are responsible for assisting learners in organizing information in an optimal way so that it can be readily assimilated

Constructivism:
• Learners build personal interpretation of the world based on experiences and interactions
• Knowledge is embedded in the context in which it is used (meaningful realistic settings)
• Believe that there are many ways (multiple perspectives) of structuring the world and its entities
• Instruction is a process of supporting knowledge construction rather than communicating knowledge
• Engage learners in the actual use of the tools in real world situations. Learning activities should be authentic and should centred around the “problem” as perceived the learners

Impact of Theories of Learning on Instructional Design
• Behaviourism - Programmed instruction teaching machines. Matter in small stepsLearning objectives Activities, SAQs, Assignments
• Cognitivism: Sequencing of content. Structuring of knowledge. Motivating experience
• Problem oriented learning
• Constructivism: Learner profile based objectives. Learner centered approach. Questioning, critical analysis, application and reflection

Design for Instructional Events
• Gaining attention – Show a variety of examples related to the issues to be covered
• Informing learners of the objectives – Specify the objectives
• Stimulating recall of prior learning – review introductions, summaries and issues covered
• Presenting the stimulus - Adopt a framework for learning/understanding
• Providing learning guidance – Show case studies and best practices
• Eliciting performance- Outputs based on issues learnt
• Providing feedback – Check all examples are correct/incorrect
• Assessing performance – Provide self-assessment questions, including scores and remedies
• Enhancing retention and transfer – Show examples and statements and ask learners to identify issues learnt

Summary
The objective of instructional design is to ensure that the distance learner learns and acquires the necessary knowledge and skills, and to enhance his/her performance in his/her own world as a
student and ultimately in the world of work. That learning theory is the essential ingredient in instructional design. There is no single theory which instructional designers keep in mind while designing the instructional strategies and content.

- Behavioural approach can effectively facilitate mastery of contents;
- Cognitive strategies are useful in teaching problem solving;
- Constructivist strategies are suited for dealing with ill defined problems.

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Alternative Solution of Problem of Inverse Laplace Transform is Best Innovative Practice

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Abstract

The Laplace transform is effective technique for solving linear differential equation or system of differential equations with constant coefficients. In this paper we have obtained alternative solution of Problem of inverse Laplace Transform.

1. Introduction

Laplace Transform and Inverse Laplace Transform is useful for Mathematicians, Physicists, Engineers and Scientists. The Laplace transform plays a significant role in mathematical applications.[1] The Laplace transform and inverse Laplace transform [2] is defined as follows

1.1 Definition: Let f(t) be a function of real variables \(0 \leq t \leq \infty\) such that \(e^{-st} f(t)\) is integrable function in \([0, \infty)\) for some domain values of s, then Laplace Transform of f(t) is denoted \(L\{f(t)\}\) and is defined as

\[
L\{f(t)\} = \int_0^\infty e^{-st} f(t) \, dt
\]

and is defined as \(L\{f(t)\} = \int_0^\infty e^{-st} f(t) \, dt\)

(1) If \(L\{\frac{1}{s}\}\)

(2) If \(L\{\frac{1}{s+1}\}\)

1.2 Definition: If the Laplace transform of a function of f(t) is \(f(s)\) that is \(L\{f(t)\}\) then f(t) is called an inverse Laplace transform \(f(s)\) and we write symbolically \(L^{-1}\{f(s)\}\)

e.g.

(1) If \(L\{\frac{1}{s}\}\) then \(L^{-1}\{\frac{1}{s}\} = 1\)

(2) If \(L\{\frac{1}{s+1}\}\) then \(L^{-1}\{\frac{1}{s+1}\} = e^{-t}\)

2 Some Properties of Laplace Transform:

Division by s:

2.1 Theorem (1): If \(L^{-1}\{\frac{\Phi}{s}\} \cdot \{\frac{1}{s}\} \) then \(L^{-1}\{\frac{\Phi}{s}\} = \int_0^t f(t) \, dt\)

2.2 Convolution Theorem : If \(L^{-1}\{\frac{\Phi}{s}\} \cdot \{\frac{1}{s}\} \) and \(L^{-1}\{\frac{1}{s}\} \cdot \{\frac{1}{s}\} \) for \(f(t)\) and \(g(t)\) are sectionally continuous functions and of exponential order as \(t \to \infty\), then c
Now we solve a Problem by Three Different Method

Method I

By partial fraction

\[ L^{-1}\left\{ \frac{1}{s+1} \right\} = L^{-1}\left\{ \frac{1}{s} - \frac{1}{s+1} \right\} \]

By linearity property of inverse Laplace transform

\[ L^{-1}\left\{ \frac{1}{s+1} \right\} = L^{-1}\left\{ \frac{1}{s} \right\} - L^{-1}\left\{ \frac{1}{s+1} \right\} = 1 - e^{-t} \]  

\[ \text{ Method II } \]

Division by \( s \):

\[ L^{-1}\left\{ \frac{1}{s+1} \right\} = e^{-t} = f(t) \]

By Theorem division by \( s \)

\[ L^{-1}\left\{ \frac{\Phi(s)}{s} \right\} = \int_{0}^{t} f(t) du \]

\[ L^{-1}\left\{ \frac{1}{s+1} \right\} = \int_{0}^{t} e^{-u} du = \left[ e^{-u} \right]_{0}^{t} = 1 - e^{-t} \]  

\[ \text{ Method III } \]

By convolution theorem

\[ L^{-1}\left\{ \Phi(s) \frac{1}{s+1} \right\} f(t) \text{ and } L^{-1}\left\{ \Psi(s) \frac{1}{s} \right\} g(t) \]

Let \( \Phi(s) = \frac{1}{s+1} \) and \( \Psi(s) = \frac{1}{s} \)
From (1), (2) and (3) we see that the inverse Laplace transform of function $L^{-1}\left[\frac{1}{s(s+1)}\right]$ by different methods that is partial fraction, division by $s$ and convolution theorem are same.

This is our best innovative practice.

References:

Abstract

The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. Between 2002 and 2017, the agency National Assessment and Accreditation Council (NAAC) was designated by NCTE for accreditation of TEIs in the country. But now NCTE took a decision to discontinue the NAAC and work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India. NCTE has been working with QCI to design and operationalise a new accreditation and ranking framework TeachR. The TeachR framework for ranking and accreditation is designed to provide a thorough, holistic assessment of TEIs. New accreditation and ranking framework TeachR contains four pillars. This gives a fairer and more complete picture of TEI quality. This accreditation process initiates institution into innovative and modern methods of pedagogy. It gives the institution a new sense of direction and identity. It provides the society with reliable information on the quality of education offered by the institution.

Introduction

“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.” - The American Commission on Teacher Education

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters related to teacher education. The National Policy on Education (NPE), 1986 expected that the National Council for Teacher Education with statutory status and that was the first step for overhaul the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole scope of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Today Teacher education goes through the many problems related to the pre-service training of teachers. So NCTE made amendment in NCTE Act. According to this amendment, NCTE has come up with ranking and accreditation framework for TEIs teaching B.Ed., D.T.Ed., M.Ed., B.P.Ed. and M.P.Ed. All institutions recognized by NCTE is now required to obtain accreditation from an agency designated by it once every 5 years. And also rank the top 100 TEIs in the country once every 2 years.

Between 2002 and 2017, the agency National Assessment and Accreditation Council (NAAC) was designated by NCTE for accreditation of TEI in the country. But now NCTE took a decision to...
discontinue the NAAC and work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India.

About QCI

Quality Council of India (QCI) was set up in 1997. Quality Council of India is an autonomous body of Department of Industrial Policy and Promotion, Govt. of India which has been created jointly with Indian industry represented by Confederation of Indian Industry (CII), Federation of Indian Chambers of Commerce and Industry (FICCI) & Associated Chambers of Commerce and Industry (ASSOCHAM). The Department of Industrial Policy & Promotion, Ministry of Commerce & Industry, is the nodal ministry for QCI. The Mission of QCI is to lead nationwide quality movement in India by involving all stakeholders for emphasis on adherence to quality standards in all spheres of activities primarily for promoting and protecting interests of the nation and its citizens. The main objectives of QCI are to establish and operate national accreditation structure and to monitor and administer the National Quality Campaign.

QCI is registered as a non-profit society with its own Memorandum of Association. QCI is governed by a Council comprising of 38 members including the Chairman and Secretary General. The Council has an equal representation of Government, Industry and other Stakeholders. Chairman of QCI is appointed by the Prime Minister.

QCI operations are carried out by its constituent boards namely, National Accreditation Board for Certification Bodies (NABCB), National Accreditation Board for Education and Training (NABET), National Accreditation Board for Hospitals Healthcare Providers (NABH), National Board for Quality Promotion (NBQP) and National Accreditation Board for Testing and Calibration Laboratories (NABL). Currently NABL operates under Department of Science and Technology. QCI runs accreditation programmes through its Boards.

National Accreditation Board for Education and Training (NABET), one of the constituent Boards of QCI, offers accreditation to the Training Organizations conducting courses in the area of Quality Management Systems, Environment Management Systems, Occupational Health and Safety Auditors, management courses etc. NABET is also accrediting schools and vocational training courses.

Accreditation is the formal recognition by QCI to the technical and organizational competence of a conformity assessment body to carry out a specific service in accordance to the standards and technical regulations as described in their scope of accreditation. Accreditation in teacher education is primarily concerned with ensuring the quality of teachers trained from institutions and their fitness or suitability to serve the purpose expected from them.

Framework for ranking and accreditation

NCTE has been working with QCI to design and operationalise a new accreditation and ranking framework TeachR. The TeachR framework for ranking and accreditation is designed to provide a thorough, holistic assessment of TEIs.

Today the TEIs are far below any reasonable standard and under current regulatory framework for TEIs does not promote academic excellence. NCTE, therefore, seeks to correct this by developing and deploying the TeachR framework. By implementing this framework, NCTE aims to open the potential of TEIs to provide better learning outcomes for their student teachers, and finally for all students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else. Through the executing of TeachR, well-intentioned TEIs will have the right incentives to continuously attempt to improve, and those engaged in malpractice will be forced to exit the sector.
New accreditation and ranking framework TeachR contains four pillars. This gives a fairer and more complete picture of TEI quality.

**Pillars of TeachR**

The Four Pillars of the new accreditation and ranking framework are as follows,

![Four Pillars Diagram](image)

**Physical Assets**

In physical assets assessment depends upon the availability and optimal utilization of infrastructural facilities. This will have a total score of 10 out of 100.

**Academic Assets**

Evaluates the compatibility of the curriculum with the vision and scope of the institute and steps it is taking to promote research and consulting while offering quality academic support to their student teachers and teacher educators. This will have a total score of 20 out of 100.

**Teaching and Learning Quality**

It involves assessment of efforts made by a TEI to promote effective teaching-learning practices. This will have a total score of 30 out of 100.

**Learning Outcomes**

It includes the knowledge acquired by, and the larger impact on, the pre-service teachers studying in a TEI. This will have a total score of 40 out of 100.

![Weights assigned to each pillar](image)
The following are the steps required to be followed by a TEI to initiate the accreditation and ranking,

- **Step 1**
  - Registration on TeachR web portal

- **Step 2**
  - Successful completion of self-evaluation form

- **Step 3**
  - Assessment process

- **Step 4**
  - Ranking and accreditation

**Fig. - 3 Steps required for the accreditation and ranking**

The process begins when TEIs sign up on the TeachR platform by providing basic registration details. Then all the TEIs which have paid the registration fee will be required to provide their details in the SEF, which is to be accessed from the TeachR portal. After that all TEIs who pass the desktop assessment stage will be moved on the field verification stage where assessors of QCI will visit the TEI and verify all the claims made by the TEI in their SEF. One assessor will complete the document check of the assigned TEI in two days and a second assessor will be responsible for collecting feedback from three points of contact (POCs) in schools where the student teachers from the TEI have worked as interns. The quality check team set-up in Delhi will monitor the data collected by assessors during the on-site assessment process. The AV recording of each TEI will be done. Also a proctored test of student teacher will be conducted.

After that TEIs will be classified in one of four categories as A, B, C or D according to the score obtained. Category A and B institutions are continue to delivering teacher education and Category C and D institutions are those whose quality of education is found to be insufficient. While Category C organizations will be granted one year to meet the necessary standards, Category D organizations will need to stop admitting new students immediately and shut down in an orderly manner.

The ranking process that is proposed to be conducted once every 2 years will be conducted based on SEFs submitted each year by the TEI.

**Conclusion**

Assessment and Accreditation of TEIs should be seen as a step towards using external quality assurance mechanism as an input for improvement. This assessment and accreditation will help institutions to carry out their strength, weakness, opportunity and threat analysis (SWOT), and in making their programmes more attractive to the students and to their potential employers. The norms and standards evolve with strengthening of the capacity of the system and commitment for raising the quality of the programme, which will be revealed by the system of assessment and accreditation. The
NCTE is now looking forward to using assessment and accreditation as an effective instrument for
determination and maintenance of norms and standards for teacher education programmes.

This accreditation process initiates institution into innovative and modern methods of
pedagogy. It gives the institution a new sense of direction and identity. It provides the society with
reliable information on the quality of education offered by the institution. As a result of the
accreditation process the employers have access to information on standards in recruitment. It also
promotes intra-institutional and inter-institutional interactions.

In the proposed framework for category A is evidence of a TET pass percentage which is not
less than 70% and a placement/higher education enrolment percentage that is not less than 65%.
Considering the above norm it is necessary to reconstruct this norm because in reality it is quite
difficult to access the 70% TET pass student and a placement/higher education enrolment of students
65%.

After all the proposed TeachR framework for accreditation and ranking of TEIs has been
created with a view to provide a regulatory environment that enables and encourages TEIs to attempt
for academic excellence. As TEIs improve, they will produce better teachers who will in turn drive
improved learning outcomes for students across the country.

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New Gen Libraries: A Paradigm Shift From Print To Digital

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Abstract:

The new advances in information and communication technology results in drastic change in each and every field. In library also use of computer and other ICT services increased with leaps and bound. The way of library services changed from traditional one towards ICT enabled services. With the use of information and communication technology library services changed rapidly. The paper analyses the traditional libraries and identified the factors affecting the new knowledge centers. Examined some of the significant issues in the present day Library and Information System (LIS) like its structure, collection strategy, preservation, access to information, technological issues and modes of communication, etc.

Keywords: E-resources, Knowledge society, knowledge professional, print media.

1. Introduction:

In the changing scenario of information environment the knowledge professionals have to be more interactive, collaborative and dynamic so that information can be made available to all those who seek it regardless of physical boundaries, formats, and time constraints. The emerging trends in digital technologies and their applicability to information handling activities added new challenges to knowledge professionals. They have to deal with a growing number of contexts for information like e-commerce, digital media as well as the information needs of users using print media. At the same time they, are expected to deal with the needs of the digital divide, the information poor and the literate. The information professionals are now keeping a balance between the information rich and information poor and have to put a balance between new technology and traditional services.

2. Factors Affecting Next Generation Libraries: Changing Paradigm

In this digital age the speed of computer systems increasing drastically, the size of storage media decreased with increased storage capacity. The speed of internet is drastically increased and the capacity of search engine is also speed up. The efficient computing devices have influenced the quality and quantity of data which can be accessed from anywhere at any time. The advent of new information and communication technology changed the scenario. Today, The way people access information – from traditional library visit to network access from place of his convenience. With the convergence of computer technology and telecommunication, the digital media has overtaken print media. There is rapid movement of technologies towards nano storage and real-time access. The transition of libraries from information storage and retrieval to information facilitators and aggregators. Instead of ownership of information the present generation gives importance to access to information. From information precious library environment to vast, readily and to some extent freely available information society. This change in the traditional libraries forced libraries to be a part of consortia which made possible to have access to more number of journals in the knowledge society. Availability of full-text databases is also possible with the digital information through open access to information rather than closed access. Consortia access made it possible for global access to information at a subsidized rate and as it is digital information we can able to access it 24x7 instead of fixed hours.

Thus digital revolution and networked environment made the libraries without walls where data and information can now be transmitted to all corners of the world, and also accessed without
geographical restrictions. Now information is just like any other commodity, which can be bought and sold in the market place.


Some of the significant issues in the present day Library and Information System (LIS) are mostly concerned with its structure, collection strategy, preservation, access to information, technological issues and modes of communication, etc.

3.1 Buildings

During medieval times the main concern was preservation of information, which required huge monumental structures. Later preservation gave way to dissemination of information and services to the user, which led to the functional buildings where holdings comprised books, journals, newspapers, magazines, audio- and video-cassettes, and compact disks. In an automated environment further modifications were made in space for computers. In the contemporary digital environment the holdings are accessible to multiple users from multiple workstations 24x7 that made ‘libraries without walls’. This emerging ‘library without walls’ is often described as existing in a space free world in which users can search catalogues and access electronic files at the click of a mouse on his desk top, without having to walk through a library’s door in person.

3.2 Collections

In a traditional library system the libraries had defined collection development policy about the type of collection to be maintained, but in the digital environment it is very difficult to maintain a specific collection development policy, as the information sources are fast growing and fast changing. From the overabundance of information available on the Internet and the World Wide Web, what to be selected and maintained is an important issue to be resolved. The emergence of e-publishing, self-publishing, open access publishing, etc. further complicated the collection building policies. Some of these new tools are described here.

E-publishing: Electronic publishing takes the format of works published online, on a compact disk, e-mail, or provided in a file format compatible with hand-held electronic readers. E-publishing is an alternate form of publication, especially attractive to new writers, and provides wider dissemination; an author may get connected to numerous readers at a time with e-publishing as compared to the traditional hard copy book publishing.

Self-publishing: According to Wikipedia, “Self-publishing is the publishing of books and other media by the authors of those works, rather than by established, third-party publishers. Although it represents a small percentage of the publishing industry in terms of sales, it has been present in one form or another since the beginning of publishing and has seen an increase in activity with the advancement of publishing technology, including desktop publishing systems, print on demand, and the World Wide Web. Personal channels, and blogging have contributed to the advancement of self-publishing and are the best examples of it.

Open access publishing: It is the publication of material to make it available to all potential users without financial or other barriers. Many types of works can be published in this manner. These include scholarly journals, known specifically as open access journals, magazines and newsletters, e-text or other e-books.

Access Vs acquisition: The role played by librarians in the past in providing information has changed to the one of providing access to information. This requires the selection of information (e.g., electronic collection, Intranets and portals), the offering of access services to remote users, as well as new types of tailor-made information services. Access to a potentially informative document depends
on identifying, locating, and having affordable physical access to it. This bring to the fore the need for electronic document delivery services.

**Licensing Vs ownership:** In a traditional library, the collection is defined by physical presence and by ownership. In the digital library, it must be defined by access – since the items comprising the collection will not be physically present, and will mostly be licensed rather owned.

**Management:** So far the library professionals are managing the collections with acquisition and organization. However, in the new environment, the user manages his information requirements without support from or dependence on librarians in collection building. What they expect from the library is to provide license for accessing paid sites.

**Preservation:** Digital library has an open architecture built on a collection of distributed information repositories where the information is stored in multiple formats which contains both metadata and data. It provides seamless access to the heterogeneous information sources and provides interoperability. It has user-friendly easy-to-use interfaces and query facilities and serves users better. The potential advantages of a digital library over a paper library are - faster addition to the data collection with better quality control, improved search functionality and faster access to information found, but also more freedom for individual users.

4. **Information Services**

The ever growing internet connections provide access to top-quality databases, literature search through subject gateways, downloadable audio books and music, and instant messaging reference services like ‘Ask A Librarian’, ‘Online Reference’, ‘Digital Reference Services’, etc. Owing to these developments library’s services underwent change, focusing more on the facilitation of information transfer and information literacy rather than providing controlled access to it.

**Marketing services:** The essence of marketing involves finding out what the users want and setting out to meet those needs. Indeed it is a promotional activity than mere selling. Therefore, knowledge professionals need to have proper marketing plan and promotional strategies. Library website, blog, e-mail, Internet, newsletters, and leaflets can be used for promoting services and make known to customers about the products and services available from the library. The impact of technology, new methods for information provision and declining budgets have meant that marketing is now an accepted feature of library services instead of depriving the users in access information.

**Information literacy:** The primary task of knowledge professional is to enhance the information literacy among the users of an organization. At present user’s may have basic knowledge in searching for information, but there is a need for teaching and training them in information and IT skills in the advanced and more advanced searching. Information literacy will provide the user the ability to acquire and interpret information, to manage information, to communicate information, and to apply information for specific task.

**Value added/aggregator services:** The LIS profession is known for its capabilities of compilation, analysis, compaction, consolidation type of services with the application of indexing and abstracting skills. The emerging environment also bestows a similar responsibility for the e-resources through a single window service.

**Open access strategies:** Escalating subscription price of scientific and technical journals had made it impossible for the researchers to access information and to produce new knowledge. Advances in technology and in particular the Internet and the World Wide Web came as a savior to the researchers as it made possible for them to have open access to information.

**Open access publishing:** The scholarly communication witnesses a new dimension, i.e., open access publishing. The scientists opt to publish and share their knowledge in open access. The scientists may publish their articles in peer-reviewed open access journals or in print journals; they also place them
in the central repository of full-text papers, both pre- and post-prints, making the papers available to anyone with an Internet connection.

**Digital repositories:** The great advantage of repositories is that they help institutions to develop coherent and coordinated approaches for capturing, identification, storage and retrieval of their intellectual assets. These intellectual assets go beyond normal publishing regimes, and may include audio-visual objects, databases, presentations, learning materials, and research works. This increases the ‘visibility’ of institutional research and consequently the impact factor.

5. **Conclusion**

With the changes in the technology and services in this digital environment the librarian now become information resource manager. Today the LIS profession is witnessing the advantage of library 2.0 movement where by inviting user participation in the creation of both the physical and the virtual services they want, supported by consistently evaluating services. Library 2.0 demands libraries to focus less on secured inventory systems and more on collaborative discovery systems. It also attempts to reach regular and potential users through improved customer-driven offerings. In fact this movement is harnessing the era of social networking, open source, knowledge management, online publishing like wiki and moving into library 3.0 areas. In future, libraries will reinvent themselves by perfecting the path that they have now begun. They will become more of a fusion of physical and virtual realms. The precise role of the LICs will depend on the organization structure and knowledge needs. The emphasis in roles of knowledge professional will likely to change in accordance with needs of the user community and the level of technological sophistication. As the technology changes the role of LICs/knowledge centers and knowledge professionals will continue to evolve.

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Evaluation in Constructivism

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Abstract

Inquiry is the key part of the constructivist learning. In the constructivist classroom, the focus tends to shift from teacher to the students. Constructivism is an active and continuous process. Constructivism is basically theory based on observation and scientific study about how students learn. It says that students construct their own understanding and knowledge of the world through experiencing things.

Introduction

In the constructivism process, students solve problems, use inquiry methods to ask questions, investigate topics, use variety of resources, to find solutions and answers. They draw conclusions. In this process teacher as guide on the side. He creates situations where students feel safe questioning and reflecting their own process. Hands on activities are the best for the classroom application of constructivism, critical thinking and learning. According to Gray, the characteristics of a constructivist classroom are as follows.

- the learners are actively involved.
- the environment is democratic
- the activities are interactive and student centered
- the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

Constructivist knowledge sharing

Some parameters for evaluation in constructivist environments:

In constructivist teaching students learn how to learn by giving them the training to take initiative for their own learning experiences. Learning is driven by the problem to be solved, students learn content and theory in order to solve the problem. This is different from traditional teaching.

In the constructivism, assessment is based on observation of the student, the students work, and the student’s points of view. The teacher allows an open discussion on the topic. It is good assessment technique shows the teacher the progress of the student throughout the course of study. Learning through real world experiences with others allows students to grow and understand things more. Learners construct knowledge out of their experiences. Learners is the makers of the meaning.
and knowledge. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the text –book. The role of the teacher in constructivist philosophy is adapting to the learners need and give them the freedom.

Assessment of student learning should be interwoven with teaching and occur through teacher observation of students at work and through presentations. Constructivist approach to assessment is a formative rather than a summative. Its purpose is to improve the quality of student learning. There are many tools to implement performance assessment in a classroom. It can be done with the use of such things as individual or group projects, observations, essays, self assessment or peer assessment so that students are capable of determining their strengths and weaknesses.

It helps students to learn how to monitor their own process of learning. Students learn how to be critical. According to constructivist evaluation there are important the skills students achieved during learning process, their abilities to use in real life, what they learned and the way they refer themselves to others. Evaluate processes for learning by using group discussions, interviews, problem solving activities. Use informal assessment based on teacher observations such as eye-contact, body language, facial expressions and work performance.

Evaluation in constructivism focuses on the process that individual learner takes in the process of knowledge creation.

**Guided Instructions**: Learning approach in which learner uses strategically following instructions.

- Students become prompt to construct their own question.
- Students ask questions, students can make their own judgments.
- There are multiple interactions and collaborative learning increases.
- Group work encouraged and collaborative learning increases among the students.
- There is creation of new knowledge as previous knowledge is raw material.
- Important part is that in the learning process students reflect on and talk about their activities.
- Students set their own goals and means of assessments.
- Students control their own process makes them expert.
- Teacher acts as a facilitator, moderates and suggests.
- Students also learn not only from themselves but also from their friends and with together they can pick up strategies and method from one another.
- Students ask questions, students can make their own judgement.

Therefore, children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences.

**Things to remember**

1. Start with a problem your students find relevant.
2. Develop hot task.
3. Use primary sources.
4. Use interdisciplinary exploration.

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An Introduction to Accreditation Standard of Quality Council of India
For Schools: Quality School Governance

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Introduction

Quality Council of India has introduced Accreditation Standard For Quality School Governance. The following study reveals Details of standard, How comprehensive the standard is? and how helpful it is to improve the school performance at large.

The Standard has three basic sections i.e. School Governance, Educational and support Process and Performance Measurement and Improvement. These sections are interwoven to deliver Quality Education. The accreditation standard puts equal emphasis on academic, social, physical and ethical development of students. India has strong inherited culture which lays emphasis on value based education for holistic development of children. The standard can be applied in all kinds of schools, which may have different affiliations, or might be following different curriculum.

In First Section that is School Governance – The term Governance refers to supremacy, power and authority in a system. It is the management committee that establishes the school with a vision about the objectives the school wishes to achieve. The mission should cater to the needs and expectations of the interested parties among other requirement. The Accreditation standard requires that, this process of establishing the needs and expectations of interested parties should be formal and established one and be reviewed periodically. Examples of the formal processes are interactions with interested parties; Questionnaire for parents, students, teachers, neighbors of school etc. or outcomes of Parent-Teacher meeting; or the PTA general meetings; These formal methods for determination of needs and expectation should be documented and respective records maintained. A school’s top management, that is managing committee needs to appoint a specific coordinator, who irrespective of other responsibilities will have defined roles and responsibilities and authorities to ensure that requirements of the standard are implemented.

The accreditation standard requires certain documents to be developed by the schools. The documentation ensures the following:

- Uniformity in understanding the requirements of accreditation standard that includes the mission/quality objectives and process.
- Evidence of Conformity: Documentation provides the evidence of what was planned has actually been done.
- Communication of Information: Documentation is an important tool for information, transformation, and communication including knowledge, sharing.
- As a means of induction training for the new teaching staff.

-Accreditation Manual is a document where Management system for providing education in the school is formally described. It is important to keep manual simple and straightforward – that is it should explain what needs to be done and why it should be done.

-Mission statement of a school conveys the general and specific purpose of its educational programme, expresses expectations for quality and serves as the basis for daily operational and instructional decision making as well as long range planning.

The translation of mission into practice is made by defining Quality Objectives. Quality objectives are now a clear requirements in their own right. Appropriate document control is important
to any management system. School should have financial resources that are sufficient to provide the educational opportunities defined in the school’s mission. The school should follow a business practice that is ethical and follow prescribed budgeting and accounting principles.

Statutory /Regulatory and affiliating bodies have enacted requirements to provide better organization and development of school education. School must adhere to these requirements specifically with regards to the following:

a) Developing mission  
b) Financial Resources  
c) Human Resources  
d) Infrastructure  
e) Physical, Social, Emotional Health and safety  
f) Admissions  
g) Curriculum  
h) Examination and Assessment  
i) Inclusive Education  
j) Right to Education Act.

Records of this compliance must be kept.

- Section Second : Educational and Support Process:
A school education programme should consist of carefully planned and well executed process which include Human Resources, Curriculum, Admissions policy, Learning Environment, Infrastructure, health and safety. The school should plan the different stages of the processes.

- School should have a human resource management system in order to maintain and improve the competence of teaching and support staff.
- A school should implement a curriculum based on clear and measurable expectations for student development that provides opportunities for all students to acquire requisite knowledge, skills and attitudes. Teachers should use proven instructional practices that actively engage students in learning process.
- Teaching Learning Process: A school should implement and deliver course curriculum through a range of approaches and teaching strategies that recognize diverse learning styles relevant to needs of the learner.
- Examination and Assessment: The examination and assessment system should reflect school’s accountability for learning. Assessment of students learning performance is aligned with curriculum and instruction.
- Social and career Development: With the cooperation of the parents, the school must develop and implement a social development programme for the children. The social development of the child refers to how well she adjusts to his/her peer group, classmates; response to authority figures and is able to express his/her feelings, talent and needs both at home and school. A significant purpose of education is to enable the child to develop overall personality and be prepared to take up a rewarding career to derive self worth and attain economic independence.
- Physical Development: A school should have arrangements for providing recreation and physical education as well as curricular and extra-curricular activities.
- Ethical values: values and ethics are linked with education. Schools should have appropriate programs to inculcate good moral conduct and ethical values. Attempts must be made to help students use logical and ethical values. Attempts must be made to help students use logical thinking and scientific investigation to decide value issues and questions.
- Admission Policy: The school should have documented Admissions policy which should be in line with the Mission and objectives of the school and ensure transparency as well as removing any ambiguity in the process. All the applicable Statutory and Regulatory rules regarding admissions must be complied with.
- Safe Custody of Documents: The school should have a good document management system for keeping track of all relevant information regarding every application. When student is admitted to a school, all documents and records related to him/her should be kept in safe custody.
- Learning Environment: School should ensure that the learning environment has a positive influence for facilitating of indoor and outdoor learning activities.
- Infrastructure: A school should establish arrangements to identify specific infrastructure and equipments support its educational system. Responsibilities and authorities for purchasing, storage, safeguarding, installation usage, and maintenance and analysis of associated risks regarding human security and hygiene have to be defined by the school.

- Health and Safety: A safe and healthy environment for teaching learning is required to be provided by school. A statement of the school regarding its safety concerns would be very useful if it indicates the multi hazard management policy, response system and road map for safety.

- Section Third : Performance Measurement and Improvement:
  Building a measurement centric management process is an essential step in continuously improving the performance of a school. A School should establish and maintain process to monitor and measure on a regular basis, the key characteristics of its activities that can have significant impact on the educational system. The results of this activity should be used not only to assess whether objectives are met but also to help identify where things need to be corrected or improved.
  School can develop a short list of indicators that will provide a quick snapshot view of how a school is performing. Indicators have to be suitably developed. Examples of indicators are:
  - Parent /Teacher interactions
  - Social interactions
  - Health Safety incidences
  - Remedial classes
  - Absence of teachers
  - Non – functional laboratory equipments
  - Number and nature of complaints

  Various sources of data, both qualitative and quantitative can be used for the developing indicators. Quantitative data can be teaching time, student performance, drop-outs, reliability and validity of examinations, student placement, number of text books, instruction support resources etc. Qualitative data can be responsiveness, courtesy, comfort, esteem, and aesthetics of environment of schools etc. It is recommended to begin with existing measurable data and add on measures over time.

- Self-assessment: The self assessment is defined process. This calls for appropriate planning, organizing and control and review of the activities associated with the process. Self assessment is management approach for evaluating the status and maturity of a school’s educational system. It is vital part of the accreditation process. Time and effort must be spent on self assessment. Self assessment Provide opportunity to:
  a) Perform critical analysis of progress.
  b) Identify causes of deviations from school’s plan of activities.
  c) Verify the state of capabilities in relation to accreditation standard.

  Standard recommends clear and efficient Complaint Handling Procedure. The school must ensure that all interested parties are aware of the detailed process of Complaint Handling.

- Continual Improvement: The school should develop a method of identifying potential improvements areas based on analysis of data and information gathered from several sources. School should also take into account qualitative factors of improvement like accessibility, responsive courtesy, comfort, aesthetics of environment and hygiene.

- Performance Review: The school’s top management will, at intervals determines, review the Educational system to ensure its continuing suitability, adequacy, and effectiveness. The Performance review process will ensure that necessary information is collected to allow management to carry out
this evaluation. This review will be documented. This journey is an endeavor towards quality. Quality Council of India has certainly placed a wonderful STANDARD to achieve quality in school education.

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Evaluation in Constructivism

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Education is a process of acquiring information and knowledge. How one perceives knowledge and what is the process of coming to know are the pertinent questions of education. We believe that learners actively construct knowledge in their attempts to make sense of their world. Hence, the learning should emphasise the development of meaning and understanding. Education is a process of all-round development of individuals. An individual gains knowledge through experience. Experiences can be gained through actual work and practical. This is the foundation of constructivism. In recent years, the quality of education in schools and colleges, especially, the effectiveness of instructions and learning has drawn the attention of educational policy planners and practitioners. The latest catchword in educational circle is constructivism, applied both to learning theory and to epistemology; both to how people learn and to the nature of knowledge. So, we need to know what constructivism is.

Concept of Constructivism

Formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalised by learners. He suggested that through process of accommodation and assimilation, individuals construct new knowledge from their experiences. It is important to note that constructivism is not a particular pedagogy. Constructivism means generation of new knowledge with various comprehensive learning experiences. Constructivism is basically a theory -- 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. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

Evaluation

Evaluation is an integral part of the learning process. Evaluation drives the learning goals of teachers and students, provides students with feedback about their learning and guides teachers and students to create appropriate learning tasks. Evaluation have a wider meaning. It goes beyond measurement. When from useful information including measurement, we make a judgement, that is evaluation. Evaluation is a Science of providing information for decision making. It Includes measurement, assessment and testing, it is a process that involves information gathering, information processing, judgement forming, and decision making.

From the above, we can arrive at the following concept of evaluation: Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement. Evaluation is a process of making value judgements over a level of performance or achievement. Making value judgements in Evaluation process presupposes the set of objectives. Evaluation implies a critical assessment of educative process and its outcome in the light of the objectives.
Evaluation in Constructivism

Evaluation in constructivism focuses on the process that the individual learner takes in the process of knowledge creation. Each learner is perceived to be different with individual strengths and weaknesses and previous knowledge and experiences. From a constructivist point of view, the process of learning is emphasised over the end product. Constructivism favours evaluation for and as learning (formative and self-assessment), as opposed to evaluation of learning (summative assessment). While behaviourism and cognitivism focus on measuring specific outcomes objectively, constructivists tend to subjectively assess students’ work. The journey in attaining knowledge is as important as the actual knowledge itself. Evaluation focuses on how a learner is able to learn new material through linking it with previous knowledge to create lasting ties in the learners’ mind. Through this linkage, students are evaluated on their ability to apply learning to real life context.

According to Andrew Scholtz (2007), if ‘assessment is to be meaningful it should in some way reflect the practice of the profession, vocation or practice being assessed, while at the same time giving learners the opportunity to demonstrate their knowledge and skills.’ Lorrie Shepard (2000) describes this approach to assessment as performance based, in which ‘Teachers’ close assessment of students’ understandings, feedback from peers, and student self-assessment are a part of the social processes that mediate the development of intellectual abilities, construction of knowledge, and formation of students’ identities.’ Within a constructivist classroom, evaluation takes the form of endless methods designed to focus on the processes that a learner has used to gain knowledge. Through self-assessment and reflection, the learner strengthens his/her linkages within the mind. The teacher uses many formative assessment methods to monitor the learner’s process and determine how the learner is learning.

Tools and Techniques to evaluate learners

The teacher’s role in constructivist evaluation is to evaluate the learner’s thinking processes to evaluate a learner’s current understanding. This evaluation is used not as a tool to compare students or provide criticism, but as a tool to understand how an individual learner thinks and the path taken during knowledge creation. Brooks and Brooks (1993) provide us with a list of principles that a teacher should use in a constructivist classroom in order to maximize these outcomes:

- Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
- Constructivist teachers inquire about students’ understandings of concepts before sharing their own understandings of those concepts
- Constructivist teachers seek elaboration of students’ initial responses.
- Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model.

Evaluation of a constructivist learning experience can be used to determine if a student is able to complete an authentic task, using tools and understandings within a particular content domain to solve a particular problem, by determining if the task is completed or not. As well, evaluation of a constructivist learning experience could be accomplished by reflection and documentation on how a student or group of students came to a particular conclusion. The following list provides some parameters for evaluation in constructivist environments:

Parameters for Evaluation:

- Authentic Assessment through portfolio, project and compositions.
- Use work products to complement summative assessment.
• Evaluate processes for learning by using strategies such as debriefings, abstracted replays, dramatizations, interviews, group discussions, knowledge telling, co-investigation, and post mortems of problem-solving activities.
• Use informal assessment based on teacher observations such as eye contact, body language, facial expression and work performance to compliment formal assessment.

Other Techniques and Strategies for Constructivist Evaluation

Anecdotal Records: Anecdotal Records are a form of ongoing evaluation of observations of students.

Analogies: Students compare a topic or unit of study to an inanimate object.

Blogs: Blog is a digital voice for students as well as teachers.

Exit Cards: An easy 5 minute activity to check students’ knowledge before, during and after giving instructions on a lesson or on a complete unit of study.

Portfolios: A portfolio is a representative collection of an individual student’s work.

Rubrics: Rubrics are scoring guides or sets of expectations are used to evaluate student’s level of understanding.

Closing Circle: A quick way to circle around a classroom and ask each student to share one thing they know about a topic.

Graphic Organizers: Also known as mind maps, are instructional tools used to illustrate prior knowledge.

Collage: Students cut out or draw pictures to represent a specific topic.

KWL Charts: K- What do the students already know?
            W- What do the students need and want to know?
            L- What did the students learn?

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Constructivism in English Language Teaching And Learning

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Abstract :-

Today Constructivist learning is a new approach of learning. It has developed as a substantial approach to teaching. For English language teaching and learning this approach is very useful. Through different types of activities language is taught. During past decades many researchers and scientists had elaborated on the historical precedents for constructivist learning theory. In this view constructivism represents the shift from education based on behaviorism, to education based on cognitive theory. Thus, behaviorist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement, however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment.

The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being thought. Today the nation is leading in the world of higher education. Higher education is considered as an important form of investment in human resources development. The new technologies and materials are being introduced in the field of teaching and learning process to bring quality in Higher education. The advanced techniques of teaching increases the quality of teacher Rights is still a concept known only by outlines in India.

Introduction :

The role of modern teacher is changed. The function of the teacher are those of a philosopher, a guide and friend. For better result and make teaching interesting teacher uses various teaching methods in the classroom. Today world is in the grip of information communication technology. So in the higher education teacher should be use the modern approaches like Constructivism for teaching and learning process.

In the light of the need for the improvement of the present Policies and Programmes about the protection of Human Rights in our country, here are strategies for improving and strengthening Education Programmes for preparing Education for the Future Society. Every day new technologies emerge but the latest technologies also have capacity to integrate with older analog-technologies and retrieve information stored in older technologies and to develop link between the old and the new.

Constructivism and Language Teaching:
Marlowe and Page summarize the foundation of a constructivist approach as:

1. About constructing knowledge, not receiving it
2. About thinking and analyzing, not accumulating memorizing
3. About understanding and applying, not repeating back
4. Being active, not passive.

1) Constructivist Design Models

1) Constructivist Design Model, developed by George W. Gagnon, Jr., and Michelle Coplay, favors all the assumption of the constructivist learning and teaching and forms six elements which teacher should take into consideration while planning the lesson. They focus on the development of situations as a way of thinking about constructive activities of the learner rather that teacher's demonstrative behavior while conducting the lesson. Most conventional teacher planning models are centered on
verbal explanations or visual demonstrations of the issues by the teacher to the learners and only by then followed by student’s practice, while it should be the learner who discovers the knowledge themselves.

Six elements of constructivist learning model, have been designed to provoke teacher planning and reflection on student's process of learning.

1. **Situation**- teacher develops the situation for students to explain.
2. **Groupings** - teacher selects the process of grouping the material as well as the learners (whether they want the learners to work in whole class, individually or in collaborative thinking teams of two, three etc.)
3. **Bridge** - teacher should build the bridge between what the students already know and what they might learn by explaining the situation. (This may involve simple problem to solve, whole class discussion, playing game, or making lists)
4. **Questions** - anticipating possible questions and answers without providing students with the final explanation of the situation.
5. **Exhibit** - this stage involves student's presentation of their findings, conclusions or records of thinking as they were explaining the situation to the class. This can be done in writing description, verbal presentation (graph, chart), visual representation (acting out, role play, making video tape, photographs, etc.)
6. **Reflections** - these are the student's reflections on their learning, on what they have learned, what were their feelings while finishing the exercises, what they expected the final explanation to the problem to be, etc. Reflective practice of the teacher applies to student's learning.

2) **The Learning Cycle** - three-step learning model can be applied to many kinds of constructivist activities. This model was previously used in science education.

1. **Discovery phase** - the teacher on the basis of various materials encourages the students to generate questions and hypotheses.
2. **Concept introduction** - the teacher focuses on students’ questions and helps them create hypotheses and design experiments.
3. **Concept application** - students work on problems that reconsider the concept introduced in the first two steps.

2) **Principles of Constructivist Foreign Language Teaching**

One of the most important principles in constructivist approach to language teaching is action orientedness. Cooperative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.

The second substantial principle in constructivism FLT is individualization of learning which is centered on the learner. Dieter Wolff, a notable German FLT researcher claims, that learning can only be influenced by teaching in a very restricted way. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make chooses fosters learner's autonomy, thus it takes into account their preferable style and type of learning. However, the curtail thing is that beforehand the learner should be instructed on how to become aware and take responsibility of his/her own learning, what considers strategies and
techniques selected and applied during learning. What is also important is that learning awareness should be complemented by language awareness as well as intercultural awareness.

Another principle of constructivism refers to holistic language experience which refers to content-oriented FLT and usually takes place in bilingual classes or project instruction. According to this approach, acquiring foreign language will be effective in authentic and complex learning environment or situation.

**Action-orientedness**
- cooperative learning
- creative forms of classroom work
- learning by projects
- LBT - learning by teaching
- Learner-centredness
- individualisation of learning
- autonomy of learner

**Process-related awareness**
- learning awareness
- language awareness
- intercultural awareness

**Holistic language experience**
- content-orientedness

Authentic and complex learning environment. The whole purpose of learning is to retain the existing cultural and maintain the status of the society. The man involved in this process can be called as a cultural whose role is to preserve maintain and to propagate the glory of the past cultural from one generation to another.

3) **Constructivist Teaching Involves Negotiation**-

Negotiation unites teachers and students in a common purpose. It is important for the teacher to talk openly with the learners about the choice of new information as well as the way of introducing it during classes, and the formal constrains such as obligatory curriculum. What is also vital is negotiation of the curriculum, which implies student's contribution to the modification of the educational program. It would benefit in student's sense of their investment both in learning and the outcomes.

4) **Constructivist Activities**

In the constructivist classroom students are mostly working in groups, and learning and knowledge are interactive and dynamic. The accent is put on social and communication skills as well as cooperation and change of ideas.

**Constructivist Activities for Language Teaching**
- Designing and Pursuing Research and Projects
- Role Playing
- Necessitate Multiple Learning Environments
- Situational and Contextual
- Theme and Content Based
- Oral Presentations
• Critical (Lateral and Parallel) Thinking
• Discussions and Debates
• Conceptual Contradiction
• Metaphors
• Interactive
• Collaborative
• Meaning making
• Real Life Examples
• Portfolio Evaluation
• Students Actively Participate
• Phantasm
• Creative
• Reflective
• Reflect the Complexity of the World
• Autonomous
• Readers Response
• Perception Aesthetics

Conclusion:
In this way Students can construct additional knowledge by taking inventing, designing, drawing, performing and presenting their ideas and thoughts.

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Evaluation in Constructivism

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Introduction:
Constructivism makes a decidedly different set of assumptions about learning and the processes for supporting it than do traditional curriculum-based or instructional systems approaches to designing instruction. Constructivism proposes that learning environments should support multiple perspectives or interpretations of reality, knowledge construction, and context-rich, experience-based activities. Evaluation is an integral part of the learning process. Evaluation drives the learning goals of a teacher and students, provides students with feedback about their learning, and guides teachers and students to create appropriate learning tasks. In Constructivism the process of learning is emphasized over the end product. Constructivism favours evaluation for and as learning (formative and self-assessment), as opposed to evaluation of learning (summative assessment). While behaviourism and cognitivism focus on measuring specific outcomes objectively, constructivists tend to subjectively assess student work. The journey in attaining knowledge is as important as the actual knowledge itself. There are some Principles of Constructivist Approach.

Principles of the Constructivist Approach:
1. In order for a student to learn or receive knowledge he/she must be actively involved in constructing that knowledge; it is not passively received from the environment. Perceptions, experiences, and reflections are all important in forming an overall view of something.
2. "knowing something" is arrived at through a process of the learner's continued experiences are constantly adding information that may alter the end product.

Implementing Constructivist Approaches:
There are implementing steps in Constructivist Approaches
1) Constructivist teachers encourage and accept student autonomy and initiative.
2) Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
3) Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks.
4) Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
5) Constructivist teachers inquire about students’ understandings of concepts before sharing their own understandings of those concepts.
6) Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another.
7) Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
8) Constructivist teachers seek elaboration of students’ initial responses.
9) Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
10) Constructivist teachers allow a waiting time after posing questions.
11) Constructivist teachers provide time for students to construct relationships and create metaphors.
12) Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model.

Evaluation of a constructivist learning experience can be used to determine if a student is able to complete an authentic task, using tools and understandings within a particular content domain to solve a particular problem, by determining if the task is completed or not. As well, evaluation of a constructivist learning experience could be accomplished by reflection and documentation on how a student or group of students came to a particular conclusion.

Parameters for evaluation in constructivist environments:
1) Incorporate assessment as part of the teaching experience throughout the learning process as opposed to an exercise at the end of the task.
2) Critique and discuss products such as portfolios, projects, compositions, and performances which are grounded in authentic assessment.
3) Use work products to complement summative assessment. This can be particularly effective when the critiquing process utilizes different perspectives.
4) Evaluate processes for learning by using strategies such as debriefings, abstracted replays, dramatizations, interviews, group discussions, knowledge telling, co-investigation, and post mortems of problem-solving activities.
5) Use informal assessment based on teacher observations such as eye contact, body language, facial expression and work performance to compliment formal assessment.

Evaluation Methods in Constructivism Classrooms:

<table>
<thead>
<tr>
<th>Teacher’s Student’s Behaviours</th>
<th>Evidence Evaluation</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A teacher’s ongoing observational assessment of a student’s learning progress. Often includes information about how a student processes information, collaborates with others, learning styles, attitudes, and behaviours.</td>
<td>Formative Assessment</td>
<td>Anecdotal Records</td>
</tr>
<tr>
<td>2. A brief activity completed by students before, during, or after an activity that helps students clarify what they have learned. Often consists of short questions based on the desired learning goals of the activity.</td>
<td>Anecdotal Records</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td>3. Feedback from students allows teachers to assess which goals a student has reached, as well as which goals still need to be worked on. Exit cards can help a teacher determine future learning goals and activities.</td>
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<td>Self-Assessment</td>
</tr>
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<td>Exit Cards</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td>5. Also known as mind maps, this form of organization allows students to create links between different parts of their knowledge. Students create and demonstrate links between previously learned knowledge and new knowledge.</td>
<td>Graphic Organizers</td>
<td>Self-Assessment</td>
</tr>
</tbody>
</table>
6. Teachers use these as a resource for determining a student’s previous knowledge and visualizing the thinking process of an individual student. Through this assessment, teachers are able to help guide students to achieve their learning goals.

7. Often helpful for students to organize their thoughts and explain their understanding. Either open-ended or guided with a question from the teacher, students can organize their thoughts and clarify their thinking. Journals help students to improve communication, and allow teachers to get to know their students better (Messerer, 2011).

8. Allows teachers to see a student’s thinking process. As students clarify their thoughts, the teacher is able to see where a student may be excelling or struggling.

9. Peer assessment allows students to share ideas and see alternative ways of thinking. Students are exposed to the thinking of their peers of similar skill levels. Often this can help a student receive alternative feedback as a student’s observations may differ from those of the teacher. Peer evaluation lets the learner step outside his/her normal role and take on the role as pseudo teacher.

10. A collection of artifacts created by a student or group of students developed over time - a period of months or more. Characteristics include:
   i) Steps such as thinking, planning, reflecting and organizing.
   ii) The learner choosing pieces of work from an overall, bigger collection of work.
   iii) The process of being reflective, developmental, and self-directive over a sustained time period.
   iv) The culminating goal of presenting work to be reviewed and assessed by another party.
   There is choice involved on the part of the pupils in analyzing what their vision is regarding what they perceive to be their strongest efforts. This is both meaningful and motivational as they are involved in the selection and not just the teacher. Further benefits include the idea that there are many paths to success. While the instructor or mentor provides an overall set of criteria, it is up to the learner to decide how these criteria will be met.

11. Portfolios allows teachers to follow a student’s learning path. Since a portfolio combines material over a large span of time, a teacher can analyze what learning has occurred. Also, allowing other classmates to make comments and offer suggestions can lead to a larger collective body of knowledge.

12. Students are provided with meaningful, engaging learning investigation through real-world questions and examples to increase motivation. Students must learn how to apply knowledge to life. Often, this requires linking the new knowledge to previously learned knowledge in a meaningful way that is designed to create retention. This allows students the opportunity to assess their previous knowledge as well as new knowledge.

13. Constructivism emphasizes the ability to apply learning. Applying learning requires a student to understand the content to a deeper extent and create links to previously learned knowledge. Teachers can assess students understanding and thinking processes by analyzing the processes that a student takes to solve a problem that the student may one day actually encounter in real life. In a constructivist classroom, the ability to apply learning is a strong educational goal.
An E-portfolio: Characteristics

1) Steps such as thinking, planning, reflecting and organizing.
2) The learner choosing pieces of work from an overall, bigger collection of work.
3) The process of being reflective, developmental, and self-directive over a sustained time period.
4) The culminating goal of presenting work to be reviewed and assessed by another party.

Sum Up:-

There is much controversy surrounding constructivist evaluation techniques. Most educators, parents, and administrators will not deny the benefits of using formative and self-reflective assessment. One common frustration with constructivist evaluation is the discrepancy between ideas and actual practice. The idea of constructivist evaluation, although being advocated favourably for over a decade, is still relatively new in its implementation. Educators, parents, and administrators still have difficulties creating truly authentic constructivist learning tasks and an even more difficult time implementing all of the intricacies of evaluation (Windschitl, 1999). Constructivist evaluation requires educators to spend a great deal of time getting to know each student individually in order to determine a learner’s thinking processes, strengths, weaknesses, prior knowledge, etc. In doing so, a conflict arises with this observational, sometimes subjective form of assessment when parents or administrators do not agree with the assessment. (Scholtz, 2007).

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Constructivist Evaluation

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Abstract

Evaluation is an integral part of the learning process. Evaluation drives the learning goals of a teacher and students, provides students with feedback about their learning, and guides teachers and students to create appropriate learning tasks. Evaluation can take the form of many methods such as assessment for, as, and of learning (also known as formative assessment, self-assessment, and summative assessment). Quite often in current educational systems, summative assessment is a focal point—marks driven assessment practices and standardized tests. However, there has recently been a shift from summative assessment methods to self- and formative assessment methods. Driving this change is the belief that students need to be active participants in their learning, which requires them to assess their own learning processes. This alternative assessment is based on frustration with traditional evaluation methods and a desire to create deep understanding and evaluate the ability to apply learning to real-life contexts.

From a constructivist point of view, the process of learning is emphasized over the end product. Constructivism favours evaluation for and as learning (formative and self-assessment), as opposed to evaluation of learning (summative assessment).

While behaviourism and cognitivism focus on measuring specific outcomes objectively, constructivists tend to subjectively assess student work. The journey in attaining knowledge is as important as the actual knowledge itself. The present paper is an attempt to discuss the need and importance of Constructivist Evaluation, Constructivist Classroom, Evaluation Tools and the Role of Teacher in Constructivism.

Key words: Constructivist Evaluation, Constructivist Classroom, Evaluation Tools, Role of Teacher.

Need and Importance of Constructivist Evaluation

Evaluation refers to the process of gathering pieces of information about learners’ skills, abilities and knowledge. It also provides feedback on students’ performance to encourage them for further learning. Although this term is used interchangeably with the terms ‘evaluation’ and ‘testing’ we should remember that it might be quite misleading as ‘evaluation’ describes the process of skills and knowledge interpretation and judgement of what learners actually do in order to enable the teacher to, for instance, grade them. ‘Tests’, on the other hand, are referred to as measuring tools in the process of assessing. The essential problem of Evaluation is how to assess to make it more credible and valid. It is a terrifically difficult task for a teacher, especially when the subjects of assessing are English language learning students.

There are many significant reasons for why educators and learners need Evaluation in the teaching-learning process. Evaluation should provide some pieces of information about learners’ knowledge and the way students deal with the material being taught. That is why it is essential for the teachers to be careful with their students in order not to discourage them from exploring the language.

O’Malley and Valdez (1996) enumerated some of the most important purposes of Evaluation. These are:

1. Screening and identification: identifying of some learners for particular language learning
2. Placement: identifying the appropriate level of proficiency of particular learners in order to tailor an accurate learning program for them.

3. Reclassification (or exit): determining whether the learners already acquired certain language skills so that they could enter another level of proficiency.

4. Monitoring student progress to observe the process of gaining knowledge.

5. Program evaluation: to establish to what extent students gained the knowledge of instructional programs.

6. Accountability: making sure that students meet the expectations in achieving goals and fulfilling educational standards.

All those aforementioned reasons tempted scholars and educators to start investigating and experimenting with different approaches to classroom Evaluation.

**Evaluation in a constructivist classroom**

There are two major kinds of Evaluation as far as its function is concerned. The first kind is known as *summative Evaluation*, and it is thought to be a rather traditional approach to assessing. It is used in very often in multiple-choice tests or other receptive ways of evaluation. The main function of such an approach is to measure or summarize the knowledge that a student possesses. The most common use of summative Evaluation is; for example, during exams at the end of a semester or a school year, but it could also be used in short quizzes and end-of-the-unit tests as well.

The second kind of Evaluation is called *formative Evaluation*. This is the form that is widely accepted in constructivist learning which calls for elimination of grades and standardized tests. Here the learners are evaluated in the process of creating their competences and abilities. The teacher’s role is to deliver the material which should be internalized by the learners. One of the factors that makes this form of Evaluation so intriguing is the importance of feedback on learners’ performance that should allow them to draw conclusions and improve for the future (Brown 2004). In the constructivist theory Evaluation is viewed as a part of the learning process in which students play a greater role in judging their own progress.

The traditional approach to Evaluation is reduced to minimum in the classroom of constructivism. The teachers then are in favour of alternative approaches which are considered more developing and reliable for the process of learning. According to O’Malley and Valdez (1996) the main characteristic of alternative Evaluation is that it “consists of any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is an alternative to traditional forms of testing, namely, multiple-choice tests.”

It is essential to note that alternative Evaluation is *criterion-referenced* so it tells the teacher about what the learner can actually do in the given language. Brown (2004) points out that it provides an accurate feedback on specific course objectives. Alternative Evaluation is also considered very authentic because it puts an emphasis on the tasks which resemble real-life situations. There are many explanations to the term authentic Evaluation. One of them is provided by Wiggins (1993) who claims that it is “engaging in questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”

Giving the fact that this approach underlines the importance of involving learners in the process of learning and self-judgement we may notice why it was valued by constructivist advocates. Another definition is provided by O’Malley and Valdez (1996:4) who state that “we use it to describe the multiple forms of Evaluation that reflect student learning, achievement, motivation and attitudes.
on instructionally-relevant classroom activities”. Authentic Evaluation convinces students to explore while working on solving particular problems or making projects that tend to motivate them to engage in gaining new experiences, and it allows the teachers to investigate learners’ integrative language and content knowledge. Constructivist learning fosters active participation of the students in critical thinking and problem solving activities. The learners are encouraged to deal with authentic problems to help them overcome difficulties in the future situations. The video below explains how the authentic Evaluation works in education: Authentic Evaluation is also referred to as performance Evaluation which calls a student to demonstrate specific competencies in an oral or a written way. This kind of Evaluation requires learners to be creative in accomplishing and dealing with different authentic activities with the use of relevant abilities (O’Malley and Valdez). An authentic or performance Evaluation usually provides a task for the learners in which they need to perform. The results of their performance is evaluated with the use of a rubric which is a kind of a table with specially prepared criteria for students’ performance allocated to the accurate levels of proficiency.

**Principles of the Constructivist Approach**

Constructivists approach learning using two main principles:

First, in order for a student to learn or receive knowledge he/she must be actively involved in constructing that knowledge; it is not passively received from the environment. Perceptions, experiences, and reflections are all important in forming an overall view of something.

Second, "knowing something" is arrived at through a process of adaptation - the learner's continued experiences are constantly adding information that may alter the end product. Relationships and interactions all help to formulate or synthesize knowledge. This knowledge is not a static phenomenon but rather is one that evolves and changes depending on how the involved party interprets various events.

Evaluation then should reflect these principles. Constructivist evaluation takes into account the differences that exist between students. There is no one true reality; rather, there are many views of the world through the eyes of the learners. These views are arrived at through personal experience and social interactions. Similarly then, the way that a teacher makes sense of the world or constructs knowledge is very different to that of a pupil. Further, the language that an instructor uses and the events experienced to gain this language would be markedly different to that of a student.

**Authentic Evaluation tools**

There are many tools to implement authentic Evaluation in a classroom. It can be done with the use of such things as individual or group projects, portfolios, journals, observation, essays, self-Evaluation or even peer-Evaluation. All of those methods may require a lot of work, especially teacher-work, but the effects of such systems are much more rewarding and productive than in the traditional approach. I will characterise some of the tools of authentic Evaluation to point out the advantages of introducing them in constructivism.

One of the most challenging and interesting tools of authentic Evaluation is self-Evaluation which encourages a student to be directly involved in the learning process. It underlines the feeling of being autonomous and intrinsically motivated. The learner is asked to set some goals and make their own choices which he may later evaluate and regulate. These students feel proud of themselves and they are capable of determining their strengths and weaknesses. Moreover, self-Evaluation helps students to learn how to monitor their own process of learning. According to O’Malley and Valdez (1996) self-Evaluation and self-management are one of the most important tools
of learning with the use of authentic Evaluation, and it should be implemented as the regular instruction in the classroom.

Another intriguing way of evaluating that is characteristic to authentic Evaluation is so-called peer-Evaluation which is connected with cooperative learning. The most important value of such approach is that learners can teach each other new things. Students learn how to be critical and how to draw conclusions from what others consider good or bad. Peer-Evaluation helps learners to work in groups, and it improves skills for socializing and cooperation. A teacher must be very careful in designing a task requiring peer-Evaluation in order not to discourage or even block students from participation in the lessons.

A very interesting form of assessing students’ performance is portfolio Evaluation. It requires a collection of different students’ works which are gathered for a longer period of time and analysed according to some objectives and criteria established earlier by the teacher. A portfolio is supposed to present certain progress in the process of learning, and it may include drawings, written compositions, video recordings and self-made test samples.

Other tools of Evaluation are journals which are a set of thoughts, ideas or reactions written freely by the students and later assessed by the teacher. The form of this tool is quite specific as there is no particular attention to the correctness or the style of the written samples (Brown 2004). The main idea is to pool the thoughts, play with words and analogies, experiment. There are many subjects dedicated to the journals in a constructivist classroom e.g. grammar journals, diaries of attitudes and feelings, self-Evaluation reflections etc. Each type concentrates on different aspects, and each kind of journals require different criteria of evaluation.

The role of the teacher in a constructivist classroom

In a constructivist classroom the teacher is perceived as one of the learners who is more experienced and acts like a ‘guide’ to enable the students to explore some new fields of knowledge. She or he may imply some cognitive strategies to make the lessons more appealing and interesting. The teacher teaches the students how to make accurate analogies, how to make appropriate conclusions or solve different problems. According to Brooks and Brooks (1993) the teacher tries to understand the way learners’ brains work, and she or he leads them to construct and combine the newly-gained knowledge with what students already know from the previous experience.

References

Study of Impact of Emotional Intelligence on Assertiveness and Self-esteem in School Students

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Abstract
The main objective of this Research was to evaluate the effectiveness of teaching Emotional intelligence on assertiveness and self-esteem in secondary school students. This research was quasi-experimental with pre-test and post-test and control group. Sample of secondary school students was allocated to two matched groups based on their pre-test scores. They were assigned randomly to the control and experimental groups. The used tools in this research were Coppersmith’s self-esteem inventory and the assertiveness scale of adolescent. Unilateral and multivariate analyses of covariance were employed to analyse the data. The results showed that teaching of emotional intelligence can increase the self-esteem and assertiveness in students. Therefore the result of current study showed the emotional intelligence is an effective method to improve assertiveness in secondary school students.

Key words: self-esteem, Emotional intelligence, students

Introduction
All round development of an individual is a most important aim of Education. However at the same time we give undue importance for cognitive development and totally neglect the emotional development. N. C. E. R. T. published National Curriculum Framework for school education. (Nov. 2000). The document points to the deficiency of emotional literacy. It suggests that education for promoting emotions needs to be recognized as an essential element of the education in the classroom. It suggests the needs of development of self-control, and awareness of commitment in the students. It also suggests that anger; aggressiveness, addiction and conflict management as well as improvement in communication skill, motivation and interaction of students can be done by training of emotional literacy and emotional intelligence. Considering such point, nurturance of emotional intelligence development becomes an important objective of education. It can be achieved by Emotional literacy programs. Keeping this aspect in view researcher has given preference to evaluate the effectiveness of teaching emotional intelligence on assertiveness and self-esteem in secondary school students.

Review of Literature
The research done in Development of Emotional Intelligence area throws light on the direct implications on how Emotional Intelligence can be developed and enhanced. It also brings out the urgent need of how students should contemplate precisely on their self awareness. This will enable them to build on their strengths and work on their weaknesses, thus, guiding them to the way to learn. It challenges the students to expand their current learning method to cater to the multi dimensional areas of intelligence as given by Gardner and to the different areas of Emotional Intelligence as given by Goleman. It again draws the attention of the system of education to create an emotional environment where students feel challenged and yet safe. It brings out the importance of the fact that
the level of Emotional Intelligence depends on the kind of environment and opportunities that is provided.

Background of the Study

Emotional intelligence is a capacity to evaluate and convey the apt emotion and moderate the emotional adjustment. There are two approaches in the defining of emotional intelligence; Mayer and Salovey’s ability model and Goleman and Bar-On’s Mixed Model. Currently, Goleman’s model is referred to as a competency model and Bar-On’s as a trait model. Students with higher trait emotional intelligence and stronger social skills were less likely to present with emotional and behavioral difficulties. Trait emotional intelligence along with the acquisition of social skills were influential factors of students’ emotional and behavioural difficulties (Poulou, Maria S. 2014):354-66.). Research findings showed that emotional intelligence is significantly related to the social adjustment and social communication skills (Gayathri, N., & Meenakshi.K.A 2013;:42-51.). The components of emotional intelligence are emotional self-awareness, assertiveness, empathy, interpersonal relationship, stress tolerance and impulse control. Emotional intelligence influences the cognitive system and selective attention. As Caruso (2008) observes, “emotions direct our attention and motivate us to engage in certain behaviors. Bar-on believes that individuals with higher emotional quotient (EQ) are more competent in coping with demands, challenges and pressures of everyday life (Bar-On, R. 2011; 31(8), 855-860). On the other side, the previous studies indicated that the important factors in increasing mental health are assertiveness and self-esteem. Assertiveness is referred to as an ability to convey feelings, beliefs, and thoughts without undue anxiety and to express personal rights without denying the rights of others (McVanel, S. & Morris, B. 2010;26(6):256-259). Assertiveness contributes to accept the responsibility of behavior, maintain and increase self-esteem and self-confidence . Assertive individuals are more satisfied with their life. The findings from the various clinical research showed the influence of teaching emotional intelligence in coping with stress in students, improving mental health, and increasing psychological adjustment in students. Also, emotional intelligence is associated with decreasing behavioral problems and aggressive behavior in students (Saadi, Zahra Eftekhar, et al. 2012;8(5):209-12), increasing assertive behavior and positive belief in students

Objective

As Emotional Intelligence has an important role in quality of life and mental health. On other hand, the period of adolescence is a great psychological change. The objective of study was to study the impact of teaching emotional intelligence on self-esteem and assertiveness.

Methodology, plan and Procedure

For the present study experimental method was used. This study was conducted in Shrirampur city; the present study is a quasi-experimental research with pre-post test and treatment group. Firstly 92 students completed the assertiveness scale for adolescents and Coopersmith self-esteem inventory. Then 41 students were randomly selected based on the results of the questionnaires. This sample was assigned to the research and control group with random assignment. Teaching Emotional intelligence was implanted in eight sessions of two hours of each for the research group. In the sessions content was taught to the students through the method of role playing, demonstrations and audio video clips. In the first session definition of emotion and recognize different types of emotion in life was taught. In the second session recognize facial expressions and the thoughts with these emotions were taught.
In the third session was to study the relationship between automatic thoughts, emotions and behavior through practical behaviour and fourth was how to identify others’ emotions. Fifth session was to study diverse methods of expression of emotions and the necessity of emotional management in the life and sixth was to study emotion control (emotional self-control). Seventh session was regarding to study emotional control through changing the status, relaxation and emotional keys and eight was teaching the method of emotional problem solving skills, expression of emotions in appropriate and controlled manner.

**Tools and measurements**

Data were collected through administering the Inventory and Scale mentioned below under.

**Inventory**

In the present study Coopersmith’s self-esteem inventory was used. This questionnaire was designed by Coopersmith (1967) based on the scale of Rogers and Diamond (1954). It contains 58 items. 4 subscales of this questionnaire are total self-esteem, social self-esteem, family self-esteem, educational self-esteem.

**Scale**

For the present study Assertiveness Scale for Adolescents was used. The ASA is a 33-item questionnaire designed by Lee et al. It describes interpersonal situations and what would the respondents usually do in each situation. Participants respond to each item on a 3-point Likert-type scale and are classified as assertive, unassertive, and aggressive. The original study reported the internal consistency reliability as 0.84.

**Result**

The results of covariance show that there is a significant difference between the two groups in all subscales of self-esteem. Regarding the results of Ancova the dependent variable (emotional intelligence) has influenced assertiveness. So, the difference between the two groups is significant.

**Discussion**

The reviewed literature shows that the non-intellectual factors such as personality, Emotional Intelligence, etc. have a direct relationship with achievement. Therefore, if one wants to enhance the educational system an urgent emphasis should be laid on inculcating in the students, teachers as well as managers an ability to perceive their own emotions and its impact on the others. Curricular interventions can be made to enhance self-concept of the individuals within the system of education. To summarize, one can say that the various factors that contribute to Emotional Quotient of an individual should be understood, capitalized, upon, in order to help individuals to achieve the goals that they set for themselves as well as the goals that the institution sets for them.

The aim of the current study is study the impact of emotional intelligence in improving self-esteem and assertiveness in secondary school students. The results showed that teaching of emotional intelligence can increase the self-esteem and assertiveness in students. Therefore the result of current study showed the emotional intelligence is an effective method to improve assertiveness in secondary school students. This result is in line with the previous study so, this method teaches the student to recognize and manage their emotions (stress, aggression, and so on) and use it in their interpersonal relationships. Hence, according to these results and previous studies, it suggests that emotional intelligence will be considered as a necessary teaching program at schools to improve the social and educational function in students. It could be beneficial to involve parents in this program. One of the
limitations of this study is the ability to generalize findings to other groups since the participants were secondary school students.

References

Today’s Education and Constructivist Evaluation

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Abstract

Constructivism in education emerged as a welcome and refreshing view of learning that centers on the active learner within the teaching–learning process. This emphasis on the individual during instruction has drawn attention to the prior beliefs Knowledge and skills that individuals bring with them. The influence of constructivism in education today can be seen in a variety of published as well as instructional practices. Using constructivist strategies in their activity need to change the practice of traditional evaluation finding alternative as: portfolios collections, performance assessments, peer assessments, self evaluation including authentic assessments in their repertories are driven by a belief that curriculum assessment experiences should prepare students for the life of the real world. Constructivist evaluation is a complex activity involving both students and teachers. A preliminary preparation is needed. Teachers have to using the evaluation strategies as to be easy to integrate in lesson and in the meantime students have to get involved in their own evaluation. The assimilation phase of constructivist evaluation represents the evaluator’s effort to incorporate new discoveries into the existing construction or constructions. According to constructivist evaluation there are important the skills students achieved during learning process their abilities to use in real life, what they learned and the way they refer themselves to others. New constructivist learning strategies are more traditional one. Constructivist teachers develops alternative evaluating methods according to students different learning styles as to offer to every one the opportunity to express themselves.

Introduction

The constructivist approach to evaluation is heavily philosophical, service oriented and paradigm driven. The approach rejects the tenets of logical positivism and instead embraces phenomenology and critical theory. Constructivist evaluation rejects the existence of any ultimate reality as one or more social-psychological constructions, unverifiable, often multiple and constantly problematic and changing. Obtained constructions are to be treated holistically and analytically to reveal and study the underlying value, beliefs and attitudes. Constructivism’s perspectives on the role of the learner are the very elements that make the theory appealing to educator’s teachers are typically acutely aware of the role of prior empty vessels waiting to be filled with knowledge. Instead, students bring with them a rich array of prior experiences, knowledge and beliefs that they use in constructing new understandings.

Constructivism has emerged as one of the greatest influences on the practice of education in the last twenty five years. Teachers have embraced constructivist based pedagogy with an enthusiasm that is rare in these days of quick fixes and a shopping mall approach to school improvement. For many teachers the focus on constructing meaning in the teaching – learning process resonates with prior beliefs because constructivist based instruction firmly places educational priorities on students learning. The recent interest in constructivism in education follows constructivist valuation is. Which has a key role as an alternative assessment? Constructivist evaluation is a complex activity involving both students and teachers. A preliminary preparation is needed. Teachers have to design the
evaluation strategies as to be easy to integrate in lessons and in the meantime students have to get involved in their own evaluation. Constructivism encourage self-evaluations allowing students to reflect to their own skill acquisition and par-review evaluation as strategy to develop communication and social skills.

There are two phases of constructivist evaluation, discovery and assimilation. The discovery phase of constructivist evaluation represents the evaluator's effort to describe “What's going here” i.e. being the evaluate and its context. The assimilation phase of constructivist evaluation represents the evaluator’s effort to incorporate new discoveries into the existing construction or constrictions.

Significance of Evaluation
Evaluation is an internal part of the learning process. Evaluation drives the learning goals of a teacher and students, provides students with feedback about their learning and guides teachers and students to create appropriate learning tasks. Evaluation can take the form of many method such as assessment for, as, and of learning, self assessment and driven assessment practice and standardized test. However, there has recently been shift from summative assessment methods to self and formative assessment methods. Driving this change is the belief that students need to be active participant in their learning. Which requires them to assess their own learning processes? This alternative assessment is based on frustration with traditional evaluation methods and a desire to create deep understanding and evaluate the ability to apply learning to real life.

Constructivism classroom and Evaluation Methods
There are mainly two types of Evaluation Methods adapted in classroom.

![Evaluation Diagram]

Approaches for Evaluation
1) **Indirect Approach of Evaluation**
   Indirect approach of evaluation includes formative and summative evaluation. Formative evaluation is in structural form and evaluates part wise or unit wise assessment while summative evaluation is in collective form and evaluation at the completion of syllabus.

2) **Direct Approach of Evaluation**
   Includes development and self evaluation. In development assessment test is given to small group evaluate it, take out the error or mistake & corrected it then apply on the large group self assessment for the Individual own for self development.
Constructivist Evaluation

The constructivist evaluation has a vital role as an alternative assessment. Approaching collaborative strategies of learning, teachers would change their conceptions about evaluation, moving the interested point to strategies involving students to work with complex tasks and face the real-life problems. Teachers should have freedom to choose alternate assessment. Alternate conception of evaluation enhance demands on teachers, such is engaging students in setting evaluation criteria. It is found that when beliefs about teaching and constructivist learning theory implicit in alternate conflicted conventional test practices returned. The conflict may be solved when teachers are redefining their metaphor of assessment from that of fair judgment to providing a window into a student’s mind, thereby reconciling assessment with their new concept of teaching.

Review’s Role in evaluation

Teachers using cooperative learning or other constructivist strategies use more and more review evaluation for students work. Review must be prepared in advance and carefully guided by the teacher. Before semester starts teacher has to determine how reviews will fit in the course, than design reviews worksheets that students will complete driving each review worksheets should ask the reviewer to begin by offering a primitive comment about the paper. The worksheets should give students specific tasks to complete when recording their responses to a paper. The teachers should choose the kind of comments to be provide students when reviewing drafts and grade papers. For example, comments may be descriptive and specific. From the beginning teachers should decide whether and how will grade students contributions to review sessions or how to incorporate each reviews score into the course grade or into the grade earned for each paper.

Quality of work through Self Evaluation

Self evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria for the purpose of doing better work in the future. According to self Evaluation maintenance model people are motivated to evaluate themselves positively, so they will change their behavior and their beliefs so as to see themselves in a positive light One’s affective response is generally positives to favorable feedback tends to be self-enhancing. The affective response generally positive to favorable feedback and negative to unfavorable feedback. Self evaluation may be defined as students judging quality of their work based on evidence and explicit criteria to do better work in future. Self evaluation is a potentially powerful technique because of its impact on student performance through enhance self efficacy and increased motivation.

Teachers should use constructivist strategies in their activity needs to change the practice of traditional evaluation finding alternatives as portfolio collection, performance assessments, peer assessments, self evaluation and include authentic assessments in their repertories are driven by a belief that curriculum assessment experience should prepare students for the life of the real world.

Learner’s Growth

A portfolio is a collection of the best examples of somebody’s work. They can be used as an authentic assessment tool in the classroom, being very popular these days. They represent a profound shift in attitude about the role of evaluation in education. A portfolio in the context of the classroom is a collection of student work that evidence mastery of a set of skill, applied knowledge and attitude. The individual works in a portfolio are often referred to as artifacts. Process oriented portfolio reflects all the story of the growth of the learner. They contain a student’s work from the beginning to
the end of the learning unit. Public exhibition is a final common element of both kinds of portfolios. Students are formally asked to present all or only a part of their portfolio in the presence of the teachers, parents any combination of peer’s or other members of community. Specific to relevant learning theories, portfolio-based learning could be viewed as occupying the highest form of knowledge and skill integration in that students would be reflecting on the development of all their professional skills in the process of creating their emergent professional identity. Student feedback from the portfolio development process indicates that the produce it self made them more aware of their own learning process and how they needed to take control of their learning activities to make them more meaningful for personal and professional growth.

Conclusion

Constructive evaluation is a complex activity involving both students and teachers. Teachers have to design the evaluation strategies as to be easy to integrate in lessons and in the meantime students have to get involved in their own evaluation. If assessment is to be meaningful it should in some way reflect the practice of the profession, vocation or practice being assessed, while at the same time giving learners the opportunity to demonstrate their knowledge and skill. Finally, constructivism’s greatest contribution to education. The teacher’s role in constructivist evaluation is to evaluate the learner’s thinking process to evaluate a learner’s current understanding. This evaluation is used not as a tool to compare students or provide criticism, but as a tool to understand how an individual learner think stand the path taken during knowledge creation.

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Abstract:  
This paper is an attempt to highlight the importance of five months internship in preparation of future teachers through two years teacher education programme. Main focus of the paper is on the innovative practice adopted by the teacher education institute-Marathwada college of Education, Aurangabad during internship programme by publishing quarterly magazine which would reflect all the activities organised at lab-schools in various internship groups. The first issue of the magazine was published in the month of March 2017 was output of efforts of I and II year B.Ed trainees. The practice would not only provide an opportunity to the interns to reflect on their teaching and field experience during and after internship but also to the school students to motivate, participate, involve and develop.

Key words: Teacher Education, Internship, Magazine.

Introduction:  
The changing scenario of Teacher Education presents number of challenges for professional preparation of teachers. Recognizing the importance of teacher preparation programme in the light of curricular changes at the school level, National Curriculum Framework (NCF) for school education (2000) emphasized that, "The pre-service teacher preparation curriculum will have to be relooked at and despite it's having been revised, new concerns and issues were incorporated there in."Further, it has emphasized to ensure proper integration of methods of teaching, with the content of school subject and competent evaluation in the pre-service programme. Thus reforms in teacher education through Curriculum Framework by NCTE occurs thrice before 2000 i.e. 1978, 1988 and 1998. In the year 1978 & 1988 school curriculum preceded teacher education curriculum but in 1998 teacher education curriculum preceded school curriculum.

At the end of the 20th century, Curriculum Framework for Quality Teacher Education was brought out by the NCTE which has tried to reflect the realities of the National life and strived to realize the interdisciplinary goals of education. The curriculum Framework has advocated autonomy for teachers and teacher educators to enable them to experiment with new ideas and alternative practices. Further, it suggested teacher education programmes are not classroom based alone, but expect to receive greater inputs from outside the institutions in tune with the socio-cultural and economic imperatives of the education system. It has also suggested enough freedom for teachers which would lead to greater innovations, self assurance, and self-confidence on their part as it focusses on affective and connative domains by highlighting commitment and performance, it also provides adequate weightage to the cognitive domain through the development of scientific and technological literacy, use of information technology and emerging communication systems. Changes in the curriculum were made from time to time.
In 2014 NCTE proposed Framework of Two Year B.Ed. programme, it presents the course structure and outlines the nature of experiences to be offered to the student teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagements with the child, school and community. The programme comprised of three broad inter-related curricula areas-

1) Perspectives in education,
2) Curriculum and Pedagogic studies, and
3) Engagement with the Field.

All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective.

Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interaction with the community in multiple socio-cultural environment.

School Internship: Having gained some field-based experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and 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, organisation 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.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns’ lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover,
teaching should not be practiced through the reductionist approach of ‘microteaching’ of isolated ‘skills’ and simulated lessons.

In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years.

Importance of internship:

Internship is an integral part of professional preparation of a teacher in making preceded by successful observation-participation and student teaching or equivalent clinical expert since a in a school environment, and is planned and coordinated by the TEI in cooperation with one or more school systems. Intern is a prospective teacher who assumes an internship position in which he is given a teaching position under guidance. Often he is involved in accompanying professional courses simultaneously with his teaching duties.

Internship is service in preparation for a position usually under the supervision of teacher educator and mentor teacher from lab-school more experienced in the field. It consist of wide variety of experiences undertaken in one or more lab-schools. The intern is given the opportunity in many phases of the work of the school system. Frequently his practical work in the school system is correlated with further work at, and/or guided by the TEI.

The internship in teaching is to lead teacher-trainees to the culminating point in his field experiences which comprise both observation and participation in the different activities of the school. It envisages the student working over continuous period of time with the staff of a school and performing the roles expected of a new ideal teacher. A distinctive term has been given to this arrangement to distinguish it from the usual practice teaching by the fact that the student is initiated to firsthand experience as a teacher.

The plan and programme (NCERT, 1963) mentions, 'The term internship' refers to an arrangement under which a prospective teacher can acquire firsthand experience as a teacher in situations closely resembling those in which he would be working upon entering the profession. The internship program is to be so designed as to provide each student with a comprehensive experience and will be implemented in realist teaching learning situation in the lab-schools. To make the total experience similar to actual teaching student will work full time in the lab-schools in a block of about four weeks first year and sixteen weeks -second year i.e total twenty weeks. Page and Thomson (1977) in the International Dictionary of Education consider internship as 'probationary period served by newly qualified teachers. According to these authors the holder of an internship program is known as an intern. Internship may be in lieu of student teaching, yet the dictionary equivalent it as probationary year'. As a supplement to the conventional student teaching program, internship offers a means for greater involvement in teaching, makes for more assumption of responsibility, and puts the prospective teacher in professional role as he complete his preparation programme.

In professional programs, field engagement is an essential component of any teacher education program. In the case of teacher education program, field engagement involves engagement with the students and teachers in the schools. The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understanding's, competencies and skills and positive attitude to schooling and teaching. In fact, it is this component of the teacher education curriculum which facilitates transformation of a student-teacher from being learners in the art and science of teaching to adequately equipped teachers to perform the responsibilities of a teacher in actual school setting.
The present day educational discourse centres around the concepts of self-learning, self-knowledge, and constructivists approach to teaching and learning which impel the students need to be facilitated to graduate from being more recipients of knowledge to become assimilators and generators of knowledge. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings.

Objectives of internship:

1. To involve the trainees in various school activities and processes in order to gain a feel of the multiple roles of a teacher and an understanding of school culture.
2. To make the student teacher to learn to reflect upon, consolidate, and share their school experience and to recognize one's own development as a teacher.
3. To develop a broad repertoire of perspectives, professional capacities, disposition, competencies, sensibilities and skills.
4. To undertake responsibility for planning and implementation of learning situations for specific units of study.
5. To reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning.
6. To facilitate the transition of the interns from being mere recipient of knowledge to become assimilators and generators of knowledge.

Initiation of the Practice: NCTE has given the guidelines about activities to be conducted during 20 weeks, still lot of questions arise in the minds of planners at teacher education institutions regarding conduction of internship programme at lab-schools. As it was time to plan internship programme for first year trainees for the duration of one month and later on in the consequent year for four months, every teacher education institute has its own plan while providing field based experiences. Marathwada College of Education, Aurangabad was established in 1970 and is affiliated to Dr. Baba Saheb Ambedkar Marathwada University, Aurangabad. This college is administrated by Maulana Azad Education Society. It was established under the auspices of the Late Dr. Rafiq Zakaria, renowned scholar, politician of great integrity, educationist of great foresight and an eminent author of international repute. The College bears testimony to Dr. Rafiq Zakaria's foresight and vision in recognizing the need for a college of education that would focus on training teachers of Urdu, Marathi and English medium schools and imbibe in them the spirit of secularism and national integration. The realms of learning and teaching were darkened with his sad demise in 2005 but his better half Padamshri Madam Fatima Rafiq Zakaria emerged as a new light with new dreams and desires, with new vigor to accomplish the task. In fact she has always walked in his footsteps, spoken his words and dreamt his dreams. She provided the college with revitalizing inspiration and encouraging guidance. Absolutely open and accommodative in her approach to education, she has always done her best to technologically and educationally modernize the institute in her supervision. Marathwada college of Education is competently equipped institute with highly sophisticated means and methodologies. The college is in the beautiful premises of Dr. Rafiq Zakaria Campus - I, housed in the magnificent building with excellent infrastructural facilities and well-equipped laboratories, ideal for imparting quality teacher education. The College is highly acknowledged, and is considered to be among the best institutes of its kind in the state today with its track record of high attainments in academics. Adding to its lure is the "A" grade re-accreditation given by the National Assessment & Accreditation Council, Bangalore (NAAC) in 2016. The college is affiliated to BAM university and follows University Syllabus but while executing always strives to set its own philosophy of work and
take initiatives to adopt innovative practices which set an example for other teacher education institutions of the region. It was decided by academic planning committee to initiate the innovative practice of publishing quarterly magazine which would encourage the trainees on the field and reflect their activities during internship.

Sang-e-meel is the output of practical experiences gained by interns and observed by the teacher educators during internship activity. Sang-e-Meel is started with following major intentions:

.to provide direction to the talents of the interns with a motto “Quality training and Excellence”.
.to provide platform to the trainee-teachers and school students to highlight their talent and creativity.
.to provide platform to the school students for exhibiting their abilities and interest with a motto to guide and prepare them for various competitive exams to conduct orientations, awareness programmes, workshops and talent-search examinations.

College has planned to start a quarterly magazine which will reflect internship practices at labschools.

Objectives of the Magazine:

- To provide educational guidance to the school students.
- To prepare the school students for competitive exams.
- To provide financial-aid to bright but poor school students.
- To develop interest among school students for getting education.
- To develop among the interns and school students ability to compete and progress along with the progressing world.
- To enhance creativity among them.
- To develop and promote educational interest among students.

Impact of the Practice: Publication of the magazine by any institution is not a new practice, but the practice initiated by Marathwada College of Education is innovative in itself, as it provides platform to highlight and publicise the talents of the trainee-teachers and school students. It will provide an opportunity to the trainees to achieve the objectives of the course mentioned under EPC i.e. enhancing potential capacities. It encourages the trainee-teachers to accept the challenges at lab schools and improve their academic planning while organising various field based activities.
Publication of magazine reflecting all the efforts taken by trainees under supervision at lab-schools proves useful and motivational.

Conclusion: As NCTE guidelines directs teacher education to plan internship programme in such a manner that, during internship, a trainee teacher shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment. It will be recommended to provide such experience during training period so that it can be applied in future.

References:


TeachR – A New Framework of Ranking and Accreditation
Of Teacher Education Institutes

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Abstracts
The National Council for Teacher Education (NCTE), is a statutory body created by National Council for Teacher Education Act (NCTE Act), 1993. It is mandated with the scheduled and coordinated development of both pre-service and in-service teachers throughout the country. Faced with a crisis of quality in the pre-service training of teachers, NCTE vide notification dated 28th April 2017, in the exercise of its powers under sub-section 2 of section 32 of the NCTE Act, 1993, introduced an amendment to Regulation 8(3). According to this amendment, an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs in the country once every 2 years. Until now, the agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an expected total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India. In the present paper criteria’s decided by QCI for ranking and accreditation were discussed

Key Words: National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE), Quality Council of India(QCI).

Introduction
The National Council for Teacher Education (NCTE), is a statutory body created by National Council for Teacher Education Act (NCTE Act), 1993. It is mandated with the scheduled and coordinated development of both pre-service and in-service teachers throughout the country. Until now, the agency chosen by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an expected total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the order given to NAAC and in its place work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India. Over the last 3 months, NCTE has been working with QCI to design and operationalize a new accreditation and ranking framework. NCTE, therefore, developing and deploying the TeachR framework. Through the implementation of this framework, NCTE aims to unlock the potential of TEIs to provide better learning outcomes for their student teachers, and ultimately for all students across India by arranging out a framework for ranking and assessment of TEIs that freedoms academic excellence above all else.

The new framework is unique in its approach. It rebalances the importance between inputs such as land, building, teachers, and outputs such as learning outcomes by emphasizing the latter. It also identifies the need to have a variety of teaching methods and therefore uses both qualitative and quantitative tools, while taking a long-term view to sustaining excellence through regular assessment and ranking. Before this the Assessment and Accreditation done by the NAAC according to the following seven criteria’s –
Curricular Aspects
Teaching-Learning and Evaluation
Research, Innovations and Extension
Infrastructure and Learning Resources
Student Support and Progression
Governance, Leadership and Management
Institutional Values and Best Practices

TeachR Framework Criteria’s / Pillars –
The assessment and ranking will be done on the basis of four criteria’s or pillars
1. Physical assets – 10%
2. Academic Assets– 20%
3. Teaching and Learning Quality – 30%
4. Learning Outcomes – 40%

1. Physical assets – 10%
Assesses the availability and ideal utilization of infrastructural facilities. Involves complete on-site assessment of financial management and infrastructure compliance. This will have a total score of 10 out of 100. The following Physical assets will be assessed,

1. Endowment Fund
2. Reserve Fund
3. Income sources
4. Expenditure
5. Land Area
6. Built-up Area
7. Multi-Purpose Hall
8. Multi-Purpose Play-field
9. Classrooms
10. Ladies Hostel
11. Boys Hostel

2. Academic Assets – 20%
Evaluates the compatibility of the curriculum with the vision and scope of the institute and steps it is taking to encourage research and consulting while proposing quality academic support to their student teachers and teacher educators. Resources such as teaching and learning materials (TLMs), qualifications of faculty and research output will be considered. Additionally, teaching and learning materials used in classrooms, including unit plans, practice videos of student-teachers delivering classes, will be uploaded on the sections
designated for this on the National Teacher Platform (NTP) being developed by NCTE on behalf of the Ministry of Human Resource Development (MHRD) to understand the utilization of these TLMs. It will cover the following points:

A) Human Resources
- Full Time Principal
- Qualified Teaching Staff – (New NCTE Norms)
- Non – Teaching Staff
- Students Admissions and Qualifications

B) Documents to be uploaded
- Academic Calendar – 5 Years
- Year Plan, Unit Plan – 5 Years
- Publications/Research Contributions - 5 Years
- School Internship Reports – 5 Years
- Assessment
- Quiz
- Video Sample of Practise Teaching of Student-Teachers.

c) Learning Resources Utilization

3. Teaching and Learning Quality – (30%) Involves assessment of efforts made by a TEI to support effective teaching-learning practices. These will be evaluated through peer review of audio-video recordings of classroom practices in the TEI. Audio-Video Recordings of Classroom lessons of Teacher.

4. Learning Outcomes – 40%
- It will be assessed through a standardized online proctored test administered to a statistically valid sample of student teachers. The test will assess their attitude, skills, and knowledge (ASK).
- Practice Teaching – A video of length of 10 minutes
- Performance in Examination – Internal and External Examination marks Correlation.
- Performance in Teacher Eligibility Test (TET), SET, NET.
- Post TEI Status –1) Recruitment (13-14, 14-15, 15-17) 2) Higher studies (More than 65%)

Ranking and Accreditation –

- Grade A – More than 70%
- Grade B – Less than 70% but fulfil all four pillars
- Grade C – Poor performance
- Grade D – Fail to complete the criteria’s

Conclusion – NCTE has taken the good initiation for the excellence in Teacher Education but in the TeachR framework there is negative provision for assessing the following aspects

- Best practices in TEI
- Social Participation of TEI
- MOUs and Linkages with different educational, social institutions.
- Students orientated activities
Beside this NCTE is focusing only on the recruitment, TET/SET/NET pass percentage, and proctored test result of the teacher-student. It will very easy to some of the TEI to manage the pillar number four i.e learning outcomes. Grade A will be decided on the basis the basis of this pillar. NCTE and QCI should rethink on the assessment and ranking criteria’s of TEI. “Our Teachers Our Hero’s” not only have teaching qualities but they should have Social Maturity, Social responsibility, Social Accountability, Patriotism, Gender sensitization, scientific attitude, Values and core elements. So many TEI have the activities to inculcate these qualities among student-teachers. How this will be assessed through TeachR framework?

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Introduction

Quality of Education is the key aspect in the development of any country. As India is a developing country it has no exception about quality of education. Teacher education is one of the parameter of quality education. In India, teacher education field is suffering many problems like malpractices, lack of students, and inferior quality at many TEI’s. Many commissions and committees observed recommendations to the issues of teacher- education (from Kothari Commission to justice Verma) and tried to draw attention towards enhancing the quality of teacher education in India, as future of Indian children is in the hands of teachers. Hence, this area must be qualitatively strengthened.

For improvement in quality of teacher education, NCTE joined hands with NAAC in 2002. But in 15 years, round about 1530 TEI’s in India have been accredited by NAAC. The total number of TEI’s in India is above 16000. So in 2017, NCTE appointed QCI as new accreditation body. NCTE has developed teach – R platform for accreditation of TEI’s in India.

Additionally, it was developed by NCTE for the first time to rank 100 TEI’s in the country once in two years. This will help the TEI’s to improve their chances of attitude, skill and knowledge (ASK) required to become a good teacher and passing TET, a mandatory requirement for becoming a teacher in both government and private schools in India. Because, the teacher quality is an important determinant of learning outcomes.

According to NCTE, the new framework has distinctive approach as it will rebalance the emphasis between inputs (land, building and teachers) and outputs (learning outcomes). This framework will also recognize the need to have variety of teaching methods.

Overview of teach – R framework.

According to NCTE, teach-R framework comprises four pillars and given maximum weightage to teaching learning quality as well as learning outcomes.

In short,
Scores (Pillar I + Pillar II + Pillar III + Pillar IV) = 100%
(10% (I) + 20% (II) + 30% (III) + 40% (IV)) = 100%

Pillar I includes physical assets, Pillar II - Academic assets, Pillar III - teacher and learning quality and Pillar IV includes learning outcomes.

No doubt this effort is quality determining but there are some constraints or challenges while implementing this platform. Some of the challenges as per comprehension are listed in this paper.

Challenges Before Quality Council of India (QCI)

By studying the teach – R framework, some challenges were observed in the assessment process which are discussed below. Pillar I is about documentary evidences and optional use of infrastructural facilities which is quite clear. So, it has been excluded.
Pillar II: Academic Assets (20 marks)

Major challenges during assessment of Pillar II are

1. Provision of Guidelines about TLM uploaded in regional languages:
   Teach – R framework asks TEI’s to upload the Teaching Learning material (TLM), year plans, unit plans, and practice teaching videos for students teachers. This material and videos are recorded in regional languages. There are no guidelines about the criteria that How this issue will be solved by QCI?

2. Training of Assessors about assessment of uploaded material.
   As the majority teaching-learning process in TEI’s all over India has been carried out in regional languages. There is a big challenge before the assessors.

3. Surveys:
   NCTE is expecting surveys of the current student teachers and alumni possibly through E-mail or telephonic communication. This is quite problematic for rural students due to internet problem.

QCI will also conduct survey of internship schools. But, whether they are providing prior intimation to these schools or TEI’s, is a thing not explained in teach – R framework.

Pillar III- Teacher and Learning Quality (30 marks)

Pillar III is having 30 marks, which assesses the efforts made by TEI’s to promote effective teaching – learning practices. It will be done by the peer reviews of classroom practices. But there are many practices or many more activities, such as literary campaign, awareness programmes, etc. have been carried out outside classrooms i.e. in society, there is no clarity about uploading these activities on NTP – the platform developed by QCI. These activities inculcate values among the future teachers.

Pillar IV – Learning Outcomes.

This pillar comprises knowledge acquired by and the larger impact on the pre-service teachers studying in TEI’s. This assessment will be done by proctored tests, TET pass students percentage, Placement percentage and peer reviews about audio – video recordings. But there are some challenges.

1. There are no guidelines about the distribution of marks (40%). How many marks are considered for passing a proctored test?, correlation between internal marks and proctored test. Because this will affect the grade. Besides this proctored test will be based on Attitude, knowledge and skills. There is no confusion about attitude and knowledge. But, assessing skills with proctored test is quite challenging. Skills are also not defined (e.g. communication skills, teaching skills, life skills,…,etc) Testing of skills through proctored test is a big challenge.

General Thinking about challenges:

1) It is a good thing that QCI will compare the scores of proctored test with the internal scores given by TEI’s to student teachers. But there are no guidelines about distribution of scores in fourth pillar i.e. out of 40% how much % scores TEI will get through proctored test – internal exam comparison.

2) There are no guidelines about the scores of TET pass students. The TET pass percentage in state is below 5%. This is one of the major challenges TEI’s are confused about making mandatory to the TET examination as it is required for teachers who will teach 1st to 8th standard. Though the
B.Ed student teachers who didn’t appear for TET were allowed to appear for TATT exam. But still clarity is required.

3) There is no recruitment by state government since 3-4 years. How TEI will get the maximum score related with this issue? This is also a major challenge.

4) Another challenge is about the student who have been placed in non-grant colleges. They have not given appointment orders / letters (in many schools, this is the problem). How TEI can acquire information and what kind of evidences it can upload? This thing is also not cleared.

5) Hence, providing the clarity, transparency and benchmarks is a big challenge before QCI and obviously the TEI’s facing this teach – R accreditation.

6) Another challenge in proctored test is about sample. In teach-R, there is noted that this test will be conducted on statistically valid sample. i.e. whether it will be 30 or total 50 for one division and 100 for two divisions. There are no guidelines.

7) Next general challenge is uploading the material, videos and evidences. There are so many difficulties of internet speed in rural areas. If the link by QCI is open for limited days – the TEI’s will face may problems.

8) QCI has asked for Audio Video recordings of student teachers. There will be problem of recording quality, language barriers, student teachers concentration and public concentration as the expressions will be artificial & there is no clarity about the assessment of videos of students as they are in regional languages.

Epilogue : No doubt.

This is a new effort by NCTE to enhance the quality of teacher – education field. Each Teacher Education Institution will face this accreditation confidently, if there is clarity about issues given above and yes, this is also a big challenge before QCI.

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Problems In Implementing Two Year Teacher Education Programme

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Abstract

The present paper focuses on the problems of the two years B.Ed. course implementation in present situation. In this paper problems related to effective implementation of two years B.Ed. course are discussed as per the real experience of the author because he is one of the component or unit who facing these problems at ground level of its implementation. Then problem regarding curriculum and syllabus which need more value-based, result oriented towards the quality assurance of teacher educator. Then author discussed problems regarding the admission procedure which directly affected intake situation of TEI. After it the problem of course scheduled discussed the time & period of course related problems. Then the appointment of teaching and non-teaching problems discussed. After the problem of internship and practice teaching related outdoor activities related problems are discussed. Then the assessment and the evaluation related issues of two years B.Ed. is discussed. And in the end author try to focus on the problems related to management of teacher education institute.

Introduction

It is say’s that education is a life long process of progress in human life. It happens formally as well as informally. A person who wants to live his life smoothly and wants to be a successful in his life need to be in the process of continues education system, as he stop to learn something new around his surrounding it means he did not want to be success in his life so that he stopped his learning.

Same way in teacher education from the starting of ‘Guru-Shishya’ traditional way of teacher education we changed its format time to time as the need & requirement of contemporary society and the nature of circumstances. As we accept the recommendation’s of Justice Varma Committee from 2014, the structure of Teacher Education changed many way in positive manner for the betterment of Teacher Education and also for the improvement in quality of Indian Education system.

Among the various recommendation’s in Justice Varma Committee the main remarkable and very basic one for Teacher Education is that the period of Teacher Education course need to increase form 1 year to Two year only because of this recommendation there are so many changes in the implementation of B.Ed. course need to do immediately as per the increasing in course duration, the whole structure of the teacher Education system changed after the implementation of these recommendation’s. first of them change in curriculum and syllabus, change in Admission procedure, change in daily course conduction, change in staff pattern, change in course scheduled, change in Assessment and Evaluation process, etc. But because of these all changes in teacher Education system the institute’s, administrator, principal’s, faculties, examiner’s, student’s and all the other component’s of Teacher Education system are facing number of problem’s in implementing this two year’s B.Ed. course in their institute’s as following.
Curriculum & Syllabus:

Teacher education has changed considerably. Globalization has impacted the nature of agencies that relate to schoolchildren, young people, and adults. There are some direct impacts on the governance of national educational systems of trans-national agencies such as IMF and World Bank. Due to globalization and privatization, the quality aspect of teacher education is a matter of concern. It has also given chances for the growth of education institutions in private and government sectors. Instead of values, competitiveness has a criterion for teacher education. In this context, the present curriculum and syllabus implementation facing some difficulties in two years B.Ed. so we need to design a multicultural incorporation throughout the teacher education curriculum can have its culminating experience on the successful completion of student teaching contingent upon acceptable performance appraisal criteria and procedure.

In two years B.Ed, it has become almost impossible to isolate teacher education as a distinct and separate phenomenon because of interlinking so subjects and information and organizational connections across higher education and school. So it is very necessary to improve the quality of teacher education by revamping the curricula, textbook, methods, and aids of teaching. In it there must be specific inclusion of the content which assure and ensure professional ethics, values, and accountability of teacher-educators.

Admission Procedure:

After the Justice Varma committee’s report, admission procedure becomes more complicated as previous comparatively. Online application, online CET, too much long time consuming online procedure, so many time’s of unnecessarily registration’s at different level, unavailability of proper guidance, and other technical supports for student, rigidity in admission criteria and basic qualification, complicated registration forms in English Language, very long and regularly changing time scheduled of admission procedure & verification are the major issues related to admission procedure which are very much problematic and complicated to not only academic staff of Teacher Education but also more difficult and de-motivating to interested students of Teacher Education. So need to discuss thoroughly on above all issues and problems in making admission in Teacher Education institute more easy, suitable, and convenient to interested students and also need to give some relief for academic staff from complicated, monotonous, and time-consuming admission procedure and related work.

Not only admission procedures are complicated and very prolonged but it also differ form one state to another state. Because in some state there are admission fee for teacher education degree only through CET procedure as well as centralized admission procedure but in various state or region these
criteria are not followed strictly. So it is difficult instate like Maharashtra to filled up seats as per full intake capacity of TEI.

Course Scheduled:-
As we adopt two year’s B.Ed. recommendation’s and the activities in it like Practice Teaching, Internship Programme’s of 4 week and 16 week’s it is very difficult to manage & prepare the scheduled of two years course for both year’s students i.e. First Year & Second Year. Because problem of admission procedure and internship, practice teaching and other activity scheduled is become complicated and mingling with each other as well as becomes contradictory as per the objectives of Teacher Education Course. not only this but with all suggested activity Teacher Educator also have to target of completion of theory syllabus, conducting examination’s etc. so to preparing and implementing of scheduled is very difficult for Teacher Education Institute’s so it is one more important obstacle to implementing two year’s Teacher Education Programme.

Appointment of Staff/faculties:-
To implementing two year’s B.Ed. course effectively NCTE and other authorities recommend that unitwise appointment of academic faculties in Teacher Education Institutions. As per their recommendation’s there is a need of 7+1 Teaching Staff for one unit and 15+1 for Two units and so on.. but the problem is that as per the old Staff pattern the structure of teaching staff in teacher education is different and as per every year’s changing admitted student’s ratio it need to be change accordingly but uncertainty of admission’s and effect increasing in duration of course there are reducing number of admission’s every year in Teacher Education Institutes. So it is very difficult to Institute’s management to appoint proper, Qualified staff for the teaching and non-teaching post and pay them as per the rules and regulations of the UGC/Govt. And result of all this thing de-creasing the quality if Teacher Education.

Internship & Practice Teaching:-
After the remarkable reform’s in Teacher Education from 2014, the structure of the B.Ed. course was changed effectively specially with reference to session’s of practice teaching and durations of Internship’s in both first & Second year of the course. Which is so difficult and problematic to conducting effectively. Because of too much delay in admission process first academic session start approximately from September to December which is expected to start in June or July. So the in-house teaching programme affected because of delay in admissions. And until the completing Micro-teaching, Integration lesson, Simulation lesson, and other T.B.T., Model Based Lesson, etc. we can’t arrange student’s practice Lesson’s till January/February. And the Same period school are engaged with their Annual function’s, Trip, Practical Examinations or other important activities, so they try to avoid permission for B.Ed. student’s Practice Teaching and Internship programme in their school. It become’s difficult for Teacher Education Institute to arrange these activities & sessions properly and giving student teacher actual field experience.

In Second year also there are 16 week’s Internship program arrangement is very hectic and difficult task for TEI’s. Because as per Universities academic calendar TEI’s starts from June/July and second year B.Ed. students are expected to attend college from beginning, but as per the availability of school’ TEI’s need toe arrange their internship program from beginning of the academic year. So it is difficult to arrange and conduct various activities in college till the next batch will come, mean’s it may be next September to December till then TEI’s Teaching Faculties remain free.
To avoid above all problems related to Practice teaching and Internship Program there must be some proper time bound scheduled of Admission Procedure and concrete and flexible time table for the
same activities other wise after very good vision and valuable aim of quality teacher education we can spoil the target of to building of Nation through eminent , competent and capable Teacher.

Assessment & Evaluation:

Assessment and Evaluation is the key factors of maintaining quality in any educational system. Without proper and impartial assessment and evaluation we can’t say that we provide a quality education to our student. And here is the question of student teacher mean’s future nation builder or tomorrow’s social Engineers.

In two year’s B.Ed. there are lot of opportunity to proper assessment and evaluation of student’s but the problem is how to manage both year’s students time scheduled? The reason behind this mismanagement is the unnecessary delay in first year student’s admission process and internship scheduled of second year student.

On the other hand in internal practical work assessment there must be some more effective system of moderation which make compulsory to timebound scheduled of practical work and transparent evaluation control process which will prevent malpractices in internal practical preparation , assessment and evaluation of B.Ed. course.

In theory paper examination also there is a need of more application based question’s along with some objective type question’s which promote & motivate student teacher for deep study of particular subject of course which will help them to acquire thorough knowledge of the related subjects.

Institute Administration

Institute management is very basically affected after two year’s B.Ed. course because of very drastic saturation in admission for the course due to reason like increase in duration /period of course , increased fee’s of course etc. this decreasing in admission directly affected institutes financial management. As per suggestion and guideline of NCTE , Universities , and Govt. institutes need to pay their all teaching non- teaching employee as per the rules and regulation of authorities and 6th pay commission which will be difficult after sudden & rapidly decreasing in admission’s. And there are also other maintenance expenditure needed regularly for run the TEI. Which is also difficult to manage as per rules and regulation that’s why some institution’s try to manipulate in financial management although it is unethical.

Conclusion:-

To develop quality teacher education in21st century, quality improvement and quality assurance is necessary and it depends on better management .A good management aims at deriving maximum benefits from minimum inputs, and we can manage it in two years B. Ed. with proper planning , appropriate changes at all levels of management of implementation as per the hazards and the obstacles we faced in its implementation due to increasing duration of Course.

Reference:

Assessment and Accreditation of Teacher Training Institutes: Role of Teacher Educators

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Abstract

This paper is conceptual in nature and focuses on the importance of evaluation for the betterment of qualitative education. As far as quality is concerned little efforts are taken by everyone because even the minds of people protest to accept modern way of transferring knowledge or education. At present there is no place in the world ranking to any Indian Universities or other institutes for maintaining quality.

Even the Bill Gates also surprised by knowing the transferring of poor qualitative education in India. Apex bodies of Indian education have developed the system through its branches to maintain quality in higher education where only limited numbers of Universities or colleges have been following or fulfilling the specific criteria along with authentic proof in the field of education, research and in social related issues. Day by day the influence of these accreditation institutes has been violated through malpractices. Corruption has been entered in the field of education so Indian education is far from the quality. In 1991 Liberalization, Privatisation and Globalisation made to think about changing of policies and strategies in education of India.

UGC, NAAC, NCTE have been taking efforts to broaden the sense of quality and regaining the images of Universities, colleges and institutes by enforcing the quality factors through system like accreditation.

Keywords: Accreditation, Evaluation process, Indian Education, quality factors,  

Introduction:

Indian universities are far behind from the universities of the world in respect of qualitative education. Even we are behind of the Asian countries like China and Taiwan. Harvard University is known as the top most university in the world which having budget of Rs.22,500 Crore whereas Indian top most institutes having budget of Rs. 500-600 Crore and these figures make the difference between India and rest world for transferring qualitative education. Then how can one think about competition with the rest world.

The Indian education system is highly influenced by the contribution of Kothari Commission(1964-66) and Yash Pal commission.(1992-93) Apart from traditional way of transferring education both these commissions have helped to make drastic changes and the face of Indian education by giving suggestions and recommendations for the sake of improvement in higher education.

As far as quality of school education system is concerned there is need to be ideally accompanied by reforms in teacher education programme.

Teacher education has become a more responsive activity in terms of what is needed and desired in elementary, middle and high schools as well as remaining potentially powerful lever for change in schools. It is argued that schools will not be change unless there is change in the ways in which teachers are educated. Objectives of schools do not match with the objectives of teacher education.
Present status of Higher Education in India:

This 21st century is known as the era of Knowledge. Knowledge is known as the greatest wealth in the world. Will India become super power in the world? On what basis? Whose responsibility is this? Yes this the responsibility of universities. Are Indian universities following or contributing for giving knowledge and creating skilled human resources? All these questions create illusion. Every year almost 1,20,000 students go abroad for higher education but only 13,000 students return to India. Then what should we think about the quality of higher education in India. Only 8% students are getting higher education which is so less than the other countries. National Knowledge commission has expected, this rate should increase up to 15% by the year 2015 and Universities must known as research centres. It is also recommended that by the year 2020 there should be establishment of almost 2500 to 3000 universities and each university should be for only 25 affiliated colleges and 50,000 students.

At present for 120 crore people of India there are 435 Universities in India where 4,50,000 students are pursuing education only through 20,000 colleges whereas in Japan there are 4,000 Universities for 12.5 crore people and in USA there are 3650 universities for 31.5 crore people. For the betterment of higher education in India we need to implement the recommendations of national knowledge commission. Dr. Raghunath Mashelkar states that, for the balance development and the human centred development there should be unity between Science and Technology and of 5Es i.e. Ecology, Environment, Economics, Equity and Ethics.

We need to think about education and should think about the responsibilities of the NCTE, NAAC, QCI in assessment and accreditation process and importance for higher education. We need to focus on what is mean by accreditation?

Accreditation:

Accreditation is primarily part of the process of building accountability by which an institution is recognized by the profession as meeting national and/or professional standards for the content and operation of its teacher education program as well as for the performance of its candidates. Accreditation is usually made of an institution to deliver teacher education programs, but it can also be just of programs within an institution. Accreditation of teacher education institutions and programs is one of the phases in the continuum for achieving better outcomes of teaching.

Quality functions of accreditation: Accreditation serves several important quality functions:

- assures the public that institutions have met rigorous standards;
- establishes common professional standards for the preparation of teachers and other school personnel;
- encourages excellence in curriculum, student performances, faculty and resources in college and university faculties of education;
- links national standards for teacher preparation with national standards for student learning;
- helps to mobilize adequate resources to prepare quality personnel to improve student learning; and
- brings previously unaccredited institutions into the profession’s emerging quality-assurance system.

Beyond the professional recognition, the accreditation process should also help an institution reflect on its core goals, functions, values and relationships, and become a better learning organization. Every organization is a product of how its members think, interact and explore new ideas. Improving standards and requirements in themselves will not change an institution unless
consideration is given to how people within the institution think and interact together. Can staff hold productive conversations about teaching, or do they advocate their views so strongly that others cannot be heard. Do they blame others for problems, or do they look at problems from the perspective of the system as a whole, where no one is individually to blame because all actions are interrelated? Are they open to talking about differences and similarities in the views of others? Are they genuinely interested in creating a center of excellence to prepare and support high performing and motivated teachers? So the learning is very much about people, connection and vision (Senge, 2000)

The nature and functions of National Assessment and Accreditation Council (NAAC)

Quality Movement in Indian Higher Education The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian Higher Education institutions. Section 12 of UGC Act of 1956 requires UGC to be responsible for the determination and maintenance of standards of teaching, examinations and research in universities. For eight years of continuous and serious deliberations, UGC established NAAC at Bengaluru as a registered autonomous body on 16 September, 1994 under society registration act 1860.

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bengaluru. NAAC was established in 1994 in response to recommendations of National Policy in Education (1986) [10]. The primary objectives of establishment of NAAC is to assess and accredit institutions of liberal arts, science and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and its units based on self-study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. The process of assessment followed by NAAC, is in accordance with the internationally accepted practice with certain modification to suit the Indian context. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions coming under the provision of the NCTE.

National Council for Teacher Education (NCTE)

National Council for Teacher Education (NCTE) is an Indian government body set up under the National Council for Teacher Education Act, 1993 in 1993 is to formally oversee standards, procedures and processes in the Indian education system. This council functions for the central as well as state governments on all matters with regards to the Teacher Education. The NCTE became a statutory body by an act of Parliament in 1993. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. It is also involved in the regulations and proper maintenance of norms and standards in the teacher education system.

The National Council for Teacher Education (NCTE) has defined Teacher Education as a programme of education, research & training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency & competence that would enable & empower the teacher to meet the requirements of the profession & face the challenges therein. According to Good's dictionary of Education teacher education means, all the formal & non-formal activities & experiences that help to qualify a person to assume responsibilities of a number of the educational profession or to discharge his responsibilities more effectively.
In 2002, the Council also developed “Curriculum Framework for Quality Teacher Education” for upgrading the quality of teacher education programmes at par with international standards. The vagueness in the development / implementation of curriculum frame work for Teacher Education developed by national agencies like N.C.T.E. UGC and NCERT is another headache for students and teacher educators. It has created a lotambiguity in the field of teacher education in designing a comprehensive and uniform pattern of curriculum.

Introduction of Two years B.Ed course:

Recently NCTE (2014) has developed a uniformity curriculum throughout India. The course structure for the NCTE two years B.Ed. programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The courses structure offers a comprehensive coverage of themes comprised of three broad inter –related curricular areas – [1] Prospective in Education [2] Curriculum and Pedagogic studies, and [3] Engagement with field. The entire course includes in built field based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the field is the curriculum component that is meant to holistically link all the courses across the programme while it also includes special courses for Enhancing professional Capacities [EPC] of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as case studies group presentations, projects discussion on reflective journals observations of children and interactions with the community in multiple socio cultural environments. The existing teacher education model is inherited mostly from British system of education

Teacher Education institutes and QCI. (Quality Council of India)

There are recent changes and decision of NCTE. The National Council for Teacher Education (NCTE), is a statutory body created by National Council for Teacher Education Act (NCTE Act), 1993. It is mandated with the planned and co-ordinated development of both pre-service and in-service teachers throughout the country.

Faced with a crisis of quality in the pre-service training of teachers, NCTE vide notification dated 28th April 2017, in the exercise of its powers under sub-section 2 of section 32 of the NCTE Act, 1993, introduced an amendment to Regulation 8(3). According to this amendment, an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs in the country once every 2 years. It is expected that for becoming teacher one must know acquiring of attitude, skill and knowledge.(ASK)

The new agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an estimated total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India.

Until now, the agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an estimated total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India NCTE, therefore, seeks to correct this by developing and deploying the TeachR framework. Through the implementation of this framework, NCTE aims to unlock the
potential of TEIs to provide better learning outcomes for their student teachers, and eventually for all students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else.

The new framework is distinctive in its approach. It rebalances the emphasis between inputs such as land, building, teachers, and outputs such as learning outcomes by emphasizing the latter. It also recognizes the need to have a variety of teaching methods and therefore uses both qualitative and quantitative tools, while taking a long-term view to sustaining excellence through regular assessment and ranking. Through the implementation of TeachR, well-intentioned TEIs will have the right incentives to continuously strive to improve, and those engaged in malpractice will be forced to exit the sector. The TeachR framework for ranking and accreditation is designed to provide a thorough, holistic assessment of TEIs. Beyond the physical assets and rudimentary academic assets in the original framework, it gives maximum weightage to teaching and learning quality as well as learning outcomes. This enables the creation of a fairer and more complete picture of TEI quality.

The following aspects are the integral part of TEIs to get evaluated or assessed.

1. Curriculum designer:

   Curriculum in teacher education consists of two major components – theory and the practicum. Though teacher education is mostly a skill based program but conceptual understanding of those skills oriented activities might be a major concern of a teacher (teacher trainee). Therefore theory and practicum should have a justified proportion in the curriculum. Historical, Philosophical, Psychological, and Sociological aspects of education are four essential theoretical components. After implementing such curriculum for a certain period of time, teacher educators from different parts of the country should be asked to draft or modify the curriculum as per the demand and expectations of the society and modification should be based on the feedback collected from student teachers, teachers of schools and stakeholders.

2. Knowledge of Input Factors:

   Teacher educators’ role is so important in making the things alive and making practical use of these. Input factors involve the entire physical infrastructure such as building, for running such course what kind of building structure is needed? Does the building fulfill the criteria laid down for the competent authority to run specific course for the students to attend lectures in lecture hall, to do IT practical in IT laboratory or guidance wing for seeking guidance of respective methods. Are there sufficient equipment for facilitating teaching and learning?, The library of the college is known as the soul and brain so it is updated or not? Are there reference books for getting extra information or knowledge? Is there use of laboratory for inculcation of values and playground for release the mental stress? The answer of these questions should be known by the teacher educators.

3. Students’ Profile:

   Knowing about our students means overall information about students in which behaviour of the student, his family background, socio-economics status, cultural of the family and academic achievement as well as interest of the student etc. These factors are really useful to graph the students abilities and hidden potential can be formed and molded in college itself. Students should not work in the same profession in which he gets education but there is need to get adapted in various types of profession. Right now there is a changing scenario of employability so one needs the knowledge of each field for survival. Life changing experience should be transferred among the students by the teachers by organizing activities. Students should be treated equally in campus and out of the campus. There should be realization of socio economic status and making it better there is need of working culture along with following of dignity of labour. Students profile can be enriched through taking efforts for achieving great success in academic part.
4. Internship program

Internship programme is the core component of teacher education. There are wide variations in this program from institutions to institution. The quality of people is measured by quality of education provided to them. Quality of teachers is dependent on the quality of teacher education. Teacher education has a great responsibility for producing the teacher and building of a solid foundation for the teacher. Education of teachers is not only responsible for improvement of system but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a country. Internship programme is for getting real life experiences in school. Apart from teaching, one can learn how to organise or how to execute the co-curricular and extra curricular activities. Observing lessons of peer, experienced teachers, administering tests as well as study of official records give them the sense of real teacher. Professionalism can be the part of teaching field. So the duration of training programme has been extended from fifteen days to five months in current B.Ed course. It is also expected that all activities related to internship should be recorded in video format and in picture format as a sign of proof. So there is need to train the student teachers in this respect.

5. Recruitment of the student teachers:

Employment is needed after completing professional course and B.Ed course is known as professional one. Even in society many good and qualitative educational institutions are being run by the people and these people need well qualified and well skilled teachers. So teacher education institutes have to take efforts to produce skilled teachers so they can easily get selected even in campus interviews. At least earning is most important when someone completes professional education. If the government is planning to arrange examination like TET, TAIT then it is the prior responsibility of the student teachers to work on it and to make them the more competent in respect of content knowledge, aptitude, attitude and intelligence TEI should guide them or organise such training or coaching at college level.

6. Use of ICT:

Student teachers are still uncomfortable with the use of technology in the classroom. They should be trained to the technological innovations that are readily available. Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education. ICT enabled teaching creates virtual experience before the sight of learners. Traditional teaching and teaching with means of IT having basic differences, so it is better to get command over the technique of teaching with ICT. Such teaching and learning really helps to get the clear ideas and concepts of the content.

7. Inclusion of healthy Practices:

Which includes total quality management means the aspects of quality can be followed and implemented effectively at teaching level. Quality in teaching, evaluation affects the entire cycle of education. The need of this world is to bring innovations in the field of teaching and learning, teaching techniques and approaches should be focused properly so students will feel that they are with the world. Value-based education is the core part of Indian education system and as far as tradition, religions, languages, culture is concern there should be the inculcation of prescribed values. As a part of society such social responsibilities should be carried out effectively, we need to give back society so such programmes should be arranged for the sake of development.

8. Developing research attitude.

There is no any effective contribution in the field of education by the teachers and the students i.e. in research. There should be research in teaching and learning, evaluation process, teaching methods and in curriculum framework. New learning theories have been followed but actual and fundamental research is not followed so Indian education does not have this policy to do research
seriously. PBL, TBL, CAI, constructivism are becoming old one. So as per the need of the society and country we need to follow or implement Research based learning and it will definitely prove the way of learning and authenticity will be followed.

**Conclusion:**

Assessment and accreditation is an integral part of education system in India. Apex bodies are playing vital role in maintaining quality by assessing institutes. This type of approach makes the teachers ready to have the knowledge of various aspects of assessment and accreditation. To achieve the excellence in teaching, learning, research and in social related issues everyone who is associated with education must dedicate himself to achieve it.

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Innovative Practice of Rainwater Harvesting and Artificial Water Recharge in School Located in Drought Prone Area of Satara District

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Abstract  
Many villages in Maharashtra do not have potable water supply. Hence rainwater harvesting has been proposed as an ideal solution. Rainwater harvesting is a technique is a recognized to conserve naturally available pure water through rainfall. It is necessary to harvest rooftop rainwater to satisfy the water demand in drought prone area community and thereby reducing the burden on village water supply schemes. The successful role model and innovative practice of rooftop rainwater harvesting in high school located in drought prone area of Satara district has been assessed in the present study. This case study measures the rainwater harvesting and ground water recharge potential and analyses how to replicate successful models for other schools in drought prone area.

The entire information and data required have been collected by organizing frequent field trips, by using a questionnaire, schedule, interview and observation techniques. Based on the various factors, the annual rainwater harvesting potential (ARHP) of the study region is estimated by using the following formula given by Peccey, Arnold and Cullis, Adrian (1989): ARHP = R x AC x RC.

The water table in Kiraksal school campus has been increased 2 to 3 feet after the installation of rainwater harvesting system and ground water recharge. It requires only one time large investment and subsequently with proper maintenance, the entire system can run forever. Such local initiatives have reduced the dependence on imported water. The Kiraksal secondary school is the role model for other all schools located in drought prone region of Maharashtra.

Key Words: Rainwater Harvesting, Groundwater Recharge, Innovative Practice, Drought Prone etc.

i) Introduction  
Rooftop rainwater harvesting (RWH) is a viable source of drinking water for schools, as well as a means for recharging groundwater. However, RWH schemes can only effectively provide drinking water, if the water is collected using certain safeguards and is filtered; therefore school authorities, students and communities must be involved for school RWH programmes to work, as they need constant maintenance and water quality monitoring. Discussing the request for examples of participatory service delivery and suggestions on how to ensure better access to drinking water and sanitation in schools, members shared a range of RHW experiences, outlined ways NGOs can facilitate the implementation of these programmes and discussed different types of RWH tanks.(Nitya Jacob and Ramya Gopalan, Query: Rooftop Rainwater Harvesting for Rural Schools in Karnataka – Experiences Issue Date: 9 May 2008, Solution Exchange for the Water Community Consolidated Reply)

ii) Objectives  
1. To examine the present water demand in school.  
2. To measure the rooftop rainwater harvesting and ground water recharge potential.  
3. To study this model is useful for other schools in drought prone area.
iii) Data source and Methodology

The entire information and data required have been collected by organizing frequent field trips, by using a questionnaire, schedule, interview and observation techniques.

The total amount of water i.e. received in the form of rainfall over an area is called the rainwater endowment of the area. Out of this the amount that can be effectively harvested is called the rainwater harvesting potential (Athavale, 2003).

Based on the various factors, the annual rainwater harvesting potential (ARHP) of the study region is estimated by using the following formula given by Peccey, Amold and Cullis, Adrian (1989):

\[ ARHP = R \times AC \times RC \]

Where,
- ARHP: Annual Rainwater Harvesting Potential
- R: Rainfall (in metre)
- AC: Area of catchment (in square metre)
- RC: Runoff coefficient

Runoff Coefficient

Runoff coefficient is the factor, which accounts for the fact that not all the rain falling on catchment have collected, some amount of rainfall lost from the catchment by evaporation and some amount has retained by surface itself.

iv) Location of School

Secondary school of Kiraksal village located in Man tahsil of Satara district of Maharashtra has been undertaken for the current investigation. It lies between 17°38’ north latitude and 74°37’ east longitude. This school is located in drought prone area; the average annual rainfall in the study area is 500 mm.

Kiraksal secondary school comprised with 4 acres of campus with 16187.49 sq. m built up area and 557.41 sq.m area of roof surface. Population of school is about 307 including students, teaching and non-teaching staff and daily visitors. At current, school has one water storage tanks having 1000 litres capacity. For the purpose of drinking and garden the school depend on only one hand pump located near the northern site of school building. The rainwater harvesting system was installed in the school in June 2012.

v) Background of the rainwater harvesting project

Kiraksal is a small village situated in the critical drought prone area. Scarcity due to erratic and scanty nature of rainfall, area experiences drought condition repetitively in every summer season. In the year 2011-12 peoples face the savior drought condition. In this year ground water goes very deep and school hand pump was dried up it was shut-down. For solving the problem school teachers and villagers decides installation of rooftop rainwater harvesting system for ground water recharge in our school. The geologist Mr. Mohotkar sir and Shri. Dadasaheb Yadav gives the technical support for the planning of rooftop rainwater harvesting and ground water recharge. Around the boar well rock structure is hard basaltic, this condition is not support to ground water recharge. The villagers and technologist have decide the another two bore wells have drilled near the main bore well. These new two bore wells have help to recharge the ground water around main hand pump (Photo 4.9).
vi) The Potential

The following details available for calculating the RWH potential in the school:

- Rooftop Area \( (A) \) : 557.41 sq.m
- Rainfall \( (R) \) : 0.5 m (500 mm)
- Runoff Coefficient \( (C) \) : 0.8 (Roof Surface Type is Corrugated Metal Sheets)

Annual water harvesting potential from 557.41 sq.m rooftop is:

\[
\text{ARHP} = A \times R \times C = 557.41 \times 0.5 \times 0.8 = 222.964 \text{ cu.m (222964 litres)}
\]

vii) Artificial Recharge of Ground Water

The existing hand pumps may be used for recharging the shallow/deep aquifers in Kiraksal School. If the availability of water is limited, water should pass through filter media before diverting it into hand pumps. Hand pumps are useful for roofs up to 150 sq m area.

Photo 4.9 shows the recharging wells directly with rooftop runoff. Rainwater that is collected on rooftop of the school building is diverted by drainpipes to a filtration tank, from which it flows into the recharge bore well or hand pump. It consist of conservation of rooftop rainwater in school and utilization it to augment ground water storage by artificial recharge. It is connecting the outlet pipe from rooftop to direct collected water to existing hand pump. The system involves collecting water that falls on corrugated metal sheets roof of a school during rain storms.

- Design of Recharge or Percolation Trench around the bore well

The methodology of design of a trench is given below. A factor of loose density (Void ratio) of the media has to be applied to the following equation for calculate required capacity of recharge tank:

\[
\text{(A x r x C) / D}
\]

- Area of rooftop catchment \( (A) \) = 557.41 sq.m
- Peak rainfall in 15 min for drought prone region \( (r) \) = 5mm(0.005 m)
- Runoff Coefficient \( (C) \) = 0.8
- Voids ratio \( (D) \) = 0.5 (assumed)

- Required capacity of recharge tank

\[
= \frac{(A \times r \times C)}{D} = \frac{(557.41 \times 0.005 \times 0.8)}{0.5} = 4.459 \text{ cu.m (4459 litres)}
\]

The voids ratio of the filter material varies with the kind of material used, but for commonly – used material like brickbats, pebbles and gravels, a voids ratio of 0.5 may be assumed.

Annual water harvesting Potential at school is 222964 litres. Total cost of installing the system was Rs. 100000.

viii) Conclusion

The water table in Kiraksal school is found to be at 5.5 m in the hand pump of the dwelling unit which goes further down to about 7.0 m or beyond during dry season. Herein the building campus has 557.41 sq. m. of roof top area, recharge trenches of 4 m long, 3 m wide and 3 m deep called ‘collection and filtration pit’ is constructed in the same campus of dwelling unit. The trench is filled with boulders at the bottom followed by pebbles and sand at the top this infiltration pit is directly connected to the existing bore well. The roof-top rain water is channeled through 10 cm diameter pipe
to the existing bore hole of the hand pump which is used here to act as the recharge shaft that ends into the aquifer under gravity flow conditions through collection and filtration pit (to make it silt free) and recharge pit.

During monsoon period from June to August, 2012, the scheme was put to use and it was observed that the hand pump which used to remain dry even after the monsoon period started flowing in the month of September, indicating a rise in the water level of the aquifer. This option of roof-top rain water harvesting is found to be the most appropriate for augmenting local groundwater level in the dwelling unit of congested various schools in drought prone area. The structure of trenches and the pipes for conserving rain water are simple, economical and eco-friendly. It requires only one time large investment and subsequently with proper maintenance, the entire system can run forever. Such local initiatives have reduced the dependence on imported water. The Kiraksal secondary school is the role model for other all schools located in drought prone region of Maharashtra. Thus, the rainwater harvesting and artificial water recharge is one of the most important innovative practice may implemented in the schools & colleges located in drought prone area.

References:

Rooftop Rain Water Harvesting: A Case Study of Dahiwadi College Campus  
In Man Tahsil of Satara District (Maharashtra)

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Abstract:  
Dahiwadi College campus is located in drought-prone area of Satara district, where the average annual rainfall is 500 mm. The present study is entirely based on the primary as well as the secondary data. Runoff Coefficient and Annual rainwater harvesting potential (ARHP) is measured by using Pecey, Amold and Cullis, Adrian (1989) formula. Dahiwadi College is situated in 6 acres of campus area and 4957.18 sq. meter area of roof surface. The total population of college is 4386 comprising of students and the staff, administrative staff and the daily visitors to the campus. According to U.S. Environmental Protection Agency the average daily water intake 2.0 liters per capita per day is required.  
The present paper intends to measure water demand and supply gap and the rooftop rain water harvesting potential in the College campus during 2016-17. Results obtained from the present study show that 8772 liter drinking water is required per capita per day. Rooftop rainwater harvesting potential is 1818844 liters. Thus, it is suggested that Rooftop rain water harvesting practice is more applicable in various colleges located in drought prone areas of Maharashtra and India.  
Key Words: Rainwater Harvesting, Runoff Coefficient, Potential, drought-prone.

1.0 Introduction  
Rain water harvesting is the process of collecting and storing water for future productive use. Rooftop rain water harvesting is one of the technique through which rain water is captured from the roof catchments and stored in reservoirs. Geographically this method is highly useful in drought-prone, hilly and coastal areas. Water is a one of the most important resource for survival of human being as much as food, air etc, but very few attentions are paid for its economical use and conservation. As we know day by day increasing pressure of population on water resources leads to over pumping of ground water, the water table is going down abnormally, so there is a need of conservation of this precious resource.

2.0 The Study Region  
For the purpose of present investigation campus of Dahiwadi College Dahiwadi located in Man tahsil of Satara district of Maharashtra has been undertaken. It lies between 17°4 040′ north latitude and 74°3747′ east longitude. Dahiwadi College campus is located in drought-prone area of Satara district, where the average annual rainfall is 500 mm.  
Dahiwadi College comprises of 6 acres of campus area with 78797.95 sq. ft. built up area and 4957.18 sq. meter area of roof surface. The population of college is about 4386 including students, teaching and non-teaching staff and daily college visitors. College has 712 sq. meters area of fruit garden and 1550 sq. meter area of botanical garden. At present, college has built-up 4 underground reservoirs having 170000 liters of capacity.
Objective

1. To Measure the roof area of entire College campus building.
2. To find out the present status of water requirement and supply gap.
3. To measure the rooftop rainwater harvesting potential in the Dahiwadi College campus during 2017-18.

Database And Methodology

The present study is entirely based on primary and secondary data. Primary data collected directly from field survey in which type of roof surface, area of roof, average of daily water supply to college campus, depth and number of bore wells, daily persons visited to college etc. and secondary data regarding strength of students and staff, Built-up area collected from college records, Socio-Economic Review and District Statistical Abstract of Satara, District Gazetteer etc. Rooftop rainwater harvesting innovative method is used for this study. The per capita daily water requirement is calculated as number of persons x 2 liters. The daily, annual and dry day’s water requirement has been calculated in liters. Runoff Coefficient and Annual rainwater harvesting potential of the study region is measured by using formula given by Peccey, Amold and Cullis, Adrian (1989) as follows.

\[
\text{Annual Rainwater Harvesting Potential (ARHP) = R \times AC \times RC}
\]

Where, R - Rainfall (in metre), AC - Area of catchment (in square metre), RC - Runoff coefficient.

Water Demand And Supply Gap

There are number of estimates in the world belonging to the water requirement for human being, for drinking and also for domestic purpose. According to World Health Organization, it is estimated that average 2.5 liter daily water intakes per capita per day required. According to U.S. Environmental Protection Agency average daily water intake 2.0 liters per capita per day is required. National Academy of Sciences also estimated daily 2.0 liters water requirement for per person. For the present study water requirement 2.0 liters per person per day is taken into consideration.
population of the college is 4386 including all students, all teaching and non-teaching staff and daily visitors. Analysis revealed that 8772 liters water required for daily and 3201780 liters for annually for drinking purpose. Estimated daily domestic water demand of the college is about 10500 liters and annual demand is about 3832500 liters. Estimated daily drinking and domestic water requirement is 19272 liters and 7034280 liters annual.

It is observed that average 12,000 litres daily and 4380000 liters annually  ground water extracted from 3 bore wells in the college campus for the purpose of drinking and domestic use. Drinking water demand is totally fulfilled through ground water extraction but for the domestic water demand and supply gap is about -547500 liters per annum. Present investigation shows the total demand and supply gap is -7272 liters daily and -2654280 liters annually (Table 1). It has also been increased from 8,000 to 12,000 liters per day in every summer season leads to severe problem of water scarcity in the summer season. College has fulfilling been total water demand and especially domestic water demand through providing water tankers in every summer season.

### Table- 1 Projected Water Demand and Supply of Dahivadi College (2017-18)

<table>
<thead>
<tr>
<th>Total Population of the College (Students + Staff + Guests)</th>
<th>Estimated water requirement (Drinking + Domestic) Liters per day</th>
<th>Estimated ground water extracted and supply in liters (through 3 bore wells)</th>
<th>Estimated water demand and supply gap in liters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Annual</td>
<td>Daily Annual</td>
<td>Daily</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4386</td>
<td>1600890</td>
<td>19272</td>
<td>7034280</td>
</tr>
</tbody>
</table>

Source: Field survey, 2017-18

6.0 Rooftop Rain Water Harvesting In College Campus

6.1 Roof Surface Area and Annual Rain Water Harvesting Potential

As many as 20 buildings surveyed in Dahiwadi college campus. Out of which 10 buildings of concrete rooftop having (52.78 per cent) 2616.60 sq. m. rooftop area and estimated annual rooftop rain water potential is (48.75 per cent) 886751 liters. Its collection efficiency is 70 % (0.7 coefficient), which is second the largest efficiency in the college campus. Roof surface of metal sheets observed for 09 buildings comprised with about (46.38 per cent) 2299.27 sq. m. area and estimated annual capacity of (50.56 per cent) 919700 liters which is second largest with respect to roof surface area and largest with respect to rain water harvesting potential of the college. Its collection efficiency is 80 % (0.8 coefficients).

### Table- 2 Type of Roof Surface and Annual Rainwater Harvesting Potential (ARHP)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Roof Surface</th>
<th>No. of Buildings</th>
<th>Total area in sq. meters</th>
<th>Total Area in %</th>
<th>Total (ARHP) in liters</th>
<th>Total (ARHP) in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concrete rooftop</td>
<td>10</td>
<td>2616.6</td>
<td>52.78</td>
<td>886751</td>
<td>48.75</td>
</tr>
<tr>
<td>2</td>
<td>Corrugated metal sheets</td>
<td>09</td>
<td>2299.27</td>
<td>46.38</td>
<td>919700</td>
<td>50.56</td>
</tr>
</tbody>
</table>
6.2 Water Demand and Rooftop Rain Water Harvesting Potential

Dahiwadi college campus has a huge potential of rain water harvesting. It is estimated that, 1818844 liters water made available throughout the year. Annual drinking water demand of the college is about 3201780 liters. In this way annually 56.80 per cent requirement of drinking water can be meet from Rooftop RWH in the entire college campus. In the dry days drinking water demand is about 2482476 liters which is 73.26 per cent completed through rain water harvesting. Annual domestic water demand of the college is about 38377500 liters. Annually 47.45 per cent requirement of domestic water can be meeting from Rooftop RWH.

In dry days (243 days) domestic water demand is about 2971500 liters out of which 77.53 per cent completed through the rooftop RWH, it shows that in dry days domestic water demand is also extensively fulfilled by using harvested water. Total drinking and domestic water demand of the college is 7034280 liters out of which 25.85 per cent total water demand completed annually. Dry day’s water demand is less than annual demand i.e. 5453976 liters out of which estimated that 33.34 per cent water demand are completed through rain water harvesting. Thus, it is proved that by using rooftop rainwater harvesting method water scarcity in the college campus can be minimized up to some extent and water collected can be used for drinking and domestic purpose.

6.3 Annual Rooftop Rain Water Harvesting Potential

I. Very High Potential (Roof Area 500 sq. m. & above)

There is positive correlation between roof surface area and rain water harvesting potential. At present Indoor Sport Complex building having highest potential of rooftop rain water harvesting in the college campus. Indoor Sport Complex building has 864 sq. m. roof surface area, which is highest as compared to other campus buildings also because of metal sheet roof surface its collection efficiency is 80% per cent. So its estimated rooftop rainwater harvesting potential is 345600 liters per year.

Another Wing - 'B' Building having roof surface area is 700.3 sq. m. and estimated annual rain water potential is 245105 liters & second largest harvesting potential in the college campus. Two buildings total annual estimated rooftop rainwater harvesting potential is 32.5 per cent out of overall existing potential of the college.

II. High Potential (Roof Area 300 – 500 sq. m.)

The MCVC and Canteen building on the college campus show 425 sq. m area of metal sheet roof surface having 80 per cent collection ability, because of this estimated rain water harvesting potential to be 170000 liters. Auditorium and Ladies hostel building shows 350.9 sq. m. and 322.5 sq.
m. area of roof surface having concrete surface so, its water collection capacity 70 per cent. Both buildings show high potential of rooftop rain water harvesting i.e. 122815 liters, 112875 liters respectively per year. Another important Golden Jubilee building has recently been constructed, which indicates 392.92 sq. m. concrete roof surface area with 108470 liters of potential annually. All these 4 building are felt in high potential and suitable for rooftop rain water harvesting.

III. Medium Potential (Roof Area 100 – 300 sq. m.)

<table>
<thead>
<tr>
<th>Building No.</th>
<th>Building Name</th>
<th>Rooftop Area in sq. meter</th>
<th>Coefficients</th>
<th>Annual Rooftop Rainwater Harvesting Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indoor Sport Complex</td>
<td>864</td>
<td>0.8</td>
<td>345.6</td>
</tr>
<tr>
<td>2</td>
<td>Wing - 'B' Building</td>
<td>700.3</td>
<td>0.7</td>
<td>245.105</td>
</tr>
<tr>
<td>3</td>
<td>MCVC Building and Canteen</td>
<td>425</td>
<td>0.8</td>
<td>170</td>
</tr>
<tr>
<td>4</td>
<td>Auditorium</td>
<td>350.9</td>
<td>0.7</td>
<td>122.815</td>
</tr>
<tr>
<td>5</td>
<td>Chemistry &amp; Zoology Laboratory</td>
<td>296.96</td>
<td>0.8</td>
<td>118.784</td>
</tr>
<tr>
<td>6</td>
<td>Wing - 'C' Building</td>
<td>284.09</td>
<td>0.8</td>
<td>113.636</td>
</tr>
<tr>
<td>7</td>
<td>Ladies Hostel</td>
<td>322.5</td>
<td>0.7</td>
<td>112.875</td>
</tr>
<tr>
<td>8</td>
<td>Golden Jubilee Building</td>
<td>309.91</td>
<td>0.7</td>
<td>108.47</td>
</tr>
<tr>
<td>9</td>
<td>Wing - 'A', Principal Cabin &amp; Office</td>
<td>284.61</td>
<td>0.7</td>
<td>99.61</td>
</tr>
<tr>
<td>10</td>
<td>Library</td>
<td>219.04</td>
<td>0.7</td>
<td>76.66</td>
</tr>
<tr>
<td>11</td>
<td>Car &amp; Motor Cycle Parking</td>
<td>186.12</td>
<td>0.8</td>
<td>74.44</td>
</tr>
<tr>
<td>12</td>
<td>Gents and Ladies Toilet</td>
<td>166.44</td>
<td>0.7</td>
<td>58.254</td>
</tr>
<tr>
<td>13</td>
<td>Bicycle Parking</td>
<td>93.06</td>
<td>0.8</td>
<td>37.224</td>
</tr>
<tr>
<td>14</td>
<td>Principals Quarter</td>
<td>99.31</td>
<td>0.7</td>
<td>34.7585</td>
</tr>
<tr>
<td>15</td>
<td>Boys Common Room</td>
<td>73.2</td>
<td>0.8</td>
<td>29.28</td>
</tr>
<tr>
<td>16</td>
<td>Chemistry Apart Stores</td>
<td>44.2</td>
<td>0.8</td>
<td>17.68</td>
</tr>
<tr>
<td>17</td>
<td>Botany Research Laboratory</td>
<td>42.5</td>
<td>0.7</td>
<td>14.875</td>
</tr>
<tr>
<td>18</td>
<td>Staff Toilet</td>
<td>38.08</td>
<td>0.7</td>
<td>13.328</td>
</tr>
<tr>
<td>19</td>
<td>Ladies Common Room</td>
<td>32.64</td>
<td>0.8</td>
<td>13.056</td>
</tr>
<tr>
<td>20</td>
<td>Vermiculture</td>
<td>41.31</td>
<td>0.6</td>
<td>12.393</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4957.18</strong></td>
<td></td>
<td><strong>1818.844</strong></td>
</tr>
</tbody>
</table>

*Source: Field Survey 2017-18*

There are 6 buildings viz. Chemistry & Zoology Laboratory, Wing - 'A', Principal Cabin & Office, Wing - 'C' Building, Library, Car & Motor Cycle Parking and Gents and Ladies Toilet
building shows medium potential of rain water harvesting. Roof surface of all these buildings made by metal sheets or concrete roof contains 70-80 per cent rain water collection potential. Chemistry and Zoology Laboratory acquired 296.96 sq. m. area having 118784 liters annual potential. Secondly Wing - 'A', Principal Cabin & Office building comprised with 284.61 sq. m area of roof surface and estimated annual potential is 99610 liters. Wing - 'C' Building covered 284.09 sq. m. area of roof surface and proposed potential is 113636 liters per year. Library of the college is acquired 219.04 sq. m., Car & Motor Cycle Parking acquired 186.12 sq. m. area and Gents and Ladies Toilet building acquired 166.44 sq. m. roof areas having 76660 liters, 58,254 liters, 74440 liters and 58254 liters respectively annual rain water harvesting capacity.

IV. Low Potential (Roof Area below 100 sq. m.)

Remaining 08 buildings shows less rain water harvesting potential. Due to below 100 sq. m. roof surface area of all buildings. Buildings such as Principals Quarter, Bicycle Parking, Boys Common Room, Botany Research Laboratory, Chemistry Apart Stores, VermicSulture, Staff Toilet, and Ladies Common Room etc. are not much use full for rain water harvesting.

7.0 Conclusion

The present study shows the total water demand and supply gap is -7272 liters daily and -2654280 liters annually. It has also been increased from 8,000 to 12,000 liters per day in every summer season which leads to severe problem of water scarcity in the college campus. Both concrete and metal sheets type of roof surfaces in the college is more suitable for rainwater harvesting because of its collection efficiency is 70 per cent. Estimated annual rooftop rain water potential of these roof surfaces is about 48.75 per cent and 50.56 per cent respectively. Rooftop rainwater harvesting estimated annual potential is about 1818844 liters and it can mitigate 56.80 per cent water requirement of drinking and 47.45 per cent of domestic demand annually. If the college has used harvested water in dry days only then 77.53 per cent of drinking water demand or domestic water demand fulfilled. The total water demand of the college is about 7034280 liters out of which annually 25.85 per cent and in dry days 33.34 per cent completed through Rooftop RWH method.

Highest rooftop rain water harvesting potential is exist in Indoor Sport Complex and Wing - 'B' Buildings. High potential exist in buildings such as MCVC and Canteen building, Auditorium and Ladies hostel and Golden Jubilee building also medium but good potential was found in as many as 6 buildings like Chemistry & Zoology Laboratory, Wing - 'A', Principal Cabin & Office, Wing - 'C' Building, Library, Car & Motor Cycle Parking and Gents and Ladies Toilet buildings in the college campus. Thus, the Rooftop rain water harvesting would be a good solution for drinking and domestic water sustainability of the college in some extent. Results obtained from the present study suggested that Rooftop rain water harvesting method is more applicable on college campus located in drought prone-zones of Maharashtra which would enable to solve the problem of water scarcity to some extent.

References

Effectiveness of CAI Method in Teaching Physics

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Abstract
Computers are rarely used for teaching-learning even in urban schools. The day is not far off, when every class room can support its own computer and a large screen display. Keeping this in view, a comparative study of effectiveness of Computer Assisted Instruction and Traditional method of teaching Physics for the XI standard has been carried out. It was also intended to provide students with a first-hand learning opportunity and give them valuable insights regarding learning through CAI. CAI packages can be used in different ways, such as in self-learning mode or as an audio-visual aid by the teacher. In the present research it has been used as an audio visual aid for teaching.

Introduction
Variety in teaching methods adds spice to learning. Teachers need a repertoire of teaching methods to make their teaching more interesting, and therefore more effective. Now-a-days computer has become an integral part of teaching-learning process. An effective method of teaching-learning, namely, Computer Assisted Instruction (CAI) has now begun to show its applicability due to availability of computers in Indian schools. Several computer software are available in the market that helps the learners studying the subjects like Mathematics, Science and English. Several researches done in India and abroad to test the efficiency of CAI have mostly revealed positive results in terms of achievement, attitude towards the subject, interest, retention of subject matter etc. Most urban and even some rural schools have computer labs today.

Objectives of The Study
1. To compare the effectiveness of Computer Assisted Instruction (CAI) and Traditional method of teaching Physics.
2. To study the views of Physics teachers about computer software.

Hypothesis
1. There is no significant difference between the experimental group and controlled group in the post test performance.
2. There is no significant difference in learning by traditional method and CAI.

Design and Procedure
The study was experimental in nature. An experiment involves the comparison of effects of a particular treatment with that of no treatment. In the simple experiment, reference is usually made to an ‘experimental group and controlled group’. These groups are equated as near as possible. The experimental group is exposed to the influence of the factor under consideration, the controlled group is not. The observations are then made to determine what change or modification occurs in the experimental group as compared with the controlled group.

In the present work forty students were divided into two groups namely ‘experimental group’ and ‘controlled group’. Selection for these groups is done randomly. The students from experimental group were taught by using the graphic based software and the students from the controlled group...
were taught by traditional method. For both the groups pre-test and post-test was administered. The results of the tests were analyzed by considering statistical measure. An opinionnaire was given to 12 teachers of Physics belonging to 6 junior colleges in Kolhapur city. For their responses, 5-point scale was used. All the teachers were responded well and returned it in time.

**Sample**

In the present study randomly selected forty students of XIth class formed the sample. All the students belong to R.B.N.B. College, Shrirampur. There are four divisions of XIth standard. The forty students were further randomly divided into two groups. The sample was drawn from semi urban area.

**Tools**

1. **Pre-test**: In order to assess students' pre-knowledge pre-test was used. It was also intended to divide the students into two groups based on their marks. This test was of paper-pencil type and of 20 marks. Objective type questions were asked.

2. **Post-test**: After the experiment post-test was organized. The post-test was of 20 marks. The test was paper-pencil type and only objective type questions were asked.

3. **Opinionnaire**: Opinionnaire was used in order to understand the opinion of the teachers of Physics regarding computer software used in this research. Five point scale was used for the responses.

**Analysis and Interpretation of Data**

The data obtained from the post-tests was analyzed by using t-test. It involved the computation or acceptance of null hypothesis was decided on 0.05 and 0.01 level of significance. In case of teachers' opinionnaire, the number of responses given to the statements and their weightings were multiplied and cumulative addition as well as cumulative percentage was measured. Based on this cumulative percentage the analysis has been done.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Group</th>
<th>Mean scores</th>
<th>Standard t-value (df=39)</th>
<th>Level of Significance</th>
<th>calculated t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental group (Pre-Test)</td>
<td>16.90</td>
<td>2.02</td>
<td>0.05</td>
<td>0.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Controlled group (Pre-Test)</td>
<td>16.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Experimental group (Post-Test)</td>
<td>18.25</td>
<td>2.02</td>
<td>0.05</td>
<td>4.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Controlled group (Post-Test)</td>
<td>16.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In case of pre-test the standard t-values are large as compare to the calculated t-value which shows that the performance of both the groups is same for the pre-test. Whereas in case of post-test calculated t-value is significantly larger than standard t-value showing the better performance of experimental group.
Findings

Testing of null hypothesis
1. The pre-test was administered for both the groups and it was found that the performance of both the groups was same. The t-test analysis supports this statement.
2. After comparing post-test scores it was found that experimental group students scored more than that of the controlled group. The t-test analysis shows that the experimental group performed better than the controlled group. Hence, the null hypothesis stands rejected.

By considering above points, overall data analysis shows that the CAI method is more effective than traditional method of teaching.

Teachers' opinionnaire
1. There is appropriate coverage of the topic in the software.
2. The content of the Physics is accurate and presentation is effective in the software.
3. There is a facility of providing adequate feedback in the programme.
4. The programme is helpful to develop knowledge and application of Physics among the students.
5. The programme is helpful to develop knowledge and application of Physics among the students.
6. The programme in the software is reliable and user-friendly.

Conclusion
The findings revels that the CAI method was effective in bringing out learning. It was also effective in evoking positive reactions towards use of CAI in teaching-learning.

References
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B.E.D. छात्राध्यापकांच्या समाजभिमुख प्रकल्पांतर्गत मूल्यमापनासाठीच्या साधनांचे विकसन

Dr. Pratima Sadasiv Desai

साह्यक प्राध्यापक

आचार्य जावेदेकर शिक्षणशास्त्र महाविद्यालय, गार्गोटी ता.

मुद्रराग, जि. कोल्हापुर

सारांश —

शिक्षणाचे ज्ञानदानाचे काम करत असताना शिक्षकांनी अनेक मानवी व भौतिक घटकांशी संबंधित येंतो. अनेक प्रशासकीय व्यक्ती, सहकारी शिक्षक, विद्यार्थी, पालक, समाज, शाळे, वास्तू, याचे समावेश असतो. सामाजिक, राजकीय, पोलिसी, धार्मिक आदि असाधारण विषयांगमे शिक्षकांनी काम करत असतात. इस्तेमाल शाळेच्या कामकाजांना पायलेट शिक्षकांना अनेक समस्यांमध्ये तूंड दाखवू लागते. त्याजवळ सामाजिक समस्यांमध्ये सामरे जावे लागते. बी.ए. छात्राध्यापकांकडून समायोजन रोजगारित्व साध्याची आयामात आहे. छात्राध्यापकांनी या प्रकल्पांतर्गत अनेक सामाजिक उपक्रम रचतील व त्याचा आहातात सादर करणे अपेक्षेपत आहे. यामध्ये वैज्ञानिक व गटत कृती करणे आवश्यक आहे. गार्गोटी एकूण शाळे गुण आहेत. पण हे गुण देताना छात्राध्यापकांची कृतीने बारकातूने चिकित्सकपणे विचार होतो. असे होय. छात्राध्यापकांच्या मूल्यमापनासाठी चिकित्सकपणे विचार होवेच अश्वेय मूल्यमापन करते यासाठी प्रमाणित साधनांनी रखी उचित तेजस्वीपणे प्रस्तुत संसाधन हाती घेतले आहेत.

Keyword — सामाजिकभिमुख प्रकल्प, मूल्यमापन, साधनविकसन

प्रस्तावना —

या निर्माणाची प्रसार झपटपटांना होत आहे. शिक्षणाची साजविरोधवर शिक्षणाची गुणवतात केली लक्ष देते आवश्यक आहे. शिक्षणाची गुणवता वाढवियासाठी उपयुक्त तंत्रज्ञानांनी मूल्यमापनसाठी प्रामुख्याने समावेश होतो. छात्राध्यापक वर्गात आयामात आयामात करता, इतर उपक्रमावर सहभागी होताने कसे वर्तन करतो? वैज्ञानिक उपक्रम व गटतील उपक्रमात सहभागी होताने कसे वर्तन करतो? अनेक वैज्ञानिक, विश्वविद्यालयांचा स्वाभाव, चिकित्सकांचा, कार्यकर्ता, अभियंती, नेतृत्व गुण, सहभागीतासाठी यांच्या मूल्यमापन कसे करतो? उपक्रमासहभागाचे मूल्यमापन कार्यावर पदनिधिचन अपेक्षेपत, पदनिधिचन, मोठावर व अशा अनेक मूल्यमापन साधनांवर वापर केला जातो. प्रस्तुत संसाधनांमध्ये काही उपक्रमांची निवेद करून त्या उपक्रमांच्या विकल्पात करून त्यातील कार्याचे अंतर्गत मूल्यमापन कार्याचे? यासाठी कौन्सिल्या माध्यमसाधारणी गरज असेल हे विविध आणि त्या माध्यमसाधारणी निमित्त मूल्यमापन करून निश्चित करते आहेत. याचे देखील संशोधनांनी प्रस्तुत संसाधन हाती घेतले आहेत.

सात्याध्यापकांची अनुदेशन तात्त्विक (३६) व अध्ययन तात्त्विक (६४) अंतर्गत गुण 100 आहेत.

सधार प्रात्यक्षकाची उद्दिष्टे पुढीलप्रमाणे आहेत.

छात्राध्यापकांचे—

1. समाज ही संकलना समज्यास मदत करणे.
2. विविध सामाजिक सरासरीत मुलांसंबंधी समाया समज्यास मदत करणे.
3. सामाजिक व समायोजन कौशल विकसित करणे.
4. सामाजिक सामाजिक वैज्ञानिक समया समज्यास मदत करणे.
5) समाजाय्य विवेक समयांकर उपायोजनांबाबत विचार करण्याची वृत्ती निर्माण करणे.
6) सामाजिक वांडलकी निर्माण करणे.
7) राष्ट्रीयतायुक्त भावना वांडलीस लावणे.

प्रस्तुत संशोधनांसाठी पुढील उपक्रमांची निवड केली आहे.

1) लिंगमंद समर्पणसंबंधी (स्त्री/पुरुष समानता/लेक वाचवा) उपक्रम.
2) सामाजिक व्यस्नानिवधान (विद्यार्थी, पालक, शिक्षक) सर्वेक्षण व उपाय.
3) स्थानिक सांणा च्या महत्त्वाच्या भांवना व सांस्कृतिक एकत्रित.
4) योगकार्याशाळा (आसाने, प्राणायाम, आराधना)

वैयक्तिक दोन उपक्रमांना प्रत्येकी 25 याप्रमाणे एकूण 50 गुण आहेत. गटातील दोन उपक्रमांना प्रत्येकी 25 गुण याप्रमाणे 50 गुण आहेत. वैयक्तिक उपक्रमांमध्ये उपक्रमनिवड (5), उपक्रम कार्यावाही (15), अहवाळेलख (5) व गट उपक्रमांमध्ये उपक्रमनिवड (5), गटसहभाग (5), गटउपक्रमपूर्तता (10), अहवाळेलख (5) अशाप्रकारे प्रत्येक उपक्रमाला (25) गुण आहेत.

संशोधनांची उद्देश्ये –

1) समाजामुख प्रक्ल्यांशी संशोधन साधन तयार करण्यासाठी उपक्रमांची निवड करणे.
2) समाजामुख प्रक्ल्यांशी संशोधनांसाठी निवडलेल्या उपक्रमांचे विश्लेषण करणे.
3) समाजामुख प्रक्ल्यांशी संशोधनांसाठी निवडलेल्या उपक्रमातील मूल्यांकन करावायचे घटक निरीक्षण करणे.
4) वी.एड. छात्रायापकाच्या समाजामुख प्रक्ल्यांशी निवडलेल्या उपक्रमाबाबते मूल्यांकनसाठी यांचा साधनांची निर्मिती करणे.

व्यापी व महत्त्व –

1) प्रस्तुत संशोधन वी.एड., डी.टी.एड. छात्रायापकाना, शिक्षक प्रशिक्षकांना उपमुक्त आहे.
2) प्रस्तुत संशोधन वी.एड., द्वितीय वर्ष सन 4 महीने सामाजिक मुख प्रक्ल्य पुरवत मयांदित आहे.
3) प्रस्तुत संशोधन वी.एड., द्वितीय वर्ष सन 4 महीने सामाजिक मुख प्रक्ल्यांशी जोडले पाच उपक्रमांपूर्ते मयांदित आहे. 1) लिंगमंद समर्पणसंबंधी (स्त्री/पुरुष समानता/लेक वाचवा) उपक्रम,2) सामाजिक व्यस्नानिवधान (विद्यार्थी, पालक, शिक्षक) सर्वेक्षण व उपाय,3) स्थानिक सांणा च्या महत्त्वाच्या भांवना व सांस्कृतिक एकत्रित,4) योगकार्याशाळा (आसाने, प्राणायाम, आराधना)

उपक्रम विश्लेषण व मूल्यांकनसाठी घटकनिरीक्षण

<table>
<thead>
<tr>
<th>उपक्रम विश्लेषण</th>
<th>मूल्यांकनसाठी घटक निरीक्षण</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) लिंगमंद समर्पणसंबंधी उपक्रम – साक्षरता, आयुक्तीकरण इत्या तरीही पुरुषी मानसिकता बदललेली दिसून येत नाही. याचारी शासनस्वरूप सुदृढ अनेक योजना सार्वजनिक जातात. लेक वाचवा, निर्माण, स्त्रीपुरुषसमानता, याचर आधारित नाटक, पथानाट, एकाय्य प्रयोग वादविवाद, जनजागरण, रंगी, वक्तृत्व, निर्देश स्वरूपे आयोजन,</td>
<td>अभिनय, गायन, सादरीकरणकल, वक्तृत्व, निर्देश, न्योगन स्वरूप साहाय्य व सादरीकरण, नियोजन, अमलबाहिकी, नेतृत्व, सहकार्य, सहायता, अंतरराष्ट्रीयसंबंध कौशल प्रेरणाकौशल, अहवाल लेखन कौशल.</td>
</tr>
</tbody>
</table>
लोकगत स्पर्श इ. उपक्रमांतून संगतेमद समस्येवर प्रकाश टाकणे.

2) समाजातील व्यस्नानिधित्वात संकेतन व उपयोग- उपकार निरीक्षण कौशल्य, मुलाखत द्वारा समाजातील व्यस्नानिधित्वात माहिती घेणे. कोणती वस्तूने आहे. व्यस्नानिधित्वातील कारणे व ज्ञेयपूर्वके प्रभावावर शोध घेणे. पथिनाट्य, नाटक, एकांत्रिक प्रयोग, स्फर्त, वादादिवाद यादाद्वेवजन जनजागरण करणे.

3) स्थानिक समाजात माहितीतून, भावना व सांस्कृतिक एकांतता - स्थानिक समाजात माहितीतून, भावना व सांस्कृतिक एकांतता विषयसळे. समाजांचे विज्ञान पठावत देशायासाठी व्याख्या, परिसंवेद आयोजन करणे.

4) योग कार्यशाळा - उपक्रम (आसने, प्राणायाम, आरामवाता) कार्यशाळेचे आयोजन व मार्गदर्शन, प्रतापक्ष्येकं सादरीकरण करणे.

संकलनकौशल्य, परिसंवेद निरीक्षण व अमलवाचारकौशल्य बांधूवपूर्वकेला, अहवाललेखन, कौशल्य, वैज्ञानिक जूडेकांक, सहकारनीवृत्ती.

कार्यशाळा आयोजन, सहभाग, नेतृत्व, योगकौशल्य, योग सादरीकरण, सहभाग घ्यायले कौशल्य, प्रेषण कौशल्य, अहवाल लेखन कौशल्य.

मूल्यमापन साधनांची निर्मिती --
समाजातमुखे प्रक्षालपरंपरा प्रस्तुत संस्कृतीमार्गी निबंधलेखना उपक्रमांदर्शवेळा छात्रांथापांचे मूल्यमापन करण्यासाठी साधनांची निर्मिती केली. ती पाव तज्ज्ञांकडून तपासून घेतली. व्याकृ दिलेल्या सूचनाबद्वारे त्यामध्ये सूचना केली व त्या मूल्यमापन साधनांना अतिमूर्त दिले. सदर उपक्रमांसाठी पद्धतांशास्ती व पद्धतिशिक्षणश्रेणीचा वापर केला आहे.

पद्धतांशास्ती- 
एकारी व्यक्ती, प्रतिक्रिया व संस्था इत्यादी बदविल्या विकराणांकेतील केला गणने पद्धतांशास्ती.

एकारांच्याव्यक्तिक विशिष्ट गुण, प्राती, कौशल्य, अपेक्षित वतने, कल्पना इत्यादी आडचकापत थासी हे या विकराणांवर पद्धतांशास्ती. कौशल्य किंवा स्फूर्तिप्रमाणे ही प्रस्तुत विचारांना लगावू व पद्धतांशास्ती केली नाही ता विधा विधानांवर खूप करणे दरवेद शक्ती. तारा सूचनांच्या निरीक्षण अधिक पद्धतीशी, जल्द व सुलग होते. सर्व महत्त्वाचे बाबींचे निरीक्षण करते गेले आहे. या चा पद्धतांशास्ती ठपतो.

पद्धतिशिक्षणश्रेणी- 
संस्कृतीमार्गी सर्व वाक्य शक्ती शहरताते व सरलताने मापन करता येत नाही. अशा बेकृ व्यक्तिक निम्न निन्याच्या आवश्यक उपर्युक्तीत. शिक्षणातून शास्त्रातली अथवा बाबींचे वर्णकरण व क्रमवेत्र रचना आंदोलने विशिष्ट परिमाणांच्या गटाचे करवू लागते. अशा बेकृ पद्धतिशिक्षण उपयुक्त ठरते. पद्धतिशिक्षणाची कल्पना फांकरवर पूण प्रमाण पद्धतिशिक्षण श्रेणी गापदत्ताने 1883 सधे प्रकाशीत केली. पद्धतिशिक्षणात अथवा वृत्तावर प्रत्येक विशेषवाक्यासाठी श्रेणीमूळ्य देखभाल येते व वृत्तावर श्रेणीमूळ्यांचे एकत्रीकरण करणे संकलत वापरांकच काढता येते. विविध गुण, कौशल्यांचे ठपते किंती
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In Association with MSSTEAA
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प्रमाणन विद्याध्यायी अंगी बांधने आहे, हे ठरविंयाची पदनिर्वचन श्रेणीचा उपयोग होतो. श्रेणी तयार करताना गुणाचा प्रमाणाचे शब्दाल वर्णन केलेले असते. त्यास वर्णनात्मकश्रेणी असे म्हणतात. गुणाचे प्रमाण निर्दिष्ट करण्यासाठी गरजे प्रमाणे पंचविद्या, तीनविद्या सातविद्या श्रेणी वापरतात. प्रस्तुत संशोधनात पंचविद्या पदनिर्वचन श्रेणी वापरती आहे.

1) सांघिकदसरस संस्थेचे उपक्रम –
भाष्य कौशल्य – (सांघक / पदादार / एकपात्री)

<table>
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<th>पद्धतावांशी</th>
<th>पद्धता पावसायाचे घटक</th>
<th>गुण</th>
<th>छात्राध्यापक</th>
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</thead>
</table>
| 1) संवादाचे स्पष्ट व योग्य उच्चार | 2 | A | B | C |...
| 2) आरोह, अवरोह गुक्तसंवाद | 2 | 
| 3) हायवाच (देहबोली) | 2 | 
| 4) वातावरणमिन्ती | 3 | 
| 5) सादरीकरण | 3 | 
| 6) नेतृत्व कौशल्य | 2 | 
| 7) सहकार्य | 2 | 
| 8) संयम | 2 | 
| 9) प्रेक्षक प्रतिक्रिया | 3 | 
| 10) अहवाल लेखन | 4 | 
| एकूण गुण | 25 | 

II) वाददिवाद कौशल्य –

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</table>
### National Annual Conference on Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec. 2017)

**Organized By, S.S.B. College Of Education, Shrirampur**

**In Association with MSSTEA**

**ISSN 2349-638x**

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#### Table of Results

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<th>मध्यम</th>
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### III) स्वतत्व कौशल्य – प्रदत्तारा पुस्तीक पदनिर्णय श्रेणी

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#### भेदात्मक व्यक्तित्व सर्वकाल व उपाय – अभिव्यक्ति (नाटक / पथनाटय)

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<tr>
<td>एकूण गुण</td>
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4) योग कार्यशाळा – पदनिर्देशन श्रेणी । पदनिर्देशन श्रेणी ।
| पदनिर्देशन गुण | छात्रावाढूळ |
| अ ... दोहे |
| 1) संपूर्ण कार्यशाळेत | 0 | 1 | 2 | 3 | 4 | 5 |
| अनुभव आसनेत करतो |

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2) प्राणायाम शास्त्रीयरिया करतो.

| कढ़ीहिनाही क्व़रित कढ़ीकठी बरेचरेवलेना नेहमी |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

3) योगा व आरोग्य संबंधी सांगम घालणारे वर्तन करतो.

| कढ़ीहिनाही क्व़रित कढ़ीकठी बरेचरेवलेना नेहमी |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

इतरांना मार्गदर्शन करतो.

| अत्यधिकानी क्व़रित कढ़ीकठी बरेचरेवलेना नेहमी |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

5) कार्यशाखेतील एकतर संघाण

| अत्यधिकानी बरे क्व़रित चाल्गरे उड़कॅट |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

6) अहवाललेखन

| एकूण गुण 25 |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

अशाप्रकारे प्रत्येक छात्राध्यापकासाठी चार उपक्रमांचे मूल्यमाण करून संबंध पैकी वस्तुनिष्ठपणे गणुदान करणे शक्य होते.

निष्कर्ष –

उद्देश्याच्युताच्युत निष्कर्ष –

उद्देश्य 1, 2 व 3 तुसार निष्कर्ष

उद्देश्य क्र. 1
1) समाजातील बृत्तांतर्गत संस्थान साधन तयार करण्यासाठी उपक्रमांची निवड करणे.
उद्देश्य क्र. 2
2) समाजातील बृत्तांतर्गत संस्थानासाठी निवडलेल्या उपक्रमांचे विश्लेषण करणे.
उद्देश्य क्र. 3
3) समाजातील बृत्तांतर्गत संस्थानासाठी निवडलेल्या उपक्रमातील मूल्यमाण करायच्या घटक निर्धारण करणे.

निष्कर्ष – समाजातील बृत्तांतर्गत छात्राध्यापकांसाठी केलेल्या चर्च्यांती सत्यास्थिती समस्येच्याच आधारित पुढील चार उपक्रमांची निवड केली.

1) सिंगेमेर्समयसंबंधी उपक्रम
2) समाजटील व्यवसायानंतर संस्थेचन व उपाय
3) स्थानिक समाजांत भावनिक व सांस्कृतिक एकत्रित.
4) योग कार्यशाखा.

वरील चार उपक्रमांचे विश्लेषणानंतर मूल्यमाण करायच्या घटक निर्धारण केले ते पुढीलप्रमाणे

1) सिंगेमेर्स 1) अभियंता कौशल्य – 1) संवादाचे स्पष्ट व योग्य उच्चर, 2) आरोह, अवरोह युक्तसंवाद, 3) हाव्हाव (देवेलोप्मेंट), 4) वातावरणनिर्मिती, 5) सादरेकरण, 6) नेतृत्व कौशल्य, 7) सहकार्य, 8) संगम, 9) प्रेषण प्रतिक्रिया, 10) अहवाललेखन
2) वादविवाद कौशल्य
1) विषय माँडणी, 2) स्पष्टता, 3) संदर्भमूल्य/पुरावा, 4) देवबोली, 5) परिणामकारक शेपट, 6) अहवाल लेखन

3) वक्तुत दोष
1) आकर्षक सरलता, 2) आशावादी मांडणी, 3) अभिव्यक्ति (भाषा शैली, निवेदनशैली, घटना, प्रसंग, संवाद) 4) हावमाव (देवबोली), 5) एकूण परिणाम, 6) अहवाल लेखन

2) समाजातील व्यसनाधिकार संबंधांचे उपाध्य - अभिव्यक्ति (नाटक/पाठ्यक्रम)
1) पात्रानुसार देवबोली, 2) संवाददाता/उच्चार, 3) वातावरण निर्मिती, 4) सादरीकरण, 5) एकूण परिणाम, 6) अहवाल लेखन

3) व्यापक संग
1) पारंपरिक संग माहिती, गरज, 2) सूचना वैज्ञानिक महत्व, 3) संग-संधिरत्थी, वास्तव, 4) सांस्कृतिक एकानतांची संधिरत्थी, 5) सारांश/विषयांची एकत्रित सांगद घालण्याचे कौशल्य, 6) अहवाल लेखन.

4) योगायापंचाः
1) अचूक आसने, 2) शारीरिक निर्मिती, 3) अस्त आसन, 4) इतरांना मार्गदर्शन, 5) कार्यरत्नच्या एकत्र अर्ज, 6) अहवाल लेखन.
उद्देश्य क्र. 4 नुसार निष्कर्ष –
उद्देश्य क्र. 4

4) बी.एड. छात्राध्यापकांचा समाजातील मूल्यमापनासाठीच्या साधनांची निर्मिती करणे.

बी.एड. छात्राध्यापकांचा समाजातील मूल्यमापनासाठी निवडलेल्या उपक्रमांबयोरे मूल्यमापनसाठी निर्मिती करणे शक्य आहेत.

शिक्षार्थी –
1) बी.एड. महाविद्यालयातील प्राध्यापकांनी समाजातील मूल्यमापनासाठी दिलेल्या सर्व उपक्रमांचे वस्तुप्रना मूल्यमापन करणे मूल्यमापन करणे मूल्यमापन वाच वापर करणे.
2) महाविद्यालयाच्या प्रशासनाने सर्व उपक्रम राष्ट्रीयसाठीच्या पूर्वतयारीला भौतिक व इंटर सुविधा, मार्गदर्शन उपलब्ध करणे द्यावे.

संदर्भ –
3 कर्त. चा. प., शीर्षक (1992) शैक्षणिक मूल्यमापन पुस्तक : नूतन प्रकाशन.
4 मुख्य, प. सं., उमा, श्री, ह. तु. (1987) शैक्षणिक संशोधनांची मूल्यतत्त्वाचे नागरूप : महाराष्ट्र विद्यापीठ ग्रांथनिर्मिती मंडळ.
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2. Sankshiptu Chidh

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In Association with MSSTEA

शिश्नक शिक्षण कार्यक्रमांतर्गत तंत्रस्थित शिक्षक बनवियासाती राष्ट्रविवाद्याध्ययन येंगाया
कार्यक्रमाच्या परिणामकारकतेचा अभ्यास

- Dr. Mahadev Sadasiv Dhole

सारांश (Abstract)

अन्न महाशिक्षक तंत्रांत्रिक युग आहे. ज्ञानाचा प्रस्तावण युग असेही आपण मानतो. जीवनाचे प्रत्येक क्षेत्र अध्ययन व संस्थान उपयोगकर्त्रांना व्यापक आहे. त्यांचा शिक्षण शोधाचे अभ्यास ठरले नाही. अन्न अध्ययन-अध्ययनातील तंत्रांत्रिक युगाने खुश झाले आहे. तब्बलेला ती कामगार गरज आहे. बुड्डे मंत्री तर त्या साध्यात्मक शोध आहे. पण त्याचे जोडीला तंत्रांत्रिक युगाने दत्तलेच्या काईमुळे आवश्यक झाले आहे. त्यांनी क्रिश्चित 'संदर्भीत शासन', तंत्रांत्रिक शिक्षक 'संसाधक एवढळ' पुढे आलेल्याची आत्म.

कोणत्याही राजधानी गुणवत्ता हो ते दिला जाणे शिक्षणाची अवलंबून असते. शिक्षकांनी गुणवत्ता प्रमाणात्मक विश्लेषणातील शिक्षकांची प्रशिक्षण कार्यक्रम झाले आहेत. त्यास विद्यापीठांचा शिक्षणाचे दर्जे, व गुणवत्ता प्रमाण शिक्षक पदार्पण पुढे / पुढे देते आहे. त्यामध्ये एक शिक्षणांद्वारे ढाक महापण 'तंत्रांत्रिक शिक्षक' ही होय. आजच्या सेवकांतर्गत शिक्षकांची गरज जगु तंत्रांत्रिक उत्तरी होते. त्यामध्ये शिक्षक शिक्षणांच्या माध्यमाने लक्ष्य पैिट कंसावेच मापने भवित अभ्यासात व जागाने मापने अभ्यासात आहेत.

प्रत्येक संस्कृतीसाठी संस्कृतीचा परिणाम पदार्पण वाचक केला आहे. दिशिताची वि.एड. कार्यक्रमांतर्गत उद्योगमुळे शिक्षक हा तंत्रांत्रिक शिक्षक कला नाही. हे हूनून महाशिक्षक तंत्रांत्रिक वाचकांना पासे उत्तरप्रद निर्देश करून त्याची प्रथा अंशकार्याची कार्यक्रम आली. त्यात कार्यक्रमांना परिणामकारकता असामान्यता शिक्षणांच्या कार्यक्रम कोणता अभ्यासाची समानांतर अभिलषित निर्देश करून महाशिक्षक निर्देश साध्यात आले. महाशिक्षकांनी विश्लेषणसाठी संसाधनांना मध्यमाने, प्रमाण विचारण, टीमपूर्ण व संसाधनातील तंत्रांत्रिक युगाने केले आहे. त्याच्यासारख्याची प्रतिक्रिया केलेला मुख्य निर्देशाध्ययनात आते. त्यावर जाणकार्यात शिक्षकांची संस्कृतीचा जाणून आलेल्या होते.

मुख्य शब्द - शिक्षक शिक्षण कार्यक्रम, तंत्रांत्रिक शिक्षक, परिणामकारकता)
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2) दिवांत्य शिक्षक शिक्षण कार्यक्रमांतर्गत व्यावसायिक क्षमता बनवे वा क्षेत्र 'क' चे विश्लेषण करणे.
3) शिक्षक शिक्षण कार्यक्रमांतर्गत प्रशिक्षणाची तंत्रज्ञान शिक्षक बनविक्षणाची कार्यक्रमांतर्गत निर्देशीत करणे.
4) शिक्षक शिक्षण कार्यक्रमांतर्गत प्रशिक्षणाची तंत्रज्ञान शिक्षक बनविक्षणाची निष्ठात वरील अंचलवाचार करणे.
5) शिक्षक शिक्षण कार्यक्रमांतर्गत प्रशिक्षणाची तंत्रज्ञान शिक्षक बनविक्षणाची राष्ट्रविवेक वरील कार्यक्रमांतर्गत परिणामांकन तपासणे.

3. संस्थानाची गृहत्त्व
1) प्रशिक्षण शिक्षक शिक्षण कार्यक्रमांतर्गत आिण शिक्षकांनी उद्योगपूर्व तंत्रज्ञाने शिक्षक बनवेण यासाठी वैविध्यपूर्ण उपभारम राहविले जाण नाहीत.
2) शिक्षक शिक्षण कार्यक्रमांतर्गत बदलत्या जाणांना प्रशिक्षणाचा कोर्सल व क्षेत्र बांधू विस्तारवाद सकारात्मक परिणाम होतो.

4. संस्थानाच्या परिकालपना
1) दिवांत्य शिक्षक शिक्षण कार्यक्रमांतर्गत (EPC) प्रशिक्षणाची तंत्रज्ञाने शिक्षक बनविक्षणाची राष्ट्रविवेक आिण ले कार्यक्रम परिणामांकन उत्तरार.
2) दिवांत्य शिक्षक शिक्षण कार्यक्रमांतर्गत क्षेत्र 'क' (EPC) चे तंत्रज्ञाने शिक्षक बनविक्षणाची उद्योगपूर्व विश्लेषण करता येईल.

शृंग परिकालपना -
1) निर्देशक गटातिळ्या विद्याधर्माची उत्तराखण्डी राष्ट्रविवेक कोणतांना साध्य फरक आढळत नाही.
2) प्रशिक्षण गटातिळ्या विद्याधर्माची उत्तराखण्डी राष्ट्रविवेक कोणतांना साध्य फरक आढळत नाही.
3) निर्देशक व प्रशिक्षण गटातिळ्या विद्याधर्माची उत्तराखण्डी राष्ट्रविवेक कामगिरीत/संगठणकाळ कोणतांना साध्य फरक आढळत नाही.

5. संस्थानाच्या व्यापारी
1) प्रस्तूत संस्थानात शिक्षक शिक्षण कार्यक्रमांतर्गत फक्त बी.एड. व्यावसायिक अभ्यासक्रमांतर्गत क्षेत्र 'क' चा अभ्यास केला आहे.
2) प्रस्तूत संस्थानात सोलापूर विद्यापीठ, सोलापूर अंग्रेजी शिक्षणाची महाविद्यालय, बापी मंदिर बी.एड. - I वर्षाच्या प्रशिक्षणाची अभ्यास केला आहे.
3) प्रस्तूत संस्थानात शैक्षणिक वर्ष 2016-17 मंदिर बी.एड. प्रशिक्षणाची फक्त तंत्रज्ञाने शिक्षक बनविक्षणाची क्षमता व वैज्ञानिक अभ्यास केला आहे.

6. संस्थानाच्या वर्तवादा
1) प्रस्तूत संस्थान हे बी.एड. प्रथम वर्षाच्या प्रशिक्षणाची आईसी-II ICT संबंधित तंत्रज्ञाने शिक्षक बनविक्षणाची राष्ट्रविवेक उत्तरार्थ याच्या कार्यक्रमांतर्गत आहे.
2) प्रस्तूत संस्थान हे सोलापूर विद्यापीठ, सोलापूर अंग्रेजी शिक्षणाची महाविद्यालय, बापी, बी.एड. प्रथम वर्ष व योगांतर्गत मार्गदर्शित आहे.
3) प्रस्तूत संस्थानात शिक्षक शिक्षण कार्यक्रमांतर्गत फक्त EPC-II, ICT संबंधित विवाच केलेला आहे. इतर प्रतिष्ठानांपूर्वीचा विवाच याच्या केलेला आहे.
4) प्रस्तूत संस्थानात उद्योगपूर्व तंत्रज्ञाने शिक्षक बनविक्षणाची निष्ठात तंत्रज्ञाने याच्या कार्यक्रमांतर्गत आहे.

परिमाणांत -
1) प्रस्तूत संस्थान हे सोलापूर विद्यापीठ, सोलापूर अंग्रेजी शिक्षणाची महाविद्यालय, बापी पुरितेच मार्गदर्शित आहे.
2) प्रस्तूत संस्थान हे शैक्षणिक वर्ष 2016-17 मंदिर बी.एड. प्रथम वर्ष प्रशिक्षणाची पुरितेच मार्गदर्शित आहे.
3) प्रस्तुत संशोधन हें बी.एड. कार्यक्रमांगत क्षेत्र ’क’ मध्ये EPC-II, ICT पुरवले मर्यादित आहे.

7. संशोधनाची कार्यपद्धती

A) संशोधन पद्धती

प्रस्तुत संशोधनाची संस्थानाच्या प्रायोजिक संशोधन पद्धतीचा वापर केला आहे. संशोधकाने संशोधनानसाठी कार्यक्रमक अभिकल्पनामध्ये फक्त उत्तराध्ययन सामन गट अभिकल्पना वापर केलेला आहे.

B) नमुना निवड

प्रस्तुत संशोधनाची संस्थानाचे असंचारांवरकार आणाऱ्यात सहेतुक नमुना निवड दर्शविला वाणीचा कार्य करून शिक्षणवाती माहित्यफल, वाणी या महाविद्यालयाची निवड केली. निवडलेल्या महाविद्यालयाची प्रमाण वर्धनीतल प्रकृत प्रयोगशिल्प प्रक्षेपणाची फीका 30 प्रक्षेपणाची निवडही सहेतुक पद्धती निवडावर करण्यात आली. प्रथम वर्ष द्वितीय सत्तातल क्षेत्र ’क’ मध्ये EPC-II, ICT अंतर्गत कार्यक्रमांच्या प्राध्यापकांसोबत संबंधित कृती आवडतीने व उल्लेखानी नसलेल्या 30 प्रक्षेपणाच्या संशोधकाने नमुना महत्त्वपूर्व निवड केलेला आहे.

C) संशोधनाची साधने

बी.एड. प्राध्यापकांसोबत संस्थानाची संस्थानाची प्रतिसाद वाणी प्राप्त होतात आणाऱ्याच्या विविध कार्यक्रमांचे, त्याच्याप्रमाणे मूल्यांकन कार्यक्रमांचे कॅबिलेटी मध्ये तयार करण्यात आलेली पदनिवडन श्रेणी व पदनिवडन सूची वापरण्यासाठी प्रयोग आली होती. ही पदनिवडन श्रेणीचा प्रमाण म्हणून पदनिवडन स्वतंत्र साधने होती, तर पदनिवडन सूचीसोबत कार्यक्रमनिवडनामुळे न्यायवादी जागते यासोबत संबंधित विचारांसमोर (५) खूप खूप प्रतिसाद प्राप्त करण्यात आलो होतात. त्यामध्ये गणनांचे वेळीज कार्य क्षेत्र त्यावरून शेडूडा म्हणून त्यावरून रूपांतर करण्यात आलेले होते व त्यानंतर पुढील संशोधनासाठी प्रक्षेपण त्याच्या रूपांतर करण्यात आलेला होता. एढ.प्रथम गणनांचे वेळीज कार्य कार्यक्रमही दर्शेत विराज धार्मिक ते नॉन-टॉपिकांच्या संस्थानाच्या वापर केला आहे. त्यामध्ये ते कार्यक्रमांवर एकत्रित विश्लेषण दर्शेत वारीयाची सांगणी पूर्णपणे प्रणाली.

8. महत्त्वाचे विश्लेषण व अर्थनिवृत्त

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* 0.01 या सांगणका स्तरावर सार्वक प्राप्त आहे.
1) Use of Social Media

2) Reptivity

3) Guruji Software

4) Virtual Field Trips

5) Use of Social Media


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10. शिक्षारी

1. माहिती तंत्रज्ञानाच्या अत्याधुनिक साधनांचा वापर करून शिक्षक प्रशिक्षकांनी प्रशिक्षणप्रक्रियेचे विविध क्षेत्रात व कौशल्यांचा विकास करून प्रामाण्यासाठी प्रवासी राहावे.

2. द्विविध शिक्षक शिक्षण कार्यक्रमांतर्गत क्षेत्रात कार्य करून तंत्रस्थानीय शिक्षक बनविष्याच्या दृष्टिकोणात रिश्वक प्रशिक्षकांनी विशेषतः करून आपल्यांना कल्पकृत साताराम्यतेच्या माहिती तंत्रज्ञानाचिंतित विकासास अस्तित्वाते करून राहावे.

3. द्विविधीक ओ.एड. प्रशिक्षणांतर्गत शिक्षणशास्त्र महाविद्यालयांनी प्रशिक्षणाची उदाध्ययांमुळे तंत्रस्थानीय शिक्षक बनविष्याच्या नागृंथापूर्ण उपक्रमांचे आयोजन करून राहावे.

4. प्रशिक्षणाची स्थिती - तंत्रस्थानीय शिक्षक बनविष्याची विविध कार्यक्रमांत उत्तरखंडेस सहभागी नॉटेनवार.

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शैक्षिक चित्रपटातून छात्राघातकातील शिक्षक उत्तरदायित्व संवर्धन : एक प्रयोग

भागवत असारम झिदे,
सहायक प्राण्याकपक,
स्वामी सहजांनंद भारती कोलेज ऑफ एज्युकेशन,
श्रीरामपूर.

प्रासादिक:
उत्तरदायित्व हा शिक्षक व्यक्तिमत्व विकसापावृत्ति जडेचे-पडणे तीतील अस्तित्त्वात भाग आहे. शास्त्रीय प्रशिक्षण काढून छात्राघातक कामांचे शिक्षक उत्तरदायित्वाचे संवर्धन करणे महत्त्वपूर्ण ठरले. शास्त्रीय अध्ययन-अध्ययन, व्याख्याने, चर्चा, परिसंवर्त, कार्यशाळा या माध्यमातून चित्रपटाचे सार्थक प्रभाव यामध्ये वापरात वेळ आहे? ते कसे वापरात? प्रशिक्षण विभेदांनी चर्चा कसले शैक्षिकवाद संवर्धन 2014-15 मध्ये आहजी कोलेज ऑफ एज्युकेशन महाविद्यालयात 30 छात्राघातकांना हा प्रयोग करण्यात आला. या प्रयोगामध्ये उपचार निष्कर्ष हाती आले. ते इतरही शिक्षक शिक्षण महाविद्यालयातील मर्मत्र व प्ररक ठरतील. हा दृष्टिकोन केंद्रस्थानी ठेऊन प्रत्युत शीर्ष निवासातून या उपक्रमाच योजनांना पसंदीदा लिहेते आहे.

शैक्षिक चित्रपट निरीक्षण व गटचर्चा

प्रत्युत उपक्रमांतील शिक्षण विषयक दोन चित्रपट दाखवण्यात आले. ल्यावर एकूण 5 गटात गटचर्चा घेण्यात आली. चित्रपटनिर्देश गुणात्मक विवेशण खालीलप्रमाणे होय:

9. शाला

कुमारवनपेडली इतरता नवीनत शिक्षणाचा मुला-मुलदीन रसपरसावसी वाढताने अभावमय आर्थिक, लेखकांचे विषयांचे कुटुंब, जिहाद, भीती, अप्रवृतीपाची भावना, प्रेरणाची झोप, हरीर संबंधाचे आर्थिक आणि सर्वत्र ल्यावर मात्री होणाऱ्या राळेल्या, असाधारण हद्दव्द, कोषीत समजून न घेणे, भावविवाह होणारा कौंडारा या मुख्य संस्कारांवर हा चित्रपट आधारित आहे. त्यात लोकी-लिप्ले कायम छात्रातील रसपरसावसी झोप, आर्थिक, मात्रीत हद्दव्द कोषीत, भावविवाह असेच त्याचा भावनात्मक जीवन होणारा हूँगा. शिक्षकांने मुलांचा विषयक उत्तराधिकारी आहेत. जल्लिकेह, दोनी कार्यकारांचा चित्रपट आपल्या दृष्ट्याच्या व्यक्तीला त्याची साजरी करता. त्याचा आधारावर आणि अभावमय मात्रीत हद्दव्द तत्त्वात सांबंधित आहेत. त्याचा शिक्षण विषयक बदललेल्या एक मुलीचा जीवन होणारा, मुख्य विवाहांपासून कडक विषय, कुटुंबांच्या मुलांना समजून घेणे आढळणारे अनेक जोडीला उपक्रमातील चित्रपट समुदाय झालेला आहे.

प्रत्युत चित्रपटाचे संपूर्ण गटात दिनदर्शन, गटनिर्देश गटचर्चा, प्रशिक्षण व प्रतिसादे विवेशण केल्यानंतर खालील बाबी संपूर्ण झाली.

9. इतिहासाचा सर्वांत इतिहासात नागरिकानुसार शिक्षण इतर विषयांचा संपूर्ण मानणे एकदमच मुळीले होती ही आहेत. कारण शास्त्रवाद जीवनात विधायाच्या सर्वांत शिक्षासाठी विषय सर्वांत वापरावी प्रमाणात महत्त्वाचे आहे. सर्व विधायाच्या अभावातूनच शिक्षण आपल्यांचा संपूर्ण होड शकतो. ल्यावर आपला ध्येय केलेला त्याच्या तुलनेत विषयांचा तुलनेत लेखने पूर्णत: जुळी होतो.

2. इत्यता नवीनत शिक्षणाची लेखकांचे संदर्भ, स्वयंदृष्टी संरचना चर्चा करताना जात अनैतिक असे काही नाही. कारण ही मुळे क्रांतिवेदनीत असल्याच्या त्यांच्या अत्यंत विभागांतील कुटुंब, जिहादार, अर्थात साहित्यिकच आहे. कारण या व्ययमध्ये ल्यावराच्या शारीरिक, मानसिक व भावनिक बदल झालायला होत असतात. त्यात वेळी शिक्षकांनी विधायांच्या महाकूल चेतना त्यांच्यांची दोषी येते मर्यादावर अंगाळवर कारावली हवी. समस्येचे स्वरूप त्याने घेऊन भावनिक आधार दायला हवा.
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3. जोशी-जिरोडकर्त्ता परस्परविवाही वापरायण आकर्षण, प्रेम साहजिक आकर्षण. ल्यापुत्त म्याल वाच्य, पिठित म्याल वाच्य असे काही नाही. पण व्यवहार प्रभावित ते आकर्षण असंपूर्ण जास्त शक्यता आहे. यासाठी अशा मुम्ला-मुलिना प्रेम व आकर्षणतील प्रकार लक्षण आयुष्मान देण्यास किंवा वयावशील प्रेम व शरीर संबंधांचा दूर्मार्गी बोधे लक्षण आयुष्मान देण्यास किंवा निर्देशकाची जबाबदारी आहे.  
4. मान्य नवाचार पुर्णाने केवळ नवाचार नव्वूतील प्रेमप्रेय ल्यापुत्त म्यालात गंभीर शिक्षा करते. मुख्याध्यापक अमलतुष्ण गुरुपालिका गवरण प्रकरण करतात. प्रवचन आयपान करतात. पालकाची शारीरिक शिक्षा करतात. नक्को-नक्को ते बोलतात, शाहेतून कळेल्या जातात. ते सर्व प्रश्नाचा न्यायात्मक आयुष्मान युगाचा आयुष्मान पूर्णिते- चुक्कांत आहे. या ऐकी आशा विवाहार्या शिक्षा व पालकांनी मित्रव्याच्यात नालेंचे भावात सुगम आधार देणे, मण्डळाने करणे व अशा आयुष्मान गंभीर बोधे, निर्देशकांनी गोराचे देणे असे चाहाच्याचून ठरते.  
5. शाहेतील कुमारावस्थेतील मुला-मुलिना लैंगिकते संदर्भतः शाळेंची कसलीट न भौमिक प्रेम बोधे जबाबदारीमध्ये लक्षण आहे. विवाह अशा बाबतीत शिक्षा करून मुलाना सुधारणा युगाचा आयुष्मान पूर्णिते- चुक्कांत आहे. करण ख्यातनाथ असे नृत्य-नृत्याचा व सुधारणा असे नाही. उल्ट विवाहात्मक शक्यता जास्त असते. हे लक्षण बेजो शाळेंचे आशा विवाहार्यासाठी लैंगिकते संबंधांचे महत्त्वाचे विवाहार्याचा आयारीत तर टॉकिंगटॉक, अम्लातुष्ण आयात्मक करलेली. पालकांच्या उद्भवाचे करावे. महत्वाचे, दर्शवून लागूत, बिनंतरदायी लागूत. लैंगिक संबंधांच्या शास्त्रीय महत्त्वाचे पुन्हा नवाचाराचे ध्यानात ठेवून असते.  
लैंगिक संबंधांचे अकृत मुला-मुलिना गरजेनुसार सम्पुर्ण नामांकन विवाहार्यासाठी सोय्यी करावला हवी. लैंगिकतेचे अकृताच्या, दुअटीत न पहाच सरलजताचे पाल्यांसाठी वृती विद्याः करावार्यार भर येता.  
6. कुमारावस्थेतील मुला-मुलिना लैंगिकते संदर्भतः शिक्षकाची भौमिक प्रेमप्रेय मार्गदर्शक, मित्र व गरजेनुसार सम्पुर्ण नामांकन असवला हवी. शाळासाठी शिक्षकांनी विवाहार्याची मानसिकता ओळखणे, व्याख्या समस्या ओळखणे, समस्यांमध्ये योग्य मानांनी निर्देशित करणे, भावात्मक आधार देणे, व्याख्या निर्देशित करणे, व्याख्या निर्देशित करणे, व्याख्या निर्देशित करणे हे गुणविकसित आयुष्मान विवाहार्यासाठी हवी.  
7. या विवाहाधिकृत शिक्षकांनी कुमारवस्थेतील मुला-मुलिना महत्त्वाची भावाध्यात्मक, भौमिकतील आकर्षण, प्रेम, शरीर संबंधांची ओड व तत्त्वक ते कसे पहावे? अशा संस्थेच्या सोडलनात नक्का प्रेमजग विवाहार्याचा करावला हवे? या कमी शाळें लैंगिक शिक्षकांनी उपवेळ तसे कसे? यासाठी विवाहार्य व पालकांनी माणजवर्ण व सम्पुर्ण नामांकन गरजे असते? या वस्त्र प्रस्ताच्या उद्देश मत्स्यानी निर्देशकांनी निर्देशित करणे, व्याख्या ह्याची महत्त्वाची पालकांच्या उद्देश व नवाचाराची अग्नि जीवन वाचून.
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इयत्ता ९ वीं चौथी विषयांतरी जानरचनावादी अध्ययन कार्यनीतिच्या परिणामांकनकरणारा अभ्यास

दृ. आनंद जानेवार शिवे
लखीमी भारत राय, पाटिल,
महिला महाविद्यालय, सोलापूर.

सारांश
कोणण्याही दडंपणाशिक कार्यांक कसे अध्यजन करतात हे पाहायच हा "राष्ट्रीय अभ्यासक्रम आराख्या (2005)" याचा मुख्य फक्ताचण्याचा विषय आहे. वरात निक्रियात्मकांनी माहिती प्राप्त करण्यासाठी साक्रिय जाणनीचा रचना करण्यास विघटळी अधिक महत्त्व देतात कार्य ३ जानरचनावादी विषयांतरी अध्ययन कार्यनीतिच्या परिणामांकनकरणारे अभ्यास केलेले हे. प्रस्तुत संतोषजन्याचा उदधेक प्रामाण्यता महत्त्वाचे पदार्थ व जानरचनावादी अध्ययन कार्यनीतिच्या परिणामांकनकरणारे तुलनात्मक अभाव करणे हा आहे. वातावरण व संस्थानांमधील प्रामाण्यता पदार्थांची व केलेले उपचार चाचन्याची निर्धारण गट अनुभवात उपयोग केलेले हे. संकल्पना विणाची अध्ययन कार्यनीतीच्या परिणामांकनकरणारे तुलनात्मक अभाव करण्यासाठी प्रामाण्यता व निर्धारण गटाने स्थापित करतात: संकल्पना अध्ययन केलेले, विवर्तनाच्या पदार्थांची अध्ययन जाणनांना देखील गटातील विचारांतरी एक चाचन्यासाठी सोडल्यास देण्यास आलेली, प्रामाण्यता अध्ययनात निर्धारणाची महत्त्वाची बिश्लेषणांमध्ये विचारांसाठी संदर्भांच्या साहाय्याने सहाय्य करण्यात आलेले. या मुख्य इयत्ता ९ वीं चौथी विषयांतरी व्याख्यान या पदार्थांची विचारांतरी जाणनाची करतील ही अध्ययन कार्यनीती निर्धारण गटातील मुले ने मुलीविचित्रे प्रामाण्यता गटातील मुले ने मुलीविचित्रे अधिक परिणामांकनाच्या अभावाच्या असे आढळत आलेले.

२. प्रस्तावना:
भूगोल हा विषय शाळेतील अभ्यासक्रमांतरी एक महत्त्वपूर्ण व आवश्यक विषय आहे. देनंदुन जीवनात भूगोलांच्या अन्य साधनांचा महत्त्व आहे. मानवी जीवनाच्या भूगोलांचा हा एक अचर बावता खोल बनावता हे. भूगोलांमधून वैज्ञानिकी धुर्दाची विचार होतात.

इयत्ता मानसिक विचारांतरी द्वारे समाज करण्याचे तत्वे भूगोलाच्या अनुसार होतात. राष्ट्रीय शैक्षणिक उठवे सर्व करण्याचे दृढांते भूगोलांच्या अध्ययनांना तब्बली अवघड आहेत. भूगोलाच्या वदुक्ष पारता त्यावर असा मूळ-अर्थ संकल्पना विचारांतरी आकलन होऊ वाटेल होत जातात. वातावरण योग्य पदार्थ विभिन्न माध्यमांनी अवघड करते नाही तर भूगोल हा विषय रुप व कंटेनॅसनात बांधतो. त्यामुळे इयत्ता, शिक्षण आणि शाळा यासारख्या विचारांतरी आकलनाऱ्या कठीण होत जातात.

कोणण्याही दडंपणाशिक कार्यांक कसे अध्ययन करतील हे घडतो हा "राष्ट्रीय अभ्यासक्रम आराख्या (2005)" याचा मुख्य नित्याच्या विषय आहे. ही भांड तेंच आणि तेंडी जाण होे साधनांच्या एकविकारराही साधनांच्या पदार्थ बदलण्यासाठी पर्याय म्हणून राष्ट्रीय अभ्यासक्रम आराख्या व पाठवणे साधनांच्या अभ्यासक्रम 'जानरचनावाद' पुरस्कृत केले आहे. 3 जानरचनावादी प्रमुख गृहीकरण पुरस्कृत प्रमाणे आहेत.

१. अनुभवातून जाणरचना होते.
२. समाजवादक व पौरांबोटर होणारा अंतर्क्रिया मूल्याचा कोल्पनिकरेवर प्रभाव पाडत. तात.
३. अध्ययनविचारीचा पार्श्ववृत्ती संवाचरण 'बांबुक्कर' अध्ययनवार रणनीती होते.
४. अनुभवातून जाणरचना होताना पंडितेंच्या पेटलेल्या वेतनिक अनुभव महत्त्वाचे असत.
५. अध्ययन अनुभवांचा अंतर्गत पंडतेंच्या संवाचरण साह्यात होते.
६. अध्ययन म्हणजे समस्या विचाराच्या असा होय.
७. अध्ययन ही निपटणी प्रक्रिया नाही.
८. नवीन जाणनीमती प्रक्रियेत पूर्णीसाठी महत्त्वाचे असत.
९. जाण हे स्थिर नसतून गतिमान होय.
1. संशोधनाचे शीर्षक:
‘५ वीं चरण भूगोल विषयाची जाणार्नावरील अभ्यास कार्यक्रमीच्या परिणामाकरकतेचा अभ्यास’

2. समर्पितेची शब्दांची कार्यक्रम वाच्यात:

3. व्यक्तित्व नाव:
 सोलापूर शहरातील माध्यमिक संतारामर अनंतुलान मराठी भाषेत निकट १ जून २०२४ वर भजोळे झेरत नवीन होय.

4. भूगोल विषय:
 सोलापूर शहरातील माध्यमिक संतारामर ड. १ जून २०२४ शिक्षण संस्थेच्या आभासक माध्यमिक विषयांच्या एक विषय महत्त्वाचे भूगोल होय.

5. जाणार्नावरील अभ्यास:
 सोलापूर शहरातील माध्यमिक विश्लेषणांतले भूगोल शिक्षणकृत्वा जाणार्नावरील अभ्यास होय.

6. भाषाची परिणाम अभ्यास:
 सोलापूर शहरातील माध्यमिक विश्लेषणांतले भूगोल शिक्षणकृत्वा जाणार्नावरील अभ्यास वर्गांची अभ्यास वापरलेली परिणाम अभ्यास होय.

7. भाषाची परिणाम अभ्यासचा कार्यक्रम:
 सोलापूर शहरातील माध्यमिक विश्लेषणांतले भूगोल शिक्षणकृत्वा जाणार्नावरील अभ्यास वर्गांची अभ्यास वापरलेली परिणाम अभ्यास होय.
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5. संस्थानी उद्धेदः:
1. माध्यमिक सरासरी इत्यादि वर्गीय भूमिगत विषयासाठी जाणरावूनावारी अध्ययन कार्यक्रमातील अध्ययन करणे.
2. माध्यमिक सरासरी इत्यादि वर्गीय भूमिगत विषयासाठी जाणरावूनावारी आधारित अध्ययन कार्यक्रमांची निर्देशित करणे.
3. माध्यमिक सरासरी इत्यादि वर्गीय भूमिगत विषयासाठी अध्ययनात पारंपरिक पद्धती व जाणरावूनावारी अध्ययन कार्यक्रमाचा परिणामसळ करतो तुलनामाख्यानक करणे.
4. माध्यमिक सरासरी इत्यादि वर्गीय भूमिगत विषयासाठी अध्ययनात पारंपरिक पद्धती व जाणरावूनावारी अध्ययन कार्यक्रमाचा परिणामसळ करतो लिंगभेदनुसार अध्ययन करणे.

6. संस्थानी परिकल्पना:
6.1 संस्थान परिकल्पना:
1. इत्यादि वर्गीय भूमिगत विषयासाठी जाणरावूनावारी अध्ययन कार्यक्रमाची साहाय्यता अध्ययन करते असला विद्याषावी ग्रहणविना या पद्धती वाढते.
2. इत्यादि वर्गीय भूमिगत विषयासाठी जाणरावूनावारी अध्ययन कार्यक्रमाची साहाय्यता अध्ययन करते असला लिंगभेदनुसार विश्वास्यांचा प्रभाव रवाने या पद्धती वाढते.

6.2 गृह परिकल्पना:
1. इत्यादि वर्गीय भूमिगत विषयासाठी पारंपरिक पद्धती व जाणरावूनावारी अध्ययन कार्यक्रमाची साहाय्यता अध्ययन करते असला विश्वास्यांचा प्रभाव रवाने कोणत्याही फरक येत नाही.
2. इत्यादि वर्गीय भूमिगत विषयासाठी पारंपरिक पद्धती व जाणरावूनावारी अध्ययन कार्यक्रमाची साहाय्यता अध्ययन करते असला लिंगभेदनुसार विश्वास्यांचा प्रभाव रवाने कोणत्याही फरक येत नाही.

7. संस्थानी याची व मयादाचा परिणाम:
7.1 संस्थानी याची लिंगाचा परिणाम:
1. सदर संस्थानात सोलापूर शहरातील अनुदातित मराठी माध्यमिक शाळे चा चिह्न केला आहे.
2. प्रस्तुत संस्थानात शाळेचा सरासरी इत्यादि वर्गीय भूमिगत विषयासाठी चिह्न केला आहे.
3. या संस्थानात जाणरावूनावारी अध्ययन कार्यक्रमाची अभ्यास केला आहे.
4. प्रस्तुत संस्थानात जाणरावूनावारी अध्ययन कार्यक्रमाचा पारंपरिक विषयांत कोणत्याही फरक येत नाही.
5. सदर संस्थानात सोलापूर शहरातील माध्यमिक शाळांमध्ये जाणरावूनावारी अध्ययन कार्यक्रमाचा परिणामसळ करता लिंगभेदनुसार अभ्यास केला आहे.

7.2 संस्थानी मयादाचा परिणाम:
1. प्रस्तुत संस्थानात सोलापूर शहरातील केंद्र अनुदातित मराठी माध्यमिक शाळांमध्ये चिह्न केला आहे महागृहेच इतर कोणत्याही माध्यमिक शाळांमध्ये चिह्न केला नाही.
2. जाणरावूनावारी अध्ययन कार्यक्रमात केंद्र एका कार्यक्रमातील चिह्न केला आहे.
3. जाणरावूनावारी अध्ययनाची परिणामसळ करता विश्वासी संपादन चाचणीचा विद्याध्यक्ष प्रतिसादावर अवलंबून आहे महागृहेच इतर कोणत्याही चाचणीचा चिह्न केला नाही.

7.3 संस्थानी परिमाणाचा परिणाम:
1. या संस्थानात जाणरावूनावारी अध्ययनाची परिणामसळ करता अभ्यासाद्वारे भूमिगत विषयांतील केंद्र एका घटकाचाच चिह्न केला आहे.
2. या संस्थानात जाणरावूनावारी अध्ययनाची परिणामसळ करता अभ्यासाद्वारे सोलापूर शहरातील एका शाळेतील इ.9वी च्या दोन वाघाचाच चिह्न केला आहे.
3. जाणरावूनावारी अध्ययन (संस्कृतपणे विद्यार्थी कार्यक्रम) व पारंपरिक अध्ययनाच्या पुढील संस्थानात मयादून आहे.

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4. Prasun Saha has been a long-time participant in the annual conference, contributing to its development and success.

5. The 16th & 17th annual conferences were held in December 2017, focusing on the assessment and accreditation of teacher education institutes.

8. Sponsoring Organizations:

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9. Impact Factor 3.025

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०.०६ सार्थकता सततसाधी नमुना L-MU = २.६६
०.०५ सार्थकता सततसाधी नमुना L-MU = २.००

वरील कोष्ट क्रमांक १०.९.२ नृसार, गट 'अ' ब गट 'ब' मध्यमान गटाच्या मध्यमानांतरंतर फरक ४.६५ आहे. ब गटाचे मध्यमान A गटाच्या मध्यमानांतरंतर जासार आहे. गट 'अ' ब गट 'ब' मध्यमान प्रायुक्त विचलनांतरंतर फरक ०.१५ आहे. गट ब देखील गट अ मध्यमान अंकांच्या लक्षणांतरंतर फरक ०.२५ आहे. गट ब देखील गट अ मध्यमान अंकांच्या लक्षणांतरंतर फरक ०.२५ आहे. प्रायुक्त १-मुल्यांकन ३.९५ हे महानुमा १-मुल्यांकन जासार आहे. महानुमा ०.०१ आहे. महानुमा ०.०१ आहे. महानुमा ०.०१ आहे. महानुमा ०.०१ आहे.

यावरून शीर्षकाच्या अध्ययन कार्यक्रमांत जासार आहे. प्रायुक्त फरक आढळणारे पाठ्यांकांचे यांनी आहे.
### कोषटक क्रमांक १०.२.२

नियंत्रित गट (गट 'अ') व प्रायोगिक गट (गट 'ब') यातील मूलांच्या उत्तर चार्चीमध्ये गुणांकाचे मध्यमांक, प्रमाण विचलन व t-मूल्य

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<th>सार्वजनिकता</th>
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0.०९ सार्वजनिकता स्तरासाठी नमुना t-मूल्य = २.७६३
0.०५ सार्वजनिकता स्तरासाठी नमुना t-मूल्य = २.४८

वरील कोषटक क्रमांक १०.२.२ नुसार, गट 'अ' व गट 'ब' मध्यिल प्राचीनक्षेत्र मध्यमांकातील फरक ४.३५ आहे. व गटाचे मध्यमांक आ गटाच्या मध्यमांकाने जातात आहे. गट 'अ' व गट 'ब' मध्यिल प्राचीनक्षेत्र मध्यमांक विचलनातील फरक १.६५ आहे. गट व पेक्षा गट अ मध्यिल विद्यालिनी यांतील प्राचीनक्षेत्रांना गुणांकाचे प्रमाण विचलन आधिक आहे. प्राचीन त-मूल्य ३.६० हे नमुना t-मूल्यांक जातात आहे माण्डले ते ०.०५ व ०.०१ या सार्वजनिकता स्तरासाठी साध्य आहे.

याप्रकारे नियंत्रित गट व प्रायोगिक गटातील मूलांच्या उत्तर चार्चीमध्ये गुणांकाचे प्रमाण विचलन व ज्ञानचन्दनाची अध्ययन कार्यनीती (संकल्पना चित्रण) याप्रमाणे असताच ते दोहोपं सार्वत्रिक आहेत.

### कोषटक क्रमांक १०.२.३

नियंत्रित गट (गट 'अ') व प्रायोगिक गट (गट 'ब') यातील मूलांच्या उत्तर चार्चीमध्ये गुणांकाचे मध्यमांक, प्रमाण विचलन व t-मूल्य

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<th>प्रमाण विचलन (SD)</th>
<th>स्वाधीनता मात्रा (DF)</th>
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वरील कोषटक क्रमांक १०.२.३ नुसार, गट 'अ' व गट 'ब' मध्यिल प्राचीनक्षेत्र मध्यमांकातील फरक ४.०० आहे. व गटाचे मध्यमांक आ गटाच्या मध्यमांकाने जातात आहे. गट 'अ' व गट 'ब' मध्यिल प्राचीनक्षेत्र मध्यमांक विचलनातील फरक १.४५ आहे. गट अ पेक्षा गट अ मध्यिल विद्यालिनी यांतील प्राचीनक्षेत्रांना गुणांकाचे प्रमाण विचलन आधिक आहे. प्राचीन त-मूल्य २.४५ हे नमुना t-मूल्यांक जातात आहे माण्डले ते ०.०५ व ०.०१ या सार्वजनिकता स्तरासाठी साध्य आहे. माण्डले याचे शृंखला परिकल्पनेचा व्याख्या केला.

याप्रकारे नियंत्रित गट व प्रायोगिक गटातील मूलांच्या संकल्पनेचे परिकल्पनांना अध्ययन पक्षांतर व ज्ञानचन्दनाची अध्ययन कार्यनीती (संकल्पना चित्रण) याप्रमाणे असताच ते दोहोपं सार्वत्रिक आहेत.

### २५. संशोधनाचे निष्पत्त

#### २५.१ उद्देश्य क्रमांक ३. ए किंवा निष्पत्त:

उद्देश्य - माध्यिमिक स्तरारूले इतिहासातील व्यावसायिक विचारांच्या अध्ययनात पारंपरिक पक्षांतर व ज्ञानचन्दनाची अध्ययन कार्यनीतीची परिप्रेक्षित करून तुलनात्मक अभ्यास करून.

१. पारंपरिक पक्षांतरसंपर्क मुद्द्यांचा विचार अध्ययन कार्यनीतीत्या अध्ययन केलेले असताना विवाहांच्या विचार्यांमध्ये वाढ होते.

२. इतिहासात व्यावसायिक विचारांची व्यवस्था व गटांना आधारांकाची संकल्पना चित्रण हो अध्ययन कार्यनीतीपारंपरिक पक्षांतरसंपर्क अध्ययन कार्यनीती आहे.
11.2 उद्धेद क्रमांक ४. ये निष्कर्ष:

उदेश्य- नामांकन सरासरी इन्तुणा च स्वतंत्र विबुधवाच्य अध्ययनात्मक पारंपरिक प्यायी व जागरणचारवादी अध्ययन कार्यनीतीय परिणामाकर्त्यांचा लिंगभेदानुसार अध्ययन करा.

1. पारंपरिक पद्धतीपेक्षा संकल्पना चित्रण अध्ययन कार्यनीतीय अध्ययन वेळे असता मूले व मूलीच्या प्रणालीस्वरूपाले वाढ होते.
2. इतक्या ९ व्याकरण विविधतात्मक व्यवस्था व धर्मांतरित्व अध्ययनात्मक संकल्पना चित्रण हो अध्ययन कार्यनीती निर्मिती गटानीला मुनांच्या प्रणाली प्रायिक गटानीला मुलांच्यामध्ये अधिक परिणामस्वरूप आहे.
3. इतक्या ९ व्यवसाय विविधतात्मक व्यवस्था व धर्मांतरित्व अध्ययनात्मक संकल्पना चित्रण हो अध्ययन कार्यनीती निर्मिती गटानीला मुलांच्या प्रणाली प्रायिक गटानीला मुलांच्यामध्ये अधिक परिणामस्वरूप आहे.
4. इतक्या ९ व्यवसाय विविधतात्मक व्यवस्था व धर्मांतरित्व अध्ययनात्मक संकल्पना चित्रण व अध्ययन कार्यनीतीय परिणामाकर्त्यांचे मूले व मूलीच्या प्रणालीस्वरूप कोणताही फरक आढळणाऱ्याचे नाही.

12. चर्चा:

चर्चा दिवस यांची केलेल्या संशोधनामध्ये गणित विविधतात्मक जागरणचारवादी अध्ययन कार्यनीतीची निर्मिती केली होती. त्यामध्ये त्यांनी मूल्य प्रमाण कार्यनीती व सहकार्यात्मक अध्ययन कार्यनीतींना विस्तर केले होते व त्यांची परिणामाकर्त्या अध्ययन सांगणाऱ्या होती. त्यामध्ये मूल्य प्रमाण कार्यनीती व सहकार्यात्मक अध्ययन कार्यनीती हो पारंपरिक पद्धतीपेक्षा परिणामस्वरूप नाही. मानकाने जागरणचारवादी अध्ययन कार्यक्रम हा पारंपरिक पद्धतीपेक्षा परिणामस्वरूप नसल्यापासून दिसून आले होते. परंतु प्रस्तुत संशोधनामध्ये जागरणचारवादी अध्ययन कार्यनीती संकल्पना चित्रण हो भूमिका विविधतात्मक व्यवसाय व धर्मांतरित्व पारंपरिक पद्धतीपेक्षा अधिक परिणामस्वरूप असल्यापासून दिसून आले.

जल्ल मारक, इश्वर ओळ्ठे, आतिश पिंबा आणि मुनावर शिख्रा, ब्रांड नाके, अलेक्स ब्रा आणि पोर उडळा, इस्सेंस सिंग आणि मूले करून.

13. संशोधनाच्या शिखरांक:

1. शिक्षकांनी जागरणचारवादी अध्ययनाच्या निर्माणात जागरणचारवादी संकल्पना बनवतांना अध्ययन कार्यनीती वापर करावा. शिक्षकांनी व्यवस्था विविधतात्मक निर्मिती बनवलेल्या प्रोसेसातून देखावा. त्याच्या विकासात संरचना विस्तार करताना व उच्च विचार प्रविष्टी चालताच देखावा. विविधता कधी व प्रमाण करावयान.
2. शिक्षकांनी जागरणचारवादी अध्ययन कार्यनीती वापरणाऱ्या शिक्षकांना विविधता कार्यनीती वापर संबंधात प्रमाण करावयान, शैक्षणिक साधनांची पुरस्कार सोय करायची आणि विविधता वापरलेल्या संख्या म्हणजेच टेस्टची.

14. जैविक योगदान:

1. शिक्षकांना विविधता जागरणचारवादी अध्ययन कार्यनीतीच्या ओझर होण्यास मदत होईल.
2. शिक्षकांना विविधता जागरणचारवादी अध्ययन कार्यनीतीच्या वर्गोपनात्मक वापर कसा करावा हे समाजसाधारण मदत होईल.
3. संकल्पना चित्रण अध्ययन कार्यक्रिया वापरामुळे विद्यार्थिन्या विविध संकल्पनांचे अध्ययन सोपे व सुलभ होणार्यासाठी मदत होईल.
4. जानरचनावादावरून सूत्रमाला विकसायला पाठ टाकाचे आराखी तयार करण्याचे आवश्यक त्याचा वापर इतर विवाचारी पाठ
टाकणे तयार करताना होईल.
5. संकल्पना चित्रण अध्ययन कार्यक्रिया वापर करणे अध्ययन करताना वांतीत विद्यार्थ्यांना आंतरिक्रिया, विद्यार्थ्यांचा सहभाग, पुढीकडे, वेतनबंद कृती, प्रश्न विचारणे, शिक्षक निरसन करणे इत्यादी कृतींची वाढणार्यास मदत होईल.
6. शिक्षकांना वार्षिकाच्या संकल्पना चित्रण अध्ययन कार्यक्रिया वापर करते इतर शिक्षकांना कार्यक्रिया वापर करणे बांधणे असा मदत करतील.
7. शिक्षक संकल्पना चित्रण अध्ययन कार्यक्रियाचा इतर जानरचनावादी अध्ययन कार्यक्रिया वापर करणे चयन करणे इतर शिक्षकांना कार्यक्रिया वापर करणे बांधणे असा मदत करतील.
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### संशोधन पद्धति

प्रस्तुत संशोधन है महाराष्ट्र स्तरीय विश्वविद्यालय विभाग तथा शिक्षाप्राधानिक विभाग द्वारा चौथी चरण प्रस्तुत किया गया है। अभ्यासक्रमाओं का संबंधित आहे।

### संशोधन साधन

प्रस्तुत संशोधनातील महाराष्ट्र स्तरीय शिक्षण विभागातील अभ्यासक्रमांचे चौथ्या चरणात फार्मेलेशन केलेले अभ्यासक्रमांचे विवरण अभ्यासक्रमांची प्रकाशित, अभ्यासक्रमांची विन्दू तथा अभ्यासक्रमांची निजी विचित्र आहे।

### संशोधनांच्या विविधता

एन. सी. टी. ई. ने प्रस्तुत केलेल्या शिक्षण अंतर्विषयिक : आर्थिक व मानवीय शिक्षण तसेच वैयक्तिक

### सारणी क्रमांक 1

एन. सी. टी. ई. ने प्रस्तुत केलेल्या शिक्षण अंतर्विषयिक : आर्थिक व मानवीय शिक्षण तसेच वैयक्तिक

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### नोट

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Page 175
### National Annual Conference on Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec. 2017)

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ISSN 2349-638x
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**Note:** The participation details include the total number of attendees in each session. The figures indicate the number of participants who were present during each type of session.

**Impact Factor:** The impact factor of the journal is 3.025, indicating its high level of significance in the academic community.

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Page No.176
1) दोन वर्षीय बी.एड अभ्यासक्रमातिल शालेत आंतर्विषयक याचे संपर्क व (गुड) शिक्षकाची भूमिका महत्वपूर्ण असते याचा सांबोधे बी.एड. अभ्यासक्रम करण्यात येईल.
2) शाळकीय व खान्याची शाळेत आंतर्विषयक शिक्षक आहे, त्याला आंतर्विषयक आयोजन करण्यात येईल.
3) शिक्षकाची शाळेत आंतर्विषयक मूल्यांकनात संपर्क (गुड) शिक्षक व शाळेत मुख्याध्यक्ष यांचा सहभाग घेण्यात येईल.
4) शाळेत आंतर्विषयक स्त्रोते हदप्रशिक्षकांना विकसिणी, राज्यशासन, सर्वोच्च संस्था, शिक्षणशास्त्र महाविद्यालयांमध्ये यांनी करावे.
5) एं. सी.टी. इ.ने प्रमुख केलेल्या शाळेत आंतर्विषयक आराखा व माग्नदृष्टीत तत्त्वांची याचे मुख्याध्यक्ष सबोली शाळेत आंतर्विषयक सांबोधनाच्या शिक्षकांना करण्यात.
6) मूल्यांकन शिक्षणविद्यांना, ग्रंथ शिक्षणविद्यांना यांनी शाळेत आंतर्विषयक उपक्रमांचे नियोजन, आंतर्विषयक यांच्या योगदान द्यावे. (बंदाविनंता उपस्थितीत, शाळेत आंतर्विषयक उपक्रमांच्या पहाण्यावर भांगतांत)

समायोजन-
बदलेच्या बी.एड. अभ्यासक्रमातील शाळेत आंतर्विषयक हा अंतर्गत महत्वाचा भाग असते. एं. सी.टी. इ.ने यांना प्रमुख केलेल्या आराख्या व माग्नदृष्टीत तत्त्वांची प्रमुख विषयांमध्ये बांधकांकांच्या आधाराने असमर्थ असा अभ्यासक्रम आणणारा अंतर्गत करावा. राज्यशासन सर्वोच्च संस्था, शिक्षणप्रणाली महाविद्यालयांत, लॉक स्कूल यांनी हे महत्वाचे चर्चित शिक्षक निम्नदेखील यांनी भरती योगदान देऊया निम्नता गरज असते. याचाच गरज, परिस्थितीत यांना विचार करावा काही वेळीपासून फरक निवृत्तीत असणार असते. ते मूलभूत चीकट बाजूला सारा काम नये यांची दक्षता सव्ह संचालित पटकांनी घेऊ गरजेचे बाटले.

Bibliography


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नेक्षत्रा मूल्यांकन व मूल्यमानाचे निकषः

1. अध्यायग्रंथी पाठक
2. अध्याय, अध्ययन आणि मूल्यमानांना संबंधित अभाव, प्रशिक्षण, संशोधन आणि विचारांची समस्या व नियमाने करणे.
3. माहिती अद्यावधी संदर्भात तथा संदर्भाच्या संबंधात संशोधन, प्रशिक्षण, अभाव आणि विचारांच्या विविध नियमांना संबंधित करणे.
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नेक्षत्रा मूल्यांकन व मूल्यमानाची सुसारीत सूचना संदर्भात तथा संदर्भात अथवा संदर्भात तथा संदर्भात संशोधन, प्रशिक्षण, अभाव आणि विचारांच्या विविध नियमांना संबंधित करणे.

नेक्षत्रा मूल्यांकन आणि मूल्यनिर्धारणाचा संदर्भात आराखूनचा ठीक वेळीच्या

नेक्षत्रा कडून जुळे २०१९ मध्ये सुमारे २०० नवीन आराखूनचा प्रशिक्षण, तंत्रज्ञान, अनुभव, उपकरण, अभाव आणि विचारांच्या विविध नियमांना संबंधित करणे.

1. गूणवत्ता प्रमाणे प्रमाण आणि माहिती अद्यावधी संदर्भात तथा संदर्भात संविधान, माहिती प्रमाण, विचारांच्या विविध नियमांना संबंधित करणे आहेत.
2. माहिती अद्यावधी संदर्भात तंत्रज्ञानाच्या मूल्यमानाच्या विविध नियमांना संबंधित करणे आहेत.
3. सुमारे २०० मूल्यमानाच्या प्रमाण विविध नियमांना संबंधित करणे आहेत.
4. पि�鹬़र टिम्ला भेट देयण्याकरीता पूर्वपात्रता ओटढ़खण्ये गरेजे अहे. कारण 30% गुणांकने सिस्टिमढारे दिले जाणार अहे.
5. ऑर्डरिंग मूल्यांकन 70% आणि पियरिंग मूल्यांकन 30% याच्या संयोगाने सिस्टिमढारे गुणांकन करणारी प्रणाली सुरू केली अहे.
6. मूल्यांकन प्रक्रियेत विद्यार्थी आणि मानों विद्यार्थी सहभाग वाहिकण्यासाठी घटकांमध्ये सुधारणा केली अहे.

ंॉक मूल्यांकन आणि मूळनिर्धारणाचे फायदे
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2. संस्थेची/ माहितिशाल्यसाठी कोणत्या सुधारणा केल्या पाहिजेत याची माहिती होते.
3. विविध संस्थाकडून अनुदान प्राप्त करता येते.
4. व्यवस्थापन संस्थेचा/ माहितिशाल्यचा गुणात्मक विकास साधण्याचे मार्ग लक्षात येतात.
5. व्यवस्थापन दररोज सुधारण्यास बदल होते.
6. विद्यार्थींचा अभियंत किंवा इतर सरोवर सुविधा उपलब्ध होतात.
7. आयासक्रम कोणत्याही बदल करणे गरजेचे अहे याची माहिती होते.

ंॉक मूल्यांकन व मूळनिर्धारण प्राप्तीचे व व्यवस्थापन याच्यासाठी अल्पमान महत्वाचे :-
महाराष्ट्र सार्वजनिक विद्यापीठ २०१६ अंतर्गत कलम २८ नुसार अधिसंस्थार्थक प्राचार्य व संस्थाप्राधिकी यांच्यावर राहण्याकरीता संबंधित माहितिशाल्याचे नंकतकडून मूळमापण व मूळ्यांकन होणे आवश्यक केलेले असून त्याशिवाय त्यांच्यां अधिसंस्थार्थक सस्त्र म्हणून येणार नाही अशी तरतूद केली अहे.

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प्र. कैलास पाहुंचंग माळी

यहांयक प्राध्यापक

श्रीमाती काळीबाई नवरे काळेज

अंक एन्जुकेशन कम्पलेक्स त. सांगोला

सारांश :

शिक्षक प्रशिक्षणाचे अभ्यासक्रम राष्ट्रविद्यालयांना अनेक अद्वितीय येतता. बी.एंदु अभ्यासक्रम राष्ट्रविद्या अनेक प्रशिक्षणाच्या समस्या निर्माण होताना दिसत. युवतीच्या विश्वासाचा कल प्रशिक्षणकोष, वैशिष्ट्य व अभिव्यक्तीमध्ये व्यवस्थापक अभ्यास व शिक्षकपेक्षेकडून कामी असलेले दिसून येतो. विद्यार्थीमध्येकडून मानसता, प्रशिक्षणाचा काळाविभ, शास्त्राची उदासीनता, मायाकाळी समस्या आहेतपरंतु प्रशिक्षण प्रशिक्षणाची अभ्यासक्रमातील निर्देश की काही समस्या आहेत. एकूण प्रशिक्षणाचा दर्ज सुधारणा असेल तर याच्या युवतीची शिक्षक प्रशिक्षणपातून केलेली पाठ्यपुस्तकांना मात्र शिक्षक प्रशिक्षणपातून केलेल्या समस्यांमधून होणे अपेक्षित आहे. शिक्षक प्रशिक्षण क्षेत्रातील समस्यांचे उत्तर शोध्याला लांबूह येत निम्नाच नाही.

प्रस्तावना :-

भारतीय प्रशिक्षण पदक राज्यात शिक्षक प्रशिक्षणाचा यवतीत भिन्नता दिसून येते. अभ्यासक्रमाधीन एकाक्तता नसेले. त्यांतून बी.एंदु अभ्यासक्रम राष्ट्रविद्या अनेक अद्वितीय निर्माण होताना. त्यामध्ये विद्यार्थी गणेने विचार होत नाही. तर्क या प्राध्यापक निवडून निकाल भिन्न प्रकारे दिसून येते. प्रशिक्षणांतील निवडून निकाल वेगवेगळ्या असराचे दिसून येते. त्यामध्ये बी.एंदु अभ्यासक्रम राष्ट्रविद्या अनेक प्रशिक्षणाची समस्या निर्माण होताना दिसत. अशा समस्या सोडत विधानांतील एकाक्ताची निर्माण होणे अपेक्षित आहे अर्थातील संबंधीत राज्यात शिक्षक प्रशिक्षण परिसर राज्यात ४० वर्षांपासून कार्यरत आहे. त्यामध्ये शास्त्राची आयुक्त काळाविभ, शास्त्राची आयुक्त काळाविभ काळाविभांची काळाविभांची काळाविभांची प्रशिक्षण, आवश्यक तर तुमच्या प्रशिक्षणाच्या प्रशिक्षण पातून केलेल्या प्रशिक्षण प्रशिक्षणपातून होणे अपेक्षित आहे. प्रशिक्षण प्रशिक्षण क्षेत्रातील समस्यांचे उत्तर शोध्याला लांबूह येत निम्नाच नाही.
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अभ्यासक्रमको पाठ फिरावाली आहे। तयाच्या २५ वर्ष शिक्षणासाठी खर्च करून ही नोकरी मिळत नाही ही सर्वांत मोठी समस्या निर्माण झाली आहे।

३. छात्रसंस्काराचा काळाच्या जाळ—

नवीन बी.ए. अभ्यासक्रमाने छात्रसंस्कार हा तुमच्या सत्समावेश सर्वांत जाळ देवाला आहे। तेथेच दोन वर्षांत छात्रसंस्काराचा शिक्षक केली १५ ते २० आवाहणास केला आहे। यानेच जवळ जवळ साह माहिने छात्रसंस्काराच्या शाखा उपलब्ध होत नाहीत। त्यामुळे विद्याधारणा प्रमाणाचा खर्च व इतर खर्च परवर्त्त नाही। त्यामुळे ही एक मोठी समस्या निर्माण झाली आहे।

४. विषय ज्ञानाची उंची —

चौथे अभ्यासक्रम पूर्ण करत असताना विद्याधारणा मुळेच भविष्याचार भर देयावण्यात येत नाही। त्यामुळे विद्याधारी हा आपल्या विषयज्ञानामध्ये कमी पडलो व त्याची गणनात्मक कमी होते। त्यामुळे त्याच्या बी.ए. विषयी उदासीनता निर्माण होते। विद्याधारी शिक्षक सत्सधारणामुळे योगदान माणकाचा अवलंब तयारत। त्यामुळे विद्याधारणाची उंची भावते।

५. छात्रसंस्काराची महत्त्वपूर्ण समस्या—

शिक्षक प्रतिष्ठा गैर् विद्याधारणा छात्रसंस्काराच्या विषयाने आर्थिक मदत मिळाणे अभिभावक आहे। कारण त्या काळाच्याच्या होणारा खर्च हा मोठया प्रमाणात असतो। त्यामुळे ही एक महत्त्वाची समस्या आहे।

६. शाळेतील मुख्याधिकारकाचा दाव—

प्रशिक्षणाची छात्रसंस्काराच्या जातात त्यानंतर ते यशस्वीपणे पूर्ण केलेनंतर मुख्याधिकारकाच सहीचे प्रमाणपत्र बी.ए. प्रशिक्षणमुळे झाले तयारीत। याचा गैर् एक्सिडेंटल मूलभूत मुळना खर्च काम लाभाची शक्यता नाहीत। त्यामुळे ही एक समस्या निर्माण होते।

७. प्रेमसंग मोह—

एक वर्षाचा अभ्यासक्रम होता त्यावेळात विद्याधारणा फो भरणासाठी जाळ झाले तयारत। परंतु आता दोन वर्षांचा अभ्यासक्रमाने शाळासमूहां मध्ये मोठा प्रभाव झालेला येईल। यानेच हा खर्च करून पुढे नोकरती ही निरंतर निर्माण झाल्यामुळे बी.ए. त्याचे पाहण्याचे दुर्दौऱ्या बदलला आहे। त्यामुळे ही समस्या निर्माण झाली आहे।

८. विद्याधारणा उंचीतिथीची समस्या—

दोन वर्षांचा बी.ए. अभ्यासक्रमासाठी खर्च जाळ प्रमाणात असत्यामुळे प्रशिक्षणारी परंपरा बसून हातातील क्षेत्रीय नोकरीती करून अभ्यासक्रम पूर्ण करण्याचा प्रयत्न करत आहेत। त्यामुळे बी.ए. विषयी आपल्या कारणांचे निर्देश संपलांत आहे। त्यामुळे विद्याधारणा कसे ही पद्वी मिळावा विषयाचा प्रयत्न करत आहेत।

९. शाखासाठी गरज—

बी.ए विषयी शाखासाठी धरीवर असे कोणते ही घोरण तयार केले नाही। कारण शाखासाठी मोठया प्रमाणात विना निःसंदाहेन तकनीक बी.ए. महाविद्यालयाचे थपण करण्याची प्रवत्ती दिली आहे। आज या महाविद्यालयाची कारखानाच्या प्रकारचे नियंत्रण राहतील नाही। यामध्ये सर्वस्वी जवळा शाखा आहे। त्यामुळे शाखासाठी यावर खास निर्णय घेणे आवश्यक आहे।

१०. सी.ई.टी घेण्याचा काळावेळ अभोध—

शाखासाठी राज्य सर्वांवर बी.ए वाढत रोजी बी.ए ठेंची आहे। परंतु ती संप्रे पयाचा काळाच्या हा नेमांना अनिवार्यत असतो। तेथे सी.ई.टी ही नेमांना जुनमध्ये होणे आवश्यक आहे। कारण तरीही हा दोन वर्ष बी.ए महाविद्यालयाच्या विद्याञ्ज फूड करू नको। अन्यथा ही प्रकारे मूंग लावत जावून विद्याधारणा याकडे दुर्लभ करते। त्यामुळे सी.ई.टी देश नाहीत त्यामुळे विद्याधारणांच्या संख्या पुरस्कृत बी.ए विषयी नैसर्गिक निर्माण झाले आहे।
शिक्षकों समस्या —

1. प्राथमिकता प्रशिक्षणावी रूपान्तरण —

दोन वर्षाची बी.एडु. अभ्यासभूमीमध्ये गदले केलेले असल्याने त्यांचे अभ्यासभूमीमात्र याथी होणे गरजेचे आहे. यासाठी अभ्यासभूमीमात्र नियोजन, अध्यापन व प्रत्यय कार्यावाही कसी कराची याची याथी होणे गरजेचे आहे. तसेच नवीन प्राण्यविकत्वावरील महत्त्वाच्य मिथिलविविधाचरी प्रशिक्षणावी गरज आहे.

2. वेतनाची समस्या —

नवीन दोन वर्षाची बी.एडु. अभ्यासभूमी संस्थानासाठी वेतनाचा विचार करावा लागावा आहे. कारण प्रस्तर वर्ष ५० विधारी व विद्वत्तीय वर्ष ५० विधारी आहेत. परंतु त्यांची फो शासनास सर्बसंपत्र मानावरे नाही. त्यामध्ये पै कमी ज्ञानानुसार मॉडल याच्यासारखे पार ठेवून मानावरील संस्थानास संचालन करू आहेत. त्यामध्ये माहितीकरणाची गणना ही कमी होत आहे. उपर्युक्त शिक्षण वेतन ही गाम निम्न नाही. व नोकरीची हामी नाही. त्यामध्ये ही एक मेटा समस्या आहे. कारण संचालनाच्या कोणाचे ही नियंत्रण गाठेले नाही.

3. प्राथमिकता बेकारी बाध्याची शक्तिता —

दोन वर्षाच्या बी.एडु. अभ्यासभूमीमध्ये संस्थाने जे आतील वेतन देणे होते तेवं वेतन चालू वर्ष हे देणे येईल असे नाही. त्यामध्ये अनेक प्राथमिकता नोकरी संदृष्ट्याची शक्तिता नाकारत येत नाही.

4. आर्थिक नियोजनाता अडचणी —

दोन वर्षाची बी.एडु. अभ्यासभूमी आर्थिक नियोजन करून संस्थाच्या कार्यान्वयनात प्रभावी निर्माण होतात. साध्या शिक्षणशैली समान, प्रेक्षा निर्माण, महा-प्रेक्षा, TeachR व विषयनदीक्षा अल्पकाळीन व प्राध्यापक चालणे. एकदा पैशात सदर नियोजन करणे अडचणी येत आहे.

5. वास्तवावरुन अभाव —

विधारी शिक्षकांचा नेमूने दिलेला अभ्यासभूमी ट्राफिक स्थान पूर्ण करता येत नाही. शिक्षक-शिक्षण कार्यान्वयन सराव पावते सुरू असताना अभ्यासभूमी पूर्ण होत नाही. त्यामध्ये वर्णनाच्या माध्यमात विधारी-शिक्षकांक्रमच्या वास्तव संस्थांची कार्यान्वयन करून अडचण निर्माण होते. त्यामध्ये विधारी शिक्षकांसाठी शिक्षण सराव पावते संबंध अभ्यासभूमी त्या विधारी शिक्षकांसाठी संबंधित उद्देश्यता याददाय येत तर त्यामध्ये अभ्यासभूमी पूर्ण कसा होईल व इतर संबंधित काम करून करता येईल याचाच विचार येत तर. त्यामध्ये वास्तवावरुन दुर्लक्ष जतनशील करून येते.

अशा प्रकारे वेतनाच्या बी.एडु. साध्याच्या अभ्यासभूमीमध्ये अनेक प्रकारच्या समस्या नावून, गहनसंदर्भातील संदर्भीत व संस्थेचा विकास याच्यांमध्ये मोठ्या प्रभावाने अडचण निर्माण होत आहे. त्यामध्ये अशा वेगवानात्मक समस्या निर्माण होत आहे.

संदर्भ—

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किशोरावस्था के छात्रों में बढ़ता तनाव—एक समस्या

प्र.डॉ. रविवाज अच्छत फुड़े
सह. प्राच्यापक, शिक्षा महाविद्यालय, वाराणसी
जिला योलापूर

प्रास्ताविक:
भारतवर्ष में प्राचीन काल से शिक्षा को लेकर बड़ी गंभीरता से सोच विचार किया जाता है। विद्यार्थी किशोरावस्था का एक प्रमुख कार्य है। इस अवस्था की अन्य कई समस्याएं उभरकर सामने आती हैं। वर्तमान में तकनीकी के बढ़ते प्रसार के कारण नई नई समस्याएं सामने आ रही हैं। किसी की मनोदर्शन का वास्तविक वर्णन किया जाए तो वह गुरुमुख एवं कहीं खोया खोया सा नज़र आता है। किशोर उनसे एवं उन्होंने की अक्षर धारा मानी जाती है। उनकी मानसिक दशाओं को समय पर भौतिक भावना बेहद जरूरी है। अर्थात उनकी समस्याओं को जड़ तक जाकर सुलझाना जरूरी है। समाज में कई ऐसे माध्यम एवं साधन हैं, जा उसे अपने लक्ष्य से भटका रहे हैं। शिक्षा की यह एक प्रमुख समस्या बन गई है।

हवा में तीर चलने से कोई लघु नहीं होगा। दोस कदम उठाने की आवश्यकता है। जबकि मनोवैज्ञानिकों ने किशोरावस्था की बेचैनी को खूब समझा है। शिक्षा प्रक्रिया में माध्यमिक क्षेत्र एक अहम प्रक्रिया है। जहाँ विद्यार्थियों के बड़े उम्र विकास को सही दिशा प्राप्त होती है। उन्होंने समाज में अपनी पहचान होना प्रारंभ होता है। परिवार में भी किसी का ब्यवहार महत्वपूर्ण होता है। लेकिन ऐसा देखा जाता है कि किशोर की परिवार में न बनना समझा जाता है न बना। किशोर को कदापि यह महसूस न हो कि उसके तरफ कोई ध्यान ही नहीं दे रहा है। जिससे वह परिवार से बिछड़ने की आवश्यकता होती है।

किशोरावस्था के लिए शैक्षिक उपकरण:
शिक्षा के विभिन्न स्तरों में माध्यमिक स्तर वास्तव में मध्य में आता है। अतः किशोर की शारीरिक, भावनिक, मानसिक एवं सामाजिक विकास प्रक्रिया में शिक्षा अपना अहं योगदान देती है। पाठ्यक्रम के साथ साथ सहगरी कियाओं का अवश्य प्रयोग किया जाता है। वर्तमान में बदलती जरूरतों के अनुसार उपकरणों में भी परिवर्तन की जरूरत है। जो निर्माता है—

1. वित्तमार्ग का आयोजन
2. वादविवाद प्रतियोगिता का आयोजन
3. शॉट फिल्म प्रतियोगिता
4. ब्रह्मण का आयोजन

उपयुक्त उपकरणों के आयोजन की जिम्मेदारी पूर्णता छात्रों को सीमांती होगी।

1. परामर्श का आयोजन:
परामर्श प्रक्रिया के प्रभाव के बारे में छात्रों को अवगत कराना आवश्यक होता है। परामर्श के आयोजन में परामर्शदाता के संबंध में जानकारी प्राप्त करना एवं आवश्यक सारी जानकारी देना। परामर्श के लिए 1 जानकारी तैयार करना। परामर्श संबंधी साक्षात्कार बनाना। परामर्श के निष्पर्श से आभासवश को संचेत करना।
2. Workshop "Pratistha Workshop" in the Area of Research:

Workshop was organized during the conference. It was held at 9:00 AM to 11:30 AM on December 16th and 17th. The workshop focused on the latest research and developments in the field of Teacher Education Institutes. The workshop was attended by around 150 participants from various institutions.

3. Poster Session on "Nurturing Innovative Teaching Practices"

The poster session was held on December 17th from 11:30 AM to 1:00 PM. It provided a platform for participants to present their research and innovative teaching practices. The session was attended by around 50 participants who showcased their work through posters.

4. Adjunct Faculty Workshop on "Mentoring New Teachers"

The workshop was held on December 17th from 1:00 PM to 3:00 PM. It aimed to provide new teachers with valuable guidance and support to help them grow professionally. The workshop was attended by around 70 participants who benefited from the insights shared by experienced faculty members.

Confidential

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सहायक सामग्री के रूप में इलेक्ट्रॉनिक उपकरण

प्रा. डॉ. शर्मिला भाऊसाहेब पार्चे

विद्या प्रतिष्ठान (महाराष्ट्र) संचालित

शिक्षणशाखा महाविद्यालय, अहमदनगर.

प्रस्तावना

शिक्षण के वे साधन या अध्यापन युक्तियाँ, जिनके द्वारा छात्रों में निमित्त दुर्भाव पाता-वस्तु को सरल, स्पष्ट, सुन्दर, रोचक एवं आकर्षक बनाया जाता है । साथ साथ अधिगम प्रक्रिया को प्रभावशाली बनाने के लिए, अधिगम में प्रोत्साहित करने के लिए, शिक्षक को उच्च प्रसारण में सहायता करते हैं, कक्षा में चलने वाली अन्तःक्रिया को स्वाभाविक पद बनाने के लिए तथा बालक को कक्षा में अधिक सक्रिय बनाने के लिए, जो भी अतिरिक्त साधनों का प्रयोग कक्षा-कक्षा के शिक्षण में किया जाता है, वह सब ‘सहायक सामग्री या दृश्य –अन्य सामग्री’ के रूप में जाना जाता है ।

परिभाषाएं

गुड़ के अनुसार , ‘’कोई वस्तु जिसके द्वारा अधिगम प्रक्रिया को कानों तथा नेत्रों के द्वारा प्रोत्साहित अथवा सम्प्रभु किया जाता है ’’

गाँधी जी के अनुसार, ‘’बुद्धि की वास्तविक शिक्षा शरीर के अयोग्य अर्थात् हाथ, पैर, आँखे, कान, नाक के प्रशिक्षण तथा अभ्यास द्वारा ही उपलब्ध हो सकती है ‘’

रन १९८६ की राष्ट्रीय शिक्षा निति के सहायक सामग्री कण और विशेष रूप से बनाई सामग्री का अधिगम–अध्यापन को वास्तविक व शिक्षणशाखा बनाने के बारे में सुझाव है ।

प्रकार

सहायक सामग्री के वर्गीकरण का विवरण ने कई तरह के बताये है । यथा

१) विशेष वर्गीकरण (Special Categorization)
   अ) परस्परवादी वर्गीकरण (Traditional Categorization)
      (क) दृश्य सामग्री
        (ख) श्रवण सामग्री
        (ग) दृश्य-श्रवण सामग्री
   ब) आधुनिक वर्गीकरण (Modern categorization )
      (क) हाइडेर वर्गीकरण सामग्री
        (ख) साफ्टवेर सामग्री
        (ग) सरल हाइडेर वर्गीकरण
        (घ) जटिल हाइडेर वर्गीकरण
   स) प्रोजेक्टिव सामग्री (Projective Aids)
   द) नॉन प्रोजेक्टिव सामग्री (Non projective Aids)
2) सामान्य वर्गीकरण (General Categorization)

अ) रेखा चित्र (General Categorization)
ब) प्रदर्शन पट (Display Boards)
स) त्रिविमीय सामग्री (Three-dimensional Aids)
द) प्रदर्शण सामग्री (Projected Aids)
र) श्रवण सामग्री (Audio Aids)
ङ) गतिविधि सामग्री (Activity Aids)

सामान्य वर्गीकरण का संरचन में आगे वर्णन किया जा रहा है

अ) रेखाचित्र सामग्री (Graphic Aids) इस प्रकार की सहायक सामग्रियों का सबसे अधिक उपयोग वर्तमान भारतीय विद्यालयों में किया जा रहा है। इस प्रकार की सामग्रियों का निर्माण कक्षा-कक्ष में शिक्षक द्वारा अधिक किया जाता है, जो अवयव सरल, सहज, कम खर्ची और तथा सम-सामान्यिक होता है। इसमें विचार, तत्वों का वृत्त-प्रदर्शन करते हैं। इसमें छात्रों का ध्यान सांकेतिक प्रतिरूप (Sumbolic Representation) के माध्यम से पाठ्य-वस्तु की प्रमुख बातों को आकृति किया जाता है। अतः इसमें अनेकांश प्रमुख सामग्रियाँ हैं

1. आरेख (Diagram)
2. मानचित्र (Map)
3. कार्टून (Cartoon)
4. कॉमिक्स (Comics)
5. फोटोग्राफ़ एवं पिक्चर (Photograph and Picture)
6. पोस्टर (Poster)
7. फ्लाच कार्ड एवं स्ट्रिप (Flashcard and Strip)
8. पोस्टर (Poster)
9. चार्ट (Chart)

ब) प्रदर्शनपट (Display Board) वर्तमान भारतीय शिक्षा-शिक्षण में सबसे अधिक जिस सामग्री का उपयोग किया जाता है, वह है चार्ट/शामाट, जिसकी विश्वसनीयता एवं प्रभाव की वर्तमान कक्षा-कक्ष में साधारण दिखाई पडता है। इसमें प्रमुख विन्दुओं को रंगीन चार्ट, मोटी चार्ट अथवा नीचे प्रस्तर रेखा खींचकर प्रदर्शित किया जाता है। इसमें अनेक सामग्रियों को रखा गया है। जैसे

1. ब्लूजेट बोर्ड (Bulletin Board)
2. चम्बटीय पट्ट (Magnetic Board)
3. पें पट्ट (Peg Board)
4. चार्ट/शामाट (Chalke’ Block Board)
5. फ्लानल बोर्ड (Flannal Board)

र) त्रिविमीय सामग्री (Three-dimensional Aids) – आधुनिक युग में विज्ञान एवं तकनीक का विकास दिन-प्रतिदिन बढ़ता जा रहा है, अतः उसका प्रभाव भमारे कक्षा-कक्ष के शिक्षण में बराबर दिखाई पड़ रहा है। इसी क्रम में उच्च कक्षाओं एवं सके आस-पास की कक्षा में इस प्रकार के मॉडल नमूना एवं वस्तु का प्रयोग भी बढाया जा रहा है। ऐसी सामग्रियों का सूची अभी नहीं है।
1. माक- अप (Mock-up)
2. कठपुतली (Puppets)
3. मोबाइल (Mobiles)
4. मॉडल (Model)
5. वस्तु (Object)
6. नमूना (Specimen)

(1) प्रयोगित सामग्री (Projected Aids) - जिस प्रकार से समाज के प्रस्तुत क्षेत्र में प्रतिदिन नई उपयोगी चीजें जुड़ हों तथा पुरानी एवं अन उपयोगी चीजें बाहर होती जा रही हैं, ठीक वही चीज शिक्षा एवं शिक्षण में है। जहाँ किसी समय शिक्षण का केन्द्र-बिन्दु ‘शिक्षक’ था, आज वहाँ पर ‘बालक’ केन्द्र बिन्दु बना हुआ है। अतः सारी शिक्षण अभियान व्यवस्था बालक के रूप, रूढ़िशाली तथा अभिरुचि पर केन्द्रित होती जा रही है। अतः: इस संदर्भ में शैक्षिक फिल्में एवं स्लाइड्स आदि की उपयोगिता दिनों-दिन बढ़ती जा रही है। इस प्रकार से इसमें आपूर्तिकृत सहायक सामग्रियां आती हैं –
   1. फिल्म स्ट्रिप्स (Film Strips)
   2. स्लाइड्स (Slides)
   3. फिल्म (Films)

(2) श्रद्धाल्य सामग्री (Audio Aids) – शिक्षण के क्षेत्र में दिनों-दिन श्रद्धाल्य सामग्रियों का प्रचलन होता जा रहा है। इसकी उपयोगिता इससे और भी परिलक्षित होती है के भारतवर्ष के दोन मुख्य प्रसारण ध्वनि रेडियो एवं दूरदर्शन प्रतिदिन नियमित रूप से इस क्षेत्र में अभ्य भूमिका निभाते चले आ रहे हैं, जिसका प्रलिफत भी अच्छी आ रहा है।

(3) गतिविधि सामग्री (Activity Aids) – इस प्रकार की सामग्री का भी उपयोग-शिक्षण के क्षेत्र में बराबर बढ़ता जा रहा है। इस प्रकार की सहायक सामग्रियों से बालक में स्थापी एवं रूढ़िशाली ज्ञान का विकास होता है।

क) सहायक सामग्री Material Aids

इस प्रकार से सहायक सामग्रियों की संख्या दिनों-दिन बढ़ती जा रही है। उसका कारण शिक्षा, शिक्षण एवं समाज की बढ़ती एवं बढ़ती हुई परिस्थितियों हैं। इससे शिक्षण में सजीवता, आवश्यकता एवं भावनात्मक बनता जा रहा है। अतः: शिक्षण सामग्री परिस्थितियों में इन आवश्यक शिक्षण अंग के रूप में आंकी जाती है।

1. भ्रमण (Tour or fieted trips)
2. नाटक (Dramatics)
3. प्रदर्शन (Demonstration)
National Annual Conference on
Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec.2017)
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खादी बोर्ड
प्लाज्मग्रैंड अथवा भारी कार्ड बोर्ड पर गोंद से चिपकाया हुआ प्लाज्म अथवा खादी का कपड़ा होता है। जो कि एक सम धातुर पर चिपकाया जाता है। इसके प्रयोग के लिए कार्डबोर्ड के छोटे छोटे टुकड़ों पर चित्र तैयार किए जाते हैं, जिनको प्लाज्म बोर्ड पर चिपकाया जाता है।

मानचित्र
मानचित्र छोटे पैमाने पर प्रदर्शित सम धातुर पर दिखाया जानेलाला पृथ्वी का चित्र होता है। कुछ चित्रों के समूह को एटलस कहा जाता है और गोल आकृति पर नियमित चित्र स्लोब कहलाता है। ग्रामीण क्षेत्रों में जहाँ बाजार स्लोब उपलब्ध न हो, वहाँ पुराने घड़े इस्तादिय से स्लोब बना लेना चाहिए।

सामाजिक अध्ययन में ऋतु, भौतिक, राजनीतिक, वर्ष, जनसंख्या तथा उपज के मानचित्रों का प्रयोग किया जा सकता है।

ग्राफ
ग्राफ, संकेतों के माध्यम से किसी तथ्य को स्पष्ट करने का महत्वपूर्ण साधन है। ये सांख्यिकीय समक को संक्षिप्त तथा रेखाओं के माध्यम से स्पष्ट करते हैं। तुलना करने के लिए भी इनका प्रयोग किया जा सकता है। ग्राफ को (1. रेखा ग्राफ, 2. बार ग्राफ, 3. वृत्त ग्राफ, 4. चित्र ग्राफ) चार भागों में बोर्ड जा सकता है। समय रेखा को भी हम एक प्रकार के ग्राफिक प्रदर्शन में ही रख सकते हैं। ऐतिहासिक तथ्यों को समझने में इससे बहुत सहायता मिलती है।

साधारणतया ग्राफ में चार्ट, पोस्टर, डायाग्राम, मानचित्र आदि सम्मिलित किए जाते हैं, परंतु यहाँ हम केवल रेखाचित्रों का ही वर्णन करेंगे।

चार्ट
मुख्य तथ्यों को चित्र अथवा ग्राफाकार प्रदर्शित करने ही चार्ट कहलाता है, परंतु साधारण भाषा में चार्ट का व्यापक अर्थ लिया जाता है।

1. चार्ट के माध्यम से आकड़ों, चित्रों तथा तथ्यों का सम्बन्ध स्पष्ट किया जा सकता है।
2. यह विषय-वस्तु को संकेत में प्रस्तुत करते हैं।
3. यह प्रक्रिया की सततता प्रदर्शित करते हैं।
4. समय के होने तथा विचारहोलीजना के लिए प्रमुख किया जाते हैं।
5. अमूर्त विचारों को दृश्य रूप में प्रस्तुत करते हैं।

इसके अतिरिक्त कार्टूनली, पोस्टर, कार्टून, कॉमिक भी सामाजिक अध्ययन के सहायक सामग्री प्रस्तुत करते हैं। कार्टून छोटे छोटे बच्चों के लिए अवास्थित रचिक कराती है और पोस्टर के समान ही केवल एक विचार को ही प्रस्तुत करता है। क्षण वातावरण बनाने तथा रूचि जाग्रत करने के लिए दोनों ही उत्तम साधन हैं।

चित्र
सामाजिक अध्ययन में चित्रों का प्रयोग भी सहायक सामग्री के रूप में प्रयोग किया जाता है। चित्रों का प्रयोग करते हुए निम्न विशेषताओं को ध्यान में रखना चाहिए।

सहायक सामग्री के रूप में इलेक्ट्रॉनिक उपकरण
1. चित्र स्थानी और स्वयं रूप में प्रदर्शित किया जाता है।
2. मनुष्यों और भवनों के चित्रों में प्रभाव उत्पन्न करने के लिए शीर्षक दिए जाने चाहिए।
3. चित्र संरचना होना चाहिए।
4. चित्र अपने आप में पूरा होना चाहिए।
मॉडल

चित्र केवल एकपकाशीय प्रदर्शन करते हैं, जबकि मॉडल किसी वस्तु का छोटा रूप होता है, जो कि अपने मौलिक रूप से केवल आकार को छोड़कर सभी बातों में मिलता है। मॉडल समुदाय के विभिन्न साहित्य से विभागित और शिक्षकों द्वारा एकत्र किए जा सकते हैं और ज्ञान प्राप्त करते हैं। प्लास्टर आधार, सीमेंट, पेपरमैशी और टांकी के मॉडल सुगमता से वाद्यमय में बनाए जा सकते हैं।

रेखांकन

यह बात सत्य है कि प्रारंभ में इसका अभिव्यक्त मनोरंजन के लिए किया गया था, लेकिन अब यह शिक्षा के क्षेत्र में भी प्रयुक्त हो रहा है। रेखांकन के आधार पर उपलब्ध हैं:

1. कक्षा-शिक्षण की पृष्ठ कार्य, शिक्षक तथा विद्यार्थी दोनों के ज्ञान में वृद्धि करता है।
2. रेखांकन के माध्यम से अपने विषय निर्णय तथा विविधता के सम्पर्क में आ सकते हैं।
3. सामाजिक घटनाएँ शैक्षणिक संसार के संबंधि कर सकते हैं।

टेलीविजन

टेलीविजन एक श्रद्धा तथा दृष्टि समाप्त है। इस कारण यह शिक्षा जगत में अधिक प्रभावशाली साधन सिद्ध हो रहा है। शिक्षा में इसे “Black-board dramatized, the picture brought to life.” कहा गया है, क्योंकि टेलीविजन में कार्यक्रम देखने के हार्द-पात्र तथा वाणी, दोनों को देखने के विधि है यह कक्षा शिक्षण के बहुत निकट है।

टेलीविजन के द्वारा मानचित्र, मॉडल तथा नमूने (Speciman) का प्रदर्शन आदि सभी विद्यार्थियों का प्रयोग किया जा सकता है तथा एक समय में निवाण व्यक्ति द्वारा एक साथ हज़ारों विद्यार्थियों को पढ़ाया जा सकता है। दिल्ली में विज्ञान के शिक्षकों द्वारा तो यह कार्यक्रम प्रारंभ कर दिया गया है और काफी सफल रहा है। शैक्षिक वृत्ति से समुद्र देश अमेरिका, रूस, इंग्लैंड तो इसका प्रयोग काफी समय से कर रहे हैं।

साहायक सामग्री का महत्व

Importance of Material Aids

वर्तमान शिक्षा व्यवस्था में साहायक सामग्री का प्रयोग एक आवश्यक आवश्कता के रूप में किया जा रहा है, जो पूर्णतः मनोवैज्ञानिक भी हैं। कक्षा-कक्ष के वातावरण में शिक्षक द्वारा छात्रों के सहयोग से बनाए एवं दर्शाए गये। चित्र मानचित्र तथा योगदानशीली कार्य जहाँ एक तरफ शिक्षक के कार्य को सहज रूप प्रदान करता है, बही-दूसरी तरफ छात्र अध्यम की भी अभिव्यक्ति करता है। अतः संस्कृत में साहायक सामग्री के महत्व आधारित दृष्टि में वर्णित किया जा सकता है।

1. साहायक सामग्री के माध्यम से पढ़ाए गए विषय में छात्र को रटने की गुंजाइश कम रहती है जिससे उसके समय एवं जड़ दोनों की बनत होती है।
2. इसके माध्यम से छात्र का संगठन विकास सहजता के साथ किया जा सकता है। जैसे-जैसे द्वारा राजा हरिशंकर जी के पाठ को पढ़ाना। इससे बालक में संगठनीकरण का विकास होता है।
3. इसके माध्यम से शिक्षण में कुशलता तथा प्रभावी शिक्षण किया जाता है, साथ-साथ शिक्षण में आत्मविश्वास बढ़ता है।
4. रेखांकन, टेलीविजन एवं माध्यम से छात्रों में शादी का विकास होता है, अर्थातः माध्यम से बालक नियत कुछ नए शब्दों को सुनने, जिससे उसमें शादी का भविष्य विकास होगा।
5. साहायक सामग्री के माध्यम से बालक का ध्यान पूर्णत: केन्द्रित रहता है, जिससे उसे सीखने में अधिक सहायता मिलती है।

संदर्भ

1. ऑमेगा पाल्सिकेंसन, नई दिल्ली, मधुसूदन श्रीपाठि, – आधुनिक शिक्षा तकनीक एवं उपकरण
चैलेंज किया, विद्यार्थी साथी का विकास से निश्चित हैं। यह एक साथी के लिए बहुत अधिक महत्वपूर्ण है।

3) संस्कृत : प्रथम वर्षीय बी.एड. विद्यार्थी नामांकन किया मधुरूप विद्यार्थी महाविद्यालय से है। गेलयास अनुदानित व निर्देशानुसार दोनों महाविद्यालयों पूर्वी से रूपान्तरण के आधार पर दोनों वर्षीय होते।

4) महाविद्यालय : विद्यार्थी प्रदर्शन प्रायोगिक अभ्यास का वितरण करने में कामयाब रहे आहे। परतु व वितरण अन्याय स्वरुप में अंतर्निहित व्यक्तियों और अन्य के लिए आहे। अंतर्निहित संघ का अनुयायक आहे। वर्तमान स्थिति सुझाव दिया जाना चाहिए। शासित विश्लेषण एवं पूर्व शिक्षाविद्यालय से तकनीकी विज्ञान का आधार मान्य करने के लिए आहे। शासित विश्लेषण को अनुसार अवकलन करने के लिए आहे। अंततः विद्यार्थी वितरण प्राप्त करने के लिए आहे।

5) महाविद्यालय : विद्यार्थी प्रदर्शन प्रायोगिक अभ्यास का वितरण करने में कामयाब रहे आहे। परतु व वितरण अन्याय स्वरुप में अंतर्निहित व्यक्तियों और अन्य के लिए आहे। अंतर्निहित स्थिति सुझाव दिया जाना चाहिए। शासित विश्लेषण एवं पूर्व शिक्षाविद्यालय से तकनीकी विज्ञान का आधार मान्य करने के लिए आहे। शासित विश्लेषण को अनुसार अवकलन करने के लिए आहे। अंततः विद्यार्थी वितरण प्राप्त करने के लिए आहे।

6) महाविद्यालय : विद्यार्थी प्रदर्शन प्रायोगिक अभ्यास का वितरण करने में कामयाब रहे आहे। परतु व वितरण अन्याय स्वरुप में अंतर्निहित व्यक्तियों और अन्य के लिए आहे। अंतर्निहित स्थिति सुझाव दिया जाना चाहिए। शासित विश्लेषण एवं पूर्व शिक्षाविद्यालय से तकनीकी विज्ञान का आधार मान्य करने के लिए आहे। शासित विश्लेषण को अनुसार अवकलन करने के लिए आहे। अंततः विद्यार्थी वितरण प्राप्त करने के लिए आहे।

7) महाविद्यालय : विद्यार्थी प्रदर्शन प्रायोगिक अभ्यास का वितरण करने में कामयाब रहे आहे। परतु व वितरण अन्याय स्वरुप में अंतर्निहित व्यक्तियों और अन्य के लिए आहे। अंतर्निहित स्थिति सुझाव दिया जाना चाहिए। शासित विश्लेषण एवं पूर्व शिक्षाविद्यालय से तकनीकी विज्ञान का आधार मान्य करने के लिए आहे। शासित विश्लेषण को अनुसार अवकलन करने के लिए आहे। अंततः विद्यार्थी वितरण प्राप्त करने के लिए आहे।

8) महाविद्यालय : विद्यार्थी प्रदर्शन प्रायोगिक अभ्यास का वितरण करने में कामयाब रहे आहे। परतु व वितरण अन्याय स्वरुप में अंतर्निहित व्यक्तियों और अन्य के लिए आहे। अंतर्निहित स्थिति सुझाव दिया जाना चाहिए। शासित विश्लेषण एवं पूर्व शिक्षाविद्यालय से तकनीकी विज्ञान का आधार मान्य करने के लिए आहे। शासित विश्लेषण को अनुसार अवकलन करने के लिए आहे। अंततः विद्यार्थी वितरण प्राप्त करने के लिए आहे।
5) प्राध्यापक : ज्ञायते नवीन शैक्षणिक वर्ष प्रारंभ ज्ञालये त्यावेळी प्राध्यापकांना फक्त एकाच वर्षाचे अध्यापनाचे काम करावे लागते. अवशेषः विद्यार्थीमाणे निषिद्ध केलेल्या तासिकांमध्ये अधिक तासिक त्या वर्गीकरण घातून यांनी नाही अंतर्गत यासाठी अत्य्यक्ता असतानाही अथवा अध्ययनासाठी व प्रात्यक्षसाठी आवश्यकता असतानाही पुरेशा वेळ देता तेथे नाही हे शायन उपरांती बाध्यावर लागते.

6) विद्यार्थी 'हेच फळ काम मम नशीबाला' या मूळीने विद्यार्थी दोन वर्षाच्या शी.ए. अभ्यासक्रमांनें पाहतात. पूर्वी सी एड. एक वर्षाचे होते आमच्या वाच्यावर दोन वर्षाचे काळ? असा प्रश्न त्यांना स्वातन्त्रतेचे भेदात्मक असतों. दोन वर्षाच्या शी.ए. मुळे गुणवत्तापूर्वक शिक्षक तयारी जाणेत असे विद्यार्थ्यांना वाचत नाही पाया खरोखर सत्यांश आहे.

7) पालक : विद्यार्थ्यांची प्रवेश प्रक्रिया तब्बल 6 महिने चालू असलेले शी.ए. प्रवेशाच्या विस्तार परिषदाचे काम दुसेच्या कोर्सला पाठ्यांमध्ये असा संबंधावधोप पालक असतात. बरेमध्ये राज्य सरकारी प्रश्न परीक्षा कळ्यावा वेदान्तकार विस्तृत रहायावे तर त्यासमोर तारीखे पेठ तारीख प्रमाणे किमान 10/12 वेळा बदल होतात त्यामुळे त्यावरील फारसे विस्तृत रहायत नाही.

2 वर्षाच्या शी.ए. अभ्यासक्रम राविवर्ष सर्वसाधारण अनेक समस्यांना सामोरे जायला लागते. सर्व घटकांमध्ये एक वाच्यात होऊन समस्यासरीत उपाययोजना शोधून त्याची अमलबजावणी ज्ञालये एन.सी.टी.ई.च्या स्वनामातील दोन वर्षांमुळे शी.ए. प्रशिक्षण व अमलबजावणी साकार होईल!
**National Annual Conference on**<br>Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec. 2017)<br>Organized By, S.S.B. College Of Education, Shirumpur<br>In Association with MSSTEA

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**वालकुमार दिवाडी अंकातून शाळेय विद्याध्यामम्यधे वाचन संस्करणी रूजवाणूकः**

एक नमोपक्रम

प्र. भगवत असाराम शिंदे,
सहायक प्राध्यापक
रयत शिक्षण संस्थेवे, एस.एस.बी. कोरेजन ऑफ एजुकेशन, श्रीरामपूर

प्रासादिकः

आम्या महाओध्यायम्यधे शैक्षणिक वर्ष २०१७-१८ पासून साविचिसाई पुरुषे विद्यापीठाचे साद्रीय सेवा योजनेचे (एन.एस.एस.) ५० विद्याध्यात्मचे एक एक कुठे झाले. एन. एस.एस. ज्ञानपातून शाळेय विद्याध्यात्म क्षेत्रात व सामाजिक व पर्यावरण संस्थान व संरचना, अंडोआ निर्माण, सामाजिक प्रभाव व वाचन संस्करणी उपक्रम म्हणे अपेक्षित असते. या दृष्टिकोणातून व्यवस्था आम्या महाविद्याण्यातील एन.एस.एस. व्याज्ञानवादाभासक शाळेय विद्याध्यात्मम्यधे पर्यावरण संस्थान व संरचना तसेच वाचन संस्करणी रूजवाणूक करण्याच्या दृष्टिने खालील दोन उपक्रम निर्दिष्ट केले.

1. फाटकेमुक्त दिवाडी अभियान
2. साधना वालकुमार दिवाडी अंक २०१७ वितरण, वाचन व निवाच साधन

या उपक्रमांमाती आम्या एन.एस.एस. विभागाधीश विद्याध्यात्मने दिवाडी फाटकेमुक्त वाजवल्यामुळे होणार्या विविध दुर्दृष्टिग्रहणाची जाणीव करून देणारे तसेच फाटकेमुक्त व वाजवल्यामुळे त्यांना होणार्या वाचतील शैक्षणिक साहित्य खेळॅू करणे, गरजू, अंब, अपघात व अन्यांना मदत करणे, नवे काढून घेणे वा साधना सायनातील वाळकुमार म्हणजेच अंक घेणाऱ्याचे आवश्यक करणारे एक संकल्प पत्र तयार केले. या संकल्पपत्राच्या १६०० प्रत्येक या परिसरातील शाळेतील विद्याध्यात्मने वाढून करण्यात आहे. त्याची संकल्पना माहिती खालील तत्क्रम दिली आहे.

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प्रस्तुत शोध निबंधात्मक साधना बाल्कुमार दिवाली अंकोत्तर वाचन संस्कार रूजवणूकी संदर्भतील विविध बांधी, निरीक्षण, प्रतिक्रिया पद्धतीनुसार पांडेय हा प्रमुख उद्देश्य असत्याने या उपक्रमाकरण न्यायरच विशेष भर दिलेला आहे.

अ. उपक्रमाचे उद्देश्य:

राष्ट्रीय सेवा योजनेतून शाळेत विज्ञानाचे साधना बाल्कुमार दिवाली अंकाच्या माध्यमातून वाचन संस्कारी रूजवणूक करणे व उपक्रमाची प्रमुख उद्देश्ये सातीले होते.

1. विद्यालयात फार्मेलेक्ट विद्यापीठ आधिकारी न्यायालय संस्कार व संवर्धनाची जागीरी संबंधित करणे.

2. पारंपरिक सागर, उत्सवातून रूजवणूक विवाद, नकारात्मक प्रवृत्ती विवाद कठण लागवे.

3. विद्यालयास अत्यंत क्रियान्वित साधना बाल्कुमार दिवाली अंक सातनातातील उपलब्ध करून देणे.

4. बाल्कुमार अंकाचे आधारात विद्यापीठ प्रतिक्रिया, प्रतिसादाचा अभाव करणे.

5. वाचन संस्कार उपक्रमाचारीत मुख्याध्यक्ष, शिक्षकसंबंधीती सामार्थ निरीक्षण अभयासाचे प्रस्ताव.

ब. उपक्रमाचे स्वरूप व कार्यालय:

वरील उद्देश्यांमध्ये अनुसूचन प्रश्न संबंधित शाळेतील मुख्याध्यक्षांचे फार्मेलेक्ट दिवाली व बाल्कुमार दिवाली अंकांसाठी महत्त्व व त्यातील शाळेतील अपेक्षित भूमिका सप्त कराव्याचे विविधी पत्र देण्यात आले. शाळेतील मागणीसूक्रेताचा वर्ग ए.एस. एस. च्या विद्यापीठांचा विद्यापीठ मध्ये फार्मेलेक्ट दिवाली अंक संकल्पनेंसे व बाल्कुमार दिवाली अंक दिवालीय सुट्टीपूर्वी देण्यात आले.

बाल्कुमार दिवाली अंक:

प्रस्तुत बाल्कुमार दिवाली अंकाच्या उपक्रम साधना सापातीकरण संपादक डा. नरेंद्र दामोदरकर यांनी २००८ पासून सुरु केलेला असून शाळेत विद्यापीठमध्ये वाचन संस्कारी रूजवणूक करणे प्रमुख व्यापार लोकसतीतील समाज, स्वागत, बंधुत्व, सायन ही मूल्य रूजवणूक ही प्रमुख उद्देश्यांसह तोती. २००८ साली पाचला बाल्कुमार दिवाली अंक आला तेथे फक्त १२ हजार प्रती काही तयार. प्रतीत व्यावहारी आय वर्ष महेंद ने २००९ ने २०१६ या कालावधीत दर्शेंसरसी तीन लाख प्रती त्याच्या मोठ्याचा प्रमाणात बाल्कुमार दिवाली अंक छपावा लागेल. मागणी नाते वर्षातील अंकाचा मिळून २५ लाख, ८५ हजार प्रती महास्तातील सर्व जित्यातील वेजवेगठात भागतीतील शाळेतील विद्यापीठांचा पोहोचला आहेत. महास्तातील शाळेतील विद्यापीठमध्ये वाचन संस्कृती रूजवणूक प्रेरणेंसे साधनेचा हा उपक्रम एकमेवार्तीतीय असा उल्ला आहे. या वर्णचा दिवाली अंकाची अंधकार लाख विद्यापीठांच्या पोहोचला आहे.

यांच्याचा बाल्कुमार दिवाली अंक पूर्ण बहुती वृष्टीय पाचल्या ५५ पाण्यांचा असून त्याने मुख्य किमत ४००. व उत्तराधिकारिद्वारे विषय अद्यावयवांत १८०. इतके आहे. असे असाळी तरी विद्यापीठांच्या वाचन संस्कार संबंधित व्याचन जोडल्याने हा अंक विद्यापीठांचा फक्त १५ महेंद नास्तीत देण्यात येती. या अंकाचे आतातील पातळीबार देखील थेटतेल्या विशिष्ट ब्रांड (ब्रांड), कॅमेया नारायण(केंचिया), शिशु शाहिद(पाकिस्तान), रायन हर्दर्ज(कॅंडा), विद्यम कामकांवा(मलावी) व किशन श्रीकांत (भारत) या या मुला-पुत्री साहस करी आहेत. त्या सर्वोत्तम दशक ८ ते १६ वर्ष या व्यस्तात असतस्ताचे आहेत. हे सहभागी जग आम वाचनच्या २० ते ३५ वर्ष या व्यस्तात असून आजही ते आपल्याच्या क्षेत्रात 'सामाजिक' म्हणजे असे काही न काही काम करत आहेत. असा हा नविनपूर्ण व प्रेरणादायी अंक या वर्ष आफ्नो ६७२ विद्यापीठांच्या पोहोचलेला. त्यापेक्षा
इयाता ८वी ते १०वी या वर्गातील १९० विद्याधार्यांती ‘साधना बालकुमार दिवाळी अंकातून मी काय शिकतो?’ या विषयावर निर्णय स्थान चेंजात आली.

क. उपक्रमाचे मूल्यमापन, फलनिष्ठती:
प्रस्तुत उपक्रमाचे फलनिष्ठती अभ्यासांसाठी यादृच्छिक पद्धतीने इयाता ८वी ते १०वी तील १९० पैकी प्रयोक्त होयते २० अरु ६० विद्याधार्यांनी निर्बन्धातील प्रतिक्रिया, प्रतिसादांचे निर्देशांकण कार्यात आले. यातील प्रमुख निरीक्षण नंतरी खालील प्रमाणे होते.

- मला बाहेर फटकेमुक्त ध्वनीवाची उपक्रम स्वर शालेत शाळवला तर आपल्या भारत प्रदेशमुक्त होईल. माझा माही गाळवा प्रदूषणमुक्त करण्यासाठी ढाळे लावलेले. एक ने एक दिवस माझे नवीनता या दिवाळी अंकात छापले जाईल असे मला बाहेर.
- या अंकातील प्रयोक्त मुलामुलीकृत मी खुप काही शिकते. यातील प्रयोक्तांना लेख मी अगदी बारकाईने बाचले. माझी वाणिज्यी आवड पुरवाणिज्यी बाळली आहे.
- राधाकृष्णकुंडल मी दुर्बाण्यांच्या आपूर्तीला दृष्टिकोन जोडून ध्वनीवाची आणि मदत करण्यासाठी. दिलीपकुंडल मी आपूर्तीला असूर्ती आणि साधन तत्वाची प्रत्यक्ष जीवनातील संकटे, आपल्यांना निराकरणसाठी काम वापर करावा हे शिकले. ध्वन-तर आत्मविविधत टेकवाचव शिकले. आपले ध्वन फून करण्यासाठी वॅचवे बंधन नसते, हे मी किशोरकुंडल होते. मी ध्वनीवाची काहीतरी करून अशी मला आशा आहे.
- मल्टा ही पुस्तक ध्वनीवाची खुप आवडले. या दिवाळी अंकात मला तर वेगळ्यांच जग भेटले.
- ‘साधना’ दिवाळी अंकात आपल्या माणूसपणांना जाणे केलेले आहे. माणसामायिक दृष्टिकोन जाणा मिळवला आहे. ‘साधना’ तुन आणणे जीवनातील साधना शिकले.
- साधना दिवाळी अंक इतका सूंदर होता की मी तो पंथांचे ते वीस वेळा शालण पण वाचून काळा. हे पुस्तक माही घात मी संगठनांना ध्वनीवाचव दिले.
- माणसामालग्न कुठलीही गोष्ट करण्यासाठी जीवनात खुप धड्ड राहली. कुठलीही गोष्ट आपत्तिला सहजीवीत भाव मिळत नाही. हा अंक वाचून आपणांनी काहीतरी धाडसी परिसर करून असे मनात आले.
- साधना हा दिवाळी अंक अतून माणूस, विधायिक ईवेक एक प्रेषणाच्या गोष्ट आहे. हे पुस्तक वाचून आपणांना खुप आंतरिक झाला.
- आपण आपल्या शरार्थ न भागता गरजु, गरजेचा यांना मदत करवावी, सेवा देयावी. ल्यांच्याची लडाहे यापुनच मी माझे आपल्या शहरकरे करेल.
- या अंकातून संकट करती ही असेच त्या आपल्या अंकात उपयोग असतात हे शिकायता मिळते. त्यानं वाचवली मुळे अंक अद्धूप गोष्टी करू शकतात हे शिकता आले.
- धाडसीपण, साहसीवृत्ती व आत्मविविधत मिळत तर या पुस्तकातून. काहीतरी करण्याची भावना माध्यम मनात निर्माण झाली आहे. मी देखील एक दिवस काहीतरी बनून दाखेल.
- आपण प्रयत्न करत राहिलो तर अश्वश बाटून राहाई सहज शक्य होत. आदर्श व्यक्तीचा आपण आदर्श तेला तर एक दिवस आपणांना खुप महान व्यक्ती बनू शकतो.

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• जर अन्यायार्थक ढंग छायावाचा असेल तर आपण स्वतःपूर्ता विचार न करता सर्वचा विचार करावा.
• शिखा शाहीद ने महिलांसाठी अस्लेली भड़पड़, संघर्ष मला फार आवडला. त्या संघर्षातील मी फार प्रेत झाले.
• मी पण लहानलांपासून पाहिलेले स्वर्ण साकार करणारा प्रमाण करेले. मुक्त विवाहांतरी, फसलांसाठी व निर्माणातील मला भविष्यात काहीतरी करणारे आहेत. आपले आयुष्य सत्कारांना लावली पाहिले. हे मला साधनामुळे कठारले.
• हे पुस्तक बायून माया आपुष्याने एका वेगत्वी मागची चालायला सुरूवात केली आहे.
• सामाजिक सांस्कृतिक आणि शैक्षणिक क्षेत्रात आपले योगदान कसे घडाव्यावह धडळ मला आंकेत विच्छेदले. 'जगण' या शब्दाचा खरा अर्थ मला आंकेत समजण.
• चांगले काम केल्यावर लाखाच दक्षता नक्षत्री एकत्रीत आहे. परंतु आजचा तेढंग आत्मकों बनता आहे. मी, माझे कुडूंक साधन असे माझ करिंग यापैकी पालकांना काळू सूक्ष्मत नाही. लाभाव सर्वांना मुलांच्या पडलो व मुले इतरांना मदत करणारा भजन नाही. अशांनी साधनांतील पारस्कर्म मुलांची आठवण होते आपण ही असा भडाडून काळी काम करते अर्थी प्रेणा मिळाले.
• या आंकेत फळक उमेद राहणाऱ्याची, भित्रीभूत होणाऱ्याची व आत्मविश्वासाचे जगणाऱ्याचे प्रेणा मिळाले. परीक्षातील दुःख देऊन अपले येणे साकार करणारी तसेच आपले स्वतः पूर्ण करणारांसाठी धडळपणारी मुले मला साधनामुळे माहित झाली.

प्रतिक्रिया, प्रतिसादार्थीत अर्थनिविष्ठन व निष्ठाचे:
‘साधना बाळकूमार अंकबांत मी काय शिकलो/शिकले?’ या निवृत्त मार्गारी विचारांची आपल्या ज्या वरील प्रतिक्रिया, प्रतिसाद दिले आहेत त्याची प्रकृत उपकमाची उपयुक्तता व प्रभावात्मकता उठावते. त्या गाठीत प्रमुख बाबी खालील प्रमाणांची संथाने स्ंचलते.
1. विद्यार्थींचे परीक्षण, संवर्धन व संवर्धनासाठीचा फाटकेकुंक दिवाळी उपक्रम आवडतो. दिवाळीच्या फटके न बाजारता बाळकूमार अंक शिकते नेऊन तलांना लाखांना महत्त्वपूर्ण बांधते. (६७२ व विद्यार्थी) फक्त लाखांसाठी शिक्षक व पालकांची प्रेणा व प्रोत्साहन हवे.
2. विद्यार्थींचे खूप चांगले काळी बाबु इत्यादि; फक्त आपण तलांना ते सहजपणे उपलब्ध करून धाल्यल हवे.
3. बाळकूमार दिवाळी अंकबांत विद्यार्थींचे बाचन संस्काराची रूजवणूक करून बाचनाची आवड देखील विस्तारीत करता येते, बाह्यता येते.
4. शालेचे मुलांना, मुलांची साहसकल्या बाचायला खूप आपडते. त्यांना त्याच्यातून सहाय, धडाडो, नेतृत्व, निर्णय, आत्मविश्वास, जिदूद, कसदूद कृती, संघ, जोखिम पत्करणाची तयारी या गुणांचा विकास होतो.
5. अशा पुस्तकांत विद्यार्थींची जगणाऱ्याचा उमेद बाळीच लागते. अर्थपूर्ण जीवनाची ओढ लागते. इतरांचा कम्प्यूटरांसाठी ठरमाणे स्वतः काहीतरी करणारांचा प्रेणा मिळते. सामाजिक दूरींच्या उंचावते. मानवतावादी दृष्टीकोण वृद्धिगत होतो.
Dr. Mukhajadapak, Shikshak Samvadthi ChamaNa Nishidhane:


Samarap:

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समस्याव्यत्ता हवा. नृपता समस्याव्यत्ता नकळे तर त्यांनी तो अधिकाधिक विद्याभूमीमध्ये वाचन संस्कृती
रूजवृत्त कृतीशील पणे जगावला हवा.

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3) छात्राध्यापक व अध्यापकांची धावपत्र कमी जाळी
कमी काळापासून शिक्षक प्रशिक्षण कार्यक्रम राशिवानावर अध्यापक व पर्यायाचे छात्राध्यापकांची
धावपत्र होई. परंतु आता धावपत्र कमी जाळी आहे. तसेच आता छात्राध्यापकांना ताण ने येता ते
उत्साहाने विकिप उपक्रमात सहभाग घेतात.
4) देशातील सर्व विद्यापीठे व महाविद्यालयांत शिक्षक प्रशिक्षण कार्यक्रमाचा एकाच प्रकारात
अभ्यासक्रम स्वीकारला गेला.

दोन वर्षीय शिक्षक प्रशिक्षण कार्यक्रमाचे निर्माण जालेल्या समस्या

ज्ञानाकाळ दोन वर्षीय शिक्षक प्रशिक्षण कार्यक्रमाचे फायदे आहेत त्याप्रमाणे काही समस्यातील
निर्माण ज्ञानाला आहेत.
1) यामध्ये एका वर्गाची संख्या व वर्ग बाळाला मात्र अध्यापकांची संख्या वाढविली नाही त्यामुळे
अध्यापकांना प्रशिक्षण कार्यक्रम परिणामाकारक राशिविला येत नाही.
2) प्रशिक्षण खुपच दर्शविला होतो असताने प्रथम वर्षीय प्रशिक्षण कार्यक्रम परिणामक राशिविला येत नाही.
3) कालापकडी वाढविलेल्या व नोकरीची हमी नसल्यास हुशार विद्यार्थी या कोर्सला प्रवेश घेत नाही.
4) या प्रमाण जात असल्याने अधिक संख्येत हर्षव असलेल्या छात्राध्यापकांना प्रवेश घेता येत नाही.
5) द्वितीय वर्ष छात्रसेवकात व प्रथम वर्ष वर्ग एकाच वेळी सुरू होत असल्याने छात्रसेवकाला
अध्यापकांना पुरेसे लक्ष देता येत नाही.
6) अंगूरास अध्यापक कमतरपणे बरेच संभवतः विद्यार्थी प्रवेश ध्या व परीक्षेचवा या,
याप्रमाणे वागत असल्याने शिक्षक प्रशिक्षणाचा रज्जा परवरी आहेत.
7) शिक्षक प्रशिक्षण कार्यक्रमाचा अंतिम वर्षीय प्रशिक्षणाची शासनावर उदासीन टूटीकोट
असल्यात रुचीवाची महाविद्यालयांचे कोर्सही या आणि डिग्री ध्या अशी दुकानाप्रमाणे व्यापकीली
जातात.

सारांश

दोन वर्षीय शिक्षक प्रशिक्षण कार्यक्रमाचे फायदे कमी व तीनेच अधिक आहेत. अधिक काळाची व
नोकरीची कमी हमी यामुळे हुशार विद्यार्थी प्रवेश घेत नाहीत. आणि याचे नुकसान पुढील काळात नक्कीच
दिसून येईल, शिक्षायाचा मात्र विद्याला महाविद्यालयांमध्ये महाविद्यालयांच्या दुकानात दरम्यान
दिसतात. शासनावर उदासीन टूटीकोट असल्यात, रुचीवाची महाविद्यालयांचे प्रवेश ध्या व परीक्षेचवा
या प्रमाणाव वागत आहेत. त्यामुळे प्रमाणिकपणे शिक्षक प्रशिक्षण कार्यक्रम राशिवानात महाविद्यालयांना
समस्या जाणावलीत.

संदर्भांगण
1) रमा भोसल्यांने उजवलतो दोघेंने शिक्षणातील बदलत हवाचवाह फडके प्रकाशन,कोल्हापूर (२०१०).
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अभ्यासेतर उपक्रमांचा माध्यमातून समाजशास्त्राचे अध्ययन

प्र. नागेश संबंधी भूके
लखावावे भाजराव पाटोल
महिला महाविद्यालय, सोलापूर

प्रस्तावना:
सामाजिक शिक्षणामध्ये अनेक समाजशास्त्रात विविध हक्कांचा वापर केला जातो. समाजशास्त्री विविध साधनांच्या माध्यमातून नक्तंगणांचा समाजशास्त्र परिष्ठीती म्हणजेच अकलं काळी यासाठी प्राथमिकता माध्यमातून आणि विविध तार्किक समाजविद्याच्या माध्यमातून मुल्यांचा विकार विधायींनी कराव यासाठी विविध सामाजिक हक्कांचा वापर करून अध्ययन व अध्ययनाची प्रश्नी गूळ केला जातो हे संशोधनांचा प्रमुख घोषणा दिला जातो.

अध्ययन मनोरंजक व परिणामवरकरण करून विधायींनी साक्षरण कर्मचारींना आश्विनी आहे. पदरुप्त, पदपर्यंत, साधने वापरणार्या एक ओळखांच्या महाविद्यालयात राष्ट्रीय विधायींना ला त्या पावन-पावनाच्या कौशल्यांचा कसून सराव करणे पठेला जातो व विधायींना पौर्णपंच साहित्याची प्रयत्न केला जातो.

आत्महत्त्याने युग हे तंत्रज्ञानाचा युग महत्त्वाचे वेगळ्या वेगळ्या विषयाचे प्रस्तूतीकरण साध्याचा (आकाशस्तरी, दुरुस्तर, नियातकालीन) सर्वांना विधायींना शिक्षकीयता मदती शिकणारे मूळ आहेत. आत्महत्त्याने दुरुस्तर असाधारण अभ्यासक्रमाशी संयुक्त अभ्यासेतर उपक्रमांचा वापर करून उकृठ पदरुप्त, पदपर्यंत व तंत्रज्ञाने खाली माहिती बदल याचे पढून देणे गरजेचे आहेत. असे संशोधकांना वाळू देणून विधायींना तंत्रज्ञानाचा माध्यमातून साधनांचा ज्ञान देता येईल.

विधायींना माध्यमातून विधायींना साधनांचा विकार यासाठी कार्यपर्यंत, अध्ययन पदपर्यंत, घेती, हे ज्ञान करून देशाच्या प्रगती केला जातो.

❖ महाविद्याणिव संस्थापक होण्यासाठी अभ्यासेतर उपक्रमांचा :-

महाविद्याणिव हैन्स तंत्रज्ञानी असाधारणतरता सामाजिक मुल्यांचा या सामाजिक जीवन पदरुप्ती महिलां काही यासाठी अभ्यासेतर उपक्रमांचा वापर महत्त्वाचे दर्शते.

❖ अभ्यासेतर उपक्रम :-

1) शैक्षणिक सहह :- विधायींना वर्गेद्या चार भिन्नता आत पुरस्कारी ज्ञान पठेला. हा ज्ञानाचे अध्ययन करून त्याना पदरुप्त आहे. तेंत्री ती कमी कर्मचारी विधायींना शैक्षणिक सहहीती आयोजन करून प्रत्येक फिळकांक सामाजिक ज्ञान मिळवून हा प्रगती असतो. पंचस्तरकाळामध्ये माफेट मूळत असलेल्या ज्ञानाची शिवाय गोष्ट तारखाने खाली आंदोल विधायींना मूळत असतो.

2) दुरुस्तर :- दुरुस्तर हे अतीतात्त्वक काळातील अटपेटू ज्ञान देखील महत्त्वाच्या उपबंधांचा अवत्साहन आहे. हे अवत्साहन संशोधनांमध्ये सुसंशोधन आवश्यक महत्त्वाचे दुरुस्तर हे अवत्साहन होय. दुरुस्तर माध्यमातून अवत्साहन घेता, तुक-शास्त्राचा माध्यमातून एक प्रमाण प्रमाण महत्त्वाचा दुरुस्तर उपविद्याचा उल्लेख करावा लागेल. दुरुस्तर या पदरुप्ती अनेक अध्ययन साधनांचा वापर ज्ञात राहू लागेल. या दुरुस्तर या पदरुप्ती महत्त्वाचा विधायींना माफेने गोष्टांचा पदवाचे अवत्साहन माफेट आहे. तुक-शास्त्राच्या महत्त्वाचे दुरुस्तर उपविद्याचा उल्लेख करावा लागेल.

3) आकाशस्तरी :- आकाशस्तरी हे एक प्रमाणी माध्यम आहे. याशरी, सामाजिक संसाधनांचा भागी, विषय, संवाद, नाटककृती इत्यादी कार्यक्रम हे अवपार्शी शिक्षणांचे साहित्य महत्त्वाची आहे. साहित्य रेवा आवर्तण शैक्षणिक कार्यक्रम योप चेन्युनाचा आयोजन केले जातात. रेवा आवर्तण शैक्षणिक कार्यक्रम हे धमांचे सर्वाच्यांचे अवत्साहन रेवा हे हातांचे दुरुस्तर आहे.

4) गमन उत्सव :- भारतात अनेक जाती धर्मांचे लोक एकत्र गमन उत्सवांचे रहातात. उपविद्याचा विविध संगम-उत्सव आहे तर संगमांचे महत्त्व, विधायींना खालील यासाठी वापर संगमांचे कीमती जुन ज्ञात होते येते व त्यानुसार सामाजिक संस्कृती दर्शाने विधायींना धडाडविता येईल.
चित्र बदलण्यासाठी संशोधनातील मांडलेल्या अभ्यासांतर उपक्रममार्फत शिक्षक प्रशिक्षणात समंजश्य झाले तर हे प्रशिक्षण घेतलेले शिक्षण उद्यानातील भारतीय शिक्षण संस्थान बसावून स्वतःच्या भारताचे स्वतन्त्र पूर्ण करतील.

❖ संदर्भ :

1) शिक्षणाचे तत्त्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान प्रा.एल.जी. देसमुख फड्डे के प्रकाशन, सोलापूर
2) समाज संरचना आणि सामाजिक परिवर्तन प्रा. कोडेकर, फड्डे के प्रकाशन, कोल्हापूर.
3) Teacher Education in Morden Dixit S.S. Sterling Publication Democracies Delhi.
4) Philosophical and sociological Chaube S.P. Vinod Pustak foundation of education Mandir, Agra-2.
5) Teacher's program-Dr.N.R. Parsnis Nutan Publication; Pune 30.
मराठी विषय अध्यापनात व्यक्ती व संगणकाचा वापर

प्रारंभिक विषय रेखेचे रचना शिलांने संस्थेचे, लहरीतै स्वाभाविक महत्त्व मान्यता, संगणकाचे तिसरे प्रमुख गुण

प्रस्तावना :

आज वर्तमान कालमुखुर्स शिक्षणाचे स्वरूप हा इतिहासात बदलत, असल्याचे दिसते. संघटना युग हे संगणकाचे युग मधून आज ते रश्मी, कादंबरी रस्मी, तंत्रज्ञानाची संगणकाचा क्षेत्र देखील संगणकाचा होणास याचाच्या अंशात अथवा असाधारण क्षेत्र असलेली गोंठ येत आहे. अथवा आणि आधुनिक नवाचे तंत्रज्ञानी विकसित होत आहे. मराठी भाषा हा महाराष्ट्रातील लोकांनी मान्यता म्हणून ती आस्पदता प्रस्तुत आहे. संगणकाचा सहाय्याने मराठीसाठी विषय अनुभूती तंत्रज्ञानाचा पूर्व क्षेत्र रूपांतरित होत आहे. संगणकाचा सहाय्याने मराठीसाठी विषय अनुभूतीत नवाचे संगणकाचा पूर्व क्षेत्र रूपांतरित होत आहे. संगणकाचा सहाय्याने मराठीसाठी विषय अनुभूतीत नवाचे संगणकाचा पूर्व क्षेत्र रूपांतरित होत आहे. संगणकाचा सहाय्याने मराठीसाठी विषय अनुभूतीत नवाचे संगणकाचा पूर्व क्षेत्र रूपांतरित होत आहे.

आधुनिक अपने पद्धती : आधुनिक अध्यापनाल्यावर दृष्टि-शास्त्रे एकाचार्य योगचे कल्याण राहाच्या, नकाशे, एपिडायस्कॉपे, पैनल कोड, मॉडेल्स यांचे वापराचे विविधांचे लक्ष पायकडे अधिक वेळांत जाते. आणि पाठ्यपत्रांकाचे विषयांचे अध्ययन साधन टिटक आपल्या आपल्या मदत घेते. आधुनिक अपने पद्धतील्यास शिक्षणाचे संपूर्ण स्वरूप तच्छे कोठारपेक्षा अधिकरण आणि जाती. मूलांकन मूलांक, संपूर्णाचे अवधारणांवर तलावकडे एवढी यांना नेणाऱ्या भेडीत ती विषयाच्या पृष्ठ कसी मदत करते. पाथांच्या उत्तरांच्या सोहे असते. संस्करणाचा पात्रीमध्ये विषयांची म्हणून वापराची आवश्यक झालेल्या आहेत. आपल्या अपनात किंवा दुसऱ्या किंवा ती विषयाच्या विषयांची सोहे आवश्यक झालेल्या आहेत. आपल्या अपनात किंवा दुसऱ्या किंवा ती विषयाच्या विषयांची सोहे आवश्यक झालेल्या आहेत.

उपयोजनाचे व्याख्यान : कल्याणकाची विषय संदर्भाचे अर्थ, श्रम अर्थ निर्माण, विषयाच्या कल्याणाच्या हक्कात जाणून घेते. उपयोजनाने व्याख्यानांमध्ये कल्याणकाची विषय संदर्भाचे अर्थ, बायबुली केलेल्या आणि जाणून घेते. उपयोजनाने व्याख्यानांमध्ये कल्याणकाची विषय संदर्भाचे अर्थ, बायबुली केलेल्या आणि जाणून घेते.

बोधिक दावेदार :
हे आधुनिक अध्ययन पद्धतीचे महत्वपूर्ण शैक्षिक आहे. या कसोटीमध्ये सहाय्याची एवढी शिक्षणातील भित्र कालश वेधन विषयांचा योग हे मार्गदर्शक करण्याच्या प्रमाण केला जातो. त्याची कुटुंब, वृद्ध लक्ष्याचे घेतल्या यांनी जेलीतील तेव्हा अनुभव देखील करण्याचा प्रमाण केला जातो.

आश्रयसह. व विभागांचे इ.स. १९५७ मध्ये तंत्रज्ञानाचे करण्याचीच सुरूवात, एवढी समस्येचे अनेक उपाय शोभन कादंबरिकाच्या वृद्धिमान तंत्रज्ञानाच्या उपयोग केला जातो. तंत्रज्ञान अनेक व्यक्तीच्या विद्यार्थी, मुक्त अभिव्यक्तीत बांदा संबंधी असते. या तंत्रज्ञान विषय एक धारा करतात. त्यात आंतरिकिका जणतेच जात तर, संसारात याचे हे तंत्रज्ञान एक धारा करतात. तंत्रज्ञान एक धारा करतात. तंत्रज्ञान एक धारा करतात.
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"Teacher must know Latin an John" as is commonly said. The knowledge of Latin is essential for understanding certain texts and for legal and academic purposes. However, the importance of Latin has diminished over time as it is no longer a widely spoken language. Nevertheless, knowledge of Latin can still be valuable in certain fields such as law, medicine, and education. The conference aims to discuss the integration of Latin education in teacher training programs and its impact on the teaching profession.
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सोलापूर विद्यापीठ, सोलापूर दोन वर्षाचा बी.एड. अभ्यासक्रम राबविताना आलेल्या अनुभवांचे विश्वेषण

श्री. भी. भिंडगांवकर
सहयोगी प्राध्यापक, द.प्र. भ.
दयानंद शिक्षणशाख महाविद्यालय, सोलापूर

प्रमाणनाव- 
शिक्षण प्रशिक्षणात सतततयाने होत असलेल्या वदलंचा परिणाम पर्यंत त्या त्या कातटीत शिक्षण प्रशिक्षणाचा होळा लागतो. 
गुणवत्तापूर्ण शिक्षणांतरण शिक्षण प्रशिक्षण गुणवत्तापूर्ण शिक्षणांतरण सृजन्य अध्यापनसिद्धांतमानसारे विचार, प्रतिमाने, 
आशयपूर्ण अध्यापन, सहयोगी व सहकार्य अध्यापन, जानार्दनाच्या अथा अथवा संकल्पना प्रशिक्षणाचा आल्या. या गुणवत्तापूर्ण व NCTE २०१४ या आराखड्यानुसार सोलापूर बी.एड. अभ्यासक्रम एक वर्ष ऐवजी दोन वर्षांचा ज्ञान व त्याच्या प्रथम चौथाट दोन वर्षे पूर्ण होताना ऑनल अभ्यासक्रमात जाणवले.

गरज- 
नवीन बी.एड. अभ्यासक्रमाची अंतर्गत अभ्यासक्रमांची रचना, अंतर्गत आपल्यांसहकारी अभ्यासक्रमांची अंतर्गत ज्ञानविज्ञानाते विश्वेषण करणे गरजेचे वाढते.

महत्त्व- 
या विश्वेषणांपूर्वी आलेले अनुभव व त्याच्या उपयोगाचा चर्चा करता येईल व नाबिन्यावर विश्वेषण करणे गरजेचे वाढते.

विषय शर्ते- 
सोलापूर विद्यापीठ, सोलापूर दोन वर्षाचा बी.एड. अभ्यासक्रम राबविताना आलेल्या अनुभवांचे विश्वेषण

विश्वेषण उद्देशे- 
१. सोलापूर विद्यापीठ, सोलापूर दोन वर्षाचा अभ्यासक्रम रचना अभ्यासक्रमणे.
२. सोलापूर विद्यापीठ, सोलापूर दोन वर्षाचा अभ्यासक्रमाची अंतर्गतांतरण नियोजन अभ्यासक्रमणे.
३. अभ्यासक्रम अंतर्गत अभ्यासक्रमांची वेळी आलेल्या अनुभवांचे विश्वेषण करणे.

व्याख्या- 
सादर अनुभव विश्वेषण फक्त सोलापूर विद्यापीठातील सोलापूर विद्यापीठातील दयानंद शिक्षणशाख महाविद्यालय सोलापूर येथे आलेल्या अनुभवांपूर्वी आहे.

मार्गदर्श- 
या अनुभवांचे विश्वेषण सोलापूर विद्यापीठातील इतर बी.एड महाविद्यालयातील शिक्षकांना लागू, असंगणाने नाहीत

साधन- 
शिक्षकांना त्यांच्या ज्ञानविज्ञानासाठी इतर बी.एड महाविद्यालयातील शिक्षकांना लागू, असंगणाने नाहीत

माहितीचे विश्वेषण- 
१). सोलापूर विद्यापीठ, सोलापूर दोन वर्षाचा अभ्यासक्रम रचना- 
आ. सेमिस्टर एक सार्थक गृहाचा ६० वर्षाचा विद्यापीठ परीक्षा १ ३० गृहाचा अंतर्गत परीक्षा असे दोन पेपर व ३५ +१५ गुणांचे असे दोन पेपर, विशेष व विषयक व EPC, Micro teaching, Lesson planning workshop, one week school experience, social service, seminar visit to innovative practice, physical Health & Education असे ६० गुणांचे प्रथम सत्र आहे.
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II). Assessment and Accreditation of Teacher Education Institutions

1. Solapur University, Solapur, B.E. Pravesh Pratibimb Chwetra, Internship, Action Research, Models, Constructivism, Teaching Aid, PRAKTIKA, and TOOLS PRAKTIKA, 3rd and 4th sessions 55+30, 2nd and 3rd sessions 55+30, and 1st session 45+30.

III). Prayogik Avam Dolpanchayatik Pratibimb

1. Solapur University, Solapur, B.E. Pravesh Pratibimb Chwetra, Internship, Action Research, Models, Constructivism, Teaching Aid, PRAKTIKA, and TOOLS PRAKTIKA, 3rd and 4th sessions 55+30, 2nd and 3rd sessions 55+30, and 1st session 45+30.
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**B. Ed. TWO YEAR SEMESTER COURSE STRUCTURE**

**Facuity:** Education  
**Program Name:** B.Ed.  
**Pattern:** Two Year Semester Pattern

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**YEAR I, SEMESTER II**

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Subhans University Two Year B.Ed. Curriculum from 2015  
Page 6

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Page No.210
### National Annual Conference on Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec. 2017)

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**In Association with MSSTEA**  
**ISSN 2349-638x**  
**Impact Factor 3.025**

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8. वील सर्व वीचारचा विचार करता व प्रथम वर्ष प्रेमेशाचा विचार करता, प्रथम व द्वितीय वर्षेचे आंतर वसीयता सारखे उपक्रम एकत्र होणारी शब्दकथा सांस्कृतिक वैश्विक प्रेमेशाच्या प्रथम व द्वितीय वर्ष सवे सवे वसीयताच्या आंतर वसीयताचा विविध उपक्रम.

उपाय व निष्कर्ष:-

1. महाराष्ट्र शासनाने १ जुलैत विद्यार्थी महाविद्यालयाच्या वेळेच्या असी प्रेमेश प्रक्रिया राहवावे.
2. सोलापूर विद्यापीठ, सोलापूर बी.एड. सत्र प्रारंभ व समाप्त शाळेच्या सुट्ट्या यामाणे करावी आणि प्रवेश उभिरा झाले तर प्रथम व द्वितीय वर्षाच्या सत्र परीक्षा एकाकित्वाचा विचार न करता १० दिवसांच्या कालावधी झाल्यांतर परीक्षा यावी.

3. आज आनवयक ठरलेली Models, CCM, प्रात्येकविक व त्यांचे पाठ करून सर्व च पाठ आतरचनावाद पद्ततीनुसार करावेत.

4. ऑस्ट वासिंचेची काही प्रात्येकविक कमी करून प्रशिक्षणात न निखत अनुभव प्रेषणस्तो संधी शाळे.

5. शाळेतील उपलब्ध माहिती, परीक्षा याचा विचार करून सत्तातील प्रत्येकविक रचना करावी.

6. EPC मधील प्रात्येकविकांचे संख्या कमी करावी.

संदर्भ:
1. सोलापूर विद्यापीठ, सोलापूर बी.एड. अभ्यासक्रम २०१५.
2. नियोजन परिपथेक, सोलापूर विद्यापीठ, सोलापूर.
3. महाविद्यार्थी नियोजन आरखडा.
सारांश :
अध्ययन प्रभावी परिणामकारक होण्यासाठी अध्यापक ज्ञान नवीन प्रकल्प उपक्रमाचा, नवीन पद्धतीचा वापर करते तेसा तो नवीनपूर्ण उपक्रम होतो. महाविद्यालय ल्यायलेल्या अध्यापक, त्यांनी आपल्या विषयांमध्ये आश्वासनासारखे वापरले. नवीनपूर्ण उपक्रम यांचा अभावासारखे देवाणाने वापरत आहे. शिक्षण अध्यापकांच्या भाव्यातील अपेक्षा, महाविद्यालयासाठी नवीनपूर्ण उपक्रमासाठी सूचना कठिनता. या अभावासारखे विद्यार्थी केंद्रस्थापन, त्यांच्यावर राष्ट्रीयकरणासाठी या नवीनपूर्ण उपक्रमाची अत्यंत आवश्यकता आहे. तंत्रज्ञान, मानवीयाच्या विकासाने व्यवहारान, उपक्रमासारखे अध्ययन, कौशल्यांचा व्यवसाय वापर आधारित नवीनपूर्ण उपक्रम राहणाऱ्या ही महाविद्यालय, अध्ययन, संस्था, विद्यापीठ, शासन या सर्वथा संयुक्त जबाबदार आहे.
सूचना शब्द : नवीनपूर्ण उपक्रम

प्रतापाचार : 
अध्ययन अध्यापन प्रभावी, यशस्वी व परिणामकारक होण्यासाठी प्रत्येक शिक्षक/अध्यापकांना नवीनपूर्ण उपक्रमाचा उपयोग केला पाहिजे. महाविद्यालयातील विषयांचा शास्त्र, विषयांचा प्रयोग यांच्याच्या आश्वासनासारख्या आवश्यक उपक्रम, प्रकल्प यांचा वापर करणे अपेक्षित असते. तसेच हा वापर नवीनपूर्ण पद्धती दर्शवत असते. विशेषतः शिक्षणात्मक, कला/सांगलीतिक, विषयांचा विषय, वाणिज्य, विज्ञानशास्त्रीय, विषयांचा विषय, अभियांत्रिकी शास्त्र यांनी अपल्यांनी आपल्या अध्ययन विषयाच्या आश्वासनासारखा नवीनपूर्ण उपक्रम निर्दिष्ट तर राहू असते. आधुनिक शिक्षण प्रक्रियेत विद्यार्थी विकटस्थितीसाठी, भाव्यातील उपयोगेकला या नवीनपूर्ण उपक्रमाचा वापर अध्यापकांनाचे करणे. त्यासाठी आपले महाविद्यालय, इतर महाविद्यालय यांतील अध्यापकांच्या उपक्रमाचे निरीक्षण करून ते राहू असते.

संशोधन विषयाचे स्वरूप:
संशोधकांनी महाविद्यालय स्वातंत्र्य वेबवेबतांत विषय/जान शास्त्रातील विषय-अध्ययनांच्या नवीनपूर्ण उपक्रमांचा आपल्या केला. त्यात क्षेत्र भेटी, पार्यावरण, कौशल्य, व्यवसाय, उपयोग, वूडपार्क, प्रूडेंस, ई-कॅरीर, आदि जलनासंगीती, विषयांचा विषय, उपक्रम, मोहिम यांचा अध्ययनासाठी उपयोग केला जातो काय? हे प्रश्नातीली जागून ठेवता आहे. तसेच महाविद्यालयातील विषयांचा विषय अध्ययन आपल्या महाविद्यालयातील विषयांक वोटेक उपक्रम राहू असतात. तसेच त्यांच्या सूचना कोणत्या यांच्यासाठी विचार करणाऱ्या आहेत आहे.

संशोधनाचे गरज:
संशोधकांनी मार्गदर्शकांच्या मदतीने महाविद्यालय अध्ययनात व्यतिरिक्त कोणते नवीनपूर्ण उपक्रम राहू असले जातात? भविष्यांर्थी कोणते नवीनपूर्ण उपक्रम राहू असतात? याची माहिती प्राप्त होणे गरजेचे होते. ती जागृत राहीली. तसेच महाविद्यालयाच्या विषयांकांची महाविद्यालयाने महाविद्यालयाच्या माहिती, सूचना जाणून घेणे गरजेचे होते. महाविद्यालयाचे यासाठी सदर संशोधनाचे गरज वाढती.
संशोधनाचे महत्व:

केवळ अध्ययनार्थी/पदवीधर बनविनियमंपणा आपल्या वर्तमान समस्येता तोड देऊन विद्यार्थी भविष्यत उक्कूट अर्थात कसून शकतो, विद्यार्थी बहुत शोधशी शकतो यासाठी सदर संशोधनांधारे महाविद्यालयातील नवनियोऽण उपक्रम जागून घेणाऱ्यासाठी आहे, ती क्रिया उपक्रमांक, अध्यापकांक, अध्यात्मवादांसह पूर्णत: मदत होऊ शकत, याचा अभ्यास संशोधकांने केला आहे. महानव तर विषय महत्वाचा बाकी.

संशोधन उद्देश्ये:
1. नवनियोऽण उपक्रम व महाविद्यालयाची घोष उद्देश्य या विषयीची संकल्पना जागून घेणे.
2. महाविद्यालयातील उपलब्ध नवनियोऽण उपक्रम जागून घेणे.
3. भविष्यत महाविद्यालय कौशल्याची नवनियोऽण उपक्रम राष्ट्रवाद्य आहे? हे जागून घेणे.
4. नवनियोऽण उपक्रमांकांत महाविद्यालयाच्या सूचना जागून घेणे.

परिभाषित कार्यांचा कार्यक्रमक व्याख्या:
1. महाविद्यालय: उच्च माध्यमिक शिक्षण उत्तरीणितंतर पुढील शिक्षण घेताने जाणारे वर्ग.
2. नवनियोऽण: नवीन सहायक, पूरक.
3. उपक्रम: कृतीशिल, कौशल्याख्यात प्रकल्प, कृती, कार्य.

संशोधन प्रश्न:
1. महाविद्यालयाचे नवनियोऽण उपक्रमांवरील घोष, उपलब्ध उपक्रम कोणते?
2. महाविद्यालय भविष्यत कौशल्या कौशल्याची नवनियोऽण उपक्रम राष्ट्रवाद व सूचना कार्य.

गृहीतके:
महाविद्यालयीन स्तरावर सर्वथा विषयांशी अध्यापकांने
1. आश्वासन. 2. नवनियोऽण उपक्रम/प्रकल्प नवीन पद्धतीने वापरणे आवश्यक असेल.

संशोधनाची वापरी:
महाराष्ट्रस्तूलीत कला, वाणिज्य, विज्ञान, अभियांत्रिकी, शिक्षणशास्त्र महाविद्यालय, तसेच स्वतीतल विविध विविध अध्ययन करणारे अध्यापक व यासाठी योग्य जाणारे नवनियोऽण उपक्रम.

संशोधनाची सर्वसाधारण वापरी:
अहमदनगर जिल्ह्यातील १५ तालुकातील कला, वाणिज्य, विज्ञान, अभियांत्रिकी, शिक्षणशास्त्र महाविद्याले, अध्यापक व अध्ययन विषयांशी नवनियोऽण उपक्रम.

परिमाणाचा नकाशा:
संशोधकांने श्रीरामपूर, कोपरगाव, राहात, राधुरी, संगमनेर तालुकातील महाविद्याले व अध्यापकांचे अध्ययनासाठीच नवनियोऽण उपक्रम पुरवले सदर संशोधन मधून ठेवले होते.

जनसंख्या:
अहमदनगर जिल्ह्यातील १५ तालुकातील विविध घाणांचे १६० महाविद्याले व अध्यापक.
न्याय नमुना निवेदः

संशोधकाने श्रीरामपूर, कोपरगाव, राहाता, रहुरी, संगमनेर तालुक्यातील एकूण २० महाविद्यालयातील प्रत्येकी १ महणै ८% महाविद्यालये व त्यातील प्रत्येकी १ अध्यापक संशोधनासाठी निवडले होते.

संशोधन साधने:

सदर संशोधनासाठी संशोधकाने प्रश्नातील (मुक्त व बंद प्रश्न) हे साधन निवडले होते. त्यात मुक्त प्रश्न २ व बंद प्रश्न १३ होते.

साधनावी सत्यता व विश्वसनीयता:

संशोधन साधन प्रश्नातीली सत्यता व विश्वसनीयता करण्यासाठी संशोधकाने संशोधन मार्गदर्शक, M.Phil, Ph.D. मार्गदर्शक २. Ph.D. प्राप्त अध्यापक यांची मदत घेऊन साधन अभ्यास वर्गीकरण केल्याचे तयार केला.

संशोधन पद्धती :

सदर संशोधनासाठी वर्णनात्मक संशोधन पद्धतीतील व्यक्ती अभ्यास व संशोधन पर्यायातील वापर केला होता.

माहिती संकलन प्रक्रिया:

सदर संशोधनासाठी निवडलेल्या महाविद्यालयातील अध्यापकांकडून प्राप्त प्रश्नातील भरून घेण्याचा आती. प्रसंगी What’s app, e-mail. चा वापर करण्याचा आता.

मूल्यांकन/विश्लेषण पद्धती:

सदर प्रश्नातील विश्लेषण अथवा विश्लेषण करून निष्कर्ष काढण्याचार आते. उद्योजकांना तथा प्रश्नांकनार अध्यापकांना अध्यापकांना अर्थनिर्धारण व विश्लेषण

उद्धिष्ट १) नाविने पूर्ण उपक्रम व महाविद्यालयाची ध्येय उद्धिष्टे धावसध्याची संकलनाच्या जागून घेणे. तरक्षण मार्गदर्शकांची पूर्णता करून घेती. ६०% अध्यापकांची अंशत: बरोबर होती. किंवा ५०% अध्यापकांना नाविने पूर्ण उपक्रमाची ध्येयाच्या आती नाही.

उद्धिष्ट २) महाविद्यालयाची ध्येय, उद्धिष्ट १००% अध्यापक संशोधनाच्या दृष्टीने उत्तम आहेत असे मत यक्त करता.

उद्धिष्ट ३) नाविने पूर्ण उपक्रम जागून घेणे.

C) या प्रश्नात एकूण १ े १६ बंद प्रश्न होते. त्याचा प्रतिसाद व विश्लेषण पुढीलप्रमाणे.

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वरील कॉन्फ्रेंसात महाविद्यालयांच्या उज्ज्वलिता प्रकाश ७५% , ई-कवरा व्यवस्थापन व सौरजंत्र वापर ४५% , असे सर्वत्र कमी आढळले. तर वृक्षारोपण व संवर्धन १००% , पाणी संचय व्यवस्थापन ९०% , टाकाओ वस्तुवर्ग विकल्प ८५%, प्रदूषणरीतिसंगत सौची व सुविधा ९०% , महाविद्यालयांचे आयोजक ९०% , अध्ययन व अध्यापिक श्रवण्य ९०% , प्रभावी व मूल्याधारित अध्ययन अध्ययन ९५% , हे महाविद्यालयांत सर्वांगीकरण आढळले.

D) महाविद्यालयांतील नाविकपूर्ण उपकरण: यासाठी ९०% अध्यापकांनी प्रतिसाद दिला होता. तर १०% अध्यापकांनी प्रतिसाद दिला नाही. या मुळत प्रमाण पुढील विषयाने प्रतिसाद दिला. कोठा टेबल टेनिस, बंड मिटन, कॉर्यूटील, स्फूर्ती परीक्षा मार्गदर्श, विविध योजना क्रमवा शिक्षा, बीत्निकलण गढवण, साधनाशिरिती, ऊर्जा बचत, योग शिक्षी, एडुज्युकेशन, गांजुहलन, स्वच्छता मोहीम इ. Online प्रवेश व रजा, रंगिन विशेष चिंता, e-Library, पाणी पुनर्वापर, संशोधन प्रकाश, व्यास्याने, विविध स्पर्धा इ.  

उद्देश्य क. ३ भविष्यवाद महाविद्यालयांत केलेले उपकरण रामबाणार आहे हे जागून घेणे.  

E) भविष्यवाद महाविद्यालयांत पुढील उपकरण रामबाण आहे यासाठी ८५% अध्यापकांनी आपले मत नोंदवले तर १५% अध्यापकांनी मत नोंदवले नाही. भविष्यवाद महाविद्यालयांतील उपकरण पुढील विषयाने ई-कवरा व्यवस्थापन, मुलांच्य ध्यानांक, प्रश्नपेप्सी विकसन, वेबसाइट तपास करणे, अध्ययन साहित्य निर्मिती, आरोग्य योग शिक्षा, इंग्रजी सराव, माजी विविध विश्लेषण, सर्व शाळांधे M.Phil, Ph.D. सुरू करणे, पाणीवाचक स्वच्छता, Digital Teaching, दत्तक विद्यार्थी, मोडलिती कोर्स, टूरिस्टिक कोर्स, लघू अभ्रों, व्यवसायिक कोर्स, ICT वापर , Research Lab, सौरजंत्र वापर व व्यास्याने इ.  

उद्देश्य क. ४ नाविकपूर्ण उपकरणांसाठी महाविद्यालयांच्या न्यायन जागून घेणे.  

F) नाविकपूर्ण उपकरणांसाठी केलेल्या सूचनाची ७०% महाविद्यालयांनी प्रतिसाद दिला तर ३०% महाविद्यालयांनी सूचना केल्या नाहीत.  

महाविद्यालयांनी केलेल्या सूचना पुढीलप्रमाणे:

- सहहारणांची सहभाग, सहकार्य करते, प्राचार्यांनी कृतियुक्त प्रोत्साहन देते, अनुभवी सर्व व्यक्तीचे मार्गदर्शन देतात, मुलांत व्यास्यात, पालक मंडळात, ग्रामीण विविध नेतृत्वांच्या व्यवस्थापन उपलब्ध करते, सौरजंत्र वापर, उद्भोधन, पनकवरचा, अपारा पारिक ऊर्जा स्त्रोत.
संशोधन प्रक्रिया उत्तरे:
1. महाविद्यालयीन नागरिक प्रति उपक्रम प्रशन, C,D मध्ये प्रतिसादसह वर दिले आहे
2. भविष्यवादी नागरिक प्रति उपक्रम E मध्ये तर सूचना F मध्ये प्रतिसादसह वर नोंदविलेल्या आहे

मुख्य निष्कर्ष:
1. महाविद्यालयीन अध्यक्षकांनी आपल्या विषयाच्या आशयानुसार नागरिक प्रति उपक्रम समजावून चेंजन लाविले आणारी.
2. महाविद्यालयात इतर नागरिक प्रति उपक्रम : सेंच, विविध स्पर्धा प्रवेश, विविध प्रकार, उद्योग बितल, योगवीणी, Online प्रेक्षा व रजा, ICT, E-Library, व्यक्तिवादे हे. (संदर्भ प्रशन क्र. A, C)
3. महाविद्यालयातील भविष्यवादी नागरिक प्रति पुढील प्रक्रिया सूचविले ई-कचरा व्यवसाय, मुलाखत, विशेष विविधता, व्यक्तिगत विविधता, अध्ययन सहित निर्मिती, पालक विविधतांनी मेलावून, M.Phil, Ph.D सुरू करणे, वॉल्टर लिब्रे, पूर्ण संथान: ICT वापर, Research Lab, सीर उद्योगातील विविधाने हे. (संदर्भ प्रशन क्र. D)
4. महाविद्यालयात नागरिक प्रति सूचना प्राप्तीचा तालिका व सहकारी सहभाग, अनुभवी विभिन्न मार्गदर्शन, M, Ph.D, M, Ph.D सुरू करणे, वॉल्टर लिब्रे, पूर्ण संथान: ICT वापर, वार्षिक विविधतांच्या लाविले आहे. (संदर्भ प्रशन क्र. E)

उपयोग:
1. महाविद्यालयीन अध्यक्षकांनी नागरिक प्रति उपक्रम मेळावून विषयानुसार प्रशिक्षण देणे.
2. महाविद्यालयात संचालक नागरिक प्रति ICT वापर, ई-कचरा व अन्य कचरा व्यवसाय, मेळावून Research विविध व्यावसायिक कौशलवादी कौशल, स्त्रोत व्यवसाय चुकून करणे आवश्यक आहे.
3. नागरिक प्रति नागरिक प्रति चुकून सर्वसाधारण, विविधता कूटीस चाला देणे,

शिकारी:
1. सर्व अध्यक्षकांनी महाविद्यालयातील विविध नागरिक प्रति उपक्रम चिल्ल इशारा
2. आवश्यक व गरजेनुसार नागरिक प्रति उपक्रम अध्यक्षकांनी शोध केल्यावर व वापरावर प्रस्ताव शासन,

पुढील संशोधनातील विषय:
1. महाविद्यालयीन स्तरासारी यशस्वी प्रकाश एक अभ्यास
2. महाविद्यालयातील गुणवत्ता व्यवसाय चिल्ल विविधती
3. महाविद्यालयातील ICT वापरावर सर्वसाधारण अभ्यास.
समारोप :
बदलत्वा काठानुसार व गरजेनुसार शिक्षण व्यवस्थाही बदलते आहे. अध्यापकाच्या राण्य, समाज, विद्यार्थी यांच्या गरजा ओळखील आपत्ती अध्यापन विषयाच्या आश्यानुसार जेथे शक्य होईल तेथे नाविन्यपूर्ण उपक्रम राहण्यात. समाजसमेती, कौशल्यानिर्धारित, तंत्रज्ञानिर्धारित नाविन्यपूर्ण उपक्रम राहणे काठाची गरजा आहे. अनुभवी अध्यापक, उपक्रमाध्यक्ष अध्यापक व महाविद्यालय, अनुभवी व्यक्तीवा यासाठी उपयोग करून घावा.

संदर्भ लिंकी :
1. तिले निलिमा नारायण (डॉ.) ‘व्यक्तित्वत्व विकास आणि शारीरिक उपक्रम’ पुणे, स्नेहर्वधन प्रकाशन.
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3. पंढेरी देशमुखी, (२००९) ‘शिक्षणातील संशोधन’, पुणे नित्यनूतन प्रकाशन ( पृ २५०),
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5. भोसले रमा अ. (डॉ.) डो. उन्नत म. (डॉ.) ‘शिक्षणातील बदलणे विचारप्रवाह’ कोल्हापुर, फडके प्रकाशन.
6. मुंजे, उमाचंद्र (१९७७), ‘शैक्षणिक संशोधनाची मूलतत्वे’, नागपूर विद्यापीठ ग्रंथनिर्मिती, साहित्य प्रचार केंद्र.
Problem Based Learning

Problem Based Learning is a student centered approach in which students learn about a subject by working in groups to solve an open ended problem.
Role of Teacher

<table>
<thead>
<tr>
<th>PBL</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student centered</td>
<td>Teacher Centered</td>
</tr>
<tr>
<td>Problem Based</td>
<td>Information Gathering</td>
</tr>
<tr>
<td>Integrated</td>
<td>Discipline Based</td>
</tr>
<tr>
<td>Elective</td>
<td>Standard</td>
</tr>
<tr>
<td>Systemic</td>
<td>Apprenticeship Based</td>
</tr>
</tbody>
</table>

### Whats the Difference?

<table>
<thead>
<tr>
<th>Problem Based Learning</th>
<th>Traditional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Problem Assigned</td>
<td>Told what we need to know</td>
</tr>
<tr>
<td>Identify what we need to know</td>
<td>Memorize it</td>
</tr>
<tr>
<td>learn and apply to solve the problem</td>
<td>Problem assigned to illustrate how to use it</td>
</tr>
</tbody>
</table>

### What's the Difference?

1. A Problem Assigned
2. Identify what we need to know
3. learn and apply to solve the problem
4. Told what we need to know
5. Memorize it
6. Problem assigned to illustrate how to use it

<table>
<thead>
<tr>
<th>विषयसूची</th>
</tr>
</thead>
<tbody>
<tr>
<td>१) विद्याध्यायी अध्ययनात व्याख्यान पढातीचा परिणामकारकतेचा अभ्यास करणे.</td>
</tr>
<tr>
<td>२) विद्याध्यायी अध्ययनात PBL (Problem Based Learning) पढातीचा अभ्यास करणे.</td>
</tr>
<tr>
<td>३) विद्याध्यायी अध्ययनाचा व्याख्यान पढातीन आणि PBL (Problem Based Learning) पढाती बांध्या परिणामकारकतेचा पुत्रलात्मक अभ्यास करणे</td>
</tr>
<tr>
<td>४) Problem Based Learning पढातीचा अभ्यास करणे.</td>
</tr>
</tbody>
</table>
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शून्य परिकल्पना:
परंपरागत अभ्यास आणि PBL (Problem Based Learning) पद्धतीचा अध्ययनासाठी वापर करण्यासोबत हे फरक आढ़ात नाही.

न्यायदर्श तंत्र:
प्रस्तुत संस्थेचे संस्थेकर्त्यांने इतरता 7 वी तील विद्यार्थ्यांचा सामाजिक संस्थेने वेळेला आहे. इतरता 7 वी च्या वर्गाच्या भूमिगत विषयानुसार नकारात्मक या घटकाच्या निवड केलेली आहे.

न्यायदर्श आकार:
प्रस्तुत संस्थेने संस्थेकर्त्यांने इतरता 7 वी च्या सहायक विषयासाठी प्राप्त झालेल्या निवडाची विचार केला आहे. इतरता 7 वी तील 20 विद्यार्थ्याच्या निवड केलेली आहे.

संस्थेन वर्दऱ्याच्या आणि साधने:
प्रस्तुत संस्थेच्या इतरतीत, अंकवंश असलेल्या अवस्थेच्या संस्थेकर्त्यांना प्रायोगिक पद्धतीचा वापर केला आहे. सदर प्रावृत्ती असलेल्या चौथ्या च्या आणि साधनांचा वापर करण्याचा आणि मान्यता. संस्थेकर्त्यांने शासकीय सहायक पद्धतीचा प्राप्त निवड देऊन या वेळेवाजी वापरमय्यासाठी आहे. पुर्विकचर्चा वाचक कमी गुण वापर झालेल्या 20 विद्यार्थ्यांच्या निवड सर्व संस्थेनसाठी केलेली आहे. हा 20 विद्यार्थ्यांसह संस्थेकर्त्यांने PBL (Problem Based Learning) पद्धतीचा वापर केला. त्यानांतर व्यावहारिक उत्तर च्याची घेण्यासाठी आलेली, प्राप्त निवडाच्या तुलना करण्याचा आलेला त्याचे 't' मूल्य बाहेर. आणि गुणाच्या फरकांच्या विचार विस्तृत लुप्तसंस्थेने केला आहे.

't' मूल्यपरिक्षण

<table>
<thead>
<tr>
<th>मृत्युमाण</th>
<th>प्रमाणण विचारांना</th>
<th>प्रमाणण अंक</th>
<th>नमुना DF 38 साठी</th>
<th>प्राप्त 't' मूल्य सार्वजनिकता तर</th>
</tr>
</thead>
<tbody>
<tr>
<td>पुंजी चाचणी</td>
<td>M_1 = 10.30</td>
<td>6_1 = 2.37</td>
<td>0.1928</td>
<td>0.31</td>
</tr>
<tr>
<td>उत्तर चाचणी</td>
<td>M_2 = 13.450</td>
<td>6_2 = 3.27</td>
<td>0.242</td>
<td>2.69</td>
</tr>
</tbody>
</table>

निकायक:
't' कोठक स्वाभाविक मात्रा 38 असताना 0.05 सार्वजनिक स्तराची किमत 0.0242 आणि 0.05 सार्वजनिक स्तराची किमत 2.67 आहेत. संस्थेकर्त्यांनी 't' मूल्य 3.4891 't' कोठकातील मूल्यांमध्ये युक्त म्हणून जास्त आहे. 0.05 व 0.01 या सार्वत्रिक स्तरातील 't' मूल्य खुप फोट असलेल्या विषयाचे पद्धत फरक हा सार्वत्रिक व लक्षणीय आहे. वेळेवाजी शून्य परिकल्पनेत या त्याचा केला आहे. आणि अध्ययनांसाठी PBL (Problem Based Learning) पद्धतीचा वापर परिकल्पनेत आलेला हे, हे सिद्ध होते.

संदर्भ ग्रंथ सूची:
1) मुट्याअ. आणि इम. विद. (१९८७), रूपांगिक संस्थेनाची मूल्यमापने, नागपूर महाराष्ट्र साहित्य निर्मिती मंडळ.
2) पौडां ब. विद. (२००६), विश्लेषणीय संस्थेने, पुणे, नूतन प्रकाशन.
3) मित्रां. विद. रा. रूपांगिक संस्थेने, पुणे, नूतन प्रकाशन.

वेब संदर्भ सूची:
1) www.study.com
2) www.online.sfsu.edu.htm
Mahavidyalaya yojana yashaye gamak : nавिन्यपूर्ण उपक्रम

प्राप. के. कर्मचारी
स. प्राध्यापक
एस.एस.बी. कॉलेज ऑफ एज्युकेशन, श्रीरामपुर

सारांश

शिक्षणाधीन घटनेशी संक्षेपी राष्ट्रीय उद्घाटन व त्याग आयातित विषयवार अन्यायकर, पाठ्यक्रम, गद्दारे नाविन्यपूर्ण उपक्रम अस्त्यं महत्त्वाचे आहेत. महाविद्यालयाची वाचवाचलीसाठी ते महत्त्वाचे आहेत. अध्ययन, अध्यापन, संस्कृति, सामाजिक विकास, आधुनिकता, वैज्ञानिकता, राज्यमंत्री प्रगती, विकितविकास यासाठी महाविद्यालय अनेक नाविन्यपूर्ण उपक्रमांची जोड विविधातेचे ठरवावे./ वापरपणे.

सूचक शब्द : नाविन्यपूर्ण उपक्रम

प्रस्तावना :

शिक्षण म्हणजे शरीर आणि आत्मा यांचा सर्वांगिन विकास करणे होय असे म. गंगाधर महत्तत. शिक्षण प्रक्रिया अनौपचारिक, औपचारिक, सहज, तसेच विनिर्ण व अन्य रूपाने दिसते. निम्नलिखित, प्रारंभ, उच्च प्रारंभ, मध्य, उच्च माध्य, महाविद्यालयी स्वस्थता विविधत्वाचे औपचारिक शिक्षण होते. परंतु हे शिक्षण नाविन्यपूर्ण उपक्रमांही हा शिक्षणप्रक्रिया गतीशील, भावाय, परिप्रेक्ष्यकारक व यशस्वी करणे ही अपेक्षित आहे. लासाली नाविन्यपूर्ण उपक्रम राष्ट्रभाषी, सर्वांचा सहभाग घेणे अपेक्षित आहे.

शाखा : 1. कोणतेही काम नाविन्यपूर्ण करणे क्रमणांना ग्रामण करणे म्हणजे नाविन्यपूर्ण उपक्रम होय
2. अध्ययन दृष्टिप्रणाली सहायक कार्य क्रम / प्रक्रम जेथे नाविन्यपूर्ण कला जातो तेथे तान नाविन्यपूर्ण उपक्रम होतो.

नाविन्यपूर्ण उपक्रम

1. ऑडिट करणे
2. पूवों ऑडिट : वातावरण / साहभाची ओडिट करणे, सूचना देणे.
3. प्रत्येक ऑडिट पैंटन / टीम व आधार घेणास ओडिट करणे, पुरवाते पाहणे, सूचना देणे.
4. ऑडिट नंतरी कार्यवाही : ओडिटच्या सूचनांची पूर्तता करणे, आपूर्ती पूर्ण करणे.
5. भविष्याशी ध्येय, उद्घाटने : यातून शाळेच्या विकासाचा वाचवाचलीचा मार्ग स्पष्ट होतो.
6. उर्जा बचत :
   आपल्या संस्था / महाविद्यालयात वीज उपकरणांची सुविधा पाहिजे आवश्यक तेथाच सुरु करणे, कार्यसुरुवाचन ती न उपकरण त्याचे उपकरण, तारांट, मेन, संगणक, गीजर, आ.सी. इतरमुळे बंद करणे व्यायाम वापरणे हवी.
7. सौर उर्जा निर्मीती व वापर :
   सौर पैंटन बसवून उर्जा संचय करणे, वापर करणे, त्यावर आधारित डी.सी. करंटचे बल्च, टूब, मेन वापरपणे.
8. पाणी बचत :
   पिणाचे, वापराचे, धुएँचे पाणी योग्य, पुरवते वापर करणे वापरलेल्या पाण्याचे परिसरात शोष खड्डात घेऊने किंवा प्रक्रिया करून अशुद्ध पाणी शुद्ध बनवणे भविष्यातील गुण्ड पाण्यासाठी होईल असे म्हणतात. पाणी डम / तलाव / घरन / ड्राइसंग यांच्यात सादरवले / आढळवले पाहिजे.
6. वृक्षारोपण:

| घर, परिसर, शाळा, माल्याण, डोंगर, मोक्षेऽर, पदीत जागा येथे झाडे लाववी. फलः फलां, सावलीची झाडे, आळीची झाडे लाववी. वृक्ष लागवड, रेख, संरक्षण करे पाहिजे. झाडांना नंबर देणे.

7. ई—कवच व्यस्थापन:

| वापरत नसलेले इलेक्ट्रॉनिक, इलेक्ट्रॉनिक साहित्य संग्रह, मॉनिटर, प्रिंटर, अन्य टाकां वस्तू यांपासून योग्य उपयुक्त वस्तू काढून घेऊन उपरित मंगळ योग्य करून नेपुत करवावे.

8. कम्बा व शिक्षक योजना विविध उपक्रम अशी रचने.

9. पॉलिस्क मुक्त महाविद्यालय:

| अशी योजना चालू ठेवणे, त्यासाठी मार्गदर्शन शिक्षे, उपया, पयान, व्यस्थापन करणे.

10. U.G.C. University or College %; kauh Communication skills, functional English, Human Rights and Duties, Education, Basic Chancellor Training Programme यासारी Certificate courses, (अम्फास्ट्रक्षेंड ठेवावे)

11. प्रभावित अध्ययन, अध्ययन व मूल्यमापन प्रक्रिया पार पाडणे, त्यासाठी ICT आधारित वर्ग, White Boards, Smart Boards, मुक्त इंटरनेट सुविधा, Spoken English, Training, Coaching Classes of competitive exams, SET/ NET or other elective exams

12. संशोधन, संपक व विस्तार उपक्रम:

| विद्यार्थ्यांना संशोधनास प्रवृत्त चालना देणे, समाज संपक ठेवणे, शिक्षण व विस्तार योजना व उपक्रम रचने.

13. विद्यार्थी मत संबंध व प्रगती सहाय्यमूल कश सुविधा ठेवणे.

14. शासन, नेतृत्व व व्यस्थापन जसे शिक्षण संबंधित विद्यार्थ्यांना मार्गदर्शन करणे, त्यामध्ये एकावयता व गतिशीलता ठेवणे.

15. NSS, BSW, BEMA, यादाने शिक्षण विस्तार, व्याख्याने, मार्गदर्शन, समाजसंपक सत्ता समस्या, प्रवाह यांची माहिती देणे.

नाविन्यपूर्ण उपक्रम विविध महाविद्यालय आज आढळतात. हे व इतर विविध नाविन्यपूर्ण उपक्रम रावण्यासाठी उपयोग पाहे.

नाविन्यपूर्ण उपक्रम रावण्यासाठी उपयोग

| 1. ब्रीज कॉर्स: HSC नंतर पदवी, पदव्युत्तर अम्फास्ट्रक्षेंड व्यस्थापन करणे, सराव अध्ययन वर्ग, मार्गदर्शन शिक्षे, संकार वर्ग शाळा, व्यक्तित्व, विकास शिक्षे, ज्ञान व क्रममता समूहद विकास कार्यक्रम English Personality development Programme

2. धमकळवा विद्यार्थ्यांना पदवी, पदव्युत्तर स्तरावर धमकळवा घेऊन योग्य तो बदल करून नाविन्यपूर्ण उपक्रम स्वरुपाची तीत.

3. प्रभावी अध्ययन —अध्ययन प्रक्रिया रचने.

4. महाविद्यालयांचे सामाजिक योगदान— शिक्षक, विद्यार्थ्यांनी जाणून घेऊन कूटी करणे.

5. शिक्षक शिक्षक कमाण्ड: कम्बा व शिक्षा योजनेचा वापर करून अध्ययन धावनु पाही.

6. ISO 9001-2008 Certification योजना रावण्याच की ज्या योग्य योग्य रेकर्ड्स पूर्तता, व्यस्थापन होते.

7. IQAC वी स्थापना: कार्यावाही, उपक्रमाचे आयोजन करणे.

8. पंचवाढ Dev शैक्षिक प्रती/विकासात्मक नियोजन करणे. (Perspective plan)
9. ग्रंथालयातील नाविन्यता
पुस्तकांना On line issue करणे, digitalization of books, Bar code to Books, Student, Identity card, OPAC system, e-books, Mobile scanners, internet सुविधा, Xerox सुविधा, colour printer, consultancy service, self website, deviation of books, self building, book & author list or abstract.

10. आर्थिक संबंधिका : किमान दरम्यान वर्गीकरणासाठी एकत्र करून फंड उमा करावा. वित्तपत्र कामे, गरीब विद्यार्थ्यांसाठी वापरला.

11. माजी विद्यार्थी संघटना स्थापना: महाविद्यालयाचे भेटवस्तू, आर्थिक गरजा, समस्या त्यांचे माफत सोडवणे.

12. अध्यायांत व आपणकी भौतिक संसाधनांत व सुविधा, उपलब्ध कराव्यात.

13. बॉलीवुड, चार्टर्ड विद्या मराठी: मार्गदर्शक स्थितीत सकारा तेवळा.

14. नोकरी/रोजगार सेवा: campus interview घेणे, अनेक संस्थामध्ये रोजगाराच्या संधी उपलब्ध करून देणे.

15. मूल्य शिक्षणातील प्रशिक्षण, मार्गदर्शन, व्याख्या, शिक्षींचे तेवळे.

16. घन करणे व्यवसायान

17. आपत्ती व्यवस्थापन मार्गदर्शन कक्ष

18. सर्वभर प्रशिक्षण उच्च अंतरालात इतरांशी संसाधन संपत्ती हवी.

19. राष्ट्रीय, आंतरराष्ट्रीय खेळ व साहित्य सुविधा व संघीय उपलब्धता हवी.

20. सर्वांच संघर्ष परीक्षांचे मार्गदर्शन उपलब्धता हवी.

21. सर्वांच आयुष्यकेतनसूर विद्यार्थी निवास आवश्यकता हवी.

समारोप

शिक्षण हा व्यक्तिविकासाचे केंद्र आहे. नाविन्यपूर्ण उपक्रम हे आपल्या महाविद्यालयात प्रभावीपणे रावणे आवश्यक आहेत. शारीरिक, मानसिक, भावनिक, आर्थिक तथा व्यक्तीच्या सर्वगिरी विकासासाठी हे नाविन्यपूर्ण उपक्रम महत्वाचे आहेत. महाविद्यालयातील मार्गदर्शनी भौतिक घटकांचा योग्य प्रभावी वापर करणे, दैनिक उपक्रम रावणे अनेक महाविद्यालयातील उपक्रम महत्वाचे आहेत. महाविद्यालयातील माननीय भौतिक घटकांचा योग्य प्रभावी वापर करणे, दैनिक उपक्रम रावणे, अनेक महाविद्यालयातील उपक्रम आपल्या महाविद्यालयात नाविन्यपूर्णतेने, प्रभावी रावणे काढावी गरज आहे. सर्वांच भौतिक संसाधन सुविधा, आहुणिक तंत्रज्ञान व लांच्य साहित्य, ते वापरण्याच्या प्रभावी कुशलता हवी.

संदर्भ :

1. Peter F. Drucker, “Innovation and Entrepreneurship”.
2. किरण नागातोडे ;डॉ. सी.डी नैतिक मूल्य, विद्या प्रकाशन, नागपूर.
3. निकिता नारायण तिखे ;डॉ.डी व्यक्तिमत्व विकास आणि शालेय उपक्रम, संपादन प्रकाशन, पुस्तकासाठी.
4. भोजसे रमा अ.,;योंद्र दोळे उच्चवृत न. ;डॉ.डी शिक्षणातील बदलते विचार प्रवाह फडके पक्षिकोंजस्ती, कोल्हापूर.
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Page No.226

शृद्ध परिलक्षण

शिक्षणशास्त्र महाविद्यालयातील छात्राध्यापकांकंपण सुक्ष्म अध्ययन कौशल्याविषयक मुद्रमापनामध्ये
हि.डी.ओ. चा वापर केल्यानंतर ही छात्राध्यापकांकंपण अध्ययन कमस्तेत फारसा फकर पडत नाही.
संस्थापन परिलक्षण

शिक्षणशास्त्र महाविद्यालयातील छात्राध्यापकांकंपण सुक्ष्म अध्ययन कौशल्याविषयक मुद्रमापनामध्ये
हि.डी.ओ. चा वापर केल्यानंतर त्यांच्या अध्ययन कमस्तेत फकर चटक व तुटी चटकन कक्शालयाचे ते कौशल्य
चटकन आत्मसात करतात.

संस्थापन पद्धती

प्रस्तुत संस्थापनासाठी प्रामाण्यक पद्धतीच्या वापर केला आहे. जनसंख्या - इ.स. 2017-18 या शैक्षणिक
वर्षातील बी एड. 50 प्रशिक्षणार्थी ही संस्थापनाची जनसंख्या आहे.

न्यायांक

सुक्ष्म अध्ययन कौशल्याविषयक तंत्र 10-10 विद्याध्याच्याचे 2 गट हा नमुना आहे तो. समावे आहे. सुगम
यावदृष्टिक वापराचे समतुल्य समानांतर अभिकल्पनावर्ते या गठावे निवड केली आहे.

संस्थापन साधने

संस्थापनाच्या पूर्व चारणी व उत्तर चारणी चारणी सादराचे माहिती मिळवली तसेच माहिती विश्लेषणासाठी
व अर्थविभागाच्या मध्यमान हे सादराचे माहिती वन्दनाचा वापर केलेला आहे.

व्यापी व मयादा

प्रस्तुत संस्थापनाची व्यापी ही गो.ए.सो.च्या शिक्षणशास्त्र महाविद्यालयातील 50 छात्राध्यापकांपर्यंत
आहे. प्रस्तुत संस्थापन किंवा महाविद्यालयातील सुक्ष्म अध्ययन कार्यक्रमापर्यंत मयादी आहे. प्रस्तुत संस्थापन
करण्यात व स्पष्टीकरण कौशल्यानुसार मयादीत आहे.

प्रत्यक्ष कार्यपद्धती

संस्थापनाच्या शिक्षणशास्त्र महाविद्यालयातील 50 प्रशिक्षणार्थीच्या सुक्ष्म अध्ययनासाठी कोर्सेल्या
गटातील 10-10 विद्याध्याच्याचे 2 गट संस्थापनासाठी निमित्ते वा गटातील करण्यात व स्पष्टीकरण
कौशल्याविषयक मुद्रमापनासाठी गट अ च्या अध्ययनसाठी प्रत्यक्ष निरीक्षण पद्धती वापरली व विद्याध्याना
त्यांच्या चुका तोडू केली व लेखी शेअ देवुन सामिलत्या तर गट ब च्या हिंदी ओ. चा वापर करणे व च्या
अध्ययनाचे शुरू करणे नंतर त्यांची तोडे शुरू करणे देवी व चुकायली तोडी केली व त्यांना चुकायली
सामिलत्या त्यांतर करणे गट अ व गट ब दोन्हीच्या पूर्ण अध्ययन चेतले व च्या निरीक्षण मुद्रमापन केले.
पूर्णचारणीत गट अ चे मध्यमान M1 काढले व गट ब चे मध्यमान M 2 काढले.

उत्तर चारणीत गट अ चे मध्यमान M3 व गट ब चे मध्यमान M4 काढले दोन्ही चारणीच्या मध्यमानाची
तुलना करणे निष्कर्ष काढण्याचे आले व शैक्षणिक शिकारसी मांडण्यात आल्या.

निष्कर्ष-

1. करणे व स्पष्टीकरण कौशल्याविषयक पूर्णात्मक आधारीत प्रश्नात्मक करणे व हेतु करणे स्पष्ट करणे हे
सर्वांच्या जवाब्दांचा पास बरोबर होते.
2. कथन कौशल्याबाबत आशायनकूल आवाजात घड उत्तर सप्तम व शुद्ध उच्चार ही पूर्व चालणीत गट अ च्या 4 विकाशार्थ्यात अध्यापनात एवं गट ब च्या 5 विकाशार्थ्याच्या अध्यापनात दिसून आले तर उत्तर चालणीत गट अ च्या 6 विकाशार्थ्याच्या एवं गट ब च्या 9 विकाशार्थ्याच्या पूर्वाध्यापनात दिसून आले.
3. आवश्यक वैशिष्ट्यांचा समावेश हा भाग पूर्व चालणीत गट अ च्या 4 व गट ब च्या 5 विकाशार्थ्याच्या पाठांत दिसून आले. तर उत्तर चालणीत गट अ च्या 7 व गट ब च्या सर्वच 10 विकाशार्थ्यात दिसून आले.
4. हालचाल व हावभाव हा उपवधक पूर्व चालणीत गट अ च्या 7 व गट ब च्या 5 विकाशार्थ्यात दिसून आले तर उत्तर चालणीत गट अ च्या 8व गट ब च्या 8 विकाशार्थ्यात दिसून आला.
5. गट अ च्या मध्यमानातील फक्त 0.87 आहे व गट ब च्या मध्यमानातील फक्त 2.27 इतका आहे. यावरुन असे दिसून येते कि कथन व सप्तकरण कौशल्याच्या मुल्यमापन माहिती व व्याख्या पर्याय सुधारणा ज्ञानाचे आढ़ाते.

शिक्षार्थी -
1. सुक्ष्म अध्यापन कौशल्याचे निरीक्षण करताना नवीन तंत्रज्ञानाचा वापर महाविद्याधार्मणी करावा.
2. शिक्षक प्रशिक्षणातील निरीक्षण कार्यक्रमाचे मुल्यमापन करताना दृढकाल्य साधनांचा उपयोग करावा.
3. सुक्ष्म अध्यापन कौशल्याचे निरीक्षण वि.डी.ओ. शूटिंग व्याख्या करावे.

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पात्र सहगामी क्रियाएँ

प्रा. डॉ. अमरनाथ शांतासाम कुमावत
विद्या प्रतिभा (महाराष्ट्र) संचालित
शिक्षणशाख महाविद्यालय अहमदनगर.

प्रस्तावना

आधुनिक काल में केसल किताबी अथवा बौद्धिक ज्ञान से ही शिक्षा पूर्ण नहीं होती। अपने शिक्षा का ध्येय बालक का सर्वार्थ विकास करना है। बालक के सर्वार्थ विकास के लिए पाठ के अतिरिक्त क्रियाओं की आवश्यकता है। यह क्रियाएं साहित्यिक, मनोरंजन संबंधी, चेतना-कृद्व विद्यालय सहकारी समितियां, स्काउटिंग और रेडक्रॉस आदि हैं। इन क्रियाओं से बालक के बौद्धिक विकास के अतिरिक्त शारीरिक, मानसिक, यात्राहारिक और सामाजिक विकास होता है। अत: विद्यालय में पाठ सहगामी क्रियाओं का महत्त्वपूर्ण रूप है।

पात्र सहगामी क्रिया उसके उद्देश्य

पाठत्तर क्रिया के भीतर शिक्षक की शक्तियों का विकास होता है।
1. व्यक्तित्व विकास की शक्ति मिलती है।
2. नेतृत्व की भावना का विकास होता है।
3. शारीरिक विकास होता है।
4. सहयोग के भावना का उत्पादन होती है।
5. सामाजिक कुशलता का विकास होता है तथा आदर्श नागरिकता की शक्ति मिलती है।
6. छात्र के अक्षर का सदृश्य होता है।
7. इन क्रियाओं द्वारा विषयों का आनंद प्राप्त होता है।
8. शिक्षा और समाज में सुन्दर समक्ष स्थापित होते है।

साहित्य परिषद

शिक्षालय की सहभागी क्रियाओं में साहित्य परिषद का रण धर्मच ूर्ण है। साहित्य परिषद की ओर से कवि सम्मेलन, कवि दरबार, अत्यावश्यक, कहानी प्रतियोगिता, निबन्ध प्रतियोगिता तथा वाद-विवाद प्रतियोगिता आदि की व्यवस्था होनी चाहिए। इससे विद्यार्थियों में साहित्य प्रेम उत्पन्न होता है और वे अपने साहित्य के अध्ययन में धन लगाते हैं।

विद्यालय पत्रिका

साहित्य कायदम के अन्तर्गत विद्यालय पत्रिका के प्रकाशन द्वारा अध्यापकों तथा विद्यार्थियों के विचारों का प्रकाशन होता है। इस विद्यालय पत्रिका का नामदेश होना चाहिए और वर्ष में एक या दो बार इसका प्रकाशन होना चाहिए। विद्यार्थियों की रचनाओं का एकत्र करना चाहिए। उसमें से अच्छी रचनाओं को पत्रिका में अवश्य स्थान मिलना चाहिए। सभी अध्यापकों की रचनाओं को प्रकाशित नहीं करना चाहिए। लिखने में केसल अध्यापकों की ही स्थान मिलना चाहिए। यह समझा है कि कुछ विद्यार्थियों अध्यापकों से अच्छा लिखते हैं। कुछ अध्यापक तो लिखना ही नहीं जानते अतः उल्लंघ-सीधी रचनाओं प्रकाशित कर विद्यालय पत्रिका का राष्ट्र नहीं मिलना चाहिए। बालकों की रचनाओं में सुन्दर की आवश्यकता हो सकती है। अतः केसल अध्यापकों को उसमें आवश्यक संदर्भ कर देने चाहिए। विद्यालय
जितना व्यय वहन कर सके उसी के अनुसार पत्रक्रा का कलेवर होना चाहिए। विद्याधियों की छोटी सच्चाई का कर्म-न-कर्म प्रयोग करके उनकी स्वास्थ्य कर्मी चाहिए।

खेल – कूद

नवीन शिक्षा में स्वतंत्रता का प्रमुख ध्यान है। इसी प्रकार खेल का महत्त्व है। खेल अनेक रूपों में होता है। शिक्षा द्वारा शारीरिक, मानसिक और नैतिक विकास करने का प्रयत्न किया जाता है।

शारीरिक विकास में खेल से बड़ी सहायता मिलती है। बालक की मांस पेशियों मजबूत होती हैं और फिट भी शक्तिवान होते हैं। अतः शारीरिक दृष्टि से खेल की आवश्यकता है।

सामूहिक खेल

खेल का प्राथमिकतम रूप सामूहिक है। सामूहिक खेल में कई विद्यार्थी एक साथ मिलकर खेलते हैं। सामूहिक खेल में हारी, बालीबाल, पुट्टबॉल, कबड्डी आदि मुख्य हैं। इस प्रकार के खेल सामूहिक भावना और संगठन के विकास में सहायक है।

शिक्षालय में सामूहिक खेल की स्थापना होनी चाहिए।

शारीरिक व्यायाम

शारीरिक व्यायाम के लिए एक व्यायामशाला होनी चाहिए। व्यायाम प्राकृतिक सामूहिक रूप से अध्यापकों के निर्देशन में होना चाहिए।

सहकारी समितियाँ

विद्याधियों को सहयोग का पात्र पदाने के लिए सहकारी समितियों बनानी चाहिए। इस प्रकार विद्यार्थी अध्यापकों के सहयोग से विद्यालय में दूरकान, जलपानगृह, सहकारी बैंक आदि की स्थापना कर सकते हैं।

लाभ को अनेक हिस्सों में बोट लेना चाहिए। समितियों ही क्रियाओं का संगठन कर सकती है। विद्यालय में अध्यापक मौद्रिक पंड से भी छात्रों को सहयोग का पात्र पदा सकते हैं।

छत्र समितियाँ

छत्र समितियों का निर्माण अनेक क्रियाओं के सफलतापूर्वक निर्माण के लिए किया जाता है। इन समितियों को अनुशंसा, स्वास्थ्य तथा खेल आदि के उत्तरदायित्व साम्प्रदायिक दिन जाते हैं।

रेडकॉर्स और प्राथमिक विचित्रता

रेडकॉर्स एक महत्वपूर्ण संस्था है व्यक्ति वह विद्याधियों को समाज सेवा का अवसर प्रदान करती है। बालकों में वैश्विक और सामाजिक गुणों का विकास होता है। माध्यमिक शिक्षा आयोग के अनुसार प्रत्येक बालक को रेडकॉर्स का प्रशिक्षण मिलना चाहिए। इस प्रशिक्षण के द्वारा बालक अन्य स्वयं लाभान्वित होता है तथा समाज को भी लाभ पहुँचाता है।

रेडकॉर्स ने अन्तराहिंसा रूप ले किया है व्यक्ति वह इसका उद्देश्य दूसरों की सेवा और स्वस्थ्य शक्ति है।

अन्य पाठ्य सहाय्यी क्रियाएं

उपयुक्त पाठ्य सहाय्यी क्रियाओं के अनिवार्य संगठन और नाट्य क्रियाएं, परिचरण, वनोपसेवन, प्रौढ़ शिक्षा, प्रामुख्य, समाज सेवा, कला परिषद, पुरातत्व मंडल, इतिहास समिति आदि का संगठन विषय की दृष्टि से किया जा सकता है। इसके अलावा परिवर्तनियों के विद्यालयों में विद्यार्थियों को सद्देश्वरहर की शिक्षा देने के लिए 'सद्देश्वर परिषद' का संगठन होता है। इस परिषद के वही विद्यार्थी सदस्य होते हैं जो सद्देश्वरहर की प्रशिक्षण करते हैं।

अन्तः: अपने देश के विद्यालयों में इस प्रकार का परिषद का संगठन किया जा सकता है। शिक्षालय में मनोरंजन तथा नाटक के लिए नाट्य समिति का संगठन किया जा सकता है। तत्परता यह है की विद्यार्थी को जहाँ तक हो सके पाठ्य सहाय्यी क्रियाओं के और आकर्षित करना चाहिए, इसलिए उनके पूर्ण योग्यता के विकास में सहायता मिलती है।
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है की अध्यापन कार्य की सहायता के लिए पुस्तकें होनी चाहिए। समाचार –पत्र तथा उच्चकोटि की पत्रिकाओं का भी प्रबन्ध होना चाहिए।

पुस्तकों के रूचि

विद्यालय में अच्छी -अच्छी पुस्तकें होने पर उनका कोई महत्व नहीं होता जब तक उनको पढ़ने की रुचि न हो। इसके लिए सरल उपयोग यह है कि विद्यार्थियों को पुस्तकों के सम्बन्ध में बताकर उनमें पुस्तकों के प्रति रुचि उत्पन्न की जाए।

इसके अतिरिक्त पुस्तकों के बाह्य रूप, जिल्द, छपाई की संधि, भाषा शैली, पुस्तकों लिखने का अनुभव और प्रसिद्धि तथा प्रसिद्धि पत्र-पत्रिकाओं को ही पुस्तकालय में मैनेजर चाहिए।

पुस्तकालय की सजावट

विद्यालय पुस्तकालय में अध्ययन के लिए मेज-कुर्सियाँ, मैगजीन स्टॉर्ड तथा एलबम स्टॉर्ड, समाचार-पत्र रेडियो, कार्ड तालिका बांक, सूचना पट, घड़ी काउंटर, पुस्तकों के लिए अलमारियाँ तथा पुस्तकालय रजिस्टर होना चाहिए।

संग्रहालय

संग्रहालय की अंग्रेजी शब्द 'म्युज़ियम' है। जिसकी उपत्ति यूरोपीय शब्द 'म्युज़ेल' से हुई। 'म्युज़ेल' का अर्थ संगीत, विज्ञान, कला, कविता आदि की ड्रामा दृश्यों हैं। अतः स्पष्ट है कि संग्रहालय वह स्थान है जहाँ कला, साहित्य, विज्ञान और संगीत से सम्बन्धित वस्तुओं को संग्रहीत किया जाता है।

संदर्भ

1. ओमेगा प्लॉश्केशन्स, नई दिल्ली,मधुसूदन त्रिपाठी, - आधुनिक शिक्षा तकनीक एवं उपकरण
मुक्त विद्यापीठाच्या शिक्षणशास्त्र निष्णत शिक्षणक्रमाच्या मूल्यमापनात
ज्ञानवानवादाचे उपयोजन

डॉ. संजीवनी राजेश महाले
सहयोगी प्राध्यापक
शिक्षणशास्त्र विभागाखा
य.च.म.म.विद्यापीठ, नाशिक.

डॉ. माधवी धारणकर
सहयोगी प्राध्यापक
शैक्षणिक तंत्रज्ञान विभाग,
एस एन डी टी महिला विद्यापीठ, मुंबई

सारांश
शिक्षण प्रक्रियेचे मार्गदर्शन कर्णळशास्त्री वर्तनवादी, बोधात्मकवादी, ज्ञानवानवादी
विचारसार्थणवाची वारस केल्या जावा. ज्ञानवानवादी विचारसार्थणी विध्वंस केंद्रस्थानी आहेत. शिक्षकांने
उपलब्ध कल्यास दिलेल्या वातावरणात विध्वंस ज्ञान निर्मिती करतो.

विध्वंसाध्यवती बौधात्मक संस्थना विध्वंसशास्त्रा मानत तयार होतो. अधिकांके आशापत्रे
गरजेपुसार तो सामान्य किंवा बदल करतो. हाच अनुभव एम.ए. शिक्षणक्रमशील विध्वंसशास्त्राना
येणानाती ज्ञानक्रमाची विध्वंस घटकांचा मूल्यमापनासाठी विध्वंस साधने संकल्पित कर्णळशास्त्री
आहेत. विध्वंसांच्या कौशल अधिक परिणामकारकशिरमा कर्णळशास्त्री ज्ञानशा
विध्वंसाध्यवती अवकाश जाणून घेतल्यासारखे संस्थंगांधारे, सहकार्यशील अधिकांके चिंती
विध्वंसशास्त्रांना उपलब्ध कल्यास दिल्या जावा. विध्वंसांच्या मूल्यमापन हे ज्ञानवानवादी
प्रणलीनुसार वापराने येणानाती विध्वंस बिंदुवानांतरे केल्या जाते. एम.ए. शिक्षणक्रम
पूर्व केंद्रस्थानी विध्वंसशास्त्री शार्लेय सत्यार याचे उपयोजन करणे
आपेक्षित होते. एम.ए. विध्वंसशास्त्रकौण्डून प्रयत्नशील घेतले असता विध्वंसशीलाचे ज्ञानवानवादी
मूल्यमापनासाठी मिळाले ते अधिक परिणामकारकशिरमा याच्या वापर करणे
लागले.

प्रस्तावना
अष्टादशी शतकाच्या उत्तरार्घ्यात आणि एकौंग्रेसशास्त्र शतकाच्या सुरुवातीत रसो, लेस्टोलॉजी, प्रेफेफ यांच्या संतोषाच्या मूल्यमापनात शिक्षण लहान मूल्यांच्या नेतृत्वात विध्वंसचे महत्त
लक्षण आहेत. शिक्षण प्रक्रियेचे केंद्रस्थानी मूल हा विचार स्वीकारला गेला. परंतु धा
मातृ आण्यानाती वर्तनवादी, बोधात्मक विचारसार्थणी विध्वंस अध्यायन फव्होटी
उदास आल्या. परंतु धा मातृ शिक्षण केंद्रस्थानी होता.

विध्वंसी केंद्रित शिक्षणाचा दिशा देण्याचे काम रिस्सू शारतज्ञ जीन पियारे आणि
शिक्षण शारसेन तेव्हा वारंगटकी यांनी दिली. दोघांनी आयापायेचे देखण मूल्यांचा ज्ञान
संपदानाच्या फव्होटीभाव संस्थोण केले. याती माझ्याला निकर्ष मुळे स्वतंत्र आपल्या
ज्ञानाची निरेक्षीती केली अत्याक्त. मूलांचे ज्ञान निरेक्षीती ही नेतृत्व फव्होटी
निरेक्षीत शिक्षण आणली तर खरुळ अर्थाने शिक्षण विध्वंसी केंद्रित होईल.

ज्ञान रचनावादाचे जनक

जीन पियारे यांनी मूल्यांचा बोधात्मक विध्वंसचे उपराटी माझती. प्रत्येक मुळांचा वापर होत असताना तो याच्या समोविताच्या परिरिक्षी निरर्दिधी संदर्भाणात सर्व घटकांचा अर्थ समजून
धेवून सामयोजन कर्णळशास्त्रावर प्रयत्न करतो. या अनुमानातून मूल्यांचा मानाचे एक बोधात्मक
रचना तयार होते. या बोधात्मक रचनेमध्ये मिळालेजुळूते प्रतिसाद उत्तरावस्था तो सामान्येचे घेतो.
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एम.एड. शिक्षणक्रमातुन विद्यार्थी अनेकविध प्रकारे ज्ञान-अनुभवचौकृतत्त्व प्राप्त करतात. घटकांमधून मिळणारे ज्ञान, अनुभव व कौशल कोष्टक क्र. 2 मध्ये दिलेले आहेत.

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एम.एड. शिक्षणक्रमाच्या मूल्यापण कथिनरचनावादत्या तत्त्वांदुसार अनेकांच्या विविधाच्या देखील आहे.

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**Koshtak K. 4.**  
**E.M. E.D. Shaheen Janaache Shaloey Satarav Upayojan**

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**E.M.E.D. Shaheen Janaache Tyaanchi Tyaanchi Mitalwipalnya Janaache Tyaancha Dainadhin Vybhavant Upayojan Karyane Aparshakti Aahave. E.M.E.D. Shaheen Janaache Tyaancha Dainadhin Vybhavant Upayojan Karyane Aparshakti Aahave.**

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**Koshtak K. 5.**  
**E.M. E.D. Mahile Janaache Shaloey Satarav Upayojan**

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**Koshtak K. 5.**  
**E.M. E.D. Mahile Janaache Shaloey Satarav Upayojan**
क्षेत्रीय कार्य — अध्यापन विषयक

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अध्यापन — विषयक क्षेत्रीय कार्य अहवाल — पत्राधारसंच

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एम.ए. शिक्षणक्रम यशस्वीतिर्भु पूर्ण कॉलेज विद्यार्थ्यांची विद्यापीठात कार्यशाळा घेण्यात आली. त्यात एम.ए. शिक्षणक्रमातील मूल्यमापनाचा त्यांचा दैनंदिन कार्याचा ज्ञानरतनावादानुसार मूल्यमापन करण्यासंदर्भ म्हणून कसा उपयोग झाला याबाबत अनौपचारिक मुलाखती घेण्यात आल्या. गुणात्मक माहिती घेण्यात आली. त्याचे विशेषण पुढे दिलेले आहे.

निष्कर्ष —

1. तात्कालिक अध्यायांमधून मिळालेल्या ज्ञानाचे दैनंदिन कार्यांचा उपयोग करण्यास वाढ झाली.
2. शास्त्रीय विषयांचे पद्धतीत सर्वाधिक म्हणून प्राथमिक अध्यापकांमध्ये विषयांचे सख्तीत धारण करण्याची आवश्यकता प्राप्त झाली.
3. विषयशास्त्रीय (अनुदेशक त्वितविज्ञान शैक्षणिक व्यवस्थापन व नियोजन, प्रौढ व निरंतर शिक्षण) अध्ययनासाठी, ज्ञानांचा प्राप्त ज्ञात्यातून कॉलेजांना दैनंदिन कार्यांचा त्याचे उपयोग करण्याच्या कार्यात त्याचे अहवाल करण्यास वाढ झाली.
4. संशोधन कार्य अनिवार्य असल्यामुळे संशोधनातील टूटी प्राप्त झाली. शास्त्रीय स्तरावरील अवघड नवीन विद्यार्थ्यांसाठी संशोधन कार्य हाती घेण्यात आले.
5. पाठ्यांशिवाय दीर्घ स्वाभाविक, लघु स्वाभाविक लेखनातील अनूक संदर्भांचा वापर आणि मोजका वाढवून मांडणी करण्याच्या क्षमता विकसित करण्यास आली. शास्त्रीय विद्यार्थ्यांनी आश्चर्याकृत उपयोगनियोजनाने उद्देशीत्या क्रस्टी-कॉन्टेन्टमधून करत याबाबत मार्गदर्शन करण्याची क्षमता विकसित करण्यास आली.
6. अध्यापन-विषयक क्षेत्रीय कार्यांमधून अध्यायांसाठी आवश्यक असल्यामुळे विद्यार्थ्यांच्या क्षमता विकसित करण्यास आली.
7. कृती नियोजन करण्याची क्षमता विकसित करण्यास आली.
8. सहास्त्रीय उपक्रमांनून विद्यार्थ्यांना सर्वाधिक विकास करण्यावर कौशल्य प्राप्त झाले.
9. सहकार्यांत्मक अध्ययनाच्या महत्त्व करण्याला शास्त्रीय स्तरावरील त्यांचा वापर करून लागलो. त्यामधून विद्यार्थ्यांमध्ये एकजीत्रीपण निर्माण झाला.
10. पत्राधार संचार मूल्यमापन साधन महत्त्व लक्षात आल्यामुळे शास्त्रीय पातळीवर त्याच्यास साधन महत्त्व अनूक पद्धतीने वापर करून लागलो.
99. ज्ञानरचनात्मक मूल्यापन साधनांचा अनुभव मिळळ्यामुळे शाळेच्या पाताळीवर त्यांचे उपयोजन करण्यात सहजता आली.

समारोप—

ज्ञानरचनावादी विद्यार्थींना ही विद्यार्थीकर्त्यांनी निर्मित केलेले ज्ञानाचे मूल्यापन करण्यासाठी विविध साधनांचा वापर करावा लागतो. पॅम. पांड. शिक्षणक्रमात प्रवेश घेणाऱ्या विद्यार्थीं हे सेवांतर्गत आहेत. अध्ययन प्रक्रिया ही विद्यार्थीकर्त्यांनी आहे. याच शिक्षणक्रमात ज्ञानरचनावादी दृष्टीकोनातून विकित घटकांचे मूल्यापन करण्यात आले. विद्यार्थींनी त्यांचे उपयुक्तता लक्षात आल्यानंतर त्यांच्या दैनिक ज्ञानप्राप्तत्त्वातील त्यांचे उपयोजन केले.

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शालेय आंतर्वासितेचा तुलनात्मक अभ्यास

प्र. अशोक महादेव
राजकोठी, नागरकोठी, श्रीरंगपुर.

प्रासादिक
एन.पी.टी.ई. ₂₀₁₇  च्या नवीन आराख्यानुसार वी. एड. च्या अभ्यासक्रमामध्ये अनुभव वेळे ज्ञात होणार आहे. नवीन आराख्यानुसार अभ्यासक्रम आंतर्वासितेच्या कार्यांकाची प्रत्यक्ष कार्यवाही यांनी बदल जाते. वी. एड. अभ्यासक्रमाची काळी प्रात्यक्ष कार्यांक दोन वरीय अभ्यासक्रमात समाविष्ट केलेली आहेत. त्यापैकी, एक महत्त्वाचे शालेय आंतर्वासितेचा उपक्रम होय. वी. एड. अभ्यासक्रमातील प्रत्यक्ष शिक्षकांनी पेशेतल्या अनुभव देणे हे प्रात्यक्ष आहे. आंतर्वासितेचा हा उपक्रम पूर्वार्धात अभ्यासक्रमातील होता आणि नवीन बदललेल्या अभ्यासक्रमातील आहे.

आंतर्वासिता क्रमे काय
आंतर्वासिता हा उद्भव इंग्रजीच्या ‘इंटरनशिप’ याचे मराठी सुपारी होय. आंतर्वासिता हा शायद फ्राङ्समध्ये व्यावसायिक अभ्यासक्रमांना जाताच प्रचलित आहे. व्यवसाय महत्त्वाची किंवा व्यवसायाच्या तंत्रज्ञान असावी ठरते. वेतनकाऱ्याच्या शिक्षण पूर्ण ज्ञानांतर त्यांचा आंतर्वासिता ही अभिव्यक्त केली आहे. किंवून, त्याची अभ्यासक्रमाच्या एक महत्त्वाच्या भाग आहे. त्यांत्रिकी वी. एड. एड. अभ्यासक्रम हा व्यावसायिक अभ्यासक्रम आहे. त्याच्या पेशेतल्या व्यावसायाचे स्वरूप प्राण झालेले आहेत. संबंधित व्यवसायांमध्ये व्यवसायी होणारी पूर्वतारी असावी आवश्यक असते. पूर्वतारी शिवाय व्यवसाय यशस्वी होवून शकत माझे. त्याच्याच्या साह्यांच्या आंतर्वासिता उपक्रमामध्ये शाळाव्यापक कार्यक्रम पाठवून मुख्याध्यापक शिक्षक विद्यार्थी यांनी वाचायचे र सहकारी शिक्षक शिक्षकेतर कर्मचारी आणि समाज यांचा प्रत्यक्ष सहायता दिला जातो. त्यामुळे शाळाव्यापक कार्यक्रम पूर्ण अनुभव स्तर पर्यंत केलेला जातात.

तुलनात्मक अभ्यास
महाराष्ट्रातील विविध विद्यापीठांत बो. एड. पूर्ण करणा—या विद्यार्थ्यांची नौकरी करावी लागते. संबंधित शाळाव्यापक कार्यक्रम साधारण आंतर्वासिता कार्यक्रमाची परिस्थिती शिक्षकांनी व्यवसायाच्या सुरुवात करता. अभ्यासक्रमांना शिक्षकांना विद्यापीठ कोठारुप परिक्षेत्रात असावा—या शिक्षणशास्त्र महाविद्यालयात शाळेय आंतर्वासिता पूर्ण मानून काम केलेला आहे. त्यामुळे शिक्षकांना विद्यापीठ कोठारुप यांच्या अभ्यासक्रमातील शाळेय आंतर्वासिता आणि इतर विद्यापीठांच्या अभ्यासक्रमातील शाळेय आंतर्वासिता यांचा अभ्यास करावा वाटला. शाळेय आंतर्वासिता उपक्रमाची तुलना करताना शिक्षकांना विद्यापीठ कोठारुप आणि साह्यास्त्रांचे सहयोग पूर्ण विद्यापीठ पूर्ण व्यावसायी दुसरे—या वर्तमान हे शाळेय आंतर्वासितेची तुलना केलेली आहे.
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दैनिक हा उपक्रम विद्यार्थी शिक्षकांकांसाठी स्वतःचे आत्मनिरीक्षण करण्यासाठी खूपच उपयोगी असताच आहे दिसून येते.

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आयसीटी युगात शिक्षाकारे आत्मसात कारवायची कौशल्ये व त्यातील नवप्रवाह

प्र. नारायण हेमाजी मेंगांपाट
एस.एस.बी.कॉलेज ऑफ
एज्यूकेशन, शीरमापुर

गोष्टी

शिक्षण ही निरंतर चालण्याची प्रक्रिया आहे. ज्ञान शिक्षणाची प्रक्रिया ही नेहमीच चालूच राहते. संस्थान जागतिकीकरणाच्या युगात तर शिक्षण सेवेत अनेक बदल घडतात होतात. महृद या बदलांबदल आपल्याला माहिती असेच हवी. माहिती तंत्रज्ञान हा विषय प्राथमिक व माध्यमिक स्तरावर आवश्यक आहे. आपण आजच्या शिक्षण प्रामाण्याची केंद्रस्थिती हा विद्यार्थींचा आहे. महृद या विद्यार्थींच्या संघर्षीय व्यक्तिव्यक्त मित्रांमध्ये विकास करणे हे शिक्षणाचे प्रमुख ध्येय आहे. पुरुष केवळ पुत्रकी ज्ञान अर्थरत उपयोगात होणार ही ते ज्ञान विद्यार्थ्यांना व्यक्तिक्याच शरदत पोहोचविस्तारात माहितीक जोडते, तर्किक संचार गरज आहे. माहिती तंत्रज्ञानाच्या युगात संगणकाचा वापर ही आता नवीन बांध स्थापीत हवी. अध्ययन अध्ययन, कार्यालयीन कार्यक्रम सुनिश्चित व ब्रांच्याची होस्तत्त्वाची एक महत्वाचे साधन ठरते ते महत्त्वाचे संगणक. बदलतल्या कामचुरुसार शिक्षणाची मंत्री तंत्रज्ञानाचा वापर करणे अतिगल्पूर्व प्राचे बदलतल्या उपलब्ध होतात आहे. यासूचे शिक्षकांनी अपेक्षेच असांचे अत्यंत महत्त्वाचे आहे. यासूचे शिक्षकांना शिक्षण व प्रशिक्षण संस्थेचे तंत्रकृताच्या प्रशिक्षण देण्याचा आहे.

प्रस्तावना

पुरुषांनी धर्म गुणांक काढून कुष्टीती हे वाचले, किवा फार तर त्याची विचित्रित केली की आले ई-लर्निङ एवढपुरात माहिती तंत्रज्ञानाचा, महृदप्रमण डिजिटल क्रांतीचा उपयोग क्रांतप्रायत्त आपल्या आज्ञा सिद्धित हातीत. पण माहिती तंत्रज्ञानाचा उपयोग महणजे एकदमे नाही. शिक्षणाची प्रक्रियेत्त डिजिटल माध्यमांचा उपयोग अत्यंत कुळळपणे आपल्याचा करण्यास येऊ नाही. पुरुष केवळ शिक्षणाचे एक साधन आहे, तशीच डिजिटल माध्यमे. दोघदी गोष्टी शिक्षकाला पर्यावरण नाहीत हे आपले मान कधीच सुटता काम नये. ग्रंथालयात आपल्याचे अनेक शिक्षणांचे पुरस्कर्ष आपण विद्यार्थ्यांचे संघर्षीय उपलब्धता वाढतात, त्याचे वाचवन वाढवते यासूची प्राचे. पुरुषांनी आहेत, ग्रंथालयात आहे, महृद शिक्षकांची भूमिका बदलत नाही. शिक्षक ग्रंथालयाच्या उपयोग आपल्या शिक्षणाचे प्रकार्यांत करणारे चेतने. माहिती तंत्रज्ञानाच्या ज्ञान जगतीला निर्भर निर्भर प्रमाण आणि आता संपत्तीत महत्त्वाचे महणजे संगणक संगणक ही माहितीच्या अत्यंत गरज बनली आहे. पूर्वीची कार्यानाथ्यांची व्यक्तीस तिथिता वाचवती येत नकते अशा व्यक्तिस निर्भर नियंत्र समजले आहेत तर परंतु आता हा विचार बदलत महृद या संगणक संपत्तीत वाचवता येत नाही ध्यैवित्तीयांची निर्भर समजले जात आहे. यामधून शिक्षक प्रशिक्षण महत्त्वाचे आहे. आयसीटीलाहून गुंटमुळकृत अधिकारिक फायदे शिक्षणाच्या असतील तर शिक्षक प्रशिक्षण आणि निरंतर, सुसंगत व्यावसायिक विकास आवश्यक आहे.

अध्यापनांत शैक्षणिक तंत्रज्ञानाची गरज

आयसीटी वापरणा—या शिक्षक प्रशिक्षकार्थी शिक्षक महृद भूमिका जे समान्यकार्थी होत असल तर ती यामधून व्यक्तिव्यक्ती नेतुसाठी भूमिका बजाव्यासाठी त्याची गरज नाही होत.
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Microsoft Word: शालेय रेकॉर्ड पासून ते विषयांतर्गत अभ्यासक्रमाच्या नोंदपर्यंत सर्व माहिती लेखी स्वरूपात ठेवणे.

Microsoft PowerPoint: यांसोबत शिक्षकांना वाग्मयाच्या संचालनासाठी सादर करण्यासाठी लागणारे सादरीकरण साहित्य निर्माण करता येणे.

Microsoft Excel: या अधिकृत व्या सहाय्याने सर्व गणितीय क्रिया करता येणे व संजीवी माहिती चे पुढील करणे.

Picture Manager: या अधिकृत व्या सहाय्याने इमेजेज मध्ये आवश्यकतप्रमाणे बदल करणे.

स्कन्नर व ब्रिटर : स्कन्नर व ब्रिटर यांचा प्रमाणीकरण वापर करणे.

Browser: Browser हे आपल्याला इंटरनेट वरील माहिती शोधण्यासाठी मदत करतात. वेबसाइटांवर ब्रवारचे ठप्पूभूमित हे वेबसाइटांच्या ब्रवारच्या माहिती शोधण्यासाठी मदत करतात याची संख्या माहिती आपल्याकडे तिच्याने तिच्यासाठी काम करतात. कारण साहित्याच्या युगाच्या सर्व शिक्षणक्रमाच्या माहिती या वदववद वापराचे पुरवठा जातात आणि माहिती नाहीत. उदा. काही विशेषत: सरकारी वेबसाइट वा फक्त Internet Explorer किंवा Google Chrome या इथर्नेट मध्ये उपलब्ध. आसार अनेक इथर्नेट मध्ये उपलब्ध आहेत उदा. Internet Explorer, Google Chrome, Mozilla, Opera, UC यासारख्या अनेकांना आहेत.

Boolean Logic: या मध्ये इंटरनेट वर विविध क्वळ्याच्या वापराच्या ही ती विधानफलक माहिती माहिती मिळविला येते.

इमेल: इमेलबरी म्हणजे व्यवस्थापन करता येणे कामाची गरज आहे कारण त्याशिवाय कोणतेही शैक्षणिक काम करता येणे अशक्य गोष्ट आहे.
Interactive board: ची म्वैचे रात्रिगी व व्यवस्थापन करता येणे ही डिजिटल
शिक्षणात वाढविची गरज बनली आहे या द्वारे विद्यार्थ्यांना शिक्षणातील दूक — त्राय
स्वरुपाची आमूंसी देता येते , उदा:लायम्यें वाढवली जाणारी विभिन्न आपल्या मध्ये व
त्याला कमांड यासाच शिक्षकांना साधारण आपल्याच आक्षेप .

Mobile / Android Apps : मोबाईल मध्ये विभिन्न शैक्षणिक अधिक्षणाचे उपलब्ध आहेत
t्याच्याची माहिती व जागरूकता असणे हे साध्य त्यामुळे मोबाईल जगात महत्वाचे उपनिवेश
आहे.

Google Product: Google हे फक्त सर्वांना उद्देश्य हा आर्थिक उद्योग माहिती आहे मात्र
Google चे विभिन्न प्रकारची माहिती देणारे वेगवेगळे Google Product आहेत उदा: Google
Search, Google Alerts, Google Books, Google Custom Search, Google Finance,
Google Groups, Google Hotel Finder, Google Flights .Language Tools, Google News,
Google Patent Search, Google Scholar , Knowledge Graph ,Google Earth. Gmail,
Google Hangouts, Google Calendar, Google Docs, Google Translator, Google Sheets,
Google Forms, Google Slides, Google Sites, Google Contacts, and Google Groups.
Blogger Google Earth, Google Fonts, Google Cloud, Google Maps, Google Street View
इत्यादि . याचा उपयोग करून आपल्याला पाहिजेची ती माहिती यिधी व तिचे
व्यवस्थापन करणे सोपे जाते. त्यामुळे या सर्वांची ओळख आपल्याकडे गरजेचे आहे.

शैक्षणिक तंत्रज्ञानातील आकाराने
माहिती सादर करण्यासाठी आय्सीटीवा साधन महणून वापर करणे हे संपूर्ण
प्रमाणपत्र आहे. आय्सीटीवा सादरीकरणाचे माध्यम महणून वापर करणे (ऑलरेज्ड आणि
एलास्टिक प्रेजेंटेशन, दूरदर्शन संच, इलेक्ट्रॉनिक काइबरबुर्ड, मार्गदर्शित वेब-टूट्स — जेथे
अनेक विद्यार्थी संगणक पडळावर एकाचेकडी सारखी माहिती पाहू शकतात — इत्यादी) हे
समश्रेणीत्या माहिती असताल्या मराठी वाचलेल्या आणखी आहेत आहेत — त्यामुळे कठीण संचालन समाजीय
आणि त्याच्यावर वर्गीकरण करणे प्रमुख शक्तीत (खालीले सिम्पुलेशन महणून
आमासी प्रतिभेचा वापर करणे) मात्र आय्सीटीवा आशा वापरापासून शिक्षणव्यव统
जुन्या पारंपरिक पद्धतींचे पुनरुज्जीवन होऊ शकते. आणि वर्तमान मूल दुरुपयोगसूत्र तसा
विकल्प होऊन ते वापरल्या जाणासारख्या साधारणात आणि त्यासाठी असत आहे.
आय्सीटीवा वापरत असताना शिक्षकाने धडवायचे नियोजन करणे मूळ महत्वाचे आहे
संशोधनातील हे सिद्ध झालेले आहे की जेथे नियोजन करणे महत्त्वमायक होते तेथे विद्यार्थी
कमी समिश्र तंत्रज्ञान दिसायला आणि माहिती किंवा साधनाचे उपलब्ध करू शकतात.

समारोह
वरील सर्व बाबी विवरणात घेताना तंत्रज्ञानाते फायदे आणि त्याचे तोटे या दोन्ही बाजू
समोर येताने त्यामुळे तंत्रज्ञानात वापर करणारा होऊ यादेव आणि त्याचे तोटे याची
माहिती विविधांशा दिली पाहिजेचे. आस आसले तरी त्याचे फायदे आपल्याला पूढील विस्तृत
येताने उदा: शैक्षणिक तंत्रज्ञानामुळे मेलिंग लिस्ट आणि च्युट यांची सहायता
दूरदर्शन शिक्षणाच्या शिक्षणात कर्षणातरी संपर्क साधू शकतात व विवरणाचे आपल्याप्रदान
करू शकतात. शैक्षणिक धोरूने आणि शैक्षणिक प्रमाणपत्र सूचनांची माहिती सादर
अभ्यासमाधानी निर्दिष्ट विवरणात त्याचे केलेले पाठ नजरास्तून धाल्याचे येताने. त्यामुळे
इंटरनेटवरील माहितीमुळे संगणकाची व इंटरनेटवर वापर कसा करावा हे विद्यार्थ्यांना समजेल. शैक्षणिक तंत्रज्ञान मुळे देशाच्या निरस्तःशैली भागातील विद्यार्थीं परस्पराशी संपर्क करून नवनवीन कल्पना आणि प्रयोग राखून शकतात. शैक्षणिक तंत्रज्ञानामुळे कोणत्याही विषयाची, कोणतीही माहिती कधीही जगातून कुठूनही मिळवता येते. त्यामुळे शिक्षकांना शैक्षणिक तंत्रज्ञानाचे अध्यावत ज्ञान आसने कामाची गरज आहे.

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Prashnavik

शिक्षण रणनीतियांमध्ये अनेक हेतू असतात. त्यामध्ये प्रमुखता बनवली नवनिविष्ट ज्ञान प्राप्त करणे, कोरोना विकसित करणे, उपयुक्त मूल्यांकन, अभिव्यक्ती संपत्ति करणे व्यक्तीच्या सामाजिकनिर्णय करणे, नेतृत्वाचा विकास करणे व लोक उत्तम नागरिक तत्त्वात आश्वस्त करणे इत्यादी हेतूंता समावेश होतात. शिक्षणाचे हे भिक उदेश्य एकाक गरावणे व एकत्र प्रकारे शिक्षण देऊन साथ करते येऊन नाहीत हे आणण्याला मानून अनेकांनी आपला विभाग तत्त्वात तयार नाही.

आजच्या शिक्षण प्रश्नातील संबंधित पर्यावरणात असामान्यतेच्या अनेक कारणांमुळे ज्ञान प्राप्त करणे, कोरोना विकसित करणे, उपयुक्त मूल्यांकन, अभिव्यक्ती संपत्ति करणे व्यक्तीच्या सामाजिकनिर्णय करणे, नेतृत्वाचा विकास करणे व लोक उत्तम नागरिक तत्त्वात आश्वस्त करणे इत्यादी हेतूंता समावेश होतात. शिक्षणाचे हे भिक उदेश्य एकाक गरावणे व एकत्र प्रकारे शिक्षण देऊन साथ करते येऊन नाहीत हे आणण्याला मानून अनेकांनी आपला विभाग तत्त्वात तयार नाही.

Email id's: एमील्यू एमील्यू एमील्यू एमील्यू एमील्यू एमील्यू एमील्यू एमील्यू
शिक्षा प्रबंध खण्ड अर्थाते परिपूर्ण होणार नाही. त्यासाठी शिक्षकांनी जाणून घेतली मूल्यमापन करणे अथवास्थःक व अनिवार्य बनले आहे.

जाणून घेता येऊ शकता की मूल्यमापन कसे करावे?

1. अथवास्थःक बाबतातील शिक्षकांनी समावेश करावे.
2. एकाकीपणे अभियंता मूल्यमापन व साधनांच्या मूल्यमापन.
3. अथवास्थःक मूल्यमापनाच्या एकानिम्तकरण.
4. मूल्यमापणाच्या केंद्रस्थःक विचाराधिकरण.
5. पुढीला व संदर्भांद्वसूत.
6. अथवास्थःक प्रक्रियेच्या विचार.
7. सातप्राकृत व संवेदनशील मूल्यमापन.
8. मूल्यमापनाच्या अर्थव्यवस्था वंद होती नाही.
9. मूल्यमापनाचे उच्च विचारप्रक्रियेच्या समावेश असतो. (उदा. उपयोग, विश्लेषण, संशोधन.

वरील वैश्विद्यन्यूसार जाणून घेता येऊ शकता की मूल्यमापन प्रक्रियेच्या खूप व्यापकता प्राधान्यात करणे अपेक्षित आहे. त्यामध्ये पूर्णिशिवत निषेध असावय नको आहेत तर विचाराधिकरण बऱे जमा विश्लेषण हे वैयक्तिक जीवनात निघालेल्या अनुभवाच्या आधारे करणे अपेक्षित आहे. त्यामध्ये मूल्यमापनाचे विचारशीलाची अर्थव्यवस्था निवेषी ही वेगळी असू शकते येउ.

जाणून घेता येऊ शकता की मूल्यमापन कसे करावे?

1. अथवास्थःक बाबतातील स्वत: शिक्षकांची लक्षण निर्देश का?
2. एकाकीपणे अभियंता मूल्यमापण व साधनांच्या मोठ्यांच्या मूल्यमापन तर कसे मागे शोधता?
3. समस्या सोडविविधांसी ते गटत काम करतात . एकाकीपणे चचा करतात की वैयक्तिक मागे शोधता?
4. अथवास्थःक बाबतातील प्रक्रियांचे पदार्थ परिस्थितीत करा वापर करतात?

त्यामध्ये जाणून घेता येऊ शकता का प्रक्रियेच्या खूप व्यापकता प्राधान्यात करणे आप्तव्यवस्थ असतील?

1. अथवास्थःक बाबतातील स्वत: शिक्षकांची लक्षण निर्देश का?
2. एकाकीपणे अभियंता मूल्यमापण व साधनांच्या मोठ्यांच्या मूल्यमापन तर कसे मागे शोधता?
3. समस्या सोडविविधांसी ते गटत काम करतात . एकाकीपणे चचा करतात की वैयक्तिक मागे शोधता?
4. अथवास्थःक बाबतातील प्रक्रियांचे पदार्थ परिस्थितीत करा वापर करतात?

त्यामध्ये मूल्यमापनसाठी जाणून घेता येऊ शकता का प्रक्रियेच्या खूप व्यापकता प्राधान्यात करणे आप्तव्यवस्थ असतील?
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3) मैथिक सादरीकरण

विद्यालयों का लोग जान शाक्तिक सादरीकरण कराने सादर करण्या शिक्षकों परवानी व प्राक्तन देने गरने आहे. त्यासाठी विद्यार्थी अभ्यासांकडून, विद्यार्थी परिषद, परिसंवत, वारदिवार, फक्तुत्तित इत्यादी आयोजन करणे आवश्यक आहे.

4) प्रिक्लाईस

एखाद्या घटकाच्या खंडां साधनन्तर अध्यायन-पुंख, आंतरिक्यांतरक व अध्यायनन्तरन त्यांचा जाण पडावाच्या करण्यासाठी पाच मिनिटांत निवड लेखांनी कृत्य होय. लामावर विद्यार्थी बालीनी ठोस प्रश्नांची उतरते देतात.
1. हा घटक आत्मसार करताना करारां मदत जाळाली.
2. या घटकाच्या खंडां साधन तात्त्वी वा.
3. हा घटक ती चांगल्याच्या आत्मसार कर शेवटेच यासाठी सुचवा. शिक्षक विद्यार्थ्यांची दिलेल्या व्यर प्रश्नांचा उत्तरावर आवश्यक सुचवने नियोजन करतात.

5) संकल्पना नंदी- 

व्यावहारिक विद्यार्थ्यांचे निर्माणकार्याची आधार निर्देशण मूल्यांक नंदी होते. या संकल्पना नंदी शिक्षकांना विविध प्रत्येक मदत करतात. त्या विद्यार्थी माहिती प्राक्कलकरण करून करतो, लीटर सहाय्यी गटातील चर्चेत सहभाग कसा व किती नोंदसाठी, सत्ता विद्यार्थ्यांची काम करावी, त्याची अध्ययन शैली करावी आहे, त्याची अभिव्यक्ती व एकूण वर्णन करून इत्यादी बाबत संकल्पना नंदी मूल्यांकन करण्याचा उपयोग होतात.

6) प्रकाश-

विद्यार्थींचा प्रश्नांची उत्तरे शोधण्यांसाठी बालतव जगातील संशोधनांचा प्राक्तन दावे. सक्षोल्यांतरनाशी प्रकाश कार्य करारा याचे उपलब्ध करावी. तपास व संशोधनाधीन प्रकाश प्रत्येक केरेता निवड निवड उत्तराने त्यानुसार मूल्यांकन करावी.

7) अभिलेखा- 

जागरूकतानिवेदी मूल्यांकनांसाठी वाराणसी एक महत्त्वाची कार्यकर्तानी महत्त्व भूमिकापालीन उपयोग केला जातो. यातून दिलेल्या परिस्थितीत विद्यार्थ्यांची भूमिका बदलताव्या असतात त्यातून आपल्या माहिती, जाण, कौशले, अभिव्यक्ती, विचारात्मकता बाळवी वापरून याच्यात मूल्यांकन करता येते.

विद्यार्थी कार्याची अध्ययन-अध्ययन करताना विविधप्रकाराची अधिक प्रकारणकारक होईल यांची शेवटच नाही याची यांच्याला भूमिका महत्त्वाची ठरते. विद्यार्थी पूर्वज्ञानाचा वापर करून जाणांच्या रचना करण्याचा आहे किंवा नयीनी जाण आपल्या करणार आहे. तरंगेच विद्यार्थीला योग्य सुविधा पुरवून विद्यार्थींचा वापर नसकणे अधिक तसक्षाच घटनाच्या बांधकामांच्या आवश्यक निवड व साधने वापर विद्यार्थींच्या मूल्यांकन करण्याच्या जवळपास याच निवड करण्याच्या आहे.

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P. Raju Gulab Sheth
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चा कालावधी वर्ष स्वतंत्र अधिकार आहे. अला प्रकारच्या कालावधीतून अपेक्षित सराव नेका करा असेल ते कल्पनाच्या बाहेर आहे. मात्र राज्यसत्तातील शिक्षण बोर्ड, सी.बी.एस.सी., आय.सी.एस.ई. अभि शिक्षक शिक्षण देण-या संस्थानाच्या स्वरुप प्रशिक्षण राष्ट्रिय-या संदर्भात एकवाक्य असली पाहिजे. काही शाळा वेळेच्या अभावी असा प्रशिक्षणाला मान्यता देत नाही.

5) शिक्षकांकडून दूरदूरीकोनने अभाव -
शिक्षण प्रशिक्षणाच्या काळावधी हा एक वर्षपिचा अधिक असला पाहिजे हा सूर याच कार्य करणा-या शिक्षकांचा होता. संस्थान, कार्यालय, चर्चासंग्रहाचा माध्यमानुसार हा कालावधी निषिद्ध वाढवणा यासाठी काही शिक्षक प्रयत्नवाढी होते. आता पुढी एकदा बी.एड. कालावधी एक वर्षाचा असावा असे माणूस हुजूम तागली आहे. कोणत्याही कार्यक्रमांना व परिणामाचा बिचार न करता ही माणूस हुजूम तागल्याने ही मानसिक संविधान न समजण्याप्राप्तकडून आहे. भविष्यत शाळाची माणूस करणे किंवा नाही. संस्थानेनाही एखादी सत्यता माद्रेनी हे शिक्षक प्रशिक्षणातील दूरदूरीकोन नस्लाचे निर्देशन असे असे दिसते.

6) दोन वर्ष कालावधीचे बी.एड. प्रशिक्षणसमोरील आहांने -
1) लेखी कामाचा ताप व निश्चित काळावधी - लेखी प्रतापस्थित कामाची संख्या अधिक, परिकेंद्रित अधिक पेपर हे सर्व कामाचा ताप ध्यानार्थ हेतू याच सुधारणा आणणे आवश्यक. प्रतापस्थित काम करते असताना त्याचा लेखी पुरवठा अवश्य त्यासंस्कृतीलेखी कार्य वेळेच्या नियोजनानुसार अधिक देण्यात आलेले. त्यामुळे प्रशिक्षणार्थी विद्यार्थ्यांनी केवळ पूर्ण करणे या हेतून म्हणून हे कार्य करताना दिसतात.
2) आशय मुळाने पुनरागुणुत्थान - काही सुमारा विषयांमध्ये त्यावर एका मूळांना मूळवर पुनरागुणुत्थान होऊ याचाची आहे. वर्तमान मूळांचा होणारी पुनरागुणुत्थान मूळ त्यावर विषयांनी एकवाक्य राहत नाही.
3) मूळांच्या तात्त्विक कमत्र म्हणजे नाही - त्यावर विषयांतील काही मूळांचा तात्त्विक कमत्र व क्रम निर्णयक म्हणजे. सुरुवातीला मूळांच्या काम सृजनातील भाग तर अर्थ , व्याख्याताचा अधिक चर्चा नंतरचा घटकांमध्ये लेलेला आहे. काही मूळांचे स्थिर होऊन संबंध वाटते, विद्यार्थ्यांनी शिक्षक जो तो आपल्या परिने त्याच्या अर्थ नाल्यावर समजून घेणे अथवा आकार का?
4) क्षेत्र भेट - काही विषयातील क्षेत्र भेट हे प्रतापस्थित कार्य देण्यात आलेले असेल विशिष्ट हे क्षेत्र भेट अत्यंत लिखानासह पूर्ण करावे लागते. मात्र विद्यालय वेळेच्या बंदणामध्ये सदर प्रतापस्थित कार्य केवळ वेळेच्या अभावी पूर्ण करणे वातावरण होऊ नाही. महाविद्यालयातील सदर कार्य पूर्ण करताना छात्र प्रशिक्षणार्थी व शिक्षक दोळानी याच व्यस्त राहून लागते त्यामुळे क्षेत्र भेट सोबत अतिरिक्त लिखानाची सक्षी करणे योग्य नाही.
5) अध्ययन शास्त्र - अध्ययनाच्या शास्त्र प्रथम वर्षात अंतर्यंत्रतः त्याचा खरा उपयोग द्वितीय वर्षात त्याप्रमुख आलेले होते. अध्ययनशास्त्राचा जास्तीत जास्त अंतर्यंत्रात आवश्यक असे छ, तर त्याच्या काळाकाळाच्या केली जाते, पाठ्यक्रमांवर वेळ गोळा काळेच याच द्वितीय वर्षात त्याप्रमुख आलेले होते. अध्ययनशास्त्रांसंबंधी अधिक आकलन होणारी बाजू द्वितीय वर्षाच्या वर्षात फिरत आकलन अधिक यावतीला वाचवायला संकल्प निर्माण होते त्यामुळे सदर मूळांवर पुनरागुणुत्थान करणे प्राध्यापकसाठी अडचणीचे ठरवणे.
6) शास्त्रीय नकारपाटक दृष्टीकोन - शास्त्रीय अनुभवासाठी प्रथम वर्ष ठरवत शास्त्रिक कालावधी निचित केला आहे. छात्रसंस्थेकाळावधीच्या प्रथम वर्ष 3 आठव्या कालावधी नंतरच्या दुसऱ्या वर्षात बी.एड. छात्र प्रशिक्षणातील 16 आठव्या कालावधी, या शाळेतील शिक्षकांनी पाठ निरीक्षण करणे हा हेतू मात्र
शाळेतील उपक्रम व अभ्यासक्रम राष्ट्रीय सांस्कृतिक निफिच्छ शेरेल्या कला विचार करता प्रथमानांतर कार्य करणारे आहेत. त्यामुळे काही शाळेत हा छात्रसेवकांबरोबर मनस्ताप ठरताना दिसतो कारण या सर्व छात्र स्नातकार्नांना कार्यांत व्यस्त ठेवणे त्यामुळे तेलील सिद्धांतांची कार्यानंतर व्यक्ती येऊ लागला इतका मोडून कला विचाराची साधा प्रवर्तनी देत नाही. त्यामुळे सदर छात्रसेवकांबरोबर उपक्रम राष्ट्रीय सांस्कृतिक आयोजनाच्या शर्तेनुसार ठरतो आहे.

7) साधारणपणे तंत्रज्ञान - छात्र स्नातकार्नांना माहिती तंत्रज्ञानाच्या आवकनासाठी उत्तम संगणकीय लेख असेच आवश्यक अन्य सापडून महाविद्यालय सुट्टा आहे. असा मानिस. मात्र सदरच्या अभ्यासक्रमाच्या विचार क्रमास अभ्यासक्रमात ICT घटकांना क्रम्यात देत. ICT प्राथमिक कार्य हे केवळ साधारणपणे ठेवण्यासाठी आहे. माहिती तंत्रज्ञान घटकांना जीवन देत. व्यवस्थापनाचे अधिक जाण छात्र स्नातकार्नांच्या भर्ती अथवा प्रवेश दर्जा प्रशिक्षणांमध्ये परत घेण्यासाठी त्यांचे शक्ती नाही. शिवाय काही महाविद्यालयाला ही आम्रिश भाजते आस्त्यांने संज्ञांने उपलब्ध होत नाही त्याचे धीरे अभावी सर्व अभ्यासक्रमांच्या आंतरिकांची होणार नसतो. अनेक संगणकीय भौतिक अभ्यासक्रमांसाठी जुंग न आतील, त्यांनी नवीन माहिती ठाऊळित होणार अशा माहिती निर्माण होते.

8) संरचना पुस्तकांची कमतरता - दोन वर्षांतिक बी.ए.ड. अभ्यासक्रमाच्या नवीन विषयाचा अंतर्गत केला आहे. उ.वा. language across the curriculum, understanding discipline and subjects मात्र त्यांतरिक संरचना पुस्तक आपल्याकडे आहे. इतर पुस्तकांच्या महत्त्वाच्या उपलब्ध होताना दिसत नाही. या घटकाचा अंतरिक्षाविज्ञानिक वाणिज्यासाठी पुस्तक उपलब्ध असली पाहिजे, पुरुष पुस्तकांचा संरचना घेणे मुलांसाठी आध्यात्मिक ठरते.

9) महाविद्यालयाची स्वतंत्रता व्यवस्थापनात जुडते - बी.ए.ड. अभ्यासक्रमात Art and drama, yoga व विषयांच्या प्राथमिक कार्यांचा अंतर्गत केला आहे. या प्रशिक्षणांमध्ये योग्य प्रशिक्षणाची निवड होणे अपेक्षित आहे. मात्र महाविद्यालयाने स्तरावर अशा विषयांमध्ये प्राथमिकता न घेता इतर प्राथमिकवाढ लय तुम्हाला भार देखील येतो शिवाय या अभ्यासक्रमात्मक महाविद्यालयाच्या साधनाची उपलब्ध करणे घायली लागते., संस्था किंवा महाविद्यालयांना खर्च करावा तागतो. अधिक खर्चाचा भार, साधनांची कमतरता, प्राथमिकवाढ अभियंता वाहतेचा भार यामुळे या विषयांचा उद्देशाळा केले जाणारे प्रत्येक फार्स पूर्ण करणारे आहे असे दिसून येते याबाबत NCTE विचार करणे आवश्यक आहे.

10) मूल्यमापनाचे आधार - बी.ए.ड. अभ्यासक्रमाच्या काही क्षेत्रात प्राथमिक कार्यांमध्ये विभाग करत आहे, शिवाय काही पट्टी निरीक्षण हे तात्त्विक दक्षतानुसार केले जाते, हे सर्व अंतर्गत व बाहरी मूल्यमापनातून अधिकृत पद्धतीने तपासणी होणे अपेक्षित आहे, मात्र निरीक्षण कार्यक्रम करते असलेले विद्वानांना समान पात्रीवार मूल्यमापनात होणार आवश्यक निर्माण होतो, साधनांची अनुवादता, शिक्षाक्रमांसाठी अक्षरीभूत तंत्रज्ञानाची वातावरण प्रत्येक प्रणालीवर घटक यामुळे या निरीक्षण तपासणीमध्ये अध्यात्मिक होणे अभ्यासक्रमात अंतरिक्षाची तात्त्विक दोष निरीक्षण होवू शकतो.

बी.ए.ड. अभ्यासक्रमाच्या रचनेमध्ये स्वतंत्र बदल नकारात्मक आहे असे नाही. मात्र अभ्यासक्रम अधिक प्रगत करताना तो किंवा उपचार याचार मंडळ होणे आवश्यक आहे. प्रशिक्षण कलाकारी, अभ्यासक्रमांचे घटक, छात्र प्रशिक्षणार्थी अभ्यास, पायामूल परिसंचितीच विचार, व महाविद्यालयाच्या स्तरावर असणारे व्यवस्थापन याचा विचार अभ्यासक्रम रचनेचा माध्यम तुर्न होणे गरजू जाऊ आहे. कौन्त्यांवर अभ्यासक्रमाचे
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परिणाम सकारात्मक होण्यासाठी त्यातील सेवेच्या संधीची गरज निर्माण करता याच्याची पाऊले उचलणे गरजेचे आहे. शिक्षक प्रशिक्षण हे भविष्यकालीन गुंतवणूक आहे, अनुभव व विविध स्तरावर चर्चेतून या अडचणीवर मात करता ठेवू शकते मात्र या गुंतवणूकीचा परिणाम योग्य होण्यासाठी सेवेच्या संधी अधिक अधिक उपलब्ध करून देणे हा प्रशासनाला पुडील खरा प्रश्न आहे.

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शांतता शिक्षणासाठी सहकार्यकुट्र अध्ययन तंत्रात्या परिणामकारकतेचा अभ्यास

डॉ. लाजनाथ ई. राठोड़
शिक्षणासाठी महाविद्यालय,

प्रस्तावना
साधारणपणे, युग माहिती संकुलण संस्थानांना युग आहे. त्यामुळे शैक्षिक स्थलस्थानीय अध्ययन अथव्यवस्था संलग्न नाही बदलत आहे. कमी कमी वेळात अधिकाधिक अध्ययन काढून येत असेही अध्ययन अथव्यवस्था क्षेत्रातील नवनिमाण नागरिकमूली अध्ययन व अध्ययनाची पदती ही विकसित होते आहे. शिक्षण शैक्षणिक इ-लेखन, एम-लेखन, आंतरिकप्रयात्मक अध्ययन, अंतर्वेण अध्ययन व सहकार्यकुट्र अध्ययन यासारखे शैक्षणिक प्रश्न निर्माण होते आहे. त्यातील सहकार्यकुट्र अध्ययन तंत्र अत्यंत परिणामकारक ठरत आहे. सहकार्यकुट्र अध्ययन ही एक अंशी प्रकिया आहे की ज्ञाने विद्यार्थी गटात एकत्र येऊन शिक्षणाची प्रारंभी साठवून करतात. शांतता शिक्षणासाठी सहकार्यकुट्र अध्ययन पदती अत्यंत उपयुक्त उद्देश्यांमध्ये आहे.

सहकार्यकुट्र अध्ययन तंत्र व शांतता शिक्षण याचा परस्पर संबंधी गरज व महत्त
1. एकमेकांच्या सहकार्य
सहकार्यकुट्र अध्ययन तंत्रात विद्यार्थी अध्ययन करताना एकमेकांचे सहकार्य घेतात त्यामुळे एकमेकांच्या भावांचा आदर करण्याची विचारानावी संवत लागेल. त्यामुळे कल्ह, वाद वा गोष्टींना आमु बसेल जेणेकरून सातकाचा समाज निमित्तीची घडी बसण्यास यावून मदत होईल.

2. चर्चा
सहकार्यकुट्र अध्ययन तंत्रात चर्चा घडवून आलेली जाते. यामुळे विद्यार्थी प्रत्येक चर्चा वेळात सहभागी होऊ शकेल. समाजात होणाऱ्या विचार प्रसंगाभ्यांते विद्यार्थी सामाजिक घटक व नाताने चर्चा करण्यास तयार होईल. यामुळे त्यांनी, जाकोमो विचार सामाजिकवृत्तांना आभास बसण्यास मदत होईल. तसेच शांतता प्रस्थापित करण्याची सवित्त लहानण्यापाहून विचारानावी जोपसाटा वेळेल.

3. विविध विचारसार्थी चर्चा
समाजात यावरत असताना विचार घटनांच्या अनुमान व्यक्तीत येत असतो. त्याचा चार्जिर्बाजुनी विचार करण्याची सवित्त वा सहकार्यतंत्रामुळे विचारानावी अंगी जोपसाटा वेळेल. जेणेकरून विचारसरकार कार्य होणार नाही. शांतता प्रस्थापित करता वेळेल.

4. संघर्षाची जागा सहकार्यांस
या तंत्रामध्ये संघर्षाची जागा सहकार्यांनी घेतात आहे. त्यामुळे ह्यांना, कल्ह, राग, मतर ह्या दुसऱ्यांना विचारांच्या आयोजित दूर देखील. यामुळे प्रत्येक जाती-सम्बन्धी आदर सामने राखून जाईल. मानवी हीच जात मानून विचारें एकमेकांचा सहकार्य करतील यावून शांतता शिक्षण घडण्यास मदत होईल.

5. सकारात्मक दृष्टिकोणांच्या विकसन
सहकार्यकुट्र अध्ययन तंत्रामध्ये सकारात्मक दृष्टिकोणांचा विकसन केले जाते. प्रत्येक घटनेकडून, प्रसंगांकडून, व्यक्तींकडून पाहिजा दृष्टिकोण हा सकारात्मक देखण्यास मदत होईल. यामुळे निर्देशक मूलमित्र दूर करण्यास सामाजिक प्रतिक व्यक्ती यशस्वी होईल.
6. संशोधन कौशल्यात ृत्ती
एकमेकाशी संवाद साक्षात्त्विक कौशल्यात चाहे होणास हा सहकायुक्त तंत्राचे वाढीस लागेल. एकमेकाशी भावना जाणणे, विचारांचा आदर करणे, एकमेकांना समजून घेणे या गोष्टी विद्याभूषण अंती वाणिज्यात जातील.

7. समस्या निराकरण
समस्या निराकरण तंत्राचा वापर सहकायुक्त अथव्यत तंत्रात केलेचा जातो यामुळे कोणत्याही समस्येच्या सामोरे जाणाऱ्यासारखे बदल विद्याभूषण निर्रमाण होईल.

8. संघटन व नेतृत्वालीचा विकास
सहकायुक्त अथव्यत तंत्राचा संघर्ष हा एक महत्त्वपूर्ण गुण आहे. विद्याभूषण संघटन कौशल्याची सवय लागते. या नेतृत्वालीचा विकास साधन येतो. लामुळे आपासातील वै दूर ठेवून विद्याभूषण बाही आयुष्यात आंतरराष्ट्रीय सामाजिक होणास मदत होईल.

अशा पद्धतीने शास्त्रीय विद्याभूषण सहकायुक्त अथव्यत तंत्र योंच परस्पर संबंध सांगत येईल.

संशोधनाच्या उद्देशे
1. अथव्यतार्थीमये गटकार्य संचालनाना, सहकायुक्त वृत्ती अथव्यत करणे. रुजळविणे.
2. अथव्यतार्थीमये गटकार्य संचालनाना, सहकायुक्त वृत्ती रुजळविणे.
3. अथव्यतार्थीनार्थी नवाचारांदरी, कर्त्य वशसिष्यांचा पार पावालावर अथव्यतार्थीमये इतरांचे खण्डने जाणून घेणास सामर्थ्य बनविणे.
4. सहकायुक्त अथव्यत तंत्राचा शांतरं शिक्षणार्थ होणारी परिणामकारकता तपासणे.

विद्याभूषण गृहीतके
1. माध्यमिक शाळेशीमये विद्याप्रवेश अथव्यत-अथव्यत पद्धती वापरल्या जातात.
2. माध्यमिक शाळेशीमये विद्याधीनता अथव्यत-अथव्यत पद्धती विद्याभूषण सहभाग नसतो.
3. शिक्षकोंचा अथव्यत-अथव्यत पद्धती नाविकपूर्वक उपस्थिती असते.
4. माध्यमिक शाळेशीमये विद्याभूषण अंतरराष्ट्रीय घडत नाही.
5. माध्यमिक शाळेशीमये विद्याभूषण संघभागनेचा अभाव जाणवतो.
6. माध्यमिक शाळेशीमये विद्याभूषण समाधीपणणा दिसत नाही.

परिकल्पना

3. संशोधन परिकल्पना
1. माध्यमिक तरवाळीविध विद्याप्रवेश संचालनाना वाढीस लागेल.
2. विद्याभूषणसाठी भावना वाढीस लागेल.
3. विद्याभूषणसाठी आंतरराष्ट्रीय घडत नेतीत.
4. विद्यायी एकमेकांची भाव-भावना समजून मेलीत.
5. निर्धारित गठबंधन व प्रायोगिक गठबंधन विद्याप्रवेश पूर्व वाचनीतील गुणात फरक पडणार नाही.
6. निर्धारित गठबंधन विद्याप्रवेशच्या उत्तर वाचनीतील गुणात फरक पडणार नाही.
7. प्रायोगिक गठबंधन विद्याप्रवेशच्या उत्तर वाचनीतील गुणात फरक पडेल.

4. शून्य परिकल्पना
1. निर्धारित गठबंधन विद्याप्रवेशच्या गुणात कोणताही फरक पडणार नाही.
2. प्रायोगिक गठबंधन विद्याप्रवेशच्या गुणात फरक पडणार नाही.
संशोधनाची कार्यक्षमता
प्रस्तुत संशोधनाचे स्वाभाविक छाया आश्वस्त छाया अश्वस्त दोन प्रवकारी चाल आहेत. प्रस्तुत संशोधनाचे स्वाभाविक छाया आश्वस्त छाया चालावर होणारा परिणाम तपासण्यात आला आहे. या अभिक्रियाचे स्वाभाविक छाया चाल हे सहकायबुढीत अश्वस्त तंत्र हे अश्वस्त छाया चाल म्हणजे विद्याध्यायी मध्ये शांतता शिक्षणाची होणारी सुजवणुक त्वसाती चाचणीचा उपयोग केला आहे.

नमुना निवड
बाहीं शहरात सर्वव शाळांमध्ये विविध उपक्रम चेतले जातात. अभ्यास विद्यालयाची प्रैक्टिसिंग स्कूल, बाहीं या शाळाची संबंधत्वेवर आश्वस्त होतील निवड करण्यात आली.

बाहीं शहरातील पाच माहिमान शाळेतील प्रवकारींनी दोन शिक्षकांची निवड प्रवकारीसाठी सादी करण्यात आली. त्वत विद्याध्याया विविध उपक्रमातील सहभागिताची प्रक्रिया विचारण्यात आले.

अभ्यास विद्यालयाची प्रैक्टिसिंग स्कूल, बाहीं या निवडलेल्या शाळेच्या इतयादत 8 वी म्हणजे वर्गातील 20 विद्याध्यायी निवड गादूऱ्यास येतील. या सर्व विद्याध्याया 20 गुणांची पूर्ण व उत्तर कसोटी देण्यात आली.

संशोधनाची साधने
पूर्व चालणी-समाचे इतयादत 8 वी म्हणजे वर्गातील 20 विद्याध्याया म्हणजे विद्याध्यायी प्रवकारी प्रशिक्षण म्हणजे वर्गातील देण्यात आली. उत्तर चालणी- इतयादत आतिबीच म्हणजे निवडलेल्या विद्याध्याया म्हणजे सुजवणुकता विकासासाठी विविध उपक्रमातील महामायून प्रशिक्षण देण्यात आले. या नंतर पुढील म्हणजे चाचणी देण्यात आली. संशोधनाची साधने-प्रस्तुत संशोधनाचे प्रक्रिया, विविध उपक्रमातील टी गुणांक, सार्वजनिक स्तर यांचा वापर करण्यात आला आहे.

संशोधनाची प्रत्यक्ष कार्यवाही
1. चर्चा
अभ्यासात हिंदी व्याकरणातील विशेषण या घटकांची चर्चा घडवून आली. चर्चा म्हणजे एक विशिष्ट प्रकारचे संशोधन होय तर सामान्य संशोधनपेक्षा अधिक बितून, विविध माध्यम प्रवाहांचे आधार प्रदान केले. सामान्य: चर्चेत महत्त्वपूर्ण विवाहाचा आधार समस्या समावेश केले. यासाठी गटचेचे आयोजन करण्यात आले होते.

2. तीन टप्पांची मुलाखत
यासाठी गटचेचा प्रवकार सदस्यांची गटचेच्या मुलाखत म्हणून निवड करण्यात आली. पहिल्या टप्पाच होतील सदस्यांनी गटचेच्या मुलाखत चेतली. दुसऱ्या टप्पाच दुसऱ्या सदस्य आपल्या गटचेच्या मुलाखत प्रतिसाद गटचेच्या देण्यात आलेली. पहिल्या टप्पाच इतयादत गटचेच्या मुलाखत प्रशिक्षणकारक अध्याय घडवलेला. उदा. विशेषणाचे प्रकार प्रकारांची विविध उदाहरण देणे.

3. समस्या निरक्षरता
विद्याध्यायांने, एकदम समस्या निरंगण करून त्वांबऱ्यांच्या विचार करण्यासाठी विद्याध्यायांना प्रस्तावित केले. विद्याध्यायी आपल्या एयरातुम माहिती आपल्या मुळसाठी विविध समस्या सोडवणारा प्रायवेळ करून अस्तत्वावर तत्त्व विद्याध्यायांनी उच्च विचार प्रक्रियेचा विकास होतो. विचार प्रक्रियेचा चालना देता येते व योग्य दिशा देता येते.

4. संघटन
हे अर्थात शाळास्थाली व प्रमाणी माहिती आहेत. ज्याच्याने असंगठन संकल्पना अर्ध्यूण अशा रूपात दाखविला येतात. तसेच या तत्त्वाचे एक चौकट बनविले जाते की ज्यामध्ये माहिती गोळी करणे व तत्त्व विविध प्रकारात
चर्चा सारी उपयोगी विषयों के साथ संपन्न होती है और काफी अनुभव विद्यार्थियों को सही तरीके से विद्यार्थी विकास साधित करने में मदद करते हैं।

5. जिज्ञास तंत्र

पांच सह विद्यार्थी एक गट याप्रमाणे विद्यार्थी गट तयार केले. प्रत्येक गटाचा समान अध्ययन साहित्य दिले. प्रत्येक विद्यार्थी अध्ययनातील काही प्रश्नात्मकांना विद्यार्थी विद्यार्थी चर्चा विकास साधित करते. हे विशिष्ट क्रमांकांना विद्यार्थी विद्यार्थी इतर अध्ययन केले. यामध्ये विद्यार्थी प्रत्यक्ष प्रेमांकणे वर्गीकरण सि दहाने होतात. आणि महत्त्वाचे काम व अध्ययन कसे करते यावावत जागृत होतात.

6. अंकोन्य अध्ययन

या तंत्राच्या शिक्षक व विद्यार्थी यांच्यासाठी स्वरूपात आयशावात अंतर्क्रिया घडून येतात. यामध्ये पूर्वकथा, स्पष्टता, प्रश्नांची मार्गदर्शनी व सारांशीकरण यांचा वापर केला जातो. अध्ययन हा आकलनातील उत्तम मार्ग आहे. तसेच हे अंतर्क्रियात्मक आध्ययन आहे.

यांतर्गत विद्यार्थी मूल प्रश्न उत्तरांपासून आली.

> संकल्पित माहितीचे विश्लेषण व अर्थनिवधन

कोष्टक क्रमांक १

पूर्ण व उत्तर चार्जीग्रण गुणांक वारंवारीते तुलना व आलेख

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<td>४१-५०</td>
<td>००</td>
<td>१५</td>
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वरील कोष्टक व आलेखावरून असा निष्कर्ष निघतो कि, उत्तर चार्जीग्रण जास्त विद्यार्थी हे ४०-५० च्या दरम्यान गुण मिळविव्यावहरे होते.
**National Annual Conference on**
Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec. 2017)

**Organized By, S.S.B. College Of Education, Shrirampur**
In Association with MSSTEA

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**कोष्टक क्रमांक २**
पूर्व चालणी व उत्तर चालणी मध्यमान, प्रमाण विचलनाची तुलना व आलेख

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<tr>
<td>प्रमाण विचलन</td>
<td>8.47</td>
<td>12.5</td>
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वरील आलेख व कोष्टकावरून असे लक्षात येते कि, पूर्व चालणीचे प्रमाणविचलन व मध्यमान हे उत्तर चालणीपेक्षा कमी आहे.

**कोष्टक क्रमांक २९**
पूर्व व उत्तर चालणीचे मध्यमान, प्रमाण विचलन, टी मूल्य व सार्थकता स्तर

<table>
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<td>12.5</td>
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<tr>
<td>टी मूल्य</td>
<td>4.41</td>
<td>5.4</td>
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वरील कोष्टकावरून असे लक्षात येते कि, विद्यार्थ्यांचा पूर्व व उत्तर चालणीतील संपादनानं परिवर्तन दिसून आला महानून शून्य परिकल्पना तपासण्यासाठी संघोषित करते । मूल्य व सार्थकता मापनाचा उपयोग केला आहे. हे टी मूल्य सार्थकता स्तरावर सार्थक ठरले महानून शून्य परिकल्पना १चा लयां कारणात आला व संचयन परिकल्पना १ चा स्वीकार कारणात आला आहे.

शिक्षकांच्या प्रशासितीरुनी निगद्दाते निकरे:
- पारंपरिक व नागविष्णुपूर्ण अध्याय पंडतीचा वापर करणारे शिक्षक प्रत्येकी ५० टक्के होते.
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- Verieh mahihiivaa ania nihirsho vighato f, vidyaaryaamcho varia heknoon aanaayaa aayapan padiitiiyaa vapaar 70 takke shishak kariit naahitaa.
- Nettuvu gunu vikisit shoonoyaatii aayapan padiitii vapanarere shishak 80 takke aahate.
- Vidyaaryaamcho aantarkrii yaaduun yeejanuyaa aayapan padiitiiyaa vapaar 90 shishak kariit naahitaa.
- Sampata kooishaly vikisit shoonoyaa aayapan-aayapan padiitiiyaa vapaar 80 takke shishak kariit naahate.
- Galchabha vapaar 60 shishak kariit naahate.
- Basiis naa, vidyaaryaamcho kooyuk karaan, vidyaaryaamnaa prashastipatit dege neyaa sarv prakara protsahan 60 takke shishak deet hote.
- Sampata niraakaran padiitii vapanarere shishak 80 takke hote.
- Sahkarkaryukta aayapan tanda yci vapaar ketyaanee shantiita shishan deeta yeelul arse 100 takke shishakanaa vahate.
- Vidyaaryaamcho kath dus hoile, sahkar, ekamata v varit sarvch gunu vikisit hotiitil arse sarvch shishakanaanamaman 100 takke shishakanaa vahate hote.
- Sahkarkaryukta aayapan tandaatun jatiineed, hudapaiditi, hisiya gadhna, dengati, adhishatna yasaarke saamajik pranaa soodivyata seetili arse 700 takke shishakanaa vahate hote.

Parikalbeyrnnan nithayalee nishkarsh

- Uttar chayiiniit vidyaaryaamchaia sambhavothi wadhaad kaaleti diisuu aaliit mahnuun sanshodhan parikalena 1 cha sviikar karayvat aala.
- Uttar chayiiniit vidyaaryaamchaia sahakaryuvshitiit wadhaad kaaleti disuun aaliit mahnuun sanshodhan parikalena 2 cha sviikar karayvat aala.
- Uttar chayiiniit vidyaaryaamchuye aantarkrii yadhuun aalayaa mahnuun sanshodhan parikalena 3 cha sviikar karayvat aala.
- Vidyaarya ekamekaa chaah-bhaavansamjnuu bheuu langale mahnuun sanshodhan parikalena 4 cha sviikar karayvat aala.
- Niyamant gataaitiit gataaitiit vidyaaryaamchaia purvchayiiniit yugnaat ferak pedlaa naahii mahnuun sanshodhan parikalena 5 cha tyaam karayvat aala.
- Niyamant gataaitiit vidyaaryaamchaia uttar chayiiniit yugnaat ferak pedlaa naahii mahnuun sanshodhan parikalena 6 cha tyaam karayvat aala.
- Prawyogik gataaitiit vidyaaryaamchaia uttar chayiiniit yugnaat ferak pedlaa mahnuun sanshodhan parikalena 8 cha sviikar karayvat aala.

Sansth Zoon Suvii

Donation to the Education Institute

Prashay.

Pratap M. Pramuk, Sarang

Pall Rangd.B.I.Ed College

Kantidhvari Pauri 400101

Dr. Anu. K. Patel

Preamble

The National Annual Conference on Assessment and Accreditation of Teacher Education Institutes (16th & 17th Dec. 2017) was organized by S.S.B. College of Education, Shirumpur in association with MSSTEA. The conference was held on 16th and 17th December 2017. The conference was attended by a large number of participants from various institutions.

The conference was aimed at providing a platform for educators to discuss and share their experiences and best practices in the field of teacher education.

The conference was sponsored by the Aayushi International Interdisciplinary Research Journal (AIIRJ) ISSN 2349-638x, which is an UGC Approved and has an impact factor of 3.025.

The Chief Editor of the AIIRJ is Pramod P. Tandale, with the mobile number 09922455749. The email id of the AIIRJ is auirjpramod@gmail.com.

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सन्त दोन मध्ये मुंबई विद्यापीठावर अस्थायीमुनासार (shadowing of subject teacher in the school. Minimum ten lesson) मग हे 10 पाठ अर्थशास्त्राचे विद्यार्थी कसे पाहणार? जिथे अर्थशास्त्रात स्वतंत्र पुस्तकांच्या प्रतीकला ट्रावणार तर या पाठ देखील कसे होणार? समाव्यक्त मात्रातील गोष्ट अशी निदर्शितासारखी काय वापरत नेकी प्रांत जाणेले शिक्षक दुसऱ्या विषयात स्वतंत्र व्याख्यातात तर वापरत म्हणजेसारख्या जाणे मुख्यामुक्तांत आणि लागते त्यांना बी.ए अस्थायीमुनासार आही. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे. 2017 चा पाठपुस्तक मॉडल्जांना अर्थशास्त्राचे ज्ञान विवेकातून शिक्षकांनी धार्मिक ओळख असेल एकजीव कलेत आहे 10 विषयांचे सविस्तर पाठ धार्मिक मानाचे करतात ही दुसरी बाब आहे.
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Aids Day

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Aids Day
शास्त्रीय विचारों द्वारा ग्रसित एवं सामाजिक समस्याओं के साथ-साथ, जीवन में एक विशेष रूप से पाठ्य-क्रान्ति की स्थिति निर्माण के लिए ज्ञान को लेकर आयोजित हुए अनुसरण पाठ्य कार्यक्रमों का विकास हुआ है। इन कार्यक्रमों में शिक्षा, सामाजिक और सांस्कृतिक विषयों को जोड़ने दी गई है।

एक प्रश्न के रूप में बताना है कि क्यों शिक्षा की जरूरत है? यह माना जाता है कि शिक्षा, जीवन की एक महत्वपूर्ण धारा है। इसका मतलब है कि शिक्षा के लिए ज्ञान की आवश्यकता है। यह ज्ञान की मात्रा के साथ-साथ ज्ञान का प्रभाव है। इसके उदाहरण दिखाने के लिए, जो शिक्षा के साथ आता है, उसे ज्ञान का प्रभाव है।

शिक्षा का महत्व

शिक्षा का महत्व के लिए निम्नलिखित उदाहरणों का उल्लेख किया जा सकता है:

1. ज्ञान का प्रभाव: ज्ञान की स्थापना के साथ-साथ, ज्ञान का प्रभाव है।
2. ज्ञान का प्रभाव: ज्ञान की स्थापना के साथ-साथ, ज्ञान का प्रभाव है।
3. ज्ञान का प्रभाव: ज्ञान की स्थापना के साथ-साथ, ज्ञान का प्रभाव है।
4. ज्ञान का प्रभाव: ज्ञान की स्थापना के साथ-साथ, ज्ञान का प्रभाव है।

इन उदाहरणों के माध्यम से, शिक्षा का महत्व है।
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स्वाभावी बने
1 प्रायोगिक गटासाठी कम्प्यूटर अभ्यास तंत्र व नियंत्रित गटासाठी पारंपरिक अभ्यास फांडाल. 
आश्रयी बने प्रायोगिक गटासाठी विद्यालयाची गुणसंपादन व नियंत्रित गटासाठी विद्यालयाचे गुण संपादन.

बाह्य बने व्यवस्थाप,वैश्विक अभ्यास,किंवा इत्यादी 

व्याप्ती आणि मर्यादा
1 प्रस्तुत संशोधन हे पंडरूपांक शहरातील माध्यमिक शाळांपासून अभ्यास आयोजित होते.
2 प्रस्तुत संशोधन हे क्रमांक 8 वा व्यवस्थाप अभ्यासांदर्शन अभ्यास करण्यात आले.
3 या संशोधनात नियंत्रित गटासाठी पारंपरिक अभ्यासांदर्शन अभ्यास करण्यात आले.
4 या संशोधनात विकसित करण्यात आले, कम्प्यूटर अभ्यास तंत्राचे कामाचे गट व गटासाठी अभ्यास प्रायोगिक गटासाठी मर्यादित होते.
5 या संशोधनात विद्यालयाच्या मर्यादा 9 वा व्यवस्थापन अभ्यासांदर्शन अभ्यास करण्यात आले. गटासाठी विद्यालयाचे व प्रायोगिक गटासाठी विद्यालयाचे मध्यम विद्यार्थ्यांचे कामाचे वर्णन करण्यात आला होता. 
6 या संशोधनात भाषा विषयातील लेखन, संमाहण व मूलभूत संकल्पनाचा संविधान करण्यात आला आहे. त्यामुळे हे संशोधन लेखन संभाषण व संकल्पना पूर्वेकाचे मर्यादित आहे

संशोधन फांडाल 
प्रस्तुत संशोधनात पारंपरिक अभ्यास फांडाल व कम्प्यूटर अभ्यास तंत्र व स्वाभाविक चलावी ह्यांची कलन व तासाठी परिणामकारकतेचे अभ्यास करण्याचा असंठ्या दोन गटासाठी आवश्यकता होती.
एक प्रायोगिक गट व दुसरा गट प्रायोगिक गटासाठी कम्प्यूटर अभ्यास तंत्राचे सहयोगाने अभ्यास करण्यास लायून व नियंत्रित गटासाठी विद्यालयांचे पारंपरिक अभ्यास फांडाल अभ्यास करण्याचे कोणती फांडाल अधिक परिणामकारक आहे, त्याचा अभ्यास करण्याचा अस्तायमुळे येथे प्रायोगिक संशोधन फांडालीची निवड करण्यात आली.

संशोधन साधने 
संशोधन समस्याचे स्वरूप व उद्देश्य पाठ्य यंत्रात प्राप्त किंवा पारंपरिक फांडाली करण्याचे साधन प्रदर्शित करण्यास अभ्यास फांडाल अभ्यास करण्याचे अस्तायमुळे येथे प्रायोगिक संशोधन फांडालीची संकल्पना करण्यास अभ्यास करण्याचे कल्पनाकरण करू त्यांनी व घटकावर आधारित उत्तर वाचणी तयार करण्यात आली. त्याचा प्रमाण अभ्यास फांडाल या घटकावर भाषिक संकल्पनेचा तयार करण्यास अस्तायमुळे देखण्यात आला. त्यानंतर त्यांनी घटकावर आधारित उत्तर वाचणी सोडविद्यासाठी देखू अभ्यास माहितीची संकलन करण्यात आले.

न्यायादेश 
प्रस्तुत संशोधन समस्याचे अभ्यास करण्यासाठी पंडरूपांक शहरातील ह्यांची एक शाळेची लॉबर्टी फांडाली निवड केली. या शाळेची इत्यादी 8 वा व्यवस्थाप दोन तुकडींची पुढील निवड करण्यात आली.

या दोन्ही तुकडीमध्ये विद्यार्थ्यांचा संख्या 60 वा विद्यार्थ्यांचा विवाह करायला प्रत्येक वाचणी केंद्र 20 विद्यार्थ्यांचा व्यायाम खणुन संविधान केला होता.
प्रस्तुत संशोधनासाठी विद्यार्थ्यांच्या इत्यादी 7वी तील वाचणी निकाल पत्रकाण्या आधारावर एकून जनसंख्येमधून 40 विद्यार्थ्यांची निवड करण्यात आली. एका तुकडीमध्ये 60 ते 70 तक्याचे गुण प्राप्त
करण–या 20 विद्यावाची निवड करण त्यांचा प्रायोगिक गटात समावेश करण्यात आला. तर दुस–या
तुकडीमध्ये 60 ते 70 टक्के गुण प्राप्त करण–या 20 विद्यावाची निवड करण त्यांचा नियंत्रित गटात
समावेश करण्यात आला. न्यायसत्ता हा प्रकार चयनीकृत समुह न्यायदर्शन होय.

संशोधन कार्यपद्धती व माहिती संकलन

प्रथम इत्यादि 8 वी च्या विद्यावाच्ये इत्यादि 7 वी च्या वारंभ निकालतील गुणसंपादनाच्या
आधारे 20 – 20 विद्यावाचे दोन गट तयार करण्यात आले. एक नियंत्रित गट व दररा प्रायोगिक गट
. त्यानंत्र प्रायोगिक गटातील 20 विद्यावाची भाषा विषयाच्या सदस्यहस्तीविषयवत चर्चा केली व प्रयोगासाठी
योग्य बातचीत निर्मित करण्यात आली. त्यांना लेखन आणि संमापन या संकलनांचे अध्ययन
करण्यासाठी स्वयंअध्ययन साहीत्य कम्पाट देखाव साधले. त्यांना या अध्ययनाची 40 मिनिटे देखाव
आली. त्यानंतर या संकलनांवर आधारित उत्तर चाचणी देणाऱ्या परिणामकारकता
तपासणासाठी माहिती संकलन करण्यात आले. त्यानंतर नियंत्रित गटात संकलनांवरे पारंपरिक
फडतीने अध्ययन केले व त्यावर आधारित उत्तर चाचणी देण्यात आली. चाचणीच्या आधारे नियंत्रित
गटाची माहिती संकलित करण्यात आली.

सांख्यिक तंत्रे

प्रस्तुत संशोधनासाठी संशोधनासाठी मध्यमान, प्रभाव विचलन, टि गुणोत्तर या तंत्राचा वापर करण्यात आला
आहे.

प्रस्तुत संशोधनाचे निष्कर्ष

1. पारंपरिक अध्ययन फडती ही भाषिक संकल्पना स्पष्ट होणायासाठी फारशी उपयुक्त नाही.
2. कम्प्लेक्स अध्ययन तंत्राचा सहायक केलेला अध्ययनामुळे विद्याभूमीच्या गुणसंपादनात वाढ
   जालेली आहे.
3. कम्प्लेक्स अध्ययन फडतीने अध्ययन केल्यानंतर विद्यावाच्या अंचल कम्पाट अकला क्षमता, वक्तृत्व क्षमता,
   सर्जनशीलता, विचार कामांतर विकसन जालेली आहे.
4. कम्प्लेक्स अध्ययन तंत्राचा सहायक केलेला कम्पाट हा पारंपरिक अध्ययन फडतीपेक्षा
   अधिक परिणामकारक आहे.
5. भाषिक विषयाचा संकल्पनोत्तर अध्ययनासाठी प्रयोगात पारंपरिक अध्ययन फडती व कम्प्लेक्स
   अध्ययन तंत्राचा गुणसंपादनात अस्तित्वात फक्त आहे.

प्रस्तुत संशोधनाची उपयोगिता

विद्यावाच्या भाषिक संकल्पनांचे सुलभ आकलन होणायासाठी कम्प्लेक्स अध्ययन तंत्राचा विकास केल्यास
1. भाषिक क्षमता कायम सर्णात राहतील.
2. व्यवस्थाया प्रयोगाने केलेले अध्ययन असर काळ टिकून राहू शकते.
3. स्वप्नलांतर उद्धेद अध्ययनाचा प्रयोग देखील.
4. शिक्षणार्थी मदतीत विद्यावाच्या कम्पाटाचा सहायक व स्वतंत्र प्रयोगाने हस्तक्षेप आणि
   व्यवस्थाया करण्यासाठी स्वयं लागेल.
5. आज्ञापत्रांमध्ये किंवा इतर कारणांमुळे व्यावस्थाने भाषिक कम्पाटाचा आधारे घरचा घरी भरून
   काडून येईल.
6. Comprehensive evaluation, ensuring that the teacher education programs provide comprehensive knowledge and skills necessary for teaching.

7. The conference discussed the need for continuous improvement in teacher education programs to meet the changing needs of the educational system.

SANSKAR DEEPIKSHA

2. D. K. Patil, Shrirampur
3. S. S. B. College of Education, Shrirampur

References:

2. D. K. Patil, Shrirampur
3. S. S. B. College of Education, Shrirampur
शिक्षण प्रशिक्षण कार्यक्रममध्ये सातल्यपुर्ण सर्वकाल मूल्यमापन पद्धती

सू. शोभा संग्राम पार्टील
आज्ञा कांतिन ऑफिस,शिरणपुर, सातारा.

बालकाया मूल्यमापन हक्कामध्ये शिक्षणाचा सामायक झाला आहे. प्रयेक बालकाया गणतत्त्वपूर्ण शिक्षण मिळाले पाहिजे. शिक्षणाचा माध्यमातून विश्वास्याचा वौन्दे भावात्मक व स्मिरात्मक विकास होणे आवश्यक आहे. यसातील शिक्षण प्रक्रियेच्या अनेक परिस्थिती झाली आहेत. शेषातील संस्थाभारी आणि प्रयोगातुन उद्यास आलेले विचार, नवीन पद्धती, तंत्र, तथ्यांचा वापर शिक्षण प्रक्रिया अधिक सुलभ व सुकुट करण्यासाठी वापरली जातात. जी तर तर रूपान्तर शिक्षण प्रक्रियेच्या होणे गरजेचे आहे.

राष्ट्रीय अभ्यासक्रम आराखन 2009 आणि बालकायचा मोट्या व स्वतीश शिक्षणाचा अभ्यासक्रम 2009 अन्यांचे महाराष्ट्र मूल्यमापन पद्धतींची लागू केली आहे. ती पद्धती पहिल्या ते अाठव्या वर्षाव्या लागू आहे हा मूल्यमापन पद्धतींत झालेला वदन आणि प्रक्रिये झालेल्या स्वाभाविक गरजेचे आहे.

पारंपरिक मूल्यमापन पद्धती आणि सातल्यपुर्ण सर्वकाल मूल्यमापन पद्धतींच्या तर्फ अभावात्मक शिक्षण - प्रशिक्षण कार्यक्रमात सातल्यपुर्ण मूल्यमापन पद्धतींची राष्ट्रीय येथेल याबद्दली निरोपण व उपयोजनात्मक उपयोजनाचा सुरुचिवाचा प्रस्ताव केलेला आहे.

पारंपरिक मूल्यमापनाची संक्षेपणा:

मूल्यमापन करणे विश्वास्यांनी किती प्रमाणात शेषातील उदिते साध्ये केली आहेत. याचा पद्दती पाहण्यासाठी वापरलेली सुविधा प्रक्रिया होणे.

मूल्यमापन महार: - संख्यात्मक मापण, गुणात्मक वर्गन, शिक्षणाला अभिव्यक्त

मूल्यमापन प्रक्रियेनुसार विविधाव्या क्षमता येथे मापण करतो. मूल्यमापन प्रक्रियेच्या महाराष्ट्रीय तीन अंग आहेत. पहिलेच अनेक महाराष्ट्रीय उर्ध्व व स्थूलकरण निरंतर करणे या उर्ध्वमंडळ कोटीत शिक्षण विश्वास्यांचे प्रारंभ करावयाचे हे सांगितल्या असते. तर विशेशकरण व स्थूलकरण त्याची पातळी व नैसंगिकण सांगितलेला असतो. उर्ध्व व स्थूलकरण निरंतर करते त्याचे प्रारंभ करण्यासाठी कोटीत शेषातील अनुभव व्यावहार, सामान्य कसात हे कसे शिक्षणात हे निरंतर केले जाते शिक्षणवाणन्तर व सेवेतिक अनुभव हितवाणन्तर त्याचे मापण केले जाते. त्याचा अर्थ विश्वास्यांनी कोठाऱ्यांना हे कल्यात फलत आहे हे पाहिजे जाते. या मापणात तरणूंच्या प्रक्रियेच्या विचार केला जातो. ही प्रक्रिया खलील आकृतीत उपस्थत होते.

उर्ध्व अनुभव मूल्यमापन

वरिष्ठ तीनीं अंग पर्यंत संबंधित परस्परांगंती आहेत. उर्ध्व ह्यं अनुभव अनुभूतीची यशस्विता मूल्यमापनात उत्तीर्णी जाते.विश्वास्यांचा प्रयेक संजातील विकास पावणा - पावाचीं आहेत. गृहीत पद्धती शिक्षण प्रशिक्षण कार्यक्रमाधीन उपयोजन, कौशल, आर्थिक, आभूषण, रस्मिया अथवा उर्ध्वांचा समावेश केला जातो. या उर्ध्वांची पूरी मोजण्यासाठी खालील साधने वापरली जातात.
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Page No.272
साधने वापराचे हेतु -

1) देनदिन निरूणण
   1. विद्वानांनी अथवय प्रृक्तने व जुट गृहांचा आहात रुपाने.
   2. शिक्षकांना विद्वानांनी वर्ग वेळेची कृती किंवा हिलेला प्रतिसाद तसेच व्याख्यांसह वसाय नसो तसेच हेतूनून निरूणण करणे.
   3. देनदिन अथवय प्रृक्तने निरूणणातून शिक्ष्यांचे अडथळणे दूर करणे.
   4. विद्यार्थींच्या असलेली संकल्पनांचे शोधणे व त्याचा विकाशसाठी विशेष मार्गदर्शनाचे नियोजन करणे.
   5. व्यक्तित्व विकसनाचा आहात रुपाने.

2) तौंडाकामाचे हेतु
   1. बोलणे / संभाण विकसन करणे.
   2. वचन कौशल पडताळणे.
   3. तौंडाही विकसन पडताळणे.

3) प्राप्तिसंक / प्रयोगाचे हेतु
   1. विद्यार्थींना स्वतंत्रता करणे शिक्षणाची संबंधी देणे.
   2. कृतीतील संकल्पना / आधार समजाउन देणे.
   3. प्राप्तिसंक / प्रयोग करताना कौशल कृतीतील प्रतिवेदन, अध्ययन, सकारात्मक प्रणाली इ. कृतीता विकसित करणे.
   4. निरूणण करणे, कार्यकारी संबंध शोधणे पडताळणे, वहन काळणे,कृतीता विकास करणे इ.

4) कृती / उपक्रमाचे हेतु
   1. प्रत्येक अनुभवाची संबंधी देणे.
   2. स्वयंअभ्यासाचे संबंधी देणे.
   3. सह अभ्यासांसोबत सहभागी पडताळने शिक्षणाची संबंधी देणे.
   4. स्वतःचे गतीतील विद्यार्थीचे प्रेरणा देणे.

5) प्रकाशणाचे हेतु
   1. कृतीतून अध्ययनाची संबंधी मिळणे.
   2. प्राप्त ज्ञानचे उपयोजन करता देणे.
   3. देनदिन अनुभवातून अध्ययन होणे.
   4. संदर्भ हताळणा देणे.
   5. निरूणणाची संबंध वाढवणे.

6) वाचणीचा हेतु
   1. अध्ययनाच्या उत्तरार्थाच्या साध्यांसाठी पडताळणे.
   2. विद्यार्थींचे लेखे अभ्यासकृत तपासणे.
   3. अभ्ययन - अभ्ययन पडताळील उपवा - चुकूना सोंड देणे.
   4. महतीचे उपयोजन करणे.

7) स्वाभावाचे / व्यक्तिकाचे हेतु
   1. स्वाभाविक चालना मिळणे.
   2. प्राप्त ज्ञानचे उत्तरार्थाच संबंध सोंडणे.
   3. प्राप्त ज्ञानचे उपयोजन करता देणे.

8) इतर साधने ::स्वाभाविकचे व सहभागीचे मूल्यमापनाचे हेतु.
   1) स्वतःचे काम स्वतःचा तपासणे .
   2) महत्त्वाचे काम तपासणे .
   3) शिक्षकांना स्वतःचे व सोकाचे काम तपासणाच्या पाठ्यपुस्तकेच व अन्य संदर्भांचे हताळणे.
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या सर्व साधनामयी कार्यक्रम पर विषयवस्तु अनुसार उद्देश्यस्तूनुसार ती साधनावाची आहे. पाठ्यक्रम प्रस्तुत साधनाचा शेवटी संपादनांबाबत पदार्थांनी कर्मचारी संकल्पनात मुल्यमान करावावर आहे.

वरील सर्व गोष्टीचे विचारचे केल्यानंतर शिक्षण प्रशिक्षण (B.Ed) अभ्यासक्रमाचा अंत्यांतर हा बदल स्विकारणे पर्यंत आहे. मुल्यमान कृतीस्तून पटक चारण्याबाबत पुढील उद्देश्यांचा विचार करावा.

हेतु :-

1) अभ्यासक्रम आराख्या 2005 नुसार मूल्यमाननाची माहिती होणे.
2) आराकारीक मूल्यमाननाची साधने माहिती होणे.
3) पटकल्याशी इत्यादि, विषय व मूल्यमाननाची कोणत्याही साधने तंत्रज्ञानाची वाचन निवड करता येईले.
4) मूल्यमान साधने स्थापित तयार करणे.
5) निवडलेल्या साधनावाची आवश्यक नौदी करता येईले. प्रशिक्षणाची दैनिक निरोधकारणोबद्ध श्रेणी काम तपासणासाठी निरोधकांसाठी साधनातील पदनिर्णयण श्रेणी हे साधन करते वाचणी बघेल हे पाहू.

मराठी विषयांत यूनिभर्सल भाष्कर उद्धेद युव्य भाषण वाचन व लेखन ही आहेत. हो मुल्यमूल कोशल्यावर विद्यार्थ्यांची कौशल्य संयोजन साधनात अपलंबून आहे.

यर्थ अभ्यासक्रमात शालन व आकलन पातळीवरील उद्धेद आणि पदनिर्णयण श्रेणीवरे तपासू शकतो. चाहे विद्यार्थी श्रेणी वाचणी तर विद्यार्थ्यांची मूल्यमाननाचे व ल्याचे नौदी करते योग्य अन्वयांच्या लावणे येईल.

मराठी विषयातील वाचन क्षमता आणि पदनिर्णयण श्रेणीवरे तपासू शकतो.

<table>
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<td>व्याख्या गतिवळी वाचतो.</td>
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<td>5</td>
<td>भाषण पशाची वाचन करावे.</td>
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श्रेणीतील अव्ययांचे प्रतिशत

श्रेणी प्र.100% अश्रेणी परिपूर्ण 70% - व श्रेणी - प्रातीच चंगली 60% - क श्रेणी - मध्यम 50% - ड श्रेणी - सुसाधनाची गरज 45% इ श्रेणी - उपाधार्यक अध्यापनाची गरज 40% -निदर्शनास्त चारचं क उपाधार्यक अध्यापनाची गरज

अशाप्रकारे प्रशिक्षणांनी तयार केलेली पदनिर्णयण श्रेणींनी ते पदलाडणी चं.एड.प्रायव्यावहक शालन अनुभव कार्यक्रमात ऐकू आकलन. राष्ट्रीय आराख्या 2005 चा विचार करत प्रशिक्षणाच्या अभ्यासक्रमात बदल केल्या तर सर्व निवडलेल्या शिक्षकांना मूल्यमाननाच्या दर्श साधनाच्या आधार तयार करण्याचे कोशल्य प्राप्त होईल.

उपयोगनामक फायदे :-
1) वी.ए.ड. प्रशिक्षणार्थीं २००५ मधील मूल्यमापनाची साधनांचा परिचय होईल.
2) संख्यात्मक साधने व वनियावरोब गुणात्मक साधने बनविता येतात.
3) गुणात्मक साधने व संख्यात्मक साधने यातील फरक समजेल.
4) ती साधने हातातकार्याची कौशल्य, क्षमता प्राप्त होतील.
5) विषयानुसार उद्धेदनसंसार व स्तरानुसार योग्य साधन तरिकानास निवड येईल.
6) विषय इतर घटक उद्देश्यास विचार प्रशिक्षक बारकावाने करेल.
7) विषयावलीमधील विद्यार्थी विद्यार्थील मुल्यमापनाच्या अंगेलेच संबंधित विषयावलींच न अवलंबून राहता लगेच उपयोजन करता येईल.
8) आवश्यक तेव्हा व जादा केंद्र योग्य मार्गदर्शन पूरक साहित्य पुस्तक येईल.
9) साधन स्वतः तयार केल्यामुळे त्यांच्याही नोंदी व्यवस्थित ठेवल्या जातील. त्यामुळे विषयांमध्ये प्रगतीतील स्थाननिष्ठ खंड रचते येईल. श्रेणीत असे प्राप्त होते.

समारोप:
पारंपारिक मूल्यमापन नविन NCF २००५ अक्सर मूल्यमापन पद्धतीत झालेला बदल नवशिक्षकांमध्ये पोहचविली येईल विषयांमध्ये हातातकार्याचा प्रयत्न, बौद्धिक, भावनिक असा संबंधित विकास होऊन त्यांचे व्यक्तित्व खरे आकारला येत आहे. हे निर्वाचितपणे आकारित मूल्यमापनमध्ये पद्धतीत अवतारित होणारे येईल. शिक्षण हबक कायद्यवाच्यांच्या अंतरजातीय असारीत मूल्यमापनाचा अन्तर साधारण महत्त्व आहे. त्यामुळे शिक्षण प्रक्रिया उद्देश्यानुसार जीवनाभिमुख होणारे भाग मदत होईल.

संदर्भ:
1) दुनाखे अरिविद, "शिक्षक प्रशिक्षण" निम्ननुसार प्रकाशन पुंगे.
2) दांडेकर बा. न. शैक्षणिक मूल्यमापन
3) SCERT सातापुरूष स्वरूप मूल्यमापन भाग - १.
 Sağlık ve Eğitim ıstibahatı ve Bilimsel Araştırma Dayali Eğitim Kurumlarının İşleyişini Değerlendirme ve Sertifikasyon Prosesi

Sahibnamesi: Bilal Başgül

Sertifikasyon: Bilal Başgül

Y.C.M. Müktedar Vakaatçı

Dr. S. Ş. S. B. College of Education, Shrirampur

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Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.
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AnuKoolun (Kanchajonpad)


Vyaayik Shaaheetik Aaraxkhada (DhkopAdhyanSansapramak Mkanabonpad Chavhatunum)


Vyaayik Shaaheetik Aaraxkhavat Puditala Kathakaama Samavesh Asanee Karyadane Badankark Ahe—

1) Balakankya Shaaheetik PragatiChhi Sadyasatthi
2) Balakankya Moolyamapanave Adhyan Chayapanve Nishksh Yachi Mahaithi
3) Balakankya Garjuneesurar Jee Vishesh Shikshana Purviyamvari Garj Aheey Vya Anushagane Aavastak Sowaanti Mahaithi
4) Samaveshna Adhyan Badal
5) Vyaayik Shaaheetik Aaraxkhavat Balakankya Aavastak Asanelaya Poorak Sathanaarya Adhyan Sowaancha Samavesh
6) Vyaayik Shaaheetik Dhiey

Vyaayik Shaaheetik Aaraxkhada Adhyan Jhanaveenaad Yachaa Sahsanbad —

आकृती क्र. 1 रचनात्मक शिक्षणप्रक्रिया (विद्यार्थ्यांच्या स्तरावर)

ही आकृती अध्ययन अक्षम विद्यार्थ्यांच्या कस्ती वापरता येईल आपले विवेचन पुढील भागात देयल्याचे आपल्यांचे आहे.

1) पूर्वज्ञान— रचनात्मक शिक्षणप्रक्रियेतील पहिला घटक पूर्वज्ञान आहे. पियाजेव्या अर्थाने विद्यार्थ्यांच्या विकसाची पूर्वस्थिती आणि वायगोट्सकीव्या अर्थाने विद्यार्थीच स्वप्रयातांनी साध्य होणारा विकाससत्ता याचा पूर्वज्ञान या संकल्पनेतून गृहीत घरता येईल. अध्ययन अक्षम असलेल्या सर्व स्त्रीलिंगाच्या आराखण्यात करताना पहिला टप्पा हा त्यांचा संबंधित असलेल्या सर्व स्त्रीलिंगाच्या सर्व स्त्रीलिंगाची एकत्रीकरण करणे असा असते, ज्यामुळे शिक्षक, पातळी यांचा कडून आलेल्या सूचनांचे एकत्रीकरण शाळायांतर विद्यार्थ्यांचे प्रत्यक्ष निर्णय करणे त्यांमध्ये निर्णय घेती गेली जाते.

2) नवी भाषी, नवे अनुभव— नवी भाषी किंवा नवे अनुभव म्हणजेच जे विद्यार्थ्यांने आलेल्यांना घेतलेली किंवा घेतलेल्यांना नाही. मूळजेव्या यांनी नवीनता असते. जे विद्यार्थ्यांचा दृष्टीकोनातून नवी ज्ञान असते, हे देयल्याच माध्यम (भाषा) स्वरूप, स्त्रीलिंगाचा साधन यांचा विचार होत असतो. वैज्ञानिक स्त्रीलिंगाच्या आराखण्यात अध्ययन अक्षम विद्यार्थ्यांच्या सूचनांचे शाळायांना त्यांच्यावर त्यांची विचित्र मानवी घटकांच्या जबाबदार्याचा नोंदविले जातात. अध्ययन अक्षम विद्यार्थ्यांचा कोणी—कोणत्यांना नव—नवीन भाषी व अनुभव दावेदाळ्याचे आहे आणि त्यांची जबाबदारी व्यक्तिनिवाह उपर्युक्तात जातात.

3) शिक्षणाची तयारी — रचनात्मक प्रक्रियेनुसार शिक्षणाची तयारी म्हणजेच विद्यार्थ्यांना विशिष्ट शिक्षण घेण्याची सर्वसाधारण पात्रता असते आणि त्यांच्यावर त्यांची शिक्षणाची इच्छा असेल. समावेशित शिक्षणाच्या विविध क्षेत्रात असलेल्या बालकांचा समावेश असल्याच्या आहे.
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अध्ययन अक्षम विद्यार्थ्यांचे ज्ञानरचनात्मक मूल्यमापन —

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<th>अध्ययन अक्षम प्रकार</th>
<th>ज्ञानरचनात्मक मूल्यमापन साधने/तंत्रे</th>
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<td>वाचन अक्षमता</td>
<td>अक्षरज्ञान चाचणी, सार्थशब्दमुहूर्त वाचन, प्रकटवाचन, दोष निरीक्षण सूची, अवबोध क्रमता चाचणी, अर्थग्रहण क्रमता चाचणी, आशयग्रहण क्रमता चाचणी, शब्द चित्र वाचन, शब्दश्रोध पाठी</td>
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<td>2.</td>
<td>लेखन अक्षमता</td>
<td>पुरुषतंत्रास चाचणी, दैनंदिन निरीक्षण, अनौपचारिक रचनापत्री चाचणी, पद्तालाच सूची, सारांश लेखन, शब्दकोडे सोंडविणे, वाक्यापूर्ती, विचारवंश</td>
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<td>3.</td>
<td>आकडेमोड विषयक/गणितातील अक्षमता</td>
<td>अंककोडे सोंडविणे, कृतियुक्त चाचणी, पाठ्यांच्या मैंडूळ, पाठ्यांच्या माध्यमध्ये सम-शिष्म अंकाचे खंड, विद्यार्थी संचिका (विद्यार्थींचे बचत बंक) आमचा बाजारहाट, ओळखा पाहू</td>
</tr>
<tr>
<td>4.</td>
<td>संप्रेषण-आकर्षण अकार्यक्षमता</td>
<td>वक्रूण, वादविवाद स्पष्ट, कथाकथन, भाषण-संभाषण, सूक्ष्मकालिन, गटचर्च</td>
</tr>
</tbody>
</table>

अध्ययन अक्षमता अर्थलेख्यांच्या विद्यार्थ्यांमध्ये वरील पैकी एक किंवा एकांपेक्षा जास्तीत दोष देखील दिसून येतात. त्यामुळे विद्यार्थ्यांचा वैशिष्ट्यक शैक्षणिक आराखडा विद्यार्थीगणित वेगाना असेल. साधारणतः समावेशित शिक्षणात अध्ययन अक्षम विद्यार्थ्यांच्या वैशिष्ट्यक शैक्षणिक आराखड्यांच्या ज्ञानरचनात्मक मूल्यमापनाची प्रक्रिया ही पुढील आकृती क्र. 2 प्रमाणे चालते. आकृती क्र. 2 वैशिष्ट्यक शैक्षणिक आराखड्यांच्या ज्ञानरचनात्मक मूल्यमापनाची प्रक्रिया
समारोप —

अध्ययन अक्षम विद्यार्थ्यांचे वैशिष्ट्ये अभ्यासात घेता असेच लक्षात येते की सर्वसामान्य विद्यार्थ्यांसारखे असून केवळ काही बौद्धिक बिघाडावरून त्यांना अध्ययनात अडचणी येतात म्हणून त्यांचे या अडचणी किंवा घडत आहे ते प्रकारणुसार लक्षात म्हणून योग्य ते अनुमूलन करून त्यांचे वैयक्तिक शैक्षणिक आराखेच्या नंद केली जाते. यामुळे त्याच्या विद्यार्थ्यांच्या पुढील वर्गात असणारया शिक्षकांचा विद्यार्थ्यांची शैक्षणिक प्रगती लक्षात येते. या विद्यार्थ्यांचे अध्ययन ज्ञानरुपात म्हणून घडवून त्यांचे मूल्यमानन सातत्यपूर्ण सर्वकाळ पदरतीने केल्यास ते अधिक सार्थ ठरू शकेल.

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सारांश:

मूल्यमापन तील परीक्षा पद्धति आय्सीटीची उपयुक्तता

Dr. Dayaram D Pawar,
Asst. Prof. School of Education
YCMOU, Nashik

प्रतिवाद:

21 या शतकांतिले संगणकात्मक वापरमुळे जेथे एक कृत्रिम नवरूप आहे. संगणकाचे वापर कार्यक्रमात असताना, आय्सीटीच्या काळजात असे क्षेत्र नाही, जे आय्सीटी वापर केला जाता नाही. नेटवर्क, हॉटेल्स, बॅंकिंग, डॉक्टर्स, वैद्यकीय, उद्योगांचे संरचना, अंतर्राष्ट्रीय, शिक्षण इत्यादी सारांशांमध्ये अनेक क्षेत्र वापर होत आहे. ला मध्ये शिक्षण क्षेत्र सुधा आय्सीटीच्या वापरामुळे दूर राहू शकत नाही.

मूल्यमापन ही एक सुविधेच्या, प्रश्नतयारी विनिर्देश चराणारी अशी प्रक्रिया आहे. या प्रक्रियामध्ये पूर्वनिर्धारित श्रेणीकरण उद्देश्य किंतु प्रतियोगिता माध्यम साही आहेत ते मिळाले केल्यास. विद्याध्यायी वर्ग विनिर्देश दिलेल्या अभ्यासांना अनुभवांची परीक्षणकारक दर्शविला घेते. त्यावर शिक्षणाचे हेतू किंतु प्रतियोगिता साधारण जमीन हे दिसते. दैनिक व्यवहाराचे मूल्यमापन अनेक साधारण महत्त्व आहेत. यसंतों केलेल्या प्रश्न कार्यांमध्ये त्यात वापर केलेला जात ते तपासाचे लागते. शिक्षणात सुदृढ अभ्यास प्रक्रियासमोरस मूल्यमापन करावे लागते. मूल्यमापन करताना विद्याध्यायी गुण अथवा श्रेणी दिली जाते. मूल्यमापनाचे शैक्षणिक उद्देश्य, शैक्षणिक अनुभव, विशेषता, शैक्षणिक अनुभव, मूल्यमापनाची लागतें हा समावेश होतो. आज आय्सीटीचे सतत प्रयोग केला आहे. ला मध्ये अभ्यासांच्या पक्षपातीत परीक्षणाच्या कार्यांसाठी आय्सीटीची उपयुक्तता महत्त्वाच्या आहे. आय्सीटीमध्ये विद्याध्यायीसंबंधित परीक्षा परीक्षणाच्या कार्यात तात्काळीन करणे सोपे जाते. परीक्षा पद्धती ऑनलाईन व ऑफलाईन परीक्षा पद्धतील्या परीक्षणाच्या कार्यात आय्सीटीच्या उपयोग होतो. आय्सीटीच्या वापर केलेल्या कार्य सुमार होते व विविधाता, वापरण्यात मदत होईल. आय्सीटीच्या वापराच्या विश्वास देखाचे आय्सीटीच्या वापर केलेल्या प्रश्न फक्त विश्वास नवरूप होईल. शिक्षणाचे वापर केलेल्या विश्वासील विकास वापर केलेल्या विद्यार्थी देखील मोजते. त्यांना आय्सीटीच्या परीक्षा केलेल्या विद्यार्थी आपल्या आय्सीटीसमोर अभ्यासाच्या दिशेने त्यांना आय्सीटीच्या विश्वासाच्या प्रवर्धनाची अहम आहे. अनेकदा आय्सीटीच्या विद्या देखील आय्सीटीच्या वापरामुळे कर्मचारीच्या सहयोगात आय्सीटी परीक्षणाच्या कार्यात फक्त विश्वास होत होईल.

कक्षीचे शब्द: मूल्यमापन, आय्सीटी, मूल्यमापनाची साधनें, ऑनलाईन परीक्षा पद्धती.
परीक्षा पद्धतीतिल परीक्षाविषयक कार्यांत आयासीटीया उपयोग होतो. व आयासीटीया वापर केल्यामूळे कार्य सुलब होते व विभागार्थया बांटले.विधायिका परीक्षा देवायासाठी आज ऑनलाइन पद्धतीमधून परीक्षा देवायासाठी परीक्षा केल्यावर जाणवणी आवश्यकता नाही. विधायी ऑनलाइन पद्धतीने परीक्षा देवू शकतो.उदाहरणार्थ ज्ञानव्यास आज मूलत विधायीप्रणाली परीक्षा पद्धती ही पूर्णता आयासीटीया वापर करून घेतली जाते.

- मूल्यमापनाची संकल्पना :

मूल्यमापनाची संकल्पना प्रामाण्य ओळ्ळे वेस्टन झां की 1948 मध्ये मांडली. मूल्यमापनाची शिक्षक्षेत्रातील महत्त्व आहे. एम्याचं अनेक 2007 व 2010 व्या तारीखाने अभ्यासक्रम आराख्यानूसार मूल्यमापनाच्या संकल्पना बदलली आहे. दामावे अनेक न्या बाबूचा समावेश करण्यात आला आहे. मूल्यमापन ही एक सुनियोजित प्रदर्शक व निरंतर चालाणी अशी प्रक्रिया आहे. या प्रक्रियेचे पूर्वनियोजित श्रेणीकरण उद्योग किंत्री प्रमाणित साध्या जाती आहेत ते निश्चित केले जाते.विधायिका गर्भित विविध आयासाठी अनुभवाची परीक्षककारक तपासले गेले. लाताने शिक्षणाचे हेठू किंत्री प्रमाणित साध्या जाते हे दिसते.परंतु परीक्षा पद्धतीमध्ये अनेकवेळा अवधारणा पेक्षा लामुळे परीक्षापद्धतीमध्ये सुधारणा होणे आवश्यक आहे. बदलल्या संदर्भानूसार मूल्यमापनाचे विविध बदल होणे आवश्यक आहे.

- परीक्षा पद्धतीमध्ये सुधारणा करण्यासाठी विविध समीक्षेने शिक्षकांनी सुधारित वाचलेला आहेत. त्यांनी नटराजन समीक्षेची ,अध्यावल समीती या देखल उल्लेख करता येईल. परीक्षा पद्धतीतील काही दौरकर आयासीटीया वापर करावा असेही सुधारले आहेत. भारतातील विद्यालयांमध्ये उच्च शिक्षणाचा हिसाबाखरकन गुणान्वितकांचा करणे आवश्यक आहे. लामुळे आयासीटीया परीक्षा पद्धतीमध्ये उपयुक्त भूमिका ठर होते.

- मूल्यमापनाची साधने :

मूल्यमापनाचाचा साधनांमध्ये संख्यात्मक व गुणात्मक साधन असे प्रकार करता येतील. संख्यात्मक व गुणात्मक साधनांमध्ये विविधता आहे. संख्यात्मक साधनांमध्ये परीक्षा पद्धती, त्तकी तेंदुळी व प्रात्यंबक परीक्षांचा समावेश होतो. गुणात्मक साधनांमध्ये निरीक्षणात्मक तंत्र, अभिकार तंत्रा, व सामाजिकीय तंत्रे येतात.वरील तंत्रांमध्ये आत्मसंज्ञा, आत्मीकरण, ज्ञानव्यास, अभिव्यक्ती व अभिव्यक्तीकरण व अभिव्यक्तीवा शोधक तंत्रे येतात. अभिव्यक्तीत तंत्रांमध्ये शिष्यांचे काळें, वाचनांकांचे करणे, गोष्ट पूर्ण करणे व दैनंदिनी व विवरण व्यक्त करणे ही साधने येतात. सामाजिकीय तंत्रांमध्ये ओळखाचा यांत्रिक, तंत्र तंत्रा व सामाजिकीय तंत्रा समावेश होतो.

वरील सर्व साधनांना विविधता आहे. मूल्यमापन केल्यास परीक्षा पद्धतीमध्ये न्योक्तसाधनाचा पर्याय घटकरून आयासीटीया वापर केल्यास मूल्यमापन अवश्यक कर्ते. परीक्षेचे विविध काम करायचा गोष्टीय तंत्र सुरक्षित ठरेल.

- परीक्षा पद्धतीतील आयासीटीया वेशिष्यदरे :

1. मूल्यमापनात अवकाश मुळे पूर्ण प्रमाण कामिं करते.
2. वेळेत विधायिका निकाल जाहीर करून देता येतो.
3. अंतर्गत गुणांक नांद ऑनलाईन पद्धतिने करता जाते.
4. विशिष्ट उत्तरपत्रिका महत्व ज्ञानव्यास श्रेणी सोपे जाते.
5. विधायिका निकालावर वस्तुचा ज्ञानव्यास उत्तरपत्रिकेचे समावेश व दृष्ट करते.
6. परीक्षा विविध काम करायचा गोष्टीय तंत्र सुरक्षिला
7. परीक्षा मदतीतील मानचं हस्तक्षेप होण्याचे प्रमाण टाकता उत्तराचे.
8. Mulyamanjaka samvibhata parikshakandarach jayapathi aavasya nahi.
9. Mulyamanjaka Vyakta sopai v bhejanousar mulyamapun karyaya sushriva
   Vairali bairici bicha karayasa aasayiti pariksha pashadithi meh kiti
   upapraya ahe he saaksha yete. Parnau aasayiittica aapar karyagauri Vyaktaa
   lagani vyaktaa sushriva v saapneyrapi, karyya kuruhe yete avasyak ahe.
   Vyaktaa aavayaa samitvabher aasayiti saangen, inetrnet, printer, dener, omekasa, poritchet
   vidhuyuvah sarake avasyak ahe. Pariksha sanmabh kary
   karyaparaka manuubhaca prashikshana kethokeyihohe avasyak ahe.

- Pariksha pashadithi visthira aasayiittica upapraya:

   Aasayitiitticha upapraya maha lagatiyeta pariksha pashadithi meh sucdha aasayitiittica aapar karyata yete.
   Aasayitiitticha kary pariksha pashadithi meh aaj upapraya ahe.
   Aasayitiitticaa vyaktyavishay vyaktya karyavya
   bhiva bairicihe nityanu v nityanu karyen sanshe yaela ahe.
   Mulyamanjaka meh Vyaktyavishay pariksha dhyapanasun te
   nicalaprayatehe kary yetaat.
   v pariksha aarogyakarya duthine parikshaapru, parikshaaya kajalv parikshaantara aashya
   prakarayeta kary yetaat.
   Yashavarnam chaavaya maharaj aagap vaat bhivaapite aake dityasapasaant aasayitiitta aapar
   karit ahe.
   Parnau mangi kahi vishayasun aasayitiittica aapar vidhuyuvah prashikshanaapayasaun te
   nicalaprayatehe sacy kary aashenat aare. Yaela parikshokeya

   bhiva trayavar aasayitiitta aaparlyeta.
   Pariikshokeye aangyati guranicha noed dehiel yetheti yetaat.
   Pariikshokeya duthine
   bhiva karayasa parikshapriyati aashya aasayaparitey ku pdarita karyayen,
   bhivaaya dhatya tatar karyen, pashadithi dehiel v
   nityanu karyen, bhivaayahe holotyotikat pariikshokeya
   bhivaapra, pariikshokeya apariksamitah bhivaapitah maahiti v
   suuddhaa ha
   bhivaapriyagaya parikshahapraya kevodeke karya yetaat.
   Yarnouyas mukha yaoyena mukhate yetaat.

   Pariikshayee kahii pranuprakarita qauunu parikshayekaraya paadhyaya yetaat.
   Yaraa tasa n karya mukhaye yaoyenit aashityaaye
   aarogyapasse pariikshayee aapar saaryayee pariikshyaaparaya prashikshana aahii kahii
   bhivaapitah aapar prakshepokeya yaoyenit kerya yetaat.
   bhivaaya uttarparakar aashityachy Startedh karya pariikshapriyap aapar yetaat.
   Aashya prakarayeti parikshapriyap yetaat.
   Pariikshayee enpar bringing karya karya karya yetaat.
   Pariikshayee uttarparakar aashityachy Startedh karya pariikshapriyap aapar yetaat.
   Aashya prakarayeti parikshapriyap yetaat.
   Pariikshayee enpar bringing karya karya yetaat.
   Pariikshayee uttarparakar aashityachy Startedh karya pariikshapriyap aapar yetaat.
   Aashya prakarayeti parikshapriyap yetaat.
   Pariikshayee enpar bringing karya karya yetaat.
   Pariikshayee uttarparakar aashityachy Startedh karya pariikshapriyap aapar yetaat.
   Aashya prakarayeti parikshapriyap yetaat.
   Pariikshayee enpar bringing karya karya yetaat.
   Pariikshayee uttarparakar aashityachy Startedh karya pariikshapriyap aapar yetaat.
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   Pariikshayee uttarparakar aashityachy Startedh karya pariikshapriyap aapar yetaat.
   Aashya prakarayeti parikshapriyap yetaat.
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आयोजन व मूल्यमापन, विद्यालय निकाल तयार कर गुणवत्ता यादी तयार करणे, विद्यालयांतून गुणानुक्रम विशिष्ट पारीतौष्ण्ड वर्गीकरण ,निकाल प्रकाशित करणे ,विद्यालयीय गुणपत्रिका तयार करणे ,मूल्यमापनात वस्तुनिष्ठता , बेलेची व पैलाची बचत करणे वारंभे कारखाने कार्य सोपे जाते.

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