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Sr. No.	Author Name	ResearchPaper / Article Name	Page No.
1.	माजी प्रा.गौरव श्रीकांत चवंडा	अध्यापक महाविद्यालय अहमदपूरमधील विद्यार्थ्यांच्या प्राप्त यौगिकज्ञानाचा व शैक्षणिक संपादनुकीचा अभ्यास	2 to 3
2.	सौ. उंडाळे मृणाल स्वप्नील डॉ. रामचंद्र बाबुराव व्हनबट्टे	शिक्षक शिक्षण : संपूर्ण गुणवत्ता व्यवस्थापन व शिक्षकाची भूमिका	4 to 8
3.	प्रा.डॉ.माने जी.एच.	शिक्षक प्रशिक्षणातील आव्हाने	9 to 11
4.	<b>Dr. Ujjwala D. Lonkar</b>	चिकित्सक विचार काळाची गरज	12 to 17
5.	डॉ.ओमप्रकाश क्षीरसागर प्रा.सौ.सुलभा भांडवलकर	शिक्षणातील नवविचार	18 to 20
6.	<b>Dr.N.JOHNSON</b>	Self-Regulated Learning and the 21 <sup>st</sup> Century Competencies	21 to 24
7.	<b>Dr. G. T. Khurpe</b>	Changing Role of Teacher Training Programme	25 To 28
8.	<b>Dr. Patil Vijayanta N. Mr.Dnyaneshwar Paradkar</b>	Need and Significance of technological intervention in teacher education for India's development	29 to 32
9.	<b>Mr. Wankhede Jashavant Vishwanath</b>	A step towards making teacher education more psychological and comprehensive	33 to36
10.	<b>ASandeep Bajirao Bodke</b>	Challenges Of E-Learning In India	37 to 40
11.	<b>Dr. More Vithal Prabhakarrao</b>	A Study Of Challenges In Teacher Education Program	41 to 42
12.	<b>Smt. Rathod Kirti Prakash Smt.Kawade Manisha Ramesh Rao</b>	Adapting and Using New Technology in Class Room Teaching	43 To 45
13.	<b>Dr.N.S.Jadhav</b>	Challenges In Teacher Education Programme	46 to 49
14.	<b>Mr. Ghade Niteen vidhyasagar</b>	A comparative study of e-learning and project based learning	50 to 54
15.	<b>Mrs.Kusum V.Chaudhari</b>	A Study Of Empowerment Of Women Teachers At Secondary Level	55 to 57

अध्यापक महाविद्यालय अहमदपूरमधील विद्यार्थ्यांच्या प्राप्त यौगीक  
ज्ञानाचा व शैक्षणिक संपादनुकीचा अभ्यास

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प्रस्तावना :-

प्राणायामांच्या वेगवेगळ्या विधी शास्त्रात वर्णित आहेत आणि प्रत्येक प्राणायामांचे आपले एक विशेष महत्व आहे पण सर्व प्राणायामांचा व्यक्ती दररोज सराव करू शकत नाहीत. तरीही काही मुख्य आसने व प्राणायाम जसे की, सर्वांगासन, सुर्यनमस्कार तसेच भस्त्रिका, कपालभाती, अनुलोम-विलोम यांचा सातत्याने सराव केल्याने शरीर व मन संतुलीत राहते.

आजचा विद्यार्थी शारीरिक व मानसीकरीत्या सक्षम नाही. मागील तीन वर्षांपासून महाविद्यालय स्तरावर अध्यापन करत असताना हा अनुभव वारंवार आला. संशोधक स्वतः मागील अकरा वर्षांपासून योग शास्त्राचा अभ्यासक आहे. व स्वतः सर्व आसने व प्राणायाम संशोधक नित्यनियमाने करतो. ज्यामुळे स्वतः संशोधकाला शारीरिक व मानसीक सदृढता जाणवते त्यामुळेच संशोधकाने अध्यापक महाविद्यालय, अहमदपूर या ठिकाणी प्रतिनिधीक स्वरूपामध्ये प्रस्तुत विषयासंबंधी प्रत्यक्ष अभ्यास करून अहमदपूर तालुक्यात प्रस्तुत संशोधनाचे कार्य हाती घेतले आहे.

उद्दिष्टे :-

1. महाविद्यालयातील विद्यार्थ्यांचे यौगीक ज्ञान तपासणे
2. महाविद्यालयातील योग शास्त्राचा अवलंब करण्याच्या विद्यार्थ्यांच्या शैक्षणिक संपादनुकीचा अभ्यास करणे.
3. महाविद्यालयातील विद्यार्थ्यांच्या यौगीक अभ्यासामुळे शारीरिक, बौद्धिक व अध्यात्मीक स्तराचा शोध घेणे.

संशोधनांची कार्यपध्दती :-

प्रस्तुत संशोधनासाठी सर्वेक्षण पध्दतीचा वापर करण्यात आला आहे.

न्यादर्श :-

प्रस्तुत संशोधनासाठी नमुना निवड सहेतूक निवड पध्दतीनुसार अहमदपूर तालुक्यातील अध्यापक महाविद्यालय,अहमदपूर ची निवड करण्यात आली.

**निष्कर्ष :-**

1. अहमदपूर तालुक्यातील अध्यापक महाविद्यालय स्तरावरील बहूतांश विद्यार्थ्यांना योग साधने विषयी प्राथमिक माहिती आहे.
2. विद्यार्थी दररोज योग साधना करतात.
3. बहूतांश विद्यार्थी एक वर्षापेक्षा जास्त कालावधी पासून योग साधना करतात.
4. फारच कमी विद्यार्थ्यांना अष्टांग योगाविषयी माहिती आहे.
5. बहूतेक विद्यार्थ्यांना योग अभ्यासामुळे अभ्यासात फायदा होतो.
6. बहूतांश विद्यार्थ्यांचा योग अभ्यासामुळे शारीरिक व बौद्धिक विकास होतो.
7. बहूतांश विद्यार्थ्यांचा योग अभ्यासामुळे आत्मविश्वास वाढतो.
8. बहूतेक सर्व विद्यार्थ्यांचे योग अभ्यासामुळे गुणवत्तेत वाढ झाली.



## शिक्षक शिक्षण : संपूर्ण गुणवत्ता व्यवस्थापन व शिक्षकाची भूमिका

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### 1. प्रस्तावना

सध्याचे युग हे स्पर्धेचे युग आहे. या स्पर्धेच्या युगात टिकून राहण्यासाठी व पुढे जाण्यासाठी प्रत्येकाला आपापल्या क्षेत्रात अविरत कष्ट करण्यासाठी गरज आहे सध्याचे युग हे विज्ञान तंत्रज्ञानाचे युग आहे. सर्वच क्षेत्रात विविध शोध लागत आहेत. कालचे ज्ञान केवळ आजची माहिती ठरत आहे. व या स्पर्धेत टिकून राहावयाचे असेल तर अद्ययावत ज्ञान व कौश्याले प्राप्त करणे काळाची गरज आहे. थांबला तो संपला अशी आजची स्थिती आहे यासाठी गुणवत्तापूर्ण व्यवस्थापनाची गरज आहे.

आजच्या जागतिकीकरण, उदारीकरण आणि खाजगीकरणाच्या युगात गुणवत्ता हा शब्द परवलीचा झालेला आहे. त्यामुळे एक प्रकारची तंत्रज्ञान संस्कृतीच उदयास येत आहे. त्यामुळे शिक्षणापुढे खूप मोठी आव्हाने उभी आहेत. तसेच बहुराष्ट्रीय कंपन्या, खाजगी संस्था, परदेशी विद्यापीठे यांनीही आपले जाळे पसरवले आहे. त्यामुळेच शैक्षणिक संस्थानी अध्ययन-अध्यापन, संशोधन, प्रशिक्षण व विकास या संदर्भात आपली गुणवत्ता सिद्ध करणे ही काळाची गरज आहे.

### 2. गुणवत्ता(Quality)

गुणवत्ता म्हणजे एखादा आंतरिक किंवा बाह्य असा मूर्त पैलू नव्हे, तर गुणवत्ता ही अत्यंत व्यापक व सर्वसमावेशक अशी संकल्पना आहे. गुणवत्ता ही सापेक्ष असून ती आंतरिक व बाह्यगुणांचा समुच्चय असते. गुणवत्ता ही गतिमान असत गुणवत्ता ही धनात्मक असते गुणवत्ता एक प्रवास आहे, मुक्काम नाही. गुणवत्ता ही निवड आहे, संधी नाही. गुणवत्ता ही निरीक्षकांवर अवलंबून आहे.

ज्ञान + कौशल्य + मूल्य = गुणवत्ता

### 3. शिक्षणातील गुणवत्ता

मानवी जीवन हे मूल्यकेंद्रित आहे. जीवनमूल्य किंवा जीवनाची धारणा ही ज्ञानाचे उपयोजन कसे करावयाचे याचे मार्गदर्शन करते.

उदा. अणुकेंद्रीय उर्जेचा उपयोग विध्वंसक शस्त्रांच्या निर्मितीसाठी करावयाचा किंवा मानवी जीवनाच्या कल्याणासाठी करावयाचा हे ठरविण्याच्या क्षमता जे प्रदान करते ते जीवनमूल्य असते. अशा प्रकारची जीवनसृष्टी प्रदान करणारे शिक्षण हेच खरे दर्जेदार शिक्षण शिक्षणाची गुणवत्ता ही केवळ व्यावसायिक उपलब्धीच्या मर्यादित चौकटीत तपासणे योग्य नाही. मानवी जीवनात भावनिक आणि आंतरिक विकासाला अनन्यसाधारण महत्त्व आहे. त्यामुळे शैक्षणिक प्रक्रिया आणि शैक्षणिक आंतरक्रिया व्यक्तीच्या भावनिक आणि आंतरिक विकासाला वृद्धीगत करतात.

#### 4. शालेय शिक्षणातील गुणवत्तेचे मापदंड

मानसिक निरसता कमी करणे.	शिस्त व वक्तशीरपणा
शालेय वातावरणातील स्वच्छता व योग्य जपणूक	शालेय संपादनात प्रभुत्व
कामाचे अनुधावन	संघटनात्मक वातावरण
मानवी घटकांचा निर्णयप्रक्रियेत सहभाग	समाज, पालक, विद्यार्थी समाधान

#### 4.1. उच्च शिक्षणातील गुणवत्तेचे मापदंड

भयमुक्त वातावरण	शिस्त व वक्तशीरपणा
पर्यावरणाची जाणीव	ग्राहकांच्या अपेक्षांची पूर्तता
सातत्याने सुधारणा	संशोधनावर भर
आंतरविद्याशाखीय दृष्टीकोनाचा स्वीकार व त्याची अंमलबजावणी	गुणवत्तेशी तडजोड न करणे
गटाने काम करण्याची वृत्ती	प्रत्येकाला काम
समस्या निराकरण	नेतृत्व
मनुष्यबळाचा विकास	

#### 5. संपूर्ण गुणवत्ता व्यवस्थापन(Total Quality Mangement)

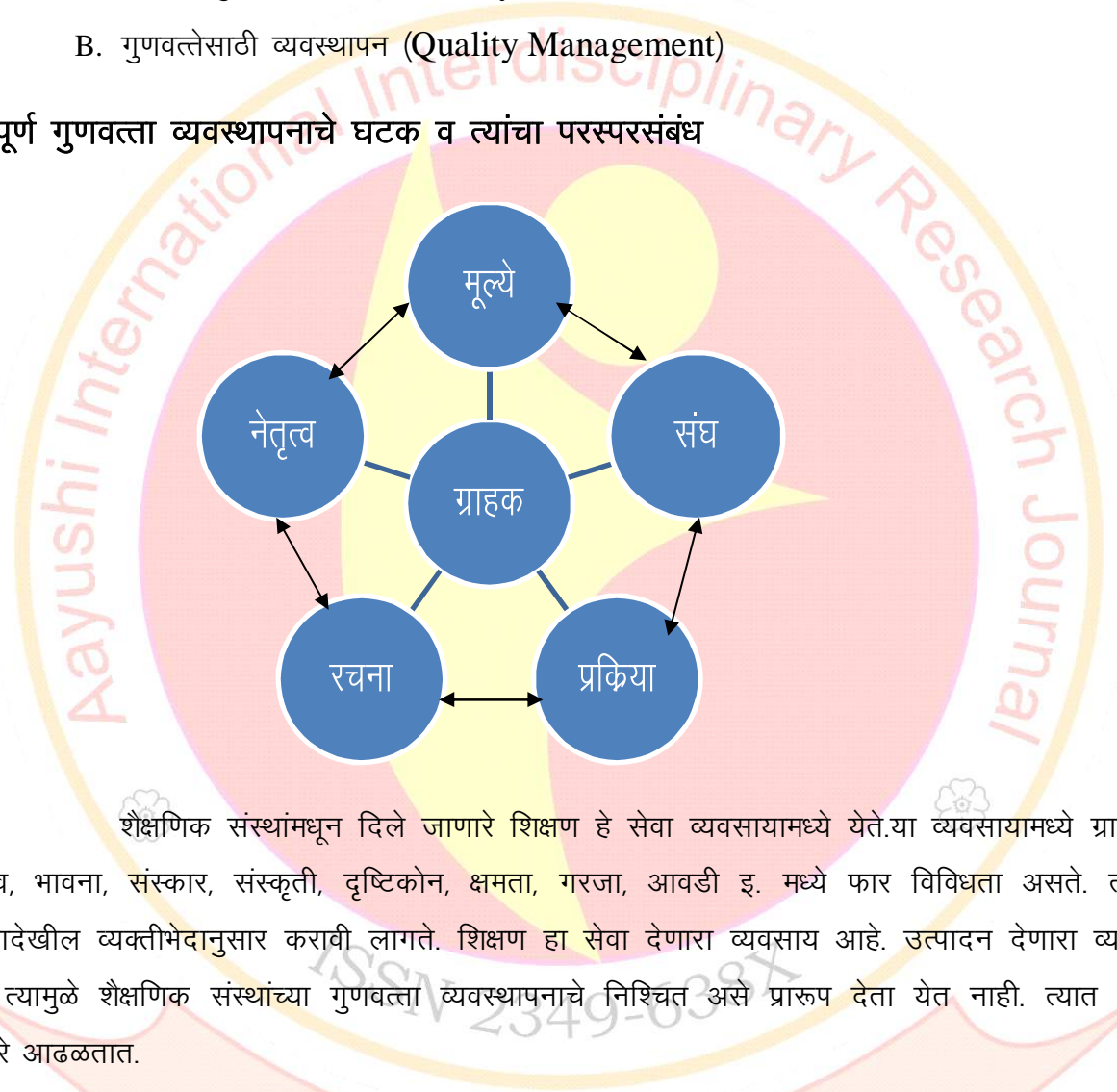
ही संकल्पना 1930 मध्ये उद्योगांमध्ये विकसित झाली.त्याचा उपयोग सुमारे 1990 पासून शिक्षणात सुरु झाला.एक वस्तू तयार होते. त्यावेळी ती आकर्षक दर्जाची करण्यासाठी करण्यासाठी यामध्ये अनेक मानवी घटकांचे योगदान असल्यास उद्योग गुणवत्ता विकासाकडे वाटचाल करू लागतो. त्याचबरोबर शिक्षक,

शिक्षणसंस्था यांची मने आपला विद्यार्थी हा समाजाचा आदर्श नागरिक घडविण्यासाठी झपाटलेली असणे गरजेचे आहे. यातूनच गुणवत्ताधारित शिक्षणाचा विचार सुरु होतो.यासाठी संपूर्ण गुणवत्ता व्यवस्थापन आवश्यक आहे

संपूर्ण गुणवत्ता व्यवस्थापन(TQM) चे दोन स्तर आहेत.

- A. सर्वकष गुणवत्ता (Total Quality)
- B. गुणवत्तेसाठी व्यवस्थापन (Quality Management)

5.1 संपूर्ण गुणवत्ता व्यवस्थापनाचे घटक व त्यांचा परस्परसंबंध



शैक्षणिक संस्थांमधून दिले जाणारे शिक्षण हे सेवा व्यवसायामध्ये येते.या व्यवसायामध्ये ग्राहकांचे अनुभव, भावना, संस्कार, संस्कृती, दृष्टिकोन, क्षमता, गरजा, आवडी इ. मध्ये फार विविधता असते. त्यामुळे प्रक्रियादेखील व्यक्तीभेदानुसार करावी लागते. शिक्षण हा सेवा देणारा व्यवसाय आहे. उत्पादन देणारा व्यवसाय नाही त्यामुळे शैक्षणिक संस्थांच्या गुणवत्ता व्यवस्थापनाचे निश्चित असे प्रारूप देता येत नाही. त्यात विविध मतांतरे आढळतात.

5.2 संपूर्ण गुणवत्ता व्यवस्थापन असणा-या शैक्षणिक संस्थांची वैशिष्ट्ये

- i. या संस्थांची ध्येये,उद्दिष्टे स्पष्ट असतात.यामध्ये मानवी विकास,शांतता,सुरक्षितता यांचे प्रतिबिंब असते.
- ii. या संस्थाचे वातावरण हे अध्ययनपूरक,प्रेरणादायी व आरोग्यदायी असते.
- iii. अशा संस्थांचे नेतृत्व हे कणखर,सामर्थ्यशील,नवनवीन आव्हानाना तोंड देणारे असते.
- iv. या संस्थांमध्ये कर्मचा-यांच्या कामानुसार श्रेणी असल्या तरी त्यांच्यामध्ये संघप्रवृत्ती असते.

- v. या कर्मचा-यांच्या कार्यक्षमतेचे सतत मूल्यांकन होत असते.त्यांचे शिक्षण,प्रशिक्षण व विकास यांवर भर असतो.
- vi. या शैक्षणिक संस्थेच्या व्यवस्थापनामध्ये पालकांचा व समाजाचा देखील समावेश असतो.
- संपूर्ण गुणवत्ता व्यवस्थापन असलेल्या शैक्षणिक संस्थांचा विकास हा कौटुंबिक,सामाजिक व वैश्विक स्तरावर झालेला असतो.

## 6. गुणवत्ताधारित शिक्षणासाठी शिक्षकाची भूमिका

- i. प्रत्येक विद्यार्थ्याला आपला स्व ओळखायला शिकवणा-या शिक्षणपद्धतीचा विचार हवा.
- ii. विद्यार्थ्यांने स्वतःला ओळखून क्षेत्र निवडल्यावर त्यामध्ये उन्नमता आणि प्रतिभा जोपासण्याची,व्यक्त करण्याची तयारी शाळा, कॉलेजमध्ये व्हायला हवी.
- iii. प्रत्येक विद्यार्थ्यांत आत्मविश्वास जागृत करून अशा शैक्षणिक कार्यक्रमाची आखणी करणे गरजेचे आहे.
- iv. विद्यार्थ्याला आर्थिकदृष्ट्या स्वतःच्या पायावर उभे राहायला समर्थ करण्यासाठी अभ्यासक्रमातील कृतीयुक्त शिक्षण व व्यावसायिक शिक्षण याकडे लक्ष केंद्रित करणे आवश्यक आहे.
- v. अवांतरवाचन केल्यामुळे सामान्यज्ञान व गुणवत्ता वाढते.
- vi. प्रत्येक विद्यार्थ्यांमध्ये काही सुप्त गुण असतात. या गुणांचे प्रकटीकरण सहशालेय कार्यक्रमातील सहभागातून होते असते.
- vii. जागतिकीकरणामुळे विविध देशात जाउन शिक्षण व नोकरीची संधी प्राप्त करण्यासाठी विविध भाषा शिकाव्यात.
- viii. विद्यार्थ्यांच्या अंगी विविध क्षमतांचा विकास करणे.
- ix. आर्थिक कुवत नसलेल्या विद्यार्थ्यांना अनेक समस्यांना तोंड द्यावे लागते. त्यावेळी परिश्रम व कष्टाशिवाय यश नसते. ही बाब लक्षात घेउन येणा-या प्रत्येक गोष्टीस सामोरे जाण्यास विद्यार्थ्यांना मार्गदर्शन करणे.
- x. विद्यार्थ्यांमध्ये सकारात्मक दृष्टिकोन निर्माण करणे.
- xi. लोकशाहीस पोषक,सुजाण नागरिक तयार करणे.
- xii. आर्थिक विकासासाठी प्रशिक्षण पूर्ण व्यावसायिक शिक्षण देणे.
- xiii. मूल्यशिक्षणाच्या माध्यमांतून आदर्श मूल्यांची प्रतिष्ठापना करणे.



## 7. शिक्षकांचे गुण

विद्यार्थ्यांचा विकास करण्याचा शिक्षकाच्या अंगी खालील गुण असणे आवश्यक आहे.



## 8. समारोप

जागतिकीकरण, उदारीकरणाचे परिणाम मानवी जीवनाच्या विविध क्षेत्रांवर जाणवू लागले आहेत. शिक्षण हा मानवी जीवनाचा मुख्य भाग असून जीवनाची समृद्धी शिक्षणानेच होऊ शकते यासाठी शिक्षण गुणवत्तापूर्ण असणे आवश्यक असते. व त्यासाठी शिक्षणसंस्था, शिक्षणतज्ञ, शिक्षकांनी बदलत्या संकल्पानुसार बदलत राहून गुणवत्ताधारित शिक्षणासाठी संपूर्ण गुणवत्ता व्यवस्थापनाचा विचार होणे गरजेचे आहे.

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## शिक्षक प्रशिक्षणातील आव्हाने

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अधिव्याख्याता

वसंतराव नाईक अध्यापक महाविद्यालय,

शिरूर ताजबंद जि. लातूर

### प्रस्ताविक :

शिक्षक प्रशिक्षण कार्यक्रमही एक प्रक्रिया असून ती निरंतर चालणारी आहे. आयुष्यभर शिकण्याच्या प्रक्रियेमध्ये अनुभवाची दिवसेंदिवस भर पडतच असते. शिक्षणाचा अर्थ केवळ चार भिंतीच्या आत घेतलातरत्याचा अर्थ संकुचित होईल. शिक्षक प्रशिक्षण कार्यक्रम राबविण्यासाठी केंद्रियस्तरापासून शिक्षक प्रशिक्षण संस्थापर्यंत अनेक प्रत्यक्ष अप्रत्यक्ष संबंधित घटकांचा समावेश होतो. या प्रत्येक घटकामध्ये शिक्षक प्रशिक्षणाची प्रक्रिया अखंडित व निरंतर चालू राहण्यासाठी समोर येणाऱ्या परिस्थितीला सामोरे जाण्याची क्षमता त्या शिक्षकाच्या अंगी असावी लागते.

आज 21 व्या शतकामध्ये विविध ज्ञान शाखामधील संशोधनाची संख्या वाढून ज्ञान प्रस्फोटाची सुरुवात झाली. शिक्षणशास्त्र ही "अंतरविद्या शाखीय" शाखा असल्याने ती विविध विषयामधील संशोधनामुळे अधिक व्यापक बनत गेली. त्याच बरोबर तंत्रज्ञानाचा सर्वत्र क्षेत्रावर प्रभाव वाढला. संशोधन गतीमान झाल्यामुळे "शिक्षक जन्मावा लागतो" ही संकल्पना मागे पडून शिक्षक शास्त्रीयपणे घडविता येतो असा विचार प्रवाह सुरु झाला. यातूनच " शिक्षकाचे प्रशिक्षण " ही संकल्पना पुढे आली.

### शिक्षक प्रशिक्षणाचा अर्थ व स्वरूप :

पूर्वी म्हटल्याप्रमाणे चांगला शिक्षक जन्माला यावा लागतो पण आज तशी परिस्थिती दिसून येत नाही. तर चांगला शिक्षक घडला जावू शकतो, निर्माण केला जावू शकतो. शिक्षकीपेशात आल्यानंतर शिक्षक बनण्याची तयारी मात्र असली पाहिजे. शिक्षकी पेशा एक व्यवसाय म्हणून न मानता एक सेवा क्षेत्र म्हणून मानणारा शिक्षक अधिक यशस्वी होतो. विद्यार्थ्यांना विशिष्ट माहिती द्यावयाची म्हटली तर ती आजच्या काळात यंत्राद्वारे सुद्धा देता येईल. मात्र विद्यार्थ्यांच्या मनात परिवर्तन करावयाचे झाल्यास एका परिपक्व व्यक्तीमत्वाचा दुसऱ्या अपरिपक्व व्यक्तीमत्वावर सातत्याने व समर्थपणे होणारा परिणाम या दृष्टीकोणातून शिक्षणाकडे पाहिजे पाहिजे. विद्यार्थ्यांमधील कोणत्या प्रकारचे वर्तन परिवर्तन आपेक्षित आहे याबद्दलची सामाजिक, तात्वीक व मानसशास्त्रीय जाणीव असलेला, स्वतःच्या विषयात पारंगतता आत्मसात केलेला, विविध अध्यापक पध्दतीची तंत्रे या विषयी जागृत असलेला सर्वसंपन्न व्यक्तीमत्वाचा व्यक्ती आपल्या नजरेसमोर येतो. हे सर्व गूण एखाद्या शिक्षकामध्ये जन्मजात दिसून येतात. असा अर्थ लावणे चूकीचे आहे. पण वरिल प्रकारचा शिक्षक घडविणे ही समाजहितासाठी नव्हे देशासाठी हितावह बाब आहे.

" प्रशिक्षण म्हणजे शिक्षण नव्हे किंवा अध्ययन ही नव्हे तर प्रशिक्षणाचे मुख्य कार्य म्हणजे व्यक्तीला व्यक्ती एका विशिष्ट प्रक्रियेमध्ये कौशल्य प्राप्त करून देणे होय." आधुनिक काळातसंपर्कसाधने प्रचंड प्रमाणात विकसित झालेले आहे तेंव्हा विद्यार्थ्यांना शिकविणाराही शिक्षक

हा एकमार्गी असून चालणार नाही तर शिक्षकास बहुमार्गीक बनावे लागेल कारण आजच्या शिक्षण पध्दतीचा आवाका फार मोठा आहे. शिक्षकाच्या अंगी शिकविण्याची कला जन्मजात व उपजत असून किंवा नसून शिक्षक क्षेत्रात जो प्रवेश करीलत्यांनी शिक्षण घेतलेच पाहिजे. उत्कृष्ट आणि अद्यावत प्रशिक्षणच शिक्षकाची व उपगवत्या पिढीचे हित सांभाळू शकेल. म्हणूनच सर्वच राष्ट्रांनी शिक्षकाच्या प्रशिक्षणावर भर दिलेला दिसून येतो. त्याचे फलित म्हणून शिक्षकाच्या "प्रशिक्षण" संकल्पनेत फरक दिसून येत आहे. कांही निश्चित काळापर्यंत होतकरु शिक्षकांचे शिक्षण झाले की, त्यांचे शिक्षण संपले असे माणले जात नाही तर शिक्षकहा आजही विद्यार्थी व ज्ञानोपासक असला पाहिजे. शिक्षकांनी संचित केलेल्या ज्ञानावर न विसंबून न रहातानव्या ज्ञानाच्या वाहत्या प्रवाहामध्ये रमले पाहिजे.

### **शिक्षक प्रशिक्षणाची गरज व आवश्यकता :**

मागील कांही कालावधीपासून जगभरामध्येतीन प्रकारचे प्रस्फोट झाल्याचे दिसून येतात. यामध्ये आपेक्षचा प्रस्फोट, ज्ञानाचा प्रस्फोट, लोकसंख्येचा प्रस्फोट या सर्व प्रस्फोटाचा परिणाम शिक्षक प्रशिक्षकाच्या संकल्पनेवर झालेला दिसून येतो. शिक्षक प्रशिक्षक संस्था म्हणजे अध्यापक पध्दती विषयक कांही युक्त्यासांगणारी व त्याच बरोबर थोडेफार प्रात्यक्षीक काम करून देणारी संस्था हे स्वरूप बदलून आता शिक्षणाच्या एकूण प्रक्रियेबाबत स्पष्ट ज्ञान प्राप्त करून देणारे शिक्षकशास्त्र महाविद्यालय, विद्यालय झालेले आहेत. शिक्षण क्षेत्रातील शिक्षकाचे ज्ञान व अध्यापक पध्दतीबाबतची समर्थता दोन्हीमुळे शिक्षक प्रशिक्षणाला महत्व प्राप्त झालेले आहे. आलिकडे शाळांमध्ये येणाऱ्या विद्यार्थ्यांची संख्या प्रचंड वाढल्याने प्रशिक्षित शिक्षकाची गरज भासू लागली आहे. आज मितीलाज्ञान व संस्कार यामध्ये कामालीची तफावत असलेली विद्यार्थी एकाच वर्गामध्ये पहावयास मिळतात. अशा विद्यार्थ्यांस शिकविण्याचे आवघड व गुंतागुंतीचे काम शिक्षकाला करावे लागत असल्याने शिक्षकाला प्रशिक्षणाची गरज भासू लागत आहे.

आज शिक्षक प्रशिक्षणाच्या बाबतीत आनेक मतमतांतरे मांडली जातात. "प्रशिक्षण महाविद्यालये चांगली शिक्षक निर्माण करू शकतात काय?" प्रशिक्षण नसताना कांही चांगली शिक्षक उत्तम अध्यापन करू शकतात असे आक्षेप घेतले जातात. कलावंत हा जन्मावा लागतो असे म्हटले जातात. पण कलावंत, कवी, लेखक, नट, दिग्दर्शकतयार करण्याचेही शिक्षण वर्ग व कार्यशाळा दूर झाले आहेत. मग केवळ अंगीकृत गुणांच्या अधारेच व्यक्ती उत्तम शिक्षक होवू शकेल त्याला प्रशिक्षणाची गरज आहे कोणी म्हणू शकत नाही. ही परिस्थिती लक्षात घेतासाधारण योग्यता असलेल्या व्यक्तीची निवड करून त्यांना योग्य प्रशिक्षण देवून शिक्षक घडविणे ही काळाची गरज वाटते.

### **शिक्षण व प्रशिक्षण यातील तफावत :**

- शिक्षणामुळे जिवनाला सामोरे जाण्याचा मार्ग मिळतो.
- शिक्षण ही भावी जिवनाची तयारी असते.
- सर्वांगीन विकासाची जबाबदारी शेवटी शिक्षकावर पडते.
- विद्यार्थ्यांच्या कृतीप्रवण बनविणे ही जबाबदारी प्रशिक्षकाची असते.
- प्रशिक्षण म्हणजे अध्ययन नव्हे.
- अध्ययन व्यक्तीला विशिष्ट कौशल्य प्राप्त करून देते.
- प्रशिक्षकाचे कार्य आहे.
- शिक्षण हे सर्वसमावेशक असूनमुलांचा सर्वांगीण विकास औपचारीक व अनौपचारीक दृष्टीने करते.
- प्रशिक्षण ही मर्यादीत कौशल्यावर भर देण्यासाठी प्रशिक्षण संस्था, कुटुंब समाज भूमिका बजावतात.

- शिक्षण प्रक्रियाही अजिव असते.
- प्रशिक्षण हे विशिष्ट कालावधीपर्यंत मर्यादीत असते.

**शिक्षक प्रशिक्षणातील अड्याणे खालील प्रमाणे स्वीकारावी लागतील :**

- ❖ विद्यार्थी प्रवेश प्रक्रिया.
- ❖ प्रशिक्षण अद्यावत ठेवणे.
- ❖ चांगलीसांस्कृतिक पार्श्वभूमी असली पाहिजे.
- ❖ व्यावसायिक प्रत्यक्ष कृती आणि पध्दती (तंत्र) याची समग्रज्ञान प्रशिक्षकाला असावे.
- ❖ शिकवावयाच्या विषयाचे पुरेशे ज्ञान असावे.
- ❖ व्यावसायिक पात्रतेत रसनर्माण करावा.
- ❖ व्यावसायिक सहकार्याची आवड आसावी.
- ❖ शाळा व समाजाची गोडी निर्माण करावी.
- ❖ विद्यार्थ्यांविषयी जिद्दाळ्याचे वातावरण निर्माण व्हावे.
- ❖ मानवि विकास व अध्यापक पध्दती याचीसांगोपान ज्ञान असावयास हवे.
- ❖ मानवी संबंध जुळवण्याचे कौशल्य प्राप्त करावे लागेल.
- ❖ शैक्षणिक साधनाच्या सहाय्याने समस्या उकल करण्याची कौशल्याचा अंगीकार करावयास हवा.
- ❖ बदलत्या शिक्षण व्यवस्थेशी समायोजन क्षमता असावी.
- ❖ शिक्षक प्रशिक्षणातील अलगता जोपासने.
- ❖ भविष्यासमोरील आवाहणे पेलने.
- ❖ शिक्षक प्रशिक्षकाचीसंयोग क्षमता व दुरदृष्टी.
- ❖ भ्रामणक कल्पनापासून समाजाला दूर ठेवण्याचे सामर्थ असावे.
- ❖ सार्वजनिक कार्यक्रमातील जाणीव जागृतीस प्रोत्साहन देणे.

**संदर्भ :**

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- 4) नरवले मिनल "भारतातील आयोग व समित्या", नूतन प्रकाशन, पुणे

**चिकित्सक विचार काळाची गरज**

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**१. प्रस्तावना :**

‘जगतिक आरोग्य संघटने’ने जागतिक स्तरावर दहा जीवन कौशल्य मांडली आहेत. जी आपल्याला देखील लागू होतात. त्याचा अंगीकार केल्याने आपल्याला आपल्या ज्ञान, कौशल्य, अभिवृत्ती व मूल्य यांचा सकारात्मक उपयोग करून एक यशस्वी व जबाबदार नागरीक बनविता येतो. २००५ च्या मार्गदर्शक तत्वानुसार शैक्षणिक वर्ष २००९ पासून प्राथमिक शिक्षणाच्या अभ्यासक्रमात दहा जीवन कौशल्यांचा समावेश करण्यात आला आहे.

**२. दहा जीवन कौशल्य पुढीलप्रमाणे :**

१. स्वतःच्या बद्दल जागृती. २. दुस-याच्या भावना समजून घेणे. सहसंवेदना. ३. चिकित्साक विचारसारणी. ४. सर्जनशील/ सृजनशील सारणी. ५. निर्णय क्षमता. ६. समस्यांचे निराकरण. ७. प्रभावी संभाषण/ संप्रेषण कौशल्य. ८. नात्यांची जपणूक ९. तणाव व्यवस्थापण. १०. भावनांची यशस्वी जुळणी.

**३. जीवन कौशल्याची आवश्यकता :**

- ३.१. जगण्याची कला हेतूपूर्वक शिकण्यासाठी.
- ३.२. भावी जीवनातील दैनंदिन समस्या सोडविण्यासाठी.
- ३.३. विद्यार्थ्यांच्या व्यक्तीमत्वाचा विकास साधण्यासाठी.
- ३.४. इतरांसोबत यशस्वीपणे आंतरक्रिया करण्यासाठी.
- ३.५. ताणतणावांना समर्थपणे तोंड देण्यासाठी.

#### ४ चिकित्सक विचार:

चिकित्सक विचार म्हणजे एखादया गोष्टीचा सर्व बाजूंनी केलेला खोलवर विचार. कोणत्याही गोष्टीत प्रश्न करत करत विचार करणे. चिकित्सक विचार म्हणजे कोण सांगतोय याला महत्व न देता त्या विचारांना विवेकवादाने तर्कबुद्धीच्या जोरावर चिकित्सा करून पडताळून घेणं. थोडक्यात हा कधी कधी स्वतःशीही संवाद असतो तर कधी इतरांबरोबरही संवाद असतो. उलटसुलट सगळ्या विचारांना पडताळून एका निर्णयापर्यंत आलेला तो विचार असतो. या प्रक्रियेला चिकित्सक विचार म्हणतात.

काम करताना अनेक वेळा त्या कामासंबंधी दोन्ही बाजूंनी प्रश्न निर्माण होतात. ते काम करायचं तर का करायचं आणि नाही करायचं तर कशामुळे करायचं नाही. असा संभ्रम तयार होतो. अशावेळी त्या कामासंबंधी सर्व बाजूंनी आपणच प्रश्न विचारत राहणे , त्या प्रश्नातून ती गोष्ट करायची की नाही करायची याविषयी आपल्याला जास्तीत जास्त स्पष्टता येत जाते आणि आपल्याला निर्णय योग्य रीतीने घेता येतो. आपली निरीक्षण करण्याची वृत्ती वाढते. कुतूहल आणि जिज्ञासा वाढते. ज्यामुळे कोणतीही गोष्ट करताना अनेक प्रश्न मनाला पडत असतात आणि त्या प्रश्नांची शोधत शोधत आपण अनेक गोष्टी शिकतो. अनेक गोष्टी माहिती होतात. कधी कधी पुर्वीचे चुकीचे मत बदलण्यासही मदत होते. नवीन विचार स्वीकारण्याची वृत्ती निर्माण होते. कामाच्या ठिकाणी सतत प्रश्न पडल्याने ते काम परिपूर्ण आणि अचूक होण्याकडे कल जातो.

#### ५. क्रिटिकल थिंकिंग म्हणजे नेमकं काय ?

थोडक्यात एखादी समस्या सोडविण्यासाठी प्रथम त्या समस्येची चौकट तयार करणे , समस्येचे पृथक्करण करणे आणि चिकित्सक विचारांच्या आधारे समस्या सोडविण्याचे कौशल्य होय.

#### ६. चिकित्सक विचाराचे आवश्यक घटक :

१. त्या विशिष्ट गोष्टीवर सर्व बाजूंनी प्रश्न उपस्थित करणे.
२. त्या प्रश्नांची उत्तरे शोधणे.
३. मनातल्या प्रत्येक शंकाचं निरसन सारासार विचार करत करणे.
४. त्या विशिष्ट गोष्टीबाबत पुरेशी माहिती असणे किंवा माहिती करून घेणे.
५. इतरांचे ऐकून घेतले पाहिजे, प्रतिसाद दिला पाहिजे.
६. कोणाच्याही दबावाशिवाय प्रश्न उपस्थित करणे.

#### ७. चिकित्सक विचार व व्यक्ती :

७.१. **आत्मविश्वास** : अनेक कौशल्य ही एकमेकाधारित तसेच पूरक असतात. उदा. परिस्थितीचे नेमके विश्लेषण करता आले तर समस्या सोडवायला मदत होते. मनाला प्रश्न पडणे, त्याप्रश्नातून अनेक प्रश्न निर्माण होणे आणि त्या प्रश्नांची उत्तर शोधणं यातून व्यक्तीचे ज्ञान वाढते. व्यक्ती स्वतः विकसित होत जाते. याचा कामात फायदा होतोच. फक्त व्यक्तीने योग्य रीतीने हे प्रश्न विचारले पाहिजेत. यासर्व कौशल्यातून व्यक्ती आत्मविश्वास पूर्वक इतरांशी संवाद साधू शकते. अनेकांशी संवाद साधणं हेही एक तंत्र आहे. ते आत्मसात करायचे असल्यास ते जाणून घेणं तितकेच आवश्यक ठरतं.

७.२. **समस्यांची उत्तरे शोधणे सुलभ** :व्यक्तीने केवळ एखादया प्रश्नाचे उत्तर लक्षात ठेवले तर केवळ तसाच प्रश्न पुन्हा आला तरच ते उत्तर उपयोगात आणता येते. पण चिकित्सक विचार शिकली तर अनेक समस्यांची उत्तरे शोधणे सुलभ होते. किशोरवयात स्वतःमध्ये विकसित होत असणा—या अनेक कौशल्यांपैकी एक म्हणजे चिकित्सक विचार. ज्याला सारासारा विचार करण्याचं कौशल्य म्हणता येईल. आजच्या किशोरांना पावलोपावली असा विचार करण्याची गरज भासते.

७.३. **विचारांचे पध्दतशीर मुल्यमापन** :चिकित्सक विचार करताना उपलब्ध माहितीचे अधिक आपल्या विचारांचे पध्दतशीर मुल्यमापन करण्याकरीता वैविध्यपूर्ण संबंधीत बौध्दीक कौशल्यांची जरूरी असते ,जसे की विश्लेषण , संकल्पीकरण,व्याख्यानिश्चिती,परिक्षण अनुमान,ऐकणे,प्रश्न विचारणे,तर्क/युक्तीवाद/विधान मांडणी,संश्लेषण इत्यादी.

७.४. **विचार करण्याची पध्दत परिष्कृत**:जेव्हा व्यक्ती विचारकर्ता म्हणून आपल्या स्वतःच्या क्षमता तपासून पाहण्यास तयार व सक्षम असते आणि आपल्या दुर्बलता व समस्या स्विकारते तेव्हा तिला स्वतःची विचार करण्याची पध्दत परिष्कृत होण्यास मदत होते. म्हणजे मग व्यक्ती माहितीची पडताळणी आणि विचार अधिक व्यापक करण्यास शिकते व उणीवयुक्त कल्पना व आयडीऑलॉजीज ओळखून नाकारण्यास अधिक मदत होते.

७.५. **समस्येची उकल** : चिकित्सक विचार म्हणजे खूप विचार करणे नव्हे. एखादी व्यक्ती खूपशी बौध्दीक शक्ती चुकीच्या विचाराच्या समर्थनात/बचावात अथवा अशा चुकीच्या प्रश्नाच्या शोधाकरीता खर्ची घालू शकते, की ज्या प्रश्नास समस्येची उकल होण्यात प्रगती होण्यापूर्वी संबंधीत प्रश्नाच्या पुर्नरचनेची गरज असू शकते. जसे की समस्येची उकल होण्यासाठी कदाचित कोण पेक्षा कसे हे अधिक महत्वाचे असू शकते.

७.६. **वस्तुस्थितीशी मेळ** :व्यक्तीने आपल्या विचाराच्या पध्दतीतले दोष व कल ओळखले नाही तर ती चिकित्सात्मक विचार पध्दती ठरत नाही. आपल्यात संगोपनातून आणि संस्कृतीतून आपल्या विचारसरणीत अंगिकारले गेलेले कल लक्षात घेऊन ते कमीत कमी करण्यासाठी व्यक्तीचा विचार अधिक चांगला असण्याची इच्छा आणि इच्छाशक्ती असणे आवश्यक असते. मनात बाळगलेले पुर्वापार विश्वास नाकारले जाणार असतील तरी त्याची तयारी ठेवत. वस्तुस्थितीशी मेळ घालणारे पुरावे व ज्ञान मिळविणे आणि त्याप्रमाणे पुढे मार्गक्रमण करण्याची तयारी असली पाहिजे. वस्तुस्थितीशी मेळ घालणा—या पुराव्यांनी व ज्ञानाने आपले विश्वास निराधार असल्याचे सिध्द केले तर वस्तुस्थितीतील फरक स्विकारणे हीच योग्य प्रतिक्रिया ठरते. चिकित्सात्मक विचारकर्ते जिज्ञासूपणा दृष्टीकोण व्यापक करण्याची आणि आपल्या ज्ञानाचा परीघ विस्तारण्याची उत्कंठा जोपासतात. संबंधीत विषयाबाद्दल योग्य माहिती करून घेणाच्या दिशेने कार्यरत असतात.

७.७. **शंकेखोरपणा**: योग्य सिध्दांत स्वतःचा पराभव स्विकारण्याची स्थिती उघडरित्या डिफाईन करतो. चिकित्सक विचार शंकेखोरपणा स्विकारते. असा शंकेखोरपणा म्हणजे संकल्पनांना स्वैरपणे लाथाडणे नव्हे तर आपण ज्या दाव्यांच प्रतिनिधीत्व करतो त्या बाबत निरसन होईपर्यंत निर्णयास स्थगिती देण्याची तयारी जेणेकरून सुयोग्य नसलेले दावे व्यक्ती जसेच्या तसे स्विकारणार नाही तर त्यांना समजून घेण्यास वेळ देणे. त्यामागचे कार्यकारण,गृहीततत्वे, कल पडताळणे, कार्यकारण हे सुस्पष्ट ,सुसंगत तर्कावर आधारीत हवेत. भावना किंवा सामाजिक दडपणाने प्रभावीत झालेले कारण वस्तुनिष्ठ दाव्यांची सत्यता त्याच्याशी निगडीत भावनांनी किंवा एखादा समूह विश्वास ठेवतो म्हणून ठरत नाही.

काही लोक वस्तुनिष्ठता व सुयोग्य कार्यकारण, सुसंगत तर्क ह्या केवळ मानवी संकल्पना आहेत असे सांगत. कारणास काहीच मूल्य नाही असे म्हणून त्याचे महत्त्व कमी लेखण्याचा प्रयत्न करतात. पण असे करणे म्हणजे शेखचिल्लीप्रमाणे आपण ज्या फांदीवर बसलो आहोत तीच कापत आहोत अशी आत्मघातकी क्रिया करणे होय. ते सुयोग्य कार्यकारण नाकारण्याची त्यांची भूमिका जर सुयोग्य कार्यकारण असेल तर तीही नाकारली जात आहे. हे लक्षात घेतले जात नाही. ज्याच्या बळावर तुम्हाला भूमिका मांडावयाची तीच तुम्ही नाकारत आहात असा त्याचा अर्थ होतो. कार्य मोठे असो अथवा नगण्य, आपण दैनंदिन जीवनात कार्य करताना चांगल्या निर्णय क्षमतेकरीता सुसंगत तर्काची नितांत आवश्यकता असते. आपल्या युक्तीवादात उणीवा असतील तर आपली समजून घेण्याची क्षमता कशाने वाढेल, सुसंगत तर्कांना नाकारल्याने की आपल्या स्वतःच्या उणीवा प्रामाणिकपणे अभ्यासण्याने. पुरावे व सुसंगत तर्काबद्दल अनादर, ऐकण्याची मनस्थिती नसणे, बौद्धिक आळस अथवा बौद्धिक मग्नरी असे स्वभावदोष चिकित्सात्मक विचारप्रक्रियेच्या क्षमतेत गंभीर अडथळे आणतात.

जटील समस्या सोडविण्यासाठी मोठ्या अडथळ्यातील एक म्हणजे, समस्यांकडे केवळ काळ्या किंवा पांढऱ्या या दोन रंगाशिवाय पहाण्याची तयारी नसणे. असे लोक अधिक पर्याय उपलब्ध असतांना देखील त्यातील खरे तर आपल्याला हवा असलेला एकच पर्याय पाहू इच्छितात. दुसरा पर्याय एकच गट केलेला असतो तो म्हणजे अस्विकार्य पर्यायांचा. हे उपलब्ध पर्यायांना चुकीच्या पध्दतीने दुभागणे असते. चुकीच्या दुभाजनाची निष्पत्ती चुकीच्या निष्कर्षात होते. जर पर्याय 'अ' चुकीचा असेल तर पर्याय 'ब' बरोबर असलाच पाहिजे. एखाद्याचा दृष्टिकोण हा 'क्ष' नसेल तर तो 'ज्ञ' असलाच पाहिजे. केवळ काळ्या किंवा पांढऱ्या दोनच रंगाशिवाय इतर पर्याय विचारात घेण्याबद्दल अनिच्छा अथवा नकारार्थी दृष्टिकोनामागे बहूधा समस्येस निश्चित एकमेव उत्तरांचा अभाव आणि समस्येतून उद्भवणारी अनिश्चित संदिग्ध स्थिती हाताळण्यातील अक्षमता ही संभाव्य कारणे असतात. एखादी गोष्ट स्पष्ट अथवा माहित नसण्यातून येणारी संदिग्धता अथवा अनिश्चितते बद्दल असंयम, उणीवयुक्त निष्कर्षाप्रत पोहोचण्याची घाई ही सत्याप्रती असलेल्या उत्सुकतेचा भाग नसून कम्फर्ट हवी असल्याने हा उताविळपणा घडतो.

## ८. चिकित्सक विचार आणि अनेक कामे :

माणूस सजग विचार करणारी जिवंत व्यवस्था आहे. आजच्या विविध कामे करावयाच्या यादी मधली काम खूप जास्त झाली आहेत. आता ही कामे वेळेत पूर्ण कशी करणार हा प्रश्न व ही परिस्थिती आपल्यापैकी अनेक जणांवर ओढवते. अनेक कामे एकाच वेळी येऊन पडली की मग सुरुवात कुठून करायची याचा गोंधळ होतो. हे काम अगोदर करावे का? ते काम आधी केले जर उरलेली कामे वेळेत पूर्ण होतील का? असे असंख्य चिकित्सक विचार आपल्या मनात येतात. जर काही कामे दिलेल्या वेळेत पूर्ण झाली नाहीत जर त्याचे रूपांतर ताणात होते. परिस्थिती तणावपूर्ण झाली की आपण पुढचे कोणतेही काम करण्यासाठी उत्सुक नसतो आणि मग ती कामे तशीच अर्धवट राहातात. कामे वेळेत पूर्ण होण्यासाठी कामे प्राधान्यक्रमाने करायला हवीत. कामाचा प्राधान्यक्रम पुढीलप्रमाणे लावावा. -

८.१ . तातडीची व महत्वाची कामे.

८.२ . तातडीची पण कमी महत्वाची कामे.

८.३. महत्वाची पण तातडीची नसलेली कामे.



#### ८.४. कमी महत्वाची व तातडीची नसलेली कामे.

या तक्त्यात अ गटातील कामे आधी त्यानंतर ब गटातील कामे याप्रमाणे कामांचे वर्गीकरण करावयाचे असते.या तक्त्यामुळे जरी भरपूर कामे असतील तरी त्यांचा प्राधान्यक्रम ठरलेला असतो.त्यामुळे कामाची सुरुवात कोणत्या कामापासून करावयाची हे स्पष्ट होते.एक्ससद्या कामाचे वर्गीकरण झाले की त्याप्रमाणे अंमलबजावणी सुरू करायची व नंतर तुमची एवढी मोठी वाटणारी कामे कधी पूर्ण होतील ते कळणारही नाही.कोणते काम कधी करावयाचे कळले की आपला दिनक्रम त्याप्रमाणे नागतो व दिलेली कामे वेळेत पूर्ण झाल्यामुळे आपला आत्मविश्वास वाढतो हे वेगळे सांगायला नकोच.

#### ९ चिकित्सक विचारकर्त्याची वैशिष्ट्ये :

९.१. तो अनिश्चितता हाताळू शकतो.

९.२. आपल्याला कोणत्या भागाबद्दल माहिती नाही, हे माहिती करून घेण्यास प्राधान्य देतो.

९.३. ते ग्राह्य पुराव्यांकरता व ग्राह्य पुराव्यांवर आधारित उत्तरांची वाट पाहण्याची तयारी ठेवतात.

९.४. चिकित्सात्मक विचार प्रत्येकाच्या स्वतःच्या बौद्धिक स्वातंत्र्याची गुरूकिल्ली आहे. प्रश्नाच्या सर्व बाजू समजून घेण्यास व स्वतःची स्वतः उकल करण्यास मदत करतो.

९.५. चिकित्सात्मक विचार प्रक्रीया आपल्याला अविचारी निष्कर्ष,गूढवादाकडे झुकणे, इतरांकडून मिळालेला शहाणपणा, अधिकार, परंपरा याबद्दल प्रश्न उपस्थित न करण्याच्या प्रवृत्ती इत्यादीपासून दूर नेतो.

९.६ चिकित्सात्मक विचार बौद्धिक शिस्त,संकल्पनांची सुस्पष्ट अभिव्यक्ती, स्वतःच्या विचारांबद्दल स्वतः जबाबदारी घेण्याची वृत्ती अंगिकारण्यात साहाय्यभूत ठरतो. असे समाज ज्यातील व्यक्ती चांगल्या ज्ञान व सुसंगत तर्काचा वापर सर्व क्षेत्रात करतात आणि स्वतःच्या विचारातील विसंगती व उणीवा रूिबकारून दूर करण्यास तत्पर असतात.ते आपल्या पुढील आणि सहजीवनातील आव्हानांना सखोल व परिणामकारक उत्तरे शोधण्यात अधिक सूसज्ज असतात.

आपण जेव्हा तर्क सुसंगत चिकित्सात्मक विचार करण्यास प्रोत्साहन देतो व शिकवतो तेव्हा आपण व्यक्तींना सक्षम करतो आणि समूदायाच्या चांगल्या भविष्यात गुंतवणूक करत असतो. माणसात विचार करण्याची कुवत आहे. त्यामुळे माणसांनी प्रत्येक गोष्टीकडे चिकित्सक नजरेतून पाहण्याची गरज आहे.

#### १०. चिकित्सक विचाराचे महत्व किंवा फायदे :

१. चिकित्सक विचाराच्या सरावाने निर्णयक्षमता जास्त सक्षम होते.
२. चिकित्सक विचाराने आत्मविश्वास वाढतो.
३. एकाच गोष्टीला अनेक बाजू असू शकतात हे समजते,दृष्टिकोन विस्तारतो.
४. एककल्ली विचार करणे थांबून दुस-याच्या मताला विचारात घेण्याची वृत्ती वाढते.
५. विश्लेषण करून आपले विचार मांडण्याचे कौशल्य अंगी येते,विचारांची स्पष्टता वाढते.
६. पूर्वग्रहदूषित दृष्टिकोन बदलतो.

**११. समारोप :**

नव्या जगामध्ये चिकित्सक विचारांना विशेष महत्व आहे. ज्ञान व कौशल्य जर सर्व पातळीवर विद्यार्थ्यांला उपलब्ध करून दिले तर त्याच्या व्यक्तीमत्त्वाचा सर्वांगीण विकास होईल. चिकित्सक विचारांचाही काळाची गरज आहे. अब्दुल कलाम यांच्या स्वप्नातील भारत प्रत्यक्षात उतरण्यासाठी व राष्ट्राच्या सामाजिक, सांस्कृतिक, आर्थिक विकासासाठी गती द्यायची असेल तर शिक्षकांची भूमिका महत्त्वाची आहे. किशोरावस्था हा आंत्यतिक बदलाचा व क्षोभमुक्त काळ असल्याने आयुष्याच्या या संक्रमणावस्थेत विद्यार्थ्यांमध्ये चिकित्सक विचाराची बीजे रुजविण्याची जबाबदारी शाळा, शिक्षक व पाठ्यपुस्तके यांची आहे. जर आपण विद्यार्थ्यांचा चिकित्सक दृष्टिकोन विकसित होण्यासाठी विविध मार्गांचा अवलंब केला तर एखादी समस्या सोडविण्यासाठी प्रथम त्या समस्येची चौकट विद्यार्थी तयार करतील, समस्येचे पृथक्करण करतील आणि चिकित्सक विचारांच्या आधारे समस्या सोडविण्याचे कौशल्य प्राप्त करतील. आजच्या विज्ञानाचा विस्फोट झालेल्या जगात चिकित्सक विचारांची गरज आहे.



## शिक्षणातील नवविचार

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विज्ञान आणि तंत्रज्ञानाच्या प्रगतीमुळे जगातील सर्व विकसीत राष्ट्रात व समाजात आधुनिकीकरणाच्या प्रक्रियेला गती मिळालेली आहे. भारतीय शिक्षण आयोगाने (१९६४ ते १९६६) शिक्षणाच्या विकासासाठी पाच तत्त्वे सांगितलेली आहेत. त्या तत्त्वांपैकी शिक्षणात आधुनिकीकरणाची गती वाढवून वैज्ञानिक दृष्टिकोण विकसीत करणे हे एक महत्त्वाचे तत्त्व आहे. भारत देशाला १९४७ मध्ये स्वातंत्र्य मिळाल्यानंतरच खऱ्या अर्थाने शिक्षणाच्या प्रगतीस प्रारंभ झाला. भारतीय समाजाच्या विकासासाठी आधुनिकीकरणाची आवश्यकता वाटली. आधुनिकीकरणाने समाज परिवर्तनाबरोबरच शिक्षणाचेही आधुनिकीकरण झाले. या आधुनिक करणातूनच शिक्षणात नवीन प्रवाह व नवविचार उदयाला आले.

जुन्या अर्थहीन पंरपरा रूढी रीतीरिवाजाचा त्याग करून काळानुरूप नवविचारांनी आपले जीवन बदलून टाकणे हा देखील आधुनिकीकरणाचा पैलू दिसून येतो. आधुनिकीकरणामुळे समाजात असलेली विषमता, जातीयता, धर्मांधता नाहीशी करणे होय. आधुनिकीकरण ही संकल्पना गतिमान आहे. त्यामुळे आधुनिक काळाशी याचा समन्वय साधला जातो. आधुनिकीकरणात नवे विचार, नवी मूल्ये तसेच नवीन कल्पनांचा स्वीकार केला जातो. सामाजिक शास्त्रातील वैज्ञानिक पध्दतींच्या विकासाने समाजातील विविध क्षेत्रात नवीन मूल्यांचा स्वीकार केला गेला. या नवीन विचारांची, मूल्यांची आणि नवीन संकल्पनांची दखल राष्ट्राने व समाजाने घेतली. या दृष्टिकोणातूनच भारतीय शिक्षणाच्या विविध स्तरावरील अभ्यासक्रमात या नवविचारांचा समावेश करण्यात आला आहे. यामधूनच UGC, NCERT, NCTE इत्यादी शैक्षणिक संस्थांनी माध्यमिक उच्च शिक्षण व शिक्षक प्रशिक्षणाच्या अभ्यासक्रमात या नवीन संकल्पनांना महत्व दिले. नवविचार व नव परिवर्तनातून शिक्षणामध्ये नवचैतन्य निर्माण होते. शिक्षणामध्ये नाविन्यता निर्माण झाल्याने शिक्षण प्रक्रियेचा विकास होतो. प्राचीन काळातील शिक्षणामध्ये मोठ्या प्रमाणावर बदल करून आधुनिक शिक्षणातून नवे विचार, नव्या संकल्पनांना स्थान देण्यात आले. पूर्वीच्या शिक्षक केंद्रित प्रक्रियेच्या ऐवजी विद्यार्थी केंद्रित प्रक्रिया ही महत्त्वाची ठरली असून अध्यापनामध्ये देखील नवीन तंत्रे, साधने वापरण्यात येवू लागली कारण आजचे युग तंत्रज्ञानाचे समजले जाते. त्यामुळे तंत्रज्ञानावरती आधारित अध्यापन पध्दती तंत्रे, यांचा समावेश अभ्यासक्रमात करण्यात आला आहे. मूल्य शिक्षणाची आधुनिक काळाला नितांत गरज आहे. त्यामुळे शालेय स्तरावर देखील मूल्य शिक्षण देण्यात येऊ लागले आहे.

तंत्रज्ञानामुळे झालेल्या विकासाबरोबर मूल्यांचाही शिक्षणात विचार होणे आवश्यक आहे. मूल्य शिक्षणाची नवीन संकल्पना ही उदयाला आली आहे. यासाठी वेगवेगळ्या आयोगाने शिफारशी केल्या आहेत. मूल्याची व्याख्या ऑटोवे यांच्या मतानुसार "ज्यासाठी मनुष्य जगतो अशी कल्पना म्हणजे मूल्य होय. म्हणजेच मूल्य शिक्षण हा शिक्षणाचा मूळ स्रोत आहे." नियमित अभ्यासक्रमाबरोबरच पर्यावरण शिक्षण, आरोग्य शिक्षण, लोकसंख्या शिक्षण या शिक्षणातील नवप्रवाहांचा समावेश माध्यमिक शाळांतील अभ्यासक्रमात करण्यात आला आहे.

तसेच उच्च शिक्षणात व प्रशिक्षणात देखील याचा समावेश करण्यात आला आहे. माहिती तंत्रज्ञान हा विषय देखील शालेय स्तरापासून उच्च शिक्षण प्रशिक्षणापर्यंत अनिवार्य करण्यात आला आहे. तसेच संशोधनामध्ये देखील संशोधक याचा वापर मोठ्या प्रमाणात करित आहे.

विशेष बालकांचे शिक्षण, लैंगिक शिक्षण, समावेशक शिक्षण व स्त्री शिक्षण, जागतिकीकरण आणि शिक्षण या नवीन संकल्पनांचा समावेश आधुनिक शिक्षणात केला आहे. शिक्षण व प्रशिक्षणात देखील नवीन संकल्पनांचा समावेश करण्यात आला आहे. सध्याच्या शिक्षणात प्रायोगिक पध्दती, प्रकल्प पध्दती, दिग्दर्शन पध्दतीचा वापर होत आहे. शालेय स्तरावर विविध दृकश्राव्य माध्यमातून अध्यापन करण्यात येऊ लागले. शैक्षणिक साधनांचा वापर करण्यात आला. "Learning by doing" कृतीद्वारे शिक्षण महत्वाचे ठरले आहे. परीक्षा पध्दतीत बदल करण्यात आला. विद्यार्थ्यांचे मूल्यमापन हे श्रेणी पध्दतीनुसार केले जाते. यामुळे विद्यार्थ्यांचे सर्वांगीण मूल्यमापन होण्यास मदत होते. ऑन परीक्षा ही देखील नवीन परीक्षा पध्दतीतील प्रकार आहे. आधुनिक शिक्षणामध्ये आशययुक्त अध्यापन पध्दतीची नवीन संकल्पना राबविण्यात येत आहे. आशययुक्त अध्यापनाची संकल्पना ही NCTE व UGC यांनी यावर चर्चा करून १९७८ मध्ये राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद नवी दिल्ली या संस्थेने आशययुक्त अध्यापन पध्दतीची संकल्पना महाराष्ट्रात राबविण्यात आली. तेव्हापासून महाराष्ट्रात शिक्षण-प्रशिक्षणामध्ये या नवीन संकल्पनाचा उपयोग करण्यात आला आहे. शिक्षणातील सर्वकष गुणवत्तापूर्ण व्यवस्थापन (Total Quality Management in Education) (TQM) या नवीन संकल्पना मध्ये सर्वकष गुणवत्ता व गुणवत्तेसाठीच्या व्यवस्थापनाचा समावेश करण्यात आला आहे. गुणवत्तापूर्ण व्यवस्थापन व सातत्यपूर्ण गुणवत्ता विकासासाठीची संकल्पना ही शिक्षणातून विद्यार्थ्यांच्या सर्वांगीण विकासाची महत्त्वपूर्ण संकल्पना ठरली. सर्वकष गुणवत्तापूर्ण व्यवस्थापनामध्ये ज्ञान व कौशल्य यांची सांगड घातली आहे. आधुनिकीकरणामुळे वैज्ञानिक दृष्टिकोण व तांत्रिक कौशल्याद्वारे विद्यार्थ्यांचा विकास हा शिक्षणाद्वारा करण्यात आला आहे. राजीव गांधी पंतप्रधान झाल्यानंतर ५ जानेवारी १९८५ ला राष्ट्राला उद्देशून दिलेल्या संदेशात नवीन सक्षम असे राष्ट्रीय शैक्षणिक धोरण पुरस्कृत करण्याचे वचन दिले होते. जे राष्ट्राला २१ व्या शतकाकडे वाटचाल करण्यासाठी वैज्ञानिक व आर्थिक दृष्टीने तयार करेल तसेच सक्षम युवा पिढी निर्माण करण्याचे स्वप्न साकार करेल अशा प्रकारचा आशावाद त्या संदेशातून शिक्षण व्यवस्थेला देण्याचा प्रयत्न त्यांनी केला आहे.

### समारोप :

आजचे युग हे माहिती तंत्रज्ञानाचे मानले जाते. त्यामुळे शिक्षणात संगणकाचा वापर वाढत आहे. माहिती तंत्रज्ञानाच्या युगात वावरत असताना शिक्षणाची ध्येये, अभ्यासक्रम व नवीन अध्यापन पध्दतीचा वापर करणे विद्यार्थ्यांसाठी उपयुक्त ठरू शकते. शिक्षणामध्ये सतत बदल घडून येत आहेत. नवनवीन विचार, नवे प्रवाह आणि नवीन संकल्पना यांची भर पडत आहे. जागतिकीकरणामुळे भारतीय शिक्षणावर परिणाम झालेला दिसून येतो. प्राथमिक शिक्षणापासून ते महाविद्यालयीन व विद्यापीठीय शिक्षणापर्यंत हा बदल जाणवतो. तसेच मुख्य शिक्षण व त्याचबरोबर शिक्षक प्रशिक्षणामध्ये देखील हा बदल घडून आला आहे. शिक्षणातील नवयुगात येणाऱ्या संकल्पना, प्रवाह, विचार, नव्या पिढीतील विद्यार्थ्यांना अवगत होणे आज आवश्यक आहे.

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## Self-Regulated Learning and the 21<sup>st</sup> Century Competencies

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### **Introduction**

The purpose of this study is to evaluate the relation between the 21<sup>st</sup> Century Competencies (21CC) and self-regulated learning (SRL). The 21CC framework emerged out of efforts to improve and reform educational systems in order to better prepare students to be effective workers and citizens in the future (Ananiadou & Claro, 2009; Partnership for 21<sup>st</sup> Century Skills, 2009a, 2009b). Within this framework, competencies move beyond simple content area knowledge or skills to encompass the abilities needed to meet the complex demands within any particular context. Hence, in this framework a competence includes a broader understanding that comprises the skills, attitudes, knowledge and students will need to successful in school, in the workplace, and in life more generally.

On their surface, models of SRL and the 21CC framework appear to have much in common. For instance, both SRL and 21<sup>st</sup> CC can be described as incorporating important skills, abilities, or competencies that are necessary for students to be effective learners within academic contexts. As well, many critical aspects of both SRL and the 21CC can be taught and learned by most all students. Further, SRL and factors within the 21CC framework are stressed as essential for effective learning in school, but are also viewed as a necessary basis for productive functioning in contexts beyond academics.

### **Dimensions of self-regulated learning**

Self-regulation is the controlling of a process or activity by the students who are involved in it rather than by an external agency (Johnson *et al.*, 2009). In this section, the main components or facets of SRL are described drawing primarily from the model advanced by Pintrich and his colleagues (2000; 2004). According to this framework, self-regulated learning is characterized as involving at least four inter-dependent phases. In other models similar dimensions

have been labeled as stages, operations, sub-processes or components of SRL (Zimmerman, 2000). These phases are used by students to manage their own academic functioning with regard to four areas.

### **Phases of SRL**

One phase, often labeled **forethought** (Pintrich, 2004; Zimmerman, 2000), reflects students planning, goal setting, and prior knowledge activation and other processes that often occur before task engagement. As an example, a student who sits down to study her textbook may identify how much reading she wants to accomplish, think about what she has learned previously regarding the topic, and make plans about where and when to read. This phase also incorporates the students' activation of attitudes about the perceived importance, usefulness, self-efficacy, or other motivational beliefs about the material, task, and topic more generally. A second phase, called **monitoring** by Pintrich (2004), describes students' efforts to keep track or be aware of their on-going progress and performance at a task or learning activity. As she actually reads and take notes, for instance, the student would be aware of whether she understands the material and whether she is making adequate progress toward her identified goals. In addition to monitoring, a third phase that often occurs while students are engaged in a task is labeled **control, management, or just regulation**. This process involves students' use and management of various learning strategies needed to complete academic tasks (Pintrich et al., 2000). It reflects learners' efforts to actively manage, modify, or change what they are doing in order to maintain their effectiveness. For example, if the student realizes that she is not really understanding the material she is reading, she may decide to modify what she is doing to learn the material (e.g., use multiple colors of highlighters, reread) or change to a different strategy entirely (e.g., take notes, make flashcards). Finally, a fourth phases in which students reviews and respond to their experiences is termed **reaction or reflection**. One key aspect of this phase is the generation of new meta-level knowledge about the tasks, strategies or self. Thinking back on the study session, the student may come to understand that the textbook is difficult to read, that studying in a noisy place is unwise, or that she really does not like geology that much. These new insights might then be stored as metacognitive knowledge that is used when making plans or decisions about how to maximize learning in later situations.

### **Connecting SRL and the 21<sup>st</sup> century competencies**

Consistent with this brief overview, it remains clear that there may be a high degree of conceptual similarity between SRL and at least some of the competencies stressed within the

21CC framework. In this section, this overlap is explored by highlighting several of the 21CC that fit most closely with the process of SRL. As well, a few points on which the 21CC and SRL appear to diverge are evaluated.

*Commonalities.* Initiation and self-direction represent an aspect of the 21CC framework that may have the closest fit to concepts within the SRL framework. With this competency, the 21CC model emphasizes the important need for individuals to set and balance their own goals, to initiate and self-direct their own activities, and to work independently (Ananiadou & Claro, 2009; Partnership for 21<sup>st</sup> Century Skills, 2009a, 2009b). Obviously, when these skills or capabilities are considered within academic contexts they overlap substantially with processes and abilities stressed by models of SRL. Setting learning goals and self-managing the effective pursuit of those goals is a hallmark of what it means to be a self-regulated learner (Zimmerman, 2000). Characterizations of self-regulated learners also routinely describe them as self-starters who can work independently to achieve their goals (Zimmerman, 2000).

Another competency within the 21CC framework is individuals' adaptability or ability to adjust efficiently to varied roles, responsibilities and contexts (Ananiadou & Claro, 2009; Partnership for 21<sup>st</sup> Century Skills, 2009a, 2009b). This competency also emphasizes an individual's ability to work effectively within contexts that are ambiguous or with shifting demands. At the same time, individuals are viewed as needing to be flexible with regard to their ability to incorporate feedback effectively, and to understand and respond to diverse views and beliefs. Again, these aspects of the 21CC framework align very closely with concepts within most prominent views of SRL. As noted above, monitoring is a key process within most social-cognitive models of SRL. During the process of SRL students maintain an active and on-going awareness of task demands, the effectiveness of their learning strategies, and their progress toward the goals they have adopted (Pintrich, 2004). As well, self-regulated learners are viewed as particularly adept at creating and using different forms of feedback within learning tasks. Hence, these students are effective at keeping track of their progress and adapting to the feedback they receive in a way that will allow them to continue and complete academic tasks successfully.

Self-regulated learners must make decisions about where and when to study, must judge their own abilities, and must reason about which strategies will be most effective within a given context. Hence, some forms of effective reasoning and problem solving may underlie the process of SRL. Finally, some of the processes students use within SRL may also be useful for managing their problem solving and critical thinking activities. Setting goals, monitoring progress,



and reflecting on the process may be as effective when applied to solving problems or thinking critically as they are for studying. In sum, SRL and the 21CC of critical thinking and problems solving may be theoretically distinct, but they are also likely to be closely associated with one another in practice.

### **Conclusion and Future Directions**

To conclude, self-regulated learning has been viewed as both a process that facilitates students' effective performance in academic settings and as valuable outcome of the schooling process for more than 20 years. Students characterized as self-regulated learners are seen as more effective, efficient, and productive students when compared to their peers who fail to self-regulate. Further, development as a self-regulated learner within academic contexts is thought to provide a foundation of volition, motivation, and self-management that can transfer to important contexts outside of school. Integrating this rich history of theoretical and empirical research with the applied goals and practical concerns emphasized within the 21<sup>st</sup> century competencies framework should provide a union that will benefit all involved.

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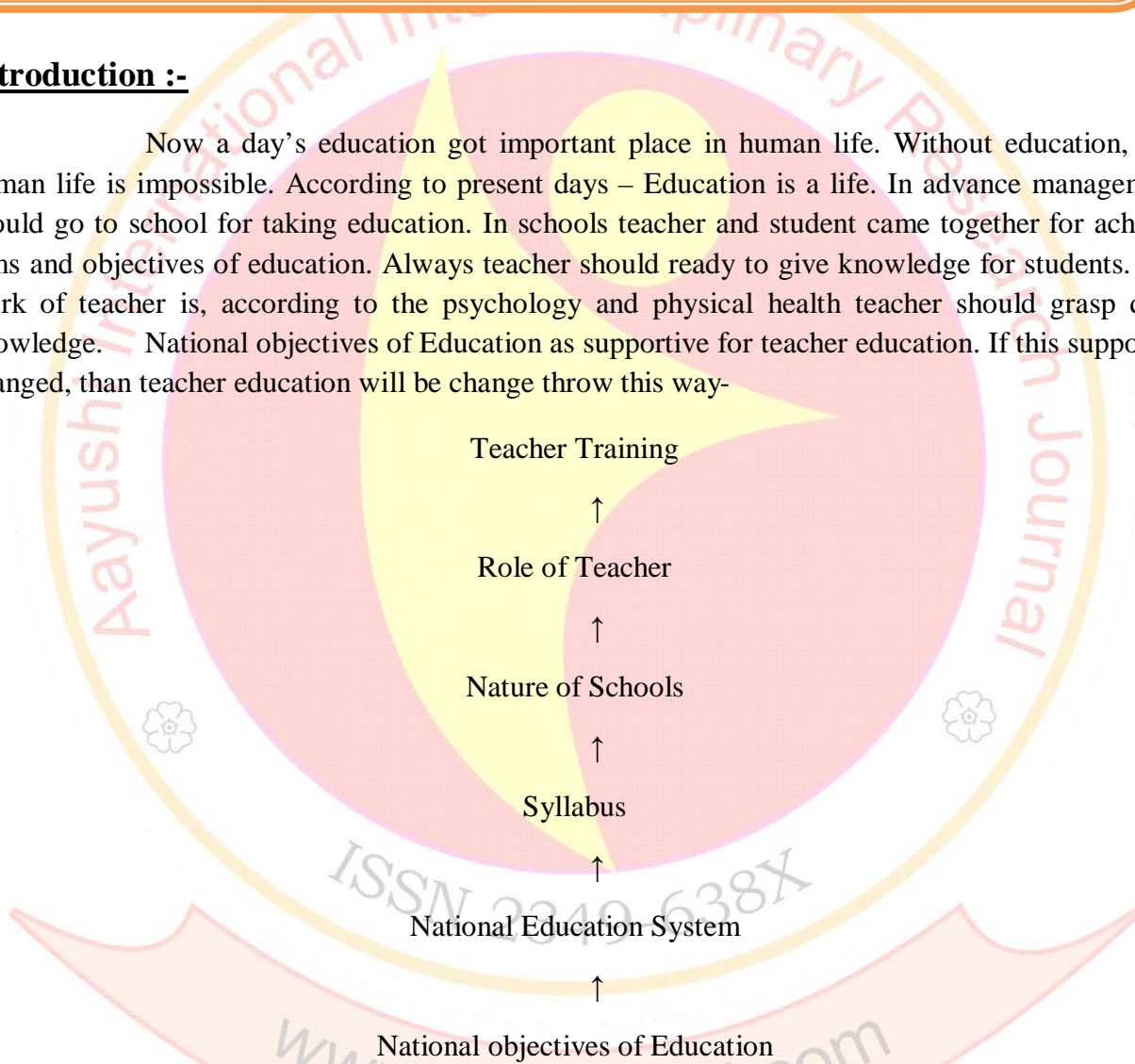
**Changing Role of Teacher Training Programme**

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**Introduction :-**

Now a day's education got important place in human life. Without education, live human life is impossible. According to present days – Education is a life. In advance management should go to school for taking education. In schools teacher and student came together for achieve aims and objectives of education. Always teacher should ready to give knowledge for students. The work of teacher is, according to the psychology and physical health teacher should grasp deep knowledge. National objectives of Education as supportive for teacher education. If this support is changed, than teacher education will be change throw this way-



Teaching is an art, it achieve through your efforts and practice. But teaching is also science, so it changes through experiments. Through objective of education, teacher develop his personality as well as scientific attitude. Teacher education is back bone of education for that changes would happen in teacher education. Without the help of teacher, it is not possible to change any cogitation system. So society, education system and teacher those three unites should be accelerates Development of society is depend upon this accelerates

### **Changing role of teacher education :-**

In ancient time, science of Education and psychology had not developed, so, it needed deep knowledge and aptitude. After our independence committees and commission suggested many update in teacher education. First commission in our India 1716 and 1802 they had many teacher education institutes. In 1824 'Bombay Native Society' have established teacher education. Institute since 1854, teacher education had done money efforts, they are as follows-

**1. Wood's Dispatch (1854) :-**

To arrange teacher education depend upon Britain cogitation

**2. Hunter Commission (1882) :-**

In India, for the teacher education Normal School should be established.

**3. Government Resolution (1904) :-**

Every teacher education colleges have one Demonstrated school.

**4. Kolkatta University Commission (1977) :-**

For the teacher education every university should establish educational department.

**5. Hartag committee (1929) :-**

Teacher education had been developed. Teacher training should be faciliate .

**6. Sargent Plan (1944) :-**

More practice include in teacher education.

**7. University commission (1948) :-**

Reinstruction in teacher education Instructive school should be arranged for teacher in holidays.

**8. Secondary Education (1952-53) :-**

Don't take any fees from student of teacher education living facility should be taken for that student's by college.

**9. Women education commission (1957) :-**

Special tries of state Government for making women teacher, formation of Teacher training institute for women and part time training class for women.

**10. Education Examine commission (1960) :-**

Motivation for Basic Research in education Permission for Researcher those have critical thinking ability.

**11. Enotional Integration Samiti (1961) :-**

Need of improvement in Teacher education programme facility of promotion, employee provident fund and pension for teachers.

**12. Kottari commission (1964-66) :-**

State and central government should conduct the facilities of economic and other also for teacher trainer.

**13. National commission for teacher (1983) :-**

Teacher training need more effective as well as it syllabus should be integrated.

**14. National educational policy (1983) :-**

To develop the teacher education had take more emphasis on continuous education. Teacher education institute will be established.

**15. Action programme (1986) :-**

Teacher education is out dated so it need updated. Teacher training Institutions should be establish for per distinct.

**16. National education policy (1986) :-**

Teacher training in the under of NCTE. DIET established for the in service teacher Training.

**17. Rammurthi commission (1990) :-**

Admission will be given on the basis of aptitude not on marks for teacher educator. Take skill filled programme for teacher educator

**18. Reddy samiti (1992) :-**

To provide immediately resources for NCTE DIET should take responsibility of primary teacher training programme. Govt. should concentrate on vacancy in teacher training Institute.

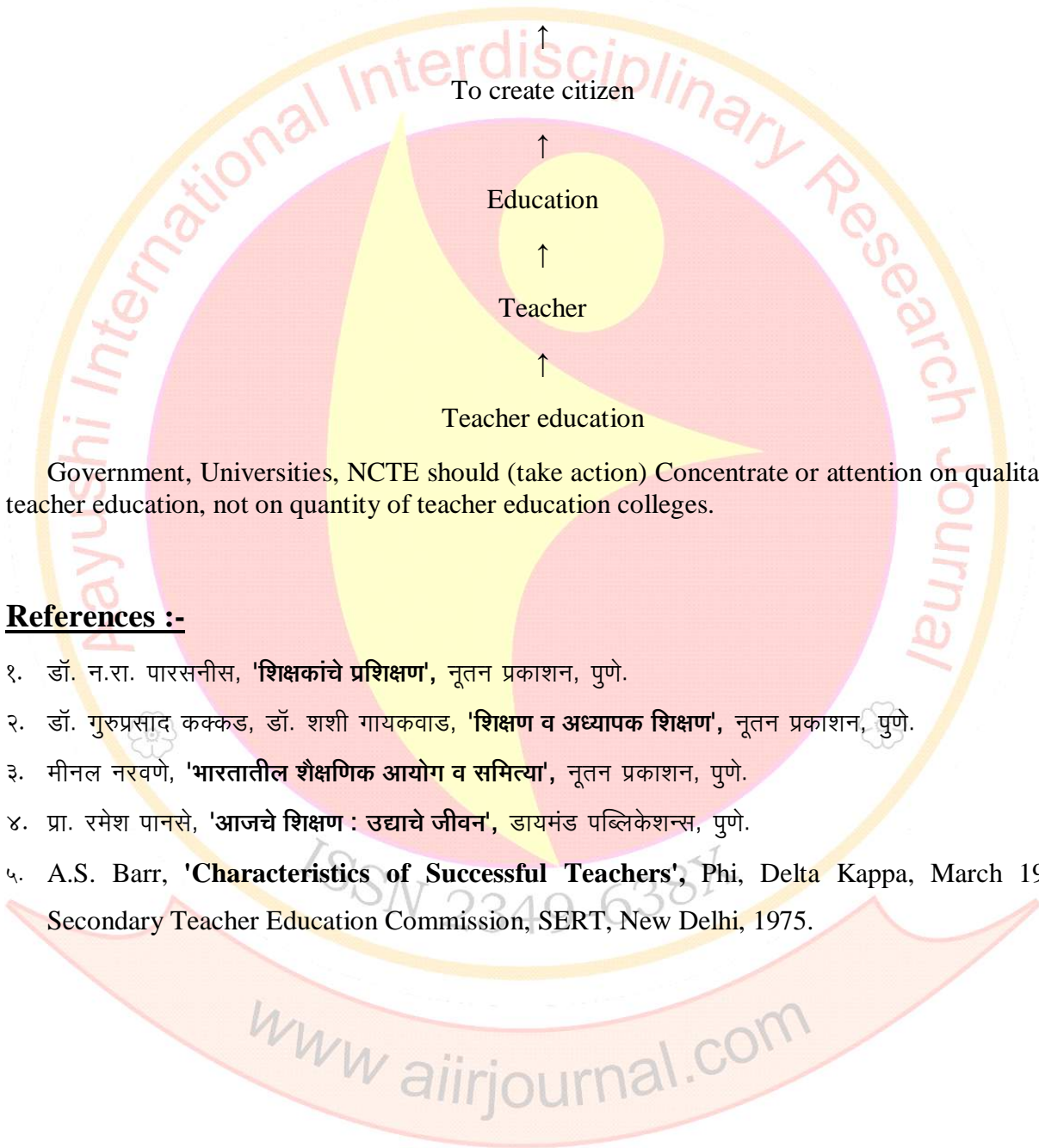
**19. Action programme (1992) :-**

Black Board operation and competency based learning will be provided to primary teacher. Teaching aids will be created in various languages for teacher training.

**Conclusion :-**

If teacher education is well than teacher will be qualitative well and in future they play their role according to social changer and national development. They will gave their devotion as follow.

Social or National Development



Government, Universities, NCTE should (take action) Concentrate or attention on qualitative teacher education, not on quantity of teacher education colleges.

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**Need and Significance of technological intervention in teacher education for India's development**

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**INTRODUCTION -**

*“Education is evolving due to the impact of the Internet. We cannot teach our students in the same manner in which we were taught.” –[April Chamberlain](#).*

In light of these above statement, teacher educators are being challenged to evaluate their technical curricula, to look beyond traditions in teacher education, to reflect on the nature of knowledge, and to update both technical and professional competencies to prepare the aspiring primary teachers of tomorrow in India.

The use of computers and internet in Indian schools has allowed students to fully utilize the information around them. If a student wanted to know more about how a caterpillar goes through metamorphosis, then the student would just have to log on to the internet and perform a search to find the information. The ease at which information is accessed can mean that students are able to get easy answers to whatever their teachers might ask.

Today's learners have become techno savvy and have left teachers behind as for as technical knowledge is concern. Tomorrow's teachers have to equip them to cope with such younger generation. Tomorrow teachers will have to come up to the level of these techno savvy learners. From these observations it can be concluded that need and significance of technological intervention in teacher education for India's development. This study attempts to explore the scope of technological interventions that can support the teacher education and determine whether there is a

need and/or support for substantial change in the quality of D.T.Ed. Colleges of India in which primary teachers are trained.

- 1. Teachers empowerment: Technological interventions will promote change and foster the development of '21st century skills, but data to support these beliefs are still limited:** There is widespread belief that ICTs can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills.
- 2. Use of ICTs in teaching learning process:** Most of teacher educators of D.T.Ed colleges are using PPT and other documentaries in their classrooms to improvise the quality of teaching learning process. It has found that such type of presentations have become the core component of teaching learning processes in D.T.Ed. Colleges of Mumbai and surrounding districts of Maharashtra.

### **Impact on Classroom interaction:**

- 1. The positive impact of ICT use in teacher education:** Pre-determined study material presented in the classroom with the help of ICT creates a confident and positive learning environment in the classroom.
- 2. Positive impact more likely when linked to pedagogy:** The specific uses of ICT have positively effected on student achievement when ICTs are used appropriately to complement a teacher's existing pedagogical philosophies.
- 3. 'Computer Aided Instruction' has positively improved student performance:** Student test scores have shown a significant improvement when they are instructed by computer aided instructions in the D.T.Ed. Classrooms.
- 4. Specific use of ICTs:** ICTs are being used in the classrooms very effectively with specific objectives. Formats of writing lessons plans in word and excel sheets have motivated the student teachers to write their lesson plans in digital forms.
- 5. Effective use of technological resources:** The impact of ICT has emerged when the methods used to measure achievement and outcomes are more closely related.

**6. ICTs are used differently in different school subjects**

Uses of ICTs for simulations and modeling in science and math have been shown to be effective, as have word processing and communication software (e-mail) in the development of student language and communication skills by student teachers of D.T.Ed. Colleges.

**Impact on student motivation**

**1. ICTs motivate teachers and students:** The both teachers and students have benefited from the use of ICT greatly contributes to student motivation for learning.

**2. Access outside of school affects user confidence** (Not surprisingly) Students who use a computer at home also use them in school more frequently and with more confidence than pupils who have no home access.

**3. Where to place computers has an impact**

Placing computers in classrooms enables much greater use of ICTs for 'higher order' skills than placing computers in separate computer laboratories (indeed, fewer computers in classrooms may enable even more use than greater numbers of computers located in separate computer labs). Related to this is an increasing attention given to the use of laptops by both teachers and students (and in some places, 'computers-on-wheels'), as well as, to a much lesser extent, to the use of personal digital assistants and other mobile devices.

**4. Models for successfully integrating ICT use in school and after school hours are stillemerging**

There are few successful models for the integration of student computer use at home or in other 'informal settings' outside of school facilities with use in school.

**5. The appropriate ages for introducing computers to students are hotly debated**

On a general level, appropriate ages for student ICT use in general are unclear. However, it is clear that certain uses are more or less appropriate, given student ages and abilities. Emerging research cautions against widespread use at younger ages.

**6. ICTs can promote learner autonomy:** Use of ICTs has increased learner's concentration towards classroom interactions.

**7. Positive impact:** ICT-related interventions in D.T.Ed. Classrooms have given a new tool to teacher educators for teaching and learning.



In order to take initiative in India's development technological intervention in teacher education is one of most important factor of the education system. The teacher is the pivot of the entire education system and is the main catalytic agent for introducing desirable changes in teaching learning process; the efforts need to be made for motivating and creative.

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**A step towards making teacher education more psychological and  
comprehensive**

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**INTRODUCTION-**

Teacher education is important as efficient teachers can shape an efficient future society. Teachers can greatly influence young minds and hence it's important that competent teachers are recruited for the gullible and vulnerable young minds. This is only possible only if there is efficient teacher training curriculum with an efficient regulatory body.

Today there are new expectations for education where the focus is on having teachers be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The key role of educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education-both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education.

The outcome of teacher-education has become a serious topic for analysis now a day. One should be clearer about the resultant part of teacher-education. We need to think upon what should be the benefits of teacher - education programme. What the teacher will do for the self and the society, and why huge amount of money will be spent on teacher-education programme.

**Benefits of two year bachelor of education course:**

Everybody in Education system is not supporting for this two year B.Ed. Course. Every coin has its two sides likewise this two year B.Ed. Programme is also having its two sides., But here I want to point out only Benefits of the two year B.Ed. Programme. The people who are against this two year B.Ed. Programme says that the one-year course fail to answer all these above stated points. According to them, one year B.Ed. is insufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the pupil teachers. The National Commission on Teachers-I (1985) under the Chairmanship of D.P. Chattopadhyaya stated that the existing one year B. Ed. Courses must be made effective both by the lengthening the time available and by revamping the current course and curricula. The Commission also suggested that two summer months may be added to the academic year ensuring a working year of at least 220 days, an increase in the working hours per day, and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the school and community.

Following are some of the suggestions on which we need to think and implement in order to make this teacher education programme effective and fruitful.

(1)The courses of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.

(2)The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.

(3)The admission procedures of B.Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course as the increasing number of colleges of B.Ed. has made this course accessible for everybody

(4)Now a days the number of self financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect.

(5) In order to remove the myth or misconception that the training in teacher education department is superficial and is not incorporated in real situation the professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities

(6) State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools. As it has been observed that there is big gap between demand and supply in various states. The whole scenario of education is changing after Right to Education Act 2009; the demand for teachers at various levels has tremendously increased. Moreover today is the time for inclusive education which leads to demand of special teachers/educators and we all are aware of the fact that there is scarcity of special educators. So a balance should be maintained for better results.

(7) The training or the teaching practice of pupil teachers held in the school should be closely associated with teaching staff in education colleges in planning the content to be covered and method to be used by the pupil teachers to have useful implications for school rather than disturbing their routine schedule. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.

(8) The whole system of education is changing at a greater speed. The teacher education department should conduct research on teaching curriculum and evaluation procedure in the regular university departments. Extension programs and Exchange programs with different universities within India and outside India enrich the teacher education programme enormously. So such programs should be sponsored by government and university so that different academicians from different disciplines can contribute in the qualitative aspect of teacher education.

(9) Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators. All the educationists can be oriented with new developments, changes, innovations in the field of education.

(10) Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.

(11) Teacher Education Institutes should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.

**CONCLUSION :-**

It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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## **CHALLENGES OF E-LEARNING IN INDIA**

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### **INTRODUCTION**

**E-learning** (or eLearning) is the use of [electronic educational technology](#) in learning and teaching. Conceptually, e-learning is broadly synonymous with instructional technology, [information and communication technology](#) (ICT) in education, EdTech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, virtual education, [virtual learning environments](#) (VLE) (which are also called learning platforms), [m-learning](#), and digital education.<sup>[1]</sup> In usage, all of these terms appear in articles and reviews; the term "e-learning" is used frequently, but is variously and imprecisely defined and applied.

### **Challenges to E-Learning**

Some of the challenges that e-learning initiatives from the Institutions of Higher Education Management could face are:

\* **For** those Institutions offering online e-learning course, awarding a Recognized Degree for students might become imperative. Most students and their potential employers are happy only when a certifying endorsement is given.

\* **A fall** out of the above could be escalating a number of Online Institutions offering courses with spurious certificates, which may not have any value.

\***Since**, the e-learning method is self-paced and self-learnt, the attention length of the student may not be enough for him/her to learn a concept.

\* **Generally** the duration of the course also matters in this mode of lecture delivery.

\***Lastly**, the Legal implications of e-learning come into play. Once again, we should not forget that e-learning over internet is across geographical boundaries. This makes it all the more, tougher for the enforcing authorities to have a global legal framework for the net offender.

\* **Measuring** the level of success and the Return on Investment would be difficult.

### 1) COST

While delivery costs of e-learning are significantly reduced compared to costs associated with classroom learning delivery, especially when large numbers of learners are involved (RUMBLE, 2001). The initial development and purchase of e-learning products represents a major barrier to the adoption of e-learning training within organizations. This claim is substantiated by evidence from a survey conducted for the Office of Learning Technologies (OLT) in Canada, which found that cost was the single most important factor preventing employers from investing in e-learning (DUGAS; GREEN; LECKIE, 1999). In any case, organization must weigh the initial costs of developing e-learning against savings accrued from economics of scale at delivery time.

### 2) LACK OF TIME

The lack of time as an obstructing factor comes second, after the cost barrier. Long development cycles prohibit many institutions from engaging in production of custom e-learning training. Lengthy time-to-promote is especially true for small institutions who have limited capacities to produce complex, media-rich, highly interactive and customized solutions. As a result, an increasing number of institutions are starting to outsource their e-learning activities to an application service provider (HAMBRECHT et al., 2000). The trend toward the ASP model is still very slow mainly because institutions have proprietary content, highly confidential in nature, which they want to protect.

### 3)CONTENT INCOMPATIBILITY AND PENURY

Locating appropriate off-the-shelf e-learning material or converting custom e-learning (i.e., classroom-based) material for use on an e-learning platform proves a major challenge for institutions. The difficulty resides primarily in the lack of interoperability between content materials purchased outside the company on the one hand, and both proprietary content and in-house applications. Additionally, content interoperability is also an issue when converting custom, in-house training products into online products due to technical incompatibilities. In consequence, the

shortage of high-quality content, especially for the soft skills area, is hindering the adoption of e-learning by institutions that still rely on e-learning as a short-term solution.

#### **4) HUMAN RESISTANCE**

The enthusiasm for e-learning technologies is limited for those who do not have the skills to use the technology, think it is more cumbersome than traditional tools or simply prefer the human interaction provided in instructor-led training. Considerable evidence of the prevalence of e-learning in the workplace was gathered in surveys by Industrial Design Centre (IDC) who found that 70% of respondents preferred instructor-led seminars and training. Consistent with these results, 88% of learners and 91% of managers expressed the desire to have a trainer assigned to an e-learning experience (MASIE, 2000). These statistics seem to indicate that e-learning solutions are blending with traditional delivery methods rather than supplanting them, a trend reflected in the growth of “surrounds” or online meeting places offering supplemental materials and communication space for learners as a way of extending the instructor-led classroom. Blended learning, a mix of e-learning may serve as a transition step to allay fears and build learner acceptance of e-learning.

#### **5) TECHNOLOGICAL BARRIERS**

Severe limitations of technology infrastructure also serve to hamper enthusiasm and the widespread use of e-learning technologies. These restrictions range from inadequate network speed and bandwidth capacity to incompatibility across different platforms and between different content materials. The bandwidth refers to the capacity of a communication channel to carry information (e.g., text, graphics, audio and videos). The insufficient bandwidth was rated as the most significant barrier in a survey where 65% of those surveyed indicated that increased transfer speed would result in increased usage for them. On a positive note, software, hardware incompatibility and low bandwidth are poised to improve rapidly as standards for interoperability are being developed.

#### **6) ELECTRICITY**

In India, especially in rural areas we have a severe problem of electricity. Though. We have e-learning equipments but without electricity they can't work. There is more than six hour load shading in many of the villages. In such a situation how can we talk about e-learning . It's completely impossible until and unless complete electricity supply.



**CONCLUSION:-**

E-learning is really essential to achieve 100% literacy and knowledge upgradation. We are dreaming about world power in 2020 but still we are lacking in spread of education all over India. We are failing to include each and every child in education stream due to different problems. There is a scope for spread of 100% education if e-learning is used effectively by solving above problems.

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## **A STUDY OF CHALLENGES IN TEACHER EDUCATION PROGRAM**

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### **1.1 Introduction:**

Teacher education program particularly in India according to NCTE (1998) Teacher is the most important element in any education program he play a central role in implementation with related program therefore, quality of education basically depends on the quality of teacher also it is an important to improve teacher education program. Indian education commission has express to related regarding qualifications of teachers. In this circumstances the population in India is growing very rapidly day by day trained teachers will also increase in the next year on behalf teacher education program. Will also become very vast with according to the new innovation it's buildup an essential to improve for well education. Teacher education is a continuous progress and its pre-service and in service components are complimentary to each other. Education is instrumental in the preparation of teacher who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co – constructors of knowledge.

Today there are new expectations for education where the focus is on having teachers be also well leaders to ensure sustainable education.

### **1.2 Objective of the Research:**

- To study the challenges in Teacher education program
- To find out lacunas in Teacher education program
- To find out lack of facilities for professional development in teacher education program

### **1.3 Methodology of Research:**

Method use historical method of teachers past and contemporary education which are related to teacher education program.

### **1.4 Major finding of the research:**

Some more challenges in teacher education program.

- Selection of teacher procedure more defected.
- Teacher education program deficiencies of time period provided for teacher training

- In Competency of student teacher the existing training program not provided adequate opportunities to the student teacher
- Teacher education program have not suitable.
- Supervision of teachers training have not properly.
- Lack of subject knowledge of teachers in teacher education program.
- Poor academic background and student teachers.
- Lack of proper facilities for teacher education program.
- Lack of regulation in demand and supply for teachers.
- Lack of facilities for professional development of teacher in teacher education program.

### **1.5 Major recommendation of the research:**

- Selection procedure of teachers should be more reliable, suitable and scientifically.
- Provides facilities of sufficient period Should be for teacher training.
- The student teachers the existing training program should be provided adequate opportunities to the student teachers.
- Teacher education program curriculum should be construct properly and relevant their subject.
- Supervision of teacher training should be proper ways.
- To provide proper facilities for teacher education program.
- To provide facilities for professional development for teachers in teacher education program.

### **1.6 Conclusion :**

The mainly purpose of changes and reforms has incurred in teacher education it's related to integrated teaching teachers curriculum and teacher innovations it also discussed the need of teacher education program to be innovative and various practices to be included it has been recognized teacher education program. And modified in a way to the problems and challenges in the filed of education. Every country in the world teacher help in national development.

Some challenges in front of teacher education program. Problem in selection procedure, period of training, problem of supervision, lack of subject knowledge, poor academic background, lack of proper facilities, lack of regulation demand and supply, lack of facilities for professional development there are more challenges in teacher education program.

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## **Adapting and Using New Technology in Class Room Teaching**

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### **Introduction :**

Teaching and learning process is the main theme of the education. A teacher teaches and a student learn. There are so many tradition methods like lecture discussion, inductive – deductive used which are generally teacher centered. Students are mould by that tradition. If we thoughts of the worlds desire towards student, then we and do nothing. A student have his own thinking, creativity, their inner powers and skills. But the traditional ways of teaching and learning can't awake or gear out of the getting knowledge. This is the teaching and learning Process at present.

### **Learning Process :**

Human being is a unique who have a brain and senses, it empower to win the world. In the basic need of students are love and affection. Then the giving knowledge by using various methods by the content great naturalist rossan and ravindranath Tagore said, “ Childhood has ways of seeing, thinking and feeling, peculiar to itself, nothing can be more foolish than to substitute our ways for him”.

It means children learn best when they themselves are the virtual actors in the experience. In the actual experience they see the things themselves directly in their actual form. We learn with our sense organs. Senses are the gateways of knowledge. All the sense organs help us in understanding the environment about us and in getting but the organs of hearing and seeing are the most important in this aspect.

### **Todays life of student :**

In the fastest and the competition era, a student make a machine. Everytime parents, teachers think of their improment of getting knowledge only. So the children live a stressful life. Rexknight says, “ Intelligence is the aggregate activity of the individual to act purposefully, thinking relationally and dealing effectively with the environment”. By this thought a student needs to get the knowledge by all sensory organs. Advance technologies gives an opportunity to them to comprehence the knowledge get the actual meaning by senses and keeps in memory for long time.

### **Use of New Technology :**

New Technologies like O.H.P., radio, T.V., mobile, computers, Internet, LCD Projectior, document camera, smart board, digital camera and other advanced equipments improve the knowledge and give nutrition for intelligence. Smart class is a new concept of technology class for todays child. It fertile the brain of student and gives new ideas and creativity to them. Their eyes ears takes a new diet of knowledge. Teacher also require to refresh their own skill. Most teachers are accustomed to consistently trying to improve their abilities and further their own education. Taking a fes computer classes and spend some time with programs help a teacher to brush up their own abilities. Each period and content have its new variety and use of technology.

### **Benefits of using advance technology :**

- It gives to bring qualitative improvement in student
- All the sesory organs of students are active and get the knowledge propely comprehensive.
- Images, moving pictures, figures makes curiosity and the information makes them intelligent.
- Technologies or ICT programmes become a high level grade student to acquire knowledge.
- It reduces the time of teacher to explain and clear the concept.
- Use of advance technology make student more attentive and enjoy in learning.
- Information and difficult concept are make comprehensible and memorize it quickly
- The use of computers and internet in higher education will extend most rapidly and extensively in dealing with problems that are common to education.
- Students get variety and quality education of English, science and social studies.
- Technology make distance learning easier. It gives the faster feedback and improve collaborative efforts between large group.

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- Educational project like wikipedia, the wikiversity and wikibooks all make use of the internet as the driving force to make educational information freely available to all.



**CHALLENGES IN TEACHER EDUCATION PROGRAMME****Dr. N.S Jadhav**

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**INTRODUCTION**

In 1994/95 teacher-pupil ratio was 1:16 more than 36 class periods a week teacher taught. In middle schools, nearly half of the teachers teach 31-40 class periods a week, whereas 12 percent teach more than 40 class periods, There is 1:14 teacher-student ratio, B.Ed colleges as per Puna university survey. 50 fifty primary school teachers and 20 State of Teacher Education in the Asia-Pacific Region 47 secondary school teachers are given national awards.

Kothari commission remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers,

The National Council for Teacher Education has defined teacher education as – Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges

Goods Dictionary of Education Teacher education all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

W.H. Kilpatric Training is given to animals and circus performers, while education is to human being

Teacher education encompasses teaching skills, sound educational theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teacher education cannot remain indifferent to its context the journey of teacher education from 1947 to 1997 has lots of gaps and many missing milestones, in the early Teacher Training is replaced by "Teacher Education", 'Training Colleges' to 'Colleges of Education' and Department of Teacher Training' to Department of Teacher Education'

To quality improvement and cultural peace of teacher education had been the top priority of education.

**THE PROBLEMS CONCERNING TEACHER EDUCATION**

- (1) Defects of selection procedure:
- (2) Small time period provided for Teacher's training:
- (3) Incompetency of student teachers:
- (4) A student teacher should know the meaning of education innately:
- (5) Student teachers are non-serious regarding practice in teaching:
- (6) Proper supervision of teaching essence:
- (7) Suitable gestures and developing other related skills Supervision:
  - (i) Supervision during the classroom teaching:
  - (7) Lack of subject knowledge:

- (8) Faulty methods of teaching:
- (9) Isolation of teachers education department:
- (10) Poor academic background of student-teachers:
- (11) Lack of proper facilities:
- (12) Lack of regulations in demand and supply:
- (13) Inadequate Empirical Research:
- (14) Lack of facilities for professional development:
- (15) Insufficient financial grants: so some of the remedial measures are :

- 1)A comprehensive job analysis of teaching in our schools should necessarily be made the basis for recasting of courses in teacher education.
- 2)The method of teaching in the teacher education that it inspires a sense of appreciation conduct special innovative programmes .
- 3)Development professional attitude.
- 4)The admission Procedures of B.Ed. should be systematized.
- 5)There should be a planning unit
- 6) It will be in the fitness of things if at the time of setting up a teacher education department.
- 7)The practicing schools have to be taken into confidence.
- 8)Teacher education programme should be organized "Innovative practices of teaching
- 9)The teacher education department should be made a nucleus
- 10)For professional growth of teacher educators.
- 11)give much attention to no scarcity of textbooks and reading material,
- 12)The State Government should make adequate Provision of funds
- 13)Correspondence courses in teacher education should be provided
- 14)Enriched Libraries with equipped with all available journals digital facility

able to survive and be successful in the 21st century US to Uganda; let not India be left behind

As a last caution to the teachers who fail to carry out their responsibilities under some pretext or the other, I insist: This time Eklavayas will not excuse them as he did in Mahabharat period to Dronaacharya.

K. Annan referred to as a win, win situation. It should be holistic and transformative with an overarching goal of attaining a civil society which is committed to a culture of peace.

World Council for Curriculum and Instruction (WCCI) 10" Triennial World Conference on September 9-15, 2001. held at UNED which is "Pedagogy of Diversity: Creating a Culture of Peace."

The Year 2000 has been proclaimed by the United Nations as a Year for the Culture of Peace. Teachers have a crucial role to play in preparing the learners not only to face the future with confidence but to build it with purpose and responsibility. The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more in the twenty first century. The need for change from narrow nationalist to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in various manifestations, and from a technologically divided world where high technology is the privilege of a few to technologically united world, places enormous responsibilities on teachers who participate in the molding of the characters and minds of the new generation



## **Challenges and Quality of Teacher Education**

The Supreme Court judgment. A piece thereof may be quoted here. "Teachers should be subjected to rigorous training with rigid scrutiny of efficiency. This training needs to have greater relevance to the needs of the day. The ill trained or substandard teachers would be detrimental to our educational system if not a punishment to our children. The government and the University must, therefore, take care to see that inadequacy in the training of teachers is not compounded by any extraneous consideration."

Teacher training institutions should be open to all, irrespective of caste, creed, religion, sex or status. Politicians with questionable ethics, unscrupulous money launderers, self-proclaimed religious leaders, uncommitted, self-serving socialites and pseudo-intellectuals, should be kept out of this field. Then the quality of teacher education will improve in the 21st century.

The 2011 report identified the following specific areas as technologies challenges to teacher:

- Near-term: mobile computing and open content.
- Mid-term: electronic books and simple healthier reality.
- Far-term: gesture-based computing and visual data analysis.

The report reveals the significance of digital media literacy in every discipline and profession but that formal training in digital literacy skills and techniques is rarely found in teacher education programs.

### **DIRECTION FOR THE FUTURE TEACHER EDUCATION:**

NCTE Take major step improving the quality of teacher education Framework is concern Some strategies are listed below.

- 1) The document is being uploaded on the website of the NCTE ([www.ncte-india.org](http://www.ncte-india.org)) for the benefit of the system at large.
- 2) The initiate step towards implementation involves wider propagation, which have a Chance in the future of teacher education.
- 3) The Framework wills At least five Consultation Meetings, one in each region, will be organized
- 4) The NCTE will facilitate the university system, academically to initiate the work of revision of the existing teacher education programmes offered by them
- 5) A national dialogue will be initiated with the university system to consider bringing all teacher education programmes under the guidance of Universities
- 6) Regional workshops involving faculties of teacher education institutions will be organized
- 7) A serious national discourse on the structural aspects of teacher education programmes will be immediately initiated innovative models with the academic support of NCTE two-year models after graduation with a 6 months to a year of school internship. (Allen and Thomas,). Preparing Teachers for the 21st century The curricula should take cognizance of the ever-changing needs of society, the globalization scenario, the advancement and propagation of technology and the way traditional classroom teaching is losing grounds for distance-virtual the 21st century classroom. Teachers should be trained on the state-of-the-art hard and soft ware that will become common in the 21st century classroom. Training in technology should encompass telecommunications, satellite access,

networking, the internet, video conferencing and digital components as well as optical technology. These technologies will permit the 21st century teacher in the 21st century classroom feel comfortable and teach effectively and efficiently.

## **Conclusion**

The present teacher education programme is inadequate to meet the challenges of opposite Indian socio-cultural contexts and the model shift envisaged in the NCF 2005. The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. This paper suggest an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom.

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**A COMPARATIVE STUDY OF E-LEARNING AND  
PROJECT BASED LEARNING**

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**INTRODUCTION :**

E-learning has emerged as a popular method of training for both corporations and educational institutions. There are many definitions of the term, e-learning. Even the word, e-learning itself has several synonyms which include web-based learning, online learning, technology-based learning and distributed learning, all of which mutually refer to the essence of the acquisition and use of knowledge distributed and facilitated by electronic means (Wentling et al., 2003). Morrison (2005) defines it as the continuous assimilation of knowledge and skills by adults stimulated by synchronous and asynchronous learning events, sometimes Knowledge Management outputs, which are authored, delivered, engaged with, supported, and administered using internet technologies. Bennink (2004) explains that e-learning involves the use of technology to enhance learning including digital collaborations, satellite broadcasting, CD-ROMs, videos and audios conferences, mobile technology, interactive TVs and web based technologies, while on line learning is just a subset of e-learning which involves learning through the use of computer networks(Internet, Intranet and LANs). It should also be noted that particularly in an organisational context, e-learning is also referred to as e-training (apart from the above mentioned synonyms) in some literature. **Benefits and barriers of E-learning**

E-learning seems to have many advantages over the traditional training methods as seen from many literatures. According to Newton and Doonga (2007), benefits of

**E-learning includes:**

- Higher retention of content by learners
- Cost savings
- Improved mobility (anywhere, anyone and anytime)
- Able to monitor progression
- Support many training methods
- Other.

However, many organizations are still hesitant of introducing e-learning because of failures in other organisations or due to their own misunderstandings (Bennink, 2004). The element of culture is one of the important determinants of e-learning implementation. Statistics shows that French companies still prefer traditional methods of training and the allocated expenses for e-learning is only 11 percent when compared to 60 percent for US companies (Jurich, 2001). It is even more difficult since multinational companies have a global presence. Culture is different across countries which in turn affects the learning preferences of workforces (Jurich, 2001). In our research context, we would emphasize a Chinese organization which could be quite different from both the French and the American examples indicated above due to various reasons. She further analyses that not only learning preferences could be a major barrier but also the self-discipline of people is also of high importance. Usually, without control and encouragement, e-learning would not be effective. More details of e-learning assessment and evaluation are discussed later. Nonetheless, barriers to e-learning may also include factors like lack of management and stakeholder support, lack of infrastructure e.g. low bandwidth especially for those in more isolated areas, lack of computer skills, staff resistance, and copyright issues (Bennink, 2004). Besides the above benefits and barriers of an e-learning system, Newton and Doonga (2007) also point out three other main problems as indicated below that become an issue for e-learning to be implemented in organisations: First, the cost savings factor may be difficult to justify because many firms tend to use return on investments (ROI) to measure the cost savings benefit but in reality ROI is too complex and too difficult to calculate. Hence, it is unclear whether a firm would benefit from cost savings and even if so, the magnitude of savings is not apparent. Second, the fact that technology is continuously improving may make it difficult, for them to be constantly investing in the new technology required for an e-learning system. Previous systems may become obsolete and incompatible to the new devices and systems which are continuously being invented and introduced into the market. Another important factor is human resources. As technology improves, firms sometimes overlook the need to invest in its personnel to train the other employees. Firms need to constantly employ and develop the staff who are familiar with the e-learning system to deliver and administer it effectively.

### **Evaluation of E-learning effectiveness**

E-learning may seem to be a better and preferred method but not all companies implementing it will succeed. Bennink (2004) claims that there is not just one right formula in developing and delivering e-learning effectively, instead, the attempt to serve the needs of both organizations and learners is the main success factor. He proposes companies to learn from others' experiences as well as to form partnerships with those organizations which possess similar needs. Wade (2003) suggests that it might be an element of learning culture of each organization that determine the success or failure of e-learning. Kirkpatrick (1979) attempts to develop a framework to evaluate the effectiveness of e-learning programs and he divides the assessment into four levels as follows:

Level I Reaction, measure the learners' reactions to e-learning

Level II Learning, measure what learners actually learn

Level III Transfer, measure the changes after learners completed the program Level IV Results, measure business outcomes (in trying to see the impact of ways of doing things after workers are trained).

### **E-learning in Project-based Organizations**

As implied from our literature review, e-learning is widely used in organizations including project-based organizations. Project-based organizations view e-learning as an attractive method of training in a current knowledge-based economy. In particular, the flexibility and features of e-learning suit the nature of these organizations very well.

The benefits from the adoption of e-learning has been discussed by some authors who have indicated benefits such as cost saving and knowledge transfer, which is important in project-based organizations because the project dimension structure increases the difficulties of knowledge moving between organizational level (Newton and Doonga, 2007; Ozdemir, 2008). However, negative impacts have also been mentioned such as e-learning cannot deal with implicit knowledge (Ozdemir, 2008). E-learning helps a lot on the transfer or sharing of explicit knowledge, which can be recorded as text files, audio or video files, however there is some knowledge that is difficult to write and is more easily transferred face-to-face. Therefore, most companies take e-learning as one of the learning approaches internally or externally and so far it appears that no company can totally replace the traditional learning approaches with e-learning.

### **Need of Research**

1. It helps to develop effective learning skills in the student
2. To motivate the student about e learning or project based learning
3. It helps to develops problem solving skill in the student.
4. It helps to develops student self learning

### **Signification of Research**

- It is important to create knowledge accountable .progressive student
- It give opportunity for student apply and use knowledge to develop skill
- It importance to develops problem solving or self learning

### **Research of objectives**

1. To compare effect of e-learning and project based learning.
2. To create effective environment if student knowledge increases.
3. To know the effective learning method.
4. To use of various types of learning to develop our knowledge or Self-knowledge.

### **Scope and limitations**

1. This research work is limited to Pune area only.

2. This research work is limited the area of Savitribai Phule Pune University. Pune .campus only.
3. This research work includes education & Extention med class .in of Savitribai Phule Pune University. Pune campus only.
4. This research work is limited for academic year 2014-15.
5. This research work is limited to student taken is sample.

### **Research population**

Researcher has selected the all students of education & extinction as research population which are studies in M.Ed. Total 40 student's researcher are taken for the population.

### **Research sample**

Researcher has selected randomly 40 students by lottery system in the Dept of education & Extention of Savitribai Phule Pune University. Pune campus.

### **Research method**

Researcher has chosen experimental research method to evaluate the statement of problem.

### **Research tools**

Researcher has taken pre test and post test (context exam) of selected sample and develop the research design and study of comparisons with the help of statistical parameter...

### **Summary, Result and Recommendation**

For the completion of present research work researcher used experiment method for that researcher select Department of Education & Extention in 20 students (M.Ed) Savitribai Phule Pune University. Pune in it researcher studied E-learning and project based learning.

Researcher collected data with help of supervision from (schedule) collected data observation and result are interpreted.

### **Result**

1. There are significance difference found between e- learning & project based learning.
2. Impact of e- learning amongst the student's intelligence capacity.
3. Most of student are learns by the technique of e- learning which studies in higher education.
4. In the higher education effective impact e- learning founds in the students are studies.
5. To use of project based learning finding the increases of students self learning skill.

**Recommendation**

1. University has accepted the terms of e- learning and framed curriculum & syllabus which are the related the terms.
2. To arrange the programs of e- learning and project based learning and teachers gives the guidance of it.
3. University gives the same wattages of e- learning and project based learning and includes the above terms in practical work.
4. Maharashtra government has accepted the terms of e- learning and project based learning and framed the structure of syllabus in higher secondary level.
5. Maharashtra government is provided the set of computers and tools all of schools in higher educational level.

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**A STUDY OF EMPOWERMENT OF WOMEN TEACHERS  
AT SECONDARY LEVEL**

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**Introduction**

Teachers empowerment is a vast concept, it covers so many different areas like self confidence, self-dependence, decision-making , identifying the skill, capabilities and utilization of all these things for the development of self, his family and ultimately for the society. He must take the initiative to solve the problems of the society and should be able to take good decision.

When we talk of woman empowerment we need to change the old traditional attitude towards the woman, today's woman is not behind anybody, if a woman thought to change the world then she is capable enough to do it. Teaching is such a profession where you can bring change in the society. Therefore empowerment of woman teacher is the need of the hour.

Factors of Empowerment

1. Self-development
  - a) Good health
  - b) Education
  - c) Financial independence
2. Individual development for the society
  - a) Responsibility
  - b) Leadership
  - c) Organisation
3. Management

Above three components are involved in self-development and are inter-linked. As we all know the nature of women, she is a person with patience, selflessness. She looks after everybody but in this process she needs to look towards herself. She also needs to look forward toward her own progress and development. She needs to be updated with the recent things , with new technology new ideas and innovation and beneficial knowledge. She needs to be financially independent.

When we live in a society there are certain rights and responsibilities, women teacher should be aware of such responsibility, she need to know all the laws and rights which are given to run all these thing will ultimately help in development of self confidence, ample experience and god decision – making will help to develop god leadership quality in them.



When we talk about women teachers empowerment a women teacher need to be developed in all the aspects like communication, skill of planning, management skill, attitude to win etc. by considering all these things the researcher has attempted to do the study on women teachers' empowerment.

**Statement of the problem :**

Study of women teachers' empowerment at secondary school level.

**Objectives**

1. To study the empowerment of women teachers at secondary school level.
2. To study the individual development of women teacher at secondary school level.
3. To study the socio-individual development of women teacher at secondary school

**Importance of the Study**

To make women teacher financially, socially, physically and mentally empowered. Though the women is educated but she is still considered at secondary place. According to 1986 policy, in value education more stress is given on the equality of male and female but we see such values are inculcated in cities only, where as the village area is still left out.

**Limitation of Study**

- This study is limited to Chembur High School, Chembur.
- The study involved 30 women teachers in the 35 to 50 age group. The researcher has considered two factors (a) development of self (b) development according to society.

**Sample**

For this study 30 women teachers out of 120 from Chembur High Schol are selected by random sampling method.

**Procedure of Research**

The particular research problem is related to the empowerment of women teacher in-future. Therefore descriptive survey research method is used

**Tools of Research**

The researcher has used a questionnaire for data collection.

**Discussion and result**

1. Women teachers who are above 40 are continuously having basic problem such as weakness and joint problems of leg.

2. 60% of the women teachers are eager for higher study, where as 40% of the women teachers are not interested for higher study. They believe in the qualification which is required for that particular job only.
3. 18% of the women teachers feels that women teachers should spend the money on herself which she has earned whereas 50% of the women teacher believes in spending the money on her family and 32% of the women teachers are not confident on how to spend the earned money.
4. 98% of the women teachers are fulfilling their responsibilities by looking after themselves whereas 2 % of the women teachers are fulfilling social responsibilities with family responsibility and their own.
5. 60% of the women teacher are unaware about their rights.
6. 30% of the women teachers are unaware about the rights levied by the Government.
7. 25% of the women teacher take their own decision
8. Only 3.5% of the women teacher takes initiative in leading the curricular and co-curricular activities.
9. 35% of the women teachers take initiative in participation in group discussion, seminars workshops etc. Where as 65% of the women teachers participate in such activities when it is made compulsory.
10. 2% of the women teacher have got the atmosphere for empowerment
11. 80% of the women teacher agrees to adjust to the changing situation in this world. All these teachers are under 40 years of age.

### **Suggestions**

1. Whatever work is allowed should be done confidently and continuously.
2. While taking outside responsibility such responsibilities should be taken in a group.
3. Women teacher should be aware of their rights and the laws for them.
4. They should not ignore their health and illness
5. Women teacher should be involved in family, social and school decisions.

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