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

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

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Sub :- Themes

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

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

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

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

Advocate K.A. Kapse
Chairman,
A.D.S.P. Mandal,
Kolhapur.
**Key note Address**

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

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

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

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

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

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

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

Dr. Jagannath K. Dange
P.G. Department of Education
Kuvempu University, Shankaraghatta
Shimoga. Karnataka.
From the Principal Desk

Dr. R.P. Lokhande,
Principal,
Mahavir Mahavidyalaya, Kolhapur

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

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

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

With best wishes.
Dr. S.S. Mandale
Co-ordinator,
National Conference
Mahavir Mahavidyalaya, Kolhapur

Greetings from Mahavir Mahavidyalaya, Kolhapur

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

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

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New Dimensions of Higher Education and 21st Century Teacher Education

Key note Address

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

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

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

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

New Dimensions in Higher Education

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

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

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

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

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

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

Massive Open Online Courses (MOOCs) Educause provides the following simple explanation of a MOOC: A MOOC is a model of educational delivery that is, to varying degrees, massive, with theoretically no limit to enrollment; open, allowing anyone to participate, usually at no cost; online, with
learning activities typically taking place over the web; and a course, structured around a set of learning
goals in a defined area of study (Educause, 2013).

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

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

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

The **overall level of performance of the academic business unit in the context of its mission as**
**measured by the extent of accomplishment of the unit’s intended student learning and operational**
**outcomes and its mission and broad-based goals.**

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**2. Access, Cost and Quality**

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

3. Education for Sustainable Development (ESD)

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

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

Strategic Perspectives to Inform Education and Learning for Sustainable Development

- Socio-cultural perspectives: Human rights, Peace and human security, Gender equality, Cultural diversity and intercultural understanding, Health, HIV/AIDS and Governance
- Environmental perspectives: Natural resources (water, energy, agriculture, biodiversity), Climate change, Rural development, Sustainable urbanization, Disaster prevention and mitigation
- Economic perspectives: Poverty reduction, Corporate responsibility & accountability, Market economy

4. Other dimensions:

- Growth in the Population: India is the second largest populated country in the world. Youth (18-40 years of age) which presently stands at almost 80 crore, 62% of the total population. Higher education aspirants are increasing year by year.
- Information Explosion: There is information explosion in all facets of subject and faculty. Every day new knowledge is added up to the existing.
- Technology Revolution: Technological revolution has brought many more devices, strategies, methods and techniques in the arena of Higher education.
- Change in the value pattern: The generation value pattern has been changed around the globe. Teachers have to understand, adjust and nurture among the learners.
- New theories and methods: Due to the experiments and explosion of knowledge new theories have come up which intern leads to the development of innovative approaches and methods.
- Change in methods of teaching: Understanding that the Students are Central to the Educational Process. The learning process should change drastically. It should change from the teacher oriented to laboratory and internship experiences.
- Global competition: there is a global competition in Higher education because of globalization. Anybody can learn anywhere and (Teach) work anywhere in the world.
- Redressal of Inequality: there is need to address the Religion, caste, creed, Race, regional and language inequalities. Redressal of special children group is also a major area of concern in the learning environment.
**Teacher Education for 21st century:**

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

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

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

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

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

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

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

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

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

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

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

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

- **Little Choice Base:** Options are not substitutes for Choice based Education. There are differences amongst, individual, institutional, State, National, Continental and Global objectives. Though we have introduced optional areas in Teacher Education, but the choice is very limited. There is a
need to employ CBCS in Teacher Education, which can be realized through e-platforms, and amalgamation of various modes, such as, Face to face, Distance and Electronic. Choice base demands plenty of sources & resources.

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

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

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

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

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

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

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

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

- **Public Private Partnership in Teacher Education:** Teacher Education co-operatively should seek the resources of all sectors- Public and Private. Unless and until all cooperate Teacher
Education programs and courses cannot be offered. Courses, such as, Environmental Education, Guidance and Counseling, Health & Yoga Education, ICT in Education definitely demand the services of corporate Sector.

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

### Shifting role of the Teachers in present scenario

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

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

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

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

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

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

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

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

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

**Teacher's Sensitivity to Student's Needs and Problems**: One of the most important characteristics of good teacher is the ability to identify student's problems and needs.
The Higher education which needed for the 21st century is to concentrate on…

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

ii. Education that enables learning to learn for life.

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

iv. Curriculum Issue: Designing and implementation of a suitable curriculum is also a crucial issue in the field of higher Education. The challenges in this area are:
   • Aligning the curriculum to the level of Global standards.
   • Bridging the Gap between theory and practice.
   • The curriculum should be broad and flexible enabling the students to acquire leadership and specialists roles. It should be designed to create till interest among students so that they become lifelong learners and contributors to the profession.

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

• Admissions to teacher education courses should be highly selective so that only those students who have real aptitude for learning and teaching may enter the institutions of teacher education.

• Mushroom growth of institutes of teacher education without proper infrastructural facilities is one of the principal reasons for decline in excellence of academic standards, so the establishment of such ill planned and ill-quipped educational institutions should be effectively checked.

• Recruitment to teaching profession in teacher education should be made strictly in transparent manner by open competition on all India basis.

• Teacher education should be based on social, economic and cultural background and their ground realities of the situation that exists in the society.

• Regular sachem of summer training and short duration refresher courses should be given of great value to enable the teachers of teacher education to keep themselves abreast of latest developments in their respective disciplines.

• Curriculum of teacher education programs should be revised and redesigned through proper evaluation process and student evaluation of curriculum and teachers should be encouraged.

• Staff Appraisal Scheme for annual assessment of teachers should be given appropriate weight age to excellence of teaching and contribution to periodicals of international repute in their respective areas of Specialization.

• Infrastructure facilities should be upgraded in the institutes of teacher education. Audio-visual aids and well-equipped laboratories for good teaching qualitative research facilities must be adequately provided in such universities and colleges.

• Mostly all education institutes of the country are running under shortage of teachers. There is urgent need to run a recruitment drive for teachers so that shortage of teachers can be solved out and good student-teacher ratio may be maintained.

• Leaving traditional modes of teaching, teachers should adopt innovative modes of teaching which will add more effectiveness in teaching learning process.

• Teacher education in India needs to be more skill-oriented -both in terms of life-skills as well as livelihood skills.

• Management of Indian teacher education institutes needs to be built in greater decentralization, accountability, and professionalism, so that it is able to deliver good quality education to all, and ensure optimal utilization of available resources. Proper planning, coordination, staffing and budgeting are
essential condition for effective management. Teacher education in India should be internationalized to compete with global challenges.

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

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

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

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

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

The SEVA system contain the College grants assessment, College employee pay fixation Selection Grade & Senior grade, NOC ,GPF ,GIS etc. The administrative quality development also include teaching-learning process, library facilities, quality development programme is essential in educational institution.

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

Objectives-
1. To study the administrative quality of various educational organization.
2. To know the knowledge and skill acquired by employee in educational organization.
3. To study the various changes in administrative quality improvement.
4. To study the reflection administrative quality.
Methodology-
In this research study, survey method was adopted to study the reflection Quality of Reflection in administrative quality. The interview were structured on various educational organization in Kolhapur region. Quality assurance about educational organization was prepared and with statistical inputs analysis was done.

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

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

<table>
<thead>
<tr>
<th>No of educational institute</th>
<th>No of Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>1600</td>
</tr>
</tbody>
</table>

Graph shows reflection quality assurance in educational institute.

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

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

**Reference –**


Need of Effective Communication Between Parents and Teacher

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Abstract :-

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

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

Introduction :-

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

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

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

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

**Objectives:**

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

**Methodology**

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

**Analysis and Conclusion :-**

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Particulars</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Average</th>
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<tbody>
<tr>
<td>School Diary</td>
<td>Class room teaching</td>
<td>110</td>
<td>73.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and health</td>
<td>55</td>
<td>36.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>personality development</td>
<td>90</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examination</td>
<td>98</td>
<td>65.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student achievement</td>
<td>125</td>
<td>83.33</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1:- 165 teachers participated in the study and the distribution of the participants

With regards to Class room teaching (73.33%), it emerged out that the majority of teacher used school diary for effective communication, student achievement(83.33%). Was found out that most of the students who use school diary.
Suggestion:-

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

References :-

20 Weeks of Internship: Opportunities, Difficulties and Suggestion

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

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

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

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

2. **Opportunities in 20 weeks of Internship:**

   1. Internship gives an opportunity for teacher trainees to understand the true spirit of teaching profession and its related parameter.
   2. Engagement in teaching process during internship helps in developing correct teaching attitude and understand teaching learning process.
   3. The main goal of internship Programme is to strengthen the teaching skills among teacher trainees and prepare them to be ready for accepting the responsibilities as teacher. So here this phase of internship gives an opportunity to try and adopt different methods of teaching and gain true experience about school teaching.
   4. The internship programme acts as a bridge between theory and practical knowledge. Internship gives an opportunity to the teacher trainees to apply the theoretical knowledge in classroom setting.
   5. Internship gives an opportunity to understand the system of school functioning and understand different roles of teacher in school.
   6. Internship programme is not only about curricular aspects but also to understand co-curricular aspect of the school. Internship gives an exposure to teacher trainees to understand organization of different co-curricular activities in school.
   7. It enables teacher trainees to understand the different policies of school, participate in staff meetings and to understand other administrative processes.

3. **Difficulties in 20 Weeks Internship:**

   1. **Availability of Schools:** The increase in internship period from 4 weeks to 20 weeks is positive action but at the same time accommodating teacher trainees for 20 weeks in schools is a difficult tasks. Getting proper number of school with all facilities to equip teacher trainees with all teaching skills is a challenge as some schools may not allow more number of students in one school for longer duration of internship.
   2. **Choosing right time for the Internship:** It is very important to choose right time for internship programme as school will have their own schedule of programmes rite from curricular to co-curricular aspect.
   3. **Support and co-operation from school teacher:** Regular teachers are busy in their own school responsibilities and teaching process so it is challenge to get true support from the school teacher to help teacher trainees in getting acquainted with teaching learning process and school functioning. The role of regular teacher in school is most important in helping the teacher trainees to complete all task assigned to them during internship.
   4. **Planning of proper internship programme:** It is very important to plan 20 weeks of internship by coordinating with internship schools so that teacher trainees gets enough work and responsibilities to develop favorable attitude toward teaching profession. So its duty of teacher educator to plan and allocate the tasks to teacher trainees.
   5. **Guidance and motivation by teacher Educator:** The role of teacher educator is of utmost important as he/she need to be as guide and facilitator during internship. Proper guidance in lesson planning and other related school activities is also need to look upon so that the teacher trainees execute them in proper way.
6. **Observation of Lessons and Feedback during internship:** The observation of lessons by teacher educator which teacher trainees delivers has to schedule properly. The teacher educator has to be very constructive in giving the feedback to support and motivate the teacher trainees for better future lessons. It is not possible for Teacher educator to observe all lessons executed by trainee teacher hence proper scheduling of lessons during internship programme is very important.

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

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

5. **Conclusion:**

Teacher Education in India is renowned course and has gained the attention of different sections of community. To conclude it can be said that surely with the proper implementation of 20 weeks of internship programme considering some of the measures given above surely the teacher
trainees will equip themselves with all the necessary skills and develop positive attitude towards teaching and be ready to handle 21st century learners.

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New Techniques and Methods in the Teacher Training Programme

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

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

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

Teacher Education encompasses the following skills:-

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

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

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

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

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

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

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

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

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

Development of Research skills

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

Development of communication skills

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

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

Development of digital literacy

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

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

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

School internship

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. During the Internship, a student-teacher shall work as a regular teacher and
participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

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

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Curricular Engagement for Understanding responsibilities of Global Citizenship

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

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

Introduction

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

Definitions of Curricular Engagement

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

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

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

Global Citizenship

Global citizens are willingly to think beyond boundaries of place, identity and category, and recognize all human beings as their equal while respecting humanity’s inherent diversity. Within their own spheres of influence, global citizens seek to imagine and work towards a better world. (www.goodworkorggoodtimes.wordpress)
Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet. Exploring global citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions. (www.ideas-forum.org.uk)

Falk. (1994). identified five categories of global citizens which he named as,
1. Global reformers
2. Elite global business people
3. Global environmental managers
4. Politically conscious regionalists
5. Trans-national activists

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

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

School Practices for developing responsibilities of Global citizenship

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

Role of the Teacher in Curricular Engagement

1. Society based need analysis-Students, Teachers ,Society
2. Design the subject as per the analyzed need
3. Design the content
4. Implementing
5. Evaluation
6. Feedback
**Relationship of Curricular Engagement and Responsibilities of Global Citizenship**

![Diagram showing the relationship between curricular engagement and responsibilities of global citizenship.]

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

**Curricular Engagement by using its principles which are given below**-

1. Society based education.  
2. To serve the society  
3. Community engagement  
4. Civic engagement  
5. Collaboration  
6. Mutually awareness  
7. Flexibility in work  
8. Multicultural awareness  
9. Development of educational Domain  
10. Independency

These principles offer implementation of civic and global responsibilities.

**Curricular Engagement helps in developing Responsibilities of Global Citizenship**

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

**Conclusion**

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

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https://www.ucl.ac.uk/global-citizenship
Critical Study of Initiatory School Experiences on Two Year B.Ed. First Year Student Teacher

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Abstract:

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

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

Introduction:

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

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

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

Objective:
1. To provide the professional attitudes of student teacher.
2. To make them conscious of teacher responsibility.
3. To acquire knowledge and understanding of school campus.
4. To know the function and contribution of human resources in the school.
5. To develop the attitude and ideas for school surrounding adjustment.

**Significance of the Study:**

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

**Scope of the Study:**

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

**Research Method:**

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

**Sample and sampling techniques:**

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

**Procedure for data collection:**

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

**Method of data analysis:**

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

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<thead>
<tr>
<th></th>
<th>Interaction with human resources</th>
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<tr>
<td><strong>Headmaster</strong></td>
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<td>Fo (4)</td>
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<td>Fe (6.20)</td>
<td>(4.62)</td>
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<td><strong>Super wiser</strong></td>
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<td><strong>Teacher</strong></td>
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<tr>
<td><strong>Student teacher</strong></td>
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</table>

**Table showing student-teacher interaction.**

**Graph 1 showing student-teacher interaction.**
The initiatory school experience to establish an ongoing, systematic mechanism for observation, reviewing, and improving programs. The maximum teachers were interact with their students, the result obtained after data analysis showed that student-teacher information and observation skills and level of school physical and human resources participation in the process of school working process.

Conclusion and Suggestions:

In conclusion, to examine initiatory school experience.

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

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Awareness of RTE act in student teachers: A study

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Introduction:

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

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

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

Need of the study:

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

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

Objectives of the study:

i. To find out the knowledge of the trainee teachers about RTE act.
ii. To develop understanding and importance of RTE act in trainee teachers.

Scope of the study:

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

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

Limitations of this study:

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

Research methodology:

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

Analysis and interpretation Data

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Response</th>
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<td>Do you know various acts about primary education</td>
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<td>Do you know RTE act?</td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
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<tr>
<td>3</td>
<td>Have you read RTE act?</td>
<td></td>
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<td>No</td>
</tr>
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<td></td>
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<td></td>
<td>Percentage</td>
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<tr>
<td>4</td>
<td>Do you know when RTE act is a started?</td>
<td></td>
<td>Response</td>
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<td></td>
</tr>
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<td>5</td>
<td>Is there information about RTE in your syllabus?</td>
<td></td>
<td>Response</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Percentage</td>
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<td>-</td>
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<td>6</td>
<td>Is there any particle work related to RTE act in your syllabus ?</td>
<td></td>
<td>Response</td>
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<td>No</td>
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<tr>
<td>7</td>
<td>Have you done any discussion on RTE?</td>
<td></td>
<td>Response</td>
<td>Yes</td>
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<td>Percentage</td>
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<tr>
<td>8</td>
<td>Do you want to know about RTE act ?</td>
<td></td>
<td>Response</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
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Observations:

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

Interpretation:

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

Conclusion:

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

Summary:

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

Reference:

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

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

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

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

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

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

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

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

New Relationships and Practices

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

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

Many teachers today, however, are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. They understand that the essence of education is a
close relationship between a knowledgeable, caring adult and a secure, motivated child. They grasp that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

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

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

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

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

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

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

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

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

**New Tools and Environments**

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

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

Recasting the relationship between students and teachers demands that the structure of school changes as well. Though it is still the norm in many places to isolate teachers in cinderblock
rooms with age-graded pupils who rotate through classes every hour throughout a semester -- or every year, in the case of elementary school -- this paradigm is being abandoned in more and more schools that want to give teachers the time, space, and support to do their jobs.

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

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

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

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

New Professional Responsibilities

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

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

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

References:
Abstract:

Higher Education in the country is witnessing profound crisis in terms of Quality, Equity and Access. The ministry of Human Resource Development (MHRD) and state governments are devising various measures to meet the needs and challenges of the 21st century Education. Foreign universities are establishing their sub campus in traditional Universities. Our system of higher Education is lagging behind to compete with world-class amenities and on and off campus teaching learning facilities. However the Govt. is planning to revitalize the higher Education system by introducing various initiatives, programme policies and reformative changes in the present structure and functions on regulatory bodies. New National Policy, Rashtriya Uchastar Shiksha Abhiyan(RUSA), Rashtriya Madhimick Shiksha Abhiyan( RMSA), Rashtriya Higher Education Mission, Serva Shiksha Abhiyan (SSA), Right to Education Act2009, Right to Quality Education etc. Are the new measures of the Govt. to meet the challenges Continuous and Comprehensive Evaluation (CCE), Choice Based Credit System (CBCS), Use of ICT, Semester Examination System etc are some of the new programmes included in the present education at all grade levels. The efforts of the Govt. are quite reformative to upgrade the system.

Introduction:

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

Salient Features of the Act

- To revise and strengthen the role of Maharashtra State Council for Higher Education(MAHED)
- Adaptation of flexibility in Teaching –Learning and Evaluation & maintain collaboration amongst all the state universities.
- Decentralization of university operations by appointing Director of sub-campus at district level.
- Maximum inclusion of public private partnership in all aspects including Distance learning through Distance Education council
- Adaptation of Choice Based Credit System( CBCS) as an academic reform for quality enhancement as per UGC guidelines
- Flourishing of autonomy for accredited affiliated colleges having A & B grade ( CGPA 2.50) in NAAC Accreditation & Assessment.
- Recognizing private skill Education providers in public Education systems& creation of Skill Development Institutions in the general college campus.
- Change redesigning in the present structure of University Authorities.
(a) Appointment of Dean as the full-time officer for five years (b) Revising the name of Senate as Society Partnership Council (Soul) (C) Reframing the Structure of the Management council, Academic Council, The faculty, Boards of studies, Board of students, PG Education, Examination, Sports etc.

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

**Issues, concerns and challenges**

1) 1994, the, `Choice Based Credit System` (CBCS) was introduced with 105 points for the purpose of awarding students.

2) The `Pramod P.Tandale` (Mob.9922455749) was appointed as the full-time officer for five years.

3) The `Impact Factor` was 2.147.

4) The `Teacher Education in 21st Century` was discussed.

5) The `Teacher Education in 21st Century` was discussed.

6) The `Teacher Education in 21st Century` was discussed.

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**Impact Factor 2.147**
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Darade P. B, Write up for the Govt. discussion, 5 Jan 2016
Maharashtra Public University Act-2011
Mankar Sudhakar(Ed 20013) Regulations of Universities and Higher Education
Meeting challenges of being able Parents

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

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

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

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

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

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

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

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

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

Teenagers are less responsive to parents who they feel do not understand them and treat them in an unfair or unjust way. One of the ways to avoid being perceived as unfair and instead to
present yourself to the adolescent as a fair and just person is to establish the rules and the consequences for behavior at the same time.

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

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

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

**Authoritative**

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

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

**Neglectful**

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

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

**Permissive**

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

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

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

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

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

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

References/Resources:

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http://www.eklavya.org/9effectivetips.html
http://isha.sadhguru.org/blog/lifestyle/relationships/10-tips-on-good-parenting/
The Role Of Teachers In Education

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

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

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

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

Gandhiji says “Woe to the teacher who teaches one thing with the lips and carries another in the heart”. Know thyself is the most important advice for a teacher. Self-analysis and self-appraisal on the part of the teacher is necessary equipment. Teacher should therefore possess an impressive personality. The work of the teacher is very extracting and unless he possesses vitality both physical and mental, he cannot rise to his task. A teacher should have good health and appearance. The teaching profession demands deep understanding, reasoning power, power of discrimination, resourcefulness and foresight. It is desirable for a teacher to possess an intelligent bent on mind, and his pursuits and engagements must be intellectual in nature rather than recreational and materialistic. Teacher should be positively happy, cheerful, good humored, contented, and optimistic and a balanced individual. He must be gifted with emotional stability, self-restrained and self-control. Dr. Rajendra Prasad said, “Their (teachers) own character should be such that there is no difference between what they say and do.” The
teacher has to regulate his life in accordance with approved social and ethical standards. The teacher must possess a social philosophy. A teacher should live in his social environment with the purpose of improving upon the same. The teacher must equip himself to make his best contribution to the society. By his sociability, he must earn popularity among the students, colleagues, and other citizens. Teaching is a mission and not a profession. By and large, the teacher has to work with a missionary zeal and has to shun all mercenary ambitions. Once a teacher, always a teacher should be the motto. Teaching is a profession which should be entered with a sense of devotion and dedication. Love begets love. Love the child and the child will love you. is a simple formula. A good teacher will endeavor to win the love and confidence of his students and establish his prestige on sincerity, hard work and a sympathetic handling of their problems. The teacher must possess sufficiently higher qualifications as compared to the level of the class he has to teach. To conclude, the role of the teacher in education is very significant and important. In words of Dr. Zakir Hussain- “The teacher is indeed, the architect of our future.”

References:

Development Of Modules For Communication Skills Among Student-Teachers

Mrs. Aradhana Gokhale  
Assistant Professors,  
Guru Nanak College of Education and Research, Bhandup

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

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

Introduction:
Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Have you ever felt the messages you convey are not communicated properly or have you ever felt guilty of not conveying the message as it wants to be conveyed? If so it is because of your weakness towards communication skills. Apart from the basic necessities, you need to be equipped with habits for good communication skills, as this is what will make you a happy and successful social being.

In order to develop these habits, you need to first acknowledge the fact that communication skills need an improvement from time to time. The only constant in life is change, and the more you accept your strengths and work towards dealing with shortcomings, especially in the area of communication skills, the better will be your interactions and the more your social popularity. Thus the present study enables us to get a detailed picture of the need and importance of developing communication skills and feel confident and empowering to face any type of situation in life.

Concept Of Communication:
Communication is the activity of conveying meaningful information. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. The communication process is complete once the receiver has understood the message of the sender. The definition of communication is shared in the Webster's Dictionary as "sending, giving, or exchanging information and ideas," which is often expressed nonverbally and verbally.

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

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

**Fundamental Four Purposes of Communication.**
- To Be Understood
- To Be Accepted
- To Get Something Done
- To Understand Others

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

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

**Significance Of The Study:**

- The findings of the study will be useful to teacher educators, Principals, all stakeholders of educational system and parents.
- This study will give guidelines to the educationists working in the area to plan and design different educational strategies, programs and approaches to develop Communication Skill of student-teachers in all aspects.
- Principals can adopt certain programs in collaboration with the teacher educators.
- Teacher Educators can implement modules of Communication Skill for student-teachers in which they are lacking. Teacher educators can also make different headways in their teaching which will help the student-teachers to make learning enjoyable and meaningful. They can also motivate student-teachers to approach their goal systematically; help in development of skills which can help to develop Communication Skill.
- The study will also enable parents in general to develop a positive attitude to deal with student-teachers.

**Aim Of The Study:**
- The major aim of the present research was to develop the modules of the Communication skills for capacity building among student-teachers.

**Objectives Of The Study:**
- To compare the Pre Test and Post Test mean scores of the Communication Skills as a Component of Capacity Building of the experimental group.

**Hypotheses Of The Study:**
Following null-hypotheses were formulated to test the hypotheses.
There is no significant difference between pretest and posttest mean scores of the Communication Skills as a Component of Capacity Building of the experimental group.

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

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

**Tools For Data Collection:**
The following tools were used by the investigator:
(a) Communication Skill Scale (Pretest and posttest) was prepared
(b) Module for Communication Skill was prepared

**Preparation Of Tools**
(a) Communication Skill Scale (Pretest and posttest): This scale is prepared by the investigator.
(b) Module for Communication Skill: Activities are performed to develop Communication Skills among B.Ed. student-Teachers which include storytelling, Game, Making Sketch, Questionnaire, Brain-Storming Sessions.

**Administration Of Test**
(a) Administration of Communication Skill Scale Pre Test
Before administration the Module for Communication Skill investigator has implemented Communication Skill Scale for B. Ed. students. Pretest is used as Communication Skill Scale.

(b) Administration of Module for Communication Skill

(c) Administration of Communication Skill Scale Post Test
After administration of the Module for Communication Skill investigator has implemented the Communication Skill Scale for B. Ed. students to find out the level of Communication Skill.

**Techniques Of Data Analysis:**
The following descriptive and inferential statistical techniques were used for data analysis:

i) Descriptive Analysis (with Mean)

ii) Inferential Analysis (with t-test)
Findings And Conclusions:

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

<table>
<thead>
<tr>
<th>Table No. 1: Comparison of Pre &amp; Post Test Means Scores of the Experimental Group</th>
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<tbody>
<tr>
<td><strong>Experimental</strong></td>
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<tr>
<td>Group</td>
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<td>Pre - Test</td>
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<td>Post – Test</td>
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</table>

Significant at 0.01 levels.

The above table shows that there is significant differences between the pre-test and post-test mean scores of the experimental group as revealed by the ‘t’ value (5.64) which is significant at 0.01 level.

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

**Suggestions For Improving Communication Skills:**

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

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1. Introduction:

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

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

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

3. Role of Teachers:

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

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

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

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

3.2 Teachers role as motivators:
A primary function of teachers’ management role is to motivate the learners who are demotivated and to nurture those who are already well motivated. There are several ways in which teachers can achieve this.

a. Adopting a positive attitude towards the learners.

b. Giving pupils meaningful, relevant, and interesting tasks to do.

c. Giving positive feedback on written assignment, etc.

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

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

3.5 Teachers’ Personality:
It is believed that teaching style is fundamentally a matter of personality. It may be true that teachers who are predisposed towards communicating with others and who are interested in learners as people are more likely to succeed in the classroom than those who regard teaching only as the routine
transmission of knowledge. On the other hand, a teaching style that is centered on personal relationships rather than learning tasks can only succeed if the learning group accepts such a strategy or the school authorities sanction such behaviour, or parents and other sponsors believe this to be in the best interests of the learner.

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

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

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

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

6. References:


21st Century Skill Development Education: Badging Challenges

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

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

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

Background Of Skill Development Mission:

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

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

Objectives of Skill Development:
The objectives of the national policy on skill development are to:

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

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

Discussion about Challenges of Skill Development in Higher Education:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References:


Employment News Weekly 23rd January - 29 January 2016, i.e. No. 43
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Introduction

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

Role of Teacher Educator

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

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

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

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

4. Professional up gradation – One of the most powerful forces changing teacher and students role in education is new technology. Professional up gradational is an important issue in teacher education. Now the role of teacher educator is changing form information provider to facilitator, stage, setter, advisor, ICT manager and mediator to the student teacher.
5. **Students rating of Teaching** – The large body of findings from empirical research on teaching present a consistent picture of the outstanding teacher - studying questionnaires that assess student’s satisfaction with professors teaching skills has been very fruitful for educational research.

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

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

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

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

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

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

12. **Emotional competence** – Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great efforts to regulate not only his own emotions but also those of students, parents, colleagues etc.

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

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

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

**References**

Role Of Teachers In Education

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Introduction:

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

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

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

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

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

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

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

A dedicated teacher becomes a role model for his students. The students try to imitate their teacher in his manners and etiquettes. He can lead them anywhere. During the early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students.

He plays different roles at different stages. Some of the roles that he plays are as follows:

Role Of Teacher As An Administrator:

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

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

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

Role Of Teacher As A Facilitator:

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

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

Role Of Teacher As A Counsellor:

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

Role Of Teacher In The Community:

The relationship between community and school is mutual and reciprocal. The teacher takes active part in the social activities. He plays a leadership role in interactions with the parents and
community members to propagate new ideas, values and the desired change. He involves himself in activities like adult education programmes, health and hygiene, vaccination, women education, preservation and transmission of culture, birth control measures, census data collection, election work, social work, awareness about new schemes by the government, etc.

Thus, the teacher plays an important role in different capacities. He is a social-reformer and social architect on whom the destiny of a nation is based. To conclude, “They inspire you, they entertain you, and you end up learning a ton even when you don't know it” — Nicholas Sparks, Dear John

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

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Abstract:

Value is a conception, explicit or implicit and distinctive of an individual or of a group of the desirable which influences the selection from the available modes, means and ends of the action. In other words the value is an enduring belief that a specific mode of conduct or state of existence is personally or socially preferable to an opposite or converse mode of conduct or state of existence. Values are standards that group member’s share by which they judge whether an action or even an object is beautiful, good, right and lawful or it is ugly, immoral and unethical. Values originate in the socio-cultural milieu of a given social system and are thus governed by the standards that each social system sets for itself. It is due to this reason that values of one group differ from that of another. Differing values represent key aspects of variation in human culture. What individual value is strongly influenced by the specific culture in which they happen to live?

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

Socialisation or a process of learning the dominant cultural patterns of a given system is also called the chief course of a value development. Socialisation includes all the processes by which
anyone from infancy to old age acquires his or her social skills, roles, values or personality patterns. In the other words socialisation results in what could be called internalisation of those values which are symbolic of a culture at a given point of time.

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

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

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

FIG: 1.1: Value inculcation through Teachers, Parents and Community

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

1.2 Family:

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

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

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

1.3 Neighbourhood:

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

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

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

1.4 Educational Institutions: Education is one of the basic institutions through which every society sustains itself as well as transmits its value to prosperity. The eminent sociologist Emile Durkheim sees education as the process of methodical socialisation of the young. Education has two important function to be performed, first of which relate to maintaining social stability and the other tends to ushering in
social change. While preparing the young and old alike for accepting new ideas and new values, education also transmits from one generation to the other such value which functions as the very basis of society’s survival. Thus for example values such as honesty, integrity, discipline, desire for knowledge, social justice are universal in their nature and must be inculcated in every type of social system. At the same time society is not static and must continually absorb within itself new ideas and changes. Irrelevant, ill conceived and immobile values must be rejected and replaced without any hesitation and education plays very important constructive role in the spread of the right kind of values.

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

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

1.5 Mass Media:

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

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

2. Value Conflict:

When a Value dilemma is presented before an individual or group of individuals they face a problem of selecting an alternative from two or more. The problem of selection of an alternative arises due to the conflicts in values possessed by the alternatives. These types of conflict are called as value
conflict. The value conflict may be intrapersonal (within one person) or interpersonal (within a group of individuals). The following example shows a conflict within a person.

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

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

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

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

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

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

**Conclusion:**

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

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Teaching Handwriting Analysis in Teacher Training Programme

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

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

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

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

Relationship between Handwriting and personality  
The steam of science behind analyzing writing patterns is called Graphology. According to Wikipedia- Graphology is the pseudoscientific study and analysis of handwriting especially in relation to human psychology. It is claimed that expert Graphologist can diagnose complicated diseases of brain and human nervous system through their analysis.
People’s handwriting is a phenomenon taking form the time person learns the letters and changes with the age, while it is unique. Our personality, also, differs in different periods of life. It seems that handwriting grows with the body cells and becomes a mirror of our body. Our handwriting is a part of our existence. Beyond the words and sentences which convey the message. The changes of hand writing such as ease, dynamics, harmony, coordination, rhythm, dimension and others are identified to move along with the change of personality. Handwriting analysis shows how you think feel and act, what personality traits you possess, what you lack. It shows how you perceive yourself and how you want others to perceive you. It also depicts whether you have the required traits to make you rich and successful (Ravindra Negi, 2014).

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

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

**Need and Importance of Teaching Handwriting and Handwriting Analysis**

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

“The aim in handwriting instruction is the production of a personal hand which is both flowing and natural, but is legible and fast enough to meet all reasonable demands…” (Baily, 1988). “Writing is often likened to a juggling act in which the writer must juggle multiple simultaneous goals (e.g., planning what to say and how to say it, selecting words and sentence and discourse structures, producing text, monitoring what is written and what is about to be written, and revising on-line, etc.) without dropping any of the goals.” “The instructional implication of a capacity-limited view of working memory is that transcription skills such as handwriting and spelling should be taught until automaticity is achieved in order to free up limited working memory resources for the higher-level cognitive processes of composing.” (Berninger,1999).
Research has proven that there is a positive correlation between better handwriting skills and increased academic performance. (Rosenblaum, S et al.) Some students may be able to provide the answer verbally to an assignment while those with handwriting difficulties will not be able to put those same thoughts to paper,( Cahill, S. 2009). Graham, Harris and Fink (2000) reported the following: “…there has been a tendency to downplay or even eliminate handwriting instruction as part of the writing program (Berninger, 1999, Graham & Weintraub, 1996), as approaches such as whole language and process writing have placed greater emphasis on content and process and much less emphasis on form. The findings of the current study as well as the investigations by Berninger et al., (1997).

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

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

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

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

**Status of Handwriting Analysis Course in different countries**

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

Many professional graphological organizations are there in different countries. England, France, Germany, Spain, Switzerland, Hungary, Iceland, The Netherlands, Singapore, Israel, China, Japan, the US and many other countries. Offered Courses like, Master's Degree in European Handwriting Analysis, Graphopathology and Forensic Graphology, Handwriting Analysis training.
courses, degree courses in Graphology, degree in graphology. School of Handwriting Analysis and Distance learning program for students worldwide.

The Benefits of Handwriting Instruction

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

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

Conclusion:

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

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Information Technology In Teacher Education

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Abstract

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

Introduction:

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

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

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

Importance of Information technology in Teacher Education

1. Access to variety of learning resources- IT aids plenty of resources to enhance the teaching skills and learning ability. With the help of IT now it is easy to provide audio visual education. The learning resources are being widens and widen. Now with this vivid and vast technique, teacher trainees are
encouraged to consider computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas in classroom teaching. Pupil teachers should be insisted to use different types of lesson plans available freely in the websites.

Examples:

A. www.teachres.net

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

B. www.edutopia.org

- There is a provision to browse information related to classroom management, differentiated instruction etc...
- There is a provision to watch videos related to Education.

2. Immediacy to information.

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

Example: www.e-journals.org, www.eklavya.in

3. Anytime and anywhere learning

Social networking allows you to create groups through which you can communicate with group members at anytime and anywhere. Teacher educators can create their own blogs, webpages, and online groups to communicate and share knowledge with their students.

Examples: A. Facebook B. Whatsapp C. Hike D. www.aalf.org

- The goal of the Anytime Anywhere Learning Foundation (AALF) is to ensure that all children have access to unlimited opportunities to learn anytime and anywhere and that they have the tools that make this possible.

E. www.teacherweb.com

- It is the leading provider of template websites for teachers use in the classroom. It completely customizable and easy to use. Educators can quickly create and continuously update information.

F. www.coursera.org

- Coursera provides universal access to the world’s best education, partnering with top universities and organizations to offer courses online.

4. Collaborative learning

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

Example: A. www.kitaboo.com

- It is a student teachers collaboration platform.
- Student teachers can share lesson plans, practice teaching videos etc.

5. Multimedia approach to education

Audio-Visual Education, planning, preparation, use of devices and materials that involve sight, sound or both for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and
videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

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

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

Examples:
A. www.learning.nd.edu/remix
   • It helps Teachers to develop engaging activities that incorporate images, video, and sound.
B. YTD
   • You can easily download educational videos
C. www.mind42.com
   • You can sign up to create and share your own mind maps

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

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

8. Educational mobile apps
   Existing mobile technology can replace bulky resources such as textbooks, visual aids and presentation technology. Interactive and multi-mode technology allows students to engage and manipulate information. Android smart phones, iPhones and iPads are being widely used these days by the teachers as well as their students to share study materials, complete and submit assignments and evaluation of the same.
Examples:
A. easy attendance register
   • It keeps a record of class attendance in an effective way.
B. lesson plan ideas-
   • Helps to save time and get instant lesson plan ideas for free
C. edx
   • Free online courses from the world’s best universities.

9. Educational data storage

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

10. Better accesses to children with disabilities

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

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

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

References
www.fedena.com/blog/2015/10/the-role-of-information-technology-in-education.html
www.washington.edu/doit/how-can-technology-help-students-disabilities-their-social-development
Mind Mapping – Approaches for Effective Teaching

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Introduction:

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

Definition of mind map:

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

Benefits of mind map:

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

How to Mind map:

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

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

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

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

In the image below you can see an example of brainstorming on a particular topic.
2. **Team work:** Whether you plan on having a debate with your students or simply want to receive feedback on specific topics, you can assign students to be actively involved and share their opinions depending on the issue you want them to address. Sharing your mind map with the students will allow them to visualize their responses, to exchange ideas with other students, to learn to communicate with each other as they agree and disagree issues and ideas for e.g.

<table>
<thead>
<tr>
<th>Which competencies are required for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
</tr>
<tr>
<td>Social competencies</td>
</tr>
<tr>
<td>Emotional</td>
</tr>
<tr>
<td>Intellectual</td>
</tr>
</tbody>
</table>

3. **Presentations:** Any concept topic or project you have already created on a mind map can be directly transformed into presentations within seconds and of course there are lot of benefits for the students:
   i. Better master the content they are presenting.
   ii. Collect information and resources on a mind map.
   iii. Improve their technical skills.
   iv. Create more awareness about an issue.
   v. Become independent learners

**Mind map in education and teaching with mind map:**

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

**Conclusion:**

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

**References:**
Hobie Swan, (2010), Mind mapping: learning and teaching with both sides of the brain.
http://www.inspiration.com
http://www.biggerplate.com

<table>
<thead>
<tr>
<th>Share your thoughts on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved factors</td>
</tr>
<tr>
<td>Main spheres</td>
</tr>
<tr>
<td>Adverse effects on</td>
</tr>
<tr>
<td>How to prevent</td>
</tr>
<tr>
<td>Individual responsibility</td>
</tr>
</tbody>
</table>
Use of Electronic Devices and their Impact on Adolescents Health – A Study

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

Review of related literature:  
Research has documented negative effects of video games on adolescence’s physical health including obesity, video induced seizures and postural, muscular and skeletal disorders, such as nerve compression and carpal tunnel syndrome as well as delayed school achievement. However these effects are not likely to occur for most adolescence. The research to date suggests that parents should be most concerned about two things the amount of time that adolescence play and the content of the what to be play or watching (Brand and Rawell, 2001).  
Ray (2006) reported that Indian children having exposure to violence through media has poorer school performance and its impact on their psychological adjustment was detrimental. Another study showed that vivid display of caused stress in adolescents.

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

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

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

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

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

Data collection:  
The researcher conducted the interviews about their use of TV and play games on computer. Adolescent also spoke their use of mobile phones, the internet and listing to music.
### Table No. 1
Distribution of students according to their associated symptom related to their use of electronic devices

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

### Table No. 2
Comparison between different electronic devices commonly used and their effect on health of adolescents

<table>
<thead>
<tr>
<th>Associated signs and symptoms related to use of electronic devices</th>
<th>Computer</th>
<th>T. V.</th>
<th>Mobile</th>
<th>CD Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have some eye problems</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>12.5</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td>Mild</td>
<td>20</td>
<td>25</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>30</td>
<td>37.5</td>
<td>50</td>
<td>62.5</td>
</tr>
<tr>
<td>Severe</td>
<td>20</td>
<td>25</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Do you have some sleeping problems</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>30</td>
<td>37.5</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Mild</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Moderate</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>37.5</td>
</tr>
<tr>
<td>Severe</td>
<td>10</td>
<td>12.5</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Do you have backache</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>50</td>
<td>62.5</td>
<td>50</td>
<td>62.5</td>
</tr>
<tr>
<td>Mild</td>
<td>10</td>
<td>12.5</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Severe</td>
<td>12</td>
<td>15</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Do you feel lack of concentration</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>60</td>
<td>75</td>
<td>70</td>
<td>87.5</td>
</tr>
<tr>
<td>Mild</td>
<td>5</td>
<td>6.25</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Moderate</td>
<td>5</td>
<td>6.25</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td>Severe</td>
<td>10</td>
<td>12.5</td>
<td>5</td>
<td>6.25</td>
</tr>
</tbody>
</table>
Conclusion:

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

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

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

References:

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A Study of Professional Commitment and Their Impact on Life Satisfaction

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

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

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

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

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

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

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

In this context, the teachers professional commitment can be viewed as:
1. His or her firm belief in and acceptance of the teaching goals and values.
2. Readiness to exert dedicated efforts on behalf of professional teaching.
3. Strong desire to sustain his or her teaching membership.

Objective of the study:
1. To study the various factors determining the life satisfaction of teachers.
2. To find out the relationship between professional commitment of teacher and their life satisfaction.
Hypotheses: Dimensions of life satisfaction has significant impact on professional commitment of the teachers.

Research Method:

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

Tools:

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

Data collection and scoring:

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

Statistical techniques used:

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

Table N.1

<table>
<thead>
<tr>
<th>Category of teachers</th>
<th>Total Number</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>61</td>
<td>0.13</td>
</tr>
<tr>
<td>Category 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>20</td>
<td>0.39</td>
</tr>
<tr>
<td>Urban</td>
<td>20</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Figure No. 1

Table No. 1 and Figure No. 1show the values of coefficient of correlation between professional commitment and life satisfaction of different categories of teachers. The value of correlation of the category of male teachers is 0.05 level which is significant. The values of correlation of the category of female, rural urban teachers were 0.13, 0.39 and 0.05.
Discussion of results and findings: In the present study positive correlation was found between professional commitment and life satisfaction.

Recommendations:

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

References

Quality Achievement In Higher Education; The Role Of Apex Bodies Ncher and RUSA

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Abstract

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

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

Introduction

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

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

The current scene:

India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. Therefore Prime Minister of India has announced the establishment of 8 IITs, seven Indian Institutes of Management (IIMs) and five Indian Institutes of Science, Education and Research (IISERs) and 30 Central Universities in his speech to the nation on the 60th Independence Day. The outlay for education during the 11th Five Year Plan, which
runs from the current fiscal to 2012-13, represents a four-fold increase over the previous plan and stands at Rs 2500 billion

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

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

Key players in the Higher Education System in India:

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

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

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

Objectives :

The salient objectives of RUSA are to;

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

Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.

Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.

Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas.

Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

**Components**

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

**Institutional Hierarchy**

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

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

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

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

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

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

**Conclusion**

The issue of quality is central to the debate about the future of teacher education and training. The process of Quality Assurance (QA) in guaranteeing standards in teacher training provided by higher education. The quality of higher education lies in teacher quality, curricula modification according to the need of stake holders. A centralized committee cannot alter the currant education system from the root level. An education system without much competition, impart for the self-realization of its learners with development of attitudes to live with dignity, truth and wisdom is the need of the hour. To achieve these perspectives right curriculum should be taught in right way. Technology should not be a fashion and passion but it should be assistant and innovation. The curriculum most of the universities provide lack application and interest .A combination of science and humanities can cater the interest of its students.
Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 for general category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry.

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

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Education: Globalization and Glocalization

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Abstract

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

Introduction

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

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

Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. As a direct impact of globalization education system promoted science and technology. Diversified curriculum structure is accepted and multi disciplinary approach is now in demand. In the era of globalization 'change' becomes permanent feature of human civilization.
There is a need of review and transform both the professional preparation of teachers and their in-service training. The attitude of the teacher should be liberal. He should have a wide knowledge and interest in the new techniques of teaching. He should be capable of developing the spirit of world citizenship among his student.

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

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

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

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

Globalization affected education affected education system negatively too. Foreign universities and their courses are favoured by students rather than Indian universities and their courses. The uncontrolled privatization of education may affect equity, quality and social relevance. Transparency is gradually lost and commercialization gets established. The theory of ‘survival of the fittest’ may give to money power and various kinds of social evils. Craze for English medium schools increased. The cost of higher education goes beyond the fiscal capacity of the average and the poor people. There is no scope for value education and social interaction. Knowledge centered education turned towards market centered education. Materialistic attitude developed fast, people from ‘Knowledge-ware’, ‘Skill-ware’ and ‘Soft-ware’ turned towards ‘cash-ware’ Globalization gave much importance to computers and dislodged teachers. Professional courses like medicine, engineering, management are preferred and study of languages, Literature social science is neglected. In encouraged quantity of education but discouraged quality of education. Skills became dominant and values lost importance. It transforms educational institutions into profit generating institutions education has become a commercial product which is being sold and bought for profit. Problems like brain-drain became major, social, cultural and moral values endangered.
At this outset we have to define the term ‘Glocalization.’ It is a process and combination of globalization and localization. According to Robertson, glocalization means the simultaneity the co-presence of both universalizing and particularizing tendencies. The world widespread of McDonald’s restaurants is a commonly cited example of glocalization, especially since the restaurant’s menu is often customized to suit local tastes.

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

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

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Role Of Ict In Higher Education

Mrs. Rasal Madhuri Prakash

Abstract

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

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

Information Communication Technology :

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

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

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

Role Of Ict In Higher Education:

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

1. Use advance technology in teaching and learning
2. Engage and motivate the learner.
3. Provide opportunities to the learners to learn in alternative ways this is possible because ICT uses a wide range of information and techniques to support the critical thinking.

4. Allow the learner to identify and select the most useful sources of information.

5. Enable the learner to review, refine, redraft and modify work in progress.

6. Help the learner to refill their performance and presenting more effectively.

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

Role Of Ict In Languages:

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

Role Of Ict In Social Studies:

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

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

In economics ICT provides software like virtual Stock Market to trading skills. ICT develops analytical and critical thinking computers help with data interpretation skills. Some economic
concepts that are difficult to teach through lectures and discussion can be easily taught by visualization and animation in ICT packages such as WinEcon.

**Ict In Arts**

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

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

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

**Necessity Of Ict:**

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

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

**Implications Of Ict In Education:**

Learning about ICT and ICT-enabled learning have become imperative this information based connected society. ICT offers convenient tools for education and thus promoted self-learning (ie. Learning any time, anywhere) and lifelong- learning (learning, updates one’s skill and acquiring new skills at any age) to remain up to date and socially useful. ICT can make learning faster, collaborative
and interesting. The use of ICT in classroom teaching can expose the students to a world of information through the internet, and to the research scientist and best teacher from around the world.

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

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

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

**Advantages Of Ict:**

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

1. **Expanding Educational Opportunities**

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

2. **Increasing Efficiency**

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

3. **Enhancing Quality Of Learning And Teaching**

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

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

5. Improving Policy Planning And Management

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

Conclusions:

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

References

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

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Abstract:

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

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

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

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

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

3. New Pedagogical Approach of Games for Mathematical Learning:
A teacher can use the following games:
1. Counting Picture Activity
2. Addiction and Subtraction Soccer Game
3. One Digit Addition Game
4. One Digit Plus Two Digit Addition Games
5. Roboclock
6. Evy and Ody
7. Algebra Foods
8. Algebra Coins
9. Maths Car
10. Telling Time
11. Count The Ship
12. More or Less
3. Advantages of Games for Mathematical Learning:

The above mentioned games can enhance Mathematical learning drastically.

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

4. Conclusion:

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

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

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Abstract

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

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

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

1. Introduction:

“All of the top achievers I know are life-long learners…… looking for new skills, insights, and ideas. If they’re not learning; there is not growing…… not moving towards excellence.”

(Denis Waitley)

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

2. Integration of language, communication skills and Technology:

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

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

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

English is the global language in the era of globalization internet and ICT. People are now living in the global village and English will serve them to express, share their feelings and ideas.
with one another. Listening, speaking, reading and writing are the basic skills in English. Anyone who can get command over these skills would be an effective communicator in this competitive World.

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

3. Significance of Basic skills in English communication:

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

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

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

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

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

4. Softwares for English Communication Skills:

1. **English Grammar in Use**: The Cambridge University Press published book and a CD Rom named English Grammar in Use. It is a useful book to develop not only grammar skills but also communicative skills in English. The CD Rom is a software which we can install in our PC, Lappie or in Tab. and use it to enhance our communicative skills.
2. **BBIL: Teach Yourself Spoken English**: This software is useful to develop general English vocabulary, basic grammar, pronunciation, conversations etc. It is in Audio-Video form. The conversations consist business, general, social, relationships, shopping, emergencies, polite expressions, etc. This software has different quizzes and key answers to check our progress in basic skills in English Communication.
3. **Learn English Software**: We can purchase Learn English software to help us master the tongue. It teaches us basics such as the alphabet, simple grammar, and common English vocabulary, as well as more difficult
lessons such as verb forms, conjugation, complex grammar and written exercises. Many applications are interactive with audio, video and recording functionality, to help us practice pronunciation.

5. **EyeSpeak English:**

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

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

**Conclusion:**

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

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Global Citizenship Education: Need, Values, Rights And Responsibilities

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Introduction

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

Meaning of Global Citizen :- According to Hannah Arendt” Global Citizen means an ethic of care for the world.”

The following points make it clear meaning of Global Citizen.

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

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

Need of Global Citizenship Education:-”Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them” Jerome S Bruner

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

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

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

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

What does it look like in the classroom?

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

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

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

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

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

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

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

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

By Ron Israel, Director, The Global Citizens’ Initiative

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

Global Citizenship Values

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

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

Global Citizenship Rights

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

Global Citizenship Responsibilities:

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

1. Responsibility to understand one’s own perspective and the perspectives of others on global issues.
2. Responsibility to respect the principle of cultural diversity: The multiple perspectives that exist with most global issues often are a reflection of different cultural belief systems.
3. Responsibility to make connections and build relationships with people from other countries and cultures. Global citizens need to reach out and build relationships with people from other countries and cultures.
4. Responsibility to understand the ways in which the peoples and countries of the world are inter-connected and inter-dependent: Global citizens have the responsibility to understand the many ways in which their lives are inter-connected with people and countries in different parts of the world.

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

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

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

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

**Conclusion**

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

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Skill Development: Need, Challenges, And Measures

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Introduction

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

Present Status

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

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

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

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

Skills Education Improving Access

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

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

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

2. **Quality:** Quality of delivery, instruction, and output hence mars productivity resulting in on the job losses for the industry, slowing down the economic activity sometime derailing the growth engine.
3. **Access**: India has a very large geographical spread, difficult terrain and varying social economic conditions which make implementation of standardized, quality control skill instruction a huge challenge. Learners often have no access to training programs due to the inability to pay fees or entry barriers to training.

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

**Barriers to access**

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

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

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

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

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

**Measures for Skills Development**

The following measures may be adopted from a policy perspective:

- Introducing special mechanisms in the delivery of training to increase participation by women, including mobile training units, extension schemes, and in-plant training;
- Monitoring progress in increasing the participation and integration of women in training and employment and holding training institutions accountable for equitable intake of women;
- Significantly expanding training provisions for rural poor, youth, and vulnerable groups in rural areas. This could be achieved through greater equitable integration into existing institutions, structures and facilities;
- Promoting training in non-traditional fields for women through the establishment of specific training programmes and pilot support schemes; training programmes for women and rural poor could include personal development and ‘life skills’ training modules and literacy training;
- Increasing the pool of women trainers and provide certification for training;
- Designing targeted interventions to address vulnerable groups such as people with disabilities, to increase their economic empowerment;
• Combining income skills training with provision of technical inputs, credit and supplies, careful selection of students that are capable of using the supplies and providing continuous support and mentoring schemes;
• Introducing more work-based learning and linking trainees with mentors/masters to gain experience of a specific trade; integrating business, self-employment and entrepreneurial concepts into training activities, especially in follow-up phases, and search for trainers with relevant backgrounds and familiarity with both the formal and informal sector.

Conclusion

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

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Higher Education in India: Issues and Challenges in 21st Century

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

Former Prime Minister, Dr. Manmohan Singh.

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

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

Issues and Challenges of Higher Education:

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

Lack of Quality
Quality of HE depends upon many factors. Quality of teachers and their falling standards of teaching, falling standards of research, defective and obsolete curriculum, poor infrastructural facilities in the colleges and universities, defective evaluation system, admission of those students who neither have right attitude nor talent to pursue HE are some of the major issues that adversely affect the quality of HE in India.
Quality and excellence is the keyword today and great concerns are being paid for improving HE in all over world. Quality cannot be developed overnight. Quality is not a destination; it is a continuous journey which needs a smart planning and transparency in its implementation with great care and dedication. Although Govt. of India has made significant steps forward to develop and promote the quality in HE through its apex bodies like UGC, NAAC, AICTE, NCTE etc., but still we have many miles to go.

**Obsolete Curriculum and Evaluation System**

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

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

**Lack of Quality Research**

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

**Ill-equipped and Low Quality Institutions**

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

**Lack of Employability**

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

**Outdated Teaching- Learning Practices**

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

**Problem of Finance**

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

**Suggestions**

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

- The government should establish the required number of universities and colleges to meet the growing needs and to achieve the target of GER i.e. 30 per cent up to 2020. Open universities will work more because it provides an opportunity to the learner to pursue their education with his own comfort.
- In order to maintain and improve the quality of HE, IQAC should be strengthen in colleges and universities. Vacant posts of faculties should be filled up immediately. Apply a rigorous procedure for recruiting the faculties having right attitude and talent.
- Have an excellent planning and fix the accountability of the institutions for its better implementation. Take a periodic review to know the shortcomings in implementation so that corrective measures can be taken at right time.
- Introduce the need based courses and update the curriculum regularly. The curriculum should be job-oriented. Lessen the reliance on paper-pencil type of examination. Adopt the new techniques of evaluation such as activity based, open book examinations etc.
• Give more funds for Research and Development. NET scholarship should be started again and college teachers should also be allowed to guide the research students at Ph.D. level. It should be made compulsory for all the teachers to conduct research in their area of specialization.
• Create quality infrastructure and learning resources. Early identification of low quality institutions that indulge in money making process is a must. Cancel the license of such institutions.
• Government should give the highest priority to education so far as allotment of finance is concerned and spend more on education.
• More attention should be paid to the learner. He should be trained in academic as well as soft skills. Learner is the product of education system. For achieving the extreme goal, our product should be of best quality.
• Start a training programme for the teachers in HE. It will enhance the quality of teaching, learning, and evaluation.
• Academic and administrative audit should be conducted once in two or three years by external experts for ensuring quality in all aspects of academic activities.

**Conclusion**

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

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

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Use Of Assistive Technology For The Differently Abled Students

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Introduction

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

Definitions and meaning of key words

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

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

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

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

Differently abled students

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

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

Assistive technology tools for differently abled students

Text to Speech Assistive Tools

This kind of assistive technology helps students with visual impairments by allowing them to listen to the text that appears on a computer screen. This is a huge improvement over Braille because once the program is installed on the computer; it can read anything on the screen, no matter what format it is in (e.g. pdf or website) with no waiting for a Braille translation. This enables students to participate in online activities, use email and text, and have immediate access to course materials.
Graphic organizers: Graphic organizers can be effective in helping students to organize their thought during the writing process. Graphic organizers can be a strong choice for students with dysgraphia or disorders of written expressions.

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

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

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

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

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

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

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

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

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

Software's for visually impairment

JAMS - (Job Access with speech) - After installation of JAMS, the user can listen the commands via use of headset and navigate the computer with any assistance.
Talking Typing Teacher - It helps the students to learning typing skill on the keyboard.

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

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

Benefits of assistive technology in education

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

Conclusion

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

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Skill development initiatives through Education

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Abstract:

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

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

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

Introduction:

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

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

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

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

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

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

The objective of the policy is to expand on outreach, equity and access of education and training, which it has aimed to fulfill by establishing several industrial training institutes (ITIs),
vocational schools, technical schools, polytechnics and professional colleges to facilitate adult learning, apprenticeships, sector-specific skill development, e-learning, training for self employment and other forms of training.

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

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

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

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

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

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

  The Ministry of Human Resource and Development is associated with conventional education system. Primary Education, Secondary Education, Higher Secondary and Higher education sector is regulated by this ministry. Industry oriented training and education is supervised by the Ministry of Labor and Employment. Industrial Training Institute and other vocational education programs are maintained under the ambit of this ministry. Additionally, a
number of commissions and agencies such as AICTE, UGC are dedicated for higher education in the country.

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

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

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

- **National Skill Development Coordination Board**

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

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

- There is massive scope of development in Education sector of India. Although a number of institutes are successful to be among top 100 in global ranking, deficiency is quite apparent. India should focus on a holistic approach to hone the human resource of the nation, by
implementing better solutions to reach out to thousands of villages in rural landscape. Leveraging private sector is beneficial since a competitive sense to provide service is inductive in this domain. This helps in propagating effective and innovative ways to educate the deprived section bringing in more effectual as well as pervasive national development.

**Key features of the National Skill Development policy**

**Scope:** The skill development policy includes:

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

**Message from President of India**

President Pranab Mukherjee emphasized the need for improving quality of education, skill development and creating adequate employment opportunities, at the inaugural session of the 98th annual conference of the Indian Economic Association (IEA) In his address, he said that the country has a critical role in complying with the recent Paris declaration by attaining socially-just and environmentally sustainable livelihood as part of its commitment to the cause of environment. Stating that India had been the world leader in education in the ancient past between the 6th Century BC and 12th Century AD with universities such as Takshila and Nalanda, President Mukherjee said that those days were only a thing of the past.

“It is a matter of concern that none of the 700 universities of the country including 44 central varsities, 30 NITs, 16 IITs and several IIMs have made it to the top 200 global learning centres,” he observed.

However, he noted that after concerted efforts and policy interventions two of the institutions – Indian Institute of Science Bangalore and IIT Delhi had broken that dismal scenario and made it to the top 200 global varsities in September this year.

He said the need of the hour was to focus not only on education but also on the quality of education in terms of accessibility on one hand and privatisation and globalisation of higher education on the other.

“It is from the same education system we have Sundar Pichai and Satya Nadella heading top global companies,” he reminded stating that today’s youth would not wait for opportunities but create them. The number of start-ups and their turnover were clear indicators in that direction, he pointed out.

On the Indian economy, he said it had shown resilience by withstanding the US financial and Euro zone crisis with minimal economic downturn. “With its intrinsic strength the country’s economy had also succeeded in creating new jobs during that global recession”, he said.

Recollecting his association with IEA when he was in the government and outside, President Mukherjee said it had been playing an important role in shaping the country’s economic administration and policy formulation.
Conclusion:

The development of skills for 500 million Indians in less than 10 years is not only a matter of national urgency; it is astounding in its scale. Thus far, the development of skills has been driven by the requirements of the market; while much progress has been made with considerable help from the private sector, it is a travesty that little has been done to understand the needs of the learners, who are at the heart of the skills development mission.

The perspective of the learner regarding skills and vocational training is little known; at the same time the judgment of learners is clouded by the challenges of survival. There could be a plethora of opportunities for skilled people, but there is much resistance when it comes to carving a career path outside of conventional education. Hence, a situation has been created where opportunities are available in terms of jobs and training, but, the end users and clients are often unaware of them, or not motivated because the choices offered are not the traditionally accepted ones. It is important to explore the relevance of the national skills action plan from the point of view of the end user – the Learner. It is also critical that expectations of learners are calibrated so that vocational training is considered respectable and the dignity of labour is restored.

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A Study Of The Role And Problems Of Primary Level Teachers In Teaching English Subject

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Abstract
This study is focused on the problems of teaching English subject at primary level. What are the roles and which teachers always follow their roles and responsibilities for teaching English in primary school are underlined in this research. The survey method was used. 30 teachers in 10 schools were chosen the sample for the study and drawn the conclusions. This research is helpful for knowing the present situation of English language teaching at primary level.

Introduction
English is a second language subject at primary level. Students are new for learning this subject. So that there is need of various activities, teaching methods and programs should conduct in primary school. Conducting these activities is a very important role of English subject teachers. This specific purpose the researcher select this topic and done the research at M.Ed. level.

The teacher must be aware that all classes have common needs. Furthermore, the teacher must find a balance between controlling the classroom and facilitating these needs. The basic role of an English language teacher is one of facilitator. This can mean being patient and living with silence as students collect their thoughts before speaking. Ten Roles for English Teacher at primary level as follows:

1. Resource Provider
2. Instructional Specialist
3. Curriculum Specialist
4. Classroom Supporter
5. Learning Facilitator
6. Mentor
7. School Leader
8. Data Coach
9. Catalyst for Change
10. Learner

This specific study is focused on the role of English subject teachers in teaching at primary level. It also focused on the problems of English subject teachers at primary schools. The researcher was chosen this topic and conducted survey for the study.

Reviews of Related Research

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The reviews of related research that most be studies focused on learning process generally. The tools like checklist, questionnaire, and achievement test and interviews were used. Mostly survey method was used to collect the data. Most of the studies adopted random sampling method and the samples selected were the school students, school teachers, parents, etc. Mostly percentage was the statistical analysis used in the studies reviewed.

**Objectives of the Study**
1. To study the present situation of teaching English subject at primary level.
2. To study the role of teachers in teaching English subject at primary level.
3. To study the problems of the teachers in teaching English subject at primary level.
4. To suggest the recommendations for teaching in English subject at primary level.

**Assumptions of the Study**
1. English is a second language included in primary level education.
2. Teachers faced the problems in teaching English subject at primary level.
3. Teachers played the major role in the foundation of English language at primary level.

**Scope of the Study**
1. The present study is related to Umbraj city from that Karad Tahlil.
2. The present study is related to the Problems of lower Primary level teachers in teaching English subject.
3. The present study is related to the role of English teachers in teaching for students of lower primary level.

**Limitations of the Study**
1. The present study is limited only for Umbraj city from those English teachers.
2. The present study is limited only English subject at primary level.
3. The present study is limited only for academic year 2014-2015.

**Research Methodology:** The present study is adopted a survey Research Method.

**Research Design:** The present study is a descriptive, and survey method is used for collection of data. Hence descriptive type research design is used.

**Sampling Design**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Steps of Sampling</th>
<th>Population</th>
<th>Sample Size</th>
<th>Sampling Technique</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>English Teachers</td>
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<td>30</td>
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</table>
Data Collection

<table>
<thead>
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<th>Sr. No.</th>
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<th>Research Tools</th>
<th>Responder</th>
<th>Nature of the Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To study the present situation of teaching English subject at primary level.</td>
<td>Questionnaire</td>
<td>Teachers</td>
<td>Reseacher Made</td>
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<td>2.</td>
<td>To study the role of teachers in teaching English subject at primary level.</td>
<td>Questionnaire</td>
<td>Teachers</td>
<td>Reseacher Made</td>
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<tr>
<td>3.</td>
<td>To study the problems of the teachers in teaching English subject at primary level.</td>
<td>Observation</td>
<td>Teachers</td>
<td>Reseacher Made</td>
</tr>
<tr>
<td>4.</td>
<td>To suggest the recommendations for teaching in English subject at primary level.</td>
<td>Questionnaire</td>
<td>Teachers</td>
<td>Reseacher Made</td>
</tr>
</tbody>
</table>

Data Analysis: The collected data was analyzed quantitatively by using percentage, and interpreted and the results drawn & presented in the tables, and graphs.

Conclusions of the Study

Conclusions have been drawn from the findings of the study keeping in mind the objectives of the study. The conclusions drawn from the findings of this study are as follows:

1. Maximum Teachers faced to various difficulties in teaching English subject in their primary school.
2. Many teachers able to talk in English language in teaching English subject in their primary school.
3. Maximum teachers are aware of their roles and responsibilities in teaching English subject in their primary school.
4. Maximum teachers are used various teaching methods in teaching English subject in their primary school.
5. Many teachers are followed various grammar rules in teaching English subject in their primary school.
6. There is need of various facilities for teachers to follow their roles and responsibilities about teaching English more effective.
7. There is need of guidance and various programs for students for their effective learning in English subject.
8. Many teachers used to plan their English subject lesson very carefully.
9. Few teachers always contact their English teacher association for their problems related to English teaching.
10. Few teachers created their English teachers WhatsApp group and they always active on this and discuss about innovations in English teaching.

Recommendations

Based on the findings and conclusions of the study following recommendations are suggested.

1. Schools should organize special teachers training, special guidance program for teachers teaching in English subject.
2. Schools should provide some extra books, Internet, teaching aids facility for teachers for the purpose of effective teaching of English Subject.
3. Teachers should use all the facilities provided by their schools.
4. Teachers should use all the references and sources for their teaching.
5. Teachers should discuss their knowledge about their English subject teachers in group.
6. Teachers should create their groups for discussion of problems in teaching English.

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DEVELOPMENT AND IMPLEMENTATION OF RESOURCE MANAGEMENT SYSTEM FOR SEAMLESS MANAGEMENT OF COLLEGE RESOURCES

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KOLHAPUR

Abstract

Around the beginning of the twentieth century, as colleges grew from one-room college houses into a college with multiple grades and classrooms, the need arose for someone to manage these more complex organizations. This need was filled initially by teachers, who continued to teach while also dealing with their school's management needs. These teachers were called principal teachers. As colleges continued to grow, principal teachers became full-time administrators in most colleges. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall colleges' management was the primary role principals played until the early 1980s. As the accountability movement gained momentum, the role of the principal changed from college manager to colleges instructional leader and then to the college reform leader. With this shift in role focus, principals retained their management roles. Principals currently play multiple roles: college manager, instructional leader, and the leader of reform. The project discussed here is a Resource Management System for educational institutes. The work aimed to implement a user-friendly database management system to manage the resources of an educational institution. The software is interactive and requires no previous knowledge and very little training for the operator.

Computers are now affecting every sphere of human activity and bringing about changes in industry, education, scientific research, accounting, shopping and even in arts like music and painting. The areas of application of computers are confined only by limitations on human creativity and imagination. In fact, any task that can be carried out systematically, using a step-by-step method can be performed by a computer with more efficiency and accuracy.

This software is to manage the resources in the institution and thereby implement the automation of its resources wherever possible. It is a resource management system that provides information related to resources available in the institution like students, staff, departments, labs and the upcoming modules interfaces are provided. This is expected to increase the efficiency of educational resource administration.

The tedious and time consuming task of searching for the information in the hard copies of files kept in the office room can be avoided. The reports can be printed directly which makes it flexible to use. As we all know the digital media is more efficient and safe to use these days. And it is high time we switch from pen and paper system to IT solutions. This is a perfect fit for what any institution will be looking for.

This product is intended to be used by students, teaching staff, non teaching staffs, principal, parents etc. Various classes of users are to be defined based on the privileges granted by the administrator for that particular class.

The super body controlling the whole program is the administrator who will have full access to all the database entries and will be able to change even the entries in the master table which form the basis of the software.
Next comes the Management/principal class who will have the right to add any user to any particular class except as administrator and principal itself, and is given right to access all other areas of database except master tables. He is also given privilege to edit his own profile.

Staffs will be given privilege to edit their profile and teaching staffs can enter marks for the particular group of students he is dealing with. If the staff is a tutor he/she should be able add more users to student class to the batch which he is the tutor.

**Objectives**

- The creation and implementation of a shared school vision.
- The nurturing and sustaining of a culture and instructional program conducive to learning and staff development.
- The ensuring of the management of school operations to produce a safe and effective learning environment.
- The collaboration with families and the diverse communities.
- The promotion of integrity, fairness, and ethical behavior.
- The interaction with larger political, social, legal, and cultural contexts of schooling.

**Significance of the project**

This era is dominated by people who want information as handy as required. To be on the top of the game for anyone having the right information is critical, be it individual or an organization. For an organization like an educational institute where there are 1000’s of students who come and leave year after year, proper documentation of information is very important. Manual tracking of such information is out of question and having a system to support this is of utmost importance at this point of time. A system like this will not only help the college administration but also the staff, students and parents by giving the access to the right information at the click of a button. This will increase the effectiveness of communication between various parties seamless and puts the organization in good light.

**Methodology**

- Identifying domain
- Conversion of data into various language code
- Preparation of programme
- Installation of Programme
- Services

**Tools**

Utilize the existing IT infrastructure to deploy the new resource management system. The development tools (mentioned below) used are open sourced and doesn’t incur any additional cost.

- Programming language – PHP
- Scripting – AJAX
- Database – MYSQL
- OS - Linux/Windows
Web server – Apache

Research on Administration

Research has consistently shown that Administrators play a significant role in school reform efforts. As the accountability movement gained momentum during the 1980s and 1990s, research on school effectiveness, generally referred to as effective schools research, and focused on principals and their role. These studies consistently found that the principal was the key to run an effective school. Research found that the unique position principals hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in powerful position to coordinate the entire school operation and move it forward. The research further revealed that the most effective principals had a clear vision of how the school could serve its students, had aligned resources and priorities with the vision, and could engage other key players, within and outside the school, in achieving the goals embedded in the vision.

Other studies have supported the key role principal’s play in their institution’s success and point to other leader characteristics as critical to the principal’s success. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, excellent interpersonal communication and common sense. As society grows more diverse, researchers are beginning to look into the principal’s role in leading institution with various streams that are increasingly diverse.

Conclusion

Research on the leadership focused on the changing role of leaders in a changing society. Thus far, research has shown the principal to be a key to a successful transition into an institution that will adequately prepare students. As society continues to change and technological advances change the tools available for teaching, the role of the principal will likely change. Vouchers, charter schools, and technology have the potential to change schooling in fundamental ways. As these changes take place, the role of the principal will also change. The principal of an online school will function in very different ways than the principal of a traditional school & it will prove to be a boon for it.

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Different approaches focused on aspects of Behavioral, emotional & Social Difficulties

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Introduction:-

The importance of examining different perspectives in relation to BESD is emphasized by the fact that aspects BESD can be understood and approached from these different viewpoints. A systems approach focusing on the family tends to see adolescent aggression as relating to family disorganization with vague and ineffective boundaries and lax routines. The communications within the family may be confusing and lacking empathy and problems would tend to be ‘solved’ through coercion. Where both school and family systems are considered, conduct disorders would be additionally seen in a school context in which the pupil is likely not to be achieving well. Intervention might include family therapy; a cognitive- behavioral view would focus on cognitive deficits and distortions such as attributing hostile intent to people in neutral situations and poor problem-solving skills. Interventions would include training in problem-solving skills. From a behavioral point of view, contributing factors would be seen as antisocial behavior being modeled on poor exemplars, such as inconsistently harshly punitive parents and aggressive siblings or other peers. Retraining would be indicated as well as parent training in behavior management. Psychodynamic explanations might look to poor super ego functioning and insecure attachments in early childhood. It is likely that the appropriate intervention would be considered to be psychotherapy.

Age and cognitive development

Some interventions are intended for pupils of a particular age, such as nurture groups, which are suitable for very young children as an early intervention, and play therapy, which also tends to be used with young children. On the other hand, monitoring one’s behavior as an intervention for pupils with ADHD is likely to be more effective for older pupils having some understanding of the purpose of self-monitoring. Some interventions assume a level of cognitive development that is age typical. Psychotherapeutic interventions that are predominantly verbal assume the child to be sufficiently articulate to communicate with the therapist and to respond to mainly verbally conveyed interventions. Other psychotherapeutic interventions do not depend so much on the child having an age-typical level of cognitive development. Play therapy and music therapy are examples, although, of course, they are also used with children whose cognitive development is typical of their chronological age.

1) A systems Approach

A system approach is not synonymous with having effective management and accountability systems that operate at LEA and school levels. Rather, a systems perspective concerns viewing behavior in relation to the contexts in which it occurs. The term Eco systemic perspective is often currently used in relation to system approaches. Based on systems theory and family therapy, the Eco systemic perspective is an interactional approach covering similar ground. A system view refers to an approach that looks to systems in the family and the school to inform approaches to pupils that might in other approaches be considered to have BESD.
The School in a systems approach

Systems approaches reflect a view of individual behavior which takes account of the context in which it occurs. A systems view may be distinguished from a linear model, which seeks a rational to explain the apparent cause and effects of behavior. The systems perspectives regard behavior as existing within a context, indicating an interactional and holistic view of behavior rather than an individual one. The idea of circular causality is used to suggest that sequences of interactions contribute to the continuation of a problem. In this light, it becomes more relevant to ask how a problem occurs than to ask why it happens. If someone chooses to punctuate the circle of interaction by focusing on a point in the cycle this can give the impression of a linear cause and effect, which may puncture the circle at the point of a pupil’s perceived rude and unco-operative behavior in class and see the problem as predominantly being within the pupil. The pupil may punctuate the circle at the point of the teacher’s behavior towards him and see the problem as being the teacher’s perceived negative and demeaning attitude. Neither pupil nor teacher is correct in any absolute sense, in part because there is no absolute sense in which behavior is evaluated.

2) Cognitive Approaches

Cognition is a broad concept that relates to how one perceives and interprets events. a) thinking, planning and solving day-to-day problems b) attributing apparent causes to events perhaps taking a view that a certain events was a particular person’s fault or responsibility c)the development of self-perception and self-esteem d) the formation and manifestation of various attitudes. Cognitive approaches place particular emphasis on internal phenomena, such as perception and memory, which one develops from experience and which influence one’s current behavior. Personal awareness of the environment and the ability to respond flexibility to it are considered important as are intuition and insight. The child is seen as an active participant in her learn in- spontaneously activated to explore and learn. In cognitive approach to pupils with BESD, such processes are given careful consideration as a possible explanation for the difficulties, and as ways of dealing with them. For example, if a child or young person constantly thinks of himself as under threat from circumstances that others may cope with routinely, he/she likely to become anxious. Should it prove possible to help the pupil deal with this anxiety, this might help him face threatening situations and cope to perceive and interpret events, then being enabled to do so differently might lead to a reduction in the BESD.

Negative thought patterns might have been initially related to events when the child was really threatened but have continued and become ingrained so that they persist even when no real threat exists. More general negative perception of day-to-day occurrences such as interactions at school might similarly have been related to specific genuinely unpleasant events or unkindness, but again these may have become inappropriately entrenched as ways of receiving and responding to school.

3) Behavioural Approach

Many behavioural approaches derive from learning theory e.g. skinner, 1968 and cognitive meditational accounts of behavioural change e.g. 1974; Bandura, 1969. Behavior modification has been used with pupils having different SEN, including children with severe learning difficulties, as well as with pupils with BESD. It is used as an aspect of teaching techniques, for example in precision teaching where techniques such as chaining, shaping, fading and prompting may be used e.g. Farrell, 2003. Behavioural therapy has been described as the application of the technique, methods, principles and assumptions of modern behavior theory and science to human problems. Behavioural approaches emphasize what is observable rather than what might possibly erroneously be assumed to be the pupil’s thoughts, motivations and attitudes; although in modern behavioural
approaches these are not ignored. A pupil with BESD is seen as having learned certain patterns of behavior that are normally unacceptable or considered unhealthy. He may have modeled his behavior on a parent/care taker or another adult or sibling whose behavior was violent, unpredictable and excessively solitary, or in some other way dysfunctional. Parents and other may have inadvertently rewarded his behavior when it was unacceptable, for example by persistently giving in to tantrums. In these and other ways, the pupil has learnt the inappropriate behavior. It follows from this that the behavior can be unlearned or replaced by other behavior that is more acceptable to other people; the various behavioural interventions seek to do this. In reality and in practice behavior including verbal behavior is not usually regarded in such an isolated way and it is accepted that there are thoughts and perceptual and other, loosely called, internal factors that influence behavior, also as far as is practicable the pupil is involved in discussion about his behavior, targets for behavioural change and the evaluation of approaches to encourage acceptable behavior and discourage unwanted behavior.

**Conclusion:**

Teaching and supporting pupils with behavioural, emotional and social difficulties is arguably the most challenging aspect of being a teacher today. Special training & Guidance will provide busy teachers the basic theories surrounding behaviour. These different approaches are 1) cognitive 2) system-based 3) behavioural 4) psychodynamic approaches. Mostly the behavior may be the 1) be withdrawn or isolated 2) be disruptive and disturbing 3) be hyperactive and lacking concentration 4) have immature social skills 5) present challenging behaviours arising from other complex special needs. It is important that the children with whom it is proposed to introduce a new intervention are similar in age, cognitive level for example to those with whom the approach is working successfully? Progress, achievement and attainment will indicate the success of interventions as they indicate the success of education for all children. Achievement is understood in broad terms to include progress in personal, emotional and social development. As approaches are used, the school will continually monitor and evaluate the effect on pupil’s progress, achievement and attainment and refine and improve or change provision accordingly.

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Abstract

Cooperative Learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). Each student can then achieve his or her learning goal if and only if the other group members achieve theirs. The students in each team are responsible not only for learning the material being taught, but also for helping their teammates learn. We need cooperative learning because through it we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what is discussed with others, 80% of what we experience personally, 95% of what we teach someone else. There are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student pairing, while others utilize small groups of four or five students. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments. Each student must demonstrate master of the content being studied.

Key Words: -Cooperative Learning, Elements of Cooperative Learning

Introduction :

Cooperative learning is one of the most effective and widespread and fruitful areas in education. Cooperative learning occurs when many students work together in groups to achieve their shared or common goals. Cooperative learning is based solidly on a variety of theories in sociology, economics, political science, psychology, and other social sciences.

Definition of cooperative Learning :

Students work together in small groups and learn through interaction with each other while the teacher coaches the process.

An instructional arrangement in which small groups or teams of students work together to achieve team success in a manner that promotes the students’ responsibility for their own learning as well as the learning of others (Mercer & Mercer, 2001).

What is Cooperative Learning :

Cooperative Learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams.

The students in each team are responsible not only for learning the material being taught, but also for helping their teammates learn.

Why Cooperative Learning? We Learn :

- 10% of what we read.
- 20% of what we hear.
Cooperative Learning Roles May Include

- Group recorder.
- Materials collector.
- Reporter.
- Final copy scribe.
- Illustrator.
- Timekeeper.
- Cheerleader/ Facilitator.
- Monitor.
- Messenger.

Elements:
Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the 5 basic and essential elements to cooperative learning:

1. Positive interdependence:
- Students must fully participate and put forth effort within their group.
- Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group.

2. Face-to-Face Promote Interaction:
- Member promotes each other's success.
- Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

3. Individual and Group Accountability:
- Each student must demonstrate master of the content being studied.
- Each student is accountable for their learning and work, therefore eliminating "social loafing."

4. Social Skills:
- Social skills that must be taught in order for successful cooperative learning to occur.
- Skills include effective communication, interpersonal and group skills.
  i. Leadership.
  ii. Decision-making.
  iii. Trust-building.
  iv. Communication.
  v. Conflict-management skills.

5. Group Processing:
- Every so often groups must assess their effectiveness and decide how it can be improved.
- In order for student achievement to improve considerably, two characteristics must be present a) Students are working towards a group goal or recognition and b) success is reliant on each individual’s learning.
a.) When designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal.

b.) Positive Interdependence among students in the task. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.

**Additional Benefits of Cooperative Learning...**
- Students take responsibility for their own learning.
- Students translate “teacher talk” into “student speaks” for their peers.
- Students engage in “cognitive collaboration.” They must organize their thoughts to explain ideas to classmates.
- Students have FUN learning.
- Students’ social nature is used to their advantage.

**Conclusion:**
Cooperative learning if implemented in an effective way can thus be said to obtain high or better positive results in teaching learning process. Learning can be also be very effective and interesting, students will enjoy attending classes, and they will start respecting and giving value to the contributions of their fellow classmates. Cooperative learning can also be useful in giving the students a social support to handle difficult tasks that are impossible to complete alone. Finally it can be said that cooperative learning can help in making learning fun, enjoyable effective and interesting.

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Philosophical and Pedagogical Perspective of Peace Education in Teacher Education curriculum

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Abstract:
This paper explains philosophical and pedagogical perspectives of peace education in teacher education curriculum. This paper also suggests measures for improvement in practice teaching, various activities and practical’s related to various subjects. As a result of this, the present teacher training programme will play a significant role for inculcating peace education in teacher educators, as well as students also.

- Philosophy of Peace education
  The philosophy of peace education can be defined, most simply as the elaboration of reasons why we ought to be committed to peace education. A philosophy of peace education is more than a personal statement of the importance of peace education.

- Reasons for Philosophy of Peace Education
  The reasons for developing a philosophy of peace education are, at one level, similar to the reasons for developing a philosophy for any educational activity.
  There is a special reason for articulating an educational philosophy with regard to peace education, peace education is often prone to accusations of political correctness or constituting a form of indoctrination, then a well developed philosophy of peace education is one way of countering this accusation. In developing a philosophy of peace education, we are arguably engaging in an apologetics of peace education and subtly also an apologetics of peace.

- The Expansive Nature of a Philosophy of Peace Education

One of the central problems for articulating a philosophy of peace education, in much the same way that the definition of peace is a problem for peace research working from Galtungian theory, peace is now generally taken to include direct peace, structural peace and cultural peace. So too, peace education may taken to include development education, future education, education for international understanding human rights education, inclusive education and environmental education. One problem which flows from this is whether a philosophy of peace education ought to constitute a philosophy of the expansive understanding of peace education and it so, how ought the definitional boundaries be drawn.

In some respects, peace education is a form of peace advocacy. This expanded notice of the philosophy of peace education is not something we ought necessarily to feel uneasy about the leading figure of modern educational philosophy. John Dewey, famously quoted philosophy with
the philosophy of educational suggesting that philosophy may be described as a general theory of education and that philosophy substantially originated in response to educational questions.

- **Practice teaching:**
  
  Opportunity to practice teaching in school offers the trainees a platform where they can play the theoretical knowledge they have acquired, and develop the needed competences of an effective teacher. In the class they see the age level characteristics come alive, their own success or failure to communicate the content to the learners, the ease with which they can arouse the motivation of their students to learn, their own skills, competencies and confidence which are developed in the process, etc. This is the time when they not only experiment with their own beliefs about teaching but also learn new things from peers and other good and bad teaching happening in the school.

  Once their confidence is built and the rapport with the learners is established trainees can be asked to work on peace education. They can:

  - Identify peace related messages in what they plan to teach and emphasize these while teaching.
  - Look for any conflicts among students in the class and help them to resolve.
  - Organize peace related activities along with their students for school assembly.
  - Prepare posters with peace messages and put these up in the classroom and or at various spots in the school.
  - Teach children songs with peace content involve them in skit and make a presentation before everyone in the school.
  - Have a wall magazine in the class and trainees as well as students can contribute peace related poems, essays, articles, stories and important information.

  - **Trainees can also experiment with some strategies to develop self esteem in the students some of these could be :**
    
    1) Appreciate any good work done by students.
    2) Praise the efforts in studies.
    3) Praise the efforts in handling responsibility.
    4) Praise the efforts in taking initiatives.
    5) Praise the efforts in keeping the classroom clean.
    6) Praise the efforts in protecting school property.
    7) Praise the efforts in diffusing conflicts.
    8) Display good work of students on board.
    9) Encourage students to share their peace efforts in school or outside.
    10) Praise their efforts to keep their books and notebooks in good shape.

  Needless to say that while doing all this, the trainees will get an opportunity to sharpen their own skills in organizing and managing, and also get familiar with the freedom and limitations they will have as a teacher in the school system.

- **The teacher training programme has two major aspects in its curriculum**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practicals</th>
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<tbody>
<tr>
<td>Philosophy and Sociology of education</td>
<td>1) Practice teaching</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>2) Co-curricular activities</td>
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<td>Methodology of teaching</td>
<td>3) Visual arts.</td>
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<td>4) Tutorials experience</td>
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From various theoretical subjects, we can organize various activities related to peace education for example—Educational Psychology—a case study of children who disrupts peace.

Educational Philosophy—Reading biographies of eminent persons.

**Practicals:**

Practicals in teacher training programme can also offer a lot of scope to trainees to try their hand at peace education.

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<thead>
<tr>
<th>Practical</th>
<th>Promotion of Peace education</th>
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| 1) Tutorials, seminars, assignments, presentations | - Provide time to share.  
- Promote one to one interaction between student and teacher.  
- Utilization of time in sorting out problems.  
- Discuss new ideas related to activities of the training programme.  
- Involve small group situations.  
- Trainers can use the occasion to plan group activities.  
- Learn to share, cooperate, work as a team and help each other. |
| 2) Visual education programme | - Helps to sharpen the skills in developing and using support material for peace education. |
| 3) Work experience | - Provide opportunity to identify peace messages matching strategies to put them across and time for needed preparation |
| 4) Co-curricular activities | - To rediscover trainees themselves  
- Suddenly come face to face with talents which they never thought they had.  
- Compulsory nature of participation in these programme enables them to not only discover but also polish their hidden talents and gain the needed confidence.  
- Inculcating the Olympic motto ‘Not to win but to participate’ can substantially change the mind set to peace orientation. |
| 5) Working with community | - Helps trainees to understand why and how they need to involve themselves and keep a close touch with the community.  
- Social commitment enhancement. |

We must however, mention that integrating peace education into different subjects and activities in the teacher training programme is a creative process. The teacher educators are encouraged to modify and develop other methods and means of integrating peace education in teacher education curriculum.

The importance of peace education in the school and teacher education programmes cannot be over emphasized, particularly at a time when the world is facing its worst crisis. Hence peace education has to be carefully planned and executed.
The National skill development corporation, (NSDC) is a one of its kind, public private Partnership (PPP) in India, under the Ministry of skill development and Entrepreneurship. It aims to promote skill development by catalyzing creation of large, quality, for profit vocational institutions.

NSDC provides funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships NSDC acts as a catalyst in skill development by providing Funding to enterprises, companies and organizations that provide skill training.

- **Partnerships:**
  
  NSDC operates through partnership with multiple stakeholders in catalyzing and evolving the skilling ecosystem.

- **Private Sector:**
  
  Areas of Partnerships include awareness building, capacity creation, loan financing, creation and operations of sector skill Councils, assessment leading to certification, employment generation, corporate social Responsibility, world skills competitions and participation special Initiatives like udaan focused on J & K.

- **International Engagement:**
  
  Investments, technical assistance, transnational standards, overseas jobs and other areas.

- **Central Ministries:**
  
  Participation in flagship programmes like make in India, Swachh Bharat, Pradhan Mantri Jan Dhan Yojana, Smart City, Digital India and Narmda-Ganga, among many others.

- **State Governments:**
  
  Development of programs and schemes, alignment to NSQF and capacity building, operationalization of program, capacity building efforts among others.

- **University / School Systems:**
  
  Vocationalisation of education through specific training programs, evaluation of credit framework, entrepreneur development, etc.

- **Innovation:**
  
  Support to early stage social entrepreneurs working on innovative business models to address gaps in the skilling ecosystem, including programmes for per sons with disability.
Motivation Programme:
Entrepreneurship in no longer seen as being solely applicable to persons to start enterprises, but to persons involved in any Endeavour. Not only having the economic significance but also the present thinking is that society as whole will be benefitted by people adopting a more positive and enterprising approach in all facets of life.

This programme should be create positive view about education. We should think about following points…
- Positive role till society & be aware about it
- It should be involve in school curriculum
- Required trained teachers to teach this programme
- It is compulsory at college level also
- Focus on personality development.

Mentoring:
The teacher in his / her role can be inspiring, motivating and guiding, and can act as a mentor. The teacher may function like a transformational leader by owning the responsibility for the students, showing an ability to identify with them, behave with a value-driven philosophy and create opportunities for learning and growing.

Interactions:
Arranging frequent interactions between educators and parents can be another way in this direction. This is to enhance the process of educating the latter on the importance of taking their children to visit small business, and industries and commercial establishments. Presentation of success stories of the first generation entrepreneurs through audiovisuals will play a great role in these interactions.

Conclusion:
Now a day’s quality education is needs of the world. Because in this 21st century child is reaching at advance information technology. For that concept should be clear that’s why today skills are required to comprehend if. As well as needs new trends in education system.

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New Techniques and Methods in the Teacher Training Programme- Speech Interpretation and Recognition Interface (Siri) Programme

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The most important role of Teacher Training programme is building the essential learning environment for students to inculcate the teaching skills. This is achieved with the help of Active learning. Active learning is a learning which allows students to experiment with ideas to develop concepts and to integrate concepts into systems. This requires knowledge which is easily available now a day. Print media such as visual dictionaries, learning software’s etc everyone is now open to this knowledge sources.

Active Learning is soul of Teacher training programme, to develop ideas, concepts. It requires Human transitions of interactions. For effective interaction with Humans requires good Communication skills. Communication skill is the ability to convey information to others effectively and efficiently. Many information can be easily shared during Communication. Which help us to build an essential learning environment.

So, we must focus on communication skill for interactivity. Interactivity can be a dialog between a human being and a computer programme. Teacher Training Programme mainly structured for development of overall personality of trainee teachers, for that Microteaching, Practice lessons, Models of Teachings etc training programmes are mainly conducted during the course. Main purpose of this is canning of hands for teaching skills. There is no limit for these skills. One can improve it day by day. But this improvement can be achieved with the help of technology. Technology can be defined as a collection of techniques, skills methods, and processes to accomplishment of objectives. In Teacher Training programme we have certain objectives. To meet the need of the teacher training programme now we have several options. SIRI programme is one of the best technological option. SIRI programme (Speech Interpretation and Recognition Interface) is a computer based programme that works as an intelligent personal assistant and knowledge navigator. The feature uses a natural language user interface to answer questions make recommendations and perform actions by delegating request to a set of web services. Because of its features this programme become very famous among the technology users.

Features of SIRI Programmes

- **Knowledge Navigator** a device that can access a large networked database of hypertext information and use software agents to assist searching for information.
- **Knowledge visualization** focuses on transferring insights and creating new knowledge.
- **Scientific visualization** represents higher order data using graphics and animation.
- **Educational visualization** creates an image of something so it can be taught about.
- **Information visualization** concentrates on the use of computer-supported tools to explore large amount of abstract data.
- **Product visualization** involves visualization software technology for the viewing and manipulation of 3D models.
Visual Communication is the communication of ideas through the visual display of information.

Visual analytics focuses on human interaction with visualization system.

Artificial intelligence is the intelligence exhibited by machine or software.

Teacher Training programme is based upon Psychology. And psychology is related to study of human behavior. To control the human behavior. We must develop human thoughts. A thought originates from questions. To find the answer to the question. we need program like SIRI. Until we shift our mindset we can’t progress. Mindshift is essential to accept the new technology, with its advantages and disadvantages. Technology upgrade regularly so it is always remain new for us. Human easily attracted towards new things, so let us think to bring new techniques and methods in Teacher Training Programme.

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The Role of Information Technology in Higher Education:

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Abstract

A study was performed to identify what the undergraduate students think the role of the information technology (IT) should be in higher education. IT tools in lectures are necessary components of successful education. IT tools must be used in a successful education based on our over 10 years of teaching experiences in various universities in various countries.

Key Words: Evaluation; Curricula; Computer-related Degrees.

Introduction

With rapid developments in information technology (IT), most university students demand more use of IT in their education for two main reasons: (1) it helps the course material be presented in a more comprehensible way; (2) it gives them familiarity with the high-tech tools they might be expected to use in their future careers after graduation. Some universities have already started making changes to their curricula and making arrangements to be more inviting to students by introducing new methods of education such as field trips to big companies, and inviting representatives from such companies to give seminars as part of the curricula so that the students are exposed to practical career scenarios. Most of the classes are held in computer labs and the topic of the lecture can be immediately simulated, programmed, or demonstrated on computers. It is not too far in the future that classrooms will be equipped with smart touch panels/screens, projectors, sound systems, tele/video-conference systems, television and radio broadcast/receive systems and other high-tech equipments. Such developments in education also come with some overhead: To utilize such classroom environments require training of faculty and students in order for them to use these tools efficiently and also it is important to have the ability to manage them. Managing the high-tech classrooms needs the system administrator properly setup the IT tools in the classroom and the instructor to control these tools actively in class such as turning off the internet access during his/her talk.

IT Trends in Higher Education

Distance Learning

One of the most recent and fastest growing needs in education is to eliminate location, transportation, classroom space, and time restrictions. In developed countries such as the United States, the transportation problems are rare but the distances traveled are huge. In developing countries the distances are short but the transportation is difficult. Either way, in most cases, traveling takes a big portion of the day for students. Moreover, especially for higher education when the students are more independent of their families, they need to work to earn for their living expenses and even to support their families, it is not feasible to ask them to come to the school during the day time when they are supposed work and make money. Thus, distance learning is an alternative. Some argue that distance learning is a technology looking for a problem. Many argue that face-to-face is a requirement and cannot be eliminated. Others argue there are major problems with face to face education; other than above mentioned time and place restrictions, it also puts the responsibility of learning more on the shoulders of the student himself/herself, rather than as some do: coming to the classroom and just listening, if listening, to the instructor and expecting him to teach everything about the course to all the students in the classroom.
Distance learning resolves conflicts with other classes. The student is free to download the recorded lectures and study them at their own pace. Actually, some students would study the movies of the lectures at double speed, saving them time for most part and pausing or reducing the speed back to normal when the lecturer starts talking about something the students does not know much about. If a student misses a lecture due to sickness, traffic, etc, the lecture is available on the web. Some students just like to repeat the lecture that is made available on the web to reinforce their learning. Some may like to listen to the lecturer and do not take any notes in class not to lose focus because the lecture will be on the web anyway. Moreover, distance learning allows greater access to those who are restricted geographically. Distance learning students would be able to access the rich educational materials of many universities by taking courses online.

However, many faculties have not accepted the distance-learning technology and do not use it because it is not required for the time being. However, many use it only in a “mediated” mode: some time in a face-to-face setting supported by on-line content. It is a fact that distance education has been institutionalized and is not going away.

Here are some facts that support distance learning:

- Students expect class assignments, notes, materials to be available on-line
- About 60% of students prefer courses that have an on-line component
- Lectures take up too much time of the students and students do not have time at school for practice; and, homework is difficult to solve alone. Therefore, online practice hours are necessary for the students to be encouraged to work on their own with the support of the lecturer.
- However, these solutions come with some overhead some listed below and may make it impractical for implementation in developing countries:
  - Students must have personal computers
  - Needs access to fast Internet connections
  - Must have numerous large student computer labs that are available 24/7 with support staff, which creates additional costs of education
  - Creates new demands for faculty to understand how to effectively utilize the teaching technique and technology, which, too, needs additional financing

Strengths of Distance Learning:

- Overcomes limits of place and time and is convenient
- Provides access for nontraditional, rural, and other students
- Gives all students better access to certain faculty members
- Improves institutional flexibility
- Adds enrollments without the cost of new facilities
- Makes new markets for institutions
- Provides opportunity to experiment and share resources
- Promotes risk taking
- Attracts more motivated students

Weaknesses of Distance Learning:

- Discourages peer-to-peer learning and socialization opportunities
- Requires more academic support to help students succeed
- Limits use by older people who aren't familiar with technology
- Restricts financial-aid opportunities, which are not always available for e-learners
- Doesn't promote an active-learning environment
- Curbs a professor's ability to communicate passion for his or her subject
- Increases work for faculty members
- Discourages faculty buy-in, especially when tenure is at stake
- Raises costs (upfront costs, maintenance costs, content costs, faculty incentives, need for expensive technology like video)
- Creates more intellectual-property issues
- Creates more security issues
- Faculty training required prior to teaching on-line

**Computer Management Consoles**

The high-tech classrooms need the instructor to control these tools by software or hardware based centralized management has already become an essential component of higher education. Most people who have got involved in procedures with many computers and smart electronic devices will easily define the problems regarding control of computers and similar devices. Comparing to just several years ago, today there are adequate solutions regarding remote computer management issue. These are mainly:

- Operating System imaging and migration (remote installation)
- Software distribution (remote installation)
- Management of computer remotely
- Application management, restriction
- Broadcasting a screen, message, file, etc.
- Gathering file, folder, etc.
- Live monitoring of screens
- Dynamic test, exam, and quiz
- Video, voice, text contact

**More High-Tech on Education**

Specific purpose smart devices using embedded application programs are crucial for standardization and maintenance of high-tech tools in education. Such specific purpose devices/computers are already in use in industry, agriculture, and military. We could prepare packages of programs for educational use. These efforts have started long time ago in America and Europe, for example, in the mid–1980s the Ontario ministry of education decided to standardize the computers used in schools in order to reduce maintenance costs. They eventually settled on a selection of features that they felt would be the minimum required of a classroom computer. Without such standardization, due to fast advances in information technology, skills students in some schools would acquire throughout their education can be outdated, which may hold them from getting top jobs in their fields and even if they do, due to their outdated skills, they would also spend time adapting to demanding and cutting-edge IT career environments. Even though a university may rank lower, it may give better education by employing someone from a cutting-edge industry part-time, who would deliver lectures and familiarize the students with up-to-date IT tools.

Most of the American universities have short and long term (3, 5, 10 years) plans made about investment and enhancement of their technology. Some current researches related with computers are listed here that soon can be applied in education:

- MultiTouch panel computers
- Thin client machines
• Embedded smart machines
• Programmed chips/microcontrollers for specific purpose applications
• Education Computers with Limited functionality
• Use of mobile embedded systems
• Use of smart virtual machines

**Conclusion**

As the higher education community decides how to use IT, then, it faces important choices. Before advanced communications technologies became widespread, educational decentralization and diversity were promoted by the limitations of the physical world. Universities were distant from each other geographically, and it was relatively difficult to transfer people and practices between them; consequently, different universities evolved along somewhat independent paths. Now, however, that independence that separate evolution and diversity of educational approach exists only if educators actively choose to foster it. And because the local benefits of standardization are easier to quantify than the global benefits of diversity, broad awareness of the issues is crucial.

**References**

Awareness of Multiple Intelligence (MI) in 21st Century’s Teacher Education

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Introduction:-

In 21st century education teacher must know the psychological concept Intelligence and the intelligence is most worked concept in education. Educational system must be developing children’s as a citizen who is able to be work for countries development. Teacher must know the psychology of student to teach them easily.

Multiple Intelligence is key concept to educate and develop student as a perfect person who full fill his ambitions and goals of life. Awareness of MI is needed in this era because education is student centered. MI helps teacher to know students ability, strong points and weakness also.

The concept of Multiple Intelligence’s came from the work of Dr. Howard Gardner. Dr Howard Gardner expanded the identification of the number of ways an individual can be intelligent and the definition of the word intelligence itself. He identified 8 ways of being smart which have passed the test to be recognized as Intelligence’s. We all possess not one but eight intelligence’s in varying multitudes. Some intelligence is stronger than the others and the profile of intelligence’s vary from one person to another.

Each of the Intelligence’s can improve with practice and will continue to be enhanced over a life time. We at THE LEARNING CURVE follow The Theory Of Multiple Intelligence As A Core Criteria in curriculum development. We plan curriculum activities that address each of the multiple intelligence’s. Our curriculum format allows children to engage in active hands on concrete experiences that help them develop multiple intelligence’s.

Source:-http://www.learningcurveindia.co.in/curriculum/multiple-intelligence/

History of MI Inventions

In Frames of Mind, Gardner challenged the traditional IQ (intelligence quotient) test developed by French psychologist Alfred Binet and its subsequent variations, including SAT (scholastic assessment test), on the ground that they measure only the linguistic and mathematical capabilities of students to rate them according to a single intellectual dimension — i.e the IQ and SAT scores. In this path breaking book, he argued that the species homo sapiens is gifted with seven “intelligences” in various degrees and combinations. They are the musical, bodily-kinesthetic (relating to dance, sports abilities), logical-mathematical, linguistic, spatial (navigation, visual arts), interpersonal (understanding people) and intrapersonal (self-study, self-awareness) intelligences.
Using Multiple Intelligences In The Classroom

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. The theory states that all seven intelligences are needed to productively function in society. Teachers, therefore, should think of all intelligences as equally important. While use this theory in classroom teacher must know the characteristics of each intelligence.

**For example.**

When teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role play of the signing of the Declaration of Independence, and have the students read a novel about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways.

**Teacher must aware about**

- Theory of Multiple Intelligence.
- Types of intelligence.
- Characteristics of all types of intelligence.
- Style of learning is different as per type of intelligence.
- When teacher use verity of sources to teach one topic many students learn easily.
- Nevertheless, all students will come into the classroom with different sets of developed intelligences.
- Teacher tries to know each students type of intelligence.
- This means that each child will have his own unique set of intellectual strengths and weaknesses. Teacher assists to students to improve strengths and reduce weaknesses.

Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences (Lazear, 1992). Awareness of teacher helps them to improve classroom teaching.

**Use Of MI theory in Teacher Education**

When we expect that teacher must be efficient and talented about teaching methodology we have to include MI in pre-service teacher education and in-service teacher education also.MI theory is help student teacher in practice teaching also. For example…

- **Class control:** Teacher education is full of psychological concepts but concept of MI is useful on every stage of training. Student teacher scared about class. Student teacher observe students and realize there need of teaching method it helps them to control the class.
- **Choosing teaching aid:** Student teacher use teaching aid in practice teaching to explain the concepts and examples that time MI guide them to choose verity of teaching aid to engage all type of intelligence in classroom.
As like this teacher education have chance to use MI innovatively in pre service and in-service training in 21st century.

**Conclusion**

Multiple Intelligence theory can be useful in classroom teaching and teacher education also. Teacher education needs innovations in teaching because in this student center education teacher think about innovations and use of psychological knowledge in day to day teaching. MI is most popular theory since last two decades and teachers awareness about this theory can help them to improve their teaching practice which is allow better future for teacher education and classroom teaching.

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“India has exam system, not educational system”- C.N Rao, the head of Scientific Advisory Council of Prime minister.

**Introduction:**

The development of a global economy due to increased trade, investment & mobility of people & more recently, work across borders has forced nation countries to adapt system of higher education to changed global realities. Rather than continuing with their inward looking policies, several countries are reshaping their system of higher education for making them globally competitive. Pragmatism, rather than ideology, is driving this change. USA has major plans for investment in higher education. UK has injected new dynamism in higher education sector through competition & incentives. China has undertaken a package of comprehensive reforms in higher education for over the past two decades. The government in China has declared education, science & technology to be strategic driving forces of sustainable economic growth. In this race the Indian is far away from global standards of higher education.

**Higher Education in India -:**

The system of higher education now existing in India was originally implanted by the British rulers in the mid-19th century to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain their dominance in the country. It was inherited by the state managers after independence (in 1947) as a colonial legacy, and has been expanded phenomenally during the last five decades. The massive system of higher education in India consists of 318 universities, 113 institutions ‘deemed-to-be universities,’ 20677 colleges, The system now employs 525000 teachers. Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system: ‘over-production of “educated” persons; increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.’ While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism. After a long period of protected expansion with state patronage until the mid-1980s, a complex turn of events has thrown higher education into a vortex of change. The foremost among such events was the adoption by the Government of India in 1990 of structural adjustment reforms. Influenced by the World Bank-International Monetary Fund combine, structural adjustment has meant the gradual withdrawal of state patronage for higher education and a coterminous privatization of that sphere. However, with the government dithering about the long-term policy to be adopted in this regard, higher education in India is now passing through a period of stunted growth and certain future.
The conventional university system in India, confronting as it is a systemic crisis, has proved itself to be incapable of introducing any significant educational innovation or effectively implementing any educational reform. Given the mounting pressure for increasing accessibility and over democratization, the trend in the universities is toward reducing everything to the lowest common denominator or leveling down quality rather than raising it. The Indian university system is extraordinarily rigid and pronouncedly resistant to change: The impetus to change does not come from within the system. When experiments or innovations are introduced from outside, they are resisted; if enforced, they are ritualized. The fate of such innovations as the merit promotion scheme, faculty-improvement program, vocationalization of courses, semesterization of courses, curriculum-development centers, annual self-appraisal report, college-development council, academic-staff college and refresher and orientation courses are too well known. It is indeed ironic that higher education, which is expected to function as an agency of change, should itself be resistant to it.

India is currently at a stage of demographic transition where population growth is slowing down but the population of young people entering the labour force is & would continue to expand. A majority of Indian population lies between the age of 15-64 years, resulting in low dependency ratio & a substantial working relative to other countries. By 2020 ageing of world economies would create a skilled manpower shortage of 56.5 millions, while India alone will have a labour surplus of 47 millions. However in the absence of appropriate dividend due to lack of skill set to meet the needs of the industry companies across industries are complaining of insufficient graduates that they consider “employable”. According to report by NASSCOM, only 10% of fresh graduates in India are employable. Higher education & vocational training will therefore play a critical role in preparing the workforce to be constructively utilised to drive growth of the economy. Therefore, India needs to show more concerns over the higher education in terms of quality & quantity.

In higher education 14.6 million Students were enrolled in India during year 2010-11. This is country with third highest number of student behind USA & China. Although annual enrolment in higher education have grown steadily at 6.3% over last decade the GER (Gross Enrolment ratio) of 12.4%. In India more than 70% total students are in General Graduate (Arts, Commerce & Science) category. In balance there are PhD, Post Graduate, Technical Graduate like Engineering, Medical, BEd etc, & Diploma Students.
As per data prominent disciplines (General graduate) students at bachelor level goes beyond 10 Millions out of which 18% are from commerce faculty graduate. Many of Commerce graduate should continue professional courses in various Institutions like ICAI, ICSI, ICWAI, ICFAI etc. In the total enrolment for this courses will generally 25-30% graduate mostly from commerce faculty & unfortunate in this professional courses success ratio are less than 10% of total enrolment students.

**Professional Institutes:-**

1. **ICAI-The Institute of Chartered Accountants of India (ICAI)** is a national professional accounting body of India. It was established on 1 July 1949 as a body corporate under the Chartered Accountants Act, 1949 enacted by the Constituent Assembly of India (acting as the provisional Parliament of India) to regulate the profession of Chartered Accountancy in India. ICAI is the second largest professional accounting body in the world in terms of membership second only to American Institute of Certified Public Accountants. ICAI is the only licensing cum regulating body of the financial audit and accountancy profession in India. It recommends the accounting standards to be followed by companies in India to the National Advisory Committee on Accounting Standards (NACAS) and sets the accounting standards to be followed by other types of organisations. ICAI is solely responsible for setting the auditing and assurance standards to be followed in the audit of financial statements in India. It also issues other technical standards like Standards on Internal Audit (SIA), Corporate Affairs Standards (CAS) etc. to be followed by practising Chartered Accountants. It works closely with the Government of India, Reserve Bank of India and the Securities and Exchange Board of India in formulating and enforcing such standards.

   Members of the Institute are known as Chartered Accountants. However the word chartered does not refer to or flow from any Royal Charter. Chartered Accountants are subject to a published Code of Ethics and professional standards, violation of which is subject to disciplinary action. Only a member of ICAI can be appointed as auditor of an Indian company under the Companies Act, 1956. The management of the Institute is vested with its Council with the president acting as its Chief Executive Authority. A person can become a member of ICAI by taking prescribed examinations and undergoing three years of practical training. The membership course is well known for its rigorous standards. ICAI has entered into mutual recognition agreements with other professional accounting bodies world-wide for reciprocal membership recognition.
ICAI is one of the founder members of the International Federation of Accountants (IFAC), South Asian Federation of Accountants (SAFA), and Confederation of Asian and Pacific Accountants (CAPA). ICAI was formerly the provisional jurisdiction for XBRL International in India.

**Role:**

The Institute of Chartered Accountants of India was established under the Chartered Accountants Act, 1949 passed by the Parliament of India with the objective of regulating accountancy profession in India. ICAI is the second largest professional accounting body in the world in terms of membership second only to AICPA. It prescribes the qualifications for a Chartered Accountant, conducts the requisite examinations and grants license in the form of Certificate of Practice. Apart from this primary function, it also helps various government agencies like RBI, SEBI, MCA, CAG, IRDA, etc. in policy formulation. ICAI actively engages itself in aiding and advising economic policy formulation. For example ICAI has submitted its suggestions on the proposed Direct Taxes Code Bill, 2010. It also has submitted its suggestions on the Companies Bill, 2009. The government also takes the suggestions of ICAI as expert advice and considers it favourably. ICAI presented an approach paper on issues in implementing Goods and Service Tax in India to the Ministry of Finance. In response to this, Ministry of Finance has suggested that ICAI take a lead and help the government in implementing Goods and Services Tax (GST). It is because of this active participation in formulation economic legislations, it has designated itself as a "Partner in Nation Building".

2. **ICSI – The Institute of Company Secretaries of India (ICSI)** is statutory professional body constituted under the Company Secretaries Act, 1980 (Act No. 56 of 1980) passed by the Parliament of India. ICSI is the only recognized professional body to develop and regulate the profession of Company Secretaries in India. The Institute of Company Secretaries of India awards the certificate bestowing the designation of Company Secretary (CS) to a candidate qualifying for the membership of the Institute. ICSI has its headquarters at New Delhi and four regional offices at New Delhi, Chennai, Kolkata and Mumbai.

**Role of Company Secretaries:**

Membership of ICSI has been recognized for appointment to various superior posts and services under the Central Government. The affairs of the ICSI are managed by a Council consisting of fifteen elected members and five nominees of the Central Government. Pursuant to section 383A of the Companies Act, 1956, companies having a paid-up share capital of Rs 5 crore or more, as prescribed by the Central Government, are statutorily required to appoint a whole-time Company Secretary.

The major contribution of Company Secretary (CS) is in corporate sector. Company Secretary (CS) is an important professional aiding the efficient management of the corporate sector. Company Secretary (CS) is designated as an officer under the Companies Act. Company Secretary (CS) has to interact, coordinate, integrate and cooperate with various other functional heads in a company. A member of the ICSI may also practise independently as a professional after obtaining a certificate of practice as provided in the Company Secretaries Act, 1980.
Thus there are two areas in the career viz. in whole time employment and whole time practice. As per the Companies Act 1956, if the company is having more than Rs. 5 Crore of paid up share capital, it is mandatory to appoint a full time Company Secretary, and if company has a paid up capital of Rs. 10 lakhs and more but less than Rs. 5 Crore, it has to file with Registrar of Companies a compliance certificate from a Practising Company Secretary.

3. ICWAI-The Institute of Cost & Work Accountants of India (ICWAI) is a premier professional accountancy body established on May 28, 1959 under the Cost and Works Accountants Act, 1959 (Act No.23rd of 1959) enacted by the Parliament of India to regulate the profession of Cost & Management Accountants in India.

The ICWAI is a Founder Member of the International Federation of Accountants (IFAC), Confederation of Asian and Pacific Accountants (CAPA) and South Asian Federation of Accountants (SAFA). ICWAI is a member of the National Foundation of Corporate Governance (NFCG). The headquarters of ICWAI is situated in Kolkata, and operates through its four regional councils located at Kolkata, Chennai, Delhi and Mumbai, 94 chapters in India and 7 chapters abroad.

Objectives: Objectives of the Institute of Cost Accountants of India
(a) To develop the Cost and Management Accountancy function as a powerful tool of management control in all spheres of economic activities.
(b) To promote and develop the adoption of scientific methods in cost and management accountancy.
(c) To develop the professional body of members and equip them fully to discharge their functions and fulfill the objectives of the Institute in the context of the developing economy.
(d) To keep abreast of the latest developments in the cost and management accounting principles and practices, to incorporate such changes are essential for sustained vitality of the industry and other economic activities.
(e) To exercise supervision for the entrants to the profession and to ensure strict adherence to the best ethical standards by the profession.
(f) To organise seminars and conferences on subjects of professional interest in different parts of the country for cross-fertilisation of ideas for professional growth.
(g) To carry out research and publication activities covering various economic spheres and the publishing of books and booklets for spreading information of professional interest to members in industrial, education and commercial units in India and abroad.

ICWAI aims to promote and develop the adoption of scientific methods in cost and management accountancy for management control. It develops the professional body of members and equips them fully to discharge their functions as professional Cost & Management Accountants. ICAI helps its members to keep abreast with latest developments in the field of cost and management accounting.

Problem faced by Business education in traditional university -:
Dropout & unsuccessful students rate are more than 90% enrolled in professional courses

Diversity in the course and syllabi of different Universities

Lack of proper specialization.

Shortage of experts

Publication of cheap books in the field of commerce education

The wide gap between the theoretical knowledge & real situation

No linkage between the course studies and the practical side as desired in the organization

Lack of proper teaching material

No certainty of career unlike medical & engineering courses.

Lack of job oriented diversified short term courses

Cumbersome courses

Majority of commerce graduates are not fulfilling the desire objective of the organization employing them.

Performance of majority of the commerce graduates is not satisfactory in comparison to others

Inefficiency and inadaptability among most of the commerce students

Lack of research and inter disciplinary approach hindering the growth of trade, commerce & industry at large.

This paper highlights certain issues that understand defective points of examination system of higher education for developing student for professional courses & some reforms to set it right. The situation raises a serious problem why we have not been able to generate desired professionally successful students in our higher education system, there are many significant issue that need to be analysed. One possible explanation may be the failure to prepare students who handle examination system of professional courses. In examination demands a challenge after providing proper information & knowledge to the students, it is essential to test their grasping power. If the student is not quite up to the mark, then he should not be upgraded to the next standard if student should not understand main contents of professional courses in their academic education, chances of success & interest will be automatically goes down. It should undergo radical changes. There is need to adopt a new approach to evaluation is continue process which helps to test the real knowledge of standard.

Suggestions:

Increase Universities & Professional Institutions Partnership to ensure consistency between Higher Education Examination System.

Developing a framework for professional learning including programs intended to meet the learning needs of all.

Using ICTs in examination system to meet the double goal of student’s. One is the completion of academic education & second on completion of professional courses.

Uniform curriculum a uniforms rules throughout country which similar to professional courses like ICAI, ICSI, and ICWAI etc.
Many of Professional Institution having supply only course materials; they do not have tuitions if it is possible UGC may joint colleges & universities for such development.

As per figures 90 % students are not complete professional education because of fail to handle examination system, mental ability, availability of materials, proper guidelines, and family problem. UGC may provide some courses for unsuccessful students as semi qualified as employable.

Encouragement for uniform syllabus & curriculum.

Commerce faculty of higher education must be introduce an internship as a part of the examination it will help the students in the manner of professional training.

Examination should be valid & testing the knowledge of the students should be authentic setting of question papers need to be correct & appropriate.

In higher Education, most of the universities hold subjective type examination these are only true or fair descriptive answer oriented questions. So many students prepare only main topics & they do not study other portion of the syllabus. To cover the whole syllabus, there should be set up examination similar to professional institutions using objective test, which can cover all portions of the syllabus.

In academic education there is a common problem that the questions in the examination are unclear, out of the syllabus or repetitive nature to avoid such disqualification question bank in various subjects should be prepared.

In order to maintain confidentiality, the set procedure of preparing three set of question paper should be adhered to.

Uniform curriculum & uniform rules & names throughout the country like Professional Institutions.

Conduct workshop on question paper setting and evaluation for teachers who have proper experience. A panel of trained paper-setters for each question paper should be formed

Enhancing the quality of academic examination system with course contents & availability of material to course.

The minimum pass mark should be at least 50% to maintain a qualitative standard like Professional Institutions & the system of grace mark should be abolished.

Structure of the courses is mainly aimed at increasing employability of students after graduation & the potentiality of each subject in equipping the students with students with appropriate productive knowledge.

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National Conference Organized By: IQAC & Department Of Education, Mahavir Mahavidyalaya, Kolhapur

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शिक्षक शिक्षणातील गुंगवणा बिकास—अभ्यासक्रमातील बदलता आशय

डॉ. रेखा तोपकर

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कोणत्याही राष्ट्रात दर्ज लोकांना दिलेल्या शिक्षणाच्या गुणवत्तेच अवलोकू असतो आणि शिक्षणाची गुणवत्ता शिक्षकाच्या गुणवत्तेच अवलोकू असते आणि शिक्षकाची गुणवत्ता शिक्षक शिक्षण कार्यक्रमाच्या गुणवत्तेच अवलोकू असते. जर राष्ट्राचे मुख्य कार्य गुणवत्तापूर्ण, व्यवसायिक शिक्षक तयार करण्याचे असेल तर शिक्षक तयार करण्याचा कार्यक्रमाचा अधिक महत्त्व प्राप्त होते.

स्थानांतरांना काहीत शिक्षक व शिक्षक प्रशिक्षण संस्था यांनी अनेक आयोगांनी शिफारसी केल्या. सन 1964–66 या कार्यक्रमाच्या शिक्षक प्रशिक्षणाचा कोरस दाखल करताना असा असा शिफारस केली गेली त्याची अंतर्विवाहाला शाळा नाही. एक वर्षावरील बी.एच. अभ्यासक्रमातून तयार होणारी शिक्षक अभ्यासक्रमाच्या आवश्यकीयतेपेक्षा पर्यायस्वरूप बनू शकत नाहीत. शिक्षणाच्या विविध आयोगांना योग्य न्याय दिल जात नाही. याची जाणीव आपरणा संरचनाच होत होती.

कार्यक्रमाचे जान व जान घेणारी पिढी ज्याप्रमाणे पुढे जाते त्याप्रमाणे त्याचा मार्गदर्शन करण्याची शिक्षक, त्याचे कार्य व विविध मुद्दाची बदलावला हवा. सामाजिक स्वतंत्रताचा विश्वेष, जागतिकीकरण, स्वतंत्र विविधतेचा विकास, आधुनिक अंतर्राष्ट्रीय समस्या, राष्ट्रीय विद्यालयाचे असेल, हयांची विविधता म्हणून शिक्षक प्रशिक्षणाचा निर्माण व विकास गरजेचे होते.

मुळेच्या कोरसाच्या अद्यावधीत शिक्षक शिक्षण अभ्यासक्रमाचे अवलोकन करण व अभ्यासक्रमांचे संयोजन करणे सादर करण्याची जरी वर्षां संमितीची शाखा 2011 ला करण्यात आली सदा अस्तित्वात असेल. NCTE-2009 या नियमावलीत सुधारणा करणे संचालित व्यावस्थेनं वर्षां संसाधनांत शिफारसी सुधारणा. या शिफारसी विचारात चेंलु NCTE ने शिक्षक प्रशिक्षण बी.एच., बी.पी.एच., एम.एच., साठी सुधारित नियमावली 2014 या नवाचा भारत सरकार राज्यसरकार प्रसिद्ध केली. NCTE या विभागीय कार्यालयाच्या २०६२–२०२१ च्या जारीत अशी संसर्गत संसाधन बी.एच. या अभ्यासक्रमाचे एक संपूर्ण दाखल करावी देशातील शाखा बी.एच., महाविद्यालयाची शैक्षणिक वर्ष जुन 2015–2016, पासून दाखल वर्षांच्या बी.एच. अभ्यासक्रम तपास केला आहे.

अभ्यासक्रम आरखंडदायीतील तीन क्षेत्रे

1. शिक्षणातील दृष्टिकोन (Perspectives in Education)
2. अभ्यासक्रम आणि अध्ययन शास्त्रीय अभ्यास (Curriculum and Pedagogic Studies)
3. क्षेत्रीय गुंगवणुक (Engagement with the field)
National Conference Organized By: IQAC & Department Of Education, Mahavir Mahavidyalaya, Kolhapur

Theme: New Dimensions of Higher Education and Teacher Education in 21st Century

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Sessional work प्रश्नात्मक पेपर्स दिले आहे.
Enhancement in Professional Capacities (EPC) याने Reading and Reflecting on Texts याचा समावेश आहे. वाचासंस्कृती वाढवण्यासाठी वाचासंस्कृती वाढवण्यासाठी प्रश्नात्मक पेपर्स दिले आहे. Drama and Art in Education चा समावेश केल्यामुळे प्रश्नात्मक पेपर्स दिले आहे. Critical understanding of ICT माहिती संशोधन संदर्भात वाढवणेत वाढवणेत "संपर्क" यांना अधिकतम आहे. Under standing the self वाचासंस्कृती वाढवणेत "संपर्क" यांना अधिकतम आहे. Under standing the self वाचासंस्कृती वाढवणेत वाढवणेत क्रमाने माहिती होणार ठरू शकते. Internship चा कार्यक्रम वाढवण्यासाठी आहे. हा कार्यक्रम 3 महिन्याचा आहे. भाषक्त अभ्यासक्रमांमध्ये प्रश्नात्मक पेपर्स दिले आहे. त्यासाठी वाचासंस्कृती अभ्यासक्रमसाठी भाषा नावावर अधिकतम ठरू शकते.
नाचिन्यपूर्ण शाखाना भेटी तेही विविध प्रकारका या प्राचीनविकासन विद्याध्यायना विविध अनुभव प्राप्त होणार आहेत।

अशाप्रकारे वदलेल्या शिक्षक शिक्षण आरंभक निरीक्षण भावी शिक्षकांना उपयुक्त ठरणार आहे. या अभ्यासक्रमातून अभ्यासक महाविद्यालय व शाखा यातील अंतर निरीक्षण करती होईल. प्रशिक्षणार्थियांच्या व्यवसायिक क्षमतेच्या क्षेत्रात, ICT वी Skills, भाषण कौशल्यांचे, प्राप्त करणे उदयमुख समाजात शिक्षक निरीक्षण करत ठरणार होईल असे वाटते. अश्चर्य अभ्यासक्रमाची अंतर्जानगी योग्य पवित्रताचे केलेले तर शिक्षक शिक्षणाचा ख्र—या अथाह गुणवत्ता विकास होईल.

संदर्भ:
लक्ष्मी विद्यापीठ, कोल्हापूर (२०१५-२६) दोन वर्ष बी एच, अभ्यासक्रम एन.सी.टी.ई दोन वर्ष अभ्यासक्रम नियमनक्रम—२०१४
सोहिनियर — रेसेंटल कॉन्फ्रेंस, गार्डीटी
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एम.एच. सत्यवीर गुणवत्तापूर्ण संस्थान : क्वालिटी सरकल्ची उपयुक्तता

Key words: शिक्षक प्रशिक्षण गुणवत्तापूर्ण संस्थान, क्वालिटी सरकल्च, संस्थानविषयक उपकम, संस्थान संस्थानी

प्रास्ताविक

Quality is never an accident, It is always the result of high intension, sincere efforts, intelligent direction and skillful execution, it represents the wise choice of many alternatives.

- William Foster.
Quality circle refers to a group of employees usually 5-12 who do similar work and voluntarily meet together on a regular basis to identify, analyze and solve work related problems in their respective work areas through the application of proven techniques in order to maintain quality standards and objectives as well as sustain mutual upliftment of employee and organizational goals.

Quality circle is a participative management tool designed to systematically harness the brain power of employees to solve and organize problems of productivity and quality. Therefore, in a school system quality circle group involves a group of teachers usually 5-12 who voluntarily meet to:

a) Identity problems relating to educational standards and quality.
b) Discuss them.
c) Identity and analyze the causes of there problems
d) Recommended solutions to school management.
e) Subsequently monitor the result.

Chase (1983)

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Chase (1983)
गुणवत्तापूर्ण संस्थान

गुणवत्तापूर्ण संस्थान में अपने संशोधन की जा रही, शैक्षिक समयांकी उच्चत रहने असलें। ज्ञातः समाजसेवी विभिन्न चटकांता जीवनमार्गाच दर्रा सुधारणासाठी आवश्यक शिक्षणासाठी सहायता ठेवलेली, जी जराजिहदी नागिनपूर्ण संस्थान पंतपूरी व सार्वजनिक अध्ययन केल्या अभिनव उपयोगांच्या आवश्यकतांनी प्रेमण देण्यासाठी आणि जीवनान्वी विविध संस्थानांतर मिळून सर्वेक्षण करणारी संस्थानिक निर्माण होणाऱ्या पर्यायांमध्ये गुणवत्तापूर्ण शिक्षणात निषिद्ध करत राहिलेली आहेत।

विविध स्तरांची प्रकट केलेली संशोधनाचे स्वरूप

विविध विद्यापीठातील विविध माध्यमांचे शाखांतरूप आणि विविध स्तरांची आजुपर्वत ज्ञानव्यवस्था विशेषतः महाविद्यालय सामाजिक शाखांतील संशोधनाची आहावा पेटेल तर आपणांस असं दिसून येते की, संशोधनामध्ये संघातांक पाहून वाढ ज्ञानाचे दिसून येते काही संशोधनात गुणवत्तापूर्ण आहेत कसे। मात्र हे ग्राह्यात असमावेशकर्षण आहेत, स्वरूप स्तरांची संशोधनाची टूटी योग्य असेल आवश्यक असते। संशोधन विविधातील, पुनरुवर्ती नागिनपूर्ण संस्थान विविधता अभाव, नागिनपूर्ण आणि विविध संशोधन पंतपूरी वाराणसी उद्योगात आणि जीवनान्वी अभाव, संशोधनातून टूटी निष्कर्ष आणि व्यावसायिक केलेली जाणा—या शिक्षणांची झुकी मुक्तिला जाणा—या उपयोगाचा, संशोधन न करता ठेवू तिने प्रकट केलेले जाणे असेल त्यांची स्वरूप यामुळे व्यावसायिक आभाव आणि सावधान म्हणजेसे महाविद्यालयाची अन्वेषणातून टूटेलेले अभाव आणि सांगते हे म्हणजे संशोधनाच्या केलेले पर्यावरण टूटेलेले यामुळे संशोधनातिपायक मृत्युपूर्वक स्वरूपाचा क्रम, कौशल्य आणि टूटेलेले विश्वसनीय होणाऱ्या हेक्स असे अवडण्याची आहेत। शिक्षणाठी अभाव बनवलेले दंडे पर्यंती वाराणसी यांनी आणि जीवनान्वी आणि अन्य अभावाची आणि सांगते हे म्हणजे संशोधनाच्या केलेले पर्यावरण यामुळे संशोधनातिपायक मृत्युपूर्वक स्वरूपाचा क्रम, कौशल्य आणि टूटेलेले विश्वसनीय होणाऱ्या हेक्स असे अवडण्याची आहेत। प्रश्नाध्यायामध्ये नवनिर्मीतता तरं व प्रश्नाध्यायामध्ये नवनिर्मीतता आणि जीवनान्वी आणि जीवनान्वी आणि सांगते हे म्हणजे संशोधनाच्या केलेले पर्यावरण यामुळे संशोधनातिपायक मृत्युपूर्वक स्वरूपाचा क्रम, कौशल्य आणि टूटेलेले विश्वसनीय होणाऱ्या हेक्स असे अवडण्याची आहेत।
गुणवत्तापूर्ण संशोधन: क्वालिटी सर्कलव्या भुमिका

गुणवत्तापूर्ण संशोधनासाठी क्वालिटी सर्कलव्या माध्यमातून खाळील टप्पनूसार कार्यवाही करणे अपेक्षित आहे.

गुणवत्तापूर्ण संशोধन कार्यवाही

नियोजन स्तर

1. संशोधन समितीचे गठन
2. गुणवत्तापूर्ण संशोधनासाठी वार्षिक नियोजन
3. उपक्रमपत्र अनुसार नामांकन कार्यवाहीचे नियोजन

नियोजन स्तर

उपक्रम अनुसार अलग-अलग अंशांमध्ये अनुभवासाठी अनुभवशाली अन्य उपक्रमांमध्ये नियोजन योग्य प्रकारे होणे आवश्यक असते. त्याची नियोजनस्थळाचे खाळीलप्रमाणे कार्यवाही करता येईल.

1. संशोधन समितीचे गठन

प्रत्येक संस्थेमध्ये एका संशोधन समितीचे गठन केले जावय, त्यासाठी संबंधित असाधारण, विभागमध्ये सदस्यांचा समावेश असावा.

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3. संशोधन पद्धतीचा समिश्र स्वरूपातील वापर

अनेक संशोधन विषयांमध्ये एकापेक्षा जास्त महणजेच दोन किंवा तीन संशोधन पद्धतीचा वापर होण्याची शक्यता असते. अशा संशोधनात समिश्र स्वरूपात संशोधन पद्धतीचा वापर करणारा दृष्टीकोण प्रशिक्षणार्थांमध्ये विकसित करणे आवश्यक आहे. त्यांतीले काही विषय या प्रकारे आसावे. उदा. विद्यार्थीने उपस्थिती वाळवियासाठी पालक उद्देश्यातील उपक्रमांची परिणामकरक्ता तपासणे. या संशोधनामध्ये विद्यार्थी अनुपस्थितीचा कारणांचा संबंध शोधणे आहे व उद्देश्यातील उपक्रमांचे आयोजन व त्याचा विद्यार्थी उपस्थितीस्वरूप होण्याचा परिणाम प्रायोगिक कार्यस्थ्रेणी तपासणे.

4. कृतीसंशोधन

गुणवत्तापूर्ण संशोधनासाठी स्थानिक पातळीबंधील समस्यांची उकल होणे अत्यंत आवश्यक असते. त्यासाठी कृतीसंशोधन हा प्रभावी उपाय आहे. दृष्टीकोण अत्यंत बुलंद कार्यांचा अथवा समस्यादेखील शैक्षणिक गुणवत्तेच्या आंकांचे निर्माण करतात. त्यामुळे अशा समस्यांचे वेळीनी शासीय पद्धतीने उपाय योजनेसाठी कृतीसंशोधन किंतु उपयुक्त ठरते या विषयाच्या दृष्टीकोण प्रशिक्षणार्थांमध्ये विकसित करता येतो. त्यासाठी कृतीसंशोधन प्रकाराचे नियोजन करणे अभिमत आहे. अशा प्रकारे नियोजन स्थापत्य वरील प्रमाणे विविध उपक्रमांचे आयोजन करणे याचे शिक्षण गुणजाऊने नवीन संशोधनातील उपक्रमांदेखील वार्षिक नियोजनात स्थान देण्यात येते. यासाठी क्वालिटी स्कोरल्प भुमिका ही अत्यंत महत्त्वाची असावी.
श्रमजीवन संग्रह संगीत मिठाई याचा प्राधान्यातले विचार करावा. अंतरजातीय अधिकारी व्यापकता का त्य महत्त्वाची अंतर्द्वार राजनятияमा निर्मान व अंतरजातीय-तीतील सुसंगतीच्या दृष्टिपर्यंत आहाचा ध्याया आणि केलेल्या हे उपक्रमाच्या अंतर्जातीय-तीतील सह-विकल्प व मार्गदर्शन करावे.

अनुशासन स्तर

नियोजनासंचार प्रत्येक उपक्रमाच्या अंतर्जातीय-तीतील सह-विकल्प जमेच्या बाजू उणिता, भविष्यात अशा उपक्रमाच्या सुसंगतीमा संगीत आणि संवचन अंतर्द्वार याचा आहाचा ध्याया तोडला जावा यासाठी नियोजनासंचार सोय युबिलायन सोयनांमास ऑनलाईन किंवा ऑफलाईन लेखी किंवा तोडली सकपायत वापर करवा. याबाहेर प्रारंभ सुचारुनासह जमेच्या बाजूना अंतर्द्वार ते प्रारंभलेलें देखील ध्याया व अंतर्द्वार अंतर्द्वार दूर करण्यासाठी उपक्रमांतर सहभाग आयोजन करून अनुशासनातून प्रारंभ माहितीचा आहाचा ध्याया व सुसंगतीच्या दृष्टिपर्यंत प्रारंभ करावे.

अशा प्रकारे गुणात्मक संशोधनाच्या दृष्टीने एम.ए. द्वारे विषेष द्वारे प्रारंभ झाल्यास एम.टी.ए. वी.ए.टी. द्वारे संशोधनाच्या दर्जा सुधारणास निशचत बदल होईल. शिवाय एम.टी.ए. द्वारे संशोधनासाठी होणार खर्च, वेग दैवातीत शैक्षणिक गुणवत्ता नाहीसाठी उपयोग होईल. म्हणून एम.ए. द्वारे संशोधन हुआ गुणात्मक संशोधनबिचय दृष्टीने विकसित करण्यासाठी संतोष क्वालिटी सरक्षित स्थापना करून द्वारे विषेष प्रारंभ करणे गरजेचे आहेत.

संधे प्रव खुणी

1. खितारा, दिल्ली, २००९, प्रत सामाजिक संशोधन पद्धती व माहिती, पुंपुं.डायमंड पवित्रकेन्द्र.
2. इंडिया जवंकरा भारती, १९९१, क्वालिटी सर्कल, सहभागातून समुदायकेंद्र, पुंपुं. क्वालिटी सर्कल फॉरम ऑफ इंडिया, महाराष्ट्र फॉरम.
3. क्वालिटी सर्कल फॉरम ऑफ इंडिया, १९९१, क्वालिटी सर्कल ऑफ एल्यूमन्स, सिम्बोलायन: क्वालिटी सर्कल फॉरम ऑफ इंडिया.

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कंपन्यांची शिक्षणक्षेत्रातील सामाजिक जबाबदारी

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सहायक प्राध्यापक
महावीर महाविद्यालय, कोलापुर.

डॉ. मलकोडा मायकोडा
सहायक प्राध्यापक
महावीर महाविद्यालय, कोलापुर

द्वारकाची उद्योगसंगठनांनी सक्रिय विविध प्रकारच्या सक्रियता उत्पल्लव करून देत असते. त्यामुळे कंपन्यांनी धार्मिक प्राण वाळली प्रक्षेपण करू लागली जसा की हे एकदम सामाजिक आधिकारिक बाबीसाठी खरे करणे आवश्यक आहे. यासाठी वेळ नवीन कार्यक्रमाचे शोध संशोधन करू लागणे आहे. या शोधातिर्भूमी १९९३ च्या वर्षात ५ अनेक प्रकारच्या कार्यक्रमांना सक्रियता आणण्यास आवश्यक आहे. त्यासाठी व्यापक रुंजनावर शोध असते या कंपन्यांच्या म्हणून नवीन भवनात वाढत रुंजन अंदाजीपर्यंत वाढत आहे. जर असे केले तर वार्षिक तत्साहित कार्यक्रमाच्या त्याची कार्यक्रम नमुने करून लागतील, जर कारण अनोख प्रकारस असतील तर उद्योगांना सक्रिय दंड ठोऱ्यावे आहे.

राज्य शासनाच्या नवीन शैक्षणिक शोधातिर्भूमी आणि शिक्षण हक्क कंपन्यांची प्रभावी अनुभवांनी होती होणार आणि कंपन्यांच्या सामाजिक जवाबदारीसाठी भूमिका असून त्यासाठी आहे. यावेळी महावीर शासनाने २०१४ मध्ये धार्मिक मिशन फेरुन उद्योजकांच्या सामाजिक उत्पराधिकारसंबंधी शोधातिर्भूमी देखील उद्योगांसाठी मूल्यांकन गरताना.

महावीर शासनाची कॉन्फरेंस सोसाल रिसर्च सिद्धांती — सी.एस.आर. समिती

१. सत्त्विच शारीरिक शिक्षण व कोडा विभाग — अध्यक्ष
२. आयुक्त शिक्षण — सदस्य
३. आयुक्त कोडा — सदस्य
४. राज्य प्रकल्प संचालक — सदस्य
५. अय.एम.सी. प्रतिनिधी — सदस्य
६. एन.जी.ओ. प्रतिनिधी विशेष शिक्षण — सदस्य
७. उपसचिव — सदस्य सचिव

याच्याप्रमाणे अशा साधनीय समितीत डॉ. रमेश रातले, डॉ. नेंद्र देशमुख, जी. अरविंद प्रधान, श्रीमती अनता नाईक, श्रीमती ज्योती पीड, श्री. राज मिर्दा यांची मानद सदस्य महून निवड करणार आलेली होती.

कंपन्यांच्या सामाजिक जवाबदारी ह्या गरजे.

प्रत्येक व्यक्ती, संस्था ही समाजाची काहीतरी देणे लागते. कंपन्यांनी आपल्या आर्थिक लाभापैकी काही भाग शिक्षण, आरोग्य, समाजसेवा, वाचनाचे इत्यादी साधी खर्च केल्यास सामाजिक विकासाचा मोठा हातभार लागतो.
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29 व्या शतकातील उच्च शिक्षण (Higher Education In 21st Century)

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(असोलेहट प्रोफेसर)
मुंबई विद्यापीठ संलग्न व ‘ए’ शेखर महाविद्यालयाने
सेवासदन्न कॉलेज ऑफ एज्युकेशन, उल्हासनगर-3

शास्त्री (Abstract)

29 व्या शतकातील शिक्षणातील आयाम (dimensions) लक्षात व्या लागतील. बदलत्या तंत्रजानामुळे व शास्त्री फशिज्मातून समाजातील उच्च शिक्षणाकडून अपेक्षा वाढव्या आहेत. महाविद्यालयांच्या शिक्षण देखील वाढत रोजगाराच्या, नोक्याच्या विविध संधी विविध वाहनाच्या कायाच्या असे युक्तपणे वाढते. तर विवाहांतुं व संबंधत बदल करून दर्जेदार व उच्च शिक्षण कसे देते येईल याचा विचार विवाहांट आणि शासन करत आहे. असे कोणत करताना इतिहासातील भारतीय शिक्षणातील आयोग व समित्य यांच्या सुचविकरणाचा आयुष्य पाहतात. वा शिक्षणाच्या उपयोग केंद्रात उद्यान आणि आलेख्या नया संस्कार वाढते बेरोजगार उच्च शिक्षणाच्या घोषणा ठरवायला अशा विविध दृष्टिकोणाच्या प्रस्तुत निबंध लेखन करण्यात आले आहे.

1. प्रस्तावना

उच्च शिक्षणाची ‘विवाहांट’ ही एक औपचारिक शिक्षण देखील महाविद्यालयाची कार्यवाही असते. समस्त महाविद्यालयांचा संस्थान परिचय केला तर, ‘महाराष्ट्र सार्वजनिक विवाहांट कार्यात संबंधित’ बदलते वाहनाची प्रवासी वापर करून असे तर दुसऱ्या केंद्रात समाजातील विविध क्षेत्रात, उच्चशिक्षणाकडून असलेल्या अपेक्षा वाढत असेल. बदलते तंत्रजान आणि विवाह यांचा परिणाम एकुण शिक्षण प्रणालीवर होत होत होत. अशा केलेल्या 29व्या शतकातील शिक्षण कसे असाखु या संबंधत शिक्षणाच्या काळी पैलेटवर विचार या निबंधाचा कार्य संबंधित करण्यात आलेला आहे.

2. कुलगुण केंद्रित महाराष्ट्र सार्वजनिक विवाहांट कार्याळ २०१५

महाराष्ट्र सार्वजनिक विवाहांट अधिनियम (२०१५) कार्याळ विवाहांटांच्या अविष्कार, बिज्ञान परिषद, अभास मंडळ आणि शासकीय अधिकारिक निवडणून आलेल्या प्रतिनिधित्वीतील संधी करून ओळखपार आहे.

याचा परिणाम म्हणजेच एकदा विवाहांटांच्या कुलगुणकडून व्यवस्थापकीय अधिकार अधिक कुलगुण केंद्री होतील व याचा गैरसंगणना हुक्कामाही वृत्तीत अपेक्षा एकादिकांची शांती जर कुलगुणकडून हे अधिकार वापरले गेले तर भावी शैक्षणिक वाढता शिक्षणाच्या दृष्टिकोण (vision) ते मोडत ठरतात. त्याचे दृष्टीलाई परिणाम शिक्षणावर होक शकतात. त्यामुळे जुन्या कायद्याबाबा रुप पालल्यात व नया कायद्याची निमित्ती करताना हे भाव शासनावर ह्यांना राहते लागणार आहे. विवाहांटांच्या विविध प्राधिकरणावरील संधीची संख्या करून करताना लोकशाही मूल्यांची पावसातील होत आहे का हे ही पाहते लागेल. आणि विवाहांटीच्या लोकशाही मूल्यांची जप्तकृत केली नाही तर ती प्रगत व पुरोगामी कशी होतील? याचा विचार क्या कसा हवा.
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कमी पड़ू असा संकोचही आहे. या विद्याधारी ‘ब्लॉक बॅचर्स’ सारखी व्यासपीठ निर्माण कियाला हवीत।“

5. विद्यापीठाच्या रचनेतील बदल हा ‘शासना विस्फोट’ व तत्कालीन गरजा लक्षात शेउन करायला हवा.

विद्यापीठ कायदा करण नवीन शैक्षणिक, व्यवस्थापकीय रचना करू शकतात परंतु रचनेतील बदल कराताना किंवा विद्यापीठाच्या दिशा देताना नव्या सामाजिक गरजांचा, अध्यवसाय गरजांचा विचार वापरिणाम हवा की जो विचार उद्योग जगतात केला जातो. किंवा उद्योग जगतात उपरोक्त विचार केल्यास त्याचा उद्योगी भरसावर होते. अन्यथा बदल न केल्यास त्याचे आधिक परिणाम उद्योगांना भोगवर लागतात, तसेच विद्यापीठाच्या तत्काळीन पदल नाहीत कराने यु.जी. सी.कडून/शासनसंक्रमण अनुभव येऊ असते. अर्थात विद्यापीठ रचनेतील बदल हा सहजता सहजी घडणारा नाही. त्यासाठी विषय प्रश्नांची आवश्यकता आहे.

या वापराभूमी विद्यापीठातील वर्तमान प्राथमिक नीती हातेकर व रचना पदवऱ यांनी एका लेखात महत्त्वाचे आहे की, 'एडाया विस्तारातील मोठया असलेल्या जजनाचा जसे लोकाला दिशा बदलाचा वेत नाही तत्काळ या अपडेट विद्यापीठाच्या रचनांचे झालेले आहे. २१व्या शतकात ही गंभीर बाब आहे अर्थात वेगळा बदल हा २१व्या शतकाच्या जागतिक क्षेत्रात प्रभावास आहे. नवीन जागतिक नोंदणी करून निर्माण होत आहेत आणि सामाजिक जागतिक गरजांचा स्वतंत्र बदलायचा प्रवाच आहेत. या गतीला विद्यापीठाच्या रचना त्याच्या आकर्षणाचे घटना शक्त नाहीत. या रचनाचा दुरात कमकूत दुरा ह्यांनी या रचना स्वतंत्र अंतरित निमंत्रण प्राप्तीला चालत असेल असे नाही. एडाया खानाची कंपनीला प्राणायामची गरजांचा बिरुद दिव्याने गेल्यास आधिक फटका बसली. आपली चुक्कलेली बिदा सुधारण्याच्या इशारा/सिन्गल मिळाली. आपली रचना बाजारसविशेष झुंजपणे नस्ले तर अपडेट किंवा शक्तिण माण्यता माणूस याचा विचार ज्ञा कंपनी करताना व लानुसार आपली विदा बदलतात, लात साधारण दिखावला. ज्ञा असे करत नाहीत त्या न्याय होतात. परंतु, भारतातील बहुदारी विद्यापीठांचा आपले उत्पादन एकूण जागतिकवाराशी सुसंगत नाही, असां ‘सिम्नर’ देणारी कॉमनीला प्राध्यापन प्रभावण (feedback) व्यवस्था अस्तित्वात नाही. लांबवरीवर विद्यापीठांचा मिळणारा शासनाचा अर्थपूरवठ टाक रखून जावा अशा दिशा बदलाची गरज (तातकाळ) भारत नाही.‘

6. ‘स्टार्टअप’ ला शिक्षणातून चालना

लोकल्या गरजांतून लक्षात घेऊन ‘स्टार्टअपच्या संकल्पांमध्ये’ पूढे आली. ‘स्टार्टअप’ कंपनी सुरु झाल्या. भारतातील मोठे उद्योजकांसो, त्यांनी ‘स्टार्टअप’ कंपनीवर विस्तार देखील तयार झालेले अशा कंपन्यांमध्ये मुळतपवूक करण्यात प्रिस्ट उद्योजकांनी रतन टाटा आधारीवर आहेत. लांबी रानी स्कूलांनासोबत ‘डोंगपोस्ट’ नावाच्या प्राथमिक आॅनलाईन पोर्टलमधे मुळतपवूक केलं असून डोंगपोस्ट ही रतन टाटील मुळतपवूक लाभार्थी २०वीं स्टार्ट कंपनी ठरली आहे. डोंगपोस्ट ही कंपनी प्राथमिक आस्थाके असलेल्या सर्व उत्पादनांमधी आॅनलाईन विक्री करते.

‘स्टार्टअप’ संकल्पना, तिचा विकास आणि महाविद्यालयीन युवक अशा कंपन्यावर निर्मितीत कसा सत्ताभाग वाढविलेल याचाच अभावांक उपच शिक्षणात ध्यायला हवा. विद्यापीठ उद्योग जगत यांचा समस्त स्वास्थ्य ध्यायला हवा.
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7. 'अंपळी निर्मिती व उच्चशिक्षण'

वर्तमान भारतात शिक्षणाचे तंत्रज्ञानाचा वापर होऊ लागला. संगणकाच्या वापरापासून सुरु होणारे हे शिक्षण स्वतःजवळ असणायला मोडणाऱ्याचे येऊन पाहतात आहे. विविध प्रकारे 'अंपळ' निर्माण झाले आहेत.

मुंबईतील आय.आय.टी. बारक संजय पुरोहित यांनी इंजिनिअर्स 'आय.प्रोफ' ह्या शैक्षणिक अपांची निर्मिती केली असून यांनी विशेष तत्त्वात असलेल्या प्रायोगिकांच्या मार्गदर्शन मिळणार आहे. विशेष म्हणजे हे अंपळ मोठ्या प्रमाणावर होगार आहे. यातील आय.आय.टी. वर्ग खोल्यांत (virtual class room) शिक्षककांना एकत्र येऊन कोणत्याही केली संबंधक सांगता येऊन शकतेच. यांचे 'क्लास सर्व' ह्या पर्यावरणाचे बेगवानांमध्ये अभ्यासकारीला कडी.डी.ओ. नोट्सू शोधिलेली असलेली विषये तत्संबंधी 'अंपळ'शैक्षिक विकारे समुच्चयांचा करण्याची सुविधायाची दृष्टिवाट आली आहे. 'जेन अ डाउट' या पर्यावरणाचे एकाद्वारी विषयांमध्ये प्रश्न विचारण्याची संधी प्राप्त होणार आहे.

या शैक्षणिकी प्रायोगिकांना सध्या आपल्या विविधाच्या अध्यायाच्या शाखासंबंधी बाजारात कोणती स्थिती (source) उपलब्ध आहेत. ग्राहक माहिती असणे आवश्यक आहे. केवळ माहिती असून चालाना नाही तर आपल्या विविधाच्या विविध 'अंपळी निर्मिती' करताना, आशयनिर्मिती करणे हे ही तत्संबंधी मोठे आवाहन प्रायोगिकसमोर आहे.

8. तंत्रशिक्षणाचा सुविधांचा आणि अनुभवाचा अभाव

भारतीय शिक्षण आयोगाने (१९५४-६५) म्हणजे डॉ. कोठारी आयोगाने १०+२+३ ह्या शिक्षणाच्या आकृतीवर विकाराची आणि महाराष्ट्र ह्या असा आकृतीवर विकारार्थ तंत्रशिक्षा तत्त्वात पाहिले राज्य ठरले. या आकृतीवंशानुसार +२ स्तरावर तात्क्रमिक शिक्षण देण्याचे ठरले. औपचारिक महाविद्यालयांमध्ये प्रणाली विषयांवर लोट्या कमी होणारी आणि 'उपदราวत' या ध्येयांकडे वातावरण होईल. तात्क्रमिक कॉलेज विकास होणारे बेरोजगारी कमी होईल असा हेतू या आयोगाना आकृतीवंशाच्या नोट्सू होते. आणि व्यावसायाच्या महाराष्ट्रात आय.टी.आय. सारख्य तंत्रशिक्षण देण्याचे अभ्यासक्रम महाराष्ट्रात मुळ होणारे. आणि 'प्राणप्रजीवी कॉलेज विकास' योजनेचा उद्देश हे जोशमाय विकास करताना देशाचे पंतप्रधान नरेंद्र मोदी ह्यांनी कऱ्यात, 'आशावाद आय.टी. नकठते तर आय.टी. आय. ह्यांनी.' परंतु सध्या अस्तित्वात असलेल्या आय.टी.आय. संस्थांच्या दुरुस्ते काही वेगळे आहेत.

आय.टी.आय. महाराष्ट्र: ३५९ थांबापासून २४६ भारतीय व २४६ खासत्त्वी आय.टी.आय. आहे, लात दरवर्षी एक ते दोन दृष्टी विषयांची प्रशिक्षण पेटेल. भारतात सगळाच्या जास्त आय.टी.आय. याचे व प्रशिक्षित विषयांतील महाराष्ट्रात आहे. याचे सुमारे ७९ अभ्यासांमध्ये प्रशिक्षण दिले जाते. उद्योगाना आवश्यक असणारे १० तक्या अभ्यासक्रम महाराष्ट्रातील आय.टी.आय. मथे दिले जाते.

परंतु या आय.टी.आय. संस्थेंचे अंतर्ज्ञात केले केले तर आय.टी.आय. गैला उच्चशिक्षण सुविधेनुसार नियमित संबंधक नाहीत. सहसंपत्ताकापासून तर चुंबकीय कर्मचारीयांची ६ हजारांवर रिक्त पदे आहेत. ज्यात १ हजार ५०० कोटी शिक्षक आहेत. पुर्णता भौतिक सुविधांचा आभाव,
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प्रारंभिककारिता लागणांव्या काच्या मालवर प्रति विद्यार्थी होणारा खर्च सुमारे २० वर्षांपूर्वीचा आहे. असे असांत अशा संस्थानमध्ये कुशल कारागरी निमित्तीची अपेक्षा करणे कित्यं योग्य आहे?

डॉ. कोडारी आयोगाच्या याबाबत शिक्षार्थी करताना दूरविभागी (vision) टेवली होती परंतु अंमलविज्ञानीने कोणत्याही चंगवाळ्या उपकलांचे, विचारांचे, अभ्यासकलांचे वाटोत येते हे यावत लक्ष येते. शिक्षणीय युक्त देत अजूलाच राहतो आणि अशा वातावरणात आणणे शिक्षणीय गुणवत्तेच्या चर्चा करून पण व्यासाठी लागणांव्या आर्थिक अंमलविज्ञानीचे काय?

थीमक्याल

वर्तमान भारतात उच्चशिक्षणात अनेक बदल होत आहेत. सामाजिक परिस्थिती, विद्या-तंत्रजानाचा त्यावर परिणाम होत आहे. समाजात उच्चशिक्षणकटून अपेक्षा वाळव्या आहेत. २१व्या शतकात शिक्षणसंस्थेची अनेक आवश्यक निर्माण होत आहेत. ही आवश्यक पेलतांना विद्यापीठे, उच्चशिक्षण देणाऱ्या संस्था, प्राध्यापक, महाविद्यालये यांनी आपल्याला सक्षमता निर्माण करावाच्या आहे. आणि बदलत्या सामाजिक, शैक्षिक परिस्थिती लक्ष थेऊन अध्यायात (update) होणे गरजेचे आहे. उच्च शिक्षणाचा विचार करताना शिक्षणाच्या बघू आयामकडेचे (multi-dimension) लक्ष देखले पाहिजे.

संदर्भ

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संशोधनाचे महत्त्व
प्रस्तुत संशोधन बी.ए. छात्राधारकांसाठी केल्यामुळे भारतीय शिक्षकांच्या प्रकट बाचन कौशल्यात सकारात्मक बदल होईल. संशोधनाच्या वापरप्रमाणे आलेल्या विविध तंत्रांच्या छात्राधारकांना परिचय होणाऱ्या छात्राधारक सुधा ही तिंत, या पद्धती यांचा विद्यार्थ्यांचा वापर शक्तीत. संकायांतर्गत अध्ययन, मोबाइल्स – इंटरनेटाचा वापर संशोधनाच्या केल्यामुळे २१ व्या शतकाच्या तंत्रांचा वापर कसा कार्यान्वयन होतो छात्राधारक सशक्तीत. बी.ए. छात्राधारकांना तर्काने शिक्षक प्रशिक्षणांमध्ये हे संशोधन उपयुक्त ठरेल.

शीर्षक
बी.ए. छात्राधारकांच्या प्रकट बाचन कौशल्य विकासासाठी उपक्रम तयार करणे त्याची परिणामकारकता अभ्यासांमध्ये.

उद्देश
१. छात्राधारकांच्या प्रकट वाचनातील उणीते शोध.
२. छात्राधारकांच्या प्रकट बाचन कौशल्याच्या विकासासाठी उपक्रम तयार करणे.
३. छात्राधारकांच्या प्रकट बाचन कौशल्यासाठी तयार केलेला उपक्रम राब्रूत त्याची परिणामकारकता अभ्यासांमध्ये.

संशोधन परिकल्पना
१. प्रकट बाचन कौशल्याच्या विकासासाठी राष्ट्रीयतेच्या उपक्रमामुळे छात्राधारकांच्या गडाच्या प्रकट बाचन कौशल्यात प्रकट पडतो.
२. प्रकट बाचन कौशल्याच्या विकासासाठी राष्ट्रीयतेच्या उपक्रमामुळे छात्राधारकांच्या पद्धतीच्या प्रकट बाचन कौशल्यात प्रकट पडतो.

शृंखला परिकल्पना
१. छात्राधारकांच्या गड बाचनाच्या पूर्वांचणीतील गणनें आणि उपक्रम राष्ट्रीयतेच्या उल्लिं माणणीतील गणनें यांची वाधीत प्रकट पडते नाही.
२. छात्राधारकांच्या पद्धती बाचनाच्या पूर्वांचणीतील गणनें आणि उपक्रम राष्ट्रीयतेच्या उल्लिं माणणीतील गणनें यांची वाधीत प्रकट पडते नाही.

संशोधनाची व्याख्या
प्रस्तुत संशोधन एवं पौर्णीकृत आफ्रियमेण्ट, सागर येथील छात्राधारकांसाठी आहे.

संशोधनाची मर्यादा
प्रस्तुत संशोधन माध्यम अभ्यास प्रदर्शित विद्यार्थ्यांच्या प्रकटता पुरवते मर्यादित आहे.

संशोधनाची कार्यपद्धती
प्रस्तुत संशोधनासाठी प्राथमिक पद्धतीच्या वापर केल्या. त्यासाठी एकलगट अभिलाषी निवड केली. हा अभिलक्षन पुढीलप्रमाणे दाखलित मेंदू.

| O1 X O2 | O2 – उत्तर चालणी | O1 – पूर्व चालणी | X – उपक्रम |
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या उपक्रमांच्या वापरानंतर छान्याध्यक्षकांना उल्ल्या चारा चारणी देखायला. एकूण १५ दिवस उपक्रम राहू. तेज पडणाऱ्या १ तास उपक्रमासाठी देखायला आला.

संख्याशास्त्रीय विश्लेषण

पूर्व चारणी उत्तर चारणीतील पंचविंदू पदनिर्मित्वन श्रेणीचा वावर करणे निरीक्षणे केलेले. त्यांत गणिताचे सरासरी केले. त्यांचे मूळमात्र, प्रमाण विचालन व दो मूळ्य काळजी मालक आलेले. त्यावरून निष्कर्ष काळजी मालक आले.

<table>
<thead>
<tr>
<th>एकूण संख्या (N)</th>
<th>मूळमात्राचे फरक (M1-M2)</th>
<th>प्रमाण विचालन (SD)</th>
<th>प्राप्त दो मूळ्य (t – value)</th>
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<td>०८</td>
<td>५.९७</td>
<td>०६६६</td>
<td>८.४</td>
<td>३.४९९</td>
</tr>
</tbody>
</table>

सार्वजनिक स्तर ०.०१

वर्गीय तकनिष्ठता असे लक्षण येते की, पूर्व चारणी उत्तर चारणीतील फरकांना मूळमात्र ५.८७ असून प्राप्त दो मूळ्य हे निष्कर्ष दो मूळ्यांकना (०.०१सार्वजनिक स्तरावर) जास्त आहे. मूळमात्र शून्य परिक्षणहेतु त्याग करावे श्रेणीकरण परिक्षण व्यक्तीची गेली.

राख्यावेण्या उपक्रमाच्या छान्याध्यक्षकांच्या पदाधिकारी प्रत्येक वाचन कौशल्यातील सकारात्मक फरक पडता.

<table>
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सार्वजनिक स्तर ०.०१

वर्गीय तकनिष्ठता असे लक्षण येते की, पूर्व चारणी उत्तर चारणीतील फरकांना मूळमात्र ५.७० असून प्राप्त दो मूळ्य हे निष्कर्ष दो मूळ्यांकना (०.०१सार्वजनिक स्तरावर) जास्त आहे. मूळमात्र शून्य परिक्षणहेतु त्याग करावे श्रेणीकरण व्यक्तीची गेली.

राख्यावेण्या उपक्रमाच्या छान्याध्यक्षकांच्या पदाधिकारी प्रत्येक वाचन कौशल्यातील सकारात्मक फरक पडता.

निष्कर्ष

१. छान्याध्यक्षकांचा प्रभाव करूनचे कविता/वाचन व रेखेशीतील कविता/वाचन यांचे ध्यानाभार द्वारे वाचन कौशल्यता फरक विसूत मालक.

२. सहस्त्रांशक अभ्यास प्रदत्तताची वारांत अंकानुसार छान्याध्यक्षकांचा प्रत्येक वाचनातील उणीवा समजता. त्यांनी एकमेकांशी चर्चा अंकानुसार त्यांचा आपल्या उणीवा दूर करणार त्यांच्यात झाली.
3. ग्रांटसामावतः वाचन केल्यामध्ये छात्राध्यापकांना आपल्या प्रकट वाचनातील उण्यास दूर करा करावया हे समजूने व त्यांनाच वाचनाच नुसारणा झाली.
4. तत्साहे मार्गदर्शक शाल्याचे व त्यांचे दिनांशीत वाचन शाल्यापट्टे वाचन कौशल्य सुधारणा मदत झाली.
5. संगीत तत्साहे मार्गदर्शक मिठाल्यापट्टे छात्राध्यापकांना कविता सुरूत कशी वाचावली हे समजूने.

शिक्षणमी

1. वाचन कौशल्याचा विकास करण्यासाठी आधुनिक तंत्रज्ञानाचा वापर करवा.
2. सहकार्याचा अध्ययन फक्तताचा वापर करवा.

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29 या सालकाळी कौशल्य विकास शिक्षणाची गरज

प्र. आण्यासो विलास जाधव
महावीर महाविद्यालय, कोल्हापूर

प्रास्ताविक—देशात नेन्द्र मोतीच्या नेतृत्वाखाली सुसंगत स्थापन हाते आणि याचार एकादा एक अशा इंग्रजी नवाच्या योजनावर योजना कामांक येथे लोक बसाव. स्मार्ट सिटी, मेन इंडिया, स्टैंड अप इंडिया, स्टैंड अप इंडिया अशा एक न अनेक योजनांचा संचय जोतत प्रारंभ करु आहे. पण मिळाहे, या सर्व योजनांत सर्वत्र महत्त्वपूर्ण योजना जी त्या सर्व योजनांचा पाया महणून आंकून यांच्यासाठी ती मदत देणे कौशल्य विकास कार्यक्रम प्रसार करावेच महामार्गांवरुनुपर्यंत.

15 जुलै 2015 रोजी जागतिक युगाच्या कौशल्य दिवसाच्या दिवसाच्या प्रतिपादनात नेन्द्र मोती यांनी राष्ट्रीय कौशल्य विकास अभियानाचे उद्घाटन केले. 'कौशल्य भारत—कृत्रिम भारत' हे योजनाचे अर्थात् सर्वे या योजनेचे मुल्य उद्घाटन 2022 पर्यंत 50 कोटी कृत्रिम मनुष्यवाच्य तयार करणे आहे. त्यावरून, चालू वर्षात 2016 मध्ये केंद्रसरकार मान्यता 120 लाख युवकोंना कौशल्य विकास शिक्षणाचे उद्घाटन उघडावले आहे. या उद्घाटनाची हाताना मुळी—पाना व पॅसिवे हे पाणे सिमिल्यांसाठी अर्थात् शिक्षण आणि कौशल्य यांनी हातात होत थांबून जगत येणाऱ्या कृत्रिम देश बनवावे हे एकमात्र उद्घाटन साह्य करणारे प्रयत्न यांच्यात्मक दिसून येतात.

वास्तविक कौशल्य शिक्षणाची शिक्षण हा अलिकडेच चर्चेत आतेला श्रद्धा नाही. यांच्याकडून ही नित्यच वेळा त्यासारख वर्चस्वाती जाणली दिसून येते. १९३८ साली म.गांधी यांनी याच्याच मनावह ओटक्कुन मुहोपायमानी शिक्षणाचा पुरस्कार केलेला होता. पण नंदन्याय काळात त्याने म्हणून तिथीला लक्ष दिला नाही. तेवच आणि या योजनेच्या कार्यक्रमांसा परंपरागत शिक्षणाची पुरस्कर स्थापन केलेली होता. एकमेकात्मक येणाऱ्या लोकसंख्या ही जगती सर्व नंदन अर्थात् सर्वत्र जास्त युवा शक्ती भारतात अर्थात् युवाच्या योग्य वाढणे न दिसून अनेक युवक रोजनामानं बंधले जातात शक्तात. त्यावरून ही कौशल्य विकासासाठी शिक्षण पाकडेला त्याचे अलिकडे गरजेत जाणली दिसून येते.

कौशल्य विकासासाठी शिक्षणाची गरज —

1. वाक्ती बेरोजगारी — आजच्या सर्वेक्षणां व झापड्यांने बदलावाच्या जयताच शिक्षणाच्या दिक्काये असेल तर विद्यार्थ्यांना कौशल्यप्रदत्त शिक्षण मिळावे गरजेच आहे. वाहतूक ओळखने करा, शिक्षणां—तंजांबाची वाहतूक प्रारंभ व प्रारंभ यांच्याच अनेक व्यवसायांची निवास क्षेत्रे पुरवल्यास होत होई आहेत. यासाठी कौशल्यपूर्वक मनुष्यवाच्य गरज भारत आहे. पण पारंपरिक अध्यासामुळे विशेषतः कौशल्यपूर्वक माणसो मिळाव नाही, त्यामुळे त्या जगत रहस्यात. तर पारंपरिक अध्यासामुळे पूर्ण करून किंतू कोरोना बिहारी आजवत भरत जगत आहेत. यासाठी कौशल्यप्रदानीला शिक्षण आवश्यक होई आहे.

2. मनुष्यवाच्याच योग्य वार्ता — प्राचीन अर्थात्तापासून ते अलिकडणे काजासाळे काळे माहे, ऑड्ड मिस्व, नवे क्षेत्र प्रारंभ असेल तेथे यांनी यांनी लेखनाचा संसाधन मुफ्त विकास करणे आहे. कौशल्यशिक्षणाच्याविरोधात आपले निर्देशन मुनाहवल विकास मंत्रालय (१९८५) असे केले आहे. १९८६ व्या राष्ट्रीय शैक्षणिक गोरोशातील शिक्षण हे मनुष्यवाच्य किस्माचे प्रमुख साधन मानले आहे. याबद्दल शिक्षणाचा मुख्य उद्देशय...

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शिक्षणातून मूल्य जोपासना

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शिक्षण हे मानवी जीवनात निर्देशन शाळानारी प्रक्रिया आहे. सुजुंग, सुसंस्कृत व जबाबदार नागरिक चर्चेविण्याचे एक एक भागातील महणज शिक्षण होय. काढाच्या बदलावासाठी शिक्षण व्यवस्थेत बदल झाले आणणास दिसून देतात. वैदिक कालांपासून आजारहरू शिक्षण व्यवस्थेत मूल्यसंकाराला व मूल्य विकासाला महत्त्वाचे स्थान दिले दिसून येते. शिक्षण हे त्यास एक माध्यम आहे की, व्यावसायी सर्व प्रकारांत वैयक्तिक व सामाजिक विकासाचा पाया घात जातो. शिक्षणातून यकीनीचा यकीनीतिच्या सर्वप्रमाण विकास होतो. य्वातीच्या जीनावलीचा अंदरुकार नसे कल्पना प्रकाश निर्णय करणाऱ्यांना साधारण शिक्षण असते. मूल्य शिक्षणाला यकी जीवनात अनूठा संदर्भात महत्त्व आहे. कोणत्याही राष्ट्राचा दर्जा हा शिक्षण प्रामाणिक अवलंबून असतो आणि त्या शिक्षण प्रामाणिक दर्जा हा त्या शिक्षण प्रामाणिक नैतिक मूल्येच्या स्थानावर अवलंबून असतो.

नभी ज्ञानात सदृश विविधता या उठकिमाणे आजच्या शिक्षण व्यवस्थेमधून पवित्र ज्ञान विद्याधीश प्राप्त करतो का याचा विचार करणे गरजेचे वाटते. शिक्षण व्यवस्थेचे बदलते स्पर्श, खालीलेला दर्जा, बेजबाबद विद्याधीश, निर्माण झालेली बेकरी, प्रभाव, अंध-शैक्षणिक, दक्षतावाद इ. समस्या म्हणजे नैतिक मूल्यांची होत असलेली घडस्त होय. ही घडस्त धार्मिकविण्याचे कर्णर शिक्षण व्यवस्थेचा कर्णसंबंध शक्त करतो. मूल्य शिक्षण शिक्षणाच्या मूल्यांचा विचार करणे आवश्यक होय.

१९४८ ला विद्याधीश आयोग, १९६४ ला कोटारी आयोग, १९६५ रे राष्ट्रीय शैक्षिक धार्मिक धोरण या सर्व आयोगांची अभ्यासक्रम प्रारंभिक शिक्षणासून जवळ शिक्षणांदर्शन मूल्य शिक्षणाचा समावेश करताना आर्थी शिक्षणांत नक्षेत्र. १९८७ पासून शिक्षणाचा स्तरांत मूल्य शिक्षणाची संकल्पना करताना आली. पण या मूल्यांची जोपासना खरे अर्थात रूढ्य निवाह्यांमध्ये झाली आणि व्यावहारिक विविधता होणे गरजेचे आहे. आचार्य विद्वाचा भाव वाचाने आल्याला जर योग्य संस्कृतिक विकास साध्य करून तर शिक्षण व्यवस्थेमधील विविध जबाबदार धक्कांनी नैतिक मूल्यांचा विकासाचा धारा घेताना पाहिजे. मूल्य शिक्षण व शिक्षण व्यवस्था या एक काय नायसाचा दोन जातु आहेत. शिक्षण व्यवस्था घालाच्या असलेले तरुण मूल्य शिक्षणांदर्शनाचा कर्णसंबंध शक्त करते. विद्याधीश म्हणून हे एक वृत्तीक मूल्य आहे. विशेषतः आपण या अभ्यास अवर्णपूर्व काय स्विकारणे म्हणजे मूल्यांचा संदर्भात बुद्धी निश्चिती स्थिरविधी होय.

मूल्य शिक्षणांदर्शन मूल्य सुज्ञविविधानांची अंदरून गार आहेत. अभ्यासक्रमात हा एक सत्त्विक विविध तंत्र, पाठपुर्तीत करार देणे, धोर महानांचं उपेक्षेचे सामूहिक वाचन करणे, नैतिकता व मूल्य विचार याच धोर जबाबदारी व्यक्तीयांना आयोजित करावी. त्रांगप्रमाणे जगतात शांतता दिन, युनी दिन, मानवी हक दिन, साजरे करवणे. मूल्याभायमूल्य प्रकर्षण शांतता सुरु करवणे. मूल्य शिक्षण वेतनाची जबाबदारी शिक्षणांदर्शन याच, लोकांने, स्थायिक संघटना, वृत्तपत्र, विविध माध्यम, नागरिक इ. संयुक्त जबाबदार आहे.
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२२ व्या शतकातील शिक्षक प्रशिक्षण

प्र.डॉ. मणिक अनंतराव विजापुरे

प्राचीन व मध्ययुगातील भारतातील शिक्षण हे धार्मिक कार्याच्या मानकात जात होते. गुरु-पुत्र क्रमानुसार रुपितसूची मुलांना शिक्षण देऊनारे कार्य करती असते. हे कार्य परंपरागत चालू असेल. त्यामध्ये आजग्रीसंरचना कोणत्यांच्या शिक्षक प्रशिक्षणाची त्या काळी गरज नव्हती. पुढे युनिवर्सिटीही शिक्षक प्रशिक्षणाची पद्धत भारतात रुढ केली.

इ.स. १८२६ मध्ये गंगारे सर टॉम म्हणजे यांना प्रशिक्षित शिक्षकांसमोर गरज भासली. भागी केंद्रिय शाळेची शिफारस केली. इ.स. १८२९ मध्ये सर्व विभागांमध्ये प्राथमिक शिक्षकांची प्रशिक्षणासाठी नामात्मक स्कूल स्थापन आली. इ.स. १८५४ मध्ये वुडवॉय खिळित्याचे शिक्षक-प्रशिक्षणाचे महत्त्व व गरज विस्तार केली. शिक्षण संचालक हार्वर्ड यांनी इ.स. १८५५ मध्ये इंग्रजी शाळेची आंतरराष्ट्रीय प्रशिक्षण संबंधित अभ्यासाच्या निर्देशात येते. पण इ.स. १८५७ व्या स्वातंत्र्य युद्धामुळे ही सुरुवात रद्द झाली. इ.स. १८८२ व्या हंग आसे सार्शिफारस केली को प्रशिक्षक, माध्यमिक सर्व प्रशिक्षणाची शिक्षकांची प्रशिक्षणावी जगातील मुख्य शिक्षण संस्थांची शिकारावी. इ.स. १९०४ या जाहीरातील अशी सार्शिफारस केली को शाळामध्ये नाथिया व गण या दुसऱ्यांच्या शिक्षक असा तर शाळाचा अनुदान देऊन देणारा येते. इ.स. १९१७ मध्ये कलकटा विद्यापीठ आयोगांची स्थापना झाली. तर मायपुर या आयोजनाचे अष्टक होते. भागी अशी सार्शिफारस केली को, कलकटा विद्यापीठात शिक्षणात्मक विभाग सुरू करणारे आणि ते अभ्यासपत्र तर फिरती यांचे संशोधन येते. इ.स. १९२९ मध्ये हार्टिंग विद्यालयात अशी सार्शिफारस केली को प्रशिक्षणाचा कालाधार बनवला. इ.स. १९३७ मध्ये मुंबई विद्यानामुळे समावेश शिक्षकांची प्रशिक्षणाचा अभ्यास सुरू करता. इ.स. १९४४ मध्ये सार्शिफारस तसेच सार्शिफारसाची समावेश असावा.

स्वातंत्र्यावर कार्यान्वयन काळात आयोजन व समयानुसारी शिक्षक प्रशिक्षणासाठी विविध शिफारस अस्तित्व.

१. विद्यापीठ आयोजन — डॉ. राधाकृष्णन (इ.स. १९४८)
२. शिक्षण आयोजन — डॉ. मुकुटवार (इ.स. १९५२-५३)
३. खासी शिक्षण समिती (इ.स. १९५७)
४. शिक्षक परीक्षण समिती (इ.स. १९६३)
५. भाषानक एकात्मक समिती (इ.स. १९६६)
६. कोठारी शिक्षण आयोजन (इ.स. १९६४-६५)
७. शिक्षकांसाठी राष्ट्रीय आयोजन (इ.स. १९६३)
८. राष्ट्रीय शैक्षणिक चौराहा — कृती कार्यक्रम (इ.स. १९६६)
शिक्षण :

माणसाला जीवनात जे अनुभव येतात त्यानुसार त्याच्या विवाहात, वर्तनात जी सुधारणा होते. असते तिला शिक्षण महत्त्वात. जान वा युवदूमा यांच्याबरेकर व्यक्तिविचार विविध पैठाया संतुलित विकास प्रणेणे शिक्षण. या पैठाच्या संतप्ती, अभिलेख, सोचंदूळी, क्रियाशील शक्ती इत्या समावेश होतो.

अध्याय संकल्पना :

वाच्यप्रणाली आपल्या परिसराते निर्माण करणे, निर्माणसाठी विशेष रूपान्तरित करणे या कृती मानव करत असते. युवदूने उपयोग करण्याप्रमाणे प्रसूती मानवात आहे. त्याच्या मनात कुतुहल, जिज्ञासा या प्रत्ययी असतात. विविध अनुभवात त्याच्या विकास होतो. अनुभवानुसार स्वतःच्या वर्तना सुधारणा फूडविशेषतः क्रिया प्रणेणे शिक्षणाची क्रिया होय.

अध्याय संकल्पना :

अध्याय ही विकासात्मक प्रक्रिया आहे. आपल्या अध्यायनात विविध विषयांमध्ये माहती विद्यार्थीपेक्षा पोहोचवायची लागते. प्रत्येक विषयाच्या वैभवत्व दर्शावून विद्यार्थीच्या नज्यांमध्ये व्यक्तिविचार विकास अनुभव आहे. ज्ञानविस्ताराच्या विद्यार्थींच्या हातात. पद्धतींच्या उपयोग शिक्षणीय जातात. त्यामुळे अध्ययन परिणामात्मक व फलदायी होते. दूरदूरीमध्ये विचार करण्याच्या, विभिन्नतात्या परिस्थितीत वेळ पेतना प्रयोगशील, प्रगतीशील, उपब्रमशील, शिक्षक तयार करण्याच्या शिक्षक प्रशिक्षण आवश्यक आहे.

शिक्षक प्रशिक्षणाची आवश्यकता :

शिक्षक ज्ञानाच्या योगदान, ‘हाद्दा शिक्षक’ या संकल्पना १९ व्या शतकपर्यंत रुढ होय. ज्ञानाच्या प्रस्त्रोद्धाराची विश्वासीत, अखण्डकालामध्ये शिक्षक प्रशिक्षण प्रत्येक पद्धती बदलून विद्यार्थींच्या शिक्षण प्रक्रिया उदयास आहे. अध्ययनाची कला शायदीय प्रशिक्षणाच्या विकसित करता येते. शिक्षक प्रशिक्षणाचा अध्ययनशास्त्रांच्या संवेदनांतले, पद्धतींचे उपयोग शिक्षणीय जातात. त्यामुळे अध्ययन परिणामात्मक व फलदायी होते. दूरदूरीमध्ये विचार करण्याची, विभिन्नतात्या परिस्थितीत वेळ पेतना प्रयोगशील, प्रगतीशील, उपब्रमशील, शिक्षक तयार करण्याची शिक्षक प्रशिक्षण आवश्यक आहे.

शिक्षक-प्रशिक्षणाची भूमिका :

शिक्षक प्रशिक्षणाचा सतत गतिविधी राहावे. नवनवीन वारा आणि तात्त्विक उपयोग त्याच्या विवाहात, त्याच्या भूमिका नव्या वैज्ञानिक व तात्त्विक विवाहात अनुभूती असावी. २१व्या शतकातील शिक्षक-प्रशिक्षणाचा वर्तनात वाढले भूमिका नव्या वैज्ञानिक भूमिका असावी. शिक्षक-प्रशिक्षकाच्या विचाराला केंद्रक असावी ती राज्यांच्या, अन्यरा शिक्षक-प्रशिक्षणाचा विचार सामाजिक परिस्थितीत संदर्भ होऊन शक्त वाढेली. मान विद्यार्थीप्रेमी किंवा शिक्षक प्रशिक्षण शिक्षक-प्रशिक्षण उपयोगी नसल्या समाजप्रदेश शिक्षक-प्रशिक्षण बनवले पाहिजे.

२१व्या शतकातील शिक्षक-प्रशिक्षण:

२१व्या शतकात शिक्षकाचा विविध अवयवात भूमिका पासून याने असावे. शिक्षकाचे व्यक्तिविशेष समृद्ध, संपन, संमाध्य स्वाभाविक काही किंमत गुणवत्तावाची गरज आहे. शिक्षकाची कुटी कल्पना असावी, वृत्तित निपटता असावी, वाणीत मुख्रता असावी, चेह्याचार हास्य असावे, कृतीत विद्यार्थी
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Abstract:

New Dimensions of Higher Education and Teacher Education in the 21st Century

Shashikant Prashar

Abstract

The paper focuses on the changing landscape of higher education and teacher education in the 21st century. It highlights the need for continuous improvement in pedagogical methods, the integration of technology, and the role of multicriteria decision-making in enhancing education quality. The paper also discusses the importance of teacher training and development in preparing educators for the challenges of the modern educational environment.

Keywords:

Higher Education, Teacher Education, Pedagogical Methods, Multicriteria Decision-Making

शांतेवादी शिक्षण

प्र. जयवंत दाख्वी
यहयोगी प्राध्यापक
महावीर महाविद्यालय,
कोल्हापूर.

शांतेवादी शिक्षण
समाज की विद्यमान समाजविक विलयाची, दहशतवाद, खुन, अस्तित्व, यासाळखा घटना
वाढते अस्तित्वाची हस्ताक्षर। अभावाची महावीरकळ दुःख यासाळखा फडून गेले व त्याचे दुःखात्मक संपूर्ण
भोगाचे लागेल। त्यामुळे संपूर्ण मानवजातीय विकास ह्याच्या दृष्टीने जगाचा शांतात्मक संध्या प्रचंड गरज
आहे।

शांतात महणजे काय
1) प्रेम, दया, करुणा, एकमेकात्मक या घटनांचा महणजे शांतात होय.
2) सर्वत्र परस्परसमवेत एकत्रित देखील मूळ भाव महणजे शांतात होय.

शांतात शिक्षणाची व्याख्या
राष्ट्रीय अभ्यासक्रम आयोजित २००५
उपर्युक्त शिक्षणाच्या व्यक्तीत्वात व परिस्थिती इतरांशी एकत्रित राहते याचे यासाळखा दृष्टी,
की आफूले व मूळ माहूर्त सृजनातील नैतिक विकासाची सार्थकता केली जाते। ह्याचे शांतात शिक्षण अर्थे महणतात.

शांतात शिक्षणाची गरज
1) कौटुंबिक कला कमी करणे.
2) लीकायन नमुदात बांधणे.
3) कोणताही प्रश्नव चर्चा, सामाजिक सादृश्याने मार्ग काँटा येते हे विधायाची
समजणे आवश्यक आहे.
4) वैश्विनीतिक शोधाचा जगण्या कल्याणासाठी उपयोग करणे.
5) कृत्रिम गरजांद्वेशी जीवन जगण्याच्या मार्गाचा शांतात शिक्षणमुळे समजते.
6) विद्याकृत शांतीवारीविन धिशाचा अस्तित्व.
7) सर्वाधिक न्याय, सहिष्णुता, एकमेकात्मक जीवावरीचे भाव या मूळांचा
उभारणी करणे.
8) विद्याकृत लोकशाहीवर व सांस्कृतिक विविधतेवर दृष्ट श्रद्धा निर्माण करणे.
9) विद्याशी प्रेम, धार्मिक व आशा या गुणांचा आश्चर्य व्यक्तीमत्व विकास
नव्हा.
10) नैतिक व शांतेतून आयुष्य जणण्याची समाजातील जाणीव सामाजिक निर्माण
करणे.
शांततेसाठी शिक्षणाकरिता उपकरण

अभिनव न्यायालय वाचनांगत सांस्कृतिक सण

अभिनव न्यायालय यांमध्ये शांततेसाठी वाचनांगत सांस्कृतिक सण कार्यरत व नियमांमध्ये पालन करते अनेक विद्याध्यायांमध्ये चर्चा नवीतर आणि प्रभावी विविधांकनाचे प्रशिक्षण देते.

शांततेसाठी शिक्षणाच्या अध्यापन पद्धतीने रुजविण्यासाठी पुढील अध्यापन पद्धती उपयुक्त ठरतात.

शांततेसाठी शिक्षण मूल्यमापन साधने
शांततेसाठी दृष्टीकोनात रुजविण्यासाठी किती प्रभावासाठी निर्लक्षण, समाजातील तंत्र, पहाण्यासाठी व्यक्तीभेदाने प्रशिक्षण नवीतर अध्यापन पद्धती आणि मूल्यमापन साध्यांच्या वापर शिक्षकांना करता येतो.
शांततेसाठी शिखणात शिक्षकांची भूमिका

१. शिक्षकांनी भारतीय संस्कृतीतील अंतर्गत व सामाजिक संदर्भ चर्चातून विद्यार्थ्यांना समजावून सांगून त्याच्याच शांतता मूळ्य रुजवावे.

२. शिक्षकांनी बांधवील चर्चा तर्कात संकटीय सहभागी करवावे. चर्चातून सांगज्यातील सर्व प्रश्न सोडविला येतात. हे मूळ्य विद्यार्थ्यांना रुजवावे.

३. मुलांचा विचारास संपादन करून दहशतीती भाषा व आक्रमक परिस्थिती टाकून वर्गाला बोलते करणाऱ्यांने जबाबदायी शिक्षकांनी असतात.

४. शिक्षकांनी विद्यार्थ्यांना मानवी हिंदस्वंथविषयी निगडीत मुंदांनी हेतू व नैतिक पेच स्पष्ट करून विद्यार्थ्यांना प्रतिकृत विचार करणाऱ्यांची सत्यता लागेली.

५. शिक्षकांनी पाठ्यपुस्तकांच्या शेषपणे न शाश्वेत गोष्टी चर्चेस आणत विद्यार्थ्यांने सुकारात्मक भावना, शांततेसाठी मूळ्यवान योग्यता करणाऱ्यांची, रोध विनायक, रचना करणाऱ्यांची व्यक्तीत रचना वापरत आणाऱ्यांना हेतू.

अशा त–ही शांततेसाठीचे शिक्षण हे विद्यार्थ्यांमध्ये नैतिक व शांततापूर्ण आयुक्त जगण्याची चिंतनशिल्पीता निर्माण करणे. त्यासाठी समाजाच्या न्याय, समता, बंधन, प्रेम या मूळ्यांवर श्रद्धा असणारे नागरीक घटन असल्याचे दिसते.

संदर्भ ग्रंथ

१. बदलल्या शिखणातील विचारप्रणाली : डॉ. रमा भोसले व डॉ. उजवा धोंगे.

२. शिक्षणातील आधुनिक विचारप्रणाली : डॉ. निलोमा संगे.
2020 मध्ये भारतात महासागर बनविण्यासाठी अपेक्षित शिक्षणव्यवस्थेचा एक अभ्यास

डॉ. अरुण पाटील  
महावीर महाविद्यालय, कोल्हापूर

प्राधान्य

29 वे शतक प्रारंभ गतिविधी व परिवर्तनशीलता आहे, त्या परिवर्तनशील शतकातील शिक्षण तितके करत गतिशील व परिवर्तनशील असावा हवे. देशाची राजकीय, सामाजिक व आर्थिक परिस्थिती सतत बदलत असते या बदलत्या परिस्थितीमुळे समाजापूर्वक नवनिहारी समस्या उभया राहतात या समस्या सोडविल्यावर साहाय्य करणारे एक कुटुंबीय शक्त महत्त्व शिक्षणकडेचे पाठ्य जाते. या काळात भारतात महासागर बनविण्यासाठी भूमिका महत्त्वाची उद्योग आहेत. राष्ट्र व समाजाच्या सतत बदल शिक्षणमुळे प्रभाव परतात. कारण, त्यातून अनूठे झमाझम, कौशल्ये व मूल्यांच्या रूजवरुंध भावी नागरिकांमध्ये काम करते. भाभी काज्रातील शिक्षणपरिवर्तन सर्व आवश्यक आहेत. ज्या गण्यमुळे मानील काळात प्रगती झाली त्याचा अभिकार व नवीन विचारधारा व स्वीकारकेले करणा लगणार आहे. 1986 व्या राष्ट्रीय शैक्षणिक धोरानचे सार्वजनिकमार्फत शिक्षण ही भविष्यकालीन गुंतवणू होईल. तेल्या भाभी काज्रातील शिक्षण धोरण ‘Think Globally Act Locally’ हा विचार करणे म्हणजेच निर्देश आहे.

ज्ञातां

1. व्या शतकातील शिक्षणमत्थानात आरंभ आहे. विश्लेषण: ज्ञानाचा क्षेत्राच्या होणाऱ्या प्रसंग बाधां, लोकसंघ अशा म्हणजेच व्या विकासाच्या प्रमाणांमुळे अपलेक्षित होत चालातील बात, तंत्रज्ञानात्मक प्रगतींच्या खूप स्वत: किंवा काही कास्टंगण्याच्या जरूरतेनुसार हा मानवी जीवनाच्या परिस्थितीचे ठोक येत येत असल्यास आयुष्यात नवनिहारी समस्या निराहार केली. परिणाम: आज वेबीजवीजपासून जाण स्वतः ज्ञान ग्रहणासाठी आपले पहिल्या लांबचे लांब बाधाते आहेत त्यामुळे आपल्या शिक्षण हे उद्योगातील व्यावसाय माध्यमाचे मानवी रूपांतरण करता करणे भूमिकेची ठरते की काय यावली साधताना आहे. कारण काळामुळे शिक्षणाच्या उद्देशे बदलत जातात व त्या बदल्या उद्देश्यानुसार असणाऱ्या अभ्यासक्रम व त्यानुसार आवश्यक शिक्षणाची भूमिका असणे गरजेचे आहे.

ज्ञातां

1. 29 व्या शतकातील शिक्षणमत्थानात आरंभ आहे. 2. शिक्षणातील सदस्यस्तीतील उन्नयनाचा अभ्यास करते. 3. महासागर बनविण्यासाठी अपेक्षित शिक्षणव्यवस्था कसे असावी सांगणे पाहणे.

संस्थापन शताब्दी

प्रस्तृत संस्थापन ठेव हा दुसऱ्या सामुदायिक आवश्यक आहे. संस्थापन लेखातील माहिती ही विविध पुस्तके, मासिके व इंटरनेट वेबसाइट्स दर्शविलेली आहे.

29 व्या शतकातील शिक्षणातील आकडे

29 व्या शतकामध्ये शिक्षणव्यवस्थेच्या जागरूकीकरण, संगणकीकरण, खाजगीकरण, उदरीकरण अशा विविध अविवाहाचा तोड घेताचे लागत आहे. त्याने गण्याच्या प्रजाविद्या उद्देशात भांडण्याच्या विचारांत, जागरूक तपासणी बाळ, तुलनात्मक वातावरण बदल, भेंडाच्या उद्देशील बाळी व वृत्तांतशील कौशल्यांमध्ये शिक्षण, समाजातील बाळी ताना-ताना बाळी अनेकसंख्या बाळी अनारोपण, अंग्रेजी, भारताचा, भारतीय संगणक, खुले, व्यवहारक.
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Page No. 199

शास्त्रीय मनुष्याची निर्मिती शिक्षणातून करणे शक्य होईल. ओडक्यात, विवेकशीतलता शिक्षणातून आगूत कावी.

2. विविधांशी अथवासमाजी निर्मिती

शास्त्रीय सत्तापूर्वक विद्यापीठातील शिक्षणार्थव्यवस्था अथवासमाजी पूर्णविवरण करतील लागते. अथवासमाज हा जीवनाभिमुख, लवचिक, अध्ययनावर व व्यावसायिक असायला हवा. अथवासमाज निर्मितीसाठी उदयोजक, शाळा, तत्काल, शिक्षक, पाठ्य. व विद्यायांचा समावेश करत थावा, त्याची अपेक्षा जाणून अथवासमाज रचना करता येईल. उक्तीत अथवासांची निर्मिती क्रियापद आणि यशस्वी ठरावास २१ व्या शतकातील अपेक्षित अत यासांचा मानकाची निर्मिती शिक्षणातून करत येईल.

3. विज्ञन व तंत्रज्ञान शिक्षणात उपयोग

भारतातील विद्यापीठांच्या विकास कर्षणासाठी उपयुक्त शास्त्रीय टूटीकोन, विज्ञान, तंत्रज्ञानामध्ये निर्माण करता येऊ शकेल. अथवा, मालकमेला टूटीकोन, निर्माण, आकाशातील अभावातील निर्माण विज्ञान व तंत्रज्ञानामध्ये हेकू शकेल. भारतातील विज्ञान व तंत्रज्ञानाच्या प्रगतीत वाढ होणारासाठी विद्यायांची कुरुक्षेत्र, निर्माण आणि करून करून व्यावहार संशोधक निर्माण करता लागेल. व्यासातील वैज्ञानिक उपप्रेक्षा राहून करायले गेलेले. व्यासार्थ्यांनी शिक्षण पद्धतीसह विज्ञान व तंत्रज्ञानाचा आरोग्य ई.अध्ययन, अथवा, वर्ग, टेलीकॉम्युनिकेशन, शिक्षण, वेबसाइट, इंटरनेट, ईमेले माध्यमातून, मोबाइल लांच, वा नाविकपत्रण शैक्षिकच्या विचारधारांही वापर करून करायले. शेवटी शिक्षणामध्ये विज्ञान व तंत्रज्ञानाच्या उपयोग केल्यास मानची जीवन सुकृत होताने त्याची गुणात्मकता वाढ शकेल.

4. खिलाडू वृत्तिकर प्रोफेशन

शास्त्रीय जीवनापूर्वक विद्याधार स्तर खेळाठी आउळ, खेळ प्रतिसादी आवश्यक वातावरण व संस्थेची शिक्षणार्थव्यवस्था निर्माण करते. त्याचे शैक्षणिक, मूल; बौद्धिक यश हवा शिक्षण असते. या वृत्तिक्रमाचा सकारात्मक सांगणारे शाळा ही लगतील. ज्ञानास साहित्यांच्या सुरु गुणाना वाव मिळेल. साहित्याचा आयात शास्त्राच्या अववर आयातिक समस्याकाम भारतातील चामतक बांधकाम असतील तर ज्ञानाचा तुलना आणंदास, आपण बाह्य प्रमाणात घोषणे आहे, तर त्या प्रमाणात चेकडेवारी पाहिजे असेल. रुपाने विद्यामर्ती महाविद्यालयर्षी स्वतंत्रपणे अमोलज्ञानी तरीणी धोराणे आहे. अनुवादक लगतील. त्यातून नक्तपणे संस्थेच्या खिलाडूंनी डोंड देणारे विद्यार्थी कार्यशाळा म्हणून पहायला येईल.

5. पर्यावरण शिक्षणातून विषयं विकास

प्रामाणी सत्तापूर्वक मानवाची निर्मिती ही पूर्ण, आणि, तेज, वायू आणि आकाश या प्रथमानाच्या आलेल्या अमोल मानाच्या यातील नैसर्गिक साधनसंपत्तीचा अंतर्दर्शक वापर करत पर्यावरणचा नास पदवीच आणणा अहेत. व्यक्ती आपण बाह्य प्रमाणात जवाबदार होतात. संस्थांच्या व्यवस्था वर्तमानी निर्माण आंतर्गत आहेत. त्यातून पूर्ण असा वापर वापर करत पुढील कामातील विधाला ती पूर्ण असा पर्यावरणदर्शीविषयं विकासाचा निर्माणवर संस्कार अजूनही करते लगतील.

पर्यावरणाच्या साधनसंपत्तीचा वापर करित असताना तिवा गरजेपुर्णा वापर करत पुढील कामातील पूर्णाही ती पूर्ण असा पर्यावरणसंबंधीविषयं विकासाचा निर्माणवर संस्कार शिक्षणातून करते लगतील.
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6. दशस्तरावरी प्रस्तुतीचा विचार करावारे शिक्षण

देशात सतत होत असेलेल्या दशस्तरावरी हल्ल्यातून दशस्तरावरीच्या कृतीचा शास्त्रेशीर्ष उजळी आहे असे म्हणावे लागेल. सर्वांग्याच्या शिक्षण पद्धतीनुसार राष्ट्रप्रमेय निर्देश हेच ताकेल का? हा खरा प्रस्तुत आहे. तेच्या भाषी कामगिरीचा शिक्षणमंडळे राष्ट्रीय एकादमी व राष्ट्रीय प्रग यांचे संस्कार विद्याध्याय करून लागेल. त्यावरीले अभ्यासक्रमाचा आवश्यक आशय व प्रायोजक कार्याचा संबंधित करून लागेल. त्यावर्गांमधैल शिक्षणतज्जी नुसते धोरण आहे यांचे काम न करता साध्य जे असेलेल्या आहेत. त्याच्या असंतुष्टेपमाणी लागले कारण काय? ती कसी दूर करत येतील? याचा विचार करून शिक्षण माध्यम करून येईल.

7. शिक्षणाचे आंतरराष्ट्रीयकरण

सध्याच्या जागतिकीकरणाचा प्रभाव समाजात पडत आहे. तेच्या आपणी केवळ भारताचा विचार करून शिक्षण देखू अशी आत्मकेंद्री भूमिका बदलली लागेल. भारतीय युवकांची गुणवत्ता, खर्च, उद्योजनात यांचे आंतरराष्ट्रीय वाज्यांतरी विकटत वातावरणात शिक्षणपद्धती प्रभावी करती लागेल. माने हे सर्व वडत असताना भारतीय संस्कृतीतील विश्व मूळ्ये हरवली जाणार नाहीत याची दक्षता शिक्षणाचे ध्यानात.

8. ‘स्व’ जागविणीरे शिक्षण

सर्वांग्याच्या शिक्षण पद्धतीत स्वराज्यक बानावरणामुळे मूळ्यांत त्याच्या अभिव्वली, क्षमता जागविणीप्रकारे शिक्षणाची निवड करण्यास फारसा बाब निर्धारित नाही. त्यावरून त्याच्या गुणवत्ता निर्धारित नाही. तेहेत भाषी कामगिरीचा शिक्षणाचे विद्याध्यायींसारखे ‘स्व’ जागून होईल असे शिक्षण हाते लागूली.

9. शांततमय सहजीवनाचे शिक्षण

सध्याचे भारतात शांतसंस्कृत व जातीयकाण, बाह्यत, वाहती हे एकत्रित, अहों समस्तामुळे अशा संस्कृताने शिक्षण आतील आहे. त्याच्या भाषी कामगिरीतील शांततमय सहजीवनाचे संस्कार शिक्षणाच्या कारण आवश्यक उपाद आहे. भारतीयाने गौतम बुद्ध, भगवान महादेव, येशुसत्यानी दिलेल्या शांततमय सहजीवनाचा विचार शिक्षणपद्धतीत आवडत लागेल. शांततमय सहजीवनाचे शिक्षण योग्य आहे अर्थात अशा की, प्रेम, कर्म, दया, श्रम, प्रसन सामजिक या आशा जीवन जागतिकी पद्धती होय.शांततमय सहजीवनाचा शिक्षण शुभ्याच्या जीवनपाकला काही निवेदन पर्यावरणातले सामर्थ्य कसे जाणवेले हे विद्याध्यायीं शिक्षणात आलेल दाव लागते. शांततमय सहजीवनामुळे राष्ट्रीय एकादमी, आंतरराष्ट्रीय सामजिक वातावरण भारत महासत्ता वनपास फारसा बेटल लागणार नाही.

10. संस्कृतीनाच नवी दिशा

मानवी जीवनाच्या संस्थेचे सहजशीर्षक संस्कृतीनाच्या होत असावे, भाषी कामगिरीला शिक्षण निम्नत विद्याध्यायींसारखे संस्कृती बतून जागून करण्यासाठी आणिपूर्वक प्रयत्न करून लागूली. त्यावर्गांमधैल मुद्द्याधी संस्कृतीचे पद्धती येथे येथे प्रमाणात लागते. संस्कृतत्त्वाचे साधनाधीन लिंगमुकुंद शिक्षणाचा कारवैले लागूली.

11. ज्ञान निर्मितीतील शिक्षण

२९. शास्त्रात ज्ञान हिच साधन उपरांत असुन शास्त्राका संगीतांत विद्याध्याये शिक्षणांमधैल केवळ माहिती म्हणजे ज्ञान तर आत्मक समजूतीतून बाहेर काळवाचे लागेल. ज्ञान प्राप्त, ज्ञानाचे देण्य नेपाल, ज्ञान प्रसार आणि ज्ञान निर्मिती असा विविध त्याच्या जाणवणे निर्माण करून येईल लागेल. ज्ञानाची
निर्मिति करण्यासाठी पाठांतर शिक्षण पद्दती दूर करून विचारप्रवृत्तक शिक्षण पद्दतीचा विचार करावा लागेल.
परीक्षेकडे यश या वैचिक जागृतीत मनोबोध राहता येणार नाही ज्ञानसंबंधीचे हे तेज जगात भारतात महासागर वनविद्यास मदत करू शकतात.

9.2 स्थापित शिक्षण

भारती काठामोहे स्थाप्त नवाचारी विद्यालयांचे शोध होता कामात नवे विद्याध्यायी आवड, आनंद ज्यात आर्थी ते शिक्षण त्यास मिळाल्यास हवे. इसारात शिक्षण करणे सोडून देवून स्वतःशी सर्व रणनीती हे तत्व शिक्षणाच्या रूमाळमध्ये लागेल कारण प्रत्येकाचा क्षमता वेगवेगळ्या असतात आणि आणण स्फर्ड करतो तेथेही निर्माण आहे पर्यावरण हलातम हलाते. त्यांती मारी आज काय प्रयत्न करी गण्य केली? मी काय करू शकतो? या सळभंगात स्थाप्त विद्याध्यायिने निर्माण करवू लागेल असा शिक्षणाच्या विवेकशील मनुष्याच्या निर्मिती आम्हाच्या शक्य होईल.

9.3 शिक्षणाचे संस्थून गुणवत्ता व्यवस्थापन

संस्था परिष्ठततील शिक्षणाची संस्थित ठककाचे योग्य समवेत नसल्यावर परिणामकारक क्षमता विद्याध्यायींत पोहोचल नाही. भारती काठामोहे शिक्षणाच्या दरम्यान गुणवत्ता सुधारण होणारातील लागेल संस्थून गुणवत्ता व्यवस्थापन करवू लागेल. प्राथमिक शिक्षण किंवा उच्च शिक्षण याचा जी उंचिते असतील ती पूर्ती: विद्याध्यायींतील क्षमता अयस्य प्रयत्न निर्माण निर्माण मदत येण्यासाठी शिक्षण्याच्या विविध पैमानेचे योग्य परस्परसंबंध निर्माण करू शकून गुणवत्ता व्यवस्थापन साधू करता येत शकतो. मात्र त्यांची प्रतिक्रिया मानवी पकवाने अपरीण जागण्याची प्रभावीकरण व विकसित निर्माणाची अशी अपेक्षा आहे.

9.4 पर्यायी शिक्षणव्यवस्थेची निर्मिती

भारतात स्वतंत्र देशकर्ता इतके वर्ष आंतरराष्ट्रीय आशी स्थापित शिक्षण पोहोचून शाळा नाही. तर बाही काठामोहे अभिव्यक्त शिक्षण केंद्रांचा चालना व अथवा नाही शिक्षण मानकी निर्मिती करावी लागेल. दुरीच्या शिक्षणे, मुख्य शाखां अशा पर्यायी शिक्षण व्यवस्थेची निर्मिती करावी लागेल. ती जास्त जास्त असत लोकांमध्ये पोहोचता लागेल व यातून जीवनसंस्करण होणून भारत महासागर वनविद्यास वेळ लागणार नाही.

9.5 व्यवस्थण संस्थिती उपलब्धता

भारती काठामोहे बदलल्या जगाची अपेक्षा व गरजा बाहेरच्या विद्यालयांमध्ये स्वाभाविक विविध वैश्विक संबंध संवादात आहेत. त्यांची शिक्षण वैश्विकता व्यक्ती मायावयुक्त विद्याग्रस्ती उपर्युक्त काही स्वाभाविक उपलब्ध करू शकतो जीवन पाहिजे. व्यावसायिक शिक्षण पद्दतीत हे सांसाद दृष्टीतून करून प्रत्येकाचा अभिव्यक्तीचा उपलब्ध स्थापना शिक्षण योजनेचे मुख्य संस्थून उपलब्ध करून धारी लागेल. अशा शिक्षण व्यवस्थेतून विद्याध्यायींचे ज्ञान, क्षमता, व कौशलयाना वाच दिसून प्रगतीशील भारतात निर्मितीसाठी योग्यदान देशवास संबंध सारखी.

सांगणा

अशा प्रकारे २०२० मध्ये भारतात महासागर वनविद्यासाठी विविध शिक्षण विविध तत्वाची आमंत्रित शिक्षण पद्दतीतून करावी लागेल. जगाची क्षेत्रमध्ये बदल होत होत आहे. तसेच २०१५-२०२० अर्थव्यवस्था आपेक्षित सिद्धांत पद्दती कार्यवाहीच्या आणण आवश्यक मारी शिक्षक आहे, मात्र काही तरी, मारी विद्यार्थी आहे? मी शिक्षणात्मक म्हणजे अशा अहमदशासोंसाठी एकूण अन्माल महासागर उत्तम भविष्यासाठी
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विद्यापीठाचे जागतिक रंग — एक आकलन

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जाणाचे समर्थ बननेले मनुष्यवर्त ही समाजाची सर्वकाळीन सार्वजनिक गती आहे. या मनुष्यवर्त विकासाच्या मूळात एवढी भूमिका बजावावतात. प्राचीन काळात भारतीय तदनांतर, नालंदा, डर्शनमाला यांची, डर्शनधाराची अर्थ अद्यावर या जागतिक गुप्तवल्या विद्यापीठात जगभरातून विद्यार्थ्यांचे वेतन शिक्षण घेत असत. त्या विद्यापीठांची दौडवर पसरण्याची कोणी अनेक हे विद्यार्थी तेरे पेट असत.

आज उच्च शिक्षणाचे क्षेत्रात, जागतिक पातळीवर विद्यापीठाचे रंग देखील हे शृंखल म्हणजेच अज्ञात होत आहेत. उच्च शिक्षणाची कामगिरी आणि उत्पादकता यांची तुलना करण्यासाठी हे रंग लोकप्रिय बनत आहेत.

विद्यापीठ रंगाची पदती काही दशकपूर्वी अमरवती लोकांच्या ध्वनीत यांची पदती सुमारे १५ वर्षांपूर्वी सुरू केलेली आहे. सर्व प्राचीन व ब्रिटिशकाळमध्ये खालील महत्त्वाच्या रंगांचे एकसारी आहेत.

१. ARWU — अंतरराष्ट्रीय रंग कोट्टा युनिभर्सिटीटा

२. QSWUR — क्वोट डेडल साधारण कोट्टा युनिभर्सिटीटा रंगांचे

३. THEWUR — टेस्ट हार्ज एन्युकूलन कोट्टा युनिभर्सिटीटा रंगांचे

४. USNWUR — यू. ईस. न्यू म्यूनिसिपल युनिभर्सिटीटा रंगांचे

५. TRGRS — ट्राइनर्स रॉयल रेप्लेजेशन सर्वेक्षणांचे

ARWU ही रंगांची पदती २००३ मध्ये चीनमधील शाखाच्या जियांतोग विद्यापीठात सुरू होते. जगभरातील समाजाच्या वातावरणातील कामांकाचा विवेळ जुळला. नेकर्षित पदती करून विद्यापीठाच्या मूळात त्यांच्याबिढवणे प्रश्न करण्यासाठी त्यांच्याकडे गेले. त्यांच्याबिढवणे त्यांनी माजी माजी विद्यापीठांनी निर्देश दिले असलेले कामांक विवेळ जुळले. इसरील, जापान, ताइवान, ब्रिटानी, फ्रान्स, जर्मनी, युरोप, अमेरिका, मलासिया, भारत येथे विद्यापीठांच्या कामांकाचा विवेळ जुळतो.

1. ARWU — ऑनलाइन रंग कोट्टा युनिभर्सिटीटा

2. QSWUR — क्वोट डेडल साधारण कोट्टा युनिभर्सिटीटा रंगांचे

3. THEWUR — टेस्ट हार्ज एन्युकूलन कोट्टा युनिभर्सिटीटा रंगांचे

4. USNWUR — यू. ईस. न्यू म्यूनिसिपल युनिभर्सिटीटा रंगांचे

5. TRGRS — ट्राइनर्स रॉयल रेप्लेजेशन सर्वेक्षणांचे
THE N U R नूसा अध्यापन अथवा अध्ययन वातावरण 30 टके संशोधनाचे प्रमाण, उपयोग व प्रतिष्ठा 30 टके संशोधन प्रभाव सापडेशा नवीकरण व उदयगाना विषयात 2.5 टके, शिक्षक विद्यार्थी संशोधनात्मक आंतरराष्ट्रीय दृष्टिकोण हा माणक आहे.

या रॅक्टेंग एज्नेसी बोर्ड्स पारसन काही माणके वेगळ्या रीतीने वापरत असली तर याचं शैक्षणिक लिंक, संशोधन गुणवत्ता, विद्यार्थीहिताची काळजी, संस्थेसूचना बाहेर पडणार्या विद्याधार्यांचा एक प्रोडक्ट या नात्याने समजावा होणारा फायदा हे निकाह समान आहेत.

विद्यापीठाचे रॅकनेंग होणार फायदे –

- विद्यापीठाचे चांगले रॅकनेंग हे चांगले विद्यार्थी, शिक्षक, संशोधन आणि अर्थपूर्ण आर्थिक समर्पित कार्यशाळा उपयुक्त उतरे.
- उद्योगमुख अर्थव्यवस्थेमध्ये शिक्षणाचा अंतर्गत प्राप्त ज्ञानाचे आहे व अनेक आशात जागृत दर्जनं शिक्षणला सहभागीता सादरीकरण इत्यादी संभाजीत करतो. विद्यापीठ रॅकनेंग विद्याधार्यांचा स्वलंतर (डिमिशन) परिसर करते. उद्योगी शिक्षणातील पदवीवरील विद्यार्थींचे संबंध हे मोठा स्वारिग वाच. आंतरराष्ट्रीय स्वरूपांच्या आदर्श प्रदानातील हत्त्यांचे निर्णय शेष्यावरील हे रॅकनेंग पारतीचा फायदा होतो.

मात्र काळी शिक्षणात्मक कला, विद्यापीठ यंत्रण ही मोठा प्रमाणात गुणतुकाची, समिश्र व विविध अभ्यास ह्या, केलेक शिक्षणात मानवदृष्टी से रॅकनेंग करणे कुठे होय. विद्यापीठाचे उद्देश एकच शैक्षिक उद्देश अथवा स्वारिगाची केलेक नोकरी मिळालेल्याची कामवळता व वाजातील मूल्य एवढा पाहता काम संरक्षण करून रॅकनेंग वेळ किंवा उद्देश्यांचा विपण कार्य, असे त्याना बाही. तसेच संशोधन संरक्षण (स्वारिग) मुळे गुणवत्तेच माणां होऊ शकते. मात्र त्याचे उपयोजन काळतील पृथक काळांचा हवे. कारण संरक्षण भेदधारी विविधता जगात खुप आहे. तसेच आदर्श विद्यापीठाची निविध व्यक्त वातावरणाचा येत नाही.

विद्यापीठाचे रॅकनेंग आणि भारत

उच्च रॅकनेंग मिळालेल्या वहुतेकडी संस्था या विविध देशात आहेत, कारण शिक्षण व अर्थव्यवस्था याचील संवेदना ऊपर व तपास आहे.

भारताच्या विविध क्षेत्रात लॉडन डिस्ट्रिक्ट्स मध्ये 200 मध्ये 50 मध्ये 3 इंडियन इंस्ट्रेक्टर्स ऑफ इंडियन जेनरल प्रिन्सिपल्स क्रमांक संशोधनाचे आहे. मात्र कला, मानवता, सामाजिक शाखेः, मैसूरळा कार्यालय याची एकच ही संस्था नाही. ही चिंतेची वात नक्सीस्ती आहे.

भारतीय उच्च शिक्षण संस्थाने कमी रॅकनेंग आहे ही या वेदान्ती जागृत दर्जनेच संशोधन व नवीकरणमुळे अभाव. अध्ययन, अर्थव्यवस्था कमी देखी, आंतरराष्ट्रीय स्वरूपाची कमी देखी, रत्न गुणतुकाचा अभाव आहे.

मात्र भारत सरकारच्या आवश्यक देखी त्याची उच्च आर्थिक वातावरण त्याची भरतीसाठी उच्च शिक्षणातील गतिविधी त्याच्या लागणार आहे. त्याच्याच मुनाहारी विकास मंत्रालयाने अलङ्कृते नेशनल इंस्ट्रेक्टर्स ऑफ इंडियन रॅकनेंग डिस्ट्रिक्ट्स अलङ्कृत ह्याच्या वयाच्या कला आहे. NAAC बोपर्चे NIRF शेवटी रंगिस्ट्रेशन वाचकांकर करे आहे. NIRF ची पाच माणके पृथक प्रमाणे
1. अध्यापन, अध्यापन व शोध
2. संशोधन, सारण (कल्याणी) व सहकायात्मक कामगारी
3. पदवीय निष्ठाता
4. समावेशांकता
5. दृष्टीकोण (पर्याप्तता)

उच्चशिक्षणात गुणवत्ताभाव, उन्नतदायित्वाची भावना वाढणे, विद्यार्थ्यांचा आधिक चौंकत्या संघर्षण तसेच संस्थांचे निवड करता येणे पारंपरिक रूपात रोजर, अर्थात आता आहे. उच्च शिक्षणक्षेत्रातील सर्वांची होकालामध्ये दृष्टीकोण देताना आणि उपयुक्त गुणवत्ताभाव केल्या तर आताच्या भविष्यच्या निर्माण होईल.

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The Teachers place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.'
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knowledge 'किंवा 'treasures of wisdom' मानते जाते. हाव्हर्ड विद्यापीठातील प्रेसपाट पॉल बाक (Paul Buck) च्या मते चांगल्या पुस्तकांचे संकलन हे चांगल्या शिक्षकांना आकर्षित करते व चांगले शिक्षक हे चांगल्या विकासासाठी आकर्षित करतात. प्रशासनात पुस्तकांवरील विषय विषयाची उत्तम विविध, चायचित्रे, विविध तक्ते हसते.

6) शारीरिक शिक्षण व आरोग्य शिक्षणासाठी योग्य सुविधा — शिक्षक प्रशिक्षणातून माध्यमिक शिक्षणातील आरोग्य व शारीरिक शिक्षणाच्या उद्देश्यांतून पूर्णसाइटी विविध सुविधा प्रशिक्षणामध्ये देणे गरजेचे आहे. त्यासाठी शिक्षक प्रशिक्षणात छात्रांपध्या विविध संग्रहांचे साहित्य पुस्तकेन, क्रिकेट स्पर्श विद्याधृत्यासाठी आयोजित करणे महत्त्वाचे आहे. तसेच विविध खेळातील कौशल्य, नियम इ. ची माहिती विद्याधृत्याना देणे आवश्यक आहे.

कुमारवस्तीतील मुलांमध्ये खूप उच्च असते. या उच्चच उपयोग करून त्याना शारीरिक शिक्षण व आरोग्यविषयक शिक्षण देणे महत्त्वाचे आहे.

7) आधुनिक तंत्रज्ञानाने शिक्षण — आजच्या विद्यार्थी हा तंत्रज्ञानाच्या युगातील विद्यार्थी आहे त्याना शिक्षकांनी सहजजिंठ नवनवीन तंत्रज्ञानाचा वापर करून वापर हवा. यात PPT, E-Learning, Video, Web resources चा वापर शिक्षणात हवा. यासाठी शिक्षक प्रशिक्षणात प्रगत शैक्षणिक तंत्रज्ञानाच्या साधनांचा वापर हवा व त्याचे प्रशिक्षण छात्रांपध्या मिळते गरजेचे आहे. तसेच वेबसाइटील त्याचे शिक्षण शिक्षक — शिक्षकांना देखील मिळते.

8) पालकांचे सहकार्य — विद्याधृत्याच्या प्रगतीत साध्य, शिक्षक याबोबरच पालकांचे सहकार्य महत्वाचे आहे. महाविद्यालयातील पालकांचे वर्ण, अभावसारी प्राची, बदली शिक्षण, परिशिष्ट, परिशिष्ट, विद्यार्थी समस्या. या सर्व वारीतील पालकांची चर्चा करणे व त्याचे सहकार्य मिळतो गरजेचे आहे. अशा प्रकारे माध्यमिक शिक्षण स्कल्स व दृष्टीने ह्या पालकांची शिक्षक — प्रशिक्षणात आत्मवन्म महत्वाचे वर्ण असते. शिक्षक प्रशिक्षण केंद्र तात्कालिक कृती नाही तर कौशल्याचे काम आहे. शिक्षक गुणवत्तेवरं शिक्षण प्रश्नाचे युक्त अवलोकन आहे.

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शिक्षकाची भूमिका (Role of teacher in Education)

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सारांश :- शिक्षकाच्या पूर्वापूर्व सतत विकास होत आहे. जगात सातत्याने बदल होत आहेत. विज्ञान तंत्रज्ञानातील वेगाने हाणीच्या प्रगतीमुळे जीवनमान बदलत चालते आहे. 21 काळाच्या शक्तिअभावाने वेगाने बदलत राहाय. जग अनेक आहाने समर्थ देऊन येत आहे. त्यांचा समाज जीवनाची चीजेच्या निर्माणात मूल्ये, विद्यार्थींना कंट्रो अध्यापन, ज्ञानप्रदायक, ICT वापर, शास्त्रीय शिक्षण असे अनेक प्रश्न शिक्षणात येत आहेत. यांमध्ये शिक्षकाची भूमिका ही बदलत चालूता आहे. हा-लोंग सारख्या सुविधा आल्या तरी शिक्षकांनी स्थान, महत्त्वपूर्ण घडी कमी होत नाही.

शिक्षकाची भूमिका :- शिक्षकांनी विद्यार्थ्यांनी ह्या इतर वर्तनवर्त रचून आणाऱ्या असतात. सर्वप्रथम मुलांचे सामाजिकीकरण करणे गरजेचे असते. तीन आर मृणमें खेड, वाचन व अनुकूलण याच्या अध्यापनार्थक वैशिष्ट्य व सामाजिक वर्तन, मूल्ये विविधता, अभिलस्ती व कौशली विकसित करणे ही जवाबदारी शिक्षकांनी आहे. ती तीन आर्थिक आणेची चार आर्थिक भर पडली आहे. ग्राहक, निर्माणशिल्प, इंजिनियरिंग व रश्मिकामण्डळ, प्रत्येक विद्यार्थी हककारी, व्याख्या जवाबदारींच्या पर्याय संबंध, विधेयकांनी अनंतसंदर्भ निर्मितीची जाणीव निर्माण कापवेल हवी. शिक्षकांनी मुलांचा विचार, करणाऱ्यांचे कृतीमय, वर्तमानाचे मार्गदर्शन करणे विद्यार्थ्यांना वस्तुनिर्देशण वागणे गरजेचे आहे.

शिक्षक मृणून दिष्ट शिक्षकांचे पालनात प्रगती मालिकाच्या मालिकाचे आपल्या विश्वातील किमान अध्ययनात शमन करा विकसित होतील हे पहायला हवे. शिक्षकांचा अध्ययनसत्ता विविधताची संपादन पाली वाचली पाहिजे. आपल्या विविधांची एकही विविधता खाजी लालसा जाणारा नाही असा आत्मविश्वास मेण्या शिक्षकांनी अध्ययन करू येणे. शिक्षकांचे विविधांचे व्यक्तित्व फूलत नाही. खेळू नाही, रजनेनाभावत. अनेकांनी कला व शास्त्राच्या याचत्याच्या चेतनेच्या जीवनाच्या बाह्यांच्या कार्यात अनेक प्रतिगृह पाहिजे. तर, वाचत जहाने न राहता खाजी क्षेत्रसंसर्ग अभास करणारे, बहुतही विवाही आहेत. येथे शिक्षकांनी खाजगी क्षेत्रसंसर्ग जाणार आहेत असणारी कार्यांची प्रभावीत होती. येथे विविधांगने पालकांनी उद्देश्याची कार्यानिवेदन करतात. कोणताही विवाह असे पाठपुरस्तक व संदर्भ वापराला कौशल्यावर विकसित करतात. सर्वसाधारण विद्यार्थ्यांसमोर विविधांत वृत्ती करतात.

शिक्षकांची मार्गदर्शकता व समुपेशकता मूल्याच्या महत्त्वाच्या जवाबदारी पर चालणी लागते. आज वृत्तपत्ते, दूरदर्शन मूडून बालात्मक पाहत्याची विद्यार्थ्यांची तारण तपासात जाऊन अत्यंत स्पष्ट करेळ्यांनी उद्देशण समोर येतात. चिन्हांमध्ये सूर्य १००वी, १२०वी, ईंटनिअवर, मेडिकल विद्यार्थींना समजावून न घेतायचे पालकांने आडमुळे दोरण, इतर माहित्यांतून पाहिजे प्रसंग, योग विचार न करता. येथे यांचा हा परिणाम दिसतो. तत्पर विविधांत मध्ये प्रविष्ट विविधांत शिक्षक कमी पडते. तारण तपास येतेच न देणे व आलांस माहित्यासारखे ह्या प्रस्तुत विविधांतांची जमा करतात हवे. येथे तयारीत वातावरण, संस्थेच्या महत्त्वाच्या आहेत. ‘वर्जन का बाळा घराची शाळा’
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7. नवीन करिअर संस्थी संबंधी अध्ययन करण्याची क्षमता
8. पर्यावरण समस्यांची जाणीव व ती निराकरण करण्याची क्षमता

पाण्याची विभागांमध्ये सिक्किस्क चिन्ह नास्ती, प्रभावी संशोधन करणे, एकत्रित मिळालेले शिकषण व सर्वज्ञानी बनवणे शिक्षकांना हवे. काही मूल्ये व नूतन विचारांना बनवते.

शांतसंगीती शिक्षण देताना एकोप, खेलीची राहणे, अनुशीलन, धमांचता, हिंसा अशा विषयांवर गठणे पडणे आणाऱ्यांना. योग्य व अपूर्ण उदय दाखेऊन, मुक्त चर्चा चर्चायात.

देनंदन समस्या निराकरण व जवाबदारीची जाणीव येण्यासाठी विविध अनुभव–प्रसंग उभे करावेत.

शान्तरथीसाठी जाण संपादनाच्या प्रयत्नात मंद व मार्गदर्शन करावे, अशक्त प्रयत्न, निजस्व, साहस, गतिमानता, स्वतंत्र विचारशक्ती पुरवणी, सहकार्य मूल्य, सौंदर्य मूल्य पेकवे. सामाजिक अन्यायाविरुद्ध समर्पण करण्याची मानने करावी.

या सर्व भूमिका पार पाडणे अतिक्रमण शिक्षकाचे चिन्ह नास्ती, आचार, जगणे आदर्शवत्ता, प्रेक्षक असाध्य हवे. शिक्षकांमध्ये स्वत: बदलाक्रम व निरंतर अध्ययन्याच्यासह असेल पाहिजे.

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Website –
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Anyone can become angry that is easy. But to be angry with the right person To the right degree at the right time For the right purpose and the right way This is not easy.

- Aristotle
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शिक्षण शिक्षातील कौशल्य विकासातून छात्रशिक्षकांच्या पर्यायी योजनेचे विकास

शिक्षण शिक्षातील कौशल्य विकासातून छात्रशिक्षकांच्या पर्यायी योजनेचे विकास

प्राधान्यकक्ष ॥ ग्रंथांतील उपदेश आणि समाजसेवीतील इतर व्यवहार गुणांतून चलव्यासाठी विविध सुविधें. कौशल्यांनी युक्त असा अस्तित्व नागरिकांच्या गरज असलेलं समाजातील तज्ज्वर यकीविध पुढच्या आलेल्या नियमांचिने संसाधनांचे अर्थ आहे. यातून जीवनाविषेधांची शिक्षण देखभाल वेबसाइट तयार करून समाजातील ग्रामीण पूर्ण करणे हा शिक्षणाला मुख्य होतू आहे. मूळ म्हणून अज्ञातता अन्यायाघातांना विकास करताना आवश्यक तंत्रज्ञान उच्च शिक्षणसंघ.विविध जित्याच्या उपलब्ध करून देणे समाजातील दृष्ट्याने आवश्यक नाही. वातावरणाची विकास संघेता निमित्त केवळ तो साधारणांच्या अप्रत्यक्षे ठरले आणि किंवा शिक्षणसंघेता निमित्त केवळ समाजातील आवश्यक असा तज्ञांचा पुढच्या होणार नाही.

समाजातील गरज लक्षात घेऊन विश्वासातील यकीविध पुढच्या विकास चलवणे लागते. एका सामाजिक मातृत्वाच्या विचारात जगाच्या साधारणांना आता आणि आत्मविश्वास ह्या हे देखील स्पष्ट असतात. स्पष्ट म्हणून साह्यांच्या विवेकानुशासनातून होतो. आणि विश्वासातील वेतन देखील मान्यतेत ते मानावी जीवनांतील त्यांच्यावर वातावरण नाही. शिक्षण हे एकूण सामाजिक आत्मविश्वास सांस्कृतिक प्रतीतीच्या एक मान साह. याकरता शिक्षण शिक्षातील कौशल्य अत्यंत अहमदून विविधान्यातील छात्रशिक्षकांना पर्यायी योजनेतून विकसित करणे योग्य तो संधी निमित्त कौशल्य लेखानिक, सामाजिक, आत्मविश्वास सांस्कृतिक विकसित करणे.

कौशल्यांचा अर्थ ॥

मातृत्वाच्या विवेकानुशासनातून होतो. आत्मविश्वास ह्या हे देखील स्पष्ट असतात. स्पष्ट म्हणून साह्यांच्या विवेकानुशासनातून होतो. आणि विश्वासातील वेतन देखील मान्यतेत ते मानावी जीवनांतील त्यांच्यावर वातावरण नाही. शिक्षण हे एकूण सामाजिक आत्मविश्वास सांस्कृतिक प्रतीतीच्या एक मान साह. याकरता शिक्षण शिकाळीतील कौशल्य अत्यंत अहमदून विविधान्यातील छात्रशिक्षकांना पर्यायी योजनेतून विकसित करणे योग्य तो संधी निमित्त कौशल्य लेखानिक, सामाजिक, आत्मविश्वास सांस्कृतिक विकसित करणे.
कीर्तिविनोबा व्यक्तिव्यावहाराचे मानसिक व आधिकारिक संदर्भांतून क्रमांक व्यक्तिव्यावहार व सर्वोत्तम विकासाचे महत्त्व करतो. जे व्यक्तिला निर्णय, समय, निर्धारण, विचारण, संचार, प्रशिक्षण, संपादन या दृष्टिकोणात आतील. ज्यामध्ये कोणतीही मानसिक, आधिकारिक रूपातील पातळीबाची आहेत. ही दोनों प्रकारची कीर्तिविनोबा व्यक्तिला टाक वर्तन आहे, ज्यामध्ये इंडियन प्रवासी मंडळाचे माही वासाने काळजी प्राप्त करतात.

2) प्रवासिन माही प्रवासाच्या प्रारंभाने

1) प्रवास कृती
2) इंडियन कृती प्रवास
3) विवाहाचे विवाहाचे प्रवास
4) गोवत्तील आवाहाने प्रवास उपयोग

कीर्तिविनोबा विवाहाच्या प्रवासात मुख्य टाकी.
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1) वर्णनचय
2) युद्धमंचन
3) स्थाईकरण आणि मार्गदर्शन
4) भूमिका पालन
5) तुरास्स्तूणु आणि कृतीकारकर्म
6) छोटे गट
7) वैश्विक योग्यता
8) व्यक्ती अभ्यास
9) क्रियाकलाप
10) वातावरण

कृतीक विश्लेषण किवाशील अध्ययन अंतर्भूत आहे. यामाठी बरील अध्ययन फलद्वारा वापरुनक ठरू लागेल.

कृतीक विश्लेषण शिक्षक व पालकांची भूमिका

विश्लेषण वर्चस्वील निर्धारण उपभोक्तासाठी पावठेल आहे. परिशिष्टीतील बाबुका पक्तरुपाख्या प्रांत व तारागीत आणि प्रांत व तारागीत भाषणाच्या पालके पालकांनी केलेला पाठ्यक्रम हे करतात. ती गोडास्से विश्लेषणाची जाणिव किविष्ट तर कामेरों मध्ये स्वतंत्र विचार करणे वाढवणार आणि महाकाळी भाषण यांचा तांत्रिक प्रांत विश्लेषण प्रकरण वाळून करून उत्साहित दिले पाहिजे.

विश्लेषणाची भिन्नभिन्न प्रौद्योगिकी. प्रांत व तारागीत फारक. ज्ञाति परिशिष्टीतील संपुंस बदल आणि तिच्या यांचा स्वस्त या सर्व गोडी शिक्षकांची लक्षात ध्येय भांवित होतं. लघाय प्रक्षेपणाच्या प्रांत व तारागीत भाषणेतील. कृतीक व प्रांत शिक्षकांची आणि प्रांत व तारागीत भाषणेतील व्यक्तीमुळे भेदालं भाषित होतील पाहिजे.

इतरांचे कृतीक करणे. आपल्या भाषणांद्वारे गोडी वाचणी, पालक व शिक्षकांनी एकत्र. पुढील पालले असे गोडी राहिल्याच्या गोडीला हक्कात तर ती इतरांचा संपुंस संवेदन जोडल्या तर कृतील बाळक प्रांत करणाऱ्या ही दिलेली वारूद कामाचे प्रांत व तारागीत यांच्याविरूद्ध बंद घडवणे वाळून करून उत्साहित दिले पाहिजे.

हे कृतीक आपल्यासाठी करणारे पाकर. असे बाळक करणाऱ्याची बाळक मानिसांनी केले पाहिजे. गोडास्से आपल्या तिथे करणाऱ्यांच्या संस्थेत दिली पाहिजे. समय, मानिसांनी झाडांस्मृत करून उपाय युवरूपी येथील तेथां गोडास्से गांवाते. समझून संबंधित अश्लील अभ्यास-पाठ्य वापरणार पालक करणारे. वारा व वातावरणाच्या स्वत: भाषण धेयाची उत्साहित करते.

प्रेम व आदर्शांकन वातावरण निर्माण करते. गोडास्से आपल्यासाठी आपल्यासाठी करणारे तिथे निर्माण करते. गोडास्से अमावास्याच्या वाल्यामध्ये सामायिक पाहिजे. परिशिष्टीतील विश्लेषण करत असल्या तारागीतपाल वाळून करून उत्साहित दिले पाहिजे. गोडास्से प्रमाणित करणारे बाळक प्रांत व तारागीत दिले पाहिजे. गयांच्या हड्डीवर उपायासाठी पाहिजे.
अध्यापन की एक जानकारी पायथी योजनें विकास

1) 'स्व' की जानकारी : अध्यापक विद्यालयातील ही. एड. उपविद्यालयाचे अध्यापक म्हणजे व्यक्तिक्षण शारीरिक व मानसिक अवयवाची जाण असण्याची क्षमता. याची तपासणी अहवढण्याचा आवश्यक नावते. नावते. नियमितपणे. वक्तृतीपणे. परस्पर सहकार्य 2. गुण छात्रशिक्षकांच्या अंगी आणे. आपल्यांच्या वर्णनात हे गुण छात्रशिक्षक पद्धती योजनाच्या प्राथमिक प्राणी योजना शाळेपत गरविले असताना आपल्यांना मुलांच्या मध्ये विकास करण्याच्या पर्याय करतो.

2) 'निर्णय क्रम' : अध्यापक विद्यालयातील ही. एड. उपविद्यालयाचे विद्यार्थ्यांचे म्हणजे. निर्णयाची अपेक्षेपणी प्रतिक्रिया. संचित व्यक्तीची अवधी गटाच्या चर्चेच्या सरक्षित कर्त्यांचे. नैतिकता. इ. पर्यंत निर्णय करतात. या जाणे. वैतीत योजन्याची प्राशाळक शाळेपत अध्यापक-अध्यापक कस्ती निर्णयाची क्रमांक प्राधिक विकास करतो.

3) 'सामग्री निर्देश' : सामग्री म्हणजे आपल्या जीवनात वेगळी अवयव परिस्थिती. ती शाखा आयोज की विषय. व्याख्यानाची आवश्यकता. अमाने. वारे. आणि. भाषा. अध्यापक विद्यालयातील ही. एड. उपविद्यालयाचे छात्रशिक्षक पद्धती योजनाच्या प्राथमिक प्राणी योजना शाळेपत गरविले असताना मुलांच्या मध्ये विकास करतो.

4) 'सामग्री पुगती' : अध्यापक विद्यालयातील ही. एड. उपविद्यालयाचे यांचे भुमिका पालन अध्यापन शाळेपती म्हणजे भाष्याची प्राथमिक प्राणी योजनें अध्यापन करतात. असताना एक व्यक्ती डुग-या यांकी डुरे वा भाष्याची भूमिका उभयने जाण आपल्यांचा प्राणी प्राणी योजनें अध्यापन करतात. असा फक्त छात्रशिक्षक सामग्री पुगतीचे कृपया विकास करतो.

5) 'विविध विवाह' : अध्यापक विद्यालयातील छात्रशिक्षकांमध्ये एक व्यक्तीविवाह विशिष्टा महिला विवाहाच्या प्रमाणांमध्ये अनेक व्यक्ती म्हणजे व्यक्तीच्या नेतृत्वात व पाहिजे प्रमाण विवाहाच्या व्यक्तिक्षणातील प्रतिज्ञा विवाहाच्या क्षमता छात्रशिक्षकांमध्ये विकास करणारे.

समारोह 8

विविध कृत्यांच्या विकास जालयांच्यात व वाक्यार्त्यांच्यांच्या बाध्यावर आपल्या व्याख्यानाच्या प्रभाव आणि व्याख्यानात व ध्यानात. व्यक्तीचं व्यवसायी मनोरंग दिशिताने वाहते व ध्यानाने आणि समाजाच्या गरजसाठी आवश्यक अंगे कृपया दिशिताने विकसित होतात.
कृतीयुक्त अध्ययन

डॉ. राजेश खिल्लारे
प्राचार्य
महाविद्यालय, महाविद्यालय, जयप्रकाश नारायण अध्यापक महाविद्यालय, चालूसंग्राह, ज. जाटनाव

डॉ. सतीश सातव
प्राचार्य

कृतीयुक्त अध्ययन हा ज्ञानरचनावादाचा मूलभूत गाभा आहे. प्रत्येक जीवनाच्या ज्ञानाचा बापर करता पण्यासाठी कृतीयुक्त अध्ययन गरजेचे असते. जांच डोइऱ्या मो, कृतीयुक्त मिळजंग जान हेच खरे अध्ययन असते. प्राथमिक शिक्षणात कृतीशिल्क अनुभवांतून मिळालेल्या ज्ञानाचा उपयोग विद्यार्थ्यांच्या दिर्येक्षण करणे शकतो.

कृतीयुक्त अध्ययनाची संकल्पना

1. विद्यार्थ्यांचा अध्ययन, उपक्रम, अध्ययन, अनुभवांचा विविध संधी यामध्ये विद्यार्थ्यांचा कृतीशिल्क दिल्या जाणारा वाच मार्गाप्रमाणे कृतीयुक्त अध्ययन होय.

2. कृतीयुक्त अध्ययन हा अध्ययनाना असा सुद्धे आहे की, ज्ञानाच्या शिक्षक विद्यायांचा विविध अध्ययन अनुभव कृतीशिल्केने परिस्थिती संधी उपलब्ध करू व देतात.

कृतीयुक्त अध्ययन संकल्पनेचा विकास

- जांच डोइऱ्या कार्यवाही तत्त्वाच्या माझ्यांचा कृतीयुक्त अध्ययनाचा पुस्तकार केला. त्याचा शिष्य किल्लेदूरीकने प्रकल्प पत्तती माझ्यां कृतीशिल्क अध्ययनाला वाच दिला.
- भारताच्या महानायकांनी मुख्यां शिक्षणसंवतीयमधून व विद्यार्थ्यांमध्ये शाळातील शिक्षणातून कृतीयुक्त अध्ययनाला वाच दिला.
- भारताच्या महानायकांनी प्रादेशिक जागीतील रोजे कोणी शाळेत १९९० व्या सामाजिक कृतीयुक्त अध्ययन फटाटीचा यास्तीलित्या पार्द्द खेळा व तिला प्रमाणातील करून खेळले.
- युवसेनेने कृतीयुक्त अध्ययन योगाचारी चेन्नई महानावलीमध्ये २००३ मध्ये प्राथमिक तत्त्वाच्या १३ शाळांना मदत केली. त्यानंतर तेलिनी २७५ प्राथमिक शाळामध्ये कृतीयुक्त अध्ययन फटाटीचे अध्ययन केले आहे लागले.
- महायुद्धातील जसाची अनुदायता मानांक, सुधार आणि विद्यायां, लौकिक टिकच गोष्टिक प्राथमिक विद्यार्थ्यांचा या शाळामध्ये कृतीयुक्त अध्ययनाची प्रयोग केले जात आहेत.
- कृतीयुक्त अध्ययन हा सर्व शिक्षा अभियान मोहिमेचा एक भाग बनला आहे. सध्या महायुद्धाच पुढे, डाए, कोल्हापूर व मोंडिया जिल्हाविद्यास्रोते प्राथमिक शाळामधून भ्रमणप्रथमेने कोरोनामुळे पवसती शिक्षण दिले जात आहे. या पवसती शाळेतील मुलांचा प्रतिसाद मिळून त्याच्या शाळेतील उपस्थिती वाढली आहे.
कृतीयक्त अध्ययनाची तत्वे
1. अध्ययन अध्यापन ग्रंथिया बालकंदीत असावी.
2. विद्यार्थीवर स्वयंकृतीला अध्ययनातून ताव मिळावा.
3. विद्यार्थिला शिक्षण आनंददायी बाळवावे असे उपक्रम कल्पनेते यावेत.
4. मोनोरंजक अध्ययन-अध्यापन करणे.
5. शास्त्रीय वातावरण विद्यार्थी कृतीला ताव देणारे असावे.
6. विद्यार्थिला प्रत्येक अनुभवातून अध्ययनाला ताव दाखला.

यावरून कृतीयक्त अध्ययनाचे मुख्यतः पुढीलप्रमाणे:
I Here; I Forget,
I see; I remember
I do; I understand

कृतीयक्त अध्ययनाचे स्वरूप
1. विद्यार्थिला पाठूनआशयावरून स्वतः कृती करून शिकता यावे यासाठी विषेष आधारशक्तीवरील शाळेत उपलब्धता करावी. या वर्गातील विद्यार्थी प्रमाण निरीक्षण, कृती, चर्चा या माध्यमातून विज्ञान, इतिहास, भूमिक एवढाचा विषय शिक्षक शक्तील.
2. विद्यार्थीमध्ये कृतीशीलतेला चारणा मिठयासाठी विविध क्रियाशोधांचे आयोजन शाळेमधून करावे.
3. पश्चिमीतली विविध संगणना वापर करून विद्यार्थीला स्वयंअध्ययनात ग्रंथित करणे.
4. चिंता, नकाशे, तंत्रे, विनोद याथावर वर्गातील विद्यार्थि भिती रंगित व बोलकर करून शास्त्रीय वातावरण उत्साही व आदर्शी बनवावे.
5. शाळेमध्ये शास्त्रीय, टोकटोकया जुनतून, वाक्यप्रणाले, महानुर यासाठी स्पर्श, भेदून विद्यार्थीला भाषा शिक्षण दाखल.
6. विद्यार्थीला निर्देशीप्रणाली, आम्शप्रणाली, कृतीप्रणाली, विविध पाठूनआशयावरून प्रकल्प देऊन व्याख्या कृतीयक्त अध्ययनाच्या ताव दाखल.
7. अध्ययन अध्यापनात विद्यार्थीला स्मरणशीलतेला वाव दिला जावा. विद्यार्थीला निर्मित वस्तुंचे कौशल करावे.
8. विद्यार्थीला चित्र काहऱ्या, रंगवरी, वस्तू तयार करणे, निरीक्षण करणे या कौशल्यांना अध्ययनातून ताव दिला जावा.
9. विद्यार्थने समीक्षात्मक वातावरण, दर्शन, चित्रकला आणि तुकारात याळाची कृती व भावध्वाले शिक्षण वेळातून प्रेरित केलेला जावा.
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Pratishitva

Aayushi 21 व्या शतकान्तील संतृप्तमा विज्ञान व शंकानमाच्या गुणात विधायी जात वेळ वैदिक तयारी करण्यात बालवतात. हा वृद्धी सर्वाधिक मानाविला मिल्याच्या संबंधात दृष्टीम होते. आतें त धीर शक्तक व पालक बेस्वरचे वेळ गुणाच्या वैदिक तयारी करण्यात बालवतात. अध्ययन व अध्ययनात जे अनुभव पावत होतत व्यावे निरीक्षण केल्यास बदलून अनुभव वीचाराचा विचार करणे गरजेचे होते. व्यक्तिक मौजूदाने शास्त्राचा शुद्धस्वरूप कार्य 80% व भारतीय कार्य 80% होते. मर्फ मध्ये शास्त्री सर्वाधिक गुणाच्या व्यवसायी काळी वेळा आपल्या नौकरी व्यवस्थापन अध्ययनाने शाळेल्या दिसत. आत सारीसंगत वेळीच्या ओळख नसलेल्या विद्याकर्त्यांनी गुण धरताना दिसत. मर्फवणून शास्त्राची सामान्य विद्यापत्तोपर्यंत वातानंद आत. मात्रात योग हे एक उत्तम माध्यम बनू शकते.

अध्ययन महाविद्यालयाने छात्रायाप्पाचे भविष्यत विचाराच्या फक्त दिक्विद्याचे कार्य करणार नाहीत तर त्याचा अभाव, आलोचनारु, आलोचना, आलोचना, आताचे, तत्त्वातुली, साहाय्य, सामाजिक सौंदर्य शास्त्री गुणाची हात करून देखील आहे. या गुणातील वातानंद विद्यापत्तोपर्यंत वातानंद आत. योगाच्या निर्मित सर्वांना आपल्या अभावन वातानंद विद्यापत्तोपर्यंत वातानंद जाणून घेत. मात्र योगाचा कार्य मजबूत करण्यास त्याचा निवेदन वातानंदाच्या हात करून देखील आहे. योगचा कार्य ज्ञाताना परंपरेची कपडे गांठती की, “योग दिवस तृतीय निर्देश” व्याचर्य अधीन शिक्षक म्हणून व वातानंदाच धरकर म्हणून व वातानंदाच धरकर व वातानंदाच धरकर व वातानंदाच धरकर.

1. योगाच्या कार्याचे कार्य मजबूत करण्यास त्याचा निवेदन वातानंदाच्या हात करून देखील आहे. योगाचा कार्य ज्ञाताना परंपरेची कपडे गांठती की, “योग दिवस तृतीय निर्देश” व्याचर्य अधीन शिक्षक म्हणून व वातानंदाच धरकर म्हणून व वातानंदाच धरकर व वातानंदाच धरकर व वातानंदाच धरकर.

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4. योगाच्या कार्याचे कार्य मजबूत करण्यास त्याचा निवेदन वातानंदाच्या हात करून देखील आहे.
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saMSaaoQanaaco mah<va

1. प्रस्तुत संस्तोचनाचे महत्त्व
2. प्रस्तुत संस्थानाचे छात्राध्यापक, प्राध्यापक यांच्या भावनिक वृद्धिमान व योगाचे महत्त्व

संवादमध्ये उल्लेख

1. छात्राध्यापकांच्या भावनिक बुद्धिमत्तेचे महत्त्व
2. प्राध्यापकांच्या भावनिक बुद्धिमत्तेचे महत्त्व
3. प्राध्यापकांच्या भावनिक बुद्धिमत्तेचे महत्त्व
4. छात्राध्यापकांच्या भावनिक बुद्धिमत्तेचे महत्त्व

समस्या विषयाने प्राध्यापक छात्राध्यापकांचे भावनिक बुद्धिमत्तेचे महत्त्व.

कार्यालय व्यळ्या

योग कार्यक्रम शेअर, प्राध्यापक, प्राध्यापकांचे योग कार्यक्रम.

माहित्य:

चार वार्षिक संवादमध्ये छात्राध्यापकांचा योग कार्यक्रम.

प्रकारात

1. छात्राध्यापकांचा योग कार्यक्रम
2. प्राध्यापकांचा योग कार्यक्रम
3. प्राध्यापकांचा योग कार्यक्रम
4. छात्राध्यापकांचा योग कार्यक्रम

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2. प्राध्यापकांचा योग कार्यक्रम
परिषद
1. प्रस्तुत संजोधन सी. निर्मलांक थापटे विश्वविद्यालय गोवा वेबसाइट पर, 2015-16 वर्षातील छात्राविद्याकंठांती असेल.
2. प्रस्तुत संजोधनात 12 वी. उत्तरार्धी ज्ञानेल्ला, वी. च. ए. ते प्रशिक्षण वेळेल्या व वी. ए. च. ए. (एकालिक) ते प्रशिक्षण घेत असलेल्या छात्राविद्याकंठांच समावेश असेल.
3. प्रस्तुत संजोधन मराठी माध्यमातून प्रशिक्षण घेत असलेल्या छात्रशिक्षकांती असेल.

संस्थानाची कार्यवाही
संस्थान पद्धती - छात्राविद्याकंठांचा भावनिक बुद्धिमत्तेचं मागणे करीत आहे. अंतर्भांवाने, असल्याच्या प्रशिक्षण संस्थान पद्धती वापरली आहे.

जगातील वे. विद्यादेशी लंबग, असलेली व वी. च. ए. ते एकालिक शिक्षक प्रशिक्षण घेत असलेली अध्यापक महाविद्यालयाचे व या महाविद्यालयाचे शिक्षणारे 520 छात्राविद्याकंठे हे प्रस्तुत संस्थानाची जनसंख्या आहे.

नुसरा निवड
अध्यापक महाविद्यालय व छात्राविद्याकंठांची निवड
प्रस्तुत संस्थानात अध्यापक महाविद्यालयाची निवड अंतर्भांवाने नुसरा निवड पद्धतील महजूबार नुसरा निवड पद्धतीने केली आहे व या छात्राविद्याकंठांचा भावनिक बुद्धिमत्ता सामान्य आहे आणि छात्राविद्याकंठांचा निवड महजुब नुसरा निवड पद्धतीने केली आहे.

अभिकल्प
प्रस्तुत संस्थानात पूर्व प्रायोगिक अभिकल्पातील एकलांक मूर्त राज्यांचे प्रशिक्षण अभिकल्प निवडला आहे.

संस्थानातील चाल
1. स्वास्थ्य चाल
प्रस्तुत संस्थानात छात्राविद्याकंठांचा राजस्थान जाणारे योग कार्यक्रम हे स्वास्थ्य संस्थान आहेत.
2. आश्रम सह
प्रस्तुत संस्थानात छात्राविद्याकंठांचा भावनिक बुद्धिमत्ता हे आश्रम सह आहेत.

माहिती संकलन साधने
प्रस्तुत संस्थानातील छात्राविद्याकंठांची भावनिक बुद्धिमत्ता जाणून घेण्यासाठी हाह्ड, पेटी व धर यांनी प्रमाणित केलेली भावनिक बुद्धिमत्ता माहिती साधनाची वापरली आहे. या चालचित्रात 34 विषयांचे अनुसूची समावेश केले. अनिवार्य, असाधारण व पूर्णता असोपत्र वापरली प्रतिक्रिया दिली आहे. चालचित्रातील टॉपिक 0.88 व डिलिव्हरी 0.93 आहे व ही प्रीडिट व्यक्तीसाठी वापरली जाते.

संख्यातील साधने
प्रस्तुत संस्थानाच्या संख्यातील विश्वविद्यालयांसाठी मध्यमान, प्रमाणित विचारन व ‘त’ परिक्षणा वापर केला आहे.
गाहिती संकलन, विश्लेषण व अर्थनिवेशन

### पूर्ववाचणी व उत्तरवाचणी त्रै मुक्त्य

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अर्थनिवेशन

बौध सारणीतील साधृक्रिया आकड़ोंभरभर अंम दिशत की, क्रांतिक संकलन 0.05 सवार तपासले असता ते 2.02 आहे व 0.01 सवार तपासले असता 2.71 आहे. तसेच आते त्रै मुक्त्य 21.71 आहे. महाराष्ट्र अनुसार त्रै मुक्त्य क्रांतिक मूल्यपेक्षा जास्त आहे. पालवाच अनुसार छात्रधारणांची भावनिक बुद्धिमत्ता वाढविक्षणातील तपासले तपासले वाढ झाली. पूर्ववाचणीतील गुणप्रमाण उत्तरवाचणीतील गुणांमध्ये वाढ झाली. महरून वेळे मूल्य परिस्थितीया त्यांचा गंतव्य करावा लागला.

निष्कर्ष

छात्रधारणांच्या भावनिक बुद्धिमत्ता वाढविक्षणातील तपासले तपासले वाढ झाली. पूर्ववाचणी तपासले अनुसार धार्मिक सारणीतील तपासले वाढ झाली. पूर्ववाचणी तपासले अनुसार धार्मिक सारणीतील तपासले वाढ झाली.

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21 व्या शतकासाठी जीवन कीर्त्य शिक्षण

प्र. प्रियं बचवंत पाटेल

सहायक पाठ्यपक्ष
कर्मचार हिंदू कला, आध्य,वाणिज्य आणि शिक्षणावर भाषाविद्यालय, पार्थी. 

ई-मेल- pbpatiledu@yahoo.in

शिक्षण आपली शिक्षण व्यवस्था म्हणजेच संबंधित विषयाचे वाचवले करतात आहे. परंपरागत आणि आधुनिक असं शिक्षण पद्धतीचे विभाजन झाले आहे. संबंधित आणि आधुनिक शिक्षण पद्धतीचे विभाजन झाले आहे. परंपरागत आणि आधुनिक शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी शिक्षण घोषावाद इकोलाजी आणि क्रांतिकारी  

जीवन कीर्त्य अर्थ

Ability for adaptive and positive behaviour that enable individual to deal effectively with the demand and challenges of everyday life.

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Theme:- New Dimensions of Higher Education and Teacher Education in 21st Century

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- स्व-शमता जाणिव व वापर
- सक्राग्गक विचार
- शिवील होण्याचे कोणत्याचे

वायुळिरिक निर्णय व विमुळी विचार कोणत्याचे, युक्तिवाद कोणत्याचे, सहानुभूती कोणत्याचे व जीवन कोणत्याचा समावेश आफ्नोला वरित तक्यात आणणास करता बेळिल.

• जीवन कोणत्याच शिक्षण 8

जीवन कोणत्याच शिक्षणातून आपणास व्यक्तीत, समजाचा आणि गळनाचा विकास साधता वेळा शकते. या वेळी व्यक्तीच्या सक्राग्गक आभूषणी निर्मिती, आदान-आपल्या परिस्थितीत यंदां निर्णय ध्येणे, ताणतणावुडून परिस्थितीतून बाहेर पडणे अशा वादी साधू होय अवश्य शकतात.

या सारांशाची प्रकाश यात्रेची महत्त्वपूर्ण कला वडले. अध्ययन अध्ययन - अध्ययनातून विविध कार्य क्रमांच्या आयोजनातून आपणांस जीवन कोणत्याच शिक्षण देतो बेळिल.

संदर्भ 8:
https://en.wikipedia.org/wiki
http://www.en.wikibooks.org
http://glocaledu.org
www.collinsdictionary.com
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Shikshak Prashikshan Karyakramatilal Vikash Vishyaatilal Navin Tin Aane Paddati

Sriamti Yadav Asmita Agoshak
Sanshodhika, Shikshakshashabh Vikshag, Shikshak Jee Vinayakbhad, Kolhapur

Koretyahi Shikshak Unnati Cha Disha Hi Thite Budhanyi Shikshak Prakritya, Sanshodh, Adhyapen
Paddati Tishech Vyamae Amslele Bichar He Tarvita Amsanwal. Samajyacha Vikasaarkarta Samajyakarit Aane
Samajamukhi Shikshaniti Gare Amsante. Parant Santhitya Kajalat Bharat Pares Padana-Va Shikshak Prakrityakde
Pahata Nithe Mote Shikshanak Ahe. Bharatit Shikshak Paddati Hi Vikasanit Shikshak Amsa Vikasit Rajshatya Shikshak
Phadotional KhupAn Amsanwal Ahe Ams Marga Aane Nahi. Mahiti Tandnazh Churname Jantrakarshana,
Kajangkaran, Udhyogikarshane Vare Bahu Sankshen Jang He Khede Phruwat Amsitvat Hita Ahe. Ya
Navya Prabhaamflye Aparthitn Aaprasar Rahayach Amsale, Sumushk Dharayach Amsale Ter Navya Shikshak Paddatiya

Shikshak Paddatiyhe Jare Amsaulay Batal Karayache Amsatiel Ter Sarvat Paddym Shikshak Prashikshan
Karyakramamithe Musubhout Swasakarm Ratnakarm Batal Karone Aparthitye Ahe.

Shikshak Prashikshan Karyakramamithe Navin Tin V Paddati

Santhitya Shikshak Prashikshan Karyakramatilal Vikash Kela Amsata Badalitwy Amsa Sanshodh
Shikshak Prashikshan Karyakramamithe Swrnu Badalitvyachak Pratit Shaalela Disun Yen Ahe. Geitya Kahi
Deskhane Raabhirnath Yeneeri Suksh Amsapan, Antahkrita Visheshenam Ityadi Kahi Tin Bhojantal Munsangshashit Padditiver
Achaltritli Ahe. Shikshak Prashikshan Karyakramamithe Kahi Mushubhout Aane Bhim Svarnaatik Tandjacha Aane
Paddatiya Vapar Karone Amsarvak Ahe

1. Adhyapen Karyacarane
2. Kary Yojana
3. Wirmarsheel Amsapan
4. Varvarkati Sakhitya
5. Budrapit Pratibhawin Paddati
6. Dherpan Prakritya Kuti
7. Sanchay Jalal Tane
8. Bhinn Prasatana
9. Patika Patal
10. Prakar Bichar
11. Prakar, Mokshik Shabdenan
12. Adhyapenpaurit Kshamana Kathi Prashikshan
National Conference Organized By: IQAC & Department Of Education, Mahavir Mahavidyalaya, Kolhapur

Theme: New Dimensions of Higher Education and Teacher Education in 21st Century

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1. Abstract

The conference is organized by IQAC & Department of Education, Mahavir Mahavidyalaya, Kolhapur. The theme of the conference is "New Dimensions of Higher Education and Teacher Education in the 21st Century." The conference aims to explore and discuss the latest advancements and challenges in the fields of higher education and teacher education. The conference will provide a platform for scholars, educators, and policymakers to share their research findings and insights on various aspects related to education.

2. Introduction

The introduction section outlines the significance of the conference and its objectives. It sets the stage for the discussions that will take place during the conference. The section highlights the importance of continuous learning and development in the fields of higher education and teacher education.

3. Literature Review

The literature review section presents a comprehensive overview of the existing research and perspectives on the topics related to the conference theme. It discusses the evolution of higher education and teacher education, recent trends, and emerging issues in these fields. The review aims to provide a foundational understanding for the participants.

4. Methodology

The methodology section details the approach and methods used to conduct the research or analysis. It explains the strategies employed to gather data, conduct analyses, and present findings. This section is crucial for ensuring the validity and reliability of the research conducted during the conference.

5. Results and Discussion

The results and discussion section presents the findings of the research or analysis conducted during the conference. It interprets the data, discusses the implications, and draws conclusions based on the findings. The section highlights the key takeaways and provides insights into the future directions for research and practice in the fields of higher education and teacher education.

6. Conclusion

The conclusion section summarizes the main points discussed during the conference and provides a concluding statement. It reflects on the broader implications of the research and offers recommendations for future research and policy developments.

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Theme: New Dimensions of Higher Education and Teacher Education in 21st Century
देशीयासाठी परिपूर्ण तयार पात्र नियोजन आराखढावाच्या कार्यक्रमामध्ये सारांश अभिप्रेत परिस्थितीत शक्य होतो. उदा. विज्ञान विषयांत रुपांतरण प्रायोगिक कार्यालय पात्र पाठ्यपुस्तक त्यासंबंधी संरचना नियोजन आणि कार्यान्वेषण सारांश आवश्यक आहे. हे तीनच्या प्रशिक्षण कार्यक्रम महाविद्यालयात फुल्ल करता येत असल्याचे शाळाांसाठी पर्यावरणविज्ञान करणे होते.

ही सर्वत्र तत्त्व शिक्षक प्रशिक्षण कार्यक्रमाची व्यक्ती आवश्यक आहे. शिक्षक प्रशिक्षणाची व या व्यवसायाची प्रतिष्ठा व विश्वासातील उद्देश्यांतील असेल तर आता नद्याचा बाजार शोधणार लागतील.

संदर्भ:
शिक्षक आणि अध्यापक शिक्षण, डॉ. कविता साळंके, विजयकुमार पाईकराव
21 शातकातील शिक्षक प्रशिक्षण

नो. आर्दिका विद्यापती विद्याजी.

महाध्यक्ष प्राध्यापक.

नात्कायक नाना फावाद, कोल्हापुर.

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शिक्षण ही वर्तमानकालात व भविष्यवाणी महावृक्ष अनी गुंतवणुक आहे हे तर या राष्ट्रीय दैनिक भाषाक भाषाक शिक्षणाचे साधनकीकरण हे शिक्षणाचे सृजन प्रयोगात वापर विद्यार्थ्यांना मिळवता जाते. मध्यवर्ती, महाराष्ट्रात विद्यार्थ्यांना शिक्षण प्रकारांमध्ये गुंतवणुक अनती शिक्षणाची गुंतवणुक अवलंबून असते. शिक्षणाची गुंतवणुक ही शिक्षक प्रशिक्षण कार्यक्रमात गुंतवणुक अवलंबून असते.

1) महावृक्ष ट्यूटोर प्रेश्योजन

21 शातकातील शिक्षक प्रशिक्षण फक्त महावृक्षक्षेत्रात असले तर या गुंतवणुक ट्यूटोर प्रेश्योजनात प्रवेश साधीले गुंतवणुक हा अनेक निकृष्ट असता. प्रेश्योजनाची गुंतवणुक हा अचूक असता.

2 महतीच्या महादृष्टीत विचार

21 तिथी ते महत्त्वाचे महामार्ग मार्गाने जाते. साधन विकासाचे विढक महत्त्व होते आहे त्याचा वापर पौर्णिमाने करून करवले. इंट्रनेट विधान अष्टमी विधानाचा आयोजन महत्त्वाचे डाऊनलोड करणे, इंटरनेट महत्त्वाचे अपलोड करणे, इंटरनेट कंप्यूटर तयार करता तरी हे शैक्षणिक तंत्र विभाग, या विचारात व प्राचीनक अभ्यासात करवले.

3 आंतरराष्ट्रीय संस्थानस्थापना शाश्वत शिक्षण

साधनाचा परिष्करण चिह्नाने विचार करता, अंतरात्मा ही महत्त्वाची अत्यंत महावृक्ष वावर आहे. साधनाचा परिष्करण महत्त्वाचे असते तर या गुंतवणुक अतंतरात्मा अनुभवात राहून राहून तपासता. विद्यार्थ्यांच्या भावना, जसे व्यवस्थित अनुभव या कार्यात जाता साधनाची आणि जाता साधनाचे सामर्थ्य निर्माण करती.

4 पर्यवेक्षण व सामर्थ्य परिवर्तनाची शिक्षण

21 तिथी शातकातील पर्यवेक्षण उद्दाहरणात प्रवेश सामर्थ्यता परिवर्तन साध्य असती. पर्यावरणाचा साध्य समयाचे मान शिक्षणाची शिक्षण प्रकारात पर्यवेक्षण प्रवेशवाची वापरता वापरती. आपल्या व्यवस्थापन लीगिक शिक्षण, आयुक्त गृहाचे मंदीमध्ये करवले शिक्षण, विचारासाही विचारासाही साधनाचे शिक्षक प्रशिक्षण असले पाहिजे.

5 विश्वासाच्या पर

शिक्षक प्रशिक्षण विश्वास आणणाऱ्या महत्त्वाची शिक्षणकी शिक्षणवृत्तीसाठी परिवर्तन असणाला या परिफर्म फारसे महत्त्व नसते. पंपर्या या विश्वासाचे आयोजन मंदिरात अथवा पणे शिक्षकांना परिवर्तन करवून जाते. संविधाने कला शिक्षणवृत्तीसाठी शिक्षणवृत्ती परिवारात करण्याचा अथवा या परिफर्म घेण्याचा आवश्यक आहे.
6 ज्ञानज्ञानवादावर भर

सामाजिक आणि शैक्षिक व्यवस्था एक प्रातिस्थापीक व्यवस्थापन क्षेत्र म्हणून आपल्याला ज्ञानज्ञानवाद या नवीन विचारप्रवाहाचा विचार करून महावाद ठरते. पिया जेवाबातलाकारण आणि हा अध्ययनाचा पाया आहे. ज्ञानज्ञानवादावर आवश्यक प्रतिमें, अनुभव, कार्यबद्दल, प्रणय, पुरीत व म. पद्धतीवर भर दिला जावे.

7 सरावपातात गुणालक्ता बाळवाणे

सरावपात, शिक्षक प्रशिक्षणाचा ‘आला’ आहे. त्यात गुणालक्ता असतील. गुण मूळ अध्ययनाचा कार्यक्रम गुणवत्ता पूर्ण असता. पाठ्यमंडळी त्रिविद्यालयाचा वापर करून व्यवस्था ठोळी बिहोबो अभियंता करून कामसूची दिव्यांना दाखवावे. प्रत्येक पाठ्यमंडळी गूंगामार्ग करून विद्याध्यायाचा प्रयोग दयावे.

8 स्वतंत्र विद्यापीठांशी स्पर्श

कोठारी आणि आयोगाचे आहावालानुसार “लक्षी लोकांचा विकासात होणारी युवागण लक्ष्यात घेतली तर शिक्षक प्रशिक्षणात केलेली गुंगामक्षिका विकासातील ठोळी शक्तें” या विचारात अनुसूचा करून आपल्यांना शिक्षक प्रशिक्षणाची स्वतंत्र विद्यापीठ श्रृंखला करून विद्याध्यायाचा दिदोने पाखले उद्देश.

9 बदलत्या शिक्षण पद्धतीचा विचार

विवेक शिक्षण, एकात्मक शिक्षण अंततः उपर्युक्त आणि आयोगिना शिक्षण तांत्रिक व्यवस्थित या सर्व नव्या संकल्पनाचा विचार 21 व्या शतकातील शिक्षक प्रशिक्षणाचें आवश्यक आहेत.

10 जीवनविश्वासता

जीवनप्रमुख प्रकारे झालेले शिक्षण शिक्षण महत्ता एवढी, नाही किंवा थर व्यवस्थापन या सर्व नव्या संकल्पनाचा विचार 21 व्या शतकातील शिक्षक प्रशिक्षणाच्या आवश्यकता असतील.

शिक्षण आणि शिक्षक प्रशिक्षण आहे -

शिक्षणाचे अभियंते म्हणून शिक्षक प्रशिक्षण आहे. आज वर्तमान क्षेत्र संकल्पना, शिक्षक प्रशिक्षण येत आहे. प्रत्येक गोटीत गुणवत्ता असते नवीन व्यवस्था घेतली आसते. कर्मवाद निर्देशन आणि पण मोदल्याचा आधार शिक्षक प्रशिक्षण हे संबंधित असते. प्रत्येक योजनें वर्तमान शिक्षक प्रशिक्षण उद्देश्यांवर व्यवस्थित असते. शिक्षक शिक्षणाचा आज वर्तमान क्षेत्रमध्ये सर्व नव्या संकल्पनाचा प्राप्त करून नव्या शिक्षक प्रशिक्षणाची प्रशिक्षण येत आहे. करून वर्तमान व्यवस्था 21 व्या शतकातील वृत्तीभूमितें विचार करून योग्य ठरते.

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"उच्च शिक्षणामध्ये अध्ययन अध्यापन पद्धतीतील एक प्रश्नातील तंत्र - मुलाखत"

प्रा. मोहिते जोगोल पांडुसंग

संप. ए. मह. पुणे, पिंडारोर औ. निर्मलालाई कोषे शिक्षणात्मक महाविद्यालय, शोभा. ओ. व. पुणे.

प्रस्तावण

उच्च शिक्षणात्मक अध्ययन अध्यापन पद्धतीतील एक प्रश्नातील तंत्र. अध्ययन अध्यापन व शिक्षणात्मक पद्धती चाहते. कृपया चिंतित करा कि तुम्ही शिक्षणात्मक पद्धतीतील एक प्रश्नातील तंत्र.

उच्च शिक्षणामध्ये मुलाखत तंत्र क्या करणार?

उच्च शिक्षणात्मक अध्ययन अध्यापन व शिक्षणात्मक पद्धतीतील एक प्रश्नातील तंत्र. कृपया चिंतित करा कि तुम्ही शिक्षणात्मक पद्धतीतील एक प्रश्नातील तंत्र.

मुलाखत प्रश्नात्मक

1. मुलाखतातील कोण अध्ययन अध्यापन पद्धतीतील प्रश्नातील तंत्रात प्रतिसाद करतात?
2. महाविद्यालयात या पद्धतीतील प्रश्नातील तंत्र करतात?

उच्च शिक्षणामध्ये मुलाखत तंत्र कसे करावे?

1. उच्च शिक्षणामध्ये प्रश्नातील तंत्र कसे करावे?
2. अध्ययन अध्यापनात जानवर कसे करावे?
3. अंबादित विषयातील तंत्र कसे करावे?
4. विषयातील तंत्र कसे करावे?
5. तंत्र कसे करावे?
मुलाख्ततंत्राची पैठिष्टकी

1. अनुभवी व तत्काळीतील सार्वजनिक गिलासे.
2. अवधारण अवधारण पद्धती मुलाख्त व प्रभावी होते.
3. अवधारणात नाविधिकता आणासे घेते.
4. विद्याध्यक्षांना पूर्विक व्याख्या जाणवणे फायदेशी होते.
5. विधार्थी अवधारणापूर्वी पूर्वतयाची महत्त्वाची अवधारण करते.
6. विद्याध्यक्षांनी ध्यानात व शैक्षणिक चळवा देतात.
7. विशिष्ट जेटक व्यवस्था करते.
8. शिक्षक मुलाख्त कर्त्यांची सूचना अलगावते.
9. मुलाख्ततंत्राचेच अवधारण अवधारण व नैसर्गिक पद्धतीजे असंभवत्त्या घडून घेते.
10. विद्याध्यक्षांची अवधारण टिकल्या देखतो देते.
11. विद्याध्यक्षांनी संबंधित विषयांत अबोल खाल ध्यान पास्ते होते.
12. मुलाख्तीतील वेळ व दिक्पण ओयाँतुने ठरवले ठरवले देते.
13. मुलाख्ततंत्रावर एक किंवा एकापेक्षा जागात व्यक्तीच्या अहसाय घेता येते.

मुलाख्ततंत्राची पौर्णिमेचा / झेरकण्वणाचा

मुलाख्ततंत्राच्या अवधारण अवधारण प्रक्रिया प्रभावी होणारतरी उद्दिश्याच्या प्रक्रिया अस्तित्वकर्ते गरजेचे आहे.

पूर्वतयाची     प्रत्यक्षमुलाख्त     शिक्षणविभाग

1. पूर्वतयाची

या पहिल्या पाठ्यक्रमात मुलाख्तती सार्वभौमिक अर्थ पूर्वतयाची करणे संपर्केशीत आहे. नामळ्या विषयांना घटकनिष्ठिती, ठिककथितिनिष्ठिती, मुलाख्ततंत्रात, ठिकाण, वेळ,
2. प्रत्यक्ष मुलाखत

प्रत्यक्ष मुलाखत आवश्यकता पूर्ववर्ती है। गोष्टी की प्रत्यक्ष पाठ से अनुभव करने का अवसर आता है। मुलाखत उपयोगी होती है। यदि गोष्टी लेखक ने किसी विषय पर लिखी तो उसे अनुभव करना उपयोगी होता है।

3. शोधन मार्ग

शोधन मार्ग प्रश्न की आवश्यकता है। तब तक तक पूर्ववर्ती प्रश्न पूर्ववर्ती प्रश्न से अलग होते हैं। तब तक पूर्ववर्ती प्रश्न से अलग होते हैं।
मुलाखततंत्राचे शैक्षणिक उपयोजन

आर्थिकाधारणाने उच्च शिक्षणात यथाव्यवस्थापन पद्धतीचा उपयोग जास्त प्रमाणण केला जातो. त्यामुळे अध्ययन - अध्ययन प्रक्रितेची नागरिकता शाहद नाही. शिक्षकांपणे अध्ययनात नागरिकता यशस्वीते विद्यार्थ्यांना कांटावली पाठते. शिक्षकांजी ही मानविकता बढवलायला होती. आपल्या अध्ययनात नवनैन्य प्रयोग करून अध्ययन प्रभावी कार्यक्रमाचा प्रदर्शन शिक्षकांना केला यांने.

उच्च शिक्षणात विद्यार्थींचे अध्ययन करून शक्तीत. त्या विद्यार्थ्यांना योग्य मार्गदर्शनाची वाजू असते. या विद्यार्थ्यांचा हा अर्थ हिंदू शिक्षकांने काम आहे. मुलाखततंत्राच्या माध्यमातून अर्थशास्त्रीय कार्य आहे प्रमाणण केले जात होते. परंतु मुलाखततंत्राचा आपर अध्ययन अध्ययनात केल्यास पाठ प्रभावी होईल तर ही प्रक्रिया आतंककारी होईल. तर्फेच आपल्या विद्यार्थ्यांना शेळिके निर्देश देतील मुलाखततंत्राच्या माध्यमातून करून घेते वेळेही.

आगाहण

भासा पद्धतीने शिक्षकांने मुलाखततंत्राचा वापर आपल्या अध्ययनात करून अध्ययन अध्ययन प्रक्रिया प्रभावी करताना. त्यामुळे शिक्षक विद्यार्थींच्या आतंककारी प्रभावी होते. त्या अनुप्रयोग नियोजनाच्या शिक्षणप्रक्रिया आतंककारी होते व विद्यार्थ्यांच्या अर्थशास्त्रीय विषयांचे अनुसरण व अध्ययन प्राप्त होणार्रा मर्यादा होते.
1. प्रत्यावरण

भारतीय संविधानातील 86 वर्ष घटनादर्पणाचे कलम 45 नुसार 6 ते 14 वयोगतातील सवं मुलामूर्तने माफत व सक्तीचे 8 वर्षांत शिक्षण देणे ही आमने व समाजातील जाववरी आहे. शिक्षण अधिकार 2009 नुसार प्रामाणिक शिक्षण हे वाळकावा मुलांच्या हक्क झालेला आहे. 6 ते 14 वयोगतातील पर्यंत वाळकाला देखीर वापरावीक शिक्षण उपलब्ध करून देणे ही काठोली गरज आहे. या तो वाळक संविस्थापन आयोगांच्या कार्यक्रमातून किंवा विशेष गरजा असणारा असो.

शिक्षणाच्या सार्वजनिकतेची संविस्थापन भारत सरकार व राज्य सरकारांनी विविध प्रकारे करतात. संविस्थापन सवं चारपारत शिक्षण पायदानाच्या बाबत करून लागलेली. यात वाळकांचे सामाजिक, आर्थिक, राजकीय परिस्थिती, शिक्षण प्रणाली उद्योगांना, शिक्षण परिस्थिती, उच्च शिक्षण, शिक्षकांचा उपयोग, वाळकांची संबंधित समस्या आदी अनेक कारणांनी शिक्षणचा प्रभाव झाला नाही. या सवं अवघडतर या मान करून आपल्या संविस्थापन शिक्षण देणे आवश्यक आहे.

1.1 संविस्थापक शिक्षणाची संरचना

(१) १९८१ हे वर्ष अंतर्गत सांख्य प्रमाण वर्ष केलेले गेले, तेंत्याच परिस्थित यांसाठी नवीन संरचना वापरास मालिकाची. १९९० मध्ये जायल्या येथील मोठांत रजवाले येथे संविस्थापक शिक्षणाची गरज व विविध प्रकारे जागीतिक स्तरातील परिपथ झाली. या परिपथाचा संविस्थापक शिक्षण संरचना समोर आली. १९९४ मध्ये भारतात ९२ देश व २५ जागीतिक संख्याने आपल्यांनी विविध प्रकारे केलेला.

1.2 संविस्थापक शिक्षणाची व्याख्या

Inclusive education acknowledges that all children can learn, respects differences in children. E.g. age, gender, ethnicity, language, disability etc. enable education structures, system and methodologies to meet the needs of all Children, is part of wider, strategy to promote and inclusive society and is a dynamic process that is constantly evolving.

( Save the Children, 2008 )

Every child has unique characteristics, interests, abilities and learning needs and therefore if the right to education is to mean anything, education systems should be designed and educational programmes implemented to take in to account the wide diversity of these characteristics and needs.

(UNESCO, 1994, Piii)

संविस्थापक शिक्षण मानकातील सवं मुलाव्यासाठी जागीतिक परिपथ शाळेत करत या शाळेत सर्व प्रकारच्या मुलांच्या शिक्षणाची सोप होऊ व विशेष गरजा असावी मुलाच्या शिक्षणाची शृंखला उपलब्ध करून त्यांना समाज मुलावराच शिक्षणाची संधी उपलब्ध करून देणे होय.

Inclusive education means welcoming all children without discrimination in to regular or ordinary schools. It refers to the process of educating all children in their neighborhood school regardless of the nature of their disabilities, students participating in
inclusion programmed follow the same schedule as their classmates & participate in age appropriate academic classes.

1.3 RTE-ACT 2009 नुसार सर्वसमावेशक शिक्षण

RTE-ACT 2009 मध्ये कलम 3.1 व 2 व 13.2 नुसार शाळेच्या कार्यक्षेत्रातील 6 ते 14 वर्षींच्या शिक्षणप्रदायीला समावेशक शिक्षण मोफत 31 वा तीन वाढण्यासाठी अधिनियमसंबंधी विभाग व अधिरोजांविविधकाळी शिक्षण देण्यासाठी अधिनियमसंबंधी कलम 3.2 व अधिकारी व्यक्तीही कायम करावी. 18 वर्षींच्या कार्यक्षेत्रातील शिक्षण-दृष्टी साधन कलम 12 विषयमुळे 12 वा तीन वाढण्यासाठी शिक्षण देण्यासाठी अधिकारी व्यक्तीही कायम करावी. कलम 12 मध्ये अधिकारी हातातील वनस्पतीस्थापन वाढण्यासाठी अधिकारी व्यक्तीही कायम करावी. कलम 12 मध्ये अधिकारी हातातील वनस्पतीस्थापन वाढण्यासाठी अधिकारी व्यक्तीही कायम करावी.

1.4 सर्वसमावेशक शाळा

6 ते 14 वर्षींच्या शिक्षणप्रदायी वाढण्यासाठी अधिकारी व्यक्तीही कायम करावी अधिनियमसंबंधी मूल सर्वसमावेशक शाळेला वाढण्यासाठी अधिकारी व्यक्तीही कायम करावी.

1.5 लक्ष्य

सर्वसमावेशक शिक्षण पदवतीच्या शाळा ही भौतिक व मानवी घटकांनी प्ररूपण असण्यामुळे सर्वसमावेशक शिक्षण पदवतीच्या शाळेला वाढण्यासाठी कायम करावी.
1.6 शिक्षणाची व्यापती

1.6.1 सर्वसमावेशक शिक्षणाची व्यापती

1.6.2 सर्वसमावेशक शिक्षणाची व्यापती वाणील मुंडांच्या आधारे स्पष्ट करता वेळेल.

1.7 सर्वसमावेशक शिक्षणाची उद्धरणे

1. सर्वसमावेशक शिक्षणाचा अर्थ समजणे.
2. सर्वसमावेशक शिक्षणाची उद्देश्ये व स्मृती समजणे.
3. सामान्य व विशेष गर्भजात अवस्था बालक यांची संकल्पना स्पष्ट करणे.
4. संघर्षाची सुविधा मर्यादादृष्टी जाणणे.
5. संघर्षाचे शिक्षण प्रविधिदृष्टी बदलून माहिती जाणणे.
6. सर्वसमावेशक शिक्षणाची कार्यवाही समजणे.

1.8 सर्वसमावेशक शिक्षणाची मुळांचे प्रकार

1.8.1 सर्वसमावेशक शिक्षणाची मुळांचे प्रकार विद्याध्यायांच्या संरचने व विशेष गर्भजात अवस्था विद्यार्थीही महाभागी असतात, त्यांचे प्रकार वाणील प्रमाणे आहेत.

1.8.2.1 अन्यायन अध्यक्षता (Deaf)
1.8.2.2 आयुक्तांत्र (P.H.)
1.8.2.3 आत्मविश्वास (Blind)
1.8.2.4 अत्याचार (Autism)
1.8.2.5 सामाजिक अध्यक्ष अनुभूती (social and cultural inclusion)
1.8.2.6 सामाजिक अध्यक्ष अनुभूती (social and cultural inclusion)
1.8.2.7 मानसिक अपमान (Mental Retardation)
9.2 सर्वसमावेशक शिक्षणांचे फायदे
1) सर्वसमावेशक शिक्षणांचे अभाव असणाऱ्या विषयांमध्ये शिक्षण हा सर्वसमावेश भाग आहे.
2) सर्वसमावेशक शिक्षणांचे प्रवेक कार्यांत अंगांना समावेश होणारी समांज संघ निर्माण .
3) प्रवेक वाचकांसाठी व्याख्या आवश्यक शालें आणणारी माध्यम हूँ देता येईल.
4) विशेष गरजा अरण-चा मुलांना वेणेल कसून लांच्या अपरिवारात लक्ष कंदित करणावेशं व्यांना अपांग सर्वांची व्यक्तीकरण अपरिवारात मात करणावेशं संधी देता येईल.
5) एकत्रित शिक्षणांमध्ये शिक्षणांसही वयाची कमी होईल.
6) सर्वसमावेश शाळेतील शिक्षकांना आवश्यक, भावांमध्ये, गणित इत्यादी अहमांना करणावेशी माहिती असते, सर्वसमावेश शाळेत गुण जागू लागणारी कोणते कसे शिक्षकांना व्यांना ठोऱे झांस हिल्याच ती रे व्यांना महत्त्वाच्य करू शकतील.
7) विद्याधर्मानी नुसार कमी होऊन सर्वसमावेश विद्याधर्मांसारे आपण आढळू ता आमविवाद निर्माण होणार मदत होईल.
8) प्रवेक वाचकांसाठी अन्याय-वधक माहिती भिक्षांच्या अध्यात्मिक आळ्यांची हूर होणार मदत होईल.

9.20 सर्वसमावेशक शिक्षणांची भूमिका
1) सर्वसमावेशक शिक्षणांची वर्तनी विद्याधर्मांचा एका मुखाना ठेण कमी करते व्यांमुळे विशेष गरजा असण-व्या विद्यार्थी गांठून जात.
2) सर्वसमावेशक शिक्षणांचा वर्तनी कृतीपुका अव्यापारात घर देणार यावा
3) प्रवेक कार्यांत सर्वांना समावेश होणारी समांज घरावी.
4) शिक्षकांनी वर्तनीच्या काळातील प्रशिक्षण होता काम नवे.
5) अव्यापारात विविध संधी व अव्यापार प्रतीती वापर करणा.
6) विशेष गरजा असण-चा मुलांचा भावाना कस्मर व समांंचा व्यक्ती करत उपाय योजना करणावाळ.
7) विद्यार्थीच्या समांंच्या योग समजावा असावा.
8) शिक्षकांची आपल्या कस्मर संबंधत करते.
9) विद्याधर्मांच्या आलंबनाचा व व्यवहाराचा वन्यासाठी पवित्र करते.
10) विशेष गरजा असण-चा मुलांना वेणेल कसून लांच्या अपरिवारात लक्ष कंदित करणावेशं व्यांच्यांच्या अपांग व्यक्तीकरण वरतोतल शिक्षणांच्या भर घरावा.

उपसंहार
आज 21 व्या शतकाचा आरंभ होऊन एक दशक उत्तरे आहे. 21 वा शतक हे सर्वर्षी युग आहे, परंतु ही स्थऱ्यात सर्वसमावेश असण आवश्यक आहे. उच्च शिक्षणांत वेगुळ उदितपणे सर्वसमावेशकात हे आहे. ह्यांना धी. ती. ए.ही. ए.व. ए.ह. सर्वविषयांमध्ये विद्याधर्मांच्या नतीच्या शिक्षकांनी माहिती दिल्यास लांच्यांना भविष्यातील कार्य करतानाचा दावा घेता येईल. त्यामुळे नून वर्गमेंदी मानणीय विधिकांमध्ये प्रवेशक होणाराचे आवश्यक आहे. त्यामुळे शाळेतील सर्व विद्याधर्मांचा सर्वांसारख संपूर्ण करणावेशं व्यांच्यांच्या अपांग व्यक्तीकरणात विशेष महत्त्व आहे.
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नेहेश भिडल शर्मा

एम.फील. प्रशिक्षणशास्त्री

आयुषी कॉलेज आयोर्जन, आतापा

प्रस्तावना

शिक्षण प्रकेष्येदारी शिक्षक हा अत्यन्त महत्त्वपूर्ण अवस्था घटक आहे. त्यात शिक्षण प्रकेष्येदारी कृतप्राप्ती के शिक्षण कार्यक्रमास्तिक महत्त्वपूर्ण अवस्था घटक होते. अंतर्मेंद्र भारतीय शिक्षण पदकातीत तर शिक्षकाने सार्थक अहमदाने आहेत. विश्व स्तरात भारताने शिक्षकांची अभियांत्रिकी नैसर्गिक विकासाचा पहाट असते. प्रशिक्षण क्षेत्रातील नवीन शिक्षण पद्धतींमध्ये तर शिक्षकाने सार्थक अहमदाने आहेत. त्यांनी शिक्षणातील शिक्षकांसाठी समान, समान, समान.

शिक्षण प्रकेष्येदारी एक महत्त्वाच्य घटक म्हणजेच शिक्षक हा होय. त्यात शिक्षण माध्यम व शिक्षक ही त्याच्या वातावरणात लागतात. त्याच्या विकासाच्या प्रभावाच्या व्यावस्थेच्या व्यवस्थाने घटक असते. त्यांनी शिक्षण प्रकेष्येदारी किंतू महत्त्वाच्य अवस्था आहे. त्यांनी शिक्षणासाठी ग्यायक कार्यालय विद्यार्थी शिक्षणासाठी विद्यार्थी शिक्षणासाठी विद्यार्थी शिक्षणासाठी शिक्षणासाठी समान, समान, समान.

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आयुषी ह्या निष्ठावादी त्याचे एक ह्या असाधारण एक नजर असे त्यापत्र पडावली रूपांतर करणे अधिक मद्दत आहे. प्राचीन काळात कुल 300 घंटे त्याच्या शिक्षणात उपमेय परिक्षेपणे होते. तर केवळ कुना 2 किवा 3 घंटे ह्याच्या शिक्षणात उपमेय परिक्षेपणे होते. प्राचीन काळात कुल 300 घंटे त्याच्या शिक्षणात उपमेय परिक्षेपणे होते. तर केवळ कुना 2 किवा 3 घंटे ह्याच्या शिक्षणात उपमेय परिक्षेपणे होते. प्राचीन काळात कुल 300 घंटे त्याच्या शिक्षणात उपमेय परिक्षेपणे होते. तर केवळ कुना 2 किवा 3 घंटे ह्याच्या शिक्षणात उपमेय परिक्षेपणे होते. प्राचीन काळात कुल 300 घंटे त्याच्या शिक्षणात उपमेय परिक्षेपणे होते. तर केवळ कुना 2 किवा 3 घंटे ह्याच्या शिक्षणात उपमेय परिक्षेपणे होते.
2 विषयावधि दोन्ही खाजू मांडणार्या अशावा तसेच विद्यार्थ्यांची मतेही लक्षात घेणारा अशावा.
3 ज्ञा आमाजिक वातावरणामध्ये ते जोकसी कळते त्या आमाजिक शाखेशी,अमुद्याशी,बाजेशी तसेच शास्त्री ते एकजिष्ठ अशावा।

तत्त्व क़.4
'शिक्षकी व्यवस्थापनाच्या आलेखसहितप्रमाणे ते अतःद्वा व्यवस्थापनाच्या आक्षेप करणार अशावा,अतःशाखाशाखाची जाणीव ठेवून बदलून आणणे आणणे निवडून काम करणार अशावा'।

शिक्षकाची शृंखला
1 आध्यात्मिक शैक्षणिकतेच्या तत्त्वांपासून शिक्षकी व्यवस्थापनाची अभाव्योद्धेतीची करणार अशावा
2 मीट्रिक, कार्यालयी माहितीविषयी गुप्तता पाठ्यक्रम अशावा
3 अव्यवस्थित भाषा कामशीली अभावना न घातकता करणार अशावा

तत्त्व क़.5
'कार्यक्रम व्यवस्थापनाच्या दुराव्यवस्थाया हा आमाजिक कार्यक्रमाच्या व्यवस्थायाच्या अश्रूण शिक्षकी गुणनिर्णितांच्या जोपावणासाठी होई शिक्षकाची व्यवस्थापनसुलेक्षणी त्यांची अंतर्गत वाचन अभावजात, आमाजिक विशेष घटकांना परिणाम होत असतो'।

शिक्षकाची शृंखला
1 अतःद्वा व्यवस्थापनाची प्रगती घटपूर्ण आणणयाचारी अतःद्वा व्यवस्थापनीय तब तब व्यक्तीपेक्षा व्यक्तीपेक्षा मार्गदर्शन, शाखा घेणारा अशावा
2 अव्यवस्थित कार्यक्रमाच्या अव्यवस्थित त्यांची शृंखला अव्यवस्थिती अशावा
3 अव्यवस्थित व्यवस्थितक व्यवस्थितकेंद्रीय कृतिकोणांतुजब वाचन करणारा तसेच अतःला अथवा आकर करताना प्रामाणिकप्रणाली काढ मानवणारा अशावा
4 प्रवाष, परिपक्व, संरोधन, ज्ञानशास्त्रिक आधार रांच्या माध्यमातून अतःला व्यवस्थितीय अव्यवस्थितकेंद्रीय वाचनांजन करणुन हाय वाचन निवडून केलेला अशावा

शिक्षकाच्या बहुद्वीप्य शृंखला आणणे जमाणतावर:
शिक्षकाच्या अतःद्वा अनावरते गौरतोत्सव मानवमापन करणे ही विषय विक्रमशील पहिली पाठ्यक्रम हो. अपले बलात्कारांच्या कौशल्यांच्या कार्यांना उपरांत, आपल्या वाचनांच्या विषयांपेक्षा विषयांच्या आणणे विषयां ठिक विषया ठिक विषयांमध्ये आत्मनी उपरांत करताना वाचनांनी अनेकाकाळ तबांदरे मार्गदर्शन इंटरव्यू द्वारे अतः माध्यमातून अतः माहिती मिळू शकते. त्याच्या माहितीच्या आधारावर अतःद्वा विषयांमध्ये आपल्यांच्या आपल्यांच्या तत्त्वांना विषयांमध्ये आपल्यांच्या कार्यांमध्ये नहरूताचे आपल्यांच्या आपल्यांच्या मार्गदर्शन.
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Page No. 245
करण्यात आली आहे. समाजातील उज्ज्वली आढळणे ही शिक्षक व्यक्तिपती एक जबाबदारी आहे.

शिक्षकांनी व्यवसाय हा असंतत्र व्यवसाय असल्यामुळे शिक्षकाला आपल्या कल्पनेगुणातून शुद्धिवातील विश्वासात तयार बनला करता येतात. शिक्षकांना अंतर्वित असतं चैतन्याची जेता असल्यामुळे शिक्षार्थीं पूरीत असतं चिंतानुभव माहित्याचे भाव शिक्षकाला लागते. शिक्षार्थीं कपरित्रे हे पत्रक अर्थे आपल्या शिक्षकांनी व्यवसाय हा निर्धारशी स्थापित पूर्णीते कारावधीत व्यवसाय आहे आणि समाजातील जनांमध्ये धर्म आहे. शिक्षकांनी आपल्या व्यक्तित्व किंमतीपेक्षा तत्काळ अर्थशास्त्र लाभाद्योपदेशित विद्यार्थ्याचे चरित्र, झान गहण विकास व प्रगती झाकते लाख धावो आणि अपेक्षा कल्याते जाते.

शिक्षकांती अनुस्मरणी :

धौंदासी प्रांती व शैक्षिक प्रगतीतील समाजमुळे शाक्षीय क्षेत्रात बनला झाला. तसेच गृहक्षेत्रातील कार्यांत व शिक्षण क्षेत्रातील पारितर्न घडते. पूर्णी शिक्षण क्षेत्रात प्रवेश करणारा शिक्षक शहदाची शिक्षक होता. व शाळेत हेच यांच्या जीवनकाळात होते. आज मात्र या पेशेतीत फक्त उत्तरीक्षीकरणाने आधारण रहणून पाठ्ये जात आहे. शिक्षणाचा विकास व प्रगती वाढत्या झाल्या शाळानातील आंतर्गत शिक्षण खाते निर्मित करणारा तयार करते लाख धावो लागत आहे. या व्यवसायाची चिंतांत व अंधविद्या प्राप्ती माध्यम लागू तर व्यवसायात होत नाहीत. शिक्षकांनी जीवन शक्तिकरक व आधारण अनलोण आहेत. आपल्या आर्थिक वाढत्या झाल्या शाळाने शाळेत शिक्षण वाढत आहेत. शिक्षण एकतिकम्बा , प्रारंभिकपण , शाळेत इ. सोडी कुर्सी होत आहेत. शिक्षकांनी पेशेत व व्यवसाय राखे आर्थिक मुद्द्यांत होत आहेत. आजच्या काळातील शिक्षक शाळाने आर्थिक आवश्यकता करत होत आहे. पूर्णी भाषी गृहक्षेत्र असलेली शाळावाधीन , पात्रता असावरहीता आपण किंमत येत नाही. आपण शाळावाधीन शिक्षणाची अधिकार आता हा. पेशेवर वातावरण प्रतिक्रिया अल्पदर्शी होत. इतरांतून तुलनेत होत शिक्षकांनी या गोष्टीमुळे आपल्या आर्थिक वाढत्या झाल्याचे तयारी व व्यावहारिक आपल्यास आजराल्या प्रतिक्रिया करती होऊ लागाली आहे. आजच्या राष्ट्रियात आपल्या शिक्षकांती भूमिका महत्त्वाची आहे. अगाधीकारिक कार्यांत शिक्षकाला आपल्या नानाधीन क्षेत्रात आहेत. आपल्या शाळेत व अंदालनाशीत यांच्या शिक्षकांती शेजाराशीत निर्मित शाळाचे सुरक्षित दिव 1980 नंतर आपणास पत्रकाळाच दिवसे ते आपल्याच वाढत आहेत. शिक्षकांनी आपल्याची पायलेली होत शाळावर आपल्यांना पहाट लागत आहे.
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शिक्षणातून जीवन कौशल्याचे विकसन

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सारांश (Abstract)

प्रस्तुत लेखाच्या आगामिक्षण, उद्दीपकण व खाजगीकणाच्या युगाच्या देशातील सर्व प्रकारच्या बाळकाचा विकास ह्यांच्याकडे जीवन कौशल्य अस्तित्वाने आवश्यक आहे. तर आजच्या शिक्षणाची गुणनवीन वातावरण होते. जीवन कौशल्य हे मानवी जीवन यसाच्या ह्यांच्याकडे कसे परतीचे आहे. याचे चर्चा करण्यात आल्यावर होते. जीवन कौशल्य विकसित करण्यासाठी शिक्षण मल्लिका साधन आहे.

प्रस्तुत लेखाच्या विषयानुसार, जीवन कौशल्याची वर्गीकरण व जीवन कौशल्य विकसित करण्यासाठी संसाधन तसेच मानवी कारक ध्यानात राहू तर हे कारकम विकसित करण्यासाठी आवश्यक बाबीची याची चर्चा करण्यात आलेली आहे. तसेच औपचारिक शिक्षण अॅनॅपचारिक शिक्षण व सहज शिक्षणाच्या माध्यमातून जीवन कौशल्य कसे विकसित करता येईल. याचे विवेचन करण्यात आलेले आहे.

प्रस्तावना:

मानवी जीवन यसाच्या करण्यासाठी जीवनकौशल्यांची गरज असते. जीवनकौशल्य महत्त्वाच्या घटना आयाधी, इतरांच्या भावना जाणणे, समस्यासनक परिस्थितीतून बाहेर पडण्यासाठी आखण्याकरून यथासाधी जीवनकौशल्य उपयोगी पदातान. ज्ञान, वर्तन, दृष्टीकोन आणि मूळ यंदाचे एकत्रित होतात. भीतरी बाबी करून याच्याच आकलन व्यक्तीला ज्ञानकौशल्याच्या होतेल ती कौशल्याचे म्हणजे जीवनकौशल्याचे होय. जीवन कौशल्याचा सहायक त्याच्या शांतसार्याचे भावी जीवन उत्तम करते. जीवन कौशल्य हे फक पूर्वक ज्ञाततून शिक्षणाची नसतात तर ती अनुभवाद्वारे आत्मविश्वास करावाची असतात अशी ही आवश्यक जीवनकौशल्य याच्याच जीवनभर शिकत असते.

जीवनकौशल्य:

व्याख्या:

जागतिक आंगणी संपूर्ण जगातील भारतेस व्यक्ती दैनिक जीवनची गरज आणि आढळणारे यांना परिणामकरणाच्या तौंद उपयोगाची आवश्यक असलेल्या सकारात्मक आणि समायोजित व्यवसायी लागणा-या क्षमता म्हणजे जीवन कौशल्य होय. UNICEF या व्याख्यानुसार ज्ञान, दृष्टीकोन आणि कौशल्याचा या तीन वाणींचा संतुंत व्यक्तीमध्ये ह्यांचा आरोहण केलेला व्यवस्थापन किंवा व्यवस्थापक म्हणजे जीवनकौशल्याचा शिक्षण. जीवनकौशल्य म्हणजे आवश्यक असणारे शक्तीचा भाव ज्ञानव्यवस्था सार्वजनिक बाहीला मदत करतात आणि व्यक्तीमध्ये या क्षमता त्यांचा जीवनकौशल्य सामाजिक जातील व समस्यासनक परिस्थितीत तौंद उपयोगाची मदत करतात.

जीवनकौशल्याचे वर्गीकरण:

शिव खेंडे, डि.वे. शवार्डे आणि एस.एस. कोसे यांनी जीवनकौशल्यांचे वर्गीकरण खालील प्रमाणे केले आहे.
नेतृत्वकारी जीवनकौशल्य

1) आंतरिक
   i) सुन्नवाली या नवनिर्माण क्षमता
   ii) नैतिक वर्तन

2) व्यक्तिगत नेतृत्व
   i) जागरूकता पार पाए हैं
   ii) यथार्थ्य दिशानिर्देश

3) विद्यापीठ
   i) आंतरिक शारीरिक व्यवस्थापन
   ii) भावनात्मक व्यवस्थापन
   iii) ध्येय निशिचती

अ) व्यक्तिगत जीवनकौशल्यः

1) आंतरिकः : यथार्थ्य जीवनसाधन व व्यवस्थापन कार्य व खुद का समानता व नवनिर्माण क्षमता के साथ-साथ इतर अंशों का सामायिक कार्यकर्ता होने के साथ ऐसे सामायिक कार्यकर्ता होते हैं।

उपकौशलः

i) सुन्नवाली या नवनिर्माण क्षमता : व्यक्ति आपत्ति बौद्धिक व शारीरिक क्षमता वापर करने वाला प्रगतिशील आस्वादक पर किसी अन्य समाज का साथी है।

ii) नैतिक वर्तनः : इतर अंशों के साथ समायमन के लिए सहयोगी नहीं हैं।

आंतरिकः कोशिष्ठ क्रियाकलाप आस्वादक बाबूः

. i. स्वभाविक अंश बाने.
. ii. सहयोगी से ताकताबद्ध.
. iii. आपत्ति हतावक्रम आणि कृतीतील जवळली शारीरिक शिक्षाक निर्देश.
. iv. आत्मविस्मयात निर्देश.
. v. आत्म-प्रशिक्षण, विचारांतिक विविध.
. vi. कार्यमय प्रामाणिकता व नागविनयात् दाखवा.

कृती कार्यक्रमः

. i. आपत्ति शरीरायेस एवं कमकुतुम्पण वाच्य वाच्य करणे, आणि आपत्ति शरीरायेस अवधारणा भर्ती ध्यान. अथवा आपत्ति कमकुतुम्पणाचे तत्कालीन स्पष्ट करण्याचे मार्ग शोधा.
. ii. विधायकांसोबत समस्यांच्या सोडवापायला देणार.
. iii. ध्येय निर्दिष्टी — अत्यकालीन — एक महिना ते एक वर्षपार्श्व मध्यमकालीन — तीन वर्षपार्श्व
दीर्घकालीन — पाँच वर्षांति
याप्रमाणे ध्येयांची यादी करून त्यांच्या पूर्तिसाधी प्रयत्न करणे.
iv. तुमच्या स्वतःसंबंधी ज्ञा गोष्टी तुम्हाला बदलल्या काहीतरी त्यांची यादी करा. त्या बदलाऊने तुम्हाला होणार — या फायदांची यादी करा. एक वेळाप्रमाणे निरंतर करा आणि त्यासारखे बदल घडवून आणण्यासाठी स्वतः त्यांसमज करा.

b) समावेशीकृत जीवन कौशल्ये:
1) आंतर्व्यक्तिगत नेतृत्व:
आंतर्व्यक्तिगत नेतृत्व म्हणजे आपल्या सहकर-यांचा गरजा आणि भावना याचा संवेदनशीलपणे विचार करून त्यांचा आंतर्व्यक्तिगत तेवढ्याची वयाची संरचना तात्रु आपले ध्येय साधन करण्याची तसेच इतरांशी चांगले संयंत्रे देखण्याची क्षमता होय.

उत्कृष्टान्वयन:
i) परिपसूनकर संभाषण कौशल्य:
इतरांशी विचार एक्षणांची, प्रमाण करण्याची, आकलन होणारी, त्यांचे निदान करण्याची आणि त्यांच्या योग्य प्रतिसाद देखील व्यक्तीची क्षमता म्हणजे परिपसूनकर संभाषण कौशल्य होय.

ii) निष्पक्ष क्षमता (निर्णय घेण्याचे कौशल्य):
आपल्या निर्णयांचा प्रभाव आपल्या गटावर पाळणे आपल्या निर्णयांचा पुरस्कार करून आपल्या गटातील लोकांना एकत्र करणे आणि त्यांच्यांना ब्रसण निर्णय करण्याचे कौशल्य म्हणजे निष्पक्ष कौशल्य.

iii) समायोजन कौशल्य:
निषिद्धकला भूमिका व जवाबदत्त — यांची जून्हुन घेणे, संदर्भवता व बदलते अप्रभावण सुमित करणे म्हणजे समायोजन कौशल्य होय.

आंतर्व्यक्तिगत नेतृत्व कौशल्य विकासातील आवश्यक बाबी:
इतर लोकांना योग्य परिप्रेक्षणमुळे वस्त्र. सकारात्मक भूमिकेचे वापर इतरांपूर्व आवश्यक निर्णय करा.

कृती कार्यक्रम:
आपले कार्य सहकर—यांचा सहायता अधिक झाल्यावस्तृत, त्याच्याच्यातील आणि अधिक परिप्रेक्षणकरिता करून सन्तोष येईल, याबद्दल तीन सुनावा विषय.
अभिव्यक्ती आयुष्मान रुपांतरण परिस्थितींची सामना करण्याचे प्रशिक्षण देणे.

निर्मितीश्लेष सहकार्य कौशल्य:
एकत्रित करावी कार्य करून नवीन उट्टापण करणे लिहिला एकमेकांशी संपर्क राहून एकत्रित समस्तीकडे उतर शोधणे, दोन पटकांतरी फक्तच मूळ शोधणे, सकारात्मक पटकांतरी विश्लेषण करणे आणि अनेक पर्यायमुळे योग्य पर्यायांची निवड करणे या सर्व गोष्टीच्या समावेशन निर्मितीश्लेष सहकार्य कौशल्य या संकल्पनेत होतो.
National Conference Organized By:- IQAC & Department Of Education, Mahavir Mahavidyalaya, Kolhapur

Theme:- New Dimensions of Higher Education and Teacher Education in 21st Century

ISSN 2349-638x Impact Factor 2.147

Theme:

1) signifies the aspects of the conference and its implications in the 21st century.

2) signifies the emphasis on empathy.

3) signifies the importance of SUPW and other practical aspects of education.

Content:

Upakasha:

i) Sahkarya Aani Sankarya Koushalya:


ii) Sahsvedana (Empathy):


Nimitiashm Sahkarya Koushalya Vikasasatii Aavarchak Babi:

i) Tumayya Sahyavat Kruuvar Tapan Yeyar Nahi Aari Subhad Vyakti Bena Lokeena Aypltya Nithe Parayanaya Kothena Mahyo Ben.


Kriti Karakram:

i) SUPW (Samajopayogii Utpadat Karya) Va Karakram Saswini.


3) Swarnoutrikarn Kooshtaly:


i) Maitin Aani Maamk Sakhalya:

Vengogattha Shraapat Va Madyamadare Mitgatlyya Maitintii Vyakar, Vyavasrpan, Akalimkaran, Purakaran Aani Murtymapan Karyogache Kooshtaly.

ii) Vichitsik Vichav Va Samsya Niramkarn Kooshtaly:

Ekadii Samsya Soodyaksyaadithi Pratham Tur Samsyee Chakrad Tyar Karyog, Tur Samsyee Purakaran Karyog Aani Vichitsik Vicharaanya Aapnere Samsya Soodyaksyaache Kooshtaly.

Aavarchak Babi:

i) Bhikshaap Karathe Pehal Shakti, Yache Chinn Rikhanyatun Bhav Vychara Kar.

ii) Tumalya Wiccharasgala Tapan Dha Aani Manala W Bhumilala Chalan Dha.

iii) Aatmakarshapoorii Kruutimudun Aamabikshapoorii Vychara Kar.

Kriti Karakram:

i) Vichakarne Waga.
ii) निराशाजनक परिस्थितियों आशादायी परिस्थिती स्थानांतर करणा—या लोकांची चर्चा वाचा, चांगली पुस्तके वाचणे, प्रेणा देणा—या ध्वनीफली एकून हे तुमच्या रोजच्या दिनक्रमांमध्ये समाविष्ट करा.

ही जीवन कौशल्य आणा औपचारिक शिक्षण, अनौपचारिक शिक्षण, सहज शिक्षणाच्या माध्यमातून शिकत असतो. ही जीवन कौशल्य विकसित करण्याचे खालील मार्ग आहेत:

**तत्त्व क्रः १**

अ) व्यक्तिगत जीवनकौशल्ये :

<table>
<thead>
<tr>
<th>कौशल्ये</th>
<th>औपचारिक शिक्षण</th>
<th>अनौपचारिक शिक्षण</th>
<th>सहज शिक्षण</th>
</tr>
</thead>
<tbody>
<tr>
<td>१) आत्मविश्वासी</td>
<td>प्रकल्प, वस्तुनिर्मिती, नवविकास</td>
<td>प्रशिक्षण वर्ग, इंटरनेशनल डिझाइन कोर्स, संगीत, नृत्य, विषयकला, व्यक्तित्व, विकासासाठी कार्यक्रमांचे आयोजन</td>
<td>पंजीकरण, स्बांधदी, स्वारूपन, शारीरिक, तत्वज्ञानाच्या पुस्तकेचे वाचणे, संगीत-शास्त्र, विद्यार्थी इत्यादी</td>
</tr>
<tr>
<td>२) व्यक्तिगत नेतृत्व</td>
<td>सामस्कृतिक कार्यक्रमांचे आयोजन, व्यक्तिगत, नवविकास, ग्रंथसंग्रह, वादविवाद</td>
<td>व्यवस्थित संस्क्रत संस्करण, उपग्रहाद्वारे शिक्षण (Video Conferencing)</td>
<td>कौटुक, कार्यक्रमांची जागरूकता, चालू, प्रदात्वक विषयी मित्रीय होणारी चर्चा</td>
</tr>
<tr>
<td>३) व्यवसायी</td>
<td>स्व. व्यवस्थापन, आत्मिक आर्थिक शासीवादी व्यवसायी</td>
<td>व्यवस्थापन, व्यवस्थापन, व्यवस्थापन, व्यवस्थापन</td>
<td>गृहविधान, पाकशाख, संगीत, नृत्य, विविध स्थानांचे व्यवस्थापन आयोजन</td>
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ब) सामाजिक जीवनकौशल्ये :

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</tr>
</thead>
<tbody>
<tr>
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<td>N.N.C. बालवीर, बीरबल, योजना, प्रकल्प, सहजसिद्धांत, सहजसिद्धांत, सहजसिद्धांत, सहजसिद्धांत</td>
<td>चारासंग, कृतीसंग, इत्यादी आयोजन</td>
<td>सबा, मार्च, विविध मंडळाच्या कार्यक्रमांचा उपस्थिती</td>
</tr>
<tr>
<td>२) निरोधण कौशल्य</td>
<td>संभाणून कौशल्य</td>
<td>विविध संग, सहजसिद्धांत, सहजसिद्धांत, सहजसिद्धांत</td>
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2) निर्मितीक्रम सहकार्य कौशल्य
   i) सहकार्य आणि संयोजक कौशल्य
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| उद्दीपन, प्रश्नमुद्रा कार्यक्रम, पुस्तक पेडी, विज्ञान प्रदर्शन, Online Exam | प्रौढ साधनकौशल्य अभियान, स्वयंअभ्यास संच | इंटरनेट चावापार, पुस्तक प्रदर्शन, प्रश्न मंजूरा संघ, इ. मश्ते सहभाग. |

अशा प्रकरण मानवी जीवन यशस्वी करण्यासाठी जीवन कौशल्य आवश्यक आहे. यासाठी महत्त्वाचे साधन मुख्ये शिक्षण होय.

संदर्भ श्रवण सूची:

1. निलिमा संभ्र (२००६), शिक्षणातील आधुनिक विचार प्रवाह पुंजे; फडके प्रकाशन.
2. जोशी प्रमोद (२००८), शिक्षणातील नववैचार्य, नाडिय; आविध प्रक्षेपण.
3. प्रबास न. (२००८), शिक्षणातील उद्देश्यानुसार भारतीय समाजातील शिक्षण, पुंजे; निव्व नुकसान प्रकाशन.
4. www.ncte.org.in
5. www.ncert.org.in
6. www.ugc.net.in
Kriya Sphatik Ghat Asatanana Aaye. Sree. Dr. Cha Upanyog

Pr. Naagadithak Ramshri Shiyaji
Shree Shiyaji Mahavidyalya, Varshi, J.S. Solapur


- Medan :- Medanaani aadhyatmik mahrithi, mojjmam, medanaani avakati, kaari badhan jhalane tegen aaltya ter hot aapanena inrane vapp或其他 kela tlya mahrithi mahputhe aap sha prakaranaya sphartya bhay aadhyatmik badhan jhalane ya medanaani hotat.


- Vyayamatapan :- Sphartya saatiithe vyavhar karne aasatana tyaamdhaye kheladu, margdarshak, koche, yamchya pratyak babichya vityar kela jata. Tlya karvanasaari bawari saati mahrithi tuntzanaa upanyog kela jata.
प्रवास:- स्पर्श साठी प्रवास कसा करावा, कोणत्याही मार्गांनी करावा त्याची माहिती ही इंटरनेटवर वसले तेली जाते. प्रवास लांब पत्याच असो किंवा लोकल प्रवास असो आपणास ही माहिती ही इंटरनेटवर वसले मिळते. इंटरनेटवर आपणास तिकी बुकिंग करता येते. त्यामुळे आपला प्रवास सुलभ व चांगला होतो. स्पर्शसाठी प्रवास ही महत्त्वाची बाब आहे.

प्रेक्षण :- स्पर्शी लहान असो किंवा मोठी असो प्रेक्षण करण्यासाठी सार्वजनिक प्रयत्न करतात. प्रेक्षणाचा मुख्य ही स्पर्शी घरांतून दिसून येते. त्याचे रेकॉर्डिंग आपणास करता येते आणि त्या स्पर्शी रेकॉर्डिंग आपणास करण्यास कधीही आणि कोठीही पाहता येते. देश पर्यटनातील स्पर्शी आपणास पाहता येतात.

रेकॉर्ड :- स्पर्शी संपूर्ण रेकॉर्ड आपणास व्यस्थीत ठेवता येते. हे संपूर्ण रेकॉर्ड सुरक्षित आपणास माहिती तत्त्वाच्या मुळे ठेवता वेळेल उदा. सी. डी., पेन ड्राईवर, डी.व्ही. डी., मेल इ-यादी वर रेकॉर्ड ठेवू शकतो.

ईतीवृङ्ग :- प्रत्येक स्पर्शी चे ईतीवृङ्ग आपणास ठेवते लागते कारण पुढील वर्णसाठी त्याचा स्पर्शी घेत असताना उपयोग होती. त्याच्या आपणास स्पर्शी माहिती लाबड्यात मिळते हेच ईतीवृङ्ग सी.डी., पेन ड्राईवर, डी.व्ही. डी., मेल इ-यादी वर ठेवता येते.

महणून स्पर्शी घेत असताना आपल्या काळात माहिती तत्त्वाच्या चांगली वापर केला जातो. आणि त्याचे मोठया प्रमाणात फायदे आपणास दिसून येतात.

संदर्भ -
1) नियोजन आणि व्यवस्थापन –डॉ. सोपान कांगणे व डॉ. संजीव सोनावे
2) www.sport Administration.
3) www.sport organization