

Role Of Teacher Educator In Sustainable Development

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Abstract:-

Education is the major aspect in order to assess the qualities of the students and teachers by which growth and development of any nation is assessed. To India high quality teacher education is an urgent requirement.

Quality of a teacher is directly associated with student's achievement and well-trained teachers should encourage students for effective learning and their achievement in education field. It is expected that Teacher should be a role model for students. Teacher should enhance the students for cultivation of values and sustainable education. For sustainable development these value cultivation, social awareness, economical attention and tendency to protect environment should be included in teacher training programme and all these are the basic aspects of sustainable development. Teacher education is the effective tool in order to achieve the goals of sustainable development and quality teacher is determined by their training.

Keywords: Teacher Educator, sustainable development, quality, values, goals.

Introduction:-

To improve the quality of basic education, in order to address sustainability, improving the public awareness, and providing training too many sectors of society is required. The role of institutions of teacher education is very crucial in order to address sustainability through the education process. The key role of teacher education for the initiative is recognized the implementation of strategy. The Sustainable development is not a new concept but it is the use of resources which should be balanced. So that we can fulfill our present needs and can preserve them for future generations. The concept of Sustainable development is meeting the needs of the present without compromising the ability of future generations to meet their own needs. It also means that something is viable and can be continued in the long term in ways that do not harm people but benefit them equally for their development. So the role of teacher educator is very important not only in sustainability but also in development. Hence the role of Teacher Educator is as follows.

1. The Role of Teacher Educator in Sustainable education for Development

The importance of changes in higher and Teacher Education

All the important documents issues at international level highlighted that in order to contribute to sustainable development, higher education and teacher education has to transform. This transformation enables a change in the responsibilities of Institutions, Curricula guidelines and training process.

2. Required Great change in Knowledge Structure.

A knowledge structure is also need to change as per the time. These have to be modified an integrated approach to sustainable development. This will allow students in higher education to take the challenges of this complex issue with an holistic approach, going beyond the traditional view on knowledge links it to cooperative building, planning and creation of knowledge.

3. Effective training for Educators and Teachers

Training for sustainability rises to a crucial role in training of a future educators and teachers. Educating is a complex task; it includes skills, ability to ponder and criticize teaching and training, understanding, planning, communication and ability

Developing Effective Teaching and Learning Skills for 21<sup>st</sup> Century

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ABSTRACT:-

Today teaching and learning is a process which includes many variables, that interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills. They interact on various perspectives on learning. Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. The integration process, which is also important to consider a number of other factors like cognitive style, learning style and the multiple natures of our intelligences. The learning relates to special needs and diverse cultural backgrounds

Teachers transmit factual knowledge to students through lectures and textbooks. The development of standards predominantly through the transmission model and tested through recall-based assessments.

**Keywords:** Skills, learning experiences, transmission model, accountability, constructivism.

INTRODUCTION:-

Today Many countries are shifting the focus of their educational systems away from this model, it often prevails for two primary reasons because educational systems are hard to change. The contrasting "constructivist" model through which students actively-rather than passively gain skills and knowledge.

There is the great opportunity to learn information, but typically do not have much practice applying the knowledge to new contexts and communication.

Teaching and Learning Skills Required for Effective Teacher

1. Requirement of Teaching through the Subject disciplines-

The teaching-learning through disciplines the knowledge of the discipline but the skills associated with the production of knowledge within the discipline of the specific subject which we are going to teach. Curriculum and instruction students should learn why the discipline is important, how experts creates new knowledge, and how they communicate about it to the students.

2. Development of lower and higher order thinking skills among Students

The development of Low-order exercises are fairly common in existing curricula, and also the development high-order thinking activities are important. The Higher-level thinking to be difficult for students because it requires them to understand the relationship between different variables and also how to apply to a new context.

Therefore applying new understandings to a new, context is also exactly what students need to do to successfully negotiate the demands of the 21st century for better understanding of subject that they are studied.

Major Issues and Concerns in Today's Teacher Education Programme

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Introduction:-

The development of any nation depends upon the quality of its Citizens and the quality of Citizens depends upon its education system. The most significant factor of all is the Quality Teachers. The Secondary Education Commission (1952-53) rightly stated, "We are convinced the most important factor in educational reconstruction of teacher, personal qualities, educational qualifications and professional training. The teacher plays a vital role in the development an inclusive education system. Teacher brings out the hidden capabilities of children and help their all round development of Personality.

As Kothari Commission rightly said, 'the destiny of India is being shaped in classrooms.' Teacher should have good subject knowledge, good communication skill, Professional commitment, dedication and motivation and these are required traits of quality teachers.

Teacher education is concerned with Policy framework, Producers and Provisions which are designed to provide knowledge, attitude and skills to teachers to perform their task effectively.

Major Issues and Concerns regarding Teacher Education Programme

1. Lack of Training in ICT

Information, Communication and Technology is one of the best tools to achieve inclusion and quality in education. ICT become an integral part of modern education system. ICT brought transformation in different aspects in educational process. ICT become an essential element in education and training. The proper use of ICT can bring significant change in the whole teaching-learning system by bringing improvement in content and methodologies. ICT helps in developing

innovative teaching skills in classroom. It also helps teacher to motivate students and develop interest in learning of Hardware, software, internet etc. It results one of the major issues of the teacher education course that teacher trainees are not getting proper training of ICT. They do not know how to use ICT for facilitating the teaching and learning process.

2. Inadequate focus on Research and Innovations

It is observed that researchers are conducted without keeping in mind current problems of teacher education programme. So there is great need to develop the national agenda for research alignment with the local and national level problems. The research methodology should be compatible with the local problems. Innovations should be encouraged and research quality indicators should be evolved in order to improve the quality of empirical research.

3. Reconstruction of Curriculum of Teacher Education

A teacher needs to be prepared to cater the needs and demands of the school system, learner and learning process. So teacher education curriculum framework should be modified with curriculum framework for school education. It is important that curriculum should be constructed as per the changing demands of school and society. The skill development aspect is most neglected. There should be proper integration of theory and practical part in curriculum.

4. Professional Development of Teachers

The teacher educators are of course an integral element of the learning ecosystem. The professional development of teacher is continuous process. Teacher should be encouraged for their professional growth.

5. Infrastructural Constraints

It is combination of several components like competent teacher educators, good class rooms, library and laboratory which make good teacher educators. The teacher training colleges suffer from

### 3. CHALLENGES AND FUTURE PROSPECTS OF TEACHER EDUCATION

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#### Introduction:-

Teacher should involve pupils more in setting their goals and identifying ways of achieving them. Maximizing opportunities for pupils to be inquisitive accessing via new technologies diverse material and resources so that they can become more discriminatory about evidence and learn to exercise judgment about it. Provide opportunities for pupils to learn from each other and benefit from collaborative enquiry. Be more out word and appreciate the benefits of wider community and parent involvement to support and enhance learning. Anything which is unconventional in teaching learning process is termed a innovation. It comprises a wide area of education. When a machine does not work properly or does not give desired output then overhauling is recommended. The same formula applies with our current educational setup. It needs overhauling at every step, whether it is the area of finance, administration, teaching methodologies, learning strategies or curriculum formation etc.

To encourage participation of teachers we need to empower the teacher community. Empowerment regarding finance, decision making, introduction of new academic programs and setting time table. Etc. Finance is the axis of every developmental activity. No change is possible without financial assistance. Not only financial assistance is needed but the autonomy is more important suppose you have a lot of money but don't have a right to spend a penny without the permission of higher authorities who are least affected by the local problems. Then there is no use of that money. In my opinion as the financial strength is important so as financial autonomy is needed from the very basic level. If the teacher think that a particular equipment, device or program is important for maximizing the learning he/ she should have right to purchase or introduce the program in desired manner but unfortunately our system does not permit this kind of autonomy. Most of the colleges have sufficient financial resources but due to a very tough impractical and time consuming process of acquiring money so many good ideas remain being unfulfilled. When money is sanctioned the idea, program, device of technology become our dated. In this way we can't get the benefit of that money. A very useful saying I would like to mention here "a stitch in time saves nine."

As far as teaching methods are concerned most of the teachers among t us depend on lecture method.. It has become the only practical way of teaching . If a teacher does not understand the concept of teaching and remains satisfied with the role of information provider then who would change the system. Education is transformation of knowledge , skills and behavior for this purpose we have to go to the level of the students and find this purpose we have to go to the level of the student and find out the weaknesses., trace out the doors and opening to send the message of change.

अध्यापक विद्यालयातील वर्ग अध्यापनात माहिती तंत्र ज्ञानाचा वापर

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प्रस्तावना:- २१ वे शतक हे माहितीचे युग आहे शिक्षकांमध्ये माहिती संप्रेषण तंत्रज्ञानाबाबत आत्म विश्वास निर्माण करणे हे २१ व्या शतकाकडे जातांना मोठे आव्हान आहे. अध्यापक विद्यालयाकडेअगदी अद्ययावत हार्डवेअर व सॉफ्टवेअर किंवा तंत्र ज्ञानावर आधारित अध्यापनासाठी शैक्षणिक साधने जरी असली तरी जो पर्यंत शिक्षण त्यापासून दूरराहणार आहेत तो पर्यंत विद्यार्थ्यांच्या कार्यमानात कोणताच बदल माहिती संप्रेषण तंत्रज्ञानामुळे होऊ शकणार नाही. जगातील सर्वच शिक्षकांवर माहिती संप्रेषण तंत्रज्ञान आत्मसात करून वर्ग अध्यापनात त्याचा वापर सुरु करण्यासाठी राजकीय दबाव तंत्राचा अवलंब केला जात आहे माहिती संप्रेषण तंत्रज्ञानाच्या साधनांचा वापर प्रभावी अध्ययन –अद्यापानानासाठी शिक्षकांनी मनापासून करावा लागेल. एरिक अशबी यांनी शिक्षणातील परिवर्तने नोंदवली आहेत त्यांनी म्हटले आहे की, शिक्षण क्षेत्रात चार प्रकारच्या क्रांत्या झाल्या आहेत. साधने, माध्यमे हळूहळू विकसित झाली त्याचा विकास खालील प्रमाणे आहे.

- १) पहिला टप्पा :- मौखिक पद्धतीने शिकविणे, पाठांतर करणे
- २) दुसरा टप्पा :- लेखन कला अवगत झाली व लिखित साहित्य शिक्षणात वापरले जाऊ लागले.
- ३) तिसरा टप्पा:- विसाव्या शतकात छायाचित्र , ध्वनिमुद्रण, चलचित्रपट , आकाशवाणी व दूरदर्शनमुळे मानवाचे डोळे आणि कान यांचा विस्तार झाला.

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INNOVATIVE METHODS FOR ENGLISH LANGUAGE TEACHING

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ABSTRACT


More research needs to be conducted in the area of reflective practice in order to 'validate' it as a legitimate and reliable means of professional development for teachers in general and ESL teachers in particular. Such research may include an evaluation of the prevailing approaches in teacher education. This paper focuses on such teachers where six college level teachers of English who were committed to improving their classroom practice set about task of reflecting on themselves and their teaching. The reflections led to a series of processes. They found themselves gaining a deeper understanding of several classroom issues, and developed because of the understanding, alternative conceptions of teaching and later native ideas in their classroom and they found the experience empowering and transformative in their personal growth and professional development. Observing and transformative process over a period of a year and a half from the records the teachers have maintained with remarkable prescience and from the discussions the researcher has drawn some conclusions which have significant implications for ESL teacher Learning.

KEYWORDS: peer observation, Professional Development, Reflective Practice, Video Recording.

INTRODUCTION

In our country, the Guru once stood only next to God. In many invocations, he was called on as many gods in one. But today he or she has no such place, Tertiary-level teachers of English in today's India are in an even more unenviable position. Although placed at the loom of history at a time when society's demands on English are growing at an unprecedented scale, there are openly expressed doubts on their ability to successfully carry out the tasks on their own. In several States, not excluding Andhra Pradesh, lack of faith in them is obvious – College. Teachers of English are being obliged to prove themselves even for those tasks for which they have more than adequate equipment and obvious potential. The need to regain lost ground is urgent. (Tikoo 2009:18-19.)

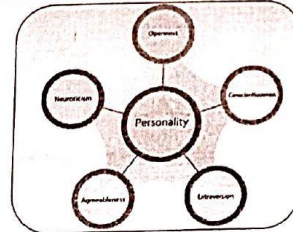
AIM OF THIS STUDY:- The Principal aim of this study is to examine how reflective practice enables ESL teachers to make sense of their professional world as well as make significant and worthwhile change with themselves and in their teaching practices. The study has a secondary aim as well. In general educational research, 'teachers' ways of knowing', which are referred to as the 'new scholarship' or 'practitioner research' (Anderson and Herr 1999), are gaining recognition. The knowledge produced by teachers out of their own realities as professionals is increasingly being regarded as legitimate. The process of legitimizing this knowledge calls for a broad-based movement that seeks to examine and make public the new scholarship. This study is an attempt in that direction in the ESL context in India.

  
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**PERSONALITY DEVELOPMENT WITH THE IMPACT OF SOCIAL ORDERS DIMENSIONS**

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**ABSTRACT**

Personality in the present context denotes the real as well as phenomenal nature of a man. It implies the organization and pattern of everything which an individual possesses. The personality dynamics such as need for food, water, oxygen, defecation, earning money, prestige, academic achievements, affiliation, grabbing etc. to the overall development of an individual. The dimensions of a person's personality development are determined by these traits. It shows how a person interacts with other in individual and social situation in the society such as friendliness, sociability, honesty, dominance, cooperation, aggressiveness, shyness etc. They push an individual to keep himself always active, moving and dynamic. The social traits are necessary for physical survival as well as psychological (real) survival. The social traits enable a person to become free from emotional worries, stability in thoughts and actions.

**KEYWORDS:** Social traits, social order, dimensions, friendliness, sociability, honesty, dominance, aggressiveness, shyness, personality development.

**INTRODUCTION**

**Meaning of personality:-** The word personality has been derived from the Latin word Persona. Persona at the time meant the mask which the Greek actors commonly used to wear on their faces before coming to the stage for acting. These masks would hide the real faces of actors before the audience. Thus, in the olden days, personality was meant the outward appearance of a person on the others. Later on, the word personality came to be known the real nature of a man. **Definitions of Personality:-** Today personality is defined as a distinct feature of the individual, a stimulus, & stimulation of qualities, an integration of abilities and as an adjustment to environment.

a) **Jung's Classification:-** According to him human personality is of two types-

I) **Introvert:-** These people tend to withdraw into themselves especially when they face emotional disturbance. They are loving people of shy nature. They generally avoid the company of others.

II) **Extrovert:-** These deal with social situation very efficiently. They are conventional, social and friendly. They are generally free from worries and take the surcharged atmosphere very lightly.

Jung further stated that a person may be introvert for one function such as feeling but he may be extrovert in another function such as intuition. Thus, all human can be divided into eight types on the basis of dominance of any one factor of the eight factors mentioned by him.

In between these two extremes of personalities, modern psychologists have introduced a third type of people. They are neither introvert nor extrovert. They are rather ambivert.

b) **Freud's Classification:-** Sigmund Freud has classified human personalities into three categories on the basis of fixation of sexual energy at a particular stage of sex development. Thus, personalities are of three types according to him.

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FUTURE PROSPECTS OF TEACHER EDUCATION: Pros and Cons.

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ABSTRACT

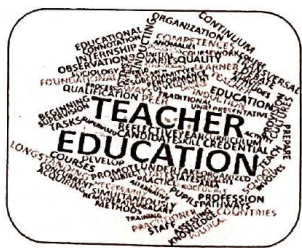
Anything which is unconventional in teaching learning process is termed as innovation. It comprises a wide area of education. When a machine does not work properly or does not give desired output then overhauling is recommended. The same formula applies with our current educational setup. It needs overhauling at every step, whether it is the area of finance, administration, teaching methodologies, learning strategies or curriculum formation etc.

KEYWORDS: Teacher Education, teaching learning, teaching methodologies.

INTRODUCTION

To encourage participation of teachers we need to empower the teacher community in finance, decision making, introduction of new academic programs and setting time table. etc. Finance is the axis of every developmental activity. No change is possible without financial assistance. Not only financial assistance is needed but the autonomy is more important. Suppose you have a lot of money but don't have a right to spend a penny without the permission of higher authorities. Then there is no use of that money. The financial strength is important so as financial autonomy is needed form. The very basic level. If the teacher think that a particular equipment, device or program is important for maximizing the learning he/ she should have right to purchase or introduce the program. Unfortunately our system does not permit this kind of autonomy. Due to a very tough impractical and time consuming process of acquiring money so many good ideas remain being unfulfilled. When money is sanctioned the idea, program, device of technology become out dated. In this way we can't get the benefit of that money. A very useful saying I would like to mention here "a stitch in time saves nine."


As far as teaching methods are concerned most of the teachers among us depend on lecture method. It has become the only practical way of teaching. If a teacher does not understand the concept of teaching and remains satisfied with the role of information provider then who would change the system. Education is transformation of knowledge, skills and behavior. For this purpose we have to go to the level of the students and find this purpose we have to go to the level of the student and find out the weaknesses, trace out the doors and opening to send the message of change. It is the duty of a teacher to drag the attention of students in classrooms. Competency in subject matter is the far most requisite to hold students' attention in classrooms. At present majority of teachers follow traditional methods. Gestalt psychology stresses a lot of meaningful learning Mind Mapping is a way to see the whole picture and details. It is a dynamic way to capture significant points of information.



THERE ARE THREE AS OF MIND MAPPING---  
Accept/Apply/Adopt:-

The initial stage is to accept any idea, concept or change, next is to apply in teaching learning process then adopt it as a

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## GENERAL WELL BEING WITH YOGIC THERAPY

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### ABSTRACT :

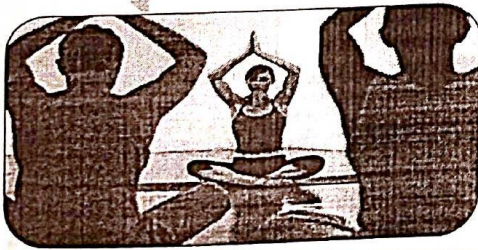
*Yogic Therapy is a gift of the Yoga- Shastra . All classes of men and women of all ages without and discussion are adopting to their advantages. It is far more effective, easier and cheaper than most other therapies. Yogic therapy is based on the following basic disciplines of knowledge: Psychology, Chemical, physiological , philosophic-Spiritual. Panchkoshas (Annamaya kosa, Pranamaya kosa, Manomaya kosa, Vijnanayamany kosa, Anandamaya kosa). Gunas (Sativs, Rajas, Tamas) and Chakras. Yogic Therapy has certain principles such as : Body leaning, Activating endocrine glands, managing proper functioning of all systems i.e. nervous system, breathing , digression, blood circulation, excretion etc. Yogic Therapy emphasizes on prevention than cure, controlling the diet to remove disease, preserving celibacy, controls the mind , and spiritual purification. This paper includes assumptions, principles and processes of yogic therapy , yogic therapeutic techniques and their benefits psychotherapeutically.*

**KEYWORDS :** Yoga, Yogic Therapy, Well being.

### INTRODUCTION

Good health is a gift of nature and it depends on man to make wholehearted effort to preserve it. Yoga is an eternal science which is relevant irrespective of race, religion and geographical limitations. Since its basic principles are related to essential ingredients of human personality and total health. Yoga is a holistic practice that integrates and develops the mind, body , breath and spirit. The word "Yoga" is derived from the mind, body , breath and spirit . The word Yoga is derived from the Sanskrit root "Yuj" which means to yoke, bind , unite , join , or harness. Yoga can be seen as a philosophy and practice of connection. As an individual it developed his /her sense of relatedness to other people, other beings, environment and Universe. An individual also develops his/her sense of connection to him/her sense of connection to him /herself through. Yoga can become more aware of the links between mind, body, breath, feelings, memories, experiences, health and states of consciousness. The techniques of Yoga aim to uncover and highlight these connections (Gharote 1990).

General well may be defined as the subjective feeling of contentment , happiness, satisfaction with life's experience and one's role in the world of work, sense of achievement , utility, belongingness and no distress, dissatisfaction or worry etc. Therefore, general well being not only includes these dimensions but also it means to be fit physically., mentally, emotionally, and spiritually. Yogic practices are able to fulfill all the dimensions of general well being (Bakshi & Kumari , 2009).



Yoga can be a powerful tool when combined with psychotherapy. It can be a way to work with clients who have more difficulty expressing them and healing

**Developing Reading Interest For Surviving to Thriving:**

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**Abstract:-**  
*In an educational climate in which many teachers may feel the tension between achieving grade-level literacy standards and creating lifelong readers, interest can be a powerful mediator that impacts students' cognitive and affective experiences with reading. This article presents research-based principles of reading interest—individual interests, situational interest, text-based interest, and interest regulation—and describes how each can be used and implemented in the classroom to nurture motivated and resilient readers. How do teachers capture curiosity and leverage students' interests into lifelong learning through reading? This article presents research-based principles of interest to help readers who are stuck in survival mode begin to really thrive.*

**Introduction:-**  
Most of the teachers don't like to learn how to read. They think that no one can make the teachers read. But the teachers should support the interests of the students in reading. He should converse with the students regarding their interest in reading. And the teachers should also motivate the students in reading. The teacher should accelerate the interest of the students' reading by suggesting to read various books and sometime if possible the teacher should read the books first and then convey the students' to go through the books. Later the teacher should discuss the contents in the textbooks. This will find that the students will share their thoughts, views and experiences. Teachers should also give some project work to the students regarding reading activity. In this way the teacher can help in creating a benchmark standards in reading.

In light of our current test-focused educational climate, some teachers think their focus must shift away from motivation to read in favor of rigorous, core-focused instruction. Too often, conversations about engagement, motivation, and interest focus on the either/or conundrum—either we can focus on readers' motivation and interest, or we can focus on test prep and learning. Educators "have two equally important reading goals: to teach our students to read and to teach our students to want to read". Rather than competing with each other, these two goals are symbiotic. As students become more motivated to read, they are more likely to increase their reading practice. As their reading practice increases, their reading ability also increases. Conversely, as students' reading ability increases, they are more likely to want to continue to read. Thus, by building students' motivation, teachers can positively improve both the goals of increased interest in reading and increased comprehension of what students read.

One important and distinct aspect of motivation—interest—is not always the focus of motivation interventions but has a powerful impact on students' reading. Let's refer to motivation as a state of wanting to perform an activity, with a number of complex factors contributing to that state. When conceptualizing about students who are motivated to read, we envision students who want to read, will choose to read over other activities, expect to succeed at reading, and have a good feeling about reading.


Research and practice has significantly increased our understanding of motivation to read over the last two decades. Scholars have focused on theories of motivation, empirical research on motivation, and the implications of that theory and research for classroom practice. In contrast to motivation, interest is usually thought to be a person's willingness to engage with specific content. Note that interest always deals with a particular object, activity, topic, or text. Students who are interested in a certain topic can become interested in reading about these topics. In terms of reading, we may think about a general motivation to read, but we think of interest in reading about something specific.

The purpose of this article is to present four research-based principles of reading interest and practical ideas about how to build interest in the classroom. The article begins with a discussion of the theoretical underpinnings of interest and its relation to reading comprehension. Along with the four principles: (1) cultivating individual interests, (2) fostering situational interest, (3) selecting texts with interest-enhancing elements, and (4) teaching interest self-regulation strategies. For each principle, we present what teachers need to know and instructional practices they can use to apply the principles to their classroom practice.

**Four Research-Based Principles of Interest and Reading**

Interest has a powerful impact on both the cognitive and affective aspects of reading: It affects both how we think and how we feel about what we read. When students are interested in a text they are reading, their comprehension improves more than when they are reading a text in which they are not interested, and they tend to have deeper comprehension of what they are reading. In addition, when students are interested in what they read, they read more strategically and remember what they read longer. Finally, and importantly,

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Tips And Secrets And Attitudes For Teachers For Surviving And Thriving (2)


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To survive as a teacher, you have to constantly find ways to make content fresh, exciting, and literally life-altering. There are times when the demand of teaching will be too much, and you can find comfort in the content—which is likely something you’ve always had a special interest or talent in. Never withdraw completely into that content, or you’ll lose the students, but **don’t forget that all the relationships, technology, and instructional design are there to bring learners to content in pursuit of personal growth.** And that’s teaching in a nutshell. The artful and thoughtful marriage of learner and content.

Ten Secrets To Surviving As A Teacher

- 1. Confucius say, Be like tree:-**Trees are survivors. For you to do the same, you’ll have to know when to stand strong, and when to bend in the wind.
- 2. Learn to weather the storm:-**Things change in education constantly. District pushes, higher ed policy, content shifts, technological trends, etc. The more flexible you are, the better you’ll be able to sustain the frequent and often challenging storms that blow through your classroom.
- 3. Embrace that it’s not about you:-**This is easy to give lip-service to, but not always easy to sustain. At the end of the day, no matter what you do and how incredible you are, things will fail, people will falter, and efforts will fall short. You’ll have to implement asinine, half-baked ideas in your classroom not because they work, but because someone told you to. Realize that you’re not a savior, but an employee paid to do a job. It’s not your classroom, but a learning space owned by your local government or similar organization that you are currently in charge of. It sounds cold, but this perspective can come in handy.
- 4. Seek out easy data sources:-**Data matters in education. Big time. The sources you use must offer data that doesn’t require Hans Rolling to interpret, is relevant to chosen standards, and is fresh. This is a tremendous burden if poorly planned. When the district dumps ACT scores or local testing results on your desk and asks you to “use it,” you need to already have better data that’s more accessible, more relevant, and already implemented. If you have to move mountains to extract and implement data you’re going to fail.
- 5. Be weird:-**Be yourself, not “a teacher.” Stand out. Have a brand. Be memorable, but more importantly make your lessons and content memorable.  
Make trying new things a habit. Step out of your comfort zone early and often. Experiment with new assessments, new technologies, new seating arrangements. Don’t be afraid to fail. That’s not a license to be unreliable and scatter-brained, but if you’re like every teacher you ever had, and every other teacher in the school, your class—and your content—will be as forgettable as yesterday’s school lunch.
- 6. Know when to shut up and smile:-**This is a lesson many potentially great teachers could’ve used many times over. In seeking to make things better with even the best thinking, you can often muddy the waters and make things worse. That doesn’t mean you were wrong, or that you don’t change, but you have to know when to make that change visible, and when to shut up and smile.
- 7. Know who to go to for what:-**In any large organization, you have to know who to go to for what. Whether you need new resources, your ipad fixed, or a new TPS report, if you know who to go to for what, you’ll get things done faster, and with less stress. (Hint: Whoever answers the phone at your school is likely the best resource in the building. Second best? The custodians.)
- 8. Never, ever lose sight of your purpose:-**And in the incredible crush of “stuff” you have to do, this can be easy to do. Hang a picture on your wall—or a poster, a quote—something that symbolizes why you got involved in teaching. And whenever things get confusing, revisit it. (And when this happens on a daily basis, revisit steps 1-7.)
- 9. Don’t be afraid to seek out new schools or departments:-**Teachers can be too quick to give up on a school, district, or community that is in a state of flux and needs great leadership and effort. But they can also stay too long. It’s not always easy to know when it’s time to go, but there are many teachers that might’ve thrived in a specialized setting, but gave up on education because they did not—or could not—find the “right fit.” If you love learning, there is a place in education for you—you just have to find that niche.
- 10. Love your content as much as your students:-**This one might be a bit controversial, because after all it’s not about Robert Frost, Harriet Tubman, or Copernicus, it’s about all the students. Only it’s not. Whether you view your job as taskmaster, inspirer of lifelong learning, or somewhere in between, your job is to bring learners to content. To make it accessible, incredible, digestible, and unforgettable. The formula for learning is, crudely, equal parts content and learner. Take your eye off either and things get unbalanced quickly. To survive as a teacher, you have to constantly find ways to make content fresh, exciting, and literally life-

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## Teachers - From Surviving To Thriving

Dr. M.M. Jadal

Asst. Prof. Swami Sahajanand College of Education,  
Shrirampur, Dist.:- Ahemdagar**Introduction:-**

How do teachers move from simply surviving to actively thriving in the profession? How do they go from dreading the trials and tribulations that each day brings to instead welcoming the challenges awaiting them? Having been a classroom teacher myself (as well as the wife of one teacher and the mother of another), I know it takes a great deal of dedication to walk into school every day with enthusiasm, energy, and love, often in spite of conditions that make doing so a constant struggle. Yet some teachers do it all the time, and many remain in the classroom for years with a commitment that is nothing short of inspirational. These teachers (including my husband and daughter) have been the source of my admiration as well as much of my work. Throughout the years, I have explored the question of why and how they do it.

**Why Do teachers Teach?**

Previous experiences as well as values, dispositions, and beliefs fuel teachers' determination to remain in the profession. Sensibilities such as love, engaging with intellectual work, the hope of changing students' lives, a belief in the democratic potential of public education, and anger at the conditions of public education are all at the heart of what makes for excellent and caring teachers. Attitudes and values such as a sense of mission; solidarity with, and empathy for, students; the courage to challenge mainstream knowledge and conventional wisdom; improvisation; and a passion for social justice are teachers' motivations for entering the profession. On the other hand, teachers have never mentioned that teaching students how to take tests, learning to follow rubrics and templates, or heeding district mandates concerning the latest basal reader helped to keep them in the classroom or made teaching a rewarding experience. Although these tools and techniques may be helpful, truly "highly qualified teachers" have never viewed them as ends in themselves. A number of conditions sustain teachers' energy and commitment to keep going. These include policies and practices and attitudes and actions on the part of teachers themselves.

**Present Situation :-** Teachers must engage in professional development both before they enter the profession and periodically afterward. In spite of such requirements, too often teachers find that their professional development is both inadequate and irrelevant. Teachers should participated in professional development programs focused on teaching students of diverse cultural backgrounds; worse still, and training at all in working with students of diverse language backgrounds. In addition, in spite of the ineffectiveness of short-term and whole-school professional development activities, these kinds of programs remain ubiquitous.

**Give Teachers Choices**

Probably the most significant action can take in changing the nature of professional development is to provide meaningful and engaging programs that respect the intelligence and good will of teachers and help them grow in terms of knowledge, awareness, and practice. Such professional development is characterized by teachers' ability to select the topics they want to learn more about and the opportunity to work collaboratively with colleagues.


**Encourage Partnerships**

Districts and Universities can support meaningful research opportunities by providing long-term collaborations that enable teachers to earn master's degrees or professional development units. The regular classroom teachers to learn about, and develop strategies for working with. Most of the teachers had received little previous training in working with this population or in building relationships with their students. Teacher Education organizations provided courses, technical assistance, and research opportunities for teachers to learn more about their students. The individual or joint research in which teachers engaged resulted in projects in which teachers not only honed their skills, but also developed greater confidence in working with students. When teachers learned new ways of working with learners, the results ranged from improved student skills to increased advocacy on the part of students

**Foster an Open Climate**

Another important condition that encourages teachers to remain in the profession is a climate of openness, shared decision making, and collaboration. This means respecting the fact that teachers are professionals who may not always agree with administrators. Although it can be difficult for administrators to have teachers who challenge their policies and practices, this approach is usually more constructive than

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## २१. प्राचीन काळातील स्त्रियांचे स्थान व साहित्य

प्रा. नारायण हेमाजी मॅंगळ

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### प्रस्तावना

प्राचीन आणि पौर्वात्य काळातील विदुषींनी बुद्धीच्या जोरावर आपापला काळ गाजवला आहे. काहीना चांगले व्यासपीठ मिळाले, तर काहीना स्त्री आहे म्हणून शिक्षण नाकारण्यात आले. या विदुषींनी लिखाण केलेच, तर ते पुरुषांच्या नावाने करत असत. हा नियम मोडणार्याही खंबीरपणे समोर आल्या. प्राचीन काळातील जीवन, चालीरिती व एकूणच संस्कृतीसंबंधी निष्कर्ष काढताना राजकीय, सामाजिक व आर्थिक अशा सर्व महत्त्वाच्या भूमिका पुरुषांकडे होत्या, असे पुरातत्त्वविद्येत गृहीत धरले जाते हा स्त्रीवादी पुरातत्त्वाचा मुख्य आक्षेप आहे. घराबाहेरची सर्व कामे पुरुषांची (टोळीप्रमुख, लढवय्या, शिकारी, व्यापारी, वाहनचालक) व घराच्या आतील नाजूक कलाकौशल्याची आणि मुलेबाळे यांच्यासह घर सांभाळणे ही कामे स्त्रियांची असे गृहीतक असल्याने ठोकळेबाज पद्धतीने निष्कर्ष काढले जातात. प्रागैतिहासिक काळात हत्यारे बनवणे व शिकार करणे ही कामे फक्त पुरुष करत होते व त्यामुळे ते दूरवर प्रवास करत असत. याउलट स्त्रिया एकाच जागी राहून मुलांचे संगोपन करत असत असे कोणताही वैज्ञानिक आधार नसताना मानले जात होते.

### प्राचीन काळातील स्त्रियांचा रूढीगत व वैधानिक दर्जा

आर्यांच्या आगमनापूर्वीच्या कालखंडामध्ये विशेषतः तामाश्मयुगीन कालखंडाचे अवलोकन करताना असे लक्षात येते की या कालखंडामध्ये स्त्रियांना सामाजिक जीवनामध्ये स्वातंत्र्य होते. मान व प्रतिष्ठा होती. अर्थव्यवस्था विकसित नसल्यामुळे स्त्रियांच्या आर्थिक स्वातंत्र्याचा प्रश्न फारसा ऐरणीवर आला नाही. एकत्र कुटुंबपद्धतीचे फायदे तोटे स्त्रियांना मिळत. आर्यांच्या आगमनापूर्वी काही समाजामध्ये मातृसत्ताक कुटुंबपद्धती प्रचलित होती. सिंधूपासून नाईलपर्यंतचा हा प्रदेश एकेकाळी मातृसत्ताक समाजव्यवस्थेखाली होता हा डॉ.मार्शलचा निष्कर्ष आता सर्वान्य झालेला आहे. मानवी संस्कृतीच्या या प्रारंभीक टप्प्यामध्ये स्त्रिमध्ये अपत्य निर्मितीचे काही अलौकिक सामर्थ्य आहे असे पुरुषाला वाटत होते त्याबरोबरच कृषीचा शोधही स्त्रिनेच लावला, मात्र पुढे नांगराची शेती सुरू झाल्यानंतर स्त्रिचे महत्त्व हळूहळू कमी होवू लागले. सिंधू संस्कृतीही मातृसंस्कृती असल्यामुळे येथे मिळणार्या असंख्य स्त्री प्रतिमा, शिक्के व इतर भौतिक



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## Library Services for User with Special Needs in Knowledge Center

Prof. Narayan H. Mengal

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### Abstract

*The Academic library is a strong and vocal proponent of increased information access for user with disabilities. With the discipline's longstanding interest in the subject of library services to user with disabilities, questions arise about how the library profession perceives the phenomenon. How is library and information science (LIS), as a discipline, conceptualizing disability and accessibility? A content analysis of the LIS literature was conducted to examine this question. The literature provides a fertile ground for study as it reflects the profession's approaches to, and perceptions of, a topic. This research identifies the major issues and trends in the research about accessibility and disability in the LIS literature throughout a last 10-year period. The overall environment emphasizes technology more than attitudinal aspects associated with disabilities.*

*Keywords: Academic Library, Disabled User, Special Needs*

### Introduction

In many countries all over the world, access for patrons with disabilities to use libraries is not yet available or even expected. In order to provide equal opportunities for all library users, it is necessary to look with the eyes of these patron groups at the physical condition of library buildings, as well as library services and programs

All library materials should ideally be accessible for all customers. There are various ways to achieve this goal. Academic Libraries should acquire talking books, video/DVD books with subtitles and/or sign language, Braille books, accessible e-books, easy-to-read books or other non-print materials. Academic Library staff should know how to borrow such materials from other libraries, including the National Library for the Blind.

### Physical Access for user with different kinds of disabilities

Every user should be able to use the academic libraries of a country. The surroundings of the library, the entrance, restrooms, stairs, elevators and special rooms should be accessible for persons with different kinds of disabilities. A person in a wheelchair should be able to reach all departments, a visually impaired person should be able to walk with a cane or a guide dog and find his/her way without bumping into obstacles. A deaf person should be able to communicate with library staff. A person with an intellectual impairment should be able to easily find books and other materials.

### Outside the library

People with disabilities should be able to arrive at the site, approach the library building and enter the building easily and safely. If the main entrance cannot be made accessible, a secondary accessible entrance should be provided, equipped with automatic door opener, a ramp, and a telephone.

- Sufficient parking spaces Parking close to the library entrance
- Clear and easy to read signposting
- Unobstructed and well lighted access paths to the entrance
- Smooth and non-slip surface at the entrance
- Railings at both sides of ramp


### Getting into the library

A person in a wheelchair or using crutches or a walker should be able to enter through the door and pass through security check points. A blind person with a cane or a guide dog should also be able to enter without encountering obstacles.

- Sufficient space in front of the door to allow a wheelchair to turn around
- Entrance door wide enough to allow a wheelchair to enter
- No doorsteps -- for easy wheelchair access
- Glass doors marked to warn visually impaired persons
- Stairs and steps marked with a contrasting color
- Pictogram signs leading to elevators
- Well lighted elevators with buttons and signs in Braille and synthetic speech

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## आयसीटी युगात शिक्षकाने आत्मसात करावयाची कौशल्ये व त्यातील नवप्रवाह

प्रा. नारायण हेमाजी मोंगाळ  
ग्रंथपाल  
एस.एस.बी. कॉलेज ऑफ  
एज्युकेशन, श्रीरामपूर

### गोषवारा

शिक्षण ही निरंतर चालणारी प्रक्रिया आहे. ज्ञान मिळण्याची प्रक्रिया ही नेहमी चालूच राहते. सध्याच्या जागतिकीकरणाच्या युगात तर शिक्षण क्षेत्रात अनेक बदल वेगाने होत आहेत. म्हणून या बदलांबाबत आपल्याला माहिती असायला हवी. माहिती तंत्रज्ञान हा विषय प्राथमिक व माध्यमिक स्तरावर अनिवार्य आहे आणि आजच्या शिक्षण प्रणालीचा केंद्रबिंदू हा विद्यार्थी आहे. म्हणून या विद्यार्थ्यांच्या सर्वांगीण व्यक्तीमत्त्वाचा विकास करणे हे शिक्षणाचे प्रमुख ध्येय आहे. परंतु केवळ पुस्तकी ज्ञान असून उपयोग नाही तर ते ज्ञान विद्यार्थ्यांना त्यांच्याच शब्दात पोहोचविण्यासाठी प्रात्यक्षिकांची, तार्किकतेची गरज आहे. माहिती तंत्रज्ञानाच्या या युगात संगणकाचा वापर ही आता नवीन बाब राहिली नाही. अध्ययन अध्यापन, कार्यालयीन कामकाज सुलभ व प्रभावी होण्यासाठी एक महत्त्वाचे साधन ठरते ते म्हणजे संगणक. बदलत्या काळानुसार शिक्षणात शिक्षकांनी तंत्रसाधनांचा वापर करणे अतिमहत्त्वपूर्ण आहे. बालकांना माहितीचे प्रचंड स्रोत घरातच उपलब्ध होत आहे. त्यामुळे शिक्षकांनी अपडेट असणे अत्यंत महत्त्वाचे आहे. यासाठीच शिक्षकांना शिक्षण व प्रशिक्षण संस्थेने तंत्रकौशल्य प्रशिक्षण देणे आवश्यक आहे.

### प्रस्तावना

पुस्तकातले धडे संगणकावर टाकून कुणीतरी ते वाचले, किंवा फार तर त्याची चित्रफित केली की झाले ई-लर्निंग एवढ्यापुरताच माहिती तंत्रज्ञानाचा, म्हणजेच डिजिटल क्रांतीचा उपयोग करण्यापर्यंत आपण आज सिमित आहोत. पण माहिती तंत्रज्ञानाचा उपयोग म्हणजे एवढेच नाही. शिक्षकांच्या प्रक्रियेत डिजिटल माध्यमांचा उपयोग अत्यंत कुशलपणे आपल्याला करता येऊ शकतो. पुस्तक जसे शिक्षणाचे एक साधन आहे, तशीच डिजिटल माध्यमे. दोन्ही गोष्टी शिक्षकाला पर्यायी नाहीत याचे आपले भान कधीच सुटता कामा नये. ग्रंथालयात आपण अनेक विषयांची पुस्तके आणून विद्यार्थ्यांची उत्सुकता वाढावी, त्यांचे वाचन वाढावे यासाठी प्रयत्न करतो. पुस्तके आहेत, ग्रंथालय आहे, म्हणून शिक्षकाची भूमिका बदलत नाही. शिक्षक ग्रंथालयाचा उपयोग आपल्या शिकवण्याच्या योजनेत करून घेतो. माणवाला चांगल्या पध्दतीने जीवन जगण्यासाठी अन्न, वस्त्र, निवारा या प्रमाणेच शिक्षण आणि आत्ता सगळ्यात महत्त्वाचे म्हणजे संगणक शिक्षण ही माणवाची अत्यावश्यक गरज बनली आहे. पूर्वीच्या काळामध्ये ज्या व्यक्तींना लिहिता वाचता येत नव्हते अशा व्यक्तींना निरीक्षक समजले जात होते परंतु आता हा विचार बदलला असून ज्यांना संगणक चालवता येत नाही अशा व्यक्तींना निरीक्षक समजले जात आहे. त्यामुळे शिक्षक प्रशिक्षण महत्त्वाचे आहे. आयसीटीमधील गुंतवणुकीमधून अधिकाधिक फायदे मिळवायचे असतील तर शिक्षक प्रशिक्षण आणि निरंतर, सुसंगत व्यावसायिक विकास आवश्यक आहे.

### आध्यापनात शैक्षणिक तंत्रज्ञानाची गरज


आयसीटी वापरणा-या शिक्षक प्रशिक्षकांर्धीची शिक्षक म्हणून भूमिका जरी समन्वयकाची होत असली तरीही त्यामुळे वर्गामध्ये नेत्याची भूमिका बजावण्यासाठी त्याची गरज नष्ट होत

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## फिनलँडची शिक्षण पद्धती

डॉ. रामदास किसन नानर

स्वामी सहजानंद भारती शिक्षणशास्त्र महाविद्यालय  
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## सारांश-

प्रस्तुत लेखाचा उद्देश वाचकांना फिनलँडमधील शिक्षण पद्धती संबंधित सैद्धांतिक दृष्टीकोनांचे विहंगमावलोकन प्रदान करणे आहे. प्रस्तुत लेखात शिक्षण धोरण: प्रशासन आणि शिक्षणाचा निधी, बाल शिक्षण, मूलभूत शिक्षण, व्यावसायिक शिक्षण आणि प्रशिक्षण, शिक्षक प्रशिक्षण, फिनलँडच्या शिक्षण पद्धतीबद्दल वेगळेपण या बाबींवर भर दिला आहे. फिनलँडमधील शिक्षण पद्धती जगातील सर्वोत्तम शिक्षण पद्धतींपैकी एक आहे. फिनलँड अनेक वर्षांपासून सर्वोत्तम आंतरराष्ट्रीय शिक्षण पद्धतीच्या क्रमवारीत अग्रेसर आहे. कौटुंबिक पार्श्वभूमी, सामाजिक-आर्थिक स्थिती किंवा क्षमतेची पूर्वा न करता सर्व विद्यार्थ्यांना चांगल्या प्रकारे सेवा देण्यासाठी फिनलँड शाळा प्रयत्न करतात. फिनलँडमध्ये शिक्षणातील गळतीचे प्रमाण कमी आहे. (१९ टक्के लोकांचे मूलभूत शिक्षण पूर्ण) फिनलँडमध्ये उच्च शिक्षण घेणाऱ्यांचे प्रमाण खूपच जास्त आहे. पाच तरुणांपैकी पैकी तीन तरुण उच्च शिक्षण घेतात इतर ओईसीडी देशांसह विद्यार्थ्यांच्या कर्तृत्वाच्या आंतरराष्ट्रीय मूल्यांकनामध्ये सातत्याने उच्च कामगिरी दिसून येते. शिवाय शैक्षणिक खर्च सर्वसाधारणच केला जातो. कोणता देश उच्च दर्जाचे शिक्षण देतो हे ठरवणे थोडे कठीण असू शकते. प्रत्येक देशाची शिक्षण पद्धती वेगळी असू शकते. कालानुरूप त्यात बदलही होत असतात. या देशांच्या शिक्षण पद्धती जाणून घेणे महत्वाचे ठरते.

सूचक शब्द - फिनलँड, शिक्षण पद्धती.

## प्रस्तावना -

मानवी संस्कृतीसाठी गुणवत्तापूर्ण शिक्षणाच्या पाठपुराव्यास नेहमीच सर्वोच्च प्राधान्य दिले गेले आहे. शिक्षण हेच आपल्या व्यक्तिमत्त्वाचा विकास करते, आपल्याला संकटांपासून मुक्त करते आणि समाजाच्या भल्यासाठी कार्य करण्याची शक्ती देते. प्रत्येक देशाच्या शिक्षण व्यवस्थेचे स्वतःचे फायदे आणि तोटे असतात. एक देश पायाभूत सुविधांवर चांगले गुण मिळवू शकतो, तर दुसरा पदवी कार्यक्रम देऊ शकतो की जो नवीन आणि अद्वितीय आहे. उदाहरणार्थ, जर आपण राहणीमानाची गुणवत्ता, शिक्षक-विद्यार्थी गुणोत्तर आणि अभ्यासासाठी सार्वजनिक संसाधनांची उपलब्धता यासारख्या बाबी विचारात घेतल्या तर यादीमध्ये फिनलँड, डेन्मार्क, नॉर्वे, जपान, रशिया इत्यादी आधुनिक शिक्षणाला आकार देणाऱ्या देशांचा समावेश होईल. प्रत्येक देशाची एक अनेक शिक्षण व्यवस्था आहे परंतु त्यापैकी काही इतक्या मनोरंजक आणि सुव्यवस्थित आहेत की ते जगातील गुणवत्तापूर्ण शिक्षणाच्या अधिक जवळ आहेत. फिनलँड हा देश १९१७ मध्ये स्वतंत्र झाला. १९९५ पासून युरोपियन युनियनचा सदस्य आहे. एकूण क्षेत्र ३३८,०००

किमी<sup>२</sup>, अधिकृत भाषा: फिनलँड १२ टक्के, स्वीडिश ६ टक्के, (सामी ०,०३ %). ७४,६ टक्के लोकसंख्येने (वय २५ ते ६४) उच्च माध्यमिक किंवा तृतीयक शिक्षण पूर्ण केले आहे. ३३,२ टक्के मध्ये विद्यापीठ किंवा इतर तृतीय पात्रता आहे. मुख्य निर्यात: इलेक्ट्रॉनिक्स, धातू आणि अभियांत्रिकी, वन उद्योग. ८६ टक्के स्त्रिया (वय २५ ते ६४) घराबाहेर कार्यरत आहेत.

## शिक्षण धोरण: प्रशासन आणि शिक्षणाचा निधी-

शिक्षण ही शिक्षण आणि संस्कृती मंत्रालयाची जबाबदारी आहे. फिनलँड नॅशनल बोर्ड ऑफ एज्युकेशन प्राथमिक, माध्यमिक आणि प्रौढ शिक्षणासाठी शैक्षणिक उद्दिष्टे, सामग्री आणि पद्धती विकसित करण्यासाठी शिक्षण मंत्रालयासोबत काम करते. स्थानिक प्रशासन ही स्थानिक प्राधिकरणांची (नगरपालिका) जबाबदारी आहे जी शिक्षण प्रदाने म्दणून प्रमुख भूमिका बजावते. मूलभूत आणि उच्च माध्यमिक स्तराचे शिक्षण देणाऱ्या बहुतांश संस्थांचे देखभाल स्थानिक अधिकारी किंवा संयुक्त नगरपालिका मंडळे करतात.

सर्व नागरिकांना उच्च दर्जाचे शिक्षण आणि प्रशिक्षणासाठी समान संधी प्रदान करणे हे फिनलँड शिक्षण धोरणाचे दीर्घकालीन उद्दिष्ट आहे. फिनलँड शिक्षण धोरणातील

## २२. भारतातील महिला सक्षमीकरण

प्रो. डॉ. नात्रर रामदास किसन

स्वामी सहजानंद भारती कॉलेज ऑफ एज्युकेशन, श्रीरामपूर.

### सारांश

अर्थव्यवस्थेच्या आणि समाजाच्या विकासात महिलांचे खूप चांगले योगदान आहे. स्त्री ही नेता, कुटुंबाचे संगोपन नियोजन, शिक्षक, श्रमशक्तीचा पुरवठादार, कृषी, उद्योग आणि सेवा क्षेत्राचा विकास यामध्ये महत्त्वाची भूमिका बजावत आहे. परंतु महिलांची स्थिती अत्यंत हलाखीची आहे. यासाठी महिला सक्षमीकरण हा एकमेव उपाय आहे. स्त्री शिक्षित आणि सक्षम असेल तर तिच्या संभाव्य सामर्थ्याचा उपयोग आर्थिक प्रगतीसाठी करता येईल. महिलांचे सशक्तीकरण प्रक्रियेमध्ये लोकांच्या पूर्ण सहभागाची आवश्यकता आहे. मानवाचे सर्वसमावेशक विकासाचे ध्येय महिलांच्या विकास आणि सक्षमीकरणाशिवाय गाठता येणार नाही. या शोधनिबंधामध्ये महिला सक्षमीकरणाची गरज, उद्दिष्टे, महिला सक्षमीकरणाचे महत्त्व, भारतातील महिला सक्षमीकरणाची भूमिका, महिला सक्षमीकरणाच्या सरकारी योजना यांचा समावेश आहे.

कीज संज्ञा - { key word } - महिला, सक्षमीकरण, शिक्षण, महिला, विकास.

### प्रस्तावना

महिला सक्षमीकरण म्हणजे कायदे व कल्याण कार्यक्रमाच्या माध्यमातून आर्थिक, सामाजिक, शैक्षणिक व राजकीय सर्व क्षेत्रांमध्ये महिलांना पुरुषांच्या बरोबरीने हक्क व दर्जा प्रदान करून देणे, विकासासाठी संधी उपलब्ध करून देणे, आणि स्त्री-पुरुष असमानता नष्ट करणे. महिलांचे सामाजिक, आर्थिक, राजकीय आणि कायदेशीर सामर्थ्य वाढवणे आणि सुधारणे. महिलांना समान अधिकार सुनिश्चित करण्यासाठी, त्यांना आत्मविश्वास देण्यासाठी, त्यांना त्यांचे जीवन स्वाभिमानाने व मुक्तपणे जगण्यासाठी आणि स्वपतिष्ठा प्राप्त होण्यासाठी महिला सक्षमीकरण महत्त्वाची भूमिका बजावते. या महिला सशक्तीकरणाच्या प्रक्रियेत लोकांच्या पूर्ण सहभागाची अपेक्षा आहे. त्या शिवाय मानवी जीवनाची सर्वसमावेशक वाढ आणि मानवी विकासाचे ध्येय साध्य होऊ शकत नाही.

### अभ्यासाची उद्दिष्टे

अभ्यासाची खालील उद्दिष्टे आहेत

1. महिलांची सद्यस्थिती आणि सध्या केले जात असलेले प्रयत्न यांचा अभ्यास करणे.
2. महिला सक्षमीकरणाच्या आवश्यकतेचा अभ्यास करणे.
3. भारतातील महिला सक्षमीकरणासाठी उपलब्ध योजना जाणून घेणे.

**A STUDY OF DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF SCHOOL STUDENTS  
FROM NORTH MAHARASHTRA**

**Dr. NANNAR RAMDAS KISAN**  
Assistant Professor

S.S.B. College of Education Shrirampur Dist. Ahmednagar

**Abstract-**The main objective of this Research was to study the development of emotional intelligence of school students and to compare gender wise, area wise and the class wise emotional intelligence of school Students. Sample of 1501 students of ix to xii class from six district of North Maharashtra was selected by stratified random sampling method. With the help of Emotional Intelligence inventory, constructed by the researcher, the data was collected. After the analysis and interpretation of data it was found that the Female students have high E.Q. than male students, The Rural school students have high E.Q. than tribal and urban students, the urban students have high E.Q. than Tribal students. Gender wise and class wise comparative differences regarding Emotional Intelligence were also found. Academic intelligence offers no preparation for the emotional turmoil of life, but we continue to accord it high status and disparage emotional intelligence in the school setting.

**1.1 Introduction**

All round development of an individual is a most important aim of Education. However at the same time we give undue importance for cognitive development and totally neglect the emotional development. N. C. E. R. T. published National Curriculum Framework for school education. (Nov. 2000). The document points to the deficiency of emotional literacy. It suggests that education for promoting emotions needs to be recognized as an essential element of the education in the classroom. It suggests that anger, aggressiveness, addiction and conflict management as well as improvement in communication skill, motivation and interaction of students can be done by training of emotional literacy and emotional intelligence. Considering such point, nurturance of emotional intelligence

**1.3 Need and Importance of the Study:**

The experience shows that, today, we completely ignore the vital importance of emotions in the life by leaving the emotional education of the school students to chance. Academic intelligence offers no preparation for the emotional turmoil of life, but we continue to accord it high status and disparage emotional intelligence in the school setting. This study becomes very useful to shifting the paradigm from cognitive intelligence to emotional intelligence. It also helps to design the programme for the development of emotional intelligence of male and female students from schools located at rural, urban and tribal area also

**1.4. Title of the Research Problem:** "A Study of Development of Emotional Intelligence of Schools Students from North Maharashtra."

**1.5 Operational Definitions**

**Emotional Intelligence-** Emotional Intelligence is the capacity for recognizing won fillings by school students and those of others for motivating themselves and managing emotions well in those and in their relationships.

**Emotional Intelligence development –** Promoting// raising Emotional Intelligence of Schools Students.

**School Students-** for the purpose of these study school students were the students studying in Marathi medium school (from IX to XII Grade) from six districts in north Maharashtra.

**1.6 Scope and Delimitations of the Study**

a) The study had took account only four basic competencies from Goleman's Emotional competency model. (Goleman 1996).

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## Emotional Intelligence in Social Media marketing

Dr. Nannar R. K.  
Associate professor,  
S.S.B. College of Education Shirampur

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**Introduction-** The term 'Emotional Intelligence' was not known to the world until a few years ago. Earlier, if anyone told people that emotional intelligence is the secret behind a successful social media campaign, they would laugh it off. But the term has come to be recognized widely after Daniel Goleman published a book by the same name in 1995. Emotional intelligence or EQ is defined as the ability to identify emotions, both of one and others, distinguish between them, and use them to guide one's actions. Emotional intelligence for marketing has everything to do with delivering the right message at the right time in the right way, so that it inspires the person to take action. Emotional intelligence on social media enables anyone to be effective online and helps to capture an audience's attention. It provides the necessary tools and perspective to be a well-regarded online personality.

### Utilizing emotional intelligence in social marketing

What does emotional intelligence have to do with social media? A lot. Emotionally intelligent individuals are able to better communicate with other people across all social platforms. Making emotional intelligence part of social media marketing can help to reach more people and makes messages more impactful. Understanding the emotions of others and applying it to your own social media will enable others to resonate more with your

messages, like your posts, and follow you to learn more. When marketing on social media, anyone has to take care about following things.

**1. Listen to your audience-** Don't take social media as just an opportunity to broadcast your message; use it to listen to your customers and learn social media they provide. An audience with high emotional intelligence doesn't like to be marketed at without any relevance; they like to take part in honest conversations, and want to feel that brands they do business with are listening.

When listening to your audience, you should- Gather information on behaviors and trends, Gather efficient feedback through surveys, questionnaires, and other methods (phone calls maybe), Discover reasons why audiences don't or do business with you

Analyzing all information will allow you to respond intelligently to audiences in real-time. You can also use tools like Topsy and Agora Pulse to understand better what your target audience is thinking and talking about. Then you can use your emotional intelligence to scrutinize why they're behaving in a certain way.


**2. Leverage empathy-** Empathy is a crucial aspect of human nature and a vital skill possessed by emotionally intelligent organizations. Sure, you may know what messages may persuade your audience, but most brands aren't aware of how their marketing campaigns make consumers feel. To be emphatic, ask what your core offer will do for the prospect's emotional self and identity. Also, you need to create an experience that helps consumers take charge and make them feel they are not at the mercy of a brand campaign and marketing messages. Empathy will reach your audience at a deeper level and help you improve the company's income.

Acknowledge how customers feel instead of broadcasting messages or responding negatively to harsh comments. It's essential to be sensitive to their experiences and feelings.

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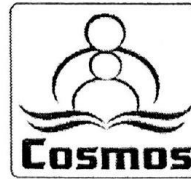
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## Perspectives On Qualitative Research

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### Abstract-

The present article aims to highlight a better understanding Meaning of Qualitative research, Goals and Objectives of Qualitative Researchers, Approaches to qualitative research and Techniques for Analyzing Qualitative Data. The aim of the present paper is to provide the reader with an overview of relevant theoretical perspectives on Qualitative research. The phenomenon of Qualitative research is investigated by reviewing the (early) literature and an attempt is made to extrapolate the concept of Qualitative research. Hence, the present paper entails a theoretical discussion of issues in Qualitative research.

### Introduction-

In the early 1900s, some researchers rejected positivism, the theoretical idea that there is an objective world about which we can gather data and "verify" this data through empiricism. These researchers embraced a qualitative research paradigm, attempting to make qualitative research as "rigorous" as quantitative research and creating myriad methods for qualitative research. In the 1970s and 1980s, the increasing ubiquity of computers aided in qualitative analyses, several journals with a qualitative focus emerged, and post positivism gained recognition in the academy. In the late 1980s, questions of identity emerged, including issues of race, class, and gender, leading to research and writing becoming more reflexive. Throughout the 1990s, the concept of a passive observer/researcher was rejected, and qualitative research became more participatory and activist-oriented. Also, during this time, researchers began to use mixed-method approaches, indicating a shift in thinking of qualitative and quantitative methods as intrinsically incompatible. However, this history is not apolitical, as this has ushered in a politics of "evidence" and what can count as "scientific" research in scholarship, a current, ongoing debate in the academy

### Meaning Of Qualitative Research-

Qualitative research is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts.<sup>[1]</sup> Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often used than large samples. In the conventional view, qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions). Quantitative methods can then be used to seek empirical support for such research hypotheses

Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin 1994). Qualitative research is intended to penetrate to the deeper significance that the subject of the research ascribes to the topic being researched. It involves an interpretive, naturalistic approach to its subject matter and gives priority to what the data contribute to important research questions or existing information


### Goals and Objectives of Qualitative Researchers.-

Whether conducting quantitative or qualitative research, social scientists typically address at least one of four fundamental research objectives.

1. In exploratory mode, the goal is to discover themes and pattern and to build initial models of how complex systems work. Whether they are investigative journalists tracking a story, archaeologists looking for new sites, ethnographers studying cultural groups, or grounded theorists studying how the elderly experience chronic illness, researchers doing exploratory work follow leads and hunches. They take a step forward, and then they backtrack, trying to uncover what is there, to experience the phenomenon they are studying as fully as possible, and to identify what is common and what is unique.

2. There are four basic types of descriptions: *thematic*, *case*, *group*, and *cultural*. *Thematic descriptions* present the concepts and themes identified in a corpus of text. *Case descriptions* involve a single case, and include the listing of typical events as well as the listing of idiosyncrasies and exceptions. In *group descriptions*, researchers describe a set of cases (a set of individual people, a set of churches, a set of rituals), noting how individuals are both similar to and different from each other and how the differences are distributed. Group descriptions can be qualitative or quantitative, or both, and vary widely in the amount of precision involved. Some cases call for a broad, sweeping description of a phenomenon. In other cases, we want to know simply

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### 31. A STUDY OF HUMAN RIGHT AWARENESS OF SCHOOL STUDENTS

Dr. Nannar R. K.

Associate Professor, S. S. B. College of Education, Shrirampur.

#### Abstract

The term „human rights“ denotes all rights that are present in our society and without which one cannot live as human beings. Human rights are the basic rights that a person irrespective of race, gender or any other background cannot be denied anywhere or at any condition. Education is a tool for creating the real idea of human rights and making people know its importance in their day to day life. It is also a tool for eliminating the violations of human rights. The aim of this paper is to examines to what extent school students understand their rights and responsibilities and their awareness of the need for laws. For the study mixed methods approach, quantitative and qualitative data were analyzed. A questionnaire was administered to school students. Followed by in-depth interviews. Researchers have found strong relationships between knowledge of democratic principles, processes, and institutions and the propensity to participate in political life, orientation to political tolerance and political interest, and competence in cognitive and participatory skills of democratic citizenship, such as the capacities to analyse public issues and to cooperate with others in a group project. This helps the educators, curriculum designers and policy makers to rewrite the objectives, content, approach and methods of school HRE to ensure they match the changing context and the changing needs of the school Students.

**Keywords:** Human Rights Education, Civic knowledge, School Students, Citizenship Education.

**Introduction-** Human rights are freedoms established by custom or international agreement that impose standards of conduct on all nations. Human rights are distinct from civil liberties, which are freedoms established by the law of a particular state and applied by that state in its own jurisdiction. Human rights are commonly understood as "inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being." Human rights are thus conceived as universal (applicable everywhere) and egalitarian (the same for everyone). These rights may exist as natural rights or as legal rights, in both national and international law. Human rights include the right to personal liberty and Due Process of Law; to freedom of thought, expression, religion, organization, and movement; to freedom from discrimination on the basis of race, religion, age, language, and sex; to basic education; to employment; and to property. Human rights laws have been defined by international conventions, by treaties, and by organizations, particularly the United Nations. These laws prohibit practices such as torture, Slavery, summary execution without trial, and Arbitrary detention or exile. Human rights are important in the relationships that exist between individuals and the government that has power over them. The government exercises power over its people. However, human rights mean that this power is limited. States have to look after the basic needs of the people and protect some of their freedoms. The study of human rights has assumed very significance as these are considered essential for the existence of human beings. International community has become conscious of their protection in the post-second world war period. The UNO has provided a concrete form these rights with its Declaration on Human Rights on 10<sup>th</sup> December 1948. The member-nations were asked to promote and secure the effective recognition and observance of the rights and freedom as declared in the U.N. Declaration on Human Rights. All member states observe 10<sup>th</sup> December as the Human Rights Day.

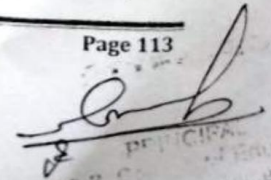
**Statement of the Problem-** „A STUDY OF HUMAN RIGHT AWARENESS OF SCHOOL STUDENTS“.


**Scope and delimitation of the study-**The scope and limitations of the study was as follows.

This investigation was restricts to study Human Right Awareness of Higher secondary school students (XII Grade).

The study had took account only whether Higher secondary school Students are equipped with the civic knowledge and understandings necessary to participate effectively as citizens in society

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## 1. Problems of Online Teaching at Secondary Schools to B.Ed Student Teachers - A Study

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### Abstract

The Corona pandemic situation forced millions of students and teachers towards on online teaching and learning process. The schools, colleges and universities had closed to control the spreading of Corona virus. The teaching and learning process totally shifted from traditional method to e-learning. Although technology evolution now allows many things we haven't believed possible, the shift to e-learning doesn't go as easily as we want it to be. Facing the problems of digital learning may be disappointing and frustrating for teachers and students.

The Teacher Education colleges all over India also facing the problems of Lock down. The present study is about the problems of online teaching faced by second year B.Ed students-teachers. As schools had closed hence practice lessons, Internship programme are not physically possible at schools. B.Ed student-teachers taking the experience of online teaching. But there are many limitations and challenges about online teaching. Teacher Education colleges had shifted their training programme towards the e-learning. The present study focuses on problems of online to B.Ed student-teachers at secondary schools.

**Key words:-** Online Teaching, B.Ed student-teachers, practice lessons, Internship programme

### Introduction

The Covid 19 had changed the definition of education. Education totally shifted from traditional to e-learning. Due to lock down situation teachers teaching from home and students learning from home. Online Teaching and learning is the time being solution for lock down. But we know that all the teachers are not aware of online teaching. Most of the teachers does not have the appropriate knowledge and training about it. Sometimes it makes difficult for them to change their way of teaching. In the present study, problems and difficulties about online teaching faced by the B.Ed student-teachers were discussed.



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**Skill Development and B.Ed Curriculum – A Study**

**Dr. Amitkumar S. Gagare**

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Azad College of Education, Satara.

**Abstract**

In everyday life, the development of life skills helps students to: Find new ways of thinking and problem solving. Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others. Skill development is an important area of concern in our educational system. In education skill development depends on the quality of teachers. Quality of teachers depends on the quality of Teacher Education Curriculum. Importance of teacher learning for students' achievement. Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. It is very important to prepare teachers with an education model that develops the life skills and supports them to effectively operate in a view of lifelong learning. Teacher quality and educating high-quality teachers have emerged as the fundamental problems to be solved by nations since the correlation between education and economy is becoming more apparent, and the principal factor in student achievement is teacher quality. Teacher quality has been a continual issue in the field of education. When measurement procedures are introduced into the education system to improve the quality of its teaching force, the beginning teachers often have to adapt to these new concepts of what constitute a high-quality teaching. The present study focus on the 10 life skills developed through the B.Ed curriculum. In the present B.Ed curriculum how much focus is given on the practical and curricular activities for inculcating life skills, that was tried to find out through the present study.

**Key words – Life skills, B.Ed curriculum, B.Ed practical. Teacher Education.**

**Introduction**


**“Our Teachers our Heroes”**

- Quality Council of India

Above is the tag line of QCI, a new framework of assessment and accreditation implemented by NCTE for Teacher Education Institute in India from July 2017. But quality of the teacher is depends on the quality of the Teacher Education curriculum. From 2015 duration of B.Ed course changed from one year to two year. The primary way of enhancing teacher quality is to enhance the quality of teacher education. Hence NCET decided to make the changes in Teacher Education Programme. Considering these changes and guidelines given by the NCTE, Shivaji University, Kolhapur also implemented two years B.Ed programme. From 2015 two years B.Ed curriculum implemented in Teacher Education institute affiliated to Shivaji University. B.Ed programme is the skill oriented course, so it is very necessary to study that how much skills will developed through this programme. There are different

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### 3. Problems of Pre - Service Teacher Education in India

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#### Abstract


A nation is built by its people, people are moulded by teachers and teachers are made by teacher-educators. The National Policy on Education 1986 has stated, "no people can rise above the level of its teachers." So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education and dedicated and efficient teacher-educators. In order to improve the quality of teacher education, it is necessary to have a sound programme of professional education of teachers. In our country a number of training institutions are producing a huge number of trained teachers every year. But does this increase in the quantity of teachers, could these trained teachers get the expected success in their profession? Are they really able to shape the 'Destiny of India in its classroom' If it is not so than why? Why are they not performing their jobs properly? What is wrong with them? It means somewhere there must be some lacuna in their professional development. The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. Teaching can recover its earlier noble status in case the quality of teacher-education in our country is enhanced. The present study is about to find the problems of the present pre-service teacher education programme in India. Which help to improve the quality of teacher-education programme.

**Key Words** – Teacher Education

#### Introduction

In order to improve the quality of teacher education, it is necessary to have a sound programme of professional education of teachers. In our country several training institutions are producing a large number of trained teachers every year. But does this increase in the quantity of teachers, could these trained teachers get the expected success in their profession? Are they really able to shape the 'Destiny of India in its classroom' If it is not so than why? Why are they not performing their jobs properly? What is wrong with them? It means somewhere there must



  
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## The Accomplishment of Quality in Higher Education Through NAAC – A Study

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### Abstract :

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Researcher Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used (Yin, 1984, p. 23). Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure to study of the case biases the findings. Some dismiss case study research as useful only as an exploratory tool. Yet researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues, and problems. Reports on case studies from many disciplines are widely available in the literature.

Present study explains the methodology of Assessment and Accreditation by NAAC, also the criteria of Assessment and Accreditation by NAAC, Grading system of NAAC.

**Keywords:** Assessment, Accreditation, NAAC, Grading system, A case study.

### Introduction

Our higher education system has to poise for facing competition and challenges from within and without. Through (GATT) and (WTO) agreements, foreign institutes are making inroads in India. At this juncture, reengineering of traditional conventional education system through enhancement of its quality with committed assurance in need of the time.

NAAC has completed one phase of quality assessment process and entered in post Accreditation reviews. The serious discussions, brain storming sessions and think tank are being organized at high level of authorities, consulate policy makers and educationists in the area of higher education system of India for improving the quality of Higher Education. Accreditation and Assessment through NAAC will bring the Quality in Higher Education. So it is very important to do the case study of NAAC and accreditation process of NAAC.

### Statement of Problem

“National Assessment & Accreditation Council (NAAC) –A case Study.”

### Definition of key Terms

- Case Study :** Is a method of exploring and analyzing the life of a social unit- be that unit a person, a family, institution, culture groups, of even this definition has been adopted by the research Community.
- NAAC:-**It is an autonomous institution established by UGC [under the section 12CCC of the UGC Act of 1956(3)]on 16<sup>th</sup> September 1994, whose head office is at Bangalore.

### Objectives:-

- 1) To study the need of establishment of NAAC
- 2) To study the methodology of Assessment and Accreditation by NAAC.
- 3) To stud the criteria of Assessment and Accreditation by NAAC.
- 4) To study the grading systems by NAAC.
- 5) To find the number of institutions assessed & accredited by NAAC & their grades by 29 Feb 2008.
- 6) To study the implication of Assessment and Accreditation by NAAC
- 7) To study and suggest healthy/innovative practices (practiced in other institutions to follow these innovations.

### Assumptions

- UGC has made Assessment and Accreditation by NAAC mandatory to Higher Education Institutions
- Every institution tries to seek best possible accreditation.
- Assessment and Accreditation would enable institutions to follow new innovative/healthy practices.

अॅड. रावसाहेब शिंदे यांचे सामाजिक विचार – एक अभ्यास.

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1 प्रस्तावना –

समाज शहाणा झाल्याशिवाय या समस्या सुटणार नाहीत. केवळ भौतिक प्रगतीने समाज शहाणा होतो हे प्रमेय सिद्ध झालेले नाही. समाजाची नैतिक पातळी विकसित करणे हा ही विचार महत्वाचा आहे म्हणूनच महात्मा गांधीजींची साधन-सुचिता महत्वाची. अंतरबाहय माणूस स्वच्छ पाहिजे. तो चारित्र्यशीलच असला पाहिजे हे गांधीजींचे विचारच जगाला तारू शकतील. त्या मार्गानेच विश्वमानवाचे कल्याण होईल त्यासाठी व्हायला पाहिजे समाजप्रबोधन जागवायला पाहिजे विचारशक्ती! सगळ्याच क्रांत्या आणि परिवर्तने ही विचार जागृतीतूनच घडून आल्या. या विचारजागृतीला 'प्रबोधन' हाच एकमेव मार्ग. (प्रश्न आहे मूल्यांचा अॅड.रावसाहेब शिंदे, अमेय प्रकाशन 2009)

व्यक्तीनी समाज बनतो पण प्रत्येक व्यक्ती समाज घडवितेच असे नाही. त्यातील एखादीच व्यक्ती सामाजिक, शैक्षणिक कार्यांचा, विचारांचा आदर्श निर्माण करते. आपल्या उक्तीकृतीतून मानवी जीवनमूल्यांचा आविष्कार करते त्यासाठी आपले जीवन समर्पित करते. समाजाची विचारजागृती करते, प्रबोधनाची मशाल बनते. (रावसाहेब शिंदे प्रेरणापर्व – प्रा.डॉ.बाबुराव लपामध्ये – अमेय प्रकाशन 2008)

आपल्या विचारांनी व जीवनकार्याने समाजाची विचारजागृती करणारे व प्रबोधन करणारे व्यक्तिमत्व म्हणजे थोर स्वातंत्र्यसैनिक अॅड. रावसाहेब पाडुरंग शिंदे.

2 संशोधनाची गरज :-

1. या संशोधनातून व साहित्यातून जाणवलेले शैक्षणिक विचार व सामाजिक विचार अभ्यासाचा विषय म्हणून संशोधकांना उपयुक्त ठरतील.
2. अॅड. शिंदे यांच्या साहित्यातून व्यक्त झालेल्या विचारांमुळे शिक्षण व्यावसायाशी संबंधित घटकांना, शिक्षक व संस्थाचालकांना नाविण्यपूर्ण उपक्रम, प्रयोग राबविण्याची प्रेरणा मिळेल.
3. या संशोधनातून मूल्यांवर विषय असणारा, श्रमाला महत्त्व देणारा विद्यार्थी कसा घडवावा, याबाबतचे ज्ञान शिक्षकांना प्राप्त होईल.
4. सदर संशोधनामुळे शासनाला शिक्षणाची धोरणे ठरविताना कोणती काळजी घ्यावी याविषयीचे मार्गदर्शन मिळेल.

## रयत शिक्षण संस्थेचे श्री. छ.शाहू बोर्डिंग शाखा नं. १ सातारा - आत्महत्याग्रस्त शेतकरी मुलांची शैक्षणिक संजीवनी

डॉ. अमितकुमार शंकरराव गागरे

सहायक प्राध्यापक

आझाद कॉलेज ऑफ एज्युकेशन सातारा

मोबाईल : ९५६१६२१११६

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प्रस्तावना :-

बहुजन समाजातील मुलांच्या शिक्षणासाठी डॉ. कर्मवीर भाऊराव पाटील यांनी रयत शिक्षण संस्थेची १९१९ साली स्थापना केली. रयत शिक्षण संस्था २०१९ मध्ये शताब्दी वर्षात प्रवेशित झाली आहे. या १०० वर्षात संस्थेची गुणात्मक व संख्यात्मक वाढ वेजाने झाली आहे. विद्यार्थी गुणवत्ता विकास केंद्रिभूत मानून संस्थेने अनेक पथदर्शी प्रकल्प सुरु केले. आणि हे प्रकल्प, उपक्रम शिक्षण क्षेत्रासाठी मार्गदर्शक ठरत आहेत. आज संस्थेची ४१ महाविद्यालये, ६५० पेक्षा जास्त शाखा विद्यार्थ्यांना ज्ञानदानाचे काम करीत आहेत. संस्थेच्या तीन महाविद्यालयांना समूह विद्यापिठही मंजूर झाले आहे. संस्थेची शताब्दी वर्षात वाटचाल ही दमदारपणे सुरु आहे. कर्मवीर आण्णांनी ४ ऑक्टोबर १९१९ मध्ये काले या गावी सत्यशोधक समाजाच्या सभेमध्ये रयत शिक्षण संस्थेची स्थापना केली. त्यानंतर सर्वस्वाचे समर्पण करून तीर्थरूप आण्णांनी वसतिगृहे, शाळा, महाविद्यालये उभी केली, परंतु रयत शिक्षण संस्थेची गंगोत्री म्हणजे श्री. छ. शाहू बोर्डिंग शाखा नं. १.

श्री. छत्रपती शाहू बोर्डिंग हाऊस शाखा नं. १ ची माहिती

ती. कर्मवीर भाऊराव पाटील यांनी आपल्या कार्याची सुरुवात वसतिगृहयुक्त शिक्षणाने केली. अण्णांनी सर्व जाती-धर्मांच्या मुलांसाठी एक असे आगळेवेगळे वसतिगृह सातारा येथे १९२४ साली सुरु केले. एक हरीजन विद्यार्थी घेवून त्यांनी या वसतिगृहाची सुरुवात केली. या हरीजन विद्यार्थ्यांवरोबर आण्णांनी तीन विद्यार्थी या वसतिगृहांत दाखल झाले होते. जात, गोत, धर्म, पंत, भेदरहित वसतिगृहांचा आधुनिक भारतातील हा पहिलाच प्रयोग होता.

विद्यार्थी संख्या वाढल्याने हे वसतिगृह भाड्याने घेतलेल्या इमारतीमध्ये हलविले. प्रारंभी हे वसतिगृह अण्णांच्या घरी सुरु झाले. महात्मा गांधी यांनी आपल्या साताराच्या भेटीच्यावेळी भाऊरावांनी चालविलेल्या वसतिगृहांस २५/२/१९२७ रोजी भेट दिली. त्यावेळी या वसतिगृहांस त्यांच्या शुभहस्ते "श्री. छत्रपती शाहू बोर्डिंग हाऊस" असे नाव देण्यात आले. राजर्षी छत्रपती शाहू महाराजांनी बहुजन समाजाच्या उधारासाठी व अस्पृश्यता निवारणासाठी जे बहुमोल कार्य केले होते, त्याची सतत आठवण रहावी या हेतूने या वसतिगृहांस कर्मवीरांनी राजर्षी शाहू महाराजांचे नाव दिले. सर्व जाती धर्मांची मुले या वसतिगृहांत एका कुटुंबातील भावंडाप्रमाणे गुण्यगोविदाने एकत्र राहतात, एकत्र स्वयंपाक करतात, एकत्र जेवण करतात, अभ्यास करतात हे पाहून महात्माजींना फार आनंद झाला. संस्कृत विषयांत प्रथम क्रमांक मिळविणाऱ्या लक्ष्मण भिंगारदिवे या (हरीजन) मुलाचा तर गांधीजींनी आपल्या गळ्यातील हार घालून सत्कार केला.

कर्मवीर अण्णा आपल्या कार्याचा प्रचार खेडोपाडी जावून करीत. गरीब व हुशार मुले निवडून ती वसतिगृहांत आणीत. विद्यार्थ्यांची संख्या अशी वर्षानुवर्षे वाढू लागल्याने कर्मवीर अण्णांनी साताराचे शाहू महाराज यांचेकडून त्यांच्या मालकीची सातारा येथील धनजीची बाग १९२७ साली खंडाने घेतली. या बागेत सदरचे वसतिगृह हलविले व ते जोमाने सुरु केले. वसतिगृहांतील सर्व कामे, शेती, स्वयंपाक, भांडी घासणे, साफसफाई इ. विद्यार्थ्यांच करीत असे. असे असूनही हे विद्यार्थी आपल्या शैक्षणिक प्रगतीत अत्यंत दर्जाची गुणवत्ता दाखवित.

सन १९२४ पासून १९३५ पर्यंत हे वसतिगृह कर्मवीरांनी स्वःकष्टार्जात पुंजी घालून स्वतः हर प्रयत्न करून व देज्या मिळवून चालविले. या त्यांच्या कार्यास रयत माऊली सो. लक्ष्मीबाई पाटील ऊर्फ वहिनी यांनी स्वःखुशीने वाहून घेतले. आपल्या अंगावरील सर्व वागिने या कार्यासाठी खर्च केले.

कर्मवीरांच्या कार्यात सुरुवातीला रयत माऊली सो. लक्ष्मीबाई पाटील ऊर्फ वहिनी यांनी सर्वतोपरी सहकार्य देवून मोठा त्याग केला आहे. राष्ट्रपिता महात्मा गांधी यांनी सन १९३३-३४ मध्ये या वसतिगृहांस रु. ५०० ही पहिली ग्रेट दिली. ती त्यांनी स्थापन केलेल्या अखिल भारतीय हरिजन सेवक संघातर्फे देण्यात आली होती. त्याच साली राज्य सरकारनेही या वसतिगृहांस रु. ५८० ही ग्रेट देताना महात्माजींनी देवू केलेली ग्रेट परत करा असे कळविले. परंतु कर्मवीर अण्णांनी हे मुळीच मानले नाही. महात्माजींनी सुरु केलेली हरीजन सेवक संघातर्फे मिळणारी मदत बंद करण्याच्या अटीवर मुंबई सरकारची मदत मिळणार असेल तर या दोहीमध्ये महात्माजींच्या कडून मिळणारी मदतच स्विकारणे मी पसंत करीन असे अण्णांनी ठणकावून सांगितले. नंतर सरकारला या वसतिगृहांस विनाअट ग्रेट द्यावी लागली.

## SKILL DEVELOPMENT AND B.ED CURRICULUM – A STUDY

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Azad College of Education, Satara.

**Abstract**

*In everyday life, the development of life skills helps students to: Find new ways of thinking and problem solving. Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others. Skill development is an important area of concern in our educational system. In education skill development depends on the quality of teachers. Quality of teachers depends on the quality of Teacher Education Curriculum. Importance of teacher learning for students' achievement. Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. It is very important to prepare teachers with an education model that develops the life skills and supports them to effectively operate in a view of lifelong learning. Teacher quality and educating high-quality teachers have emerged as the fundamental problems to be solved by nations since the correlation between education and economy is becoming more apparent, and the principal factor in student achievement is teacher quality. Teacher quality has been a continual issue in the field of education. When measurement procedures are introduced into the education system to improve the quality of its teaching force, the beginning teachers often have to adapt to these new concepts of what constitute a high-quality teaching. The present study focus on the 10 life skills developed through the B.Ed curriculum. In the present B.Ed curriculum how much focus is given on the practical and curricular activities for inculcating life skills, that was tried to find out through the present study.*

*Key words – Life skills, B.Ed curriculum, B.Ed practical. Teacher Education.*

**Introduction****“Our Teachers our Heroes”**

- Quality Council of India

Above is the tag line of QCI, a new framework of assessment and accreditation implemented by NCTE for Teacher Education Institute in India. But quality of the teacher is depends on the quality of the Teacher Education curriculum. From 2015 duration of B.Ed course changed from one year to two year. The primary way of enhancing teacher quality is to enhance the quality of teacher education. Hence NCET decided to make the changes in Teacher Education Programme. Considering these changes and guidelines given by the NCTE, Shivaji University, Kolhapur also implemented two years B.Ed programme. From 2015 two years B.Ed curriculum implemented in Teacher Education institute affiliated to Shivaji University. B.Ed programme is the skill oriented course, so it is very necessary to study that how much skills will developed through this programme. There are different types of skills but life skills are more important and valuable regarding the teaching profession. Hence present study will be give emphasis on the development of life skills through B.Ed curriculum.

**Title of the Research Work**

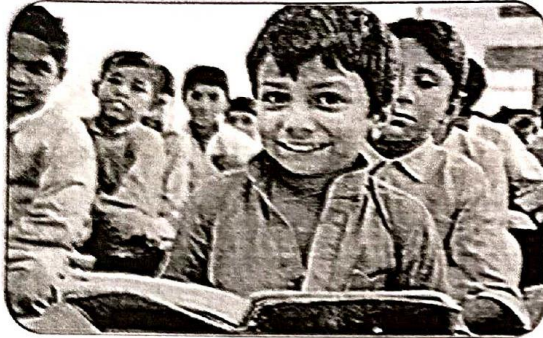
To study the life skill development through the B.Ed curriculum practicum of Shivaji University.

**Need of the study**

Present study is needed to find out how many life skills developed through the B.Ed curriculum. Teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive

**GRT****EDUCATION FOR LIFE SKILLS - A NEW APPROACH  
IN EDUCATION**

Mr. Amitkumar S. Gagare  
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 R.B.N.B.College of Education, Shrirampur.

**ABSTRACT**

**A**dolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These

are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. Self-awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective. Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil. They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available. As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings. Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

**KEYWORDS :** Adolescence, psychosocial maturation, social skills, Self-awareness.

**INTRODUCTION :**

"We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer "Tomorrow". His name is "Today".

Gabriela Mistral, 1948

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially,

"Innovative Teaching Practices at College Level"

### Role of Teacher in Inclusive Education

Dr. Amitkumar S. Gagare  
Azad College of Education, Satara

#### Abstracts

*Inclusive Education provides the safe path to the disabled students for learning. Inclusive Education is the need of the time. The country like India where population explosion occurred, inclusive education is very necessary. In India the children's with physically, mentally, economically and socially challenged are big in numbers. Without these we cannot see the dream of Superpower. Millions of children are out of the schools. To motivate them for learning and educating is a big challenge before us. Hence we have to strengthen the Teacher Education System. We have to train and teach our Teachers for the coming challenges regarding the Inclusive Education. Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen. Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed. So regarding this actually what type of help these students want? How we can help them? What is the role teacher in Inclusive Education? All is discussed in concern conceptual research article.*

**Key Words** – Inclusive Education, Teacher Education, Teacher – Students.

#### Introduction

“Education means to develop skills regarding the Head, Hand and Heart” Mahatma Gandhi  
According to Gandhiji each child has a right of education. To develop the skills is the main aim of education. We can minimize the inequality, poverty only through the skill based education system. Hence we have adapted the education system such as where we can teach and train all types physically, mentally, economically and socially challenged students.

“Teachers are Social Engineers”

Dr. S. Radhakrishnan.

Inclusive Education not only for the Physically and mentally challenged students. But also the students with economic, social, family problems. Only the teacher has the ability to understand the problems of students. Teacher can identify the students with these problems. Also he can provide the proper solution. If the teacher is well trained, and skill based he can provide the better solutions.

#### What is Inclusive Education?

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or noticeable – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else. Inclusive education is a child's right. The Individuals with Disabilities Education Act clearly states that all children with disabilities should



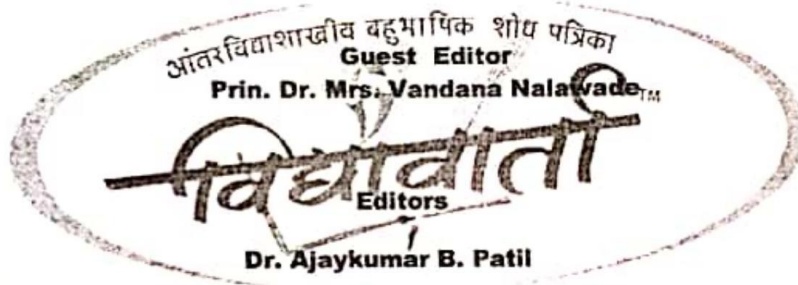


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## ८. शिक्षक उत्तरदायित्व : पार्श्वभूमी, संकल्पना व वैशिष्ट्ये

डॉ. विठ्ठल भागवत अस्वामी  
सहायक प्राध्यापक, स्वामी सहजानंद, भारती कॉलेज ऑफ एज्युकेशन, श्रीमामपुर, जि. अहमदनगर.

### प्रस्ताविक

उत्तरदायित्व हा शिक्षकाच्या आदर्श वर्तनाचा प्रमुख भाग असतो. शिक्षकाच्या सर्व कार्यांच्या पामातून स्थानी उत्तरदायित्व महत्त्वाची भूमिका निभावत असते. यादृष्टीने शिक्षकाचे उत्तरदायित्व मोलाचे ठरते. शिक्षकी व्यवसायाचे महत्त्व विवाद करताना 1996 च्या परतोगी समितीने म्हटले आहे की, (शिक्षकी व्यवसाय हा सर्व व्यवसायांच्या मातृस्थानी आहे.) पण आजही शिक्षक कार्यक्रम सर्वोत्तम गुणवत्तापूर्ण शिक्षक घडविण्यात अपयशी ठरत आहे. उत्तरदायित्वाच्या बाबतीतही हे शिक्षण कुत्रकामी ठरत आहे. या सन्दर्भात काही प्रमुख बाबी खालीलप्रमाणे सांगता येतील.

1. व्यावसायिक निष्ठा, जाबाबदारीची जाणीव असलेला स्वाम शिक्षक तयार करण्यासाठी प्रवर्तित शिक्षक शिक्षण कार्यक्रम उपयुक्त नाही. (एन.सी.टी.ई. 2005)
2. या शिक्षक शिक्षण कार्यक्रमात विविध प्रकारच्या माहितीचे केंद्र मिश्रण समाविष्ट आहे. (एन.सी.टी.ई. 2005)
3. उच्च व्यावसायिक बाधिलकी असणाऱ्या अध्यापकांच्याच प्रमाण फक्त 10% आहे तर व्यावसायिक बाधिलकी समाधान नसणाऱ्या अध्यापकांच्याच प्रमाण 54% आहे. (एन.सी.टी.ई. 2006)
4. बुद्धिक शिक्षक आपल्या देशाकडे पैसा निवडून देणारे साधन म्हणून पाहतात. (घोष, ए. के. 2001)

### अ. शैक्षणिक उत्तरदायित्वाची पार्श्वभूमी

शैक्षिक काळातील गुरुकुल शिक्षण पद्धतीतही शिक्षक उत्तरदायित्वाचे संदर्भ अभ्यासातला निकालात या काळात गुरुकुलाचे प्रमुख आचार्य आपल्यानंतरचा वारसदार नेताना प्रमुखाचे त्याच्या उत्तरदायित्वाच्या झाला आहे की नाही? याची चाचणी करूनच त्याच्याकडे उत्तरदायित्व देण्याविषयीचा निर्णय घेत. (संदर्भ, श्वेता श्वेतर उपनिषद)

औपचारिकपणे शैक्षणिक उत्तरदायित्वाचा विचार 16 व्या शतकात अमेरिकेत सुरू झाला. मूळ वाणिज्य क्षेत्रातील ही संकल्पना. 16 व्या शतकात अमेरिकन समाजाला असे वाटले की, विद्यार्थ्यांचा परीक्षा निकाल झाला नाही विद्यार्थ्यांचा, वाचन व गणित या मूळ कौशल्यातही विद्यार्थ्यांना अपेक्षित दर्जा निकाल नाही. याला कारण शिक्षक असावेत म्हणून वाणिज्य व औद्योगिक क्षेत्रातील या संकल्पना उपयोगी विद्यार्थ्यांचात करावयाचा ठरले.


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निवडक पुस्तकांचे वाचन गटसादरीकरण व चर्चेतून छात्राध्यापकांतील शिक्षक  
उत्तरदायित्व संवर्धन: एक अभ्यास

(Subtheme: Innovative Practices In Teaching, Learning & Evaluation )

डॉ.शिंदे भागवत अनाराम

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प्रास्ताविक

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शैक्षणिक उत्तरदायित्व त्याचवेळी यशस्वी होऊ शकते. ज्यावेळी उत्तरदायित्व विकासपूरक वातावरण असेल. त्यासाठी अपप्रवृत्तींना शिक्षा व सद्प्रवृत्तींना प्रेरणा मिळावी यासाठी जीवनमान उंचावणारे आंतरिक व बाह्य प्रेरक अशी योजना करायला हवी. या दृष्टिकोनातून शिक्षक शिक्षणातून शैक्षणिक कवितांतून छात्राध्यापकांतील शिक्षक उत्तरदायित्व संवर्धनाचे महत्त्व ठळकपणे लक्षात येते.

अ. उद्दिष्टे छात्राध्यापकास/छात्राध्यापकामध्ये एक उत्तरदायित्वशील शिक्षकांच्या भूमिकेतून


1. वाचनाची प्रक्रिया समजून घेण्यास सक्षम करणे.
2. वाचनातून व्यक्तिमत्त्व विकास साधण्याचा दृष्टिकोन विकसित होण्यास मदत करणे.
3. शिक्षक उत्तरदायित्वाची प्रमुख क्षेत्रे, उपक्षेत्रे, उत्तरदायित्व विकासपूरक गुणवैशिष्ट्ये इ. चे आकलन होण्यास मदत करणे.
4. निवडक पुस्तकांतून मांडलेले महत्त्वपूर्ण विचार, कल्पना, मते, दृष्टिकोन इ. चे आकलन होण्यास मदत करणे.
5. निवडक पुस्तकांतून मांडलेल्या महत्त्वपूर्ण द्रावीचा एक शिक्षक म्हणून स्वतःच्या जीवनात प्रत्यक्ष अंगीकार करण्यास मदत करणे.

ब. संशोधन पद्धती

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श्रीरामपूर, जि. अहमदनगर

### प्रास्ताविक

उत्तरदायित्व हा शिक्षकाच्या आदर्श वर्तनाचा प्रमुख भाग असतो. शिक्षकाच्या सर्व कार्याच्या पायाभूत स्थानी उत्तरदायित्व महत्त्वाची भूमिका निभावत असते. यादृष्टीने शिक्षकाचे उत्तरदायित्व मोलाचे ठरते. शिक्षकी व्यवसायाचे महत्त्व विशद करतांना १९९६ च्या रास्तोगी समितीने म्हटले आहे की, "शिक्षकी व्यवसाय हा सर्व व्यवसायांच्या मातृस्थानी आहे." पण आजही शिक्षक शिक्षण कार्यक्रम सर्वांगीण गुणवत्तापूर्ण शिक्षक घडविण्यात अपयशी ठरत आहे. उत्तरदायित्वाच्या बाबतीतही हे शिक्षण कुचकामी ठरत आहे.

अ. उद्दिष्टे छात्राध्यापकास/छात्राध्यापकांमध्ये एक उत्तरदायित्वशील शिक्षकाच्या भूमिकेतून

१. सामाजिक उत्तरदायित्वा संदर्भातील शिक्षकांच्या भूमिका व कार्याची जाणीव करून देणे.
२. सामाजिक अडसरांच्या निर्मुलनाची दृष्टी प्राप्त होण्यास मदत करणे.
३. सामाजिक उत्तरदायित्वा साठीच्या निवडक उपक्रमांचे आयोजन व कार्यवाही करण्याची संधी देणे
४. सामाजिक उपक्रमा संदर्भातील अनुभवांचे लेखन व देवाण-घेवाण करणे.

### ब. संशोधन पद्धती

प्रस्तुत संशोधनासाठी संशोधकाने संशोधनाचे स्वरूप, नमुना, प्रयोग या सर्व बाबींचा साकल्पपूर्वक विचार करून घटना अभ्यास संशोधनाची निवड केली आहे.

या प्रकारच्या संशोधनामध्ये एखाद्या संकल्पने संदर्भात अनेक व्यक्तींच्या प्रत्यक्ष अनुभवांचा अभ्यास केला जातो. एखाद्या घटनेसंदर्भात अनेक/विविध व्यक्तींना आलेल्या अनुभवातून समान धागा शोधण्याचा प्रयत्न केला जातो व त्या घटनेविषयी एक सामान्य तत्व सांगितले जाते.

### क. प्रयोगासाठी नमुना निवड

प्रयोगासाठी नमुना निवड करताना सुरुवातीला आज्ञाद कॉलेज ऑफ एज्युकेशन या महाविद्यालयातील कला व विज्ञान शाखेतील एकूण १६० छात्राध्यापकांना शिक्षक उत्तरदायित्व मापन चाचणीची पूर्व चाचणी देण्यात आली. पूर्व चाचणीनंतर गुणानुक्रमे कला व विज्ञान शाखेतील छात्राध्यापकांची क्रमवारी लावण्यात आली. त्यानंतर लॉटरी पद्धतीने प्रायोगिक व नियंत्रित गटातील प्रत्येकी ४० छात्राध्यापकांची निवड करण्यात आली. ही निवड करताना त्यांची विद्याशाखा व शिक्षक उत्तरदायित्वातील पूर्व चाचणीतील गुण प्रामुख्याने लक्षात घेण्यात आले.

### ड. संशोधन कार्यवाही

छात्राध्यापकांतील सामाजिक उत्तरदायित्व प्रत्यक्ष क्षेत्राधारीत कृती, उपक्रमाद्वारे संवर्धित करण्याच्या दृष्टिकोनातून सातारा साहित्य संमेलनातील सहभाग या उपक्रमाची योजना करण्यात आली. या उपक्रमाचे स्वरूप, कार्यवाही व छात्राध्यापकांचे प्रतिसाद यांचे क्रमवार विवेचन खालीलप्रमाणे होय.

### सातारा साहित्य संमेलनातील सहभाग

बाबा आमटे, साधना आमटे यांचे जीवन व कार्य यांची छात्राध्यापकांना ओळख व्हावी तसेच डॉ. प्रकाश आमटे, डॉ. मंदा आमटे, डॉ. अनिल अवघट या सामाजिक क्षेत्रात उल्लेखनीय कार्य करणाऱ्या व्यक्तिमत्त्वांना प्रत्यक्ष पाहता यावे: त्यांच्याशी संवाद, चर्चा इ. ची संधी उपलब्ध व्हावी या उद्देशाने प्रस्तुत उपक्रमाची योजना केली होती. हे संमेलन बाबा आमटे यांच्या स्मृतीस समर्पित केलेले होते. त्यामुळे बाबा आमटे यांचे जीवन व कार्य हा या संमेलनाचा केंद्रबिंदू होता. दि. १७ फेब्रुवारी २०१५ रोजी सकाळी १० ते संध्याकाळी ७ वाजेपर्यंत छात्राध्यापक या संमेलनात सहभागी होते. छात्राध्यापकांकडे प्रामुख्याने दोन जबाबदाऱ्या देण्यात आल्या होत्या.

१. उद्घाटन प्रसंगी महाराष्ट्र गीत सादरीकरण
२. बाबा आमटे, जीवन व कार्याधारीत पोस्टर प्रदर्शन.

फटाकेमुक्त दिवाळी अभियान , पर्यावरणपूरक होळी व रंगपंचमीतून छात्राध्यापकांतील शिक्षक उत्तरदायित्व संवर्धन: एक अभ्यास

डॉ. भागवत असाराम शिंदे

सहाय्यक प्राध्यापक  
स्वामी सहजानंद भारती कॉलेज ऑफ  
एज्युकेशन, श्रीरामपूर, जि. अहमदनगर

प्रास्ताविक

२००९-२०१० हे शैक्षणिक वर्ष सुरुवातीलाच महाविद्यालयीन प्राध्यापकांनी सहाय्या वेतन आयोगानुसार सेवा, शर्ती, वेतनमत्ते मिळवण्यासाठी केलेल्या दीर्घकालीन संपाने चांगलेच गाजले. या संपादरम्यानच्या कालावधीत समाजातील विविध घटकांकडून तीव्र प्रतिक्रिया उमटल्या. यात शिक्षण क्षेत्रातील शिक्षक, प्राध्यापक, प्राचार्य या सर्वांविषयी विशेषतः त्यांच्या वाढलेल्या पगाराविषयी व ते करत असलेल्या कार्याविषयी तसेच त्यांच्या उत्तरदायित्वाविषयी अनेक प्रश्न निर्माण केले गेले. शिक्षक केवळ पगारापुरतेच उत्तरदायी राहतात असा तक्रारीचा, नापसंतीचा सूर सार्वत्रिकरित्या अनुभवयास मिळाला.

उत्तरदायित्व हा शिक्षकांच्या आदर्श वर्तनाचा प्रमुख भाग असतो. शिक्षकांच्या सर्व कार्यांच्या पायाभूत स्थानी उत्तरदायित्व महत्त्वाची भूमिका निभावत असते. यादृष्टीने शिक्षकांचे उत्तरदायित्व मोलाचे ठरते. शिक्षकी व्यवसायाचे महत्त्व विशद करताना १९९६ च्या रास्तोगी समितीने म्हटले आहे की, "शिक्षकी व्यवसाय हा सर्व व्यवसायांच्या मातृस्थानी आहे." पण आजही शिक्षक शिक्षण कार्यक्रम सर्वांगीण गुणवत्तापूर्ण शिक्षक घडविण्यात अपयशी ठरत आहे. उत्तरदायित्वाच्या बाबतीतही हे शिक्षण कुचकामी ठरत आहे.

अ. उद्दिष्टे छात्राध्यापकास/छात्राध्यापकामध्ये एक उत्तरदायित्वशील शिक्षकांच्या भूमिकेतून

१. सामाजिक उत्तरदायित्वा संदर्भातील शिक्षकांच्या भूमिका व कार्याची जाणीव करून देणे.
२. सामाजिक अडसरांच्या निर्मुलनाची दृष्टी प्राप्त होण्यास मदत करणे.
३. पारंपारिक सण-उत्सवांना कालसुसंगत, विधायक रूप देऊन पर्यावरण संरक्षण व संवर्धनाची दृष्टी निर्माण करणे.
४. सामाजिक उत्तरदायित्वा साठीच्या निवडक उपक्रमांचे आयोजन व कार्यवाही करण्याची संधी देणे.
५. समाजिक उपक्रमा संदर्भातील अनुभवांचे लेखन व देवाण-घेवाण करणे.

ब. संशोधन पद्धती

प्रस्तुत संशोधनासाठी संशोधकाने संशोधनाचे स्वरूप, नमुना, प्रयोग या सर्व बाबींचा साकल्यापूर्वक विचार करून घटना अभ्यास संशोधनाची निवड केली आहे.

या प्रकारच्या संशोधनामध्ये एखाद्या संकल्पने संदर्भात अनेक व्यक्तींच्या प्रत्यक्ष अनुभवांचा अभ्यास केला जातो. एखाद्या घटनेसंदर्भात अनेक/विविध व्यक्तींना आलेल्या अनुभवातून समान धागा शोधण्याचा प्रयत्न केला जातो व त्या घटनेविषयी एक सामान्य तत्व सांगितले जाते.

क. प्रयोगासाठी नमुना निवड

प्रयोगासाठी नमुना निवड करताना सुरुवातीला आझाद कॉलेज ऑफ एज्युकेशन या महाविद्यालयातील कला व विज्ञान शाखेतील एकूण १६० छात्राध्यापकांना शिक्षक उत्तरदायित्व मापन चाचणीची पूर्व चाचणी देण्यात आली. पूर्व चाचणीनंतर गुणानुक्रमे कला व विज्ञान शाखेतील छात्राध्यापकांची क्रमवारी लावण्यात आली. त्यानंतर लॉटरी पध्दतीने प्रायोगिक व नियंत्रित गटातील प्रत्येकी ४० छात्राध्यापकांची निवड करण्यात आली ही निवड करताना त्यांची विद्याशाखा व शिक्षक उत्तरदायित्वातील पूर्व चाचणीतील गुण प्रामुख्याने लक्षात घेण्यात आले.

## प्रास्ताविक

“उत्तरदायित्व हा शिक्षकाच्या नैतिक वचनबद्धतेचा एक महत्त्वपूर्ण भाग असून शिक्षक करत असलेल्या सर्व कार्यांच्या मुळाशी उत्तरदायित्वाची भावना महत्त्वाची भूमिका निभावत असते. (घोष, ए. के. २००१)

उत्तरदायित्वाचे शिक्षकाशी असलेले नाते व शिक्षकाच्या जडण-घडणीतील अनन्य साधारण असे महत्त्व घोष, ए. के. यांनी आपल्या शिक्षकांचे उत्तरदायित्व या लेखात सावधाने व्यक्त केले आहे. या दृष्टिकोनातून शिक्षक शिक्षणातून छात्राध्यापकांतील शिक्षक उत्तरदायित्व संदर्भाचे महत्त्व टळकपणे लक्षात येते.

## अ. उद्दिष्टे

छात्राध्यापकास/छात्राध्यापकामध्ये एक उत्तरदायित्वशील शिक्षकाच्या भूमिकेतून

१. शिक्षक उत्तरदायित्वाशी संबंधित महत्त्वपूर्ण लघुपट पाहण्याची संधी उपलब्ध करून देणे.
२. लघुपटाच्या माध्यमातून शिक्षक उत्तरदायित्वाचा विकास घडवून आणणे.
३. लघुपट हे अभ्यासाचे एक महत्त्वपूर्ण माध्यम होऊ शकते हा दृष्टिकोन विकसित करणे.
४. लघुपट, चित्रपट इ. च्या प्रभावकारकतेचा शिक्षक उत्तरदायित्व संदर्भानासाठी उपयोग करून घेणे.

## ब. संशोधन पद्धती

प्रस्तुत संशोधनासाठी संशोधकाने संशोधनाचे स्वरूप, नमुना, प्रयोग या सर्व बाबींचा साकत्पपूर्वक विचार करून घटना अभ्यास संशोधनाची निवड केली आहे.

या प्रकारच्या संशोधनामध्ये एखाद्या संकल्पने, संदर्भात अनेक व्यक्तींच्या प्रत्यक्ष अनुभवांचा अभ्यास केला जातो. एखाद्या घटनेसंदर्भात अनेक/विविध व्यक्तींना आलेल्या अनुभवातून समान बागा शोधण्याचा प्रयत्न केला जातो व त्या घटनेविषयी एक सामान्य तत्व सांगितले जाते.

## क. प्रयोगासाठी नमुना निवड

प्रयोगासाठी नमुना निवड करताना सुरुवातीला आझाद कॉलेज ऑफ एज्युकेशन या महाविद्यालयातील कला व विज्ञान शाखेतील एकूण १६० छात्राध्यापकांना शिक्षक उत्तरदायित्व मापन चाचणीची पूर्व चाचणी देण्यात आली. पूर्व चाचणीनंतर गुणानुक्रमे कला व विज्ञान शाखेतील छात्राध्यापकांची क्रमवारी लावण्यात आली. त्यानंतर लॉटरी पध्तीने प्रायोगिक व नियंत्रित गटातील प्रत्येकी ४० छात्राध्यापकांची निवड करण्यात आली. ही निवड करताना त्यांची विद्याशाखा व शिक्षक उत्तरदायित्वातील पूर्व चाचणीतील गुण प्रामुख्याने लक्षात घेण्यात आले.

## ख. संशोधन कार्यवाही

प्रस्तुत उपक्रमापूर्वी छात्राध्यापकांना शैक्षणिकदृष्ट्या एखादा लघुपट, चित्रपट कसा पाहावा? त्यातील प्रमुख बाबी कशा लक्षात घ्याव्यात? पारंपारिक विषयाधारित चित्रपटापेक्षा लघुपट कसा वेगळा असतो? शैक्षणिक लघुपट, चित्रपट पाहिल्यानंतर त्यावर आधारीत गटचर्चा कशी करावी? दिलेल्या मुद्द्यांनुसार विचारपूर्वक कशी मांडणी करावी? अर्थनिर्वचन कसे करावे इ. संबंधी सोदाहरण मार्गदर्शन करण्यात आले.

प्रस्तुत उपक्रमांसाठी शिक्षण विषयक दोन लघुपट दाखवण्यात आले. त्यावर एकूण ५ गटात गटचर्चा घेण्यात आली. लघुपट निहाय गुणात्मक विश्लेषण खालीलप्रमाणे होय

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छात्राध्यापकांतील स्वयंमूल्यमापन कौशल्य व शिक्षक उत्तरदायित्व संवर्धनासाठी स्वयंप्रत्याभरण

पत्र योजना : एक नवोपक्रम

डॉ.शिंदे भागवत असाराम, सहाय्यक प्राध्यापक

स्वामी साहजानंद भारती कॉलेज ऑफ एज्युकेशन श्रीरामपूर, जि. अहमदनगर

#### प्रास्ताविक

"उत्तरदायित्व हा शिक्षकाच्या नैतिक वचनबद्धतेचा एक महत्त्वपूर्ण भाग असून शिक्षक करत असलेल्या सर्व कार्याच्या मुळाशी उत्तरदायित्वाची भावना महत्त्वाची भूमिका निभावत असते." (घोष, ए. के. २००९)

उत्तरदायित्वाचे शिक्षकाशी असलेले नाते व शिक्षकाच्या जडण-घडणीतील अनन्य साधारण असे महत्त्व घोष, ए. के. यांनी आपल्या शिक्षकांचे उत्तरदायित्व या लेखात सार्थपणे व्यक्त केले आहे. या दृष्टिकोनातून शिक्षक शिक्षणातून छात्राध्यापकांतील स्वयंमूल्यमापन कौशल्य व शिक्षक उत्तरदायित्व संवर्धनाचे महत्त्व ठळकपणे लक्षात येते.

छात्राध्यापकांमध्ये आपण करत असलेल्या कामाचे आत्मपरीक्षण करण्याची सवय रूजविणे तसेच त्यानुसार स्वतःला विकसित करण्याची प्रवृत्ती विकसित करण्याच्या प्रमुख उद्देशाने स्वयंप्रत्याभरण पत्र योजनेचा उपक्रम कार्यान्वित केला. यासाठी प्रारंभी उपक्रमातील ४० छात्राध्यापकांना स्वयंप्रत्याभरणाची संकल्पना समजावून देण्यात आली. स्वयंप्रत्याभरण पत्रे भरण्यासंदर्भात वेळोवेळी मार्गदर्शन करण्यात आले.

#### अ. अध्यापन स्वयंप्रत्याभरण पत्र

सरावपाठ अध्यापन हा बी.एड. अभ्यासक्रमाचा आत्मा मानला जातो. त्यादृष्टिने छात्राध्यापकांना आपल्या अध्यापनाचे स्वयंमूल्यमान करण्याच्या दृष्टिने प्रस्तुत स्वयंप्रत्याभरण पत्राची निर्मिती करण्यात आली. प्रारंभी छात्राध्यापकांना त्यांच्या दोन्ही अध्यापन पद्धतीसाठी प्रत्येकी ४ अशी एकूण ८ अध्यापन स्वयंप्रत्याभरण पत्रे देण्यात आली.

सरावपाठ अध्यापनाच्या दोन टप्प्यात वापरासंबंधी मार्गदर्शन करण्यात आले. या अध्यापन स्वयंप्रत्याभरण पत्रातील प्रतिसादांचे विश्लेषण केल्यानंतर प्रामुख्याने खालील बाबी स्पष्ट झाल्या.

१. अध्यापन स्वयंप्रत्याभरण पत्रातून छात्राध्यापकांना स्वतःच्या सराव पाठातील चांगल्या बाबींची जाणीव झाली. सुरुवातीला चांगल्या बाबींची संख्या कमी होती. उत्तरोत्तर ती वाढत गेली. त्यातून छात्राध्यापकांची आत्मिक समानावाची भावना वाढत गेली. २. प्रत्येक सराव पाठानंतर छात्राध्यापकांनी स्वतःला जाणवलेल्या चांगल्या बाबी पुढील सराव पाठातून अधिकाधिक प्रमाणात विकसित करण्याचा दृढ संकल्प केला. त्यातून त्यांच्यातील उत्कृष्टतेचा ध्यास वाढीस लागला. ३. स्वतःच्या सराव पाठातील गुणांबरोबरच छात्राध्यापकांनी स्वतःला जाणवलेल्या अगदी लहान-सहान मर्यादांचीही नोंद घेतली. सुरुवातीच्या पाठात या मर्यादांची संख्या जास्त होती. पण नंतरच्या पाठातून मात्र ती कृमशः कमी होत गेल्याचे जाणवले. ४. प्रत्येक सराव पाठानंतर छात्राध्यापकांनी स्वतःला जाणवलेल्या मर्यादा लवकरात लवकर कशा कमी करता येतील या दृष्टिने स्वतः उपाययोजना देखील आखल्या. यातून आपल्या मर्यादांचे स्वरूप नक्की ओळखणे, त्या कशामुळे आल्या ते समजून घेणे तसेच त्या काय केले म्हणजे कमी होतील हा सर्वकष दृष्टिकोन त्यांच्यात विकसित झाला. यातून प्रत्येक समस्येचा खोलात जाऊन विचार केला तर त्या समस्येच उत्तर भेटतच या अनुभवाची त्यांना खात्री पटली. ५. सुरुवातीच्या टप्प्यात छात्राध्यापकांना बहुतेकदा नवनवीन मर्यादा जाणवत होत्या. एखादीच मर्यादा पुन्हा पुन्हा जाणवणाऱ्या छात्राध्यापकांची संख्या तुलनेने कमी होती. ६. सरावपाठ अध्यापनाच्या शेवटच्या टप्प्यात छात्राध्यापकांतील चांगले गुण उत्तरोत्तर वाढत गेल्याचे तर मर्यादा कमी झाल्याचे स्पष्ट झाले. यातून त्यांच्यातील आत्मगौरव, आत्मसम्मानाची भावना वाढीस लागली. आत्मविश्वास वाढला.

#### उपक्रमाधारीत छात्राध्यापकांच्या प्रातिनिधीक प्रतिक्रिया

१. यातून पाठ आणखी चांगला कसा घेत राईल? याची दृष्टी मिळाली. २. पत्राचे अध्यापनासाठी मी अधिकाधिक कथा वाचून त्यातून सांगण्याचा सराव करेल. ३. वर्गनिर्घनकाची दक्षिण तरच उत्तरेच समजविले जावे.

38	सौम्य कौशल्य विकसनात माहिती संप्रेषण आणि तंत्रज्ञानाची भूमिका	शक्तिता.टी.चानकरे.	146
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## REVIEW OF RESEARCH

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कवितांतून छात्राध्यापकांतील शिक्षक उत्तरदायित्व संवर्धन: एक अभ्यास

डॉ.शिंदे मागवत असाराम  
सहाय्यक प्राध्यापक, स्वामी सहजानंद भारती कॉलेज ऑफ एज्युकेशन,  
श्रीरामपूर, जि. अहमदनगर.

### प्रास्ताविक

उत्तरदायित्व हा शिक्षकाच्या आदर्श वर्तनाचा प्रमुख भाग असतो. शिक्षकाच्या सर्व कार्याच्या पायाभूत स्थानी उत्तरदायित्व महत्त्वाची भूमिका निभावत असते. यादृष्टीने शिक्षकाचे उत्तरदायित्व मोलाचे ठरते. शिक्षकी व्यवसायाचे महत्त्व विशद करतांना १९९६ च्या रास्तोगी समितीने म्हटले आहे की, शिक्षकी व्यवसाय हा सर्व व्यवसायांच्या मातृस्थानी आहे. पण आजही शिक्षक शिक्षण कार्यक्रम सर्वांगीण गुणवत्तापूर्ण शिक्षक घडविण्यात अपयशी ठरत आहे.

शैक्षणिक उत्तरदायित्व त्याचवेळी यशस्वी होऊ शकते. ज्यावेळी उत्तरदायित्व विकासपूरक वातावरण असेल. त्यासाठी अपप्रवृत्तीना शिक्षा व सदप्रवृत्तीना प्रेरणा मिळावी यासाठी जीवनमान उंचावणारे आंतरिक व बाह्य प्रेरक अशी योजना करायला हवी. या दृष्टिकोनातून शिक्षक शिक्षणातून शैक्षणिक कवितांतून छात्राध्यापकांतील शिक्षक उत्तरदायित्व संवर्धनाचे महत्त्व ठळकपणे लक्षात येते.



### अ. उद्दिष्टे

छात्राध्यापकास/छात्राध्यापकांमध्ये एक उत्तरदायित्वशील शिक्षकाच्या भूमिकेतून

१. वाचनाची प्रक्रिया समजून घेण्यास सक्षम करणे.
२. वाचनातून व्यक्तिमत्त्व विकास साधण्याचा दृष्टिकोन विकसित होण्यास मदत करणे.
३. शिक्षक उत्तरदायित्वाची प्रमुख क्षेत्रे, उपक्षेत्रे, उत्तरदायित्व विकासपूरक गुणवैशिष्ट्ये इ. चे आकलन होण्यास मदत करणे.
४. कवितांतून मांडलेले महत्त्वपूर्ण विचार, कल्पना, मते, दृष्टिकोन इ. चे आकलन होण्यास मदत करणे.
५. कवितांतून मांडलेल्या महत्त्वपूर्ण बाबींचा एक शिक्षक म्हणून स्वतःच्या जीवनात प्रत्यक्ष अंगीकार करण्यास मदत करणे.

### ब. संशोधन पद्धती

प्रस्तुत संशोधनासाठी संशोधकाने संशोधनाचे स्वरूप, नमुना, प्रयोग या सर्व बाबींचा साकल्यपूर्वक विचार करून घटना अभ्यास संशोधनाची निवड केली आहे.

"Policies and Prospects of Teacher Education - 2019 (NCPTE-2019)"

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PRINCIPAL  
S.S.B. College of Education  
Shrirampur, Dist. A.Nagar

बालकुमार दिवाळी अंकातून शालेय विद्यार्थ्यांमध्ये वाचन संस्काराची रूजवणूक :  
एक नवोपक्रम

प्रा. भागवत असाराम शिंदे,  
सहाय्यक प्राध्यापक  
रयत शिक्षण संस्थेचे, एस.एस.बी. कॉलेज ऑफ एज्युकेशन, श्रीरामपूर

प्रास्ताविक :

आमच्या महाविद्यालयामध्ये शैक्षणिक वर्ष २०१७-१८ पासून सावित्रीबाई फुले पुणे विद्यापीठाचे राष्ट्रीय सेवा योजनेचे (एन.एस.एस.) ५० विद्यार्थ्यांचे एक एकक सुरू झाले. एन. एस.एस. च्या माध्यमातून शालेय विद्यार्थी व समाजामध्ये पर्यावरण संरक्षण व संवर्धन, अधःश्रद्धा निर्मुलन, सामाजिक प्रबोधन व वाचन संस्कारादी उपक्रम घेणे अपेक्षित असते. या दृष्टिकोनातून यावर्षी आम्ही आमच्या महाविद्यालयातील एन.एस.एस. च्या छात्राध्यापकांमार्फत शालेय विद्यार्थ्यांमध्ये पर्यावरण संरक्षण व संवर्धन तसेच वाचन संस्काराची रूजवणूक करण्याच्या दृष्टिने खालील दोन उपक्रम निश्चित केले.

१. फटाकेमुक्त दिवाळी अभियान २. साधना बालकुमार दिवाळी अंक २०१७ वितरण, वाचन व निबंध स्पर्धा

या उपक्रमांसाठी आम्ही एन.एस.एस. विभागामार्फत शालेय विद्यार्थ्यांना दिवाळीत फटाके वाजवल्यामुळे होणाऱ्या विविध दुष्परिणामांची जाणीव करून देणारे तसेच फटाके न वाजवता त्यातून होणाऱ्या वचतीतून शैक्षणिक साहित्य खरेदी करणे, गरजू, अंध, अपंग वा अनाथाना मदत करणे, नवे कपडे घेणे वा साधना साप्ताहिकाचा बालकुमार दिवाळी अंक घेण्याचे आवाहन करणारे एक संकल्पपत्र तयार केले. या संकल्पपत्राच्या १६०० प्रती छापून त्या परीसरातील शाळेतील विद्यार्थ्यांना वाटप करण्यात आल्या. त्याची संक्षिप्त माहिती खालील तक्त्यात दिली आहे.

फटाकेमुक्त दिवाळी संकल्पपत्रे व बालकुमार अंकाचे वितरण

अ.क्र.	शाळेचे नाव	फटाकेमुक्त दिवाळीची दिलेली संकल्पपत्रे	संकल्पपत्रातील आवाहानुसार बालकुमार दिवाळी अंक खरेदी
१.	सी. एस.के. सोमैया प्राथमिक विद्यामंदिर, श्रीरामपूर	९००	१४२
२.	डी.डी. काचोळे हायस्कूल, श्रीरामपूर	६००	३८५
३.	इंग्लिश स्कूल, श्रीरामपूर	१००	१०५
४.	सेन्ट जेवियर हायस्कूल, श्रीरामपूर	प्रतिसाद नाही	प्रतिसाद नाही
५.	यशवान हायस्कूल, पढेगाव	प्रतिसाद नाही	३३
६.	न्यू इंग्लिश स्कूल, खैरी निमगाव	प्रतिसाद नाही	०७
७.	विद्यानिकेतन हायस्कूल, श्रीरामपूर	प्रतिसाद नाही	प्रतिसाद नाही
	एकूण	१६००	६७२

शैक्षणिक चित्रपटातून छात्राध्यापकांतील शिक्षक उत्तरदायित्व संवर्धन : एक प्रयोग

भागवत असाराम शिंदे,  
सहाय्यक प्राध्यापक,  
स्वामी सहजानंद भारती कॉलेज ऑफ एज्युकेशन,  
श्रीरामपूर.

प्रस्ताविक :

उत्तरदायित्व हा शिक्षकी व्यक्तिमत्त्व विकासाच्या जडण-घडणीतील अत्यंत महत्त्वाचा भाग आहे. त्यासाठी प्रशिक्षण काळातच छात्राध्यापकांमध्ये शिक्षक उत्तरदायित्वाचे संवर्धन करणे महत्त्वपूर्ण ठरते. त्यासाठी अध्ययन-अध्यापन, व्याख्यान, चर्चा, परिसंवाद, कार्यशाळा या माध्यमांसोबत चित्रपटा सारखे प्रभावी माध्यम वापरता येईल का ? ते कसे वापरावे ? या प्रश्नांची सर्वांगाने चर्चा करून शैक्षणिक वर्ष २०१४-१५ मध्ये आझाद कॉलेज ऑफ एज्युकेशन मधील ३० छात्राध्यापकांवर हा प्रयोग करण्यात आला. या प्रयोगातून खूप आश्वासक निष्कर्ष हाती आले. जे इतरही शिक्षक शिक्षण महाविद्यालयांसाठी मार्गदर्शक व प्रेरक ठरतील. हा दृष्टिकोन केंद्रस्थानी ठेऊन प्रस्तुत शोध निबंधातून या उपक्रमाचे सविस्तर विवेचन केले आहे.

शैक्षणिक चित्रपट निरीक्षण व गटचर्चा

प्रस्तुत उपक्रमांसाठी शिक्षण विषयक दोन चित्रपट दाखवण्यात आले. त्यावर एकूण ५ गटात गटचर्चा घेण्यात आली. चित्रपटनिहाय गुणात्मक विश्लेषण खालीलप्रमाणे होय.

१. शाळा

कुमारावस्थेतील इयत्ता नववीत शिकणाऱ्या मुला-मुलींना परस्पराविषयी वाटणारे अनामिक आकर्षण, लैंगिकते विषयीचे कुतूहल, जिज्ञासा, भिती, अपराधीपणाची भावना, प्रेमाची ओढ, शरीर संबंधाचे आकर्षण आणि या सर्वांत त्यांच्या मनाची होणारी घालमेल, असाहाय्य तडफड, कोणीच समजून न घेणे, भावविश्वाचा होणारा कोडमारा या मुख्य संकल्पनेवर हा चित्रपट आधारित आहे. यातील जोशी-शिरोडकर यांच्यातील परस्पराविषयीची ओढ, आकर्षण, नात्यातील हदुवार कोमलता, भावनिक आंदोलने मनाला भूळ पाडणारी आहेत. विशेषतः या दोन्ही कलाकारांचा चित्रपटभर असलेला दृश्य वावर, त्यांचा सहजस्फूर्त अभिनय अत्यंत भावस्पर्शी असा झाला आहे. या मुख्य कथानकाशिवाय आणीबाणीचा काळ, फात्रे-केवडा प्रकरण, इतिहासाच्या शिक्षकांवर वर्गातीलच एका मुलीचा जीव जडणे, मुख्याध्यापकांची कडक शिस्त, कुटुंबियांचे मुलांना न समजून घेणे अशा अनेक पदरी उपकथानकांतून चित्रपट समृद्ध झालेला आहे.

प्रस्तुत चित्रपटाचे संपूर्ण गटात दिग्दर्शन, गटनिहाय गटचर्चा, निरीक्षणे व प्रतिसायांचे विश्लेषण केल्यानंतर खालील बाबी स्पष्ट झाल्या.

१. इतिहासाच्या सरांचे इतिहास व नागरिकशास्त्रा शिवाय इतर विषयांना तुच्छ मानणे पूर्णपणे चुकीचे आहे. कारण ज्ञानेय जीवनाना विद्यार्थ्यांच्या सर्वांगीण विकासासाठी सर्व विषय सारख्याच प्रमाणात महत्त्वाचे आहेत. सर्व विषयांच्या अभ्यासानुच विद्यार्थी सर्वगुण संपन्न होऊ शकतो. त्यामुळे आपला विषय श्रेष्ठ मानून इतर विषयांना तुच्छ लेखणे पूर्णतः चुकीचे आहे.

२. इयत्ता नववीतील विद्यार्थी लैंगिकते संदर्भात, स्वप्नदोषा संदर्भात चर्चा करतात यात अनैसर्गिक असे काही नाही. कारण ही मुले कुमारावस्थेतील असल्याने त्यांना अशा विषयांप्रती कुतूहल, जिज्ञासा असणे साहजिकच आहे. कारण या वयांमध्ये त्यांच्या शारीरिक, मानसिक व भावनिक बदल झपाट्याने होत असतात. अशा वेळी शिक्षकाने विद्यार्थ्यांना समजून घेऊन त्यांना लैंगिकते संदर्भात योग्य ते मार्गदर्शन व समुपदेशन करायला हवे. समस्येचे स्वरूप लक्षात घेऊन भावनिक आधार घ्यायला हवा.



## १७. महाराष्ट्र शासनाकडून महिलांच्या उन्नतीसाठी व सबलीकरणासाठी राबविल्या जाणाऱ्या योजनांचा अभ्यास

जी. चंद्रकांत पुरलीकर भोळे

एस. एस. बी. कॉलेज ऑफ एज्युकेशन, श्रीरामपूर.

सारांश

योग्यताही देशाचा, राज्याचा आणि पर्यायाने समाजाचा दिग्दर्शक केव्हास त्या देशाच्या, राज्याच्या व समाजाच्या विकासात महिलांचा महत्त्वाचा वाटा असतो. एकेवळची घरातील महिलांनी उद्योग, व्यवसाय आणि लोकरी करणे प्रतिष्ठेचे मानले जात नव्हते. मात्र बदलत्या काळातुसर महिलांसकडे बघण्याचा दृष्टीकोन बदलत गेला आणि आज प्रत्येक क्षेत्रात महिला आघाडीवर असून पुरुषांच्या बरोबरीने प्रत्येक क्षेत्रात योगदान देत आहेत. आज महिला एखाद्याजुना लोकरी, व्यवसाय करून आपल्या कुटुंबाला आर्थिक हस्तबळ लावत असतांनाच दुसऱ्या बाजूला शिक्षणव्यय जबाबदारीने आपल्या कुटुंबाच्या जबाबदारीचा वहास्वीपणे पार पाडतांना दिसतात.

आपल्या समाजामध्ये उद्योग, व्यवसाय व लोकरी करणऱ्या असंख्य महिलांची वाकशिरा उदाहरणे देता येतील. यामध्ये प्रामुख्याने, लोकरीमध्ये वहास्वीपणे ठसा उमटविणऱ्या किरण बेटी, राजकीय क्षेत्रात यशस्वी ठरलेल्या आस्ताच्या माजी पंतप्रधान इंदिरा गांधीजी, गायन क्षेत्रातील लता मंगेशकरजी, कला क्षेत्रातील माधुरी दीक्षित, क्रीडा क्षेत्रातील जीराबाई चानू व पी. व्ही. शिंधू तर उद्योग क्षेत्रातील इंद्रा न्यूवा, गैना किडवाणी, एकता कपूर अशा काही यशस्वी महिलांची उदाहरणे देता येतील. असे असले तरी आज समाजात महिलांवर अनेक प्रकारे अत्याचार केव्हाच्या काळाच्या आठवणी आपण वाचतो. शासन महिलांवर अत्याचार होऊ नये यासाठी जाणीव जागृती तर करलेच मात्र ज्या महिलांवर अत्याचार झाले आहेत किंवा ज्या महिला विकासापासून व समाजाच्या मुख्य प्रवाहापासून दूर आहेत अशा महिलांसाठी वेगवेगळ्या योजनाही राबविते.

सूचक शब्द

महिला सबलीकरण, महिलांची उन्नती, देवदासी, किशोरवयीन मुली, सामुहिक विवाह, योजना

**ONLINE TEACHING PROBLEMS IN HIGHER EDUCATION**

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**ABSTRACT:**

There are two main ways of teaching, direct teaching and indirect teaching. In direct teaching, teachers and students are in front of each other. But in indirect teaching, teachers and students are not in front of each other. At present, technology is widely used in both ways of teaching which is called online teaching. If we look at the brief definition of online teaching, we can say that when teachers and students communicate with each other through technology, it is called online teaching. Due to the current pandemic situation of covid-19, in our country from primary education to college education, teachers teach students only through online medium. While there are many advantages to this, there are numerous limitations to the online teaching. This creates many problems and difficulties for teachers, parents and students.

**KEYWORDS :** Online teaching, Online learning, Educational apps, Educational Software, Student, Teacher, Google Meet, Zoom, Google classroom and Jio meet.

**INTRODUCTION :**

Young people studying in different colleges are the real pillars of the country. However, due to the current Covid-19 pandemic, teachers have opted for online teaching to enable such students to teach. Accordingly, the work of teaching through online has started at the college level. This online teaching has resulted in good communication between teachers and students at the college level and positive discussions on various topics. Through online, teachers use different softwares for effective teaching. Similarly, since most of the students have mobiles, the teachers teach through apps like Google Meet, Zoom, Google classroom and Jio meet. While there are many advantages to online teaching, there are limitations. These mainly include fear of technology, financial burden on parents, lack of availability of resources for every student, most of the students in higher education are from rural areas. In rural areas, there are many problems such as shortage of electricity, lack of mobile network. The details of such issues are as follows.

**ONLINE TEACHING PROBLEMS IN HIGHER EDUCATION:**

Most of the students entering higher education in India are from rural areas. Due to the current Covid-19 pandemic, neither teachers nor students can be out of the house. Therefore, in higher education is taught through online. But students in rural areas, with the exception of urban students, face many problems while studying online. Teachers who teach in rural colleges like students have to face many problems while teaching online. The following are some of the problems that students and teachers face in online teaching learning.

**Lack of availability of mobiles, laptops and computers:**

Most of the students in rural areas pursuing higher education do not have access to mobile, laptops and computer facilities. As a result, such students are deprived of online education. Similarly, students in urban areas who are not financially well off also face difficulties in getting online education.

## १. आत्मनिर्भर भारतासाठी उद्योजकता शिक्षणाची भूमिका

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### सारांश

आत्मनिर्भर भारत अभियान २०२० साली पंतप्रधान नरेंद्र मोदी यांनी देशासमोर मांडले. आत्मनिर्भर भारत म्हणजे विविध गरजांसाठी देशाने इतर देशांवर अवलंबून न राहता गरजेच्या जास्तीत जास्त बाबींचे उत्पन्न देशातच करणे होय. 'जोडोनिया धन, उत्तम व्यवहारे उदास विचारी वेच करी' समर्थांच्या या शिकवणीतून ज्या प्रमाणे आपल्या सामर्थ्याचे, समृद्धीचे अंतिम नक्ष विश्वकल्याणाचे आहे हे अधोरेखित करते, तोच आशय पंतप्रधान मोदींच्या मांडणीतील आत्मनिर्भरतेचा आहे. देशाला आत्मनिर्भर किंवा स्वावलंबी बनवायचे असेल तर त्यासाठी पाच महत्वाचे स्तंभ पंतप्रधानांनी मांडले. हे पाच स्तंभ म्हणजेच, 'अर्थव्यवस्था' जी वाढीव बदलाऐवजी छोटा बदल घडवून आणते. 'पायाभूत सुविधा' जी भारताची ओळख बनली पाहिजे. 'तंत्रज्ञान' एकविसाव्या शतकातील तंत्रज्ञानाद्वारे चालविलेल्या व्यवस्थांवर आधारित पद्धत. 'व्हायबंट हेमोग्राफी' जे एक स्वावलंबी देशासाठी उर्जा स्रोत आहे. 'मागणी' ज्याद्वारे आपल्या मागणी आणि पुरवठा साखळीची ताकद संपूर्ण क्षमतेसाठी वापरली जावी.

आत्मनिर्भर भारताची संकल्पना स्पष्ट असली तरी खऱ्या अर्थाने भारत आत्मनिर्भर बनवायचा असेल तर शिक्षणाची भूमिका महत्वाची आहे. आत्मनिर्भरतेचे जे पाच स्तंभ आहेत त्यांच्यात समन्वय साधून विकास साधायचा असेल तर शिक्षणाच्या प्रणालीमध्ये बदल आवश्यक आहेत. यासाठी शिक्षण व्यवस्थेत उद्योजकता शिक्षणाला महत्वाचे स्थान देणे गरजेचे आहे. वास्तविक पाहता खऱ्याअर्थाने उद्योजकता शिक्षणातूनच देश अन्तर्निर्भरतेकडे जाऊ शकतो. याच अनुषंगाने नवीन शैक्षणिक धोरणात उद्योजकतेला महत्त्व देण्यात आले आहे. पारंपार्य देश व चीन या देशात उद्योजकता शिक्षणाला महत्त्व दिव्यानेच आज हे देश आत्मनिर्भर बनने आहेत. याच दृष्टीकोनातून नवीन शैक्षणिक धोरण उद्योजकता विकासाच्या व पर्यायाने आत्मनिर्भरतेच्या दृष्टीने महत्वाचे आहे.

सूचक शब्द :- आत्मनिर्भर भारत, उद्योजकता शिक्षण, व्हायबंट हेमोग्राफी, अन्तर्निर्भरतेचे स्तंभ, औद्योगिक कौशल्य

## 6. Problems before Teacher Education in India

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### Abstract

Education is a dynamic process. The progress of any country is based on the education system. The country where the education system is good, the progress is fast. Therefore, if there is to be a good and cultured society and country, teacher training plays an important role in providing good teachers and alternatives. A good teacher makes a good student and a good student builds the future of a nation. It is in this context that teacher training gains importance. In the country, teacher training was restructured in 2015. Accordingly, similar courses were implemented all over the country. Also, the period of teacher training was extended to two years. But in such a short time, HRD Minister Honorable Prakash Javadekar announces a four-year integrated teacher training course. In order to create a good teacher, provision was made in the education policy for the purpose of ensuring quality of teacher training. Accordingly, it was recommended to close the two-year teacher training course in each state up to 2029 and to start four years teacher training course. In the short term, the effects of changes in teacher training courses are beginning to be felt in training. As a result of the increasing number of teachers training colleges in the present situation, the impact has been on quality. Take admission and on the exam itself, many uneducated and unskilled teachers will come out from this course. It was through this that the concept of two-year and four-year teacher training emerged. Even so, there are many problems facing teacher training today.

**Keywords :** Education, Teacher Education, Teacher Education Institute, Teacher Educators, Problems, Curriculum, Student Teacher.

### Introduction

The teacher is well known as national builder. Only a good teacher can create a prosperous and cultured society. Teacher can recognizing students' abilities and giving them positive direction. That is why in the Kothari Commission of 1964-66 was give more importance to teacher education. While in the educational policy of 2019 the period of teacher training has been extended to four years, efforts are being made to implement four-year integrated teacher training at the national level. Nevertheless, in the current situation, Teacher training experiences many problems. Mainly in this includes Problem of selection, Problem to Monitor of Teacher-

IMPORTANCE OF BLENDED LEARNING IN TEACHING - LEARNING

Shri.

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**ABSTRACT:**

Today's era is the age of technology. Every field is incomplete without technology. The education sector was not deprived of this. Technology seems to play an important role in education. Technology has helped effectively in the areas of learning, teaching, management, conducting of examination, evaluation, admission etc. The use of computers in teaching has been effective in this regard. Today, the number of students in each class is increasing. It is not possible to teach with traditional methods such a crowd classroom. From that point the blended learning approach emerged. In blended learning technology is used in addition to the traditional teaching methods. The use of blended learning has led to innovation in teaching. The students are actively participating in the same teaching and learning. But the extra use of technology in the name of blended learning can be disruptive. Therefore, care must be taken when using technology in teaching. Practically, it is possible to use technology only when teaching elements such as difficult concepts, experiments, and abstract concepts. But most of teachers are afraid of using technology in teaching. While some teachers make additional use of technology. Without doing so, the technology should be used in a consistent manner with traditional methods. If we take care of the above, the purpose of the blended learning will be successful.

**KEYWORDS:**

Blended Learning, Traditional Methods, Technology, Computational Methods, Online Media.

**INTRODUCTION:**



## विशेष गरजा असणाऱ्या मुलांसाठी धोरणे, कायदे व हक्क

प्रा. चंद्रकांत एम भोये

एस. एस. बी. कॉलेज ऑफ एज्युकेशन, श्रीरामपूर

## गोषवारा :

समावेशक शिक्षण म्हणजे शिक्षणाच्या प्रवाहात सर्वांचा समावेश होय. कोणताही घटक शिक्षणापासून वंचित राहू नये म्हणून जागतिक व राष्ट्रीय स्तरावर विविध कायदे व धोरणे आखली गेली. तरीही आज बऱ्याच अंशी विशेष गरजा असलेली बालके शिक्षणापासून वंचित आहेत अशा मुलांसाठी शिक्षणाचा स्वतंत्र कायदा किंवा अभ्यासक्रम भारतात तरी आजपर्यंत तयार केला गेला नाही. शिक्षणाच्या संदर्भातील विविध आयोगात काही प्रमाणात अशा मुलांच्या संदर्भात चर्चा केलेली आढळते

सूचक शब्द : समावेशक शिक्षण, धोरणे, कायदे, हक्क, विशेष बालके.

## प्रस्तावना :

खऱ्या अर्थाने आंतरराष्ट्रीय अपंग वर्षापासून समावेशक शिक्षणास चालना मिळून हि संकल्पना आंतरराष्ट्रीय स्तरावर स्वीकारली गेली. १९९४ च्या सलामानका परिषदेत ९२ देश व २५ जागतिक संघटनांनी समावेशक शिक्षणाची संकल्पना स्वीकारली.

## जागतिक स्तरावरील धोरणे व कायदे :

जागतिक स्तरावरील १९९४ मधील सलामानका निवेदन व १९४८ चा मानवी हक्क जाहीरनाम्यामध्ये समावेशक शिक्षणासंदर्भात मांडलेल्या धोरणांचा व कायद्यांचा सारांश खालील प्रमाणे आहे.

## सलामानका निवेदनातील तरतुदी (१९९४) :

- सर्व बालकांना शिक्षणाचा हक्क आहे व प्रत्येक बालकाचे व्यक्तिमत्व भिन्न आहे
- शिक्षण व्यवस्थेत बालकाच्या वैविध्यपूर्ण वैशिष्ट्यांचा विचार केला पाहिजे.
- विशेष बालकांना सामान्य शाळेत प्रवेश दिला पाहिजे.
- समावेशित शाळा प्रणाली हि प्रभावी असून त्याचे सर्वांनी स्वागत करावे.
- शासन संस्थांनी शिक्षण व्यवस्था समावेशित करण्यावर भर द्यावा.
- विशेष बालकांचे पालक व स्वयंसेवी संस्थांचा शालेय व्यवहारात सहभाग वाढवावा.
- बालकांची ओळख व समस्यांचा शोध लहानपणीच घ्यावा.
- विशेष बालकांसाठी विशेष शिक्षक प्रशिक्षकांची व्यवस्था व व्यवसाय शिक्षणाचा समावेश करावा.

## ब) मानवी हक्काचा जाहीरनामा (१९४८) :

- सर्व मानव जन्मतः स्वतंत्र असून ते सर्व समान आहेत.
- प्रत्येक व्यक्तीला जगण्याचा, स्वातंत्र्याचा व संरक्षणाचा अधिकार आहे.
- सर्व लोक कायद्यापुढे समान असतील.
- सर्व लोकांना मानवी हक्काचे उलंघन झाल्यास न्याय मागण्याचा अधिकार आहे.
- दुसऱ्याच्या वैयक्तिक मालमत्तेत हस्तक्षेप करता येणार नाही. तसे झाल्यास न्याय मागण्याचा अधिकार असेल.
- बालपणात बालकांना संरक्षण मिळण्याचा अधिकार आहे..

संदर्भ: य.च. म. मुक्त विद्यापीठ, बी.एड. कोर्स ४२५ मार्गदर्शक पुस्तिका (२०१६).

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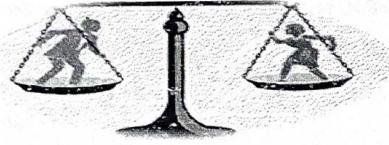
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## १९. भारतातील स्त्रियांसाठीचे अधिकार आणि कायदे

प्रा. डॉ. अनिल किसन करवर

सहाय्यक प्राध्यापक, स्वामी सहजानंद भारती कॉलेज ऑफ एज्युकेशन, श्रीरामपूर, जि. अहमदनगर.



सारांश

"यत्र नार्यस्तु पूज्यन्ते , रमन्ते तत्र देवताः" असे संस्कृत वचन आहे. जेथे नारीस मान दिला जातो, तिची पूजा केली जाते तेथे देवांना सुद्धा राहणे आवडते, असे मानले जाई. अर्थातच भारतामध्ये प्राचीन काळी स्त्रियांना समाजात प्रतिष्ठा होती. संयुक्त राष्ट्रसंघाने १९९९ पासून २५ नोव्हेंबर जागतिक महिलांविरुधी हिंसाचार निर्मूलन दिवस, आणि मानवा- मानवामधील भेदभाव दूर करण्यासाठी १० डिसेंबर हा मानव अधिकार दिवस म्हणून सुरु केला आहे. मानवी हक्क किंवा मानवी अधिकार हे मानवाचे मूलभूत हक्क आहेत. मानवी हक्क हे जागतिक असून सर्वांना समान असतात. हे हक्क उपजत असतात किंवा कायदेशीर असू शकतात. अधिकारांची वैश्विकता, व्यक्तीनिष्ठता, परमोच्चाता, व्यावहारिकता, अंमलबजावणी ही वैशिष्ट्ये आढळत. संविधानातील विवाहासंबंधी कायदे, मालमत्ता संबंधी कायदे, फौजदारी कायदे, कामगार स्त्रियांचे अधिकार विषयक कायदे असे अनेक कायदे आढळतात. संविधानात स्त्रियांसाठी अनुच्छेद १४ ते अनुच्छेद ५१ मध्ये अनेक तरतुदी, महत्वपूर्ण कायदे व योजना दिलेल्या आहेत. प्राचीन काळात वैदिक काल, ब्राह्मण ग्रंथ काळ, उपनिषद काळ, रामायणाचा काळ, महाभारत काळ, स्त्रियांचे उपनयन, स्त्री-अधिकाराची स्थिती आणि आधुनिक काळातील श्रीया यानाचा विचार केल्यास निश्चितच श्रीला पुरुशानेताकेच समान स्थान देले आढळते.परंतु काही समज घातक, विद्रोही, धर्मांध लोकांनी श्रीला दुय्यम दर्जा दिलेला आढळतो.

सूचक शब्द - भारतातील स्त्रियां,त्यांचे अधिकार आणि कायदे.

प्रस्तावना

डॉ. बाबासाहेब आंबेडकर म्हणतात, "स्त्रियांची प्रगती ज्या प्रमाणात झाली असेल त्यावरून एखाद्या समाजाची प्रगती मी मोजतो."

नॅन्सी रिले (आंतरराष्ट्रीय कीर्तीच्या ख्यातनाम अभ्यासक) म्हणतात, "Gender refers to the different roles men and women play in society and to the relative power they wield, while gender

Clinical study of the educational system in Oman

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Shrirampur, Dist. Ahmenagar

Summary:

Education in Oman is based on a 6-3-3 system, which means six years of primary education, three years of preparatory education, and three years of secondary education. Primary education begins at age of six years and continues for six years and above. Primary education is not compulsory, but despite it not being compulsory, there are a growing number of Omani childrens are attending due to a widespread support of education. In Oman primary level, students learned basic skills. Primary education enrolment was 76 percent of all relevant age-group children in 1997. Once children are successfully complete primary education, they are promoted to their first grade of the preparatory level of education.

Key Words: Clinical study, Educational system, Nation

Introduction:

Pre-university education in the country has three fundamental stages: primary, preparatory (or basic education), and secondary. Primary education lasts a total of six years and is followed by preparatory education. Every student in Omani pays attention to preparatory schooling because its academic results establish the sort of secondary education one will be bound to receive.

In Oman Education is not compulsory at any level, but it is never the less provided at no cost for the student up until the end of the secondary level. In 1970. Oman's educational programme expanded in the national level quite abruptly during the 1970s up to the early 1980s. Sultan Qabus in 1986, University (found near Muscat), which is the first public university, officially opened for admission. By the latter part of the 80s, there were about 275,000 students attending roughly 700 schools.

In 1998, there were about 411 primary schools with 313,516 students attending and 12,052 members of the teaching community. Between the years 2006 and 2007, the numbers almost doubled, with 560,000 students attending already more than a thousand public schools, plus about 20,000 students attending private schools. There has been a movement against adult illiteracy rate in Oman. In 2000, the adult illiteracy rate was approximately 28.1% of the Omani population, with females

making up the majority of this fraction. By 2006, the adult literacy percentage has significantly increased from 54.7% (1990) to 85.6%, in the same way that the youth literacy rate grew from 85.6% to 97.3%.

Ministry of Education-

1. The school education manages in all stage.
2. The Ministry's responsibilities include the development of education policies, curriculumme and school-books, development of student performance assessment mechanisms; overseeing the work progress in all schools and providing technical and administrative support for teaching and administrative personnel in Oman's schools.
3. The Ministry is gradually working towards conferring more financial and administrative powers to Directorates.
4. The Directorates General of Education across all governorates are in charge of the implementation of the Ministry's plan, and in return

School Education System:

The School Education System comprises

1. pre-school education,
2. public school education.
3. Private school education.

Preprimary & Primary Education

In 1993, there are no government established nursery schools in Oman. As Oman's society

**ग्रामीण भागातील माध्यमिक स्तरावरील ऑनलाईन शिक्षण पद्धतीतील अध्ययन,अध्यापन आणि मूल्यमापनाच्या सद्यस्थितीचा अभ्यास**

- स.प्रा.डॉ.अनिल किसन करवर  
स्वामी सहजानंद भारती कॉलेज ऑफ एज्युकेशन,  
श्रीरामपुर

**सारांश -**

कोविड-१९ काळातील ग्रामीण भागातील माध्यमिक स्तराच्या शिक्षण प्रक्रियेचा विचार करता,ही प्रक्रिया जुलै २०२० पासून ऑनलाईन सुरु आहे.शिक्षक-विद्यार्थी ह्या प्रक्रियेत समाधानकारकरीत्या सहभागी आहेत.परंतु चांगले यश त्यांना मिळालेले नाही. ऑनलाईन शिक्षण प्रक्रियेत नेटवर्क प्रॉब्लेम,शिक्षक विद्यार्थ्यांचे तांत्रिक कौशल्य कमी, गरिबी, डोंगराळ भाग,विद्यार्थ्यांवर नियंत्रण नसाणे,वैयक्तिक मार्गदर्शन करता न येणे,पालकांची आर्थिक समस्या अशा अनेक समस्या आढळतात.

अध्ययन,अध्यापन आणि मूल्यमापन ह्या प्रक्रिया पूर्णतः नाही तर अंशतः घेता येऊ शकतात.ग्रामीण डोंगराळ भागात ही प्रक्रिया ऑनलाईन घेणे अवघड तथा अडचणीचे आहे.संबंधित सर्व मानवी घटकांना तांत्रिक कौशल्य हाताळण्याचे,बापराचे प्रशिक्षण द्यायला हवे. सूचक शब्द - ग्रामीण भाग,माध्यमिक स्तर,ऑनलाईन शिक्षण

**प्रस्तावना -**

**शि**क्षण ही अखंड चालणारी प्रक्रिया आहे. ज्ञान मिळवणारा प्रत्येक घटक कोणत्याही परिस्थितीत आपली ज्ञानतृष्णा भागवतच असतो. अर्थात ज्ञान मिळविणारे विद्यार्थी,अध्यापन करणारे शिक्षक कोणत्याही परिस्थितीत आपले काम चालू ठेवतात. कोविड-१९ संक्रमण काळात,लॉकडाऊन मध्ये शिक्षण प्रक्रिया अखंड सुरु ठेवण्याचा प्रयत्न ऑनलाईन पद्धतीने संबंधित मानवी घटकांनी केलेला दिसतो. ही प्रक्रिया ऑनलाईन सुरु असलेली दिसते.परंतु ऑनलाईन शिक्षण पद्धतीतील अनेक अडथळे दूर करण्याकडे माध्यमिक शिक्षकांच्या प्रयत्न दिसतो.तांत्रिक कौशल्य शिक्षक,विद्यार्थ्यांजवळ हवे,परंतु ग्रामीण डोंगराळ भागात ही प्रक्रिया अतिशय अवघड झालेली दिसते. फक्त शिक्षण प्रक्रिया सुरु आहे.परंतु यश हे अल्पच आलेले दिसते.ग्रामीण व शहरी भागातील विद्यार्थ्यांच्या अध्ययनात फरक पडतांना दिसतो.

**संशोधन विषयाचे स्वरूप -**

कोविड-१९ संक्रमण काळात संपूर्ण शिक्षण व्यवस्थेचा विचार करता,विद्यार्थी, शिक्षक व पालक संभ्रमात आहेत. परंतु ऑनलाईन शिक्षण पद्धती,विविध दूरदर्शन वाहिन्या,खाजगी चॅनेल्स,अॅप्स यांचा विचार करता शिक्षकांच्या अध्यापनाचे,विद्यार्थ्यांचे अध्ययनाचे प्रयत्न सुरु आहेत.अर्थातच ऑनलाईन अध्ययन,अध्यापन व मूल्यमापन या संदर्भातील

सद्यस्थिती,समस्या आणि शिक्षकांनी केलेले उपाय इ.पर्यंत या विषयाचा विचार केलेला आहे.

**संशोधन विषयाची गरज**

अर्थातच ऑनलाईन अध्ययन,अध्यापन व मूल्यमापन या प्रक्रियेतील समस्या काय आहेत ? ह्या समस्यांवर शिक्षक काय उपाय करतात ? किंवा करू शकतात ? ऑनलाईन मूल्यमापन स्थिती काय आहे ? हे जाणून घेण्यासाठी सदर विषयाची गरज वाटली.

**संशोधन विषयाचे महत्व**

ऑनलाईन अध्ययन,अध्यापन व मूल्यमापनातील सद्यस्थिती जाणून, आलेल्या समस्यांचा विचार करून, त्यावरील उपाय सूचविण्यासाठी सदर संशोधन महत्वाचे आहे. कोविड-१९ काळातील ग्रामीण भागातील माध्यमिक शिक्षणाची सद्यस्थिती जाणण्यासाठी हा विषय महत्वाचा आहे.

**संशोधनाची उद्दिष्टे**

- १ ग्रामीण भागातील माध्यमिक स्तरावरील ऑनलाईन शिक्षणाच्या सद्यस्थितीचा अभ्यास करणे.
- २ ग्रामीण भागातील माध्यमिक स्तरावरील ऑनलाईन अध्ययनाच्या सद्यस्थितीचा अभ्यास करणे.
- ३ ग्रामीण भागातील माध्यमिक स्तरावरील ऑनलाईन अध्यापनाच्या सद्यस्थितीचा अभ्यास करणे.
- ४ ग्रामीण भागातील माध्यमिक स्तरावरील ऑनलाईन मूल्यमापनाच्या सद्यस्थितीचा अभ्यास करणे.

## समावेशक शिक्षण ( Inclusive Education)

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## सारांश—

सर्वांसाठी, सर्वांच्या कल्याणासाठी सर्व भारत, अर्थात भारत हा विविधतेतून नटलेला एकसंघटीत असलेला एकमेव देश आहे. विविधतेने नटलेल्या आपल्या भारत देशातील लोकशाही शासनाने सर्वांचे मानवी घटकांसाठी प्रयत्न करावा. शिक्षण ही समवर्ती सूचीतील महत्त्वाची राज्य आणि केंद्र शासनाची संयुक्त जबाबदारी असल्याने सर्वांसाठी शिक्षण महत्त्वाचे आहे. स्वातंत्र्यपूर्व, स्वातंत्र्योत्तर अनेक आयोग तसेच सर्व शिक्षा अभियान, माध्यमिक शिक्षा अभियान अशा अनेक योजना त्यासाठी कार्यरत होत्या. भारतामध्ये वंशभेदाचे प्रमाण वाढलेले असलेले तरी आर्थिक परिस्थिती हलकीची असलेले, गरीब, आदिवासी, अपंग, शिक्षणापासून वंचित असलेले असे अनेक घटक आढळतात.

युनेस्कोच्या मते, 'वंचित बालके, युवक व प्रौढ यांच्या अध्ययन गरजांचा शोध घेत लक्ष केंद्रित करणारा विकासात्मक उपागम म्हणजे 'समावेशक शिक्षण' होय. १९६० मध्ये 'सर्वांसाठी शिक्षण' संकल्पना जगातील अनेक देशांत अस्तित्वात आली होती. समावेशक शिक्षणाची समावेशकता, सर्वांना संधी, सर्वांसाठी समान न्याय अशी अनेक वैशिष्ट्ये आहेत. समावेशक शिक्षणात सर्वांना समान संश्री, समान न्याय, राष्ट्रीय ऐक्य, समता स्थापित करणे, शिक्षणाची समान संश्री, आर्थिक दृष्ट्या मागसांनाही समान संधी असे अनेक फायदे आहेत. तर संघ आणि कंटाळवाणे अध्यापन होऊ शकते अशी मर्यादा देखील आहे.

समावेशक शिक्षणाचे विद्यार्थी, लोकप्रतिनिधी, शिक्षक, भौतिक सुविधा, समाज, पालक असे अनेक घटक आहेत. समावेशक शिक्षणात मानवी आणि भौतिक घटकांसंदर्भात अनेक समस्या जाणवतात.

**सूचक शब्द** — समावेशक शिक्षण

## प्रस्तावना —

'नवी तालीम' हे सर्वोदयी व अहिंसक समाजनिर्मितीसाठी साधन आहे अशी महात्मा गांधी यांची भूमिका होती. भारतामध्ये विविध परंपरा, जाती, धर्म, भाषा,, भौगोलिक, शारीरिक, भाषिक, सांस्कृतिक इ.प्रकारची विभिन्नता आढळते.जगामध्ये एवढी विविधतेत एकता असलेला भारत हा एकमेव देश आहे.

भारताच्या राज्यघटनेनुसार सर्व नागरिकांना समता, स्वातंत्र्य, न्याय आणि प्रतिष्ठेचे आश्वासन देण्यात आले आहे. बिबाको मिलेनियम फ्रेमवर्क मध्ये ही भारताचा सहभाग आहे ज्यामध्ये सर्वसमावेशक, मर्यादा-मुक्त व हक्काधारित समाज उभा करण्याची कल्पना मांडली आहे. समावेशक शिक्षण, अपंगांचे हक्क आणि प्रतिष्ठा जपण्यासाठी व त्यांचा प्रसार करण्यासाठी यूपन

संयुक्त राष्ट्र संघटनेने ३० मार्च २००७ रोजी केलेल्या ठरावावर भारताने त्याचदिवशी स्वाक्षरी केली आहे.

नैसर्गिक वातावरण व मुलाभिमुख शिक्षणावर लक्ष केंद्रित करून सर्वांसाठी समान संधीचा विचार समावेशक शिक्षणात केला जातो. हे शिक्षण 'समान संधी' तत्वावर आधारलेले असून या शिक्षणपद्धतीच्या मुख्य प्रवाहात सर्वांचा स्वीकार केला जातो.

**'समावेशक शिक्षण — संकल्पना (व्याख्या)—**

१ 'भिन्न क्षमता असूनही विशेष गरजा असलेल्या बालकांना सामान्य बालकांसमवेत एकाच वर्गात शिकण्याची समान संधी ज्या शिक्षणात दिली जाते, त्यास **समावेशक शिक्षण** म्हणतात.'

२. **Inclusive education** means inclusion as a method and approach for making provision of education to all children without any discrimination.

३. भिन्न क्षमता असूनही विशेष गरजा असलेल्या बालकांना सामान्य बालकांसमवेत एकाच वर्गात

उच्च शिक्षण क्षेत्रातील तंत्रज्ञानाधारीत अध्ययन, अध्यापन आणि मूल्यमापनाची सद्यस्थिती: एक अभ्यास

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सारांश :

बिनभितीची इथली पाळा लाखो इथले गुरू, आणि देशाचे भवितव्य वर्गावर्गात घडत आहे. (कोठारी कमीषन) याचा विचार करता, सर्वच शिक्षण क्षेत्रात व्हड्ले १९ या कोरोना संसर्ग आजाराने व्दसपदम अध्ययन अध्यापन सुरू झालेले आहे.

उच्च शिक्षण क्षेत्रातील विद्यार्थ्यांना अध्यापक स्वअम जंबीपदहए मकपव टपकमव चा वापर, ल्वन ज्जम बैददमस चा वापर करून अध्यापन करतात. विद्यार्थ्यांना गरीबी, अर्थार्जन, व्हळ मोबाईल नसणे, रेंज व डाटा प्रॉब्लेम मुळे अध्ययनात अडचणी येतात. अध्यापकांनाही सर्वच अध्यापन तंत्रज्ञानावर अध्यापन अषक्य वाटते. गरजेनुसार त्यांचा वापर करावा. अध्यापकांच्या मते अध्ययन, अध्यापन, मूल्यमापन प्रत्यक्ष विद्यार्थी समोरासमोर असल्यावर प्रभावी परिणामकारक होईल असे वाटते. मूल्यमापन तंत्रज्ञानाधारीत घेणे षक्य असले तरी वैयक्तिक, कौषल्याधिशिठत, दीर्घोतरी प्रष्नाचे मूल्यमापन अषक्य वाटते.

अर्थातच उच्च शिक्षण क्षेत्रातील तंत्र ज्ञानाधारीत अध्ययन, अध्यापन व मूल्यमापन प्रक्रिया सद्या समाधानकारक सुरू आहे. परंतु सर्वच शिक्षण प्रक्रिया तंत्रज्ञानाधारीत करणे अषक्य वाटते.

सूचक षब्द : उच्च शिक्षण, तंत्रज्ञानाधारीत अध्ययन, अध्यापन, मूल्यमापन

प्रस्तावना :

“कर्मसु ज्ञानः कौषल्यम्।” अर्थात कोणतेही कर्म करतांना त्याला ज्ञान व कौषल्याची जोड हवी, तरच यष मिळते. शिक्षणातील औपचारिक प्रकारात पूर्वप्राथमिक, प्राथमिक, माध्यमिक व उच्च माध्यमिक, महाविद्यालयीन स्तराचा समावेश आहे. छ्च १९ नुसार इयत्ता १२ चीचा वर्ग

## A comparative study the Problems of Primary Schools in Tribal and Non-Tribal areas

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### Abstract:

Primary Education is compulsory free and universal as per the article 45 of the constitutions and RTE act 2009. Regarding the problems of education at primary level of Tribal and Non tribal regions. There are many problems like- class control, evaluation, learning preparation, teaching, remedies like multi class teaching planning, guidance, use of various teaching methods and audio visual aids, mid day meal, individual attention, training schedules should be proper, problems related to the physical facilities, drinking water, Ramps for physically disabled, kitchen shade, computer room, etc. are found in the tribal areas, while sanitation rooms, electric compound, library, sports material etc. are found in non tribal areas. But in both the areas there are the problems like classrooms, headmaster room, etc are same. If the problems in learning progress are considered mother tongue colloquial language, Geographical, lack of female teachers, migration of parents, domestic responsibilities, parents disinterest etc. are found both in the schools of tribal and non-tribal areas.

The reasons behind the absentee of the students in tribal & non-tribal areas are- agriculture / farming, health problems, economic, domestic, educational, geographical, and religious, poverty etc. found. In tribal, nontribal areas of rural schools, there are geographical problems, family problems, earning sources. Different factors like - economics problems, no excellent implementation of programme, no interest of students parents, disinterest geographical situation etc. affect in implementing the learning progress schemes in both the tribal and non tribal areas.

**Key Word :** Primary Education, Tribal, Nontribal Area,

### 1. Introduction:

“The destiny of nation is being shaped in the classrooms” (1964-66 Kothari commission) School is the model of society and not the image. The place where the effects are being taken for holistic harmonious development of student is called as

## ९. समाजातील उद्योजकांच्या सद्यस्थितीचा अभ्यास

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### १. प्रस्तावना

उद्यमेने सिध्दांति कार्यानिच मनोरथः किंवा उद्योगः खलु कर्तव्यः अर्थात उद्योग, व्यवसाय तथा कृती केल्याशिवाय इच्छित ध्येय, मनोरथ पूर्णतः जाता येऊ शकत नाही. अन्न, वस्त्र, निवारा, आधुनिक शिक्षण ह्या मानवाच्या मूलभूत गरजा आहेत. अर्थातच अर्थार्जन हा सर्व मानव जातीसाठी आवश्यक आहे. विशेषतः कुटुंबासाठी ती विशेष गरज आहे. अर्थार्जनाचे नोकरी, सेवा, शेती, मजुरी, उद्योग व्यवसाय असे अनेक मार्ग आहेत.

१९९६ - डेलॉर्स कमिशन ने कृतीयुक्त शिक्षण ही भूमिका मांडली त्यातीलच उद्योजकता हा एक महत्वाचा भाग आहे.

ग्रामीण व शहरी, गरीब व श्रीमंत, जात संवर्गानुसार व्यवसाय, पारंपारिक व आधुनिक, गरजेनुसार असलेले अनेक उद्योग व्यवसाय आढळतात.

### २. संशोधन समस्येचे स्वरूप

शहरी भागातील विविध पारंपारिक, आधुनिक, वडिलोपार्जित, छोटे, मोठे, प्राथमिक, दुय्यम, तृतीयक व्यवसाय त्या संदर्भातील उद्योजक, त्यांच्या समस्या, सद्यस्थिती, परस्परवलंबीत्व, कौटुंबिक, शैक्षणिक स्थिती यांचा अंतर्भाव सदर संशोधनात केलेला आहे.

### ३. संशोधन विषयाची गरज

समाजातील उद्योग व्यवसाय करणारे, व्यावसायिक त्यांची सद्यस्थिती कौटुंबिक व शैक्षणिक समस्या, व्यावसायिक समस्या, आर्थिक स्थिती, इत्यादी जाणून घेण्याची संशोधकास गरज वाटली.

### ४. संशोधन विषयाचे महत्त्व

समाजातील विशेषतः शहरातील उद्योजकांच्या व्यावसायिक, कौटुंबिक, आर्थिक समस्या जाणून घेऊन त्यांच्या अपेक्षा समाजातील पुढील उपाययोजना सूचविता येतील.

### ५. संशोधन समस्या विधान

'समाजातील उद्योजकांच्या सद्यस्थितीचा अभ्यास करणे.'

### ६. संशोधन समस्येचे स्पष्टीकरण

A. समाज - म्हणजे दोन किंवा अधिक व्यक्ती विशिष्ट हेतूने कायमचे किंवा तात्पुरते एकत्र येतात.

यशस्वी अध्ययन व अध्यापनासाठी वेळेचे व्यवस्थापन

प्रा. ए. के. करवर

सहाय्यक प्राध्यापक, स्वामी सहजानंद भारती कॉलेज ऑफ एज्युकेशन श्रीरामपूर

प्रस्तावना

व्यवस्थापन ही एक प्रक्रिया असून व्यवस्थापकाची अभिव्यक्ती असते. Management is the development of people, personal administration- (L.A. Apple) व्यवस्थापन ही एक प्रक्रिया असून त्याद्वारे सहकार्य व संघवृत्तीने आपण आपल्या ध्येयपुर्तिकडे वाटचाल करत असतो. कोणत्याही व्यवसायाचे व्यवस्थापन यशस्वीपणे आणि कार्यक्षमतेने होण्याकरिता काही तत्वांचे पालन करणे आवश्यक असते. हेनरी फेयॉल (१८४१-१९२५) या फ्रेंच व्यवस्थापन-तत्त्वज्ञाने व्यवस्थापनाची चौदा मूलभूत तत्त्वे विशाद केली आहेत कूटज्ञ व ऑनोनेल यांच्या प्रिन्सिपल्स ऑफ मॅनेजमेंट (१९५९) या ग्रंथात या तत्वांसंबंधीचे विवेचन आढळते.

व्यवस्थापनाच्या उपपत्ती- १. फेड्रीक डब्लू टेलर २. हेन्री फेयोल ३. पिटर ड्रकर

व्यवस्थापन-प्रकार

१. वेळेचे व्यवस्थापन	६. ई-कचरा व्यवस्थापन
२. वर्ग व्यवस्थापन	७. घनकचरा व्यवस्थापन
३. आपत्ती व्यवस्थापन	८. धोका व्यवस्थापन
४. प्रसंग व्यवस्थापन	९. व्यवसाय व्यवस्थापन
५. आर्थिक व्यवस्थापन	१०. इतर व्यवस्थापन

वेळ व्यवस्थापन (Time Management)-संकल्पना

१. "व्यक्तीला उपलब्ध असणाऱ्या वेळेचे सुयोग्य प्रभावी, उद्दिष्टानुगामी व अपेक्षित फलनिष्पत्ती होण्यासाठी केलेले वेळे संदर्भातील नियोजन म्हणजे वेळ व्यवस्थापन होय."
२. "उपलब्ध वेळेची योग्य हाताळणी करणे, वेळेचे संयोजन करणे, आपण वेळेवर नियंत्रण करणे, दृष्टीक्षेपातील उद्दिष्टे सध्या करणे म्हणजे वेळ व्यवस्थापन होय."
३. स्वतः स्वतः वर घातलेले बंधन
४. आयुष्यातील प्रत्येक सेकंदाचा आनंददायी विकासात्मक परिपूर्ण केलेला उपयोग.

वेळेचे व्यवस्थापन :- गरज

'उद्या' उमलणारी सर्व फुलं 'आजच्या' बियांमधून जन्म घेतात. - एक चिनी म्हण आजच्या अत्यंत व्यग्र जीवनशैलीत वेळेचं व्यवस्थापन करण्याची मोठी गरज निर्माण झाली आहे वेळेच्या व्यवस्थापनामुळे कामांचा प्राधान्यक्रम निश्चित करता येतो आणि त्यानुसार कामे उरकता येतात. अत्यंत घाईगर्दीच्या वेळेस अचानक उद्भवलेली महत्त्वपूर्ण कामे वेळेत पूर्ण करता येतात आणि परिस्थितीवर ताबा मिळवणे शक्य होते तणावाखाली असणे, कामाची पूर्तता करणे अशक्य, एखादा निर्णय घेतांना अवघड जाणे बरेच लोक वेळेचे व्यवस्थापन करत नाही, उत्पादनक्षमता वाढवता येते, मनावरच्या ताणाची पातळी कमी करता येते, कार्यालयीन कामे आणि व्यक्तिगत आयुष्यात पार पाडायच्या गोष्टी यांचा समतोल साधता येणे शक्य होते, कमी वेळ असणे, कामाचा बोजा पडणे.

वेळ कसा खर्ची होतो?

कार्यालयीन दैनंदिन कामकाज, सातत्याने करावयाचे काम, नव निर्मितीवर तीव्र आधारलेले काम, रोजच्या कामाचे वर्गीकरण व उत्तम कार्यपूर्ती, तातडीची व कमी महत्वाची कामे, तातडीची व अत्यंत महत्वाची कामे इ. मुळे वेळे खर्च होतो.

बी.एड.छात्र अध्यापकांचे उच्चशिक्षण अध्ययन व भविष्यवेधी उपयोगिता  
यांच्याविषयीच्या दृष्टीकोनाचा अभ्यास

- प्रा. ए.के. करवर  
सहाय्यक प्राध्यापक

एस. एस. बी. कॉलेज ऑफ एज्युकेशन, श्रीरामपूर, जि. अहमदनगर

सारांश

शिक्षणशास्त्र पदवी (बी.एड.) स्तरावरील छात्राध्यापक उच्चशिक्षणाची उपयोगिता अनेक विषयांशी समन्वय जोडला जावा, व्यवहारोपयोगी जीवनाभिमुख विषय, कौशल्याचे शिक्षण द्यावे. असे स्पष्ट करतात. छात्राध्यापकांना आशयज्ञान, स्पर्धापरीक्षा, यांचे ज्ञान माहिती द्यावी. बी.एड. मुळे भविष्यात रोजगार अर्थार्जनानी संधी आहे. तसेच पुढील एम. फिल. पीएच.डी. चे शिक्षण घेणार असून बी. एड. अभ्यासक्रम एक वर्षाचाच असावा, शिक्षणशास्त्र प्रशिक्षणामध्ये अध्यापनावर भर असतो, इतर विषयांचा अल्प संबंध असतो. परंतु व्यावहारिक, समाजोपयोगी, विषय ज्ञान व कौशल्याचे शिक्षण द्यावे. उच्चशिक्षणाचे अध्ययन करताना विद्यार्थ्यांना व्यवहारोपयोगी, अत्यावश्यक व नित्य उपयुक्त कौशल्यांचे शिक्षण द्यावे. असे अनेकांचे मत आहे.

बी. एड. प्रशिक्षणाच्या मते उच्च शिक्षण - बुद्ध्यांकानुसार, अनुभवजन्य, नाट्यकला, कुकींग, सर्व व्यवस्थापन, कौशल्य कामे, शेती अभ्यासक्रम इ. कौशल्याधिष्ठीत दिले जावे, असे वाटते.

सूचक शब्द छात्र अध्यापक, उच्चशिक्षण अध्ययन, भविष्यवेधी उपयोगिता.

प्रस्तावना

राष्ट्रीय उच्चतर शिक्षा अभियान ( RUSA-2013) मुळे संबंध देशात उच्चशिक्षणाकडे शासन, संघटना, संस्था, संबंधित घटक यांनी भौतिक, मानवी घटक, त्यांचे विकसन यांकडे जाणीवपूर्वक लक्ष दिले जात आहे. पाश्चात्य शिक्षण व्यवस्थेत विविध विचारवंत, शिक्षणतज्ञ व्यावसायिक, कौशल्यधिष्ठीत शिक्षणावर भर देत आहेत. पाश्चात्य विद्यार्थ्यांसाठी माध्यमिक ते विद्यापीठीय शिक्षण स्तरापर्यंत विविध व्यावसायिक शिक्षण देताना दिसतात. अर्थातच म. गोधी म्हणतात, शिक्षण व जीवन यांचा समन्वय हवा. त्यासाठी त्यांनी 3H (Head, Hand, Heart) सांगितले.

विज्ञान, कृषी, औषध निर्माणशास्त्र, अभियांत्रिकी, रचनाशास्त्र, विधी, कला, वाणिज्य, या शाखांबरोबरच शिक्षणशास्त्र ही एक महत्वपूर्ण शाखा आहे. शिक्षणशास्त्र डी.ई.एल.एड.(डी. एड.) बी. एड. एम. एड. स्तर तसेच पुढे एम. फिल, पीएच.डी. स्तरापर्यंत घेऊन पूर्वप्राथमिक ते विद्यापीठीय स्तरापर्यंत अध्यापनाचे काम करणारे विविध शिक्षक दिसतात. काही खाजगी क्लासेसच्या माध्यमातून स्वतःचे अर्थार्जन करतात. परंतु शिक्षणशास्त्र पदवी स्तरावर अध्ययन करणारे प्रशिक्षणार्थी भविष्यातील नोकरीची हमी नसल्याने व स्वयंरोजगाराच्या कमी संधी असल्याने या प्रशिक्षणाकडे कमी वेळतात.

बी.एड. प्रशिक्षण :

सध्याचे बी. एड. प्रशिक्षण पदवी तथा पदवी नंतर दोन वर्षांचे, बारावी नंतर चार वर्षांचे आढळते. पुढे ते सव्वीसाठीच चार वर्षांचे होण्याच्या शक्यतेत आहे. हे प्रशिक्षण झाल्यानंतर माध्यमिक, उच्चमाध्यमिक स्तरावर शिक्षक होता येते. तसेच एम. एड. एम. ए (एज्युकेशन) करून उच्च शिक्षणाकडे अध्ययनासाठी जाता येते.

सदया ह्या प्रशिक्षणात सर्वाधिक प्रवेशित विद्यार्थीनी आहेत. संशोधकाने बी. एड. प्रशिक्षणाच्या उच्चशिक्षण व भविष्यवेधी उपयोगिता याविषयी त्यांच्याकडून प्रश्नावलीद्वारे प्रतिक्रिया प्राप्त केली.

संशोधनाची उद्दिष्ट्ये

1. बी. एड. प्रशिक्षणाच्या प्रशिक्षणासंदर्भातील दृष्टीकोनाचा अभ्यास करणे
2. बी. एड. प्रशिक्षणाच्या उच्चशिक्षणाविषयीच्या दृष्टीकोनाचा अभ्यास करणे.
3. बी. एड. प्रशिक्षणाच्या भविष्यसाठीच्या उच्चशिक्षण उपयोगितेच्या संकल्पनेचा अभ्यास करणे.
4. बी. एड. प्रशिक्षणाच्या उच्चशिक्षणासंदर्भातील भविष्यवेधी अपेक्षांचा अभ्यास करणे.

संशोधनाची गरज

सदर बी. एड. छात्राध्यापकांच्या उच्चशिक्षणाविषयीच्या दृष्टीकोन काय आहे? हे प्रशिक्षण घेतल्यावर भविष्यात काय उपयोगिता वाटते आणि त्यांच्या भविष्याबद्दलच्या कोणकोणत्या अपेक्षा आहेत? हे जाणून घेण्यासाठी सदर संशोधनाची गरज वाटते.

संशोधनाची महत्त्व

बी.एड. छात्राध्यापकांच्या वेगवेगळ्या दृष्टीकोनाची माहिती मिळणे, उच्चशिक्षण विषयीचे त्यांची कल्पना, उच्चशिक्षणाचे सदयस्थितीतील उपयोजन आणि भविष्यवेधी अपेक्षांची माहिती मिळावी, म्हणून सदर संशोधन महत्त्वाचे वाटते.

**New Trends in Learning and Teaching**

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**Introduction**

**Education having to be skill based but which it will not fulfill its purpose. We need to stress on computational thinking. It is going to be useful for young persons and adults who believe in being lifelong learners.** There has been a realization that traditional approaches in teaching learning process in higher education. There are many different learning teaching new trends i.e. critical thinking, practical application, live case study, online study, self learning, group study, creative education, meeting for individual learning, activity centered and others.

We must accepted Challenges in Education for teaching learning process and also accepted major trends for online teaching and learning.

For change our Nation or built it we accept all changes in 21<sup>st</sup> century

Our Education is student centered process. So we / Teacher must give new knowledge to theme. RTE ACT 2009, many national educational polices must work for student. So teacher must studied teaching learning process and its important elements.

On the last decade, the traditional teaching and learning methods and current instructional systems have come under increased scrutiny. The search for more effective alternatives has been accompanied by intense research and evaluation efforts. An enormous number of books and articles, several new journals and international and national conferences and professional associations are now specifically devoted to instructional concerns.

**What is Trend?**

1. A trend is a change or development towards something new or different.
2. A pattern of gradual change in a condition, output or process or an average or general tendency of a series of data points to move in a certain, direction, over time, represented by a line or curve on a graph.

**What is learning?**

1. 'The process of gaining knowledge and expertise.' - *Malcolm Knowles*
2. Measurable and relatively permanent change in behavior through experience, instruction, or study is called learning.

**What is teaching?**

In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person.

**Oldest Methods**

1. Good Teaching
2. Individual Learning
3. Subject oriented

**Challenges in Education**

1. Low quality output
2. Compition
3. Mental Stress

**New Trends for Learning and Teaching-**

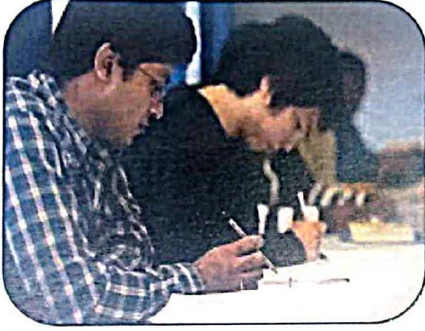
1. Opportunities to develop programs for Career & Technical Education e.g. health, automotive.
2. Critical Thinking-Teacher must critical thinking about student and their progress.
3. Practical Application-Teacher will teach and will gave stress on practical knowledge, application.
4. Live Case Study- Teacher study each student, their problems, i.e. case study
5. Online Study- Teacher study learning, teaching process with help or use of new trends i.e. online study
6. Self Learning- Teacher will give motivation to student for self learning. Student also studied with self learning habit.
7. Group Study- Teacher will give homework, assignment by group study. This study habit is discussion, interaction method.
8. Creative Education- Teacher will give creative education or teaching to student for learning.
9. Meeting for individual learning- Student must studied self learning, discussion, self problems.
10. Activity Centered- Teacher will give activity based education or teaching to student for learning. Teachers teaching method will be full of action and student centered.
11. Blended Learning- Blended learning is should 'blend' online media with the traditional classroom set up. This is also known as technology mediated learning, or hybrid learning, as it combines the two

GRT

‘महाविद्यालयीन स्तरावरील नाविन्यपूर्ण अध्यापन व उपक्रम शोधून उपाययोजना सूचविणे’

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**सारांश-**

साधनाशिवाय साध्य अशक्य असते. अर्थात विद्यार्थी केंद्रविद् असलेल्या आपल्या शिक्षण पद्धतीत विविध स्तरांचा विचार करता/महाविद्यालयीन विद्यार्थ्यांच्या वर्तनात बदल घडविण्यासाठी, राष्ट्रीय शैक्षणिक धोरणे व ध्येये, गाभा घटक, मूल्ये, राष्ट्रीय अभ्यासक्रम, विविध उच्च शिक्षणाची मंडळे व संस्था, यांची ध्येये, उद्दिष्टे साध्यतेसाठी सर्वच महाविद्यालयीन अध्यापकांनी नाविन्यपूर्ण उपक्रम, तंत्रे, आदर्शाकरण, पद्धती इ. राबवणे तसेच प्रभावी वापरणे ही काळाची गरज आहे.

**सूचक शब्द :** नाविन्यपूर्ण अध्यापन, उपक्रम, विचार प्रवर्तक तंत्रे, गट अध्यापन, श्रेणीसाध्यता व संपर्क, आदर्शाकरण, वातावरण निर्मिती, स्व जबाबदारी नाविन्यपूर्ण उपक्रम इ.

**प्रस्तावना :**

‘देशाचे भवितव्य वर्गावर्गात घडते आहे.’ (कोठारी कमिशन १९६४-६६) या आयोगानुसार प्रत्येक वर्ग मग तो पूर्व प्राथः, माध्य, वा महाविद्यालयीन असो, त्यामध्ये सामील सर्व विद्यार्थ्यांचा शारी. मान. साध. शैक्ष. संस्कृ. नैतिक, अध्या., अर्थात सर्वांगिक विकास होणे महत्वाचे आहे. अर्थात त्या विकासासाठी शिक्षकांनी सतत उपक्रमशिल, नवोपक्रम, नित्यनव्यांचा शोध व नाविन्यपूर्ण उपक्रमांचा हव्यास ठेऊन हे उपक्रम, प्रकल्प आपल्या विद्यार्थ्यांमध्ये राबवावेत. कारण ‘वर्तनात परिवर्तन म्हणजे शिक्षण होय’ ही शिक्षणाची सध्याच्या सांगते. महाविद्यालयीन विद्यार्थी हे १६ ते २५ पर्यंत असू शकतात. त्यांच्या अध्यापनासाठी विविधांगी तंत्रे, पद्धती, उपक्रम, विविध शैक्षणिक नाविन्यपूर्ण उपक्रमांची स्थिती प्रस्तुत शोध निबंधात घेण्यात आली आहे.

**संशोधन विषयाचे स्वरूप :**

महाविद्यालयीन स्तरावरील कनिष्ठ व वरीष्ठ महाविद्यालयातील विद्यार्थ्यांच्या सर्वांगिक विकासाठी कोणकोणती नाविन्यपूर्ण उपक्रम तंत्रे, विचारप्रवर्तक तंत्रे, गट अध्यापन, श्रेणी साध्यता व संपर्क आदर्शाकरण वातावरण निर्मिती, स्व-जबाबदारी यांसाठीचे नाविन्यपूर्ण उपक्रमांची सद्यस्थिती जाणून घेणे अर्थात त्यांच्या शैक्षणिक विविधांगी अध्यापन संदर्भात मागोवा हा शोध निबंधाचा विषय आहे.

**संशोधनविषयाची गरज :**

सामाजिक, नैतिक मूल्यांचा न्हास, अशांतता, गुन्हेगारी, बेकारी, बेरोजगारी अशा अनेक प्रश्नांमुळे महाविद्यालयीन शिक्षक कोठे तरी कमी पडतो असे वाटते. या गंभीर संदर्भात जाणीव विद्यार्थ्यांना द्यावी, नागरिकत्वाचे शिक्षण, सामा. प्रश्नांची जाण व भूमिका शिक्षकांचे अध्यापन परिपूर्णता इ. साठी सदर महाविद्यालयीन संशोधनाची गरज वाटते.

**संशोधनविषयाचे महत्व :**

शिक्षणाचे बाजारीकरण, सामाजिक प्रश्न व समस्या सोडविणे महाविद्यालयीन अध्यापकांच्या अध्यापनतंत्र, नाविन्यपूर्ण उपक्रमांची सद्यस्थिती जाणून घेऊन सूचविलेल्या उपायांच्या वापराने महाविद्यालयीन विद्यार्थी, अध्यापक नाविन्यपूर्ण उपक्रम, तंत्रे नव्याने विविधता आणून वापरू शकतील. जे नाविन्यपूर्ण उपक्रम वापरतात त्यांचे दृढीकरण होईल. म्हणून सदर संशोधन महत्वाचे आहे.

**संशोधनाची उद्दिष्टे :**

१. महाविद्यालयीन स्तरावरील नाविन्यपूर्ण अध्यापनासाठीच्या विविधांगी, तंत्रे, पद्धती उपक्रमांच्या सद्यस्थितीचा शोध घेणे.
२. महाविद्यालयीन स्तरावरील नाविन्यपूर्ण उपक्रम तंत्रे, पद्धती वापराची कारणे शोधणे.
३. महाविद्यालयीन स्तरावरील विविध नाविन्यपूर्ण उपक्रमांसाठी उपाय सूचविणे.

“Innovative Teaching Practices at College Level”

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**महाविद्यालयीन यशाचे गमक : नाविन्यपूर्ण उपक्रम**

**प्रा.ए. के. करवर**

स. प्राध्यापक

एस.एस.बी. कॉलेज ऑफ एज्युकेशन, श्रीरामपूर

**सारांश**

शिक्षणाची घटनेशी संबंधीत राष्ट्रीय उद्दिष्टे व त्यावर आधारित विषयवार अभ्यासक्रम, पाठ्यक्रम, यांद्वारे नाविन्यपूर्ण उपक्रम अत्यंत महत्वाचे आहेत. महाविद्यालयाची यशास्वी वाटचालीसाठी ते महत्वाचे आहेत. अध्ययन, अध्यापन, संशोधन, सामाजिक विकास, आधुनिकता, वैज्ञानिकता, राष्ट्राची प्रगती, व्यक्तिविकास यासाठी महाविद्यालय अनेक नाविन्यपूर्ण उपक्रमाची जोड विविधतेने घ्यावी / वापरावी.

सूचक शब्द : नाविन्यपूर्ण उपक्रम

**प्रस्तावना :**

शिक्षण म्हणजे शरीर आणि आत्मा यांचा सर्वांगीण विकास करणे होय असे म. गांधी म्हणतात. शिक्षण प्रक्रिया अनौपचारिक, औपचारिक, सहज, तसेच चिरंतन वा अन्य रूपात दिसते. निम्न, प्राथ., उच्च प्राथ., माध्य., उच्च माध्य., महाविद्यालयीन शिक्षणाद्वारे विद्यार्थ्यांचे औपचारिक शिक्षण होते. परंतु हे शिक्षण नाविन्यपूर्ण उपक्रमाद्वारे ही शिक्षणप्रक्रिया गतीशिल, प्रभावी, परिणामकारक व यशास्वी करणे ही अपेक्षित आहे. त्यासाठी नाविन्यपूर्ण उपक्रम राबविणे, सर्वांचा सहभाग घेणे अपेक्षित आहे.

व्याख्या : 1. कोणतेही काम नाविन्यपूर्णतेने करण्याचा प्रयत्न करणे म्हणजे नाविन्यपूर्ण उपक्रम होय

2. अध्ययन दृढीकरणासाठी सहाय्यक कार्यक्रम / प्रकल्प जेव्हा नाविन्यपणे केला जातो तेव्हा तो नाविन्यपूर्ण उपक्रम होतो.

**नाविन्यपूर्ण उपक्रम**

**1. ऑडिट करणे**

अ. पूर्व ऑडिट : झालेल्या वर्ष / सहामाहीचे ऑडिट करणे, सूचना देणे.

ब. प्रत्यक्ष ऑडिट पॅनल / टीम चा आधार घेउन ऑडिट करणे, पुरावे पाहणे, सूचना देणे.

क. ऑडिट नंतरची कार्यवाही : ऑडिटच्या सूचनांची पूर्तता करणे, अपूर्णता पूर्ण करणे.

**2. भविष्यलक्षी ध्येय, उद्दिष्टे :**

यातून शाखेच्या विकासाचा वाटचालीचा मार्ग स्पष्ट होतो.

**3. उर्जा बचत :**

आपल्या संस्था / महाविद्यालयातील वीज उपकरणांची सुविधा पाहून आवश्यक तेव्हाच सुरु करणे, कार्यपूर्तीनंतर ही सर्व उपकरणे ,लाईट, फॅन, सांगणक, गीझर, ए.सी. इतर बंद करणे वर्गात वायुवीजन व्यवस्था हवी.

**4. सौर उर्जा निर्मिती व वापर :**


सौर पॅनेल बसवून उर्जा संचय करणे, वापर करणे, त्यावर आधारित डी.सी. करंटचे बल्प, ट्यूब, फॅन वापरणे.

**5. पाणी बचत :**

पिण्याचे, वापराचे, धुण्याचे पाणी योग्य, पुरेसा वापर करणे वापरलेल्या पाण्याचे परिसरातच शोध खड्यात जिरवणे किंवा प्रक्रिया करून अशुद्ध पाणी शुद्ध बनवणे भविष्यातील युद्ध पाण्यासाठी होईल असे म्हणतात. पाणी डॅम / तलाव / धरण / डोंगरबांध याद्वारे साठवले / आडवले पाहिजे.

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**महाविद्यालयीन नाविन्यपूर्ण उपक्रम : एक अभ्यास**

**श्री. ए.के.करवर,**  
श्रीरामपूर

**डॉ. व्ही.के. बामने**  
दयानंद कॉलेज ऑफ एज्युकेशन, सोलापूर

**सारांश :**

अध्ययन प्रभावी परिणामकारक होण्यासाठी अध्यापक जेव्हा नवीन प्रकल्प उपक्रमाचा, नवीन पध्दतीचा वापर करतो तेव्हा तो नाविन्यपूर्ण उपक्रम होतो. महाविद्यालय त्यातील अध्यापक, त्यांनी आपल्या विषयाच्या आशयानुसार वापरलेले. नाविन्यपूर्ण उपक्रम यांच्या अभ्यासाद्वारे देवाणघेवाण होते. शिवाय अध्यापकांच्या भविष्यातील अपेक्षा, महाविद्यालयासाठी नाविन्यपूर्ण उपक्रमासाठी सूचना कळतात. या अभ्यासाद्वारे विद्यार्थी केंद्रबिंदू मानून त्यांच्या, पर्यायाने राष्ट्रविकासासाठी या नाविन्यपूर्ण उपक्रमाची अत्यंत आवश्यकता आहे. तंत्रज्ञान, मानवीसाधनस्त्रोत व भौतिक साधनस्त्रोत व्यवस्थापन, उपक्रमाद्वारे अध्ययन, कौशल्ये व व्यवसाय यावर आधारित नाविन्यपूर्ण उपक्रम राबवणे ही महाविद्यालय, अध्यापक, संस्था, विद्यापीठ, शासन या सर्वांचीच संयुक्त जबाबदारी आहे.

सूचक शब्द : नाविन्यपूर्ण उपक्रम

**प्रस्तावना :**

अध्ययन अध्यापन प्रभावी, यशस्वी व परिणामकारक होण्यासाठी प्रत्येक शिक्षक/अध्यापकाने नाविन्यपूर्ण उपक्रमाचा उपयोग केला पाहिजे. महाविद्यालयातील विविध विद्या शाखा, विविध विषय यांच्या आशयानुसार आवश्यक उपक्रम, प्रकल्प यांचा वापर करणे अपेक्षित असते. तसेच हा वापर नाविन्यपूर्ण पध्दतीने करणे अपेक्षित आसते. शिक्षणशास्त्र, कलाशाखेतील विविध विषय, वाणिज्य, विज्ञानशाखेतील विविध विषय, अभियांत्रिकी शाखा यातील अध्यापकांनी आपल्या अध्यापन विषयाच्या आशयानुसार नाविन्यपूर्ण उपक्रम निवडून तो राबवावा. औपचारिक शिक्षण प्रक्रियेत विद्यार्थी अकर्षण्यासाठी, भाविष्यातील उपयोगासाठी या नाविन्यपूर्ण उपक्रमाचा वापर अध्यापकाने करावा. त्यासाठी आपले महाविद्यालय, इतर महाविद्यालय यांतील अध्यापकांच्या उपक्रमाचे निरीक्षण करून ते राबवावेत.

**संशोधन विषयाचे स्वरूप:**

संशोधकाने महाविद्यालयीन स्तरावरील वेगवेगळ्या विषय/ज्ञान शाखांतील विषय-अध्यापकांच्या नाविन्यपूर्ण उपक्रमांचा अभ्यास केला. त्यात क्षेत्र भेटी, पर्यावरण, कौशल्य, व्यवसाय, उद्योग, वृक्षारोपण, प्रदुषण, ई-कचरा, एडस जनजागृती, विविध स्पर्धा, उपक्रम, मोहिम यांचा अध्ययनासाठी उपयोग केला जातो काय ? हे प्रश्नावलीद्वारे जाणून घेतले आहे. तसेच महाविद्यालयातील विविध अध्यापक आपल्या महाविद्यालयात भविष्यात कोणते उपक्रम राबवणार? तसेच त्यांच्या सूचना कोणत्या ? यांचाही विचार करण्यात आलेला आहे.

**संशोधनाचे गरज :**

संशोधकाने मार्गदर्शकांच्या मदतीने महाविद्यालयात अध्यापना व्यतिरिक्त कोणते नाविन्यपूर्ण उपक्रम राबवले जातात ? भविष्यात कोणते नाविन्यपूर्ण उपक्रम राबवणार ? यांची माहिती प्राप्त होणे गरजेचे होते. ती जाणून घेतली. तसेच नाविन्यपूर्ण उपक्रमाविषयीची महाविद्यालयीन अध्यापकांची माहिती, सूचना जाणून घेणे गरजेचे होते. महाविद्यालयात यासाठी सदर संशोधनाची गरज वाटली.

06

**In service Teachers' views towards Teacher Education system in National Education Policy-2020: A Study**

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**Abstract:**

This is a research paper deals with the New Education Policy 2020 and its role in Teacher Education. In coming years India will be recognized only for the power of youth. The power of youth should be utilized through proper channels and education is the great mean, which will convert everything into something innovative. In India, according to the AISHE data for 2015-16, of the 17,000+ colleges in India that teach just single programme, nearly 90% are teacher training institutes. According to Justice J.S. Verma Commission: (2012) constituted by the Supreme Court, a majority of these standalone teaching institutes over 10,000 in number are not even attempting serious teacher education, but are essentially selling degrees for a price. Today teacher education institutes do commercial operations without giving quality to the student-teachers. Content of the teacher education course is not as qualitative as expected since the ages but many substandard institutes have been emerged out which have created valley between high quality content and pedagogy. Teacher education institutes are going to become multidisciplinary higher educational institutions in coming years so definitely there will be great transformation in the field of teacher education which will have high qualitative education. Teacher has to be more expertise and should keep learning by following innovative ways. Those who want to join in the teaching field as teachers, they really will have good career. In-service teachers have been teaching same content traditionally, although they are aware about how to fulfill the objectives of the respective syllabus but politics at school level makes the hinder. Even today's teachers do believe that there should be transformation in teacher education and quality of it must be enhanced so as to face the advanced generations who will express gratitude towards teacher for making their characters and successful lives.

**Keywords :** NEP 2020, Teacher Education, Quality transformation, Multidisciplinary institute,

**Introduction:**

"The National Education Policy 2020 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all."

Quality of education and Teacher training has the strongest bond between each other. In long back the central government had tried to reconstruct education framework and had published 'Challenges of Education' in which it was stated about teacher training, "Teacher performance is the crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers, as much through their personal

## RESPECTING EVERYTHING IS THE ONLY WAY TO ASSET YOUR VALUE

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### **Introduction:**

**Respect:** It is the personal feeling of any person towards others that how he/she treats others. Respect means caring and treating others with kindness. In this feeling one should be highly appreciated and honour has to be given each one. In the society many people are there and they are living with their own values but as far as respect is concern we have to recognize the value of people, property and the environment and yourself. In the world no one is alike i.e. everyone is different from each other and everyone should be honour properly. Although we are different from each other but we also have similarities, people do come in different sizes, shapes and colours. All people have hopes and dreams as well as feelings and emotions.

It is said that, 'character is nothing but the repetition of good habits',

There are six pillars of character, they are as follows:

- a) Respect   b ) Caring   c) Responsibility   d) Citizenship   e)  
Trustworthiness   f) Fairness

One should know these pillars of character for developing the character which lasts long.

### **Why respect is important?**

It is also seen that any person can give respect to another person and whatever he/she gives; there is always contentment in giving too. Change in within is the truth of life. Let us see why respect is important.

- a) **Trust:** Trust is the base of all relationships. It is the duty of everyone to treat others with respect. Trust within oneself creates the base for other relationships. At present relationships are about to break due to lack of trust in each other. Trust is an essential factor in family, in society and at workplace also. Person has to be



## An Awareness of Climate Change Among the Graduate Level Students: A Study

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### Abstract:

*This is the research paper based on the issue of climate change. In the world, climate related problems have been emerged due to overuse and exploitation of natural resources. This climate change became the global problem. Explosion of population and lack of awareness concern in the society is basically responsible for the degradation of climate. Climate change is familiar term among the literate and common man knows very well about it. In formal education subjects related to environment are included but effective implementation is not seen or no student is much aware about his duty towards conservation of nature. There are two types of disaster one is natural disaster and other is human related disasters. Fire, drought or famine, earthquakes and floods are known as natural. One third of the world's population directly or indirectly is suffering from the problem of drought and an accident, crowd and fire are known as human related disasters. Directly and indirectly these are also concern with the climate change. Every year in world almost 10 to 30 lac hectares jungles come under fire. Science and Technology is the boon to the society but due to it climate related problems are more in numbers. Climate degradation is the collective impact of human activities on nature and one should know the consequences of it. Right now we are facing the E-waste problem. The young generation should know the other side of the coin and they should involve in climate related awareness programme. LPG i.e. Liberalisation, Privatisation and Globalisation have influence the lives of people but these three rose as hurdles.*

**Keywords:** Climate, explosion of population, disaster, ecosystem, energy reduction

### Introduction:

India is the country where we do see the different flora and fauna. There are 18 main rivers in India and are known for sources of water for the states of India but nowadays we can see that conflicts emerged among the different states due to water and its management. Conflict of river Cauvery, Satlaj- Yamuna and Krishna are familiar to each one. Flood in Maharashtra, Flood in Kerala in which people had to lost their lives and everything due to unawareness of the climate. Problems like displacement of tribal people, deforestation, mining, cement factories i.e. mining and processing of minerals have an important environmental impact on land, water and soil as well as biological resources. As per the population of the world hunger threatens the peace of the world, even it leads political instability, social unrest, massive migration and civil war, crime and violence. Modern systems of agriculture use large amounts of fossil fuel energy, water and chemical fertilisers and pesticides to produce crops which help to climate change. Wind power, Hydropower, Tidal energy and solar energy are the best options but much awareness is not spread among the people. Excessive use Coal and petroleum have invited the

**Attitude Of Post-Graduate Students Towards Casteism & Untouchability: A Study**

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**Abstract:**

This is the research paper based on the issue of castes and untouchability. The aim of this research paper is to focus on the thinking of well-educated people about the discrimination in the name of castes, religions and traditions. India is the country where all are living together because of the one religion i.e. Indian. Indian should be the religion of everyone instead of all religions, but we cannot forecast about it. In the 21<sup>st</sup> century many disputes take place in various states of India. Casteism is the worst problem faced by each one in daily life. When we speak about castes, then what is the caste? The term caste was first used by Portuguese travellers who came to India in the 16th century. Caste comes from the Spanish and Portuguese word "casta" which means "race", "breed", or "lineage". Many Indians use the term "jati". There are 3,000 castes and 25,000 subcastes in India, each related to a specific occupation. There was 'varna' system in India, 'Varna' means colour or complexion of the body. Aryans were considered fair by complexion whereas 'Das' were black by complexion. 'Das' means 'servant', 'slave'. In traditional varna Brahmin, Kshatriy, Vaishy and Shudra were included. Even in present scenario everyone is stuck up with his/her caste and religion, apart from your education, profession and status we cannot forget about the castes and untouchability. These two are already carved on the hearts of people so cannot be easily erased.

**Keywords:** Hinduism, Casteism, Education, Untouchability, Degrading status of women.

**Introduction:** In Hinduism there exist four castes arranged in a hierarchy. Anyone who does not belong to one of these castes is an outcast. The religious word for caste is 'Varna'. Each Varna has certain duties and rights. Each Varna members have to work in certain occupation which only those Varna members are allowed. Each Varna has certain type of diet. These different castes fall under four basic varnas: Brahmins--priests & teachers, Kshatriyas--warriors & rulers', Vaishyas— farmers, traders & merchants, Shudras— laborers. In the language of religion, Brahmins have taken the birth through mouth the God, Kshatriyas have taken birth through the arms of the God, Vaishyas have taken the birth through the thighs of the God and Shudras have taken birth through the legs of the God.

Each Varna and also the untouchables are divided into many communities. These communities are called Jat or Jati (The caste is also used instead of Jat). For example the Brahmins have Jats called *Gaur, Konkanasth, Sarasvat, Iyer* and others. The outcasts have Jats like *Mahar, Dhor, matang, chambhar* and others. The Sudra is the largest Varna and it has the largest number of communities. Each *Jat* is limited to professions worthy of their Varna. Each *Jat* is limited to the Varna diet. Each *Jat* members are allowed to marry only with their *Jat* members. People are born into their *Jat* and it cannot be changed. Even after Independence of India there is no eradication of the castes and untouchability. The untouchability feature in the caste system is one of the cruelest features of the caste system. It is seen by many as one of the strongest racist phenomenon in the world.

**Rationale:** In Pre-Independence India, modern members of Brahmo society', established "Ladies Society" who supported for 'women education'. Rajaram Mohan Roy established '*Atmik Sabha*' in

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#### Abstract

This is conceptual paper in nature. In this conceptual paper qualities of good leader and functions of good leader have been illustrated. Leadership itself is the skill of a person to achieve the target with taking the cooperation and support from the colleagues having different attitudes and likings and interests. Leadership is a kind of technique or skill in which everyone has to play an equal role or make others to perform the actions i.e. to carry out responsibilities of many problems or specific problem. In the field of education with teaching and learning, a leader has to focus on various aspects like transparent administration, strategies to achieve the goals and vision of the certain institute, social related issues and uniting everything with same aim and with same workforce. Leadership is nothing but the reflection of team work.

**Keywords:** Leadership, Qualities, characteristics, roles

#### Introduction

"Leadership is the capacity to translate vision into reality"

Leadership is the art of motivating a group of people to act towards achieving a common goal. When we speak about Educational leadership, it is the process of enlisting and guiding the talents of each one and energy sources of teachers, pupils, and parents toward achieving common educational aims. In coming days everyone who is associated with the teaching, he or she must know the leadership skills and strategies. Apart from teaching and learning and engagement in various educational activities one has to accept the challenges of treating colleagues, students, stakeholders with positive manners. One can be a good leader on the basis of experiences which he/she takes in an academic life with keen observations with working at different levels and different roles. There are various types of leadership as written in brief.

#### Types of leadership

- 1) **Autocratic leadership:** In this leadership leader always having power, authority and responsibility to run the functions of any institution. Sometimes in such leadership opinions of the members are not entertained. Implementation on decisions taken is the first aim of this leadership. This leadership leads for quick decision. There is scope for demoralisation of colleagues or members of institute.
- 2) **Charismatic leadership:** This leadership gives importance only for transforming attitudes and beliefs among the members. Good changes about the institution can be seen directly. Goals of the institute can be achieved by administering this leadership because everyone who is associated with the institute is highly inspired.
- 3) **Transformational leadership:** In this leadership members of the institute can be motivated without the absence of leader. It gives importance to only outcomes or productivity and deeper involvement of the members or colleagues of the institute. Sometimes leader wants unrealistic expectations from the colleagues or members.
- 4) **Laissez-faire leadership:** Leader has the high degree of autonomy. He believes that work will be done perfectly without giving any instructions or orders to the members of the institute and everyone works as per the task given to them. It is also assumed that the members having the specific skills to complete the task. Individual freedom is given so there might be great possibility of incompleteness of the work.
- 5) **Transactional leadership:** This leadership focuses on the transaction between institute and members of the institute. In this leadership at any cost member has to obey an orders released from the leader and has to complete the given task. Only ambitious can people choose such kind of job.

**THE AWARENESS ABOUT THE FUTURE TRENDS IN TEACHING AND  
LEARNING AMONG THE TEACHERS AT SENIOR COLLEGE LEVEL: A STUDY**

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**Abstract:**

This is the research paper in nature. The researcher has tried to find out the status of the teachers at senior college whether they are familiar or using modern teaching and learning methods in their day to day teaching. In the field of Higher education the role of university is so important to make the change in the lives of students who will be the responsible for shaping the society and the respective country. Universities are fundamental to the creation, evaluation, maintenance and dissemination of knowledge. This era is known as for the Information of Technology. We have seen that the nations shift from an industrial to a knowledge society, there is an urgent need to develop young people's competency to work creatively and innovatively with knowledge. As we know that the traditional teaching has the same importance and Textual literacy remains a central skill in the 21st century, however, new Multi- media literacies also need to be considered as essential and one has to gain the mastery over the means of ICT for making good use these in Teaching and Learning.

It is also commonly seen that teachers are rely on chalk and talk only, they are intentionally neglect the importance of new trends in teaching and learning or deliberately avoid to get involved in such kind of training or learning. But students from the 21<sup>st</sup> century are full of knowledge and they always expect something new and innovative as well as challenging from the teachers in teaching and learning process.

**Keywords:** New Trends , ICT, Teaching methods, Technical skills, Higher Education

**Introduction:**

*"Education is the manifestation of perfection already in man" – (Swami Vivekananda)*

Really education has the great importance and one who learns, he lives so Learning is an active process in which people construct new knowledge through situated and authentic tasks, either individually or collaboratively, and through active exploration, experimentation, discussion, and reflection. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth.

Apart from traditional way of teaching, teacher community should be well prepare for facing such challenges with the positive acceptance of the ICT or multimedia in teaching and learning.



## Challenges before India in 21<sup>st</sup> Century

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### Abstract:

In this conceptual paper, challenges in the 21st century before India have been discussed. Education, politics, Agriculture, and poverty, employment, research etc. are always interrelated. One can easily influence other. In 2020 India will be the superpower in the world but right now no will dare to repeat these words because real problems have not been solved. Many policies have been formed but there is always lack of actual implementation. The world becomes the global village in one side but certain problems are also the part and parcel of the world. In India, there are many issues which are only for the discussions only, at present Education don't have quality and it is not contributing much to solve the problems of India society, no scope for producing good citizens, politician, thinkers, doctors, scientists and educationist, industrialist and skilled workers as well as teacher community and good social reformers. Nowadays when we think about those who had really sacrificed their lives for the India in pre-Independence and post-independence period are remembered rarely. Indians should come together to realize the challenges and should find the permanent solution on it.

**Keywords:** Challenges, Quality in Education, politics, poverty, Health, Terrorism.

### Introduction:

This era is known as the era of Science and Technology. Today everyone is aware about the environment directly or indirectly. In the society we can see the development in the field of spirituality, education, industry, culture and in the languages. The world become global village because of the development in the field of Science. Emotionally man has distracted from each other. Even he carelessly neglected the existence of the nature. Law of nature is live and let live but human being denied it so problems like pollution crossed the limit. New problems due to science and technology have been emerged, and some social and national level challenges have been come out and these are directly affecting to the human being. Following are some challenges before India in this 21st Century.

### Educational Quality at Primary Level:

Primary Education is concerns we need to think about the qualitative work for the students by the teacher is poor in quality. Although enrolment in primary education has increased, it is estimated that at least 35 million, and possibly as many as 60 million, children aged 6-14 years are not in school. Severe gender, regional, and caste factor is the problems. Problems are the high drop-out rate, stagnation especially before and after Class 10, low levels of learning and achievement, inadequate school infrastructure, poorly functioning schools, interference of political leaders or followers, high teacher absenteeism, the large number of teacher vacancies, poor quality of education and inadequate funds or no grants issued by the government. Other groups of children 'at risk', such as orphans, child-labourers, street children and victims of riots and natural disasters, do not necessarily have access to schools. Primary level education to all is the big challenge before India.

### No proper implementation of Education commissions.

In 2011 there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state

## A STUDY OF THE PRESENT STATUS OF KNOWLEDGE OF PHONETICS AMONG THE STUDENTS OF ENGLISH LANGUAGE

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### Abstract:

*This is the research paper in nature. The researcher has tried to find out the knowledge of phonetics among the students of English department. The knowledge of phonetics is essential in communication skill. The person having command over English is known as the good communicator. India has accepted R.P. i.e. received pronunciation and there is influence of British English. English is the vehicle for international communication. In order to meet the demands of modern society, English teachers need to pay more attention to the development of learners competence and focus on a more effective and successful method. The aim of this study is an investigation to know the problem of pronunciation i.e. use of phonetics in day to day communication. Pronunciation is the foundation of speaking both written and spoken, has been accepted as the dominant means of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation. In phonetics, pronunciation, stress, intonation, tone, accent, weak forms, transcription are the essential components and one need not to neglect it. Students who learn English should refer language laboratory, good dictionary, drilling of pronunciation and communication. Students should know the all phonemes, symbols, place and manner of articulation while speaking of English language. The researcher has applied Survey method. There were twenty students from English department as a sample. This research study reveals the reality of the nature of phonetics training at college level. After completing graduation in English such students get admitted in B.Ed. course where they have to use English at practical level in the class to the learners at high school level, if they have enough knowledge of phonetics only then students of respective school can speak correct English in their lives. Students need to take efforts for getting command over phonetics by using various sources at graduation level and at professional level.*

**Keywords:** Phonetics, Pronunciation, communication, training, transcription.

### Introduction:

English pronunciation is neglected in classrooms throughout the world today, including Asia. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to the teachers in the classrooms. There is no practice in using phonetic symbols required in the curriculum. Moreover teachers of English pronunciation do not receive relevant professional training in the use of phonetic symbols. Students of English should give proper pronunciation training includes micro-level skills (accuracy based learning) macro level skill (Fluency based learning) and awareness raising classroom activities. At the micro level skill, learners should be trained both in segmental (a study of sounds) and suprasegmental features. (training in stress, intonation, rhythm, linking). Indian English is influenced by the British English so we need to follow it.

**Rationale:** "A good teacher has to be a good student and learning never ends."

Teaching of English is compulsory subject from the Std. 1<sup>st</sup> in all non English medium primary school throughout the Maharashtra state since June 2000. Even in the syllabus of teacher training programme no efforts have been taken for the development of productive skills and advanced skill of phonetics. At senior college level, teaching of phonetics is not taken seriously and students are not made much aware about the importance of phonetics in communication. Knowledge of phonetics can be gained only by formation of habits means

## Impact of Social media on Social life

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### Abstract:

This paper is conceptual in nature. It deals with the importance and influence of social media on human life. Means of mass media are so effective in the changing attitudes of people in the society. It depends upon the user in what way he/she uses the means of social media. Means of media have covered each aspect of our life. Society becomes the dynamic by using the social media effectively. Social media inspired the common people to become extraordinary in their own field. In this article some positive and negative aspects of social media have been covered.

**Keywords:** Social media. Types of social media, Positive and negative aspects.

### Introduction:

In the 21<sup>st</sup> century we are much advanced in one sense and everything around us is the integral part of our life, i.e. Social media. There are different types of social media that we are accustomed to in this day and age. Whether it is children, young people, or adults, we all had our share of media related exposure every day. Social media refers to communication devices, which can be used to communicate and interact with a large number of audiences in different languages. Entertainment and media always go hand in hand, but in addition to entertainment, social media also remains to be an effective means of communication, spreading information, advertising, marketing and in general of expressing and sharing views, opinions and ideas.

There are following types of social media.

Print media:	Electronic Media	New age Media
Newspapers	Television	Mobile phones
Magazines	Radio	Computers
Booklet and Brochures		Internet
Billboards		Electronic books

### Print media:

Print media encompasses mass communication through printed material, it includes newspapers, magazines, booklet and brochures, house magazines, periodicals, press release etc.

**Newspapers:** This is the most preferred medium to reach a wider audience/readers until electronic communication emerged on the media scene. In the early days, newspapers were the only medium that masses at large depended on, for daily news. The first newspaper published by Balshastri Jambhekar in 1832 known as "Darpan". A newspaper carries all kinds of communication related to a variety of topics like, politics, current affairs, entertainment, finance stocks, etc. Apart from this, it also includes topics which are lighter vein like cartoons, crosswords, film reviews, book reviews, puzzles etc. This captivates is imagination and interests of readers from all groups.

**Electronics Media:** It is also known as 'broadcast Media'. It includes television, radio and new age media like the Internet, computers, telephones etc.

ASSESSMENT AND ACCREDITATION OF TEACHER TRAINING INSTITUTES  
BY QCI: CHALLENGES

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**Introduction:**

The Indian education system is highly influenced by the contribution of Kothari Commission(1964-66) and Yash Pal commission.(1992-93) Apart from traditional way of transferring education both these commissions have helped to make drastic changes and the face of Indian education by giving suggestions and recommendations for the sake of improvement in higher education. As far as quality of school education system is concern there is need to be ideally accompanied by reforms in teacher education programme.

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

**Present status of Accreditation:**

**Accreditation:**

Accreditation is primarily part of the process of building accountability by which an institution is recognized by the profession as meeting national and/or professional standards for the content and operation of its teacher education program as well as for the performance of its candidates. Accreditation is usually made of an institution to deliver teacher education programs, but it can also be just of programs within an institution. Accreditation of teacher education institutions and programs is one of the phases in the continuum for achieving better outcomes of teaching. The accreditation process should also help an institution reflect on its core goals, functions, values and relationships, and become a better learning organization.

**Role of National Assessment and Accreditation Council (NAAC)**

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

**Role of National Council for Teacher Education (NCTE)**



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**SPECIAL ISSUE ON**

## **CHALLENGES IN IMPLEMENTING NATIONAL EDUCATION POLICY (NEP) 2020**

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NEP 2020

पुढे गेलेला नाही. आश्चर्यकारक बाब म्हणजे ज्या वर्षी हे नवे धोरण आले त्यावर्षी शिक्षणावरील खर्च हा सर्वात कमी होता. २०२०-२१ मध्ये शिक्षणावरील खर्च ६६,३१९ कोटीवरून २०२१-२२ मध्ये ६३,२२४ कोटी इतका कमी झाला आहे.

कोरोना आणि आर्थिक संकटामुळे सरकारने आरोग्य क्षेत्रासाठी अधिक खर्च करणे पसंत केले, त्यामुळे शिक्षण क्षेत्रावरील खर्चात कपात झाली याबाबत कोणतेही दुमत नाही. परंतु येत्या काळात शिक्षणावरील खर्च कसा वाढवता येईल यासाठी कोणतीही योजना किंवा आराखडा सरकारकडे नाही. थोडक्यात सांगायचे तर नव्या शैक्षणिक धोरणाच्या अंमलबजावणीचे यश हे सहकारी संघराज्य प्रणाली व सुधारणांमध्ये योगदान देण्याची क्षमता यावर अवलंबून आहे.

संदर्भ :

- १) राष्ट्रीय शैक्षणिक धोरण २०२० गुगल ऑनलाईन
- २) <https://www.orfonline.org/marathi>
- ३) दैनिक लोकसत्ता व पुढारी वर्तमानपत्रे



## NEP 2020: Empowering the Teacher

Dr. Pondhe M.S.

Principal,

S.S.B. College of Education, Shirampur,  
Dist- Ahmednagar

\*\*\*\*\*

### ABSTRACT

With the Teacher's Day just round the corner, let's examine what the National Education Policy 2020 has in store for teachers to lift them out their current uninspiring job profile, rampant exploitation and dis-incentivized service conditions. The NEP 2020 acknowledges the reality of unmotivated and dis-spirited Indian teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding teachers.

### Introduction

A cursory comparison of the National Education Policy 2020 and the iconic Kothari Commission report that was majorly adopted as the first National Policy on Education, 1968 reveals a lot of similarities in the challenges, concerns and even the proposed solutions, except for the current focus on 21st century skills. Does it imply that Indian education has not progressed since then or that our socio-economic challenges are totally insurmountable or even may be that we are poor implementers of plan and policies? The current '**concern of the nation**' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /mall, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc.

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## REVIEW OF RESEARCH

UGC APPROVED JOURNAL NO. 48514  
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### SCHOOL MAPPING AS A PLANNING TOOL FOR CREATING EQUALITY OF EDUCATIONAL OPPORTUNITIES

Dr. Pondhe M.S.  
Principal, S.S.B. College of Education,  
Shrirampur, Dist- Ahmednagar



#### ABSTRACT

*School mapping, as planning approach focuses on the local level, provide an analytical framework or the implementation of education plans. They offer methods and techniques to estimate future needs and to identify ways to meet them. They can help to overcome the limitations of centralized planning through the correct understanding of local realities, the necessary consultation of relevant stakeholders to facilitate and, ultimately, a better fit between educational supply and demand. School mapping techniques (diagnostic, projections, use of norms and standards) and other relevant tools such as Geographical Information System (GIS) software are used for the elaboration of a prospective school map.*

**KEYWORDS:** School Mapping, Equality, Educational Opportunities, Enrollment Ratio etc.

#### INTRODUCTION:

Primary education in India is predominantly funded and managed by the government. Therefore, investment decisions by the Government determine the pattern of expansion of educational facilities. Over a period of time it is noticed that certain areas are more endowed with school facilities than other areas. School mapping is an essential planning tool to overcome possibilities of regional inequities arising from the investment policies of the public authorities.

School mapping incorporates spatial and demographic dimensions into the educational planning process. The major question answered by the school mapping exercise is where to locate educational facilities. Location of educational facilities depends on the norms and standards developed by the public authorities. Even within the norms and standards, many geographical areas may be eligible for opening of new schools. School mapping technique helps us to identify the most appropriate location of schools or their alternatives so that more number of children can be benefited from the same level of investment. The major objective of school mapping is to create equality of educational opportunities by leveling off of the existing disparities in the distribution of educational facilities. This technique is useful to plan all levels of education. However, it is more widely used for planning for facilities at the compulsory levels of education. School mapping is not confined to locating formal schools; location of alternatives to formal schools is a part of the school mapping exercise.

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# REVIEWS OF LITERATURE

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## EFFECTIVENESS OF CAI METHOD IN TEACHING PHYSICS



**Dr. Mukund S. Pondhe**

*Dr. Mukund S. Pondhe*

Principal, S.S.B. College of education, Shrirampur, Dist-Ahmednagr,(MS).

Abstract : Computers are rarely used for teaching-learning even in urban schools. The day is not far off, when every class room can support its own computer .....

**Editor - In - Chief - Dr. Chandravadan Naik**



## EFFECTIVENESS OF CAI METHOD IN TEACHING PHYSICS



**Dr. Mukund S. Pondhe**  
Principal, S.S.B. College of education, Shirampur,  
Dist-Ahmednagr,(MS).

### ABSTRACT:

Computers are rarely used for teaching-learning even in urban schools. The day is not far off, when every class room can support its own computer and a large screen display. Keeping this in view, a comparative study of effectiveness of Computer Assisted Instruction and Traditional method of teaching Physics for the XI<sup>th</sup> standard has been carried out. It was also intended to provide students with a first-hand learning opportunity and give them valuable insights regarding learning through CAI. CAI packages can be used in different ways, such as in self-learning mode or as an audio-visual aid by the teacher. In the present research it has been used as an audio visual aid for teaching.

**KEYWORDS :** teaching-learning , large screen display , self-learning mode.

### INTRODUCTION:

Variety in teaching methods adds spice to learning. Teachers need a repertoire of teaching methods to make their teaching more interesting, and therefore more effective. Now-a-days computer has become an integral part of teaching-learning process. An effective method of teaching-learning, namely, Computer Assisted Instruction (CAI) has now begun to show its applicability due to availability of computers in Indian schools. Several computer software are available in the market that helps the learners studying the subjects like Mathematics, Science and English. Several researches done in India and abroad to test the efficiency of CAI have mostly revealed positive results in terms of achievement, attitude towards the subject, interest, retention of subject matter etc. Most urban and even some rural schools have computer labs today.

### OBJECTIVES OF THE STUDY

1. To compare the effectiveness of Computer Assisted Instruction (CAI) and Traditional method of teaching Physics.
2. To study the views of Physics teachers about computer software.

### HYPOTHESIS

1. There is no significant difference between the experimental group and controlled group in the post test performance.
2. There is no significant difference in learning by traditional method and CAI.



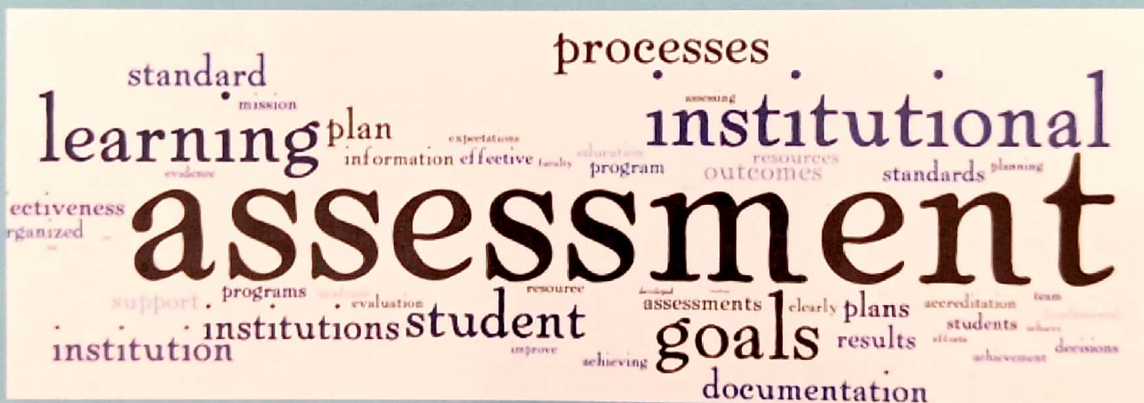
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**On**  
**"Assessment And Accreditation of Teacher**  
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**Assistant Professor,**  
**Swami Sahajanand Bharati College of Education,**  
**Shrirampur, Dist. Ahmednagar 413709 (M.S.)**

### Constructivist Evaluation of Learning

**Dr. M.S. Pondhe**

Principal,

S.S.B. College of Education, Shrirampur

Dist- Ahmednagar (MS)

#### **Abstract**

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

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

#### **Introduction**

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

#### **Evolution of Evaluation**

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

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# REVIEW OF RESEARCH

International Online Multidisciplinary Journal



## PROMOTING ETHICAL STANDARDS IN TEACHING COMMUNITY - A GLOBAL CONCERN



**Dr. M. S. Pondhe**

Prinipal, S.S.B. College of Education, Shirampur, Dist- Ahmednagar.

*Dr. M. S. Pondhe*

ABSTRACT: Teaching is a sacred profession. It is rather a sacred service than a profession. Any profession demands for its worthy existence, acceptance and enforcement of code of ethics which make the profession.....

**Editor - In - Chief - Ashok Yakkaldevi**



## PROMOTING ETHICAL STANDARDS IN TEACHING COMMUNITY - A GLOBAL CONCERN

**Dr. M. S. Pondhe**

Prinipal, S.S.B. College of Education,  
Shrirampur, Dist- Ahmednagar.



### ABSTRACT:

*Teaching is a sacred profession. It is rather a sacred service than a profession. Any profession demands for its worthy existence, acceptance and enforcement of code of ethics which make the profession self regulating, self governing and self satisfying. Teacher professional ethics mean a set of dignified principles put into practice by the Teachers. They are the valuable tactics that are exhibited and enforced by Teachers in relation to the students, colleagues, community and to oneself, to produce a profound effect on strategy of education. In modern times of recent globalization, though scientific and technological developments are unimaginatively progressing, the character and conduct of the Individual, Society, Teacher and Students are at the low ebb and are very unsatisfactory in major parts of our country. We often see, hear and witness incidents of molestation of students, racial discrimination, bribery, and favoritisms, a stagnant attitude of Teachers without an urge to grow professionally and be competent. Teachers should learn to control their emotional outbursts with their intellectual potentialities and this is possible only when there is a code of ethics which is imposed, enforced and practiced.*

**KEYWORDS:** *sacred profession , recent globalization, though scientific.*

### INTRODUCTION

Ethics basically is a science of discrimination between the right and the wrong. Conduct and character development should be an integral part of Teaching profession since Teachers are the makers of History and it is these Teachers who prepare the future responsible citizens of our country. The Teachers of India should resolve to adopt the professional ethics of day to day dealing with those entire concerned. To make the human relationship sacred, worthy, fruitful and productive, professional ethics is a must. In our present society, there is violence, injustice, oppression and we witness more 'broken communities' in our midst. As Teachers, individuals and as representatives of communities, we have a great responsibility of healing these broken communities devoid of slowly disappearing human values, through reconciliation, peace, love, justice. Education is the only effective medium through which we can achieve all these objectives. Education and Ethics are closely allied with one another and there is a need for developing strategies to promote ethical standards among teaching communities and is a global concern.

### STRATEGIES TO PROMOTE ETHICAL STANDARDS

The professional interaction of Teachers is governed by four fundamental principles.

- Autonomy to treat people with rights that are to be honoured and defended.
- Justice to share power and prevent abuse of power.
- Responsible care to do well and minimize harm to others.
- Truth to be honest with others and self.

Available online at [www.lbp.world](http://www.lbp.world)

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# REVIEW OF RESEARCH

International Online Multidisciplinary Journal



Journal No.: 48514

## ICT: AS A TRANSFORMATION TOOL FOR TEACHING- LEARNING PROCESS



**Dr. Mukund Pondhe**

Principal, S.S.B. College of Education, Shrirampur, Dist. Ahmednagar.

*Dr. Mukund Pondhe*

ABSTRACT: It is expected that learning happens everywhere and is life-long. Education is just the preparation for a high-level life-long learning and discovery. Learning opportunities are unlimited. Students can maximize the .....

**Editor - In - Chief - Ashok Yakkaldevi**



## ICT: AS A TRANSFORMATION TOOL FOR TEACHING-LEARNING PROCESS

**Dr. Mukund Pondhe**  
Principal, S.S.B. College of Education,  
Shrirampur, Dist. Ahmednagar.



### ABSTRACT

*It is expected that learning happens everywhere and is life-long. Education is just the preparation for a high-level life-long learning and discovery. Learning opportunities are unlimited. Students can maximize the opportunities for their learning from local and global exposures through internet, web-based learning, video conferencing, cross-cultural sharing, and different types of interactive and multimedia materials with the support of ICT and networking. Students can learn from world-class teachers, peers and learning materials from different parts of the world. In other words, their learning can be world-class learning. In this context, the present write-up, from a systematic perspective, focuses on changing paradigms of 21<sup>st</sup> Century due to ICT enabled teaching learning.*

**KEYWORDS:** *ICT, teaching and learning, educational paradigm.*

### .INTRODUCTION:

Over the last two decades there have been fundamental shifts in teaching and learning within the tertiary education sector. One is a move from teacher-centre to student-center education and another is a move from the traditional to the virtual classroom. However, there are indications that academics and student have not universally embraced this new educational paradigm. A further challenge faced by ICT educators is the rapidly evolving ICT discipline. Due to this, in many universities across the world, large-scale curriculum changes to the undergraduate degrees resulting in a set of foundational courses in their course of study.

Information and communication Technology (ICT) is presently a huge, rapidly changing and rapidly growing field. Similar is its understanding attributed in different contexts and times to the term ICT. Basically, ICT describes a full range of computer hardware, computer software and telecommunication facilities effective in the process of gathering, storing, retrieving, processing, analyzing and transmitting information. The term itself evolved from the basic Information technology (IT), that refers to the key components of computing technology, the software, the hardware and the basic skills required to use a stand-alone computer effectively. This term again transformed into the newer term "information and communication technology" (ICT), which adds an extra dimension, that of communication as a means of development. In this sense, ICT covers the use of technology for communication a key aspect for accomplishing the type of learning we consider meaningful way of using technologies for personal and institutional development. Among the several terms the term ICT is used particularly in educational process for the running of successful teaching and learning.

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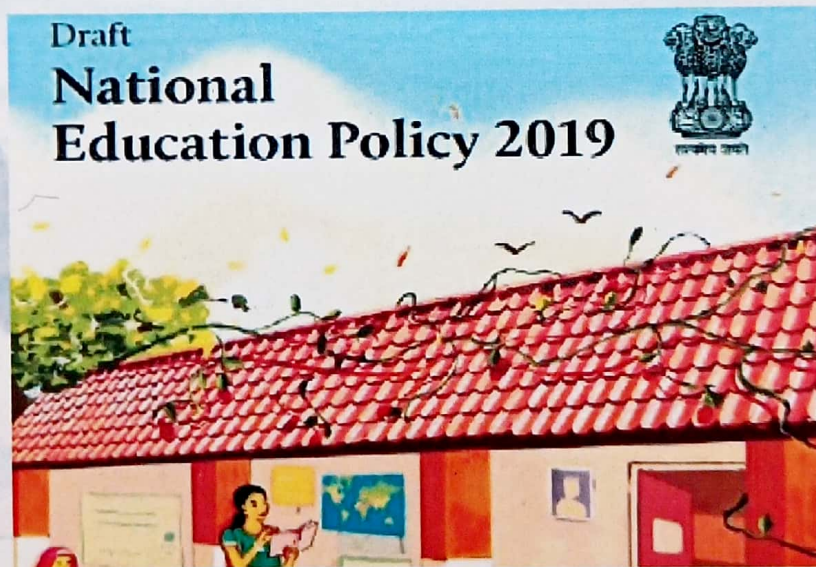
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# REVIEW OF RESEARCH

International Online Multidisciplinary Journal



## UNDERSTANDING DRAFT NATIONAL EDUCATION POLICY 2019



**Dr. M. S. Pondhe**

Principal, S.S.B. College of Education, Shrirampur.

*Dr. M. S. Pondhe*

ABSTRACT: The National Education Policy 2019 aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025. The Draft .....

**Editor - In - Chief - Ashok Yakkaldevi**



## UNDERSTANDING DRAFT NATIONAL EDUCATION POLICY 2019

**Dr. M. S. Pondhe**

**Principal, S.S.B. College of Education, Shirampur.**

### ABSTRACT :

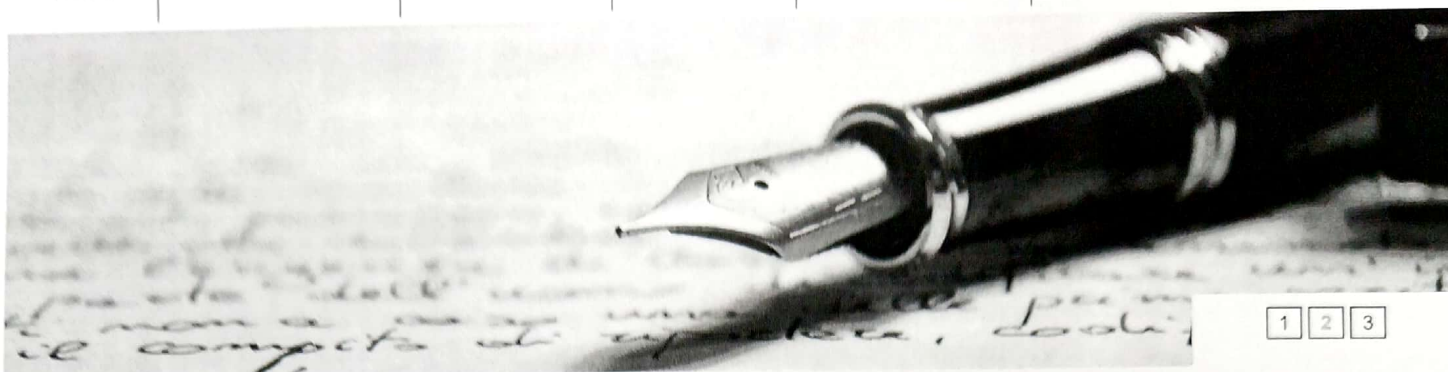
*The National Education Policy 2019 aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025. The Draft National Education Policy, 2019 is out in the public domain. Drawing inputs from the T.S.R. Subramanian Committee report and the Ministry of Human Resource Development (MHRD), the K. Kasturirangan Committee has produced the policy document.*



**KEYWORDS :** *Draft National Education Policy , public domain.*

### Salient features of NEP 2019

- The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025.
- It proposes new Curricular and Pedagogical Structure, with 5+3+3+4 design covering the children in the age group 3-18 years. Under this, Pre-Primary & Grades 1-2 is considered as foundational Stage; Grades 3-5 as Preparatory Stage; Grades 6-8 as Middle Stage and Grades 9-12 as Secondary Stage. This is an academic restructuring only; there will be no physical restructuring of schools. It aims at equitable & inclusive education for every child in the country, with a special focus on under-represented groups (URGs).
- Universal Access & Retention with 100% Gross Enrolment Ratio for all school education by 2030.
- Children learn languages, most quickly between 2-8 years, and multilingualism has great cognitive benefits for students. Therefore a three-language formula has been proposed.
- It proposes the teaching of other classical languages and literature, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit in schools.
- A new independent State School Regulatory Authority (SSRA) to be created.
- It aims to consolidate 800 universities & 40,000 colleges into around 15,000 large, multidisciplinary institutions.
- The policy proposes three types of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous degree-granting colleges.
- It aims to provide autonomy to all higher education institutions. Higher education institutions to be governed by Independent Boards with complete academic and administrative autonomy.
- An autonomous body called the National Research Foundation (NRF) to be set up through an Act of Parliament.



1 2 3

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## Teacher preparation and professional development in draft NEP (India) 2019

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*S.S.B.College of Education, Shrirampur*  
*Dist- Ahmednagar (MS)*  
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### Abstract

The Draft National Education Policy, 2019 is out in the public domain. Drawing inputs from the T.S.R. Subramanian Committee report and the Ministry of Human Resource Development (MHRD), the K. Kasturirangan Committee has produced the policy document. Suggestions of the Draft National Education Policy will play a critical role in the transformation of the Indian education system. It is expected to help India in reaping its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of teachers and students alike.

**Key words:** NEP, MHRD, Rashtriya Shiksha Aayog, NCFTE, CPD, NPST and SPST

### Introduction

School education needs to be child-centered by default because the whole system of teaching-learning has evolved to facilitate the students. Keeping this in mind, the 2019 draft of new education policy of India (NEP) drafted by a committee of eminent scholars, chaired by Dr. K. Kasturirangan proposes to bring in a system that caters to children of age 3 to 18 years, to replace the current system of age 5 to 17 years. Several radical modifications have been suggested towards higher education as well, which is beyond the purview of the present article. This article looks into the teacher-specific issues it has addressed.

### Teacher Education

The National Curriculum Framework for Teacher Education (NCFTE, 2010) had recommended a 4-year integrated program of teacher education, which has come into practice at a few chosen locations across the country. These courses at present mainly cater to the preparation of high school teachers. The NEP goes a step further and proposes new, level-specific programs of teacher education in accordance with the 5+3+3+4 system of schooling to be unrolled.

Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within large multidisciplinary universities or colleges as a stage-specific, four-year integrated B.Ed. program, combining content, pedagogy, and practical training. Teachers-in-training would thereby be able to interact with peers from other disciplines and be taught by faculty in allied disciplines of

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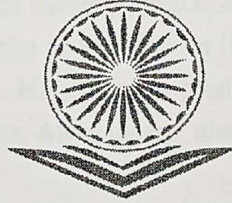
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## 18. Dimensions of Globalization and its Implications for the Social Health - An Overview

**Dr. Mukund Pondhe**

Principal, S. S. B. College of Education, Shirampur, Dist – Ahmednagar.

---

### **Abstract**

Globalization is a defining economic and social trend of the past several decades. Globalization affects economic and health disparities between its beneficiaries and losers. In response, the Millennium Development Goals have put pressure on the global community to redress massive inequalities. This, in turn, accelerated a transformation in the architecture of global health governance. The entrance of new actors, such as private foundations and multi-stakeholder initiatives, contributed to a doubling of funds for social health between 2000 and 2010. Today the governance of social health is in flux, with diminished leadership from multilateral institutions, such as WTO, and poor coherence in policy and programming that undermines the potential for sustainable health gains. These trends pose new challenges and opportunities for global public health, which is centrally concerned with identifying and addressing threats to the health of vulnerable populations worldwide.

**Key words:** Globalization, WTO, Social health, Spatial Dimension, Temporal Dimension, Cognitive Dimension

### **Introduction**

Since the late 1970s, globalization has become a phenomenon that has elicited polarizing responses from scholars, politicians, activists and the business community. Several scholars and activists, such as labor unions, see globalization as an anti-democratic movement that would weaken the nation-state in favor of the great powers. There is no doubt that globalization, no matter how it is defined, is here to stay and is causing major changes on globe. Due to advances in technology, communication, means of production and transportation, globalization is a challenge to health and well-being worldwide. This paper begins with concept of social health and globalization and tries to explain globalization with particular relation to social health.

### **Social Health**

Social health is a term generally used to refer to two different concepts, though they are somewhat interrelated as well. In one sense it refers to the health of a person in reference to his