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Findings of DVV	First page of the published book/chapter with seal and signature of the Principal. E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference proceedings per teacher year wise
Response/ Clarification	1. Scanned copies of books/ edited chapters in book or conference proceedings with ISBN number is attached as per data template for your verification (Appendix I)



**K.D.Pawar Shikshan
Mahavidyalaya
Saoner, Dist. Nagpur**

Appendix I



**Peer Reviewed Refereed
and UGC Listed Journal
(Journal No. 40776)**



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21. Effect of Study Habits on Academic performance of Students - A social Overview

Dr. Shalu A. Ghodeswar

Principal, K. D. Pawar College of Education Saoner, Dist Nagpur.

Abstract

Education is the light by which all the physical, mental, social and spiritual powers of the child are developed. Due to this, he becomes motivated to revive and restore the culture and civilization by becoming a responsible component of the society and a strong character-rich citizen of the nation. A person keeps on learning something or the other from his environment. Many of his learned actions take the form of permanent behavior due to repeated occurrence in the same form. These permanent practices are called habits. Habits occupy an important place in learned behavior in humans. The things we do repeatedly become our habits. In this research paper, the effect of students' study habits on students' academic achievement and adjustment has been brainstormed.

Keywords: Education, study habits, academic achievement, behavior

Preface

Education is the measurement of the perfection of a person. It makes the character of a person excellent. A person's character becomes strong only through education. A person is seen in the right form only by education. It is only through education that a person learns to think properly. Man cannot attain perfection without education. In order to make education accessible to the learner as a whole, it is necessary to implement the teaching in the right direction. Thus education is a lifelong process. The child initially learns from the parents and other members. After coming out of the house, the result of getting new experiences from the school, playground and neighborhood is that he learns to adjust to his environment and new situations in life. In this way the field of education is wide. Concentration of mind is needed to do any work effectively. A blacksmith, a carpenter, a hairdresser or a goldsmith can easily master the concentration of the mind because due to lack of concentration there is a possibility of accidents and damages in their work. These artisans do not read any books or attend any yoga camp to achieve concentration of mind. By practice they automatically achieve this concentration.

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Aadhar PUBLICATIONS



A Study On Emotional Maturity And Scientific Temper Of M.Ed. Student In Nagpur Division

Dr. Shalu A. Ghodeswar

K.D.Pawar Shikshan Mahavidyalay, Saoner Dist- Nagpur

Abstract- Emotional maturity is a natural and in vital outcome of student growth and development. The emotional maturity become important in the behavior of individual .M.Ed. student are the pillar of the future teacher generation, their values pattern of emotional maturity and scientific temper are vital . Elements of fairness, equality and democracy are built into it. So the present study intends to study the Emotional Maturity and Scientific Temper of M.Ed. level student. This was an empirical research with a sample of 250 students studying in five colleges belonging to undergraduate and post graduate selected in Nagpur Division. from Maharashtra. Emotional Maturity of the M.Ed. student was assessed by using Emotional Maturity Scale develop by Singh, Y & Bhargava 't' Test was applied to find out the significant of different between mean.

Introduction- Emotional Maturity is the ability to bear tension and it is the ability to develop high tolerance in disagreeable circumstances. Scientific Temper is a love and happy with whom you are now. It is an agreement with yourself to appreciate validates, accept and support who you are at every moment. Scientific Temper is the degree to which an individual having consider his personal characteristics is able and willing to live with them. Self conceptions people recognize their assets and are free to draw upon them, even if they are not all that could be desired. Scientific Temper does not need outward approval. It is sufficient in and of itself.

Need And Significant Of The Study:- The Emotional Maturity and Scientific Temper becomes important in the behavior of individuals. Teacher are the important part of the educational process. Education is a process and also acts as an instrument to bring out the innate behavior of the individual. Teacher is a creature of students life, So he must get proper knowledge of learner behavior.

Keywords- Emotional Maturity, Scientific Temper.

Objectives Of The Study:- The study had the following objectives:- 1) To identify the level of Emotional Maturity of M.Ed. trainees 2) To identify the level of Scientific Temper of M.Ed. trainees. 3) To test the Significant difference in the level of Emotional maturity of the M.Ed. trainees with respect to A) Gender (B) Educational Qualification (c) Subject of Specialization To test the significant difference in the level of Scientific Temper of the M.Ed. Trainees with respect to A) Gender B) Educational Qualification C) Subject of specialization

Hypothesis Of The Study:- There exist different levels in the Emotional Maturity of prospective teacher's trainers. 1) There exist different levels in the scientific Temper of prospective teacher's trainers 2) There is no significant difference in the level of Emotional Maturity of prospective teacher's trainer for sub-sample based on A) Gender (B) Educational Qualification (C) Subject of specialization 3) There is no significant difference in the level of Scientific Temper of Prospective Teacher's trainer for sub sample based on (a) Gender (b) Educational Qualification (c) Subject of specialization

Sample For The Study:- Total sample of 250 teacher's Trainer (includes both gender) from various five aided and Un-aided colleges situated in Nagpur Division.

Tools For The Study:- 1) Emotional Maturity Scale (Yashvir Singh and Mahesh Bhargava , 2005)
(2) Scientific Temper Scale.

Statistical Techniques Used:- The important statistical constants such as mean, median , mode, standard deviation, and Test of significance was used for the present study.



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Peer Reviewed International Refereed Research Journal

V I D Y A W A R T A



Editor
Dr.Bapu G.Gholap

01

Effect of school environment on students Learning

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Principal

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Saoner, Dist Nagpur

Abstract:

Man always lives in a social environment, which not only changes the structure of the individual or forces him to recognize facts. Rather, it also provides him with such a readymade system of signs. This imposes a series of obligations on him. The two environments the home and the school occupy a place in the life of the child. A unique association exists between the two. School is one of the most important experiences in the process of child development. When a child enters the school arena, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different ways in different schools. This can have a direct impact on the cognitive and affective behavior of students. The nature of this effect can be understood. If we devote our research energies to finding the environmental variables that are most effective in promoting the optimal development of each child's potential. Education is of fundamental importance in the planned technological development of any nation. Education plays an important role in the all-round development of children. Education not only provides academic

knowledge to the learners but also enhances their overall personality. Education is a continuous process that develops human inner potential in a holistic manner. The goal of education is to develop an aware and conscious person and society. Education is an indispensable requirement for personal, social and national progress. The impact of school environment on student studies and results has been discussed in the present paper.

Keywords:

Learning process, Dimensions of environment, elements of mental health, impact of school environment.

Preface:

Indian culture is considered the oldest and best in the world. The basic source of Indian culture is Vedic literature. Whose impact has been continuously falling on ancient education and present education and education has also presented dimensions of necessary changes, additions and amendments in Indian society and culture according to the changing circumstances. Education is considered to be the source of light and power which brings changes in our nature and makes it superior by balanced development of physical, mental, intellectual and economic powers. Education and life are interchangeable terms. Life itself is education. There is no such education which is lifeless. Education starts from birth and continues till the end of life. "Education is not only for personal, social and national progress, but it is also necessary for the development of civilization and culture. According to Lunia it has been told so. In the process of education, its basic nature also remains the same continuously from beginning to end. Education is recognized as one of the most important factors in achieving



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This is to certify that
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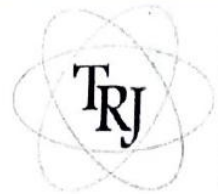
Analysis of the Revised NAAC Methodology for Accreditation

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Dr. Smeeta A. Wanjarri
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**Reforms and
Benchmarks in
NAAC Accreditation-
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Dr. S. Negi
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Analysis of the Revised NAAC Methodology for Accreditation

Dr. Shalu A. Ghodeswar

K.D. Pawar Shiksha Mahavidyalay, Saoner.

Abstract:-

Education is an integral component of the society. Education and society are intertwined with each other and cannot function in isolation. One cannot think of development of a nation without proper development of education, particularly Higher Education. Accreditation is one such system where an external agency undertake quality assurance process of different activities of higher education, institutions and determined whether the institutions meet pre decided quality standards or not. Over a period of time this system which is internationally being followed has delivered desired results. Mainly State Universities and colleges are grappling with administrative challenges like vacant position, lack of policy, stability in the state, litigation and other regional issues. As a result the bottom of the pyramid, where the quality culture and quality enhancement is most required is getting further marginalized.

In India National Assessment and Accreditation council (NAAC) is an organization that assesses and accredits institution of higher education. It is an autonomous body funded by University Grants Commission of Government of India. The new methodology for institutional assessment and accreditation has been brought into effect by NAAC from July 2017. The document released states that the main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled.

Among them are greater emphasis on data based quantitative evaluation than qualitative peer judgement; extensive use of ICT; reduction in number of question and size of SSR; introduction of pre-qualifier mark for onsite peer team visit; System Generated Score (SGS) and third party validation of data.

I. PROCESS AND INPUT DRIVEN METHODOLOGY

It shows that the revised methodology is predominantly geared towards measuring quantity over quality in the evaluation of the HEI. The revised scoring system for grading HEIs is thus input-oriented. What is lacking in the new metric system is the tool to effectively measure outcome- outcomes of courses/programmes, of organizational cultural, and of public perception. It has been observed that quantitative data, even when impressive, need not necessarily show commensurate quality; the correlation between the two factors is not always direct and interdependent. One believes that the designing of the new methodology was necessitated by some of the peer team being one of them. Moreover, there was a need to review and revamp the old evaluator system in keeping with the rapidly changing landscape of higher education. The primary reason for the revision as stated in the manual has been 'to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled'

DVV and verification process; the HEI is required to submit data on quantitative metrics that is processed by a third party outsourced by the NAAC. It might seem that because of their operational characteristic HEIs provide ideal context, wherein data is collected and analysed to derive actionable knowledge affecting their core activities but the fact remains that an education institution cannot be treated like a company or an industry whose quality certification is based predominantly on quantitative data. The DVV process however, seems to treat HEIs precisely as production processes where inputs and stages need to be verified at every level. In HEIs, data is to be collected and stored, and formats typically integrated into different organizational units. However, in spite of such compliance the contrast between these rigid and usually siloed institutional units of data management and the need for a holistic approach to education can cause significant friction. Qualitative methods use tool different than numbers and figures to analyse and interpret data. The technique include Interviews, discussion, observation, comment, notes, questionnaires and schemas. Usually the result are more subjective and more difficult process, and thus require more work during analysis. But they give richer and more informative result

Revised methodology shows a rather disproportionate faith in the efficiency of component tools of data analysis –indexing, cataloguing, categorization, codification, tabulation-to judge institutional performance. Number of curriculum enrichment courses, number of student enrolled, are more important than the value or relevance of the course. There is an over dependency on process and participation rates over actual outcomes.

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K. D. Pawar Shikshan Mahavidyalay, Saoner, Nagpur, Maharashtra, India

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Innovative Educator's Impact in The Higher Education System

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Abstract: *The Higher Education System in India has grown up in a remarkable way and the demand for higher education will be much higher in the next coming years. With the invent of technology and its use as a pedagogy in the field of higher education system is making it more reliable and the student are prepared out in such a way that they can meet the expectation of the competitive era. Besides, the usage of innovative technology in the educational system, still there are many barriers in its effective implementation in the colleges. This paper mainly focuses on how an innovative educator can really impact in the higher education system. The active role of an innovative educator surely changes the developing educational system into the developed one. It is rightly said that the biggest change in the education will never be a technology; it is an educator who is willing to be innovative. This act of innovative educator will definitely enables in developing the lifelong learners for the nation. The paper also deals in studying the changes taken and the challenges to be faced in the implementation of technology in the higher education system.*

Keywords: Higher Education

I. INTRODUCTION

The higher education system is witnessing a drastic change in the way of student learning. Student want education for employability and career advancement. Educating student does not mean just delivering a lecture in the class. In this ever changing world, the student should be prepared out in such a way that they should meet all the challenges of the existing era. For meeting these challenges, the higher education system should be strong enough to provide solid and relevant preparation at the graduation level. As such, the colleges have to perform multiple roles like creating new knowledge, acquiring new capabilities and producing an intelligent human resources pool, through challenging teaching. Teaching should get enhanced with the innovative and creative use of technology as pedagogy in the field of education. Though, there is a wide increase in the use of technological innovation at the educational levels there is still barriers in making educational system strong. There is a lack of acceptance from the universities and colleges in adopting such innovations. The rigid and fixed mentalities of conducting classes should get change first. An effective innovative educators will always try to inspire in student a love of learning. By igniting a passion and hunger to learn, educators will be setting student upon a path of forever.

II. OBJECTIVES

1. To study the changes and challenges in the higher education system.
2. To examine how the role of an innovative educator can bring a change in the higher education system.

III. REVIEW OF LITERATURE

(Romer, 1990). In this paper- "Indigenous Technological Change", argue that in order to create a prospering, unbiased society a community of university graduates is needed who can play a very important role in the economic growth of the nation. Economic growth cannot be accounted for by increase in inputs of labor and capital. Technological change and human capital development or the development of an effective labor force is considered serious towards economic growth.

Harvey and Green (1993), in his paperwork- "Defining quality: Assessment and Evaluation in Higher Education", the interpretation of quality as "transformation" of student is a meta-quality concept which subsumes the other ones. Therefore when student are transformed, it satisfies and even exceeds the requirement of the other definitions of

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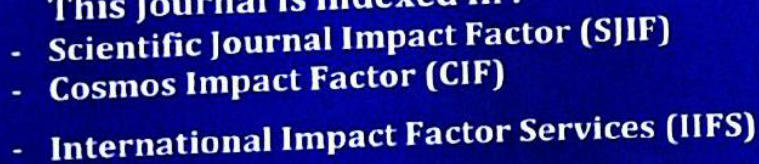


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Aadhar PUBLICATIONS

**छात्रों के शैक्षणिक प्रदर्शन पर विद्यालय वातावरण का प्रभाव- एक समाजशास्त्रीय अवलोकन****डॉ.शालू अ.घोडेस्वार**प्राचार्या के.डी.पवार शिक्षण महाविद्यालय सावनेर, जि.नागपूर
मोब.न.८९२८७८८४२७, ई.मेल.shalinighodeswar@gmail.com**शोधसार:**

एक स्कूल को आम तौर पर 'ऐसे स्थान के रूप में परिभाषित किया जाता है जहाँ एक बच्चे के पास सीखने के लिए अनुकूल वातावरण होता है'। इस अनुकूल वातावरण का अर्थ है हाथों-हाथ अनुभव के माध्यम से तनाव मुक्त शिक्षा। स्कूल की शुरुआत इस सोच के साथ की गई थी कि अगर ऐसी शिक्षा हो जाए तो वाकई आसान शिक्षा होगी। शिक्षा का उचित माध्यम मातृभाषा है। इस बात को ध्यान में रखते हुए कि हर बच्चा अलग होता है, यह स्कूल बच्चे की मौलिकता को बनाए रखता है, उसकी जिज्ञासा को स्वतंत्रता देता है, अपने विचारों को व्यक्त करने की स्वतंत्रता देता है, बच्चे के शारीरिक, बौद्धिक और मानसिक विकास के लिए पोषण का माहौल बनाता है, आसान शिक्षा की वकालत करता है। हर बच्चा अलग होता है यानी उसकी सीखने की रुचि, गति, क्षमता अलग होती है और इसलिए उसकी जरूरत के हिसाब से पढ़ने-पढ़ाने के तरीके के साथ-साथ बच्चे के विकास की समीक्षा करने का तरीका भी अलग होना चाहिए। माता-पिता की भागीदारी से बच्चे के इस समग्र विकास को समृद्ध करने के लिए माता-पिता का एक अच्छा संबंध आवश्यक है। प्रस्तुत शोधपत्र में, छात्रों के शैक्षणिक प्रदर्शन पर विद्यालय वातावरण के प्रभाव को दर्शाया गया है।

सूचकशब्द: विद्यालय वातावरण, शैक्षणिक प्रदर्शन, अध्ययन, शिक्षा विकास
प्रस्तावना:

शिक्षा की परंपरा हजारों साल से चली आ रही है। शिक्षाशास्त्र समय के साथ विकसित हुआ। पाठ्यक्रम, पाठ्यपुस्तकों, शिक्षण विधियों में परिवर्तन हुए। बच्चों के भावनात्मक, मानसिक और बौद्धिक विकास के साथ-साथ पोषक तत्वों के अनुरूप तकनीकों पर विचार और विस्तार किया गया। धीरे-धीरे स्कूल की अवधारणा मजबूत होती गई। बच्चों को क्या सीखना चाहिए इसके अनुसार शिक्षा में मुख्य रूप से विचार किया जाता था कि उन्हें क्या सीखना चाहिए। एक जमाने में, स्कूल जेल हुआ करते थे जहाँ बच्चों को बंदी बनाकर रखा जाता था। अनुशासन के नाम पर मासूम बच्चों को डराना और सजा देना जैसी बातों की जाती थीं। गुरुजी कहेंगे कि पुरोदिशा। यह एक ऐसी स्थिति थी जहाँ बच्चे चुप रहते थे, सवाल नहीं करते थे, समझते थे या नहीं, वे जैसे थे वैसे ही उत्तर को किताब में उलझा कर लिख सकते थे और अंक अर्जित कर स्मार्ट बन जाते थे। सभी घोड़ों के बारह प्रतिशत को स्कूल नामक एक बंद डिब्बे में पड़ाया जाता था। बच्चों के झुकाव, रुचि और क्षमताओं को ध्यान में रखने वाले शिक्षकों की संख्या अधिक नहीं थी। इसी तरह के पारंपरिक स्कूलों के छात्रों की आमद को ध्यान में रखते हुए, कविवर्य टैगोर ने 1901 में शांति निकेतन में पांच बच्चों के साथ इस स्कूल की शुरुआत की। शिक्षा तरल और परिवर्तनशील है। बदलती राजनीतिक, सामाजिक और आर्थिक आवश्यकताओं के अनुसार शिक्षा में निरंतर परिवर्तन होते रहते हैं। शिक्षा, अनुसंधान और बदलते समय को ध्यान में रखते हुए प्रयोग नए विचारों को वास्तविकता में ला रहे हैं। अब स्कूल सीखने को सुखद और छात्र-केंद्रित बनाने के लिए सक्रिय शिक्षण पर ध्यान केंद्रित कर रहे हैं। बच्चों को जेपेलिन, पेलवेल और शिक्षकों को पढ़ाने के लिए पाठ्यचर्या, पाठ्यपुस्तकें विकसित की जा रही हैं। रटने के बजाय बच्चों द्वारा सीखे गए ज्ञान को वास्तविक जीवन से जोड़ा जा सकता है। इन बातों को महत्व दिया जाता है। बच्चे अब एक ऐसा पाठ्यक्रम सीख रहे हैं जो छात्रों में क्षमता का निर्माण करता है और उन्हें कौशल हासिल करने के लिए प्रोत्साहित करता है। अब परीक्षा स्कोरबोर्ड और अंकों की प्रतियोगिता के बजाय बच्चे की क्षमताओं और उसके विभिन्न कौशलों की समग्र समझ पर आधारित है। शिक्षा हर स्तर पर, अलग-अलग स्तरों पर, अलग-अलग क्षेत्रों से बदल रही है। जैसे-जैसे समाज में सामाजिक और सांस्कृतिक परिवर्तन हो रहे हैं, वैसे-वैसे शिक्षा में भी परिवर्तन आ रहा है। यह शिक्षा प्राप्त करने के साथ-साथ इसे प्रदान करने के तरीके में भी होता है। अब दूरसंचार के क्षेत्र में एक महान क्रांति हुई है। रेडिओ, टी.व्ही, कॉम्प्यूटर, मोबाईल में बहुत से बदलाव आ गए हैं। शिक्षा में इन सभी माध्यमों का काफी हद तक



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Issues of Women Empowerment in India

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K.D. Pawar Shikshan Mahavidyalay,
Saoner, Dist Nagpur

Abstract:

Empowerment of women is essentially the purpose of upliftment of economic social and political status of women, the traditionally underprivileged ones, in the society is the process of guarding them against all form of violence. We observe in our day to day life how women become victimized by various social evils. Women Empowerment is the vital instrument to expand women's ability to have resources and to make strategic life choices. The study is based on purely from secondary sources. The study reveals that women of India are relatively disempowered and they enjoy somewhat lower status than that of men in spite of men in spite of many efforts undertaken by Government. It is found that acceptance of unequal gender norms by women are still prevailing in the society.

Introduction

Women empowerment in India is heavily dependent on many different variables that include geographical location educational status, social status and age. Policies on women's empowerment exist at the national, state and local levels in many sectors, including health, education, economic opportunities, gender based violence and political participation. Women constitute almost 50% of the world's population but India has shown disproportionate sex ratio whereby females population has been comparatively lower than males. As far as their social

status is concerned, they are not treated as equal to men in all places. Gender disabilities and discriminations are found in India even today.

I. Objective of the Study

1. To access the Awareness of women Empowerment in India.
2. To analysis the Factors influencing the Economic Empowerment of Women.
3. To identify the obstruction in the way of Women Empowerment
4. To study the Government scheme for Women Empowerment.
5. To offer useful suggestion in the light of findings.

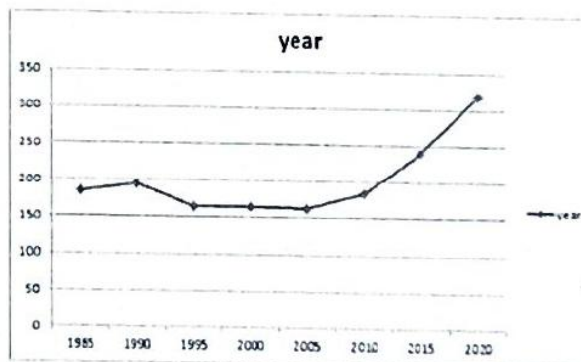
II Research Methodology

This paper is basically descriptive and analytical in nature. In this paper an attempt has been taken to analyze the empowerment of in India. The data used in it is purely from secondary sources according to the need of this study.

III- Crime Against Women

The Crime rate (crime incidence per 100,000 of population) In India increase from 383.5 in 2018 and 385.5 in 2019 to 383.8 in 2020 according to the National Crime Records Bureau. The rise in crime in 2020 has been generally attributed to COVID-19 related restrictions and violations, 2020 saw a fall in crimes such as rape, kidnapping and crime against children, while disobeying public servant related crimes increased 21%.

Crime Rate



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विद्यार्थ्यांची अध्ययन निष्पत्ती, अभ्यास सवयी आणि समायोजनाच्या दृष्टीने शालेय
वातावरणाचे महत्व
डॉ.शालू अ.घोडेस्वार

प्राचार्या के.डी.पवार शिक्षण महाविद्यालय सावनेर, जि.नागपूर
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सारांश:

शालेय जीवनाचे नाते हे शाळेच्या संपूर्ण वातावरणाशी निगडित आहे, ज्या अंतर्गत केवळ सुरक्षित आणि स्वच्छ सुविधाच नाही तर अभ्यास, खेळ, विद्यार्थी, शिक्षक यांचे नातेही त्यात समाविष्ट आहे. शालेय वातावरण हा एक आवश्यक भाग आणि शालेय मुलांच्या विकासाचा आणि शिक्षणाचा एक अपरिहार्य भाग आहे. शाळेच्या वातावरणाचा संदर्भ आहे तो असा "शाळेची वर्ग-खोली, इमारत, परिसर, खेळाचे मैदान, आसनव्यवस्था, हवा आणि प्रकाश, पिण्याचे पाणी, एकल कार्यक्रम आणि वेळापत्रक आणि कामाची अनुकूल परिस्थिती." शाळेचे वातावरण मुलांच्या सामाजिक आणि भावनिक समायोजनास मदत करते, त्यांच्या शिक्षणास उत्तेजन देते आणि त्यांचे आरोग्य सुधारते आणि संरक्षण करते. प्रस्तुत शोधपत्रात विद्यार्थ्यांची अध्ययन निष्पत्ती, अभ्यास सवयी आणि समायोजनाच्या दृष्टीने शालेय वातावरणाचे महत्व यावर चर्चा करण्यात आलेली आहे.

मुख्य-शब्द: शालेय वातावरण, समायोजन, अध्ययन निष्पत्ती, अभ्यास सवयी
प्रस्तावना:

भारतीय संस्कृती ही जगातील सर्वात जुनी आणि श्रेष्ठ मानली जाते. भारतीय संस्कृतीचा मूळ स्रोत वैदिक साहित्य आहे. ज्याचा प्रभाव प्राचीन शिक्षणावर सतत पडत होता आणि वर्तमान शिक्षण आणि शिक्षणाने बदलत्या परिस्थितीनुसार भारतीय समाज आणि संस्कृतीत आवश्यक बदल, जोडणी आणि सुधारणांचे परिमाणही मांडले आहेत. शिक्षण हा प्रकाश आणि शक्तीचा स्रोत मानला जातो जो आपल्या स्वभावात बदल घडवून आणतो आणि शारीरिक, मानसिक, बौद्धिक आणि आर्थिक शक्तींचा संतुलित विकास करून त्याला श्रेष्ठ बनवतो. शिक्षण आणि जीवन अदलाबदल करण्यायोग्य संज्ञा आहेत. जीवन हेच शिक्षण आहे. असे कोणतेही शिक्षण नाही जे निर्जीव आहे. शिक्षण जन्मापासून सुरू होते आणि आयुष्याच्या शेवटपर्यंत चालू असते. "शिक्षण हे केवळ वैयक्तिक, सामाजिक आणि राष्ट्रीय प्रगतीसाठी नाही तर ते सभ्यता आणि संस्कृतीच्या विकासासाठी देखील आवश्यक आहे. शिक्षणाच्या प्रक्रियेत, त्याचे मूळ स्वरूप देखील सुरुवातीपासून शेवटपर्यंत सतत सारखेच राहते. जलद आर्थिक विकास आणि तांत्रिक प्रगती साधण्यासाठी आणि स्वातंत्र्य, सामाजिक न्याय आणि समान संधी या मूल्यांवर आधारित सामाजिक व्यवस्था निर्माण करण्यासाठी शिक्षण हा सर्वात महत्वाचा घटक म्हणून ओळखला जातो. शिक्षणाचा कार्यक्रम हा सामान्य नागरिकत्वाचे बंध निर्माण करण्याच्या प्रयत्नांचा आधार आहे, लोकांची ऊर्जा एकत्रित करणे आणि देशाच्या प्रत्येक भागाची नैसर्गिक आणि मानवी संसाधने विकसित करणे. देशाच्या सभ्यता आणि संस्कृतीच्या विकासासाठी तसेच राष्ट्रीय शैक्षणिक उद्दिष्टांसाठी अनुकूल समाज निर्माण करण्यासाठी शिक्षणाची आवश्यकता अपेक्षित आहे. विवेकानंदांच्या मते, असे सांगितले गेले आहे की "शिक्षण हे मानवामध्ये जन्मजात परिपूर्णतेची अभिव्यक्ती आहे, जी जीवन उभारणी, मनुष्य घडवणे आणि चारित्र्य घडवण्यासाठी उपयुक्त आहे, त्यांना शिक्षण असे नाव दिले जाऊ शकते." माणूस नेहमी सामाजिक वातावरणात राहतो, जे केवळ व्यक्तीची रचना बदलत नाही किंवा त्याला तथ्य ओळखण्यास भाग पाडते. उलट, त्याला अशी व्यवस्था देखील प्रदान करते. हे त्याच्यावर बंधनांची मालिका लादते. घर आणि शाळा ही दोन वातावरणे मुलांच्या जीवनात एक स्थान व्यापतात. दोघांमध्ये एक अनोखा सहवास आहे. सागर आणि कपलान (1972) च्या मते, कुटुंब हे त्याच्या स्वभावाने एक सामाजिक जैविक एकक आहे. ज्याचा व्यक्तीच्या वर्तनाच्या विकासावर आणि जवळीकीवर सर्वाधिक प्रभाव पडतो. मुलांच्या विकासाच्या प्रक्रियेत शाळा हा सर्वात महत्वाचा अनुभव आहे. जेव्हा मूल शाळेच्या आखाड्यात प्रवेश करते तेव्हा त्याला समाजीकरण आणि संज्ञानात्मक विकासाच्या दृष्टीने नवीन संधी सादर केल्या जातात. या संधी वेगवेगळ्या



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Ajanta Prakashan

१५. विद्यार्थ्यांचे समायोजन व शैक्षणिक कामगिरीमध्ये शालेय वातावरणाचा प्रभाव

डॉ. शालू अ. घोडेस्वार

प्राचार्या, के. डी. पवार शिक्षण महाविद्यालय, सावनेर, जि. नागपूर.

सारांश

प्रस्तुत संशोधन अभ्यासात विद्यार्थ्यांच्या शालेय वातावरण, शैक्षणिक उपलब्धी आणि समायोजन यांचा अभ्यास करण्यात आला आहे. अभ्यासामध्ये, नागपूर जिल्ह्यातील एकूण 200 विद्यार्थ्यांची नमुना म्हणून निवड करण्यात आली, ज्यामध्ये 100 मुले आणि 100 मुली आहेत. शालेय वातावरण आणि विद्यार्थ्यांचे समायोजन यामध्ये समानता दिसून येते, असा अभ्यासाच्या परिमाणावरून निष्कर्ष काढण्यात आला परंतु शैक्षणिक कामगिरीमध्ये असमानता आढळते असे सुद्धा या शोधपत्रातून सिद्ध झालेले आढळते.

मुख्य शब्द: शालेय वातावरण, समायोजन, शैक्षणिक कामगिरी.

प्रस्तावना

शिक्षण ही मानवी जीवनाच्या सुसंस्कृतपणाची आणि विकासाची प्रणाली आहे. त्या मार्गावर चालल्यानेच माणूस सत्याच्या गंतव्यस्थानावर पोहोचतो. म्हणजेच शिक्षण हे असे माध्यम आहे जे माणसाला सर्वांगीण विकास करून सक्षम आणि सुसंस्कृत नागरिक बनवतो. एखाद्या व्यक्तीचे नैतिक, सामाजिक, चारित्र्य, भावनिक आणि व्यावसायिक विकास हे शिक्षणाचे उद्दिष्ट आहे. केवळ ज्ञानाचा प्रकाश मानवी जीवनात पसरलेला अज्ञानाचा अंधार दूर करतो. शिक्षणाचे अमृत या नश्वर जगात अमरत्व प्रदान करते. आमचे त्रिकालज्ञ ऋषींनी सांगितले आहे, शिक्षण म्हणजे केवळ माहितीचा गड्डा नाही, केवळ वर्णनात्मक ज्ञान नाही तर माणसाला जन्माच्या योग्य ध्येयाकडे घेऊन जाते आणि जीवन जाणण्याची शाश्वत ऊर्जा आहे. शिक्षण हे ज्ञान, दृष्टी आणि वृत्तीचे संगम आणि ज्यामुळे जीवनाचा सात पायऱ्यांचा प्रवास पूर्ण केला जातो. प्रकाश आणि सत्याकडे वाटचाल केली जाते, शिक्षण आणि जीवनाचा उद्देश यात फरक नाही. स्वामी विवेकानंदांनी म्हटले आहे की, "ज्या शिक्षणाने आपण आपले जीवन घडवू शकतो, माणूस बनू शकतो, चारित्र्य घडवू शकतो आणि चारही सुसंवाद साधू शकतो, ते खरोखरच शिक्षण म्हणण्यास योग्य आहे. प्रत्येकजण या जगात लहानपणी काही प्राणी प्रवृत्ती घेऊन जन्म घेतो. शिक्षणानेच या पार्श्व प्रवृत्तींचे शुद्धीकरण होऊन तो माणूस बनतो. महाराजा भर्तृहरिच्या मते, "विद्याहीन मनुष्य प्राण्यासारखा आहे" म्हणजे ज्ञानाच्या अभावी मनुष्य प्राण्यासारखा आहे. स्वामी विवेकानंदांच्या मते, "शिक्षण हे माणसामध्ये अवतरलेल्या परिपूर्णतेचे प्रकटीकरण आहे." त्यामुळे शिक्षण ही संस्कृती आणि सभ्यतेची जननी आहे. शिक्षण माणसाच्या अज्ञानाचा अंधार दूर करून त्याला प्रगतीच्या प्रकाशाकडे घेऊन जाते. शिक्षणच माणसाला रामाच्या मार्गावर चालण्यास शिकवते आणि



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Editor
Dr.Bapu G.Gholap

भौजाई है।

उपरोक्त, उत्तम — मध्यम एवं निम्न कोटि के भौजाइयों के भेद और है। जो भौजाइयाँ जिनमें उग्र देव की विनोदपटुता — वाक्चातुर्य एवं वैयक्तिक योग्यताओं के कारण अधिकांशतः प्रेम से पराजित होती रहती हैं, वे अबला भौजाई कहलाती हैं। दूसरी ओर जिन भौजाइयों को सीधा-साधा, स्वयं या पुनः देव मिलता है, वे अपनी योग्यता को उग्र देव पर हावी कर देती हैं और वह सदैव भौजाई के अंगुली पर नाचता रहता है। इस प्रकार की भौजाई अबला भौजाई होती है।

भौजाई छोटी-बड़ी, काली गोरी, मोटी पतली, तेज-तेज, अपढ़ — विदुषी, कैसी भी हो, वह सब प्रेम से प्रिय होती है। भौजाई शब्द ही ऐसा है जिसमें लक्ष्य, आयु वर्ग आदि सब तिरोहित हो जाते हैं, वह जिन उस का भंडार है और उसकी रसमाधुरी वर्जित होती है। आदमी पूरी उग्र भौजाई भाव का रसास्वादन कर सकता है, और वह भी बिना मूल्य।

आप विचार करें, कितने कष्ट हैं जीवन में। कि वैयक्तिक-भौतिक तापों से संसार भरा पड़ा है। ऐसे दुःख के भवसागर में भौजाई एकमात्र वह तिनका है, जलके सहारे से आदमी अपना जीवन आसानी से जी सकता है।

वे सौभाग्यशाली हैं, जिनको भौजाई मिली है जिनको नहीं मिली, ईश्वर उनको शीघ्र दिलाये। जो कोटि की भौजाइयाँ पाकर सब सुखी हों, सब प्रेम से सब प्रसन्न दिखें। किसी को भौजाई के प्रेम के दार्शनिक न बनना पड़े।^१

१. महुअर की प्यास, महेश अनघ, निखिल पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, आगरा पृ. ९९

२. महुअर की प्यास, महेश अनघ, निखिल पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, आगरा पृ. १००

३. भूप के चंदोबे महेश अनघ, निखिल पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, आगरा पृ. ५२

४. भूप के चंदोबे महेश अनघ, भौजाई नामा, निखिल पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, आगरा पृ. ५२

उच्च माध्यमिक शाळेतील विद्यार्थ्यांच्या अभ्यास सवयी सोबत शालेय वातावरणाचा सहसंबंध — एक अभ्यास

डॉ.शालू अ.घोडेस्वार

प्राचार्या,

के.डी.पवार शिक्षण महाविद्यालय सावनेर, जि.नागपूर

सारांश:

शैक्षणिक संस्था आणि शिक्षण पद्धतीचा थेट परिणाम विद्यार्थ्यांच्या अभ्यासाच्या सवयीवर होतो. माध्यमिक शिक्षण हा विद्यार्थ्यांच्या आयुष्यातील महत्त्वाचा काळ असतो. कनिष्ठ माध्यमिक शाळा स्तरावर, विद्यार्थी जवळजवळ सर्व विषयांचा अभ्यास करतो आणि सामान्य माहिती प्राप्त करतो, परिणामी अभ्यासाच्या सवयी तयार होतात. अभ्यासाच्या चांगल्या सवयीमुळे चांगले चारित्र्य आणि व्यक्तिमत्त्व निर्माण होते, ज्यामुळे विद्यार्थ्यांचे जीवन संयमी, शिस्तबद्ध आणि साधे बनते. शाळेतील मुलांच्या शिक्षणाबरोबरच सह-अभ्यासक्रमाच्या माध्यमातून सामूहिक कृतीही विकसित केली जाते. प्रस्तुत शोधपत्राद्वारे शालेय वातावरणाचा माध्यमिक शाळेतील विद्यार्थ्यांच्या अभ्यास सवयी सोबत असलेला संबंध संशोधित करण्यात आलेला आहे.

सूचक-शब्द: शालेय वातावरण, अभ्यास सवयी, व्यक्तिमत्त्व विकास, अभ्यासक्रम

प्रस्तावना:

मानवी जीवनात सवयींना विशेष स्थान आहे. खरे तर सवय हा मुळात मानसिक गुण आहे. मुलांच्या आत्मसात केलेल्या वर्तनात किंवा शिकलेल्या वागणुकीत सवयींना महत्त्वाचे स्थान असते. जेव्हा एखादे मूल एखादी कृती जाणूनबुजून त्याच्या इच्छेने पुन्हा पुन्हा करते, तेव्हा काही काळानंतर ती कृती कोणत्याही प्रयत्नाशिवाय आपोआप कार्य करू लागते. वारंवार



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4. Essential of Life Skill Training for sustainable development of students

Dr. Shalu A. Ghodeswar
K.D.Pawar Shiksan Mahavidyalay, Saoner.

Life skill helps in choosing appropriate consumption patterns to act as a creative, compassionate, and productive citizen. Life skill are the group of competencies, require to deal effectively with the demands and challenges of daily life. It can be imbibed and improved through practice and training. Inculcation of these skills became necessary for all individuals and especially for undergraduate as the demand of the competitive world have shifted towards skill development. Students includes those maximum population of the country who takes social responsibility and contributes to economic development National Development, and Planet Sustainability. Sustainable development is the path to a better future for everyone. It establish a framework for achieving economic growth, social justice, environmental protection, and improved governance. The dream of accomplishing it can be achieved by joint efforts of the members of the country.

Life skill can be conceptualized as a set of Psychological, Social, and Cognitive competencies that can be developed through training. It converts Knowledge, attitude and value into positive behavior to deal efficiently with the demands and challenges of daily life. WHO suggested Ten score life skills for all Self awareness, empathy, critical thinking, creative thinking, problem solving, decision making, interpersonal relationship, coping with stress, and coping with emotions, Besides these, there are many more life skills and their importance varies according to the person and situation. Development of these skill sets empowers young minds for survivals in personal, Professional, and social life which ultimately contributes to the development of the nation and the world we live in.

Education has always been advocated as the ultimate tool that can emancipated the world from the shackles of ignorance, and poverty, inequality, and underdevelopment. Curriculum plays important role in achievement of educational goals. According to Curriculum is a tool in the hands of artist to mold his material according to his ideals in his studio. Curriculum Planning is based on the value, dreams and desire of nation to create link between knowledge and workplace. Content of curriculum constitute, knowledge, attitude, values and skills which society

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Constructivism in Education



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Constructivist Evaluation in Education Today

Bhavika S. Jain

Abstract :- Influence of constructivism in education today can be seen in a variety of published as well as instructional practices. Using constructivist strategies in their activity need to change the practice of traditional evaluation finding alternative as : portfolio collections, performance assessments, peer assessments, self evaluation including authentic assessments in their repertoires are driven by a belief that curriculum assessment experiences should prepare students for the life of the real world. Constructivist evaluation is a complex activity involving both students and teachers. A preliminary preparation is needed. Teachers have to using the evaluation strategies as to be easy to integrate in lesson and in the meantime students have to get involved in their own evaluation. The assimilation phase of constructivist evaluation represents the evaluator's effort to incorporate new discoveries into the existing construction or constructions. According to constructivist evaluation there are important the skills students achieved during learning process their abilities to use in real life, what they learned and the way they refer themselves to others. New constructivist learning strategies are more traditional one. Constructivist teachers develops alternative evaluating methods according to students different learning styles as to offer to every one the opportunity to express themselves.

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

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

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Role and Responsibilities of Teachers in Higher Education

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Savour In Teaching At Higher Education Level

Mrs. Bhavika S. Jain

Abstract:- The challenge now at the university level is not of buildings or the hardware but of quality, the software, the new curriculum, new technology of instruction and increased efficiently. Last seven decades, higher education in India has witnessed phenomenal increase in terms of the numerical growth of universities and colleges, specialized institutions of higher learning, number of Teachers and enrollment of students. But inclusive higher education is still lacking and quality is generally elusive. There are success stories but the same could not be emulated elsewhere in institutions of higher education in general, wastage needs to be plucked and quality ensured.

Three factors play the most important roles in determining quality, namely motivated teachers, teaching aides and the academic ambience. There is extreme shortage of good institutions of higher education. In selected few institutions, the rush of students is so large that the cut off points in admissions reach the real genius levels. With increasing global competition in the sphere of higher education, the very concept of quality also needs to be redefined and relooked for meeting the technology driven challenge of education and society. Test are daunting but the potential is also enormous and huge that needs to be harnessed to meet the goal of achieving educated and capable India by ensuring quality in general higher educational institutions.

Initially, before Independence it was noted that 20 Universities and around 500 college with 0.1 million students were present. Now (as of February 2017). It has increased to 789 Universities, 37,204 colleges and 11,443 stand-alone institutions but pass out of the universities are not employable. The conditions will become drastic in the upcoming few years. If this issue not tackled with quick efforts and measures. It's time to add some Savour in Teaching at Higher Education Sector.

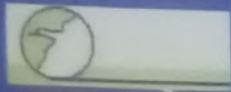
When the technologically equipped generation will step in the field of higher education, they will witness a completely different picture. The smart class rooms will not be a reality to them, they will not be trained with the new technologies as most of the universities and institutions are still conducting the courses in the traditional fashion through conventional means. They are still having the pre-decided conservative methods to teach their students. Today's reality of Higher Education demand focus on skill and latest Technology.



**Dr. Babasaheb Ambedkar Marathwada
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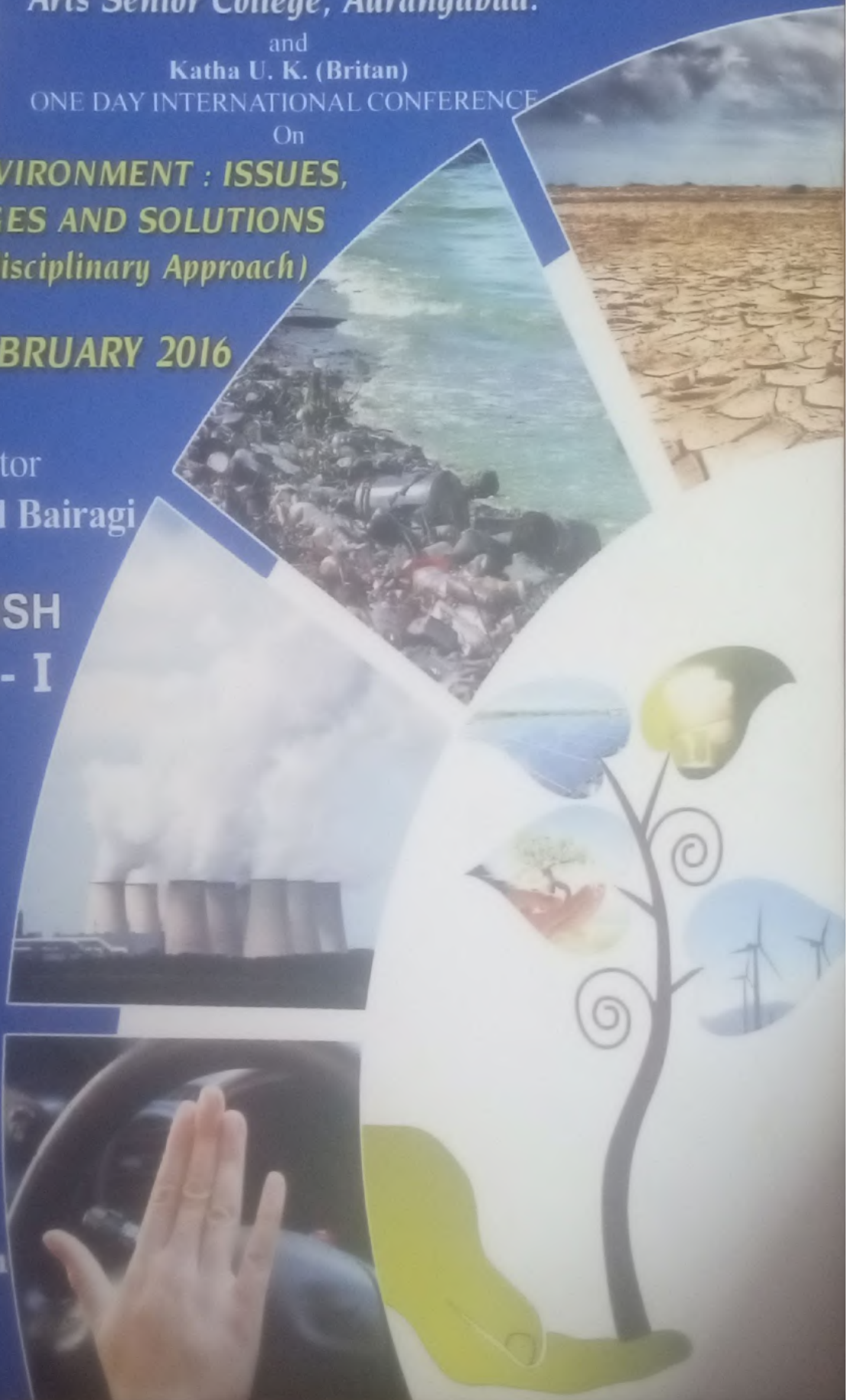
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To Serve Environment

50

Mrs. Bhavika S. Jain

Officiating Principal, K.D.Pawar, Shikshan Mahavidyalaya, Saoner.

Abstract

Environment is a global concept today. Today our environment is being destructed due to various factors. So Environmental Education is highly essential and acts as a tool to influence knowledge, attitude and values for improvement of environment and to Formulate a responsible attitude in the young minds towards sustainable development and regenerate man's interest in preservation, conservation before it is too late and reaches the point of No return.

Introduction

Every second, hectares of the India's vast areas of land is facing some kind of Ecological problems. A large percentage of drinking water provided by India's major rivers is polluted and clean air is breathed by most of the Indians for only two hours in the morning. Over 20% of hospital patients are victims of polluted environment. Not only India but the global village is facing a number of environmental crises and hazards, which are the result of the unmindful exploitation of natural resources by human being.

Anthropogenic (man-made) Activities are disturbing the delicate balance between various components of the environment. An increase of green house gases in the atmosphere has resulted in increase in the average global temperature. This rise in global temperature referred to as Global warming may upset the hydrological cycle, result in floods and droughts in different regions of the world, cause sea level rise, changes in agricultural productivity, deforestation, famines and finally death of human beings as well as livestock.

Environmental degradation, depletion of natural resources, deforestation, disturbances in the ozone layer, uncertainty and change in climate have caused serious pollution and are proving risky for men and animals. Consciousness about environment is a crucial factor for all the people - illiterate or educated, Natural resources are limited and these need to be used sparingly. The environment must not be polluted any more and the present level of pollution must be decreased. Through education every one must be made a stakeholder in ensuring that our earth becomes more and more capable of sustaining and promoting biodiversity and enhancing the quality of life.

There is a proportional need to explore ways to heighten and deepen environmental awareness to be able to tackle the problem successfully. At an institutional level, school, college and university serve the purpose of inculcating the environmental ethics in the students through environmental education. Environmental education, as a compulsory subject, has been introduced in the curriculum at all levels of schooling as the

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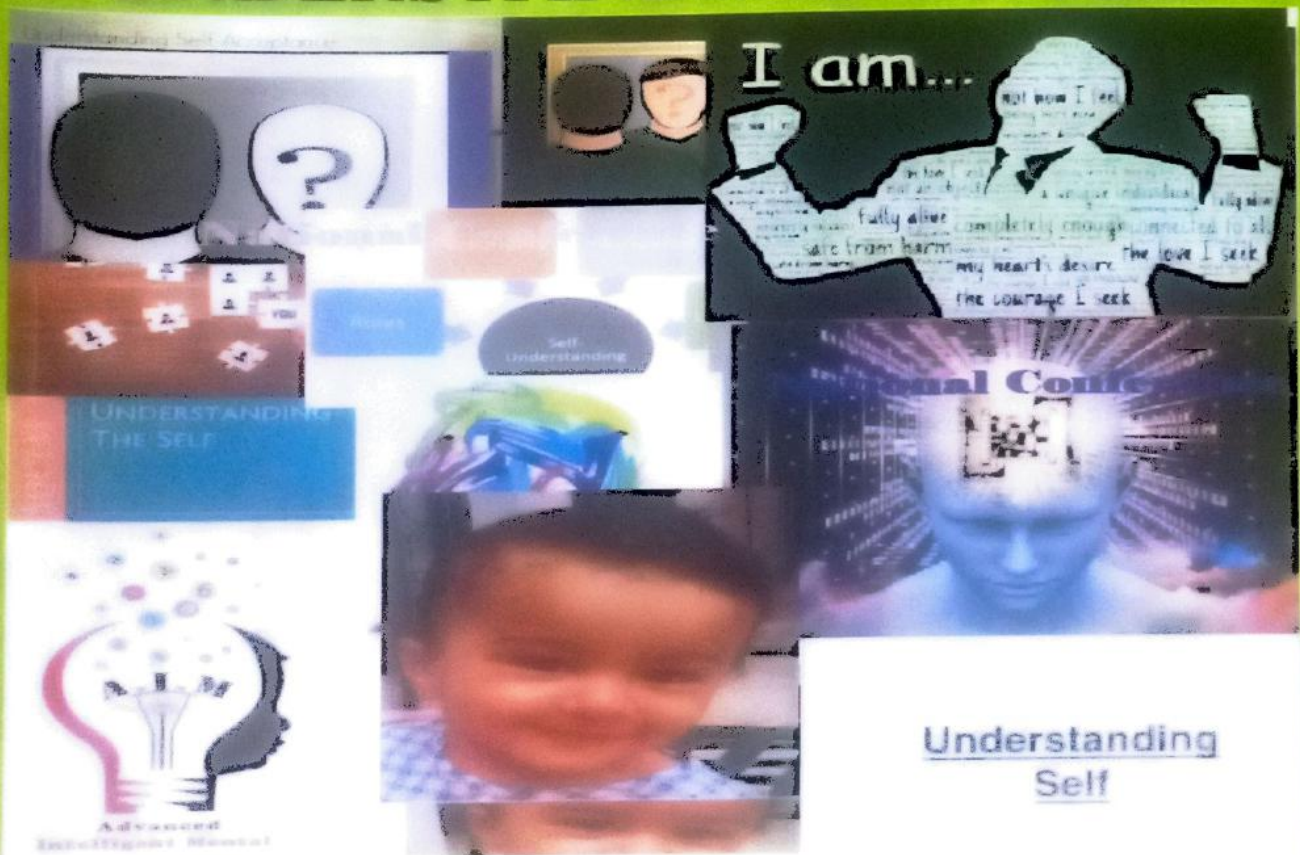
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Understanding One's Strengths and Weaknesses

Dr. Bhavika S. Jain

Assistant Professor, K. D. Pawar Shikshan Mahavidyalaya, Saoner

Abstract:- The person who rattles off a brilliant comeback or who solves a problem quickly may have quick wittedness as a strength, and perhaps focus on fire detail as a weakness. The person who takes time to think could be described as having planning as a strength and perhaps limited nimbleness as a weakness knowing where you come in strong and where you need assistance can help you stabilize your personal life and nurture your professional interactions self knowledge is a powerful tool. No one is grading you or judging you based on your responses, so be honest with yourself. It might help to draw up two columns with the heading "strengths" and "weaknesses" write them down. Once you assess all you have written down its time to focus on what you think about your strengths and weaknesses are and what you are doing in your life right now, both personal and professional, rather than looking to the past or to your desires. Decide if you need or want to work on any of your weaknesses and contemplate what you will need to do to attack or change these weaknesses. Acknowledge that mistakes are part of Learning and growth and allow yourself to make them as you develop yourself.

Introduction :- Self-knowledge is a powerful tool. Specific qualities you possess are strengths as apposed to weaknesses confusing or frustrating. Knowing where you come in strong and where you need assistance can help you stabilize your personal life and nurture your professional interactions. For identify your strengths you have to understand your abilities.

1)To Worth Your Efforts :- you are willing to good look at where you are already strong and where you could stand some improvements, you are a strong person already. It takes guts to sit down and do this work. Give your awesome self a pat on the back and remember that you are an amazing reason.

2)Jotting Down Your Activities which you must like :- Think about the activities you either participate in the most or get the most pleasure out of writing down all of the activities you do throughout a given day, rating them from one to five, depending upon how much you enjoy doing or participating in them.

3)Journaling :- Studies have found journaling to be a great method for becoming more self aware to reflective towards one's personal strengths & desires. This can be as simple as listing all of the most memorable moments of a given day to writing detailed narratives about your deepest thoughts and desires. The more you come to know yourself, The easier it will be for you to identify your personal strengths.

4)Humisate On Your Values – sometimes can be difficult to identify our strengths and weaknesses because we have not taken the time to classify our core values. These are the beliefs that shapes how you think about yourself others and the world around you. They are fundamental to your way of approaching life. Taking some time to identify your values will help you to decide whether aspects of your life are strength or weaknesses to you, regardless of what others may feel about them.

Recall a moment in your life where you felt very satisfied or fulfilled. What was that moment? What happened? Why did you feel that way? Think about those people you respect? What do you appreciate about them? What traits do they possess that you admire? How do you see in your own life?



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Mrs. Bhavika S. Jain

Officiating Principal, K. D. Pawar Shikshan Mahavidyalaya, Saoner, Dist. Nagpur.

Abstract सारांश

वर्तमान के नैतिकता से परिपूर्ण वैज्ञानिक अविष्कारों ने मानव को अत्याधिक सुविधा भोगी एवं विलासी प्रवृत्ती का बना तो दिया है लेकिन मानवता नाम मात्र भी नहीं है। इस कारण उसमें सेवा, समर्पण, सादगी, श्रद्धा, समता, सरलता सहिष्णुता, सहयोग एवं वात्सल्य जैसे नैतिक एवं आध्यात्मिक मूल्यों में निरंतर कमी होती दिखाई दे रही है। जैन धर्म के मूलभूत तत्व एवं शैक्षिक विचार ऐसे उदार एवं व्यापक हैं जो विश्व की समस्याओं का व्यावहारिक समाधान करने की क्षमता रखते हैं। बढ़ते हुए जनसांख्यिक के प्रभुत्वने मानव के हृदय की सुकोमल वृत्तियों—श्रद्धा, स्नेह, दयाद्वैता, परोपकारिता, नितिमत्ता, सदाचार रूप धार्मिकता को कुंठित कर दिया है। संस्कृती में बहुत बड़ा परिवर्तन ला दिया है। साथ ही साथ पर्यावरण का भी न्हास हो रहा है। ऐसी विषम स्थिती से बचने के लिए इस अनुसंधान का महत्व अनन्य है।

प्रस्तावना (Introduction)

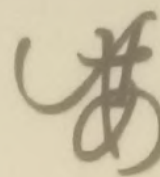
जिस व्यक्ति को अपनी संस्कृति अपने धर्म, राष्ट्र, समाज अथवा इतिहास का ज्ञान नहीं, उसे यदि किसी सीमा तक चक्षुर्विहीन की संज्ञा दे दी जाय तो अतिशयोक्ति नहीं होगी। जिस प्रकार चक्षुर्विहीन व्यक्ति को पथ, सुपथ, कुपथ का ज्ञान नहीं होने के कारण पग-पग पर स्खलनाओं एवं विपत्तियों का दुख उठाना अथवा पराश्रित होकर रहना पड़ता है। उसी प्रकार अपने धर्म, समाज, संस्कृती और जाति के इतिहास से नितान्त अनभिज्ञ व्यक्ति भी न स्वयं उत्कर्ष के पथ पर आरुढ़ हो सकता है। जो न ही अपनी संस्कृति, अपने धर्म, समाज अथवा जाती को अभ्युत्थान की ओर अग्रसर करने में अपना योगदान कर सकता है।

इन सब तथ्यों से यही निष्कर्ष निकलता है कि किसी भी धर्म, समाज, संस्कृती अथवा जाती की सर्वतोमुखी उन्नती के लिए प्रेरणा के प्रमुख स्रोत शाश्वत मूल्यों का होना अनिवार्य रूप से परमावश्यक है। इन्हीं शैक्षिक मूल्य एवं विचारों से मार्गदर्शन प्राप्त कर प्रत्येक व्यक्ति, प्रत्येक समाज, प्रत्येक जाति, प्रत्येक राष्ट्र प्रगति के प्रशस्त पथ पर आरुढ़ हो अपने आघातों, अपनी संस्कृती को और अपने धर्म को उन्नति के उच्चतम शिखर पर प्रतिष्ठापित कर समष्टि का कल्याण करने में सक्षम हो सकता है। यही कारण है कि मानव सभ्यता में इतिहास के साथ-साथ शाश्वत मूल्यों एवं विचारों का आदिकाल से अविच्छिन्न सर्वाधिक महत्वपूर्ण स्थान रहा है।

इन्सान के आध्यात्मिक और नैतिक जीवन का अवमूल्यन हो रहा है। यह सब होते हुये भी माना जा रहा है कि हम सभ्यता के पथ पर बढ़े जा रहे हैं। परिणाम की पचाह किये बिना आँख मीच कर दौड़े जाने का नाम 'प्रगति' नहीं हो सकता। यह तर्कना जरूरी है कि इस तथाकथित 'प्रगति' के कारण विश्व में सुख, शांती और सन्तोष की नैतिक सुख-साधनों की वृद्धि के बावजूद कमी हुई है एवं दुनिया में पहले से अधिक अशान्ति, असन्तोष, दुख और क्लेश की वृद्धि हुई है। आज दुनियाँ जैसी अशान्त है उतनी पहले कभी नहीं थी। ऐसी विषम स्थिति में एक ही ऐसा आश-दीप है जो वर्तमान को उद्योका प्रलय

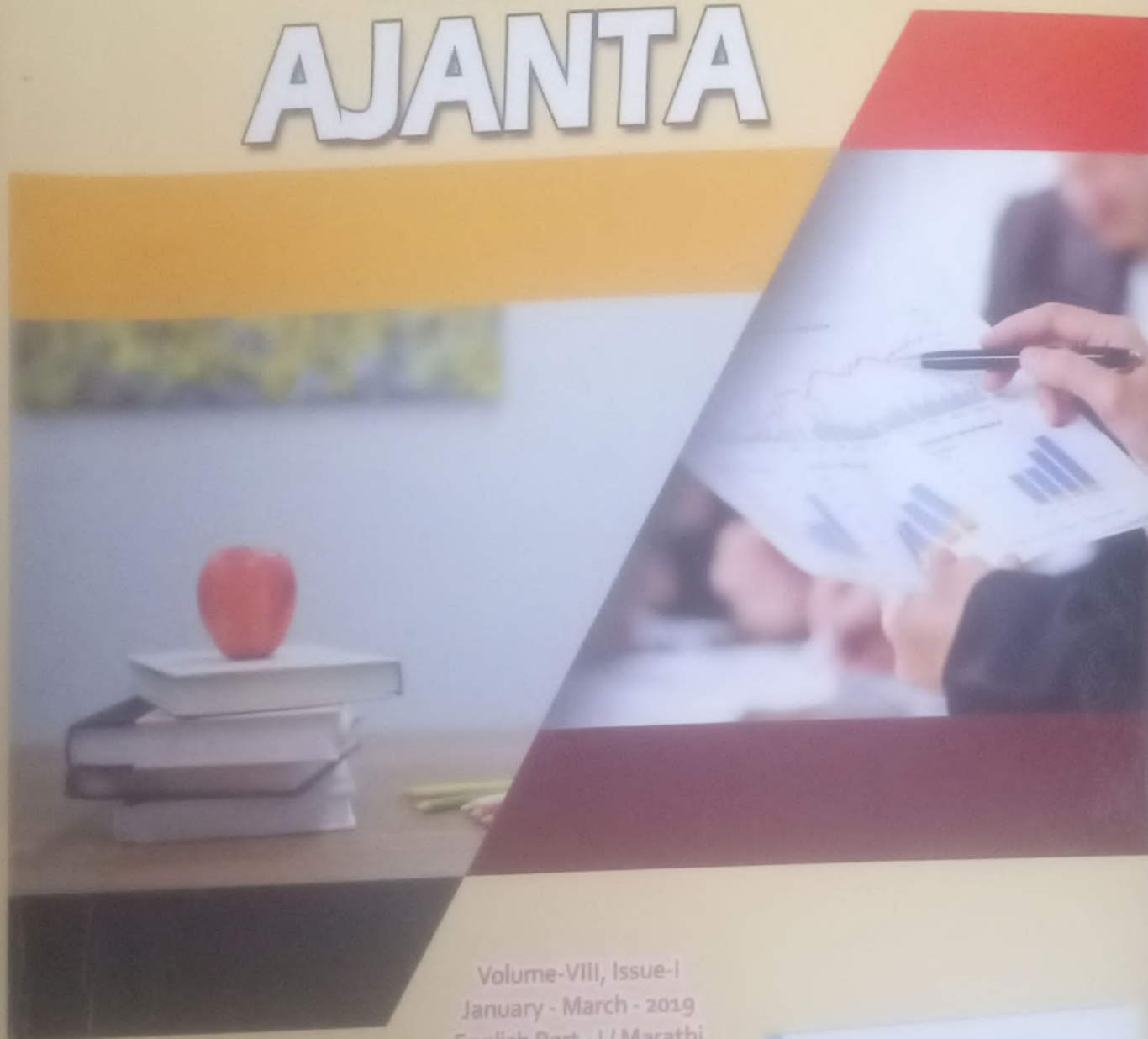


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6. Demand of Real Classroom Teaching at Higher Education Level

Mrs. Bhavika S. Jain

Assistant Professor, K. D. Pawar Shikshan Mahavidyalaya, Saoner, Dist. Nagpur.

Abstract

The challenge now at the university level is not of buildings or the hardware but of quality, the software, the new curriculum, new technology of instruction and increased efficiently. Last seven decades, higher education in India has witnessed phenomenal increase in terms of the numerical growth of universities and colleges, specialized institutions of higher learning, number of Teachers and enrollment of students. But inclusive higher education is still lacking and quality is generally elusive. There are success stories but the same could not be emulated elsewhere in institutions of higher education in general, wastage needs to be plucked and quality ensured.

Three factors play the most important roles in determining quality, namely motivated teachers, teaching aides and the academic ambience. There is extreme shortage of good institutions of higher education. In selected few institutions, the rush of students is so large that the cut off points in admissions reach the real genius levels. With increasing global competition in the sphere of higher education, the very concept of quality also needs to be redefined and relooked for meeting the technology driven challenge of education and society. Test are daunting but the potential is also enormous and huge that needs to be harnessed to meet the goal of achieving educated and capable India by ensuring quality in general higher educational institutions.

Properly planned higher education can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance.

The education system of India has shown enormous growth since independence. We, the people of India, inherited a rigid system of education from British ruler's. Although Republic of India has come up with numerous reforms in its education system and there are a number of scheme introduced by the Government to bring education to the reach of every single child of the



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Effective Handling of ICT in Classroom

Mrs. Bhavika S. Jain

Officiating Principal, K. D. Pawar Shikshan Mahavidyalaya, Saoner.

Abstract

Education is at the confluence of powerful and rapidly shifting educational, technological and political forces that will shape the structure of educational system across the globe for the remainder of this century. Learner benefit the most from the learning process when they are the designers of the instructional experiences. Hypermedia is a powerful design tool for learners to construct knowledge. Hypermedia composition places students in the designer's seat, so that, they may construct their own understanding, of rather than interpreting the teacher's understanding of the world. The changes in the world created by technology which leads to the discussion about the changes brought about in students and the role of technology in the teaching learning process. An interesting fact of these technologies is that they have been adapted to transmit information in unexpected forms, for example – Transmission of lectures, demonstrations audio visual resource materials possible etc.

Introduction

In the developing world, the essential building blocks for education systems are suffering from deficiencies. The universalisation of education has become the top priority, especially for the developing countries, but the extension of quality education to remote and rural regions becomes a phenomenal task for a large country like India with multi-lingual and multi-cultural population separated by vast geographical distances and in many instances it becomes an inaccessible terrain.

Today, it has been proved that concrete experiences should form the basis of meaningful learning. Technology can actually assist with some expectations and make teachers and their students more successful. However as the world becomes more complex virtually year-to-year instead of the generation to generation, educational needs continue to shift from teaching and learning isolated skills and information within each content area, to teach skills that enable students to solve complex problems across many areas. Educator must prepare for a technologically rich future and keep up with change by updating and adopting effective strategies that infuse lessons with appropriate technologies.

The general notion regarding the use of computers in education is that, it may best be used as a tool for drill and practice programs supplementary the instructional process. In such instructional processes, the learner receives information already programmed inside the computer following a algorithm. Although some amount of interactivity is ensured, the general impression is that, in such instructional processes, computers



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NEED OF MAJOR CHANGES IN TEACHER EDUCATION

Principal MRS.BHAVIKA S.JAIN

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INTRODUCTION.

Education is a continuous complex and dynamic process. The importance of education has been realized by everyone and every nation. It is quite evident that the strength of the country depend as on the strength of education, which is turn depends on the efficiency of teachers and the process of teaching. Now a days, the purpose for undergoing teacher education programme is to get certificates or for spending leisure time only. Most of them are not intellectually or emotionally prepare for becoming teachers. In addition many of them are taking teaching as a job not because of any interest but because of their inability to secure jobs elsewhere.

Teacher educators may need to develop or rediscover culturally appropriate "vision" of what an effective teacher is. They should provide opportunities for growth and development for personal attributes that can help trainees become confident and competent in their diverse professional roles.

The demand for excellence and higher quality are the most common issues today. There is however, another issue which needs urgent attention and that is the checking out the relevance of curriculum. The question of relevance and on attitude towards implementing and executing courses in true letter and spirit.

Our future generation must be trained and prepare for out of the bare thinking, imbibing and creating knowledge, content of teacher education must not only meet the present needs but also fulfill the future demand of **society as the needs** and problems of nation faces go on changing with time. Today's knowledge based society demands socially relevant curriculum which must be sufficiently Flexible for future needs.

NEEDS FOR CHANGE FOCUS ON SKILL BASED EDUCATION -

Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. Still, year after year Indian students focus of cramming



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Challenges & Opportunities
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Importance of Communication and Computing Technology for Rural & Urban Development

Mrs. Bhavika S. Jain

Officiating Principal, K. D. Pawar Shikshan Mahavidyalaya, Saoner.

Abstract

Communication and computing technology provide new channels to gain Social and Economic development goals in Urban and Rural communities, by bringing new tools to community development and building Human and Social Capital. Technology can strengthen networks and communication. New Technologies will change forever past Social & Economic development paradises. Emerging technologies have began to transform the nature of personal and organizational relationship for rural and Urban communities. Electronic commerce presents both opportunities and threats to regional development in rural and urban areas. Telecommunications offers a medium that can enhance economics social development without changing the essential quality of life elements of urban & rural society. However change in the way people interact and conduct business will be inevitable.

Introduction

The desired outcome of any rural and urban community development Initiative must be strengthen self-reliant communities, where the quality of life is improved. This includes such conventionally recognized issues as the maintenance of current population levels or balanced population growth, increased employment and per capital income, support for adequate infra structure such as a water systems, roads, schools, libraries etc, and a balance among growth and development conservation and the environment. However, strengthened Urban and Rural communities also means communities with improved human and social capital.

Why development

Any development agenda must look beyond the cities and for a simple reason more than three quarters of the world's poor live there. Rural development is a particular imperative in India. Where the ranks of the rural poor have swelled to more that 430 million over the past two decades. Despite a pull to the cities. The rural population is set to grow for at least another generation.

Life has never been easy without infrastructure and market linkage. Smallholders cannot compete with agribusiness or withstand commodity price drops. Others lack access to the tools and opportunities necessary to participate in the non-farm economy.

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DEVELOPING THE HOLISTIC APPROACH THROUGH CURRICULUM-A STUDY

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Abstract

This study is done for developing the Holistic approach through Curriculum. The barriers of Peace and happiness have been seen. In this study, survey method and questionnaire is used as tool. 100 samples were selected through simple random method and it is concluded that present quality of Curriculum is not good. Proper spiritual and moral values are not involved in curriculum. Environment is not healthy for all round development of child. Due to Holistic approach Quality of curriculum will be developed.

Introduction

In today's world human beings are losing their spiritual and moral values. Even after this we think that, we are on the path of development. Just running blindly without taking consequences into consideration can not be named "development." Even though we have attained all the luxuries and required amenities but, it is necessary for all of us to know that, because of this so called "development" our world has turned into a violent, unsatisfied and unpleasant planet. Only one hope can save us from this disastrous situation, that is, our holistic approach.

Needs

1. For inculcating moral, social and religious values.
2. To promote the idea of "VASUDHAIVA KUTUMBAKAM."
3. To spread peace and happiness.
4. For surviving today's Globalized world.

Functional Definition

Holistic - Based on the principle that everything in the nature is connected with each other.

Curriculum - All the different courses of study that are taught in a school, college or university.

Objectives of the study -

1. To know the present situation of the world.
2. To know the barriers in peace of the world.

Statement of the Problem

Developing Holistic approach through Curriculum -A Study.

Methodology - Survey method used.

Sample - 100 samples were selected through simple random sampling method from different medium English, Hindi and Marathi of schools, Colleges, Nagpur.

Tool of Research - Self-made questionnaire used, which was standardized by subject expert.

Statistical Technique used - In this method Analysis and Interpretation drawn out on percentage basis concerning with objectives.

K.D. Pawar College of Education



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AJANTA PRAKASHAN

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Mrs. Bhavika S. Jain

Officiating Principal, K. D. Pawar Shikshan Mahavidyalaya, Saoner.

सारांश

यह अध्ययन अनुसंधान का स्तर बढ़ाने एवं सूचना एवं संचार प्रौद्योगिकी के बारे में अनुसंधानकर्ता में जागरूकता लाने के उद्देश्य से किया गया है। किस प्रकार सूचना एवं संचार प्रौद्योगिकी अनुसंधान प्रक्रिया में बदलाव / परिवर्तन लाकर उसे सहज, सरल, सक्षम तथा प्रभावशाली बना सकती है। शोध अध्ययन में सर्वेक्षण प्रणाली का प्रयोग किया गया। इसमें 100 अनुसंधानकर्ता का न्यादर्श के रूप में चयन साधारण अनियमित न्यादर्श से किया गया। नागपूर के चार M.Ed. महाविद्यालयों से चुनाव किया गया तथा इस अध्ययन के द्वारा यह ज्ञात हुआ कि सूचना एवं संचार प्रौद्योगिकी का ज्ञान बहुत कम अनुसंधानकर्ताओं को है एवं उसके प्रयोग से अनुसंधान का स्तर / दर्जा बढ़ सकता है। अनुसंधान के विशिष्ट उद्देश्यों को अगर कम समय में प्राप्त करना हो, तो भी विश्वसनीयता, क्वालिटी एवं सटीकता के साथ तो सूचना एवं संचार प्रौद्योगिकी की अनन्य आवश्यकता है। हर क्षेत्र में चाहे वह शैक्षिक हो व्यावसायिक हो या सामाजिक हो प्रौद्योगिकी के द्वारा नये तत्वों की खोज कर उसका विकास परम सिमा तक पहुँचा सकते हैं, साथ ही साथ उपयोगी अनुसंधान समस्याओं का हल अर्थात् सिद्धांत लागू कर उसका स्तर बढ़ा सकते हैं।

प्रस्तावना

शिक्षा किसी भी समाज की प्रगति का दर्पण है। एक स्वस्थ व शिक्षित समाज की बागडोर शिक्षक के हाथ में होती है। संसार की बड़ी से बड़ी क्रांति की ज्योती का सदैव ही प्रभावी शिक्षक ने प्रचलित किया है। अध्यापन को अधिक प्रभावी व उपयोगी बनाने के लिए हमें नये खोज एवं अनुसंधान की आवश्यकता है। व्यक्ति के खोज प्रवृत्ति के परिणाम स्वरूप ही अनुसंधान तथा शोध कार्य का प्रादुर्भाव हुआ। अनुसंधान कार्य के प्रभाव या तो दीर्घकालीन होते हैं अथवा उनके आधार पर कुछ सिद्धांतों तथा अवधारणाओं का निर्माण किया जाता है। किंतु यह ध्यान में आया कि यह प्रक्रिया दीर्घकालीन है। जब तक निष्कर्ष निकलता है, तब तक उसी क्षेत्र में कालानुरूप परिवर्तन होने लगता है एवं अनुसंधान के सिद्धांत अनुपयोगी हो जाते हैं या परिवर्तित होन लगते हैं। अतः ऐसे अनुसंधान की आवश्यकता है जिसमें समाधान शीघ्र प्राप्त हो अर्थात् प्रक्रिया में ज्यादा वक्त न लगे। अतः इसमें नये आयाम जोड़ने की जरूरत है, इस बात को ध्यान में रखते हुये हमने अगर तकनीकी की मदद ली तो अनुसंधान का काम आसान तो होगा ही साथ ही साथ सटीक, सही, विश्वनीय एवं शीघ्र समस्या का हल हमें मिलेगा।

तकनीकी एक ऐसी प्रविधि का विज्ञान है जिसके द्वारा शिक्षा के उद्देश्यों को प्राप्त किया जा सकता है। इसका क्षेत्र केवल उद्देश्यों को निर्धारित करने तक ही सीमित नहीं है, अपितु यह उद्देश्यों को व्यावहारिक रूप में परिभाषित करने में सहायता करता है। जिसके आधार पर अनुसंधान के विशिष्ट उद्देश्यों की अधिकतम प्राप्ति के लिए विभिन्न व्यूह-रचनाओं (Strategies) का निर्धारण तथा विकास किया जा सकता है। शैक्षिक अनुसंधान को सहज, सरल, सक्षम तथा प्रभावशाली बनाने के लिए वैज्ञानिक तकनीकी, मनोवैज्ञानिक सिद्धांतों तथा विधियों का उचित प्रयोग शिक्षा तकनीकी कहलाता है।

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EMPOWERMENT OF STUDENT TEACHER IN TEACHER EDUCATION

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INTRODUCTION :

Teacher – Education Plays a vital role for making future teachers. So it is essential to Empower the Teacher Education for Quality Education. Teacher Educators need to develop or rediscover culturally appropriate “Vision”. Development of Quality among Teacher – Educators needs Empowerment through some new ideas i.e. All round development of student Teachers, continuous self development, Restructuring Teacher Education courses, Different skills development according to today’s era, Induction programmes which helps to make quality teachers who adopt innovative methodologies and to Integrate new information and communication technologies in the teaching and learning process.

Empowerment is essential for quality Education. Teacher for that teacher Educators may need to develop or rediscover culturally appropriate “Visions” of What an effective teacher is. The teachers to perform their responsibility in a professional way with insight and confidence. They should provide opportunity for growth & development for personal attributes that can helps trainees become confident and competent in their diverse professional Roles.

The teacher Educational programmes are expected to be experiences based and the student teachers are supposed to acquired the knowledge, skills, attitude and achievement to become competent teachers.

Teacher quality placed a critical role in affecting students performance not only do policy makers hold student to high standards, But they have elevated their expectation for teachers standards also. Emphasizing teacher educators have much to contribute to development of quality amongst the teachers hence ideas for improving quality of student Teachers.

Better teachers are key to improving public education and that college of education have a responsibility to prepare teacher accordingly, It is felt that pre-service training focuses almost exclusively on knowledge acquisition with little attention to pedagogy, instructional practices and classroom management skills only, to be successful in the classroom teachers should also be able to do in the domains like cognitive psychomotor, affective, for student development, diverse learner, multiple instructional strategies, motivation, communication and technology, assessment professional growth etc. Therefore key ideas for Teacher educators should be develop effective teaching skill in those who have the potentials to becomes good teachers.

They should provide teacher’s training with challenging instruction or educating them deeply and encouraging students to preserve, strategies for explaining difficult material, method of managing a productive and respectful classroom etc.

Ideas For Empowering The Teachers Education :-

The Following ideas in this regard may prove useful.

Quality Development Of Student Teachers :-

Learning the theories of intelligence, personality learning and motivation is important. But teacher trainee needs to develop all the domain so that all rounds development is possible. That is cognitive development, psycho-motor, affective development and spiritual development.

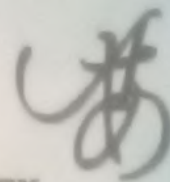


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Ajanta Prakashan

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3. Holistic Learning and Role of Teacher in the Light of NEP 2020

Dr. Bhavika S. Jain

Assistant Professor, K. D. Pawar Shikshan Mahavidyalaya, Saoner.

Abstract

The Education should have equality, accessibility, affordability and accountability among all. In the 21st century, poverty can no longer be a barrier to education. Hence, the Government has introduced several novel program me and schemes to bring education to everyone, and NEP-2020's recommendations have aided to take their schemes forward. The major emphasis given in the policy is to the aspect of holistic and multidisciplinary education as the fundamental component of every level of education. Universities are perennial sources to generate and disseminate new ideas and knowledge. These are the effective eco-systems for interactions among diverse disciplines.

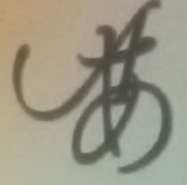
Introduction

In 2020, the Ministry of Human Resource Development introduced the NEP or the New Education Policy. The NEP 2020 promises to bring about several sweeping reforms to update and modernize the Indian education system. Some of the most welcome changes among these are concerning teachers. The NEP 2020 states that from 2030 onwards, teacher recruitment will be purely based on Integrated Teacher Education Program me (ITEP). Admissions for this course will be based on scores in the National Common Entrance Test or NCET. The course is offered by Many multidisciplinary institutions across India. The major emphasis given in the policy is to the aspect of holistic and multidisciplinary education as the fundamental component of every level of education. Universities are perennial sources to generate and disseminate new ideas and knowledge. These are the effective eco-systems for interactions among diverse disciplines.

NEP 2020 holds dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teaching quality and motivation among Indian teachers. The policy emphasizes the importance of high-quality teacher education. It aims to initiate several systemic reforms to encourage bright and talented young minds to take up the teaching profession. Considering the lackluster efforts to improve the working conditions and



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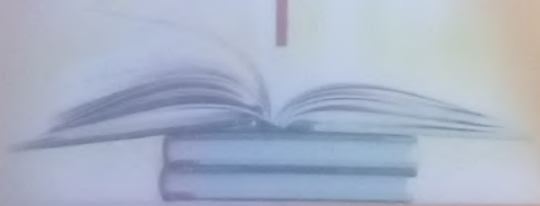


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24. Pandita Ramabai and Plight of Woman in the 19th Century

Dr. Bhavika S. Jain

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Abstract

Women in 21st century are subjected to domestic violence, dowry deaths, growing incidences of rapes, molestations, acid attack etc. The modern day thoughts and planning to improve the conditions of women though are similar in spirit to the 19th century the means are different as the odds faced by women in modern society is different. Movements for the betterment of the condition of women are taken up by society and government as a whole rather than by any particular person. But still patriarchy and male chauvinism exists in the society which makes their condition no better than the 19th century and the question about their status can be said to be derived from the 19th century. Hence one can realize the truth that when it is so very difficult to be a woman and exist at her own cost even in the 21st century what would be her plight in the 19th century. It is our duty to take the matter into serious consideration and to put forth our best endeavors to hasten the glad day for India's women. Thus, Pandita Ramabai was writing, speaking and travelling across the globe in order to communicate her understanding of the oppression of women as well as a need for the change. She did all these things only for the betterment and respectful life of Indian women. She gave the radical responses to the contemporary society through her writings and walked on a path where no Hindu woman had dared to travel, defying her society, her religion and most of all the patriarchy.

Introduction

Women's roles in the 19th century were encompassed by the domestic sphere. They were largely in charge of domestic duties, such as raising children and housework and were confined to their homes, while men participated in public duties, such as politics and commerce. Thus, all women's rights were essentially swallowed by their husbands. They were required to be obedient to their husbands and almost completely dependent on men. Hence one can realize the truth that when it is so very difficult to be a woman and exist at her own cost even in the 21st century what would be her plight in the 19th century. Thus, Pandita Ramabai was writing,



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Role of ICT in Education

Ms. Kamini Gangadharrao Madekar

Assistant Professor, K. D. Pawar Shikshan Mahavidyalaya, Saoner.

Abstract

Information & Communication Technology (ICT) is a force that has changed many aspects of the life we live. Every field has been occupied by the ICT Educational, Cultural, Social & Economic changes have been made possible due to ICT. So, in this paper it has been tried to show the role of ICT in education field and discuss some ICT tools use in Education.

Introduction

Information & communication technology (ICT) is a force that has changed many aspects of the way we live. Every field has been occupied by the ICT so how the education field can be stay behind it. Educational, cultural, social & economic changes have been made possible due to ICT. Today's era is the era of information & communication technology. In this ICT era everybody must have the knowledge of use of ICT. Modern technology makes the man self reliant. So in this paper it has been tried to show the role of ICT in education field.

Need of ICT in Education

- access to variety of learning resources
- anytime learning
- anywhere learning
- collaborative learning
- multimedia approach to education
- authentic and up to date information
- access to online libraries
- teaching of different subjects made interesting
- educational data storage
- distance education
- access to the source of information
- Multiple communication channels-e-mail, chat, forum, blogs, etc
- Expanding the pool of teachers
- Expanding the pool of students
- Access to open courseware

- Better accesses to children with disabilities
- Reduces time on many routine tasks

Types of ICT Tools in Education

Information and communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Lay (2003) classification of ICT tools as :

- 1) Informative tools – Internet, Network Virtual Drive, Intranet systems, Homepage, etc.
- 2) Situating devices – CD-ROM, etc.
- 3) Constructive tools – MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mind storm, etc.
- 4) Communicative tools – e-mail, SMS, etc.
- 5) Collaborative tools – discussion boards, etc. forum

The five categories of ICT tools above are discussed in more detail under the following headings.

Informative Tools

Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999). Examples include tools and information resources of the existing multimedia encyclopedia of the Internet. The Internet is a huge electronic database and researchers consider the Internet as the most significant ICT tools in e-learning environments. Pew Internet & American Life Project did a survey in 2002 showed them three out of five children under the age of 18 and more than 75% of children between the ages of 12 and 17 lines. Key endings from this study are found in Levin & Arafeh (2002) shows that students rely on the internet to help them do their homework. In short, students consider the Internet as a virtual textbook, reference library, virtual tutor, learn to study shortcuts and virtual study groups (McNeely, 2005) Listen.

Situating Tools

Situating tools is a system that lay the students in the environment where it involve a context and the occurrence of a situation. Examples of such systems include simulation, virtual reality and multi-user domain. Situating tools software such as CD-ROM. CD-ROM offers hypermedia application which gives better opportunities for teachers to enhances learning environment. Hypermedia application covers more than one of the following media such as text, audio, graphic images (still images), animation and video clips. Hypermedia applications are well integrated in the learning environment to enhance students autonomy and thinking (Cheung & Lim, 2000). A multimedia presentation topic will help students to conceptualize the ideas of the real world by integrating the theories in the practical application of real-world situations. (Phillips, 2004) Multimedia able to put the amazing array of resources on students and lecturer resources on teaching and student 1 control.

"Multimedia learning active learning to create a more dynamic, interactive, collaborative and satisfying" (Suppian, 1996)

Constructive Tools

Constructive tool is a general purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or PowerPoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most (McMahon, M. 1997) In learning a second language, Microsoft Word manage to help students to make correct sentences and texts as well as modern word processors include spell checking and directionari s and grammar checkers. Therefore, teachers can use the software to promote writing in the curriculum. PowerPoint is a presentation graphics program packaged as part of Microsoft Office for Windows or Macintosh. Although generally used for developing business presentations, it is also very advantageous in the context of increase creativity among students. While word processing program is the most common computer applications used, as a spreadsheet like Excel is just important in teaching and learning of English. Students will be exposed to learning design and statistical data using the Excel program that can be automated through the formula.

Communicative Tools

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. (Chen, D., Hsu, J.J.F, and Hung, D. 2000). It is including e-mail, electronic bulletin boards, chat, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative asynchronous (eg e-mail and electronic whiteboard) is a system in which exchange of messages between people are not 'live' but somehow delayed. Communicative tool most appropriate for activities requiring more time to think before responding. Utilization of electronic mail is increasing day by day. E-mail is the most commonly used on the Internet. It is easy to use as it is a primarily text-based system and simple communication tool for teachers and students that allows students to dominate class beyond physical barrier. (Chen, D., Hsu, J.J.F, and Hung, D. 2000.)

Collaborative Tools

Collaboration tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings, discussions are taking place, working in the document, information dissemination, and other tasks. Interactive electronic whiteboard is not just used as tool for meeting and development, but recently became the most popular tool among teachers. Whiteboard is an electronic device that interfaces with the computer where the computer image is displayed on the board

that can be manipulated interactively (Weiser and Jay, 1996). This tool is increasingly popular with teachers, when used in conjunction with a computer and a video projector that produces interactive learning community. Instead of having to crowd around one or two computers, interactive whiteboard not only display the materials, but also to respond to human interaction with computer commands and orders on a touch screen. In addition, these technologies provide impulsive information sharing, constructing knowledge and stimulate personal growth. (Mona, 2004). Other collaborative tools, such as E-mail messaging, Wireless Application Protocol (WAP) and General Packet Radio Service (GPRS) embedded in micro-browser equipped mobile phones or GPRS enabled handheld computers are other ICT tools that can link students in different geographic locations exceeding the boundaries of class. In addition, the development of mobile phone and PDA allows learners to exchange information in a short time simultaneously and asynchronously, and provides flexibility for one-one, one-to-many and many to many communication, especially for the online discussion forum. (Lim & Lee, 2002). In conclusion, a learning is no longer seen as a solitary activity, but is described as taking place through social interaction with peers, mentors and experts." (Kings, 1998)

Conclusion

It important to analyze the facts occur within the new technology and the learning process should be viewed in the perspective of learning English. Most of the simple basic use of ICT devices in the educational environment that leads to the following benefits:

- * 'Increase in pupils' motivation, enthusiasm and confidence
- * Positive association with attainment.
- * Learning possibilities expanded via collaboration, interaction and communication in the target language.
- * Potential for differentiation according to individual pupil need.
- * The utilization of ICT tools in education was increasingly felt in recent times and benefits the students with the appropriate exploitation. It facilitates latest information or user by at a click of a mouse. According to instead (2002), ICT tools can perform four essential functions as follows:
- * The speed and automatic functions of ICT allow a teacher to demonstrate explore an clarity aspects of the teaching method which enable the students learn more effectively.
- * The capacity and coverage of ICT to assist the teachers and pupils easily access to for historical event or current formation.
- * The temporary nature of information stored, processed and presented using ICT enable simpler method as documents could be change and corrected by editing software provided in the programs.

* The interactive way in which information is stored, processed and presented can enable teachers and students to explore the model, to communicate effectively with others and present information effectively to different audiences..

Research has shown that appropriate use of ICTs to catalyze a paradigm shift in both content and pedagogy that is the heart of education reform in the 19th century. ICT supported education to enhance the success of the ongoing knowledge and skill that will give the students continuous learning if properly designed and implemented. Leveraging ICT in an appropriate manner enables new methods of teaching and learning, especially for students in exploring exciting ways of problem solving in the context of education. New ways of teaching and learning is supported by constructivist learning theory and paradigm shift from teacher-centered pedagogy of memorization and rote-learning to focus on students centered.

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Study the Awareness of Technology for Research Work Among M. Ed. Students of Nagpur City

Kamini Madekar

Assistant Professor at

K.D. Pawar College of Education, Saoner

Abstract:

Technology has become a fundamental part of educational research and will likely to more so in future. Technology is the vehicle to the research process for driving it to destination. The purpose of this paper is the study the awareness of technology for research work among M.Ed students of Nagpur city. For this survey method was used by researcher sample of 84 M.Ed students are randomly taken from Nagpur city for collection of data self prepared tool was used by researcher. By analysis shows that there is very low level of awareness of technology among M.Ed student for research work. For this arrange the training programme workshop related to use of technology in research.

Introduction:

USES OF TECHNOLOGY IN RESEARCH

1. Accessing Data

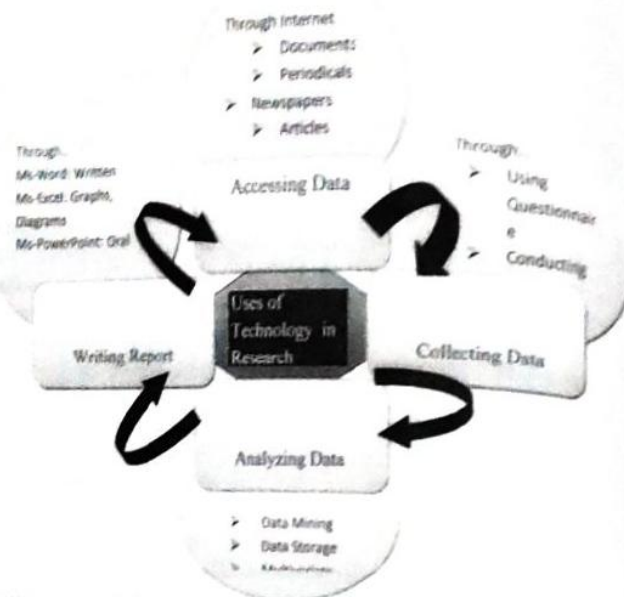
ICT is a gateway of the world of information. A multitude of data i.e. documents, periodicals, newspaper and articles can be accessed using modern technology i.e. computers. Many encyclopaedias are available on CD-ROM. Through Internet researcher can search various sources. There are numerous e-books, e-journals & other reading material available on internet. Books which are out of print can also be searched through internet. These days facility of e-library is available which can be accessed from home itself. Inlibnet and Delnet are the national networks which provide researcher with online and CD ROM database. These sources help the researcher both in qualitative and quantitative kinds of research. By using ICT resources, researchers without physically moving to different places can access the researches done in different areas, in different universities. Search Engines like Google, Yahoo, Share Ware, Lycos, Web Crawler, Alta Vista have virtual room and help the researcher in finding the desired material from the available data on the internet.

2. Collecting Data

Through Modern Technology i.e. computer, data can be collected online or through e-mail. Researcher can develop online tests & collect the data through online tests, e-Questionnaires, Interviews, and Comprehensive Observations, not only test but online treatment can also be given to the experimental group.

- a. Administering e- Questionnaire

Researcher can develop a questionnaire in HTML, or Dreamweaver and collect the data. e-Questionnaire makes collection of information in easiest and economic way.



The chances of misplacing of hard copy of the Traditional Questionnaire are more than e-Questionnaire. e-Questionnaire can be sent safely and it will be lying for a long period in the respondents' mailbox. So through modern technology i.e. internet, it can be possible to collect the data from the sample which is spread over a wide area. Researcher can collect data from the large population at a time. Through these softwares responses of the questionnaire and the scores of the respondents can be got within few seconds.

b. Conducting Tele Interviews

By using video conferencing and teleconferencing, interview can be conducted easily. Computer Assisted Telephonic Interviews help to automatically select a number randomly and get the response from the subject. Computer Administered telephonic surveys go a step further where the computer even replaces the interviewer. Thus modern technology makes interview process more efficient and quick. Also group interviews can be conducted by using internet. Thus data can be collected by tele interviews at the rate of very low cost.

c. Making Comprehensive Observations

Close Circuit Television (CCTV) and web cam can help to observe the events comprehensively to get accurate information. It overcomes the drawbacks of traditional observation techniques i.e. participative and non participative techniques of observation.

3. Analysing Data

There are a large number of statistical packages available in the market which not only carry the preliminary task of editing, coding and tabulating but also perform complex statistical analysis. SPSS, (Statistical Package for Social Science) Minitab, SAS (Statistical Analysis System) and MS-Excel are the commonly available softwares. These softwares are powerful, reliable and easy to use. These can also be used by those researchers who have no knowledge of statistics or mathematics. SPSS is popular software for statistical analysis. This software covers both type of statistics i.e. parametric and non parametric. In new version of the software researcher can find results as well as interpretation of the results, i.e. the rejection or non rejection of the hypotheses. Such software can very easily be got through Internet. One can either purchase the licensed version of the software or download that software for limited period from <http://spss.en.softonic.com/> site. SAS is used to performing tasks like: Data Entry, Data Retrieval, Writing, statistical and mathematical analysis of the data. Data mining is a very useful application through which association between variables can be found. A large number of data can be easily stored in data ware house for retrieval and interpretation. Software packages perform complex analysis i.e. multivariate analysis in easy manner. If one can want to analyse more than three or four phenomena simultaneously it cannot be easily carried out manually, whereas it is possible through statistical packages. Thus, researcher can use modern technology for analysing the data. SAS software can also be downloaded from <http://www.sas.com/technologies/analytics/statistics/stat/> site & Minitab software can be downloaded from www.minitab.com/ or <http://minitab.en.softonic.com/> site. Besides quantitative data analysis, a number of softwares are available for analysing the qualitative data as well. QDA Miner, Atlas.ti, Dedoose, NVivo, SurveyMonkey etc. are the software which are used for qualitative data analysis. Dedoose can analyse both type of data i.e. qualitative and quantitative data.

QDA Miner is a qualitative data analysis software package which may be used for analysing the text documents as well as visual documents. This software is used for coding, annotating, retrieving and analyzing small and large collections of documents and images. It may be used to analyze interviews, legal documents, journal articles, speeches, even entire books, as well as drawings, photographs, paintings, and other types of visual documents. Apart from these software packages, data can be analysed online. Users can perform online data analysis on Web site without downloading files. ICPSR currently offers online analysis components for selected data collections using Survey Documentation Analysis (SDA). STATCRUNCH is another web based statistics software through which we can analyse the research data. The website of that software is <http://www.statcrunch.com>.

All these softwares help to analyse the data in following manner:

- **Various analysis types are available:** frequencies and cross tabulation, comparison of means, correlation matrix, comparison of correlations, multiple regression, logit/probit regression.

- **Fast results:** All above mentioned software have been designed to produce analysis results very quickly. -- within seconds -- even for large datasets with millions of cases and hundreds of variables.
- **Creation of new variables with recode and compute procedures:** The software include procedures to create new variables based on the content of existing variables through recode or compute specifications.
- **Charts:** All the software produces various chart types: bar charts, stacked bar charts, line charts and pie charts, Box Chart. Interactive graphs etc. Also many software of statistics facilitate the researcher to formulate and transform the data output.
- **Error free computation:** If researcher analyse the data manually, errors may be possible, whereas through technology there are minimal chances of making error.

4. Writing Report

Modern technology helps the researcher in reporting the research in written, oral or graphical form. Researchers can communicate the results of their research works meaningfully through computer software. MS-Office helps the researcher to compile the whole research report from beginning to end. These days MS Word is frequently used in Report Writing, Bibliography and Reference writing. It has facility to create table of content with chapterization simultaneously.

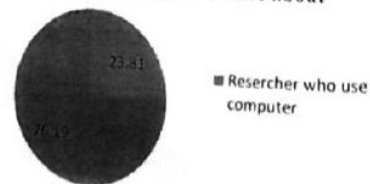
Objectives of the study

1. To study the awareness of Technology for research work among M.Ed. student of Nagpur city.

Methodology

In this survey method was used by researcher .sample of 84 M.Ed. student was selected randomly from Nagpur city for the collection of data questionnaire was prepared . and Standarized with expert opinion by researcher to measure computers Technology awareness for research work among M.Ed. student of Nagpur city . frequencies and percentages were calculated for the analysis of data .

The ratio of researcher aware about

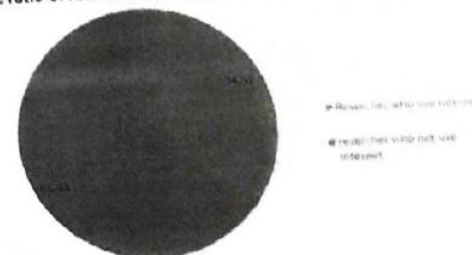


■ Resercher who use computer

Frequencies & Percentage Of the responses of different questions

Sr. No.	Question	Response	Frequency	%
1	Do you know how use the technology for your research work	Yes	25	29.76
		No	59	70.24
2	Do you use internet for your reserch work	Yes	29	34.52
		No	55	65.48
3	Do you know the operations of Ms-Word	Yes	32	38.09
		No	52	61.91
4	Do you know the operations of Ms-Excel	Yes	30	35.71
		No	54	64.28
5	Do you have knowledge of all operations of computer	Yes	20	23.81
		No	64	76.19
6	Do you have knowledge of computer related storage device like CD & DVD ,Pendrive etc.	Yes	31	36.91
		No	53	63.09
7	Do you have an Email- Id	Yes	18	21.42
		No	66	78.57
8	Do you operate your Email Id for research Work	Yes	12	14.28
		No	72	85.71
9	Do you take review from internet ?	Yes	10	11.9
		No	74	88.09
10	Can you make a presentation about your research topic on ppt ?	Yes	25	29.76
		No	59	70.24
11	Can You Collect data by using technology	Yes	18	21.43
		No	66	78.57
12	Do you use ejournals online libraries for your research work	Yes	14	16.66
		No	70	83.33
13	Do You use search engine like google etc. for you research work	Yes	30	35.71
		No	54	64.28
14	Do you wish to learn use of technology for your research work	Yes	84	100
		No	0	

The ratio of resercher aware about internet for their reserch work



■ Resercher who use internet
■ Resercher who not use internet

Discussion & Conclusions

The table reveals that many student are have low level of computer literacy many students are not use internet, for their research work many students not able to make ppt for presentation of there research topic. They are not taken review using internet. many students have not the knowledge of use of storage device. Many students are not use e-journals & e-library. But with the importance of technology all student are wish to learn the use of technology in research work. Technology play a very important role to enhance the capacity of researcher to provide quality training conduct high caliber research and produce skilled researcher for the country .there is need to monitor and evaluate technology for that . Technology solved many problems in research so motivate the students for use technology in the research work for this arrange training program related to use of technology in research. Colleges are facilities them a useful technology for their research work colleges take the power point presentation of M. Ed. Student teachers have to motivate student to use the up to date knowledge by using technology for their research

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**NATIONAL CONFERENCE ON
EMPOWERMENT
OF
TEACHER
EDUCATION**

25th December 2014



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EMPOWERMENT OF STUDENT TEACHER IN TEACHER EDUCATION

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INTRODUCTION :

Teacher – Education Plays a vital role for making future teachers. So it is essential to Empower the Teacher Education for Quality Education. Teacher Educators need to develop or rediscover culturally appropriate “Vision”. Development of Quality among Teacher – Educators needs Empowerment through some new ideas i.e. All round development of student Teachers, continuous self development, Restructuring Teacher Education courses, Different skills development according to today’s era, Induction programmes which helps to make quality teachers who adopt innovative methodologies and to Integrate new information and communication technologies in the teaching and learning process.

Empowerment is essential for quality Education. Teacher for that teacher Educators may need to develop or rediscover culturally appropriate “Visions” of What an effective teacher is. The teachers to perform their responsibility in a professional way with insight and confidence. They should provide opportunity for growth & development for personal attributes that can helps trainees become confident and competent in their diverse professional Roles.

The teacher Educational programmes are expected to be experiences based and the student teachers are supposed to acquired the knowledge, skills, attitude and achievement to become competent teachers.

Teacher quality placed a critical role in affecting students performance not only do policy makers hold student to high standards, But they have elevated their expectation for teachers standards also. Emphasizing teacher educators have much to contribute to development of quality amongst the teachers hence ideas for improving quality of student Teachers.

Better teachers are key to improving public education and that college of education have a responsibility to prepare teacher accordingly, It is felt that pre-service training focuses almost exclusively on knowledge acquisition with little attention to pedagogy, instructional practices and classroom management skills only, to be successful in the classroom teachers should also be able to do in the domains like cognitive psychomotor, affective, for student development, diverse learner, multiple instructional strategies, motivation, communication and technology, assessment professional growth etc. Therefore key ideas for Teacher educators should be develop effective teaching skill in those who have the potentials to becomes good teachers.

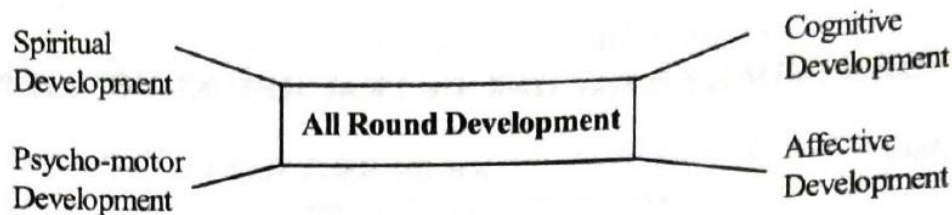
They should provide teacher’s training with challenging instruction or educating them deeply and encouraging students to preserve, strategies for explaining difficult material, method of managing a productive and respectful classroom etc.

Ideas For Empowering The Teachers Education :-

The Following ideas in this regard may prove useful.

Quality Development Of Student Teachers :-

Learning the theories of intelligence, personality learning and motivation is important. But teacher trainee needs to develop all the domain so that all rounds development is possible. That is cognitive development, psycho-motor, affective development and spiritual development.



This way prepare pupil teachers for the teaching world.

Continuous Self Development. :-

For self development self direction is necessary monitoring one's own understanding and learning needs, locating appropriate Resources, transferring learning from one domain to another. Most important factor in the high quality Education is the knowledge experiences, and capability of the classroom teachers. Therefore to improve student learning, it is imperative that teacher teaching be improved with the changing needs of the society, teachers educators and in service teachers have to be up to date with knowledge, aspects and the use of ICT's. In this regards orientation programmes foster desirable complicacies in them, which is helpful in achieving required quality that is academic achievement, co-curricular achievement etc., Refresher courses, seminars, conferences, workshops, extension lectures, Research etc and other training programme can facilitate then, with new approaches and method of teaching. Also they must have sufficient access to digital technologies and the internet. In their Institutions for acceleration of technological change rapidly accumulating knowledge increasing Global competition and rising work force capabilities around the world make 21st century skills essential.

Restructuring Teacher Education Courses :-

There is need to restructure teachers education courses the present situation demands smart demands further teachers that have totally specialized knowledge and specialized skill. Integrate action research projects into curriculum classroom management courses must be added. * More instruction in classroom management technique and parent classroom strategies should be provided. * Integrate ICT into curriculum that focus should be shifted from learning to technology from technology to learning with technology in orders to facilitate learning for children having different learning styles and making learning more effective involving more senses in a multimedia context.

Skills Need To Be Develop By Teacher Educators In Todays Era :-

In the today's era skills within the context of rigorous academics standards for understand and embrace the educational system. Schools just like businesses, industries and families must adopt to this changes and bridge the gap between "how students live and how they learn" acceralation of technological change rapidly accumulating knowledge learn rapidly process information make decision and communication in a global and diverse society. And training programme can facilitate them with new approaches and methods of teaching, skills implicating techniques communicative as well as analytical skills.

For Empowerment of student teachers need of induction programme. :-

Induction programmes may also aid in forming a professional base on which the beginning teacher can build his / her career successful induction programme can be based upon four elements.

- 1) Familiaries new teachers with school procedure and introduce them to existing faculty, culture and resources of the school.
- 2) A training to asses teachers with classroom management and organizational strategies.
- 3) Sharing teaching strategies, classroom management skills and offering encouragement and support during stressful moment assessing new teachers teaching performance.

4) Inculcating human values for positive outlook of situation.

Conclusion :-

Teacher Education have vital responsibilities on his shoulder. They have not only to nurture present day also to prepare teachers for the future. So, he has to acquire professional competencies, commitment and empowerment to perform multiple task inside and outside the classroom. Improve quality and performance of teacher educators teachers and their students on the one hand and development of better human resources in the society on the other hand.

Globely educational systems are under great pressure to adopt innovative methodologies and to integrate new Information and communication technologies in the teaching and learning process to prepare students with the knowledge and skills they need in the todays world.

In closing Teacher educators understanding of the systematic features of the teachers quality movement is essential, partiwaring if we the efforts to enhance teacher quality in the coming years. Let us hope for the best in the days to come to get a bunch of quality teachers in the future who will look after the well being of the cause of education.

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Role and Responsibilities of Teachers in Higher Education

Dr. Suhaskumar Ruprao Patil



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Role of Teacher in Higher Education

Ms. Kamini Gangadhar Madekar

Abstract :- Education considered as the most important and noble endeavors. It helps person to get their all round development. Thus the teaching learning process in institutions of higher education should be capable to provide such knowledge and skill to future students. Development of student largely depend on how the faculty interact with student. The faculty in higher education may be performed different role. Society always looks towards teacher for better place. Here we discuss the different roll of teacher in Higher Education.

Introduction :- To live to the challenge of globalization which is in line with era of information economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. The development of human capital is thus important and necessary since it drives the nation to the vision and mission. Without a quality human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives and perspectives. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus institution of higher learning plays a very important role to produce a human capital that is highly knowledgeable and skillful to meet the demand and expectations of society. The teaching and learning processes in institutions of higher education should be capable to provide such knowledge and skills to future graduates.

Education considered as the most important and noble endeavors. It helps person to get their complete personal, spiritual, mental, social & physical potential. In India very large number of student who can't reach school for primary education and from primary education to secondary education and again secondary education to higher education the dropout rate is very high. There may be much different reason for that very less student attracted towards higher education. Reason may be lack of availability of resources, lack of Employment, poverty etc. Government trying to achieve the required infrastructure, for potential students, it may be inform of recourse infrastructure, qualified faculty etc.

The faculty in higher education may be performed as leader some time and executive some other time. They must set a example to follow for student. Student look towards teacher as a ideal human and try to copy them so it is supposed to act faculty in ideal way and set example to student. They must focus on learning methods,

more focus should be the how to learn rather what to learn because learning is self initiated what faculty can do is motivate them to learn. Explaining them to how to solve the problem is quite good but focus must also give to what to solve. Faculty should understand this as a responsibility towards society. Society always looks towards teacher for a better place. Here a question comes in mind what should be the role of teacher in Higher Education so now we discuss roll of teachers.

Role of Teacher in Higher Education :-

Soft Skill Developer :- Soft skill as those skill referring to individuals development and management and management of interactions with others inside and outside the organization. Soft skill are identified to be the most vital skill in the current global market especially in a fast moved era of technology. The reorientation of education which is a trust of education for sustainability also relates the importance of those so-called soft skill. Soft skill can be said to integrate all aspect of generic skill that comprise the cognitive elements associated with non-academic skill. Vast research and expert opinions were sought in the effort to determine the specific soft skill to be implemented and used in higher education. It will become crucial for teachers to encourage critical thinking skill, communicative skills problem solving skill, Entrepreneur skill, Ethics, Moral and Professionalism, leadership skills. Promote information literacy and nurture collaborative working practices to prepare student for entry into the world of work. This will be a world in which no job is guaranteed for life, and where people switch careers several times, or even engage in several careers simultaneously in what has been referred to as the port folio career.

Resource Provider :- The teacher is kind of walking resource center ready to offer help if needed or provide learners with whatever knowledge they lack when performing and activity. Teachers help their student by sharing instructional resources. This might include web sites, instructional materials, readings or other resources. They might also share such professional resources as article, books, lesson or unit plans, and assessment tools. The teachers must make available so that learners can consult them if it is absolutory necessary.

Instructional Designer :- Role of teacher in Higher Education is an Instructional designer. The Instructional designer takes into account all the resources available to implements well-designed activities to address those needs. Researcher have explored the roles of instructional designers, as well as their use of instructional design models in higher education institutions. Teacher as a instructional designer they do designing, managing, training & providing support to learners. Further noted that instructional designers also play a leaders role during and after development of instructional materials.

Team Coordinator :- In addition to opening up opportunities for collaborative and social learning activities, teachers who assumed the team coordinator role created opportunities for peer tutoring, apprenticeship modeling and support between with students with mixed ability levels. The teacher encourages students to participate and

makes suggestion about how students may proceed in an activity. The teacher help students only when necessary.

Mentor & Assessment Specialist : Serving as a Mentor for student is a common role for teacher in Higher Education. Mentor serve and advice about instruction, curriculum, procedure, practices. Being a mentor takes a great deal of time and makes a significant contribution to the development of student. The teacher assumes Assessor role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.

Catalyst for Change :- Teacher can also be catalyst for change. Teacher who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They can pose questions to generate analysis of student learning.

Learner :- Among the most important roles teacher assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Organizer :- The role of the teacher must change in the sense of that it is no longer sufficient for teacher merely to impart content knowledge. Teacher must complete the move from being lecturers to becoming organizers and enablers.

Collaborator :- Collaborator refers to a variety of activities teachers undertake to work with their colleagues to improve their instruction. When teachers work together, they form important professional and personal relationships. Teachers often draw support from each teacher to feel effective. Collaboration between teachers contributes to college improvement and student success.

Researcher :- In addition to regular teaching duties, they engage in question posing based on perceived educational problems, collect & interpret data and write up their findings in the interest of improving practice. This role for teachers is consistent with a number of values and trends in the field curriculum studies. Seeking to learn from what happens in the classroom, teacher researchers are innovators, curriculum drivers agents of social change and directors of their own professional development.

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Constructivism in Education



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63	प्रभूदास पुनय्या सादमवार	संशोधक
	डॉ. राजेश चंदनपाट	प्राचार्य किसनराव खोब्रागडे शिक्षण महा. अधिष्ठाता शिक्षणशास्त्र गोंडवाना विद्यापीठ गडचिरोली
64	डॉ. जी. के. पेटकर	जनता शिक्षण महाविद्यालय, चंद्रपूर
65	डॉ. एम. डी. पवार	राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठाचे, बॅरि. एस. के. वानखेडे शिक्षण महाविद्यालय, नागपूर
66	डॉ. तिलक दु. भांडारकर	सहायक प्राध्यापक, पी.पी. शिक्षण महाविद्यालय, गोंदिया
67	डॉ. संध्या उध्दव सामुद्रे	सहाय्यक प्राध्यापक शासकीय अध्यापक महाविद्यालय, अकोला
68	आर. एम. माणुसमारे, ^१	संशोधक
	डॉ. सी.पी. अल्लेवार ^२	मार्गदर्शक
69	प्रा. डॉ. स्मिता गवई	यवतमाळ
70	गिरीश विठ्ठलराव वैद्य	सहा. शिक्षक, सुशील हिंमतसिंगका विद्यालय, वर्धा
71	श्री जयंत यु. बन्सोड	कार्यकारी प्राचार्य, श्री लक्ष्मणराव मानकर कॉलेज ऑफ एज्युकेशन, आमगांव. जिल्हा-गोंदिया
72	प्रा. कु. शर्मिला देविदास बावस्कार	सहा. प्राध्यापक, सावित्रीबाई फुले शिक्षण महाविद्यालय, आकोट., जि. अकोला.
73	कु. कामिनी गंगाधरराव माडेकर	साहाय्यक प्राध्यापिका के. डी. पवार शिक्षण महाविद्यालय, सावनेर जि. नागपूर
74	मंगला हरीभाऊ घोडमारे	जिल्हा परिषद प्राथ. शाळा मोकेटोला, गोबरवाही प. स. तुमसर जि. भंडारा
75	डॉ. मनिषा मुलकलवार ^१	जिजाऊ शिक्षण महाविद्यालय, यवतमाळ
	डॉ. प्रमोद मुलकलवार ^२	अमोलकचंद महाविद्यालय, यवतमाळ
76	रसेषकुमार आत्माराम फटे	सहा. शिक्षक, जि. प. प्राथमिक शाळा

रचनावादी शिक्षकाची भूमिका

कु कामिनी गंगाधरराव माडेकर

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(Faint handwritten notes at the bottom of the page)

Figure 1

[illegible]

॥ श्रीगणेशाय नमः ॥

3. **सहकारिणी** - नवीन ज्ञानरचना उत्कृष्ट व अमूर्तित दिशने होण्यासाठी शिक्षकाने विशिष्ट कृतीकार्यक्रमचे व उपक्रमचे आयोजन करावे. त्या विद्यार्थ्यांची भाषा समुदायासाठी द्यात समावेश. संवाद, दबा, गोष्टी, शब्दकोश, शब्दांची अंतर्भाषी व्याख्यान उपक्रम तसेच दृष्टिकोन फायदी, स्वायत्तता, सहकारिणी अध्ययन फायदी समस्या निराकरण, सहक फायदी दृष्टिकोना उपयोज करता येता.

4. **वैद्यक्याणां अध्ययन अनुभव देशतः** - शिक्षकानां विद्यार्थ्याश्च ज्ञानसंशयन मुख्यतया द्वे तस्याः ज्ञाननिमित्ती काला दण्डासाठी वैद्यक्याणां अध्ययन अनुभवार्थं आयोजन करावे तसेच ते देशांना विद्यार्थ्यांच्या पयानुसार तसेच कृषिज्ञान असावे. कृषीतून ज्ञाननिमित्ती जमीन कालावधी यादी सत्य विद्यार्थ्यांना लायवी जेणेकरून अध्ययन अध्ययन प्रक्रिया फायदाशील व परिणामकारक होईल.

5. **कल्याण व कोरापूर** :- आर्य समाजिक अशांत ही जागीर ठरून शिक्षकाने यथोक्त्या घडने घ्यायला हवा. शिवाय शैक्षणिक सत्राने घ्यायला येतील. शिक्षक सज्जनित असायला हवे. प्रत्येक तास वेगळा जाई. अनुसूच वेगळा जाई. हे लक्षात घेऊन शैक्षणिक सत्रावर निर्माण केले पाहिजे. शास्त्रीय वातावरण आनंददायक असावे. विद्यार्थ्यांचे कोणतेही दहण असता कामा नये. त्यांना शास्त्रीय वाढीचे पाहिजे.

७. **शोधकर्ता निर्माता** - शिक्षकाने विद्यार्थ्यांना माहिती शोधण्याचे ज्ञान मिळविण्याचे विविध मार्ग दाखवावेत. शिक्षकाने विद्यार्थ्यांनाच माहिती शोधता कष्टास प्रवृत्त करावे तसेच मंदीरी पुरव नये उदा. एखादा प्रश्न सोडवताना त्याचे उत्तर न सापण विद्यार्थ्याला ते शोधायला मदत करणे. शिक्षकाने संशोधकाप्रमाणे तसे निर्माण करायी तसेच त्याच वापर विद्यार्थ्यांना करावयास शकतातील असावे.

7. **विकिस्रोत :-** शिक्षार्थ्यांच्याबद्दल नेमका प्रश्न काय आहे? हे शिक्षकांना समजले पाहिजे. शिक्षार्थ्यांचा गोष्टी कुठे होय? शक्यते हे ज्ञापीत लक्षात घेतले पाहिजे. शिक्षार्थ्यांच्या उभौक जाणून घेण्यासाठी विविध मूल्यमापन तंत्रांचा वापर त्यांना करता यावा.

४. **समयवध** :- प्र० २००६ नुसार शाळेकडून शिक्षक-विद्यार्थी विद्यार्थी-विद्यार्थी विद्यार्थी-शालेय सहाय्यक असे पाचवर सहाय्यक जाणून निरोध करणे अपेक्षित आहे. त्यासाठी शिक्षकाने विद्यार्थ्यांना एकाही अध्ययन कलाप्रत लावण्याच्या सहाय्यात्मक अध्ययन प्रकल्प, सहानुभूती असे सामूहिक कलात्मक विद्यार्थ्यांमधील वर्गांमधील शाळा देण्यासाठी समन्वयकारी भूमिका निभावणे.

१. **आजीवन विद्यार्थी / ज्ञानविषय** - रचनावादी शिक्षक हा ज्ञानविषय असतो. ज्ञानरचनावादी अध्ययन प्रक्रियेत अनेक अध्ययन कोशिका समतल सुविधावाता बदलतममळात सुत्रात अशी जबाबदारीची भूमिका आहे त्यासाठी तो आजीवन विद्यार्थी असतो. नवीन ज्ञान तसे कोणते शिकण्यास तो विद्यार्थ्याप्रमाणे तत्सम असतो.

10. **विद्यार्थीना विद्यत मांढ्याची सवी देणार** - शिक्षकांनी विद्यार्थीना अध्यापनादरम्यान व उत्कृष्टपणे प्रश्न विचारण्याची सव कल्पनीची सवी छावी विद्यार्थीनी सिध्द प्रश्न विचारता यासाठी प्रोत्साहित करावे त्याच्या शिक्षण व मातृक आदर करत एकत्री विद्यार्थीना मुक्त देणारात लविक, आधुनिक व वैज्ञानिक दृष्टीकोन अध्यापन रचनासाठी शिक्षक हा आधुनिक विद्यतसंगीत तसेच लविक अध्यापन ह्या

11. **जिज्ञासा जन्मतु टेवणसः** :- म्हणतात ना जेवढा ज्ञानस विद्यार्थी जिज्ञासु राहीन तेवढा तो अधिक ज्ञाननिर्भीरू बनू शकतो म्हणून रचनावादात त्याने सतत विद्यार्थ्याची जिज्ञासा जन्मतु टेवणसाक प्रयत्न करतो. त्यासाठी विविध उपायाने अनुभव वाडवतो.

[illegible]

12. तत्त्विक, आधुनिक व वैज्ञानिक दृष्टिकोण असणारा - रचनावादी शिक्षक हा आधुनिक विद्याभ्यासातील वैज्ञानिक दृष्टिकोण असणारा तत्त्विक शिक्षकासह संतुलित राहणे.

शिक्षकांच्या भूमिकेतील फरक

अ. क्र.	पारंपारीक वर्ग	रचनावादी वर्ग
1.	शिक्षकाकडून दिले जाणारे अनुभव प्रमुख असते.	विद्यार्थी अनुभव व त्याचे पूर्वज्ञान प्रमुख असते.
2.	शिक्षकाची भूमिका निर्देशकाची, अधिकाराची असते.	शिक्षकांची भूमिका आंतरक्रिया घडवून आणणारी व समन्वयाकाची असते.
3.	शिक्षककेंद्रीत अध्यापन पद्धती व तंत्राचा वापर केला जातो.	विद्यार्थीकेंद्रीत अध्यापन पद्धती व तंत्राचा वापर केला जातो.
4.	अध्यापनात शिकवण्यावर अधिक भर असतो.	अध्ययनाकरिता अध्यापन केले जाते.
5.	पाठ्यपुस्तक, स्वाध्याय पुस्तिका हीच प्रमुख साधने असतात.	प्रत्यक्ष अनुभव, निरीक्षण, उपक्रम, यांना प्राधान्य असते.
6.	वर्तनवादी दृष्टीकोनाचा वापर होतो.	ज्ञानरचनावादी दृष्टीकोनाचा वापर होतो.

एकंदरीत सांगायचे झाल्यास पारंपारीक शिक्षण पद्धतीत शिक्षकाची एकाधिकारशाही जाणवते. शिक्षक केंद्रीत अध्यापन पद्धती व तंत्राचा वापर शिक्षक त्यात करतो. त्यामुळे विद्यार्थ्यांना स्वतंत्रपणे विचार मांडणे, अनुभव सांगणे, कृती करणे इत्यादी बाबीत मज्जाव केला जातो. त्यातून विद्यार्थ्यांमध्ये ताणतणाव निर्माण होतो व अध्ययनास अडथळा निर्माण होतो. मात्र ज्ञानरचनावादने असा शिक्षक नाकारता आहे. ज्ञानरचनावादी शिक्षक हा मार्गदर्शक, सुविधादाता आणि संघटकाची भूमिका पार पाडणारा आहे.

संदर्भ ग्रंथ :-

खरे ज्योत्सना, 'भाषाअध्यापनातील शिक्षकाची, विद्यार्थ्यांची व पालकाची भूमिका' शिक्षक संक्रमण (मे-जून 2016) महाराष्ट्र राज्य माध्य व उच्च माध्य शिक्षण मंडळ, पुणे.

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