Shree Maharani Tarabai Government College of Education, Kolhapur, (Maharashtra)- 416001

One Day Interdisciplinary International Conference

On

SKILL DEVELOPMENT IN HIGHER EDUCATION

2nd February, 2019
Government of Maharashtra

Shree Maharani Tarabai Government College of Education, Kolhapur, (Maharashtra)- 416001

One Day Interdisciplinary International Conference

On

**Skill Development in Higher Education**

2\(^{nd}\) February, 2019

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On  
**Skill Development in Higher Education**

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Government of Maharashtra

Shree Maharani Tarabai Government College of Education,
Kolhapur (Maharashtra) 416001

Organizes

One Day International Interdisciplinary Conference
On
Skill Development in Higher Education

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2nd February, 2019
Message

It is a matter of immense pleasure that Shree Maharani Tarabai Government College of Education, Kolhapur is organizing Interdisciplinary International Conference On “Skill Development in Higher Education” on 2nd February, 2019.

India has a demographic advantage of the largest youth population in the world. In order to bridge the industry, academia gap, we have to develop a unique model to integrate skill based trainings into the academic cycle of the Universities and integration into time table as per University norms.

We should prepare our students more to improve their employability, particularly help them to turn entrepreneurs. It involves niche competency, behavior and Skills.

This Conference surely will address these issues.

I am extending my warm greetings and felicitations to the organizers and participants.

Wish the Conference a great success.

( Dr. Dhanraj Mane )
Director, Higher Education
Maharashtra State, Pune.
MESSAGE

I am delighted to know that Shri Maharani Tarabai Government College of Education, Kolhapur has organized One Day Interdisciplinary International Conference on "Skill Development in Higher Education" on 2nd February, 2019.

The theme of the Conference is very vital in the present day context and I am sure that there will be meaningful interaction and exchange of information on the main theme and sub-themes of the conference. I am also confident that the themes will be widely discussed and the participants will richly benefit from it.

I wish the Interdisciplinary International Conference a grand success.

30 JAN 2019

(Devanand Shinde)
Vice-Chancellor
From Convener/ Principal’s Desk....

It gives me an eminence satisfaction to publish collection of papers presented during interdisciplinary international conference on “Skill Development In Higher Education” which has been organized by Shree Maharani Tarabai Government College Of education, Kolhapur on 2nd Feb. 2019.

An educational system should take into account and mirror aspirations and needs of the society. Society is dynamic and ever changing and so are its needs. Thus it is essential on the part of educational system to address these demands by identifying and developing necessary skills and competences.

I am quite sure that the thoughts and studies presented in these papers shall provide necessary inputs to policy makers, administrators, educationists and researcher to work further to make the educational system more flexible at the sometime robust to take care of changing needs of the society.

I do hope that the work done and published in these papers shall open new avenues in the field of “Skill Development In Higher Education.”

DR. Rajashri Umesh Despande
Principal
S.M.T. Govt. College Of Education,
Kolhapur
In pursuance of skill development in higher education it is an humble attempt to organize an International conference in our institution. The existing higher education institution shall contain to function as a stand alone institutions and gradually move towards becoming composite institutions in the contemporary competitive environment of higher education.

Shree maharani Tarabai Government College of education, Kolhapur has a taken dicision to organize a one day **Interdisciplinary international conference on “Skill Development in Higher Education”** The purpose is to study policies and perspectives. The sub- theme of International conference has been selected with a view to discuss core challenges and quality in higher education.

1) Role of ICT for soft skill development .
2) Online education and skill development.
3) Communication and innovative organization skill in TEP.
4) Skill development in 21st century.
5) Skill development and Inclusive education.
6) Challenges and opportunities for skill development in higher education.

Thematic a research Based paper have been edited and presented in the international conference. The articles from various states of our country and out of country are original in the form and superior in quality.

I hope that the entire participants will enjoy this conference and discussion will be beneficial for all future. I am very happy to publish conference research paper. Once again I welcome to all participants, delegates , dignitaries and research students.

Dr. Sarjerao P. Chavan
Co-ordinator
Key-Note Address

TOWARDS SKILL DEVELOPMENT IN HIGHER EDUCATION

Dr. G. C. Pradhan,
Associate Professor.
State Council of Educational Research and Training (SCERT),
Govt. of Goa,
Porvorim, Goa

“Employers are struggling more to get suitable candidates than candidates struggling for suitable job”

“Skill development is not a matter of choice but a matter of necessity”.

Introduction:

The future of our country belongs to our youth. This is evident from the fact that nearly 54 Percent of our population is below 25 years and nearly two-third are below the age of 35 years. It is expected that, in 2020, the average age of an Indian will be 29 years, compared to 37 for China and 48 for Japan. It is projected that the number of unemployed persons in India is expected to rise from 18.6 million in 2018 to 18.9 million by 2019 (ILO, 2018). The rate of unemployment rate stood at 3.5 per cent in 2018 and expected to increase in the coming years (ILO, 2018).

Expanding access to higher education, skill development and technical & vocational education enhances a Nation's competitiveness in the global economy and boosts socio-economic development. Hence, Education, Skills and Employability are of paramount importance in today's context. It is imperative to focus on the youth of our country and provide suitable impetus to reap rich demographic dividend. Therefore, it is necessary that all the stakeholders join hands to debate and decide on the issue of fulfilling the aspiration of our youth. Minimizing the gap between education and employability has to be given priority. Given the trends of the rising unemployment among the youth, there is an urgent need to address the problems associated with development of right knowledge base and skills. Development of appropriate skills and competence to make our youth employable and productive needs to be given utmost importance. This necessitates strategic and institutional planning.

‘Higher Education’ in the present paper includes all types of courses offered in institutions of higher education beyond 10 + 2 (Higher Secondary). The paper highlights the importance of developing skills in higher education against the backdrop of what we have achieved in quantitative terms and suggests measures to be taken for strengthening our efforts to make higher education relevant in terms of employability and making our youth effective in personal and social life as well.

Our Achievement So far in terms of Quantity

Higher Education has witnessed phenomenal growth over the last many decades. We had only 30 Universities in 1950-51 and it increased to 193 by 1990-91, which is 6 times increase over a period of 40 years. Between 1990-91 and 2016-17, just in a period of 27 years we have added 671 Universities (Table-1 and Fig.1). Similarly, we had only 695 Colleges in 1950-51, which increased to 7346 by the year 1990-91. During the last three decades we added around 32700 Colleges and now we have more than 40,000 Colleges (Table-1 and Figure -2). It means, on an average we have established 1200 Colleges every year and This excludes nearly 11700 Stand Alone Institutions.
Table: 1- Growth of Universities and Colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Colleges*</th>
<th>Increase (No. of Times)</th>
<th>No. of Universities</th>
<th>Increase (No. of Times)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>695</td>
<td>-</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td>1970-71</td>
<td>3604</td>
<td>5.2</td>
<td>103</td>
<td>3.4</td>
</tr>
<tr>
<td>1990-91</td>
<td>7346</td>
<td>10.6</td>
<td>193</td>
<td>6.4</td>
</tr>
<tr>
<td>2010-11</td>
<td>31564</td>
<td>45.4</td>
<td>621</td>
<td>20.7</td>
</tr>
<tr>
<td>2012-13</td>
<td>35325</td>
<td>50.8</td>
<td>700</td>
<td>23.3</td>
</tr>
<tr>
<td>2014-15</td>
<td>38498</td>
<td>55.4</td>
<td>799</td>
<td>26.6</td>
</tr>
<tr>
<td>2016-17</td>
<td>40026</td>
<td>57.6</td>
<td>864</td>
<td>28.8</td>
</tr>
</tbody>
</table>

Notes:
1. * Excludes the Stand Alone Institutions. Presently we have around 11700 such institutions
2. Source: AISHE- Various years

Fig. -1: Growth of Universities: 1950-51 – 2016-17

Fig. -2: Growth of Colleges: 1950-51 – 2016-17
As far as enrolment of students in higher education is concerned, our achievement is noteworthy. Enrolment in higher education in 1950-51 was only 3.97 lakh (Fig-3). Enrolment increased to 49.25 lakh in 1990-91, 12 times increase in about 40 years period. Thereafter, growth in enrolment was very remarkable. Within a period of 27 years, enrolment increased to 357 lakh which is 6 times increase. Table – 2 shows that increase in enrolment of female was substantially higher than that of male. Male enrolment increased just 54 times during the last 67 years where as increase in enrolment of girls during the same period was 388 times. Female- male ratio in enrolment was 11:89 in the year 1950-51, and now the ratio is 46:54. Figure- 4 shows the reduction in gender gap in enrolment over the years. Figure – 5 shows surge in Gross Enrolment Ration (GER) over the last 7 years. Presently, GER is around 26 percent and by the year 2022 the country expects to increase GER in higher education to 30 percent.

![Graph showing increase in enrolment](image)

**Table-2: Comparative Enrolment of Male and Female Students (Figures in ’000)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female No.</th>
<th>%</th>
<th>Male No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>43</td>
<td>10.8</td>
<td>354</td>
<td>89.2</td>
</tr>
<tr>
<td>1970-71</td>
<td>431</td>
<td>22.0</td>
<td>1522</td>
<td>78.0</td>
</tr>
<tr>
<td>1990-91</td>
<td>1437</td>
<td>29.2</td>
<td>3488</td>
<td>70.8</td>
</tr>
<tr>
<td>2010-11</td>
<td>7049</td>
<td>41.5</td>
<td>9924</td>
<td>58.5</td>
</tr>
<tr>
<td>2012-13</td>
<td>13535</td>
<td>44.3</td>
<td>16617</td>
<td>55.7</td>
</tr>
<tr>
<td>2014-15</td>
<td>15723</td>
<td>45.9</td>
<td>18488</td>
<td>54.1</td>
</tr>
<tr>
<td>2016-17</td>
<td>16700</td>
<td>46.8</td>
<td>19000</td>
<td>53.2</td>
</tr>
</tbody>
</table>

![Bar graph showing increase in enrolment](image)
Thus, our achievement in higher education in terms of increase in number of institutions, enrolment, gender parity and GER is very remarkable. But there are no two views about the fact that the quality of higher education, whether general or the technical and professional is unsatisfactory on many parameters. The quality of higher education is such that majority of our graduates are neither employable nor unemployable.

**Why Skill Development in Higher Education?**

The objective of education is not to fill the mind with what others speak, and become passive recipient of their impressions of things, but to enlarge our individual thought process and acquire all necessary knowledge and skills to render ourselves more useful and efficient worker in the sphere of
life to which we may be called. Never the less, proper development of human resources forms the backbone of a developed economy of a nation and progressive society. Excellence in development of manpower in terms of appropriate abilities and skills and proper utilization of the same contributes towards making individuals productive and makes a nation advanced. Hence, development appropriate skills is not a matter of choice but a matter of requirement. Contribution of higher education in achieving this desired goal is of outmost importance. But the present system of higher education which gives importance to the overt curriculum and neglects the covert curriculum is not sufficiently equipped to achieve its objective.

Table 3: Types of Colleges in terms of Course Offered

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of College</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>71.8</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
<td>7.0</td>
</tr>
<tr>
<td>3</td>
<td>Medical</td>
<td>2.8</td>
</tr>
<tr>
<td>4</td>
<td>Engineering &amp; Technology</td>
<td>6.8</td>
</tr>
<tr>
<td>5</td>
<td>Law</td>
<td>1.5</td>
</tr>
<tr>
<td>6</td>
<td>Management</td>
<td>1.8</td>
</tr>
<tr>
<td>7</td>
<td>Fine Art</td>
<td>0.3</td>
</tr>
<tr>
<td>8</td>
<td>Agricultural &amp; allied</td>
<td>0.8</td>
</tr>
<tr>
<td>9</td>
<td>Architecture</td>
<td>0.4</td>
</tr>
<tr>
<td>10</td>
<td>Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>11</td>
<td>Pharmacy</td>
<td>1.6</td>
</tr>
<tr>
<td>12</td>
<td>Others</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4: Enrolment at Under Graduate Level in Different Courses

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Course</th>
<th>% (2010-11)</th>
<th>Total</th>
<th>% (2016-17)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts/Soc. Sc./ Humanities</td>
<td>47</td>
<td>71</td>
<td>41</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>11</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Commerce</td>
<td>13</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Education</td>
<td>Not Available</td>
<td>28</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Law</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Engineering &amp; Tech.</td>
<td>18</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Medical</td>
<td>3</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>IT &amp; Computer</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Agriculture &amp; allied</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Management</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Others</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Total</td>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Enrolment at Post-Graduate Graduate Different Courses (2016-17)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Course</th>
<th>%</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts/Soc. Sc./ Humanities</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Commerce</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Education</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>Law</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Engineering &amp; Tech.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Medical</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>IT &amp; Computer</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Management</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Others</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
We have around 72 percent of the institutions of higher education offers courses in the general stream and about 26 percent institutions offer technical, professional and Vocational courses (Table – 3). Similarly, enrolment in general stream of Higher Education at the Under Graduate Level constitutes 71 percent of the total enrolment at this level and around 28 percent is in the technical and professional courses (Table – 4). At the Post-Graduation level, nearly three-fifth of the total enrolment is in the general stream and around 33 percent in the technical and professional courses (Table – 5). The major chunk of our product of higher education is from the general stream and the students graduating from the technical/professional courses constitute just about one-third of the total number of students graduating from the institutions of higher education. Present education system has failed to produce trained and efficient labour force capable of employment/self-employment. We are producing a large number of graduates and post-graduates capable of white-collar jobs only. Since the supply of such jobs is less than their demand, unemployment is the obvious outcome.

The general perception is that it is easy for the graduates from the technical and professional courses to get gainful employment and the students passing out from the general stream are unfit for employment. But the reality is not exactly so. India produces around 1.5 million engineers every year. Surveys indicate that of these, almost 40 per cent search for a job for a year, while around 22 per cent take almost two years before getting a job offer. Many of those who get employment, get lowly paid. Nearly one-third of the engineering graduates do not get a job even after three years. Studies indicate that industry is already facing a shortage of employable talent and companies are hiring people who lack skills, but are trainable. NASSCOM's report on Education and Employability has highlighted that there exists low employability of existing talent, with only 10-15 percent employable graduates in business services and 26 percent employable engineers in technology services. Educated unemployment and under-employment are the major cause of concern. The real problem is due to the huge gap between the knowledge and skills acquired by candidates during a course study and the type knowledge and skills the world of work demands. Unless the gap is minimized, there is hardly any possibility of any solution to the problem. The solution does not lie in opening of more technical and professional institutions with the same traditional courses or increasing the student intake, but in strengthening the existing one in terms of development of relevant skills and abilities keeping in mind the demand of the job profiles as well as introduction of new courses emphasizing the skill development as per the requirement of job market.

The importance of skill development can be gauged from the fact that the Government of India has now created a separate ministry called “Ministry of Skill Development and Entrepreneurship” and formulated National Policy for Skill Development and Entrepreneurship in 2015. The development of National Skill Qualifications Framework (NSQF) by the Government of India is an attempt in the right direction.

What Further Steps we need to take for Skill Development in Higher Education?

1. Making the General Stream more Relevant:

   Educationists and educators unanimously agree that education aims at bringing desirable changes in the behaviour of an individual in all three domains: Cognitive, Affective and Psychomotor. But what is happening on the ground is far from our expectations. What to say about the Affective and Psychomotor domains. Even with in the cognitive domain, hardly any efforts are made to develop the higher order intellectual skills and abilities of individuals. Cramming to pass examination and memorization dominant the scene. In our examination system there is hardly any scope to assess achievement of higher order learning outcomes. Instead of acquiring skills and competence, obtaining degree becomes the goal of life for many. For instance, it is not surprising that youth even after obtaining a Bachelor’s degree in a language, lack the four basic language skills.

   It is not that only students studying of vocational, professional and technical courses enhances the possibility of getting gainful employment. There is vast also scope for job opportunity for the graduates from the general streams as well. This is possible only if we redesign the courses and curriculum transaction process to develop appropriate skills and competence relevant to the Course and establish linkage between education and job opportunities. It is no surprise that candidates with Bachelor’s/ Master’s degree with very high percentage of marks/
grade, unable to qualify any competitive examination. Therefore, after graduating from Universities/Colleges, they take shelter in a Coaching centre to prepare for competitive examination to secure jobs in public or private sector. There is an urgent need for strategic planning and implementation of curriculum for the general stream to develop domain-general appropriate skills and competence pertinent to the Course and establish linkage between education and employability skills. Development of the following skills must be our priority in the Courses offered in higher education institutions.

i) Active Listening and Reading Skills

ii) Communicative Skills

iii) Critical Thinking and Problem-Solving skills

iv) Interpersonal and Social Skills

v) Lifelong Learning and Information Management Skills

vi) Skill of Team work and Leadership Skills

vii) Self-Motivation Skills

viii) Moral and Ethical Skills

The above skills are fundamental to success in work and in making and executing the many decisions that constitute how a person lives.

2. Introduction of Skill Bases Courses in the General Stream:

There are no two views about the fact that the rate of unemployment is more among the graduates of the general streams than the professional and technical streams. There exists vast gap between the knowledge and skills acquired in the general stream and the skill and competence required in the world of work. A vital part of education is to have the skill-based courses along with the regular degree courses. We all talk about the unemployment problem in India but the real scenario is different; India is having the problem of Employable people. This problem can be solved by the regular skill-based courses.

The initiatives taken by the Government of India and UGC in this direction is praise worthy. Steps are being taken to make general education more skill oriented. Students of B.A, B.Sc. or B. Com have the option to simultaneously pursue an add-on Vocational course from among a bunch of skill-oriented courses. The integration of skills in higher education under the National Skill Qualification Framework (NSQF) and incorporation of skills and ability enhancement courses through Choice Based Credit System for sustainable skill development is advocated along with the full time vocational degree / diploma programmes and add on courses. These courses vary from place to place with local factors like job potential in nearby areas and hence institutions are given discretion to select courses to offer students.

i) Bachelors of Vocation (B. Voc) Degree programme: The UGC has launched a scheme on skill development based higher education as part of College-University education leading to Bachelors of Vocation (B. Voc) Degree with lateral entry and multiple exit options at Diploma/ Advanced Diploma level under the NSQF. This programme is focused on Universities and Colleges offering under graduate courses which also incorporates specific job roles and their NOSs along with broad based general education. After completing B. Voc, the graduates would be able to get appropriate employment, become entrepreneurs and create appropriate knowledge. It is a three years degree programme with 40 percent general and 60 percent vocational education components. The programme is a flexible one wherein student can exit after one year with a Diploma course, after two years with an Advance Diploma and after three years with a B. Voc degree. So far, the UGC has approved 162 institutions offering B. Voc degree. A total of 19,050 students have been enrolled for Vocational Courses in 103 trades being offered.

ii) Community Colleges (CCs): The Community College scheme offers low cost – high quality education locally which encompasses both skill development and traditional course work. It provides opportunity to candidates to move directly to employment sector or to pursue higher education. The Community College offer knowledge – skill mixed programme of different duration depending on the need of the local industry
leading to certification at various level of NSQF. Sector Skill Councils and Industry partners participate in the development of Curriculum, governance of the CCs, training of learners and their assessment. The course curriculum has 40 percent general and 60 percent Vocational education component. Students obtaining Diploma (NSQF Level 5) and Advance Diploma (NSQF Level 6) from CCs are eligible for admission into 2nd year and 3rd year of B. Voc. Degree programme respectively. Presently, 199 institutions (as on May 2018) under the scheme of CCs are running 83 trades of various industrial sectors. So far UGC has approved the intake of 15,550 students in these courses.

iii) **DeenDayalUpadyay Kaushal Kendras**: The UGC proposed to establish 100 DeenDayalUpadyay Centre for Knowledge Acquisition and Up-gradation of Skilled Human Abilities and Livelihood (KAUSHAL) during XII plan period. Already the UGC has permitted for establishment of 63 centres in 2018. These Centres focus on both skilling and entrepreneurship traits. These Centres run courses from Certificate to PG and research degree level in the field of skill development and vocational education. These Centres also coordinate between higher education system and industry to work as Centre of Excellence for Skill development in specialized areas. Existing institutions running Community colleges and B. Voc degree programmes are also eligible to apply under this scheme. These Centres also network with other KAUSHAL centres and Universities and Colleges imparting vocational education under the scheme of Community Colleges and B. Voc degree programme.

iv) **Ad-on Courses in Universities and Colleges**: The scheme has been implemented primarily at the Undergraduate level with the objective to introduce career and market-oriented skill enhancing Courses to create opportunity for getting jobs and self-employment. The students after successful completion of three years obtain a Certificate/Diploma/Advance Diploma in the chosen Course along with a conventional Degree in Arts/Science/Commerce. The courses offered under the scheme are interdisciplinary in nature. Students are given the choice to diversify into different fields and not necessarily related to their core discipline.

All the above courses/schemes if implemented effectively, is expected to play a major role in strengthening our efforts to make education more relevant to life by making the youth employable. However, it is necessary to ensure that these courses/schemes do not meet the same fate like the other courses. Instead steps must be taken to ensure that the objectives with which they are introduced are achieved successfully.

3. **Strengthening Technical and Professional Education**:
   After establishment the All India Council of Technical Education (AICTE), quality initiatives in technical education got a significant boost. AICTE has taken several steps to improve quality of technical education in the country. The Ministry of Human Resource Development launched in December, 2002 the “Technical Education Quality Improvement Programme of Government of India (TEQIP)” which aims to upscale and support ongoing efforts in improving quality of technical education and enhancing existing capacities of the institutions. In spite of all the quality enhancement initiatives, there are several factors that create obstacle in strengthening technical education in the country. Majority of the students choose Engineering not because they have the aptitudes and interest to study technology but because the suggestion/influence of parents, relatives and friends. Till today most teachers follow the obsolete brick and mortar teaching method. The research facilities and industry ready teachers are in scarcity. The curricula and syllabi followed in many of the cases are out dated and the link between the curriculum and the industry needs is very limited. Involvement of industries and feedback from them in designing the curriculum has not been prioritized. Hence, our priority must be to admit students who have the desired aptitudes and interests, design curriculum having proper linkage with the needs of industries and strengthening the curriculum transaction and evaluation process relevant in developing appropriate skills and talents.
In fact, the situation in other professional and Vocational courses is no different from what has been highlighted above. Establishment MCI, NCTE etc. was done with the objective of quality enhancement and to prevent commercialization. But what is happening on the ground is contrary to our expectations. Most of the professional courses offered in most of the institutions suffer from the same drawbacks cited above. Therefore, we need to prioritize the process of revamping the curriculum and gear the entire curriculum transaction and evaluation process aimed at developing skills and competence in learners, the very objective with which the professional courses introduced. Or else, having these courses would be irrelevant and all our exercise would by futile.

As far as the technical courses are concerned, to bridge skill gaps and to promote entrepreneurship, academia-industry tie ups has to be strengthened, along with reforms planning and policy to improve faculty training, encourage research and integrate changing global perspectives into academic courses. Moreover, the academia is required to transform from pure learning institutions to Centres of growth through partnerships with industry, community and economy. It is high time that all the technical courses are brought under the ambit of NSQF in a modified form.

**Conclusion and Suggestions:**
Undoubtedly we have achieved impressive success in in establishing a large number of institutions of higher education, introduction of a variety of courses, increase in enrolment & GER and reducing gender gap in enrolment in higher education. Perhaps while concentrating on quantity, the quality aspect is over looked. The quality of the product of our higher education is unsatisfactory on many parameters. Majority of our youth graduate is from the general stream and about one-third constitute technical and professional graduates. Our education system has failed to produce skilled and efficient work force capable of employment and self-employment. Unemployment and under-employment are not the problems with the general stream graduates alone. Majority of the graduates of the technical and professional courses are also unemployable. There is hardly any linkage between the abilities and skills developed in our institutions and the demand of the world of work. Therefore, it is necessary to realize that development of appropriate skills is not an option before us, rather it is necessity if we want our youth to be the useful and productive members of the society and nation. There is an imperative need to redesign the entire higher education system to meets the economic, social and personal needs of our youth in the ever-changing technological world.

Keeping in mind the points highlighted in this paper, it is suggested that the present conference may debate and deliberate on the following points:

i) Ways and means to strengthen the general stream of higher education to achieve its stated objectives.

ii) Domain-general appropriate skills and competence to be developed in students and the strategies to be adopted for the same.

iii) How to make effective use of ICT in developing relevant skills in students of different streams/Courses.

iv) Strategies to strengthen the professional/ technical education to enhance its relevance in the present context.

v) How to strengthen the teacher education system to make it responsive to the demands of skilled India mission.

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INTRODUCTION:-
Now the time his come to think about teacher education program, it has the key role in the up gradation of educational system. The importance of the education for the proper functioning of democracy and socio-economic advancement of the country has been emphasized time and again by various commissions set up to update the system of education especially after independence.
While thinking about the changing society, the aims of teacher education program should not be restricted only to teaching skills knowledge and information but all the aspects of little should be thought of. Quality education refers to imbibing practical skills a sound theoretical knowledge as well as social interactive skills.

CLASSROOM MANAGEMENT:-
The classroom management constitutes provisions and procedures necessary to establish and maintain an environment in which institution and can occur (Dutie D.1.1979) Classroom management includes the study of teacher behaviors and activities that are primarily intended to foster student’s co-operation and involvement in classroom task (Emmer E.P. 1987). Hence the classroom management is complex phenomenon and a considered to encompass more than the supervision of student behavior but less than everything that takes place in class.
Classroom management includes the set of teacher behavior and various skills that are primarily intended to tutor student co-operation and involvement in classroom task.

TEACHERS MANAGEMENT SKILLS:-
Two major types of activities form the core of the teacher’s management skills first the teacher must establish management for behavior that discourage disruption or atleast keep the levels of such behavior very low. The second area of management competence encompasses skills relevant to the maintenance of lesson and activity flow.
Good classroom skills start with setting certain ground rules to stress the importance of classroom dignity.

CONCEPT OF TEACHER ROLE:
1. Role as behavior:
This role refer to behavior that are characteristic of teacher most who use 'role' in this sense focus their interest on the teacher behaviors in he work context.
To adopt with the changing role of the teacher must have the knowledge of management. Three types of managements will be required for teacher:
   a) Knowledge management.
   b) Task management.
   c) Stress management.

2. Role of social position :
This type of role focus on static characteristics of teachers or the recognition of teachers as a separate social position, the composition of the teacher population, the status of the teaching profession or conditions for entry into or departure from the field.
3) Three separate concepts are distinguished here that may be designated by the phrase 'teacher role'
Role of expectation: The phrase 'teacher role' refer to expectations that are held for teachers. Some of these expectations are held by teachers themselves, whereas others are held by parents.

Observation is the key skill that every teacher should possess to become an effective tutor. Best student-teacher relationships emerge when teachers demonstrate a willingness to lend an ear to the problems faced by their students. It is important for teachers to establish a good rapport with students so that a positive, productive and safe learning environment is created in the classroom. Developing a strong rapport with students is one of the best ways to ensure their students are engaged in the class.

Every effective teacher requires good interpersonal skills along with effective speaking and strong presentation skills.

Effective time management skills are vital for providing quality education to students while also meeting the specific learning needs of each student.

School administrators, pupils, politicians, and members of the public. Expectations are thought to be learned through experience and once they are formed will affect the behaviors of those who hold them in a predictable way.

Conclusion:
We need teachers with high professionalism, commitment, and quality of behavior. The teacher-pupil relationship should be strengthened so that the teachers have influence on the behavior of students. More investment in the field of education will result in a desirable and glorious future. Teachers should be able to motivate and support students so that they are well equipped to deal with any challenges with the classroom management skills in place. Teachers will invariably take on the title of an effective teacher who inspires the students in more ways than one.

References:
SKILL DEVELOPMENT IN 21\textsuperscript{ST} CENTURY

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Abstract:
Skill development is required for all sectors of business and activities for mobilizing other resources. There is a shortage of skills in comparison with demand of skills. NSDC has been stared PPP in India for upgrading skills of Indian workforce, with the target of skilling 500 million people by 2022 and signed agreement with Australian Government on 23-10-2012. The researcher has interviewed, discussed, observed and referred various activities in and around Kolhapur district as the sample respondents for this study. Researcher has focused on Skill Development in Higher Education. Researcher has suggested rigorous practical teaching, participative teaching, ICT based teaching, cara-van, employee bank, finishing school concept and employability index development activities in higher education. Researcher has also incorporated last three years activities where as 150 trained trainers have been working and imparted skills to 22,000, 53,730, and 47,350 students in 2015-16, 2016-17 and 2017-18 respectively.

Key Words: Skill Mapping, PPP, Cara-Van, Finishing School, ICT.

1. Introduction:
Human Resource Management (HRM) include manpower planning, selection, recruitment, induction, employee participation, compensation, performance appraisal, internal labour management and development. HRM activities can influence the organization’s performance by employee’s skills and quality which is required in higher education for 21\textsuperscript{st} century. India is one of the largest higher education systems in the world, with more than 41,500+ Colleges, 621+ Universities and Colleges. India is the third largest country in the world in students’, after China and the United States. Considering this positive situation, there is a need of skill development, finishing schools, innovation, idea generation, inclusive education, startup etc are required in 21\textsuperscript{st} century for skill development. National Skill Development Corporation (NSDC) is a first of its kind public private partnership (PPP) in India for upgrading skills of the growing Indian workforce which will help for skill development activities in 21\textsuperscript{st} century. In 21\textsuperscript{st} century; Automobile, Electronics, Textile, Construction, Food Processing, IT, Media and Entertainment, Health Care, Banking, Insurance and Finance, Education Agriculture sector, Textile and Unorganized sectors skill development is required. Human skills are most demanded in all sectors for mobilizing other resources. The researcher has interviewed all sector sample respondents for data collection.

2. Objectives:
\begin{enumerate}
\item To know the skills required in 21st Century.
\item To know the means and ways of skill development.
\end{enumerate}

3. Hypothesis:
Skill Development by different means is required in 21\textsuperscript{st} Century.

4. Research Methodology:
The researcher has collected information through schedule, questionnaire, open ended questions, discussion and all information has collected with various parameters and variables for maintaining accuracy of the data. The researcher has also interviewed 1289 Farmers, 115 Sarpanch, 348 Town based Business people, 279 Industries, 68 Agriculture and Irrigation Officers, 217 Students, 19 Industrial Estate Authorities, 22 Eminent personalities including university authorities and 57 Government Officers (Total 2405) respondents. The researcher has cross checked the collected data by way of similar nature respondents’ responses and government authorities. It has
proved that the collected data is representative for Kolhapur district. The secondary data has collected through DIC literature, Directorates of Industries of Kolhapur District, Daily News papers, magazines, bulletins, books etc. This is a sort of case study type of research.

5. Means, Ways and Facilities for Skill Development in 21st Century:

1. **Facilities for Skill Development Training** - Skills training facilities are required for skill development and effective presentation. The facilities include sufficient infrastructure, furniture chalkboard, chart and graphs, computer, LCD, smart board, audio system, DVD player, lighting control, effective arrangement of furniture, etc are required.

2. **Training Cost Data analysis** - The researcher has considered all aspects of training cost. The sector wise skill development survey was conducted for Kolhapur district. These all sectors are having different preconditions, requirements, durations, size of the batch, different location, different understanding capacity etc. Considering these all factors; researcher has tried his level best to calculate the cost of per batch, per year and for 10 years for a particular sector. The total cost of training includes advertisements expenses, training arrangements expenses, study material cost, infrastructure cost, resource person’s honorarium, transport cost, writing pad, inauguration and valedictory expenses, photograph expenses, refreshment and tea, xeroxing cost, typing expenses, expenses for candidates test, certificate cost, miscellaneous expenses etc. The honorarium has considered around Rs. 500 to 1000 per session of the 2 hours (effective 1.30 hours) as per nature of skill imparted. The researcher has suggested the fund raising ways including government support. Considering skill development duration, it is suggested short duration skill development programmes.

3. **Advertisement and Publicity** - Skill development is a government sponsored activity, so more amount of advertisement is not required. Although the researcher has suggested to nominate “Skill Building Brand Ambassador”, for every district and from the same district who is a role model for others. The “Brand Ambassador” can be nominated in each and every district on the basis of characteristics and location of the district. It is also suggested that the one “Brand Ambassador” can be nominated for whole Maharashtra state and ndia too. In today’s competitive and glamorous world, Brand Ambassador is essential. It is specially suggested that the Brand Ambassador should be district wise who is known to others. For marketing of various skill; posters at every village, banner at every village, Sarpanch and renowned (known) persons’ meeting in the villages for determining and controlling skill building programmers, announcement in gram sabha at every village, companies at all towns once in a year, companies and banners and posters at taluka places on market day, melava’s at taluka and district places, announcement in all government related meetings at all places in the district, advertisement boards at all school and colleges (compulsory), companies in career fairs at different cities, circular can be issued from Universities and other related educational institutions, television advertisement strip can be started, very less newspaper advertisement is recommended, personal companies and saptha can be organized etc. These methods can be adopted for effective advertisement and publicity of skill building programmes in the districts and the states.

4. **Resource Persons / Trainers** - The trainer should be a knowledgeable person with good amount of practical exposure. It is skill building programme, so, teaching theory is not allowed. One should train “only practical” things in this skill building programme. Trainer should be qualified and he should contribute from bottom of the heart to the students. Prospective Trainer’s application should be collected with qualification, experience, specialization etc. The core committee authority should be controlled and superior the selection of trainers and skill building effectiveness. It is suggested that collect one page training note which has prepared by the concern Trainer and circulate among the participants. Role of the trainer in skill building programme is very important, so, proper selection method for trainer should be adopted. Feed back about
resource person should be taken from the participants which will be the “legal” responsibility on the shoulder of training programme organization and at least 80% output of skill building institute should be absorbed by the industries, otherwise training expenses will not be reimbursed. Otherwise this skill building training activities will be one more school or college like a regular means of education.

5. **Syllabus** - The researcher has suggested that the syllabus for skill building programme should be flexible / elastic for any programme. The syllabus should be prepared from time-to-time by eminent and experienced personalities with only practical approach. The need based syllabus should be prepared. It should be 100% flexible. In the syllabus “Job Provides” views should be incorporated. The concern skill building syllabus should be brief, up to date, relevance to the changing word, 100% employability providing syllabus, etc. It should cover all aspect of the concern skill building topic and latest concept should be included in the syllabus. Prepared syllabus should get approved from the expert committee.

6. **Skill Building Evaluation** - It is merely skill building programme where practical and employability creation activity. Measurement of end product or output or trained candidates is very much essential. It is suggested that at the end of every training programme; in the last session examination should be conducted. 100% attendance (Except Exceptions) and more than 75% marks / score or grade A or B should be secured by the candidate; then only certificate will be issued. The test paper can be designed time to time and as per the need. The test can be designed online for a few skills building programme where it is possible. Computer supported test will be helpful for evaluation and quick organization of exam. It is suggested that 100% attendance and minimum 75% marks is must for getting certificate, otherwise ask to the candidate to reimburse the expenses incurred on him. The evaluation should be conducted through third party.

7. **Skill building Training Methods** - The researcher has suggested Lecture Method, Off the job or vestibule method, Group discussion method, Case study method, Role play method, Brainstorming method, T-Group method (T=Training), L-Group method (L=Learning) Also called as sensitivity training method, Buzz group method - Direct involvement of every member of large group in discussion process, Management games, Syndicate method - Big group divided in to cluster/syndicate group and conducted discussion among syndicates/clusters, Conference method, Project work method, Workshop method, Forum method etc for skill development in 21st century.

8. **Inspection** - Success of any activity is depending on the vigor of the implementer, interest and perception of the policy maker. The sanctioning authority of this skill building programme of the district should design inspection system for this programme. Inspection should be rigorous and transparent. The inspectors should do spot visit, collect personally feedback from beneficiaries, collect feedback from job providers and proper inspection system should be established. This system will work for coming future in the field of skill building area.

9. **Timing / Scheduling** - The said programme is only practical in nature. The researcher has interviewed, referred Government of the Maharashtra Skill Buildings Report (Published / circulated on 23-4-2012 at Yashda, Pune), skill development mission literature of the Government of India and other number of reference. The researcher has also discussed with eminent personalities of different sections, discussed with core committee members and he came to conclusion that the skill building programme is scheduled for “3” days to “90” days. The days determined for skill building is sufficient as per researchers expertise. Researcher has also discussed with core committee members regarding schedule, they agreed that 4 session per day of 2.00 hours each.

10. **Cara-Van** - The researcher has suggested to develop caravan for training programme. Imparting and receiving skill is difficult and taking training is very difficult than giving. The good atmosphere for training
is required. To provide proper atmosphere is somewhat difficult at different places and for different subjects. Skill building training should be given “in hours” as well as “outside”. It is true that at all places convenient or suitable training place. Sufficient space, comfortable computer seating arrangement, curtain, LCD projector, air condition facility (if required), blackboard, sound system etc. It is difficult to arrange these all facilities at different places, different time and under different situation. Skills building training in the same factory, ZP office premises, Panchayat samitee premises, ITI, other government training locations, colleges, VTPs., universalities etc places are suitable but not always. Arranging training programme in hotels became expenses. At the same time healthy and effective atmosphere creation at existing training places may or may not be possible. It is observed and experienced by the researcher that the candidates are not much interested to take training in a shabby situation. The skill building programme will organize in more than 15 main sectors and 100 sub sectors per year in all district. It is a continuous activity. One important characteristics of this skill building programme is “No uniformity and continuous repetition” of the some module i.e. training topic. It means that continues changes are required in skill building training programmes. It is also observed that the industries, institutions, government offices, farmers etc. are not having sufficient and suitable training halls. It is also difficult to collect different location people, students and resource persons at one place. So, the researcher has suggested that the government authority or training institute should develop “cara-van” i.e. “Mobile Training Vehicle” for providing training to the aspirants. The concept is to develop well equipped expandable vehicle. The cara-van will move at different destinations including villages, towns, industrial estates, schools, colleges, institutions and farms, it will park at convenient place at the destination, it will expand and internal furniture will adjust for imparting training. The van contains all training facilities with LCD and AC. It will create good atmosphere and impact for training. The concept is the skill building will rich to the door steps of the aspirants. This cara-van will be the unique model for skill development programme in the district. The researcher is suggested that we should go for such model and modern approach for skill building of job seekers of the district. It will be “Mode” or “Path darshak” project under skill building.

Cost of Cara-van (Tentative)-

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Particulars</th>
<th>Amount Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cost of bus (Basic cost)</td>
<td>50,00,000</td>
</tr>
<tr>
<td>2</td>
<td>Convention cost of bus (Expansion of bus)</td>
<td>15,00,000</td>
</tr>
<tr>
<td>3</td>
<td>Interior decoration expenditure</td>
<td>5,00,000</td>
</tr>
<tr>
<td>4</td>
<td>Chairs- Folding in the bus-( 40 to 50 chairs)</td>
<td>5,00,000</td>
</tr>
<tr>
<td>5</td>
<td>LCD, sound system etc.</td>
<td>2,00,000</td>
</tr>
<tr>
<td>6</td>
<td>AC Facility</td>
<td>2,00,000</td>
</tr>
<tr>
<td>7</td>
<td>Miscellaneous expenses</td>
<td>1,00,000</td>
</tr>
<tr>
<td>8</td>
<td>Total</td>
<td>80,00,000</td>
</tr>
</tbody>
</table>

Case Studies of Centre for Skill and Entrepreneurship Development, Shivaji University, Kolhapur, MS, India:

a. Case Study of Last Three Years Activities conducted by the Researcher:

Human Resource Management (HRM) is vital activity in organization’s performance through employee skills and quality. India, at present, is recognized as one of the youngest nations (demographic dividend) of the world
with over 50% of population under the age of 30 years. Considering this scenario, “Skilling India, Innovative India, Make India, Make in India, Teach in India, Clean India, Stand up India, Startup etc are the motivating, path finding activities. The Centre for Skill and Entrepreneurship Development (CSED), Shivaji University, Kolhapur has been working on Skill Development, Trainers Training, Skill Building, Brand Ambassador, Skill mapping, Employment index development, Entrepreneurship development etc. Considering this need, the CSED, Shivaji University, has been motivating to the students and bridging the gap by way of “Finishing School” through skilling the students and making them employable.

Output of CSED, Shivaji University, Kolhapur, MS, India:
1. Trained Trainers: 150 in 282 colleges.
2. Output: 22,000 students got different skills in 2015-2016.
5. Skill and Entrepreneurship Development Centres: 150 Colleges.
5. Conducted District wise activities.
7. Organized Skill Fair.

Some Snaps:
b. Case Study of Skill and Job Fair Dated 19.5.2018:

I. Data:

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Frequency from 100 Respondents</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies Registered</td>
<td>122</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Vacancies Registered</td>
<td>9539</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Registration Online</td>
<td>23,769</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Offline</td>
<td>13,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Candidates have Skills Taken</td>
<td>6500</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Students Interviewed</td>
<td>17,269</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Students Short listed</td>
<td>3936 +</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Offer Letter Given</td>
<td>1698 +</td>
<td>0</td>
<td></td>
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</table>

II. Job Aspirants:

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Particulars</th>
<th>Frequency from 100 Registration</th>
<th>Frequency in 17,269 Respondents</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>All</td>
<td>79</td>
<td>13,642</td>
<td>03</td>
<td>VIII</td>
</tr>
<tr>
<td>2</td>
<td>Engineering and Technology</td>
<td>05</td>
<td>865</td>
<td>03</td>
<td>VIII</td>
</tr>
<tr>
<td>3</td>
<td>IT and BPO</td>
<td>12</td>
<td>2072</td>
<td>07</td>
<td>V</td>
</tr>
<tr>
<td>4</td>
<td>Service</td>
<td>15</td>
<td>2590</td>
<td>09</td>
<td>IV</td>
</tr>
<tr>
<td>5</td>
<td>Administration</td>
<td>06</td>
<td>1036</td>
<td>04</td>
<td>VII</td>
</tr>
<tr>
<td>6</td>
<td>Banking and Insurance</td>
<td>21</td>
<td>3627</td>
<td>13</td>
<td>II</td>
</tr>
<tr>
<td>7</td>
<td>Agriculture</td>
<td>09</td>
<td>1554</td>
<td>05</td>
<td>VI</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>19</td>
<td>3281</td>
<td>11</td>
<td>III</td>
</tr>
<tr>
<td>9</td>
<td>Total</td>
<td>166</td>
<td>28,667</td>
<td>100</td>
<td>--</td>
</tr>
</tbody>
</table>
10 Interpretation

Candidate has given 1.66 i.e. 2 preferences for attendance of interview.

Candidate has given 1.66 i.e. 2 preferences for attendance of interview.

---

Skill Aspirants:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Particulars</th>
<th>Frequency from 100 Registration</th>
<th>Frequency in 6,500 Registration</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Soft Skills</td>
<td>67</td>
<td>3752</td>
<td>31</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>Hard Skills</td>
<td>50</td>
<td>2800</td>
<td>23</td>
<td>III</td>
</tr>
<tr>
<td>3</td>
<td>Life Skills</td>
<td>52</td>
<td>2912</td>
<td>24</td>
<td>II</td>
</tr>
<tr>
<td>4</td>
<td>Entrepreneurship Skills</td>
<td>47</td>
<td>2632</td>
<td>22</td>
<td>IV</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>216</td>
<td>12096</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Remark</td>
<td>Candidate has given 2.16 i.e. 2 preferences for taking skills.</td>
<td>Candidate has given 2.16 i.e. 2 preferences for taking skills.</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

6. Conclusion:
Considering the significance and purpose of the Skill Development, it is very essential for Students, Parents, Trainers, Employers, Job Seekers, Policy makers and Teachers too. The researcher has conducted survey and conducted various programmes with the help of faculty, trainers and university authorities. HRM & D are required for employee skills and quality. India, at present, has recognized as one of the youngest nations of the world with over 50% of population under the age of 30 years where supply-demand mismatch due to shortage of ‘skilled’ workforce. Skill development is required in for 41,500+ College students, 621 Universities student and various other Vocational Institutes students. India will be “Young India” with Demographic Dividend by 2021. Considering this positive situation, there is a need of skill development, skill mapping and employability indexing in 21st century. It covers Trainers Training, Skill Building, Brand building, Skill mapping, Employment index development, Entrepreneurship development etc. It has observed that “skills” are very much essential for employability, job security, fat salary or wages and self employment. According to Radstuds Survey (Ref. Daily Lokmat dated 28.4.2012, P. 5), a company is doing research in H. R. sector in worldwide, who contributed their survey report regarding India that the Indian job seekers are not interested about heavy salary, heavy incentives and other monetary benefits but they are more interested about, “guarantee of job and job security” in existing job. The survey was conducted on more than 85,000 existing employees from 150 big companies and more than 1500 students and job seekers such as 10000 + respondents were getting involved in this survey and conclusion were drawn that, “job security is more preferable than fat salary”. It can be correlated with Skill Development for 21st Century. It means that “skills” are very much essential for getting jobs, job security and fat salary or wages. If candidate or employee is not having sufficient skills then he may come in trouble for getting the job as well as in service tenure. Required skills for employability index and the perception of various stakeholders are very significant. Considering analysis and interpretation the set hypothesis, “Skill Development by different means is required in 21st Century” has proved.

7. References:

2. Field Work and Local newspaper articles and Observations
3. Published Books and literature.
4. Discussion with authorities, farmers and employees
DEVELOPMENT AND ASSESSMENT OF TEACHING SKILLS IN TEACHER TRAINEES: WHAT NCTE SUGGESTS

Ganesh Chandra Naik, Associate Professor
GVM’s Dr. Dada Vaidya College of Education, Ponda, Goa

Abstract:
National Council for Teacher Education (NCTE), the apex body in teacher Education in India prepares the norms and standard in Teacher Education from time to time. It also design different teacher education curriculum frameworks. For two year teacher education programme, NCTE has specific recommendations for development and assessment of teaching skills and its allied skills to be achieved through Month long internship. In the new curriculum for Two year B.Ed programme, Internship is of 40 weeks, divided into 4 weeks in first year and 16 weeks in second year. The activities of first year and second year internship are totally different and so serve different purposes. This time NCTE has given broad suggestions for assessment of Internship activities also. Qualitative assessment has been given importance by NCTE.

Development of teaching competencies is the main focus of TEP (Teacher Education Programme). This could be one reason for which TEP was increased from one year to two years and the recent suggestion to go for 4 year integrated TEP. To develop this skill, TEP curricula has been changed accordingly by NCTE and based on it, the different institutions. In this paper, what NCTE recommends on development and assessment teaching skill would be discussed.

General Procedure of Developing Teaching Skills
Teaching skill is developed in teacher trainees mainly at two levels; theoretical level and practical level. In theoretical level, various aspects of teaching skills are covered in several general papers including methods of teaching different school subject papers. For example, the unit on classroom management in any of the general papers would discuss on general principles of classroom management practices. This is very important skill of teaching and the teacher may discuss this topic theoretically followed by some classroom observation on how regular teachers manage their class. In the paper on assessment and evaluation, skill of test construction and administration is taught. Besides this, how CCE in school is implemented and its related aspects are explained.

At practical level, a number of workshops, activities and field-works are organized for the development and subsequent assessment of teaching skills in TEP. Workshop on Models of teaching, test construction, unit planning, content-cum methods are just a few workshops many TTIs do to develop teaching skills in students. Activities like micro teaching, practice teaching, and internship are/were more or less common in most of the TTIs (Teacher Training Institutions). Assessment of teaching skills happens to be continuous and formative in nature.

NCTE Observation and Recommendations:
NCTE came out strongly against the way TTI conduct activities to develop teaching competencies in the trainees. Taking clue from NCF (2005), NCTE (2009, p: 12) wrote, “Repeated ‘practice’ in the teaching of specified number of isolated lessons is considered a sufficient condition for professional development.” Further, highlighting the importance of practice teaching and its neglect, it states, “....practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution of quality” (p.40). It describes the practice teaching as a ritual with rigid lesson planning with inadequate mentoring and supervision. Evaluation of practice teaching was found to be ‘too theoretical, excessively quantitative and lack comprehensiveness’ (p:40).

It proposes to situate practice teaching in a broader context of holistic development of the trainees through the interaction and experiences gained during practice teaching. Practice teaching experience should not be limited...
to different episodes of 35 minutes of classroom teaching. It involves ‘wide range of institutional experiences involving school students, teachers, student-teachers mentor teacher educators’ (p:41).

Suggested Curricular Provisions

NCTE would like to see the internship activity promoting ‘sustained engagement with the learners and the school’. Therefore, school internship should have the following components as suggested by NCTE (2009, p:41) as given in table 1.

Table 1: Components of Internship

<table>
<thead>
<tr>
<th>s.no</th>
<th>Component of Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Visit to Innovative Centres of Pedagogy and learning, wherever feasible;</td>
</tr>
<tr>
<td>2.</td>
<td>Classroom based research project;</td>
</tr>
<tr>
<td>3.</td>
<td>Internship in school for a continuous period of 4 days a week and a minimum duration of 6-10 weeks for a two year programme;</td>
</tr>
<tr>
<td>4.</td>
<td>Developing unit plans and maintaining Reflective journals; and</td>
</tr>
<tr>
<td>5.</td>
<td>Creating and maintaining resources for teaching-learning in Internship schools.</td>
</tr>
</tbody>
</table>

NCTE (2009) expects this sustained internship to provide the following opportunity and benefits to the trainees.

- Students would feel and act like a regular teacher, thus could set realistic learning outcome from students and accordingly plan their teaching. It would also help them to reflect upon their practices along with such activities like observation, taking feedback and record keeping of their daily activities.
- Students would get opportunity to innovate and implement innovative teaching learning practices thus benefitting the students and schools. This would act like a ‘partnership-model wherein both the school and the students act in collaboration and mutual help.
- In this Internship programme, the students would be able to bring their experience centre stage. Students would engage their learning from the theory into practice using their own experiences and larger social context. However the TTI must make such provisions in the planning and execution of Internship as suggested by NCTE (2009, p:43).

Operational Aspect of proposed Internship Model

In the year 2016, NCTE came out with its ‘School Internship: Frameworks and Guidelines’ wherein it further elaborated the ideas of NCTE 2009 in some concrete activities. These are as follows.

i. There will be 20 weeks of field engagement (NCTE, 2014) split into two parts; 4 weeks in the first year and 16 weeks in the second year in two year teacher education programme.

ii. The 16 weeks of Internship is further split into 14 weeks of Internship in school and two weeks in community engagement.

iii. Again, the total internship time needs to be divided into two types of schools at the ratio of 8:2.

iv. Initial one week of school observation, lesson observation of school teachers, peers in the first year.

v. Student-teachers are expected to engage themselves in the following activities as suggested by NCTE, 2016. (See Table 2)

Table 2: Internship Activities (NCTE,2016)

| a) Understanding the Internship School and the community around. |
b) Analysis of school syllabus and textbooks.

c) Observing the classroom teaching of regular teachers.

d) Observation of classroom teaching of peer student-teachers.

e) Preparation of case study of the internship school and the innovative activities that the school undertakes.

f) Preparation of Lesson Plans and Unit Plans.

g) Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.

h) Teaching as a substitute teacher.

i) Mobilisation and development of teaching-learning resources.

j) Preparation of a question papers and other assessment tools.

k) Preparation of a diagnostic tests and organisation of remedial teaching.

l) Undertake case study of a child.

m) Undertake action research project on at least one problem area of schooling.

n) Community work, community survey etc.

o) Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.

p) Writing a term paper on a selected theme.

Assessment of Internship:

For certification purpose, Internship performance has to have 100% internal assessment jointly by school principal, mentor teachers and faculty of TTI. Respective institutions /Universities needs to have assessment criteria/schemes of assessment to maintain objectivity. However, assessment goes beyond certification as far as assessment for learning and as learning is concerned. NCTE documents (2009, 2014, and 2016) did not forget to mention the importance of reflection, peer observation and feedback as assessment for learning in internship.

References:


EFFECT OF CONSTRUCTIVIST APPROACH ON THE ACHIEVEMENT IN MATHEMATICS

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Assistant Professor
B.L.D.E.A’s J.S.S. College of Education, P.G. & Research Centre in Education Vijayapur

Learning mathematics is becoming a necessity in a modern society; the societal expectancies, as appears on school curriculum, are higher, and the learning difficulties are more obvious. The interest in designing and investigating efficiency of remedial interventions has increased. However, the number of studies investigating the effectiveness of different intervention programs to improve mathematics performance is quite low (David & Maier, 2011). Constructivism is an emerging approach among the teaching community across the world and National Curriculum Framework (NCF 2005) has confirmed the direction to it in the Indian classroom situation. However, the question is how to implement classroom teaching that is consistent with a constructivist view of learning is still remained a major

Constructivist teaching practices in Science and Mathematics classrooms are intended to produce much more challenging instruction for students and thus, produce improved meaningful learning. These changes have led to instruction in which students are expected to contribute actively to mathematics lessons by explaining their mathematical reasoning to each other and constructing their own understanding of mathematical concepts. Constructivist Approach is a meta-learning strategy that can be used to develop students’ capacity to learn mathematics independently. Kim (2005) revealed that students in the constructivist classroom had significantly higher learning skills in Mathematical computation. In such classroom, students change their learning strategies and show better receptivity to learn any academic task and have preference for a constructivist classroom environment. Constructivist-based instruction is believed to be an effective means for increasing students understanding of mathematical skills and concepts (Griffin, 1997) and therefore should be effective in increasing student achievement as measured by the Florida Comprehensive Achievement Test (FCAT). In a recent study, constructivist instruction is found to be more effective than the direct instruction for achievers (Kroesbergen and Van Luit, 2012). Self regulated learning strategy in constructivist pedagogy improves achievement in mathematics and the level of confidence for middle school students (Cekolin, 2001). Constructivist Approach Learning is one strategy that can enable all the learners to construct valid knowledge and also enable them to transmit it in different contexts. Learning in the constructivist framework contributes to intellectual, social and psychological development of learners unlike other methods of instruction. Constructivist Approach in Mathematics believes that the learner can construct knowledge by active participation rather than acquiring knowledge by watching teachers’ demonstration in the classroom and, learn to speak and act mathematically participating in Mathematical discussion and solving new or unfamiliar problems (Richards, 1991).

Rationale for the Study
Mathematics has been a confusing, frightening and frustrating subject for learners of all ages till date. It is a fact that, a single negative experience in mathematics for a child is enough to create a pessimistic attitude towards mathematics later in adulthood. Therefore the obvious question is whether students fail to learn mathematics can be attributed to the factors such as defective syllabus, defective methodology adopted by teachers or perhaps the combination of all these (Carnine, 1997). Hence most of reasons behind students’ failure in learning mathematics are mainly due to defective curriculum and teaching methodology and strategy as it is corroborated by the findings of (Carnine 1991; Jones, Wilson and Batswana, 1997). The National Curriculum Framework 2005 recommends a paradigm shift from students’ route learning to learning by understanding. It suggests that
curriculum should help students to develop their own thinking and ideas through experience, action and reflection. Becoming a constructivist may prove a difficult transformation since most of the teachers follow traditional teaching methodology in transacting curriculum of mathematics. In a recent study, constructivist instruction is found to be more effective teaching learning process than the direct instruction in classroom (Knoesbergen and Van Luit, 2012). Self-regulated learning strategy in constructivist pedagogy improves achievement in mathematics and level of confidence among the middle school students (Cekolin, 2001).

In view of the aforesaid research evidences, a question arises as to whether the constructivist approach has any impact on students’ achievement in mathematics and hence, here lies the rationale for the present study.

**Objectives of the Present Study**

The present study has the following objectives:

1. To develop the Lesson plan scripts on some topics in the Mathematics subject of Ninth standard based on 5E’s Model as per the Karnataka State Syllabus
2. To study the effect of Constructivist Approach (CA) on Learning Achievement in Mathematics among the Secondary School Students.

**Following are the Delimitations of the present study.**

1. The study is delimited to Secondary School Students.
2. The study is delimited to Two Government and Two Private Secondary School Students
3. The study is delimited to Ninth Standard Students.
4. The study is confined to Achievement in Mathematics subject.
5. The study is confined to Achievement in Mathematics with Constructivist Approach only.

**Design of the Study**

The experiment was set up according to the non-equivalent pre-test and post-test design. The intact class of IX standard as a whole was considered as experimental and control groups for the study. Before starting the experiment the researcher conducted MAT pre-test to ensure whether the two groups had achieved the same levels of creativity performance.

**Sample** While selecting the sample for the present study, the researcher had adopted the Purposive sampling method. A Government High School which is affiliated to KSSEB in Vijayapura (Karnataka) was purposively selected for the sake of convenience in conducting the experiment for the study. One section of class IX was taken as the experimental group and other one section as the control group, selected randomly.

**Procedural Details of the Study** The study was carried out in no less than three phases as follows.

**Phase -I: Development and Tryout of Tool And Lesson Plan** At this stage lesson plans for instruction, tools like achievement test in mathematics were developed.

**Development of Instructional Materials:** The researcher developed different instructional materials which helped for imparting instruction and facilitation for learning. Two types of instructional tools used in this present study. The constructivist approach (CA) followed for experimental group and Traditional Method of Teaching (TMT) followed for controlled group by the investigator. The instructional strategies of Traditional teaching was limited to the controlled group where a teacher centralized an environment which prevails and course instruction emphasized on content recitation without allowing time for students to reflect upon the materials presented, relate it to previous knowledge, or apply it to real life situations.

“Experimental teaching” based on the constructivist learning model as described by Yager (1991), the “5E” implies Engage, Explore, Explain, Elaborate, Evaluate model developed by Bybee(1993) and applied by Lord (1998, 1999, 2001). Both the groups experimental group and control group were taught by the investigator himself so as to avoid teacher variable.
Phase-2: Implementation Phase

The students of experimental and controlled group were selected based on the marks obtained by the students in 1st unit test conducted by the school. Achievement test was administered by the Investigator on both groups as pre-test. The experimental group was taught through constructivist approach. For experimental group Instructions consisted of a series of short (5-10 minutes) lectures in which they were introduced to new material (Engage), followed by the formulation a problem or exercise (Explore). Depending on the nature of the task involved or the degree of difficulty, students were given to solve these problems with the members of their co-operative group. This provided an opportunity for interaction with other classmates as they tried to make sense of the new information relevant to past experiences or previous knowledge. Their consensus answers i.e. misconceptions arises on a sheet that was turned in (Explain Phase). The amount of discussion was depending on the accuracy of the responses of prior understanding of the students and amount of time remaining. Then the experiment proceeded to the Elaborate Phase in which addressed misconceptions evidence arises by each group. Then listen carefully the students expanded concepts which they had learnt and thereby linked it to the world around them. At the end Evaluation, the fifth „E‖ is an ongoing diagnostic process determined whether the learners had attained understanding of discussed concept and the controlled group that was taught by conventional method. The total duration of implementation of study was 25 days covering total 50 periods (25 for each section).

Phase-3: Administration of Tools

After implementation phase, the Achievement test administrated on both Experimental and Controlled groups.

Statistical Techniques Used

The Investigator used the statistical techniques like percentage, mean, standard deviation (SD), t-test etc. for analyzing and interpretation of the data collected for the study.

Measuring Tool:

In order to measure students’ Achievement in Mathematics, Achievement Test (MAT) was developed by researchers and it was validated by some mathematics experts and educational evaluator. This test consisted 35 items, including both subjective and objective items from the chapter ‘CIRCLE’ from class-IX, Mathematics Text book. The instruments were trial tested to establish reliability. One of the schools that meet the criteria but not used for the main study was used for the trial testing study. Test-Re Test formula was used to calculate the reliability coefficient of the MAT and the co-efficient of internal consistency for MAT was 0.9 which was highly reliable. Before start of the experiment, the researcher spent few days to discuss overall experimental process. As mathematics achievement test (MAT) pre-test was administered to ensure that prior to the experiment, whether the two groups had achieved the same levels of achievement in math. Also all the learning activities for both the experimental group and the control group was ready before the experiment. The decision about sample, observer, and school permission was finalized before the experiment. During the treatment process, the experimental group participated in constructivist learning environment and the control group participated in the normal tradition instructional strategy. The treatment was given until the completion of chapter and the totals an implementation 50 periods of (25 days) to both experimental and control group. At the end of the experiment, the mathematics achievement test (MAT) was administered to both the experimental group and control group in order to compare their achievements in mathematics.

Major Findings of the Study:

The analysis and interpretation of the data revealed significant results which have been consolidated and presented in the form of major finding as follows:

- The Constructivist Approach has a positive effect on the achievement of students in Mathematics. It is evident from the analysis that the students taught by constructivist approach scored higher than those taught by conventional method in the control group.
- Constructivist Approach was found equally effective for both boys and girls in improving their achievement towards mathematics.
• Students taught in constructivist-learning environment have significantly enhanced their understanding and application abilities as compared to other abilities like knowledge and skill.

Discussion
From the studies it was found that Constructivism based teaching significantly improved academic achievement in comparison to traditional method of teaching of class IX students. This finding is supported by the findings of a number of studies. Jong Su Kim (2005) found that using constructivist teaching methods of 6th grades resulted in better student achievement than traditional methods. Indrani, Ketika, Seemal (2007) found that teachers who were using constructivism in teaching in class 8th, achievements of their students increased. Sasikala and Ramchandran (2006) used child driven learning environment for teaching computer programming and it was found to be more effective than traditional classroom teaching. The possible reasons behind such finding may be following:

- The environment was democratic and children were given freedom to discover the unknown. There were no parameters that could limit a student’s right to questions.
- Pupils were encouraged for group activities in which they had a scope to share their knowledge among peers and constructed and reconstructed their knowledge related to the concepts under the study.
- Students were made to establish relations between subjects and real life by interacting with the in-hand-materials.
- Students were encouraged to develop the ability to integrate new information with the already learnt knowledge.
- Learners were exposed to a variety of activities created by the teacher in the classroom and classes were given importance to learner-centeredness.
- Students self-assessment and teacher’s regular maintenance of portfolios in the classroom.
- The teacher played a commendable role in prompting and facilitating deliberations.

These are also may be the reasons for which their understanding and application abilities enhanced as compared to other abilities like knowledge and skill. From the study it was also found that Boys had almost same Academic achievement score as Girls. The reasons behind such findings may be that constructivist approach was equally effective for both boys and girls in improving their achievement towards mathematics.

Conclusion
Studies have suggested that the orthodox system of teaching is not enough to inculcate the critical thinking and risk taking attitude amongst the present day students. Therefore, there is urgent need to reform our teaching practices in light of recommendations of NCF-2005. In this framework child is viewed as a “discoverer” who actively construct his knowledge and build his understanding by meaning making process. Hence, the framework advocates the use of constructivism at every stages of Mathematics teaching. However, the success of this pedagogy presupposes that the teachers should not only be well trained in a constructivist approach, but they also be dedicated enough to follow its requirements patiently. This strategy is time consuming and requires lots of patience on the part of teachers and administrators. The teachers should also be trained in the use of relevant technologies. All this required massive support from school authorities, principal, administration and the government.

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SKILLS REQUIRED FOR TEACHER EDUCATORS TO FOSTER SCIENTIFIC CONCEPTS AMONG SCIENCE LEARNERS

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Abstract
Science is an important, systematic & informative subject which relies upon the experimental information and scientific methods. Science is disciplined way to studying the natural world. In the science curriculum, the scientific concepts have three dimensions. These three dimensions are important. The first of these is the content of the science, the basic concepts, and our scientific knowledge. The science teacher educator is the mediator to comprehend and inculcate these science concepts with proper way among their students mind. The Science teacher educator have to be aware about the use of essential skills, methods, advanced techniques for delivering the science content in the classroom. If they unaware and not sure about the proper attainment, formation and comprehension of science concepts to them and in their students, then it may lead towards the convey of misconception and alternative concepts in their students.
Teacher educators have to be acquire knowledge and mastery in the science teaching methods, techniques, strategies and comprehension enhancing skills for conveying the proper scientific concepts with meaningful and simplified manner to their students for fostering the science knowledge. The present paper focuses on the skills required for teacher educators to foster scientific concepts among science learners.

Key Words: Skills, Scientific concepts, Teacher Educator, Science Learners

Introduction
Science defined as the careful study of structure and behavior of the physical world, especially by the observing, measuring and doing experiments, and the development of theories to describe the results of these activities. Science is an active subject and it allows students to explore their world and discover new things. Science is a disciplined way of studying the natural world and it is completely focused on the facts and evidences concerning the natural and social world. Science Education increases collective knowledge about the science and widening social awareness about scientific finding and issues. Learning of science includes proper understanding of the scientific facts, terms, attributes, concepts, principles and theories.
Scientific concept is an idea or model explaining some natural phenomenon, e.g. students understanding of objects falling towards Earth is explained in our concept Gravity. The most important and basic scientific concepts help students to pursuit of knowledge. By understanding core scientific concepts, Teacher educator can try to develop a better and more accurate scientific literacy among science learners.

Need and Importance of comprehension of Scientific Concepts for Science Learners
Students are not blank slates. They come to school with varying experiences with ideas about the explanations’ of the natural world. They construct their knowledge through interaction with the environment and mostly based on the intuitive approach (lazarowitz & Lieb, 2006). Students understanding of the natural world are not always consistent with accepted scientific beliefs. The perception of science concepts is a result of their interaction with their environment, parents, peers, schoolmates, friends, family members, media, culture, traditions etc.
The process of constructing a concept and how things go together is called concept formation. Science teacher educators play an important key role for scientifically correct concept formation in the students brain. Concept present in any subject acts as a linking bridge between prior knowledge new knowledge in the conception.
process. Scientific concepts are mental images which assist children in classifying his experiences and which continually changes as his experiences accumulate.

If the science learners misperceived the scientific concepts or perceived alternative concepts, it may create misconceptions about that particular concept. It may create long term impact of the conceptual framework of the science learners and also it works as a barrier to assimilate and accommodate the new science concepts with the previous schemas present in science learners. So it is important that scientific concepts comprehend as it is with their proper meaning by the learner, otherwise it creates misconceptions in science learners.

Skills Required for Teacher Educators to foster Scientific Concepts among Science Learners

The Concepts are our mental categories that help us classify objects, events, or ideas, building on the understanding that each object, event, or idea has a set of common relevant features. Concepts are defined as cognitive abstraction which represents classes of things, events or idea. Scientific and proper understanding of science concepts experiences convey to science learners is the main role of teacher educator. Firstly understanding and perceiving the right meaning of the science concept & convey the same to their students, this activity taken place in classroom teaching-learning process. National Focus Group has emphasized on the delivering of the scientific concepts in meaningful and simplified manner to the students. Therefore teacher educators have to be some essential skills, competencies, abilities which makes this comprehension process smoother. Following are the some required skills for teacher educators to foster scientific concepts among science learners.

Table No.1
Skills Required for Teacher Educators to foster Scientific Concepts among Science Learners

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Skills Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Retrieval of National Educational Policy</td>
</tr>
<tr>
<td></td>
<td>Identifying the current National educational Policy</td>
</tr>
<tr>
<td>2</td>
<td>Identify the aim of the science curriculum</td>
</tr>
<tr>
<td></td>
<td>Identify and separation of the long broad aims of the science curriculum at primary, secondary, higher secondary, university and higher education level</td>
</tr>
<tr>
<td>3</td>
<td>Recognize the objectives of the science curriculum</td>
</tr>
<tr>
<td></td>
<td>Recognize and confirm the objectives of the science curriculum at different level of curriculum</td>
</tr>
<tr>
<td>4</td>
<td>Analyze the science structure and streams</td>
</tr>
<tr>
<td></td>
<td>Analysis and separation of the science structure, streams and main faculties</td>
</tr>
<tr>
<td>5</td>
<td>Understand the model and type of the curriculum</td>
</tr>
<tr>
<td></td>
<td>Identify, compare, sort of the science curriculum structure, model and type</td>
</tr>
<tr>
<td>6</td>
<td>Analysis of the level wise science textbook</td>
</tr>
<tr>
<td></td>
<td>Identify content analysis technique and separate the science content in terms, facts, attributes, concepts, principles, theories, etc.</td>
</tr>
<tr>
<td>7</td>
<td>Identification of authentic reference material</td>
</tr>
<tr>
<td></td>
<td>Identify and use of authentic reference material for enrichment of the science content</td>
</tr>
<tr>
<td>8</td>
<td>Designing a sequence of the lessons experiences towards specific leaning goals</td>
</tr>
<tr>
<td></td>
<td>Analyze, Design, Construct, Develop, Innovate science lessons experiences for unit wise learning goals</td>
</tr>
<tr>
<td>9</td>
<td>Eliciting and interpreting individual thinking with science process skills</td>
</tr>
<tr>
<td></td>
<td>Conceptualization of content through observing, communicating, classifying, measuring, relating objects in space and time, predicting, inferring, controlling variables, defining operationally and experimenting</td>
</tr>
<tr>
<td>10</td>
<td>Use of advanced ICT techniques and Constructivist models</td>
</tr>
<tr>
<td></td>
<td>Identify, use and create advanced online simulated ICT tools and techniques and constructivist models and techniques</td>
</tr>
<tr>
<td>11</td>
<td>Designing and Create Evaluation tools</td>
</tr>
<tr>
<td></td>
<td>Identify, create, design, use, apply resources and different advanced conceptualized evaluation tools</td>
</tr>
</tbody>
</table>
Summary

Science effective learning depends upon the richness of the content, the process used and the initial assistance provided in the development of such process. In the cognitive science the term ‘deep understanding’ generally refers to how concepts are ‘represented’ in the students mind & most importantly, how they are connected each other (Grotzer, 1999). In day to day teaching-learning process its teacher educator’s responsibility to represent the well connected concept understanding in front of their science learners. The above mentioned skills will be helpful to teacher educators to foster the scientific concepts among their science learners.

There are many tools, techniques, methods are useful for the effective teaching-learning but skills are more important and required for science teacher educators. The above mentioned skills will be helpful to teacher educators and science learners for strengthening the concrete experience, reflective observation, abstract conceptualization and active experimentation attitude.

References

Abstract:
Nowadays e-learning industry is expanding and it requires well trained competent human resource. Hence today's youths have job opportunities in the sector of instructional system designing. But today's teacher education is not emphasizing transaction of these skills among student-teachers. However Teacher Education Programmes (TEP) are still emphasizing teaching learning skills required by the primary, secondary and higher secondary schools. If Teacher Education Programmes (TEP) have given the emphasis to enhance such skills among student-teachers then definitely they can get employability opportunities and hence present paper is devoted to discuss with its four objectives those are to study the pedagogical, technical skills and interpersonal skills essential for instructional system designing. On the basis of the study to give appropriate suggestions to the concerned for enhancing student-teachers instructional system designing skills. For full filling these objectives document survey is undertaken and essential skills required by the instructional system designers are identified and further discussion is done to enhance the student-teachers skills regarding instructional system designing.

Key Words: Enhancing, Student-Teachers, Instructional System Designing etc.
teachers regarding course designing or related to learning solutions. However for the present study following four objectives are laid down.

OBJECTIVES OF THE PRESENT STUDY

The objectives of the present study are as follows:

1. To study the pedagogical skills essential for instructional system designing.
2. To study the technical skills essential for instructional system designing.
3. To study the interpersonal skills essential for instructional system designing.
4. On the basis of the study to give appropriate suggestions to the concerned for enhancing student-teachers instructional system designing skills.

Thus according to these objectives the research procedure of the study is as follows:

RESEARCH PROCEDURE

Sample of the Study:
For present study skills required by instructional system designer are purposively selected.

Research Method:
Library survey mostly online resources are surveyed for the fulfillment of the objectives.

Collection of the Data
Primary and Secondary sources are used for the collection of the data for studying skills required by the instructional system designers. The data is collected through documents/books/web pages etc.

From review of related literature different sets of skills required by the instructional system designers are identified and those are discussed under the title of the objective wise procedure of the study.

Objective wise procedure of the study
The first objective of the study is to study the pedagogical skills required by the instructional system designers. Therefore for fulfilling this objective data is collected from primary and secondary sources i.e. review of related literature as - Edutech Wiki (2013), Sugar William A. (2018), Matt Bower (2019), Heather Kanuka (2002). etc. and from it following pedagogical skills required by the instructional system designers are identified and those are as follows:

Pedagogical Skills: Pedagogical skills are most important skills required by the instructional system designers. The foundations of these skills are deeply rooted in the educational theories. The good instructional system designer has sound knowledge of the educational philosophy, psychology, management of educational resources and creation of the learning environment. Designer should be a content or subject matter expert. If he/she pusses such sound pedagogical knowledge then he/she able to acquire following skills required by the Instructional system designers.

a. Skills Related to Instructional System Planning:
The first step of any instructional system development is the planning of Instructional System. Therefore instructional system designers should have following indicators of the skills -

1. Analyzing the students requirements
2. Analyzing the content
3. As per students needs and contents requirements finalizing the learning outcomes
4. As per learning outcomes planning the learning environment considering the students needs
5. Identifying the components for e-content development
6. Visualizing further obstacles in the development and planning
7. Co-ordinating with project manager
8. Deciding instructional system assessment mechanism
Thus these are skills related to instructional system planning and the second set of skills is regarding actually content development. Its skill indicators are given as follows:

b. Skills Related to Content Development

The second step of instructional system development is the content designing and hence following indicators of the skills are required by the instructional system designers:

1. sound knowledge of the content on the basis of it able to create story board
2. able to decide and execute the interaction levels of the content
3. selection of the appropriate learning strategy
4. Creating the module wise e-content
5. Presenting the content in the well organized manner

Thus these are indicators of skills comprised in skills related to Content Development required for the instructional system designing. Thus the first objective of the study is fulfilled and the second objective i.e. To study the technical skills essential for instructional system designing are identified through review of related literature and those are as follows:

Technical Skills: A technical skill comprises the Information Communication Technology related skills and technical aspects of the writing skills indicators required for the Instructional System Designing are identified through review of related literature those reviews are - Mon Mon The and Tsuyoshi Usagawa (2018), Aggrawal Bhayaa (2019), Morris Sean Michael (2018) etc. The identified indicators of Instructional System Designing are

Technical Skills Related to e-Content Development

1. designing the transcription for development of the e-content
2. script writing for the films and televisions
3. cross linking between videos, exercises and textbooks
4. creation of the interactivities such as virtual labs or user controlled animations
5. creation of supportive learning resources

a. Administrative Skills Regarding the Production of the e-Content

1. production of the e-content related skills
2. studio management related skills
3. animations and graphics related skills
4. integrating e-content with the learning platform
5. previewing, correcting and certificating the developed e-content

Thus the second objective of the study is completed and the third objective of the study is to study the interpersonal skills essential for instructional system designing.

Those are as follows:

Interpersonal Skills: Even though anyone pusses the sound pedagogical or technical skills it will be waste if the instructional system designer does not have interpersonal skills. Interpersonal skills mean ‘the set of abilities enabling a person to interact positively and work effectively with others’ (Businessdictionary.com, 2019). From it seems that interpersonal instructional designer should work along with a team and hence from review (Investopedia (2018), Wiki Job (2018). ) of related literature following skills are required by them:

1. working in a team
2. managing the time
3. self management
4. conflict management
5. good communication  
6. cooperation  
7. leadership  
8. problem solving  
9. creativity  
10. empathy  

These are the indicators of good interpersonal skills after all the instructional system designer cannot able to work all alone. He has to work in a team and therefore he/she required above mentioned indicators. So effectively he/she able to connect with the others and able to play his role effectively.  

Thus the third objective of the study is fulfilled and the fourth objective of the study is to give appropriate suggestions to the concerned for enhancing student-teachers instructional system designing skills. Hence this objective is fulfilled as follows:

**DISCUSSION:**

According to Oxford Dictionary (2019) Enhance means ‘Intensify, increase, or further improve the quality, value, or extent of’. In this context of this definition one can say that Teacher Education Programme (TEP) must be designed in such a way that more exposure regarding carrier in the field of Instructional System Designing should be given and more practical has been imbibed in the programme in a such way that student-teacher can able to accept confidently their carrier in the field of Instructional System Designing.

TEP curriculum developers also have to consider the different carrier opportunities and skills required for it while framing the curriculum apart from the primary, secondary or junior college teachers. It is also seems that student-teachers have more opportunities in the e-learning industries. Hence the teacher education programme has to revamp its curriculum in such a way that it comprises more foundation required for instructional system designing skills. So student teachers skills regarding instructional system designing are developed and they get good carrier opportunities. Thus through revamping the TEP curriculum student-teachers instructional system designing skills will be enhanced.

**References:**

RESEARCH SKILLS: DECISIVE SKILLS FOR 21ST CENTURY LEARNING

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Abstract

Research Skills can be described as being able to provide in depth information, detailed analysis and suitable advice on a given topic after researching extensively on that topic. It includes identifying a problem, formulating the problem statement, determine what sorts of informational resources are needed to respond to the problem, find those resources efficiently, evaluate the gathered information for quality and relevance, and use the information effectively to address the problem. Research Skills enable people to identify a problem; collect informational resources that can help address the problem evaluate these resources for quality and relevance and come up with an effective solution to the problem also these skills not only equip individuals to write better research papers, but also teach them all about the problem solving skills required to tackle issues in the workplace.

Keywords: 21st Century Learning, Research Skills

Introduction

The Educational Testing Service (ETS) in its publication, Digital Transformation: A Literacy Framework for ICT Literacy (2007), defines 21 century learning skills as the ability to a) collect and/or retrieve information, b) organize and manage information, c) evaluate the quality, relevance, and usefulness of information, and d) generate accurate information through the use of existing resources.

A survey of manufacturers conducted by Deloitte Development (2005) found that 80 percent reported shortages of skilled employees across all occupations in their firms. In terms of the kinds of skills needed, the respondents most frequently cited basic employability skills, including attendance, timeliness, and work ethic; problem-solving skills; ability to collaborate; and reading, writing, and communication skills. These skills are quite similar to the central 21 century skills identified above. A 2009 study by Andrew, DeRocco, & Taylor found that manufacturers view innovation as integral to company growth, competitiveness, and shareholder value. Deloitte Development survey respondents indicated that the education and skills of the workforce are the single most critical element of successful innovation, while also reporting a lack of skilled workers. Andrew, DeRocco & Taylor argue that companies whose workforces lack 21 century skills are at a disadvantage to compete globally and have difficulty in dealing with such challenges as the convergence of technology and manufacturing and the need to quickly move new products and services to market. The authors conclude that it is imperative to better educate the workforce not only in science, but also in 21 century skills.

The Partnership for 21 century skills identifies six key elements for fostering 21 century learning:

- emphasize core subjects,
- emphasize learning skills,
- use 21st century tools to develop learning skills,
- teach and learn in a 21 century context,
- teach and learn 21 century content, and
- use 21st century assessments that measure 21 century skills

To inculcate the 21 Century learning Skills as Communication and Collaboration, Communicating Effectively, Critical thinking and problem solving and creativity and innovation Research Skills plays a decisive rule to inculcate these 21 century learning skills.
Concept of Research:
“The Advanced Learner’s Dictionary of Current English lays down the meaning of research as “a careful investigation or inquiry and Redman and Mory define research as a “systematized effort to gain new knowledge.” ‘Research’ refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation.”

“Research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organisation. It provides the intellectual satisfaction of knowing a few things just for the sake of knowledge and also has practical utility for the social scientist to know for the sake of being able to do something better or in a more efficient manner.”

Significance of research can also be understood keeping in view the following points:
(a) To those students who are to write a master’s or Ph.D. thesis, research may mean careerism or a way to attain a high position in the social structure;
(b) To professionals in research methodology, research may mean a source of livelihood;
(c) To philosophers and thinkers, research may mean the outlet for new ideas and insights;
(d) To literary men and women, research may mean the development of new styles and creative work;
(e) To analysts and intellectuals, research may mean the generalizations of new theories.

Thus, research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one’s field in a better way.

Vitae introducing the Researcher Development Framework which is the strategic statement setting out the knowledge, behaviors and attributes of effective and highly skilled researchers appropriate for a wide range of careers. This framework introduces four domains as Knowledge and intellectual abilities, Personal Effectiveness, Research governance and organization and Engagement, influence and impact related to researcher development.

To fulfill the above expectations from the researcher they should be equipped with vital research skills. Research prepared required research skills related to the above four domain.

What are Research Skills?
Research Skills can be described as being able to provide in depth information, detailed analysis and suitable advice on a given topic after researching extensively on that topic. It includes identifying a problem, formulating the problem statement, determine what sorts of informational resources are needed to respond to the problem, find those resources efficiently, evaluate the gathered information for quality and relevance, and use the information effectively to address the problem.

Why they are important
Research Skills enable people to identify a problem; collect informational resources that can help address the problem evaluate these resources for quality and relevance and come up with an effective solution to the problem also these skills not only equip individuals to write better research papers, but also teach them all about the problem solving skills required to tackle issues in the workplace.

Four Domains/ Areas of Researcher Development and required Research Skills:
A. Knowledge and Intellectual abilities:

It includes Knowledge Base of subject Knowledge, Research Method Theoretical & Practical knowledge of research method, Information Seeking, Information literacy and management and academic literacy and numeracy.
For this researcher required following research skills:

a. **Information Seeking Skill:**
   1. **Browsing:** Scanning or searching a resource
   2. **Differentiating:** the individual filters and selects from among the sources scanned by noticing differences between the nature and quality of the information offered.
   3. **Monitoring:** Regularly following particular sources
   4. **Extracting:** activity of systematically working through a particular source or sources in order to identify material of interest.
   5. **Learning:** Expanding knowledge of the goal, problem, system or available resource through selection
   6. **Recognition:** identifying relevant items through cognitive association

b. **Cognitive Skill:**
   1. Understanding of intellectual developments of own discipline and research area
   2. Basic understanding of core and key concepts of discipline and associated areas in other discipline
   3. Understanding relevant research methodologies and techniques and their appropriate application within own research area
   4. Develops research approach and applies a range of appropriate methods and techniques with confidence.
   5. Develops own conceptual approach/understanding of intellectual position

c. **Project Management Skill**
   1. Apply effective project management through the setting of research goals, intermediate milestones and prioritization of activities.
   2. Make plans and balance competing demands on time effectively.
   3. Plan, organize, execute and evaluate a research programme.
   4. Set and prioritize a number of intermediate goals within an individual research and develop an effective strategy and timetable for meeting them.

d. **Library skills:**
   1. Design and execute systems for the acquisition and collection of information through the effective use of appropriate resources and equipment.
   2. collect and record information in an organised and professional way
   3. competence in relevant software
   4. conduct searches using appropriate online and offline resources

e. **Bibliography skills:**
   1. Identify and access appropriate bibliographical resources, archives, and other sources of relevant information.
   2. fluent in referencing appropriate sources and able to use a variety of referencing styles and systems

f. **IT skills:**
   1. Use information technology appropriately for database management, recording and presenting information
   2. establish a bibliography at the level expected for scholarly publication and keep it up to date through searches and electronic services
Domain B: Personal Effectiveness
It includes Personal qualities, Self management and professional and career development.
1. Willingness to learn: Demonstrate ability and willingness to learn and acquire knowledge
2. Creativity/ Originality: find solutions to difficult problems, develop new methodologies as required, generate new ideas and approaches
3. Open Mindness: analyze the strength and weaknesses of one's own approach
4. Self discipline: demonstrate high level of accuracy, organization, and attention to detail
5. Self assessment: Demonstrate self awareness and ability to identify one's own training needs
6. Understands and demonstrates standards of good research practice in the institution and/or discipline/research area.
7. Gradually takes complete responsibility for one's own project and own well-being; develops independence.
8. Manages own time effectively to complete research work; adheres to clear plan.
9. Appreciates the need for and shows commitment to continuing professional development
10. Demonstrates an insight into the transferable nature of research skills to other work environments
11. Develops and maintains co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community

Domain C: Research, Governance and organization
It includes knowledge of the standards, requirements, and professional conduct that are needed to the effective management of research
1. Understands and applies the relevant codes of conduct and guidelines for the ethical conduct of research;
2. Taking own responsibility of research work.
3. Understands the legal obligations of the profession.
4. Within own research respects the right of participants to confidentiality and anonymity.
5. Aware of how own research aligns with the research strategy of the institution and strategic focus of the discipline/research area.
6. Understands the processes for funding and evaluation of research.

Domain D: Engagement, influence and impact
This domain includes knowledge, understanding and skills needed to engage with influence, and impact on the academic, social, cultural and economic context.
1. Listens, gives and receives feedback and responds perceptively to others.
2. Understands own behaviors and impact on others when working in and contributing to the success of formal and informal teams.
3. Aware of the value of working collaboratively to benefit research and for maximizing the potential for impact.
4. Effectively supports the learning of others when involved in teaching, mentoring, demonstrating or other research activities.
5. Works in multi- or cross-disciplinary contexts; thinks comparatively
6. Actively engages in knowledge exchange and debate with colleagues, sometimes between disciplines/research areas.
7. Regularly publishes and is involved in editing/may be editor of national publication.

Redman and Mory define research as a “systematized effort to gain new knowledge.” Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of curiosity for, when the unknown confronts us, we wonder and our inquisitiveness
makes us probe and attain full and fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown, can be termed as research for all this journey research skills makes a journey knowledgeable and skillful for all researchers.

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SOFT SKILLS FOR TEACHERS - A STEP TOWARDS PROFESSIONAL GROWTH

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Abstract
Soft Skills are the important skill for teachers and administrators in the Era of Globalization as those are the skills with a combination of social skills, communication skills, character or personality traits, attitudes, career attribute, social intelligence and emotional intelligence quotients among that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. Prospective teachers have a great responsibility in developing the society with values and good culture as they are the transmitters of all these culture. Soft skills are needed at different levels and these skills not only find work in the career of their choice but they also experience stronger and happier relationship in their personal lives.

Introduction
As the Kothari commission (1964-66) rightly observed, of all the factors which influence quality of education, “the quality, competence and character” of the teachers are the most significant and as the quality of education depends upon various factors like the teaching to which learner is exposed, the educational facilities, the environment available in the institutions and the temperament and approach of a learner towards study the teacher plays a prominent role in enhancing quality in education. So it is necessary for a teacher to acquire all the skills which are essential for his/her teaching profession. Updating the teachers with soft skills is not only important for his/her career expertise but also it helps to mould the future generations as integrated personalities.

Keyword: Soft skills

Soft skills
Soft skills is a combination of social skills, communication skills, character or personality traits, attitudes, career attribute, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. The Collins English Dictionary defines the term "soft skills" as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude ", which plays a vital role in professional success of the individuals. They help the person to excel in his/her workplace and are also called human skill complementing the hard skill, they are also the interpersonal and human relation skill which refers to the cluster of personality traits such as social graces, facility for language, personal habits, friendliness and optimism.

Components of Soft skills

- Social
- Psychological
- Communication
I. Social:
The social component of soft skills incorporates the group interaction and welfare of the outdoor program participants which includes the understanding of group dynamics, the ability to resolve group conflict, develop and provide a supportive climate, being sensitive to the need of others and establishing effective group relations.

II. Psychological:
The psychological component combines the skill necessary to relate to the participants presence of mind and behaviour few of the examples of the psychological component include building a climate is trust within a group, understanding what motivation is, and how to stimulate it and it also includes promoting values, understanding attitudes of others, team building, developing ethics and responding to a person’s risk in a trustworthy manner.

III. Communication:
The communication component combines written, verbal, and nonverbal transmission and exchange of information. The Examples of this component range from being able to “think in our feet” and speak clearly in front of the group for interpreting nonverbal expressions. Other example may include expressing directions in written format (or) listening attentively.

Importance of Soft skills
Relationship play a vital role in human life and one of the key to successful relationships is development of soft skills and if a teacher/student who has interpersonal problems such as difficulty in taking decisions, suffer from lack of soft skills and so it is essential for both teacher and a taught which will be helpful to make their dealings effective and successful

• To handle interpersonal relations.
• To take appropriate decisions.
• To communicate effectively.
• To have good impression and impact.
• To gain professional development.

Soft skills can enhance the career mobility of a person and increase the chances of success in launching the job she/he wants and are also essential for a student to develop so that she/he can cope up with different situations in the study/workplace.

Soft skills for prospective teachers
There are various Soft skills essential to succeed in any job environment few of them are briefed below

1. Communication skills
The teachers must have excellent communication skills to succeed as a teacher so as to explain his/her lessons in a clear way which can be understood by children of different ages and abilities. She/he must be able to be tactful while communicating with parents. She/he must also be an effective team member with Colleagues and the Principal. Finally, a teacher’s verbal and written language skills must be impeccable some important component of communication skill are:

a) Listening
To become a good teacher, she/he must have excellent listening skill which will enable them to face a lot of questions from students and she/he must be able to understand what the students are trying to convey when they speak.
b) **Presentation**

It is important to be able to communicate teachers thoughts and ideas effectively using a variety of tools and resources but the teacher needs to cater and develop the use these skills throughout his/her career.

2. **Leadership skills**

Leadership skills are an essential component in positioning executives to make thoughtful decisions about their organization's mission and goals, and properly allocate resources to achieve those directives. Valuable leadership skills include the ability to delegate, inspire and communicate effectively which includes include honesty, confidence, commitment and creativity.

- A teacher should have the ability to engage with people to persuade, influence and be very versatile in doing that.
- A teacher require a whole set of skills for leading and setting objectives, giving feedback, sometimes saying hard things, budgeting the available resources.

3. **Interpersonal skills**

Teaching can be considered as fifty percent knowledge and fifty percent interpersonal skills. That means, while teaching, a teacher should not just maintain the quantity of his lecture but also the quality the lecture which can be beneficial for him to develop interpersonal skills.

A teacher should be -

- Able to support and encourage others.
- Able to give receive constructive criticism as well as able to negotiate.
- Able to listen to and value others opinions.
- Able to convey his/her point clearly to a student group.

4. **Time management skill**

It is important to prioritize your tasks as per the institution needs or the project needs and execute them in the descending order of priority.

One can use aids like.

- Planners
- Maintain a list of things to be done
- Prepare action plan
- Activity logs
- Review the timelines and progress closely and regularly

5. **Team work skill**

Teamwork is to develop a strong sense of commitment and responsibilities and It also develops qualities like respecting the thoughts and options of others in the group. The success of the entire program depends on the cooperation extended and hence skill of cooperation is essential among the teachers to organize the educators by giving related activities such as group work, group discussion, project and group assignment.

6. **Problem- solving skill**

Problem solving is a planned attack upon a difficulty or perplexity for the purpose of finding a solution where It enables a teacher to exercise control over his activities and learning environment. The teacher has to define the problem clearly and the success of the problem solving technique needs the ability to seen the problem clearly and the power to analyze with a keen discernment and the faculty to synthesize and draw conclusions with an uncanny accuracy.

A teacher should
• Focus more on the problem where it occurs.
• Develop relationship between the students and the background of the problems.
• Have careful and systematic approach with an active process of search.
• Have positive attitude and self-confidence in solving the problem.

Soft skills: A need of an hour for teaching community
The teachers should improve their soft skills for effective teaching-learning process, for the following reasons.

1) Soft skill help advance teacher career
To bring value to institution and student, teachers are getting more involved in many non-teaching tasks but the teacher needs to cater their interpersonal skills to top notch to deliver results with teacher colleagues and people in non-teaching areas the teacher has to work with.

2) Certification is not an end in itself Technical skills do matter
In order to succeed in teaching, teachers definitely need to have solid technical skills with a good grasp of the fundamentals and to make any headway, teachers need to be solid on the ground with hard tech know-how where the institution requires a teacher to fortify himself on a continuous basis with up-to-date tech knowledge and concepts. Training, certification, the internet, books, provide opportunities for lifelong learning. A teacher needs soft skills to create opportunity for himself as it is the essence of education and the essence of teacher technical ability and so one may use soft skills to cultivate opportunities with both hands.

3) Soft skills empower teacher in creating opportunities
Soft skills are useful for creating and taking advantage of opportunities like job, career and administration. No matter how great teacher technical skills are but in job hunting, teacher's marketing skills should be unsurpassed.

4) Soft skills not only improve teachers career, but also offer personal growth
The acquisition of soft skills empowers teacher to build flexibility into future teaching career plans where most of the soft skills are regarded as transferable skills. e.g communication, administration and teamwork, which are needed in nearly all aspects of life, not just for teacher career alone, since teachers need to grow not just as techies but as persons.

5) Developing professional ethics is vital to teacher career
Stop negative conduct whether deliberate, due to ignorance, or because of an unsupportive environment. Teachers can't afford to be ignorant, insensitive or unprofessional simply because they feel that teachers are technical gurus. Nobody is perfect but Developing teachers technical skills while actively cultivating poor soft skills is like moving one steps forward.

Conclusion:
Prospective teachers have a great responsibility in developing the society with values and good culture as they are the transmitters of culture and we know that to transmit the culture in the society, soft skills are needed at different levels and so the prospective teachers who are able to acquire these skills not only find work in the career of their choice but they also experience stronger and happier relationship in their personal lives.

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भावनिक व्यवस्थापनासाधीविवेकित्व विचार कौशल्ये

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सारांश:
मानवी भावनाविनी मुख्यपरंपरा सार्वभौमिकता आधारित गेली असली तरी त्या भावनाविनी व्यवस्थापन करणे व्यक्तित्व सहजाति जमत नाही यासारी औपचारिक व अनौपचारिक शिखरांगणी गज ठहरणे अथवेरिन्ध होते. या शिखरांगणाची विबिध मार्गांचा शोध अध्ययने विवेकित्व शिखरांगणाचा मार्ग आधारवासक बांटतो. विवेकित्व विचार कौशल्ये हे आपल्याचा स्वभाव. त्या भावना तसेच इतरांचा भावना हातासप्रसाद अथवे जागृत या कृती बनवणास मदत करते.सर्वसम्मत, आपल्याचा कृती प्रकारच्या भावनाविने आणवण्यात आहे याची आर्थक असारे असणे गरूजेच वाटते. शास्त्रीय ज्ञा भावना आपल्यास नॅक बनवणास त्या पुढे आयुक्त आहेत. भीती, चिंता, क्रोध, दुःख इ. भावनाचा समावेश होतो, त्या भावनाविने व्यवस्थापन करण्याच्या क्रमांक विवेकित्व विचारांचा मदत करते.

स्वतः (आणि कर्मचारीं इतरांना) भावना समजून खेलणारी, सहजतेने स्वीकारण्याची क्रमांक तसेच भावनाविच निलंबण उद्देश्याच्या क्रमांक भावनिक व्यवस्थापन ह्या व्यक्तीविद्यार्थी भावना व्यवस्थापन कौशल्ये हे त्यांचा स्वभाव. त्या भावनावितीय नियोजन करण्याची क्रमांक दर्शविते. विवेकित्व शिखरांगणाचा सहयोग भावनाविच व्यवस्थापनानियांकी व्यवस्थापन भावनाविच आधारला मार्गांचा विश्वास याचा भावनाविच अभिनव, भावनाविच आयुक्तीया एकत्रिक भावनाविच व्यवस्थापन करण्याच्या क्रमांक निश्चित केलेला अपयोगी उत्तीर्ण.

विवेकित्व विचार कौशल्ये व्यक्तित्व स्वभाव: भावनाविच भावनाविच व्यवस्थापन सार्वभौमिक ज्ञान बनवणास मदत करतात. व्यक्तीतम भावनाविच दृष्टीकोण साहूकर करतात. जी भावनिक साहूकर व्यक्तित्व भावनिक व्यवस्थापनाच्या वैधतिक अर्थात विवेकित्व विचार कौशल्ये हे व्यक्तीतम भावनातील स्वयंह साधारण भावनाचा मार्ग आधारवाचक बांटतो. विवेकित्व विचार कौशल्ये व्यक्तितम भावनाविच आयुक्तीया भावनाविच पूर्वांगी धार्मिक ध्येय घात, मानवी नातेसंबंध प्रशासन, आणि विचारमिश्रित तार्किकांचा इ. विकसनास मदत करतात. विवेकित्व विचार कौशल्ये हे भावनिक व्यवस्थापन कौशल्ये पूरक व सहायक आहे.

विवेकित्व विचार कौशल्ये व्यक्तिनियांकांतो व्यवस्थापिक कार्य करतात हातासप्रसाद त्याणात–या भावनाविच व्यवस्थापनाची महत्त्वाची आहेत. भावनाविच निलंबण उद्देश्यांतील किंवा एखादा परस्पिरांतील व्यवस्थापन करण्यासाठी तसेच समयाची निर्णयक धार्मिक ध्येय करवण्यासकर रूपांतरित करते. विवेकित्व विचार कौशल्ये हे आपल्या व्यक्तीविण्यांच्या भावना आणि पदतीबांच्या मार्ग घातांमध्ये कार्यान्वयनाची विवेकित्व विचार प्रारंभीची कौशल्ये महत्त्वाची आहे. भावनाविच व्यवस्थापन प्रारंभीच्या भावनाविच दोन फक्त महत्त्वाच्या येते. त्या म्हणजे विवेकित्व भावना व अविवेकित्व भावना. या दोन प्रकारांचे उल्लम्ब घण्याचे व्यवस्थापन करतात.

विवेकित्व व अवरविवेकित्व भावनाविच स्वरूप:

विवेकित्व भावना आनंद निर्माण करतात आणि व्यक्तीचा संपूर्ण मानसिक आरोग्याचा पोषकदृष्टीत. अविवेकित्व भावना नकारात्मक कयल रुतच सकातात आणि उदारताचा किंवा खाली यासारखा मान्यता विकासाचा कारणांप्रमाणे उत्तरार्थ. सामाजिक व्यक्तिमत्व भावना निविष्ट करणे किंवा व्यवस्थापित करणे खुशी सोपे आहे परंतु अधिक आई, इत्यादी संदर्भात किंवा यासारखा मान्यता विकासाचा कारणांप्रमाणे उत्तरार्थ. सामाजिक व्यक्तिमत्व भावना निविष्ट करणे किंवा व्यवस्थापित करणे खुशी सोपे आहे परंतु अधिक आई.
बिबेकनिष्ठ विचार कौशल्य:

आपकी क. २ मध्ये बिबेकनिष्ठ विचार शिक्षणाची कौशल्य दिलीं असून या कौशल्याचा उपयोग भावनिक व्यवस्थापनासाठी कसा करता येतू शकतो यावेत तर यावेत म्हणजेच शाळेत.

• सहजस्थाने एवढी प्रतिमान वापर करण्याचे कौशल्य:

१. अनेक एल्फिस यांची मान्यतेच्या एवढी प्रतिमाननुसार विचार, भावना आणि वर्तन ही बेंगलेडी कार्यांत नाहीत तर एकमेवच आपातीत कार्यांत आहेत. एवढी प्रतिमान हा एक आपातावरील दृष्टिकोन आहे की जो व्यक्तीच्या व्यवस्थापनाचे निर्णय प्रस्तुत करू व त्याचे व्यवहार-मात्र स्थळाच्या परीक्षणाचा कारण यावर भावना करतो हा दृष्टिकोन मण्डळीच विचार, नैसर्गिक व. वातानाचे परीक्षण आणि त्याच्या उपात्यात योजना करणे आवश्यक आहे.

२. वृत्तांग हे अचूक आणि उपयुक्तत्व, वृत्तांग की जरूर तर एकमेव आपातीत कार्यातील विचार करणे आवश्यक आहे. यावर भावना आणि त्याच्या उपात्यात योजना करणे आवश्यक आहे.

३. वृत्तांग याचे बेंगलेडी व इंग्रजीचे विचार, अतीतील आणि उपयुक्तत्व, वृत्तांग की हे वृत्तांग स्थानाच्या परीक्षणाचे निर्णय नाहीत तर एकमेव आपातीत कार्यात आहे. उपयुक्तत्व, वृत्तांग व. वातानाचे परीक्षण आणि त्याच्या उपात्यात योजना करणे आवश्यक आहे.
वाईट अद्वितीय संदर्भों में दृष्टिगत कौशल्य:

व्यक्तित्व की जीवन में ये विषय हमेशा संबंधित नहीं होता। कभी कभी आदर्श का संदर्भ लेंगे। अन्य विषय के कारण निम्न ध्यान देंगे।

व्यक्तित्व की परिस्थिति तथा व्यक्तित्व के संदर्भ में गहराई होती है। एक व्यक्ति का विश्लेषण करना अत्यधिक महत्वपूर्ण है।

व्यक्तित्व के लिए एक विशेष अनुभव देखने का कारण होता है। इससे आपको अपनी व्यक्तित्व को ज्ञात करने का मौका मिलता है।

हां, यह विशेष अनुभव है। इसका मतलब है कि आपको अपनी व्यक्तित्व को ज्ञात करने का मौका मिलता है।

पूरकात्मकता का चुका शब्दव्यंग्य के कौशल्य:

व्यक्तित्व पर्याप्त अनुभव या अनुभव का संदर्भ होता है। यह व्यक्तित्व के संदर्भ में गहराई होती है। एक व्यक्ति का विश्लेषण करना अत्यधिक महत्वपूर्ण है।

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समारोह:

व्यक्तित्व भावना व्यक्तित्व भावनाप्राप्ति सात शब्दव्यंग्य चुका प्रकाश उपयुक्त आहेत हे वरील चेन्नाल सप्त होते। वरील विचारबाधन असे लक्ष घेते की, विचारबाधन चित्र शहील व्यक्तित्व रंगः व्यक्तित्व भावनाप्राप्ति, व्यक्तित्व प्रश्नावयुतरूप सजन बनविधिसाधन मदत करतात। व्यक्तित्व भावना प्रभावी दृष्टि अस्त्र करतात। जे भावना नाकार्य व्यक्तित्व भावना व्यक्तित्वान्नां नूतन असे।
विवेकनिष्ठ विचार कौशल्ये व्यक्तीला भावनिक साक्षरतेकडून भावनिक व्यवस्थापनाकडून राजमार्ग प्रशस्त करतात.

संदर्भ:

1. जोशी, अंजली व फडके, कि. मो. (२०१६) अल्बर्ट एल्बियस: विचार दर्शन. पुणे: शब्द प्रकाशन
2. पांडे, चंद्राकंत (२०१५) मनाचे व्यवस्थापन. पुणे: साकेत प्रकाशन
1. INTRODUCTION:

What is ICT?

ICT Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis.

Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

Information and communications technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage, and audiovisual systems, that enable users to access, store, transmit, and manipulate information.

The term ICT is also used to refer to the convergence of audiovisual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to the elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution, and management.

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers, digital television, email, or robots).

2. STATEMENT OF THE PROBLEM:

1. What is ICT?
2. What is soft skill?
3. What is the role of ICT in soft skill development for student?

3. OBJECTIVES OF THE STUDY:

The main aim of this research is to find out the meaning of ICT, soft skill and role of ICT in soft skill development, yet so the objectives of study are set out as follows,

1. To study the main concept of ICT and Soft skill.
2. To study the role of ICT in soft skill development for student.

4. METHODOLOGY:

4.1 Sample Design:

In this study researcher have use convenient method for sampling.
4.2 Technique of Analysis:
Use secondary data for comparison like
1. Internet
2. ICT for Education by Paperback, Kanvaria Vinod Kumar
4. Information & Communication Technology (ICT) In Education by M. Dr. Vanaja (Author), Dr. S. Rajasekar (Author)
5. Sizzling Soft Skills for Spectacular Success by P. Ameer Ali (Author)

4.3 Methods of Data Collection:
   a. Secondary Data:
   Present researcher has been collected data from websites, books, and internet.

5. SIGNIFICANCE OF THE STUDY:
   1. This research is significant for understanding concept of what is exactly the ICT and soft skill.
   2. This research gives information about how ICT is useful for student’s soft skill development.
   3. This research gives information about the role of ICT in soft skill development.
   4. This study is also important to researchers who want to do further research in this area.

6. LIMITATIONS OF THE STUDY:
   1. All the points related to ICT and soft skills have been not covered in this study.
   2. This study is limited only for the ICT for student’s soft skill development.

7. RESULTS AND DISCUSSION:

What is ICT?
Information and Communications Technology or (ICT), is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information. The term ICT is now also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives to merge the audio-visual, building management and telephone network with the computer network system using a single unified system of cabling, signal distribution and management.

Impact Of ICT On Civilization
There are both positive and negative impacts of ICT in this modern society. Some these impact are discussed below:

Positive Impacts:

i. Faster Communication Speed: In the past, it took a long time for any news or messages to be sent. Now with the Internet, news or messages are sent via e-mail to friends, business partners or to anyone efficiently. With the capability of bandwidth, broadband and connection speed on the Internet, any information can travel fast and at an instant. It saves time and is inexpensive.

ii. Lower Communication Cost: Using the Internet is cost effective than the other modes of communication such as telephone, mailing or courier service. It allows people to have access to large amounts of data at a very low cost. With the Internet we do not have to pay for any basic services provided by the Internet. Furthermore, the cost of connection to the Internet is relatively cheap.

iii. Reliable Mode of Communication: Computers are reliable. With the internet, information could be accessed and retrieved from anywhere and at any time. This makes it a reliable mode of communication.
However, the input to the computer is contributed by humans. If the data passed to the computer is faulty, the result will be faulty as well. This is related to the term GIGO. GIGO is a short form for Garbage In Garbage Out. It refers to the quality of output produced according to the input. Normally bad input produces bad output.

iv. Effective Sharing of Information: With the advancement of ICT, information can be shared by people all around the world. People can share and exchange opinions, news and information through discussion groups, mailing list and forums on the Internet. This enable knowledge sharing which will contribute to the development of knowledge based society.

Negative Effects:

i. Individualistic and recluse: Nowadays, people tend to choose online communication rather than having real time conversations. People tend to become more individualistic and introvert.

ii. Moral decedent and intimidation to the society: Some ICT users use ICT tools for, fraud, identity theft, Pornography, Hacking etc. That could result to a moral decedent and generate threats to the society.

iii. Health Problems: A computer may harm users if they use it for long hours frequently. Computer users are also exposed to bad posture, eyestrain, physical and mental stress. In order to solve the health problems, an ergonomic environment can be introduced.

What is soft skill?

Reference: Setting Up a Good Career Foundation ...alstntec.com

The above diagram illustrate the parts of soft skill. Below researcher give the definition of soft skills.

Soft skills are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, soft skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills.

Soft skills have more to do with who people are, rather than what they know. As such, soft skills encompass the character traits that decide how well one interacts with others, and are usually a definite part of one's personality. Whereas hard skills can be learned and perfected over time, soft skills are more difficult to acquire and change. Soft skills are different for different people. For example soft skills of students are to develop emotional intelligence, take care of interpersonal relationships, understanding of classroom lectures etc.
All mentioned soft skills of students are explained below. Like soft skills for workers, organization, leaders are different.

**SOFT SKILLS FOR STUDENT:**

Unquestionably, students of today are the future employers and employees of profitable global businesses. These abilities which are linked to personality traits are a host of interpersonal capabilities that will help the present day students to transform into outstanding corporate resources.

So, if students are looking to establish a successful professional career, here are the numerous ways in which soft skills are important for them.

1. **Students Develop Emotional Intelligence**

   It takes all sorts of students to make up a class. While some students demonstrate a high level of emotional intelligence, there are others who lack this ability.

   Emotional intelligence is all about how friendly you as a student are with others. With a high emotional intelligence quotient, you will be looked upon as an easy-to-work with student.

   Through soft skills training programs, students will be able to better handle interpersonal relationships with a strong sense of empathy. They will also be in a favourable position to monitor the emotions of others so as to come up with well-informed perceptions about others’ behaviour and thinking patterns.

2. **Take Care of Interpersonal Relationships**

   A classroom is an educational entity which calls for a great deal of interaction between students. Once students constantly engage in interactions during class hours or in the event of completing a group assignment, they will make friends with others.

   Given the fact that man is a social being, mutual interactions between students cover the way for a strong educational base supported by a healthy competitive environment in the classroom.

   Classroom behaviour is an important aspect to nurture interpersonal relationships. While some students emulate the good behaviour of others, there are others who need to be taught about the acceptable decorum of a class.

   Thus understanding is one such soft skill that will take students places and keep them in good stead with any sort of study group.

3. **Better Understanding of Classroom Lectures**

   Students step into a class with the prime aim of learning new things and subjects that are of interest to them. In keeping with this primal need of students, soft skills come handy as instruments that will make learning interesting and fruitful.

   With soft skills, students will be able to adapt themselves to different teaching and learning patterns and will try to assimilate what all is taught in class. Students can solve problems employing the principles of soft skills while staying inquisitive about their surroundings and their subject matter.

4. **Reveal the Leadership Qualities in Students**

   There are plenty of students who are born leaders. For all such students who lack the spirit of leadership, soft skills come in as handy tools. Followers can turn into leaders when they start sharpening their soft skills.

   Through soft skills trainings, students will be able to motivate themselves to take on leadership roles so as to attract the attention of others.

5. **Improvements in How Students Communicate**

   Communication skills, tagged as one of the essential traits to succeed not only as a promising student but also as a potential employment resource are bestowed to students who sign up for soft skill training. Team spirit is a
soft skill that should be inculcated by every student to become a team player, especially concerning the submission of group activities. Every student begins to work with the ultimate goal in mind and communicates in the right manner for the benefit of the entire class.

1. SOFT SKILLS FOR WORKERS:
Employers look for a balance of hard and soft skills when they make hiring decisions. For example, employers value skilled workers with a track record of getting the job done on time. Employers also value workers with strong communication skills and a strong understanding of company products and services. When communicating with prospective clients, workers with employee skills can put together compelling presentations even if their specific job is not in sales or marketing. Other valued soft skills are the ability to coach fellow co-workers on new tasks and cultural fit.

2. SOFT SKILLS FOR LEADERS:
Company leaders are also most effective when they have a strong set of soft skills. For example, leaders are expected to have strong speaking abilities, but good leaders are also good at listening to workers and to other leaders in their fields. When discussing with employees, clients or associates, leaders need to be skilled in staying considerate of what others want, while they remain focused on pushing for what they want. Good leaders also need to know how to make their own work most efficient by strategically delegating tasks to workers.

SOFT SKILLS FOR ORGANIZATION:
Soft skills benefit businesses when they are practiced on a company-wide basis. For example, a collaborative spirit among workers is important. Efficiency and output improves when workers collaborate by sharing knowledge and tools to get jobs done. The ability to learn new methods and technologies is also a desired soft skill for all workers.

ROLE OF ICT IN SOFT SKILL DEVELOPMENT:
A. One of the most important point of soft skill is to develop English. English is one of the most important languages which have played role in the process of globalization and knowledge explosion. It is the most common means of communication throughout the globe. Use of English language has become vital for better learning and earning. Therefore, it is necessary to teach English and develop English language skills among the students from school level.

Some of the important ICT tools and applications used in the field of development of English are following:-
Computers:
This is the most important tool of information and communication technology and backbone of modern human life. All the modern communication process are impossible without the use of computers. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.
Over head projector:
It is an important tool of displaying information and processes to a large number of people simultaneously. It can be used in teaching and training of personnel. Prepared forms of information are easy to display with the help of over head projector.
Radio:
It is very useful in education and training of the students of rural areas. Many distance and open education programmes are being conducted with the help of radio. It is also useful in audio conferencing. Programmes relayed on radio are helpful in the development of language skills, especially dialogues and dramas.
Television:
It is useful in education as well as entertainment of the people. It is found that it is helpful in developing listening skills, useful in learning situational language as well as it is highly motivating also. It is very helpful in understanding the language of mass media. A large number of students may be benefitted with the programmes of television simultaneously. It is an important tool of audio video conferencing.

Internet:
It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive.

B. Second Point of soft skill is emotional development of student. Emotional development involves learning what feelings and emotions are, understanding how and why they happen, recognising one's own feelings and those of others, and developing effective ways of managing them. As student grow and are exposed to different situations their emotional lives also become more complex.

To showing academic inspirational videos on LCD projector, teacher can do emotional development of student.

To communicate with student who are not emotionally strong, understanding her/his problem, her/his fear, by showing online movie related to her/her problem, teacher can do emotional development of student.

Projector, online movies are the part of information system.

C. Third point of soft skill take care of interpersonal relationships

Reference:
More images for Take Care of Interpersonal Relationships with the help of ICT

With the help of telecommunication, email, what’s app, face book student can improve their interpersonal communication. Above discussed point that is English language is most important thing for interpersonal communication. ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teacher’s capacity and ability fostering a live contact between the teacher and the student through e-mail, chat session etc. The email, face book, what’s app are the parts of ICT. That’s why ICT plays a very big role in interpersonal communication.

D. Forth point of soft skill for student is understanding of classroom lectures. The new ICT enables self-paced learning through various tools such as assignments, computer etc. as a result of this the teaching learning enterprise has become more productive and meaningful. This promotes active learning, sharing of ideas, discussion and also provides immediate feedback. This activates paced
learning and allows effective mapping of learning path ways. This requires high quality meaningful digital content to be made available to teacher and student. Teachers particularly should possess updated knowledge and skills to use the new digital tools and resources to help students achieve high academic standards. We definitely need a vision to equip our students to meet the emerging trends. The present high tech and competitive society will sustain only through the knowledge of ICT. ICT has the capacity to store, retrieve and process e-content both fast as well as accurate. ICT represents one of the current applications of technology towards teaching-learning processes.

ICT implementation in schools embraces the successful principal as a transformational leader who can set goals, organize and monitor others and build relationships. This is a shared vision that encourages people’s aspirations, creates excitement, provides a purpose for the community and enables people to work together. The ability to create and communicate this in the form of a meaningful vision is an important leadership characteristic.

ICT is very important and helpful for soft skill development. But also for teachers professional development. To teach better a teacher need to be update with the changes. For this ICT helps a lot. ICT can be useful for a teacher in the following ways.

1. It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies.
2. A teacher can increase his domain of knowledge with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT.
3. ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.
4. He may participate in various in-service training programmes and workshops which are essential for his professional development with the help of information and communication technologies.

8. FINDINGS:

1. Because of increased growth in technology there are many advantages to human being that is researcher focus on role of ICT in soft skill development of student.
2. ICT is useful for student for soft skill development.
3. To develop English that is to enhance the communication power.
4. ICT plays a very important role to enrich the emotional development.
5. ICT is used to do attractive and understandable lectures for students with the help of LCD projector.
6. Today’s one of the best topic for research is role of ICT in soft skill development.

9. SUGGESTIONS:

1. School attach the ICT subject in their subject but syllabus contains only basic part of ICT. That’s why they should add the advanced concept in syllabus also.
2. Every college should organize the workshop to explain the concept of ICT in detail.
3. Education Colleges should add the ICT workshop to teach student that how to make attractive and understandable lectures for student.

10. CONCLUSION:
So, according to researchers view ICT is essential thing in student as well as teacher Profession. Because with the help of ICT many problems of student like emotional Immobilisement, weak communication power they can solved by teachers. So, ICT plays a valuable role in soft skill development.
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Aarhat Multidisciplinary International Education Research Journal (AMIERJ)


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प्रत्यक्ष कार्यावतारी-

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6) व्यवसायिकक्रमकल्पनासाठी मार्गदर्शक कार्यक्रम.
7) व्यवसायिकक्रमकल्पनासाठी व्यवसायिककार्यक्रमांची रुजुगाळांची होणे आवश्यक अहात, ह्या वर भर असेलाचा अर्थ क्रमांक आणि व्यवसायिक क्रमकारीपदाचे परिक्रमणाच्यामध्ये रुजुगाळांक यांची आवश्यकता आहे.

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SKILL DEVELOPMENT IN HIGHER AGRICULTURE EDUCATION THROUGH EXPERIENTIAL LEARNING PROGRAMME

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Abstract

Being a 2nd most populous country, providing the job is the biggest challenge to Government. Presently more than 60% population are directly or indirectly involved in the agriculture sector and it is the only sector through which we can provide the job or skill entrepreneurship. Number of efforts is made by Government of India to develop skilled man-power in Agriculture sector and one of these is the Agriculture Experiential Learning programme (ELP). ELP is the component of Rural Entrepreneurship Awareness Development Yojana (READY) of ICAR. This programme helps the student to develop competence, capability, capacity building, acquiring skills, expertise and confidence to start their own enterprise and turn “Job Creators instead of Job Seekers”. Through this programme students become the perfect skill full person as he /she learnt Selection of raw materials/ product to be manufactured & cultivation, preparation and innovativeness in the plan, organization of resources and its management, production and sales, documentation and reports. After completion of ELP students are evaluated not by written examination but through his / her daily performance including resourse management, time management. As a result the students become very alert and attentive during the course of ELP. Technology and globalization are ushering an era of unprecedented change. The need and pressure for change and innovation is immense. To enrich the practical knowledge of the students, ELP shall be mandatory.
श्री. विशाल प्रभाकर शेटे
अभ्यास मंडडा सदस्य, वाल्मीकी पुरो.

प्रस्तावना

आजचे युग हे सतत बदलणारे युग आहे. माहिती तंत्रज्ञानचे युग आहे. आजचा या बदलत्या जगात प्रत्येकवेळी स्वतंत्रता अपेक्षेप ठेवणे अतिशय आवश्यक बनले आहे. आज परेलेली माहिती उद्योगांनी होती आहे. व्यापारी वृत्त विध आणि जगात स्वतंत्रता सिद्ध करण्यासाठी प्रत्येक युवक-युवती स्वतंत्रतेने काही क्षमता आणि कोर्सला निम्नांगण करणे आवश्यक आहे. 'कल्याण पुण्यांबर आजचा विश्व इंटरनेट उत्तन नाही' अशा मराठी एक म्हण आहे. ल्याछमाणीच सुमारी मार्ग पर्यंत तर्कसार विस्तार देणारे प्रमाणा परिवर्तन व्यवसाय आणि व्यावसाय विद्यार्थी संघांचे कार्यक्रम होणारांना आंतरराष्ट्रीय कोर्सलांना आंतरराष्ट्रीय कोर्सले अन्वयकडून असणे अतिशय आवश्यक आहे. पण ही कोशरांना आंतरसार करण्यासाठी बंधके शिक्षण घटके की निमित्त शिक्षणाला चून शोधकर विकसित केलेला हा महत्त्वाच्य भारतीय आज तर्कांसमोर आहे.

21व्या शतकातील काळाचे शिक्षण अभ्यास मंडळाचे यूजक संचालनासाठी भारतीय युवक खरेदी सज्ज झाला आहे का? या प्रमाणाचे उत्तर बहुतेक नकारात्मक येईल. वाचिल कारण भारतीय शिक्षण प्रणाली आणि मूल्यमापन प्रणाली हेच आहे. आपल्या पारंपरिक शिक्षण व्यवस्थेत भेटले अद्वितीय माहिती डोक्यात भरणे व कामी किंवा भेटला ती बाहेर ठाकून हो प्रक्रिया चालू होईल आहे. जो विद्यार्थी कामी किंवा भेटला डोक्यात अधिकारी माहिती बाहेर ठाकून शक्ती होत आहेत त्यांची अधिकारी भरणे व मूलमंडळांचे निमित्त घाते पाच आणि आवश्यकता आहे. कारण भ्रम, भाषण, बाचन व लेखन व मूलभूत क्षमता पुढील काहीतरी अधिकवेळ मुलांमध्ये निमित्त घाते पाच आणि आवश्यकता आहे. त्यांमध्ये ही पिढी एकविभागीय शिक्षण जगानसाठी भरकमशी करणे होઈल. ऐसी विषयांचे प्रश्न फास्तून केल्या विविधांत व विश्वविद्यालय पाच मिळाला बोलावला म्हणून तर बहुसंख्य विद्यार्थी अदख्यात्मक आणि वेळच्या ते तर बोलून शक्ती नाहीत. कारण त्या विविधांत विषयांत नीती बेटले परिक्षेपूर्ती आणि आकर्षित किंवा असीत मात्र नसते. आंतरराष्ट्रीय दर्शनाचा विचार करणारा एकविभागीय शिक्षण कोर्सला अचानक करून काही कार्य करून लागेल. त्यासाठी जगानसाठी कोसिस्ती एका पेपर OECD (The Organization for Economic co-operation and development) या संस्थेचे स्थापना केली. मुलांमध्ये कोर्सला कोषल्याची असाध्य तर कार्य केला आणि त्यांतुंच एकविभागीय शिक्षण कोर्सला होणाऱ्या उदाहरणासाठी आडी. एकविभागीय शिक्षणाची कोर्सला कोर्सला गरजेचुन भिंतता आहे. ल्यांनी कोर्सला कोर्सला अदख्यात्मक भाषा याबाबत विविध देखील महत्त्वाच्य असेल तरी महत्त्वपूर्ण कोर्सला लाभात आणि विचार करू.
1. Critical Thinking

Critical Thinking is the process of analyzing and evaluating information to form a reasoned judgment. To develop critical thinking, educators should encourage students to question assumptions, evaluate evidence, and consider multiple perspectives. This skill is essential in various fields, including science, medicine, and law. By fostering critical thinking, educators can help students become more effective problem solvers and decision-makers.

2. Creativity

Creativity involves the ability to generate new and original ideas. It is a critical skill in many professions, such as art, music, and technology. Creative thinkers are often able to see problems from different angles and come up with innovative solutions. Encouraging creativity in students can help them develop their unique perspectives and contribute to society.

3. Collaboration

Collaboration refers to the ability to work effectively with others. It is essential in many modern workplaces, where teamwork is often necessary to achieve common goals. By teaching students how to collaborate, educators can help them develop important social and professional skills.

4. Communication

Communication is the exchange of ideas and information. Effective communication is essential in all aspects of life, from personal interactions to professional settings. Educators should teach students how to listen actively, express themselves clearly, and adapt their communication style to different contexts.

5. Flexibility

Flexibility involves the ability to adapt to changing circumstances. In today's rapidly changing world, being flexible is crucial for success. Educators should teach students to be open-minded, adaptable, and able to think outside the box.

6. Leadership

Leadership involves the ability to guide and inspire others. Effective leaders are able to motivate their teams and achieve common goals. Educators should teach students the qualities and skills needed for effective leadership, such as communication, decision-making, and problem-solving.
7. Initiative

The initiative aims to improve the multidisciplinary research in education. The journal, Aarhat Multidisciplinary International Education Research Journal (AMIERJ), Volume VIII, Special Issue II, ISSN 2278-5655, 2nd February 2019, features the SJIF Impact Factor 6.236 and is a peer-reviewed refereed journal.

7.1. Productivity

An analysis of productivity in education is presented, focusing on factors that influence academic performance. The study involves a comprehensive analysis of various factors such as the infrastructure, resources, and teaching methods used in educational institutions. The findings suggest that a balanced and effective approach to education can significantly enhance productivity.

7.2. Social Skills

The importance of social skills in education is highlighted, with a focus on how these skills can be developed and integrated into the curriculum. The study includes case studies and interviews with educators and students to understand the impact of social skills on overall academic performance.

7.3. Literacy Skills

The role of literacy skills in education is discussed, with an emphasis on the development of reading and writing abilities. The study encompasses a range of strategies and techniques to improve literacy skills, including the use of technology and interactive learning tools.

These initiatives aim to provide a comprehensive framework for improving education and research in the multidisciplinary field.
सारांश

21वे शताब्दी में स्पष्टतः युगांचे स्वतन्त्र पाय प्रत्येक संज्ञान उभे राहू इतिहासी तत्वांमध्येइ उपरोक्त उल्लेखित कोशल्य असणे ही एक पायवृत्त वाढ आहे. उच्च शिक्षण घटना के नव एक प्रमाणपत्र मिळवणे हे आजच्या तत्त्वांच्या ध्वेष्य असता कामा नये. त्यांतून शाळा आणि महाविद्यालयांनी हे केवळ पायप्रमाण अनुसारमध्ये म्हणजे अपलेले काम पूर्ण झाले असे म्हणून हात झटकणे ही बाबी उपयोगाची नाही. पदवी प्राप्त केल्यानंतर कला, प्रमो, व्यायाम, कृती, शिक्षण आणि सामाजिक क्षेत्रातील कार्य पण जीवनाच्या कोणत्याही क्षेत्रात कार्य करून शीर्षक असणाऱ्या म्हणजेच पिंडीचा पाया ज्याचा भवनक असेल तर लांच्या या पायवृत्त यशाची इमारत दिमाखात उभे राहू हे निर्धारित. तेहे स्पष्टतः युगांतर सतत बदलत्या आज्ञानी सामोरे जागरुकीस्त स्वयंसेवक शतकांतर कोशल्यांच्या शिक्षण देणाच्या कार्य शिक्षणसंस्थानांनुन घडणे आवश्यक आहे. त्यांतून पायकांनी व विद्यार्थींनी हे कोशल्यांबाबत आपल्या असणे ही आजच्या कार्याची गरज बनली आहे.

संदर्भ
1. www.aeseducation.com
2. केंद्रप्रमुख, विस्तार अधिकारी कार्यशाळा पुस्तिका मे २०९८, महाराष्ट्र विद्या प्राधिकरण पुणे.
**बा या शतकातील गणित शिक्षकाची कोषाल्ये**

प्र.डॉ. सो. सत्यशिला बागायत्री खामकर,
के.सो. मालातीदेवी वसंतराबाई पादोपादोलला
शिक्षणशास्त्र महा.मिरज.

**सारांश -**

प्रयोक्ताचे जीवन जासोसी जस्तूने कार्यकरत्ने व यस्ताचींना जगत या यस्ताची विद्याभूमी अंगभूत कौशल्य विकसित करण्याचा सातारगुण व सुरुवात प्रस्तुत मागणे जीवन कोषाल्य होय. आजचे युग हे ज्ञानयोग्य विकसोत्पन्न व उदय आहे. ज्ञानयोग्य विकसोत्पन्न केवळ संश्लेषित माहिती पुरोहित नसल्या त्याच्या महत्त्वमापनाची आधारे एकादीके कौशल्य व्यक्तीजनाच्या अस्तित्वात आहे. आजच्या गतिमान जीवनात व्यक्तीला क्षेत्रांतील विचार वस्तुमाला वाढायचे आवश्यक आहेत. त्याच्या गतिमात्राकाळात, जीवनात शिक्षकाला क्षेत्रांतील कौशल्य तयार करणे ओळखल्याचे साधारण असेही आवश्यक आहे. शिक्षकांनुसार कौशल्य मागणे एकादीके काम व्यक्तिगततपणे करण्याची क्षमता असेही होय. आजचे युग दिवितीय युग आहे. पढवण्याविष्कार अवकाशाच्या वेदान्त म्हणजेच प्रत्येक मुलीले गणितीय व्यक्तित्वाची प्रतिस्थापना आहे. डिजाइन गुणाटन शेवटचे स्वरूप असेही आहे. प्रत्येक म्हणजेच संगठन यांना एकविकल्प शिक्षकाला कौशल्यभावना समर्थन विद्यार्थींच्या संबंधात करणे, प्रत्येक संगठनाच्या उंचित पृथक प्रमाण होती. 1) गणित कौशल्याचे वापर करणे, 2) गणित शिक्षकाला शिक्षक प्रशिक्षणाच्या असारागार गणित विषयाचे कौशल्य तपासणे, 3) शिक्षक प्रशिक्षणाची विषयाची गणित विषयाच्या कौशल्यांचे निर्माण काढणे. संगठनांनी शिक्षणशास्त्र महाविद्यापीठातून शिक्षक - प्रशिक्षणांच्या सहेतुक नमुना निवड केली गेली. त्यांनी कौशल्य गणित विषयी आपल्या कौशल्याची महत्त्व गंभीरता करणे आणि सामाजिक उपयोग केले. टक्केवरूनच उपयोग करणे मिळालेल्या माहितीलांचे योगदान केले व मिळालेल्या माहितीविविध किंवा निर्मिती काढणे. 1) जागतिक आरोग्य संघटन (WHO) वर्ल्ड हेलथ ओर्गनायझेशन ने युद्ध प्रमाण दहा जीवनकौशल्य विकसित केली आहेह.

1. स्वागतीती  
2. समायोजन  
3. समस्या निराकरण  
4. निर्देशांक  
5. प्रभावी संपदान  
6. विकतीत्व विचारसंग्रह  
7. सर्वेक्षण विचारसंग्रह  
8. आंतरिक संपर्क  
9. भाषणांचे समायोजन  
10. तापितक विद्यमान निर्देशांक

**आजच्या समयाच्या वृत्तांमध्ये प्रत्येक व्यक्तित्वाची आपले जीवन यस्ताचींना जगातील जीवन कौशल्यांची विकास होणे गरजेचे आहे. ती जीवनकौशल्यांची विकासाच्या विषयाच्या 21 वा शतकातील नवीन कौशल्यांबाबत विकास होणे गरजेचे आहे. ती कौशल्य पृथक प्रमाण होणे.**

1) **अन्यथा व नवोप्रक्रम कौशल्य -**

1.1 रुजनशोधला दिचा वाणिज्यकारक व नवोप्रक्रम  
1.2 विचारांची सर्वेक्षण  
1.3 कार्यकारी सर्वेक्षण  
1.4 नवोप्रक्रमासाठी अंतर्गतांची  
1.5 विकतीत्व विचारसंग्रह  
1.6 कार्यकारी ववळण  
1.7 निर्देशनतत्त्व  
1.8 संपर्क सवत्ता देवाणपंचायत  
1.9 समस्या निराकरण  
1.10 योगदान नवाचं  

2) **कौशल्य (Career Skill)**

2.1 लाभांतर  
2.2 सामान्य वेळांची कौशल्य  
2.3 प्राथमिकता वडीलच्या कौशल्य  
2.4 न्यूनत:च स्वत:चे दिगम्बरीस्थ्या होणाऱ्या कौशल्य  
2.5 सामाजिक व सांस्कृतिक विषयाची आकलन करण्याचे कौशल्य
2.6 स्वतंत्रता प्रतिक्रिया निरंतरता निपटान निर्माण करण्याचे कौशल्य
2.7 उपयोगकर्ता करण्याचे कौशल्य
2.8 नेतृत्ववाद विकसनाचे कौशल्य
2.9 जबाबदारीने कृती करण्याचे कौशल्य
3) माहिती व तंत्रज्ञान कौशल्य
3.1 छापील स्क्रीनच्या उपयोगाचे कौशल्य
3.2 डिजिटल स्क्रीनच्या उपयोगाचे कौशल्य
3.3 'ब्लॉग' (BLOGS) निर्माणाचे कौशल्य
3.4 WIKIS वापरण्याचे कौशल्य
3.5 विक्रेता क्रांतिकरणाचे कौशल्य
3.6 लोक व तंत्रज्ञान (Internet) वापरण्याचे कौशल्य
3.7 ऑनलाइन समुदायात व्यापक होण्याचे कौशल्य
3.8 डिजिटल माहिती देखभाल करण्याचे कौशल्य
3.9 ऑनलाइन आरोग्य विकसनाचे कौशल्य
4) पुढील कौशल्य
4.1 स्वयंसेवाप्रण कौशल्य
4.2 संप्रेषण कौशल्य
4.3 सार्वजनिक कार्यक्रमांचे व्यवस्थापन
4.4 राजकारण कौशल्य
4.5 सांस्कृतिक कौशल्य
4.6 उपयोग कौशल्य
4.7 संस्थान कौशल्य
4.8 आंतरराष्ट्रीय कौशल्य (Interpersonal)
या विविध कौशल्यांचे विकास करून आदर्श व्यक्तिमत्व प्रदर्शित करण्यात आलेले, 'व्यक्ती तितकन प्रकृती' या माहितीप्रमाणे अनावश्यक विविधता कौशल्य अलंकृत्य. गणित या विषयातून कौशल्यांचा विकाससही करता येतो. गणितविद्याची संबंधित काही कौशल्ये आहेत तो पुढील प्रमाणे -
5) गणितविद्याकाळ कौशल्ये
5.1 समस्या सोडविण्याचे (प्राधानिक क्रिया)
5.2 कारणमीमांसा
5.3 साधनांची निवड
5.4 विधारण किल्ला (एकमात्र, बहुमात्री) कौशल्य
5.5 विविध साधन (विष्कितक साधन)
5.6 उद्देशी - अवगामी (कारणाचा) विचार करण्याचे कौशल्य
5.7 आंतरराष्ट्रीय कौशल्य (समवाय)
5.8 वनस्पती कौशल्य
5.9 चीजेकोन करण्याचे कौशल्य/ पृष्ठ कौशल्य
5.10 माहितीचे संकलन, वर्गीकरण व विभाजन करण्याचे कौशल्य
5.11 योग आर्थिक कौशल्य
5.12 गुणातुलीची आकडेमिक करण्याचे कौशल्य
5.13 गुणातुलीची आकडेमिक करण्याचे कौशल्य
6) समस्यानिर्धारण कौशल्य -
समस्या निर्धारण कौशल्यसमस्या गणितातील तत्त्व संभवतः आक्षेपक उद्देशी पेणेय सोडविण्याचे, विविध दृष्टीकोणाचा विचार करून गणित विविधता समस्या सोडविण्याचे.
एकादशा प्रश्न

प्रश्न: यदि कोण की भुजाओं के किनारों पर ज्यादातर कहीं तो दो भुजाओं तथा कोण हैं?

उत्तर: दिए गए चित्रों में तीन भुजाओं के किनारों पर ज्यादातर कहीं तो दो भुजाओं तथा कोण हैं।

(अ) त्रिभुज (ब) चतुर्भुज (क) पंचभुज (द) द्वारा
पुष्चा कौशल्यात निरीक्षण, पुढकरण, सारांशकरण हे पदक आवश्यक असतात. स्वाभाविक प्रक्रियेता काही संकल्पनेचे स्वत:च अध्ययन करतात व अचार्यांनी हिंसक शिक्षकांना मागण्याच्या मध्येत. सहाय व नवीन प्रवाह शोधून काढता येते. ज्याठिक्यांनी संगणक, इंटरनेटी सुविधा असेल तेवढी सोम्यभावा उपयोग करून पुष्चा कौशल्य विकसित करता येईल.

उप. 2 वटात विचाराच्या संध्याचे संध्यांचे करार.

1) पुढकरण २ श्री सहायत असेल तर त्यांचे संध्यां करार.

**संस्थापनाची उद्धेडी -**

1) गणित कौशल्यांचे बांधकरण सप्तक करार.
2) गणित साहाय्याला योग्य - प्रशिक्षणालाची मदत असावेत गणित विवेक कौशल्य तपासणे.
3) शिक्षक - प्रशिक्षणाचीमध्ये गणित विवेकचा कौशल्यांचे निर्धार केले.

**संस्थापनाची योग्यता व मौद्रिक -**

प्रस्तुत संस्थापनाचा कौशल्यातील मालवी देवी विश्वविद्यालय या साहाय्याचे मराठी वि.थिक शिक्षक - प्रशिक्षणाची समाधिक्यात आहे. प्रस्तुत संस्थापन गणित व विज्ञान शिक्षक प्रशिक्षणाची संस्थापनाचे प्रमाण आहे.

**संस्थापन योग्यता -**

प्रस्तुत संस्थापनाचा वापराची संख्या वापर केलेली गेली.

**प्रयोગपती -**

प्रस्तुत संस्थापनाचे संध्यांसेच औ. मालवी देवी विश्वविद्यालय या साहाय्याचे मराठी वि.थिक शिक्षक - प्रशिक्षणाची संस्थापनाचे प्रमाण आहे. विज्ञान विभाग या संस्थापनाच्या हिंसक वापराची संख्या वापर केलेली गेली. प्रस्तुत संस्थापनाची संस्थापनाची (Validity) तपासून अपार. प्रस्तुत संस्थापन शिक्षक - प्रशिक्षणाची संस्थापनाचा पूर्वसुधा डेंडन संड्रून घेतला. मिलतात या माहितीचे टेबलेटीच्या सहाय्याने विश्लेषण केलेले. त्यांना विवेचित केलेले.

**माहितीचे विवेचन - उद्धेड २ नुसर -**

<table>
<thead>
<tr>
<th>उ.नं.</th>
<th>कौशल्य वटक</th>
<th>हास्य</th>
<th>टक्केबाजी</th>
<th>नाही</th>
<th>टक्केबाजी</th>
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<td>१</td>
<td>एकमात्र विचार करारांचे कौशल्य</td>
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<td>६०%</td>
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<td>४०%</td>
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<td>६०%</td>
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<td>२०</td>
<td>६०%</td>
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<td>४</td>
<td>मूलभूत क्रिया करारांचे कौशल्य</td>
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<td>७०%</td>
<td>२५</td>
<td>३०%</td>
</tr>
<tr>
<td>५</td>
<td>आकेडिया करारांचे कौशल्य</td>
<td>३५</td>
<td>७०%</td>
<td>२५</td>
<td>३०%</td>
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<td>सॉडोविकाशा वापर करारांचे कौशल्य</td>
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<td>६०%</td>
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<td>९</td>
<td>संकल्पन करारांचे कौशल्य</td>
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<td>१०</td>
<td>उद्घाटन व अवगती विचार करारांचे कौशल्य</td>
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<td>२०%</td>
<td>४०</td>
<td>६०%</td>
</tr>
</tbody>
</table>

उदोड ३ नुसर निष्कर्ष :-

1) एकमात्र विचार करारांचे कौशल्य ६०% शिक्षक प्रशिक्षणाची आहे.
2) योग्य साहाय्यने विवेक करारांचे कौशल्य ६०% शिक्षक प्रशिक्षणाची आहे.
3) संस्कृत कौशल्य ४०% शिक्षक प्रशिक्षणाची आहे.
4) मूलभूत क्रिया करारांचे कौशल्य २०% शिक्षक प्रशिक्षणाची आहे.
5) आकेडिया क्रिया करारांचे कौशल्य २०% शिक्षक प्रशिक्षणाची आहे.
6) सॉडोविकाशा वापर करारांचे कौशल्य २०% शिक्षक प्रशिक्षणाची आहे.
7) कारणामाणसा विचार करारांचे कौशल्य २०% शिक्षक प्रशिक्षणाची आहे.
8) समर्पण सोडोविकाशा कौशल्य २०% शिक्षक प्रशिक्षणाची आहे.
1) संकलन, वर्णकरण व विश्लेषण कृया करण्याचे कौशल्य ۲۰% शिक्षक प्रशिक्षणार्थीमध्ये आहे.
2) उदाहरण - अवगमी विचार करण्याचे कौशल्य ۱۴% शिक्षक प्रशिक्षणार्थीमध्ये आहे.

महत्वाचे निष्कर्ष -
1) संकलन, वर्णकरण, विश्लेषण, उदाहरण-अवगमी विचार करण्याचे कौशल्य खुप कमी शिक्षक प्रशिक्षणार्थीमध्ये आहे.
2) योग्य साधनांची निवड करण्याचे कौशल्य, संप्रेषण कौशल्य, कारणमांसांचा कौशल्य, सांख्यिकीय वापर करण्याचे कौशल्य, एकमात्र विचार करण्याचे कौशल्य चांगले आहे.
3) आकडेमिओड करण्याचे कौशल्य, समस्या सोडविण्याचे कौशल्य खुप चांगले आहे.

संदर्भ सूची -
1) मध्यपूर्वी भारताचा इतिहास, इतिहास ७ वि २००८
महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संसोधन मंडळ, पुणे.
6) http/www.shabdakosh.com
"उच्च माध्यमिक स्तरावरील दहा जीवन कोशल्यांच्या अभ्यास"

प्रारंभिक साहित्य शिवाजी कारक

प्रस्तावना -

विद्यालयांमध्ये सर्वांगीण विकासासाठी आवश्यक देशातील विद्यार्थ्यांना पारंपरिक सर्वेक्षणाचा प्रयोग केलेला जात आहे. शाळाने केवळ शैक्षणिक क्षेत्र असल्यास अन्य च्या क्षेत्रांमध्ये केही फल येऊ शकतो. ह्या क्षेत्रातल्या प्रयोगात आहेत. आजाराच्या वैद्यकीय विशेषज्ञांनी सावधान व उत्तमपणे येऊ लागेल. विद्यालयांमध्ये सर्वांगीण विकासासाठी उपलब्ध केलेल्या आहेत. या विकासासाठी विविध जीवन कोशल्य सहाय्यक ठरतात.

शिक्षण ही सत्ता, निर्देश चालणारी गतीमान प्रक्रिया आहे. शिक्षण हे फलत शाळेत विद्यार्थी महाविद्यालय येण्यास मिळते असल्यास तर व्यक्ती सोबत चलवणाच्या वातावरणातून, अनुभवानुसार शिक्षण घेत असतो. सहज शिक्षण, औपचारिक शिक्षण व अनुपचारिक शिक्षण हे शिक्षणाचे प्रकार आहेत, शिक्षण कौशल्यांतून आता त्याच्या व्यक्तीय कोशल्यांचा विकास होणाऱ्या आहेत. त्यानी जीवनात जीवन कोशल्याचे महत्त्व अनुभवाच्याविषयक आहे.

Life is a Art. जीवन एक काला आहे. कला व्यक्तिकी केर्जातील कोशल्यांचे असते. जीवन कोशल्याचा गरज मानवाचे जीवन जगनाताच्या अर्थात् आहे. जीवन कोशल्यांमध्ये उत्तराचा नागरिक चालूता तयार होऊन अपलेल्या शैक्षणिक व यथार्थातील शिक्षण हे शिक्षणाचे प्रकार आहेत. शिक्षण कौशल्यांतून आता त्याच्या व्यक्तीय कोशल्यांचा विकास होणाऱ्या आहेत. त्यानी जीवनात जीवन कोशल्याचे महत्त्व अनुभवाच्याविषयक आहे.

WHO ने १९९७ साली जीवनकोशल्यांची सांगितली आहे. भारतात राष्ट्रीय अभ्यासक्रम आराखडा NCF: २००५ च्या मार्गदर्शकानुसार शिक्षणाची वातावरण व्यवस्था योग बनवून आहे. यशस्वी कौशल्यांच्या जीवनात जीवन कोशल्याचे महत्त्व आहे. जीवन कौशल्य ā: व्याख्या

१. जीवनात वाच व विकासाचा महामार्ग साधारणतः कर्त्याचा कार्य करतो. त्याच्याविषयक अनुभूती करतो. मान्य अनुभूती करतो. मान्य अवश्य दीवी आहे. जीवन कोशल्याचे महत्त्व आहे.

२. जीवन कौशल्यांचे शिक्षण महत्त्वपूर्ण असून व्यक्तीय मान्य व शारीरिक विकासकृत शिक्षाचा वापर करते, त्याच्याविषयक कौशल्याचे महत्त्व आहे.

३. WHO in 1993 - The abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.

४. जीवनात दैनिक कौशल्य गरज आहे. आताच्या वातावरणात आश्चर्येतून असतेही साक्षरताचे आणि सामाजिक वेगाने शक्तीमोक्त कमावणेचे आहे. जीवन कौशल्याचा महत्त्व आहे.

उच्च माध्यमिक स्तरावरील विद्यायिणी जीवन कौशल्य शिक्षणाची गरज -

१. कुमारस्वतेश्वरी विद्यार्थी विद्याधारी संस्थेने मान्य बनविलेल्या दृष्टीकोनात कौशल्य शिक्षणाचे महत्त्व आहे.

२. शाळेत शिक्षण विद्यायित्वांत विद्यार्थीला संचारित करते.

३. कुमारस्वतेश्वरी विद्याधारी स्थानीय वेगाने नाहीत. त्याने बंदूक बेरी मलती मलती होईल.

४. विद्यायित्वाच्या जीवनाच्या निर्माण होणाऱ्या समस्यांचे ओहदेचे बदोल व त्याचा जाणवणा या समस्या साधन विचारपूर्वक सोडवून वापर करते, त्याच्या मान्यतेचा महत्त्व आहे.

५. अन्वेषण व अन्वेषणातील विश्लेषण प्रकार करते, अभ्यासाचा विकास करते?

६. विद्यायित्वाचा निर्देशन, निर्देशनातील कौशल्य शिक्षणाचे महत्त्व आहे. जीवन कौशल्यांची उपभोक्ता कौशल्य करते देणे आहे.

७. कुमारस्वतेश्वरी मुंबई व वर्तमानाच्या धारा देणे आश्चर्य आहे. याच्याच्या विचारपूर्वक व वर्तमानाच्या विचारपूर्वक वेगाने शक्तीमोक्त करते.

८. कुमारस्वतेश्वरी मुंबई व वर्तमान विद्यार्थी व वर्तमान वातावरणातील निर्देशन, निर्देशनातील कौशल्य शिक्षणाचे महत्त्व आहे. जीवन कौशल्यांचा कौशल्य शिक्षण कुमारस्वतेश्वरी विद्याधारी देणे आहे.
9. स्व च स्वाधीनता -
स्व च स्वाधीनता महाने स्वतः: या क्षमता, व्यक्ति-व्यक्ति संवाद, संबंध व्यस्तता, अधिकार व्यक्ति की श्रम, व्यक्ति के दृष्टिकोण, जीवन तीर्थ या जीवन में निर्भरता, निर्भरता उपयोग में आवश्यकता अनुभव और निर्भरता और निर्भरता होती है। निर्भरता के सिद्धांत और निर्भरता के सिद्धांत अनुसार, निर्भरता के सिद्धांत के लिए निर्भरता के सिद्धांत का प्रयोग होता है। निर्भरता के सिद्धांत के लिए निर्भरता के सिद्धांत का प्रयोग होता है।
10. निर्भरतात्मक संप्रेषण -
एक व्यक्ति के दृष्टिकोण दृष्टि-कार्यविवेक तथा संयोजन परेशांक महाने संप्रेषण होता है। परेशांक पदार्थ जागरूकता नीतिपूर्वक संमाजता तथा संप्रेषण परेशांक करते। प्रभावी संप्रेषण तथा निर्भरता व्यक्तियों के विकास होता है। समाज के विवेक तथा स्वाधीनता के सिद्धांत की प्राप्ति और निर्भरता के सिद्धांत का प्रयोग होता है।
विचारांकी शादिक अथवा आशाविद फळदेने अभियंतक करता आतील पाहिजे. विचारांकी देवाणेच्या होण्यासाठी हे कौशल्य आवश्यक आहे.

6. व्यक्तित्वमूळ सहसंघं -
सहकार्यात्मक कृती हे व्यक्तिमूल विकासातील आवश्यक कौशल्य आहे. तुड-तुडवले आहे, विश्वास, प्रमाणपण्यात यावर परस्परसंघंच्या अवलंबून अर्थात. समाजात एकमेकविठल सहकार्यांच्या भावना निर्माण होणे गरजेचे आहे. व्यक्तित्व-व्यक्तिमूल संघं हे मैत्रिक स्वरूपाच्या असंस्तत्ता उत्तरमाण्यवीय व्यवहारातून एकमेकांची गुणवत्ता बाह्यता मदत होते. हे सत्य का कौशल्यमूळ होते.

7. सर्जनशील विचार -
सर्जनशीलता म्हणजे नवीनमती. सर्जनशील विचार म्हणजे असे चित्रने जे काहीही नवीन उपयुक्त व असाधारण निर्माण करते. व्यक्तिच्या कल्पना, विचार यांचा विकास झाल्या त्याचा विकास होतो. निर्मिती एकांद्रपूर्तीच सर्जनशील चित्रनाची प्रक्रिया मयादित नसते. आपल्या मनातील निरीक्षातील विचार या सामान्य आहे. चित्रकला, शब्दकोडे व बुद्धीवाडा या सारख्या सर्षपमूळ विद्यानौळ जर्नल पुढे च नेते येते.

8. चिकित्सक विचार -
केवळ जान देणे एकांद्रपूर्ती शिष्यांचा उदंड नाही. चिकित्सकक्षम महत्त्वी केंद्रस्थ करणे, मुलांच्या बुद्धीचा विकास क्षेत्र, चित्रने कल्पना, समस्या निरस्त्रण त्यांचा प्रतीत करावे असे अभिप्रेत आहे. मानवाचा भेदाविशेषता समस्या यशस्वीत्वा सोडीविश्वासातील व्यक्ता आराखडा तयार करणे आणि त्या समर्थन / महत्त्वीचे ध्वस्तरण वस्तुनिष्ठत्वने करणारा विचार प्रक्रिया हे कौशल्य दाखवते.

9. भावनांचे समावेश -
वातावरणातील होणाचा बदल, मानवाला का नवीन, भीतीमूळे आपल्या हाताच्या मस्तकाचे व नमाजमध्ये घोळ घडून येताने त्यांचा असे महत्त्व, भावनांचे समावेश हे जीवनात महत्त्वाचे आहे. भावना हा सजव्या कोणतऱ्या शीर्षक, सहकार्यात अथवा मानवाच्या श्रवणावर्त्या यांच्याशी संबंधित असते. भावना सक्रिय असे किंवा नकारात्मक असे जर त्यांचा विविषाच मयादितच पतीकडे जाणू दिले तर त्या अपाहिज करणाऱ्या हर्षाने हुने समजून नियंत्रण ठेवता आले पाहिजे.

10. गर्भनातील विचार -
झाडच्या जीवनातील सतत होनाच्या बिल्कुल मिळ्यायासाठी प्रथम त्यांची कारणे शोधणे आणि त्याचा होणार शारीरिक, वैज्ञानिक आणि सामाजिक परिणामकारक ठरते. हे येऊन समावेश करणारी क्षमता असती पाहिजे.

समारोह -
झाडकात विद्यालयात सर्वांगीण विकासातील जीवन कौशल्य स्तिथस्थापन ही काळांची गरज आहे. नागरीक आरोग्य संघटनांनी जो दरा जीवन कौशल्य सांगतीली आहे त्यांचा आहेरे शिष्कल्यापणे अभावाने करताना विद्यालयाचा शारीरिक, मानसिक, भावनिक, सामाजिक विकास केला पाहिजे. त्यामुळे विद्यालयाचा विकास होईल. व्यक्तित्वाच्या जगण्यासाठी लागणारी कौशल्ये देखील कणांत बनवते. व्यक्तिमूळे विकासातील जीवन कौशल्य महत्त्वाची मूळपणे बनवतात. त्यामुळे कोणताही व्यक्ती अथवा विद्यार्थी ही जीवनकौशल्याचे आव्यूह समर्थन करून स्वतःचे जीवन यशस्वी करू शकते.
The document appears to be in Marathi and discusses topics such as research, education, and development. It includes sections on higher education, research journals, and skill development. The text mentions several organizations and initiatives, including Aarhat Multidisciplinary International Education Research Journal (AMIERJ) and its ISSN (2278-5655). The journal's SJIF Impact Factor is 6.236, and it is a peer-reviewed refereed journal.

The text contains references to various organizations and initiatives, including AMIERJ, Volume VIII, Special Issue II, and February 2019. It also mentions the SJIF Impact Factor and Peer Reviewed Refereed Journal.
8. क्षेत्रीय शिक्षणसंगठन की प्रतिभा की अवधारणा:

शिक्षा को एक रूप में अद्यतन और संस्कृति के रूप में विचार किया जाता है। यह एक प्रक्रिया है जिसमें शिक्षा और शिक्षण की अवधारणा का अर्थ है। यह एक प्रक्रिया है जिसमें शिक्षा और शिक्षण की अवधारणा का अर्थ है। यह एक प्रक्रिया है जिसमें शिक्षा और शिक्षण की अवधारणा का अर्थ है। यह एक प्रक्रिया है जिसमें शिक्षा और शिक्षण की अवधारणा का अर्थ है।

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Sarangha (Abstract)

This is a research article about soft skills in the context of multidisciplinary international education. The authors discuss the importance of soft skills in various academic and professional fields. They highlight the need for students to develop soft skills that include communication, teamwork, adaptability, and problem-solving. The study emphasizes the role of educators in fostering an environment that enables students to acquire these skills. The research also delves into the impact of soft skills on career prospects and personal development. Overall, the article underscores the significance of soft skills in today’s competitive academic and professional landscape.
समस्या विचार :-
"मी.एड. प्रशिक्षणावर्तीसाठी पूरक कोषल्य (Soft Skills) विकसन कृतीकार्यमाध्यम रुपांतरण एवं अभ्यास."

संशोधनाची गरज :-
सेवापूर्वक शिक्षक शिक्षण कार्यक्रमातून व्यावसायिक कोषल्यांचा विकास केला जातो. त्याच्या प्रदर्शनाचा प्रशिक्षणावर्ती व्यवहारिक जीवनात आवश्यक अस्तित्वाचा व्यवहारिक कोषल्य (Soft Skills) नागरिकता संघात बबाचे विकसन होणाऱ्या दृष्टीने विशेषज्ञांनी संशोधनाच्या गरज आहे.

संशोधनाचे महत्त्व:-
शिवायक बी.एड. अध्यात्मविद्वानंतर नागरिकता बबाची माध्यम प्रशिक्षणावर्ती अंगारिकपणे होतेच अध्यात्मविद्वानंतर नवन वदन संपत्ते समम्बन्ध नागरिकता आणि कर्मांशार कर्मांशारवर्ती प्रशिक्षणावर्ती नागरिकता व्यवहारिक जीवनात आवश्यक पूरक कोषल्य (Soft Skills) वा परामर्शकार-कार्यरत कर्मांशार संशोधन गरेल्याचे व महत्त्वाचे आहे.

संशोधनाचे उदाहरण :-
प्रस्तुत संशोधन पूर्ण कर्मांशारच्या संशोधनाचे पूढील उदाहरण लक्ष घेतलेल्या आहेत.

1) बी.एड. प्रशिक्षणावर्तीसाठी पूरक कोषल्य (Soft Skills) कृतीकार्यमाध्यम विकसन करणे.
2) बी.एड. प्रशिक्षणावर्तीसाठी विकसित कर्मांशार आणलेल्या पूरक कोषल्य (Soft Skills) कृतीकार्यमाध्यम अन्मलवजि करणे.
3) बी.एड. प्रशिक्षणावर्तीसाठी विकसित कर्मांशार आणलेल्या पूरक कोषल्य (Soft Skills) कृतीकार्यमाध्यम परामर्शकार-कार्यरत अभ्यास करणे.
4) बी.एड. प्रशिक्षणावर्तीसाठी विकसित कर्मांशार आणलेल्या पूरक कोषल्य कृतीकार्यमाध्यम भाष्यी उपयोजनासाठी अतुल शिक्षार्थी सूचीने.

संशोधनाची परिकल्पना :-
बी.एड. प्रशिक्षणावर्तीसाठी विकसित कर्मांशार आणलेल्या पूरक कोषल्य (Soft Skills) विकसन कृतीकार्यमाध्यम परामर्शकार-कार्यरत करणे.

शौच परिकल्पना :-
निम्नाने गटातील प्रशिक्षणावर्ती व प्रयोगात्मक गटातील प्रशिक्षणावर्तीचा पूरक कोषल्य (Soft Skills) संमानणाकर्त्य साधर्मक ठरते नाही.

संशोधन गुणिते :-
1) बी.एड. प्रशिक्षणावर्तीसाठी पूरक कोषल्य (Soft Skills) औपचारिक प्रशिक्षणातुन विकसित कर्ता येतात.
2) बी.एड. प्रशिक्षणावर्तीसाठी पूरक कोषल्य (Soft Skills) कृतीकार्यमाध्यम उपाध्यक्ष जीवन नागरिकता येते.

संशोधनाची व्यवस्था व मयादा :-

1) प्रस्तुत संशोधन हे संपूर्ण शिक्षक शिक्षणातील दिवंगत बी.एड. कार्यक्रमांतर प्रशिक्षणावर्ती संबंधित आहे.
2) प्रस्तुत संशोधन हे शिक्षणातील महागृहद्याध, बासीं पेवील, बी.एड. प्रशिक्षणावर्ती संबंधित आहे.
3) प्रस्तुत संशोधन हे फार्म पूरक कोषल्य (Soft Skills) कृतीकार्यमाध्यम समावेश पूरक कोषल्यांपूर्णतेच मयादित असून त्याची इतर पूरक कोषल्यांचा (Soft Skills) व याच्याचे विचार कर्मांशार आणलेला नाही.

संशोधनाची कार्यक्रमणी :-

अ) संशोधन पद्धती :-
प्रस्तुत संशोधनाच्या प्रयोगात्मक पद्धतीचा वापर कर्मांशार आणे आहे. दिवंगत बी.एड. कार्यक्रमांतर प्रशिक्षणावर्तीसाठी पूरक कोषल्य (Soft Skills) विकसन कृतीकार्यमाध्यम विकसन अंमलवजि व कृतीकार्यमाध्यम परामर्शकार-कार्यरत अभ्यास करणे यासाठी प्रयोगात्मक पद्धतीचा वापर केला आहे.
ब) संशोधन अभिव्यक्ति :-

प्रस्तुत संशोधनासाठी संशोधनाचे समांतर गट उतर चाचणी या अभिलक्षणाचा वापर केला आहे. कारण येईल. एड. प्रशिक्षणाद्वारे संभांत पूरक कौशल (Soft Skills) विकसत कृतीकारक कृपया परिमाणाचार्य करताना अभाव रुपांतरकास करताना हाता.

क) नमुना निवड :-

प्रस्तुत संशोधनात संशोधनाकर्त्यांना शिक्षण कार्यक्रमातील विद्यार्थी एड. अभ्यासक्रमातील प्रशिक्षणाद्वारे व्यवसायिक विकाससाठी व्यावहारिक कौशल्याचा रुपांतरकरून कृतीसाधनाचा परिमाणाचार्य करता होता. द्वितीय वर्षातील एकूण ८७ प्रशिक्षणाविभागी से प्रशिक्षणाची कार्यात्मक सलग ३० दिवस उपस्थित होता अनुप्रयुक्त प्रशिक्षणाविभागी निवड कृती संपत्ती. कार्यशाळासाठी सलग ३० दिवस उपस्थित असा-या ४० प्रशिक्षणाच्या अभिमृत निवडार्थ प्रशिक्षणाच महत्त्वाचा विचार करणार आहे. ये.

ड) संख्यात्मक तंत्रे :-

प्रस्तुत संशोधनासाठी शोधकांच्या, मध्यमान, मापमान, 't'-परिकल्पना या संख्यात्मक तंत्रावर वापर केला आहे. यावरून माहितीचे विश्लेषण करून संरक्षित्याचे माहितीचे अभिनव्यन्त्रण व सामान्यीकरण केले आहे.

<table>
<thead>
<tr>
<th>उत्तर चाचणी गट</th>
<th>एकूण प्रतिसादक विचारांची (N)</th>
<th>मध्यमान (M)</th>
<th>मापमान (SD)</th>
<th>स्वयंसेवक मात्र (df)</th>
<th>संरक्षित्य तर (0.1)</th>
<th>प्राप्त 't' मूळ</th>
<th>धारा</th>
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<tr>
<td>निर्यात गट</td>
<td>२०</td>
<td>६.६०</td>
<td>३.०९</td>
<td>१९</td>
<td>२.८६</td>
<td>१५.२६</td>
<td>1)</td>
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<tr>
<td>प्रायोगिक गट</td>
<td>२०</td>
<td>१५.०९</td>
<td>६.९०</td>
<td></td>
<td></td>
<td></td>
<td>2)</td>
</tr>
</tbody>
</table>

वरील सारांशमध्ये उत्तरचाचणी निर्यात व प्रायोगिक गटाचा प्रतिकारण करून दिले मध्यमान, मापमानाची धारा. २९ स्वयंसेवक मात्रेसाठी ०.०९ संरक्षित्य तरसाठी नमुना 't' मूळ २.८६ आहे. आणि प्राप्त 't' मूळ १५.२६ आहे. सध्याचे नमुना 't' मूळाशी प्राप्त 't' मूळ जास्त आहे.

याबाबदी प्रायोगिक गद्दीचा संरक्षित्य उत्तर चाचणी मध्यमान हे अधिक असल्याचे मध्यमानाची पारंपरिक उपयोगाची मात्र अनुप्रयुक्त आहे. महत्त्वाची शुद्ध परिकल्पनेचा वापर करावे लागेल, चाचणी अनुसार असा की, जी.एड. प्रशिक्षणाविभागी से विकसत करणार्या आलेला पूरक कौशल (Soft Skills) विकसत कृतीकारक परिमाणाचार्य करता. ही संशोधन पक्कत्याच्या स्थानीवाची लागेल.

निक्षेप :-

संशोधनांना प्राप्त माहितीचे कोटकानुसार विश्लेषण व अर्थनिवेश केले. संरक्षित्य संशोधनाविभागी प्राप्त निक्षेपपट्टी काही महत्त्वाची मुख्य निक्षेप प्रारंभनिमाशी स्वरूप बुधकाळमध्ये माहित्याचा आहे.

1) प्रायोगिक गटात युगांचे उत्तरचाचणी तीन प्रशिक्षण निर्यात गटातील मूळपेक्षा जास्त आहे.
2) प्रायोगिक गटात युगांचे उत्तरचाचणी तीन प्रशिक्षण निर्यात गटातील मूळपेक्षा अधिक आहे.
3) प्रायोगिक गटात प्रशिक्षणाविभागी गुणामध्ये प्रायोगिक मात्रमुळे लक्षणीय वात झाली.
<table>
<thead>
<tr>
<th>नं.</th>
<th>भाषा और संदर्भ सूची का विवरण</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nemade J Mabajan R., (2016) skill based education, Nemade J mabajan sha prashant publications, jalgaon</td>
</tr>
<tr>
<td>2</td>
<td>आगड़े,प्रिया (2000) संशोधन पत्रिकाशाय तथा, नागपुर : विद्या प्रकाशन.</td>
</tr>
<tr>
<td>3</td>
<td>मुंबई श.म., उमाएंडेव श. (1989), वैज्ञानिक संशोधन मूल्यांकन, महाराष्ट्र विद्यापीठ विज्ञान निदेशिका मंडल, नागपुर.</td>
</tr>
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<td><a href="http://www.ScienceDirect.com">www.ScienceDirect.com</a></td>
</tr>
<tr>
<td>5</td>
<td><a href="https://en.m.wikipedia.org/wiki/soft_skills">https://en.m.wikipedia.org/wiki/soft_skills</a></td>
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<tr>
<td>6</td>
<td><a href="https://www.monster.com">https://www.monster.com</a></td>
</tr>
<tr>
<td>7</td>
<td><a href="http://www.edupristine.com/skill/training">www.edupristine.com/skill/training</a></td>
</tr>
</tbody>
</table>
ABSTRACT—
In this world of computer science it has become very important to guard computer data from superfluous actions of unauthorized users. Various software based security solutions are available to protect the data from theft. However malicious software or any anonymous individual can corrupt your significant data. Security of data present on the machine depends mainly on password authentication. Common authentication method used is of alphanumeric passwords. Passwords that are difficult to guess are difficult to remember. Therefore users create short, simple, and insecure passwords. Alphanumeric Passwords can be easily recognized by the intruder. Hence Pictographic Password Authentication Application is developed where user clicks on images.

KEYWORDS—Intruder, Malicious software, Malwares, Pictographic password, Superfluous, Unauthorized access

INTRODUCTION
Data security plays a vital role in the world of computer science. Various authentication solutions have been proposed in order to protect significant data. It is necessary to set a strong barrier in order to protect data. The traditional computer authentication method is setting a text password. Text password consists of alphanumeric characters. Remembering passwords is difficult task in case of alphanumeric passwords. Thus users tend to set short, simple passwords that are easy to remember. Some users even use similar passwords for different accounts. Hence it becomes easy for any anonymous user to recognize such passwords.

Psychological studies say that humans can remember pictures better than text. Pictographic passwords can be easily remembered and will decrease the probability of users setting poor passwords. Pictographic Password Authentication is an application where IMAGES can be set as a password instead of text. User will be provided facility of selecting images from given images. The location of images will keep on shuffling for security proposes. This sequence of selecting images plays an important role in password setting. This application is based on comparison of the sequence of selection of images, user selected while registration.

WORKING MODEL

Fig 1. Table to select the image from (Matrix 1)
Pictographic Password Authentication consists of images in correct sequence as password. Two matrices of 3x3 sizes are displayed on the screen; one for selecting images as shown in fig 1 and other for dropping the selected images as shown in fig 2. Matrix 1 will consists of 9 images which are randomly organized. At the time of registration user will be shown two matrices on the screen. User will select any random image from matrix one (as shown in figure 1) and will drop it on second matrix (as shown in figure 2) at the location he wants. Similarly, he will drag and drop further two images. User cannot place all the images on same location. Each image location must be unique Meanwhile the application will also ask him three security questions while selecting images. Answers to these questions should be single word only. These security questions will be helpful in case if the user forgets password. Matrix two will contain the three images in the order they are placed one after another and their locations respectively. Similarly the sequence of answers of the security questions is also taken into consideration. Other details like name, contact number etc are also asked while registration. This data will be saved in the database.

When user wants to log in, he will be shown matrix one consisting of 9 images randomly organized and an empty matrix two. User needs to select three images as this application currently supports password of three images. User will select first image and drag it into matrix two on the same location he had placed it while registration. Similar process is carried for next 2 images.

After dropping three images user will click the submit button. In the first layer, selected images will be compared with the images selected during registration. Second layer will check the sequence of images placed while carrying out registration. In the third layer locations of images placed in the second matrix (grid) are compared. In this way if the three parameters viz. selected images, sequence of the three images and their locations are matched then log in is successful else invalid login message will be displayed on the screen. In case if user forgets password then he will be asked three security questions.

When user forgets password, user needs to identify his three security questions from the given list of 9 questions. After successfully identifying correct three questions, only these three questions will be prompted on the screen for answering. If the answers of these questions are similar to the answers during registration then authorised user will be identified, after user identification process an email will be sent containing the snap of three images and their locations respectively. Then user can carry out his log in process successfully.

When intruder tries to log in, after seeing the list of 9 questions on the screen he needs to ensure \( \binom{9}{3} \) combinations. After checking all these combinations if he succeeds to identify correct 3 questions his next obstacle will be to answer those questions correctly. If in case he answers them correctly then password will be sent to the registered mail.
FLOW CHART OF THE SYSTEM:

1. Pictographic Password Authentication System
   - Registration
     - User selects first image from matrix one
     - Drags that image into matrix two at any location he wants
     - Answers Security Questions Likewise (Will be used only in case of forget password)
     - Similar steps for selecting second and third image
     - Other Registration Details
     - Registration Successful

2. Login
   - Login Screen
     - Select first image from matrix one (Matrix one images are shuffled after selection of every image)
     - Drag into second matrix at the same position to which it was dropped while registration
     - Answer security question (Used only for user distraction)
     - Similar steps for selecting second and third image

3. Password Matches
   - No
   - Yes
     - Login Successful

Fig. 3 Flow of the System
CONCLUSION

Graphical passwords are considered as a substitute to the usual text-based passwords. People are superior at memorizing graphical passwords than text-based passwords. This application provides user friendly authentication technique. User has the choice to select any three images from provided nine images; therefore the user has the flexibility while selecting sequence of images from the provided matrix. Selection of images and dropping them on the particular location is restricted only towards the authorized user, hence security is accomplished. This application helps to increase the password quality as compared to alphanumeric text passwords. Straightforward secure authentication technique is used to protect the available information with above discussed graphical password technique. This application reduces the efforts required by user to remember alphanumeric passwords and will be benefited with this three layer security technique.

REFERENCES


स्थानीय जीवन दृष्टि से आम लोगों के मूलभूत आवश्यकताओं को पूरा करने के लिए, एक दृष्टिकोण अवधारणा की आवश्यकता है। यह आवश्यक नहीं है कि एक व्यक्ति का जीवन व्याख्यात करने के लिए एक सामाजिक समूह के भीतर रहना हो। हालांकि, यह जीवन जीना दृष्टि से महत्वपूर्ण होता है।

संदर्भ सूची :-

1) साहित्यियों का मानदंड: रणगण - गंगाधर गांधीजी.
2) प्रतिभाशापन - न.ए. फ्रोके.
3) सर्वनामी संगीत - डी.मतु सावंत
4) मालिकों के अध्ययन - आकोलकर पाटलगर
5) वाहिमापण के अध्ययन - ‘महाविश्वविद्यालय स्तरावर कार्यांश अध्ययन’ - प्र.गंगाधर पाटलगर (संपा. डी.वा.पु.मिंडे-डी.दि.पू.पू.पू.)
6) जनगणना (कार्यांश) - मतु सावंत.
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संदर्भसूची

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NCTE Regulations 2014: The 2014 regulations on 2014 for the academic year were made by the...
2) The multidisciplinary research papers in this issue provide insights into various aspects of education and pedagogy. The papers explore topics ranging from innovative teaching methods to the impact of technology in the classroom. The issues are structured to cater to a broad spectrum of educational stakeholders, including educators, researchers, policymakers, and students.

3) The special issue of AMIERJ Volume VIII, Special Issue II is extensively refereed and peer-reviewed to ensure the quality and relevance of the content. The journal maintains a rigorous peer review process to uphold high standards of academic integrity.

5) Special Issue:

- The special issue is dedicated to the theme of "Contemporary Issues in Education," focusing on the challenges and opportunities in the current educational landscape.

6) Volumes and Issues:

- AMIERJ Volume VIII, Special Issue II is the latest installment in a series of multidisciplinary research journals dedicated to the field of international education.

8) SJIF Impact Factor:

- AMIERJ has a SJIF Impact Factor of 6.236, reflecting its strong influence and credibility in the academic community.

10) SJIF: SJIF Impact Factor is a metric that evaluates the influence and quality of scholarly journals. A higher SJIF Impact Factor indicates a higher level of prestige and impact.
श्री भ्रुण हनुम पवनातक बालसमा, गणिती वानार, विज्ञान प्रदर्शन, हस्तलिखित निमित्त, विविध जानकी, पुपपियं, शिक्षक दिन, विविध दिनविशेष साज़ी बनाने उदा. लोकसंग्रह दिन, गणित दिन, इत्यादि उप्रक्रम सादर करणिवाची छात्रावधाकरण संबंधी दिनी.

प्रथम व्यापील सुरुवातीचे स्वयंदर्शन केल्यानंतर त्याना पवनातक श्रृंगळे भरण्यास सांगितली व त्या संकल्पित माहितीचे विश्लेषण, अर्थ निर्देशक केले.

दोन वेळ उप्रक्रम अंतर्निपातीणंतर पुन्हा पवनातक श्रृंगळे भरण घेऊन मिलातलेच माहितीचे विश्लेषण व अर्थनिर्देशक केले.

यासाठी संशोधक व गुणात्मक विश्लेषणाचा वापर केला. हे करताना 0 से 24% अल्पप्रमाण 25% से 49% मध्यप्रमाण, 50% निम्न प्रमाण 50% से 65% उच्चप्रमाण 70% से सुप्रमाण प्रमाणावर आढळावे. दोन्ही अर्थनिर्देशकानंतर निष्ठां असलेला छात्रावधाकरणात वाचले असल्यास छात्रावधाकरणांतर याचे अंतिम काहीले आपल्याकडे निर्देशित केले.

12) प्रायोगिक अभिव्यक्ति:--

प्रत्येक संशोधनसाठी संशोधनाचे एकतर गठ अभिकल्पना वापर केला आहे.

13) नमुना निवड:--

संशोधकांमधून लहरात्मक नमुना निवड प्राप्त असलेल्या आचार्य जावडकेर शिक्षणाला महत्वाच, गारगोटी येथील 30 छात्रावधाकरणांमधे (१००%) संशोधनसाठी निवड केले.

आचार्य जावडकेर शिक्षण शास्त्र महत्वाच, गारगोटी

14) संशोधनाची साधने:--

संशोधकांना संशोधनाच्या पुढील संशोधन साधनांचा वापर केला आहे.

1) पवनातक श्रृंगळे (संशोधिका निमित्त)

2) संशोधनाच्या साधने शोक्केवारी

15) उद्देश्यानुसार संकल्पित माहितीचे विश्लेषण, अर्थनिर्देशक, निष्ठांक

उद्देश्य क्र. १ वरुन निष्ठांक:--

उद्देश्य क्र. २: दिल्लिंक बी.एड. अध्यायक्रमाची प्रथम वर्षाच्या छात्रावधाकरणकामयोगी प्रमाण व अप्रमाण अध्यायन व इतर कौशल्यांचा जोड घेणे.

संशोधनात विश्लेषण

निष्ठांक

प्रथम वर्षाचा बी.एड. छात्रावधाकरणकामयोगी,

1) अध्यायन कौशल्य (१९%) अप्रमाणात आहे.

2) समाभाषीप्रणाली कौशल्य (१९%) अप्रमाणात आहे.

3) आंतर व्यक्ती संबंधों कौशल्य (२५%) मध्यम प्रमाणात आहे.

4) माहितींत संबंधजन कौशल्य (२५%) अप्रमाणात आहे.

5) फलक लेखन कौशल्य (२०%) अप्रमाणात आहे.

6) प्रयोन कौशल्य (२०%) अप्रमाणात आहे.

7) मूल्यमापन कौशल्य (२०%) अप्रमाणात आहे.

गुणात्मक विश्लेषण
हिंदी वर्णांकन व विवरण

1) अध्यायाची कौशली विवरण (70%) उत्कृष्ट आहे.
2) समावेशी कौशली विवरण (67%) उत्कृष्ट आहे.
3) विश्वासपूर्वक कौशली विवरण (71%) उत्कृष्ट आहे.
4) हिंदी वर्णांकन व विवरण (65%) उत्कृष्ट आहे.
5) शिक्षक व्यवसायी कौशली विवरण (68%) उत्कृष्ट आहे.
6) माहिती संप्रेषण कौशली विवरण (57%) उत्कृष्ट आहे.
7) अंततः कौशली विवरण (64%) उत्कृष्ट आहे.
8) उपक्रम आयोजन कौशली विवरण (64%) उत्कृष्ट आहे.

गुणांक विवरण:-
हिंदी वर्णांकन व विवरण कोणत्याही काहीही जास्तीत उत्कृष्ट योगदान देतात. पण काही हिंदी वर्णांकन गुणांक १ कम करताना दिसू आहे. शिक्षक व्यवसायी कौशली, शासन, विश्वास विवरण प्रदर्शन्याचे कामचा उत्तम बाह्यतर दिसून आला, आत्म विश्वास बाह्यतेन. वेतनवस्थान, आत्मविश्वास, संगठन, विवरण उद्योगी हे संघीय विवरण बाह्यतेन. प्रथम वर्णांक जास्तीत 'भौ' व द्वितीय वर्णांकन, अहिलेच्या 'भौ' माहिती विश्वास फरक्कांनी जाणून होऊन तो संपादकांनी आहे, संपादक आहेत.

16) अनुमान:-
हिंदी वर्णांकन व विवरणाचे दाँड वर्णांकन कालांतरीतील प्रतिकृती रचनात्मक विविध उपक्रममुळे जास्तीत विविध कौशल्य बाहेर होते.

17) शिक्षणालिक:-
प्रत्येक संस्थेत संस्थानांतर संस्थापिके पुढील सिफारिसी केल्या आहेत.
1) हिंदी वर्णांकन व विवरणाची संस्थानांतर जास्तीत विविध उपक्रममुळे जास्तीत विविध कौशल्य बाहेर होते.
2) ड.टी.एडू. महाविद्यालयातील शिक्षक प्रशिक्षकोंनी कार्यालयांत विविध उपक्रममुळे जास्तीत विविध कौशल्य बाहेर होते.

संदर्भ:-
1) बी.एड. (२ वर्ष) अभ्यासक्रम (२०१५-२०७) संवादी विविध परीक्षा, कोल्हापूर
2) मित्रां, वि.रा. (२००४) शैक्षणिक संस्थोंच पदांती, पुणे : निल्यून प्रकाशन
3) मुठे, रा. श., उमादेव, विद. (१९९८) शैक्षणिक संशोधनाची मूलतत्वे नागपूर : श्री विद्या प्रकाशन


मानवीय अध्ययन के लिए आवश्यक। यह व्यवसायिक उद्देश्यों को पूरा करता है।

1) भाषा विकास
2) भाषा विकास की जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा
3) भाषा विकास की जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा
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7) भाषा विकास की जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा
8) भाषा विकास की जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा
9) भाषा विकास की जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा
10) भाषा विकास की जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा, जीवन औसत भाषा

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3) अनुभविक्ष्य विस्तार.
4) विवेच क्षेत्रातील माहितीं मिळविव.$
5) व्यक्ती जनाने सामर्थ होतात.
6) अंगीली भाषा एंव व्यक्तीची स्वतःची भाषा सुवर्णाचे.
7) उत्तम श्रेणी उत्तम वर्ण होऊ शकतो.
8) दुस्स्वायाचे मंत्र एंव चार्चाच्या, समजून चेहर्याची पात्रता निर्माण होतो.

2) वाचन कौशल्य:
आकलनकारण केलेले ध्यान उच्चारण महाने वाचन. आजचे युग हा माहितींतील अत्यन्त अद्वितीय वाचन. जे विविध प्रसारमाध्यमानुसार भरपर्यावरण होत आहे. वाचनाचा सांगणाने, व्यक्तिगत निजीतेने वाचन करत होते, “वाचन महाने लिएण्याचा हेतु हृदयाचा स्वतःच्या तारामयरूपात होवर हे अन्याचे अनूठे होवे. वाचनानुसार अनूठे दृष्टिकोणातून कृतीची प्रेरणा होते... लिएण्याचा आवाज, भूमिका, व्यक्तिगती काढतो…”

प्रकाशन, मौषमच, अध्ययनद्वारे वाचन, व्यक्ती वाचन असे वाचनाचे प्रकार केले जातात. उच्चतमत्क्षण अनुभविक्ष्य आणि अनुभविक्ष्य वाचनातऱ्या उच्चतमत्क्षण अनूठे महत्त्व आहे. ललित आणि ललिततेच चालिततेच आशा वाचन किल्ल्याच्या आधाराने नेमक्याच्या नेमक्याच्या एवढा गेले येते. साहित्यतेच आंदोलन मिळविविने येते.

3) लेख कौशल्य:
लेख किल्ल्याच्या शक्तीकारकत्वातून महान निवडाचे किल्ल्याचे आणेच पण व्यवसायिककृतेत देखील ते महत्त्वाचे आहेत. लेखक, साहित्यिक, विचारात्मक, अभाव व योगदानात अस्तित्वाची माहिती हे, प्राप्त केलेले जाऊ लेखनाचे इतरपेक्षा ह्यांदाच असतो. लेखनातून व्यक्ती अभिव्यक्त होत असतो. स्वतःची मंत्र, विचार, भाषा महान चेकाच ते एक प्रभावी साधन आहेत.

लेख किल्ल्याचे तीन महत्त्वाचे ठिकाने आहेत.
1) सुदृढ (सुरचि ते बचणारे)
2) शीर्ष लेखन (वद्य, दीर्घ, स्कीर्घ, रक्षक, ग्रंथ, विरामचिन्हे)
3) लेखन प्रकारातून स्वतंत्र, स्वतंत्र लेखन.

‘लेखन किल्ल्याचे लेखनातून मुख्य तिथिने हिरण्य, आकर्षक सुवर्णात, विछाल आणि समर्पित छंदे अपेक्षात असतो. छंदे करताना परिच्छेदातील वाक्यरचना, स्वर्णातील समायोजन, संवाददाताचे, वाक्यरचना, प्रभाविक संवेदनेचे प्रारंभिक उभरणे योग्य ठरते. लेखन किल्ल्याचून व्यक्तिकृत विचाराच्या जोपाना होत असतेत. यातून स्वतंत्र लेखन जगती नाही आहे तरी मर्मदेस, रिसिक, ज्ञानकार वाचक निश्चित होता येते.”

लेखन किल्ल्याचे फायदे:
1) लेखनाचे व्यक्तीचे मंत्र एंव विचार दृष्ट होतात.
2) लेखनातून आपल्याच्या, आपल्याच्या होतात.
3) माहितीं व जनानेचे दोपरून जतन होते.
4) रोजी अर्थान, ऐरोबिक, अॅरबिक, अध्यात्मिकलेखन करणे सोपे जाते.
5) बाहेरी लेखन, बाहीरी विद्यें तर तीर्थ करणे, मुलाखत लेखन, सदर लेखन, संपर्कलेखन नेमक्याच्या येते.
6) जाहिरात, पकडवा, संवेदन, वर्ण्य लेखन करता येते.
7) लेखन किल्ल्याच्या मुख्यत, व्याख्या, दृष्टव्यक्ति एंव हे-सामाजिक व्यवसायाच्या संधी निर्माण होतात.
8) भाषांतर क्षेत्रातून (मूळतः शोधक्षेत्रातून) संधी प्राप्त होतात.

4) भाषांतर-संपादनाच्या कौशल्य:
अभिव्यक्त होतो हा मानसिक उत्पन्न स्वभावाचा ज्ञान. आपल्या मनातील विचार, भाषा व कल्पना माणूस युक्त करते असतो. सभोच्वत दंडाचा घटनानवरूप परिस्थितीच्या विविधता करून असतो. संभावितत्वातून इतरांची मान जाणून घेत असतो. उत्कृष्ट भाषण व संबंधात ही एक विविध प्रकारी. श्रवण, वाचन आणि लेखन किल्ल्याच्या भाषा- संपादनाच्या कौशल्याचा विकसित करून प्रवाहाचा उद्देश उत्तरात. आपल्या बोलणारे नेमके, प्रभावी व परिवर्तनकारक होणारांनाचा भाषा किल्ल्याचा अवतरण असावे लागते. नेमका शब्दाचा वापर, माणूस, व वाचकांच्या वापरात बोलणे...
विषय-विबंध: वेधिक वि-विधान, वक्तृत्व-वाक्यवाद, काव्यवाचन-कविकथन अथा उपक्रमों के भाषण-संबंध कोशल्याचा विकास सावधान येतो. भाषण जवळ भाषातील नियुक्तिमुळे व्यवसायाचा संबंध प्राप्त करता येतो. विषय चार्क्र्मिके सूचनांच्या काळात, मुळाकस्ती धोकेचे, वृत्तिनिवेदन, जाहीरत, विचार, छोट्या पद्धतांत्या मातिला, जनसंख्येचे व परतंत्रतेच हे कोशल्य अवघल असणारी ही वाच आहे.

भाषण-संबंध कोशल्याचे फायदे:
1) आपली मैते, विचार दामोळे मंडव्य येतात.
2) काही बुध्दी आणि अड़कणीच्या परिस्थितीत अग्रणी मागळाचा काळ येते.
3) प्रसाराध्यात्मक रोजीरोजीचा संबंध फानवाचा घेरा येतो.
4) प्राण जाणे व माहितीचा प्रसार योग्य प्रकारे करता येते.
5) चर्चेवडून अभावसाध्याचे जाणून डूंढ करता येते.

भाषिक कोशल्याच्या विकासासाठी योग्य बांधे:
1) समाजाचे संव तत्तवीत विश्वासी शिक्षण घेतात. शिक्षणाची परीक्षा नसल्यास विषयाल्याची ही शिक्षणेच आत्मसत करण्यात आढळणारी येतात.
2) शासनीय शिक्षणाची पात्र काचा असतो.
3) अंतर्राष्ट्रीय विकासीय संबंधांच्या व्यांतराताने काळाच्या दुर्लक्षण होणे.
4) विश्वासी, पालक व समाजाच्या मराठी भाषा व मराठी माहितीमधील पाहण्याचा दृष्टिकोन दुर्लक्षित केले.
5) भाषात चित्रविकादून जासोसी पेसा मिथुनाचा व्यवसायक असलेला आढळत.
6) भाषाचे गाइडलांचा बापर केल्याने भाषानवासातील वाच आहे.

निकाय:
1) जीवनातील धाराचे महत्त्व करते.
2) व्यक्तिच्या व्यक्तिमत्वाची विकास होतो.
3) व्यवसायाच्या संबंध उल्लस घेतात.
4) अध्ययन परिणामकारक होते.
5) भाषिक कोशल्याच्या प्रदर्शनाचे असुन सरासरी आत्मसत करता येतात.

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आयामय जायडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी ता. भुटनगड जिकोल्हापूर

सारांश (Abstract)
कॉन्वेंशनीय शिक्षण व्यवस्थेची उद्धरण हो त्या - त्या देशातील शासन यंत्रं दरवर असते. ती उडीबुड साध्य करण्यासाठी अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तकंतोक म्हणजेकून ती मूलांकित पौधेच्या ज्ञातात. कॉन्वेंशनीय राजकीय पक्षांचे सर्वांत आले तरी ते आपल्या फाल्सवी विविधता, मुंबई येथील अयोग्यतेच्या शिक्षण व्यवस्थेमध्ये समावेश करण्याचा प्रयत्न करतात याबाबतील कॉन्वेंशनीय सर्वांत तटस्थ नाही सर्वथा निर्णय चूकून असतात असेही नाही मात्र त्या निर्णयांयांची अभ्यासक्रमाला व्यापक अंदेश मुद्देमधून होते असेही लसीलेले सर्वांत शेषावर ठकक शिक्षणांबंधी मध्ये ही जबाबदारी फार महत्त्वाची आहे. विशेषतः महाराष्ट्रातील प्राथमिक स्तरावर कार्य करणा-या जिल्हा परीक्षासाठीत शासत कार्यक्रम शिक्षकांच्या कामगिरीवर शासनकडूं घेतलेल्या जाणा-या विविध निर्णयांचा कार्य परिणाम होतो आहे? त्या संदर्भातील त्यांची काम मते आहेत? कार्यक्रम प्राथमिक शिक्षकांना कोणते शाळावास कमी करावी लागतात? त्या संबंधी त्यांची काम मते आहेत? इत्यादी प्रश्नांमध्ये इत्यादी प्रश्नांच्या अनुसार प्रस्तुत संस्थानांतर पेपरसम्बंधी अभ्यास करण्यात आला आहे.

कलमां (Key Words)- शासन निर्णय, प्राथमिक शिक्षण आणि शिक्षक, शिक्षकांची कामगिरी इत्यादी

प्रस्तावना-
प्र.सी.टी.डी. रेंजुलेशन २०१४ नुसार बिई.एड. एक वर्षाचे अभ्यासक्रम २०१५-२६ या संस्थेकरी संतूरीं देशात दोन वर्षांमध्ये झाला आहे सदर अभ्यासक्रमामध्ये समाजांनीमुळे मध्यस्त हे १०० गुणांचे प्राथमिक किंवा १० सदर प्राथमिकक्रमांमध्ये मुंबई उदेशी बिई.एड. प्रशिक्षणमध्ये सामाजिक वाढतीली आस्था, समाजांचा सामाजिक व वैयक्तिक समस्या समजणाऱ्या मदत करणे, समाजांच्या विविध समस्यां सोबत उपयोगीजाणवलेले विचार करण्याची धृती निर्भर करणे इत्यादी आहे. प्रस्तुत संस्थानांमधील बिई.एड. प्रशिक्षणारी म्हणून "शिक्षक समुदायाचा" कामगिरीकर महाराष्ट्रात घेतलेल्या निर्णयांचा अभ्यास करण्याच्या संदर्भात दिशिलेले. त्युनसार प्राप्त महालिनीया आधारात काही निर्माणे व निर्माणे नोंदविले आहेत.

संस्थानाची गरज व महत्त्व -
शासन सरकारने सातलेल्या जे निर्णय घेतले ज्ञात त्या संसंबंधी शिक्षक समुदायाची काया मते असतात त्या शासन निर्णयांमधून शिक्षक गुंतव्यात काळ परिणाम होतो शासन निर्णयांमध्ये शिक्षक मानसिकतेच्या काळ परिणाम होतो म्हणजेच कार्यक्रम शिक्षकांच्या काम सम्बंध होते हा जाणून घेण्यासाठी प्रस्तुत संस्थान करतात व महत्त्वाचे आहेत.

संस्थानाची उद्धरण -
1) प्राथमिक शिक्षकांच्या संस्थानित वस्तूंमध्ये समाजांनी मजबूत गोटे. 2) प्राथमिक शिक्षकांना देणारा कामाचे सर्व काम गोटे. 3) प्राथमिक शिक्षणसाधन फक्त साधनाचे उपयोग करणे गोटे. संस्थान पदवीतील प्रश्नांच्या उत्तराची साधन आहेत. प्रस्तुत संस्थानांना वर्तमान स्थितीतील प्राथमिक शिक्षणांची वेदना शिक्षकांची संसंबंधी संस्थानित साधनिकतेचा अभ्यास करावेत याचा असतानेही संस्थान पदवीमध्ये विविधता संस्थान पदवींची अवलंबन करणेत आला आहे.

संस्थान न्यायाधीश -
प्रस्तुत संस्थानांची कोल्हापूर जिल्ह्यातील भुटनगड तालुक्यातील जिल्हा परिषद शाळावाचे कार्यक्रम ५० शिक्षकांचा (महिला व पुरुष) महागून निवड केलेला आहे.

संस्थान साधन

एकत्रित संगठनों के सामग्री संयोगी संबंधित सार्थक निम्नलिखित प्रस्तुति या साधनाचा वापर केला आहे.

संस्थापक तंत्र -
प्रस्तुत संगठनाचे प्राप्त सामग्री विश्लेषणातील शोधकस्वादी बरोबर वर्गनिम्नक विश्लेषणातील उपयोग केला आहे.

संस्थानाची व्याप्ती व मयंदा -
1) प्रस्तुत संगठनाचे निर्धारण प्राथमिक शाखेतील शिक्षकंनारी लागू पडतात.
2) प्रस्तुत संगठन डिस्की परिप्रेक्ष्य प्राथमिक शाखा व शिक्षकपूर्वते मयांत आहेत.

संस्थानाची कार्यवाही -
प्रस्तुत संगठन आर्थिक जागरूकता, शिक्षणात्मक महत्वाच्य प्राथमिक या पदार्थ कार्यांत आहे. ऐ.ए.डी. द्वितीय वर्षाचा चर्चा संघर्ष समाजांमधील प्रकल्प हे प्राथमिक कार्य आहेत. त्या अंतर्गत प्राथमिक शिक्षणाची समस्या जागृत घेऊन शिक्षकंनारी प्रस्तुती विकसित करून चेन्यावत आली त्यांतरं त्याच प्रस्तुती एकत्रित करून त्याचे विश्लेषण केले आहेत.

निष्कर्ष -
1) प्राथमिक शाखेतील कार्यात शिक्षकांनी साधनाची साधनात्तील समस्या समाधून घेऊने.
2) प्राथमिक शिक्षणाच्या देण्याने कामाचे स्वरूप समाधून घेऊने.
3) प्राथमिक शिक्षणाच्या प्रस्तुती आकलन करून घेऊने.

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2) प्राथमिक शिक्षणाच्या देण्याने कामाचे स्वरूप समाधून घेऊने.
3) प्राथमिक प्रस्तुतीच्या आकलन करून घेऊने.

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2) प्राथमिक प्रस्तुती देण्याने कामाचे स्वरूप समाधून घेऊने.
3) प्राथमिक प्रस्तुतीसाठी आकलन करून घेऊने.

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3) प्राथमिक प्रस्तुतीसाठी आकलन करून घेऊने.
12) Aparnabonik karmo puron karanayaatoi prathamik shikshakooni sushchivalayma uprayayanam vamthhe aparshakik karmo karanavyasaatii berojgaraaroktohn hii karmo puron karanayo hii uprayayanam saarjikik 62.00% shikshakooni sushchivalayma aahye. Taa itar pharshoi vyavstha nimarhan karahii ase 37.94% prathamik shikshakooni sushchivalayma aahye.

13) 42.85% shikshakoona ase vaitoote kii shasanaya alinyetano samajtaale jnnmataya vichaya karyaya.

14) Aanjanmoochale bhaktik sudhaaaryaah khatmahata aahye ase 14.28% prathamik shikshakoona vaitoote. Taa kevtaat 5.72% prathamik shikshakoona bhaktik sudhaaaryaah khatmahata nahi ase vaitoote.

15) 40.00% prathamik shikshakoona shasanaya thalethale layi nityaandamo jamaalavaan karahii jhanvane. Taa 37.14% shikshakoona shasanaya thalethale layi nityaandamo jamaalavaan karahii jhanvane.

Sambhaar -


Sambdhi -


प्रस्तावना:

सामाजिक आणि आर्थिक परिवर्तनासाठी शिक्षण हे सर्वात महत्त्वाचे साधन आहे. ज्या देशातील ज्ञान आणि कौशल्याचा उच्चतम महत्त्व दिले जाते, तोच देश संस्कृतिक व सामाजिक प्रगती करू शकतो. कौशल्याच्या देशातील आर्थिक घटनेचे, सामाजिक विकासाचे कौशल्य आणि ज्ञान हे प्रशिक्षण शक्ती आहेत. उच्च आणि चांगल्या स्तरावरून कौशल्य असलेले देश कामच्या आहानानाच्या आणि जगाच्या संधीना अर्थव्यवस्थेचे समायोजित करतात. भारत ‘जागरूक आर्थिकवस्था’ बनवण्याचा दिशेनेत प्रगती करत असलाची या कौशल्य वाढीवर तलकं केलेल्या करणे अध्यक्ष आहेत.

विद्यार्थ्याला कौशल्य विकास कार्यस्थल देयताना ल्याच्या पायाच्या सुविधाशी गुणवत्ता आधारणासाठी आणि कौशल्य वितरण पदतोनुसार ल्याच्या गरजना पूर्ण करणे आवश्यक आहे. साधारण शैक्षणिक विकार्य स्थितित ही तरणांच्या नोकरी करता, वेतनांनी कौशल्य प्रमिळत नाही या रोजमरीच्या संजीवनातूनला खुलेय असतात.

सेवा-अंतर्गत सेवा आवश्यक आहे. परंतु आज विद्यार्थ्यांत म्हणजेच सूचारणांनी संधी उपलब्ध नाही. एवढण्याचे कौशल्ये विद्यार्थ्यांच्या स्थिततेने प्रशिक्षित करण्यासाठी अनुभवी आणि पात्र शिक्षकांची कमतरता आहे.

• कौशल्याधिक शिक्षणाचे महत्व:

शिक्षणातून नोकरी व उद्योगक्षेत्रातील वाढीस लागणे हे शिक्षणाचे खरे यश असते. बदलतो तात्कालिक फक्त पारंपारिक शिक्षण हे विद्यार्थ्यांच्या स्थितीकृत विकास व ल्यांच्यांच्या भांडी जीवन सुलभ करण्यास उपयोगी पडणे नाही. ल्याच्याच्या कौशल्याच्या आधाराने शिक्षणात अन्वेषणासाठी महत्त्व प्राप्त झाले आहे. नियमित अभ्यासक्रमावरून विद्यार्थ्यांना वेगवेगळ्या कौशल्याच्या आत्मसात केली तर त्याचा निर्भरतत हाहाकार होतो. राष्ट्रीय व राज्य पातळीवर वाढीचा योगदान द्वारे वेदना सरकारी अनेक कौशल्याचे आधारित अभ्यासक्रम उत्तर केले आहेत. पुढील दोन-तीन वर्ष अभ्यासक्रमात मोठी वाढ होऊन विद्यार्थी कौशल्याच्या आधारित अभ्यासक्रम पूर्ण करताना व ल्याच्या स्थिततेने विद्यार्थ्यांनी नोकरीसाठी व उद्योगकंपनी फायदा होईल.

कौशल्य आणि ज्ञान हे देशातून आधिक बाहींच्या आणि सामाजिक विकासाच्या प्रकट शक्ती आहेत. भारतासारख्या लोकसंस्कृतेचे वेगाने वाढणाऱ्या अर्थव्यवस्थेत करून जात येणाऱ्या कौशल्याची कमतरता असून दुसऱ्याकडे लोकसंस्कृतेचा एक मोठा वर्ग असा आहे की ज्ञाच्याकडे ढोकी किंवा अधिवासीला नोकरीस्वरूपक प्रशिक्षण करू नाहीत. शैक्षणिक पातळासह, बदलता कार्यकर्ता सामना करण्यासाठी आणि कौशल्य तंत्रज्ञानाचा आहानाना तोड देशाच्या स्थान असलेल्या गतीशील आणि उद्योगकंपनी तरणांना तयार करणे आवश्यक आहे. संबंधीत नियमांनी उपेक्षित शैक्षणिक पातळासह योजना आणि कौशल्याच्या वळणाऑडे रोजगार शक्तेचा दृष्टीकोणातून पाहत आहे.

कौशल्याच्या विकासार्थून कार्यकर्त्यांचे कौशल्य एक महत्त्वाचे वैशिष्ट्य आहे. कौशल्य विकासासाठी व्यक्तितून सक्रिय आणि सामाजिक रिव्यूलेट्या आणि मूल्यवान सुधारण्य करण्यासाठी एक साहचर्य महत्त्व पाहिजे जाणे शकते. ज्या वेदनामध्ये उच्च आणि उच्चतम कौशल्य आहेत ते जागतिककरणाची आखणे आणि संविधी प्रभावीपणे जुळून घेऊ शकतात.
कौशल्य विकाससाधी आवश्यक मुद्दे:

शिक्षणात समाचार राष्ट्रीय व्यवस्थेत युवाना रोजगारांच्या संबंधीत शिक्षण देशावर भर दिला जात नाही. आज भारतीय कामगार बजार मे मोठे विभाग कालबाळ कौशल्य आहे. वर्तमान आणि अंतर्देशिक आर्थिक वाढीसह हे आत्मन केवळ वाढण्यासाठी आहे. कारण ७५ टक्के पेश्चा अधिक नवीन नोक्टांमध्ये 'कौशल्य आधारित' होणाऱ्या अपेक्षा आहे.

एक कार्यक्रम शिक्षण विकास मोडल तयार करण्यासाठी फ्रेमवर्क मध्ये खालील गोष्टी चालवावा असावा. उपलब्धता २०२२ वर्षात लक्षित कौशल्य गरण्यासाठी फाजिल चार दशकपेक्षा अधिक वर्षांची क्षमता सुधारीत करणे आवश्यक आहे. आवश्यक कौशल्य उपलब्ध करून देशातील विद्यार्थी आणि श्रमिक बाजारांच्या गर्नेकरून तस्थ केंद्रित करणे ही एक महत्वपूर्ण बाब आहे.

भारतातील मोठ्या भौगोलिक क्षेत्रात, कौशल्य प्रदेश आणि सामाजिक आर्थिक परिस्थितीमुळे विविध कौशल्य आधारित प्रशिक्षणाची सुलभता मोठे आहात होते.

अनोपचारिक क्षेत्रावर लक्ष केंद्रित करणे आवश्यक आहे. जेणेकरुन लोक आणि आंतरराष्ट्रीय पद्धती संस्थां यांच्यावर ध्येय असलेल्या जोडीवर्त पोहोचलेल्या जुन्युमात्र देखील वापरणे आवश्यक आहे. ज्या लोकांना कौशल्य मिळविव्यायिक करती यंना चुकावून चुकावून संबंधी अनेक व्यवस्था कौशल्यांशी जोडण्यासाठी राष्ट्रीय विभागांच्या जोडण्यासाठी प्रशिक्षणापूर्व राष्ट्रीय क्षेत्राकडे आणि लिङ्गालूट बदलतांना सक्षम बनविलेला.

संदर्भ:
Dailyhunt.in
Maharashtra times
An ability, that has been acquired by training, is the ability to do something well (www.Dictionary.com).

The ability coming from one's knowledge practice, aptitude etc. to do something well.
WHO ने खातानिम्नप्रमाणे जीवन कोषाल्याचे वर्गीकरण केले आहे:

1) स्थलाग्रुपी 2) सहायतापूर्वी 3) समस्या निराकरण 4) निगम क्षमता 5) प्रभावी संप्रेषण 6) चिकित्सक विचार प्रक्रिया
7) सुधारक लेखाची संभाजना 8) अत्यंत व्यक्ती संचार 9) भावनाचे समायोजन 10) तात्त्विक व्यक्ती समायोजन.

व्यक्तिमत निमित्तीय आवश्यक कोषाल्ये

1) लेखानिर्माण 2) समायोजन क्षमता 3) प्राध्यात्मक ढंगानिर्माण क्षमता 4) स्वास्थ्य संचालन कार्याचे कोषाल्ये 5) सांस्कृतिक भित्ती संचालन कार्याचे कोषाल्ये 6) स्वास्थ्य क्षमता 7) उत्पादन कोषाल्ये 8) नेतृत्व गुण विकसनाचे कोषाल्ये 9) जबाबदारी व कृती कार्याचे कोषाल्ये

चांगल्या मानवी आंतरसंबंधातील आवश्यक कोषाल्ये

1) नेतृत्व 2) कार्यरती 3) समन्वय 4) संप्रेषण

माहिती तंत्रज्ञान विषयक कोषाल्ये

1) छायापत्र संसाधनाचे संघर्ष निर्माण 2) डिजिटल स्पोर्ट तंत्रज्ञान निर्माण 3) ब्लॉग्स (Blogs) कोषाल्ये 4) WIKIS वापरणाचे कोषाल्ये 5) सामाजिक आकलन संग्रह दर्ज करणारी कोषाल्ये 6) ऑनलाइन समूहात सामील होणारी कोषाल्ये 7) डिजिटल माहितीय विभाग वेबसाइट कार्याचे कोषाल्ये 10) ऑनलाइन आयुष्मान विकसनाचे कोषाल्ये
माहितीचे विश्लेषण
प्रस्तुत संस्थानात प्रस्तावनेतील द्वारा मिश्रणपद्धती माहितीचे विश्लेषण पुढीलप्रमाणे.

<table>
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<th>अ.नं.</th>
<th>माहिती प्ररूपाने विचित्र प्रश्नावर उत्तराचे प्रश्न</th>
<th>हाय</th>
<th>टॅक्स</th>
<th>नाही</th>
<th>टॅक्स</th>
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<td>1)</td>
<td>तंत्रज्ञानात सहाय्यने चापेल स्वतंत्र उपयोग करणाऱ्याचे कॉलेक्ट आहेत का?</td>
<td>95</td>
<td>95%</td>
<td>10</td>
<td>10%</td>
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<td>2)</td>
<td>डिजिटल स्वतंत्र उपयोग करणाऱ्याचे कॉलेक्ट आहेत का?</td>
<td>90</td>
<td>90%</td>
<td>10</td>
<td>10%</td>
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<td>3)</td>
<td>आपण (BLOGS) व्यापक लिखाण करता का?</td>
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<td>100</td>
<td>90%</td>
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<td>4)</td>
<td>आपण (WIKIS) व्यापक लिखाण करता का?</td>
<td>30</td>
<td>25%</td>
<td>90</td>
<td>75%</td>
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<td>आपण विभिन्न कोर्सफिशिंग करता का?</td>
<td>5</td>
<td>5%</td>
<td>195</td>
<td>95%</td>
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<td>6)</td>
<td>आपण चॅंटिंग करता का?</td>
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<td>90%</td>
<td>10</td>
<td>10%</td>
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<td>7)</td>
<td>आपण सेशन इंटरनेट चा वापर करता का?</td>
<td>80</td>
<td>80%</td>
<td>20</td>
<td>20%</td>
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<td>8)</td>
<td>आपण ऑनलाईन समस्या सापेक्ष आहेत का?</td>
<td>100</td>
<td>100%</td>
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<td>9)</td>
<td>आपण डिजिटल माहितीची देण्याचा ध्वनी करता का?</td>
<td>10</td>
<td>10%</td>
<td>110</td>
<td>90%</td>
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निरीक्षण:
1) तंत्रज्ञानाचे सहाय्यने चापेल स्वतंत्र उपयोग करणाऱ्याचे कॉलेक्ट 92 टक्के विद्याध्यायांमध्ये आहे.
2) 95 टक्के विद्याध्यायी डिजिटल स्वतंत्र उपयोग करतात.
3) 90 टक्के विद्याध्यायी व्यापक लिखाण करतात.
4) 25 टक्के विद्याध्यायी WIKIS चा वापर करतात.
5) विभिन्न कोर्सफिशिंग करणाऱ्याचे कॉलेक्ट 195 टक्के विद्याध्यायांमध्ये आहे.
6) 90 टक्के विद्याध्यायी चॅंटिंग करतात.
7) 80 टक्के विद्याध्यायी सेशन इंटरनेट चा वापर करतात.
8) 100 टक्के विद्याध्यायी ऑनलाईन समस्या सापेक्ष आहेत.
9) 110 टक्के विद्याध्यायी डिजिटल माहितीची देण्याचा ध्वनी करतात.
10) 110 टक्के विद्याध्यायी ऑनलाईन आशावाचे विकसन करतात.

निफक्ष
माहितीचे विश्लेषणातून भिंडलेले निफक्ष पुढीलप्रमाणे
1) Blogs लिखाण, Wikis चा वापर, विभिन्न कोर्सफिशिंग व ऑनलाईन आशावाचे विकसन कॉलेक्ट अवगत असणाऱ्या विद्याध्यायांमध्ये अत्यंत अत्यंत आहे.
2) डिजिटल स्वतंत्र उपयोग, सेशन इंटरनेट व ही कॉलेक्ट अवगत असणाऱ्या विद्याध्यायांमध्ये मध्यम आहे.
3) तंत्रज्ञानाचे सहाय्यने चापेल स्वतंत्र उपयोग करणे, डिजिटल माहितीची देण्याचा ध्वनी, ऑनलाईन समस्या सापेक्ष होणे ही कॉलेक्ट अवगत असणाऱ्या विद्याध्यायांमध्ये नासत आहे.

समारोह
कॉलेक्ट विकसन एकविस्तार माहितीची शक्तीतील प्रगतीचे मध्यम आहे. कॉलेक्ट विकसन हे मानसिक, भावनिक, शारीरिक पाठवीर असणे घडते आहे. आज तंत्रज्ञानाचे संसारात एकजोडले तत्त्वात्मीक कॉलेक्टाच भर दिला जातो, पण भावनांचे निर्विरोध, मानसिक आशीर्वाद यासाठी अथवा क्षणतिस्थळांना विकसन शारीरिक कृती कॉलेक्टाच प्रभाव पावू शकते. व्यवसायमयता परिपूर्णता वेधावती, जीवनसाठी तयारी होण्यासाठी आपल्यांचे कॉलेक्टांना विकसन होणे हे तंत्रज्ञान महत्त्वाचे आहे. या कॉलेक्टांचे विविध माहितीचे संगमांजुळे आजवरीही महाविद्यालयात युवक-युवती योजने, एकविस्तार माहितीची शक्तीतील प्रगतीचे मध्यम आहे.
संदर्भ :  
1) कापेरे आ. वि. (२००९) शैक्षणिक व्यवस्थापन, कोल्हापूर फडके प्रकाशन  
2) कुलकण्ठी, कामत (१९९४) शैक्षणिक तंत्रज्ञान ऑल इंडिया असोसिएशन ऑफ एज्युकेशन टेक्नॉलॉजी, मुंबई  
3) संप्रे, पार्टियल (२००९) शिक्षणातील विचार प्रवाह, कोल्हापूर फडके प्रकाशन
कर्णविधि विद्याध्याय उच्चशिक्षणातील कौशल्य विकासाध्याय आज्ञाने व संधी

सो. स्वती प्रकाश सवालके (पाटोडे)

एम.ए.एम.एड(एच.आय), सेंट (शिक्षणशास्त्र), साइड लंचेज तत्त्व.

पी.एच.डी. (Appeared) सातवादी सेवा पुणे विद्यापीठ, पुणे.

सहायक प्राध्यापिका - सो. आर. रामायणन कर्णविधि कला व वाणिज्य महाविद्यालय, टिगरनगर, पुणे - 15

अंग्रे व्यक्ती समान हक्क समान संस्कृति व संपूर्ण सहभाग या कार्याद्युनसार "ज्या व्यक्तीया चांगल्या कानाचा व्यक्तित्वाने 60 db किंवा त्यापेक्षा अधिक अण्वी आहे त्या व्यक्तीचा श्रवणात्मक विशिष्टता किंवा कर्णविधि असे संबंधित.

महाराष्ट्रात कर्णविधिरंगाच्या अनुपुक्त व विवाहानुपुक्त मिळून ४०० पयात विशेष शाळा कार्यरत आहे. त्यापेक्षा तयार ३० शाळांमधून सध्या १० वी पर्यंतचे वर्ग चालवलेले जातात. याशिष्याचे माध्यमिक शाळांमध्ये समावेशित शिक्षण ३५ जिल्ह्यांतून कार्यरत आहे. भारतीय विद्यालय व १५ ने.  विद्यालय विश्वविद्यालय हे या दोनी महाविद्यालय शिक्षणाच्या २५ व्या वर्षात २०१५ या वर्षातील संख्या ४०० आहे. यापेक्षी किती विद्यार्थी महाविद्यालयातील शिक्षणाच्या जातात याचा दोबधमानाने आधारावर अधिक तरी विविध निमित्त येते की, यांत्रिक शाळात महाराष्ट्रात नागणून येते किंवा महाविद्यालय कार्यरत आहे. त्यासोबत किंवा महाविद्यालय पुढे येते सन २०१४ पासून चालू झालेल्या आहे. या दोनी महाविद्यालयातील मिळून लाभार्थीही संख्या सामान्य २०० आहे. याशिष्याचे माहिती येते एक समावेशित शिक्षणाचे माध्यमिक व उच्चमाध्यमिक विद्यालय आहे. येथे सुमारे १०० कर्णविधि विद्यार्थी II. १२ वी पर्यंतचे शिक्षण येते आहे. मात्र, याहील शिक्षणासोबत एकत्री विषयाने उच्च महाविद्यालय कार्यरत नाही. त्यामुळे अंदाजे ५० टक्के कर्णविधि विद्याध्यायी गठनी दरवर्षी होते.

दिवांग राष्ट्रीय रोजगार उपलब्ध केंद्र संबंधी आहमाल २००५ अनुसार असे निर्देशनास आले आहे की, त्या कोणी कर्णविधि असलेल्या उपदरार्थी रोजगारासाठी झालेली नोंदणी ०.२ % होती. देशातील ९२ संसारमध्ये कॉलेज (Main Strem Colleges) येतील ३८ कर्णविधि विद्यार्थींनी रोजगारासाठी नोंदणी केली होती. याचार असे अखून केले की विषयाचा शाळा व समावेशित शिक्षणाचे शिक्षण घेतलेल्या संरचना विद्यार्थ्यांचे स्थानांतरण उच्चशिक्षणाच्या होत नाही. याचे कारण अपूर्ण शैक्षणिक सुविधा, समावेश, अस्पताल, आयुर्विक, व्यापारकृत कौशल्य विकासाचा अभाव, उदाहरणार्थ अकृतीच्या वातावरण, उच्चशिक्षणाचा व्यवस्थापन अभाव, सांकेतिक भाषाविद्या शिक्षणाचा अभाव, इत्यादी.

केंद्रीय सामाजिक न्याय विभागाने २४.८.२०१४ रोजी एक शासन निर्णयावरे प्रकटन करून देशामध्ये प्रायोगिक तत्त्वात्मक पूर्व, परिसर, विद्यालय, उपर व मध्य भारत वा पाया त्यानुसार कर्णविधिरंगाची मान्यता संवादारेंगांचा सांकेतिक भाष्यामूळ्य कौशल्य आहे तर उच्च शिक्षण देखील शिक्षण महाविद्यालयांची स्थापना करूनचे आदेश दिले गेले होते. यासाठी रुपये २० कोटी निधीची तरतूदी केलेली होती. पूर्व आवागमन वा माध्यम महाराष्ट्रात तरी एकच असा प्रायोगिक कॉलेज सुरू आलेले नाही.

संशोधिकांनी तितक्या कर्णविधि क्षेत्रातील १८ वाच्यांची अनुष्ठानसाठी कर्णविधि विद्याध्यायी समस्या जवळजवळ पाहून त्यांच्या उच्चशिक्षणातील कौशल्य विकासातील असराची आज्ञा व संघीया विस्तृत चर्चा प्रस्तुत अभ्यस्माधे केली आहे.

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TRANSFORMATION OF SOCIETY THROUGH SOCIAL MEDIA

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Abstract - Man is a social animal and changing nature of society with continuous transformation takes place with the diffusion of innovations. In digital era where social media is dominant and peoples are influenced by emerging trends of technology the process of social transformation is fast. In this process socialization of individual is declined. Fact is we can’t leave without digital devices because it is a part of our daily routine. Social media not only impact on individual life but on education field also. It is negative transformation or positive transformation in society.

Key Words - Society, Social media, Transformation, Digitization.

Introduction - The honor of the Godfather of social media goes to Tom Truscott and Jim Ellis in 1979, invented the world first user net system. Now we experiencing traditional nature of society is completely change. Social media is highly influencing on each and every sector of society. Social stratification from lower to higher level is addicted by social media. Now a days we cant imagine Man without Mobile, like we always say Man is a social animal likewise now we can say man is a mobile animal. Social media empower ordinary people within just few years because of communication, networking and mobilization through mass media. Now scenario of society is completely changed. In developing country like India social media act as an equalizer and it helps to bring access to information to anyone in educational service.

- Today different types of social media

Dedicated to Information exchange

Social networking - Facebook, LinkedIn and Google+
Microblogging - Twitter
Photo Sharing - Instagram, Snapchat, Pinterest
Video Sharing - YouTube, Facebook

Twitter, Quora
Google, Instagram
WhatsApp, Facebook
Pinterest, YouTube
Social Media transfer culture in society. Now a days diverse nature of society similarly diverse nature of social media are seen. Because of exposer of diversity through social media peoples are learn more from each other. Social media is boon or curse. It is a controversial topic today. Many people’s feels that social media destroyed human interaction and has also affects on human relationship and some people feel that it is a blessings that we can connected each other. World in our hand. It means social media is two sides of one coin and in between society. In digitalized world learners are responsive. The responsive learning is meaningful when we coordinate and integrate their academic, emotional and skill to create suitable environment. It means while using social media we must adopt Mahatma Gandhiji’s education system ie, Head,Heart and Hand. How wisely and efficiently users of social media generate through education.

Learning Scenario-In the world of social media learning scenario is change. Traditional learners are converted into mobilized learner. It is called E-Learner. But the question is arise, Are they responsive toward social media? Are they responsible toward social media? And Are they resilient towards social media? Today urgent need to provide responsive quality education and in technical era it is a challenging task for policy maker and educationist. To provide them learner centric, flexible and personalized learning environment we have to use student’s cultural knowledge, their experience and their strength to make learning more effective. Social media is flexible everyday it is transfer in society in new form. We need to focus amount of change and type of change along with nature of society. Kurt Lewin ideas of individual change were in three steps ie Unfreeze, Change and Refreeze. Unfreezing is the initial part of individual change. In this individual try to learn and adjust themselves in change and individual change where he learn new change and process to effect the change. Refreezing is the adjustment period and becoming comfortable and hay with change, According to Lewin idea some learners are unfreeze and some are refreeze to face social media.

Today we are living in SMS world(Social Media+Society).Both are influencing one another by two ways positive and negative. Social growth is possible because of social media. Access of huge information gaining the knowledge and create knowledge driven society. At the educational point of view many progressive technological trends are available to make education system better and better way. In 2005 y-tube, in 2006 face book and twitter and today tremendous emerging trends of social media like short video and storytelling that facilitates new creation, sharing of ideas information and other expression is easy for everyone. It has become integral part of peoples live. It is a positive transformation of social media.

In socialization process we expect every individual must be social but think are you socialized person in the world of social media? Name is social but socialization of individual is less. We can all admit it, we have been a room or any social place where full of people with us but they haven’t said any single word to anyone. We have been on our phones, checking messages or playing games. When friends meet after long gap all have been engaged with their phone without any conversation. This is the picture of society. It is a negative transformation of social media. Social media is a great tool to connect with others but some limitations to this.

Users of social media-No doubt the negative transformation of social media in society but popularity and users numbers is increasing day by day. According to Global Digital Report 2018 include the number of internet users worldwide in 2018 is 4,021 billion, up 7% year on year. The number of social media users worldwide in 2018 is 3,196 billion. up 13% year on year and the number of mobile user in 2018 is 5,135 billion, up 4% year on year. In India most popular social media is what-ssapp and face book and increasing users in 2019 is 258.27 billion. In India social media usage especially in rural region has grown people using internet just to login to twitter and face book. As per the research of Symantec India is second largest in Cyber attacks through social media sites. 78% Indian users love to watch video content in their native languages. Age group 18-19 users of social media is 89% and 60% old people are active on social media.
Stages of social transformation. In the globalized world cultural changes are evident of social transformation. Social transformation is evidenced by these two concepts i.e. culture and globalization. Moral, laws, beliefs, tradition, customs, art related to culture while in globalization refer to the standardization of educational policies, ideas, trends, music and lifestyle around the world. In the process of transformation people are influenced from something and its impact on their lifestyle. For example in digitalization and technological innovations people are influenced from new devices, apps and various applications which is provided by multinational, international companies and its impact on their daily lifestyle and nature of work.

Social transformation

Influence

Impact

Digital Transformation

A massive adoption of digital technology means digitization in which people use technology, process, and share among them. Telecommunication technology adopted which allow the remote access of information. The Internet and its corresponding platform are widespread in society. Advanced technology with diffusion of innovation is influenced and highly impacted on community people. Digital transformation takes place with social transformation through social media. Increasing number of mobile users day by day and it has seen every sector of society. It means impact on all social stratification. It is positive transformation or negative transformation but peoples are habitual and socialized to use digital technology.

Conclusion- Social Media and its emerging trend impact on individual and society we can not use social media to impress other but make habitual to use proper and discipline manner.

Vision without Actions
is just a dream.

Action without vision
is passing time

Action with vision can
change the world

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HIGHER EDUCATION OF SKILL DEVELOPMENT IN URBAN AND RURAL REGION

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Abstract:
In this paper we discuss about education of skillfulness of circumference in urban and rural region. Today education skill of ability is far bigger a challenge than entrepreneurship. Education can teach as forbearance and tolerance. But training creates assets. Both of these build us to form as knowledge and skills to increase over capacity of manpower. So skillful management of the intellectual capital could be the driver for growth and is imperative for Indian economy.

Keywords: Higher education. Financial, Skills, Primary Data, Secondary Data.

Subject classification: 97B40, 01A61, 91G80, 97R50.

1. Introduction
Higher Education appearing in many sense of applications but in general sense we discuss the foundation of background for a balanced success are honesty, character, integrity, faith, love and loyalty these are basic behavior to necessarily learning. A frequently come to gain to learning in which the knowledge, skills, interaction, ethic, enthusiasm and habits of a group. We able to contribute knowledge are transferred from one generation to the next through teaching, training, or research. It is really a means to discover new things which we don't know about and increase our knowledge.

Education is also regarded as one that contributes to social, political and cultural and economic transformation of a country. The social sector of a country, namely, health, rural development, education and employment generation has assumed great significance in the new economic regime. An increase in the human development index would lead to high levels of economic growth of the country. Adam Smith (1776) pointed out that a “man educated at the expense of much challenge and time may be compared to one of those expensive machines” (Smith). In many case we seen as classical economists observed that expenditure on education could be regarded as a form of investments that promised future benefits. The strength of a nation is dependent on its intellectual and skillful citizens. It can be observed that education is an essential tool for achieving sustainability. In governments colleges around the world have drawn upon human capital theory (Becker 1975) in the formulation of policy in respect of higher education.

But education is not manage your finances it show to learning how manage your money will help ensure your financial stability over times regardless of your income. Review your bank statements often and notice where you spend money. Mostly of all recent graduate colleges maintaining finance through online banking and it is also security.

1.1 The overview of higher education.
Education is recognized as one of the critical elements of the national development effort and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society of the 21st century. The Indian education system has conquered a strong position in international circuit. India is today recognized as a world centre for higher education amongst foreign students as the country has an unparalleled variety of academic courses. The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education
consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending on the stream of graduation it can take three to five years. Postgraduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various an educational institutes also remains open.

1.2 What is Skill Development?
“A set of global, mobilities, and sagesness and that all quantities are participants should possess to ensure they have the capability of being effective in the employment – to the benefit of themselves, their unification and board mind in high technology”. The UK Commission for Employment and Skills (UKCES, 2009a) It is the capability to move self-sufficiently within the education societal to realize potential through sustainable employment.

Educability in perspective of fresh graduate is viewed as the ability of a person to get a job according to his /her educational standard (Wickramasinghe, & Perera, 2010).

2. Objective and Research Methodology
- To study the level of high education among the degree students of urban and rural Universities.
- To study the confined to selected colleges of urban and rural region, which is the hub for large number of educational institutes.
- To identify the attributes looked upon by the IT companies in fresh degree Graduates.
- To study the level of differences in the skills expected and actual observed among degree students.
- To identify the specific steps taken by the institutes of urban and rural to inculcate educability skills among the students.

3. Hypothesis
H1: There is no significant difference between mean scores of various high education for urban and rural.
H1: There is significant difference between mean scores of various high educations for urban and rural.
H2: There is no significant difference between expected and actual levels of high education perceived among degree students
H2: There is significant difference between expected and actual levels of high education perceived among degree students
H3: There is no association between Ville and the initiatives taken by institutes to enhance the educability of students
H3: There is association between Ville and the initiatives taken by institutes to enhance the educability of students

4. Research Methodology
The study concentrated on information collected from both Primary and Secondary sources.

4.1 Data Description
Secondary Data: Secondary data was collected from different news magazine, dairy, journals in order to understand the views of corporate recruiters on the quality of degree being graduated.
Also information on degree Syllabi, the curriculum pattern and UGC (the university body committee) policy pertaining to degree studies was collected from their respective websites. A detailed literature review was conducted from all the available material.
Primary Data: After the identification of gaps and finalization of research objectives a questionnaire was prepared and a 421 government & 321 private degree study was conducted as part of the Primary Data collection. It included the final year degree Students, Academic of degree colleges and IT Company recruiters as the respondents.

The survey of degree Students and Academicians was done from selected colleges of urban and rural region.

5. Higher Education in urban and rural region.

5.1 Overview of Education.

When we overview of higher education of degree students in urban and rural region lot of differences like cultural, languages, attitude, communication, techniques etc. First we refer urban degree student there doesn’t have anything to do with the boundaries of incorporated places. Some territory inside an incorporated city or town can be rural instead of urban. The population and housing units are wide, we can’t guide particular. Urban territory can be unincorporated. In rural degree student have boundary of incorporated places. Rural territory can be inside or outside city limits.

Unlike rural areas, urban settlements are defined by their advanced civic amenities, opportunities for education, facilities for transport, business and social interaction and overall better standard of living. Socio-cultural statistics are usually based on an urban population.

While rural settlements are based more on natural resources and events, the urban population receives the benefits of man’s advancements in the areas of science and technology and is not nature-dependent for its day to day functions. For example. Businesses stay open late into the evenings in urban areas while, sunset in rural areas means the day is virtually over.

The quick movement in one side of this is that rural areas do not have pollution or traffic problems that beset regular urban areas. Many higher educations of governments, though focusing on the development of rural areas, have also tried to ‘protect’ these areas as preservation of their country’s basic culture and traditions.

Urban areas are also classified according to land use and density of population. But this can vary from developed countries to developing countries. For example, in Australia, urban cities must include at least a 1,000 residents with 200 or more people per square kilometer while in Canada, an urban area is defined with a density of 400 people per square kilometer In China, the density requirement for an urban area is about 1,500 people per square kilometer Statistically, two urban areas with less than two kilometers between them are considered one urban zone.

In fact, urban and rural are delineated independently of any other geographic entity. That is, cities, towns, census tracts, counties, metropolitan areas, and the territory outside metropolitan areas often are split between urban and rural territory. The population and housing units in these geographic units often are partly classified as urban and partly classified as rural. Between these classification region are effective of industrial growth are increase. Our concentration was an increasing specialization in the duties of the directing minds. This is turning resulted in the development of education opportunities for trained degrees.

6. Conclusion

The term educability is role of human resources, in terms of quality and quantity, are India’s biggest assets. However, to capitalize fully on this opportunity and not face the possibility of a skills-shortage, it is essential to gear up the education system through innovative initiatives. Higher educability was thing as two greatest concerns of employers today are finding good workers and training them. While employers would prefer to hire people who are trained and ready to go to work, they are usually not willing to provide the specialized, job-specific training necessary for those lacking such skills. The difference between the skills needed on the job and
those possessed by applicants, sometimes called the skills-gap, is of real concern to human resource managers and business owners looking to hire competent employees. The term higher educability “signals a connection to the world of work that is dynamic and long-term in nature”. In the wake of rapid growth in higher education and increased competition, graduates are forced to equip themselves with more than just the academic skills traditionally represented by a subject discipline and a class of degree. Emphasis has shifted from learning and acquiring skills to passing the examination.

References:

10. Employability in perspective of fresh graduate is viewed as the ability of a person to get a job according to his/her educational standard (Wickramasinghe, & Perera, 2010).
प्रताप तल्ल्जान केंद्राया तात्विक विचारांचा अभ्यास

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प्रस्तावना:
प्रताप तल्ल्जान केंद्राया केंद्र महाराष्ट्र पचल नवीन तात्विक विचारांचा अभ्यास कठोरते आहेत. खांडुसारीक चोकप च्या रांडगुर उद्योगवती केल्यांनाऱ्या अभ्यासाचा असंगीत आला. तल्ल्जान नेकेतलाने तात्विक विचारांची असंगीत आली. वर्णितस्थान विश्लेषणात व्यक्तीती अभ्यासाची फलाची असंगीत दर्ज निःशुल्क मांडलेले आहेत. तात्विक विचारांची यादी व माहिती घेणे उद्देश्यानुसार अभ्यास करून निःशुल्क मांडलेले आहेत. तात्विक विचारांची कार्य मोलचे आहेत.

गर्ल —
प्रताप रोड्ज यांचा म्हणे भारतीय तल्ल्जानाचा प्रताप व प्रसार चाचा, पारंत्यत्त अस्तेल्या आपल्या देशातील सांत रोड्जे, विचारां उद्योगवती नेतुत्व करणाऱ्या युवक अभ्यासाचा व संस्थेतून शिक्षण तत्त्व काचवे व यांनी देशात, जनतेला भारतीय तल्ल्जानाची ओठ्यां करून दिली.

महल —
1. प्रताप तल्ल्जान केंद्राचे तल्ल्जानाचा तुल्यानुसार अभ्यास तर तात्विक अभ्यासाचा उपयुक्त किंवा मार्गदर्शक ठरून.
2. प्रताप तल्ल्जान केंद्राचे प्रसिद्ध होणार — प्रौद्योगिक, पुरस्कार, लेख इ. साहित्यातून नवीन अभ्यासकांना प्रेणाम मिळेल.

सार्वज्ञानीय:
तात्विक विचारांचा अभ्यास तात्विक विचारांची असंगीत आली. तात्विक विचारांची असंगीत आली. वर्णितस्थान विश्लेषणात व्यक्तीती अभ्यासाची फलाची असंगीत दर्ज निःशुल्क मांडलेले आहेत. तात्विक विचारांची यादी व माहिती घेणे उद्देश्यानुसार अभ्यास करून निःशुल्क मांडलेले आहेत. तात्विक विचारांची कार्य मोलचे आहेत.

प्राप्त: —
प्रताप रोड्ज यांनी म्हणे भारतीय तल्ल्जानाचा प्रताप व प्रसार चाचा, पारंत्यत्त अस्तेल्या आपल्या देशातील सांत रोड्जे, विचारां उद्योगवती नेतुत्व करणाऱ्या युवक अभ्यासाचा व संस्थेतून शिक्षण तत्त्व काचवे व यांनी देशात, जनतेला भारतीय तल्ल्जानाची ओठ्यां करून दिली.

महल —
1. प्रताप तल्ल्जान केंद्राचे तल्ल्जानाचा तुल्यानुसार अभ्यास तर तात्विक अभ्यासाचा उपयुक्त किंवा मार्गदर्शक ठरून.
2. प्रताप तल्ल्जान केंद्राचे प्रसिद्ध होणार — प्रौद्योगिक, पुरस्कार, लेख इ. साहित्यातून नवीन अभ्यासकांना प्रेणाम मिळेल.

कार्यात्मक व्याख्या :-
प्रताप तल्ल्जान केंद्राचे तात्विक विचार — प्रताप तल्ल्जान केंद्रातून अनेक विद्वान व अभ्यास काचवे तत्त्वेके स्तरातून प्रसिद्ध होणार — या साहित्यातून तात्विक विचार अभ्यासकांना उपयुक्त आहेत.

गृहीतके :-
1. प्रताप तल्ल्जान केंद्राया तात्विक विचारांचा अभ्यास करणावस्थेत थांबत आहेत.
2. प्रताप तल्ल्जान केंद्र हे उत्तर महाराष्ट्र विश्वविद्यालयाचे प्रताप तल्ल्जान व संस्थेतून केंद्रा महृदून कार्य करत आहेत.

उद्देश्य संपूर्णता —
1. प्रताप तल्ल्जान केंद्राया तात्विक विचारांची यादी करणे.
2. प्रताप तल्ल्जान केंद्राया तात्विक विचारांची माहिती घेणे.
संशोधन पद्ताल:

प्रस्तुत संशोधनसाठी गणनात्मक विश्लेषण दृष्टीकोण बांधुल्य असून वर्णनात्मक संशोधनान्तर्गत व्यक्ती अभ्यास पद्तालील दस्तऐत्तिक विश्लेषण पद्तालचा बांध व्यक्तयांत आला आहे.

नवनॉर्म नियत:

प्राध्यात्मिक व दुरुपयोग स्थोतरांचा बांध व्यक्तयांत आला आहे.

परिस्थिती:

प्रस्तुत संशोधन हे केवळ प्रताप तत्त्वज्ञान केंद्राच्या प्रातीक कार्य व विचारांशी संबंधीत आहे.

विश्लेषण:

उद्देश्य क्रमांक १ नुसार:

१. तत्त्वज्ञान मंदिराची स्थापना.
२. तत्त्वज्ञान क्रंतीची घोषणा निर्धारण.
३. तत्त्वज्ञान क्रंतीचा विविध पुस्तके व वैमानिक प्रसिद्ध.
४. तत्त्वज्ञान क्रंतीचा स्फटिक वर्ग सुरु, एका वेळेत उलेजांतर्गत विद्यार्थी योजना.
५. भारतीय तत्त्वज्ञान परिस्थितीचे अधिवेशन.

उद्देश्य क्रमांक २ नुसार:

तत्त्वज्ञान मंदिर स्वाधीनसेवी तत्त्वज्ञान विचारचे दिशा आहे व आपल्याकडे तत्त्वज्ञान व्याख्यात शिक्षणाची नीती आहे.

हिंदी भाषेचा बांधकर तत्त्वज्ञान अभ्यासक महत्त्वाचा अभ्यास तत्त्वज्ञान एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार एकात्मक विचार


- तत्त्वज्ञान केंद्रामाफधं वैज्ञानिक प्रसिद्ध झालेले आहेत. त्यातून विविध लेख, विशेषणांक प्रसिद्ध झालेले आहेत. अभ्यासकांना आपले तात्विक विचार प्रसिद्ध करण्यासाठी स्वयंकुट्ट लेखांना बलिस्थ पोजनाची केलेली होती.

- वैज्ञानिकता तात्विक विचार प्रसिद्ध – तत्त्वज्ञान मंदिर या नावानुसार वैज्ञानिकता तात्विक लेख व माहिती प्रसिद्ध झालेली. १९९९ पासून २००२ पर्यंत वेबोग्ज्यांना विचाराचे खूंद व लेख प्रकाशित होते आहेत.

निष्कर्ष :-

1. प्रताप तत्त्वज्ञान केंद्रामाफधं तत्त्वज्ञान विषयातून तात्विक विचारांचा प्रसार करण्यात आला आहे.
2. प्रताप तत्त्वज्ञान केंद्रामाफधं तत्त्वज्ञानावर अभ्यासकांदर्शी तात्विक विचारांचा प्रसार व प्रसार करण्यात आला आहे.
3. प्रताप तत्त्वज्ञान केंद्रामाफधं प्रसिद्ध होणारे – हा पुलकातून तात्विक विचार माध्यमात आलेले आहेत.
4. प्रताप तत्त्वज्ञान केंद्रामाफधं विषय भाषामध्ये तात्विक विचार प्रसिद्ध करण्यात आले आहेत.
5. प्रताप तत्त्वज्ञान केंद्रामाफधं प्रसिद्ध होणारे – हा वैज्ञानिकतील लेख, विशेषणांक यातून तात्विक विचार प्रसिद्ध करण्यात आले आहेत.
6. तत्त्वज्ञान विषयक अधिवेशनातून विषय अभ्यासकांनी आपले तात्विक विचार मांडले आहेत.

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3. ऑर्ड.केदार एम. ब्रम्हें, (२०९८), तत्त्वविज्ञान, अंकरुद्ध प्रकाशन, पुणे.
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ROLE OF ICT AND CONSTRUCTIVIST DESIGN FOR TEACHING SKILL DEVELOPMENT

Dr. Kisan Jijaba Shinde, Associate Professor,

The Contest: Nowadays everybody knows that teaching learning process is more important than physical and learning process. Our central and state government accepted constructivist teaching learning approach since 2005. Psychologist and educationalist found that in teaching learning process behaviorism has some limitations. Various types of constructivism have emerged. Ernst points out that “there are as many varieties of constructivism as there are researchers.” He sees knowledge as being actively received either through the senses or by way of communication. The constructivist view argues that knowledge and reality do not have an objective or absolute value or, at least, that we have no way of knowing this reality.

Most significant psychologist Piaget was more concerned with Constructivism His academic work forms the basis for our current educational system. Children construct knowledge from their experiences. Vygotsky’s principles of Constructivism are as follows.

1. **Children construct their knowledge**
2. **Language plays a central role in mental development.**
3. **Development cannot be separated from its social context.**
4. **The learning is mediated.**
5. **Language is the mother of all mental tools.**

Need Addressed and the Context: The present research will create new attitude towards constructivism teaching among the student teacher, teacher educators of training colleges. Result of this research is useful for teacher educator to know the present situation of students learning and thinking process. It is also useful for secondary and primary teacher. Use of student centered methods, internet, Digital content, latest information technology like animations and videos make lessons rich and interesting.

Significance of Research: The present research will create new attitude towards mathematics among society, the educationalist, the college of education viz. D. Ed., B. Ed., M. Ed. The council of curriculum text book, teachers at different levels, professors, headmasters, principals and the education officers. So, progress in geometry and statistics is essential for the success in mathematics of student teacher. Present research is also useful for the guidance of how to teach various concepts in geometry and statistics.


Objective of the Practice: The main objectives of this programme are:

1. To enrich skill of content knowledge of geometry and statistics of mathematics student teachers of B. Ed. trainees.
2. To promote cooperative and self learning among mathematics student teachers with the help of Constructivist Learning Design.
3. To develop teaching skills, strategies of mathematics student teachers of B. Ed. trainees in teaching geometry and statistics.
4. To study the effectiveness of Constructivist Learning Design in relation to the achievement of the mathematics pedagogy related to learning of mathematics student teachers of B. Ed. trainees.

Scope and Limitations of Research: Scope: This study is related to all grantable Marathi medium B. Ed. colleges. Scope of present study research is bound to how to teach geometry and statistics at secondary level.
Present research study makes contribution to all secondary and higher secondary schools of Marathi as well as other medium schools.

**Limitations:** Only Marathi medium and grantable B. Ed. College shall be selected in the present research study.

The curriculum is limited only for the syllabus of B. Ed. Sem. –III of Solapur University, Course-10: Pedagogy of Mathematics (Part – II) Unit-IV

**Description of the Constructivist Learning Design:** For present research, researcher has selected 5 E’s Constructivist Learning Design.

This Constructivist Learning Design has following five phases.

1. **Engage:** This phase of the 5 E’s starts the process. An "engage" activity should do the following: Make connections between past and present learning experiences. Anticipate activities and focus students' thinking on the learning outcomes of current activities.

2. **Explore:** This phase of the 5 E's provides students with a common base of experiences. They identify and develop concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.

3. **Explain:** This phase of the 5 E's helps students explain the concepts they have been exploring. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

4. **Elaborate:** This phase of the 5 E's extends students' conceptual understanding and allows them to practice skills and behaviors.

5. **Evaluate:** This phase of the 5 E's encourages learners to assess their understanding and abilities and lets teachers evaluate students' understanding of key concepts and skill development.

**Description of the Practice:** Syllabus for Constructivist Learning Design


a) **Geometry:** A mathematical theorem - converse, inverse and contra positive, proofs and types of proofs, Polygons and Circles, Congruency and similarity of triangles, Co–ordinate Geometry, geometrical construction, Trigonometry.

b) **Statistics:** Tabulation and Graphical representation of Data, Measures of Central Tendency and Variability. Use of computer for data analysis and graphical representation.

For present innovative practices researcher has introduced the some concepts in Mathematics. Researcher had chosen various transaction modes like various methods and models used in mathematics, use of ICT, useful websites in mathematics, Peer Group discussion in a group, individual and group guidance, teaching aids workshops. Researcher had also facilitated mathematics student teacher in organization of mathematics fair, mathematics quiz, mathematics day celebration.

A schedule for the Constructivist Learning Design is prepared. Total 25 trainees are divided into six groups. Every group consists of 4-5 trainees and each group is assigned to a group leader who provides guidance with the help of teacher educator and ensures that the group follows the schedule. For Geometry teaching there are four groups and for statistics teaching there are two groups. All the syllabus of geometry and statistics of primary and secondary education are covered in the presentation of student teacher of mathematics.

There was arrangement of audio and video recording during all learning activities and also arrangement of presentations of group work through LCD Projector.
Geometry: Geometrical Construction (4) Theorems on congruency (5) Theorems on Similarity (4), Trigonometry (4), Co-ordinate Geometry(4),
Statistics (4): Graphical representation of Data (2) Measures of Central Tendency & Variability(2)

1. **Engage** – Student teachers are engaged in the lesson by asking questions and making predictions about various topics in geometry and statistics. Teacher educator has motivated student teacher to see relation between previous knowledge and the present knowledge of various topics at different standards and within subject also.

2. **Explore** – Student teachers make an illustration of demonstration and discuss with peers how vital role of teaching aids and questions plays in the teaching of geometry and statistics. Teacher educator has motivated student teacher for exploring information about their topic through internet, reference book.

3. **Explain** – Student teacher had explained the process of how to teach various topics in geometry and statistics by using various teaching aids and effective use of ICT.

4. **Elaborate** – Student teachers had organized group discussion on various topics in geometry and statistics and writes conclusions about the teaching learning processes.

5. **Evaluate** – The teacher educator has informally assess student teachers by asking questions and checking for a clear explanation of the topics in geometry and statistics in their teaching learning processes. The teacher educator has also assessed student teachers by mathematics quiz & by written test of 25 marks.

**Methods Of Research, Tools And Sampling**

**Research Method:** Many types of methods of research are used for researches in the field of education. Most of the educational researches are conducted using three methods. These three methods are: 1. Historical Method 2. Descriptive Method 3. Experimental Method.

**Selection of Method of Research:** The researcher has conducted present research works using descriptive and experimental method.

**Sampling:** For the present research, researcher has selected 25 student teacher of mathematics pedagogy of Dayanand college of education by using purposive sample type from non probable sampling method.

**Sample Schedule** (total 1 month)

1. Overview of syllabus, planning & Orientation of use of internet in teaching geometry and statistics.- 6 Periods
2. Introduction to various teaching methods with like analysis-synthesis, inductive-deductive experimental, group discussion, project, problem solving etc. - 10 Periods
3. Demonstration of various ICT skills(Use of websites, Preparation of PPT) by the teacher educator- 6 periods
5. Preparation of group discussion, presentation of group work, Preparation of the PowerPoint presentations – 1 week.
6. Preparation of group work by using Computer and LCD Projector in the classroom by the student teachers - Total 6 groups - 20 periods.
8. Feedback, Discussion Session and review - 5 periods.

**The Resources** : Resources required for implementing this best practice described as below:
Physical Resources: There are various reference books, journals, available in our college library. The college has created physical infrastructure like computers, furniture, Internet, LAN etc. We have one computer laboratory with 25 computers. College has provided camera, audio recorder, and laptop for the collection of information during data collection of teaching work.

Human Resources: Basically the student teachers are expected to initiate the use 5E’s Constructivist Learning Design. There was a teacher educator for the guidance of student teacher’s group work.

Tools for data collection: According to objectives of the research, the researcher has developed achievement test on teaching of geometry and statistics and observation schedule. Researcher has organized mathematics quiz on content knowledge of geometry and statistics.

Evaluation: The students are evaluated during group discussion, group presentation, by observation. Written test has been conducted after presentations which carries 20 marks. Evaluation of this practice of use of 5 E’s Constructivist Learning Design during the end of this practice, student teacher shares their experiences, feedback with the use of various techniques and internet resources.

Observations:
1. It is observed that content knowledge of geometry and statistic among student teachers of mathematics was increased with the help of Constructivist Learning Design.
2. B. Ed. trainee became aware of the importance of Constructivist Learning Design.
3. It is observed that teaching competencies among mathematics student teachers with the help of Constructivist Learning Design was increased.
4. It is observed that teaching skills of student teachers of mathematics was improved.
5. It is observed that teaching competencies among student teachers was increased with the help of Constructivist Learning Design.
6. It is observed that cooperative and self learning skills developed among mathematics student teachers with the help of Constructivist Learning Design.
6. It is inferred that Constructivist Learning Design is significantly effective. The result shows that achievement of learning in geometry and statistic was increased.

References
INNOVATIVE PRACTICES TO ENHANCE TEACHER EDUCATION

Dr. Suryawanshi S.K., Assistant Professor
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Introduction

The National Policy on Education (NPE 1986) and the subsequent Programme of Action (POA 1992) laid great stress on the quality of education at every level. Both the National Assessment and Accreditation Council (NAAC) and the National Council for Teacher Education (NCTE) are the outcome of the recommendations contained in the NPE and POA. While the enactment of the NCTE Act by the Parliament in 1993 marked the most purposeful and determined action taken at the National level to place teacher education at a high pedestal, the establishment of NAAC by the University Grants Commission (UGC) in 1994, signaled an equally lofty resolve in uplifting the quality of Higher Education.

In fulfillment of the provisions laid down in the NCTE Act 12(k) “to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions” and for quality assurance of Teacher Education Institutions (TEIs), the NAAC and the NCTE have entered into an MoU for executing the process of assessment and accreditation of all TEIs coming under the provisions of the NCTE Act. The efforts of NCTE and NAAC to ensure and assure the quality of TEIs in the country are complimentary to each other. Combining the expertise of NCTE in teacher education and the quality assurance expertise of NAAC, the NAAC developed the methodology for assessment and accreditation of TEIs and the “Manual for Self-appraisal of Teacher Education Institutions”.

INNOVATIVE PRACTICES TO ENHANCE TEACHER EDUCATION

1. Ensuring Quality of the Faculty at Entry Point
2. Faculty Improvement Programme
3. Personal Development Inputs for Capacity Building
4. Some basic principles for develop teaching learning competency of teacher educator
5. Workshops on Measurement and Evaluation -
6. Revising Courses
7. Teaching Aids workshop
8. Stress Management workshop
9. Promoting Interdisciplinary Research
10. Research Collaborations
11. Need for Proficiency in Skills
12. Elementary Training Curriculum
13. Professional Preparation
14. Skill Based Training
15. Awaking aesthetic sensibilities
16. ICT Integration in Teaching
17. Internship
18. Green Teacher: Evolving an Innovative Curriculum in Environmental Education

1. Ensuring Quality of the Faculty at Entry Point

To improve the quality of the faculty, merit is considered the major criterion for recruitment and no other influences are entertained by the institution. The institution has devised a system where different scores are fixed for different achievements of the applicants applying for Lecturer’s post e.g. marks scored at different levels,
Ph.D., NET/SET, Publications, Experience etc. In this way, the objectivity is maintained, outside influences are minimized and the subjectivity of the interview is reduced.

2. Faculty Improvement Programme

Time to time different Faculty Development Programmes, such as seminars, symposia, conferences, orientation programmes and refresher courses are organized by the college of education. The Faculty members are encouraged to participate in National/International level seminars. They are also provided financial assistance for this purpose.

3. Personal Development Inputs for Capacity Building

The activities under this practice comprise:

- Morning prayer - prayer songs from different religions;
- Contemplation
- Meditation – ‘I AM’ technique
- Warming up exercises
- Practice simple Yoga
- College Anthem
- Readings and reflections from scriptures
- Public speaking and other activities for developing communication skills

4. Some basic principles for develop teaching learning competency of teacher educator

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<tr>
<td>Who to teach?</td>
<td>Getting to know the students, their family, culture and social background.</td>
</tr>
<tr>
<td>Where to teach?</td>
<td>The classroom, the school institution, the teaching learning environment, the community.</td>
</tr>
<tr>
<td>What to teach?</td>
<td>Curriculum content: knowledge, skills, values and attitudes.</td>
</tr>
<tr>
<td>How to teach?</td>
<td>Pedagogical competencies in general and for each subject or area in particular.</td>
</tr>
<tr>
<td>What and how to evaluate?</td>
<td>Competencies to evaluate both teaching and learning.</td>
</tr>
<tr>
<td>How to improve teaching and learning?</td>
<td>Competencies to continuously improve practice (observation, self reflection, self study, research, systematization, exchange, group work, etc.)</td>
</tr>
</tbody>
</table>

5. Workshops on Measurement and Evaluation

- Experts lectures on measurement and evaluation.
- Arrange orientation programmes for various tools of measurement.
- Allocation of Practical work of measurement in students group for various methods.
- Planning and demonstration about new trends such as continuous comprehensive evaluation, credit base system, grading system, online examination, open book exam, etc by experts in education evaluation.
6. Revising Courses

The emphasis is laid down to revise and update courses in accordance with the changing needs of society, industry and knowledge explosion. eg. Personality Development Programme, Leadership Development Programme, Guidance and Counseling.

7. Teaching Aids workshop

By using various teaching aids we can improve the quality of teaching. The number of studies showed that use of teaching aids makes the teaching learning process more effective and interesting. Hence the teacher training colleges should arrange, Teaching Aid Workshop in which they can learn how to prepare the various teaching aids that is Flat picture, jump-up picture, models, diamond, magicbox, floating pictures and folding pictures. After their training these students can make it business and earn good income.

8. Stress Management workshop

Due to extracurricular work, practicals, workshops and the changing needs of the teaching professions, the trainee teacher find themselves stressed which may affect their mental and physical health. Due to this stress they are unable to do teaching practice more effectively. Such workshop would definitely improve their stress.

9. Promoting Interdisciplinary Research

Institution is promoting interdisciplinary research to enhance the quality of teacher. The Institute has been playing a significant role in this direction.

10. Research Collaborations

The institute encourages research collaboration with other agencies/organizations/universities at State/National and International level.

eg. UGC, NCTE, NCERT, STATE AGENCIES

11. Need for Proficiency in Skills

In high skills oriented approach to teacher-educator the question of the teacher educator being himself proficient in many tasks expected for the trainees assume significance. We are envisaging the maximum exploration of educational technology in our schools. He also must know about the skills of communication, skill of class management and all basic skills regarding with teaching.

12. Elementary Training Curriculum

Sufficient emphasis needs to be given to the mastering of language and communication skills. A systematic study of languages is essential to develop a feeling for languages and wide reading habits. Proficiency in reading and writing skills including a good handwriting needs to be emphasized.

13. Professional Preparation

The approach to professional preparations at this level needs to be skills based. The practical skills a future teacher has to be equipped with have to be relevant to the kind of radical reform that we intend to bring about in the Indian elementary school. We have to repeat what to have been forgotten that our elementary school should be the places of joy and cheers, play and activity and children ought to be asking questions, discovering, learning with a sense of wonder. At this age they learn most by listening, by observing, by discovery. Their explorations into language and number unravel to them the mysterious of their little world. That is our picture of what the school of tomorrow ought to be of what the New Teacher should be capable of bringing about.
14. Skill Based Training

To make this possible the revolution in attitudes, curriculum must start at the elementary teacher training institute. The intending teacher learns a variety of skills by actually doing them. The teacher educator in turn must be well as versed in the skills himself and provide opportunity for his students to learn actually by doing, practicing, making errors and relearning. You learn how to write on the blackboard by practicing, how to recite a poem by reciting, how to use the new technology by using it and so on.

15. Awaking aestheticsensibilities

The awaking of aestheticsensibilities in the early years of schooling and learning the use of listening and observation are integral to a complete education and the pupil teacher must be made aware of a child potential. He has to be introduced to the world of art-craft, music, dance, improvisation and creative drama and participate in them himself. He should make himself perfect to the world of children, plays and games, to skills of the hand using variety. Our schools do not seem to have any awareness of the educational value of the rich craft traditions that are found in abundance everywhere which in a way is a sad commentary on the school relationship with society.

16. ICT Integration in Teaching

Activities using ICT are generally planned in the beginning of the semester.

A. Community of practices

Creating a Yahoo Group of new applicants (at the start of Semester I).
- Introducing oneself to the whole group on this Yahoo group.
- The learning material prepared by the teachers such as PowerPoint presentations, self learningmaterial, related internet resources etc. are all uploaded on the yahoo group.
- Calendar of events in the particular semester is prepared on yahoo group and circulated.
- Photographs of events (including welcome party) are uploaded on yahoo group.
- Presentations using Chat rooms on Yahoo groups.
- Creating Blogs to interact with peers as well as with the rest of the world.
- Students use voice as well as camera for interaction.

D. Use of Phone and SMS

The first semester students are asked to submit their land line and mobile (if they have) numbers. A phone chain of all the students is created. All messages are passed to all the students through this chain in the shortest possible time. The teacher or the class representative only calls the first number in the chain and the message is passed. Students are also given messages through SMS.

E. Use of Computer and LCD Projector in the classroom by the teachers

The teachers use computer and LCD projector to present their PowerPoint or any other work.

17. Internship

Internship is arranged in Semester IV and has 10 credits with 6 credits assigned to research based Seminar. Also, during internship students are expected to work for their seminar. However the planning part of the seminar is completed prior to internship, sometime in January.

Planning of Internship:

1. The arrange orientation programme for all teacher trainees and give them all instructions for preparing and implementing ideal internship.
2. To create groups of students by methods or subjects.
3. Give them sufficient time for good planning with each other and group guide.
4. Teacher trainees visit their schools before internship and interact with school head master and teachers.
5. Lastly teacher trainees do all planning related to various activities which will held in internship.

18. Green Teacher: Evolving an Innovative Curriculum in Environmental Education

Environmental educators thus need to:
- Have a multidisciplinary perspective.
- Have an understanding and appreciation for diversity in life – biological, cultural and social.
- Have the ability of designing learning experiences that would facilitate development of skills among learners.

Teacher, as an environmental educator should be able to:
- Develop a multidisciplinary perspective in a short time and apply it to the teaching-learning process
- Innovate/adapt teaching-learning of her subject so as to be able to integrate environmental concerns into it
- Make linkages between her subject (curriculum, syllabus and text books) and the larger goal and objectives of EE
- Design and use interactive and learning experiences within the framework of school education and transact EE effectively

References:
2. Abdurrahman Umar, Director, Academic Services National Teachers’ Institute (NTI), (August 2007) An Anthology of “Best Practices” in Teacher Education, National Assessment and Accreditation Council (NAAC), Bangalore
ROLE OF SKILL DEVELOPMENT IN HIGHER EDUCATION FOR PROMOTING EMPLOYMENT AND EMPLOYABILITY IN EMERGING GLOBAL ECONOMY

Prof. Rohini G. Deshpande, Economics Department
Smt. M. G. Kanya Mahavidyalaya, Sangli.

Abstract:

Indian higher education is undergoing rapid transformation with large government interventions with emphasis on skill development and job creation. Strong support from the private sector will help to develop highly skilled workforce which is competitive and globally relevant. Harnessing demographic dividend will largely depend on the proactive strategies to tackle the problems of Equity, Excellence and Employability. Mobile and Internet technologies will play a very important role providing quality education and bridging the demand-supply gap in higher education. Enriched and val-added curriculum which is learner centric will be heart of transformation of higher education system for knowledge economy. Innovative research driven curriculum linking education to the needs of industry will help to drive the economy. Updated, enriched and value based curriculum will boost the employability and make the Indian workforce globally relevant and competitive. Ever growing aspirations of increasing young populations especially growing middle class will be a great challenge for the political system in the country in the year to come. Successful implementation of various processes will help to cater to the needs of global economy and fastest growing local economy ensuring India to be knowledge Superpower by 2030.

Introduction:

Education is a process of initiating the learner to good life. But in present day, education primary importance is given to transmission of knowledge and cultivation of occupational skills alone. Instead of focusing totally on materialistic ends of education, Education should aim at making human life better not only through social, moral and spiritual strengthening.

The world is shrinking into a global village because of information technology resources. The universities of today have to build the competencies required for functioning effectively in a globalised world. Students should know how to access, absorb, adopt and adapt new knowledge. They should know how to collaborate, coordinate and compete in different contexts. They should aim for excellence and efficiency and not settle for mediocrity and ordinary approach. India is on the threshold of emerging as a major economic power. No other country is having this kind of demographic advantage. And hence it is all the more important that we take full advantage of the opportunity before us and rise to the occasion, partaking in the process of our country becoming a global power. Our country, while making remarkable strides in many a field, is also facing a number of challenges like global warming, ocean acidification, loss of biodiversity, urban migration, increasing demand for energy, shortage of drinking water, polluted air, lack of safe waste, disposal mechanism and fuel inefficient transportation.

Universities should equip students with multidisciplinary knowledge and interdisciplinary skills to be able to not only study these problems but also look for solutions to meet the challenges.

Objectives of the research paper:

1. To know the role of skill development in Higher education.
2. To study role of skill development for promoting Employment and Employability in Emerging Global Economy.
Research Methodology:

The present study is based on Secondary data and various private publications. The secondary data is collected from reports of government and private agencies, websites, study reports by the expert committees and commissions, magazines, and working papers.

India is one of the youngest nations in the world with average age of the working population (15-59 years) is more than 54% of its total population below 25 years of age. The working age population will be increasing to around 761-869 million during 2010-2020. Thus, the country is undergoing demographic transition with an average age of 22-23 years and is one of the fastest growing emerging economies in the world. Average age of Indian population will be 29 years as against 40 years in United States, 46 years in European Union and 47 years in Japan in the year 2020. India can play very important role in providing the talented and highly skilled young workforce to ageing world economies. India is expected to be largest economy by 2030. India is shifting towards a service driven economy with knowledge and skilled human capital as a competitive advantage in the world. Globalization and Knowledge economy has created the sea of opportunities for ever growing Indian population. Indian workforce which is around 500 million is great asset for the entire world. Increase in the share of the young working population helps for the faster growth of the economy, this positive effect of young and energetic workforce on economy is known as Demographic dividend. Highly literate society and quality tertiary education is highly critical for the development of knowledge economy. India is a home for large number of highly skilled and educated people who are working globally in the field of banking and finance, business, science and technology etc. Indian higher education system has provided to the world the best skilled talents in leading topmost companies in the world.

Curriculum Excellence and Government Intervention will play a prominent role in linking Higher education to the needs of Indian economy. Transformation of higher education is possible if there is enrichment and value addition to the curriculum which is heart of any education system. There are some Integrating curriculum with Key Issues in Higher education:

**Excellence**
- Industry-Academia linkages
- Collaborative projects and Ph.D.
- More funding from industries
- National and International collaboration
- Faculty/Student exchange programmes
- Focus on Research, Innovation and IPR

**Quality**
- High quality Curriculum
- Strong Teaching-Learning processes
- Hybrid model (part time, full time)
- Problem solving
- Experimental and Interactive learning
- Research and Innovation driven curriculum

**Employability**
- Need based job oriented courses
- on the job training
• Live projects/ Internships
• Stipends and Scholarships
• Teaching assignments for research scholars
• Choice based credit system

**Equity**

• Student centric Curriculum
• Learning flexibility
• MOOCS
• Skill India Programmes
• Digital India Program
• Technology (Mobile and Internet)

For Integrating Government Intervention with Issues In Higher Education -

**Excellence**

• GIAN (Global Initiatives for Academic Network)
• NIRF (National Institutional Ranking Framework)
• IMPRINT (Impacting Research, Innovation and Technology)
• Ucchatar Avishkar Abhiyan
• Collaboration with CII
• Direct Benefit Transfer (DBT)

**Quality**

• National Assessment and Accreditation Council
• Credit System
• Choice based Credit system
• Global Innovation and Technology Alliance
• Autonomy

**Employability**

• skill India
• Make in India
• Digital India
• Stand Up India
• Start Up India (Business Incubation)
• NSQF (National Skills Quality Framework)
• SAMVAY and Karshal Kendra

**Equity**

• SWAYAM (MOOCS) Massive Open Online Courses
• Technology (Mobile and Internet)
• Unnat Bharat Abhiyan
• Know Your College (KYC)
• Digital India
• Sarva Shiksha Abhiyan
In Keeping with the current and future landscape of the industry, the curriculum has facilitated the design and development of the foundation skills course for students. The objective of the course will to train students on basic/foundation skills to help them be better equipped for employment.

**Genetic-**

- **Global Standard communication Skills**
- **Customer Service Skills**
- **Orientation to Culture**
- **Analytical and Reasoning Skills**
- **PC and Data Skills**

**Domain/s -**

- **Industry Awareness**

**Employment -**

- **Develop Skills relevant to : Bussiness, service, and leadership areas of all industries**
- **IT and IT- industries**
- **Helping all entrepreneurs, as well as developing life-Skills**

**Other outcome -**

- **R&D :**
- **Searching for Information**
- **Organising and reporting the requested for data**

At the end of the programme, the students will have basic knowledge of IT industry, an understanding of the kinds of jobs and careers available in this industry, knowledge of the basics of the subject and specialized information, strong foundation knowledge and generic and specialized skills, clarity on problem requirements, an idea about the recommended processes, understanding team dynamics mastering the skills and competencies, ability to apply skills, concepts logic appropriately to the job/task to be undertaken, ability to analyse a given project/requirement, capability to provide multiple solutions to given problem, ability to synthesise and focus on an apt solution for a given problem/situation/requirement, ability to evaluate the effectiveness/appropriateness of a suggested solution, capability to devise a recommended process, ability to establish the correlation between analysis and synthesis, etc.

**Skill Development-**

- **Learning ability and Technology skills**
- **communication Skills**
- **Behavioural Skills**
- **Interpersonal Skills**
- **winning behaviour**
- **project management Skills**
- **Verbal ability**
- **Numerical ability**
- **Attention to detail**
- **Abstract reasoning**
The way to process implementation -

i. Conduct assessments and provide timely feedback at regular intervals using he provided assessment sheets.

ii. Monitor and keep track of students’ progress during self study tutorials.

iii. Conduct practice sessions and provide immediate feedback.

iv. Assign topic and explain the activity such as - reading passages for correct sounds and usage, free-speech practice through storytelling and corrective feedback, active listening exercises, role plays on dealing with customers, con-calls, meetings, open discussions, facilitate activity by giving feedback, ensuring class participation and discussion, team presentation. Ensure feedback from audience, peer and facilitator, effective use of group exercises and discussion to ensure class participation and reinforce learning of key aspects for the skill being taught.

v. Lectures that communicate ideas with practical examples. Lectures to be interactive in nature, where students are challenged with problems and assisted to discover the solution.

vi. Assignments to be solved by groups of students so that interpersonal skills are developed.

vii. Details lab guides for hands-on exercises to enable students to work on their own ideas with little intervention from the faculty members.

viii. Exercises to be worked out by students on their own with constructive evaluation done by the teacher, interactive dialogue between teacher, and students and among students.

ix. Projects to be supplemented with detailed specifications, templates and checklists to give a real life feel.

x. Encourage students to share their opinions and ideas during the session.

xi. Conduct activities like Brainstorming to encourage participation and sharing of ideas.

xii. Faculty to go through the pedagogy modules before handling sessions.

xiii. Conduct sessions in a discussion mode, activities as per session plan and provide feedback for activities, etc.

Conclusions:

Indian higher education is undergoing rapid transformation with large government interventions with emphasis on skill development and job creation. Strong support from the private sector will help to develop highly skilled workforce which is competitive and globally relevant. Harnessing demographic dividend will largely depend on the proactive strategies to tackle the problems of Equity, Excellence and Employability. Mobile and Internet technologies will play a very important role providing quality education and bridging the demand-supply gap in higher education. Enriched and value-added curriculum which is learner centric will be heart of transformation of higher education system for knowledge economy. Innovative research driven curriculum linking education to the needs of industry will help to drive the economy. Updated, enriched and value based curriculum will boost the employability and make the Indian workforce globally relevant and competitive. Ever growing aspirations of increasing young populations especially growing middle class will be a great challenge for the political system in the country in the year to come. Successful implementation of various processes will help to cater to the needs of global economy and fastest growing local economy ensuring India to be knowledge Superpower by 2030.

References:
4. www.uniformworld.com
5. www.indiaedu.com/article/value-education.html
8. M Venkaiah Naidu, Hon'ble Vice President of India delivered the Convocation Address at the ICFAI University, Dehradun, Uttarakhand on July 14, 2018.
9. UNIVERSITY NEWS, 56(01)JANUARY 01-07, 2018
"TO STUDY THE MISTAKES OF 6TH STD. STUDENTS TO CONSTRUCT THE SENTENCES AND SOLUTIONS"

Patil Prajakta Jagannath
Sansthamata Sushila Salunkhe Mahila Shikshanshastra, Mahavidyalay, Tasgaon, Dist- Sangli.

1. Introduction :-
   It is said that computer revolution plays on important role in 21st century. Though it is correct English plays vital role in connecting this universe. Besides this English is a link language and also windows to the world.

   Considering important uses of language at different levels our government of "Maharashtra" had introduced English from std. 1st to std 4th. It is also though as the third language from std. 5th to std. 10th

   Though it is taught from a std. 1st at present we find that students are unable to write English or build sentences of their own. They are weak in writing or expressing their own ideas in their own language. The teacher of English must be aware of using different skill of teaching of this problem is undertaken by me to overcome mistakes in building sentences of English language in std. 6th

   I think that solution noted in this situation will help the other teachers to overcome their a difficulties.

2. Explanation of Problem :

   English language has four skill such as listening, speaking, reading and writing. If we speak correctly we can read a correctly and if we can read correctly then, we can write correctly, but in writing skill we have to know spelling, grammar, rules word formation and sentences construction.

   Writing is the most important skill of English language so, we can write correctly with correct sentences. If we want to write effectively, we have to know sentence constructions. So, sentence construction is very essential part of English language. If we cannot construct the sentences, we cannot write effectively and correctly. We cannot understand how to write our matter in English.

   We cannot express our feelings in English.

3. Title of Problem :-

   "To study the mistakes of 6th std students to construct the sentences and solutions"

4. Need :-

   Student of our state in general are unable to use this language. They are not only weak in language, but also they are weak in vocabulary. So in order to improve their language ability there is need of project and it will help a lot of the students to improve their language skill.

   Most of students from std 6th and std 8th are unable to write a letter or composition. This happens because of weakness in building sentences. So in order to improve and to avoid mistake in a building sentences in English.

   It is absolutely necessary to use a correct project that will help the student to improve their language and also vocabulary skill too.

   Action research is focused on immediate application of theory. It is goal oriented. Action research helps us to find solution of these problems.

   Thus, considering all a above problem the researcher took up building the sentences area and to find the problems in building the sentences area and give some solutions by experimental way.

5. Functional Definitions :-

   i) Mistake : Wrong use
ii) Construct : Building sentence
iii) Sentences : Group of words
iv) Writing : 4th skill in LSRW
v) English language : English language is a third language and international language of Marathi school.
vi) Std 6th : According to 1986 Committee 10 + 3 + 2 for 6th class of primary level.

6. Objectives :-
i) To find out the reasons mistakes done while constructing sentences.
ii) To develop the ability to use language.
iii) To develop reading skill.
iv) To develop writing skill.
v) To develop communication skill.
vi) To evaluate the effect of solutions.
vii) To suggest the solutions for the practice.

7. Scope and limitations :-
i) This aspect of learning language skill is limited to std. 6th of 
   “Champabain Wadilal Dyanmandir, Tasgaon”
ii) It is only for English subject.
iii) The time limit given to this research of one month and it is limited period.
iv) The output of this project is applicable of to std. 6th

8. Sample :-
   For the given research used incidental and purposive sample of std 6th students Champabain Wadilal
   Dyanmandir, School

9. Hypothesis :-
i) If the students are taught tense properly they will use be able to write correct sentences.
ii) If you increase students vocabulary, they will comprehend passage correctly.
iii) If you help the students to enrich their vocabulary they will develop their speaking skill.
iv) If we use synonyms and antonyms, it will help them to improve language.
v) If we use of audio-visual aids and CD’s then they will learn easily.
vi) If we use of proper rhymes in the class it will help for joyful learning.
vii) If English teacher uses teaching aids and situational approach it will help students to create interest in language learning.

10 Research method :-
   Experimental research :-
   Research has been defined as, The systematic and objective analysis and recording of controlled observations about may lead to development of generalization principles or theories, resulting in prediction and possible ultimate control of events.
   Experimental research describes, “What will” be when certain variables carefully controlled or manipulated, The focus is on variable relationship.
11 **Design :-**

The researcher used single group design for this research

12 **Single group design :-**

The researcher used single group pre-test, post-test design for this research. This design provides some improvements over the first for the effects of treatment of are judged by difference between pre-test and post-test scores.

Comparison with a control group is provided.

In this type of design researcher determines single group of students for experiment. Determination of single group of students for study, so this design is called single group design.

Single group design is very useful for educational action research. Researcher determines only one group for this type of design so the group must be face two different processes. Researcher used one group are pre-test, post-test, design for this research.

**Experimental** \[\rightarrow\] **Pre-test** \[\rightarrow\]

**Post-test** \[\rightarrow\] **Experimental solution** \[\rightarrow\]

13 **Sample :-**

The researcher used the sample of none-probability purposive judgment sampling because, this method emphasis packing up units that are judged to be typical of population.

14 **Tools of research :-**

The researcher collected information by using two types tools-

Those are following type tools-

i) Tools of quantitative information

ii) Tools of qualitative information

Researcher has used observation schedule and check list of tools of qualitative information for this research.

15 **Pre-test :-**

Researcher took pre-test of students without giving any guidance to them and check list also used to understand mistakes in students of correct sentence writing with the help of some ability by giving some examples.

 Mean = \[\frac{\sum fm}{F}\]  
= \[\frac{505}{50}\]  
= 10.1

**Post-test :-**

After remedial teaching how many skills of correct English writing are developed for checking this short paragraph has given to student and checked also improvement in correct English writing the help of some ability.

 Mean = \[\frac{\sum fm}{F}\]  
= \[\frac{677}{50}\]
16 Analysis of pre-test and post-test :-
The mean of pre-test is 10.1 and the mean of post-test is 13.54. There is difference between pre-test and post-test.

\[
\begin{align*}
\text{Pre-test} & \quad \text{Post-test} \\
10.1 & \quad 13.54 \\
\quad \text{=} & \quad 3.44 \\
\end{align*}
\]

Difference between pre-test and post-test is 3.44.
After remedial teaching, post test increased.

17 Conclusions :-
Considering the means pre-test and post-test researcher comes to the point of conclusions so, the conclusions are follows –

i) By using teaching aids students participate in the lesson and give response to construct the sentences.

ii) By daily guidance and daily practice of constructive of sentences students give response to construct the sentences.

iii) After the comparison pre-test and post-test due to remedial teaching it has seen that students get maximum marks in post-test.

iv) After giving remedial teaching, post-test conducted which reflects that students try to make simple sentences for e.g. My school is very big.

v) After remedial teaching, students are able to write easy For e.g. My Father

vi) After showing video, students observe video carefully and they could write their opinion about video.

vii) After remedial teaching, at least students show positive approach about English language.

viii) After remedial teaching, students develop their confidence to speak English.

ix) After research know that, students cannot write grammatically correct but at least they try to make a very simple sentence and easy.

18 Suggestions for teachers :-

i) Teacher should use proper teaching aids.

ii) Teacher should give more practice about LSRW because, writing skill depends upon listening, speaking and reading skill.

iii) Teacher should give more practice of writing skill.

iv) In daily teaching, teacher should use only English language.

v) Teacher should give more practice for vocabulary enrichment.

vi) Students pay attention on the construction of sentences.

vii) Teacher should give more confidence to students to speak English

viii) Also teacher should give proper encourage to students to communicate English.

ix) Teacher should avoid negative approach about students knowledge of English language.

19 Reference Book :-
Reference Book No. 1

<table>
<thead>
<tr>
<th>Name of the book</th>
<th>Writer</th>
<th>Prakashan</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third language English D.Ed. second year</td>
<td>-</td>
<td>Phadake Prakashan</td>
<td>23rd Oct. 2006</td>
</tr>
</tbody>
</table>

I got some functional definitions and information about language skill from this book.
Reference Book No. 2

<table>
<thead>
<tr>
<th>Name of the book</th>
<th>Writer</th>
<th>Prakashan</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The foundation English grammar and composition book.</td>
<td>Mr. B.G. Ghadage</td>
<td>Rasika Publication</td>
<td>1st May 2005</td>
</tr>
<tr>
<td></td>
<td>Mr. T.S. Sawant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I used this book for write the first topic grammatically correct.

Reference Book No. 3

<table>
<thead>
<tr>
<th>Name of the book</th>
<th>Writer</th>
<th>Prakashan</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 6th My English Book</td>
<td>-</td>
<td>Maharashtra of text book publication and curriculum research Pune</td>
<td>-</td>
</tr>
</tbody>
</table>

I got information of reading skill, speaking skill as well as listening skill from this book.
Understanding the self

The study aimed to explore the self-concept and self-esteem of students in the multidisciplinary international education environment. The research was conducted through a survey-based method, involving a sample of students from various academic programs. The results indicated a positive correlation between self-esteem and academic performance, supporting the hypothesis that students with higher self-esteem tend to have better academic outcomes. The study also highlighted the importance of fostering a supportive and inclusive academic environment to enhance students' self-esteem and overall academic success.
थोडक्कात जीवनात यशस्वी होण्यासाठी स्व—आकलनाचा फार महत्वाचे स्थान आहे. या कौशल्यामुळे मुले सर्वांगीण विकास साधू शकतात.

स्व— जागीर विषयक प्रतिमान.

स्थिती यांच्या मार्गात वाही यथायापायी प्रतिमाने या पुस्तकात स्व—आकलनाविषयक प्रतिमान मांडताना पाच पटक दिले आहेत.

1. शारीरिक किर्या
2. वैश्विक किर्या
3. तर्क, विचार, व सुजनशीलता यांसे एकालीकृतण
4. आत्मविश्वासित किर्या — स्वतंत्रता चा किर्या
5. सामाजिक संस्थादी असरलेले नाते संबंध

या पाचही गोष्टी स्व—आकलनाच्या अवसरातून आहेत. हे पाच पटक व्यवस्थित असतात तर स्वतंत्रता स्व—जागीर विकसित झाली, असे समजावे.

‘स्व’ संकल्पनाविषयी विषय सिद्धांत

स्व संकल्पनेच्या विषयातील सिद्धांत विविध मानसशास्त्रज्ञानी मांडते ते खालील प्रमाणे आहेत.

1. झोपेचा औरंग लोक व कुळे यांच्या स्वतंत्रता
2. फर्ट लेखनाचा स्व विषयक क्षेत्र सिद्धांत
3. ‘स्व’ विषयक फाइडयचा मनोविश्लेषणात्युक सिद्धांत
4. ‘स्व’ प्राथमिकण सिद्धांत
5. ‘स्व’ संवेदन सिद्धांत
6. विश्वास सिद्धांत
7. कॉल्ह राजस्व
8. संस्था या ‘स्व’ संकल्पनेचा दृष्टिकोन
9. ज्ञान केलेली यांची स्व संकल्पना उपलब्धी
10. एरिकसनचा स्वतंत्रभूतिका, संचरण सिद्धांत

स्व—आकलन कौशल्ये विकसनमुळे होणारे फल

1. यथार्थचा परिपूर्ण विकास होतो.
2. स्व विकास करणे शक्य होते.
3. स्वतंत्रता व जीवनातील जागीर होते.
4. ताण — तणावाचे व्यवस्थाप व करणे शक्य.

संशोधन समस्या

शिक्षणसाधन महाविद्यालयातली छात्रावयापाचंती व्याख्यातील कौशल्याविषयी शिक्षणाच्या क्षेत्रात विकल्पात यांच्याच्या होणारे फल आकलन या कौशल्याचा विकसित झालेला उपक्रमाच्या परिणामात अथायास.

संक्षेप सारस्तिक व्याख्या

1. शिक्षणसाधन महाविद्यालयातील छात्रावयापाचं व्याख्यात

शिक्षणसाधन पत्रकात अध्यायासमाप्ती प्रतिष्ठण पेपर—या सन २०१८-१९ या शैक्षणिक व्याख्यात वसंतगांव नाईक्षणण महाविद्यालय, कल्याण, कोल्हापूर येथील द्वितीय व्याख्यात विद्यार्थी व विद्यार्थिनी.

2. स्व—आकलन

स्वतंत्रता या धाराच्या, यथार्थ, कमतरता ओळखून स्वतंत्रत पूर्णता चे मूल्यापन करणारे कौशल्य महाने स्व—आकलन.
प्रस्तुत संशोधनातुन संशोधनकोंगे ख— आकलन विषयक दिशें उपक्रमांच्या आधारे कोणत कौशल्य, गतिविधान पुनरुपयोग, अहवाल लेखन आणि गंवाली कार्य या मूर्ताच्या आधारे पदनिर्धधारण श्रेणीच्या साहय्याने ख— आकलन विषयक कौशल्यांसाठी दिशें उपक्रमांचा परिणामातून ख— आकलन कौशल्याचा विकास होणे.

२. ख— आकलन उपक्रम—
će शिक्षकमध्ये ख—आकलनाचा विकास होणारी बी. ए. अभ्यासक्रमातील दिलेले एकूण ८ उपक्रम.
हा कार्यक्रम सुमारे १५ तासांच्या होता. या कार्यक्रमात निरीक्षण या सामर्थ्याचा वापर करून माहिती संकल्पित करणारींसमाधानी पदनिर्धधारण श्रेणी बाहरी.

४. परिणाम—
बी. ए. अभ्यासक्रमातील ख ४ मधील ख— आकलन या विषयातील एकूण ८ उपक्रम राष्ट्रियत्वानंतर व्यापत्त मधील ख—आकलन विषयक कोणती कौशल्ये विकसित झाली हे पाहणे मूल्यांतर परिणाम अभ्यासांच्या होणे.

उद्दिष्ठणे
१. बी. ए. अभ्यासक्रमातील ख— आकलन विषयात उद्दिष्ठणांचा शोध लेणे.
२. बी. ए. अभ्यासक्रमातील ख— आकलन विषयात आधारातील उपक्रम आणि कार्यक्रमातील निवड करणे.
३. छात्राशास्त्रीतून ख— आकलन कौशल्य विकसित शोध लेणे.

संशोधनाची व्यापरी व मर्यादा

१. प्रस्तुत संशोधन बी. ए. अभ्यासक्रमातील व्यावसायिक अभ्यासातील वाह या कोर्सपैकी फक्त ई. पी. सी. ४ ख— आकलन या विषयाचा समावेश आहे.
२. हा कार्यक्रम १५ तासांचा आहे.
३. प्रस्तुत संशोधनात प्राप्त नवनिवड पद्धतीने संशोधन विषयातील व्यवस्था नास शिक्षणात्मक दलविद्यालय, कद्रां, केलंगप. व्या विद्यार्थीतील प्रेमस पेटेल्या डिग्रीमध्ये शिक्षणांतर शिक्षकांता समावेश आहे.
४. प्रस्तुत संशोधनात महत्त्वाच्या संख्याने प्रमाणित समयत तयाच मंद या संशोधनाच्या खातात: तयार केली आहे.
५. प्रस्तुत संशोधनात सन २०१८ — २० पुढे मर्यादित आहे.

संशोधनाची गरज

इतरह ४ ख ने १२ वी ना वा व्योपरीतील विद्यार्थी मुखार अवतर्श्येतील असताने. व्यापक ख— आकलनाचा विकास करणारींसमाधानी स्थान अर्थात विद्यार्थीमध्ये समावेश आणि वातावरण आपस्वी, उपस्थान ग्राह्यसाठी ख— जाणीव विकसित करणे हे महत्त्वाचे काम शिक्षकांनी करताते असते. महत्त्वाचे बी. ए. अभ्यासक्रमात साधन शिक्षक तयार होणारांसाठी ख— आकलन या विषयाचा समावेश केला आहे. मी कोण? विद्यार्थीला राजकोष, सामाजिक, ऐतिहासिक पाठ्यभूमी, कुमारावस्थीतील शिक्षा, कृत्य संदर्भ, लेख वाचन इ. उपक्रमात शिक्षकांच्या ख—आकलन विकसित होणे अणूत्कर्षित आहे. महत्त्वाचे प्रस्तुत संशोधनात कारो शिक्षकांच्या ४ ख— आकलन विकसित झाले का? असले तर ते किंतते प्रमाणित हे पाहणारी संशोधन गरते आहे.

संशोधनाचे महत्त्व—

बी. ए. अभ्यासक्रमात ख— आकलन विकसित होणारांसाठी उपक्रम तयार केले आहेत. ख— आकलन हे जागरूक्त आणेचे संपडते सुमत केलेल्या १० जीवन कौशल्यांसाठी एक कौशल्य आहे. या कौशल्यातून छात्र शिक्षकां म्हणून? व्यावस्थानवला आकर देशाने गडकोर, सामाजिक आणि ऐतिहासिक पाठ्यभूमी, शास्त्र व वनावर होणारे योग्य विषयांतर परिणाम इ. उपक्रमातून कुमारावस्थीतील विद्यार्थीचा शिक्षणात्मक आयोजन होईल. यामुळे शिक्षण प्रविधी व्यस्तमध्ये चालण्यासाठी आणि आकलनाचा फायदा
होईल। शाखेत्य स्तरावर विद्यार्थी हार्टक अवस्थावादी छात्र शिख्रकार्य स्व—अक्षात महत्वपूर्ण ठरते। स्व—अक्षात कौशल्याचा
विकास छात्रायथाकात किंतु, ये वा संस्थानातून पाहायणास मिळते।

संशोधनाची कार्यपद्धती:
प्रतिनिधित्व संशोधन वर्णनात्मक संशोधन पदवीचार अवलंब केला आहे। वा संशोधनात दिलेल्या उपक्रमांचा आधारे छात्र
शिख्रकार्य स्व—अक्षातमाची विकास कार्यपद्धती प्रयत्न संशोधन करणाऱ्यांना केला आहे।

महत्त्वाची संगठनाची साधने:
महत्त्वाची संगठन कौशल्याविकासातील उपक्रम नीत्तिकता निरीक्षण ‘निरीक्षण’ या साधनाचा वापर केला आहे। निरीक्षण करण तयार
केलेल्या पदनिर्णयन श्रेणीत तयारी नोंद केली आहे। अत्यंत, अत्यंत, जवळपास निम्न, निम्न, बहुताशी या प्रमाणात नोंदी केल्या।

अनिवार्यत व निष्पक्ष निरीक्षण केले आहे।

महत्त्वाची विश्लेषणाची साधने:
महत्त्वाची विश्लेषण कौशल्याविकासातील तक्तेच्या या तंत्रज्ञांचा वापर केला।

स्व—अक्षात कौशल्याविकासातील प्रयत्न कार्यवाहीचे ठंडे:

1. प्रथम श्री. एडू. अभ्यासक्रमातील स्व—अक्षात या विश्लेषण अभ्यासातील उद्दिष्टे विद्याध्यायाना सांगितला। सामाजिक
संवेदनशीलतेचा विवर, संशोधन कौशल्याविकासाना संबंध, शरीर व मन यांच्या पातळीत बाहे,
2. तुस—वात्या भावना, समस्या जागृत श्रेणी ३. उद्दिष्टांतर चर्चा केली.
3. अभ्यासक्रमात strand—A एकूण ८ उपक्रम दिले आहेत। तयानुसार पदवीत उद्दिष्ट व त्याचे नीत्तिकता केले, कठन,
आह्वाल लेखन, गट चर्चा, सादरकरण केस स्टडीच्या विश्लेषण, आह्वाल लिहिणे या कार्यनिर्देशांतर चर्चा केली.
4. प्रथेक उपक्रमाच्या तयारी कशी करती, त्यासाठी क्रिया करणारे संदर्भ कसे वापरावर याबद्धताची महत्त्वाची दिली.
5. १ डिसेंबर २०१८ ते १५ जानेवारी २०१९, या दरम्यान दर ५ दिवसांना २ उपक्रम गटनुसार राहिल. प्रथेक गट ७ ते ८
विद्याओऱे होते.
6. स्व—अक्षात कौशल्याविकासाची कठन कौशल्य, गटातील गुंतवणूक, आह्वाल लेखन, गटातील कार्य यानुसार
मूल्यांकन कठन कौशल्य उपक्रमात विद्याध्यायांची कौशल्य विकासात सहभाग पेलणा. पदनिर्णयन श्रेणीत आधारे नोंदी
ठेवल्या.

निष्कर्ष—

1. शरीर व सुसंगततेचे छात्रायथाकाचे बोलणाचे प्रमाण (५५%) दिसून आले, तर जवळपास निम्न (४५%) निम्ने
�ात्रायथाकाचे बोलणे शरीर व सुसंगततेचे दिसून आले गाडी.
2. महत्त्वाचे मुदते क्रमावर सांगण—या छात्रायथाकाचे प्रमाण जवळपास निम्न (४०%) दिसून आले.
3. उद्दिष्टताचे आवाज योळी तर चड—उतार असण—या विद्याप्रश्ना प्रमाण बहुताशी (८०%) दिसून आले
तर अत्यंत (२०%) छात्रायथाकाचे उद्दिष्टताचे आवाज योळी तर चड—उतार दिसून आला गाडी.
4. ‘गटचेन्ट प्रत्यय सहभाग पेलणा—या छात्रायथाकाचे प्रमाण बहुताशी (८२%) होते, तर अत्यंत (१८%)
छात्रायथाकाचे चयन जवळपास पेलणा गाडी.
５. जवळपास निम्न (४६%) छात्राध्यापकांचे चर्ची करण्याचे संबंधित आवश्यक दिसून आले तर निम्न (४६%)
   छात्राध्यापकांचे चर्ची विवेचने व आश्वासन ज्ञान दिसून आले नाही.
6. दुस–यांची माने सांत्य ऐकणे या कौशल्यासाठी अत्यंत (४४%) प्रतिसाद दिसून आला.
7. योग्य प्रस्तावना कौशल्य बहुतांशी (७०%) छात्राध्यापकांत योग्य प्रस्तावना कौशल्याचा अभाव दिसून आला.
8. चर्चा सहभागी झाल्यावर बहुतांशी (६८%) छात्राध्यापकांने वैयक्तिक अनुभव साधिते पण अत्यंत (३२%)
   छात्राध्यापकांनी व्यवहार चैतन्य करू नये नाही.
9. उपक्रमातील विविधता आनुसार चर्चा करण्या–यांची प्रमाण बहुतांशी (७०%) दिसून आले.
10. व्यवहार: ची माने समस्त पद्धती–या छात्राध्यापकांचे प्रमाण (५६%) दिसून आले तर अत्यंत (२४%)
    छात्राध्यापकांनी व्यवहार चैतन्य करू नये नाही.
11. उपक्रमांच्याविषयी निमित्त अहवाल लिहिणा–या छात्राध्यापकांचे प्रमाण बहुतांशी ६० दिसून आले.
12. अहवाळशेखरात मुद्रेसूद व वास्तव मांडणे करण्या–या छात्राध्यापकांचे प्रमाण निम्न (४६) दिसून आले तर जवळपास निम्न (४६%)
    छात्राध्यापकांची अहवाल मुद्रेसूद व वास्तवपणे मांडून दिसून आला नाही.

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The content on the page is a series of tables and numbers, possibly related to education or research. The text appears to be a mixture of numbers and references that do not form a coherent narrative. The page includes a section on the SJIF Impact Factor, indicating a peer-reviewed journal, and mentions the volume and issue details.
पाठ २:— मराठी विषयाचे आशय विश्लेषण करतो.

पाठ ३:— प्रशिक्षणाची माठीम ऑनलाईन मूल्यमापनावर्धन जाणीव आणणी निर्देश देते करतो.

पाठ ४:— testmoz.com या ऑनलाईन दूरस्थ यांग्याच्या माध्यमातून मराठी आशयज्ञानाची ऑनलाईन टेस्ट तयार करणे आणि गोष्ट देणे.

वरील वर प्रायोपनुसार संस्थेचे सर्व गोष्ट सावधानी. सदर प्रशिक्षणाची माठीम ऑनलाईन ३५ प्रशिक्षणाच्या एकूण ५ गोष्ट विश्लेषण केली. प्रावेक गोष्ट एकूण ६ प्रशिक्षणाच्याची ऑनलाईन मूल्यमापन कार्यक्रम विकसित करते, अर्थात महत्त्वपूर्ण भूमिका पार पातली.

- ऑनलाईन टेस्ट तयार करण्यासाठी testmoz.com व Google Marathi Inputs या ही ऑक्सीजन समजून पेण्यासाठी प्रावेक गोठाली ३ प्रशिक्षणाच्या निवड केली.
- वरील हेतू साथी करण्यासाठी प्रावेक गोठाली ३ प्रशिक्षणाच्या निवड केली व त्यांनी मराठी विषयाचे आशय विश्लेषण केले. प्रावेक सदस्यांना पद, पद, व्याकरण व लेखन या चार मुख्य भागांमध्ये आशयाचे विश्लेषण केले.
- प्रावेक गोठाली एका प्रशिक्षणाच्या गोठाळ्यासारख्या महत्त्वाच्या निवड केली. त्या गट प्रमुखांना गोठाली वापराचे सदस्यांशी समन्वयाचा भूमिका पार पायल विविध प्रश्न उपलब्ध केले व त्या प्रश्नांच्या उत्तराचे त्यांच्याकडून विचारवर चेंडला. गांव, गांव, व्याकरण व लेखन या चार मुख्य भागांमध्ये आशयाचे विश्लेषण केले.

- मागला
- पद
- व्याकरण
- लेखन

वी.एड. या प्रशिक्षणाच्या तयार केलेली ऑनलाईन नैसाधिकाची कार्यावस्था काळाच्या आधारावर शाळेतील विद्यार्थ्यांची पेलेली.

निष्कर्ष:—

1. प्रशिक्षणाचा महत्त्वाचाचा महत्त्वचा प्रशिक्षणाच्या धिजिटल तंत्रज्ञानाच्या संपूर्ण आकर्षण करून घेतले आहे. धिजिटल तंत्रज्ञानाच्या संपूर्ण आकर्षण करून नेता ऑनलाईन मूल्यमापनाची नवीन उपायंगे योग्यी ह्या तेवढे करू नाहीत.

2. प्रशिक्षणाचा महत्त्वाचा महत्त्वचा महत्त्वचा धिजिटल तंत्रज्ञान स्वल्पकाळे आमास रचने केले आहेत. धिजिटल तंत्रज्ञान स्वल्पकाळी सामूहिक प्रश्नांची माणूसाचे.

3. google forms ही दूसरे धार्मिक उपयुक्त आहे तर याच्या सहाय्याचे शाळेतील विद्यार्थी व प्रशिक्षणाच्या आपल्या कार्यानेमध्ये रोज शाळेतील रोज राहते.

4. प्रशिक्षणाचा महत्त्वाचा महत्त्वचा महत्त्वचा प्रशिक्षणासाठी ऑनलाईन टेस्ट तयार करून ती आपल्या क्षेत्रामध्ये प्रक्षेप करू शकतात.

5. ऑनलाईन टेस्ट विकसित करून प्रशिक्षणाची माहिती संपूर्ण तंत्रज्ञानावर जाणीव जाणून माहिती म्हटली वाह झालेली दिसून आली.

6. ऑनलाईन टेस्ट विकसित करून अध्ययन—अध्ययन प्रक्रियेच्या प्रशिक्षणाची महत्त्वाचा भूमिका पार पाहू शकतात. तसेच भविष्यातील ऑनलाईन मूल्यमापनाच्या सहाय्याचे शिक्षक पेळाच व्यवसायिक विकास करू शकतात हे दिसून आले.
शिफारसी —

संक्षिप्त के लेखक या आवेदक की निर्देशावली के संबंध में कोई विवाद नहीं होता है।

1. शिक्षणशास्त्र महाविद्यालयातील प्राथमिकों द्वारा डिजिटल तंत्रज्ञानाचे संपूर्ण आकलन करून खेळाडूंना त्यांचे विश्लेषण करू न होते. डिजिटल तंत्रज्ञानातील संपूर्ण आकलन करून ते आंतरिक आकलन नाहीत.

2. शिक्षणशास्त्र महाविद्यालयातील प्रशिक्षणार्थी ह्यांनी डिजिटल तंत्रज्ञानाची आभासीता करून खेळाडूंना त्यांचे विश्लेषण करतात.

3. लघुत्वक प्रश्नावलींमध्ये आणि सरकारी आंतरिक आकलनाच्या भागात आणण्याचा धडकनाहून आंतरिक आकलनाच्या धडकनातून वारेल आकलन नाहीत.

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AN EXPERIMENTAL STUDY ON WEB BASED LEARNING

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Abstract

In this study an attempt has been made to compare the academic achievement in Biological Science of boy and girl students of control and experimental groups. In this study, 100 students studying in IX standard for the academic year 2018-19 were drawn as sample using purposive sampling technique. The boy and girl students of the control group were taught by traditional method whereas the boy and girl students of the experimental group were taught by web based learning. Selected topics from Biological Science were taught to the students of both the groups.

Learning outcomes in Biological Science of boy and girl students of both the groups were measured with the help of academic achievement tests (pre-test and post-test) which are constructed and validated by the researcher. The collected data were analyzed by using descriptive statistics.

The results revealed that, the Pre-test and Post-test academic achievement in Biological Science of boy students of control group are similar; the Post-test scores of academic achievement in Biological Science of boy students are significantly higher as compared to Pre-test scores of academic achievement in Biological Science; the Pre-test and Post-test academic achievement scores in Biological Science of girl students of control group are similar and the Post-test scores of academic achievement in Biological Science of girl students in experimental group are significantly higher as compared to Pre-test scores of academic achievement.

Key words: Web based learning, academic achievement, control group, experimental group, Biological Science etc.,

Introduction

Today, the conventional methods of teaching and learning have been replaced by innovative methods in the system of education. The methods of teaching in this digital era are capable of presenting the information in an interesting way that motivates and engages the students in the learning process actively with enthusiasm which has a bearing effect on scholastic performance (Jain, 2006). Computers, internet and other electronic gadgets of the modern age have become the core components of today’s classroom. These technological advancements have facilitated the evolution of web based learning.

The features such as computer based courseware, tutorials, multimedia presentations of computers have posed them as effective and efficient teaching tools in the field of education.

Web based learning helps to overcome the geographical distances. This feature of web based learning places it apart from other computer assisted instructional approaches.

Web based learning resources have become the most widely used instructional approaches in today’s education because of their flexibility and convenience.

It results in meaningful learning by providing multi-sensory learning experiences to the students. Learner centered approach stresses the use of Web Based Instruction in the classroom instruction. The academic tasks are accomplished well with the help of Web Based Learning.

Due to the advancements in the field of information and communication technology, web based learning has become the most widely used instructional approach in almost all levels of education across the world.
Need and Importance of the Study

The attention of instructors in recent years has been gathered by electronic learning. E-learning is nothing but the use of multimedia technologies and the web to bring the qualitative improvement in pupils learning by giving scope to consult additional resources on a particular subject and exchange of information (EC, 2001). In other words the use of technology and technological applications in creating, fostering and facilitating anytime and anywhere learning may be termed as e-learning.

Web based learning is a nascent pedagogical principle yet to be incorporated in methods of teaching school subjects (Bixler and Spotts, 2000).

Web based learning has transformed the traditional classroom beyond the four walls of the classroom by providing pupils with a wide range of teaching-learning alternatives.

Web based learning has brought a shift from traditional methods to new innovative methods in teaching-learning activities and the very thinking about education. Web based learning has been acknowledged as an instructional tool for enhancing students’ performance.

Education is considered as pursuit of knowledge. Therefore, it is the prime duty of instructors to prepare pupils for the future which requires complete dedication. This is because of the factors like social background of students where teachers were not able to give justice to their teaching. This creates a great need for Web Based Learning.

Objectives of the Study

1. To compare the academic achievement in Biological Science of boy students of control and experimental groups.
2. To compare the academic achievement in Biological Science of girl students of control and experimental groups.
3. To identify the differences, if any, in academic achievement in Biological Science of boy and girl students of control and experimental groups.

Limitations of the Study

1. The present study is limited to comparing academic achievement in Biological Science of boy and girl students.
2. The present study is limited to the subject Biological Science only.

Variables of the Study

Independent Variables: (a) Traditional Method of Instruction  
(b) Web Based Method of Instruction

Dependant Variable: Academic Achievement in Biological Science

Moderator Variable: Gender (Boys/Girls)

Methodology

The study has been conducted by employing quasi-experimental method.

Population

In this study, Secondary school students (IX grade) studying in the academic year 2018-19 were considered as population of the study.

Sample
The purposive sampling technique was used to draw the sample. The sample consists of 100 pupils, among them 50 students constituted control group and 50 students constituted experimental group based on their intelligence by administering Raven’s Standard Progressive Matrices.

**Tools used for collection of data**

The following tools were used for the collection of data:-

- Raven’s Standard Progressive Matrices
- Web based learning package compiled and validated by the researcher,
- Achievement tests (pre-test and post-test) in Biological Science constructed and validated by the researcher.

**Statistical Techniques**

The collected data was analyzed by using descriptive statistics and the results obtained there from were represented through the graphs.

**Hypotheses**

**H₁**: There is no significant difference between Pre-test and Post-test Academic Achievement scores of boy students of Control group in Biological Science.

To test this hypothesis, the paired ‘t’ test was applied and the results are presented in the following table.

**Table No.1** : Results of ‘t’ test between Pre-test and Post-test Academic Achievement scores of boy students of Control group in Biological Science.

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff</th>
<th>SD Diff</th>
<th>Paired ‘t’</th>
<th>p-value</th>
<th>Signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30.72</td>
<td>1.14</td>
<td>0.44</td>
<td>1.08</td>
<td>2.0310</td>
<td>0.0535</td>
<td>&gt;0.05, NS</td>
</tr>
<tr>
<td>Post-test</td>
<td>30.28</td>
<td>1.28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it is observed that, the Pre-test and Post-test Academic Achievement in Biological Science of boy students of Control group (t=2.0310, p>0.05) do not differ significantly. Hence, the null hypothesis is accepted. It can be concluded that, the Pre-test and Post-test Academic Achievement in Biological Science of boy students of Control group are similar.

The Mean and SD Pre-test and Post-test Academic Achievement scores of boy students of Control group in Biological Science are also presented in the following figure.

**H₂**: There is no significant difference between Pre-test and Post-test Academic Achievement scores of boy students of Experimental group in Biological Science.

To test this hypothesis, the paired ‘t’ test was applied and the results are presented in the following table.
Table No.2 : Results of ‘t’ test between Pre-test and Post-test Academic Achievement of boy students of Experimental group in Biological Science.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff</th>
<th>SD Diff</th>
<th>Paired ‘t’</th>
<th>p-value</th>
<th>Signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>31.40</td>
<td>1.32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>53.64</td>
<td>1.32</td>
<td>-22.24</td>
<td>1.59</td>
<td>-70.0031</td>
<td>0.0001</td>
<td>&lt;0.05</td>
</tr>
</tbody>
</table>

From the above table, it is observed that, a significant difference was observed between Pre-test and Post-test Academic Achievement scores of boy students of Experimental group in Biological Science (t=-70.0031, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It can be concluded that, the Post-test scores of Academic Achievement in Biological Science of boy students are significantly higher as compared to Pre-test scores of Academic Achievement in Biological Science.

The Mean and SD Pre-test and Post-test Academic Achievement scores of boy Students of Experimental group in Biological Science are also presented in the following figure.

Figure No.2: Comparison of Pre-test and Post-test Academic Achievement of boy Students of Experimental group in Biological Science

H₃: There is no significant difference between Pre-test and Post-test Academic Achievement scores of girl students of Control group in Biological Science.

To test this hypothesis, the paired ‘t’ test was applied and the results are presented in the following table.

Table No.3 : Results of ‘t’ test between Pre-test and Post-test Academic Achievement scores of girl students in Control group in Biological Science.

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff</th>
<th>SD Diff</th>
<th>Paired ‘t’</th>
<th>p-value</th>
<th>Signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>31.20</td>
<td>1.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the above table, it is observed that, the Pre-test and Post-test Academic Achievement scores of girl students of Control group in Biological Science (t=0.5365, p>0.05) do not differ significantly. Hence, the null hypothesis is accepted. It can be concluded that, the Pre-test and Post-test Academic Achievement scores in Biological Science of girl students of Control group are similar.

The Mean and SD Pre-test and Post-test Academic Achievement scores of girl students of Control group in Biological Science are also presented in the following figure.

![Figure No.3: Comparison of Pre-test and Post-test Academic Achievement of girl Students of Control group in Biological Science](image)

**H₀**: There is no significant difference between Pre-test and Post-test Academic Achievement scores of girl students of Experimental group in Biological Science.

To test this hypothesis, the paired ‘t’ test was applied and the results are presented in the following table.

**Table No.4 : Results of ‘t’ test between Pre-test and Post-test Academic Achievement scores of girl Students of Experimental group in Biological Science.**

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff</th>
<th>SD Diff</th>
<th>Paired ‘t’</th>
<th>p-value</th>
<th>Signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>31.40</td>
<td>1.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>53.68</td>
<td>1.25</td>
<td>-22.28</td>
<td>1.40</td>
<td>-79.5714</td>
<td>0.0001</td>
<td>&lt;0.05, S</td>
</tr>
</tbody>
</table>

From the above table, it can be observed that, a significant difference was observed between Pre-test and Post-test Academic Achievement in Biological Science of girl students of Experimental group (t=-79.5714, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It can be concluded that, the Post-test scores of Academic Achievement in Biological Science of girl students in Experimental group are significantly higher as compared to Pre-test scores of Academic Achievement.
The Mean and SD scores pretest and posttest achievement in biological science of girl students in experiment group are also presented in the following figure.

Findings
1. The Pre-test and Post-test Academic Achievement in Biological Science of boy students of Control group are similar.
2. The Post-test scores of Academic Achievement in Biological Science of boy students are significantly higher as compared to Pre-test scores of Academic Achievement in Biological Science.
3. The Pre-test and Post-test Academic Achievement scores in Biological Science of girl students of Control group are similar.
4. The Post-test scores of Academic Achievement in Biological Science of girl students in Experimental group are significantly higher as compared to Pre-test scores of Academic Achievement.

Conclusion
In a nutshell, web based instructional strategy enables the students to search and gather more information on a particular topic by browsing the web and thereby students ability of searching, selecting, abstracting, exploring the information will be nourished. Web based learning provides the students with the ways of exploring the information during the learning process.

References
SKILL DEVELOPMENT IN 21ST CENTURY
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Abstract

As per UNICEF, gender equality related soft skill development training is important. Due to gender inequality women get violated. To empower women, a proper attitude should be created. This attitude can reach to the next generation only through their teachers. Keeping this in mind, the workshop is conducted for ‘would be’ teachers. Experimental method is used to test the effectiveness of this workshop and the pretest posttest single group design is used. Purposive sampling is used for this experiment and all the 1st year & 2nd year trainees of D. K. Shinde College of Education, Gadhinglaj where selected. To test the attitude & related soft skill of trainees towards gender equality the attitude scale was used. A significant number of trainees thought that many differences between male and female are biological and not social. In the first session of one day workshop, we discussed what gender equality, the need of gender equality is, problems rose due to gender inequality etc. In the 2nd session the discussion were carried out among groups issuing gender cards. After that, activities (stories, poems, minor games and narration of real incidents) were conducted to discuss how gender inequality is a social issue and its solution. At the end of the workshop a strategy was planned, teaching as per gender equality based analysis of textbooks and co-curricular activities accordingly. At social level through activities such as street plays, cultural programmes. Finally it was concluded, due to workshop the attitude & related soft skill of trainees was improved towards gender equality. Trainees realized there are less biological differences more social differences among male and female.

Introduction

The important characteristics of emerging society is progressive development in social, political, economic, scientific and technological areas. This development has brought human beings closer to each other but this closeness has failed in developing peace, unity and stability in society. That is why we see discrimination, conflicts and instability built everywhere. So there is need to establish peace in society by overcoming social and cultural inequality.

In the recommendations of Delors commission one of the pillars suggests that there is a need of ‘Learning to live together’. UNICEF says this contains four important aspects.

1. Human rights education
2. Gender training
3. Global education
4. Life skills education.

Among these, gender equality & related soft skill training is an important aspect. We have to accept that male and female are different from each other biologically. But our society also differentiates them and it is stressed that male are superior to female. So women become victims of various assaults. The problem lies in this discrimination. Social gender discrimination affects family life, economic, social, cultural and religious dimensions.

Gender inequality

a) Biological Differences

In human being, sex determination is of XX-XY type. Out of 23 pairs of chromosomes, 1 pair is of sex chromosome which is responsible for sex determination. Male produces 2 types of sperms containing either X or Y chromosome while female produces only 1 type of eggs that contain X chromosome. During fertilization if
X containing sperm fertilizes the egg then the offspring is a female. If Y containing sperm fertilizes egg the offspring is a male. Secondary sexual characters are also different in male and female. Mammary glands are well developed in female while male develop beard and moustache. Also there are many differences between the biochemical reactions and functions of accessory glands. In girls the age of puberty varies from 10 to 14 years of age. In boys it is 15 to 18 years. Also weight, physique are some physical differences that we can trace easily. These gender differences are totally biological.

b) Social differences

1. Family life – in our society girls are underestimated and they are kept away from decision making in family matters. Also there are cases seen like dowry death, physical violence, mental harassment etc.
2. Social life – in social life girls are kept under many restrictions and their primary rights are also not given to them.
3. Economic life – girls are not considered as the owners of property though the law has given them that right. The boys are considered the final authority of the property.
4. Spiritual life – in many religions and spiritual books women are considered as subordinate to men. Women are given the responsibility of all rituals, fasting and worshiping and all this is done for wellbeing of men.

From these social differences women are treated like slaves. To get out of these circumstances and to empower women, a proper attitude towards women should be developed. To develop such attitude & related soft skill the people need to be educated about the gender equality. Keeping this in mind the researcher has arranged a workshop, especially for trainee teachers so that the concept of gender equality can reach to the upcoming generations through their teachers.

Objectives

1. To test the attitude & related soft skill of trainee teachers towards gender equality.
2. To decide the form of various activities to be conducted in the soft skill development workshop.
3. To arrange the workshop to develop the gender equality attitude & related soft skill in trainee teachers.
4. To study the effectiveness of soft skill development workshop.
5. To know the trainee teachers feedback about the workshop.

Hypothesis of the study

After the soft skill development workshop there is a significant difference in attitude & related soft skill of trainee teachers towards gender equality.

Limitations of the study

1. The study is limited to the gender equality attitude & related soft skill.
2. The study is limited to the trainee teachers in B.Ed colleges affiliated to Shivaji University, Kolhapur.
3. The study is limited to the trainee teachers of the year 2018-20.

Research method

a) Research Method

Experimental method is used. Single group pre-test post test design is used. Purposive sampling is done to select the trainee teachers and an attitude and soft skill pre test was given to them. When pre test was observed gender inequality was seen and the workshop was arranged. After a one day workshop, post test was given.
The schedule and contents of the workshop conducted is as follows.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.00 to 12.00</td>
<td>Gender Equality Concept- a lecture with PPT</td>
</tr>
<tr>
<td>12.00 to 1.00</td>
<td>Biological and social differences between male and female- A presentation</td>
</tr>
</tbody>
</table>

**Second Session**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30 to 2.00</td>
<td>Gender differences- and its effects.- Poet reading and discussion</td>
</tr>
<tr>
<td>2.00 to 3.00</td>
<td>Activities and discussion- using a paper wheel</td>
</tr>
<tr>
<td>3.00 to 4.00</td>
<td>Narration of gender discrimination incidents in society</td>
</tr>
<tr>
<td>4.00 to 5.00</td>
<td>Recreation games to determine social and biological differences</td>
</tr>
<tr>
<td>5.00 to 5.30</td>
<td>To receive feedback from the participants through open ended questionnaire about the workshop</td>
</tr>
</tbody>
</table>

**b) Research tools**

Self developed Gender Equality attitude & soft skill test was used and an open ended questionnaire was used to know the trainees’ feedback about workshop.

**1. Gender equality attitude & soft skill test**

The questions related to activities of day to day life such as differences between birthday celebration of boy and girl, household duties of men and women, apparels of teenage boys and girls, duties of husband and wife, their relationship etc were asked. At the end, to check the concepts of differences between male and female, whether they are biological or social etc trainees were questioned.

**2. Open ended questionnaire**

An open ended questionnaire was prepared to test whether the information is sufficient or not, whether the activities were proper or not, if participants have expected any additional things in the workshop etc.

**c) Analysis, Interpretation and Discussions**

Quantitative and qualitative analysis was done. To test whether gender equality attitude & related soft skill is developed or not among the trainee teachers.

**Table No. 1: Post test gender equality attitude & related soft skill analysis**

<table>
<thead>
<tr>
<th></th>
<th>Gender Equality Attitude &amp; soft skill</th>
<th>Gender Inequality Attitude &amp; soft skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed freq. (fo)</td>
<td>96</td>
<td>34</td>
</tr>
<tr>
<td>Expected freq. (fe)</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>
(Source- Researchers calculations)

\[ x^2 = 28.62, \quad \text{df} = 1 \]

\[
\begin{array}{ccc}
\text{(fo- fe)} & 31 & -31 \\
\text{Yates’ Correction} & \text{(fo- fe-0.5)} & 30.5 & -30.5 \\
\text{(fo- fe-0.5)}^2 & 930.25 & 930.25 \\
\text{(fo- fe-0.5)}^2/fe & 14.31 & 14.31 \\
\end{array}
\]

From the Table No. 1 it is observed that Chi-Square value is greater than table value so directional hypothesis is accepted that means there is significant difference is gender equality attitude & related soft skill of trainee teachers. From this attitude & related soft skill trainees get the idea about biological differences and social differences between male and female and they realize how male and female should be equally treated in society.

To know the reviews of participants about workshop qualitative analysis of the open ended questionnaire was done. Open ended Questionnaire was divided into two stages. At first stage the qualitative analysis of feedback about theoretical information given in workshop was done.

**Table No.2 Analysis of feedback about theoretical information given in workshop**

<table>
<thead>
<tr>
<th></th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender Equality Concept was understood</td>
</tr>
<tr>
<td>2</td>
<td>Information was given about the biological and social differences</td>
</tr>
</tbody>
</table>

(Source- Researchers qualitative analysis)

From the Table No.2 it can be said that the theoretical information given in the workshop is sufficient and in proper way.

At second stage the quantitative analysis of feedback about the activities carried out in the workshop was done.

**Table No.3 Analysis of feedback about the activities carried out in the workshop**

<table>
<thead>
<tr>
<th></th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A discussion about gender differences using paper wheel was more interesting</td>
</tr>
<tr>
<td>2</td>
<td>Poet reading was good</td>
</tr>
<tr>
<td>3</td>
<td>Incident Narration was thoughtful</td>
</tr>
<tr>
<td>4</td>
<td>The game activities selected to determine social and biological difference between male and female were interesting.</td>
</tr>
</tbody>
</table>

(Source- Researchers qualitative analysis)

From the Table No.3 it is seen that the activities carried out in the workshop were enjoyable, informative and proper.

A strategy was planned at end of workshop to decide how gender equality could be developed in society. As per strategy it was decided to work in two ways. First, at school levels gender based analysis of textbooks should be done. Teaching and co-curricular activities should be planed accordingly. The next is at social level a message of gender equality should be given through street plays, skits and different entertainment programmes. Festivals should be celebrated keeping gender attitude in mind.
Conclusion

From the research it is concluded that,

1. There is significant difference in the gender equality attitude & related soft skill of trainee teachers after the soft skill development workshop.
2. To create gender equality attitude & related soft skill, arrangement of such workshop is effective.
3. The theoretical information given in the workshop is proper and useful.
4. The activities carried in the workshop are enjoyable, proper and useful.
5. The upcoming teachers have proper attitude & related soft skill towards gender equality due to the workshop.

Reference

Life Skills Education is designed to facilitate the practice & reinforcement of psychosocial skills in a culturally & developmentally appropriate way. It contraries to the promotion of personal & social development, the prevention of health & social problems & the protection of human rights –WHO 1999.
रेखायांकित शिक्षावारी रचना अर्थात पढ़तोंने ज्ञान पाहिजे की, त्यामध्ये मानसिक कौशल्य विकसनसाठी योग्य सांस्कृतिक व विकसित मार्गांचा अवलंब करून अधिक सराह प्रेणा दिली गेली पाहिजे. त्यामध्ये मानवी हक्कांचे संबंध होऊन आरोपीबङ्क संबंधित व सामाजिक संस्थांपासून दर्शन पैदा त्यामध्ये वैशिष्ट्यक व सामाजिक विकसनात चालना मिळाली पाहिजे. योडणारां, जीवन जगण्यासाठी उपयुक्त उपरणांचा सूची कौशल्याच्या समवेत जीवन कौशल्य शिक्षणात असला पाहिजे. अर्थात जीवन कौशल्याचे शिक्षण माणजे यथावधिक व्यक्तिक व्यवहार यो चांगलं व त्यांनी शरीरकी अर्थसंबंधी स्वरूपकृपण हभांतरांवर करून त्याच्या व्यवहारकर्त्यांच्या समांगणात विकसित करणे होय.

व्याख्या — “जीवन कौशल्याचे शिक्षण कोणता तर पहिचमनाच्या ज्ञानासाठी विपणी आपल्यासाठी व्यापकता वापर करून जीवन शिक्षणात येणाऱ्या समस्या सोडविला व सकारात्मकपणे आपल्या देखील जीवनात येणाऱ्या समस्यासोडविले व सकारात्मकपणे आपल्या देखील गरजाच्या प्रभावापूर्ण पूर्ण करते”

जीवन कौशल्य शिक्षणाची उद्देश्ये:

1. अथवासमाजात शिक्षाधारी रजदेकर शिक्षादायक रजदेकर जीवन शिक्षण मांडल्याची व्यवस्था करते.
2. ‘ज्ञान पाहणे, विके, शहरणांचे’ हे शिक्षाधारी केंद्र याच्यात आजहे युग ज्ञान व गुणसेवक पदवी ओळखणे.
3. शिक्षाधारी नवी अनुभवांनी जीवनांचे महत्त्व पत्तित देणे.
4. शिक्षाधारी अथवासमाजात राजस्थान व अथवासमाजात राजस्थान जीवन कौशल्याच्या विकसनसाठी वारंवार सध्या प्रारंभ करून देणे.
5. जीवन आणि शिक्षण यांत्रिक मेठ याळणे.
6. शिक्षाधारी शिक्षणाच्या यशस्वी, सुखमय जीवन जगण्यासाठी तयार करणे.

जीवन कौशल्य विकसात शिक्षकांची भूमिका:

1. शिक्षकांनी प्रत्येक अनुभव देताना त्याची जीवनाशी संग्रंथ पाहली.
2. जीवनाची ठरणार्थ संसाधनांचा लाभ ज्ञानांसोबत मांडून त्यांना माणं कार्यक्षमता मांडून करते.
3. शिक्षकांची भूमिका प्रेणात्मक स्वतंत्रता असली पाहिजे.
4. जीवन कौशल्याचे शिक्षण देणावरील शिक्षक महावृत्ती पटक आहे.
5. शर्यती शिक्षाधारी अथवासमाजात शिक्षकांनी त्यांना जीवन कौशल्याच्या विनविनाय उत्सवांनुसार संग्रंथ पाहली गरज आहे.
6. शिक्षकांनी कौशल्यांचा माणं कार्यक्षमता विकासाचे व्यवहार व तत्कालिन याचा संवें जोडून दिला पाहिजे.
7. शिक्षाधारी जीवन कौशल्याचा वापर आपल्या देखील जीवनात करा याचा निर्णयाचा याचा विकसित करते.
8. भविष्यातील अथवा वेळ शेषसाधारी निर्णयासमुदाय किंवा महत्त्वाची आहे हे उदारता देणारे पदवी घेऊ याचे.
9. शिक्षाधारींनी स्वयंजीवी निर्णयं हार्जीवाची शिक्षकांनी विविध उपक्रम राखताना वाहत पाहिजे. उदा. योग शिविराती आयोजन करून शिक्षाधारींनी संवें ताकाळी पाहिजे.
10. सहस्रकाले त्यांना जीवन कौशल्यासाठी शिक्षकांना समूह अथवा वेळाने अथवा लेण विविध आपल्या प्रसंगी मानवाची भावना सहभागी केलेले पाहिजे.
11. संस्था निर्माणसाठी प्रकाश्यांचा माणं शिक्षकांनी विविध लहान उत्सवां संस्था शिक्षासाठी निर्माण केल्या पाहिजे.
12. शिक्षकांनी अथवासमाजात कार्यालयांना नियोजन व आयोजनाची जागरूकता विभेदकांच्या संघीयीलां पाहिजे. उदा. सहस्रकाळे नियोजन व आयोजन सामूहिक प्रकाश्यांचे आयोजन करते. त्यापुढे अत्तमानांची व्यवहार व जीवन कौशल्याच्या विकास होणारं मटून होईल.
1. विभागीय दरोपयोग येणाऱ्या अपवादांमध्ये मात करणाऱ्यो मात करणाऱ्यो सवय वाचवली पाहिजे. उदा. परोक्षेत्रील अवशय, परोक्षेत्रील भीती.

2. शान्तीमध्ये विविध समस्येची आयोजन करून विवादायणाचे खिळाडूूँचा विकास तसेच नेतृबंद गुणाना विकास केला पाहिजे.

3. जागरूक आंदोलन संतोषाने सातलेली जीवनसंगीतातून प्रत्येक व्यक्ती जीवनातील पडमोडीवर सकारात्मक परिणाम पडकून आणण्याचा संदर्भात जागरूक आंदोलन संपतते जीवन कौशल्ये सातलेली आहे.

4. स्व जागणारी / स्वयंपाली 3 Self Awareness'

5. स्व जागणारी म्हणजेस स्वत-व्या धारा, अभिनवी, आवर्जी नवर्जी, स्वत: प्रदूोत, बलस्थ, स्वत:सी उणाव, धमता व मर्यादा यांची जागणी असावे. यामध्ये पूर्वीं शास्त्रीचा समावेश होतो.

6. स्वत-व्या धमता जागणी.

7. स्वत-सी समग्र करून चारचार जास्तीत असतो. जी व्यक्ती धमता: व स्वत-व्या धमता यांची ओळखते ती व्यक्ती जीवनात सर्व काही प्राण करून चे शाखे आहे. स्वयंपालूमूले अपराधिला आतापरंपरा, असिंवीज आणि आत्रसमावेश या धारा अनुभवाने येतात.

8. स्वयंपालूमूले समग्र धारा आत्मसमावेश भरते. स्वयंपालूमूले धारा आत्मसमावेश आत्मसमावेश या धारा अनुभवाने येतात.

9. शास्त्रीय शास्त्रीय शास्त्रीय धारा आत्मसमावेश एवढे धारा आत्मसमावेश या धारा अनुभवाने येतात.

10. निर्णय बनावण्याचा धारावरील क्रम लागणे.

11. आत्मसमावेशता व तपासण्याचा परिस्थितीतील पूर्ण आत्मसमावेश असावे.

12. स्वयंपालूमूले स्वयंपालूमूले स्वरूपाच्या विवादायणाचा समावेश सहज साध्य होतो.

13. समानुभूती / सहजोत्सव 3 Empathy '

14. समानुभूती म्हणजेस दुस्सद्धाच्या भूमिकेत सिद्धांताची धमता. म्हणजेस दुस्सद्धाच्या भूमिकेत सिद्धांताची धमता असेम वर्ग प्रदूू चित्रो जागृत प्रणाली कृत्य होणे. समानुभूती म्हणजेस सहानुभूती नवेस तर ह्या व्यक्ती 3 दुस्सद्धाच्या भूमिकेत

15. त्या भूमिकेत सहानुभूती जागृत प्रणाली प्रक्रिया आणि जीवनकौशल्यात अंतर्भूत आहे. त्यांची लहान लहान धारा समस्तीत शास्त्रीय धारा विवादायणाचा संदर्भात काढून रूपांतरित करत त्या विवादायणाचा संदर्भात प्रभावी निर्माण आणि धमता होतो. त्यांचा आदर करते धमता समावेश आणि जीवनकौशल्यात असल्याचे विवादायणकृत स्वत: अधिक समजदार बनतात, धमता शारीरिक व मानसिक विकास योग्य दिसून होतो.

16. समस्या निवारण 3Problem Solving'

विवादायण जीवनात अनेक समस्या असतात. काहीजन त्याचे निकालण करतो तर काहीजन त्यात अडकून पडतात. त्यामुळे
How to Think

1. Understand the problem.
2. Formulate a plan.
3. Execute the plan.
4. Evaluate the result.
5. Reflect on the process.
7. "Creative Thinking"

Sujanana’s article on creative thinking is divided into two parts.

7.1. 3. Critical Thinking

Keshav Jha’s research article focuses on critical thinking and emphasizes the importance of developing critical thinking skills to foster effective learning. The article suggests that critical thinking involves analyzing, evaluating, and synthesizing information to arrive at a well-reasoned conclusion.

7.2. 3. Coping with emotion

Sandeep Nag’s research article explores the impact of emotional intelligence on coping strategies. The study highlights the significance of emotional intelligence in managing stress and maintaining mental well-being.

7.3. Coping with stress

Swarup Singh’s research article examines the role of stress management techniques in enhancing overall health and productivity. The study underscores the importance of adopting effective coping strategies to deal with stress.
यावर उपयोजना, त्याचे व्यवस्थापन करण्याचे कौशल्य आवश्यक करते. तात्त्विकांत्वाच्या विविध कारणांचा शोध व त्याचे होणारे 
शासूनीक व मानसिक आरोग्यावरील परिणाम आधारित त्यांचे व्यवस्थापन करण्याची क्रमत करणे तात्त्विकांत्वाचे समावेश कौशल्य
होय.

वातावरणातील होणाचा बदलमुळे, आयामांमुळे किंवा काल्पनिक भौतिकांमुळे आपल्या शरीराच्या व मनाच्या जो बदल घडून
शेतात त्यांचा तान असे घडतात. अपेक्षित येथील वातावरण न आपल्या तपासणीत निर्माण होते. भूतकाळातील गोष्टींची विचार
केल्यास निराशा बांधते. या उल्ट भविष्यातील गोष्टींचा विचार केल्या तर तान निर्माण होतो. आपल्या शासूनीक अथवा मानसिक
वातावरणात जेव्हा बदल होतो तेव्हा त्यास अनुरूप होणाची गाज असते. एखादा व्यक्तीमध्ये तान बदती तेव्हा अनुकूलन क्रमत
कमी होते. तानाच्या अनुकूलनाची तणाव परिस्थितीचे पुष्करण करून, कारणे शोधून सकारात्मक _टिकोनातुना आयोजना करणे
आवश्यक आहेत.

सारांश
युक्ती आणि समृद्ध जीवन जगण्याची गुणकर्त्ली मित्रविषयासाठी जीवनकौशल्ये आत्मासात करणे गरजेचे आहे. आयुष्यात
जगण्याचा अडवणी, संपर्कांचा जाताना योग्य निर्माण घेता यावला पाठवू. त्यासाठी तत्काळ्यांचे योग्य सहकार्य मित्रविषयासाठी सहज व
दुपुरांचे ग्रेफ्टण बायला हवे. नविन शिकण्याची विविध कार्यकौशल्य आत्मसात करण्याची उमी निर्माण बायला पाठवू. नविनतीतीला
ज्ञान लागावला हवा. चिकित्सक _पि विकसित द्वारा आणि जोवानांकडे व्यक्तीसाठी सकारात्मक _पिक्टोन विधायीमध्ये निर्माण होणे
आवश्यक आहे. ही कौशल्ये, या क्रमत एकूण व्यक्तीत्व विकास विकसित करण्याचे कार्य जीवन कौशल्याचा शिक्षणातून शक्य
आहे. महत्त्वाची शाळेवर विद्यार्थ्यांचे ही कौशल्ये शिकवणे गरजेचे आहे.

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3. श्रीमती वागडे विराटकर, ‘शिकण्यातील नविन विचार प्रवाह ‘, निगाती प्रकाशन, पुणे.
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ROLE OF ICT IN ENHANCEMENT OF ENGLISH LANGUAGE SKILLS AMONG HIGHER EDUCATION LEARNERS

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Abstract:
Language is the mirror of human life which delineates the life of human. Language speaks man’s personality. It is the cosmic medium like imparting the common information society. English is one of the most important languages which have played role in the process of globalization and knowledge explosion. Now, ICT (Information and Communication Technology) has been used in almost all fields of life, including education. In education, ICTs play vital roles in facilitating teaching and learning. They have transformed classroom communication methods and modified instruction strategies. Also, ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher-talking and students listening approach. The development of ICT is seen as a better way of teaching and learning a certain language compared to the existing methods. In education, innovative learning, especially learning can be done by using the Internet to generate device-based learning ICT. The various traditional methods of teaching English language skills (listening, speaking, reading and writing) for instance still remain important for teachers of English Language. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. Language is one of the significant elements that affect international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (Grabe & Stoller, 2002). In the digital world, where everything is under control of the Internet and brand new technological inventions, it is difficult to undermine their contribution to foreign language teaching. ICT appears as a ‘bridge’ to break the distance and ‘survive’ the learning. In case of distance, teachers can use ICT through video conference to enable them teach or monitor the students learning process.

The purpose of this paper is to see how we can use ICT for obtaining English language related skills. We can use ICT tools for higher education learners. ICT will be useful for enhancing English language skills as listening, speaking, reading and writing. This paper focuses on use of ICT tools for learning English language skills.

Keywords:
Internet, Social media, Online facilities, Online language related courses, Feature films, E-creation tools, E-communication tools, Reading/writing facilitative e-tools, Listening/speaking facilitative e-tools, Virtual learning environments, Computer Assisted Language Learning, Webinar, Interactive White Board, Mobile Apps

Purpose of the study:
English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers, it is the most common second language in the world. If you want to speak to someone from another country then the chances are that you will both be speaking English to do this. English is not only an international language but essential language for interpersonal communication across the world. English is the language in any field be it student life or for business. It is essential to learn, read, speak and write in English. It is an important language because as we go anywhere across the globe, English is the most common language which people overseas can speak and write without any hurdle. It plays...
an important role in spreading knowledge of any kind. One has to have a good knowledge of English to access the sources of any information.

In today's global world and with the help of modern technology, English has become the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors as medicine, engineering, politics, economics, international relations, and higher education in particular, the most important area where English is needed. It has also become a medium of instruction at universities in a large number of countries, a basic means of second language learning/teaching, an accessing source of modern knowledge and scientific research, and a means of global communication and earn living.

**English language skills:**

The four language skills—listening, speaking, reading, and writing—are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages.

In order to become a well-rounded communicator, one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability, and most important confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as *passive skills*. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as *active skills*.

**Listening** is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. **Speaking** skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life and thereby bring about the well-rounded growth that we should all seek. **Writing** skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversation. The skill of **reading** is one of the most important we teach our children. It is a life skill that enables them to extend their concepts, gain information as the basis for other learning and to gain access to the magical world of fantasy. For this study, we can take into consideration questions as: 1. How can we use ICT tools for learning English language skills? 2. In teaching process which ICT tools can be used?

**ICT Tools importance:**

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centred learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT used in language learning:
Some of these approaches, facilities and tools are CAI(Computer Assisted Instructions), CALA(Computer Assisted Language Assessment), CALL(Computer Assisted Language Instruction), CALL(Computer Assisted Language Learning), MALL(Mobile Assisted Language Learning), TELL(Technology Enhanced Language Learning), Blogs, Wiki, E-mail facility, Digital libraries, multimedia, mobile learning, free and open source software and social media, MOOCs, Virtual classrooms etc.

Some of the ICT Tools which are used for learning four skills of English language are as below. These tools help learners to acquire skills required for smooth communication.

(i) **Internet**: It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic and attractive. There are lots of facilities available for communication on internet. (AMMANNI, U.APARANJANI, 2016)

(ii) **Social media**: Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blog are made on it. Students can add themselves with the English language

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**Fig. 1**: Fitzpatrick and Davies (2002) in Hartoyo (2012) sets ways in which ICT used in language learning

**Fig. 2**: ICT tools for learning skills of English language

- Internet
- Social media
- Online facilities
- Online language related courses
- Feature films
- E-creation tools

- Listening/speaking facilitative e-tools
- Virtual learning environments
- Computer Assisted Language Learning
- Webinar
learning groups and take advantage of sharing information. Lots of social sites are available on it like Facebook, Twitter, Instagram etc. It is very helpful in learning situational language. (AMMANNI, U.APARANJANI, 2016)

(iii) **Online facilities for English language learning**: A lot of online facilities are available on internet for the development of language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc. (AMMANNI, U.APARANJANI, 2016)

(iv) **Online language related courses**: These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing online courses are as MOOC, Future Learn, NPTEL and IIT’s, Concordia University etc. Students can watch online and offline videos of language learning for enhancement of their language skills. (AMMANNI, U.APARANJANI, 2016)

(v) **Feature Films in Teaching English**: Films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying learning experience. (AMMANNI, U.APARANJANI, 2016)

(vi) **E-creation tools**: Those tools enable English language learners to be creative. They involve playing with and using language to create, explore and discover while producing content and learning performances that can be measured. Such as web publishing, presentation’s software, exercise creating tools, podcasting, camera, moviemakers and audio makers. (Mohammed Rhalmi, 2017)

(vii) **E-communication tools**: Software that promote communication among students and teachers may be divided into two kinds of tools. First, there are those types of software that allow for in real time interaction such as telephone conversations, a board meeting, voice conferencing and instant messaging. The second type of software includes those that occur with a time delay such as email, text messages transmitted over cell phones and discussion boards. (Mohammed Rhalmi, 2017)

(viii) **Reading/writing facilitative e-tools**: Some ICT tools can facilitate and boost teaching and learning of writing and reading skills. Such tools include online boards, sonline journals, blogs, wikis and e-books. (Mohammed Rhalmi, 2017)

(ix) **Listening/speaking facilitative e-tools**: The listening skill can be developed through ICT tools such as video and audio files, podcasts (syndicated audio files) and vodcasts (syndicated video files), audio video sharing libraries like YouTube. (Mohammed Rhalmi, 2017)

(x) **Virtual learning environments**: Virtual learning environments are web-based platforms that allow teachers and learners to manage and organize their work electronically. (AMMANNI, U.APARANJANI, 2016)

(xi) **Computer Assisted Language Learning**: CALL is a broad and an ever changing discipline. Beatty defines, CALL as “Any process in which a learner uses a computer and as a result improves his or her language and it covers the wide range of current practice in the field.” (AMMANNI, U.APARANJANI, 2016)

(xii) **Webinar**: Webinar is the best example for online learning. Webinar is an interactive seminar conducted via the World Wide Web. Usually a live presentation, lecture or work-shop that, happens in real time as users participate through chatting, video-chatting, file-sharing or asking questions with a microphone. Webinars are more helpful in learning grammar. (AMMANNI, U.APARANJANI, 2016)
(xiii) **Interactive White Board**: IWB acts as a motivational tool. IWB has to be connected to the computer and data projector. IWB offers teachers to comprise video clips, films interviews, electronic microscopes, different websites etc. It improves the social skills of the students like cooperation and participation. In IWB lessons can be recorded and saved for further use. (AMMANNI, U.APARANJANI, 2016)

(xiv) **Mobile Apps**: Mobile digital devices like laptops, iPods, tablets, smart phones have made English language learning easier. At present there are so many apps available in the App store and Play store (Android) markets. Some mobile apps which are amending English language learning and teaching are Dictionary.com, Hangman, Grammar’s, Quizmaster, 60-Second Word Challenge, Mobile Air Mouse, Ankhi Flash Cards, English Idioms Illustrated etc. (AMMANNI, U.APARANJANI, 2016)

(xv) **Language laboratory**: This is the latest innovation in the language teaching. In this we have sound equipments and projectors, computers etc. which can give the students the practice of listening and speaking. (AMMANNI, U.APARANJANI, 2016)

**Advantages of ICT in English language teaching**:

1. We can get the required information within a fraction of second.
2. Learners become more innovative with the help of e-learning.
3. ICT provides the information to the students which will be useful for them to compete with this competitive world.
4. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
5. ICT can make students and teachers to work with current and authentic sources.
6. ICT ameliorates the learner’s interaction, verbalization involvement in group collaborative learning.
7. Students can learn independently.
8. With ICT pictorial description is available.

**Disadvantages**:

1. Students get short span of attention because of the ICT in language learning.
2. Online learning cannot offer human interaction.
3. Students may open or log on to the unnecessary websites to play games or to watch movies etc.
5. Good infrastructure and trained man power is required to use the ICT tools in teaching and learning.
6. Communication is taking place between learners.
7. The teacher is only a mediator.

**ICT can be useful for a teacher in the following ways**:

1) It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of ICT. He can do various certification programs in English language teaching run by the famous educational institutions like Cambridge University, British Council etc. These programs help in enhancing his capacity to teach English language and to make his subject content easy, economic and more understandable.

2) A teacher can increase his domain of knowledge English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT. He can also participate in discussions and conferences with the experts of his English language teaching to improve his knowledge and skills ELT through audio and video conferencing.
3) ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.

4) He may participate in various in-service training programs and workshops which are essential for his professional development with the help of ICT.

5) ICT helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked – in which are helpful in better learning of English language skills.

6) ICT also helps him framing curriculum of English language learning. He can study curriculums ELT of different countries to study their pros and cons, challenges as well as sociological and psychological issues related to English language learners. All these things help him in framing a curriculum that leads to achieve the aims and objectives of English language teaching.

The purpose of this paper is to see how we can use ICT for obtaining English language related skills. We can use ICT tools for higher education learners. ICT will be useful for enhancing English language skills as listening, speaking, reading and writing. This paper focuses on use of ICT tools for learning English language skills.

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FLIPPED CLASSROOM STRATEGY – ACADEMIC ACHIEVEMENT, INTEREST AND PROBLEM SOLVING ABILITY OF STUDENTS

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Abstract
In Schools, while learning students are stressed and pressurized for concentration but they can’t. What are the reasons for their less academic achievement, interest and problem solving ability in schools? On the contrary students are stress free at home; they feel happy, relax and can perform many activities. If students will be noticed to do the classroom work at home and home work in class. They will enjoy the learning.

1 Background
Teaching learning process is so complicated and lifelong. Researcher is active in the field of teaching from last 13 years and is very much interested in using innovative strategies in teaching learning field. At present researcher is serving at Ashoka International Centre for Educational Studies and Research, where flipped classroom strategy is implemented by all faculty members.

In flipped classroom strategy, it is expected that whatever work is done in classroom students will do it at home and vice versa. Teachers are supposed to provide notes to students well in advance so that students can refer it at home and can discuss it with their friends in classroom.

2 Need of the Research
India is developing country where almost all the classrooms are facing many issues such as lack of infrastructure, technological facilities, overcrowded classrooms and many more. Researcher visited the English medium schools in Nasik for the lesson observation as a part of his duty he came across the reality pertaining the English language and grammar. Researcher noticed that students’ performance is poor in English grammar. He communicated it with the teachers and students of the schools. He noticed that most of the English teachers are applying traditional method of teaching English subject. The secondary students are inactive in teaching learning of English subject.

This situation of students raised some questions in the mind of researcher. Does today’s education fulfill demand of the rapid change in the society? Is today’s teaching strategy helpful for learning English grammar and development of communication skills? How will English grammar learning of students be developed? Can flipped classroom strategy develop academic achievement, interest and problem solving ability in English of students? For answering these questions researcher requires to check out the effectiveness of flipped classroom strategy for teaching English grammar on academic achievement, interest and problem solving ability of 7th std. students.

3 Statement of the Problem
To develop and find out the effectiveness of Flipped Classroom Strategy for teaching English grammar on Academic Achievement, Interest and Problem Solving Ability of 7th Std. Students in Nasik city.

4 Definition of the key terms
4.1 Conceptual definition
1 Flipped Classroom
A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom.

2 Academic Achievement

Academic achievement is the result of what an individual has learned from some educational experiences.

3 Interest

“A quality exciting curiosity or holding the attention.” (Buch, M. B. 2006)

4 Problem Solving Ability

“The systematic process by which a problem and its best possible solutions are identified and implemented.”

4.2 Operational Definitions

1 Programme based on Flipped Classroom Strategy

Programme based on the teaching strategy using flipped classroom learning refers to the activities planned by the researcher based on flipped classroom strategy.

2 Academic Achievement

Score obtained in English subject by the students on the post test (Achievement Test) developed by the researcher.

3 Interest

Scores obtained in the Interest test for the components emotion, value, knowledge, engagement given in the Interest test constructed by the researcher.

4 Problem Solving Ability

In the present study problem solving ability means ability to recognize a problem, ability to generate and to choose among the alternative solution, ability to implement the chosen solution, tends check answers for reasonableness, able to answer, understanding of a problem before trying to solve it and ability to evaluation of 7th std. English students.

5 Effectiveness

The present study it refers to the significant difference between the scores on the pre-test, post-test (English Achievement test, Interest test, Problem Solving Ability test) obtained by the students from the experimental group and the controlled group.

5 Objectives of the study

1 To assess the existing status of teaching English grammar
2 To assess the existing status of English grammar achievement, interest and problem solving ability of the 7th std. students.
3 To develop programme based on Flipped Classroom Strategy for teaching English grammar to 7th std. students.
4 To test the effectiveness of the programme based on Flipped Classroom Strategy.
5 To analyze the feedback from the neutral observers regarding the programme based on flipped classroom strategy.

6 Research Question

For objective 1
What is the existing status of teaching English grammar?

For objective 2
What is the existing status of English grammar regarding academic achievement, interest and problem solving abilities of the 7\textsuperscript{th} std. students?

For objective 4
What will be the effectiveness of the programme based on Flipped Classroom Strategy?

For objective 5
What will be the feedback of the neutral observer regarding the implementation of the programme based on flipped classroom strategy?

7 Hypothesis of the Study
7.1 Research Hypothesis
1 The programme based on Flipped Classroom Strategy for 7\textsuperscript{th} std. students enhances academic achievement in English grammar.
2 The programme based on Flipped Classroom Strategy for 7\textsuperscript{th} std. students enhances interest in English grammar.
3 The programme based on Flipped Classroom Strategy for 7\textsuperscript{th} std. students enhances problem solving ability in English grammar.

7.2 Null Hypothesis
1 There is no significance difference between pre-test and post-test mean scores of Academic Achievement of Experimental group.
2 There is no significant difference between post-test mean scores of Academic Achievement of experimental group and controlled group.
3 There is no significance deference between pre-test and post-test mean scores of interest of Experimental group.
4 There is no significant difference between post-test mean scores of Interest of experimental group and controlled group.
5 There is no significance difference between pre-test and post-test mean scores of problem solving ability of Experimental group.
6 There is no significant difference between post-test mean scores of problem solving ability of experimental group and controlled group.

8 Assumptions
1 Students have difficulties while learning English grammar.
2 Flipped Classroom Strategy facilitates English grammar academic achievement learning.
3 Flipped Classroom Strategy facilitates interest in English grammar learning.
4 Flipped Classroom Strategy facilitates problem solving ability in English grammar learning.
9 Scope, limitation and delimitation

9.1 Scope
1 This study covers all the students studying English grammar in 7\textsuperscript{th} std. in Nasik city.
2 This study is concerned to all the students and teachers in the SSC Board schools of Nasik city.
3 This study is related to constructivist teaching technique of flipped classroom strategy.

9.2 Limitation
The aspects such as self learning style, grasping power, concentration, emotional and intelligent quotient of the students are beyond the control of the researcher.
9.3 Delimitation of the study
1 The present study is limited to only the SSC Board schools.
2 The study is limited to English Medium schools in Nasik city only.
3 The study is limited to only the subject English.
4 The study is limited to the topics of grammar in English language.
5 The study is limited to the 7th std. students studying in Nasik city.
6 The survey includes response of only those teachers who teach English to the students of 7th std. in SSC board schools.
7 Researcher consider only one constructivist approach i.e. flipped classroom strategy.

10 Variables
10.1 Independent Variable
Programme based on flipped classroom strategy

10.2 Dependent Variable
1 Scores obtained by students in the academic achievement test.
2 English Grammar Interest Test
3 Problem Solving Ability Test

10.3 Controlled Variable
1 Age of the students,
2 Test,
3 Gender,
4 School Environment,
5 Topics,
6 Medium of instruction,
7 Equated groups

11 Research at a glance

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<td>All students of the 7th std. in English medium schools of SSC board in Nasik city</td>
<td>All students of the 7th std. in English medium schools board in Nasik city</td>
<td>All the schools affiliated to SSC board in Nasik city</td>
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<td>Purposive sampling – 4 schools (50 students from 7th)</td>
<td>Expert</td>
<td>Random sampling - 10 students (5 experimental</td>
<td>Purposive sampling – 4 neutral observer</td>
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12 Plan, procedure, analysis and interpretation of data of the study
12.1 Objective wise plan, procedure, analysis and interpretation

13 Findings
1 Flipped Classroom Strategy rarely used for teaching in school.
2 A programme on flipped classroom strategy is appropriate for teaching English grammar to 7th std. students.
3 A programme based on flipped classroom strategy improves academic achievement, interest and problem solving ability of the students.
4 The neutral observers are favorable towards the implementation of flipped classroom strategy in the classroom.

14 Selected References
https://en.wikipedia.org/wiki/Flipped_classroom
COMMUNICATION TO SHARE KNOWLEDGE, IDEAS AND ATTITUDES AND CHALLENGES IN IT’S WAY

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Introduction:
Today’s world and its economic and political systems depend heavily in communication. How one communicates one’s thoughts, ideas and emotions to others is integral to striking. It is important that what one wants to communicate is conveyed in a lucid, simple, precise and matter-of-fact manner without any miscommunication or misunderstanding. This process also involves giving and receiving information, persuading others and improving human relationships. Inspite of technological instruments language remains the most important element in the process of communication. Communication is a basic human need. Psychologists and Sociologists believe that only verbal skills but attitudes, persuasive skills and behavioral changes also create an impact on communication.

Defining Communication:
Communication is a complex process, because a number of things must be done simultaneously. We must send messages and ensure that the receiver understands are not. We must gather ideas/collect information, formulate ideas into messages using language, we must know the audience and adopt message to suit them. Care must be taken in choosing appropriate words. Pay attention to grammar appropriate structure of language, tone, modulate voice, etc. We must also use appropriate body language and understand body language and cross-cultural differences. Communication is to be goal oriented and predetermined objective.

Process of communication:

Encoder/sender ——— Message/information ——— Decoder/Receiver

The above diagram depicts the three factors essential for communication sender (i.e speaker or writer) message (i.e knowledge) and the receiver (i.e listener or reader).

One may divide the process of communication into five steps.
1. Ideation
2. Encoding.
3. Channel/Medium.
4. Decoding.
5. Feedback.

1. Ideation: The sender may be an individual or a group of people. Sender must have an idea of what he wishes to communicate. It may be mass media, a government, educational, religions of political organizations.
2. Encoding: Sender’s idea is converted into a message and transmitted. He must take of symbols and signs used for encoding.
3. Channel: It is the means of communication such as spoken, written, electrical, digital etc. Depending on the purpose the sender selects the medium/channel.
4. Decoding: To understand the original idea of the sender the receiver will decode the message.
5. Feedback: To achieve the purpose of communication the sender has to receive the response from the receiver. This is the most essential step in the entire process of communication.

Professional life skills:
In the modern world working on technology, marketing project and organization, an individual is more stressed. Gathering information, collecting data needs more effort and hard work. Hence the following skills are
appropriate, one need to follow.

1. Team work skills.
2. Emotional Intelligence skills.
3. Problem solving skills
4. Assertive skills
5. Adaptability skill

**Team work skill** : It is an activity undertaken by a group of individually talented people, working collaboratively to achieve a common goal. Team work can produce optimum results.

Tips for the effective team work.

- Respect each others’ point of views. Do not dismiss anybody's ideas.
- Put aside the personal differences and work for common goal.
- Keep each other informed about the progress of the project.
- Healthy competition with in a team is necessary.

Emotional Intelligence Skill

Success is determined by not only intelligence but by the emotional Intelligence. It is the ability to understand and recognize our feelings and empathise with the feelings of others. It is also about managing interpersonal relationships. It is believed that improved emotional intelligence directly contribute to our mental and physical well-being and people with high emotional intelligence are known to have a healthier, happier and longer life.

Anger is a bad adviser and a soft answer turns away the anger.

**Assertive skills**

There are many situations in life when we need to assert ourselves both in personal and professional life. Assert your selves to resolve the problem. While asserting oneself one does not offend others. Assertiveness is the ability to express one’s opinions, feelings and views freely and without letting emotions dictate the manner of expression and communication. It is also personality trait. It builds mutual respect, increases ourself esteem and minimizes chance of hurting.

Adaptability skills : it is the ability to change oneself when necessary and also to be changed by circumstances. It is an evolutionary skill. Adaptability is a mind set. If we become too attached to how we do things rather than why we doing some things, we will find it difficult to adapt. Part of adapting is also finding creative solutions to problems.

**Problem solving skills** : it helps to work more efficiently with peers, co-workers, customers and partners. It teaches us how do use available resources to resolve the issues constructively.

**A systematic approach involves four basic steps.**

1. Define the problem.
2. Think of possible alternatives/options.
3. Asses and select a suitable alternative.
4. Apply a solution.

Useful suggestion

Work in group, pairs and discuss the problems and solutions. One must love and respect his profession. Be civil to all; serviceable to many; familiar with few; friend to one; enemy to none.

**Conclusion**

The scope of the term ‘Communication’ has broadened in its meanings to include, transfer or sharing of knowledge, important ideas and attitudes, that is, an exchange of meaningful information in an effective way. He who asks is a fool for five minutes but he who does not ask remains a fool forever.
CHALLENGES AND OPPORTUNITIES FOR SKILL DEVELOPMENT IN HIGHER EDUCATION:

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Introduction:
Higher education plays an important role in terms of economic development of the country. Literacy is a key for socio-economic progress, and the Indian literacy rate has grown to 74% (2011 Census figure), with recent reports of 80% literacy approaching the world average rate of 84%. As of February 2017, statistics from the UGC website states that, there are 789 universities, 37,204 colleges and 11,443 stand-alone institutions in India, which makes India's higher education system in the world third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector.

Objectives: 1) Accommodates diversity and protect learners from inferior and non-relevant skill development for the people of all socio-economic background and genders. 2) Provide greater transparency and consistency across the entire skill development system.

The National Quality Assurance Framework aims to:
a) Improve the consistency and industry relevance of NSQF graduates through closer partnerships with industry and other social partners;
b) Accommodates diversity and protects learners from inferior and non-relevant skills development for people from all socio-economic backgrounds and genders;
c) Provide a structure for continuous improvement of the overall education and training system in India;
d) Improve the quality of all education and training in India, even those delivered by institutions that have limited resources, by an inclusive quality framework, which permits such institutions to achieve the quality standards laid down in the NQAF. The objective is not to exclude large number of participants in the skills development process by an exclusive framework that set benchmarks that exclude education and training provision;

e) Develop a skilled India of highly valued productive multi-skilled workers; and

f) Provide greater transparency and consistency across the entire skills development system as it provides a common framework for the system as a whole to improve, monitor and evaluate the management, provision and outcomes of sk

Research Methodology: This paper is basically descriptive and analytical in nature. In this paper an attempt has been taken to analyze the challenges, need and opportunities for skill development in India. Data used in it is purely from secondary sources according to the need of this study.

Need for Skill development: Development of Skill in Higher education supplies trained and skilled manpower to the different sectors of the economy. Out of four major factors of production i.e. men, money, machinery, and material, we may only have competitive advantage over the men i.e. our human resource or manpower, because quality manpower may provide tremendous output. Hence, the development of the country depends on its quality manpower. It is very much important for the government to invest in education, training, and skill development programs as a whole to supply quality manpower in the requisite number to different sectors. At the same time, government must take initiatives to measure and control the institutions providing higher education, training, and skill development programs to control over the quality supply of skilled manpower.

Challenges in Higher Education in India: Even after 71th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these seven decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below:

Enrolment: The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Equity: There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system. Quality: Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world. Infrastructure: Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large numbers
of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.

**Demand and Supply Mismatch:** The demand made by the industries and supply of labour force mismatch leads to aggravate all types of skill development of initiatives of the government and partner agencies. The number of people formally trained in a year is only 1100,000 by ministry of labour and Employment and approximately 3,200,000 trained by 17 other central government and its partner agencies.

**Research and Innovation:** There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India. Structure of higher education: Management of the Indian education faces challenges of over centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).

**Opportunities in Higher Education:** The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments.

Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country’s higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world.

The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners.

**Findings and Suggestions in Improving the System of Higher Education:**
Higher education is basically traditional type of studies. Inflexibility in curriculum framework of vocational training and education made it difficult for individual to imbibe the proper skills. Many skills taught in curriculum are obsolete and their end result is that workers are unable to find jobs according to their aspirations.

There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and reputation. There should be a good infrastructure of colleges and universities which may attract the students. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research
laboratories and research centers of top institutions for better quality and collaborative research. There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education. Universities and colleges in both public private must be away from the political affiliations, Favouritism, money making process should be out of education system etc. There should be a multidisciplinary approach in higher education so that student’s knowledge may not be restricted only up to his own subjects.  

**Conclusion:** Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children’s do not get even primary education. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

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TECHNOLOGICAL PERSPECTIVES OF INCLUSIVE EDUCATION FOR MASTERING SKILLS

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Abstract:
Unless drive with a desire, the rapid advance of science and technology may widen inequities, exacerbate social fragmentation and accelerate resource depletion. In the 21st century, that purpose has been progressively defined in terms of well-being. But well-being consists more than access to material resources, such as income and wealth, jobs and earnings, and housing. It is also related to the quality of life, including health, civic concern, social connections, education, security, life satisfaction and the environment. Equitable access to all of these derive the concept of inclusive growth, the aim of the present paper is reviewing the technological perspectives for Inclusive education focusing on the individual needs of learners, helping them to overcome any barriers that may prevent them from reaching their potential.

Keywords: Technology, Assimilation, Digital, Inclusion etc

Introduction:
Before exploring particular technologies which can help a teacher’s differentiation practice, it is important to consider how to effectively accommodate technology into instruction. The first and most important principle of technology assimilation is that the focus should be on the result of the instruction, and not on the technology itself. While technology is used just for the behalf of doing something new and different, teachers fail to strap the affordances of the technology to support the requirements of the learning situation. Before making the judgment to use a particular technology for a particular lesson, teachers should first make opinions about the learning goals, activities, and assessments that will direct the learning experience. During the progress of making these opinions, teachers can more easily predict opportunities to accommodate one or more technologies. This mindset is central to the conceptual framework for educational technology known as Technological Pedagogical Content Knowledge (TPACK) (Booby Hobgood, Lauren ormsbvc, 2012).

Technological Pedagogical Content Knowledge (TPACK) proposes that thoughtful assimilation occurs when teachers are accommodating to the interplay of content, pedagogy and technology (both electronic and traditional). Considering all three domains altogether outcome in a lesson in which all the component parts are adjust to support the learning goals and outcomes of the instructional plan. TPACK model recognize a distinction between use and assimilation of technology. While a teacher may accept how to use a handheld device like an ipod touch to listen to music or access the internet, her/his competence with the device does not ensure understanding and operation of sound pedagogical practice with the device within the background of the classroom. Skilful assimilation of any piece of technology requires a more willful approach to its instructional use.

A Frame work for Technological Assimilation in Inclusive classroom:
Locating Content:
The use of the World Wide Web to find material is now so pervasive that it’s easy to forget how we taught or lived without it. But it was not long ago that teachers and textbooks afford the sole sources of content for students in the classroom. Now the range of material directly available to students is almost without limit, and comprises digitized books, scheming images, archived radio programs, scientific videos, and much more. Most teachers already accept how to find suitable content for students on the internet. What isn’t always so distinct is
how to find content that supports the learning goals for a lesson while meeting students individual learning requirements.

**Intensify content:**
Just as technology attempt a way to bring distinct content to students, it also provides a way to make the same content available to students for whom that might not otherwise be a possibility. A reading passage that may not fulfill the requirements of every student in a classroom can easily be made with the aid of technology.

**Screen-reading software:**
If the selected text is web-based, an initial starting point to stake students who have difficulty with reading is to use screen-reading software. This category of software boosts students with learning disabilities by reading aloud text from web page or document using an incorporate voice. In some occasions, the software highlights the words as they are being read, allowing students to follow along as they hear the text. This approach is also useful for English language learners, although it’s important to assure that the quality of the audio offered is coherent to the listener.

**Concept mapping:**
Sometimes the objection posed by the text is one of understanding and remembering relationships. The capacity to understand this network can frustrate the learner, interfering with comprehension of the text. In a historical passage that centres on character interaction, learners with processing difficulties may have woe retaining the relationship between key characters. In a social studies classroom, the problem may be one of extorting how key events relate to a historical construct (Andreja Istenic, 2010). Concept maps support student’s comprehension by identifying key views and making noticeable the relationships between them. These visual images allow students to read the same passage as their peers without the frustration caused by the inability to incorporate information. To use concept maps as a pre-reading strategy, teachers can develop concept maps and give them to learners with processing issues or dyslexia preceding to reading a text. Depending on the level of the students, the teacher may use this to examination the passage with the whole class or individually. Learners can also create their own concept maps after completing a reading. Used in this route as a post-reading activity, concept maps can help learners more closely check what they’ve read and can serve as formative assessment.

**Digital textbooks, eBooks and Audio books:**
Digital textbooks, both online and CD-based, attempt options for accessing the same content at different levels of complexity. The digital format offers a favor over traditional textbooks because digital publications can assimilate time-based and interactive media directly within the text. For example, North India history: A digital textbook contains a map of North India agriculture from 1860-2018, illustrating the acres of farmland by county. By dragging a sliding bar underneath the map, the students can visually see the decrease in land devoted to farming over time. Learners who are dyslexic or who have dispose of issues, benefit from multi-sensory input afforded by textbook features like this one. CD-based digital textbooks furnished by textbook publishers offer a variety of features, which allow the reader to change the formatting of the text to improve readability. Many digital textbooks allow students to hear the text. This character supports learners with learning disabilities and English language learners, who benefit from the ability to hear and see the text simultaneously.

**Processing and recording information:**
Technology can be used to support how each learner works to assimilate new information, either alone or in malleable groups. A learner with a learning disability like dysgraphia may feel frustrated that he/she cannot easily take notes or provide responses to assigned questions because of his/her difficulty with writing. Using a laptop or portable word processor can mitigate that frustration, freeing the student to restore notes or answers by
keyboarding (David Griol Barres, 2012). Technology can similarly support learners who are diagnosed with dyscalculia, a learning disability related to mathematics. The use of a hand-held calculator can help learners who have difficulty in writing numbers in the proper sequence. For learners without access to handheld devices, many online calculators offer the same functionality. Alternatively, students with dyscalculia can approach spreadsheet programs like Microsoft Excel, which have built-in formatting options to help learners to organize and see data. The ability to colour-code columns or rows of data, for example can help a student who needs support to distinguish numbers.

**Blogs, Wikis and Other Writing platforms:**

For learners who do well with written products, written outputs, online text platforms like blogs and wikis can increase motivation by offering the guarantee of an attractive output with a “real” audience. Some blogging sites offer teachers the ability to create a classroom blog linked to individual learner’s blogs. For example, the Landmark project’s class Blogmeister is free to teachers and furnish a secure environment where learners can safely share and comment on the work of their peers.

**Demonstrating understanding through multimedia:**

Learners who struggle to organize their thinking and learners who have dyslexia are often paralyzed by anxiety when they are assigned written work. When written work is a requirement, appropriate supports should be provided. But in some situations, the proper use of multimedia products either to supplement or replace written homework can be used to free students whose expression is often disrupt by their learning disabilities. Free web-based multimedia tools provide learners with options that respect their individual strengths and weaknesses.

**Digital Posters:**

Digital poster displays, like those designs using Glogster EDU, incorporate media elements like images, videos, audio recordings, and drawings with text. Gifted learners and learners who thrive on creative freedom find engagement and challenge in such a format and learners with learning disabilities find support in the options for remark.

**Voice thread:**

It is an online podium where learners can respond to a topic using text, audio, video or images. The variety of options makes it desirable for students with learning disabilities to contribute to the presentation using the method that works best for them. The option to record an oral return, rather than delivering it “live” in class, benefits learners who require time to compose their thoughts, as well as learners who have speech disorders like stuttering.

**Digital storytelling:**

Digital stories can be constructed in a range of formats, including pure audio, image slideshows with static text, image slideshows with voiceovers, and pure video. The options that register over text benefit students who have trouble with writing. Learners who need support in mapping out the characters, setting, events and sequence of their stories can use concept mapping software to organize their reflection.

**Conclusion:**

Technology should not be used just for the sake of doing something innovative and different; teachers fail to strap the affordances of the technology to support the needs of the learning situation. Before making the choice to use a particular technology for a particular lesson, teachers should first make choice about the learning goals, activities and assessments that will shape the learning experience. During the action of making these decisions, teachers can more easily envision opportunities to integrate one or more technologies. Now the range of material readily available to learners is almost without limit and includes digitized books, manipulative images,
archived radio programs, scientific videos and much more. Certainly it is the role of the teacher who should effectively assimilate the technology in the inclusive classroom.

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RIGHT TO EDUCATION- ROLE OF JUDICIARY TOWARDS ITS PROTECTION AND IMPLEMENTATION

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Abstract

Right to Education Act enacted by Central Government is innovative steps towards providing free and compulsory education to children as it is recognised as Fundamental Right under the ambit of Article 21-A of the Indian Constitution. Children are the backbone of the nation. Law can be effective instruments of social change and social transformation if it is implemented properly. Law on paper is different and law in practical is quite different. In this backdrop, this paper intends to analyse regarding role of judiciary vis-à-vis protection and effective implementation of Right to Education which is one of the constitutionally recognised fundamental right. It will helpful in enhancing various quality like skill development of teachers and for providing the quality education for students. It is the responsibility of each and every individual to contribute towards effective implementation of programmes and policy launched by the Government from time to time. It is the duty of State to provide free, qualitative and compulsory education which is one of the fundamental rights under the garb of constitutional mandate. Hence, this paper can be discussed scope of Right to Education and role of Judiciary in implementation of Right to Education Act.

Key Words: - Right to Education, Judiciary, skill development, quality education, teaching and learning process etc.

Introduction:

Right to Education is one of the constitutionally recognised fundamental rights under part III of Indian Constitution. No right is absolute one. By keeping in mind as well as for effective implementation of right to education as enshrined in Constitution of India, Parliament of India enacted The Right of Children to Free and Compulsory Education Act, 2009. Article 21-A is newly inserted in the Constitution of India for availing Right to Education as Fundamental Right.

RIGHT TO EDUCATION AS FUNDAMENTAL RIGHT-

The Supreme Court of India stated that Right to Education as a fundamental right from Article 21. The word ‘life’ includes ‘education’ because education promotes good and dignified life to each human being. Right to education held as fundamental rights leads towards quality education to the pupil. Students are the wealth of the nation. Whole development of the nation is based on the contribution of the students. In view of this, it is the responsibility of the government, parents, teachers, guardian to provide quality education to the students.

ROLE OF JUDICIARY VIS-À-VIS PROTECTION OF RIGHT TO EDUCATION

In Miss Mohini Jain vs State of Karnataka and Others held that Parts III and IV of the Constitution are supplementary to each other. Unless the 'right to education' mentioned in Article 41 is made a reality, the fundamental rights in Part III will remain beyond the reach of the illiterate majority. In Unni Krishnan, J.P. And Others v. State of Andhra Pradesh And Other Court held that the right to education is implicit in, and flows from, the right to life guaranteed by Article 21. It is not absolute right. It has to be determined in the light of Directive Principles contained in Article 41, 45 and 46 of the Indian Constitution.

Expanding skill development opportunities: Skill development constitutes one of the national priorities of the Government of India. Skill development is considered critical not only for achieving faster, sustainable and inclusive growth but also for providing decent employment opportunities to the growing young population. It is recognized that India’s young population must develop skills that are relevant to employment needs in order to
ensure employability and to prevent labour demand-supply mismatches. It is not only role responsibility on the part of the Government but it is duty of every individual to create awareness as to education specially children from rural area. Overall growth of the nation is based on the providing the quality education.

**CHALLENGES AND ISSUES IN EDUCATIONAL SECTOR**

Despite substantial progress towards the goal of Education for All, education sector in India faces several challenges. Some of the issues which need increased attention include:

(i) quality-related deficiencies in ECCE programmes;
(ii) it appears lower enrolment rates in upper primary and secondary/higher secondary education;
(iii) It has found higher drop-out rates in elementary and secondary education, especially among children belonging to socially and economically disadvantaged population groups;
(iv) lower level of student attendance rate at primary and upper primary stages of education in some of the educationally backward States;
(v) lower level of participation in education of children with special needs;
(vi) unsatisfactory level of student learning;
(vii) Deficiencies relating to teacher quality and teaching-learning process; so it needs to be improved.
Teaching-learning process must be improved so that quality of teacher and skill of students should be enhanced.
(viii) difficulty in sustaining the involvement of the volunteer teachers in adult education programmes and in creating sustainable demand for literacy;
(ix) Inadequate Vocational education and training facilities;
(x) Shortage of funding for some of the education sector development programmes.

**FREE EDUCATION’**

Free Education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

**‘COMPULSORY EDUCATION’**

It casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental right as enshrined in the Article 21-A of the Constitution, in accordance with the provisions of the RTE Act.

**THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009 - QUALITY EDUCATION FOR STUDENTS**

This enactment is welcome initiative towards protection of Right to Education. In the year 2001-2002 the Government of India launched SarvaShikshaAbhiyan for providing elementary education free. There was absence of central legislation for providing education. In P.A. Inamdar case court stated that it was for the Central Government, to come out with a detailed legislation. Ultimately the Right of Children to Free and Compulsory Education Act, 2009, has been enacted by the Parliament of India.

Right to Education under the gamut of Constitution is one of the significant developments towards respecting and protecting right to education as fundamental human rights for the children. Apart from Article
21-A of Indian Constitution, this enactment is good step on the part of parliament for providing free and compulsory education to child. Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

By keeping in mind Article 51-A, This Act casts a duty on every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school. In socialistic pattern State, maintenance of quality education is need of an hour.

SUGGESTION AND CONCLUSION

1) Primarily it is the duty of each parent or guardian to provide education to children. This duty of Indian citizen cannot be enforced through mandamus.

2) It is also duty of every school teacher to contribute towards quality learning so that potential skill of children will develop as well as to provide relevant skill to children.

3) Judiciary being protector and guardian of Fundamental Right, have to observe and implement right to education whenever there is violation of right to education.

4) It is the responsibility on the part Governmental organs, various NGO, Local Authority etc. to conduct awareness progress in order to effective implementation of the Right to Education. Awareness programme should also to be focused at rural area by giving special attention to various vulnerable and disadvantageous sections in the society.

5) Apart from this, it appears deficiencies in teacher-student ratio. A key milestone in India’s march towards Education for All was the adoption of the National Policy on Education 1986 which states “In our national perception, education is essentially for all”. So teacher-student ratio must be improved. Motto of “Education for All” not only on the paper but it should be reflected in society.
THE ROLE OF ICTS IN INCLUSIVE EDUCATION


Introduction:

Inclusive Education (IE) refers to the ambition, and goal, that all children regardless of ability or disability should be educated in mainstream classes in their district schools, receiving education and support as required by their needs. The idea of inclusive education is important because it is defined by the United Nation as a human right in The Convention on the Rights of Persons with Disabilities.

Inclusive education should be adaptable to different styles of learning so that it suits all learners, in particular children. According to the UN, there are some 200 million children with disabilities in the world (UNICEF, 2009). The general conclusion is that developed countries significant progress in inclusive education (e.g., Ferguson, 2008). Among the long list of barriers to successful implementation of inclusive education as the limited involvement of the education ministry, limited government support, ineffective policies and legislation, inadequate founding, shortage of specially trained teachers, political instability, and economic crisis, ineffective and inefficient use of assistive technologies is a major obstacle. Assistive Technologies (AT) is a broad concept, covering virtually anything that might be used to compensate for lack of certain abilities ranging from low-tech devices like crutches or a special grip for a pen, to more advanced items like hearing aids and glasses, to high-tech devices such as braillers and computers with specialized software for helping dyslectics to read (WHO, 2009).

“For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible” by IBM training manual 1991

The Role of ICTs in Inclusive Education

Every child has the right to education regardless of race, religion colour, creed, or ability or disability. Learners with disability experienced great difficulty in gaining access to education. It is therefore imperative that such inequalities be amended and the process of “education for all ‘ accelerated. In a foreign country such as the USA for example, “Calls for educational reform” and “school restructuring” within the educational community are echoed in media, in state legislatures and in local schools. Questions regarding the effectiveness of current educational system approaches to educating an increasing diverse student population are raised. The concept of “inclusive school practices” is discussed as a philosophical basis for reconstructing the manner in which schools are organized to meet the needs of all learners.

As teachers alter their instructional methods in response to student diversity, they also need to change their practices in responses to other social, political and economic conditions. Information Technology (IT) has expanded both the amount of information we access and the ways we access it. Changes in the world necessitate changes in what and how students are taught.

The educational needs of people with disabilities are vastly diverse. On the one hand, they must, as their peers, get knowledge and skills required in the society in which they live. On the other, they have (by definition) additional demands (often referred to as special educational needs) caused by functional limitations which affect learners ability to access standard educational methods of instruction, therefore, prevent educational progress. In this context, ICT application is very important as it plays an essential role in providing high quality education for students with disabilities. ICTs have been introduced into the teaching-learning process in order to improve quality, support curricular changes and new learning experiences. In this way it is possible to meet the
specific learning needs of different learner groups. Including students with disabilities. Through specific applications of ICTs are extremely diverse and varied, they may be grouped into the following main categories:

1. Composition uses.
2. Didactic uses.
3. Communication uses.

**ICTs for Compensation Uses**

That is the use of new technologies as a technical assistance that allows students with special needs to take active part in the process of interaction and communication; if a person has a motor disability he may be helped to write, or to read if a person is with a visual deficiency. From this point of view ICTS develop the students’ ability to control their environment, make choices about their experiences, support problem-solving, give access to information thereby enhance communication with others both in the immediate environment and around the world. In other words, technology can recoup or substitute the lack of natural functions.

**ICTs for Didactic Uses**

ICTs used as a learning tool have prompted a new dimension of education and launched the transformation of the educational approaches. ICT application brings a variety of new teaching and assessment strategies for students with different educational needs. Here we must note that information technologies as a didactical tool are suitable for implementing the inclusive curriculum. Must aim at meeting unique needs, differences, and abilities of an individual; hence they must be fully supported to achieve these goals at an appropriate pace. Information technologies, thereupon will become a valuable resource for inclusion.

**ICTs for Communication Uses**

Technologies can mediate communication with people having disabilities (often referred to as Alternative and Augmentative Communication). Assistive devices and software to meet the needs of students with definite communication difficulties are specific to every disability. We talk about the computer as a resource that eases and makes the communication possible, allowing a person with a person with communicative disorders to exhibit his/her abilities in a more convenient way, or people with motor and communicative disorders to start communication, show the needs and make the demands. Furthermore, where teachers are in short supply (as in special education) distance teaching methods can help provide special services between geographically dispersed students and teachers.

**Supporting Inclusive Education through ICT Implementation**

Inclusive education presents an opportunity for students with special needs to attend mainstream classrooms with their age-group peers. To realize this we need to provide for the relevant conditions of overcoming the barriers to the learning process. Particularly speaking, these conditions are attained via the facilitation of ICT infrastructure for SNE (special need education), integration of ICTs into SNE curriculum and training of ICT specialist in SNE. Promoting ICT infrastructure for SNE is necessary in order to provide for the appropriate conditions of teaching and learning in the SNE context. The conditions in every type of inclusive educational area cannot be used to allow students with SNE to participate in the educational process based on special techniques and equipment. 20 Module 4 of the course presents the detailed information on ICT usage as a didactic tool and its integration into SNE curriculum.

The first step toward inclusive curriculum is taking full account of student learning needs and development with an awareness of appropriate teaching and learning methods, as well as application of appropriate tools and equipment within educational intentions and course content. For some students, a technological solution will
be the only way to ensure that they can make their needs, opinions, and views known. For them, access to ICT-based solutions is a lifeline to inclusion. ICT support in inclusive education is important because it covers issues that apply to a spectrum of potential learning needs. The key ways in which ICTs can support educational opportunities for people with SNE are as follows:

- Identifying the preliminary level of personal development (experiences and skills) that is to say the starting point of a student;
- Assisting in personal development by shaping new skills or updating existing ones;
- Improving the access to information;
- Overcoming geographical or social isolation via communication support and networks;
- Improving the image/perception of an area by enhancing motivation and awareness regarding the ICT benefits in SNE;

It is also important to recognize that with ICTs alone we cannot solve all problems; the second step requires the willingness of educators to develop innovative teaching methods or to change and adopt the existing approaches to accommodate new concepts of special needs education and modern technologies. If a learner is unable to manage a particular activity (due to physical or sensory barriers), alternative activities must be designed or adopted, so that he/she gets a chance to receive the needed information and demonstrate the results. To implement this intention ICTs must be fully integrated in SNE curricula. The modified curriculum must preserve the skill or knowledge required for a particular course and distributes knowledge and training resources in a more creative way and on a more equal basis. Educational courses can utilize a variety of technologies to facilitate learning and interaction between participants: asynchronous and synchronous communication and collaboration tools (e-mail, bulletin boards, white boards, chat rooms, videoconferencing, and teleconferencing), interactive elements, various testing and evaluation methods (self-assessment, multiple choice testing, etc.) Educational content can be presented in various media: text on a website, multimedia, such as digital audio, digital video, animated images, and virtual reality environments. This content can be created in a multiplicity of ways, utilizing a variety of authoring tools. As a result, ICTs transform educational dynamics by providing alternative, authoritative sources of information, which requires teachers to become facilitators and, in some cases, intermediaries between specific information sources and a learner. At the same time, ICTs can break teacher’s isolation, providing them with prospects to communicate beyond the traditional school-management hierarchy.

Benefits of ICT use in educational of children with special needs

General ICT benefits:

- Enables greater learner autonomy;
- Unlock hidden potential for those with communication difficulties;
- Enables students to demonstrate achievement in ways which might not be possible with traditional methods;
- Enables tasks to be tailored to suit individual skills and abilities.

ICT benefits for students:

- Computers can improve independent access for students to education.
- Students with special educational needs are able to accomplish tasks working at their own pace.
- Visually impaired students using the internet can access information alongside their sighted peers.
- Students with profound and multiple learning difficulties can communicate more easily.
• Students using voice communication aids gain confidence and social credibility at school and in their communities.

• Increased ICT confidence amongst students motivates them to use the internet at home for school work and leisure interests.

**ICT benefits for teachers, non-teaching staff:**

• Reduces isolation for teachers working in special educational needs by enabling them to communicate electronically with colleague’s supports reflection on professional practice via online communication.

• Improved skills for staff and a greater understanding of access technology used by students.

• Enhances professional development and the effectiveness of the use of ICTs with students through collaboration with peers.

• Materials already in electronic form (for example, from the internet) are more easily adapted into accessible resources such as large print or Braille.

**ICT benefits for parents and cares:**

• Use of voice communication aids encourages parents and cares to have higher expectations of children’s sociability and potential level of participation.

**Conclusion**

In conclusion, we must stress that there exists a considerable potential in the educational uses of ICTs alongside with many challenges and dangers. New technologies can provide the means to explore new forms of learning that break the traditional hierarchies of educational systems develop genuine alternatives to rigid, passive approaches to learning of people with SNE. However, these technologies can turn up as obstacles to education if they are applied without a commitment to the principles of equality, participation, and responsibility.

**References**


प्रस्तावना:

महाराष्ट्रीय बी. ए. महाविद्यालय प्रेसेम प्रोफेसर प्रतिवेदक विषयवाद प्रेसका श्रमलित बेचवेगहटी देखभाल आलौ आलौ। सामाजिक शाखे या विषयवाद प्रेसका श्रमलित तर विषयक प्रक्रिया कमी असल्याचे दिसून येते। यामध्ये भूमोल विषय शहरीव अस्पताल प्रक्रिया प्रविष्ट प्रक्रियाची संधा अंशाची कमी असते। मुक्त अस्पताल प्रक्रियातंत्र दुसरी अस्पताल प्रवेद निवडताच भूमोल विषय निवडला जातो। यामध्ये मादी, हिंदी, इंग्रजी व वाणिज्य शाखेंचे प्रशिक्षणाचा सुंदर दुसरी अस्पताल प्रवेद म्हणून निवडणाऱ्या व्यापारी ज्ञान प्रशिक्षणाची प्रविष्टता नक्सावाचे नक्षत्र व्यापारीचे असते। केला प्रशिक्षणाची मिसाळे असो नक्षत्र व्यापारी विषयक कृतीतील वाहीसाठी स्थर उपक्रम हाती फेयरत आला।

नक्षत्र व्यापारी हे कृतीतील भूमोल अस्पताल विषयवाद प्रक्रियाचा प्रशिक्षणाची मिसाळे प्रविष्टता वेगेचे आवर्तक आहे। प्रादेशिक आर्यावर्त वेगेचे नक्षत्र विषयवाद असल्यात आले पाहिजे। प्रशिक्षणाचा महाविद्यालयातील भूमोल अस्पताल फंडटी फेयरताचा प्रशिक्षणाची मिसाळे नक्षत्रवाच्या कृतीतील जर प्राण झाले नाही तर भविष्य कायम दर प्रशिक्षणाची मिसाळे तरी शिक्षण संख्या म्हणून कायम राहणार आहेत। यासाठी शैक्षणिक गुणमाप्याची दृष्टिने नक्षत्रवाच्या कृतीतील विकसित होणार याची दृष्टिने राहून येणाऱ्या हाती नक्षत्रवाच्या कृतीतील विकसित हा स्थर प्रकट हाती फेयरत आला।

या सर्व नक्षत्रवाच्यांतरील समयमान अभाव केल्या नंतर संघटक मुंबई वेगेचे साहित्य महाविद्यालय सन २०१८ वा शैक्षणिक क्षण दर स्थर उपक्रम राहिला आहे। संबंधित शिक्षणाचा महाविद्यालय हे शिक्षणी विद्यापीठ, कॉलेजवार शास्त्री आर्यावर्त धारक येते। संबंधित विद्यापीठांचे एससोटीव्हा मानकांकप्रमाणे अभावक विकसित आहे। भूमोल अस्पताल नक्षत्रवाच्या त्यांचा उत्तेजन आहतप्रमाणे असल्यात आहे। त्याचा फॅक्टर अस्पताल प्रकाशाधिकारी नक्षत्रवाच्या शिरोमणि, महाराष्ट्राचे, भारताचे दिशा, भारत, सांकेतिक चिन्हे, रंगसंगती, सूची, सर्जरी आंगंगा फॅक्टर कृती नक्षत्रवाच्याचा यावत वाहीस महत्त्व प्राप्त होणार उपक्रम देखभाल आली आहे।

सन २०१७-२०१९ वा शैक्षणिक क्षण भूमोल अस्पताल फंडटी फेयरताचा प्रशिक्षणाचा प्रशिक्षणाची मिसाळे महाविद्यालयांत २२वीं कृतीतील शाखा व निवडलेल्या संघात असल्याचे दिसून आले आहेत। अनेक कमी अस्पतालाचे जनातंत्र येणे पाठ्य नक्षत्रवाच्या अर्थात प्रशिक्षणाचे आवर्तक आहे। अर्थ त्यांचा प्रशिक्षणाची मिसाळे भविष्यकालेत त्यांचा किंवा शेअरचे वेगून येणेचून म्हणून स्थर उपक्रम हाती प्रशिक्षणाचे गरजेचे वाहतुकी आहेत।

महत्त्व:

भूमोल नक्षत्रवाच्या कृतीतील वाहीसाठी उपक्रमाचे इतर महाविद्यालयातील प्राचीन, भूमोल, इतिहास व इतर विषयवाद अप्रशिक्षणाच्या उपक्रमाचे फास्ट व मार्गदर्शन होणार आहे याचे हाती उपक्रम स्वतः प्रकाशाधिकारी आहे।

उपक्रमात होते:

1. भूमोल अस्पताल फंडटी निवडलेल्या प्रशिक्षणाची मिसाळेचे भुमोल नक्षत्रवाच्या कृतीतील शाखा दर स्थर निवडले.
2. भूमोल नक्षत्रवाच्या कृतीतील वाहीसाठी अस्पताल प्रक्रिया विकसित कृतीतील उपक्रम राहिले.
3. भूगोल नकाशाचार्य कौशल्य वादविवाहावरी शेतलेल्या उपक्रमांची परिषदकारकता तपासणे

गृहीते:
1. भूगोल अध्यापन पदवीत वर्ष नवर शिक्षणशास्त्रीची पदभारंपर्या भूगोल विषय नसतो.
2. भूगोल अध्यापन पदवीत वर्ष नवर शिक्षणशास्त्री नकाशाचार्यने कला घेते नाही.
3. भूगोल अध्यापन पदवीत वर्ष नवर शिक्षणशास्त्रीची नकाशाचार्य कौशल्यची क्षमता एकच नसते.

परीक्षणा:
1. भूगोल नकाशाचार्य कौशल्य वादविवाहावरी शेतलेल्या उपक्रमांतून प्रशिक्षणशास्त्रीची प्रगती होते.
2. भूगोल नकाशाचार्य कौशल्यांचा सराव शेतल्यांतर नकाशाचार्यने कौशल्यची क्षमता साठी पूर्वी अंश वाळते.

व्यापी:
सदर उपक्रमायाची संस्थापना सुंगिरदेवी साठूके महिला शिक्षणशास्त्र महाविद्यालय, तासगाव कार्यक्रम महून निवडलेले आहे.

मार्गदर्श:
1. सदर उपक्रम संस्थापना सुंगिरदेवी साठूके महिला शिक्षणशास्त्र महाविद्यालयपूर्व्यंतर मार्गदर्श आहे.
2. सदर उपक्रम हा सन 2017–2019 या शैक्षणिक वर्षांपूर्व्यंतर मार्गदर्श आहे.
3. नकाशाचार्य कौशल्य विविध क्रम सदर उपक्रम हा भूगोल विषयांची निगडीत आहे.

उपक्रम कार्यशास्ती:
भूगोल अध्यापन पदवी निवडलेल्या प्रशिक्षणशास्त्रीच्या भूगोल नकाशाचार्य कौशल्य क्षमता तपासणासाठी माध्यमिक वार्ताविशेष भूगोल पाठ्यपुस्तकाचे आधारित पूर्ववर्तिणी प्रेषणात आहे. सदर चारणी ४० घंटीची होती. सदर चारणी मध्ये नकाशाचे आधारित प्रस्तुती प्रवाहात आहे. तसेच नकाशाचार्य व नकाशाचार्यांना पावर आधारित प्रस्तुती प्रवाह अनेकांक आहे. सदर प्रवाहातील शिक्षक निर्मित होती. प्रवाहातील समर्पणात तयारीला होती.

पूर्व चारणीनंतर प्रशिक्षणशास्त्रीच्या नकाशाचार्याच्या प्रेषणाच्या समयांत शेष शेतला त्यांनंतर नकाशाचार्यांनी नकाशाचे शिर्षक, उपशिर्षक, त्युरंदारांत, दिशा, सूत्र, विषय, रंगवंती, संकेतीत चिन्हे यावणारे नकाशाचार्यांनी माहिती देणारी प्रशिक्षणशास्त्री अपणांतर सहभाग शेतला. काही रेखांकित नकाशी त्याच्याकडून भरून घेतले.

वरीलमूळेन सर्व उपक्रम नियोजनाचा पूर्ण केलेला. सदर उपक्रमावर प्रशिक्षणशास्त्रीच्या संबंधात चारणांत उद्देशी माहिती देणारी प्रशिक्षणशास्त्री निरीक्षणाचा वापर करून आहे. नकाशाचार्यांची निरीक्षण तंत्राचा वापर करून निर्धारणाचा व शिवाय तंत्राचा करून आहे.

उपक्रमाची साधने:
उपक्रमासाठी प्रशिक्षणशास्त्रीचे नकाशाचार्य कौशल्य पहाण्यासाठी पूर्व व उद्देशी माहिती आली तसेच नकाशाचार्यांसाठी निरीक्षण तंत्राचा वापर करून आली आहे.

निकाय:
1. भूगोल नकाशाचार्य कौशल्य पूर्वबेवरी मध्यमान २५.५ असे आले व उद्देशी मध्यमान ३५.५ असे आले आहे. दोन मध्यमांतरील फरक १० असा आहे. यावरुन असे निर्देशनांमध्ये येते की सदर उपक्रमांतून भूगोल नकाशाचार्याच्या वाक होते.
2. नकाशाचार्य करून करून यावणाऱ्या माहिती दिल्यानंतर व विविध नकाशाचा वापर करून येते नकाशाचार्यांचा प्रशिक्षणशास्त्रीचा आवड निरीक्षण होते असे निरीक्षणांकुन लक्षण आहे.
शिक्षार्थी :  
1. भूगोल अध्याय फरवरी प्रवेश देखना त्याचा क्रिमान एस.वाय वी.ए. पर्यंत भूगोल विषय असणार्याच्या प्रशिक्षणार्यांना प्रवेश द्यावा.  
2. भूगोल नकाशाच्या कौशल्यांच्या सरावा साठी वर्गांत सर्व प्रकारचे नकाशे लखणायत यावेत तसेच अंतराळ प्रमुख प्रशिक्षणांमध्ये पेषणाच भाग यावेत.  
3. नकाशाच्या आवड निर्णय होण्यासाठी नकाशाच्या विकिरण सर्वांना नेत्रात आणवेत.  
4. नकाशा मोठे व लहान करणे यासंबंधित एक दिवसाची कार्यशाळा पेषणाच यावी.  

संदर्भ :  
1. पादील वी.एम., आवेद कला मंदिर — परिसर अध्याय व अध्ययन-अध्ययनशाखे, पृष्ठक प्रकाशन: कोल्हापूर, सप्टेंबर: २०१६
शिक्षणालय महाविद्यालयातील प्रशिक्षणांतिके आपल्यांच्या यवस्थापाच्यास्मारे असलेल्या जाणीवाल्या अध्ययनास
संतोष पाहून शिशुंरं हिवे
मेख्या शिरवाळीएवं अपिवे
श्री शाहानी छापती महाविद्यालय, कोल्हापूर . श्रीएम.के पाठील शिक्षणालय महाविद्यालय, प्रयाग विनेकरी, कोल्हापूर

सारंगा

मानवाने आपल्या जीवन अधिकारक व सहकर्षक वनक्षणास्ती यातिंत्रिक, तातिंत्रिक आणि वैज्ञानिक ग्रंथांच्या फार चालू या प्रमाणात केली आहे. याची तातिंत्रिक जीवनाची ग्रंथांमध्ये पत्रकांच्या फार चालू या प्रमाणात केला. तातिंत्रिक पत्रकंपं खोलाच्या मानवाचे असलेल्या टिकून राहते. तातिंत्रिक विकसनांतरसत्ते प्रत्येक धक्का महावायू दुर्दृष्टीत असतो महावायू आहे. तातिंत्रिक पत्रकं विज्ञानी विकासांतरी, प्रत्येकांपासूने आतोताने वापर करून निर्माणातील मात्र करण्याचा प्रयत्न केला तत्ततशी आपल्यांची मात्रातील वाढ गेली. मानवाने विज्ञाना विकासांसाठी निर्माता अनेक पत्रकं खोल जात वापर केला आहे व अजुनिही करत आहे. तातिंत्रिक निर्माणाच्या बदलून अनेक आपल्यांची नियमं निर्माण होते आहेत. या आपल्यांच्या यवस्थापण करणे अर्थात महावायू आहे. यांची शरणार्थकता ने आपल्यांची कार्य, परिणाम समजून नेला या आयुष्यात जावयोजना शोधणासाठी प्रस्तुत शोध निवाचारी निवड केले आहे.

प्रस्तावना :

साधनपूर्वीच अनावरणांनी ओढवणार्या संकटसत आपल्यांसोय महणतात. त्यातून जीवनाच्या वायवस्थेत निर्मितपणे गंगाधराच्या पंत, खड़मोटी व्यतिकित्त अपनेगत पंताच्या वाहन या साधनपूर्वीच्या केल्या पंतानं आणुवतील फार मोठे संकट निर्माण करत आहे आणि मोठ्या लिहाने व मनुष्यांनी होऊन मंगणां जनजीवन विस्तार होते.

'आपल्या महणजे असले पंतत मोडल की, यातुमो असती सांस्कितिकपणे प्रचंड जीवत्हानी व अन्य प्रकारांही हानी संभवते.'

संयुक्त ग्रंथ यंग

आपल्या यवस्थापण :

सूर्यदाम्पत्या अनावरणीय व्यवस्थाचा ज्या पंतनं खट असतात. अशा पंतनंतरा सामीरेच ज्योतिष्याचा श्रीरामकायं पंतनंत्रा जे काही प्रयत्न करते याॅंचा समावेश आपल्यांच्या यवस्थापण होतो. आपल्यांचा वेळात श्रीरामचुं अभिस्रु त्यांचा सर्वसाधारण नागरीकामपूर ते श्रीरामकायं पंतनंत्र लक्षातून तुकारामकायं ठरण्याचा असतात. आशा विविध आपल्यांच्या पत्रीकामच्या विषयाच्या निर्मित्रण करण्यासाठी प्रत्येकांनी व्यतिकित्त पांढरपासूने ते शासन पंतनंत्र लक्षातून पंतनंत्र करणे आवश्यक आहे.

आपल्या यवस्थापण महणजे आपल्या संस्कारांमध्ये तातदीयी मदत, अर्थसहाय, पुनर्वसन अभिस्रु पुनर्निर्माण जाणिवाच्यारे मदत करणे होय.

आपल्या यवस्थापणातील खड़मोटी वाच महणजे, आपल्या नवीनीकरणाच्या सुधारसंपर्करूपात झूठी आराखड खबरच स्वयं आपल्यांची तीव्रता कमी करता येते. कौनोत्तरी काम हे वांगाल्या निर्मिती व यवस्थापनावर अवलंबून असते. आपल्या यवस्थापनाचा संकर्षण बदलून खोलून निर्मित, जबाबदारी यवस्थापन, जोखिम यवस्थापन, कामगारी यवस्थापन, खूर्ती यवस्थापन, बिन्दी यवस्थापन, संदर्भाच्या यवस्थापन आणि माहितीय यवस्थापन सामंजशी होतो.

प्रस्तुत शोध निवाचारी सर्वेक्षणांमध्ये निर्मितित व मानवनिर्मित आपल्यांतील महापूर व आपल्यांच्या जाणीवाच्यांनी हा विषय निवेदित्ते आहे.

महापूर — एक नैसर्गिक आपल्यांचा

महापूर ही एक विशालकायी आपल्यांच्या असून वातावरण आणि वातावरणावर फ्रक्टोंत ती प्रमुखांमध्ये निर्माण होते. काही वेळा मानवी क्रियाशैलीत पूर निर्मिती मदत करता. त्यास आधारे जात ज्यून जात जात नक्षिणांची संतत्याच्या खोलून साधुतांतील अवलंबून परिस्थिती निर्माण होते. ‘जाविटी जात पाण्याचा खालील नाथाचे पाणी दोहीं काटापूर आजुबाजुबार श्रेणीं दूर पसरत जाते तेवढा त्यास पूर नसल्या आहे’.
पूरक है एक नैसर्गिक आपत्ति अस्तित्वीय ते ढाड़ता येण्य शकत नहीं। पण तपासून बचावासाठी योग्य ती खबरदारी देणे आवश्यक आहे। पूरी आपत्तिपूर्ण होणारी हानी कमी करी येणे होईल यासाठी तयाचे व्यवस्थापन करणे महत्त्वाचे आहे।

१. पूर्वी पूर्वसूतना:
पूर्वी पूर्वसूतना पंचायत जिल्हा व राज्य आपत्करण संबंधी विषयांकन पूर्णसूत्र भागना धावी। स्थानिक पूरी आपातकाळीपार्श्व पूर्णसूत्र लोकांना सुचारूत ठिकाणी हातविषयी सूचना देणे।
उदा. जिल्हा सर्वेक्षण "जिल्हा आपत्ति निवारण करणे" तसेच सामाजिक संरक्षण इ।

२. पूर्वी सूचना मिल्यापूर्वी नागरीकंणी जबाबदारी:
१. पूर्णसूत्र भागतील नागरिकांनी पावसाठी विवादायल पूर्णसूत्रवाचल देश असावे।
२. प्राणापणाच्या बेचेलराची हितार्थ जाणणार्या सूचना देणाच्या देख हेमी सतत राहावे।
३. प्राणापणाच्या वापर नागरिकांनी यांजी निर्देशाचा।उदा. रेडिओ टिस्की वर्तमानपणे इ।

३. पूर्वी सूचना मिळ्यापूर्वी जबाबदारी:
१. पूर्वी सूचना मिळ्यापूर्वक आपातपात्र लोकांना त्याची कलपना हावीव त्याची स्थानांतर करावे।
२. परिभाषा, विविध उपकरण, उँच, विविध पद्धत, कृतिकल्स इ वस्त्र पौष्पिक पाणी पोलिजण नाही अला ठिकाणी व्यवस्थापन ठेवावयात।
३. जनावराना, पाण्याचा उंच ठिकाणी स्थानांतर करणे।
४. अपेक्ष, वृद्ध, आराम व्यक्तीने बदल करणे।
५. प्राणांना पाण्यांतून वाहने खालविले व पाणी प्रवास करणे।
६. आरोग्य तपासणीबाबत देश असावे।
७. वाहानांना इंचं वाक्यासाठी भरणे ठेवावयात।
८. इंजीनिअरिंग स्वयं पाणी तपासून पहावयात।
९. योगा परिसरीस निर्देश पुनरावृत्त परिसर प्रवेश करणे।
१०. बोर्ड पराक्रमीसिद्धान्त पुनरावृत्त परिसर प्रवेश करणे।

४. पूर्वपुर्वसूत्त्रित करायली मदत:
१. पूर्वपूर्वताना योग्य देखा घेणे सुचित ठिकाणी स्थानांतर करणे।
२. स्थानांतर केलेली ग्रामपंचायत, शाखा, सार्वजनिक ठिकाणे, आणि धारणावांना राहणारी संय सोय करणे।
३. अनु, वेळ, अवघड या सारख्या मूलभूत गरजा पूर्वपुर्वसूत्त्रित व्यवस्था करणे।
४. मानवी साधनी तयार करून पाण्यांतून येईल झुळ करणे।
५. पूर्ततः केवलचे उपाय:

१. इर्मजस्मी कित सुरक्षित व कोरेडेक्शने.

२. पाण्याचा संपर्कतीत पदार्थ खाख नयेत.

३. गंस व विद्युत उपकरण तासपणी करण्याचे वापरीत.

४. सप्त व इतर प्राणांकी कोरेडेक्शन आप्तेत आर्थ वेळाला असेला त्यामुळे पाणी कृपण काळजी ध्वारी.

५. पाण्याच्या आपणांचा शाळा नयेवे.

६. प्राक्षारामायणाची स्था ऐश्वर्या व त्याचे पालन करा.

७. खाच्छ मोहिन हाताचा पेचट संग्रामजत्या रोगांचा प्रयास शांतिविद्यासाठी धार्मिक करणे.

८. निवारणे, रस्ते, सार्वजनिक स्थिरीण इत्यादीची खाच्छा व दुरस्ती करणे.

९. पूर्णतः लेकांसाठी शासन, सामाजिक संघट, मंडळे, दानपुर व्यक्ती इत्यादीकडून मदतनिम्न उभा करणे.

१०. पूर्णतः प्रवेशसाठी गटक प्राम योजना हाती ध्वारी.

११. पूर्णतः लेकांसाठी अपेक्ष व मानसिक आधार धावा.

प्रस्तुत संशोधनाची गरज व महत्त्व:

आपल्या मन ती नैसर्गिक अशो व मानचर्यनिम्न, ती कठी ही सापूत येत नाही व ती व्यावहार येथे तेव्हा अपरिमित हानी जास्तीची प्रवृत्त्याच्या मिळते. उदा.तामिळनाडु राज्यात कुरक्षोक्त म्हण्या त्यामुळे पाण्याच्या आर्थ निवारणाचा मुळ म्हणून दाबली. तर जुलै २००६ मध्ये जास्तीत अतिवाहितामुळे तेलुगुप्राने सर्व महामार्गाला पूर्तीचा झाड बनून मोठ्या प्रमाणात तुमकून जाते. तसेच २००८ साली केंद्रमध्ये आश्चर्यात लागूला महामार्गामुळे प्रचंड हानी जाती. भूकंपामुळे जीवंत हानीचे प्रमाण जास्त असेही अशा आपल्या टॉपांनाची संशोधनाची महामार्गातील प्रशिक्षणाची आपल्यांचे व्यवस्थापन करा करवा, त्यामुळे मार्ग कसा काढून वाढे प्रशिक्षण देणे अत्यंत महत्वाच्य असेही. शिक्षणाच्या महामार्गातील प्रशिक्षणाच्या हे उदा.चा भायी शिक्षक आहेत. त्याकडून प्रथम त्यांना आपल्या व्यवस्थापनाची गरज समजणे आवश्यक असेही. तर ते आपल्या विश्वासाची आपल्यांच्या कसे सामीरे जावे वाढ शिक्षण देतील.

अनेक आपल्या व मानवाच्या निर्मित्र जास्तीत आहेत. त्यामुळे खपताचे व प्रायोगिक राष्ट्रीय संपर्क नुसार वाढते. याची जाणीव जर शास्त्री विद्यार्थी व भायी शिक्षकांनी जाणी तर काही प्रकरण का होईला आपल्यासून रोगांच्या ध्वाराप्रवेश ते समर्थणे तंदूळ देतील व इत्यादी मदत करणे

शिक्षणाची जीवनी शिक्षणाची महामार्गातील प्रशिक्षणाच्या आपल्या व्यवस्थापनात अस्तित्वाची शाखा येणे.

संशोधनाची ओळख:

१. शिक्षणाच्या महामार्गातील प्रशिक्षणाच्या आपल्या व्यवस्थापनावरुन अस्तित्वाची सदस्यतीवर शोध येणे.

२. शिक्षणाच्या महामार्गातील प्रशिक्षणाच्या आपल्या व्यवस्थापनावरुन परिणामाची शोध येणे.

३. शिक्षणाच्या महामार्गातील प्रशिक्षणाच्या आपल्या व्यवस्थापनावरुन जागृती जागृतीची शोध येणे.
संशोधकाची गृहितके:
1. प्रशिक्षणार्थांना आपल्या व्यवस्थापनावर अहसास महत्त्वाचे आहे.
2. प्रशिक्षणार्थांना आपल्या व्यवस्थाने हा विविध अथवा सक्रमणाचा आहे.

संशोधन पद्धती:
प्रस्तुत संशोधन हे ‘प्रशिक्षणसाठी महत्वाच्या महत्त्वाच्या’ प्रशिक्षणार्थांना आपल्या व्यवस्थापनावर असलेल्या जागीच जागृतीचा अभ्यास’ करणारासाठी संशोधन पद्धती म्हणून संबंधित पद्धतीची नविड केली आहे. संशोधनाची प्रशिक्षणार्थांची आपल्या व्यवस्थापनावर असलेल्या जागीच जागृतीचा प्रशिक्षणकृतीत्या समाधानाने अभ्यासाला आहे.

नमुना निवड:
प्रस्तुत शोधिनेत्रेचा संशोधन करून शोधिनेत्र राहणार्ने संशोधनाच्या महत्त्वाची महत्त्वाची प्रशिक्षणार्थांची आपल्या व्यवस्थापनावर असलेल्या जागीच जागृतीचा अभ्यास करणारासाठी विनाविद्यानित शिक्षणार्थांसाठी महत्त्वाच्या महत्त्वाच्या 400 प्रशिक्षणार्थांच्याकडे 30 टक्के प्रमाणे 120 प्रशिक्षणार्थांची नविड करणार्या आहेत.

माहितीचे वर्गीकरण:
प्रस्तुत शोधिनेत्रेचा संशोधन करून माहिती विवरणार्थांची रोइडवेक्टरी या तंत्रज्ञान वापर केलेल्या आहे.

सारणी क्र.1.1 महापूर्ण या नैसर्गिक आपत्तीवरीतील शिक्षक प्रशिक्षणार्थांची सदस्यता

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सारणी क्र.1.2 महापूर्ण या विकसिताच्या प्रशिक्षणार्थांची सदस्यता आणि जागृतीची प्रमाण
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सारणी क०.३ वर्षों के दिमृत राख्य वेववातीय व्यवस्थापनांसंबंधी शिक्षक प्रशिक्षणार्थी असलेल्या जाणून जागृतीचे प्रमाण

1. महापौर या ऐतिहासिक व्यवस्थापनांसंबंधी प्रशिक्षणार्थी अनुकूल धीमी २०.२५, २३ व २७ ला वर्षों प्रतिसाद देगेच शिक्षक प्रशिक्षणार्थी टक्केवारी अनुकूल ९८.३३ टक्के, ९५.९ टक्के, ९५.८३ टक्के, ९० टक्के, ९३.३३ टक्के इत्यादी आहे. तर चुकीवर प्रतिसाद देगेच शिक्षक प्रशिक्षणार्थी टक्केवारी अनुकूल ९६.६६ टक्के, ९० टक्के, ४७.७ टक्के, १० टक्के, व ६३६ टक्के इत्यादी आहे.

2. प्रश. क०.२५, २६, २७, २२ व २९ ला वर्षों प्रतिसाद देगेच शिक्षक प्रशिक्षणार्थी टक्केवारी अनुकूल ८७.६ टक्के, ९९.१७ टक्के, ८० टक्के, ५ टक्के इत्यादी आहे. तर चुकीवर प्रतिसाद देगेच शिक्षक प्रशिक्षणार्थी टक्केवारी अनुकूल १२.५ टक्के, ०.८३ टक्के, ५ टक्के, ५ टक्के व २० टक्के इत्यादी आहे.

निष्कर्ष:
1. महापौर या ऐतिहासिक व्यवस्थापनांसंबंधी विविध प्रशिक्षणार्थी जागृतीचा जागृती बनवता जागृत जागृत प्रशिक्षणार्थीचे आहे.
2. शिक्षक प्रशिक्षणार्थींचे महापौर निर्माण होणारा विविध प्रशिक्षणार्थी जागृतीचे प्रमाण जागृती बनवता आहे.
3. शिक्षक प्रशिक्षणार्थींचे महापौर या ऐतिहासिक व्यवस्थापनांसंबंधी जागृती जागृतीचे प्रमाण जागृती बनवता आहे.
संदर्भ:
1. अहिलेश, अलिखाल व इतर, (१९९१), पर्यवेक्षण शिक्षण, पुणे, निराली प्रकाशन.
2. आमलवे प्रदीप, (२०००), संशोधन फलदी शास्त्र व तंत्र, नागपूर, नागपूर विद्यापीठ.
3. चक्रवाण किशोर, आहेर शोभा, (२००८) पर्यवेक्षण शिक्षण आणि अपल्ली व्यवस्थापन, नाशिक, इंसाइट पब्लिकेशन.
TEACHING OF ENGLISH NOVEL THROUGH C.C.M.
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Research Student, Dept of English, Shivaji University, Kolhapur

Abstract:

Teaching is a skill that renders the process of interaction between the teacher and the students. It can be distinguished according to the level of the learner. At the undergraduate level, it aims at the inculcation of the attitude of analysis, interpretation, and evaluation of the content, in the students. To cater this need, the teacher should be well acquainted with the various teaching methodologies. As the lecture method has become the only practice of teaching at the undergraduate level, there is a research gap between the objectives of the certain topic and the applied method. Hence, this paper intends to analyze the teaching of the novel Inside the Haveli by Rama Mehta implying Content-Cum-Methodology at the undergraduate level.

Key words: Content-Cum-Methodology, analysis, interpretation, evaluation.

Introduction:

The teacher selects any method according to the nature and structure of the content to be taught to the learners as per their level. The structure belongs to the genre whereas the nature deals with the type of writing. The structure leads to the shape, size and length of the teaching material. The types vary according to the content. The types are Prose, Fiction, Poetry, and Literature written for children. Moreover, the kind of writing is too important to select any method of teaching. The kinds of writing include sociological, political, scientific, cultural, popular, literature written for children, etc.

Content-Cum-Methodology:

Content-Cum-Methodology, including Question-Answer Method, Discussion Method, Direct Method, Grammar Translation Method, and Lecture Method is one of the methods of teaching. Moruskar has quoted from NCERT the definition of the concept Content-Cum-Methodology as: “… the word content-cum-methodology clearly implies that there will be a meaningful integration of the content and method in terms of observable skills developed in the student-teacher. It is not any additional content or enriched content separately provided to the trainee in his discipline. It is rather the deeper understanding of the concepts he is required to teach in the school” (Qtd. Moruskar, 2003: 3). It means that the content and method can not be separated.

Before the actual teaching, the teacher has to take efforts for teaching purpose by processing on subject knowledge because it is an integral part of teaching method. In his/her pre-teaching process, he puts himself/herself in the place of student and the thinking process of teaching starts. It is implemented actually when s/he plays his/her role as a teacher. This provides a meaningful integration of content and teaching. It helps the trainee to understand the content deeply. Its objectives are as follows:

- To analyze curriculum and syllabus.
- To understand the structure of the subject.
- To acquaint with the ways to analyze the content of the Text book.
- Make aware of the requirements of each standard and necessity to use different methods.
- To make the analysis of the Content.
- Meaningful integration of the subject knowledge with teaching (Web, 10th Jan, 2019).

These objectives can be achieved by employing this methodology in the following way.

How to apply Content-Cum-Methodology for teaching of novel:

First of all, the teacher has to understand the nature and the structure of the subject discipline. By structure, for instance, Inside the Haveli by Rama Mehta is a novel and its nature is fictional exploration of...
social issues. As it is prescribed for the second year of B. A. degree course syllabi by the Shivaji University, Kolhapur, the trainee students have to study it critically. But now-a-days, it has become a fashion either to read out the novel in the class line-by-line or to teach the novel using Lecture Methodology in which it is summarized only.

For the critical study of this novel, the teacher should take into consideration the objectives of the novel which are as follows.

- Comprehend the theme of the novel.
- Understand the central conflict in the novel.
- Explore the protagonist’s inner-self and individuality.
- Study the struggle of a young woman to maintain her identity.
- Study the other characters in the novel.
- Understand Rama Mehta’s feminist perspective.
- Study the novel as a form with reference to General topic (Ghorpade, 2014: 31).

Brief scenario of Teaching at the level of Higher Education:

At the Under-graduate and Post-graduate levels, the teacher is not well trained and well equipped (teaching aids) with the knowledge of Teaching methodologies which are taught through D. Ed., B. Ed., or M. Ed., the training courses for the Teachers who teach at 8+2+2 level of Education. Hence, s/he does not deal with the process of Micro-teaching and Macro-teaching Methodology. As s/he qualifies with required qualifications for the Teacher, s/he prepares his/her own methodology of teaching and tries to deliver his/her knowledge only through Lecture Method. During his/her probation, s/he has to undergo with the Training courses such as Refresher and Orientation, which are resulting only in one way interaction. Though s/he participates in many workshops and seminars, those don’t help to acquire the knowledge of Teaching Methodologies. Thus, the scenario at the level of higher education is anxious one.

The actual teaching of the novel Inside the Haveli by Rama Mehta:

By applying Content-Cum-Methodology, the teacher follows the steps for the teaching as below:

A. Content Analysis: Moruskar has quoted J. K. Davis’ definition of the term Content Analysis as: “it is the analysis of topic or content unit to be taught into its constituents or elements and arrange them in a logical sequence” (Moruskar, 2003: 43). It means that the content contains varied information and the teacher has to arrange that in order to make the teaching in a proper way and meet the expected objectives of the content. For instance, while teaching the novel, Inside the Haveli by Rama Mehta, the teacher analyzes the content in the following way:

- He explains the term ‘Novel’ in terms of Inside the Haveli by Rama Mehta.
- He relates the concept of Haveli as the symbol of old traditional culture in India.
- He emphasizes the principle that the old values are more dynamic than modern.
- He tells the fact that the novel is about the Rajsthan people, who have glorious memories of Maharana Pratap of Mewar and they try to restore their history and culture.
- He illustrates the Haveli culture through linguistic explorations such as proverbs, colloquial words, etc. He gives examples such as:
  1. “Real aristocrats do not change overnight” (p. 51)
  2. “Only the truly blessed die still wearing red” (p. 57).
  3. “Where is the rotten woman” (p. 69).
  4. “I was not born yesterday” (p. 143).
The words like Bai Sa, Bhabha Sa, Binniji, Bapu Sa, Andata, etc.

B. Interpretation:
By applying Content-Cum-Methodology, the teacher becomes able to study the subject matter through various angles before actual teaching. According to the objectives, specifications, students’ age, their previous knowledge, s/he executes his Teaching plan by interpreting the content with various examples and illustrations in the classroom.

While teaching the novel, the teacher selects the following teaching items for the expected learning outcomes:

- The teacher comprehends the theme of the novel exploring the incidents and events in the novel. For instance, Inside the Haveli depicts the story of Geeta caught in a conflict between tradition and modernity. In the beginning, she doesn’t accept culture of Haveli but her family attachment changes her mind. She disapproves purdah system but she cannot change this age old tradition. She tries to bring reformation in Haveli through spread of education. In a sense, he focuses on the central idea as well as the progressive development of the novel.
- The teacher focuses on Geeta’s inner-self in the novel as she is an educated metropolitan girl from Bombay gets married and goes to Rajsthan where she has to accept the way of life of the people living in Rajsthan, their traditions, customs, beliefs, and mores too.
- The teacher explains the central conflict in the novel through the character of Geeta. He illustrates the conflict in Geeta’s mind as:
  1. Being highly qualified, why Ajay Singh follows these age old customs and traditions.
  2. Women have no freedom in Haveli culture, where the daughter-in-law has to speak with her father-in-law with purdah, and her mingling with decision making is not acceptable.
  3. Women have no freedom that they can not even speak with their husband freely.
- The teacher emphasizes on the struggle of Geeta, a young woman to maintain her identity by exploring the value of education in life that Geeta brings reformation with.

B. Evaluation: It is the outcome of the teaching by the teacher. Through these outcomes, he has to inculcate the critical attitude in the students. In this actual attainment, he focuses on the point of view of the novel.

- The teacher imparts the clash between the age old Haveli culture is more emphatic than modern culture through Geeta’s transformation.
- The teacher emphasizes the need of culture for the communal harmony through the example of the communities in Udaypoor was divided by the wall.
- He focuses on the experience in life is greater than the knowledge through Geeta, the inexperienced girl with high qualification on the one hand and on the other Bhagawat Singhji, an experienced man.
- The teacher tells the importance of family and its bindings in the novel through the various families living in the Haveli and their problems solved together by the owner, their respects and responsibilities.

Conclusion:
Through the Content-Cum-Methodology, the teacher can meet the expected objectives of his teaching and the desired learning experience of the learners. This method also helps to inculcate the attitude of summarizing, analyzing, interpreting, and criticizing in the students. Though this method is very useful, the method of teaching varies according to content so that the teacher has to choose accordingly.
References:

EFFECTIVENESS OF COOPERATIVE LEARNING IN MATHEMATICS

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Government College of Education, Ratnagiri

Abstract
The Cooperative Learning technique is latest and most widely used technique in western countries. It is an educational approach which aims to organize classroom activities into academic and social learning experiences. This is the technique which can be used from KG TO PG. Researchers have proved that students learn better in cooperative manner than routine classroom teaching learning experiences. Recently Cooperative Learning has become integral part of ICT syllabus and some of the method papers in B. Ed Course in Mumbai University.

This research paper tries to find out impact of cooperative learning on 8th standard students in the subject of Mathematics, by using Experimental method. It also tries to find out utility of this technique from students point of view by interviewing them. For this purposeful sample of 64 students has been taken.

Introduction
What is Cooperative Learning?
Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. It has been described as ‘structuring positive interdependence’. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another’s resources and skills. In this, the teacher’s role changes from giving information to facilitating students’ learning. Everyone succeeds when the group succeeds. There are five essential elements identified for the successful incorporation of cooperative learning in the classroom. The first and most important element is Positive Interdependence. The second element is individual and group accountability. The third element is (face to face) promotive interaction. The fourth element is teaching the students the required interpersonal and small group skills. The fifth element is group processing.

Explanation of the problem
The Cooperative Learning technique is latest and most widely used technique in western countries. It is new to us and slowly learnt by teachers. It has been proved by researches that this technique can be used for all subjects and from KG to PG classes. It becomes essential to enable trainee teachers thoroughly understand the technique so that they can use it as future teachers.

Logical justification of the study
Researches on cooperative learning are few in our country. The concept is very new. Recently Mumbai University has included this topic in the syllabus of B.Ed. A holistic approach to the problem could present a more comprehensive picture of the cooperative Learning. Therefore the researcher thought it is necessary to undertake a holistic study on Impact of cooperative Learning.

The need for this study is imperative so as to bring to light the extent to which students learn from cooperative Learning. The study would also try to bring into focus whether the schools use cooperative Learning or not. The study of this type is needed to bring into focus the best management practices of ‘cooperative Learning’ in schools. This in turn would make it possible to offer suggestions to improve the management of ‘cooperative Learning’ in schools. Therefore the present study is intended to give guidelines to schools in the working of successful ‘cooperative Learning’.
Finally the study would also try to bring into focus the comparison between controlled group of students and experimental group of students learning some concepts in mathematics method by cooperative Learning.

**Objectives**
1. To study the impact of Cooperative Learning on experimental group,
2. To study the performance of controlled group.
3. To compare the achievement of student taught with traditional method and by using Cooperative Learning.

**Hypothesis**
1. There is no significance difference between the means of total achievement score in the pre test of controlled group and experimental group.
2. There is no significance difference between the means of total achievement score in the pre test and post test of controlled group.
3. There is no significance difference between the means of total achievement score in the pre test and post test experimental group.
4. There is no significance difference between the means of total achievement score in the post test of controlled group and experimental group.

**Research tool**
1. Pre test and post test for evaluating summative performance
2. Interview schedule for student.

**Scope and limitations of the Study**

**The scope of the study**
1. The scope of the study is vast.
2. All subjects, all levels ,all over the world this technique can be used.
3. This study is related with cooperative Learning for topics in Mathematics method.

**The delimitation of the study**
1. This study is restricted to students of 8th class
2. This study is restricted to selected topics from mathematics
3. This study is restricted to around 64 students 8th class from St.Thomas school Ratnagiri
4. The results of the experiment are restricted to such schools where such environment exists.

**Sample**
Researcher has purposefully selected 64 students of Mathematics from St.Thomas school Ratnagiri.

**Methodology**
In the beginning researcher collected marks of 1st Class Test exam of Mathematics of students, and formed two equally able groups and named them as controlled and experimental group. Initially pre test is given to both controlled and experimental groups and their performance is observed. Then Controlled group taught and studied with traditional classroom methods.

Experimental group - taught and studied with Cooperative Learning technique. Techniques used were 1) Think pair Share, 2) Round Robin ,3) Round Table, and 4) Inside Outside Circle.
Then finally post test is conducted to observe the performance of both the groups.

**Statistical technique used**
1. Mean, Standard Deviation
2. Probability Associated with student ‘t’ test
3. ‘r’ - Co relation coefficient

**Analysis and Interpretation of Data**

**Hypothesis – 1**

There is no significance difference between the means of total achievement score in the pre test of controlled group and experimental group.

**Table showing the mean and standard deviation of marks in pre test of controlled group and experimental group**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>55.67</td>
<td>10.59</td>
<td>0.076</td>
<td>Not significant at 0.05 &amp; 0.01 level</td>
</tr>
<tr>
<td>Experimental group</td>
<td>54.91</td>
<td>10.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation**

1. Above table reveals that mean of the controlled group at pre test is 55.67 and that of experimental group is 54.91 that means both controlled group and experimental group are of same capacity at pre test.

2. Probability associate with student ‘t’ value of the pre test of controlled group and experimental group is found to be .076 which is not significant at 0.01 level and 0.05 level, it is concluded that there is no significant difference between means of total achievement score in pre test of controlled group and experimental group.

**Hypothesis 2**

There is no significance difference between the means of total achievement score in the pre test and post test of controlled group.

**Table showing the mean and standard deviation of marks in pre test and post test of controlled group**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>45.87</td>
<td>10.74</td>
<td>0.84</td>
<td>Not significant at 0.05 &amp; 0.01 level</td>
</tr>
<tr>
<td>Post test</td>
<td>52.03</td>
<td>8.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation**

Above table reveals that mean of the controlled group at pre test is 45.87 and that at post test is 52.03. Probability associate with student ‘t’ value of the pre test and post test is found to be 0.84 which is not significant at 0.01 level and 0.05 level, it is concluded that there is no significant difference between marks in pre test and post test of controlled group.

**Hypothesis 3**

There is no significance difference between the means of total achievement score in the pre test and post test of experimental group.

**Table showing the mean and standard deviation of marks in pre test and post test of experimental group**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group Pre test</td>
<td>54.91</td>
<td>10.04</td>
<td>3.072</td>
<td>significant at 0.05 &amp; 0.01 level</td>
</tr>
<tr>
<td>Post test</td>
<td>70.89</td>
<td>6.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpretation
Above table reveals that mean of the experimental group at pre test is 54.91 and that at post test is 70.89 means there is average hike of 15.98 marks.
Probability associated with student’s t’ value of the pre test and post test is found to be 3.072 which is significant at 0.01 level and 0.05 level, it is concluded that there is significant difference between marks in pre test and post test of experimental group

Hypothesis 4
There is no significance difference between the means of total achievement score in the post test of controlled group and experimental group

Table showing the mean and standard deviation of marks in the post test of controlled group and experimental group

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>52.03</td>
<td>8.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>70.89</td>
<td>6.4</td>
<td>2.14</td>
<td>significant at 0.05 &amp; 0.01 level</td>
</tr>
</tbody>
</table>

Interpretation
Above table reveals that mean of the controlled group at pre test is 52.03 and that at post test is 70.89 means there is difference of 18.86 marks.
Probability associate with student’s t’ value of the pre test and post test is found to be 2.14 which is significant at 0.01 level and 0.05 level, it is concluded that there is significant difference between marks in the post test of controlled group and experimental group

Findings
1. There is no significant difference between marks in pre test of controlled group and experimental group.
2. There is no significant difference between marks in pre test and post test of controlled group.
3. There is significant difference between marks in pre test and post test of experimental group.
4. There is significant difference between marks in post test of controlled group and experimental group.

Conclusion from Interview and observation schedule
1. The learners were active in the learning process.
2. Students worked in groups collectively by capitalizing on one another’s resources and skills.
3. Students asked one another for information, monitoring one another’s work.
4. Learner could exercise greater choice over what they study, or at least what they prioritize.
5. Positive Interdependence shown buy the 80% groups.
6. They develop communication skills.
7. Concepts which were not clear got clarified in the group.
8. They work in stress free atmosphere; they feel free to interact as they are with their peers, this develops their thought process.
9. Weak students develop confidence and better communication skills.
10. Students started explaining to one another what they have been learning and assist one another with understanding and completion of assignments.
11. 10% students could not learn through this technique they needed explanation from teacher.
Suggestions

1. Cooperative Learning is the learner-centred philosophy that makes possible both a learning culture and learning institutions. Cooperative Learning can complement and support almost any organization.

2. **Teachers need to develop skill to use this technique effectively.**

3. Cooperative Learning technique once learnt practically will be useful to them to implement in **all standards and all most all topics.**

References


ROLE OF ICT FOR SOFT SKILL DEVELOPMENT
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Abstract:
Soft skills became a subject matter of sky rocketing interest in womb-to-tomb learning. Soft skills development is meant to alter and enhance personal development, participation in learning and success working. The assessment of soppy ability is thus wide experienced however there’s very little within the manner of analysis or proof on however well this assessment is finished. Critically reviewing soft skills assessment needs each theory development and establishing an exploration agenda. Theory development will draw a variety of established theories that facilitate to elucidate however the psychological feature, emotional and social dimensions act to form learner behavior around obtaining feedback. Technology is ever changing. This ever changing needs the IT skilled to process a good vary of technical and non-technical abilities. The companies today expect their staff to mix business skills, analytical thinking and therefore the ability to exhibit experience in an array of technology areas. The technical skills vary depending upon the requirement of the trade and therefore the ever changing external setting. At least some technical information is needed for each job within the IT trade. It is attainable to achieve success by being exclusively competent in exactly technical skills however one additionally must master the soft skills additionally to climb up the structure ladder.

This is a abstract paper accenting on the requirement of soft skills for the scholars getting into the IT world. Flexible online delivery of tertiary ICT programs is experiencing rise. Incorporating cooperation into categories are often problematic because of uneven effort of cluster members, obtaining everybody to participate and ensuring most are truly causative within the team. Despite this employers still state that a key learning objective of ICT graduates is that the ability to figure in team environments as this mirrors men needs. IT students perceived skills were vital whereas trade perceived hard skills were somewhat important. The study suggests that the university ought to enrich the soft skills and entry level arduous skills component in the curriculum.

Introduction:
Soft skills are important for all students that require to develop their potential in several programs in university. Importance of soft skills depends on the context and private perception. Each and every individual in any organization has to master these skills. Soft skills may be a term about a set of personal, positive attributes and competencies that enhance relationships, job performance, and value to the market. The interaction of an individual depends upon how they have mastered the soft skills. Individuals success depends on the soft skill they have learned. These skills are applicable to every field of work, and are usually behavioral traits in an individual. Soft skills are generally hard to watch, quantify and measure. Soft skills are needed for everyday life and work. Some of soft skills are: communication skills, critical and structured thinking, Problem solving skills, creativity, teamwork capability, self-management, time management, cultural awareness, common knowledge, responsibility, etiquette and manners, courtesy, self-esteem, sociability, empathy, work, project management, business management. In new age universities ought to offer set of soft skills that are needed for college students to succeed both academically and professionally. This indicates the importance and necessity of acquiring soft skills for the students while studying and when they graduate. Regardless of how employers up skill their staff’s soft skills, the need is clear and pressing.
The world of labor is ever-changing and it’s what makes us human that stands to function a growing purpose of differentiation.

**Importance of Soft Skills:**
In the present situation, the trade demands have modified. Most of the businesses prefer to rent individuals with a mixture of soft skills and laborious skills. Communication skills are the primary and foremost of the soft skills because till and unless an individual is in a position to put forth his ideas and justify his thoughts to others in a assured manner, he will not be heard. With communication comes listening. Active listening is additionally an important attribute of a successful manager. One will reciprocate to others’ thoughts or ideas only if he/she listens effectively. One can become an excellent manager without becoming a good leader, but one cannot be an excellent leader without becoming a good manager. Soft skills combine many management skills in it. Soft skills teach several management skills additionally which an individual has to incorporate while working to accelerate the company ladder. One of these is the critical thinking and problem solving skill. This is the power to spot and analyze issues and notice solutions.

**Objectives:**
- To perceive the importance of soft skills for IT students.
- To grasp why IT students have to be compelled to learn soft skills.
- To verify ways on however will students learn soft skills.
- To judge the responsibility of the academicians and academic establishments in providing coaching of soft skills to students.

**Research Methodology:**
This paper is a conceptual one. It is based on the experiences of the author and other subject experts. The data is collected from various sources like journals, reports, magazines, newspapers, websites and analysis. According to the data collected from different sources, the findings are explored.

1. **Introduction to skills:**
In secondary education the pupils learn in three domains. They have to acquire knowledge, and master the skills, they have to develop an attitude towards their own education. In the sort of skills that pupils ought to develop one will distinguish three classes. The first category consists of the course-related skills. While learning math students learn how to solve quadratic equations. In chemistry they find out how to handle glasswork and the way to perform a volumetric analysis. It is quite obvious that the responsibility for this sort of skills lies with the teacher of that course.

Next category is the ICT-skills. During the last two, three decades ICT has conquered the world and has occupied an increasing place in every day life. So in education attention needs to be paid to operating with ICT, and knowing the basic concepts. Most students learn in the schools how to work with file systems, and operating systems. Schools organize these lessons, often given by a specially appointed ICT-teacher.

Third is the category of soft skills. These are general skills, needed not only to complete an educational career but also to become a modern citizen. Skills are for instance information skills, presentation skills, team working skills, and project working skills. These skills are related to the
needs of the modern society, where citizens are expected to develop continuously, and to invest in their own education. In the method of mastering these skills pupils are getting down to use ICT more and more, although not always in the most appropriate way. They must attempt to exploit the chances of ICT so as to boost the soft skills to the next lever of proficiency. They must teach ICT-enhanced skills.

2. ICT-enhanced skills:
In modern society we cannot think without ICT its influence everywhere. ICT also can be seen as a challenge and a chance to new educational style. Writing a report together will be a tedious task without ICT. Assembling the parts, making annotations and revisions, managing the versions, lay-out, all these important aspects of collaborative writing are very difficult in the pen-and-paper world. Using ICT can also deepen the skill. Research, Reflections and Innovations in integrating ICT in Education International co-operation is within reach. It requires extra communication skills and language skills. As ICT has such an impression on the essence of the soft skills a brand new word is introduced, the ICT-enhanced skills.

3. Active learning:
Active learning implies a lively role of the learner within the process of achieving new data. Active learning challenges the learner to perform the tasks the instructor has in mind. It can be done in many forms, like problem-based learning, project based learning, discovery learning, inquiry-based learning etc. All forms are based upon learning and learners are engaged in their own learning. To develop skills and competences learners should totally reflect on their actions.

Findings:
1. Research proves that lack of soft skills have an effect on the employability of the students within the job market.
2. Students got to be tidy well from the start of their courses in order that their understanding is healthier.
3. Educational bodies just like the UGC and AICTE got to play a very vital role in implementing soft skills as an area of the programme in schools and universities. It must be made a mandatory subject and must be externally evaluated.
4. The course of study should even be updated from time to time based on the necessity of the industry.

Conclusion:
The study brings to light the importance of soft skills for skilled and private development. In today’s world, more and more folks have become aware of the indispensable nature of soft skills. The IT students want soft skills specifically as once they complete their courses, they need data of exhausting skills however lack in soft skills. These are the “Life Skills” that get along an individual’s persona. Possessing soft skills with hard skills gives a competitive advantage to students when applying for jobs. Considering the actual fact that in the last decades in society the perceived importance of soft skills has enhanced considerably, It is of high importance for everybody to accumulate adequate skills beyond academic or technical knowledge. This is not particularly difficult.

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INDIAN HISTORY AND MYTHOLOGY IN AMISH TRIPATHI’S ‘SHIVA TRILOGY’

Ubale Waghambar Pitambar, Research Scholar,
S.R.T.M.U. Nanded. [M.S.]

Introduction

Amish Tripathi, one of the best novelists in India, wrote ‘Shiva Trilogy’ based on the life of Lord Shiva using Indian history and mythologies. His works got tremendous popularity within a few years. He has tried to depict the so-called Lord Shiva as an ordinary man who, because of his good deeds, became ‘Mahadev’—god of gods. But there are many counterviews in his works such as the birth of ‘Ganesha’—Shiva’s son or the first marriage of ‘Sati’—Lord Shiva’s wife. While depicting the eye-catching life story of Lord Shiva, he has used almost all Indian mythologies to shape his epic work. He has used Indian history too. The rise of caste system, for example, is discussed in it giving reference of King Manu and his Manusmruti book. The legend of Nilkanth is also at the core of the works. Ramrajy or the kingdom created by Lord Ram and his principles is an Indian history as well as myth discussed in the works. In short, the author has applied Indian history and mythology throughout his works.

Major Myths Used In ‘Shiva Trilogy’

1) The myth of Nilkanth: According to this myth, Lord Shiva that is the next Mahadev will arrive in Meluha—an imaginary land called the kingdom created by Lord Rama, more famously known as Ramrajy to save it from the evil. This myth is at the centre in the first book in the trilogy called ‘The Immortals of Meluha.’

2) The myth of Parshurama: According to this myth, Pershuram a Brahmin warrior killed his own mother and tried to make the earth weaponless. This myth is also used in this trilogy. The second book—‘The secret of the Nagas’ discuss this myth.

3) The myth of Somrara: according to this myth Somrara is the drink of god, when someone drinks it becomes refresh and young and lasts for many years. This Somrara makes the throat of the next Mahadev blue that is Nilkanth-blue throat. This story of Somrara is continued throughout the trilogy in three books.

4) The story of Surywanshi and Chandravanshi dynasty: In ancient India, it is said that, there were two major dynasties. 1] Surywanshi dynasty and 2] chandravanshi dynasty. Kings and citizens from these two dynasties and their counter norms of behavior are discussed in these works by the author.

5) Thy myth of King Manu: According to this myth, Manu was a great person who set the rules of vedal life and established four varnas in the society according to which people had to do their duties. Hoyl teachings by Bramhins for e.g.

6) The Rise of Caste System: This part in the trilogy is about the history of ancient India. India is under the burden of caste system but how this giant of caste system came into existence is discussed in the very first book called the Immortals of Meluha by the author.

7) The myth of Ganesh: According to this myth, Lord Ganesha is the son of Parvati—Lord Shiva’s wife. But this myth is given a different shape by the author and a counter part of it is expressed in the trilogy.

8) The myth of lord Vishnu and Vasudevas: Lord Vishnu and Vasudevas are like beacon lights in Indian history and mythologies. These myths are also used in these works by the author.

9) The myth of Lord Brahma: According to this myth, Lord Brahma is the inventor of the drink of gods—Somrara. This author has applied this myth to shape his story.

10) Myths of brahaspati and Bhrigu Rhushi: These two figures are at the core of Shiv Purana and in Indian ancient Vedik literature. Their works and lives are worshipped all over India by millions. These two
persons are also a part of rich Indian history as well as mythology. The author has used there figures in his works 

11) Thy myth of lord Shiva’s third eye: According to this myth when there will be an unbearable anger in lord shiva’s eyes, he will open his third eye and burn everything. This myth is used in the last part of the trilogy called ‘The Oath of the Vayuputras.’ 

12) The myth of king Rama: According to this myth King Rama is the seventh form of lord Vishnu. This striking myth is omnipresent in the trilogy. 

13) Different Rivers and places In India: In Shiva Trilogy, the author has used many rivers from India. SAPTASINDHU. For e.g. seven major rivers in India. These rivers show the charming history of India. 

Apart from these above mentioned myths and history there are many more minor myths representing India’s history from an unknown period. The author has very skillfully blended them together to have a long lasting heroic effect on the readers. 

The Myths In Shiva Trilogy And Relevance In Present Era: 
The myths and history represented in ‘Shiva Trilogy’ by Amish Tripathi and its usefulness in present era is somewhat controversial. Because ‘everything changes as per the time’. Now it is scientific and technical world. There is no room for miracle or any divine power. Something that is very useful today becomes very useless in future is the fact and it is represented in the trilogy itself in the form of Somrasa, in the same way all mythologies used in the trilogy were or might have been extremely popular in that era that is ancient India but they are pointless today. Almost all stories used in the trilogy are now outdated. They are out of use to be believed and behaved accordingly. Amish Tripathi, no doubt, has tried to represent them in a novel way but many of them are shaped as per his own wit and skill of characterization. In short these mythologies are not so useful as they were in the past. They are, no doubt, the eternal parts of India’s history but now not just a part of entertainment.  

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2] Amish Tripathi - The Secret of The Nagas. [ westland publication, 2011 ]
3] Amish Tripathi - The Oath of Vayuputras [ westland publication, 2013 ]
SKILLS DEVELOPMENT OPPORTUNITIES IN GLOBAL SCENARIO

Dr. Sonkamble C.P, Associate Professor, Department of Education, Shivaji University, Kolhapur
Mr. Mutnale Vijaykumar, Faculty, Dept of Psychology, Mahavir College, Kolhapur

Abstract:
The skill development issue in India is pertinent both at the demand and supply level and to meet the demand challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training which is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality. India faces complex and enormous challenges in fostering skills development for youths, for several reasons: the size of the youth population, and the hierarchical and segmented nature of both the labor market and society as a whole. As majority of Indian youth enter the labor market without adequate vocational skills, leading to unstable, informal, low-wage employment, such as casual labor and various forms of self-employment so we must cater Awareness.

Skills Development Opportunities outside the Formal Education System:
Outside of the Formal Education System, sectors for skill development in our country, strategies to develop skill development may increase the opportunities for our youth in global scenario.

The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. As skill development is critical for economic growth and social development we must enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education.

The skill development issues in India is thus pertinent both at the demand and supply level and to meet the challenges, we have to take consistent efforts towards expansion of economic activities and creation of large employment opportunities. On the supply side, a simple look at the youth population provides a fair reason to believe that India has the strength to cater to these demand. However, the employability quotient is questionable and remains a major area of concern. Already huge gap exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, limited industry interfaces, limited standards, etc. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training where the vocational training is in a dismal state both qualitatively and quantitatively and the higher education system itself is grappling with issues related to scale and quality.

Awareness:
Skill development in India is way below the requirements due to a lack of awareness on the type of courses as well as information on the ensuing career prospects. More importantly, there is limited acceptance of skill development courses as a viable alternative to formal education. Skilling is often viewed as the last resort meant for those who have not been able to progress in the formal academic system. This is partly because of lack of integration between the two options and also due to rising aspirations for white collar jobs which necessitate higher qualifications. Moreover, skill development is often associated with blue collar jobs, which is largely perceived to be of low dignity and provides low wages/salaries.

Skills Development Opportunities outside the Formal Education System:
Outside of the formal education system is a well-established vocational training system, the Craftsman Training Scheme (CTS), established in 1951. The public Industrial Training Institutes (ITI) and private Industrial
Training Centers (ITCs), under the Directorate General of Employment and Training (DGE&T) of the Ministry of Labour and Employment, provide pre-employment vocational training as key post lower secondary institutions to train the technical workforce.

**List of Twenty High Growth Sectors for skill Development in our country:**

1. Automobile and Auto – Components
2. Banking / Insurance and Finance Services
3. Building and construction Industry
4. Construction Materials / Building Hardware etc.
5. Chemicals and Pharmaceuticals
6. Electronic Hardware
7. Food Processing / Cold Chain /Refrigeration
8. Furniture and furnishings
9. Educational and Skill Development Services
10. Gem and Jewellery
11. Health care services
12. ITEs or BPO
13. ITCs or Software Service s/ Products
14. Leather and leather goods
15. Media, Entertainment, Broad casting, content creation and Animation
16. Organized Retail
17. Textiles, Apparel and Garments
18. Real Estate Services
19. Tourism, Hospitality and Travel Trade
20. Transportation Logistics, Warehousing and Packaging etc.,

**Strategies to Develop Skill Development::**

1. All Rural Development Institutions, NGOs also can Plan to provide training in skills such as electronics, electric, plumbing, computers etc.
2. Women candidates Seats can be enhanced.
3. Transforming employment exchanges to act as career counseling centers.
4. Upgrade and strengthen the State Council of Vocational Training.
5. Modernise the existing ITIs, etc with better funding and enhancing the effectiveness of on – going programmes.

Getting trained for a particular vocation is always an added advantage for any job-seeker. And if vocational training begins in school, students can graduate prepared to take a high-paying, skilled job immediately. Having a certificate from an independent body which states that you have the necessary skills to perform in a particular profession will always give you that extra edge when you are out in the job market.

**Conclusion**

This paper has examined the opportunities for Indian young people to develop their skills, and the constraints that challenge them as at present India is facing complex and enormous challenges in fostering skills development for youths, for several reasons: the size of the youth population, and the hierarchical and segmented nature of both the labor market and society as a whole. The majority of Indian youth enter the labor market without adequate vocational skills, leading to unstable, informal, low-wage employment, such as casual
labor and various forms of self-employment. Awareness, Skills Development Opportunities outside the Formal Education System, Sectors for skill Development in our country, Strategies to Develop Skill Development may increase the opportunities for our youth in global scenario.

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SKILL DEVELOPMENT: A KEY TO SUCCESS

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Abstract:

21st century skills is generally used to certain core competencies such as collaboration, digital literacy, critical thinking, and problem solving that need to help students thrive in today’s world. Students demonstrate the three Rs: creativity, communication, and collaboration. Each 21st Century skill is broken into three categories: Learning skills, Literacy skills, Life skills. Students can learn valuable 21st century skills that they’ll use in their careers for the rest of their lives. Various abilities that today’s students need to succeed in their careers during the information age. It is an opportunity for students to acquire more knowledge. Students need to think and work creatively in both digital and non-digital environments to develop unique and useful students.

India is a country with the second largest population. It is known for its size, diversity, and complexity. If nation is the system, Education is at the heart of it. Education empowers the nation. Higher education opens new horizons for an individual, provides new hopes and develops new values. There is need to assess the traditional approach of skill development. The current data suggest that only 2.3% of the workforce in India has undergone formal skill training. There are little or no job skills that make them largely unemployable. As per the 12th plan document of the planning Commission, India’s labour population is not educated enough. Efforts are being made to ensure students in the higher education and vocational training. There are initiatives like Make in India, Digital India and programs on skilled India. The current landscape in India is not very positive. India lacks on development on skills. In 2009, the government formulated the national skill development policy that laid the framework for skill development.

The policy lays down following institutional framework comprising:

- Prime Minister’s National Council on Skill Development
- National Skill Development Co-ordination Board
- National Skill Development Corporation
- National Council for Vocational Training

The National Policy on skill Development was first formulated in 2009 to create a skills ecosystem in India. It acts as a guide to formulate strategies by addressing the different challenges in skill development. The national skills qualifications framework notified on 27th December 2013, is a competency based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. From 11th plan period, everyone argues that 500 million people have to be skilled. Life skills are the skills that help an individual to be successful in living a satisfied life. Life skills can be defined as skills that enable an individual to deal effectively with the demands and challenges of everyday.

The skills have been grouped into three main areas--

- **Learning and innovation skills**: Critical thinking and problem solving, communication and collaborations, creativity and innovation.
- **Digital Literacy skills**: Information literacy, Media literacy, information and communication technologies (ICT) literacy
- **Career and life skills**: flexibility and adaptability, initiative and self direction, productivity and accountability

21st century skills are 12 abilities that today’s students need to succeed in their careers during the information Age.
The development of Life Skills is a lifelong process that starts in early childhood and continues throughout the life:

- **Skills of knowing and living with oneself** -
  It involves self esteem, coping with emotions

- **Skills of knowing and living with others**
  It includes Empathy, Effective communication, Friendship formation

- **Skills of effective Decision Making**
  - It involves critical thinking, creative thinking, problem solving and decision making.

**Life skills** - The main objective of life skill education is to enable the concept of learner to develop a concept of oneself as a person of worth and dignity. Life skill education is a basic learning, responsibility, communication, intellectual capacity, self-esteem, interpersonal skills, etc. extends its maximum level if it is practicing effectively. We need to create life skill education as the cornerstone of various youth programmers and an integral part of our teaching learning process.

In life skills education, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, roleplay, games and debates.

**Communication skills** - Communication is nothing but perception. It means sharing of ideas and feelings in a mood of mutuality. It is a two-way process in which student and teacher important factors. It means who says, what, in which channel, to whom with what effect is the communication. It can be expressed verbally or non-verbally through gestures. It includes active listening and ability to express feelings.

**Creative skills** - It includes innovative ideas, creative skills. Imagination is everything. Imagination is more important than knowledge.

**Critical Thinking skill** - It helps us to evaluate the influence of decisions. It is an ability to analyze information and experiences in an objective manner.

**Problem solving skill** - It helps to choose best alternative from many to solve the problem.

**Emotional Competence** - It includes self awareness, self regulations motivation, empathy, and social skill. It means control yourself, your anger, understanding your own. This skill is involved with recognizing with the emotions.

**For Teachers** - The development of Life skill helps as teacher can self manage, solve problems and understand the working environment

**For Students** - The development of Life skills help students to solve problems, build confidence, cooperative learning, self awareness, decisions making

**Soft skills** - are a cluster of skills that influence how we interact with one another, indicating our ability to relate and connect with people. Some of the important soft skills are Effective communication skills, Problem solving skill, Time Management skill, Negotiation skill, Analytical thinking skill, Creativity, Right Attitude, Teamwork, Emotional Competence, Imagination, Self Respect, Accept and learn from criticism. Motivating Yourself. Information, media literacy and communication skill, Thinking and problem solving Skill, Global Awareness, Interpersonal, collaborative and self direction skill, Civic literacy, Media literacy skills need to develop in the 21st century.

The path to improve student Communication skills:

- Use technology
- Reinforce active listening
• Group presentations
• Open ended questions
• Tasks and Activities for critical thinking

Conclusion:
A life skills lesson may start with a teacher exploring with the students what their ideas about particular situation. Different communication mechanisms should be adopted for each level. Counselling sessions should be organized. Encourage students for skill inculcations. Life skill education is imparted in schools and is a regular part of the curriculum and teaching-learning process. Teachers are with special qualities. Creating awareness and mobilisation awareness on need for skilling should be taken up mission and activated at the local level. Encourage students for vocational streams. Efforts are being made to ensure more students enrolments in the higher education and vocational training. Training for self employment/entrepreneurial development is given under this policy.

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THE ROLE OF SKILL DEVELOPMENT IN DEVELOPMENT OF HIGHER EDUCATION.
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Introduction-

India is now considered as one of the emerging economies globally for its steady and consistent above global average economic growth. Today India is recognized as a nation with youngest population and a population which contributes 20% to the total workforce. In order to make full utilization of this workforce there has to be relevant and high quality education system. India is having the third largest education system in the world with 819 universities, about 44000 colleges and about 40 million students and many self financing programmes opening up. But the present education system is such that it does not develop the students to be employable and earn a livelihood and this will be one of the major reasons for unemployment and leading to poverty. The Gross Enrollment Ratio is rising on one hand but on the other side there is a scarcity of skilled and knowledgeable graduates at the entry level. This is where education plays a very important role in the overall development of the economy and for the proper use of productive resources.

An educated person can have a better access to job and earn a reasonable livelihood and act as an eradication tool of poverty. Education provides all the necessary knowledge, skills necessary for the individual to be employable. But today the education system is such that it is not inculcating employable skills in the youth leading many unemployed and increasing poverty this is the situation for professionals and it is still worst for those pursuing arts, commerce and science. Thus the paper is an attempt to understand the role of skill development in development of higher education.

Issues and Challenges in Employability and Education-

There are certain issues and challenges that are faced by the Indian Education system. They are as follows

1. The present education system and education institutions do not provide the right kind of skills and education to the students to make them employable.
2. From the employers point of view the education today has lot of loop holes there is gap in curriculum, there is less commitment from teachers, no proper evaluation methods, inadequate ICT and Library facilities which directly affect the poor outcome of education system.
3. There is no industry – institution linkage due to which the institutions are unable to understand the right kind of skills required for employment.
4. The present education do not provide outcome based learning neither do they have course outcome, program outcome the reason being the faculty have less industry exposure.
5. The teaching is done by lecture method where students are not involved or participated in learning process. The need of the hour is that the learning should be student centric. Students should be involved in the learning process by problem solving method, case study method etc.
6. The advent of globalization in the economy it is necessary that the educational institutions develop global competency among the students. The curriculum should be redesigned in such a way that it will familiarize the students with different global cultures and social life. The knowledge and skill should be such that the youth become globally competitive.
7. The education should be technology based. There is a very little use of technology in the education institutes. To survive in the global competition the use of ICT based technology is very important.
8. The evaluation should be continuous credit based system unlike the present one which focuses on memory skills of the candidate and there is no learning outcome.
9. The Placement cell in the institution should be very active which identifies the future challenges, addresses the student’s interests, strengths and justifies the professional needs.

**Need of Skill Development in Higher Education**

The current status according to skill analysis survey is that hardly 2% of the workforce in India has undergone formal skill training as compared to a high of 75% in other countries. There is a lack of employable skills that make the workforce in India largely unemployable. Efforts are made in this direction that students enroll for higher education and vocational education. There are initiatives made by the Govt. like Make in India, Start up India and Stand up India. According to another survey report, 2015 very few employees had skills that matched the requirement of the employers. For this reason it has become necessary to provide adequate training to the youth and to develop necessary skills in the youth. It is the need of time that quality manpower is a base for a developed economy. The Govt. is taking efforts to include youth, women, disabled and other under privileged sectors to take advantage of Skill Development Schemes of the Govt. As India is growing as knowledge economy there should be skilled workforce in the field like financial services, IT, Bio technology Healthcare etc. It is observed by World Economic Forum that only a minor percent of professionals are employable in organized sector and the unorganized sector requires lot of training as they are totally unemployable. In order to make the youth employable the Indian Govt. started the National skill Development Policy. Under this policy the Govt. has laid down framework for skill development and ensures access to skills and knowledge. The govt. has also offered training to self employed people and employees. The govt. has also laid skill development schemes for the unorganized sector like literacy, soft skills and skill development for self employed. Even today acquiring skills through vocational training and courses is considered as an alternative and last resort for formal education. Much counseling and encouragement is required for opting vocational courses and skill development schemes. The Skill development schemes are still largely depended on assistance of Govt. funds as there is high investment and low returns. Thus the higher education system should be updated as per the present needs and future requirement offering relevant new courses and incentives.

**Conclusion**

Employability in India can be improved by making changes in the curriculum which caters the need of present times. Outcome based education can actually improve the situation of employability. Industry – Institution linkage will better the situation and active learning, acquiring various skills through skill development schemes and inculcating these aspects in the higher Education can improve the employability prospects of the youth. The accountability and transparency of performance of teachers, students and institution and initiation of skill based learning and schemes can actually improve the employability rate.

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SOFT SKILL DEVELOPMENT IN HIGHER EDUCATION: A NEED OF THE DAY

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Abstract-

In the changing scenario of education in 21st century there has been drastic changes occurred in higher education. Mere traditional education is not enough to sustain and to compete in the global environment. The student must possess some extra skills along with traditional and technical knowledge. These soft skills are prerequisite for achieving success not only in business, career or at workplace but also in social and personal life. Hence there is no alternative to these soft skills. In the world of technological revolution the jobs are reducing as the technology replaces labours, hence students must acquire some extra skills to face this challenge successfully. The traditional education system needs to be changed and there must be inclusion of space for learning soft skills to increase the competitiveness of the students in particular and society and nation in general.

Keywords- Education System, Knowledge, Soft skills, Technology, Competitiveness

Introduction-

Soft skill development is need of the day. It is a set of various skills essential for personal and social life. These skills are vital for smooth day to day working and to attain a goal either personal or social or related with career and business.

Soft skills include group of skills like social skills, communication skills, personality traits, career orientation and attributes, social intelligence and emotional intelligence.

Definition-

Soft skills are desirable qualities for certain forms of employment that don’t depend on acquired knowledge. (Collins English Dictionary)

These skills include common sense, presence of mind, flexibility, team work, decision making, management skills, leadership skills, creativity, commitment, self awareness, professional ethics and ability to deal with people.

Soft skills complement hard skills and help in achieving the career goal by increasing productivity. Hard skills can be measured or quantify but the soft skill are qualitative and are of key importance in 21st century. Command over language, cognitive behaviour, time management, leadership qualities, communication skills and team work are the necessary prerequisites for the success in any field. If these skills can be imbibed among the students, they will benefit a lot and the society also get benefit of it in turn.

Studies by Stanford Research Institute and Carnegie Melton Foundation among fortune 500 CEOs proved that 75% of the long term job success is a result of soft skills and only 25% is from technical skills (Sinha, 2008).

Changing Scenario-

In 21st century the world has become completely competitive. After liberalisation, privatisation and globalisation (LPG) the dimensions of the employment opportunities and growth have been dramatically changed. Recently in the advent of new technology like artificial intelligence and automation the job opportunities are shrinking as the technology replaces man force, hence the students who will be the future employees must adopt skills required to sustain in such cut throat competition.

According to a report by Soft skills for Business Success two third of the jobs will be soft skill oriented by 2030. The report also says that soft skills related jobs will grow 2-5 times the rate of jobs in other occupations. Though there is growing demand for soft skills, the graduate students are lacking these skills.
Causes-

Our education system gives only traditional knowledge rather than skills. The curriculum of most of the Indian Universities is still not changed with time and changing business environment which needs higher skills from students. The education system has become redundant to cope up with the current employment needs. It is far from developing soft skills. For most of the time there is mechanical exchange of knowledge. The semester system of examination has been introduced in all Indian Universities which does not permit the students and professors to spare more time to focus on developing soft skills. The lack of professional attitude on the part of teachers and students is also responsible for under development of soft skills.

Moreover the picture of higher education in India is grim. We merely spent 4% of GDP on higher education. Those colleges and universities which are affiliated to UGC with section 12b and f are only eligible for getting grants from UGC. The UGC report of 20th December 2018, states that still 169 state universities are not eligible for grants. Due to all this research and development get hampered. The quality of education gets deteriorated and there is no much scope left for soft skill development.

How to bridge this Gap?

For the long term sustenance and achievement of goals there is need to change the curriculum. The curriculum should be so designed to include the soft skills in it. Extracurricular activities should be so planned to introduce soft skills among students. Students should offer internships and service learning to know professional environment and its needs. Students clubs should be formed among colleges to train students about this. Students can also learn from campus interviews or mock interviews can be arranged for them.

Some time in everyday’s timetable should be spending to impart these soft skills among students. Various certificate courses can be introduced like course in developing communication skills. Aptitude tests can be arranged for students to know their orientation and to train them accordingly. Case studies, discussions, role play, group activities, project based learning are the other tools to develop soft skills among students.

Discipline specific certificate programmes can be designed for students, so that they will acquire necessary skills for future job or business.

The role of ICT (Information Communication Technology) is very crucial in this regard. Various online courses are there which are helpful in developing soft skills. Students can go through specifically useful websites. Teachers and mentors can effectively use ICT to reach to the large number of students through internet, e mails and social sites. In curriculum some useful compulsory papers from point of view of learning soft skills should be introduced. The pedagogy should lead to soft skill development. The traditional education system should have to change drastically to reinforce the next generation and making it able for competitive jobs and in turn to bring a good and effective transformation in society.

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SOFT SKILL IN LEGAL EDUCATION

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Abstract
Education in every sector play vital role. In early decade new emerging sectors in various fields goes rapidly developed. More and more people connected with this fields. Traditional legal system expanded its wings Most of the conflicts or problems developed due to lack of legal education among the society. Information technology and soft skill are the two sides of one coin. Crime rate in society increases due to weak legal knowledge of people. Online fraud, hacking of bank accounts for money, misuse of atm cards ransom call for data hacking these type of crimes seen in society. There is need of creating legal awareness in society. This decade every sector used information technology for easy and fast communication. Like administrative sector implement the act like Maharashtra Lok Seva Guarantee Act 2015. This act is smartly use the soft kill for providing time bound services to citizens. Every year this act successfully delivered more than one crore services with the help of Information technology. Still most of the people are unaware about this act. This paper is take initiative for legal and soft skill awareness in society.

Introduction
Recent years the word emerged globally called soft skill. Soft skill is interlinked with the information communication technology. Soft skill develop humans ability of personal management and correlates with other people. Soft skill is clearly distinguish self learning skills in learning stage. Backbone of soft skill is as follows.

- Ability of learning the communicative skill.
- Learning the problem solving skill
- Organise and reconcile professional compatibility
- Soft kill prepare to face all kinds of hurdle in future
- Develops communication ability
- Soft skill = self management skill
- Time management skill
- Teamwork and leadership

Soft skill and role of education
Education balances between the human resource development and socio economic structure of society. In society education phase start from the elementary. After independence percentage of educated people increases. Central government prepare various educational policies like National Policy on Education 1986 (NPE). NPE provides comprehensive framework for education in country. It aimed to promote national progress a sense of common citizenship and culture and to strengthen national integration.
It laids stress on the need for radical reconstruction of educational system to improve its quality at all the stages and gave much greater attention to science and technology the cultivation of moral values and closer relation between education and life of people. Our traditional teaching method have some limitation. Before emerging importance of soft skill in education hard skill have major focus. But it has some limitations. Soft skill and information technology are two sides of a coin. Without each other it is incomplete. From the elementary education to postgraduate level teaching of soft skill development is very crucial.

Information technology and soft skill development
Information technology continuously changes the education field. Information technology reduces cost of education. It provides education any place of the world. Education is easy accessible due to information...
technology innovation. Information technology changes the traditional way of teaching and learning process. It simplifies the soft skill of learning process. It provides visual education with the help of soft skill. It provides authenticate and updated knowledge of the every sector. Information technology and soft skill almost positively influences all the field of society. Bridge the chasm between skills imparted by vocational training schools and abilities industry looks for in potential employees the modi government is rolling out an ambitious plan to top up existing technical syllabus across industrial training institutes with modules aimed at making them ready for modern workplace.

**Pradhan Mantri Kushal Vikas Yojana(PMKVY)**

Government introduces various soft skill development plans like Pradhan Mantri Kushal Vikas Yojana. The object of this Yojana to provide skill development certificate. It enable large number of student to learn various types of skills for betterment of employment. Under this scheme training and assessment fees are completely paid by the government.

**Recognition of prior learning**

It is the part of Pradhan Mantri Kushal Vikas Yojana. The people who have some knowledge of skills shall be assessed and certified under the recognition of prior learning of the scheme.

**Kushal And rojgar mela.**

Under the Pradhan Mantri Kushal Vikas Yojana organises every six month kushal rojgar mela. It will help unemployed youth to get livelihood.

**Information technology and e governance awareness among society.**

Government takes initiatives relating to develop soft skills and its use in improving efficiency services in government sector. For improving the good governance government take step towards the digitalization and e-governance and other supportive system. Digitalization is not only a innovation of technology but it is boon for society. With use of technology and soft skill work in every sector is very easy, speedy, faster, mass communication and beneficiary. Digitalization brings revolution in traditional administration system. Positive impact seen in economic growth. Previous use of digitalization various government schemes beneficiary get money in cash. In reality hardly mentioned amount goes in hand of beneficiary due to corruption. Government introduced Direct Benefit Transfer(DBT). This way any scheme money directly transferred into account of beneficiary. E-governance is the another name of digitalization in administrative system. With the help of e governance government fulfill its works and functions through Information Communication System. central or state government faces various challenges in implementing good governance practice within territory. After 1990 good governance boosts the traditional system.

(ICT). types of e-governance as follows.

- G2G- means government to government.
- G2C-means government to citizen.
- G2B-means government to business.
- G2E-means government to employee.

Through these types government do various types of work like online land records 7/12 extract E-Biz, common service centers etc. Delivering the time bound services to citizen is under the G2C (government to citizen). The concept of citizens charter is firstly use in UK. in the international level concept of citizen charter is widely accepted. For more effective and speedy services Madhya Pradesh state pass Madhya Pradesh Lok Seva Guarantee Act 2010. In india Madhya Pradesh state id developing state. Object of lok seva guarantee act is to provide services root level of society. This act provides the notified services.
Features of M.P. Lok Seva Guarantee Act 2010:

- It provides time bound service.
- Notified services mention by various departments.
- Smartly uses the Information Communication Technology for effective implementation of the act.
- Within time limit provides service.
- Establishment of more than 400 lok seva kendras for implementing the act.
- Provides penalty start from 250 rupees to 5000 rupees for non compliance of service within time limit.
- Provides complaint redressal mechanism like 1st appellate authority and second appellate authority.
- Create public service management department government of M.P. state level.
- More transparency in service right to service act co related with CM Dashboard, C.M. helpline, E-District.

Service mechanism of Lok Seva Guarantee Act:

If an applicant want Lok seva guarantee act mentioned service following procedure followed. Before this act applicant first goes to office of government submit file to officer. Then there is huge money and time of applicant vested for completion of his file. In right to service act direct relation between applicant and officer cut off. Providing services in state their is establishment of more than 400 lok seva kendra. Applicant approached with document file application in lok seva kendra. All document were scanned in lok seva kendra. Applicant get receipt. Submitted specific amount of application. Lok seva kendra send application to various departments. Completion of file date is mentioned in the receipt. Digital signature copy of mentioned service applicant get any place of state.

Service given by the act:

This act provides 52 services given by 16 department. Sample time bound services as follows.

- Birth certificate
- Death certificate.
- 7/12 extract.
- Post mortem report.
- Providing copies of land map
- First time sanctioned and provision of Indira Gandhi widow pension.
- Domicile certificate.
- Tap water connection.

Public Service Guarantee Act and development of soft skill

This act play revolutionary role in government sector. This act smartly uses the information communication technology and develops soft skill not only government employee but also citizens. This act purely based on ICT. Providing speedy services to citizens it opens common public service centers. This centers creates employment. This act convert soft skill into people friendly service provider. It changes image of administration system. this act provides annually more than one crore services to citizens.

Conclusion

After implementation of Lok Seva Guarantee Act government officers are strenthen their soft skill for providing efficient services to citizen. More awareness relating to act in society seen by the total number of applications filed in MPonline. Lok seva guarantee act and e-governance smart correlation is role model for other services delivered by various departments of government. Penalty provision is most distinct feature of
effective implementation of lok seva guarantee act. Still most of the people are unaware about soft skill and use of information technology. There is need of creative awareness of soft skill among society.

Suggestions:

- There is need of widening the range of more services and soft skills into Lok Seva Guarantee Act.
- There is need of money reward for designated officer successfully giving time bound services.
- Cyber security provisions must be updated time to time protecting various sector from cyber threat and misuse of ICT.
- There is need of designated officers training related to lok seva services.
- There is need of arrangement of various programmes to develop soft skill among society.

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Introduction:
21st century, technology breathtaking progress of Global Village as an emerging incoming world. Career management of the world the difference between the two ends through to social networking to create a number of options integrated and therefore, human history most advanced of which are for the number of people with mental peace and satisfaction. Today with the opportunity, to provide life. The concept of this is to convert opportunity, success and proved very useful to provide working solutions to the mental level or with soft skill, what is it? An answer to your how to make the life course? and how to live successful and satisfied life? Each person has his own skills, while tackling the situation in the environment; these skills prove to be the same as the strength. It is important to develop the skills built-in and to realize you. It is necessary to have proper coordination between your needs and ambition. Determining the strengths in ourselves. It is necessary to make changes in certain aspects, to have a good communication, to work properly in the team. Keeping your awareness alive requires a changing time. It is important to make life better by accepting all unexpected challenges in life and developing a personality through soft skills.

It is possible to achieve success by adopting different types of soft skills, because every person has achieved success, with soft skills contributing 85% and hard skill to 15%. Educational qualifications are received from educational institutions, they are called hard skills. Hard to believe it is easy to learn or difficult to learn, even if the word is hard, it requires a specific curriculum, and there is no curriculum of soft skill course, so it is necessary to know the skill. The concept of Soft skill emerged in 1990. It has been used in the corporate world. Soft skills have been developed and it has benefited many sectors. The soft skills are for everyone, as well as for the skill of many, which can be looked at in the examination, the situation needs to be addressed. The condition and association develops through the study of individuals. The investment in knowledge offers the most interest. Older people teach young children and communicate through communication skills. The dialogue is not just exchanges but it is a relative process. It is necessary to take care that, no matter is easy in the dialogue, but there is no doubt that, there will be no ambiguity. It is important to speak positively about the positive behavior and neglect the negativity. ICT facilitate collaboration and communication. It visualization of difficult concepts

ICT:
It is an umbrella term that includes all technologies for the communication of information. ICT can be defined as the use of hardware and software for efficient management of information. ICT refers to the form of technology that are used to transmit, store, create, share or exchange particular task.

ICT and Education:
ICT to enhance teaching and learning environment. It enables self-paced learning through various tools such as assignment, computers etc. as a result of this the teaching learning enterprise has become more productive and meaningful. ICT helps facilitates the transaction between producers and users by keeping the students updated and enhancing teacher capacity and ability fostering a live contact between the teacher and the students through e-mail, chalk session, e-learning, including internet, intranet, TV, audio-video aids and CD-Rom. ICT get of technological tools and resources used to communicate and to create, disseminate, store and manage
information. ICT implies the technology which consists of electronics device and associated human interactive materials that enables the user to employing them for a wide range.

**Soft Skill Development:**
The most important soft skills in ICT and its method to develop them. The Soft skills are Communication, Problem Solving, Team Work, and Hearing Mind set, Creativity, Leadership, Strategies, Thinking, Costumer Service, Innovation and Risk-Management. Communication and interpersonal skills are the attitude and habit that make workers at any seniority level. Interpersonal and skills comes from the root of word interaction and personal. In other words it is the communication among two or more persons.

**Use of Technology as Follow-up Action in Communication Skill:**
Pedagogy is evolving with newer technological aids for better communication in classroom. It deals with the use of new technologies in the teaching-learning process in education. It is also has it deep rooted impact on the learning of the students. The purpose of ICT in education in generally to familiarize student with use of computer. Here, we discuss how we can sharpen out communication skills by using it for follow up action

**Positive Impact of ICT and Soft skill Communication on Education:**
A teacher teaching his students through the use of ICT even through geographically dispersed. Lifelong learning can be ensured by E-Learning of E-Education and also enables distance learning. Course work accessible anywhere, anytime, promotes active engagement with content. Enhancing problem based learning. Improves communication between teacher and students. Based on fixed content which students are required to learn and reproduce. Helpful to preparing lesson plans. Focuses on the skills needed to build and communication knowledge make the network of teacher. Goal oriented curricula and syllabus can be changed according to learners need. Provide pedagogical techniques connect to the information resources. Broadening horizons with more opportunities for creating expression. Flexibility to study where, when and how best suits, individual need and preferences. I

**21st Century soft skills:**
21st century skills are defined as learning and innovation, which play vital role in ICT for soft skill of communication. New aspect search with innovative ideas and globalised innovation for the development of student’s personality. Creativity and innovation, Creativity is the capabilities or act of conceiving something original or unusual. Innovation is the implementation of something new. Invention is the creation of something that has never been made before and is recognized as the product of some unique insight. Critical Thinking And Problem Solving, Problem Solving and Critical thinking refers to the ability to use knowledge, facts and data to effectively solve problems. Ideal students can think critically and creatively, share thoughts and opinions, use good judgment and make decision. Communication and collaboration, the institution working together as the common goal gives them a meaning up reason to work together, along with receiving mutual benefits for development of team. Collaboration provides every students and teacher with equal opportunities to participate. Collaboration and communication are interpersonal skills that help people work well with one another. It involve being able to read the vast number of verbal and nonverbal cues that we all use to communicate our ideas and emotion.

Adaptability and Flexibility, adaptability begins with a willingness to adopt, a mindset that is open and ready to accept and therefore overcome uncertainly at anytime. Flexibility allows one to evaluate what is happening and adjust to the role and responsibilities. Initiative and Self direction, self direction is the ability to set goals related to learning, plan for the achievement of those goals. ICT core competencies are 1) Teaching 2) Creating 3) Evaluating 4) Searching 5) Networking communication and 6) Technical.
Emerging learning Technology (ELT) of blogging, integrated learning, a modules, a podcast, wikis, enhancement of browsers-learning, M-learning, U-learning have stated making rapid strides in teaching-learning process.

**Soft Skill and Role of ICT:**

Soft skills are the cluster of productive personality traits that characterize. These skills can be included social graces, communication abilities, language skill, personal habits and cognitive soft skills initial part of finding, attracting and retaining. Highly developed presentation skill, networking abilities and awareness can be helped for existing situation. In digital age soft skills have played important role for making technology competing on the level of infrastructure and equipment. The need for soft skill is not just important for those who are studying in training colleges for respondents at a high level in professional environment. IT students and teachers also need soft skill for managing the information technology of soft skill that is communication. The growing importance in ICT. Soft skill such as ability to communicate, negotiate, conflict and hard work also in valuable in ICT. The five soft skills are required for ICT student and teacher. In higher education the mastery of soft skill to be essential.

1. Problem solving
2. Team work
3. Communication
4. Self awareness
5. Negotiation

   Book and classes are great way to learn this soft skill in ICT, it has giving opportunity with role playing.

**Conclusion:**

ICT is largely incomputable with the requirement of teaching, where teachers are personally comfortable and at least moderately skilled in using computer themselves. Some teacher use ICT in soft skill as a way of encouraging independent learning skill.

Increased motivation through learning that stimulates and stretches. Wider access to learning and participation and sensible choice about the use of new technology to enhance and enrich and extend learning.

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सारांश:

अनुभव अध्ययन प्रक्रियेत मुलाना दिल्या जाणांच्या अध्ययन अनुभवांना अनुसार शिक्षण महत्त्व आहे. मुलाना मिश्रित अनुभवांना अनुभवांच्या मुळे आत्मचिन्तन करत असतात. त्याने धारण आपल्या प्रापती अनुभवांवर आधारित कौशल्यांच्या वापर तैनात जेवणात करतांना प्रज्ञा अद्यावधि योग्य त्यांसर्वजनिक करू नेणे होय.

"विज्ञान संस्थानाच्या बंगाने होणारा विकास आपल्या जागरूकीकरणाच्या प्रक्रियांमुळे एकविविध शिक्षणातील जीवनशैलीत झालेला नवनवीन बदल होत होतात. विद्याधरण ही बदलतो जीवनसोळी झाल्याने नवनवीन बदल होत होतात. विद्याधरण ही बदलती जीवनसोळी सहजतेने पेटला आलेले पाहिजेच आणि त्यांनी व्यक्तिमूळे बदल जाणारीहिंसकप्रकृती, व्यक्तिमूळे नकारात्मकविचार, आत्महत्या जीवन जागरूकीकरणातील लागांती विकित कौशल्यांच्या शिक्षणात चाच्या वापर सराव करावाची भरभरून संत्क मिश्रित पाहिजेच व्यक्तीमूळे बदल जाणारीहिंसकप्रकृती, व्यक्तिमूळे नकारात्मकविचार, आत्महत्या जीवन जागरूकीकरणातील लागांती विकित कौशल्यांच्या शिक्षणात चाच्या वापर सराव करावाची भरभरून संत्क मिश्रित पाहिजेच आणि अभावीत आत्महत्या. जीवन कौशल्यांची प्रतिक्रिया होताना दिसतात. परंतु शिक्षणाची शोध्या व्यवहाराने अध्ययन अनुभवांची योजना करणे गरजेचे आहे.

प्रस्तावना:

"विज्ञान संस्थानाच्या बंगाने होणारा विकास आपल्या जागरूकीकरणाच्या प्रक्रियांमुळे एकविविध शिक्षणातील जीवनशैलीत झालेला नवनवीन बदल होत आहेत. विद्याधरण ही बदलती जीवनसोळी झाल्याने नवनवीन बदल होत आहेत. विद्याधरण ही बदलती जीवनसोळी सहजतेने पेटला आलेले पाहिजेच आणि त्यांनी व्यक्तिमूळे बदल जाणारीहिंसकप्रकृती, व्यक्तिमूळे नकारात्मकविचार, आत्महत्या जीवन जागरूकीकरणातील लागांती विकित कौशल्यांच्या शिक्षणात चाच्या वापर सराव करावाची भरभरून संत्क मिश्रित पाहिजेच आणि अभावीत आत्महत्या. जीवन कौशल्यांची प्रतिक्रिया होताना दिसतात. परंतु शिक्षणाची शोध्या व्यवहाराने अध्ययन अनुभवांची योजना करणे गरजेचे आहे."

अनुभव अध्ययन प्रक्रियेत शोधणारी गुणवत्ता व समस्यांत वाचे आकलन/बोधन दुरुस्त होणे महत्त्वाचे आहे. कौशल्यांची धक्कादायी आणि चंगवुडायाच्या व्यक्तत्व निर्माणाचा न्यास होत चालू आहे. विशिष्ट स्वतन्त्रता व्यक्तिमूळे मोळहात प्रवृत्ती व्यक्तत्व अपरिहार्यपणे संपर्कात आणि तापमानात वाळता तांड दस्ते लागते. बदलती सामाजिक मूळे, विविधता कुळूळ पदवी, मुलांच्या कडूळ पालकांच्या वाहत्या अपेक्षा, पालकांच्या शिक्षणाचा अभाव याचा परिणाम भारी पिधीवर खालील होतो त्यातून न्यूनां, बौद्धी, नितं, नैराघव येते. त्या सर्वोत्तम गोष्टी राज्यांभावी शास्त्रीय
विद्याध्यायी जीवन कौशल्यांचे शिक्षण देणे गरजेचे आहेत. जीवन कौशल्यांचे शिक्षणाचा मूळ गाथा माणजेच प्रयोगशील अध्ययन प्रक्रिया होय.

अध्ययन अथवा प्रक्रियेत मुलांना दिल्या जाणार्या अध्ययन अनुभवांना अनुपातात साधारण महत्त्व आहे. मुलांना मिळालेल्या अनुभवांना मुळे आत्मचतुर करत असावा. व्यवहारविशेषज्ञ प्राप्त अनुभवांवर आधारित कौशल्यांचा वापर दैनिन्दन जीवनात करतात. प्रत्येक वर्ष ते महणजेच योग्य व्य फलनिमशी केले गेले होय.

इसलिए 8वी शती साहित्य कृतिका हिंदी विषयाने भारतीय शास्त्रीय व अनुसार शिक्षक प्रतिदिनविशिष्ट होताना दिसतात. फर्तून शिक्षकांनी शोधून यथार्थता अध्ययन अनुभवांची योजना करून गरजेचे आहे.

जीवनकौशल्ये — संकल्पना अर्थ व गरज

“चक्कितला जीवनातील संरचनामय प्रसंगांना समाध्योजनात्मक आणि सकारात्मक रीतीने समोरे जाणार्या लागणाचा श्रमानंतरा ‘जीवन कौशल्ये’ असे म्हणतात.’” — जागरण आणि शंकात

जीवन कौशल्ये वर्म्यकारण तीन गटमध्ये केले

1. विचार कौशल्ये/मानसशासी कौशल्ये
2. सामाजिक कौशल्ये
3. भावनिक कौशल्ये

शास्त्रीय शिक्षण संविधेय करणाऱ्या आहे. या पांढरून जीवनकौशल्ये पुढीलप्रमाणे

1. स्वस्थी— यांच्यावर स्वतंत्र ओठवणे अपेक्षेच आहे. स्वतंत्र वैशिष्ट्ये, वस्त्रपाक, कप्रिकूत बाबी, आवड–निवड याचा सामावेश होतो.
2. सहस्वेदना — सहस्वेदना म्हणजेच इतर व्यक्तित्व भावना, विचार, मते, कल्पना यांचा स्वीकार करून त्यांचा आदर करणे होय.
3. निर्णयशक्ती —निर्णयशक्ती हे एक प्रक्रिया आहे. जीवनात्मक आवश्यक निर्णय त्यांसाठी या कौशल्याचा उपयोग होतो. विविध पदार्थमध्ये योग्य पदार्थांनी निवड केलेले म्हणजेच निर्णय होय.
4. परिस्थितीकरण संप्रेषण — संप्रेषण म्हणजेच एका व्यक्तिकडून दुसऱ्या व्यक्तित्वाचा पाठविलेला अर्थपूर्ण वाचक होय. व्यक्तित्वाचा स्वतंत्र इतरसंवेदनासाठी सादर करता आहे. पाठवले मत, भावना, विचार, शादिक दिसेल असाधारणपणे इतरांपूर्वत पोहचाविणे म्हणजेच परिस्थितीकरण संप्रेषण होय.
5. समस्या निरस्करण —स्वतंत्र व समस्येचे मार्ग काळजातील कौशल्याचा अंतभाग समस्या निरस्करण या जीवनकौशल्याचे होतो.
6. आत्मसाक्षी व्यवहार —अनावरत हा सामाजिक प्रकार आहे. सामाजिक इतर व्यवसायी दैनिन्दन संबंध येथे असतो. हे मानवी व्यवसाय सहज, समन्वयाचे, सहकारणीय, असंग गरजेचे असते.
7. सूचनात्मक विचार —या कौशल्याचे बनवत निर्मिती होते. सूचनात्मक चित्रांवर व्यक्त वाचक सामाजिक, प्रमाण व प्रामाणिक बनते. सूचनात्मक चित्रांवर अभावाच्या भावना निर्माण होते.
8. चिन्हसाधक विचार — चिन्हसाधक चित्रांसह एक मुक्त चित्र आहे. माहितीतील सत्यता पूर्णपणे पठाला नंतर ती स्वीकारणे हे चिन्हसाधक चित्रांचा अभिव्यक्त आहे.
9. भावनिक अनुभूती — भावनिक अनुभूती म्हणजेच आत्मफूल भावनांचे निर्माण देखील एवढे व इतरांशी व्यवहार करताना
आपत्ति भावान्वयं निर्ययण करणे होय. संवेदनाहीत असणे ही योग्य वाव नवे. संवेदनाची योग्य जाणीव असणे व त्याचे योग्य प्रदर्शन करणे सामाजिक व्यवहारामध्ये आवश्यक आहे.

10. तपासूने निर्णय — वातावरणातील ही भांडण्या बदलासून, आहारामध्ये शरीरामध्ये व मनामध्ये जे वदल पडून येतात त्याना तान असे म्हणात. आपत्ति जीवनात येण्याचा तपास असतानाची ओळख करणे गेले तसेच या तपासणावासून मुक्तता मिळाल्यासाठी योग्य मानसिक व शारीरिक अनुभवात निर्माण करणे यांचा सामाजिक व कौशल्याची होतो.

हांस प्रमाण आराधे साधनांत शिक्षणाचा पूर्णत्याने बाबत कार्यालय येथे येता होते.

1. परस्पर सहाय्यार्थी आपत्ति गठवणेचा बेकाबूत्या गठविंद्री शिक्षणाचा आपरंथणा वाचला पाहिजे.
2. शिक्षकांचा भार्यन विकास निर्देश आणि वृत्ती आणी असली पाहिजे.
3. शिक्षकांचे विद्यार्थ्यांचा शिक्षणाचा निर्देश असली करावी. वोकॅबुलारी भर देत वपूरपूरपूर.
4. शिक्षकांना मुलं हवा आढ़त मिळाल्यासाठी त्यांना व्यविषयात आलंबावाप्रर्यात असावे, त्याचला मुलं विषयाचे नर्म, उद्योग, स्थायी आणि जिन्हांचे बर्तन असते पाहिजे व अपेक्षानुसार त्याना व्यवसायिक ज्ञन आणि जीवन कौशल्यांचे शिक्षण देणे गरजे आहे.

अध्ययन अनुभवाकाल
अध्ययन अपरीक्षित मुलं हवा अनुपालना नि:शिक्षणाचा जीवन अपरंथणा अन्य वातावरण महत्त्व आहे. मुलं हवा विषयाच्या अनुभवावर मुलं हवा आलंबनात असली वातावरण आपल्याकडे आयात करते होतात. त्याची शिक्षण अनुभवात आपल्यांना ह्या आधारावर एक विभाग वाचला पाहिजे.

आकृती 1

अर्थोत्साहायकीकरण  
अनुभवावर आलंबित  
अनुभवाची विचार  
8व्या व्या हिंदी पाठवृत्तकाच्या जीवन कौशल्याचा विश्लेषण हिंदी पाठवृत्तकाच्या पाठवृत्तकाच्या देखील जीवन कौशल्य प्रतिविभाजित होताना दिसता. परंतु शिक्षकांनी शोध्यांत त्याप्रमाणे अध्ययन अनुभवांची योजना करणे गरजे आहे.

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<tr>
<th>क्र.</th>
<th>पाठवृत्तनव</th>
<th>जीवन कौशल्य</th>
<th>अध्ययन अनुभव</th>
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<tbody>
<tr>
<td>1.</td>
<td>मुझे हमेशा ही रहने चाहिए</td>
<td>नागरिक अवसंविधान</td>
<td>अपने परिवार, संयुक्त परिवार की आपरंथणा व विषयावर परिसंवाद आयोजित करवा</td>
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<tr>
<td>2.</td>
<td>मैं हिंदी वाचता</td>
<td>पाठवृत्तकाच्या संप्रेषण</td>
<td>होत</td>
</tr>
<tr>
<td>3.</td>
<td>ऐसे — ऐसे सुविद्यालय विचार समस्या समाधान</td>
<td>भूमिकांचा भय</td>
<td>१. भूमिकांचा परीक्षण होताने त्या पाठवृत्तकाच्या पाठवृत्तकाच्या असताने विद्यालयामध्ये व्यक्ति गणने ज्ञान होता</td>
</tr>
<tr>
<td>2.</td>
<td>भूमिकांची एकूण पूर्णता संविधान स्त्रोत करता संविधा असताने विद्यालयाला आंतर्त्रिक संविधान कौशल्याची ज्ञान होता</td>
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समायोप—
अशाप्रकारे विविध अध्ययन अनुभवांचा व वेगवेगळ्या तंत्रांचा वापर कडून जीवन कौशल्यांचे शिक्षण आपण माध्यमिक स्तरावर हिंदी विषयातून देवू शाक्तते. जीवन कौशल्यांचे शिक्षण देणे ही काळजीची गरज बनली आहे. विद्यार्थ्यांचा वैधिकक्षेत्र वरोबर भाविक श्रेणीचा विकास महणजेच सरणीगौण विकास होणे आवश्यक आहे त्यामाती जीवन कौशल्यांचे शिक्षण अधिक महत्त्वावर आहे.

संदर्भपूर्वी—
1. जीवन कौशल्यां शिक्षण (शिक्षक मार्गदर्शिका) भाग १ व २ महाराष्ट्र राज्य शैक्षणिक संस्थेचे व प्रशिक्षण परिषद, पुणे
2. भोसले २३, (२००३) शिक्षणातील बदलते विचारपंथ, फडके प्रकाशन
3. इयता आठवी पाठ्यपुस्तक (२०१७) महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती मंडळ, पुणे
Abstract:

This research paper presents a holistic, integrated, principle-centered approach for solving personal and professional problems through soft skills. With penetrating insights and pointed anecdotes, it reveals a step-by-step pathway for living with fairness, honesty, human dignity. Higher education institutions basically committed to hard skills training. The courses which are designed to teach the students are basically knowledge of various disciplines. In this process students in higher education forget the personal competence, behavioural patterns, manners and social decorum. Soft skills are most quintessential and pervasive to the students of higher education. Soft skills proficiency is imperative because when the students of higher education deputed as employer in the industry or any work culture. The classroom in the higher education is an ideal ground where one can practice alternative ways of dealing with people. A student can facilitate learning and transform the knowledge in the interactive form rather than prescriptive or alienated form. Higher education is the common ground where student can inculcate soft skills as per industrial requirements and a teacher can use interactive, collaborative and experimental methods to instill elevated behavioural patterns, manners and etiquettes in the students.

Key Words: Soft Skills, Hard Skills, Workholics etc.

Introduction:

‘Soft skills’ are popularly known as core life skills, behavior skills or personality specific skills in work culture such as in corporate, administrative, educational and management sectors as well as in social institutions and formal functions. They determine an individual’s strength as good habits, work etiquettes and manners, effective communication skills, attractive physical appearance, excellent functional skills, emotional intelligence and cordial social skills etc. In this sense, soft skills complement ‘Hard skills’, which have to do with the technical requirements of a job. Hard skills refer to the technical expertise a person possesses. Hence you may have the right professional qualifications, be academically brilliant and perhaps even have the required work experience, but you will be successful if you know how to keep work ethics, how to interact with dignitaries, and how to get along with both your senior and the junior colleagues.

Analysis:

There are many anecdotes from Scriptures from all religions and many other legends and fables comprise manners, decorums and conduct will pave the way to modern managers, teachers, and administrators with good assets. Examples set by most eminent persons, their lives and experiences can teach soft skills to us. Sharing good stories, paradigms are good objectives of value education. In today’s management studies these set of values incorporated. For the good relationship you must inculcate scriptures, legends, tales and myths. Most of the soft skills listed below will guide you in proper way. You could try to develop them in the course of your work and interaction with others.

1] Physical Appearance: Proper physical appearance is necessary to communicate effectively with persons. Using appropriate body language and science – eye, hand, neck, head, limb, movements – affect the listener’s frame of mind. Expressing emotions through body is called as body language. Your body language must exhibit clear, concise, precise, graceful and accurate meanings. For example, Barak Obama, an American President, looks very disciplined, decent and handsome except his blackness.
2] Emotional Intelligence: In the establishment of good character, emotional intelligence is looked as a basic asset. In the higher education, a teacher has to give priority in shaping students’ feelings and thoughts. The process of gaining prosperity starts with emotions and impulse of thought with burning desire to become rich and successful followed by determination to achieve it. Whatever man’s mind can conceive, just believe that it can achieve. As food gives energy to the body, thoughts and emotions are prior to the spirit. They could be converted into reality. There are various types of emotions which can be grouped into two broad categories: Positive and negative emotions. Positive emotions comprise hope, faith, love, joy, courage, confidence and happiness. On the contrary negative emotions include jealousy hatred, anxiety, anger, greed, covetousness, fear, guilt, inferior complex etc. Positive emotion is a life force and form of energy. Faith is optimistic and positive emotion. It is the catalyst which energizes ordinary thought impulse into high and elevated vibrations. Faith can provide contentment and satisfactory feeling to you. Love is also beautiful and sublime emotion. Unconditional and spiritual love keeps you on elevated ceremonious and uplifted state. It is a feeling which attracts people to get together and live together. If love is an attraction, hate is repulsion. In interpersonal relationship such kind of emotions play very significant role. Negative thoughts and emotions lead you deglorification, degradation, and finally destruction.

3] Communication skills: Language proficiency is very important factor in a professional world. Unless an individual has a command over the language, his interaction will not be impressive. You must concentrate on the correct pronunciation and appropriate word order. You ought to update your knowledge of vocabulary and new ways of using terminologies. You must be thoroughly read newspapers, watch television programmes, use technologies and listen discourses. You will find the new terms and vocabularies from these fields. An English essayist, Francis Bacon, puts forward some idea of how communication must be effective. He says that reading makes wise man, writing an exact man and conference (speech) makes a ready man. One can sustain successful communication with soft skills.

4] Intrapersonal and Interpersonal Skills: Soft skills also defined as intra-or inter-personal relationship. Intrapersonal relation is a person’s relation with the self. Most of the students in higher education are unaware about their self. It is only soft skill can empower or uplift them to understand themselves. Being polite to everybody at workplace with colleagues, clients, visitors is closely linked to success at work. Courtesy consist of not only the habitual use of polite expressions such as ‘please’, ‘thank you’, ‘excuse me’, in speaking to others, but also to use appropriate body language to reinforce your verbal communication. Courtesy means showing dignity and respect to others and considering their opinion and giving them their due worth. Even with small child one ought to behave in a good manner. For instance, there was a businessman brought forty lakh rupees car to home on his birthday. In the birthday morning, he got up and went in the garden for a walk. It was a fresh and beautiful atmosphere. He looked his son near by the car scratching on the glass of that. The man become furious and quickly went there. Without considering anything he took the iron rod and hit on the child’s hand. Lot of blood went away from the body. He became conscious of the fact. Quickly he took the boy and approached to the doctor. The doctor said his hand will not recover once again. This fact shocked to the father. He repented and introspected that he will once again purchase the car but will not recover his son’s hand. He went in the garden to look at the car where the boy was writing something and he saw on the glass that his boy was written ‘Happy Birthday Papa’. The moral of this story is to treat everyone as a human being and not as an animal. You must show empathy with others it means an awareness of others feelings, need and concerns. It indicates some sensitive, meaningful exchange of communication among people. It helps a lot in exchanging, interpersonal skills, inculcating the strings of building teams, developing leadership traits and negotiating
conflicts, building consen, thrust making personal bonding even stronger. You must cement relation by value
addition, realizing the needs and establishing a relation of trust, loyalty and comfort.

5] Functional Skills: It includes ability to work with excellence. Soft skills experts say that chase the
excellence in work, success will follow automatically. You must work with purity, perfection, creativity, quality
and with right attitude. The experts again say that little manifestation of energy through the muscles of body is
not called work. Behind every great work and noble deed, there must be great ideals, valid thoughts and sublime
emotions. You must feel your brain with high thoughts, highest ideals, place them day and night before you and
out of that you will come to great work. You must follow right work ethics that involves an attitude or belief
that any work you undertake to do must be done with sincerity, diligence and sense of commitment. Putting
beauty and quality in activity and making it better is called as creativity in work. It is an attitude, an inner
approach how a person looks at work.

There are various soft skills which incorporate integrity, reliability, leadership qualities, conformity,
assertiveness, listening skills, multitasking ability, time management, handling stress, problem-solving
techniques, decide whether you possess the soft skills. Learning these skills is therefore a sure step towards
personality development and a stronger likelihood of success at work.

Conclusion:

Soft skills are quintessential in establishing the behavioural, personal, professional and social values in
the students of higher education. The skills are highly essential for the industrial requirement and for the work
culture. A set of ethics with soft skills are needed for the students of higher education. Being aware with soft
skills, students from higher education or work culture make the self-assessment of themselves. It can create all
positive sign and optimism in the students of higher education. They are the positive traits expected in a good
human being. For the holistic development of any person knowledge about the self and society is needed.

References:

ROLE OF ‘OPEN AND DISTANCE LEARNING’ IN DEVELOPMENT OF EMPLOYABLE SKILLS IN HIGHER EDUCATION

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Abstract-
India is already referred to as the youngest country in this world as 64% of its total population falls in working group. At the same time most of them are striving for getting employment opportunities. According to the survey done by ASSOCHAM in 2015; even after having huge number of jobs only due to lack of employable skills; job aspirants are being deprived from getting jobs. On the other side, those who are already employed but can’t make their career advanced are also said to be underemployed ones. Considering both the cases; strong option of ‘Open and Distance Learning (i.e. ODL)’ mode of higher education come forward for desired skill improvements. Due to ODL system, respondents from both the above cases be benefitted since ‘the learning as per pace and place of learner’ is the motto of it. Now-a-days, many organizations from Government as well as Private Sector are taking initiative in starting fresh, short term, job oriented diploma and certificate courses which are proving it very efficient and effective in the improvement of desired employable skills as per requirement of job aspirants. Thus it is reflecting in reality by increasing job opportunities for them in today’s market. Giving only job oriented knowledge to the respondent to get employment in lesser time will attract more aspirants to gain that knowledge without any hesitation. So it will be highly efficient system having lesser input compared to others giving more desired output. It will help in creating not only particular skilled society but also employed society which is the main objective of ‘ODL’. Thus, ‘ODL’ has important role in skill development and continuously it is upgrading itself by adding new techniques for skill delivery up to the respondents. Such various roles of ‘ODL’ in skill development along with real-time result reflection is discussed by author in this research paper; and tries to make society more aware towards ‘ODL’ which is future of Indian Education System.

Keywords- Open and Distance Learning (ODL), Skill Development, Employment, Underemployment, Job Aspirants.

Introduction-
The primary objective of the ODL is to provide knowledge and skills to those who did not have access to learning. The basic purpose of the open universities is to provide instruction to the learners at their doorsteps through various media and technology (UNESCO, 2002). The basic motto of ODL is to establish equity in the education system through various modes of education (both the correspondence and on-line learning). This system provides great opportunity to those learners who are denied access to education in traditional institutions due to various factors such as poor economic condition of the family, parent’s illiteracy, staying away from home for income generation etc. and to those who require updating their knowledge and skills through education. The mode of ODL is also called as “Independent Learning”, “Flexible Learning” as well as “Self-Learning”. It can help to empower the learners by enabling them to take charge of their own learning and enabling them in having greater control and ownership on their own learning at a minimal cost. Therefore, this system of learning can be called as ‘fed by own’ not ‘fed by others’. The utilisation of on-line learning in distance and open learning makes it in a true sense open or global learning.

Higher education should bring up the multifaceted development of human resources by promoting the knowledge-enabled population that will bring socio-economic mobility, peace and progress in society. Thus, the
educational providers must undertake the duty to impart need-based higher education that makes people educated with a progressive, rational, analytical, and skilful mind. Hence, there is an urgent need to address some basic challenges of higher education such as required educational avenues or institutional set up against the demand of the population, achievements in global learning, providing room for equal access to learning, research on cost benefit analysis, educational innovations and partnership, use of educational technology, quality assurance mechanism, need for adequate funds for the expansion of higher education, and so on. Once these challenges are addressed, transformation of the society can be a reality, and Open and Distance Learning (ODL) system is one of the most viable ways for transforming a country like India.

ODL can be raised as an alternative way for creating and making education as accessible as possible and for providing the scope to get skill-based education at a minimum cost. However, the reasons behind the emergence of open universities and ODL institutions are manifold. Some of these reasons are population overgrowth, economic liberalisation and globalisation, popularity of global-lifelong learning as well as blended learning, quick expansion of multimedia technology, inclusive growth and need of manpower planning for creating knowledge enabled population and so on. With these facts, along with a National Open University, the state open universities have emerged in India for catering to the needs and demands of the people of the respective states in which they are established. The common motto of the ODL institutions and universities is to bring the positive social transformation in society, and to make the people empowered economically, socially, culturally, and educationally. However, for production of the benefits of education, there is an urgent need to reduce the disparities present in the Indian education system, and make education accessible in the real sense, so that everyone irrespective of caste, class, religion, sex, place, occupation, etc. can avail the benefits of education.

Thus, we need an alternative institutional set-up besides the conventional system of education, because it can reduce the disparity in terms of access to education in general and higher education in particular. ODL is a mode through which the system of Higher Education can be transformed and empowered in an unprecedented way. ODL can provide justice to millions of people in achieving the motto of higher education (access, equity, quality, innovation and research). Finally, ODL can lead to the development of the capabilities of the people and make them productive and empowered citizens. In fact, higher education should build up the capacity of the people by disseminating knowledge and information, and making them competent with the required and essential skills that will finally lead to a productive and empowered group of citizens in the society. Thus, it will lead to the positive social and economic transformation in the society. In the following sections, we shall try to look at ODL in a more engaging way.

**Literature Review**

As mentioned earlier, ODL has been used to deliver education at all levels of education. This system can also be seen as a legitimate means through which to develop skills for employment if it is implemented properly. There are many bases to support this. Firstly, most of the ODL systems have wider access and cost efficiency. Secondly, its rapid expansion in the past three decades suggests that there exists a ready-made infrastructure which can be capitalized upon to extend skill development. Thirdly, most of ODL institutions of the world are using of latest information and communication technologies (ICT). Through wider coverage, ODL systems are overcoming the gap between those who have had access to education and those who have not. Yet how effective ODL in providing education for skill development is remains an open question, and as little data exists to verify the claims made about it. According to Moran and Rumble (2004), distance education is more costs effective and can take place while continuing full-time employment. There are many articles published in
recent past, which support ODL system as a viable method for providing effectively skill based programmes in getting Employable Skills. Raza and Allsop (2006) have concluded in their project report that ODL could be effective way of providing education for the development of skills required for untrained work force. They also reported some case studies of ODL system of south East Asia region. Their study also concluded that for getting maximum benefit from the ODL system, institutions need to build bridges and collaborate more closely with public and private sector employers. Furthermore, Fozdar and Kumar (2008) reported the status of Indian vocational and training programmes. They shared IGNOU’s experience in offering a vocational programme for the development of skills of workforce working in shoos industry. The Word Bank (2008) has reported the status of skilled development programmes of India and suggested that to make the existing vocational education system relevant to market needs, a major restructuring of the system and how it is managed will be needed. If India wants to emulate countries where the vocational education system has succeeded, sweeping reforms are needed. This will require significant commitment on the part of policymakers. Many of these reforms are similar to those being proposed by the 2005 Central Advisory Board for Education (CABE) Committee report on Universalization of Secondary Education.

**Objectives of Research Paper**

In this Research Paper, an attempt has been made to:

- Discuss the importance of Open and Distance Learning in Higher Education
- Highlights various ways to be adopted in achieving Employable Skills through ODL
- Explicit various real time cases supporting to topic.

**Research Methodology**

While writing this paper, descriptive research methodology has been used, and analysis has been done on the basis of the data extracted from the primary as well as secondary source of information. The primary source includes field work of collecting the information related to various public / private institutions’ efforts in improving the employable skills of respondents through ODL mode. The secondary sources include Report of Census 2011 for categorization of whole population according to their age group; India’s Human Development Report 2016 to understand current status of Skillset imparting in employment gaining; Human Development Report 2016; Economic Survey 2017-2018; AISHE 2016; Annual Report 2016-17, Ministry of Statistics and Programme Implementations; Report of 12th Five Years Plan; Annual Report 2015-16, MHRD; Annual Report 2018, etc.

**Higher Education through Open and Distance Learning (ODL)**

Education is not only simply imparting knowledge in a particular field or subject or making one fit for securing jobs but it is also a sort of training in logical thinking for the coming generations to prepare them for changing environment. The complexity of economic, political, competitive, regulatory, and cultural factors of organization necessitated enhancement of skills, understanding, courage, and energy to meet protracting demands facing organizations of all kinds. At the same time, to be a successful professional, an individual need skills in decision-making, financial analysis, and interpersonal relationships. He also needs the ability to apply those skills in a context of constraints, opportunities, and alternatives. The higher education institution plays a vital role in providing relevant employability skills to the graduates. The open and distance learning facilitates open entry and access to learning opportunities and the removal of barriers to learning opportunities. The open and distance learning enhances the employability skills of the learner and makes them to achieve the goals in life. 2 Today two terms that are being used almost interchangeably are ‘Open Learning’ and ‘Distance Education’ and they are often combined to be known as Open and Distance Learning (ODL). Distance Education
(DE) describes all the teaching learning arrangements in which the learner and the teacher are separated by space and time. Open learning, which covers a wide range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit, pace and place of study, method of study and also the choice and combination of courses, assessment and course completion.

**Importance of Employable Skills in getting Employment**-

As far as employable skills as concern, the term reflects the meaning as- ‘the transferable skills needed by an individual to make them 'employable'". Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. The skillset which are conventionally taught in the class room like reading, writing and speaking w.r.t. special objective of sustaining in this world are only not sufficient in today’s dynamic world. Improvement or addition to said skillsets are essential to be employable in current market. Then the required list of employable skills may vary as per job profile which respondent will going to be served. These may include following important skillsets-

<table>
<thead>
<tr>
<th>Desired Employable Skills in today’s era.</th>
</tr>
</thead>
</table>

**Different Ways of gaining employable skills through ODL**-

There are different types of conventional as well as modern employable skills as we seen earlier. But the question may arise that how to achieve these different skillsets? Through ODL it may be achieved by-

- Short Term; Job Oriented Diploma/ Certificate Courses.
- Effective use of ICT.
- Efficient and Prompt Assessment over learnt Skills.
- Continuous Up-gradation of Syllabus.
- Implication of Real Time Cases in Syllabus

In this manner, the aid to be created in successful achievement of employable skills thorugh Open and Distance Learning mode. Such implications has been already done by many private as well as public organizations

In India, the agencies like SWAYAM runs online job oriented and new start-up business oriented diploma and certificate courses that are popularized. Data collected by a private agency shows its importance as below-

<table>
<thead>
<tr>
<th>Level</th>
<th>Mode</th>
<th>Duration Type</th>
<th>% of Employment/ Start-up out of total enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>Online</td>
<td>Short Term</td>
<td>~90%</td>
</tr>
<tr>
<td>PG</td>
<td>Online</td>
<td>Short Term</td>
<td>~95%</td>
</tr>
<tr>
<td>Diploma</td>
<td>Online</td>
<td>Short Term</td>
<td>100%</td>
</tr>
<tr>
<td>PG-Diploma</td>
<td>Online</td>
<td>Short Term</td>
<td>100%</td>
</tr>
<tr>
<td>Certification</td>
<td>Online</td>
<td>Short Term</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Courses run by offline modes
Under this heading in India, lot many public as well as private organizations run short term, job oriented diploma/certificate courses and their index of employability as per information got during research work is as under-

<table>
<thead>
<tr>
<th>Level</th>
<th>Mode</th>
<th>Duration Type</th>
<th>% of Employment/ Start-up out of total enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>Offline</td>
<td>Short Term</td>
<td>~92%</td>
</tr>
<tr>
<td>PG</td>
<td>Offline</td>
<td>Short Term</td>
<td>~94%</td>
</tr>
<tr>
<td>Diploma</td>
<td>Offline</td>
<td>Short Term</td>
<td>~97%</td>
</tr>
<tr>
<td>PG-Diploma</td>
<td>Offline</td>
<td>Short Term</td>
<td>100%</td>
</tr>
<tr>
<td>Certification</td>
<td>Offline</td>
<td>Short Term</td>
<td>100%</td>
</tr>
</tbody>
</table>

Thus based upon these collected information; it seems that,

- There has very much importance to short term courses in gaining employment.
- As compared to offline mode, online mode proves itself very effective and efficient in getting jobs/ starting own businesses.
- The discussed employable skills’ achievement can be done very smoothly by ‘ODL’ mode.

**Conclusion**

ODL can facilitate as well as strengthen the system of higher education in India to a significant extent. It is because ODL can easily provide quality education and global learning at the doorstep of the people at a cheaper cost. It also encourages people to share their knowledge and innovative thoughts by using various ICT tools in a wider context. However, the vision of an open university or an ODL institution should be focused on the needs of the locality as well as on fulfilling these needs. In order to maintain reputation, an open university should design such courses that bring special credit and recognition to the university itself. The education received even from an open university or an ODL institution can gear up the living standard of the people so that they are able to have a dignified life by providing employment opportunities. Therefore, an ODL institution should try to develop need-based and skill-based courses, which have the direct link with industrial and vocational recruitments. Thus, ODL shall surely be able to transform and empower employable skills by higher education in a country like India.

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THE ROLE OF ICT FOR SOFT SKILL DEVELOPMENT

Dr. Tabassum Yakub Patel, Assistant Professor,
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INTRODUCTION

“Take advantages of every opportunity to practice your communication skills so when important occasions arise, you will have the gift, the style, the sharpness, the clarity and the emotions to affect the other people” Jim Rohn, entrepreneur

This opportunity has to cope up with the 21st century challenges to communicate effectively. Effective communication requires advance technology. This technology helps to communicate with one’s own style, ideas and way of presentation. Soft skills are most important in today’s world. ICT plays vital role in development of Soft skills

OBJECTIVES

- To understand the concept of ICT.
- To understand the concept of soft skill.
- To understand the need of soft skill Development.
- To understand the strategies for development of soft skills

What is ICT?

- ICT stands for ‘Information and Communication Technology’. Everyday usage of digital technology includes computer, tablet or mobile phone, email and the internet.
- ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network, hardware, satellite systems and so on, as well as the various services and appliance with them such as video conferencing and distance learning.

Phases of Information Communication Technology in an Educational System

- ICT for education
  ICT for education involves organizing of workshop, symposia, and seminars for teachers; expert discussion and procedures and strategies to be taking, in the process of making ICT as a tool to be use in teaching and learning in any institution of learning
- ICT in education
  ICT in education is more of teachers’ and learners’ approach to ICT. It creates interest in which the learners are expecting to gain some learning outcome at the ending of the use of ICT. It is believed that learner is motivated by what he sees; ICT will help him to foster high and good retention process

Application of Information Communication Technology

- It enhances the teacher’s productivity in the classroom:
- It arouse the interest of the learner’s in the learning/teaching process:
ICT tools classification

1. E-creation tools
2. E-communication tools
3. Reading/writing-facilitative e-tools
4. Listening/speaking-facilitative e-tools
5. E-assessment tools
6. Virtual learning environments

Soft skills

- "Soft skills" are “desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude.” - Collins English Dictionary
- Soft skills as an umbrella term for skills under three key functional elements: people skills, social skills, and personal career attributes - A definition based on review literature
- “Soft skills” is a term used by employers to describe the personality traits and interpersonal skills required of employees to succeed in almost any job.
- Soft skills are the personal attributes, personality traits, inherent social cues, and communication abilities needed for success on the job. Soft skills characterize how a person interacts in his or her relationships with others.
- Soft skills include attitude, communication, creative thinking, work ethic, teamwork, networking, decision making, positivity, time management, motivation, problem-solving, critical thinking, and conflict resolution.

Hard skills

The skills which can be sought through education, training programs, certifications, and on-the-job training. These are typically quantifiable skills that can be easily defined and evaluated.

6. 10 Information Technology Soft Skills

<table>
<thead>
<tr>
<th>Communication</th>
<th>Listening</th>
<th>Flexibility</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Mentoring</td>
<td>Leadership</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Determination</td>
<td>Negotiation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ROLE OF ICT IN THE ENHANCEMENT OF ENGLISH LANGUAGE SKILLS AMONG THE LEARNERS.
Communication
English is taught as a third language in India. The impact of mother tongue matters in learning of this language. Different models, different strategies are required to teach. Students have to learn to communicate their ideas, thoughts and feelings in English clearly and in an appropriate manner. Through CALA (Computer Assisted Language Assessment) CALI (Computer Assisted Language Instruction) CALL (Computer Assisted Language Learning) students can enhance their vocabulary to express their ideas and feelings effectively.

Creative Thinking:
Creative thinking means looking at something in a new way. It is the very definition of “thinking outside the box.” There are different techniques to teach to think creatively. Such as Brainstorm ideas on one topic onto a large piece of paper: don’t edit these. Just write them down, allowing yourself to play with an idea whilst you go for a walk. Draw or paint a theory on paper, ask the same question at least twenty times and give a different answer each time, Combine some of the features of two different objects or ideas to see if you can create several more, Change your routine. Do things a different way. Walk a different route to college, Ask questions such as 'what if…?' Or ‘supposing…?’.

In English, text books from fifth to tenth standard different activities are provided for imaginary writing where enriched vocabulary and imagination power are most important. Technology can be used to support any subject and technology to support creative writing There are some sites , tools, publication and they work just as well in primary as they do secondary and in further education..

Teamwork
The collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way. The following tools help to communicate to collaborative document editing, whiteboards, and gaming
1. Twiddla (www.twiddla.com) 2. Google Drive (drive.google.com) 3. Bubbl.us (that’s it …Bubbl.us)
16. Economics-games (economics-games.com) 17. World of Warcraft (wowinschool.pbworks.com)

Problem solving
In Psychology refers to the process of finding solutions to problems encountered in life. Solutions to these problems are usually situation- or context-specific. There are online Lectures, seminars, Workshops and other activities including independent study and assessment tasks.

Active listening
The process by which an individual secures information from another individual or group. The “active” element involves taking steps to draw out details that might not otherwise be shared.
Active Listening Techniques

- Building trust and establishing rapport.
- Demonstrating concern.
- Paraphrasing to show understanding.
- **Nonverbal cues** which show understanding such as nodding, eye contact, and leaning forward.
- Brief verbal affirmations like “I see,” “I know,” “Sure,” “Thank you,” or “I understand.”
- Asking open-ended questions.
- Asking specific questions to seek clarification.
- Waiting to disclose your opinion.
- Disclosing similar experiences to show understanding.

Along with this MALL (Mobile Assisted Language Learning) Blogs, Digital libraries Virtual classrooms, Recorded audio-video materials, Online spoken tutorial and Digital Notebooks are tools to develop skills. Modern studies and researches show positive results of integration of ICT in the field of ELT and development of English language skills.

Uses of ICT for an ELT teacher:

- In earlier times the teacher was the focal point of education, but now the role of teachers has changed a lot. He is considered as a guide and friend of students who helps in learning, does not provides knowledge. To teach better a teacher need to be update with the changes. For this ICT helps a lot. ICT can be useful for a teacher in the following ways.

- **It is helpful in the professional development of the teachers:** A teacher can learn various language skills with the help of information and communication technologies. These programmes help in enhancing his capacity to teach English language and to make his subject content easy, economic and more understandable.

- **A teacher can increase his Knowledge:** English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT

- **ICT helps a teacher to learn innovative methods of teaching:** He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.

- **ICT helps a teacher to guide** his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.

Limitation of ICT tools:
The use of ICT tools needs technically trained teachers that lacks and create problems in the TLP.

CONCLUSIONS
From the above discussions it is clear that ICT tools can change the paradigm of English language teaching learning process. So it is essential for a teacher to be familiar with modern ICT tools and use it properly to achieve the aims of English language teaching.
ICT offers teachers and learners opportunities for creativity in all areas of the curriculum. To promote creative thinking and behaviour, time is needed for experimentation with the tools and the medium.

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उच्च शिक्षा में कौशल विकास

सुभीता श्रीदेवी बनन वायरएचे, शोभना, शिवाजी विश्वविद्यालय, कोल्हापुर

प्रस्तावना:

मनुष्य के जीवन में शिक्षा का महत्त्व आज सबसे ज्यादा है। शिक्षा का प्रारंभ और विकास आज पुरातन तुनिया में होने नहीं आता है। भारत का उच्च शिक्षा तंत्र विश्व के नीति सबसे बड़ा उच्च शिक्षा तंत्र है। सभी को उच्च शिक्षा के समान अवसर सुलभ करने की नीति के अंतर्गत संयुक्त देश में महाविद्यालयों और विश्वविद्यालयों की संख्या में उल्लेखनीय वृद्धि हुई है। विषय 70 वर्षों में आजादी के बाद विश्वविद्यालयों की संख्या में बढ़ोतरी हुई, उन्हें साथ उच्च शिक्षा प्राप्त करने वाले छात्रों की भी संख्या दिन-ब-दिन बढ़ती जा रही है। विस्तारित देशों में शिक्षा व्यवस्था अधीक्ष नजर आती है। जबकि भारत में जरूरी बुनियादी सुविधाओं के बिना भी हजारों कॉलेज चल रहे हैं देश में इंजीनियरिंग और प्रबंधन कॉलेज भरती हुई बढ़ रहे हैं, उनकी गुणवत्ता बढ़ रही है, और न ही इंडस्ट्री की बदलती जरूरतों के मुताबिक उनका पाठ्यक्रम अपडेट हो रहा है। हाल्त यह है कि मोटर फोर्स टेक एम.बी.ए या इंजीनियरिंग या कला शास्त्र की हो या वाणिज्य शास्त्र की डिग्री हासिल कर रहे लाखों युवा हर साल बेहोजगरी को कम कर शामिल हो रहे हैं।

तो कौई जीवन जीने के लिए साधारण नौकरी जीवन कर अर्थ बेहोजगरी के शिक्षा हो रहे हैं। वर्तमान में मुख्यतः से प्रेमपुर्स के पास न तो अपने विषय की जानकारी है; कौशल है और न ही आत्मविश्वास है।

उच्च शिक्षा में कौशल विकास

उच्च शिक्षा (Higher education) का अर्थ है सामान्य रूप से सभी दो जननेवाली शिक्षा से ऊपर किसी विशेष विषय या विषयों में विशेष, विश्व तथा सुधा शिक्षा। यह शिक्षा के उपलंब का स्थान है जो विश्वविद्यालयों, विश्वविद्यालयों, कम्प्यूटर महाविद्यालयों और प्रौद्योगिकी संस्थानों आदि के द्वारा दी जाती है। प्राथमिक एवं माध्यमिक के बाद यह शिक्षा का तीर्थ स्तर है जो अप्रौंन (non-compulsory) होता है। इसके अंतर्गत न्यास (Graduate), पत्रकारिता (Post graduate education) एवं विश्वविद्यालयों और प्रशिक्षण आदि आते हैं।

उच्च शिक्षा किसी देश की शिक्षा का महत्त्वपूर्ण स्तर होता है। उच्च शिक्षा अवश्यक: विश्वविद्यालयों में ती जाती है तथा यही से देश एवं राष्ट्र की नींव पड़ती है। उच्च शिक्षा प्राप्त इन विश्वविद्यालयों से विशिष्ट, राजनीतिक, विकल्पक, वैज्ञानिक, प्राथमिक एवं साहित्यविद्या एवं प्राथमिक निकलते हैं। इसलिए उच्च शिक्षा का राष्ट्रीय जीवन में महत्त्वपूर्ण स्तर है।

उच्च शिक्षा जो राष्ट्र का उदय होती है। उसमें गुणवत्ता और व्यवस्था उच्च शिक्षा के महत्त्वपूर्ण पहलू हैं। गुणवत्ता के बिना शिक्षा अपने उद्देश्यों को प्राप्त कर पाएगा यह कहना शायद बहुत बड़ी भूमिका है। उच्च शिक्षा में गुणवत्ता स्वायत्तता के अभाव में असंभव बने और यह ज्ञान का भूमिका है। उच्च शिक्षा की गुणवत्ता इसलिए जरूरी है कि उच्च शिक्षा के अंतर्गत आती है। अनुसूचित आदर्श प्राप्त होने की जरूरत है। भारतीय शिक्षा प्रणाली परिवर्तन के साथ-साथ अन्य देशों के अन्य अपार और उच्च शिक्षा में हम कौशल का विकास कर सकते है। छात्रों को प्राथमिक एवं माध्यमिक शिक्षा प्राप्त करने के उपरांत वह उच्च शिक्षा प्राप्त करने के लिए महाविद्यालयों में प्रवेश करते हैं। महाविद्यालयों का वातावरण पाठ्यक्रम के वातावरण से अलग होता है। बार-बार बदलते हैं। अनुसूचित आदर्श प्राप्त होते हैं। अनुसूचित छात्रों का विकास कर सकते हैं। छात्रों को प्राथमिक एवं माध्यमिक शिक्षा प्राप्त करने के उपरांत वह उच्च शिक्षा प्राप्त करने के लिए महाविद्यालयों में प्रवेश करते हैं। महाविद्यालयों का वातावरण पाठ्यक्रम के वातावरण से अलग होता है। बार-बार बदलते हैं।
1. रोजगार के अवसरों का ज्ञान करना:

महाविद्यालयों के लिए ज्ञान के भाषार होते हैं। उसके साथ उनके चरित्र को तपासने का कार्य भी उसी समय करना ज़रूरी है। यही युवा पीढ़ी के हाथों में देश का भविष्य होनेवाला है। वही आप सही दिशा में हैं कार्य करने तो भविष्य अच्छा होगा। इस युवा पीढ़ी को उद्धत रोजगार के अवसर प्राप्त करने चाहिए। उसके लिए महाविद्यालय के कक्षाओं में ही रोजगार के अवसर प्राप्त करने के लिए उन्हें हाथ करना होगा। आज विभिन्न क्षेत्रों में लोगों को जरूरत है।

2. अनुवाद क्षेत्र:

भाषा मनुष्य के विकास का साधन है। दुनिया में अनेक भाषाएं एवं वोल्यूमें बोली जाती हैं। भारत में करीब 23 भाषाएं हैं। इन सभी भाषाओं को समझना किसी के लिए आसान नहीं है। इसलिए अनुवाद का क्षेत्र विकसित हुआ है। विश्व के बाहर भी अनेक भाषाओं में अच्छे—से—अच्छा साहित्य का निर्माण हो रहा है। इस साहित्य का अनुवाद हर एक भाषा में होते हैं। इन सभी भाषाओं की संस्कृति, अभ्यास एवं अभ्यास कार्य प्राणांत को जानकारी सप्नों दिशाओं में पहुँच सकते हैं। उच्च क्षीति में हमें अनुवाद कौशल्य क्षेत्रों की सिद्धांत चाहिए। इसने कारण रोजगार के अवसर प्राप्त होकर युवाओं के हाथ में नौकरियों का आग्रह हो जाएगी। उन्होंने उनको के साथ—साथ रोजगार को तक्करों में भी योगदान हो जाएगा।

3. विज्ञान क्षेत्र:

मनुष्य सुख से लेकर शाम तक विज्ञान के लिए उत्साहु है। सुख के बावजूद से लेकर रात के सोने तक वटों के विकासों की नहीं—हहठ हमारे साथ है। विज्ञान में दिखाई जानेवाली वस्तुओं को हम खींचते हैं। वह विज्ञान एक या दो लाइनों के होते हैं लेकिन रोशन एवं आकर्षक होते हैं। जिनमें विज्ञान आकर्षक होते हैं उन्हें हो लेकर वह वस्तुएं ही खींचते हैं।

विज्ञान संगठन दुनिया, गीतों को परिचय, विज्ञानों का प्रयोग, दुर्योगीकरण एवं मोड़ प्रस्तुति के कारण अलग—अलग भाषाओं में अनुवाद करके उसे पेश करते हैं। “विज्ञान क्षेत्र में विज्ञान निर्माण, विज्ञान सलाहकार, विज्ञान विशेष वित्त रूपों में सेवा करके प्राचीनताएं या अच्छा—हाता रोजगार अर्जित करने का अवसर हीं की कारण मिलता है।”

इसकार हीं विज्ञान निर्माण के रूप में युवा पीढ़ी रोजगार प्राप्त कर सकती है।

4. वैकिंग क्षेत्र:

वर्तमान युग में भारत जैसे आवादी के देश में बैंक क्षेत्र में विकास भी हुआ है। भारत एक बहुभाषी देश है। विभिन्न भाषा—भाषाओं के लोग आते हैं और वह भी हिंदी—जूनकर रहते हैं। इन सवों के एकसाथ चोथकर रखने का कार्य भाषा करती है। वैकिंग क्षेत्र का विकास आज वह वह तैनी से नजर आ रहा है। वैकिंग में दोनों रहने रजस्तान, पॉर्ट, कार्यवाहिनी विदेश हमें या 3 भाषा में नजर आते हैं। इसके कारण वैकिंग क्षेत्र में भी रोजगार के अवसर नजर आते हैं। इसके साथ—साथ वर्तमान वर्ष जीवन के माध्यम से हम बैंक में नौकरियों पर भारतीय भी हासिल कर सकते हैं। इससे महाविद्यालयों को यह जानकारी देते हैं कि वह जानकारी छात्रों तक पहुँचानी चाहिए।
5. प्रशासनिक क्षेत्र:
युवा पीढ़ी का सपना होता है कि वह भी प्रशासनिक क्षेत्र में काम करे। उनका समाज के लिए कुछ काम कर दिखाने का सपना होता है। प्रशासनिक क्षेत्र में चुरूर्ध्र भूमिका से प्रथम श्रेणी तक के अर्थ–अन्तरण पद होते हैं। इन सारे लोगों से ही हमारा शासन सुधार हृदय से कार्य कर सकता है। प्रशासनिक क्षेत्र में सफलता प्राप्त करने के लिए और देश का प्रशासन मजबूत होने में देने के लिए हमें महाविद्यालयों में स्वतंत्र परीक्षा क्षेत्रों का निर्माण करना चाहिए। इसके कारण युवा पीढ़ी को अच्छा मार्गदर्शन मिले और पीढ़ी में सफलता प्राप्त कर वह प्रशासनिक बागडों संभाल सके।

6. ICT केंद्रों का निर्माण:
युवा पीढ़ी को संगणक प्रशिक्षण देने के लिए ICT केंद्रों का निर्माण करना चाहिए। इसके कारण संगणक साधारण पीढ़ी का निर्माण होगा। महाविद्यालयों में संगणक प्रशिक्षण जैसे विषयों का समावेश होना चाहिए जिसके कारण संगणक का ज्ञान उसके साथ–साथ तंत्रज्ञ का विकास पूरे देश के महाविद्यालयों में पढ़ने वाले लोगों में हो सके। ICT कौशल विभाग हर एक महाविद्यालय में होना चाहिए।

निष्कर्ष:
उच्च शिक्षा में कौशल विकास किस प्रकार होना चाहिए इसके विवेचन के उपरांत निष्कर्षः कह सकते हैं कि भारत एक युवा पीढ़ी का देश है। यह युवा पीढ़ी विनो रेजर्व के दिशागात न भड़के इसलिए हमें उनके लिए कौशल शिक्षा का अवलंब करना चाहिए। शिक्षा क्षेत्र में सूचना पैदा करना चाहिए। आज नैतिकिय भिन्नता आसान बात नहीं है लेकिन असंभव भी नहीं है। शिक्षा के साथ उसमें कोई कौशल हो तो वह रेजर्व प्राप्त कर अनी उन्नति कर सकता है।

महाविद्यालयों में ही युवा पीढ़ी का भविष्य बनता है। सपनों की उड़ान वहीं से होती है। इसलिए उच्च शिक्षा के क्षेत्र में हमें कौशल विकास के कार्यक्रमों का आयोजन करना चाहिए।

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SKILL DEVELOPMENT IN HIGHER EDUCATION INSTITUTIONS OF INDIA

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Abstract:
India is the World’s youngest country. Higher Education did very little for enhancing the employability Quotient. The demand for skilled manpower is huge. The emergence of digital, green, knowledge, and service economies alongside globalized value chains is altering the labor market needs and the future of work. There are a variety of 21st-century skills that are needed in the workplace ranging from leadership to entrepreneurial aptitude. Most of the employers prefer someone who masters soft skill over hard skill. Soft skills could be defined as life skills, which are behaviors used appropriately and responsibly in the management of personal affairs. Hard skills are specific, teachable abilities that can be defined and measured. With these skills students can excel as a leader to lead Global Organisations.

Key Words: Economies, Soft and Hard Skills, Employer

Introduction:
India being the World’s youngest country in terms of the demographic dividend, has only 2% of workforce skilled compared with 96% in South Korea, 45% IN China, 55% in USA and 74% IN Germany. Indian education sector has seen rapid growth in nos. of Institutions and students over last few decades. As per UGC report in 1950-51 there were approx. 750 colleges affiliated to 30 Universities, which has grown to over 727 Universities, 35000 colleges and 13000 standalone Institutions in 2014-15 and counting.

All these years, we focused on building Higher Education and very little did we think of enhancing the employability Quotient (EQ) and produce skilled manpower through skill training Interventions. Regardless of the tremendous growth, higher education has not proved too efficient to make youths of the country employable as per need of the employer due to low skill Quotient (SQ).

In today’s world of Globalisation, Skill training is an Integral component of increasing efficiency and productivity for sound economic development of any economy. In India, It’s still at a nascent stage; however the demand for skilled manpower is huge to cover this gap.

As India paves its path to be a Global Economic Powerhouse, It is imperative to equip its working population with employability skills. Today, India is one of the youngest country in the World with more than 62% of the population in the working age group (15-59 years) and more than 54% of the total population is below 25 years of age.

Skill Training interventions raises the confidence, improves productivity and competency of an Individual through focused outcome based learning.

In 2014, Skill development started getting booster from the Government under Skill India Mission and also formed Ministry of Skill Development and Entrepreneurship Skill (MSDE) to coordinate all skill development activities, capacity and technical/vocational training framework building, assessments framework. The Ministry is dedicated to skill development 400 million workforce by 2022.

National Skill development Corporation (NSDC) has been working to define and align all the training nationally under National Skill Qualification Pack (NSQP) as defined in the National Skill Development Policy. Which aims at bringing standardized ecosystem well recognized by the Industry across the Globe?
India is poised to standout as one of the skilled nations in coming years and it’s time for Higher Education and Skill Training to exist in same space with seamless integration as part of curriculum. To enable this, it is very important for the Industry and Academia to work together to generate focused hands on candidates with right blend of learning and employability traits.

A changing landscape

Across, developing, emerging and more advanced markets alike, the emergence of digital, green, knowledge, and service economies alongside globalized value chains is altering the labor market needs and the future of work. There are a variety of 21st-century skills that are needed in the workplace ranging from leadership to entrepreneurial aptitude. Specific skills are also important in certain circumstances. For example:

- **Behavioral skills** are valuable given an increased importance on service delivery that requires regular interaction with customers;
- **Flexibility and adaptability** have become important as young people are more likely to move between informal and formal sectors, and as a result of the growing trend toward short-term or project-specific employment;
- **Cognitive skills** include literacy and numeracy. They refer to the ability to understand complex ideas, adapt effectively to the environment, learn from experience, and reason.
- **Socio-emotional skills** refer to the ability to navigate interpersonal and social situations effectively and include leadership, teamwork, self-control, and grit.
- **Technical skills** refer to the acquired knowledge, expertise and interactions needed to perform a specific job, including the mastery of the materials, tools, or technologies.
- **Computer literacy** is becoming vital as online support jobs are outsourced from higher income countries.

In fact, in many emerging economies, the demand for higher-skilled labor has never been greater as a result of greater outsourcing and offshoring. Regardless of industry, however, we know it is important to ensure that employers are closely involved in the training process to ensure that skills being trained are relevant to their employee.

As we addressed the fluid nature of skills and competencies required to succeed in the 21st century economy – one that’s shaped by globalization, technology, and rapid urbanization -- we need further research and evaluation to determine the best pedagogies. We are, for example, still learning how arts, service learning and sports programs can complement, or can be an alternative to class-based instructional delivery approaches. We see the importance of standards and harmonization, especially as youth are increasingly on the move and education or training becomes more modular or diffused across a wider variety of institutions and providers.

But, questions remain in how to measure, certify and validate competencies. When the Higher Education Institutions combine skills training with internships or they will offer on job experience, and capital or other support for self-employment and entrepreneurship then need of society may be fulfilled.

Today, employers are looking for employees who can not only complete the assigned task but also come up with the alternative ideas. They are looking for someone who keeps the workplace vibrant, who has the ability to push the boundaries and can work under pressure.

While the technical skills can be taught in the training program, soft skills are relatively hard to teach and take time to develop; hence Most of the employers prefer someone who masters soft skill over hard skill.
Soft Skills:
Soft skills is a term often associated with a person's Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, etc. that characterize relationships with other people. Soft skills, also known as people skills, complement hard skills to enhance an individual's relationships, job performance and career prospects. It's often said that hard skills will get you an interview but you need soft skills to get and keep the job.

Soft skills could be defined as life skills which are behaviors used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.

The subject varies greatly depending on social norms and community expectations. Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be.

Soft Skills Diagram:

Soft skills complement hard skills to enhance an individual's relationships, job performance and career prospects. Unlike hard skills, which tend to be specific to a certain type of task or activity.
Hard skills are quantifiable, such as proficiency in a foreign language, earning a degree or certificate, operating a machine, or programming a computer. Hard skills are often listed on a job applicant's cover letter and resume so employers know the applicant's qualifications for an open position. Hard skills are specific, teachable abilities that can be defined and measured, such as typing, writing, math, reading and the ability to use software programs. By contrast, soft skills are less tangible and harder to quantify, such as etiquette, getting along with others, listening and engaging in small talk. In business, hard skills most often refer to administration and management, operations and production, research and development, human resources and public relations, creativeness and designing, accounting and financial modeling, sales and marketing.

OUTCOMES OF SKILLS DEVELOPMENT

Oral communication skills
Students are able to communicate confidently and effectively with a range of audiences, in a variety of modes or registers and settings, including persuasion, argument and exposition, and they are able to make use of different support tools, including visual, audio-visual and technological.

Interpersonal Skills
Students have the skills to be able to work effectively with a range of people in a range of different contexts, including teams, where they can be effective members and, if required, leaders, including organizing team roles.
and activities. Students are open to the ideas of others. Students are capable of listening and understanding in a range of contexts.

**Problem Solving Skills**

Students are able to identify and define problems and through the use of skills of analysis and critical evaluation plan an appropriate course of action and devise solutions. Students are able to make judgments concerning different possible solutions. They will be able to make use of creative and lateral thinking.

**Organizational Skills**

Students are able to set priorities, and anticipate potential problems or needs. They are able to set and achieve targets in relation to both study and workplace tasks. Students are able to manage their time effectively.

**Conclusion:**

In views of above the Indian Higher Education Institutions shall focus on offering soft as well as hard skills for the graduate and post graduate students. With these skills students can excel as a leader. Problem solving, delegating, motivating, and team building are all much easier if one have good soft skills. Hence Higher Education Institutions shall update their curriculum in consultation with the Industry to carter skillful Employees and Entrepreneur.

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सारांश:

जागरूकता आर्थिक महामंडळांचे साक्षत पसरते आहे. तयामुळे नोकरी, उद्योगांद्वारे वांछित घट होऊ लागली आहे. आंतरराष्ट्रीय स्तरावर शिक्षणाची गुणवत्ता वाहनविद्यासाठी प्रमाण केले जात आहेत. शैक्षणिक गुणवत्तेसाठी आज व्यक्तीला कौशल्यपूर्ण वनविलोक्यांना गरवले आहे. अनेकांना शिक्षण व्यक्तीला रेल्वेसाठी बनवू शकताना नाहीं ते कल्याच्या होऊ लागते. व्यक्तीला रेल्वेसाठी होणारांनी वाहनविद्या साधनांवर संबंधित कौशल्याचा गुण. साफ्ट सिक्ल्स शिकवता पेटतात. ती लघुस्वतंत्रता. त्याची स्पष्टण व्याख्या, मूलभूतपणे करते येते. यासही तंत्रज्ञानाची भूमिका महत्वाची आहे. माहिती संप्रेषण आणि तंत्रज्ञान साफ्ट सिक्ल्स व्या विकसनाची भूमिका महत्त्वाची आहे.

प्रस्तावना:

प्रयोजनांनी तंत्रज्ञान होतो जी काळाती होतात. जागरूकीकरणातून जग जनक आलेले आणि तंत्रज्ञानाचा भूमिका हे सावधान आहे. ज्ञानशास्त्राचा उद्देश्य केवळ ज्ञान देणे नाही तर ज्ञानप्रदेत शिकण करणे हे आहे. नवीन चौकीची भोगणारी उपयोगीता, समानता, सर्वनामी पद्धतींमध्ये शिकण, असे शिकणाचे स्वतः तयार केले जात आहेत. भारतात आणि अशिर्षित भोगणाऱ्या प्रमाणाने जाणे होते. आज त्याची जाणि मूलभूतत्त्वाने उद्योगांनी रेल्वेसाठी व्यवसायी आयुर्धिरूला वाहनविद्या साधन समजून करणे कौशल्य. CAI संस्थान सहायत्क संयोजन करून, गुण, कृतीकोंच्या माणकानुसार व्यक्तीतम आणि संबंधित विकसनाचा वाचना मिळते.वाचन असे दिसून येते की साफ्ट सिक्ल्स व्या विकसनाचा आय सी.व. मठू आहे आहे.

Soft skill चा उल्लेख संविद्यांचा प्रमाण सन १९७२ मध्ये अमेरिकनीले डेंस्क रेजिन्स झाला. 'CONARC soft skills conference' मध्ये US Army Training Manual या माध्यमातून झाला. व्याख्या ड्रा. हिटज़ॉर्स यांनी पहिल्यांत रचावल वाहनविद्या बरोबर केलेला, कौशल्य ही दोन प्रकारची असतात. एक नागरिक कौशल्य आणि पुरुष अतिरिक्त व्याख्या soft skill किंवा सौम्य कौशल्य असेही असते. सौम्य कौशल्य माणजे लोक कौशल्य, सामाजिक कौशल्य, संवाद कौशल्य, सामाजिक वृत्तिसंबंधाने आणि व्यविभवात गुणवत्ता पाठवू एकत्रित, जे इंग्लॅंडमध्ये मूलभूतपणे म्हणून बाह्य कार्य करण्यास सहजतेने प्रादर्श करते. सौम्य कौशल्य शिकविता पेटतात. ती लघुस्वतंत्रता. त्याची स्पष्टण व्याख्या, मूलभूतपणे करते येते. व्याकरूणसंबंधत यासारखी होणारांनी वाचने मिळं आहे. कॉलिन इंग्री डिक्सननीसारखे, “साफ्ट सिक्ल्स माणजे विषयिक प्रकारच्या रेल्वेसाठी आवश्यक बैठते. ती अर्जित ज्ञानवर अवलंबून नसतात. सामाजिक समज, लघुस्वतंत्रता, कार्यकर्त्याची ध्रुवता, साकारतम लघुस्वतंत्र दृष्टीकोण याच सामायिक असतात.” साफ्ट
ICT: the status of ICT in rural agricultural sectors: a case study of the rural areas of Bangladesh and its impact on the socio-economic development.

A comprehensive investigation of the impact of ICT on rural agricultural sectors reveals that the adoption of ICT technologies is crucial for enhancing productivity, improving access to markets, and reducing transaction costs. The study highlights the significant role of ICT in transforming rural economies, promoting sustainable development, and improving the quality of life for rural dwellers. The findings suggest that the integration of ICT in rural agricultural sectors can lead to increased efficiency, reduced poverty, and improved food security.

This research underscores the importance of fostering a conducive environment for the adoption of ICT by providing policy recommendations and guidelines for policymakers, stakeholders, and rural communities. The study also calls for further research to explore the potential of various ICT applications in enhancing rural livelihoods and sustainable development.
व्यक्ति—व्यक्तिों संबंध कार्यक्रमों होनात, यार्ड टेक्नीकल भविष्यवाणी कामिनी नियोजन अवलंबून असते. संरचक जितकले प्रभावी तितकेच व्यक्तीसंबंध मजबूत. आपले विचार परख्याले मांडण्यासाठी ‘डिस्कर्शन फोरम’ या उपयोग केला जाऊ शकते. नेट सिंटेच्या माध्यमातून व्यक्ती देश—परदेशातील व विद्यार्थी शेष संबंध साहू शकतात. न्यायमुळे विचारांची देखभाल क्षेत्र होऊ शकते. दुःखा अनुभव देणारे SCORM किंवा विकिदोमग्याचे स्थानांत्र करावे अनुभव देता येतात. ई—मेल, चॅट, इंटरनेटमुळे विविध विडिओ कॉमिंगची मिळती ही सोप यांतील जगभर कृती हे व्यक्ती असली तर संरचक साहस केंद्र शकते.

व्यक्तिसाठी गुणरूप विकसित करण्यासाठी आंतरिक जिंव प्रोफाइल करते तयार करावेत? शारीर टर्म कोर्सांस कोणते आवश्यक आहेत? कोणांत रोजगारसाठी कोणते गूण, क्षमता असतेच आवश्यक आहेत? याचे आंतरिक प्रशिक्षण पेठा येते. ध्यानात आपल्या वेळेनुसार, सोयीनुसार, आवडीविधान कोर्सांस पेठा येतात. मुलाभारती तयार करता येते.

ICT चा तूळ महणून वापर करता येतो. ICT मुळे व्यक्ती कुशल बनते व जीवन समृद्ध होते. या दृष्टीकोणातून ICT मध्यवर्ती भूमिका पार पाडतो.

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सारांश:
संदर्भित संस्थापन पत्रिका ही डॉ. विश्वास मंदिरिक याचे योगकौशल्य विकसनातील विवादास्ती निगरानी आहे त्याचे त्याचे चिन्हक्षण अभ्यास केला आहे. त्याचे त्याचे विविधता आणि वरिष्ठता व विविधता आहे. म्हणून, त्याचेहून अध्यापकांनी त्याच्या संपत्तीत विविधता आणि कामशीर्षक संयुक्तता करण्यात आले आहे. भारतातील विषयसंबंधी आयुर्विज्ञान व आयुर्विज्ञानीय प्रशिक्षण व प्रशिक्षण करणे—या त्यांच्या प्रभावीत प्रशिक्षणाचे पुरस्कार अशा व्यक्तित्वाची व्यक्तिक्षण करण्यात आले आहे. भारतात विषयसंबंधी आयुर्विज्ञान व आयुर्विज्ञानीय प्रशिक्षण व प्रशिक्षण करणे—या त्यांच्या प्रभावीत प्रशिक्षणाचे पुरस्कार अशा व्यक्तित्वाची व्यक्तिक्षण करण्यात आले आहे. भारतात विषयसंबंधी आयुर्विज्ञान व आयुर्विज्ञानीय प्रशिक्षण व प्रशिक्षण करणे—या त्यांच्या प्रभावीत प्रशिक्षणाचे पुरस्कार अशा व्यक्तित्वाची व्यक्तिक्षण करण्यात आले आहे. भारतात विषयसंबंधी आयुर्विज्ञान व आयुर्विज्ञानीय प्रशिक्षण व प्रशिक्षण करणे—या त्यांच्या प्रभावीत प्रशिक्षणाचे पुरस्कार अशा व्यक्तित्वाची व्यक्तिक्षण करण्यात आले आहे.

प्रतिवार —
योगशास्त्राचा जन्म भारतात झाला. महावीर पटलली याची मातीता उभा करत येथे ते पण आयुर्विज्ञान आयुर्विज्ञान योगशास्त्राचा विस्तार पडला. त्यासारख्या अध्यापकांनी त्याच्या संपत्तीत विविधता आणि वरिष्ठता व विविधता आहे. म्हणून, त्याचेहून अध्यापकांनी त्याच्या संपत्तीत विविधता आणि कामशीर्षक संयुक्तता करण्यात आले आहे. त्याचे त्याचे चिन्हक्षण अभ्यास केला आहे. त्याचे त्याचे विविधता आणि वरिष्ठता व विविधता आहे. म्हणून, त्याचेहून अध्यापकांनी त्याच्या संपत्तीत विविधता आणि कामशीर्षक संयुक्तता करण्यात आले आहे. त्याचे त्याचे चिन्हक्षण अभ्यास केला आहे. त्याचे त्याचे विविधता आणि वरिष्ठता व विविधता आहे. म्हणून, त्याचेहून अध्यापकांनी त्याच्या संपत्तीत विविधता आणि कामशीर्षक संयुक्तता करण्यात आले आहे.

उद्देश्ये —
1. डॉ.विश्वास मंदिरिक याचे योगकौशल्य विकसनातील योगदानाचा अभ्यास करणे.
2. डॉ.विश्वास मंदिरिक याचे योगकौशल्य विकसनातील योगदानाचा अभ्यास करणे.

गृहीते —
1. डॉ.विश्वास मंदिरिक याचे योगकौशल्य विकसनातील योगदानाचा अभ्यास करणे.
2. डॉ.विश्वास मंदिरिक याचे योगकौशल्य विकसनातील योगदानाचा अभ्यास करणे.

संशोधन पद्धती —
वर्णनात्मक संशोधन पद्धती : डॉ.विश्वास मंदिरिक याचे योगकौशल्य विकसनातील योगदानाचा अभ्यास करणे.

संशोधन पद्धती —
वर्णनात्मक संशोधन पद्धती : डॉ.विश्वास मंदिरिक याचे योगकौशल्य विकसनातील योगदानाचा अभ्यास करणे.
नयुक निक्रम : —

प्रामाण्यक व दुःखम लोकांचा बापर करण्यात आला आहे.

भाषी —

1. सदर संस्थापनात डॉ.विश्वास मंडळक मांच्या योगशिष्यांनी योगदानाचा अभ्यास करण्यात येईल.
2. सदर संस्थापनात डॉ.विश्वास मंडळक मांच्या निवडक साहित्याचा विचार केला जाईल.
3. सदर संस्थापनात डॉ.विश्वास मंडळक मांच्या योगशिष्यांनी संस्कृत विचारांता अभ्यास केला जाईल.

परिणय —

1. सदर संस्थापनात डॉ.विश्वास मंडळक मांच्या योगीक कार्यांचा इतर योगुरुंच्या कार्यांशी तुलनात्मक अभ्यास केला जाणार नाही.
2. डॉ.विश्वास मंडळक मांच्या व्यक्तिसंभावनांनी निवडलेले निष्कर्ष काढलेले आहेत इतरत लागू पडतील असे नाही.

विलोकन —

अद्वैत क्रमांक १ नुसार

1. डॉ.विश्वास मंडळक मांच्या योगीक विचारांचा अभ्यास योगुरुंकृत या योगविद्यापीठांमध्ये निवडते केला जातो.
2. डॉ.विश्वास मंडळक मांच्याची त्याचे विचार योग शिक्षक योग प्रवेश या पुस्तकालन मांडलेले आहेत.
3. डॉ.विश्वास मंडळक मांच्याची जवळपास योगशिष्यांवर ४० पुस्तकांनी संबंधित आहेत तसेच ३०० ऑडिओ कॉन्सेप्ट व २ सॉफ्टवेअर उपलब्ध आहेत.
4. योगविद्याशास्त्रीय विचारांचा प्रसारसाठी योगविद्यापीठांमध्ये ‘योगचिन्ता’ नावाने मान्यताच लाभावले जाते.
5. योग विचार प्रसारसाठी ‘योग सुंदर’ नावाने मान्य जवळपास २५ वर्षांपासून चालू आहे.
6. डॉ.विश्वास मंडळक मांच्या योगीक विचारांचा प्रवेश व प्रसार करण्यासाठी भारतात तसेच भारतबाहेर अंडर्लिफिया, सिंगपूर, क्षेत्रक्षण, इटली, हांगकांग अर्थ ५ देशात योगकेंद्र राष्ट्रीयत कार्यानिव आहेत.
7. डॉ.विश्वास मंडळक मांच्या आत्मापंथी स्नातक जवळपास १५ संशोधन पत्रिका प्रतिपाद केलेल्या आहेत.

अद्वैत क्रमांक २ नुसार

1. डॉ.विश्वास मंडळक मांच्याची योगीकरण विकल्पांसाठी योगविद्यानिर्धारण १९७२ मध्ये स्थापना केली.
2. योगकाशित्व विकल्पांसाठी भारतात विचार शाहरूक्यांने जवळपास १०० प्रामाण्यक वर्गांची चालविवळे जातली.
3. योगकाशित्व विकल्पांसाठी भारतबाहेर अंडर्लिफिया, सिंगपूर, क्षेत्रक्षण, इटली, हांगकांग अर्थ ५ देशात योगकेंद्र कार्यानिव आहेत.
4. योगशास्त्राचा जन्म भारतात झाला. महत्वपूर्ण पतंजली योगशास्त्राचे मान्य जीवनला नवी दिशा देणारे हजरे येते पण आत्मविश्वासाचा भारतात या योगशास्त्राचा विचार पडला. योगाचे अभ्यासक आणि विषयांची योगी संस्मरण भारतात बदली. या पारंपरीमूळीत परदेशात मात्र योगविद्या प्रसार वेगाने होत आहे. तेथेच विषयांची आणि संस्मरण अथवा योगसाठी भारतात उत्साहात आहे. योग विद्या मुक्तकाळासाठी संस्थेने मागिते आणि त्यांनी दराल्या संपूर्ण विचार रेतेल्या गुडाकार लाभासाठी उ०.
5. योग काशित्व विकल्पासाठी योगकाशित्व विद्यापीठांमध्ये योग पंद्त योग संपादन योग प्रवेश योग परिचय योग प्रविष्ट योग पंद्दत योग शिक्षक योग अभ्यासक आणि योग प्रामाण्यक असे योग पद्धत व पद्धतत्त्व अभ्यासक चालविवळे जातात.
ि योग कौशल्य विकसनासाठी डॉ.विश्वास मंडळिक यांनी जागतिक ९००० प्रशिक्षित शिक्षकांमध्ये टिम तयार करून विद्यार्थ्यांना प्रशिक्षण दिले जाते. 

७. योगसिद्धांत साठी वयोगावलील व्यक्तीसाठी अभ्यासक्रम चालविले जातात. 

८. शिक्षकांना संवांततव प्रशिक्षण तेल्यासाठी सुदीर प्रशिक्षण वर्ग चालविले जातात. 

९. डॉ. विश्वास मंडळिक यांनी विविध आजादीनी प्रस्त असलेल्या व्यक्तीसाठी विशेष अभ्यासक्रमाची निर्मिती केलेली आहे. 

१०. डॉ.विश्वास मंडळिक यांनी पत्रकार परम्परेत योगशिक्षणं महत्त्व विशद करताना साफितले की, योगशिक्षणातून केवळ आयोजक समय हूँ होताने असे नाही तर यातून युवकांची कारकीदारी हजळू शकते असा विश्वास ह्यांने केले. 

गेली तब्बल ५५ वर्ष योगसाधनांना व त्यांच्या प्राचीन व अभ्यास संपूर्ण आयुष्यं वेळेवेळात योगाचार्य डॉ.विश्वास मंडळिक यांना योगविद्या प्रसार व विकसित २५ लक्ष रुपयांचा पांडुरंगानुसार पुरस्कार जाहीर झाल्याने एकत्र योगाचार्यांना योग तो समान झाला आहे.

निवर्णन –

१. या संशोधनामुळे डॉ.विश्वास मंडळिक यांना योगविद्या विनाशावर अभ्यास करता येईल.

२. या संशोधनामुळे डॉ.विश्वास मंडळिक यांना विनाशावर अभ्यास करता येईल.

३. या संशोधनामुळे डॉ.विश्वास मंडळिक यांना विनाशावर अभ्यास करता येईल.

४. या संशोधनामुळे योगशिक्षण फे निरामय आयोजक समय उपयुक्त तर आहेत तसेच ते आता कारकीदार द्रष्टांनी पूरक ठरते वाचाही अभ्यास करणार येईल.

५. या संशोधनामुळे योगशिक्षणकडेकडे विनाशावर अभ्यास करणार येईल.

६. या संशोधनामुळे शैक्षणिक क्षेत्रात योगाचार्य साधनांना महत्त्व वाढू लागेल.

७. या संशोधनामुळे डॉ.विश्वास मंडळिक यांना विनाश व कार्य ग्राहकांना उनला साठी उपयुक्त ठरेल.

८. या संशोधनामुळे योगशिक्षणाचा महत्त्व देता येईल.

संदर्भ –

७. डॉ.अरविंद दुःखें (२००१), प्रगत शैक्षणिक निविड्यान, निविड्यून प्रकाशन, पुणे.

८. विष्णुदेव व.ग. (२००६), शैक्षणिक संशोधन पद्धती, निविड्यून प्रकाशन, पुणे.

९. वसंत पोतराव – विश्वास मंडळिक आचार त्यांचे योगविधान, योग चैतन्य प्रकाशन, नाशिक.

१०. प्र. जगन्नाथ दास – महाराष्ट्र साधनातील गायकवाड यांचे शिक्षणातील कार्य संशोधन पत्र.

११. विश्वास मंडळिक – योग प्रेमेश, योग चैतन्य प्रकाशन, नाशिक.


१३. https://www.yogapoint.com/info/credits.htm
DEVELOPMENT OF SKILLS FOR MODERN TEACHERS THROUGH TEACHER EDUCATION PROGRAMME (TEP)

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Abstract:
The present study gathered data through survey method and involved 200 student-teachers from Ratnagiri & Kolhapur districts. The qualitative analysis of the gathered data was done by Online Test. When their views about the recent Teacher Training Programmes were taken, it was observed that there is a positive attitude regarding modern skills in today’s curriculum. While there is a negative attitude regarding implementation of the syllabus.

KEYWORDS- Modern Teachers, Skills, Teacher Education Programme.

Introduction:
“A teacher with the right skills inspires and influences entire student lives”. Skills development and professional development of student-teacher is the main purpose of Teacher Education Programme (TEP). The current paper is based on the programme helpful for the skill development and professional development of student teacher on TEP. The main focus was on TEP for teaching, learning & professional development. The present study has been undertaken The students who take admission to College of Education to become teachers have to study basic subjects and principles of education, as well as do some practical work. The practical work and its practice is equally very important. Teacher Training Colleges give more importance to different skills, ideas, techniques and help student-teachers to acquire these skills for effective teaching. Todays age is digital. In this situation student-teachers can not live without electronic media. So it is necessary to acquire new skills.

Importance of Study:

1) Ability to manage online Reputation – Skill
In this digital age most, if not all, teachers are online. So student-teachers need to know how to manage their online reputation. Research shows that 90% of teachers use the internet. This includes any social media as well as any online work. Today teachers are more savvy about his personal life and also teaching job. But are willing to pay more attention to how can teacher use online reputation. Face book & Twitter are most popular social media platforms. It is necessary to verify that all of them are properly trained by teaching learning. To develop this skill student from TEP, remove barriers in its implementation and develop more techno-savvy teacher.

2) Confidence Skill
Every teacher needs to have confidence, not only himself but in his students and his colleagues. A confident person inspires to be confident, and a teacher’s confidence can help influence others to be a better person. There are many activities in the B. Ed. Curriculum which increase the confidence level of student teachers.

3) Leadership Skill
Some are learned and some are part of their personality. An effective teacher is a mentor and knows to guide her students in the right direction. Teacher is a good role model. Teacher encourages students and lead them to a place of success.

4) Organization Skill
Modern teachers have the ability to organize and prepare for the unknown. Organized teachers lead more effective learning environment, organize all activities of .B.Ed. colleges through student-teachers.
5) Multitasking Skill
Multitasking is when one person handles more than one task at the same time. Like sending e-mails during a meeting, and talking on the phone while watching television. Classroom teaching is the best example of multitasking. During the teaching teacher gives narration, shows teaching aids, asks question, accepts answer, control class etc.

6) Commitment Skill
While being committed to job is a traditional teaching skill, but it is also modern one.

7) Management Skill
Time management skills & classroom management is an important for student-teacher. Effective management skills are vital for providing quality teacher education.

8) Ability to Engage Skill
The biggest challenge for any teacher is capturing each student’s attention. Golden rules for engaging students in learning activities. Active learning promotes recall and deeper understanding of material, as students are engaging with the content rather than simply listening to it… it help to increase concentration. Student engagement improves the ability of the student teacher through the TEP programme.

9) Innovative Skill
Innovative ideas makes teaching more effective. Teacher should implement innovative ideas that make the classroom experience much more lovable for the student. As like audio & video tools, include playful games, brainstorming, classes out side the classroom, stimulating classroom environment, role play, move from projects to project based learning etc.

10) Patience
Patience means the capacity to accept or tolerate delay, problems. Teachers carry a huge responsibility to students. Its very difficult for students to develop patients. Student need be well-versed in helping students overcome their problem with patience.

In B.Ed. curriculum as like Diagnostic and Enriching the Teaching Skills, Lesson Planning Workshop & Demonstration Lessons, Simulated Teaching Workshop, Teaching Aids workshop, School Engagement and Visits to Innovative Centers of Pedagogy and Learning, Viva, Drama & Art in Education, Visits to Innovative centers, Filed Engagement, School Internship, Diagnostic test on Content knowledge & Remedial Programme, Health & Physical Education Workshop, Psychological Testing Workshop, Workshop on Constructivist Approach to Teaching/Learning, Education Tour, Project related to community Experience, Models of Teaching, Orientation of Student Teacher, Critical Understanding of ICT, reading and reflecting on texts, National days etc.

Objectives:
1) To prepare online test on modern skills for student teachers.
2) To study the views regarding the B.Ed. Curriculum & implementation.
3) To search the skills reflected in the B.Ed. Curriculum.
4) To study the skills reflected in the B.Ed. Curriculum

Research Methodology
The research work is related to the current situation and hence survey method was used for collecting information of the present study. Sample: 10% Student among the total at Ratnagiri & Kolhapur district were selected randomly.

Tools: Direct online test for students-teachers based on skills.

Research Procedure: The questions of online test moz about the skills regarding the 10 Skills. –Ability to manage online Reputation, Confidence Skill, Leadership, Organization, Multitasking, For confidence and
Commitment, Management, Ability to Engage, Innovative Skill, Patience. The 75% response received online for these MUK questions and analysis also done online.

Findings
Positive Response: ☐ The Curriculum involves only those elements that are useful for teaching profession. ☐ Curriculum covers all areas of skill. ☐ Curriculum helps to learn all the things. ☐ Present B.Ed. curriculum is useful for skill development. ☐ The objective of Teacher Training Colleges is to produce good teachers with good qualities and this they rarely achieve. ☐ Confidence is created due to B.Ed. Course. ☐ Stage daring is developed in student-teachers only due to B.Ed. Course. ☐ Skill is directed in a proper way in curriculum. ☐ Curriculum is full of various activities and programme for skill development. ☐ General Orientation of Student Teacher is the best activity. ☐ Students have different types of skill development from cultural activities. ☐ All activities that are conducted outside the syllabus and beyond the curriculum are available in B.Ed colleges.

Apart from the mentioned 10 skills, many other skills are developed.

Reconditions
- More attention is needed to develop ability to manage online Reputation
- ICT lessons should be taken from all universities and B.Ed. colleges.
- Teacher educators should prepare learning resources & provide to student-teachers.
- There should be an updated ICT laboratory from the schools & colleges.

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IMPLEMENTATION OF THE NATIONAL SKILL DEVELOPMENT POLICY BY UGC THROUGH HIGHER EDUCATION: A CRITICAL APPRAISAL

Dr Sonali Shankhwalker and Dr Ketan Govekar

Abstract:
In a fast changing and highly globalised world facing competition and survival as the biggest challenges, large countries with large populations have focused on the development of the skills of their populations to remain relevant and vibrant. India is no exception to this trend. India, as a fast emerging economic giant in the world, has strived to develop the skills of its young people. The path of planned development adopted by India has been characterized by Policy making relevant to country’s changing needs. In this regard the country has been formulating and implementing the National Skill Development Policy since the Eleventh Five Year Plan in 2008 originally under the Union Ministry of Labour and Employment and subsequently under the Ministry of Skill Development and Entrepreneurship since 2015. This Policy was expected to be taken up for implementation by other important central ministries like Union Ministry of Human Resource Development and all India autonomous agencies like University Grants Commission. Since 2008 several steps have been taken by University Grants Commission mandated by this Policy. This paper critically looks at the implementation of the National Skill Development Policy by the University Grants Commission in the higher education sector.

Key words: Skill development, policy implementation, skill enhancement, vocational education

Introduction:
In order to stay ahead in a highly competitive globalised world with rapidly changing economic scenario, the Planning Commission in its 11th Five Year Plan had envisaged the need for skill development at an extremely wide level and across the country’s emerging young workforce. The Planning Commission had proposed a Coordinated Action on Skill Development which came to be accepted by the Cabinet on 15th May, 2008. The Coordinated Action was aimed at creating a substantial base of skilled manpower to power India’s fast expanding globalised economy. Consequently, the Union Ministry of Labour and Employment had formulated the first National Policy for Skill Development (NPSD) in 2008. This Policy envisaged an institutional structure comprising Prime Minister’s Council on Skill Development (CSD) to provide policy guidance and it was to be sustained by National Skill Development Coordination Board (NSDCB) under the chairpersonship of the Deputy Chairman of the Planning Commission. The Policy had also envisioned the setting up of National Skill Development Corporation under Ministry of Finance. With India having about 20 percent of world’s workforce, and skill development being a priority area, in 2008 itself National Skill Development Corporation (NSDC) came to be setup by the Union Ministry of Finance on a PPP model with Government owning 49 percent stake and rest by private parties.

The Planning Commission was scrapped and the Five Year Plan approach to development was phased out with a new entity called the NITI (National Institution for Transforming India) Ayog taking its place. But this did not impact negatively on the Skill Development initiatives already in place. On 2 July 2015 the Union Cabinet approved the setting up of the National Skill Development Mission (NSDM) and placed the NSDA, the NSDC and the Directorate of Training under the purview of the newly created Ministry of Skill Development and Entrepreneurship (MSDE). On the Occasion of World Youth Skills Day on 15 July 2015, under the Ministry of Skill Development and Entrepreneurship (MSDE) four new initiatives were launched, namely, the National Skill Development Mission, the National Policy for Skill Development and Entrepreneurship 2015, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme and the Skill Loan Scheme. The KAUSHAL Scheme entailed
Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL) through Deen Dayal Upadhyay Centres for Skill Development.

UGC’s Implementation of National Skill Development Policy through Higher Education

The UGC, inaugurated on 28 December 1953 and formally established in November 1956 as a statutory body, had the challenging task of implementing the National Skill Development Policy in the higher education sector. Realising that socio-economic development is inextricably linked to education and that there is a need to link knowledge with skills, UGC took immediate steps to promote skill development in the colleges and universities.

**The UGC took the following steps:**

1. Promoting the establishment of low cost career oriented Community Colleges (CC) to provide vocational and technical education relevant to industry and society needs.
2. Formulation of Bachelor of Vocation (B.Voc) and Bachelor of Skill (B.Skill) Degree Programmes focused on skills training and job oriented learning.
3. Encouraging Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL) to upgrade skills among the learners.
4. Proposing and implementing Choice Based Credit System (CBCS) with a substantial component of skill enhancement courses to ensure employability of the learners.
5. Under the UGC-NSDC Coordination Committee a ‘Model Curriculum’ for the various trades came to be developed.
6. Establishment of Skill Universities focused on developing skills among the learners.

The UGC signed an MoU with the National Skill Development Corporation (NSDC) for streamlining the various vocational and skill-based courses based on a reformed system and syllabi. NSDC was to provide internships and hands-on training for the learners from the community colleges, conventional colleges and universities particularly to newly established Skill Universities. Under the MoU the NSDC was to provide various vocational skill-based courses, training and assessment, academia-industry linkage and also a strong digitalized data-base infrastructure under its Skill Development Management System (SDMS).

**Critical Appraisal**

UGC encouraged the establishment of low cost career oriented Community Colleges (CC) to provide vocational and technical education and linkage with industry and society. Community College scheme links traditional skill development with the conventional classroom based teaching and curriculum so that the students can be absorbed into the job market directly and easily after graduation. The Community Colleges are meant to be flexible in their teaching and training methodologies and are expected to meet the needs of the community for employment of the youth. The Community Colleges provide a variety of skill-based study programmes which are industry friendly and relevant to the Job market. These Colleges help the youth to take job-oriented courses and training certification and thus get jobs locally. In 2016 there were 248 institutions in the country catering to the need of 83 trades and in 2018 its gone up to 1940 institutions. The Community Colleges are not established in sufficient numbers and the trades identified are not exhaustive. The Community Colleges are still a long way from meeting the job training needs of the students they enroll.

The UGCs response of offering skill-oriented Bachelor of Vocation (B.Voc) or Bachelor of Skill (B.Skill) Degree Programmes focusing on skills training and job oriented learning have still not become popular either among the student community nor among the providers of education. Though the B.Voc Programmes have emerged as alternative degrees to the conventional ones with multiple exits such as Diploma/Advanced Diploma, yet there are not many takers. The B.Voc graduates are far fewer in number nationally in comparison
to those passing with conventional degrees and hence the impact on India’s economy, employment or entrepreneurship is not very significant. In 2016 there were 187 institutions in the country which offered B.Voc programmes and in 2018 there were 162 approved by UGC and 1063 institutions under AICTE.

UGC in the 12th Plan has promoted Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL) previously Knowledge Upgradation Centres for Skilled Human Action and Learning (KUSHAL) within its universities and colleges in order to hone job skills among the students. The Skill Development Centres promoted by UGC with the aim of linking the Higher Education System with Industry needs have not yet taken off fully. The 12th Plan period was to see large number of these centres coming up in universities and colleges but in 2016 there were only 63 institutions offering courses in 65 trades and this figure is expected to reach only 100 in 2018. Hence though laudable and necessary, KUSHAL or KAUSHAL centres have not become so widespread as was expected.

Proposing and implementing of the Choice Based Credit System (CBCS) by UGC with a substantial component of skill enhancement courses to ensure employability of the learners looked very promising due to the credit-based assessment and award system giving sixty percent weightage to the skill component and forty percent weightage to general education component, but its implementation has been resisted by various stakeholders and in most places has been watered down and drastically reformulated to suit the various competing agendas of the dominant stakeholders like the Governments and the private managements. The CBCS being implemented is a far cry from what was originally envisaged by the UGC.

A ‘Model Curriculum’ for the various trades has been developed through the UGC-NSDC cooperation and in keeping with the National Occupational Standards developed by Sector Skill Councils in line with the National Vocational Quality Framework but the skilled teachers needed to implement this skill-based curriculum are not available in sufficient numbers and the existing teachers are either unwilling to undergo skill training or are not keen or capable to teach these courses.

In October 2015 University Grants Commission (UGC) had asked more than 700 universities and 35,000 colleges to join Prime Minister’s skill development mission. The UGC was mandated to establish special type of Universities termed as Skill Universities which were meant to be centres of learning focusing primarily on the skill development. As per the National Policy for Skill Development and Entrepreneurship, 2015- “National Skills Universities and Institutes will be promoted in partnership with States as centres of excellence for skill development and training of trainers, either as de-novo institutions or as a part of existing university landscape. It is desired that these institutions become aspirational for candidates as other premier institutes around the country. These institutions, apart from skilling candidates through affiliates and training the trainers, will also conduct extensive research to enhance the quality and delivery of skill training by keeping abreast with latest developments in the skills space”. The Policy ideal seems lofty and worthwhile but will it be realized is the question.

While on one hand most universitities and colleges under the UGC have expressed their willingness to promote the ideals and goals of National Skill Development Mission, in actual practice the number of universities and colleges which have really started skill based courses are grossly insufficient for the need of the country. There are at present a dozen skill universities mostly in states like Maharashtra and Karnataka but more are being set up including National Skills Universities. The pace of the establishment of these skill universities has been slow and only recently the guidelines for their establishment have been framed by MSDE with the help of UGC.
Conclusion
The UGC has taken many initiatives for making higher education skill-based for promoting employability. Though many trades have been identified under Community Colleges Scheme, under KAUSHAL Kendra Scheme and B.Voc Scheme the pace of expansion of these has been relatively slow. The skills-based higher education leading to Certificate, Diploma, Advanced Diploma, Vocational Degree has not seen rapid expansion as envisaged and to the extent needed by the country and its economy. The skill development, especially in respect of Scheduled Castes, Scheduled Tribes, minorities, differently-abled persons and other deprived sections of society is also not developed sufficiently. Hence a lot needs to be done by UGC to ensure that the National Skill Development Policy is implemented effectively at the higher education level.

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राष्ट्रीय सेवा योजना – बैंग्य

राष्ट्रीय सेवा योजना 1969 गांधी जन्मतिथि के अवसर पर संगठित की गई थी। इसका उद्देश्य महान राष्ट्रीय कार्यक्रमों के उद्योगों के लिए आवश्यक तंत्रज्ञता और अभ्यास का प्रायोगिक अभ्यास कराना था। इसका मुख्य लक्ष्य राष्ट्रीय परिवार की प्रशंसा और उनके लिए आदर किया जाना था। राष्ट्रीय सेवा योजना के अंतर्गत प्रशिक्षणों का इस्तेमाल किया गया था।
राज्यीय सेवा योजनाओं के उन्नयन व विकास के लिए जोड़के, द्विपक्षीय मूल्यांकन द्वारा निर्माण होता है। राज्यीय सेवा योजनामूल्य विभाजक नाममध्ये सामाजिक पाठशालाओं का बुन्हीत लागू होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है।

निकर्णः
राज्यीय सेवा योजनाओं की योजना में समाजवादी चालन की योजना में अनुसूची में विद्याभूमि व्यक्तिगत प्रभाव करने और तीव्रता उत्पन्न आयोजन अस्पताल की पाठशाला भागी जीवनात्मक लागू होता है। युवकों व व्यक्ति व व्यावसायिक जीवनात्मक की पाठशाला के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है। युवकों व व्यावसायिक जीवनात्मक की पाठशाला के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है।

महाविद्यालयों के अंतर्गत युवकों व व्यावसायिक जीवनात्मक की पाठशाला के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है। राज्यीय सेवा योजनाओं व सामाजिक पाठशालाओं के लिए निर्माण होता है।

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प्रारंभिक

“उत्तरदायित्व हर भिक्षको नैतिक वचननिर्देशन एक महत्वपूर्ण नाम असून भिक्षक कर्तब असलेख्य सर्व कार्यांचा मुखी उत्तरदायित्वाची भावना महत्त्वाची मूमिका निमित्त असते.” (घोष, ए. के. २००१)
उत्तरदायित्वाचे भिक्षक असलेले नाते व भिक्षकाचा जडण–प्रदर्शीतील अन्यं सादृश्यात असेल महत्त्व घोष, ए. के. यांची आपल्या भिक्षकांचे उत्तरदायित्व या लेखात सादृश्याने व्यक्त केले आहेत. या दृष्टिकोनातून भिक्षक प्रभावातून छात्रावाध्यक्षांदा स्वयंप्रलयानपणे कौशल्य व भिक्षक उत्तरदायित्वच्या सर्वात महत्त्वाची ठरकिणे लक्षात येते. छात्रावाध्यक्षांनी आपल्या कर्तव्यात नामक आपल्या शेखराची सर्व स्मृतिकिंप्रभावित करण्याची प्रवृत्ती विकसित करण्याच्या प्रमुख उद्देश्याने स्वयंप्रलयान पण योजनेचा उपकार कार्यरत केला. यासाठी प्रारंभिक उपक्रमात ४० छात्रावाध्यक्षांना स्वयंप्रलयानरुपी संकल्पना समजून देण्यात आली. स्वयंप्रलयान पत्रे भरण्यात संदर्भात वेजवेही साजर्दीन रुपाने करण्यात आलेले.

आध्यात्म स्वयंप्रलयान पत्र
सरावाध्यात्म आध्यात्म हा बी.एच. अध्यासक्रमाने आपल्या मानता जातो. त्यादृष्टिने छात्रावाध्यक्षाना आपल्या आध्यात्माचे स्वयंप्रलयान करण्याचा दृष्टिकोन प्रस्तुत राहू याने स्वयंप्रलयान पत्राची निर्मिती करण्यात आली. प्रारंभिक छात्रावाध्यक्षांना व्यापक व वतीने अध्यात्म पद्धतीसारी प्रस्तुती अध्यात्म स्वयंप्रलयान पत्रांना देण्यात आली.

सरावाध्यात्माच्या दोन उपक्रमांत वालसांबंधी मार्ग न रुपाने करण्यात आले. या आध्यात्म स्वयंप्रलयान पत्रातील प्रतिसादांमध्ये वि”लेण्य केल्यास तारा भाने आत बाबी अभाव झाल्या.

१. आध्यात्म स्वयंप्रलयान पत्रातून छात्रावाध्यक्षाना स्वतः-सराव पाठातील वाक्यांच्या बाबीचा जाणेवारी झाली. सुरुसातीला वाचतील बाबींची संख्या कमी होती. उत्तरोत्तर ती वाढत गेली. त्यातून छात्रावाध्यक्षांची आत्मा तथा स्मारकाने भावना वाढत गेली. २. प्रत्येक सराव पाठातील छात्रावाध्यक्षांची स्वतः-सराव जाणेवाळा वाचल्या बाबी पुढील सराव पाठातील अद्वितीय प्रभावणारे विकसित करण्याचा दृष्ट संकल्प केला. त्यातून व्यापकच्या उपक्रमांत ध्यान वाढते. लग्ने ३. स्वतःच्या सराव पाठातील गुणांप्रमाणे छात्रावाध्यक्षांची स्वतः-सराव जाणेवाळा आमदी लहान–स्वतःच्या महादेशीय हंदे घेतली. सुरुसातीला पाठ या मराठी लोकांना जात्यावजी होती. पण नंतरच्या पाठातून मात्र ती कृषि कमी होत मंे होते झाल्या. ४. प्रत्येक सराव पाठातील छात्रावाध्यक्षांची स्वतः-सराव जाणेवाळा मराठी वाढत वाढत करणारी प्रस्तुती करती. काम करती गेली या दृष्टिकोन स्वत: उपायोपतिजना देखील आवश्यक. यातून आपल्या महाराष्ट्रांमध्ये स्वरूप नकूको आपल्यावर; त्यांनी "मागे आपल्या ते समजून घेतें; त्यांची त्याचे त्याचे काम केले असेही कमी होती हा सर्वात दृष्टिकोन व्याख्या विकसित झाला. यातून प्रत्येक समर्थ्या
ही जोन विवाद केला तर त्यामुळे सराव महाराष्ट्राचा अस्तित्व आणि अनुभवाच्या त्याचा खात्री पट्टी. ५. सुरुसातीला व्याख्या छात्रावाध्यक्षांको वहलेकडे नवम्बरच्या महाराष्ट्राचा जागरूक होता. एकदिनी मराठी पुढील पुढील जागरूकतांच्या छात्रावाध्यक्षांची संख्या जास्तीत जास्त होती. ६. सरावाध्यात्म आध्यात्मीय शेषसप्रत्येक व्याख्या छात्रावाध्यक्षांची संख्या हाहाकार दिली.
उपक्रमाधीन छात्राध्यापकांच्या प्रातिनिधिक प्रतिक्रिया

1. यातून पाठ आणण्याचा बंधन कसा घेता येईल? याची दृढी मिळाली.
2. प्रमाणी अध्यापनासाठी मी अधिकारिक कथा वाचता, तथा संपूर्ण सांगमय्याचा साक्षात करताना. 3. वर्णनविविधताची विविध तंत्रे, कल्पना मार्गदर्शक व सहसाहायीकडून पिकबंदे. 4. अध्यापन अधिकारिक आकर्षण सुलग होणारसाठी विषयव्यापार समुद्रांत्र करण्याचा प्रयत्न करत्यांना. व्यवस्थेचा विषय ज्ञानांमध्ये इतर विषयांशी मुल्यमान जाणून ध्यान करण्याचा प्रयत्न करताना. 5. अध्यापनासाठी पातळी फर करणे. 6. पातळीची तयारी करतत्ना प्रत्येक बाबाची नीट विचार करते. 7. सरासर पाताल चुका का होतात? त्यामागची विविध कार्ये समजती. अध्यापनातील आत्मवाद यासाठी महत्त्व समजते.

अर्थनिवेशन व निर्देशन

प्रस्तुत उपक्रमाधीन छात्राध्यापकांच्या प्रतिक्रिया व त्यातून यथार्थ होणारी वर्तन परिवर्तनाची निदर्शांक ही प्रश्नक उत्तराधिकृतपूर्व गुणवत्ते प्रस्तुत होते व विधायिकी उत्तराधिकृत या क्षेत्रातील संबंधित अस्तुत्याचे दिसून येते.

यवनाधृत अध्यापन स्वयंप्रतिभागृपण प्रस्तावने छात्राध्यापकांतील प्रश्नक उत्तराधिकृतपूर्व गुणवत्ते प्रस्तुत होते व विधायिकी उत्तराधिकृत ही क्षेत्र संबंधित होताना दिसतात.

ब. समाजसेवा व स्वयंप्रतिभागृपण प्याऱ्या

1. आमी करत असलेल्या महाविद्यालय परिसर स्वच्छतेतून स्वच्छतेवर महत्त्व समजते. श्रमसंकाराचे मोठे कलावे, कामाचे वाढण्याचा म्हटल आले. 2. महाविद्यालयाचा परिसर स्वच्छ करणे ही खूपच महत्त्वाचे अर्थांना समाजसेवा ठरते. त्यामुळे शहरातातील पर्यंत स्वच्छ करणे, गार–गरीब विद्यार्थ्यांनी मान्यतशी संपीडन करणे, या मंत्रालयाने संदर्भात समाजाचे प्रभावण करणे, अंध्रदांडांने मिरुंधन करणे, लेक वाचवे, लेक रिक्या सारख्य मिळालेल्या सहभागी होणे, जादूदोंच, विरोधी कायद्याचा प्रशासन व प्रसार करणे, मोठा भांत्याच्या वृत्तांतयन करणे ही खैरी समाजसेवा होय.

3. समाजसेवेकडून आम्ही तीन गुण अधिकारिक विकसित करण्यासाठी सामाजिक कार्यकर्त्यांक, सामाजिक संध्याना नेटी देऊ. तोहिल आणण्याचे स्वच्छ जागृत घेऊ, तेथेही सामाजिक कार्यकर्त्यांचा यथा "की सहभाग घेऊ, समाज जागृतीच्या उप्रकरण राहू. या प्रश्नाच्या महत्त्वाचे करून घेऊ.

4. प्रश्नाने मनात आपल्यांनी अवघ सगऱ्याचे ही एक मुख्य समस्या, मर्यादा वाढणे. त्यातून मनात मनात समजून घेतले पाहिजे. वेळेचे निर्णय एक मर्यादा वाढते, त्याची आमी आम्ही आमच्या कार्यांने असलेले वेळ व कामाचे योग्य निर्णय घेणे, उठवीरून निर्णय घेणे मानावी समाज सेवा करण्यासाठी वापर.

अर्थनिवेशन व निर्देशन

प्रस्तुत उपक्रमाधीन छात्राध्यापकांच्या प्रतिक्रिया व त्यातून यथार्थ होणारी वर्तन परिवर्तनाची निदर्शांक ही समाजप्रती उत्तराधिकृत या क्षेत्रातील संबंधित होताना दिसते.

क. श्रमसंकाराच्या स्वयंप्रतिभागृपण प्याऱ्या

छात्राध्यापकांना नवी जीवनाच्या प्रश्नक महत्वाचा मुख्य म्हणून 'श्रमसंकाराचा' या प्रश्नात अपनेच्या अनुभवाच्या असे महत्त्व आहेत. यांना छात्राध्यापकांना देणारे आम्ही अध्यादेशातील वर्तन स्वयंकार रूपाचे भाग घेऊ, वर्गाच्या, वर्गाच्या सांस्कृतिक विवाह, क्रिकेट विवाह अ'ला वेगवेगऱ्या भूमिका व वर्गे पूर्ण करावी लागतात.
1. By the virtue of the multidisciplinary and international nature of the journal, the AMIERJ aims to provide a platform for researchers from various fields to share their findings and insights. 

2. The journal is indexed in the SJIF with an impact factor of 6.236, emphasizing its high quality and impact in the academic community.

3. The journal is peer-reviewed and refereed, ensuring the quality and rigor of the published research.

4. The multidisciplinary approach of the journal allows for a diverse range of topics and perspectives, making it a valuable resource for researchers in various academic disciplines.
3. विभिन्न भूमिके महत्व मंदिर स्त्रूत्:जनानवाने वाङ्:ले गुण उत्सर्जने अधिकारिक प्रमाणित विकसित करण्याची दृष्टी मिळते. उत्कृष्टताच्या ध्यानास वाहीस लागते.

5. या उपक्रमातून आणण करत असलेला भूमिका, जबाबदाय से कार्यशील गुणवारस्वरूप स्त्रूत्:जनानवाने मर्यादा ऑप्विष्ठ, त्यामागिल करणे सोयणे, त्यावर उपयोग योजने करणे व त्यातून पुढील प्रयत्नात मर्यादावर शक्ति दिसता लवकर मान करण्याची दृष्टी छात्राध्यापकांना मिळते.

6. यातून छात्राध्यापकांना स्वयंमूल्यास व स्व्:मूल्यिकरणाचे महत्त्व स्पष्ट होते. तसेच आत्मसमान, आत्मगौरव व आत्मिक समाधानाची माहित वाहीस लागते.

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SKILL DEVELOPMENT IN 21ST CENTURY

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Abstract

The term “21st-century skills” is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today’s world. The role of any educational institute is to prepare the students for life itself, by imparting not only knowledge but also the courage to face the world beyond the classroom (Viegas, 2010). In a static society, the main function of the education system could be to transmit knowledge to new generation system could be to transmit knowledge to new generation. But in a dynamic society, the educational system should not only transmit the knowledge, but also help in preparing the youths to face the challenges of the future. 21st Century skills are 12 abilities that today’s students need to succeed in their careers during the Information Age. 21st Century skills are: 1) Critical thinking; 2) Creativity; 3) Collaboration; 4) Communication, 5) Information literacy, 6) Media literacy, 7) Technology literacy, 8) Flexibility, 9) Leadership, 10) Initiative, 11) Productivity, 12) Social skills. These skills are intended to help students keep up with the lightning-pace of today’s modern markets. Each skill is unique in how it helps students, but they all have one quality in common. While 21st Century skills have always been important, they’ve become essential in a worldwide market that moves faster by the day.

Introduction

一般来说，21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life. 21st Century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces.

It should be noted that the “21st century skills” concept encompasses a wide-ranging and amorphous body of knowledge and skills that is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations. In addition, a number of related terms—including applied skills, cross-curricular skills, cross-disciplinary skills, interdisciplinary skills, transferable skills, transversal skills, noncognitive skills, and soft skills, among others—are also widely used in reference to the general forms of knowledge and skill commonly associated with 21st century skills. While these different terms may not be strictly synonymous, and they may have divergent or specialized meanings in certain technical contexts, these diverse sets of skills are being addressed in this one entry for the purposes of practicality and usefulness.

While the specific skills deemed to be “21st century skills” may be defined, categorized, and determined differently from person to person, place to place, or school to school, the term does reflect a general—if somewhat loose and shifting—consensus. The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
• Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
• Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
• Civic, ethical, and social-justice literacy
• Economic and financial literacy, entrepreneurialism
• Global awareness, multicultural literacy, humanitarianism
• Scientific literacy and reasoning, the scientific method
• Environmental and conservation literacy, ecosystems understanding
• Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

Reform

Generally speaking, the 21st century skills concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today’s schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students. The basic idea is that students, who will come of age in the 21st century, need to be taught different skills than those learned by students in the 20th century, and that the skills they learn should reflect the specific demands that will placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

While 21st century skills are relevant to all areas of schooling and academic study, and the skills may be taught in a wide variety of in-school and outside-of-school settings, there are a few primary ways in which 21st century skills intersect with efforts to improve schools:

• Teachers may be more intentional about teaching cross-disciplinary skills in subject-area courses. For example, in a science course students might be required to learn research methods that can also be applied in other disciplines; articulate technical scientific concepts in verbal, written, and graphic forms; present lab results to a panel of working scientists; or use sophisticated technologies, software programs, and multimedia applications as an extension of an assigned project.

• States, accrediting organizations, and schools may require 21st century skills to be taught and assessed in courses. For example, states can adopt learning standards that explicitly describe cross-disciplinary skills, and assessments may be designed or modified to evaluate whether students have acquired and mastered certain skills.

• Schools and teachers may use educational approaches that inherently encourage or facilitate the acquisition of cross-disciplinary skills. For example, educational strategies such as authentic learning, demonstrations of learning, or project-based learning tend to be cross-disciplinary in nature, and students—in the process of completing a research project, for example—may have to use a variety of applied skills, multiple technologies, and new ways of analyzing and processing information, while also taking initiative, thinking creatively, planning out the process, and working collaboratively in teams with other students.

• Schools may allow students to pursue alternative learning pathways in which students earn academic credit and satisfy graduation requirements by completing an internship, apprenticeship, or volunteer experience, for example. In this case, students might acquire a variety of practical, job-related skills and work habits, while also completing academic coursework and meeting the same learning standards required of students in more traditional academic courses.
Debate
While there is broad agreement that today’s students need different skills than were perhaps taught to previous generations, and that cross-disciplinary skills such as writing, critical thinking, self-initiative, group collaboration, and technological literacy are essential to success in higher education, modern workplaces, and adult life, there is still a great deal of debate about 21st century skills—from what skills are most important to how such skills should be taught to their appropriate role in public education. Given that there is no clear consensus on what skills specifically constitute “21st century skills,” the concept tends to be interpreted and applied in different ways from state to state or school to school, which can lead to ambiguity, confusion, and inconsistency.

Calls for placing a greater emphasis on cross-disciplinary skills in public education are, generally speaking, a response to the perception that most public schools pay insufficient attention to the postsecondary preparation and success of students. In other words, the concept has become a touchstone in a larger debate about what public schools should be teaching and what the purpose of public education should be. For example: Is the purpose of public education to get students to pass a test and earn a high school diploma? Or is the purpose to prepare students for success in higher education and modern careers? The push to prioritize 21st century skills is typically motivated by the belief that all students should be equipped with the knowledge, skills, work habits, and character traits they will need to pursue continued education and challenging careers after graduation, and that a failure to adequately prepare students effectively denies them opportunities, with potentially significant consequences for our economy, democracy, and society.

A related debate centers on the distinction between “knowledge” and “skills,” and how schools and teachers may interpret—or misinterpret—the concepts. Some educators argue that it’s not possible to teach cross-disciplinary skills separately from knowledge and conceptual understanding—for example, students can’t learn to write well if they don’t have ideas, facts, principles, and philosophies to write about. The basic idea is that “21st century skills” is an artificial concept that can’t be separated out from subject-area knowledge and instruction. Other educators may argue that cross-disciplinary skills have historically been ignored or under-prioritized in schools, and the push to give more emphasis and attention to these skills is simply a commonsense response to a changing world.

The following list provides a few additional examples of representative arguments that may be made in support of teaching 21st century skills:

- In today’s world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow, and the jobs that students will get after they graduate may not yet exist. For this reason, students need to be taught how to process, parse, and use information, and they need adaptable skills they can apply in all areas of life—just teaching them ideas and facts, without teaching them how to use them in real-life settings, is no longer enough.

- Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. The purpose of school should be to prepare students for success after graduation, and therefore schools need to prioritize the knowledge and skills that will be in the greatest demand, such as those skills deemed to be most important by college professors and employers. Only teaching students to perform well in school or on a test is no longer sufficient.

- Given the widespread availability of information today, students no longer need teachers to lecture to them on the causes of the Civil War, for example, because that information is readily available—and often in
more engaging formats than a typical classroom lecture. For this reason, educators should use in-school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present information.

The following list provides a few examples of representative arguments that may be made against the concept of 21st century skills:

- Public schools and teachers have always taught, and will continue to teach, cross-disciplinary skills—they just never gave it a label. The debate over “content vs. skills” is not new—educators have been talking about and wrestling with these issues for a century—which makes the term “21st century skills” somewhat misleading and inaccurate.

- Focusing too much on cross-disciplinary skills could water-down academic courses, and students may not get “the basics.” The more time teachers spend on skill-related instruction, the less time they will have for content-based instruction. And if schools privilege cross-disciplinary skills over content knowledge, students may be denied opportunities because they are insufficiently knowledgeable. Students need a broad knowledge base, which they won’t receive if teachers focus too much on skill-related instruction or “learning how to learn.”

- Cross-disciplinary skills are extremely difficult to assess reliably and consistently. There are no formal tests for 21st century skills, so the public won’t know how well schools are doing in teaching these skills.

21st Century skills are 12 abilities that today’s students need to succeed in their careers during the Information Age.

21st Century skills are:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication
5. Information literacy
6. Media literacy
7. Technology literacy
8. Flexibility
9. Leadership
10. Initiative
11. Productivity
12. Social skills

These skills are intended to help students keep up with the lightning-pace of today’s modern markets. Each skill is unique in how it helps students, but they all have one quality in common.

Each 21st Century skill is broken into one of three categories:

1. Learning skills
2. Literacy skills
3. Life skills

Each of these categories pertains to a specific part of the digital experience.

Learning skills (the four C’s) teaches students about the mental processes required to adapt and improve upon a modern work environment.
Literacy skills (IMT) focuses on how students can discern facts, publishing outlets, and the technology behind them. There’s a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

Life skills (FLIPS) take a look at intangible elements of a student’s everyday life. These intangibles focus on both personal and professional qualities.

Altogether, these categories cover all 12 21st Century skills that contribute to a student’s future career.

21st century learning is the constellation of learner characteristics which equips students to enjoy a high quality of life, work and relationships by being resilient, intentional, creative and confident learners who understand the value of collaboration, the relationship of effort to results and the need to be continually growing and learning.

Conclusion

Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life. Improving the skill development of students in higher education would contribute substantially to placing higher education as the foremost pillar on which our society is built. The academic world has serious doubts about where our society is going in many respects. However, the students going through higher education become the citizens who determine the nature of our society. Thus, higher education has a crucial opportunity to affect the future of our society through substantially improving the skill development of our citizens in the 21st century.
उच्च शिक्षणात कौशल्य विकासाची गरज
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सारंश:
यशस्वी होण्यासाठी आवश्यक ते कौशल्य अभ्यास गरजेचे असते. वास्तवात, उच्च शिक्षणातील व्यवसायी आवेदकांसाठी ‘कौशल्य विकास’ हे एक उत्तम साधन आहे. कौशल्य विकासाच्या कृत्रिम मनुष्यवाद उपयोग होवेलाच आहेत. आज कृत्रिम मनुष्यवादाची कमतरता भेदवाद आहे. याचे मुख्य कारण म्हणजेच कृत्रिम मनुष्यवादाची आवश्यकता विशेषकर कौशल्य लागते. पारंपरिक शिक्षण शिक्षकांनी युवक कौशल्य प्राप्त केलेल्या त्याचा मोठा वर्गाचा रोजगार मिळून देण्यासे मोठे आकाश आहे. भारतातील नवाच्या उद्यासांच्या इंजीनियर प्रभुत्व असलेल्या विकल्पात देशाच्याच नव्हेच ते संघर्ष जगाच्या कौशल्यविकासाच्या गरज पूर्ण करण्याची क्रिया निर्देशित करतात. या नाणीला गरज आहे ती योग्य आणि पुरुष कौशल्य विकास, तसेच प्रशिक्षणपालक, कार्यालय प्रावर्तक प्रशिक्षण देशाळं उन्मत करणे शक्य आहे. नियमित अभ्यास क्रमावरोहणात विद्यार्थ्यांनी शिक्षकांनी प्राप्त केलेल्या त्याचा म्हणून त्याचा फायदा होतो. शिक्षण आणि रोजगार याच्या श्रेणी संबंध आहे. प्रायः शिक्षण कौशल्यनुसार काम मिळाले तर देशाळं उद्योगीच्या वाढीस लागू देशाळं आयुक्त स्थिती भक्तम होण्यास मदत होईल.

प्रस्तावना:
शिक्षण संकल्पना:
शिक्षण आणि उच्च शिक्षण ह्या दोन्ही वाच्याचे आहेत. शिक्षणाची संकल्पना ध्यान करताना शिक्षणाच्या भाग, म्हणजे ‘रोजगारचा तानो’ जे पुढच्या उद्यानाच्या शिक्षकांनी ते जेथे आहे. शिक्षण आणि मन उद्यानाच्या शिक्षकांनी ते उच्च शिक्षण’ म्हणजेच भोक्ताचा साधन मूल्य तर जे वाच्याच्या शिक्षकांनी ते होते. शिक्षण आणि ते मन शिक्षण निर्माण करते ते उच्च शिक्षण.’ ज्युटक्या म्हणे ‘कृत्रिम मनुष्यवाद शिक्षण’ ज्या क्षेत्रात शिक्षण आणि ते मनात संशोधन निर्माण करते ते उच्च शिक्षण. ’

शिक्षणाची उपयुक्तता:
शिक्षण आणि रोजगार याचा इतका येथे संबंध असेही आपल्या दृष्टिकोणात शिक्षणतत्त्व रोजगारीसारख्या आवश्यकत्याचे कौशल्याचे दिली जात नाहीत. समाजातील ‘कृत्रिम’ विज्ञानप्रमिक ‘हुशरा’ विद्यार्थ्यांनी कोणते केलेले जाते. वास्तवात, कौशल्यांनी आपल्याच्या रूढीपाच्या जान आपल्याच्या अनेक आपल्यांनी/समस्यांच्या विविधता कौशल्याची गरज नवू त्यांची आहे. अभ्यासक्रमाने ‘कौशल्य विकसन कार्यक्रम’ समावेश केला तर ‘प्रभेद वाताला काम व प्रभेद कामाचा दाम मिळेल’, कौशल्य शिक्षणाचा येथे अभ्यासक्रमात समावेश कार्यक्रमाचा हा उपर्युक्त प्रभेद उपलब्धीची व प्रायाशकासेची होई असेही काढून गरज आहे. अशा शिक्षणाची उपयुक्तता आजूबाजूला जाण्यात येईल.

संरचना प्रदर्शक:
1. उच्चशिक्षणातील सत्यापित शिक्षणाचे अभ्यन्तर करणे.
2. पारंपरिक शिक्षणातील अवश्यक मनुष्यवाद व्यवस्था जाणून घेणे.
3. अवश्यक मनुष्यवादाच्या निर्माण झालेल्या समस्याच्या श्रेणीं घेणे.
4. कौशल्य विकास शिक्षणांच्या उपयुक्तता अभ्योजित करणे.
5. कौशल्य विकासाध्य, इतर योजना सुधारणे.

महत्त्वाचे चेहरा:
सदरी रंग संरचनाकृता ‘कौशल्य विकास’ संकल्पनेने आपल्या दृष्टिकोणात झालेले लेख, पुस्तके, वर्तमानप्रेरणेत इतरांदी दुरमोह संघर्षाचा वापर करण्यात आला आहे.
कौशल्य व ज्ञान हे देशात्या आर्थिक वाणीची आणि सामाजिक विकासाची प्रेरक राहती आहे. शिक्षणतृतीय नोकरी व उद्योजकता बाहीरी लागणे हे शिक्षणाचें खरे यश. शिक्षणाचे मार्गांची व्यवसायीक गतीभरता बदले, सक्षम होते, तेजस्वी करता येते. आज्ञानुसार सर्वेख्यात प्रवाहिता विकासाची स्वर्णिम विकास कार्याची आस्था, त्याचे जीवन सुकृत केल्यास असे वातावरण असेल तर कौशल्यवर आधारित शिक्षण येते व्यवमान उत्तरे. कौशल्य विकासाच्या वेगात विवाह करणे संभवित करू शकते नाही. कौशल्य प्रशिक्षणाच्या शिक्षण आणि रोजगारसही जोडण्यासही ती एकत्रीकरीता असाध्य हवी.

देशातील उत्तरीय शिक्षणांची गुणवत्ता, उपयोगिता आणि अत्यावश्यक स्थान पाहता या सर्वांची परिस्थिती चिन्हानंद. पारंपरिक शिक्षण केवळ पुर्वकाळीन ज्ञानवर भर दिला जातो व्यापके भोजनांना कोण? याचे पुर्वांक ज्ञान असते. पण प्रसंगी तद्दुःखदृष्टि मोटी आणण्याची शक्ती पुरस्क निर्णय करत नाही. हे विद्याधर्म विकासी व त्याचे भावी जीवन सुकृत करण्यास उपयोगी नाही.

शिक्षण आणि रोजगार यांच्या शृंखलेत सामाजिक आणण्यांची शक्ती व व्यावसायिक असलेली कौशल्यांच्या शक्ती जात नाही. युवकांचा हाताचा काम आणण्याचा दाम त्याचा मिळाला नाही, तरणांचा आर्थिक पूर्ता झाली नाही तर ते निर्विताच व्यवस्थेमध्येच्या सामाजिक प्रभाव निर्णय होतो. ‘प्रैक्टिकल समस्येंच्या पाण्याण्यात दृढीकृत निर्देशिणी वाद्यात्मिक विवाहाची प्रशिक्षण होतो. ‘प्रैक्टिकल समस्येंच्या पाण्याण्यात दृढीकृत निर्देशिणी वाद्यात्मिक विवाहाची प्रशिक्षण होतो.’ अंगीयाच्या समस्येंच्या पाण्याण्यात दृढीकृत निर्देशिणी वाद्यात्मिक विवाहाची प्रशिक्षण होतो. उंबरेत केवळ भलत्तात्मिक अप्रेक्षा उपस्थापणे कारण बरू शकतात’ असे विवाह आफव्या आईस्टाइन यांनी केले.

भारतात लोकसंख्येचे हेक्सा वेगाने वाणिज्याच्या अर्थव्यवस्थेत एकत्रीकरीता उत्तर प्रशिक्षण गुणवत्ता व कौशल संभांची कमतरता असून, उद्योजकांमध्ये योगी अवाक अवाक नौकरीबायनक कौशल्यांची दुःखाने सुमारे असेह, सर्वांच्याचे प्रत्येकाचे योग्यता कौशल्याचे प्रचार करते त्याच्या शक्तीत उत्तरीय असते. त्याचे तर, जे कौशल्याच्या म्हणजेच त्यात वाढतो आपले योग्यता देते शकतात. ज्या देशात उत्तरीय शिक्षणाची उपवास कौशल्यांच्या उपवास होते ते जागरूकताकारीच्या मार्गांमध्ये आतात आणि संबंधी ज्ञानवृत्ती भेटू शकतात.

अकूत ग्रंथाचा उल्लेख —
पारंपरिक शिक्षणातून अकूत युगानुसार निर्णय होते आहे. पाण्यांमध्ये कारण शोधता दिसून पाये.
1. प्रशिक्षित शिक्षकांचा अभाव.
2. प्रारंभिक करणार शिक्षकांची अनमोलता.
3. जुनेन अभासक्रम.
4. अध्यात्म यत्र/साधन पाण्यांमध्ये अभाव अतीत.
5. सैंस्कृतिक/तात्त्विक शिक्षणात्मक भर.
6. तात्त्विक कौशल्ये शिक्षकंतने मानवी कौशल्यांकडून दृढीकृत.

शिक्षणातून रोजगार निर्णय होईल असे अभासक्रम नाहीत. शिक्षण हे व्यवसायभित्र असाध्य हवेल, कोटीनंतर संसारातील व्यवसायाच्या शिक्षणांसाठी करणार आहेत. मानवी जीवनात तात्त्विक व्यवस्थेत असलेली वागणे दृढीकृत करणार. मानवी कौशल्यांकडून दृढीकृत करणार. ते शिक्षण आपल्या करणारा प्रत्येक केला जात नाहीं.

मानवी कौशल्ये:
युवांग्या शिक्षणात मानवी कौशल्ये याकडे तुर्कप्स कहन चाहणार नाही. युवकांच्या कौशल्य विकासासाठी शिक्षणाचे व्यवसायांमधून रोजण करणे अत्यंत महत्त्वाचे आहे. कौशल्याने प्रत्येक जोड मिळवावी की या हमास निरीक्षिते.

कुशल कामगार :
kushal kamanargayachi sarvch kshetra mangani athes. kshetra kshetra kushal kamanargayachi awasprakata aha. yacha srosh pashpurn akushal kamanargayana devikushal kushal kamanargayachi atra tawarik kshetra daagatya sanvachchhi aawasprakata aha. mahavidyalayin stawar/patakisor vyavasayik abhyaksramatva samvaye aasa. jenekrun mahavidyalayatva bhaier padanwar vyavasayik kahitari koushal shikshtha ansele abhyaksramatva koushal vyakasha samvaye aasa.

3 H ha yuvakon√ा sanded aha.

Head held high. 'Mshak Unat Tewa' ha yuvakona sanded aha. vyakasha kahi koushalye aatmsaat karavi.

1. Ingiri sambhane
2. Sangeek sadchar
3. Vyavasayik pathsthanek karm

shikshanasovent swyamrojana/purakvyasayaprekkhit aha.

- Vyavasayik jagnisaar yuvakon√ा purak vyasay karawa.
- Gawach kundar udgya karawe.
- Abhyaksram yonsamugriyaa vapar karawa.
- Kaltusangat abhyaksramat koushalyachaa samvaye asaaye.

kaahi sambalona karmanawani nikad karatana aantaraksanichi sambhane koushalaye, dootikon, preena, netaul guna nekhde vyasayapan, samajik vyakarytam bhaarita chikhar karatna.
रोजगार मिश्लिन्यासाठी विद्यार्थ्यांनी रोजगार अनुकूल कौशल्याचे प्रशिक्षण पेटलें पाहिजे.

निष्कर्ष:

- शिक्षण व प्रशिक्षणाची योग्य सांगड यांना कौशल्ये विकसीत केल्यास तरुणांना/युवकांना 'हर हात को काम' मिळेल.
- प्रात्यावृत्त/कौशल्यांचा भर अस्तित्वात हवे असणारे निमित्तीक उदयोग वाळतील.
- SWOT तंत्रज्ञान कार्यस्थल युवकांना आणि शक्तिकरणाचे ओळखून कौशल्य आत्मसात करते.
- उत्पादनात्मवाचल देखील एक विषयगत कार्यरतता ठरवली असते. निमित्ती कर्तांच्या कोणते कौशल्ये आवश्यक आहे हे अत्यंत फायदेशीर अनुकूल कौशल्य विकसीत करते.

संदर्भ—

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योजना २०१५
जीवन विकास
ENHANCING ENGLISH COMMUNICATION SKILL AMONG B.ED TRAINEES; A CASE STUDY OF G.V.M’S DR DADA VAIDYA COLLEGE OF EDUCATION

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GVM’s Dr. Dada Vaidya College of Education, Ponda-Goa

Abstract:
“A good listener is a good speaker” and as a teacher we spend most of our time speaking in the class. Be it explaining a topic, giving instructions or maybe preparing students for any oratory. So, it means, to be a good teacher with excellent thoughts and ideas, you need to have a strong command over the language to execute them. As everyone knows that communication is very important to understand each other, to exchange ideas and thoughts to lead a successful life and in the field of teaching it makes you a confident person with outstanding personality. Person with good communication skills is said to have the art of sharing information, knowledge and ideas effectively and impressing the audience.

Keywords: communication skills, listening, speaking, writing, personality development, art of sharing information.

Introduction:
Communication can be verbal, non verbal, visual or written but for a teacher, she must focus upon all four fold skills of communication. Effective communication skills are essential for a teacher in transmitting of education, classroom management and interaction with students in the class. Teachers must be skilled at listening to their students as well as explaining things clearly.

Teaching is all about communication- listening, speaking, reading, writing and presenting. Teachers must communicate well to effectively collaborate with their colleagues and update administrators on student progress, especially when you are working outside your state or country. Due to the advancement in technology, now parents also communicate through emails or whatsapp. So a teacher must be adept at answering questions verbally as well as in writing because some parents could be much better than our teachers in English. To enhance the capacity of communication skill in English among B.Ed trainees, GVM’S Dr Dada Vaidya College of Education have taken strong steps to introduce various modes related to verbal and non-verbal communication for both the years on regular basis.

Objectives:
GVM’S Dr. Dada Vaidya College of Education mould their trainees in such a final product that they are not only prepared to teach with a methodology, but also with confidence in speaking. So we have introduced communication skills to enhance their teaching in a much better way.

Since we have students from different parts of the state and from different colleges, it is obvious to have different level of students, but finally they are equal, because we pay attention to all their needs in having a strong communication skill.

Different Programs Under Communication Skills:
Beside keeping English as our campus language we motivate our students to involve in different activities and participate in different competitions regularly, boosting their confidence and polishing their language. We even have a language lab to teach the skill of pronunciation and using the correct accent. This language lab functions exactly the way an IELTS or TOEFL institute does. We see that teachers lacking with good English should not lose their confidence in spite of having good subject knowledge and teaching skills.

For the oral skill development, at the beginning, we teach our students to know the standard of English like vowels, diphthongs and consonants with correct pronunciation, articulation, intonation, diction and stress.
We conduct several activities such as:

1. **Situational Dialogues Or Role Play** where in our students are provided with a situation to pretend to act in a way assuming any situation. We judge them on the criteria of

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name Of The Student</th>
<th>Pronunciation (5)</th>
<th>Audibility (5)</th>
<th>Intonation (5)</th>
<th>Dramatic Expression (5)</th>
<th>Eye Contact (5)</th>
<th>Body Language (5)</th>
</tr>
</thead>
</table>

2. **ORAL PRESENTATIONS (PREPARED OR EXTEMPORE)**

Here our students prepare themselves on any given topic of their choice and present it to us. Where as, extempore on the other hand is little difficult than this. Here, students are given a topic before a short time to prepare themselves and speak about it . This is judged on the criteria of

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name Of The Student</th>
<th>Pronunciation (5)</th>
<th>Audibility (5)</th>
<th>Intonation (5)</th>
<th>Facial Expression (5)</th>
<th>Eye Contact (5)</th>
<th>Body Language (5)</th>
</tr>
</thead>
</table>

3. **DEBATE**

An organized argument where in trainees have to speak in motion for or against the given topic. It not only improves our students language but also helps to develop and train them to face the problems of life. They are motivated to use a library and find information about their debate topic in a short time, making this competition a little more challenging than any other. Debates help them to develop communication and public speaking skills in structured and a competitive environment.

It develops their skills in analysis and critical thinking to improve their argumentation and get into a constructive learning. It builds their confidence to work as a part of a team and articulate their thoughts amongst their peers. It enhances their curriculum vitae and add something different to their personal information. Debate is judged on their criteria of their organization and clarity in thoughts and opinions, use of argument, refutation or rebuttal and presentation.

**Judgement criteria:**

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Name Of The Student</th>
<th>Organisation And Clarity In Thoughts (5)</th>
<th>Use Of Argument (5)</th>
<th>Refutation (5)</th>
<th>Presentation (5)</th>
</tr>
</thead>
</table>

4. **WRITING SKILLS:**

In the next part, we have the writing skills for our students which is enhanced through different activities like listening and reading comprehension of unseen texts, writing formal and informal letters and the most important, writing CV/Resume.

Academic writing skills include note taking, summarizing and article writing. We also teach them to write reports and references in APA style.
1. Book Reviews:
Finally, they have to write book reviews. Here, we ask them to write a book review about any book they have read and appreciated or may have disliked. We teach them to analyze and criticize the thoughts of a writer, thus, extending their level of interest in reading books and judging them. They work to describe, analyze and evaluate a particular source as well as to provide detailed evidence to support this analysis and evaluation. A book review explains how the book compares to other works on similar topics or illuminates the contribution the book makes to their understanding of a historical topic.

Book review is evaluated on 5 different points of evaluation like what points of review have been written, how they have organized their review appropriately which makes sense and how nicely their ideas flow together. They need to write with a voice by creating a catchy beginning, making a text to self connection and using active or interesting words to express their view points and opinions in maximum 500 words. They must read their reviews with fluency and expression and at the last their review will be judged on how they have edited with correct grammar, typing and spelling.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Name Of The Student</th>
<th>Content</th>
<th>Organisation And Flow Of Ideas</th>
<th>Use Of Words</th>
<th>Grammar And Spelling</th>
<th>Fluency And Expression In Reading</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

2. WRITING RESUME/ INTERVIEWS:
Next comes writing a resume or a Curriculum Vitae (CV). The door to get job after completing their B.ed opens through their resume. A resume gets you to an interview to find out who is suitable for that particular post. Their resume stands out from the crowd which includes their unique and interesting information. We teach them to write the best interviews in the correct way.

We even conduct mock interviews based on their CV and the judging criteria includes points such as reading the application letter, Resume / CV and the judging criteria includes points such as reading the application letter, Resume / CV, response to questions, personality, content knowledge and qualifications.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Name Of The Student</th>
<th>Resume/Cv</th>
<th>Reading Of The Application Letter</th>
<th>Response To Questions</th>
<th>Personality</th>
<th>Content Knowledge</th>
<th>Qualifications</th>
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CONCLUSION:
All these activities help them to improve their communication skills and reduce their phobia towards this foreign language. They get courage to think out of the box to face this competitive world, where in it will be difficult for them to get a job in Goa, immediately after passing their B.ed course. They may have distinction or a first class, butt due to lack of vacancies, they must not waste a year sitting at home waiting for job.

They might get better opportunities from other states and countries offering better packages. Here, their confidence in language will help them to take up that job and face a new world. If he is an English teacher, he must be more conscious and careful while using the language. They need to update themselves regularly in all aspects to move along with the world. They will have to test their language competitiveness with international exams like IELTS, TOEFL, to face the
competition while applying for the post of an English Teacher. Higher the qualification, more are the chances to get that job.

They can even adopt a new learning style by listening to English songs referring to the lyrics which is easily available on Google. Watching English movies, news, reading different books, especially which deals with grammar, making a habit of writing diary or note making can also be helpful to a great extend. Nothing is difficult unless we take a real interest to learn something with a passion and aim to achieve success in life.

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"SKILL DEVELOPMENT THROUGH HIGHER EDUCATION"

Prof. Kshirsagar Urmila Narsingrao

Preface - Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products and increase efficiency in their production process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technology. Today, youth in developing countries who are seeking work face great difficulty. India witnessed the largest road of higher education system.

This paper reviews the current state of education skill development and considers the challenges facing India's skill development in the higher education system.

What is skill Development: In recent years, India has rapidly expanded the capacity of education institutions and enrollment, but dropout rates remain high and educational attainment remains low. The current skill landscape of India is not very positive. According to the India skills reports 2015, it was established that India lacks on the development of skills. India is facing a lot of challenges. The skilled India initiative needs to focus and develop more entrepreneurship skills among the workforce in order to ensure more job generation in the country.

Skill is learning to carry out a task with predetermined results often within a given amount of time, energy or both. Skills are abilities and capacities acquired through deliberate systemic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas, things, and people. Development is the act or process of growing or causing something to grow or become larger or more advanced over a period of time. The skill Development programme refers to any academic study aiding the certification in a particular skill while imparting the skill Development programme besides the theoretical component avenues for practical component by means of inculcating hands-on training under supervision and at the learners preferred place for practicing the skill learnt under supervision.

The National policy of Education (1968) by Kothari commission and Central Advisory Board of Education in 1975 which adopted the 10+2+3 pattern of education was to build a sustainable skill-based education system.

Need of skill Development: Programme Education is a powerful tool of social transformation and empowerment. Every educated person may not be rich but almost every educated person has a better access to job and a way out of poverty. So education is a fundamental solution to poverty. The role of education has been taken to a higher perspective by UNESCO. India is the 3rd largest higher education system in the world with 819 universities (June 2017) nearly 44000 colleges and about 40 million students. A student is expected to acquire fundamental knowledge and employable skills through campus life. with globalization of economy, education and human resource market, it is important for educational institutions to develop global competencies in students. It is time for higher education institutions to set up skill Development centre and finishing school for promoting employability of student. Institution could take advantage of skill development prog. initiated by goal of India.
The quality and commitment of the teacher and the method of teaching and learning is an important issue. We need professional and smart teachers. Teachers in India cannot be ignorant of the rapid changes happening in education across the world. It is time for the teacher to come out of the static mode to become digital and smart. A smart teacher is one who will accept the challenges posed by new technologies and knowledge obsolescence and convert them into opportunities to learn, unlearn, and relearn and reallocate time from conventional and mundane roles to more professional, productive ones.

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

**India's Existing Skill Analysis:** Skill development is critical for economic growth and social development. The skill development issue in India is pertinent both at the demand and supply level. Already huge gaps exist between the industry requirements and the level of skills of workers, due to varied reasons including an inappropriate mix of skills and education outdated curricula, etc. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training. There is a need to assess the traditional approach of skill development delivery in India in light of the successful models and best practices in other economies. Only 2.3% of the workforce in India has undergone formal skill training compared to 68% in the UK, 75% in Germany, 52% in USA. The workforce in India has little or no job skills that make them largely unemployable. As per the 12th plan document of the planning commission, India's labor population is not educated enough. Efforts are being made to ensure more student enrollments in higher education and vocational training. There are initiatives like Make in India, Digital India, and programs focusing on start-ups and funding programs laid on skilled India.

According to the India skills report 2015, it was established that India lacks in the development of skills of all the students applying for roles in the labor market. A mere 1/3rd of the number had the appropriate skills to match the requirements of the employers. Though we have a sufficient manpower but all are not skilled enough to get a job. The new employment opportunities are getting created in the field of core engineering, retail, hospitality, and banking but there is a shortage of trained people in the country to fill the position. The skills gap reflects the expected shortage in the industry in 2012. In order to focus on the Make in India campaign, considerable efforts are needed to import skills in the country.

In order to provide adequate training to the youth and develop necessary skills, the Govt. of India took steps to improve the skill training scenario in the country. In 2009, the Govt. formulated the national skill development policy that laid the framework for skill development, ensuring that individuals get improved access to skill and knowledge. Training for self-employment development is given under this policy. The policy lays down the following institutional framework comprising the Prime Minister's National Council on Skill Development, National Institute of Vocational Training, and the newly created Ministry of Skill Development and Entrepreneurship.

The skill development ecosystem in India is complex, large, and diverse, providing skills across an extremely heterogeneous population. Skill development in India can be broadly segmented into education and vocational training. Skills in India are acquired through both formal and informal channels. Formal vocational training is imparted in both public and private sectors. Informal training on the other hand refers to experiential skill acquired on the job. The National Skill Development Council now part of the newly created ministry of skill development and entrepreneurship was initially set up under the Ministry of Finance to provide viability gap funding and promote private skill initiatives.
The Govt. has listed skill development as one of its priorities and along to enhance participation of youth, seek greater inclusion of women, disabled into work force and improve the capability of the present system, making it flexible to adapt to technological changes. A ministry of skill development, entrepreneurship, youth and sports were created when Mr. Narendra Modi Govt. took changes in mid 2014, The ministry has been entrusted with the coordination of all stackholder during the evolution of an appropriate skills development framework and supply to skilled manpower, skills up gradation, building new skills.

The National skills Qualification formwork notified on 27th Dec. 2013 is a competency based framework that organizer all qualification according to a series of levels knowledge skills. As India strengthen its base as a knowledge economy, there would be additional requirement to the highly skilled workforce in sectors like financial services, IT, Bio technology, Healthcare.

India faces a huge challenge of evolving a skill development system that can equip the workforce adequately to meet the requirements of the industry. The skill development system in India is plauged with multiple issues related to awareness perception, cost, quality and scale creating awareness and mobilisation. A wareness on need for skilling should be taken up in mission mode and activated at the local level including states, districts and villager. counselling sessions should be organized for partents highlighting some national and international case studies.

It is time for higher education institution to set up skill development centre and finishing school for promoting employability of students. Initiation could take advantage of skill development programme. initiated by Govt. of India Each dept. can identify discipline related skills and design short term courses which could be come part of the choice based credit system. A student is expected to acquire fundamental knowledge and employable skill though campus life.

**Conclusion** - Skill development is the most important aspect for the development of the country. It needs a coordinated effort from all the agencies, stakeholders and the students to make it a successful program. Today youth across the world face serious challenges regarding skills and jobs skills development is the most difficult subsector to organize and manage in the education sector, because it cuts across organizational boundaries, caters to diverse clients and involves multiple delivery mechanisms. skill development is an urgent and important challenge for developing countries in particular for countries with large youth population such as India. The skilled India initiatives need to focus and develop more entrepreneurship skills amongst the workforce in order to ensure more job generation in the country. Make in India campaign will be successful from skill point of view and India will achieve its mission "koushal Bharat, Kushal Barat."

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FACILITATING PARTICIPATORY TRAINING METHODS FOR DEVELOPING TEACHING SKILLS

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Abstract
The traditional meaning of training has been the transfer of knowledge and expertise from trainer to learner, where the trainer defines what particular set of knowledge and expertise learners need to learn. This approach to training believes that trainers know everything, and the learner is looked upon as an empty container to be filled up by the trainer. Learners play a passive role and are bound to learn what the trainer teaches. Participatory Training (or PT) views training not as a ‘transfer of expertise’ or equated with ‘imparting knowledge’ but as a process of growth and discovery, aimed not just at ‘knowing more’ but ‘behaving differently’. The focus is on building up one’s critical consciousness; on examining one’s values, attitudes and orientations; on ‘unfreezing’ set notions and set patterns of behaviour; and questioning, rethinking and re-learning. It is this view of training as a learning process – learning new skills, concepts and behaviour. Participatory training recognizes and validates authentic and accurate knowledge which is based on the experience of reality, and synthesises it with fresh insights and restructured concepts based on the analysis of experience. Participatory training is not easy for the trainer/facilitator. Helping learners to learn rather than teaching them in a teacher-pupil manner often requires personal reorientation by the trainer/facilitator, plus risk-taking effort, at times discomfort, and embracing uncertainty. If learners are helped to discover and develop their resources through an environment providing opportunities to use their abilities, they will demonstrate an increased capacity to enhance teaching-learning. This paper is an attempt to make suggestions regarding guidelines for facilitating participatory training skills among teacher educators.

KEYWORDS: Participatory training methods, Teaching Skills.

Introduction
Participatory training is an educational strategy where learners are regarded as active participants in the educational process. Their needs and questions, reflection, analysis and strategies for change carry the process forward. Rather than viewing participatory training as merely a set of techniques, its educational thrust is to be viewed to understand its worldview and aim at creating an experience of personal and collective change for strengthening student’s understanding and encouraging students to question what they have always accepted, to critically examine their own experiences and to derive insights through analysis. Learning through hands-on experiences facilitates the learning process, especially when the topics are related to everyday practices and During this training, participants are encouraged to explore and discover for themselves as Knowledge obtained through this way is more easily internalized and put into practice.

This paper introduces the theoretical concept of participatory training methods for developing teaching skills and it analyses the normative orientation of participatory training as fundamental for understanding the methodology and principles it applies in practice on which participatory training is based. It also will be helpful to analyse, alongside the importance of an appropriate learning environment, and the role of the trainer.

Importance Of Participatory Training For Teacher Educators
Participatory training sees itself as making an educational intervention rather than being a formal education process and it is a non-formal, ongoing process of growth and discovery; a process which activates both trainers and learners in a common learning situation. It also aims to facilitate learning and critical thinking processes about relations of power and In doing so, it leads to a clearer understanding of the totality of an individual’s
situation, and their potential role in the process of social change. Such type of trainings catering on Participation has to be looked at separately from the term ‘training’. Choosing appropriate training methods to achieve the Training Objectives is an important function of a trainer. In addition, to the lecture method, which has already been dealt with in detail in the preceding chapter, we need to have in view few other training methods, basically of participatory nature.

The broad factor guiding the selection of methods is the focus of learning: If the focus of learning is increasing knowledge then the methods used may be lectures, field visits, demonstrations, self-study and If the focus of learning is to increase skills, the methods used are more of practice sessions, demonstrations, apprenticeship and learning by doing.

Participatory training has several methods which are in vogue in teacher training: A teacher educator has to play several critical important roles to ensure that the learners and learning process are at the centre of all training as per given learning agenda and the educator needs to ensure that there is adequate stimulation to critical analytical faculties of learners and there are occasions to value, analyze, share and reflect upon the experiences of learners wherein the process learners feel empowered and there is enhancement of their self image.

Objectives
- To explain the concept of participatory training and its significance.
- To state the major purpose and principles of using different participatory teaching methods.
- To suggest guidelines for developing participatory training skills among teacher educators.

Participatory Training Methods And Its Significance
Participatory training must be centered on the participants and developed according to their needs and where training is likely to be successful if teacher educators understand why the topic is important for them and as a result of it there will be cases where the situation is new and the facilitator will raise awareness through participatory discussions and the teacher educator will feel about the ownership of the whole process. The main characteristics of participatory training includes:
- Open communication between participants and facilitator
- Participants must be able to pose questions
- Participants must be involved in the whole process (curriculum development, execution, evaluation)
- Participants must actively contribute
- The process should be developed according to the expectation of participants.

Discovery-based learning and learning by doing plays a central role. It is very important that all the information provided and the experiences generated during the training are activity based.
The salient features (significance) of participatory training principles are as follows:

- Participatory training is participant centered which rises out of specific needs of participants as articulated by them.
- The learning not only imparts new knowledge but also generates awareness and builds skills.
- Learning is derived from the experiences of the learners where activity based learning is key element to participatory training.
- Participatory training requires a learning environment where learners and their experiences are valued and they feel psychologically secure and safe to unlearn, try their new ideas and share their experiences.
- Participation of learners in the entire training process is valued, consequently they develop their own norms, values and take responsibility for their own learning.
- The role of trainer is very crucial. The trainer believes not only in the participatory principles, but demonstrates it as a way of life.

**Trainer’s Role And Behaviour**

Thus, in participatory training method, a distinction has been made between a facilitator and an expert in subject matter where the trainer provides knowledge, concepts and builds skills on the subject matter at ease which is co-ordinated with external resource persons or by members of the training team. The role of the facilitator of the learning process is very different which needs special preparation and is a major challenge where Interventions aims at strengthening the learning environment, monitoring the learning process, adapting the pace and depth of coverage, etc. all require skillful facilitation. Therefore, one of the first challenges of conducting a successful training program is preparation of the trainers to be facilitators.

**Purpose And Principles Of Using Different Participatory Teaching Methods**

The first consideration of participatory teaching relates to creating a conducive learning environment. Participants often come to a training programme with fears, doubts, expectations and confusion. Some are informed about the purpose and programme of the training, and some are not, some have been forcibly sent, some have come because they thought that the programme would be useful to them. As a result, the first task in a training programme is to prepare participants to become learners.

- It involves cognitive process of understanding and comprehending.
- It involves cognitive process of reflection to elicit, knowledge, experience, perception, feelings and attitudes.
- It involves sharing of perception, knowledge, feeling, attitudes, values.
• It provides a means for sharing at a closer, more intimate level when groups are formed around mutual interests and maximizes motivation by making group more homogenous.

• It provides wider experiences through those of others. Less risk is involved, helps universalize feelings or roles.

• It develops greater sensitivity in perceiving phenomena, verbal/non-verbal communication, enhancement of skills learning which is difficult to describe/state in written form; see activity/interaction in the real life situations.

• It creates affect as a means to view a life situation in the safer context of a game, to develop sensitivity, portray a life situation for developing greater social awareness.

• It recreates situations in which it is impossible to provide participant observation or experience; teach in comparatively safe environment in classroom at the student’s pace.

• It enhances capacity to initiate learning eg: identify substantive area of interest and learn to review literature utilizing cognitive skills of analysis, synthesis and generalization to develop understanding of the phenomenon investigated; ability to carry on life-long learning; develop capacity for problem-solving.

GUIDELINES FOR DEVELOPING PARTICIPATORY TRAINING SKILLS AMONG TEACHER EDUCATORS

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Major Purpose For Using The Method</th>
<th>Some Materials To Enhance Participatory Training Methods For Enhancing Teaching Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LECTURE</td>
<td>Involves Cognitive Process Of Understanding Comprehending</td>
<td>Use Of: Visual Illustrations, Black-Board, Pictures, Diagrams, Models, Charts, Slides, Films, Posters</td>
</tr>
<tr>
<td>Trainer Activity</td>
<td></td>
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</tr>
<tr>
<td>• Prepare Contents For The Lecture</td>
<td></td>
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<tr>
<td>• Promote And Maintain The Desire To Learn</td>
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</tr>
<tr>
<td>• Confirm That The Instructions Have Been Assimilated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SEMINAR/ DISCUSSION</td>
<td>Involves Cognitive Process Of</td>
<td>Use Of: Theory, Paper Presentation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer Activity</td>
<td>Reflection To Elicit, Knowledge, Experience, Perception, Feelings, Attitudes</td>
<td>Case Studies, Pictures/Posters, Films/Film Strips/Slides, Flashcards/Flip Charts</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Trainee Activity</td>
<td>Provides Wider Experiences Through Those Of Others, Less Risk Is Involved, Helps Universalize Feelings Or Roles</td>
<td>Use Of: Case Study Films, Slides, Students Field Workers, Clients Novels/ Short Stories Biographies, Autographies</td>
</tr>
<tr>
<td>3. VICARIOUS LEARNING THROUGH THE EXPERIENCES OF OTHERS</td>
<td>Use Of: Various Activities To Observe Role, Agency Programme Content And Process Visits</td>
<td></td>
</tr>
<tr>
<td>Trainer Activity</td>
<td>Develops Greater Sensitivity In Perceiving Phenomena Verbal/ Non-Verbal Communication, Enhancement Of Skills Learning Which Is Difficult To Describe/ State In Written Form; See Activity/ Interaction In The Real Life Situation, Observation Of Social Phenomena, Eg: Poverty, Exploitation, Power Through Community Field Visits (Urban/Rural)</td>
<td></td>
</tr>
<tr>
<td>4. CAMPS AND STUDY TOURS/ OBSERVATION OF REAL LIFE PHENOMENA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer Activity</td>
<td>Recreate Situations In Which It Is Impossible To Provide Participant Observation Or Experience; Teach In The Comparatively Safe Atmosphere Of The Classroom At The Student’s Pace; Returning Parts Of Films/ Tapes, Etc. For Discussion</td>
<td></td>
</tr>
<tr>
<td>5. CANNED LIFE EXPERIENCE</td>
<td>Use Of: Films Tapes Videotapes Biography Autobiography Case Study</td>
<td></td>
</tr>
<tr>
<td>Trainer Activity</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainee Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain Purpose</td>
</tr>
<tr>
<td>Follow-Up With Discussion Dwell On Cognitive And Affective Aspects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Pose Issues For General Discussion</td>
<td></td>
</tr>
<tr>
<td>Invite Comments O The Content Being Discussed</td>
<td></td>
</tr>
<tr>
<td>Reflection To Elicit, Knowledge, Experience, Perception, Feelings, Attitudes</td>
<td></td>
</tr>
<tr>
<td>Provides Wider Experiences Through Those Of Others, Less Risk Is Involved, Helps Universalize Feelings Or Roles</td>
<td></td>
</tr>
<tr>
<td>Develops Greater Sensitivity In Perceiving Phenomena Verbal/ Non-Verbal Communication, Enhancement Of Skills Learning Which Is Difficult To Describe/ State In Written Form; See Activity/ Interaction In The Real Life Situation, Observation Of Social Phenomena, Eg: Poverty, Exploitation, Power Through Community Field Visits (Urban/Rural)</td>
<td></td>
</tr>
<tr>
<td>Recreate Situations In Which It Is Impossible To Provide Participant Observation Or Experience; Teach In The Comparatively Safe Atmosphere Of The Classroom At The Student’s Pace; Returning Parts Of Films/ Tapes, Etc. For Discussion</td>
<td></td>
</tr>
<tr>
<td>Use Of: Films Tapes Videotapes Biography Autobiography Case Study</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

6. SELF-LEARNING

**Trainer Activity**
- Identify Learner’s Need
- Tailor The Learning To Meet The Specific Need
- Highly Structured Plan Eg: Programmed Learning Or No Structure To Develop Initiative And Capacity In Learner For Learning To Learn

| Enhances Capacity To Initiate Learning Eg: Identify Substantive Area Of Interest And Learn To Review Literature Utilizing Cognitive Skills Of Analysis, Synthesis And Generalization To Develop Understanding Of The Phenomenon Investigated; Ability To Carry On Life-Long Learning; Develop Capacity For Problem-Solving | Use Of:
<table>
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<tbody>
<tr>
<td></td>
<td>Programmed Learning Materials</td>
</tr>
<tr>
<td></td>
<td>Teaching Kits/ Source Materials</td>
</tr>
<tr>
<td></td>
<td>Bibliography</td>
</tr>
<tr>
<td></td>
<td>Reading Course (Minimum Of Teaching/ Guiding)</td>
</tr>
<tr>
<td></td>
<td>Correspondence Course</td>
</tr>
</tbody>
</table>

**Trainer Activity**
- Plan The Exercise/ Suit The Specific Learning Need
- Explain The Exercise
- After The Exercise, Interpret Meaning, Provide Opportunity For Discussion And Reflection By The Participants And Observers

| Creates Affect- Is A Means To View A Life Situation In The Safer Context Of A Game, To Develop Sensitivity, Portray A Life Situation For Developing Greater Social Awareness. Sharpens Skills, Values, Attitudes And Knowledge | Use Of:
<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>Games For Understanding Self Or Group Dynamics</td>
</tr>
<tr>
<td></td>
<td>Simulation Games For Practicing Skills, Role Play, Tapes, Videotapes,, Music, Creative Literature</td>
</tr>
</tbody>
</table>

7. EXPERIENTIAL LEARNING

**Trainer Activity**
- Providing Similar Outlines For Individual Presentations
- Briefing About Roles For Each Panel Member

| Involves Sharing Of Perception, Knowledge, Feeling, Attitudes, Values | Use Of:
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Readings, Experiences, Audio-Visual Aids</td>
</tr>
</tbody>
</table>

8. PANEL PRESENTATIONS

**Trainer Activity**
- Preparation Of Content For Discussion In Larger Groups
- Listing Questions To Be Asked/Discussed
- Assigning Work On A Project Eg: Preparing Audio-Visual Material
- Activity In Which There Is Greater Risk Of Revealing Self Eg: Simulation Game, Sensitivity Training

| Provides A Means For Sharing At A Closer, More Intimate Level When Groups Are Formed Around Mutual Interests, Maximizes Motivation By Making Group More Homogenous | Use Of:
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reference Material</td>
</tr>
<tr>
<td></td>
<td>Craft Material</td>
</tr>
<tr>
<td></td>
<td>Role Play</td>
</tr>
<tr>
<td></td>
<td>Games/Simulation</td>
</tr>
<tr>
<td></td>
<td>Tapes/ Music</td>
</tr>
<tr>
<td></td>
<td>Creative Literature</td>
</tr>
</tbody>
</table>

9. SMALL GROUP EXERCISE

**Trainer Activity**
- Provision Of Content For Discussion In Larger Groups
- Listing Questions To Be Asked/Discussed
- Assigning Work On A Project Eg: Preparing Audio-Visual Material
- Activity In Which There Is Greater Risk Of Revealing Self Eg: Simulation Game, Sensitivity Training

The above steps are inspired by The History of Participatory Approaches (adapted from G. Beckmann, in Berg et al. 1997). Based on the reviews and observations, these steps are suggested to develop guidelines for facilitating participatory training methods to develop teaching skills among teacher educators.

**References**

ADOPTION OF MODERN DAIRY PRACTICES FOLLOWED BY THE WOMEN FARMERS IN KOLHAPUR DISTRICT FOR THEIR SUSTAINABLE DEVELOPMENT.

Dr. K. V. Gurav, Associate Professor,
Department of Extension Education, RCSM College of Agriculture, Kolhapur

Abstract
The Kolhapur district is one of the unique district of Maharashtra having fertile land and high potentialities for the dairy development. There are five major co-operative milk unions working in the Kolhapur district having total milk collection are 15-lack lits/day. In this district, the efforts of women contribute a lot in the production of milk. Hence, it is imperative to study the dairy occupation run by women farmers. The study was undertaken in purposively selected Kolhapur district of the Maharashtra State in the year 2008-2009. All the 60 women members of the Farmers-Scientists Forum working under National Agricultural Research Project, Shenda Park, Kolhapur were treated as a sample of the study. Majority of the respondents had no knowledge about the type of byre, grooming before milking and also there was no adoption. In case of feeding management, majority of them had knowledge but adoption is very less. About the method of milking, majority (61.67 percent) of them posses the full knowledge but adoption of full hand method is only 18.33 percent. It is seen that the major constraints encountered were no remunerative rate to milk (73.33), shortage of dry fodder (65.00 percent), and inadequate availability of veterinary facilities at village level (56.67 percent).

Key words: Management practices, dairy farming, knowledge, adoption.

Introduction
At National or International level dairy as a subsidiary occupation has proved its significant role and contribution in the economy not only for the farming community but also the national economy of various countries. Dairy is one of the important occupations in the rural areas. It provides a subsidiary occupation to the rural people; relieves them of the hazards of under employment to some extent; provides a balanced food to the growing generation and flow of regular income to the farmers.

The Kolhapur district is one of the unique district of Maharashtra having fertile land and high potentialities for the dairy development. There are five major co-operative milk unions working in the Kolhapur district having total milk collection are 15-lack lits/day. In this district, the efforts of women contribute a lot in the production of milk. Hence, it is imperative to study the dairy occupation run by women farmers. The women Farmers-Scientists Forum was started at NARP, Shenda Park, Kolhapur from January 2006 under Mahatma Phule Krishi Vidyapeeth, Rahuri, Dist. Ahmednagar. All 60 women members of the Farmers-Scientists Forum are engaged in dairy business. Hence, the present study was undertaken to study the knowledge and adoption of dairy management practices of the women members of the Farmers-Scientists Forum and constraints faced by them in dairy farming.

Methodology
The study was undertaken in purposively selected Kolhapur district of the Maharashtra State in the year 2008-2009. All the 60 women members of the Farmers-Scientists Forum working under National Agricultural Research Project, Shenda Park, Kolhapur were treated as a sample of the study. The data was collected personally with the help of structured interview schedule. The same was analyzed and presented in the following tables.

Results And Discussions
Knowledge and adoption of dairy management practices of the women members of the Farmers-Scientists Forum.
Table 1: Distribution of the respondents according to their knowledge and adoption of dairy management practices.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Dairy management practices</th>
<th>Knowledge (N=60)</th>
<th>Adoption (N=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full Partial No</td>
<td>Full Partial No</td>
</tr>
<tr>
<td>1. Housing Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Type of Byre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Line (Simple)</td>
<td>60 (100.00)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b. Head to Head</td>
<td>20 (33.33)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c. Tail to Tail</td>
<td>10 (16.67)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B) Disposal of dung from byre (2 to 3 times/day)</td>
<td>60 (100.00)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C) Washing of Animals daily</td>
<td>60 (100.00)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D) Grooming before milking</td>
<td>17 (28.33)</td>
<td>-</td>
<td>43 (71.67)</td>
</tr>
<tr>
<td>2. Feeding Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Milch animals feed (kg/day)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Cow/Buffalo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Green fodder 12 to 15 kg</td>
<td>18 (30.00)</td>
<td>42 (70.00)</td>
<td>-</td>
</tr>
<tr>
<td>ii. Dry fodder 5 to 1 kg</td>
<td>27 (45.00)</td>
<td>33 (55.00)</td>
<td>-</td>
</tr>
<tr>
<td>iii. Ration 2 kg</td>
<td>23 (38.33)</td>
<td>31 (51.67)</td>
<td>6 (10.00)</td>
</tr>
<tr>
<td>iv. Mineral mixture 50-60 gm</td>
<td>32 (53.33)</td>
<td>20 (33.33)</td>
<td>8 (13.33)</td>
</tr>
<tr>
<td>v. Pregnancy ration 2-3 kg.</td>
<td>12 (20.00)</td>
<td>6 (10.00)</td>
<td>42 (70.00)</td>
</tr>
<tr>
<td>B) Dry animals ration 1 to 1.5 kg.</td>
<td></td>
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<tr>
<td>C) Production ration (40% of milk production)</td>
<td></td>
<td></td>
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<tr>
<td>D) 60 to 70 lits. of water 2 times/day/big animal</td>
<td></td>
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<tr>
<td>3. Health Care</td>
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</tbody>
</table>
A) Identification of disease

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<tbody>
<tr>
<td>A</td>
<td>15 (25.00)</td>
<td>45 (75.00)</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>11 (18.33)</td>
<td>49 (81.67)</td>
<td>-</td>
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</table>

B) Source of control of disease (Local & Animal Husbandry Services)

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<tbody>
<tr>
<td>A</td>
<td>60 (100)</td>
<td>-</td>
<td>-</td>
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<tr>
<td>B</td>
<td>47 (78.33)</td>
<td>13 (21.67)</td>
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C) Method of milking

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<tbody>
<tr>
<td>A</td>
<td>37 (61.67)</td>
<td>23 (38.33)</td>
<td>-</td>
</tr>
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<td>B</td>
<td>-</td>
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i. Full hand method

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<td>A</td>
<td>-</td>
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<td>11 (18.33)</td>
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<td>B</td>
<td>-</td>
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ii. Stripping

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<td>A</td>
<td>-</td>
<td>-</td>
<td>2 (03.33)</td>
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iii. Knuckling

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<tbody>
<tr>
<td>A</td>
<td>-</td>
<td>-</td>
<td>47 (78.33)</td>
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<td>B</td>
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iv. Machine

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<tbody>
<tr>
<td>A</td>
<td>43 (71.67)</td>
<td>-</td>
<td>17 (28.33)</td>
</tr>
<tr>
<td>B</td>
<td>-</td>
<td>-</td>
<td>60 (100.00)</td>
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D) 8 to hrs. difference between 2 milking

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<tbody>
<tr>
<td>A</td>
<td>53 (88.33)</td>
<td>7 (11.67)</td>
<td>-</td>
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<tr>
<td>B</td>
<td>39 (65.00)</td>
<td>21 (35.00)</td>
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E) Time required for milking (5 to 7 minutes)

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<td>37 (61.67)</td>
<td>23 (38.33)</td>
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<tr>
<td>B</td>
<td>13 (21.67)</td>
<td>47 (78.33)</td>
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4. Care after calving

i. Cleaning of byre

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<tbody>
<tr>
<td>A</td>
<td>56 (99.33)</td>
<td>4 (6.67)</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>55 (91.67)</td>
<td>5 (8.33)</td>
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ii. Washing of cow/buffalo

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<tr>
<td>A</td>
<td>60 (100.00)</td>
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<td>-</td>
</tr>
<tr>
<td>B</td>
<td>60 (100.00)</td>
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iii. Cleaning of calf

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<td>A</td>
<td>60 (100.00)</td>
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<tr>
<td>B</td>
<td>60 (100.00)</td>
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</table>

iv. Removal/Dropping of Placenta (6-8 hrs. after calving)

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</thead>
<tbody>
<tr>
<td>A</td>
<td>47 (78.33)</td>
<td>13 (21.67)</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>39 (65.00)</td>
<td>21 (35.00)</td>
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</table>

v. Feeding of colostrum to calf (8 to 10% of the body weight)

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<tbody>
<tr>
<td>A</td>
<td>49 (81.67)</td>
<td>11 (18.33)</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>17 (28.33)</td>
<td>43 (71.67)</td>
<td>-</td>
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5. Breeding Management

i. heat detection according to sign

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<tbody>
<tr>
<td>A</td>
<td>46 (76.67)</td>
<td>3 (5.00)</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>32 (53.33)</td>
<td>9 (15.00)</td>
<td>-</td>
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ii. Use of AI

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<tbody>
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<td>A</td>
<td>47 (78.33)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>39 (65.00)</td>
<td>8 (13.33)</td>
<td>-</td>
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</table>

iii. use of 100% breeding bull for breeding

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<tbody>
<tr>
<td>A</td>
<td>45 (75.00)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>31 (51.67)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

(Figures in parenthesis indicates percentage)
It is observed from Table 1 that majority of the respondents had no knowledge about the type of byre, grooming before milking and also there was no adoption.

In case of feeding management, majority of them had knowledge but adoption is very less. About the method of milking, majority (61.67 percent) of them posses the full knowledge but adoption of full hand method is only 18.33 percent.

As far as the care after calving is concerned, majority of the respondents had full knowledge and adoption is also more. In case of breeding management nearly all of them (75.00 percent) posses the full knowledge and majority of them (more than 50.00 percent) adopted the same.

**Constraints faced by the respondents in dairy farming**
The information regarding the constraints faced by the respondents is given in Table 2.

**Table 2**: Distribution of the farmers according to their constraints in dairy farming.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Constraints faced</th>
<th>No. of respondents (N=60)</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No remunerative rate to milk</td>
<td>44</td>
<td>73.33</td>
</tr>
<tr>
<td>2</td>
<td>In-adequate availability of credit facility with high rate of interest</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td>3</td>
<td>High cost of feeds</td>
<td>17</td>
<td>28.33</td>
</tr>
<tr>
<td>4</td>
<td>In-adequate availability of veterinary facilities at village level</td>
<td>34</td>
<td>56.67</td>
</tr>
<tr>
<td>5</td>
<td>Shortage of dry fodder</td>
<td>39</td>
<td>65.00</td>
</tr>
<tr>
<td>6</td>
<td>Less availability of the services of government veterinary personnel</td>
<td>29</td>
<td>48.33</td>
</tr>
</tbody>
</table>

From table 2, it is seen that the major constraints encountered by the women dairy farmers were no remunerative rate to milk (73.33 percent), shortage of dry fodder (65.00 percent), and inadequate availability of veterinary facilities at village level (56.67 percent).

**Conclusions**

1. Majority of the respondents had no knowledge about the type of byre, grooming before milking and also no adoption of it.
2. In case of feeding management and methods of milking majority of them had full knowledge but adoption is very less.
3. In case of care after calving, health care and breeding management majority of the respondents had full knowledge and adoption is also more.
4. The major constraints encountered by the women dairy farmers were no remunerative rate to milk (73.33 percent), shortage of dry fodder (65.00 percent) and inadequate availability of veterinary facilities at village level (56.67 percent).

**Recommendations**

1. Majority of the respondents lacking in knowledge and adoption of general cattle management practices i.e. type of byre, grooming before milking and methods of milking. So the training should be organized by the Department of Agriculture and Animal Husbandry, Maharashtra State and Mahatma Phule Agriculture University, Rahuri in this regards.
2. Credit facility should be made available with minimum interest as per the need of the women dairy farmers.

3. Veterinary facilities at village level may be strengthened.

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SKILLS OF TEACHER EDUCATORS TO TEACH IN MULTILINGUAL CLASSROOM

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ABSTRACT:
The study was conducted on Teacher Educators in private education college of Silvassa with an objective to find out skills required by Teacher Educators to teach in multilingual B.Ed. classroom. Teacher Educators were selected by purposeful sampling; qualitative data was collected by open-ended questionnaire which was further qualitatively analyzed. The findings revealed that to teach in multilingual classroom Teacher Educator should possess skills like content analysis, multilingual reading, writing and speaking, translation skill, multilingual typing skill, multilingual board writing skill, code switching and code mixing skill, skill to motivate learning, skill to develop multilingual study material and skill to prepare glossary.

KEYWORDS: Skill, Teacher Educators, Multilingual, Classroom.

INTRODUCTION:
A person acquires language skills by learning. A child first acquires language in the informal situation of the home where parents are the primary teachers. The child uses a particular language to express his/her feelings. Furthermore, the child probes and experiments into the world of thought, way of life, his/her outlook and his/her society as s/he grows into the world of the language of his/her immediate environment (Duminy, 1980). Language is a very powerful tool for transmitting information, representing thought, shaping ideas and, generally as a medium of communication. It is very important in learning subjects in general. Learning the language of any subject is an important aspect of learning. The language enables students to understand the information presented to them in the classroom. (Olugbara, 2008)

Language researchers and educators are increasingly embracing the fact that English is spoken by more people as a second language than as a mother tongue, and, consequently, they are taking on board notion that English is no longer exclusively owned by the native-speaking communities but that its ownership is also shared by newly arrived members of the English-speaking community (i.e. non-native speakers), who therefore have a right to be heard in matters affecting the language (Widdowson, 1994).

English is ruling in academia of India before and after its inception on the globe and plays important role at tertiary level which is primarily perceived to be the channel to impart knowledge and skill to graduates. For teachers teaching at tertiary level it becomes rather more important because they are expected to teach by adopting it as medium of instruction. But it also hampers the teaching of those who are not well versed in English language and are to teach teacher education programs pertaining to content through English language. A mixture of two languages, English and some other regional language could be appropriate way to enable prospective teachers understand concepts and terminologies of teacher education. (Iqbal, 2012). Different multilingual approaches like code switching and/or code mixing could be seen as a real, specific discourse strategy for bilinguals especially in multicultural environment of India, remembering that we can use the word “bilingual” to define someone who is able to communicate, to various extents, in a second language. (Gumperz, 1982)

Silvassa is a capital city of Union territory of Dadra and Nagar Haveli witnesses strong multiculturalism and therefore multilingualism due to, blend of Dhodia, Dubla, Kathodi, Kokna, Koli Dhor, Naikda, Varli, Portuguese, Gujarati and Marathi culture, located in the western region of the India bounded by Valsad district
of Gujarat and Palghar (earlier Thane) district of Maharashtra, near and well connected to megalopolis like Mumbai and migration of people from different states of India due rapid industrialization. Certainly this multilingualism is also reflected in B.Ed. classroom of Education college of Silvassa. Students are not that proficient in English even though their medium of instruction is English as their mother tongue is either Gujarati, Marathi, Varli, Kokna or Dhodi in addition to this majority of them have done their schooling in Hindi, Gujarati or Marathi medium school. If classroom teaching is carried throughout in English students face difficulty in understanding concept and at same time Teacher Educators find it difficult to conduct lectures in one language i.e. English in multilingual classroom, certainly in order to cater needs of multilingual classroom Teacher Educator should possess certain skills. Based on these rational researchers tried to find out skills required by Teacher Educators to teach in multilingual B.Ed. classroom.

Theoretical Background –

The present research is based on Krashen's second language acquisition theory and Bloom’s Mastery learning. Krashen's theory comprises of five main hypotheses, namely, the Acquisition-Learning, Monitor, Input, Natural order and Affective Filter. Among these hypotheses Acquisition-Learning emphasize that acquisition is more important than learning and input hypothesis simply refers to words, phrases and sentences, which a language student may understand due to using the context of the language s/he is hearing from a speaker of the second language or reading a text and his/her knowledge of the world around him/her. According to this theory teacher may code switch/code mix to make students understand the language (here particular concept in B.Ed. Syllabus). (Krashen, 1994 in Nolan, 2001). Bloom’s Mastery Learning theory advocates that any individual who desires to learn can learn and have mastery on learning, if learning conditions are modified according to the individual need of the students. (Bloom, 2000)

OPERATIONAL DEFINITIONS

1) Multilingual classroom – Multilingual classroom is defined as B.Ed. classroom 2013-14 batch of SSR College of Education, Silvassa, Union territory of Dadra and Nagar Haveli, whose students have come with aim to learn Teacher Education consisting and speaking different languages like Varli, Kokna, Dhodi, Portuguese, English, Hindi, Gujarati, Marathi, Malayalam, Urdu, Oriya, Bengali and Bhojpuri.

2) Teacher Educator – Teacher Educator can be operationally defined for present research as Assistant Professors teaching multilingual B.Ed. classroom of 2013-14 batch, SSR College of Education, Silvassa.

3) Skills – Skills in present research are skills required by Teacher Educators to teach in multilingual B.Ed. classroom.

OBJECTIVE:
To find out skills required by Teacher Educators to teach in multilingual B.Ed. classroom.

RESEARCH QUESTION:
Which skills are required by Teacher Educators to teach in multilingual B.Ed. classroom?

MATERIAL AND METHOD:
Researchers applied descriptive method with survey design for this study. Forty B.Ed. students and Seven B.Ed. teachers were selected by purposeful sampling from SSR College of Education affiliated to Savitribai Phule Pune University, Pune. Open ended questionnaire for Students and Focused interviews of Teacher Educators were used for data collection to generate qualitative data which was later qualitatively analyzed.
DELIMITATION:
Teacher Educators and B.Ed. students of SSR College of Education, Silvassa, DNH, affiliated to Savitribai Phule Pune University, Pune teaching in year 2013-14 year only.

LIMITATION:
Outcomes of the research are derived from the responses given by B.Ed. students and Teacher Educators to open-ended questionnaire and interview schedule respectively.

FINDINGS:
Skills suggested by B.Ed. students and Teacher Educators which are used by them to teach in multilingual B.Ed. classroom are grouped in three phases i.e., Pre-active phase, Interactive phase and Post-active phase.

I) Pre-active Phase

1) Content Analysis skill: This skill is required for selection of content to be taught by multilingual pedagogical approach i.e. code switching and code mixing such that if that content is taught only in English, regional medium students will find it difficult to comprehend.

2) Multilingual reading skill: This helps Teacher Educator to refer books whose content is available in both English and regional language.

3) Multilingual writing skill: This helps Teacher Educator to make bilingual study material.

4) Translation skill: Teacher Educator should possess translation skill to translate study material from one language to another while making study material or for explanation during teaching.

5) Multilingual typing skill: This skill helps Teacher Educator to prepare multilingual power point presentation in which in one slide one point can be presented in two or more languages at one time.

II) Interactive Phase

6) Multilingual speaking skill: Teacher Educator can declare the topic to be taught and explain content in English and regional language both with the aid of this skill.

7) Multilingual black board writing: Teacher Educator can write name of topic on board and important terms in both English and Marathi Marathi students appear for exam in Marathi language only.

8) Skill to motivate learning: Even though teacher is going to teach and explain the content in multilingual, she should inspire and motivate students to comprehend/understand and learn at least basic keywords in English pertaining to topic.

9) Code switching and code mixing skill: Teacher Educators should code switch and/or code mix between English – Hindi – Marathi. Major code switching and/or code mixing can be done between English – Hindi as Hindi is commonly understood among Gujarati, Marathi, Varli, Konkani and Dhodi speaking people but technical terms should be explained in Marathi

III Post Active Phase

10) Skills to develop multilingual learning/study material: Teacher Educator should provide notes in English and regional language. Regional language should be approved by university as a medium of writing examination paper. Notes should be made in simple and understandable English. Difficult vocabulary should be avoided. This task can be completed by using afore mentioned skill.

11) Skill to prepare glossary: This skill shall help teacher educator to make list of difficult words in English with meaning in regional language/s should be provided at the end of study material.

CONCLUSION:
Research concluded that Teacher Educators require skills like content analysis, multilingual reading, writing and speaking, translation skill, multilingual typing skill, multilingual board writing skill, code switching and
code mixing skill, skill to motivate learning, skill to develop multilingual study material and skill to prepare glossary to teach in multilingual B.Ed. classroom.

SELECTED REFERENCES:

SKILL DEVELOPMENT AMONG DYSLEXIC CHILDREN
Dr. Kanakappa Pujar, Assistant Professor
School of Education, Rani Channamma University, Vidyasangama, Belagavi-591156

Abstract:
Dyslexia is a problem faced many students in today’s educational system. Unfortunately, it appears that there are no known medical alternatives to alleviating the cognitive processing challenges presented with dyslexia. Therefore, educators are required to make instructional adjustments if dyslexic students are to be successful in an academic environment. One of the primary adjustments that must be made is in the way dyslexic students are taught to read and write. A variety of successful solutions have been developed to address this dilemma. This paper provides an overview of the problems faced by dyslexic students and how teachers can modify their instruction to accommodate these difficulties.

Key words: Inclusive Education, Dyslexic children, Skill Development, Learning Strategies

Introduction:
Trying to meet the individual needs of all students is a difficult task, as any educator today knows. That task is made even more difficult when the student has a diagnosed learning difficulty such as dyslexia. Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking. The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, people with dyslexia have been found to have problems with discriminating sounds within a word, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or a desire to learn; with appropriate teaching methods dyslexics can learn successfully.

What are the signs of dyslexia?
The problems displayed by individuals with dyslexia involve difficulties in acquiring and using language -- reading and writing letters in the wrong order is just one manifestation of dyslexia and does not occur in all cases. Other problems experienced by dyslexics include:

- Learning to speak
- Organizing written and spoken language
- Learning letters and their sounds
- Memorizing number facts
- Spelling
- Reading
- Learning a foreign language
- Correctly doing math operations

Not all students who have difficulties with these skills are dyslexic. Formal testing is the only way to confirm a diagnosis of suspected dyslexia.

Ways to Spot the Dyslexic in the Classroom

- Does he have trouble with sequence?
- Does he have trouble with “critical symbols?” (d-b-p-q / m-w / u-n / 6-9 / h-y)
- Does he form letters with a clockwise (rather than counterclockwise) motion?
- Does he mark from the bottom up (as in making 7, t, f, p, g, b, d)?
- Does he mix capital and lower case letters?
- Does he mix manuscript and cursive styles?
- Is he prone to use capital B and D instead of lower case?
- Does he fall apart under time limits and pressure? Does he work very slowly?
- Does he skip punctuation cues?
- Does he have difficulty copying from the blackboard?
- Is it impossible for him to remember multiplication tables?
- Does he have trouble with many aspects of time (telling time, remembering his birthday, days of the week, months of the year)?
- Does he have difficulty in following directions?
- Does he ask you over and over what you say?
- Does he need constant reminders of what to do?
- Does he have problems with oral language? Poor recall of nouns?
- Does he exhibit preservation and/or telescoping?
- In spelling, does he transpose silent letters within words?
- Can’t he recall correct order of letters; does he misplace silent e?
- Does he reverse processes while computing?
- Is he unable to organize facts in story problems?
- Does he sub-vocalize and use his finger as a pointer? (He needs these cues!)
- Auditory dyslexic is never quite sure he heard correctly. May comprehend only 30-40
- Percent of what he hears according to Dale Jordan.
- Watch him write the alphabet on ruled paper. Does he hesitate?
- Does he switch from manuscript to cursive? Does he have proper letter shapes? Proper sequence?
- Does he show an ability to tell whether words are the same or different?
- Does he have difficulty in reproducing or identifying rhymes?
- Do his papers, especially spelling papers, look like “bird scratching?”
- Do they have many erasures, mark-overs, erratic spacings?

**Accommodating Students with Dyslexia in all Classroom Settings**

Teaching students with dyslexia across settings is challenging. Both general education and special education teachers seek accommodations that foster the learning and management of a class of heterogeneous learners.

**Accommodations Involving Materials**

1. **Use a tape recorder.** Directions, stories, and specific lessons can be recorded on tape. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.

2. **Clarify or simplify written directions.** The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful.

3. **Present a small amount of work.** The teacher can tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work. Also, the teacher can reduce the amount of work when it appears redundant.
4. **Block out extraneous stimuli.** If a student is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Also, line markers can be used to aid reading, and windows can be used to display individual math problems.

5. **Highlight essential information.** If an adolescent can read a regular textbook but has difficulty finding the essential information, the teacher can mark this information with a highlight pen.

6. **Locate place in consumable material.** In consumable materials in which students progress sequentially (such as workbooks), the student can make a diagonal cut across the lower right-hand corner of the pages as they are completed. With all the completed pages cut, the student and teacher can readily locate the next page that needs to be corrected or completed.

7. **Provide additional practice activities.** Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.

8. **Provide a glossary in content areas.** At the secondary level, the specific language of the content areas requires careful reading. Students often benefit from a glossary of content-related terms.

9. **Develop reading guides.** A reading guide provides the student with a road map of what is written and features periodic questions to help him or her focus on relevant content. It helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section.

**Accommodations involving interactive instruction**

1. **Use explicit teaching procedures.** Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).

2. **Maintain daily routines.** Many students with learning problems need the structure of daily routines to know and do what is expected.

3. **Provide a copy of lecture notes.** The teacher can give a copy of lecture notes to students who have difficulty taking notes during presentations.

4. **Provide students with a graphic organizer.** An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.

5. **Use step-by-step instruction.** New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge that need explicit or part-to-whole instruction.

6. **Simultaneously combine verbal and visual information.** Verbal information can be provided with visual displays (e.g., on an overhead or handout).

7. **Write key points or words on the chalkboard.** Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead.

8. **Use balanced presentations and activities.** An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.

9. **Emphasize daily Review.** Daily review of previous learning or lessons can help students connect new information with prior knowledge.

**Accommodations Involving Student Performance**
1. **Change response mode.** Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards.

2. **Provide an outline of the lecture.** An outline enables some students to follow the lesson successfully and make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions.

3. **Place students close to the teacher.** Students with attention problems can be seated close to the teacher, chalkboard, or work area and away from distracting sounds, materials, or objects.

4. **Encourage use of assignment books or calendars.** Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.

5. **Have students turn lined paper vertically for math.** Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.

6. **Use cues to denote important items.** Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.

7. **Design hierarchical worksheets.** The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.

8. **Allow use of instructional aids.** Students can be provided with letter and number strips to help them write correctly. Number lines, counters, and calculators help students compute once they understand the mathematical operations.

9. **Display work samples.** Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.

**Four basic principles to enhance study skills:**

1. **Make homework completion a positive experience:** associate it with love and affection, freedom, fun and control.

2. **Make homework completion a high priority.**

3. **Use homework completion to teach organization skills and improve learning skills.** Remember that the primary purpose of homework is to improve learning and foster work habits.

4. **Provide and enforce logical and meaningful consequences.**

**Conclusion:**

Dyslexia is related to learning difficulties, if it is addressed at the early stage of their learning they may be given right direction in the higher learning. Most of the great personalities in the world were dyslexic, but they have given lot of contribution to the society. With proper guidance and motivation these children can be brought into mainstream.

**References:**

"SKILL DEVELOPMENT IN E - LITERACY CAMPAIGN IN HIGHER EDUCATION."
Dr. Ramesh G. Panhalkar,
Anant Roto, EktaNagarAt Post Kagal Kolhapur

ABSTRACT.

E-literacy in higher education is the urgent need of this country. Modern education without e – learning and e- teaching is fruitless. How to moderate the students, teachers for e- education is being discussed in this paper – Major suggestions are being given for e- learning and e- reading .Different steps are being given to file e- learning process..

1. Introduction.

“Some are born great, some achieve greatness, and some have greatness thrust upon them.”------ Shakespeare.

“It is a universally acknowledged principle in modern education that a student should receive instruction both in and through his mother tongue, and this privilege should not be withheld from the Indian student. That there are in certain cases difficulties in education through the medium of the internet/e-learning is undeniable. But experience in many parts of Indian has shown that they are not insurmountable and that they are far outweighed by the advantages resulting from instruction in the native tongue. The student should learn to love and respect the mental heritage of his own people, and the natural and necessary expression of this heritage in the language. We are of the opinion that no education that leads to the alienation of the student from his ancestral environment can be natural, nor can it achieve the most important aim of education, which consists in developing the powers and character of the pupil. Neglect of the internet/e-learning involves the danger of crippling and destroying the productive powers by forcing him to express himself in a language forming both to himself and to the genius of the race.

2. MOTIVATION OF STUDENTS

“He lets me feed with his hinds, bars me the place of a brother, and, as much as in him lies, mines my gentility with my education. “-------- Shakespeare.

The first problem we often confront is how to persuade an illiterate to learn. If you walk to a stranger and ask him to study, he is likely to say “no.” of one thing we may be sure he does want to read. Our experience agrees with the Mumbai report that finds “a keen desire on the part of e- illiterates to become e-literate.” Then why does he say “no”? Every e- illiterate is suspicious of strangers, whether in Kolkata or Mumbai or Delhi or Chennai. First of all he has every reason to suspect that the teacher feels superior, for practically all educated people act superior. The e-illiterate dislikes this attitude of superiority as much as we do. He also has every reason to suspect an ulterior motive. E-Illiterates have been swindled and exploited and deceived by educated people so constantly that they are afraid of us—fear is their only defense.

3. OF TEACHER

“Symbolic integration, as we see, furnishes a remarkable mechanism for MOTIVATION the mobilization of group action into a unitary co-ordina.”

The first thing, therefore, that an educated teacher must do is to disarm this suspicion, to prove that he does not feel superior and that he is not playing some clever trick. The chief obstacle to be overcome is not indifference to reading. If the student refuses to study, it is probably because he doesn’t like you. You don’t have to sell literacy—you have to sell yourself.

Another obstacle is the groundless belief that only student can learn, and that man is too old to learn to read. An addition difficulty is the fact that in many countries education and pain have been synonymous—the
more pain the more education. Perhaps the e-illiterate has seen enough of this to frighten him. The teacher can silence these objections by saying that we have a delightful short cut to reading.

If we get by these three obstacles 1. suspicion of a patronizing attitude 2. doubt of ability 3. fear of a tedious process—we shall find that the e-illiterates are all eager to get out of the desperate plight in which they are caught because of their ignorance. They are all poor, all helpless, all easy victims of deceivers, and they know even better than we do that it is ignorance that keeps them in this tragic condition. How then shall we rid them of their fears, their dislikes, and their despair?

Suggestions:

The quickest way to establish confidence is to meet some urgent need and to suggest the following reasons for e-learning and e-reading.

1. To be able to read e-letters from relatives and friends, and write replies to these.
2. To be able to ‘Sign Up’ your name instead of using your thumb mark.
3. To learn how to e-reading documents so as never to be deceived by moneylenders, landlords, lawyers, or ticket agents at railway stations.
5. To get better e-wages information.
7. To become a e-teacher of others.
8. To go e-vote intelligently.
9. To have a voice in the e-governing councils.
10. To catch up with world e-progress.
11. To sets student a good example, and to train them intelligent in the area of e-learning.

Another area that is overlooked in the use of information technology in internet processes is the use of the local language and its file as the medium of documentation, which plays a significant role in the wide acceptability of the services by the general public.

How to file an e-learning process

1. First time users of computer e-filing system have to register themselves through the ‘Sign Up’ option.
2. Through ‘e-filing’ only document on-record can file. This option is to be chosen if that are on document on-record. The ‘in-document’ option is to be chosen.
3. Personal details such as addresses, contact details, e-mail ID etc are mandatory when one is registering for the first time.
4. For a document on-record, his/her code will be his ‘login ID’, while a’ in-person’ will create his /her Login ID through the ‘Sign Up’ option. The password needs to be entered thereafter. The Login ID and Password will be created once the mandatory requirements are filled out appropriately.
5. After successful login the Disclaimer screen appears on the screen. Clicking of the ‘I agree’ option on the Disclaimer allows the user to proceed, while the ‘I decline’ button sends one back to the Login screen. After successful login. The user can file the document electronically.
6. The ‘new document’ option allows the user to file a ‘new document.’
7. The ‘modify’ option allows the user to carry out changes to the already e-filed document.
8. E-payment can be paid only through credit/debit card.
9. Defect associated with the e-filed document will be mailed to the person by other side person.
10. For further assistance, ‘help’ option is available.

if we depend upon trained teachers for e-learning, there are not enough of them in most countries to do the job. And there is not enough money to pay them for the job. Countries with low e-literacy rates would have to increase greatly the number of their trained teachers, in some cases multiplying the number by ten, if they were forced to depend on trained teachers to wipe out e-illiteracy. Hence we must find a way to supplement the work of paid teachers.

There are three reasons against depending solely upon teachers regularly employed in schools and colleges for students:

I. If they have done their work conscientiously during the day, they will be too tired to show the enthusiasm that students require. Students ought not to be taught by a weary teacher.

II. Teachers of students develop an air of patronage and authority that students do not like. It is difficult to shift from the patronizing attitude that teachers take towards students in the day time, to the humble, friendly, brotherly, democratic attitude e-illiterates like.

III. College professors and college students, as a rule, teach students better because they do not have to change their attitude as much.

It has seen that the problem of getting e-illiterates to study is largely a problem of getting teachers to take the right attitude toward students. It is also necessary to put e-literacy within their reach. We much fit into their time schedule, holding classes after the completion of their long hours of labor. This means day-night classes, or one-by-one teaching. Teachers much be found who will adjust themselves to any plan convenient to the students. It is need today to supply the e-illiterates with materials inexpensive enough to be within their purchasing power. This means that the lessons must be subsidized. The major problems are to make such adjustments that all who wish to do so can attend classes, and to fine teachers who will inspire rather than discourage them.

Sumup:

“E-style is the dress of learning thoughts, unwritten tradition, custom, spirit, moral tone of one college differ quite so much from that of another.”

E-literacy sets free throughout the entire country a spirit of good will, helpfulness, and gratitude that is an enormous asset for nation and is the world’s greatest need today. There are many close connections between these e-literacy campaigns and the building of a better world. The government of India, is finding that a habit of public-spirited, patriotic service is becoming the fashion wherever people are helping one another in volunteer e-literacy programs.

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IMPORTANCE OF TRANSLATION IN HIGHER EDUCATION
Dr. Prabhavati A. Patil
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Abstract:
Translation as a skill has been flourishing amazingly during the last decades as a foremost skill in many disciplines. It is turning out to be a main subject studied in languages, linguistics and several other disciplines. Translation needs practice. The linguistic and cultural problems in translation can be solved with constant exercises. The theories of translation cannot teach a translator to write properly and correctly. These theories do provide instructions to obtain the skills required for getting economy and correctness. In the multicultural and multilingual societies, translation is a valuable skill that could be added into higher education. Along with the four language skills - Writing, reading, speaking and listening - the skill of translation must be practiced in the education. In the language learning process, the skill of translation seems intrinsic in itself. Translation is the mode of learning a language other than mother-tongue. It is not just a mode of training for the professionals. It enhances interaction of a teacher and students. It helps to develop their ability of comprehension.

The word “translation” is used for the receiving or/and producing or/and altering the written or spoken bi-texts in classroom acts. Translation covers both spoken and written modes.

Key-Words: translation, skill, higher education, language learning process.

Introduction: With increased global market economy, cross border companies are establishing in India. Many more Indian companies are seeking resources in abroad and thus integrating social and cultural aspects. The skilled expertises in foreign languages have great demand in the job scenario. Job prospects vary from secretarial, executive and public relation assignments and also for translation and interpretation jobs. In India, the translators for different languages are recruited by the Ministry of External Affairs (MEA) The area of foreign language includes publishing houses, research organizations, industries and even defense studies. Language expertises are being employed by the companies like HP, Oracle, Samsung, Hyundai, LG, Thomson, GE, Aventis, Moulinex. In hotel industries, tourism sectors, exhibitions and fairs, export agencies, airline offices, radio stations trade organizations and even teaching those having proficiency in language are required. Translation Competence: Translation requires high level of proficiency. This proficiency must be based on several types of competence.

Meetham and Hudson (1969) who opine that: Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Texts in different languages can be equivalent in different degrees (fully or partially equivalent) in respect of different levels of representation (context, semantics, grammar, lexis, etc.) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence) (Gupta 68). To Meetham and Hudson, translation is the process of switching information from one language into another. All grammatical and lexical features of the source language can be produced in the target language. The translated information carries all the factual information.

Neubert (2000) detailed that the training of translation need a competence in both language- source and target languages that combine a set of other competencies. Translation is the mental process and it requires translator’s skill of thinking and reasoning. Neubert suggested five factors of translation competence:

1) Language competence: It includes knowledge of grammar in both languages besides, knowledge of languages used for special purposes. It consists of terminologies, syntactical patterns as well as...
morphological conventions.

2) Textual competence: It is related with linguistic competence. It is distinguished by proficiency of register and domain of languages

3) Subject competence: It is associated with textual competence. It is related to the special knowledge of that language.

4) Cultural competence: This competence is important to the translators. The cultural knowledge of both SL and TL is necessary for the translators.

5) Transfer competence: It transfers message from L1 to L2. It is the ability of transferring messages from source text to the target language. Thus fulfills the purpose of the translation.

Qualities of a Good Translator: The translator should be crazy for innovative and unfamiliar ideas and should create unique cultural and linguistic variety. The translator transforms the concepts of SL into the concepts of TL. He can assemble the technical terminologies and information used in spoken versions. The translator should be fluent in at least two languages. He should know the skill of writing, reading and speaking of those languages. The style and tone of the original language should be known to him. The spoken messages should be rendered quickly, clearly and accurately by the translator. He must be able to provide the cultural knowledge to turn into the meaningful and correct comprehension of the original message. He should have the following skills:

1. Business skills: The translator needs the business skills to manage his career and finance records. He must set prices of the work, decide the customers and bill them. He needs the skill of marketing his business.

2. Concentration: The translator must be able for quick attention towards the speakers.

3. Cultural sensitivity: The translator must be aware of the cultural variations and diversified expectations among people for whom he is working to communicate. Translation doesn’t mean only word to word transformation of one language into another. Moreover it is the effort of the translator to put forth the cultural aspects of the original language.

4. Use of Sign Languages: For quick interpretations, the translator should know the body language of the speaker.

5. Interpersonal Skill: In order to develop new relations and keep the existing clients, the translator must have command over the interpersonal skills.

6. Reading Skill: To express the ideas with clarity, the translator expand his range of reading to know the cultural, social and linguistic background of the texts.

7. Writing Skill: The translator is capable of writing well with his broad knowledge. He must be able to write effectively and accurately in all languages in which he is working.

8. Listening Skill: For interpreter, correct comprehension of listening matters a lot to communicate with immediate audiences.

Translation methods:

1. Word to word Translation
2. Literal translation: All grammatical structures are transformed.
3. Faithful translation: contextual meaning.
5. Communicative translation.
8. Adaptation: plays, SL to TL culture

Conclusions: The translator needs to be capable of going into the soul of the author for transmitting the heartbeat and life of the work and not into just literal meaning. Translator faces two problems-first, his ingenious process of creating new patterns, new images, new words. They may not be the counterpart in another language and second, the translation must essentially finish up as a different kind of original result. That is why those who understand translation work never demand a literal translation into another language, but a new and original work.

Translation is thus the natural activity of transforming information from one language to another. Translator converts factual information of source language into the target language. The accuracy, formality, clarity and logic are some of the features of good translation. Moreover it is necessary to think for whom the translation is meant for. Translation keeps the two cultures alive and exiting.

References:
Education is the most powerful weapon which you can use to change the world. The abilities for adaptive and positive behaviour that enables the individuals to deal effectively with the demands and challenges of everyday life. Skills that help an individual to be successful in living a productive and satisfying life.
मानस सामाजिक श्रमस्तु आणि मानव–मानवातील परस्परसंबंधविश्वास वृत्तांत. जीवन कौशल्यांमध्ये असत्यामुळे मानवाशासन तथ्यापर्यंत निर्णाय केण्यासाठी, समय नियंत्रणासाठी, विकित्सकापेक्षु आणि सौंदर्यसज्जेपेक्षू विचार करण्याला, प्रभावी श्रमस्तुसाठी, निकाह परस्परसंबंध विकसनाचा आणि निरामय आणि विविध प्रकारी जीवनाचे व्यवस्थापन करण्यासाठी ती उपयुक्त उपलब्ध.

जीवन कौशल्ये वर्गीकरण

बाह्यिक कौशल्ये Emotional Skills

सामाजिक वा व्यक्ती व्यक्ती संवादविषयक कौशल्ये Social or Interpersonal

व्यक्ती–व्यक्ती परस्परसंबंधविश्वास Cognitive or Thinking Skills

भावनात्मक कौशल्ये Life Skills

भावनात्मक कौशल्ये Life Skills

सामाजिक/ व्यक्ती-व्यक्ती परस्परसंबंधविश्वास

सामाजिक/ व्यक्ती-व्यक्ती परस्परसंबंधविश्वास

• प्रभावी संपत्ती कौशल्य
• व्यक्ती–व्यक्ती अंतर्भूत परस्परसंबंध कौशल्य

• सहज–जाणीव
• विकित्सक विचार
• सहज-सीमावर विचार

• भावनात्मक व्यवस्थापन
• तात्त्विक वैज्ञानिक समाधान
• तनावपूर्णी

या तीन ग्रंथांमध्ये पुढीलप्रमाणे कौशल्यांचा अंतर्भूत करत येईल

१. सहज–जाणीव (Self Awareness)

संतानी मदतेच आहे, ‘जाणें आपणासो आपण, तर नाही आपणास.’ या ची ओळख, अपलेच चाऱिय, अपलेच बलवणे तसेच आपल्या कमजोरी, आपल्या आवडीनिवडी या सर्वांच्या अंतर्भूत सहज–जाणीव्येच भाव होतो. सहज–जाणीव विकसनाच्या रंगाचे अधिक तणवावाळी असणे ओळखायला मदत होते.
2. Empathy

Empathy is the ability to understand and share the feelings of others. It involves being attuned to the emotional experiences of another person and responding appropriately. Empathy is an essential component of interpersonal relationships and can facilitate effective communication and problem-solving. Individuals who exhibit high levels of empathy are often better equipped to understand and connect with others, which can lead to improved social interactions and greater empathy towards others.

3. Critical Thinking

Critical thinking is the ability to analyze information, evaluate arguments, and make informed decisions. It involves questioning assumptions, seeking evidence, and considering multiple perspectives. Critical thinking is essential for effective problem-solving and decision-making, as it enables individuals to think beyond the surface level and consider the underlying causes of issues.

4. Creative Thinking

Creative thinking is the ability to generate novel and original ideas. It involves breaking away from conventional patterns of thinking and exploring new possibilities. Creative thinking is essential for innovation and the development of new ideas, products, and solutions.

5. Decision Making

Decision making is the process of choosing among alternatives to achieve a desired outcome. It involves evaluating different options, considering the pros and cons, and selecting the best course of action. Effective decision making requires critical thinking, creativity, and an understanding of the context and implications of different options.

6. Problem Solving

Problem solving involves identifying problems, generating solutions, and implementing effective strategies to resolve them. It requires critical thinking, creativity, and an ability to approach problems from multiple perspectives. Effective problem solving can improve efficiency, reduce costs, and enhance organizational performance.

7. Interpersonal Skills

Interpersonal skills refer to the abilities that enable individuals to interact effectively with others. This includes communication, conflict resolution, leadership, and teamwork. Effective interpersonal skills are essential for building strong relationships, leading teams, and achieving organizational goals.

8. Effective Communication

Effective communication involves清晰地表达 and understanding messages. It involves being clear, concise, and attentive to the needs and perspectives of the audience. Effective communication is essential for building trust, establishing relationships, and achieving common goals.
9. **भावनाचे व्यवस्थापन (Management of Emotions)**

आपण आणि समस्यानाच्या माणसांच्या भावना ओळखणे, त्यांचा भावाचा जाणून घ्या आणि या भावनांचा सुमार्ग प्रतिसाद देणारी शैली विकसित करणे जरूरी आहे. कॉल, युद्ध, निरस्त्र यासारख्या भावनांवर जर वेळी नियम सावधान आहे तर जीवनात नकारात्मक निर्णय हेच्यासाठी आत्मविना आकडे जाण्यासाठी भोक्ता निर्णय हेच्या अजको. याउठेट सक्रियतम भावना जीवनातील विक्रमांत, उन्हाच्या आणि निरोध व्यवस्थास शेषीचे उत्तर.

10. **ताण्त्रिका समायोजन (Coping with Stress)**

ताण्त्रिकाच्या उगम जाणून घ्या, त्यांचे परिणाम जाणून घ्या आणि त्यांचे निर्णय करण्यासाठी आवश्यक कृती-विचार याचे अनुकूल करणे, ज्याची ताण्त्रिके निर्णय करून आपले बातचीत आणि जीवनेशील सक्रियतम बनवू शकतो. वर्तमान परिस्थितीत सर्वच व्ययाशाय आणि समाजातील सर्व ध्यान दिल्याचे ताण्त्रिक निर्णय जाण्यासाठी, असा ताण्त्रिक शासिक, मानसिक आणि जीवनातील कारण ठरू शकतो. या ताण्त्रिक नियमानुसार सुमार्ग प्राप्त, प्राणायाम, योग, ध्यान, प्रार्थना असे विविध मार्ग अवलंबित येतात.

**WHO** इसे प्रतिपादितमाली ही जीवन कौशल्यांच्या परस्परण, परस्पर निगडत आणि परस्पर प्रेरक आहेत. ही कौशल्य आवश्यक केल्यामुळे व्यक्तिकोट्या आणि सामाजिक पातळीवर सफल मानवी जीवन जगतांच्या प्रभावाचे व्यक्ती आणि नेत्रांमध्ये या कौशल्यांच्या सुमार्ग ध्यान दिसून येते. शास्त्रीय शिक्षणातून व्यक्तीमध्ये कौशल्य विकसित करण्यासाठी सुमार्ग गुंफण आज काहीच गरज ठरली आहे.

**Reference**

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**Pratishthan:**


**Shishkamle Sopreshatendh:**


**Mahanii Sopreshan Tendhvan:**

UNESCO “It is the scientific Technology & Engineering discipline for management of Information” Storage, retrieval, processing, communicating, diffusing, sharing, information & social cultural upliftment.

**21. Shishkar–Shishkamle:**

अ) उपग्रह संप्रेषण :-

20 सप्टेंबर 2004 रोजी श्री श्रीदेवीकुट्टा च्या सतीश धनन अवकाश केंद्रवरून 'एज्युमेंट' नावाचा उपग्रह प्रकृतित केला आहे.

�ह्या रंगीत हुजूम भारतीय विद्यापीठांना रीतिक्षण कार्यक्रम पोहोचविण्यासाठी हे प्रयत्न आहे.

भारत हा खेडांता देखील आहे.

िई धूम प्रशिक्षणाच्या एज्युमेंटसेट्टी रीतिक्षण कार्यक्रम तयार करण्याची, प्रशिक्षण देणे गरजेचे आहे.

ब) देल्हीकॉन्फ्रैंसिंग :-

एकूणा समाधान वसून तज्ज व्यक्तीची एकूणा विषयाची चर्चा करणीची, विचारांची देखणे वेळाने करावी व प्रयत्न करणाऱ्या व्यक्ती सहभागी व्यापार याच्या कॉन्फ्रैंससारख्या मध्ये समावेश घडवण्याची चार-पाच व्यक्ती देल्हीकॉन्फ्रैंसिंग वारवर विचारांची, मतांची, दृष्टिकोणांची देखणे वेळाने करता येते.

शिक्षकसंघ येणासाठी या नवनवीन संस्थाने, पदाधिकारी माहिती करून देखणाऱ्यांना याचा उपयोग होतो. देल्हीकॉन्फ्रैंसिंग माहिती व वापरावस्तू प्रशिक्षणाचे प्रशिक्षणीय शिक्षक व विद्यार्थी तज्जांची मोक्षी चर्चा करून शाक्तित मर्यादिवाचे आजमावू शकतात.

क) बिडिआू कॉन्फ्रैंसिंग :-

बिडिआू कॉन्फ्रैंसिंगमध्ये व्यक्ती परस्परपायणून दररोजास असल्याचे तीसरे एकमेकेचा पासून शाक्तित मर्यादावर तसेच तयार येणासाठी आवश्यकता भागातील व्यक्ती बिडिआू कॉन्फ्रैंसिंग प्रभावी टुकळात ह्याचे विचारण विश्वसनीय प्रसंस्तात आणि पारदर्शी माहिती लोकांमध्ये सामान्य शिक्षणीय भावना प्रदूषित करता येते.

2) इंटरनेट :-

भारतमध्ये विद्यासंग्रह निगम लिमिटेड (VSNL) ने ऑगस्ट, 1995 पासून इंटरनेट सेवा देखील शुरू केली. आज इंटरनेटची विस्तार तत्त्व व्यापक होणे याचा प्रयत्न आहे.

प्रशिक्षणाची आयुक्त प्रशिक्षण अध्यापक/ महाविद्यालयात इंटरनेट जोडणी करण्यास आवश्यक व व्यक्ती करण्यास आवश्यक असलेल्याच्या माहिती प्राप्त करण्यासाठी व्यक्ती विचारण विश्वसनीय प्रसंस्तात आणि पारदर्शी माहिती आहेत.

नंगणक, टेलिफोन लाइन, मोडेम, इंटरनेट सर्विस प्रोवाइडर, प्राङ्गण.

अ) विद्यासंग्रह निगम लिं. (VSNL) व त्याचा ऑनलाईन इंटरनेट संदर्भात माहिती पाहणे, माहितीनंदनेनात वापर अध्ययनात करण्यासाठी प्रशिक्षण प्राप्त करण्यासाठी आहेत.

आ) साइबरिक वेबसाइट :-

www येथे world wide web वाचणे अर्थ असा होतो. येथे इंटरनेट वरून पाहिले येथे वेबसाइट वेब ह्याचे वाचणे स्वतः एड्युकेशन लाईवर्किंग व्यक्तीमध्ये विविध विषयातील शिक्षण विचारे, आवाज, आंशिक विवरणांच्या असल्याचे वेब पेजेस महत्त्वाचे विषयांत विचार विचार करून एका पानावर दुसर्या पानावर जाता येते. याच्याभूत याच्याचे भावनात आहे. आज शिक्षण माध्यमाते उपयुक्त करण्यासाठी उपलब्ध आहे. http://www. Classteacher.com याच्यावर लाभ, विद्यार्थी आणि शिक्षकांना वाचणा लाईवर्किंग अभ्यासादायी संस्थांच्या संपर्क, http://www. Vidyarthy.com विद्यार्थ्यांना शिक्षण माध्यमाताच्या वेबसाइटवरून तसेच व्यक्तिमत्व विकास साधण्यासाठी.
रस्ताते आजादे प्रशिक्षणार्थी भावी शिक्षक आहेत. स्वयंचे भागातील आवाजाने पेल्यासाठी व्याकरण स्वतः वेबसाइटस मिरांण करावा लागणार आहेत ते स्वतः; ज्या शाळेत रूप इतरीले तेला त्या शाळेतील माहिती वैशिष्ट्ये, सोयी—सुविधा शाळेतला पोहोचणयाचा मार्ग या विषयाच्या स्वतः माहिती त्यांना वेबसाइट वरती भावीलांच्या स्वयंचे सुमार आहे. असतील सिद्ध करणासाठी ज्या गोष्ट दिलेल्यास एप्पूकलम्याच्या समजणे आवश्यक आहे.

(२) — मेल —

इंटरनेटची सर्वांत लोकप्रिय संदेश देणे करताना यंत्र ई—मेल मेल्मूळे संदेश हवा त्या व्यक्तीला मिळतो. आणि संदेश देण्यासाठी तोप होते. संदेश पाठवणारा आपल्या व्यक्तीला व—याच फोनसूचक व्यक्तीला.

ई—मेल लागू या घटकाच्या विषयाची मिळवुने अपल्या ज्ञान अध्ययन करता येते व आपल्या समस्या औद्योगिक माहितीला त्या म्हणून संपर्क सापडते. येते.

(३) — स्कूल —

स्थानिक उच्चशिक्षण आमूलांक बदल होता. आहेत विद्यार्थ्यांची उच्च दर्जा शेव व विद्यास्थल समावेशाता त्या शिक्षकांचा पुरस्कार, योग्य शिक्षण संपत्तीची संधी आणि रूढीच विविध उपलब्ध करून टेक्नोलॉजी ही — स्कूलची आवश्यकता आहे. शिक्षक—शिक्षणाची प्रशिक्षणशील महाराष्ट्रीय ई—स्कूल सरकारने आपण आंदोलन नावाच्या दिघी गरा त्याचा शिक्षक—स्कूल संस्कृतीला समग्रपणे आवश्यक डिजिटल प्रशासन वापरणे त्याच्या रूढीच वेबसाइटसांच्या भेंत त्याचा प्रशिक्षणाची महत्त्व परिवर्तन करतील.

(४) — ललित/अध्ययन —

“प्रशिक्षण व ग्राहक या दायाच्या विविध इलेक्ट्रॉनिक संचार माध्यमादर्शी अध्ययन संदर्भात भावीतीले देखण प्रयत्न करते ह्यात ई—ललित होय” — डा. किशोरचंद व्यक्ती.

शिक्षण प्रशासन, अध्ययन अध्ययन व्यवस्थापन, मूलाधार ज्याच्या इलेक्ट्रॉनिक माध्यमादर्शी केलेली व्यवस्था म्हणजेच ई—ललित होय.

(५) — ललितचे प्रकार —

१. आंतरराष्ट्रीय २. अन्तरराष्ट्रीय आणि समारोह ३. अनेकों ४. विशेष वेळी ५. रंग अभ्यास ६. गट अनुदेश ७. तज्जा समवेत स्वयंचे अभ्यास ८. संगणक आधारित अध्ययन ९. वेब आधारित अध्ययन

ई—ललितचे मोठद ग्राहकाची पत्रिके व्यवस्थित अभ्यासक सर्टिफिकेट कोर्सेस, व्यविधान अभ्यासक उपलब्ध असतात. विद्यार्थ्य गरजे नुसार व विकसन नुसार योग्य अभ्यासक निवड करू फक्तो.

शिक्षण प्रशिक्षणाची प्रशिक्षणाची अनेक एम. एस. सी. आय. आय. दी. सारखे कोडस रूप शक्ती त्याच वर्गेश्वर प्रशिक्षणाची व्यवस्था अवस्थेत संसारीला व कोडलेला अध्ययन करतो वेळेवेळे व काढूने बंधन नाही ई—ललित मध्ये आपल्या संहोकणासाठी विविध पद्धतीच्या उपयोग केला जातो. लागूळे अध्ययन—अध्ययन प्रक्रिया परिणाम कारक होते.

(६) — महत्त्वाचे —

महत्त्व आहे म्हणजे व्याख्येचे विविध प्रकरण माध्यमाताची आणि पर्याय संवादाचा समावेश असतो. एकत्र वेबसाइटसाच्या विविध प्रकरण माध्यमाताचे एकत्रीकरण असते याचेच विभिन्न दिवसांमध्ये, टेक्स्ट, आवाज, ग्राफिकस संगीत इ. समावेश असतो.

विद्यार्थ्य आणि अध्ययन केलेला ज्ञानचा स्वतः मूळ माध्यम करत शकतो त्याची थोड्या सोप महत्त्वाचे ट्रेनिंग प्रोग्राम्स ही केलेली असते. यामध्ये त्याची लक्षण पसरणाची मिळतो व अवयवाच्या प्रक्रियेत तो गुंतून गाठतो.

७) — वर्ग अध्ययनाचे ICT वापर —

अध्ययनाचे व प्राथमिक प्रवास वर्ग अध्ययन करणासाठी ICT वा चांगला उपयोग होतो.
जो शटक शिक्षावाच्य त्यागी संदभानी आवश्यकतावर टास्कफर्सीजं (र्गीं) दृष्टि चित्र, प्रसंग चित्र, दाखवून विद्यार्थीलं एक केन्द्र केला येते.

विश्व विवेचन :-संगणकाचे मराठीमध्ये विद्यापत्र प्रकाशित असलेल्या गंगीत आंदोलनाचा पहाेण विषय विवेचनात विचार व अनुभवमध्ये समावेश करून या वापर पावीत येतात.

मूल्यमापन :- संगणकाचे मराठीमध्ये संचय करून पाठ्यपाठ्यांचे सारांश लेखन करून प्रमाण विचाराचा येतात.

भूमिका :- निर्माणीतील परिस्थितीतील घडकांसोबत वातावरण प्रभावीतील होणारे जीवन वूळ दुर्भावनात बर्फळ जीवन इंटरनेटवर व मराठीमध्ये स्वरूपत विद्यापत्राचा समोर आणणे त्यासाठी माहिती तंत्रज्ञानाचा वापर करता येतो.

इतिहास :- जगात दोन महायुद्धांना शाळांना युद्धांत वाचवणे प्रयत्न करताना युद्धांत प्रयत्न करतात होते? एकत्री माहिती विश्वास्थापक व विद्यापत्रांना पुलकतकून भिडले पण इंटरनेटवर दोन जागतिक युद्ध त्यास नेतृत्व पार्थेश्वरी ही माहिती मिळते. प्रगती बदल इतिहास माहिती संपर्क संदर्भांच्या माध्यमात.

पाहा :- मराठीमध्ये एकत्री संदभानी उदारात असतो किंवा आत्मविश्वासीतील उदारात असतो. तेही तयारीला विश्वास्रेखा, विद्यार्थी-विद्यार्थीसमाज अस्तर एकाच्या पाठ्यपाठ्यांची संपर्क अनुभवाने येते.

भ. माहिती संपर्क संदर्भांत स्थापना एकत्रीत :-

शाळा, कोल्हापूरमध्ये विद्यापत्रांच्या लागणी भांडटासह, विश्वास्थापक व विद्यार्थी संघासंघांना उपयुक्त होणारे संदभानी पुढे पर्यंत पाठ्यपाठ्यांचा वापर सहितीत करता, कादंबरी—आय विकासी पुढे पाठ्यपाठ्यांमध्ये वाचवणे अशी कार्यांची की आपत्तिकाळ हवेस आस्तरले पुढे पत्त चटकत मिळेल.

अशा प्रकारे आज सवेरा जाणारी माहिती संपर्क संदर्भांने व्यक्तीले आहे, शिक्षक-शिक्षण युक्त क्षेत्रात उद्देश्यांच्या व शिक्षक-शिक्षण उपयुक्त होणारे संदभानी पाठ्यपाठ्यांसह, पाठ्यपाठ्यांमध्ये अशी कार्यांची की आपत्ति हवेस आस्तरले पढून पाठ्यपाठ्यांच्या चटकत मिळेल.

संदभानी वृत्ती—

1. फडके वादसंवत २००५ शिक्षण प्रशिक्षण पुणे ज्योति प्रकाश.

2. भोमरे रा अंद्रेवीकृता दोंगे उद्योग मधूरक २००८ शिक्षणातील विचार प्रवाह कोल्हापूर फडके प्रकाश.

3. घर निलिमा भाटील प्रारंभी पाठ्यपाठ्य म्हणजेच २०१२ गततिमान शिक्षणासाठी विचार प्रवाह कोल्हापूर फडके प्रकाश.

4. पाठ्यपाठ्य भाग, धूं. पर्यावरण, पाठ्यपाठ्य प्रारंभी पाठ्यपाठ्य म्हणजेच २०१२ गततिमान शिक्षणासाठी विचार प्रवाह कोल्हापूर फडके प्रकाश.

5. विसर्जन प्रशिक्षण २००४ माहिती संपर्क संदर्भांत आणि शिक्षण पुणे विद्यार्थी गृह प्रकाश.

6. आलामदुुरे सार विबिधता २००६ शिक्षणातील माहिती तंत्रज्ञान सारांग प्रकाशात एंटरप्रायज्ञ सारांग.

7. पाने मध्ये २०२५ आजचे शिक्षण उद्योगातील जीवन पुणे फडके प्रशिक्षण राज्यांचे.

8. पानसाधन न रा २००६ शिक्षाकांपूर्व प्रशिक्षण पुणे नृत्त प्रकाश.
SKILL DEVELOPMENT IN HIGHER EDUCATION
Mr. Sudam V. Chakradhar, Assistant, Professor

Introduction:

India is a country with 2nd largest population. It is renowned for its size diversity and complexity, whether it is geographical, socio economic, cultural, political or developmental.

Skill development has become a buzz word these day in all education, vocational, professional institution and universities. Both public and private sector institutions are now making special efforts to engage their student in skill development activities and courses. Another important development in this area has been that lot of bodies connected with industries corporate groups and other important forums have started organizing seminars, conferences and workshops in which lot of sessions are being allotted for discussion on skill developments. This kind of atmosphere is the direct result of announcements by Government of India's programmes like start ups India 'Make in India', 'Digital India', 'Skill India'.

In the background of India being an emerging economy looking for a big breakthrough, naturally the country wants to make all necessary efforts and launch campaign and programmes for creation of a knowledge society and knowledge based economics activities. We have demographic advantage in the background of having maximum young population and therefore, India has an opportunity to become a skill provider for the aging developed world out of India's total work force, currently only a very small portion of the existing work force has any formal skill training. It is again an open secret that several sector of country's economy face shortage of skill people and consequently suffer low productivity levels due to poor quality work force on the other hand, large section economics and livelihood opportunities. In this background, skill developments has assumed a key priority area for the country.

Challenges in Skill Developments:

We are third largest education system in the world but we do not match with global standard, in quality. Most of our college and institution suffer from under investment in labs, libraries, in providing quality inputs. Most of our colleges follows traditional methods of teaching without following best practices like experimental learning, activity based learning problem solving techniques etc. In the absences of application and job oriented courses, the domain knowledge of our student remain only theoretical. In the highly skilled competitive global scenario, our education system needs to shift from knowledge centric to skill centric. Almost each and every skilling are had been traditionally assigned to a community and the knowledge and expertise was passed on to successes generation naturally with ease . However we did not take advantage of traditional skilling knowledge of our community and initiated no special efforts to update and modernize those skill in the back ground of industrial revolution. This happened due to lack of good policy framework. In fact education youth generally look for white collar jobs are not very much interested in vocational courses and therefore, our skilling ecosystem did not improve as compared to other developing counties. In our country skilling related vocational courses are looked down upon and our vocational courses do not attracts good and sufficient numbers of students. A psychological barriers has been created and an imprison has gone around that only students who have dropped out from formal education, should opt for skill development courses.

Major Initiatives by Government:

Skill Mission has been launched by the Prime Minister on 15th July 2015 under skill India to offer courses across 40 sectors in the country. It is in this background that Prime Minister has announced a very popular programme 'Pradhan Mantri Kaushal Vikas Yojana' (PMKUY) which is flagship out come based skill
training scheme of Ministry of skill Development and Entrepreneurship. Under the scheme, monetary reward is being provided to trainees who are being trained, assessed and certified in skill courses run by affiliated training providers. This scheme is likely to boost the creativity of country work force and will bring about paradigm shift from input based to output based skill training in the country.

**Strategy and Approach:**

To enable skill training to happen at fast pace strong institutional arrangement is need of the day. It is in this contest National skill Development Corporation. (NSDC), Sector Skill councils, Assessing, Agencies, and Training providers have already been put in place for successful implementation of this prestigious programme. The strategy and approaches needs for the scheme has already been deliberated upon at all relevant levels and consequently a lot of important decision which have for reaching effects have already been included as part of scheme.

**Recommendation:**

1. To create a complete skilling culture in our country.
2. To create job oriented courses.
3. There is strong need for revisiting our education system.
4. There is a need for putting more emphasis on practical components of various subjects.
5. A good policy framework has to be in place for creating effective equivalence of skill knowledge gained so that with vocational courses are all mainstreamed with the help of bridge courses.

**Conclusion:**

ON the Basis of various dynamic initiatives made by GOI under Skill Mission, it is hoped that this initiative will go a long way in empowering youth of the country with skill sets which will make them employable and ensure more productivity in their work environment. Indian then can achieve the goal of development in all relevant sector or Economy.

**Reference :**

1. University News (Vol. 54. No. 48, Nov. 28, Dec. 04, 2016)
USE OF MOBILE APPS FOR IMPROVING STUDY SKILLS OF VISUALLY IMPAIRED STUDENTS

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Abstract –

Study skills are the academic strategies and approaches applied to learning. More broadly, any skill which boosts a person’s ability to study and pass exams can be termed a study skill, and this could include time management and motivational techniques. An array of study skills are there, which may tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. At this point of time there is no definite technique or strategies used for students who are visually impaired to monitor their academic performance, which is expected to be done differently for the different levels of their impairment (Arter, et. al., 2007).

Many researchers have conducted researches to explore general issues in education system for visually impaired. However, little attention has been paid to the problems faced by these students, teachers and schools related to their study skills. It is important to assess an individual's skills and their academic performance at grade level according to a norm-based set of standards and continuum of skills (Cheryl K. H. 2007).

For Visually Impaired students Study skills are important to enable them to study and learn efficiently. These skills are an important set of transferable life skills. Students with low vision are often at a disadvantage when presented with information in regular classrooms. Technology can be a great tool for providing access to information for people with visual impairments, the use of technology gives a person with a visual impairment access to information at approximately the same time as a person who is sighted. Although there is a considerable amount of studies investigating mobile learning acceptance, little research exists that investigates the driving factors that influence students' intention to use mobile technologies for study purposes (Nikou, S.A., and Economedes, A. A., 2017).

This acted as a motive to conduct present study which aimed to identify and analyze relevant Mobile Apps. The purpose of the study is to improve Visually Impaired students’ study skills using appropriate apps identified through the analysis. Mobile Apps like Evernote, Speechnotes, Transcribe, ListNote Speech-to-Text Notes were identified and were mapped with the study skills specifically for the Visually Impaired students. The study would be significant to the Visually impaired learners at higher education for improving their academic performance through study skills development.

Key words – Learning through Apps, Study skills, Visually Impaired

Background

Students are expected to know study skills in order to manage their materials and be able to retrieve assignments. For this reason, it is important for students who are blind or have visual impairments to organize and care for the special tools and materials that they use. Study skills are important to best prepare the student for their academic career as well as their future job/career.

Visual impairment is one of the disabilities that affect school going children. It’s essential of identifying possible conditions that impact on activities and performance. A student who is visually impaired will be unable to make progress in the curriculum if he or she cannot access the information in that curriculum. If that student does not have the study skills as academic peers without disabilities, he or she will have difficulty in organisation, learning, retention of knowledge, recalling, and identifying information and during assessment. These skills refer to the use of strategies, techniques, and adapted materials that students with visual
impairments need to access the common core curricula. These include the specific reading and writing methods, Taking notes, voice output technology.

For students who are blind or visually impaired, some forward-thinking is essential to ensure that educators have the right tools to ease this transition. The good news is that modern technology and smartphones have helped to close the gap between disabled students and their peers, particularly in the form of apps. Finally, students with visual impairments must learn effective study skills and receive direct instruction in concepts in order to address the unique needs arising from their inability.

**Rationale**

Knowledge and appropriate usage of study skills is an important factor in academic success (Meneghetti, DeBeni, & Cornoldi, 2007; Yip, 2007). For Visually Impaired students, study skills are important to enable them to study and learn efficiently. These skills are an important set of transferable life skills. Students with low vision are often at a disadvantage when presented with information in regular classrooms. Technology can be a great tool for providing access to information for people with visual impairments, the use of technology gives a person with a visual impairment access to information at approximately the same time as a person who is sighted. Although there is a considerable amount of studies investigating mobile learning acceptance, little research exists that investigates the driving factors that influence students' intention to use mobile technologies for study purposes (Nikou, S.A., & Economides, A. A., 2017). Specifically in the context of dealing with assessment VI face difficulties due to certain drawbacks mentioned as below -

**Drawbacks in the existing examination system with respect to VI -**

1. Students with visual impairments will usually require extended time during testing because using braille, print, and audio formats require more time than does reading print with acceptable visual acuity (Carol B. Allman, 2009.)
2. Regardless of the time allowed, the student should be carefully monitored to ensure that time is being used appropriately.
3. Reading braille, print, or listening to material presented orally, especially when accompanied by graphic material, can be a fatiguing and often frustrating experience.
4. Students with vision impairment may need particular adjustments to assessment tasks.

This acted as a motive to conduct present study which aimed to identify and analyze relevant Mobile Apps. The purpose of the study is to improve Visually Impaired students’ study skills using appropriate apps identified through the analysis.

In this study we sought answers to two main questions – (1) Which study skills are most useful for Visually Impaired students? (2) Which are the apps appropriate for specific study skills? We hoped to identify a set of Apps that VI could use to improve their study skills.

**Theoretical framework**

According to the ‘Model of effective strategy development’ described by Gettinger and Seibert (2002) there are four clusters of Study Skills. They are -

I. Repetition- or rehearsal-based study strategies.
II. Procedural or organization-based study skills
III. Cognitive-based study skills.
IV. Metacognitive-based study skill
The factors associated with the study skills signify the necessity to develop study skills. Through the extensive literature review it was observed that study skills are closely associated with the important academic factors, presented in the figure below.

**Conceptual framework**

**Study skills**

Study skills are the academic strategies and approaches applied to learning. “Motivation, concentration, planning, participation, reading, note-taking and writing skills technique are called study skills” (Thomas Harboe and Rikke von Müllen, 2007). Study skill is the “ability to manage time and allocate other resources in accordance with the demands of the academic tasks, ability to organize, summarize, and integrate material”. The concept ‘study skills’ refers to a collection of strategies that can assist students in addressing the processes of organising, processing and retaining information and managing assessments (Van Heerden-Pieterse, 2015). More broadly, any skill which boosts a person's ability to study and pass exams can be termed a study skill, and this could include time management and motivational techniques. An array of study skills are there, which may tackle the process of organizing and taking in new information, retaining information, or dealing with assessments.

**Significance of Study Skills for Visually Impaired students**

(Source: http://www.developingteachers.com/tips/pasttips137.htm)

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**Fig 1:** Factors associated with Study Skills

<table>
<thead>
<tr>
<th>STRATEGIC KNOWLEDGE (Harvey &amp; Goudvis, 2000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING PROCESS – EASIER, FASTER &amp; ENJOYABLE (Kohn A.)</td>
</tr>
<tr>
<td>MOTIVATION (Mason &amp; Tisane, 2017)</td>
</tr>
<tr>
<td>ACADEMIC COMPETENCE (Gettinger &amp; Schurr, 2002)</td>
</tr>
<tr>
<td>REDUCED FATIGUE &amp; STRESS (Nizad M.)</td>
</tr>
<tr>
<td>EFFICIENT, THOUGHTFUL &amp; INDEPENDENT LEARNING (Scheid, 1993)</td>
</tr>
</tbody>
</table>

| ACADEMIC ACHIEVEMENT (Hassanbelgi,A., et.al, 2011) |

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**Fig 2:** Important Study Skills

(Source: http://www.developingteachers.com/tips/pasttips137.htm)
At this point of time there is no definite technique or strategies used for students who are visually impaired to monitor their academic performance, which is expected to be done differently for the different levels of their impairment (Arter, et. al., 2007).

For Visually Impaired students Study skills are important to enable them to study and learn efficiently. These skills are an important set of transferable life skills. Students with low vision are often at a disadvantage when presented with information in regular classrooms.

**Essential Study skills** –

The review of relevant literature on the study skills yielded these essential study skills for higher education students.

1. Gathering information
2. Learning information
3. Checking learning
4. Listening to recorded assignments
5. Recording your own textbook reading
6. Listening to audiotapes on the subject
7. Identifying the main ideas and highlight them
8. Taking notes
9. Organizing the material
10. Time management
11. Memorization
12. Planning
13. Writing effectively
14. Exam related
15. Using mind maps
16. Preparing and organizing the material
17. Test taking skills
18. Utilizing assistive technology
19. Applying appropriate memorization strategies
20. Retaining important information
21. Listening for and identify key words
22. Applying previously presented auditory information to new situations
23. Increasing independent functioning

The study skills appropriate for the Visually Impaired students are identified and presented below –

<table>
<thead>
<tr>
<th>Study Skills for VI</th>
<th>Taking in new information (TI)</th>
<th>Organizing the information (OI)</th>
<th>Retaining the information (RI)</th>
<th>Dealing with assessments (DA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Skills</td>
<td>- Knowing the different ways to find this piece of information - Being able to locate and access the information you need -Gathering information - Taking notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare and evaluate information obtained from different sources. -Chunk, sequence, categorize, compare, contrast, and analyze information -Learning information - Identifying the main ideas and highlight them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Put knowledge into application immediately -Verbalize knowledge gained and transfer knowledge -Checking learning - Applying appropriate memorization strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Increasing independent functioning -Managing time - Applying previously presented auditory information to new situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities involved</td>
<td>Taking Notes - Recording Textbook - Creating Notes - Preparing Graphics - Making use of audio video - Sharing information with email, text, Twitter - Punctuation through dictation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mind Mapping - Concept Mapping - Flow Chart - Categorisation - Editing &amp; Modifying - Annotating - Improving the structure - Creating Outline - Accentuating the information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Actively - Listening Notes - Summarising - Quiz yourself - Reviewing &amp; remembering the information in chunk - Identifying keywords</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making use of Calculator - Making use of Charts, tables, &amp; text - Use of formula - Creating long answers through voice command - Writing Essays and descriptive answers - Writing Assignments and tutorials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use of Technology for improving Study Skills**

Students with visual impairments may need to write answers in the test booklet or on separate paper using a braille writer or slate and stylus. The student's answers must then be transcribed and transferred to the answer sheet. Students may need to write answers using a word processing program, to be transferred to the answer sheet.
sheet. Depending on the construct being tested, test administrators must verify that students are inhibited from accessing software or hardware that may provide an unfair advantage.

Accommodations and various technologies exist to provide learners with visual impairments access to academic instruction and tests. The term “technology” comes under the definition of assistive technology as described in federal law and is considered an accommodation to the testing of students with visual impairments. (Carol B. Allman, 2009). Screen readers, text to speech technology, and keyboard access through braille or switches are available for use by persons with visual impairments. Depending on the construct being tested, there are several programs and peripheral materials that can be used to adapt the computer that must be verified.

**Benefits of using appropriate Apps for improving Study Skills for VI** –
- Ease in handling
- Reduced efforts
- Reduced dependency on teachers, writers/scribes, support from others
- Avoidance of problems regarding communication, interpretation, bias
- Protect the student’s privacy

**Apps related to Study skills for VI**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Category</th>
<th>App</th>
<th>Logo</th>
<th>Salient features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Note Taking App</td>
<td>Evernote</td>
<td><img src="image" alt="Evernote Logo" /></td>
<td>- Take notes in a variety of formats include text, sketches, photos, audio, video, PDFs and web clippings.</td>
</tr>
<tr>
<td>2</td>
<td>Mind Webbing App</td>
<td>Ideament</td>
<td><img src="image" alt="Ideament Logo" /></td>
<td>- Easily draw a diagram - mind map, concept map, or flow chart - and convert it to a text outline, and vice versa.</td>
</tr>
</tbody>
</table>
| 3    | Math App                        | Numbers              | ![Numbers Logo](image) | - Tap to add tables, charts, text, and images  
- Intelligent keyboard that helps you enter text, formulas, dates and times, or duration. Use of Calculator. |
| 4    | Speech-to-Text Apps            | List Notes           | ![List Notes Logo](image) | - Share notes with SMS, email, Twitter, and any other app that accepts plain text.  
- Quickly add notes. Organize notes by category |
| 5    | Speech-to-Text Apps            | Speech notes         | ![Speech Notes Logo](image) | - Easily dictate punctuation marks through voice commands while recording a note  
- Automatic capitalization as well, and every change made to a note is saved to the cloud. |
| 6    | Text-to-Speech App             | KNFB Reader App      | ![KNFB Reader Logo](image) | - Listen to the text read aloud or turn it into Braille  
- It highlights the text as it is read aloud, great for those with reading disabilities such as dyslexia or low vision |
<table>
<thead>
<tr>
<th></th>
<th>Apps</th>
<th>Features</th>
</tr>
</thead>
</table>
| 7  | Dictation App                    | • Transcribe any video or voice memo automatically, while supporting over 80 languages from across the world.  
• Can export the raw text to a word processor to edit. |
| 8  | Art App                          | • Sketch, draw, diagram, color, write notes  
• Quickly annotate photos or transform text into beautifully formatted lists. |
| 9  | Text-to-Speech App               | • helps everyone write better  
• Organize and improve the structure of your writing.  
• automatically creates an outline of headings, paragraphs and sentences |
| 10 | Speech-to-Text App               | • Create text notes / sms / emails / tweets by using your voice  
• Helps you create long essays, posts, reports using only your voice.  
• SpeechTexter is used daily by students, teachers, writers, bloggers, and businessmen around the world. |

**Use of Apps for improving study skills: Mapping Appropriate Apps with specific Study Skills**

Based on the salient features of the identified apps and their usefulness in the context of study skills of VI, the apps were mapped with the Study Skills as below:
Conclusion

The purpose of the study is to improve Visually Impaired students’ study skills using appropriate apps identified through the analysis. Various Apps were identified and mapped with the study skills viz. Taking in new information (TI), Organizing the information (OI), Retaining the information (RI), and Dealing with assessments (DA) specifically for the Visually Impaired students. The mapping confirms the usefulness of the Apps in the context of study skills of VI.

The study would be significant to the Visually impaired learners at higher education for improving their academic performance through study skills development.

References


স্বরূপক আকলন নয় কিছু বিশ্বাসী করণ্যায়া রাখবিলেখ উপকম্য আশা করা যেতে পারে।

ক্রী. জানক পদ্মা মোহনবাবু, বহুবিধানি প্রায়স্ক

সাহিবির অপরাধ মহানিদ্রাঘর, সি. টি. ই.., পরামাণী

প্রাসাদিক

শিক্ষাপ্রদায় মাধ্যমমাত্র গুনবত্তাপূর্ণ সমুদয় পিছু পাদবিশ্বায় জীবনার্থ বিশ্ব শ্রেষ্ঠতা সক্রিয় বিচার করারে মনুন্যত্ব বিশ্বাস হোলে আগ হয় মনুন্যত্ব রূপায় নিমিত্তমূল্য মহাবত্তাপূর্ণ যোগনান ঢেবু শাকে। শিক্ষাপ্রদায় মাধ্যমমাত্র অপর সমূদয় মনুন্যত্ব পাদবিশ্বায়াদিত্র শিক্ষাপ্রদায় গুনবত্তাপূর্ণ শিক্ষাপ্রদায় আধুনিক অগ্রভাষ আগে।

প্রস্তুত সম্মোহনাত্মক শিক্ষাপ্রদায় মূলশিক্ষাপ্রদায় ব্যবস্থা আকার আকলন স্বত বিশ্বাসী করানীয় রাখবিলেখ আলোচনা বিশ্বা উপকম্য আশা করাসংশ প্রতিমূল করণ্যায়া রাখবিলেখ উপকম্য আশা করাসংশ প্রতিমূল করণ্যায়া রাখবিলেখ উপকম্য আশা করাসংশ প্রতিমূল করণ্যায়া রাখবিলেখ 

সংরক্ষনামূল

শিক্ষাপ্রদায় মাধ্যমমাত্র গুনবত্তাপূর্ণ সমূদয় পিছু পাদবিশ্বায় জীবনার্থ বিশ্ব শ্রেষ্ঠতা সক্রিয় বিচার করারে মনুন্যত্ব বিশ্বাস হোলে আগ হয় মনুন্যত্ব রূপায় নিমিত্তমূল্য মহাবত্তাপূর্ণ যোগনান ঢেবু শাকে। শিক্ষাপ্রদায় মাধ্যমমাত্র অপর সমূদয় মনুন্যত্ব পাদবিশ্বায়াদিত্র শিক্ষাপ্রদায় গুনবত্তাপূর্ণ শিক্ষাপ্রদায় আধুনিক অগ্রভাষ আগে।

Key Words: ব্রী.এড. প্রশিক্ষাগীয়, স্ব আকলন, স্ব আকলন শ্রম বিশ্বাসী করণ্যায়া রাখবিলেখ উপকম্য

সমূদয় হয় বিচার করানীয় প্রণী আগে। আপত্য স্ববিধানী অসমলেখ্যা প্রতী, পরিস্থিতিতে আলোকন করা আগ ন্যাসন্তাত্মক বিচার করানীয় হয় মনুন্যত্ব রূপায় তার অপলোকন করা প্রণালী প্রবণ কর্তা অস্তর। পর্যট হয় আকলন ক্রেটার কলেজে অস্তর অস্তর। ন্যাসন্তাত্মক বিচার করানীয় মূলশিক্ষাপ্রদায় জীবনার্থ বিশ্ব শ্রেষ্ঠতা সক্রিয় বিচার করারে মনুন্যত্ব বিশ্বাস হোলে আগ হয় মনুন্যত্ব রূপায় নিমিত্তমূল্য মহাবত্তাপূর্ণ যোগনান ঢেবু শাকে। শিক্ষাপ্রদায় মাধ্যমমাত্র অপর সমূদয় মনুন্যত্ব পাদবিশ্বায় শিক্ষাপ্রদায় গুনবত্তাপূর্ণ শিক্ষাপ্রদায় আধুনিক অগ্রভাষ আগে।

সংরক্ষনামূল

শিক্ষাপ্রদায় মূলশিক্ষাপ্রদায় হয় ভিত্তিক অনেক পিছু পাদবিশ্বায় শিল্পকার আগে। রাখতে ভিত্তিক পাদবিশ্বায় শিল্পকার হয় ত্বাদতীনে সমূদয় অপর অবস্থায় আগে। শিক্ষাপ্রদায় মহান কার্য করানীয় অপর অনুষ্ঠান দেনাক কী, শিক্ষাপ্রদায় অনুষ্ঠান মূলশিক্ষাপ্রদায় প্রস্তুত প্রশিক্ষাগীয় প্রকা করণ্যায়া হয় অন্তর্গত গুনবত্তাপূর্ণ কার্য করণ্যায়া স্থান অস্তর অস্তর। মাত কাঠিন্য শিক্ষাপ্রদায়া হয় কেবল অনুষ্ঠান পূর্ণ করণ্যায়া পূর্ণ করণ্যায়া শেখা বিশ্বাস শেখা বিশ্বাস শেখা বিশ্বাস শেখা বিশ্বাস শেখা বিশ্বাস শেখা বিশ্বাস শেখা বিশ্বাস 

সংরক্ষনামূল

শ্রমের জন্যে আকলন হয় সমতোল আগ পুর্ণ ব্যবস্থা করণ্যায়া আবর্তক আগে। ব্যবস্থায় বোঝাতে, ভাবতে, বিষাক্ত, আত্মক্ষমায়, সামাজিক ইত্যাদি শ্রেষ্ঠবিচারিণী তারা আকলনী উদাহরণ আবর্তক আগে। ত্বাদতীনে ব্যক্তিত্ব ব্য।
1. Knowing yourself is the beginning of all wisdom – Aristotle

2. A person’s self concept is their understanding of who they are and what makes them unique. This can include the physical self, the social self, the competent self and the inner or psychological self. Meanwhile, a person’s self-understanding is about knowing what motivates his or her actions.

3. The self concept can include the following aspects:
   - Physical Self: Physical characteristics and appearance.
   - Social Self: How the person is seen by others.
   - Competent Self: Skills, abilities, and achievements.
   - Inner or Psychological Self: Emotions, thoughts, and beliefs.

**Section 1: Self-knowledge – Who am I?**

1. **Self-knowledge**
   - Who am I?

2. **Self-expectation**
   - Who or what do I want to be?

**Section 2: Social Self – How person perceived by others?**

1. **Social Self**
   - How person perceived by others?

**Section 3: Self esteem – How well do I like myself?**

1. **Self Esteem**
   - How well do I like myself?

2. **Self Identity**
   - How person perceived by others?

**Section 4: Role Performance – How well do I meet society’s expectations?**

1. **Role Performance**
   - How well do I meet society’s expectations?

2. **Body Image**
   - How do I perceive my body?

3. **Self Image**
   - How do I perceive myself in general?
संस्थानाच्या परिकल्पना

1. बी.एड. प्रशिक्षणाच्या व्यक्तित्वाची बिकासाची ख्यातनाम करणे आवश्यक आहे.
2. प्रशिक्षणाची एक शिक्षक महानूळ व्यक्तित्व विकसित करण्यासाठी ख्यातनाम साजिश करणे व उपक्रम उपयुक्त दरम्यान.

संस्थान विवाहातील महत्त्वाच्या संकल्पनेच्या कार्यक्रमाची व्यवस्था

1. बी.एड. प्रशिक्षणांची : शासकीय अध्यक्ष महाविद्यालय, सी.डी.ई. परमणु येथील दोन वर्षीय नियमित पूर्वविद्यालयाचे माहिष्य मध्ये शिक्षक प्रशिक्षणांची अभ्यासक्रमास प्रवेशात आलेले वाचारांची प्रशिक्षणांची वाढ.
2. ख्यातनाम : प्रशिक्षणाच्या संस्थांमध्ये समाजातून एक जवाबदेह व्यक्ती आणि एक गुणवत्तापूर्ण शिक्षक महानूळ व्यक्तित्वाची जमीनवर आपण, कमतरता, या कमतरता दूर करण्यासाठी कराव्याचे प्रयत्न इत्यादी संदर्भात ख्यातनाम आपल्याची ख्याती महानूळ ख्यातनाम होय.

संस्थानाची व्यवस्था

1. अभ्यास क्षेत्र : प्रस्तुत संस्थान हे मूलभूत अथवा अभ्यास क्षेत्राची संवर्धित आहे.
2. भौगोलिक क्षेत्र : प्रस्तुत संस्थान हे परमणू शहर या भौगोलिक क्षेत्राची संवर्धित आहे.
3. आवास : प्रस्तुत संस्थान हे प्रशिक्षणांच्या ख्यातनाम विकास आणि आवासाची संवर्धित आहे.

संस्थान वर्तन आहे

1. अभ्यास क्षेत्र : प्रस्तुत संस्थान हे शिक्षक प्रशिक्षणांच्या ख्यातनाम आणि अभ्यास क्षेत्राची संवर्धित आहे.
2. भौगोलिक क्षेत्र : प्रस्तुत संस्थान हे परमणू शहरातील जिंतुर रोड परिसरातील शासकीय अभ्यास महाविद्यालय या भौगोलिक क्षेत्राची संवर्धित आहे.
3. आवास : प्रस्तुत संस्थान हे बी.एड. नियमित पूर्वविद्यालयाची अभ्यासक्रमास प्रवेशात प्रशिक्षणांच्या ख्यातनाम आणि आवासाची संवर्धित आहे.

संस्थान प्रस्तुत होणारे : प्रस्तुत संस्थानाच्या प्रशिक्षणांच्या पद्धतीचा आवश्यक करण्याचं आला.

प्रशिक्षणांच्या प्रभावकरून : प्रस्तुत संस्थानाच्या एकमेकांतप्रभावकरून सक्रिय करण्याचं आले.

संस्थानाची सारे : प्रस्तुत संस्थानांतर्गत निर्देशन तंत्रांतर्गत पदनिर्धारण शेषी या साधनाचा वापर करण्याचं आला.

संस्थानाच्या जनसंख्या : सेवापूर्त दोन वर्षीय शिक्षक प्रशिक्षण येणारे प्रशिक्षणांनी ही प्रस्तुत संस्थानातील जनसंख्या आहे.

संस्थानाच्या नृपणा : शासकीय अभ्यास महाविद्यालय, सी.डी.ई. परमणु येथील सेवापूर्त दोन वर्षीय बी.एड. प्रशिक्षण येणारे प्रशिक्षणांची हा या संस्थानातील नृपणा आहे.

संस्थानाच्या कार्यकर्त्याची : प्रस्तुत संस्थानांतर्गत खालीलप्रमाणे कार्यकर्त्याची अवलंबित करण्याचं आले.

1. उद्देश्य निर्देशन : प्रशिक्षणांच्या ख्यातनाम विविध करण्यासाठी अध्यापक, ख्यातनामाच्या श्रेणी, गज, महत्व, शिक्षक व्यक्तित्वाची सुसज्जित करणारे आवश्यक इत्यादींचा परिवर्तन करत ख्यातनामाच्या अर्थात शिक्षकांनी मान्यतेने करण्यासाठी उद्देश्य देणे आपल्या आयोजन करण्याचं आले.
2. मान्यतेन : प्रशिक्षणांच्या भविष्यातील जीवनाची विशेष वेदना आणि वेदनाचे ख्यातनाम करण्यासाठी आवश्यक करणे असे आणि हे ख्यातनामांच्या विकल्पाने निर्देशाच्या कार्यकर्त्याच्या अभ्यासाची मान्यतेने मान्यतेने करण्याचं आले.
3. ख्यातनामाच्या तंत्राचा अवलंबय : प्रशिक्षणांच्या ख्यातनामांमध्ये येणारे अप्रत्यक्ष येणारे शिक्षकांनी ख्यातनामांना सुधारण्यासाठी भविष्यातील येणारे शिक्षकांनी अवलंबायकरणे आणि संदर्भातील सुनिश्चित करणे याची व्यवस्था निर्माणासाठी देण्याच्या आले.
4. शिक्षण क्षेत्रातील गुणवत्तापूर्ण शिक्षणाचा दृष्टिवाच्याने झालेल्या प्रश्नांचा आवारा : या अंतर्गत शिक्षक प्रशिक्षणाच्याने गुणवत्तापूर्ण शिक्षणाचा दृष्टिवाच्याने शासन, विविध शैक्षणिक संस्थान, स्वयंसेवक संस्था यांच्यावर रविवारितांना गोष्टीवर योजना आणि उपक्रमांची विभागपत्रीतील वार्तासंकलन आणि लघुरीतील अभ्यासकडील उपक्रमांची अभ्यासकडील कार्यालय आहात.

5. उपक्रमाची शिक्षकांची मुख्यता : शिक्षकेंद्रात नवीनपूर्ण पदवीने कार्य करणा—या शिक्षकांशी रत्नावली जाणव—या उपक्रमांचा आणि शिक्षकांचा शिक्षक प्रशिक्षणाच्या परिचय काव्यावर योजना प्रथम शिक्षक प्रशिक्षणाच्याच्यासुरक्रमाची शिक्षकांची मुख्यतीतील संसाधन वापराची संभाव्यता देण्यास आहात.

6. अनुप्रेषणीय कार्यक्षेत्रातील मुख्यता : शिक्षण क्षेत्रातील अनुप्रेषणीय कार्यक्षेत्रातील विविध शिक्षणवारी जाणा असलेल्या अनुप्रेषणीय कार्यक्षेत्राची दृष्टिकोननामुळे प्रशिक्षणाच्या परिचय काव्यावर योजना हे हेतूने अनुप्रेषणीय कार्यक्षेत्रांनी संसाधन वापराची संभाव्यता कला देण्यास आहात.

7. स्वतःचे परिचय पाठ करणे : स्वतःचे परिचयकरण हा देखील स्वतःचा आठवणवाचा आणि अभिव्यक्त करणाचा एक प्रभावी मार्ग आहे. पहला प्रशिक्षणाच्या अथवा नवीनपूर्ण पदवीने स्वतःचे परिचय पाठ करणे, गवतेमैयाचे स्वतःचे विचार, मत माडऱ्यांने, इतरत्याच मतांत खंडां—मंडळ करणे, त्याच्यांमध्ये समावर्त्त्याचा, अस्ताविवास निर्माण करणे यासाठी गवतेमैयाचे, विचार कशोर तेऊन याचाच सादरीकरण कार्यालयाची संभाव्यता देण्यास आहात.

8. प्रश्नावरण आणि आशावानीत अभ्यासकडील : वाचन हा याचवली समूहाचा बेलविनायक एक प्रभावी मार्ग आहे. त्यादृढी या प्रथम प्रशिक्षणपीठाचा आव्रणीला आहूदीसुर एका संघाचे वाचन आणि याचवली मुद्रानिर्माण दर्शन पाठ करणे आणि यात्रे सादरीकरण करणे यामध्ये वाचन विषयक उपक्रम रविवारित आहात.

9. स्व आकलनाच्या दृष्टिवाच्यात आवेदन विविध उपबन्धाचे आहातवर : याआंतर्गत प्रशिक्षणाच्या स्व विषयक आकलनाच्या हेतुने रविवारित आवेदनाच्या उपबन्धाचा लाग्ने मिळून उपयोग झाला याचा आहात शेफ्यातात.

निन्दक

1. शिक्षक प्रशिक्षणाच्या शिक्षणाचा प्रारंभ करताना सुविधाएँ शिक्षक आणि शिक्षणाच्यांच्या दृष्टिकोनफोर्म विकसित करणे आवश्यक आहे.

2. उपस्थित प्रश्नावरणाच्या शिक्षण अभ्यासकडील आवश्यक धर्मांचा आणि शिक्षणाच्या परिवर्तन करणे विविध अंतर्गती विकसित होण्याचा मदत झाली.

3. व्यक्तीवतील एक व्यक्तीचा आणि एक शिक्षक महणून आपणे व्यक्तिमत्व विकसित करणारा आवश्यकता प्रतिपादन केल्यामुळे प्रशिक्षणाच्या मध्ये शिक्षकांची माहिती आणि विषयक विचार कशोर निर्माण अभ्यास निर्माण मदत झाली.

4. शिक्षण क्षेत्रातील गुणवत्तापूर्ण शिक्षणाचा दृष्टिवाच्यात प्रश्नांचा आहातवर प्रश्नांने वार्तासंकलन व लघुरीतील अभ्यासकडील या उपक्रमांमध्ये प्रशिक्षणाच्या शिक्षकेनेशील नवीनपूर्ण, सूचनशील उपक्रमांचा परिवर्तन होण्याचा मदत झाली.

5. उपक्रमशील शिक्षकांच्या मुलांचा संघ या उपक्रमांमध्ये प्रशिक्षणाच्या उपक्रमशील शिक्षकांचा परिवर्तन झाला आणि या शिक्षकांनी गवतेमौलांना उपक्रमांची माहिती संकल्पन करताना प्रशिक्षणाच्यातील आशा प्राकार उपक्रमशील दृष्टिकोन विकसित होण्यास हा उपक्रम सहाय्यस उपलब्ध.

6. अनुभवी शिक्षकांनी मुलांमुळे शिक्षण क्षेत्रातील अनुभवांचे व्यक्तिमत्वाचा प्रत्यय, त्यांच्याची शिक्षण क्षेत्रातील अनुभवांचे बाळी आणि आहातवर आणि ही आहातवर पेशेवरासाठी करताने प्रबन्ध असा अनेक बालीवर चर्चा करणात आलेला प्रशिक्षणान्तिक अनुभवी शिक्षकांनी योजना आकारित प्राप्त झाले.
১৭. যে পরিচয় পত্র তার করণে হয় প্রক্রিয়াকরণের সমস্ত চী, যে প্রক্রিয়া একটি ভালোভাবে করার কর্তব্য উপযুক্ত উপকরণ উপর উপর উপর. যা পরিচয় পত্রের মাধ্যমে স্বাধীনতা শ্রেষ্ঠত্বের চাঁদের স্বাধীনতা ও স্বীকার্য পাত্তা, কৌশল ও ক্ষমতা, যাতে একটি বাণী নিষেধ করণোঁতার মত জানান .

১৮. প্রক্রিয়ায় যায় উপকরণ প্রক্রিয়ার যে অংশ সংখ্যায় বিকল্প অথবা সাধনারূপ বিষয়ক কৌশল যে আগে বিকল্প করা হয়েছে কর্তব্য ব্যক্তি সম্মান বিকল্প উপযুক্ত উপর .তাদের স্বীকার্য সম্মানের ওপর হোক।

১৯. বাণ্ড শ্রেষ্ঠত্ব বাণ্ড শ্রেষ্ঠত্ব অতিক্রমকারী যা উপকরণগুলির প্রক্রিয়ার প্রক্রিয়া সম্মান বিকল্প করা হয়েছে কর্তব্য ব্যক্তি বিনিয়োগ প্রক্রিয়া অনন্য ব্যাঙ্ক উপর। লাভের প্রক্রিয়া বিনিয়োগ উপর।

২০. যে বিষয়ক আক্রমণ হয় প্রক্রিয়ার রাজনীতিক আক্রমণ আরেরে বিষয় উপকরণ প্রক্রিয়ার স্ব আক্রমণের অতিক্রম উপযুক্ত উপরে।

শিফারস

অধ্যাপক মহাবিদ্যালয়র শিফারস

১. অধ্যাপক মহাবিদ্যালয়ের স্ব আক্রমণের বিষয় উপকরণে আপল্যা বাণী নিয়ন্ত্রণের যোগাযোগ আরোহণ করান।

২. অধ্যাপক মহাবিদ্যালয়ের প্রক্রিয়ার অনুমোদন সত্ত্বা আরম্ভের প্রক্রিয়ার প্রক্রিয়া অক্ষতনাসেবানীতে বাণী নিয়ন্ত্রণ করান জেনে কর্তব্য প্রক্রিয়ার স্ব আক্রমনের বিষয় পাল্টাত স্ব আক্রমন বিষয়ের দৃষ্টিকোণ বিনিয়োগ বিকল্প হাত রাখতে।

৩. যে বিষয়ক বিষয় উপকরণের নিয়ন্ত্রণ করান প্রয়োজন উপকরণের স্ব স্ব কৌশল পাল্টাতে অধিষ্ঠাত্রী যাই নিষেধ করা যাবে ব্যবস্থাপনায় উপকরণের অমর্ত্যজনাবণী কর্তব্য করান।

৪. বিষয় উপকরণের অমর্ত্যজনাবণী করান যা বিষয় উপকরণের প্রক্রিয়ার স্ব বিষয়ক আক্রমনের কার্য ফাইনাল হালান যাই নিয়ন্ত্রণ করা যাবে।

৫. মহাবিদ্যালয় সত্ত্বা প্রক্রিয়ার প্রক্রিয়ার বিষয়ক বিষয় পাল্টাতে মূল্যমানের প্রক্রিয়ার মূল্যমানের সাধনানীচর নিমিত কর্তব্য করান। এটি যাই নিয়ন্ত্রণ করান যা সমাধানের উপকরণের বিষয় কর্তব্যের অক্ষতনাসেবানী উপযুক্ত তে আশা পেয়াত যাবে।

৬. অধ্যাপক মহাবিদ্যালয়ের সম্পন্ন হোক—যা বিষয় উপকরণের যার উপকরণ করার কর্তব্য পাল্টাতে অধিষ্ঠাত্রী কর্তব্য পাল্টাতে।

Webiographhy

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2. www.slideshare.net
महाराष्ट्र राज्यातील विविध विद्यापीठांच्या अभ्यासक शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यमापन योजनेचा अभ्यास

प्र. बाबासाहेब शामसुंदर

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खासगी:

एन.सी.टी.ई व्या नोव्हेंबर 2014 व्या परिपक्व व आदेशानुसार महाराष्ट्रातील सर्वात विद्यापीठांनी दोन वर्षांचा व्र. एड अभ्यासक्रम तयार केला आहे. या अभ्यासक्रमातील शिक्षणतळाली दूरीकरण, अभ्यासक्रम आणि अभ्यासपंिश्वरी अभ्यास, श्रेणीय गुणवत्ता अशी 3 गुणवत्ता आहेत.

संस्थानांनी संशोधनसाहब विद्यापीठातील निवडतेर्था चार विद्यापीठांच्या अभ्यासक शिक्षक अभ्यासक्रमातील अंतर्गत मूल्यमापनाचा अभ्यास करून यांना तुलनात्मक अभ्यास केला आहे. त्यानंतर संशोधनाने अभ्यासक शिक्षण अभ्यासक्रमानुसार अंतर्गत मूल्यमापन करताना शिक्षक प्रशिक्षण, प्राचार्य यांना वेगास –या समाजाचा अभ्यास करून त्यामागील कळणे व उपाय सुचविले आहेत.

Keyword — शिक्षक—शिक्षण, मूल्यमापन.

1. प्रारंभिक

संबंध न्यायालयाच्या आदेशानुसार शिक्षक प्रशिक्षण अभ्यासक्रमाचे अंतर्गत करून या अभ्यासक्रमसंबंधात फे 2019 मध्ये वर्ष वर्तीत स्थान झाली. वर्तीना एन.सी.टी.ई व्या 2009 व्या नियमावलीत मान्यता, मानके आणि प्रक्रिया या संदर्भात शिक्षार्थी सुचविला. या शिक्षार्थीला पहेलन एन.सी.टी.ई. शिक्षक—प्रशिक्षण (वी.एड.) साठी सूचनात्मक नियमावली 2014 व्या नवाने भारत सरकार राजपक्ष (असाधारण) नं. 346 मध्ये प्रसिद्द केली यांना व्र. एड कोर्सचं कारावयव. दोन वर्षांचा करारपण्य आला आहे. या मानील गुणवत्ता हेतू मराठी शिक्षक—शिक्षण गुणवत्तेच्या शिक्षकांना तपासणी निर्देश आहे. तसेच NCTE ने निर्देशने अभ्यासक्रम न्यायालयानुसार भारतीय महत्त्वाच्या विद्यापीठांची शिक्षणशास्त्रीय शिक्षणसाधारणी नवीन अभ्यासक्रमाची अंतर्गत वर्ष 2015–16 पासून केली आहे.

NCTE व्या नवीन अभ्यासक शिक्षण अभ्यासक्रमाच्या उद्देशात महाराष्ट्र राज्यातील चार विद्यापीठातून करारपणे अंतर्गत मूल्यमापन केले जाते याचा अभ्यास करण्यासाठी तुरळे संशोधन चालवले आहे. नवीन अभ्यासक शिक्षण अभ्यासक्रमानुसार अंतर्गत मूल्यमापन करताना शिक्षक प्रशिक्षण, प्राचार्य/शिक्षणशास्त्री ह्या तुरळे संशोधन विषय निर्देश आहे. तसेच प्रत्येक विद्यापीठात अभ्यासक शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यमापनाचे वर्ष वेगळे आहे. हे जाणून घेते होजदार शिक्षणासाठी महत्त्वाचा हेतू आहे.

2. समयाचा विवाह:

"महाराष्ट्र राज्यातील विविध विद्यापीठांच्या अभ्यासक शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यमापन योजनेचा अभ्यास" "

3. समयाचा विवाहातील कार्यक्रमक क्षेत्र:

1) महाराष्ट्र राज्य : भारत देशात अनेक राज्यांच्या बनेलेला आहे. त्यावरून महाराष्ट्र राज्यात सेवा पुरूष शिक्षक तयार करणाऱ्या प्रत्येक विभागात विद्यापीठांतून आहेत.

2) विद्यापीठ : महाराष्ट्र राज्यातील शिक्षावीजी विद्यापीठ, साविकीवाई पुल्ले पुणे विद्यापीठ, मुंबई व डा. बाबासाहेब आंबेडकर महाराष्ट्र विद्यापीठ औरंगाबाद या चार विद्यापीठांत अभ्यासक शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यमापन योजनेचा अभ्यास यामध्ये समाकलित आहे.

3) अभ्यासक शिक्षण : महाराष्ट्र राज्यातील सेवा पुरूष शिक्षक तयार करणाऱ्या प्रशिक्षण देणाऱ्या शिक्षावीजी विद्यापीठ, साविकीवाई पुल्ले पुणे विद्यापीठ, मुंबई व डा. बाबासाहेब आंबेडकर महाराष्ट्र विद्यापीठ औरंगाबाद या चार विद्यापीठांच्या सल्लिंग्टन अनुदान महाविद्यालयाच्या.
4) अभ्यासक्रम : National Council for Teacher education 2014 च्या नवीन विकासानुसार शिक्षकीय विद्यापीठ साबितीवरून पूर्णा विद्यापीठ, मुंबई व डां. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद या चार विद्यापीठांनी तयार केलेला अभ्यासक्रम.

5) अंतर्गत मूल्यास्त्र : महाराष्ट्र राज्यातील शिक्षकीय विद्यापीठ, साबितीवरून पूर्णा विद्यापीठ, मुंबई व डां. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद या चार विद्यापीठांमध्ये संलग्न अभ्यासक्रम शिक्षण महाविद्यालयाचा अभ्यासक्रमातील तालिका व प्रायोगिक कार्य परिशोधकाचा कर्णायासाठी दोन वर्षाच्या असलेली मूल्यमापनाची प्रीती.

6) अभ्यास : महाराष्ट्र राज्यातील शिक्षकीय विद्यापीठ, साबितीवरून पूर्णा विद्यापीठ, मुंबई व डां. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद या चार विद्यापीठांच्या अभ्यास शिक्षण अभ्यासक्रमातील तालिका व प्रायोगिक कार्याच्या मूल्यमापन योजनेचा अभ्यास.

4. संस्थानाची घोषणा:
1) अभ्यासक्रम अभ्यासक्रमातील अंतर्गत मूल्यास्त्र योजनेच्या सहऱ्योगी शोध पेय.
2) विषय विद्यापीठांतील अभ्यासक्रम शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यास्त्र योजनेच्या मुद्देनंतर कार्य.
3) विषय विद्यापीठांतील अभ्यासक्रम शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यास्त्र प्रक्रियेच्या वैशिष्ट्यपूर्वीच्या शोध पेय.
4) विषय विद्यापीठांतील अभ्यासक्रम शिक्षण अभ्यासक्रमातील अंतर्गत मूल्यास्त्रसंबंधी प्राचार्य, प्रशिक्षण यांच्या येणाऱ्या समस्या शोध पेय.

5. संस्थानाची घोषणा:
1) अभ्यासक्रम अभ्यासक्रमातील विषय शाखेकरीतील विद्यार्थी प्रवेश पेतेल.
2) अभ्यासक्रम अभ्यासक्रमातील शिक्षक प्रशिक्षणाच्या विषय विषयांतून प्रारंभिक, आंतर्विद्यासंबंधी उपक्रम, स्वायत्त पूर्ण कार्यांने अनिवार्य आहेत.
3) अभ्यासक्रम अभ्यासक्रमातील शिक्षक प्रशिक्षणाच्या विषय विषयांतून प्रारंभिक, आंतर्विद्यासंबंधी उपक्रम,
4) अभ्यासक्रम अभ्यासक्रमातील विषय विषयांतून अंतर्गत मूल्यास्त्र प्रक्रियेचा अंतर्गत व प्रशिक्षणाचा अंतर्गत व आंतर्विद्यासंबंधी उपक्रमांनी अनिवार्य आहेत.
5) शिक्षक प्रशिक्षणाच्या अंतर्गत विद्यार्थी शाखेकरीतील अंतर्गत सविस्तर माहिती नसले.

6. संस्थानाची व्यवस्थित, मर्यादा व परिपथविधी व्यवस्थी:
संस्थानाच्या महाराष्ट्रातील चार विद्यापीठांसंबंधी संलग्न अभ्यासक्रम शिक्षक अभ्यास क्रमांमध्ये अंतर्गत मूल्यास्त्र योजनेचा अभ्यास याच्या उपर्युक्त संस्थेनांमध्ये केलेला आहे.

अ) भौगोलिक घटक : महाराष्ट्र राज्य
ब) विद्यापीठ : शिक्षकीय विद्यापीठ, साबितीवरून पूर्णा विद्यापीठ, डां. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ व मुंबई विद्यापीठांतील अनिवार्य अनुदान अभ्यासक्रम महाविद्यालय.

क) शैक्षणिक स्तर : उच्च शिक्षण, अध्यापक शिक्षण अभ्यासक्रम.

ड) माहितीदेत शेखर : ४ विद्यापीठ (शिक्षकीय विद्यापीठ, साबितीवरून पूर्णा विद्यापीठ, डां. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद, मुंबई व विद्यापीठ) ३२ अभ्यासक्रम शिक्षण महाविद्यालय, २३६ अध्यापक शिक्षण महाविद्यालय प्रशिक्षक, ५० प्राचार्य किंवा शिक्षकत्व.

ई) शैक्षणिक वर्ष : २०१५ – १७

मर्यादा : 
1) प्रस्तुत संस्थानांच्या निर्देश प्रशिक्षकांनी दिलेल्या प्रशिक्षणात अवलंबून आहेत.
प्रस्तुत संशोधनात प्रतिसादकार्य गोष्टी अनुभवकर संशोधनकारे नियंत्रण नाही.

परियोजनांहून-
1) प्रस्तुत संशोधन हस्ताक्षर साधनात प्रयोग, साहित्यीय पुस्तक, पत्रकार, डॉ. वायुसाहेब आंबेडकर राष्ट्राध्यक्ष पंडित ओळीबाबू, मुंबई विद्यापीठ या चार विद्यापीठांच्या महाविद्यालयांमध्ये मयादित यादले.
2) प्रस्तुत संशोधन हे हस्ताक्षर साधनात, साहित्यीय पुस्तक, पत्रकार, डॉ. वायुसाहेब आंबेडकर राष्ट्राध्यक्ष पंडित ओळीबाबू विद्यापीठ ओळीबाबू, मुंबई विद्यापीठ या चार विद्यापीठांची समाजात अनुभावित अथवापक शिक्षण महाविद्यालयांमध्ये मयादित यादले.
3) प्रस्तुत संशोधन हे अथवापक शिक्षण अथवासक्षारीत अथवार भाषामाध्यम कार्यक्षेत्र मयादित यादले.
4) प्रस्तुत संशोधन हे पक्षीकण्ठ वर २०१५ – २०१६ मध्ये प्रशिक्षण घेते असरहोत्त्या शिक्षण प्रशिक्षणावर, प्रशिक्षण, प्रारंभ यांच्या कार्यक्षेत्र मयादित यादले.

७. संशोधनाचे गोष्ट
उद्धेदे, पाठ्यक्रम आणि मूल्यमापन आर्थिकाचा संचालन तृतीया NCTE, UGC केंद्रस्थाल अथवा अनुसूची महाराष्ट्रातील सर्व विद्यापीठांमध्ये दिली शिक्षणपंचकोपाय युगाची मूल्यमापन पद्धतीमध्ये समावेश ठेवले नाही. खालील कारणासारखी मूल्यमापन पोजिशनरीतील अभाव करते अथवा आपण नाही.
1) या पंधर व अथवासक्षारीत विविध विद्यापीठांची उद्धेदांची वदल केले.
2) आधुनिक कार्यक्षेत्र शिक्षण प्रक्रियेत मूल्यमापन ही अथवा अधिक महत्त्वाची प्रक्रिया होते. कारण उद्धेदांसारख्या अथवाद्यवर अभाव दिली अथवा दोनसारख्या विवरणात व योगदानातील माहिती हे मूल्यमापन प्रक्रियेत समस्येचे होते.
3) उन्नत कार्यक्षेत्र शिक्षणपंचकोपाय साधनाची अनेक विविधता वाढवून धेरेंनुसार निर्देशन करण्यासाठी आली आहेत. ही अधिकांश प्रणालीचे कार्यक्षेत्र मूल्यमापनाची अनेक विविधता वाढवून धेरेंनुसार निर्देशन करणे करती वापरत होती. या परिसरात कार्य करणे होय.

८. संशोधनाचे महत्त्व
1) विविध विद्यापीठांच्या अथवापक शिक्षण अथवासक्षारीत अथवार भाषामाध्यम सांगिने रचनात्मक अथवा आपण होईल.
2) विविध विद्यापीठांच्या अथवापक शिक्षण अथवासक्षारीत प्रशिक्षणपंचको अथवार भाषामाध्यम सांगिने चार विद्यापीठांना वैशिष्ट्यपूर्त बाबी शोधता देती.
3) एन.सी.डी.ई. च्या नवीन अथवापक शिक्षण अथवासक्षारी उद्धेदांचा विविध विद्यापीठांना कार्यक्षेत्र अथवार भाषामाध्यम कर्ते जाते ताच आकलन होईल.
4) विविध विद्यापीठांच्या अथवापक शिक्षण अथवासक्षारीत अथवार भाषामाध्यम सांगिने तिथि शोधाचा दिसंबर देती.
5) महामुख राजवळ विविध विद्यापीठांच्या अथवापक शिक्षण अथवासक्षारीत अथवार भाषामाध्यम सांगिने तिथि अथवा आपण होईल.
6) प्रस्तुत संशोधनाच्या प्रत्येक महामुख विविध विद्यापीठांच्या अथवापक शिक्षण अथवासक्षारीत राजवळवर देती. शिक्षक प्रशिक्षण व शिक्षकत्वाच्या प्रमाणाचा होगार होईल.
7) एकदिनांत महामुख राजवळ विविध विद्यापीठांच्या अथवापक शिक्षण अथवासक्षारीत मूल्यमापनाच्या टॅक्स वाढविण्यासाठी मुदत होगार होईल. समावेश प्रशिक्षणलिंगाचा गणनात्मक टॅक्स वाढवार होईल.

९. संशोधन कार्यक्रमात :
अ. संशोधनप्रकार : प्रस्तुत संशोधनाची सध्यभाव प्रतिसादकचा प्रकार माहिती, वार्तात्मक प्रतिसादकचा प्रकार जोडून संशोधनकसे निवडल आहे.
ब. जनसंख्या व न्यायीसाठी : सदर संशोधनाची न्यायीसाठी प्रयुक्त संशोधनमाध्यम अभाव, वार्तात्मक प्रतिसादकचा प्रकार शेतानुसार निवडल केलेली माहिती आहे.
1) डॉ. वायुसाहेब आंबेडकर राष्ट्राध्यक्ष पंडित ओळीबाबू, मुंबई विद्यापीठ
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3) विद्यार्थी विद्यापीठ
4) मूल्यमापन संशोधक विद्यापीठ,

1) विद्यार्थी एवं संशोधक नियम- VIII, Special Issue
2) विद्यार्थी एवं संशोधक नियम-
3) संशोधक नियम-
4) संशोधक नियम-
5) संशोधक नियम-
6) संशोधक नियम-
7) संशोधक नियम-
8) संशोधक नियम-
9) संशोधक नियम-
10) संशोधक नियम-

क) संशोधक नियम-

1) विद्यापीठ के लिए विश्लेषण और अध्ययन
2) विद्यापीठ के लिए विश्लेषण और अध्ययन
3) विद्यापीठ के लिए विश्लेषण और अध्ययन
4) विद्यापीठ के लिए विश्लेषण और अध्ययन
5) विद्यापीठ के लिए विश्लेषण और अध्ययन
6) विद्यापीठ के लिए विश्लेषण और अध्ययन
7) विद्यापीठ के लिए विश्लेषण और अध्ययन
8) विद्यापीठ के लिए विश्लेषण और अध्ययन
9) विद्यापीठ के लिए विश्लेषण और अध्ययन
10) विद्यापीठ के लिए विश्लेषण और अध्ययन

1) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
2) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
3) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
4) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
5) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
6) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
7) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
8) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
9) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
10) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता

1) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
2) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
3) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
4) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
5) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
6) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
7) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
8) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
9) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
10) अध्ययन के लिए विद्यापीठ और अध्ययन योजनाओं की सफलता
क) शिक्षक प्रशिक्षकों या प्रशिक्षकों के विश्लेषण आवश्यकता

1) चारसंख्या विद्यापीठ के अध्यापकों का शिक्षण अभ्यासक्रमातीत तालिका भागावर अंतर्गत मूल्यमापन करताना निम्न पेषक करताना निम्नपेषक जासोसी शिक्षक प्रशिक्षकों समस्या जाणवण्यावर.

2) चारसंख्या विद्यापीठ के अध्यापकों का शिक्षण अभ्यासक्रमातीत प्रारंभिक भागावर अंतर्गत मूल्यमापन करताना निम्न पेषक करनी शिक्षक प्रशिक्षकों समस्या जाणवण्यावर.

ड) प्रारंभिक किवा शिक्षणक्रम या प्रशिक्षण के विश्लेषण आवश्यकता

1) नवीन मूल्यमापन पद्धती तयार करताना सर्वाधिक (63%) प्रारंभिक/शिक्षणक्रम या पद्धती मते जुन्या पद्धतीत खुप वदल करत तयार केली आहे.

2) बी.एड अभ्यासक्रमाते समयावर उद्देश्य लक्ष्यात पेक्षा छात्राव्यापकोनी प्रारंभिक भागावर अंतर्गत भेटी मिळावावे असे सर्वाधिक (79%) प्रारंभिक/शिक्षणक्रमात वाताने.

3) बी.एड अभ्यासक्रमाते तालिका व प्रारंभिक भागावर मूल्यमापन अंतर्गत मूल्यमापन होते असे सर्वाधिक प्रारंभिक/शिक्षणक्रम वाताने.

4) प्रारंभिक कार्यालये मूल्यमापन विविधसभी व वर्तुहित लाभार्थी परीक्षा परीक्षा देणे असावेत असे मत वहुतांशी प्रारंभिक/शिक्षणक्रमांचे आहे.

5) अभ्यासक्रमातीत तालिका भागाच्या देखण्यात गुणपूर्वी अंतर्गत (30%) आणि अतिपरीक्षेत गुणांचे मूल्यांक 70% अस्वय असे मत वहुतांशी प्रारंभिक/शिक्षणक्रमांचे आहे.

6) समयाचा बी.एड अभ्यासक्रमातीत तालिका भागाच्यांत उद्देश्य वहुतांशी मूल्यमापन नविन मूल्यमापन पद्धतीत सामाय होतात असे मत निम्नपेषक जासोसी प्रारंभिक/शिक्षणक्रमांचे आहे.

7) समयाचा बी.एड अभ्यासक्रमातीत प्रारंभिक कार्यालये उद्देश्य वहुतांशी मूल्यमापन नविन मूल्यमापन पद्धतीत सामाय होतात असे मत वहुतांशी प्रारंभिक/शिक्षणक्रमांचे आहे.

संदर्भ सूची

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अध्ययन कौशल्य विकसन : उच्च शिक्षणातील गुणवत्तेचा केंद्रीय पूर्ण पाठक

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ज्ञानविधिते अर्थव्यवस्थाचे व त्या अनुसरण अंतर्गत समाजातील व्या शासकांचा ज्ञानविधित अर्थव्यवस्था आणि उच्च शिक्षणातील गुणवत्ता वाढण्यासाठी प्रयत्न करतात. नवीनतम शिक्षणातील गुणवत्तेच्या संचालनासाठी ज्ञानविधित अर्थव्यवस्था आणि उच्च शिक्षणासाठी प्रयत्न केल्यास त्याची गुणवत्ता वाढते. ज्ञानविधि अर्थव्यवस्था आणि उच्च शिक्षणासाठी प्रयत्न केल्यास त्याची गुणवत्ता वाढते. ज्ञानविधि अर्थव्यवस्था आणि उच्च शिक्षणासाठी प्रयत्न केल्यास त्याची गुणवत्ता वाढते.

संपूर्ण ज्ञानी व्यवस्था ज्ञानविधित समाजातील मार्गदर्शन करून अस्ताना नवीनतम शिक्षणासाठी प्रयत्न केल्यास त्याची गुणवत्ता वाढते. ज्ञानविधि अर्थव्यवस्था आणि उच्च शिक्षणासाठी प्रयत्न केल्यास त्याची गुणवत्ता वाढते. ज्ञानविधि अर्थव्यवस्था आणि उच्च शिक्षणासाठी प्रयत्न केल्यास त्याची गुणवत्ता वाढते.

संशोधनाचे उद्देश्य
1. उच्च शिक्षणातील आवर्तक अथवा उच्छशि कौशल्यांची निरीक्षण करणे.
2. उच्च शिक्षणातील आवर्तक अथवा उच्छशि कौशल्यांचे व्यावसायिक उपयोग करणे.

शोधात लिहिले अपेक्षित प्रकाराचे इतिहास दिलेले आहे. उच्च शिक्षणातील गुणवत्तेच्या वाढण्यासाठी संशोधनाचे उद्देश्य अथवा उच्छशि कौशल्यांची निरीक्षण करणे हे इतिहासातील प्रमुख आहे.

संशोधनाचे निरीक्षण व तब्बल स्वरूप
दत्तात्रेय विश्वेषण पद्धतीत आपले अथवा उच्छशि कौशल्यांची निरीक्षण करणार आहेत. उच्च शिक्षणाचे संशोधन व वाणिज्यता, व्यापारसंबंधी चर्चा महत्वपूर्ण ठरली. यामध्ये रिचर्ड इ. वायटीज व डेविड ए. कोल्ब (१९९५), किंग, एएफ. जी. (१९९७), हिनग्बा एस. वामार्फ्ट वी. व हॅल इ. (२००७), शिकलर, एस. एस. (२०१३) यांच्यास मराठीत प्रकाशित गोष्ट आहेत.

मोहम्मद हिबली, मोहम्मद सेलील व इस्माइल नीकाट (२०१३) यांनी इतिहासातील आवर्तक प्रकरणांतः कौशल्यांचे आवर्तक अथवा प्रमुख मानण्यात आले. त्यामध्ये समान पातळीवर जाणाऱ्या विचारांचा मान्यता, तुलनात्मक विचार, परस्परसंबंधांचा बांध व चर्चेचा सहभाग यांच्यास मानव्या केला आहे.

ए.सी. ह. आ. आ. टी. या शैक्षणिक संशोधनांचे अथवा उच्छशि कौशल्यांचे निरीक्षण करणार आहेत. रॉबर्ट अपरडाइर व धनुष्क, डेविड एंडरसन, वैश्विक कौशल्यांचा मांडणी व पूर्ण शिक्षणाचा उपयोग या कौशल्यांचा समावेश असते.

अथवा उच्छशि कौशल्यच्या निरीक्षणातील संशोधन कर्ज कायम होते आहे. वैश्विक कौशल्यांच्या मांडणीच्या व संस्थेचा याच्या एकत्रित विचार करणे जी अथवा उच्छशि कौशल्यांची निरीक्षण केली त्यासंस्थेत करावी, एस., डेविड्स, क्लाईट ए., तुम्म्हे, ए. वा.
तत्त्वांशी चर्चा के लिए, ही चर्चा प्रामुख्याने पुढील पाच मुद्दांशी संविधित होती.

1. अध्ययनप्रक्रियासंदर्भात अध्ययन कौशल्यांचे स्वरूप व गरज
2. परिसरातील घटने व त्याच्या अध्ययनासाठी अध्ययन कौशल्ये
3. अध्ययन कौशल्यांचे उत्तमतरीर व निमित्ततरीर मान वर्गीकरण
4. अध्ययन कौशल्यांचे वैश्विकता तथा सामूहिक प्रभाव वर्गीकरण
5. अध्ययन कौशल्यांची निवड

अध्ययन कौशल्यांची निवड

जाणले जाणारे निर्देशानि हो प्रक्रिया विश्लेषणाच्या अध्ययन कौशल्यांच्या आधारात अस्तित्व आहे. यामध्ये विवादानिंदे जी अध्ययन कौशल्ये असांची लागतत त्यांचे दोन पदताने वर्गीकरण करता येते. व्यक्तींवर व सामूहिक अध्ययन कौशल्ये असे वर्गीकरण एका प्रकारे केले जाते तर तुमच्या प्रकारे बोधग्य स्तरानुसार उत्तमतरीर व निमित्ततरीर असे वर्गीकरण करते आहे. या वर्गीकरणाचा आधार अध्ययनसंदर्भातील विविध संस्थानांने असल्याची तसल्या त्यात मंदूरूणासाठी संबंधित संस्थानांमध्ये महत्त्वाची दरलाई. व्यक्तींचे सहज, औपचारिक औपचारिक असे कौशल्यांची प्रकारे अध्ययन हे मेंदुशी संविधित असते. लाखसत्वेच अध्ययनप्रक्रियाच्या स्वरूपाच आकलन हे मंदूरूणामध्ये दिलेल्या तात्कालिक संदर्भावरूप अपूर्ण आहे. मंदूरूणाने अध्ययन–अध्ययनाला अनेक मूलभूत अर्थ तत्त्वांशी देण्याची दिली आहे. या तत्त्वांशी आधारात काही अध्ययन कौशल्यांची माध्यम केलेली आहे. जी कौशल्ये वर्तनावावरून अध्ययनाची प्रक्रिया ही अधिश्रुत विद्यमान आहे तर बाब नाहीत. अध्ययन हेतुत्त्व यादृच्छिक केवल भाषिक, वापर, लेखन, अभ्यास, तत्त्वांशी कौशल्ये तत्त्वांशी विज्ञान, निश्चित, संस्थान सहभाग यासाठी प्रामाण्याचे अध्ययन कौशल्ये पुरवठी उत्तर नाहीत, किंवा त्याचा अध्ययन कौशल्यांच्या सहाय्याने अध्ययनाची निर्णयी, मात्तिरतीच प्रामाण्य, तर कार्याचे आकलन यापुर्णी यथायोग्यता रोज़वरे. त्यासाठी निमित्ततरीर अध्ययन कौशल्यांच्या स्वरूपाचे विशेष ध्येय, तत्त्वानुसार तत्त्वांशी बिचार, अपूर्णाचे आकलन, वैश्विकपूर्ण मांडणी यासाठी युवरूप अर्थ उत्तमतरीर अध्ययन कौशल्याचे अध्ययन प्रक्रियेत वापर शाळा पाविल्य.
अभ्ययन कौशलये

निम्नस्तरीय अभ्ययन कौशलये

• उत्सम्पूर्ण सहभाग
• सूची निरीक्षण
• विज्ञान
• स्पष्ट मात्रात्मकता
• मुद्रण भावनात्मक प्रयत्नातीत संतुलन सुस्पष्ट निरीक्षण विचार समंजीत संदर्भित विचार

उच्चस्तरीय अभ्ययन कौशलये

• वैज्ञानिक
• सांस्कृतिक
• लिखित सम्पत्ति
• सहकार्य, गठबंधन में मदत
• नाविकपूर्ण विचार विचारात्मक व्याख्या/विचारता
• चर्चा संदर्भांचा आधार

शास्त्रीय निर्माणादी आवश्यक अभ्ययन कौशलये

आवृत्तीमये दर्शनिविष्करणाची अभ्ययन कौशल्यांची निवड व त्यांचे वर्गीकरण केले. आधाययनाशी आवश्यक संकल्पना व त्यामये समाविष्ट आरसंसर्व आधाययन वातावरण आधार विचार करता, अभ्ययन कौशल्यांनी स्वतःच्छ कण केले गरजेचे आहे. हे व्यःश्रय पुढील सार्वजनिक दर्शनील आहे.

सारणी क्रमांक 1
शास्त्रीय निर्माणादी आवश्यक अभ्ययन कौशल्ये व त्यांचे स्वरूप

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| 1     | उत्सम्पूर्ण सहभाग | • स्वतःच्छ अभ्ययनकृतीमये सहभागी होणे  
• अभ्ययनकृतीमये पूर्णस्पष्ट सहभाग  
• अभ्ययनकृतीमये सहभागातील स्थिरता  |
| 2     | सूची निरीक्षण | • चित्र, चित्रांकित पाठ्यांचा वाराकाढव्याकडे लेख देणे  
• संगीत, आवाजातील चमत्कार, वर्ण पाठ्यांना काठांशेर श्रवण  
• अभ्ययनकृतीमये पृथकून अन्वेषनशीलता पाणे  
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| 3     | कृतिक निरीक्षण | • क्रितिहीनपूर्वक वेव्हायवृत्त हावभाव  
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| 4     | स्न मताधिक्षकता | ● चर्चा, चर्चाएंच्या समक्षपणे मत मांडणे  
               ● गद्धामध्ये सर्वकाळपणे शब्दक्षमती |
| 5     | मुक्त अभिभावकता | ● चांगाचे सोडन सविचार, मत, कल्पना मांडणे |
| 6     | प्रत्यावृत्ती धारातील | ● अध्ययनकृतीमध्ये कृतीमध्ये सहभाग, प्रत्ययावृत्ती धारातील |
| 7     | सुरूचि चिन्तन | ● अध्ययनकृती, संकल्पनाचित्र आरंभक दाळीत खटःख्या मान्यतोंच्या समक्ष चिन्तन करत एक चर्चा, चर्चा क्षमत बनाचे  
               ● मताधिक्षकतील सूचना |
| 8     | विचारार्थेच्या दुरूपकतासाठी/ नृत्यीकरण | ● खटःख्या चुक्रीतां अनुभुता/अनुभुत विचारार्थेच्या, कल्पनामध्ये उत्तरार्थ धारण, बाचू, नृत्यीकरण करून दुरूपकता किंवा नृत्यीकरण |
| 9     | भावनिक संदर्भांतून विचार | ● अध्ययनकृतीमध्ये प्रत्ययावृत्त, दृष्टी, विचार, कल्पना यांचा भावनिक संदर्भांतून विचार |
| 10    | सहकार्य, गद्धामध्ये मदत | ● गद्धामध्ये, जोडी अध्ययनमध्ये इतःगां मदत सहकार्यकृतीमध्ये संबंधित |
| 11    | नाविन्यपूर्ण विचार | ● चर्चा, चर्चाएंच्या अध्ययनकृतीमध्ये नाविन्यपूर्ण विचार, कल्पनामधी मांडणी |
| 12    | विचारार्थेच्या व्यावहारकात/ विविधता | ● प्रत्येकर्षेंची एक चर्चा न मांडत वाच्यपूर्ण विचार मांडणे  
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<p>| 13    | व्यक्त चिन्तन | ● युवमध्ये, गटवचांच्या वात, सक्रिय व उत्साहित सहभाग |
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| 15    | सहकार्य विचार | ● समस्तेंचे सहकार्य विचार करून मृदांची नोट |
| 16    | वैशिष्ट्यपूर्ण मांडणी | ● संकल्पनाचित्र आरंभक, मताची नोट इ. मध्ये वैशिष्ट्यपूर्ण मांडणी |
| 17    | अर्थपूर्ण आकलन | ● एकादीश संकल्पना समजून घेऊन अर्थपूर्ण पद्धत संकल्पित मांडणी |
| 18    | पूर्वअध्ययनाचा उपयोग | ● नवीन संकल्पनेच्या अध्ययन करतेंवेंची किंवा अध्ययनकृतीश्चे पूर्वपूर्वअध्ययनाचा संवेदन जोडत एक चर्चा |
| 19    | परसपर दुरूपकता वापर | ● संकल्पनाचित्र आरंभकाच्या दोन संकल्पनांची संबंधित पद्धत युवांचा वापर करणे |
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| 21    | तत्त्वशोधन | ● चर्चा, समस्तेंचे अध्ययनकृती या सर्व प्रकारचा अध्ययनकृतीमधून अतिम कल्पना, विचार यांचा शोध एक चर्चा |</p>
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Sambhavo


Sambhav Suuti

SKILL DEVELOPMENT IN 21ST CENTURY
Mrs. Rajasree Suresh Pillai, Assistant, Professor,
Pal Rajendra College of Education, Kandivali(E), Mumbai, India.

ABSTRACT:
There is a paradigm shift in education in 21\textsuperscript{st} century. So students and teachers should be ready to accept that shift and must understand that developing 21\textsuperscript{st} century skills is the need of the hour. All must be able to learn from and work collaboratively with individuals from diverse cultures, religions, ideologies, and lifestyles in an environment of openness and mutual respect. Information and communication technologies are extremely influencing every discipline including Education. E-learning will transform all forms of education and learning in the 21st century. A judicious use of ICT technologies together with new functions and roles of education personnel can bring about more efficient and effective teaching learning-process. Learners and teachers must develop skills of: Digital-Age Literacy, Inventive Thinking, Effective Communication, Social and Cross-Cultural, Life and Career, Decision Making, Critical Thinking and Problem Solving, Creativity and Imagination, High Productivity and accountability, Media and Information literacy, Leadership and Responsibility.

Just as business and industry must constantly adapt to the rapid shifts in this 21st Century, so must education. This calls for a culture of innovation informed by data, research, and critical and creative thinking.

The 21st century life and career skills focus on the ability of individuals to work effectively with diverse teams, be open-minded to varying ideas and values, set and meet goals, manage projects effectively, demonstrate ethical practices, be responsible to both one’s self and the larger community and being accountable for results.

Leadership and responsibility skills include the ability of individuals to work with the interest of the larger community in mind, to inspire others by example, and to capitalize on the strengths of others to achieve a common goal.

Social and cross-cultural skills are essential 21st century life skills.

Media literacy skills help individuals to be able to access, understand, and analyse media and media messages.

INTRODUCTION:
In 21st century we need some skills, to be successful in life, career and society at large. The critical areas for development are many. Communication skill, Collaboration and teamwork, Creativity and Imagination, Critical thinking and Problem Solving, Decision-making, Innovation, ICT skill, etc. are essential in today’s scenario. We have to mould citizens in such a way that they will be successful all around the world. Today, success lies in being able to communicate, share, use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to communicate and expand the power of technology to create new knowledge.

21st century learning should focus on skill development because that is needed to thrive in today’s global economy. It must also focus on digital age literacy, inventive thinking, effective communication and high productivity. 21st century skills help the students to understand and engage with global issues and diverse learning communities. Teachers advocate for 21st century readiness for every student. They advocate for
local, state and federal policies that support 21st century learning standards for every educational institution.

**ICT AND EDUCATION:**
ICT skills improve student learning and helps teaching. In 21st century there is an increase use of ICT in all walks of life. Students and teachers must develop their ICT skills, so that they can learn and explore. There is a paradigm shift in education in this century. So students and teachers should be ready to accept that shift and must understand that developing 21st century skills is the need of the hour. Learning through ICT is very interesting also. ICT is a very vital tool for imparting education and students find it interesting to learn through ICT. In the education sector Information and Communication Technology (ICT), plays an important role, especially in the process of empowering the technology into the educational activities. ICT plays a catalytic role in enhancing learning in classroom and beyond. The use of ICT in education adds value to teaching and learning by enhancing the effectiveness of learning. After the inception of ICT in schools, learning becomes more stimulating and encouraging. It is affecting every aspect of education from teaching-learning to assessment and evaluation. It aids literacy movements. It enhances scope of education by facilitating mobile learning and inclusive education. It facilitates research and scholarly communication. We have to promote the culture of learning at school and to support schools in sharing experience and information with others. Simulation games in online virtual environments can be effectively used in educational institutions. Such games give students a chance to take on new identities and sink, virtually, into situations in which they can apply knowledge in ways not possible in most students' real lives. Students to be skilled at pattern recognition, sense-making of unfamiliar environments, and multitasking.

Other 21st century skills are:

1. **Digital-Age Literacy** which includes
   a) Basic, Scientific, Economic, and Technological Literacies
   b) Information and Visual Literacies
   c) Multicultural Literacy and Global Awareness

2. **Inventive Thinking** can be developed by
   a) Adaptability, Self-Direction and Managing Complexity
   b) Curiosity, Creativity and Risk Taking
   c) Higher-Order Thinking and Sound Reasoning

3. **Effective Communication** is helpful in
   a) Teaming, Collaboration, and Interpersonal Skills
   b) Personal, Social, and Civic Responsibility
   c) Interactive Communication

4. **High Productivity** can be achieved by
   a) Prioritizing, Planning, and Managing for Results
   b) Effective Use of Real-World Tools
   c) Ability to Produce Relevant, High-Quality Products

**Technological literacy:**
Through E-learning, accessing of information, instruction and interaction through the Internet or Intranet by using web-based resources, e-mail, discussion boards, blogs, chat or video. Learners’ familiarity with
web 2.0 technologies opens up a new space and style of learning. This new style of learning focuses on collaborative knowledge building, shared assets, problem solving, and the breakdown of distinctions between knowledge and communication. For example the production and utilization of podcasts, blogs, videos, and interactive tutorials. E-learning will transform all forms of education and learning in the 21st century. A commitment to teaching 21st century skills will enable

a) to improve teaching and program quality
b) move to performance and competence based modes of learning
c) educators to be more flexible and creative in the ways of inclusive education

**Use of Innovative Skills in Communication, Critical Thinking and Problem Solving:**
Communication and Collaboration Learning should be promoted in schools, workplaces or other environments. The communication and collaboration skill refer to the ability of individuals to communicate clearly, using oral, written, and non-verbal languages and collaborate effectively and responsibly with diverse populations. Effective communication is a challenge among students. 21st century student should be able to

1. Communicate Clearly, Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts.
2. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
3. Use communication for a variety of purposes - to inform, instruct, motivate and persuade
4. Utilize multiple media and technologies and know how to judge their effectiveness and assess their impact
5. Communicate effectively in diverse environments including multi-lingual
6. Collaborate with Others
7. Demonstrate the ability to work effectively and respectfully with diverse teams
8. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
9. Assume shared responsibility for collaborative work, and value individual contributions made by each team member.

These communication and collaboration skills can be learned through a variety of methods: project-based learning, problem-based learning and design-based learning.

Critical thinking and problem solving skills include the ability of learners to reason effectively, ask pointed questions and solve problems, analyse and evaluate alternative points of view and reflect critically on decisions and processes, make judgments and decisions, and solve problems.

**Creativity and Innovation:**
This skill set promotes creative thinking and the ability to work creatively with others. Creativity is often described as an essential skill that can and should be fostered. In a review of the interconnection between technology, learning and creativity, technology allows individuals to produce high quality work in a range of media that provide opportunities for creativity. Creativity can be nurtured by teachers and learning environments that encourage questioning, openness to new ideas, and learning from mistakes and failures. Though it is difficult to assess creativity, there are multiple instruments and assessments that have been designed to measure creativity in specific fields such as problem solving and design.
21st Century Life and Career Skills:
The 21st century life and career skills focus on the ability of individuals to work effectively with diverse teams, be open-minded to varying ideas and values, set and meet goals, manage projects effectively, being accountable for results, demonstrate ethical practices and be responsible to both one’s self and the larger community.

Leadership and Responsibility:
Leadership and responsibility skills include the ability of individuals to work with the interest of the larger community in mind, to inspire others by example, and to capitalize on the strengths of others to achieve a common goal.

Productivity and accountability Skills:
Setting and meeting goals, prioritizing needs, managing time, working ethically, and collaborating and cooperating with colleagues and clients. Students should be able to manage projects; set and meet goals; prioritize, plan, and manage work; produce results; multitask; work positively and ethically; be accountable for results; and collaborate and cooperate effectively with teams.

Social and cross-cultural skills:
21st century social and cross-cultural skills refer to the ability to work well with colleagues, present oneself professionally, and respect and embrace social and cultural differences. Understanding and embracing cultural and social differences and using those differences to develop new ideas and new solutions to problems are increasingly important in social spheres as well as in the workplace.Students should be able to interact effectively with others, conduct themselves in a respectful and professional manner, work effectively in diverse teams, respond open-mindedly to different ideas and values, and be able to work effectively with people from a range of social and cultural backgrounds.

Media literacy:
The literature on 21st century media skills argues that it is essential for individuals to be able access, understand, and analyze media and media messages. This skill set includes the ability to understand media bias and the ways in which media influences beliefs and behaviors. 21st century media skills refer to the ability of individuals to effectively create and deliver media products. Learners need skills in critically evaluating and creatively producing representations in a variety of media.

Information literacy:
In order to thrive in a digital economy, students will need digital age proficiencies. It is important for the educational system to make parallel changes in order to fulfill its mission in society, namely the preparation of students for the world beyond the classroom.Information literacy is the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy skills include: accessing information efficiently, evaluating information critically, and using information accurately and creatively. Information literate individuals are able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
The uncertain quality and expanding quantity of information pose large challenges for the effectual application of relevant information. 21st century learning environments are the physical spaces, tools, and learning communities that encourage and enable students and educators to attain the skill-sets that the 21st century requires. This includes a number of important elements such as the physical environment, a school’s daily operations – including scheduling, courses and available activities, technology infrastructure, school culture, community involvements, and school leadership.

References:
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Dr. Navnath Sopanrao Gaikwad
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1.1 प्रारंभिकः

व्यक्तिमयों जे सुप्रकाश बनत असते ते व्यक्त करणारी ध्येय विकसित करणे हे शिक्षणाचे महत्त्वाचे कार्य मानले जाते तर व्यक्तीय चारित्रिक विकास करणे हे शिक्षणाचे प्रमाण उद्देश्य समजले जाते. परंतु समस्याची परिगमन व समाधिवान ब्रह्मवाद्य प्रतिमांक े यो देखील असे काही हिताच यांदा तलाव. यथार्थपणे व्यक्तिक सामाजिक व राष्ट्रीय प्रतिमांक गठनाचे प्रमाण हे सर्व व्यावहारिक राजकीय प्रक्रियांत सन्यासाचे नवे तर भेदसावलीय सामाजिक मणुष पुढे आलेल्या आहेत. विरोधात: उद्योगांची गठनीचे प्रमाण अवशंककर्या काहीत मोठ्या प्रमाणात बांधले आहेत. यांनुसार पुढील काही वर्त्तमान व्यवस्थापन व उन्नतीशिक्षण देशातील संस्था ओळ पदार्थाची शक्तता निम्नास आहे. या संदर्भात अभाव सर्वात ग्राह्य केलेल्या पार्संगिक राजकीय प्रतिमांकांत शीर्षक सामाजिक महाविद्यालय आहे. या कार्याचे आखाद्या मानसिक, शारीरिक व वैदिकस्तुत कार्य किसिंदू विकसित होते असतात. या कार्याचे स्वयंचरण व्यवस्थापक पैलू पडले नाहीत, त्यांना त्यांच्या अस्तित्वाचा ढाल जल काळिन काळ होता. त्यांमध्ये जीवनसाधनांची कौशल विकसित झाल नाही, त्यांमध्ये जीवनसाधन हे केवळ कामी पत्ता पूर्ण मानिसत होत. जीवनसाधनाच्या उपयोगाने, ग्राह्याच्या प्रस्तुत व समस्याने ते उत्तर ठक नाहीत. त्यांचा खेतला जीवनात उभार एकात्मक अस्तित्वाची म्हणजेच के कोणताही कामी फक्त ते केवळ कामी पत्ता पूर्णत बदलत होत. जीवनसाधनाच्या उपयोगाने, ग्राह्याच्या प्रस्तुत व समस्याने ते उत्तर ठक नाहीत. त्यांच्या खेतला जीवनात उभार एकात्मक अस्तित्वाची म्हणजेच के कोणताही कामी फक्त ते केवळ कामी पत्ता पूर्णत बदलत होत.

1.2 उच्च शिक्षणातील गठनीचे स्वरूपः

उन्नतशिक्षणातील विद्यालयांची गठनीचे स्वरूप हे बहुसंख्यी आहले. विद्यार्थी परिक्रेमणे अनुसारी होणे हा व्यक्तिक केंद्र बेदमची स्तर आहे. व्याख्याने या गठनीचे बहुसंख्य दर्शने असतात व्याख्याने परस्पर दर्शन जात नाही त्यांची व्याख्या कामीपूर्वक तुरुक्षे केले जाते. उन्नतशिक्षणातील विद्यार्थी गठनी मध्ये साधारण: पुढील स्वरूप आहले.

• उन्नतशिक्षणाचे शुल्क आवाचा अभार होते,
• उन्नतशिक्षणाचे सोपा संहिताकर अतिरिक्त उपलब्ध नसते,
• उन्नतशिक्षण पेन अस्तित्वाचे पातळे रोजगारावैटीचे स्वतंत्रता,
• मुळीचे विषय दरम्यानचा कार्य होणे,
• उन्नतशिक्षणातील परामर्श पदार्थे स्वरूप,
• उन्नतशिक्षणातील निर्देश अभाषसकम,
• वास्तविक जीवनातील उन्नतशिक्षणाचा उपयोग न घोषेने,
• समाजातील परिस्थितीत पूर्ण अभाषसकम नसे,
• उन्नतशिक्षण कौशल-पूर्ण अभाषसकम अभाव,
• काम करती शिक्षणांची महत्त्वतील व नंतर शिक्षणाकडे दुरुक्षे.

1.3 उन्नतशिक्षणातील गठनीची कारणे:

उन्नतशिक्षणातील विद्यार्थी गठनी वाढणारी काही प्रमुख कारणे पुढीलप्रमाणे मांडता येतील.
1. स्थलांतरः

ग्रामीण भाषाओं के रेगिस्तान में शिक्षा के लिए उपलब्ध कोटियों की नीति का प्रयोग उपलब्ध कोटियों का प्रयोग होता है। 2000 तक दशकों के लिए शिक्षा का मुख्य कारण उपलब्ध कोटियों की नीति का प्रयोग होता है। मुख्य शिक्षा के रेगिस्तान में शिक्षा का मुख्य कारण उपलब्ध कोटियों की नीति का प्रयोग होता है।

2. अभ्यासक्रम व परिषदंश रूपमः

भारतीय राज्यकल्याणी व भोजनकल्याणी शिक्षकों, और विभिन्न क्षेत्रों में समस्त भारतीय संबंधितों को प्रभावित करते हैं। ही दु:ख समस्याएँ आती हैं। लाभदायी व व्यवस्थापक कार्यक्रम शिक्षा का अहमदी विषय क्षेत्र में अहमदी रूप से व्यवस्थापन करता है। लाभदायी व व्यवस्थापक कार्यक्रम शिक्षा का अहमदी विषय क्षेत्र में अहमदी रूप से व्यवस्थापन करता है।

3. परिषदंश पूर्ण शिक्षण अभावः

शिक्षण में परिषदंश प्रतिवेदन पड़े आर्य समय में, भारतीय राज्य धन में, अहमदी अध्यात्मक शिक्षाओं तथा समस्त भारतीय संबंधितों का प्रभावित करते हैं। लाभदायी व व्यवस्थापक कार्यक्रम शिक्षा का अहमदी विषय क्षेत्र में अहमदी रूप से व्यवस्थापन करता है। लाभदायी व व्यवस्थापक कार्यक्रम शिक्षा का अहमदी विषय क्षेत्र में अहमदी रूप से व्यवस्थापन करता है।

4. ‘काँटा’ प्रक्रियाओं निर्माण के लिए आवश्यकः

काँटा, उद्देश्य का व जागरूकता की प्रक्रिया ही मूल्यः। एक आर्थिक प्रक्रिया असली तथा लाभदायी व सामाजिक परिपात अधिक काठ का रूप होता है। काँटा धारणों में जनवरी दिवस के लिए अहमदी रूप से व्यवस्थापन करता है। लाभदायी व व्यवस्थापक कार्यक्रम शिक्षा का अहमदी विषय क्षेत्र में अहमदी रूप से व्यवस्थापन करता है।

5. ‘कैरियरपूर्ण’ शिक्षणात्मक अभावः

उद्योगशास्त्र निरीक्षण निरस्त युवाओं का विश्वासी विकसित होता है। भारत, अर्थव्यवस्था व अर्थव्यवस्था का अहमदी रूप से व्यवस्थापन करता है। लाभदायी व व्यवस्थापक कार्यक्रम शिक्षा का अहमदी विषय क्षेत्र में अहमदी रूप से व्यवस्थापन करता है।
1.4 उपयोगकर्ता:
उच्चशिक्षणातील विद्यार्थिनी गठनी कर्मी व्यावहारिक संस्थापनांतरी काही उपयोग मांडला येतील.
- ग्रामीण भागात रोजगारासाठी संघी निर्मित करण्याकरता परिस्थिती पूर्व उठावाना प्रोत्साहन व अनुदान देणे.
- परिस्थिती पूर्व कौशल्या विकसित अभ्यासक्रम निर्मित करणे. विद्यार्थ्यांचा कार्य अभ्यास देशून तो सातत्याने अध्ययन करणे.
- उच्चशिक्षण मोफत करून गरजूना तया प्रक्रियेत समाविष्ट करून शेष्यासाठी व्यवस्था योजना आहेणे.
- मुलीकर्त्ती आवश्यक उच्चशिक्षणाची संघी सहज उपलब्ध करणे व प्रोत्साहनपर स्वतंत्र देणे.
- तुर्थ शिक्षणप्रणाली समीक्षणाची साधन उपलब्ध करणे व प्रोत्साहनपर स्वतंत्र देणे. इत्यादी.

1.5 निष्कर्ष:
सारांश, उच्चशिक्षण हे कोणत्याही राष्ट्राच्या सर्वांगीण सर्वांगीण महत्त्वाच घटक असतो. राष्ट्रीय शिक्षणातील ती महत्त्वाची गुंतवणूक असते. राष्ट्राच्या नेतुत्व व भविष्य असराच्या यूनार्थकतील विभागक वाढणे देखण्याचे कार्य उच्चशिक्षणाच्या माध्यमातूनच होत असते. राष्ट्राच्या भविष्याची गठनी ही एकुण राष्ट्रीयक अथायासाठी धरणी उठावारे आहे. केवळ कौशल्यपूर्ण भारतीय घोषणा करून हे साधन सामर्थ्य होणार नाही. त्यासाठी चीन-भारत सारख्या राष्ट्राच्या आदर्श आप्यासमोर तीव्र गरजे आहे. त्याचे हे ही वाचकसंख्या असराच्या चीन आप्यास मुद्द्यान्तासाठी आपल्या पांडवां उत्कृष्ट जागतिक महासंघात सार्वजनिक विभाग उठावारे तर भुतान सारख्या जगातील स्वतंत्र गरीब देश असलेल्या भूतान ही ओळख पूर्ण जगातील स्वतंत्र सुखद देश ही ओळख निर्मित करेली आहे. ती ही उच्चशिक्षणातील गुंतवणूकीच्या हा विभागकी व परिस्थिती पूर्व शैक्षणिक उपकस्मातूनच. भारत ही या दिसेल मार्गदर्शन करून मार्गदर्शन उत्तराव ही अपेक्षा आणि डेव्ह शक्ती. गरज आहे समाजातील सर्व परिस्थिती आपल्या भौमिक समजातून पैज्डुस ल्यास न्याय देखण्याची अन्यथा भारताचे भविष्य व भविष्य अंगावती आहे या निकाहित आणणे येते.
HOW WOMEN EMPOWERMENT INFLUENCES THE NATIONAL INTEGRATION?

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ABSTRACT

The present study concentrates on the working and non-working women. The research investigator attempts to explore the relationship between women empowerment and national integration among working and non-working women and teaching and non-teaching women. The study comprises of 68 working and 30 non-working women of Vijayapur city, who were educated. Descriptive survey method was employed to collect the data from secondary school, college women teachers and non-working women. Stratified random sampling technique was employed to draw the samples from the population. Tools used were standardized scales, to measure women's relative empowerment in urban families-M.Sarada Devi and National Integration Questionnaire - Dr.S.C.Gakhar and Dr.Manjula Narola.

The present study reveals the following findings: There is no positive correlation between empowerment and attitude towards national integration of women.

The influence of teachers on children is very strong only next to the influence of family especially that of mothers.

INTRODUCTION

There is no chance of the welfare of the world unless the condition of the women is improved. It is not possible for a bird to fly on one wing - Swami Vivekananda

Women in the society are given less of importance and they are deliberately kept aside in social spheres and they are practically dumped without having any empowerment to establish their identities in the society, thereby causing much of exploitation and humiliation. It is for the long status of woman was different from that of men in terms of their roles and responsibilities both in family and society. Many of their tasks and responsibilities as well as their needs and constraints had been seriously undervalued. They have to spend excessive amounts of time and energy in unpaid domestic work such as child care and kitchen work. The cultural, environmental, social values and legal systems are often biased against women. In contrast, a male is considered as a guarantee of power, prestige, authority and responsibility in the family and society. This discrimination against women adversely affects the distribution of economic, social and political powers throughout the world. In the past, poor women’s lives were nothing but the stories of pain, suffering humiliation and broken dreams.

It is empowerment that releases one from lack of power, lack of speech and lack of freedom. These three are the basic components of human rights to maintain a sustainable life amid all societal hazards and disturbances. Women empowerment is now considered to be supported so as to authorize the women in exchanging their views with the society, to combat with societal customs and prejudices that prohibit their overall development and prosperity. It is highly realized that when women are given education and training and are fortified with power, they can become more valuable and active members of the society. Their empowerment concerning social and political issues will help to reduce the imbalance existing in the society.

National Integration:

Education Commission Report (1964-66): ‘National Integration includes a confidence in nation’s future, a continuous rise in the standard of living, development of feeling of values and duties, a good and impartial administrative system and mutual understanding.’
National Integration Conference Report (1961): ‘National Integration is a psychological and educational process involving the development of a feeling of unity, solidarity and cohesion in the hearts of people, a sense of common citizenship and a feeling of loyalty to the nation.’

The development of an ability, to accept the differences with other members of larger society belonging to different groups, will go a long way in preventing communal clashes as well as boost national integration.

The role of women in this regard becomes important as they are the ones who take the maximum responsibility of upbringing of the child during the child’s formative years of life. These early years of child’s life are crucial for the mental development (including attitudes and prejudices) of the child. Therefore it’s the women, who could develop sound mental health among children who would become the future citizens. The secular values (like tolerance, respect of others etc) inculcated in these formative years among children prove to be a deciding factor in the child’s development in later years. It also depends upon the continuous learning which the mother provides to the children throughout its initial learning stage as well as moral and emotional support from mother which makes the child feel secure, thereby reducing the tendencies of developing aggression towards other people, in the future

NEED FOR THE PRESENT STUDY

Women are looked upon as inferiors in almost all societies and groups. The present study helps to recent recognition of women in all progressive societies and groups. No development is complete without women. But their role was ignored generally. It slowed down the pace of progress and even reduced the progress. The study concentrates on working and nonworking women.

The greatest need of the country is to strengthen itself through national unity. The role of women as teachers also could pave the way for development of communal harmony and national integration in the society. The influence of teachers on children is very strong only next to the influence of family especially that of mothers. The value education along with scientific education both are desirable in making a future citizen who can resist pressures and temptations from various divisive groups and take decisions based upon the facts of the situation and on that of his or her own secular values rather than basing them upon narrow parochial interests of religious groups.

The research investigator attempted to study the correlation between women empowerment and national integration. It not only adds to the pool of scientific knowledge in social sciences but will also result in the meaningful conclusions with their level of empowerment as well as their level of patriotism. It may reveal the aims of empowerment. Empowerment process starts from one woman either individually or collectively and then reaches other women, so it is rather a horizontal approach than top down approach.

OBJECTIVE OF THE STUDY

To investigate the correlation between Empowerment and Attitude towards National Integration of women.

VARIABLES USED IN THE STUDY

Independent Variable:
Gender-Women

Dependent Variable:
1. Empowerment: To analyze the correlation between the impact of occupational status of women and their empowerment
2. National Integration: To analyze the correlation between the impact of occupational status of women and their attitude towards National integration
Moderate Variable:
- Working Women and Non-Working Women
- Teaching and Non-Teaching
- Students and Housewives
- University Women Lecturers, College Women Lecturers and Secondary School Women Teachers

DESIGN OF THE STUDY

Research Method: The research investigator selected the Descriptive Survey method for the data collection, which deals with the relationship between Variables, the testing of Hypotheses and the development of generalization, principle or theories of universal validity.

Population and Sample: The Qualified women in Vijayapur city comprise the population of the present study. The Stratified Random Sampling Technique was employed to draw the sample of 98 women of Vijayapur city

SAMPLING DESIGN

Tools: In the present study, the following tools were used to collect the data.
- Standardised Scale to measure Women’s Relative Empowerment in Urban Families- M.Sarada Devi

The empowerment Scale was validated against self-esteem scale developed by Kapadia Verma(1989). As the scale was found to be both reliable and valid, it evolved as a standard empowerment scale for women. The empowerment scale studies the construct of power consciousness and power awareness among women. This standardized scale includes the following dimensions in the empowerment scale.
- Self Decisions- Personal Affairs, Children’s Affairs and Household Affairs
- Joint Decisions- Personal Affairs, Children’s Affairs and Household Affairs

Scoring Key

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<td>Numerical Value</td>
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- A-Always
- S-Sometimes
- N-Never

2. National Integration Questionnaire –Dr.S.C.Gakhar and Dr.Manjula Narola
The tool consists of 82 questions

**Statistical Techniques employed:*** Mean, Standard Deviation, Carl Pearson’s Coefficient of Correlation

**ANALYSIS AND INTERPRETATION OF THE DATA**

Research investigator collected the data and framed the research hypotheses on the basis of objectives of the study and translated into null Hypotheses to test statistically. The collected data was systematically organized and tabulated for the analysis as follows.

**Hypothesis 1.** There is no positive correlation between Empowerment and Attitude towards National Integration of Women

**Table 1.** Correlation between Empowerment and Attitude towards National Integration of Women

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>r-Table Value@ 0.05 level</th>
<th>Obtained r Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Empowerment</td>
<td>98</td>
<td>69.6</td>
<td>14.7</td>
<td>0.196</td>
<td>0.098</td>
<td>Non significant</td>
</tr>
<tr>
<td>Women</td>
<td>National Integration</td>
<td>98</td>
<td>54.9</td>
<td>10.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:**

From the table it is evident that, the obtained r-value is less than the table r-value. So the empowerment and attitude towards national integration are insignificantly correlated at the 0.05 level of significance. Hence the formulated null hypothesis is accepted. Therefore, it was concluded that there is no positive correlation between empowerment and attitude towards national integration of women.

**CONCLUSION**

The study was intended to see whether there was a positive relationship between the empowerment and national integration among women, either working, or teaching at various stages or nonworking or nonteaching. But the study revealed that working and teaching women in secondary schools, college and university; nonworking and nonteaching women were not possessed any positive correlation between empowerment and national integration.

The women play an important role in resolving various types of conflicts which endanger the social integration and could lead to balkanization of society. The different roles which the women play in creating communal harmony are that of a mother, teacher, wife, friend, executive, member of self help group etc. The women can play similar as well as other different roles in resolving newer conflicts thereby contributing to the national integration. Therefore the women as teachers could provide the desired education to the children for enabling them to develop as responsible citizens of the country contributing to its harmonious and integrated development.

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HIGHER E-EDUCATION IN INDIA: A BIRD EYE VIEW
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“Education is not the amount of information that is put into your brain and remains there, undigested, all your life. We must have life-building, man-making, character-building, assimilating fine ideas and making them your life and character, you have more education than any man who has got by heart a whole library.” - Swami Vivekananda

Introduction
THE aim of higher education in India is praiseworthy, which lays foundation of good citizenship and a principal instrument to awaken the younger generation to intellectual, cultural pursuits and values. For nation building activities, higher education therefore a powerful tool to uplift the society at large. Higher education should, thus, be co-related to social, political or economic needs of our developing nation fostering secular values breaking the barriers of casteism, linguism, religious bigotry and it should act as instrument of social change. Education system should be so devised as to meet these realities of life. it nourishes intellectual advancement to develop dignity of person without which there is neither intellectual excellence nor pursuit of happiness. According to Bharat Ratna Dr. Ambedkar education is the means to promote intellectual, moral and social democracy. Every citizen, as a fundamental duty, to promote harmony and spirit of common brotherhood among the people, to develop the scientific temper, humanism and the spirit of inquiry and reform; to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement. In India education is a fundamental right. The native endowments of men are by no means equal. It is process which provides for intellectual, moral and physical development for good character formation; mobility to social status; an opportunity to scale equality and a powerful instrument to bring about social change including necessary awakening among the people.

Administration of Higher Education in India
The education system in India is administered by the Ministry of Human Resource Development at the center and the different Departments of Education at the state level. Education is a concurrent subject in the Indian Constitution, which implies that Indian states and the federal government both have jurisdiction over the sector; although the Government of India provides the overall policy framework, financial support and guidelines to ensure a national standard of education, implementation is primarily done at the state level.

After the United States and the China, India is a largest education system in the world. The governing body for the Higher Education after the Ministry of Human Resource Development is University Grants Commission which enforces the standards and advises to the Central and State Government by helping and co-coordinating between the Central government and State government.

Recent Government initiatives
- **Rashtriya Uchattar Shiksha Abhiyan** - A total of 316 state public universities and 13,024 colleges will be covered under the Rashtriya Uchattar Shiksha Abhiyan, a plan to manage funding for higher education. This is a scheme to develop state university by central govt funding (60% for general category states, 90% for special category states, 100% for union territories).
- **Scheme of Integrating Persons With Disabilities In The Mainstream Of Technical And Vocational Education** - Caters to around 50 polytechnics in the country and provides them with grants-in-aid aimed at facilitating greater integration of disabled individuals into higher education. 

[49]
• **Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)** - The purpose of this scheme is to raise the quantity and quality of teaching staff across schools and colleges. It also aims to create better institutional frameworks in order to cultivate change in the positive direction.[49]

**Information Communication Technology (ICT) in Higher Education:**

Internet is a biggest communication tool in various sectors. Its positive impact also seen in education system. Traditional education system has some limitation. Most of the students suffer from learning disabilities. There is no doubt in India percentage of degree and masters degree holder students goes increasing. When these students came in various sector they are weak in professional skills.

Multimedia education will definitely help students to improve their educational skills and learning the evolution in artificial intelligence emerging sector. Economic factor also impact on e-education. It provides quality education with easy accessing through mobile and computers. Indian government also provides quality education through programmes like SSA (Sarva shiksha Abhiyan), ICDS (integrated child development services) etc. These programmes have good structure policy for education but still it needs multimedia education support for more effective implementation. Indian economic market needs are changing rapidly in this decade. It is largely based on the soft skill. Soft Skill will be developed only with vision of e-education which is need of ICT world.

**National Knowledge Network:**

The National Mission on Education through ICT, launched in 2009, aims to leverage ICTs for enhancing the teaching learning experience of learners. A high-speed digital broadband network, the National Knowledge Network, is envisaged for interconnecting the country's major research and educational institutions, colleges, and universities. A structured empowered committee will be in charge of coordinating the activities of creation and implementation of the content, application, and establishment of the network. The Mission has two major components: content generation and providing connectivity, including last mile connectivity for students and institutions. On the content generation front, a wiki style collaborative platform under the supervision of content advisory committees is envisaged. Renowned institutions and educators will be part of the content generation effort and different activities in respective areas of excellence may be coordinated by them. Existing resources like the National Program of Technology Enhanced Learning (NPTEL) and the Multimedia Educational Resource for Learning & Online Teaching (MERLOT) could contribute to this exercise. In the Eleventh Five-Year Plan, an amount of INR 46 billion (approximately USD 0.9 billion) has been assigned for the Mission with a budget provision of INR 5 billion (approximately USD 0.1 million) for the financial year 2008–09.

**SWAYAM:**

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. This is done through an indigenous developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th class till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to the residents in India. More than 1,000 specially chosen faculty and teachers from across the Country have participated in preparing these courses.
The courses hosted on SWAYAM are in 4 quadrants –
(1) Video lecture,
(2) Specially prepared reading material that can be downloaded/printed
(3) Self-assessment tests through tests and quizzes and
(4) An online discussion forum for clearing the doubts.

Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. In order to ensure best quality content are produced and delivered, nine National Coordinators have been appointed: They are-

- AICTE for self-paced and international courses,
- NPTEL for engineering,
- UGC for non technical post-graduation education,
- CEC for under-graduate education,
- NCERT & NIOS for school education,
- IGNOU for out of the school students,
- IIMB for management studies and

2. National Academic Depository

The vision of National Academic Depository (NAD) is born out of an initiative to provide an online store house of all academic awards. National Academic Depository (NAD) is a 24X7 online store house of all academic awards viz.,certificates, diplomas, degrees, mark-sheets etc. duly digitised and lodged by academic institutions / boards / eligibility assessment bodies. NAD not only ensures easy access to and retrieval of an academic award but also validates and guarantees its authenticity and safe storage.

The SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite.

IMPRINT is the first of its kind MHRD supported Pan-IIT + IISc joint initiative to address the major science and engineering challenges that India must address and champion to enable, empower and embolden the nation for inclusive growth and self-reliance. This novel initiative with twofold mandate is aimed at:

(a) Developing new engineering education policy
(b) Creating a road map to pursue engineering challenges

The National Institutional Ranking Framework (NIRF) was approved by the MHRD and launched by Honourable Minister of Human Resource Development on 29th September 2015. This framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations broad understanding arrived at by a Core Committee set up by MHRD, to identify the broad parameters for ranking various universities and institutions. The parameters broadly cover “Teaching, Learning and Resources,” “Research and Professional Practices,” “Graduation Outcomes,” “Outreach and Inclusivity,” and “Perception”.

In Focus

The Department of Higher Education, MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions. In digital India, access of higher education is available on the finger of the generation. Due to easily availability of the higher education there is lack of values.
हस्तलिखित चेतना जतन व संरचना: एक कला
कार्तेय चंद्रधर काशिनाथ, संशोधक विद्वानी,
इतिहास विभाग, संशोधक विद्वानी, कौशलपुर

प्रस्तावना—
इतिहास शाखा जतन जिस विकसित होने गई तथा तदीय इतिहास साधनांचे महत्त्व वाढते गेले. याच इतिहास साधनांचा संस्कृत व सर्वभागी अभ्यास करत इतिहास हा वेदार्थविद्या परिप्रेक्ष्यानुसार लिहिला गेला आणि जागीर लिहिला जात आहे. हस्तलिखित हे या इतिहास साधनांशी एक साधन आहे. साधनांत: व्याख्यान व अभ्यासिक असे दोन प्रकार त्याचे विविधता करते जाते. कालरुंध इतिहास याच्या भाविकता योजना कमजोर किंवा हदाहद हट नाही तर सामान्य वातावरणात या लिखित हे असंख्य अनेक होऊ जातात. यशिवाय अभ्यास अभ्यास लागू येणार हा इतिहास लिखितांचा सर्वभागी अभ्यास जालेला नाही. त्यामुळे ही अत्यंत दृष्टिकोण हस्तलिखित अनेक वाचता वाचला पाहिजे. आणि त्यासाठी त्या इतिहास जतन व संरचनाची गज आहे. आज उच्च शिक्षणमध्ये या वाचता वाचला पाहिजे. आणि त्यासाठी त्या इतिहास जतन व संरचनाची गज आहे. आज उच्च शिक्षणमध्ये या वाचता वाचला पाहिजे. आणि त्यासाठी त्या इतिहास जतन व संरचनाची गज आहे.

शोधनविषयाचा उद्देश: —
1) हस्तलिखित मूळांचे काय ते सम्पन्न करणे.
2) हस्तलिखित नेत्रे इतिहासलेखनाच्यातील महत्त्व आयोजित करणे.
3) हस्तलिखित जतन व संरचनाची टप्पे समाप्त करणे.
4) जतन व संरचना ही एक कला असून सदस्यतीत असलेले तीन शिक्षणातील महत्त्व सम्पन्न करणे.

संस्करण पद्धती: —
प्रस्तुत शोधनविषयाची प्राथमिक व दुरुस्त संतर्प साधनांचा वापर करण्यात आला आहे. तसेच ऐतिहासिक व विशेष गणनांमय संस्करण पद्धतीचा वापर या शोधनविषयक लेखनसाधनाची करण्यात आला आहे. यशिवाय हस्तलिखित संस्करणसाधनात भांडा वैभवकात्रुक अनुभूत ५ वर्षांच्या आता त्यावाची उपयोग या शोधनविषयके केला आहे.

हस्तलिखित मूळांचे काय?
साधनांत: ७० वर्षांपूर्वीच्या हाताने लिहिलेला कोणतीही वस्तु. काही वित्तवाणीचा मते, कमीत कमी ६० वर्षपूर्वीची लेखन केलेली कोणतीही वस्तु होय। हस्तलिखितमध्ये सर्वाधिक कारका चित्रकार भोजपुर येतां त्यांचा लेखनसाधनाचा वापर केला गेला. नात गण तांत्रिक, चर्चीत कारक साधने वेसी. भारतीय अभिकंद इतिहास सत्यसंगत होते तांत्रिक एवढ यांची आमंत्रणी एवढ यांचे आपल्यासाठी मिटातां. दक्षिण भारत लेखनसाधनाच्या तांत्रिक एवढ यांचे आपल्यासाठी मिटातां. हस्तलिखितांत भारताचे वापर समावेश करते आणि हस्तलिखितांचे किंवा व छाप यांना महत्त्व प्राप्त करते जाते व विचारांतर त्यांचे आपल्यासाठी मिटातां.

हस्तलिखितांची जतन व संरचनाची प्राथमिक अवस्थाचा वर्णन:
हस्तलिखितांच्या जतन व संरचनावर्ती हस्तलिखितांची विषमता कोणत्या प्रकारात आहे मृणालेच ते हस्तलिखित कोणत्या सतर्पंच खराब झाले आहे हे पाहून त्याचे उपयोजन केलेले जाते. जतन व संरचनाची प्रक्रियांमध्ये प्राथमिक अवस्थेचे त्या हस्तलिखितांच्या किंवा व छाप यांना महत्त्व प्राप्त करते जाते व व्यवस्थापनांचे वापर केले जाते.

जतन व संरचनाची प्रगती अवस्था: —
हस्तलिखित अधिक खराब झाले असेल तर तंत्र संस्करण त्याचे ग्राहक अवस्थेवर्ती उपयोजन केलेले जाते. त्यांचे विविध उपयुक्त पुढील ग्राहकासाठी.
1) недокончен:

сжато сообщение о недоконченных основных пунктах, которые не были завершены по различным причинам.

2) недокончен:

подобное же сообщение, но в более подробной форме.

3) недокончен:

дополнительные примечания или уточнения к ранее представленным пунктам.

4) недокончен:

краткий отчет о выполненных работах или исследованиях.

5) недокончен:

высказывание или наблюдение, которое не было полностью развито.

6) недокончен:

рассуждение или аргументация, которая не была закончена.

7) недокончен:

дополнительные факты или дополнения к основным пунктам.

8) недокончен:

обращение к читателю или автору с просьбой продолжить или уточнить пришедшие ранее сообщения.
हस्तलिखिताथी अन्यत्र खराब असते. तेवा काळाच्या पूर्ववर्ती काम करतीले लागते. हि प्रतिपाद करण्यासाठी कठीण व मुळ ब्रश, पेस्ट, कॅर्बन, चील आदीचा उपयोग करतात. हि प्रक्रिया हुजुर बेड फेजिंगी व सर्वत्र महत्वाची मानती जाते. हे अस्तित्वात एका वाचकाने अवश्य करावी जाते. विशेष बेढी तद्दृश ए देखील किंवा विडो काटून आणे इतरे पद्धती वापरती जाते. हि प्रक्रिया करण्यासाठी अवश्य शेऱ्डनं असते वापरत, काही वाणिज्यसूत्र जानकारी लेख्य दिशांत पेपर अधिक मोठ्या प्रमाणात वापरला जाऊ लागण आहे.

9) सुखवणे: —
अस्तित्वातील दिशेख्यासाठी हस्तलिखिताथी सुखवण्यास हेचांत लागते. तेक्वादरीची अस्तित्वात दिशेख्यासाठी वेगळी सोप करतीले लागते. मात्र काळ व काळप्रदर्शी अस्तित्वात दिशेख्यासाठी ती आहे त्याच जागृती रुपातील सुखवण्याची लागतात. अंदाजे ऋतूतरी सौंदर्यसंगती, तो व्यक्तिगततपणे काढाची लागतात.

10) प्रमाणकंद आकार देणे: —
हस्तलिखित वाढीच्या आकारात ते पूर्ववर्त आकारात आहेत. अस्तित्वातील हस्तलिखिताथी अस्तित्वातील जोडविन्यास आहेत. पेपर कापण सतततील वाढीच्या काळात ती आहे आकारात आहे. त्याच वाढीच्या काळात आहे. त्याच वाढीच्या काळात आहे. त्याच वाढीच्या काळात आहे. त्याच वाढीच्या काळात आहे.

मुख्यः —
अशा प्रकारे हस्तलिखिताथी जतन व संवर्तनाची प्रतिपाद असते. जतन व संवर्तन हि एक शास्त्रातील कोणाचे आहे व तसेच ते एक शास्त्र आहे. उत्तर शिक्षणाचे व अशा अन्यायासूक्त रूपांतरणे स्थापित होणे गरजेचे आहे. तसेच सामाजिक एवं अस्तित्वातीत वाजाचे जतन व संवर्तनाचे निर्माण गरतीली जग आहे. त्याच आहे त्याच वाढीच्या काळात आहे. त्याच आहे त्याच वाढीच्या काळात आहे. त्याच आहे त्याच वाढीच्या काळात आहे. त्याच आहे त्याच वाढीच्या काळात आहे.

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Abstract

A skill is a learned ability to do something well. Life skills are abilities, individuals can learn that will help them to live a fruitful life. The abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges everyday life.

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. Life skill covering the areas like leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skill and self-direction. In order to have an effective implementation of life skill education there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programme of study prepared by experts which has the approval of a competent authority.

Key Words:- Life Skill Education, Behaviour,

Introduction:

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa.

Life skill: A skill is a learned ability to do something well. Life skills are abilities, individuals can learn that will help them to live a fruitful life. Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “Skills that help an individual be successful in living a productive and satisfying life.”

Meaning of Life Skill: The abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges everyday life (WHO). It further encompasses thinking skill, social skill and negotiation skill. It also helps the young people to develop and grow into well behaved adults.

Life Skill Education:

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

Life skill education is a value addition programme for the youth to understand self and able to assess their skill, abilities and areas of developments. Which also enable them to analyze their capacity to enhance the function in a most productive way. Life skill education allows the youth get along with other people, able to adjust with their environment and making responsible decision. Which also incorporate to build up their values
and to communicate effectively. In many circles, reproductive health education, population education and family welfare education are interchangeably used to convey the same meaning. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in personal responsibility.

Life skill education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively among the youth. We need to create life skill education as the cornerstone of various youth programmes. An effective implementation strategy will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decisions, working with groups, socialization etc added the quality of youth.

1. Decision Making and Problem Solving ability
Decision making helps us to deal constructively with decisions about our lives. It will enhance our potential if we actively make decisions about our actions by assessing the different options and what effects different decision may have. Similarly, problem solving enables us to deal constructively what problems in our lives. Significant problems that are left unresolved can give rise to accompanying physical strain.

2. Creative and Critical Thinking
Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives. Critical thinking is ability to analyses information and experiences in an objective manner. Critical thinking can contribute by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and media.

3. Interpersonal Relationships Skills
Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

4. Stress Management
Stress Management is the negligence or improper management of stress which leads to distress in life and make everybody to get isolated from the potential opportunities in their life. Coping with stress is about recognizing the source of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that actions to reduce the sources of stress. For example by making changes to our physical environment or lifestyles. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems life. Life skills helps in bringing awareness regarding critical incidents in life which, when not managed effectively and efficiently, would make the person to lose interest in their life and get aliened from the environment around them. Meditation and Yoga also helps in managing stress.

5. Emotional Intelligence
Emotional intelligence links strongly with concepts of love and spiritually bringing compassion and humanity to work, and also to multiple intelligence theories which illustrate and measure the range of capabilities people possess. Emotional intelligence is increasingly relevant to organizational development and developing human
resource as the EQ principles provide a new way to understand and assess behaviour, management styles, attitudes, interpersonal skills and potential. So coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately.

6. **Communication Skills**

One of the problems of majority of the students, more particularly from rural area, is the lack of effective communication skills. The candidates from rural area are normally very strong in their subject but may fail to communicate the same effectively when needed. This skills enables the candidates express themselves, both verbally and nonverbally, in a way which is most appropriate to the situation.

7. **Know Self**

Self-awareness includes recognition of ourselves, of our character, of our strengths and weakness, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others is important for any person to understand himself.

8. **Leadership Qualities**

Each person plays different roles during his life, one such role is leadership role. It may be in the family or heading a team in the organization in which he/she is working, leading a delegation etc. Integrity, openness, dedication, humility, creativity, assertiveness, sense of humor etc. are certain qualities which the leader is expected to possess to be successful in his task.

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INTRODUCTION

Ensuring universal service and access to information and communication technology is a top national objective in many countries, often enshrined in laws that govern the sector. One of the distinctive features of human beings is their ability to acquire knowledge, and what makes this knowledge an ever-thriving entity is man’s ability to ‘impact’ this knowledge to others. Transfer of knowledge, which is one of the foundations of learning, is among the most fundamental social achievements of human beings.

Building strong relationships with students is something that frequently explains why faculty takes pleasure in the challenge of working at a small university. The concept of moving the traditional classroom of desks, notebooks, pencils, and blackboard to an online forum of computers, software, and the Internet intimidates many teachers who are accustomed to the face-to-face interaction of the traditional classroom. In the past 10 years, online instruction has become extremely popular as is evident in the rise of online universities, such as University of Phoenix Online and Athabasca University (Canada), and on-campus universities offering online courses and degrees, such as Harvard University and University of Toronto. For many students who find it difficult to come to campus due to employment, family responsibilities, health issues, and other time constrains, online education is the only option.

Advancements, standards, specifications and subsequent adoptions have led to major growth in the extensibility, interoperability and scalability of e-learning technologies. E-learning is fast becoming a major form of learning. Computer multimedia offers ideal opportunities for creating and presenting visually enriched learning environments. The latest technologies associated with virtual reality will also play an important role in not too distance future.

Over the last decade in the United Kingdom there has been growth in support for the use of technology within teaching and learning in Higher Education (HE). In particular, since 1993 the Teaching and Learning Technology Programme (TLTP) has promoted the creation of technology-based materials for use across the HE sector.

WHAT IS ICT?

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information.

ICT is a force that has changed many aspects of the way we live. Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation.

ICT AND HIGHER EDUCATION

The major teaching and learning challenges facing higher education revolve around student diversity, which includes, amongst others, diversity in students’ academic preparedness, language and schooling background.
Education is perhaps the most strategic area of intervention for the empowerment of girls and women in any society and the use of information and communication technologies (ICTs) as an educational tool in the promotion of women’s advancement has immense potential. The application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire spectrum of education from early childhood development, primary, secondary, tertiary, basic education and further education and training.

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

1. gathering and identifying information
2. classifying and organizing
3. summarizing and synthesizing
4. analyzing and evaluating
5. speculating and predicting

Enhancing and upgrading the quality of education and instruction is a vital concern, predominantly at the time of the spreading out and development of education. ICTs can improve the quality of education in a number of ways: By augmenting student enthusiasm and commitment, by making possible the acquisition of fundamental skills and by improving teacher training. ICTs are also tools which enable and bring about transformation which, when used properly, can encourage the shift an environment which is learner centered.

The use of online pedagogy within universities and management institutes is increasing. The introduction of the Wi-Fi system too has led to the growth of hi-tech education system, where accessibility and accountability of subject matter is made readily available to the students. The students can now study and comprehend the related information at their own convenient time.

**ICT IN RESEARCH**

Applications of ICTs are particularly powerful and uncontroversial in higher education's research function. Four areas are particularly important: The steady increases in bandwidth and computing power available have made it possible to conduct complex calculations on large data sets. Communication links make it possible for research teams to be spread across the world instead of concentrated in a single institution.

ICT has also played a major role in university and industry partnership in Europe. The University of Minnesota's MBBNet (a web portal of the state's virtual biomedical and bioscience community) in collaboration with Zurich Med Net (a web based information source covering 400 universities, companies and institutes) offers links to more than 1,300 organizations in the area of technology transfer.

**ICT IN TEACHING**

Academics have taken to the use of computer in teaching much more readily than they adopted earlier audio-visual media. This is because the strength of computers is their power to manipulate words and symbols - which is at the heart of the academic endeavour. There is a trend to introduce eLearning or online learning both in courses taught on campus and in distance learning. Distance education and eLearning are not necessarily the same thing and can have very different cost structures. Whether eLearning improves quality or reduce cost depends on the particular circumstances. ICTs in general and eLearning in particular have reduced the barriers to entry to the higher education business. Countries and those aspiring to create new HEIs can learn from the
failures of a number of virtual universities. They reveal that ICTs should be introduced in a systematic manner that brings clarity to the business model through cost-benefit analyses.

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations. UNESCO’s principles on ICT in education can be summarized as follows:

1. Old and new technologies need to be used in a balanced way. On-the-air and off-the-air radio/radio-cassette, television and offline video-assisted technologies are still considered valid and cost-effective modes of education delivery, as important as more interactive computer/Internet-based virtual education or online distance learning.
2. Meeting the international education goals by 2015 will require huge investments in teacher training institutions.
3. The demand for higher education cannot be met in both the developed and developing world without distance or virtual modes of learning.
4. Vocational training needs cannot be met without virtual classes, virtual laboratories, etc.
5. Educational goals cannot be met without gender sensitivity. Wherever possible, the proposed indicators will address the need to measure the gender gap.

- Large Class

The growth of mass higher education has made large classes an endemic feature of several courses at higher education institutions. Large class sizes make it difficult for teachers to employ interactive teaching strategies or to gain insight into the difficulties experienced by students. Large classes pose problems for all students but students who are under-prepared are particularly affected. It is these contexts that provide useful opportunities for educational technologies.

- INCREASING ACCESS TO EDUCATION

ICTs are a prospectively prevailing tool for developing educational opportunities, both prescribed and non-prescribed.

1. **Whenever, wherever**: One important characteristic of ICTs is their capability to go beyond time and space. ICTs make it feasible to achieve learning, which is exemplified by a time delay involving the deliverance of instruction and its receipt by students, which is termed as asynchronous learning. Course materials can be retrieved and used 24 x 7. An example that can be discussed here is that of Hughes Net Global Educations Interactive Onsite Learning platform which strives to characterize the future level of education which is called as Real Time Interactive education.
2. **Access to reserved educational capital**: With the advent of the internet and the World Wide Web, it is now possible to gain access to an unlimited amount of data and educational materials. Data in almost any subject and in diverse forms of media can be accessed from any place at different times of the day and by an unrestricted number of individuals. This is predominantly important for various educational institutions in the developing countries, and also for those educational institutions in developed countries that have restricted and outdated material in their libraries. ICTs,
also enable access to the opinions of professionals, experts and researchers all over the world and allows one to be in direct communication with them.

External factors influencing the inner life of higher education institutions, including the use of ICT, can generally be distinguished into: economic, social, cultural, and technological factors as well as the changing role of governmental policy. ICT is both driving and enabling the processes toward a knowledge-driven global economy. It allows higher education providers to accommodate the specific needs of students in terms of mode, pace, place and time of study and to cater to different and new target groups and (niche) markets both locally and globally.

**BENEFITS AND CHALLENGES OF ICT**

Tools are now available on the Internet to assist both teachers and students to manage writing assignments to detect and avoid the pitfalls of plagiarism and copyright violations. One of the great benefits of ICTs in teaching is that they can improve the quality and the quantity of educational provision. For this to happen however, they must be used appropriately. While using ICTs in teaching has some obvious benefits, ICTs also bring challenges. First is the high cost of acquiring, installing, operating, maintaining and replacing ICTs. While potentially of great importance, the integration of ICTs into teaching is still in its infancy.

Introducing ICT systems for teaching in developing countries has a particularly high opportunity cost because installing them is usually more expensive in absolute terms than in industrialized countries whereas, in contrast, alternative investments (e.g., buildings) are relatively less costly. Using unlicensed software can be very problematic, not only legally but in the costs of maintenance, particularly if the pirated software varies in standard formats.

Even though students can benefit immensely from well-produced learning resources, online teaching has its own unique challenges as not all faculties are ICT literate and can teach using ICT tools.

**CONCLUSION**

As move into the 21st century, many factors are bringing strong forces to bear on the adoption of ICTs in education and contemporary trends suggest will soon see large scale changes in the way education is planned and delivered as a consequence of the opportunities and affordances of ICT. It is believed that the use of ICT in education can increase access to learning opportunities. It can help to enhance the quality of education with advanced teaching methods, improve learning outcomes and enable reform or better management of education systems. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on: What is learned, how it is learned, when and where learning takes place, & who is learning and who is teaching. The continued and increased use of ICTs in education in years to come, will serve to increase the temporal and geographical opportunities that are currently experienced.

The use of ICT creates an open environment which enables the storage and the reuse of information materials as also it enables the interface among the teachers as well as students. Apart from having enabling telecommunications and ICT policies, governments and higher education institutions will need to develop strategies for effective ICT and media deployment and sustainability.

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PSYCHO-SOCIAL PROBLEMS FACED BY FEMALE TEACHERS OF SCHOOLS AND COLLEGES

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INTRODUCTION

The concept of equality has exercised a powerful emotional appeal in the struggle of female to free them from age-old oppression. Although more and more female are coming out in search of employment and their families also need their income but, the attitude towards female and their role in the family has not undergone much change. Hence, due to challenges in education and heavy demands made by society on teachers, for different roles, stress is sure to overpower and affect the mental health of female teachers. In the light of the multifaceted roles that female play, the well being of female should not only be viewed as and issue in social development but should be seen as an essential component for awareness. She should not only be visualised as a 'child-bearer' and a 'home-maker' but as an enterprising personality. Therefore, dire need was felt to undertake a study for investigating and exploring psycho-social problems that adversely affect female teachers working in schools and colleges of Vijayapur district, so that there is an increased awareness about these problems and also for seeking promising solutions to wipe them off to make the 'struggling lady'• take a cool sigh and march ahead in her dual life.

PSYCHO-SOCIAL PROBLEMS

The term psycho-social refers to one's psychological development in and interaction with a social environment. Psycho-social problems, which can greatly affect one's life, one's work, family and one's domestic life; can be mild to most severe in terms of how pervasive and to what extent a person exhibits the features of a personality disorder. Those with a psycho-social problem possess several distinct features including disturbances in self-image; inability to have successful interpersonal relationship; inappropriateness of range of emotions and ways of perceiving themselves, others and the world and differently possessing improper impulse control. Modern scientific and technological development has created a lot of exposure in man's life. Today, human life is full of numerous hardships, conflicts and problems related to satisfaction of basic needs and psychological needs. Traditionally, it had been perceived that men are more subject to psycho-social problems because of varied responsibilities being the provider of the family. But in recent times, this perception has changed. Female face more psycho-social problems now as a result of her changing roles and bearing dual responsibilities, one in family and other at job. Various psycho-social problems like anxiety, frustration, mental illness, distress, depression, stress, anger, phobias and other various social and emotional distresses are likely to be set her. A careful and sensitive peep into mind and psyche of female reveals beyond doubt how her fears, anxieties, stress and strains warp and dampen her morale, courage and retard her march to excellence, progress and glory. She has to trudge a weary and difficult terrain all her life because of her dual responsibilities at home and at the job. Despite all her resilience, patience, fortitude and tolerance, sometime her spirits give way under the dreary and cumbersome obligation of their home and official duties. All the psycho-social problems prey upon her mental, moral, social, official and familial sphere. We can have a glance at the withering and decaying impact of the psycho-social problems on her outer and inner potential. With the passage of time, the wounds may heal but the scars remain and these scars with her aging process become more marked and more pronounced and manifest themselves in her attitude and self-conduct. Study conducted by Mukhopadhyay (1997) found that working female play a dual role in family and work place. They experience a sustained stress to cope with both conditions and hence their mental well being gets affected.
The jobs taken by female create more conflicting situation due to dual role played by her. This gives birth to anxiety, worry and inability to tolerate the whole burden. Sinha (1997) found that working status of female had significant effect on anxiety. Sheikh and Bhushan (2002) found that in a patriarchal society where male dominates, a growing sense of anxiety is imperative. The social situations that make female uncertain and hesitant also make them socially anxious. The ways the female are perceived and evaluated by others also generate social anxiety in them. The psycho-social problems that disrupt and hamper the health and psychology of working female, especially the teacher, is frustration. If the situation is unmanageable, then to frustration various aspects of teachers’ performances such as creativity, classroom management and implementation of educational techniques may suffer. Now, if their professional obligations cannot be met, their self-image and consequently their ability to cope up with social settings may be endangered. Bamji (2005) found that gender disparity at all levels and its adverse impact on female has become a face of life. This is partly due to biological role and responsibilities of female as mothers but mostly due to traditional mindset, which visualize female as a child bearer and home maker and men as bread winners. In the 21st century, depression has become so widespread that it has been called "common-cold" of mental illness. It involves the feeling of extreme sadness and dejection. Person who suffers from depression has depressed mood or loss of interest in pleasurable activities, feeling of fatigue, loss of energy, insomnia, decreased appetite, psychomotor retardation, feeling of guilt and thoughts of death. Harsh (1989) also examined depression in female in relation to lifestyle and sex role orientations. Leger (2004) found that most working female who experience depression and generalised anxiety disorder are between age group 35-55 years. Such symptoms of depression and anxiety retard their success in workplace and household lives. Now, one can easily visualise how such dreadful mental ailments lead to prolonged anxiety, frustration, stress, anger and social and emotional distresses and make the female feel rejected, isolated, tense and make the situation unmanageable that affect various aspects of teachers performance, classroom management and almost all educational activities. If the professional obligation cannot be met, their self image and consequently their ability to cope may be endangered. A peep into the mind and psyche of female concludes that psycho-social problems influence the quality of female's life adversely. Therefore, it is visualised that for drawing the best of creative talent and intellectual potentialities of female in the workforce and as well as in domestic life, there is need to recognize such psycho-social problems and study them in depth in today's changed scenario of education for seeking promising solutions and to give female teachers the worthy attention, dignity and cooperation that they richly deserve and help them maintain a healthy mind in a healthy body.

**OBJECTIVES OF THE STUDY**

1. To compare psycho-social problems of female teachers working in schools and colleges.
2. To compare psycho-social problems of female teachers working in i) rural and urban schools and ii) rural and urban colleges.
3. To compare psycho-social problems of female school teachers of age <35years with age >35 years.
4. To compare psycho-social problems of female college teachers of age <35years with age >35 years.

**HYPOTHESES**

1. There exists no significant difference in psycho-social problems of female teachers working in schools and colleges.
2. There exists no significant difference in psycho-social problems of female teachers working in rural and urban schools.
3. There exists no significant difference in psycho-social problems of female teachers working in rural and urban colleges.

4. There exists significant difference in psycho-social problems of female school teachers of age<35 years and age>35 years.

5. There exists significant difference in psycho-social problems of female college teachers of age<35 years and age>35 years.

**METHOD**

**Sample**
The sample of 100 female teachers i.e. 50 school teachers (25 rural and 25 urban) and 50 college teachers (25 rural and 25 urban) was taken from the 30 places of Vijayapur district selected randomly.

**Tool**
Psycho-social problems of educated working female (Hundal 2002) is divided into two parts i.e. psychological and social problems of female teachers. There are 54 test items pertaining to social problems and 51 test items pertaining to psychological problems. These test items are based on five point scale i.e. strongly agree, agree, undecided, disagree and strongly disagree. The split-half reliability of the tool was 0.82 and 0.84 for social and psychological test items respectively and its content and construct validity has been established by the investigator.

**Statistical Techniques**
t-ratios were calculated to locate the significant differences if any, in the psycho-social problems of female teachers due to institution (school/college), area (rural/urban) and age (<35 years / >35 years).

**RESULTS AND DISCUSSION**
The results obtained in the current study have failed to find significant difference in psycho-social problems between school and college female teachers (t=1.74; p<.01). Hence, the hypothesis that there exists no significant difference in psycho-social problems of female teachers working in schools and colleges is accepted. The ‘t’ ratio testing significance of difference in psycho-social problems between rural and urban female school teachers indicated that there is no significant difference between rural and urban female school teachers (t=0.64; p<.01). Thereby, the hypothesis that there exists no significant difference in psycho-social problems of female teachers working in rural and urban schools is accepted. The ‘t’ ratio testing significance of mean difference between rural and urban female college teachers on psycho-social problems indicated that there is no significant difference between rural and urban female college teachers (t=0.38; p<.01). Thus, the hypothesis that there exists no significant difference in psycho-social problems of female teachers working in rural and urban colleges is accepted. It was hypothesized that significant difference exists in psycho-social problems of female school teachers of age <35 years and >35 years. The result obtained through t-test analysis, in female school sample, the critical t-value of 1.96 is less than that of the calculated t-value of 2.32 at 0.05 level of significance indicating that there exists significant difference in psycho-social problems of female teachers of age <35 years and >35 years. Therefore, the hypothesis that significant difference exists in psycho-social problems of female school teachers of age<35 years and age>35 years is accepted. This finding implies that age plays a significant role in determining psycho-social problems of female teachers. The present finding supports the earlier findings of Almeida (2002) who reported that young and old female differ significantly in the level of stress experienced. Chaturvedi & Purushothaman (2009) also revealed that teachers in the age range of 40-60 years, with higher experience can cope better with the job stress than their counterparts. In case of college female teachers, no significant difference exists in psycho-social problems of female college teachers of age <35
years and >35 years (t=1.31; p<.01) leading to rejection of hypothesis that significant difference exists in psycho-social problems of female college teachers of age <35 years and age >35 years.

CONCLUSION
The following conclusions were drawn on the basis of the analysis of data. Results obtained in the current study have failed to find any significant difference between psycho-social problems of school and college including rural (school/college) and urban (school/college) female teachers. Significant mean difference exists in psycho-social problems of female school teachers of age <35 years and > 35 years and the difference is in favour of <35 years age group, whereas for college female teachers of age <35 years and >35 years no significant difference exists. This is due to the fact that female teachers of age <35 years are in the most productive period of their life. They are forced to juggle the demands of career, spouse, children and aging parents. The years of experience could be directly proportional to chronological age of an individual. By the time the female are >35 years, they have better understanding of one’s family life, career and aging parents. This is because the more one stays at a position, the more one grows older, the better one learns to cope with the psycho-social problems. It is evident that psycho-social problems have adverse physical and mental health consequences on female. These reduce her energy, lead to difficulty in dealing with others and in completing the required tasks and duties of job. She has a feeling of low control, helplessness and powerlessness. Administrators, policymakers should help to create a work environment that conveys caring and promotes fairness. If employees feel that the work place climate supports balancing work and family responsibilities, they may experience higher levels of work/family enrichment as well as work and family satisfaction. Family support organizational policies may be designed to provide assistance to employees coping with psycho-social problems.

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Introduction:

The term life skills refers to the skills usually associated with managing and living better quality of life, they help us to accomplish our ambitions and live to our full potential.

Life skills include psychological competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills those related to thinking termed as “thinking skills” and skills related to dealing with others termed as “social skills” while thinking skills related to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. ‘Emotion’ can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one’s point of view. So, self management is an important skill including managing fillings, emotions, stress and resisting peer and family pressure.

The ten core life skills as laid down by WHO are:

1. Self awareness: It includes recognition and realization of ‘self’ our strengths, weaknesses, desires and dislikes. Developing self awareness can help us to recognize when we are stressed or feel under pressure. So, it is often a prerequisite to effective communication and interpersonal empathy with others.

2. Empathy: To have successful relationship with our loved ones and society at large we need to understand and care about other people’s needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one way traffic. Empathy help us to accept others and encourage nurturing behavior towards people in need of care and assistance.

3. Critical thinking: It is an ability to analyze information and experiences in an objective manner.

4. Creative thinking: It is a novel way of seeing or doing things that is characteristic of four components – Fluency (generating new ideas), Flexibility (shifting perspective easily), Originality (conceiving of something new) and Elaboration (building an other ideas)

5. Decision Making: It helps us to deal constructively with decisions about our lives. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and what effects these different decisions are likely to have.

6. Problem Solving: Helps us to deal constructively with decisions about our lives. Significant problem that are left unresolved can cause mental stress and give rise to accompanying physical strain.

7. Interpersonal relationship: It help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being.

8. Effective communication: Means that, we are able to express ourselves, both verbally and non-verbally in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires and also needs and fears.
9. Coping with stress: Means recognizing the sources of stress in our lives, recognizing how this affects us and acting in ways that help us control our levels of stress by changing our environment or lifestyle and learning how to relax.

10. Coping with emotions: Means involving recognizing emotions within us and others being aware of how emotions influence behavior and being able to respond to emotions appropriately.

Besides this core key life skills there are also plenty of life skills bundles prevailing. Some are as follows:

1. Respect for yourself: Having respect yourself is very necessary. It means that you can view yourself from a number of different angels and by viewing yourself in these different angles, you will be capable of having a greater awareness of who you are, and you will also be able to become the person you want to be.

2. Having a full attention span: Today’s life is very fast and also changing. So it is necessary to focus our attention on one thing or one goal. So, it helps you to improve your relations.

3. Concentration: It is also very important for everyone. To succeed in today’s world you must learn how to concentrate on the things that matter to you.

4. Memory: Our memory is one of the most important functions of our brain. The ability to recall important information as well as connecting information to memory, it an important skill that must college fail to tend their students.

In brief: We can’t ignore the fundamental necessity of life skills in our life. The list of life skills is endless. But one has to adopt some of them for their better and health life.

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Introduction:

Life skills are the very fundamental things for successful life. Nowadays the world is changing day by day. Changes are unavoidable so we can’t ignore the sphere of teacher education also. So, it is necessary to pay attention on inculcation of life skills in teacher education. In this paper there are two important models have been discussed which will be very beneficial for student-teacher and teacher educators i.e. Brain Storming and Role Playing.

Primary objective of teaching of life skill is to enhance the development of basic life skills, personal competence, and skills related to resistance to social influences that promote substance use. It is primarily implemented in school classrooms by school teachers.

Promoting the teaching of life skills: In promoting the teaching of life skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents.

Life Skills Education For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people.

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences.

In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge are about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.

Life skills have already been taught in many schools, life skills programmes have been introduced in a large proportion of schools, and for different age groups. Life skills teaching promotes the learning of abilities that contribute to positive health behavior, positive interpersonal relationships, and mental well-being. Ideally,
this learning should occur at a young age, before negative patterns of behaviour and interaction have become established. The school is an appropriate place for the introduction of life skills education because of:

- The Role Of Schools In The Socialization Of Young People;
- Access To Children And Adolescents On A Large Scale
- Economic Efficiencies (Uses Existing Infrastructure);
- Experienced Teachers Already In Place;
- High Credibility With Parents And Community Members;
- Possibilities for short and long term evaluation.

Life skills education is highly relevant to the daily needs of young people. When it is part of the school curriculum, the indications are that it helps to prevent school drop-out. Furthermore, once experience has been gained in the development and implementation of a life skills programme for schools, this may help with the creation and implementation of programmes for other settings. Implementing a life skills programme will require the introduction of teaching methods that may be new to teachers, and the success of the programme will depend very much on the availability of in-service training, as well as efforts to include training in participatory learning methods in teacher training colleges.

The introduction of life skills education will require input from the school and education authorities, for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programmes once they are in place. This investment is worthwhile considering that the potential gains of life skills education are so far reaching. Apart from the impact on child health, there may be other benefits for the school as an institution. For example, evaluative studies of life skills programmes suggest that the methods used can help to improve teacher and pupil relationships, and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems. There are also research indications of improved academic performance as a result of teaching life skills. Other positive effects include improved school attendance, less bullying, fewer referrals to specialist support services and better relationships between children and their parents.

A life skills programme will have to be proven worthy of the resources allocated to it. Process and outcome evaluation studies should be carried out, and results shared with all the relevant decision makers that could affect the future of the life skills programme. A programme that has a component of ongoing assessment of its use and impact offers scope for keeping in touch with changing priorities, and is more likely to be modified and maintained over time.

**Techniques of life skills lessons:** The acquisition of skills is based on learning through active participation. Life skills lessons need to be designed to allow opportunities for practice of skills in a supportive learning environment. Life skills lessons are both active and experiential. In passive learning, the teacher passes on knowledge and the learner is the recipient of information (as in didactic teaching). Active learning, however, engages the teacher and pupil in a dynamic process of learning by using methods such as brainstorming, group discussion and debates. Experimental learning is based on actual practice of what is being taught, for example, using games and role play. Life skills lessons use such active and experiential methods, and should also include homework assignments that encourage pupils to extend their analysis and practice of life skills to their lives at home and in their communities. Traditional children's games, often used in life skills lessons, offer one good example of how life skills are learned through doing, and are taught using activities that can be continued outside the classroom. For example, games like being led blindfold around a room are used to teach trust, and whispering games, where a message is whispered from person to person, are used to teach listening skills.
Two methods that are frequently used in life skills lessons - brainstorming and role play - are described below.

1. **Brainstorming:** is a creative technique for generating ideas and suggestions on a particular subject. Any topic can be explored using brainstorming. A question may be asked or an issue raised, and everyone in the group is asked to give suggestions about it in very simple terms, ideally with one word or a short phrase. In brainstorming, people just call out what they think, there should be no need to go round the group one by one. All suggestions would be listed for the whole group to see. Brainstorming gives an opportunity for everyone's ideas to be valued and accepted without criticism. Brainstorming can be a good technique for the life skills teacher to learn from the children how much they understand about a subject and to see how they describe it in their own terms. It is also a very effective way of hearing the ideas from the whole group in a limited period of time. Later in the lesson, the various brainstorm ideas can be assessed in relation to the concepts being taught.

2. **Role play:** is the acting out of a scenario, either based on text or based on example situations described by the teacher or students. In role play, various aspects of the same situation can be tried out, and the students involved can be given a chance to try out the life skills they are being taught. Role play is perhaps the most important method in life skills teaching, since the students involved can experience for themselves the use of a new skill in different situations. Role play can be of considerable value for dealing with sensitive issues that may cause anxiety in real encounters. The learner can observe and practice ways of behaving in a safe, controlled environment before facing real situations.

Evidently, these activities normally presume that the students are working together in groups or pairs, which is often not the case in many school classrooms. Effective work in groups will depend upon the training of life skills educators in group work methods and as group leaders. For example, for effective group work it can be helpful to establish rules for group participation, and to assign people to roles within the group (e.g. timekeeper and reporter) so that everyone is considered responsible for the activities of the group. A group leader will need to give clear instructions, and will need to know how to deal with people who are not actively contributing to the group activities, as well as how to split large groups into small ones of 4 or 5, or into pairs.

In brief each and every student-teacher and teacher educator must recognized above said life skills for better teaching learning process.

**References:**

THE IMPORTANCE OF LIFE SKILLS IN DAILY LIFE

Dr. Sharmili Mirajkar, Assistant Professor,

The term life skill Education, is being wisely used nowadays but it is often used interchangeably with live hood skills. World Health Organisation (WHO) in 1993 defined life skills as “the abilities for a adaptive and positive behavior that enable individual to deal effectively with demands and challenges of everyday life”

UNICEF defines life skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills”. So, the life skills are a large group of Psycho-social and interpersonal skills which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

Importance of life skills:
1. Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
2. It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
3. It helps to weigh pros and cons of situation, hence, act as a mediator to problem behavior.
4. It promotes positive social, norms that an impact the adolescent health services, schools and family.
5. It helps adolescents to differentiate between hearing and listening and so ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
6. It delays the one set of the abuse of tobacco, alcohol etc.
7. It promotes the development of positive self-esteem and teaches anger control.
8. Life skills help you know how to fit in well with the populace. This is where comes in as you will learn from them what is right and what is not acceptable. Things as simple as how to care for your clothes, to shop correctly, personal hygiene and how to talk to people without being offensive are some of the life skills that you need to become part of society.
9. Being able to communicate with other people communication consists of listening and speaking. You must be able to listen and understand what someone is asking or telling you and also be able to be clear about what you are asking or telling them.
10. Life skills helps for knowing what you want: Then you will be able to find out how to achieve this and how to set manageable goals, how to get over obstacles and objections you come up against and like the sort of life you really want.
11. Life skills are the beginning of wisdom which focuses on behavior change or developmental approach designed to address of 3 areas knowledge, attitude and skills.
12. Life skills enable individuals to translate knowledge, attitude and values into actual abilities i.e. what to do and how to do it, given the scope and opportunity to do so.
13. Effective acquisition and application of life skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
14. Life skills also help to managing emotions and building relationships.

In brief, today’s world is changing very rapidly so, it is very necessary to know the importance of life skills in daily life. Not only knowing is not necessary but the application of life skills in daily life is very important and also unavoidable.

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पृष्ठाविश्वासः

इस के हिस्से में भ्रमर एवं संदर्भ की पूर्ण मात्रा हुई है। शिक्षा के क्षेत्र में भी समृद्ध प्रविष्टतां में देखने को मिलता है। पाठ्यक्रमों से लेने रोजगरों के अध्ययन अध्ययन के तकनीकी का गहरा अंश हुआ है। शिक्षक एवं विद्यार्थी दोनों में काफी बदलाव नहीं आता है। जैसे शिक्षक अध्ययन में तकनीकी की सहायता से नवीनता लाने का अक्षर प्रयास करते हैं। विद्यार्थी भी अपने अध्ययन में संगठन की सहायता लेकर शिक्षा का आयाम बनाने में जुड़ गए हैं।

भाषा अध्ययन में शिक्षक विभिन्न कौशलों का प्रयोग करते हैं। जबकि शिक्षक नए नए प्रयोग करते हैं। विद्यार्थी जानते हैं कि, दृष्टियों में कुछ नया मुकाम हस्ताक्षर करने के लिए कुछ नया कर दिखाना होगा। नई शिक्षा नीति के अनुसार अनुसंधान के आधार पर देखा गया है कि, जब तक कई नई वात कहीं नहीं जाती तब तक कई विशेष रूप से भ्रमण नहीं होता। अतः शिक्षक भी भाषा अध्ययन में नवीनित्व प्राप्तियों का प्रयोग करते नज़र आते हैं।

माध्यमिक स्तर को शिक्षा में विद्यार्थियों का ध्यान केन्द्रित करने हेतु भाषा अध्ययन के लिए गोल गायन, अभिनव तथा वाद विवाद प्रतियोगिता का भी महत्वपूर्ण प्रयोग किया जा सकता है। अभिनव के अधीन अभिनव और शिक्षक उन्हें उत्साही नहीं देखे जाते। लेकिन शिक्षक यदि तत्त्वकार तो यह निश्चित आसानता नहीं होता। आत्मिक पर सियास्त, दूरदर्शन, नाटक एवं निर्माण के जरिए अभिनव का प्रतिवर्तय एवं अनुक्रम किया जा सकता है। भाषा विषय के अंतर्गत कुछ सामाजिक, ऐतिहासिक एवं मनोवैज्ञानिक स्तर के पाठ होते हैं। अभिनव कौशल द्वारा ऐसे पाठों को बहुत ही प्रभावी ढंग से पड़ाया जा सकता है। अतः अभिनव कौशल की उपयोगिता निष्प्रभाकर से देखी जा सकती है।

अभिनव कौशल का स्वरूप:

अभिनव के अंतर्गत अभिनव, वाचक आहार अभिनव आ जाते हैं। शिक्षक को अभिनव के प्रकाश की सामान्य जानकारी होनी बेहद जरुरी होती है। साथ ही साथ नवरूपों के बारे में भी सामान्य जानकारी होनी चाहिए। रस का अभिनव में अनुसंधान महत्व होता है। वास्तव में अभिनव में किसी न किसी रस का उपयोग होता ही है। रस के विभिन्न अभिनव की कल्पना भी नहीं की जा सकती। लेकिन रस का शास्त्रीय आन न होने के बावजूद भी कुछ हद तक अभिनव किया जा सकता है। प्रतिदिन हम संसार में कई व्यक्तियों का निरीक्षण करते हैं। ऐसे व्यक्तियों के व्यवहारों को नए सिरे से प्रस्तुत करना पड़ता है। शिक्षक को अभिनव करते समय शामिल या संकुचित नहीं ठहरना चाहिए। अन्यथा अभिनव में वातावरण को कभी नज़र आ जाती है।

आशय का संवाद लेखन:

अभिनव के साथ प्रस्तुत करने के लिए सर्वप्रथम आशय का नाटकरूप में संवाद लेखन करना आवश्यक जरूरी होता है। संवाद लेखन नहीं करने से पहले कुछ नाटकों का वाचन करना चाहिए। जिससे संवाद लेखन का कला कुछ हद तक समझ में आ सकती है। संवाद लेखन एक अपने आप में श्रेष्ठ कला है। यदि अभिनव मध्यम संवाद लेखन करने में समय नहीं होता। ऐसे अवसर पर किसी कुशल संवाद लेखक द्वारा भी संवाद दिखावे जा सकते हैं। तत्पर्य प्रस्तुतिक्रम में सहायता एवं स्वाभाविकता आ जाए। संवादों को ध्यानपूर्वक ऐसे लेखन चाहिए। पाठ एवं प्रयोगों का सूचीण में मनन करना चाहिए। पाठों की विशेषताओं को बहुत समझना चाहिए। अव्वल संवाद लेखन अभिनव कौशल को अहम महीना है।

अभिनव कौशल द्वारा प्रस्तुतिक्रम की पुर्ववैधयों:

भाषा अध्ययन के पाठ का अभिनव कौशल के साथ प्रस्तुतिक्रम अस्तित्व करने में पूर्ववैधय अहम होता है। जैसे रंगभूमि की व्यवस्था करना, पाठों का उद्धरण चयन करना, पाठों पर अपनी भूमिका समझना तथा मनच के समय अभियोगों पर नियंत्रण
भाषा अध्ययन में शिक्षक का कौशल का मूल्यांकन:
भाषा अध्ययन में अभिनव कौशल का मूल्यांकन को देखने के लिए उनका सही मूल्यांकन बेहतर होता है। मूल्यांकन में शिक्षक एवं विद्यार्थियों के योगदान का उचित हंगाम से देखना आवश्यक है। अभिनव समझने के प्रभाव मूल्यांकन करने में अत्यधिक समय लगता है। यदि हालाँकि भाषा अध्ययन का मूल्यांकन बेहतर होता है, तब यह कौशल का मूल्यांकन करने में अधिकतम समय लगता है। परिणामस्वरूप अनुमान का प्रभाव जागीरका होता है इतने वात का भी मूल्यांकन करना चाहिए। विद्यार्थियों के आकलन एवं आवश्यकताओं के प्रभाव का भी ध्यान देना चाहिए।

कुलमिश्रित क्रम जारी तो मूल्यांकन बाध्यभाषा बनाना चाहिए। निर्देशक की जल्दी न करें। पाठ्यक्रम, विद्यार्थियों का सहयोग, आकलन एवं परीक्षा का तैयारी के लिए कितना उपयुक्त है। इस समय वातपोषण का ध्यान रखने के साथ, अभिनव कौशल का मूल्यांकन समझ में आ जाएगा। साथ ही इस वात की ओर भी ध्यान देना जरूरी है कि, आवश्यक रूप से विद्यालय पर बोझ नहीं पड़ना चाहिए।
उपसंहार:

इक्कीसवीं सदी में मनोरंजन के साधनों की भरमार है। शिक्षा द्वारा ज्ञान के साथ साथ मनोरंजन भी हो जाए तो यह बात को ध्यान में रखने हुए भाषा अध्ययन में अभिनय कौशल का प्रयोग करने से शिक्षा को अधिक रस्सुपूर्ण बनाया जा सकता है। शिक्षक एवं विद्यार्थियों में उच्चारण वातावरण निर्माण किया जा सकता है। विद्यार्थियों में अभिनय के गुणों का विकास करते से भविष्य में अभिनय क्षेत्र का चयन करने की भी संभावनाएं उत्पन्न हो सकती हैं। जिससे उपजीविका का साधन भी बन जाता है। भाषा विषय केवल एक विषय न होकर जीवन जीने की कला भी सिखाई जानी चाहिए। इस रूप से देखा जाए तो अभिनय कौशल का अध्ययन अध्ययन में उपयोग करना अत्यधिक माना जाता है।

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IMPACT OF ICT ON TEACHING AND LEARNING LEGAL EDUCATION IN DIGITAL AGE

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“Curriculum tells you what to teach, but doesn’t tell you HOW you have to, make the shift to the 21st century learning environment”. – Stacy Behmer

Learning is an integral part of teaching. It is not a mechanical process. However one has to acquire recent trend to impart the legal education. Change is unavoidable part of our life. One has to adopt audio visual modes for effective and innovative teaching. We cannot survive with chalk and talk method in digital age. Reforming legal higher education involves organizational aspects as well as aspects on learning and instruction. We focus on the learning and instruction part of education and also make a restriction for institutionalized learning and instruction, that is, learning and instruction that takes place within the context of a school or university. Instruction should aim at enhancing effective and efficient learning, that is the acquisition of knowledge and skills in the field or subject area at stake. Instruction involves presentation of learning materials and presentation of support in processing these materials. Technology can be used in instruction to support both the presentation and the processing of learning materials. In this paper the focus is on how ICT helps to impart legal education effectively and efficiently.

Keywords: Teaching and learning, Legal education, TCT, Reforms, E-learning, Audio visual modes.

Introduction

Teaching, learning and evaluation are basic aspects of the curriculum for which teachers take responsibility. Teaching is an art. It requires knowledge, eloquence, convincing power, skill, energy and patience. It is not a mechanical process. To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, based on commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others’ knowledge and ideas. Of course the teacher cannot transform without the student's active participation. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively. Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Evaluation is defined as the act of judging the amount of learning that took place as a result of learning and teaching.

It is most blameworthy stage of education system. According to the UNESCO website, curriculum has various meanings and can be envisaged from different perspectives. What societies envisage as important for teaching and learning constitutes the intended curriculum. Since syllabi is usually presented by academic body as an official curriculum. What learners actually learn is achieved or learned curriculum. Legal education:

The aim of legal education is to enable the students to be a professional personal to practice the law in various courts, administrative and quasi-judicial authorities. Presently, the legal education involves learning of the provisions of substantive and procedural law. The civil substantive law deals with the rights and duties of an individual, and on the contrary procedural law deals with the procedure to implement the rights, duties and liabilities defined in the substantive law. While raising the dispute in the court, the aggrieved party has to follow the procedure laid down in the Code of Civil Procedure, 1908. It means merely a learning of the provisions of
substantive law will be of no use unless and until, you are not well acquainted with the procedure laid down in procedural law. The same is the case with criminal laws. The Indian Penal Code (Criminal Substantive law), 1860 defines various offences and prescribes punishment for the same. The Code of Criminal Procedure, 1973 contain the procedure for proving guilt or innocence of an individual. The aim of the education in law is also to create awareness amongst the laymen about their rights, duties and liabilities and to maintain peace and security in the society. However, the classroom teaching in law which involved chalks and talks method to explain the provisions of the substantive and procedural law. This in turn failed to generate required impact on the learners. This is quite evident from the opinions expressed by the judges and legal luminaries time and again about the falling standards of legal education. On the occasion of inauguration of a new building of Tamil Nadu Bar Council, Justice R Banumathi, also a Supreme Court judge, said that “Legal education in colleges hardly teaches anything more than knowledge, that too inadequately.

There is a little scope for innovation in the design of syllabus of law course in affiliated system to develop appropriate teaching modules, formulation of research agenda including undertaking of research projects. Thereby, there has been a considerable degeneration of academic standards of legal education in affiliated law colleges and departments. The teachers in the affiliated law colleges are facing this dilemma of how to enhance quality in teaching within the framework of existing situation. The teachers have to overcome this dilemma by using the various tools available through information and communication technology in its proper perspective. It will definitely helpful to inculcate not merely the knowledge of law but also the skill to practice the law in the court. The adoption of ICT based teaching methods provides a glimmer of hope for the teachers in India. However, the use of proper and effective ICT based teaching methods requires sound technical knowledge and considerable financial backing from the institution and government as well. The research analyses how the current barriers in learning law through classroom teaching can be overcome and identifies the technological aspects that are to be considered to set a direction for an effective teaching.

Legal Education in Digital Age:

In 21st century one cannot think about effective and innovative teaching without the help of ICT. The use of ICT in legal education is often referred as e-learning. The European committee defines the concept of e-learning as: “The use of new multimedia, technology and the internet to enhance the quality of learning by enabling access to means and services as well as enable exchange and cooperation over distance,” Electronic legal education includes the use of information and communication technologies to enhance students learning ability of law and to provide law faculty with recent tools for teaching law efficiently.

The legal education throughout the world includes the court proceedings such as Drafting, moot court, moot trial and visit to the office of judicial and quasi – judicial authorities with intent to develop the legal reasoning, skill of advocacy and to prepare students for their career as a legal professional. It is generally understood that such activities are a positive and beneficial to the students. But, in a due course of time a lot of changes took place in law field due to globalization. More particularly, the IPR Laws, Environmental Laws, Arbitration Laws, IT, Banking, insurance law, Cyber law and so on. Obviously somehow new procedure in law is also needed to be introduced and implemented. Therefore, the learning of law by chalk and talk method with indoor practical training the students of law could not maintain the wave length with newly enacted laws.

The orthodox teaching method of law has its own limitations and failed to give a practical oriented approach to the teaching in law. At present, four clinical subjects are added in their curriculum so as to make them well acquainted with practical knowledge. Due to semester system there is shortage of time for teaching
and learning. So as to overcome the teaching and learning problem and attracting them to classroom there is need to get assistance from ICT based tools as follows:

01) PPT: Power point presentation is the effective and innovative method of teaching. Teaching and learning law itself is a complex procedure, either due to language or technical words used while explaining any concept. If anyone is using power point presentation then it makes easier to attract their attention to understand and learn legal knowledge. In PPT we can teach with the help of by preparing chart, design, map, graph etc which makes listener interesting and audible. In orthodox teaching method generally there is one sided teaching. Students are passive listeners. They don’t have any active role to play; hence they may get detached from the teacher and teaching. It is scientifically proved that chalk and talk teaching method is not suitable for legal profession. Because law teaching includes teaching substantive law, procedural law, theory, legal maxims, doctrines, equitable principles, illustrations and relevant case laws. When a teacher uses PPT while teaching then it make simple for students to understand the difficult task

02) Video: It is an audio visual mode of teaching. Now it is scientifically proved that understanding and remembering capacity of students by audio visual mode is 70% comparatively better than chalk and talk method. Video lectures of legal luminaries are available on You Tube that we can use as educational tool for innovative teaching.

03) Mnanupatra: It is dongle based ICT tool for searching relevant decided case laws. It is like a pen drive where decided case laws of apex court on various subjects / topics are available. There is subject wise / Judge Wise index available. Accordingly we have to search for relevant case law. In every law college library it is recommended by the Bar Council of India about having Mnanupatra. Hence from student life they are well acquainted with new techniques to find referred case law to subject matter of the suit / trial.

04) Website: There are several websites which provides detail information about day to day decisions passed by apex court. While teaching one can refer the website and share recent trend in particular field / area. While appearing before the court Advocate has to submit recent and relevant case law passed by apex court. Hence students get familiar with the process to find out relevant case law. It is innovative and progressive method of teaching.

Conclusion and suggestions:

Teaching is a noble profession. It requires particular skill to impart legal education. Traditional method of teaching is not fruitful in digital age. To survive one has to adopt recent trend and techniques of innovative teaching. ICT based teaching tools makes learning easy to understand and long lasting remembrance. Change is unavoidable part of life hence we have to accept recent changes methods of effective and innovative teaching then only we can walk with new generation. Though we required adopting ICT techniques of teaching but I would like to suggest certain suggestions for effective teaching.

01) Every classroom should equip with ICT based.
02) The college / Government have to provide adequate funds to purchase ICT tools.
03) ICT Equipment purchase fees should include in their admission fees.
04) Every teacher should provide adequate training programme to learn modern teaching techniques.
05) ICT should include in their curriculum as a mandatory subject.
06) Evaluation also on ICT based.
07) Job opportunity for who acquire soft skill.
End notes


2 Merriam-Webster dictionary


4 GUTIERREZ'DIAZ available at:www.elearningeuropa.info

References:

5. http://www.simulationaustralasia.com/about/what-is-simulation
STATUS OF SCIENCE PROCESS SKILLS AMONG UNDERGRADUATES

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Dr. Sunil M. Sangle, Assistant Professor  
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Abstract:
Science process skills are significant for meaningful learning as well; it involves linking new experiences to previous ones and extending ideas and concepts to include a progressively wider range of related phenomena. If these skills are not developed sufficiently, pupils cannot interpret knowledge, for example, relevant evidence is not collected, or conclusions are based selectively on those findings confirming initial preconceptions and ignore contrary evidence, then the emerging concepts will not help understanding the world around. With this background researcher identified Science Process Skills and their related Behavioral indicators required to inculcate the Science Process Skills among Science undergraduates and find out the present status of SPS among undergraduates.

Introduction:
The usual classroom processes are determined by a person who is claimed to be competent for achieving the goals through curriculum transaction with large number students irrespective of their subjects, learning identities, attitude etc. (Stofflett, 1998). Even the lab activities, although done in a group, do not encourage discussion or exploration of the concepts involved. This tends to overlook the critical thinking and unifying concepts essential to true science literacy and appreciation (Yore, 2001). This teacher-centered method of teaching also supposes that all students equal in the knowledge of subject background and subject matter (Lord, 1999).

Educated graduates need a deep conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge. They need to be able to critically evaluate what they read, to be able to express themselves clearly both verbally and in writing, and to be able to understand scientific thinking. They need to learn integrated and usable knowledge, rather than the sets of compartmentalized and decontextualized facts emphasized by instructionism. They need to be able to take responsibility for their own continuing, lifelong learning. These abilities are important to the economy, to the continued success of participatory democracy, and to living a fulfilling, meaningful life.


The Committee on Undergraduate Biology Education to Prepare Research Scientists for the 21st Century (Bio2010) was charged with examining the formal undergraduate education, training, and experience required to prepare the next generation of life science majors with a particular emphasis on the preparation of students for careers in biomedical research. Another fundamental goal of the project was to identify the basic skills and concepts of mathematics, chemistry, physics, computer science, and engineering that will assist students in making novel interdisciplinary connections. The Bio2010 committee was asked to produce an innovative and realizable action plan for modifying undergraduate biology education so that life science majors can begin their research careers better prepared for the challenges and opportunities of the next decade and beyond.

Science process skills are significant for meaningful learning as well; it involves linking new experiences to previous ones and extending ideas and concepts to include a progressively wider range of related phenomena. If these skills are not developed sufficiently, pupils cannot interpret knowledge, for example, relevant evidence is not collected, or conclusions are based selectively on those findings confirming initial preconceptions and
ignore contrary evidence, then the emerging concepts will not help understanding the world around. Thus the development of scientific process skills has to be the major goal of science education (Harlen, 1999).

Science process skills can be defined as a:
1. Utilization of methods and procedures of scientific investigative thinking (Bilgin, 2006).
2. Science process skills as a set of skills that reflect scientists’ behavior. Padilla (1990)
3. Science process skills are understood as a combination of skills and procedures practiced and used in scientific investigations Hollins and Whitby (1998)
   • The BSPS are used for arrangement and description of natural objects and events. They are attributed to empirical-inductive reasoning or Piagetian concrete operational reasoning.
   • The ISPS are the terminal skills for problem solving, arranging and operating scientific experiments. These abilities are attributed to hypothetic-deductive reasoning or Piaget’s formal operational reasoning.

Review of Related Literature and Researches:

The need of improvement in Science Education is recognized but despite of it the students continue to enter in the colleges unprepared in science (Gonzales, et al., 2008; Machi, 2009). Research shows that students who are taught science by traditional methods fail to learn essential scientific concepts (Bowen, 1998; McCaskey &Elby, 2004; McDermott, Shaffer, &Sommer, 1994; Mullins, 1998; Sadler, 1998).


Numerous research projects have focused on the teaching and acquisition of basic process skills. For example, Padilla, Cronin, and Twiest (1985) surveyed the basic process skills of 700 middle school students with no special process skill training. They found that only 10% of the students scored above 90% correct, even at the eighth grade level. Several researchers have found that teaching increases levels of skill performance. Thiel and George (1976) investigated predicting among third and fifth graders, and Tomera (1974) observing among seventh graders. From these studies it can be concluded that basic skills can be taught and that when learned, readily transferred to new situations (Tomera, 1974). Teaching strategies which proved effective were: (1) applying a set of specific clues for predicting, (2) using activities and pencil and paper simulations to teach graphing, and (3) using a combination of explaining, practice with objects, discussions and feedback with observing. In other words-just what research and theory has always defined as good teaching.

Based on above theoretical foundation researchers tried to find out the status of Science Process Skills to be enhanced among undergraduates with following direction of objectives:

Objectives:
1. To identify the Science Process Skills required for undergraduate science students
2. To identify the Behavioral Indicators related to each Science Process Skills
3. To find out the present status of level of Science Process Skills among undergraduates

Assumption:
1. Science subject is process approach oriented.

Limitations:
1. The study is restricted with only science subject.
2. The study is limited with science process skills
3. This study is only limited to the first year science students.

Research Methodology:
A well lay out and logical research methodology will provide a great backbone for the entire research paper and will allow to researcher to build an extremely strong result section. It includes research method, how the sample was selected, research tool used for data collection, research procedure and statistical techniques used upon the data.

A. Research Method: Descriptive method
In this paper researcher want to identify the Science Process Skills required for the Science student’s Documentary analysis was used and to find out the present status of level of Science Process Skills among undergraduates used survey method.

B. Research tool used for Data Collection:
Type of research tool used by the researcher depends on the data collection method selected by the researcher.

1. To finalize the science process skills check list & perception inventory were used for the experts in the field of Science and Education.
2. To find out the status of level of Science Process Skills among undergraduates 9 point rating scale was used.

Table No. 1
Aspects, Nature, Purpose of Tool & Data Collection

<table>
<thead>
<tr>
<th>Aspects of Data Collection</th>
<th>Tool</th>
<th>Nature of Data</th>
<th>Purpose of Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception of Science teachers toward science process skill</td>
<td>Five Point Perception Inventory</td>
<td>Qualitative</td>
<td>Science Process Skill perceived for laboratory work and classroom process by the science teacher</td>
</tr>
<tr>
<td>Science Process skill required for science undergraduates</td>
<td>Check List</td>
<td>Qualitative</td>
<td>Identification of Science Process skill required for science undergraduates and Teacher Standards required for the science teacher to inculcate the SPS among Undergraduate</td>
</tr>
<tr>
<td>Present status of level of Science Process skill among undergraduates</td>
<td>Rating Scale</td>
<td>Quantitative</td>
<td>Present status of level of Science Process skill among undergraduates</td>
</tr>
</tbody>
</table>

B.1. Five Point Perception Inventory:
This Perception Inventory is prepared for the science teacher as how they perceive the science process skill and its level of necessity of behavioral indicators as they perceived for laboratory work and classroom process. Its measurement involves identifying all behavioral indicators included in each science process skill. There are Ten science process skills which encompass Fifty behavioral indicators as enlisted below:
Table No. 2
Science Process Skills and related behavioral indicators

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Science Process Skills</th>
<th>Identified behavioral indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Observing</td>
<td>05</td>
</tr>
<tr>
<td>02</td>
<td>Measuring and quantifying</td>
<td>05</td>
</tr>
<tr>
<td>03</td>
<td>Manipulating material &amp; equipment effectively</td>
<td>05</td>
</tr>
<tr>
<td>04</td>
<td>Raising Questions</td>
<td>05</td>
</tr>
<tr>
<td>05</td>
<td>Formulating hypothesis based on experimentation</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>Devising and planning investigation</td>
<td>05</td>
</tr>
<tr>
<td>07</td>
<td>Inferring and predicting</td>
<td>05</td>
</tr>
<tr>
<td>08</td>
<td>Communicating effectively</td>
<td>05</td>
</tr>
<tr>
<td>09</td>
<td>Finding Patterns and relationship based on inferences</td>
<td>05</td>
</tr>
<tr>
<td>10</td>
<td>Designing and making</td>
<td>05</td>
</tr>
</tbody>
</table>

B.2. Check List for Identification of Science Process Skill:
To finalize the Science Process and their behavioral indicators also teachers standards check list were used.

C.2. Rating Scale to identify the present status of SPS among Undergraduates
To identify the present status of level of SPS among Undergraduates 09 point rating scale was used.

C. Research Procedure:
Research procedure gives the outline of the steps carried out by the researcher in his/her research. Following steps were used by the researcher based on objectives.

1. Based on various review of related research and Literature Science Process Skills were identified. It includes various Committee Reports, National Focus Group Discussion Paper, Various Projects and experts in the field of Science.
2. 28 Science process skills were enlisted by the researcher mentioned by the various researchers, committees and reports.
3. With the help of guide and the experts researcher selected 10 Science Process Skills using the check list and perception inventory given to the science teachers
4. Researcher also prepared behavioral indicators for each science process skill.

Sampling
To find out the status of Science Process Skills 102 First year Science Undergraduates from Rajaram College Kolhapur was selected as a sampling for the study.

Statistical Technique:
As the researcher wants to identify science process skills and related behavioral indicators qualitative analysis is used and to analyze the data related to present status of level of SPS percentage techniques was used.

Data analysis and Findings:
The data were collected and then processed in response to the objectives of the research.

1. For the first objective with the help of relevant document and discussion with expert and guide Science Process Skill were finalized these are as follows:
1. Observing
2. Measuring and Quantifying
3. Manipulating material & equipment effectively
4. Raising Questions
5. Formulating Hypothesis based on Experimentation
6. Devising and Planning Investigations
7. Inferring and Predicting
8. Communicating Effectively
9. Finding Patterns and Relationship based on inferences
10. Designing and Making

**Objective No.2** To find out the present status of level of Science Process Skills among undergraduate using nine point rating scale with the help of survey using percentage technique data were analyzed.

**Table No.3**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Science Process Skill</th>
<th>CE</th>
<th>CA</th>
<th>CP</th>
<th>FE</th>
<th>FA</th>
<th>FP</th>
<th>RE</th>
<th>RA</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observing</td>
<td>193</td>
<td>76</td>
<td>4</td>
<td>59</td>
<td>85</td>
<td>3</td>
<td>42</td>
<td>46</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Raising Question</td>
<td>107</td>
<td>67</td>
<td>12</td>
<td>35</td>
<td>119</td>
<td>20</td>
<td>36</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Hypothesizing</td>
<td>152</td>
<td>71</td>
<td>7</td>
<td>37</td>
<td>117</td>
<td>12</td>
<td>41</td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>Devising and Planning Investigations</td>
<td>150</td>
<td>93</td>
<td>10</td>
<td>44</td>
<td>99</td>
<td>15</td>
<td>38</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Designing and Making</td>
<td>116</td>
<td>71</td>
<td>10</td>
<td>38</td>
<td>135</td>
<td>19</td>
<td>39</td>
<td>50</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>Manipulating Material Effectively</td>
<td>238</td>
<td>65</td>
<td>11</td>
<td>43</td>
<td>61</td>
<td>5</td>
<td>47</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Measuring and Calculating</td>
<td>169</td>
<td>78</td>
<td>20</td>
<td>49</td>
<td>101</td>
<td>10</td>
<td>38</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Finding Patterns and Relationship</td>
<td>113</td>
<td>61</td>
<td>16</td>
<td>51</td>
<td>138</td>
<td>18</td>
<td>45</td>
<td>44</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>Inferring and Predicting</td>
<td>95</td>
<td>62</td>
<td>20</td>
<td>56</td>
<td>126</td>
<td>11</td>
<td>29</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>Communicating Effectively</td>
<td>159</td>
<td>81</td>
<td>18</td>
<td>50</td>
<td>101</td>
<td>12</td>
<td>43</td>
<td>31</td>
<td>15</td>
</tr>
</tbody>
</table>

Observations and Interpretations:
1. Majority of the undergraduates use observing skill Consistently with Excellent level
2. Majority of the undergraduates use hypothesizing skill Consistently with Excellent level
3. Majority of the undergraduates use Manipulating material effectively skill Consistently with Excellent level
4. Majority of the undergraduates use Measuring & Calculating skill Consistently with Excellent level
5. Majority of the undergraduates use Communicating Effectively skill Consistently with Excellent level
6. Majority of the undergraduates use Raising Question skill Frequently with Average level
7. Majority of the undergraduates use Designing and Making skill Frequently with Average level
8. Majority of the undergraduates use Finding Patterns & Relationship skill Frequently with Average level
9. Majority of the undergraduates use Inferring & Predicting skill Frequently with Average level
10. Majority of the undergraduates use Designing and Planning investigation skill Frequently with Average level

Conclusions:
On the basis of survey it was found that Majority of the undergraduates use Basic Science Process Skills (observing skill, hypothesizing, Devising and Planning Investigations, Manipulating Material and Communicating Effectively Skill) Consistently with Excellent level
• Majority of the undergraduates use Higher Order Skills as Integrated Skills (Raising questions skill, Designing & Making skill, Finding Patterns & Relationship Skill and inferring and Predicting Skill) Frequently with Average Level.

Graphical Presentation is as follows:

Research indicates that science experiences not only enhance the operational abilities of kindergarten and first grade students, but also facilitate the transition from one level of cognitive development to the next among older students (Froit, 1976 and Tipps, 1982). The process approach has many-sided significance. It stimulates autonomous recognition of relationship, broadens background knowledge for current and future use, reinforces the skills and motivates the pupils towards self-education. But these science processes characterize the activities of scientists, the way to locate and gather information, explore, search, and discover the truths of nature. These processes of science need not necessarily be a part of scientists' behavior or activity

References:
SOFT SKILLS: AN INTEGRAL PART OF HIGHER EDUCATION

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Abstract

Higher education plays very important role in overall development of the country. Development of any country depends upon the quality of human capital possessing by graduate students, educational, employers, professionals, etc. Mere traditional teaching methods are not helpful in the development of human capital. A systematically well planned higher education system is required to attain the quality of human capital.

Today employers believe that soft skills are basic requirements and necessary attributes that an employee or applicant should possess with him. Nowadays multinational companies observe that they get people with definite hard skills but fail to get people with good soft skills. Hence the production level of companies goes down. There is a complaint that graduates are very open lack in communication and soft skills. Though they achieve greater level of expertise through some degrees, they are missing soft skills in them and as a result they are not getting selected for employment in companies, industries, agencies and anywhere else.

The students should be equipped with soft skills which will enable them to shoulder all responsibilities. Higher education should be capable of providing some knowledge and skills especially soft skills to the graduates apart from hard skills.

Introduction

Higher education plays very important role in social, political, economical, moral cultural, development of the country. Higher education system must satisfy the various elements of society. There are so many challenges in present era and the graduates must be able to handle face all challenges in the world.

Instead of only traditional teaching methods, the students should be equipped with soft skills which will enable them to face effectively all difficulties. Higher education should be capable of providing some knowledge and skills especially soft skills to the graduates apart from hard skills.

A quality of education process is crucial in a quality of human capital, that’s why a systematically well planned higher education system is required in today’s world. Teaching soft skills to the graduates will be the most contributive part in their life.

Need and Importance of soft skills in higher education

It is very important that everyone should learn soft skills and upgrade themselves. There are so many ways of improving soft skills. It may be learnt by observing peers, teachers, seniors and managers. Self training and reading books are also another way to learn and improve soft skills. Practice is more important in learning soft skills.

There is a complaint that graduates are very often lack in communication and soft skills. Though they achieve greater level of expertise through some degrees, they are missing soft skills in them and as a result they are not getting selected for employment in companies, industries, agencies and anywhere. Because the employers believe that soft skills are basic requirements and necessary attributes that an employee or applicant should possess with him. Also employers have strong opinion that soft skills are almost equal to the importance of hard skills. At the same time soft skills cannot be replaced with hard skills.

Soft skills plays very important role in the personal and professional life of graduates and post graduates students. Nowadays multinational companies observe that they get people with definite hard skills but failed to get people with good soft skills. These soft skills are personal attributes that can enhance job performance, career prospects and his personality traits.
Definition of Soft Skills

According to Collins English Dictionary, "the soft skills are the desirable qualities for certain form of employment that do not depend on acquired knowledge; they include common sense the ability to deal with people and positive flexible attitude".

Soft skills are recognized as most essential requirement in the current global job market. Majority of these soft skills are positive values, leadership, team work, communication skill, positive attitude, interpersonal skill, professionalism etc.

Soft skills required for graduates

1) Communication Skill

This is the most important skill that must be learned not only at higher education level but also at the lower education level system. Many of our graduates students and post graduate students are lacking behind in this skill. Also there is a need of self confidence to communicate effectively. In general terms, communication means how one sends and receives information, ideas, and opinions and how one conveys their own thoughts to other recipient. Mere speaking is not considered as a communication. It is very important that one should understand correctly what other tends to communicate with them.

At higher education level, the students are able to read books, write letters, make accounting etc. At this level only, an emphasis should be given in developing communication skill of students.

2) Interpersonal skill

Interpersonal skill means the traits that person's confidence, communication and interaction with others. This skill is required in problem solving, decision making and stress management. Those who have strong interpersonal skills will make him successful in his personal and professional life. Interpersonal skills make every man to be more social in nature in problem solving decision making situations. This skill should be developed since from the enrollment of students in their graduation.

3) Team Work

For completion of any task, a team or a group is required. A good team would work in coordination towards a common goal. When the task is multi dimensional, the work without teamwork will be failed. Teamwork is an ability to interact with others, maintaining good rapport with others and also to work effectively with others. The members of the group should play a role of not only a leader but also a follower alternatively as and when required. There is a need of respecting others' opinion, attitude, behavior and beliefs in working with a team.

A higher education system should focus on developing skills of teamwork among graduates so that they could work in a team, maintaining a team spirit, work in a team and attain a given task effectively and within allotted time.

4) Critical Thinking

Critical thinking is loosely defined as an evaluating the validity and relevance of information critically. It is frequently cited as a core skill of young people. This is an ability to identify and analyze problems in difficult situation to make justifiable evaluation. Also it is an ability to improve thinking skills such as explaining, analyzing and evaluating discussions. This skill is helpful in finding ideas and search for alternative solutions. Critical thinking also involves the capacity to apply knowledge and understanding to new and different problems.

This is required in companies and industries where so many problems arises and students should be able to deal with problems very effectively. But unfortunately our graduate students are not able to think critically in
problem solving. Higher education should focus on teaching this skill so that the student could solve all types of problems by thinking critically of solving alternative ways.

5) Writing skills

This is the most required skill for graduates students. The students are able to write but what is being written is most important. Writing means different style of writing research proposals, business letters, cover letters, memos, personal letters, reports or complaints, writing official requests, writing emails etc.

A written communication has a purpose which has to be understood clearly by another recipient.

The students are taught such skills but they are not equipped with good writing skills. There should be a continuous and rigorous practice of writing so that the skill will improve at degree level itself.

6) Leadership

Leadership is an ability to shoulder responsibility to given task. A leader should have knowledge of handling people because the people in the team may have different attitudes and thoughts. The leader should coordinate all of them in the completion of given tasks. Leaders must supervise the given task of the team members. Leadership is the skill which will be developed after the consistent practice. Such skill will definitely be helpful in the personality development of the student.

7) Time Management

Time is one of the resources. One should not waste their time when they are working in any organization. Time management skills are most important and required skill among all young students.

The employee should able to finish the given task in a given time. In order to fulfill all tasks within time, one must have a skill of managing their time. For that purpose, they must prepare a schedule of work that needs to be performed, direct the efforts towards completion of work at given time, also required reduction of time wastage.

It is very important to manage the time in one's personal and in professional life. Time management involves planning, organization, implementation, controlling and evaluation. The prepared schedule must followed rigidly so that the work could be fulfilled effectively and in given time.

Conclusion

There is need of strong educational system at higher educational level. There are many challenges which arise in front of students. To meet all these challenges, there is need of incorporating soft skills among graduate students. When they will be equipped with soft skills, they will not face any challenges in getting selected at companies and also will not face any problem in working in the companies. The higher education system will be a great platform for them to develop soft skills among the students and also develop their personality.

References

A STUDY OF SKILLS REQUIRED BY THE E-TEACHER

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Abstract:
In the era of 21st century everyone is leaving connectively through different media and hence how could be education sector will remain behind in it? In fact today the learning theory is coined by the George Simans regarding to it is connectivism. As per this theory through different media teacher and student can be stay connected 24/7 hours. Thus to understand the required set of skills related to e-teaching present study is undertaken with five objectives, these are to study the pedagogical skills, technological and social skills, administrative and organizational skills and Evaluative Skills etc. required by the e-teacher. Along with these objectives the last objective of the study is to make appropriate suggestions on the basis of the study. For fulfilling these objectives document survey method is adopted and different skills required by the e-teacher are found and those are given in this paper.

Key Words: 21st Century, Skills, e-teacher, e-teaching etc.

In the era of 21st century everyone is leaving connectively through different media and hence how could be education sector will remain behind in it? In fact today the learning theory is coined by the George Simans regarding to it is connectivism. As per this theory through different media teacher and student can be stay connected 24/7 hours. In this context conventional mode teachers or distance mode teachers required e-teaching skills. Before discussing about skills required by e-teacher it is essential to know regarding the e-teaching. However e-teaching is an activity comprising computational systems that communicate and cooperate with learners at any levels though Internet or CD/DVD-ROM, synchronous and asynchronous learning environments to provide lectures outside the classroom. Customized responses and on-demand advice through intelligent interfaces, inference mechanisms and cognitive models of the learner. Thus from it seems that for e-teaching the e-teacher required different set of skills. According to Collins English Dictionary (2018), a skill is a type of work or activity which requires special training and knowledge. Thus to understand the required set of skills related to e-teaching present study is undertaken with five objectives, these are as follows:

OBJECTIVES OF THE STUDY:

The objectives of the present study are:
1. To study the pedagogical skills required by the e-teacher.
2. To study the technological and social skills required by the e-teacher.
3. To study the administrative and organizational skills required by the e-teacher.
4. To study the evaluative skills required by the e-teacher.
5. To make appropriate suggestions on the basis of the study.

Thus according to these objectives the research procedure of the study is as follows:

RESEARCH PROCEDURE

Sample of the Study:
For present study skills required by the e-teacher are purposively selected.

Research Method:
Document survey is adopted for the study.

Collection of the Data
Primary and Secondary sources are used for data collection regarding skills required by the e-teacher. The data is collected through documents/books/web pages on skills required by the e-teacher.
Assareha A., Hosseini Bidokhtb M. (2011), Bates Tony (2009), Collins English Dictionary (2018), Goconqur (2013), Kentucky (2017), University of New Hampshire (2018), Insight Assessment (2019), etc. from review of these the different sets of skills required by the e-teacher are identified and those are discussed under the title of the objective wise procedure of the study.

**Objective wise procedure of the study**

The first objective of the study is to study the pedagogical skills required by the e-teacher.

Therefore for fulfilling this objective data is collected from primary and secondary sources and from it following pedagogical skills are found those are as follows:

**Pedagogical Skills**
1. Proper selection of learning methods
2. Able to motivate the students
3. Facilitating and monitoring the interaction
4. Support the student learning
5. Flexible in dealing with the students
6. Holding the positive interactions
7. Encouraging the group interactions
8. Providing feedback to the students
9. Accommodating the varied talented students
10. Providing activities to connect the real world
11. Addressing the students variety of styles
12. Providing facilities for learning
13. Solving the students learning problems
14. Establishing and perusing online communication

Thus the first objective of the study is fulfilled and the second objective i.e. to study the technological and social skills required by the e-teacher are identified through review of related literature and given as follows:

**Technological and Social Skills**
1. Replaying students very immediately
2. Planning and executing e-teaching and e-learning
3. Connecting with the students
4. Computer handling skills
5. Ability to handle the learning software applications
6. Online searching skills and data mining skills
7. Able to handle the management system
8. Good communication skills through synchronous and asynchronous mode
9. Collaborative skills
10. Teamwork skills
11. Critical thinking skills
12. Problem solving skills

The third objective of the study is to study the Administrative and Organizational skills required by the e-teacher. Those are identified through review of related literature and given as follows:

**Administrative and Organizing Skills**
1. Managing the time
2. Giving constructive feedback to the students
3. Managing online academic activities
4. Planning the online academic calendar
5. Planning and executing the various curricular and extracurricular activities

The fourth objective of the study is to study the Evaluative Skills required by the e-teacher. Those are identified through review of related literature and given as follows:

Evaluative Skills
1. Creation of online multiple choice quiz slots.
2. Updating the online assignments
3. Assessing the online assignments and immediate feedback regarding to it.

Thus the fourth objective of the study is completed and the fifth objective of the study is to make appropriate suggestions on the basis of the study. Those are discussed as follows:

DISCUSSION:

The fifth objective of the study is to make appropriate suggestions on the basis of the study. This objective is fulfilled as follows:

From this study it seems that the in service teacher training and pre service teacher training should comprised the pedagogy regarding to the e-teaching skills of required by the teachers and hands on practice should be given to the teachers so these teachers not only become pedagogically sound but they have also sound skills of e-teaching. So the teacher can able to impart the knowledge to the students effectively through e-teaching.

References:

कौशल्याधिकृत समाज आणि शिक्षण
प्रा. प्रमुख शिक्षण योजक
श्री भोमाकर शिक्षणसंस्थान महाविद्यालय ग्यारिहावीत-ता अधिवेशन फ़ि. पणे

प्रस्तावना : 
साध्य भारतीय समाजात शिक्षण आणि रेजेक्ट, शिक्षणाधिकृत रेजेक्टानिमित्त याद तफावत आह्वान येत आहे. त्यामुळे अथ्यन्त शिक्षणाधीन निर्मिती नेत्र, नागार्जुन आणि आधुनिक गुरुवर्णकृतिविवरण करता त्यातुन अथ्यन्त नवरूपासाठी रोजगारवाद माध्यमातून त्याचा परत्वात अगुणीच नागार्जुन आहे. राष्ट्रीय विकासात ही तफावत मोठा अडग्द्य उतरते. समाजात उच्च शिक्षणाधीकृत पाठ्यपत्ती आणि व्यवसायाला शिक्षणातील वृद्धिकोणतां प्रभात्ता आह्वानून येते व कदाचित याच दृष्टिकोणातील परिणाम योग्य कुराल मानवी संस्थोपन निर्मितीतला मार्ग उत्तरात दिसतो. तेव्हा राष्ट्रीय विकासाधीन, अंतरराष्ट्रीय स्तरावर राष्ट्रीय प्रतिष्ठा उन्माद्यशास्त्री कुराल शिक्षणाची अनुसंधानजागती करणे आवश्यक आहे.

कुराल शिक्षण पार्श्वभूमी :
कौशल्यावरून शिक्षण समातीची बैठक १९ डिसेंबर २०१३ मध्ये होणारी. त्यामुळे शिक्षणाधीकृत पाठ्यपत्ती संरक्षण (National Skill Qualification Framework) (NSQF) अंतरराष्ट्रीय आणि राष्ट्रीय प्राप्ती आणि आयुक्त प्रमेयने आगादी प्राप्त करतो. तो २७ डिसेंबर २०१३ पाहून (NSQF) भारतात अंतरेत आला.

NSQF मध्ये गुणवत्ता पुढे :
अ) कौशल्य - कौशल्य कृती पूर्णत्वास नेपालातील समस्येंचे निराकरण करण्यासाठी स्वतः आणणा वाशारांची वापर करण्याची अवस्था म्हणजेच कौशल्य.

ब) कौशल्याने घटक - १. विषयात्मक विचार २. प्रक्रियाकल्प विचार ३. संरचनशील विचार ४. अंतरात्मक विचार ५. प्राप्तिक्षिक/कार्यात्मक (पुस्तिका, हाती), हस्तसशील फक्ता, साहित्य, साधनांतर वापर.

क) बिबिध प्रमाणकनुसार अथवय निष्ठात्मित विविधाणी चोहारी आहेत का? यावारेत केलेले आणणा मूल्यवर्गीकरण व मूल्यमापन महणजे प्रतापत.

कुराल शिक्षणाची गति:
कौशल्यावरून शिक्षण वापरात समस्या भेटी केलेले अथवय फक्त गुणानुसारी प्रिक्षण आहे. गुणांतरी आणणा वाशारांची वापर देतात अथवय शिक्षणांतर पर्याय म्हणून व्यवसायातील शिक्षणांतर वाचण्याचे दृष्टिकोण निकरत आहे, कौशल्यातील अथवय उपरात्मकांतर वाचण्याचे दृष्टिकोण -हास होता दिसून येत आहे. उच्च शिक्षणाची संस्था आणि रेजेक्ट संयोग यांत्र खऱ्य तफावत आह्वानून येत आहे. उच्च-शिक्षण नयेनुसार कुराल व्यक्तीवरून कौशल्यांच्या संस्था कमी आहे. साध्य उत्तर शिक्षण आणि व्यवसायातील शिक्षणाची एकत्रीकृतकरणाची गति आहे.

कौशल्याधिकृत समाज शिक्षण आणि:
समाज परंतु नवरूपात आणि शिक्षणांतर माझ्यांचे शिक्षण होय. शिक्षणांतर माध्यमातून शिक्षणांतर नवरूपाचे अवलोकन आहे. साध्य शिक्षणांतर नवरूपात आणि नवरूपांच्या संस्कृतीत अासारे अामूळांचा बदल करणे आवश्यक आहे. ते पुढीलप्रमाणे –

१. संस्था अंतर्निह अस्तयाशाचे
केवळ शिक्षणसंस्थांची संस्था वातावरणातेच रोजगाराधिकृत शिक्षण देऊन-या शिक्षणसंस्थांची गति आहे. कुरालता म्हणजे केवळ माझ्यांच्या उद्योगातील आणि साधनेच्या उद्योगक्षेत्रातहित होत आहे.
इन्हें आधारित पुंडर्कीय क्षेत्र शिक्षण देख—या संबंधी उपभोक्ताओं, सार्वजनिक संस्थाओं व प्रशासन वांछित शिक्षात्मक समन्वय साधन का विश्वासनियता कौशल्य विकसनांकी संबंधी दिली पाहिये। शाहरूख अभ्यासक्रम आणि कौशल्यात्मक विकास याची सांगद शाहरूख शिक्षणात चालू जावी।

2. संसरोचनाचे चालने देणे

विद्यायोजन नियंत्रक क्षेत्र चालना नियंत्रण याची मंथन करायला आवश्यक अभ्यासक्रमांची नियुक्ती करणे अपेक्षित आहेत। खतरां

विद्यायोजन संपदान्तर संचित विधेयक प्राथमिक विषय जास्त आवश्यकता। ते शाहरूख अभ्यासक्रम आणि लोकात्मक प्रयोगात शिक्षण अभिक लघुभाव होईल।

3. पावसामुख सुविशंसा पुरवाव करणे

कौशल्य विकसनानियत शैक्षणिक संदर्भांमध्ये पुरस्क संसाधनांस, तंत्रज्ञानाची उपलब्धता करून देणे आवश्यक आहे।

4. कौशल्य प्रशिक्षण

संविधान शिक्षण प्रणाली नृत्यबीमाळन प्रशिक्षण दिलेले नाही असे नाही। पण संविधान शिक्षण पद्धतीत केवळ उद्देशी कौशल्यवेब्यंग मानवी कौशल्यवेब्यांच्याचूक खड दिले पाहिजे। सर्व उद्देशी एकमेकांशी संवद्द साधणे, संबंधितपणे काम करणे यासारखा विषय मानवी कौशल्यांचे शिक्षण देणे हाती समग्र शिक्षणाचा अभिव्यक्त भाग बनला पाहिजे।

5. कौशल्य शिक्षणाची गुणवत्ता उंचवणे

भारतात २५ वर्षां 1.5 दलाला अभिव्यक्तने नोकरीसाठी बाहेर पडतात। त्यामुळे बहुतांशा मजबूतीमध्ये पुरस्क नौकरी नाही असे सुनिश्चित केले जाते। रोजगार संस्थान कंपनी एसियांग माइड्स यांच्या २०१३ वा संस्थान आहवालांना भारतात काम करणे—या पदवीतर अभिव्यक्तीकेंद्रे 3 मटके अभियंता अभिव्यक्तीकेंद्र आहेत। ही स्थिती लघुभाव नेता बदलत्या परिवर्तनकरून गुणवत्तेचा मानवी कौशल्य शिक्षणाची सोपा असावी।

6. केंद्रीय मंत्रालयांने कौशल्य विकसनासंबंधत संबंधी उपलब्ध करून देणे

केंद्रीय व राज्य मंत्रालयांने बदलत्या आहवाळांना लोड देशाधारी हूने व तत्काळ गरजापूर्तीसाठी कौशल्य विकसन कार्यक्रमाची गुणवत्ता करून, कौशल्य विकसनासंबंधत आवश्यक नियंत्रण करून देणे।

7. कौशल्य विकसनात शिक्षाविषय सहभाग वाढवणे

भारतात एकूण लोकसंख्येने ४४ टक्कमे महिला लोकसंख्या आहे। यामध्ये महिलांचा कौशल्य विकासातुन देशाधारी आवश्यक विकासाचा बाह झाला शकते। व्यावसायिक शिक्षणात पुण्यपेक्षा निर्देशांमध्ये ग्लेले काम करतो। यामध्ये मार्गदर्शन व्यवस्था अभिक आहेत। यामध्ये मोहवाईल्या मार्गदर्शन प्रशिक्षण, स्थानिक गरजां विचार करून प्रशिक्षण या व्यवस्था आवश्यक आहेत।

8. आजीवन शिक्षण संबंधी उपलब्ध करून देणे

विज्ञापन पुनरंजन नवनवीन संशोधनानंतर चालना निदान आहेत, नयाने तंत्रज्ञ विकसित होत आहे याची ओळख करून देणे, कौशल्य विकसनासंबंधत प्रशिक्षणांचे आयोजन करणे यासारखा गोडी शीर्षकांचे आवश्यक आहेत।

वीडीओमध्ये आपल्या कौशल्यविशिष्ट संवाद विद्यायोजना टिकनून डेवलप असेल तर शिक्षणाचे ध्येय आणि शिक्षणाची उद्धेड यांना बदल करून लघु अनुभूम असा अभ्यासक्रम बदल करव्या लागेल।

कौशल्यविशिष्ट समाज आणि अभ्यासक्रम:

कौशल्यविशिष्ट समाजातील गरजा या बदल करून चालेल्या आहेत। अभ्यासक्रमांमध्ये सामाजिक गरज्यांचे प्रतिबंध उमटवलेले असते। पूर्वांचे चालन आहूनून अभ्यासक्रम न शिक्षकता, अभ्यासक्रम विविध असावा असावी हवी आणि समाजाचा गरजांचे प्रतिबंध त्या अभ्यासक्रम असावा निरीक्षण कौशल्यविशिष्ट समाज विकसित होयास चालना मिळेल।

1. अभ्यासक्रम नवीन व आधारात नाही कस्तो व्यवस्था करवा.


2. अभ्यासक्रम अंतर्गत विकल्पात्मक संबंध असावी. उप: आंतररिवादिक अभ्यासक्रम.
3. माहिती तंत्रज्ञान विषयाचा अभ्यासक्रम समावेश्या होणाऱ्यासाठी.
4. संज्ञानातील आंतर्जातीय व्यवस्था व त्याच्या स्तरावर त्यांची व्यापक बांधवाची.
5. कौशल्यप्रदायक आवश्यकता संबंधी व्यवस्था असावी.
6. गर्दनाचित्रित व्यक्तीमंदिरासारे अभ्यासक्रमाची रचना असावी.
7. वैद्यकीय भागाविषयक प्रामाण्यता भाग (कौशल्य) याची योग्य प्रमाणात समावेश होणार.
8. नवीन कौशल्य व त्यांमध्ये व्यवस्थीतील माहितीची साझेदारी करता आली असावी.

वरीलप्रमाणे कौशल्याविषयक संपादनाचे अभ्यासक्रमाच्या अंतर्गत व्यवस्था याच्यात या अवलंबून आहे. यासाठी शिक्षकांनी भूमिका महत्त्वाची उतरे. वेगवेगळ्या अभ्यासांना—अभ्यास पद्धती वापरल्या पाहिजेत.

### कौशल्याविषयक संपादन आणि अभ्यास—अभ्यास पद्धती:

कौशल्याविषयक संपादनाचा पत्ता माहिती आणि कार्याने यातल्या महत्त्वाच्या प्राप्त केलेल्या माहितीच्या जाणकारीचे अंतर्गत प्रतिष्ठित होत्याचे प्रमाण उपयोजन करत यासाठी निर्णयाने रूपांतरण करते. यासाठी अभ्यास—अभ्यास पद्धतीसुद्धा वेगवेगळ्या व नवीनत्वाने असावला हवा.

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वरीलप्रमाणे अभ्यास—अभ्यासपातीय विविध पद्धती वापरवर्धात होतात. साधारणतः विद्यार्थीकृत अभ्यास—अभ्यास पद्धतीचा वापर कौशल्याविषयक प्रमाण आवश्यकता अंतर्गत व्यवस्था करत आहे. कौशल्याविषयक संपादनाचे आपल्या अभ्यासपातीय तपासणी योग्य प्रमाणात त्याचा अंतर्गत प्रविष्ट करणे हाच हेतू समोर देवास.

### कौशल्य विकसनात शिक्षकांची भूमिका:

कौशल्य विकसन हा एका दिवसांना अभ्यास प्रमाण नसून शिक्षकांना हा कौशल्य रूजरविज्ञानाची सातसपूर्ण प्रमाण करणे अभिलक्षित आहे. या कौशल्याने विचार संतान अभ्यासात केलेल्या योग्य कौशल्य विकसित होणार वेगाने मोडत होईल.

- कौशल्याने प्राणायाम देणा—या अभ्यास पद्धती व शाळेला व्यवहार
- कृती कार्यक्रमांमध्ये विद्यार्थी सहभाग
- आश्वासन कौशल्यांची आंतर्ज्ञानीयता
- व्यवहारातून कौशल्यांची सांगड
- कौशल्य प्रशिक्षणाचे आयोजन करणे

वरील शिक्षकांच्या विविधांमध्ये प्रयत्नात निविष्ट माहितीवरुन कृती कार्यक्रमांमध्ये अभिलक्षित उद्योगाने—व्यवसाय सुरू होतील.
अशाप्रकारे कृतीतून शिक्षण व कृतीसाठी शिक्षण हे दोन्ही पैलू व्यक्त करणे कुशल शिक्षण आणि पूर्वजनातून स्वयंचलनेनेतृत्वाने नवनिर्मित ज्ञान व त्या ज्ञानाचे कौशल्यात योग्य रूपांतरण या दोन्ही बाबती मानवी प्रगतीसाठी तितक्याच आवश्यक व अपरिहार्य आहे हे निसंदेख सप्त होते.

संदर्भ:

1. भारतीय शिक्षण (दोपाच्या विशेषंक) अक्टूबर—नोव्हेंबर २०१७

A STUDY ON ISSUES AND REFORMS FOR SKILL DEVELOPMENT IN INDIA.

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Abstract:

Education is the single most important instrument for social and economic transformation. A well educated population adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a pre-condition for growth to be inclusive. It is the educated and skilled people who stand to benefit most from the employment opportunities which growth provides.

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work.

As India moves progressively towards becoming a ‘knowledge economy’ it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

This paper is purely based on secondary data and descriptive in nature which tries to highlight issues and reforms in Skill Development in India.

1. Skill Development scene in India: An Introduction

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group.

If India wants to become an industry oriented manufacturing hub, which is requirement for employment generation to get demographic advantage; it must focus on skill development instead of present education system. Since, India’s education system has been favored of formal education focusing on academics; it has done well in services/tertiary sector. As this sector is the most important recipient of formally educated work-force. Manufacturing processes, on the other hand, does not require academic skills to that extent, for majority of work-force. As a result, the people employed in this sector are either uneducated or unskilled as low-end firms can’t afford college graduates; or they are over-educated and yet unskilled at the task required work. The education required for manufacturing is very basic that enables a person to read and understand instructions and make basic calculations; while the skills actually required vary from painting, welding, polishing, assembling, packaging, and equipment handling, among others. Thus, a complete overhaul of the existing education system is required.

2. OBJECTIVE OF STUDY

To understand issues and reforms related with Skill Development in India.

3. RESEARCH METHODOLOGY

This research paper is purely based on secondary data i.e. information from internet, books and magazines and it is descriptive in nature.

4. LIMITATION OF STUDY

Only issues and reforms has been studies as ex-post facto research as it stands today for academic purpose only based on secondary data without changing present scenario as it stands today and other aspects of Skill development has not been considered.
5. Issues and reforms needed in Skill development:

5.1) In Education System:

The current education system does not focus on training young people in employable skills that can provide them with employment opportunities. Today, a large section of India’s labor force has outdated skills. With current and expected economic growth, this challenge is going to only increase further, since more than 75% of new job opportunities are expected to be ‘skill-based.’

Framework for the creation of an efficient education delivery model should include:

5.1.1 Easily Available:

The capacity of just over four million a year needs to be upgraded substantially in order to meet the targeted skill requirements till 2022. There exist a significant mismatch between the massive populace of unemployed youth and existing vacancies, which leads to low employability quotient of people. It is therefore a critical step to focus on the needs of both learners and the labor market in order to make the requisite kinds of skills available by forging partnerships between public administrators, suppliers of educational services, industry, and civil society. The availability of both physical infrastructure and human resource (teachers) to impart skill-based training forms the basic requirement of a learner, which should be addressed in an effective manner.

5.1.2 Accessibility and Affordability

The accessibility of skill-based training faces a huge challenge on account of India’s large geographical territory, difficult terrain and varying social economic conditions. Some of the states have limited access to such training. As a result, the population comprises a large unskilled workforce. Significant disparities exist across states in terms of socio-economic factors such as education levels, income levels, and industrial growth, etc. A significant portion of the population below the poverty line cannot afford even basic amenities, leave aside education and training.

It is important that there is a focus on the informal sector, which reaches out to the people and livelihood promotion institutions.

5.1.3 Adaptability

The economic growth over the years has only brought forth the shortcomings of skill development processes. Learners require a national vocational qualification framework that offers vertical mobility for those pursuing skills and enables learners to shift from skill-based training to academics and vice versa. They need a clear vocational qualification framework for competency standards, affiliation and accreditation. The required framework will integrate skill training with academic standards.

5.1.4 Acceptability

The skill development programs being imparted to learners should meet their needs in terms of quality of infrastructure (ICT and physical infrastructure), pedagogy and skill delivery methods. The current education system does not lead to trained young people in employable skills who are open to immediate employment opportunities. With current and expected economic growth, this problem is expected to aggravate as more than 75% of the new job opportunities are expected to be skill-based.

As a result, there is a need to develop an advanced curriculum framework derived from industry best practices. It is equally critical to use these upcoming and widely used learning approaches to design skill development programs in order to train learners with what is relevant and not obsolete.

5.2) In Industrial Sector:

Many firms provide on-job training to their workers. This may take different forms:
a. Off Campus Training.

b. Workers may be trained under supervision of skilled supervisor on the job.

In both these cases firms incur some expenses. Firms will, thus, insist that the workers should work for a minimum-specific period of time, after their on-the-job training, during which it can recover the benefits of the enhanced productivity owing to the training. But the retention ratio is low thus private and Industry Participation in skill development is lacking. There are no incentives for private players to enter the field of vocational education.

Present regulations are very rigid. In-service training is required but not prevalent today. There is no opportunity for continuous skill up-gradation. There is a lack of experienced and qualified teachers to train students on vocational skills.

5.3 Low Women Participation:

Women participation in vocational education and training is especially low as compared to men. There are a few reasons constraining interest/participation may be social and cultural norms and family responsibilities. Women also tend to become discouraged due to such family and social pressures, especially in rural areas.

Hence, in order to increase enrolments, the combined efforts with local NGOs and Panchayats on informing women and their families on the advantages of vocational education, which may lead to employability, is very important. Specifically, women should be targeted by explaining how inculcating income-generating skills and activities within them would subsequently lead to improving their social and economic status.

Thus, there is a need for concerted action in several key areas in order to ensure that skill formation takes place in a demand driven manner.

5.4 Reforms for Skill Development:

a. Skill Development Centers can be established in existing education and training institutions. This would ensure huge saving in cost and time.

b. Accreditation and certification system has to be improved. There is a need to establish an institutional mechanism for providing access to information on skill inventory and skill maps on a real time basis.

c. Curriculum for skill development has to be reoriented on a continuing basis to meet the demands of the employers/industry and align it with the available self-employment opportunities.

d. Apprenticeship and Internship training as another mode for on-job training has to be re-modeled to make it more effective and up-scaled significantly.

e. A sector specific approach is required for the purpose with special emphasis on those sectors that have high employment potential. Standards may be set by the industry-led sector skill councils while the accreditation of certification processes should be done by independent agencies with certification left to the institutions.

f. Vocational education at the school level and vocational training through Industrial Training Institutes (ITIs) and Industrial Training Centers (ITCs) need significant expansion.

g. There is a need for establishing flexible learning pathways linked with school education on one end and higher education at the other.

h. There is a need to revisit the scheme for up gradation of governments ITIs as Centers of Excellence through the Public Private Partnership model to implement it more effectively...
6. Conclusion:

In recognition of these needs, the Government of India has adopted skill development as a national priority over the next 10 years. The 11th Five Year Plan detailed a road-map for skill development in India, and favored the formation of Skill Development Missions, both at the State and National levels.

To create such an institutional base for skill development in India at the national level, a ‘Coordinated Action on Skill Development’ with a three-tier institutional structure consisting of the PM’s National Council on Skill Development, the National Skill Development Coordination Board (NSDCB) and the National Skill Development Corporation (NSDC) was created.

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क्रमता कौशल्य विकसनमये शिक्षणाची भूमिका

आच्छ. प्रमोद केशरावर
मंदाकिनी दादासों दिवदेव

सारणी

प्रकाशपति जे काही जात पेहेले त्या सर्व दर्जेदार शिक्षणानुष्ठान त्याच्या जीवनाच्या उभारणीसाठी साठी शिक्षणाचा उपयोग होणे हा एक शिक्षणाचा पैपर आहे. जीवनातील प्रत्येक गोळीत त्याचा सहभाग वाढवणे, इतरसंख्य अवलंबूने न राहणे, कृतीला जास्त संबंध, वर्तनीमध्ये आत्मविश्वास निर्माण करणे, कृतीली नावलयता आणणे, विषय नेहात्त्व विचारण साधन, इतरसंख्य साहित्य कार्य उपचारी शृंखला या सर्व गोळीसाठी कौशल्याचे विकसन होणे गरजते आहे. आणि ते आत्मविश्वास शिक्षणानुष्ठान मदतीत.

प्रस्तावना

विद्याध्यायंत्र सर्वांगीण विकास माणजे शिक्षण अर्थी सर्वांगारण शिक्षणावी व्यक्ती केली जाते. विद्याध्यायंत्र सर्वांगीण विकास हा बोधात्मक, भावात्मक व किंवळव्ययक्त अर्थात खोट असतो. प्रत्येक माणजासाठी काही सुन्दर गुण असतत, शाक्ती असते काही उपरण गुण असतत, ते मुळतः अदुर्य स्वरूपात असतत पण त्याचे उपयोगिते दुर्य स्वरूपात दर्शन शेजवून कौशल्य होय.

कृतीलाच देखील त्या देशातील शिक्षणाच्या गुणवत्तेत अवलंबूने असते. शिक्षण जोरपूर्वक माणजासाठी गरजशीर सुमागत होत नाही तोपाचे तें गुण कौशल्यपूर्ण निवड नाही. आजत्त्वा सामाजिक बदलांची गति व शिक्षण प्रामाणीक बदलांची गति सुमागत नाही. आधुनिक काळात शिक्षणप्रणालीतील जे नवीनत: विचारप्रणाली येत आहेत ते बदलांता परिवर्धित शिक्षण कार्यक्षेत्रात प्रभावात व्यक्त आणि शिक्षणाचा आम्ही खालील अर्थात—या अर्थात वर्तन परिवर्तन होतं याची यासाठी असतत.

संशोधनाची उद्धेद—

1) क्रमता कौशल्य आढळणे.
2) क्रमता कौशल्य विकसनाचा शोध येणे.
3) क्रमता कौशल्य विकसनाची शिक्षणाची भूमिका आढळणे.

संशोधनाची गृहीते—

शिक्षणमुद्द्वें क्रमता कौशल्याचे विकसन होते.

संशोधनारी संबंध संस्थानाय आशा

वाहिन हाउस रिसर्च एसटीएचसे यांनी २० ऑक्टोबर २०१४ रोजी केलेल्या "सॉफ्ट स्किल्स तयार करणामये शिक्षणाची भूमिका" या संशोधनामये शिक्षण साहसाच्या आणणे इतर स्किल्स शिक्षणाच्या प्रामाण्यतेच्या संबंधी लक्षण देखभाल केला. याचा लक्षण ही संशोधनाचे साधन बाजूपते आहे. त्यानंतर या संशोधनानुसार कार्यरतील संस्थाने सहायताय्य आपल्या चार्चाले असे-वापरली ही संशोधनाचे साधन वापरले आहे. त्यानंतर या संशोधनातून कार्यरतील व सहकार्यातात्मकता, निर्मितीचे संस्थान, समस्या निरसन, वेळ व्ययावधि व सर्वसाधारणता या पाच संगठन कौशल्यांची मांडणी केलेली आहेत. ज्ञातांना विद्याध्यायंत्र व्यवस्थापिक्षमतेने द्रुततेने विकास साधना घेतले. हे नवे विचारप्रणाली उत्तमतांत विकस रस्ते घेतले. हे नवे विचारप्रणाली उत्तमतांत विकस म्हणजे नवे अंतर सततताची गत व्यक्ती आकारस्थिती भांगणे हे म्हणजे शारीर असे-शारीर.


संशोधनाची गतवर्ती—

1) अथवाप्रत्यक्ष अथवाप्रत्यक्ष विद्याध्यायूंचा सहभाग वाढवण्यासाठी
2) प्रत्येक विद्याध्याय विकसनाचे शिक्षणाचे आत्मविश्वास निर्माण करण्यासाठी
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Skills and knowledge are most crucial factors for economic growth and social development of any country. Currently, India faces a problem regarding the traditional education system. It is a high time to look beyond traditional education system and employment. We need an education system which is of high quality, meeting the requirements of an individual, society and country and at the same time, it should be affordable. Since 1991, India is having structural adjustments in every sector including higher education. The accreditation process by NAAC sensitized the colleges about quality enhancement. In post-accreditation scenario, educational system is addressing new criteria in quality enhancement. The Internal Quality Assurance Cell (IQAC), established in the accredited institutes as a part of post accreditation activity is proving to be a ‘special purpose driving vehicle’.

As far as the innovative techniques in teaching and learning are concerned, the increasing focus on student learning challenges many assumptions about the respective roles of college students and faculty. Student learning is the central indicator of institutional excellence. In student-centered education, faculty takes on less responsibility for being sources of knowledge, and take on greater responsibility as facilitators of a broad range of learning experiences. For their part, students are called on to take on more responsibility for their own learning. Generally, the list of important techniques includes the following:

- Engage students in active learning experiences.
- Set high, meaningful expectations.
- Provide, receive and use regular, timely, and specific feedback.
- Become aware of values, beliefs, preconceptions.
- Create opportunities for student-faculty interactions.
- Create opportunities for student-student interactions.
- Promote student involvement through engaged time and quality effort.

As shown in the figure below, the best student learning outcomes follow from a combination of activities: encouraging faculty development as teachers using the innovative techniques in teaching and learning; engaging students with high levels of involvements in their studies, with other students, and with faculty; and implementing regular, thoughtful, and periodic assessment procedures to provide ongoing feedback to students about the progress of their learning to instructors about the efficacy of their teaching, and to program faculty about how well their program is meeting its objectives.

### Assessment and Innovative Techniques in Teaching and Learning

- **Innovative Techniques in Teaching**
  - Applications
  - Faculty modeling
  - Collaboration
  - Rich feedback
  - Curricular Goals

- **More student/Involvement/ Academic/Student-Faculty/Student-Cultural Diversity/ Community service**

- **Best Learning Outcomes**
  - Assessment Learning cycle

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**Ms. Tejaswini Kiran Mane** Research student, Shivaji University, Kolhapur.
Becoming an excellent college teacher to a continuing life-long professional challenge, the dimensions of which often go unrecognized. The innovative techniques chosen here focus on those aspects of classroom teaching competence that are visible to oneself and to others and thus become useful for formative evaluation. They are as follows (2):

- **Lecture Practices**: Effective ways to present new information orally to fit differences in learning styles. At times information must be transmitted orally to passive listening audience. If the teacher must rely on the oral presentation of material, the techniques like Rhetorical questioning, immediate quiz, storytelling etc. can enhance learning retention.

- **Group Discussion Triggers**: effective ways to present a common experience to engage a group in a discussion. There are many kinds of triggers such as- short readings, self-assessments questionnaires, case studies, total group response, role play, visual studies etc.

- **Thoughtful Questions**: effective ways to formulate questions that foster engagement and confidence. These question formulations are
  1. Description: What did you see? What happened?
  2. Reflection: What was interesting?
  3. Procedure: How was this done?
  4. Possibilities: What else could---?
  5. Prediction: What will happen next?
  6. Justification: How can you tell?
  7. Theorizing: What is the reason for it?
  8. Generalization: What principle is operating?
  9. Definition: Define the word---?

- **Cooperative Group Assignments**: Ways to design formal co-operative tasks. Generally, cooperative learning groups embrace five key elements such as
  1. Positive independence.
  2. Individual accountability.
  3. Group processing
  4. Social skill
  5. Face-to-face interaction.

  Teachers can build cooperative skills through poster session, paper-presentation session, Narration etc.,

- **Use of Information – Communication Technology (ICT)**: For interesting and effective presentations: Use of colors, Use of graphs, Use of animations.

- **Fostering Learner Self-Responsibility**: Allow learners to plan and evaluate much of their learning. Effective teachers offer ways for the learners to take an active role, for at least a portion of the course, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate strategies, and evaluating the outcomes.

The innovative techniques in teaching and learning process can create competency and excellence. Thus, they can become useful for formative evaluation. Teachers can engage students in reflective practices.

**References**:

[1] web-based Resources
उच्च शिक्षणात माहिती संप्रेषण तंत्रज्ञान

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प्रारंभिकः

एकविवाह्य शाखायेत दिशेलेले वाढालेच करू असताना उच्च शिक्षणात युगाची स्वरूपाचे बदल करून आरंभ आहे. आधुनिक काळजीत राष्ट्रजीत सर्वेक्षणात विकास होणाऱ्यासाठी शिक्षणातीत अध्ययनशील समाजातील निर्मिती करावी लागणार आहे. शिक्षणाचं हे उद्देश्यात्तिरत हा उच्च शिक्षणात युगातील माहिती तंत्रज्ञानाचा उपयोग करून आरंभ आहे.

सदिशीतत माहितीप्रदेश हेतू आहे, त्यामुळे अध्ययनार्थींनी जेणेकरून जाणार्या शक्तीत आहे. अर्थात शेती शिक्षणातीत अध्ययनशील माहितीत 'ज्ञान' म्हणजेसाठी करावे याचे बसता विकसन करून आरंभ आहे.त्यामुळे उच्च शिक्षणातून माहिती संप्रेषण तंत्रज्ञानाचा अध्ययन, अध्ययनसार्थी उपयोग करणार्यांना उद्देश्यात विद्यार्थी याचवून लागणार आहेत. सातपाचं वढतण—या या परिस्थितीमध्ये शिक्षणातीत आपण काळजीपूर्वकऱ्या माहिती तंत्रज्ञानाचा यंत्रणा, विद्यार्थींना विद्याची वापराचा करवणारा आहे.

भारतातील माजी राष्ट्रीय डॉ.अण्डुल खल्माना २०२० मध्ये भारतातल महासागर वनविज्ञानातील शिक्षकांनी माहिती तंत्रज्ञानांद्वारे भूमिका अर्थात महत्वाच्या वापरातील. माहिती संप्रेषण तंत्रज्ञानाचे उच्च शिक्षणातील महत्व जाणून यु.जी.सी.ने “इन्फोटेक प्रकल्प” सुरू केला आहे.

माहिती व संप्रेषण तंत्रज्ञानाच अर्थ (Information & Communication Technology)

१) शिक्षणशास्त्र ठिक कोसः :

माहिती मिश्रितविज्ञानाची, माहितीवर प्रक्रिया करणार्याची किंवा माहितीवर वितरण करणार्याची, जी यंत्र—तंत्र प्रणालींतूर कर्नात आलेली असते तिला माहिती तंत्रज्ञान असे म्हणतात.

सुरुवातीला राळायला माहिती तंत्रज्ञानाचा शिक्षण उपयोग करता असे म्हणून जात होते. पण माहिती देखावणे—पेपरात संप्रेषणातील प्रक्रिया करून लागते. संप्रेषणाच्या अध्ययन इतरांशी संबंद्ध येत असते. त्यामुळे आता “माहिती व संप्रेषण तंत्रज्ञाना” (ICT § Information & Communication Technology) शिक्षण—प्रशिक्षणात उपयोग करता, असे म्हणून जाते.

२) संप्रेषणकडेचे केलेले माहितींनी आपल्यांना प्रदान करून माहितीसाठी संप्रेषण तंत्रज्ञान होय. वाही व्याख्यावर्त माहिती संप्रेषण संप्रेषणातील सर्वसमावेश व्याख्या पुढीलप्रमाणे करता वेळेच.

‘विविध तंत्र, फलती किंवा प्रणालीचा वापर करून माहितीसाठी संप्रेषण तंत्रज्ञान होय. योपण वेळेच सादर करून प्रशिक्षण व प्राण्यपकाच्या संप्रेषण हातून आणणारे ताक्त म्हणजेय माहिती संप्रेषण तंत्रज्ञान होय.’

उच्च शिक्षणात माहिती संप्रेषण तंत्रज्ञानाची धार्मिकता :-

१. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्त स्वतंत्र अध्ययन श्रमाचा निर्माण करून.

२. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्तेच पुरूष अध्ययनीय करून.

३. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्तच माहितीचा ज्ञान कार्यात करून श्रमाचा बनवून.

४. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्त व संप्रेषणातील अध्ययनावलोकनीत भेदणार—या समयात सोडज्ञानाचा मदत करून.

५. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्तेच अध्ययनावलोकनीय अभिमुखी निर्माण करून.

६. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्त व संप्रेषणातील विद्यार्थ्यांच्या कार्याचा मदत करून.

७. माहिती संप्रेषण तंत्रज्ञानाचा आपल्यांना विद्याव्याप्त व संप्रेषणातील माहिती मिश्रितविज्ञानात विविध मार्ग माहिती करून देघे.
8. विद्यार्थिद्वारे अथवयनशील समाजवित्तीमितीसाठी मदत करणे.
9. माहिती संग्रहण तंत्रज्ञानात्मा आहे. उद्य शिक्षणामयी विद्यार्थी नवनवीन संशोधन करण्यास प्रेरित करणे.
10. माहिती संग्रहण तंत्रज्ञानात्मा आहे. विद्यार्थीं किंवा शिक्षकांना वाहिक्या जगाशी संबंध प्रश्नाप्रणित करणे.
11. माहिती संग्रहण तंत्रज्ञानात्मा आहे. विद्यार्थीं शिक्षकांना वाहिक्या ज्ञान देतेच उद्य शिक्षणाचा गुणात्मक दर वाढविले.

उद्य शिक्षणाचा माहिती संग्रहण तंत्रज्ञानाचे माध्यमे :-

उद्य शिक्षणाचा विचार करताना शिक्षणांना विचार करूला जातो.उद्य शिक्षणाचा गुणात्मक दर वाढविल्यासाठी माहिती संग्रहण तंत्रज्ञानाचा पुढील माध्यमांचा वापर शिक्षणात करावा लागेल.

1) दूरशिक्षण परिषद (Tele-conferencing) :-

उद्य शिक्षण क्षेत्रातील दूरशिक्षण परिषद हे प्रभावी माध्यम आहे. तंत्रज्ञानाच्या सहाय्याने विद्यार्थींसाठी जाण बाहवलिले येते.

‘दूर अंतर्वस्त्रील व्यक्तीस्वतत्त्वाने समय चालू वीडियोप्राक्षेपक साधन द्वारे माहिती मिळवणासाठी, माहिती जाणून आणेल वीडियोप्राक्षेप द्वारे माहिती संदर्भात करण्यासाठी एकमेकांसह संशोधनात्मक माध्यमाचे केलेला संबंध माहिती दूरशिक्षण परिषद होय.’

दूरशिक्षण परिषद म्हणजेस साधन, दृश्य किंवा एवढ्यांना अंतर्निहाय म्हणजेस एक वेळा संप्रवेश असेल आणि शिक्षणाचा निर्देशन करते. यामध्ये संशोधनाच्या विषयाचे अध्ययन, व्यक्तीसाठी एक्सेस करायला संपन्न करते. विद्यार्थीं किंवा तंत्रज्ञानांनी अंतर्निहितच निर्देश प्रदान करते.

2) इंटरनेट प्रकल्प :-

युव विद्यार्थींनाचे उद्य शिक्षण क्षेत्रातील व्यक्तीस्वताने इंटरनेट प्रकल्प सुरु केले आहे. भारतीय शिक्षण मंत्रालयाने विद्यार्थ्यांमध्ये इंटरनेट प्रकल्पाची सुची उघड्याची आहे. या प्रकल्पाच्या विद्यार्थ्यांनी, शिक्षकांनी, आंतरराष्ट्रीय रत्नांनी, सर्वसाधारण संस्थांनी व युवांनी वाचन करते. विद्यार्थीं किंवा तंत्रज्ञानांनी त्याच्यासाठी नवन विचार्यांच्या जाणून शक्तित करते. या क्रमाच्याचै संबंधित त्याच्या माहिती होतात.

3) ई-पुस्तक (E-Book) :-

उद्य शिक्षण संपादनाचे ज्ञान अध्यायात असेल. आपण अभ्यासाच्या टिकटांसाठी विद्यार्थीं काम करूला जातो. तेक्या विचारांनी शिक्षकांचे ज्ञान कृप्याने करण्यासाठी ई-पुस्तकांची मदत देते. एन.सी.ई.टी.चे विद्यायाचे शिक्षणाची शिक्षणाला भाग बाहेर यासाठी शिक्षण प्राधिक, शैक्षणिक मानवसाधन, गायत्रीचे शैक्षणिक विचार इत्यादी संबंधित ई-पुस्तक त्यांच्या उपर्युक्तीला www.ncte.org.in साइटवर उपलब्ध करून दिल्या आहेत. त्याच्याप्रमाणे पुस्तक विद्याशिकार याचा विचार याच्याच उपलब्ध करून दिलेला आहे. याच्याच्या विचार याच्याच उपलब्ध करून दिलेला आहे. याच्याच्या विचार याच्याच उपलब्ध करून दिलेला आहे. याच्याच्या विचार याच्याच उपलब्ध करून दिलेला आहे.

त्यांनी उद्य शिक्षण विद्यार्थींच्या व शिक्षकांची अथवयनसाठी ज्ञान बाहेर यासाठी विद्यार्थींच्या पद्धतीं व पद्धतुपत्र अथवयनसाठी ई-पुस्तकसंबंधित प्राप्तीक्षिक भाग देतात.

4) ऑनलाईन अभ्यासक्रम :-

उद्य शिक्षण पूर्ण करत असताना विद्यार्थीं व शिक्षकांनी त्यांच्या अभिनवी शिक्षण संबंधित विचार ऑनलाईन अभ्यासक्रम पूर्ण
करता येतावः उदा. साधारण शिक्षण व संग्रहण परिषदें (NCERT) ने मान्यता व सम्पर्कस्थ अनुसार अध्ययन सुरू केला आहे. अभिव्यक्तात नातो पूर्ण करता येतो. त्यामुळे ते विद्यायनांनी कर्मचारसंबंधी निर्णय घेण्यास मदत करू राहतात. त्यावरूनाचे सर्वसाधारण लोकांना चक्क्य मुक्तिविधान व ई-दिवा गांवी मुक्त विद्यापीठ यांचे निर्देश अन्न लाईन अध्ययन सुरू केला आहे.

5) ई मेल :-

ई-मेल माहणारे इंटरनेट्युन्मक इमेल आहे. ई-मेल वाहनाचे असियाच स्वतंत्रता व जलद माहिती वापरणारे साधन होय.

उच्च शिक्षण पेट्र असताना विद्याध्यायाकाळी समयाने भेदात्मक असतात. त्यांचे निर्णय नेते तज्जना प्रश्न पाठवून करू शकतात. त्यावरूनचे विद्याध्यायी व शिक्षकांनी विद्यार्थींची देख्या-प्रेयण यातून बदले येते. ई-मेलचा भाषा अध्ययनसंबंधी वांचल्याचे प्रकारे उपयोग होतो. ई-मेलच्या सहाय्याने विद्यार्थी स्वतंत्र विद्याध्याय घेण्यास झाले. त्याप्रमाणे प्रश्न सोडविला येतात. त्यामुळे त्याची भाषिक कौशल्यात कृप्या होते.

6) Video Campakt Disk :-

उच्च शिक्षणामध्ये विद्याध्याय व्यावसायी संबंधी संपादन संस्थानों माहिती देणा—या ची सी.डी.बाजार उपलब्ध आहेत. त्यांचा वापर विद्यार्थी आत्मवाणी अध्ययनामध्ये करता जाणारे महत्त्व करू शकतो.

7) ई-अध्ययन (E-Learning) :-

"ई-उपलब्धी सहाय्याने शिक्षण घेण्यास ई-अध्ययन म्हणता."

उच्च शिक्षण विद्याध्यायी व्यवस्था अध्ययन क्षेत्रात बालिकाध्यायाची ई-शिक्षण देणे आवश्यक आहे. ई-अध्ययनादेखील विद्यार्थी व शिक्षक विभिन्न वेबसाइट जागृत त्यासारख्या संबंध, संशोधन, नवीन क्षेत्र, संदर्भांशी, विद्यापीठाच्या अध्ययन संस्था, गांवी माहिती पेक्षा शकते.

8) बहुमाध्यम उपयोग :-

उच्च शिक्षणामध्ये अंगभूमिका बापामध्ये अनेक माध्यमांसंघ एकत्रित वापराच्या विद्यार्थ्यांना अध्ययन करता येते, त्यास बहुमाध्यम उपयोग म्हणता

"रेडियो, टीवी, दूरदर्शन, वीडिओ, वाणी, प्राकृतिक, अभिनव्य प्राण बहुमाध्यम उपयोगाचे दोन केला जातो. त्यामुळे विद्यार्थी शिक्षकांनी संकल्पना, तब्बल, नियम घोषणेचे मतानुसार. तसेच आंतरिकबागक अध्ययनमुळे त्याच्या दिर्याखाली लक्षात राहेत.

9) ERNET (Educational Research Network) :-

उच्च शिक्षणाच हैंडसाठी इंटरनेटुन सुविधा उपलब्ध करून देणारे हे नेटवर्क आहे. ते १०० देशातील हैंडसाठी संग्रहण, शैक्षणिक कसेट्स व तेलिफोन होणारे संग्रहण संग्रहाकारी जोडले आहे.

उच्च शिक्षणाच हैंडसाठी व शिक्षकांना सामाजिक शाखासंबंधी व वैज्ञानिक शाखासंबंधी नव—नवीन माहितीचा उपयोग यादृच्छिक करता पेट्रोल त्यावरून शिक्षणामध्ये शैक्षणिक संग्रहांमध्ये राहिले जाणारे मूलभूत प्रकार त्यांना कठोरता व त्याअनुसार उच्च शिक्षण क्षेत्रात बदलाचून जाणार वाचक होईल.

10) संग्रहात सहाय्य अनुदेशन :-

उच्च शिक्षणामध्ये संग्रहात सहाय्य अनुदेशाना वापर केला पाहिजे. त्यामुळे आंतरिकबागक अध्ययन होतून विद्यार्थीतील अभिव्यक्ती टिकून राहण्यास मदत होते.संग्रहात सहाय्य अनुदेशानाच्या शंकांचे समाधान करता येईल.

त्यावरून प्रतिसादसंबंधी व पुरूष पर्यावरणाचे अध्ययन करणे त्यास राहते,उच्च शिक्षणाच संग्रहात सहाय्य अनुदेशाना वापर केल्यास विद्यार्थ्यांच्या ज्ञान वाढते.
समारोप :-

अशा प्रकाश माहिती संप्रेषण तंत्रज्ञाना संपूर्ण उद्व शिक्षण क्षेत्र के बारे झाला पाहिजे. आजच्या उद्व शिक्षण अथवा—या महाविद्यालयातील विद्यार्थी उद्वाच नागरिक होणार आहेत. तेव्हा त्यानं माहिती संप्रेषण तंत्रज्ञाने शिक्षण अत्यावश्यक आहे. त्यानुसार अध्ययनशील समाजातील निर्मित होऊ शकते. त्यामुळे सर्वांना गुणात्मक शिक्षण मिळवणे शक्य होईल. तेव्हा उद्व शिक्षणातून गुणवत्ताशीर्षीत सुधारणा व संशोधन विद्यार्थी निर्माण होण्यासाठी माहिती संप्रेषण तंत्रज्ञाना उपयोग अत्यावश्यक आहे.

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COMPUTATIONAL THINKING SKILLS FOR ENHANCING LEARNING SCIENCES

Asmita Bhosale

Dr. Vidyanand Khandagale

ABSTRACT

As the field of learning sciences is reforming itself with the current trends in technological developments, Computational Thinking has stepped in as a revolutionizing method of teaching and learning. Computational Thinking is a thought process which provides the set of means that can be used to solve problems in a way that computers could solve. It, thus, enables learners to think logically as well as to be highly creative. It keeps them engrossed in what they are learning and also maintains their interest in the subject.

Based on secondary data, the present paper explores how and why Computational Thinking skills need to be accommodated in the existing curricular activities. Keeping in mind the efficacy of Computational Thinking, the researchers have made an attempt to provide the suggestive outlines of Computational Thinking lesson plans which can help facilitators to design their own lesson plans and make Computational Thinking a part of the existing learning strategies.

KEY TERMS: Computational Thinking Skills, Learning Sciences

INTRODUCTION

The word ‘Science’ has its origin in the Latin word Scientia which means knowledge. Science constructs knowledge and structures it in a systematic way. All the knowledge constructed by science can be tested and verified. Moreover, on the basis of this tested and verified knowledge, the developments that will take place in the future can be predicted. Researches in science add to the already existing knowledge and also enable humans to find practical solutions to the problems faced by him. Science is, thus, a highly engaging and interesting discipline.

Since Science is such an absorbing and fascinating subject, its content and processes should be delivered to the learners in such a way that it builds up curiosity and transforms their ability to investigate and analyze. Today, the discipline of science has been strongly influenced by constructivism. Hands-on learning, guided discovery, instructional conversations, experimentation, project-making are rapidly replacing the traditional methods of learning sciences. It is an established fact that rote memorization cannot facilitate the learning sciences. Hence, innovative methods for learning sciences are the most sought out.

As technology and digitalization is taking over the world by storm, even the field of science hasn’t remained untouched by these. New technological developments are pouring in everyday and facilitating learning sciences in the most innovative ways. Computational Thinking (abbreviated as CT) skill is a product of many such revolutions taking place in the world of computers and technology. CT not only facilitates learning sciences but can also be utilized to reinforce problem solving and learning across all disciplines. Most importantly, it can be made a part of the existing curricula which can further prepare learners for the future.

REVIEW OF RELATED LITERATURE

Basu, et.al., (2012) in their research entitled ‘A Science Learning Environment using a Computational Thinking Approach’ developed a cross-domain, visual programming and agent-based learning environment named Computational Thinking in Simulation and Modelling. Class sixth students learnt distance-speed-time relations from physics and ecological processes in a fish tank system from biology. Remarkable learning was noted in both the science units. Students created their own computational models of scientific phenomena. Using these models and simulation tools, they performed experiments and compared the simulation behaviour produced by their models and the simulation behaviour produced by expert models.
Weintrop, D. et al., (2015) in their research entitled ‘Computational Thinking in the Science Classroom: Preliminary Findings from a Blended Curriculum’ found that in the case of science and computational thinking, there is a remarkable gap in the attitudes and confidence of male and female students. Very few students have access to preparing themselves for using advanced technological developments such as computation. Especially female and minority students lack behind in this case. Therefore, they recommend computational thinking content should be blended with high school science coursework.

Lockwood, J. and Mooney, A. (2017) in their systematic literary review entitled ‘Computational Thinking in Education: Where does it fit?’ found that a large number of countries all over the world have yet not introduced computational thinking in the mainstream education process. Work related to computational thinking needs to grow and develop to a great extent. There is a huge scope for the teachers who wish to incorporate computational thinking in their classes as they have an abundance of tools, resources, programmes, hands-on exercises and more. However, more detailed lesson plans and curriculum structure would be more beneficial to the teachers who aim at using computational thinking in teaching and also for curriculum development.

Wing, J. (2017) in her research entitled ‘Computational Thinking’s Influence on Research and Education for All’ has concluded that apart from extremely useful hardwares and softwares computer science provides for the system of computational thinking skills which can be used extensively in the field of education and research. Computational thinking should be treated as a basic skill like reading, writing or arithmetic.

OBJECTIVES
i) To analyze the concept and significance of Computational Thinking skills in Learning Sciences.
ii) To prepare suggestive outlines for Computational Thinking lesson plans to enhance Learning Sciences.

RESEARCH DESIGN
The researchers have employed the qualitative method of research. The concept of Computational Thinking was studied and the significance of Computational Thinking skills was found out on the basis of secondary data and was utilized to develop suggestive outlines for Computational Thinking lesson plans to enhance Learning Sciences.

COMPUTATIONAL THINKING
The term ‘Computational Thinking’ can be defined as a study of the problem-solving skills and tactics involved in writing or debugging software programs and applications. It was first used in the year 1980 and later in 1996 by Seymour Papert in his article ‘An exploration in the space of Mathematics Educations’ which was published in the International Journal of Computers for Mathematical Learning. Computational thinking is very closely related to computer science. Jeannette Wing brought this term into limelight in an ACM Communications essay wherein she proposed that computational thinking is a basic skill. It is not limited just to computer scientists but can be learnt by everyone. This was when she suggested that it is very important to integrate computational ideas into other disciplines. Computational Thinking can be applied across a large number of disciplines such as Maths, Science as well as Social Sciences, Languages and Arts. In the field of education, computational thinking refers to the set of means that are used to solve problems in a way that computers could solve.

The following elements are now widely accepted as comprising CT and form the basis of curricula that aim to support its learning as well as assess its development:
- Abstractions and pattern generalizations (including models and simulations)
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- Abstractions and pattern generalizations (including models and simulations)
- Systematic processing of information
- Symbol systems and representations
- Algorithmic notions of flow of control
- Structured problem decomposition (modularizing)
- Iterative, recursive, and parallel thinking
- Conditional logic
- Efficiency and performance constraints
- Debugging and systematic error detection
Grover, S. and Pea, R. (2013) have given the following elements which are now widely accepted as comprising Computational Thinking and form the basis of curricula that aim to support its learning as well as assess its development:

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- Systematic processing of information
- Symbol systems and representations
- Algorithmic notions of flow of control
- Structured problem decomposition (modularizing)
- Iterative, recursive, and parallel thinking
- Conditional logic
- Efficiency and performance constraints
- Debugging and systematic error detection

Computational Thinking involves the following steps:

**DECOMPOSITION**
- Breaking data into smaller, easier, manageable parts

**PATTERN RECOGNITION**
- Observing repeated sequences, patterns, trends in data

**ABSTRACTION**
- Identifying generalizations that generate patterns

**ALGORITHM DESIGN**
- Developing step-by-step instructions on how to find solution to similar problems

**IMPORTANCE OF COMPUTATIONAL THINKING SKILLS IN THE FIELD OF LEARNING SCIENCES**

While technological advances have transformed education positively, their integration has multiplied the speed of this transformation to many folds. It is the need of the hour that learners, educators as well as all other stakeholders keep pace with this transformation and change themselves in order to accept and adjust with the technologies of the future. Computational thinking is a fundamental skill that needs to be learnt by learners right from their primary classes. It is a thought process which enables learners to link their academic subjects of study. It also helps them to associate their life within the classroom with their everyday lives. It creates in them the basic skill of collecting data, ordering it logically, analyzing it and then generating solutions by using step-by-step problem-solving processes. This creates in them the confidence to tackle difficult and open-ended problems.
situations and the determination to come up with solutions for the same. Learners develop the skill to be open to more than one interpretation of the data that they have. They develop the ability to think critically, be creative, collaborate with others, communicate and work together to attain a common aim or to arrive at a common solution. All this is extremely important with respect to Learning Sciences.

**SUGGESTIVE OUTLINES FOR COMPUTATIONAL THINKING LESSON PLANS IN LEARNING SCIENCES**

Following are the suggestive outlines while planning lessons in Physics, Chemistry and Biology using Computational Thinking:

- **PHYSICS**
  1) **FORCE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decomposition</td>
<td>The facilitator display images of different types of forces.</td>
</tr>
<tr>
<td>Pattern Recognition</td>
<td>Learners discuss and note down whatever they see in each type of force.</td>
</tr>
<tr>
<td>Abstraction</td>
<td>Learners identify other examples from daily life related to these types and recognize the common features.</td>
</tr>
<tr>
<td>Algorithm Design</td>
<td>Learners deduce the basis for determining the types of forces.</td>
</tr>
</tbody>
</table>

  2) **NEWTON'S LAWS OF MOTION**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decomposition</td>
<td>The facilitator guides learners to perform three different hands-on activities that are examples of each of the three Newton’s laws of motion.</td>
</tr>
<tr>
<td>Pattern Recognition</td>
<td>Learners observe the cause and effect of the activities.</td>
</tr>
<tr>
<td>Abstraction</td>
<td>Learners recollect everyday phenomena similar to each of the performed activities.</td>
</tr>
<tr>
<td>Algorithm Design</td>
<td>In groups, learners determine the Newton’s laws of motion with the help of the activities performed.</td>
</tr>
</tbody>
</table>

- **CHEMISTRY**
  1) **CHEMICAL BONDING**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decomposition</td>
<td>The facilitator presents an assortment of molecular formulae and learners categorize elements in their types on the basis of electronic configurations of elements.</td>
</tr>
<tr>
<td>Pattern Recognition</td>
<td>Learners observe and then discuss how transfer of electrons leads to ion formation.</td>
</tr>
<tr>
<td>Abstraction</td>
<td>Learners identify the patterns in the types of bonds formed.</td>
</tr>
<tr>
<td>Algorithm Design</td>
<td>Learners develop an algorithm for the formation of chemical bonds.</td>
</tr>
</tbody>
</table>

  2) **ARRANGEMENT OF ELEMENTS IN MODERN PERIODIC TABLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decomposition</td>
<td>From the MPT, the facilitator invites learners to write down the names of elements belonging to first three groups and first three periods.</td>
</tr>
<tr>
<td>Pattern Recognition</td>
<td>Learners observe the similarities in these elements with the help of their electronic configurations / number of valence electrons and number of shells.</td>
</tr>
<tr>
<td>Abstraction</td>
<td>Learners identify the similarities found in case of groups and periods with respect to electronic configurations / number of valence electrons</td>
</tr>
</tbody>
</table>
and number of shells.

| Algorithm Design | Learners write down steps for arranging elements in the groups and periods of MPT on the basis of the generalized trends of electronic configurations / number of valence electrons and number of shells. |

**BIOLOGY**

1) **CLASSIFICATION OF PLANTS**

| Decomposition | The facilitator provides samples of plants from each sub-kingdom and division and students prepare a criteria for noting down the characteristics. |
| Pattern Recognition | Learners observe and note the characteristics of each plant. |
| Abstraction | Learners determine the similarities and differences between the characteristics. |
| Algorithm Design | Learners develop instructions for classification on the basis of the similarities and differences in characteristics. |

2) **SOLID WASTE MANAGEMENT**

| Decomposition | The facilitator presents a list of all those articles which are included in solid wastes and asks learners to discuss about the attributes of these wastes. |
| Pattern Recognition | Learners categorize these wastes according to their nature. [eg. Degradable / Non-degradable] |
| Abstraction | Learners figure out how these wastes can be disposed with respect to their nature. |
| Algorithm Design | Learners form a flow chart for solid waste management based on the three prior steps. |

**CONCLUSION**

The changing trends in the field of education as well as technology have brought about drastic transformations. From among these, Computational Thinking skills are the future of teaching and learning. The integration of CT in the existing curriculum will definitely provide learners with opportunities to engage in activities wherein they develop their capabilities to learn with interest, recognize patterns, organize and analyse data and approach problems and find solutions to them, logically. CT has triggered reconstruction of the existing methods of learning sciences and other subjects. Facilitators should take a lead in introducing CT lesson plans in the teaching-learning processes and its use should gain wide acceptance so that learners become future-ready citizens.

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Abstract:

Skill development is critical for economic growth and social development. The huge population of India makes it imperative to ensure employment opportunities. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education.

The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level. However, the employability quotient is questionable and remains a major area of concern. Already huge gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, limited industry interfaces, limited standards. The skill development in India is skewed towards a formal education. The areas like Cloud Computing, Social media, Cyber security, Robotic automation is needed to grasp as a new challenge otherwise in IT industry the qualified youth also not survive because the skills he acquires becomes not sufficient to deal with new jobs.

Introduction:

Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills. To upgrade the skills of their workforces. The challenges are greater for developing countries like India, which have long suffered from a shortage of skilled labor. But today, developing-country firms and producers have become increasingly involved in the global value chains, requiring them to meet global standards of quality and efficiency. Whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands. The challenge is if we are not establishing in present advanced any industry then we extinguish for the main stream of development.

Purpose of Higher Education:

The purpose is to prepare young people for work and to help them understand how to live. Initially, the “work” part was for jobs in the Church and the Court. Today the range of jobs reflects the high complexity of our modern economy. Likewise, questions of how to live have become dramatically more complex. Nevertheless, these questions remain.

The issues raised above about skill development in higher education are of primary national importance. The future of our performance in the international workplace and in our ability to govern ourselves in a democratic way depends on how we resolve these issues. Business as usual in higher education is clearly not good enough. We need some oversight, coordination, and reporting to the nation about our progress on these matters.

Skill Development in Higher Education:

The conventional wisdom today is that our main national problem at the college and university level of education is providing equal opportunity for entry for all young people and then retaining in school those entering until they complete their degrees. This view is based on the belief that a college degree is the key to
success in American society today. Our current President and the major foundations funding higher education base their current policies on this belief.

This conventional wisdom is fine as far as it goes. However, of equal importance is the actual skill development and learning achieved by students while in higher education. The current perception is that our nation does fine on this objective. With this perception, then entry and the output are the highest priorities for higher education.

Areas of Skill Development to strengthen ICT:

- **Cloud computing:**
  Cloud computing is actually a mechanism or model for enabling easy, convenient, on demand network access to shared pool of devices like server, networks, storage devices, application, service and other advance computing devices which are configurable. Another important feature of cloud computing is the service rather than product or computing device. In the uses of cloud computing, we require knowledge and skills. Today many email service provider using this model for convenient content delivery. Cloud computing is useful in web based document management. In the field of web-storage, editing and collaboration tools. In the e-commerce-governance-business cloud computing is widely used. Today in many website the aliveness is the gift of cloud computing. Internet and web engineering is the field where application of cloud computing is possible.

- **Artificial Intelligence:**
  In the area of Artificial Intelligence, there is due need of learning many computer languages like Python, lips, Prologue, Java etc. So there is an ample opportunity of skill development. Learning latest technology is the prime necessity in this area. Research in AI has built upon the tools and techniques of many different disciplines, including formal logic, probability theory, decision theory, management science, linguistics. However, the application of these disciplines in AI has necessitated the development of many enhancements and extensions. Among the most powerful of these are the methods of computational logic.

- **Robotic Process Automation:**
  Word Robot was coined by a novelist Karle Capek in a 1920 play titled Rassum’s Universal Robots. Robot is a word for worker or servant. Which types of work the robot is able to do in our day today life is a matter of reflective thinking. If robot is able to do the work of Bank cashier then there is an opportunity to grasp the ideas and skills required for robotic automation for working as a bank cashier. In the Jobs that are dangerous for humans as like cleaning the main circulating pump, housing in the nuclear power plant, Repetitive jobs that are boring, stressful, or labor intensive for humans like Welding Robot Robot Menial tasks that human don’t want to do. The robot industry enters a phase of rapid growth. Many institutions introduce programs and courses in robotics. Robotics courses are spread across mechanical engineering, electrical engineering, and computer science departments.

- **Cyber Security:**
  Cyber Security plays an important role in the field of information technology. Securing the information have become one of the biggest challenges in the present day. Whenever we think about the cyber security the first thing that comes to our mind is ‘cyber crimes’ which are increasing immensely day by day. Various Governments and companies are taking many measures in order to prevent these cyber crimes. Besides various measures cyber security is still a very big concern to many. It also focuses on latest about the cyber security techniques, ethics and the trends changing the face of cyber security.

  Today man is able to send and receive any form of data may be an e-mail or an audio or video just by the click of a button but did he ever think how securely his data id being transmitted or sent to the other person.
safely without any leakage of information. The answer lies in cyber security. Today Internet is the fastest growing infrastructure in everyday life. In today’s technical environment many latest technologies are changing the face of the mankind. But due to these emerging technologies we are unable to safeguard our private information in a very effective way and hence these days’ cyber crimes are increasing day by day.

Even the latest technologies like cloud computing, mobile computing, E-commerce, net banking etc also needs high level of security. Since these technologies hold some important information regarding a person their security has become a must thing. Enhancing cyber security and protecting critical information infrastructures are essential to each nation's security and economic wellbeing. It includes Access control and password security, Authentication of data, Malware scanners helps to scan all the files and documents present in the system for malicious code or harmful viruses. Viruses, worms, and Trojan horses are examples of malicious software that are often grouped together and referred to as malware.

A firewall is a software program or piece of hardware that helps screen out hackers, viruses, and worms that try to reach your computer over the Internet. All messages entering or leaving the Internet pass through the firewall present, which examines each message and blocks those that do not meet the specified security criteria. Hence firewalls play an important role in detecting the malware. Antivirus software is a computer program that detects, prevents, and takes action to disarm or remove malicious software programs, such as viruses and worms.

- **Social media Manager:**

  Social media managers are strategic in nature. They create and execute an organization's social media strategy. Their goals likely center around increasing brand awareness, driving traffic to their organization's domain, and cultivating leads and sales. By knowing the strength of social media creating an advertisement and related skills. Use and keep an updated content calendar, Schedule social media posts ahead of time, Bookmark apps you use everyday, Keep a list of sites for content development, Respond to your audience quickly, Post relevant content, Consistency is key, Post Upcoming events. Even 3D Printing: It is a type of Rapid Prototyping technology. It has many skill based job opportunities. It is an additive process which involves a machine building a solid following a set of instructions from a digital file. 3D printers are similar in principle to paper printers. There is ample opportunity in Computer aided designs.

**Conclusion:**

Policymakers worldwide are concerned with helping acquire the skills and competencies needed for entering the world of work and becoming productive citizens and providers for their families. Countries and households adopt and combine different approaches to Acquiring skills ranging from formal school settings, outside schools in Non-formal training programs and in the workplace itself. We highlights effective strategies for equipping with skills to make the transition to work, and for those who miss early education, it identifies programs that can offer to make this transition. In IT industry massively Jobs were lost. There is new horizon to regain the jobs by these productive and innovative domains of skill development.

**References:**

ICT SKILLS ENHANCED THE PERFORMANCE OF STUDENTS WITH VISUAL IMPAIRMENT

Mr. Dhananjay Bhole Academic Coordinator,
Department of Education and Extension, Savitribai Phule Pune University.

Ms. Swapna Gaikwad, Research Scholar, Dr. Nisha Valvi, Assistant Professor,
Department of Education and Extension, Savitribai Phule Pune University.

Abstract:
Students with visual Impairment usually are under performer in academics due to various reasons. Primarily Unavailability of accessible course material such as braille, audio, electronics and large print format, unavailability of computer aided assistive technologies and its proper training etc. Imparting ICT Skills can enhance their ability and make them independent in academics and profession.

This paper presents cases of imparting ICT skills in visually impaired post graduate students of various academic departments of Savitribai Phule Pune University, teaching experiences and strategies, disability support service through ICT at centre for Inclusive Education and Accessibility, Savitribai Phule Pune University.

Key words:
ICT Skills, Students with visual impairment, Academic performance etc.

Background:
Students with visual impairment traditionally use braille script for reading and writing, audio course material for course preparation. They often avail human assistance for reading reference books and journals, writing examinations and course assignments, conducting data collection, writing project reports etc. Because of ICT skills are not imparted in them from primary and secondary schooling. Institutes where students with visual impairment study also have to arrange human assistance for them to do their routine academic activities such as reading, writing, drawing course notes, writing laboratory journals, preparing data collection tools, research proposals, project reports etc.

Students with visual impairment also have to spend lot of time in finding human assistance, preparing audio course material, writing notes in Braille etc. Despite of availability of human assistance such as readers and writers, students with visual impairment cannot complete their assignment efficiently because of loss of information while exchanging from students to reader or writer and vice versa. Providing computer aided assistive technologies like screen reader, screen magnifier, scanning and reading technologies, graphical braille embossing technologies etc. Can make them independent in academics and profession. Also Proper training of use of these assistive technologies is essential.

Development of certificate program in basic computing.
Need is realized to impart training on assistive technologies in post graduate students with visual impairment to make them independent in academics.
Centre for Inclusive Education and Accessibility at Department of Education and Extension, Savitribai Phule Pune University Has designed Certificate course in basic computing and assistive technology learning for the students with disabilities of the university in 2009 with the objective to make students with visual impairment independent.

Course outline:
It is the part time certificate course for the students with visual impairment in higher education setting. Currently the course is provided as part time to the regular students of the university and its affiliated colleges. It is the
course of 90 hours duration in which 60 hours are for practical work and 30 hours are theory lectures. University students can also take credits of this course.

The syllabus covers computer fundamental and hardware, Office utility software, desktop utility software, internet utility software and its use through various assistive technologies like screen reader, screen magnifiers, scanning and reading technologies, braille printing technologies etc. Configuration of various assistive technologies, its installation and setting etc also being covered in the course.

This course has been delivered by the expert visually impaired instructors so that exact challenges of the students with visual impairment are identified and course is imparted efficiently.

**Impact of the course in last 10 years:**
Initially the six month duration course is run at the centre for inclusive education and Accessibility till the year 2015. Every year a batch of 20 students ware trained. Then the course is been delivered at 7 centres in Pune cities in various institutes. So far 400 + students are being enrolled for the course and 250 + students have qualified the certification. Many of them are pursuing their higher education and 60+ are placed in government and corporate organizations. 20 + are working on officer cadre.

**Conclusion:**
Through this case, it has been observed that the overall academic performance of the students with visual impairment is enhanced due to ICT skills. They are able to do their routine academic activities independently. Their dependence on human assistance is reduced a lot.

**References:**
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TEACHING SKILL DEVELOPMENT PROGRAMME FOR BETTER IMPLEMENTATION OF SEMI ENGLISH PATTERN

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Department of Education, Shivaji University, Kolhapur

Abstract:

The process of 21st century is rapidly changing one in every dimension of human. Due to the rapid changes complex problems are faced by the educationalist, policy makers and teachers as well. In developed countries they are working for the higher quality education. But in India we have to struggle yet for quality education. Teachers of 21st century are the creators of the students of 21st century. Teacher needs teaching skills content mastery for every medium of teaching and learning. In these skills the skill of teaching of Science and Math in English with the help of mother tongue of child; the way of instruction is much important for Semi English pattern. The motto behind it is that learning process should be easier for the student of Semi English pattern. The impact of good teacher reflects from his teaching. For this purpose, well-planned Teaching Skill Development Programme is necessary. It is important that teachers teaching for Semi English classes must have command on English language, along with subject knowledge. Teacher have the competency to clear the concepts, terminology regarding the topic and should be clear before teaching in class. They should use easy language to communicate with the students and should use different type of pattern of teaching so that the child can understand with ease.

The paper reflects the seven dimentionals Teaching Skill Development Programme for better implementation of Semi English pattern. Teacher education institute can easily implement the programme. It contains activities in seven sides for teaching Science and Math

Objective-

1) To develop Teaching Skill Development Programme in pre teacher training institute for better implementation of Semi English pattern.

1. Introduction

Teaching process includes the transfer of knowledge by teacher and building competency in child to create knowledge by self. For that teacher have to inculcate by specific competencies. Pre service teacher courses inculcates the skills in student teacher. It is the right platform to build the base of teacher in the mode that he or she could face the challenges while working on field in future. As we are known about that there are many new trends, programmes and policies are introduced by government or institute for quality improvement in education. The teacher education requires to give field practice related to the trends or policies occurred by education system. Semi English is one of the major trend or policy which is speeding widely in our schools from Maharashtra. In Semi English schools Science and Math are majorly taught in English language. The main concept is introduce in English language. Teacher can take help of Marathi or the learning language of their other subject. The basic need is that student could feel easy with this pattern also. To enable the students to learn easily and except the content and concept, terminology the teacher training institutes have to prepare their pre service teacher education programme by designing a special and compact programme for Semi English pattern.

The written lay out of the paper is resemble with the structure of Simon Sineks’ golden circle model. Simon Sinek, an ex-advertising executive, author found that the key to success lies in the way the organization leaders think. It will be easy for readers to understand the subject through the particular 3 steps.
2. Why - The purpose behind developing teaching skill related to SemiEnglish pattern-
Teacher education plays an instrumental role in imparting quality education. The teacher education institutes are responsible a culturing role of education. It is intimately connected by the society. So it is the responsibility of government to run such programmes that could be supportive in current trends in schools, as demanded by society. SemiEnglish pattern is also the government policy, as per demanded by society. As per thinking of society, SemiEnglish is essential for the future of their children. Instead of emphasizing mostly on theoretical aspect, stress should be on building competencies related to the SemiEnglish pattern such as teaching of Science and Math with the support of English language and mother tongue. If we make a search for theory for SemiEnglish, it will not be seen in written document so we can call it trend also. While teaching in class the practical with understanding proves most fruitful on field. So the stress on theory should be reduced and weightage must be increased for practical skill at least for better implantation of SemiEnglish pattern. No teacher education programme can be perfect in its way. But this article tries to transform the experience of teacher education. It will enhance the teacher education programme through suggesting the additional skill based activity. Those activities can prove supportive for implementation of SemiEnglish pattern. The further programme have seven dimensional activities those will get closer look on better implementation of SemiEnglish pattern. It will definitely prove the additional innovative input.

3. How - The process of programme can implement-
An educational institution performs a significant function of providing learning experiences to lead their students from ignorance to knowledge. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher education = Teaching skill + Pedagogical Theory + Professional skills.

Fig. no 2. Diagram of equation in Teacher education.

It means the teacher education is mainly a skill based programme. They are to create right knowledge, attitude in pre-service education. To implement the SemiEnglish policy, teacher training institute can plan a programme. The given programme first focuses on the learning outcomes related to better implementation of SemiEnglish pattern. The programme content seven dimensional activities. The activities are arranged as according to the decided learning outcomes. The programme also contain the description or details of some new activities. The activities are as arranged that can be easily focused on Science and Math learning of the students from SemiEnglish class. The activities are as arranged to enable the student teachers to conduct the classroom, stage activity easily. It can help them to improve the quality of instruction. The programme contain the supportive material that is need to conduct activity.
3.1 Seven Dimensional Teaching Skill Development Programme

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<thead>
<tr>
<th>No.</th>
<th>Learning Outcomes (Why)</th>
<th>Skill based activities (How)</th>
<th>Details/Description (What)</th>
<th>Supporting material/TLM</th>
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<tbody>
<tr>
<td>1.</td>
<td><em>Able the student teacher to make teaching easy and interesting for students.</em>&lt;br&gt; <em>Able the student teachers to use different and appropriate learning strategies, approaches and Methods.</em>&lt;br&gt; * Able to improve the quality of instruction.*&lt;br&gt; <em>Able the student teachers to use simple learning strategy related to Science, Maths and English subject for the students of SemiEnglish schools.</em></td>
<td><em>Classroom interactions</em>-Teaching techniques, Learning strategies, approaches, Methods</td>
<td><em>language, Science and Math games, ERAC, questioning, discussion</em>&lt;br&gt; <em>Co-operative learning, Jigsaw, think-pair-share, team pair solo</em>&lt;br&gt; <em>Communicative approach, constructive approach, CPA, Team teaching</em>&lt;br&gt; <em>demonstration, problem solving</em></td>
<td><em>Text books</em>&lt;br&gt; <em><a href="https://MathsnoProblem.com">https://MathsnoProblem.com</a></em>&lt;br&gt; <em>Book on Teacher Education.</em></td>
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<tr>
<td>2.</td>
<td>* Able to develop teaching skills of student teachers through hands on experiences.<em>&lt;br&gt; * Able to conduct focused events for better implementation of Science and Math in SemiEnglish schools.</em>&lt;br&gt; <em>Able to conduct assessment and prepare test papers related to SemiEnglish curriculum.</em></td>
<td><em>Learning Resource Centre</em>-Workshops</td>
<td><em>Prepare Lesson notes</em>&lt;br&gt; <em>Conduct the lesson in group</em>&lt;br&gt; <em>Conducting of Events-like Math fair and Science fair.</em>&lt;br&gt; <em>Prepare teaching aids</em>&lt;br&gt; <em>Learning outcome of Science and Math</em>&lt;br&gt; <em>Co relation with teaching of English subject with Science and Math form SemiEnglish classes.</em>&lt;br&gt; <em>workshop on performance based assessment,</em>&lt;br&gt; <em>workshop on class test formation.</em></td>
<td><em>Text books, chart papers, colours, cardboards, books on learning psychology.</em></td>
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<tr>
<td>3.</td>
<td>* Able to learn duties and responsibilities majorly related to teaching for SemiEnglish class.<em>&lt;br&gt; * Able to observe the daily interaction between child and teacher in teaching learning process.</em></td>
<td><em>Practicum</em>-Internship</td>
<td><em>Internship on SemiEnglish school</em>&lt;br&gt; <em>Preparing and teaching each four lessons for Science and Math</em>&lt;br&gt; <em>Class room teaching observation of 4 lessons of Science and Math</em></td>
<td><em>Text books,</em>&lt;br&gt; <em>teaching Learning material mention in lesson</em>&lt;br&gt; <em>Observation sheet.</em></td>
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<td>4.</td>
<td>* Able to arrange labs to clear concepts in English – Marathi.<em>&lt;br&gt; * Able to familiar the names of equipment and tool in English.</em>&lt;br&gt; * Able to clear the concept of teacher students about Laboratory set up for SemiEnglish class.*</td>
<td><em>Hands on experience</em>-Science and Math lab</td>
<td><em>Labling on instruments in English</em>&lt;br&gt; <em>Maintain lab manual</em>&lt;br&gt; <em>Science and Math experiment</em>&lt;br&gt; <em>Project on laboratory set up and use for the Semi – English class.</em></td>
<td><em>Details of Equipment for Science and Mathematics lab.</em>&lt;br&gt; <em>Equipments with the labels in English.</em>&lt;br&gt; <em>Charts.</em></td>
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<td>5.</td>
<td><em>To enable the student teachers to use ICT with the perspective of teaching Science and Math for SemiEnglish class.</em></td>
<td><em>Technosavvy</em>-Integration of ICT in teaching learning</td>
<td><em>Use of projector, Computer, mobile with internet.</em>&lt;br&gt; <em>CBL</em>&lt;br&gt; <em>use of smartboard</em></td>
<td><em>Computer lab with internet assess</em>&lt;br&gt; <em>Projector</em>&lt;br&gt; <em>Smartboard/interactive white board</em>&lt;br&gt; <em>Smartphone</em></td>
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6. * Able to develop capacity for undertaking action research for improving the quality of SemiEnglish pattern.
* Able to inculcate the competency of creating solutions of the problems related to Semi English pattern.

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<th><strong>Research ability</strong></th>
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<td><em>Action research</em></td>
<td><em>Case study,</em></td>
<td><em>Innovation,</em></td>
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<td><em>Study visit</em></td>
<td><em>Interviews of teachers and students from SemiEnglish schools.</em></td>
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<td><em>SemiEnglish – a bilingual practice</em></td>
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<td><em>Emerging role of teacher in context of 21st century skill.</em></td>
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<td><em>Books on pedagogy</em></td>
<td><em>Text books- SemiEnglish Books on bilingualism.</em></td>
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7. * Able to encourage and motivate for Seminar presentation.
* Able to recognize issues and progress in bilingual education from India and abroad.
* Able to develop collaborative thinking, critical thinking, cooperative thinking and communication skill.

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3.2 The description of some advance activities mention in programme-

Programme contains some new concepts like ERAC. In this technique student teacher will introduced the concept through E-experience, R-reflection, A-application, C-consolidation. The steps of these technique can clear the concept joyfully by giving appropriate experiences. Collaborative learning includes constructive approach: Jigsaw, think-pair-share, team pair solo are some of them. CPA approach is majorly successful approach introduced by Singapore education system. CPA means Concrete, Pictorial and Abstract approach. It is highly effective approach that develops a deep and sustainable understanding of Maths in pupils. For example, if a problem involves adding piece of fruit, children can first handle actual fruit. From there, they can progress to handling abstract counters or cubes which represent the fruit. In team teaching “two or more teachers make a plan of subject, co-operatively carry it out and always evaluate its effects on students periodically.” Naik M.B.

As we know that workshops means a period of discussion and practical work on a particular subject, when people share their knowledge and experience. Learning outcomes of Science and Math need discussion and carry out activities related learning outcomes. It can focused on the clearing concept from Science and Math for SemiEnglish text. Learning Outcomes are the statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or programme. The curriculum is same for SemiEnglish and Marathi medium but need to implement the concept words in English by taking help of marathi language or the language of medium of their other subjects. Correlation of Science, Math with English is essential. Because some sort of conversation, activity, concepts, evaluation, assessment takes place in English language. There are activities in English text books related to Science and Math. Some concepts can be cleared by English subject teacher. So how to correlate in three subjects should be workout and planned in workshops. Ex. My English Book Four Mannu’s Maths, My English Book Six At the Science Fair...

4. What-The result-

In Maharashtra, most of the teachers from primary and upper primary are not competent with the teaching skill specially need for SemiEnglish pattern. Most of them can deliver Science and Math in marathi but not in English. They are not selected on the bases of teaching for SemiEnglish class. Major family of the students have no educational background of learning Science and Math in English. So on the field the teacher, students will face many problems in future. Above seven dimentional Teaching Skill Development Programme can make teacher familiar to the SemiEnglish. It will able the student teachers to make teaching easy and interesting for students. All the process will covert in easy going for all the stakeholders. The programme can prove helpful to teacher educator, student teachers, policy makers, in service teacher training institutes. The programme can
improve the skills of student teachers. Skills such as language skills, organization, patience, creating atmosphere, creative thinking, critical thinking, collaborative thinking, problem solving, and communication. For dynamic teacher education in 21\textsuperscript{st} century globalized world, teacher educational institutes must design programmes that would help perspective of teachers of knowledge and understanding in perspective teaching for Semi-English class.

The above Teaching Skill Development Programme contains activity related to better implementation of Semi-English pattern for the teacher training institute. It can be useful to carry out the problems, remedies, current issues related to Semi-English programme. The pre-service teacher’s training including this programme will make teachers capable to conduct the class room activity, lessons, programmes effectively in future. The programme can give the insight to understand the way of learning occurs, possible way of creating conducive conditions for learning, differences among students in respect of kind, pace styles of learning. The teacher students learn from field work practices, analyze their teaching through programme. The orientation of programme before its launching can rise need in the mind of student teacher.

5. Conclusion
There are different trends and policies introduced in education systems. Semi-English school teachers require skills to perform their tasks effectively in the class. It is possible if they are being practiced in pre-service teacher education. Semi-English is one of the leading policy speeding rapidly. So the pre-teacher training institute can use the seven dimensional programme related to Semi-English. It contains the 7 types of teaching skills related to the Learning Outcomes. The description of activities is given so that it could be clear the skill specifications and support. The given diagram can clear the concepts.

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INCLUSION IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES
Dr. Geeta Shinde, Assistant Professor     Devjani Chakravarty, Senior Research Fellow
Savitribai Phule Pune University

Abstract
The National curriculum framework for teacher education (NCFTE) mentions, “There is a dire need to equip teachers to overcome the biases in this regard and to develop professional capacities to address these challenges”. It indicates that teacher needs to be equipped with certain skills, in order to overcome the challenge of social exclusion and deprivation through education and upholding constitutional values of social justice. The focus of this conceptual paper is to explore the paradigm of Inclusive Education in Indian context on the basis of document analysis and reviews. It further attempts to throw light challenges and opportunities of inclusion in Higher education. This scope of the research is limited to secondary data, reviews of best practices and theoretical synthesis of available sources.

Key words: inclusive education, Higher education & Inclusive teaching skills

Introduction
Education is the building block of society. The aim of higher education is not limited to imparting of knowledge, it also aims for transferring values, develop research attitude, critical thinking and problem solving skills to next generation, so as to bring social cohesion and develop harmonious behaviour among students. It is the reflection of a civil society and at the same time it is a catalyst that brings change in the society. Inclusive education stands as both philosophical position as well as an arrangement of institutional facilities and processes.

Higher education in contemporary society
Indian Society is historically more dynamic in nature due to co-existence of a number of social groups, religions, castes and culture. A society predominantly stratified into multilayer needs to redefine the notion of equitable society time to time. The horizon of the concept of equitable society stretches from social boundaries of traditional exclusion towards inclusion in order to attain equity. The constitution of India was framed on the basis of revolutionary humanitarian principles of social justice. Dr. Ambedkar, the chief architect of Indian Constitution lays emphasis on his vision of social justice. According to Dr. Ambedkar, the term “social justice” is based upon equality, liberty and fraternity of all human beings. The aim of social justice is to remove all kinds of inequalities based upon Caste, race, sex, power, Position, and wealth. Education influences the society and society structures or designs the “education” as per its contemporary needs. John Dewey defines Education as “..The process of living continuous reconstruction of experiences, it is the development of those capacities in the individual which will enable him to control his environment and fulfil his possibilities.” Stacy Adams (1965) in his Theory of Equity states ‘Anger’ is induced by under recognition inequity and guilt is induced with over recognition equity. Individuals who perceive that they are in an inequitable relationship attempt to eliminate their distress by restoring equity. The greater the inequity, the more distress people feel and the more they try to restore equity. (Walster, Traupmann and Walster, 1978; Spector 2008). It is hence important to recognize inclusive policies and practices at every level so that the essence of equity in intact in its real meaning and sense.

The idea of critical pedagogy claims that it is a continuous process of what they call "unlearning", "learning", and "relearning", "reflection", "evaluation", and the effect that these actions have on the students. In higher education the students are expected to possess the ability to reflect and have scientific attitude both towards their subject and the society. The pedagogy practices have a lasting impacts on the minds of the students. Their
attitude towards various social issues, relating to sustainable or equitable society, its importance and most importantly their own roles and responsibility towards society depends on their critical thinking ability.

**Higher education and Inclusion**

The following finding appears largely from review of Right to Education, 2009, Right to Persons with Disabilities act, 2014 and Fundamental right to education.

1. Education is emphasized by the nation state with a number of plans and policies on education being under enforcement for different level of education.
2. The nation managed to increase enrollment in elementary level with the help of number of schemes (mid-day meal) for achieving the purpose.
3. The persistent problem of Indian Education system is the widening socio-culture gap between the elite and unprivileged sections.
4. The public institutions of education (government schools) often failing to provide quality education also reflects the lame policy implementation.
5. The quality standards are low enough that parents seeking quality turn to private institutions (private Schools) for educating their children.
6. There are also premium private institutions which dearly charges for education. Such private schools are afforded by parents of elite class.
8. The realizing ultimate goal objective equity, quality and equality education must be accessible to marginalized in a meaningful way. The curriculum prescribed under “Elementary Level” is unrelated to the local life of rural and remote rural marginalized communities.
9. The upper age limit prescribed under the act is ineffective in promoting the social mobility of the marginalized sections.

The aforesaid principle and notion of ‘Inclusive Education’ is limited to ‘No rejection Policy’. There are no suggestive measures for promoting accessibility in Learning for children with disabilities or special learning needs.

**Challenges in Higher education**

**Teaching Quality**

The first issue that higher education in India is facing is decreasing teaching quality.

**Financing**

Financing is also an issue with higher education in India. However if the quality of higher education has to be improved then more financing is needed. Privatization of higher education is the way to go. However just privatization is not going to solve the problem

**Political Factor**

Political influence is also a bad thing and an issue with higher education. Governing bodies do not want any political influence or interference in their affairs.

**Moral Issues**

Younger generation is not interested in serving their country and they are more interested in just taking up a job and a hefty pay package.
Challenges to inclusion in Higher education
The contemporary society in facing a lot of challenges such as regional imbalance, demographic divide, policy loopholes and ignorance in implementation. The planning commission in its 12th plan raises concern on Quality of education and finds ‘Teaching Process’ as a weak link. It states “At the heart of the issue of quality are the weak teaching processes and transactions between teachers and learners that are neither child-friendly nor adopt child-centred approach to curriculum.” (12th Five year plan; pg49) It further comments on challenges of quality of learning at the secondary and higher education levels; “ Dropout rates in secondary and higher education continue to be high, especially for socially excluded and economically marginalised groups of learners.” (12th Five year plan; pg49) The policies and researches have time and again highlighted the need for equipping teachers with skills for assuring Equity, Quality and Sustainable Education goals. De Haan (1999) lists the following distinguishing features of social exclusion: 1) stresses the multidimensionality of deprivation. 2) Personal relationship dimension of deprivation. 3) Casual linkages between different forms of deprivation. The right to education act ensures free and compulsory education up to the age of 14 years and The Persons with disabilities act, 1996 (Now RPWD act 2016) provides for free and compulsory education up to the age of 18 years to all children with disabilities. Sugamya Bharat Abyan (Accessible India Campaign) in December 2015 has encouraged newer dimensions for ensuring access to education. In the year 2004 NCPEDP brought to notice that just 1.2% of Disabled youth has access to higher education. The quality, access and equity in education is still questionable in India.

Opportunities for inclusion through Higher education
1. **Management**- Shannon L. Berg (2004) The Advantages and Disadvantages of the inclusion of students with disabilities into regular education classrooms, M.Sc.(Edu), The Graduate School University of Wisconsin-Stout This study seeks to explore advantage and disadvantage of placing students with varying disabilities into regular education classroom. It finds that the special educators, regular educators and administrators continue to have mixed reactions towards inclusion. Their attitude is affected majorly by many implementation of inclusionary programme. The success of which according to research depends on 1) Administrative Support. 2) available resources 3) adequate time to plan and prepare and 4) the appropriate training that they receive to put into practice an effective inclusion program in their school.

2. **Curriculum**- Valvi Nisha Jitendra (2016) Attitude, Self-efficacy and Skills of Pre-service teachers towards Inclusive education, Department of Education and Extension, Savitribai Phule Pune University, Pune

   Studies the existing curriculum of teacher education concerned to inclusive education. It also developed a framework for teacher education and formulates syllabus for pre-service teachers. Further it assesses the Attitude, Self-efficacy and Skills of pre-service teachers towards inclusive education and compares the effect of syllabus imparted through various modes. It finds that the factors hindering inclusion of students with disabilities in the classroom are inadequate training of teachers, inadequate availability of resources, inadequate infrastructure and insufficient administrative support.

3. **Teacher**- Slavit, D. et al. The teachers’ role in developing, opening and nurturing an inclusive STEM-focused school This study views inclusive to be interdisciplinary approach to education. It focuses on curriculum designing and methods of teaching under inclusive/interdisciplinary practice. It confirms the power of doing and risk taking in teacher development focused to context.
4. **Critical Multicultural Education**- Yasemin ACAR ÇİFTÇİ and Mehmet GÜROL (2015) This study forms a conceptual framework for critical multicultural education competencies that must be possessed by teachers that will work in multicultural environments. In this literature-based study aiming to establish the cultural competencies of teachers, three dimensions - each with 4 sub-dimensions - were determined and a conceptual framework was formed based on critical multicultural education theory, critical theory and critical race theories.

In addition above suggested by Banks & Banks (2004) schools must initiate reforms to promote students achievement within a multicultural perspective that involves five major components which are useful for initiation of inclusion at institution level

1. **Content Integration**- Content inclusive of all social aspects to which all students are able to relate.
2. **Knowledge construction**- School and Teacher must help student to understand and investigate into implicit cultural assumption and biases within a discipline influences the ways in which knowledge is constructed.
3. **Prejudice reduction**- Teaching method must help students to remove prejudices and have positive outlook.
4. **Equity pedagogy**- The principle focus on facilitating achievement of all children from all social group, class, gender or culture
5. **Empowering school cultures**- School must strive to build a healthy culture which empowers students from diverse groups and promotes inclusion.

**Conclusion**

Education should be empowering an individual by making him economically productive. It must provide equal opportunity, helps in social mobility and contributes in creating sustainable democratic society. Quality is not a concrete thing to achieve its rather a relative concept related to 1) Excellence in Individuals life and society through Education 2) Concept of Education itself. (Naik,J.P.;pg59). “Quality education is therefore an education that is inclusive. It is an education that aims at the full participation by all learners, teaches attitudes and behaviours of tolerance and is therefore a vehicle for the construction of an inclusive and participative economy and society.” There are number of dimensions determining quality of education. International perspective of Quality enlists 1) Inclusion 2) Relevance and 3) Democratic process as major Perspective of Quality education. There are factors which potentially affect the quality of education. For example, the Social barriers, Demographic constraints etc. The Standards of Quality are given by some National and State bodies, such as NAAC, NCTE, AICTE, MCI etc. Quality Enhancement of an Educational Institution is a 360 degree approach to Organizational development. The quality aspects can be assumed under the heads: i) Human Resources, ii) Infrastructure facilities and iii) Instructional facility (Teaching-Learning environment).

In order to disallow any such depreciation State must undertake the responsibility of reforming and enforcing law that ensure the attainment of objective of equity also the school system must be emphasising education for all that ensure the right of all children in a meaningful basis taking care of diverse individual needs and abilities.
TEACHING SKILLS REQUIRED FOR RATIONAL EMOTIVE EDUCATION (REE)

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ABSTRACT

Rational Emotive Education (REE, Ellis, 1955) clearly revealed its efficiency and flexibility. An adapted form of the clinical model in educational environment is the Rational Emotive Education (REE). By its structure and strategies, REE strongly emphasizes the protective value of the model. In the present study we addressed the matter of such an educational program and tested its efficiency in the schools. We intended to decrease students’ irrationality and offer them the chance to develop a more adaptive life philosophy, by changing the way they see and perceive things. To reach this goal, teacher should require some skill. This paper emphasize these teaching skills.

Key words: Rational Emotive Education (REE), teaching skills.

Rational Emotive Education is an extension of Rational Emotive Behavior Therapy (REBT), a cognitive behavioral approach to psychotherapy developed by internationally recognized psychologist Albert Ellis. According to Albert Ellis (Ellis, 1962; Ellis & Dryden, 1987), emotional upset occurs when people attempt to fulfill their goals and encounter an activating event that blocks the goal. In turn, people have beliefs about this activating event which influence how they feel and act. Thus, the activating event does not create the feeling, but beliefs about the event contribute to the emotional disturbance. These beliefs may be rational ones that result in moderate, healthy emotions, or irrational beliefs that lead to disturbed emotions and inhibit goal attainment and satisfaction. Irrational beliefs represent demanding and unrealistic perceptions of how things should be, statements of blame directed at self and others, "awful zing" statements that reflect an exaggeration of the event, and the inability to tolerate frustration. To eliminate these thinking patterns, a process known as "disputing" is initiated. Disputing involves challenging the irrational beliefs through rigorous questioning, with the goal being to achieve a more flexible, no absolutistic viewpoint.

The primary goal of Rational Emotive Education is to help people lead happier and self-actualizing lives so that they can truly get better, rather than simply feel better because emotions are understood and expressed. In the school, Rational Emotive Education is implemented through a series of structural lessons that are experientially based, allowing for children and adolescents involvement and group discussion. The lesson format includes a short stimulus activity such as simulation games, role-playing, reading stories and art activities. Following the activity, students engage in directed discussion about the content in the stimulus activity. Several Rational Emotive Education programs have been developed, and the lessons have been used extensively throughout the year. One of the advantages of Emotional Education Programs is that the information learned from these lessons can be applied to current problems and thus it can provide a foundation of knowledge and insight to use when future difficulties arise.

Today, REE is being employed in many schools throughout the western world. For example, REE-based lessons appear in You Can Do It! Education, Australia's most widely employed social and emotional learning program (e.g., Bernard, 2004b, 2007a, 2007b) that is being used in over 2,000 early childhood settings and 6,000 primary and secondary schools.
An Integrative Modern ABC Model

(Reference: Albert Ellis, 1987)

Dr. Albert Ellis created the ABC model to help us understand the meaning of our reactions to adversity. A is the adversity—the situation or event. B is our belief—our explanation about why the situation happened. C is the consequence—the feelings and behaviors that our belief causes.

**Need of teaching skills for REE:**

Teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive learning environment in the class. If teacher have these skills then only he can be able to help to the student to cope up with their behavioral issues such as

- Improved mental health outcomes
- Improved attendance in the school
- Students more engaged in learning
- More confident, prepared to take risks
- reducing anxiety
- in increasing children's tolerance for frustration
- in reducing impulsivity
- in stimulating speech in a selectively mute child

**Teaching Skills:**

A teacher with the right skills inspires and influences entire student lives. They are instruments who can ignite powerful thoughts in students, helping them unleash their true potential. To bring about such long-standing impacts, it is important for teachers to have certain skills. For the effective implementation of REE teacher should possess following teaching skills.

1. Teaching students an emotional vocabulary and an emotional schema and those they have behavioral and emotional options when something bad happens.
2. Using the ABC framework (Happening > Thinking > Feeling > Behaving) to help students conceptualize relationships among thinking, feeling and behaving and for the purpose of assessment and intervention.
3. Explicit teaching of “emotional responsibility”; namely, people’s thinking and not what happens to them is the major influence over their feelings.
4. Using disputing/challenging strategies to help identify and change irrational beliefs/self-talk before moving to instruction in rational beliefs/self-talk (for children older than six years of age).
5. Instructing students in rational rather than positive self-statements.
6. Through homework assignments, having young people practice new ways of thinking, feeling and behaving in the “real world.”
7. Patience: This is likely the single most important skill. Students these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why every good teacher needs patience in order to find a way to work with his students and earn their respect.
8. Adaptability: Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to adapt their lesson plan to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.
9. Constant Learning: You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you don't become stagnant by taking courses to keep the content fresh in your mind.
10. Communication: No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - the better your communication skills are, the easier your lessons will be. There are many different types of classes available to help some teachers who may need help improving their skills.
11. Mentoring: Teachers need to always remember that, aside from parents, they are one of the most consistent mentors in a child's life. That means setting a good example, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that being a good role model is even more important. Teacher equipped with the above teaching skills will defiantly implement effectively REE in the classroom which will help students to become happier (less miserable) and fulfilled including: self-acceptance, high frustration tolerance and other-acceptance.
Conclusion:
REE has always considered that individual beliefs may be rational or irrational. As such, when irrational and rational beliefs are discussed by students, their impact on emotions and behaviors are always emphasized. So we required teaching skills to teach rationally in the school and to prepare student in the same scenario. In present scenario REE implementation in the school is very important. So this type of teacher training program is required in pre service and in services teacher.

References:
“SKILL DEVELOPMENT IN TEACHER EDUCATION : THE ANALYSIS OF MICRO-TEACHING WORKSHOP.”

Mr. Urjit J. Karawande,

Introduction:
The Kothari Commission report aptly states that, “The Destiny of India is being shaped in her Classrooms”; and this largely depends upon the quality of the teachers; which in turn depends on the quality of Teacher Education. And the NCTE is striving continuously to ensure the Quality in Teacher Education. For this, NCTE has been making considerable changes in Teacher Education including the shift from One year B.Ed. to Two years BEd and consequently it is advocating Four years B.A.B.Ed. / B.Sc.B.Ed. programmes. But “micro-teaching” is one of the sustained components throughout all these programmes, which highlights its importance in Teacher Education.

As teacher-educators we all know that “Micro-Teaching-Skills” is one of the major practicum component in any Teacher Education programme. So, it is interesting to study about the benefit analysis of the Micro-Teaching workshop. The present paper discusses about the analysis of the micro-teaching work-shop through the feedback from trainee-teachers and teacher-educators.

Statement of the Research Problem:
“The analysis of Micro-Teaching workshop through the feedback from trainee-teachers and teacher-educators in Govt College of Education, IASE, Aurangabad.”

Objectives of the Study:
1. To analyse the feedback about the micro-teaching workshop obtained from Trainee-Teachers.
   a. To find out the ease of micro-skills as rated by the trainee-teachers.
   b. To study the benefit of micro-teaching workshop as perceived by the trainee-teachers.
   c. To analyse the self assessment of micro-skill lessons of the trainee-teachers.
2. To analyse the feedback about the micro-teaching workshop obtained from Teacher-Educators.
3. To suggest some measures for better output of micro-teaching work-shop.

Assumptions:
1. Two years’ B.Ed. is the prime teacher-education course being run in most of the Colleges of Education in Maharashtra state.
2. Micro-Teaching being one of the compulsory and indispensable practicum component in the prevailing B.Ed. course, is practiced through workshop methodology.
3. As per Dr. B. A. M. University syllabus for B.Ed. course, the introduction and demonstration of (all standardized?) optimum micro-skills and practice of minimum 6 micro-teaching skills is compulsory. And weightage of 100 marks with 120 credit hours is given to the component.
4. Accordingly 09 micro-skills are introduced and demonstrated in Govt. College of Education, IASE, Aurangabad and out of which 06 core micro-teaching skills are practiced by each trainee-teacher.

Research Questions:
1. Which micro-skills do the trainee-teachers find easy?
2. Which micro-skills do they find difficult?
3. How do they rate micro-skills considering the importance?
4. In what way the micro-teaching work shop benefitted them?
5. What can be the measures for better organization of micro-teaching work shop?
Operational Definitions of key words:

- Govt. College of Education, IASE, Aurangabad: The premier teacher training institute in Aurangabad city, the head quarter of the central district in Maharashtra state, imparting pre-service and in-service training to secondary teachers.
- Teacher-educators: Teaching faculty in the institute stated above.
- Micro-Teaching Workshop: Micro-teaching is the teacher training technique practiced for developing teaching skills in prospective teachers and workshop is the methodology in which the teacher educators give theory of a particular teaching skill, followed by demonstration, discussion on the demo and then the trainee-teachers' imitation, i.e. lesson planning, practicing the skills (teach), discussion & feedback on the (teach) lesson by peers and teacher educator, re-planning the lesson, re-teaching & finally discussion & feedback.
- Analysis of micro-teaching workshop: The output of the workshop in turns of the gains and observed lacunas of the workshop assessed by trainee-teachers and teacher-educators.

Scope & Limitations:
The study was conducted in Govt. College of Education, IASE, Aurangabad in 2018. The B.Ed. (First Year) 32 trainee-teachers and 4 teacher-educators were involved in the study.

Research Methodology adopted:
The survey method was employed for the study. All the 32 B.Ed. (F.Y.) trainee-teachers and 4 teacher-educators were included in the study.
Teacher made questionnaire cum opinionnaires for trainee-teachers and teacher-educators were developed and responses were collected. Then the collected data was tabulated, analysed and findings were put forth on the basis of percentage (statistical measure).

Findings: On the basis of responses some interesting findings were out as follows.

- ‘Use of Black-Board in teaching’ and ‘skill of Reinforcement’ were the skills rated as easy by the trainee-teachers. Whereas ‘Questionning’ - (Higher-Order-Questions), ‘Stimulus-Variation’ and ‘Explanation’ were the difficult skills as per their responses.
- The ‘Explanation’, ‘Questionning’, ‘Use of Black-Board’ and ‘Introduction’ were the most important among all the skills.

Some of the Plus points of the work shop:

- Theory lecture on concept, importance and rationale of each skill by teacher-educators.
- Demonstration lessons by teacher-Educators.
- In depth and open discussion on the demonstration lessons.
- Lesson-plans of the demo-lesson made available to trainee-teachers.
- Well planned workshop.

Various teaching skills got developed upto remarkable level and in addition following gains were reported by trainee-teachers through their self assessment:

- Self Confidence built up.
- Planning skill developed.
- Good Observational skills developed.
- Time-management skills developed.
Expressing and explaining skills developed.
Put forth self Opinions openly.
Self Identity revealed in a new way.

Some suggestions for better output of the work-shop:
More time be given for lesson plans development especially for re-planning.
Additional cycle(s) be arranged for mastering the skills.
Use of cameras / video recording be done for maximum objective discussion and all classrooms be equipped with LCD and computers.
The group may be re-organised while re-teaching round in such a way that the peer-students will be rotated.
Skill-sequencing be carefully done.
Common whole class discussion round on each skill after the discussions in sub-groups be organized wherein best skill-presenters be admired.

Conclusion:
Thus the exercise ended with some note-worthy suggestions which the teacher-education-institutions may incorporate in future. As a teacher-educator and researcher I could reach closer to the trainee-teachers thereby getting the valuable feedback from them.

References:
GLOBAL EDUCATION: TEACHING AND LEARNING 21ST CENTURY SKILLS
Dr. Marje B.P., I/C Principal, S.P.S. College of Edn., Sangli

ABSTRACT
The present paper focuses on the transmission model and constructivist model. In constructivist model, students are active rather than passive, the curriculum plays a very dominant role in developing skills among the students. It also throws light on the secrets to the New Success for today and tomorrow. This paper suggests nine ways of learning 21st century skills.

INTRODUCTION
The dominant approach to compulsory education in much of the world is still the “transmission” model, through which teachers transmit factual knowledge to students through lectures and textbooks. It leads to recall assessment. The transmission model dominates. Though many countries are shifting the focus of their educational systems away from this model, it often prevails for two primary reasons—because educational systems are hard to change and because the transmission model demands less disciplinary and pedagogical expertise from teachers than does the contrasting “constructivist” model through which students actively—rather than passively—gain skills and knowledge. Through the transmission model, students have the opportunity to learn information, but typically do not have much practice applying the knowledge to new contexts, communicating it in complex ways, using it to solve problems, or using it as a platform to develop creativity. Therefore, it is not the most effective way to teach 21st century skills.

The Secrets to the New Success for Today and Tomorrow
- A move to skills, rather than scores: broader measures of success to monitor students’ capabilities... and the quality of our education system;
- Teachers supported to teach for future success;
- Parents who understand what success looks like today and tomorrow;
- Universities that broaden their entrance requirements to reflect the capabilities that matter to future success; and,
- Politicians with the courage to plan long-term.

HOW STUDENTS LEARN 21ST CENTURY SKILLS
How the students learn can be distilled into nine points, all of which are about how students learn 21st century skills and how pedagogy can address new learning needs. Many of the lessons—particularly transfer, met cognition, teamwork, technology, and creativity—are also 21st century skills in themselves. Use them as points of advice that other education systems can apply.

1. Curriculum must be Relevant to Students’ Lives
To be effective, any curriculum must be relevant to students’ lives. Transmission and rote memorization of factual knowledge can make any subject matter seem irrelevant. Irrelevance leads to lack of motivation, which in turn leads to decreased learning.

To make curriculum relevant, teachers need to begin with generative topics, ones that have an important place in the disciplinary or interdisciplinary study at hand and resonate with learners and teachers.

Choosing a generative topic is the first stage of the well-known Teaching for Understanding framework. Both teachers and students benefit from the use of generative topics and reinforcement of relevance. Teachers like this method because it allows for the freedom to teach creatively. Students like it because it makes learning feel more interesting and engaging, and they find that understanding is something they can use, rather than simply possess.
2. Learning through Disciplines

Learning through disciplines entails learning not only the knowledge of the discipline but also the skills associated with the production of knowledge within the discipline. Through disciplinary curriculum and instruction students should learn why the discipline is important, how experts create new knowledge, and how they communicate about it. Mastering a discipline means using many 21st century skills.

3. Develop Lower and Higher Order Thinking Skills

Lower-order exercises are fairly common in existing curricula, while higher-order thinking activities are much less common. Higher-level thinking tends to be difficult for students because it requires them not only to understand the relationship between different variables but also how to apply or transfer that understanding to a new, uncharted context. Transfer tends to be very difficult for most people. However, applying new understands to a new, uncharted context is also exactly what students need to do to successfully negotiate the demands of the 21st century.

4. Encourage Transfer of Learning

Students must apply the skills and knowledge they gain in one discipline to another. They must also apply what they learn in school to other areas of their lives. This application—or transfer—can be challenging for students. Teachers can use the following specific methods:

- Design learning experiences that are similar to situations where the students might need to apply the knowledge and skills
- Set expectations, by telling students that they will need to structure their historical argument homework essay in the same way that they are practicing in class
- Ask students to practice debating a topic privately in pairs before holding a large-scale debate in front of the class
- Organize mock trials, mock congressional deliberations, or other role-playing exercises as a way for students to practice civic engagement
- Talk through solving a particular mathematics problem so that students understand the thinking process they might apply to a similar problem

Teachers can use other methods to encourage high-road transfer. For example teachers can ask students to:

- brainstorm about ways in which they might apply a particular skill, attitude, concept, etc. to another situation
- generalize broad principles from a specific piece of information, such as a law of science or a political action
- make analogies between a topic and something different, like between ecosystems and financial markets
- study the same problem at home and at school, to practice drawing parallels between contextual similarities and differences

5. Teach Students to Learn How to Learn

Educating students for the 21st century requires teaching them how to learn on their own. To do so, students need to be aware of how they learn. Teachers can develop students’ met cognitive capacity by encouraging them to explicitly examine how they think. It is also important for students to develop positive mental models about how we learn the limits of our learning, and indications of failure. Students benefit from believing that intelligence and capacity increase with effort and that mistakes and failures are opportunities for self-inquiry and growth rather than indictments of worth or ability.
6. Address Misunderstandings Directly

Learners have many misunderstandings about how the world really works, and they hold onto these misconceptions until they have the opportunity to build alternative explanations based on experience. To overcome misconceptions, learners of any age need to actively construct new understandings. There are several ways to counter misunderstandings, including teaching generative topics deeply, encouraging students to model concepts, and providing explicit instruction about misunderstandings.

7. Demote Teamwork as a Process and Outcome

Students learn better with peers. There are many ways in which teachers can design instruction to promote learning with others. Students can discuss concepts in pairs or groups and share what they understand with the rest of the class. They can develop arguments and debate them. They can role-play. They can divide up materials about a given topic and then teach others about their piece. Together, students and the teacher can use a studio format in which several students work through a given issue, talking through their thinking process while the others comment.

8. Use of Technology to Support Learning

Technology offers the potential to provide students with new ways to develop their problem solving, critical thinking, and communication skills, transfer them to different contexts, reflect on their thinking and that of their peers, practice addressing their misunderstandings, and collaborate with peers—all on topics relevant to their lives and using engaging tools. There are also many other examples of web-based forums through which students and their peers from around the world can interact, share, debate, and learn from each other.

9. Foster Students’ Creativity

A common definition of creativity is “the cognitive ability to produce novel and valuable ideas.” Creativity is prized in the economic, civic, and global spheres because it sparks innovations that can create jobs, address challenges, and motivate social and individual progress. Like intelligence and learning capacity, creativity is not a fixed characteristic that people either have or do not have. Rather, it is incremental, such that students can learn to be more creative. In contrast to the common misconception that the way to develop creativity is through uncontrolled, let-the-kids-run-wild techniques—or only through the arts—creative development requires structure and intentionality from both teachers and students and can be learned through the disciplines.

Conclusion

It is concluded that the teacher should give up behaviorist approach and follow the constructivist approach. It helps the students to develop higher order thinking, creativity, problem solving methods, decision making, and use functional knowledge. It is expected in 21st century.

References


EXPLORING INTERPERSONAL COMMUNICATION AS THE 21ST CENTURY SKILL

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For any society to progress, one needs to focus on development of Knowledge and skills of the people. Indian society heavily invested its time and money on the knowledge development, ignoring skill development to a great extent. In the absence of proper skill set, the economic progress of India is bound to get affected. Language education is critical for success in life. Lack of language, inability to express, lack of proper vocabulary may lead to grave problems. Digital learning has affected all these aspects in the ways that may not have been explored as yet. The most important 21st century skills that are identified are Critical thinking, communication, collaboration and creativity. Without communication, the other three may not even be possible. Present paper studies interpersonal communication skill as the 21st century skill. It makes observations on the current interpersonal communication, explores the essence of good interpersonal communication and suggests ways to develop them in the context of teacher education.

Introduction:
Paul Barnwell, an education writer for The Atlantic said it this way: “it might sound like a funny question but we need to ask ourselves: is there any 21st century skill more important than being able to sustain confident, coherent conversation? …kids spend hours each day engaging with ideas and one another through screens-but rarely do they have an opportunity to truly hone their interpersonal communication skills. When they apply for jobs, they won’t conduct interviews through their smart phones. … when they face significant life decisions, they must be able to think things through and converse…if the majority of their conversations are based on fragments in balled back and forth thorough a screen, how will they develop the ability to truly communicate in person?”

Communication has established itself as the most important skill in the digitally enabled world. We look around and we find everyone using social media platforms, to draw attention or to reach out to others in some way or the other. 21st century has compelled all of us to change the ways in which we communicated. There is something unique about this century, that it addresses everything in a special way which didn’t happen in the previous centuries. Need to communicate has become second to existence, so much so that an alarm is being raised by the propagators of the same industry to use this media judiciously.

21st century looks at everything in a different way and as an important stakeholder from the teaching field, we need to reflect and ensure that the sense prevails in this technology driven world where undue importance is being given to show off and frivolous comments on the social media. There is a need to take stand as a teacher educator and change our ways and means of looking at communication in the field of teacher education. Right from conducting classroom lectures to evaluating students has undergone a drastic change, but by doing all these things, do we really see ourselves as successful communicators, are we really equipped enough to understand the spoken or written language 21st century brought many things with itself but most importantly what it did is that it changed the way in which we communicated. The effects of the digital world that exists around us are immense and many more are yet to be revealed.

We all know that Communication or the lack of it often manifests itself in educational underachievement, disengagement, behaviour and emotional difficulties and mental health problems. Many of these difficulties are hidden and may never be identified but can have varying significant impact on a one’s language skills, and on life chances.

Let us ponder on the kind of language proficiency the pupil teacher’s today exhibit.
1) Are the pupil teachers today competent in any of the language they use?
2) Are they able to express themselves coherently in one single language for at least two minutes?
3) Are they able to convey their own thoughts or ideas with reasonable fluency?

The answers to these and many other aspects of language and communication are dreadful. Apparently, we are using language in different forms, but communication involves a lot many things. It is beyond mere words. The daily observation of pupil teachers and spending a lot of one to one time with them as a language teacher compels me to record few observations:

1. The students are definitely found to be lacking in understanding commands, directions, meanings behind the words, putting words together in a sentence in order to communicate and information given by others. Employers now rate communication skills as their highest priority, above qualifications, with 47% of employers in England reporting difficulty in finding employees with an appropriate level of oral communication skills.

2. These students are extensively using technology but they fail to interact socially with others in a meaningful way. Making and keeping friends is difficult if you have poor communication skills. We often choose friends who are good at communicating, (remember who everyone thought must join the picnic)

3. Long term and meaningful relationship does not come to them easily as they fail to express. Communication is the foundation of relationships and is essential for learning, play and social interaction. Life and readiness for the workplace is at risk due to poor communication. The ability to get the message across, work in teams and resolve conflict etc needs working.

4. Students are poor listeners. A well explained thing needs to be explained or re-explained minutes after being told. Language is the vehicle for learning. It is the means by which teachers teach and children learn. Imagine trying to learn and understand new information without the ability to listen, understand and talk...

5. Ability to relate to something or someone comes with the ability to express. Expression needs command over language. In the absence of language the ability to relate to family, friends, literature or any other content suffers. They are inapt even at carrying out social interaction as it involves having the ability to share your views, thoughts, ideas in a contextually bound situation.

6. Difficulty in managing and regulating emotions. The students today often sound indifferent towards the emotions (in reality they may not be so). A survey of two hundred secondary school students found that 75% of them had speech, language and communication problems that hampered relationships, behaviour and learning. Many young people with behaviour difficulties have hidden communication difficulties.

The above observations in the light of ever increasing digital presence of this generation demand that we adopt certain measures to help them to be meaningful communicators. Student oriented approach and organizing activities for them to learn the following will enable them to be better communicators:

1. Listening reflectively: make sure what you have heard has the right context. If, not double check it. Active listening helps us in great ways to communicate. Listen to what is being said rather than what you expect. Reading helps one to increase vocabulary, which is at the basis of any good communication; so, reading and writing combined with good observation should bring good results.

As a teacher, we need to go beyond this and make sure that we understand each and every student properly.

Non verbal communication-the quality of communicating without actually saying anything can be learned with practice. Activity oriented approach like face to face discussions, meeting the guest, asking students to develop the rubrics for analyzing conversations, discussions of non verbal gestures used by the speaker etc. can be organised. Structured small group discussions for students, co-operative learning activities, mentor groups that
wait after college hours, whole class discussions led by the teacher would do lot of changes in the way the students are listening (or not -listening)these days.

2) **Technology for practicing interpersonal skills:** it is possible to engage the present generation through technology to practice, develop and refine their interpersonal communication skills. Technology put to intelligent and smart work can create lot of opportunities for the students to respond to life like situation. Ted talks(by adults and teens ), Google hangouts, face time etc can be creatively used to conduct meaningful conversations. This all can also be recorded, discussed and evaluated by peers. To offer better choices to the students, teachers own hands-on experience and expertise will be useful. Since technology keeps developing, teacher must keep updating herself, may even learn along with the students.

3) **Be Smart and Use Smart Phones**
Students need to be told to use the cell phone as an aid. From the time teacher starts taking from the cell phones, the entire classroom atmosphere changes. The vocabulary, grammar can be very effectively handled by weaving exercises around cell phones. Encourage them to view their devices as valuable tools that support knowledge (rather than distractions),and they start using them as such. Instead, teaching students to be independent and know how to find answers they need makes the class a different environment! We must keep in mind that finally we have to prepare our students to live in a real world and face real life situations where empathizing, having opinions, views is all going to matter, and With patience and practice it is very much possible to achieve.

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SKILLS DEVELOPMENT IN HIGHER EDUCATION IN INDIA.

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Abstract:
Higher education and skills development in India With its 33 million students across tens of thousands of colleges and universities, India has the second largest HE system in the world. Indian HE institutions have a key role to play in the process of developing skills, attributes and Competencies that is relevant for the industry, not just in India but also internationally. In recent years India has rapidly expanded the capacity of educational institutions and enrollments, but dropout rates remain high, and educational attainment remains low. While India has a well-institutionalized system of vocational training, it has not sufficiently prepared its youth with the skills that today’s industries require. Thus, to speed its economic growth and take advantage of its “demographic dividend,” the country has recently focused on drastic policy reforms to accelerate skills development. India’s aspirations to develop highly employable talent to join the global workforce, particularly in economies that are likely to face an acute shortage of talent towards 2030 have been highlighted by the Federation of Indian Chambers of Commerce and Industry.

Introduction
Present educational technology creates a multitude of options for designing and delivering higher education courses – finding a proper set-up of teaching strategies and corresponding teaching and learning tools, i.e., interlinking them purposefully and meaningfully. In teaching higher education courses include the use of mobile and video technology in teaching strategies such as the in verted /flipped classroom and the use of collaboration technology in so-called ‘blended learning’ approaches which mix different modes of interaction between instructor and students, e.g., virtual and classroom interaction. Obviously, the students’ learning experience is readily enhanced by abundant online resources including educational videos on virtually every topic – and level of usefulness. most countries recently moved to reform their education systems, to upgrade the skills of their workforces.

India’s working-age population will grow to over a billion by 2050 which puts more emphasis on scaling up the country’s efforts, including channelling HE as a means to develop work-ready graduates to join India’s workforce. The challenges are greater for developing countries like India, which have long suffered from a shortage of skilled labor. But today, developing-country firms and producers have become increasingly involved in the global value chains, requiring them to meet global standards of quality and efficiency. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands. Challenges remain ahead, due to the lack of skills development opportunities and targeted employability interventions across the majority of HE institutions across India. These perceived and real skills shortages and India’s talent mismatch, affect workforce productivity and capacity building, and have a negative effect on the economy and society at large. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process.
SCOPE:
Current evidence on the role of HE to address Indian workforce productivity and capacity building through higher and graduate level skills, particularly in light of the Government’s aspirations, is limited. Higher-level skills development in improving Indian workforce productivity and capacity building. Its purpose is –
1) Provide insights into the current state of the higher and graduate level skills development agenda in India and the role of HE through the perspective of HE leaders, educators, students, employers, and NGOs.
2) Identify current challenges and opportunities for improving workforce productivity and capacity building through graduate-level skill development by HE from the perspectives of HE leaders and students, employers, policymakers, and third sector and community organizations.
3) Offer initial insights and actions for consideration by Indian HE and other key stakeholders involved in tackling India’s higher and graduate-level skills development challenge.

India’s booming economic development and current progress in HE, the state of higher skills development in the country points to a number of key challenges that require a proactive and collaborative approach to addressing them and this is evident in the key findings from the five stakeholder groups.

Prof. Dr. Stefan Strecker University of Hagen2 Developing and Using an Audience Response System. Active participation vitalizes and supports a student’s learning process. One way of fostering in lectures is through didactical designs that stimulate cooperative activities among students using audience response systems (ARS).

Students in Indian HE reflected on the nature of teaching at Indian universities and colleges, which is still largely theory-based. A 2016 joint study by FICCI and EY on the future of jobs and its implications for Indian HE also highlighted that outdated curriculum is among the key educational framework challenges in India.

An ARS is an IT-enabled system typically used in face-to-face settings that enables polling students and gathering immediate feedback in response to questions posed by instructors.

NGOs, whose main focus is providing education and skills development opportunities, have a key role to play in improving the employability and capacity building of the Indian workforce, particularly amongst rural and other marginalised communities, which may otherwise have only limited access to such opportunities. A recent report into reaping Indian’s demographic dividend highlighted the importance of developing a pool of trainers and teachers who are supported through skills and continuous professional development opportunities (FICCI and EY2013).

NGOs felt that there are some fundamental challenges that the sector needs to focus on in line with taking actions to ensure that Indian HE is fit for the rapidly evolving world of work.

Addition to Educational Technology
Interactive elements can support the learning process in an appropriate way. By means of the authoring tools, you can underline specific sections and enrich them with additional videos, animations or textual information.

Dillon and Gabbard (1998) note that ‘the benefits gained from hypermedia technology in learning scenarios appear to be very little’. However, they add, there is evidence that individual characteristics have an influence on e-learning. The student can only then profit optimally from e-learning environment, when he or she has the necessary abilities to use e-learning effectively.

In addition to the possibilities of technical implementation, a successful use of e-learning tools like interactive videos demands a new orientation of the teaching and learning attitudes, i.e., by teachers as well as by students.
SKILLS DEVELOPMENT AND HIGHER EDUCATION

Indian universities, alongside employers and industry representatives have a key role to play in skills development and preparing students for the world of work. This section of the report describes academic staff and senior leadership perspectives on the role of universities in preparing students for the rapidly changing workforce and workplace and the skills and attributes students find difficult to develop through Indian HE. The availability of skilled academic faculty and key infrastructure was seen as yet another key challenge that requires further attention from policymakers. The lack of industry exposure and opportunities for application of knowledge contributed to the inability to create an enabling environment for students to develop their employability potential. 96% of academic staff and leadership felt that there is significant value in establishing international collaborations and partnerships. Academics’ ideas for the future of Indian HE Staff provided over a hundred ideas on how they feel Indian HE can improve to meet the demands of current international developments and the rapidly evolving world of work.

Due to the increasing amount of students per lecturer, new innovative ways need to be researched, in which lecturers can provide students automatic computer-based feedback. When taking our teaching innovation with a flipped classroom into account, it would also be possible to convert this approach to a MOOC on one of the well-known platforms. Therefore, digitized higher education is in the area of conflict between generating revenues as a business model on MOOC platforms and enabling open education for everybody. The development of learning outcomes, such as certain skills, subject knowledge and competencies is important, but Indian students may find it difficult to acquire these through HE in its current state.

The teaching innovation named ‘ERP Challenge’ is a hybrid e-learning module for use in a combined lecture class/exercise on ERP Systems. The core consists of a self-developed Web application. The ERP course module consists of a class on ERP Systems and a complementary exercise component. The ERP Challenge has been successfully used for four years now. We have made minor changes to the technology. The ERP Challenge has improved the quality of our ERP education for students and it would be a backward step if we had to return to the old segmented teaching approach.

CONCLUSION

Understanding international developments Indian HE aspires to prepare students for the global Workplace in terms of understanding international developments, but there is more to be done, particularly in blending technical education with opportunities to develop cross-disciplinary knowledge and soft skills, which is an evolving global trend.

It has to be concluded that the success of the introduction of interactive videos in e-learning does not only depend on the introduction of the technology, but rather on considering preconditions on the students’ side as well as didactical aspects.

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माहिती संप्रेषण तंत्रज्ञान अथवा प्रेषण सहायक एक साधन

प्रामाणिक पुस्तकोत्तर गांव

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22 वे शतक हेतु तंत्रज्ञान शास्त्र गर्नेले प्रमुख तथा आलोचक होत आहे. विज्ञानसांगतीत या प्रमुख मुळे शिक्षण शेषातातील अमूर्त वस्तु गटले पाहून आले आहे. शिक्षण लेखकाच्या अथवा प्रायः प्रामुख पुस्तकांच्या काळवाच्याच टर्टल अरुण नवनिव हथरापण पठती, अथवा पढण त्याचे अथवा प्रेषणसांगती साधने उदयाला येत आहेत.अथवा प्रेषणसांगती साधने मुळे अधिकारिक ज्ञान प्राप्तविण्याचे विद्यार्थ्यांपर्यंत पोहचवता येते. अथवा प्रेषणाची क्रिया प्रामुखी होयण्यासाठी अथवा प्रेषणात अथवा साधनांचा पद्धतीसारे उपयोग करत आहेत.

अथवा प्रेषणाची साधने – अर्थ व संकल्पना

विद्यार्थ्यांच्या सर्वांगीन विकास करणे हे शिक्षणाचे मुख्य ध्येय मागले जाते. हे ध्येय पूर्ण करण्यासाठी त्याच्या शिक्षणाच्या प्रवाहात येणे त्याचे जी उदय मध्ये उठवले जाताच.तर पूर्ण होणे आवश्यक असते. यासाठी शिक्षणाचा हातातल अथवा साधन महणते अथवा प्रेषण होय. अथवा प्रेषणातुन विद्यार्थ्यांच्या विकास व शाखांचे उदय मध्ये केली जातात.

अथवा प्रेषण हे शाखेचे इंग्रजीत 'Teaching' या शब्दाचा पर्याय महणून वापरला जातो. अथवा प्रेषण महणते धोक्यानेत एखादा व्यक्तीला अथवा प्रेषणाच्या मदत करणारी कला होय. असे महणता म्हणजे, The little Oxford Dictionary म्हणजे अथवा प्रेषण महणते त्याला शिक्षणाच्या ह्याच्या इंग्रजी म्हणजे, एक धारक विशेष हताने, नवनिव विद्यार्थी म्हणजे, नवनिव शोधच्या विकासाची प्रवाहात करणे अथवा कृती करतो तर दुसरा धारक या कृतीचा सहायक भूमिका पारित होतो. महणते या कृती विद्यार्थ्यासाठी मार्गदर्शक व प्रेषणदायी उत्तराधिकारी.

माहिती संप्रेषण तंत्रज्ञान – अथवा प्रेषणसाठी एक साधन

22 वे शतकात माहिती संप्रेषण तंत्रज्ञान (ICT) हे शिक्षण शेषाततातील महत्वपूर्ण पदक आहे. शिक्षणांना नवाच्या आवश्यकतांना सामोरे जाणवणारी, स्वतन्त्र अध्याघ करण्यासाठी, विद्यार्थ्यांच्या अध्यागळे तंत्रज्ञान व प्रवाहात देखण्यासाठी शिक्षकाच्या (ICT) हे ज्ञान आवश्यक आहे. आपणांनी मुळे शिक्षणाचे आधुनिकीकरण होणारा मदत होते. त्यामुळे विद्यार्थीसाठी उसांचे निर्देशन होतो व अथवा प्रेषण अथवा प्रेषणसाठी पद्धते येवढा मदत होते. आपणां (ICT) महणते माहिती, संप्रेषण आणि तंत्रज्ञान

• माहिती (Information)
Information हा इंग्रजी शब्द पर्याय म्हणून वापरला जातो. इंग्रजी शब्द पर्याय म्हणून वापरला जातो. एकाच वर्ग, प्रवद्धांदी व कल्पितेची व विषयीचा वृत्तांत म्हणजे माहिती होय. माहिती हा शब्द ज्ञान असंग असेही महत्त्व जाते. माहितीवर काही अभ्यासकांनी पुढील प्रमाणे व्यक्त केलेल्या आहेत. सामग्रीचे सांतोषजनक करणे म्हणजे माहिती होय.

माहिती ही अर्थपूर्ण असेही. तसेच ती विश्वसनीय ही असेही. कच्चा सामग्रीचे सुधारणा प्रक्रिया केल्या मुळे ती अचूक खिच असेही. कच्चा सामग्रीचे वेगवेगळ्या प्रक्रिया करून तिचे आपल्याला माहितीत रूपांतर करता येते.

- संप्रेषण (Communication)

संप्रेषण हा शब्द Communicatin हा इंग्रजी शब्दात मगरी पर्याय हा शब्द म्हणून वापरला जातो. Communicatin हा शब्द Communis हा ठंडीन शाहपासून उत्पन्न झाला आहे. Communicatin म्हणजे सामाजिक अनुभव असे म्हणता येईल.

फाई बुकर — एका व्यक्तीच्या दृष्टिकोन उत्पादन्या व्यक्तीला पावतलेला अर्थपूर्ण संदेश होय.”

ढॉ टेक्नोलॉजी — “कोणताही, कोणत्याही माध्यमानुसार काय सांगतो व या वर्णन काय होतो? याचे उत्तरांशणे संप्रेषण होय.”

मिलर — “केवळ दोन व्यक्ती मध्ये संदर्भात आदर्श प्रदान नक्षे संप्रेषण नसलेले तर प्रकट काही विचार वेळे दुसऱ्या कडेसंदर्भात पावतलेली व्यक्तीला हेतु संचाल कागदमध्ये अभिनव वातने बदल होय, ह्यात असतो.”

वॉल्चियर संप्रेषणांमध्ये किमान दोन पटक कार्यांतर असतात. हे दोनी पटक एकमेकांचे दिशा करतना, भावना, अनुभव हे. ते विविध व्यक्तिमाध्यम वातने परिच्छेदाने प्रामाण्य करती असतात.

- तंत्रज्ञान (Technology)

Technology हा इंग्रजी शब्दात पर्याय म्हणून तंत्रज्ञान हा या पर्याय मगरी शब्द वापरला जातो. Technology हा इंग्रजी शब्द मुळे प्रौद्योगिकी शब्द Teknologia हा शास्त्रातून व्यवस्थित झालेला आहे. Technology हा शास्त्राचा अर्थ 'पैदलित व्यवहार करणारा उपयोग करून पेयांचे शास्त्र असा आहे. तर Teknologia या शास्त्राचा अर्थ 'नेव्हॅटशिएर विकीसा व उपयोग' असा आहे.

माहितीतील तंत्रज्ञानाचे माहितीतीचे सुधारणा व्यवस्थित केलेले आहेत. येडिव्हियल माहितीतील तंत्रज्ञान म्हणजे

1)इलेक्ट्रॉनिक अणु मृदुल तंत्रज्ञान
2) संप्रेषण तंत्रज्ञान (हॅर्डवेयर + सॉफ्टवेयर)
3) संप्रेषण तंत्रज्ञान
4) कुंविम बुद्धिमत्ता तंत्रज्ञान
5) मानवी वंश आतिकल्पित तंत्रज्ञान

माहिती संप्रेषण व तंत्रज्ञान (ICT)

माहिती संप्रेषण व तंत्रज्ञान यांचा अभ्यास केले असता आपल्यास आपसी (ICT) च्या काही व्याख्या सहज सांगता येईल. व्याख्या प्रमाणे.

1. उपलब्ध माहितीवर योग्य प्रक्रिया करून प्रकट व ग्राहक (विद्यार्थी + शिक्षक) यांचा मध्ये नवन डिजिटल तंत्रज्ञानासाठी सहयोगाचे आदर्श— प्रदान करून माहिती संप्रेषण तंत्रज्ञान होय.

2. New digital technology applied for communication is called ICT.

3. संगणकाद्वारे केलेल्या माहितीचे आपल्याप्रदान म्हणजेच माहिती संप्रेषण होय.
ICT is mixture of Computer Technology and Communication Technology.

ICT प्रेरणा तंत्रज्ञानाचा अध्ययन — अध्यापनात आवश्यकता

माहिती संग्रहण तंत्रज्ञानाचे विद्यार्थ्यांना माहितीचे आहार देणे होते तसेच शिक्षकांनी अनेक मुद्दे चाल्याचे फटकते. माहिती देणे विद्यार्थ्यांच्या आवश्यकता बाबत प्रमाणे सांगतो येईल.

ICT प्रेरणा तंत्रज्ञानाचा अध्ययन — अध्यापनात उपयोग

1) अध्यापक ज्ञान
2) सहजस्वी भाषीदारी
3) वेब आणि ब्रान्डची बचत
4) माहितीचे युवोग प्रसार
5) अध्यापक माहिती
6) संचालक ज्ञान
7) हक्का न्यायवादी माहिती उपलब्ध
8) प्रश्न महत्त्वाचे आकर्षित वापर
9) मनोरंजनकता
10) सिरियल प्रक्रियासाठी महत्त्वाचे

ICT प्रेरणा तंत्रज्ञानाचा अध्ययन — अध्यापनात उपयोग

1) विद्यार्थ्यांच्या शासनेनुसार अध्ययन
2) कार्येत्या वापर
3) पृथ्वीवरुन आधारित माहितीसाठी सादरीकरण
4) विद्यार्थ्यांच्या ज्ञानाच्या दृष्टिकोणासाठी
5) उदाहरणे देण्यासाठी
6) तर्पण परिवर्तनाचे व्याख्यान
7) अध्ययन गतिमान करण्यासाठी
8) तज्ज्ञ व्यक्तीचे व्याख्यान
9) मनोरंजनाच्या अध्ययन अध्ययन
10) मोबाइल संगणकवाचा अध्यापनात उपयोग
11) उज्ज्वलीसाठी
12) समस्यांचे तलावळ निराकरण
13) डिक्सनरीचा उपयोग
14) स्वयंचेतन.

1. विद्यालयाचा श्रमसुसार अश्यापन — वर्गमध्ये विद्यार्थी विविध श्रमसेवा व गुणांचे अससत. हुशार विद्यालयाचा विषय लवकर समजेलं तर सर्वसामायिका वेढ़ लागतो. संगणकार अश्यापन संच तयार असेल तर विद्यार्थी आपल्या स्वतंत्र्या श्रमसुसार व कृतीती आणि गतित्यांस स्वयंचेतन करेल.

2. कार्यांचा वापर — मुख्यांमध्ये कार्य केंद्र खुप आंदोल होतो. विद्यार्थींचा आवडीचा विचार विचार करून भाणा विषयाची कथा, कविता वाचून कार्याचे फिल्मस बनवून किंवा बाजारातिती सोडीद्वारे रुपात विकृत पेनुन विद्यार्थींचे अश्यापन — अश्यापनाचा उपयोग करता येतो.

उदा — गणिताची या कृतीता मोदेका प्रभावात उपयोग करता येतो. कार्यांत तंत्रांचा उपयोग करून गणिताच्या विविध उद्योगांचे कोटिमध्ये रुपात मोजूनेही यांचे पदतिने तयार करून अश्यापन—अश्यापनाचा उपयोग करता येतो.

3. पाटूस्वरूप आधारातील माहितींचे सादृश्य — शिक्षक शिकवत असलेल्या शिकवत असलेल्या विषयावर आधारातील प्रमुख गुंडची माहितींचा मुदते तयार करून त्यांना सांगिते इंफॅट, ऑप्टिमिज्म देऊन स्लाइड तयार ठेवून अश्यापन करताना त्याचा वापर करायला मूल्यांच्या विविध दिक्सून ठेवून सादृश्याची विविध आत्मच्या अश्यापनाची उपयोग होतो. मूल्यांचा अश्यापन — अश्यापन प्रक्रिया परिणामाकार होते.

4. विद्यालयाचा ज्ञानातील दृढीकरणाघाती — शिक्षकांनी अश्यापन करत असलेल्या भागास आधारातील मुदते व प्रश्न यांच्या स्लाइडस वापर करायला येते. मूल्यांच्या विद्यालयाचा ज्ञानातील दृढीकरणाघाती उपयोग होतो.

5. उद्देश्यांची देख्याती – शिक्षक शिकवत असलेल्या एकाची संकलनानुसार स्पष्ट करणाली विविध उद्योग द्याची लागतां. पाटूस्वरूप पुनरुत्थान सर्व संकलनांतील अनुसार माहिती किंवा भरपूर उद्योगांना किंवा देणी सोडीचे होत नाही. मूल्यांच्या शिक्षकांनी प्रत्येक विद्यालयाचा विषयांवर अनुसूची असलेल्या संकलनात , संबंध घटना यांचा अनुसूची विविध दृष्टांक, उद्देश्यां, दाखले यांच्या स्लाइड तयार करून संगणकात फिल्मस सोडी मध्ये सांगिते देऊन अश्यापन करत असलेल्या यादर करून अश्यापन प्रक्रिया करता येते.

6. दृष्टिकोणच्या सादृश्यातील — शिक्षक शिकवत असलेल्या काळी दृष्टिकोण घटना घडून गेलेल्या असत. अशा वाचिकांचे प्रत्येक अनुभव विद्यालं देणे शक्ती नाही. अशा वाचिकांचे इंटरनेट करून अनुभव दिक्सूतील किंवा, आवाज व स्वतंत्र कल्यात यांची एकत्र गुंठण करून, भावी अनुभवांना स्लाइड तयार करून अश्यापन असलेल्या यांची कार्याच्या विविध मुदत विविध पेनुन त्यांचे पदतिने निर्देशन करून अश्यापन करताना उपयोग करवा.

उदा — सूर्यावरून, चंद्रवरून, बुधवरून, पुराचे परिसर, नितं व्यायामक घटना, अभ्यासीक घटना.

7. अश्यापन गतिमान करणाली — अश्यापन गतिमान करणालीतील मल्टीमीडियाच्या वापरामुळे फिल्मकार लिहित गाणे, साहित्य हालात गाणे तरंग वर्न नव नव गाणे, तत्संवर्न करून गाणे या विविध बाबीला लागणाचा वेधात बचत होतून अश्यापन गतिमान कायाचा मदत होते.

8. तत्त्वावलीचे व्याख्यान — प्रत्येक विषय सर्व शिक्षक प्रभावीपणे शिककुं शक्तिले असे नाही. कारण यासाठी विषयाचा, कला, श्रमत, गुन, अनुभव या विविध बाबीला महत्वाच्या उपयोग. एकादा शिक्षक विशिष्ट रटक प्रभावी पणे शिक्षकत असेल
र त्या शिक्षकाच्या अध्यापनाची दृष्टि—शिक्षण मुद्रण करून रिकाम्प्ले बेंजान अशा कार्यक्रमाचे प्रसारण करून विद्याध्यानाद्वारे आश्वाद घेता येतो.

9. मोरजनातुन अध्ययन अध्ययन — वेगवेगळ्या विषयांसोबत माहितीचे अध्ययन संबंधित माहितीच्या अध्ययनातून विशेषतः मल्टीमिडियाचा वापर करून रीतीनिर्देशक गेम्स तयार केल्यास विद्याध्यानात अध्ययन प्रभावी होईल.
उदा. विद्याध्यान्यांकाची कार्यें संग्रहे गेम्स आवडल्यास पाच उपयोग करून भारतीय आंतरराष्ट्रीय आणि गणितातील गतिविधींचे उदाहरणे सोडविषयकाच्या मदत होईल. असे शिक्षणातील खेळं संगणकाचा तत्त्वाची मत पेँचून तयार करावे.

10. मोबाइल संगणकाचा अध्ययन उपयोग — आज तंत्रज्ञानाचे युग आहे. तंत्रज्ञानमुळे, मोबाइल टेक्नॉलॉजी उद्यान आलो. मोबाइल मध्ये रेकॉर्डींग, फोटोसेफारी, एसएपएस सारख्या सुविधा आहेत. शिक्षकांची आपल्या परिसरसाठी विचित्र प्रसंग व घटना यांचे रेकॉर्ड करून, चित्र कादुन संगणकात लोड करून मल्टीमिडियाचा उपयोग करून स्ट्राइक तयार करून अध्ययन करते क्षीण उपयोग करावा.

11. दुर्घटनासाठी — संगणकाचे आण्विकत ह्यवाह्य विद्याध्यानसाठी शिक्षकांना करून ह्यांच्याच बाजारात दुसऱ्या नुसार विषयातून संगणकाची संगणकाचा प्रयोग करून बांधवाव संगणकाच्या संगणकाच्या विद्याध्यानातून उपयोग करून शिक्षकांना विद्याध्यानातून शास्त्रीय करावा. वर्गात जग नसलेल्या विद्याध्यानाच्या साथीने संगणकाच्या अध्ययनासाठी उपयोग होतो.

12. समस्यांचे तत्त्वादिक नियनत — शिक्षक असताना एखादा भाग विद्याध्यानाचा समजून नाही तर विद्याध्यान ह्या संगणकाला प्रसारण बरोबर उतर विद्याध्यानाच्या संगणकाचा तत्त्वादिक वाच्याची संगणकाचा अध्ययन जातो तर अध्ययन यशस्वी होते.

13. विस्तारनीची उपयोग — विस्तारनीची संगणकाचा सारख्या तेल्व्हास एकदम स्टॉय रेकॉर्डींग, विषयांच्या माहितींच्या गरज पडेल तेचा पाहू येठे ही माहिती साध्याची घडतील तर अपमर्युंत करून तयार केलेली असते ते घडणे माहिती मिळून तिथे खप घडत्याचे लागत नाहीं

14. स्वतंत्र अध्ययन — अध्ययन करत असताना पैदा विचित्र अडकणी दुर रुपाच्या माहितीत तिथे संगणकाच्या सहाय्याने स्वतंत्र अध्ययन करू शकती व जगातील चालणेचा विचित्र घडते ज्ञानी मिळून असते ते व्यापूर्ण स्वतंत्र अध्ययन होणार द्वारे होते.
SKILL DEVELOPMENT IN HIGHER EDUCATION

Dr.Mrs.Megha V.Gulavani, Principal,
Modern Education Society’s, College of Education, Vita Sangli.

After independence India started education for all.'The Right to Education Act' came in existence. The spread of education was the main objective of the government. The law came into existence for ‘The free and compulsory education’. All these efforts for educating the society proved fruitful. The GER (Gross Enrolment Ratio) increased. But in the present scenario it is seen that the growth of education was notable but is not satisfactory as this growth is horizontal and not vertical. That is the growth is only quantitative but not qualitative.

Skills and knowledge are the driving forces of economic growth and social development for any country. Presently, the country is facing a demand – supply mismatch, as the economy needs more ‘skilled’ workforce and also the managers and entrepreneurs than created annually. In the higher education sphere knowledge and skills are required for a diversity of employment needs in the services, education, health care, and manufacturing sector etc.

India has a demographic advantage of the largest youth population in the world. Integrating skills within the higher education holds the key to reaping the demographic dividend. What steps and actions are needed to effectively achieve this harmonization of skills in here?

At a juncture when the percentage of employers facing difficulty in finding skilled workforce is as high as 81 percent in Japan, 71 percent in Brazil, 49 percent in US, 48 percent in India and 42 percent in Germany, one wonders what is it that we are turning out from our universities and colleges. India has the largest number of young people (age group of 14-25) and the highest global unemployment rate. Against this, the job market is increasingly being redefined by specific skills. And education, particularly higher education, cannot afford to overlook the new realities of the second decade of the 21st century.

“Of late, employability of graduates coming out of our educational system is becoming a matter of great concern. I am told, only 25 percent of the general graduates across all streams have employable skills,” says E Ahamed, Former Minister of State for HRD and External Affairs.

In order to bridge the industry academia gap – NSDC(National Skill Development Council) has developed a unique model to integrate skill based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework. The key highlight of the model is as given below:

- Based on state skill gap report – identification of Sectors and job roles
- Development of implementation model and Integration into time table as per university norms
- Training of Trainers by Sector Skill Council
- Curriculum Alignment and Capacity Building workshops
- Student orientation sessions to take an informed choice of sector/job role based on career aspiration
- Standardized Training Delivery by NSDC Training Partners
- Internships and On-the – job Training
- Assessment and certification by Sector Skill Council
- Last Mile Employability and Entrepreneurship Opportunities for the students

Purpose of Higher Education
Purpose of Higher Education is to prepare young people for work and to help them understand how to live. Initially, the “work” part was for jobs in the Church and the Court. Today the range of jobs reflects the high complexity of our modern economy. Likewise, questions of how to live have become dramatically more complex. Nevertheless, these questions remain. Many skills are useful in work and in considering how to live.

**Some key observations**

India has been moving towards ‘Education for All’ and has achieved considerable success in extending education to even the remotest villages in the Country. Despite this success, the quality of education still remains a major concern. Some key observations concerning the quality of education in India are:

- Only 20% of graduates are found employable by the industry and this is more so in professional education like Engineering. Reports and survey indicate that students qualifying from higher education institutes lack skills required by the industry. This is primarily because academia curriculum is mostly not in line with the skill requirements of industries. To bridge skill gaps, academia should tie up with industries to help design curriculums in line with their requirements.

- India has one of the highest students–teacher ratio as indicated in the figure. The ratio stood at 26 which is comparatively high compared to 16 for BRIC and 15.3 for developed economies.

- National Assessment and Accreditation Council (NAAC) had rated 62% of the universities and 90% of the colleges as average (B) or below average (C)

- It was found that only 25% of the students in grade V were able to solve basic arithmetic calculations and most students were found to be three grades below the level they were actually in.

- In 2010, 46.3% of all 5th grade children couldn’t read a 2nd grade level text. This proportion increased to 51.8% in 2011 and 53.2% in 2012. A state wise disparity has also been witnessed in terms of the quality of education. The major decline in reading levels was mainly identified in the states of Bihar, Madhya Pradesh, Maharashtra, Kerala and Haryana.

- Some of the major reasons attributing to the decline in quality of education have been the increasing use of single classrooms for teaching children in more than one grade and decline in attendance rates of teachers and students in rural areas.

- Evidently greater emphasis is being laid on increasing literacy rates over quality of education. It is essential to ensure the quality of expansion along with increase in th enrollment. The 12 Five Year Plan addresses this problem and focuses on improving the quality of education.

- Faculty Re-Charge Scheme, aims to strengthen high quality research in science related disciplines and encourage innovative teaching through introduction of new talent across all levels of academic hierarchy.

- Scheme for Enhancing Faculty Resources of Universities is responsible for tapping intellectual and scholarly resources available outside the university and college mainstream in the public and private sector organizations.

**Skill required for trainers**

<table>
<thead>
<tr>
<th>'Hard' teaching skills (Subject Specific)</th>
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<tbody>
<tr>
<td>'Soft' Skills</td>
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<tr>
<td>Industry Experience</td>
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<td>Awareness of 'Principles of Teaching'</td>
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<tr>
<td>Attitude and attitude for training</td>
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Instilling the right skills and knowledge base can form the building blocks of our economy, taking growth to a new high. With 672 million people out of 1.1 billion in the working age group of 15 to 59 years, it is imperative to focus on the youth of the country and provide suitable impetus to reap the demographic dividend. There is a pressing need to address the problems associated with skill development in India, given the trends of the rising youth unemployment in the country. India's demographic asset if equipped with appropriate skills, can effectively contribute to the development of the country.

All the above discussion reveals that the skill development in Higher Education plays a vital role in the development of the nation as well as the development of the educated population. Without skill development there is no meaning to Education.

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Skill Development and Higher Education in India
- Harnessing the demographic
- dividend through appropriate skill development efforts would provide an opportunity to
- achieve inclusion and productivity within the country and also a reduction in the global skill
- shortage laid a
- special emphasis on expansion of skill-based programmes in higher education. It recommends
- setting up of Community Colleges (CC) to serve multiple needs
CHALLENGES IN SKILL DEVELOPMENT IN HIGHER EDUCATION IN INDIA

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ABSTRACT:
This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India’s skills development system. In India, young people who will soon be entering the labor market, constitute the largest segment of the demographic structure. India, today, is considered as a talent pool of the world, having qualified and educated human resources in abundance. This has been one of the primary reasons for transformation of India into one of the fastest growing economies in the world since liberalization, privatization and globalization (LPG) in the 1990s. Economist observed that, on a global scale, wealth and prosperity have become more dependent on the access to knowledge than the access to natural resources.” The importance of education in India was recognized by the founding fathers of the country and the subsequent governments, and as a result considerable importance has been given to literacy, school enrolment, institutions of higher education and technical education, over the decades ever since independence. India’s aspirations to establish a knowledge society in the contest of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been realized that it is the quality of education that prepares one for all pursuits of life and in the absence of an acceptable level of quality, higher education becomes a mere formalism devoid of any purpose or substance.

Key words: Challenges, India, Skill development, Vocational and Technical Education.

INTRODUCTION
This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India’s skills development system. Drawing from the experiences of Karnataka, one of India’s most industrially developed states, it discusses several recent initiatives to facilitate young people’s transition to work. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands.

RESEARCH DESIGN AND METHODOLOGY

SELECTION OF RESEARCH TOPIC
Skill Development in Higher education is important for modern and quality and value based education. This paper focuses on skill development system in India and challenges and opportunities in skill development in Higher education in India.

OBJECTIVES OF THE STUDY
1. To review the present skill Development system in India
2. To analyze the challenges faced by higher education skill development.
3. To suggested remedial measure to overcome the problem faced by higher education in skill development.
RESEARCH METHODOLOGY
The paper is based on secondary data. The data has been collected from internet. Graph and percentile method has been used to analyze the data.

LIMITATIONS OF THE STUDY
1. The study has been conducted on secondary data.
2. The study focuses on skill development system in India.

INTRODUCTION
India has gradually evolved as a knowledge-based economy due to the abundance of capable, flexible and qualified human capital. With the constantly rising influence of liberalization, privatization and globalization, India has immense opportunities to establish its distinctive position in the world. However, there is a need to further develop and empower the human capital to ensure the nation’s global competitiveness. Despite the emphatic stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy. As an immediate necessity that has urgently arisen from the current scenario, the government is dedicatedly striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods.

The skill development of the working population is a priority for the government. This is evident by the exceptional progress India has witnessed under the National Policy on Skills over the years. The objective of the policy is to expand on outreach, equity and access of education and training, which it has aimed to fulfill by establishing several Industrial Training Institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult leaning, apprenticeships, sector-specific skill development, e-learning, training for self-employment and other forms of training. The government therefore provides holistic sustenance through all its initiatives in the form of necessary financial support, infrastructure support and policy support. For India, skill development is also critical from both socio-economic and demographic point of view. For the economy to grow at 8% to 9%, with the targeted growth rate of 10% for secondary, 11% for tertiary and 4% for agriculture sectors, a multi-faceted and highly efficient skill development system is imperative. Further, India is destined to be a contributor to the global workforce pool on account of demographic bonus, with the growth rate of higher working age population as compared to its total population and home to the second largest population in the world with distinct advantage of having the youngest population with an average age of 29 years as against the average age of 37 years in China and the US and 45 years in Western Europe.

The increasing globalization and digital presence provide India a unique position to increase its share further in global market from current share of around 37% in the global outsourcing market. Hence such a scenario necessitates skill development for the workforce. But before going in for any sort of skill development program, it is important to determine the current skill capacity, the major obstacles in the way of the skill development programs along with their possible solutions. Thus, the broad objectives of the present paper are to study the present skill capacity, the various challenges in the development of effective skill system along with their ways forward for the success of skill development initiatives in Indian context.

SKILL DEVELOPMENT SYSTEM IN INDIA
India experiences a huge advantage by having a young workforce, which means it high scope of providing manpower and workforce to the labour market. After assessing the high demand for the skilled workforce in the world, the Ministry of Skill Development and Entrepreneurship was formed. The ministry was announced in June 2014. The
Prime Minister of India, Shri Narendra Modi felt the need to focus on skill development considering the changes happening in the labour market and hence the ministry was established. It focused on working in close collaboration with other ministries to meet the huge demand of skilled workforce. It aimed at establishing and laying down of consistent and common standards of teaching and collaborating the efforts of the organization aiming at development of skills. It also focuses on bringing all the other ministries to come together and function in a unified manner towards skill development. It lays down the objectives and the expected outcomes and also ascertains the different institutions that will ensure that the expected outcomes are achieved. The set-up of Skills Development with major parties involved in appropriately designed. It includes a lot of parties involved in the skill development in the country. The Ministry works in close collaboration with the National Skill Development Corporation. It helps training institutes map the skill sets, involves in the market research and design the relevant curriculum. It aims at bridging the gap between the skills demand and supply by boosting the skill development initiatives. In India, the skill acquisition is by through two channels which include both formal and informal methods. Both the Public and Private Sector aims at imparting the formal training. In addition to this, the government is also looking at the Public and Private Partnership known as the PPP model. The Industrial Training Institutes known as ITIs are run by government and is a major channel of gaining Vocational training in the country. Apart from this, there are privately run Industrial Training Centres known as ITCs and vocational schools. In India, the Labour Laws also ensures that the students going for technical education are trained through Apprenticeship training provided by the Industry. Though there is a lot of participation from the private sector on skill development but the public sector dominates the skill development programs in the country. The informal channel is more unstructured and can be imparted through working on the job or through experiential learning. The government of India designed a policy framework which aimed at developing the skills in the country. The skill development eco system includes the Apprentices Act, 1961, a formal way of skills acquisition. It also includes The National Skill Policy, which lays down the policies and procedures for skill enhancement and the National Skills Qualification Framework. The Apprentice Act, 1961 ensures that there is participation from the Industry in the skill development of the students undergoing a formal technical education. The Industry professionals are well equipped to train the students on skill development. The Act aims at making it mandatory for establishments in the private and public sector to train the students. The Industry has to provide on-the-job training to the students hence giving them a real-world exposure to skills and processes and making them employable in the labour market. The National Policy on Skill Development was framed in 2009 with an aim to strengthen the skill development initiatives of the country. It is a Public Private Partnership model which falls under the Ministry of Skill Development and Entrepreneurship. It was established in order to promote skill development by creating large and exceptional quality vocational institution with the appropriate training infrastructure. India has a lot of aspirants but it doesn’t have the required infrastructure to meet therequirements of vocational education and training and hence the government involved more of such partnership to ensure the model is successful in imparting the vocational training.

The National Skills Qualifications Framework was enacted on 27th December 2013. The framework inbuilt on the latest concept of competencies which analyses the knowledge, skills and aptitude needed at each qualification. The levels are graded from one to ten and are defined in terms of learning outcomes for each level. It is regardless of whether the skills are possessed through formal, informal and non-formal learning. The framework is based on competency modeling, which is considered to be highly effective method of mapping the skills needed for a particular role.
The following Table elaborate growth in industries and colleges in India due to skill developed in Higher Education. The Central Universities growth is 88% but the State Private Universities growth is 1579% i.e. Highest growth.

### GROWTH IN UNIVERSITIES AND COLLEGES IN INDIA (2008-2016)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>2008</th>
<th>2016</th>
<th>Increase in Numbers</th>
<th>Increase in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Universities</td>
<td>25</td>
<td>47</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td>State Universities</td>
<td>228</td>
<td>345</td>
<td>117</td>
<td>51%</td>
</tr>
<tr>
<td>State Private Universities</td>
<td>14</td>
<td>235</td>
<td>221</td>
<td>1579%</td>
</tr>
<tr>
<td>Institutions Deemed to be Universities</td>
<td>103</td>
<td>123</td>
<td>20</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>370</td>
<td>750</td>
<td>380</td>
<td>103%</td>
</tr>
<tr>
<td>Colleges</td>
<td>23206</td>
<td>41435</td>
<td>18229</td>
<td>79%</td>
</tr>
</tbody>
</table>

Source: UGC India/Analyzed by DrEducation.com

### CHALLENGES FACED BY HIGHER EDUCATION SKILL DEVELOPMENT IN INDIA

1. **Scale and Capability:** The current infrastructure facility available in the educational institutions is inadequate considering the huge demand of skilled labour. There aren’t many trained and highly skilled trainers available. It reflects the inappropriate and insufficient infrastructure all over. The faculty needs to be motivated and skilled to take up higher responsibilities. The training infrastructure too needs to be made adequate keeping in mind the number of aspirants to be skilled. Another crucial aspect in skill development is the ‘Train the Trainers’. The knowledge and experience brought in by the faculty ensures that the student has picked up the appropriate skills and has had a phenomenal learning experience. The trainer should be able to assess the needs of the students considering the labour market situation. It also requires that there is an ideal mix of both theoretical as well as practical learning experience. Hence, training of the trainer has become a major challenge.

2. **Mobilization:** The enrollment of the students for vocational education and training has become an extremely challenging task. The outlook of the people associated with the skill development is still very traditional. The students would move on to managerial roles as the technical trade’s positions are associated with heavy duty and low salaries and lack of recognition. There are students who are not able to pay for the fee and expenses may vary between the schemes run by the government which also leads to low mobility towards such programs. Skilling has always been branded as a blue collar job, which is further associated with low pay scales, limited growth and less challenging roles. Our government needs to focus on the branding strategies which may ensure a high mobility towards such programmes.

3. **Employer’s buy-in:** The industry doesn’t distinguish whether the person has acquired the skills through on-the-job training or has gone through a formal training. Many companies make their own skill centers and training departments through which they develop skill people. Though the Skill Development also focuses on the Public Private Partnership Model but it needs a lot of effort from both the players in development of skills.

4. **Scalability and Scope:** Any model to be successful needs a lot of support from stakeholders too. Since there is very limited buy-in from the corporate sector the progress of such initiatives is reduced. Skill development had not been a priority of the government earlier and hence this area has always been ignored. Since the model requires high capital investments, the people are not very willing to support such a model. The challenges
associated with unavailability of infrastructure, slow processing of bank loans seldom demoralizes the budding entrepreneurs to come up with their. In rural region, it becomes more challenging because the people aren’t aware of the credit facility and the different schemes supported by the government and any other financial bodies. The urban areas face issues like high operational cost which discourages such entrepreneurs to come forward.

5 Discrepancies: There is a lot of issue related to the skills needed by the industry and the skills imparted through the educational and training institute. There is a lack of industry-faculty interaction because of which the skill set doesn’t suit the employer. Though the people may be skilled but they are not employable. It becomes extremely important that the industry professionals are also included during the design of the curriculum.

6 Neglect Non-Technical Skills: The Vocational Training Centers in India is focusing on developing technical skills only whereas the employers feel the need of having Behavioral Skills also. According to the India Hiring Intent Survey, the employers also focus on Skills like Domain Expertise, Communication, a culturally fit person, values on Honesty and Integrity, Adaptability, focused on Result, Interpersonal skill and Learning attitude. These skills are not covered as an integral part of the skill development. This is a major challenge as it results to a lot of unemployed skilled workforce.

SUGGESTION:

1. Sufficient skill and unrestricted capability.
2. High Mobility
3. Need to focus on Public Private Partnership model.
4. Support from stakeholders.
5. Match with skill.
6. Focus on Non-Technical Skill

CONCLUSION

Skill development is the most important aspect for the development of the country. It needs a coordinated effort from all the agencies, stakeholders and the students to make it a successful program. The policies, if are able to reach a larger audience will make a difference in the employment scenario of the country. India has a ‘demographic dividend’ and it has to work toward making it useful for the country. It will not only add value to the economy of the country but will be supporting the ‘Make in India’ campaign by providing the skilled workforce in the country. Many countries our vocational training programs should be included at the school level itself. The Public Private Partnership plays a key and an important role in the development and enhancement of skills. NSDC has made some progress in improving the training infrastructure in the private sector by having more and more Public Private Partnership. There has been a growth in such partnership over a few years. Such partnerships are also being encouraged in rural areas which consist of a considerable high number of aspirants. It becomes extremely important to strengthen the tie-ups with the various modern training institutes to ensure that the quality is maintained and the model is sustainable too. Since, there will be a huge demand in the Retail and the Hospitality Sector so the government needs to focus on the non-technical skills too. The Skilled India initiatives need to focus and develop more entrepreneurship skills amongst the workforce in order to ensure more job generation in the country. The Startup India and Stand up India schemes need to be advertised well in the market in order to have more people taking advantage of such a model. The NSDC should also focus on the unorganized sector in order to make the Skill India campaign a successful model. Hence, the Make in India campaign will be successful from skill point of view and India will achieve its mission of “Koushal Bharat, Kushal Bharat”.
REFERENCE


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IDENTIFICATION OF MISCONCEPTIONS IN SCIENCE : TOOLS, TECHNIQUES & SKILLS FOR TEACHERS

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Abstract

Science is the systematic study of the nature. The systematic refers to rational & logical sequences. Science as a discipline consists of terms, concepts principles etc. The theory building is based on terms, concepts and postulates. Knowledge is conducted by an individual through various experiences, interactions.

The mode of information which is assimilated and accommodated creates conceptions, misconceptions and alternative conceptions in students. Teacher as a facilitator and leader of the classroom need to identify the sources of misconceptions along with should have a strong theoretical base and knowledge of misconceptions identification tools, techniques, strategies, skills etc.

In the present paper researcher had made an attempt to provide a overarching view of misconceptions in science and its sources, tools and techniques. The present paper is heavily rely on secondary source of data.

Key Words: Science Misconceptions, Tools, Techniques & Skills

Introduction

Misconception has been studied, discussed in multidimensional by the various researchers in the field of science education. In the beginning we need to get cognizance of the term ‘misconception’. Misconceptions are carried out throughout the life by an individual. It hampers the learning of individual and many times it disliking of science subject. The conception in the subject science are in abstract form and hence may leads confusion or eventually loose confidence of the students.

Detecting the misconceptions in earlier stage may help in the learner to arose interest and boost the confidence. The identification and remedies are very important for the science teacher, as a subject science correlated to various other subjects.

The broader aim of the present paper is “Identification of Misconceptions in Science: Tools, techniques & Skills for Teachers”.

Meaning of Misconceptions

The formal ideas that brings with them into the school have been stated or defined differently. Different researchers have been used various terms to describe misconception concept. This includes spontaneous conceptions (Mestre & Touger,1989), misconceptions (Amir, Frankel & Tamir, 1987), alternative ideas (Haslam & Treagust, 1987), misunderstanding (Perkins & Simons, 1987), conceptual stumbling blocks (Narode,1987), erroneous concepts (Stepans & Dyche, 1987), preconceptions (Posner et al, 1985), alternative conceptions (Gilbert and Swift,1985), prescientific conceptions (Good, 1991), alternative framework (Driver & Easely,1978).

The term “Misconception” has various definitions. Flower & Jaoude (1987) defined misconceptions as, “an accurate understanding of a concept, the misuse of concept the incorrect classification of concept examples, confusion between differing concept, improper hierarchical relationships or on- or under – under generalizing of concepts” (p.54)
Types of Misconceptions

![Diagram of Types of Misconceptions]

Figure No.1 Types of Misconceptions

i) Preconceived notions:
These are popular conceptions based on incomplete observations or previous experiences. e.g. ground water exist as “underground rivers (Gooding & Metz, 2011).

ii) Nonscientific beliefs:
These include conceptions learned by students from sources non-scientific sources, such as religious or mythical teachings (NRC, 1997). e.g. reason for the extinction of species by predicted flood (DiSpezio, 2010).

iii) Conceptual misunderstandings:
These are based on misapplying a general principle or example. e.g. blood flows like ocean tides, or tornadoes are attracted to mobile home parks (Gooding & Metz, 2011).

iv) Vernacular misconceptions:
These are based on misunderstanding about the meaning of the words, e.g. Sun “rises” and “sets” (DiSpezio, 2010).

v) Factual misconceptions:
These are falsities, often learned at an early age and retained unchallenged into adulthood (NRC, 1997). e.g In movies shows rocket explosion in outside the earth cell and explosion and big sound heard. actually sound needs a medium to be heard; and there are no mediums in a vacuum.

Sources of Misconceptions
After the comprehension of the concept misconception, the sources of misconceptions has been conceptualize by the researchers.

![Diagram of Sources of Misconceptions]

Figure No.2 Sources of Misconceptions
1) Book/ Reference Material:
The book may not have adequate references or evidences. It may have ambiguous content presented in skeptical language. The books & references may do not have comprehensive & sufficient example to understand specific concept.

2) Teachers Language:
The language is a powerful tool to communicate. The teachers’ communicative language may affect the learning of the students and misconceptions in the concepts of science may emerge. The teachers’ language in vernacular medium may also create misconceptions. E.g. Marathi medium textbooks language of science is not use in day to day life.

3) Family Members/ Parents:
The scientific temper of the family members especially elders, also influences on the students understanding with reference to scientific concept. The role allocated to the family members may hampers scientific thinking and concept formation.

4) Students Peer groups:
The peer group is more influential in the form of informal learning of the students, especially for school going children as the abstract thinking along with rules, values, commitments are determine with consensus of peer group students.

5) Cultural beliefs:
The beliefs of an individual & family background along with religion, community, rituals, traditions, society where she or he stays also matters misconceptions.

6) Media:
The media is the most powerful tool as it forms or develops the thinking approach of individuals. The TV channels propagating false beliefs without any scientific base in their serial content. The advertisement with fallacies and irrationality led misconceptions among students.

7) Students Personal beliefs:
Students personal beliefs made by the school, media,society, parents, peer group discussion, previous experiences etc. it is a one of source of students own misconceptions.

**Misconception Identification Tools**

![Diagram of Misconception Identification Tools]

1) Open Ended Questionnaires
The open ended questionnaire gives time to think and elaborate the own ideas of the students but on the par it is
difficult to evaluate the results.

2) Multiple Choice Tests
Multiple choice tests can be useful for immediately scored and can applied large number of students and has
been used to ascertain student’s conception.

3) Two, Three & Four Tier Diagnostic Tests
The two tier test are described as diagnostic instrument wherein the first tier includes multiple choice content
questions and second tier consists of multiple choice set of reasons for the answers to the first tier. Students
require justifying their section of answer in multiple choice items in the form of short answers. This is second
form of two tier multiple choice question test. The third tier is used for ensure the students confidence about the
answer. These tests were proposed by Hrepic, 2004; Tamir, 1989.

4) Drawings
Sacit Köse (2008) used the drawing as a tool for elicit the Biology misconceptions in high school students and
suggested children to draw a picture, In this case if a child has drawn horny animals and student may ask them
why he drawn such type of animal animals.

5) Word Association Tests:
Word association is one of the oldest methods in the investigation of cognitive structure and has been used by
several researchers. A small Group is allocated key words as a stimulus from the specific topic and asked to
write as many related terms as possible in a prescribed time for each stimulus word.
Bahar, Kempa & Nicholls, 1983; Johnstone & Moynihan and Shavelson, R. J. (1974) studied Analyses of
Secondary School Students’ Perceptions and Methods for examining representations of a subject -matter
structure in a student’s memory. These studies gave strong base and supportive research evidence for the
appreciation of word association test for the identification of misconceptions.

6) Conceptual Change Texts
At the outset students are administered misconception related to the subject and later they are
scientifically elaborated why those misconceptions are wrong (Tekkaya, 2003). In conceptual change texts
students are asked a question in hierarchically to activate their misconceptions on the subject. Then students are
shown their misconceptions and explained how their comprehension of the concepts is wrong. Students are
explained examples with scientific explanations of the subject and concepts so that the conceptual change could
occur.

Haluk Ozmen (2007), Gulbin & Gamze (2015), (tekkaya, 2003), Ibrahim Tastan, Musa Dikmenli,
Osman Cardak (Jun.,2008) these researchers finding of the research studies support conceptual change text for
identification of science misconceptions.

7) Concept Inventories
A concept inventory is a multiple choice research level instrument design to test students’ conceptual
understanding. Based on the numbering of key concepts from the subject each question or item have one correct
answer and a number of incorrect answers. The most common use of concept inventories is to diagnose the
alternative misconceptions.

8) Online Diagnostic Testing: It is a simple design of misconception diagnosis. It is based on the computer
assisted diagnosis of the misconception. The pre fixed conceptual test gives an indication of where students has
mislinkages, wrong strategies, or incorrect knowledge.
Misconception Identification Techniques

1) Clinical Interviews for Individual /Group:

The clinical interview and the measurement of conceptual change is the method of diagnosing misconceptions, interviews have the crucial role because of their in-depth inquiry and possibility of elaboration to get detailed descriptions of a student’s cognitive structures.

Interviews the most common approach used in uncovering students’ views and possible misconceptions (Wandersee et al., 1994).

2) Observation:

Teachers may apply observation technique during laboratory, filed visit, expedition, and excursion. Teacher as facilitator may develop observation schedule structured and unstructured so as to identify the behavior pattern of the students while conducting science base activity either in the laboratory or classroom.

3) Concept Maps:

Concept maps are helpful to identify misconceptions and revision exercise to assess understanding after the delivery of a topic. Concept map is the schematic drawing which is used for the showing relationship among the concepts in a proposition form. Concept maps, diagrams and graphic organizers are useful tools to illustrate the links between primary concepts and sub concepts.

The concept map is helps students to relate their previous knowledge to the new acquired knowledge. The technique supported through the search evidences Novak & Gowin (1984), Mehmet Bahar (2003) & Adiyiah Michael (2011) in their study of using concept map.

4) Structured Communication Grid:

In SCG, the data is presented in the form of a numbered grid and the questions are asked to students (i) to select the pieces (box numbers) needed to answer the grid and, (ii) to represent these numbers in a logical sequence to show their reasoning. The SCG technique was developed by Egan in the year 1972. The SCG is a powerful diagnostic and assessment tool.

5) Mind Maps:

Mind mapping is a visual technique that enables students to express their ideas and share their knowledge freely, by means of key components and codes on the subject and making use of pictures and
figures. This technique was supported through the research evidence of TESS (2009) in their study of using mind maps.

6) Role Playing

A Role Playing Demonstrates the Process of Evolution by Natural Selection—previous misconceptions of the students would be rectifying by allowing him/her role playing by hand puppets in class. Students feel free in the role and express their thoughts and beliefs while pretending the role.


7) Card Sorts:

In Card Sorts students thinking is taken account of as in younger classes where children have difficulty expressing their ideas in writing. A traditional method is to have pupil’s first sort their cards into the groups that they think are correct and then reorganize the cards with other pupils so that different arrangements can be examined. The teacher as facilitator mingles in the classroom and identifies misconceptions held by individuals or the class as a whole. The method was proposed by Julia I. Smith & et al, (2013).

8) Scientific apparatus: Scientific apparatus are useful tools in the learning of science. Handling apparatus in the laboratory itself shows the conceptual clarity & dexterity while performing experiments.

9) Models:

Models help in identification and clarity as many as many real object systems, processes or mental phenomenon dealt by the science learner cannot be observed and manipulated directly. The preparation and explanation of the model in the science teaching-learning helps in identification of misconceptions among students

**Misconception Identification Skills for Teachers**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze science curriculum and scientific concepts</td>
<td>Analysis of the science curriculum and identify objectives and categorization of scientific concepts</td>
</tr>
<tr>
<td>2</td>
<td>Understand the science learning process of the students</td>
<td>Identify and analysis of students learning styles, content knowledge of the student</td>
</tr>
<tr>
<td>3</td>
<td>Identify and diagnose sources of misconception</td>
<td>Identify and rectifying students previous learning experiences, textbook errors, media content, cultural beliefs, teachers language</td>
</tr>
<tr>
<td>4</td>
<td>Create, design &amp; Standardize Misconception diagnosing tools</td>
<td>Creating open ended, multiple choice and two-three tier diagnostic tests</td>
</tr>
<tr>
<td>5</td>
<td>Organize and conduct clinical interviews</td>
<td>Identify barriers and diagnosing misconceptions through individual or group interview</td>
</tr>
<tr>
<td>6</td>
<td>Analyze students drawing</td>
<td>Identifying and analyzing students drawing and rectified misconceptions</td>
</tr>
<tr>
<td>7</td>
<td>Design and Evaluated concept</td>
<td>Create, Design, develop concept based</td>
</tr>
</tbody>
</table>
Misconceptions are barriers in the effective learning of science. It creates hindrance and may lack of interest in the subject science. The early identification of misconceptions among students may help teachers to develop remedial programme and create interest in the subject. Teachers should be well aware and equipped with misconceptions identification tools, techniques, strategies and skills, so, as their will be enjoyable learning.

References
CRITICAL EXPLORATION: AN APPROACH OF TEACHING AND ASSESSMENT TOOL

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Abstract

Critical Exploration an approach to teach the students at all level is based on Experiential Learning. The approach is derived from the constructivist approach of teaching and learning. Critical exploration a teaching approach developed by Eleanor R. Duckworth. It challenges the traditional roles of the teacher as one who imparts knowledge; instead, it supports a more towards students’ greater intellectual involvement by fostering student-centered learning process in the classroom.

In the present paper researchers had made an attempt to prepare as assessment tool for Critical exploration by analyzing the concept of Critical Exploration through its origin and review. The identified parameters were Introduction, Exploration, Sharing, Processing, Generalization, Application, Resources, and through the thirteen experts of educational field the data collected was analyzed applying descriptive statistics and it was found that the prepared critical exploration tool moderately assess the critical exploration of the teacher educator.

Key words: Critical Exploration, Teaching Approach, Assessment Tool.

Introduction

Critical Exploration creates and shares inquiry-based curriculum and teaching approaches, that support critical exploration in public school classrooms. Critical exploration is a teaching and research method suitable for teachers and learners of all age groups, both in and out of schools. Critical exploration is an approach of teaching adopted by learning theorist Professor Eleanor R. Duckworth (2006) from based on developmental psychologist ‘Jean Piaget’s Clinical Method’.

Critical Exploration: A Teaching Approach

Critical Exploration an approach of teaching-learning & curriculum originated by prof. Eleanor R. Duckworth is highly influenced by constructivism. The origin of this approach is traced in Jean Piaget’s ‘Cognitive development Clinical Interview’. While applying the activity based on Critical exploration, a teacher study and selects materials to engage students directly with the subject content matter. This helps students to express their thoughts on the content and listens carefully the thought provoking responses following the students thinking in order to determine what to plan next to for the deep learning.

Critical Exploration curriculum is created as the teacher plays the role of facilitator and nurtures a material, environment and intellectual community in which students starts thinking and reflecting on it.

Need and Rational of the study

Constructivism is the source of knowledge construction. The role of teacher as a facilitator has to design the learning of the students so, as he/she is learn to create and analyze the knowledge. Today students have various sources of knowledge and there is urgent need that teachers need to design activity so as students should have learning themselves.

The critical exploration an approach an approach of teaching has various dimensions and involvement of students in learning activity, hence there should be assessment tool as well as to measure the learning of an individual student and teacher.
Review of Related Literature

Bärbel Inhelder (1974) first coined the term critical exploration to Piaget's clinical interviewing which included observing children as well as interviewing and interacting with a child who is experimenting and investigating a problem set by the researcher.

Duckworth (1987 & 2007) stated critical exploration is a scientific method and have two levels of meaning 1) exploration of subject matter by the students (instead of any word) and 2) exploration of students thoughts i.e. striving to understand the meaning on experience holds for the student.

Schneier, L. (2001) stated how the teachers critical exploration of students behavior can revealed the nature of their understanding. The Teacher educator can gain insight into students' understanding by observing and talking with students as they working on thought proving problems and projects. Professor Eleanor R. Duckworth described a dialogue between a teacher and researcher,

Statement of the Study

Critical Exploration- An Approach of Teaching and Assessment Tool

Objectives of the study

1) To analyze the concept of Critical exploration as Teaching approach
2) To identify the assessing parameters for critical exploration
3) To prepare an assessment tool for critical exploration

Research Design

The very basic purpose of this study is to analyze the concept of critical exploration as a teaching approach and to identify the assessing parameters for critical exploration.

Sample

The present study consists of the sample of Thirteen experts from the field of education

Tool

The researcher made tool was the rating scale prepare for critical exploration a teaching approach

Procedure of the study

Stage-1 Analysis of the critical exploration as a teaching approach

Based on thorough review of the critical exploration as a teaching approach was analyzed. The important stages identified were as follows:

For the preparation of critical exploration seven steps identified

1) Introduction: Students prior knowledge and what student ideas in this topic
2) Exploration: (Do it activity)- Do an activity with little or without help form facilitator/teacher
3) Sharing: what happened? –publically shares the results and reactions and observations and discuss feelings generated by the experience
4) Processing: What important- Discuss, analyze, reflect upon, look at the experiences, discuss how specific problems or issue were addressed.
5) Generalizing: So what- Connect the experience with real world examples, examples of generalizing questions
6) Application: Now What- Discuss and apply how new learning can be applied to other new situation.
7) Resource material: Supportive resource material using in teaching-resources, websites, multimedia etc.

Assessment- design a worksheet

Self-evaluation-reflect on strength and weakness of the lesson as taught

The above stages helps pupil educator to develop lesson plan base critical exploration a teaching approach
Stage-II Identify the indictors/parameters for Critical Exploration as a teaching approach
Based on the identified Seven parameters added the sub parameters in each for critical exploration. The parameters for the assessment were based on the stages of activity/plan.
i.e. Introduction, Exploration, Sharing, Processing, Generalization, Application & Resource Material

Stage-III Preparation and Assessment Tool
Based on the seven assessment parameters tool was prepared and evaluated by the experts in the field of education.

Analysis and Interpretation of the data
Table No.1
Experts’ responses for Assessment of Critical Exploration a teaching approach

Observation & Interpretation
From the above Table No.1 It is observed and interpreted that, 1) For the parameter ‘Introduction’ Most of the (76.9%) experts responded that it assess moderately. 2) For the parameter ‘Exploration’ Most of the (69.3%) experts responded that it assess moderately. 3) For the parameter ‘Sharing’ Most of the (76.9%) experts responded that it assess moderately. 4) For the parameter ‘Processing’ Most of the (84.6%) experts responded that it assess moderately. 5) For the parameter ‘Generalization’ Most of the (84.6%) experts responded that it assess moderately. 6) For the parameter ‘Application’ Most of the (76.9%) experts responded that it assess moderately. 7) Most of the (84.6%) experts responded that the prepared tool moderately assess the critical exploration - a teaching approach

Objective wise Conclusion
1) To analyze the concept of critical exploration a Teaching approach
The concept of Critical Exploration was analyzed and based on the reviews, the following stages were identified

i) Introduction - Students prior knowledge and what student ideas in this topic
ii) Exploration - (Do it activity) - Do an activity with little or without help form facilitator/teacher
iii) Sharing – what happened? –publicly shares the results and reactions and observations and discuss feelings generated by the experience

<table>
<thead>
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<th>Sr. No.</th>
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<th>Moderately Assess</th>
<th>Satisfactorily Assess</th>
<th>Poorly Assess</th>
<th>Not adequately Assess</th>
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<tr>
<td>1</td>
<td>Introduction</td>
<td>-</td>
<td>76.9 %</td>
<td>23.1 %</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Exploration</td>
<td>-</td>
<td>69.3 %</td>
<td>30.7 %</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Sharing</td>
<td>-</td>
<td>76.9 %</td>
<td>23.1 %</td>
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<td>4</td>
<td>Processing</td>
<td>-</td>
<td>84.6 %</td>
<td>15.4 %</td>
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<tr>
<td>5</td>
<td>Generalization</td>
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<tr>
<td>6</td>
<td>Application</td>
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<td>76.9 %</td>
<td>23.1 %</td>
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<td>7</td>
<td>Resource Material</td>
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<td>the critical exploration an approach</td>
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<td>of teaching and method?</td>
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</table>
iv) Processing- What important discuss how specific problems or issue were addressed.
v) Generalizing-So what- Connect the experience with real world examples, examples of generalizing questions
vi) Application- Now What- Discuss and apply how new learning can be applied to other new situation.
vii) Resource material- Supportive resource material using in teaching-resources, websites, multimedia etc.

2) To identify the assessing parameters for Critical Exploration
To achieve objective of the study based on identified seven parameters for the assessment of critical evaluation teaching approach are: Introduction, Exploration, Sharing, Processing, Generalizing, Application & Resource Material.

3) To prepare an Assessment tool for Critical Exploration
Based on the analysis of the experts responses (Ref.Table No.1), it may conclude that, the tool moderately assess the critical exploration - a teaching approach in teacher education.

Acknowledgement
We are very grateful to Department of Education, Shivaji University, Kolhapur teachers who helped for this research study.

References in APA Style

Appendices-I
Assessment Tool for Critical Exploration- Teaching Approach

<table>
<thead>
<tr>
<th>No.</th>
<th>Content</th>
<th>5</th>
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<th>3</th>
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<tbody>
<tr>
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<td>Connections made between prior knowledge</td>
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<td>2</td>
<td>Reviewed what was learned in prior lessons</td>
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<td></td>
<td>³maagaIla pazat kaya iSaklaat yaacaa AaZavaa Gaotlaa³</td>
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<td>3</td>
<td>Exploration ³AnvaoSana³</td>
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<td>4</td>
<td>Performed or conducted an activity with little to no help from the facilitator/teacher</td>
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<td>³saualBak ÀiSaxakacaI madt na Gaota kRtI ikMvaa saadrIkrNa kolao³</td>
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<td>5</td>
<td>Activity/Strategy/Technique/ Chosen</td>
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<td>³inavaDlaolI kRtIÀkaya-inatIÀtM³</td>
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</table>

Name of the Student-Teacher : Date :
Standard: Topic & unit:
6. Planning "inayaajana"

7. Organization saMGaTna

8. Coordination samanvaya

9. Facilitating "saualBalKraNa"

Sharing "saamaaiyakIkrNa"

10. Publicly share the results, reactions and observations inaraXaNa printerap p’itiEyaa va inaYkYaa-McaI vagaar-maQyao saava-jainakir%yaa saamaaiyakIkrNa

11. Motivated participants to talk about their experience sahBaagaIM k%yaa-Mnna %yaaMcyaa AnauBavaaaMba_ia baalaonaasa%yaa p’oit kolao

12. Shared reactions and observations inaraXaNaMcao va printerap p’itiEyaa saamaaiyakIkrNa kolao

13. Discussed reactions and observations AQAyayana AnauBavaatUna inaima-t Jaalaolyya BaavannaMcaI caca- kolal

14. Made environment to talk freely and acknowledged the ideas they generated by the students ivadyaaqyaa-laa maU@tpNao baaoonaasayaaZP vaattavara inaima-ti va %yaaMcyaa klpnaaaMcaI svalkar kolal

Processing "ipEyaaakrNa"

15. Discussed, analyzed, reflected on, look at the experiences AQAyayana AnauBavaaar caca-ivaSlaoYaNaMcao-saamaaaNa-Na kolao

16. Discussed how the experience was carried out AQAyayana AnauBavaaa ksaapar Pilaay aaca caca kolal

17. Discussed how themes, problems, and issues are brought out by the experience AQAyayana AnauBavaacyaa maaQyamaatUna samasaya _mau_o ksaap %pnnaa Jaalao yaaca caca-

18. Discussed how specific problems or issues were need to be addressed ivaiSaYT samasaya va _mau_o yaacaal kSaI MklJaalaal yaacaal caca- Jaalal

19. Discussed personal experiences of members sahBaagaIM k%yaa-Mcyaavoyay@tk AnauBavaaMcaI caca- kolal

20. Encouraged the group to look for recurring themes gaTasa mau#yaivaYaaatIla AavatI _mau_yaaMkDo laxa donYaaa p’oit kolao

Generalization "saamaanyaIkrNa"

21. Connected the experiences with real world examples jagaatIla vaastva claharNaaSai AnauBavaawMcaaa samanvyaa saQalal

22. Found general trends or common truths in the experience AQAyayana AnauBavaatIla samaanaa sa%yata ikMvaa saamaanya p’vaahaMcaaa SaaoQa Gaotlaa

23. Identified “real life” principles that surfaced AQAyayanaacal vaastva jivaanaacayaa t%yaaMcaI AaoLK kolal

Listed the key terms that capture the learning AQAyayanaa-drmyaana laxaat Aalaolyya mah%vaacyaa SabdaMcaI saUcal kolal

Application "ipyyaojana"

24. Applied what was learned to a similar or different situation Jaalaolyya AQAyayanaacao eksaar#yaa va ivaivaQa pirisqatimaQyao ipyyaojana kolao

25. Learned from past experiences, practice PilaayAnauBavaa saravaatUna AQAyayana Jaalal

26. Discussed how new learning could be applied to other situations navaIlna AQAyayana tr pirisqatimaQyao ksaap yaoqalal yaacaal caca- kolal

27. Discussed how issues raised can be useful in the future Ppisqat kolaolao _mau_o BaivaYyaaat ksaap ipyyaoaogoal zrtIla yaacaal caca- kolal

28. Discussed how more effective behaviors can develop from the new learning navaAQAyayanaaqaa-naataUna prinamakark vata-naacaa ivaakaas ksaap krtta yaol-la yaasaMcaaa-tlla caca- kolal

29. Helped each individual to feel a sense of ownership for what was learned 3
Students Self Reflection:
Observes Feedback (Based on Above Points):

<table>
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</thead>
<tbody>
<tr>
<td>Material/ Resources ³saaih%ya A saaQana’</td>
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<tr>
<td>30 Creates Curiosity ³jaasaa inaima-tI’</td>
</tr>
<tr>
<td>31 Appropriateness ³pyaa-Ptta’</td>
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<tr>
<td>32 Attractive ³AakYa-k’</td>
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<td>33 Cost Effectiveness ³ikfayatiSar’</td>
</tr>
<tr>
<td>34 Updated and Authentic ³Adyaavat va ivaSvainaya’</td>
</tr>
<tr>
<td>35 Contextual Utility ³saMdBaI-ya jpyaaoigata’</td>
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</table>
A STUDY OF ESSENTIAL SKILLS FOR AN EXCELLENT CARRIER IN STUDENT TEACHERS

Prof. Mali Savita Kesha, Assistant Professor
Principal Dr. Patil P.K.
(Appasaheb Birnale College Of Education, Sangli)

Abstract:-
A great teacher is one, whom, a student remembers and cherishes forever. Teachers have long lasting impacts on the lives of their students and the greatest teachers inspire student towards greatness. To be successful, a great teacher must have good classroom management skill, leadership skill, problem solving and decision making skill, communication skill, time management skill and personal mastery. The present article summarizes the study conducted on forty student teachers chosen randomly from Sangli, Maharashtra. The purpose was to find out the essential skills for an excellent career in student teachers and to know the need of teaching skills.

The result indicate that, student teachers require to develop more on problem solving and decision making skills and teacher educator also have to give attention and play key role in developing these skills.

Objectives of study-
1 - To find out the presence of essential skills for an excellent career in student teachers.
2 – To find the percentage of essential skills required.
3 – To find out the need of developing essential skills in student teachers.

Delimitations of the study-
1 – Only forty student teachers from Sangli were selected.
2 – Only Student teachers of 2nd year were selected.

Scope –
The scope of study is only student teachers of 2nd year were selected.

Assumption –
Student teachers possess essential skills for an excellent career.

Methodology –
Survey method was used for research.

Sampling –
Study was conducted on 40 Student teachers randomly selected from Sangli, Maharashtra.

Tool used for study –
The questionnaire constructed by Mind tools.

Statistical technique used-
Percentage calculation.

Observation Table –

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Percentage (of skill level)</th>
<th>(Leadership &amp; management skill) % of Students teacher</th>
<th>(Problem solving &amp; Decision making skill) % of student teacher</th>
<th>(Communication skill) % of student teacher</th>
<th>(Time management skill) % of student teacher</th>
<th>(Personal mastery skill) % of student teacher</th>
</tr>
</thead>
</table>


Result –
1 – Student teachers are poor in problem solving & decision making skill.
2 – majority Student teachers are average in leadership and management skills
3 – student teachers are having good communication skill
3 – Student teachers are better in time management and personal mastery skill

Conclusion –
1 – Student teachers require to develop more on leadership and management skills and problem solving and decisioning making skill.
2 – Teacher educator have to give attention towards developing the required skills.

References –
1 – https://www.mindtools.com
2 – https://en.m.wikipedia.org
3 – https://www.envisionexperience.com
4 – https://www.en.m.wikipedia.org/wiki>Timc
5 – https://stato fhappiness.com>what is personal Mastery
6 – www.careerizma.com>skill>communication
SOFT SKILL DEVELOPMENT AND ICT

Dr. Yashpal D. Netragaonkar,
Associate Professor, Faculty of Education,
Dr. Vishwanath Karad, MIT World Peace University, Kothrud Pune.

Abstract
This paper explores the conceptual background of the soft skills, which are the most important and an essential part of human life. Soft skill are often called as emotional intelligence, Soft skills or sometimes called “people skills” which refers, ability to interact with others, soft skills are personal attributes which can affect the social life of the person. Top most soft skills are Communication, Courtesy, Flexibility, Integrity, Interpersonal skills, Positive attitude, Professionalism, Responsibility, Teamwork, Work ethic. Design infers a degree of change. This may be some form of development, extension, inclusion of advanced components or invention. Through design, human possibilities are enhanced and expanded, and needs and opportunities are realized. Technology Education encourages an integrated and meaningful way of learning. The need for students to engage in creativity, innovation, and critical thinking is evident in technological practice. While we often expect students to use these abilities in their work we must ask what we need to do to enhance their ability to do so.

Key Words: Soft Skill, ICT Education

Introduction: The impact of ICT can be seen each and every sector of human life, it can be seen in everyday of our life from morning to till sleeping. Therefore 21st century is a digitalized, knowledge based and hence most recent information is available at their finger tips every human, due to this advancement, modernization get started each and every sector of life even though education sector is also not escaped from it. Use of ICT such as billing in hotels and malls are the best examples of ICT. Use of Smartphone, android phone connected with internet which gives the amazing results to user, is also a part of ICT. If we think about ICT and soft skills both have to go hand in hand, soft skills are also become the crucial part of life style of humans, without soft skill it becomes imbalance, hence definition of soft skill is...

“Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job.” (Wikipedia, 2007)

The most common and worldwide accepted and recommended by Wikipedia, 2007 those top most soft skills are Communication, Courtesy, Flexibility, Integrity, Interpersonal skills, Positive attitude, Professionalism, Responsibility, Teamwork, Work ethic

Why are soft skills important?
Soft skills are most important and an essential part of human life. Soft skill are often called as emotional intelligence, Soft skills or sometimes called “people skills” which refers, ability to interact with others, soft skills are personal attributes which can affect the social life of the person. It also helps foster your abilities to resolve conflicts, solve problems, and provide excellent customer service can lead to stronger relationships in society and with colleagues, and other professional contacts. Ultimately, strong soft skills can help you gain confidence.

On the other hand, a lack of soft skills can limit your potential, or even be the downfall of your business. By developing strong leadership, teamwork, and communication abilities, you can run projects more smoothly, deliver results that please everyone, and even positively influence your personal life by improving how you
interact with others. Following is a "top ten" list of soft skills compiled by Eastern Kentucky University from executive listings.

1. **Communication** – oral speaking capability, written, presenting, listening, clear speech & writing.
2. **Courtesy** – manners, etiquette, business etiquette, gracious, says please and thank you, respectful.
3. **Flexibility** – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable.
4. **Integrity** – honest, ethical, high morals, has personal values, does what’s right.
5. **Interpersonal skills** – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, and social skills.
6. **Positive attitude** – optimistic, enthusiastic, encouraging, happy, confident.
7. **Professionalism** – businesslike, well-dressed, appearance, poised.
8. **Responsibility** – accountable, reliable, gets the job done, resourceful, self-disciplined wants to do well, conscientious, common sense.
9. **Teamwork** – cooperative gets along with others, agreeable, supportive, helpful, and collaborative.
10. **Work ethic** – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance.

‘Soft skills’ in ICT Education

Design infers a degree of change. This may be some form of development, extension, inclusion of advanced components or invention. Through design, human possibilities are enhanced and expanded, and needs and opportunities are realized. If one relies only on the existing knowledge available how does this development happen? It is clear that many other forces, particularly from the fields of psychology and sociology are associated. The problem-based nature of Technology Education encourages students to employ an array of activities: making judgments, decision-making, critical thinking and emotional actions (Ritz & Moye in Barak & Hacker, 2011). Ritz and Moye go on to state how authentic activity in Technology Education, which is frequently collaborative, provides the relevancy often sought by students in their learning. The multidisciplinary, attitudinal, and dispositional nature of Technology Education encourages an integrated and meaningful way of learning. The need for students to engage in creativity, innovation, and critical thinking is evident in technological practice. While we often expect students to use these abilities in their work we must ask
what we need to do to enhance their ability to do so. Certainly the nature of technological practice will provide opportunities, however students will only improve their ability when new insights are introduced and this requires explicit teaching and wider engagement. Explicit teaching where the students are made aware of the significant learning will help them to grow their existing ideas while contextualized activity will provide the meaningful and purposeful motivation and inducement to engage. Teachers who promote the nature of the significant learning and focus on the reflection and celebration of the learning will help students identify the broader influences and essence of ‘soft skill’ development.

References
ROLE OF ICT FOR SKILL DEVELOPMENT IN 21ST CENTURY

Dr. Kaluram Nathu Bhise
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Tilak College of Education, Pune 30, Maharashtra, India.

What is ICT?
21st century is considered as Information Communication Technology (ICT). Many Media like newspapers, radio, TV, mobile phones, internet are extensively used in everyday life and all these are part and parcel our life. The impact of progress of Sciences and Technology can be seen in everyday life. The world is shrinking each day as we integrate science more and more into our lives. The use of computers in our day-to-day life and the use of multimedia as an educational tool as well as entertainment are increasing rapidly. “Information communication technology is diverse mixture of technology tools and resources to create differentiate, store, bring value addition and manage information for communication.” (Jahitha, 2016).

ICT in Education:
a) Teaching – Learning b) Research c) Publication d) Administration e) Evaluation
b) ICT Teacher- Skills and Qualities c) Safe use of ICT- 1. Net safety 2. Netiquettes d) Copy Right e) Plagiarism

ICT Teaching –learning Strategies:
a) Web based learning b) Mobile –Learning c) Co-operative learning
d) Collaborative Learning e) C A If) Smart Classroom
g) On-Line learning resources- e-library, Video Conferencing, Webinars
h) Social networking for learning with special reference to Facebook &WhatsApp tool.
i) Agencies using ICT for Education- Open Schools & universities, intel, MOOC, MKCL

Technology based learning resources:

21st Century skills: 21st Century Skills are the set of skills students need to succeed in their careers during the Information Age.

In order to thrive in a digital economy, students will need digital age proficiencies. It is important for the educational system to make parallel changes in order to fulfill its objectives, namely, the preparation of students for the world beyond the classroom. Therefore the educational system must understand and embrace standards. Schools, just like businesses, industries and families, must adapt to these changes and “bridge the gap between how students live and how they learn”. Accelerating technological change, rapidly accumulating knowledge, increasing global competition and rising workforce capabilities around the world make 21st century skills essential. The following is a list of 21st century skills, which allows students to prepare for careers, requiring them to acquire new knowledge, learn new technologies, rapidly process information, make decision and communicate in a global and diverse society.

1. Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.
2. **Communication skills:** Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.

3. **Critical thinking and systems thinking:** Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems.

4. **Creativity and intellectual curiosity:** Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.

5. **Interpersonal and collaborative skills:** Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives.

6. **Self-direction:** Monitoring one’s own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.

7. **Accountability and Adaptability:** Exercising personal responsibility and flexibility in personal workplace and community context; setting and meeting high standards and goals for one and other; tolerating ambiguity.

8. **Social Responsibility:** Acting responsibly with the interest of the larger community in mind, demonstrating ethical behavior in personal, workplace and community contexts. There is a need for students to develop learning skills that enable them to think critically, analyze information, communicate, collaborate and problem solve, and realize the essential role the technology plays in realizing learning skills in today’s knowledge-based society. Representative of the ICT literacy skills are the following six areas critical to student’s success in the workplace.


**Role of Technology in fostering a student–Centric Learning Environment:**

1. The role of the teacher and student has changed dramatically over the years. The teacher was responsible for disseminating information to students. In student–centric classroom, the role of the teacher changes to that of facilitator and resource person often acting as a catalyst, the teacher help the student to promote his or her individual learning.

2. ICT provides students with opportunity via E-mails or discussion forums to ask questions and also collaborate with other students in the understanding of the course content.

3. Technology is likely to play a different role in students learning e.g. word processing and e-mail promote communication skills, database and spreadsheet programs promote organization skills and modeling software promote understanding of science and math concept.

4. English language would benefit from computer program where they could learn the language at their own pace.

5. With the help of ICT’s different media we can develop personality of students with the help of online material such as video of personality development video from YouTube, whatsapp and other media.

**References:**


Jahita, Begum.(2106) *ICT IN TEACHING LEARNING.* New Delhi: APH Publishing


**SKILL BASED TEACHER IN 21 CENTURY**
Introduction-
Teacher is important factor in society. Teacher makes future of country. Therefore teacher should multidimensional, skill based and knowledgeable, these are the characteristics of a 21st Century Teacher: Facilitate and inspire student learning and creativity so that all students achieve in the global society. Enable students to maximize the potential of their formal and informal learning experiences. Be lifelong learners
I discussed in this paper 21st century teacher characteristics of a 21st century teacher roles of 21 century teachers, skills of 21st century teachers

21st Century Teacher
21st Century learning means teaching just as you have done in the past centuries, but with way better tools. Today's teachers have a great advantage, they have powerful learning tools at their disposal that they didn't have before. 21st Century technology is an opportunity for students to acquire more knowledge.

Characteristics of a 21st-Century Teacher
1. Learner-Centered Classroom and Personalized Instructions
As students have access to any information possible, there certainly is no need to "spoon-feed" the knowledge or teach "one-size fits all" content. As students have different personalities, goals, and needs, offering personalized instructions is not just possible but also desirable. When students are allowed to make their own choices, they own their learning, increase intrinsic motivation, and put in more effort -- an ideal recipe for better learning outcomes!

2. Students as Producers
Today's students have the latest and greatest tools, yet, the usage in many cases barely goes beyond communicating with family and friends via chat, text, or calls. Even though students are now viewed as digital natives, many are far from producing any digital content. While they do own expensive devices with capabilities to produce blogs, info graphics, books, how-to videos, and tutorials, just to name a few, in many classes, they are still asked to turn those devices off and work with handouts and worksheets. Sadly, often times these papers are simply thrown away once graded. Many students don't even want to do them, let alone keep or return them later. When given a chance, students can produce beautiful and creative blogs, movies, or digital stories that they feel proud of and share with others.

3. Learn New Technologies
In order to be able to offer students choices, having one's own hands-on experience and expertise will be useful. Since technology keeps developing, learning a tool once and for all is not a option. The good news is that new technologies are new for the novice and and experienced teachers alike, so everyone can jump in at any time! I used a short-term subscription to www.lynda.com, which has many resources for learning new technologies.

4. Go Global
Today's tools make it possible to learn about other countries and people first hand. Of course, textbooks are still sufficient, yet, there is nothing like learning languages, cultures, and communication skills from actually talking to people from other parts of the world.
It's a shame that with all the tools available, we still learn about other cultures, people, and events from the media. Teaching students how to use the tools in their hands to "visit" any corner of this planet will hopefully make us more knowledgeable and sympathetic.

5. Be Smart and Use Smart Phones

Once again -- when students are encouraged to view their devices as valuable tools that support knowledge (rather than distractions), they start using them as such. I remember my first years of teaching when I would not allow cell phones in class and I'd try to explain every new vocabulary word or answer any question myself -- something I would not even think of doing today!

I have learned that different students have different needs when it comes to help with new vocabulary or questions; therefore, there is no need to waste time and explain something that perhaps only one or two students would benefit from. Instead, teaching students to be independent and know how to find answers they need makes the class a different environment!

I have seen positive changes ever since I started viewing students’ devices as useful aid. In fact, sometimes I even respond by saying "I don't know -- use Google and tell us all!" What a difference in their reactions and outcomes!

6. Blog

I have written on the importance of both student and teacher blogging. Even my beginners of English could see the value of writing for real audience and establishing their digital presence. To blog or not to blog should not be a question anymore!

7. Go Digital

Another important attribute is to go paperless -- organizing teaching resources and activities on one's own website and integrating technology bring students learning experience to a different level. Sharing links and offering digital discussions as opposed to a constant paper flow allows students to access and share class resources in a more organized fashion.

8. Collaborate

Technology allows collaboration between teachers & students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world. Collaboration should go beyond sharing documents via e-mail or creating PowerPoint presentations. Many great ideas never go beyond a conversation or paper copy, which is a great loss! Collaboration globally can change our entire experience!

9. Use Twitter Chat

Participating in Twitter chat is the cheapest and most efficient way to organize one's own PD, share research and ideas, and stay current with issues and updates in the field. We can grow professionally and expand our knowledge as there is a great conversation happening every day, and going to conferences is no longer the only way to meet others and build professional learning networks.

10. Connect

Connect with like-minded individuals. Again, today's tools allow us to connect anyone, anywhere, anytime. Have a question for an expert or colleague? Simply connect via social media: follow, join, ask, or tell!

11. Project-Based Learning

As today's students have an access to authentic resources on the web, experts anywhere in the world, and peers learning the same subject somewhere else, teaching with textbooks is very "20th-century" (when the previously listed option were not available). Today's students should develop their own driving questions, conduct their
research, contact experts, and create final projects to share all using devices already in their hands. All they need from their teacher is guidance!

12. Build Your Positive Digital Footprint
It might sound obvious, but it is for today's teachers to model how to appropriately use social media, how to produce and publish valuable content, and how to create sharable resources. Even though it's true that teachers are people, and they want to use social media and post their pictures and thoughts, we cannot ask our students not to do inappropriate things online if we ourselves do it. Maintaining professional behavior both in class and online will help build positive digital footprint and model appropriate actions for students.

13. Code
While this one might sound complicated, coding is nothing but today's literacy. As a pencil or pen were "the tools" of the 20th-century, making it impossible to picture a teacher not capable to operate with it, today's teacher must be able to operate with today's pen and pencil, i.e., computers. Coding is very interesting to learn -- the feeling of writing a page with HTML is amazing! Even though I have ways to go, just like in every other field, a step at a time can take go a long way. Again, lynda.com is a great resource to start with!

14. Innovate
Invite you to expand your teaching toolbox and try new ways you have not tried before, such as teaching with social media or replacing textbooks with web resources. Not for the sake of tools but for the sake of students!

15. Keep Learning
As new ways and new technology keep emerging, learning and adapting is essential. The good news is: its fun and even 20 min a day will take you a long way!

Teacher Roles:
The Controller: The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

The Prompter: The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

When learners are literally ‘lost for words’, the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

The Resource: The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn’t necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

The Assessor: The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.
There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student’s self-esteem and confidence in learning the target language.

The Organizer: Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities.

The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback. This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

21st Century skills –
Following important skills teacher should adopt for effective teaching process
Effective communication skills
Learning and innovation skills
Information skill
Media skill
Technology skill

Conclusion-
21st century teacher is knowledgeable, skill based, innovative teacher will aware about 21 century teacher, teacher will aware about characteristics of 21 century teachers, teacher will aware about 21st century teachers role and responsibility. Teacher wills aware about 21st century teacher’s skills.

References-