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

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2nd February, 2019

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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
Preface…

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 decision 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 outmost 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.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1950-51</td>
<td>43</td>
<td>10.8</td>
</tr>
<tr>
<td>1970-71</td>
<td>431</td>
<td>22.0</td>
</tr>
<tr>
<td>1990-91</td>
<td>1437</td>
<td>29.2</td>
</tr>
<tr>
<td>2010-11</td>
<td>7049</td>
<td>41.5</td>
</tr>
<tr>
<td>2012-13</td>
<td>13535</td>
<td>44.3</td>
</tr>
<tr>
<td>2014-15</td>
<td>15723</td>
<td>45.9</td>
</tr>
<tr>
<td>2016-17</td>
<td>16700</td>
<td>46.8</td>
</tr>
</tbody>
</table>
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 out most 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><strong>Total</strong></td>
<td><strong>100</strong></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><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>100</strong></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><strong>Total</strong></td>
<td><strong>100</strong></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. Come 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 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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FIMPACT OF ICT IN TEACHING AND LEARNING CHEMISTRY
Prof. Abhijeet S. Patki
Assistant Professor, Department of Chemistry, Shivaji College Renapur (MS)

Abstract
The recent advances recently made in ICT, particularly in the Internet, have very important implication for us, as chemical educators. As we begin the 21st century it is almost impossible to imagine what ICT will be like by the end of the century. We can already start to see how these advances are changing our ideas about traditional education, distance education, just-in-time learning and the importance of life-long learning. Advances in ICT will mean an massive increase in the amount of information available to our students as they study their courses and as they move into the workplace, but this must not be the limit of our expectations. If we wish to provide our students with a quality education in chemistry, we must consider more than mere spread of information and facts. We must take account of what the educational research tells us about learning; namely that students learn best by: building on pre-existing knowledge; active learning; learning with understanding; and adopting a met cognitive approach. Unfortunately the widespread uptake of educational research is much slower than that of technology.

Introduction
The issue of the effectiveness and impact of ICT in the core curriculum subjects is important. In science, ICT has opened up a whole range of potential applications. At the same time, a wide range of potential benefits resulting from the use of ICT has been claimed for both students and teachers by a number of groups (policy-makers, researchers, some teachers, employers). Although there is a significant literature on ICT in science education, much of it takes the form of articles on applications for use in teaching situations: the emphasis is on how to use ICT, rather than exploring its effects. There is a sense in which it is taken rather for granted that ICT is a ‘good thing’, with students being motivated when they use it, and this leads to better learning. Thus a central purpose of this review is to assess the strength of the evidence base to support the notion that the use of ICT activities in science lessons enhances students’ understanding of science ideas.

"And all your future lies beneath your hat.” Attributed to John Oldham (1653-1683), British poet, in Lines to a Friend About to Leave the University.

This quotation from Oldham highlights a central theme of this paper – the balance of technology vs. teaching and learning. Technological progress impacts on our everyday lives with an ever-increasing frequency and effect. How advances in technology might influence teaching and learning must be of special importance to us, as chemical educators. We need to plan carefully how we respond to these advances, if we don’t just wish to allow ourselves to be swept along unthinkingly in the current of technological innovation. We need to adopt a proactive and informed attitude towards our teaching to make the most effective use of emerging technologies. We need to reflect carefully on our own teaching practices, preferably with the benefit of a conception of teaching and learning well informed by educational research.

This paper will consider several general questions related to the role of ICT in chemical education as that technology develops in the coming years. What might we look forward to? What will our students need to learn? What do we know about learning and how should we teach? How might we best use technology? The paper also includes examples of educational research concerning ICT and of some useful resources for the teaching of chemistry using ICT.

Observing future thing-
if we wish to provide our students with a quality education in chemistry, we must consider more than just the
communication of information, which will be facilitated immensely by the advances we expect to occur. We can employ ICT better in the future to change teaching and learning in chemistry more fundamentally by promoting such activities as networking, communities of learning and research, solving of real-world, complex, interdisciplinary problems, individualised learning supported by AI, etc. As the pace of change increases the more important it will become to ensure our students acquire a breadth of thinking skills and attitudes to keep abreast of developments. Chemistry (and all of science) progresses through a process of inquiry, rather than just building a body of factual information.

The rapid advances recently made in ICT, particularly in the Internet, have very important implications for us as chemical educators. As we begin the 21st century it is almost impossible to imagine what ICT will be like by the end of the century. Certainly no one knows exactly what the future will bring. Even though experts may be able to make educated predictions, the future will always surprise us in the way it evolves. Given this proviso, in the not too distant future we might reasonably expect the following developments to impact strongly on how we approach our teaching and our students’ learning.

- Handheld, personal computers will have vastly superior computing power, memory and connection to the Internet or its successors. These will be able to take spoken commands and give spoken responses. Instantaneous, computerised translation between languages to and from any combination of written or spoken material will be available.
- Broadband access to the Internet will allow such activities as high quality, live broadcasts of lectures, video-on-demand, and live experimentation in remote labs. We will have immediate visual and audio access to friends and colleagues all around the world.
- Advances in artificial intelligence will allow superior searching for information. We are already starting to see how these advances are changing our ideas about traditional education, distance education, just-in-time learning and the importance of life-long learning.

In the near future, advances in ICT will mean a massive increase in the amount of information available to our students as they study their courses and as they move into the workplace. Many educationists in their initial attempt to use the Internet have merely used it to provide on-line materials to students primarily as information resources.

The advances in ICT mentioned above require us also to face the question of whether there will eventually be any need for teachers at all. Could learning in the future be entirely self-directed through interactive learning with suitably developed ICT and intelligent computers able to fully replace human teachers?

**Student’s benefit**

What do our students really need to learn and what skills will they actually need when they move into the workplace? In recent years we have seen a growing emphasis in many universities on their students’ acquisition of "generic skills" or attainment of certain "graduate attributes." This is partly in response to the stated requirements of employers, who express a need for graduates with well-developed skills such as: effective communication both orally and in writing, team work, problem solving. Attributes of social responsibility, a global perspective and a desire to undertake lifelong learning are similarly valued.

**Enhancement of knowledge:** What about knowledge specifically in the discipline of chemistry? Of course our students will need to possess a solid knowledge base in chemistry to be able to operate effectively, but it will be utterly impossible to teach them everything they will need to know throughout their working lives during a course of undergraduate chemistry. It is expected that workers now have more information at their desktop than was available during an entire lifetime at the beginning of the 20th century. Much of the knowledge our students
will need during their life of employment will not have yet been discovered at the time of their formal education. Our past reliance on a content-based curriculum in chemistry may have been suitable for a past world of stability, but it is not an appropriate preparation for the rapidly changing world of the future.

**ICT literacy** will become increasingly important, and educators would be failing even nowadays unless they ensured their students were familiar with the use of CD ROMs, email, bulletin boards, Internet and on-line database searching. The amount of information available to future graduates is growing exponentially and they must have the skills to access and evaluate information relevant to their work tasks. The trend will move away from possessing information to being able to access, evaluate and utilise relevant quality information to solve problems; it will move to an emphasis more on "process" rather than on "content." There will be a movement away from learning, which will last a lifetime to just-in-time learning.

**Representation skills** will become increasingly important as the new communications technologies facilitate collaboration and networking with colleagues and experts nationally and internationally to an extent difficult to imagine now. Our students will need to interact effectively with a wider range of persons as they solve more complex interdisciplinary problems in the future. The social construction of knowledge will become more prevalent and so we will need to expose our students to appropriate learning activities utilizing ICT to develop the skills required for this.

**Creativity skills:** In the future the more important problems faced by humanity will be more complex and require a multi-disciplinary approach for their solution. To prepare our students adequately we will need to teach expressly higher order thinking skills and problem solving skills more than we presently do. Advances in the power of computers and in artificial intelligence will assist in this. Intelligent Tutors will help individualize learning for each student and explicitly develop effective problem solving skills.

**Multitasking skills:** Even more exciting is the technological progress, which will lead to skills we presently cannot fully appreciate. For example, already in high schools one of the most popular subjects is media production. Students undertaking these studies are being prepared for a future technology, which will require visual skills and ways of thinking much advanced from those we possess today. The implication of this for chemistry is obvious. We do already have quite sophisticated computer software for modeling molecules and molecular processes. These will develop immensely to allow future chemists to research much more complex molecular processes directly in a more visual, less verbal manner to what we are now accustomed.

**Collaboration of learning and teaching**

"There is no single, all-purpose best method of teaching. Teaching is individual. We have to adjust our teaching decisions to suit our subject matter, available resourcing, our students and our own individual strengths and weaknesses as a teacher. It depends on how we conceive the process of teaching, and through reflection come to some conclusion about how we may do our particular job better."

If we wish to employ the advances in ICT most effectively to produce learning resources and provide learning experiences of high quality for our students in the future, we need to take account of what educational research tells us about learning. Unfortunately the widespread uptake of educational research is much slower than that of technology. The research tells us that students learn best by: building on pre-existing knowledge; active learning; learning with understanding; and adopting a met cognitive approach.

What do these terms mean? It is generally accepted that new knowledge must be constructed from existing knowledge. A consequence of this is that teachers need to become aware of the incomplete understandings and misconceptions that their students may hold in their subject area as they build new knowledge on this. Learning with understanding implies students are given sufficient opportunities to study topics in depth rather than
superficially. This is often contrasted as "deep learning" vs. "surface learning." Active learning implies students are assisted to take more control of their own learning. Met cognition refers to the internal dialogue students engage in as they monitor and evaluate their own understanding and learning. Students may not necessarily develop these monitoring strategies by themselves and research has demonstrated the benefit to students of teaching a variety of strategies appropriate to discipline areas.

How each of these factors is addressed in their students' learning activities requires the expert judgment of each individual teacher in their own specific setting, based on their personal experience. We must use our own judgment in teaching chemistry, but it should be sufficiently informed by the educational research. "The task of educational research is to sharpen thinking, direct attention to important issues, clarify problems, and encourages debate and the exchange of views, thereby preventing ossification of thinking and promoting flexibility and adaptation to changing demands."

**Best use technology**

"Our use of IT-based media over the last twenty years has been prodigious, but is not matched by our understanding of it, because the emphasis has been on development and use rather than on research and evaluation."

Students and staff typically encounter three phases of development as their sophistication in their use of ICT progresses. In the first phase, automation, the user learns how to use the technology, whether it is hardware or software, rather than learning more deeply in their subject area. This might include such tasks as becoming familiar with the operation of word processors, authoring software, bulletin boards, the WebTv environment, etc. This phase is important, and student learning may be compromised if it is assumed that all students have basic ICT skills and are not given sufficient basic training.

In the second phase, transition, software is used to carry out activities, which assist learning in the discipline area. For example distance education students might actually make use of a bulletin board to collaboratively develop a solution to a relevant problem posed by their instructor.

However, the implementation of ICT into teaching is by no means a simple matter and there can be problems associated with it. With regard to science learning specifically, it is possible that multimedia materials in being so clean and neat can give misleading impressions of science and what scientists do and breed misconceptions about scientific ideas.

More generally, there are issues related to deficiencies in quality of content, media production, instructional design and delivery. It can also lead to overloads of staff and students. For example, it is estimated that to change 20% study time to ICT and with all this ICT material being generated anew this will require an increase in academic staff time around 40% and an increase of around 140% for production staff. There is clearly a need for careful workload planning, costing tools and productivity methods. On the students' side typical dropout rate for distance education students is about 30-50% depending on course type. Reasons given for this are: 33% workload is too high, 24% underestimate study time required. Students in ICT supported courses regularly report workload problems, indicating a need for: study time planning, the correct balance of ICT vs. non-ICT and efficient learning materials.

**Conclusion**

"There is a folk wisdom in academic circles that educational technologies come and go, and all the expensive machines end up gathering dust in cupboards. The main reason for this, when it occurs, is neglect of the learning context, not, as is often supposed, the poor quality of teaching the machines provide. There is plenty of traditional teaching on offer in universities that is poor in quality, sustained none the less by its fit with the
learning context. Educational technologies, especially the new ones, attract effort and ingenuity to the design and development of materials, but rarely to the embedding of those materials in their educational niche."
The future looks very exciting from a chemical education viewpoint. ICT thoughtfully implemented has the potential to profoundly influence learning in chemistry for the better. However, if we wish to gain the most benefit from the advances in ICT, we must ensure that its implementation follows sound pedagogical guidelines informed by educational research. This will require profound changes in our attitudes as chemistry teachers. The technology will provide us with great opportunities for our own learning and professional development. And we need to keep in mind, what should be the limitation

References
अथोभवन कौशल्येः आपि उपकौशल्यांचे विकसन

श्री. अंकुष रामचंद्र बनसोडे
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प्रस्तावना

१९८० च्या तकापासून जगात बोधन एवःव्याख्या (Cognitive Psychology) संसर्गानवर भर देखणार येत आहे (Georgiades, 2004) वार्तांता प्रक्रिया व प्रयोगशाळा सोडून बोधन एवःव्याख्या तात्त्विक संसर्गांना ज्ञातेली दिसून येतात. यामध्ये विद्याध्यायांच्या वाचतीन बोधन संसर्गात पूर्णावतीत, त्यांचे पूर्ण पालन आणि माहिती आढळणे आणि त्यांचे निविष्ट पूर्ण पालती, आवश्यक पौर्ता पर्यंत ज्ञातेली दिसून येतात. भारतात पूर्ण ज्ञातेल्या संसर्गानमध्ये बोधवर भोजणया इत्यादी आहेत त्यांत एक ते दोन संसर्गांनी ही अथोभवन कौशल्ये विकसनसंबंधी ज्ञातेली आढळतात. माणजेच अथोभवन कौशल्ये विकसन करण्यासाठी संसर्गाचा करण्यास वाच आहेत आणि ती एक वेगवेगळ्या व्यवहारांमध्ये संसर्गाची संभाव्य होते.

१. अथोभवन ही ज्ञातेली रचना करण्याच्या प्रक्रिया आहे, माणजेच ती ज्ञातेली संकलन किंवा सातवाचक प्रक्रिया नाही.

२. अथोभवन ही ज्ञातेली /वाचण्याच्या अवलोकनात. येथे अवलोकन ज्ञातेली उपयोग नवीन ज्ञान निर्मितीसह वाचणे.

३. अथोभवनीतली बोधन प्रक्रियेची जाण असते. आणि ते बोधन प्रक्रियेच्या निविष्ट व व्याख्या सातवाच ठेऊ तकथो. ही व्याख्या-ज्ञान किंवा अथोभवन (१९७६) तपासाने अथोभवन व अथोभवन पाठविवर्त (Course) परिणाम करते (Anthony 1996) वाचणाऱ्या अर्थे सूचवला की ज्ञान निर्मिती/रचना आणि निर्मितीच्या जाण्याचा पातळ अथोभवन म्हणजेच. माणजेच ज्ञातेलाच्या ज्ञान अथोभवन या वाचणी हातात हात मेंदु चालतात, ज्ञातेली एकाच नायणाच्या दोन बाजू आहेत. जर विद्याध्यायांच्या अथोभवन पूर्ण वाचावली प्राप्त करुन ठेविले हे त्यात त्याच्या आराधनाची चर्चा करण्याचे शास्त्र, कौशल्य, ते व्याख्या-व्याख्या अथोभवन व अथोभवन निविष्ट सातवाच व्याख्या-ज्ञाने विकसित करते.

विद्याध्यायांच्या अथोभवन संसर्गांचे अथोभवन ज्ञातेलाच्या अथोभवनाची आहेरे कक तकतो. (Terhart, 2003) ज्ञातेलाच्या अथोभवनकारी अथोभवन निर्मितीचे ज्ञान आहे की, विद्याध्यायांच्या व्याख्या-व्याख्या अथोभवन आणि विचार करण्याच्या आहले जाण्याच्या विकसन ज्ञातेली पाहतो. (Richardson, 2003) ज्ञातेलाच्या ही एक अर्थी रचना आहे ती ज्ञातेलीवर प्रभावात अथोभवन संसर्गात आहणे आणि त्यामध्ये अथोभवनाच्या अथोभवनकौशल्य विकसनाची ज्ञातेली ती विद्याध्यायांच्या संधीत आणि त्याचे व्याख्या-व्याख्या अथोभवन पूर्ण आणेत अथोभवनस्थः तथा आणि, अथोभवन कौशल्ये विद्याध्यायांच्या अथोभवनाच्या, स्वतंत्र रूपांतरण नियोजक, व्यवहार, त्याचे स्वतंत्र रूपांतरण विचार आणि अथोभवनाची समस्त वाचणावर. (Peters, 2000)

लेखाची उद्देश दे

1. अथोभवन संसर्गाने अर्थवतील प्राची चर्चा करणे
2. अथोभवन संसर्गाने प्रदर्शनीची चर्चा करणे.
3. अथोभवन कौशल्याच्या उपकौशल्यांची चर्चा करणे.
4. अथोभवन कौशल्याच्या व उपकौशल्याच्या मापनवाची चर्चा करणे.

अथोभवन (Metacognition)

अथोभवन या मराठी व्याख्यातरसाठी Metacognition हा इंग्रजी व्याख्या वापरला जातो. ही संसर्गाने १९७० मध्ये फ्लॉरेंस यांनी स्वतंत्रतम उपयोगी तत्काळीन व्याख्या “Ones knowledge awareness and control of the domain of cognition” अर्थात १९८३ मध्ये Brown, Bransford, Ferrara, and Campione यांनी केली तत्काळीन त्यांची पुढे जाण “Thinking about one’s thinking” अर्थात व्याख्या केली आहे.

फ्लॉरेंस यांनी “Metacognition as the knowledge about and regulation of ones cognitive activities in
learning processes.” (1979) अर्थात् व्याख्या केली आहे.

Knowledge of cognition refers to what we know about our cognition and many be considered to include three sub components.

1. Metacognitive Knowledge
2. Declarative Knowledge
3. Procedural Knowledge
4. Conditional Knowledge

The Metacognition’s Structure of Schraw (1998)
Metacognition’s Components of Flavell et al. (2002)

Metacognitive skills refer to the control, monitoring and self-regulation activities that take place when learning and solving problems. -Browns, Bannert and Mengelkamp (2008)

“Metacognitive skills refer to the control of individual ongoing cognitive processes.” - Flavel (1979)

a) Declarative Knowledge Skills (Declarative Knowledge Skills)
1. Explicit knowledge (Explicit Knowledge Skills)
2. Procedural knowledge (Procedural Knowledge Skills)
3. Conditional knowledge (Conditional Knowledge Skills)

b) Metacognitive Planning Skills (Metacognitive Planning Skills)
1. Metacognitive planning (Metacognitive Planning Skills)
2. Metacognitive monitoring (Metacognitive Monitoring Skills)
3. Metacognitive evaluation (Metacognitive Evaluation Skills)

Metacognition includes both cognitive and metacognitive processes.
व. अभ्यास व्यवस्थापन (Metacognitive Skills)

b. अभ्यास निर्देश/ व्यवस्थापन (Metacognitive Skills) अभ्यासविद्यारोपण

अ. अभ्यास ज्ञान / भौतिक ज्ञान कौशल (Metacognitive Skills)

1. ज्ञान/स्थायी काय ज्ञान / स्थायी ज्ञान (Personal Knowledge)
2. कार्यरत/कार्यक्षेत्र ज्ञान (Task Knowledge)
3. बोधितात्मक ज्ञान (Strategy Knowledge)

Schraw (1998) याच्या निर्देश, ज्ञान केसे बनविल्युत (2002)

1. ज्ञान/स्थायी काय ज्ञान म्हणजेच एकाद्याचे अभ्यासविद्याचे म्हणून टेबल अभ्यास कृतीस्वर परिणाम करणे—या याच्यात ज्ञान होय. (Knowing about thing)
2. प्रौद्योगिक ज्ञान (Procedural knowledge ) म्हणजेच कृती करण्याचे ज्ञान. म्हणजेच कृती करण्याची हे माहित असणे होय. (Knowing how to do things)
3. परिसंहितात्मक सामाजिक ज्ञान (Conditional Knowledge) म्हणजे या तत्त्वाचे आणि प्रौद्योगिक ज्ञान यांचा वापर का? व केल्यास? कर्मचार्याची माहिती असणे (knowing the why and when aspects of cognition)

(Flavel 2002) फ्लेवल्स्कॉल्म याच्या मतानुसार

1. (Knowledge of person variable) वैविध्यवस्तूच्या चालण्यास ज्ञान म्हणजे व्यक्ती, व्यक्तीवर अध्ययन प्रवृत्ती, या ज्ञान होय.
2. कृती कार्य/कृती साधनाच्या ज्ञान (Knowledge of Task Variable) विशिष्ट एक कृतीवर स्थायीता ज्ञान किंवा कृती विषयी व्ययवाह सामाजिकात ज्ञान ज्ञान कृतीस्वर परिणाम चालणे आहेत.
3. वैविध्यवस्तू योगिता ज्ञान (Knowledge about Strategy) बोधितात्मक व अभ्यासविद्याचे या दोन्ही कार्यनिष्ठ विशयांचे ज्ञान की ज्ञा कार्यनिष्ठ केल्या आणि कोटे वापरणे योग्य ठरेल.

b. अभ्यासविद्याने/भौतिक ज्ञान व्यवस्थापण (Regulation of Cognition) म्हणजे विश्लेषणार्थी अभ्यास

निर्धारित कार्यासाठी मंद करण्यास कृतीस्वर संघ संघ होय. यामध्ये तीन महत्त्वाच्या कौशल्यांचा समावेश होतो. ती म्हणजे निर्देश, संचालन, नेतृत्व आणि मुल्यमापन होतो.

1. निर्देश कौशल (Planning Skills) — यामध्ये योग्य कृतीची निवड आणि कृती व कार्यांचर परिणाम करणे—या साधनांचे वापर करणे म्हणजे निर्देश कौशल्याचे होय.
2. संचालन/नेतृत्व कौशल (Monitoring Skills) — यामध्ये एकाद्याचे कृती किंवा कार्यांचर किंवा कार्यसंचालन आणि सर्वसमाजात ज्ञान याच्यांचा अंतर्गत होतो.
3. मुल्यमापन कौशल (Evaluation Skills) — एकाद्याचे अध्ययनविषयी एक व विविध विषयाचर परिणामकारकता याचे मुल्यमापणाचे कौशल्याचा समावेश होतो.

विश्लेषणार्थी व विश्लेषणार्थी अभ्यास ज्ञान गुणवत्ता/ गुणवत्ता वेळा विषयाचर कार्यांचर ज्ञानाचे विश्लेषणार्थी योजना प्रकटीकरण किंवा सादोकरण होऊ तरे. निर्देशक व मुल्यमापक अभ्यासविद्या कौशल्याच्या धारणा केल्याचे दर्शिते. पाटाची सुसंग हरीभाई दंडे उ. सी. शाकुर (Sudhir Haribhai Tandel and S. C. Panigrahi, 2013), (Altındağ, M., & Senemoğlu, N. (2013). या याच्याच विश्लेषणार्थी कौशल्या व प्रभावित केलेल्या विषयाच्या विषयाच्या 0.86 अर्थ—विभाजित.
विश्वसनियता 0.44 आणि के. आर 29 विश्वसनियता 0.44 या शिवाय, आपण विश्वसनियता समावती (Concurrent ) विश्वसनियता अपराधी अनुसंधान कौशल्य तोविकोणा (MSI) तांत्रिक पैकेट जात आहे.

(Conclusion)
शिक्षक शिक्षणामय अंतर्गत बांधकाम व परिचयोत्पादक अंतर्गत अंतर्गत जातीत जातीत संदर्भात विचार होणे अभिवृत आहे. याशिवाय इतर संस्थेंच्या प्रमुखांना जाणार्नवाढी अंतर्गत प्रतिमानवर झालेली दिसून येतात. (By bee, Etal 1989, Von Glaserfeld,1987. Yager, 1991) काही संस्थेंचे ही जाणार्नवाढी भूमिका शिक्षणाच्या दृष्टी उद्देश्याच्या भव्य यावावर माहिती देणार्यांनी आहेत.

बोधन राज वा अनुसंधान आणि जाणार्नवाढी अंतर्गत, शिक्षक शिक्षणाच्या प्रतिमानाच्या विकसन यात्रा संस्थेंच्या झालेली दिसून येत नाहीत महत्त्वाची शिक्षणात जाणार्नवाढी दृष्टी उद्देश्याच्या अंतर्गत दृष्टी उद्देश्यांच्या अंतर्गत दिसून येत. र डॉ. आयन अंतर्गत आगाखऱ्या २००५ प्रमुखांने दाख्ये शिक्षणात जाणार्नवाढ आणि अंतर्गत हृद् केद्रत दृष्टी उद्देश्यांच्या पूर्णां पाठवले देते.

अनुसंधान रूळे (Metacognitive strategies) हि जाणार्नवाढ अभावाने वर्गांच्या विकसनातील अभावाने महत्त्वाचा पाठक आहे. (Gunstone 1994: Paris and Vinograd1990) यांनी युक्ति "Constructivism Complements metacognition in effecting personal change" आणि "adequate metacognition empowers the learner to undertake the constructivist processes of recognition, evaluation and revision of personal views."

जाणार्नवाढी वर्गांमध्ये अनुसंधान रूळीचे समावेश ही आवश्यक कृती माहित्या असते. दिलेल्या प्रामाण परिवर्तनी कृतीकृत क्षमता ही माहितीचे संस्करण करते, आणि वर्गात अध्ययन आवश्यक ते करण्यास भाग पाहते.

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“SKILL INDIA VIEW ON ECONOMIC DEVELOPMENT”

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Introduction

Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

Initiatives

Various initiatives under this campaign are:

- National Skill Development Mission
- National Policy for Skill Development and Entrepreneurship, 2015
- PradhanMantriKaushalVikasYojana (PMKVY)
- Skill Loan scheme
- Rural India Skill

National Skill Development Corporation India (NSDC)

The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalyzing the skills landscape in India. It is based on the following pillars:

1. Create large and good quality vocational institute.
2. Reduce risk by providing patient capital. Including grants and equality.
3. To enable the creation and sustainability of support systems required for skill development. This includes the Industry led Sector Skill Councils.

PMKVY is the flagship scheme of the Ministry of Skill Development & Entrepreneurship. The objective is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

PMKVY is applicable to any candidate of Indian nationality who is unemployed, school or college dropout, or as identified by the Sector Skill Council (SSC) for their respective job roles.

RozgarMela- The Scheme aligns itself to the common norms and, therefore, part of the Training Partner payment structure is linked to the placements. It is, therefore, important for the Training Partner to place at least 50 percent of the batch under PMKVY to ensure that its performance is not downgraded. Group Personal Accident Policy under PradhanMantriKaushalVikasYojana (2016-2020) provides coverage to the candidates skilled by/through NSDC under PMKVY for a Sum Insured of 2 Lakhs for Accidental Death/Permanent Total Disablement for a period of three years from the policy generation date for the Candidates certified after 31.03.2018.

National Policy on Skill Development and Entrepreneurship

The objective of the National Policy on Skill Development and Entrepreneurship, 2015 will be to meet the challenge of skilling at scale with speed and standard (quality). It will aim to provide an umbrella framework to
all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centers.

The Minister of State (Independent Charge) for Skill Development and Entrepreneurship Shri Rajiv Pratap Rudy has said that Skill Loan Scheme was launched by the Hon’ble Prime Minister on 15th July, 2015 with a view to support youth who wish to go through skill training programmes in the Country. This **Skill Loan Scheme** has replaced earlier Indian Banks Association (IBA) Model Loan Scheme for Vocational Education and Training. The Indian Banks Association (IBA) has already circulated the scheme to the Chief Executives of All Member Banks for implementation of the Scheme. Any Indian National who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognised by Central or State education Boards or in a college affiliated to recognised university, training partners affiliated to National Skill Development Corporation (NSDC) Sector Skill Councils, State Skill Mission, State Skill Corporation can avail loan for the purpose.

**Schemes for the skill development launched by Government of India**

1. Deendayal upadhyaya Grameen KaushalyaYojana
2. PradhanmantriKaushalVikasYojana
3. Financial Assistance for Skill Training of Persons with Disabilities
4. National Apprenticeship Promotion Scheme
5. Craftsmen Training Scheme
6. Apprenticeship training
7. PradhanMantriKaushal Kendra
8. Skill development for minorities
9. Green Skill Development Programme

**Partnership concept**

UK has entered into a partnership with India under skill India programme. Virtual partnerships will be initiated at the school level to enable young people of this country to experience the school system of the other country and develop an understanding of the culture, traditions and social and family systems. A commitment to achieve mutual recognition of UK and Indian qualifications was made.

**Skill India Developments**

Oracle on 12 February 2016 announced that it will build a new 2.8 million sq. ft. campus in Bengaluru will be Oracle’s largest outside of its headquarters in Redwood Shores, California.\[8\] Oracle Academy will launch an initiative to train more than half-a-million students each year to develop computer science skills by expanding its partnerships to 2,700 institutions in India from 1,700 at present.

Japan’s private sector is to set up six institutes of manufacturing to train 30,000 people over 10 years in Japanese style manufacturing skills and practices, primarily in the rural areas. Japan-India Institute of Manufacturing (JIM) and Japanese Endowed Courses (JEC) in engineering colleges designated by Japanese companies in India in cooperation between the public and private sectors would be established for this purpose. The first three institutes would be set up in Gujarat, Karnataka and Rajasthan in the summer of 2017.

In the budget of fiscal year 2017 - 18 the government of India has decided to set aside Rs. 17,000 crore, the highest ever allocation to this sector, in order to boost the Skill India Mission. At least ten million Indian youth enter the country’s workforce each year, but the employment creation in India has not been able to absorb this influx, making increasing unemployment a severe problem. Through this allocation the government aims at
generating employment and providing livelihood to the millions of young Indians who enter the work force every year.

The government has invested Rs. 4000 crore in the launch of SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood Promotion Programme), another big initiative under the Skill India Mission. Through this it aims at providing market relevant training to 350 million young Indians. Apart from this, the government would set up 100 India International Skills Centres that will conduct advanced courses in foreign languages to help youngsters prepare for overseas jobs.

Performance

As of 15 February 2016, the "Indian Leather Development Programme" trained 51,216 youth in a span of 100 days and it plans to train 1,44,000 young person’s annually. Four new branches of "Footwear Design & Development Institute" — at Hyderabad, Patna, Banur (Punjab) and Ankleshwar (Gujarat) — are being set up to improve training infrastructure. The industry is undergoing acute skill shortage and most of the people trained are being absorbed by the industry.

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SKILL DEVELOPMENT IN 21ST CENTURY

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Introduction:
In the new age of Globalization and knowledge based society, skills are essential for day to day life in twenty first century. As educational leaders, scientists, psychologists, and researchers from various disciplines worked to reinvent education for the modern world, which was important to long-term student outcomes and completely absent in education. It was accepted that “innovation, globalization and technology” had transformed society and the workplace. The impact of this societal transformation on education was less clear.

Hard skills are not necessarily hard to acquire for students because they can be easily taught and can be learned, but soft skills are more challenging to develop. For development of soft skill students have little to do with knowledge or expertise. It takes conscious effort, ongoing practice, and a commitment to self-development to improve soft skills.

Assumption:
1. Development of hard skills in reading, maths, science and other disciplines, research shown that concept, introduction and mastery is not nearly as important as understanding the purpose and meaning behind these subjects.
2. Rote memorization of subject matter was replaced first by critical thinking skills, and now the emphasis is on project-based learning and real-world concept application.

The development of soft skills was articulated as a major challenge for these mostly technically and disciplinary oriented universities. In particular, competent and motivated lecturers were identified as a central requirement to meet future demands. To develop these competencies, education institutions need to go way beyond agricultural sciences to include learning theories, social psychology and behavioural science communication, facilitation (including group dynamics), and organisation and management science. Even more critical than cognitive abilities are elements of personal development. These need to be understood conceptually and mastered practically. Incorporating elements of personal development in the curriculum calls for teachers/lecturers with new ideas and competencies. In our opinion, this does not necessarily mean replacing existing disciplinary courses with soft skills-oriented courses, or introducing separate courses in soft skills, but interweaving them with existing courses. The development of soft skills was articulated as a major challenge for these mostly technically and disciplinary oriented universities. In particular, competent and motivated lecturers were identified as a central requirement to...
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learning theories, social psychology and behavioural science communication, facilitation (including group dynamics), and organisation and management science. Even more critical than cognitive abilities are elements of personal development. These need to be understood conceptually and mastered practically. Incorporating elements of personal development in the curriculum calls for teachers/lecturers with new ideas and competencies. In our opinion, this does not necessarily mean replacing existing disciplinary courses with soft skills-oriented courses, or introducing separate courses in soft skills, but interweaving them with existing courses. The development of soft skills was articulated as a major challenge for these mostly technically and disciplinary oriented universities. In particular, competent and motivated lecturers were identified as a central requirement to meet future demands. To develop these competencies, education institutions need to go beyond agricultural sciences to include learning theories, social psychology and behavioural science communication, facilitation (including group dynamics), and organisation and management science. Even more critical than cognitive abilities are elements of personal development. These need to be understood conceptually and mastered practically. Incorporating elements of personal development in the curriculum calls for teachers/lecturers with new ideas and competencies. In our opinion, this does not necessarily mean replacing existing disciplinary courses with soft skills-oriented courses, or introducing separate courses in soft skills, but interweaving them with existing courses.

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Objectives:
1. To understand the importance of soft skill in higher education.
2. To understand the characteristics of 21st century’s students.
3. To understand the urgent need for the academic institutions to re-organise their courses in order to be able to cater effectively for today’s students.

Meaning of Soft Skill:
1. Soft skills is a term relating to a collection of personal, positive attributes and competencies that enhance relationships, job performance, and value to the market.
2. Soft skills refer to a set of skills that determine how we interact with others.
3. Soft skills refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with.
4. Unlike hard skills, which tend to be specific to a certain type of task, soft skills are broadly applicable.

Importance of soft Skill:
1. Soft skills are very important for all students that need to develop their potential in different programs.
2. Importance of soft skills depends on the context and personal perception.
3. Soft skills are important for every person in an organization.
4. Soft skills play a highly important role in the workplace as well as in one’s career success.
5. Soft skills are applicable to every field of work, and are usually behavioural traits inherent in an individual.
6. Soft skills are typically hard to observe, quantify and measure. Soft skills are needed for everyday life as much as they’re needed for work.

**Different Soft Skills:**

1. communication skills
2. critical and structured thinking
3. Problem solving skills
4. negotiating skills
5. common knowledge
6. self-esteem,
7. sociability
8. self-management
9. time management
10. conflict management
11. project management
12. business management
13. etiquette and good manners
14. integrity
15. creativity,
16. cultural awareness
17. teamwork capability
18. empathy
19. responsibility,
20. courtesy,
21. work ethic

The nature of degree courses and the academic environment itself lead towards the development of self-reflection and evaluation, synthesis and analysis of knowledge. The structure of courses is such that students are often required to work in groups or teams whereby apart from the achievement of the academic tasks, students are also developing team-building skills, scheduling and work distribution amongst the team members.

In new age, universities should provide set of soft skills that are required for students to succeed both academically and professionally. This indicates the importance and necessity of acquiring soft skills for the students while studying at universities and good soft skills when they graduate.

**Skill development for 21st century:**

Bloom Taxonomy framework elaborated by Bloom and his collaborators consisted of **six major categories:** Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom’s Taxonomy with the title **A Taxonomy for Teaching, Learning, and Assessment.** This title draws attention away from the somewhat static notion of “educational objectives” (in Bloom’s original title) and points to a more dynamic conception of classification...
Creativity and Innovation are the no. 1 strategic priorities for organizations the world over.
Creativity is a part of our entire day job.
Organizational profitability rests on individual creativity.
Creative teams performs better and are more efficient
Creative Organizations are more profitable.
Creative Leadership is fundamental.
Successful economies and societies will need to be creative.

Borges (2007) argues that the modern 21st century student has a completely different mindset and skill set and that there is urgent need for the academic institutions to re-organise their courses in order to be able to cater effectively for today’s students. and outlines the following characteristics of 21st century students which are diverse from the 20th century students:

- Cyberspace allows them to have a virtual identity – and digital mobility enabling them to be student at the same time as having family or work responsibilities
- They need to train and retrain throughout their working life
- Their expectations are increasingly those of a student customer
- They have technological, communication, browsing and information skills
- They use the internet in a varied and growing way to work, train, for leisure, be informed, buy, relate and communicate
- They may become an issuer of information, initiatives, critiques, etc. on a planetary scale.

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. Design for developing the following soft skill:

Creativity Skill:

a) Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
  
  b) Work Creatively with Others
• Develop, implement and communicate new ideas to others effectively
• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
  
  c) Implement Innovations
Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

**Critical Thinking and Problem Solving Skill:**

  a) Reason Effectively
Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

  b) Use Systems Thinking
Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

  c) Make Judgments and Decisions
• Effectively analyze and evaluate evidence, arguments, claims and beliefs
• Analyze and evaluate major alternative points of view
• Synthesize and make connections between information and arguments
• Interpret information and draw conclusions based on the best analysis
• Reflect critically on learning experiences and processes

  d) Solve Problems
• Solve different kinds of non-familiar problems in both conventional and innovative ways
• Identify and ask significant questions that clarify various points of view and lead to better solutions

**Communication Skill: Communicate Clearly**

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
• Communicate effectively in diverse environments (including multi-lingual)

**Collaboration Skill: Collaborate with Others**

• Demonstrate ability to work effectively and respectfully with diverse teams
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
Preparing the Students for the 21st Century:

Soft skills are intangible and difficult to measure; while they greatly impact an individual’s chances for success, they are not normally taught through traditional education. Soft skills include practices that were once in the backgrounds of all our lives.

The most important soft skills are not likely to be developed through silent communication, unless we are engaging in person-to-person contact. An abrasive person can write a popular blog post, but she won’t get very far in negotiating a speaking engagement or a book deal. A shy introvert can send a compelling text message, but he might not be able to maintain eye contact during an interview.

Let’s face it: We’re in the middle of a worldwide social experiment. It doesn’t matter what age you are. All of us have to engage in this precarious blending process. We have to keep up with the latest and greatest technological advances without losing our human edge. We all need to continually relearn our communication skills and reconsider our self-perceptions.

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SKILL INDIA - NEED OF THE HOUR

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Introduction:
India experienced a paradigm shift in terms of economic development as a result of liberalization and globalization. It transformed from being a predominantly agrarian economy to a tertiary-sector driven economy. The global economy, which was industry intense till the 1990s, gradually grew into a knowledge-based economy. The demand for knowledge and skill-based workforce has increased tremendously since then. A study by Goldman Sachs has projected that India will have a surplus of 47 million people in the working age, giving the country a competitive edge in labour costs, which will be sustainable up to 2050 (Asia Times, May 5, 2006, on-line edition). The study has further reported that by 2020 the US will be short of 17 million people of working age, China 10 million, Japan 9 million and Russia 6 million. This situation coupled with the demographic dividend will create a natural demand for Indian labour force in the following decades.

Mission of the State:
The Government should undertake a targeted approach towards expanding skill development infrastructure across the state. To achieve success in this ambitious skilling mission, it is recommended that following initiatives be undertaken:

1. Establishing Career Centres: These centres will be equipped with state-of-the-art infrastructure, propose to conduct training and offer jobs to local youth. They will also provide counseling services to job seekers to improve their employability. The Centre would also help job seekers in job matching services.

2. State Skill Department: The newly formed Skills Department should be the nodal agency for all vocational skilling in the state. This is to ensure that skill development gets adequate focus. The department should manage the state’s skill budget, fund apprenticeship programs and channelize entry level employment through this department.

3. Corporate Championship Program: Under this program a company collaborates with the government to provide training and employment to a pre-decided number of people. The government will fund other logistic related expenses. This program will enable Government to bridge the skill gap by funding training projects that are on par with global standards, and ensure placement, retention and career progression.

4. State Apprenticeship Program: The number of apprentices in India is far less than that in Japan, Germany and China. To increase the number of apprentices to a significant level in the State, it is proposed to set up Karnataka Apprenticeship Corporation. This would be the nodal agency facilitating apprenticeship program between and among all the stakeholders, including the central agencies.

5. State Level Skill Development Program: The State level skill development program named Karnataka YuvaKaushalya Program (KYKP) will provide vocational skills to the identified target groups, which among others include women, marginalised class and unemployed youth on mission mode basis.

Both developed and developing nations are realizing that the situation of unemployment can be effectively addressed through quality education and appropriate skilling. Skilled labour would also lead to higher production. This has resulted in countries giving more attention to skill development. In this regard, many countries have come out with national policies on skill development aimed at bridging skill gaps. For the purpose of this report, skill development policies adopted by Australia and Germany are explored as their
models of skill development are well recognized across the globe. Additionally, skill development policy of Brazil is looked into as it is a developing nation like India with a similar economic environment.

**Plan of Action:**
Recent Initiatives in Skill Development of India Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015, aim to train over 40 crore (400 million) people in India in different skills by 2022. It includes various initiatives of the government like National Skill Development Mission, National Policy for Skill Development and Entrepreneurship 2015, Pradhan MantriKaushalVikasYojana (PMKVY) and Skill Loan scheme. As per the report unveiled by Ministry of Skill Development and Entrepreneurship on June 6, 2017 the status of Skill India can be summarized as follows;
1. More than 1.17 crore people trained under MSDE programs
2. 26.5 lakhs candidates trained under MSDE's flagship scheme PMKVY
3. More than 4.82 lakh people were brought into the organized sector through the recognition of prior learning program under PMKVY Rubber Tappers, More than 250 Railway Porters and 1500 Employees of RashtrapatiBhawan
4. More than 480 Pradhan Mantri centres for skilling and would be in each district of the country already been established.
5. More than 1381 new ITIs have been opened with more than 5 lakh seats and the entire ecosystem of ITIs have been reinvigorated and reenergized.
6. More than 1 crore people have been trained under NSDC's s inception.
7. Pradhan MantriYuvaYojana was also launched to promote young entrepreneurs and self-sustainability.
   Target to cover 14.5 lakhs over the next 5 years.
To boost Skill India Mission, GoI has set aside Rs 17,273 crore in Budget 2017-18, 16% higher than 2016-17's revised estimate of Rs 14,870 crore. In fact, MSDE has seen a 38% jump in its allocation for the next fiscal at Rs 3,016 crore, as compared with Rs 2,173 crore in the revised estimate of 2016-17.

**Present Requirement:**
a) Communication Skills (Verbal and Written)
b) Commercial Awareness
c) Attitude Towards Work
d) Lifelong Learning
e) Self-Management
f) Teamwork
g) Problem Solving
h) Initiative
i) Self-Motivation
j) Adaptability
k) Stress Management
l) Creativity
m) Interpersonal Sensitivity
n) Technology/It Skills
1. The two major reasons of skill shortage are faculty and facility. The faculty's role needs to change; it needs to flip around in a way that the teacher facilitates the overall learning of students rather than only distributing notes.
2. The facility or infrastructure of a lot of schools needs to be upgraded as per 21st century requirements, which will in turn encourage 21st century skills that students can adapt.

3. The Higher Education policy needs to be in line with present and projected employment opportunities, and hence there should be a focus on revising the curriculum and offering relevant new courses.

4. Government may consider setting up a training fund to facilitate financing of poor students for pursuing vocational training.

5. Students are willing to take huge loans for their higher education but not so for skilling. Innovative ideas need to be evolved to encourage students to take out loans for skill training too. First of all, skill courses need to be made more attractive by ensuring placements and attaching a premium to the pay for higher skill capabilities. Costs of funds for willing students can be lowered by introducing interest subvention schemes for skill related loans, providing tax exemptions towards repayment of such loans, etc.

Conclusion:
There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic

The employability gap between the education imparted in our higher educational institutes and the requirement of the job market is huge. We can bridge this gap by relating education to the real world and assessing students on their thinking and problem-solving abilities, increasing access to education by the use of technology, improving student-teacher ratios and building stronger bridges with the industry and the job market. It is with such a changed mindset that India’s demographic advantage in terms of a large young population can be converted into a dynamic economic advantage.
Introduction:

English has been gaining greater importance for global communication. Knowledge of English is indispensable to pursue higher studies and for getting coveted jobs. A fairly high degree of proficiency in English and excellent communication skills enhance students’ employability. Keeping in view the increasing importance of English for career purposes it is necessary to develop students’ ability to use English accurately, appropriately and fluently in academic, social and professional situations.

What is communication? :-

The English word communication is derived from Latin word ‘communis’ which means to make common, to transmit, to impart. When a message is sent out it becomes communication only when it is understood, reacted or replied. Communication is the exchange of information or ideas.

Effective communication involves:

___ using appropriate voice and body language
___ understanding the situation and the people involved in it
___ understanding the message being communicated and
___ responding appropriately

Communication requires a channel or medium. Words, actions, gestures, signs, symbols are variety of channels. Communication can be oral, written, verbal, non-verbal, face to face and telephonic and communication by using media and modes like mail, telegraph, phone, mobiles, fax, posters, internet etc.

Communicative Language Teaching :-

Communicative language teaching is based on the theory of language as communication.

Chomsky’s Theories of Competence (1965) does not consider the appropriateness of social-cultural significance of an utterance and mainly deals with an ideal native speaker.

Hymes (1972) defined competence as a knowledge and ability of a language use a speaker needs to acquire to communicate effectively or competently in a speech community.

Campbell and Wales (1970) gave importance to appropriacy of the socio-cultural significance of an utterance. According to them the linguistic ability of a person is to be able to “produce or understand utterances which are not so much grammatical but more important, appropriate to the context in which they are made and they continue”.


In communicative language teaching

1) Meaning is paramount
2) Language learning is learning to communicate
3) Attempt to communicate is encouraged from the very beginning
4) Communicative competence is a desired role
5) Teachers help learners in any way that motivates them to work with the language.
6) Language is created through an individual often through trial and error.
7) Fluent of acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
8) Learners are expected to interact with the people.
9) Teacher must take into account the communicative needs of the learner.

Communicative English Teaching in India:

In India various communicative and functional English syllabi aim at making the learners proficient in communicative use of English. Teaching of communicative English in India has following objects:

1] To develop all the four skill of the students.
2] To raise learners’ awareness of English language.
3] To develop learners into independent/autonomous learners.

In order to achieve effective communicative skills the teacher has to use effective communicative materials and innovative techniques of teaching.

The Role of Teacher

It is quite necessary on the part of teacher to familiarize students with the sounds of English, word stress, sentence stress and intonation and the basic communicative functions like requesting, asking for information, seeking permission, greeting. The teacher should develop learners into independent autonomous learning by exposing them to a range of learning experiences.

He should do different roles such as an initiator, motivator, counselor, and also of facilitator. He should lead the learners to practice communicative operations themselves. At the first step the teacher should ignore grammar and pronunciation errors. Errors should be seen as a natural outcome of the development of communication skills. Teachers should never try to correct them immediately. Firstly he should provide other learners a chance to answer appropriately. If he finds that nobody is able to answer properly then he should utter correct response and provide them an opportunity to learn it. He should allow the use of Mother tongue at the initial stage.

Teacher has two main roles – the first role is to facilitate the communication process between all participants in the classroom and during the various activities and tasks. The second role is to act as in independent participant within the learning-teaching group. He remains in the background helping learners by providing all the resources for communication to be effective in every context and also to take part in language task given. The teacher has to use proper teaching material and innovative techniques of teaching.

Use of Teaching Materials and Innovative Techniques For Effective Teaching of communication Skills

Teaching of English is need-based, learner-centered and interaction-oriented. But still the teaching methodology is often exam-oriented and teacher-centered; done largely through lecturing, translation of text of dictation of notes. Testing and examination mainly assess learners’ memory rather than skills. Teacher face the following problems in the present classrooms –

1] Wrong Pronunciations
2] Poor Vocabulary
3] Grammatical Mistakes
4] Lack of confidence and fluency in speaking
5] Limited exposure
6] Improper sentence structure
7] Passiveness of learners
To overcome the above mentioned problems the teacher should follow teaching materials. Materials act as an exposure to language. The following activities the teacher should use to enhance effective communication –

[1] Listening Activities
1. With a tape recorder the teacher should make the students to listen sentences and to put a tick mark ( ) against the word the listeners hear.

The sentences should be like the following
1) Doctor, please treat my cat/cut.
2) He wants to sell/sail his boat.
3) She’s got a pen/pain in her hand.

While listening students will carefully listen and understand the difference between the two words.

2. In the same way teacher should make a list of words that students should listen

   e.g. 1) leave live 2) loud load
   2) howl hole 4) verse worse
   5) yell well 6) here hare her

In the same way the teacher can give exercise about word stress.

3. To give them listening practices in listening announcements, instructions, news on T.V. and Radio. This is listening for specific information while listening the announcements of Railway the students will be given sheets on which they have to write following things

   1) Scheduled Time
   2) Expected Arrival Time
   3) Estimated departure Time
   4) On schedule/No delay

This Kind of exercise will carry two functions 1) To make students active listeners 2) To create interest in listening activity.

[2] Speaking Activities

There are various speaking activities the teacher can take in the class.

a) Greetings on different occasions –

Students should be told various greetings like – congratulation! well done, good Luck, happy new year, pleased to meet you, welcome, hello, all the best etc. Then students should be given chits – on the chits various occasions/situation should be written and the students have to respond them. Occasions will be like – 1) Sunil one is arriving from London to India. 2) Sarika gets first class. 3) Priyanka is preparing for a tough competition etc.

b) Introducing self and others-Teacher should demonstrate by introducing himself.

c) Making Requests –

The easiest way to familiarize the students with various types of request is to make them to listen various requests like – 1) Could you check my draft please? 2) Do you mind/would you mind passing the salt? The students should be made to listen responses like ‘Sure, Of course, certainly, why not,’ The teacher should also give a list of statements and the students have to change in requests.

   e.g. Open the door (can you open the door?)
   Switch off your mobiles (please switch off your Mobiles)
   d) Role Play

By using ‘role play’ as a technique students should be given following situations which students have to present in front of the class.

   1) Manasi a fresher to college meets Neha, a senior student of college.
   2) A guest Mr.Naik comes to his friend’s home.
   3) A student and Librarian in the college.
In such role play activities, teacher should ask the students to choose partners, to discuss and start dialogue. 

e) Group Discussion
Like ‘Role play’ ‘Group discussion’ is also very beneficial activity. Students should be given simple topics like dress code,

d) Formal Speech
Teacher can also inspire students for preparing and presenting short forms speeches. Interview can also used a good technique. Within the group of students, one should become the interviewer and the other guest. The teacher should give situations.

[3] Reading and writing activities
Here the teacher can do tasks like reading different forms (drafts, money order, reservation in Railway) and filling the forms. The teacher can also give unfinished story to the student and the student can complete it according to his creativity. This task will enhance his creativity and power of writing. Through word games, each student will be given single word, the student has to expand it. He can write prefixes, suffixes, synonyms, antonyms, phrases idioms. He should be directed then to create sentences. Every student has to write maximum sentences. The teacher should also give 5 words and ask them to write a short story on it and them to transform it into a skit.

There are so many activities the teacher can use for effective teaching of communication.

I wish to give certain examples of tasks the teacher can use.

1] On a piece of paper students should write their descriptions, their appearances, clothes. Then all the chits should be collected in a box and then there can be a guessing game. Everyone should pick up one chit and read description and find out the student in the class. While listening students should make list of adjectives.

2] To show certain photographs of professionals like doctor, teacher and find out the skills required for their profession, discuss in group and prepare a table about it.

3] Collection of different types of Greetings and use of English language in it.


Such techniques and material will immensely help learner in enhancing their communicative competence.

Conclusion
There are some constraints to follow all these things. Great number of students who are poor in grammar and vocabulary, lack of confidence and fluency and so many reasons. But still there are hopes. The teacher who is sensitive will definitely think about the needs of learner.

The teacher should encourage students to interact and share ideas. Student should be given maximum exposure. Since good communication skills in English boost career choices and prospects, communicative view of language learning is quite helpful.

Reference-

उद्योगशास्त्र में कौशल्यविकास

>Edit the text

मराठीमध्ये व्याख्या शेत / अंतर्क्षेत्र शेत:

व्याख्या आधारे ती संस्थापक संस्थापक कार्यक्रम अथवा अत्यधिक महत्त्वाची कार्यक्रमही करतात. अंतर्क्षेत्रातील व्याख्या शेत म्हणजेच एक व्याख्या शेत, जीवन मंदिर, बालशाहित, व्याहार, स्नातक विद्यालय, इत्यादी आहे.

व्याख्या शेताप्रमाणे कार्यक्रमांना व्याख्या करून ती संस्थापक संस्थापक कार्यक्रमांना व्याख्या करतात. अंतर्क्षेत्रातील व्याख्या शेत म्हणजेच एक व्याख्या शेत, जीवन मंदिर, बालशाहित, व्याहार, स्नातक विद्यालय, इत्यादी आहे.

शेतांतर्क्षेत्रला निभावता हे कार्यक्रमांचा महत्त्वाचा हितांकन आहे. अंतर्क्षेत्रातील व्याख्या शेतांतर्क्षेत्रला निभावता म्हणजेच एक व्याख्या शेत, जीवन मंदिर, बालशाहित, व्याहार, स्नातक विद्यालय, इत्यादी आहे.
1.2 संशोधनात्मक गति—
विद्याभूमिकृत मराठी वि पायातील व्यक्तिगतता असंकारा ओळखताना चूका होतात.
1. उपमान, उपमेय याची विद्यांजना ओळख पडत नाही.
2. अलंकाराचा कोणता प्रकार आहे हे समजत नाही.
3. उत्तर. तत्त्व, चार्ट, विद्यापीत महाने हया व्यक्तिगतता अलंकारात्मक होणारा चूकंचा अभ्यास संशोधित केलेला असे प्रस्तुत प्रकारमध्ये केलेला आहे. तसेच व्याख्यात उपचारात्मक अभ्यासाचा वापर हेच केला आहे.

1.3 समयवर्ती ती कि—
मराठी माध्यमाच्या इतिहास ८ वि अ मंथील विविधांजना मराठी वि इतिहास व्यक्तिगतता अलंकारा ओळखण्यास येण्यास व अडणारी अभ्यास आणि त्याचा उपयोग.

1.4 महात्मा बाबासाहब वाजपेयी—
1. मराठी माध्यमाचे विवाही— प्रस्तुत संशोधनात्मक मराठी माध्यमाचे विवाही हे पाल राजेंद्र मराठी हायस्कूल मंथील इतिहास आढळणारे विवाही प्रयोगी आहेत.
2. व्यक्तिगतीकरण चूका— विद्याभूमिकृत मराठी वि पायातील अलंकारं प्रकार ओळखण्यास चूका.

1.5 सं ते भोजनाचे उद्देश—
1. इतिहास आविष्कारी मराठी माध्यमाच्या विवाही बाबासाहब माध्यमाचे अत्यंत अध्यात्मिक एक मराठी ह संदर्भात होणारा चूकंचा तथा इतिहास.
2. इतिहास आविष्कारी मराठी माध्यमाच्या विवाही बाबासाहब माध्यमाचेे अलंकारं प्रकार ओळखण्यास होणारा चूकंचा तथा इतिहास.
3. इतिहास आविष्कारी मराठी माध्यमाच्या विवाही बाबासाहब माध्यमाचे अलंकारं प्रकार ओळखण्यास उपमेय, उपमेय सामाजिक बद्द यांनी संदर्भात होणारा चूकंचा पूर्व चालणी व उपर चालणी मंथील गुणांकाची तुलना करणे.

1.6 संशोधनाची परिकल्पना—
1. विभागीय परिकल्पना— इतिहास आविष्कारी मराठी माध्यमाच्या विवाही बाबासाहब माध्यमाचे अलंकारं प्रकार ओळखण्यास संदर्भात कोणत्याही चूका होत नाही.
2. पूर्व परिकल्पना— इतिहास आविष्कारी मराठी माध्यमाच्या विवाही बाबासाहब माध्यमाचे अलंकारं प्रकार ओळखण्यास उपमेय, उपमेय सामाजिक बद्द यांनी संदर्भात होणारा चूकंचा पूर्व चालणी व उपर चालणी मंथील गुणांकाच्या प्रमाण प्रमाण करणे.

1.7 संशोधनाचा मर्यादा—
अ. प्रस्तुत संशोधन केवळ पाल राजेंद्र मराठी हायस्कूल कातिकली पूर्व व्या आविष्कारी विवाही पूर्वीत व्याख्यांत असेल.
ब. प्रस्तुत संशोधन केवळ मराठी वि पायातील अलंकारात्मक उपमेय उपमेय, सामाजिक बद्द अलंकारं प्रकार ओळखण्यास वांचं ओळखण्याच्या संदर्भात होणारा चूकंचा पूर्वीत मर्यादित असेल.
क. प्रस्तुत संशोधन केवळ ३६ विवाहीपूर्वीत मर्यादित असेल.
ड. प्रस्तुत संशोधन केवळ २०१७–२० या वातांत्रिक व उपरीत मर्यादित असेल.
3. प्राथमिक संशोधनपद्धती—
कार्यकारिणीसंबंध दर्शनियात्रा गृहलीकर्ता खेतीसे परिशिष्टण करण्याची एकेंच संबंधेन पुढील माणजे प्रायोगिक पद्धती होय. एकादी घनना अथवा लक्षण दुःस्थ्या एकादी घनना घटनेसाठी जवळजवळ आहेत हे व्यक्त करण्याचे विचार माणजे कार्यकारिणी संबंध दर्शनियात्रा गृहितक होय.

प्रायोगिक अभ्यासात संस्थेचे कमीत कमी एका स्वास्थ्य चर्चा हातात्त्वी करतो, तसेच संबंध चर्चात नियंत्रित करतो आणि स्वास्थ्य चर्चा एक अथवा अनेक आश्रित चर्चा होणारातील परिस्थितीमध्ये नियंत्रित करतो.

3. प्रायोगिक संस्थेचे पद्धतीचे निकाल —
कार्यकारिणीसंबंध दर्शनियात्रा गृहलीकर्ता खेतीसे परिशिष्टण करण्याची एकेंच संबंधेन पुढील माणजे प्रायोगिक पद्धती होय. एकादी घनना अथवा लक्षण दुःस्थ्या एकादी घनना घटनेसाठी जवळजवळ आहेत हे व्यक्त करण्याचे विचार माणजे कार्यकारिणी संबंध दर्शनियात्रा गृहितक होय.

प्रायोगिक अभ्यासात संस्थेचे कमीत कमी एका स्वास्थ्य चर्चा हातात्त्वी करतो, तसेच संबंध चर्चात नियंत्रित करतो आणि स्वास्थ्य चर्चा एक अथवा अनेक आश्रित चर्चा होणारातील परिस्थितीमध्ये नियंत्रित करतो.

3.2 संस्थेचे पद्धतीचे निकाल —
प्रत्येक संस्थेचे संस्थेचे पद्धतीचे निकाल ही प्रायोगिक अभिकल्पायतील पूर्व प्रायोगिक अभिकल्पायतील एकल गट पूर्वेंचा परिशिष्टण अभिकल्प किंवा विशुद्ध प्रायोगिक अभिकल्प — पूर्वेंचा परिशिष्टण नियंत्रित गट अभिकल्प वापरला गेला आहे

- एकल गट पूर्वेंचा परिशिष्टण अभिकल्प
  या अभिकल्पायते प्रायोगिकाचे एकच गट निवडला जातो. या गटात दोन वार्षिक (๐) दिली जाते तंत्र नियंत्रित कालव्यङ्ग्य परिस्थिती उच्चारणाची माण (X) दिली जाते. प्रयोगात्मक रूपांतर उपरांत चर्चा (๐) दिली जाते. दोन आणि उपरांत चर्चा मध्यस्थ (२-0१) फसलवाणे स्वास्थ्य चर्चा आश्रित चर्चा होणारातील परिस्थितीमध्ये नियंत्रित करते आहे. या अभिकल्पायते स्वरूप पूर्वेंचा परिशिष्टण —

- पूर्वेंचा परिशिष्टण नियंत्रित गट अभिकल्प —
  या अभिकल्पायते प्रायोगिक गट व नियंत्रित गट पाचवी निवड यांनी करण्याची आधारे केली जाते. यामध्ये दोन गटांचे पूर्व चर्चाचे भेटली जाते त्यांतर प्रायोगिक गटात नियंत्रित कालव्यङ्ग्य परिस्थिती उच्चारणाची माण (X) दिली जाते व नियंत्रित गटात उच्चार दिला जात नाही त्यांतर दोन गटांचे उपर चर्चा भेटली जाते.

प्रायोगिक गट नियंत्रित गट R ๐๙×๐๒ ๐๙ ๐๒
R सहभागीची यांनी पंढरतेने निवड R सहभागीची यांनी पंढरतेने निवड
๐๙ – पूर्व चर्चा ๐๑ – पूर्व चर्चा
X – उपरांतवरी भेट जाता – उपरांतवरी भेट नाही
๐๒ – उपरांत चर्चा ๐๒ – उपरांत चर्चा

3.3.1 नमुना/प्रतिद —
प्रस्तुत संशोधनामध्ये कादरील (P), पाल गाजेंद हायस्कूलच्या ३६व्यवस्थानेची नमुना महणून निवड करण्यात आली आहे.

3.3.2 नमुना निवड पद्धती —
एकदा मोइया समूहातृत्व (जनसंख्येतृत्व) तथा समूहातृत्व प्रतिनिधित्व करणात्मक काही व्यक्तीची (नमुना) निवड करणात्मक प्रक्रिया मार्गांजे नमुना निवड प्रक्रिया होय.
नमुना निवडीसाठी प्रामाण्याने पूर्णत दोन पद्धतीचा वापर केला जातो.

1. संभाव्यता नमुना निवड
   1. सरल यादृच्छिक नमुना निवड
   2. कृमिबद्ध / नियमबद्ध नमुना निवड
   3. स्टायप नमुना निवड
   4. गुण्य नमुना निवड
   5. बहुस्थाप नमुना निवड

2) असंभाव्यता नमुना निवड
   1. साप्रयोजन नमुना निवड
   2. हिस्सा/निष्ठित 1 नमुना निवड
   3. सोप्यक्ष/प्रारंभिक नमुना निवड

प्रस्तुत संस्थानामध्ये नमुना निवडीसाठी पाळ राजद राहत नाइपणीलेलेच आणि इपला आठवीची निवड साप्रयोजन नमुना निवड पद्धतीने केली आहे.

3.4 माहिती संकलन

3.4.1 माहिती संकलनातील साहषे
प्रस्तुत संस्थानामध्ये संशोधनकर्ते माहिती संकलनातील स्वतंत्रमूल पूर्व चारणी आणि उत्तर चारणी प्रस्तावलीचा वापर केला आहे.

3.4.2 साप्रयोजन प्रस्ताव
सर्व प्रथम निवडकेल्या गोठूणाऱ्या मुख्याधीशकांकडे संपर्क साधून स्वातंत्र्य संकलन समयात आणि प्रस्तावलीचा प्रशस्तीसंदर्भात (माहिती संकलन) पर्यावरणी घेतली.

3.5 माहिती विश्लेषण पद्धती—
माहिती विश्लेषणासाठी मध्यमांक या साक्षांकऱ्यांचा वापर केलेला आहे.

माहितीचे विश्लेषण आणि अर्थविवर्तन
पृथक्करण आणि अर्थविवर्तन हा संशोधनांडिवील महत्त्वाची पायी आहे.

1. पूर्व परिकल्पना— इसलिए आउटबोय भर्ती माध्यमात्मक विद्यायों के अल्लकार से प्रकार ओव्हरहिंग लेखनांसंबंधी कोण्याही चूका होत नाही.

सारणी 4.1

<table>
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<tr>
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<th>परिशोधन</th>
<th>एकूण विद्यायी संख्या</th>
<th>मध्यमान</th>
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<td>1</td>
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<td>36</td>
<td>17.97</td>
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अर्थनिर्विचार—वरील सारणी के 4.1 मध्ये माहितीबद्ध असे दिसून येते की, संशोधनांसही निवडलेले एकूण विद्यायी 36 असून त्याची पूर्व चारणांमध्ये मित्रबिलेखण गुणाचे मध्यमान 17.97 आहे. यांनुसार असे दिसून येते की, इसलिए आउटबोय भर्ती माध्यमात्मक विद्यायों के अल्लकार से प्रकार ओव्हरहिंग लेखनांसंबंधी चूका केल्या जातात. म्हणून दिशाप्रसंग परिकल्पना "इतरला आउटबोय भर्ती माध्यमात्मक विद्यायों के अल्लकार से प्रकार ओव्हरहिंग लेखनांसंबंधी चूका होत नाहीत." अर्थज्ञेत केली जाते. वरील सारणीतील माहितीचे सादरीकरण आलेख के.4.1 मध्ये केलेले आहे.

सारणी 4.2

विद्यायोंचा उत्तर चारणीतील गुणांचे मध्यमान

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<td>25.80</td>
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उदाहरण—इतरत्माने आउटबोय भर्ती माध्यमात्मक विद्यायों के अल्लकार से प्रकार ओव्हरहिंग लेखनांसंबंधी गुणांचे मध्यमान 17.97 आहे. उत्तर चारणीतील गुणांचे मध्यमान 25.80 आहे. म्हणून इतर चारणीतील गुणांचे मध्यमान टे पूर्व चारणीतील गुणांचे मध्यमानपेक्षा 7.83 ने अधिक आहे. म्हणून परिकल्पन "इतरत्माने आउटबोय भर्ती माध्यमात्मक विद्यायों के अल्लकार से प्रकार ओव्हरहिंग लेखनांसंबंधी गुणांचे मध्यमान फरक नाही." अशिष्ठत्वाच्या कथा जाते.

सारणी 4.3

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<td>36</td>
<td>25.80</td>
<td>7.83</td>
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अर्थनिर्विचार—वरील सारणी के 4.3 मध्ये माहितीबद्ध असे दिसून येते की, इतरत्माने आउटबोय भर्ती माध्यमात्मक विद्यायोंचे पूर्व चारणीतील गुणांचे मध्यमान 17.97 आहे. उत्तर चारणीतील गुणांचे मध्यमान 25.80 आहे. म्हणजेच इतर चारणीतील गुणांचे मध्यमान के पूर्व चारणीतील गुणांचे मध्यमानपेक्षा 7.83 ने अधिक आहे. म्हणून परिकल्पन "इतरत्माने आउटबोय भर्ती माध्यमात्मक विद्यायों के अल्लकार से प्रकार ओव्हरहिंग लेखनांसंबंधी गुणांचे मध्यमान फरक नाही." अशिष्ठत्वाच्या कथा जाते.

वरील सारणीतील माहितीचे सादरीकरण आलेख के 4.3 मध्ये केलेले आहे. आलेख 4.3 विद्यायनाचा पूर्व आणि उत्तर चारणीतील गुणांचे मध्यमानातील फरकाचे आलेखांत्वाळे सादरीकरण—
निक्षेपन

5.1 प्रस्तावना—
भा प्रकृति ही मानसाल लाभधेती एक विरोध प्रकृति होता. भा मुझे विचार जागृत होतात. तसेच भा तथ्या माध्यमातृ भावना उद्दिष्ट होतात. भावना विकास साध्या जातो. भा मुझे मानस सुसंस्कृत व रसिक बनतो.
भा ठेवे तत्त्वान नम्बर व्यक्तिगत होय. परस्पर संबंध अभ्यास करणारे भाषा माणे व्यक्तिगत महणू भा ठेवा गायकांसह अभ्यास करणारी व्यक्तिगती गरज असते. व्यक्तिगतवाच्यांच्या विद्यार्थींनी जो अलंकारातील फरक ओळखणे तो शिक्षण योग्य करणे हे देखि महत्त्वाचे आहे.

5.2 संशोधनाची उद्देश्ये—
१. इयत आठवींवर माध्यमाची विद्यार्थीकडून व्यक्तिगतील अलंकाराची ओळख लेखन सोण्या अडचणीचा रोष ग्येने.

5.3 संशोधनाच्या परिकल्पना—
१. युवा विभागता—येथे आठवींवर माध्यमाची विद्यार्थीकडून अलंकाराची ओळखी संदर्भात कोणताही चूक होत नाही.

5.4 निक्षेपन—
5.4.1 उद्देश्यक. १ आणि दिशाशीर्षक परिकल्पना क्र. १ अनुसार
सारणी क्र. ४.२ मधील माहितीत असे जुळून नेते की विद्यार्थीनाला पूर्व चाचनी मधील विश्वासपत्ती गुणांचे मध्यमां १५६.७७ आहे.
याची असा नि करी निष्पक्ष की इयता माध्यमाच्या विद्यार्थीकडून अर्थात माणे लेखनातून चुका केल्या जातात.
मागून सांख्यिकीय उपचारत्मक अभ्यास केलेले गेले.
उद्देश्य क्र. २
उद्देश्य क्र. ३ आणि युवा विभागता क्र. २ अनुसार
सारणी क्र. ०.३ मधील विद्यार्थीची पूर्व व उत्तर चाचनीतील गुणांची तुलना केली गेली आहे. विद्यार्थींची पूर्व चाचनीतील गुणांचे मध्यमां १५६.७७ आहे आणि उत्तर चाचनीतील गुणांचे मध्यमां २५.५० आहे. पूर्व आणि उत्तर चाचनीतील गुणांचे मध्यमांमध्ये ५.८३ इतका फरक आहे.
5.4.2 सामान्य

1. इयता आदतीया मराठी माध्यमाच्या विद्यायांकृत अलंकाराच्या आदतीया संदर्भात चूका केल्या जात होता. या चूका पूर्व चाराचे वर्णन किंवा वर्णनाशीर्षय विवरणाची उपचारात्मक अपवाद दिले असता त्या चूकाचे प्रमाण कमी झाल्यास दिसून आले उपचारानंतर उत्तर चारणीतील गुणांमध्ये न्यायात्मक बदल झालेला दिसून आला.

5.5 सूचना—

विद्यार्थी 5.5.1 विद्यायांकृती सूचना—

1. विद्यायांकृती गृहसम्में शिक्षक निवडित असताना शिक्षकांकृत लेखनांचे तयार माहिती जाणून घेऊ आवश्यक आहे.
2. अलंकार शिक्षकांना आवडूने शिक्षक.
3. अलंकार ओळखताना उपभोक्ता, उपभोक्ता. सामायुक्तक राष्ट्र याची ओळख करताना शिक्षकांकृत मदत घेऊ.

5.5.2 शिक्षमोक्षी सूचना—

1. मराठी शिक्षकांना भाषा या वि वयात अलंकार या वि वयात किंवा महत्त्वाचे आहे हे सर्वसाधारण समजून सांगणे.
2. शिक्षकांनी अलंकार शिक्षकांना उपभोक्ता व उपभोक्ता सामायुक्तक वाक्य अध्ययनाच्या घटक माहिती करून देणे.
3. विद्यायांकृती अध्ययनाची समस्यांचा रोज चालू व व्याख्या सहायतील पूर्वांची त्याच्या समस्या निगमन करून.
4. शिक्षकांना अलंकाराने अभ्यास करताना विद्यायांकृत वाक्य प्रयोग नाही असे अभ्यास प्राप्ती असे अभ्यास करून.
5. अलंकारांनी माहिती देताना संबंधित योग्य उदाहरण विद्यायांकृत दर्शवून.

5.5.3 पुढील संशोधनांसाठी सूचना—

1. हे संशोधन पूर्ण महाराष्ट्रामध्ये करू तयार करता येते.
2. प्रस्तूत संशोधन हे इतर माध्यमांच्या विद्यार्थीं देखील करू तयार.
3. प्रस्तूत संशोधन C.B.S.C., I.C.S.C गाथा मध्ये देखील करता येईल.
4. प्रस्तूत संशोधन व्यक्तिनांतील अभ्यास, समास, यांतरी करता येईल.

संदर्भ सूची

1. मराठी व्यक्तिक — मोरा बाळबे
2. मराठी व्यक्तिक — सुरें डाक्विकर
3. मराठी व्यक्तिक — म. चांकदे
SKILL DEVELOPMENT IN HIGHER EDUCATION

Dr. Namdev D. Patil
K. H. College, Gargoti.

Abstract-
Skills and knowledge are the driving force of economic growth and social development for any country. Indian demographic is with the unique facet of being fraught with a majority of young populace. Education sector in India is well developed and mature. The nation's educational infrastructure offers a concrete system comprising of Primary education, Secondary education and Higher education. The constitution of India has made education a fundamental right provisioning free and compulsory education. Education and Skill development become quite an imperative sector to appropriate this massive human resource. The supply of public education is inefficient and leaves a significant shortfall which is being filled by private education institutions. The working age group between 15 to 59 years is its largest bulk constituting of more than 65% of total population. In such a backdrop, 29% of children are enrolled in private schools. In higher education sector, private institutions, colleges and universities are playing a pivotal role in the education landscape.

Key Words-economic growth, demographic, infrastructure, concrete, constitution, significant etc.

Introduction
India is a Country with the second largest population. It is renowned for its size, diversity and complexity, whether it is geographical, socioeconomic, cultural, political or developmental. All these factors impact on every aspect of life including employment, labor force considerations, education and training. If nation is a system, education is the heart of it. Education empowers the nation. Education is an important input for the growth of the Nation. Properly planned educational can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new hopes and develops new values. It strengthens competencies and develops commitment. So, every govt. is now committed to provide the facilities that are required for educating a child right from the beginning. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the “demographic dividend.”, means India has a higher proportion of working age population.

India has seen rapid growth in recent years, due to the growth in new-age industries. The demand for a new level of quality of service has increased with the increase in purchasing power. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on the skill development of the young population of the country. India lags far behind in imparting skill training as compared to other countries. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the “demographic dividend.” This “demographic dividend” means that as compared to other large developing and developed countries, India has a higher proportion of working age population about its entire population. The rapid economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. India is among the top countries in which employers are facing difficulty in filling up the jobs. The key reasons in finding a suitable candidate for available jobs in the country are lack of available applicants, shortage of hard skills and shortage of suitable employability, including soft skills.

The percentage of employers who are experiencing difficulties filling job vacancies continues to rise. We talk about India than it is on seventh position in facing difficulty in filling jobs. For India, the difficulty to fill up the jobs is 58%, which is above the global standard of 38% in 2015. The World Economic Forum indicates that only
a little bit % of the total Indian professionals are considered employable by the organized sector. The unorganized sector is not supported by any structured skill development and training system of acquiring or upgrading skills. The skill formation takes place through informal channels such as family occupations, on-the-job training under master craftsmen with no linkages to formal education training and certification.

The percentage of employers who are experiencing difficulties filling job vacancies in India continues to fluctuate from 2006 to 2015. When compared with 2014, the proportion decreases from 64% to 58%. Employers are having major difficulty filling jobs in Accounting & Finance Staff, IT Personnel, Secretaries, PAs, Receptionists, Admin Asst. & Office Support Staff, Teachers, Engineers, Marketing / Public Relations / Communications Staff Sales Managers, Management / Executive (Management / Corporate), Legal Staff, Researchers (R&D). On the other hand, Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. The quantum growth in the Higher Education sector is spearheaded by Universities, which are the highest seats of learning.

In order to provide adequate training to the youth and develop necessary skills, the Government of India took steps to improve the skill training scenario in the country. In 2009, the government formulated the national skill development policy that laid the framework for skill development, ensuring that individuals get improved access to skills and knowledge. This Institution is based on skill development, including ITIs/ vocational schools/technical schools/ polytechnics/ professional colleges, etc. Training for self-employment/entrepreneurial development is given under this policy-learning, web-based learning and distance learning is also parts of national skill development policy. The policy states the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions and all skill providers. 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 (NSDC)
- National Council for Vocational Training (NCVT)

The policy also lays down special emphasis on skill development for the unorganized sector. The policy provides for having a separate institutional mechanism to plan, implement and monitor the skill development for the unorganized sector. It focuses on having target groups within the unorganized sector, literacy and soft skills, recognition of prior learning, and skill development for self-employment. The current vocational education is shifting from welfare approach to a demand driven approach. The government has undertaken various efforts to strengthen its scattered VET (Vocational Education Training) delivery system under various departments and ministries, e.g. the Ministry of Human Resource Development (MHRD), the Ministry of Labor and Employment (MOLE) through its Director General of Employment and Training (DGET), the Ministry of Urban Affairs and the Ministry of Rural Development. Opportunities available to learners for skill development are facilitated by Central & State Government & by Private sector. Government gave priority to Skill development in Twelfth Five Year Plan. The government plans to set up sector skill councils to prepare standards required for training
programs. The industries are also proactively taking steps to partner with the government and reduce the skill gap. The government has doubled the allocation of funds for skill development under the National Skill Development Fund (NSDF) by INR10 billion in the Union Budget 2012–13. The total corpus of funds has been increased to INR25 billion. The various ministries have created infrastructure for skill development such as it is, polytechnics, community polytechnics, secondary schools (in association with private sector). Recently, government has passed the amendment to the existing act known as ‘Apprentices (Amendment) Bill, 2014’ to increase the number of skilled manpower and provide industries with flexibility to hire apprentices as well as improve stipends specified to them. According to the Bill, the industry will have 2.5-10 percent of the total work force as apprentices Prime Minister Narendra Modi in June 2014 announced the creation of a first-ever separate Ministry of Skill Development and Entrepreneurship to promote entrepreneurship and skill development.

MHRD governs polytechnic institutions with the current capacity of diploma level courses under various disciplines such as engineering and technology, pharmacy, architecture, applied arts and crafts and hotel management. As per AICTE Annual Report- 2011-12, total number of institutions is 3205 within take capacity of 8, 87,825. Another key initiative of MHRD is the scheme of Apprenticeship Training, which aims to provide practical experience to engineering graduates, diploma holders and students in 10+2, and make the trained candidates job ready as per industry requirements. A part from this, MHRD has also introduced vocational education from class IX onwards, provision of financial cost for engaging with industry /SSCs for assessment, certification and training 'Aajeevika’ is as killing and placement initiative of Ministry of Rural Development. The aim of the scheme is to impart specific set of knowledge and skills to rural youth and make them job ready. The scheme is catering to youth without formal education. Textile is the second largest employer after agriculture in the country. The work force will increase from 33-35 million in 2008 to 60-62 million by 2022. The ministry has an Integrated Skill Development Scheme for the Textiles and Apparel Sector including Jute and Handicraft. The scheme aims to fulfill the need for skilled manpower to the textile and related sectors. The scheme aims at targeting 15 lakh people over the span of five years. The NSDC formed in 2009 under National Skill Policy, which is a public-private partnership body mandated to skill 150 of the 500 million people by 2022 and the National Skill Development Agency (NSDA), an autonomous body formed in 2013 to coordinate the government and the private sector initiatives to achieve the skilling the targets of the 12 plan and beyond has been subsumed under the Ministry of Skill Development and Entrepreneurship to give coherence to skill training efforts in the country. The figure below elucidates NSDC’s targeted producing skilled workers per sector over the next ten year. Source: NSDC some of the other key initiatives of the government are as follows

- Establishment of new ITIs in underserved regions and the existing ITIs being upgraded to centers of excellence to produce multi-skilled workforce of world standards
- Setting up more polytechnics in the PPP mode and 400 government polytechnics being upgraded
- Expansion of vocational education from 9,500 senior secondary schools to 20,000 schools; intake capacity to increase from 1 million to 2.5 million
- Establishment of 600 rural development and self employment training institutes (RUDSETI)
- To set up a virtual skill development resource network linking 50,000 skill development centers (SDCs)
- Skills training have been made more affordable by exempting vocational education institution from paying service tax.

Over the years, the private sector has increased its presence in the field of vocational education in India. Unemployment and underemployment are two of the most serious development problems currently being faced by the country. The equality vocational education and training courses for the learner can solve this problem.
The private sector comes into play here with its ability to match better the demand for workforce by the industry with a supply of superior skilled manpower. The private sector can contribute to supplement infrastructure, facilities, technology and pedagogy. There are several roles that the private sector plays in this domain, namely, as a consumer of skilled manpower, as a non-profit facilitator of quality knowledge or as a for-profit enterprise providing education. In the first role, the private sector would deeply benefit by training the available manpower with appropriate skills and then ultimately employ them. Corporate houses can train learners by diverse methods and in varied fields such as research and development, academic internships, on-job training, programs in line with the market demand and several collaborative programs. As a consumer, the private sector is educating learners with the right balance of academic skills, analytical skills, attitude and exposure. This approach ensures only industry demanded skills/expertise being imparted to develop a suitable talent pool. Many private sector players have also entered this space as a way of giving back to the society from which they otherwise gain immensely. These players have the requisite funds, expertise and infrastructure to invest in constructing an appropriate platform for vocational education and training. Many industry experts or young business leaders interact with the learners via this mode to provide a unique training package. Finally, the private sector may enter vocational education and training with a sole purpose of profit building. By constructing infrastructure facilities in terms of schools, training institutes and universities, such players provide education at a price. In a nation such as India where maximum emphasis is laid on education, there are immense opportunities and a vacant capacity to tap this sector.

India, as a whole, realizes the complete seriousness and importance of possessing a skilled workforce. As highlighted above, there are several programs and schemes initiated to address this issue. However, considering the rate at which the eligible working population of India is growing, these skilling initiatives would fall short by a severe amount. India is perceived to be emerging as a service-driven economy with quality human capital as its competitive advantage. For continuing this growth in the service sector and achieve competitive advantage in manufacturing, it is imperative that the human capital asset is developed further. The future prospects give birth to a serious concern of inadequate educational facilities of the nation.

Skilling has certainly seen a growing focus from government and other stakeholders and we hope it would have sustained attention from decision makers. While structurally the government has introduced a new Ministry of Skill Development and Entrepreneurship, further clarity on its operational mandate and alignment with other ministries' skilling programmers is still awaited. With an amaze of schemes and training initiatives at multiple ministries, it would be imperative for the new ministry to streamline government focus and ensure efficient implementation in the right areas with optimum fund utilization targets. With the recent announcement of it is and DGET being aligned with the new ministry, they would also need to revamp the existing massive infrastructure to make it industry relevant. Schemes like National Career Services Project by DGET and National Textile Policy tar getting to create 35 million jobs are encouraging steps where effective implementation would be the key. NSDC would also need to get large training players backed by employers and industry to join the training industry as credibility and sustainable infrastructure 18 would be the key to meet its target of 150 million training by 2022. While by setting up 31 SSCs, they have laid the path for establishing training standards with employers at the fore front, ensuring financial sustainability of SSCs would be equally important. Another key government initiative--‘Aajevika’, which is a flag ship initiative of MoRD, also needs to align itself with training standards and focus on outcome-driven funding. Right monitoring and striving for impact-based implementation is certainly required and we hope this is taken up sooner than later. With a trained workforce of 500 million, the nation is looking at creating a fine balance between quality and quantity, which
would be vital to create a credible and sustainable reform. At an annual addition of 9.25 million per year approximately 37 million jobs are expected to be created from 2012-13 through 2016-17.

Conclusion
We need to recognize that the knowledge, skills and productivity of our growing young and dynamic workforce form the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western hemisphere, India should try to become “knowledge economy” to promote inclusive growth.

References
STUDY THE ACTIVE LISTENING SKILLS AMONG THE STUDENT-TEACHERS

Dr. Neela Pathare, Assistant Professor,

Abstract

In today’s high-tech world, communication is very important. For effective communication, listening skill is essential. It helps build relationship, solve problems, ensure understanding, improve accuracy. But we don’t pay attention to develop this skill. Listening is not the same as hearing. Hearing is a physical process while listening is a psychological act. The way to improve listening skill is to practice “Active Listening”. It involves listening with all senses. It includes focusing fully on speaker as well as showing verbal and nonverbal signs of listening. The active listener should understand the other person’s point of view. The listener should ask relevant questions to the speaker to clarify what the speaker has said. There are some barriers to Active Listening. One should try to remove them. Active listening skill is essential for would be teachers or student teachers. Active Listening skills can be improved by practice. This study sheds light on Active Listening skill’s elements, the present condition of these skills among student teachers and ways to develop the skill.

Key Words : Active Listening Skills, Elements of Active Listening, Barriers.

Introduction

Communication Skill is one of the essential skills in 21st century and in developing personality also. Communication can not be effective without effective listening. Listening is the most fundamental component of interpersonal communication skills. Listening is the ability to accurately receive and interpret messages in the communication process. According to Oxford Dictionary, “listening is to give your attention to sound or action.” Listening is not the same as hearing. Hearing is the physical process. Listening is more than that. Listening requires concentration. While listening, we hear what others say and understand what it means. Understanding is the essential element of the listening. If we don’t understand what others are saying, the communication will be incomplete. Roland Barthes says, “Hearing is a physiological phenomenon while Listening is a psychological act.”

Listening means paying attention to the speaker’s words. But it is not enough. One should pay attention to the use of language and voice of the speaker as well as how It is told and body language of the speaker also. The listener should understand the verbal and non verbal messages. Listening is also two way process. Listener should also involved in the process of communication. This process of being fully involved is known as ‘Active Listening’. One of the researches on communication skills shows that adults spend almost 45% of their time in listening and 30% in speaking. The following diagram shows the time engaged in communication.

![Time Spent in Communication](chart.png)

Fig. 1

From the chart we can say that we spend more time in listening compare to speaking, reading and writing. Hence listening should be worthwhile.
The clarity of what the speaker is saying depends upon how well we listen. It is easier to focus if the speaker is fluently speaking, if he speaks with effective body language, with proper voice and speed. If it is not so, the listener is distracted. The way to improve listening skills is to practice “Active Listening”.

**Active Listening**

Active Listening means actively listening. It involves listening with all senses. Active Listening includes to focus fully on the speaker, understand, respond and remember what is being said. It includes verbal and non-verbal signs of listening. Listener should be ‘seen’ to be listening. Listener’s interest can be seen by using eye contact, nodding head, smiling, saying ‘yes’ or ‘humm’ etc. Listener should remain neutral while listening others. Pauses and short periods of silence should be accepted. That means listener should have patience. He should not say anything when speaker take pauses. Listener should not be distracted e.g. looking at a clock or watch, looking outside the window, playing with hair etc. During listening, many thoughts occur in listener’s mind which disconnect him from listening actively. The listener should ask relevant questions to the speaker to clarify what the speaker has said. But questions should be asked when speaker completes his saying. He should not be disturbed. The listener should feel what the speaker feels. He should put himself in the speaker’s place.

Empathy is the heart of good listening. Active Listening is a skill which can be improved by practice.

**Significance of the Study**

This study was done to find out whether the ‘would be teachers’ listen actively, effectively or not. Communication skills are very essentials for student teachers. In the classroom when the lectures are delivered, they should listen actively so that they can understand the concepts, ideas properly. Students should give verbal, nonverbal signs to convey the messages to the lecturers that they are interested in topic and speech. Students should ask questions to clarify the concepts. When student teachers deliver the lesson in the classroom, for effective conversation, active listening is necessary. They should listen actively what their students are saying. Similarly they should develop listening skills among their students. They should know what barriers are there which are distracting their students from listening. This study is useful to understand the elements of the active listening. The researcher has suggested the ways to develop the listening skills among the student teachers.

**Title of the Problem**

Study the Active Listening Skills among the Student Teachers.

**Objectives**

1. To study the elements of Active Listening Skills.
2. To study the Active Listening Skills among the student teachers.
3. To suggest the ways to improve the Active Listening Skills.

**Scope and Limitations**

**Scope**

The study has its scope for all the student teachers studying in different teacher education institutions. It has its scope for all the students, studying in different higher education institutions for different courses.

**Limitations**

The study is limited only for 64 student-teachers studying at Smt. Patalaben Shah College of Education, Sangli.

**Methodology**

**Research Method**

Survey method was used for this study.

**Sampling Method**

The purposive sampling method was used for the study. 32 students from 1st year and 30 students from 2nd year B. Ed. Class who were present in the classroom, were selected for the study and given the test.

**Tools**
The test having 20 statements based on three elements regarding to Active Learning Skills was prepared. Five point rating scale was used.

Data Collection

32 students from 1st year and 30 students from 2nd year B. Ed. Class were given the Listening Skills Test. The statements in the test were based on three elements regarding to the Active Listening Skills viz. Patience, Concentration and Distraction. Five point rating scale was used. The statistical analysis was done and results were found.

Statistical Analysis

The collected data were analyzed by using percentage.

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th></th>
<th>Often</th>
<th></th>
<th>Some times</th>
<th></th>
<th>Rarely</th>
<th></th>
<th>Never</th>
<th></th>
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<tbody>
<tr>
<td>不可能</td>
<td>no.</td>
<td>%</td>
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<td>%</td>
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<tr>
<td>(1) I Interrupt speaker when disagree with him</td>
<td>10</td>
<td>16.1</td>
<td>16</td>
<td>23.8</td>
<td>24</td>
<td>30.7</td>
<td>12</td>
<td>19.4</td>
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<tr>
<td>(2) I Interrupt speaker to make my point</td>
<td>0</td>
<td>0</td>
<td>09</td>
<td>19.5</td>
<td>20</td>
<td>32.3</td>
<td>24</td>
<td>38.7</td>
<td>9</td>
<td>14.5</td>
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<tr>
<td>(3) I finish speaker’s statement when he takes pause</td>
<td>5</td>
<td>8.1</td>
<td>18</td>
<td>29.3</td>
<td>20</td>
<td>32.3</td>
<td>18</td>
<td>29</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>(4) I try to have last word on subject/topic</td>
<td>2</td>
<td>3.2</td>
<td>11</td>
<td>17.7</td>
<td>17</td>
<td>27.5</td>
<td>22</td>
<td>35.5</td>
<td>10</td>
<td>16.1</td>
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<tr>
<td>(5) I sudden change the topic while listening to the others</td>
<td>5</td>
<td>27.5</td>
<td>08</td>
<td>12.9</td>
<td>17</td>
<td>27.5</td>
<td>25</td>
<td>40.3</td>
<td>7</td>
<td>11.3</td>
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<tr>
<td>(6) I like to give advises during conversation.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>17.7</td>
<td>18</td>
<td>29</td>
<td>23</td>
<td>37.1</td>
<td>10</td>
<td>16.1</td>
</tr>
</tbody>
</table>

Observation and Interpretation

From the above table, it can be said that in statement-(1), 50.06% students, in statement-(2), 85.49% students, in statement-(3), 62.9% students, in statement-(4), 79.11% students, in statement-(5), 79.12% students and in statement-(6), 82.26% students fall from ‘sometimes to never’ as compare to always and often hence students have ‘patience’ to listening to the others.
Table 2

TABLE SHOWING THE PERCENTAGE OF STATEMENTS REGARDING CONCENTRATION

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<td>(1) I make eye contact with speaker while listening</td>
<td>12</td>
<td>19.4</td>
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<td>29</td>
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<td>8.1</td>
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<td>(2) I tend to lean slightly forward, rest head on hand</td>
<td>7</td>
<td>11.3</td>
<td>17</td>
<td>27.5</td>
<td>19</td>
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<td>3.23</td>
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<tr>
<td>(3) I use non verbal signals while listening</td>
<td>15</td>
<td>24.2</td>
<td>21</td>
<td>33.9</td>
<td>14</td>
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<tr>
<td>(4) I use verbal signals while listening</td>
<td>17</td>
<td>27.5</td>
<td>24</td>
<td>30.7</td>
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<td>(5) While listening I pay attention to non verbal signals of speaker</td>
<td>11</td>
<td>17.7</td>
<td>10</td>
<td>16.1</td>
<td>12</td>
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<td>4</td>
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<tr>
<td>(6) I ask questions for clarification</td>
<td>7</td>
<td>11.3</td>
<td>19</td>
<td>30.7</td>
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<td>16.1</td>
</tr>
</tbody>
</table>

Observation and Interpretation
The above table shows that
1. for statement-(1), 51.61% students, for statement 2, 61.38% students shows from ‘sometimes to never’ responses. It shows the lack of eye contact and attentiveness.

2. in statement-(3), 58.06% and in statement 4, 58.21% students fall from ‘always to often’ responses. It means nearly 58% students use verbal, non verbal signals while listening.

3. for statement-(5), 65 % students show ‘sometimes to never’ response. It shows that students don’t pay attention to the speaker’s non verbal signals.

4. for statement-(6), 58.08 % students falls from ‘sometimes to never’ response. Students don’t ask questions for clarification.
Table 3
TABLE SHOWING THE PERSENTAGE OF STATEMENTS REGARDING DISTRACTIONS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no.</td>
<td>%</td>
<td>no.</td>
<td>%</td>
<td>no.</td>
</tr>
<tr>
<td>(1) I decide whether or not to listen based on the speaker’s appearance</td>
<td>2</td>
<td>3.2</td>
<td>12</td>
<td>19.3</td>
<td>7</td>
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<td></td>
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<td>33.9</td>
</tr>
<tr>
<td>(2) I get easily bored when conversation is not interesting</td>
<td>3</td>
<td>4.8</td>
<td>4</td>
<td>4.45</td>
<td>24</td>
</tr>
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<td>30.7</td>
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<td>5</td>
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<td>8.07</td>
</tr>
<tr>
<td>(3) I think of something witty to say in response while listening</td>
<td>5</td>
<td>8.0</td>
<td>7</td>
<td>40.3</td>
<td>17</td>
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<td>27.4</td>
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<td>9</td>
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<td>(4) Unrelated thoughts occur in my mind while listening</td>
<td>4</td>
<td>4.4</td>
<td>5</td>
<td>48.4</td>
<td>18</td>
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<td>3.23</td>
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<td>(5) I listen and writ on different topic simultaneously</td>
<td>10</td>
<td>16.1</td>
<td>25</td>
<td>40.3</td>
<td>20</td>
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<td>1.61</td>
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<td>(6) I fiddle with hair, finger or pen while listening</td>
<td>4</td>
<td>4.8</td>
<td>4</td>
<td>16.1</td>
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<td>(7) While listening I can talk on the mobile also.</td>
<td>0</td>
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<td>3.23</td>
<td>4</td>
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<td>(8) I gaze out of the window while listening</td>
<td>1</td>
<td>1.6</td>
<td>11</td>
<td>17.7</td>
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Observation and Interpretation
From the above table it can be said that,
1. in statement-(4), 82.27 % students fall from ‘always to sometimes’ responses. It means majority of the students agree that unrelated thoughts occur in their mind while listening the speech.
2. for statement-(5), 88.7 % students show responses from ‘always to sometimes’. Hence majority of students can listen and write simultaneously.
3. for statement-(8), 53.21 % students show responses from ‘always to sometimes’. It shows that students gaze out the window while listening the lecture.
4. in statements-(1),(2),(3),(6) and (7) more than 50 % students fall from ‘rarely to never’ response which shows that less distraction occurs.

Findings
1. Student teachers have patience to listening to the others.
2. More number of student teachers don’t make eye contact with the speaker as well as their posture do not show the signals of active listening.
3. Student teachers do not concentrate on non verbal signals of the speaker.
4. They don’t ask questions for clarification.
5. They don’t concentrate on the lecture as unrelated thoughts occur in their mind.
6. They have revealed the fact that they can listen and write on some different topic simultaneously which distracts their active listening.

Suggestions
1. For active listening concentration is necessary. Ask students to mentally screen out distractions. Meditation is helpful for concentration. Hence student teachers should be given a training of meditation.
2. Student teachers must develop the mentality of listening carefully to the others, without interrupting the speaker even if they disagree with the speaker and without imposing their solutions. To develop this mentality they should be given a chance to participate in debate, team work etc.
3. Ask students to face the speaker and maintain eye contact. Ask them to put aside papers, books, the mobile and other distractions.
4. Student teachers should try to feel what the speaker is feeling. It takes concentration.
5. They should pay attention to nonverbal signals of the speaker.
6. Ask student teachers to summarize the speech as an exercise.

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उच्च शिक्षणात कौशल्य विकास

श्री. नृशन भाऊनाथ चव्हाण

सहयोगी प्राणिवाक, गांवकीय अध्यापक महाविद्यालय, अकोला

सारांश
आज जगातील सर्वत्र तकनून देश महागून भारत गणाला जात आहे, भारतीय लोकसंख्येत एकूण 54 टक्क्यापेक्षा जात लोकसंख्या 25 व आंखाळाचे असेह. अर्थे त्या तकनून देशातील आज्ञाय शिक्षण व्यवस्थेची वस्तुविषयी पाहिजे तर आमची उच्च शिक्षण व्यवस्था व्यापक आणि ज्ञीतली आहे. जवळपास 574 विद्यापीठे, 36,000 पेक्षा अधिक संलग्न महाविद्यालये, आणि २० दलात्वासमध्ये आधिक विद्यार्थी यासारखे सुमारे ८० अनेक डॉक्टरेसवी बाजारपेक्षा असलेली भारतीय उच्च शिक्षण व्यवस्था जगातील तीसरी मोठी शिक्षण व्यवस्था आहे. हजरे पुढील २० व तात्त्यानुसार जगातील कामगार तकी ४ टक्क्यापेक्षी धर्मच्या तपासून त्याच्या विषयात अभ्यास असे पाहली भारतात ३२ टक्क्यापेक्षा वाढणाऱ्या व्यक्ती आहेत. त्रिभवंती येथे २०२९ पर्यंत आत्मक आयुष्मान तसेच २५ टक्के कार्यशीलता एकट्या भारतात असेल, जागरणकरणाचा या युगात तंत्रज्ञानाची दृष्टी जगात उपलब्ध करत आहे आणि अधिक विकासातील जाण आणि कौशल्य या अत्यंतम बाह्य वातावरणात जातात. तथापि आज एकूण कार्य तकीतील तुम्हारे कार्यशीलतेचे आंका फक्त २ टक्के इतकेच आहे, अर्थे परंपरागत माणूस आणि पुरुष/पुरुषांचा या युगात तंत्रज्ञानाची दृष्टी जगात उपलब्ध करत आहे परंपरागत माणूस आणि पुरुष/पुरुषांचा या युगात तंत्रज्ञानाची दृष्टी जगात उपलब्ध करत आहे. त्रिभवंती येथे २०२५ पर्यंत जगातील कार्यशीलता २५ टक्के कार्यशीलता एकट्या भारतात असेल, ज्ञानकरणकरणाचा या युगात तंत्रज्ञानाची दृष्टी जगात उपलब्ध करत आहे परंपरागत माणूस आणि पुरुष/पुरुषांचा या युगात तंत्रज्ञानाची दृष्टी जगात उपलब्ध करत आहे.
शिक्षण कौशल्य विकास के हेतु उपलब्ध संस्करणः

प्रथम आयोजन में महत्वपूर्ण उद्योग शिक्षण का प्रमुख भाग निर्माण (Gross Enrollment Ratio) GER — ज्ञाने 27 टक्के तर भारताचे 16 टक्के, 27 टक्के तर ग्राहील 35 टक्के।

परंपरागत तरण्याची विश्लेषणाची क्रयाबांधन विद्यापीठांचे 40 टक्के शिक्षक कमी तर केंद्रीय विद्यापीठांत 35 टक्के शिक्षक कमी।

पुरुष वृत्तीची विकास प्राचीन निर्माण (Citation Impact) कमी — ज्ञाने 27 टक्के तर भारताचे उद्योग शिक्षण क्रमांक तर 47.9 तर आसाम 9 टक्के उच्च शिक्षा संस्था आहेत।


t  — संवर्ग्यनिहत वितरण — उच्च शिक्षणातील संवर्ग्यनिहत वितरण — आर्बिकट्र ट्या मागण्या वर्ग : १४.४, अनुमयित जाती : १६.५, अनुमयित जमाती : ७.७, मुसीलम : ९.६

t  — हिंगु नुसार वितरण — एकुण ख्री लोकसंख्येच्या तुलनेत खिणांचे प्रमाण १५.२ तर एकुण पुरुष लोकसंख्येच्या तुलनेत पुरुष खिणांचे प्रमाण १९ तक्के पुरुष । उच्च शिक्षणात आहेत.

उच्च शिक्षणात कौशल्य विकासातील संबंध (Opportunities) —

1. गुणवत्तात्मक विविधता आर्बिक मदत देणे
2. शिक्षणाचे अंतरंग मिश्रकरण करणे
3. संस्थानासाठी पोल करणारी निर्मिती करणे
4. उच्च गुणवत्तात्मक शिक्षकवर्ग उपलब्ध करून देणे
5. शिक्षणप्रणाली मुद्रित तंत्वज्ञ किंवति करणे
6. रोजगार निर्मिती करणे

उच्छ शिक्षणात कौशल्य विकासातील शेखर (Threats) —

1. भारतीय शिक्षण व्यवस्थेत जटिल व्यवस्थापन योजनेच्या अंतर्गत अडचण येत अतवत.
2. भारतीय समाजातील विविध स्तरानंतर असतानंतर योजनेच्या अंतर्गत अडचण येत अतवत.
3. उच्च शिक्षणात भाडवलं गुरुवारी कार्यालय नानासंशोधन करणे.
4. प्रमाणित मूल्यमापनप्रणालीची उपलब्धता नाही.

शिक्षणात:

1. शिक्षणातील आर्बिक मुद्रित करून देणे प्रमाण वाढविणे
2. प्रमाणित मूल्यमापन प्रणाली विकसित करणे
3. उच्छ गुणवत्तात्मक शिक्षकवर्गाचा आर्बिक मदत देणे प्रयास करणे
4. Gross Enrollment Ratio वाढविणीची आवश्यकता

समावेशः —

कोणत्याही देशाच्या आर्बिक व मसूदिक विकासासाठी कौशल्य आणि जाण या देश प्रेरणादायी बाबी आहेत सामाजिक वैकिक परिस्थितीमध्ये ज्या उत्तरमूल्य अर्थव्यवस्थेच्या उच्छ कौशल्यपतील आहे त्या देश कोणत्याही आकांक्षा सामने करू अतवत आहेत कोणत्याही देशाच्या कौशल्यविकास कार्यक्रमासाठी मुद्रित कुटुंब पिचवे लढ वैशिष्ट्य केलेले जाते या संदर्भात आपल्या काँग्रेसी क्षेत्रीय बांधणी हाते. लोकसंख्येच्या एक ढळा गंध कल्याणीच आहे भारतात दुरुस्त नवरत्न सत्यमान आपल्या श्वेत प्राण होते परंतु त्याच्याने त्याच्याने मोठी आहेत त्यांच्या जीवनातील आपल्या लोकसंख्या विषेशे तंत्र युवा निर्माण, नुसा शिक्षक व कुशलता उपलब्ध तेक्याचा अर्थव्यवस्थेचा बद्ध प्राण होईल.
ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR SOFT SKILL DEVELOPMENT IN THE STUDENTS

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Abstract:
The broader aim of this paper is to examine successful practice principles for the information and communication related training and income generation opportunities for young students to promote youth entrepreneurship. It reviews the role of ICTs for vocational skill development and employability. The rapidly advancing information and communications technologies (ICTs) help in addressing social and economic problems caused by the fast growth of urban youth populations in developing countries. ICTs offer opportunities to young students for learning, skill development and employment. It imparts soft skills to the students. This paper aims to showcase how ICT can play a pivotal role for the soft skill development in the students.

Keywords: ICT, Vocational Skills, Entrepreneurship

Soft skills are very important for all students that need to develop their potential in different programs in university as well in employment. Importance of soft skills depends on the context and personal perception. These skills are important for every person in an organization. Soft skills is a term relating to a collection of personal, positive attributes and competencies that enhance relationships, job performance, and value to the market. Soft skills refer to a set of skills that determine how we interact with others. Soft skills play a highly important role in the work place as well as in one’s career success. These skills are applicable to every field of work, and are usually behavioral traits inherent in an individual. Soft skills are typically hard to observe, quantify and measure. Soft skills are needed for everyday life as much as they are needed for work. Some of soft skills are: communication skills, teamwork capability, Problem solving skills, creativity, critical and structured thinking, negotiating skills, self-management, time management, conflict management, cultural awareness, common knowledge, responsibility, etiquette and good manners, courtesy, self-esteem, sociability, integrity, empathy, work ethic, project management, business management, etc. In current age, universities should provide set of soft skills that are required for students to succeed both academically and professionally. This indicates the importance and necessity of acquiring soft skills for the students while studying at universities and good soft skills when they graduate.

In the last few decades, developing countries have witnessed remarkable improvements in physical access to schools, particularly in Asia. The net primary education enrollment rate in this region in 2016 was over 90%. The problem is not access to education but rather its quality and relevance, as well as students’ capacity for lifelong learning. These all remain significant challenges in developing any nation. The good news is that information and communication technology (ICT) has enormous potential to address those challenges. ICT can enable students to manage and monitor their studies and promote lifelong learning. Many ICT-enabled courses help students to develop soft skills, such as creativity, discipline, decision-making, and cognitive flexibility, among others, that will matter greatly for future jobs in the era of automation and artificial intelligence. Both teachers and students need more opportunities for quality teaching and learning. ICT’s impact is greater in remote and rural areas. Thanks to mobile internet connectivity, teachers and students in hard-to-reach villages can now access quality education materials such as massive open online courses. Rightly
recognizing ICT as an enabler for addressing education challenges, many developing countries have invested in various policies and plans to utilize ICT for education.

**ICT yet to be Adopted as Scale for Education:**

However, it is our misfortune that ICT has not had a significant impact on the students yet as it has not been adopted at scale. Students’ use of ICT is often not an integral part of the teaching and learning process.

In many developing countries, ICT in education approaches are not always coherent at national level. Utilization is low because most schools have limited ICT tools and infrastructure, and teacher competency levels are basic. Besides professional development on ICT in education teaching and learning strategies for the medium and long term, teachers need technical, content and pedagogical support in the short to medium term to optimize the potential of ICT for education.

For developing nation to realize the potential of ICT to take education to the next level, a holistic approach – involving a balanced support for hardware, connectivity, contents, and people – will make a difference. More specifically, improvements in the following 6 areas are important:

1. **Coordination:**
   There are multiple stakeholders involved for ICT in education, many of them in silos. Effective use of ICT in education requires intra and inter-ministry coordination. Developing national ICT in education master plans can provide a framework for better coordination. All stakeholders (planning, finance, teacher professional development and curriculum development in the ministry of education as well as ICT ministry and development partners) need to work together under strong leadership with a clear vision, as observed in countries with a robust ICT in education plan such as the People’s Republic of China, Malaysia and the Republic of Korea.

2. **Technical support for teachers:**
   Teachers sometimes stop using ICT due to lack of technical support. ICT support staff at schools is crucial to not only install but maintain both hardware and software. They can provide an enabling environment for teachers to focus on teaching by minimizing their technical tasks. This may be done in partnership with technical and vocational institutions. In the city of Cavite in the Philippines, students from technical institutions provide schools with technical support (maintenance of ICT infrastructure, hardware and software) as part of their vocational training. To expand ICT use in education, teachers need support too.

3. **Differentiated and just-in-time programs for professional development:**
   Teacher training for ICT in education is often outdated and ad hoc. Professional development programs should be based on the learning needs of each teacher identified through a sound assessment process. Just-in-time professional development can allow teachers to receive training when needed. It provides a more meaningful experience for teachers as they learn by doing when using ICT in their schools.

4. **Pedagogical support for teachers:**
   Teachers are overloaded with multiple tasks and often see ICT in education as extra work rather than a new opportunity. To remedy this, short-term strategies are needed to develop their capacity for implementing ICT-enabled lessons. Personalized support from an off-site helpdesk can be provided via SMS and mobile communication applications.

5. **Intelligent tutoring systems (ITS):**
   ITS can provide students with explanations, learning paths, and resource materials to help them reach goals at their own pace. They can also provide teachers with pedagogical and content support when professional development opportunities are lacking. MathCloud, developed in Korea and piloted in Sri Lanka and Nepal by ADB, shows how ITS can enhance personalized learning. It monitors student progress, identifies strengths and
limitations and assigns different tasks to different students based on this diagnosis. Course content should reflect the curriculum of each country and ITS may also require good quality internet.

6. Systematic monitoring and evaluation of ICT use in schools:

The use of ICT in schools should be evaluated to determine whether methods and tools are having the expected impact. This also allows for critical adjustments of ICT infrastructure, hardware, and digital resources for education.

Conclusion:

Promoting youth employment and employability requires important integrated effort that includes actions in the areas of education, skills development, job supply and support for young low-income entrepreneurs, particularly in the knowledge intensive sectors. It is clear that there is an extensive potential for ICTs to generate employment for young students. However, this potential will not be realized unless a country has a range of supporting strategies in place, including an enabling environment. ICTs offer developing countries the opportunity to close the gap with developed countries and narrow the global digital divide. Applying ICTs in education is a key to provide young generation with ICT skills. The participation of young people in the development and implementation of initiatives involving the use of ICTs to generate employment is likely to be a key factor in the success of such initiatives. Mentor support for starting ICT-related enterprises is an important service that governments, NGOs or international organizations could organize to provide advice and guidance to young entrepreneurs. Thus, ICT is an essential part of imparting soft skills based knowledge to the students.

References:

ROLE OF ICT FOR SOFT SKILL DEVELOPMENT

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Abstract
Technology is ever-changing. This ever-changing environment requires the ICT to possess a wide range of technical and non-technical skills. Soft Skills is a very popular term nowadays, used to indicate personal transversal competences such as social aptitudes, language and communication capability, friendliness and ability of working in team and other personality traits that characterize relationships between people. Soft Skills are strategic to be successful in personal and professional life then is essential for a candidate when he tries to obtain any kind of job. Enterprises generally hire new employees, in particular recent graduates, taking more in consideration their Soft Skills than their Hard Skills. This happens also for technical professions, such as engineers or any graduate, because the company, in order to be competitive, needs to create good and effective teams and a collaborative working atmosphere.

The companies nowadays expect their employees to combine business skills, analytical thinking and the ability to exhibit expertise in an array of technology areas. The managers and professionals must be technically competent. The technical skills vary depending upon the need of the industry and the changing external environment. It is possible to be successful by being solely competent in only technical skills but one also needs to master the soft skills also to climb up the organizational ladder. The need of the situation is that the students, who are the future product to enter the job market, need to be competent both in hard skills as well as soft skills. This is a conceptual paper emphasizing on the need of soft skills for the students entering the ICT world.

Key words – Information Technology, Soft Skills, organization.

Introduction
Soft skills are one of the most essential components for employability as well as employment. Employment is defined as the situation of being gainfully employed in any productive activity where as employability skills are defined as those basic skills necessary for getting, keeping and doing well on a job. In both, the Soft skills have major role to play. The medium for presenting these skills can be attitude, behaviour or communication; Soft skills are in the personality. Soft skills are qualitative concept influencing the quantitative aspects of the business like productivity and growth at individual as well as organization level. This paper emphasizes more on the ICT because it has been observed that during their course of studies, more emphasis is given on developing the hard skills in them. Their curriculum is specifically designed to make them technically very sound but they lack in soft skills. This lack of soft skills learning reflects when they face interviews, presentations and public speaking occasions. The rapid urbanization is leading to an unsteady increase in youth population in metropolitan and urban areas, particularly in developing countries like the Papua New Guinea. The impacts of job and training availability, and the physical, social and cultural quality of urban environment on young people are huge, and influence their health, life-styles, and well-being. Besides this, globalization and technological developments are affecting youth in urban areas in all parts of the world, both positively and negatively.

They seem to be technically competent but in their jobs, they are expected to work with the company’s external partners, external customers and internal customers (i.e. employees in other divisions or in other departments). Rather than performing a specific function, they are more likely to work on a series of projects either in a team environment or individually, in which they will use a variety of skills. For these reasons, today’s businesses are
looking for employees with “soft skills” as well as “hard” technical knowledge. One of the major attractions why people choose IT as a career option is high salary associated with the jobs. There is a rise in demand in this segment of industry and due to this; the potential employees in the area of IT have multiple offers of employment. To compete, companies have been forced to offer compensation packages including large signing bonuses and other extras beyond base salary. The individuals with a blend of abilities command the highest salary. Individuals who can integrate networking, project management and teamwork, business technology and specific application skills are valued more as compared to others. In this paper an attempt is made to investigate the consequences of the lack of learning of soft skills in the students and to suggest ways to curb them.

Objectives
1. To understand the importance of soft skills.
2. To know why ICT need to learn soft skills.
3. To evaluate the academicians and educational institutions in providing training of soft skills through ICT 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 research articles written by scholars. According to the data collected from different sources, the findings are explored.

1. Concept:
Skills Skill is defined as a measure of a worker’s expertise, specialization, wages and supervisory capacity. Skilled workers are generally more trained, higher paid and have more responsibilities than unskilled workers. A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. The some domain general skills would include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

2. Importance of Soft Skills
In the present scenario, the industry demands have changed. Most of the companies prefer to hire people with a combination of soft skills and hard skills. Communication skills are the first and foremost of the soft skills because until and unless a person is able to put forth his ideas and explain his thoughts to others in a confident manner, he will not be heard. With communication comes listening. Active listening is also an essential trait of a successful manager. One can reciprocate to others’ thoughts or ideas only when 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. Be it any job, one needs to manage his work properly. Soft skills combine many management skills in it. The most crucial resource that one employs in any job or work is the human resource. Soft skills teach many management skills also which a person needs to incorporate while working to step up the corporate ladder. One of these is the critical thinking and problem solving skill. This is the ability to identify and analyze problems and find solutions.

3. Role of the Educational Institutes and Faculties
Soft Skills are very crucial for success in the present scenario. A great responsibility lies on the shoulders of the faculties and academicians providing education. It is recommended that students should be provided soft skills training right from the beginning of their courses in the post graduation. Each semester soft skills should be incorporated in their syllabus and this should be further taken up for external evaluation. It is observed that
internal evaluation of a subject creates a perception in the minds of the students that the subject is less important or does not carry much weightage. They take fewer efforts for learning such subjects as compared to those subjects which have an external evaluation. Not only in education, but soft skills should be made a mandatory subject in every stream of education. Right from the beginning, if the students are taught soft skills, then it will generate a better understanding of the concepts in their mind.

4. **Initiatives on providing ICT and skill training**

The first group of initiatives primarily focuses on providing ICT and training. ICT training could offer particular advantages to young people starting a business (i.e. SMEs) in both developed and developing countries. One of these advantages is that ICTs offer potentially low cost forms of communication with high-income markets or large domestic markets. Another one is the greater range of opportunities the application of new communication based technologies can offer for servicing the needs of the disadvantaged people (e.g. remote, poor). One of the many successful initiatives that provide skills training including ICT is the Australian Technical and Further Education (TAFE) institutions. They are publicly-funded postsecondary organizations that provide a range of technical and vocational education and training courses and small business courses including niche areas, such as viticulture, aquaculture, ICTs and biotechnology. Each State and Territory in Australia has its own TAFE system, and TAFE programs provide industry-relevant, leading-edge skills that can help get people into the workplace faster, upgrade existing skills, or prepare them for further tertiary studies.

5. **American society for training and development (ASTD):**

In its study, has highlighted the skills the workforce must have:

- **a) Critical skills and competencies:** The necessary knowledge, skills and abilities required for contributing in the organizations performance and sustaining it in the competitive environment. They are essential for the growth of local regional and national economies.

- **b) Business acumen:** A strong business awareness and understanding of financial and business principles. Effective communication competencies and self discipline required to give results in team-based work environment.

- **c) Leadership skills:** The leadership capabilities that bring out the best in employees and motivate innovation inspire performance improvement across the business with effective managerial and supervisory skills.

- **d) Technical capacity:** Sound and updated technology skills and other job related “Hard skills” specific to jobs in current and emerging industries.

- **e) Adaptability:** The Ability to bring changes, at individual and organizational level according to the demands of the changing global economy. The capacity to learn new skills quickly and to adapt easily to new responsibilities, changes in business needs and priorities.

- **f) Innovative thinking:** Thinking creatively and generating new ideas for individual and organizational development and innovative solutions to the business challenges.

- **g) Personal responsibility for learning:** A willingness to take responsibility for continuously self improvement and development. Improving one’s capabilities and skills through mentoring, training, and other learning activities during one’s working lifetime.

6. **The role of ICT for vocational skill development**

The production and use of ICTs have become the influential force of change in the modern world. ICTs have dramatically reshaped employment markets around the world. The increasing importance of knowledge for economic development and the greater capacity to classify information and knowledge are rapidly increasing. The number of unskilled, semi-skilled and entry level jobs in a wide variety of sectors have reduced and the
demand for relevant, often high-level, skills is growing. Large organizations both in the public and private sectors have shed millions of low skill required positions. For young people this has resulted in persistently high unemployment levels. Access to Information and Communication Technology (ICT) infrastructure and services in PNG (country like Papua New Guinea) is among the lowest in the world, particularly in rural and remote areas. The entry of private operators and aggressive competition in the mobile sector has resulted in increased coverage and access to telecommunications services. However, operators continue to roll-out second-generation (2G) mobile services, that is, basic voice and text, in rural areas rather than third-generation (3G) or higher capacity networks that offer faster data transmission (mobile broadband). Thus, access is still limited in many rural communities, and services remain very basic [http://www.worldbank.org – Results 2014]. Fixed broadband penetration is below 1% of the population, and remains far beyond the affordability of average citizens and small businesses. Percentage of people using internet in PNG is under 5% and educational institutions are yet to start using ICT as their major aid to quality education. Some of the main constraints to widespread broadband Internet development in PNG include:

a. The high cost of international connectivity, due to capacity constraints as well as regulatory factors; and
b. The lack of high-capacity domestic backbone networks.

Findings:
1. Research proves that lack of soft skills affect the employability of the students in the job market.
2. Students need to be groomed well from the beginning of their courses so that their understanding is better.
3. Educational bodies like the UGC and AICTE need to play a very important role in implementing soft skills as a part of the curriculum in colleges and universities. It must be made a mandatory subject and must be externally evaluated.
4. The syllabus must also be updated from time to time based on the need of the industry.

Conclusion:
The study brings to light the importance of soft skills for professional and personal development. In today’s world, more and more people are becoming aware of the indispensable nature of soft skills. The students need soft skills specifically as after they complete their courses, they have knowledge of hard skills but lack in soft skills. These are the “Life Skills” which shape up an individual’s persona. Possessing soft skills with hard skills gives a competitive advantage to students when applying for jobs.

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प्रस्तावना:

भूमिशालीकरण के दौर में मनुष्य का जीवन अत्यंत जतील एवं समस्याओं भरा है। आज व्यक्ति के समुख अनेक चुनौतियाँ खड़ी है। इन चुनौतियों का सामना करने के लिए व्यक्ति के पास ज्ञान, धर्म, शौल और वैध की आवश्यकता है। जबकि यह सारी बातें आज की शिश्न व्यवस्था में होनी चाहिए, लेकिन यह निव हाना आशावादकों नहीं है। इन कौशल के विकास एवं वैदिक के लिए ‘स्वयं अध्ययन’ से प्राप्त स्वयं प्रज्ञा द्वारा व्यक्ति अपने व्यक्तित्व का चौरसात्मक विकास कर सकता है।

स्वयं अध्ययन की कुछ परिभाषाएँ इस्तेमाल कर रहे हैं—

“स्वयं अध्ययन अर्थात् अन्य किसी पर अवलंबित न रह कर ज्ञान: किया हुआ अध्ययन।”

“शौल और शौलैं आत्मसात करने के लिए ज्ञान: किया हुआ प्राप्त स्वयं अध्ययन है।”

“स्वयं अध्ययन यह एक ऐसी प्रक्रिया है कि जिसमें उम्र का कोई वंश न होकर व्यक्ति अपनी क्षमताओं के अनुसार ज्ञान और कौशल आत्मसात करता है।”

स्वयं अध्ययन के लिए कुछ पुरूष कौशल को आवश्यकता होती है—जैसे पढ़न-पढ़न कौशल, निरीक्षण कौशल, चिंतन कौशल, भाषा और कौशल आदि। स्वयं अध्ययन से समग्र व्यक्तित्व के विकास में यह पुरुष कौशल सहायक सिद्ध होते है।

‘समग्र व्यक्तित्व’ अर्थात् हर एक व्यक्ति अद्वितीय होती है। प्रत्येक व्यक्ति को जन्म से चुक धर्मात्मा प्राप्त होती है और चुक धर्मात्माओं को परिभाषा से प्राप्त करना पड़ता है। अतः यह अनुसार—“स्वयं के परिवेश से व्यक्ति का जो विशेष समायोजन होता रहता है, उसके कारण बननेवाले अविभाजन और मानसिक जंतुओं का गतिशील संपंदा माने व्यक्तित्व।”

इससे यह स्पष्ट होता है कि समग्र व्यक्तित्व यह बाह्य और आत्मिक गुणों के समुच्चय से निर्मित होता है। समग्र व्यक्तित्व सहज साधन रूप में विकसित न होकर, उन्होंने विकसित करने के लिए जानतुकार प्राप्त करने पहुँच गए हैं। ‘स्वयं अध्ययन’ कौशल से अनेकनक धर्मात्माओं का विकास होकर ‘समग्र व्यक्तित्व’ विकसित होने में मदद मिलती है।

जब हम स्वयं अध्ययन कौशल और समग्र व्यक्तित्व के विकास के संबंध में विचार करते हैं, तो निम्न बातें सामान्य होती हैं—

1. स्वयं अध्ययन करने समय व्यक्ति को स्व-व्यक्तित्व की परिपूर्ण अनुभूति होती है और इससे व्यक्तित्व के वलयन और क्षमियों भी समझ में आती है। व्यक्तित्व को इन क्षमियों के स्पर्श से लागू करने के लिए आवश्यक कौशल आत्मसात किये जाते हैं, जिसमें स्वयं अध्ययन से व्यक्तित्व में व्यवसायिक बदलाव होने में मदद मिलती है।

2. व्यक्ति का जन्म से ही कुछ धर्मात्मा प्राप्त होती है तथापि उनका विकास होने के लिए पुरुष अनुभवों की जरूरत होती है। उदा. माता-पिता गायक है, तो बच्चों को भी अच्छा गाया मिलता है, पर उल्कड़ गायक बनने के लिए रियाज करने की जरूरत होती है।

3. हर एक के व्यक्तित्व में कुछ ना कुछ क्षमियाँ रहती है, जिसमें स्वयं व्यक्तित्व के विकास में बाधा पहुँचती है। इन क्षमियों को दूर करने के लिए सौंप समझ का कुछ कौशल आत्मसात करने पड़ते हैं।

4. भूमिशालीकरण से दुःखिया तेजी से बढ़ते रहते हैं। जनसाधन माहौल से जानकारी का खुलासा खुल गया है। एक क्षेत्र में दिन-दिन प्रतियोगिता बढ़ती जा रही है। आज के युग में सभी प्रकार की पुनःनियमों का सामना करने के लिए समग्र व्यक्तित्व के विकास को जरूरत होता है, जो स्वयं अध्ययन कौशल से पूरी हो सकती है।

निष्पथः: ‘समग्र व्यक्तित्व’ यह इस्तेमाल की तैयारी न होकर विवेकपूर्वक स्वयं अध्ययन द्वारा उसे विकसित करना पड़ता है। जिसमें ज्ञान और क्षमियों को प्राप्त कर समग्र व्यक्तित्व के विकास में सहायता मिलती है।
1. पठन कौशल —
पठन कौशल से जन प्राप्त के साथ-साथ जीवनमूल्यों के संस्कार भी होते हैं। पठन कौशल से पाठ्यकारों की परीक्षाओं और जीवन की समस्याओं का सफलता से समाप्त किया जा सकता है। इस कौशल को प्राप्त करने के लिए दिन में कम से कम दो घंटे पठन करना आवश्यक है। विभिन्न पठन से वैश्विक श्रमण विकसित होती है। पठन का आराम, पहले से ही पड़ा हुआ आराम और जीवनमूल्यों को एक साथ रखने से लाभ अधिक मिलता है।

2. लेखन कौशल —
लेखन व्यक्तित्व के आत्मविश्वास का प्रभावी साधन माना जाता है। लेखन कौशल के विकास के लिए हर दिन आनेवाले अनुभवों को साश्वदेश करना जरूरी है। लेखन का आत्मविश्वास लेखन करने की आदत डाल लेनी चाहिए। अच्छे लेखन के लिए मदद, उदाहरण, तंत्र आदि ऊपर उसे समझने वाले होगे। जीवनमूल्यों के संबंध निर्धारित करने का साधन लेखन में होना चाहिए। लेखन अध्ययन में लेखन कौशल के अभ्यास से व्यक्तित्व को नई पहचान मिलती है।

3. समय नियोजन कौशल —
दुनिया में सभी लोगों के लिए समय समाप्ति रहता है। व्यक्ति अपने जीवन में समय का सही प्रयोग किया तरह से करती है, इस पर व्यक्ति का विकास निर्धारित होता है। समय को व्यधि धारणे से आपसी महत्व होती है। समय की व्यक्तित्व के विकास में समय का सही और विवेकपूर्ण नियोजन महत्वपूर्ण होता है।

4. परीक्षा कौशल —
हम जिनीने पढ़ाई करते हैं, वह परीक्षा के समय किस रूप में प्रस्तुत करते हैं, यह महत्वपूर्ण है। परीक्षा कौशल को छात्रों को आत्मवास्तव करना चाहिए। परीक्षाओं को लेख अध्ययन द्वारा प्राप्त कर परीक्षा में अच्छी गण गण करना और सफलता प्राप्त कर जीवन को योग्य दिशा देकर समय व्यक्तित्व विकास में सहायता प्रदान की जा सकती है।

5. चिंतन कौशल —
चिंतन अध्ययन करते समय कौनसी कृति या क्रिया करें, इस समय में चिंतन से दिस्ता मिलती है। चिंतन के पास निरंय श्रमण का होना अत्यंत आवश्यक माना जाता है। चिंतन कौशल से विवेकपूर्ण निर्माण लेने की श्रमण प्राप्त होती है। कृति करने वाले कई ट्रोपों, कौहों, मिशरूल आदि में विस्तारित बनाए हुए हैं जिनकी मदद से चिंतन किया जा सकता है। व्यक्ति की उद्देश्य, तक्षण की अनुसार, ‘जो संबंध से दूर से यह जितने के लिए चिंतन करते हैं, वहीं जीवन में सफलता पाता है।’ अत: छात्रों को संबंध कौशल में महत्व हस्तिन कर समय व्यक्तित्व का विकास करना चाहिए।

6. संबंध कौशल —
आपको जबन्दियों के साथों के बढ़ते चलन से व्यक्ति—व्यक्ति के बीच का संबंध खत्म हो चुका है। व्यक्ति की पहचान और उसकी चिंतन उसके संस्कार उपर भंग में संबंध खिस्मित किया जा सकता है। संबंधकौशल और आचार-व्यवस्था देशों के प्रयोग कर सफलता प्राप्त कर सकते है। तालिकाओं के अनुसार, ‘जो संबंध से दूर से यह जितने के लिए चिंतन करते हैं, वहीं जीवन में सफलता पाता है।’ अत: छात्रों को संबंध कौशल में महत्व हस्तिन कर समय व्यक्तित्व का विकास करना चाहिए।

7. स्वयंसेवा कौशल —
व्यक्ति स्वयंसेवा पाने के बाद भी भविष्य को लेकर चिंतित रहता है, जिसमें वह एकद रूप की अच्छी कृतियों को खेती करने में असफल रहता है। ऐसे समय छात्र को निरंतर चिन्ता को स्वयंसेवा देकर आये बढ़ाना चाहिए। खत्मी कार्य को प्राप्त करने से पहले ‘यह कर सकता है।’ यह स्वयंसेवा देकर व्यक्तिगत करना चाहिए। जिसमें वह चिंतामुक्त एवं भयमुक्त होकर आत्मविश्वास से पर जाता है, जो समय व्यक्तित्व विकास में अत्यत सहायक होता है।

8. समर शैक्षणिक कौशल —
निरीक्षण कौशल —

दुनिया के सभी अविक्षित निरीक्षण कौशल से हो हुए हैं। एकाद पत्र का सोच—समझने अबोलोकन करना निरीक्षण है। पहला का ऊपरी तीर पर निरीक्षण न कर सूक्ष्म निरीक्षण शक्ति का सहाय लेना चाहिए। समग्र उद्योग से अबोलोकन कर समग्र व्यक्तित्व के विकास के लिए गुणों को इकट्ठा कर सकते हैं।

8. स्वयं अभ्यास साधनों का सही प्रयोग का कौशल —

स्वयं अभ्यास साधनों का सही प्रयोग करने का कौशल महत्वपूर्ण होता है। यशवंतराव चौधरी मूक्त विश्वविद्यालय, नानक दुर्गा नैवे की गई स्वयं अभ्यास साधनों अन्तर्गत उपयुक्त सिद्ध हो गुणी है। इंटरनेट, सर्वर श्रेणी एवं पत्र—पत्रिकाओं से जानकारी प्राप्त कर एकाद सहायक को समझ लेना, अभ्यास से प्राप्त प्राचीन तत्त्व से महत्वपूर्ण होता है। इसलिए स्वयं अभ्यास साधनों का प्रयोग समग्र व्यक्तित्व के विकास के लिए छात्रों को करना चाहिए।

9. एक्षमता कौशल —

मन की एक्षमता व्यक्तित्व विकास में अत्यंत महत्वपूर्ण होती है। मन की नियंत्रण से ही महत्वपूर्ण कार्य संपन्न होते है। इस कौशल के विकास के लिए छात्रों को प्राणायाम एवं ध्यान साधन आदि का प्रशिक्षण देना चाहिए। सुबह उठकर नाटक साधन करने से मन एकाद होता है। स्वयं सुचनावादी मन को भ्रमित होने से रोका जा सकता है। इस कौशल को प्राप्त करने के लिए निरंतर अभ्यास को जरूरत होती है।

10. भाषा कौशल —

वैश्विकीकरण के बुद्धि में छात्र को मातृभाषा, राष्ट्रभाषा के साथ—साथ अन्तर्द्वार भाषाओं का ज्ञान भी आवश्यक है। भाषा शिखर में अभ्यर्थन और निरीक्षण महत्वपूर्ण होता है। भाषा संस्कृति के लिए ‘याॅक्स’ (प्रभावशाली श्रेणीसे वाष्प) का प्रयोग होना चाहिए। अर्हता पद्धति एवं न्यूज सुनने से भी भाषा कौशल में सुधार होता है। टेक रेकॉर्डर जैसे अन्य इलेक्ट्रॉनिक साधनों की सहायता से उच्चार कौशल प्राप्त होता है, जिसमें व्यक्तित्व में निखार आता है।

निवर्तन —

स्वयं अभ्यास कौशल का समग्र व्यक्तित्व के विकास में जो महत्वपूर्ण स्थान है, यह समझ आने पर यह प्रश्न उठना स्वाभाविक है कि इन कौशलों का आत्मसात करने के लिए समय कहीं है? लेकिन यदि छात्र स्वयं प्रतिष्ठा हो कर समय का उपयोग नियोजन कर मन को स्वयं सुचना दें इन कौशलों का प्राप्त कर समग्र व्यक्तित्व के विकास में योगदान दे सकते हैं। यह सभी कौशल एक दिन में प्राप्त न करने हुए निरंतर प्राप्त और अभ्यास से इन्हें हासिल कर समग्र व्यक्तित्व का विकास किया जा सकता है।

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IMPROVISING SKILL DEVELOPMENT THROUGH HIGHER EDUCATION IN INDIA

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Abstract
The strength and the level of development of any nation depend upon the strength and development of her human resources. Efficient human resources are made via the education systems especially, higher education systems available in the nation. Skills development related curricular is core to development of any nation. India has gradually evolved as a fast developing modern economy due to the abundance of qualified, capable, motivated and flexible human capital. However, there is a need to further develop and empower the human capital to ensure that country should compete in global competitiveness. 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. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. Skills development is a much broader concept, more diverse, hence, more difficult to monitor. The present study attempts to analyze the challenges with respect to the skill development in India. In the context of changing international business and growing trade and commerce, the curriculum of higher education should be reengineered and restructured with life skills to meet the challenges of the industry. Knowledge, skill and practical these three components should be imparted in curriculum.

Keywords: Skill Development, Higher Education, India.

Introduction:
“Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development”
- International Labour Organization

The strength and the level of development of any nation depend upon the strength and development of human resources. Creative human resources are made via the education systems especially, higher education systems available in the country. Skills development related curricular is core to development of every nation. Higher education is a medium through which peoples acquire required skills to function. Higher education should be both affordable and accessible to all. Emphasizes need to be given for greater adaptability in the higher education system so that it continues to provide the needed skills and trained workforce. Higher education institutions of learning are centers for imparting knowledge and skills into the learners. Whatever skills acquired must be translated into practicality for it to benefit the individual and the society at large (Adebisi, 2014).

India has gradually evolved as a fast developing economy due to the abundance of qualified, capable, motivated and flexible human capital. However, there is a need to further develop and empower the human capital to ensure that country should compete in global competitiveness (Pandey 2016). 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. As a result, most countries recently moved to reform their education systems with greater emphasis on providing skills that are in demand.
systems, to upgrade the skills of their workforces (Okada 2012). The global competitiveness of Indian industry and also its employment generation potential is clearly dependent on availability of required skills and trained human resource. In the current scenario, the government is dedicatedly striving to initiate and achieve skill development of the working population via education/vocational education/skill training and other upcoming learning methods.

Skill Development: Concept

According to the International Labour Organization (ILO), “Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization.” The objective of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India’s competitiveness in the world market. It aims at increasing the productivity and employability of workforce both in the organized and the unorganized sectors. (Pandey 2016).

Methodology:

The present study attempts to focus on skills development through higher education with special reference to India. The data have been collected for the present study through secondary sources. The secondary data have been collected from the published and unpublished sources. The data have been collected through the sources such as, websites, annual reports and statements, books, Journals, Periodicals and reports.

Objectives:

The objectives of the study are as follows:

1. To review the system of skill development through higher education in India.
2. To know the challenges with respect to the skill development in India.

Review of Literature:

The different aspects of skill development and higher education have been covered by several scholars. It is widely discussed in various research publications some of them have been reviewed in this section.

Kawalekar (2017) stresses on the significance of life skills and life skill based education in improving the quality of life, and understanding the value of life skills in higher education. She describes the core life skills and importance of life skills education. Washer (2007) proposes a practical framework for key skills that can be used or adapted for use in any discipline at university level. Although the skills agenda has been widely criticized on several fronts, he argues that key skills need not threaten the notion of a liberal education. Gogoi (2016), conclude as there is a need of ICT policy to be evolved strategically for institutional practice including well equipped ICT infrastructure, education-industry collaboration, competence building of teachers and pedagogy-ICT integration. Allan & Clarke (2007) findings suggest that responses ranging from a lack of engagement in the module to evidence of increased confidence, criticality, self-reflection and change as a learner. Adebisi (2014) gives an overview of the National Policy on Education (NPE) on higher education in Nigeria. It reviews those aims and objectives of higher education that have to do with skills acquisition and development. He concludes that if the higher education institutions in the country operate within the content of the provision of the NPE on higher education, there would be unprecedented improvements in the skill acquisition among the Nigerian youths. Okada (2012) reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India’s skills development system. The paper discusses recent initiatives to facilitate young people’s transition to the world of work. Sharma &
Nagendra (2016) finds that the “demographic dividend” explains for India being the youngest workforce country in the world. India can be the largest provider of workforce to the world. But still, India has difficulty to fill up jobs due to a shortage of applicants with the right skills and knowledge. It also brings out the difficulty the country faces with matching the jobs to the skills available. Pandey (2016) focused on education, research and innovations contribution in to the field of youth and adult education on skills development in India. She concludes as there is a urgent need for a paradigm shift in the skill development sector, in favour of innovation, improvements and high quality training. Saikia & Borah (2015) concludes as skills are not developed, nut obtained through a constant process of sincerity, devotion, hard work and constrained study towards the activity on which anyone is engaged.

**Skill Development in India: Challenges**

1. **Skilling Huge number of Youth:**
   Along with, a huge challenge of evolving a skill development system which can equip the workforce adequately to meet the industries requirements, India also faces the big challenge of skilling millions of youth entering workforce each month. The workforce needs to be trained from the high end specialized skills jobs to the low-level skills of the jobs. Also, these skills have to be adequately linked to the available job opportunities. Several factors have inhibited the skill development eco-system in India to scale up to the desired levels.

2. **Limited Capacity & Insufficient scale:**
   The current physical and human infrastructure is inadequate in institutions considering the projected demand for skilled labour. There is a need to create additional capacity in existing institutes and to create sufficient infrastructure even in small towns and villages. In terms of faculty the training infrastructure is also insufficient.

3. **Lack of Awareness:**
   A skill development course in India is way below the requirements due to a lack of awareness on the type as well as information. In India, 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.. The perceived 'stigma' associated with skill development has resulted in low enrolments in vocational education courses.

4. **High Cost :**
   In India skill development initiatives continue to be largely dependent upon the government aids. Skill development is often looked at as a non-scalable model and remains underinvested due to high capital requirements and low return on investments. In India the willingness of financial institutions to lend for skill development courses is low as educational loans are perceived as high risk products due to uncertainty with respect to future employment.

5. **Mismatch of Skills:**
   There is a huge mismatch between the requirements of industry and the skills imparted in educational institutes. To solve this issue, considerable improvement is needed in the quality. The issue relates to the quality of infrastructure, trainers, curricula and pedagogy. In terms of infrastructure, the institutes often lack appropriate machinery to give students hands-on training. Even the course curricula often are outdated, redundant and non-standardized.

6. **Mobilization:**
   In India, educational qualification is mostly preferred instead of vocational training. It is due to educational qualification is associated with better employment opportunities, in terms of salary and quality of work. Also, in
India there is limited mobility between formal education and vocational training due to lack of equivalent recognition for the vocational training.

7. Ignorance of Non Technical Skills:

In India, the vocational training Schools are only focusing on developing the technical skills and ignore the development in behavioral skills like communication, honesty, integrity, adaptability, interpersonal skills, domain expertise etc. These behavioral skills are not covered as an important aspect of skill development, which become major challenge.

Conclusion:

Skill development is integral part of educational system. Higher education has the potential to deliver skills and research for productivity and innovation. Education with skills is not another subject but it humanizes education. Skill development is the most important aspect for the development of the country. It requires coordinated effort from all the agencies, stakeholders and youth 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. Skill development would be a way of empowering youth to build their lives and their dreams. It would be a means of handholding them through the critical stages in their life and helping them tap their potential to the fullest. In the context of changing international business and growing trade and commerce, the curriculum of higher education should be reengineered and restructured with life skills to meet the challenges of the industry.

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REDEFINING SOFT SKILLS OF TEACHING ENGLISH AND ENGLISH LITERATURE

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Abstract
Soft skills have become the flagship program of current academia, irrespective of technical or non-technical courses. Soft skills have been diversely interpreted by the experts worldwide. In conclusion it seems to be all those human efforts to smoothen necessary evils which otherwise cannot be easily avoided. In the context of teaching, it comes out with yet more different colors. Especially in the teaching of language and specifically in the English class rooms, teachers have to be very cautious regarding imparting culture through language. The culture of a particular society and its language are but the sides of the same coin. Hence when studying language without exposure to its culture from where it has been originated, is not less than traveling in the no man’s land. It’s true that human communication has been more effective, more extendable and more modifiable in comparison with animal communication. Communication other than human beings yet runs on its original system. Even though it is accepted that through the pass of time, human communication has always been under flux of change, this change comes to birth through unseen and unpredicted ways of human interactions. Whereas, it has been noticed that ‘WHAT’ element of communication, stereotyped messages remains unchanged, ‘HOW’ element keeps on molding with human interactions. Teaching English language in class rooms and especially rural classrooms attracts the speculations in the age of ICT enabled era. Teaching English literature in the gamut of soft skills deserves the mention of contextual teaching, where electronic technologies can be employed for understanding of expressions, events and overall context of the piece of art of literature.

Key Words: soft skill, technologies, English language and literature etc.

Soft Skills and teaching of any language in the world go hand in hand. Learning of language implicates learning of the culture of the native speakers of language. In case of teaching of English language and literature, however, the statement may not go true. Today English language has no more the monopoly of any community; it is the language of world community with all its changing traits. The world community that too an academic community shapes the language for academic purposes in line with the order to cope with suitability of the uses. In the past, languages used to derive changes unconsciously, in the sense that the new word coined did not clarify its coinage. Though dictionary of etymology are existent, they could not cover all words in a language. Moreover, etymological dictionaries are not available for each and every language that are living today. This fact lights the idea that the record pertaining to etymological changes in a given language is not available today because mostly such changes came to life with any conscious efforts of the users of language. However, world community that uses English today consciously change the language by considering the required addition, allowing certain uses of language as useful and keeping them intact, in view of deleting or rather skipping the use of certain expressions of English language. In all those cases explication is available as the academic community is alert regarding the changes that are taking place in the outer world and in the world of word. One of the goals of teaching English language and literature in the 21st century has to be imparting soft skills to learners. Study of basic skills of English language should be taught in connection with soft skills. Among various aspects of a foreign language like English, vocabulary has been considered as a major aspect to improve learning. Richards and Rodgers (2001: 37) observes:
'One of the first aspects of method design to receive attention was the role of vocabulary. In the 1920s and 1930s, several large-scale investigations of foreign language vocabulary were undertaken. The impetus for this research came from two quarters. First, there was a general consensus among language teaching specialists, such as Palmer, that vocabulary was one of the most important aspects of foreign language learning. A second influence was the increased emphasis on reading skills as the goal of foreign language study in some countries.'

Vocabulary and reading skills of foreign language attain special advantage in learning since a long time. At present these skills need to be taught in the accompaniment of soft skills. When a word or an expression is internalized it also acquires a particular social sense. If a learner relates the same with the situation around him, he either cannot properly apply it or confuses the use of it, hence the learner should be provided social sense along with meaning.

Among the other skills of language, spoken skills seem to be very troublesome for learners. Especially rural learners with little exposure to pronunciation cannot differentiate between utterances of words like quit, quite, quiet, cute, etc., this later affects erroneous use of spoken English. It is noteworthy that the world wide efforts have been made to bring pronunciation of English words under one umbrella to enhance uniformity in pronunciations. These are a few of the conscious efforts ever made by English speaking community to regulate the utterances. Richards and Rodgers (2001: 9) observes:

'The International Phonetic Association was founded in 1886, and its International Phonetic Alphabet (IPA) was designed to enable the sounds of any language to be accurately transcribed. One of the earliest goals of the association was to improve the teaching of modern languages. It advocated

1. the study of the spoken language
2. phonetic training in order to establish good pronunciation habits
3. The use of conversation texts and dialogues to introduce conversational phrases and idioms
4. An inductive approach to the teaching of grammar
5. Teaching new meanings through establishing associations with the native language.'

With the rise in internet and technology, now it is possible to prescribe video clips and short texts in photographic teaching material to show what words and expressions are used in what different events with what other soft skills. What body language and what facial expressions are to be used along with the expressions. Academic English also has its conventions of soft skills. It is very much appreciated in academic circles. How to draft academic letter, research paper, circular, minutes and resolutions always follows certain conventions. The use of formal language and selection of words can communicate in full, only when followed the soft skills. Indian universities prescribe English syllabus only in terms of literature; English or commonwealth literature. The use of expressions in English literature widely differs from the use of expression in commonwealth literature. Many times, it is believed that literature provides very little vocabulary that the learners actually need in their life. Joanne Collie and Stephen Slater observes (2001: 5):

'On the positive side, literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language- the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas- which broaden and enrich their own writing skills. The extensive reading required in tackling a novel or long play develops the students' ability to make inferences from linguistic clues, and to deduce meaning from context, both useful tools in reading other sorts of material as well.'
Indeed teaching English through non native literature is a challenge where teachers have to understand soft skills that are inherent in English language and those which are associated with the culture and the community on whom the literature has been composed. Braj B. Kachru (1996: 149) observes:

‘The use of such non-native literary texts, then, provides a challenge not only to the non-native teachers and learners, but also to teachers and learners who use English as their native language. Let me consider first a classroom in South Asia where both teachers and learners use English as an institutionalized non-native language. In such nativized texts the learners see English as part of their culture, and as a code of their day-to-day communication, ‘modified’ and nativized by the neighbor, the farmer, the money-lender, the coolie, and the politician.’

The dominant feature of English language and literature teaching in the ICT enable era is to equip students with multi skills. ICT devices and technology can give impetus to learning of English. All major skills of language namely listening, speaking, reading and writing are inherent soft skills. They are soft skills because they can lower down the bitterness in the complicated situations, bridge the gap of communication and moreover, facilitate the healthy relationship among the users of language. Speaking is very important skill as we have to use it often and also because we have to use it naturally to deal with everyday situations. In the context of teaching certain expressions like ‘Hi’ and ‘Hello’, the instructor needs to make aware his learners about judicious use of such expressions. One can greet someone by saying ‘Hi’ only if the other person is young in respect of age, experience and qualification. Likewise, one can greet someone by saying ‘Hello’ only if the other person is senior in respect of age, experience and qualification. Thus when to say what and how determines the soft skills of language. Again the voice modulation along with rise – fall and pitch level of speech matters. This utterance is to be supported by the expressions of modesty on face so that the observer should respond in even warmer manner.

**Conclusion:** Language learning itself is a matter of acquiring skills. English language is world widely acclaimed language. Applying soft skills learning to the learning of English language and literature in the age of technology raises the scope of teaching on technological ground, social ground and moreover on the ground of pedagogy.

**References:**

A STUDY OF THE COMMUNICATIVE APPROACH TO TEACH HINDI AT SECONDARY LEVEL AND ITS EFFECT ON PUPILS DISCUSSION SKILL

Dr. Sushil Kumar

Abstract
Till today, teaching of Hindi is content based and not skill based. The four fundamental language skills (LSRW) are not given equal weightage. The restructured syllabus is skill based in which a number of language activities and communication skills have been recommended. The emphasis is given on involving the learners in the process of acquisition of communication skills in both the areas of written and oral communication. Accordingly, the teachers have to change their role, style, techniques and strategies of teaching Hindi as a second language. They have to adopt new methods of Hindi teaching which enforce the students to enhance their communication skills in this language. The present study is primarily concerned with the study of the effect of Communicative Approach of Language Teaching in developing the discussion skill in Hindi among the secondary students.

Key Words: Communicative Approach, Discussion Skill.

Introduction
Language teaching has become an essential part in our school curriculum and learning of different language has become a passion for people. Since language is a skill, proper training is a must for getting mastery over the skill (language learning). Considering Hindi as national language, due respect and proper place has been given to it in our school curriculum. In India, Hindi is being taught as first language or second or third language in our school curriculum. In some states, where people speak Hindi as their mother tongue, it is taught as the first language. In other states, where Hindi is not used as the mother tongue of the people, it is taught either as second or third language. Naturally, both the states (Hindi speaking and non-Hindi speaking) follow different methods, techniques and strategies of teaching Hindi at different stages of school education. Similarly the objectives laid down for teaching Hindi are different accordingly.

For school children, learning of one language in childhood is an inevitable process; the learning of a second language is a special accomplishment. Only a few learners succeed in mastering a second language. There are scores of reasons for this failure. A second language learner is one who has had the experience of another language. He tries to learn a second language the way he acquired his first language. Unfortunately the environment and the surroundings in which he acquired his mother-tongue is not available for him now. Teaching in the classroom also fails to provide the favourable environment for learning Hindi. Unlike the mother-tongue experience, the learner tends to learn everything consciously. He tries to find in the second language grammar features which are equivalent to those of his first language. The restructured syllabus is skill based in which a number of language activities and communication skills have been recommended. The emphasis is given on involving the learners in the process of acquisition of communication skills in both the areas of written and oral communication.

The present study is primarily concerned with the Communicative Language Teaching (CLT). CLT emphasizes to use the language in its social context and in different situation. The researcher tried to find out the effect of communicative approach in developing the discussion skill in Hindi language.

Communicative Language Teaching (CLT)
Communicative Language Teaching (CLT) is a very exciting development in the field of language teaching. In the recent past, the emphasis of language teaching has been shifted from ‘accuracy’ to
‘fluency’ and from ‘structural competence’ to ‘communicative competence’. In his book entitled “Communicative Language Teaching: An introduction”, William Littlewood discusses the aims of CLT and writes, “the CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.” He further adds that CLT “encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learners will have to make of the foreign language.”

Discussion
Discussion has been described as “a thoughtful consideration of the relationships involved in a topic or problem under study.” It is concerned with the analysis, comparison, evaluation and conclusions of these relationships. It is carried out by organizing, outlining and relating the fact studied. Discussion, if carried out properly and effectively in the classroom, encourages the students to direct their thinking process towards the solution of a problem and to use their experiences for a further clarification and consolidation of learning material. Discussion is very important in stimulating mental activity, developing fluency and ease in expression, clarity of ideas in thinking and training in the presentation of one’s ideas and facts. Truly successful classroom discussions are guided by specific teaching goals such as increasing students’ comfort with the specialized language and developing critical thinking.

Statement of the Problem
A Study of the Communicative Approach to Teach Hindi at Secondary Level and its Effect on Pupils Discussion Skill.

Objectives of the Study
The present study was conducted with the following objectives.
1. To Study the Communicative Approach to teach Hindi at secondary level.
2. To study the effect of teaching Hindi with Communicative Approach on pupils’ oral communicative competence.
3. To develop new strategies, techniques and instructional materials for developing students oral communicative competence in Hindi.
4. To develop oral communicative competence in discussion skill in Hindi.

Hypotheses of the Study
The study was conducted with the following null hypotheses
1. There is no significant difference between the mean performance of the students from group ‘E’ and that of group ‘C’ on pre-test and post-test in the skill of discussion.
2. There is no significant difference between the mean performance of the students from group ‘E’ and that of group ‘C’ on pre-test and post-test in the role played by the students during discussion.
3. There is no significant difference between the mean performance of the students from group ‘E’ and that of group ‘C’ on pre-test and post-test in interaction during discussion.
4. There is no significant difference between the mean performance of the students from group ‘E’ and that of group ‘C’ on pre-test and post-test in the effectiveness of discussion.

Delimitations of the Study
The present study intended to investigate the effect of Communicative Approach to teach Hindi at secondary level in light of the students oral communicative competence in Hindi. However due to feasibility point of view, the present study was limited only to the 40 students of std. IX in the urban area. It was also limited to the those students who are studying in the Marathi medium school and opted Hindi as second language. The present study was concerned only with oral communicative competence (skill) in Hindi and restricted only to the discussion skill.

Methodology
Since the present study intended to investigate the effect of ‘Communicative Approach’ for developing oral communicative competence in discussion skill in Hindi subject, the researcher had to conduct an experiment and hence experimental method was used in conducting the study. The pre-test post-test equivalent groups design was used for the present study.

Sample
The researcher selected the sample from Abhinav High School, Sangli. Forty four students were studying in std. IX and they all had Hindi as a second language for the study. Out of 44, first unwilling students were dropped at the beginning because of their personal difficulties. Remaining 40 students were finally selected for the study.

Tools for Data Collection
The researcher used following tools for collecting the required data.
2. Pre-tests and Post-tests for assessing oral communicative competence in Hindi in discussion skill.
3. Rating scales for the students to rate the expected communicative competence in discussion skill.

Data Collection Procedure
The teaching unit (Discussion) was distributed into sub-units. The Experimental group (E) was taught by using the Communicative Approach and the Control group (C) was taught by using the conventional method. Before giving treatment to the Experimental group, pre-test was administered to both the groups. Student’s oral performance were observed and rated accordingly with the help of a five points rating scale. Their performance was assessed and data were obtained. After the treatment post-test was administered to both the groups. The student’s performance was assessed and data were obtained.

Statistical Techniques Used
The obtained data were analyzed by using descriptive and inferential statistics in the light of research objectives. Researcher used t-test for analyzing the data. t-test was used to know the significance of difference between the mean score of the students of Experimental and Control group.

Testing the Hypotheses
In order to develop the competence in the skill of discussion the researcher gave the treatment by Communicative Approach. The treatment consisted the use of charts, demonstrations, explanation, group work, drilling and print materials.

Hypothesis-1
Means, SDs and calculated ‘t’ value are given in the following table.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>‘t’ value</th>
<th>Remark</th>
</tr>
</thead>
</table>

Table 1
Effect Of Communicative Approach On pupils’ Cumulative Performance in The Skill Of Discussion
### Observations and Interpretations

1. The above table shows that the mean of group ‘E’ is greater than that of group ‘C’.
2. There is a considerable difference between the calculated means of both the groups. The difference of mean is 20.30.
3. The difference in the SDs of the both the groups is 5.61.
4. The calculated ‘t’ value 4.81 is significant at 0.01 level.
   
   Hence, the hypothesis - 1 was rejected.

**Hypothesis - 2**

Means, SDs and calculated ‘t’ value are given in the following table.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>‘t’ value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>20</td>
<td>17.05</td>
<td>4.93</td>
<td>38</td>
<td>4.80</td>
<td>S</td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td>8.65</td>
<td>5.61</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S= Significant at 0.01 level

### Observations and Interpretations

1. The table given above clearly shows that the mean of group ‘E’ is remarkably greater than that of group ‘C’.
2. The difference between two means is 8.40.
3. There is a very slight difference between the SDs of both the groups. The difference of SDs is 0.68.
4. The calculated ‘t’ value 4.80 is significant at 0.01 level.
   
   Hence, the hypothesis - 2 was rejected.

**Hypothesis - 3**

Means, SDs and calculated ‘t’ value are given in the following table.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>‘t’ value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>20</td>
<td>10.11</td>
<td>2.86</td>
<td>38</td>
<td>4.46</td>
<td>S</td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td>5.1</td>
<td>3.66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S = Significant at 0.01 level

### Observations and Interpretations

1. The above table shows that the mean of group ‘E’ is 10.1 and that of group ‘C’ is 5.1.
2. The difference between the two means is 5.0 which is remarkable.
3. SD of group ‘E’ is 2.86 and that of group ‘C’ is 3.66. The difference in the SDs of both the groups is 0.8 which is very less.
4. The calculated ‘t’ value 4.46 is significant at 0.01 level.
   
   Hence the hypothesis - 3 was rejected.
Hypothesis - 4
Means, SDs and ‘t’ value are given in the following table.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>‘t’ value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>20</td>
<td>13.4</td>
<td>3.8</td>
<td>38</td>
<td>3.35</td>
<td>S</td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td>8.2</td>
<td>5.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S = Significant at 0.01 level

Observations and interpretations
1. The above table shows that the mean of group ‘E’ is greater than that of group ‘C’.
2. There is a considerable difference between the two means of group ‘E’ and group ‘C’, i.e.5.2.
3. The difference in the SDs of both the groups is 1.6.
4. The calculated ‘t’ value 3.35 is significant at 0.01 level.

Hence the above stated hypothesis -4 was rejected.

Findings of the Study
1. The Communicative Approach and the comprehensive package used to develop oral communicative competence in the skill of discussion were very effective.
2. Group work enabled the students to express their own views, emotions, imaginations and experiences systematically.
3. It also enabled them to accept the views, emotions, imaginations and experiences of the other students of the group.
4. Drilling and explanation related to discussion helped the students in using correct and fluent language during the discussion.
5. Teacher’s participation in the discussion and demonstration given to the students enabled and motivated them to participate actively and express their views and ideas freely with discipline during the discussion.
6. It was noted that the Communicative Approach enabled the students to play their roles effectively and efficiently during the course of discussion.
7. Group discussion enabled the students in having good eye contact among the participants which helped them to improve interaction among them.
8. The role played by the teacher as a mentor and explanation given by him enabled the students to maintain healthy interaction and good eye contact between the teacher and the students.
9. Explanation and guidance given by the teacher helped the students in expressing their thought related to the topic or subject of the discussion. It also led to make the discussion lively.
10. Dividing the students in the groups and assigning them different tasks helped the students to recapitulate the important points which have come out from the discussion.

Conclusion
Our educational system has undergone with a number of changes. The text-books of Hindi at secondary stage are now framed on four major skills Viz, Listening, Speaking, Reading and Writing (LSRW). The students must get mastery over these skills. One cannot learn language by framing some
sentences but has to use language in his social context and in different situations. In this way, developing communicative competence has become the core of Hindi language teaching so that the objectives can be achieved properly.

In the present study, an attempt was made to know the effect of Communicative Approach for developing pupils’ oral communicative competence in discussion skill in Hindi. The study can be said to have implications for Hindi language teaching in particular and for teaching of other languages in general. The results and findings of this study would be quite useful for the school teachers, teacher educators, examiners, administrators, educational institutions, research workers and not the least, the pupils.

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3. http://scholar.google.co.in/scholar ?
Abstract:

Education plays a significant role in national integration, because it teaches young people valuable traits that are desired in order to be tolerant and to work in social harmony. The tradition of unity can be practiced and encouraged through education. India is a land of various races, religions, languages and cultures. Dr. Radhakrishnan said, “If India is to remain free, united and democratic, education should train people for unity and not for localism, for democracy not for dictatorship”. Education is the central force to develop emotional integration among all. The curriculum, methods, aims and objectives, etc. will provide guidelines to all teachers, educators and students to integrate the fruits of education for national and emotional integration. Now-a-days our society and media are flooded with reports of crime, murder agitation, kidnapping, dacoity, religious and political fundamentalism and divisive tendencies. All these occurrences indicate the need for education for national and emotional integration.

National Integration is a process of creating awareness of a single identity by which he people from a particular area or country should subscribe. National Integration is a positive aspect. It tries to remove inequalities, racial discriminations and diversities in the nation which strengthens national unity and solidarity. National Integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation.

Objectives of the Study:
1. To understand the problems affecting unity in the nation.
2. To generate the importance of education for National Integrations
3. To discuss the role of higher education system in National Integration
4. To study the various patterns to implement in education system for National Integration.
5. For realization of basic ideals of democracy such as Equality, Justice and Secularism.
6. The paper discusses the machinery for higher education policy formulation and implementation in India with particular reference to the national Integration system.

Methodology of the study:
The study is mainly based on secondary data & information collected from various books, Magazines, Articles, Journals, and News papers.

Introduction:
A Nation or a State is composed of certain elements. They are territory, population, government and sovereignty. Unity in our country does not mean the kind of oneness that comes from racial and cultural similarity. It is unity in spite of great differences, in other words, unity in diversity. An important historical event in which this unity was displayed was the freedom movement when all the Indians united against the British rule. It is true that India is a unified country. It has a strong Union Government whose writ is obeyed in every corner of India. It is also true that after Independence, India became really strong and united by the merger of princely States into the Indian Union.

After the reorganization of States on linguistic basis, some issues that were not anticipated earlier have arisen. Every state now thinks that its language is rich and it has a superior heritage than the others. Similarly, those
who belong to one religion feel that they should have a Separate State of their own. Their ill-founded aspirations are now threatening the unity of the country. Based on these aspirations, terrorism has taken its roots. Government is now threatened with these undesirable protests and agitations. So the need has arisen to put down all these forces of separation. Government is aware of this need and has already taken and is taking the required steps in this direction.

**National Integration in India:**

Integration means combination of parts into a whole. India is a country consisting of a number of regions. If the regions remain united there will be diversity is the motto of Indian life and culture. A wide range diversity in dress, language, culture, food and manner can be easily noticed among the people of different states of India. Though the people of India from different states of India are different in their manners and ways of living, they are aware of the importance of national Integration. At present our National life and unity have been broken into pieces by various divisive forces of communalism, racism, provincialism and religious fanaticism etc. As a result tension and ill feeling, murder and arson, riot and disturbance occur. Hindu-Muslim riot, Hindu-Sikh riot and fights with in the same religious community have blackened the face of India. It is a bad sign that regional sentiments and provincialism have gained root in political scene. There is a cry in Kashmir, Darjeeling, Assam, Tripura and many North Eastern States for a separate identity. The anti-nationals create a reign of terror by blasting bombs, kidnapping and murdering the leaders and even the innocent people.

**Role of Higher Education in Promoting National Integration:** Education should not be merely to give or exchange knowledge, but also to bring about the all round development of personality of the students. Through the medium of education, the qualities of sacrifice and tolerance should be evolved in the student behavior so that, the feeling of national integration may be fostered.

**Student’s Perspective:**

- Mingle with all the students by ignoring groupism, caste, gender, religion, mother tongue etc.
- High aims and aspirations must be set before the students
- Performing stage activities like mime: singing, dance, drama etc which promotes National Integration
- Spreading Literacy among illiterates
- Students must work to remove social evils
- Students must actively participate in the economic development of the country
- Students not participate in politics and give up their indulgence in hooligism.

**Teacher’s Perspective:**

Teacher should play a very effective role for the promotion of national integration. Only national minded teacher can strengthen the spirit of unity and the idea of compositeness. A teacher can make the following contributions

1. **A living Model:** A teacher has been regarded as the builder of the nation. He influences the students by his behavior. He should have a national outlook and reflect national consciousness, actions, conduct and behavior so that the students may receive the message of national integration.
2. **Avoid biases:** He should rise above petty biases and prejudices. He should be impartial and treat his students equally without distinction of caste, sex, creed, colour and religion etc.
3. **Firm Faith:** He should have firm faith in national unity and love for the country.
4. **Communicate in professional language:** A teacher within the campus must not try to use any local languages while communicating with students.
5. **Inspiration**: Teacher should inspire them to develop faith and love for national language, national literature, national culture, national festivals, national symbols and national glory.

6. **Check wrong tendencies**: When the teacher notices that young minds are going towards casteism, linguism, narrow minded, and hooliganism, he should try to check and correct them.

**Educational Institutes Perspective**

1. **Curriculum**: The Curriculum of schools should be organized on the basis of modern India's democratic and secular values.

2. **Quality Education**: Mass illiteracy and lack of proper education, endanger national integration. India is still a land of mass illiteracy. Adult education programmes should be organized while keeping in view the development of national consciousness and national integration.

3. **Recognition of Education institutions**: Recognition should be granted only to those educational institutions which do not practice discrimination on the grounds of caste, creed, religion, clan etc.

4. **Basis of Admission**: The basis of admission to educational institutions should be on the merit of student and not caste, clan, religion, class etc. Students should be admitted in the institutions on the basis of intelligence and ability.

5. **Activities and events should be conducted**: The gathering organized for the various activities and purposes of school should be utilized for laying emphasis upon national integration.

6. **Scholarship**: It should be given on the basis of their ability and financial position and not on the basis of caste, religion or community.

7. **National Anthem**: Students should be taught the meaning of our national anthem and to sing properly in chorus. Students should be taught the importance of the national flag and to show due respect to the national flag.

8. **Celebration of National Days**: Students and teachers in cooperation with other members of the community should celebrate national days as 15th August, 26th January, 2nd October etc.

9. **School Project**: Project should be initiated in schools for the specific purpose of acquainting students with their country. These projects should increase knowledge about various parts of the country and thus stimulate love for the country.

10. **Migration**: Domiciliary restrictions in regard to migration of students between one state and another should be immediately removed.

11. **Taking Pledge**: Students may be asked to repeat a pledge twice a month dedicating themselves to the service of their country and their countrymen.

**Challenges of National Integration through education**

Factors like casteism, Unemployment, intelligentsia, Lack of good leadership, Poverty, Ignorance, linguistic fanaticism, regionalism, economic inequalities etc. have been proved to be challenges of National Integration through education.

**Conclusion**:

Education should not be merely to give or exchange knowledge, but also to bring about the all-round development of personality of the students. Through the medium of education, the qualities of sacrifice and tolerance should be evolved in the student behaviour so that, the feeling of national unity may be fostered.

Education is of great significance for bringing out National and emotional integration. It is a strong weapon which can be used effectively for achieving our national understanding. When the people are educated enough
to get over the influences of impostors, when the economic disparities between classes of people are eliminated, the gulf separating the people would be bridged automatically.

National Integration is vital for India’s survival. The country must mobilize all its resources to evolve a concrete national programme. The future of the nation is dark unless a high national character of the people is developed. National Integration in India is a crying need of the day. The Government of our country has founded the Council of National Integration. It is hoped that the people of India will co-operate with it in all its programmes.

References
Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
नीति आयोग —
सर्वपल्लि साधारणसे आयोगों या शाखाओं से UGC ने स्थापित आयोग या नीति आयोग के अनुसार उन्हें उच्च शिक्षा क्षेत्र के विभाग में नियुक्ति की जा सकती है। इसके अलावा, नीति आयोग या आयोग का कार्य निर्धारित करने वाली शिक्षा और पाठ्यक्रम निर्माण के माध्यम से भी होता है। यह सभी पदों के लिए आवश्यक निर्धारण करता है। इसके अलावा, नीति आयोग या आयोग का कार्य कमल शाखा में शिक्षा के महत्वपूर्ण भागों के लिए निर्धारण करता है। इसके अलावा, नीति आयोग या आयोग का कार्य कमल शाखा में शिक्षा के महत्वपूर्ण भागों के लिए निर्धारण करता है।
Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
15. स्नेहतापूर्ण शिक्षण ही मोदी गरज आहे. सर्वच स्त्रोत गुणवत्ताना माणणी आहे. मात्र गुणवत्ताना देशात वाढणार कार्य करणार्याचे संबंधी दावण.

16. शिक्षणशी अंतिम उद्देश्य व्यक्तिसारखे माणूस विकास हा आहे. चारित्रिक संपन्न, प्रामाणिक, कर्त्यविनियम, संबंधी, सुरक्षित माणूस विकासागार मूल्यशिक्षण देऊन व्यक्तीसारखे माणूस विकास घडवावे.

संदर्भ –
1. संपादक,शिक्षणसमिता,भारतीय शिक्षण मंडळ,माणिक्या,संघर्ष,अगस्त,मार्च,२०१८.
2. शास्त्र विद्यासाहित्य (संपादक),प्रकाशक,विभागीय साधारण समिती,पूरे.
3. वाङ्मयाश्रय भारत (प्रकाशक),गंगापी विनोद देशान, शिक्षण विनोद, महामार्ग गंगापी स्मारक निधी गंगाधर, कोंकण, पूरे.
4. संगीतकाल महाजन,श्रीजाता भंगाठी,शिक्षण आणि विकास,प्रकाशन पत्रिकेशास्त,जनवरी,२०१३.
IMPACT OF SOCIAL MEDIA ON TEACHER STUDENTS BEHAVIOUR

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Abstract:
Social media has created new styles of communication for teacher students, which made huge impact on everyday lives of the teacher students. Social media operating skills of teacher students are new and emerging trends in teacher education. Social media has brought teacher students with common interests together and expanded the horizon of ideas worldwide. Teacher student behavior changes more when we dabble with technology especially with social media. The daily use of social media by teacher students has increased so much that it is slowly injecting an inflection into teacher students behavior. A social media affects the development of teacher students in all round development of his physical, social and emotional, teaching knowledge, skills, and personality qualities. A sample out of 38 student teacher 20 participants randomly selected from Government B. Ed. College Ratnagiri was used. Data analysis was done by using standard deviation and t-values. Findings of the study showed that social media score was positively impact on the teacher students.

Key words: teacher student, social media, climate change, behavior

Introduction:
Corporate social responsibility skills is an important element to teacher students attendance and punctuality, teacher educators attitude and methodology in teaching, teaching-learning process, teacher students’ performance and teacher students feedback, student educator and students teacher to determine competencies in teacher students. Corporate social responsibility skills the importance of handling emotions as mechanisms in handling success in life. Academic performance success in life is related to teacher student’s role in higher learning institution. The teacher education is nearly identical their standard varies. Uncontrolled growth of the number of self-financing teacher training institutions in the recent years has led to the unevenness in the quality of teacher training institutions. This study is formulated to identify the role of Corporate social responsibility skills of teacher students to meet the crisis of trained teachers and to reform the teacher education programme ensuring quality.

Social media can be a powerful tool to coordinate and connect with teacher students. At the teacher training institute level, this is important work for everyone, from the classroom teacher students to the teacher educators. Principal, teacher students, teacher educators in teacher education systems, are responsible for communicating with and involving in the teacher education community. It is their job to create a welcoming environment for teacher students as well as to identify and address related community issues.

Review of literature:
1. Boyd & Ellison, (2007)- An early and popular definition of social media states that it is an online structure where individuals use their own profiles to connect with other individuals by creating lists of friends’ profiles. Expanding upon this, social media is one form of user-generated content, or online mediated content that is created outside of professionally produced and edited circles (Organisation for Economic Co-operation and Development.
2. Gottfried & Shearer, (2016) - Online social activities are increasingly important for how people consume news and information about a variety of important social issues. Most adults in the United States (62%) get news on social media. Recent research examines news consumption on a variety of specific social media sites, including Reddit, a forum that allows individuals to create discussion posts and respond to and vote on others’
posts to bring them to the top of the forum, and Facebook and Twitter, both social networking sites in which users create profiles, follow other profiles, and produce and reply to text, photo, or video status updates. 

3. Notley (2009) stresses that it is clear from the research that participants online network use provided them with opportunities to participate in society in ways that were social, economic, cultural, civic, and educational. In this way online network use had supported all of the participants social inclusion.

**Objectives:**

1. The aim of this systematic review was to identify and summarize impact of social media on teacher students.
2. It also aimed to identify studies that complement the assessment of impact of social media on teacher students.
3. To examine moderators and mediators that add to the complexity of this environment.

**Significance of the Study**

i) The significance of this qualitative study is to investigate the acceptable use of social media among teacher students there is a perception to the limits of that use.

ii) This research suggests that teacher students are much more willing to put information out for teachers to gather than older generations.

iii) This research study may help to provide teacher training institute personnel, teachers, and students the information necessary to ensure safety within teacher institute.

iv) By exploring the impact that Social media has on these groups of teacher students in this teacher training institute, this study suggests that further study be done on this topic as it continues to mature.

v) Increased understanding of the impact of social media within these generational groups may serve as the impetus for future research into the effects of this medium within the teacher institute.

**Scope of the Study**

a) This study will address the research questions mentioned above by using qualitative methodology.

b) The purpose of these interviews will be to gather information concerning perceptions of what was considered acceptable ethically in terms of social media.

c) This study will also take into account different generations within the subject groups.

**Choice of Methodology**

The use of the descriptive methodology for this study allows the researcher to gather data directly from the teacher students in their natural environment for the purpose of studying their attitudes, views and comments about their day to day interactions with social media. The researcher is afforded the opportunity to view phenomena through the eyes of their subjects in appropriate social contexts through in-depth questions. The explorative nature of the research necessitates that the participant's knowledge, views, understandings, interpretations, experiences and interactions are considered in order to construct situational knowledge of the impacts of social media on behavior change, attitude and perceptions. Hence, within this context, the choice of qualitative research is particularly important for this investigation as it attempts to explore a relatively unknown area of study.

**Target Population**
The target population refers to the specific group relevant to a particular study. The target population for this study includes out of 38 teacher students 30 were selected for this study. A sample is a smaller number or the population that is used to make conclusions regarding the whole population. Its purpose is to estimate unknown characteristics of the population. Sampling therefore is the systematic process of selecting a number of individuals for a study to represent the larger group from which they were selected. The process of sampling takes into account various issues and will depend on the organization type, purpose, complexity, time constraints and previous research in the area.

A total of 30 students from each selected Government College of Education, Ratnagiri will be issued with a questionnaire to fill in for the study. The sample size is in keeping with the qualitative research which emphasizes depth of focus instead of quantity of information.

**Data Collection Tools and Procedures**

There are numerous ways of collecting data and these depend on the purpose and aims of the research. In this study data is collected by means of questionnaires and interviews. Data collection involves teacher students of the population that will be sampled in order to collect the required information about the study. The researcher will employ the services of research assistants who will be given a time frame for collection of the data for analysis.

**Data Analysis**

Data analysis consists of the examining, categorizing, tabulating or otherwise recombining the evidence to address the initial propositions of the study. The data obtained from the questionnaires are analyzed using a technique called "open coding". This technique involves a process of breaking down, examining, comparing, conceptualizing and categorizing data open coding enables the researcher to classify and categorize data so that patterns can be discovered and conclusions drawn. In this way the researcher searches for common dominant themes that appear in the transcripts of the data. Once codes are awarded to different segments, the researcher groups and categorize related codes. The categories are named, using the codes as a guide. The categories begin to show themes that can be used in the discussion of the inquiry. Once the researcher has saturated themes that have emerged from the analysis, these themes become a basis for discussion. Descriptive statistics will be used in analysis of the data and this will be presented in frequencies and percentages.

The researcher were asked the most common social networking site teacher students visited. A majority (6.66%) said they were on Facebook, 3.33% said they were on Twitter, 23.33% said they were on YouTube, 30 % said they were on Whatsapp, 10 % said they are in LinkedIn, 16.66 % said they were on Instagram and another 10 % said they were on Skype, as is indicated in table.

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>2</td>
<td>6.66</td>
<td>30</td>
</tr>
<tr>
<td>Twitter</td>
<td>1</td>
<td>3.33</td>
<td>28</td>
</tr>
<tr>
<td>YouTube</td>
<td>7</td>
<td>23.33</td>
<td>27</td>
</tr>
<tr>
<td>Whatsapp</td>
<td>9</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Linkedin</td>
<td>3</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Instagram</td>
<td>5</td>
<td>16.66</td>
<td>8</td>
</tr>
<tr>
<td>Skype</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table: The activity of teacher students is using a Social Media
Conclusion - The teacher-students come into the profession and as existing teachers learn more and develop new ideas, corporate social responsibility skills was employed to examine the degree of relationship between workplace, market and environment. They are sometimes perceived as important but not taken as needs when discussing graduates quality. Consideration for balancing between academic performance and these competencies are not being taken seriously. Corporate social responsibility skills should contribute a bulk of their resources to teacher education. Investments in research spread of information and communication technology from school level onwards are the need of the hour. Collaborations between Government, educational institutions and corporate will accelerate educational reform and thus bring about the desired social development. While what goes into judging a higher education institution might continue to change and evolve, the building blocks of success in any competitive environment remain constant such as developing a positive reputation and differentiating itself from the competition. Setting a corporate social responsibility strategy, and implementing the actions is one powerful way of achieving this goal.

The merits and demerits of this research as follows:

**Merits-**

1. In teacher training institute teacher students face-to-face interactions which are necessary for development of personalities, learning social skills and communication skills, have been removed from the lives of teacher students.

2. Comparison of teacher students with other lives has been made easy by social media. Teacher students become unhappy with their current circumstances, leading to problems with self-esteem and depression.

3. Social media use has also been associated with cyberbullying and cyber abuse by anonymous users online, which leads to problems of self-esteem, privacy, etc.

4. Most studies have shown that, social media’s violent games result in increase in violent tendencies and behaviours in teacher students.

5. Social media has also been used as tool to spread negativity and rumors online which has lead to increase in the instances of violence in the society.

6. Social media it has become nearly impossible to avoid bad news and the negative influences on our lives. This can lead to long-lasting psychological repercussions and ultimately lead to thoughts of our world falling apart, stress and anxiety.

**Demerits-**
1. Social media can add creativity to our thinking as teacher students can share their views and work with others.
2. It allows teacher students to explore and become actively involved without the fear of rejection.
3. While no one advocates spending hours after hours gaming, social media games can build social connections, improve a person’s self-efficacy, boost their cognitive flexibility and self-control. They can teach teacher students how to deal with successes and failures in real life.
4. Social media connectivity with families, friends and some government safety organizations, has resulted in teacher students feeling safe while moving out.
5. LinkedIn is one of the greatest example of how networking over social media has helped teacher students in finding the jobs in domain of their interests.

Major recommendations from the study -
1. The teacher students need to be trained on better usage of the social media so as to minimize time wastage on chatting and other irrelevant engagements that are not of major importance on their lives.
2. In order to communicate effectively to the teacher student schools and teacher should adopt social media as one of their means of communication.
3. To avoid having a generation that does not have face to face communication skills, all the stakeholders should consider organizing social events that the teacher students will use to interact and mingle with each other physically.
4. The findings of this study should be used in policy formulation at levels of learning that the teacher students are inclusive such as high schools and universities that deal with the teacher students.

Suggestions for further research -
i. Since the study targeted on the general social media, a study can be done further on the specific social media platform, such as Facebook or Twitter.
ii. While the study recognized that social media has impacts on other age groups outside the youth bracket, and as such this study limited itself only to the youths in Maharashtra.

References:
SKILL DEVELOPMENT IN 21ST CENTURY

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Abstract

Customary education is almost unwavering, with a teacher just imparting knowledge to students who stay passive learners. Such a method does not start an active teaching-learning process. In its place, it prepares students for accepting any change without active thinking or questioning to the teacher. Active learning with skill development is democratic and involves the active participation of students instead of ineptly listening and writing notes or rote-learning. It uses modern-day instructional approaches and best resources to promote essential learning, independent thinking, innovation skills, and cognitive engagement and to improve the inclusive development of students and preparation for a more complex life and work environment. It incorporates the essentials of constructive and critical pedagogy that gives power to students to check critically and scientifically own beliefs, values and knowledge and a sense of critical awareness and agency. A 21st-century skill and application-based education promote critical thinking and problem solving, communication, collaboration, and creativity. It seeks to create an inclusive classroom with the developing of agility and adaptability, initiative and entrepreneurialism, communication and presentation skills, accessing and analysing information, reflective learning over issues, experiences, worlds, cultures, and knowledge of each student in the class as parts of the learning setting. Skill-based active learning demands active and involved students, asking critical questions and search for more information at other sources from students’ own lives and those given in curriculum. The students are trained in information literacy with modern pedagogy and technology by approaching new tasks strategically, analysing task requirements, applying various mental processes suitable to the task and reflecting on the success of their achievements. They develop confidence and skill to learn to think and question about everything. This paper discusses the skill-based learning as an active and effective pedagogical and pioneering approach to promote the culture of modern thinking and suggests practical suggestions toward the skilled teaching-learning process in the classroom.

Introduction

There is a need for a paradigm shift from teacher centred education to student centred education to help students meet the knowledge and skills suitable to make student competent in the latest era. So, the necessity for student centred, student guided, task-oriented, inquiry-based, and technological and constructivist approaches arises toward creating skill-based active classroom. A skill-based active learning incorporates goals beyond mere imparting of content and skills. It’s all encompassing goal is to generate reflective, creative, communicative, technological, self-critical and self-motivated students who are capable of developing and directing self-directed work autonomously and have effectively developed communication, collaboration and higher order thinking skills in interpretation, analysis and exchange of ideas. Skill-based learning requires an environment that inspires intellectual openness. It incorporates true precision and collaborative endeavours and discoveries. Skill-based learning helps transformative learning, which involves experiencing an underlying paradigm shift to the core of thoughts, feelings and actions. With extensive involvement of students in skill-based activities to improve communication skills, life skills, social skills, fine motor skills and so on, cognitive engagement of students is possible. It encourages students to get involved in their learning in purposeful, scientific and meaningful ways. The process of skill-based learning enhances opportunities for critical and creative thinking, decision-making and problem-solving skills, communication and inter-personal skills, and expands the opinions and experiences of students and teachers alike, leading to greater self-awareness, deeper empathy for others,
assertiveness and equanimity, resilience and coping with emotions and stress and a commitment to produce a change in self and the world. The students grow with analytical and independent thinking with their focus on various skills, increase of self-confidence and growth of knowledge, awareness and truth. To this end, the aim of paper is to present use of skill-based learning in Indian formal education to promote critical thinking and active learning to make students creative, scientific and independent thinkers for self-reliance and self-confidence. Skill-based classrooms can create fine and superior classrooms with dynamic, modern and democratic education today. It suggests practical suggestions toward the skilled teaching-learning process in the classroom.

**Listing of Key Terms**

- Analytical Self Improvement
- Democratic Classroom
- Discovery Learning
- Independent Thinking
- Self-Expression

In the 21st century, it is the need of the day to follow skill-based learning that supports active, technological and creative teaching-learning process in the classroom, promotes independent and creative thinking and progresses critical education for social change. There are skill-based innovative teaching pedagogical approaches that can produce students, who are active thinkers and questioners, to learn various types of skills, and bring improvement in education. Primarily the teachers play an indispensable role for a child’s skill development.

(A) **MAKING ANALYTICAL SELF-IMPROVEMENT FOR SKILL DEVELOPMENT**

- The teacher should practice positive criticism which leads to critical improvement.
- The teacher must show impartial and honest behaviour and be the cause of positive change in others.
- The teacher has to know own positive and negative qualities for self-improvements and be helpful to society too.
- The teacher needs to get self-knowledge with self-examination and self-management to make corrections and face problems in the right way.
- The teacher has to make planned move toward right direction once weaknesses are known.
- The teacher can improve in weak areas, develop self-motivation and gratification to do task correctly and meet life goals.
- The teacher needs to give to transform own and others for betterment in society.
- The teacher has to seek solutions to behavioural problems for socially acceptable temperament with formation of good habits.
- The teacher has to be open-mindedness toward acceptance of positive criticism and get closer to excellence.
- The teacher has to find own spirit high and conscience clear.

Here, the critical self-improvement and self-discipline are in associate with introspection and positive criticism with detachment, commitment and correctness. Skill development in students is viable with efforts, focus and fervour of teachers.

(B) **SCHOOLING SELF-EXPRESSION FOR SKILL DEVELOPMENT**

- The teacher has to allow students to express self without fear or inhibition.
The teacher must generate learning situations wherein the students become creative, learn to apply knowledge, show courage to raise voice and support national rights of freedom of expression.

The teacher should motivate students and seek examples and ideas from them.

The teacher needs to appreciate shared new knowledge by students and inspire them for discovery, inquiry-based and experiential learning.

Here, schooling self-expression to students has situation that requires fearlessness, application of learned knowledge, courage and confidence to raise voice and supporting national rights of freedom of expression. The conditions for starting self-expression in students implies inspiration to students, seeking examples and ideas, appreciation of shared new knowledge and support for creative and novel learning.

It is requisite for the child to get opportunities and freedom for skill development.

(C) MAKING OF ACTIVE CLASSROOM SITUATION FOR SKILL DEVELOPMENT

The teacher has to discuss the subject with correlation.

The teacher needs to inspire students to present views confidently and freely.

The teacher must solve academic and personal problems of students, care for every child and motivate to move ahead.

The teacher has to free from prejudice against or in favour of students.

The teacher should inspire students to get involved in all classroom activities.

The teacher should follow a self-disciplined life to set a good model.

The teacher has to encourage students to take part in all co-curricular and extra-curricular undertakings.

The teacher can attempt to improve qualities of students and seek perfection with practice.

The teacher must be pleasant by nature, appreciate creativity of students and treat all positively and graciously.

The teacher need not spoon feed students or promote rote-learning.

The teacher can conduct trial and error method, seek solutions and use audio-visual teaching aids.

The teacher needs to use innovative methods and techniques of teaching.

The teacher needs to make ideal student as the role model to inspire others.

The teacher needs to stay as friend, philosopher and guide, strive to solve problems of students, engage students in various classroom activities, take part in teaching and learning, keep class very interactive and develop positive mind-sets of students.

The teacher needs to conduct activities compulsorily in classrooms with a support of creative, independent and critical thinking among students.

There is a need for evaluation of teacher’s daily performance to check their performance in the classroom which must be rated and supervised for its progress.

Guidance needs to be given to parents on the relevance of dynamic and democratic classroom settings with meaningful and significant teaching and learning activities.

Teacher needs to give opportunities to students for improvement in weak areas.

Teacher has to foster love and respect for all religions and organize diverse religious classroom activities.

Here, the making of active classroom situation includes the role of teacher, teaching-learning process, role of school management and suggestions for improvements.
The role of teacher is in relation to inclusion of discussion and correlation, inspiration to students to present ideas freely, solution for academic and personal problems of students, concern and inspiration toward all, fairness in approach, support to take part in curricular and co-curricular activities, set up of a good model with self-disciplined life, attempt to improve qualities of students, seek perfection with practice, development of pleasant nature to motivate, appreciation of creativity, treat each with positivity and politeness, give freedom of expression and chances and raise confidence of students with active participation in various classroom activities.

The teaching-learning process focuses on understanding and not spoon-feeding, trial and error method, seek solutions to problems, use of teaching aids, usage of novel methods and techniques of teaching, make ideal students as role models, stay as friend, philosopher and guide, solution to difficulties of students, keep class highly interactive and interesting, learn and teach jointly with students, development of positive mind-sets and conduct classroom activities to promote independent thinking.

The role of school management include performance appraisal of teachers for quality improvement and progression and guidance to parents on dynamic, delightful and democratic classroom situations with a value of learning activities in the classroom.

The suggestions are to take positive actions for students for corrections in weak areas and to foster love and respect for all religions with religious classroom activities.

It is the duty of teachers to create an active classroom for the skill development of students wherein the child manifests hidden skills and learn new ones with activities.

(D) CREATION OF DEMOCRATIC CLASSROOM FOR SKILL DEVELOPMENT

- The teacher needs to create a democratic ambiance in the classroom, always answer posed questions, organize debates and group discussions and give inspiration to students to think, ask, disagree, and criticize and so on in critical and sensible way.
- The teacher finds it vital to appreciate student’s creative thinking, inspire them to think and act creatively and give freedom to boost child’s imagination and attitude.
- The teacher allows students to disagree critically and express views fearlessly.
- The teacher ought to support fair approach toward students.
- The teacher should never exploit students’ rights for personal gains.
- The teacher can shape better future of the world with a democratic classroom.

Here, the democratic classroom criteria include giving an answer to all posed questions, group discussions, organizing debates, inspiration to think and act critically, sensibly and innovatively, appreciation of creative thoughts, boost student’s imagination and thinking process and allow students to disagree critically and liberally. The duty of teacher indicates maintenance of fair approach toward students and defending their rights without private gains. The output of creation of critical, skill-based and democratic classroom can shape society and the world both. Active and skill-based education substantially can shape a democratic classroom.

Concluding Remarks

In trying to encourage skill development and creative pedagogical practices in the formal education system in India, it is necessary for Indian education system and educational organizations to appropriately realize awareness of teachers on significance of skill-based activity learning in schooling and its usefulness in Indian classroom situations. The teachers need to take a lead in assimilating active learning with skill development into the classroom by utilizing resources for inclusive classroom and following constructivist approach in classroom situations to promote independent, critical and scientific thinking. It lays stress on pivotal
role of teachers to focus more on the growth of students and their extensive personality development and for improvement of their academic and non-academic performance to create critical awareness, manifold skills and scientific attitude. It is vital to keep up balance between activity-based and skill-based education to promote critical thinking, creativity and reflection with joined efforts of the teachers and educational groups.

Though we are highlighting a shift in the teaching-learning process from teacher-centred towards student-centred, in reality the teachers are still after the same old traditional methods of teaching (narrating). In this context, the teachers are given training to accept the current trends and be well equipped with the content, technology and pedagogy for the skill development of students. They are willing to continue new challenging roles as an ideal teacher and in turn act so. The teachers are given practical training, for, they understand child psychology and they can make each concept clear to students according to personal difference. Each student comes to the classroom with vast experiences which are valuable. Thus, we need to practice skill-based, active learning in our education so that our classrooms become more dynamic, critical, creative, scientific, high-tech, democratic, academically sound and application-based. It is a suggestion that teachers are regularly trained to use new pedagogical and technological practices for skill development in the classrooms.

Bibliography

HUMAN RESOURCE DEVELOPMENT FOR EMPLOYEE EMPOWERMENT AND INSTITUTIONAL EFFECTIVENESS

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Abstract

In the today’s era of competition, professionalism a buzz word for the success of any organization. Many programs have been started for enhancing quality of education at higher level but the Management and Administration of Educational Institutions is found lacking in practice of professional Human Resource Development (HRD). Such growth is the need of hour for a nation like India; also the same is on the merit of Ministry of HRD. The aim of this article is to highlight the significance of HRD for employee empowerment and its necessity in the quality enhancement of education institutions which has remained the worry of specialists and think tanks of the nation. The developmental systems such as induction and socialization of individuals, growth and development, performance appraisal and counseling, career planning and human resource information system are covered under the nomenclature of HRD. There seems to be confusion of role playing in the educational institution regarding who will look after what? The answer to this question was hardly found in any of the institutions where ever one has got opportunity to share their experience directly or indirectly. This article may remind the professionals, employees, leaders of HRD about their perceived role in these organizations. Teacher empowerment holds its importance in the present knowledge based society especially when teaching profession is in the phase of transition and challenges because of changes that are taking place in the field of Educational Objectives, Curriculum, Teaching Methods, Early Childhood Care and Education (ECCE), Information and communication Technology (ICT), Continuous and Comprehensive Evaluation (CCE) and many other educational issues.

Keywords: HRD, Employee Empowerment, Institutional Effectiveness.

Introduction

The effective utilization of people in any organized effort has always been a pressing problem in society since organizations are primarily social systems. The people component is thus becoming the key factor to success of the organization; be it for survival or growth or achieving excellence. The people management has been the most intriguing aspect of managing an organization all along. The organizations have recognized its contribution in the total framework but this aspect is so dynamic that it does not seem to reach a level of stability. Every educational institution like other formal organizations needs people to execute its programs, achieve educational goals and objectives. Hence HRD is needed for proper management of educational institution to work effectively by proper policies, systems, and practices.

Substantial progress has been made in providing equitable access and expanding the reach of higher education. At this juncture, it is pertinent to understand the linkage of individual development and organizational development or growth. Now, the thrust has to be on improving the quality of higher education. Hence, a paradigm shift in focus is needed from institution building to development of human resources within the institution for its progress. In every organization HRD is an important tool which unfortunately is being used in limited sense and is difficult to manage. The reason being that every human being is born unique and therefore, is bound to have different characteristics- that is, the ways they feel, think, reason and act. Secondly, human beings control and coordinate the other resources. They constitute the workforce of an organization and are referred to as personnel.

Concept Of Hrd
The human resources are the personnel that include the principal, the teachers the office staff, the librarian, the games teacher, the coaches etc. HRD is an overall organizational development process which also includes development of people associated with it. As Nadler (1984) defined HRD as an organized learning experience in a definite time period to increase the possibility of improving job performance growth.

The educational institute may it be school, college or university is a “labour-intensive” enterprise. It means that whatever are its accomplishments they are dependent upon the caliber and the effectiveness of human resources. An educational institution is a human sensitive organization which deals with human beings. Its specific goal is the development of the raw human beings through the association with other learned human beings who consciously transmit their knowledge and other accomplishments to the new generation. These learned human beings or knowledge workers are the human resources. The main purpose of HRD is to develop people in the organization and to ensure that an atmosphere is created and maintained in which employees contribute their best.

**HRD as a Process**

HRD is a process by which the employees of an organization are helped in a continuous and planned way to:

1. Acquire or sharpen capabilities required to perform various functions associated with their present or future job.
2. Discover and exploit their own potential for their own and organizational development.
3. Develop their general abilities as individuals and an organizational culture in which relationships, teamwork, collaborations are strong and contribute to the professional well being. Motivation and pride of employees.

**Goals Of Hrd To Enhance Institutional Quality**

1. **Training and Development of teachers** - Training is for learning related to present job. Education is for learning to prepare the individual for a different but identified job. Development is learning for growth of the individual not related to a specific present or future job. Employees should definitely be provided with learning opportunities to enable the individual and organizations to achieve their goals. The individuals however have to own and manage their developmental needs. The development process should have clear learning objectives that aim to satisfy individual and organizational needs. HRD emphasize the need for Continuous Professional Development (CPD) to meet the organizational requirements as below:
   - For improved performance of an individual
   - Preparation of an identified job
   - General growth and development
   - Mature, responsible and effective individuals.
   - Personal utilization to meet organizational needs in unison.
   - Maintenance of human relationships.

2. **Systematic Approach to Training (SAT)**

   With the developmental emphasis, it becomes imperative that institutions establish training systems with a systematic approach to manage training like developing in-house training centre. These in-house establishments primarily cater to the training of operational knowledge, skill and attitude requirements of their personnel specific to the institutions and will have to follow certain logical processes. These are:

   **Step 1**: Training Need Analysis (TNA) and identification of training needs.
   **Step 2**: Preparation of Training Plan.
Step 3: Designing the program in terms of time, duration, target group, sequence of inputs and methodology.

Step 4: Evaluation of the training programs and the plan.

3. Performance / Potential Appraisal, Feedback and Counseling
It is a process by which management finds out how effective it has been in hiring and placing the employees. Promotions to be linked with Performance Based Assessment System (PBAS) to be enforced fully in all institutions. It is an essential component which plays an important role in ensuring performance of an institution by either upgrading skills of the existing people or get new people with the required skills.

4. Career Planning and Counseling
It is common to find the feeling of disillusioned, frustration or alienation when individuals feel they have no career in a particular profession. Hence, it is relevant to examine the individuals desires, expectations and change patterns. It is essentially directed towards structuring employee’s aspirations for upward movement through the organization.

5. Organizational Leadership and Development
As one principal in Institute can create the conditions in which teachers, as empowered leaders, can freely exercise their expert judgement, deal effectively with non–routine challenges, change social structures and in turn, depend on changed structures for self–advancement collaborative social structures, including self-managed teams, can serve as vehicles through which the goals of education professionals and schools are achieved.

6. Human Resource Information System (HRIS)
It is a support system for effective training. Since the data regarding the on–the–job experience, placements and skills acquired by way of professional qualifications or training attended is stored here which serves as a useful database for training. A comprehensive updated HRIS enhances the developmental efforts.

7. Human resource management system (HRMS)
Recruitment and selection, staff appraisal and welfare, developing the work place required by the organization.

- Helping is creating a working environment that is conducive for his members of staff so as to promote maximum contentment thereby motivating them.
- Ensuring that the abilities and skills of the workforce are used to the optimum in pursuance of the institution’s mission and mandate.
- Ensuring a fair balance between the personal needs of staff and the needs of the institution in general. The effectiveness and success of any organization is dependent on the efficient use of its resources particularly the human resource.

8. Ombudsman
Ministry of HRD has found a way-out to deal with educational malpractices in majority of higher educational institutes. They have decided that every educational institution affiliated to a central University and under control of a central regulator such as UGC and AICTE to have an ombudsman to deal with grievances. The ombudsman will have the power to instruct the institutions to take corrective measures on complaints regarding various issues on admission and matters concerning weaker sections.

9. Total Quality Management (TQM)
Educational institutions have an important role in improving the standards of education systems by preparing effective teachers. Quality of nation is determined by quality of its teachers. It is not easy to introduce the concept of TQM into education. TQM focuses strongly on the learner and the teacher. It recognizes that all teaching-learning requires ‘process’ that enable learner requirement to be met. Quality involves everyone including teaching staff, non-teaching staff and the management.

**Specific Goals of HRD for Employees**

- Self efficacy
- Self development
- Attitude development
- Teacher associations
- Teacher impact
- Teacher status
- Emotional Intelligence
- Positive employee morale
- Teacher’s rights and duties
- Teacher feedback and reward system
- Involvement in decision making
- Autonomy in working
- Handle organizational issues
- Manage developmental needs.
- Satisfy individual and organizational goals and needs.
- Develop technical, managerial and processing competence.
- Team spirit and functioning in every organizational unit.
- Collaboration among different units of organization.
- Organization’s overall health and self renewing capabilities.
- Improvement of knowledge, skills, temperament, attitude and performance.
- Develop dyadic relationship between each employee and his/her supervisor.
- Develop capabilities of each employee as an individual in context of his/her present role and expected future roles.

**Employee Empowerment and Institutional Effectiveness**

The term empowerment is used frequently in contemporary educational system and is most often viewed as a process through which people gain the knowledge, skills and become powerful enough to engage in, share control of and influence events and institutions affecting their lives and the lives of those they care about. Empowerment has been defined as a process whereby participants develop the competence to take charge of their own growth and resolve their own problems. Empowered individuals believe they have the skills and knowledge to act on a situation and improve it. Empowered schools are organizations that create opportunities for competence to be developed and displayed. It is important to note that some dimensions fall into the category of personal empowerment. In total, they constitute a construct vital to the redesign of teachers' work life and the growth and renewal of organizations.

Employee empowerment is a key to deal with the present educational demands. Empowerment is a multi-dimensional social process that helps people gain control over their own lives and society, by acting on issues that they define as important. It is multi-dimensional in that it occurs within sociological, psychological, economic and other dimensions at various levels, such as individual, group and community. Teacher empowerment revolved around helping teachers become central shapers of the educational enterprise by
validating their experience, decision – making sure they had an authentic sy on institutional practices and realities.

**Govt. Recommendations**

The UGC has in its report has identified several initiatives for addressing faculty issues and capacity building of faculty such as, Attracting Quality Faculty, Promoting Faculty Mobility and Continuous Faculty Development Programs, Reforming the Academic Staff College System as Faculty Talent Promotion System by rejuvenating Academic Staff Colleges as Faculty Development Centres, Establishing New Faculty Development Centres, Increasing the Faculty Development Centres (currently ASCs) from the present 66 to 100, Faculty mobility and Faculty networking, Evaluation of Teachers by Students & Peer Assessment.

Under the revised Scheme, the responsibility of DIETs grows multi – fold especially in the context of RTE Act, RMSa and NCF and not limited to teacher training but as an institution to manage quality aspects in schools, professional development of teachers.

SCERT plan well integrated with the plans of the DIETs, CTEs, IASeS and also with the training plans of SSA and RMSA. Their vision includes Addressing the capacity development of in-service teachers to handle complex school learning situations and reality based difficulties in transacting school curriculum. Attention to professional development of teacher educators in DIETs and other institutions.

THE Central Advisory Board of Education (CABE) has decided to look into developing a framework for the new central programme for teacher’s training and to form a committee to develop the “framework and processes” for the National Mission on Teachers and Teaching being Launched by the central government. The National Mission on Teachers and Teaching focuses on giving quality training to teachers. They have also suggested that Section 25 companies must be allowed to offer teacher training courses and run institutes offering these courses.

**Conclusion**

HRD at all levels involves effective planning, organizing, supervising, controlling and evaluating. It aims at integration of individual needs and growth with the satisfaction of organizational needs and growth. It is therefore necessary to coordinate all activities to meet the Human Resource Management and Organizational Behavior in the Educational Institutions. Human resources are the true assets of an organization. It should be understood that these individuals work with external and internal environments which are psychological and sociological in nature. HRD will go a long way to enhance the quality of Educational Institutes and the satisfaction rate of the employees in such organization. HRD can be planned and monitored in ways that are beneficial to both the individual and to the organization. To this end, it has therefore to advocate the use of good human relations as to ensure effective and efficient administration in these institutions. It is also found that they need to engage, empower and non-monetary means but also to recognize the individual’s worth and enhance their feeling of responsibility and achievements so that people become more committed, productive and quality oriented in their institutions. Creation of a talent culture in these institutions/ Universities is the need of hour.

**References**

UNDERSTANDING CHANGING PATTERNS AND TRENDS OF INTERNATIONALIZATION OF HIGHER EDUCATION

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Abstract

In the current decade, new wave of internationalization of higher education has emerged with the emergence of new trends which is changing the choice for international students and thus influencing the trends of international student mobility. In this context, the focus of the present paper is to revisit the trends of internationalization of higher education. The present paper will highlight the complexities which are arising as a result of the changing nature and new developments which are taking place in developing countries in the area of international student mobility.

Introduction

Internationalization of higher education has experienced substantial change since the 1980s. In earlier times going abroad for pursuing higher education is the privilege for the elite section of the society. But in recent years, patterns have changed significantly and volumes of mobile students have increased and projected to increase significantly in near future. Revenue generation and skilled migration approach are gaining central position in internationalization of higher education, in turn has led to changes in nature of student mobility and functioning of university/ institutions. So there was an urgent need to provide the recent trends of student mobility in a comparative perspective and the forces and factors that influence it.

In the recent decades under the transnational and internationalization of higher education student mobility has noted significant place. Currently 3.3 million students are studying across borders for the purpose of higher education. Such accelerated student mobility in recent years has resulted in emergence of global higher education market. Globally one estimate indicates that the world’s international students represent a $45 billion ‘industry’ (Barrow, 2008 cited in Altbach et al. 2010, 28). This article will focus on the three important aspects.

(i) New developments in International student mobility
(ii) New drivers of international student mobility
(iii) New forms of cross border education.

(1) New developments in International student mobility

In the traditional forms of student mobility, the movement has primarily been from developing countries to the developed countries. While Anglophone and Western European countries such as United States, United Kingdom, Australia, France and Germany have historically attracted the largest number of international students (Bhandari & Blumenthal 2011, 2). In the current scenario the emergence of new destination countries like China, Thailand, Malaysia, Singapore and New Zealand have stepped up their efforts to internationalize and to attract more international students (Bhandari & Blumenthal 2011, 9). The entry of more countries into the field of international education has significantly changed the whole concept of international student mobility in terms of who is going where, and the host and sending countries. The foremost agenda of many countries including India is to enhance the inward mobility of students. Different host countries and institutions are adopting different marketing strategies in order to attract large number of international students. As a result of this, mobility of international students has become multidirectional and complex as compared to unidirectional of past.

A paradigm shift has been noted in the whole phenomenon of internationalization of higher education i.e. from pure learning or knowledge sharing approach to revenue generating approach in the phenomenon of student mobility. The leading destination countries have been pioneers in changing the nature of internationalization of
higher education through adjusting their national policies. The two most prominent approaches which are driving competition in the international market are revenue generation and skilled migration approach. Fees from non-EU students in higher education alone currently total some £2.5 billion a year. International education is Australia’s third largest export contributing US$12 billion to the Australian economy in 2008. Along with viewing international students as a source of revenue, countries also see international students as a potential source of skilled migration and are adjusting immigration policies in order to make it easier for international students to maintain residency and work in host countries after their study has been completed (Tremblay, 2005). For example, one out of four Indian students in New Zealand is able to get permanent residency makes New Zealand a popular choice amongst them (Agarwal 2011, 54). Policy strategies are being adopted to first, recruit international students and second, to retain talents. The driving forces of new vista of internationalization of higher education reflects important shift in the character of student mobility from co-operative model to competitive model.

(II) New drivers of international student mobility
Capacity of domestic education to accommodate students in higher education has repetitively emphasised particularly in the case of developing particularly in the case of developing countries i.e. India, China and Africa which is having an important implication for outward student mobility. Two dimensions of capacity of domestic education have been considered: one its supply and second its quality, absence of any of those drivers students to consider overseas education as an alternative. A recent report by the industry body Associated Chamber of commerce and Industry in India (ASSOCHAM) found that about 450,000 Indian students migrate overseas and spend US$13 billion each year on acquiring a higher education abroad, often because of the lack of capacity in domestic institutions (Bhandari & Blumenthal 2011, 1). Admission standards in the home country have important implication for the outward mobility of the students as highlighted in the case of China and India (Agarwal 2011; Wadhwa 2010). An important implication relates not only to improve the quality of institutions but also increasing capacity accompanied by global quality standards. However, in the changing dimensions of student mobility apart from the quality of higher education other factors are gaining places. In the current regime, student mobility is strongly affected by high demand of competitive skills and knowledge which is a way towards high employment opportunities. These are the strong pull factors attracting students abroad. Analysis of prospective students’ decision to study abroad by Wadhwa (2010) in India reflected that students place greater emphasis on issues like immigration, part time work and future job prospects in choosing destination. Students now view overseas education as a springboard for permanent responses from the students. These are important factors which influence outward student mobility.

(III) New forms of cross border education
Mobility of programs and institutions from one country to another in the form of branch campus, franchised degree programs, distance education are growing at a fast pace. Knight has analysed the different models of education hubs developed in the Middle East and Asian countries. Countries which have established themselves in the international education market are at competitive advantage as compared to new emerging countries as brand recognition and world rankings of foreign institutions are current factors motivating and influencing the development of new hubs (Knight 2008). On the one side these new forms of internationalization of higher education can offer increased access for local students by increasing the domestic capacity and on the other hand help in improving the quality by promoting competition in the domestic education sector.

Conclusion
A significant change observed in internationalization of higher education has been commercialized practices in exchange of education services. Revenue generation and skilled migration approach are gaining central position in internationalization of higher education, in turn has led to changes in nature of student mobility and functioning of university/institutions. The changing statute of internationalization of higher education has led to change in the intention of international student mobility as Bhandari & Blumenthal very rightly pointed out ‘what have changed, however, are the drivers of student mobility and the new modality through which this migration occurs’.

References

प्रतिबन्ध —
भारतीय संविधानातील 86 व्या पट्टना तुरुळ्यांनी कलम ४५ नुसार ६ ते १४ वयोगतातील सर्व बालकांना प्राथमिक शिक्षण उपलब्ध करून देणे हो. सामाजिक व अर्थशास्त्री जवाबदारी आहे. शिक्षण अभिनियम २००९ नुसार प्राथमिक शिक्षण हे बालकांचा मूलभूत हक्क झालेला आहे. ६ ते १४ वयोगतातील प्ररूपक बालकांचा दर्जेदार प्राथमिक शिक्षण उपलब्ध करून देणे ही काठीजव गरज आहे. म्हणून हे बालक सामाज्य असे किंवा दिव्यां असे. शिक्षणाच्या सार्वजनिकरणातील भारत र राज्य सरकारांना विविध प्रणव करूनही सामाजिक सर्व पेक्षा पारून प्राप्त हक्क पोहचविण्यात येणारे आहेत. पालक पालकांची सामाजिक, आर्थिक जनकृत परंपरीती, शिक्षणप्राप्त उद्यमिता, शिक्षण विक्रेतातील ऊष्माशक्ती शिक्षणाचा दृष्टीकोष बालकांचे दृष्टीकोष बालकांची संबंधित समस्या आशा अनेक कारणा मुख्य शिक्षणाचा प्रसार झालेला नाही. या सर्व अद्यावधीत मात करणातील सर्वसमावेशक शिक्षक निमित्ती होणे आवश्यक आहे.

सर्वसमावेशक शिक्षणाची संकल्पना —
इ.स. १९८३ हे व ए.ल. आंतरराष्ट्रीय अंग व फ. महान साजरे केले गेलेले तेजपाप्यम ख्रितियां मध्ये सर्वसमावेशक शिक्षणाची गरज वा विहार जागतिक स्तरावर परिशिष्ट झाली. या परिपथाने सर्वसमावेशक शिक्षण संकल्पना जनासमोर झाली. १९९४ मध्ये भारतातील १२ देश व २५ जागतिक संपटांनी हा विचार माया केला.

व्याख्या—
Inclusive education acknowledges that all children can learn, respects, differences in children. Eq. age, gender, ethnictiy, language, disability etc. enable education structures, system and methodologies to meet the needs of all children is part of wider strategy to promote and inclusive society and is a dynamic process that is constantly evolving. (Save the children 2008).

 inclusive education means welcoming all children without discrimination in to regular or ordinary schools. It refers to the process of educating all children in their neighborhood school regardless of the nature o their disabilities, students participating in inclusion programmes follow the same schedule as their classmates & participate in age appropriate academic classes.
सर्वसमावेशक शिक्षण महणज给我 सर्व पुलांच्यासाठी जाणीवपूर्वक पाठ्यौगी रचना करून सर्व प्रकारात बालकांची शिक्षणाची सेवा होऊ शकते व दिव्यां असलेल्या मुलांची शिक्षणाची सुविधा उपलब्ध करून देवून त्यांना सामान्य मुलांसाठी शिक्षणाची संधी उपलब्ध करून
dेणे होय.

समस्या विवाद –
सर्वसमावेशक शिक्षक निमित्तीसाठी कार्यक्रम विकसन – एक अभ्यास

संशोधनाची उद्देश्य
1. सर्वसमावेशक शिक्षकांचा ध्वनी निर्देशन करणे.
2. छत्राध्यापकांचा सर्वसमावेशक शिक्षणाच्या आयुष्यातून उपकरणाचा रोज धारण.
3. छत्राध्यापकांना सर्वसमावेशक शिक्षक निमित्तीसाठी कार्यक्रमाचे विकसन करणे.
4. छत्राध्यापकांने सर्वसमावेशक शिक्षक निमित्तीसाठी तयार केलेल्या कार्यक्रमांची परिस्थितीकारकता अभ्यास.
5. अध्यापक विद्यालयातून सर्वसमावेशक शिक्षक निमित्तीसाठी शिकारसाठी करणे.

गृहोदय –
शिक्षण अनिवार्य – 2009 नंबर 6 ते 14 वयोगदातातील सर्व बालकांना मोफत व सकारात्मक शिक्षणाचा हक्क प्राप्त झाला आहे.

संशोधन प्रश्न –
1. डी.एल.एड चा छत्राध्यापक सर्वसमावेशक शिक्षणाच्या कोणाचा दृष्टिकोन करतो?
2. सर्वसमावेशक शिक्षणाचे कोणता अडचणी येवू राष्ट्रवाद वाचणीचा कार? परिप्रेक्ष्य –
1. प्रस्तुत संशोधन सारांश जिल्हातील (डी.एल.एड) अध्यापक विद्यालयाची संबंधित आहे.
2. सदस्यांना संशोधनात डी.एल.एड या छत्राध्यापकांच्या विचार केला आहे.
3. प्रस्तुत संशोधनाच्या फलेचर उद्देश्याचा क्रमांक 1 व 2 वा विचार केला आहे.
4. प्रस्तुत संशोधन हे सर्वसमावेशक शिक्षक निमित्तीपूर्वेच मयादित आहे.
5. प्रस्तुत संशोधन हे उद्देश्य 1 व 2008–09 पुरुषूच मयादित आहे.

संशोधन कार्यपालकांनी –
अ) संशोधनाची पद्धती –
प्रस्तुत संशोधनाची संशोधनके संशोधनाचा वर्णनसाठी संशोधन पद्धतीत वापर केला आहे. ज्ञानमूले छत्राध्यापकांचा सर्वसमावेशक शिक्षणाच्या विद्युतवायणाचा दृष्टी कोणते मजबूत झाला.
ब) नमुना निवड –
प्रस्तुत संशोधनासाठी सारांश जिल्हातील 8 अनुदानित अध्यापक विद्यालयातील डी.एल.एड द्वितीय व आठवी असाधारण प्रवेशकाचे २० छत्राध्यापकांचे यादृच्छिक विस्तरणे निवड केली आहे.
क) संशोधन साधने –
प्रस्तुत संशोधनासाठी महत्त्वपूर्ण संकल्पना कार्यकर्त्यांने संशोधनकने संशोधन निमित्त प्रस्तावकारी वापर केला आहे.
द) माहिती विश्लेषण –
प्रस्तुत संशोधनाची छत्राध्यापकांचा सर्वसमावेशक शिक्षणांतील असाधारण दृष्टी कोणते जाणून घेण्यासाठी देण्यात आलेल्या प्रस्तावकारींचे संख्यात्मक विश्लेषण फॉर्म फॉर्म कार्यकर्त्यांची छत्राध्यापकांच्या प्रतिसादाची सरासरी व इंकडेक्सरी या साधणांचा तंत्रज्ञान वापर करणार आहे.
सातारा जिल्हातील ८ अभ्यासक विश्लेषणातील प्रयोकणी २० या प्रमाणे १६० छात्रावयवकोंनी भरून विश्लेषणा प्रस्तावलीवर विषयांना गण करून नि कः फऱ काहाण्यात आले।

२१। सर्वसमावेशक शिक्षणाच्या संदर्भतत्त्वात छात्रावयवकं फारसी माहिती नसल्याचे जाणवले।
२२। विश्लेषण विश्लेषणाची सहानुभूती जाणवली परंतु लयना अभ्यासन करून याची माहिती नसल्याचे जाणवले।
२३। एकूण छात्रावयवकं ६२ टप्प्यांनी सर्वसमावेशक वर्गांतर विश्लेषणांचे प्रकाश सांगता आले नाही। तर ३० टप्प्यांनी छात्रावयवकं वर्णवर प्रकाश सांगीतले व ८टप्प्यांनी छात्रावयवकं प्रतिसाद दिला नाही।
२४। विद्यार्थी छात्रावयवकं विश्लेषण विश्लेषणाचा सैशिक टप्प्यांनी माहिती नसल्याचे जाणवले।
२५। विद्यार्थी छात्रावयवकं विश्लेषण विश्लेषणाचा सामान्य विश्लेषणांतर शिक्षण देशवात नकारात्मक दृष्टीकोन दिसला।
२६। पालेव व सहस्त्रालेव संपभाषात विश्लेषण विश्लेषणाची सहभागी याची असहभागी दीशेली।
२७। सर्वसमावेशक शिक्षणाच्या विश्लेषण विश्लेषणांचे मूल्यमापन करताना किती फऱ काळजी याची याची सहभागी दर्शवली।
२८। विश्लेषण विश्लेषणाची सोयीडोगर वर्णनम करती याची याची सकारात्मक दृष्टीकोन दिसला।
२९। सर्वसमावेशक शिक्षणाच्या पालक सहकार्य असाते याची याची सहभागी दर्शवली परंतु सहकार्य करून मिळालेले याची याची माहिती नसल्याचे दिसले।

संदर्भ प्रवेश
१। बेंडेन आ. म्हणून (२००६) समावेशक शिक्षण, पुंगे: महाराष्ट्र राज्य राज्यातील संस्थाओं व प्रशिक्षण पर 'डे।
२। बेंडेन आ. म्हणून (२००६) प्राथमिक शिक्षणाच्या प्रशिक्षण आर्थिक संस्थाओं व प्रशिक्षण पर 'डे।
३। जर्ज नामीदवारव, संपादक (२०१२) बालक्षमकं म्हणजे व संस्थाच्या शिक्षणाचा हक्क २००६ राज्यातील पुंगे: महाराष्ट्र राज्य राज्यातील संस्थाओं व प्रशिक्षण पर 'डे।
४। पेशावरीय रीती व बंकरमन एस. (२००६) शिक्षकांना विद्यार्थी म्हणजे गती च महाराष्ट्रातील पुंगे: महाराष्ट्र राज्य राज्यातील संस्थाओं व प्रशिक्षण पर 'डे।
५। पेशावरीय रीती व बंकरमन एस. (२००६) बिषों फऱ अनेक व च महाराष्ट्रातील पुंगे: महाराष्ट्र राज्यातील संस्थाओं व प्रशिक्षण पर 'डे।
‘बड़बड़गीते: आकलन आणि अथवापारी दिशां’

प्रमोद गोविंद चौहान

‘शिक्षा’ ही मानववी यूंभूत परत आणि अहार हवती होई आहे. शिक्षणातून अपेक्षित परीणाम सांगविला तसे संस्कार प्राथमिक स्तरांमुळे होणे आवश्यक असते. उच्चशिक्षणाचा जागन्याच्या काळ मानववाद अतीतीक रंगणास स्नातक आणि अध्यापक असते, हे सहज लघु वेळेल. ‘शिक्षणाचा संस्कृतीशी संबंधाने तंत्र असों संबंधाने जाणे. संस्कृतीतील संस्कार करण्यासाठी शिक्षणाला देन काळा पार पाणीला मान्यता. लोकांच्या समजूत वाढविणे आणि लोकांना चाहत्य समूद्र करणे,’ ¹ मानत तर अथवा तसा संस्कार करण्यासाठी शिक्षणाला देन काळा पार पाणीला मान्यता. लोकांना वाढविणे आणि लोकांना चाहत्य समूद्र करणे,’ ² मानत तर अथवा तसा संस्कार करण्यासाठी शिक्षणाला देन काळा पार पाणीला मान्यता. लोकांना वाढविणे आणि लोकांना चाहत्य समूद्र करणे,’ ³ मानत तर अथवा तसा संस्कार करण्यासाठी शिक्षणाला देन काळा पार पाणीला मान्यता. लोकांना वाढविणे आणि लोकांना चाहत्य समूद्र करणे,’ ⁴ मानत तर अथवा तसा संस्कार करण्यासाठी शिक्षणाला देन काळा पार पाणीला मान्यता. लोकांना वाढविणे आणि लोकांना चाहत्य समूद्र करणे,’ ⁵ मानत तर अथवा तसा संस्कार करण्यासाठी शिक्षणाला देन काळा पार पाणीला मान्यता. लोकांना वाढविणे आणि लोकांना चाहत्य समूद्र करणे.’
आदी भाव भावनाओं जागीर समृद्ध करणवालों क्षेत्र में विद्युतों भूमिका बजावें। अलौकिकता कार्य कर पाए विद्युतों
मोरोदनविहीन उड़ोननवध उड़ोननवध मानव आदत से मानक आनदनविहीन पूर्वांग हसत खेलत चाहेंगे संकार कारवें,
व्याप्तिके बिंदुण्ड, वालीय समाज के बाहर विद्युतीयों के अंतरर गांवीयन लेखन होताना दिसत आहें।

2. बबुदोती: आकलन –
भारतीय उपखंड बबुदोतीयों के मार्ग से अकलन करने लेते जात नाहीं। जागरण स्थायी प्रतिष्ठीत अस्तेरे देश याबाबतीत
वालीय समाज के बाहर विद्युतीयों के अंतरर गांवीयन लेखन होताना दिसत आहें।

3. बबुदोती: अथाण –
बबुदोती ग्रामुदांनी येथे एच. अभावत, ताल्केंद्रित हो राहूने पावसात्रोदेश रूढत आहें। त्या भावनावास्था अनुकूल एका
मुळत: पायल अस्तेरे व्यवहार खेळून पणे अथाण त्याना एका करण्यायांवर सार्थक त्याना असर. परिणामी बबुदोतीयोंके
अथाण करत अकलन अथाण, वाचक, सामाजिक भावनावास्था निर्देश पुजवी प्राप्त अथाण होतात. परिणामी बबुदोतीयोंके
अथाण करत अकलन अथाण, वाचक, सामाजिक भावनावास्था निर्देश पुजवी प्राप्त अथाण होतात. परिणामी बबुदोतीयों
नेता आशय मुलांमोर व्यक्त करण्याचे कसव अथाणकरके अथाण आवृत्त असते. प्राणारीं संसर्ग वर्गधारण I वर्गधारण ठरती असते. प्रेम, आनंद, वृक्ष, गण, लोक, विनोब असा विभाग भाव
व्यापार जागृत मुलांमोर विकसित होण्याचे बबुदोती विद्युतीयों मोलांना भूमिका बजावू असतात. परिणामी इतर केवळ अथाण
करत अकलन एका करण्याने पणे निर्देश आवृत्त करते. शिष्यक जितका अथाण समर्पन भावने शिष्यकेंद्र तिरके अथाण मुलांने अकलन केले.
अथाण अथाणावर मुलांना अथाण पाहणा होत असतो. बबुदोतीचे अथाण करत अकलन शिष्यकांची देखभाल अथाण महत्त्वाची उठते. लहान मुलांना विचार करते शिष्य आणि
शिष्यांची आंतरिकता अंतर लक्ष वसी क्षमी होणुन दोनांना समान पालनली आणि देखभाली शिष्यकांना आमसत करणे अथाण आवृत्त
असते. बेजवळ मुलांना व्यवस्थावां आथमेंजी शिष्यकांना हावाहावानून वर्गधारणात बीत पटकन होत असतो. मुलांमोर नन-पत्तलवर
शिष्यकांनी केलेली ती विषय T कृती दृष्टिकोणपत्र दिसून गेले. दया, प्रेम, आनंद, वृक्ष, गण, लोक, विनोब असा विभाग भाव
व्यापार जागृत मुलांमोर विकसित होण्याचे बबुदोती विद्युतीयों मोलांना भूमिका बजावू असतात. परिणामी इतर केवळ अथाण
करत अकलन एका करण्याने पणे निर्देश आवृत्त करते. शिष्यक जितका अथाण समर्पन भावने शिष्यकेंद्र तिरके अथाण मुलांने अकलन केले.
अथाण अथाणावर मुलांना अथाण पाहणा होत असतो. बबुदोतीचे अथाण करत अकलन शिष्यकांची देखभाल अथाण महत्त्वाची उठते. लहान मुलांना विचार करते शिष्य आणि
शिष्यांची आंतरिकता अंतर लक्ष वसी क्षमी होणुन दोनांना समान पालनली आणि देखभाली शिष्यकांना आमसत करणे अथाण आवृत्त
असते. बेजवळ मुलांना व्यवस्थावां आथमेंजी शिष्यकांना हावाहावानून वर्गधारणात बीत पटकन होत असतो. मुलांमोर नन-पत्तलवर
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व्यापार जागृत मुलांमोर विकसित होण्याचे बबुदोती विद्युतीयों मोलांना भूमिका बजावू असतात. परिणामी इतर केवळ अथाण
करत अकलन एका करण्याने पणे निर्देश आवृत्त करते. शिष्यक जितका अथाण समर्पन भावने शिष्यकेंद्र तिरके अथाण मुलांने अकलन केले.
आयकृत रखी व प्रयत्न के लिए भविष्य यात प्रस्तावनों चेत येत नहीं। इसकी सुनहारत हेतु अर्ग्य यश असते हैं विस्तार करें चाहेता है।

संदर्भसूची:
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डॉ. क्रुणम चौधरी
छेदुर सर्वक्षेत्र शिक्षणशास्त्र महाविद्यालय, मुंबई

प्रसंस्करण:
महात्मा गांधीनी ‘नयी तालीम’ माले ‘हाताने काम केलेले तर युद्धीला चालना मिळाले व युद्धसंदर्भ विकसित करण्याचा जिल्द मार्ग म्हणजे सर्व झढळे सहभागी होतील अशा मानासून विद्यापथिणी शिक्षण देणे होय’ हे साधितले होते. ‘काम करत करत शिकणे’ ही शिक्षणशास्त्री नैसर्गिक पद्धती आलेली शिक्षण दिणे म्हणजे स्थान मानासून शिक्षण आपल्याला होवे, शिक्षणानुसार विद्यापथिणी माहिती व कौशल्य मिळविले, तरीही त्यावर निरोधण क्षमता, तक्ष्यात्मा, सञ्चालनशीलता, मानवी मूळे विकसित केलेले हे हे अपेक्षित आहेत. हया प्रत्येक क्षमता, विकसित करण्यासाठी विद्यापथाची हाताने काम करत ‘कार्य केंद्र’ फक्तने शिकणे आवश्यक आहे.शाळेत केंद्र शिकणे पुरस्कर्ता दिनांक दिनांक विद्यार्थीला विभिन्न पाप दिले. येथे विभागाच्या सहसंबंध करणारी जोडला तर त्या पटकाने परिणाममध्ये रहस्य आकलन होते. कृत्तियुक्त संकल्पना व संस्कृत कृत्तिया साहित्यी संघ तच्छन्न शिकणे केलेले विभाग दुरुपयोग राहतो. इतर विभागाच्या सहसंबंध करणारी जोडला तर त्या पटकाने परिणाममध्ये रहस्य आकलन होते. कृत्तियुक्त संकल्पना व संस्कृत कृत्तिया साहित्यी संघ तच्छन्न शिकणे केलेले विभाग दुरुपयोग राहतो. महानून मुलांनी पूर्ण यावाची संघ उपलब्ध करून देणे आवश्यक आहे. तरीही वातावरण बदलत निर्माण करावे तयार. या सर्व बाबुविंच विचार करत तस्मानश्वेता हा विभाग महात्माचा वापर.

संशोधन समस्या: ‘एकांतिक कला अध्ययन व कृत्तियुक्त अध्ययन पद्धतीधारी उच्च प्रामाणिक स्तरावरील विद्याभूमितमने होणार—या कौशल्याचक विकासाचा अभ्यास’

संशोधनाचे महत्त्व: अध्ययन–अध्ययन प्रक्रिया समूहात करते ही चातुर्यात गरज आहेत. हयाची पूर्वती काही मानाणात हया संशोधनाने होऊ शकते. व–या शाळांमधुर शिकणे रुढ आणि पारंपरिक अशी सायनंद पद्धती वापरली जाते. ही सायनंद पद्धती योडून आणायाच्या वेदनेपणाच लक्षण देणे व व्यावहारिक सिद्ध होऊ शकते व त्या पद्धती विशेजतत्व विचारावर संकल्पना संपर्यावर होते हे संदर्भात तर पाठ्यपुस्तकात अध्ययन पद्धती वापरत फक्त एका विशेष पद्धती वापराला आहे हे समजू शकते. त्या दूर्भाग्यात हे संशोधन महात्माचे उपर्युक्त करून या पद्धती तर एकांतिक कला अध्ययन व कृत्तियुक्त अध्ययन क्षेत्रात वापरातला संगठित करून त्या पद्धती विशेजतत्व विचारावर संकल्पना संपर्यावर होते हे संदर्भात तर पाठ्यपुस्तकात अध्ययन पद्धती वापरत फक्त एका विशेष पद्धती वापराला आहे हे समजू शकते.

संशोधनाचे उद्देश्य:
1. पारंपरिक अध्ययन पद्धती व एकांतिक कला अध्ययन पद्धतीच विद्यापथिणी कौशल्याचक विकासावर होणारा परिणाम अभ्यास.
2. पारंपरिक अध्ययन व कृत्तियुक्त अध्ययन पद्धतीने अध्ययन केंद्रावर विद्यापथिणी कौशल्याचक विकासावर होणारा परिणा�म अभ्यास.
3. एकांतिक कला अध्ययन व कृत्तियुक्त अध्ययन पद्धतीच विद्यापथिणी कौशल्याचक विकासावर होणाऱा परिणामांची तुलना करणे.

• संशोधनाची परिकल्पना:
1. पारंपरिक अध्ययन व एकांकिक कला अध्ययन पृथक्की अध्ययन कौशल्याधमक विकसातील मध्यमानात लक्षणीय फरक नाही.
2. पारंपरिक अध्ययन व कृतियुक्त अध्ययन पृथक्की अध्ययन कौशल्याधमक विकसातील मध्यमानात लक्षणीय फरक नाही.
3. एकांकिककला अध्ययन व कृतियुक्त अध्ययन पृथक्की अध्ययन कौशल्याधमक विकसातील मध्यमानात लक्षणीय फरक नाही.

• वर्णांशिक शाखाच्या व्याख्या:
  1) कृतियुक्त अध्ययन पृथक्की: विद्याधरींनी एवढून ठेवून अध्ययन अधिकारक रंजक व प्रभावी बाहेर यासाठी शोधसेठ्या सर्जनशील पद्धती.
  2) एकांकिक कला अध्ययन — कलेजचा इतर विभागांची सहसंबंध जोडून शिकविणे.
  3) उत्तम प्रारंभिक स्तर — 9 व्या पर्यंत वर्ग.
  4) कौशल्याधमक व्यवस्था: सदर संशोधनाने एकांकिक कला अध्ययन व कृतियुक्त अध्ययन पृथक्की विद्याधरींनी अध्ययनसाठी कौशल्याधमक विकसात रोजांना बदल होणे. सदर बदल मापनासाठी संशोधनिक निर्मिती विविध उपकरणांचा वापर केला गेला.

संशोधनाची चर्चा — सदर संशोधनाने चर्चा शारीरिक प्रभावाने आहे.
  1) व्यवस्था चर्चा — कृतियुक्त अध्ययन पृथक्की
    एकांकिक कला अध्ययन
  2) अभ्यासी चर्चा — विद्याधरींना कौशल्याधमक विकास
  3) नियंत्रण चर्चा — 1) पाठ्यपुस्तक व विषयाची

• संशोधनाची मर्यादा:
  प्रस्तुत संशोधनाचे निहारकांनी एकांकिक कला अध्ययन, कृतियुक्त अध्ययन पृथक्की यांच्या पुस्तेच मर्यादित राहिले.

• संशोधनाची व्याख्या:
  प्रस्तुत संशोधनाने व्याख्याने पूर्वगि प्रभावानांनी आहे. प्रस्तुत संशोधनाची इतः शाळाचीवर शर्त पाठ्यपुस्तकांत्या काळी विशिष्ट पाठ्यांशावर आविष्कार आहे. तसेच हे संशोधन एकांकिक कला अध्ययन व कृतियुक्त अध्ययन पृथक्कींनी संवर्धित आहेत. प्रस्तुत संशोधनाची मुंबई विभागातील माध्यमांची नेतृत्व एवढून नेतृत्व विभागांनी नेतृत्व हापसंकूल ही शाळा निवड्यावर आली. तसेच प्रस्तुत संशोधनाची शाळेचा अध्ययनक्रमाचा उत्तम प्रारंभिक स्तरावरील इतिहास शाळेची वर्गीकरण निवड करून शैक्षणिक वर्ष 2018-19 या कालक्रमाने संशोधन करणाऱ्यांनी आहे. प्रस्तुत संशोधन हे विद्याधरींना कौशल्याधमक विकसातील संवर्धित आहेत.

• व्यावहारिक निवड:
  प्रत्यावर्त्ती संशोधनाची पाठ्यपुस्तकांनी दोन तुकड्यांनी निर्मिती करून यांच्या पाठ्यपुस्तकांनी प्रायोगिक व नियंत्रण गट महान निवड करणाऱ्यांनी आली. प्रत्येक गटमध्ये प्रत्येक 66 विद्याधरींनी निवड करून एकूण 132 विद्याधरींनी निवड्यावर आली.

• संशोधनाची सापेक्षीयता:
  प्रस्तुत समस्येच्या निरीक्षणाच्या संबंधात निरीक्षणाचे प्रायोगिक पृथक्की वापर कर्त्याचे उत्कृष्टात एकांकिक कला अध्ययनसाठी व कृतियुक्त अध्ययनसाठी पाठ्यपुस्तकांतील काळी पाठ्यांशाचा अभाव करून त्यांच्या काळी उपकर तयार केले. उदा. एकादशाय क्वियरी
गायन करायचे असल्याम शें, तबला हे साहित्य उपलब्ध नसल्यास हवा, ताट, झाकण, बाळ, बेंच, काँड, दाट, चांदा इ. साहित्याचा वापर करणे, काही आशा नृत्याचा सहाय्याने हावाचा बुकल्यास स्वतः करणे. गणतंत्री भीमित्वक आंख आणि याचे गुणधर्म नृत्याचे स्वतः करणे, तारते केलेल्या मुखवटांच्या सहाय्याने अभिनव करणे, एकाटचा जीवन परिवर्तन करून देताना भौतिकार्थ्य करणे, पाळपुरातकाळकाळी काही आश्वासने संकृतिंच करणे, शिक्षण परंतु देवरील कार्यक्रम, विशेषकरे वेदेशृंखल्यांचे पाळपुरातकाळकाळी पाठ व वाच्याच व्याख्या, यथा परिशिष्टता निर्देशाने टाउं, शहर याचा वापर करणे, वार्षिकत्व करताना चौरस, विकोण, आयत, सम्पूर्ण चौकाने, इ. रचना करून बाजू, कोन, करणे, समूह पुजा इ. साधन करणे, खेच, चन्दा अर्थ कार्यक्रमांची निर्मिती करून त्याचा कार्यक्रमाचे विद्यापीठाचे कौशल्य विकास होणारासाठी अध्ययन करून गेले तेव्हा निरोधणात्मक साधनासह पद्धती सुमारी या साधनाचा वापर करून गेला.

- संशोधन पद्धती:
  सदर संशोधनासाठी प्रायोगिक पद्धतीचा वापर करून गेला.

- माहितीचे संकलन:
  माहितीचे संकलन करणासाठी संशोध्यित करणे प्रथम हिल्या सातवीच्या सर्व विषयी पुरुषातिसाठी गटक निर्दिष्ट करतील. संख्यात्मक परंपरा विवेक तथा उपचाराकुलांसाठी उपचारांनी निर्मिती करतील. उपचाराकुलात निर्देशन करणारांनी कौशल्याचे व कार्यक्रमाचे उपचारांचे बांधणे तयार करतील. उपचार व कार्यक्रमांची विवरणातील उत्तराधिकारी तयारी करताना गेले. प्रायोगिक गटास एकांकक कला अध्ययन व कुलस्वतंत्र अध्ययन पद्धतीचे अध्ययन करते. तर नियतत गटास पार्श्वार्थिक पद्धतींनी अध्ययन करते.
  संपूर्ण उपचाराकुलांनी अध्ययन पुरूष शास्त्राच्या विभागातील अध्ययनासाठी एक आवश्यक तयारी करत दिला गेला. दोघो गटांमध्ये चारांनी वेळती गेली. प्रायोगिक गटास मुदत दिव्यांनी अध्ययन करून अपलवणाता विद्यालांनी उपचारांचा अनु मार्ग या काही कृत्त, क्रिया केल्या याचे निरोधणांनी तंत्र विषयाची मदत दिली आली व संशोधित केल्या पर्यंत वरि. उपचाराकुलांचे काम करून नंतर चारांनी वेळती गेली. चारांनी चारांतील त्याच्या शिक्षणांची मदत दिली आली व संशोधित केल्या.

- माहितीचे विश्लेषण:
  संक्षिप्त आशा सामग्रीचे विश्लेषण व अभिनवत्व करताना परिकल्पना त्यांची, स्वीकार करून निमंत्रण काढवू लागतात. तेव्हा सर्व करताना साहित्यिकी उपचार होती. संपूर्ण संशोधन अभ्यासासाठी संक्षिप्त आशा सामग्रीचे विश्लेषण गेले. कार्यक्रमाची मध्यमान, मध्यमानातील प्रमाणपूर्वी व ‘ज’ परिपक्व प्राप्त 0.05 व 0.01 हे सार्वजनिक स्तर निर्देशन आले व परिकल्पनांचे परिशद करणारे आले. यासाठी उपचारकुल, परिकल्पना, कोर्सहटक व साधनांची साहित्यिकी विश्लेषण, परिकल्पना परिशद, विश्लेषण व निमंत्रण हा कम पाठ्यपत्र आला. चाहून सार्वजनिक करताना आलेला विश्लेषण व अभिनवत्व पुढील प्रमाण आहे.

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परिकल्पना परिशद : पारंपरिक अध्ययन पद्धतीतील अध्ययन केलेल्या गडातिस्तवरून विद्याधृत्याचा व एकांकक कला पद्धतीतील अध्ययन केलेल्या गडातिस्तवरून विद्याधृत्याचा कौशल्यात्मक विकासाचा गुणाचे मध्यमानातील पक्ष लक्षणीय आहेलो आहे. पारंपरिक गढाचे
पारंपरिक अध्ययन पद्धती व कृत्रिम अध्ययन पद्धतीवर विद्याधार्मिक कौशल्य विकासातील गुणांकांना एकाधिक अध्ययन पद्धतीने शिक्षाविकल्प विद्याधार्मिक कौशल्य विकासातील गुणांकांत लक्षणीय बांध झाले.

निष्कर्षांमध्ये: पारंपरिक अध्ययन पद्धती व कृत्रिम अध्ययन पद्धतीवर विद्याधार्मिक कौशल्य विकासातील गुणांकांच्या साक्षरतेची विशेषता.

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<th>गट</th>
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<th>प्रामाण्य विचलन</th>
<th>मध्यमांक प्रमाण उत्तरी</th>
<th>प्राप्त ‘ज’ वूल्थस्वि</th>
<th>स्वभाविता माहिती</th>
<th>सार्वजनिकता (आहे / नाही)</th>
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परिकल्पना परिणांम: पारंपरिक अध्ययन पद्धतीने अध्ययन केलेल्या गत्तीवेळा विद्याधार्मिक कौशल्य विकासातील गुणांकांना मध्यमांकात फक्त लक्षणीय आहेत. पारंपरिक गटाचे मध्यमांक (30.49) पेक्षा कृत्रिम अध्ययन गटाचे मध्यमांक (58.33) जास्त आहेत. ‘ज’ मूल्यस्वि (9.34) हे 0.01 व 0.05 साधनक लक्षणांमध्ये आहेत. वीरी फलदायक आत्मगर्भ योगदान परिकल्पना क. 2 चा तयार करण्यास लागेल.

परिणाम: पारंपरिक अध्ययन पद्धतीने शिक्षाविकल्प विद्याधार्मिक कौशल्य विकासातील गुणांकांचा कृत्रिम अध्ययन पद्धतीने शिक्षाविकल्प विद्याधार्मिक कौशल्य विकासातील गुणांकांचा लक्षणीय बांध झाले.

निष्कर्षांमध्ये: विद्याधार्मिक कौशल्य विकासातील पारंपरिक अध्ययन पद्धतीसाठी कृत्रिम अध्ययन पद्धतींची अधिक उपयुक्तता उपर्युक्त.

कोणत क. 3

एकाधिक कला अध्ययन पद्धती व कृत्रिम कला अध्ययन पद्धतीवर विद्याधार्मिक कौशल्य विकासातील गुणांकांची साक्षरतेची विशेषता.

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परिकल्पना परिणांम: एकाधिक कला अध्ययन पद्धतीने अध्ययन केलेल्या गत्तीवेळा विद्याधार्मिक कौशल्य व कृत्रिम कला अध्ययन पद्धतीने अध्ययन केलेल्या गत्तीवेळा विद्याधार्मिक कौशल्य विकासातील गुणांकांना मध्यमांकात फक्त लक्षणीय आहेत नाही. ‘ज’ मूल्यस्वि हे 0.01 व 0.05 साधनक लक्षणांमध्ये आहेत. या परिकल्पना क. 3 चा खेळाव करण्यास लागेल.

परिणाम: एकाधिक कला अध्ययन पद्धतीने अध्ययन केलेल्या गत्तीवेळा विद्याधार्मिक कौशल्य व कृत्रिम कला अध्ययन पद्धतीने शिक्षाविकल्प विद्याधार्मिक कौशल्य विकासातील गुणांकांत लक्षणीय बांध आहेत नाही.

निष्कर्षांमध्ये: विद्याधार्मिक कौशल्य विकासातील एकाधिक कला अध्ययन पद्धतीसाठी कृत्रिम कला अध्ययन पद्धतींच्या सार्वजनिक परिणामकारक उपयुक्त राहाली.
रिष्यािनतून मिठ्यालेले निर्धारित करण्यासाठी अति सारखी जाहीरत कागदातील निर्धारित प्राप्त जाहीरत निर्धारितमध्ये निर्धारित करण्यासाठी जाहीरत.

a) एकलमध्ये अभावी क्यापण्याने अप्रयोग करतील असताना निर्यािनतून प्राप्त जाहीरत करण्यासाठी जाहीरत निर्धारितमध्ये निर्धारित करण्यासाठी जाहीरत.

1. विद्याधारीमध्ये अभावी क्यापण्याचा विकास जाहीरत.
2. निर्यािनतून अभावी क्यापण्याचा विकास जाहीरतातून प्राप्त जाहीरत.
3. विद्याधारीमध्ये विद्यार्थ्यांची श्रेणी बंदवाल्या.
4. सर्व विद्याधारी महिलेच्या आंतर्दिवसात सहभागी जाहीरत.
5. विद्याधारीमध्ये आपल्या वायुसांच्या व्यवस्था वाहनात मिळता.
6. विद्याधारीमध्ये आपल्या सार्वजनिक स्थानातूनच अभावी क्यापण्याचे विकास करतात ज्ञात अभावी क्यापण्याचे विकसित येताने दिसून आहेत.
7. विद्याधारीमध्ये आपल्या सार्वजनिक वाहनात मिळता.
8. विद्याधारीमध्ये सार्वजनिक वाहनात मिळता अभावी क्यापण्याचे आहे ज्ञात.
9. कलेक्जातील धार्मिक निर्देशन जाहीरत.
10. पाठ्यपुस्तकातील काही घटक उल्लेख करतात आहेत. वाचवण्यासाठी साहित्यात मिळते गेले.
11. मुख्यकल्पना येथे कल्पना करतात व्यवस्थापनचा विकास जाहीरत दिसते.
12. विद्याधारीमध्ये मानवीला न्युनांगड दूर जाते.
13. उपलब्धतीची प्रभाव जाते.
14. अथायन –अथायन प्रक्रिया दुसरा जाते. कारण केली आतंत्रिक, आतंत्रिक शिक्षण आणि शिक्षणातून कॅशलेले विकसित होतात, हे सिद्ध जाते.

b) कृत्यवृत्त कार्याने अप्रयोग करतील असल्यास निर्यािनतून प्राप्त जाहीरत करण्यासाठी जाहीरत निर्धारितमध्ये निर्धारित करण्यासाठी जाहीरत.

1. विद्याधारी स्कूल्या प्रवेश करतात शिकला.
2. विद्याधारी प्रत्येक काही कायदे अनुसरण केल्यास अभावी व विवरणात्मक जाते.
3. मुलांच्या सहज उपयोग प्रकृतीत वाहन जाहीरत.
4. हसत, खेळत, मनोरंजनांतून शिक्षण अनुसरण करतात विद्याधारी आंतर्दिवसात सहभागी जाते.
5. विद्याधारी आपल्याढो महिलेची अभावी निर्देशन जाते.
6. विद्याधारी मान्यता साधन जाते.
7. विद्याधारींच्या सर्वप्रथम विकास असते जाते.
8. विद्याधारींच्या सहकर्मियांच्या भावना निर्देशन जाते.
9. कृत्यवृत्त कार्याने अनुसरण करतात त्याचे मनोरंजन तर होते पण त्याच्या न्यायात जाणाय होते व ते दौरानकृत व्यापक राहते.
10. विद्याधारींच्या साधीत जातील घटना अवधारणा अथायन अथायन सहभागी काही ज्ञात इत्यादी मुलांच्या भावात केल्यास विकासाचा एक सुंबधी नांदी मोक्षाची कार्य करते देणारे कृत्यवृत्त कार्याने प्राप्त आहे व दिसून आहेत.
11. विद्याधारी कृत्यवृत्त आपल्या भावना व अनुभव व्यक्त करतात.

• शिकार साही : 
  a) शिकारावरीलांची शिकार साही : 
 १. एकलमध्ये काळ अथायन व कृत्यवृत्त कार्याने विद्याधारींचा कृत्यवृत्त कार्याने विकास होतो. तसेच वेबवेबहून वृद्धार्थ अवधारणा विद्याधारींच्या बाणीही हया दोहो फलदृष्टी उपयुक्त उत्तरत. शाहीत शिक्षकांनी आपल्या शिकाराच्या अवधारणा साठी अवधारणा पाठ्यपुस्तकातील काही घटक निर्देश वाचवा अथायन साठी जातील जाणा निर्देश वाचवा वापर करता.
2. कुटुंबीय प्रकृति जातीय जात के बच्चों के शिक्षण व शिक्षा सेवा समाज की दृष्टि से लिए जातीय विभाजन की दृष्टि से लिए शिक्षा की पहल की आवश्यकता।

3. विद्यालयों के शिक्षण प्रणाली ही विविध उपक्रमों के संचालन, आवश्यकता के संबंध में, व्यापक क्रियाशीलता वाले मिश्रणों, अन्य अनुभव, तथा प्रभाववशिक पद्धति, संदेश प्रदान, निर्देशन पद्धति का प्रयोग आपको अध्यापन—अध्यापनात्मक कार्य कराने में सहारा देने के लिए आवश्यक है।

आ) मुख्यावधारकांसाठी शिक्षणीय : 

1. शीर्षक वर्ग मुख्य घोषणाकारी मुख्यावधारकांसाठी आवश्यक पद्धतियां स्वरूपानुसार नवनिपुत्र व्यक्तित्व विशेष नियोजन शिक्षकों व कला कार्यक्रम को कृतित्वक एवं निर्देशन पद्धति के प्रयोग के लिए आवश्यक है।

2. विविध अध्यापन पद्धतियों के प्रशिक्षण भाषा शिक्षकों वर्ग में शिक्षकों के विविध पद्धतियों को प्रशिक्षण करने के लिए आवश्यक है।

3. शिक्षा के विभिन्न शिक्षकों के संबंध में, व्यक्तिगत, क्षेत्रीय, विभिन्न प्रमुखता, मुलाखत अर्थव्यवस्था, सदस्यता व आवश्यकता के बावजूद निर्धारण करने—या अध्यापन पद्धतियां वापर करणेवायु ग्रहण करावे।

पुढील संशोधनातील दिशा : 

1. प्रस्तुत संशोधन हे व.1 वी पुढील मयानंदत होते. पाचवी, सत्यविनायक वर्गाजगी मध्यक्ष शिक्षा क्रयपुन: स्वरूपानुसार नवपती व्यक्तित्व विशेष नियोजन शिक्षकों व कला कार्यक्रम को कृतित्वक एवं निर्देशन पद्धति के प्रयोग के लिए आवश्यक है।

2. विद्यालयात गोल्डने एकत्रिकित का अध्यापन क्रयपुन: स्वरूपानुसार अध्यापन को कृतित्वक एवं निर्देशन पद्धति के प्रयोग के लिए आवश्यक है।

3. विद्यालयात गोल्डने विविध पद्धतीवर कृतित्वक एवं निर्देशन पद्धति को कृतित्वक एवं निर्देशन पद्धति के प्रयोग के लिए आवश्यक है।

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ROLE OF ICT FOR ENGLISH TEACHING

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Introduction:
Today in this modern age the use of information technology is essential and effective mode of teaching. It is now possible to make our classrooms and computer room, educational macro-environments connected to the rest of the world and provided with multiple complementary resources. ICT have a vital role to play in bridging the Technical and vocational skills Development. Education through ICT improves student learning and better teaching methods. It also support, enhance and optimize the delivery of information. Actually, learning is considered as a journey, rather than a mere destination. The teacher do not seek to feed information into their minds in a passive and receptive manner rather they equip them with tools that may allow them to cope with further learning. According Jones and Fortescue, (1987) “ Computer- based activities should focus more on using forms than on the forms themselves, teach grammar implicitly rather than explicitly, allow and encourage students to generate original utterances rather than just manipulate prefabricated language and use the target language predominantly or even exclusively”. In developed world learning through computer has become an essential feature. As a result of all these changes the teacher has become a facilitator of learning rather than the font of wisdom, and will find select and offer information in a variety of ways.

Enriching English Language:
Emphasizing the role of English one of the educational commission has emphatically asserted, “For a successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school stage. English should be most useful language in higher education and our most significant window on the world.
The history of language teaching presents a fascinating variety of methods- Grammar method but it makes students a passive listener. The direct method demanded high proficiency in spoken language. This method cannot be used successfully for average and below average students. These above methods concentrate on the components of English language, namely words, structures, word order, grammar etc. But language is means of communication and our students must acquire communicative competence rather than linguistic. Bonwell and Eison state, “That students must do more than just listen: they must read, write discuss or be engaged in solving problems. Most important, to be actively involved, students must engage in higher order thinking tasks as analysis, synthesis and evaluation within this context”.

Listening in the classroom:
Generally, classroom teaching focuses on the skill of reading and writing. The teacher must understand that speech is primary. So he must try to develop the skills of listening and speaking first. These can be used to promote other language skills like reading and writing. Speaking practice helps consolidate what has been learnt, besides increasing fluency. Speaking is a productive skill that involves genuine exchange of information. Hearing is the involuntary physical process of sensing, whereas listening is the voluntary mental process of perceiving. This distinction between hearing and listening allows identifying listening as a unique skill. Listening is a receptive skill that involves three basic stages- Learning, Processing and Evaluating. Speaking is perhaps the most demanding skill for the teacher to teach. Students express emotions, communicate intentions and reactions, explore the language in their mother tongue, but they are expected to do the same in English.

Creating Situations for Dialogues :
A language isn’t just a ‘Subject’ in the sense of a package of knowledge. It is not just a set of information and insights. There are plenty of activities which provide an extremely useful combination of real communications and quite deliberate rehearsal of a clearly identified set of fairly restricted material. Students can involve any of the four skills of listening, speaking, reading and writing. Some communicative activities like telephonic conversations, Description of any object, imaginary situations; Advertisements etc. may enable the students to improve their four skills.

- **Social Gatherings:**
  
  Use of language cannot be confined to the four walls of classroom. The inner talent of the students can be fully measured when they are able to use whatever they have learned in the classroom settings like social gatherings students get lots of opportunities to express themselves both in the campus and out of the campus. This may enhance the students self confidence.

- **Activity Based Learning:**

  Learning through activity is a new approach in the teaching of English language. Generally teaching of English to non-English speaking people is a difficult task. From time immemorial several attempts have been made to simplify the process of teaching English to non-English speaking people. This system not only simplifies the process of teaching and learning but also makes it more logical and natural. Exposure to an English environment is an imperative aspect on the part of the learners to acquire the right type of pronunciation of English vocabulary. The traditional lecture method of teaching makes the students passive learners. So the activity based learning enables the students to involve actively in constructing their own meanings. This meaning – making theory of learning is called ‘Constructivism’. Thus active learning seems to involve an inward looking, simultaneous with the outward looking. Active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing and applying information. Active learning involves students directly and actively in the learning process itself.

**Changing Paradigm:**

Teaching is a process. Any process tends to certain direction. It is a fact that the success of the teaching-learning process depends upon how far teacher fix up the aims and objectives of teaching properly. So, the aims and objectives of the language teaching are what we expect is the behavioral change in the students. English is the most common means of communication throughout the globe. That is why it is termed as link language. Use of English language has become vital for better learning and earning. ICT has a lot to offer to both teachers and students for the enhancement of their vocabulary and improvement of English language skills. Some of these approaches, facilities and tools are – computer and mobile assisted language learning, Digital libraries open source software, virtual classrooms, and recorded audio-video materials etc. these facilities have created a drastic change in the way of learning, because individuals have freedom of learning anytime, anywhere according to needs and convenience of the learners. Radio, T.V, Internet are the most helpful communicative means used in language learning. Some of the courses are free and some are payable available on internet. Students could get benefitted because they could watch online and offline videos of language learning for the enhancement of their language skills. Some of the agencies which are providing online courses are MOOC, NPTEL and IIT’s etc.

The use of ICT is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies. Various certification programs in English language teaching may help them in enhancing his capacity to teach English language and to make his subject...
content easy, economic and more understandable. ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various projects and assignments.

**Conclusion:**

Thus use of ICT is motivating both for students and for teachers. It makes the learning process more enjoyable. It also offers access to rich resources of authentic materials on the internet. Unlike paper based documents, digital materials can include not only text and images, but also audio video clips, and animations. This facility provides a rich environment within which to create activities for the students. So far the overall development of the students, computer plays a vital role. In modern workplace, strong soft skills ensure a productive and healthy work environment. Specific initiatives for skill development are undertaken by UGC. In Bachelor of vocational course, the students get education of specific job. Along with normal education the students could get the training to become entrepreneurs or skill based knowledge. UGC has signed a MOU with National skill Development Corporation for skill development based vocational courses. Thus “soft skills are cluster of productive personality traits that characterize once relationship in milieu. These skills can include social gracious communication abilities, language skills, personal habits, and team work and leadership traits.” (Wikipedia, en.wikipedia.org) This will help the young students as well as the entrepreneurs of India to bring out their potential in the fullest.

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प्रस्तावना
शिक्षण शहतळे की, शाळा, विद्यार्थी, शिक्षक यांचे अध्ययन व अयोग्य, परीक्षा किंवा प्रामाणिक, माध्यमिक व उच्च माध्यमिक तत्सेष विद्यापीठ या सर्व दिशेने चालतात. काम यांचे स्थित नजरसेमोर येते. शिक्षणाच्या वेगवेगळ्या सत्तावर वेगवेगळ्या विषयांचा होणारा अभ्यास ही शिक्षणाची रूढ कल्याण आहे. शिक्षण केलेल्या जातीने कार्यालयासी मुलगी आपण काम करतो असे म्हणतो, मात्र शिक्षणातील शिक्षण पद्धतिकर कार्यालयासी मुलगी शिकते किंवा विवाहात ग्रंथ लेखतो. अर्थात शिक्षणाची ही रूढ कल्याण अतिशय संकुलित आहे. शिक्षणाच्या हा अर्थ अनुपस्थित आहे. शिक्षण पर्यंतकालीन एढा अर्थ अतिशय व्यापक आहे. एखादा मंदऱ्यत किंवा महिलाद गेल्यास नकार विवरण संरक्षण, घटावील वडीलवडी नावांत अनुसरण व आद्यांस होणारे नौकरी चालकार अज्ञात पर्याय बदल करत हे सध्या संस्कृत व अनुसारे मूळी शिक्षण आहे. ही शिक्षणाची वातावरण कल्याण होणारे होय. शिक्षण हे केवळ शाळा घडते असे नाही तर ते शाळातील घडते. वर्तमानपक्षे, आकाशावाहीण, दुर्देशन, प्रवास पुस्तके, सामाजिक इत्यादी या व्रत पर्यंत अपवाद शिक्षण देखील अस्तात.
शिक्षणाची ज्या अनेक ज्ञानावर शिक्षणांजली केल्यास अथवा शिक्षणांकाची शिक्षणविषयक अपेक्षा आपण दृष्टिकोणांना आपणां 'शिक्षण महांजे व्यक्तीचा सर्वातीन एवढाचा' असे म्हणता येईल. शिक्षण हे मुख्यत्वाची परिवर्तनाचे सहाय असे असे शिक्षणाची वातावरण म्हणता येईल.
आजाड्या 21 व्या शतकात 6700 हून अधिक अपाहा भोजनात जातात. या बाबते आताताच्या अधिकृत मान्यता निवालेल्या 22 डा. 33 अनुसार आपण 2000 बोलीप्राप्त आहेत. यापेक्षी आपली मराठी मान्य भाषा मराठी मान्यपेक्षी उच्चतर ही सुमारे २००० पाषाणी आहेत. अग्रदृष्टी भाजपी आतात जाणेच्या, लोकाच्या सल्ल्यास उक्तकृ मराठी निर्माण झालेत. आज 21 व्या शतकातील नवीनता विविध वंश, कार्यक्रम, कंधा, खंडकाचे, महाकाळे, इ. साहित्यांचे नवीन झाले आहे. अशा या मराठी अपाहे शाळांची फुर फोली आहेत. मराठी हा शाळेय अवयवात्मकतात असर अस्तात. आज सकारात असलेला शिक्षण आपण उदाहरण शैक्षिक विकासातील पूर्ण आपण योग आहेत. त्यांचे आपण खुल्याचे दिलासे स्नान करायला हवे, बदल मोठे की, शक्त आपण, प्रश्न आपण. आपण शिक्षण आहे, समाजाची मनोमूर्तिक तारा करणाचे काम आपले आहे. त्यामुळे या बदलांगित पार्थ्यमूळी आपण कार्यमिमांसाव्य आपण समजून घडवणे आपण लोकांना शाळेद्वारे या बदलांची गेली पट्टून धावी. समाजात गरजा, आपण-आकोंका, समाजात महत्त्व, राजकीय व राजस्वीक धोरणे, विज्ञान तंत्रज्ञानातील प्रगती, आंतरराष्ट्रीय स्तरावरील प्रगती धावाचा गायत्रीच महाकाल रोधांमध्ये यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत आपण यासारख्या गायत्रीच धंतवंत
अस्ते। आपण आणि सामाजिकातून विषयातील अथवा विषयातील बदललील प्रतिसाद शिक्षक महत्त्व प्रकट किंवा जटिल आणि आवाहनात्मक असतो हे बदल विकास कार्यक्रम जबलून घेणाऱ्या प्रक्रिया या सर्व गोष्टीच्या विचार करणे आवश्यक आहे। विकास कार्यक्रमांतर्गत शिक्षण आणि प्रशिक्षण कार्यालय, मंडळ, शाखा यांचा अंतर्भाव होतो। शिक्षकांशीतून अथवा अथवा बदलना घटकाने अध्यायन फडकान फडकाणे बदल, नवीन ज्ञान संचारणीय वृत्तिकोण बाध्यता वापर यांनेच अम्नस्करण आणि शिक्षक यांचा संकल्पना आणि शिक्षण फडकाने विशेषाधिकार दिसून येतो, तो दूर करण्यासाठी संधीपत फडकाणे अभास होणे आवश्यक आहे। यासाठी या संशोधनातून अम्नस्करण, विषय आणि शिक्षक बदल याविषयी संशोधन करण्यात आले आहे।

कोहळे, अनिल वसंतराव, (फेब्रुवारी 2015) नवीन पाठ्यक्रम सामोरे जाताना शिक्षकांची भूमिका शिक्षण संकल्प, अंक–8, पुंजे, महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ – शिक्षण म्हणजे मनुष्याच्या शरीर, मन आणि आपल्या यांच्या बदललील अथवा ज्ञान आणि कौशल्यांच्या विकसित करणे म्हणजे शिक्षण होय, दैनिक जीवनात विद्यार्थी औपचारिक शिक्षण घेत अध्यायनाच्या ल्याव्या समोर तर्की नवीन पाठ्यक्रम सामोरे जाणाऱ्या तपासी तर दर्शविले, पण हिंदी भूमिका शिक्षकांच्या नवीन पाठ्यक्रम सामोरे जाताना दिसून येत नाही, हे बदल शिक्षक का स्वीकार केल्यापासून नाहीत? शिक्षक आहाराच्या आहेत का? त्याना नवीन प्रयोग अंतर्गत आणणे अध्ययनात बळते का? का नवीन पाठ्यक्रम नवीन आहे म्हणून भीती बाळते, या सर्व प्रामाण्यातून उत्तरांच्या संशोधनांकें शोधणे गरजेचे आहे, म्हणून लेखकांनी हा विषय निवडल यासाठी लेख सादर केला आहे, ज्ञानातून शिक्षकांची भूमिका संकल्प घेण्यास मदत होत आहे।

संशोधन पद्धती – प्रस्तुत संशोधनातील व्याख्यान अंतर्गत संशोधन पद्धती संवाद बदलली आहें, तसेच संशोधनातील प्रामाण्य संशोधन पद्धती ही वापर केला आहे, या प्रकारची संशोधन पद्धती संवादितले इतरे करते आणि साधनशील वर्ग क्राश दाटणाच्या प्रयत्न करते, वर्षानात अनश्लेषणे संवाद, प्रचलित परिणाम दिसून येत याचा निर्देश, उद्देशीक आणि अभिवृत्ती, सुरु अस्ताप्रमाणे प्रक्रिया जागरणारे परिणाम, विकसित होत असले विचारशील वाचकांशी ते संबंधित असते. या संशोधनातील मापन, वर्गीकरण अविश्वसनीय आणि मूल्यांकन यांच्या आधारे विषयाचे विकल्प, तुलना व साधनकात तपासली आहे, नमुना निवड – प्रस्तुत संशोधनात प्रामाण्य साठी 10 शिक्षक व 20 विद्यार्थी निवड करण्यात आली आहे.

एकूण प्रामाण्य शाखा = 238

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विश्लेषण व आर्थिकविवरण
यामचे अधूरूता याची या हेतूने प्रमाणित सॉफ्टवेअरचा वापर संशोधनास्त्रीय लंब संशोधन वापर करण्यात आलेला आहे.

गर्दी विषयाची नवीन संकल्पना वृद्धीसाठी कार्यक्रम संघर्ष विशेषस्त्रीत अभ्यास

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के परिकल्पना: $H_0 : \mu_1 - \mu_2 = 0$

$t - मूल्य = -4.31, \rho - मूल्य = 0.001$

अनुमान व निरीक्षण:

हराती विश्वासी संकल्पना वृद्धि साधित कार्यक्रम संचालित निर्दिष्ट गटातील पादरों गटातील एकूण 10 शिक्षकांत गटाट राखण्यात आले. शून्य परिकल्पनेचे परिधिनिमाण प्राप्त $t$ - शून्य परिकल्पना - निर्धारित गटावर कार्यक्रम संचालन वापर केलेला यामये मूल्य - 4.31 हे सारणीतिन 0.05 या सार्थकता सर्वांग असताना $df = 10 - 1 = 9$ असताना 2.56 आहे. $H_0$ कार्य कार्य आता असावे मूल्ये शून्य परिकल्पनेचा लाग केला आहे.

प्राप्त $t$ - मूहाल्य परीकल्पनेचा वापर केला आहे. $H_0$ प्राथमिक शिक्षकांती महत्त्वी संकल्पना वृद्धि कार्यक्रम संचालन वापर प्रणालीकरण क्रिया होत्या. सारणीत निरीक्षण केले असता, निर्धारित गटातील या प्राथमिक शिक्षकांती पूर्ण चारणीतील होय या पर्यंत दिलेल्या प्रतिसादसाठी सरस्री टक्केरारी 63.53% इतकी आहे. तर पूर्ण चारणीतील नाहीया या पर्यंतच्या दिलेल्या प्रतिसादसाठी टक्केरारी 36.47% इतकी आहे. निर्धारित गटातील उत्तराधिकारी होय हे पर्यंत 10 शिक्षकांती दिलेल्या प्रतिसादसाठी सरस्री टक्केरारी 90.59% इतकी असून उत्तर चारणीतील नाहीया या पर्यंत 9.41% इतका प्रतिसाद दिलेल्या दिसून येते. निर्धारित गटातील पूर्ण व उत्तर चारणीतील होय हे पर्यंत दिलेल्या प्रतिसादसाठी टक्केरारीचा फक्क 27.06% इतका आहे. हराती विश्वासी संकल्पना वृद्धि साधित कार्यक्रम आवश्यक कार्यक्रम संचालन पूर्ण चारणीनंतर वापर कार्यक्रम आता आहे. त्यानंतर गटातील सहभागी विधायकांना उत्तराधिकारी होय या पर्यंत 6 शिक्षकांती दिलेल्या प्रतिसाद 18.14% जे जात आहे. $H_0$ साही निर्धारित गटावर कार्यक्रम संचालन प्रणालीकरण किंवा दिसून आती. संशोधनांना तयार केलेले कार्यक्रम संचय योग्यता ठरले.

संदर्भ सूची:
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“ROLE OF ICT FOR HIGHER EDUCATION IN THE 21ST CENTURY”

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Abstract –
The paper focuses on the Role of ICT for Higher Education in 21st Century. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The ICT is not only responsible for Teaching and Learning for student and Teachers but also provide the facilities to different online tools. The ICT tools are not only important for Learning environment but also improve the future generations life. The ICT use will increase flexibility in teaching and learning so that learners can access the education regardless of time and geographical barriers in the 21st century. Along with that wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of students. The paper focuses on the ICT use for Higher Education, Challenges for Higher Education and 21st Century skills.


Introduction –
Today is world of Information and Technology World. The Technology covers all the sectors. Education sector is one of the sector where is need to use of Information, Communication and Technology. Now a day’s Most of the student goes for higher education for that purpose ICT plays important role to increase their knowledge. The different Scientist may be define the ICT as,

Turban defines ICT as, “Information Technology is an organisation’s collection of information resources, their users, and the management that oversees them; includes the IT infrastructure and all other information systems in the organisation.”

Objectives Of ICT Implementation In Education
There are different objectives as,
1. To implement the principle of lifelong Learning.
2. To increase variety of educational services and medium.
3. To promote equal opportunities to obtain education and information.
4. To promote technology literacy of citizens, especially students.
5. To develop distance education with national contents.
6. To promote the culture of learning at school (Development of learning skills, expansion of optional education, open source of Education).
7. To develop a system of collecting educational information.

Reasons For Technology Is Important For Education –
Equality:
School districts across the country are not created equal. There is so much disparity in educational resources depending on the wealth, or lack thereof, depending on certain areas. Students using technology in low-income districts gain significant skills and advantages in the learning process. Using the same technology is an equalizer for disadvantaged students.

Future:
The world is moving towards technology at a breakneck pace. Educators have a responsibility to introduce, encourage, and help students master technology, as well as subjects, as it applies to school and the future.
Technology will be used in every aspect of the professional lives of current students. So upon graduation, whether the next step is college or career, technology will be used daily.

**Mobile:**
Using technology the classroom can be taken anywhere. With all the knowledge and resources contained and deliverable on demand on a mobile device, students can learn at home or in the “field”. Mobile technology allows for greater collaboration between students promoting strong foundations in group work.

**Motivation:**
Technology tracks and reports student's progress instantly. What fun is running a marathon if you don't know how long it takes. Runners can get instant feedback from hundreds of data points as to their condition. This feedback provides instant motivation to improve performance. Similarly, students who use technology are motivated to improve performance. Just like they do at home on their gaming consoles. Trying to beat high scores at home and trying to beat high scores in math use the same psychology.

**Social:**
This runs along the same lines as motivation. Creating a social element to educational technology can allow for healthy competition amongst peers both in the same classroom or across the country. Performing well and earning badges to gain virtual social status is at the heart of many social applications today. Personal identities do not have to be used, instead, students could use avatars to hide possible confidentiality breaches. Using technology to make education have social elements can make learning very addictive.

**Savings:**
The savings which result from using technology can come in many facets. On a basic level technology can replace infrastructure. Desks, books, lab equipment and other items are a heavy cost burden on schools everywhere. Technology and devices can help save on these costs. In addition, geographically isolated or economically disadvantaged children can benefit from access to online software or resources which would be cost prohibitive without technology.

**Updates:**
In recently read an article that reported students using 10-year-old textbook in school. Updating textbooks can cost lots of money and do significant damage to budgets. On the other hand, updating software and educational content are not as expensive or cumbersome. With the help of technology, course curriculum can reflect real world data. In some applications, students can be exposed to real-time information.

**Assessments:**
Assessing students performance can be done instantly with technology. It's more than just test scores, simply understanding students grasp of the subject in real time can be done on tablets in classrooms. A classroom could be questioned with a multiple-choice problem. Students could then input their answer and the feedback score is instantly given to the student and teacher. Corrections can be made long before examinations.

**Global:**
Students and classrooms or even schools can be connected to anyone in the world instantly. Devices coupled to the Internet can allow for a free way to communicate globally. The chance to understand international or different cultural perspectives on the same topic is incredible.

**Convenience:**
Having children carry heavy backpacks, textbooks, and binders isn't very efficient. A new lightweight laptop weighs less than 5 pounds and can have an internal storage capability of more than 2 million illustrated pages. In addition to an internal hard drive, access to the Internet can provide an almost unlimited source of information.
BENEFITS OF ICT IN EDUCATION

Student -
Increased access, Flexibility of content delivery, Combination of work and education, Learner- centred approach, higher quality of education and new ways of interaction.

Employer-
High quality, cost effective professional development in work place, upgrading of employee skills, increased productivity, developing of a new learning culture, sharing of costs and training time with the employees, increased portability of training.

Government-
Increase the capacity and cost effectiveness of education and training systems, To reach target groups with limited access to conventional education and training, To support and enhance the quality and relevance of existing, educational structures, To ensure the connection of educational institutions and curricula to the emerging networks and information resources, To promote innovation and opportunities for lifelong learning.

Challenges Of Ict In Higher Education:
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. The four most common mistakes in introducing ICTs into teaching are:

Installing learning technology without reviewing student needs and content availability;
   Imposing technological systems from the top down without involving faculty and students;
   Using inappropriate content from other regions of the world without customizing it appropriately; and
   Producing low quality content that has poor instructional design and is not adapted to the technology in use.

The other challenge faced is that in many developing nations the basic requirement of electricity and telephone networks is not available. Also many colleges do not have proper rooms or buildings so as to accommodate the technology. Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They should not be scared that ICTs would replace teachers English being the dominant language most of the online content is in English. This causes problems as in many nations the people are not conversant or comfortable with English. Skills development is another important area in which ICT could be used effectively. Attempts are being made to strengthen the ICT framework for Technical and Vocational Education.

ICT AND 21ST CENTURY SKILLS
The following 21st century skills are essential as,

1. Learning and Innovation Skills –
   Creativity and Innovation
   Work creative with others
   Critical thinking and Problem solving
Make Judgment and take decision
Collaborate and communicate with others clearly.

2. Information, Media And Technology Skill –
   Video conferencing
   Blogs
   Wikis
   Print and Digital Resources
   Chat
   Online learning
   Social Networking Services.

3. Life and carrier skills –
   Adapting to varied roles and responsibilities
   Working effectively in a climate change and changing priorities
   Initiative and Self Direction
   Social and Cross cultural skills
   Bridging cultural differences and using differing perspectives to increase innovation and quality of work.
   Productivity and Accountability
   Leadership and Responsibility

Conclusion –
In the 21st Century there is urgent need of Information, Communication and Technology for students teachers and Government for increases the concept of Higher Education. In the changing world the ICT plays the important role for the development of Nation that’s why there is need to more and more development of ICT skills in the each and every Individual. ICT is responsible for giving the different chances for Higher Education. This leads to greater achievement and success of the student as well as Nation.

References
PROFESSIONAL DEVELOPMENT OF SOCIAL WORKER THROUGH ICT

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Abstract:
In the technological world social worker need to update and enhance their knowledge regarding Information, Communication and Technology. The social worker deals with groups, community and individuals so it is necessary to update the knowledge of ICT for administration, working, diagnosis and intervention. There is urgent need for social worker to incorporate information technology into social work for better result for society as well as self improvement.

Key Words – Information, Communication and Technology, Social Work, Professional Development etc

Introduction –
ICT (Information, Communication and Technology) 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.

Social workers’ use of technology is proliferating. Technology has transformed the nature of social work practice and greatly expanded social workers’ ability to assist people in need. Contemporary social workers can provide services to individual clients by using online counselling, telephone counselling, videoconferencing, self-guided Web-based interventions, electronic social networks, mobile apps, automated tutorials, e-mail, text messages, and a host of other services. Social workers’ use of technology has created new ways to interact and communicate with clients, raising fundamentally new questions about the meaning of the social worker–client relationship. In addition, social workers use various forms of technology to access, gather, and otherwise manage information about clients.

Social workers maintain encrypted electronic records, store sensitive information on their smart phones and in the “cloud,” and have the capacity to search for information about clients using Internet search engines. Social workers use technology in creative ways to address compelling social justice issues, organize communities, administer organizations, and develop social policy. Social workers also explore and develop new technologies for practice and disseminate them with colleagues. Technology has also influenced social work education and broadened its reach. Today’s students may take courses online, view pre-recorded lectures posted on Internet-based course sites, participate in online social work practice simulations, interact with fellow students enrolled in a course from multiple locations around the world, and listen to podcasts. Social workers have expanded options to satisfy their continuing education requirements by enrolling in live online webinars and attending lectures delivered from remote locations that are transmitted electronically. They may provide and obtain training, supervision, and consultation from distant locations using videoconferencing technology.

Social Worker And Ict –
The Following standards are divided into four main sections and address social workers’ use of electronic technology to

1. Provide information to the public
2. Design and deliver services
3. Gather, manage, store, and access information about clients and
4. Educate and supervise social workers.
These standards are designed to guide social workers’ use of technology; enhance social workers’ awareness of their ethical responsibilities when using technology; and inform social workers, employers, and the public about practice standards pertaining to social workers’ use of technology. Social workers should consider these standards in conjunction with the NASW Code of Ethics, other social work standards and relevant statutes, and regulations.

(1) Provide information to the public

Social workers who use technology to provide information to the public about the services they offer and on social work topics of general interest, and who engage in social advocacy, should uphold the values of the profession and adhere to the following standards.

When social workers use technology to provide information to the public, they shall take reasonable steps to ensure that the information is accurate, respectful.

When social workers use technology to provide information to the public, they shall take reasonable steps to ensure the accuracy and validity of the information they disseminate

(2) Design and deliver services

- Communities, Organizations, Administration, and Policy

Technology can greatly enhance social workers’ ability to engage in social action, promote social justice, work with communities, administer organizations, and develop social policy. This section provides social workers with guidance on the use of technology in the context of social work with larger systems. In these contexts, social workers may use technology for various purposes, including engaging, empowering, and organizing community members and groups coalition and capacity building advocating for changes in social policy to improve the social and economic well-being of individuals, families, groups, and communities providing supervision to social workers, other professionals, and volunteers planning, implementing, managing, and evaluating social programs.

- Individuals, Families, and Groups

Technology may be used to facilitate various forms of services, including counselling, case management, support, and other social work functions. Technology may also be used to facilitate communication with clients, obtain information from clients, provide information to clients, and facilitate various interventions. The ability to provide services electronically has many benefits as well as risks that social workers should consider. Social workers who use technology to provide services should assess whether clients will benefit from receiving services through electronic means and, when appropriate, offer alternative methods of service delivery

(3) Gather, manage, store, and access information about clients

Social workers may use various forms of technology to gather, manage, and store client information. Gathering information refers to collecting information for the purposes of psychosocial assessments, progress notes, community or organizational needs assessments, program evaluation, research, advocacy, social action, supervision, education, or other social work functions. Managing information refers to how information is handled after it has been gathered, for instance, how it is entered into client and other administrative files; how it may be shared with supervisors or others within the social worker’s practice setting; how the data is used within a database; how certain information may be shared with colleagues, funders, insurance companies, researchers, or others outside the worker’s practice setting; and how social workers manage information about colleagues. Storing information refers to how information is saved and maintained electronically. Using technology in these ways may serve a number of valuable purposes, including accessing information easily, storing information safely, and saving time and money. When social workers use technology to gather,
manage, and store information, they must uphold ethical standards related to informed consent, client confidentiality, boundaries, and providing clients access to records.

(4) Educate and supervise social workers.

This section provides guidance on the use of technology to social workers who are involved in the design and delivery of education and supervision. Technology advances have greatly expanded opportunities for social workers to deliver education, training, and supervision in a variety of formats. Technology is used to deliver social work courses and training and is a widely used, evolving part of social work education. The use of technology in social work education and training can enhance access, skill development, student engagement, and learning outcomes. Social work education includes undergraduate, graduate, and postgraduate programs, field instruction, supervision, continuing education, and organization-based education. Social workers who use technology in social work education must adhere to standards related to online and distance learning and education. Social workers who use technology for education, training, and supervision also ensure that students and supervisees are familiar with prevailing practice, regulation, accreditation, and ethical standards pertaining to the use of technology.

Conclusion –

In social work field, increase new and innovative communication technologies can create new and innovative opportunities for enhance Professional development of social worker as well as human service delivery. The field of social work education, research, and practice is surrounded by rapid developments in ICTs. In order to ensure that social work practice upholds the standards and values of social work ethics, it is necessary that social workers are competent and literate in ICTs.

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ENGLISH COMMUNICATION SKILL AMONG THE STUDENT'S TEACHER

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Abstract

“Learning how to learn is life’s most important skill.”

Now a day, to be able to become good communicator in English means winning half the battle. If the student teacher is able to speak well and listen well, then there will be no misunderstanding at all. Some teacher students are facing the problem in English communication, because they are from vernacular medium and now learning through English medium due to demand of the medium of English. In the higher education various courses are run in major three languages like, Mother tongue, National Languages and International language. Now a day in the process of Teaching – Learning, medium of instruction plays vital role in B. Ed. Colleges, i.e. Students of Teacher Training Colleges and Schools system mostly required medium of instruction in English. In the present and future days the demand of English medium will be the major requirement of parents and students from school to higher education, so researcher conduct survey of the B. Ed. Students. This paper is focused on the views of B. Ed. Students about choice of medium and problem faced by students while completing the B. Ed. Course through English medium. It is mostly concern with vernacular medium students those who are completed their graduation vernacular medium and take admission in English medium for increasing in job opportunity. Aim of the every Teacher Education Institutions is, to provide dedicated and committed teachers as per the need of new era. Skill development is to improve “the abilities individuals can learn that will help them to be successful in living a productive and satisfying life (Hendricks,1996).

The idea of success is not only the accomplishment of a happy working life, but also the creation of a self-fulfilling life outside the world of work and wealth creation. (Ouane 2002). Life skills are developed as a result of a constructive processing of information, impressions, encounters and experiences, - both individual and social - that are a part of one’s daily life and work and the rapid changes that occur in the course of one’s life. Life skills are essentially those abilities that help promoting mental well being and competence in young people as they face the realities of life. In general, Life skills education as skills based approach.

English Communication is necessary in every walk of life especially in education system. This includes many sub skills like Listening, Speaking, Reading, Writing, Expressing etc. Effective Communication is an efficient tool for the establishment and maintenance of good social and working relationships with people. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings and values. Ability to express himself / herself both verbally, in ways that are appropriate to our cultures and situations. It enables an adolescent to express his opinions, desires and fears clearly by using both verbal communication and non-verbal expressions. It also trains the adolescent to ask for advice and help from others in times of need people.

The vernacular is different from literary or official language: it is the way people really talk with each other, like how families talk at home. Vernacular is different: think of it as how friends talk when no one is listening. Vernacular language includes slang and obscenities. One of the hardest things about writing for school is getting away from the vernacular and learning to write in more formal ways that don't come as naturally. We can also say specific groups have a vernacular, meaning the unique way people in a certain region or profession speak.

Medium of Instruction means the language through which all the subjects are taught. In a multilingual country like India there are various mediums of instructions used to give education. Mostly medium of instruction is either the regional language & English. Hindi is also medium of instruction at some colleges. Regional languages being mother tongues are easy to learn and learners find easy to express themselves, Whereas English
language has its own advantages but sometimes learners face difficulty in learning and expressing themselves in
that language.

English often forms the most important language for national, political, and commercial communications. Every
state has colleges having different medium of instructions for example, Gujarat has Gujarati, Maharashtra has
Marathi, Hindi, urdu, Gujrathi, English etc. Tamil Nadu has Tamil, Kerala has Malayalam, Rajasthan, M.P, and
U.P has Hindi, Assam has Assamese, Goa has Konkani, Punjab has Punjabi, and West Bengal has Bengali
language as the medium of instruction. As the researchers, study center was Anand District; the Medium of
Instruction in most of the colleges here is Gujarati.

Colleges having English language as medium of instruction are found throughout the country. As even after
independence, it was viewed by leaders and educationists that knowing and using English language will be an
additional advantage for Indians in modern competitive but globalised world.

Rational of the study:
The following reasons are given by Maulana Abdul Kalam Azad (1974) that English language is an
international language, link language, important for social mobility, essential for personal growth and
development, essential for personality development, essential for higher studies, library language, has wide and
rich literature, essential for getting better jobs. That’s why there are more and more colleges having English as
the medium of instruction. English is the language of rationality not emotion. Lord Macklay has started English
during (1835). Till freedom all were studying English for higher education. And even after freedom we are still
using English language. The parliament has also recognized English as official language in addition to Hindi.

English has become the status symbol as all desire to send the children to English medium school in order to
have proficiency in English language. This language attracts people because of the wealth of literature and
knowledge. People who go abroad to study can only have English as medium of study.

Significance of Medium of Instruction:
1. In multilingual country like India, problem of medium of instruction is major problem because every
state wants to have its regional language as the medium of instruction.
2. Whereas some nationalist argues Hindi, being the national language should be the medium of
instruction.
3. Educationists having faith in globalization and technical development advocate that education received
through English medium can lead to faster and more rapid growth.

Methodology of the Study:
The study used the descriptive method.

Sample of the Study:
The purposive sampling technique was used. Total 50 Students teachers were selected.

Tools of the Study:
Tools prepared by the researcher. The final form of the scale contains 10 items. Each item is to be rated
on a two point scale of: Yes and No type. The scoring is done in such a way that higher the score more
positive or favorable is the perception of English Communication Skill. The minimum obtainable score in
this scale is ‘0’ zero and the maximum score is 10.

Aims of the study:
Aims for developing skills in language as a subject concern a balance between receptive skills (listening and
reading) and productive skills (speaking and writing). Both the skills are equally important and they are
interconnected. When the students read a text, they also speak or write about what they read or listen to their peers’ opinions about the text.

Objective: To identify English Communication Skill among the student’s teacher.

Operating Definition of the Term

English Communication Skill: English Communication Skill refers to their own understanding about the text and opinions about the text were enriched.

Data Analysis:

The technique used to test objective was by calculating percentage.

Table 1: English Communication Skill among the student’s teacher

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Items</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding of Lectures in English</td>
<td>69.38</td>
<td>30.32</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of References in English</td>
<td>52.86</td>
<td>47.14</td>
</tr>
<tr>
<td>3</td>
<td>Strategies apply by the teacher for English understanding</td>
<td>27.14</td>
<td>72.86</td>
</tr>
<tr>
<td>4</td>
<td>Strategies apply by the students for understanding in English</td>
<td>42.11</td>
<td>57.89</td>
</tr>
<tr>
<td>5</td>
<td>Institution efforts for development of English Communication</td>
<td>11.42</td>
<td>88.58</td>
</tr>
<tr>
<td>6</td>
<td>Interaction in English with teacher in the class</td>
<td>21.42</td>
<td>78.58</td>
</tr>
<tr>
<td>7</td>
<td>Interaction in English with peer group</td>
<td>36.71</td>
<td>63.29</td>
</tr>
<tr>
<td>8</td>
<td>Interaction in English with students in practicing lesson</td>
<td>21.14</td>
<td>78.86</td>
</tr>
<tr>
<td>9</td>
<td>Effect on the student teachers achievement</td>
<td>57.14</td>
<td>42.86</td>
</tr>
<tr>
<td>10</td>
<td>Barriers in learning English Medium</td>
<td>48.97</td>
<td>51.03</td>
</tr>
</tbody>
</table>

Figure: English Communication Skill among the student’s teacher

Conclusion:

1. Understanding of Lectures in English, Understanding of References in English and Effect on the student teachers achievement were above 50%.

2. Strategies apply by the students for understanding in English and Barriers in learning English Medium were above 40%.

3. Strategies apply by the teacher for students understanding in English, Interaction in English with teacher in the class, Interaction in English with peer group and Interaction in English with students in practicing lesson were below 30%.
4. Institution efforts for development of English Language of the students below 12%.

So conclusion was student teachers are understood the English but they cannot communicate properly in English.

Researchers embrace an interactionist perspective, consisting of Social-interactions theories of language development. In such approaches, student teachers learn language in the interactive and communicative context, learning language forms for meaningful moves of communication. These theories focus mainly on the caregiver's attitudes and attentiveness to their student teachers in order to promote productive language habits.

An older empiricist theory, the behaviorist theory proposed by B. F. Skinner suggested that language is learned through operant conditioning, namely, by imitation of stimuli and by reinforcement of correct responses. Other relevant theories about language development include Piaget's theory of cognitive development, which considers the development of language as a continuation of general cognitive development and Vygotsky's social theories that attribute the development of language to an individual's social interactions and growth. Oral language is one of the fundamental aspects of all education. The oral language is otherwise known as spoken language or vocal language.

Interpersonal communication barriers arise within the sender or receiver. For example, if one person has biases against the topic under discussion, anything said in the conversation will be affected by that perceptual factor. Organizational barriers arise because of the interaction-taking place within the large work unit. The classic example is the serial transmission effect.

Communication plays an important and essential role in any formal or informal teaching learning process. In many ways, teaching is communication and in this sense, all good teachers are good communicators. Communication can be defined as the process of sending and receiving messages that have meaning. In the words of Broker (1949), “Communication is anything that conveys meaning that carries messages drastically from one person to another.”

For example, in education systems, which have vocational as well as academic schools, the priority given in practice to oral or written communication may differ.

Dr. Rradhakrishnan said that, ‘until and unless we have dedicated and committed teachers, we cannot have good teachers and good education system.’

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उच्च शिक्षा तीव्र संस्कृति: संस्मरण की जागरूकता के महत्व

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प्रस्तावित:
उच्च शिक्षा देने अथवा अनेक इलावतीय आयाम धारण करने के लिए, अनेक बीमा ने दृष्टि धारण करने की अनेक संस्कृति की अन्य संस्कृति के महत्व का हतासार किया जा रहा है। इसके प्रति अनेक विषयों हैं। अनेक संस्कृति विभाग उत्तर संस्कृति प्राप्ति के लिए अनेक सम्मान में दृष्टि धारण करने का प्रयास कर रहे हैं। इस प्रति अनेक सम्मान में दृष्टि धारण करने का प्रयास कर रहे हैं।

“सुसंस्कृति माने अनुसार अनेक संस्कृति धारण करते हुए अनेक बीमा किसी भी अनेक सम्मान में दृष्टि धारण करते हुए हैं। इसके लिए अनेक संस्कृति प्राप्ति के लिए अनेक सम्मान में दृष्टि धारण करने का प्रयास कर रहे हैं।

माने अनुसार अनेक संस्कृति धारण करते हुए अनेक बीमा किसी भी अनेक सम्मान में दृष्टि धारण करते हुए हैं। इसके लिए अनेक संस्कृति प्राप्ति के लिए अनेक सम्मान में दृष्टि धारण करने का प्रयास कर रहे हैं।

यहां उच्च शिक्षातीति धारण के महत्व का प्रमुख संस्कृति है। उच्च शिक्षा तीव्र संस्कृति: संस्मरण की जागरूकता के महत्व का प्रमुख संस्कृति है।

संचित लेखन:
कार्यकर्ता संस्कृति: संस्मरण की जागरूकता के महत्व का प्रमुख संस्कृति है। उच्च शिक्षा तीव्र संस्कृति: संस्मरण की जागरूकता के महत्व का प्रमुख संस्कृति है।

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सूपरसंचालकारी जबवादरी
सूपरसंचालक हा जबवादर असावा लागतो. सूपरसंचालक मॅजने कार्यभार जणू केले असतो. सूपरवाद पदतीने वरते आणि श्रेष्ठ यांत्रिकमये सहज व परिणामकारक संवाद पड्नून आणाऱ्य. " सूपरसंचालक हा कार्यभार मुख्य सत्ताच असतो. एकाता चालक सत्तावर्धन अडगणी, बेलेगा, चढ-उतर, अताकाच उद्योग-या सामग्री दूर करत योग्य वेगासह, विनाविलंब-विनाविनायक प्रवासाचा सुरक्षा प्रवास पडून इत्यादी स्थीती पाहतोत. अगदी व्यापारपणे सूपरसंचालक या कार्यभार हे इतिहास मान्य करतो.""असे सूपरसंचालकत्यात पूर्णदार्शी संदिग्ध मान्यसत लिहिल्या.
उत्तर शिक्षण नेताना आपणपासून जवावादरी पेणे, जवावादरी असताना कार्य व कार्यक पार पाण्याचे कृतील्य विवादायामध्ये पेणे शर्य होते.
सूपरसंचालकाची लगणारी कौशले:
उत्तम पदतीने सूपरसंचालन कर्णपाली खालील गुणा सूपरसंचालकाजवळ असणे गरजते आहे.
1. भाषा प्रभुता:
सूपरसंचालकांचे भोजन प्रभुता असणं हे अत्यंत महत्त्वाचे आहे. शोधनांसनें पंजैधाराची उत्तम भाषा ज्यान असावे लागते. भोजनचा फार मोठा परिणाम हा शोधनाचा महत्त्व होत असतो. भोजनाचा समृद्धिशाळी योग्य सादृशीकरणाचा आवश्यक, पियरुंडी यांनी, आपवारी भाषा असेल तर आपणांचा उत्तम भाषा ठरू शकतो.
2. प्रभावी बोलणे:
बोलणार् आपणांचा प्रभावीपणे बोलणे ही एक कला आहे. आपणांच्या हृदयाचा आपल्यांना विचार दुरुपयोग माणे कल हठास केलेले पदतीने तर प्रभाव पडतो. अत्यंत सर्वांनांनी, प्रवाहातील प्रभावाचा आवरण लाभ असेल तर भाष्य केले जाते. या कारणाने आपण आपल्याकडून सिद्धांत आणि विचारांना अनुभव व अभ्यासणुका माणे कल हठास केलेले पदतीने तर प्रभाव पडतो.
3. अद्वैत व्यक्तित्व:
सूपरसंचालकांना जिज्ञासा-साधुता, वृद्धिनात, प्रसन्न व्यक्तित्व, व्यक्तिगत, हजरतवाचीपणे, समायुक्तता इ. आपणांचा गुण असणे आवश्यक आहे. एकटूंतर सूपरसंचालक हा एकपूर्व व्यक्तित्वाचा आचरण होत. उदाहरणादायीत विकल्पहीर गौरवाचे, मोठे अनुभव (अत्याच पाठुणे-दर्शनुणे नमुने), पल्लीवरी जीवन सार्वजनिक- (महाराष्ट्राचा महावाक्य), अटूंट केलेले (होण मिनिस्टर) या कार्यकार्यातील सूपरसंचालन पाहता असा सूपरसंचालनयुक्तेचे, कार्यक्रमाचा उंची प्रतीत केलेली दिसून येते. महाराष्ट्राच्या प्रत्येक राजाचे मानसावर यांचा सूपरसंचालन ठार पेतल्याचे दिसते.
4. सूपरसंचालकांना जागरूकता पेणे:
सूपरसंचालकांना कोणती कामी शादीत बोल्याचे, उच्च पाठवित प्रदर्शन, कर्तव्य संस्थापन भाषा, कृष्ण बोलणे, अतः बोलणे, अंशयुक्त बोलणे टायल्या. कार्यक्रमाचा अर्थात तास लाख उपस्थित होणे. बोलणे आणि वाणि पार्वती तरातम टेस्टावे. कार्यक्रम सोडून माणे उद्देश जाही नसे. ही पद्धती सूपरसंचालकांना कार्यक्रमे पाठणे आवश्यक आहे.
सादृश्य:
आपल्या तट्टा शिक्षण पेताना अनेक कार्यक्रम मध्ये लागतात. या कार्यक्रमात सूपरसंचालन हे महत्त्वाचे आणि अनेक वेळे ते दाव्यांचा प्रयत्न अनेक विवाची करत असतात. सूपरसंचालक हा ही प्रयत्नसाध्य करणे करतो. ही कार्यक्रम असताना तर अनेक विवाची शिक्षक शिक्षक पय वनतात. भाषेवरील अशा विवाचाच्या प्रभुत्व येते. यातून भाषाचा महत्त्व आपल्याकडून. यातून प्राप्त शिक्षण साचरे जाते, कार्यक्रमाची
आकाशी करताना विद्याभूता नियोजन करण्विषष्यी कृतीयुक्त माहिती मिळते. निरक्षण शक्ती विद्याशिस्त्यो बांधते. सूक्ष्म पद्धतीने विचार करावयाची सवय विद्याशिस्त्यो बांधीस लागते. पामुळे विद्याशिस्त्यों गुणान्वक आणि व्यक्तिमत्वात बांड होताना दिसते. सहितात्तेक्षन करताना लक्षित आणि लक्षितेनेच बांचन बांधीस लगते. बांचन केलेले पर्यावरण चिंतन—मनन करून त्या गोष्टी आकलनात ठेवणे व त्याचा वापर करण्याची सवय सूत्रसंचालनातून लागते. सूत्रसंचालनातून विद्याशिस्त्त्यों संभाषण कृष्णलय, शिखर, नियोजन करणे, आन मिळवणे, जवाबद्वारी फेहे, जवाबद्वारी पार पाडणे । अनेक गोष्टी शिक्षणास मदत होते. उक्त शिक्षणासाठी विद्याध्याना सूत्रसंचालन है कृष्णलय विकसित करणे आत्मचयक आहे.

संदर्भ :
1. प्रभावी सूत्रसंचालनाचा कला – प्र. राजशेखर सोलापूर, विद्याभारती प्रकाशन, लातूर, तृतीय आवृत्ती, २०१०, पृ. १०.
2. मराठी भाषा : उपयोजन आणि सर्जन – प्र. डॉ. प्रकाश कुंभार, दूरशिक्षण केंद्र, शिवाजी विद्यापीठ, कोल्हापूर, पहिली आवृत्ती, २००९, पृ. १९०.
3. पासवर्ड सूत्रसंचालनाचा – सदिया मंगडूम, वेदांतराजे प्रकाशन, कोल्हापूर, जाने २०१७, पृ. २०.
4. उद्धृत भाषण कला – प्र. राजशेखर सोलापूर, विद्याभारती प्रकाशन, लातूर, पहिली आवृत्ती, जून २०१९, पृ. ११३.
श्रेयसारी भारतीय शिक्षण मुनाफ़ वर्धन ने विद्वानों वाले कोशियों के लिए एक सयाधरीय संस्थान बना। प्रणय और रूपांतरण के लिए यह संस्थान प्रमुख निधी के लिए अधिक संस्थान का एक अभिव्यक्ति है।

आरती और बनाम, एक हिंदी भाषा के अंतर्गत आरती का प्रकाशन।

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आरती और बनाम, एक हिंदी भाषा के अंतर्गत आरती का प्रकाशन।
गृहितके

1. भी.एड. छात्रावादकांनी आंतरराष्ट्रीय परिषद दिलेली आहे.
2. भी.एड. छात्रावादकांना पारंपरिक परिषद फस्तातीची माहिती आहे.

जनसंख्या व न्यायार्थ

प्रस्तुत संशोधनांसाठी श्रमिती पुढे शाळा कोलेज आणि एस्कूल संगणक संसारातील वेळील एकूण २० विद्यार्थ्यांची निवड यादृच्छिक पद्धतीने केलेली आहे. भी.एड. प्रथम वर्षात ३० वेळा १० व द्वितीय वर्षात ३० वेळा १० विद्यार्थ्यांची निवड करण्यात आली.

संशोधन पद्धती

प्रस्तुत संशोधनांसाठी संवेदन्य पद्धतीचा वापर केला आहे.

माहिती संकलनाची योजना

प्रस्तुत संशोधनांतील माहिती संकलनांसाठी संशोधक निर्मित मतालेला वापर आहे.

संशोधन कार्यक्रम

प्रस्तुत संशोधनात भी.एड. छात्रावादकोंकडून आंतरराष्ट्रीय परिषद धार्मिक तथा अन्य अध्ययन करण्यात आला आहे. या संशोधनांसाठी भी.एड. प्रथम वर्षात दहा व द्वितीय वर्षात दहा छात्रावादकांची निवड केली आहे. या छात्रावादकोंकडून मतालेल्या माध्यमातुन माहिती संकलन करणे आली आहे. या माहितीचे टक्केवारीच्या साह्याने विश्लेषण करण्यात आले आहे.

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<td>२०</td>
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<td>आंतरराष्ट्रीय परिषद फस्तातील ताक्तकाद निकाल देणे योग्य आहे का?</td>
<td>२०</td>
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</tbody>
</table>

निरीक्षण व अर्थनिर्वचन

1. सर्व छात्रावादकांनी आंतरराष्ट्रीय परिषद दिलेली आहे.
2. निम्नप्रमाणे जास्त ६० : छात्रावादकांना आंतरराष्ट्रीय परिषद देताना भीती वाळेले.
3. निम्नप्रमाणे कमी ४५ : छात्रावादकांमध्ये होत, आंतरराष्ट्रीय परिषद या पारंपरिक परिषद फस्तातीस पर्याय उरु शकणार नाही.
4. वहीलां छात्रावादकांमधे सर्व सर्व सर्व परिषद आंतरराष्ट्रीय व्यावसाय.
5. जास्तीत जास्त ८५ : छात्रावादकांने होत, आंतरराष्ट्रीय परिषदमध्ये केवळ वर्तुनिष्ठ प्रश्न असणे योग्य वाळेले.
6. निम्नप्रमाणे जास्त ५० : छात्रावादकांमधे होत, भी.एड.अध्ययनमातुन आंतरराष्ट्रीय परिषद नसावी.
7. जास्तीत जास्त १० : छात्रावादकांमधे होत, आंतरराष्ट्रीय परिषदमध्ये विद्याधार्यांच्या व्यक्तित्वाचे योग्य मूल्यमापन होत नाही.
8. सर्व छात्रावादकांमधे होत, आंतरराष्ट्रीय परिषद फस्तातील ताक्तकाद निकाल देणे योग्य आहे.
निकर्ष

१. बहुतांश छात्राविद्यालयानं ऑनलाइन परिशोध देतानं भीती वाटते.

२. निम्नवाच्चक जास्त छात्राविद्यालयानं ऑनलाइन परिशोध ही पारंपारिक परिशोध पयः आहे असे वाटते.

३. ऑनलाइन परिशोधील केवळ वर्षुनिंदू प्रसं असणे जास्तीत जास्त छात्राविद्यालयानं योग्य वाटते.

४. बहुतांश छात्राविद्यालयानं सर्व स्वर्णं परिशोध ऑनलाइन असाव्यात असे वाटते.

५. ऑनलाइन परिशोधतून व्यक्तिमतवाचे योग्य मापन होत नाही असे जास्तीत जास्त छात्राविद्यालयानं मत आहे.

६. सर्वच छात्राविद्यालयानं ऑनलाइन परिशोधतून तात्काल्नित किंवा निकाल किंवा असे वाटते.

शिफारशी

१. छात्राविद्यालयानं मनातील ऑनलाइन परिशोध देतानं भीती दूर करण्यासाठी महाविद्यालयांमध्ये कार्यानावाचे आयोजन करावे.

२. ऑनलाइन परिशोध सामग्रींचा जाताना या विषयावर तंजांव्या व्याख्यानांचे आयोजन करावे.

३. छात्राविद्यालयानं व्यक्तिमतवाची सर्व अंगांना मूल्यमापन ऑनलाइन परिशोधतून होण्यासाठी प्रशंसांची रचना योग्य असावी.

४. बी.एच.बिहारसंस्थानाची ऑनलाइन परिशोध आणण्यासाठी उद्योजन करावे.

५. सर्व ऑनलाइन परिशोधांचा निकाल तात्कालिक देण्यासाठी व्यवस्था करावी.

समावेश

ऑनलाइन परिशोध पदती ही बदलत्या कार्यानं गरज बनली आहे. या परिशोध फटनीमुळे शिक्षक,छात्राविद्या, विद्यापीठ प्रशासन या सर्ववरील अतिरिक्त ताण कमी होण्यास मदतच होणार आहे. यासाठी प्रशासन, शिक्षक व छात्राविद्या पायांमध्ये योग्य संवादाची आवश्यकता आहे. महाविद्यालयांनी विद्यार्थींने तंजांव्या वापरावर वागणे वागले आहेत. स्वर्ण परिशोध ऑनलाइन ज्ञानासाठी अनेक समस्या दूर होण्यास मदत होईल.

संदर्भ

१. कृल्लण्डी हरिबाबा (२०१०) संपा परिशोध पयः काय? पुणे, मनोविकास प्रकाशन

२. वरेच्या मिनाजी संस्थेने (२००८) वेबसाइट विद्यार्थींने दाखवण्यासाठी पुणे,निर्वाचन संस्थेने प्रकाशन

३. भंगुर र. त. (२००५) उदाहरण शिक्षण : अंतररंग आणि आवश्यक, पुणे, मधुरज प्रकाशन
A STUDY OF THE PRESENT STATUS OF KNOWLEDGE OF PHONETICS AMONG THE STUDENTS OF ENGLISH LANGUAGE

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Assistant Professor, Dahiwadi College, Dahiwadi, Dist. Satara

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

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

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

Rationale: “A good teacher has to be a good student and learning never ends.”
Teaching of English is compulsory subject from the Std. 1st in all non English medium primary school throughout the Maharashtra state since June 2000. Even in the syllabus of teacher training programme no efforts have been taken for the development of productive skills and advanced skill of phonetics. At senior college level, teaching of phonetics is not taken seriously and students are not made much aware about the importance of phonetics in communication. Knowledge of phonetics can be gained only by formation of habits means
practice. Practical sessions are important for the development of speech mechanism, discrimination of vowels, sounds, transcription etc. will enrich the quality of students of English language.

1. **Theoretical base:** The research study is based on Thorndike’s *Learning by trial & error* because for pronunciation of alphabets, words one needs to practice, drilling and readiness to do the action. Another base is Pavlov’s *classical conditioning* of learning. In phonetics symbols and signs play role like stimulus and learner has to identify the words. Another base for this research is the theory of David Ausubel’s *Cognitive theory of learning* in which symbols and signs are recognized by the learners to understand the meaning of it.

2. **Statement of Problem:** “To Study of the present status of Knowledge of Phonetics among the Students of English language.”

3. **Operational Definitions:**
   a) **Phonetics:** Description of speech sounds i.e. vowels and consonants are taught properly to the students.
   b) **Students:** Students who are from the college of Shivaji University, Kolhapur and study English.
   c) **English:** English is the foreign language taught as the third language in Marathi medium school.

4. **Objectives:**
   1) To find out the present status of knowledge of Phonetics among the students.
   2) To find out the present status of teaching of phonetics in the classes.
   3) To suggest the remedies for effective training programme of phonetics.

5. **Scope:** A research is related to phonetics and results of the study are applicable to the students of English language at graduation level in Maharashtra State Universities.

6. **Limitations:**
   1) Sample is selected from one college of Shivaji University, Kolhapur.
   2) The results of research are depended on the responses given by the students.

7. **Delimitations:**
   1) Present Research study delimited only phonetics skills of linguistics.
   2) College Students T.Y.B.A. class of English department affiliated to Shivaji University, Kolhapur

8. **Methodology:**
   Survey method is used for the present study which is a type of Descriptive research.

   **Procedure:** Selection of Research area---review of related literature---defining the problem---Developing the data collection tool---Data collection--- data analysis---Results---Report writing.

9. **Population & Sample:** Student from department of English from the Shivaji University, Kolhapur. Satara city is the population for the study.
   **Sample:** One college is selected by using purposive sampling method for the data collection. Total 20 students are selected from the college (2018-19) by using incidental sampling method.

10. **Tools of Data Collection:**
    A questionnaire is developed by researcher, 20 multiple choice questions are included in the questionnaire. Around 30 minutes are given to the students to place right tick mark for appropriate answer. In the beginning of second term this survey was taken under supervision.
11. Data Analysis: The data of this study analyzed by the researcher using tabulation techniques and percentage in the following way.

Q.No. 1 How many phonemes are there in English?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>44</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>0</td>
<td>00</td>
</tr>
</tbody>
</table>

Observation: More students know about the actual number of phonemes in English.

Q.No. 2. How many pure vowels are there in English?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>0</td>
<td>00</td>
</tr>
</tbody>
</table>

Observation: Only half numbers of students know the pure vowels in English.

Q.No. 3 Do you believe that English Teachers of High schools haven’t knowledge of phonetics?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>11</td>
<td>55</td>
</tr>
</tbody>
</table>

Observation: Highschool teachers don’t have enough knowledge of phonetics.

Q.No. 4. How often do you learn pronunciation?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Everyday</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Once in a week</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Once in a month</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Never</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Observation: No efforts are taken by the students for learning of pronunciation.

Q.No. 5. I learn pronunciation mostly when...

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mispronounces</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>Unknown words</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Exercise</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Passing of time</td>
<td>0</td>
<td>00</td>
</tr>
</tbody>
</table>

Observation: More students learn pronunciation when unknown words are introduced.
Q.No. 6. What areas do you mostly focus on?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word stress</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Phonemic transcription</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Intonation</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>4</td>
<td>Word sound</td>
<td>8</td>
<td>40%</td>
</tr>
</tbody>
</table>

Observation: Few numbers of students focus on phonemic transcription only.

Q.No. 7. What type of activities do you mostly use to learn pronunciation?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Imitative</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>2</td>
<td>Analytical combination</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Not any one</td>
<td>1</td>
<td>05%</td>
</tr>
</tbody>
</table>

Observation: Analytical activity is followed by only fifty percentage in pronunciation.

Q.No. 8. What kind of additional readymade material do you use for learning pronunciation?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reference books</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Tape &amp; Cassettes</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Mobile</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>All these</td>
<td>7</td>
<td>35%</td>
</tr>
</tbody>
</table>

Observation: Few students refer the readymade material for learning of pronunciation.

Q.No. 9. What kind of exercise do you focus on in the class of phonetics?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Transcription</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>Oral</td>
<td>7</td>
<td>35%</td>
</tr>
</tbody>
</table>

Observation: More number of students exercise on transcription only.

Q.No. 10. How did you find lecturers of phonetics in the class?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interesting</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>Ordinary</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Boring</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
<td>4</td>
<td>20%</td>
</tr>
</tbody>
</table>

Observation: Lecturers of phonetics are interesting in the class.

Q.No. 11. How often do you make pronunciation errors?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Always</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>Often</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes</td>
<td>7</td>
<td>35%</td>
</tr>
</tbody>
</table>
Rarely | 4 | 20  
Observation: Errors in pronunciation is the challenge before the students.

Q.No. 12. Is there English language laboratory in the college?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation: There is no English language laboratory in the college.

Q.No. 13. What does the // represent?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Phonetic transcription</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Centralization</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Bilabial nasal</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Rising falling speech</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Observation: More students know the symbol of phonetic transcription.

Q.No. 14. What does the phonetic symbol d represent?

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vd bilabial plosive</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Vi palatal plosive</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Vd alveolar plosive</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Vd. dental fricative</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Observation: No students identified the place and manner of articulation of symbol d.

Q.No. 15. Transcribe the following words.

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Army</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Computer</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Bold</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

Observation: Only few students can transcribed the given words correctly.

12. Results:

1) Students have the basic knowledge of phonemes and vowels of English language.
2) Teachers at high school level have knowledge of phonetics but no practice.
3) Students spend less time for practising of pronunciation at personal level.
4) Students like correct pronunciation when someone mispronounces the word.
5) Errors are committed by the students at the time of pronunciation.
6) There is no any English language laboratory in the college.
7) Readymade material is not used effectively by the students.
8) Students commit mistakes in transcription.

13. Conclusion:

1) Students focus only on one aspects transcription others are neglected.
2) Place of articulation and manner of articulation is not focused by the students.
3) Oral practice of phonetics is deliberately neglected by the students.

It may be concluded that students are only examination oriented and don’t want to develop English language skills for better communication. If someone has good command over English language can be recruited anywhere in the world.

14. Discussion of the Results: Phonetics is the part and parcel of English language and every student has to learn it for the betterment of English communication. Teachers of English have to focus on phonology in their lectures. Practical use of phonetics should be made compulsory not for the examination purpose only but should be at professional level. In every degree college there should be English language laboratory. English teachers should produce such students those who have command over both written and spoken English. Better communication in English is the need of this era.

15. Contribution:
- This will be helpful for the construction of curriculum of English language at secondary and higher secondary level.
- Students from rural area can be placed on high designation on basis of phonetics knowledge.
- Knowledge of phonetics will create job opportunities in mass media like print media, television, internet and in the Teaching field as well as in tourism and hotel industry.
- It should be made compulsory course for the student teachers having science and mathematics methods so they can improve their better pronunciation and will be recruited in semi English schools.

References:
ROLE OF ICT FOR SOFT SKILL DEVELOPMENT

Dr. Surve Meena Vasantrao

Abstract

Today ICT plays dominant role in global era. Each and every aspect of human’s life has occupied by the ICT. Food, shelter, and cloths are the basic need of human beings. But in this era ICT became argent basic need of human’s life. Now-a-days ICT became major window of the world. ICT plays important role in active citizenship. ICT helps for personality development. For being human soft skills are necessary. ICT plays dominant role in developing soft skills. Soft skill is an abstract concept, which is in fact a compendium of several components. Soft skills are a cluster of productive personality traits that characterize one’s relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits. ICT plays an unique role in the development of soft skills. ICT creates innovative skills and creativity among citizens. Various soft skills development programmes are available on online. There are so many books related to soft skills are available on internet. By using these sources we can develop our personality. We can develop our soft skills by using internet. Soft skills are necessary for human beings. It plays vital role in personality development. The present paper focuses on the Importance of ICT, the concept of soft Skills, Need of soft Skills, different soft skills and role of ICT for soft skills development.

Key words : Importance of ICT, concept of soft Skills, Need of soft Skills, Soft Skills, Role of ICT.

Objectives :

- To study the importance of ICT
- To study the concept of Soft Skills.
- To study different types of Soft Skills
- To study the Role of ICT for Soft skills development.

Introduction

We are the citizens of 21st century. When we think of ICT, we feel that ICT is boon for this era. Today ICT plays dominant role in global era. Each and every aspect of human’s life has occupied by the ICT. For being human soft skills are necessary. ICT plays dominant role in developing soft skills. ICT creates innovative skills and creativity among citizens. Various soft skills development programmes are available on online. ICT plays an unique role in the development of soft skills.

Importance of ICT

This is an age of information technology. Today ICT plays dominant role in global era. Each and every aspect of human’s life has occupied by the ICT. Food, shelter, and cloths are the basic need of human beings. But in this era ICT became argent basic need of human’s life. The life of human’s wrapped with various social aspects. The important aspects are political, social, economic and education. In these aspects ICT plays important role. In today’s era we can not live successfully without ICT. The base of today’s society is literacy of ICT. Today everything is available on online. So every person must know how to use internet? We live in the global village. If we want to survive in this global village, we have to know the use of ICT. Now-a-days ICT became major window of the world. ICT plays important role in active citizenship. ICT helps for personality development.

The concept of Soft Skills

Soft skill is an abstract concept, which is in fact a compendium of several components like attitude, abilities, habits and practices that are combined adeptly to maximize one’s work effectiveness. They are much more than just a set of good habits or key abilities. Soft skills are about integrating the right proportion of these
components into formidable skills and eventually transforming those skills into competencies. The term soft skills refers to the personal traits, characteristics and competencies that inform how an individual relates to others and is often used as a synonym for people skills or interpersonal skills. Soft skills are a cluster of productive personality traits that characterize one’s relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, team work and leadership traits.

**Need of Soft Skills**

Soft skills are necessary for human beings. It plays vital role in personality development. Following points shows the need of soft skills.

- Soft skills are basic requirement of successful life.
- Soft skills promotes for good citizenship.
- For being human Soft skills are necessary.
- Soft skills creates live atmosphere at workplace.
- Protection of environment and development of environment requires Soft skills.
- Soft skills creates healthy atmosphere in home and society.
- For creating emotional attachment among the people Soft skills are very important.
- Soft skills are necessary for creative and innovative life.
- Soft skills need in national development.
- Job satisfaction always deals with Soft skills. So soft skills are very necessary.

**Different types of Soft Skills**

There are various soft skills, which human beings use in different situations. These are as follows:

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Problem Solving</th>
<th>Team Work</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Building</td>
<td>Technology</td>
<td>Qualitative Work</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
<td>Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress Management</td>
<td>Self Confidence</td>
<td>Presentation Skill</td>
<td>Patience</td>
</tr>
<tr>
<td>Social Networking</td>
<td>Interpersonal Skills</td>
<td>Flexibility</td>
<td>In Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Time Management</td>
<td>Creativity</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Work Ethic</td>
<td>Motivation</td>
<td>Interview Skill</td>
<td>Creativity</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Co-Relation</td>
<td>Personal Habits</td>
<td>Leadership</td>
</tr>
<tr>
<td>Innovation</td>
<td>Reading</td>
<td>Collaboration</td>
<td>Administration</td>
</tr>
<tr>
<td>Organization</td>
<td>Demonstration</td>
<td>Guidance</td>
<td>Counseling</td>
</tr>
</tbody>
</table>

**Role Of ICT For Soft Skill Development**

ICT plays an unique role in the development of soft skills. ICT creates innovative skills and creativity among citizens. Various soft skills development programmes are available on online. There are so many books related to soft skills are available on internet. By using these sources we can develop our personality. We can develop our soft skills by using internet. Online tutorials related to soft skills’ development are available. By using these tutorials we can enhance our soft skills. On line tutorials gives information of Introduction of soft skills, what are soft skills?, soft skill trainer careers, How to become a soft skill trainer?, soft skills- presentation skills, introduction to soft skills, ways to improve soft skills, soft skills-synopsis, soft skill attitude development, best practices for teaching soft skill, soft skill first time managers, etc. by using above information we can learn different soft skills and their utilization. Following are the roles of ICT for soft skills development –
Create awareness about soft skills.
Guidance for soft skills.
Provide online books for developing soft skills.
Enhancing the knowledge of soft skills.
Giving tutorials for soft skills.
Motivation for using soft skills.
Provide online videos for soft skills.
Help for personality development.
Giving motivation for healthy life. By online cinema, dramas, etc. which depends on soft skills.
Creation of healthy social environment.
Guidance for healthy and cheerful life through motivational video.
Provides online information about different culture, life style, costumes and traditions of different people. It enhance the life of individual.
Facilitates people by providing on line video which depends on creativity in different areas.
Give new vision for life.
Provide opportunity for global citizenship.

Conclusions
ICT plays dominant role in developing soft skills. Soft skill is an abstract concept, which is in fact a compendium of several components Soft skills are a cluster of productive personality traits that characterize one’s relationships in a milieu. There are various soft skills, which human beings use in different situations. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits. ICT plays an unique role in the development of soft skills.

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“ICTs in Education”

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Introduction
For developing countries ICTs have the potential for increasing access to and improving the relevance and quality of education. It thus represents a potentially equalizing strategy for developing countries. However, the reality of the Digital Divide—the gap between those who have access to and control of technology and those who do not—means that the introduction and integration of ICTs at different levels and in various types of education will be a most challenging undertaking. Failure to meet the challenge would mean a further widening of the knowledge gap and the deepening of existing economic and social inequalities.

How can ICTs help expand access to education?
ICTs are potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

- Anytime, anywhere. One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

- Access to remote learning resources. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

How does the use of ICTs help prepare individuals for the workplace?
One of the most commonly cited reasons for using ICTs in the classroom has been to better prepare the current generation of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use ICTs effectively and efficiently, is thus seen as representing a competitive edge in increasingly globalizing job market. Technological literacy, however, are not the only skill well-paying jobs in the new global economy will require. EnGauge of the North Central Regional Educational Laboratory (U.S.) has identified what it calls “21st Century Skills,” which includes digital age literacy (consisting of functional literacy, visual literacy, scientific literacy, technological literacy, information literacy, cultural literacy, and global awareness), inventive thinking,
higher-order thinking and sound reasoning, effective communication, and high productivity. (See Table 1 for a brief explanation of each skill.)

The potential of ICTs to promote the acquisition of these skills is tied to its use as a tool for raising educational quality, including promoting the shift to a learner-centric environment.

How can the use of ICTs help improve the quality of education?

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

Motivating to learn. ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.

Facilitating the acquisition of basic skills. The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs such as Sesame Street use repetition and reinforcement to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement. (See section below on Computer-Based Learning.)

Enhancing teacher training. ICTs have also been used to improve access to and the quality of teacher training. For example, institutions like the Cyber Teacher Training Center (CTTC) in South Korea are taking advantage of the Internet to provide better teacher professional development opportunities to in-service teachers. The government-funded CTTC, established in 1997, offers self-directed, self-paced Web-based courses for primary and secondary school teachers. Courses include “Computers in the Information Society,” “Education Reform,” and “Future Society and Education.” Online tutorials are also offered, with some courses requiring occasional face-to-face meetings. In China, large-scale radio-and television-based teacher education has for many years been conducted by the China Central Radio and TV University, the Shanghai Radio and TV University and many other RTVUs in the country. At Indira Gandhi National Open University, satellite-based one-way video-and two-way audio-conferencing was held in 1996, supplemented by print-materials and recorded video, to train 910 primary school teachers and facilitators from 20 district training institutes in Karnataka State. The teachers interacted with remote lecturers by telephone and fax.

How can ICTs help transform the learning environment into one that is learner-centered?

Research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning.

When used appropriately, ICTs—especially computers and Internet technologies—enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and
constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning—to one that is learner-centered. (See Table 2 for a comparison of a traditional pedagogy and an emerging pedagogy enabled by ICTs.)

- **Active learning.** ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner’s life situation. In this way, and in contrast to memorization-based or rote learning, ICT-enhanced learning promotes increased learner engagement. ICT-enhanced learning is also “just-in-time” learning in which learners can choose what to learn when they need to learn it.

- **Collaborative learning.** ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. Apart from modeling real-world interactions, ICT-supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners’ teaming and communicative skills as well as their global awareness. It models learning done throughout the learner’s lifetime by expanding the learning space to include not just peers but also mentors and experts from different fields.

- **Creative Learning.** ICT-supported learning promotes the manipulation of existing information and the creation of real-world products rather than the regurgitation of received information.

- **Integrative learning.** ICT-enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.

- **Evaluative learning.** ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

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2. गढ़ किल्लांना भेटी देगाव्या संरक्षणाद्वारे पर्यटकांची मानसिकता व संरक्षण जागृती पावत शोध पेके.
3. महाराष्ट्र राज्यात गढ़ किल्लांना संरक्षणाद्वारे धोरण व परिसंचरणाची शोध पेके.
4. गढ़ किल्लांना संरक्षणाद्वारे स्तरध्वनीतीत काय उपयोग करता येतील पावत शोध पेके.

संशोधन समस्या
इतिहास मुद्दांचा कर्तव्य घडतो तो घडत असताना ज्ञा प्रसंगात, भूमिका हा इतिहास चर्चा ती समुच्च सहकार मानवी मानव नेहमीने प्रसंगात देत असतात. समूह बाराशे जात जाण करून पुढील चर्चा प्रसंगात हा समूह वास्तू पोहचावला काळजी गरज असते. महाराष्ट्रात गढ़ किल्लांना अस्तित्वाचा अर्थ आजी यांनी आहे. समूह, प्रेरक, शौचपुर्क्रमी निर्माण करणाऱ्या इतिहास स्तरध्वनीतीत ऐतिहासिक व्याख्या पर्यटन करणाऱ्या पर्यटकांकर्त्य पोहचत नाही. ऐतिहासिक वारसात आताच महत्त्व उम्मीद न पेटा पर्यटक या वास्तूंचे विद्वानीकरण करतात. संवेदनशील नवीन असराचे इतिहासप्रमाणे हे ऐतिहासिक स्मारक, व्याख्या भेटी देतात. व्याख्या या स्मारकांचे, गडते विद्वानीकरण व्याख्या संरक्षणाची मनकलेताकार ३ असते. गढ़ किल्लांना संरक्षणाद्वारे स्तरध्वनीतीत काय उपयोग करता येईल हा या संशोधनामयी हेतु आहे.

संशोधन पद्धती
प्रस्तुत विषयात संशोधनाकी कोल्हापूर जिल्हातील प्रमुख पल्लव, विशाळगड, पावसाळ व भुदाण्य या किल्ल्यांना भेटी देगाव्या पर्यटकांची प्रभावशाली साहित्यांना महात्मा गाजल आहे. कोल्हापूरतील प्रमुख किल्ल्यांना भेटी देखण स्तरध्वनीतीत काळजी पेकल आहे. किल्ल्यांना भेटी देगाव्या पर्यटकांना महत्त्वाचा अहमास केला आहे. या संपूर्ण माहितीचे ऐतिहासिक संशोधन पद्धतीत वापर करून निष्ठक पाहून उपयोग सुविधेवसंपत्त आहे.

माहितीचे वर्णन
कोल्हापूर जिल्हातील पल्लव, विशाळगड इ. गढ़ किल्ल्यांना ठीकाणी संरक्षण व प्रसार भेटी देगाव्या आपणे मिळालेल्या माहितीचे खासीमोडणाचे संशोधन प्रकार येईल. किल्ले हे शैक्षणिक व व्याख्या व्याख्या सुंदर स्मारक आहे. यांची जाणीव असराच्या समाजमूलीज सुजाता नामाशेषसूची ह्या या संवेदनशील व्याख्या स्मारक तयार आहे. उदा. Mumbai historical sites cycling Association, शिवापूर तुऱ्या संवेदनाक संस्था मयावा इ.
1. ऐतिहासिक व्याख्या भेटी देगाव्या पर्यटकांना संस्थानात पर्यटक असतात.
2. ऐतिहासिक व्याख्या बांधकाम, इतिहास, प्रयोग, चर्चा जाणून महात्मा गाजलीच्या पर्यटकांची मानसिकता असते.
3. गढ़ किल्ल्यांची महात्मा गाजलांची खासगीते जात असताना पर्यटक भारतीय संस्थान केला आहे. किल्ल्यांची महात्मा गाजल लक्ष्य पेकल.
4. इतिहासातील परिपूर्ण महात्मा गाजलीची पर्यटकांना मिळत नाही. महात्मा गाजल असताना ठीक कार्यकारण संवेदन, ऐतिहासिक पदार्थाक अतदेखेल जास्त.
5. ऐतिहासिक पदार्थाक, पाठ्यपत्र, कराणीमाला व परिसंचरण ऐतिहासिक पर्यटकांची मानसिकता नसते.
6. ऐतिहासिक पदार्थाची व्याख्या भेटी देगाव्या पर्यटक किल्ल्यांना भेटी, किल्ल्यांना, महात्मांवै, तूम्बांवै अशा झळकांना प्रेम – प्रेमिकांना नवे, पाहास नवे, अभिकाश प्रेम राष्ट्राच्या बालाच्या पाण्याच्या बालाच्या, विस्तेची व्याख्या पाण्याचं प्रसंग अशा व्याख्या या समूह वास्तूपर्यंत विद्वानीकरण पर्यटक करतात.
7. गढ़ किल्ल्यांना संरक्षणाद्वारे महाराष्ट्र राज्यात शाळा येईल, नियम असराचे फलक काही झळकांना निर्देशना पेकलत. गढ़ किल्ल्यांना संरक्षणाद्वारे नाम – भुवन विद्वानीकरण शाळेवाच्या कार्यकारी होती नियमण कार्यस्थलांची अभावजगत नाही.

निष्ठक
1. आजची तरुण पिवळी व महाविद्यालयाचे तरसांवेदनात अपेक्षा इतिहासप्रमाणे प्रेम वाहतात आहे. या माध्यमातून राष्ट्रभक्तीची निर्मिती करून सुजाता वर्तमान घड्यालयांत मदत होऊ शकते.
2. गड फिल्मच्या भेटी देखणाऱ्या पर्यटकांक इतिहासाची महत्त्वाची जागृती जपेत. 
3. इतिहास सांगतो असताना ठेचक पटाची वाचक केली पोडक्राप मनोरंजनाची महत्त्वाची दिली जाते। 
4. गड फिल्मच्या संवर्त्तनासाठी कोणतीही टीप अशी उपयोग योजना दिसत नाही। 
5. फिल्मच्या पडळंद होत आहे. मात्र राज्य सरकारचे या वास्तवतः लक्ष फार कमी आहे। 
6. पर्यटकार्यांचा निवासस्थान, मार्गदर्शक संवर्त्तन तल्या, तापमानस्थळांचा मार्गदर्शक उपलब्ध नसते। 
7. महाराष्ट्र शासनाच्या ठरणून ही संवर्त्तनाची कागदपत्री सऱ्य म्हणून. मात्र प्रश्न अंतरनियुक्त अल्प प्रमाणात आहे। 
8. काही पर्यटकार्याची विहार गड फिल्मच्या संवर्त्तनाची मानसिकता असते. मात्र पर्यटनाच्या आंदोलन उद्देश्यामुळे ऐतिहासिक फिल्मच्या पात्रावर तर संवर्त्तन जोपाले आत नाही। 
9. जागतिक नियमसंशोधन पडळास वाचन किती असताना या समूह बांधावेच जज्त व संवर्त्तन केले पाहिजे। 
10. कोल्हापूरतील प्रमुख व महाराष्ट्रतील अनेक कितले पर्यटनातून विकास व संवर्त्तनासाठी प्रतिक्रिया अभावत.

उपयोग
1. Heritage Walk सारखा कार्यालयांच्या आयोजन करून फिल्मच्या संवर्त्तनाची जागृती बांधविले।
2. ऐतिहासिक स्मारकांत व संवर्त्तनासाठी या अनुशासन विद्यापीठ, कॉलेज, NGO यांचा संयुक्त विद्यालयाने Short term Crouse’s ची निर्मिती करून.
3. महाराष्ट्र शासनाच्या कितले संवर्त्तन कार्यालयांचा अंतर्नियुक्त अल्प प्रमाणात ज्ञात. 
4. फिल्मच्या वातानुसार सपूर्ण, बालीस्थेत या अनुशासन यांची संवर्त्तनाची आंदोलन निर्माण करून.
5. पौराष्ट्री या मात्रमुळे फिल्मच्या संवर्त्तनांची मानसिकता फिल्मच्या संवर्त्तनांचे मुख्य संस्करण दाखविले.
6. कितले परिसरात संवर्त्तनाची व फिल्मच्या महत्त्वाची देखावी केंद्रे ऊपरात अभावात फिल्मच्या योग्य दिशा देता येईल.
7. फिल्मच्या विविधानाची सार्वजनिक गणेशी महत्त्व निर्माण करून अंदाजीपणे पर्यटकांना अडथले निर्माण होणाऱ्या नाहीत. उदा. स्क्वाड्रनीले, ब्राह्मण अल्प दराचील होळस्व.
8. फिल्मच्या मुख्यसाठी सुदृढ़ व्यवस्था बांधविली पाहिजे. उदा. CCTV कॅमेरा, सुरक्षा खंड इ.
9. फिल्मच्या इतिहासाची व संवर्त्तनाची शासकपूर्व महत्त्वाची असताना प्रशिक्षित मार्गदर्शक नियुक्त करवेत.
10. शासनाचे कायदे, संवर्त्तनाची गरज यांचा जागृतीसाठी सुपुर्ण व महत्त्वपूर्ण लावले पाहिजे.

संदर्भ
1. देसाई संग्रह, शिवाजी फिल्मच्या शृंखला रचनाकर.
2. परस्नां डॉ. वी. पंडाले.
3. जिल्हे भागान, 'दर्शन' कोल्हापूर जिल्ह्यात शिवाजी फिल्मच्या प्रामाण्याने, कोल्हापूर.
4. गायकवाद हेमलता (प्रकाशक) शिवाजी महाराजांचे सहा कितले. सातारा (२००५).
5. सेन ए.ए. महाराजांची लक्षणी शासन पदाधिकारी.
6. www.maharashtra.gov.in
शिक्षण आणि समाज सार्वजनिक माध्यमिक शिक्षणीय संस्था में छात्राओं के लिए एक सुविधा देने के लिए यह आवश्यक है। यह स्थानीय शिक्षकों के माध्यम से छात्रों को शिक्षण दिया जाना चाहिए। इसके लिए विभिन्न माध्यमों का उपयोग किया जा सकता है।

# कर्मवीर डॉ. भाऊसाहिब पाटूल:

कर्मवीर भाऊसाहिब पाटूल शिक्षण के क्षेत्र में संदर्भात् अपने भावनात्मक जीवन के दृष्टिकोण से दिखाये गए। उन्होंने यह बताया कि शिक्षण के माध्यम से हमें भविष्य की तैयारी करने का मौका मिलता है।

# कर्मवीर डॉ. शिवप्रताप चौधरी:

कर्मवीर डॉ. शिवप्रताप चौधरी विभिन्न माध्यमों का उपयोग करते हुए शिक्षण प्रमाणीकरण की जानकारी दी। उन्होंने मान्यता विभाग द्वारा महत्वपूर्ण उपलब्धियां अत्यधिक महत्व का मानने का आदेश किया।

# कर्मवीर डॉ. रमण एक्सप्रेस:

कर्मवीर डॉ. रमण एक्सप्रेस विभिन्न माध्यमों का उपयोग करते हुए शिक्षण प्रमाणीकरण की जानकारी दी। उन्होंने मान्यता विभाग द्वारा महत्वपूर्ण उपलब्धियां अत्यधिक महत्व का मानने का आदेश किया।
महात्मा गांधीः
एक प्रभावशाली व्यक्तित्व महाने महात्मा गांधी होत. त्यों द् दिनता महानून संबोधकेहान जी. साधी राशी व उच्च विध्यार्थी या न्यायाने त्यांनी आपले जीवन बाळपणे व्याख्या धेरूण्य विचारांना आजारी महानचे ज्ञन आहे. त्यांना खंच्या अर्थात शिक्षणातून कौशल्य विकास सामग्रीयोपक विषय विचार दिसून येताना महात्मा गांधी नीतियोग्य शिक्षण पद्धती भारतात लघु कौशल्यासाठी महान ताटील वर्षे येथे डॉ. म. १९३७ रोजी एक परी दा बोलती व त्या परी देते आपले धेरूण्य विचार मांडल्या. या परी देते एक शिक्षण योजना आल्याचा त्या योजनेचे मूल्यदर्शी शिक्षण योजना महानता या योजनेंत तात्त्विक त्यांनी आम्हाला व्याख्यान योजन्याचे अर्थात्ती कौशल्याने साधने भारतीय नियम, प्रवेशपत्र परीक्षण तत्त्व निवेदन संबंधीचे असते. हस्तक्षेप कौशल्य शिक्षणातील यांनी दे महानता को. मुख्य विचार, परंतु, चुनौती आणि आयाची यांच्यांना संपूर्ण शिक्षण. हस्तक्षेपांतरे व्यक्तित्व दिले जाते जे बाळकंडना शिकविणे जाते. त्यामध्ये त्यांची खेळमारी, सुकृतकाळ, हाथमार, बालकां, कृ ही, चांदाच्या कार्य, मान्यता, फेसेवर व भाजीपाल यांचा समावेश होता यासाठी कार्यवाही आणि सामाजिक या व त्यांना य्वान दिले. विविध प्रकारची संमिश्र होती ती त्यांना आम्हाला जीवनातील नित्यतत्त्व व्याख्यान कौशल्य विकासाचा याच महान दिले गेले यासाठी कृतीतून स्वाभाविक शिक्षण हा याच शिक्षणाचा पद्धतीही सांगितल्या व्यवसायिक कौशल्य दिशासारख्या अवैतनिक कौशल्याची क्षमता त्याच्याचे निर्णय होईल. हेच धेरूण्य शिक्षणाचे माने दह.

यद्यपि कुप्रोक्ती महात्मा
उपविवेक, व्यवसायिक, बंदोबस्त, त्यांनी आपल्यांनी धेरूण्य विचार मांडल्या व्याख्या शिक्षणप्रणाली ही ग्रामीणी जीवनाची निर्देशित आहे. त्यामुळे ग्रामीणांनी हा महाराष्ट्राच्या शिक्षणाचा पाया आहे त्यांच्यासाठी बंदोबस्त व व्यवसायिक विचारांना पर्यंत दिला वेकॅरीमुळे सुविश्विष्ट करणारे वाईट मार्गण ज्ञानाच्या संपूर्ण असतो व्याख्या ओळखीप्रणाली दूरे उद्योग शिक्षणाची संध असाय व्याख्यान असाय व्याख्यान असाय अवैध होईल. त्यामुळे कोठीत कमी करणारा व्याख्या अद्वैत ज्ञान नाही असे उपयोग मार्गणाची ही शिक्षण, बंदोबस्त, त्यांनी आपल्यांनी धेरूण्य विचार कौशल्यात व्याख्या धेरूण्य विचार ग्रामीणी असाय अवैध होईल. त्यामुळे कोठीत कमी करणारा बंदोबस्त, त्यांनी आपल्यांनी धेरूण्य विचार ग्रामीणी असाय अवैध होईल.
करणे एवढत उद्देशा न ठेवता शिक्षणातुन्न अनेक कौशल्यविकास विद्यार्थिविच झाले पाहिले. तरी तो वेकर न गहता स्वतंत्र्या उद्देश्यांह, अनेकन करू व कौशल्य विकासातुन्न त्यातू व्यक्तिमत्वाचा विकास होईल हेच खरे.

संदर्भ प्रवर्तन:
1) ऐच्छिक विचारवंत (भारतीय व पारस्वाय) —डॉ. हे. यू पोरोमोडे, डॉ. कला पोरोमोडे
2) भारतीय शिक्षणाचे वहुजनीकरण —डॉ. आनंद वासकर, डॉ. पु वा वासकर.
EDUCATIONAL STATUS OF WOMEN IN HIGHER EDUCATION IN PRESENT SCENARIO

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Abstract
The paper is an attempt to highlight on various perspectives which are provide a brief introductory account of women educational status and problems in acquiring education in higher education in present scenario. The present paper which is focuses on current scenario of women in higher education. The paper is to analyse the status of women with literacy rate, gross enrolment ratio, facilities, and problems in higher education in India. Therefore in this paper an attempt has been made to analyse the educational status of women in higher education. The present paper is based entirely on secondary sources of information, mainly drawn from various research studies, internet. Through this study is to be give suitable suggestions regarding women education.

Introduction
Since we have got independence we are facing challenges to establish great and strong education issues of education. So far Indian Government has been implementing various programme and policies to improvement of education system but women participation is looking below in higher education. The discussion has explored the possibilities of bringing the governmental interventions under the ambit of affirmative action policies regarding raise of women education. It also represents various determinants of participation in higher education among women. Various education policies, plans, schemes and government initiatives have been focused to improve the women education status in higher education providing various scholarship and fellowship. Education has a marked influence on the future of an individual; hence education is often called the key to bright future. An individual who has acquired higher education will also have higher occupational aspirations. It is a process of giving opportunities to people and makes things happen. To meet the requirement of globalised people qualitative basic and secondary education is insufficient. The knowledge and skill is needed to perform developmental activities. The scientific study, creating cultural identity, training of middle and higher level professionals, technical and managerial activities, creation of new knowledge through research, channelizing democratic process etc. works like a branch of higher education. Education to women is as essential as to men. India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. Higher education is about learning to know something new information bear on exist facts around us, learning to be, and learning to live together. Higher education helps in learning, research and service are often at the forefront of knowledge generation and dissemination is thus an important to contributors to force of education development. Higher education has been found to be significantly related to the human development index and more for the disadvantaged groups. Women are among the most socially and educationally disadvantaged groups in India.

Objectives of Study
1. To understand the thoroughly higher education concept.
2. To know the women education status in the Higher education.
3. To highlight on the problems for women while acquiring higher education.
4. To give suitable suggestions regarding higher education.

Methodology
The present paper is theoretically in nature, mostly based on secondary data from various research studies including books, annual reports HRD ministry, Report on Selected Educational Statistics, and also higher education reports, research paper and internet, regarding higher education etc.

**Role of Higher Education in women education**

The higher education is playing key role in development process society and individuals. Education is an art of imparting knowledge to Women education has two aspects which are individual aspect and social aspect. It is education which increases women’s abilities to deal with the problems of her life, her family, her society and nation. Education creates confidence in a woman. An educated woman can easily get it the demerits of early marriage and high birth rate. They have the attitude of gender parity among their children right from health care, nutrition, education and even career. The fruits of education are enjoyed not only by the woman concerned but it passes to her family in later life.

Education is auxiliary to changing the mindset of an individual; education can enhance their confidence, raising the status in the family and society, reducing dependability on other. Since independence there had been a phenomenal growth in the number of women students’ enrolment in higher education. Share of female students is lowest in Institution of National Importance followed by State Private Open Universities, Deemed University-Government. 15 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, West Bengal. Total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute 47.6% of the total enrolment as per the current year report of AISHE-2017-18. In the year of 2017-18 out of this 34,400 students were awarded Ph.D. level degree during 2017 in that males were 20,179 and females were 14,221. Empowering the women through the various schemes operated by the central and state government has empowered SC, ST, OBC and minorities women by increasing their participation level in higher education e.g. Post Metric scholarship, Rajiv Gandhi National Fellowship Scheme, Indira Gandhi Single Girls fellowship etc. The fact remains that a large number of women in rural areas might have missed educational an opportunity at different stages and in order to empower them varieties of skill training programmes should be designed and organised. It is a promoted to skills in form of political leadership, economic self-reliance or even social transformation. Status within women has been raised in the context of equality; also, there are wide gender disparities in terms of access to higher education of women.

**Literacy rate between male and female in context of education from 1970 to 2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>34.44</td>
<td>12.95</td>
<td>24.20</td>
</tr>
<tr>
<td>1981</td>
<td>39.45</td>
<td>18.70</td>
<td>29.45</td>
</tr>
<tr>
<td>1991</td>
<td>46.89</td>
<td>24.82</td>
<td>36.23</td>
</tr>
<tr>
<td>2001</td>
<td>64.10</td>
<td>39.30</td>
<td>52.00</td>
</tr>
<tr>
<td>2011</td>
<td>75.30</td>
<td>53.70</td>
<td>64.80</td>
</tr>
</tbody>
</table>

(Source: Twelfth Five Year Plan, Government of India (2012-2017))

The above table shows that regarding women literacy rate since 1971 to 2011 census. If we glance on the as per census of 1971 female literacy rate was 12.95, next census female literacy rate was 18.70, then 24.70, recently census female literacy rate is 53.70 from this come to know that per literacy rate of female has been raising its good sign of mostly women have been taking education but in comparison to male literacy female literacy rate is below. Women are completed their education at primary and secondary level ahead education which higher education are a lot barrier for women acquiring higher education.
Women participation in higher education in present scenario

<table>
<thead>
<tr>
<th>Level</th>
<th>University Department</th>
<th>College</th>
<th>Total</th>
<th>% of students in college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Women</td>
<td>Total</td>
<td>Women</td>
</tr>
<tr>
<td>Ph.D</td>
<td>170152</td>
<td>70277</td>
<td>24007</td>
<td>9603</td>
</tr>
<tr>
<td>M.Phil</td>
<td>19423</td>
<td>10105</td>
<td>17905</td>
<td>12425</td>
</tr>
<tr>
<td>P.G</td>
<td>699031</td>
<td>328085</td>
<td>2128639</td>
<td>1190425</td>
</tr>
<tr>
<td>UG</td>
<td>1442188</td>
<td>471736</td>
<td>28980844</td>
<td>11719338</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>50631</td>
<td>22273</td>
<td>85469</td>
<td>46805</td>
</tr>
<tr>
<td>Diploma</td>
<td>120901</td>
<td>24664</td>
<td>446197</td>
<td>145307</td>
</tr>
<tr>
<td>Certificate</td>
<td>14298</td>
<td>5663</td>
<td>48256</td>
<td>26018</td>
</tr>
<tr>
<td>Integrated course</td>
<td>101471</td>
<td>40091</td>
<td>77746</td>
<td>33675</td>
</tr>
<tr>
<td>Total</td>
<td>2618095</td>
<td>972894</td>
<td>26809063</td>
<td>13183596</td>
</tr>
</tbody>
</table>

(Source- UGC Annual Report 2016-17 pp 114)

Through the above table come to know that women participation presently in higher education at different courses has been raising due to changes in educational system of nation a number well known institutions have run various courses especially for women in India. The table showing participation of women in different courses run by higher education system in all courses women participation is rare than total enrolment of students. Higher education definitely raises women status if provided adequate facilities through various education institutions in form fellowships, scholarship it promoted their education in society still there are a number problems for women it has been facing acquiring education for women at the graduated level women participation is good but at the level of post-graduate,M.Phil and Ph.D look less.

Problems for women in Higher Education

1. Parental preferences towards higher education for their daughter are reluctance.
2. Inadequate in teaching learning environment.
3. Gender discrimination is doing between boys and girls in society.
4. Inadequate college’s facilities especially for rural girls and tribal girls.
5. Adequate facilities of girl’s hostels.
6. Working as domestic servants etc.
7. Shortage of women universities and colleges.

Suggestions

1. Parental preferences towards higher education should be increased by counselling formed specific awareness programme.
2. Universities, Colleges and institution should be provided facilities such as ladies rooms, toilets, it certainly promoted to girl at higher education.
3. Reservation seat should be increased for girls in different disciplines it will be certainly motivate the parent to send their daughters for higher education.

4. Universities, Colleges and different institution should be start to giving scholarships and fellowships to the outstanding girls in various courses. It will be also motivate girls from different communities to come ahead for higher education and these scholarships should be given in these areas where is need of girls for developments such tribal and rural areas girls.

5. Government should be establishing facilities for girl’s colleges and hostels in rural and tribal areas.

6. Government should be available bank loan facilities for girl in higher education.

7. Transport facilities should be provided to girls for remote areas like tribal and rural.

8. Government should be made special committees and commissions on women and set up from time to time.

9. Policy changes and setting up of institutional structures for implementing programmes and schemes for women.

**Conclusion**

It is concluded thaton the basis of above detailed there is not any doubt raising educational status through higher education. Universities and colleges has been playing active role in society for raising education status of women to empower women in context of self-dependent. Higher education is definitely help to empower to women through the providing qualitative and standard education for self dependency to women. Literacy is not enough to empower of women but women should be acquire higher education through that made leaderships, decision making power, raising their status in society, to know their rights, to raise self esteem etc. its women overcome on their problems. Education can help to reduce gender discrimination in society. Education is facilitates the presence of women in the institutes of higher education.

**References**


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A STUDY OF RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE, JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION OF SECONDARY SCHOOL TEACHERS

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Introduction:
Education is a dynamic resource of change for a better of education tomorrow. In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system. Money, materials, time, space, facilities and curricula all these are important too. Ultimately the ability of the teacher to perform is crucial. Teacher is the most vital single factor of influence in the system of education. Henry Adams states that “A teacher eternity, he can never tell where his influence stops. The teacher plays an important role in shaping and molding the habits, tastes, manners and above all the character of the students.

Objectives Of The Study:
Following are the objectives of the present study.

1. To compare the relationship between Male and female teachers working Secondary schools with respect to Organizational Culture, job satisfaction, and attitude towards teaching profession.
2. To compare the relationship between Rural and Urban teachers working Secondary schools with respect to Organizational Culture, job satisfaction, and attitude towards teaching profession.
3. To compare the relationship between Arts and Science teachers working Secondary schools with respect to Organizational Culture, job satisfaction, and attitude towards teaching profession.
4. To compare the relationship between TGT and PGT Qualified teachers working Secondary schools with respect to Organizational Culture, job satisfaction, and attitude towards teaching profession.

Hypotheses Of The Study:
following Null hypotheses were formulated.

1. There is no significant difference between Male and female teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.
2. There is no significant difference between Rural and Urban teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.
3. There is no significant difference between Arts and Science teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.
4. There is no significant difference between TGT and PGT Qualified teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.

Design Of The Study:
The Investigator finds that the Descriptive survey method was suitable to study the relationship between Organizational Culture, Job satisfaction and Attitude towards teaching profession of Secondary school teachers working in Bellary District.

- Population of the Study: The Secondary school teachers of Bellary District. Sampling Technique: stratified random sampling technique was used for selection of samples from Bellary districts.
Sample Size: 300 Secondary school teachers working in Bellary District

Tool used: Following are the tools used for collection of data

- Teachers Profile developed by investigator.
- Organizational Culture Scale by Dr. Uday Parik (2002)
- Attitude Towards Teaching Profession Scale Developed and Standardized by Dr. Umme Kulsum.
- Teacher Job satisfaction Questionnaire by Pramod Kumar and Mutha D.N. (1976)

Statistical Techniques used: to find out the significant difference between various Moderate variables the Descriptive and Differential Analysis were used.

Analysis And Interpretation Of Data:

Hypothesis 1: There is no significant difference between Male and female teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.

Table 1: Independent t test between male and female teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teachers</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>P-value</th>
<th>Signi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>Male</td>
<td>103.33</td>
<td>24.38</td>
<td>-2.7225</td>
<td>0.0069</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>110.43</td>
<td>20.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Male</td>
<td>292.22</td>
<td>27.81</td>
<td>-1.5645</td>
<td>0.1188</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>297.25</td>
<td>27.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude towards teaching profession</td>
<td>Male</td>
<td>181.32</td>
<td>25.33</td>
<td>-2.3418</td>
<td>0.0198</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>187.41</td>
<td>19.28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the above table clearly indicated that,

- The Male and female teachers working in Secondary Schools of Bellary District differs statistically significant with Organizational Culture (t=-2.7225, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The female teachers have significant higher Organizational Culture as compared to male teachers working in Secondary Schools of Bellary District.

- The Male and female teachers working in Secondary Schools of Bellary District do not differs statistically significant with Job Satisfaction (t=-1.5645, p>0.05) at significance level of 5 percent. Hence, the H₀ is not rejected and H₁ is rejected . The male and female teachers working in Secondary Schools of Bellary District have similar Job Satisfaction.

- The Male and female teachers working in Secondary Schools of Bellary District differs statistically significant with attitude towards teaching profession (t=-2.3418, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The female teachers have significant higher attitude towards teaching profession as compared to male teachers working in Secondary Schools of Bellary District.

Hypothesis2: There is no significant difference between Teachers working urban and rural Secondary schools of Bellary District with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores

Table 2: Independent t test between teachers working in up-graded urban and rural Secondary schools of Bellary District with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores
<table>
<thead>
<tr>
<th>Variable</th>
<th>Location</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>P-value</th>
<th>Signi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>Urban</td>
<td>115.89</td>
<td>21.58</td>
<td>5.8869</td>
<td>0.0001</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>100.88</td>
<td>21.68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Urban</td>
<td>306.80</td>
<td>28.22</td>
<td>6.5186</td>
<td>0.0001</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>286.69</td>
<td>24.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude towards teaching profession</td>
<td>Urban</td>
<td>191.34</td>
<td>14.20</td>
<td>4.4890</td>
<td>0.0001</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>179.71</td>
<td>25.89</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the above table clearly indicated that,

- The Teachers working in urban and rural Secondary schools of Bellary District differs statistically significant with Organizational Culture (t=5.8869, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The teachers of urban Secondary schools have significant higher Organizational Culture as compared to teachers working in rural Secondary schools of Bellary District.

- The Teachers working in urban and rural Secondary schools of Bellary District differs statistically significant with Job Satisfaction (t=6.5186, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The teachers of urban Secondary schools have significant higher Job Satisfaction as compared to rural Secondary schools of Bellary District.

- The Teachers working in urban and rural Secondary schools of Bellary District differs statistically significant with attitude towards teaching profession (t=4.4890, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The teachers of urban Secondary schools have significant higher attitude towards teaching profession as compared to rural Secondary school teachers.

**Hypothesis 3: There is no significant difference between Arts and Science teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.**

**Table 3: Independent t test between arts and science faculty teachers working in Secondary Schools of Bellary District with their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Faculty</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>P-value</th>
<th>Signi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>Arts</td>
<td>108.68</td>
<td>23.25</td>
<td>1.2756</td>
<td>0.2031</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>105.31</td>
<td>22.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Arts</td>
<td>296.74</td>
<td>29.00</td>
<td>1.1604</td>
<td>0.2468</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>292.99</td>
<td>26.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude towards teaching profession</td>
<td>Arts</td>
<td>185.81</td>
<td>22.32</td>
<td>1.0368</td>
<td>0.3007</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>180.09</td>
<td>22.98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the above table clearly indicated that,

- The Arts and science faculty teachers working in Secondary Schools of Bellary District do not differs statistically significant with Organizational Culture (t=1.2756, p>0.05) at significance level of 5 percent. Hence, the H₀ is not rejected and H₁ is rejected. The Arts and science faculty teachers working in Secondary Schools of Bellary District have similar Organizational Culture.

- The Arts and science faculty teachers working in Secondary Schools of Bellary District do not differs statistically significant with job satisfaction (t=1.1604, p>0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The Arts and science faculty teachers working in Secondary Schools of Bellary District have similar job satisfaction.
• The Arts and science faculty teachers working in Secondary Schools of Bellary District differs statistically significant with attitude towards teaching profession (t=1.0368, p>0.05) at significance level of 5 percent. Hence, the H0 is rejected and H1 is not rejected. The teachers of Arts Faculty working in Secondary schools have significant higher attitude towards teaching profession as compared to Science Teachers.

Hypothesis 4: There is no significant difference between TGT and PGT Qualified teachers working in Secondary schools with respect to their Organizational Culture, job satisfaction, and attitude towards teaching profession scores.

**Table 4:** Independent t test between TGT and PGT teachers working in Secondary schools with Organizational Culture, job satisfaction, and attitude towards teaching profession scores.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teachers</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>P-value</th>
<th>Signi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational culture</td>
<td>TGT</td>
<td>91.14</td>
<td>15.99</td>
<td>-11.4432</td>
<td>0.0001</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>PGT</td>
<td>116.95</td>
<td>20.78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>TGT</td>
<td>277.28</td>
<td>16.72</td>
<td>-9.9815</td>
<td>0.0001</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>PGT</td>
<td>305.90</td>
<td>27.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude towards teaching profession</td>
<td>TGT</td>
<td>173.55</td>
<td>21.30</td>
<td>-7.1358</td>
<td>0.0001</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>PGT</td>
<td>191.28</td>
<td>20.79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the above table clearly indicated that,

• The TGT and PGT teachers working in Secondary Schools of Bellary District differs statistically significant with Organizational Culture (t=-11.4432, p<0.05) at significance level of 5 percent. Hence, the H0 is rejected and H1 is accepted. The PGT Qualified teachers have significant higher job satisfaction as compared to TGT teachers working in Secondary Schools of Bellary District.

• The TGT and PGT teachers working in Secondary Schools of Bellary District differs statistically significant with Job Satisfaction (t=-9.9815, p<0.05) at significance level of 5 percent. Hence, the H0 is rejected and H1 is not rejected. The PGT Qualified teachers have significant higher Job Satisfaction as compared to TGT teachers working in Secondary Schools of Bellary District.

• The TGT and PGT qualified teachers working in Secondary Schools of Bellary District differs statistically significant with attitude towards teaching profession (t=-7.1358, p<0.05) at significance level of 5 percent. Hence, the H0 is rejected and H1 is not rejected. The PGT teachers have significant higher attitude towards teaching profession as compared to TGT teachers working in Secondary Schools of Bellary District.

**Discussion And Conclusion:**

The present study is supported by some of the important similar studies conducted by Halasangi Somashekar Babu (2014), Kulkarni U.K (2011), S.Sabu(2010), Sanadi Netravati (2009), Abbey M.Mathekga(2008), Jane Courtney(2007), have found that, different programmes of pre and In-service training are relevant to the teachers’ own subject area.

• In table no 1, Results revels that the significant difference was found between Male and Female Teachers with respect to Organizational culture, and Attitude towards teaching Profession, and further it is clear that Female teacher’s scores are higher than the Male Teachers.

• In table no 2, Results revels that the significant difference was found between Urban and Rural Teachers with respect to Organizational Culture, Job satisfaction, and Attitude towards teaching Profession. And further it is clear that all urban teachers’ scores are higher than the Rural Teachers. Hence there is need of special training for teachers working in Rural Schools to develop good organizational culture, satisfaction of Job and positive attitude towards teaching Profession.
• In table no 3, Results reveals that the significant difference was found between Arts and Science Teachers with respect to Attitude towards teaching Profession. And further it is clear that Arts Secondary teachers are having high scores than the Science Teachers. Hence there is urgent need to give proper in-service training module to the science teachers.
• In table no 4, Results reveals that the significant difference was found between TGT and PGT qualified Teachers with respect to Organizational Culture, Job satisfaction and Attitude towards teaching Profession. And further it is clear that all PGT qualified teachers who are working in secondary schools are having higher scores than the TGT Teachers. Hence initiation should be taken to provide to get more qualification, so that teacher can get thorough knowledge in their pedagogy.
• There is urgent need of professional and need based Training for all teachers to update their Knowledge, Skills and Positive Attitude towards Teaching Profession.

Educational Implications:
It has been observed on the basis of the study, the teachers work must be recognized without any favoritism and partiality. Teaching profession must be above any discrimination. Hence special functions may be arranged in appreciation of the teachers work. A wage policy for teachers may be worked out at the national level by creating a professional cadre similar to that of medical and engineering. There is a need to change the present training programmes and it should become ‘a catalyst for change in school practice’. Gender, Area, Faculty and Higher Education, are the moderate variables which inversely affects the organizational culture, favorable attitude towards teaching, interest in teaching, and Job satisfaction.

References:
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उद्य रिश्वातील वैश्लय विकसातील आवाधने व संस्कृती

श्री. सोबान एस. आर.

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सारांश:

21 व्या शतकाच्या उत्तरार्द्धात समाजाची अर्थव्यवस्था आणि तंत्रज्ञानाच्या बदल होणार्या बऱ्यात बाधा झाली आहे. रूढांक वेतनाचा विकास होता, अस्तानांच्या समाजाची सांस्कृतिक परिस्थिती नवीत पातळी-पातळी व ते अंतरराष्ट्रीय पातळीपण्याच्या सर्व विषयाचा सर्व वेश्यांना कौशल्यांच्या निकट भारत असलेला आहे. पारंपरिक शिक्षण पद्धती बदलून अर्थव्यवस्थाक्षेत्रात बाधा आली आहे. असलेल्या प्रपणांच्या आवर्तनात वाशील अवश्यकीय, वाशीली आव्हाने व निर्देश आसंग, लहलहक उद्यमसातील शिक्षण यामध्ये कौशल्य फार्म चे अन्य फार्म लाभाचे आहे.

आजीवी समाजात शिक्षण आणि प्रौढतून नक्षत्रांनी रेळून किंवा आवश्यक असतील नक्षत्रांनी कौशल्याच्या अभ्यासात आहे. अवश्य ही नक्षत्रांनी प्रपणांत नक्षत्रांच्या वाशील अवश्यकीय, वाशीली आव्हाने व निर्देश आसंग, लहलहक उद्यमसातील शिक्षण यामध्ये कौशल्य फार्म चे अन्य फार्म लाभाचे आहे.

सांस्कृतिक परिस्थिती:

21 व्या दशकाच्या सुरुवातीपासून राजस्थानी, रूढांक, नाना प्रपणांत संस्कृतिक विषयाच्या आवश्यक सामर्थ्यांमध्ये आहे. ही या अभ्यासात अध्याय 21 व्या शतकाच्या समाजातील आणि शिक्षणाच्या अवश्यक रूढांक, व्यवसायिक नेत्रांत, रूढांक आणि संस्कृत एजन्सीही कार्यस्थलांमध्ये कस्ताच्या होणार्याच्या आवश्यक आवेदक आहे. वेवारण व वित्तपणाची डिजाइनर्स समाजातील व्यापार रूढांकविविध वातावरणासाठी शिक्षणाची व्यवस्था केली जावा लागायती रूढांकवचवाट लागणारी कौशल्याच्या उद्यमसातील वाशीली अवश्यकीय कौशल्य पालवा आहे. कौशल्य याच्या वाशीली अवश्यकीय, वाशीली आव्हाने व निर्देश आसंग, लहलहक उद्यमसातील शिक्षण यामध्ये कौशल्य फार्म चे अन्य फार्म लाभाचे आहे.

पारंपरिक रूढांक वाशीली कौशल्याच्या वाशीली आहे. व्यावसायिक प्राध्यापनांनी शिक्षण यामध्ये कौशल्य फार्म चे अन्य फार्म लाभाचे आहे.

शिक्षण गति:

21 व्या शतकाच्या प्रारंभीपर्यंत जगभरातील शिक्षण प्राथमिक विधानाच्या नियमांमध्ये आणि ज्ञान योजना कार्यक्रमानंतर तस्मात संस्कृतिक विकास कार्यक्रमांच्या सहायतेने रूढांकविविध कौशल्यांकन फार्म चे अन्य फार्म लाभाचे आहे. रूढांक व रूढांकविविध अवस्थानांतर रूढांकविविध कौशल्यांकन फार्म चे अन्य फार्म लाभाचे आहे. कौशल्य याच्या संस्कृतिक ज्ञान कार्यक्रमांच्या आदर्शातो आहे. नवीनता प्राप्त करत रूढांकविविध कौशल्यांमध्ये झळकत लागणारी कौशल्य विकास कार्यक्रमांच्या सहायतेने रूढांकविविध कौशल्यांकन फार्म चे अन्य फार्म लाभाचे आहे.

भारतीया उद्य रिश्वातील सार्थकता –

21 व्या शतकाच्या कौशल्याच्या सुरुवाती प्रथा आणि या कौशल्यांच्या भारीत संवर्धन अंतरराष्ट्रीय समाजात सामान्य ध्वस्त वाशीली आहे. प्राथमिक शिक्षण, रूढांकविविध सामाजिक आभासांनी इतरांतरीय समाजात सामान्य ध्वस्त वाशीली आहे. विद्याधिकार आणि कौशल्य प्राप्त करत रूढांकविविध कौशल्यांमध्ये झळकत लागणारी कौशल्य विकास कार्यक्रमांच्या सहायतेने रूढांकविविध कौशल्यांकन फार्म चे अन्य फार्म लाभाचे आहे.
कौशल्य तयार केली जातात. ज्ञान, कल्पना, निर्देश, शिक्षक आणि व्यापक विषयक शिक्षकांशी संबंध जोडणे, उत्पादन करणे, समस्या आणि उत्तराधिकार
शिक्षण सुलभ करणे इत्यादी. अमेरिक मेन्जर्मेंट अभ्यासीपणाने (AMA) केलेल्या एक सर्वेक्षणात त्याच्या कर्मचारी-पात्रांत आवरणाचे तीन प्रमुख कौशल्य आहेत विविध विचार, संवाद, सहकार्य इत्यादी.

भारतीय लेखपंथ आणि वेबसाइट

उत्तर कार्यकारिणी कौशल्य अवघडत्या चालना देखील कौशल्य निरनिर्देश करण्यासाठी जीवनातील शिक्षणाची महत्त्ववान फलंदाजू लागू केले. युगांशी कौशल्य, विचार कौशल्य, वैचारिक गुणहरू, संवाद संस्करण, सुजननिर्जनता, नवोपक्षक इत्यादी.

शिक्षण आणि देशाचा विकास

कौशल्य विकासाच्या देशाचा विकास होतो व शिक्षण देशील बदल होतो. सुजननिर्जनता नवजन्ता संथ्रण माहिती करिए आणि शिक्षण आणि संविधानाच्या विकासाच्या विकासाची होणार शिक्षणांतरी एक दर्जेदार वर्तमान.

२२ व शतक विज्ञान व तंत्रज्ञ युग महापूर्व आयोजने जाते. आजच्या आभासिक बाणाच्या विक्रिय वेगाने चालू तर्कपत्र मदत करण्यासाठी आहे. प्रत्येक कौशल्य विद्यालयाने कसी मदत करते यांनेही अवधारणा आहे, परंतु त्या प्रत्येकमध्ये एक गुणवत्ता साधारण असेही. २२ व शतकातील मानव, मूल्यांकन, अभ्यास, वैचारिक विकास आणि शिक्षण वातावरण एक समर्पण दर्शनाची तयार करणे आवश्यक आहे. २२ व शतकातील विद्यालयाचा कार्य आणि जीवनात यशस्वी होणयासाठी कौशल्य, ज्ञान, कौशल्याचे उपयोग करणारे विद्यार्थी परिणाम महापूर्व आयोजने आहेत.

गरज —

कौशल्याची गरज खालीलप्रमाणे सांगता येतील.

- गम्पीर विचार
- सहयोग
- माहिती साधनता
- तंत्रज्ञता साधनता
- नेतृत्व
- उपदेशकता
- चालन्य प्रमाणित गोरखर उपलब्ध होतो.
- देशाचा आवारण तर उपयोगो.
- विद्यालयाच्या आवेदक नेको, वास्तवमणी.
- विद्यार्थी विद्यार्थी, विद्यार्थी विद्यार्थी पारंगतता येईल.

हे कौशल्य विद्यार्थ्यांचा आज्ञात आभासिक बाणाच्या विद्याची बेगाने चालू कौशल्यासह ही कौशल्य विद्यार्थ्यांना कसी मदत करते यांनेही अवधारणा आहे, परंतु त्या प्रत्येकमध्ये एक गुणवत्ता साधारण असेही. २२ व शतकातील विद्यालयाचा कार्य आणि जीवनात यशस्वी होणयासाठी कौशल्य, ज्ञान, कौशल्याचे उपयोग करणारे विद्यार्थी परिणाम महापूर्व आयोजने आहेत.

उच्च शिक्षणातील कौशल्य विकासातील आहारणे —

१. प्रशिक्षित शिक्षाकाळ बागावा
२. विद्यार्थ्यांची आधूनिक आवश्यकता
३. कौशल्य विशेषता विविधता: नहीं
४. सामाजिक उपक्रम
५. आविष्कार उपलब्ध
६. निष्क्रिय शैक्षणिक धोरण
७. ध्येय ध्येयातील राजकारण

उच्च शिक्षणातील सामाजिक व ग्रे.我真的 मिला विकास करण्याची ध्येय प्रकार करणे असली तरी संबंधित आवाहनांच्या दाबठें दर्शक नसलेल्या चालना येईल नाही तर यांची सर्व समतोलता कसा दूर होईल व सर्वांची समानता कसा येईल त्यांनी पाहणारा दृष्टिकोण निर्णायण करू आवाहनांच्या संधी निर्णायण होतील हे सर्वसामाजिक लोकप्रसिद्ध व्यवसायिक लोकप्रत्यय दोषनाही येईल आहेत.

कौशल्याची पारंपरिक सामाजिक खालील संधी उपलब्ध होऊ शकतात.

- संधी —

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Hotel hospitality -

The hospitality industry is a vast industry that requires various skills and qualifications. In order to succeed in this field, one must have strong communication, organizational, and problem-solving skills. Additionally, understanding the cultural and social norms of different countries is also important. 

References:
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प्रतापना:
कोई भी भार फा विश्व के माध्यम से ही आत्मवान की जाती है। इस कारण विश्व का अनन्यचारण महत्व है। जन्म से ही कुछ बच्चों माता-पिता से जंगल में खो गए थे। जननार्कों ने उनका लालचपान किया। वे बच्चे कोई मानवी भार फा नहीं बोलते थे। उनाओं मानवी भार फा नहीं सुनी थी। इस कारण वे किसी मानवी भार फा को आत्मसत्ता नहीं कर सके।
जिन बच्चों में विश्व आदु फा वे बच्चे भी उत्पर आदु को शिक्षा होने पर भी भार फा को नहीं सीख पाते। अब ऐसे बच्चों के लिए हल्का-लंबा के साथ साथ होटों और मुख के होनेवाले हलचल, शास्त्रीयों से कुछ शाद उज्ज्वालने के लिए सीखने का कौशल विकसित किया गया है। इससे अभाव में वहारे व्यक्ति गुम्बू होते हैं।
बच्चा पहले शादी की ध्यान से सुनना है। वहै भी उसका अर्थ भी समझने लगता है। भार फा अथ्यक्ष का प्रथम चरण विश्व ही होता है। इसी कारण गुरु का महत्व है और गुरु के अभाव में जेन आदि पर भार फा सुनी जाती है और फिर सीखो जाती है।

लेखन के उद्देश्य —
1. भार फा के प्रमुख कौशल
2. हिंदी भार फा विश्व के प्रतिकृति के अंगों की संचयन जानकारी लें।
3. हिंदी भार फा विश्व के चिकित्सक अंगों की संचयन जानकारी लें।
4. हिंदी भार फा विश्व के वैचिक अंगों की चर्चा करना।
5. भार फा के प्रमुख कौशल
6. हिंदी भार फा के प्रमुख चर कौशल माने जाते हैं : विश्व — सुनना — उसका अर्थप्राप्त करना।
7. भार फा — चित्रण — अपने भाषों या विषयों को अभिव्यक्त करना।
8. लेखन — लेखना — अपने भाषा या विषय को हिंदीय के माध्यम से व्यक्त करना।
9. अनुवाद — फुस विभाग अनुवाद को भी भार फा का पांचवां कौशल मानते हैं।

प्रथम चर कौशलों पर प्रभाव पता पाने भार फा सीखना, भार फा का अथ्यक्ष और वे चर कौशल दूसरे को सिक्का माने भार फा का अथ्यक्ष करना।

विश्व प्रतिकृति और इसके अंग:
1. विश्व की शारीरिक प्रतिकृति:
वाह के बाह्य लिपियों निर्माण होती है, हमारे बाह्य कर्म में उन्हें प्राप्त किया जाता है। बाह्य कर्म उन धार्मिक कणों का अंदर भेजता है। अंदर चारी हवाओं के साक्षी होते हैं। उन पर धार्मिक कणों का आपात होता है। वे ये धार्मिक भेजे तक पहुंचते हैं। वहाँ उनका आकलन किया जाता है—उन्हें डीकोड कर उनका अर्थप्राप्त किया जाता है। अर्थप्राप्त कणों को शक्ति भेजे की होती है, परंतु व्यवहार में कान से व्यक्ति सुनता है यहाँ बोला जाता है। इसी कारण 'भेरे संती' का कान नहीं है।’ इस तरह का प्रयोग सुननें में आता है।
2. ध्यान से सुनना:
नई भार फा सीखने समय हमें उन धार्मिकों को, शाब्दों को, वाक्यों को बढ़ी ध्यान से सुनना पड़ता है। ऐसा न करने पर हम उत्पर भी ठीक नहीं कर पाएगे और इस कारण सेम्ब्र ठीक नहीं होगा।
'पहलू' शाब्द ध्यान से न सुनने पर वर्ण इक्ष्य कर हो एं और 'पहलू' इस तरह का उत्परान किया गया।
गलत उच्चरण से अर्थ स्थान न होने के संबंध में एक फिरस्त सुनने में आया है। कोई विदेशी व्यक्ति 'डॉ भबक मकर कहाँ रहते हैं? पूछा राहा था। हर कोई कहता, 'हां, मैं, कोई भबक मकर मालम नहीं।' पूछनेवाले ने कहा, 'क्या आपने यह जाना कि इस गली में कोई भी व्यक्ति मेरा पर अवचय दिखाएगा?' एक ने कुशल रूप से उसके हाथ का पता देखा, उस पर फिस्ता था, 'डॉ भबकमकर' फिर उस्ने कहा 'देखिए, यह रहा उनका पर। आप शाद दे जीव उच्चरण करने तो सुननेवाले के ध्यान में बात आ जाती।

विदेशी व्यक्ति जब हिंदी बोलने लगते हैं तो हमें बहुत ही ध्यान से सुनने पर उनकी बात पलटे पड़ती है।

3. संदर्भ पर ध्यान देना:
सुनने समय संदर्भ के ध्यान रखना अत्यावश्यक होता है। बात कहने पर वह पानी की धारा है या संविधान की धारा है यह संदर्भ मालम होने पर ही ध्यान में आ सकता। 'सौरभ आ रहा है।' सौरभ याने सुगंध आ रही है या 'सौरभ' नाम का लड़का आ रहा है, यह संदर्भ के बिना स्पष्ट नहीं होगा। 'गण' सुनने पर यह समुदाय के लिए है या छंदशाखा का यह शब्द है यह जानने पर ही उसका अर्थ स्पष्ट होगा।

अत: केवल सुनने वे--ध्यान से सुनने से भी बात नहीं बनेगी। किस संदर्भ में बात चल रही है यह भी बड़े ध्यान से देखना चाहिए।

4. ध्यनियों का विश्लेषण और कल्पना:
हम कोई बात सुनते हैं या गणा सुनते हैं इसका बलतबल है हम कुछ ध्यनियों सुनते हैं। इन ध्यनियों के शब्द और इन शब्दों के बावजूद बनते हैं। ये ध्यनियों जब मरण के तर हुँदिते हैं तब मरण के तर हम उनका विश्लेषण करते और कल्पना करते हैं। यह बात इसी लघुभाव के स्वयं से होती है कि इसका हमें ध्यान नहीं होता।

पुनर्जनन में कुछ प्रथा की छपाई इस प्रकार होती है कि पूरी पक्ति पर एक ही शिरोधारा होती है। उसे पहले समय बड़ी दिक्कत होती थी। अर्थशास्त्र को प्रभाव भी भी जोड़कर है। अर्थशास्त्र करने के लिए ध्यनियों का विश्लेषण और कल्पना अत्यावश्यक बात बताते है। विश्लेषण और कल्पना पर अर्थशास्त्र हो जाता है।

5. अर्थशास्त्र कल्पना:
शास्त्री के ध्यान से सुनने पर, उसके संदर्भ का ध्यान रखने पर, सुनती हुई ध्यनियों का विश्लेषण करने पर अर्थशास्त्र किया जाता है। गीता के अवधारणा के नामों में प्रथा 'योग' का, 'गणित' का, 'ध्यान' का, 'कर्म' के 'कल' के अर्थशास्त्र होता है।

भा ॥ याने कोड़कल्पना (संक्षेपीकरण) ही होता है। किसी फूल को 'कमर' कहता, किसी को 'टुरु' है, किसी को 'जूही' यह कोड़कल्पना है। जिसमें हम 'कमर' कहते हैं, उसे अन्य भा ॥ में कोई दुःख भी राज न सकता है। इस कोड का अर्थ है, यह 'राज' किस वजन, किस विचार, किस भाव के लिए प्रयुक्त है--हो रहा है यह देखना याने कोड़कल्पना करना है याने अर्थशास्त्र करना है।

6. भा गारीली पर ध्यान देना:
भा गारीली से भी अर्थशास्त्र में भिन्नता आ जाती है। साधारणतया गारीली राज जुड़कर वह साहित्य की विधाय है, कविता का विधाय है यह भ्रम आता होता है नोंड होता है। परंतु गारीली का अर्थ है कई प्रकार, कई विधाय होता है। किसी संलिप्त नाम के लड़के को चुकारा होता है तो मां का 'रमेश' कहना, पिताजी का 'रमेश' कहना या डॉटेंवाले शिशु का 'रमेश' कहना भिन्न भिन्न गारीली में होता है। मां के खान में, गारीली में पाया है, वास्तविक है, तो पिताजी के खान में अधिकार भाव झलकता है और डॉटेंवाले शिशु के खान में, गारीली में है और आदेश का भाव है।

श्रेणी के यतिक अंग

1. अवचार:
ध्यान-मन की विकिरण का एक्शन करना अवचार या ध्यान है। मनोयोग,
चित्र का लघु, चित्र की अजीब की निरोध कर असे केरिंग करने याने अवचार है।
नेत्रेवर्मी जन-नेत्रवर्मी ज्ञानवायी से बांध बांध अनुशोषण करते है कि आप अवेश्य देकर सुनिए, आपको आनंद और गाति का अनुभव निश्चित स्वभाव होगा।

यदि मन की सारी शिक्षा को एकाएक कर तो एकाएक से त्रंगण किया जाए तो स्थायी रूप से स्वाभाविक सोच लेता है जैसे योग्यता बात को प्रस्ताव कर लेता है।

२. पुढ़ उत्तरारण :

श्रण तीन बने के लिए शिक्षक का अपना उत्तरारण पुढ़ होना चाहिए। राष्ट्रीय गणना सुनने समय अनेक बार ऐसा होता है कि गणक के तत्व के बोल द्यान में नहीं आते। यहाँ सूचना का महत्त्व होने के कारण वे वोलों के उत्तरारण पर द्यान नहीं देते।

हिंदी का ग्रंथियों का उत्तरारण उसकी अपनी विशेषता के अनुसार होने चाहिए। अपनी मातृभाषा एक के उत्तरारण की तरह उत्तरारण करने पर वह उद्योग अपनी लम्बी लगता है। इसके लिए उत्तरारण पुढ़ और स्थल हो।

३. रूप:

बोलने के, या समीक्षा के दिशे 1 और संवर धार के उत्तरारण को भर करते हैं। स्वर तात्त्व का निर्वाच भी यह होता है जाता है।

हर भा 1 का ही नहीं, हर दो का, हर त्रिता का बोलने का अपना लम्बा होता है। हिंदी भा 1 एक ही होने पर भी इलाकी का व्यक्ति, वाणी का व्यक्ति, दिलचस्पी का व्यक्ति उसे अधिक धार से बोलते हैं। यह संसार में भिन्न स्थान है।

हृदयों या आकर्षणार्धी जो मसामार सुनाए जाते हैं उसमें प्रभावित होते हैं। अतः उनके बाहजे का द्यान से उत्तरारण करें।

४. बलायत:

बोलने समय वाक्य के सारे नियम का उत्तरारण एक ही बच से नहीं किया जाता। आदेश देने समय किया गया पर बिशे 1 बच दिया जाता है, अनुसूच राजने अथवा अनुभव का बच दिया जाता है। 'यह काम करो' या 'यह काम अवश्य करो' वाक्यों में 'करो' या 'अभी' पर विशे 1 बच दिये जाने पर आदेश और तनाव आदेशार्पित करने का भाव व्यक्त होता है।

विद्युत के उत्तरारण में भी विद्युत के सारे अवश्य पर समान बच का प्रयोग नहीं होता। 'कबी' 'विद्युत के उत्तरारण में 'करो' पर जोर दिया जाता है।

इस तरह बिशे 1 जोर देने को बलायत कहते हैं। यह बिशे 1 जोर वर्ण पर, विद्युत पर या वाक्य पर भी दिया जा सकता है। यह जोर, यह 'कित मूलतः दो बातों पर आर्यत होती है।

१. उत्तरारण करते समय फेफड़ों से हवा किंते और जो फेफड़े कित से आ रहे हैं।

२. उसके उत्तरारण के समय उत्तरारण अवबधों में कितना तनाव है। इसका अर्थ यही हुआ कि विद्युत के किसी अवश्य पर बलायत है। उसके भी दो प्रकार किते जा सकते हैं। विद्युत बलायत या 'स्वर–बलायत' और अवश्य बलायत।

अवश्य बलायत में दो अथवा अवश्य के विद्युत में एक अवश्य पर बल दिया जाता है। 'कमठ' में 'म' पर बलायत किया जाता है।

इससे 'ल' का पूर्ण उत्तरारण नहीं हो पाता है और तव लूस' के समय सुनाई देता है।

५. गायत:

वाक्य बोलने की अपनी एक गायत होती है। वैसे ही हर विद्युत के उत्तरारण में हर अवश्य के उत्तरारण में कम या अवश्य समय दिया जाता है।

उत्तरारण में कम या अवश्य समय को मात्रा कहा जाता है। प्रमाण में 'ति' की —हस्त मात्रा है तो 'तीव्र' में 'ति' की तीव्र मात्रा है।

दोनों के—ति और 'ति' के उत्तरारण में लगभग अरंग समय में है। पहले में कम समय लगता है तो दूसरे में अधिक समय लगता है।

इससे विद्युत की गायत पर, रूप पर प्रभाव पड़ता है।

वाक्य में एक गायत में विद्युत बोल जाए तो उत्तर उचित होगा ही इसका भरोसा नहीं है। गायत खण्डित करने पर अवश्य की स्थल उत्तर हो जाता है। उदा. नदी, कमठल आदि।

६. विवरणविवरण की जानकारी:
छोटे में में गति का कहां भंग करता है, कितनी देर के लिए करता है इसकी जानकारी देने के लिए विभागों का प्रयोग किया जाता है।

अध्ययन (1) जाते गति अत्य न कार के लिए रोकी जाती है वहाँ अत्याधिक, दिया जाता है। उदा. कल की सभा में रोशन, महेश, इसका, जीत भाग लेनेवाले हैं। रोशन, महेश आदि द्वों के बाद गति में धौड़ा सा भंग किया जाता है जिसे अलग अलग घटनाएँ की पहचान ठीक हो गए हो जाए।

अध्ययन (2) जाते इससे अधिक कार के लिए स्कन्द है वहाँ अत्याधिक; का प्रयोग किया जाता है। उदा. पत्रिका दे जीवन सार्थक वर्तमान है; यह सभी जानते हैं। समाप्ति उपचार में अथवा समाप्ति महत्वपूर्ण सहायक उपचारों में इसका प्रयोग किया जाता है।

पूर्णिमा (1) अत्याधिक और अत्याधिक से अधिक कार के लिए गति का भंग किया जाता है। वज्र की पूर्णिमा इससे प्रभाव की जाती है। इसके कारण एक वज्र दूसरे से अलग दर्शाया जाता है। महादी आदि अन्य भा पाओं में पूर्णिमा () बिंदू से दिया जाता है। उसके देखनेदेखी कुछ समाचारपत्रों एवं मासिक पत्रिकाओं ने उसका प्रयोग पूरा किया है। पत्रां अभी तक उसे मानक शॉर्ट एक नहीं किया गया है। मानक पूर्णिमा दर (१) ही है। उदा. मोहन मुंबई गया। सोहन ने किताब पढ़ी। आदि

लाखव विश्व (० वा...) किसी बड़ी लब के प्रथमदा नियंत्रक उनके सामान बिंदू या नल नियंत्रन से वह पूरे लब का धोतक कर जाता है। उसे लाखव बिन कहते हैं। हिंदी में साधारणतया पून (०) का ही अधिक प्रयोग होता है। उदा. भा०७० — भारत सरकार, म०७६० — मध्यप्रदेश, भा०७०० — भारत या निर्देश निर्देश आदि।

श्रवण के बौधिक अंग
श्रवण में बाहर की जो बाल महत्वपूर्ण है उनकी चर्चा ऊपर की गई है। अब श्रवण के जो बौधिक अंग है या अर्थ की दूरी त से अंदर की जो बातें हैं उनकी चर्चा की जाएगी।

१. व्यक्ति २. व्यक्ति—व्यक्ति—व्यक्ति का ज्ञान ३. विचारों की क्रमवर्धन ४. आंतर्दृष्टि

संकेत
भा 'ग' के अभ्यास में श्रवण अत्यंत महत्वपूर्ण है। सुनने समय व्यक्ति से सुनना चाहिए, उसका संदर्भ में लेना चाहिए, उसकी शैली पर विचार करना चाहिए और तब उसकी सही अर्थ ग्रहण करना चाहिए। सही अर्थग्रहण करने पर ही श्रवण सार्थक है अथवा वह अभ्यास है या विपणन है। इसके विचार के लिए श्रवण प्रक्रिया के अंगों की संख्या जानकारी आवश्यक है। भा 'प' के प्रमुख कौशल, श्रवण, भा 'र' में, 'स' में, लेखन अथवा विचार व्यक्ति करना, जिसकी विचार सुनना, उसका अर्थग्रहण करना, और अपने भाव या विचारों को लिखकर गायन से ही व्यक्त करना इसके लिए श्रवण के प्रक्रिया और श्रवण प्राचीन अंगों का परिचय आवश्यक है। तभी अभ्यास—अभ्यास प्रक्रिया में श्रवण कौशल दो पहले होगा जय वह व्यक्ति में लेना चाहिए।

संदर्भ
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२. महाराज श्राद्ध श्राद्ध, हृदृक. (१९५४). हिंदी व्याकरण रचना प्रदीप
Soft skills refers to the personal characteristics and competencies that inform how an individual relates to others and is often used as a synonym for people skills or interpersonal skills.

Canadian Federation of Independent Business व्यक्ति कौशल्या विविधता व सार्थकता की आवश्यकता विभक्ति के उपरुप भी अध्ययन के साथ-साथ उन्नति के लिए आवश्यक है।
‘टिंडला टंडे’ ने तरण व्यावासय माने कौशल्यांचे विकसनाच्या गरज व ते कशा पावस्तीने विविधाध्याया व्यावसाय गडेल विकसित करावे. ज्ञानाचे २२ व्या तत्कालीन आदर्श कलमाच तयार करता येईल या संपादन विषये ज्ञानी चर्चा केली. त्याची माने जागणू चेतली.

नारायण मल्लणूकर (Programme head, Tiss school of vocational education) यांचा माने भारतातील ९० त्या शेताच्या संबंधी व्यावसायिक कौशल्याच्या गरज असले. भारतातील शेतकर तर कौशल्य विकासाची आत्मस्वात मानेत यात शब्द कौशल्य, व्यावसायिक जागतिकता, कामाची योजना अभिवृद्धी, सर्वज्ञानीत्व, तत् काळात व्यवस्थापन आदि कौशल्यांचे स्थाय महत्त्वाचे असले.

तर डा. ल्यूनी मोहन (Campus Head, ITM business School) यांचा माने जर भारतात सर्व जगात कौशल्याच्या रचनाची बनवायचे असले तर, गोल्ड अभ्यासक्रमासाठी आमुला बदल करावे लगाताले. गोल्ड अभ्यासक्रमासाठी एकटया मूल्या मोठे दुसऱ्यांचे शिक्षण मिळाले तर तो पूंढे त्यातील पदवी/पदविका पेजु फुले. योक्रयात कौशल्यांचे शिक्षण जर विविधाध्याया गाठणासुन मिळाले तर भारत आंतरिक दीप गुणवता उमेदवारांच्या तांत्रिक बंधावर करते. नारायण मल्लणूकर यांची कौशल्यांची प्रशिक्षणांची योजना मांडली असलेली. तर प्राथमिक गोल्ड गाठणासुन उच्च शिक्षणातील कौशल्यांची प्रशिक्षणांची योजना मांडली असलेली. प्राथमिक पाठ्य वर्ग (२ ते ५) या ६ तं ११ यासाठी संवाद कौशल्य, अभिवृद्धी तांत्रिक कौशल्य.

माध्यमिक पाठ्य वर्ग (६वे ते ८वाची) (या १२ तं १४)वाची वीरी कौशल्य. अधिक व्यवस्थान, सामाजिक कार्य, सर्वज्ञानीत्व यांचा संपादन आहेल.

प्रातून तेंतीनांच्या साठी वीरी कौशल्यांमधील संवाद कौशल्य व सर्वज्ञानीत्व याचे कौशल्यांचे महत्त्व व स्मृती पुण्याव्रतम.

संवाद कौशल्य (communication skill)

संवाद कौशल्यचे आत्मज्ञ आंदोलन व व्यवसायिक दोन व्यक्तीमध्ये आंतर प्रक्रिया आहे. यातून महत्त्व, कल्पना तथा व मातीची योग्यप्रकारे देखील आहे. Allen Louis यांनी communication involves a systematic and continuous process of telling listening and understanding आत्मज्ञ अनुसार जगात ७० वर्षांचे कार्यकारी अभिकारी यांना (executives) वेळ हा संवादात जातो. व्यावसायिक संवाद कौशल्य असे त्यांच्या भोकतीचे वातावरण आंदोलन व आत्ममोक्ती आस्ती.

सुसंवादाचे महत्त्व

एकदा व्यवसायाची उद्देश घेणे साथ करण्यासाठी कामाचारपासून पर्यंत सुसंवाद व सामाजिक हवे. संस्थेतील एकमेकांचे भांडों, पुंढरी ही बहुतांशी सुसंवादात अभिव्यक्ती होतात. एकटया संस्थेच्या आरंभातून विस्तारपर्यंत त्या संस्थेच्या यश हे सुसंवादात्मक अवलंबून असते. सुसंवाद हा एकटया विगणासर्ने कम करते.

Alvin Dood यांनी the number one management problem today is communication आत्मज्ञ शिक्षण पदतीतील विद्यापीठांच्या सुसंवादाचे महत्त्व पटकृत देणे गरजेचे आहे म्हणजेच पौर यांचा कृत्याच प्रकाराची अडचण वेगार नाही यासाठी जाहीरपणाचा खालील उपक्रम देता पेतील.

१. विविधाध्यायी त्यांप्रमाणे वाढलेले

२. विविधाध्यायी विविध व वयाच चर्चा करणे व तत्त्वांप्रमाणे सांगणे.

३. विविधाध्यायी विविध प्रतिनिधी उपर्युक्त विविधाध्यायी प्रवृत वर्तने. संवाद कौशल्यात लिहिले वाण्यांचे चर्चा या पटकत्ता सामायेच अपवादत या पटकत्ता संविदृढ संस्थित स्थाने पेणे. उदा. भा. भाषा संस्थान संस्थान, निपुणसे संस्थान संस्थान इत्यादी
2) सर्जनशीलता कौशल्य (Creativity Skill)

मानवाचे सर्वत्र महत्त्वाचे धैर्य तयार मानवाचे सर्जनशीलता जीवन पियाजेट्या म्हणे गालेच शिक्षणाचे महत्त्वाचे धैर्य हे नविन वस्तू तयार करण्यात येते—या लोकांची निर्मिती करणे हे असाधारण हवे. आलापयत्व किंवा अनेक शिक्षणांचे केळे त्याची पुनरुत्थली नको. आज्ञा व्यावसायिक व आत्मारोग्य जगतात सर्जनशीलता /विविध अतिशय महत्त्वाचे व्यावसायिक कौशल्य मानवाचे जाते. सर्जनशीलतेचे विविध विचार करण्यात रोमांच महत्त्वाचे स्थान आहेत. सर्जनशीलतेचे नवनवीन कल्पना सृचने व्यावहारिक भौतिकता मैथिलकता हे महत्त्वाचे घटक आहेत जे पण. Gullford या म्हणे The teaching methods of present education system are satisfactory but boys and girls are of lack of creative thinking. The study without creativity is blind one.

प्राण्य उपक्रमातून सर्जनशीलतेचा विकास:

1. विद्यार्थ्यांना एखाद्या गों ठेक्के पारंपरिक पद्धतीने न पाहता बेगुम विचार कल्पनास लावणे उद्योग पडला नाही तर?
2. विद्यार्थी कर्त्यांना वृद्धांचे वाचन वाचके उलट देताना व्याख्या आधार राखणे करून तृतीय आधार राखणे म्हणून या म्हणे त्याचे विकास a If you are not prepared to be wrong, you will never come up with anything original.
3. प्रत्येकाचे केलेल्या कल्पनाचे तत्त्वाचे विचार प्रवर्तन भरणे.
4. तारंभिक माणसाचा माणसांचा प्रारंभ.
5. विद्यार्थ्यांचा वृत्ती प्रारंभीन प्रोत्साहन देऊन.
6. प्रत्येकांचे प्रकाशित कदाचित चालू राहणे.
7. विद्यार्थ्यांना विचार कल्पनाचे महत्त्व दिले जाणे.
8. लोकगाण्याचे पद्धतीचे वापर करणे.
9. विद्यार्थ्यांना विचार विचार माणसांचे संबंध देऊन.
10.विद्यार्थ्यांना नवनवीन माणसांचा संबंध करण्यात येऊने म्हणून त्याचे प्रशिक्षण देऊन जाणे आहेत. Gullford या म्हणे The teaching methods of present education system are satisfactory but boys and girls are of lack of creative thinking. The study without creativity is blind one.

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CHALLENGES AND OPPORTUNITY OF SKILL DEVELOPMENT IN HIGHER EDUCATION

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Abstract

Skill and knowledge are driving forces of the economic growth and social development. Countries with higher and better level of skill adjust more effectively to the challenges and opportunity of the world of work. But India there is a huge mismatch the current education and the skill set that the industry and business needs, meaning that even though millions of students complete their education each year few of them are adequately skilled to get a job for which they are supposed to have been trained.

Increasing demand for higher level skills will be across a range of subjects, with humanities being as important as science and engineering, and across a range of levels, from sub-degree to postgraduate. Subjects and skills will need to be combined and re-learned throughout working life and the difference between academic and vocational qualifications, which is already blurred, will become less relevant, whereby a ‘whole-skills’ approach needs to be adopted. Subject-specific skills will need to be underpinned by a range of transferable skills. Work experience will be invaluable to developing learners who can apply their knowledge and skills to real-world problems and move easily between learning and working. To succeed in the future, learners will also need to think like employees, and employees will need to think like learners.

India has huge talent reserves and with the changing economic scenario, various opportunities arise in the context of higher education. Realizing the need for up-skilling the vast proportion of youth and developing an efficient employable force, India is on the path of qualitative development. According to an India Brand Equity Foundation report, the higher education sector in India is the largest in the world, enrolling over 70 million students. Along with government initiatives, private institutions and businesses are taking keen interest to groom the right talent. As India moves towards a digital age, challenges and opportunities in the higher education sector are also circumscribed by advancing technology. This includes a shift to e-learning and introduction of various industry relevant courses, such as digital marketing, IT infrastructure management, cloud analytics, mobile application development, etc.

Introduction:-

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The prosperity of any nation is intrinsically linked to its human resources. Human capital is one of the most important assets of a country and a key determinant of a nation’s economic performance. The strength of a nation is dependent on its intellectual and skillful citizens. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. 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 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. As a result, from around the turn of the century, increasing attention has also been paid to quality and excellence in higher education.

**Challenges:**

With the positive outlook on higher education, India also needs to make concerted efforts to address the following challenges to create an environment for education.

1. One third of the working age population in low- and middle-income countries lack the basic skills required to get quality jobs, leaving them unable to achieve their full productive potential and limiting economic investment and growth.

2. The challenge is further exacerbated by a rapidly changing global economy that increasingly requires workers to be innovative, flexible and adaptive. According to World Bank calculations, more than two billion working-age adults are not equipped with the most essential literacy skills required by employers. Among young adults under the age of 25, the number is about 420 million worldwide.

3. Foundational skills, such as literacy, provide critical scaffolding for young people and are a prerequisite for numeracy, problem solving, and socio-emotional skills. Helping young people develop these skills makes economic sense. Unskilled workers are forced into unemployment or are stuck in unstable low-wage jobs that offer little career mobility or growth. As they age, they become increasingly vulnerable to job losses and labor market shocks.

4. The results are devastating on a national level as well. Low skills reduce labor force productivity and make investment less attractive, decreasing the transfer of technology and “know-how” from high-income countries. Low skills also perpetuate poverty and inequality because the private sector can’t flourish in a country that doesn’t have a skilled workforce to sustain it.

5. At present, private sector institutions account for 59 percent enrolments in higher education. The initial objective of most of these private institutions is to provide a service, so students could get a degree, and subsequently, a good job. Many education specialists call it the “service model” of education. Although these institutions attract a large number of students due to the high demand of industry relevant courses, quality is what they miss out on. This is a crucial challenge to overcome to enable institutions and students to be innovative and flexible in their approach towards higher education.

6. Another challenge in the context of higher education is financial constraints. Expenditure on education and related infrastructure is the key parameter for the government to judge the quality of education. State and central governments can only attribute about 20-30 percent funds from their total budgets on education. Much higher and stable investments are needed to cater to the growing demand. Although, government initiatives have led to foreign direct investment in education, but the strict permissions and policies hinder the flow of investments to a large extent.

7. The Indian Education System faces an issue of quality teaching as well. Traditional methods of teaching, more focus on theoretical learning, lack of practical exposure, outdated curricula and pedagogy, and separation of research and teaching are some factors under the purview of this challenge in the higher education sector. Lower levels of teaching quality, no quality assurance, and lack of novel teaching aids for teachers puts the value of education provided in India far behind than that of the institutions in the West.

**Opportunities**
Corresponding to these challenges, the Indian government, as well as private institutions, has realized the need
to reform higher education sector with future forward policies and measures. Some opportunities in the context
of higher education in India are specified below.

- With prominent business firms taking the interest in higher education and a steady stream of investors
  backing educational start-ups, a strategic approach will lead to collaboration between education and
  entrepreneurship. Enhancing employability of graduates, private institutions liaisoning with international
  organizations can improve the quality of programs they offer. Links to the industry, research skills, a wide
  range of transferable skills, and vocational skills provide potential interest to investors to engage with the
  Indian education market.

- Collaboration with foreign institutions and use of the digital medium in the classroom, such as video lectures,
  foretell huge possibilities for online and blended learning, instructional design, teacher development,
  management and support systems. Government and institutions in India are creating more opportunities in
  higher education for streamlined learning to enhance preparedness for the entry of fresh graduates in the
  market.

- A strong integration of knowledge with co-curricular initiatives to support better learning and teaching is
  essential to improve standards of higher educational institutions. Today’s demanding and diverse
  environment requires both students and teachers to be adept at multi-tasking and possess the knowledge to
  apply theoretical knowledge to real-world problems. Co-curricular activities, such as workshops, seminars,
  industrial training, internships, etc. provide a multi-disciplinary and multi-faceted approach to learning and
  teaching. Such initiatives are a fruitful opportunity in the context of higher education.

The demand for higher education and educational reforms in India will provide a multitude of challenges and
opportunities in the higher education sector to international institutions and educational businesses. With rapidly
widening middle class, this transformation is being driven by economic and demographic change. For higher
education in India, excellence, equity, and expansion are three keys which constitute a challenge as well
opportunity for the higher education system.

**Conclusion:**

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.”

The Government is therefore strongly emphasizing on upgrading people’s skills by providing vocational
education and training to them. It has formulated the National Policy on Skill Development and set a target for
providing skills to 500 million people by 2022. Various stakeholders are involved in this process.

In the current framework, the Ministry of Labor & Employment is running various schemes and has set up
industrial training institutions across the country. Other ministries such as the Ministry of Human Resource
Development, the Ministry of Rural Development and the Ministry of Urban Development & Poverty
Alleviation have also launched their skill upgrading programs and self-employment schemes.

In addition, as part of its National Skill Development Mission, the Government has established the
National Skill Development Corporation in the Public Private Partnership mode to facilitate setting up of large,
high quality, for-profit vocational institutions. It also aims to set up 1,500 new ITIs and 5,000 skill development
centers across the country as well a National Vocational Qualification Framework (NVQF) for affiliations and
accreditation in vocational, educational and training systems.
Realizing the significance and need for skilled manpower, private sector entities are taking several initiatives to contribute effectively to the Government’s endeavors. Across business sectors, companies and industry associations are not only boosting their in-house training facilities, but are also taking steps to make potential employees job-ready before they join organizations.

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5. - Higher Education in India: Issues, Concerns and New Directions
ROLE OF IQAC IN MAINTAINING QUALITY STANDARDS IN HIGHER EDUCATION

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Abstract
The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards. IQAC in any institution is an important administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial.

The Indian higher education system is on the brink of great transformations to cope with global competence. Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution.

Keywords-IQAC, Quality standards, Teaching, Learning, Evaluation, quality benchmarks.

Introduction:-
The Indian higher education system is on the brink of great transformations to cope with global competence. This system is one of the third largest higher educational systems in the world, comprising 795 universities, 39,671 affiliated colleges, 1,015,696 teaching faculty and 23,764,960 students (www.nirfindia.org.2013–14). The policy framing work continuously is in progress at the level of state and central government. The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards. IQAC in any institution is a significant administrative body responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in institutions and colleges. It can promote and determine quality related activities and issues through various programmes and activities such as seminars, workshops, symposia, conferences, panel discussions, role playing exercises, (model) demonstrations, The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial.

During the last sixty years of independence, Higher Education has expanded remarkably in terms of size of the network of HEI and enrolment therein, causing problems such as lack of oneness among the stakeholders, communication gap between students and teachers, unorganized conduct of education, lack of support services of the students, outdated syllabus, non-availability of adequate infrastructure, faculty and learning resources.

The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post accreditation period, the IQAC will canelize the efforts and measures of an institution towards academic excellence. The work of the IQAC is the first step towards the internalization and institutionalization of quality enhancement. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or record keeping exercise in the institution; it will be a facilitative and participative voluntary system/unit/organ of the institution. The IQAC has the potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. Quality circles in industries operate on similar lines.

The University Grants Commission established in November 1956 as a statutory body of the Government of India through an Act of Parliament, has the unique distinction of being the only grant-giving agency in the
country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. The UGC’s mandate includes Promoting and coordinating university education; Determining and maintaining standards of teaching, examination and research

Hypothesis

It is assumed that the IQAC established in the college/institution plays a crucial and significant role in maintaining quality standards in teaching, learning and evaluation. It is also taken into consideration that without IQAC, it becomes extremely difficult to manage the quality system of teaching, learning and evaluation in a college/institution.

Objectives of the study

1. To determine the exact role of IQAC in maintaining overall quality standards in a college/institution.
2. To examine the functioning of IQAC as an administrative quality monitoring body.
3. To analyse and work out various opinions of coordinators and non-members of IQAC regarding the role of IQAC in the development of a college/institution.
4. To find solutions to issues/problems if any are discovered in the working of IQAC.

4. Role of IQAC

1. The IQAC is a significant administrative body.
2. It contributes to maintaining quality standards in teaching, learning and evaluation.
3. It promotes co-curricular and extra-curricular activities in the college.
4. It is a capable body to administer various academic/educational activities.
5. There is coordination among the stakeholders of the institution, but this still needed more attention and concern to increase such coordination.
6. The IQAC and its coordinator require more autonomy (e.g., academic, financial, and administrative) for better performance.
7. In some institutions/colleges, the IQAC and its coordinator work under pressure of principal and management.
8. The IQAC tries to include everyone in its activities, but sometimes some individuals are excluded from its programmes.
9. The IQAC has a greater role and accountability in maintaining quality standards in the whole process of teaching, learning and evaluation.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholder
7. One of the senior teachers as the coordinator/Director of the IQAC

5. Objectives Of The IQAC:

- To ensure continuous improvement in the entire academic process of the University.
- To ensure stakeholders connected with higher Education, namely parents, teachers, staff, would be employers, funding agencies and society in general, of its own quality and probability.
6. Function Of The IQAC:

- Development and application of quality benchmark/parameters in various activities of the institution.
- Acting as a nodal agency of the institution for quality-related activities.
- Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time.
- Dissemination of information on quality aspects.
- Organization of discussions, workshops, seminars and promotion of quality circles.
- Recording and monitoring quality measures of the institution.
- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the HEI.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes; Dissemination of information on the various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities of the HEI, leading to Quality improvement.
- Preparation of the Annual Quality Assurance Report of the HEI based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.
- Bi-annual development of Quality Radars and Ranking of Integral Units of HEIs based on the AQAR.
- Interaction with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavors.
- Acting as a nodal agency of the HEI for coordinating quality-related activities, including adoption and dissemination of good practices.
- Development and maintenance of Institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in HEI.

7. Follow Up:

- The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures.
- The Universities shall regularly submit the AQARs to the NAAC/other accreditation bodies. The Colleges shall regularly submit their AQARs to the affiliating University, state level quality assurance bodies, NAAC/other accreditation bodies.
- All HEIs shall submit AQARs and/or Quality Radars and follow up reports of AQARs to the UGC as and when called for.
- The IQAC must create its exclusive window on its institutional website, to regularly report on its activities, as well as for hosting the AQAR.

8. Contribution Of IQAC:

- Development and application of quality benchmark/parameters in various activities of the institution.
- IQAC is responsible for the quality related initiatives of the college.
- Preparation and submission of Annual Quality Assurance Report to NAAC based on the quality parameters is done every year.
- Workshops on quality related theme are organized and promotion of quality circles leads to quality
improvement.
- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- Optimization and integration of modern methods of teaching, learning and evaluation.
- Ensuring the adequacy, maintenance and functioning of the support

9. Benefits of IQAC:
- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement.
- Ensure internalization of the quality culture;
- Ensure enhancement and integration among the various activities of the institution and institutionalize good practices;
- Provide a sound basis for decision-making to improve institutional functioning;
- Act as a dynamic system for quality changes in the HEIs;
- Build an organized methodology of documentation and internal communication.
- To a heightened level of clarity and focus in institutional functioning onwards quality enhancement and facilitate internalization of the quality culture
- To act as a change agent in the institution
- To better internal communication

Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution.

Suggestions for Making IQAC More Vibrant and Active in the Institutions:
1. Display the mission of the institute.
2. Feedback forms from students about quality of the institution.
3. A two member research advisory committee can be constituted to guide for research projects.
4. Formation for quality circles.
5. The Head of an institution should create an atmosphere of cooperative partnership in achieving quality.
6. IQAC must be made statutory apex body similar to local management committee (LMC).
7. The awareness towards quality and excellence must be taken into consideration rather than the position of the person in the seniority list for being selected as a coordinator.
8. IQAC Meetings should be regularly conducted at least thrice in an academic year and whose proceedings should be properly recorded and seriously implemented as well as monitored.
9. IQAC must go through SWOT analysis as a periodic activity and evolve the mechanism which is made routinised by the Principal and coordinator by assigning duties to the stake holders.
10. Accountability of each stakeholder is to be made mandatory and proper credit is given to the good quality work.

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ROLE OF MASS MEDIA IN DEVELOPING SOFT SKILLS AND BODY LANGUAGE AMONG DEGREE STUDENTS OF RURAL AREA: A SURVEY STUDY IN ELT

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Abstract:
Mass Media, as a modern educational technological innovation of the ICT, play a vital role in imparting the 21st century skills to its smart and wise users that are practically 'non-teachable' aspects of English language teaching. In spite of many dedicated efforts of teaching the most essential aspects of our communication behavior like effective use of soft skills and body language, our academia and scholars are miserably failing to inculcate these skills among our advanced learners, especially from rural area. Moreover, we often witness that our ‘traditional centers of learning’ with its faculty and curriculum are badly fail to teach the integral aspects of our education today. This calls for paradigm shift in our approach and the way we look at ‘teaching’, ‘learning’, ‘sources of learning and knowledge’, ‘teaching material’ and ‘curriculum’ so that the real learning of soft skills, mannerism and body language can be achieved with minimum efforts saving time, money and energy thereby making our teaching learning process more effective, interesting, engaging, participative and fun-filled. So, the present research paper shares some of insightful findings of an experimental research study conducted in one of the districts of Maharashtra. It tries to establish the thesis that employing the easily available ‘learning-rich’ mass media forms and material with its academic and linguistic merits in teaching learning of the practically non-taught cognitive skills like soft skills, mannerism and body language for the advanced (ELL’s) ESL’s can be an effective, rewarding and productive way of successful linguistic instruction and delivery. It explains, with the help of real life data collected through questionnaires from 750 degree students, 100 faculty and 50 parents, that learning soft skills, body language and mannerism with the mass media, especially audio-visual ones, can be an exciting, interesting, creative and effective way of learning.

Key words: Mass-media, Soft-skills, 21th Century Skills, ICT, ELT, Mannerism, Body Language etc.

Introduction: Mass-Media and Soft skills are the recurring buzzwords of the present time. Hence, it has become imperative for the stakeholders of higher education to consider their interrelation from learning point of view. So, the present research paper aims at investigating the relationship of mass-media, soft skills and body language. It establishes the thesis that the widely available and audio-visual rich mass-media with English as a dominating language play a significant role in shaping and cultivating the practically non-teachable aspects of English language teaching like soft skills, body language, mannerism and etiquettes. It uncovers the fact that the existing syllabus and classroom practices of English language and literature badly fail to teach and develop these ‘essential’ aspects of desirable human behavior. It follows what the popular writer Chetan Bhagat observes in his book What Young India Wants that “the curriculum in schools is obsolete” and “we need to redesign the traditional model of school, perhaps using technology to impart learning” (Bhagat, p.111). So, it proposes the idea that we can employ learning-friendly audio-visual rich mass-media with its forms and educational merits as a tool to build rural degree students’ soft skills like communication skills, mannerism, etiquettes and non-verbal communication skills (Body Language/Kinesics). Soft skills are the socio-psychological human traits that demonstrate the development of emotional quotient and emotional literacy of a person and are essential for outstanding behavior and remarkable performance in personal and public contexts. The paper, based on pilot-cum-experimental survey research study conducted in 14 degree colleges located in the rural area of Hingoli

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Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
district of Maharashtra, demonstrates that the soft skills can be learned through the mass media effectively rather than the existing classroom study and practices.

**Mass Media and Body language and Soft skills**

The analysis of the data also reveals that important aspects of English communication skills like soft skills, body language, mannerism, etiquettes and grammar can be effectively learned through the mass media. All the stakeholders of higher education agree on the fact. 85.73% degree students, 83% faculty and 76% responsible parents hold that effective use of body language and mannerism, effective application of soft skills, pronunciation, grammar in spoken and written communication can be effectively learned through effective utilization of various forms of mass media like TV, Smartphone, Internet, best sellers.

Table No.01

<table>
<thead>
<tr>
<th>Role of mass media in promoting effective use of body language, mannerism, soft skills, pronunciation, effective application of grammar in speaking and writing among degree students of rural area. (%)</th>
<th>Degree Students (ESL’s)</th>
<th>Faculty</th>
<th>Responsible Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85.73%</td>
<td>83%</td>
<td>76%</td>
</tr>
</tbody>
</table>

(Source: Data collected through questionnaires)

In addition to this, considerable number of students maintained that attending mass media carefully and studiously adds to their skill set, especially, soft skills like showing good mannerism and heart-winning etiquettes, appreciation skills, motivation skills, leadership qualities, corpse de spirit, people handling skills, consideration skills (empathy), self-respect, positive attitude, confidence, effective and active listening, critical and creative thinking, how to ask and response questions, time management skills, people handling skills, empathy, group discussion skills etc. Some students noted that watching movies like ‘Chak De India’, ‘Lagan’, teach soft skills like team work. Some students noted that movies like ‘Gajani’, ‘Three Idiots’ teach interpersonal skills like good manners and creative attitude. Some students opined that audio-visual mass media like TV shows, news channels, internet and smartphone are the most suitable tools to learn non-verbal communication skills. They noted that it is the audio-visual mass media that exposes indirectly them with what effective body language is about with practical and live demonstrations. Some faculty believed that news programs like ‘Public Forum’, ‘Legal Point’ on LokSabha and RajyaSabha TV are the best models of group discussion skills. Moreover, some hold that daily news bulletins can serve the fine specimens of presentation skills with effective use of body language. Some students highlighted the role of special editions added to newspapers like the Lokmat Times called ‘Ascent’ for contributing to their soft skill set and awareness. In short, the analysis of the data reveals that mass media bear special potential as far as soft skills and body language learning is concerned. There is scope to use mass media for facilitating and expediting rural degree students’ learning of soft skills and body language.

**Mass media and LSRW Skills in English**

Table No.02

<table>
<thead>
<tr>
<th>Responses</th>
<th>Role of Mass Media in developing English LSRW skills among rural ESL’s in %</th>
<th>Degree students</th>
<th>Working Faculty</th>
<th>Responsible Parents</th>
</tr>
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The interpretation of the collected data reveals that all the ELT stakeholders endorsed the fact that the mass media with English as its major language has profound and exponential positive influence on rural degree students’ LSRW skills of English. Analysis of the responsible parents’ opinions and views collected through the questionnaire reveals that 12% parents hold that the mass media develops effective speaking and listening skills of their children. 6% parents believed that the mass media cultivates writing skills like note-making, note-taking, summarizing and creative writing among their children whereas 2% parents hold that the mass media sharpens their college-going children’s reading skills like scanning, skimming, intensive and extensive reading skills. On the whole, 80% parents believed that the mass-media contributes to the improvement of their children’s LSRW skills in English.

Analysis of the faculty’s observation regarding the mass-media’s contribution in shaping the LSRW skills among their degree students reveals that 9% faculties believed that the different mass-media forms, especially audio-visual media develops their students’ effective speaking and listening skills. 5% faculty hold that the mass media sharpen their students’ reading skills like scanning, skimming, intensive and extensive reading skills whereas only 2% faculty hold that the mass-media like internet, newspapers, magazines, best sellers can cultivate their students’ writing skills like note-making, note-taking, summarizing and creative writing skills. On the whole, 84% faculty maintained the view that the mass media forms exponentially and considerably improve their students LSRW skills in English.

Meticulous analysis of degree students’ observations reveals that 6.53% students hold that the mass-media cultivates their writing skills like note-making, note-taking, summarizing and creative writing, whereas 5.6% students believed that the mass-media develops effective speaking and listening among them. 4.13% degree students opined that the mass-media is helpful for them as it sharpen their reading skills like scanning, skimming, intensive and extensive reading skills. On the whole, 83.73% students were of the opinion that the mass-media play influential role in shaping their all the basic skills of English i.e. LSRW.

In short, the interpretation of the observation and views of 50 responsible parents, 100 faculty and 750 degree students hailing from the different 14 rural area degree colleges of Hingoli reveals that all of them confirm to the thesis that the mass-media has shaping and exponential influence on the teaching-learning of English skills in rural area. 8.86% ELT stakeholders believes that speaking and reading are the two skills that are greatly influenced by the mass media. Mass-media develops effective reading and speaking skills among the rural ESL’s. 4.84% people were of the opinion that the mass-media is helpful for the ESL’s as it cultivates rural students’ writing skills like note-making, note-taking, summarizing skills including creative writing abilities. However, 3.71% studied population hold that the mass media sharpen the rural ESL’s reading skills like scanning, skimming, intensive and extensive reading skills. On the whole, 82.57% ELT stakeholders believed that the different audio and visual mass-media has considerable shaping influence on the rural ESL’s proficiency, especially, listening, speaking, reading and writing skills. They all confirm the hypothetical
statement that the mass media has significant role in shaping the rural degree students’ soft skills like communication skills (LSRW).

Conclusions and Recommendations:
According to the degree students, faculty and responsible parents, mass media with its forms and linguistic virtues bear exponential potential regarding building the soft skills, including English communication skills and body language skills of the non-native rural ESL’s from Hingoli in particular and from Maharashtra in general. It is found that according to the stakeholders’ opinion, mass media is the most suitable and best type of teaching-learning tool that can be fruitfully employed for effective instruction of communication skills like speaking, listening, reading and writing in ELT classes in rural area colleges where there lack of access and exposure to these essential aspects of study. So, it is highly recommended that students should be educated on the effective use of mass media as a modern ICT-based learning tool that is, fortunately, widely and easily available for rural learners. Teachers should realize and understand the value of mass media as learning-friendly, audio-visually rich, ICT-based learning tool. Parents should guide their children about the importance of mass media for creative learning of the essential skills. Students should learn that the mass-media can serve as a virtual teacher for them if they could live the great Eklavya and well known educationist Booker T Washington-like passion for learning. So, learning soft skills and body language with the mass media can be an open, interesting, engaging, participative, fun-filled and real way of soft skills and body language learning way.

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प्र.डॉ.उमेश शेखर

स्मार्क विवेकांदन महाविद्यालय, शिफूर, ताजांबंद ता.अहमदपुर ज.ज.लाहौर

विश्वातील काहीही देशांतून संपत्ती हा त्या देशातील उच्च शिक्षणाचा संपत्तीवर व संस्थानाच्या अवलंबून असत. यामुळे उच्च
शिक्षणाचा सवर्त देशात महत्त्वाचे स्थान प्राप्त झालेले आहात. त्या देशात उच्च शिक्षण निम्नाचे समाचार ग्राहणे आहेत. त्या देशातील
संस्थानाचा प्रभाव इतर व ज्ञानीय समाजाच्या असतो. तो उच्च शिक्षणातील प्रभाव असतो. उच्च शिक्षणातील उपक्रम असलेला समाज हा
एकाक्रमे मानवी मनोरंजन दृः ठीकी होई आहे.

उच्च शिक्षण याच्या वर्धाची आवश्यकता काही समाजात आढावलेली आहे. त्यांनी नैसर्गिक अभियांत्रिकी असतेच, त्यांनी नैसर्गिक अभियांत्रिकी असतो.

उच्च शिक्षण यामुळे संस्थानाच्या वर्धाची आवश्यकता काही समाजात आढावलेली आहे. त्यांनी नैसर्गिक अभियांत्रिकी असतेच, त्यांनी नैसर्गिक अभियांत्रिकी असतो.

अग्रदृष्टी असतो. उच्च शिक्षणाची वुढ अभियांत्रिकी असतो. उच्च शिक्षण यामुळे संस्थानाच्या वर्धाची आवश्यकता काही समाजात आढावलेली आहे. त्यांनी नैसर्गिक अभियांत्रिकी असतेच, त्यांनी नैसर्गिक अभियांत्रिकी असतो.

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भारतीय संस्कृति के जरिए विद्यार्थियों को नए दृष्टिकोण दिये जाने के लिए हम यहाँ से शुरू कर रहे हैं। ये स्थापना बिना वैज्ञानिक की विशेषता के है। यह केवल भारतीय समाज के लिए महत्वपूर्ण है। इसका उद्देश्य भारतीय संस्कृति के जरिए विद्यार्थियों को नए दृष्टिकोण दिये जाने के लिए है।

1. भारतीय संस्कृति के जरिए विद्यार्थियों को नए दृष्टिकोण दिये जाने के लिए हम यहाँ से शुरू कर रहे हैं।
2. ये स्थापना बिना वैज्ञानिक की विशेषता के है। यह केवल भारतीय समाज के लिए महत्वपूर्ण है।
3. इसका उद्देश्य भारतीय संस्कृति के जरिए विद्यार्थियों को नए दृष्टिकोण दिये जाने के लिए है।

निर्देश:
1. उच्च शिक्षण के स्वरूप लक्ष्य ये हैं।
2. उच्च शिक्षण व देशाधीन प्रतिष्ठा या संबंध लक्ष्य ये है।
3. उच्च शिक्षणातीत उन्नयन लक्ष्य ये है।
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5. डा.सर्वपल्ली राधाकृष्ण के दस अनमोल विचार.
THE IMPORTANCE OF SOFT SKILLS IN HIGHER EDUCATION
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Abstract

Nowadays higher education in India is going through the tremendous changes. Curriculum have been facing the challenges of implementing creative and innovative ways as well as to prepare the future employers to satisfy the demand of corporate world. Skill development has become the key word of the changing scenario. Not only hard skills but also soft skills have becoming the necessity of present era. Hard skills are skills acquired by learning and through the practical work, while soft skills including interaction with other people. Soft skills are very essential to an individual, which are needful for development in various kinds of institutions. The paper gives brief overview of the difference between hard skills and soft skills, it also focuses the importance and development of soft skills for the better performance in global market.

Key words: Soft skills, Hard skills, Higher education

Introduction:

India has the 3rd largest higher education system in the world. Government of India through Ministry of Human Resource Development (MHRD) under the department of higher education shapes the policies related to higher education. The University Grant Commission (UGC) a statutory body established in 1956 is responsible for co-ordination, evaluation and maintaining standards of higher education in India. Indian higher education system is a large and complex with 574 universities and more than 35,539 affiliated colleges enrolling more than 2 crore students. According to the latest edition of the All India Higher Education Survey launched by HRD, the Gross Enrolment Ratio is 25.2% in 2016-17. In this way numerical growth is taking place with rapid pace, but the quality aspects of education is not yet thought out seriously. Today is the age of globalization, privatization and liberalization; India is exposed to the world in all spheres. In the present competitive world, expansion excellence and inclusion are the three challenges of Indian education system. Now education has turnedout to be a commodity of international trade. In such a way Higher education in India suffers from several systematic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortage of skilled manpower in an increasing number of sectors. The issues of skills shortages and unemployable graduates still prevails at large. Employability is very important aspect of the higher education system. The need of the hour is to take serious consideration of the career paths to inculcate the requisite skills. Skill development has become the top agenda of the Indian Government. It has also been reflected with the formation of the new Ministry of Skill Development and Entrepreneurship under the new government. Skill development has become the key word of the changing scenario.

What is skill and skill development?

Skill is an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout activities or job functions involving ideas (cognitive skills), things (technical skills), and or people ( interpersonal skills). People need a broad range of skills to contribute to a modern economy. There are many skills such as hard skills, labour skills, people skills, life skills, social skills and soft skills. Skill development means developing yourself and your skill sets to add value for the organization and for your own career development.

Meaning of Hard Skills:
Hard skills are area-specific related to knowledge and expertise in technical and professional domains. Left brain is more related to these analytical and logical processes and the concept of 'Intelligence' is used to describe them. They are based on concrete rules, procedures and therefore remain intact though the working environment changes. These skills are generally acquired by learning and through the practical work in formal education (school and higher education). We can measure them quantitatively with the help of marks, grades, credits, certificates, degrees as well as practical actions. Hard skills are typing skills, computer programming, medical knowledge, engineering expertise, accounting and auditing competency, writing skills, acting skills, skills in photography etc. These skills are necessarily mentioned in job descriptions and postings. Not only hard skills but also soft skills have becoming the necessity of present era.

**Soft skills:**
Soft skills are character traits and interpersonal skills that characterize a person’s relationship with other people. In the workplace, soft skills are considered a complement to hard skills, which refers to a person’s knowledge and occupational skills. Soft skills are non-technical skills which are related to attitude and personality. They are generally learned through observation, trial and error, introspection and self-reflection.

**The Importance Soft skills:**
Soft skills, also known as people skills, play a highly important role in the workplace and in professional and personal development. Unlike hard skills, soft skills are differentiating factors and broadly applicable in every professional field. Consequently, such skills are increasingly demanded by employers, and desired by employees. In fact, soft skills may be a more important determinant of future success, inside and outside the workplace, than technical or functional skills. Soft skills are very important to handle interpersonal relations, to take appropriate relations, to communicate effectively and to have good impression and impact to gain professional development.

Following are few important skills to be nurtured for prosperous career and life.

1. **Communication Skills:**
Communication is defined as the transfer of information through exchange of speech, messages, signs, visual effects, behaviour etc. Communications skills is a broad soft skills category. It refers to how you communicate with clients, customers, colleagues, employees, employers, vendors, partners and almost everyone connected to the concerned business. Good communication skills constitute the ability to not only speak confidently but also good presentation skills and the ability to listen and empathize whenever necessary. Some examples includes clarity, confidence, respect, listening, verbal communication, non-verbal communication, written communication.

2. **Teamwork:**
Teamwork skills allow you to operate well in a group setting in the workplace to quickly and effectively accomplish tasks. Teamwork is crucial for careers in market research, event coordination, and software engineering. Different jobs have different requirements and some require you to constantly work and communicate with other team members. This makes teamwork to be one of the most important soft skills for careers in market research, event management, client servicing, etc. which require employees to do team projects and attend frequent departmental meetings.

3. **Critical Thinking:**
Critical thinking involves a careful observation and analysis of objective information to make a reasoned judgement. It involves evaluation of statistics, facts, observable phenomenon, research findings, and other trustable data to draw reasonable conclusions. Today’s corporate world hiring candidates who can evaluate the
situation using logical thought and come up with the best possible solution. Good critical thinkers can draw reasonable conclusions from a set of information and discriminate between useful and less useful details to solve a problem or make a decision.

4. Adaptability:
Not everyone in the workplace will share your religion, caste, or other sets of beliefs. Moreover, being adaptable and open-minded is almost a prerequisite soft skill in this rapidly changing technological environment. Adaptability is all about embracing the differences and going with the flow. It’s important to maintain a sound professional environment in the organization.

5. Leadership:
Leadership skill set is among the most sought-after skill set by employers. Nowadays companies look for candidates who have good potential to grow. Such candidates are self-reliant, can work with the team seamlessly and even put efforts to make the team and their efforts better. Leadership skills include abilities to lead a team, make decisions and work for the benefit of the company and the team keeping aside the personal viewpoints, biases, and conflicts. It stems from the experience of handling projects and teams.

6. Time Management:
Time management skills demonstrate your ability to work efficiently and productively by using your time wisely. In this era of limitless work and limited time, corporate world always prefer employees who work efficiently and know how to use time wisely. Managing time properly is essential in the work environment. Good time management does not mean that you are working more but it means that you are more focused on your work and that makes all the differences in your personal life or at work.

7. Problem Solving:
Problem-solving abilities are a blend of using analytical and creative thinking to find solutions. Careers where problem-solving is vital include law enforcement, information technology, and medical-related fields. Types of problem-solving skills include analysis, lateral thinking, logical reasoning, initiative, Brainstorming.

8. Work Ethics:
Work ethics are inherent. It is a soft skill that proves your belief in the importance of work and its ability to strengthen your character. It is a soft skills category which is really hard to teach and even harder to demonstrate during a job interview. It is how a person feels about his job and carries out his duties and responsibilities. Having a strong work ethic means the person acknowledges his position and does the job assigned to him honestly and diligently with all the accountability.

9. Interpersonal Skills:
The ability to work in teams, relate to people and manage conflict is a valuable asset in the workplace. This skill is important to get ahead—and as you advance in your career, the aptitude to work with others becomes even more crucial. Personal accomplishments are important on your resume, but showing that you can work well with others is important too.

10. Negotiation and Conflict Resolution:
Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. To be an adept negotiator is to know how to be persuasive and exert influence, while sensitively seeking a solution which will benefit all parties. Similarly, conflict resolution depends on strong interpersonal skills and the ability to establish a rapport with colleagues and clients.

Developing Soft Skills:
Soft skills are shaping human beings’ personality. It’s not easy to develop soft skills in short period. A first step in improving soft skills of students is to raise their awareness about the importance of soft skills and the consequences of shortcomings in this regard. Students should be encouraged to enhance their soft skills by enrolling for formal training and another way by self-training. Also they acquire skills by applying the methods such as reading dedicated books, attending courses, and joining clubs.

A formal approach to the problem would be to incorporate soft skills subjects intoa programme’s curriculum. On graduate level a course on management skills, including e.g. some communication skills together with the management of time, conflict, cultural issues, and of major importance, oneself, has in practice been well received by students.

Conclusion:
Soft skills fulfil an important role in shaping an individual’s personality. It is of high importance for every student to acquire adequate skills beyond academic or technical knowledge. Soft Skills are not only necessary in professional activity, they play a fundamental role in life. Good Soft Skills help people to be happy. So every student needs to acquire and develop soft skills for better job opportunity and dynamic personality.

References:
‘CO-RELATION BETWEEN SKILL DEVELOPMENT AND INCLUSIVE EDUCATION’

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Abstract:

In today’s globalized era, Skill development is the basic necessity for self-employment and entrepreneurship. Indeed, it is the need of the hour for the economic development of 21st Century India. Today, every child must be imparted vocational education as a part of the curriculum. Education is the proper tool through which skill development is possible. It can make the all-round development of the individual. Vocational classes should be imparted as a part of the curriculum. By doing so, the cost of skill development can be reduced. Moreover, children can learn fast than the more grown up adults. When these children become adults, they can earn their own livelihood. They can learn the value of money and the taste of earning by their own sweat and brow. Besides, these children can learn some basic marketing strategies. It should be done under the supervision of a teacher. Schools should be established and the existing schools should be remodelled as sort of industrial schools. Here, industrial school refers to a school where both academic and vocation education are given. It best suits for the residential schools. However, it can be adjusted and practiced with other schools too.

The present paper demonstrates the correlation between Skill Development and Inclusive Education. Researcher’s ultimate aim is to create awareness among the students to emphasize for inclusive education through which they can have social interactions and master skill development among themselves. It also focuses on the different aspects such as skills, necessity of skill development, a life skill which helps them to get employability.

Key Words: Skills, Skill development, Inclusive Education, Importance of Life Skills, self-employment, entrepreneurship etc.

Before discussing the significance of skill development, it would be apt to know what ‘skill’ is meant for. ‘A skill is the ability to perform a task in a competent manner within a prescribed span, energy, or both. Skills can be classified as general and specific’.

For example, in the domain of work, some general skills consist of time management, teamwork, leadership, self-motivation etc. Specific skills are required only for a particular job. Skill requires certain environmental stimuli and situations to assess the level of skill being shown and used.

Classification of Skill:

1. Functional Skills:
In these skills, the actions are taken to perform a task. They are transferable to different work. They are based on ability and aptitude. They denote the functions like to organize, to promote, to analyze etc.

2. Personal Traits Skills:
It contributes personal traits or attitudes such as patience, diplomacy, result-orientation and independence to perform work. It is developed in childhood and through life experience.

3. Knowledge Based Skills:
These skills can be acquired through education, training and on the job experience. They help to perform a particular task. The person should have the knowledge of specific subjects, procedures etc.

4. Labour Skills:
Skilled workers are active, energetic and economically productive. They are of great demand in abroad due to their caliber, potential and skills.

5. Life Skills:
An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

6. **People Skills:**
   It is the ability to communicate effectively with people in a friendly way, especially in business. It includes both social and psychological skills. People skills means to understand ourselves and to moderate our responses, to talk effectively and empathize accurately and to build relationships of trust, respect and productive interactions.

7. **Social Skills:**
   It is any sort of skill which facilitates interaction and communication with others. In social skills, social rules and relations are created, communicated and changed in verbal and non-verbal ways.

8. **Soft Skills:**
   The combination of interpersonal skills, social skills, communication skills, character traits, attitudes, career attributes and emotional Intelligence Quotient (EQ) among others.

9. **Hard Skills:**
   Hard skills are any skills relating to a specific task or situation.

**Skill Development Programme:**
Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood.

**Necessity of Skill Development:**
In today’s age of globalization, skill building is the significant tool to increase the strength and quality of labour for improved productivity and economic growth. Skills and knowledge development are the essential forces behind the financial growth and community development of any country. Skill building is a powerful equipment to empower individuals and improve their social acceptance. It must be complemented by economic growth and employment opportunities to meet the rising aspirations of youth. It is an important ingredient to push the production possibility front line outward and to take growth rate of the economy to a higher route. The challenge lies not only in a huge quantitative expansion of facilities for skill training, but also in raising their quality. India can then become the global sourcing hub for skilled employees. India’s target is to become a global economic powerhouse. In order to attain this goal, it should equip its workforce with employable skills and knowledge. Honourable Prime Minister Shri. Narendra Modiji addressed to the nation at the outset of Independence Day 2014 speech, ([https://www.linkedin.com/.../why-skill-development-necessary-india-jayashree-patnaik](https://www.linkedin.com/.../why-skill-development-necessary-india-jayashree-patnaik))

“Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be ‘skill development’ and ‘Skilled India’. Millions and Millions of Indian youth should acquire the skills which could contribute towards making India a modern country. I also want to create a pool of young people who are able to create jobs and the ones who are not capable of creating jobs and do not have the opportunities, they must be in a position to face their counterparts in any corner of the world while keeping their heads high by virtue of their hard work and their expertise of hands and win the hearts of people around the world through their skills. We want to go for the capacity building of such young people.”

**The Importance of Life Skills:**
In a constantly changing environment, life skills play an important role to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today’s students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

Life Skills are important at three levels: for the individual, for employment and for society.

1. **For the Individual:**
   In everyday life, the development of life skills helps students to: find new ways of thinking and problem solving, to identify the impact of their actions and teach them to shoulder the responsibility, to build confidence and to analyze options and to make decisions and to develop a sense of self awareness and appreciation for others.

2. **For employment:**
   It’s simply disgusting fact that our students get good marks/grades still struggle for employment. The recruiters evaluate their academic success (hard skills) as well as employability skills (soft skills). The employability skills consist of: time management, ability to self-manage, working as a part of team, adaptability to different roles, the potential to lead by influence and ability to understand the business environment.

3. **For society:**
   It is rightly said that:
   
   “The more we develop life skills individually, the more these affect and benefit the world in which we live”.

While dealing with the society, the students should recognize cultural awareness. They must respect diversity which allows creativity and imagination. It ultimately results in developing a tolerant society. In order to build resolutions, it is the prime duty of students to develop negotiating skills and to empathize.

**Skill Development in School Education:**

Inclusive Education refers to the special education with an individualized education programme. It is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusion provides the use of special schools to separate students with disabilities from students without disabilities. Inclusive schools believe in providing education to all the students who wish to learn altogether. Richard Wilkinson and Kate Picket claims,

“Student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish.”

Skill development is necessary from a young age so that India can create ideal employees in the 21st century. In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. In order to enhance the employability of today’s youth, it is most important to educate and train them to acquire the skills. As per market survey, about 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training. Some of the prominent employable skills that employers seek are: communication skills (verbal and written), commercial awareness, attitude towards work,
lifelong learning, self-management, teamwork, problem solving, initiative, self-motivation, adaptability, stress management, creativity, interpersonal sensitivity, technology/IT skills etc. Dr. Lakshmi Mohan, Campus Head, ITM Business School asserts,

“The pedagogy has to be practical, learning can be enhanced through field visits, e-learning, industry driven projects, digital inputs and so on.”

**Practical Utility of Skill Development:**
The prime objectives of Skill India are to guide the youths in a manner so that they get employment or start their own business, to provide scope not only for the upcoming generation but it also provides training options for the traditional type occupations such as carpenters, welders, cobbler, tailors, nurse etc. and to provide need-based programmes for the certain age groups which can be the communication or language skills, personality development skills, behavioral skills and job-employability skills.

Integration of skill development and education is essential for skilling to take wings. It has to be imparted in schools and colleges alongside academics. Introduction to skill training at a young age will by all means give the student an opportunity to explore various options.

1. At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling
2. Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from.

**Conclusion:**
Due to the competition in global economy, industries and firms in developed and developing countries look for an employee with higher level of skills, who can engage in innovative task, can improve the quality and services of their company. It is the need of hour to improve the mental and physical development of the Indian youth so that they can be employed and move forward towards the targeted results. As the Indian youth is the ‘future’ of the country so they should also be skilled enough to create a ‘future’. Thus inclusion education and skill development go hand in hand for the effective and successful implementation of better India.

**References:**
ROLE OF ICT IN LEGAL EDUCATION
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Abstract
Law is the backbone of society. Every step we put we require law. Technology can be used in instruction to support both the presentation and processing the learning materials. Legal education is a subject which does not cover law only but it extends to social, political, historical and economical era. The Law Commission of India has also identified legal education as a science which imparts to students knowledge of certain principles and provisions of law with a view to enable them to enter into a legal profession. In Dec 213 the Gujarat High Court had advertised in leading news paper for a tender of 1000 laptops for the betterment of justice delivery system, which tells about requirement of ICT in legal education. This paper speaks about role of ICT in legal education.

Keywords: ICT, legal education, law

Introduction
Legal field is one of the important fields in this world. Justice to the people is given through this field. ICT means application in law field Information Communication Technology. Whenever there is a communication between persons it is included in ICT, ICT includes TV, websites, microphones, telephone, computers, laptop. In this internet world physical objects are not transferred between the parties and in many cases it is hard to identify a human decision maker for example in the operation of the public key infrastructure used for digital signatures there is only one identifiable piece of human decision making, when the initial identification evidence is taken and ID certificate is issued. The ICT applications are useful in various fields like teaching, learning sector, environment, science, health legal. The concepts of E-Courts has been accepted by Apex Body of judiciary of India. Hble Justice K.G. Balkrishnan is right in saying that the e-courts is a part of a pilot project that aims Electronic legal education involves the use of information, communication and instructional technologies to enhance students learning of the law and provide law teachers with environment and tools for teaching the law. Many law schools and law faculties are moving their education and training into web environments due to fast growth of Internet. In India, legal field is regulated by Bar Council of India. The Advocate Act 1961 deals with legal education and legal ethics. In both level ICT application is needed. ICT application is required in both fields that are academic and courts. Cyber law is the domain at the intersection of technology, networking and law for checking risks. Cyber law is the area of law dealing with the use of computers and the internet. To check the cyber offenses, India has only one enactment namely the Information Technology Act, 2000 as amended in 2008. In order to pave the way for the development of e-commerce and internationally acceptable level of legal uniformity and compatibility of rules and practices, the United Nations Commission on International Trade Law (UNCITRAL) established by the United Nations General Assembly in 1996, adopted the Model Law of Electronic Commerce in 1966. It intended to facilitate the use of EDI, e-mail, telegram, telex or telegraphy, etc., by providing standards by which their legal value can be assessed. The UNCITRAL Model Law, 1996 has seventeen Articles that cover different functions performed by the parties for transacting trade and commerce in the paper based business. The Model Law, 1996 as adopted by U.N. General Assembly on January 1997 provides the broad framework on the basis of which the member nations are expected to formulate their cyber laws and regulations for a synchronized approach towards the legal framework of electronic commerce. In order to protect interests of the consumers, it has been provided that this law does not override any rule of law intended for the protection of consumers. A legal instrument that is particularly geared toward the ‘harmonization’ of democratic trade law is an UNCITRAL’s Model Law concept. The Model
Law creates a legal framework for the individual states to follow when adopting new trade laws or modifying the existing laws.

**Ict Application In Teaching Learning Process In Legal Education**

It is necessary to have best education system in law as legal profession is a Nobel profession. To go with the flow of legal knowledge it is necessary to be updated with recent cases and relative provisions of law. The students will also get interested if they are taught using ICT applications. The law imparting institutions or law school must connect them with the outside world and reconstruct their academic agenda to work with actors in the international community such as NGO, multinational corporations, government and legal. There can be CD Rom reproducing a virtual legal library with the aim to explain how a lawyer can retrieve legal materials consulting specialized books and periodicals. There are major types of research categories like modeling of legal knowledge and legal reasoning is known as basic research. Applied research is known for realizing the electronic materials and delivering courses. In teaching learning process we should apply all this types so that teaching learning process will be enjoyable.

**Ict Application In Justice Delivery System**

To avoid delay in justice delivery system the use of ICT is done. The Honble E-Committee of Supreme Court of India had prepared a detailed report on the National Policy for the implementation of ICT in the Indian Judiciary on 1 Aug 200. It consisted of H’ble Chief Justice of Supreme Court of India with other members. On Feb 2011 it consists of H’ble Chief Justice of India and other 12 members. In two thousand five report the creation of ICT Infrastructure, Communication, site preparation and infrastructure creation for e-commerce development of customized software application, digitalization of legal tools like statute laws and case laws, inter connection of law libraries and all the necessary particulars were discussed. Many difficulties were faced by the committee for implementation. E-courts is a crucial project under National E-Government (NeGP) and Digital India. Establishment of E-courts in India is an important aspect of Judicial and legal reforms in India

**Initiative Taken By Government Of Maharashtra**

Government of Maharashtra has taken an initiative in 2013 to make Maharashtra E-Governance Maharashtra in all sectors including legal. Many steps have been taken in respect with it.


- Video Conferencing between Jails & Courts for conducting hearings has greatly aided in:
  - Reduction of security related concerns associated with presenting the prisoner to court.
  - Reduction in expenditure on security and travelling of prisoner to court.
  - Reduction in number of police staff deployed/utilized for this purpose.
  - VC facility can be installed at some of the selected prison and prisoners from various nearby prisons can visit this prison for trial.

One of the best examples is various hearings proceedings of Ajmal Kasab guilty of Mumbai terror attacks 26/11 were conducted through video conferencing between courts and Arthur Road prison.

**Case Management and Information System** for Court Case Management (CMIS) The CMIS is in use at the High Court, Bombay and its Benches at Nagpur, Aurangabad and Panaji-Goa. The CMIS captures the details starting from

- Filing of Case,
- Registration of Case,
- Capturing various intermediate updating in the case till disposal of case.
The application also provides for uploading of each and every Order / Judgment in the Case. Causelists are generated through the System. Various Statistical reports can also be generated from the System for Administrative and Judicial Purposes

**e-Payment of Court Fees**
In a first for the state, the Bombay High Court introduced a system of online payment of court fees from 1st July 2011. Before this system, all the Court Fees were paid by way of impressed and adhesive Stamps. Sometimes, there was a shortage of Court Fees Stamps and Advocates/Litigants found it difficult to obtain Court Fee Stamps. This was resolved by using an Electronic Technology. This was resolved by using an Electronic Technology to provide pay of court fees through e-payment. This facility is in addition to the existing system of pay of Court Fees through Court Fees Stamp.

**Mediation Centre Application High Court**
Mediation Portal was successfully launched at Regional Conference in Aurangabad on 27 Jan 2013. This application tracks the matters referred for mediation and captures all the subsequent development during mediation process until result of the mediation. All stakeholders will be informed through SMS / e-mail the developments in the matter and various statistical reports are to be generated from the application. It is web based application hosted at DIT, Data Centre which will be accessed by Courts, Mediation Centres at the High Court, District and Taluka Courts, Mediators and respective Advocates and Litigants.

**Certified and Authenticated copy system for Advocate and Litigants**
The Certified and Authenticated copy system is developed for issuing Certified and Authenticated copies through system based on the CMIS application. The system also calculates Fees based on the number pages and generate receipts, daily cash registers and various reports.

**Office management application for Chief Justice Office**
This application keeps track of various meetings of the different committees of the Hon'ble Chief Justice along with paper book, agenda notes and minutes of the meetings. This application also includes tour module and appointment module.

**Online recruitment process (e.g. District Judge, Court Manager, Clerk etc.) Presently, various recruitment processes are carried using online recruitment process.**
The applications are received online and hall tickets are generated through the application. Various reports such as short listing of candidates, rejected candidates list, selected candidates list are generated using the System.

**e-Library Software for Hon’ble Judges Library**
The application is developed for capturing Book details like Subject, Author, Publisher etc. with auto-generated accession number and bar code. Book searching is possible on various criteria and various reports can be generated from the System. e-Library also contains soft copies of various laws, judgments’, statues, Acts, Bills, Foreign Court Decisions etc. for reference of users. It also has links to Constitution of India and Constitution (Amendment Acts).

**Conclusion**
As said by His Excellency Governor Shri K.Sankaranarayanan Government of Maharashtra e-Governance does not mean merely computerizing offices, launching websites and opening information out-lets in rural and urban areas. e-Governance is about efficient governance, effective governance and empowering governance. The ultimate goal of e-Governance is to make all public services accessible to the common man in his locality at affordable costs. ICT application in legal education it may be teaching or courts will be more powerful. The initiative taken by government is useful in any respect.
The ROLE & IMPACT OF ICT IN IMPROVING THE QUALITY OF EDUCATION

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Abstract

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. ICT has become an integral part of today’s teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in education not only improves class room teaching learning process, but also provides the facility of e-learning.

Keywords:- Information and Communication Technology, ICT initiatives, Higher Education, Innovative usage.

Introduction

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. Online communication and information access expands a horizon of education to wherever and whenever an instructor or student wants it. A higher bandwidth facilitates to achieve this in a quicker and an efficient way. Due to introduction of newer technologies, classroom sessions are being replaced with virtual sessions or traditional classroom courses are being substituted with online courses.

OBJECTIVES OF ICT IN EDUCATION:

1. Improvement in learning pace and achievements.
2. Increased acquisition of knowledge, skills by individuals required for better living and sustainable development.
3. To promote and facilitates the relationship between human and the environment.
4. To implement the principle of long lasting education.
5. To increase the variety of educational methods and services and literacy rate through distance education.
6. To promote the technology literacy among citizens, and the equal importance to slow and gifted children.

Benefits of ICT in Higher Education

Use of ICT in education presents a unique opportunity to solve multitude of challenges quickly as well as at low rate. Advantages of an ICT:-

1. To develop variety of educational services and medium.
2. To promote equal opportunities to obtain education and information.
3. To develop a system of collecting and disseminating educational information.
4. To promote technology literacy and support distance learning.
5. To support sharing experience and information with others.
6. Helps in improving innovative teaching skills and makes classroom teaching effective.
7. Acts as an assisting tool for teaching and learning itself
8. ICT helps teachers to motivate students and develop interest in learning.
9. ICT is store house of educational institution because all educational information can safely store through ICT.
10. ICT helps teachers to communicate properly with their students. So ICT bridge the gap between teacher and students and plays an important role in student evaluation.

**Recommendations:**

The quality of programs as measured by fitness for purpose should continue to grow, if the stakeholders perceive the various educational programs as meeting their needs and expectations. ICTs serve to provide the means for activities to realize the potential in human resources. Furthermore, adequate funds must be provided to initiate, develop, promote, review and implement ICT policies in the educational sector to bring about an improvement on ICT utilization, through computer apprentices courses taught in Nigerian tertiary institutions. In this period of economic recession, the price of ICT equipment and materials will continue to the astronomical. It becomes highly imperative for all stakeholders of education to entice industrial establishments, politicians, big businessman and entrepreneurs, non-governmental organizations and the community at large to assist the institutions in the provision of ICT equipment and materials and well finished computer laboratories.

**Conclusion:**

ICT play vital role as a strong agent for change among many educational practices i.e conducting online exam, pay online fees, accessing online books and journals. Thus ICT in Higher education improves teaching learning process, provides the facility of online learning to thousands to thousands of learners who cannot avail the benefits of higher education due to several checks, such a time, cost, geographical location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds.

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SKILL DEVELOPMENT AS A CHALLENGE IN HIGHER EDUCATION IN 21ST CENTURY

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Abstract
The 21st century education highlights as an instrumental in globalization and internationalization. Investing in education is an invisible tool for nation building. Education is the strongly crucial to develop in civilized society for the morale of teachers to develop caliber in the teachers and public education system. Learners in 21st century must possess both self-direction and an ability to collaborate with individuals, groups and machines. The role of teachers in the classroom can’t be denied, at the same times children can’t be removed who are central to our hopes of building a better world. Successful teaching to the students in the 21st century, knowledge-based economy requires a different way of teaching. Unfortunately, many teachers do not yet possess the required skills in facilitating 21st century learning.

The traditional lecture based teaching causes disinterest in the era of digitization in Education. Computer or cell phone is useful today for researching, communicating and every walk of life. Teachers require varied type of skills; in multiple ways of delivery, and they must instead become learning facilitators. The technically expert teachers are difficult.

Key words: Skill development, modern teaching and learning process, Technology

Introduction
The 21st century education highlights as an instrumental in globalization and internationalization. Investing in education is an invisible tool for nation building. Education is the strongly crucial to develop in civilized society for the morale of teachers to develop caliber in the teachers and public education system. Learners in 21st century must possess both self-direction and an ability to collaborate with individuals, groups and machines. The role of teachers in the classroom can’t be denied, at the same times children can’t be removed who are central to our hopes of building a better world. Successful teaching to the students in the 21st century, knowledge-based economy requires a different way of teaching. Unfortunately, many teachers do not yet possess the required skills in facilitating 21st century learning.

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Challenges Faced By Teachers In Higher Education In 21st Century
1) Learning to live is a challenge
One of the greatest challenges in the 21st Century is to unify society. It is necessary to understand each other, to live together with mutual respect and work in teams, to resolve our differences in peaceful ways. Proper methodology to be searched for, geography, languages and civics teaching, and decided policies of inclusion and exclusion from schools, colleges, training and employment. In the era of globalization, we’re under global pressure towards greater economic competition. For universal family hood, we must ensure heterogeneous community although common language, history, religion or worldview.

2) The need of transformation in young teachers
To fulfill the mission of preparing young people for bright future of nation, various fundamental changes in the role of teachers are needed. Teachers are accountable representative and complimentary to society to help their children to learn to know, to do, to be, and to live together. As an educator, our commitment is to ensure quality
and high standards in the present education system. Education sets about the task of rehabilitating the nobility of the teaching profession by enhancing the status. Teachers may take advantage of the possibilities offered by new methods of communication.

3) **Support of the colleagues and the community**
Teachers are source of ideas answers, humanistic teachings; they need the support of their colleagues and the community. They have the necessary tools to fulfill their mission. Teachers make the difference has been taken account of by the media and decision makers in our country. It is necessary to inform the world of the real situation in classrooms and education systems in which the conditions needed for learning are totally inadequate.

4) **Need of Professional development and technology adoption**
Educators in the 21st century need to recognize the limitations of the traditional model of teaching. In the modern era of technology knowledge doubled every year; today what is learned will soon be outdated tomorrow. Most of the learning occurs today outside the classroom. The new vision of education recognizes that the learning occurs is outside of the teacher’s control. Technology has enabled students to control of their own learning and much of that process occurs outside the classroom.

5) **Create interest in the learning and learning environment**
The students in the Higher education are feeling frustrated, disinterested, lost morale and optimism in the education and education as a means of earning livelihood, furthermore, the education hasn’t been driving personal economy, employment opportunities in respective lives. This has discouraged the students in the education to scale study harder in entire learning, obtain good grades and equip themselves for life. The educators and entire policy makers need to face this challenge at greater force.

### Challenges Faced By Students In 21st Century

1) **To be appreciated, accepted & recognized**
Psychological need of students is to be appreciated, accepted & recognized. A student tries to be icon, different and recognized. They want to be appreciated by the parents and teachers. If the teachers fail to do so, withdraws their self from classroom activities.

Students need to develop reflective skills, so that students are in a position to identify their own strengths & weaknesses. Critical thinking skill is required which makes the students able to analyze, evaluate, judge the suitability, appreciate and implement the new perspective for own purpose. The communication skills and collaborative skills help them to express their feelings & ideas and perspectives. Collaborative skills will help students to work in socially heterogeneous groups by sustaining own individuality.

2) **Inertia in students energy**
In the traditional classroom environment and conservative teaching, the energy of students is not channelized, exploited to the extent, which causes disciplinary issues. The indiscipline is dominating in teaching process, passing comments, lack of adjustment, anger and disrespect for the teachers.

To overcome these challenges, the adjustment skills will raise tolerance level of the students. It helps in establishing mutual suitability. Critical thinking skill will make the individual able to sense for holding, suspending and releasing the emotion and sentiments.

3) **Suffering from superiority or inferiority complex**
Today, students are not in a position to understand their selves. Class is heterogeneous with many caste, religion and creed, both rich and poor. Moreover swayed by the respective conditions, many students often are in unequal opportunities and prejudiced behavior with students creates complex problems. Difference influences
innocent minds in such conditions reflection and exploitation of resources should be developed amongst the students subsequently their strengths and weaknesses.

4) Establishing rapport with parents
Absence of rapport between parents and students is serious. The students try to find solutions of their problems and dilemmas from friends or internet. This challenge requires responsibility & respect on the part of the family members. If the students know various source of information and are able to identify the relevant information, it can help them a lot.

5) Lack of bonding between students & teachers
For healthy relationship bonding among students & teachers is essential. Frequently changing teachers in school may also affect student teacher relationship. This challenge also requires mutual respect, cooperation and responsibility on the part of the adolescents, teachers and school authority.

6) Learning school subjects, such as, Social-Science, Mathematics, and Science
Teaching of Science & Mathematics gives undue emphasis on theoretical aspects without considering its applicability & practicality. Teaching of subjects as like Social-science and History gives over emphasis on remembering dates and places without knowing its significance.
Learning of these subjects requires full concentration, analytical skills and reasoning skills. Learning skills refers to learning to know, establish relationships among various variables involved and set connections with observations, perceptions and experiences.

7) Language learning
Language is rarely used as creative way of expression and communication. Grammatical mistakes impede the learning significantly. Language learning requires Listening, Speaking, Reading and Writing skills. Grammar of languages and their background create hurdles. The language should be enriched through active dialogue with the society and exploring the various texts.

8) Absence of creativity culture
Teaching-learning process of scholastic subjects provides inadequate means to develop lateral thinking and creative abilities of the learners.
To accept this Challenges study and creative thinking skill is required. Study Skills & Creative thinking skills. Creativity requires multi-angular viewpoints. These skills are supported with skills of acceptance, adaptability, reading skills, info-savvy skills and communication skills.

9) Holistic adjustment in changing educational and social needs
Students do have lack consistency in their holistic adjustment that causes mood swing. Teachers & school may not be able to mark educational and societal changes and changing needs. Teachers also fail to orient them toward the changes. This is resulted, the unequipped students face difficulties in keeping pace with the changes. To face this challenge acceptance, adaptation and adjustment skill is required. The initial step is to mark the change and accept it. The subsequent steps could be adaptation through evaluation and adjustment along with thinking skills, self-directional skills and info-savvy skills.

10) Pressure for high achievement
There is competition in every field, efforts for vertical mobility or suitable placement in the field of interest. The students are expected engineer, doctor, IITians and settle abroad. The contents are un-wielding and aspirations are infinite. The focus should be given on learning and holistic development rather than merely high achievement.

11) Gaps between rigid parental expectation, children profile
Noticeable, wide gaps between what the child likes to pursue and what the parents expect. Having entered into a non-compatible field, the learners lose their interest. It results into wastage of prime time of life, passion of students.

Skills required this Challenge that the student must be able to identify own potential and set goals subsequently discuss with parents. It is also necessary that parents also have added responsibility to understand and respect the potential of their wards.

12) Underestimation of abilities of children
Strengths and weaknesses of the children are not estimated by the stakeholders, which results in their deprivation of the career that they like to pursue.

It is necessary to develop the rapport between students and their parents, healthy and meaningful communication, respecting and appreciating feelings of children. Guiding & counseling facilities are increase capabilities of students.

13) Value Dilemma among students
The present generation fails to appreciate the old. Attempts should be made for amalgamation of all the desired values. Critical thinking skill should be developed to equip the adolescent to analyze, evaluate, appreciate and adapt new values. They will adapt the best possible value system for them. Reflective skills further demand skills, such as, acceptance and adaptatations.

14) Devoid of the Beauty of Nature
To feel nature is quite challenging for the students. They are more with the virtual world than the real physical world. Further, with the obsession of possession the present day society has started treating the nature as resource rather than source. Sensitivity to the nature is the first step to accept and realize the nature. There should be no tendency to exploit the nature.

Conclusion
For future citizens, the role of education and teachers are extremely important. Teachers must adopt on new roles and responsibilities: they must be lifelong learners. Teachers must be intimately involved from themselves set in the design of educational reforms, as well as in their implementation.

References:
SKILL DEVELOPMENT IN 21ST CENTURY

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NCF2005 - “Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner.”

Introduction-

Preparing our student for the twenty first century is a challenging task. If we look at from broader perspective, the twenty first century students are finding themselves in an awkward position, simply because they are learning 20th century skills and 21st century demands something different. The question, What abilities and traits will serve them in a time that’s changing and developing so rapidly? seems to be crucial. They must be challenged and inspired in their learning. They want to integrate the technology into their classroom experiences as much as they can. In short, our students have a high set of expectations from their teachers.

Traditional education models have often focused on learning identified content for subject areas like science, mathematics, and social studies. Here the focus is on assessing the content knowledge with tests full of questions at the end of a chapter or a semester. The focus is more on the memorization of the facts. The focus is on LOTS, lower order thinking skill - knowledge, comprehension and application. But in this globally and digitally interconnected world, all learners, from cradle to career, need new skills and knowledge to succeed. If we want to prepare our children for success in school, work and life, opportunities to learn 21st-century skills are essential. The teacher should focus on HOTS – higher order thinking skills - synthesis, analysis and evaluation.

As a teacher, we have to provide a framework for successful learning in the classroom. We have to make them ready to face the challenges of today's digital and globalized society. Here the teacher plays an important role in helping students to develop 21st century skills by applying different methods and techniques. The teacher should use innovative strategies and modern learning technologies that help integrate cognitive and social skills with content knowledge as well as increase students participation in the learning environment in order to promote 21st century skills.

This is the world where the change is constant otherwise everything is changing rapidly. The rapid change and development in the 21st century make it necessary for individuals to equip themselves with certain competencies and skills. As teachers we need to prepare our secondary learners with the 21st century skills. But before that the teacher must be ready with these skills.

Here are some activities that helped my student to get acquainted with these skills. I conduct these activities in my English Language class and the text book, co-curricular activities and extra curricular activities are the resources for me. The 21st century skills can be taught, developed and encouraged. Some of the 21st century skills that helped my students to develop their abilities and competencies in learning English Language are-

1. Critical Thinking

Critical Thinking is one of the most important 21st century skills. Critical thinking is clear, rational, logical and independent thinking. Critical thinking is a conscious learning. We have to teach our learners how to think critically. With so much information available online, the students must be able to synthesize and analyze the information. They should remain open-minded, and think outside the box when approaching tasks. Let’s make them to think beyond the text book.

   Some activities
   1. Agree or Disagree
2. Critical Questioning
3. Making connections between topics
4. Predicting the content of the text
5. Asking questions with multiple answers.

2. Communication

Our students are learning English language as a third language. While learning new language, communication is the skill many students find challenging to acquire. So it needs enough practice. Listening is the beginning to acquire communication skill. In the textbook there are variety of activities for the development of the skill. But care should be taken while conducting these activities. Ample opportunities should be given to the students. Students need to be able to share their thoughts, questions, ideas and solutions.

Some activities
1. One minute talk
2. Elocution competition
3. Group work activity
4. Creating Speaking eco system
5. English Club

3. Collaboration

It is rightly said that “two heads are better than one.”. Collaboration means work effectively with others to achieve a common goal. Collaborative learning activities can help students to develop problem solving and group work skills. This skill links nicely with communication. When they work as a group they have to take of the responsibilities for their work. Students try to explain their views or interact to a counter view with some respect. Teamwork skills will also help students when they leave school and find jobs. It is a situation in which learners interact in a collaborative way. But teaching collaboration skills in the classroom can be harder than expected. Here the teacher observes the students when they are working in a group and gives them the feedback.

Some Activities
1. Group work activities
2. Think Pair Share
3. Stump your partner

4. Creativity

Everyone has a creative side – they just might not know it yet! It’s our role as a teacher to help students to explore their creativity and stimulate their imaginations. If the teacher frames activities by creating constraints. Interestingly, the constraints act as supportive scaffolding for students.

Similar to critical thinking, students should be encouraged to think of new and innovative ways to solve problems. Their creativity benefits them in their higher education and in life also. Teacher can design many activities to boost the creativity. Teacher should encourage the students for their creativity, the teacher has to build an environment of trust. It is rightly said that ‘Creative thinking cannot be purchased, downloaded or guaranteed but it can be fostered with the right environment’. Let’s make our students curious about different things, it leads them to be creative.

Some Activities
1. Preparing a Wall Poster
2. Miming animals, emotions, objects, jobs
3. Complete the story ……
4. A space for the students.
5. Using the textbook creatively.

**What my students get from these activities ……..**

1. Students get the opportunity to develop the skills
2. They respond open mindedly to different ideas and values
3. They start to think ‘from local to global
4. The activities made them to think beyond text book. Training the students to think outside the box helps in developing self-directed learning.
5. Peer evaluation improves learning.
6. Students show commitment to learning as a lifelong process.
7. Collaboration helps them to understand ‘team work’

Seth Godin in his article, “Let’s Stop Calling Them Soft Skills”, explains five categories of skills -Self Control, Productivity, Wisdom, Perception, Influence. These skills are also vital to face the 21st century. But the gap between the skills students are learning and the skills students need is becoming wider, as traditional learning falls short of equipping students with the knowledge they need to live with.

Teacher should provide varied learning experiences to the students. We cannot teach them these activities in an isolation. It is a combination of the number of skills that will increase their success in life. But the teacher must be ready to face these changes.

As Dylan Williams says, ‘the hardest bit is not getting new ideas into people’s heads, it’s getting the old ones out’. At first he has to change his attitude, he has to change his role as a teacher, he must not be the boss of the class, but must be a guide by side. We have to make our students responsible for their work. The teacher must allow students to participate in leading activities so that each feels important and valued.

I would like to conclude with this Chinese proverb “Give a man a fish and you feed him for a day, teach a man to fish and you feed him for a lifetime”.
ICT FOR TEACHER EDUCATION PROGRAMME
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Abstract:
Information and communication Technologies (ICT) have brought new possibilities into the classroom, at the same time, they have placed more demands on teachers. Information and communication Technologies exemplified by the internet and interactive multimedia are obviously of great significance for teachers. The integration of teacher education in particular is the need of the day. Its adequate recognition and fulfillment of relevant needs is crucial for integration and effective utilization for quality education programmes. The use of ICTs can make substantial changes both for teaching and training mainly in two ways. Firstly, the rich representation of information changes learner’s perception and understanding of the content. Secondly, the vast distribution and easy access to information can change relationships between teacher and learner. ICT can provide powerful support for educational innovations. It needs to be effectively integrated into the formal classroom teaching and learning conditions.

Today there is an explosion of knowledge due to unprecedented advancement in the fields of science and technology. Our old ideas are gradually changing and giving place to new ones, values and traditions appeared to be in the process of transformations. New knowledge has been discovered in different subjects and areas of knowledge.

Introduction:
In the light of the need for the improvement of the present Teacher Education Programms in our country, here are strategies for improving and strengthening Teacher Education Programms for preparing Education for the Future Society. Every day new technologies emerge but the latest technologies also have capacity to integrate with older analog-technologies and retrieve information stored in older technologies and to develop link between the old and the new. The choice of technology is important for a specific purpose of classroom teaching.

The role of teachers and function has to be seen in the light effortless and instant gratification offered by the media. Both for the rural and urban children the contents competency and pedagogical skills have to keep on fostering in view of developments occurring in this fields. The onslaught of new technologies, New method of Teaching and New concepts of Learning have all influenced Teaching-Learning process and demand the teachers to cope with it.

The Need Of Ict:
The face of classroom is changing. The teacher should prepare to keep up with technology utility in the classroom. ICT is not only an essential tool for teachers in their day to day work, but it also offers them opportunities for their own professional development. In conventional teaching, most of the time consumed for input-output and less time left for process. But in teaching with ICT the input and output time is reduced and process time increased when, the process discussion, correlation with other subjects we do teaching with ICT, we get more time for the process phase.

Basic Forms Of Ict In Classroom:
ICT can take in many forms in classrooms. We can use ICT as teaching learning and how to use ICT or teaching learning via ICT. It can be used as a core or a complementary means to the teaching process. On the basis of the above framework and research evidence including case studies, there are three main approaches to ICT which can be used in the classroom.
I) ICT INTEGRATED APPROACH :-
This aims at planning the use of ICT within the subject to enhance particular concepts and skills and improve students attainment. This involves a careful and considered review of the curriculum area, selecting the appropriate ICT resource which will contribute to the aims and objectives of the curriculum and scheme of work and then integrating the ICT use in relevant subjects.

II) ICT ENHANCEMENT APPROACH :-
This focus on the use of an ICT resource to enhance the existing subject matter through some aspects of the lesson and task e.g. using an electronic whiteboard for presenting theory about the topic. In this approach, the teacher plans to complement the lesson with an innovative presentation method to promote class discussion and visualization of problems. This aims at using an ICT resource to empower the students learning by enabling them to improve there class work by taking notes on computer by email to the teacher from home or by word processing their home work.

Implementation Of Ict In Teaching - Learning :
The effective and efficient use of ICT depends largely on technically competent teachers. They should be able to appreciate the potential of ICT and have positive attitude towards ICT. Four phases are conducted to implement ICT content in the classroom.

1) ICT Literacy
2) The effective and efficient use of ICT hardware and software for teaching-learning activities.
3) Pedagogy based ICT use (integration of ICT in subjects content teaching, online support networking and management)
4) Adopt best innovative practices in use of ICT

ICT For Better Teacher Performance :
In the new technology era, the role of teacher has changed and continues to change from being and instructor to a constructor, facilitator, coach, and creator of learning situation. A teacher will be able to integrate the use of ICT into competencies like creativity, flexibility, logistic skills, skill for project work, administrative and organizational teacher performance through the following ways :-

1) Enhancement of Knowledge through use of ICT :-
Access to information is considered to one of the most important benefits of use of ICT in education. ICT allow us to represent information in rich and diverse ways. They enable us to traverse the boundaries of art, science, language. The interactive capacity of ICT provides more opportunities for students and teachers to be involved as creators. It helps in teaching learning resources to meet the particular needs of students of every stage of their education. Learning materials in electronic format are most useful when they are directly linked to the curriculum.

2) ICT Strategies for Teachers :-
ICT provides many opportunities to move easily and use variety of pedagogies. It enables delivery of information or communication with a mass of students in quite individual ways, opens up the possibility of tailoring pedagogy to the need of teachers or students in time and place without the limitations, imposed by peer groups Multiple use of technology are interesting and innovative uses of technology take place in classrooms. Teaching can only be effective when the standards, objectives, curriculum, resources, technology use and assessment are aligned to measure objectives. ICT enables instructional designs to follow constructivist approach by using hypertext and hypermedia because it allows for branched design rather than a linear format of instruction.
In this way ICT can provide the valuable tools to align the system to promote student learning. ICT enabled teaching facilitates sharing of ideas, experiences as well as collaborating on projects, exchanged materials, through discussion groups in education.

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CHALLENGES AND OPPORTUNITIES FOR SKILL DEVELOPMENT IN HIGHER EDUCATION

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Higher education in the country is going through a phase of transformation where the government is making efforts to internationalise the system as well as make Indian institutes globally competitive. Skills being a major point of focus, Central and the State governments are attempting to create separate skills universities that will cater specifically to vocational education.

At present, ‘Skill India’ mission is blowing at full steam. India has the responsibility of skilling about 104.62 million fresh entrants in the workforce in the next four years, by 2022. The government has rolled out several schemes such as Pradhan Mantri Kaushal Vikas Yojana (PMKvy), Deen Dayal Upadhyay Gram Kaushal Yojana (DDU-GKY), Udaan for Jammu and Kashmir, National Urban Livelihoods Mission, among others to fasten the process of skilling this population.

The Indian government’s ‘Make in India’ campaign and the accelerated growth in the economy has highlighted the demand for skilled manpower in the country. The objective of this article to understand the current state of vocational education and training and review the vocational training models of the emerging economies.

Methods/Statistic Analysis: The Skill development model of India is studied in detailed with reference to the ‘Make In India’ campaign. The vocational training model of the China and Brazil is also reviewed for the study as they are a part of the BRICS countries and also the emerging economies of the world. Singapore’s vocational education model is also studied to gain additional insights on the skill development initiatives and policies.

Findings: The “demographic dividend” explains for India being the youngest workforce country in the world. The paper aids in analyzing the current skill gaps in the country and the areas where there is a huge scope of supply of skilled workforce. It aims to identify the challenges faced in development of skills in the country and highlighting the employment opportunities arising in the different sectors with emphasis on the Make in India campaign.

Soft skills play a very crucial role, especially in the Education world. Hence, soft skills development is becoming an integral part on the professional front.

In this article, let’s see how to take develop four most important soft skills and take charge of your career.

Interpersonal Skills

Interpersonal Skills is nothing but the ability to interact and communicate at par with other people. The key to excel in it is “great communication”. When you’re not able to strike a cord well with people you’re meeting for the first time, it is said that you lack interpersonal skills.

For most individuals, it is very difficult to get the social interaction simulated at the very first meet. However, only few of them are able to excel in having and showing they have such communicative skills.

What matters more is the way you communicate, and how well you’re able to influence, listen, and negotiate with others.

Confidence

Undoubtedly, you can have second thoughts on almost every other thing. However, the thoughts of having second thoughts shouldn’t hold you back. Confidence is that fine line between going for something in first attempt and doing away with the idea of it.

Pro tip: Build and maintain your confidence by not considering what others think of you or your work. Focus on your gifted uniqueness and be sure enough what you’re doing.

Obviously, you’ll need feedback to flourish in your career, but don’t stop yourself from taking a few risky steps.
Ethical Aptitude

**Soft skills development** also does include an ethical aptitude towards your organization and its people. Practicing moral ethics at workplace is a way of applying fundamental values to professional situations. A planned approach with ethical aptitude helps in excelling at resolving workplace concerns in a professional and effective manner. That is: identifying the problem, collecting and analyzing facts, understanding consequences, assessing alternatives, and then taking a decision.

**Critical Thinking**

With logic as basis, you need to showcase soft skills development while taking a particular decision. Below are important tips to garner critical thinking:

- Understand the logic and other probabilities behind your decision
- Identify all your assumptions and cross verify their aspects
- Collect enough data to regard or disregard your assumptions
- Perceive a situation from every possible angle
- Consider the individuals around you — your co workers, buyers, suppliers, employees, seniors, partners, etc.

Think for both long and short run so as we see; soft skills development mainly involves inculcating four major areas including interpersonal skills, confidence, ethical aptitude, and critical thinking. These skills are not only high in demand in but also as we get ready for another Educational Revolution.

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ROLE OF SKILL DEVELOPMENT IN HIGHER EDUCATION

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Abstract
Skill development is the major concern in most of the countries. It is aimed at increasing employability and efficiency of workforce. Government has also undertaken many measures for skill development such as formation of National Skill Development Corporation, Creation of separate Ministry for Skill Development and Entrepreneurship. It is the formal education which has failed to give the requirement of industries, trade and various workplaces. It has been overcome by the skill enhancement. The educational system is the basic foundation in the life of youth where they can be given formal education with skills resulting into employability. The skills have given name and wealth to the people like Dhirubhai Ambani, Bill Gates, Steve Jobs even though they were not even graduates. The Even present scenario calls for drastic reforms in the prevailing higher education in order to cater to the demands and aspirations of the society and also to meet the skill requirements of the workplace. The Twelfth Five Year Plan also aims to improving the employability of graduates and producing graduates with international competencies and skills. The students in Higher Educational Institutions are expected to have many skills like knowledge of human values, usefulness to the society, self awareness, creative thinking, effective communications, interpersonal relationship, etc.

Key Words: Employability, skill development, HEIs, entrepreneurship, value education

Skill Gap and GER in Higher Education
India has the largest number of higher education institutions in the world, with 700 universities and 36000 colleges. At 25 million, the number of students enrolled is the second largest globally. However, the Gross Enrolment Ratio at 18.4% is low as compared to other countries, including developing countries. Critical gaps exist in the capacity and management systems of the higher education structure. In India there are 700 universities and 36000 colleges. To reach target of 30% GER, Ministry of HRD should have additional 800 universities and 35000 colleges. Growth of higher education needed as per Five Year Plan is 37%. Growth of higher education increase per year is 11%. Demand for higher education increase per year is 20%. Human resource demand is increasing per year is 18%. Shortfall in number of seats required and available is 45%. There is scarcity of higher education opportunities which is a potential hurdle to economic progress. Hence, in higher education in India, there is a gap between aspiration and availability. Urgent need to meet the rising demand for higher education hence India surely needs more Higher Educational Institutions. Japan has 4000 universities for its 127 million people; The US has 3650 universities for its 301 million, India has only 700 universities level institutions for its 1.2 billion people.

Skill Gap and Economic Prospects
India however has prepared to face knowledge challenge of 21st century higher education. According to the Ministry of Human Resource Development, Government of India, in this country, only about 18.4% of the population in the relevant age group of (18-23) years is enrolled in higher education and a mere 6% graduate with degrees. With the rapid growth of the service, knowledge and associated sectors in the economy, it is imperative that the populace is equipped to contribute to and benefit from higher education. India needs to reach 30% GER by 2020. This requires a radical overhaul of the higher education system, with regard to access, enrolment and most importantly quality. Failure to address this need and foster more inclusive growth will adversely affect India’s future economic prospects and the welfare of its citizens. We believe that this crisis in higher education will give the necessary impetus for radical change.

Degrees vs. Employability
There is a gap between the knowledge provided in colleges or universities and skills required to be possessed at the workplace. This is the biggest challenge. According to a study by NASSCOM a body of software service industry revelation, out of 400000 odd engineering graduates, who pass out every year, only 20 percent would meet the requirements of corporate in India. The rest would have to undergo rigorous training before making them employable. It shows that there is high degree of skill deficit in higher educational institutions. The role of higher educational institutions is becoming promising in promotion of skills based degree programmes for producing desired number of workers in globalised economy.

**Anticipated Shortfall in Industries in 2022 (Growing Skill Gap)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Productive Sectors</th>
<th>Employment (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Building and construction</td>
<td>33.0</td>
</tr>
<tr>
<td>2.</td>
<td>Textile and clothing</td>
<td>26.2</td>
</tr>
<tr>
<td>3.</td>
<td>Transport and logistics</td>
<td>17.7</td>
</tr>
<tr>
<td>4.</td>
<td>Organised retail</td>
<td>17.3</td>
</tr>
<tr>
<td>5.</td>
<td>Real estate services</td>
<td>14.0</td>
</tr>
<tr>
<td>6.</td>
<td>Health care</td>
<td>12.7</td>
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<tr>
<td>7.</td>
<td>Food processing</td>
<td>9.3</td>
</tr>
<tr>
<td>8.</td>
<td>Education and skill development services</td>
<td>5.8</td>
</tr>
<tr>
<td>9.</td>
<td>Infrastructure</td>
<td>103</td>
</tr>
<tr>
<td>10.</td>
<td>Auto and auto components</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: IMaCS, Aon Hewitt and NSDC (Business Today, 31st March 2013)

**Skill Development Targets**

1. To create 500 million certified and skilled technicians by 2020
2. How to invest adequately in their education and employability
3. As envisaged in the 11th plan, impart relevant skills to 10 million people annually
4. Create 70 million new jobs and gain industry support for the same
5. Addressing employability issues imperative for inclusive growth

**Skill Development and Demographic Dividends**

India has tremendous potential to transform its economic prospects by increasing the overall labour productivity through skill development. At present, more than 50 percent of India’s population are below 30 years of age. Based on the Census Reports, it has been estimated that the proportion of working group (15-59) is likely to increase to more than 64 percent by 2021 (MHRD, 2012). Therefore, it is going to be a huge challenge to provide education and skills to the growing young population and to meet their employment aspirations. If India has to successfully reap the full advantages of demographic dividends, provisions for skills training should be expanded to equip the younger generations to find gainful employment. If not the huge army of unemployed youth could turn out to be a serious demographic burden. The existing vocational education system is very small and is afflicted with problems such as low quality, outdated curricula, poor infrastructure and lack of resources. Only ten percent among the labour force in the age group 15-29 in India receive vocational training as against 96 percent in South Korea, 80 percent in Japan, 75 percent in Germany, 68 percent in United Kingdom and 28 percent in developing countries like Mexico.

**Role of NSDC in skill development**

In order to bridge the industry academia gap – Ministry of finance established National Skill Development Corporation (NSDC). It has developed a unique model to integrate skill based trainings into the academic cycle
of the colleges and 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 highlights of the model are as given below:

1. Based on state skill gap report – identification of Sectors and job roles
2. Development of implementation model and Integration into time table of college
3. Training of Trainers by Sector Skill Council
4. Curriculum Alignment and Capacity Building workshops
5. Student orientation sessions to take an informed choice of sector/job role
6. Standardized Training Delivery by NSDC Training Partners
7. Internships and On-the – job Training
8. Assessment and certification by Sector Skill Council
9. Employability and Entrepreneurship Opportunities for the students

MOU with NSDC – An Experience of Skill Development

In 2015, Bhaurao Kakatkar College in Belgaum pursuing undergraduate and postgraduate courses signed an Memorandum of Understanding, with National Skill Development Corporation, New Delhi. The interested 30 students were selected for training for the skill development course in Retail Management. The fees charged for the course being Rs. 1250/- which were meant for 3 months training, training manuals, free visits to retail sector. Trainers were arranged freely by NSDC. The classroom, projector, other facilities were provided by the college. The students after attending the training course were given the certificate of Government of India, training materials and Rs. 2000/- each (direct transfer to their bank account). This was unique experience with a skill development programme of Government. The training included many practical aspects in retail sector. Many students shared good experience about this course which was possible due to MOU with NSDC. This exercise encouraged to take up many self financed certificate courses in the college. Likewise, many other colleges and universities in Belgaum and surrounding area started the Government initiated skill development courses. The Government of Karnataka also initiated the “Koushalya Karnataka Scheme” for students to develop skills while getting degree education.

Competencies and Skills Required for Employable Graduates

1. Computer proficiency
2. Interpersonal skills
3. Technical skills
4. Writing skills
5. Computational skills
6. Public relation
7. Oral communication skills
8. Inculcations of ethical values
9. Attitude formation
10. Imaginative skills
11. Awareness of social, legal, political environment

Industry Participation in HEIs to Develop Employability

Present higher education system is producing degree holders having theory knowledge in particular area but it has failed to develop general employability skills needed for entry level employees. Hence, it is high time for planners, policy makers and practitioners of higher education to ponder over it and make necessary reforms in
the course and strategies so that employability skills can be developed among the students. The challenge of gap between the demand and supply of skilled employees can be filled in by government initiatives. The public private partnership (PPP) is the best solution for this problem. Some strategies need to be adopted to develop employability in higher educational institutions. They are as follows:

1. Curriculum designing
2. Case designing and development
3. Mini projects and assignments
4. On the job and internship training
5. Performance testing and evaluation
6. Reciprocal sharing arrangements
7. Setting up a business development cell on partnership
8. Faculty exchange and participation in industry and vice-versa in university and specialised institutions
9. Promoting entrepreneurship in education system

Strategies for Filling Skill Gap

1. The curriculum design and development is mainly the job of universities. The programmes of studies in universities are categorised as traditional and professional. The traditional courses are related to language, literature, history, political science, etc. While professional ones include management, media, fashion technology, biotechnology and food science, etc. There are frequent changes in the market requirement. The professional content in the curriculum must be increased. Desired modification should result in deleting of outdated things and introduction of new things.
2. Innovation and creativity issues are gaining more importance in meeting skill challenge. The educational activities in higher educational institutions should give more scope to promote the innovative thinking.
3. Faculty exchange programmes lead to improvement of quality of teaching and learning. The sharing of knowledge by faculties improves the knowledge and expertise thereof. Hence, the incentives need to be provided to the faculties to improve their expertise in teaching. Some private institutions are providing the incentives to the faculties to participate in faculty exchange programmes. The knowledge shared in IIMs and IITs is a valuable source to improve the teaching and learning skills.

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Abstract

In 21st century the library profession is changed from traditional librarian to information provider so they are responsible to provide not only traditional library services but also information services. Library professional’s needs to acquire some new skills to provide effective and qualitative services to the users. This article highlights about some important leadership skills in library services.

Key Words Leadership skills, librarian, library profession.

Introduction

In the information age the role of the librarian become important and challenging because they are expected to develop and manage hybrid libraries. Therefore there is a great demand of skilled librarians. Library is a team work. To handle the team smoothly and create the library atmosphere healthy and friendly, the librarian must have leadership skills. This paper discusses the leadership skills needed in the librarian to coach and build a team to achieve the aim of the library i.e. delivering quality services to their users.

Definition of Leadership

“Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.”

Joanne Ciulla

Leadership Skills for Librarians

Library work is a team work and users’ satisfaction is the prime objective of the library. To achieve this goal librarian has the responsibility to bring about proper coordination among various sections, for that the librarian has to be scholar, good leader and a cultured human being who is sympathetic and concerned towards the staff and patron’s needs. Hence it is required to have leadership skills to manage and guide the team time to time, as every subordinate is important for carrying out their work efficiently for smooth running of library.

“The libraries should be focused on introduction to Web technologies; dynamic librarianship; bringing the best in library management; leadership development; improved communication & interpersonal skills; user’s need management; ethics & leadership; reconciliation and cultural integration in the workplace; knowledge management; competitive intelligence; marketing and branding of information products; discussion of application of recent trends in libraries etc. Most importantly the networking within the libraries should be strengthened. Keeping in view the above constraints, library leaders have significant role to play in future development of libraries.”

Important Leadership Skills Librarians must possess

1. Communication/listening skill:

Communication is identified as the most critical leadership skill. The ability to comfortable use a variety of communication styles in order to articulate goals and objectives paves the way for healthy working relationships at every level within an organization. The librarians must have good communication skills; it is very much needed while interacting with users, managements, vendors, publishers and suppliers. The librarian should also be a good listener and welcome views, emotions and prejudices while making decisions.

2. Effective Management Skills:

This is one of the crucial skills in the present scenario time to lead in the discussion and make decision. This ability is to lead in various activities and tasks. This should be an important and integral criterion in planning...
and implementing in librarianship and the librarians must be aware of various basic theories of leadership and their appropriate use. The library professionals must have the following management skills.

1. **Financial Management Skill**: Understanding the principals of planning and budgeting in academic libraries.

2. **Human Resource Management Skill**: Understanding the principals of effective personal practices and human resources development.

3. **Services and Resources Development Management Skill**: Understanding how to assess the need for to plan and implement new services and resources in light of current and anticipated needs.

4. **Risk Management Skill**: Understanding the advantages and disadvantages of any action or decision and being able to effectively evaluate both to support any decision made.

5. **Project management Skill**: Planning, Organizing and Managing resources to successfully complete specific project objectives within a certain time frame.

6. **Change Management**: Higher education is a constantly changing sector. Policy, technology, pedagogy and student behavior make impact on the institution. The academic library is subject to these changes and there is a need to keep reviewing and renegotiating the position of the library within the institution. Being able to manage change effectively is one of the top skills for library leaders.

3. **Emotional Intelligence and empathy**:

   Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Valuing others, focusing on individual uniqueness, and preserving an individual’s dignity provide an environment of empowerment.

   Strong librarians should be courageous, ambitious, and confident to take risks and always ready to accept responsibilities. Librarians have to be humble and exhibit concern for others in their times of doubt and problems. He has to possess extensive knowledge to provide good judgment, effective planning and impressive problem solving capability. Library leaders must be able to work with all kinds of people and reflect a “helpful and outgoing personality.” This ability to consider the thoughts and inputs of others has a calming effect that allows them to set a positive direction and balance compassion and firmness.

4. **Values and Integrity**

   Integrity is trustworthiness, honesty and uprightness of character. We value people of integrity because we know what to expect from them. We know they will act honorably and that they will do what they think is right. We want people with integrity as our friends, on our teams and in our organizations. Integrity is the combination of outer actions and inner values.

   A library leader must have the trust and faith of the followers and therefore must display integrity.

5. **Vision**

   A good leader is one who can articulate a vision for his or her organization and then motivate others to share and accomplish that vision. Leaders must have a sense of the big picture and the ability to communicate and mobilize people around a shared vision. Library leaders with good vision must think globally, consider several steps ahead when making plans, be a good thinker, and be able to produce ideas and vision that resonate with others through his or her passion for the work.

6. **Empowerment**

   “The Followed-me” era is passé and today’s leaders needs to put their people first, translate the vision, and empower their people to achieve it by providing the knowledge, skills and the opportunity to perform. Involving
others and encouraging them to take ownership instills a sense of pride that can unleash performance and productivity.

- **Developing Leadership Skills**

Leadership skills are grouped into three categories. The first skill is having administrative skills, which involves mostly with management. Interpersonal skills deals with being socially aware and understanding the emotions of others. Conceptual skills involve strategy and the ability for effective planning.

I. **Developing administrative skills**

A leader must understand how to manage his resources. Resources can include people, money, supplies, etc. and managing resources is essential in order to run a company or organization.

II. **Developing Interpersonal skills**

Interpersonal skill help a leader work effectively with people to accomplish a task more efficiently. The interpersonal leader needs to be socially perceptive, which involves understanding others. The Library professionals have to deal with all levels of people like Management, users, colleagues in library, vendors etc. To deal with each in rightful manner requires interpersonal skills. In bigger institutions, it is most important to build rapport with all departments, which helps in managing the library and providing better services to everyone.

III. **Developing Conceptual Skill**

Conceptual Skill deals with working with concepts and ideas. This type of leader needs to have problem solving skills. They need to be able to think cognitively and plan a strategy to generate ideas for a group. Conceptual skills refer to the ability of a librarian to take a broad and far-sighted view of the organization and its future.

- **Importance of Leadership**

The following points highlight the importance of leadership:

1. **Effective Direction:** Effective leadership directs the activities of an organization towards the attainment of the specified organizational goals.

2. **Source of Motivation:** Effective leadership motivates the subordinates for higher productivity.

3. **Confidence:** Leadership creates confidence in the subordinates by giving proper guidance and advice.

4. **High Moral:** Good leadership increases the moral of the employees which in turn, contributes to higher productivity.

5. **Development of team spirit:** Effective leadership promotes team-spirit and teamwork which is quite essential for the success of any organization.

6. **Encouraging Initiative:** A progressive, forward and democratic minded leader always encourages initiative on the part of the followers.

7. **Overcoming resistance to change:** Leadership and changes in profession cannot be separated not in theory neither in practice as they are interdependent. Leaders can play a meaningful role in determining the success or failure of Organization by influencing employee’s attitude towards their day to day changes in their profession.

**Conclusion**

In information age there are many changes occurring in library professions like the hybrid situation of libraries, users demands, new norms appearing every now and then by the Government, etc. and librarians have to handle these problems. Therefore it is the need for the librarians to have a good leadership skills. Leadership plays significant role in libraries where group work and team spirit is always required. To keep
good library environment and for smooth running of library system every subordinate is important. To manage healthy atmosphere it is important for librarians to interact personally and socially with users and staff. To manage and guide the team in day to day work librarians requires a good leadership skill.

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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 and help students flourish in today's world.

Mastery of fundamental subjects and 21st century themes is essential for students English, reading or language World languages, Mathematics Economics Science Geography, History and Civics...In addition to these subjects, we believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving interdisciplinary themes into curriculum:

A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Today we live in a technology and media: Access to an abundance of information, 2) rapid changes in technology tools and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

Students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments.

21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today’s students.

Highlights ways teachers can seize opportunities for integrating tools and teaching strategies into their classroom practice and help them to identify what activities they can replace and that can be de-emphasize.

Balances direct instruction with project-oriented teaching methods. Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking. It enables professional learning communities for teachers that model the kinds of classroom learning that promotes skills for students.

The skills are intended to help students keep up with the lightning-pace of today’s modern environment. Each skill is unique in how it helps students, but they all have one quality in common.

So much is abstract

In the 21st century, the world is changing and becoming increasingly complex as the flow of information increases and becomes more accessible day by day. The world is drastically more different than it was just a few years ago, hard to imagine that it’s such a short period of time, the world and its people, economies and cultures have become inextricably connected, driven by the Internet, new innovations and low-cost telecommunications technology. A computer is a must, to be a successful, in this modern age, all the required information and communication is accessible online.

The education is structured for all students, regardless of background or community, so that they have the opportunity not only to reach their goals. Multi-tasking a new term for reasoning is the fact that some people can reason out and some can’t do it, it doesn’t mean that nobody can do it. Students are learning differently than before. Teachers are teaching differently. Education changes in the 21st century allows students to be recipients and creators of the information at the same time, which prepares them for a new kind of a workplace in the future, fast pace, technology-rich, and fostering life-long learning.
In the 21st century, the focus is being put on 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, standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today’s students.

Highlights ways teachers can seize opportunities for integrating tools and teaching strategies into their classroom practice and help them to identify what activities they can replace and that can be de-emphasize. Balances direct instruction with project-oriented teaching methods. Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking. It enables professional learning communities for teachers that model the kinds of classroom learning that promotes skills for students.

The skills are intended to help students to keep up with the lightning-pace of today’s modern environment. Each skill is unique in how it helps students, but they all have one quality in common. Soft skills or called “people skills that are crucially important for those who work within and beyond education sector and are personal traits, suggesting how cordially and effectively you interact with others. One shall strengthen one’s own soft skill by actively participating in role play, discussing and examining the case studies and interacting in simulations. Soft skills play crucial role, and are becoming an integral part.

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.

Mastery of fundamental subjects is essential for students in the 21st century. Disciplines include: English, reading or language, World languages, Mathematics, Economics, Science, Geography, History and Civics. In addition to these subjects, we believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum: Global awareness, literacy, Civic, literacy, Environmental education.

21st Century skills are many, abilities that today’s students need to succeed in their careers during the Information Age and to name a few. The 21st Century skills are:

1. Critical Thinking With logic as basis, you need to showcase soft skills development while taking a particular decision. Understand the logic and other probabilities behind your decision.

2. Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

3. Information, Media and Technology Skills: Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology. Information Literacy, Media Literacy, ICT Literacy.

4. Life and Career Skills: Today’s students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. Essential Life and Career Skills include: Flexibility &Adaptability, Initiative & Self Direction, Social & Cross-Cultural Skills, Productivity & Accountability, Leadership and Responsibility. These skills are intended to help students to 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. They are by far the most popular 21st Century skills. These skills are also called learning skills. We mean Critical thinking is Finding problems. Creativity: Learning creativity as a skill requires someone to understand that “the way things have always been done” but someday, that has to change. Thinking outside the box, Collaboration: Working with others, getting students to work together, achieve compromises, and get the best possible results from solving a problem. Communication: is the glue that brings all of these educational qualities together and talking to others. Communication is a requirement for any company to maintain success. It’s crucial for students to learn how to effectively convey ideas among different personality types.

Effective communication is also one of the most underrated soft skills. But when employees communicate poorly, whole projects fall apart. Without understanding proper communication, students in the 21st Century will lack a pivotal skill to progress their careers.

But the four C’s are only the beginning. 21st Century skills also require students to understand the information that’s around. Literacy skills are the next category of 21st Century skills. Information: Understanding facts, figures, statistics, and data. Media literacy: Understanding the methods and outlets in which information is published Technology literacy: Understanding the machines that make the Information Age possible. Information literacy is the foundational skill. It helps students understand facts, especially data points that they’ll encounter online. Last, technology literacy goes another step further to teach students about the machines involved in the Information Age. As computers, cloud programming, and mobile devices become more important to the world, the world needs more people to understand those concepts. Technology literacy gives students the basic information they need to understand what gadgets perform what tasks and why. Students can adapt to the world more effectively. They can play an important role in its evolution. Flexibility is the expression of someone’s ability to adapt to changing circumstances. This is one of the most challenging qualities to learn for students because it’s based on two uncomfortable ideas: Your way isn’t always the best way. You have to know and admit when you’re wrong of information at the drop of a hat. Flexibility requires them to show humility and accept that they’ll always have a lot to learn even when they’re experienced. Still, flexibility is crucial to a student’s long-term success in a career. Knowing when to change, how to change, and how to react to change is a skill that’ll pay dividends for someone’s entire life. It also plays a big role in the next skill in this category. Leadership is someone’s penchant for setting goals, walking a team through the steps required, and achieving those goals collaboratively. Whether someone’s a seasoned entrepreneur or a fresh hire just starting their careers, leadership applies to career. Entry-level workers need leadership skills for several reasons. The most important is that it helps them understand the decisions that managers and business leader’s make. This is where 21st Century skill learners can apply the previous skills they’ve learned. It’s also where they get the real-world experience they need to lead entire companies. As they lead individual departments, they can learn the ins and outs of their specific careers. That gives ambitious students the expertise they need to grow professionally and lead whole corporations. Leadership alone isn’t enough to get ahead though. True success also requires initiative, requiring students to be self-starters. Initiative only comes naturally to a handful of people. As a result, students need to learn it to fully succeed. This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours. The rewards for students with extreme initiative vary from person to person. Sometimes they’re good grades. Other times they’re new business ventures. Sometimes, it’s spending an extra 30 minutes at their jobs wrapping something up before the weekend. Regardless, initiative is an attribute that earns rewards. It’s especially indicative of someone’s character in terms of work ethic and professional progress. That goes double when initiative is practiced with
qualities like flexibility and leadership. Along with initiative, 21st Century skills require students to learn about productivity. That’s a student’s ability to complete work in an appropriate amount of time. Social skills are crucial to the ongoing success of a professional. Business is frequently done through the connections one person makes with others around them. This concept of networking is more active in some industries than others, but proper social skills are excellent tools for forging long-lasting relationships. While these may have been implied in past generations, the rise of social media and instant communications has changed the nature of human interaction. As a result, today’s students possess a wide range of social skills. Some are more socially adept than others. Some are far behind their peers. And some lucky few may be far ahead, as socializing comes naturally to them. But most students need a crash course in social skills at least. Etiquette, manners, politeness, and small talk still play major roles in today’s world. That means some students need to learn them in an educational setting instead of a social setting.

21st Century Professional Development Skill:
Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice and help them identify what activities they can replace.
Balances direct instruction with project-oriented teaching methods
Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
Helps teachers develop their abilities to use various strategies viz. as formative assessments to reach diverse students and create environments that support differentiated teaching and learning

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WOMEN’S EMPOWERMENT THROUGH SKILL DEVELOPMENT

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Abstract:
Women are almost one half in the world’s population having enormous potential but in fact is underutilized or unutilized for the economic development of the nation. Empowering women through skill building programmes would give them more sources of income of their living and become self-reliant. Such skill development programs will also help them to raise their voice against the injustice which occurs with them within the family or society. The aim of skill development in case of women is not only to prepare them for jobs, but also to improve their performance by enhancing the quality of their work. The empowerment of women is a prerequisite for sustainable development. Skill development is a key to improving household productivity, employability and income earning opportunities for women.

Skill development is important because of its contribution to enhancing productivity at the individual, industry and also national levels because of the complementarities that exist between physical capital and human capital on the one hand and between technology and human capital on the other.

Strengthen the educational system and universalizing access to it, is thus an essential pre-requisite for widespread skill development, particularly when the skill mix, needs to change, to accommodate the needs of greater integration with the knowledge economy. Evolving systems of apprenticeship and enterprise based training that allow trainees to use their skills, with suitable incentives provided to employers as well as the trainees, is essential.

Keywords: Self-reliant, sustainable development, employability

Women Empowerment through Skill Development

“Empowering women is a prerequisite for creating a good nation, when women are empowered, society with stability is assured. Empowerment of women is essential as their thoughts and their value systems lead to development of a good family, good society and ultimately a good nation.

Dr. A.P.J. Abdul Kalam

Introduction:
Women are almost one half in the world’s population having enormous potential but in fact is underutilized or unutilized for the economic development of the nation. No country can go ahead if half of its citizens are left behind. With limited participation in the workforce, the potential of women remains untapped. Effective implementation of skill development programme is needed to make them important aspect in development. Economic development is the main goal of a society. A country can achieved development to the fullest extent only if all the human resources in it are being utilized to the optimum level. The empowerment of women is a prerequisite for sustainable development. Skill development is a key to improving household productivity, employability and income earning opportunities for women.

Skill development is important because of its contribution to enhancing productivity at the individual, industry and also national levels because of the complementarities that exist between physical capital and human capital on the one hand and between technology and human capital on the other.

Improvement of skill enhances labour productivity even with the existing technology. Labour productivity even with determines the potential relative shares of both labour and capital. Rise in labour productivity in a necessary condition for rising the living standards of both wage and non-wage earners.

Objectives:
The present paper mainly focuses on the following objectives-

1. To study the concept of women empowerment.
2. To study the role of skill development in empowering women.
3. To study the challenges in skill development of women.
4. To suggest suggestions for improvement skill development programmes in India.

**Division Of The Paper:**

The present paper is divided into four parts. First parts introduce the concept of women empowerment. Second part deals with role of skill development in empowerment. Third part focuses on the challenges in skill development of women. Fourth part suggests some suggestions for improvement of skill development programmes.

**Methodology:**

The information for the present paper is obtained through secondary sources. The secondary data is collected from reference books, periodicals and the information available on internet.

**I The Concept Of Women Empowerment**

The concept of women empowerment is broader having various issues and diversions. At the Social Summit in Copenhagen in 1993 and the International Conference on Population and Development in Cairo 1994, Governments committed themselves to the empowerment of women. This committed was operationalised and formulated into a clear action plan at the fourth world Conference on Women in Beijing 1995 where Governments committed themselves to the “empowerment and advancement of women, including the right to freedom of thought conscience, religion and belief thus contributing to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them possibility of realizing their full potential in Society and shaping their lives in accordance with own aspirations.” Thus to empower women in the real sense is to enable them to flourish their talents, abilities and capacities and to realize their full potentialities and real identity, it also means to have freedom of thought, expression and action and to strength them to handle every sphere of their lives. It is not only to make them aware of their capacities but also to provide them with the opportunities, facilities and external and internal environment to utilize their inherent qualities and to develop in them the ability to raise voice and fight against injustice, exploitation and violence done to them. It is essential for bringing about prosperity, peace and progress.

**II SKILL DEVELOPMENT AND WOMEN EMPOWERMENT**

Women with her inherent capabilities inevitably play a constructive role not only in the family but also for the society and for strengthening national economy. In today’s globalized world, the women are a viewed as a human resource. If given enough freedom and proper opportunities, the women’s potential is fully realized, thereby enriching the surrounding around her. Empowering women through skill building programmes would give them more sources of income of their living and become self-reliant. Such skill development programs will also help them to raise their voice against the injustice which occurs with them within the family or society. The aim of skill development in case of women is not only to prepare them for jobs, but also to improve their performance by enhancing the quality of their work. Rich knowledge and skills are the driving forces for the socio-economic development of the nation by which the vision of inclusive growth can bring into reality.

The current scenario of women workforce in India shows that a significant proportion of women workforce are largely concentrated in the informal sector in which low earning, low productivity, poor working conditions are occurs. In India there are higher number of unskilled workers in rural than urban areas and in them more number of women do not have any skills. Provision of skill training programme may definitely help them in increasing...
their productivity and thus they can play major role in the development of family as well as society. Therefore, it is importance that women become a part of skill development.

Nowadays in India demographic dividend arises as an asset due to expected decline in dependency ratio in the country and this helps in improving India’s competitiveness. Hence, India has to act now and get the training and skill development right to benefit from this demographic dividend to create a global pool of skilled persons. Also there is urgent need of skill development nowadays because increasing number of educated youth and women would like to seek employment in the service sector therefore, it is necessary to provide skill development and training in marketable skills and services.

III CHALLENGES IN SKILL DEVELOPMENT OF WOMEN

In an increasingly connected world, where national frontiers are yielding to cross-border outsourcing, it is not inconceivable that in the near future, India can become a global reservoir of skilled persons. For Indian economy, growing at the rate of 8 to 9 percent, skill development poses major challenges and also opens up unprecedented doors of opportunity. The magnitude of the skill development challenge can be estimated by the fact that only 3 percent of the existing work force of India can be called skilled.

The major challenges can be cited as:

1. Inadequate infrastructural facilities
2. Shortage of trained women trainees
3. Poor quality of training
4. Lack of mechanisms to judge and certify quality of training
5. Inequity in access to technical and vocational employment training for women

The principal problems of poor literacy and numeracy often prevent informal sector workers from participating successfully in the conventional training programmes, even if they perceive the need for training. Training can also be prohibitive in terms of costs—both direct and indirect. Even token fees for the training can also from a real barrier for participation for training. Working hours are often long and any time off from the productive work means loss of income, which most cannot afford. This would affect the willingness of workers to join a training program, even if it is relevant and easily accessible.

IV SUGGESTIONS FOR IMPROVEMENT SKILL DEVELOPMENT PROGRAMMES IN INDIA

Following are some suggestions for improvement skill development programs which are particularly related to women’s skill development:

1. Women are under-represented in many occupations. Therefore policies are needed to fight exclusions in the labour market by reducing the incidence of discriminatory practices.
2. Focus should be given on improvements in access to education and training for women and including the provision of services e.g. safe and secure transport, scholarships, sanitary facility and other incentives to encourage women to enroll for education and training.
3. It is necessary to build basic infrastructure especially in remote areas by which the attaining centers become more accessible particularly for women.
4. Vocational education should be introduced at the level of Secondary education to attach students specially girl students who may drop out, to skill them and as a result provide them with better livelihood opportunities.
5. To enable and encourage individuals belonging to low income groups to join vocational training
programmers, it is important to provide quality training at affordable cost with the option of availing
loans and scholarships.

6. It is necessary to develop a standard certification system by recognizing and including quality skills
acquired through any informal system of learning. Industries could undertake the assessment and the
certification of training programmes which will facilitate placements after the completion of the training
programme. By this women will be benefited by assured sustainable livelihood and economic
independence.

7. A proper monitoring and evaluation system consistent with gender equality perspective would help in
informing corrections needed in time and assure quality of training for sustainable skill development.

Strengthen the educational system and universalizing access to it, is thus an essential pre-requisite for
widespread skill development, particularly when the skill mix, needs to change, to accommodate the needs of
greater integration with the knowledge economy. Evolving systems of apprenticeship and enterprise based
training that allow trainees to use their skills, with suitable incentives provided to employers as well as the
trainees, is essential.

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कौशल्य विकास शिक्षाचारी गत्य

प्र. डॉ. देखा रघुनाथ बने

राजस्थान विभाग, कृ. यी. रेखा भाई सीताराम मुंडे कला महाविद्यालय, गांवकड़े

सारांश

मानोंक विद्यालय विकास के वर्तमान समय में महत्वपूर्ण है। शिक्षा आचार के प्रशासकों, शिक्षकों और छात्रों के बीच आत्मनिर्भरता और शिक्षाविकास की जगह की जरूरत है। इसके लिए अभ्यासियों को अभ्यास समाप्ति तक पहुँचने के लिए समय मान्यता होती है। इसके लिए विद्यालयों के लिए आयोजन स्वच्छता, शिक्षा गति, विभाग और सामाजिक अध्ययन के लिए अभ्यास का विचार किया जाना है।

एजास्ट्री शिक्षाविकास सम्बन्धित विश्वविद्यालय के आचारी आचारी पालत वर्तमान संभागीय स्तर के समाज के साथ जोड़ी है। कारण समाज के शिक्षाविकास के शिक्षाविकास का महत्वपूर्ण तर्क दिया। वर्तमान के अवसर को पूरा करने के लिए शिक्षा की जगह की जरूरत है। इसके लिए विद्यालयों के लिए आयोजन विभाग और सामाजिक अध्ययन के लिए अभ्यास का विचार किया जाना है।

कौशल्य शिक्षाविकास समस्या के पालत वर्तमान संभागीय स्तर के साथ जोड़ी है। कारण समाज के शिक्षाविकास का महत्वपूर्ण तर्क दिया। इसके लिए विद्यालयों के लिए आयोजन विभाग और सामाजिक अध्ययन के लिए अभ्यास का विचार किया जाना है।

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राष्ट्रीय शिक्षण आयाखदायांकडून तयार करण्यात आलेल्या आहवालात कौशल्य विकासाला प्राधान्य देण्यात आलेले आहे. राष्ट्राचा व्यवसाय शिक्षण व प्रशिक्षण विभाग उच्च व तंत्र शिक्षण विभागांवर आता कौशल्य विकास विभागात्या नियंत्रणाधीनी आणण्याचा महत्वपूर्ण निर्णाय राज्य सरकारने 2 संदर्भात रोजी घेतला. त्यानुसार उच्च व तंत्र शिक्षण व प्रशिक्षण संचालनात्यातील सर्व मंत्रालयात पदे अधिकारी, कर्मचारी, अर्थसंचालनीय तत्त्वात व तसेच आयाखदायांना विभागातील उच्च व तंत्र शिक्षण विभागांची सर्व कार्यासमें, पदे, अधिकारी, कर्मचारी आदी तर तत्त्वात आता नवनिर्मित कौशल्य विकास व उद्योजकता विभागात अधिष्ठात्याळेली येणार आहेत.

पुढील क्षेत्र शाखेचे कौशल्याधारीत शिक्षणाचा फरसा समावेश नसल्यास, मात्र अधिकृत पदवी आणि पदमूलतर शिक्षणातील कौशल्य विकासाच्या आधारात अभ्यासक्रम समाविष्ट करण्यात येत आहे. पुढील विद्यार्थींच्यांत स्वाभाविक रामानंद निर्माण अवस्थेत दिवसांतर निर्देश नेले कौशल्याधारीत शिक्षणाचा आधारात अभ्यासक्रम राजविभागात मुख्य काेली आहे. त्याच्याच महत्त्वाची आणि विशेष अवधी शिक्षण कार्यक्रमांतून चांगली साठी मिळाली पाहावेच. कारण आत्मपर्यंत आणि पारंपरिक पदवी अभ्यासक्रम किंवा बंद वाचनांची श्रेणी यासाठी अनेक सार्वजनिक उच्च व तंत्र शिक्षणाचा मिळाला तर निर्धारित रेषेजार उपलब्ध व कौशल्याधारीत शिक्षणाचा चांगला प्रतिसाद मिळाला तर निर्धारित

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DEVELOPMENT AND ASSESSMENT OF TEACHING SKILLS IN TEACHER EDUCATION: A CASE STUDY

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Abstract:
This is a case study on the way the college of the authors develop and assess the teaching skills of teacher trainees. After introduction of two year B.Ed programme, the college brought changes in the practice teaching programme. Students went to internship both in the first year and second year as suggested by NCTE, 2014. However the college retained some of its earlier practices of conducting practice teaching and internship and tried to fit into the scheme of NCTE. In the first year the college implements micro teaching, peer teaching, practice teaching and 4 weeks of Internship and in the second year, the students go for 16 weeks of Internship. Teaching skill of students is assessed holistically involving supervisors, peers, and self.

The core of Teacher Education programme is its practice of teaching which mainly aims at developing teaching skill in student teachers. To a great extent, the conduct and assessment of teaching skills of the trainees determine the quality of Teacher Education programme. Unfortunately the way practice teaching is organized and assessed is far from satisfactory (NCTE, 2009). But there will be many good institutions which do conduct practice teaching in a better way than what NCTE thinks. In this paper we are going to discuss how students are trained in various teaching skills and how the performance of the trainees is assessed in our college i.e, GVM’s Dr. Dada Vaidya College of Education, Ponda, Goa. Our objective is to assert that we do conduct our practice teaching systematically to help the trainees develop the teaching skills and its allied competencies during the two year teacher education programme.

Overall Scheme of Practice Teaching
Development and assessment of teaching skill is spread over to both the years as suggested by NCTE (2009, 2014, and 2016). Micro teaching, peer Teaching, practice teaching including internship of 4 weeks are conducted in the first year. Sixteen weeks of Internship is conducted in the second year that begins in the later part of first term and continues till the first part of second term. The trainees deliver 20 lessons in each method, 10 lessons in each year. Students are trained in the skills of lesson planning and execution very systematically from micro teaching to internship. In the following section, each phases of practice teaching would be discussed along with its organization and assessment.

1. MICRO TEACHING:
It is the first phase of practice teaching in our college. The idea is to help the trainees to practice a small teaching skill at a time for a small duration. Altogether four to six micro teaching
skills are taken for practice following the micro teaching cycle of teaching and re-teaching. Skill orientation is given for all skills followed by demonstration by the method teacher. Assessment of teaching skill at this stage is done keeping in mind the following things.

a. Students are assigned to different supervisors for lesson observation keeping in mind the expertise of supervisors’ specialization. For example, students of History method would be assigned to a history method teacher. This facilitates the lesson guidance and observation of a particular method teacher to the students of that method.

b. Besides the assigned supervisor, for each micro lesson a peer observer is allotted. So a student’s lesson is assessed at least by two observers; one peer observer and one supervisor.

c. The peer observer given an observation cum evaluation sheet to record lesson observation. This ensures that the peer observer to observe and record the essential things related to that set of skills.

d. In re-teaching cycle of micro teaching the students are changed to ensure that the re-teaching is not affected by the learning from teaching session.

e. A discussion is held at the end of each lesson wherein relevant feedback is given to the trainee by the supervisor and peer observers.

2. LESSON PLANNING WORKSHOP: Once Micro teaching gets over, with a gap of one week, lesson planning workshop is organized in different method classes by the respective method teachers. Students are trained in lesson planning. Writing lesson objectives is taught and the students are extensively trained in writing objectives in respective method classes. The first plan the students write in the workshop is used in the first lesson of peer teaching.

3. PEER TEACHING: Preferably, the college conducts two weeks of peer teaching wherein the trainees get a longer exposure (around 20 minutes) to teach to their peers. The trainee has to teach a topic from any of the standard pertaining to his/her method subject. The lesson is observed by both the method lecturer and the peers. In this two weeks of peer teaching, each trainee gives two lessons in each method. Lesson is delivered in safe and comfortable environment, thus the trainees get opportunity to practice different teaching skills.

4. PRACTICE TEACHING IN SCHOOLS

Practice teaching of two weeks is organized in co-operating schools wherein the trainees give two lessons, one in each method in a week. Around 10 students are allotted to one school under the supervision of one college teacher. This teacher observes 5 lessons in a day for 4 days and finishes one week of practice teaching. In the next week, both students and college supervisor are changed in a school ensuring that students get a chance to give lessons in different schools.

5. INTERNSHIP

School Internship of 4 weeks is organized in the second term of first year from the last week of November to 3rd week of December. Students in the group of 4 to 5 go to one school of their choice and stay there as regular teacher during the time of internship. They give remaining lessons in the school, observed by the college supervisor. During the second year, the trainees go to internship school for 16 weeks covering later part of first term and beginning part of second term till the 3rd week of December. Both first year internship and second year internship finish on same time i.e. 19th December. In the second year internship, the trainees give 10 lessons in each method.

6. ASSESSMENT OF PRACTICE TEACHING

The trainees give practice lessons in each methods during peer teaching, practice teaching in schools, and first year and second year internship schools. All these lessons delivered by the trainees are based on approved
lesson plans and all are observed by the college supervisors in the first year. In the second year internship, some lessons are observed by the college supervisors and some are by school teacher. Lesson plan approval by the college teachers is not given importance in the second year. By this time they are supposed to plan and deliver the lesson without the guidance of the method teachers. For all lessons the students have to write lesson plan and preferably get them approved for at least those lesson to be observed by the college teachers. Around 50% lessons in the second year are observed by the college teachers.

**A General Practice of Assessment of Teaching Skills**

a. Lesson Plan Approval: Lesson planning is a skill to be developed in students and a good lesson plan invariably help in delivering a good lesson. So the trainees submit their draft plan to their method teachers in advance and get the relevant feedback and suggestions to improve the plan. At times students are asked to re-write the plan. Unless the lesson plan is approved by the method teacher, the trainee is not allowed to deliver the lesson. At this stage the trainees come in close contact with the method teachers and discuss the lesson plan. Some marks are allotted to lesson planning. Now it is 10 marks out of 100 marks for each lesson.

b. Lesson Observation by College Supervisor: More than 50% of the lessons in each method are observed by the college supervisors. Assessment of lesson execution is both qualitative and quantitative. Qualitative feedback is written on the lesson plan journal and quantitative assessment is done using an lesson evaluation sheet. At the end the trainees discuss the performance with peers and lesson supervisor. A healthy discussion is held wherein the peer group who observed the lesson contribute to the discussion. In most of the cases, a student’s lesson would be observed by different supervisors. It ensures that the students get feedback from different teachers. Another important aspect our lesson observation is that the supervisors observe full lesson of the students in the first year. It helps the supervisors to provide remarks and feedback on the lesson execution from introduction to closure of the lesson.

c. Lesson Observation by the Peers: The trainees are supplied a lesson observation book containing format of lesson observation. This is used to record lesson observation. They are supposed to record observation of total 10 lessons, 5 in each method. They are also required to record observation in 5 lessons of other methods. Their observation is discussed at the end of lesson with the supervisor and the student whose lessons are observed. This activity ensures peer assessment of lesson. It also benefits the peer trainees not only to learn ideas from different lesson observed, but on the skill of lesson observation.

d. Self Assessment by the Trainees: Each trainee assess his/her lesson performance by him/herself using a self assessment sheet. This is preferably done before the student get feedback from the peers and supervisor. This way of assessment helps the trainees to reflect on their performance; how it was planned and how it was executed.

**Conclusion:**

Development of teaching skills and its assessment is taken care of very systematically with proper planning and execution. The trainees are led from Micro teaching to the Internship in schools through a well planned stages. Each stage of skill development has its unique characteristics and purpose which is given due care. Assessment of teaching skills is done comprehensively involving peers, supervisors and self assessment using assessment criteria and rubrics. Both qualitative and quantitative assessment is done so that assessment becomes meaningful and objective. However there are many areas where improvement is possible to strengthen development of teaching skills.

**Sources Consulted**


A STUDY ON THE ROLE OF HIGHER EDUCATION IN NATIONAL INTEGRATION

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In the era of liberalization, globalization and of information and communication technology, the curriculum framers of our nation should make efforts towards providing moral, spiritual and nation building education. The crux of national integration is to be whole and undivided: upholding territorial integrity and national sovereignty. National integration is a multi-dimensional concept, with many inter-locking elements that operate independently to some degree but yet are also interactive, cumulative and generally complementary. The present paper will be emphasizing on the role of Higher Education, the value of National integration and how best higher education can contribute towards fostering National integration which is a must to teach our future generations.

National Integration is a process of creating awareness of a single identity by which he people from a particular area or country should subscribe. National Integration is a positive aspect. It tries to remove inequalities, racial discriminations and diversities in the nation which strengthens national unity and solidarity. National Integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation.

Objectives of the Study:
7. To understand the problems affecting unity in the nation.
8. For realization of basic ideals of democracy such as Equality, Justice and Secularism.
9. To know the importance of education for National Integrations.
10. To discuss the role of higher education system in National Integration
11. To study the various patterns to implement in education system for National Integration.
12. The paper discusses the machinery for higher education policy formulation and implementation in India with particular reference to the national Integration system.

Methodology:
The study is mainly based on secondary data & information collected from various books, articles, Journals, Magazines, and News papers.

Introduction:
Education is that aspect of human being's phenomenal existence, having the capacity to raise one's mind to transcendental heights that emphasizes on the need to .sensitize the country's young and propel the country's future citizens to work for enduring peace and harmony with reassurance. The basic factors of national integration; Ideological unity and awareness about 'national objectives' should be created among the people who hold divergent views on political, religious and similar other fields. In 1947 while addressing the convocation of the Allahabad University, Late Pandit Jawaharlal Nehru, said - a university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards higher objectives. Universities are places of ideals and idealism. If the Universities discharge their duties adequately, then, it is well with the nation and the people.

Role of higher education:
The University is the epicenter of higher educational activities in our country. In 1964 the Ministry of Education of the Government of India appointed a Commission under the Chairmanship of Dr. D. S. Kothari to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. The Commission set out the following main functions of the Universities in the modern world:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries
- To provide the right kind of leadership in all walks of life by helping the individuals develop their potential;
- To provide society with competent men and women trained in all professions who as cultivated individuals are inclined with a sense of social purpose;
- To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education.

The Education system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to face all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.

**Towards national integration:**

National Integration is the creation of a feeling of oneness where the diversities are recognize and respected by imbibing a sense of nationhood. There is a certain degree of consistency in the various attempts to conceptualize the notion of national integration. In the words of J Nehru ‘the Indian state is based on the principle of unity in diversity.

National integration is holistic in the sense that an integrated community is often more viable than each of its constituent parts. It is a highly complex phenomenon in the sense that what is integrative on the one hand may be disintegrative on another; and it is a dynamic construct in the sense that ‘once integrated does not mean always integrated’. The renowned African political scientist Mazrui (1972) identifies five interrelated aspects of national integration’.

- The fusion of norms and cultures (including the sharing of values, mode of expression, lifestyles and a common language)
- The promotion of economic interdependence
- The narrowing of the gap between the elites and the masses, the urban and rural areas, rich and poor, etc (social integration)
- The resolution of emergent conflicts; and
- The sharing of mutual experiences so that people can discover that they have undergone some important experiences together.

**Higher education and national integration:**

There cannot be national integration without understanding the character of the nation and there cannot be communal harmony unless we intrinsically believe in the validity of different beliefs and approaches.

**Challenges In the way of National Integration:**

- Variation in Language
- Communication
- The Politics of Caste
- Regionalism (regional disparities)
Disintegration.
Higher Education paves the way to National Integration by the following action oriented initiatives.

Higher education policies and programmes should be in line with the social purposes which we profess to serve,

There should be a sufficient unity of purpose in the diversity to produce a community of values and ideas among educated men and women

Institutional forms may vary as time and circumstances require, but there should be a steadfast loyalty to the abiding elements of respect for human personality freedom of belief and expression for all citizens, a deep obligation to promote human well being, faith in reason and humanity,

Mere vocational and technical education, important though they are, does not necessarily serve the spirit. We might have a number of scientists without conscience and technicians without taste who would find a void, a moral vacuum, within themselves;

We should preserve the values of democracy, justice and liberty, equality and fraternity. Universities must stand for these ideals, which can never be lost so long as men seek wisdom and follow righteousness; and

The Indian Constitution lays down the general purposes of the state.
The Universities should educate people on the right lines to make the understanding vision of the framers of the constitution, the common possession of all the Indian people. Universities would not only extend frontiers of knowledge but also supply such knowledge to solve problems of the community on whom they depend.
The various innovative educational programmes which are intended to aid developmental activities would require close coordination and joint action between the Educational system and the developmental departments and sectors.

Bhart Ratna Moulana Abul Kalam Azad on the medium of instruction:
Addressing his one of the first press conferences, just on the eve of independence, Azad said categorically that “A truly liberal and humanitarian education may transform the outlook of the people and set it on the path of progress and prosperity, while an ill-conceived or unscientific system might destroy all the hopes which have beencherished by generations of pioneers in the cause of national integration’

Conclusion:
It is beyond doubt that the threats of disintegration are staring at us in the face. If we keep on remaining disunited in the name of religion, community or language, the country will be in trouble. In short, there is an urgent need to rethink about our basic political and cultural concepts, reinterpret them, and be bold to emphasize them through educational system, political behaviour and social environment. We must show to the world that a country with as old a tradition as ours can hold back personal differences for the sake of greater interest of the country. Toleration, co-operation and feeling of brotherhood should guide us in maintaining the national unity of our country. There is only one India of which all of us are inheritors, it belongs to all of us.”
The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the important achievements of human civilization, possessing a basic scientific outlook and commitment to the ideals of democracy, nationalism, pluralism, secularism and peace along as the cherished goals enshrined in the preamble to the Indian Constitution. The above ideals need social spokespersons, economic analysts and political leaders to amplify and use it for the betterment of society. These people are produced by higher education.

"Nationalisation prior to Globalisation."
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The teacher of 21st century should not be traditional in concept and techniques of classroom should adopt the recent and innovative teaching techniques. Communication skills teachers must be innovative, creative and resourceful with through knowledge of the curriculum, subjects and adopt new technique to change social and educational status of our country. The art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communication receives information, understanding and synthesizing and have them to express themselves at a high level. The make excellent teachers because they are able to transmit knowledge.

Communication skills is both receptive and expressive. Teachers need clarify of thought to present material. They must be able to adopt their method of communication to all students regardless at ability or learning style. Communication skills are important for many profession but are crucial for teachers. Teachers communicate with colleagues, administrators, students, parents, social workers etc every day. Whether communicated face to face, on the phone, in prints, electrically or through the public address system, the message must be constructed carefully and clearly for effective communication.

Communication Skills :

Administrators:
If teachers are skillful, communication has a better change of being heard by administrators when making a request, such as for a transfer, permission for a students event or field trip. They control their emotions, don’t lose their tempers and always behave in professional manner, even in disappointing or frustrating situations.

Colleagues
Communication skills improve with practice and preparing in advance what to say also help. Although teachers spend most of their working day surrounding by more students. They often become frustrated when speaking in front of their colleagues at staff meetings communicating with colleagues in this way may be very rewarding and personally fulfilling.

Students
Communication skills involve listening as well as speaking. Teachers who listen attentively to their students questions and complaints are better equipped to meet individual need and adjust lesson. Where necessary Students are also more likely to receive when the teachers body language and tone of voice indicate openness and encouragements.

Parents
Teacher should communicate frequently with parents and not wait for scheduled student-teachers interviews. Reporting good news regularly strengthens the teacher-parents relationship and make its easier for the parent to hear bad news when necessary. Teachers who are good communicators can share negative reports about students fact fully and without suggesting blame and also state their message clearly enough so the parents understand the concern.

The present research paper is an attempt to show how teacher education help to develop communicative skills in student teachers.

Objectives of Research Study
1) To identify the importance of teacher education in the development of communicative skills of students teachers.
2) To test effectiveness of teacher education in the development of communicative skills in student, teachers.

**Hypothesis of Research Study**

There is close relationship between teacher education two year B. Ed. curriculum and development of communicative skills in student teachers.

**Analysis of TEP**

The teacher education is also NCTE recognized as two year B.Ed. curriculum. The recently introduced B.Ed. curriculum including practicum's and different activities promotes communicative skills in student teachers the student teachers have to complete many practicum's during their academic year 2018-19. They also organize many events and activities. The researcher has found that these event have helped the student teachers to excel in their communication skills in teacher education.

**Methodology of Research Study**

(Tools and sample)

In this research the investigator used experimental method. Research in S.M.T. Government college of education, Kolhapur for his experiment. There are 35 students in first year B.Ed. Class and 38 students in second year B.Ed. class. A single group of 38 students teachers of S. Y. B.Ed. was chosen for the experiment. A specific test was designed by the investigator. The test was consulted with the expert for its reliability. Then it was given to the student teachers at the beginning of academic year and data was collected and kept safely for further interpretation. During the course at time, the investigator made efforts towards the implementation of practicum and activities assigned by B.Ed., curriculum. The investigator urged the students teachers to complete every practicum along with to prescribed objectives. After a period of two year to investigator set a post test and administrated on student teachers then data was collected.

**Analysis of Data**

The list of practicum's and events organized in the B.Ed. college and the communicative skills developed through them is as follows.

<table>
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<tr>
<th>Sr. No</th>
<th>Practicum's</th>
<th>Skills developed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching skills- microteaching</td>
<td>Planning, presentation, Group discussion, feedback</td>
<td>85%</td>
</tr>
<tr>
<td>2</td>
<td>Simulated Teaching workshop</td>
<td>Presentation, formal &amp; Informal communication</td>
<td>84%</td>
</tr>
<tr>
<td>3</td>
<td>Visit to Internship school</td>
<td>Commitment, effective presentation, formal &amp; informal communication</td>
<td>82%</td>
</tr>
<tr>
<td>4</td>
<td>Health &amp; physical education workshop</td>
<td>Planning, Presentation, verbal &amp; non-verbal communication</td>
<td>80%</td>
</tr>
<tr>
<td>5</td>
<td>Action Research Workshop</td>
<td>Organization, effective presentation, preparation</td>
<td>76%</td>
</tr>
<tr>
<td>6</td>
<td>Workshop on constructivist Approach to Teaching.</td>
<td>Planning, presentation, effective communication.</td>
<td>80%</td>
</tr>
<tr>
<td>7</td>
<td>Reading &amp; Reflecting on Texts EPC-1</td>
<td>Organization, Effective communication.</td>
<td>82%</td>
</tr>
<tr>
<td>8</td>
<td>Drama and Art in Education EPC-2</td>
<td>Organization, planning, Body language, Effective communication.</td>
<td>80%</td>
</tr>
<tr>
<td>9</td>
<td>Critical Understanding of ICT</td>
<td>Communication, Effective organization, Communication.</td>
<td>83%</td>
</tr>
<tr>
<td>10</td>
<td>Community Experience</td>
<td>Planning, Effectiveness, Verbal &amp; in-verbal communication.</td>
<td>84%</td>
</tr>
</tbody>
</table>

Following chart shows the different activities conducted during the academic year and skills developed through them.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Activities</th>
<th>Skills developed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education Day</td>
<td>Organization and effective communication</td>
<td>87%</td>
</tr>
</tbody>
</table>
Interpretation of Data

The investigation looked into both data and interpreted them, regarding teachers, education and development of communication skills in student teachers for the present research study the researcher used percentage of developed skills for data analysis. The data was analyzed post test according to interpretation. The conclusion of the research study were drawn by the researcher.

Conclusion

* The teacher education is useful to develop communication skills in student teachers.
* The practicum work contributes to the high level of communication skills development.
* The different activities contribute to the higher level of communicative skills development.

Reference:

Abstract:
We need life skills to teach students how to act responsibly. They have the ability and knowledge, but to be able to convert it into appropriate actions at the need of time, students must be well aware of their responsibilities and their contribution to the society. Life skill are understood to be an effective tool for empowering the youth to, take initiative, act responsibly and take control. It is based on the assumption that when young people are able to rise above their potential, they are less likely to resort to antisocial or high-risk behavior. Life skills enhance the abilities of the individual with the changing environment and empower him to make informed and rational choices about his future and life. Life skills include self-development, self-awareness, communication skill, interpersonal and family relationship development, job and financial skills development, decision making, cooperation, negotiation, problem solving, coping with emotions, time management, stress and anger management; many life skills are ‘generic’, in that they can be applied to a number of specific contexts.

Introduction:
The basic goal of the Life Skill education system is to develop a mentally and physically moderate society with agreed and suitable lifestyle and behaviours. Sometimes young youth divert their energy into more experimental activities such as smoking, drugs, fighting and breaking rules. Often parents, teachers and care givers are concerned about these changes and believe that this is due to raging hormones. Life skill education believes that early intervention and support at key moments in the lives of young people is vital.
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.

Life Skills:
“Life Skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life”, as defined by WHO. This concept is also termed as psychosocial competency. This subject varies greatly depending on social norms and community expectations but skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.
The UNICEF Evaluation Office suggests that "there is no definitive list" of psychosocial skills. Nevertheless UNICEF enumerates psychosocial and interpersonal skills that are generally well-being oriented and essential alongside literacy and numeracy skills. Life skills are a product of synthesis: many skills are developed simultaneously through practice, like humor, which allows a person to feel in control of a situation and make it more manageable in perspective. It allows the person to release fears, anger, and stress and achieve a qualitative life.
The World Health Organization in 1999 identified the following core cross-cultural areas of life skills:
- **Decision-making and problem-solving:** Problem solving is related to decision making and needs many of the same skills. Decision making is an ability to analyse an issue or situations by considering all possible
available options and forecast the outcome of each option and based on all these items, determine which option is the best for that particular situation. It is only through practice in making decisions and solving problems that children and adolescents can build the skills necessary to make the best choices in whatever situation they are confronted with. Students must know how to deal with their difficulties and make right decisions to solve their problems.

- **Creative thinking and Critical thinking:** Creative thinking is the ability to look at something in a new way. It is thinking out of the box and perceive patterns that are not obvious. Critical thinking is an ability to make reasoned judgments that are logical and well thought out and solve problems systematically.

- **Communication and interpersonal relationship:** Effective communication is a key to maintain interpersonal relationship. It is the ability to convey information to another effectively and efficiently. The goals of effective communication include creating a common perception, changing behaviours and acquiring information. Effective communication may develop strong bond between two or more people which may result in strong interpersonal relationship.

- **Self-awareness and empathy:** Self-awareness is the capacity to introspect and an ability to know and understand one’s potential, feelings, emotions, strength, weakness, position in life and recognise oneself as an individual separate from the environment and other individuals. When we understand ourselves we are better prepared to understand another person’s condition from their perspective that is empathy.

- **Assertiveness and equanimity:** Assertiveness is the ability to express one’s opinion clearly and firmly that people listen and behave accordingly. Assertive behaviour enables a person to act in his own best interests, to stand up for himself without undue anxiety, to express his honest feeling comfortably to exercise his own rights without denying the rights of others. When one’s state of mind is calm and in control in difficult situation it makes person to face adversaries with equanimity.

- **Resilience and coping with emotions and coping with stress:** Resilience is the ability to adapt stressful situations or crises without lasting difficulties. Resilient people are aware of situations, their own emotional reactions and the behaviour of those around them. Resilient people can maintain control of a situation and think of new ways to tackle problems. Less resilient people have a harder time in coping with emotion and stress. Broken relationships, examination pressure, broken family problems, and the death of a friend or any family member etc can cause stress in adolescents’ lives. When one is able to cope with it, stress can be a positive factor since the pressure forces one to focus on what one is doing and respond accordingly. Stress is an unavoidable part of life. However, stress can be a destructive force in an individual’s life if it gets too big to handle. Therefore, as with emotions, young people need to recognise stress, its causes and effects and know how to deal with it.

**The Importance of Life Skills:**
In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today’s students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. The aim of life skills in higher education is the elimination and negotiation of the gap between the content of education and the living experiences of students.

**How Can Life-Skill Help Young People Make Better Choices?**
The Young youth of today grow up surrounded by mixed messages about drug use, alcohol, pornography, sex, adolescent pregnancy and social media addiction. On one hand, parents and teachers warn of the dangers of early and promiscuous sex, adolescent pregnancy, STDs/HIV/AIDS, drugs and alcohol, and on the other hand,
messages and behaviour from entertainers and peer pressure contradict those messages. Often, they promote the opposite behaviour. It is common for young girls to experience pressure to appear “perfect” online. The need to appear to have perfect hair, to look skinny or fit, to have the perfect group of friends. Not meeting these invisible standards can cause self-loathing and self-doubt. Social comparison, loneliness and jealousy can result when friends on social media “appear” more popular and attractive or on a glamorous vacation which can trigger depressive feelings. It is through life skills that these young youth can fight these challenges and protect themselves from getting drifted, STDs, HIV/AIDS, drug violence, suicide, sexual abuse, and many other health-related problems. Hopefully, developing life skills among adolescents will empower girls specifically, not to fall prey to wrong practices, distant relationships, online scam artists, until they reach physical and emotional maturity, develop in both boys and girls responsible behaviour, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, especially parents, to listen and respond to young people, help young people avoid risks and hardships and involve them in decisions that affect their lives. Education of life skills will prepare the students ideally to face the challenges of life. For this, it need to be linked with the different life skill, by developing in them generic skills related to a wide variety of areas such as health and social needs.

The purpose of developing the student’s personal skills and approaches to positively being able to make use of his/her knowledge to pursue all the opportunities life offers for the benefit of the individual and society.

Benefits for the Individual

The development of life skills in everyday life will help students to:

- Develop the ability to think out-of-the-box and problem solving for further self-learning.
- Learn the traits of team work, mutual respect, communication and stress management. Recognise the impact of their actions and teach them to take responsibility for what they do rather than blame others.
- Improve self-confidence and motivation in both spoken skills and for group collaboration and cooperation.
- Analyse options, make decisions and understand why they make certain choices outside the classroom. The process of making a good decision is a skill. That way, young youth will be able to follow that reasoning when they are in a similar situation.
- Develop core values including truth, non-violence, tolerance, empathy, a greater sense of self-awareness and appreciation for others. This will enable them to build their character.

Benefits for society

The more we develop life skills individually it can promote more pro-social behaviour in the society in which we live as a result there will less delinquency among adolescents.

- Life skill serves as a remedy for the problems and helps our young youth have moral values, recognise cultural awareness and citizenship which will make international cooperation easier.
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society.
- Develop students’ innate quality and motivate them to adopt socially acceptable patterns of lifestyles.
- Equip them with better-adopted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

Conclusion:

Life Skills Education enables young youth to handle stressful situations effectively without losing one’s temper or becoming moody and learn to disagree politely. When individual learns all the basic skills to cope with challenges he will feel more confident, motivated, self-esteem, assertive and develop a positive attitude
towards life. Thus, make more mature and adult like decision, starts taking responsibilities for his actions and in turn refrain from risk taking and risky behaviour and become more useful human being for the next generation. The emphasis of life skills education on developing attitudes and values and translating those changes into observable behaviours is an important perspective programs. These are often considered part of a country’s Peace Education initiatives.

References:

11. http://www.nzdl.org/gsdlnmod?e=d-00000-00-0---off-0cdn-00-0---0-10-0-0---0direct-10---4------0-01--11-en-50---20-about---00-0-1-00-0-4-0-0-11-0-10-0utfZz-8-0 0&a=d&c=cdn&cl=CL1.22&d=HASHe6b06ba71675fa5a91.5.3.13/1/19
Teachers are undoubtedly, the backbone of any society. They are the builders of a society. And among all, primary and secondary schools teachers levy the most lasting impressions in an individual’s life. Hence special attention needs to be paid toward the preparation of these teachers. Hence, to fulfill the needs of the secondary school all efforts are focused towards preparing quality teachers basically through the Bachelor of Education course. One of the biggest attractions and challenge of teaching at secondary level is the diversity of task involved. During a single day a teacher teaches a number of different grades made up of different age groups, also the grades consisting of pupils of varying capacities, attitudes and experiences. Another alluring factor is the opportunity to teach a specific subject that reflects the teacher’s area of interest. Teaching a subject that one likes, and helping pupils find it interesting is indeed extremely rewarding. This necessitates the development of all the basic competencies required to be a teacher, especially teaching skills which the B.Ed. course attempts to develop. But, to leave a lasting impression and deal with the daily challenges of managing a classroom he/she needs a variety of soft skills. Though these trainees possess solid knowledge base in their respective teaching subject acquired through their graduation and the teaching skills through B. Ed course, when they enter schools and begin to play the role of teachers they experience a lack of soft skills. Hence, this paper attempts to suggest the essential soft skills and strategies that can be employed to develop them.

Concept of soft 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.

Salleh, Sulaiman, and Talib (2010): Soft skills are the most operative instruments and methods for higher education institutions to appraise the future capabilities of lecturers’ and students

Duncan and Dunifon (2012): Soft skills are considered to boost competency and to consequently upsurge one’s ability in subsidizing communal progression and transformation

Pachauri and Yadav (2014) defined soft skills as personality traits, social gracefulness, fluency in language, personal habits, friendliness, and optimism to varying degrees.

Tang, Ching, & Mohd Shahid (2015): Soft skills are relational and social skills are a necessity for lecturers who toil in a high-performance setting, ultimately promoting efficiency.

Soft skills, sometimes called key skills, core skills, key competencies, or employability skills, are those desirable qualities that apply across a variety of roles and life situations. The term soft skills refers to the personal traits, characteristics and competencies that inform to how an individual relates to others and is often used as a synonym for people skills or interpersonal skills. In the context of teachers, soft skills are personal traits that enhance a teacher's interactions, job performance, and overall efficiency in fulfilling the roles and responsibilities of a teacher.

Essential soft skills to be instilled and strategies that can be employed to develop them:

A dedicated secondary school teacher would desire to have a huge impact on a pupil's life, but to leave a lasting impression and deal with the daily challenges of managing a classroom he/she needs a variety of soft skills. These include the following,
i. **Integrity**: Integrity stems from the Latin word ‘integer’ which means whole and complete. So integrity requires an inner sense of ‘wholeness’ and consistency of character. It is defined as a “concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one’s actions.” Consistency is about being the same regardless of the situation. Honesty or accuracy of one’s actions requires intentionality and thought. When one is in integrity, it should be visible through actions, words, decisions, methods, and outcomes. When you are ‘whole’ and consistent, there is only one person. You bring that same person wherever one is, regardless of the circumstance.

After understanding the meaning of integrity, we recognize that it is actually extremely difficult but essential for teachers to develop integrity. So, this trait can be developed among the B.Ed trainees in the following manner

1. Acquaint them first with the concept and need for developing integrity for a teacher through classroom discussion.
2. Ask them to write down their values and beliefs and narrate which behaviours need to be adopted to realize them.
3. Provide different emotional situation before beginning a task and emphasize on showing consistent behaviours in every emotional state.
4. Analysis of the influence on students so that the trainee stops, acknowledges and corrects behavior which warrants the use of humility, authenticity, and ‘others-centeredness’ as one needs to ‘see’ how others are responding to you.
5. Focus on the development of character and wholeness through activities like reading, guidance, counseling, etc. and inspire others

**ii. Excellent communication skills**

Dr Jo Anna Reed Johnson, senior lecturer and head of PGCE secondary at the University of Leicester, opines that it is very essential to communicate positively and effectively. Hence teaching requires a moderation of speech and tone of voice. Hence trainees must be provided exercises in

a. Moderation of speech and tone of voice.

b. Projecting a positive body language.

c. Use of encouraging language and a warm smile.

d. Breaking a topic down into its constituent parts and then sequencing these parts in an accessible way to bring about clarity in explanation.

**iii. Courtesy**: Courtesy is being polite or respectful. It is a behavior marked by polished manners and respect for others. This behavior is of utmost importance to be developed amongst today’s generation and hence the would-be teachers need to be trained to be courteous so that it will be emulated by their students. Hence trainees must be

a. Stressed to show polite and respectful behaviours towards their teachers and their course mates.

b. Incentives can be provided to exceptional behaviours.

c. Personalities of courteous persons can be discussed in the classroom

**iv. Responsibility**: Responsibility is the state or fact of being accountable or to blame for something. Teachers need to take responsibility for all the behaviours and performances of their students. Hence they need to be trained to becoming responsible when they are under training. This can be professed through

a. Provide independent tasks related to subject.
b. Provide charge of various sections and resources in the institution.

c. Encourage them to organize various academic and extra-curricular activities

d. Assignment of day to day tasks like campus cleaning, maintaining bulletin boards, etc

v. Flexibility and professionalism: In this modern, digital age, teachers need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way students learn, and the way teachers teach. Likewise, administrators are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have. If it’s being able to adapt to the way students learn, the behavior their classroom exhibits, or their lesson plans, it is a definitely a trait that is a must-have. So, at teacher training colleges students must be asked to,

a. Read and present the new trends in the educational endeavors.

b. Encourage the use of new technological developments in the course related activities.

c. Emphasize the use of diversified and innovative teaching methods to reach all students.

vi. Teamwork: Part of being a teacher is being able to work together as part of a team or a group. When they work together as a team, it provides them social skills and a better chance to learn. Hence the trainees must be encouraged to

a. Network with other teachers (even virtually) and solve problems together.

b. Plan and implement community focused programmes.

c. Encourage group games and cultural events

These will not only lead to success but gets carried on into developing these traits among their students.

vii. Subject knowledge: ‘Having strong subject knowledge is really important,’ stresses Dr Reed Johnson, ‘so assess your weaknesses and be prepared to fill any gaps.’

Nobody appreciates a teacher who is lukewarm about an area. A teacher leads by example, so in order to engage students in their learning, a teacher himself needs to explore the subject fully himself. Hence students must be encouraged to

a. Go in for further reading

b. Collect and explore data through electronic media

c. Organize seminars, conferences and symposium

These will develop mastery over the subject.

viii. The ability to build strong relationships: ‘This is a crucial teaching skill,’ says Dr Kneen. Good teaching practice is built on the working relationships developed between teacher and pupil. Hence trainees must develop the mindset that it is important to treat each learner in a class as though they are significant. Aspiring teachers can develop their relationship-building skills by

a. Asking questions,

b. Listening to answers,

c. Finding out about individual interests and

d. Remembering names in group settings.

Building strong relationships is a key component of successfully managing classroom behaviour.

viii. A good sense of humour: It is not strictly a skill, but a sense of humour is a useful tool to all teachers. ‘Being able to laugh with students is important. A teacher is not there to be their friend but making lessons fun when possible will leave a positive impression on pupils. Happy students are more open to learning,’ says Dr Reed Johnson. Hence trainees must be trained to use techniques like.

a. Infotainment:
b. Integration of amusing yet relevant anecdotes in teaching.
c. Converting content teaching into interesting games and administering them.

vi. **Leadership:** An effective teacher is a mentor and knows how to guide her students in the right direction. To develop this amongst trainees a teacher educator should

a. leads by example and
b. be a good role model.

1. She/He encourages students and leads them to a place of success.

X. **Innovative:** A teacher should try out new things hence trainees must be accustomed to trying out something new. This can be promoted through

c. collecting ideas from new educational apps
d. trying out innovative teaching skills
e. Utilizing electronic devices in teaching.
f. making real-world connections and cultivating a creative mindset.

It’s getting trainees to take risks and having students learn to collaborate.

xi. **Ability to Manage Online Reputation:** This 21st-century, modern teaching skill is definitely a new one. In this digital age most, if not all, teachers are online, which means they have an “Online reputation.” Would-be teachers need to be

a. trained to manage their online reputation
b. made aware as to which social networks are OK for them to be on.
c. know how to find engaging resources
d. keeping up to date on new learning technologies and apps, and browsing the web and connecting to fellow teachers
e. understand when to slow down and take a moment for themselves i.e., when to unplug and slow down.

For instance, LinkedIn is a professional social network to connect with colleagues.

**Conclusion:** Teachers inspire, that’s just one of the qualities that come along with the title. Modern educators have the ability to empower the would-be teachers to think critically, be innovative, creative, adaptable, passionate, and flexible. They should empower them to be able to solve problems, self-direct, self-reflect, and lead. They should give them the tools both digital and knowledgeable to succeed, not only in school but in life so that the future teachers do not experience a gap in what they are trained and what they are expected of as full-fledged teachers and succeed in their roles as teachers.

**References**

SOFT SKILLS : NECESSITY OF 21ST CENTURY EMPLOYMENT

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Abstract
It is stated that 21st Century is the age of science and Technology. In order to obtain a job in this rapidly developing century, candidates must be acquainted with soft skills, in order to develop a successful career. This paper highlights the importance of soft skills in students lives both at college and after college also. We can state that soft skills complement hard skills, which are the technical requirements of a job the student is trained to do. It is advisory to educators to take special responsibility regarding soft skills, because during students college time educators have major influence on the development of their student’s soft skills. Embedding the training of soft skills into hard skills courses is a very effective and efficient method of achieving both and attractive way of teaching a particular content and an enhancement of soft skills. Soft skills play a vital role in shaping as individuals personality. It is of great importance for every student to acquire sufficient skills beyond academic or technical knowledge. To become employable person means to have employability skills. Soft Skills are the employability skills which every student must try to acquire in 21st century.

Keywords: Necessity, employment, soft skills, communication, critical thinking, brains storming, e-learning, self training, rhetoric, encouragement etc.

Introduction
For many years employer and educators frequently complain about deficiency in soft skills among graduates form educational institution. Predominantly missed are communication skills, which are at the top on the list of “Missing Skill,” for graduate students to establish themselves in the business world. This problem is well known to all industrial countries around the world. A recent survey in this regard stated that most of the graduates are academically proficient but not competent in soft skills such as Verbal skills, Numerical Reasoning and Team working. According to German Engineering Association there should be 20 % soft skills in Engineering Curriculum.

What exactly are soft skills?
Before discussing the importance of soft skills, we have to answer the question, “What exactly are soft skills?” The answer to this question is not easy one, because the notion of what is a soft skill differs from situation to situation. A subject may be soft skill in one way and a hard skill on another level. It clarifies that what is recognized as a soft skill varies widely according to situation to situation. The online encyclopedia “Wikipedia”, gives a very broad definition of soft skills, which allows greater scope for discussion. “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 job.” [Wikipedia, 2007]

Soft skills required for employment consists of communication skills, critical and structural thinking problem solving skills, creativity, Teamwork capability, Negotiating skills, Self management, Time management, cultural awareness, responsibility, etiquette and good manners, courtesy, sociability, project management, work ethic and integrity. The employers look for personal qualities, interpersonal skills. Additional knowledge of the subject among employees. Communication skills become much vital in employment. Truly speaking graduates from colleges and universities mostly lacking in communication skills. Communication skills include a lot of different aspects. communications skills are not only necessary for a person’s successful career, but are even more contributing to one’s so-called social ability, which is related with may other soft skills, too. Good Social
skills are also reflected at the working place as well as in further career. In English speaking world, “Language proficiency is the ability to speak, read and write standard English in a businesslike way. Good communication skills is the basic requirement for other soft skills like moderating discussions or conflict management. Another pair of soft skills which lacks in educational institutions is critical and structured thinking. It is connected with problem solving abilities. The last soft skill which is of great importance is creativity. This skill is always said to be useful for artists, not for science or business field. However this notion is wrong. Using creativity results in “thinking out of the box” which means to leave aside conventional rules and restrictions to find out innovative approaches to problem solving. In the business world Brainstorming and mind mapping are well known applications of creativity.

Importance of soft skills

Today’s job market is facing rapid competition. To be successful in this tough environment candidates for jobs should bring with them a “competitive edge” that distinguishes them from other candidates. Employers prefers to take the candidates who will be beneficial from a very early stage on. Candidates should be skilled in soft skills as well as he should have basic knowledge in business management, project management and general economy which will favour his chances of getting job. Soft skills shape human beings personality. Educator’s imagine the graduates to be expert in all fields. And this is reflected in soft skills, not in hard skills.

How can soft skills be acquired ?

We have indentified two methods of learning or improving soft skills. One is to enroll for formal training, e.g. taking evening classes on Rhetoric, languages, presentations skills, conflict management. But there is no guarantee of improvement in a person’s soft skills. Another way of acquiring soft skills is self- training , usually based on books. Changing personal traits requires long term practice and therefore self-training might be helpful in improving this soft skills. Another method of self training is electronic learning or e-learning. The article “Yes, web based training can teach soft skills” emphasises the practicality of this approach. An interesting way of self-training one’s soft skills is frequent socializing with friends, colleagues and other members of society. In this way we can improve our small talk capabilities as well as a lot more soft skills by chatting and discussing with others in an informal manner.

The Lecturers can do a lot to enhance their student’s soft skills. They can bring awareness among students about the importance of soft skills and its disadvantages. The student should be encouraged to enhance their soft skills by different methods such as reading dedicated books, attending course and joining clubs or societies to broaden their horizon, like debating societies, Toast masters who are practicing Rhetoric, or scientific societies who offer presentations and discussions. Also soft skills may be included into a programme’s curriculum. A very nice way of involving soft skills training to students is to embed it into the teaching of hard skills. Teachers should change their teaching methodology, and focus on group discussions, and student’s presentation should be given.

To conclude we can say that importance of soft skills has increased over the decades significantly, and it is of great importance for every one to acquire these soft skills. It has become the necessity of 21st century employment and a successful bright future as well as career of the graduates . It helps to shape an individual’s personality. However over-emphasizing it may not prove fruitful, it needs the mingling of soft skills and hard skills.

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Krueger, Rob. Strategies for student Engagement : A case study from WPI. Presentation at the Polytechnic of Namibia, 04 April 2007,

**Internet Resources**

1. British Association of Graduate Recruiters (AGR) : [www.agr.org.uk](http://www.agr.org.uk)
5. PISA : [www.pisa.oecd.org](http://www.pisa.oecd.org)
PARADIGM SHIFT TOWARDS OBJECTIVITY & TRANSPARENCY IN HIGHER EDUCATION
‘HUMAN BEINGS CAN BE MANAGED & MACHINES CAN BE TAMPERED’

Mr. M.B. Gaikwad
Dept. of English, Sambhaji College Muud.

To avoid the universal truth NAAC has been trying to maintain objectivity & transparency since And introduction of ICT Enabled NAAC Framework during the process of assessment & accreditation golden mean. Since the establishment of National Assessment & Accreditation Council (NAAC) Bangalore So that responsibility of has been encouraging the intellectual & infrastructural amenities towards the assurance & endurance of quality education & research.

Nature is in fluid as the world doesn’t remain constant so that changes are expected but they should be coped with in all respects and ways unless one cope with one can’t survive in the world. In response to the nature’s call NAAC has been continuously striving to improve its methodology. As a result, the process of NAAC has been now ICT enabled since July 2017 onward. The whole world is dominated & controlled by the tips of the fingers or mouse’s cursor so that it is imperative on the part of the NAAC to adopt it. NAAC is an autonomous agency of UGC, Delhi which seeks direct & witty involvement & participation of the stakeholders. As well as they should contribute towards objectivity & transparency during the NAAC accreditation. Contribution of the society comprising the institution, management, alumni & parents. NAAC would seek feedbacks from them with which it would realize the needs & expectations of the stakeholders. On receipt of the feedbacks NAAC has revised the assessment process as ICT Enabled NAAC Framework.

In its existence of over two decades, National Assessment and Accreditation Council (NAAC) has continuously strived to improve its methodology. Taking cognizance of changing trends in higher education and aligning the reforms and rapidly transforming global education scenario, NAAC has embarked in revising the Assessment and Accreditation (A&A) methodology. With inputs from the stakeholder feedback, Best Practices in A&A both at National and International and experiences of NAAC a concept note for the revised A&A methodology was prepared and extensively discussed in a National Workshop organized during February, 2017. Based on the outcome of the National Workshop and inputs provided during the meetings with MHRD and UGC, a draft Revised Accreditation Framework (RAF) was developed. Core Working Group (CWG) and Sectoral Working Groups (SWG) were set up to discuss and deliberate on the RAF. Inputs from several rounds of discussions and deliberations in the meetings of CWG and SWGs, resulted in a Quality Indicator Framework (QIF) for quality assessment of quality of the Higher. Several individuals and institutions responded to the QIF posted on the website of NAAC by providing critical inputs and volunteering for the Pilot study. The response to the Pilot study and feedback from different stakeholders to the QIF posted on NAAC and the outcome of several round of meetings and deliberations were placed for the National Consultative meeting held in New Delhi on 25th April 2017 Minister of HRD followed by a final round of review by the CWG meeting on 28-30 April 2017 wherein the QIF was finalized.

The revised framework developed in partnership with stakeholders have a distinct focus on data capture for quantitative assessment and process details for qualitative assessment and is an effort to make the A&A process more robust, objective, transparent, outcome oriented and stake-holder friendly. The Revised Assessment and Accreditation (A&A) Framework was launched in July 2017. It represents an explicit paradigm shift making it ICT enabled, objective, transparent, scalable and robust. The shift is:
From qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency towards extensive use of ICT confirming scalability and robustness in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on.

In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks. Introducing pre-qualifier for peer team visit, as 30% of system generated score. Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%) in introducing the element of third party validation of data in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges in revising several metrics to bring in enhanced participation of students and alumni in the assessment processes the three level accreditation processes would be more ICT enabled with Student Satisfaction Survey and Data Verification and Validation adding value to the process. The first level would be submission of which is more or less similar to the Letter of Intent (LI) of the earlier process. Unlike in the earlier system, two specific Windows will be opened in an year for HEIs to submit their applications. The first window will be from May June and the second window will be from November-December. Attempts have been made to make the whole process user friendly and link the formats with National databases on HEIs. Towards this providing the AISHE reference number/code is mandatory at the application stage itself and affiliating Institutions can submit a self-declaration with reference to the latest affiliation status. On acceptance of the IIQA, institutions can submit their data/information online in the formats provided as Manuals for Self Study Report (SSR). There would be no requirement for submission of hard copies of the SSR. The formats for submission of online SSR are available on NAAC website. Data Validation and Verification (DVV) and Pre-qualifier Score At the second level, data/information submitted in the SSR will be subjected to an online assessment mechanism/process with Data Validation and Verification (DVV) process after an online evaluation generating a pre-qualifier score. Institutions securing 30% on the quantitative metrics will qualify for onsite peer review/assessment. The pre-qualifier scores are exclusive of the Student Satisfaction Survey (SSS).

Student Satisfaction Survey (SSS) The introduction of Student Satisfaction Survey (SSS) is an attempt to engage students who are the main stakeholders in the quality assurance process. The SSS is conducted concurrent to the DVV. The scores obtained in the SSS will be part of the overall CGPA. For taking the Student Satisfaction Survey institutions will be required to submit the details of all the students enrolled in the institution i.e. student enrolment number, Programme, Year of Study (1st year, 2nd year etc.), email Id and mobile number. NAAC will randomly select students for the survey to be responded on the questionnaire of NAAC. Response from 10% of the enrolled students qualifies for scoring on the metric.

With inputs from the society feedbacks, best practice in the assessment & accreditation (A&A) methodology and the experience of the NAAC a revised concept of naacing has been applied & widely discussed. As a result studious agencies have prepared the draft and developed, July 2017 onward is being made mandatory. It represents explicit paradigm shift in ICT enabled objective transparent scalable & robust, in terms of the qualitative peer team judgment to data based quantities indicators evaluation with increased objectivity & transparency. Paradigm shift in case of extensive and intensive usage of ICT assuring scalability & robustness. It is a noticeable in terms of simplicity of the process drastic reduction in number of questions size of thereport, visit days and so on. It is a dare to say that a revised draft may boost the benchmarks on quality improvements tool. It has been attempted through NAAC comparative indicators with others international QA Frameworks. With, NAAC has introduced prequalifies for team visit as 30 pc of system generated score (SGC). As a result
of SGC combining online data evaluative about 70 pc and peer judgment 30 pc. A newly designed draft has been seeking to check & balance the manual meddling by introducing the third party validation of data and the possibility of dropping in multiple agencies. It provides the appropriate differences in the metrics, weightages and benchmarks to the university & institution. In revising the several metrics in order to bring the active and constructive participation of students & alumni in the assessment process.

NAAC used to assure excellence through the continuous process of assessment & accreditation. It is a tireless attempt of the institution to assure quality in all respects. It is an institutional ongoing and dynamic life long process. As the primary object of the institutional accreditation is to provide the knowledge and knowledge changed source to improve the experiences of the ‘learning communities’

This is what has been imbibed and cherished by the national and international players. And in order to have it, it is necessary to make the active participation of the students during the teaching – learning process. The whole education system is being revised or implemented for the sake of satisfying the stakeholders. They are expected to be well informed, committed, participative, motivational, aspired, and valuable. Therefore they should be translated into ambitious and far reaching.

It is the institutional opportunity to remain into the company of the stakeholders to assure & endure the quality education & objectivity, transparency. The participation and involvement of the stakeholders during the assessment process is a challenging and hazardous also to receive their suggestion to accomplish. Minding the social cause the institution has to upgrade the intellectual & infrastructural facilities in order to cope with the challenges and to translate them into opportunity. It means that INSTITUTIONAL ROLE IS LIKE A CATALYST.

Reference:
1. Revised NAAC manual 2017
“EFFECTIVENESS OF DEVELOPED SKILL BASED PROGRAMME (SBP) ON 9\textsuperscript{TH} STANERD VISUALLY IMPAIRED STUDENT”

Dr. Atul Arun Gaikwad, Principal  
Ira Education Society’s, College of Education, Arvi, Pune.

Introduction –
Learning means positive behavioral change and Education means collection of knowledge as per RTE, everyone has right to get education. Disable person also has right to get education like normal students. Disable means visually Impaired Hearing Impaired etc. In this paper Researcher present his research work about SBP. SBP means Skill Based Programme. Which was apply on 10 Visually Impaired students and show the results.

Objectives of the Study
1) To prepare SBP for 9\textsuperscript{th} standered Visually Impained Students.
2) To Implement SBP on Visually Impained 9\textsuperscript{th} standered students.
3) To Test the effectiveness of SBP with statistical tool.

Hypothesis for the Research work
1) Research Hypothesis
There is significant difference between pre test and post test.

2) Null Hypothesis
There is no significant difference between pre test and post test.

Scope of this study
1) This study is related to Visually Impained students.
2) This study is related to 9\textsuperscript{th} standered students.
3) This study is related to teachers who teaches to 9\textsuperscript{th} standered Visually Impained students.

Research Processes
Researcher select a unit from 9\textsuperscript{th} standered Mathematics subject with the help of Interview of teachers who teaches Mathematics Subject to 9\textsuperscript{th} std Visually Impained students. The selected unit was Quadratic Equation. After selection of that unit researcher prepare SBP that is Skill Based Programme.

SBP Skill Based Programme it containing two parts
A) Information
B) Small Questions

A) Information Part
It cantaing information about Quadratic Equation means second degree. It has containg at least one term square. Standered form of quadratic equation is
\[ ax^2 + bx + c = 0 \]

B) Small questions Part – Example factorise the quadratic equation
\[ x^2 + 5x + r = 0 \]
\[ x^2 + 5x + 6 = 0 \]
1) Which is third term ?
2) Split this third term that we will get in sum as middle term ?
3) Then how many brackets we have ?
4) Whish are they ?
5) Which is the solution ?

Researcher make five examples with this method and present through Audio Material.
Implementation of SBP
Researcher Implant this programme on 10 Visually Impained students who studying in 9th standered at Niwant Blind Institute.

Testing Process
Researcher prepare an Achievement test belong to 25 marks containig Questions Based on SBP this Achievement Test used as pre Test and Post Test. The Processes is.

Observations
Researcher test significans between pre test and post test with ‘t’ test Table showing difference between pre test and post test

<table>
<thead>
<tr>
<th>Particular</th>
<th>Mean</th>
<th>S.D.</th>
<th>r</th>
<th>t</th>
<th>Table value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05 level</td>
</tr>
<tr>
<td>Pre Test</td>
<td>11.4</td>
<td>5.42</td>
<td>0.58</td>
<td>4.28</td>
<td>2.25</td>
</tr>
<tr>
<td>Post Test</td>
<td>18.8</td>
<td>7.28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Observation Research t value is grater then table ‘t’ value on 0.05 level and 0.01 level hence there is significant difference between pre test and post test.

2) Interpretation
Developed SBP is effective it teach mathematics subject for Visually Impained 9th standered student.

3) Hypothesis Testing
Null hypothesis is reject and Research hypothesis is accept.

Graphical Presentation

Findings and Conclusion
Developed SBP is effective to teach Mathematics subject for 9th standered Visually Impained students. Audio Material B best apretus for teaching to Visually Impained students if it is quablible all around then it is benefited for such students.

References
कौशल्य विकास — आधुनिक कार्यचर्या गरन

डॉ. रवींद्र र. कुलकर्णी
राजसी छात्रवीर — ठाकुर कोंड़े, कोल्हापुर

यो खास — देशाची लोकसंख्या वेगाने वाढत असताना नवीन तंत्रज्ञानाची सांगत वातावरणाच्या दृष्टीने बेरोजगार तपासाना कौशल्य प्रशिक्षण देण्यासाठी आहे. भारत सरकारने कृतांतील भारत वनस्पतीवादी उद्योगांना गळ नवीन कौशल्य विकास महामंडळारसंग संबंधित व्यक्त करणे किंतु कोणतीही आहे. मेक-अन ईंडिया या उपक्रमाने कौशल्य विकासाच्या मोडां परिवर्तन आहे. मेक-अन ईंडिया या उपक्रमाने व्यक्त करणे किंतु कोणतीही आहे.

प्रश्नपत्र— भारत सरकारने कृतांतील भारत वनस्पतीवादी उद्योगांना स्वतंत्र मंदिर तत्साह रा नवीन कौशल्य विकास महामंडळारसंग संबंधित व्यक्त करणे किंतु कोणतीही आहे. मेक-अन ईंडिया या उपक्रमाने कौशल्य विकासाच्या मोडां परिवर्तन आहे. २०२२ च्या देशातील ५० कोटी तपासाना कौशल्य प्रशिक्षण देणार्याची सरकारमार्ग योजना आहे. उद्योग क्षेत्र, व्यवसाय आणि सरकार या तयारी अर्ज किंतु करणे किंतु कोणतीही आहे. मेक-अन ईंडिया या उपक्रमाने व्यक्त करणे किंतु कोणतीही आहे.

अभ्यास विषये चर्चा — मेक-अन ईंडिया या पंत प्रशासनांच्या कंपनीप्रमाणे २०१४ पासून सुरूवात झाली. त्यानुसार भारत देश-विदेशातून उद्योजक व्यवसाय वृद्धीसाठी पुढे येत आहे. मेक-अन ईंडिया या कंपनीप्रमाणे अनुसूचित असत्यांत स्कील ईंडियाच्या उपक्रमाने कंट्रो गाणनामुळे स्वतंत्र प्रवाह देणारी आहेत. देशात लोकसंख्या वेगाने वाढत असताना दुसऱ्यांने तंत्रज्ञानाच्या नवीन संवर्धन वाढ असताना कौशल्य प्रक्रिया नवीन वाढ वाढत आहे. या बदल्याची विकसित तंत्रज्ञानाची सांगत वातावरणाची दृष्टीने उद्योग जगताच्या कौशल्य वाढ वाढत आहे. मेक-अन ईंडिया या कंपनीप्रमाणे वेगाने वाढ वाढ आहे. या वाढ वाढ वेगाने नोकरी / सोहोगार प्राप्त होणाराच्या दृष्टीने उद्योगांमध्ये वेगाने वाढ वाढतात. याच्यासाठी लोकसंख्या वेगाने वाढ वाढत आहे.

देशात आपल्या स्वतंत्र मोडांचा प्रमाणांत असते तर कृतांतील मुनां संस्कृती कमतरता भरकम कार्यकाळाची ‘स्किल डेस्कलमेंट’ अर्थात कौशल्य विकास ही संस्कृतपणे वाढवली मान्य आवश्यक आहे. युवकंपन्य बेरोजगाऱ्याला निर्देश देणारी अनुसूचीय स्वतंत्र मोडांचा प्रमाणांत असते, देशात युवकंपन्य आयुक्तांकांना प्रमाणांत असते तर कौशल्य विकास मोडांना अनेकाच्या वेगाने वाढ वाढतात. याचा विकास मोडांना अनेकाच्या वेगाने वाढ वाढतात.

प्रश्न प्रश्न—प्रश्न जागतिक मोडांमध्ये वेगाने वाढ वाढ आहे. तर कौशल्य विकास ही स्वतंत्र मोडांना प्रमाणांत असते, देशात युवकंपन्य आयुक्तांकांना प्रमाणांत असते तर कौशल्य विकास ही स्वतंत्र मोडांना प्रमाणांत असते. याचा विकास मोडांना अनेकाच्या वेगाने वाढ वाढता आहे. याचा विकास मोडांना अनेकाच्या वेगाने वाढ वाढता आहे.

अभ्यासविषये चर्चा —

प्रश्न प्रश्न—प्रश्न जागतिक मोडांमध्ये वेगाने वाढ वाढ आहे. तर कौशल्य विकास ही स्वतंत्र मोडांना प्रमाणांत असते, देशात युवकंपन्य आयुक्तांकांना प्रमाणांत असते तर कौशल्य विकास ही स्वतंत्र मोडांना प्रमाणांत असते. याचा विकास मोडांना अनेकाच्या वेगाने वाढ वाढता आहे.
केंद्रशासन

केंद्र सरकार के नीति विभाग (NSDA) ने यथार्थतय प्रकाशित कश्मीर में एक विश्वसनीय सर्वेक्षण का प्रयोग किया है। इसका दृष्टि केंद्र विश्वविद्यालयों, अन्य शिक्षा संस्थाओं और फाइल्स को संबंधित करना है। यह सर्वेक्षण इस तथ्य पर आधारित है कि केंद्र के विभिन्न हिस्सों में विभिन्न विषयों की चित्रण की गई है।

राजस्थान:—फिल्ड देशव्यंग्य केंद्र (NSDA) ने यथार्थतय प्रकाशित कश्मीर में एक विश्वसनीय सर्वेक्षण का प्रयोग किया है। इसका दृष्टि केंद्र विश्वविद्यालयों, अन्य शिक्षा संस्थाओं और फाइल्स को संबंधित करना है। यह सर्वेक्षण इस तथ्य पर आधारित है कि केंद्र के विभिन्न हिस्सों में विभिन्न विषयों की चित्रण की गई है।

कृति मनु यथार्थतय प्रकाशित कश्मीर में एक विश्वसनीय सर्वेक्षण का प्रयोग किया है। इसका दृष्टि केंद्र विश्वविद्यालयों, अन्य शिक्षा संस्थाओं और फाइल्स को संबंधित करना है। यह सर्वेक्षण इस तथ्य पर आधारित है कि केंद्र के विभिन्न हिस्सों में विभिन्न विषयों की चित्रण की गई है।

2) कृति विकास उपक्रम अधिक विकाशील कर्मनिवासी उपयोजित नहीं करती
1. देशात प्रत्येक नालुका पात्रशीर्षीकरण दुसऱ्यांतरांती पात्री करत त्यांचा गरजा लब्ध 'डेटेन्ड' त्या त्या भागात कौशल्य विकास केंद्र निर्माण केली पाहिजेत विचे तात: त्या त्या भागातील आंदोलनिक प्रशिक्षण संरचनाच्या खासदार तत्त्वात या बोले, नयांनेखाळी या कौशल्य विकास केंद्रासाठी उपलब्धी करावी.

2. ऑन ऑफ ट्रेनिंग स्वयंपाल्य शिक्षण सर्व शेषात देशात याचे. निर्माण संपन्न व सर्व संबंध अध्यात्म आणि सुज्ञ अशा इंसान भारतातील महत्त्व लवकर 'डेटेन्ड' व हटत 'ब्लेड' व्यवस्थापणात अनु. गांव आवर्तनक असते. कौशल्य प्रशिक्षण प्रवीण स्थानिक सुविधा देता वेळेल.

3. सार्वजनिक महत्त्वके समाजातील सर्व स्तरातुन श्रम प्रति दा बाहींस लगापणाची जागृती जागृती निर्माण होणे आवश्यक आहे.

4. सांस्कृतिक व राष्ट्रीय शिक्षा कौशल्य विकासाच्या आयात असते. प्रयत्न देशातील सर्व राज्यांमध्ये सुरु आहेत. तण खैरी मराठी या आयात आहेत. तण खैरी मराठी या आयात आहेत. तण खैरी मराठी या आयात आहेत.

5. व्यावसायिक, महाविद्यालय, प्राथमिक, विद्यालय, पंजाब, शिक्षण, संस्थान शेषात विद्यापीठांचे हुने, प्रासाद प्रमाण, सेवा शेषातील शिक्षणाची इ.न. कौशल्य निर्माणातील पाठांत देशातील विधायकांना व्याख्या करून.

6. ---

निष्क्रिय १:--- केंद्र सरकारच्या मेहर इंडिया, डिजिटल इंडिया स्मार्ट सिटीज व इतर उद्योगच्या प्रशासकी अंतर्गत व भारतीय संघर्ष उपलब्ध करते. 2022 पर्यंत देशातील ४० कोटींचा अनुभवानुसार निर्माणाचे उद्ध त साथ करणारे कौशल्य प्रशिक्षण तसेच कृत्याकाळ मध्ये येऊ लागत आहे. कौशल्य विकास उद्योग के लागू या शिक्षांचा महत्वाचा उद्देश्य आहे. २०२२ पर्यंत देशातील ४० कोटींचा अनुभवानुसार निर्माणाचे उद्ध त साथ करणारे कौशल्य प्रशिक्षण तसेच कृत्याकाळ मध्ये येऊ लागत आहे. २०२२ पर्यंत देशातील ४० कोटींचा अनुभवानुसार निर्माणाचे उद्ध त साथ करणारे कौशल्य प्रशिक्षण तसेच कृत्याकाळ मध्ये येऊ लागत आहे.

सामर्थ्य:--- भारतातील युवा वर्गीकरण आर्थिक आहे. व्यासी त्यांचा आर्थिक हातांतर करणारे काम आहे.

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1. www.makeinindia.com
3. https://en.m.wikipedia.org/wiki/skill
5. 2015
6. लेखकलय
"DEVELOPING INNOVATIVE SKILLS": A PRAGMATIC APPROACH TO DEVELOP INNOVATIVE THINKING SKILLS

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Abstract:
According to the survey conducted by the Glocal Industry federation in 2014 the term 'innovation' found over 40 different definitions. The said instance should suffice to prove the ambiguity that both academia and industry have in defining the term. Still there are some dentitions which help us understand what exactly the term 'Innovation' encapsulates. For examples the definition given by ISBA (Innovation & Business Skills Australia Ltd) in it's one of the consultation paper has defined Innovation as an attempt to consciously exploiting new ideas, or new uses for old ideas, to add social or economic value. (ISBA 2017). Innovations are essential not only for the overall economic growth but for the progression of human well-being. Students are the potential workforce of tomorrow and when they will join the industry and the academia they will need these skills to support an innovation economy. Having established the need of Innovative thinking in both academic as well as pragmatic world current conceptual paper tries to offer some practical methods that can be used by teachers and trainers to develop innovative thinking skills among the students. These methods are suggested after an extensive literature review put forth the structural framework required for innovative thinking. The paper further discusses the six elements of this model namely, interpret, generate, collaborate, reflect, represent and evaluate and how teachers help students to internalize these elements.

Key Words: Innovative thinking, Structural framework, convergent thinking, divergent thinking

Introduction
According to the survey conducted by the Glocal Industry federation in 2014 the term 'innovation' found over 40 different definitions. The said instance should suffice to prove the ambiguity that both academia and industry had to define the term. Still there are some dentitions which help us understand what exactly the term 'Innovation' encapsulates. For examples the definition given by ISBA (Innovation & Business Skills Australia Ltd) in it's one of the consultation paper has defined Innovation as an attempt to consciously exploiting new ideas, or new uses for old ideas, to add social or economic value. (ISBA 2017). The definition focus on both the process and the desired outcome of it. The manual of OECD (Organization for Economic Co-operation and Development) provides yet another comprehensive definition of innovation. It defines Innovation as a "production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres; renewal and enlargement of products, services, and markets; development of new methods of production; and the establishment of new management systems. It is both a process and an outcome." like ISBA's definition this definition too not just define the process of innovation but it goes beyond the mere description of the process and highlight the outcome of it.

Need of the innovative thinking
Lorraine Yapps Cohen in his insightful text "Why We Need Innovation" has discussed the need of the innovation and where he sites we need innovation for overall economic growth and for the progression of human well-being. Cohen comes from the world of Business and naturally his findings are more applied to the field of business and commerce. From business point of view he propose that the existing business cannot do more cost cutting and only innovation can offer competitive advantage to such business. Innovation can deliver the much desired higher business revenues and can improve disappointing performance in the past 2 decades the field of production from around the world has seen.
It's not just the field of business and commerce that advocates the need of innovation. Humanities social sciences and academia too propose the need of innovation so that independent thinking individuals and high-value services could be developed which ultimately will help in meeting the challenge of increasing global competition.

The students today are the potential workforce of tomorrow and they will join the industry and the academia we will need them to new skills and capabilities to support an innovation economy. Innovation is not a standalone skill or capability but it is the application in a specific context of a combination of skills, knowledge and attributes. In today's competitive world the nature of the work is highly dynamic the job descriptions are constantly changing and multitasking has become the new buzzword. In these changing times it is important to develop an ability of innovation and to work in tandem with the changing workplace. Today the changes primarily could be located in the new advanced technologies, newly developed global working conditions, new glocal economic approach. These changes signal towards the fact that individuals will be required to equip themselves so that they would acclimatize to the new environment.

**Linking innovative thinking with other qualities**

Having established the need of Innovative thinking in both academic as well as pragmatic world current conceptual paper tries to offer some practical methods that can be used by teachers and trainers to develop innovative thinking skills. These methods are suggested after an extensive literature review. Innovative thinking is more of an art than science as it requires more practice than just to learn the principals. Though honing innovative skills require high degree of practice the individual must have certain capabilities and personal attributes. These qualities are essential to hone innovation thinking skills these qualities include:

- Collaboration, teamwork, mentoring, playing to lose and dealing with ambiguity
- Building networks and knowledge sharing
- Questioning, problem solving, critical thinking and thinking outside the square
- A global Mindset
- Deep technical knowledge
- Leadership (at all levels), confidence/resilience and willingness to take risks
- Thinking across disciplines, lateral thinking, making connections and improvising
- Listening and communication

Image 1: Essential qualities required to develop Innovative thinking Skills

The presence of these qualities in an individual helps inculcating innovating thinking skills faster. Some of the qualities from the list for examples play to lose could be debated as the converse ‘play to win’ is preferred in most of the contemporary self help book. The reason to include play to lose lies in the fact that it takes the burden of winning away from the practitioner and hence he/she can explore new ideas without any inhibition.

The list of qualities above are identified by conducting an extensive literature review and important sources are for example training handbook of ISBA (Innovation & Business Skills Australia Ltd) 2007 and The manual of OECD are referred in the references.
Developing innovative thinking skills with structural model

When it comes to developing innovative thinking often one comes across literature that challenges the fact that innovative thinking can be developed systematically. Popular understanding often supports certain myths about innovation. Most popular being innovation cannot be taught because once inherits it genetically. Another myth assumes that the concept innovations apply only to the large organizations. However, it has been established that the concept of innovation could be applied to both micro (at individual level) as well as macro (organizational or institutional) level. And systematic teaching and learning strategies can foster the development of innovation at both the level with equal efficiency. Development of innovative thinking skills includes the adoption of learner centric teaching methods, for example by using methods such as self-directed learning, activity-based and problem-based learning. This paper advocates the use of structured model (proposed by ISBA) for developing the skills required to innovate in both micro and macro context. The structural model proposes that the innovation can be approached systematically, and identifies six skills that individuals and organizations need for innovation. These skills are also referred as innovation at work skills, these innovations at work skills provide both the personal skills needed by individuals and an offer a methodological framework for the usage of it by a team or the organization. The usage of innovation at work skills can help individuals come up with better ways of doing things such as developing new ideas, embracing new technology, adjusting to changing environment and in learning new skills. Adoption of these skills is a process that can be learned and applied in everyday activities. The structural framework describes six separate but inter-related skills required for innovation. These skills are as follows

Image 2: Elements of The structural framework required for innovative thinking

Methods that will contribute in developing innovative thinking

The structural framework of innovative thinking has six elements. This section of the paper discuss some important methods that teachers and trainer can use to learn these elements. The first element of the framework is Interpretation skill. It can be developed by encouraging students to use following methods that will enable then to find information on their own. These could include:

- Researching about the problem
- Questioning, conducting field surveys to identify the need
- Examining and interpreting the responses
- Environmental scanning to identify future needs and solutions
- Examining ethical impacts of proposed actions
- Challenging the existing assumptions.

To help students to get acquainted with these methods teachers can help them to develop the skills of questioning, conducting a field survey, careful listening, observation, in-depth interviewing and data analysis.
To develop the second skill of generation (generation of new ideas) students often find it difficult to generate new ideas hence teacher need to facilitate the process. Teachers can use two sub-processes to serve this purpose. These two processes are called ‘divergent’ and ‘convergent’ thinking. Divergent thinking is the ability to think of many original, diverse and complex ideas. On the other hand convergent thinking indicates the ability to logically evaluate critique and choose the best idea from a selection of ideas. (ISBA handbook, page 13) These thinking techniques could be used by the teachers/trainers for creative output.

To develop divergent thinking skills, a teacher/trainer can ask following questions to the students group. What worked before? What could work in the future? How could we use something in a completely new way? Could something new be used? Is there a better way to do this? What could come from looking at other people’s ideas? If I thought about it from a different perspective, what would I come up with? What can I see the end user doing with it? What’s new in this area? To develop convergent thinking skills, teacher can ask following questions to the student group, would this work? Could it be achieved? Is it technically possible? Are resources available to fund it, e.g. people, equipment, funds? Will it look attractive? Will it be environmentally friendly? Would it be safe to use? Is it what the end user wants, needs or will use? What other equipment/resources are needed to make it work? Is it in line with other comparable developments? What expertise will be needed to make it work?

Another way of generating new ideas is to use creative techniques like Brainstorming or Word associations. In brainstorming a group of people discuss with each other and generate ideas. It involves coming up with many ideas, from as many different perspectives as possible, e.g. for a problem, an issue or a design concept. In brainstorming session people in the group are encouraged to call out their ideas, without any discussion taking place about the ideas. One person notes the ideas on a whiteboard so everyone can see them. Ultimately group discusses the ideas and selects those with the most potential. Word association technique uses our unconscious mind. When we allow the unconscious mind to play with words or create stories, unexpected links are made between seemingly unrelated things. This way we can develop of new ideas. The word association can be practiced by the teacher in the following way. Teacher should make a group of 6-7 students and then should ask them to write down five words each that they associate with the given concept on a piece of paper. Teacher should not give student long time to think and just make them write. Using this technique a group can generate many ideas.

Apart from brainstorming and word association few other techniques mentioned below can be used to generate new ideas for examples, mind mapping, Edward de Bono’s Six Thinking Hats, lateral thinking games, use of metaphors and analogies, morphological analysis, visualization technique, SWOT/SWOC analysis, focus group discussions.

A fourth element of the framework is reflection. Reflection includes synthesizing once own thoughts, the feedback from others and any other information into a combined response. Reflection is a very important process in learning. Reflective abilities could be developed in students by giving them creative question that analyze the entire process.
The fifth and sixth elements of the framework are representation and evaluation. They mean final presentation of an idea and are the product of all the preceding phases and to ensure that the finished design or idea meets the requirements of the brief given respectively. Representation skills can be developed in students by giving them proper training of presentation skills. For the development of evaluation skills students should be exposed to various methods of peer and self evaluations.

**Conclusion**

Present paper discussed the need of developing innovative thinking skills among the students as this skill will students to become global citizens. Innovative thinking skills are required not just to develop new ideation but also for the finer implementation of it. Paper put forth the structural framework required for innovative thinking. The paper further discussed the six elements of this model namely, interpret, generate, collaborate, reflect, represent and evaluate and how teachers help students to internalize these elements.

**References:**

3. ISBA (Innovation & Business Skills Australia Ltd) consultation paper published on December 2017
5. Australian National Training Authority, Melbourne.

Note: The author of this paper is thankful to the organizers of Aarambh workshop i.e. C-BRIDGE (Center for Business, Research, Incubation, Development, Growth and Entrepreneurship, Savitribai Phule Pune University). Most of the theoretical framework discussed in this paper is inspired from the discussion and deliberation that happened during the workshop.
SKILL DEVELOPMENT AND B.ED CURRICULUM – A STUDY

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

Abstract

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

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

Introduction

“Our Teachers our Heroes”

- Quality Council of India

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

Title of the Research Work

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

Need of the study

Present study is needed to find out how many life skills developed through the B.Ed curriculum. Teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive
learning environment. Although being well versed in your subject area is important, being able to communication necessary skills and concepts in a way students can understand is crucial.

**Scope and limitations of the study**

The present study is applicable to the B.Ed curriculum of all over India.

The present study is limited to only B.Ed curriculum of Shivaji University.

**Objectives**

1. To find out the ten life skills recommended by the World Health Organization.
2. To study the life skills developed through the B.Ed Part I, Sem – I
3. To study the life skills developed through the B.Ed Part I, Sem – II
4. To study the life skills developed through the B.Ed Part II, Sem – III
5. To study the life skills developed through the B.Ed Part II, Sem – IV

**Research Method**

Survey method is used as research method for the present study. Survey of the 50 student-teachers of B.Ed Part – I was undertaken regarding the life skills developed through the B.Ed practicum.

**Sampling**

To collect the data for the present study 50 student-teachers of B.Ed – I are selected as a sample. As well as 10 experienced teachers from the Teacher Education institute selected for the interview.

**Tools for data collection**

Observation of the 50 student-teachers and interviews of the 10 teachers of the Teacher Education institute were used as a tool for the data collection.

**Data analysis**

**Objective 1**

The 10 life skills recommended by the World Health Organization are as follows:

**The Skills** - This involves a group of psychosocial and interpersonal skills which are interlinked with each other. For example, decision making is likely to involve creative and critical thinking components and values analysis.

**Defining Life Skills** - Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. Life skills are behaviours that enable individuals to adapt and deal effectively with the demands and challenges of life. The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Critical Thinking
3. Creative Thinking
4. Decision Making
5. Problem Solving
6. Effective Communication
7. Empathy
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

**Objective 2**

The life skills developed through the B.Ed Part I, Sem – I practicum
## All the 10 life skills were developed through the B.Ed Part – I, Sem – I practicum.

### Objective 3
The life skills developed through the B.Ed Part I, Sem – II practicum

<table>
<thead>
<tr>
<th>Course</th>
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## All the 10 life skills were developed through the B.Ed Part – I, Sem – II practicum.

### Objective 4
The life skills developed through the B.Ed Part II, Sem – I practicum

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<td>Internship</td>
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## All the 10 life skills were developed through the B.Ed Part – I, Sem – II practicum.

### Objective 4
The life skills developed through the B.Ed Part II, Sem – I practicum

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All the 10 life skills were developed through the B.Ed Part – II, Sem – I practicum.

**Objective 5**

The life skills developed through the B.Ed Part II, Sem – II practicum

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All the 10 life skills were developed through the B.Ed Part – II, Sem – II practicum.

**Findings**

10 life skills i.e Self-awareness, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Empathy, Interpersonal relationship, Coping with stress, Coping with emotion, all were developed among the student-teachers through the practical included in the two year B.Ed curriculum of Shivaji University, Kolhapur

**Recommendations**

Although it is found that the life skills developed through the B.Ed curriculum, but percentage of development is not same among the student teachers. It is due to late admission procedure of B.Ed course. Due to the late admission, course was delayed by the 3/4 months. Hence it will be effect on the implementation of the practicum. Hence it is very important that state government should run the B.Ed program on time.

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ROLE OF ICT FOR SOFT SKILL DEVELOPMENT

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Abstract:

Education is the supreme power of human being which increases different skills among people. Through education, normally we learn two types of skills; first one is soft skill and second hard skill. Hard skills are what we learn from formal learning i.e. which can be taught; while soft skills are which are less tangible.

Particularly, soft skills are the centre point of ICT (Information and Communication Technology). Soft skills are defined as the “combination of interpersonal people skills, social skills, communication skills, character traits, attitude, career attributes, social intelligence and emotional intelligence quotients among others that enable people to effectively navigate their environment work well with others, perform well, and achieve their goals with complementing hard skills”.

Soft skills being requisite in any workforce can easily be achieved through ICT. It paves a lesser complex path for students pursuing higher education to imbibe these abilities in them for good productivity.

In modern age, no one can avoid the effect attractive abilities of ICT. It has large influence everywhere and every time. So the mere existence of ICT, forces to rethink some aspects of education practice (The team work, project work and research work are connected to higher education).

This paper, hence describes the role of ICT for soft skills development. ICT being a medium between the learner and the teacher provides qualities like leadership skills, teamwork, knowledge sharing and time management to name a few.

Keywords: Soft skills, learning, Interpersonal, Information & communication technology

Introduction:

Education is an important medium for students to ensure all round development. With the designed curriculum, students can achieve physical, emotional, mental and moral development. It helps students to gain complete knowledge and imbibe the required abilities to perform certain job competently. It is the supreme power which delivers different skills to students. In higher education the pupils learn in three domains. They have to acquire knowledge, master skills and develop an attitude towards their education. These domains can be classified in two types of skills viz. Hard skills and Soft skills. Hard skills are the skills that can be defined and measured and are teachable like writing, reading, mathematics etc. while soft skills are those that are less tangible and harder to quantify such as listening, speaking, presenting oneself etc. The different types of soft skills are communication skills, team work, problem solving skills, leadership skills, strong work ethic, time management, flexibility, etc. These soft skills are essential for the students to make a mark in their world and be able to prove as a good leader in their workforces.

Soft skills have become a subject of increasing interest in lifelong learning. Soft skill development is intended to enable and enhance personal development, participation in learning and success in employment. Soft skills being of such importance in the real world must be learnt as a part of higher education. And this process has been made easier by the introduction of ICT. Students in higher education have assignments, group discussions and project works that helps build soft skills such as team work, communication skills, analysis abilities etc.

Definition:
The combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.

In simple words, 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.

**Meaning:**
Skills are the abilities to use one's knowledge effectively and readily in execution or performance of a task. Skills are a minimum requirement so that individuals can survive and progress in an international ‘knowledge-based’ economy and society. Through education, normally we learn two types of skills; first one is hard skills and second soft skills.

Hard skills are taught skills. They are quantifiable and are often learned in school, through earned certifications, or in previous work experience. Hard skills are specific to each job and are often the basis of job requirements; whereas soft skills are non-measurable, subjective skills that are not specific to one job or career. They typically speak to how well a person interacts with others. Soft skills are “people” skills. These skills are personality traits that help define character but offer less proof of experience than hard skills.

Soft skills are usually learnt not from informal sources i.e. sources outside of the formal curriculum education but from other multiple manners which are terrifically useful in our personal environment. Students need to have the ability to “exchange, criticise and present ideas”.

Soft skills play an important role in resume writing, interviewing, and finding success in communicating with people at work and in other areas of your life. For example, as you look for jobs, you may find that many employers list specific soft skills on their job posts in the “required” or “desired” sections. A job posting for a Human Resources associate may list “attention to detail” as a desired trait, while a job for a Marketing Specialist could list “leadership” and “great communication skills”.

**Developing skills in higher education:**
Academic curriculum in higher education is the bridge that fills the gap between students’ existing knowledge and the work required skills. Skills such as flexibility, adaptation, leadership, and productivity need to be explicitly taught in schools in order for students to develop the soft skills that they will need to succeed on the job.

Academics not only teach students the hard skills that are physically mandatory to complete the job but also the soft skills that help students to establish a connection with their co-workers and that increase their
efficiency towards the job. These soft skills as discussed above are presentation skills, personality development, event management etc.

Many of the learning activities provide opportunities for developing these skills. The extra-curricular activities in school include group projects, group discussions, cultural activities, sports activities etc. Although in educational systems the scope of soft skills identification is tricky because all these skills to be developed require nurturing and sufficient time to practice. That is where, ICT helps reduce the burden from the curriculum and offers an easier path for students to grasp soft skills irrespective of the time and place.

ICT helps students in their respective activities by equipping resources and accessibility to the students. For example, role playing with reference to youtube videos develops critical thinking and communication skills; reflective journaling by accessing good articles through websites exercises ones analytical thinking and writing abilities; research with the help of internet browser improves analysis abilities and innovation; and group work by communicating through whatsapp or skype helps students to understand the value of teamwork and time management.

**Role of ICT in soft skill development:**

With the advent of various formats of information and communication technology, the world is shrinking at a rapid pace. Today technology serves as a portal in shaping the new global economy and producing fast changes in the society. ICT has become an important tool for supporting communication in education.

Judicious use of digital tools can help in the effort to teach soft skills. For example, many digital platforms encourage student collaboration and thus give students the opportunity to practice working together. Students creating a digital mind map as a learning product or jointly writing a case study in a Google doc will have opportunities to refine their skills at working together. For example, they can take an online video to a conference and compare it to how people are doing things there.

ICT helps a lot in soft skill development as:

1. **Communication skills:**
   Effective communication is perhaps the easiest of the soft skills to teach online, especially as people can benefit simply from listening to or watching good communicators and seeing how they do it on youtube. Tools such as skype can help foster communication skills in a way that translates directly to the real-world, with blogs used to enhance written communication skills, personal expression, and creativity.

   Social media platforms can also open up communication with external contacts. For example, science teachers can use Twitter to interact with organisations such as NASA, and pupils can tweet their questions and observations, helping to add a new level of interaction to lessons.

2. **Teamwork:**

   Teamwork is the one soft skill nobody can do without these days. Teamwork means cooperation, collaboration and taking the initiative when necessary. Teachers can use social media to aid collaboration in the classroom. For example, by creating a pinterest board for the whole class to contribute to, educators can fuel student cooperation and engagement. Once done, the teacher can view the board, and leave comments and feedback on the resources pupils have pulled together. Most commonly used platforms are the mobile apps like whatsapp for most of the group projects.

3. **Time management:**

   Time management can benefit from both online training and the use of productivity tools to encourage focus and prioritize tasks. Although this is a transferable skill, it is more concrete than most, as people
need to learn how to put together a proper to-do list and organize their calendar. Apps and cloud-based platforms can also be used by students to improve their time management skills – letting them keep track of all their notes, documents, and images in one central repository – and making it easy to find everything they need for an assignment.

4. **Problem solving:**
Problem-solving is not just about being analytical. Students need to learn to approach problems calmly, to know when to get help (back to teamwork again), when to barrel through and when to back off and take a break or try a different approach. Online videos, podcasts and digital gaming are opening up new styles of learning and helping students to develop critical thinking skills. Likewise, 3D printers are helping to inspire a new generation of engineers, architects, and designers by combining problem-solving skills with creativity and innovation.

5. **Knowledge sharing:**
The internet promotes fast communication across geographical barriers. Students can join collaborative projects that involve students from different states, countries or continents. There are many initiatives carried out by governments or private institutes that gather students from all over to discuss and hold conferences on world related matters to get their perspectives. The technical or cultural fairs held each year offer a gateway to students to knowledge with others.

**Conclusion:**
Soft skills are increasingly becoming the hard skills of today’s workforce. These people skills are more critical than ever as organizations struggle to find meaningful ways to remain competitive and be productive. And as it is clear so far that ICT plays an important role in developing these skills. ICT acts as the strong agent for change among many aspects of behaviours i.e. teamwork ability, time management, analysis abilities and communication skills with the help of various applications in use. It also improves problem solving skills, leadership skills, flexibility, problem solving skills and knowledge sharing ideas etc. among students who cannot avail the benefits of higher education due to several checks, such as time, money, geographical location etc.
ICT simplifies the learning process for any individual and helps them achieve necessary soft skills without any time constraint. It provides the means for a lot of activity for individuals to realize the potential it holds. They can even get soft skills certification courses online that help demonstrate improvement and prove to teachers and colleagues that they have what it takes - and this kind of training can also help attract talent.
Thus it would be precise to say that ICT plays a major role in soft skill development without reinforcing extra responsibilities on other sources. ICT with its developing technologies is capable to provide any individual with all the necessary resources to develop the desired soft skills.

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संस्था या कार्य तयार शाला आहेत हे समजून पेटेना, त्यामध्ये विविध कौशल्यांचे प्रशिक्षण करून दिले जाते त्याचा प्रसार कसा केला जातो हे लाभ घेणे आवश्यक आहे.

कौशल्यांचा विकास का आवश्यक आहे?

विकसित मूल यथावत विकसित अभ्यास संगणना पाण्या वनविषय. मूल यथावत विकास आणि उद्देश्य कौशल्यांचा वापर उद्देश्य उल्लेख भविष्यत जागरूकता देते. संस्थान शिक्षण पद्धतीं एवाचा ज्ञानधारित पद्धती होए, मेंवतू २०२ अंगामकृ हस्त आमतौरे गुणों शिक्षित करण्याचा ह्या पद्धती उद्देश्य नाही. या मुलांचा उद्देश्य योग्य जागतिकशील टॉपुंड देयावज्याला आपल्या शिक्षणाच्या पृष्ठात उपयोग आहे कारण आपल्या जीवनसाठी केंद्रु मुख्‍यतः २०-२५ व तंच शिक्षण पेटेते गेले पाहिजे कारण कोणती जीवनभर अध्ययन करण्यासाठी कौशल्यांचा?

मानवी बुद्धिशास्त्र मराठी =

आंतरिकेरे साधू करण्यासाठी कौशल्यांहून भौतिक तत्संबंध गार्डन इडॉट हर अकेला नाही. जेव्हा ज्ञान हे ज्ञानावर समाजाचा विकाससाठी मोठे नाहीत. ती ज्ञान अनेक ध्यानाळोन्न आहे. व्यक्तीतून विविध कृती शाळेत आयु या वृद्धिचिन केरी आहे. एकातील व्यक्तीतून शिक्षणासाठी योग्य बावळण मिळालेले तर गोरी व श्रीमंत असा भेट शिक्षण करत नाही त्यामध्ये विविध कौशल्यांनी ही विकसित होतात. कौशल्यांमधील शिक्षण मिळालेले तर व्यक्ती नक्कीच खट्टे विद्यार्थी कौशल्यांचे विकसित करत दैनिंदा जीवन मराठी होईल.

कौशल्यांचा विकसित होणारी स्थाने =

झोपा गलियापूर ते मोठ्या तर या शाळेत तर गोरी असेल. तत्संबंध गार्डन असे आहे. माती आणि महाविद्यालयातल्याचे प्राण जाडताने ज्ञान किंवा शिक्षण ह्या पृष्ठात उपयुक्त आहे. शिक्षणात शिक्षणाची स्थिती सहभागी झाले तर ते ज्ञान विकास दिखेल जे केंद्रु सार्वजनिक भांडे किंवा जेथे ज्ञान यादित्यात दिलेले नाही.

कौशल्यांचा आवश्यक =

माणसाने जीवनाच्या तक्षण आहे. तरी त्याचे विविध तक्षण जीवन तर आणांच्या अनुसूचन असत्य नाही. आवाह, संभाव्य अस्तित्वाची अभिनवी नेहमी व्यक्तीतून व्यवस्थापित किती तत्संबंध गार्डन ह्या पृष्ठात उपयुक्त आहे. माती आणि महाविद्यालयातल्याचे प्राण झाले तर तेथे ज्ञान विकास दिखेल जे केंद्रु सार्वजनिक भांडे किंवा जेथे ज्ञान यादित्यात दिलेले नाही.

संस्थाचा ज्ञान भौतिक, आर्थिक, वौटिक, संकटपूर्वी नैतिक, अध्यात्मिक दोन व ती दोन नैतिक तत्संबंध गार्डनाचे तत्संबंध गार्डन आहे. आनंद अस्तित्वाची पृष्ठात उपयुक्त आहे. तर त्याच्या अनुप्रयोग व विविध ह्या सुधारित झाले आहेत. माणसमाने जीवनसाठी मुलगूर्ण जीवनात पुर्वस्थली करण्यासाठी सर्वजनिक जीवन, नायक, साक्षरता आणि समाजाता या मुलगूर्ण खरं जीवन करण्यासाठी कौशल्यांची क्षमता आहे.

विक्षेप व विकासाचे मानव जीवनाची कठिनाकर्षण आहे. माणसाचा पदवी व उंची यात्राश्री जोडले माणसाची पदवी माणसाचा पदवी धरती पुरी करत होते. किंवा माणसाचा पदवी व उंची यात्राश्री जोडले माणसाची पदवी माणसाचा पदवी धरती पुरी करत होते.}

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समारोहः — ग्रामपंथ मूल वौँशल्य विकासाचर आपातत अभ्यासक्रम सुरू करणे आवश्यक आहे.तसेच नियमित अभ्यास क्रममध्ये ही याचा समावेश करण्यात यावा. ग्राम व महाविद्यालये याना उद्देशांभिमुख करण्यात यावे. त्याना उद्देशाची जोडणात यावे. विद्याध्यायांना इंटरशॉप वैचारिक करण्यात यावी. विद्याध्यायांना त्यांची आवड लक्षात पेडून व त्यांच्यातील क्षमता लक्षात पेडून फारस तंबे’ सुरू करण्यात यावी. पारंपरिक कला व उद्देशांचा कौशल्य विकासाचा अभ्यासक्रमात समावेश करण्यात यावा. विज्ञान व प्रौद्योगिक बोवरण प्रात्येक कारण येतील अभ्यासक्रमांत ही आम्ही विद्याध्यायांना करून देण्यात याही. जरशी हरभजनसांग्रह अनुभवाने उत्पादन सारणीय वाह ज्याला तत्संबंध उच्च शिक्षणाची भारतीय सरकार व देशात विकासासाठी, उन्हींसाठी सक्रिय युथ पोहो निर्णय करणे कामदाय गरज आहे.

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Introduction:

Understanding the impact of educational technology on the learning process is crucial in the modern educational landscape. The integration of technology in education has not only transformed the way we learn but has also expanded the horizons of teaching methodologies. This article aims to provide an in-depth analysis of the role of technology in enhancing educational outcomes.

Objectives:

The primary objectives of the study are to evaluate the effectiveness of technology-based educational tools in improving student engagement and learning outcomes. The study will also address the challenges associated with integrating technology into the educational system and propose strategies to overcome these obstacles.

Methodology:

The research methodology involves a comprehensive review of existing literature, followed by the development of a framework for assessing the impact of technology on education. The study will be conducted at a selected educational institution, and data will be collected through surveys, interviews, and observations.

Main Theme of the Research paper:

The main theme of the research paper focuses on the role of technology in enhancing educational outcomes. The study will explore various aspects of technology integration, including its impact on student learning, teacher effectiveness, and the overall educational environment.
2. **Subject Area**

   - **Title**: The title of the paper should be concise and informative.
   - **Abstract**: The abstract should summarize the purpose, methods, results, and conclusions of the study.

3. **Introduction**

   - **Background**: Provide a brief background to the study, including the importance of the topic.
   - **Objectives**: Clearly state the objectives of the study.

4. **Methodology**

   - **Design**: Describe the study design.
   - **Participants**: Provide details about the participants or subjects of the study.
   - **Procedures**: Explain the procedures followed in the study.

5. **Results**

   - **Data Presentation**: Present the results of the study using tables, figures, or graphs as appropriate.

6. **Discussion**

   - **Interpretation**: Interpret the results in the context of existing literature.
   - **Implications**: Discuss the implications of the findings.

7. **Conclusion**

   - **Summary**: Summarize the main findings of the study.
   - **Recommendations**: Provide recommendations for future research or practice.

8. **References**

   - **Citations**: List all the sources cited in the paper, adhering to a specified citation style.

9. **Appendices**

   - **Supplementary Materials**: Include any additional materials that support the main text, such as raw data or detailed calculations.

10. **Acknowledgments**

    - **Gratitude**: Acknowledge any individuals or institutions that contributed to the study.

**Additional Information**

- **Graphs and Figures**: Include clear and labeled graphs and figures to support the text.
- **Tables**: Use tables to present data in an organized manner.
- **Headers and Footers**: Ensure that all pages are numbered and include relevant information in headers and footers.

**Language and Style**

- **Clarity and conciseness**: Write clearly and concisely to ensure that the main ideas are easily understood.
- **Grammar and syntax**: Adhere to correct grammar and usage to maintain professional and academic standards.

**Conclusion**

- **Contribution**: Highlight the contributions of the study to the field.
- **Future Research**: Suggest areas for future research.

**Overall**

- **Structure**: Maintain a logical and coherent structure throughout the paper.
- **Audience**: Keep the target audience in mind, whether it is academic or practical.

**Formatting**

- **Margins**: Use standard margins (e.g., 1 inch on all sides).
- **Font**: Use a readable font size (e.g., 12 pt) and style (e.g., Times New Roman).
- **Spacing**: Ensure appropriate line spacing (e.g., double-spaced).

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2nd February 2019
Reconditions: (शराबानी) — पदवी व पदयुक्त मराठी भा आध्यात्मिक अधिकारिक कौशल्युक्त पदकांचा समावेश असावा. तर मराठी भा अध्ययन आणि अध्ययन प्रक्रिया व कौशल्य विकास याच्या केंद्रम्यांनी असावी. या प्रक्रियेचे प्रात्येक आणि भा प्रयोगशाळा यांचा अन्वयन व भावुक वापर वापर झाला.

Conclusions: (नं कं फ) — भा कि, व्यक्तिमत्व, व्यवहार, व्यवसाय, तंत्रजग आणि मानसिक कौशल्यांचा विकास भा अध्ययन आणि अध्ययन प्रक्रियेच्या प्रभावांचा त्याची एकत्रित करून येतो. विद्यार्थींच्या रोजमर्यादिकृत व कौशल्यभूमिकृत वहनविवरणात भा अध्ययनचा प्रभाव वापर करता येईल. भा प्रायोगिक आणि भा प्रयोगशाळा यांच्या संगठन भा अध्ययन आणि अध्ययन प्रक्रियेच्या केंद्रीकरण असता कौशल्य विकास साधने म्हणून.

References: (संदर्भ सूची) —

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Abstract:

Education is a Nation’s strength. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have a lot of opportunities to overcome these challenges and to make higher education system much better. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore, it is very easy for India to transfer our country from a developing nation to developed nation. The current study aims to highlight the challenges for skill development in higher education system in India.

Introduction:

India has the second highest population of the working age (15 – 59 year) individuals in the world. The skill set of this population group plays a critical role in the growth of country. In India, education plays a vital role to build skill-based society of the 21st century. It is the quality of education that decides the quality of human resources of the country. If nation is a system, education is the heart of it. Education empowers the nation. Education is an important input for the growth of the Nation. Properly planned education can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education is basically a provision of series of learning experiences to students in order to impart knowledge, values, competencies, skills, attitudes, belief and habit with the ultimate aim of making them productive members of the society. Higher education is that part of our whole education system which provides a way to transfer human beings into human resources. It is very important instrument for bringing positive changes, developing desired skills and competence necessary for specialized activities.

Skills and knowledge are the driving forces of economic and social development for any nation. Skill may be defined as the set of competencies essential to carry out the required tasks in the most effective way while maintaining the agreed set of quality standards. Skill development is a way to empower the workforce with the necessary skills, knowledge. through vocational or technical training to meet the industry requirements and to ensure competitiveness in the dynamic global market (Maclean, 2013).

The rapid economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. India is among the top countries in which employers are facing difficulty in filling up the jobs. The key concerns in finding suitable candidates for available jobs in the country are the lack of hard skills and shortage of suitable employability quotient in candidates including soft skills.

Skills may be broadly classified into hard skills and soft skills. Hard skills are the technical abilities related to an organization’s core business e.g. operating machinery, computer, protocols, financial procedures, safety standards and sales administration. Such skills are typically easy to observe quantity and measure and can be methodically taught. In contrast soft skills are the personal characteristics of an individual that can not be quantified, e.g. communicating, listening, giving feedback, problem solving, resolving conflicts etc. They are applicable in all settings i.e. work places as well as everyday lives (Rao 2010).

According to National Development Corporation (NSDC)- India, skills can be classified into four levels based on the degree and duration of training required. Skill level I (semi skilled) refers to skills that can be acquired through short - term courses, focused interventions and on-the-job training. Skill Level – 2 (skilled) refers that are specific to the occupation and can be acquired through technical or vocational training. Skill level3 (
Highly skilled refers to skills involved in highly technical or commercial operations and can be acquired through degrees, diplomas and post graduate education. Skill Level – 4( Highly skilled with specialization) refers to the skills with high specialization involving research and design that can be acquired through doctorate or many years of work experience.

In order to provide adequate training to the youth and develop necessary skill, the Government of India took initiatives to improve the skill training scenario in the country. In 2009, the government formulated the National skill Development Policy that laid the framework for skill development, ensuring that individuals get improved access to skills and knowledge. Training for self employment or entrepreneurial development is covered under this policy. Learning, web – based learning and distance learning are also part of the national skill development policy. The policy states the roles and responsibilities of stake holders, which include the government, industry, trade.

There are several challenges which have been indentified skill development mission –

1) The issue is to provide access to all the existing system by increasing the capacity and at the same to maintain the quality of the training.

2) In the 21st century, the most important thing is to keep update yourself, one of the major challenge is to constantly update the trainer about the new technological innovations in its field.

3) Higher education need to be matched with the government efforts in the area of skill development. In our country still education is based on the traditional concept, education does not necessarily provides skill required for the job.

4) Creation of institutional mechanism for research development, is also one of the major challenges. There is no proper framework to guide and to manage or control to take up the new research.

5) Experimental learning courses i.e a mix of classroom and practical training, will help students to retain more presently, very few institutions offer such courses in India. Government try to use this methodology more.

6) Skill development is not the responsibility of governments, corporate and training institutes alone, students too are equally responsible and need to recognize the changing scenario of employment.

7) Our country does not have a nation – wide vocational Education and Training standards, lack of an integrated on-site apprenticeship training, inadequate industry interface, insufficient financing of the vocational Education and Training system.

8) Discrepancies were found in formation of sector skill councils, which are responsible for developing and conducting programmes as well as assessing trainees.

9) Many ministries lack training infrastructure and impart substandard training. Some of the short-term courses offered are as short as eight hours and neither meet the skills needs of employers nor provide employment opportunities. Even if few are employed, the retention rate is low.

10) In order to appoint more and more trainers the NSDC and SSSS ( Sector skill councils) provided training to fresh diploma and engineering graduates 2-5 day training to become qualified trainers. This system questions the knowledge level of trainers
Needless to say that efforts should be on to make the skill development attractive and productive to motivate the youth to aspire for it.

Today only four percent of the Indian workforce is skilled. We need to recognize that the knowledge, skills and productivity of our growing young and dynamic workforce forms the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. India to become ‘knowledge economy’ needs to work on the following three major areas: Quality of education, affordability of education and the ethics in education. Quality means in terms of infrastructure, teachers, accreditation, etc. Affordability of education means ensuring poor and deserving students are not denied of education and the ethics in education means avoiding over-commercialization of education system. It is time to bring in the changes that will give us the momentum to find a place in the global scenario. Government and public both should work hand – in- hand to support each other and look for the required upliftment of higher education and skill development in Higher Education.

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**Abstract:**

“Soft Skills” are becoming increasingly important in today’s job market, as employers seek candidates who not only have the technical skills required for the position but also possess a range of non-technical abilities that enable them to work effectively in teams and navigate complex organizational environments. This study explores the concept of soft skills, their significance in the workplace, and the methodologies used to assess and develop these skills. The research highlights the challenges faced by educators and trainers in imparting soft skills to students and employees, and suggests strategies for improving soft skills training programs. The findings underscore the need for a holistic approach to education that emphasizes both technical and interpersonal skills to prepare individuals for a dynamic and interconnected workforce.

**Keywords:** Soft Skills, Employee Development, Workforce Training, Organizational Effectiveness.
संस्करण कार्यक्रमांतर्गत मूलभूत कौशल्यों (Soft Skills) विकसन उपक्रमांचा परिणामकारकता अभ्यास करणे

संस्करणाची गण व महत्त्व
1. शिक्षक कोणताही आवश्यकता असेल तरी मूलभूत कौशल्यों शिक्षक प्रशिक्षण कार्यक्रमांतर्गत प्रशिक्षणाची आलमास प्राप्त करते.
2. व्यक्तिगत स्वरूपांगन विकासाचे अग्रणी, मानविक व वैचित्र्य गुणांची सविक्षेपण 2 अभिव्यक्ती होणारी संध्या उपलब्ध करून देऊने आवश्यक आहे. ती शिक्षक शिक्षण कार्यक्रमांतर्गत देते येते.
3. नेतृत्वयुग, संवैद्यन कौशल्य, गटकार्य, संस्कृती, निराकारण, सामाजिक आणि भावनिक वृद्धिमात्रा, सांस्कृतिक संबंधकार्य, सामाजिक कौशल्य, समानताता, आत्मविश्वास संयुक्त, संध्या, कला, वेळेवेळे व्यवस्थण, चिकित्सक प्रचारप्रक्रिया, आत्मव्यक्ती संवैद्यन, लघुविकल्प, आवड इत्यादी मूलभूत कौशल्यांचे (Soft Skills) विकसन होणारी सद्द संशोधन होणे महत्त्वाचे आहे.
4. वर्तमान सर्व मूलभूत व पूर्व कौशल्य शिक्षक शिक्षणानुसार जागरूकपूर्वक प्रामाण्य करून ती रूजवर्त आवश्यक आहे.

संस्करणाची जिहद दे
1. शिक्षक शिक्षण कार्यक्रमांतर्गत मूलभूत कौशल्याच एक (Soft Skills) सैद्धांतिक बाबरी अभ्यास करावे.
2. शिक्षक शिक्षण कार्यक्रमांतर्गत मूलभूत कौशल्याच एक (Soft Skills) वि एक उपक्रमाची निवड व विकसन करावे.
3. शिक्षक शिक्षण कार्यक्रमांतर्गत मूलभूत कौशल्याच एक (Soft Skills) वि एक उपक्रम रजिस्ताने.
4. शिक्षक शिक्षण कार्यक्रमांतर्गत मूलभूत कौशल्याच एक (Soft Skills) वि एक उपक्रमांचा परिणामकारकता अभ्यास करावे.

संस्करणाची गुणीतके
1. शिक्षक शिक्षण कार्यक्रमांतर्गत विविध उपक्रम रावण मूलभूत कौशल्याचे (Soft Skills) विकसित करता येतात.
2. शिक्षक शिक्षण कार्यक्रमांतर्गत विविध उपक्रम रावण मूलभूत कौशल्याचे (Soft Skills) विकसित करताना आय सी दो सार्वमात्र वापर प्रभावी ठरते.
3. शिक्षकांना अध्यापन कौशल्याची आवश्यकता असेलेले विविध अध्यापन कौशल्य व मूलभूत कौशल्याचे (Soft Skills) यांचा परस्परसंबंध असतो.

परिक्लिप्त
शिक्षक शिक्षण कार्यक्रमांतर्गत प्रभावी शिक्षक तयार कौशल्याची मूलभूत कौशल्याचे (Soft Skills) वि एक उपक्रम परिणामकारक ठरतो.

ूळ परिक्लिप्त
शिक्षक शिक्षण कार्यक्रमांतर्गत प्रभावी शिक्षक तयार कौशल्याची मूलभूत कौशल्याचे (Soft Skills) वि एक उपक्रमांचा विश्वासयुक्त पूर्णचारणी व उत्तर चारणीतील संपादकक्षेत्र कोणताही सार्व फक्त आठवठा नाही.

संस्करणाची व्यापी व मण्डळ
1. सदर संशोधन शिक्षक शिक्षक कार्यक्रमांतर्गत संशोधन आहे.
2. सदर संशोधन वि.ई.डी.प्रशिक्षणाची पूर्ण टक्क आशा काही मूलभूत कौशल्यांचा विचार केलेले आहे.
3. प्रस्तुत संशोधन हे शिक्षणशास्त्र महाविद्यालय वार्षी येथील वि.ई.डी.वित्तीय व तंत्रीय प्रशिक्षणशास्त्री संशोधनाच आहे.
संशोधन कार्यवाही
संशोधन कार्यवाही एक एक उपकारितता अपने अनुशासन के लिए निर्दिष्ट और स्पष्ट रूप से विधायी दिग्गज्योति तथ्यात्मक रूप से संशोधन कार्यवाही का अंतर्गत है।

पहला टप्पा—शिक्षकों का दिशा आर्थिक संशोधन कार्यवाही का अंतर्गत मूलभूत कौशल्यों एवं (Soft Skills) सैद्धांतिक बाँट के लिए निर्दिष्ट है। बांट के लिए निर्दिष्ट है। बांट के लिए निर्दिष्ट है।

दुसरा टप्पा—शिक्षकों का दिशा आर्थिक संशोधन कार्यवाही का अंतर्गत मूलभूत कौशल्यों एवं (Soft Skills) वै यथार्थ है। यथार्थ है। यथार्थ है।

तिसरा टप्पा—संशोधन कार्यवाही का अंतर्गत मूलभूत कौशल्यों एवं (Soft Skills) वै यथार्थ है। यथार्थ है। यथार्थ है।

चौथा टप्पा—संशोधन कार्यवाही का अंतर्गत मूलभूत कौशल्यों एवं (Soft Skills) वै यथार्थ है। यथार्थ है। यथार्थ है।
उत्तर चारणीमध्ये निर्यातित गट व प्रायोगिक गटातील विद्याभ्यास मिश्रणनेत्य गुणांक मध्यमानातील सार्वजनिक स्तरातील फक्त

<table>
<thead>
<tr>
<th>मापन</th>
<th>निर्यातित गट</th>
<th>प्रायोगिक गट</th>
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</table>

0.01 वा सार्वजनिक स्तरात सार्थक आहे. उत्तर चारणीमध्ये निर्यातित गट व प्रायोगिक गटातील विद्याभ्यास मध्यमानातील फक्तका गुणांक 0.01 वा सार्वजनिक स्तरात सार्थक आहे. कारण प्राप्त झालेले दर 28.8 या व्याख्यानता मात्रासाठी सारांश मूल्य 2.88 पेसा जात आहे.

याचार अनुसार कॉन्फ्रेंसीमध्ये निर्यातित गट व प्रायोगिक गटातील विद्याभ्यास संपादकपूर्वींत सार्थक आहे. महणून उत्तराधिकारीमध्ये निर्यातित गट व प्रायोगिक गटातील विद्याभ्यास प्राविध्यात सार्थक फक्तका आहेत. महणून दुप्ल परिकल्पना शिष्यकोणाच्या कार्यक्षमांतरण अभ्यासीय शिक्षक तपास कर्यापासून शून्य भूमिका मूलले जेव्हा एकवाक्य (Soft Skills) विषय उपक्रमांच्या विद्याभ्यास पूर्वावधीं व उत्तर चारणीमध्ये संपादकपूर्वी सार्थक फक्तका आहेत नाही.

या परिकल्पनेचा तारा कार्याचा लागतो. महणून निर्यातित गट व प्रायोगिक गटातील विद्याभ्यास उत्तराधिकारींत सार्थक फक्तका आहेत. यानात असे त्यांत येईले की, संशोधन अभ्यासाच्या कार्याधीनतीत निर्यातित गटपेक्षा प्रायोगिक गटातील विद्याभ्यासी सार्थक अभिक आहे.

प्रमुख नियम 1.

1. शिष्यकोणाच्या कार्यक्षमांतरण प्रायोगिक गटातील राबणिपत आलेल्या मूलभूत कौशल्ये विकसन कार्यक्रम परिशिष्टाक करतो असे दिसून आलेले.
2. शिष्यकोणाच्या कार्यक्षमांतरण मूलभूत कौशल्ये विकसन कार्यक्रम राबणिपत आलेल्या प्रायोगिक गटाची संपादकपूर्वी निर्यातित गटपेक्षा अभिक आहे.
3. शिष्यकोणाच्या कार्यक्षमांतरण पारंपारिक अध्यापनपेक्षा मूलभूत कौशल्ये विकसन कार्यक्रम अभिक परिशिष्टाक करतो.

शिफाचारी 1.

1. शिष्यकोणाच्या कार्यक्षमांतरण मूलभूत कौशल्ये विकसन कर्यापासून शिष्यकोणाच्या जाणीव पूर्वक प्रयास करणे आवश्यक आहे.
2. शिष्यकोणाच्या कार्यक्षमांतरण मूलभूत कौशल्ये विकसन कर्यापासून शिष्यकोणाच्या अभिक प्रायात आहे.
3. शिष्यकोणाच्या कार्यक्षमांतरण मूलभूत कौशल्ये विकसन कर्यापासून शिष्यकोणाच्या अभिक आवश्यक आहे.
4. शिष्यकोणाच्या कार्यक्षमांतरण मूलभूत कौशल्ये आवश्यक कर्यापासून देणे, मुंबई उपरोक्त करून देणे व मार्गदर्शन करणे आवश्यक आहे.
समारोप

21 व्या तत्कालीन गतिमान जगत उतम जीवन जगायेचे असेल तर विविध कौशल्यांच्या निकड भासत आहे. ही निकड शिक्षणातून पूर्ण करणे आवश्यक आहे. व हे शिक्षण शिक्षक शिक्षणाचे अवलंबून आहे. त्यासाठी गुणवत्तापूर्ण शिक्षक शिक्षणाची गत निर्माण झाली आहे. त्यामुळे शिक्षकांना जर स्थानपूर्ण बनावत्याचे असेल तर त्यांना अभावापूर्ण हीत पूर्ण कौशल्याचे विकसन व आत्मसात करण्यास योग्य नाही. शिक्षक ने पेशाचा आवश्यक असारे अथवा अध्यापन कौशल्याचेच मूलभूत कौशल्यांचे (Soft Skills) विकसन होणारी ही शिक्षण शिक्षणातून जाणीवपूर्वक प्रयत्न करणे आवश्यक आहे. असे प्रयत्न प्रायेक शिक्षण प्रशिक्षण महाविद्यालयातून केले गेले तर निर्भरतम कौशल्यपूर्ण शिक्षक बाहेर पडतील व त्याचा फायदा निरंतरत मोहिल.

संदर्भ सूची

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4. पौडेल, वसी विहारी(२००५) शिक्षणातील संशोधन (संख्यात्मक आणि गुणतंत्र) , पुणे: नित्यनूनत प्रकाशन.
5. कदम, च. प. (२००१). रेखांकित संख्याशास्त्र, पुणे: नित्यनूनत प्रकाशन.
IMPACT OF OCCUPATIONAL STRESS ON PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOLS TEACHERS IN RAIGAD DISTRICT

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Abstract
This study aims to find out the relationship between occupational stress and professional development of secondary school teachers. Since various studies across the globe have referred that stress and professional development of faculty members affect their performance. This study tried to improve the quality of secondary school teachers in Raigad districts. This research deals with Impact of Occupational Stress on Professional Development of Secondary Schools Teachers in Raigad District. For this research, 100 secondary school teachers are selected using simple random sampling. Descriptive survey method is used.

Key Words:- Occupational Stress, Professional Development, Secondary Schools Teachers.

Introduction
Teacher is most important human resource in the chain of progress. So it important to know about factors affecting teacher progress. One of those factors is stress. Anything that poses a challenge or threat to our well-being is a stress. Stress may be positive or negative. Positive stress is important for progress of human being. In today’s world students are more advanced and hence three is a need of advance teachers. So professional development is most important. The Occupational stress plays a great role in development of teacher. Is occupational stress affecting professional development?

Stress
Anything that poses a challenge or threat to our well-being is a stress. Without any stress at all many say our lives would be boring and would probably feel no use. However, when the stresses underline. Both our mental and physical health go bad. Some of us focus on what happens to us such as breaking a bone or getting a promotion, while others think more about the event itself. Some situations which are not negative ones may still be perceived as stressful. This is because we think we are not completely prepared to cope with them effectively

Occupational Stress
Occupational stress is known as stress at work. If occurs when there is discrepancy between the demands of the workplace and the capacity of the individuals. Occupational stress is a serious work hazard which has the power to bring crisis on teachers in recent time. The major reason of occupational stress experienced is due to increase in work load, a hostel environment, large classes, delay and non payment of salaries, poor mode of transport condition to work.

Teacher’s Occupational Stress
Teacher’s stress on the other hand has been a topic of much discussion over the years. While the positive effect of stress is seen to be fruitful. Unproductive levels of stress might be harmful to teachers and can affect their teaching, personal lives and most importantly, their students Teaching is a challenging task which can generate stress’

Professional Development
According to Wikipedia Professional Development refers to skills and knowledge attained for both personal development and career advancement, encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. Teachers’ Professional Development encourages the development of practice over a career. Some of the key factors involved in effective Professional Development are:
• Understanding the theory behind professional change.
• The use of external expertise.
• Scope for identifying a Professional Development focus.
• The Modeling of new methods.
• Observation of teaching by ‘experts’ and feedback.
• Peer support, rather than supervisory or managerial leadership.
• Processes to encourage extend and structure professional dialogue.
• Processes for sustaining Professional Development over time to enable teachers to embed the practices in their own classrooms.

Need And Significance Of The Study
The researcher being Teacher-Educator going to different school for lesson observation found that every secondary school teacher has occupational stress. So many questions arise in the mind of the researcher like Is there any correlation of occupational stress and professional development of teacher. Keeping these questions in mind this research is an attempt to systematically find out these relationships and suggest some solutions for professional Development and occupational stress.

Importance Of The Study
1. To know about occupational stress among secondary school teachers.
2. To know about teacher adjustment
3. To know whether occupational stress and adjustment are correlated.

Statement Of The Problem
The problem for research is therefore stated as follows:

Impact of Occupational Stress on Professional Development of Secondary Schools Teachers in Raigad District

Definition Of The Terms In The Statement Of The Problem
In the statement of problem there are three terms, which are taken for sake of clarity and also for limiting scope of research. Operational definitions of terms in the statement of the problem are as follows.

Operational Definitions
Operational definitions of the terms used :

Occupational Stress.
“Occupational stress’ is a major area of concern. It is a stress taken away to home from work place. ‘Occupational Stress’ indicates the pressure in job tension which may aggravate conflict in the family which is a clear evidence of a kind to carry over effect from work to home and back.”

Professional Development
Professional Development refers to skills and knowledge attained for both personal development and career advancement, encompasses. Here Professional Development refers to skills and knowledge attained for both personal development and career advancement

Secondary Schools Teachers
A person engaged in teaching profession in secondary school Secondary Teacher :- The teacher who teaches to the students of Secondary sections (9th & 10th std)

Raigad District
Raigad is one district in Maharashtra.

Aim Of Research
To study Impact of Occupational Stress on Professional Development of Secondary Schools Teachers in Raigad District

Objectives

1. To study the Occupational Stress of secondary school teachers in Raigad district.
2. To know about the Professional Development of secondary school teachers in Raigad district.
3. To study impact of Occupational Stress on Professional Development of Secondary Schools Teachers in Raigad District

Hypothesis

Research hypothesis is a prediction or hypnotized relationship to be tested by scientific methods.

Ho: There is no significant relationship between Occupational Stress and Professional Development of Secondary Schools Teachers in Raigad District

Limitations Of The Study

The purpose of the present investigation is to study the impact of occupational stress on Professional Development of Secondary Schools Teachers in Raigad District. Hence the teachers of secondary school from Raigad District are selected and the tool was administered on them. The data was collected by using the tools.

Selection Of Research Method

Researcher selected descriptive research study as the researcher wanted to study impact of occupational stress and Professional Development

Research Design

For the present study, survey method is used. First occupational stress level is calculated using occupational stress index, then academic qualification, personality, family environment test is administrated to primary, secondary, junior and senior college level teachers. Raigad district is selected for the study and the methodology is adopted survey method in disruptive way.

Population

Here all secondary school Teacher in Raigad district is population.

Sample Of Study

The present study is conducted in Raigad district. 100 secondary school teachers are selected using simple random sampling. In this way the sample of 100 secondary Teachers are taken for study

Tools Of The Study

Any device or instrument that helps in collection of data for measurement of individual difference is called a research tool.

Tool Used In The Present Research

To conduct any type of research it is very essential for the researcher to employ the appropriate tool for the purpose of data collection.

Occupational Stress Index

The data of the research is collected with the help of different tests and inventories to study the occupational stress among secondary school teachers, a standardized scale developed by Dr. A K. Srivastava and Dr. A.P. Singh was used.

This instrument is used for the study of occupational stress Index (081) of secondary school teachers. The scale has 46 items each to be rated on the five point scale out of 46 items, 28 are true keyed” and the balance 18 is “false keyed” The items related to almost all relevant components of the job life which causes stress in some
way or the other such as role-overload, role-ambiguity, role conflict group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relationship, intrinsic impoverishment, low status, strenuous. working conditions and unprofitability.

**Professional Development Questionnaire**

Since no readymade tool is available in the area of research. Tool in the form of questionnaire is prepared by the researcherIt comprises rating scale of statement about Professional development. This questionnaire is validated by five education experts. It contains 24 statement. Therefore, it is helpful in identifying the professional development of teacher

**Scoring Key**

Questionnaire prepared by researcher has 24 questions. researcher prepared scoring key for this as follows.
Each question has three options 1. Always, 2. Sometimes, 3.Never. Respondent has to select any one of them. For always, sometimes and never 2, 1 and 0 scores were given respectively. The maximum score that a respondent could obtain is 48 and minimum obtainable score was 0

**Procedure Of Data Collection**

There were several ways of collecting the appropriate data which differ considerably in context of money cost, time and other resources at the disposal of the researcher. Data was collected with the help of. In this study, for the data collection after random selection of schools, the schools, were approached personally to get permission. Some schools refused entry as the teachers were busy with annual day celebration or midterm tests. In those cases, by simple random sampling, the schools were selected. The teachers were approached after a short introduction. The present study is conducted only in Raigad district of Maharashtra. The Secondary School teachers are considered for the study.

**Statistical Analysis And Interpretation**

The Data analysis was done in the following way.
Descriptive analysis :The descriptive analysis of data ascertains normality of the distribution.
The descriptive analysis included the measure of central tendency computed included mean (M) and correlation coefficient ‘r’

**Graphical Representation**

Besides being subjected to descriptive analysis, the data was presented in graphical form.

**Data Analysis And Interpretation Of Data**

In this research 100 teachers of Raigad district have been selected. Marks were collected .for calculating Mean, ‘r’, and Percentage. Conclusion is drawn according to the objectives.

**Analysis And Interpretation Of Data**

<table>
<thead>
<tr>
<th>Occupational Stress</th>
<th>Professional Development</th>
</tr>
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<tbody>
<tr>
<td>Mean 171.14</td>
<td>28.28</td>
</tr>
<tr>
<td>Corelation coefficient -0.82769</td>
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<tr>
<td>df 198</td>
<td></td>
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</table>

**Findings**

1. From the above Table No 4.1.5.1 it is shown that the mean of Occupational Stress is 171.14 and the mean of Professional Development is 28.28.
2. Correlation between Occupational Stress and Professional Development is -0.82769
3. For 198 df Table Value of ‘r’ at 0.01 Level is 0.182 and at 0.05 Level it is 0.139
   Calculated Value of ‘r’ is -0.82769
4. It means Calculated Value is more than Table Value at both levels of significant. Therefore we rejected
   the null hypothesis and accept the alternative hypothesis. So we can say that there is significant
   relationship between Occupational Stress and Professional Development of secondary school teachers of
   Raigad district.
5. As correlation between Occupational Stress and Professional Development of secondary school teachers
   of Raigad district is negative and its value is --0.82769
   there is high degree negative correlation.
6. Negative correlation shows that as Occupational Stress increases Professional Development increases and as
   Occupational Stress decreases Professional Development increases.

Conclusion
1. All Teachers are having High Level Occupational Stress.
2. Correlation between Occupational Stress and Professional Development is --0.82769
3. There is significant relationship between Occupational Stress and Professional Development of secondary
   school teachers of Raigad district.
4. As correlation between Occupational Stress and Professional Development of secondary school teachers
   of Raigad district is negative and its value is -0.82769 there is high degree of correlation.
5. Negative correlation shows that Occupational Stress increases Professional Development increases and
   as Occupational Stress decreases Professional Development increases.

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   Madurai District, Tamil Nadu.”
   and school principals in Ireland.”
CHALLENGES AND OPPORTUNITIES FOR SKILL DEVELOPMENT IN SOCIAL WORK

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Abstracts:
Social work is a recent branch of social science; It emerged has a profession in 20\textsuperscript{th} century. Social work is a practice based profession and an academic discipline that promote social change and development, social cohesion, empowerment and liberation of people. In 21\textsuperscript{st} Century skills are very important in the field of social work. Community, people and social worker are centre to social work, hence skills in social worker should be inter-personal and in this digital world social worker should upgrade his or her skill base to new world order. In this changed scenario of social work, is not only restricted to the community development, but expanded its scope to other fields like industry, CSR, correctional works, medical and psychiatric social work, urban and rural development, policy making, NGOs, etc., The growing importance and expanded social work field demands a new set of skills which are very essential to a social worker. However, social work has bunch of opportunities in skills development.

Key words: Social work, skills for social worker, opportunities and challenges

Introduction
Social work is a recent branch of knowledge which deals with problems individuals, group and community. “Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centres, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies. Social work deals with different people with different methods these are social case work, social group work, community organisation method, social work research, social welfare administration and social action. Social workers are works on the basis of principles these are principle of acceptance, principle of Individualisation, principle of self-determination, principle of non-judgmental attitude and principle of confidentiality. There are other principles as well like purposeful expression of feelings, controlled emotional involvement, objectivity, accountability, self-awareness, and principle of access to resources. Skill is a type of work or activity which requires special training and knowledge so in the field of social work different set of social work skills are used for different purpose according to the methods applied by a worker to handle the situations in efficient way.

Social Work Skills
- Listening/attending skills: clarifying, paraphrasing, summarizing, reframing, non-verbal attending
- Communication skills
- Assessment
- Planning
- Leadership
- Empathy
- Critical thinking
- Community assessment, planning, and development
- Management of professional relationships
• Professional and effective use of self
• Administrative skills
• Management of competing needs and interests in rural settings
• Policy practice
• Implementation
• Counselling/clinical diagnosis/clinical interventions
• Effective use of supervision and consultation
• Engagement
• Research, including practice evaluation
• Analysis of and application of practice research to work
• Report writing and documentation
• Evaluation
• Termination

Now a day’s all sectors of development giving great opportunities to trainee social worker, Practitioners and Educators. Since social work is a practice based profession while studying social work students undergo for field work as per their specialization or guidance under the university rules, these field work is an essential part of social work and a big opportunity to upgrade his or her skill base and to learn new set of skills, which are supportive tools to be succeed in this dynamic world. However Social worker in the field of development face challenges like lack of digital awareness, tools of communication, language barriers, job security and lack of recognition by people and government. When we analyse the trend in social work, one thing is clear that government and NGOs are started recognising the importance but academics and educators following age old syllabus and do not able to adopt requisite skill base.

Fields of social work and skills

Urban And Rural Community Development Sectors

The essential skills are in the area of partnership working: in other words, ensuring that the right people are involved, that there is clarity about needs, issues and plans; that effort is co-ordinated, that links with communities are made and enhanced, that there is investment in skills and understanding, and that progress is regularly monitored and the lessons applied. These skills are applicable whether one is considering a single service, or a multi-agency partnership approach to a defined set of needs. Some of the skills that apply in this area include: Policy analysis – interpreting, analysing and communicating policy, Networking and relationship building – up and down, Communication Organisation maintenance & development, Fostering positive relations with communities, Strategic support - improving relationships across sectors and partnership work.

It is difficult to assess the general level of competence and skill among this sector. There is no doubt that in certain places there are examples of high quality, partnership-based collaborations between communities and public bodies. These will most often be found where there is a project or programme that has focused on encouraging collaboration and community engagement over development and change. In other places, intermediary bodies and public agencies still see themselves in a primarily service provision and management role, and do not understand the value of engaging with communities or the methods by which this might be done.

Medical And Psychiatric Social Work Sector
Psychiatric social work is a specialized type of medical social work that involves supporting, providing therapy to, and coordinating the care of individuals who are severely mentally ill and who require hospitalization or other types of intensive psychiatric help. Psychiatric social workers complete a variety of tasks when working with clients, including but not limited to psychosocial and risk assessments, individualized and group psychotherapy, crisis intervention and support, care coordination, and discharge planning services. Psychiatric social workers are employed in a wide range of settings, ranging from intensive inpatient wards to outpatient psychiatric clinics. Due to their intensive work with clients’ severe mental health and behavioural issues, psychiatric social workers often need graduate-level training in clinical social work methods, including psychotherapy, crisis interventions, group therapy, and developing sound treatment plans in collaboration with mental health and medical staff.

**Human Resources Management and Labour Welfare**

As we enter the twenty-first century, experts continue to validate that it is the human asset, not the fixed asset that will make the difference for successful organizations. While it has historically been HR’s job to “own” those assets, the overall enterprise must take a more active role in the workforce experience. HR must continue to gain ground as the chief people strategist by providing attraction and retention techniques that create an employer of choice environment. Simultaneously HR must demonstrate a measurable return on investment on human capital. These are skills required for a HR are Becoming the employer of choice, Winning the war for talent, Contributing to the organization as a strategic business partner, Cultivating leadership through e-learning and development, Recognizing the workforce as a profit center, Thinking globally while complying locally, Incorporating flexibility and adaptability into the organization, Embracing technology as the underlying facilitator. Challenge is always offset by opportunity. Today’s widespread market volatility, coupled with layoffs, talent shortages and rapid shifts in technology, points to heightened challenges for human resources (HR) organizations. While appropriately leveraging HR has been a key topic of discussion for the past decade, organizations still struggle with how to make this strategic shift as a department.

**Criminology and Correctional Administration**

The chief duties of correctional administrators include administering safety and security procedures, managing human resources, managing critical incidents, managing the prison budget, fostering a healthy environment and presiding over the physical facility. It is a great opportunity for students of social work. The curriculum of fieldwork involves learning about potential areas for social work practice in the field of criminology, criminal and juvenile justice and corrections. It includes the application of social work in both primary and secondary justice delivery settings. While focusing on issues, specific skills of engaging with the system and advocacy work are facilitated. Students are trained to work with individuals, groups and communities towards crime prevention and rehabilitation. The fieldwork settings include a range of institutions like children’s institutions, women’s shelter homes, beggars’ homes to open settings like work with the homeless and de-notified tribes. It includes direct work in criminal justice settings like police stations, prisons, courts, legal service authorities and NGOs working on human rights issues, custodial justice, legal aid, community corrections and rehabilitation.

**Family and Child Welfare**

Apply a wide range of knowledge and skills to help build family relationships, resource and resilience so that the welfare of the child remains paramount; identify the full range of risks to children and help manage those risks; ensure proportionate intervention, including securing and supporting alternative homes for children,
including those in and beyond public care placed with family and friends and for adoption; and to provide care and support to young people as they move towards independence and adulthood.

**Challenges and opportunities in social work**

The social work practicum is a fundamental aspect of social work education that provides students with the opportunity to apply the theoretical foundations of the profession to the practice arena. It is considered to be a central aspect of social work education and has even been described as the “signature pedagogy” of the profession. Over the past decade, social work practice has expanded in India, opening additional opportunities for the placement of students on practicum. However, the expansion of social work practice was paralleled by the escalation in the number of institutions offering social work programmes. This development has placed a strain on the ability of social service agencies to provide practicum experiences for students and consequently has led to increasing challenges in securing placements for students. The challenges in securing community placements and placements that provide experiences in social action have restricted the practical experiences that are available to students on placement in India. The lack of opportunities for placements in social action limits students’ ability to fully understand the role of social worker as advocate or activist. In addition, the majority of the students prefer to go for their field work practicum in the community social work settings, which is worrying factor because other fields are neglecting and students and practionners face challenges in the field when they are move to other work field than community. In India, there is limited literature that is of Indian origin available to the students and professionals. Even though most of the knowledge of social work in India is borrowed from the West, it is difficult to directly apply the theory that is based on a different culture to India. Some of the history of social work in the West is comparable to that of the beginnings of social work in India, as social work in India had its beginnings in voluntary helping of the underprivileged. However, there are major differences when one considers the family structure, religious beliefs, legal emphasis, status of women and prevailing value system. There is a dire need to develop indigenous social work literature.

**Conclusion**

Social work in this dynamic world widened its scope and involving new fields. So to be a successful social worker should learn to cope with challenges and changing role of social work. The specialised fields of social work require skills which are very much essential to help people by tackling the situations they are, and to be succeed in professional life. Allen (1976) provided guidelines and techniques that can be applied flexibly and appropriately by universities in diverse contexts in designing field work placements and supporting practice teachers. In nurturing a supportive atmosphere for learning, students are allowed to develop self-confidence and feel encouraged to experiment and creatively reflect and employ different related theories in their own pieces of work and study. This is important because the current emphasis on producing particular technical field work skills is one of the most important functions of social work education and is critical to encouraging innovative and constructive knowledge leading to intellectual self-sufficiency to face the challenges of contemporary complex knowledge-driven economy. Respecting the student’s personal experience is crucial to the development of professional practice and helps him/her to recognize and adopt an individualised theory or concept. Lifelong learning requires not only social work skills, but also knowledge and application of theories in different case work contexts with individuals, groups, families and communities.

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सर्वसमावेशक शिक्षावादी उद्देश्य:
1) समावेशक शिक्षावादी ग्रंथों के स्वरूप समझने के लिए.
2) मुलाखत के अस्पष्ट अर्थात् प्रतियोगी निष्ठावाद करने के लिए.
3) शिक्षकों के समावेशक शिक्षणचर्चा महत्व समझने के लिए.
4) सर्वसमावेशक शिक्षणवाद मानसमयी भूमिका समझने के लिए.
5) ग्रंथाभाषा विश्व योजनाओं की अनुसरणीयता करने के लिए.
6) सर्वसमावेशक शिक्षणात्मक कार्यवाही समझने के लिए.

सर्वसमावेशक शिक्षण गतिविधि:
1) भेद आदेश व्याप्त त्योहार त्योहार मिश्रण की जगति गरज आहे.
2) भाषा अनुक्रम, सांस्कृतिक विविधता आदेश एकत्रिकरणात्मक यांची गरज आहे.
3) एकत्रण शिक्षणात खर्च कमी होईल.

सर्वसमावेशक ग्रंथों व्यवस्था:
सर्वसमावेशक शिक्षण माण्यते शिक्षणप्रदत्तीय प्रवाहात सर्वरूप स्वीकार सामाजिक शिक्षणाचा वैकृतीक साहित्य शिक्षण ग्रंथ गरजे. प्रस्तावक मुलाखत त्योहार गरजेच्या नवनिर्माण प्रादर्श शिक्षणाचा हक आहे. सामावेशक शिक्षण प्रमाणी तत्त्वात्मक आहे. 1994 मध्ये संघ येथे आढळून बैठकमया मान्यतेनुसार ग्रंथांमध्ये कार्यक्रम व रचना याचा विचार केला जातो. प्रस्तावक मुलाखत विचारात्मक व आवश्यक शिक्षण आहे. एवढे व्यापक सधी मिश्रणात ग्रंथांची गरजे. विशेष गरजे अस्तरहे मुलाखती गरज लक्षात पेक्षा सामाजिक मुलाखत सामावेशक करणायल याचा. सर्वसमावेशक प्रादर्श शक्त शब्द प्रकाराचा मुलाखत शिक्षणातील वर्ग रचना असली पाहिजे. तसेच सर्वान्धक सीम्याच्या व मध्यम स्वरूपांचे अपघात असरणे प्रशिक्षित शिक्षक असावे. साहित्य, उपक्रमण व शिक्षण साहित्य उत्पत्ती तपास गांव पाहिजे, आक्रान्त विभाग विवाहण उपलब्ध करण दिलेले पाहिजे.

सर्वसमावेशक शिक्षणातील वैशिष्ट्य ठरे:
1) शिक्षण तत्त्व व प्रशिक्षित असतात.
2) सर्व मुलाखत व्रत असतो.
3) सर्व अस्तरहे शिक्षणप्रदत्तीय अंतरांतर असतो.
4) ग्रंथांमध्ये सर्व प्रकाराचा मुलाखताचा शिक्षणमूलक यथार्थित असतात.
5) नियोजन १ गरजा अस्तरही मुलाखतमो मान्य करत राहत नाहीत.
6) पाठकांची भूमिका ही मिश्रणवाची असते.
7) सर्व मुलाखत व्रत असतो.
8) शिक्षकांनी बाळक प्रतीतीक वैनियक लक्ष्य असते.
9) सर्व शिक्षणाचा मुलाखताचा वैविद्यमान अंग आहे ट्रीकोण बदलतो.
10) सर्व शिक्षणाचा मुलाखत नियोजन १ गरजा अस्तरही मुलाखती सांगणे संबंध नसतो त्यामुळे जीवितमध्ये बातचीत तयार होते.
11) सर्व सामावेशक शिक्षणाची तत्त्वांतकता असते. या मुलाखती आकर्षणमुक्ती कमी असते. त्यामुळे झपेट असावा अभावक्रम तयार केला जातो. त्यामुळे आत्मसंवेदन करू आहे.
12) यामुळे सर्व मुलाखत प्रदान दिला जातो. त्यावर तो सत्य तो जीवन तो वैथिकता दुर्लक्ष मुलाखत सत्तीतीय शिक्षणाचा हक घडवणे दिशेले आहे. अतिशय मानवाचे दुर्लक्षित व्यवहार मुळे मुळी, अकार्यक्रम बाळकांचा यांचा प्रवेश दिला जातो हे शिक्षण पुढीत: समावेशकता तत्वावर व मानवी हक्क शिक्षणाच्या तत्वावर आधारावर असताने यामुळे प्रवेश दिला जातो.
13) गरजूना संधी दिली जाते.
14) समस्ता सोंडविविधता तत्पर असतात.
15) सर्व विद्यार्थींकडे वैञ्चिकक लक्ष दिलेले जाते.
16) सामाजिक कार्याची जाण असते.
17) उपक्रमाच्या सहभागी करून पेटलेले जाते.
18) सगळी साधो शिक्षणांपूर्वी आपल्या आत्मेने कलावी यासाठी कौशल्य विकासाचा अतिक्रम करत दिला जाते.
19) अथायान कौशल्य विकसित केलेला जातात. अशा मुलांचा संगणना कौशल्य विकसित होत नाहीत. शिक्षकांना अंत गोष्ट त्वचा कोणती कौशल्य पेनेल हे जाणून चेंडच त्वचा मांडून व प्रेमाने सिखावायला गाते पारिरत व्यापी ठराव पेनून व्यवसायाचे शिक्षन दिले जाते.
20) सर्व सुविधा उपलब्ध करून दिलया जातात. या मुलांना आत्मविविधता निर्माण करून स्वतंत्र व्यवसाय शिक्षणात धडे अडून व्यवस्था पावावर अधिक जाते. त्वचा जास्तीत जास्त सुविधा उपलब्ध करून दिल्या जातात.
21) जसे विद्यार्थी कौशल्य प्रकारे अंगावर आहे त्वचा अनुसार त्वचा योग्य वनस्पत योग्य वनस्पत केली. वागवित ग्रामेचे विद्यायाचा हाताचे बोट, बीडियोचे, वॅक्सन, क्रूडेच इत्यादीचा दिवार करून वर्गात बैठक व्यवस्था केली जाते. वागवित साधने विद्यायाच्या स्थानाच्या कर्तव्यात वागवित स्थानात वागवित वर्गत व्यवस्था केली जाते.
22) पारिरत दो जाणून चेंड त्वचा व्यवस्था लक्ष्य पेनून गालेय पुरस्कर, पारिरत साहित्य, गणित, विद्याप्रवास, चार्ट, तक्षे, इंग्रेज तक्षे, उदाहरणे नकारून, कृती, पारिरत वर्णन तक्षे, विन्यास यो. इ.
23) तत्त्व शिक्षकांची संज्ञा
24) संज्ञानस्वार्थ सुविधा उपलब्ध असते.
25) व्यवहार साध्यातील पातळी जाते. अथायान पंचवाचे तंत्र योजनेचे भारतीय उद्यानाः कंपार्न उद्यानप्रांक भारताची अर्थ-व्यवस्था स्था आहे. अर्थे असून सर्वांच गोडवां लोकांचा अर्थिक विकास करणारा तंत्र अंतर्गत आहे. माणास जाणून, माणास जाणांना, तर माणास वर्णन औरंगभार बनावून, तिंग समानत आतील वागवित शिक्षणांचा साधन सर्व समान स्वास्थ्याचा विकास की सर्वांच दीर्घकालिन पायदा आणि सर्वांच संबंध आणका तत्वावर आण्विक आहे. या योजनेत शिक्षण आणि कौशल्य विकास

शिक्षण समावेशकांना प्रशस्त देणाऱ्या सुविधा पुढीलप्रमाणे:
1) सक्रिय व भौतिक शिक्षणाचा हक्क
2) माणास भोजन योजना
सर्वसमावेशक शिक्षणात शिक्षकांची पूर्णिमा :

1) मुलांना होपैंल असेल व्यवसायी शिक्षण गावात.
2) स्वतंत्र काम असलेल्या मुलांना व्यवसायी शिक्षण गावात.
3) अपंग व्यवसायी क्षेत्रात आहेकांना देखील असेल ते शिक्षणात.
4) वेदांतात सर्वसमावेशक शिक्षण येत नाही.
5) विद्याध्यापन व्यवसायी शिक्षण लाभाचे करावे. क्षेत्रात काढणे, स्वतंत्र करणे, मुलांकाम, मालिकाम, मुर्तीकाम, पंक्त्र काढणे, शिक्षणकाल, विविध अवसरांचा उपयोग, रोजी कामे, पुस्तक वाणी संगीत, नृत्य, विजेरी मुल्तनी, मोटर मेकनिक हाताखातील, गोष्टी, कायद्या चालवणे, मालिक, रोजी पूरक व्यवसाय, मुल्तनी मुल्तनी मालिकाम, कार्यालयीन कामकाज, टेलिफोन बुद्ध, कुटीरुरुप, कूरीर सर्विस इ. कृति साधनाच्या अधिकारी आहेत.
6) भारतमध्ये सर्वसमावेशक शिक्षण ग्रामिण समाजातील शिक्षण पद्धतीच्या मुख्य प्रवाहाचा स्वीकार करून त्याचा सामान्य शिक्षणाचा चौकट करून शिक्षणात ग्रहणारे ग्रामीण शिक्षणाची संस्थानावर प्रभाव साधते. सर्वसाधारण शिक्षणाची उद्देश्य साधते होय या अवधी अधिकारी आहेत.

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5) रमण, संग्रह (२००१) सर्वसमावेशक शिक्षण पुष्प: मूर्ति प्रकाशन.
SKILL DEVELOPMENT: THE VITAL VITAMIN FOR SKETCHING INDIAN HIGHER EDUCATION INTO A UNIVERSAL EDUCATION IN 21ST CENTURY

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Abstract:
Identifying the commanding role and responsibility of higher education in nation building, the higher education system has made remarkable progress in fixing serious success factors and is working stupendously towards their aspirations. The wise forecasting and subsequent development of the higher education sector, has brought a high-quality, strategic and dynamic program for the higher education institutions across the country. With quality as its capital and excellence as a qualitative, strategic imperative and catalyst for transformative change, the implementation of this comprehensive program is advancing higher education to a new level with committed to establish themselves as world-class centers of excellence, simultaneously focusing on vibrant policies that seek to integrate science and technology into economic strategies via high-impact research productivity, innovation and entrepreneurship empowering our youth with skills that are viable and competitive for contributing to the inclusive and progressive development of individuals, the nation, the region, and the world society, at large. Thus Skill development in higher education can be an architect for sketching Indian Higher education into a universal education in the 21st century. The paper “Skill development: The Vital Vitamin for sketching Indian Higher Education into a Universal Education in the 21st century” focuses mainly on explaining,

1. The need and importance of Skill development in Higher Education.
2. How Skill development in Higher Education can sketch successfully towards shaping Indian Higher Education into a universal education.
3. Innovative methods of practising Skill development in Higher Education.
4. Advantages and Disadvantages of Skill development in Higher Education.
5. Problems of Skill development in Higher Education.
6. Findings and conclusions.

Research Methodology: Research would be carried out with a sample of 60, from the MBA department, to explore Interest in Skill development in Higher Education. The methodology would be the drafting of a questionnaire based on the above-mentioned objectives of the paper and analysing the data.

Keywords: Skill development, Higher Education, Globalization, Innovations.

Introduction:
The faculty at College and university level are expected to be brilliant teachers. In public, college teachers stress to potential students and their parents that at their institution, teaching matters above all else. Colleges seem to unabashedly promote that the teaching done by their faculty is markedly better than at peer institutions or that the opportunities for close working relationships between students and faculty are unique to their campus. Many small colleges rest their laurels on the value they place on teaching excellence. From day one faculty members know that they will be evaluated primarily for tenure and promotion based on their role as teachers. Colleges and universities have centres for teaching excellence to further demonstrate that they value teaching and provide support to faculty. Promotion and tenure committees scrutinize faculty fraternity,
syllabuses, assignments, exams and universal teaching evaluations. Faculty attend workshops and conferences about teaching. Most academic disciplines have professional societies committed to improving the teaching and learning process; some even publish peer-reviewed pedagogical journals where scholars report on the effectiveness of teaching methods and assessment as well as sharing innovative ideas for classroom demonstrations and assignments.

What exactly is skill development in higher education in the 21st century?

“Skill development in higher education is primarily defined by how a subject is taught using their skills.” Some scholars cluster elements of excellent teaching into one of three categories: Teaching, Communication and Attitudes toward students. Probably most would agree that being a good teacher requires having expertise in the subject matter as well as a willingness to actively involve students in the learning process. And faculty should not only effectively communicate information in the classroom but also provide consistent and timely feedback to students on assignments. Respecting students as adults and having a good rapport with them fosters an environment conducive to learning, which in turn helps students to become effective problem solvers and to take ownership over their own learning. Regardless of institutional setting, one will find faculty members who excel on these very attributes. Possibly most important of the three categories is the last: faculty attitudes toward students. Being an excellent teacher means more than designing and delivering an effective lecture or being able to foster thought-provoking classroom discussions. Effective teaching extends beyond the classroom; faculty should take a sincere interest in their students and make an effort to get to know them on a personal level. Students really want to get to know their professors, too, and when they develop meaningful relationships with them, it can have a positive effect on their work ethic and increase confidence in their ability. Students who enjoy being around their professors are more likely to go to class, are more active in class and are generally more apt to seek help from faculty outside of class.

1. **How Skill development in higher education will sketch Indian Higher Education into a Universal Education?**

Skill development in higher education will sketch Indian Higher Education into a universal education based on the following realities,

1. Striving for skill development is an important part of professionalism. It involves trying to put quality into everything teachers do, and this attitude tends to separate the achievers and make rapid strides in their career from others.

2. One of the things we have noticed in our society over the past couple of decades is the steady slip in our standards. Whether it is in the quality of the education our children receive or even the quality of our general manners and behavior toward others, too often excellence has been replaced by mediocrity. A “good enough” attitude has replaced “nothing but the best.”

3. Skill development is an attitude. We are what we repeatedly do. Skill development, therefore, is not an act but a habit for teachers to improve themselves in all the vivid angles.

4. In the educational institutions, Skill development is more important than receiving recognition (NAAC Grades), not every institution will achieve stardom. But they might achieve great things.

**Innovative methods of practising Skill development in Higher Education in the 21st century.**

1. **Teaching with a sense of humour – “Humour an effective medium of teaching”**

Everyone loves a teacher with an infectious sense of humour. It is easy to create humour in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals’ use of such techniques as exaggeration, pauses, and timing. In
conclusion, humour not only plays an important role in the healing process but is also very important in education.

II. Teaching with spirituality – “Spirituality: an effective and unique approach of self-transformation and self-analysis”

Glancing through the past trend of the higher education system, the most satisfying factor about the current scenario of higher education happens to be some specified hours of their curriculum in social service, through which the students know and learn their role and responsibilities for a better future world. With the buzz in this new era of globalization, we all are witnessing stress has become a matter of critical concern which is unbalancing personal and professional life of every individual. By this unbalance we are witnessing several tragedies and crisis globally. To balance this, the area to be focused on is “Spirituality in higher education”, which plays a vital role in solving this issue and shall create eminent citizens. Teaching with Spirituality in higher education has received increasing attention over the past decade and also has fairly emerged as a significant area of interest. By implementing spirituality in higher education, we can mould well-developed citizens who can handle paradoxes and conflicts.

III. Teaching with counselling and mentoring – “An innovative instrument to manage stress and balance work – life.”

The last two decades have ushered in the knowledge and information era. Along with it came rapid changes in areas like technology, Communication, Work culture, women empowerment, lifestyles changes etc. Though the changes were global and rapid, vast numbers of people haven’t really had enough time and understanding of the changed environs, to make healthy adoption. As a result, we are witnessing some unhealthy repercussions like increased stress, lack of work-life balance, improper anger management, lifestyle-related disorders, low self-esteem, lack of self-confidence. Quite often when these concerns grow beyond the individual’s tolerance threshold, it begins to tell on the personal and professional life. Stress impacts concentration and motivation levels at work, as well as causing decreased job satisfaction and employee morale leading to an overall decrease in productivity. Stress in personal life due to family problems also causes decreased concentration levels, poor motivation and absence from work in cases of domestic violence. Most often students lack the time to go out to meet a counsellor. There is also a concern of being seen at counsellor’s office although stigma has largely reduced. This makes them shy away from seeking help. Thereby keeping the problem alive and burning. By introducing Teaching with counselling and mentoring as an innovative Programme, students gain by seen as benevolent and genuinely caring for the well-being. This not only helps in addressing the immediate concern of decreased productivity, more importantly, but it also helps to reduce stress-related attrition. By getting freedom from stress through counselling, facilitated by the institution, students not only feel empowered and highly motivated, but there is also increased loyalty towards the overall growth of the institution.

IV. Teaching with outbound training programmes – “An experiential learning to build connectivity and network”

Teachings with outbound Training Programmes are conducted using the outdoor simulated activities, which give help in handling real situations at the organizations. Teaching with outbound training programs are meant to bring out experiential learning so that the students can reflect the real situations rather than a test of physical fitness. During these programmes students more readily understand what they are learning and thus retain the knowledge forever. This hands-on experiential learning is highly motivating, refreshing and long-lasting. During the entire course of the program, the student's conscious mind is entertained while the learning is
embedded in the subconscious mind. These programmes generally revolve around activities designed to improve leadership, communication skills, planning, change management, delegation, teamwork, and motivation. Students are divided into teams and assigned tasks or activities for completion in a specified time. Achievement and performance during these activities is reviewed in group discussions to identify behaviours that enhance performance or lead to failure or decreased performance.

V. Z to A Approach

This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interested in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to the double entry system of bookkeeping.

Final Conclusion: The research methodology used here was exploratory research method with the technique of quota sampling. The sample size is 60 of only MBA professionals and survey was on the basis of the following themes.

1. Excellence in higher education.
2. Feedback mechanism for quality enhancement in higher education.
3. Institution view on implementing Skill development.

After the survey, some of the valid conclusions on the respective themes are as follows,

The theme I: Skill development in Higher Education:

1. Skill development is ‘not seen but felt’ by providing ‘Quality’ education.
2. Quality education is not only with respect to the classroom teaching but also with the outbound teaching sequences.
3. Skill development mainly depends on the dedication of the teachers to their profession and the need for better interactions of the latter with the students.
4. To attain Skill development, the students need to be explained the various education schemes and facilities available to them.
5. Economically unsound students need to be aware of several Development Schemes in India which are initiated by Government and other Non-Government Organizations.
6. Educating physically disabled students is equally responsible for Skill development, which ultimately clues to globalization.
7. The barriers to implementing Skill development for educating students of the rural background are Economic conditions of the family, Traditions, Rituals, Status quo. These barriers should be abolished as earliest as possible.

Theme II: Feedback mechanism for quality enhancement in higher education:

8. The students are of primary resource and can contribute maximum for attaining Skill development by giving authentic feedback about the teacher, institutions and curriculum.
9. Alumni’s can be of secondary resource for implementing skill development in institutions by their active involvement in pedagogy meets and upgrading curriculum.
10. Parents can be of supporting resource for implementing skill development in institutions by their active involvement in parent-teacher meetings and acknowledging the enquiries by the teachers/institutions about their child.

11. The resulting analysis of the feedback mechanism clearly arrives at a fair judgment of the quality status of the institution

**Theme III: Institution view on implementing skill development.**

12. Achieving skill development is more important than receiving recognition (NAAC Grades), not every institution will achieve stardom. But they might achieve great things.

13. Skill development is depending on the overall academic environment of the institution, a well-stocked library, adequate computer facilities, well-equipped laboratories, language labs, E-libraries.

14. By executing skill development, the institutions shall widen the horizons of EDP Cells, Antiragging Cells, Grievances Cell, Performing art Cell, IQAC Cell, NAAC Cell and placement office.

15. The nation development can happen only when institutions start taking initiation of skill development in higher education in India in the 21st century.

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THE CHALLENGES & OPPORTUNITIES FOR SKILL DEVELOPMENT IN HIGHER EDUCATION IN INDIA

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Abstract:
Glancing through the past trend of education in India, we are witnessing a rapid revolution in the higher education system, this rapid transformation in higher education is not only contributing maximum towards development but also is making the country to realize that the economic success of the states is directly determined by their education systems. The strength of any country is education and thus an educated nation is inevitably a developed nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been a lot of challenges to the higher education system of India equally have a lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost importance. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. The paper studies to focus on the challenges of higher education in India coupled with to point out the opportunities in the higher education system in India.

Introduction:
The post-secondary education termed as higher education is an optional final stage that occurs after completion of secondary education. Often delivered at universities, academies, colleges, seminaries and institutes of technology. Higher education is also available through certain college-level institutions, including vocational schools, trade schools. India's higher education system is the world's third largest in terms of students. In the future, India will be one of the largest education hubs. India's Higher Education sector has witnessed and will be witnessing a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. In the days when few learners progressed beyond primary education, the term "higher education" was often used to refer to higher education, which can create some confusion. Higher education includes teaching, research, exacting applied for work, and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level and beyond that, graduate-level.

Challenges For Skill Development In Higher Education In India:
It is our 71st year of independence (Aug 2018) and still, our education system has not been developed fully. We are not able to list a single university in the top 100 universities of the world. Even though various governments have changed during these six decades they have not only tried to boost the education system but also have implemented various education policies and they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in the higher education sector. Still, we are facing a lot of problems and challenges in our education system. Some of the basic challenges in implementing the higher education system in India are discussed below:

1. The Standard Of Living: Although the country is about to attain the status of “Developed Country”, the number of people below the poverty line is more in India. Thus, such people of the nation are still lacking in
basic amenities. Accordingly basic primary education itself is pathetic and higher education is purely unbearable for such citizens. In such situations, skill development in higher education is not at all feasible because fewer students get enrolled in their primary education.

2. **Economic Conditions**: In today’s scenario of higher education, the role of computers is similarly significant and thus the ICT literacy level is to be raised necessarily. To raise skill quotient in students, it is necessary that students should be techno-savvy, so it is obvious that every home should have computers with internet access. Simultaneously, glancing through the economic status of the citizens, the majority of the families who are above the poverty line too have no computers because of their unsecured economic conditions. In such situations also, skill development in higher education is not at all possible because of the unhealthy economic conditions of the family.

3. **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.

4. **Equity**: There is no equity in GER among different sects of 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. The imbalance in the equity ratio does not support skill development in higher education, as we need a perfect balance.

5. **Cultural Factors**: Culture is a system of shared values, beliefs and perceptions that influence the behavior of every individual. There are different groups based on religion, caste, occupation, income, age, and gender, and each group exerts influence on the behavior of people in their respective places through which people are not savvy with higher education. Thus skill development will be of critical challenge in higher education if the institutions/teachers/students are orthodox or more of culture oriented.

6. **Traditional Life**: Nevertheless country is developed or developing, Life is still governed by customs and traditions and people do not easily adopt new practices in higher education. Thus skill development programmes are not easily practiced initially as they are new practices and in turn, they would like to follow their traditional method of teaching strategies.

7. **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. In such institutions, implementing skill development programmes may not be appropriate.

8. **Political Interference**: Most of the educational Institutions are owned by political leaders, who are playing a key role in governing bodies of the Universities. They are using the funds of the institution for their personal means. But to implement skill development programmes a lot of funds is required, hence to avoid misuse of institution funds, political interference should be minimized.

9. **Faculty**: To practice skill development programmes in the institutions, well trained and highly experienced faculty are needed. Large numbers of institutions that are practicing skill development programmes have short of such qualified faculty which is the biggest blow to the higher education system.

10. **Accreditation**: As per the data provided by the NAAC, as of June 2010, not even 25% of the total higher education institutions in the country were accredited and the strong reason for this was of lack in skill development based education system. Hence if the institutions implement skill development programmes in their curriculum, the institution shall definitely will be with the best accreditation.

11. **Research and Innovation**: There is an inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise 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 skill development research centers.

12. **Student Engagement:** Even though private institutions often offer class sizes of 25 or fewer students. In the higher education system, this allows each student to actively participate and to get noticed by professors. It also allows students to develop a stronger sense of community and peer relationships for social and academic purposes. However, the student engagement with professor or academics mainly depends on his academic integrity. Equivalently, the students involvement in skill development programmes mainly depends on their keen interest.

13. **Tangibles:** There are many basic problems faced by higher education in India today. These include inadequate infrastructure, modern equipment and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. So these tangibles might be of a critical challenge to implement skill development programmes in higher education in India.

**Prospects For Skill Development In Higher Education In India:**

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 million. The sheer size of the market offers huge opportunities for the development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. In the last decade, we witnessed 21.4 million enrolments, which make 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. 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 a 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 a huge population properly educated, the possibilities are endless. If knowledge is imparted using higher 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. There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Some of the opportunities in the higher education system in India are discussed below:

1. **Rapid Transformation:** In the last two decades, 40% of villages have been connected by road, in the next 10 years another 30% would be getting connected. More than 90% of villages are electrified, though only 44% of rural homes have electric connections. This rapid growth implies that even the rural India is in the state of getting transformed to develop India at the earliest because the children of rural India are enrolled to the school education and thus this small initiation of school education might tip them to higher education.

2. **Study Loan:** The government of India is assisting the economically unsound students to pursue their higher education by providing student loan which is designed to help students pay for post-secondary education and the associated fees for skill development programmes, such as tuition, books and supplies, and living expenses.
3. **Scholarships:** One of the most significant differences between public and private institutions is the costs. However, many students do receive financial aid, including scholarships and grants, which are funded by endowments and private donations. This assists the financially unsound students to improve their skills by attending skill development programmes in their higher studies.

4. **Rising ICT Literacy Level:** The ICT literacy level has improved from 36% to 59% and shall reach 100% at the earliest. This increased literacy level assures growth of skill development in higher education too.

5. **Increasing Avenues:** With the boom of Information Technology segment in India, many software companies are spreading their branches across India. This spread is providing birth to abundant openings, and thus higher education with value-added skill programmes shall be the basic requirement to fulfill any job avenue.

6. **Prestige:** Through skill development in higher education, institutions typically maintain a high degree of academic brilliance. Selective entrance criteria help private institutions maintain their high standards. This prestige benefits graduates in the marketplace because their universities carry positive weight in the minds of potential employers.

7. **Reliability:** Through skill development in higher education, it can be reliably considered as to what extent the knowledge gained is correct and up-to-date and hence thereby providing proper fault free reliability.

8. **Guaranteed Performance:** Through skill development in higher education, performance is the abilities expected of a graduate and also guaranteed as per the needs.

Finally,

Education is a process by which a person’s body, mind, and character are formed and strengthened. 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 in 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. 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 utilize 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 a matter of concern. In order to sustain that rate of growth, there is a need to increase the number of institutes and also the quality of higher education in India.

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THE PROMINENCE OF ICT IN HIGHER EDUCATION IN INDIA IN THE 21ST CENTURY.

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Abstract:

The research paper is a mere attempt to present a glimpse of the prominence of ICT in higher education in India in the 21st century. In the present scenario, the developing countries are facing many challenges of preparing their societies and governments for globalization and the information and communication revolution. Policy-makers, educationists, non-governmental organizations, academics, and ordinary citizens are increasingly concerned with the need to make their societies competitive in the emergent information economy. Globalization and innovations in technology have led to increased use of ICTs in all sectors - and education is no exception. Uses of ICTs in education are widespread and are continually growing worldwide. It is generally believed that ICTs can empower teachers and learners, making significant contributions to learning and achievement. Of the teachers interviewed on the effectiveness of ICT in education the majority of them felt that introduction and use of ICT adequately will be extremely effective in children’s learning and achievement.

Hence the paper studies to focus on the role of ICT in Higher education in India coupled with Pro’s and Con’s of ICT in the higher education system in India in the 21st century.

The paper focuses mainly on explaining,
1. The need and importance of ICT in Higher Education in India.
2. Advantages and Disadvantages of ICT in Higher Education.
3. Problems of ICT in Higher Education.

Keywords: ICT, Computer, Internet, World Wide Web, Higher Education

Introduction:

To accurately understand the importance of ICT in Education there is a need to actually understand the meaning of ICT. ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a —diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.

ICT permeates the business environment, it underpins the success of modern corporations, and it provides governments with efficient infrastructure. At the same time, ICT adds value to the processes of learning, and in the organization and management of learning institutions.

The Internet is a driving force for much development and innovation in both developed and developing countries. Countries must be able to benefit from technological developments. To be able to do so, a cadre of professionals has to be educated with sound ICT backgrounds, independent of specific computer platforms or software environments. Technological developments lead to changes in work and changes in the organization of work, and required competencies are therefore changing. Gaining in importance are the following competencies:

1. Critical thinking.
2. Generalist (broad) competencies.
3. ICT competencies enabling expert work, decision-making,
4. Handling of dynamic situations,
5. Working as a member of a team, and
6. Communicating effectively.
In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and nonformal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio, and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

The followings are the aim and objectives of ICT implementation in education:

1) To implement the principle of life-long learning / education.
2) To increase a variety of educational services and medium / method.
3) To promote equal opportunities to obtain education and information.
4) To develop a system of collecting and disseminating educational information.
5) To promote technology literacy of all citizens, especially for students.
6) To develop distance education with national contents.
7) To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
8) To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)

**Do ICT’s Help Children To Learn Better?**

Evaluating technology projects is notoriously difficult. Even more so is the evaluation of educational interventions. School influence on pupils’ academic or social outcomes explains only about 12 to 15 percent of the variance, leaving 85 percent or more to be explained by the influence of factors such as the child’s family background, lifetime experience, natural ability and so forth. Many early experiments with ICTs in classrooms were based on nothing more than enthusiasm or hunch. However, the growing emphasis on the need to show concrete benefits has led to more attempts to evaluate the impact of computers in classrooms. But evaluating ICTs in education is particularly hard, for a number of reasons. Even in schools that make extensive use of ICTs, the amount of time spent using them in class is still generally tiny in relation to the time spent using more traditional teaching tools, from blackboard and chalk to photocopied hand-outs. In Britain, children use ICTs for an average of 45 minutes a week in primary school, and for one hour and 15 minutes in secondary school. In addition, technologies and the way they are applied both vary greatly from one school or university to another. Many studies merely collect examples, rather than attempting to gauge teaching effectiveness. Many, too, attempt to measure the effectiveness of ICTs against quantity measures—how many computers, how much ICT software, and so forth—instead of attempting to assess quality, by looking at the ways ICTs is deployed in the classroom. One of the most thorough attempts to set out the measurement issues in the evaluation of ICTs in schools, published in April 2002, picked out three problems:

1) Terms such as technology and technology integration mean different things to different people.
2) Most of the measures used in the evaluation are home grown…measures that directly measure the effects of each grant.
3) There is a tendency to focus more on short-term outcomes and effects, rather than seeing the interventions as part of a total package designed to change how schools function.

**Most Effective form of ICT in Education:**
The use of videos came across as the most effective ICT component in our teacher interviews. It was stressed by those using and wanting to use videos in education that creativity in the presentation is just as important as the use of innovative media. Educational videos now encompass multimedia CDs, interactive games, flash and 3-D animation, slide-shows (like PowerPoint), video books, digital story-telling and many other forms that imaginatively combine visuals with text and audio that can be delivered on a range of platforms. Following current discussion forums on ICT in education, it is seen that videos can be used in a range of learning environments, such as to enhance learning in classrooms, train illiterate women on basic life skills, teach children from nomadic tribal communities.

Commenting on the ability of video to simplify complex subjects and engage children, teachers pointed out topics with strong visual contexts – like scientific evolutionary theories, planetary movements and geographical topography, geographical phenomena, biological phenomena – which can be quite difficult to grasp if taught using conventional methods – or ‘hard spots’ in the curriculum that can be brought to life through videos. Additionally, they shared examples of films being used in regular school syllabi subjects like for social studies, science and Math’s that have proved effective. While noting the positive impact videos can have on education, it was felt that educators often view the use of videos as an alien feature outside the regular curricular teaching and thus the challenge is to integrate videos into day-to-day teaching. They contended a clear policy emanating from a broad consultation on using ICT in education is necessary. If ICTs are used, teachers and schools need capacity building to recognize educational videos as an extension of the experiential aspect of learning and not merely as a visual alternative to textbooks. Teachers also identified obstacles like

1. The lack of computers.
2. TV sets.
3. Video playback systems

In most schools and argued that a whole transformation is needed at the grassroots, requiring the collaboration of multiple agencies.

ICT and Teacher Training
a) Teachers are no longer dispensers of knowledge but proactive facilitators.
b) Redefining the role of the teacher in the new information age.
c) The quality of teachers as a predictor of student learning, therefore, the importance of teacher training is heightened- in this light what is the role of ICT as a tool facilitating teacher.
d) Bringing teachers to ICT rather than taking ICT to teachers- relevance in developing nations.
e) Many teachers are reluctant to use ICTs, especially computers and the internet. Some of the reasons for this reluctance include:

1. Poor software design,
2. Skepticism about the effectiveness of computers in improving learning outcomes,
3. lack of administrative support,
4. Increased time and effort needed to learn the technology and how to use it for teaching, The fear of losing their authority in the classroom as it becomes more learner-centered.

Conclusion:
Therefore this paper is an attempt to present the important issues that must be addressed by both pre-service teacher’s education and in-service teacher professional development programs if schools and other educational institutions are to fully exploit the potential of computers and the Internet as educational tools. In terms of using the internet and other ICT as a resource for lesson preparation, most of the teachers interviewed, admitted to
never or rarely using it, while very few used the internet to gather information sporadically or regularly. The teachers particularly felt that they had both access and training inadequacy and hence were unable to utilize the internet and other facilities. More teachers were comfortable, however, with using computers as an individual than as a teacher. A positive find is that all those teachers who are not well versed with the computer and other technology expressed keen interest in undergoing training for the same. They felt that if trained, they would be in a position to make use of resources available in the school.

Support of school administrators and, in some cases, the community, is critical if ICTs are to be used effectively. In addition, teachers must have adequate access to functioning computers (or other technologies) and sufficient technical support. Shifting pedagogies, redesigning curriculum and assessment tools, and providing more autonomy to local schools all contribute to the optimal use of ICTs in education. Very few strong examples of integration of ICT into classroom teaching-learning is visible, though some schools do use the audiovisual aids and integrate the teaching of some lessons. Largely, however, even where ICT is used in the classes, it is usually as an information source and not a part of the core learning process.

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SOFT SKILLS: THE NEED FOR THE 21ST CENTURY WORKFORCE.

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Abstract:
Glancing at the requirements of 21st-century workforce, we notice that technical skills are no longer enough for workers to compete in this highly competitive global work environment. Soft skills are of paramount importance. Soft skills are a combination of people skills, 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. Thus soft skills can be considered as the need for 21st-century workforce. Through soft skills, the employees of 21st-century staff are not only groomed well but also they will perform better together in a team for overall development. The paper findings may contribute some value added guidelines to use for setting up soft skills training programs in the workplace too. In the 21st-century workforce, the soft skills training program may be used to target disadvantaged individuals who are unemployed or living in poverty. Improving the soft skills of disadvantaged individuals may help them gain and retain suitable employment. Gainful employment may have a long-term effect on improving their quality of life while reducing their reliance on social welfare programs. Hence the paper studies to focus on the role of Soft Skill in the 21st-century Workforce coupled with the challenges of soft skills in the 21st century. The paper also focuses mainly on explaining the need and importance of Soft Skills in the workforce of the 21st century.

Keywords: Soft Skills, Workforce, Globalization, Teamwork.

Introduction:
The term soft skills refers to the personal traits, characteristics and competencies that inform how an individual relates to others and is often used as a synonym for people skills or interpersonal skills. Soft skills are a combination of people skills, 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." Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits. Soft skills are the difference between adequate candidates and ideal candidates. In most competitive job markets, recruitment criteria do not stop at technical ability and specialist knowledge. Particularly with graduate schemes, recruiters will be looking for people who can become leaders, and leadership, itself, depends on several key soft skills. An instructive example of the difference made by soft skills is a medical doctor. A doctor is required to have an extensive repertoire of hard skills, especially the ability to diagnose and prescribe treatments for an array of ailments. But a doctor who does not have the soft skills of emotional intelligence, trustworthiness and approachability is not likely to be very highly regarded by their patients. Similarly, a salesperson who may have an unrivalled and exhaustive knowledge of their market will find it difficult to close a deal and retain their clients if they lack the soft skills of interpersonal skills and negotiation. Soft skills are not just important when facing external customers and clients. They are equally important when it comes to interacting with colleagues.
Soft skills relate to how you work with others (whereas hard skills relate to you, in isolation, as an individual). Employers value soft skills because they enable people to function and thrive in teams and in organisations as a whole. A productive and healthy work environment depends on soft skills.

**What are the Key Soft Skills?**

This section is an extensive, but not exhaustive, guide to what should be considered as some of the key soft skills.

**Communication:**

As a soft skill, communication is not about multiple syllables or rousing speeches. Able communicators can adjust their tone and style according to their audience, comprehend and act efficiently on instructions, and explain complex issues to colleagues and clients alike. Communication is also an important aspect of leadership, since leaders must be able to delegate clearly and comprehensibly.

**Self-Motivation:**

Having the positive attitude and the initiative to work well without round-the-clock supervision is a vital soft skill for any employee. Not only does it demonstrate reliability and commitment, but it shows that you can fit efficiently into an organisational structure without the need for constant oversight.

**Leadership:**

Leadership is a soft skill you can show even if you’re not directly managing others. Leadership can be thought of as a collection of various other soft skills, such as a general positive attitude and outlook, the ability to communicate effectively, and an aptitude for both self-motivating and motivating others.

**Responsibility:**

Self-awareness is a seldom talked about but highly valued soft skill; knowing when to accept responsibility for any mistakes you have made demonstrates a healthy level of humility, and a willingness to learn and progress.

**Teamwork:**

Like leadership, good teamwork involves a combination of other soft skills. Working in a team towards a common goal requires the intuition and interpersonal acumen to know when to be a leader, and when to be a listener. Good team players are perceptive, as well as receptive to the needs and responsibilities of others.

**Problem Solving:**

Problem solving does not just require analytical, creative and critical skills, but a particular mind-set: those who can approach a problem with a cool and level head will often reach a solution more efficiently than those who cannot. This is a soft skill which can often rely on strong teamwork too. Problems need not always be solved alone. The ability to know who can help you reach a solution, and how they can do it, can be a great advantage.

**Decisiveness:**

Knowing the distinction between decisiveness and recklessness implies a soft skill in itself. Decisiveness combines a number of different abilities: the ability to put things into perspective, to weigh up the options, to assess all relevant information and, crucially, to anticipate the consequences, good and bad.

**Ability to Work Under Pressure and Time Management:**

Many jobs come with demanding deadlines and occasionally high stakes. Recruiters prize candidates who show a decisive attitude, an unflattering ability to think clearly, and a capacity to compartmentalise and set stress aside. Time management is closely related to the ability to work under pressure, as well as within tight deadlines. Employees who manage their time well are able to efficiently prioritise tasks and organise their diaries.

**Flexibility**
Flexibility is an important soft skill, inasmuch as it demonstrates an ability and willingness to acquire new hard skills, and an open-mindedness to new tasks and new challenges. Employers often seek candidates who can show a willing and upbeat attitude, since many jobs come with the possibility of secondments.

**Negotiation and Conflict Resolution**

This is another of those soft skills which employers look for in potential leaders. To be an adept negotiator is to know how to be persuasive and exert influence, while sensitively seeking a solution which will benefit all parties. Similarly, conflict resolution depends on strong interpersonal skills and the ability to establish a rapport with colleagues and clients alike.

**Why Soft Skills Are Important in the 21st century Work Place?**

“Good manners will open doors that education cannot. — Clarence Thomas”

**How do your soft skills stack up in today’s market?**

With so many specialized positions out there for accounting, finance and IT professionals, everyone knows that specific technical and educational requirements are necessary to be considered for numerous types of roles. Years of experience and schooling are mandatory to perform the job of, say, a Systems Engineer, Sr. Siebel Developer or Sr. Financial Analyst, right? Yes, but what might not be so obvious is a collection of other skill sets that are just as crucial but not necessarily taught in school. And those are — soft skills. A recent Forbes article discusses the concept of “soft skills” or “people skills” in the corporate world and explains that qualities like empathy, effective communication and time management are real, sought-after abilities that employers look for in their employees. In fact, these skills are often what drive personal and professional success, especially for accounting, finance and IT professionals. So, why is it that soft skills are so important in today’s corporate culture? If you’re up for a promotion to Controller, Director of Finance or CIO, often times having strong, soft skills can and will set you apart from your peers, especially with the job market the healthiest it’s been in years and the competition at its highest. Below are a few key soft skills that are important for accounting, finance and IT professionals to keep in mind:

**Attitude**

Having a positive attitude not only opens your mind up to other business strategies or tactics, it helps prevent you from getting pigeon-holed within your function. Don’t cloud people’s judgment of your value by moping around or having a “woe is me” attitude. Show your worth by smiling, offering positive feedback and being supportive towards all functions, company-wide.

**Relationship Building**

Building effective relationships with your colleagues, direct reports and managers is key to achieving your own personal success. It goes hand-in-hand with employee engagement which has been proven to increase retention and make employees more productive; as a result, increasing the bottom line.

**Teamwork**

The ability to work well within a team is another important soft skill. Some employees may naturally feel comfortable working within a group, while others may have problems and prefer to work alone. It is necessary to spot these personality types ahead of time for proper group formation. Every team should have a diverse set of personalities that mesh together as a cohesive whole. Team building exercises can be very beneficial in helping employees develop this skill.

**Conclusion:**

Since soft skills are the **Vital Vitamins** for the 21st-century workforce, their role is not only required but also is implemented. An employee with soft skills can perform and execute any given task in a professional manner.
Thus because of soft skills, employees maintain a good relationship with customers and customers give positive feedback of the organization in the 21st century. Through soft skills, the employees are not only empathetic to resolve the problems of customers, but also they are building their problem-solving abilities in an outstanding approach. Through soft skills, the employees will exhibit excellent leadership qualities and will have a positive attitude towards any kind of challenge the organization shall face. Though soft skills the employees shall execute excellent communication skills through which the customer’s complaints are acknowledged and resolved with good teamwork. The time management component is really making the employees of the organization to accomplish the assigned target to them through which the employees are not only getting recognized but also are getting promoted for their punctuality and loyalty.
Hence soft skills are the vital vitamins for the 21st-century workforce.

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SKILL DEVELOPMENT THROUGH INCLUSIVE EDUCATION IN CHILDREN WITH SPECIAL NEEDS

Prof. Archana Peter Alphanso

Abstract:

Education is a process of human enlightenment and empowerment for a better quality of life. The world in which we live has witnessed rapid changes at a mind-blogging speed. These rapid changes have far-reaching consequences on child development and education too. Rapidly changing social, moral, ethical, and religious values have ushered in certain lifestyles in the present society, especially among the children; and the most affected are children with special needs. They need to cope up with the changing scenario in mainstream education. Soft skill is a positive behaviour and an ability to adjust very efficiently with the needs and challenges of everyday life. Soft skills offer self-empowerment. The strength of the positive behaviour depends on the depth of skill acquired by the individual. We can enhance the strength of the positive behaviour in children with special needs by imparting soft skill education in inclusion. Soft skills offer self-empowerment in relating to self and other while providing coping strategies for understanding the past, managing the present, and creating the future.

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork, and leadership traits. A definition based on review literature explains soft skills as an umbrella term for skills under three key functional elements: people skills, social skills, and personal career attributes. A study conducted by Harvard University noted that 80% of achievements in career are determined by soft skills and only 20% by hard skills. Experts say soft skills training should begin for a person when they are students, to perform efficiently in their academic environment as well as in their future workplace. A public interest study conducted by McDonald’s in UK predicted over half a million people will be held back from job sectors by 2020 due to lack of soft skills.

here are several examples of soft skills such as ambition, self-management skills, time-management, confidence, friendliness and manners, enthusiasm and optimism, focus, situational awareness, etc.

Inclusive education for imparting soft skills:

education in India has undergone various changes over the past few decades. Inclusive education is a continuous process of including students in mainstream, class rooms, the community, and local culture. It involves reactions in the level of exclusion, thereby eliminating the obstacles and facilitating their participation in the mainstream education process,

1. Inclusive education provides children with special needs the chance to participation normal day to day activity.
2. Inclusion is a fundamental right for all children with special needs.
3. Children with special needs get the chance to feel like they are the part of society.
4. Inclusive education is not just important to a child with special needs.
5. Children who get accustomed to seeing different children may adjust to this any eventually acquire more to tolerance.
6. Inclusive education is also enhancing communication skills for all children in the class.
7. Inclusive education is also beneficial to the teacher handling an inclusive classroom.

If educational institution intends to move ahead on the path to nurturing the heterogeneous characteristics of their students, co-operation of the whole educational community and use of resources and educational practice would be critical. We have to identify some facilitative factors such as – co-operative teaching, co-operative learning, collaborative problem solving, heterogeneous grouping, alternative learning strategies.

To implement inclusive education, goals of policy should be effectively communicated to all members of educational community. Policies that promote quality in inclusive education need to address attitudes towards learners with divers needs.

Today role of teacher is to facilitate the process of learning by using skilful resources. Teacher should know that every child has capacity to learn and is endowed with one or other talent that needs to be identified and nurtured. Each child needs to be motivated and encouraged to perform even better and thus move forward towards the goal of excellence. Classroom teaching learning becomes relevant and understanding of concepts become easy when the children are able to appreciate the implications of classroom instructions and can relate them to real life situations.

Inclusive teacher can facilitate student’s learning with various teaching-learning strategies such as small group discussion, participatory development of the lesson, involving children in decision making and allowing them to think, find and discover some useful strategies, use of local resources, utilization of multiple media sources, referring journals and reference books, exemplifying through folk tales, role play, dramatics, seminar and group discussions etc. it helps in the development of imagination, listening skill, a culture of reading and self-study.

Strategies for soft skill development:

The main aim of inclusive education is “Rehabilitation of Person with Disability”. To fulfil this aim soft skill development is very important and necessary, which can be provided through various activities. Soft skills can be divided into following three areas:

- Emotional intelligence
  - Emotional intelligence includes being aware of emotions and being able to express and use them in productive ways. It’s key to child’s social and academic success. Emotional intelligence in children can be a challenge. Kids are naturally very self-cantered, their worlds small and focused on their immediate sphere of influence. If your child has any special needs, developing emotional intelligence can be an even bigger challenge. Here are some of strategies we can use to develop emotional intelligence in children.
i) **Role play** - as a practice for coping with emotions and stress, role play offers tremendous scope. A role play can be based on stories, newspaper reports, textbook content etc. The resource teachers and facilitators of inclusive education can develop role plays. We can also promote children with special needs to write role plays based on their own experiences. Role play helps students to reduce the stress, develop bonding with teacher and peer students.

ii) **Puppet show** - both glove and string puppets can be made as a part of art work and these puppets help the special learners give voice to their stressful experiences that have been suppressed but have confuse them. In such cases puppets can work as a therapy. Puppets also need spatial and time skills, which the learners must develop. Incidentally, in urban area puppets are in great demand at schools and homes so that a puppet theatre can not only challenge the creativity of the learners but also can be income generating.

iii) **Fruit basket**: students will be provided with chits, on which names of fruits and confectionaries will be written and they will ask to form groups. One of each group without talking to each other, just communicating with eyes and actions. Here the student will learn time management skill, dealing with stressful situations, technique of communication.

iv) **Quizzes**: it may be useful to have a quiz as a quick check on how much of the information has been assimilated by the learners. Learners can also make up a quiz for the facilitators, so that they have a chance to ask questions which are in their mind.

v) **Service learning**: service learning plays an important role in generalization of emotional intelligence. Properly conducted service learning provides an opportunity for children to learn soft skills, integrate them, apply them, reflect on them, and then demonstrate them. Service experiences usually help students to encounter other people, ideas, and circumstances in ways that broaden their sense of perspective and build empathic understanding and caring connections to the world around them.

**Positive behavioural interventions and supports**: Positive Behaviour Support is a comprehensive approach to assessment, planning and intervention that focuses on addressing the person’s needs, their home environment and overall quality of life. Positive Behaviour Support is about working with families and carers to develop a shared understanding about why the person has a need to engage in challenging behaviour.

1. **Child-centred approaches**
   Positive Behaviour Support uses child-centred approaches. Challenging behaviour often reflects a history of difficulties in relationships and negative experiences in relating with other people. When planning for positive change into the future, it is important the person, their family and other significant supports are involved in child-centred planning. A child-centred plan helps identify the needs and goals of the child and emphasises community participation, meaningful social relationships, more opportunities for choice, the creation of valued roles respected by others and ongoing development of personal competencies. The child-centred plan aims to address any unmet needs of the child through supporting positive engagement and enhancing quality of life.

2. **Positive Behaviour Support concentrates**
   Positive Behaviour Support concentrates on a person’s quality of life and is most effective when implemented across all settings of that person’s life. Positive Behaviour Support works best when the relevant people who live and work with the person in different environments are involved in the assessment, planning and implementation of positive support strategies. The awareness of what needs to change, and how to bring about that change, needs to occur within the broader system and this can only occur when the needed child and the relevant people are involved and actively participate in the process.

3. **Assessment-based intervention**
Positive Behaviour Support uses assessments that look beyond the behaviour itself and more towards the social, emotional, cognitive and/or environmental factors influencing the behaviour. A functional assessment offers a better understanding of the function or purpose behind behaviour. It contributes to a behaviour support plan by providing an understanding of why a child may engage in a particular behaviour and identifying what support is required to address the child’s unmet needs.

4. **Social awareness and social sensitivity:**
Students need an understanding of the family beliefs, values, social norms, culture, social problems such as discrimination on the basis of sex, caste, class and creed etc. Social sensitivity includes empathy and care for disabled child and also valuing their work and contribution.

Social and emotional learning: Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The following activities should be used for social and emotional learning of children with special needs:

1. **Brainstorming:** Brainstorming is necessary for developing creative thinking. It helps pupil to get new ideas. Children with learning disabilities often find brainstorming to be an intimidating task. Brainstorming involves students to create ideas by utilizing prior knowledge, which many may not possess, and making inferences. In turn, this may cause a child to become highly anxious and result in shutting down from an activity or becoming overly frustrated and unproductive in the writing assignment.

2. **Project based learning:**
Project based learning is a powerful tool for the inclusive classroom. Even if a student or students spend part of their day in a resource or self-contained classroom, the time they spend in project based collaboration will be time when typically developing peers will model both good classroom and academic behaviour. Projects can enable gifted students to push their academic and intellectual limits. Project based learning gives a special sense of achievement to disabled learner.

3. **Debates and discussions:** If the debates and discussions are based on stories and events then the learners can learn to express their points of view effectively. These events can be chosen to illustrate various risk situations around them and illustrate the peer pressure to confirm whatever other students are doing.

**Conclusion:**
Inclusive education is a planned and systematic effort and it involves giving need based support, counselling evaluation modification in curriculum and remedial teaching. Inclusive education plays an active role in soft skills development among disabled learner. All aspects of education must actualise a process where learner treated as a positive recipient of information. Education has to respond positively, rationally, and creatively to face the challenges of enhancing ethical values and integrate itself with soft skills.

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MOOC’S-MASSIVE OPEN ONLINE COURSES FOR SOFT SKILLS DEVELOPMENT

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Abstract:
The digital revolution has changed rigorously the human processes of learning, teaching, & socialization as well. It brings massive openings for innovation in the field of education. The ways and modes of transforming knowledge and skills have been changed due to ICT based educational practices. MOOC i.e. Massive Open Online Course is one of such ICT based educational practices.

In today’s competitive world, everyone needs to acquire soft skills. But it is not possible as every individual is preoccupied in some chore areas of study. Therefore, MOOC can be a solution for such people.

This article describes about concept and components of MOOC, Objectives of MOOC, details about soft skills and need of soft skills development and details about some of MOOCs for soft skills development. This article focuses on soft skills development among higher education students and role of MOOCs in it. Apart from this, the author explains the need and importance of such courses in higher education in India in particular.

Key words: MOOC, soft skills, skill development etc.

Introduction:
The innovations in information and communicative technology i.e. ICT has brought massive changes in every walks of human life. It affects ways of communication as well as ways of education rigorously. Today’s education system becomes more learner centered and give a pace for learner’s own abilities as well as interests.

In this connection, the online education system gives a huge platform for students’ interests and needs. The online education not only helpful for cognitive development but it can helpful for skill development also. It is observed that our traditional education focused on informative and cognitive domain of learning. After that we understand the need of psychomotor and affective domains of learning. For this, we have inculcated and developed many courses or curriculums which have equal weightage for psychomotor and affective domains of learning. The psychomotor domain of learning is related with skill development whereas affective domain is related with psychological and behavioral development of learner.

The online education system firstly focus on cognitive / informative development but now there are many online courses which could help in psychomotor development i.e. skill development.

Why skill development is needed?
In today's competitive era, every individual must have a set of skills like communication skills, writing skills, presentation skills, life skills and soft skills also. With the help of these skills one can add extra value to his/ her academic career. The work profiles which based on a different skills setup are in demand and have huge competition among higher education learners. Therefore, skill development is a need of today's learners to keep relevant with time.

What are soft skills?
Soft skills are the personal attributes which enable someone to act and interact effectively with other people. These skills are a cluster of productive personality traits that directs ones relationships in a society. The essentials of skills include positive attitude, time management skills, confidence, strong work ethic, problem solving skills, leadership skills, communication skills, empathy, team player and performing under pressure etc. Out of this soft skills every individual process some soft skills as his personal core skills, which helped him to work and co-work with other individuals at workplace.
What is need of soft skills?
Soft skills help everyone to present this strong positive attributes in a positive way. It helps to organize work, accomplishing task as per given time limit, develop self-confidence, develop presentation skills, solve problems and resolve conflicts etc. On the other hand, lacks of soft skills can limits one’s potential and consequently affected on work efficiency. Therefore, every work culture needs efficient staff that possesses strong soft skills.

Origin and Development of MOOCs:
The term massively open online course was firstly used by David Cornier in 2008. (J.K. Stine 2013). During this time the open educational resources movement has been rooted in academic circles throughout the world. At first, MOOCs were used in distance education system as an experiment. In late 2011, it took a central place in distance education. The first successful MOOC was ‘Introduction to Artificial Intelligence’ developed and taught by Sebastian Thrun and co-taught by Peter Norvig of Google.

Today’s most of the MOOCs are free course-wares which give opportunity to every learner throughout the world. It follows a single principle that is ‘Knowledge is free and tested by/with fee’. Therefore, every individual who want to learn something according to the pace, interest and need can learn online through various MOOCs offered by world class universities. There are many platforms of MOOC’s like Coursera, edx, udacity and udemy etc. at global level. (M.D. Asore 2017). The MOOC’s are also offered by NPTEL, Swayam and SwayamPrabha platforms which are funded by Indian Government and UGC and developed by Indian professors and teachers. Through these platforms, we can choose any course as per our need and interest and availability of time. Every platform has MOOCs related to cognitive, psychomotor and affective domain of learning. It would be interesting to know about the MOOC’s for soft skills development.

MOOC’s for soft skills development:
As we know, MOOCs are growing industry in higher education system. It gives opportunity for every teacher to develop his master content as per his own capabilities and present it openly for all the learners throughout the world. The global platforms of MOOCs like Coursera, edx, udacity and udemy offered courses on various topics and few courses are focused on soft skill development. Apart from this, the Indian platform like NPTEL and Swayam also offered some courses on soft skill development.

MOOCs for soft skills development by Coursera:
Coursera is an international MOOC platform which offered total Two Hundred and Nine courses out of which Two Hundred and Five courses in English language, two are in Chinese and Russian each. There are Two MOOCs which focused on skill development available on Coursera. First course named as presentation skill: Designing presentation slides. This course is developed by national research Tomsk State University. It only covers presentation skills from essential soft skills list. The second course named as How to get Skilled: Introduction to individual skills management. This course is related with skill management rather than its development and this is a project centered course. Thus Coursera offered two MOOCs for skill development which partially related with soft skill development.

MOOCs for soft skills development by edx:
‘edx’ is a MOOC platform which offer various MOOCs related to every discipline. It offered one MOOC on soft skill viz. professional certificate in soft skills which is developed by Rochester Institute of technology. This course is a paid course with fees of $264.6 USD. But, edx also offered some short period courses through fullbridgeX. There courses are offered freely or with very small fees for verified certificate. The courses offered by fullbridgeX for soft skills are viz. Communication Skills and Teamwork, Resume, Networking and Interview skills, Problem solving and Critical thinking skills and Career Development: Skills for success etc.
MOOCs for soft skill development by Udacity:
Udacity is a first global platform which offers courses related to artificial intelligence and computer science subjects. It do not offer any course related to soft skills development.

MOOCs for soft skill development by Udemy:
Udemy is a global platform of MOOCs which can be afforded by Indian students as these courses are very reasonable in Indian currency ranges from Rs- 1200 to Rs- 12000 per course. There are total fifteen courses related to soft skill development. Every course comes with a thirty day money back policy. The best seller soft skills course on Udemy is Soft Skills: The 11 Essential career soft skills created by TJ Walker.

MOOC for soft skill development by NPTEL:
NPTEL is a first MOOC Platform developed by IIT and IISC faculty in India. There are total 1210 courses related to various subjects and disciplines. This is an initiative of Ministry of Human Resource Development, India. The course for soft skill development is namely as Developing soft skills and Personality. This MOOC is totally free for all Indian Students.

MOOC for Soft Skill development by Swayam:
Swayam is a MOOC portal developed by UGC, India. It offered various courses from school education level to post graduation level. These courses are divided into two broad categories viz. scheduled courses and self-paced courses. Even NPTEL is also co-coordinating for Swayam Portal. There are total 2048 courses for Indian Students. Apart from these courses, Swayam offered special courses for training of teachers. The course of soft skill development on Swayam is entitled as Developing Soft Skills and Personality with different Course Instructor from NPTEL. In 2017, this course is titled as Enhancing soft skills and Personality. These courses are free for Indian Learners.

Conclusion:
Now days, MOOCs and OERs are trending concepts in Higher Education in India. Every technology and innovation has its own benefits as well as short comings. MOOCs are considered as a boon for growing numbers of learners in higher education in India, thus MOOCs and OERs give opportunities to every citizen of India to learn and pursue higher education from Swayam. But question arises about the validation of knowledge, skills and understanding of learners. Do the MOOCs are considered as valid degrees or certificate for considering ones academic excellence?
Considering the risk of validation of MOOCs, we cannot neglect its positive and progressive effect for universalizing higher education among Indian students from various castes, communities and habitats etc. Therefore, the short term courses in the form of MOOCs for career advancement and skill development and personality development are definitely added some value and worth to academic and professional degrees acquired through conventional education system. Thus, we can build-up a knowledge society by forming a symbiotic education system which combines both the conventional and online education systems.

References
SOFT SKILLS IN HIGHER EDUCATION: A REVIEW

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Abstract:
This paper attempts at redefining the concepts of soft skills and hard skills. Soft skills are the basic and fundamental need of education and higher education. It also propagates an urgent need of soft skills as an integrated part of inclusive education. It refers to as transferable skills or professional skills. It consists of activities like communication, teamwork and problem solving. Soft skills relate to our attitudes and intuitions. This research paper also tries to explain the need of more focus on soft skills. Corporate jobs and employers also search for employees with updated soft skills. Traditional education is not sufficient for the survival of individual and society as well. Education without soft skills has proved to be inadequate. This paper also will deal with types of soft skills such as Leadership Skills, Teamwork Skills, Time Management, Positive Attitude, Goal Setting, Stress Management etc. and how are they acquired. There is a general consensus that soft skills are made up of combination of the four Cs: communication, collaboration, creativity.

KEY WORDS: soft skills, communication, creativity, collaboration, leadership, management

Introduction:
The term ‘soft skills’ refers to a group of skills and personal qualities that present-day employers look for value in their employees. It is essential to have soft skills in higher education and inclusive education in the 21st century. Soft skills relate to excellent communication skills both spoken and written, positive personality traits, social skills and personal attitudes. In this sense, soft skills complement hard skills, which have to do the technical requirements of a job. Hence, we may have the right professional qualifications, be academically brilliant and perhaps even have the required work experience, but we will be successful in an organisation only if we know, for example, how to work as part of a team or how to get along with both your senior and junior colleagues. In other words, soft skills are all about how we deal with people. They are very important in the present-day professional context that requires constant interaction and communication.

While soft skills are acquired early in life and depend to a great extent on the environment in which we are brought up, they can also be consciously learnt. The process could begin by asking someone who knows us closely to decide whether we possess the soft skills concerned or through doing an honest self-appraisal. We can begin by looking at some of the soft skills recommended by behavioural experts.

In short, soft skills are personality traits that determine a person’s interaction with others and the ability to be successful at work. Soft skills complement a person’s professional skills and affect his or her performance at work, relationships with colleagues and career prospects. Some soft skills employers look for in the people they take on are attitude, adaptability, goal setting, motivation, time management, stress management, critical thinking, and problem solving, teamwork, and leadership. In this research paper, I briefly discuss a few of these skills:

Leadership Skills:
Leadership skills involve the ability to take decisions, to take initiative, to motivate and lead by example, to use reason rather than emotion to resolve conflicts, to take blame when things go wrong, to handle emergencies and unforeseen situations, and good organisation skills. We will briefly discuss some of the characteristics of a good leader.

A good leader is a motivator: he/she will be able to inspire confidence in co-workers and team members and will be able to motivate them to perform the task at hand.
Honesty is a key quality: a good leader will be able to take honest and right decisions to protect his/her appraisal of colleagues and subordinates and express himself/herself without bias.

Trust the team: a good leader trusts his/her team to perform well. This trust will inspire confidence in the team. A good leader will be able to delegate work: a good leader will be able to delegate work to appropriate departments and personnel, instead of letting work pile up on his/her desk. He/she will trust the team to play their part well in the project. For this, the leader should also be able to identify the comparative strengths and weaknesses of the team members.

Team members need to know the tasks each of the members is supposed to perform. The ability to communicate, both orally and in written and other forms, clearly is key here. A good leader will be a good communicator: He/she will be able to let the team know the tasks each of the members is supposed to perform. The ability to communicate, both orally and in written and other forms, clearly is key here. A good leader will be a good communicator: He/she will be able to let the team know the tasks each of the members is supposed to perform. The ability to communicate, both orally and in written and other forms, clearly is key here. A good leader will be a good communicator: He/she will be able to let the Being a good communicator also means that the leader should be able listen to the team members, and be sensitive to their needs. Most of managers nowadays promote an 'open-door policy' for his or her colleagues, encouraging co-workers and junior colleagues to walk into their offices and communicate on a-one-on-one basis.

Confidence: A good leader is confident of himself/herself as well as his/her team. This shows during crises. Positive Attitude: The leader’s positive attitude will inspire the team to do well. A positive leader helps to keep the morale of the team up.

A good leader leads by example: He/she sets standards for the team to follow. **Humour sense:** A leader with a good sense of humour will help the team to see the bad times through. It will keep the morale up and wipe away all tension and negativity. To become the leader of your time, we need to ensure that we seize the opportunity to take the initiative. We have to be active in our team meetings. Expressing our genuine enthusiasm for the tasks given to us, exuding confidence and a ‘can-do’ attitude, willingness to put extra effort in performing the tasks and to help our colleagues, our ability to step in and resolve problems all these go a long way into persuading our peers to accept you as a leader.

**Teamwork Skills:** Every organisation looks to recruit people who have the ability to work as a team, to cooperate and help with one another. In short, to be a successful professional we need to be a ‘team player’. There are a few essential qualities that one needs to develop to be an effective team player. To be an effective member of a team, one needs to develop the ability to work with people from various age, gender, educational, ethnic and other backgrounds. One needs to adapt to different kinds of people. Adaptability is the ability and willingness to adjust ourselves to changes or new situations so that we are able to function in them. It helps us respond positively to unfamiliar circumstances and ways of working and move forward in spite of difficulties. Adaptability, also sometimes referred to as flexibility, is thus an essential skill to be able to work with people and groups. However, this does not mean that one needs to lose ones individuality.

To be an effective team, each member of the team needs to know his/her roles, the part he/she is meant to play in an assignment. We also need to know our strengths and weaknesses so that we are able to choose the right and best-suited role. Team members should also be ready to rotate so that everyone gets to learn a wide range of skills.

Teamwork involves working within a group, and to do this effectively one needs to be a good communicator. Most importantly, the members of the team need to be able to listen to one another. Listening plays an important role in how well we do in a group because it allows us to respond appropriately to the viewpoints and arguments of the other members.

Team members should also be able to question one another. It is perfectly all right to disagree, but do not use a harsh, aggressive or offensive tone. Instead be polite and tactful.
Time Management:
Time management is a critical soft skill in the present hectic times, when all of us are expected to do far more in a day than we were earlier, both in our personal and professional lives. Time management is essential for optimum productivity and success. Time management is done by assessing workload, priority, planning and scheduling work, monitoring progress and taking quick action to make up for unexpected delays.

Goal Setting: The term ‘goal setting’ refers to designing or preparing an action plan aimed at guiding an individual or a group towards a goal. These goals may be personal or professional. They may include a set of goals that a person wants to achieve within a given period of time. It may involve the goals that a manager sets for his/her team to achieve in a financial year. Our focus here will be on the goal setting process in the professional sphere. While setting goals, one needs to consider the ways in which the specified goal is going to be achieved, and also, in the first place, why is it important to achieve the goal. It has been proved that well-considered goal setting leads to better performance, output and evaluation. In professional organisations goal setting is a collaborative exercise. Our goal setting should be S-M-A-R-T. S-M-A-R-T stands Specific, Measurable, Attainable, Relevant and Time-bound.

Stress Management: Stress is a part of our lives. It is caused when the demands on us - physical, mental or emotional – are more than what we can comfortably handle. Instead of wishing it away, we should learn to cope with it. Stress management involves using different techniques to handle stress and prevent it from harming us.

Positive Attitude: It is important to maintain a positive attitude towards life and its problems to find solutions and to lead a happy life. We can define positive attitude as an approach to life which looks at every situation in life as the best situation. It is a way of approaching life where one sees opportunities and possibilities in even the worst of difficulties. It is a strong conviction that the future is going to be better.

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AN OVERVIEW OF SKILL DEVELOPMENT INITIATIVE IN INDIA IN 21ST CENTURY:
A WAY FORWARD

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Abstract:
There is a great demand for skilled workforce, especially in the context of globalization. The success of a nation always depends on the success of its youth. And Skill India is certain to bring a lot of advantage and opportunities for these young Indians. The Ministry is responsible for co-ordination of all skill development efforts across the country to bridge the gap between demand and supply of skilled manpower, building the vocational and technical training framework, up gradation of skills, building of new skills, and innovative thinking, not only for existing jobs but also jobs that are to be created.

This paper focuses on various government initiatives towards skill development, by reviewing and analyzing the schemes/ programs under various institutional arrangements to promote a meaningful and employable skill development system. The study also found that both the Government and its partner agencies have undertaken various measures/initiatives for the effective implementation of the skill development system in the economy. In doing so, it is found that skill deficiency is present across all levels despite of new institutional arrangements from the government and several ongoing schemes, programs operating in the country. Finally, the paper makes an attempt to identify the limitations in the above-mentioned context and suggests some mechanism to fill the existing gaps in the skill development area.

Keywords: skill development, Government initiative, NSDC, NSDC, NSDCB, Entrepreneurship.

Introduction:
In National Policy for Skill Development and Entrepreneurship 2015, Hon’ble Prime Minister of India, Shri Narendra Modi said “Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be ‘skill development’ and ‘Skilled India’. Millions and millions of Indian youth should acquire the skills which could contribute towards making India a modern country.”

Skill Development System in India- 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 also focuses on bringing all the other ministries to come together and function in a unified manner towards skill development.

Government Initiatives:
Secondary data has mainly been collected from various websites and published sources for the purpose of study. The Eleventh Five Year Plan had favored the creation of a comprehensive National Skill Development Mission. Where result is a “Coordinated Action on Skill Development” with three-tier institutional structure consisting of:

PM's National Council: The council formed under the Chairmanship of Prime Minister has been set up as an apex institution for policy direction and review. The Ministers for Human Resource Development, Finance, Industries, Rural Development, Housing and Urban Poverty Alleviation, Labour and Employment and Micro Small & Medium Enterprises are members. Deputy Chairman, Planning Commission, Chairperson of the National Manufacturing Competitiveness Council, Chairperson of the National Skill Development Corporation...
and 6 experts in the area of skill development are other members. Principal Secretary to the Prime Minister is the Member Secretary to the Council.

**National Skill Development Coordination Board (NSDCB):** A National Skill Development Co-ordination Board has been set up under the Chairmanship of Deputy Chairman, Planning Commission. Secretaries of Ministries of Human Resource Development, Labour and Employment, Rural Development, Housing and Urban Poverty Alleviation and Finance are members. The function of this board is to enumerate strategies to implement the decisions of the Prime Minister’s National Council on Skill Development and develop appropriate operational guidelines and instructions for meeting the larger objectives of skill development needs of the country.

**National Skill Development Corporation (NSDC):** was created in early 2008. The National Skill Development Corporation is a non-profit company under the Companies Act 1956 with an appropriate governance structure. The head of the Corporation is a person of eminence/reputed professional in the field of Skill Development. The Corporation would constitute Sector Skills Councils with following functions: (a) Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them (b) Development of a sector skill development plan and maintain skill inventory (c) Determining skills/competency standards and qualifications (d) Standardization of affiliation and accreditation process (e) Participation in Affiliation, accreditation, examination and certification (f) Plan and execute Training of Trainers (g) Promotion of academies of excellence.

Whereas, Prime Minister’s National Council on Skill Development has spelt out policy advice, and direction in the form of “Core Principles” and has given a Vision to create 500 million skilled people by 2022 through skill systems (which must have high degree of inclusivity), NSDCB has taken upon itself the task of coordinating the skill development efforts of a large number of Central Ministries/Departments and States.

**The National Policy on Skill Development:** It 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 the requirements 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:** (NSQF) was enacted on 27th December 2013. The framework is built 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.

**3rd National Mission for Skill Development (NMSD):**

The Ministry of Skill Development and Entrepreneurship (earlier Department of Skill Development and Entrepreneurship, first created in July 2014) was set up in November 2014 to drive the ‘Skill India’ agenda in a ‘Mission Mode’ in order to converge existing skill training initiatives and combine scale and quality of skilling efforts, with speed. The Ministry, therefore, proposed to launch the National Mission for Skill Development (NMSD — known henceforth as, the Mission), to provide the overall institutional framework for rapid implementation and scaling up of skill development efforts across India. The vision, objectives and design of the
Mission, draw on the lessons learnt from the implementation of skill development efforts over the past decade. It seeks to provide the institutional capacity to train a minimum of 300 million skilled people by the year 2022.

**National Policy for Skill Development and Entrepreneurship 2015:**
It supersedes the policy of 2009. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centres. The core objective of the Policy is to empower the individual, by enabling her/him to realize their full potential through a process of lifelong learning where competencies are accumulated via instruments such as credible certifications, credit accumulation and transfer, etc. As individuals grow, the society and nation also benefit from their productivity and growth.

**PradhanMantriKaushalVikasYojana (PMKVY):**
A franchise by the central government-

- **Duration**: 4 Years (2016-2020)
- **Social Target**: The new phase will have a target of skill development of 1 crore youth over a period of 4 years.
- **Budget**: 12000 crore: It highlights the importance and priority Government is giving for resource mobilization for the success of Skill India Mission. This will further augment the country’s position in becoming the Skill Capital of the World.
- **Coverage**: Pradhan Mantri Kaushal Kendra (Model Skill Centres) will be established in each district of the country to ensure inclusiveness and to make skill development more aspiring.
- **Implementation**: The implementation of the scheme has been entrusted to National Skill Development Corporation (NSDC). State Governments and State Skill Development Missions (SSDM) will also be involved for implementation of one fourth of both the financial and social targets.

The scheme covers 24 lakh persons. Skill training under it is based on the National Skill Qualification Framework (NSQF) and industry led standards. Under the scheme, a monetary reward will be given to the trainees on assessment and certification by third party assessment bodies. The average monetary reward would be around Rs.8000 per trainee. The programme aims to impart skill training to youth with a focus on first time entrants to the labour market and class 10 and class 12 drop outs.

**Key Features of the Scheme:**
The Skill Development Initiative Scheme is 100 % centrally sponsored scheme.

- Demand driven Short term training courses based on Modular Employable Skills decided in
- Testing of skills of trainees by independent assessing bodies, including industry organizations such as FICCI, CII, etc. which do not involve in training delivery, to ensure an impartial assessment by the employer itself.
- Flexible delivery mechanism (part time, weekends, full time).
- Different levels of programs (Foundation level as well as skill up gradation) to meet demands of various target groups.
- Training is provided by registered Vocational Training Providers (VTPs) under the Govt., Private Sector and Industrial establishments.
- Testing of skills of an individual acquired informally in competency and issue of certificate on qualifying it successfully.
The certification by NCVT which is recognized nationally and internationally for gainful employment.

During XII Plan period (2007-2012), against an approved outlay of Rs.550 crore, an amount of Rs.407 crore was spent and 13.67 lakh persons were trained or directly tested under the scheme. Cabinet Committee on Skill Development has approved the continuation of SDIS for XII Plan period with certain changes on 13.08.2013.

Existing skills of the persons can also be tested and certified under this scheme.

Consultation with Industry.

Bharatī Skill Development University, Jaipur:
BSDU has been incorporated as a State Private University vide GOR Act No. 3 of 2017 (BSDU Act). It is the first University in the country offering only Skills programs. It offers Skill Certificate, Diploma, Advance Diploma, Bachelor of Vocation (B.Voc), Master of Vocation (M.Voc) and Ph.D in various skill areas. BSDU programs are in compliance with UGC Instructions for Vocational Programs, National Skills Qualifications Framework (NSQF), AICTE Instruction for Vocational Programs, NSQF RPL (Recognition of Previous Learning) Guidelines, Guidelines of respective Sector Skill Councils (SSC), National Occupational Standards (NOS), Skills Qualification Packs. (Source: http://www.bsdu-ruj.ac.in/about-bsdu)

Observations:
• 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.
• The Skilled India initiatives need to focus more entrepreneurship skills amongst the workforce in order to ensure more job generation in India. The Start-up India scheme needs 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 successful. 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”.
• There are various schemes and programmes dedicated to skill development, but there is a gap between demand and supply as the respective initiatives are happening in isolation. To resolve this, institutional arrangements are needed to address the identified gaps and bring in an effective synergy.
• There is a need to review the activities on skill development under various institutes/ministries and enhance their coordination. Also, a network mapping of various stakeholders is essential to bring balance to the demand and supply of skilled manpower.
• 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 Also.

Summary:
Any country’s prosperity depends upon how many of its people are in work and how productive they are, which in turn rests on the skills they have, and how effectively those skills are used. 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. There’s a need to simultaneously enhance the responsiveness of education and training systems to changes in skill requirements and to improve access to training and skills development to realize the benefits of this demographic transition.

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CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION: A NEED OF SKILL DEVELOPMENT

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Abstract:
21st century is aimed at bringing world countries together for global welfare. A concept of nation state could not solve the problem of poverty, unemployment, food, health, shelter, etc in general. This is all just happening because of illiteracy and lack of skill in our education system especially with higher education. To overcome from this phenomenon we need to think how to design and redesign our education pedagogy for skill development in higher education. The job market is being increasingly redefined by specific skills. And education, particularly higher education, cannot afford to overlook the new realities of the second decade of the 21st century. Globalization is characterized by increasingly strict demands of business practice towards employee efficiency and effectiveness in human resource management has shifted the focus on complete capability of an individual to perform a competitive job.

Higher education institutions play an important role in all this, by implementing new study programs it would provide the graduations with certain knowledge and skills. The skill development ecosystem in India is complex, large and diverse, providing varied levels of skills across an extremely heterogeneous population. But unfortunately the disturbing recent evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills. Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age.

It is further estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. In fact, during the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country. Our country presently faces a dual challenge of paucity of highly trained workforce, as well as non-employability of large sections of the conventionally educated youth, who possess little or no job skills.

It can be observed that education is an essential tool for achieving sustainability. We all realize that the current economic development trends are not sustainable and that public awareness, education and training are the key elements to move our society towards sustainability. Only quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. Therefore, the inculcation of soft skills among the students will be two-pronged: to produce quality human capital and to develop their knowledge, understanding, values and skills as well.

Objectives:
In order to study the research problem we have set the following objectives.
1. To study and understand the traditional system of education system in India.
2. To give focus over recent initiatives of ICT based teaching and education.
3. To analyze the issues and challenges in higher education.
4. Also to give focus to job market.
5. To identify the impact of skill oriented education for socio economic change.

Higher Education has multiple objectives on one side. It has to create firm maturity among the citizen that can assure stable politics and on the other hand it has to build an economic structure that can assure the quality employment. Higher Education always influence, shape and grind as per the demand of the political and economic society. Merit makes higher education an agent of social change and social transformation. It is high time to rethink about the objectives of higher education as it cannot be just a business when it is considered as an effective instrument of social change and a tool of citizen’s empowerment. A number of new trends have emerged on the Indian Education. Absence of practical learning has lead to “Skill Gap”. 75% of graduates are coming out to the job market without skill. Interdisciplinary education aims to achieve skill development. The interdisciplinary learning only helps to acquire the ability to deliver goal based education. An Inter disciplinary education equips wide ranging creative and critical thinking augmenting, lateral thinking, analytical reasoning, interpersonal ability, communicative skills, ethical perspectives, cultural literacy and global perspectives. Student should sensitize to socio economic, political and environmental issues building a deeper relation with the world around. Inter-disciplinary pedagogy is a unique strength.

In India, there is a great demand – supply mismatch and it needs more skilled workforce for the expanding economy. The contemporary focus on skill building or skill development in India is derived from the changing demographic profiles in India. According to the psychologist Daniel Goleman, soft skills contribute to a person’s ability to manage him or herself and relate to other people – skills which matter twice as much as IQ or technical skills in job success. Based on the research, seven soft skills have been identified and chosen to be implemented. They are:

i. Communicative skills
ii. Thinking and problem solving skills
iii. Teamwork dynamics
iv. Life-long learning and information management
v. Entrepreneurship skills
vi. Ethics and professionalism
vii. Leadership skills

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 order to bridge the industry academia gap – NSDC (National Skill Development Corporation) 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. Based on state skill gap report – identification of Sectors and job roles.

Skill Development is a shared responsibility of both Government as well as industry. Since industry is one of the major stakeholders, it needs to actively contribute to the cause of skill development. The students are to be trained in such a way that they can choose own way of learning aligning to their own life style. In the race to fight against this technological aggression, speed and flexibility is vital.
National Policy for Skill Development and Entrepreneurship 2015 supersedes the policy of 2009. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centers.

Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aims to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015”, "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)” and the "Skill Loan scheme". The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalyzing the skills landscape in India. It is based on the following pillars:

1. Create large and good quality vocational institute.
2. Reduce risk by providing patient capital. Including grants and equality.
3. To enable the creation and sustainability of support systems required for skill development. This includes the Industry led Sector Skill Councils.

PMKVY is the flagship scheme of the Ministry of Skill Development & Entrepreneurship. The objective is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

Teacher’s professional competencies, Field Competencies - subjects that teachers will teach, Research Competencies gaining the scientific thinking and skills, Curriculum Competencies - theoretical and practical competencies, Lifelong Learning Competencies, cultural motivation, morals, values, beliefs, attitudes, Emotional Competencies - democracy, human rights issues and values, Communication Competencies - the interaction among teachers, students, Information and Communication Technologies (ICT) Competencies - tools and technical equipments for manipulate, disseminate information and communicate.

Higher Education Performance

How is higher education doing in developing the skills of critical thinking, complex analysis, and writing? Over the past decade higher education has made substantial progress in its ability to assess the skills of students in these areas. A significant part of this progress has come from the Council for Aid to Education (CAE) through its development of the Collegiate Learning Assessment (CLA) test instrument. This instrument measures skills in critical thinking, complex analysis, and writing. Many skills are useful in work and in considering how to live. However, skills to think critically, to solve complex problems, and to write are fundamental to success in work and in making and executing the many decisions that constitute how a person lives.

Challenges:

1. Job creation for skilled youth is also a major challenge before the nation. Entrepreneurship based on innovation has immense growth potential. However, the number of local entrepreneurs emerging every year in India is very low. The Global Innovation Index 2014 ranks India 76 out of 143 countries.
2. The key challenge here is to increase their participation in the country’s labour force, which is directly linked to economic growth of the country. Census data has revealed that there has been a continuing fall in labor force.
3. One of the biggest challenges of skill development in our country is that 93% of the workforce is in informal/unorganized sector. Consequently it is difficult to map existing skills in the unorganized sector and
gauge the skilling requirement in the sector. On the other hand, the rate of job growth in informal sector is estimated to be twice that in formal sector.

4. Counseling and guidance have emerged as the biggest challenges in the skill space today.

**Hurdles:**

1. Broadband connection
2. Quality teaching in Higher Education
3. Acquiring Gender skill, need more balanced teaching
4. The changing social framework
5. University follows a standard model; they have not developed and compete with international model.
6. Accreditation and evaluation procedures
7. Research based teaching, promote student mobility
8. International comparability and widen international competitiveness

**Conclusion**

To live up to the challenge of globalization, which is in line with an era of an informational economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. Thus, the development of human capital is important and necessary since it drives the nation to crystallize its vision and mission. Without quality human capital, a nation will be weak with no human factor that is capable to embark on new initiatives and perspectives.

The education is fundamental to all-round human development. 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. For Special focus will be laid on youth who do not wish to continue with school or higher education so that they are provided skills for other sustainable livelihood options.

1. State Governments would be encouraged to setup Kaushal Vardhan Kendras (KVKs) at panchayat level for mobilising and imparting skills pertaining to local employment/livelihood opportunities to school drop-outs, adolescent girls, housewives and rural youth.
2. Government believes that inability to pay training fees should not stop any citizen in the country from acquiring certified skill training. Government will promote grant of scholarships, rewards and Skill Vouchers (SV) for funding of training costs. All desirous candidates would be able to access credit for all certified NSQF aligned skill development programmes through targeted Skill Vouchers (SVs), which will be linked to their Aadhaar and their Jan Dhan Account or bank account.
3. Government attaches high priority to socio-economic growth of rural areas since India lives in her villages. Adequate focus will be given to youth from deprived households by establishing skill development centers in areas which are underserved.
4. Government will allow flexibility in various skill schemes to address special needs of various sections of society through innovative models within the overall architecture of the scheme.
5. Skill training will be aligned to specific requirements of the community and local ecosystem. Training in non-traditional fields for women will be promoted through the establishment of specific training programmes that focus on life skills training modules and literacy training.
6. Women related issues will be incorporated in the guidelines for skill training procedures.

**Suggestions:**
1. Seminars, workshops, role play live projects, experimental demonstration and continuous assessment are the inherent tools.
2. Integration of skill development and education is essential for skilling to take wings.
3. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on
4. Higher education is a dedicated time within which we strive to acquire these skills on an accelerated basis through training.
5. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort.

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USE OF ICT TO SKILL TRAIN LOCAL BAKERS TO PROMOTE NUTRITIONALLY ENRICHED GOAN BREAD (PAO)

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Abstract:
Undernutrition is a global problem affecting large numbers of the world’s population and for which there is no ready solution in the foreseeable future. With the existing political, social and economic barriers and unfavorable balance between food production and population growth, eradication of malnutrition over a given time-frame look difficult. With the gradual control of communicable diseases from the developing world, malnutrition is and will remain as the most formidable national problem for most of the developing countries, and a matter of serious concern for the world community. Major causes of Undernutrition (malnutrition as it may be commonly referred to as in developing countries) include poverty and food prices, dietary practices and agricultural productivity. (Bagchi, 1986)

Bread is consumed by most of the population in Goa and its nutritive value can be increased by incorporation of inexpensive and readily available local vegetables. These are also rich in nutrients like carotenoids, iron, calcium, ascorbic acid and other minerals. But many of these are not consumed due to lack of knowledge and awareness.

For dietary modification, nutrition education for communication to improve practices related to consumption of available plant foods is a suggested method among many others (Nambiar, 2006). Dissemination of knowledge for skill development and for enhancing nutrition in our day to day life using Audiovisual aids is a method that can save on labour cost required for skill training and can be therefore used as an efficient method for skill development training.

Objectives: The objectives of the study were to incorporate local bread (Pao) with local green leafy vegetables i.e. Drumstick leaves to enhance its nutritive value and to impart skill training to local bakers on modification of the bread with local green leafy vegetables using a demonstration video developed as part of the study.

Methodology: For this purpose, drumstick leaves powder was made using fresh, green, undamaged leaves, separated from stalks and washed thoroughly in water to remove all dirt particles. The leaves were dried completely in 60°C oven for 4-5 hours, crushed and stored in air-tight containers.

Table 1: Nutritive value of drumstick leaves per 100g

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moisture</td>
<td>75.9g</td>
</tr>
<tr>
<td>Protein</td>
<td>6.7g</td>
</tr>
<tr>
<td>Fat</td>
<td>1.7g</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>12.5g</td>
</tr>
<tr>
<td>Energy</td>
<td>92kcal</td>
</tr>
<tr>
<td>Calcium</td>
<td>440mg</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>70mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.85mg</td>
</tr>
</tbody>
</table>

(Source: C. Gopalan, 2010)

Standard bread (no-time dough method) recipe described by culinary expert Thangam Philip (2010) was used for standardization. Standard recipe (containing not so nutritious refined wheat flour) was then substituted and modified with whole wheat flour and drumstick leaves in a series of trials to obtain 2 modified products (D1 - drumstick leaves + onion seeds and D2 - drumstick leaves + garlic).
All the ingredients were procured from the local markets whereas the drumstick leaves were obtained free of cost from the kitchen garden.

Table 2: Ingredients used for the Standard and Modified Breads

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Products</th>
<th>Refined wheat flour</th>
<th>Whole wheat flour</th>
<th>Sugar</th>
<th>Yeast</th>
<th>Oil</th>
<th>Salt</th>
<th>Water</th>
<th>Drumstick leaves</th>
<th>Garlic</th>
<th>Onion seeds</th>
<th>Gingelly seeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Bread (D)</td>
<td>100g</td>
<td>Nil</td>
<td>10g</td>
<td>4g</td>
<td>2g</td>
<td>2g</td>
<td>70-80ml</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Modified Bread D1</td>
<td>Nil</td>
<td>100g</td>
<td>10g</td>
<td>3g</td>
<td>2g</td>
<td>2g</td>
<td>70-80ml</td>
<td>10g</td>
<td>Nil</td>
<td>10g</td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td>Modified Bread D2</td>
<td>Nil</td>
<td>100g</td>
<td>10g</td>
<td>3g</td>
<td>2g</td>
<td>2g</td>
<td>70-80ml</td>
<td>10g</td>
<td>6g</td>
<td>Nil</td>
<td>1g</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: Flow Diagram of method used for the Standard (D) and Modified Breads (D1 and D2)

Calculation of nutritive value of the products: Nutritive value was calculated (Carbohydrates, Proteins, Fats, Calcium and Iron) using Nutritive Value of Indian foods given by C Gopalan, B.V. Ramashastri and S.C Balasubramanian

Sensory evaluation was done using 20 panelists (staff and students): by using composite scoring card.
Results And Discussion

i. Calculation Of Nutritive Value Of The Enriched Breads

Nutritive value calculated (Carbohydrates, Proteins, Fats, Calcium and Iron) using Nutritive Value of Indian Foods given by C Gopalan, B.V. Ramashastri and S.C Balasubramanian showed the following results:

Table 3: Nutritive value of standard bread D (per 100g)

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Amount (g)</th>
<th>Energy (kcal)</th>
<th>Carbohydrates (g)</th>
<th>Proteins (g)</th>
<th>Fats (g)</th>
<th>Calcium (mg)</th>
<th>Iron (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>refined wheat flour</td>
<td>100</td>
<td>348</td>
<td>74</td>
<td>11</td>
<td>0.9</td>
<td>23</td>
<td>2.7</td>
</tr>
<tr>
<td>yeast</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>sugar</td>
<td>10</td>
<td>40</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>1.2</td>
<td>0.01</td>
</tr>
<tr>
<td>oil</td>
<td>2</td>
<td>18</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>salt</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>water</td>
<td>70-80ml</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>197g</td>
<td>406</td>
<td>84</td>
<td>11</td>
<td>3</td>
<td>24.2</td>
<td>2.7</td>
</tr>
<tr>
<td>total per100g</td>
<td>100g</td>
<td>203</td>
<td>42</td>
<td>5.5</td>
<td>1.5</td>
<td>12.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Table 4: Nutritive value of modified bread- D1 (per 100g)

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Amount (g)</th>
<th>Energy (kcal)</th>
<th>Carbohydrates (g)</th>
<th>Proteins (g)</th>
<th>Fats (g)</th>
<th>Calcium (mg)</th>
<th>Iron (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>whole wheat flour</td>
<td>100</td>
<td>341</td>
<td>69.4</td>
<td>12.1</td>
<td>1.7</td>
<td>48</td>
<td>4.9</td>
</tr>
<tr>
<td>yeast</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>sugar</td>
<td>10</td>
<td>40</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>1.2</td>
<td>0.01</td>
</tr>
<tr>
<td>drumstick leaves</td>
<td>10</td>
<td>9.2</td>
<td>1.3</td>
<td>0.7</td>
<td>0.1</td>
<td>44</td>
<td>0.1</td>
</tr>
<tr>
<td>onion seeds</td>
<td>10</td>
<td>35</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>oil</td>
<td>2</td>
<td>18</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>salt</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>water</td>
<td>70-80ml</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>gingelly seeds</td>
<td>1</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>449</td>
<td>81</td>
<td>12.8</td>
<td>4</td>
<td>108</td>
<td>5</td>
</tr>
<tr>
<td>total per100g</td>
<td>100</td>
<td>224</td>
<td>41</td>
<td>6.4</td>
<td>2</td>
<td>54</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Table 5: Nutritive value of modified bread-D2 (per 100g)
The modified products D1, and D2 were high in calcium content compared to standard bread D. The iron content of standard D was lower than that of all the modified products. The developed products were good sources of energy, carbohydrates and proteins.

![Graphical representation of iron and calcium content of drumstick bread.](image-url)

Figure 2: Graphical representation of iron and calcium content of drumstick bread.
ii. Sensory Evaluation: Results of sensory evaluation of drumstick bread done using composite scoring card are as below:

Table 6: Average scores for sensory evaluation of Drumstick bread

<table>
<thead>
<tr>
<th>Colour</th>
<th>Texture</th>
<th>Taste</th>
<th>Odour</th>
<th>Overall Acceptability</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Scores</td>
<td>15</td>
<td>20</td>
<td>30</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>D</td>
<td>11.7</td>
<td>14.6</td>
<td>22</td>
<td>11.6</td>
<td>75.3</td>
</tr>
<tr>
<td>D1</td>
<td>11.6</td>
<td>14.7</td>
<td>19.7</td>
<td>11.3</td>
<td>73.3</td>
</tr>
<tr>
<td>D2</td>
<td>11.2</td>
<td>16.1</td>
<td>21</td>
<td>11.8</td>
<td>76.6</td>
</tr>
</tbody>
</table>

Figure 3: Graphical representation of average scores of sensory evaluation of Drumstick bread

The total average score for Standard (D) was 75 out of 100 and for modified bread D1 it was 73 while for modified D2 it was 76.

iii. COSTING: The cost of the developed products was calculated as follows:

Table 7: Costing of Drumstick bread

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Cost in (Rs)</th>
<th>Amount used (g)</th>
<th>Cost (Rs) of D</th>
<th>Cost (Rs) of D1</th>
<th>Cost (Rs) of D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refined wheat flour</td>
<td>30/kg</td>
<td>100</td>
<td>---</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Whole wheat flour</td>
<td>45/kg</td>
<td>---</td>
<td>100</td>
<td>100</td>
<td>---</td>
</tr>
<tr>
<td>Yeast</td>
<td>50/kg</td>
<td>3</td>
<td>100</td>
<td>0.12</td>
<td>0.12</td>
</tr>
<tr>
<td>Sugar</td>
<td>35/kg</td>
<td>10</td>
<td>10</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Oil</td>
<td>50/420g</td>
<td>2</td>
<td>2</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Salt</td>
<td>15/kg</td>
<td>2</td>
<td>2</td>
<td>0.03</td>
<td>0.03</td>
</tr>
<tr>
<td>Water</td>
<td>-</td>
<td>70-80</td>
<td>70-80</td>
<td>70-80</td>
<td>---</td>
</tr>
<tr>
<td>Drumstick leaves</td>
<td>-</td>
<td>---</td>
<td>10</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Onion seeds</td>
<td>200/kg</td>
<td>---</td>
<td>10</td>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td>Garlic</td>
<td>80/kg</td>
<td>---</td>
<td>6</td>
<td>---</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>187</td>
<td>207</td>
<td>209</td>
<td>3.6</td>
</tr>
<tr>
<td>Total per 100g</td>
<td>-</td>
<td>2</td>
<td>3.4</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

The costing was done per 100 g of product and it was found that the cost of 100 g of D, D1 and D2 bread was Rs 2/-, 3.4/- and 3/- respectively. The slightly higher cost of bread D1 was due to the cost of onion seeds used in the product which was reasonable as compared to the local Pao cost.

The shelf life of all the products were determined by storing in air tight containers.
The products were placed in air tight containers and had the shelf life of maximum 2 days under room temperature and after which the quality of the bread started deteriorating.

A video (ICT) demonstrating the development of the enriched bread D1 and D2 was developed with the purpose of using it as a teaching aid. This video was shown to local bakers (Commercial and home bakers) to skill train them on incorporation of indigenous vegetables like drumstick leaves into the local Goan Bread (Pao) as means of alleviating micronutrient deficiencies and to help spread the information in an easy and systematic manner. Feedback received from the bakers who were shown the video as a teaching aid was positive and motivating as follows:

1. The drumstick bread recipe provides a nutty & delicious, whole grain bread. It is also a natural way to incorporate the benefits of drumsticks into your daily life. The end product is whole wheat based which is healthy and the ingredients used in it like drumsticks are rich source of micronutrients.
2. Fortified bread recipe is a very effective product.
3. Good initiative to combat a micronutrient deficiency since it (Pao) is commonly consumed in Goa
4. Will be a better option for people with calcium deficiency instead of refined bread
5. Iron rich drumstick leaves used in this bread will help to deal with anemia in young girls.
6. Goan bakers need to be aware of this innovative product so that it can brought into a market soon
7. This video will help to an great extent to teach breadman/bakers about the importance of this product
8. Product is good- It has more fiber now and calcium
9. Nutritive value is improved and Appearance of texture is good-Which makes it a more better option to consume
10. As it is (drum stick powder) incorporated in a dish which is daily consumed, I think it should taste well and also overcome micronutrient deficiencies

Limitations and Suggestions
- Strong odour of product was not well accepted by some of the panelists during sensory evaluation.
- Further modifications can be made to improve the shelf life of the products.
- The odour of the product can be further modified to make it more appealing.

CONCLUSION
Promoting incorporation of indigenous vegetables like drumstick leaves etc. into diets in India and other countries could go a long way towards not only alleviating micronutrient deficiencies, but also towards the development of functional foods for several chronic degenerative disorders. These efforts could also be an additional source of income generation, employment and exports providing a viable alternative to imported food supplies to treat malnutrition in poor countries. As bread is consumed by most of the populations, its nutritive value can be increased by incorporation with various seasonal local vegetables which are inexpensive and are readily available. This can help to decrease the rate of malnutrition among poor people. Development of a video as a teaching aid for this purpose would be a stepping stone to make the task easier, cost effective and more efficient.

References
2. C. Gopalan et.al (2010), Nutritive Value of Indian Foods: Indian Council of Medical and Research, Hyderabad, India.
IMPACT OF ‘SPOKEN TUTORIAL VIDEOS’ ON BREASTFEEDING EDUCATION AMONG UNDERGRADUATE STUDENTS

Naik Varsha, Assistant Professor, Goa College of Home Science
Dalal Rupal, Pediatrician & Director of Health, Shrimati Malati Dahanukar Trust
Tony Bella, Senior project manager, Health and Nutrition team, Spoken Tutorial project, IIT Bombay

Introduction
Breastfeeding provides unmatched brain-building benefits giving the healthiest start to life and has great impact on childhood as well as in adulthood in health promotion and disease prevention (2). Studies show that many mothers lack support they need to meet the demand of exclusive breastfeeding (EBF) recommendation (2, 11). The overall awareness about infant feeding practices such as early initiation of breastfeeding and feeding of colostrum among mothers were found to be low in rural villages of Goa despite having quality antenatal and neonatal services (8). An early breastfeeding education intervention may remarkably improve overall knowledge and help to clarify any misconceptions (17). Breastfeeding promotion strategies that target pregnant women during the perinatal period may be delivered too late, as culturally influenced attitudes, beliefs and perceptions of breastfeeding may already be established (6). Infant feeding preferences are already being formed while many non-pregnant adolescents/adult girls are in the educational institutes (11). The indicators of Breastfeeding are still not satisfactory in India. According to NFHS-4 (2015-2016) data, only 41.6% children are breastfed within first one hour and EBF seen in 54.9% .

Breastfeeding goals should usually be shaped prior to conception, often as early as adolescence to ensure they receive accurate information from which they may make informed decisions regarding future infant feeding (16). Thus strengthening capacity of every girl on beneficial maternal practices prior to conception by imparting skills and knowledge on breastfeeding using culturally appropriate effective training can help achieve the target. This study was conducted to determine the impact of Spoken Tutorial Videos (STVs) on breastfeeding education among undergraduate students.

Objectives
College curriculum may be an appropriate setting to provide breastfeeding information to girls. Restricted number of lecture hours and other factors may be a barrier to conduct demonstrations on breastfeeding skills, thus calling for effective and innovative methods of knowledge enhancement. According to Center for Disease Control and Prevention, the percentage of breastfed babies has increased by about 10% in the last decade to about 81%. It could be partly due to the education efforts to inform families about the benefits to mother and baby by health care functionaries (3).

WHO (2017) suggests interventions to target both knowledge and practice of key behaviors through training and counseling to correct faulty concepts and equip the individuals with ability to make judicious choices (10). Action on improving skills and practices of every girl, women, pregnant and lactating mothers is critical to ensure promotion of optimal feeding practices. Various studies have shown positive effect on the association of education and successful breast feeding (7). Information and Communication Technologies (ICT) is counted as a personal education in which the learners can achieve target goals and in fact, learn how to learn as learning continues in the whole life (1, 9). Electronic education is the most important application of ICT put forward in forms of open online learning through computer based, web based and closed online learning (13). Increasing development of access to appropriate electronic education has opened a new prospects for educational institutes.
and helps fulfillment of quality of education including student based learning, lifelong learning, active learning, interactions in learning and multimedia (12).

Very few studies have been conducted on the effect of electronic education especially in Goa. The objective of this study was to evaluate the impact of STVs on breastfeeding education as an intervention among undergraduate students in Goa on knowledge enhancement and confidence in breast feeding skills.

**Methodology:**

The present study used a quasi-experimental design. Purposive sampling was used to draw a convenience sample of 76 undergraduate girl students of Homescience, Nursing and Paramedical course. They were divided equally in control and experimental groups after a pretest on knowledge assessment. Inclusion criteria required participants to have basic knowledge on breastfeeding, should know English and willingness to participate.

All the breastfeeding educational interventions were delivered using lecture method with non-projected aids in control group (Non STVs group) and STVs in experimental group. Each session was of approximately of 10-20 minutes duration. The topics included Breast crawl, Cross cradle hold, Football hold and Laid back hold for Breastfeeding, Latching, Physical Methods to increase breast milk output, Breast and Nipple conditions with subcategories related to importance and benefits of breastfeeding, contents of breast milk, physiology of breast milk production, signs to know infant is getting enough milk, common problems, feeding cues, frequency and skin-to-skin contact. Discussion method was also used to increase student engagement in both groups.

A Spoken Tutorial (ST) is a 10 minute long audio-video tutorial, created through screencast technology. Novice check of the script before creation of an ST makes it suitable for self-learning, it can be used offline, is easy to translate and dub into many languages. STs on correct and effective techniques of Breastfeeding can make it easy for students and new mothers to easily understand important aspects of breastfeeding, thus can be used for skill training. Any electronic media can be kept in full readiness, students can copy STVs, create a zip file and self-learn at leisure. Although colleges in India have access to internet, most are unable to provide it in all their computers, hence an offline image creation application can prove effective (15).

The data on personal information, breastfeeding pre and post knowledge scores, confidence with regard to various topics of breastfeeding, and breastfeeding intention was elicited.

Breastfeeding knowledge is defined as an individual’s basic understanding of the importance, physiology and mechanism of breastfeeding as a natural biological human process (5). A structured closed ended questionnaire comprising 42 multiple choice questions carrying one mark each for correct response was used to determine pre and post knowledge test on breastfeeding. Students were approximately equally divided based on scores as control (Non STVs) and experimental groups (STVs) after a common pretest. Post test was conducted two days after the educational intervention. A rating of excellent (≥80%), very good (≥70%), good (≥60), average (≥50%), poor (≤50%) based on the scores in percentage was used.

**Breastfeeding confidence and intention**—Breastfeeding intention is defined as a participant’s consideration to “exclusively breastfeed (EBF)” or “breastfeed in any amount” in the future. Breastfeeding confidence on various topics in both groups was also determined using a six point scale.

**Data Analysis**

Results were analyzed using SPSS Statistical software (v.22). A p value < 0.05 was considered as statistically significant. Descriptive analysis was conducted to calculate percentages, mean and standard deviation. Mean breastfeeding knowledge scores were analyzed using two-tailed Paired t-test. Content analysis was used to analyze responses to open ended question regarding students’ intention.

**Results and Discussion**
The mean age of undergraduate students was 18.46 (age range 18-20yrs). Table 2 below indicate the demographic details.

### Table 1: Study Participants’ Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>n=76 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (years)</td>
<td></td>
</tr>
<tr>
<td>18,19,20</td>
<td>34.21%, 52.63%, 13.16%</td>
</tr>
<tr>
<td>Spoken language at home</td>
<td></td>
</tr>
<tr>
<td>Konkani/ English/ Other</td>
<td>52.63% /34.21% / 13.16%</td>
</tr>
<tr>
<td>Undergraduate Class</td>
<td></td>
</tr>
<tr>
<td>F.Y.BSc/ S.Y.BSc/ T.Y.BSc</td>
<td>34.21%, 52.63%, 13.16%</td>
</tr>
</tbody>
</table>

A significant increase in mean knowledge scores was shown in both groups post intervention (n=38; p<0.001) indicating the effect of both methods and are in accordance with findings of Fariba et al,2014. Paired t-test and independent t-test showed a significant difference in knowledge scores pre and post intervention in both groups (P=0.002), with change in knowledge score being 58% more in experimental group than control group (118% VS 57% increase of knowledge score). The results are consistent with other studies that found significant increase in breastfeeding knowledge (4,16) after adolescents were exposed to school-based interventions. Student’s future intention to EBF increased from 39.47% at pretest to 78.96% post watching STVs as compared to control group(39.47% to 52.63%) . However, there were no significant differences in their intentions to practice any breastfeeding (exclusive and combination feeds) in both the groups (73.7% and 71.05% at pretest compared to 78.94% and 81.57% at post-test; p=0.55) however positive effects on perceptions toward breastfeeding later in life was seen among students in experimental group. Knowledge and intention are known to impact breastfeeding initiation and continuation rates (6,11). A small increase in number of infants who receive exclusive breastfeeding on a population wide scale can make substantial improvements in their nutritional status. Providing this information on a population-wide scale may prove to increase future EBF rates.

### Table 2: Pre and Post Knowledge Scores on breastfeeding.

<table>
<thead>
<tr>
<th>Knowledge Score</th>
<th>Groups</th>
<th>NonSpoken Tutorial Videos (NSTVs)</th>
<th>Spoken Tutorial Videos (STVs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest n=38(100%)</td>
<td>Post test n=38 (100%)</td>
<td>Pretest n=38(100%)</td>
</tr>
<tr>
<td>Excellent (≥80%)</td>
<td>0</td>
<td>15(39.48)</td>
<td>0</td>
</tr>
<tr>
<td>Very good (≥70%)</td>
<td>0</td>
<td>13(34.21)</td>
<td>0</td>
</tr>
<tr>
<td>Good (≥60),</td>
<td>17(44.74)</td>
<td>10(26.31)</td>
<td>17((44.74)</td>
</tr>
<tr>
<td>Average (≥50%),</td>
<td>9 (23.68)</td>
<td>-</td>
<td>9(23.68)</td>
</tr>
<tr>
<td>Poor (≤50%)</td>
<td>12(31.58)</td>
<td>-</td>
<td>12(31.58)</td>
</tr>
</tbody>
</table>

Findings revealed that 82.79 % were very confident and 13.16% were confident with the information and skills imparted through STVs whereas only 68.42% were very confident among control group as seen in table 3 below, 92.11% strongly agreed that STVs were good for self-learning and 94.73% reported that 10-13 minutes of tutorial was appropriate.

### Table 3: Confidence level of breastfeeding among students

- 82.79 % were very confident
- 13.16% were confident
- 68.42% were very confident among control group
- 92.11% strongly agreed that STVs were good for self-learning
- 94.73% reported that 10-13 minutes of tutorial was appropriate.
Participants feedback (n = 38) in both the groups was positive. Students (73.7%) indicated they felt better informed about content related to breastfeeding in the experimental group as compared to control (52.63%). Most students were receptive to various formats of communicating the material viz; powerpoint slides and lecture with open discussion in control group, however they suggested including additional videos. All the participants found contents helpful, interesting and presentation of information in an engaging manner in the experimental group. The tutorials were self-explanatory and that the illustrations helped in better understanding of the contents was strongly agreed by 92.10% and 94.73% of students respectively. However both the groups strongly agreed of having acquired new knowledge about breastfeeding / maternal nutrition. The pace of the tutorial was found to be appropriate in the experimental group, however the length of tutorial was found to be short by 55.26 % students whereas 44.74% found it to be appropriate. These findings suggest that breastfeeding educational intervention using STVs can positively impact breastfeeding knowledge and suggest that a single session using videos may potentially increase girl student’s future intentions to EBF. Furthermore, feedback indicated that STVs can be watched as and when needed to reiterate skills and are suitable for self-learning .This type of ICT approach can have a better impact on the teaching learning process.

**Conclusion**

Goa has made remarkable progress in the health care sector. Study findings indicate that overall awareness on breastfeeding and infant feeding practices are low to the current recommendations(8). Manner in which breastfeeding topics are addressed may determine how a mother will feel about the recommendations (3). Strategies are needed to help teachers /trainers feel comfortable recommending adult girls initiate breastfeeding later as mothers and provide knowledge and address specific concerns to make informed decision to achieve the best breastfeeding practices on a regular basis (4,17).ICT is viewed as a major tool for building knowledge societies (1,5).Audio visual is a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information.Enhancing breastfeeding skills of young adult girls who are the future mothers and delivery channels on promotion of breastfeeding through training and appropriate tools with easy to follow spoken tutorials prepared with experts and international research can enable them to bring behavioral, attitudinal and skill changes . Spoken Tutorials on correct and effective techniques makes it easy for students and new mothers to easily understand and grasp important aspects of breastfeeding and thus can be used for skill training. They can be made mandatory in the existing choice based curriculum for all the college
girl students to empower them and enhance their knowledge on breastfeeding skills and improve the extent of future breastfeeding, which has the potential to greatly reduce malnutrition. College authorities should have no difficulties in incorporating these tutorials even in local languages in the curriculum as no financial decision has to be made being free of cost.

**Limitations**
The overall sample size was small and may not be generalizable as the effects were measured in only a convenience sample. Thus it is recommended that future studies should focus on a broader sample of varied students. Nevertheless, this study enabled us to identify issues related to feasibility and acceptability which can be addressed in future study.

**Acknowledgement**
The authors acknowledge the contribution by Prof. Moudgalya Kannan, Principal investigator, Spoken Tutorial project, Dept. of Chem. Engg., IIT Bombay and the entire team of IIT under MaaaurShishuPoshan Project.

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ENHANCEMENT OF PROFESSIONAL GROWTH THROUGH DEVELOPMENT OF APPLIED WRITING SKILLS AMONG B.ED. TEACHER TRAINEES - A PERSPECTIVE.

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Introduction:
India is a country of largest population in the world. A huge Human Resource is available in our country. Especially the 40% youth is present in our India and Government of India took steps to provide adequate training to youth and develop necessary skills among youth. In 2009 the Indian Government formulated national skill development policy. The states the roles and responsibility of stakeholders which including Government, Civil Society, NGO’s, Industry, Trade Unions, local Governments, Educational Institutes and skill academies. The role and responsibility of Educational institutes towards skill development is very important in globalization. For development of skills in educational institutes, first, we have to train to teachers. Then these teachers can transmit or develop skills among students. The Researcher is trying to study about which applied writing skills are required to implement curricular activities in school. Teaching is a basic role of teachers, but apart from teaching they have to play various roles in school. These skills can make effective identity of teachers in school premises as well as enhance the growth of profession.

Meaning, Concept of Applied writing skills among Teacher Trainees:
It can be defined skillsets based on the roles of teachers apart from teaching. Applied writing skills means these skills, which are helpful in co-curricular and Extra-curricular activities organized in schools effective implementation of activities organized by school as well as to enhance the profession growth of teachers. These skills are as follows:

1. Script Writing for Anchoring
2. Letter/Application Writing Skill
3. Attractive Black Board Writing Skill
4. Programme Schedule/Agenda writing skill
5. News writing skill
6. Advertise Writing Skill etc.

These skills are required among teacher trainees as per the suggestion of Experienced School Principals, Headmasters, Supervisors, and Teacher from various schools as well as professors who are teaching in training colleges.

Need and Importance applied writing skills for teacher trainees:
The Future teachers are getting training about teaching in various teacher training colleges. But apart from the teaching they have to conduct various Co and Extra Curricular activities in schools. So to conduct these activities effectively they have to achieve and command over skills different than teaching. There are N’ numbers of activities conducted in schools. In these activities teachers have to play different roles. And, whenever the roles are changing the more and different skills are required.

Applied writing skills are required at the time of organization and implementation of co-curricular and Extra-curricular activities. Every Schools Year plan is always full of various activities and programme. To implement these programmes effectively following applied writing skills are useful for effective results apart from teaching. Eg. Schools are celebrating various days, Festivals, Cultural activities, Sports activities etc. at that time teachers require special skills for their written presentation like attractive Black Board writing, calligraphic...
mode, prepare a programme schedule, to write invitation letters, report writing skill, anchoring, script writing skill, to send a news of programme in newspaper, to prepare a advertise for school admission and other innovative activities done by school etc.

So, for the development of the applied writing skills among the future teachers, researcher collected the data regarding, which skills are actually required by experienced teachers and which skills are helpful to enhance the profession growth of teachers.

Statement of the Problem:
Enhancement of Professional Growth through development of applied writing skills among B.Ed. Teacher Trainees - A Perspective.

Objectives of the Study:
1. To prepare a checklist based on types of applied writing skills.
2. To check the need of applied writing skills among teachers in school.
3. To prepare the result based on collected data and suggest need of research on development of applied writing skills among future teachers.

Operational Definitions:
Applied writing Skills:
The applied writing skills are those skills which are mostly required for effective implementation of co-curricular and extra-curricular activities are organized in school. These skills are apart from teaching skills and also these skills are helpful to enhance the personality of teachers as well as the growth of teaching profession. i.e. Script Writing for Anchoring, Letter/Application Writing Skill, Attractive Black Board Writing Skill, Programme Schedule/Agenda writing skill, News writing skill, Advertise Writing Skill etc.

Assumption of the study:
1. B.Ed. Teacher trainees have needed to develop these skills in their profession.
2. Experienced Teachers has need of these skills for effective implementation of various activities.
3. These skills are helpful to enhance the professional growth of Teachers.

Delimitations of this study:
1. 20 Schools are selected for data collection.
2. For the Academic year 2015-16
4. Activities organized under the curriculum of various Secondary schools.
5. Mostly required applied writing skills while organizing activities in schools.

Research Methodology of the Study:
For this research Survey Methodology is used to find out the highly required applied writing skills among teachers.

Research Design:
Research design is the blueprint of the study which enables researcher to achieve the goal for this research study single group design is used.

Population of the study:
Population of the present research study consists to teachers of selected 20 schools in Pune District.

Sample and Sampling Method of the Study:
The multistage Sampling Method is used to select the schools from Pune District. Out of 14 Tehsil, Haveli Tehsil and the schools are selected based on convenient sampling method. Each school 5 teachers are selected based on purposive sampling method.
Research Tool:
Researcher prepared a Check list based on applied writing skill. These skills are mostly used in implementation of various school activities. This check-list is used for survey.

Preparation of Tool:
The check-list is prepared based on applied writing skills to get the responses from teachers in sequence on the basis of use of these skills from Teachers in various activities organized by schools. Researcher took guidance from School Headmasters, Supervisors, Teachers and Experts in Applied Writing skills.

Collection of Data:
Researcher has given the check-list to teachers, Headmasters and Supervisors to receive the data regarding mostly useful applied writing skills by their teachers while conducting various co and extra-curricular activities by schools. Out of 100 teachers responses through the check-list are as follows:

TABLE NO. 01

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>METHODOLOGY</th>
<th>No. of Teachers</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Survey</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The Figure 01 shows the Sample of the present survey which consist 100 teachers form selected school to collect the data from 20 schools from Haveli Tehsil, District Pune.

TABLE NO. 02

Responses Of Teachers Regarding Importance Of Applied Writing Skills Mostly Used In School Activities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Applied Writing Skills</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Script Writing Skill for Anchoring</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>Formal Letter Writing Skill</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>3</td>
<td>News Writing Skill</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>4</td>
<td>Advertising Skill</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>5</td>
<td>Program Agenda Writing Skill</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>6</td>
<td>Attractive Black Board Writing Skill</td>
<td>18</td>
<td>90%</td>
</tr>
</tbody>
</table>

Graph O1
Responses Received From School Teachers

Observation and Interpretation:
The above graph is showing that the schools are mostly required above applied writing skills among their Teachers. These skills are required in percentage as above. Teachers gave maximum importance to Attractive Black Board Writing Skill, Programme Agenda Writing Skill i.e. 90%.

Teachers had given 80% importance for News writing Skills and Advertisement writing skill. Teachers had given 75% importance for Formal Letter Writing Skill out of 100 percent. Teachers had given 70% importance
for Script writing skill for Anchoring out of 100 percent. The above applied writing skills are mostly required in school activities to implement co-curricular and Extra-curricular activities.

**Major Findings:**
1. The Schools have need of teachers with applied writing skills.
2. School Teachers are demanded these applied writing skills are required to develop among B.Ed. Teacher-trainees.

**Conclusion:**
The school teachers are expecting that these applied writing skills are very important to develop among teacher trainees. So the Teacher training colleges have to take special efforts to develop these skills among trainees.

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CHALLENGES & OPPORTUNITIES FOR SKILL DEVELOPMENT IN HIGHER EDUCATION

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The Indian economy grew at an advanced rate of 7.6% pa in the quarter of January – March 2018, thereby making it a fastest economy to grow. India’s demographic profile is helping the country to aim for an accelerated economic growth. India is expecting a huge growth in the labour market by having 64.8% of the population as the working population as working force. It gives a lot of benefit to the country in the labour market.

Most of the economies in the world are being aged drastically or dramatically, their contributions adding to the global workforce will be reduced to a great extent. While, India will be an exception to it, with a major dominance in the global workforce in the year to come. Our country will be enjoying its dominance in terms of providing the surplus skilled labour force to the world. It is stated that by 2020 world is going to face the shortage of skilled force as we become the provider of the rest of the world. As it has been expecting that approximately the world needs 47 million people to work across the working sector. It is the golden opportunity to translate our weakness of growing or surplus labour into the creative force. It is precious that directs to identify the challenges & opportunities.

And it is the system of educating the masses that translates the weakness into strengths and opportunities. But unfortunately in India the condition of the higher education is sombre one due the confused state of the statesmen who always play as the game of change minding the demography as the arithmetic calculation of the voting. Confused minds confuse the followers. State and the centre are not looking interested to invest huge amount of budget over it result in the bottle necked route to accomplish the higher education. The centre & state governments have been paving the foreigners to invest in higher education. Even today in our society no world standards either state or national university or institution that been listed as the world list. Alas! to face the financial deficit at the same time to compete with the world standards as with the foreign universities as the tight rope walking scene in the society. Minding all these anomalies it is necessary to overcome these impasses within the purview on time. After overcoming these anomalies to face the problem of privatization that directly affecting the creativity of the employees as well as the exploitation of the stakeholders. In order to stop all these anomalies one has think over these things that may appeal the domestic and foreign investors to impart the higher education. Only way before the investors is to avail the trained manpower to give the constructive and creative education.

Eat local & think global is a rhetoric in India while real in the world. Unfortunately we don’t have a unique uniform education policy particularly in terms of Higher Education. Because the responsibility of imparting it is in the Indian Concurrent Lists where there is a tug of war in assuring or ensuring it reasons are different due to the diverse nature of the society. To overcome the problem is the biggest challenge before the state. As a result education in the ditch. In terms of the Higher education the policies of the State are not constant due their ideological differences as regional, emotional, rational, lingo, communal or all sundry etc.

Still really or rhetorically India has been shaping & revising the educational policies in case of syllabus & exam pattern. As a result, dilemma into the minds of all the stakeholders to decide it as a skilful of scopeful. As we insist on skilful it alludes the scopeful. In this way Govt. India fails to comply with the skill & scope. The MHRD governs the Educational & Vocational Training in India through elementary, secondary, & higher education. The Universities & Colleges irrespective of the public or private sectors trying to impart the skilful education via semester & CBCS pattern. The functioning of both the education Universities and colleges and the
polytechnic University and colleges regulated by the UGC. It would grant funds to ascertain and ensure the common standards in the educations institutions. The technical institutes in our country are regulated by the AICTE.

Generally, challenges & opportunities are the twin no one can bifurcate them. While addressing the opportunities, challenges appear vividly, it means that to cope with the opportunities due to unpredictable challenges, it fails, since the neo liberal policies in India as India has been trying to produce the skilful aspirancies among the masses, in some extent possible or catchy outward perspectives but due to application of Higher Education once again masses crying to revise as crying gets ready to revise the syllabic & exam patterns. In India since education is treated as the means of ethics. Ideological differences made differences as communal ones, one is advocating the system of education primarily based on the Indian Soiled Sown & harvested while other group is addressing as the system of Anglophile where is a potency of meeting the ends of the society.

So that it found that mostly syllabic pattern is stereotype but to the Darwinian principle as stated in his encyclopaedic book, The Origin Of the Species that shook the very foundation of the conservative society. As the survival of the fittest, and the survivor is one who is fit & fine in terms of Information Communication & Technology (ICT). ICT, is becoming the hot bed of accessing & availing Higher Education. Because each & every day is dominated or reliant upon the ICT enablity as in terms of administration, management or other routinal transaction. As those fit & fine in terms knowledge, techniques, inclusive & mere exclusive.

Generally, unless we compete with worldly needs or demands our knowledge or skill become failed so that we have to think over them as Higher Education As dooming one to make b breath it with novel ideas. Gradually India is becoming boomer of promoting ICT in Higher education, as now a day education life is controlled or dominated by technology. As since registration, admission, exam process etc., Even the public & private agencies seeking the feedback supportive system through the ICT. Since the introduction and promotion of ICT in Higher education sea changes being witnessed in science & technology where India is taking long strides towards. At best or worst drastic and dramatic changes being taken place in the Indian scenario. On the name of the science & technology going far away from the Nature or the natural ethics. To nourish and nurture them one should think over the Science & technological hazards. GHGs day by day green house gases has been emitting at the large scale so it becomes a not only as a state-wide but also world wide. So that at the world level Inter governmental policy on climate change (IPCC) has been trying to intensify the cognisance of the GHGs, as well to control them unless we, we will be doomed. So that we to mind the GHGS reduction formulae at any cost.

Our education system is of the system of chalky & talky but sea changes have been take place in terms learning, teaching & administrative aids. It is dare saying that in India the Social Media trend becoming strong up to the extent that even governmental or nongovernmental agencies have been taking the cognizance of them while drafting & revising the states policies. For example the countries of thin populations using social media to reform or aware the masses. Even in India GOI has been introducing the National Digital Literacy Mission (NDLM). While witnessing the technological boon its importance to diagnose the technical hazards as Indian Constitution Article 377 sanctioning the LGBT community, live in relation, Single parents trends, Surrogate parent ship etc., directly indirectly challenging the Indian Ethos while addressing the foreign ethos. In order to convenient ourselves we are supporting blindly the paradigm shifts as of nature and us. As a result it has been profoundly found the need the time top imbibe values among the all stakeholders through the education &
Higher Education. While advocating the educational policies at the national level NAAC has set the core values to implant among the masses.

In my beginning is my end or in my end is my beginning is Eliotian Quote of addressing at the same time the turpitude in case of opportunities & challenges in the society at his widely red long poem, ‘The Waste Land’. Only relevancy of the quote is that while addressing the skills & opportunities one should mind the native culture that remains as the cultured breath of irrespective society.

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ROLE OF ICT FOR SKILL DEVELOPMENT IN HIGHER EDUCATION

SKILL INDIA- BUILD INDIA

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It is the political sop of the state outwardly but the intention is that of developing the Indian ICT friendliness. Knowingly unknowingly our state has been taking some initiative to cope with the demands of the masses. The centre has been guiding and forcing to impart cyber education minding the skill development. So called ICT oriented programmes run at the best at the state and regional level. As a result optimum cyber literacy accomplished through the state efforts.

Since birth as being human has been trying to learn and adopt to adept skill, life-skill towards the convenient state. Whatever we learn, we seek our convenience in private and public life. By born we are in having skills but san super skills. According to S. T. Coleridge, there are two types of skills, as primary and secondary skills. To him those skills by born as primary as of teaching or learning outwardly or surfacely. Nobody is trying to develop the skills that are born. But those skills that we adopt & adept laboriously or creatively are known as the super skills. As we know the evolutionary mode of life as from wild to civilized, machine to super machines, as to robotic to android ones. Well-known futurist Alvin Toffler in his revolutionary book The Third Wave pinpoints that the any civilization born to end. So that one should not switch to the dead or outdated as he stated in the book conservative minded attacked him. Of course, he has been banished from the state of Germany. As we at the dawn of the machine age where it goes beyond our imagination as we are facilitated or controlled is a matter of realization or understanding. As stated somewhere turning & turning in the widening gyre centre cannot hold.

As the stint of Information Communication & technology (ICT) booming in the world while India is zooming in the mythical intoxicant to find its roots of ICT. AS the waves of intolerance sweeping the innocents on the name of jingoism, ultra communalism as the Gharwapiasi, Returning Civilian Awards, resigning the designation due to the indifferent state of the policy towards the Higher Education including the role of ICT. Governmental response is a snail like missionary one. ‘Higher Education is the master key in all respects’

Let’s hope, better late than never is the key of the life. Since the existing syllabic pattern and exam pattern has been becoming the part of bitter criticism. In 2005 National Knowledge Commission has been commissioned to recommend the usage of the world widely techniques during the course of imparting education. So that the first problem before the policy makers runners was the cyber literacy. In order to meet ends of ICT it was imperative to make Indians learn computerised learning. As the states began to appeal them to train in terms of ICT. Since primary to tertiary education becomes ICT based gradually. As a result admission at the schooling level to University level becomes ICT centric. Each discipline tries to apply ICT in case of teaching, learning & evaluation process. AS in case of student, Teachers, Management and the institutional ones Whatever the communication with the public or private agencies began to highlight the ICT based. As a result teaching Learning aids changes as the part of their changeability. Special blocks or departments have been established in order to strengthen the ICT based set up in the education imparting agencies as establishing labs EVEN LABS FOR SOCIAL SCIENCES ONLY FOR DEVELOPING SKILLS. The days where only the word labs & practicum has been heard during the course of teaching & learning Science disciplines. But today every discipline is seeking the ICT to adopt the skills is miracle, where only happened in myths. But in India miracles are being taken place on the behest of science and technology. Once upon a time India has been known as the country of snake charmers but has been known as the great suppliers of skilled manpower. Millions of Indians
have been draining to the West and West Asian States to fulfil the needs of them. This is what the ICT Evolution as stated by Alvin Toffler.

The Govt. of India has been trying to meet the needs of the world. To compete and survive, it is an imperative to impart skilful education to the masses preferably. So that at the beginning of the 21st century GOI has been promoting ICT based education in all respects. 21st century is known for ICT or Social Media centric one therefore no one can cope with the world. So that in the field of Higher education, it is insisted upon ICT based activities. Right from admission process to examination, while login to the governmental or other agencies every individual or institution has to apply through ICT so that it is becoming integral part of edulife. Whatever in terms of teaching, learning, evaluation activities it is insisted on ICT based knowledge. Naturally ICT based world knowledge economy is becoming therefore one should not deny the role of ICT. Why we should take initiative to take such education because it is the need of the time. Since GOI has introduced the sundry types of courses to strengthen the cyber literacy as National Digital Literacy Mission at all levels. GOI has been imparting the education through various agencies as public or private.

As we have been witnessing that from primary to tertiary libraries flooded with the ICT rich libraries where ICT aspirants seeking the techno expertise of learning as the Nano Technology, as the extent of controlling the society with the finger tips as had been dominated by the myths and legends. The arts of cartoon to animation being developed.

Onward 17 July 2017 even the NAAC accredits the national higher education institutions and Universities revising the existed frame accreditation as manual to ICT enabled where all stakeholders expected to communicate through e communication from registration to accreditation. Nature of the syllabic pattern, teaching pattern, and exam pattern revised and made ICT friendly. As the training modes also revised ICT based as the e content, as courses like Orientation, Refresher, Short term courses through MOOCS or introducing SWAYAM etc. in the higher education platform.

Social Media

Nowadays social media is playing major role in widening networks in the world. In India, billions of Indians using social media to expose their creativities as well others as rhetoric or real. Social media is the quick medium of reaching people. It is the fastest medium faster than the nuclear atoms in the society. It comprises of whatsapp, Facebook, twitter, Instagram etc. The creativity in seeking as from cartoon to animation develops.

India was known as the backward state but in the field of the higher education Indians going very far up to that teasing & hacking the system. As a result of such transaction cyber crimes take place its what the mastery in the respected field so that the existing laws fail to tackle the problems. Indians where trolling the envious their enemies, as the book, I Am A Troll of Swati Chatturvedi who has been recently becoming victim of troll. In the Indian society all types of transaction taking place with help of ICT. It is the symbol of cyber maturity.

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SKILL DEVELOPMENT: ROLE OF COMMUNICATION SKILLS IN TEACHING LEARNING PROCESS

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Abstract
Communication is a two way communication process and its importance can be found in our professional as well as in our daily personal lives. We have intentionally taken a holistic approach in this module. It focuses on the person you are of which your role as a teacher is a facet. Without taking persona into consideration, it may not be possible to achieve the objective of improving one’s communication skills just as a teacher. The communication module is focused on the effective use and handling of communication situations, that teachers find themselves in both professional and personal environments. The prime purpose is to educate learners to effectively use and interpret verbal and nonverbal communication and understand what communication styles and skills can be adopted for different persons is as to ensure effective communication.

Keywords: - Communication, communication styles & skills, Effective Communication.

Introduction
When we asked to define communication, how would you respond? Most people will relate to the forms of communication talking or listening. But communication goes beyond that communication involves getting information from one person to the other person. Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas.

Yet even this is not a complete definition because communicating effectively involves having that information relayed while retaining the same in the content and context. If I tell you one thing and you hear another have I communicate? So if we took at communication from another angle, it involves the perception of the information as much as delivery of that communication. In other words, we can define communication as the art and process of creating and sharing ideas.

Effective communication depends on the richness of those ideas. In order to be effective at communicating there are a number of skills that you can rely. Which skills you choose will depend upon your situations, the recipient of your communication, and the information that you need to convey. Communication is one of the most fundamental needs of human beings. It is the indeed the life blood of any organization. The role of communication is crucial. Communication skills are necessary for the development of self-advocacy and self-determination, important skills for lifelong success.

When communication is effective, both the students and the teacher benefit. Communication makes learning easier, helps students achieve goals, increase opportunities, for expended learning, and strengthens the connection between student and teacher.

Self esteem
In general, people want to be heard, if a teacher shows interest in a student’s opinions, that student will feel that their thoughts or ideas are appreciated. This increases self-esteem confidence. A confident student is less likely to second guess his answers on tests, and a self assured student is more likely to speak up in class. Class participation leads to increased learning.

Class performance
Teachers who reward student communication and class participation will notice an improvement in overall class performance. A teacher can gauge the effectiveness of a lecture by student feedback by asking questions, a teacher can determine if students were able to retain the imparted information. If there are a lack of response
from the class, it is likely that the students were unable to understand the lecture. This can lead to poor performance on exams.

Professional growth
A degree of communication is required in every profession, and communication skills are necessary at even the most preliminary stages of career growth. For example, an applicant must be able to communicate her skills and abilities during an interview in order to acquire a job.

COMMUNICATION SKILLS LEADS TEACHING LEARNING PROCESS
Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. For a teacher, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. Communication skills for teachers are thus as important as their in depth knowledge of the particular subject which they teach.

Teachers should be aware of the importance of communication skills in teaching. They must also realize that all students have different levels of strengths and weakness. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students. Thus, a teacher can enhance the learning process.

Positive Motivation
This is one of the important things that a teacher must process. In a class, students always have different kinds of taste and preferences over subjects. So it is the job of the teacher to create enthusiasm and interest in the minds of the students towards a subject. It is also a teachers role to remove any fear and inhibitions that a student may have towards a subject.

Effective Body Language
This is most powerful communication skill that a teacher must possess. Good presentation skills include a powerful body language supported by verbal skills. This can create a long lasting impression in the minds of the students. Thus, a teachers lectures will inevitably become more interactive and interesting for the students. Besides a teacher should maintain the volume, tone and rhythm of their voice during a lecture.

Sense of Humor
The importance of this factor has been regularly underestimated. A good sense of humor keeps the students active and interested in the teacher’s class. A teacher who is dour and lack humor doesn’t contribute to the overall wellbeing of the students.

Understanding the Students
Teachers should encourage students to communicate openly. There should be emphasis on cultivating a dialogue rather than a monologue. So while solving any kind of problems in the classroom, it is always wise to hear the opinions of the students also.

Team Formation
This is a good method where you can divide the classroom into small teams and ask them to solve different problems or complete assignments. This practice will increase not only the interaction among the students but also among the teacher and students.

Technical Skills
It is also important that teachers should be up to date with all the latest teaching aids like computers, video conferencing and especially the use of internet. This will also help the students to keep up their interest in the learning process.

Conclusion
Students are the future of every nation. That is why the role of teachers is so important to the society. It is through a teacher that generations of youngsters are deeply influenced. Overall improvement in a student can be expected when communication skills for teachers is given due importance. Thus, it is important that communication skills become an important ingredient of a teacher’s professional competency.

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EFFECTIVENESS OF E-CONTENT PACKAGE IN LEARNING GEOGRAPHY AT SECONDARY SCHOOL LEVEL

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Education is the hope and dream of every person. Education has to prepare man to face the unknown, unpredictable and uncertain tomorrow. Husain and Idris (2010), state that education is the only means by which the personality of people and society can be developed. Education is responsible for the holistic health of an individual in terms of physical, social, mental, emotional and spiritual development. Development in the field of education has provided human beings with countless means of ways to improve quality of life. Education is the means of purifying the world and giving knowledge of the self, other and various disciplines. The more education we have, the more we can contribute to the welfare of society. Education gives proper direction to our thoughts, actions and feelings. The aim of education should be to teach us how to think, rather than what to think, to improve our minds, so as to enable us to think for ourselves, rather than to load the memory with thoughts of other men (Beattie, 1945). So, Education is essential for the growth and development of individuals as well as society.

E-learning or Electronic learning is a general term used to refer to computer enhanced learning. Electronic learning is defined by different authors in different ways. Nichols (2008) defines e-Learning as “pedagogy empowered by digital technology”. e-Learning can also be defined as technology-based learning in which learning materials are delivered electronically to remote learners via a computer network (Zhang, Zhao, Zhou, and Nunamaker, 2004). Koohang and Harman (2005) state that e-Learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media.

e-Learning covers a wide set of applications and processes including computer based learning, web based learning, virtual classroom and digital collaboration. eLearning educates students using learning material that is fully enriched with multimedia content. Students get self learning experience through the e-text, audiovideo materials and online lectures and assess themselves by online self assessment tests like quiz and online exams.

e-Learning can become more popular in current scenario where students are more inclined to use Information and Communication Technology (ICT) equipments in their daily life. e-Learning facilitates the learner in terms of any time learning, anywhere learning, asynchronous interaction and group collaboration. Schank (2002), Sambrook (2003), Tsai and Machado (2002) state that e-Learning as the communication and learning activities through computers and networks. It provides the student with information that can be accessed in a setting free from time and place constraints.

Definitions Of E-Learning:

Elliott Masie
“The use of technology to design, delivers, select, administer, support and extend learning.”

Percepsys
“Using a technological means (Internet/Intranet/Extranet) to access and manage learning that supports and enhances the knowledge of an individual.”

Objectives of the Study

1) To compare the effectiveness of conventional method and e-content package in boys and girls in learning Geography.

2) To study the influence of computer knowledge in academic achievement in learning through e-content.

Hypothesis:
1. There is no significance difference between pre-test and post-test academic achievement in Geography of 8th standard boy students in experiment group.
2. There is no significance difference between pre-test and post-test academic achievement in Geography of 8th standard girl students in control group.
3. There is no significant influence of computer knowledge in learning Geography through e-content.
4. There is no significant influence of computer knowledge in learning Geography through e-content in boys.
5. There is no significant influence of computer knowledge in learning Geography through e-content in girls.

Variables:

- **Indipendent Variables:**
  - Methods of learning
    - For controlled group: Conventional Method
    - For experimental group: E- Learning (E-content package)

- **Dependent Variables:**
  - Knowledge gain in geography.

- **Interveneive Variables:**
  - Intelligence of the learner.
  - Computer awareness.
  - Socio economic status of the students.

**Sampling:**

![Sampling Diagram]

**Procedure In Framing Equated Group:**

The sample 60 students will divided into two equal groups of 30 students each. Each group consists 15 male and 15 female students. Two groups were equated as nearly as possible in terms of their achievement scores of social studies in half yearly examination, below techniques will used for equating the control and experimental group.

- Socio economic status
- Computer awareness test.
- Non-verbal group intelligence test (RPM).
- Attitude towards Geography.

**Methodology:**

Experimental method was used for the present study.

- R.P.M. intelligence test was conducted to equate the control and experimental group.
- Pre-test was conducted for both control and experimental groups on 8th std. geography content.
E-content package was developed by the researcher and implemented on experimental group.

Same content was taught by the researcher through traditional method of teaching to controlled group.

A post-test was administered to both groups using same test items to test the achievement.

**Statistical Procedure:**

- Mean
- Standard Deviation (SD)
- ‘t’ test

**Major Findings:**

- On observation of data it reveals that e-content package influenced and encourages more academic achievement in learning geography compared to traditional method of teaching.
- There is no changes in academic achievement in experimental group students through e-content with reference to gender
- There is no influence of computer knowledge in learning through e-content. It means it is very easy to use e-content.

**Reference:**

सुचना प्रौद्योगिकी और हिंदी अनुसंधान

प्र. डॉ. कुमार पं. भी.

जल्द के वर्षों में सुचना का पुनः उपयोग हो जाना तथा संचार प्रौद्योगिकी के क्षेत्र में क्षेत्र ने आज एक सुप्रमुख वैज्ञानिक पद्धति का बनाया है जो समस्या को समाधान करने के लिए उपयोगी हो रहा है। इस प्रौद्योगिकी के क्षेत्र में जवावदाता कामयाबी असल है कि इसके उपयोग में आज एक अहम मुकाम बनफा है नवजीवन इलेक्ट्रॉनिक भारतमें ने हामी जीवन के सभी फलस्वरुपों ने अपने आयोगों उन लेख दिया है अपने अंतर्दृष्टि तथा अफ़लाइन माध्यमों के क्षेत्र, यह माध्यम सुचना संचार संस्थान के बहुत शक्तिशाली तथा बहुमुखी साधन सुलभ करा रहे हैं।

जल्द में ऐसा कोई क्षेत्र बना नहीं है जिस पर सुचना प्रौद्योगिकी का प्रभाव न हो भाषा जैसा संबंधित क्षेत्र इससे अलग नहीं हो सकता था? भाषा जनसंचार का अभिन्न अंग है इसके अभाव में जनसंचार का कल्याण भी नहीं हो सकती सुचना प्रौद्योगिकी जनसंचार का प्रणाली है इन संस्थानों का समकालीन तरीका है जो भाषा और सुचना प्रौद्योगिकी का अभ्यंश आज सुचना प्रौद्योगिकी की आवश्यकता विभिन्न कारणों से बहुत ज्यादा है।

जल्द में यह तुष्टि का युग है परिस्थित स्रोत आज उनमें निश्चित है व्यवस्थन। सुचना एक ऐसा उपहारों विकसित एवं व्यापक धरोहर है जहाँ प्रतिरोध नए-नए आविष्कार होते हैं।

देश में पिछले तीन दशकों में जीवन के हर क्षेत्र में सुचना और संचार प्रौद्योगिकी (ICT) सेवाओं का जोड़दार वितरण हुआ है शिक्षा, खासियत के बच्चों को कुछ शिक्षा भी इसका अंतर्गत नहीं है।

‘आज समय में साहित्यिक भाषा लुप्त होती जा रही है भाषा का नया धारा ग्रहण अनुसंधान से परे है भाषाओं का मिश्रण है यह रूप केवल जानकारी भाषाओं को श्रीलंका दर्शकों को तक पहुँचाने का कार्य कर रहा है जिस पात्रों तक इस कारण ‘हिंदी’ पहुँच रही है वह सर्वोपरि ‘प्राकृत’ है हिंदी के इस रूप को लेकर अनुसंधान का कार्य संभवतः है प्रकार के तीर या व्यवसाय कारणों से हिंदी का योग निरंतर बढ़ रहा है परतु शिक्षा के माध्यम के रूप में इसका योग प्रतिक्षा रहा है हिंदी के भावनात्मक, विचारात्मक, जानकारी रूप का उपयोग हो रही है हर एक योग के पीछे व्यवसायिक आवश्यक कारण है’।

किसी तत्कालीक ने यह कल्पनाशील शब्द इस शताब्दी में होने वाले वर्णालापों को देखने के लिए हुए कहे होंगे परतु आज यह सच है जिसकी तत्काली से २१वीं शताब्दी में हम जी रहें हैं उसके आरंभिक दशक में हम आज इस सुचना तंत्र के हर धारा बदले संस्कृति को देख रहे हैं। इस कल्पना लोक के संस्कृति का एक अकस्मिक हम आज प्रशासन प्रशासन तथा संस्कृति माध्यमों द्वारा अनुसंधान के माध्यम द्वारा विकसित रूप में देख रहे हैं।

जनसंचार एवं स्रोत माध्यम आज इस गतिशील दुनिया के लिए आए हो जल्दी है जिन्हें अन्य जीवन के माध्यमों आज इस तेज झिंग्री में जब हम इस प्राह के माध्यमों की भूमिका के बारे में सोचते हैं तो अब यह लगन लगा है कि माध्यमों को हमलकेंग आज के आदी के जिंदगी के लिए नजदीक तहत से इन माध्यमों की संरचना में बदलाव हो रहे हैं तब इसका वितरण समाज पर अंगार और भी गहरा होता जो है हम इसके लिए इसके अनुसंधान की तरह जानकारी के लिए अनुसंधान का आवश्यकता है। दृष्टा महत्वपूर्ण है कि, हम भाषा में हो रहे परिवर्तन को रोक नहीं सकते वह परिवर्तन को रोकने में होता ही रहेंगे ‘हिंदी वेबसाइट’ हिंदी सर्वे इजन ग्रुप दे देखने के आवश्यक कारण हो सकते हैं हिंदी के लिए ‘कॉमन कोड’ का विकास हो जाए पर तथा अंधेर उपवर्त्तकों द्वारा प्रयोग आयम हो जाए पर हिंदी उपवर्तकों की संख्या ही वेबसाइट मामलों के व्यवसायिक मजबूती बन कर उपरोक्त की इन तथ्यों में हम अपनी भाषा साहित्य को नकारात्मक लगे से भ्रामित करने वाले तत्वों पर अविष्कार जमाने हेतु सक्षम
हो जाएंगे सूचना प्रौद्योगिकी के क्षेत्र में भारतीयों की पहले से प्रभाव पूर्ण मौजूदगी हमारी बढ़त बढ़ती तकत्ता सिद्ध होनी हमें ध्यान पूर्वक समझना होगा कि सूचना प्रौद्योगिकी सम्पन्न मात्र है इसका उपयोग कौन और किस उद्देश्य करता है परिणाम इसी पर निर्भर है।

‘सूचना प्रौद्योगिकी’ में संबंधित एक महत्वपूर्ण उपकरण कंप्यूटर के संबंध में हम जानते हैं के कंप्यूटर भाषा विशेष से नहीं विशेष तकत्ता के कारण यह है पिछ भाषा की अनिवार्यता क्या? आज हम बिना अग्रणी जाने कंप्यूटर इस्तेमाल करने की सीमित में आ रहे हैं वर्तमान में कंप्यूटर के कुछ सिद्धिकरत होती भारतीय के ओळख ९५% लोग अग्रणी जानते हैं इस परिप्रेक्ष्य में है सूचना प्रौद्योगिकी में भारतीय वैज्ञानिकों को महत्वपूर्ण योगदान को परखा जा सकता है उनका कार्य अतुलनीय है सूचना प्रौद्योगिकी संबंधित कार्य अगर हिंदी भाषा के माध्यम से करना संभव हो जाए तो हम अनुमान कर सकते हैं कि हमारा राष्ट्रीय किस वृणांत पत्तिक पाएगा।

वर्तमान में सूचना एवं प्रौद्योगिकी में समाचार पत्र, टीवी, टेलीनेट, कंबल, एवं प्रौद्योगिकी विभाग, मुद्रादर्श, विद्युत आदि महत्वपूर्ण माध्यम है भारत में जनसंख्या का व्यापक विभाजन व्यवस्थापन के बाद ही हुआ है इसके लिए स्मारक स्मारक के दर्शन तो केंद्र सरकार एवं सचिव मंत्रालय के जनसंख्या विभाग तथा शार्म विभाग एवं निजी उद्योग में नियम-नियम जनसंख्या के बढ़ते जारे के रूप का दृष्टि जा सकता है केंद्र सरकार के सूचना एवं प्रसारण इस माध्यम के आधे ५४ इंडियन के विकास विभाजन से देश में हुए जनसंख्या की जानकारी प्राप्त होती है तीन सार्वजनिक उद्योग तथा तीन सरकारी उपयोग पंजीकृत साहित्य संस्था है।

वर्तमान समय में उभित संस्थाएं सूचना प्रौद्योगिकी की और भाषा से संबंधित अनुसंधान कार्य में अपना महत्वपूर्ण योगदान दे रहे हैं।

C - DAC - Centre for development of advanced computing
IIIT - International institute of information technology
NCST - National centre for software engineering
TDIL - Technology development for Indian languages
ILTS - Indian language technology solution
KHS - Kendriya Hindi Sansthan

अभ्य बहु संस्थाएं भी संगठन कर रही हैं इसकी जानकारी गुणग सर्वे इंजन पर उपलब्ध हो सकती है सूचना प्रौद्योगिकी में हिंदी अनुसंधान साधन्यािनें

(१) सूचना प्रौद्योगिकी से संबंधित पारंपरिक शाब्दिकल निर्माण

(२) हिंदी भाषा में इंटरनेट वेबसाइट का कार्यनिष्ठ

(३) सूचना प्रौद्योगिकी के प्रमुख उपकरण को मदद से लोक साहित्य अन्य मौखिक साहित्य को रख कर सूचना प्रौद्योगिकी से संबंधित वैज्ञानिक में समन्वय हो जो प्रत्यक्ष जानता हो वह भाषा का ज्ञात नहीं और जो भाषा का जानकार है वह तकनीकी नहीं जानता हिंदी भाषा से संबंधित तकनीकी विकसित करने की प्रक्रिया में भाषा शाब्दिकों को तकनीकी सम्मिलित करने की आवश्यकता है इस तरह से साथ तरह कार्य हिंदी और सूचना प्रौद्योगिकी के क्षेत्र निर्मित हो नए युग का आरंभ करने इस तरह आलेख के ड्राफ्ट वह स्थाप है जैसे वृंदावन में अनुसंधान स्क्रीन बदलना नजर आ रहा है सूचना प्रौद्योगिकी को नये-नये माध्यम बने रहेंगे और साथ हिंदी अनुसंधान की दिशा भी। इसने सपना है आज सूचना प्रौद्योगिकी में अनुसंधान संस्थापनक नहीं हैं किंतु आने वाले दशक में इसका स्वरूप निर्मित बदला हुआ सिद्ध होगा।

संदर्भ:

०१) सूचना तंत्र एवं प्रसारण माध्यम कृषि कृमि दला
०२) नवीन शोध विज्ञान डा. तिलक सिंह
“ICTS IN EDUCATION”
Prof. Smt. Patil Sharada Shamrao
K. H. College, Gargoti

Introduction
For developing countries ICTs have the potential for increasing access to and improving the relevance and quality of education. It thus represents a potentially equalizing strategy for developing countries. However, the reality of the Digital Divide—the gap between those who have access to and control of technology and those who do not—means that the introduction and integration of ICTs at different levels and in various types of education will be a most challenging undertaking. Failure to meet the challenge would mean a further widening of the knowledge gap and the deepening of existing economic and social inequalities.

How can ICTs help expand access to education?
ICTs are potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

- Anytime, anywhere. One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

- Access to remote learning resources. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

How does the use of ICTs help prepare individuals for the workplace?
One of the most commonly cited reasons for using ICTs in the classroom has been to better prepare the current generation of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use ICTs effectively and efficiently, is thus seen as representing a competitive edge in increasingly globalizing job market. Technological literacy, however, are not the only skill well-paying jobs in the new global economy will require. EnGauge of the North Central Regional Educational Laboratory (U.S.) has identified what it calls “21st Century Skills,” which includes digital age literacy (consisting of functional literacy, visual literacy, scientific literacy, technological literacy, information literacy, cultural literacy, and global awareness), inventive thinking,
higher-order thinking and sound reasoning, effective communication, and high productivity. (See Table 1 for a brief explanation of each skill.)

The potential of ICTs to promote the acquisition of these skills is tied to its use as a tool for raising educational quality, including promoting the shift to a learner-centred environment.

**How can the use of ICTs help improve the quality of education?**

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

**Motivating to learn.** ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.

**Facilitating the acquisition of basic skills.** The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs such as Sesame Street use repetition and reinforcement to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement. (See section below on Computer-Based Learning.)

**Enhancing teacher training.** ICTs have also been used to improve access to and the quality of teacher training. For example, institutions like the Cyber Teacher Training Center (CTTC) in South Korea are taking advantage of the Internet to provide better teacher professional development opportunities to in-service teachers. The government-funded CTTC, established in 1997, offers self-directed, self-paced Web-based courses for primary and secondary school teachers. Courses include “Computers in the Information Society,” “Education Reform,” and “Future Society and Education.” Online tutorials are also offered, with some courses requiring occasional face-to-face meetings. In China, large-scale radio-and television-based teacher education has for many years been conducted by the China Central Radio and TV University, the Shanghai Radio and TV University and many other RTVUs in the country. At Indira Gandhi National Open University, satellite-based one-way video and two-way audio-conferencing was held in 1996, supplemented by print-materials and recorded video, to train 910 primary school teachers and facilitators from 20 district training institutes in Karnataka State. The teachers interacted with remote lecturers by telephone and fax.

**How can ICTs help transform the learning environment into one that is learner-centered?**

Research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning.

When used appropriately, ICTs—especially computers and Internet technologies—enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and
constitute a shift from a teacher-centered pedagogy— in its worst form characterized by memorization and rote learning—to one that is learner-centered. (See Table 2 for a comparison of a traditional pedagogy and an emerging pedagogy enabled by ICTs.)

- **Active learning.** ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner’s life situation. In this way, and in contrast to memorization-based or rote learning, ICT-enhanced learning promotes increased learner engagement. ICT-enhanced learning is also “just-in-time” learning in which learners can choose what to learn when they need to learn it.

- **Collaborative learning.** ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. Apart from modeling real-world interactions, ICT-supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners’ teaming and communicative skills as well as their global awareness. It models learning done throughout the learner’s lifetime by expanding the learning space to include not just peers but also mentors and experts from different fields.

- **Creative Learning.** ICT-supported learning promotes the manipulation of existing information and the creation of real-world products rather than the regurgitation of received information.

- **Integrative learning.** ICT-enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.

- **Evaluative learning.** ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

**Reference**

1. Internet
2. Wikipedia
DEVELOPMENT OF ONLINE EVALUATION PROGRAMME IN MATHEMATICAL CONTENT KNOWLEDGE FOR B.ED. PUPIL TEACHERS

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Introduction:
Teacher education is an area which is deliberately proposed for teacher training. The teacher training institutes in our country educate teachers. Different universities had developed different courses for the training of teachers, B. Ed. course is one of them. It includes theoretical part and practicum part. In both theoretical and practicum course types of evaluation is measure part. So researcher need to focus on rapid developments in digital technology have take place an important role in teaching learning process. Multimedia e-book, mobile learning, project based learning, use of digital camera and internet system are the new trends in teacher education. Attitude towards these new trends are useful in teacher education because these new trends are support parallel to traditional teaching.

Various new trends and inventions were done due to the knowledge in various fields. Electronic Media also take place an important role in teaching learning and evaluation process. On line Evaluation takes place an important role in teacher’s professional development. On line Evaluation is widely accepted and it can be rich and as valuable as the classroom teaching and learning. It is more useful in educational research also. Researchers think that there is need in Digital technology attitude for educational research. Researchers collected the information form B.Ed. pupil teachers about awareness of online evaluation.

Objectives of the Study:
(1) To study the previous knowledge on Online Evaluation in Mathematical content Knowledge.
(2) To study the impact of programme on B.Ed. Pupil teachers.

Online Evaluation test development Procedure:
A Online questionnaire for B.Ed. Pupil teachers was constructed to obtain information about previous knowledge on Online Evaluation for Mathematical Content Knowledge. All the B.Ed. pupil teachers whose method is Mathematics was asked to respond. In our institution only 37 female pupil teachers have mathematics method in first and second year. The analysis and interpretation of the data had done which helped in designing of the system.

Researcher conducted the Following Procedure For Development of Online Evaluation Programme in Mathematical content knowledge.
Stage 1 : Knowing the pervious knowledge of Online Evaluation
Stage 2 : Analysis of Mathematical Content
Stage 3 : Awareness of Online Evaluation
Stage 4 : Building and Implementing Online Evaluation Test With the help online evaluation tool testmoz.com. For the above four stages researcher conducted the experiment. In that experiment above 37 B.Ed Pupil teachers are divided in to five group. In each group there are seven pupil teachers that plays crucial role for the development of Online evaluation programme in Mathematical content knowledge. If group consist of seven members then they are playing following role.

- Under standing of testmoz.com application and Google input Marathi application and preparation of online test for this purpose there are three members in each group.
- Analysis of Mathematical Content for this purpose there are three members in each group. Each member analyze arithmetic, algebra and geometry.
One member is group leader. Her role was coordination with each others, and she was master in mathematics and prepares HOT questions and solution of such questions. For the preparation of HOT questions she used the B.Ed Mathematics Methodology syllabus. In that syllabus there are following sub units.

- Arithmetic
- Algebra
- Geometry
- Statistics

Online test developed by B.Ed pupil teachers was used for diagnostic testing in school internship programme.

Out comes / Results of Programme

Conclusions:
From the responses of the respondents and the experience in this study, following are some Conclusions:

1) The teacher-educator should have complete understanding of digital technology. Without proper understanding of the digital technology one cannot explain online evaluation approach properly.

2) Digital Technology is the necessities of the B.Ed. Teachers Trainees. A joint effort in this direction will be highly appreciated.

3) For innovative practices such tools like testmoz.com and Googleform are interactive and connected to school student and pupil teachers.

4) All participated pupil teachers have successfully prepared online mathematics test and they have published in group Blog.

5) Development of online test increase the awareness of critical understanding of ICT.

6) On-line evaluation test development has significant roles to play in teaching and learning process and hence it is the high time for the pupil teachers to get awareness on it for their future professional growth.

Recommendations:
From the responses of the respondents and the experience in this study, following are some Recommendations:

1) The teacher-educator should have complete understanding of digital technology. Without proper understanding of the digital technology one cannot explain online evaluation approach properly.

2) Digital Technology is the necessities of the B.Ed. Teachers Trainees. A joint effort in this direction will be highly appreciated.

3) For the suitable interaction with school student online evaluation takes place an important role. Its also more flexible design and flexibility for the administration.

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EDUCATION SKILLS REQUIRED BY AGRICULTURAL COLLEGES STUDENTS
FOR EMPLOYMENT IN COMPUTERIZED OFFICE OF AGRIBUSINESS
ORGANIZATIONS

M.S. Jadhav
RCSM College of Agriculture, Kolhapur

Abstract:
One of the major concerns of employers of labour in this information age is the recruitment of employees with requisite computerized office skills to fit into the various organization’s jobs and positions. In Agricultural education, acquisition of these computerized office skills do not only depends on whether one is able to fulfill the paper requirements of specific jobs but also how one practically stands relative to others within a group of job seekers. In other words, acquisition of computerized office skills describes the possession of the requisite office job performance competencies by Agricultural Education graduates. Thus, the purpose of the study was to find out the computerized office skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations in State. A survey research design was adopted for the study. A total of 176 respondents were studied with no sampling. A structured questionnaire was used for data gathering. The reliability coefficient of the instrument was 0.85 using Cronbach Alpha method while three lecturers carried out face validation of the instrument. Three research questions and three null hypotheses were tested at 0.05 level of significance. Mean statistic was employed to answer the research questions while t-test was used to test the null hypotheses. It was found that Agricultural education students from Colleges of Education in State require computerized office skills to be employed in contemporary agribusiness offices after graduation. Findings showed that the computerized office skills required by Agricultural Education students of Colleges of Education for employment are word processing skills, database management skills and internet utilization skills. It was recommended among others that the National Commission for Colleges of Education (NCCE) should as a matter of urgency lay emphasis on skills acquisition and introduction of computing and information technology in Agricultural Education curriculum of Colleges of Education.

Skills, Agricultural Education Students, computerized office, Agribusiness, Employment

Introduction
In Maharashtra state, unemployment rates seem to be increasing in spite of schemes such as the National Directorate of Employment (NDE) and Family Support Programmes (FSP). Observation shows that one of the major reasons for unemployment emanates from lack of appropriate and relevant skills. However, there are widespread observations and fears that the unemployment situation in state may lead to a significant proportion of school leavers remaining ignorant, poor, undeveloped, unscientific and technologically illiterate. The other unintended outcome will be an increase in crime rate and other social disorders such as kidnapping, violence and prostitution. For instance, observed that for the first time in several decades, youths especially from the middle classes are faced with the feelings of powerlessness and lack of control over their lives which have long been the lot of the lower socio-economic classes. Faced with this unfamiliar and stress-provoking situation (and coupled with the perception that nothing is being done to alleviate their problems), these youngsters may increasingly resort to socially deviant behaviours and anti-social behavior such as crimes and drugs. Based on these facts, the best gift our Colleges of Education can make to graduating students is solid preparation for meeting the challenges that is ahead of them. However, for decades now, fast changes have been taking place in all facets of human endeavour. This was as a result of information and communication technological advancements. Every office in today's business world, be it government, industry or other human endeavours, requires facts and accurate information for quick decision-making. Today's workplace continues to undergo
dramatic transformation, driven largely by shifting demographics, increased use of information and
communication technology, and globalization.
ICT skills are becoming increasingly important as we continue to shift from an industrial, manufacturing-based
economy to an economy driven by information, knowledge and technological innovation. Information and
Communication Technologies (ICTs) is defined as computer based tools used by people to work with the
information and communication processing needs of an organization. It encompasses computer hardware and
software, the network and several other devices (video, audio, photography camera, etc.) that convert
information (text), images, sound, motion etc into common digital form ICTs refer to technologies people use
to share, distribute, gather information and to communicate through computers and computer networks (ESCAP,
2000). Furthermore, College of Education is the level of education after secondary education. The Agricultural
Education programme in Colleges of Education is geared towards the fulfillment of the need for professionally
qualified teachers who can impart technical knowledge and vocational skills to students and thereby contribute
to the economic development of state. But when these graduates are not employed as teachers, having these
computerized office skills can be employed in agribusiness organizations or self-employed.
Word processing is one of the most common applications for computers today. It would be difficult to spend a
day in a modern office without coming into contact with a word processing program. Today's computer-based
word processing software does the job of the file cabinet, typewriter and ink pen combined. Along with the
myriad of capabilities, the ease of use and affordability make it a sensible business investment, an office setting,
the most commonly used documents are often personalized to suit individual scenarios. The password protection
feature available in open documents prevents unauthorized changes to important documents.
Furthermore, word processing benefits the environment by reducing the amount of paperwork needed to
perform daily tasks (e.g., archiving, sending out letters, sending meeting agendas). By sending documents via a
secured email, the costs of postage and paper waste are reduced significantly. Demerica (2009) stated that most
offices use MS Word or similar word processing programs for creating documents, proposals and many other
things that need to be done in an office.
Another computerized office skill required of Agricultural education students for employment is internet
utilization skills. Internet is certainly the most unique and greatest gift of technology to mankind. Internet has
made life so easier that today we cannot think our life without it even for a minute. According to the National
Bureau of Statistics (NBS) data, the nation's unemployment figures had risen to 49 million, regretting that 52
per cent of these figures were unemployable due to lack of skills. Thus, there is need to identify these
computerized office skills as this study is directed towards filling the gap.

Objectives of the study
Determine the word processing skills, database management skills and internet utilization skills required by
Agricultural Education students of Colleges of Education for employment in agribusiness organizations.

Hypotheses
Four null hypotheses were formulated and tested at 0.05 level of significance. They are: HO1 - There is no
significance difference between the mean responses of Computer Education lecturers and agribusiness managers
on the word processing skills required by Agricultural Education students of Colleges of Education for
employment in agribusiness organizations.

HO2 - There is no significant difference between the mean responses of Computer Education lecturers and
agribusiness managers on the database management skills required by Agricultural Education students of
Colleges of Education for employment in agribusiness organizations.
HO3- There is no significant difference between the mean responses of Computer Education lecturers and agribusiness managers on internet utilization skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.

Research Methodology
The study adopted a survey research design. Survey research as stated by Ali (2006) is one in which a group is studied by collecting and analyzing data from a sample considered to be representative of the population or the entire population when not too large to be managed and comparing what is obtained with the predetermined standards. The design was suitable for the study since information was solicited from Computer Education lecturers and agribusiness managers through the use of questionnaire.

The population for this study was 176 respondents comprising 21 Computer Education lecturers from the two Colleges of Agriculture Education in Kolhapur and 35 managers of agribusiness organizations. The entire population was studied. Therefore no sampling was done.

The questionnaire was administered by the researchers with the aid of three research assistants. Data collected for the study were analyzed using the Mean to answer the three research questions. The Mean was used to determine the required word processing skills by agricultural education students of colleges of education for working in computerized office of agribusiness organization. The mean was computed by dividing the sum of all ratings by the number of items. The mid mean of 3.50 was regarded as highly required, any item whose Mean ranged from 2.50-3.49 was regarded as slightly required, any item whose Mean ranged from 1.50-2.49 was regarded as moderately required, any item whose Mean ranged from 0.50-1.49 was regarded as not required. Similarly, t-test was used to test the null hypotheses at 0.05 level of significance using SPSS software whose p-value was greater than 0.05 level of significance (p>0.05) at 174 degrees of freedom was accepted while null hypothesis was rejected when the p-value was less than 0.05 level of significance (p<0.05) at 174 degrees of freedom.

Result
Data presented in Table 1 revealed items 7, 8, 9 and 14 had their grand means of 3.52, 3.52, 3.67 and 3.66 which are above 3.50. This signifies that creating http and html documents, mail merging and use of drawing tools are the word processing skills highly required by agricultural education students of colleges of education for working in computerized office of agribusiness organization.

Table 1: Mean Ratings and t-test Analysis of Respondents on Word Processing Skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations

<table>
<thead>
<tr>
<th>S/ N</th>
<th>Items</th>
<th>X</th>
<th>SD</th>
<th>DE</th>
<th>X1</th>
<th>SD1</th>
<th>X2</th>
<th>SD2</th>
<th>Sig(2 tailed)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create and edit documents</td>
<td>3.28</td>
<td>0.58</td>
<td>MR</td>
<td>3.28</td>
<td>0.78</td>
<td>3.17</td>
<td>0.38</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>Preview and print documents</td>
<td>3.42</td>
<td>0.74</td>
<td>MR</td>
<td>3.15</td>
<td>0.98</td>
<td>3.40</td>
<td>0.50</td>
<td>3.15 NS</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fax and e-mail documents</td>
<td>0.78</td>
<td>MR</td>
<td>3.40</td>
<td>1.05</td>
<td>3.43</td>
<td>0.50</td>
<td>3.40</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Create and insert tables, symbols and pictures</td>
<td>3.37</td>
<td>0.72</td>
<td>MR</td>
<td>3.38</td>
<td>0.94</td>
<td>3.60</td>
<td>0.50</td>
<td>3.38 NS</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Design and separate colours</td>
<td>0.70</td>
<td>MR</td>
<td>3.43</td>
<td>0.92</td>
<td>3.30</td>
<td>0.47</td>
<td>3.43</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Use scanners to capture pictures and images</td>
<td>3.52</td>
<td>0.69</td>
<td>HR</td>
<td>3.44</td>
<td>0.88</td>
<td>3.60</td>
<td>0.50</td>
<td>3.44 NS</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Create http and html documents</td>
<td>0.76</td>
<td>HR</td>
<td>3.43</td>
<td>1.03</td>
<td>3.60</td>
<td>0.50</td>
<td>3.43</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Back up documents on CDs</td>
<td>3.67</td>
<td>0.58</td>
<td>HR</td>
<td>3.73</td>
<td>0.65</td>
<td>3.60</td>
<td>0.50</td>
<td>3.74 NS</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mail merge</td>
<td>3.34</td>
<td>0.78</td>
<td>MR</td>
<td>3.34</td>
<td>1.08</td>
<td>3.33</td>
<td>0.48</td>
<td>3.34 NS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Apply macros</td>
<td>0.79</td>
<td>MR</td>
<td>3.30</td>
<td>1.09</td>
<td>3.37</td>
<td>0.49</td>
<td>3.30</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Import and export text, graphics,</td>
<td>3.52</td>
<td>0.72</td>
<td>HR</td>
<td>3.43</td>
<td>0.94</td>
<td>3.60</td>
<td>0.50</td>
<td>3.43 NS</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Spell check, thesaurus and proof-read documents</td>
<td>3.40</td>
<td>0.63</td>
<td>MR</td>
<td>3.50</td>
<td>0.78</td>
<td>3.30</td>
<td>0.47</td>
<td>3.50 NS</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Create an equity fax using templates</td>
<td>3.41</td>
<td>0.62</td>
<td>HR</td>
<td>3.71</td>
<td>0.73</td>
<td>3.60</td>
<td>0.50</td>
<td>3.71 NS</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Use drawing tools</td>
<td>0.70</td>
<td>MR</td>
<td>3.54</td>
<td>0.94</td>
<td>3.27</td>
<td>0.45</td>
<td>3.54</td>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>
The data presented also showed that items 1, 2, 3, 4, 5, 6, 10, 11, 12, 13 and 15 had their grand means ranging from 3.23 to 3.49 which are within the range of 2.50 to 3.49. This implies that creating and editing documents, previewing and printing documents, faxing and e-mailing documents, creating and inserting tables, symbols and pictures, designing and separating colours, among others are word processing skills moderately required by agricultural education students of colleges of education for working in computerized office of agribusiness organizations. Data presented in the same table further indicated that all the items had their p-values greater than 0.05 level of significance at 174 degrees of freedom. This implies that there is no statistically significant difference (p>0.05) in the mean responses of the respondents on the word processing skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations.

Data presented in Table 2 revealed all the items had their grand means ranging from 3.16 to 3.48 which are within the range of 2.50 to 3.49. This implies that all the items are the database management skills moderately required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. The table also showed that the p-values of the items are greater than 0.05 level of significance at 174 degrees of freedom. This implies that there is no significant difference in the mean responses of the respondents on the database management skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. Therefore, the null hypothesis is upheld.

Data presented in Table 3 revealed that item 27 had a grand mean of 3.54 which is above the value of 3.50. This implies that accessing, copying and pasting information from internet to different applications are the internet utilization skills highly required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. The table also showed that items 26, 28, 29, 30, 31, 32, 33, 34 and 35 had their grand means ranging from 3.29 to 3.43 which are within the range of 2.50 to 3.49. This also implies that those items are the internet utilization skills moderately required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. Information in the table further showed that all the items had their p-values greater than 0.05 level of significance at 174 degrees of freedom.

Discussion of the findings
The discussion of the findings is organized under the following headings:

Word processing skills required by Agricultural Education students in the Colleges Education
Result presented in Table 1 showed that creating and editing documents; previewing and printing documents; faxing and e-mailing documents; creating and inserting tables, symbols and pictures; designing and separating colours; creating http and html documents; backing up of documents; mail merging and use of drawing tools; importing and exporting texts, graphics, tables, among others are the word processing skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. These findings are in line with Reynolds (1999).

Database Management skills required by Agricultural Education students in the Colleges Education
Table 2: Mean Ratings and t-test Analysis of the Respondents on Database Management Skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations
The findings presented in Table 2 indicated that entering data using existing templates; recognizing parts of a database like records and field; creating database tables, queries, and forms; carrying out sorting; managing files; designing, previewing and printing database files; carrying out SQL programming; uploading database forms and tables to the web; among others are the database management skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. The result agreed with the views of Goessi (2010) who reported that utilizing a centralized database management system increases speed, improves data management, and over the course of time, decreases cost.

### 6.3 Internet Utilization skills required by Agricultural Education students in the Colleges Education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>X</th>
<th>SD</th>
<th>DE</th>
<th>C</th>
<th>X1</th>
<th>SD1</th>
<th>X2</th>
<th>SD2</th>
<th>Sig(2-</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Create a web page</td>
<td>3.35</td>
<td>0.96</td>
<td>MR</td>
<td>MR</td>
<td>3.46</td>
<td>0.82</td>
<td>3.24</td>
<td>1.09</td>
<td>0.13</td>
<td>NS</td>
</tr>
<tr>
<td>27</td>
<td>Access, copy and paste information from internet</td>
<td>3.54</td>
<td>0.79</td>
<td>MR</td>
<td>MR</td>
<td>3.46</td>
<td>0.77</td>
<td>3.24</td>
<td>0.97</td>
<td>0.31</td>
<td>NS</td>
</tr>
<tr>
<td>28</td>
<td>Download and upload information on web</td>
<td>3.35</td>
<td>0.87</td>
<td>MR</td>
<td>MR</td>
<td>3.45</td>
<td>0.71</td>
<td>3.24</td>
<td>1.03</td>
<td>0.84</td>
<td>NS</td>
</tr>
<tr>
<td>29</td>
<td>Adopt multiple browsers</td>
<td>3.35</td>
<td>0.87</td>
<td>MR</td>
<td>MR</td>
<td>3.45</td>
<td>0.71</td>
<td>3.24</td>
<td>1.03</td>
<td>0.84</td>
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</tbody>
</table>
The findings in Table 3 showed that creating a web page; copying and pasting information from internet to different applications; downloading and uploading information from/on the web; adopting multiple browsers; using internet services like Telnet, Newsgroup and file transfer protocol; accessing and using address book entries; composing and sending e-mails, navigating to known websites; and downloading and installing software and plug-ins are the internet utilization skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations.

**Conclusion**

The objective of this study was to determine the computerized office skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations. The computerized office skills required by the students are word processing, database management and internet utilization skills. These skills lead to productivity, proficiency and efficiency in agribusiness organization. Hence, the need for Agricultural Education students to possess these skills so that they can fit into today's contemporary agribusiness offices.

**References :**

1. The National Commission for Colleges of Education (NCCE) should as a matter of urgency lay emphasis on skills acquisition and introduction of computing and information technology in Agricultural Education curriculum of Colleges of Education.
ROLE OF LANGUAGE IN SKILL DEVELOPMENT IN HIGHER EDUCATION

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In the changing times, skill development has become an important aspect of higher education and our educational system in general. The skills acquired by students depend on several variables such as quality of teachers, facilities in educational institutes, etc. In order to enhance education, communication and organizational skills have received a major spotlight. However, communication in India comes with several problems. Being a vast South Asian country and according to census 2011, 122 languages are spoken across the country (a sizable speaking population) out of with 22 are official languages. We see around us, in Indian localities more than one language being spoken. This is because of the multilingual speakers who outnumber the monolingual speakers in India. Multiple schemes, strategies and policies that have been reviewed time and again for the question of language and they vary from region to region in India. The varied laws are due to the dynamics of languages and multilingualism works differently in every region. A selected set of policies been discussed in this paper that are related to the topic. This paper also includes two factors i.e. the laws or reviewed policies in several states and language practice and issues in municipality or government schools.

The objective of the research paper is to come to a consensus as to which language should be chosen for the medium of instruction. Since it is a very broad topic, there could be multiple solutions for the same. On 18 January, 1967, the academic council of the University of Bangalore announced that it had accepted the recommendation of the students' council that Kannada be an optional medium of instruction in pre-university classes in the university. The students' council proposed only that Kannada be tried in arts subjects but the university favoured extending it to scientific and commercial subjects as well. The students' council conducted a poll which showed that 7,800 students voted against the use of Kannada as the medium of instruction and 708 voted in favour of it. There arise various concerns while addressing to the issues of language teaching in such a scenario. Certain concerns that the researcher would like to focus on are, teacher knowledge and preparation, the juggle between expressed needs and factual need, usage of appropriate pedagogy, parental involvement among the rural learners, cost-effective teaching-learning materials; both in their availability and usage. Multilingualism means usage of two or more languages by a person or a group of people. Historically, multilingualism became common in India during the ancient times when several races and ethnic groups came in contact with each other through migration. Since then coexistence of several languages has been the essence of Indian heritage. Similarly, in most of the classrooms in India, multilingualism is prevalent and has been practiced by the teachers as well. Languages learnt at home play a crucial role in the child’s learning development. This paper engages a discussion as to which should be the language of instruction for teaching in Indian classrooms, especially the role of English language.

On 4 February, at the convocation of Nagpur University, Mahamahopadhyaya D. V. Potdar, said that students should learn English, Marathi and Hindi. While English was "a must" for keeping pace with science and technology, Marathi is the mother tongue and Hindi was necessary for national integration. Dr. V. B. Kolte, the vice-chancellor, said that to understand science the history of the university, the teaching of English was essential for students. Infact, the program’s convocation address was delivered in Marathi. On 19 February in Madras, S. Govindaraja, the former vice-chancellor of Venkateswara University, said that at college level bilingualism was necessary. Further, he recommended that already at the school level a few subjects should be taught in English so that it could be used easily at the higher educational level. Mr. Balraj Madhok, the leader of the Jan Sangh Party, in the Lok Sabha on 7 March said that he did not wish to impose Hindi on the country.
while he favoured the development of regional languages. The chief minister of Madras State, Mr. C. N. Annadurai, on 16 March, said to a gathering of students at Pachaiyappa's College that his government would have to resign if the central government refused to amend the constitution on the language question and English should retain as an additional official language. Also that, he would increase the rate of introduction of Tamil as a medium of instruction in colleges. President Radhakrishnan, while addressing to the joint session of parliament on 18 March, said that the Government of India intended to introduce legislation to give statutory form to its assurances on the union official language. When the Dravida Munnetra Kazhagam (League for the Advancement of Dravidians) in Madras came into power, it was a major factor in causing the government of India to withhold the bill. On 28 March, Mr. C. N. Annadurai said, in contrast to an earlier statement by Mr. Nedunchezhian, his minister of education, that only Tamil and English need be mastered by college students in Madras.

On the following day, it was declared by the Home Secretary of the Government of India that there was no need for a constitutional amendment because all the necessary guarantees for the non-Hindi-speakers would be incorporated into the bill to be presented to the Lok Sabha during the present session. Although the Home Ministry on 28 March, sent a circular to all heads of departments in all Union ministries with an instruction for them to release 20 per cent, of their employees to attend Hindi classes. They also declared cash rewards for those who study Hindi. On 30 March in the Lok Sabha, a heated conflict broke out when a Samyukta Socialist Party member insisted on addressing the house in Kannada without having previously submitted a translation in Hindi or English. During this session, while addressing issues about food, several member spoke in their own regional language. Dr. Triguna Sen, Minister of Education, on 31 March, speaking in the house, said that the medium of instruction must be in regional language even at the highest levels of education. On 2nd April, in Ahmedabad, the minister said that the three-language formula could not be implemented and that a child "could not develop his personality with any language other than his mother tongue".

The Indian Constitution in 1956 recognised the need for mother tongue in primary education but linguistic today education still is being imparted primarily in the 15 'official' languages and English. The schooling for children of tribal communities in mother tongues is denied in the context of their poor response education and high attrition rates. There are two broad perspectives that advocate the use of mother tongue as medium of instruction in teaching. The first stems from a recognition that mother tongues are not merely speech varieties but are languages that provide social and emotional identity to individuals, express the essence of their cultures, and give them a sense of rootedness (Pattanayak 1990: ix). Schooling done in the language of the learner reflects respect for him/her and an appreciation of his/her culture. So the exclusion of mother tongue from school will be 'harmful to the child's self-esteem' (Edwards 1984: 81). Considering the realm of pedagogy, if the school accepts and acknowledges the language and culture of the child, it leads to a positive identity of self and education becomes effective. As Edwards says, "the rejection of a child's language is unlikely to enhance feelings of self worth which are important for educational success" (1984: 83).

The child also deserves to learn in his/her own language as an essential ingredient of quality in education. Pattanayak forcefully observes that to "control and dictate the languages of access" to knowledge is a "positive suppression of human talent. It deprives individuals and society of free choices, curbs creativity and innovativeness and restricts participation or potential participation in multiple spheres of human interaction, thus imposing limits on freedom" (Pattanayak 1987: 8). But how reasonable and practical is it to teach in mother tongue in an Indian scenario? For instance, if a teacher is dealing with a class of thirty students with as many as five variety of languages as mother tongues, which all languages is the teacher supposed to master. And how
will all the children learn at the same time. The second perspective is primarily pedagogic. This perspective focuses on the spoken languages act as a gap between the learning that happens at home as against that in school. More importance is given to the mother tongues as they can facilitate greater learning. While, it may also work the other way round. Some learners who are fluent at their mother tongues come with a developed linguistic and social skill (Jeffcoate 1984:57). Research has shown that bilingual children have greater cognitive flexibility, greater social sensitivity and greater adeptness at creative thinking (Wiles, 1985:92).

The learning strategies such as problem solving, are found to be highly developed in such learners. It is emphasised that the "sense making strategies" that bilingual or multilingual learners acquire, as well as the social skills they possess, are strengths that should be supported by the school system (Edwards 1984; Miller 1983). Encouraging learners to talk using languages that they are comfortable with not only facilitates expression and communication of ideas but motivates reading and writing. The researcher makes an assumption that if such an environment is provided for teaching, practicing linguistic skills and conceptual skills will be easier. Since these learners have an exposure to more languages, they will also be proficient at words and structures of language. Further, discussing about the practicality of this approach, the teacher dealing with such a crowd will have to use collaborative method rather than didactic method of teaching. Wells notes that "the relationship between teacher and learner must at every stage of development be collaborative an attempt to negotiate shared meanings and understanding" (Wells 1985: 39). Also encouraging peer reinforced language development in the form of "small group learning, structured and nurtured by teachers" can also be an effective pedagogic tool in classrooms. As Wiles says, children make "excellent teachers and helpers". The concern of teachers in the early years of schooling is the learner’s ability to communicate ideas, to present them logically and coherently in writing, and to comprehension (Wiles 1981, 1985; Edwards 1984).

In inference, a link can be established between the policies and the two broad perspectives that deal with learning use of mother tongue in a multilingual Indian scenario. The state representatives look forward to using mother tongue in learning, however its implementation is done in a very few expanses. When we delve into the feasibility and practicality of the situation; from textbooks, to multiple languages to be learned by a single teacher, or would a learner learn English or Hindi through his/her mother tongue, etc come into the picture. Also if learners are to be taught in their mother tongues only for the initial stage, how would they pick up English just after the end of using mother tongue in classroom. An in depth study must be performed by the policy makers, parents and teachers and should look keenly into these research aspects to arrive at a conclusion. Teacher education programs, teacher trainings and development programs for teachers need a thorough inspection; as such a big deal of a change in the education would definitely need excellent teachers and facilitators. The sensitisation of teachers to the relationship between language attitudes and social stereotypes should be given priority to.

References:
CONCEPTUAL LEARNING: AN EFFECTIVE METHOD IN HIGHER EDUCATION

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Abstract
There have been increasing complaints from the teachers of students being admitted to Arts colleges with comfortable grades that find it difficult to understand and reproduce conceptual knowledge. We would like to set up a mechanism to analyse and engage students who we perceive are not capable of grasping concepts. This paper is based on few assumptions and these are drawn from author’s personal experiences of teaching in an undergraduate Arts and Commerce College in Belagavi. Currently, we have little data to substantiate the assumptions we make. However, the result of this paper may lead to further scope for research in this area. Conceptual learning is the cornerstone of higher education. The higher a student progresses in an education the more complicated information becomes. A simple example is the Cell in biology which gets more and more detailed. Sometimes there is gross simplification in lower classes that must be corrected in higher ones. This requires that most of college education will mostly be conceptual in nature. According McKenzie, conceptual learning is the learning of that which represents something beyond itself. It is like signs on a map. [McKenzie, 2008]. Assessment can be defined as a sample taken from a larger domain of content and process skills that allows one to infer student understanding of a part of the larger domain being explored. The sample may include behaviours, products, knowledge, and performances. There is a need to bridge the gap between different kinds of learners. With greater exposure to technology and information, certain students have an advantage over others. We can help in levelling the playing field by testing for conceptual learning and using technology to push this technique forward. Not only does it make it easier for a teacher to assess students, it also provides students with a method of grasping conceptual information. We cannot change the system immediately. However, we can use technology to work within the system to help improve education in the country, and provide a valuable service to the students and the community at large.

Key words: Assessment, conceptual learning, Knowledge

Introduction
“Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives—choice, not chance, and determines your destiny.”—Aristotle.

If Aristotle is correct, then we in academic advising can always use assistance to be as intentional as possible in our practice. Advising as teaching is a paradigm that has been advocated by many authors (Lowenstein, 2005; Hemwall & Trachte, 1999, 2003), but intentionally identifying what students need to learn is critical. As Martin (2007) stated, “Learning objectives answer the question: what should students learn through academic advising?” Likewise, Steele (2014) argued for the intentional use of technologies as tools. Tools are designed for specific uses. The best use of technologies is when their capabilities align with our advising goals. To help advisors achieve better student learning outcomes and improve program assessment, this article will use elements of Steele’s model for intentional use of technology and combine these with elements of the curriculum development model called Understanding by Design. Integrated, these two models offer a conceptual way to reconsider how to organize learning outcomes and program assessment.
There have been increasing complaints from the teachers of students being admitted to Arts colleges with comfortable grades that find it difficult to understand and reproduce conceptual knowledge. We would like to set up a mechanism to analyse and engage students who we perceive are not capable of grasping concepts. This paper is based on few assumptions and these are drawn from author’s personal experiences of teaching in an undergraduate Arts and Commerce College in Belagavi. Currently, we have little data to substantiate the assumptions we make. However, the result of this paper may lead to further scope for research in this area.

Assumptions

1. There has been an apparent decrease in the quality of students.
2. Rural Students on average find college a steeper learning curve.
3. The small sample of Arts students of a leading undergraduate college of Belagavi has been considered to be sufficient to show a proof-of-concept of the method implemented.
4. That all higher education involves greater levels of conceptual learning.

What Is Conceptual Learning?.... A Review

Conceptual learning is the cornerstone of higher education. The higher a student progresses in an education the more complicated information becomes. A simple example is the Cell in biology which gets more and more detailed. Sometimes there is gross simplification in lower classes that must be corrected in higher ones. This requires that most of college education will mostly be conceptual in nature. According McKenzie, conceptual learning is the learning of that which represents something beyond itself. It is like signs on a map. [Mc Kenzie, 2008]. There is a difference between an image and a concept. A concept works more like a collection of ideas rather than a single image in the mind. In Plato’s dialogue Symposium there is an interesting discussion on beauty. In short, it brings to our attention the way we talk about beauty. How can we call a statue, form or even, for that matter, a mountainside view beautiful when they are not the same image? The concept then is not limited to an image, but to the many ways in which we use a particular word with the meaning that stems directly from the context. A concept is then a word surrounded by inferential statements [Mc Kenzie, 2008]. By its very nature, each concept presupposes the presence of certain systems of concepts [Vygotsky 1987]. If there is a context surrounding the use of a word, a person can grasp a concept better when he/she can understand it in a larger number of contexts. We must look for the relation between the mind and the world 'not in absolute perceptions and orthoscopic descriptions, not even in concrete verbal images that replace the general representations-we must seek it in the system of judgements in which the concept is disclosed' [Vygotsky, 1988, p. 55].

The Nature Of Assessment

Assessment can be defined as a sample taken from a larger domain of content and process skills that allows one to infer student understanding of a part of the larger domain being explored. The sample may include behaviours, products, knowledge, and performances. Assessment is a continuous, ongoing process that involves examining and observing children's behaviours, listening to their ideas, and developing questions to promote conceptual understanding. The term authentic assessment is often referred to in any discussion of assessment and can be thought of as an examination of student performance and understanding on significant tasks that have relevancy to the student's life inside and outside of the classroom.

The increasing focus on the development of conceptual understanding and the ability to apply science process skills is closely aligned with the emerging research on the theory of constructivism. This theory has significant implications for both instruction and assessment, which are considered by some to be two sides of the same coin. Constructivism is a key underpinning of the National Science Education Standards.
Constructivism is the idea that learning is an active process of building meaning for oneself. Thus, students fit new ideas into their already existing conceptual frameworks. Constructivists believe that the learners' preconceptions and ideas about science are critical in shaping new understanding of scientific concepts. Assessment based on constructivist theory must link the three related issues of student prior knowledge (and misconceptions), student learning styles (and multiple abilities), and teaching for depth of understanding rather than for breadth of coverage. Meaningful assessment involves examining the learner's entire conceptual network, not just focusing on discreet facts and principles.

**The Purpose Of Assessment**

Critical to educators is the use of assessment to both inform and guide instruction. Using a wide variety of assessment tools allows a teacher to determine which instructional strategies are effective and which need to be modified. In this way, assessment can be used to improve classroom practice, plan curriculum, and research one's own teaching practice. Of course, assessment will always be used to provide information to children, parents, and administrators. In the past, this information was primarily expressed by a "grade". Increasingly, this information is being seen as a vehicle to empower students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners. In addition to informing instruction and developing learners with the ability to guide their own instruction, assessment data can be used by a school district to measure student achievement, examine the opportunity for children to learn, and provide the basis for the evaluation of the district's science program. Assessment is changing for many reasons. The valued outcomes of science learning and teaching are placing greater emphasis on the child's ability to inquire, to reason scientifically, to apply science concepts to real-world situations, and to communicate effectively what the child knows about science. Assessment of scientific facts, concepts, and theories must be focused not only on measuring knowledge of subject matter, but on how relevant that knowledge is in building the capacity to apply scientific principles on a daily basis. The teacher's role in the changing landscape of assessment requires a change from merely a collector of data, to a facilitator of student understanding of scientific principles.

**The Tools Of Assessment**

In the development and use of classroom assessment tools, certain issues must be addressed in relation to the following important criteria.

**A. Purpose and Impact**— How will the assessment be used and how will it impact instruction and the selection of curriculum?

**B. Validity and Fairness**— Does it measure what it intends to measure? Does it allow students to demonstrate both what they know and are able to do?

**C. Reliability**— Is the data that is collected reliable across applications within the classroom, school, and district?

**D. Significance**— Does it address content and skills that are valued by and reflect current thinking in the field?

**E. Efficiency**— Is the method of assessment consistent with the time available in the classroom setting?

There is a wide range of assessments that are available for use in restructuring science assessment in the classroom. These types of assessments include strategies that are both traditional and alternative. The various types of alternative assessments can be used with a range of science content and process skills, including the following general targets.

**Declarative Knowledge**— the "what" knowledge

**Conditional Knowledge**— the "why" knowledge

**Procedural Knowledge**— the "how" knowledge
Application Knowledge — the use of knowledge in both similar settings and in different contexts

Problem Solving — a process of using knowledge or skills to resolve an issue or problem

Critical Thinking — evaluation of concepts associated with inquiry

Documentation — a process of communicating understanding

Understanding — synthesis by the learner of concepts, processes, and skills

Assessment can be divided into three stages: baseline assessment, formative assessment, and summative assessment. Baseline assessment establishes the "starting point" of the student's understanding. Formative assessment provides information to help guide the instruction throughout the unit, and summative assessment informs both the student and the teacher about the level of conceptual understanding and performance capabilities that the student has achieved. The wide range of targets and skills that can be addressed in classroom assessment requires the use of a variety of assessment formats. Some formats, and the stages of assessment in which they most likely would occur, are shown in the table.

| ASSESSMENT FORMATS |
|---------------------|------------------|------------------|
| Format             | Nature/Purpose                                           | Stage          |
| Baseline Assessments | Oral and written responses based on individual experience Assess prior knowledge | Baseline       |
| Paper and Pencil Tests | Multiple choice, short answer, essay, constructed response, written reports Assess students acquisition of knowledge and concepts | Formative      |
| Embedded Assessments | Assess an aspect of student learning in the context of the learning experience | Formative      |
| Oral Reports        | Require communication by the student that demonstrates scientific understanding | Formative      |
| Interviews          | Assess individual and group performance before, during, and after a science experience | Formative      |
| Performance Tasks   | Require students to create or take an action related to a problem, issue, or scientific concept | Formative and Summative |
| Checklists          | Monitor and record anecdotal information                   | Formative and Summative |
| Investigative Projects | Require students to explore a problem or concern stated either by the teacher or the students | Summative      |
| Extended or Unit Projects | Require the application of knowledge and skills in an open-ended setting | Summative      |
| Portfolios          | Assist students in the process of developing and reflecting on a purposeful collection of student-generated data | Formative and Summative |

Methodology:

With the release of the National Science Education Standards, the issues of why, how, and what we, as teachers, assess in our classrooms will become a major challenge in the multifaceted science reform effort currently underway. As educators are changing their ideas about what constitutes exemplary inquiry-based learning, and recognizing that science is an active process that encourages higher-order thinking and problem solving, there is an increased need to align curriculum, instruction, and assessment. Classroom assessment techniques are focusing on aligning assessments more closely with the instructional strategies actually used with children.

The process of assessing the conceptual learning follows the usual inductive and deductive logical methodology here. The concept is first dimly understood in an inferential statement. Two claims have the same conceptual
content if and only if they have the same inferential role: a good inference is never turned into a bad one by
substituting one for the other. The fundamental semantic assignment of conceptual content to judgments is
derived from the ultimately pragmatic notion of correctness of Inference. [Brandom, 1994]. Therefore, by using
the “correct inferential technique”, we can group inferential statements into a single category. By examining all
the inferential statements in the category, we can extract by abstraction a concept. This concept will be a word
used in various contexts but which retains an inferential role common to all the statements. Checking the
correctness of inference is simply a matter of “fleshing out” the concept in different contexts, keeping in mind to
retain the same inferential role. The system is simple particulars to a universal concept which is followed by the
correct inferential application of the universal concept to a particular. Thus, logic governs behavior in linguistic
interactions [Mc Kenzie, 1984]. The sort of understanding that is the aim of conceptual interpretation, then, is
mastery of an inferential role: the ability to distinguish what follows from a claim, and what would be evidence
for or against it, what one would be committing oneself to by asserting it, and what would entitle one to such a
commitment' [Brandom, 2002, p. 95]. The mention of interpretation is vital for applicability. What causes one
student to understand a concept better than another? The conceptual map, which provides the context of
inferential statements that help to flesh out the concept, determines the extent to which a student has internalized
a concept. The larger the conceptual map, the greater the level of understanding. What Mc Kenzie calls
“Collateral premises” [Mc Kenzie, 2008]. Difference in observation is due to the difference between their
background beliefs [Mc Kenzie, 2008]. We commonly term this “Exposure”. We are currently in a case study
which will test this hypothesis. If we can expand the conceptual map, we should be able to show the greater
levels of conceptual learning.

Assessment Of Conceptual Learning And Findings:
Learning a language requires reading and writing the alphabet. These can only be assessed through memory
tests. However, after having learnt the way sentences are constructed through parts of speech, we can create new
sentences that have never been written before or read sentences that have never been constructed before. To
learn an alphabet requires Habitual learning or drill learning [Mc Kenzie, 2008]. To learn how to read and write
requires conceptual learning. This is the distinction between how and knowing that [Ryle, 1949]. What is it to
perform intelligently? We must be able to apply criteria in the conduct of performance [Mc Kenzie, 2008]. This
means that instead of a winning a chess game by chance a participant must use the rules and logical reasoning to
win. For instance, a student who sings a song of a foreign language by carefully listening to the sound is not
applying the proper criteria in the conduct of performance. The student has no real knowledge of the language
but merely appears to do so. The assessment must help to make this very important distinction.
A majority of the students who take admission in sample undergraduate college in Belagavi have a problem
reading their textbooks. Usually until PUC, they are assigned textbooks with very specific formats and headings.
When they are provided with a book with no headings they are confused because they require an artificial
marking in the book to delineate categories.
The main focus of the conceptual learning is to create categories where knowledge can be systematised and
internalised. It functions similar to a map [Mc Kenzie, 2008] where all information is organized in an inferential
manner. Statements are key [Mc Kenzie, 2008] because they are the building blocks of the inferential map. All
information, if it is to learnt, must be mapped inferentially. A concept cannot be learnt in complete abstraction.
Concepts lack the clarity of formulae and even definitions are partial expositions. The concept also undergoes
changes in different situations. This “system of concepts” is mapped inferentially and forms the basis of
categorization. The more complex the categorization, the greater the ability to grasp new information. Which is
why students who listen to the same lecture will have different levels of understanding the same concept. The various forms of constructivism agree with each other that in acquiring conceptual knowledge the learner is active, that knowledge cannot be handed down, and that a learner’s pre-existing understandings and purposes are relevant to what that learner will construct. [Mc Kenzie, 2008]

We are currently in an education system that checks for memorization rather than application of learnt concepts. We tend to fail on international standards as a result. Assessing conceptual learning is best done via a *viva voce*. However, considering the student-teacher ratio, we cannot recommend this as an effective tool for conceptual learning assessment.

Technology is the only way forward. MOOC’s are becoming mainstream, with all the major universities of the world already using it to reach out to millions. Incidentally, they also use MOOC’s as an information gathering tool for empirical research. MOOC credits are now applicable in regular courses and jobs.

For the purposes of this paper we enrolled in two MOOC’s provided by EDX.org and coursera.org. The course is based around a short/long lecture followed by a quiz. The answers to the quiz may or may not be revealed as correct or false. The quiz cannot be answered only by listening to the lecture. Multiple Choice questions are easy to assess. Good multiple choice questions are not so easy to write. However, the main focus must be on the distinction of applicability vs reproducibility. A certain number of questions may be purely memory-based serving as a good start, and to help the student revise the basics. Next, it must be followed by a comparisons and examples. Finally, a student must be able to critique any concept. This can be tested by asking the student to pick the correct category in which the concept may be put, followed by a question on which concept is opposed to it. The key is to –

a. Provide 5 options
b. Keep the options similar to each other
c. Make sure the statement and the options are absolutely clear. The best way to check is to ask a colleague or a student to write fill out the exam without any help in clarification. This can help weed out confusion arising from the construction of the question.
d. Stimulate by criticism and example of the pupils own judgement [Mc Kenzie, 2008].

Recent open-source technology has helped to make education more accessible. One such technology is Moodle. It is a software that is installed on a server. One can host assignments, tests and even MOOC’s with that technology and it is absolutely free to use.

It is clear that different kinds of information must be gathered about students by using different types of assessments. The types of assessments that are used will measure a variety of aspects of student learning, conceptual development, and skill acquisition and application. The use of a diverse set of data-collection formats will yield a deeper and more meaningful understanding of what children know and are able to do, which is, after all, the primary purpose of assessment.

**Conclusion**

There is a need to bridge the gap between different kind of learners. With greater exposure to technology and information, certain students have an advantage over others. We can help in levelling the playing field by testing for conceptual learning and using technology to push this technique forward. Not only does it make it easier for a teacher to assess students, it also provides students with a method of grasping conceptual information. We cannot change the system immediately. However, we can use technology to work within the system to help improve education in the country, and provide a valuable service to the students and the community at large.
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उच्च शिक्षातील कौशल्य विकासातील आवश्यक आणि संधी

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शिक्षणचा विकास व त्यातील गुणवत्ता या दोन्हीच विचार केल्यास महार. ढाल देशात पडल्या पाच राज्यात समावेश होतो. ही उच्च शिक्षणाची मार्गदर्शी भरती महणजे विकासातोडतापणाचे महत्त्वाचे पाकल्यात आहे. आज प्रबंधन व तंत्रज्ञानाचा युगात शिक्षण केल्यास, उच्च शिक्षणाचा अभासक्रमण वागेल महत्त्वाचे. शिक्षणक्षेत्र भूमिका-विशिष्ट अन्यथावते अथवा वर्तमानी. शिक्षण आहे की कौशल्याच्या आधारात आकर्षित दिले जाते आहे. Skill means maximum out Put within minimum efforts that too with touch of an individuality and grace and beauty अभ्यासक्रम पूर्ण ज्ञानांतर विद्यार्थी एखादा व्यवसाय सुरु करण्याच्या अभिक्रिया दुःख तयार मध्ये होय. विठित व विचारी कार्याचा सात्तात आपल्याचे विद्यार्थी वापराची तीव्रतेच्या कार्याची कार्याचे करतांना अत्यन्त पहाडी असे नाही ठरते आहे. इतरांनी नाही तर त्याच्यांकांनी एक आकर्षक भाग महानून शिक्षणक्षेत्रातून आपल्यांना नेत्र्याचे पहाट होते. शिक्षणाचा प्रसार जनसंसाधनांपूर्वक वातावरणाचा म्हणून व्यवसाय केल्यात गेला.

उच्च शिक्षणाची पारंपरिकता:
भारतीय शिक्षण व्यवस्थेचा या मार्गांचे निर्धारित ख्रींते तर इंग्रज आहेत. इ.स. 1833 चार्टर्स ऑक्सफऱऱर 1 लॉक ह्या. शिक्षणाचा सर्वात ख्रेस केला जावू लागला. म्हणजे यांच्यांचा पाठ्यविद्याचा म्हणजे शिक्षण केल्यास महत्त्वाचे पाकल्यात होय. लॉक्स कर्जन कार्यरत शिक्षणाच्या समस्त प्रलेख केला. स्वतंत्रता रत्नांनी शिक्षणाच्या संविधानांचा प्रसार केला. स्वतंत्रता शिक्षणाच्या समाधान लागू घेत. 1884 मध्ये क्वर्डर कार्यरत शिक्षणाची संविधानांचा प्रसार केला. लॉक्स कर्जन 1848 मध्ये अपयोग, 1952 मध्ये अपयोग, 1964 मध्ये अपयोग होते.

भारतातील उच्च शिक्षणाची स्थिती:
शिक्षण हा मानवी जीवनाचा प्रारंभिक युग आहे. त्याचा महाधिवंश व विद्यापीठ हे संस्कार केंद्र आहेत. शिक्षणामुळे, व्यक्ती, समाज, र ढालचा विकास होतो. भारतातील उच्च शिक्षणाच्या वातावरणात विद्यापीठ अनुभव आयोगांकडे सौंपण्यात आले. सध्या भारतात उच्च शिक्षण देणारी अनेक महाधिवंशाच्या आहेत. महाधिवंशाच्या शिक्षणाच्या नियुक्ती होत अस्ताना गणवलेला प्रवृत्ती दिवस. कोल्हापूरे पुस्तकालय, फर्मियर इ. भौतिक मुख्यांकन असायाय. आज महाधिवंशाचून जो अभ्यासक्रम शिकवला जातो. तो मोठा व विहोच जाते. अभ्यासक्रमाचे जात तर मिळाले पाहिजे. शिक्षणानुन विद्यावाहिणी सर्वात गरजेची पूर्ती काली. विद्यार्थ्यांनी शिक्षण शें सत्यांना अनेक कौशल्य संपादन करावें, शिक्षण संपादकांतर विद्यार्थी एखादा व्यवसाय करण्याच्या अभिक्रिया दुःख तयार सक्याते असे नाही काळात. बुद्धीचा वापर विद्यावाहिणी कौशल्याच्या करतांना आकर्षित पाहिजे.

कौशल्यपूर्ण अभ्यासक्रम:
सध्या सुरु प्रचंड स्थानांकांचा आहे. त्यांच्याचा कार्यक्षेत्र बदलाचा कालानुसार उच्च शिक्षणाचा अभ्यासक्रम बदलाव पाहिजे. विद्यार्थी भूमिका बदलली पाहिजे शिक्षक हा प्रशिक्षित असला. अभ्यासक्रम करीत असताना शिक्षकांना आधुनिक तंत्रज्ञानाचा वापर करावा. शिक्षक व विद्यार्थींच्या योग्य समज्य असाय असाय. उच्च शिक्षणाच्या जागतिक अभ्यासक्रम गुणवत्ता पूर्ण असाय. पुतळ्यांनी अभ्यासक्रमांबरोबर उप्रभावी जोड असाय अभ्यासक्रम आयोग तयार आहे. इं-लॉर्निंग, डिजिटल कलासम, वर्षूंभंदर कलासम,
मेकोलेख्या उच्च शिक्षण नितीचे प्रारूप बदलणे:
आधुनिक भारतात शिक्षण प्रणालीमध्ये प्रमुखत यांनी भारतातील उच्च शिक्षण नितीचे प्रारूप तयार केले. त्यानुसार त्यांना शिक्षण म्हणजेच व्यवस्थित असावा एक वर्ग तयार करावयाचा होता. त्याचा रंग आणि रंग म्हणून असेच पर्यंत विद्यार्थी व मामलेत उच्च तो ब्रिटिश साहित्य. त्याची प्राप्ती समाजात नोकरशाही व्यवस्थित दिसून येते. यात बदल करणे आवश्यक आहे.

2. संशोधनाच्या प्रारंभ देणे:
संशोधनाची उच्च शिक्षणात संशोधन कमी होत आहे. जे संशोधन होत आहे. त्या पात्र्यांचे हार्मोन पाहिजे हे होत नाही. संशोधनात आधुनिक तंत्रज्ञानाचा बापर केला जाता.

3. शिक्षकाची भूमिका बदलणे:
आजच्या संस्कृतीमध्ये युगात शिक्षकाची भूमिका बदलली आहे. शिक्षकांनी विद्याधर्माची अभावत माहिती धारी विज्ञान तंत्रज्ञानाच्या उपयोग करावयाची शिक्षक. कमी कालावधीत जातील जात शैक्षिक विद्यार्थी कमा आमंत्रक करत यावी शिक्षकांनी वाच आहेत शिक्षुने शिक्षणाचा ज्ञानाचा, असाधारण गुणवत्ता वाढ करवू. विद्याधर्मांची जोणीही जवळजवळ आली तरी हे पेटचे केले असे विद्यमाण स्वभाव करणे हे आवश्यक आहेत.

4. विद्याधर्मांचा आलेखनात्मक निर्माण करणे:
विद्याधर्मांवर विचार शैक्षिक आमंत्रक केले पाहिजे. त्या कोणत्याचा जोवर नोकरी मिळत लागले पाहिजे. उच्च शिक्षणाने विद्याधर्माला स्वतः मधील क्षमता, वृद्धिमान ओळखाची पात्रता निर्माण झाली पाहिजे.

5. कौशल्यांचा अभावक्रम तयार करणे:
अभावक्रम तयार करत आताना कोणत्याचा अभावक्रमातून व्याख्यायिक संबंध किंतू आहेत. याची माहिती करत अभावक्रम तयार करता. एकाचा वि पातील ज्ञानाचा व्यवसायात्तील कौशल्याचा वाहीसाही उपयोग करता असा अभावक्रम तयार करता.

6. सर्जनशील उपक्रम रचना:
विविध खट, योगात्री शिक्षण, गुमतंत्र विद्याधर्माना काही उपक्रम देणे. त्यामध्ये विद्याधर्म नवनिर्माण क्षमता वाढवू विविध उपक्रमाची विद्याधर्मांचा सहभागी करणे हे आवश्यक आहेत.

7. विद्याधर्मांचा प्रवृत्त करणे:
विद्याधर्मांनी फक्त ज्ञान प्राप्त करत नये तर त्या ज्ञानाचा मुख्य जाणून तल्यांचा प्रवृत्त करता. उदा. इतिहासात विद्यार्थी संदर्भात्याचा ज्ञान, शिलालेख वीणकट घेतला असा उद्देश असावा.

8. सामाजिक समस्याची आणि लक्षणांची ज्ञान:
आज समाजात भ टर्फ, दहशतवाद, लोकसंघावाढ, विद्याधर्मातील अनुबंध, सर्वांच्या असावा विविध समस्या आहेत. या समस्यांची माहिती विद्याधर्माना करत देणे आणण समाजात एक एकट आहेत असा समाजात काही तरी देणे लागतो. याची जाणीव विद्याधर्मां निर्माण करणे हे आवश्यक आहेत.

9. मानवी मूल्य व संस्कृती जोछापणास शिकवणे ही काही महत्त्वाची गरज आहे. हे आवश्यक आहेत.

संदर्भ:
1. उच्च शिक्षणातून कौशल्याच्या आमंत्रक केलेल्या विद्याधर्माला विविध संघर्ष उपलब्ध करत दार्शन.
2. शिक्षकों कोणता विद्यार्थी कुराण बुद्दीचा आणि कोणता विद्यार्थी विचंग । गरज असलेल्या आहेत हे ओळखून लेख्या पातळप्रमाणे कौशल्य आणणात करण्याची संधी उपलब्ध करून दिली घड्याचे.

सारांश : 
आजच्या युगात तरुण पिवळोला आलो दग्बन पूर्ण करण्यासाठी विशिष्ट मार्ग उपलब्ध असले तरी नेमक्या कोणत्या मार्फत अवलंब करतील एकता विद्यार्थ्याच्या मनात संबंध आसतो. ज्याची आर्थिक परिस्थिती उत्कर्ष असते ते आपल्या सोयीनुसार दर्जनत्था पातळ के या प्रकारे परंतु सर्वसमाये कुंवातील विद्यार्थ्याचा कौशल्यपूर्ण शिक्षण देखील व्यवसायात प्रविष्कर्ण मिळवून देणे आज कोणती गरज आहे. उत्तर शिक्षण मेठेल्या विद्यार्थ्याच्या समाजात? आर्थिक गरजा पूर्ण ज्ञानात घड्याचे. शिक्षण पूर्ण झाल्यानंतर विद्यार्थ्याच्या हातातला काम मिळाले पावे. या तरुण पिवळोला उपयोग विकसित या निर्माण करण्यासाठी झाला घड्याले.

संदर्भ सूची : 
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6. गाढीसंशोधन पद्धती — सी.एस. कर्नाडे
7. आधुनिक महाराष्ट्र द्वारारु परिवर्तनाचा इतिहास — प्रा. दिनेश मोरे
THE IMPACT OF SPECIFIC ASANA ON THE STRESS OF 12 TO 16 YEARS SCHOOL CHILDREN

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Abstract:
The main aim of this study is to find the effect of Specific asanas on the Stress of 12 to 16 years school children. Considering the mentioned objective, 40 students of BIPS, Bagalkot, Karnataka State are selected as cases for this study and they are randomly divided into training group and controlling group. The first group, participated in Specific asanas training process that continued 8 weeks, while; the latter group did not participate in any exercise programs and continued with their daily activities.

Key words: Specific asanas, Stress

Introduction:
Yoga is one such alternative form of physical activity that is used mainly for the purpose of health promotion. Yoga comprises mainly body postures (asanas), breathing exercises (pranayama), and meditation (dhyana). Yoga is also gaining increasing popularity as a therapeutic measure. Some 80% of persons practicing yoga in the US (more than 16 million people) reported that they had taken up the practice with the explicit goal of improving their health. In this setting, the hope to maintain stress, was one of the most important reasons for taking up yoga. Current researches have also suggested that with the physical activity including specific asanas, an improvement of management of Stress.

The aim of this study
The aim of this study is to find the effect of 8 weeks of Specific Asanas on the Stress of 12 to 16 years school children.

Subjects And Methods
In order to gather the required data, 40 students between 12 to 16 years old of Bagalkot are selected. After calls in all BIPS, Bagalkot, Karnataka State, some families have accepted to participate in the study. The selected cases are divided into two groups (20 for each) which are training and controlling groups. The demographic characteristics of the subjects are presented in Table . The results of t-test have shown that the two groups have homogeneous age, Stress.

Table
Analysis of mean Standard deviation and ‘t’- value for Stress among control and experimental group of specific asanas training group

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>No</th>
<th>Mean Pre test</th>
<th>Std.deviation Pre test</th>
<th>Mean Post test</th>
<th>Std.deviation Post test</th>
<th>df</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>stress</td>
<td>Control</td>
<td>20</td>
<td>178.35</td>
<td>15.52</td>
<td>163.65</td>
<td>16.78</td>
<td>19</td>
<td>3.125</td>
<td>.006</td>
</tr>
<tr>
<td>Experimental</td>
<td>20</td>
<td>188.75</td>
<td>11.85</td>
<td>13.74</td>
<td>163.15</td>
<td>8.618</td>
<td>19</td>
<td>.000*</td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05 level, df=19, ‘t’ 0.05=2.09

From the above table is clearly indicates that there was a highly significance difference in Stress between pre test and post test among Experimental group of school children as calculated t-value 8.61 > table value 2.09 at 0.05 level, in control group also shows there was slight significance stress index Pre test and post test among control as calculated t-value 3.12 > table value 2.09 at 0.05 group of specific asanas training.
Discussion
Based on the findings of this study, 8 weeks of specific asanas improvement in managing stress of 12 to 16 years school children. This study also confirms the findings of the effect of specific asanas on these Stress measurements were conducted 8 weeks after the experiment concluded. The experimental group and control group showed significant differences in Stress. Therefore, the results of this study suggest that specific asanas is effective for the improvement of the management of stress, and this asanas can help maintain the physical fitness. However, this study has some limitations: The research subjects included only school children, and the experiment was implemented using only specific asanas. This fact can be the result of a slight change in managing Stress of the students after specific asanas.

Results And Conclusion
This study indicates that there was a highly significance difference in Stress between pre test and post test among Experimental group of school children as calculated t-value 8.61 > table value 2.09 at 0.05 level, in control group also shows there was slight significance stress index Pre test and post test among control as calculated t-value 3.12>table value 2.09 at 0.05 group of specific asanas training.

References
NEED OF ENHANCING SKILL DEVELOPMENT IN LAW STUDENTS IN INDIA FOR EFFICIENCY, EFFECTIVENESS AND EMPLOYABILITY.

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Abstract:
India is a Country with the 2nd largest population. If nation is a system, education is the heart of it. Education empowers the nation. Skills development is a top priority for Indian government. Skills development is a continual process. Legal profession is a rich and noble profession. As even the most experienced lawyers will have areas of improvement or new skills to acquire. Law students in responding to challenging markets both for entry-level employment and for applications to law schools skills are must.

Keeping this background in mind, this paper attempts to understand the concept of skill development in holistic basis as well as seeks to focus on the prominent skills which are needed to law students for becoming effective, efficient and employable.

Key Word: Skill, India, Legal Profession, Law Students, Lawyer, Development

About 90 percent of employment opportunities require vocational skills. Only 20 percent of our graduate get employed. The rest are unable to get suitable employment due to the lack of employment skills.

Introduction:
India is a Country with the 2nd largest population. If nation is a system, education is the heart of it. Education empowers the nation. Properly planned educational can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new hopes and develops new values. It strengthens competencies and develops commitment.

Skills development is a top priority for Indian government.
Skills development is a continual process. In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. Legal profession is a rich and noble profession. As even the most experienced lawyers will have areas of improvement or new skills to acquire. As President Pranab Mukherjee said in a recently organised CII event in Kolkata, "We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability."

Skill And Knowledge:-
Two words that describe a person's competence “knowledge and skill. At first glance, both of them seem synonymous but give it some thought and you would realize both of them are very different concepts.
Knowledge refers to learning concepts, principles and information regarding particular subjects by a person through books, media, encyclopaedias, academic institutions and other sources. Knowledge is information acquired through sensory input: Reading, watching, listening, touching, etc. Knowledge can be transferred from one person to another or it can be self-acquired through observation and study.

Skills, however, refer to the ability to apply knowledge to specific situations. Skills are developed through practice, through a combination of sensory input and output. As an example, social skills are developed through interaction with people by observing, listening, and speaking with them. Trial and error is probably the best way to achieve skills mastery. To make it simple, knowledge is theoretical and skills are practical.

Why Need Of Enhancing Skills In Law Students:-
In the present context of globalisation, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and
training. Law students in responding to challenging markets both for entry-level employment and for applications to law schools skills are must. Legal education in India is need of serious reforms. In my view, the Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual graduates, he/she struggles to apply this knowledge in the real life scenario difficulties arise. This fact came to the knowledge of Justice Markandeya Katju, a judge of the Supreme Court, while addressing an audience of law students at the Dr Ambedkar Law University. Justice Markandeya Katju posed a simple question before the law students who found it difficult to answer. So, due to these reasons law students having knowledge and various skills for become efficiency, effectiveness and employability.

Prominent Skills For Law Students:-

Like there is never a shortcut to succeed in life, there is no shortcut to become a good lawyer, although possessing, acquiring or developing some skills might give us an edge in this highly competitive world. Become an efficient, effective in a law field and got best employability following skills are must in a law students.

A) Communication Skill :-

Communication is a forte of lawyers that often make them community leaders. Communication is a big weak point of hundreds of law students but an essential skill to be a successful lawyer. For lawyers in private practice, being a good speaker is vital. Oral communication, public speaking, client counselling, keen listening skills and issue-spotting, status reporting, developing themes and strategically arranging facts these are routine activities of a lawyer which needs communication skill. A prospective litigator must develop the art of modulating his/her voice as per the demand of the situation to emerge successful.

B) Analytical and Problem Solving Skills :-

Knowledge of substantive law and legal procedure, identifying issues, eliminating unrealistic outcomes, evaluating exposure, hedging and minimizing risk, assimilating information from multiple sources for this task analytical skill is must. Engage you in critical thinking about important issues, challenge your beliefs, and improve your tolerance for uncertainty and criticism is nessasary.Your legal education will demand that you structure and evaluate arguments for and against propositions. Law school will refine those skills, but you must enter with reasonably well developed analytic and problem solving abilities. Courses in philosophy, logic, ethics, math, the sciences and computer science can help you develop them.

C) Drafting Skill:-

Language is the most important tool of a lawyer, and lawyers must learn to express themselves clearly and concisely in writing. Drafting, which is not limited to drafting of petitions or agreements, but even memos, opinions and even emails, is probably one of the easier skills to learn. Once you graduate and join a job, your seniors will most likely assume that you already know how to draft or that you will catch up in a month or two, when in reality you have no idea as to how you can go about it. The best way to learn drafting quickly is to start working with templates, and getting your work reviewed again and again. The more you do this; more you will learn to quickly wrap your brain around important issues. You will also learn that academic writing and legal writing is different in a huge way. We also allow students to review each other’s drafts which enable them to learn from others mistakes.

D) Reading Skills. :-

A lawyer must essentially develop a regular habit of reading. Reading must be primarily related to law. As a law student and lawyer, much of what you will do involves careful reading and comprehension of judicial
opinions, statues, documents, and other written materials. You can develop your critical reading ability in a wide range of experiences, including the close reading of complex material in literature, political or economic theory, philosophy, or history.

E) Research :-
Research is a key skill every lawyer must have in today’s era. If you are not good with your legal research, you might not even become a lawyer. As a lawyer, you are not expected to know every provision and every legal statute, though knowing a few important ones especially relevant for your practice area wills really help. Knowledge updating is very necessary for law students. In reality you need to be a bloody good researcher who can find relevant provisions of law and important decisions really quickly, and without leaving out relevant provisions and case laws. Conducting legal research, using legal research software is essential for development in law field.

F) Listening Skills :-
Lawyer and law students must also have excellent listening skills. If you are to understand your clients and others with whom you will interact daily. As with writing skills, legal education provides the opportunity to listening also. In preparation, lawyer should seek to develop your basic listening skills is important. To become good speaker is first a good listener.

G) Technological affinity:-
It has become one of the basic qualities of a lawyer these days. If a person cannot efficiently use e-mail, access the Internet, work with instant messaging, Adobe Acrobat and the like, clients and colleagues ignore that lawyer. Technology also helps to updating of knowledge. Drafting of cases with the help of computers is now days become a common work. So, computer technology skill is needed for development in lawfield. Besides these, Time management, Team work, Command over language, Management Skills, Negotiation skill, are also important skills to provide a sound foundation for a legal education.

Conclusion:-
To make India Progressive and to develop law profession further, a skilled law student is essential. As more and more India moves towards the Knowledge economy, it becomes increasingly important for it to focus on advancement of the skills and these skills have to be relevant to the emerging development environment. An efficient skill development system is the need of the hour.

“So, Practice is the only way to develop skills. The more you do something, the better you get at doing it.”
E-LEARNING (MOOC) EDUCATION IN INDIA

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Abstract:
Digital revolution in India’s education sector started with management colleges like the Indian Institutes of Management. From providing computer labs to fully computerized libraries, the institutes gradually initiated digital practices. Laptops became common in institutes and among the students studying business management courses. Eventually it forayed in other domains of education too. Exams were no longer limited to pen and paper as it was replaced by computerized exams. Power point presentations were accepted as projects submitted by students. It was soon realized that learning no longer revolved around the ability to just read, write and crunch numbers.

Keywords: Digital Education, Massive online open course, Swayam, PG-Pathshala, etc.

Introduction:
In the occurrence of digital era, drivers of change such as artificial intelligence, robotics, nanotechnology etc have a resounding impact on the evolution of education. These growth drivers are also the demographics of the business landscape and the skills that are required to meet the demands of the future. According to world economic forum the demand for technology and computational thinking skills will grow by about a fifth by 2025. These technologies will create 2.1 million jobs by 2020, which will require knowledge in computing. That is why it is important to incorporate digitization in the learning process which will help students in critical thinking, innovation, collaboration and problem solving. Along with primary syllabus, the curriculum should also focus on technology, innovation, general skills and business management. The government is also in favor of integrating technology into education – encouraging most educational institutions to migrate from blackboards to digital boards. Technology will be the biggest growth driver in improving the quality of education in India. Digital India is an active slogan of propagated by Prime Minister Narendra Modi. With the intention of providing more computer-based education and interactive learning he launched the E-basta scheme in 2014 to promote e-learning. The scheme was aimed at making children free from the burden of carrying books to school.

Era of Digital Revolution
Today is an Era of Digital revolution in India is significant as it promises to bring a multi-dimensional metamorphosis in almost all sectors of the society. From digitization in governance to better health care and educational services, cashless economy and digital transactions, transparency in bureaucracy, fair and quick distribution of welfare schemes all seem achievable with the digital India initiative of the present Government. A look at Government initiatives in various sectors in past three years show how digital revolution in India is not only changing the way society functions but also bridging the gap between the haves and the have-nots of the country.

The quality of education in any society forms the foundation stone for the very fabric of the society. Keeping in mind the importance of education, the digital India initiatives puts together a number of digital services for improving the dissemination of education in society. Be it primary level, secondary level or higher education and research facilities, the various digital schemes in this sector are revolutionizing the education system in the country. While there are a number of schemes in the education sector, to mention a few – ‘SWAYAM’ scheme provides an opportunity to students to access courses taught in classrooms from ninth standard to post...
graduation, that can be accessed by anyone, anywhere at any time. This digital scheme not only brings education at the doorstep of numerous students but also aims to bridge the digital divide as students who cannot join mainstream or formal education can access this application. Another digital scheme is ‘ePATHSHALA’ which disseminates all educational content through website and mobile app. Next in row are schemes like ‘Mid-Day Meal Monitoring App’, ‘Shaala Sidhi’ and ‘Shaala Darpan’ that focus on quality of school administration and evaluate the schools and kendriya vidyalas to improve the quality of education. Promoting research skills is the ‘OLABS’ digital scheme. O Labs i.e. online labs for school lab experiments provide students with ease of conducting experiments over internet. In the area of higher education Government has the ‘National Scholarship Portal’, ‘eGranthalya’, ‘National Knowledge Network’ to name a few. These digital initiatives not only look at improving the sector of education but are reaching out in bringing education to the underprivileged, thus utilizing the digital revolution to bridge the gap between haves and have-nots of education.

While education sector constructs the fabric of the society, Health care is an equally important sector for a society that has a secure and stable future. The various digital initiatives of the Government in the health services include- ‘Digital AIIMS’ a project that aims to create an effective linkage between UIDAI and AIIMS; the ‘e-hospitals’ scheme that is an open source health management system; ‘mRaktkosh’ – a web based mechanism that interconnects all blood banks of the state into a single network. Besides health and Education the present Government has also taken various initiatives to digitize governance.

Application involved in Digital Education

1) 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 NITTTR for Teacher Training programme. Courses delivered through SWAYAM are available free of cost to the learners, however students wanting certifications shall be registered, shall be offered a certificate on successful completion of the course, with a little fee. At the end of each course, there will be an assessment of the student through proctored examination and the marks/grades
secured in this exam could be transferred to the academic record of the students. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM. this platform is indigenously developed by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) with the help of Microsoft and would be ultimately capable of hosting 2000 courses and 80000 hours of learning: covering school, undergraduate, post-graduate, engineering, law and other professional courses.

2) e-PG Pathshala -
e-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. The content and its quality being the key component of education system, high quality, curriculum-based, interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences, linguistics and languages have been developed by the subject experts working in Indian universities and other R & D institutes across the country. Every subject had a team of principal investigator, paper coordinators, content writers, content reviewers, Language editors and multimedia team.

Benefits of Digital learning

1. Time and Place
Learning becomes less time consuming and can be done at any point of time. The Internet access provides facilities to commence courses at any point of time in a year, unlike the regular academic courses. The learners need not worry about attending a regular class in a specific place since learning can be done on their personal device irrespective of the place and time. Therefore, issues regarding time and place becomes flexible for the learner

2. Efficient
Digital assessment systems deployed in the software used for digital learning provides an instant feedback for the learner. This allows the learners to understand whether more time should be spent on a particular topic. Learners can work at their own pace of learning ability, unlike the institutional systems.

3. Cost-effective
The learners and instructors can rely on ebooks and web portals for educational resources rather than spend money on buying books.

4. Global reach
The learners can access to courses and materials from different parts of the world. Additionally, it allows learners and instructors to connect and communicate with other people around the world. This provides a richer learning experience.

5. Variety
Information can be presented in a large variety of ways attracting the learner and increasing their concentration. Technological innovations like a smart board, electronic readers, ipads and so on can provide information in a wide range of ways.

6. Knowledge availability
Digital learning provides an extensive amount of knowledge to the learners. With the help of the Internet, learners are able to access a massive amount of data from different parts of the world at a very cheap cost.

Conclusion:
From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place. Educators, policymakers, administrators, and teacher preparation and professional development programs now should embed these tools and resources into their practices. Working in collaboration with families, researchers, cultural institutions, and all other stakeholders, these groups can eliminate inefficiencies, reach beyond the walls of traditional classrooms, and form strong partnerships to support everywhere, all-the-time learning.

References

CONTINUING PROFESSIONAL DEVELOPMENT AND SKILL DEVELOPMENT OF TEACHERS

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Abstract:
In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. Several areas which say they need for continuous professional development. Apart from the core subject expertise, some of the prominent skills that teachers seek to empower them to be able to solve problems, self-direct, self-reflect, and lead. They give them the tools both digital and knowledgeable to succeed, not only in school but in life.

Introduction
The changing world of teaching The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence centered approaches to teaching, together with greater emphasis on learning outcomes. Pupils are increasingly expected to become more autonomous learners and to take responsibility for their own learning. The learners in any class may come from an increasingly wide range of backgrounds and may have a very broad range of abilities. In this context, even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. Teachers are called upon not only to acquire new knowledge and skills but also to develop them continuously. To equip the teaching body with the skills and competences needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge based society.

As schools become more autonomous, with open learning environments, teachers assume greater responsibility for the content, organization and monitoring of the learning process, as well as for their own personal career long professional development. Furthermore, as with any other modern profession, teachers have a responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research, and through systematic engagement in continuous professional development from the beginning to the end of their careers. Systems of education and training for teachers need to provide them with the necessary opportunities.

Teaching Effectiveness
Whereas teacher effectiveness deals with characteristics of teachers, teaching effectiveness concerns the teaching process. However, it is useful to introduce some basic distinctions and overall research evidence because awareness of what helps make effective teaching can provide potential orientations for teacher training and professional development. Teachers’ knowledge and skills in areas highlighted in the effective teaching research could be important components of trainable or learnable teaching repertoires. According to recent studies there are several areas which say they need for continuous professional development, including:

- Competence to diagnose learners at risk
- Causes and consequences of early school leaving
- Early school leaving prevention, intervention and remediation measures
• Working with parents.
• Teaching cross-curricular skills.
• Teaching in multilingual settings.
• Student career and counseling
• Teaching learners with special educational needs
• Approaches to individualized teaching and learning
• Conducting classroom based individual and collaborative research

Some of the most effective ways to implement continues professional development that also enhance collaborative cultures in schools are:

• Building professional communities and teacher networks
• Peer-to-peer learning
• Peer observation
• In-service (internal) training
• Mentoring and coaching among staff and other professionals
• Online or face to face (external) courses
• Co Operative action research to test innovative teaching practices
• Teaching practices database to share knowledge on effective practices

Principles Of Effective Teaching

Teaching is a complex endeavor, involving classroom management, lesson preparation and organisation of teaching and learning activities, creating and maintaining a certain climate, and evaluation and feedback. Broadly speaking there is consensus on what constitutes good teaching.

1. Supportive classroom climate: students learn best within cohesive and caring learning communities. The role of the teacher as model and socialize is emphasized.

2. Opportunity to learn: students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasizes maintaining students’ engagement in those activities.

3. Curricular alignment: All components of the curriculum are aligned to create a cohesive programme for accomplishing instructional purposes and goals.

4. Establishing learning orientations: teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies (e.g. providing advance organisers and cuing the kind of responses that are expected).

5. Coherent content: to facilitate meaningful learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstrations, effective teachers project enthusiasm for the content and organise and sequence it so as to maximise its clarity and “learner friendliness”.

6. Thoughtful discourse: questions are planned to engage students in sustained discourse structured around powerful ideas.

7. Practice and application activities: students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.

8. Scaffolding students’ task engagement: the teacher provides whatever assistance students need to enable them to engage in learning activities productively. Structuring and support can be lessened as the students’ expertise develops.
9. **Strategy teaching:** the teacher models and instructs students in learning and self-regulation strategies. Metacognitive awareness and self-regulation are sought in contexts like problem solving and general learning and study skills. An example is a teacher who thinks out loud while modeling use of the strategy. Students are stimulated to monitor and reflect on their learning.

10. **Co-operative learning:** students often benefit from working in pairs or small groups to build understanding or help one another master skills.

11. **Goal-oriented assessment:** The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Comprehensive assessment also examines students’ reasoning and problem solving processes.

12. **Achievement expectations:** the teacher establishes and follows through on appropriate expectations for learning outcomes.

**Prominent Skills Of Teachers At Present**

In general, apart from the core subject expertise, some of the prominent skills that teachers seek they are:

- communication skills (verbal and written)
- commercial awareness
- attitude towards work
- lifelong learning
- self-management
- teamwork
- problem solving
- initiative
- self-motivation
- adaptability
- stress management
- creativity
- interpersonal sensitivity
- technology/it skills

**Conclusion**

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

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विभिन्न में यह अभ्यास के लिए उत्तराधिकारिता अन्तर्गत आयोजित है। उपर्युक्त और उन्नत दर्शन की शिक्षा प्राप्त करने के लिए अधिक अध्ययन की आवश्यकता होती है। अध्ययन कर सबसे अधिक अंक प्राप्त करना मतलब यथार्थता करना नहीं है। अध्ययन किस प्रकार से किया जा रहा है उसे महत्वपूर्ण है। अनुसारांकन के अध्ययन नमोर्जनांकन अध्ययन अधिक प्रभावकारी साबित होता है। प्राप्त ज्ञान का उपयोग प्रतिभा के रूप में व्यवहार में किया जाना ही शिक्षा तथा ज्ञान प्राप्त है।

अर्थात् अध्ययन का ही व्यवहार में उपयोग होना चाहिए। अतः व्यवहार ज्ञान ही जीवन के लिए उपयुक्त है। व्यवहार में ज्ञान के बीना आदमी समाज में कुशल तथा नामी नहीं बनता। लेकिन व्यवहार ज्ञान किसी भी पादशाला में तथा किसी पाद्यक्रम में नहीं मिलता। निर्णय लेने के लिए अभ्यास, संक्षेप समय हट करने की अभ्यास, नियोजन की शिक्षा, आदमी जोड़ने की कला यह सभी व्यक्ति के कौशल है।

यह कला अवश्य ज्ञान ही होता है।

वैचारिका के इस पुस्तक में विज्ञान और तंत्रज्ञान के रूप में नित नये प्रयोग, औद्योगिकता में नया—नया तंत्रज्ञान यह एक चमकेगा जो युवकों के सामने खड़ा है। रस्तर से होनेवाले ये बदलता नई पिठी को भी रस्तर दे रहा है। इस रस्तर में जो खुद को सिद्ध कर सकता है वही रस्तर का सामग्री कर सकता है और चोटी पर पहुंच सकता है। ऐसे प्रवाह में केवल अंक प्राप्त करनेवाली टीक नहीं सकता। एक तो वैचारिका दूसरी औद्योगिकता के लिए मानवों बौद्धिक शिक्षा की भी अभिव्यक्ति होती है।

इसके लिए उत्तराधिकारिता के साथ—साथ कौशल की भी आवश्यकता होती है। आज तक यह देखा गया है कि, जितनें युवक उन्नत शिक्षा प्राप्त करते हैं उनमें से मात्र 30 प्रतिशत छात्र यथार्थता के शिक्षा पर पहुंचे है। 70 प्रतिशत युवक मात्र कौशल के अभाब से असंकेत होते है। इसीलिए विश्वविद्यालय अनुदान आयोग ने टेक के 700 विश्वविद्यालयों के अंतर्गत अनेकवार 35,000 महाविद्यालयों में कौशल विकास शिक्षण प्रणाली लागू की गयी। यह शिक्षण प्रणाली पारम्परिक शिक्षण प्रणाली से अलग है। इस प्रणाली के अंतर्गत जो पाद्यक्रम रखा गया है, ये विद्यार्थियों के अंदर जो अल्ग—अल्ग प्रकार को प्रविष्ट करता है उसे विकसित करना उसका उद्देश्य है। विद्यार्थियों को वह प्रविष्ट हर क्षेत्र में उपयोगी हो और उसका कौशल बढ़ सके। यह भी सत्य है कि, इसका एक कौशल अत्यंत—अत्यंत होता है। लेकिन यदि ऐसे कौशल है कि, उन्हें आजम देखना पडता है, जो सबके लिए अभिव्यक्ति होते है। ये किसी भी उम्र में हमारा व्यक्तित्व महत्वपूर्ण होता है।

कौशल को किसी भी परिभाषा में व्याख्या अत्यंत कठिन है। लेकिन परिभाषा की ट्रेटमेंट से हम उसे देख सकते है।

1) किसी भी कार्य को प्रभावी से करने के लिए प्राप्त ज्ञान का उपयोग करना ही कौशल है।
2) हाथ में लिया हुआ कार्य और अपने प्राप्त ज्ञान का समन्वय कर काम करना ही कौशल है।
3) व्यक्तित्व विकास करने के लिए भा. I पर प्रभुव होना अत्यंत जरूरी है। भा. II पर प्रभुव यह एक कौशल है।
4) सफलता के लिए व्यक्तित्व ही प्रभावी रूप से काम करता है। व्यक्तित्व को विकसित करने के लिए अपने अंदर की प्रतिभा को जगह—जगह समावेश कर समयमतिक करने को क्षमता ही कौशल है।

यह सभी को समन्वय करना एक व्यक्तित्व कल्याण है। जिसमें अंतरम ते संयोजन किया जा सकता है। यदि कौशल नहीं है तो उन्हें अनेक समय एवं संकट का सामना करना पड़ता है। कोई विज्ञान संकट का हो या बालिका संकट के तथा तत्त्व संकट का। कोई भी पद्धति प्राप्त युवक हो यदि उसके पास प्रभावी व्यवहार ज्ञान, देखभाल, ज्ञानपूर्ण, प्रस्तुतिकरण,
Life skill education is designed to facilitate the practice and reinforcement of psychological skill in a culturally and developmentally appropriate way it contraries to the promotion of personal and social development the prevention of personal and social development the protection of health and social problems and the protection of human right.

...
सांरंशः

यथा जैसे आगे बढ़ता है वैसे-वैसे उसकी समस्याएं भी बढ़ती हैं। वही प्रकार युवक जैसे-जैसे आगे बढ़ते हैं, वैसे-वैसे उसे यथितमत्व विकास की प्रतियोगता है। जहाँ यथितमत्व विकास की बात आती है वहीं कौशाल विकास का संबंध आता है। कौशाल विकास किसी किताब में पढ़कर या किसीसे सुनकर ज्ञात करनेवाली विज्ञान नहीं है। परिणाम स्वरूप सरकार को अलग-अलग योजनाओं के माध्यम से इसका विकास करना पड़ता है। फिर भी सरकार इसमें १०० प्रतिशत सफल नहीं होती। इसमें १०० प्रति तीसरी शिक्षा के लिए कौशाल विकास पर आरंभ से ध्यान देना आवश्यक है। पढ़ाई के साथ-साथ कौशाल का भी विकास होना चाहिए। इसके लिए निम्न बातों पर ध्यान जरूरी है।

१) कुमारावस्था तथा किशोरवयस्क में ही कौशाल शिक्षण विकास लागू करना चाहिए।

२) विषयविद्यालय तथा महाविद्यालय में सबके लिए एक ही पाठ्यक्रम दिया जाना चाहिए।

३) हर एक विद्यार्थी की बुद्धिमत्ता देखकर उनके कौशाल परीक्षा करना चाहिए।

४) अभिव्यक्ति के अनुसार विद्यार्थियों को उन्मूलन देखकर कौशाल परीक्षा करना चाहिए।

यह सभी सामान्य कौशाल है। किसी का अपने यथितमत्व के लिए अभिव्यक्ति है। हर एक काम के अलग-अलग कौशाल होते हैं। जो यथितमत जिस क्षेत्र में काम करता है, उसमें उसे उस क्षेत्र के ज्ञान तथा तत्त्व से उस क्षेत्र के कौशाल सीखना चाहिए, जो मुख्य तथा मूल कौशाल से संबंधित होते हैं।

संदर्भ संकल्पना :

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२) संजीव परबिकर : पाठ्य यथितमत्व नियममंत्र

३) र. अ. भोसले : शिक्षणपूर्ण बदलते विचार प्रवाह

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Abstract:

Education is the basic foundation for any civilized society. It changes the face of a nation and plays a pivotal role in its development. Education is prime agent to bring desirable modification in the knowledge, skill and sensitivity of human beings. The present paper aims to highlights the background, environment and economics of present higher education scenario, the role of teachers and the qualities that teachers should inculcate in themselves in order to become most effective quality teachers. This paper also discusses how to develop into teachers with innovation, vision and skills to operate imaginative and innovative methods of teaching to create the leaders of tomorrows Government, business, academic field and also inculcate moral and ethical values and patriotism among the youths of the nation. India has the second largest education system in the world after United states, but only a small 11 percent relevant age group of 18-23 is enrolled in higher education, compared with about 52 percent in the developed countries. During the past half century the number of colleges and universities across the country has multiplied from 565 and 25 in 1953 to 20500 and 410 in 2014. According to the World Bank Report, higher education throughout the world is in crises. The crises is most acute in the developing world. The quality of teaching and research has deteriorated in many countries. While overcrowding, poor physical facilities and lack of resources for textbooks, educational materials, laboratory consumables and maintenance are common problems. Graduate problem in developing countries continue to rise(Sharma 1997). The teacher has to play a multifaceted role in higher education. The first and foremost challenging thing is that he has to attack the unwillingness of the pupil to learn a new thing(which may be called as inertia or rigidness) and develop an interest and craving towards learning in the student. If this is done with perfection, half the battle is won. As emotional intelligence is the matter of teaching, learning process, it can be improved and learned throughout life of an individual through the intelligent effort of teacher. Nobody is perfect and therefore everyone has room for improvement. Higher education is an essential social as well as economic infrastructure for an emerging nation like India. Higher education and natural development are two sides of the same coin, which are inseparable and go hand in hand. Excellence in higher education ie creation of knowledge workers to be used within and overseas. Education including higher, technical and professional is a right and not a commodity. Access, Equity and Quality are to be ensured to all citizens as imperatives of democratic society and social justice. We have chosen career as teacher in higher education and thus owe it to ourselves, to our students and our institutions to fulfill our responsibilities as effectively as possible. It is the only way to improve the quality of education is to monitor and evaluate teaching and then to use the information obtained in such a way that results in enhancement of quality of education.

Key Words: Higher Education, Equity and Quality

Introduction

Education is the basic foundation for any civilized society. It changes the face of a nation and plays a pivotal role in its development. Education is prime agent to bring desirable modification in the knowledge, skill and sensitivity of human beings. It is catalytic factor, which can be used as an instrument of developing and producing of required skilled manpower (Kukreti el al 2003).
Higher education refers to education in post higher secondary institutions, colleges and universities. It is called ‘higher’ because it constitutes the top most stage of formal education and it is concerned with processes in more advanced phase of human learning. The age of entrants is 18 years and therefore they are mentally mature and capable of performing the task at the abstract level. They can analyze, synthesize and evaluate the concepts, facts, ideas of all kinds. their creativity is at the peak level.

Higher education in India is powerful instrument for sustainable development of nation. It empowers the individual with necessary skills and competence for achieving person and social goals and thereby contributing to nation’s development. Though India has one of the largest system of higher education in the world after China but degree are not globally competitive. There are several obstacles coming in the way of quality of of higher education like inadequacy of funds, infrastructural bottlenecks in appropriate teacher student ratio, conventional method of teaching etc. Globalization underlines the need for reforms in the educational system with particular reference to extensive use of information technology, competitive and quality teachers and emphasis on research and development.

The present paper aims to highlights the background, environment and economics of present higher education scenario, the role of teachers and the qualities that teachers should inculcate in themselves in order to become most effective quality teachers. This paper also discusses how to develop into teachers with innovation, vision and skills to operate imaginative and innovative methods of teaching to create the leaders of tomorrows Government, business, academic field and also inculcate moral and ethical values and patriotism among the youths of the nation.

The educational institutions, schools colleges and institutions of higher education focus at improving the quality of life of human beings. Institutional education is important, but much more important is the education which is grounded on the sublime values of human life, such as compassion, tolerance, honesty and humanism. As Gandhi said ‘Real education consists in drawing the best out of yourselves. what better book can there be than the book of humanity?’. Our education also aim at, as Swami Vivekananda said “Man making and character building” only the people with good character can build a nation of tomorrow—a strong, resilient and confident. we need men and women of character who wills wear by humane values to ensure that larger concern of the society are addressed with deep understanding of values of our heritage and culture.

Education history of ancient India is glorified by the existence of Takshashila and Nalanda universities when there was no university in any country of Europe. Contribution of Bhakaracharya and Aryabhata to the store of scientific knowledge of the world has also been appreciated by whole world. But after 57 years of independence, the scenario of Indian education requires serious introspection. Independent India has set up a unique example by setting up of over 70 education commission or committees but the situation remains extremely grim. (Suryanarayan N.S -2004)

The ability of a society to generate, select, adapt, commercialize and use knowledge has now become critical for sustained economic growth and for improving the quality of life for all. Though knowledge is known for its pivotal role in generating technologies and their further commercialization right from the industrial era it has become even more crucial now. Infact, the most technologically advanced economies are truly knowledge based, creating thousands of knowledge related jobs in an array of disciplines that have emerged over night. the proportion of goods in international trade with medium or high level of technology content that are knowledge based rose from 33% in 1976 to 545 in 1996, yet another example of impact of knowledge on economic growth. The last decade of 20th century saw many such significant changes in global environment that one way or
another, bear heavily on the role, function, shape and mode of operation of higher education systems. (Gnanam A-2005)

**Present Higher Education Scenario In India**

India has the second largest education system in the world after United states, but only a small 11 percent relevant age group of 18-23 is enrolled in higher education, compared with about 52 percent in the developed countries. During the past half century the number of colleges and universities across the country has multiplied from 565 and 25 in 1953 to 20500 and 410 in 2014. Simultaneously the number of students availing tertiary level education has risen from 0.23 million to 15.28 million. While number of faculty employed in higher education has zoomed from 15000 to 5.62 lakh currently. According to the study of the US based consultancy firm Goldman Sachs which is bullish about the sustained growth of Indian economy in the 21st century – the reality that India produces over 3.5 million university graduates per year has heavily influenced its backing of this nation as a winner in the new millennium.

**Issues Related To Quality Of Higher Education**

According to the World Bank Report, higher education throughout the world is in crises. The crises is most acute in the developing world. The quality of teaching and research has deteriorated in many countries. While overcrowding, poor physical facilities and lack of resources for textbooks, educational materials, laboratory consumables and maintenance are common problems. Graduate problem in developing countries continue to rise (Sharma 1997).

Some the issues related to quality of higher education are as follows..

- Curriculum reforms and pedagogic reforms are not coping with the rate of advancement of knowledge.
- Lack of commitment among the faculty and staff.
- Imbalance in course planning.
- Mushroom growth of ill-equipped, ill-provided, ill-planned colleges and universities year after year.
- Inadequate involvement of students in teaching – learning process. Admission to undeserving students.
- Wide spread student discontent and indiscipline and wastage in use of available resource.
- Absence of adequate research facilities and opportunities.
- Evil practices of collecting capitation fees for admission.
- Conduct of examination has become laborious, unplanned and evaluation system is very erratic, poor and corrupt.
- Appointment of inefficient staff due to political interference in the educational institutions and universities.
- Lack of involvement of teachers and administrators in education system.
- The existing system of education encourages memorization and curbs creativity.

**Role Of Teachers In Quality Of Higher Education**

The teacher has to play a multifaceted role in higher education. The first and foremost challenging thing is that he has to attack the unwillingness of the pupil to learn a new thing (which may be called as inertia or rigidity) and develop an interest and craving towards learning in the student. If this is done with perfection, half the battle is won. The teacher can be regarded as a catalyst in the process of transformation of the student. **He has to act as a motivator, and a guide under varied circumstances.** student consider a good teacher as their role model and they follow him. History is full of anecdotes shared by successful people in various walks of life who regarded their teacher as their role model. The teacher act as a counselor through recognizing the inner potential of student and directing him towards the appropriate stream, branch or field of higher education. A successful
higher education system demands that the teacher should interact with the students as a friend and not his buddy which requires fine line discrimination.

**Good Practices Of An Effective Teacher**

An effective teacher follows following good practices in educating the students..

- Encourages contact between students and faculty.
- Encourages active learning
- Develop reciprocity and cooperation among the students.
- Gives prompt feedback.
- Emphasizes time on task
- Communicates high expectations.

**Characteristics Of An Effective And Good Teacher**

1. He should have **love for teaching** the subject.
2. He should treat the students as **consumers of knowledge industry**.
3. He should be a **patient listener and spontaneous responder** to the need of situation.
4. He should have a balance between authoritative rigid approach and flexibility of teaching agenda.
5. He should be able to inculcate creativity among students by using **innovative ways of teaching**.
6. He should be able to develop **self confident in the students** through making them recognize their strengths.
7. He should have **strong vision for overall development** of student.
8. He should be open to **constructive criticism** and be human in sharing own faults and shortcomings.
9. He should not be just a wage earner (**intellectual laborer**), he should put his heart in teaching, enjoy profession and create lovely atmosphere in the class.
10. He should never have an attitude of “**I know everything**” and update his knowledge with the latest developments in the subject.

**Recommended Measures For Refinement In Present Quality Of Education**

As emotional intelligence is the matter of teaching, learning process, it can be improved and learned throughout life of an individual through the intelligent effort of teacher. Nobody is perfect and therefore everyone has room for improvement. We should try to identify which aspects of our teaching are good and which need to be changed by the process of evaluation. Refinement in present quality of education can be achieved by

1. **Evaluation**
2. **Analysis**
3. **Recommendation/suggestions**.

**Evaluation**

It is vital part of effective teaching. It helps in gathering information and documentation of the quality of teaching. **Self monitoring, Audio-video recording, Information from students, Observation of lesson by expert** are the various ways of evaluation of the teacher.

**Analysis**

It deals with answering two questions on the basis of evaluation. **These are How well am I teaching? And which aspects of my teaching are good and which need improvement?** i.e identifying one’s strength and weaknesses.

**Recommendations/Suggestions**

After identifying one’s strength and weaknesses, one has to enhance and work upon how to make improvement in his teaching. He can be improved his teaching through.

- Utilization of reading materials in the form of books and journals
• Utilization of teaching resources available on internet.
• Faculty development programmes organized by UGC, AICTE, DST and various associations.
• Participations in workshops and presentations of research papers in seminars, conferences based on recent developments and emerging trends in the subject.

Conclusion
Higher education is an essential social as well as economic infrastructure for an emerging nation like India. Higher education and natural development are two sides of the same coin, which are inseparable and go hand in hand. Excellence in higher education ie creation of knowledge workers to be used within and overseas. Education including higher, technical and professional is a right and not a commodity. Access, Equity and Quality are to be ensured to all citizens as imperatives of democratic society and social justice.

We have chosen career as teacher in higher education and thus owe it to ourselves, to our students and our institutions to fulfill our responsibilities as effectively as possible. It is the only way to improve the quality of education is to monitor and evaluate teaching and then to use the information obtained in such a way that results in enhancement of quality of education.

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BASIC IMPORTANT SOFT SKILLS : AN URGENT NEED OF STUDENT

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Abstract:
Inculcate quality education is critical for comprehensive development of a nation and is a key facilitator for ensuring inclusive and sustainable development of nation. The path to develop human capital should be integrated. Here the integrated development is nothing but inclusion of knowledge, skills, intellectuality including literacy in various fields. These skills are related to the needs of the development of nation, where citizens are expected to learn throughout their life and for continuous development. Based on the research findings obtained, twelve soft skills have been identified and chosen to be implemented to all higher learning institutions in our nation. Communication & leadership skills along with all other soft skills are crucial for the development of graduates and nation. If the future graduates can manage these skills, it gives guarantee about the future generation will collaborate ideas and cooperate a taskforce towards the well-being of the nation.

Keyword: Soft skill, higher education, graduates, communication, leadership, etc

Introduction:
Inculcate quality education is critical for comprehensive development of a nation and is a key facilitator for ensuring inclusive and sustainable development of nation. India has occupied the world’s third positional largest educational system. Education, Skills and employability are of critically importance in today's background.

If our nation wants to move towards an enriched heritage of knowledge and be a sustainable first world country, the appropriate development of human capital should be a main concern with proper mind set. The path to develop human capital should be integrated, which includes inclusion of knowledge, skills, intellectuality, literacy in various fields of Science, Technology and entrepreneurship. It also integrates the inculcation of revolutionary approach and high moral and ethical values. It was proved that infusing soft skills into the higher education curriculum contribute to the development of a holistic human capital. For the development of high quality of human capital inculcations of different skills are very much essential with the help of education system.

The term soft skills refer to the personal characteristics, competencies and traits that inform to how a person relates to others. Soft skills also referred as people skills or interpersonal skills. There is a requirement to specify the term soft skills in the reference to higher education and to distinguish this term from hard skills. The process of defining the scope of soft skills is highly complicated. In fact various authors listed different skills and group them in a various manners adds to the complexity of this question.

Robles (2012) administer the definition of soft skill as: “Soft skills are the ethereal, non-mechanical, personality-specific skills that determine anyone’s strengths as a communicator, leader, mediator, facilitator, and negotiator and it also means Character traits, attitudes and behaviors-rather than technical propensity.”

On the other hand, according to Shakir (2009) the following skills can be defined as soft skills:

1) Communication skills: (expressing thoughts and arguments with clarity)
2) Critical thinking and problem solving: (ability to analyze, evaluate and apply knowledge)
3) Ability to cooperate with others: (ability to work in a team and cooperate with individuals coming from various backgrounds in terms of society, education and culture, as well as being able to achieve the same goals).
4) Lifelong learning and information management skills: (ability/skill to learn and search and process relevant information)
5) Ethics and professional moral: (ability to apply moral standards in context of professional practice)

6) Leadership skills: (ability to lead and understand the leadership roles)

Researchers have agreed that soft skills are very much essential for the graduates to be successful in the education as well as for successful career. But many community colleges are becoming aware that their students do not possess simple soft skills. They have no idea of the proper way to shake hands, behavior, proper courage and proficiency for communication. Even they do not know benefits and importance of reporting in ten minutes early.

**Importance soft skills for students**

Soft skills are considered to be enhance proficiency and consequently augmentation of ability in assisting communistic evolution. The quantitative findings indicated that teamwork force, good communication and lifelong learning skills were the most important soft skills acquired by students in higher education. According to the various researcher and expert opinions it is essential to take effort to determine the specific soft skills to be implemented and used in higher learning institutions. Based on the research findings obtained, following twelve soft skills have been identified and chosen to be implemented to all higher learning institutions in our nation. They are:

1) Communicative skills
2) Self management
3) Ability to cooperate other
4) Life-long learning and Information Management
5) Ethics, moral and professionalism
6) Leadership skills
7) Self motivation
8) Creativity
9) Critical thinking skills and Problem solving skills.
10) Team work force
11) Entrepreneur skill
12) Time management

Each of the above mentioned soft skills consist of several sub-skills. However, these soft skills are essential for the success of almost all higher educators. Following description provide the importance of each skill

1) **Communication skill:**

Communication is at the heart of every organization. Everything get done in workplace results from communication. Therefore good reading, writing, speaking and listening skills are much essential. This skill is required by the graduates for communicating with peers, superiors, and subordinates on a various matter related to work and education. Today, communication is not limited about a face to face meeting but also correspondence can be established through web conference, email, text messages, phone/video calls. These are small yet significant protocols that need to be followed for an effective internal and external communication. The significances of communication skill are:

1. It help in career development
2. It enhancement in teamwork and collaborative attitude
3. It develop professionalism in the students

2) **Self Management**
Self management skills provide more opportunities to shift forward in career. Self management looks like being own boss. It means taking responsibility for own actions and doing things at the best. Self management express one’s ability to organize and offer own ideas to any project. Building self management skills at higher education will help graduates as:

1. It helps to get a better balance of work, study and relaxation
2. It helps to get more out of experiences by volunteering ideas and time.

3) Ability to cooperate others:
This skill helps to interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others’ ideas, opinions and contributions. It seek input from others in order to understand their actions and reactions. This skill useful to try to adjust one’s actions to take into account the needs of others and/or the task to be accomplished.

4) Life-long learning and Information Management
This skill enables to graduates to learn to be independent or self-regulated learning in learning and adapting new skills and new knowledge. The ability to hunt and manage admissible information from appropriate sources is also a standard of this skill. Besides, students are also anticipated to build curious mind and aspiration for knowledge. These characteristics are important for to be media literate and consumer knowledgeable. Life-long learning will make individuals capable to accumulate as knowledge and skills throughout life.

5) Ethics, moral and professionalism
Ethical issues are problems that need a person to choose between alternatives that must be evaluated as right or wrong. Morality enables congruence to system of rules of what is right or wrong and to behave accordingly. Professionalism helps to various in activity professionally. These all skills provide ability to perform a high moral standard in professional tasks and interaction in society. These skills also include the capability to figure out ethical problems and make problem solving decisions and having a sense of accountability towards society.

6) Leadership skill
This skill consist more than two traits, and there is more to leadership than just knowing the technical aspects of how to manage a team. Effective leaders are must be tenacious, curious, focused, ethical, innovative, courageous, wise, passionate, kind, confident, collaborative, and empowering. Leadership skill enables to know the basic theories of leadership. This skill helps to understand and take turns as a leader and follower.

7) Self motivation
Self-motivation is a vital life skill. It is an important part of emotional intelligence. Self Motivation is pushes us to achieve our goals, feel more fulfilled and improve overall quality of life.

8) Creativity
Creativity help to establish innovative solutions to problems. It requires coherence to embarkation and mental flexibility. Creativity is a frame of mind, and creativity can be learnt and improved using particular techniques. The best known technique is brainstorming, which is used to develop a large number of new ideas leads to creativity.

9) Critical thinking skill and problem solving skill:
Effective problem solving is considered as a mixture of analytical and creative thinking. Critical thinking indicate capability to scrutinize information, to determine the applicability of information collected and then to interpret it in solving the problems. The creative thinking skills can be divided into several key elements: fluency, flexibility, originality and elaboration. Problem-solving skills along with communication skills as one
of the top skill sets employers are looking for in recent graduates. Problems always require resolution and employers are on the lookout for candidates who can come up with, and execute effective problem solving skill.

10) Team work force:
This skill include the ability to work with people from different cultural and social background to attain a general aspiration. It encourages the student to play their responsibility in the group and to give respect to views and attitudes of others. These skills are also supposed to contribute to the team’s plan and match up the team’s effort besides being responsible to the team’s decision.

11) Entrepreneur skill
The development of entrepreneurial skills by every graduate is much important. Entrepreneurs play key role in bringing up the society in terms of financial as well as human resources. India being a developing nation requires more successful young entrepreneurs to meet the growing needs of the nation.

12) Time management
It is an art of being on time. This includes completing things before deadline and being on time for work and meetings. One of the most crucial soft skills to master, proper time management will ensure that one always deliver things on time and showing that they are reliable

Conclusion
The strength of any nation is strongly dependent of the ability of its citizen to be skillful and highly intellectual. Carefully designed education system is necessary to developed human capital in an appropriate way. Thus, higher education institutions play a very vital role to produce a human capital that is highly knowledgeable and skillful to meet expectations of today’s world. Higher education institutions should be capable to provide knowledge and skills to future graduates. One of the roles of higher education is to inculcate the various soft skills in the individuals which enable students to aspire better knowledge and move towards a successful career. Therefore, it is hoped that infusing soft skills into the future generation is aimed at developing their knowledge, understanding, values and skills which are the spirit of education for sustainable development. If the future graduates can managed these skills, it gives guarantee about the future generation will collaborate ideas and cooperate a taskforce towards the well-being of the nation.

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CHALLENGES OF TEACHING AND LEARNING ENGLISH IN PRESENT SET UP

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Abstract:
In India teaching of English has many sided problems the English language teacher should be aware and familiar with the nature and scope of these problems should be capable of organising the teaching work at all levels so that the output is successful. In the globalised world of today English is one of the language that is most often used English has become the lingua franca for communication business education and opportunity in general the economic and technological factors are also vital in keeping English as the centre of communication.

Introduction
India is a multilingual country where more than 350 languages and dialects are spoken in India people are used to a particular pattern of pronunciation in tension and stress phonology of their mother tongue with the start of learning English language along with their own seats of their pattern of language and rules the confusion begins the result is seen in the problem in teaching and learning process of English language

Learning a language required for main skills listening speaking reading and writing the four skills can be classified further into two categories respective skill and productive skill speaking is a productive skill like writing it involves using Speech to express meanings to other people language is learnt for communicative for 50 people speak to maintain existing social relationships and also to make new ones speaking is used for many different packages and each purpose involved different schemes learning to speak a language is a different ask for a second language learners as it requires the ability to use the language properly in social interactions the learning to speak a foreign language required more than moving it's climatic and semantic rules

1) Various challenges of learning English

1. Learning inhibition
A very practical and a common problem encountered by the learner in the language acquisition process is the learners in a petition speaking activity has all the eyes on the learner being centre of attraction or worried about being sized or losing face in front of the rest of the class affects the performance although they speak make lots of mistakes even after a very good knowledge or the totally keep silent

2) Lack of Motivation
Your motivation level is another important reason that hinders the learning of language often the students are found to be a reluctant in active participation of the English language class that leads to poor practice or no practice at all.

3) Lack of subject matter.
Being a foreign language the majority of Indian students have very less known matter in which they are comfortable to our knowledge about the subject is the great detrimental factor for the students doing self study on certain topics are also difficult.

4) Lack of proper vocabulary.
The exposure of students to English language it's still minimal in Indian scenario they heavily like on the vocabulary front most of the time they are required to search for an appropriate word which they don't find 12 feet into their content. This is one of the reason why the feeling communicating fluently in English language this leads to having poor confidence level and lack of motivation to speak the language.

5) Lack of Confidence
The learning of a foreign language requires a constant practice and patience the students have a mind said that it is difficult to achieve fluency or master the language

6) Improper Listening Skills
Now it is largely accepted that listening comprehension has a central role in the process of acquisition of second language in the class the students have a double role that of a listener and a speaker if one is not able to understand what is said then it would be difficult to respond speaking and learning is closely interwoven with listening skills.

7) Poor Nonverbal Communication
Lack of knowledge about the non verbal communication system of the second language usually results in the inability to pick of nonverbal cues by the English language learner often this leads to a misunderstanding the oral communication involves a very powerful non-verbal communication system which sometimes contradicts the messages provided through the verbal listening channel.

8) Anxiety
Speaking of foreign language in public often leads to extreme anxiety and salaries that the learner is tongue tied or is at a loss of words leading to discouragement and a general science of failure in the learner anxiety is one important factor which does not allow the students to use English language freely in the public places.

9) Learner Domination in the Class
Every class has both strong and weak learners the strong and weak learners phone to dominate and overtake the week learners the lack of opportunity in the weakness results in their withdrawal behaviour in the class.

10) Family Background
In a country like India where most of the students have poor educational background there has been no place of English language in the family children from such families face lots of challenges in the learning of English because India is situated in different types of villages.

11) Rural Background
Most of the learners coming from the rural background are first generation learners of English language they heavily Lake Gardens from their parents in this aspect because maturity learners resides in the villages so this is also one of the important the reason for Poor response in learning from the ruler area.

12) Excessive Use of Mother tongue
It is common factors that the learners tend to make an excessive use of their mother tongue when doing activities in productive skills that is speaking and writing when the learner is assigned any activity related to English language they immediately start thinking in their own mother tongue in their matter in Hindi and then translate into English this results in errors and also the motive of learning a language and lack of practice.

13) Lack of Grammatical Competence
To convey meaning the learner must have the knowledge of words and sentences that should be acquainted with awards are segmented into various sounds how sentences are placed in a particular way grammatical competence enables the speakers to understand and use the structure of English language accurately and confidently. This would add to their fluency to develop the learner speaking skills a regular focus should be on the following aspects namely fluency pronunciation grammatical accuracy and body language.

Challenges of Teaching English
There is a depending and subordinating relationship between teaching and learning the teacher plays the role of tessellated who guides and encourages the learner and sets the condition for learning having a good understanding of the psychology of the learner would assist the teacher to determine his philosophy education.
teaching approach and method there is no point in providing interesting wallpaper language lessons is the students do not learn from them

Various challenges in the process of teaching the English language

1) Determining the Goal of Language Teaching:
The teacher needs to be well acquainted with the goal of language teaching and how will it be achieved often the language teachers divert from the basic goal of language teaching that its to table of learners communicative competence the teachers fail to achieve the four macro language skills that is listening speaking reading and writing to the fullest.

2) Several Methods in Language Teaching
The dominance of various methods in language classrooms are a good challenging factor for the teacher in the classroom goals are focused maximum on communicative competence and not restricted to grammatical or linguistic competence language techniques are designed to engage learners in the pragmatic authentic and functional use of language for meaningful purpose fluency and accuracy are seen only as complementary principles underlying communicative techniques ultimately students have to use the language productivity and respectively in unrehearsed contexts.

4) Requirement of Student Centred Collaborative Approach:
The student centred collaborative approach requires the teacher and the learner to play the role fight different from the traditional approaches the teachers are required to develop in a classroom language of the students so that they can understand the teachers instructions choose group techniques appropriate for students plan group work monitor tasks and help in brief the students to start their activity in the class.

5) Use of Teaching Materials:
Teaching materials plays an important role in promoting communicative language teaching the use of teaching materials has a major impact on the activity of English language teaching the teachers need to make exclusive use of audio visual AIDS to make the language class interesting and useful majority of teachers really use Visual materials like cards charts real objects and other audio visual AIDS even though it is a proven fact that visual materials help students learn a language effectively and improve their English language skills that teachers should adjust their teaching activities and the educationalists should a developed strategies to make English teaching learning more effective and interesting.

6) Less Interesting Teaching Style:
The class environment are not very exciting not many activities are designed to arouse the students introduced the teachers lecture style is also observed to be monotonous sitting at that teaches best holding the book and talking even if the teachers are moving around the class but that hardly makes the class exciting the teachers hardly to any activity to make the students excited and eager to learn.

7) Insufficient Time for Communicative Activities:
The teachers have hardly any time for the communicative activities it is nearly restricted to answering the questions in the text books are rarely any opportunities are provided to the students to communicate there own ideas. The teachers hardly Seth adequate communicative situations that require the students to speak to obtain information from each other or to solve the problems together.

8) Unreasonable Time Management
The teachers skill in time management is very limited English language teachers Harley specify the time for the students to perform each learning activity and factor the teachers instruct the students to do the tasks individually at the home due to lack of time.
9) Large Class Size
It is known that classes in Indian schools are overcrowded which affects the quality of English teaching and learning small language class would help the teacher to pay individual attention to the students and make the teaching and learning process more interactive and interesting.

10). Poor Lesson Preparation
The English language teachers hardly spend time in preparing the lessons before hand that is the reason that the class likes innovative ideas and activities teachers should have to give the new learning ideas to fulfill their learning hunger.

Recommendations:
1. There is need to increase the time available for English teaching that would sufficient to develop students skin in listening speaking reading and writing.
2. Urgent need to reduce the class size of the English language class.
3. Regular revision of the testing and assessment content that covers the four fold skills of language learning.
4. Various teaching methods should be adopted depending on the demand and requirement of the class.
5. The communicative approach should be get the priority because language teaching need Siemens improvement in the students communicative competence.
6. Need to develop effective teachers professional development programme.
7. Teacher should have to use new techniques and ideas for better understanding of the students learning.
8. Teacher should have to keep in his her mind that he himself or herself is a lifelong student.

Remedies:
1. Provide Certified and Qualified Teachers:
The quality of students depend upon the quality of teachers so the special attention should be paid to ensure that English language teacher is well qualified and certified it is at most important for the Teachers to upgrade themselves and remain competent for this it is required by the in to continue their research activities by participating in seminars conferences and workshops by presenting papers and publishing articles would enable them to keep touch with the recent trends in education.
2. Building Rapport:
A good and healthy environment by building report and good selections with the learners is essential to make the learning atmosphere friendly if you want to make the teaching and learning process more effective and healthy you should have to report with students. The teacher should have to create a good interaction between the teacher and class about the teaching and learning process. Because the friendly atmosphere strengthens the bond between the learner and the teacher the learner fields free to express their views and enables them to share their opinions.
3. Building Confidence
Once the teacher is successful in establishing a good report with the learners the next important aspect is to build your confidence this the teacher should begin with simple and easy task this would encourage the slow learners to participate in the activity and boost their morale.
4. Using Different Methods of Teaching
The teacher should adopt different methods of teaching English language the methods should shoot the diverse needs of the learners like the audio lingual method translation method direct method IT sector it is required to tailor the teaching method according to the diverse needs and styles of the learners whatever the method it should keep the learner involved and motivated so that it is useful in their real life situations.
5. The Various Theories and Approaches of Teaching

English language is task based approach hence the learner is actively engaged in the process of acquiring the language in order to achieve a goal or complete a given task that asks can easily be related to learners real life situation that teachers should create contacts that facilitate teaching of the language learners are more likely to develop their motivation in a task based approach.

6. Active Participation of Teachers and Learners

The process of acquiring English language can be made effective when both the learner and teachers are involved in the process and derive one out of it this is an important way to keep the motivation and interest level hi this would further facilitate the learning outcome and it would benefit to the learners as well as teacher will get the satisfaction of his performance in the class.

**Conclusion:**

In India, majority of the workforce comes from rural areas as 75% of India lives in villages. The policy makers have to bridge the urban-rural divide in teaching of English. An English teacher teaching in rural schools has to come up with innovative strategies in the classrooms. Skilled and committed teachers need to be appointed at primary level. Teachers should be upgraded and trained to meet the problems of the learners.

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2. Graddol D. The future of English
TEACHER OF 21ST CENTURY : DIGITAL KNOWLEDGE OF ICT THROUGH SKILL DEVELOPMENT

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Abstract: Education can change the world. It’s power can make the powerful nation. Quantity is not essential but significant and quality is requirement in 21st century. Mastery is only post but through skill of ICT are requirement. All nations in the global world will require innovative thinking, learning technology, resourcefulness. Research and Development (R&D) technology becomes the solution for problem facing situation. Education is student centred for learning proposes. Teacher of 21st century must posses digital knowledge through it new ideas and insists can becomes creation of new theory.


Introduction: Innovative students are the results of innovative and great teachers. Method of teaching is an aspect for student to remember the concepts. Face to face (eye to eye co-ordination) question-answer happy environment, in classroom, online lessons, ICT based lectures are the today’s requirement for future achievement.

Teacher Preparation: Lot’s of subject reference video’s are available on YouTube. Each point’s are deeply discussed on it. Good library is best friend for new coming teachers but e-learning becomes close friend in this situation. Professional development switches career of students would learn their degree online.

Teacher’s – Program: You have a degree of Master Of Science in Chemistry, you don’t have knowledge of computer while doing project of last year. In Under Graduation (U.G), there are no chance of computer knowledge. Chem draw is an application for chemistry reaction & it’s mechanism by using such app’s we can write Ph.D thesis of Chemistry. One time talking is remembered but one time audio & video lesson remembered 3 to 4 times. Animated video’s also gives an effectiveness.

For new teacher’s practices makes perfectness. Short note lesson, demo of practicals, summary of topics give attractive lectures.

Computer awareness for teacher: In Maharashtra there is an one G.R for higher secondary school teacher compulsory complete MS-CIT course. By using computer many difficult topics are thought within a fraction of time. BYJU’s application related to e-learning on which lectures are delivered until the concept is not understand. In many rural village of India get computers for primary school. Little students are having knowledge about saving the files, copy, paste & open the files on PC’s. For 21st century teachers who don’t aware about computer knowledge are likewise the riding on bike without petrol. Quality is important than the quantity. Paper notes are damaged copies while soft copies in computers are golden touch files. One notebook & one I-pad tabs are visuals in many primary school.

Methodology: This paper will give a brief description of 21st century teacher in India.

Characteristics Of 21st Century Teacher:  
A good teacher should be “SMART”  
S- Specific
M- Magnetic  
A- Achievable  
R- Relevant  
T- Time bounded  

21st century is a challenges for future generation.

Student centered learning is essential condition. Exam patterns, competitive exam rush, demands to level of question are these things are regularly updated with time to time. Today’s students are tommarow’s nation builders. Education system in which goal is, “Education is kindling of aflame, not the filling of vessel”-----Socrates.

Digital Knowledge:  
Thousands of soft copies are saved in small pen-drive than the brain memory. Digital knowledge is an condition for today’s teacher.

Global:  
Through global communication we can transfer data of knowledge, text, graphics. Innovative persons gets contacted through global conferences.

Blog:  
Writing blogs & following blog of related subject is an command on subject.

Attachment  
Through internet world’s member becomes neighbours. Mens world is getting connected to each other via internet. Technology connect everyone, everywhere, everytime.

Smart-phones:  
Smart –phones makes man smart in knowledge. Online calling (video calling) tele-conferences gives face to face contact. Many pdf(portable document file) are saved in smart-phones. Presentation are also possible on it.

Innovation:  
Innovative concepts leads to creations of innovation. Innovative person’s are todays need.

Keep learning:  
One teacher is good learner until it’s last day of job. Learn new ideas, creations, techniques, clues simplicity of concept, face reading of student while teaching.

Teaching Techniques And Methods:  
According to former president of India Dr.A.P.JKalam-“Teachers are backbone of nation.”

In 21st century teachers are nation builders because, today’s student are tommarow’s youth. Young generation having an ability to changing the world.

Teachers requires technologically knowledge:  
Subject area wise technology knowledge requires for teacher. They need to increase knowledge.

Sharing knowledge through online system:  
Upgrade the knowledge through sharing it online media.

Think higher:  
Well beginning is half done. Higher thinking goes towards innovative schemes.

Following characteristics teacher must have  
Student centric  
Innovative teaching skills
Computer devices in classroom
Project based learning

**Conclusion:**
Technology need to be integrated to achieve the best quality. Today we must have competent teachers who have a new set of resources and teaching techniques.

According to Dr. Karan,

“We should develop our youth who is in higher secondary & colleges activity should be for the growth of nation.”

**References:**
SKILL DEVELOPMENT IN INDIA

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Abstract:
The education plays an important role in the human development. For the economic and social development of any country; skills and knowledge are essential. The challenges and opportunities in any field are handled more effectively by the Countries with higher and better levels of skills. To harnessing the country’s demographic dividend; it is a unique investment. There is a great demand – supply mismatch in India and which needs more skilled workforce for the expanding economy. The changing demographic profile in India has caused the contemporary focus on skill building or skill development in India.
The present India is known as one of the youngest nations in the world as over 50% of the population here is under 30 years. India will have the 25% of the total global workforce by 2025. The opportunity to reap the benefits of “demographic dividend” has to be utilized only with the skilled workforce. India has great potential to provide skilled manpower apart from meeting its own demand and education is the only key for the sustainable development of our country. India's competitiveness in the global economy can be increased by providing higher education and vocational training to the students which will definitely lead the social and economic development of the country.

Introduction:
Lately there has been a new trend in India’s higher education system because the Indian corporates are entering into the educational sector to establish universities. They are not concentrating merely on sponsoring research as they know that this is the only way of creating a skilled workforce. Most Indians are obsessed with the textbook education and the professional, managerial or the administrative jobs. This psychology has created big problems because around 13 million youth enter the workforce every year and there are not enough such type of jobs for them. Yet, there is great scarcity of skilled labour in the major fields like – construction, retail, agriculture, transport, and logistics.

After the graduation, youths generally choose to secure a decent job; some of them choose to go for the higher education or put their efforts on research and development; some of them go for the profession of teaching; some follow their family occupation; some choose rather a different career path and some follow their passion or interest like photography, music, film, art, and so on. Unfortunately, the graduates who search for a decent job in their field of study have to struggle a lot.

How can we create skilled labour?
It is possible for the Indian government to instruct the industry to follow the Corporate Social Responsibility through an amendment to its Companies Act, same can be done for something equally important that is skills development and vocational training. Only through the perfect partnership of industry, education and the government can provide skills development and vocational training programs and they can be added to the Indian education system. Otherwise India will lose out on its demographic dividend of having a huge youth population, and one ready to enter the job market soon. In the south Indian state of Kerala for instance, a labourer earns Rs 10,000 per month here. Yet, the state is facing shortage of the skilled labour because most of its working population prefers migrating outside the state. According to government data, half of the 6.5 Mln people working in the gulf comprise Malayalis.

India must take initiative to develop skilled labour otherwise the vision of the government like Make in India will definitely prove to be a failure. Because of the ignorance towards the vocational training and skills development
for the crafts like painting, masonry, welding etc.; the country is currently facing a huge shortage of such workers. The students who wish to learn any one of these trades have to depend on the Industrial Training Institutes which are unfortunately poorly managed and not up-to-date.

The government should start network of affordable community colleges all over India and provide courses and diplomas closely according to the skills related to the local requirement labour market. The migration of the people to the cities will be reduced to a great number if excellent higher education is provided to the people. The dropout rate of the poor children in the rural areas is higher because of the several socio-economic problems faced by them. Providing skills development and vocational training to them will bring about inclusive development and growth for these children. The vocational training should be included into the curriculum after the primary education along with that the ICT-based should be provided to them and the industry should also be involved in this system. This way something good can be achieved.

It is really unfortunate that the skills are not celebrated in our country. But in our neighbouring country, China the students are provided the vocational training right from their secondary education levels. The education system of India has a big challenge of transforming the students to workers and preparing them for the new working world. Teaching them the employability skills at higher secondary level will be too late for a student to pick up the skill. Instead of starting at higher secondary level; the students should be taught employability skills from high school onwards and the teaching-learning process should be student-oriented. Along with that the curriculum should be developed by keeping in mind the current industry requirements.

**Initiatives by the government:**

It is really fortunate that, the Indian government has made provisions for upgrading skills under multiple disciplines along with that it has even created a separate Ministry to achieve its dream of a Skilled India. India has also taken positive steps such as National Vocational Qualifications Framework (NVEQF) and National Skills Qualification Framework (NSQF) which are in the right direction. This will definitely change the employment structure from being ‘qualification-based’ to ‘skill-based.’ This change will result in educational institutions focusing on imparting skills that lead to employability, rather than giving out certificates and degrees.

The National Vocational Qualifications Framework (NVEQF) takes initiative to pair with formal education by defining various levels. Other initiatives taken by NVEQF such as vertical mobility will allow a student pursuing vocational education to have the flexibility to move into mainstream education and vice versa. To bring in industry linkages; the government has also set up Sector Skills Council, which is setting up National Occupational Standards as per industry recommendations.

If the industries started working closely with NSDC, NVEQF along with universities to encourage innovation, help improve skill levels and address employability challenges could actually solve the issue of skilled workforce in India. Many corporate bodies and organisations along with government bodies have been collaborating to contribute on enhancing the employment opportunities of the students with the help of internships, campus placements and providing work experience to students. Industries will have to support and encourage this process should invest in various training and skill development programs. Finally, the government should provide help and support both to the learners and companies which will definitely be beneficial for everyone. Government plays a pivotal role by contributing to employability and skill development schemes. These schemes help to create more vacancies; funding for higher education to give better quality of education.
Conclusion:

India is working hard to provide market-ready talent at large for not only the world but also domestic needs. The education system will have to play a big role to provide the youngsters required skills and training, especially to higher education students because India has the world’s largest youth population. Yet most of the people have the opinion that most of the teaching–learning experience is purely academic and not related to the real-job environment. The Communication skills of graduates also most of the times perfect enough to the demands of today’s global marketplace. The universities should develop a dynamic curriculum which focuses on practical knowledge in accordance with the needs of the industry. The universities and industries should collaborate with each other for curriculum structuring, guest lectures and internships which will lead to better career prospects for the students.

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ROLE OF ICT FOR SOFT SKILL DEVELOPMENT

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Abstract:
Amidst all the talk of how artificial intelligence, automation and robotics are reshaping the workplace, it’s easy to overlook the humble ‘soft skill’. In way of definition, the English Cambridge dictionary says soft skills are: “people's abilities to communicate with each other and work well together.” In practice this requires a multitude of qualities, including but not limited to: creative thinking and problem solving, analytical skills and critical thinking, ethics and integrity. What role, then, do soft skills have in the digital age? In a lot of cases new technology is expected to ‘free up’ workers to focus on other parts of their job — the more ‘human parts’.

The interplay between humans and technology goes to the heart of a larger issue in which soft skills play a key role. Fears remain that technology won’t augment existing roles, but replace them. The way to future proof ourselves against such a reality is not by competing on the level of machines but by playing to our strengths as human beings. So much is said of what technology can and will do.

Introduction:
A I will evolve to the point of emotional intelligence, there remains a disparity between robotics current capabilities and the demands of certain roles. Indeed, while there is plenty of scope for AI to extend its reach into overtly human domains — like the creative industries or the world of psychotherapy — the core components of such professions, which are run on soft skills, are likely to remain for at least the next decade. The need for soft skills isn't just important for those whose jobs are threatened by automation; graduates are lacking in soft skills too.

‘Building Tomorrow’s Talent: Collaboration Can Close Emerging Skills Gap’, which spoke to 200 senior-level individuals — 100 each in academia and business — focusing on four primary themes: preparedness, skills, collaboration, and planning, revealed the extent of the shortage of soft skills. “A majority of respondents said new hires are not well-prepared to perform at a high level in a professional environment, primarily because of insufficient soft skills.” “A surprising number of organizations lack formal plans and budgets for addressing the impact of emerging technologies”; and “business and academia are not collaborating as actively and effectively as they could be in preparing students for employment and reskilling individuals already in the workforce”.

The question then becomes how do we up skill employees’ soft skills? There is, of course, no one answer. Some businesses will choose to stick to external trainers and away days, but others may opt for online learning as a means of upskilling employees’ soft skills. To further illustrate the interplay between human soft skills and the growing influence of technology, it is fitting that we consider online learning platforms as a possible solution. Online learning allows employers to standardise training across the business, up skill at scale, and commit to professional development alongside other commitments while employees learn at their own pace.

ICT and Soft Skills:
The nature of online courses also means they can be created at speed and are thus able to respond reactively to the particular shortage of soft skills identified. If employers recognise specific needs within their own business, many online learning platforms also have the option of creating tailored courses to the specific needs of an individual business — something that can remain an internal learning and development tool or be made public with the added exposure that brings. Regardless of how employers up skill their staff’s soft skills, the need is clear and pressing. The world of work is changing and it’s what makes us human that stands to serve as a growing point of differentiation.
Information and communication technology (ICT) students who, apart from professional knowledge and skills, need to acquire the ability to work in a business environment. The skills recognized by previous research (communication, interpersonal skills, self-learning), the framework supports the development of the following soft skills that might be useful for future ICT professionals: active attendance, systematic work, self-assessment, and peer review. Since soft skills largely contribute to the success of an organization, the implementation of the framework should considerably improve the students’ position in the labour market.

For a successful activity, ICT specialist needs two categories of skills: hard and soft skills. When talking about hard skills, we refer to direct technical knowledge. On the opposite, soft skills refer to communication, team work, creativity, problem solving and other personal skills. Experts agree that beside hard (technical) skills, soft (also called people-) skills are necessary. The research was based on an analysis of European level documents on skills needs, desk research in partner countries and expert interviews.

The aspect of empowering students with a set of „soft skills“ that will be readily used in the world of work has is often brought up as a weakness in the current Higher Educational (HE) System. One may mention leadership, conflict resolution, negotiation, presentation skills and creativity are all essential for maximising human capital within an enterprise. It has been argued by employers that graduates are not equipped with the right set of „soft skills“ that would enable them to integrate themselves and contribute effectively at the workplace. Employers tend to see most new graduates as somewhat self-centred, unable to integrate within an existing team and expecting to be placed in a senior position without demonstrating the right qualities for leadership etc.

On the other hand, academics contend that the nature of Higher Education in itself leads to the development a series of skills that may not be explicitly listed in the curriculum yet result acquired by the students through the participation within the different activities making up an academic course. The nature of degree courses and the academic environment itself lead towards the development of self-reflection and evaluation, synthesis and analysis of knowledge. The structure of courses is such that students are often required to work in groups or teams whereby apart from the achievement of the academic tasks, students are also developing team-building skills, scheduling and work distribution amongst the team members. Strong technical skills are essential for any IT (information technology) position. However, IT employees also need soft skills, sometimes known as interpersonal skills. IT professionals need to be able to interact successfully with customers and vendors, colleagues and managers, to manage departments, and to convey their ideas to others. Even if you’ve got solid hard skills, employers will also evaluate your soft skills as you move through the hiring process.

**Conclusion:**

One cannot think away ICT from modern society. It is there and it has its influence everywhere, period. So the mere existence of ICT forces to rethink some aspects of educational practice. But that is a rather negative approach. ICT can also be seen as a challenge and an opportunity to new instructional design. The area of soft skills, the topic of this paper, can benefit strongly from ICT, both in acquiring the skill and in executing the skill. ICT can make a task, related to a soft skill, easier or simpler or quicker to do. A team of pupils writing a report together, that 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. It offers the opportunity to perform on a higher level. A professional multimedia presentation with text, sound, images, movies, animations (collected from all over the world) is unthinkable without ICT. A skill can be performed broader by using ICT. It can combine skills, or can force to use in a new area. You can practice collaboration skills in a classroom, but ICT offers the possibility to
collaborate on a broader scale. International co-operation is within reach. This requires extra communication skills and language skills. It also has a strong multicultural dimension, required for the citizen in modern society. As ICT has such an impact on the essence of the soft skills a new terminology is introduced, the ICT enhanced skills. Profitable and proper use of ICT in acquiring those skills and fulfilling the skill related tasks doesn’t come easy.

References:
प्रतिलेख, गर्भ व महल्ला:
भाषा ही मानवाला लाभलेली देखभाल आहे। मानवाचा व्यक्तिमंत्रिक विकासात भाषेचा अनुसरणाचा महत्त्व आहे। मानवांना केलेल्या प्रगतीत भाषा सहायतेच्या मदतीत आहे। 'आपल्या मनातील विचार दुसर्पणाच्या बोलून अगर दिसून दाखविलेले माहिती ह्यातून भाषा होय,' भाषा हे अभिव्यक्तीचे माध्यम आहे। भाषा मानवनिर्मित आहे, प्रवाही ही आहे, परिवर्तनशील आहे। 'मानवनिर्मित संकल्पवाद व्यक्तीसंरचनाची संप्रेषण पद्धती म्हणजे भाषा होय,' शिक्षणात भाषा अप्रयोगी आहे। भाषेवाची मानवच्या शिक्षण अशक्य होय, ही भाषेची महत्त्व विचारात चेंडून शिक्षक-शिक्षणाच्या दिव्या पद्यी अभ्यासक्रमात “अभ्यासक्रमांतर्गत भाषा” या वर्तमान काळात समावेश २०१५-१६ वा शैक्षिक वर्षासुन करण्यात आला आहे। वाळकंड्या भाषिक विकासाचा आधार देणे, भाषा वापराने सर्व कार्यक्रमांमध्ये, शास्त्रीतील प्रयोग अथवा कृती आगांचा पुनःस्थापन व मूर्तीनिर्मितीवराशी आहे राज्यांनी प्रत्येक प्रामाण्य प्ररुपणांनी प्रत्येक प्रामाण्य प्ररुपणांवर रोल नाही, भाषेमध्ये भाषिक विकासाची परिक्षेपीत निर्माण करणे ही “अभ्यासक्रमांतर्गत भाषा” या विषयाची ध्येये आहेत। मानवाचा भाषिक, सांस्कृतिक आणि सामाजिक विकास हा परतप्रवर्तक आहे। संस्कृती आणि भाषा यांनी सरमिस्ट्ट झाली आहे, राष्ट्रीय शैक्षिक धोरणांसह्ये भाषा धोरणाचा महत्त्व स्थान दिले आहे। राष्ट्रीय अभ्यासक्रम आराखल २००६ ने आंतरराष्ट्रीय शैक्षिक क्षेत्रात सुविधा आहे, विषयांचा मूल्यचा अंतर्बांधणीतील पूर्तीचा कार्य दत्त विविध केलेले आहे। वाळकंड्या मानवभाषा जसे आदिवासी भाषा, बोलीभाषा द्विभाषी शिक्षणाचे माहिती म्हणून निरंतर करते असे सुचविले आहे, विख्यातीत वाळकंड्या वहुभाषीमध्ये (इंग्लिशह) प्रारूपीय संपादकास समाज देखभाल दिला आहे। प्रारूपीय संपादक दावला कृतीविषयक पर्यावरण बदलण्यासवर दावला असे सुचविले आहे। ग्रंथांशील भाषा देखभाल वाक्यभाषी समाज आहे। भाषिक विकासाचे नत्त्यकला देशातील महाराष्ट्र हे एक रज्य आहे। मानुषांचा व राज्यांचा भाषांचा असलेल्या महाराष्ट्राच्या राज्यांची मुंबई ही भाषिक विकासाचा प्रारूपीशील रूप आहे। मुंबई ही देशातील आर्थिक राज्यांनी मानवांनी जाते, महाराष्ट्राच्या ती राज्यांची आहे। याप्रमाणे मुंबई ही गोरक्षर मराठवी उद्योगाच्या प्रक्षेप सोडतांचे आहे; हे महान आहे। महाराष्ट्रातील खेडा-पाडागंजाने साधर निर्माण समाज नेते तर भारतीतील उत्तर प्रदेश, विहार, कर्नाटक, तमिळनाडू, आन्ध्रप्रदेश, मध्यप्रदेश असा विविध राज्यांतील तत्कालीन समाज पोटापणाचा प्रस्ताव दीविणावसाठी मुंबईमध्ये आला। मिळेपणे तिथे निवास शोधण्याचा व उपेक्षा उपेक्षा आपल्या समाज वाचू लगला। अशा आर्थिक व सामाजिक प्रदर्शन्याची निम्ना वर्गीकरण समाजातील मुंबई आज महापालिकांका राज्य व तसंग कमीत कमी खर्चिद शिक्षण देखण्याचा शक्तीमयस शिक्षण पेकतात। अशा शास्त्रांमध्ये शिक्षण वेष्टनाच्या मूल्यांच्या सैलानीच्या शैक्षिक समस्या भरल असतात। त्यांच्या अंतर्विच समस्यामध्ये एक समस्या म्हणजे भाषिक समस्या होय। इतर शैक्षिक अथवा प्रायोगिक महाविद्यालयांमध्ये, मुंबई येथे सहयोगी प्रायोगिक म्हणून कार्य करत आहे, याप्रमाणे मुंबईमध्ये शास्त्रांमध्ये शिक्षक-प्रशिक्षणाच्या धारसेवा काळातील निर्माण व बाह्य निर्माणाचा कार्य करतांना शास्त्रांमध्ये विविधांची भाषिक प्रश्न व अद्वितीय जाणल्या। याप्रमाणेच विविधांच्या भाषिक प्रश्न सोडवण असलेले जाते होते। ही समस्या कस्तील प्रमाणात आहे? शास्त्रय विविधांची भाषिक पारम्पर्यभूमी कसी आहे? शास्त्रीतील माध्यम कसे आहे? त्यामुळे कोणत्या समस्या
निर्माण होत असतील? छात्रावर्गका भाषिक समस्ताची जाणीव होती का? भाषिक समस्ताच्या जाणीव आग्रहीतात काय करता घेतला? अशा प्रश्नाच्या शोधात शोधकांना पुढील संशोधन समस्ता निरंतर केली.

संशोधन समस्ता :—
मुंबईतले आधिकारिक व सामाजिक दृष्टीकोन शास्त्र विद्याधार्याचा भाषिक अभ्यास

पारिभाषिक शब्दांश कार्यक्रम क्याख्या :—
1) मुंबई — मुंबई व उपनगरात भाग —
2) निम्नस्तर — आधिकारिक व सामाजिक दृष्टिकोन मार्गास्रेण्याचे प्रामाण भारतीय शेंडाची भूम भाषिकविद्यासाठी मुंबई व उपनगरातील झोपडपटींपत्रक भागत सामाजिकांची शोधकेल्यास मुंबई व उपनगरातील शास्त्री प्रयासाची अश्लीलता. एवढीते विद्याधार्यांची मानणे निम्नस्तर होय. मुंबई व उपनगरातील महाविद्यालयांचा व तत्सम शास्त्र एवढीते विद्याधार्याचा स्तर म्हणजे निम्नस्तर होय.
3) शास्त्री विद्याधार्यां — मुंबई महाविद्यालय कर्ता तत्सम शास्त्री इंस्टीट्यूटी सहायती ते नवीन शिक्षण विद्याधार्यांची मानणे म्हणजे शास्त्री विद्याधार्यांची होय.
4) भाषिक अभ्यास :— विद्याधार्यांच्या वैज्ञानिक व सामाजिक भाषिक पारंपरिक व शास्त्र शिक्षणाचे माध्यम यांतून म्हणजे निर्माण होणाऱ्या समस्ताचा अभ्यास म्हणजे भाषिक अभ्यास होय.

संशोधनाची उदिते :
1) छात्रावर्गकांस्तून शास्त्री विद्याधार्यांच्या भाषिक पारंपरिक शीतोष्ण शेखर पनेर.
2) छात्रावर्गकांस्तून शास्त्री विद्याधार्यांच्या भाषिक समस्ताची शीतोष्ण शेखर पनेर.
3) छात्रावर्गकांस्तून शास्त्री विद्याधार्यांच्या भाषिक समस्ताची जाणीव जागृती निर्माण करणे.

संशोधनाची व्यापी व म्हणून :—
1) प्रस्तुत संशोधन मुंबई व उपनगरातील शास्त्री विद्याधार्यांमध्ये म्हणून आहे.
2) प्रस्तुत संशोधन शास्त्री विद्याधार्यांच्या भाषिक पारंपरिक व भाषिक समस्तामध्ये म्हणून आहे.
3) प्रस्तुत संशोधन निम्नस्तरीय शास्त्री विद्याधार्यांमध्ये म्हणून आहे.
4) प्रस्तुत संशोधन शैक्षणिक वर्ष २०१६-१७ वर्षात उपत्यका म्हणून आहे.
5) प्रस्तुत संशोधनाच्या संशोधनासाठी निवडलेल्या नामुने व साधनांच्या म्हणून आहे.
6) प्रस्तुत संशोधन इंस्टीट्यूटी यांहीन्यास ते नवीन शास्त्री वर्गीय संबंधित आहे.
7) प्रस्तुत संशोधनातील संशोधन एका शास्त्रीय अभ्यास महाविद्यालयातांत म्हणून २०१५-१६ वर्षात ही एड. अभ्यासक्रम पूर्ण करणयाचा छात्रावर्गकांनी करणयाचा आहे. असत्याचे तथा छात्रावर्गकांस्तून संबंधित आहे. प्रस्तुत संशोधनातील निवडलेल्या निष्ठा शाळा, शिक्षणशास्त्र महाविद्यालयाचे, अध्यापक विद्याधार्यांना, विद्याधार्यांना व शिक्षक पाण्या उपयुक्त उत्तरील.

संशोधनाची कार्यपद्धती :—
प्रस्तुत संशोधनासाठी आधिकारिक व सामाजिक दृष्टिकोन निम्नस्तरीय झोपडपटींपत्रक व प्रामाण भारतीय शेंडाची भूम भाषिकविद्यासाठी असता यांच्या माणून्यांत वाणीतील प्रश्नांत होत असता विद्याधार्यांचा शाळा, महाविद्यालयांना तत्सम अनुशासन करून ते अनुशासन करून ते अनुशासन करून ते अनुशासन करून ते अनुशासन करून ते अनुशासन करून करणयाचा आहे.
या ९ शायद मताधि, इंग्रजी व सेमी इंग्रजी माध्यमात्मा बाहरीत (तुक-ढाँचीत) प्रत्येक शाम्रोटी १५० याप्रमाणे एकूण १३५० शालेय विद्यालयांची निवड नमुना महर्ष गणेशाने छात्रांना संस्थान निमित्त प्रणवाच्याकोट देऊन संवेदन करणार आहे।

तसेच याच्या साधारणी ५० शालेय विद्यालयांचा मुलाखती छात्राप्राप्तीकरण सिद्ध आहे.

प्रणवाच्याने, शालेय विद्यालयांचा मुलाखती व छात्रप्राप्तीकरणी चर्चा व मुलाखती या साधनांमुळे संकलित माहितीचे विश्लेषण व अध्यन गरणार आहे.

प्रमुख संस्थान छात्रप्राप्तीकरणी करणार आहे, त्याचा ओळ तक्ता पुढीलप्रमाणे होता.

पाठ्यक्रम

छात्रप्राप्तीकरणा भाषिक प्रशिक्षक भागाचे अभ्यास

शालेय विद्यालयांचे संचालकसंगती उद्देश्य

संचालकसंगती हातवरी व मार्गदर्श (रुबरपाय व साधनसंगती)

प्रत्येक संवेदन व महत्त्वपूर्ण संकलन

छात्रप्राप्तीकरणी गटच्या व महत्त्वपूर्ण विश्लेषण अध्ययन

निर्णय व छात्रप्राप्तीकरणी भाषिक जागरूक जगणेसंघांचे उद्देश्य

छात्रप्राप्तीकरणी चर्चा व संवेदन आहाराचार

माहितीचे विश्लेषण, अध्ययन व निर्णय :-

१) शालेय विद्यालयांचे मातृभाषेचा शोध चेल्ला असता ४९ टक्के विद्यालयांची मातृभाषा मराठी ३३टक्के विद्यालयांची मातृभाषा हिंदी ०९ टक्के विद्यालयांची मातृभाषा इंग्रजी व १६ टक्के विद्यालयांच्या मातृभाषा इंग्रजी (पुजारी, उंदो, कन्नड, बंगाली, विहारी, तमिळ, तेलुगू, मायान, सिंधी) अमेरिकासेचे आढ़तून आलेले.

प्रणवाच्याने यावरून असा निर्णय आढ़तून आला की, शालेय विद्यालयांमध्ये मराठी मातृभाषिक विद्यार्थ्यांना संख्या समान असून हिंदी मातृभाषिक विद्यार्थ्यांना हुस्त्या क्रमांकावर आहेत. इतर (पुजारी, उंदो, कन्नड, तमिळ, तेलुगू, मायान, सिंधी, विहारी....) मातृभाषिकांना एकत्रित संख्या हुस्त्या क्रमांकावर आहेत. तर इंग्रजी मातृभाषिक विद्यार्थ्यांच्या संख्या निर्भर असेच आढ़तून आलेले.

२) शालेय विद्यालयांचा मातृभाषेविशिष्टित त्याचा अवढत असाधनाचा भाषाचा शोध चेल्ला असता ६० टक्के विद्यालयांचे हिंदी, ४० टक्के विद्यालयांचे मराठी, २४ टक्के विद्यालयांचे इंग्रजी तर ६ टक्के विद्यालयांना इतर भारतीय भाषा अवपत असेच आढ़तून आलेले.

यावरून शालेय विद्यालयांचा मातृभाषेविशिष्टित अवढत असाधनाचा भाषामध्ये हिंदी भाषा प्रथम क्रमांकावर असून मराठी भाषा हुस्त्या क्रमांकावर असत्याचेच आढ़तून आलेले.
3) शालेय विद्याधृत्व विविध भाषाक कार्यक्रमों शोध वेतन असाता ६१ तके विद्यार्थी मराठी भाषेतील वाचन करतात, ६००त्तके विद्यार्थी हिंदी भाषेतील वाचन करतात ६३ तके विद्यार्थी इतर भाषेतील वाचन करतात असे आढळून आले. यावर शालेय विद्याधृत्वकी प्रथम क्रमांकाचे मराठी भाषा वाचक असून दुस्सन्या क्रमांकाचे हिंदी भाषा वाचक आहेत. तर इंग्रजी भाषा वाचक तुतीय क्रमांकाचे आहेत असे आढळून आले.

4) शालेय विद्याधृत्व वी वी. वरिष्ठ भाषिक कार्यक्रमांचा शोध वेतन असाता ८८टके विद्यार्थी हिंदी भाषेतील कार्यक्रम पाहतात व एकतात, ५४ तके विद्यार्थी मराठी भाषेतील कार्यक्रम पाहतात व एकतात तर १६ तके विद्यार्थी इंग्रजी व इतर भाषेतील कार्यक्रम पाहतात व एकतात असे आढळून आले. यावर हिंदी भाषेतील कार्यक्रम पाहनाचा व एकनाचा व एकनाचा विद्याधृत्वोंचा संख्या सर्वांशिक असून मराठी भाषेतील कार्यक्रम पाहनाचा व एकनाचा संख्या दुस्सन्या स्थानावर असत्याचे आढळून आले.

5) शालेय विद्याधृत्व कुठंडात बोलत्या जाणारा भाषाना शोध वेतन असाता ५६टके कुठंडात मराठी व मराठीया बोली ३९टके कुठंडात हिंदी, १५टके कुठंडात उर्दू, गुजराती, कनड, विहार, तमिळ, तेलुगू, माराठी, सिंह, अशा इतर भाषा तर ४.५टके कुठंडात इंग्रजी भाषा बोलली जात असत्याचे आढळून आले. यावर शालेय विद्याधृत्व कुठंडात सर्वांशिक मराठी भाषा बोलली जाते तर, हिंदी भाषा दुस्सन्या क्रमांकांना बोलली जाते आणि इतर भारतीय भाषा तिसर्या क्रमांकांना बोलली जात तसेच इंग्रजी भाषा बोलणार्या विद्याधृत्वाची कुठंडाची संख्या नागण्य आहें असे आढळून आले.

6) शालेय विद्याधृत्वीचा ज्या माध्यमात्मा शालेत प्रवेश घेतला आहे, त्या माध्यमात्माभाषिक समस्यांचे सामोरे जावे लागते. लेखनाची संबंधित समस्या सर्वांशिक विद्याधृत्वाची २२टके असून वाचनाशी संबंधित समस्या दुस्सन्या क्रमांकाने १८टके असलेल्या आढळून आल्या तर त्रिवन्द्र व आकलनाशी संबंधित १५ विद्याधृत्वाचा समस्या असत्याचे आढळून आले. मान्यता ने शिक्षणाचे माध्यम नसणारा विद्याधृत्वीचा राशिफल प्रकृती कामी प्रभावात होते असे विद्याधृत्व सर्वेक्षणाचुन आढळून आले.

7) शालेय विद्याधृत्व शालेय परिसरात परस्परांश सुसंवाद साधताना प्रथम प्राधान्यात हिंदी भाषेचा ४७ तके, दुस्सन्या क्रमांकावर मराठी भाषेचा ४३ तके, तर तिसर्या क्रमांकाने ५ तके विद्यार्थी इंग्रजी भाषेचा वापर करताना आढळून आले. तर इतर भाषाचा वापर ५ तके विद्यार्थी करतात असे आढळून आले.

8) शालेय विद्याधृत्वी गुलाबकाहरे संवाद साधन भाषिक समस्यावाचे व असेच भाषिक संवाद भाषिक समस्या निर्माण होतात.

i) विद्याधृत्वी माध्यम आणि शाळेतील शिक्षणाची भाषा (माध्यम) वेगऱ्या असल्याने अधिक प्रभावात भाषिक समस्या निर्माण होतात.

ii) घर, कुठंडातील व परिसरीतील भाषा आणि शाळेतील भाषा भिन्न असल्याने समस्या निर्माण होतात.

iii) शाळेत बोलताना, उलटे देताना बोलीभाषेतील, मान्यतापेषील शाळेतील उच्चार होतील या भीतीने भाषिक प्रकटीकरण करता.
iv) इंग्रजी माध्यम, सेमी इंग्रजी माध्यम व इतर भाषिक विद्यालयाने मराठी माध्यमावर तुकडकाट्यांत मराठी मान्यातील भाषिक समस्या सर्वांगिक प्रमाणात असलेल्या आढळून आल्या.
v) आर्थिक-सांस्कृतिक व सांस्कृतिक दृष्टिक अभावासारख्या शाळेवातील शिक्षणातील शिक्षण लावणे अशांक होते, अशा विद्यालयांच्या भाषिक समस्या अधिक जाणवतात असेच आढळून आल्यात.
vi) विद्यालयांचे अर्थिकत व अन्य संबंधित पालक, त्यांच्याकडून न मिळणारे शैक्षणिक मार्गदर्शन यांमध्ये भाषिक समस्या व त्यांनुसार इतर समस्या निर्माण होतात असे आढळून आले.
सारांश वरील भाषिक समस्यामध्ये शैक्षिक प्रगतीवर दुष्परिणाम होतो असे आढळून आले.
1) छात्राविद्यापकतें प्रत्येक शाळेमध्ये जासून प्रश्नावली व मुलांक या सांबांनावर माहिती संकलित केली. शाळेवाच्या विद्यार्थ्यांसर्वसंगत शाळेवातील व शैक्षणिक पारंपरिक भाषिक अभाव केला. त्यातून त्यांना शाळेवाच्या विद्यार्थ्याच्या भाषिक समस्यांचे गांभीर्य समजते. विद्यार्थ्यांच्या भाषिक पारंपरिक शैक्षणिक खुप चांगली जाण आत्मच्या बहुतेक छात्राविद्यापकतें चर्चित नमुद केल्यांना आढळून आले. भविष्यवादी शिक्षण महत्त्व कार्य करताना आलेली निर्माणीवर्ती शाळेवाच्या विद्यार्थ्याच्या भाषिक समस्यांची सोडवणूक करू. अशी प्रतिक्रिया बहुतांशी छात्राविद्यापकतें दिसतांा आढळून आले.
10) शाळेवाच्या शिक्षकांनी विद्यार्थ्याला भाषिक समस्यांचा अभाव करून त्या सोडवणारी गरज असल्याचे छात्राविद्यापकतें अधोभाषत केल्यांना आढळून आले.
CHALLENGES AND OPPORTUNITIES IN SKILL DEVELOPMENT IN INDIAN HIGHER EDUCATION

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Abstract:
Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory bodies. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956. Every year, millions of students within the country and abroad, enter these portals mainly for their graduate, post graduate studies while millions leave these portals for the world outside. (www.mhrd)

The country like India with multiple languages, cultures, and social disparities faces innumerable challenges to establish minimum common program in different States of the country Education System and Higher Education is not exception to this issue. Our Higher Education in different disciplines like Arts, Commerce, Science, Medical Science, Engineering, Technical Education etc have different issues to satisfy which has become a great challenge to the Nation. The population ratio in Indian classroom as compared to the available academic resources is odd to fulfill the urge of learners to learn. It will not be over statement if we say that the complete satisfaction of the learner is rare phenomenon in Indian HE due to lack of sufficient facilities provision even despite of infrastructural issue.

No doubt, it is a need of time to update Higher Education Scenario better than as it is in present time. Our traditional mode of Teaching, Learning and Evaluation has got certain limitations to cope up with cut throat global market competition. The skilled Human Resource is the need in every sphere of life to fulfill the urgent demands and services to mankind everywhere may be urban or rural life. In the 21st century India the present generation involved in education has smart demands to be fulfilled. The untrained and insufficient teaching community is a big issue before Indian Education System including HE.

There are challenges as well as opportunities in Indian HE. In the present research paper, the research attempts to focus the need to ponder over these challenges and opportunities to cease the adversities before leaners involved in HE.


Instruction:
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. The Vision, Mission, Objectives and Functions of the Department are as under:-

Vision
To realize India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

Mission
• Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.
• Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
• Initiate policies and programmes for strengthening research and innovations and encourage institutions - public or private to engage in stretching the frontiers of knowledge.
• Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

Objectives
• To expand the Higher Education sector in all is modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 to 21% by 2016-17 and 30% by the year 2020.
• To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
• To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
• To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
• To promote development of Indian languages.
• To promote autonomy, innovations, academic reforms in institutions of higher learning
• To undertake institutional restructuring for improving efficiency, relevance and creativity in Higher Education.

Functions
• Enhancement of Gross Enrolment Ratio by expanding access through all modes.
• Promoting the participation of these sections of the society whose GER is lower than the national average.
• To improve quality and to promote academic reforms
• Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions.
• Use of Technology in Higher Education.
• Development of Vocational Education and Skill Development.
• Development of Indian Languages.
• International Collaboration in the field of education. (www.wikipedia)

Skill Development and Historical Perspectives

Humanities
Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be
Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013.

The quantum growth in the Higher Education sector is spear-headed by Universities, which are the highest seats of learning.

The Central Government provides grants to the UGC and establishes Central Universities/Institutions of National Importance in the country. The Central Government is also responsible for declaring an educational institution as "Deemed-to-be University" on the recommendations of the UGC.

At present, the main categories of University/University-level Institutions are :- Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

The rate at which the Information Technology (IT) is growing today is evident from the fact that it has invaded almost every part of our life. Technological progress can be harnessed for augmenting both expansion as well as quality of education.

Present endeavour in this direction has been mainly towards providing the infrastructure and network to the institutions of higher education. The digital resource development and utilizing the digital resource into quality certified programmes and courses need to be fully exploited by the universities.

The Government of India is keen to use the technological resources in helping its mission to make Higher Education accessible to all deserving students. In this regard, it has launched its National Mission on Education through Information and Communication Technology (NMEICT) in 2009 to provide the opportunity for all the teachers and experts in the country to pool their collective wisdom for the benefit of every Indian learner and, thereby, reducing the digital divide. Under this Mission, a proper balance between content generations, research in critical areas relating to imparting of education and connectivity for integrating our knowledge with the advancements in other countries is to be attempted. For this, what is needed is a critical mass of experts in every field working in a networked manner with dedication. Although disjointed efforts have been going on in this area by various institutions / organizations and isolated success stories are also available, a holistic approach is the need of the hour. This Mission seeks to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach. It is obvious that emphasis on ICT is a crying need as it acts as a multiplier for capacity building efforts of educational institutions without compromising the quality. The Mission is also necessary to sustain a high growth rate of our economy through capacity building and knowledge empowerment of the people and for promoting new, upcoming multi-disciplinary fields of knowledge.

**Engineering and Technological Education**

The Central Government provides grants to the AICT and establishes Central Universities/Institutions of National Importance in the country. Technical Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life of its people. Technical Education covers programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts & crafts, hotel management and catering technology.

The impulse for creation of centers of technical training came from the British rulers of India and it arose out of the necessity for the training of overseers for construction and maintenance of public buildings, roads, canals and ports and for the training of artisans and craftsmen for the use of instruments and apparatus needed for the army, the navy and the survey department. As they were mostly illiterate, efficiency was low. The necessity to
make them more efficient by giving them elementary lessons in reading, writing, arithmetic, geometry and mechanics, led to the establishment of industrial schools attached to Ordnance Factories and other engineering establishments.

The first engineering college was established in the Uttar Pradesh in 1847 for the training of Civil Engineers at Roorkee, which made use of the large workshops and public buildings there that were erected for the Upper Ganges Canal. The Roorkee College (or to give it its official name, the Thomason Engineering College) was never affiliated to any university but gave diplomas considered to be equivalent to degrees. In pursuance of the Government policy, three Engineering Colleges were opened by about 1856 in the three Presidencies. At present our students have great access to skill education in technical educational Institutions.

Issues and Challenges
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 major foundations funding higher education base their current policies on this belief. The parents and the Government as well are not in position to offer sufficient facilities at HE level to train the learners to have skill education with few exceptions.

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 throughput are the highest priorities for higher education. However, this conventional wisdom is wrong. Disturbing recent evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills needed for vocational success and for discharging the responsibilities of a citizen in a modern democracy.

Indian Education imparts skill development in both urban and rural areas, however rural regions have limitations regarding sufficient infrastructure and teaching fraternity.

Conclusion
The vast country like India is trying to cope up with global competition for developing skilled human resource through higher education. Unfortunately, as per the population, our education system is not sufficiently efficient to provide skill based education at HE level. The available infrastructure, teaching faculties, syllabi as per need, evaluation mechanism, employment opportunities are basic issues. It is grievously observed that the issues cannot be resolved as they should be due to lack of financial support at both parents and government level.

The study suggests that the stakeholders related should pay proper attention to resolved the issue and to prepare the available Indian HR skilled one to cope the global competition.

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AWARENESS OF LIFE SKILLS AMONG STUDENT-TEACHERS

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Abstract

"Education is not the learning of facts, but the training of the mind to think" - Albert Einstein. The aim of the education is the overall development of the personality. Education always helps to improve the capabilities of the students. Education not only transfers knowledge and skills but also inculcate values, attitude and habits. But today’s students are confused a lot. There is a lot of stress on students for achievement and performance from teachers and parents. More and more students are resorting to externalize their frustrations through aggression and violence. They do not cope with their emotions and stress. Due to this behavior so many students are taking the decision of suicide. Today we observe that, students have moderate to low self esteem and self concept and moderate to low tolerance for frustration, and are poor problem solvers and poor decision makers.

The present study was aimed at studying the awareness of life skills among student-teachers. It was conducted on a sample of 60 student-teachers who were studying in the S.P.S. College of Education, Sangli in the Maharashtra State. Self-made questionnaire was used for data collection. For conducting the present study, survey method was used. The obtained data were analyzed by calculating the percentage. The findings were explained and recommendations were suggested for further study.

Key Words: Life Skills, Awareness.

Introduction

The World Health Organization has been defined Life Skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." Life skills enable individuals to translate knowledge, attitude and values into actual abilities. Life skills constitute a continuum of knowledge and aptitudes that are necessary for a person to function independently and to avoid interruptions of the employment experience. World Health Organization (WHO) has sponsored ten life skills. It includes self awareness, empathy, problem solving, decision making, effective communication, critical thinking, creative thinking, interpersonal relations, coping with emotions, coping with stress.

Life skills empower young people to take positive action to protect themselves and promote health and positive social relationships. It promotes mental well being and competence in young people as they face realities of life. Life skill based education is being adopted as a means to empower young people in challenging situations. Life skills based education refers to an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and support the adoption of healthy behavior. Life skills education believes that early intervention and support at key moments in the lives of young people is vital. Life skills are not a substitute but complementary to any type of education or training or organizational system.

Apart from that there is a long list of life skills. Any skill that is useful in our life can be considered as a life skill. The importance of life skills depends on our life circumstances, that is our culture, beliefs, age, geographic location etc. Different life skills will be more or less relevant at different times in our life. Different life skills emphasized depending on the purpose and topic. Critical thinking and decision making skills are important for analysis and resisting peer and media influences to use tobacco, interpersonal communication skills are needed to negotiate alternatives to risky behavior.

Need of The Life Skill Education

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 to help adolescents to form their own identity.

3. It helps to weigh pros and cons of the situation, hence act as a mediator to problem behavior.

4. It promotes positive social norms that an impact the adolescents health services, schools and family.

5. It helps adolescents to differentiate between hearing and listening and thus ensuring less development, misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.

6. It delays the onset of the abuse of tobacco, alcohol, etc.

7. It promotes the development of positive self-esteem and teaches anger control.

**Role of The Parents**

Parents are their children’s first teacher. Children’s learn about their culture, values and language by their parents. Parents play very important role in their children’s education in and out of the classroom. Parents must give opportunities to face the day today life problems to his children’s. Parents need to give a small responsibilities on the shoulder of their children’s. Due to that children learn a lot more. Parents must give freedom for decision making to their childrens. so that they become independent in their life.

**Role of The Teachers**

Teachers are facilitators and active promoters of life skills among the children’s. They must adopt innovative strategies according to the needs of the learners and demands of the situation. Teachers should implement teaching methods like class discussion, brainstorming, role playing, debates, case studies, demonstration, and guided practices, audio-visual activities etc.

**Statement of The Problem**


**Importance of The Study**

Joint family system is likely to be finished in the society. Today we observe more nuclear families than joint families. The responsibility of the family is decreasing in the development of the child. So many parents are not aware about their children’s all round development. Therefore there is a big responsibility of the schools to do so. In the twenty-first century a teachers duty has entirely changed. A teachers duty is not only providing the knowledge but also providing the skills which is essential for the child in his day-to-day life. Hence every teacher must possess the knowledge of life skills and must transfer them into the future generation. The present study is an attempt to investigate the level of awareness of life skills among the student teacher.

**Objectives of The Study**

1. To find out the level of awareness of life skills among first year student-teachers.

2. To find out the level of the awareness of life skills among second year student teachers.

3. To compare the level of awareness of life skills among first year and second year student-teachers.

**Assumptions**

1. Life skills are included in the school curriculum.

2. Life skill education is given through traditional education among the students.

**Limitations of The Study**

1. Research was restricted to only B.Ed. first year and second year student-teachers of S.P.S. College Of Education Sangli.

2. Sample selected for the present study was restricted to 60 only.

**Methodology**
Survey technique was adopted to conduct the present investigation. Variables included in the present study are life skills and awareness

**Sample**
For collecting the requisite data from student-teachers of S.P.S. College of Education, Sangli was selected on the basis of convenience. Thus total 60 out of 69 student-teachers (30 student-teachers from first year and 30 from second year) were selected.

**Tools Used**
The success of any research study depends on the selection and utilization of proper research tool. The tool selected should be feasible to administer, pre-planned and well understood. Questionnaire was used as tool for this study. This questionnaire was prepared by the researcher, which consists of twelve questions related to the life skills.

**Data Collection**
After preparing the questionnaire, all the student-teachers were approached personally. The data were collected by giving the questionnaire to them. Multiple choice questions were included in the questionnaire. Every question had four choices of answers. Questionnaire were evaluated carefully. Every right answer were assigned one mark.

**Statistical Technique Used**
Keeping in view the objectives of the study data were analyzed and interpreted by giving statistical treatment. This was done by logical organization of the data and use of relevant statistical technique. Percentage technique was used for analysis of data.

Table no.1 Percentage of correct responses of B.Ed. first year and second year students.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>B.Ed. First Year Student-teachers</th>
<th>B.Ed. Second Year Student-teachers</th>
<th>No. of Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>100% Correct Responses</td>
<td>100% Correct Responses</td>
<td>2 (6.6%)</td>
</tr>
<tr>
<td>2.</td>
<td>75% - 99% Correct Responses</td>
<td>75% - 99% Correct Responses</td>
<td>14 (46.6%)</td>
</tr>
<tr>
<td>3.</td>
<td>50% - 74% Correct Responses</td>
<td>50% - 74% Correct Responses</td>
<td>13 (43.3%)</td>
</tr>
<tr>
<td>4.</td>
<td>25% - 49% Correct Responses</td>
<td>25% - 49% Correct Responses</td>
<td>01 (3.3%)</td>
</tr>
</tbody>
</table>

**Analysis and Interpretation of Data**
Table no.1 shows that the 53.2% student-teachers of first year gave 75% to 100% correct responses. 43.3% student-teachers of first year had given correct responses in between 50% to 74%. 43.3% second year student-teachers had given correct responses in between 75% to 99%. 43.3% second year student-teachers had given correct responses in between 50% to 74%. Two students of the first year had given 100% correct responses. But no student of second year had given 100% correct responses. In comparison with second year student-teachers, first year student-teachers had given more correct answers.
Findings Of the study

1. It was found that the level of awareness of life skills among first year student-teachers is very good.
2. Researcher found that the level of awareness of life skills among second year student-teachers is satisfactory.
3. Researcher concluded that level of awareness of life skills among first year student-teachers is more than the second year student-teachers.

Conclusion:
Life skill education is the need of the society and every education system should impart it as a part of its curriculum. Shivaji University has included life skills in the B.Ed. curriculum. Due to that, there is a awareness of life skills have been created among student-teachers of B.Ed.

References:
SKILL DEVELOPMENT IN INDIA: OPPORTUNITIES AND CHALLENGES

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Abstract:
This present paper reviews the state of education, skills development, and employment and considers the challenges facing India’s skills development system. The paper discusses recent initiatives to facilitate people’s transition to the world of work. In India, people who will soon be entering the labor market constitute the largest segment of the demographic structure. The majority of young people have limited access to education and training, and most find work in the informal sector. 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 embarked on drastic policy reforms to accelerate skills development. These reforms have led to important changes, both in the national institutional framework and at the institutional level. Alongside the daunting challenge of skilling millions of youth entering workforce each month, India also faces a huge challenge of evolving a skill development system that can equip the workforce adequately to meet the requirements of the industry. The workforce needs to be trained across four levels, from the high end specialised skills for ‘White Collar’ jobs to the low-level skills of the ‘Rust Collar’ jobs. Moreover, these skills have to be adequately linked to the available job opportunities.

Keywords: higher education, skill, challenges, opportunities etc.

Introduction:
Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India. It is based on the following pillars:

1. Create large and good quality vocational institute.
2. Reduce risk by providing patient capital. Including grants and equality.
3. To enable the creation and sustainability of support systems required for skill development. This includes the Industry led Sector Skill Councils.[1]

PMKVY is the flagship scheme of the Ministry of Skill Development & Entrepreneurship. The objective is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.[2]

PMKVY is applicable to any candidate of Indian nationality who is unemployed, school or college dropout, or as identified by the Sector Skill Council (SSC) for their respective job roles.

Rozgar Mela- The Scheme aligns itself to the common norms and, therefore, part of the Training Partner payment structure is linked to the placements. It is, therefore, important for the Training Partner to place at least 50 percent of the batch under PMKVY to ensure that its performance is not downgraded. Group Personal
Accident Policy under Pradhan Mantri Kaushal Vikas Yojana (2016-2020) provides coverage to the candidates skilled by/through NSDC under PMKVY for a Sum Insured of 2 Lakhs for Accidental Death/Permanent Total Disablement for a period of three years from the policy generation date for the Candidates certified after 31.03.2018.

The objective of the National Policy on Skill Development and Entrepreneurship, 2015 will be to meet the challenge of skilling at scale with speed and standard (quality). It will aim to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres.

The Minister of State (Independent Charge) for Skill Development and Entrepreneurship Shri Rajiv Pratap Rudy has said that Skill Loan Scheme was launched by the Hon’ble Prime Minister on 15th July, 2015 with a view to support youth who wish to go through skill training programmes in the Country. This Skill Loan Scheme has replaced earlier Indian Banks Association (IBA) Model Loan Scheme for Vocational Education and Training. The Indian Banks Association (IBA) has already circulated the scheme to the Chief Executives of All Member Banks for implementation of the Scheme. Any Indian National who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognised by Central or State education Boards or in a college affiliated to recognised university, training partners affiliated to National Skill Development Corporation (NSDC) Sector Skill Councils, State Skill Mission, State Skill Corporation can avail loan for the purpose. [3]

Schemes for the skill development launched by Government of India

1. Deen dayal upadhyaya Grameen Kaushalya Yojana
2. Pradhan mantri Kaushal Vikas Yojana
3. Financial Assistance for Skill Training of Persons with Disabilities
4. National Apprenticeship Promotion Scheme
5. Craftsmen Training Scheme
6. Apprenticeship training
7. Pradhan Mantri Kaushal Kendra
8. Skill development for minorities
9. Green Skill Development Programme

Skill Development Challenges in India

Alongside the daunting challenge of skilling millions of youth entering workforce each month, India also faces a huge challenge of evolving a skill development system that can equip the workforce adequately to meet the requirements of the industry. The workforce needs to be trained across four levels, from the high end specialized skills for ‘White Collar’ jobs to the low-level skills of the ‘Rust Collar’ jobs. Moreover, these skills have to be adequately linked to the available job opportunities. Several factors have inhibited the skill development eco-system in India to scale up to the desired levels. The skill development system in India is plagued with multiple issues related to awareness, perception, cost, quality and scale. Inadequate scale, limited capacity The existing infrastructure, both physical and human, is grossly inadequate considering the projected demand for skilled labour. While there is a need to create additional capacity in existing institutes, at the same time there is a need to create an adequate infrastructure even in small towns and villages. In terms of faculty, too, the training infrastructure is inadequate. For instance, corresponding to the current seating capacity of about 1.7 million trainees at ITIs, there is a need of almost 85,000 trainers (considering 20:1 student/faculty ratio). As against this, the seating capacity for various trainers’ programme of DGET is just 4,438, which is far from adequate to meet
the requirement. Awareness, mindset and perception issues 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 to do with the 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. The perceived ‘stigma’ associated with skill development has resulted in low enrolments in vocational education courses. The aspirational mismatch that exists in India can be gauged from the example of the construction sector, which has a huge requirement of workforce with low level skills. For instance, the construction sector in Punjab faces a shortage of workers locally, and depends on the migrant workforce from Uttar Pradesh, Bihar and Jharkhand. Cost concerns Skill development initiatives in India continue to be largely dependent upon the government funds or public-private ventures. Owing to high capital requirements and low return on investments, skill development is often looked at as a non-scalable model and remains underinvested. Additionally, a fee-based model also faces challenges as prospective students are often unwilling or unable to pay high fees for training. Even the bank’s willingness to lend for skill development activities is low as educational loans are perceived as high risk products due to uncertainty with respect to future employment. Quality concerns There is a serious mismatch between the industry’s requirements and the skills imparted in educational and training institutes, especially for the mid-level skills requiring some expertise on handling of machinery.

To tackle this problem, considerable improvement of the quality of training is needed. The issue relates to the quality of infrastructure, trainers, as well as curricula and pedagogy. In terms of infrastructure, the institutes often lack appropriate machinery to give students hands-on training. Even the course curricula often are outdated, redundant and nonstandardised. Additionally, the lack of industry-faculty interaction on course curricula leads to irrelevant training modules. The availability of good quality trainers is also a key concern. The quality of trainers is affected due to limited efforts towards re-training and skill improvement of trainers. There is a lack of focus on development of trainers with a clear career path which can make this an aspirational career choice and can ensure regular adequate supply of good-quality trainers in every sector. While there is a need to constantly upgrade the training infrastructure and pedagogy, it is very expensive. This restricts the pace of modernisation and upgradation. Likewise, the process of standardisation is challenging in India. A significant portion of total employment falls under the unorganised segment, where it is extremely difficult to sensitise the employers on the importance of occupational standards, job roles and qualification packs. Mobility concerns In India, educational qualification is generally preferred over vocational training as former is associated with better employment opportunities, in terms of pay as well as quality of work. Additionally, there is limited mobility between formal education and vocational training in India due to lack of equivalent recognition for the latter; a student enrolled in vocational training often cannot migrate to institutes of higher education due to eligibility restrictions. However, under the ongoing National Skills Qualification Framework (NSQF), attempts are being made to address the mobility issue by recognition of prior learning and establishing a credit system for skills, knowledge and experience gained by an individual either formally or informally. NSQF is expected to enable multiple-entry and exit between vocational education, skills training, general education, technical education and job markets.
The future of ‘skilled’ India

The Government of India has adopted skill development as a national priority over the next 10 years to bridge the demand-supply gap. The Eleventh Five-Year Plan has a detailed roadmap for skill development in India and favors the formation of Skill Development Missions, both at the State and National levels (FICCI, 2012).

Many new initiatives have been launched – Make in India, Smart Cities, Digital India, Start Up India – all focused towards reviving and scaling various aspects of economy (NASSCOM, 2014). Hence, skill development becomes the backbone of all these initiatives that can march the nation to the glory it seeks. Let us work towards it!

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NEW VISION OF HIGHER EDUCATION: SOFT SKILLS AND ICT

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M.S.P. Mandal’s, Shri Shivaji Law College, Parbhani

Abstract:
In this era of globalization, higher education has become a vital need of every sector. However, higher education is not sufficient to satisfy the need of industry and other sectors, may be private or public. Higher education necessarily shall comprise soft skills that will strengthen the knowledge acquired during higher education. Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, team-work and leadership traits.

Globalization has intensified the competition and knowledge alone would not be adequate to stand different and strong there. Higher education will elevate in the specialized category while soft skills will help in enhancing the same knowledge. Hence it is necessary to make soft skills as an integral part of higher education. A study conducted by Harvard University noted that 80% of achievements in career are determined by soft skills and only 20% by hard skills. Experts say soft skills training should begin for a person when they are students, to perform efficiently in their academic environment as well as in their future workplace.

Employability is another facet that is the most desired consequence of higher education especially in India. However, higher education alone may not meet requirements of employability in a long term run and soft skills assume importance in higher education and ultimately in employability.

Key words: Employability, globalization, higher education, Soft skills.

Introduction:
Globalization has intensified competition in every sphere of business and so also in educational services. Success of every enterprise by and large depends upon skilled man power. The world has come closer and now one is required to be multi-talented in order to cope up in the competition. Higher education confers specialized knowledge to the students which is necessary to obtain an employment. However, as stated earlier, specialized knowledge is not sufficient in competition and one is required to learn certain other traits that would make him to keep pace ahead in the competition. These traits are known as soft skills.

What is the concept of soft skills?
Soft Skills is a very popular term nowadays, used to indicate personal transversal competences such as social aptitudes, language and communication capability, friendliness and ability of working in team and other personality traits that characterize relationships between people.
A first distinction can be made between self-oriented/ intrapsychic and other oriented/Interpersonal Skills. The self-oriented or intrapsychic skills are those that relate the person with self while other-oriented or interpersonal skills refer with those with which a person deals with others. Soft skills not only focus on intrapsychic skills but also interpersonal skills too. Unless a person knows how to deal with self, he would not be able to deal with others. Soft Skills also give hard skills the required plasticity to develop and keep up-to-date inchanging circumstances.

What are soft skills?
In January 2007 the career management consultant Challa Ram Phani published an article under the headline “The top 60 soft skills at work”, listing and discussing those 60 skills which according to his study are “the personal traits and skills that employers state are the most important when selecting employees for jobs of any type” (Phani, 2007). Soft skills are a combination of people skills, social skills, communication skills, character
of personality traits, attitudes, career attributes, 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.

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. This further comprises-
   a. Ability to deliver idea clearly, effectively and with confidence either orally or in writing.
   b. Ability to practice active listening skill and respond.
   c. Ability to present clearly and confidently to the audience.

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, social skills.


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, collaborative. It also includes-
   a. Ability to build a good rapport, interact and work effectively with others.
   b. Ability to understand and play the role of a leader and follower alternatively.
   c. Ability to recognize and respect others’ attitudes, behavior and beliefs.

10. Work ethic – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance.

However, the list is not exhaustive and the concept of soft skills encompasses in itself many more features and these change with time, place and person and one thing is very important that one must have the soft skills not only at the time of employment but during employment too.

These skills are also referred as 21st century skills and can be enlisted as below-

21st century content. Several significant, emerging content areas are critical to success in communities and workplaces.

Learning and thinking skills: As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives. Learning and thinking skills comprise:

- Critical-thinking and problem-solving skills
- Communication skills
- Creativity and innovation skills
- Collaboration skills
- Contextual learning skills
- Information and media literacy skills

ICT literacy: Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be
able to use technology to learn content and skills — so that they know how to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

Life skills: Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. Life skills include:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal productivity
- Personal responsibility
- People skills
- Self-direction
- Social responsibility

**Higher education and soft skills:**

Soft skills that complement subject-specific knowledge and skills are commonly demanded by employers of entry-level employees and are therefore an important factor in increasing students’ employability. However, soft skills have yet to be adequately taught in schools and universities. This might be due to the fact that the term soft skill is ill-defined, especially in relation to the more widely used term ‘competence’.

Soft skills education is not part of education till today. National Assessment and Accreditation (NAAC) now expects from higher education institutions to implement courses for students that will develop soft skills amongst students.

The National Policy on Education, as formulated in 1986 and modified in 1992, has been the guiding document of the policies of the Central Government in the education sector for well over two decades. During this period, significant changes have taken place in India and the world at large. New technologies have transformed the way in which we live, work, and communicate; the corpus of knowledge has vastly expanded and become multi-disciplinary; and research has become far more collaborative. Since the NPE was last reviewed in 1992, there have been momentous changes in the situation in India and worldwide. These need to be taken into account in formulating a new NPE for the coming decades.

Indian education system is based on National Education Policy, 1986 and new policy would be introduced in couple of months. Since the Education policy in existence is of 1986, it in in consonance with the circumstances and requirements of that era and hence needs to transformed drastically even though it was amended in 1992. The education system lacks many features that are requirements or necessities of education system of 21st century. These features comprise vocational education, vocational training, skill development, use of ICT, soft skills, etc. In this regard, it is necessary to make soft skills as an integral part of education and not just higher education while higher education emphasizing on specific soft skills relating to specialized higher education.

One may mention leadership, conflict resolution, negotiation, presentation skills and creativity are all essential for maximising human capital within an enterprise. It has been argued by employers that graduates are not equipped with the right set of „soft skills” that would enable them to integrate themselves and contribute effectively at the workplace (Constable &Touloumakos, 2009). Employers tend to see most new graduates as somewhat self-centred, unable to integrate within an existing team and expecting to be placed in a senior position without demonstrating the right qualities for leadership etc. (Schultz, 2008).
As stated earlier, since higher education itself lacks formal education or courses imparting education of soft skills, it is but obvious that students taking this higher education too lack soft skills.

**Need of soft skills in higher education:**

Globalization demands multi taskers i.e. persons who are able to perform not only the functions or tasks in which he received formal education but also those that are allied to it. If the students seeking employment are not capable to perform these multiple tasks, they cannot be considered to be employable.

The utility of higher education in assuring employment is questionable. Many graduate and post graduate students do not get jobs in their respective fields even after spending several years in acquiring higher education. While the problem of educated unemployed youth remains acute, there is also, paradoxically, a shortage of skilled manpower in the labour market. There a clear gap between the focus and quality of education in academia and the actual skills required by industry.

This observation in National Education Policy, 2016 also focused on lack of skills in education.

One aspect that can assist in promoting the quality of education is to improve the teaching and learning system. As such the higher education institution should be able to play the role of an information disseminator or human capital that are not only knowledgeable but also possess all the characteristics of a holistic individual.

**Conclusion:**

In this era of transformation and globalization, having formal education is not enough for employability and it must be coupled with abilities that would make the student having global competencies. The soft skills are necessary not just for obtaining employment but also during continuance of employment for successfully escalating it; soft skills are necessary for entrepreneurship too. Soft skill education shall become an integral part of education system. Teaching soft skills during higher education would certainly help the students in employment. In this regard soft skills shall be made part and parcel of higher education.
CAN TECHNOLOGY REPLACE TEACHERS?
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Abstract:
The rise in Internet users and the revolutionary changes that have happened in education have created a very fertile environment for e-learning to grow. In his exclusive article, Albert Einstein once said, “Education is what remains after one has forgotten what one has learned in school.” This rightly reflects the fact that effective education is, indeed, constant and always evolving. E-learning is already huge and is looking to completely revolutionize the educational sector.

The present paper seeks to examine whether this technological revolution will lead to the replacement of teachers in education field, changing his role from center to the periphery. In developing countries like India, digital education should be “inclusive & sustainable” for all. Affordable internet access, data enabled devices and appropriate internet plans can play a significant role in tapping the market. Creation of a Hindi (other supported local languages) can bring a sea change in Indian education system. Creating Digital awareness will definitely change trends like Distance Education to Digital Education. “Universities won’t survive. The future is outside the traditional campus, outside the traditional classroom. Distance learning is coming on fast”

Peter Drucker, the Father of Modern Management said that way back in 1997. His prophecy couldn’t seem more accurate now seeing that e-learning is one of the fastest growing sectors in the world. Till the end of the last century, the education system in India was based on the traditional classroom-based learning, where the students didn’t get the opportunity to participate in the interactive sessions. To face the challenges of the changing time, it became necessary to make concepts more clear and students competent enough to cope up globally. Hence, the concept of Digital Learning evolved in 2002-2003. With technology spreading its wing to the education sector, the typical classroom which was once characterized by boring hour-long sessions now transforms into an interesting, fun-filled environment. Digital education made life easier for both, students and educators. Cloud-based platforms which help classroom go paperless are also finding takers. Also apart from the latest developments in ICT classrooms, Augmented Reality and Virtual reality is being adopted in the field of education. ICT solutions have gained momentum in driving quality education to the nooks and corner of the country. Teaching becomes a smoother experience with a perfect mesh of personalized packages having a blend of animations, gamification and elaborate audio-visual effects. The infotainment, which is the combination involved in digital learning makes it more practical, applicable to our life and surroundings in an interesting manner. With fast evolving technological tools, teachers are equally expected to remain updated so that to train the new age students. The student can learn a concept and test his knowledge in the privacy and comfort of his home. Weaker students can escape from the shame of facing a classroom full of students and can work on improving their scores. Virtual learning has completely revolutionized the education sector in India. A student is no longer dependent on a teacher and the classroom teaching has transcended the four walls of the classroom. The student has an access to learning irrespective of his geographic location. Weaker students can escape from the shame of facing a classroom full of students and can work on improving their scores. It is in particular a blessing for developing countries like India. With wide coverage over various means of communication it becomes a natural choice to learn even for those in the hinterlands. With evolution of technologies such as cloud, data centers and virtualization there is huge potential for technology to be integrated with the Education Industry.
The question arises if the whole scenario is changing, the government is taking proactive measures to boost the e-learning environment in India, economies have now reached a point where work involves learning, businesses are not competitive unless their workers are knowledge workers, who continuously improve their knowledge, skills, and productivity. Even the home is becoming a learning place. The powerful learning opportunities are available to children in the home, where a parent is working. New educational technologies will not only energize the students, but teachers as well. The future of education explores the new ways to engage them. Technology has immense potential to upgrade today’s educational system. So, the future of education will not be teachers versus technology, but it will be teachers plus technology. The role of the teacher is almost always more central, indeed fundamental, than it was before the introduction of technology. New technologies can, and no doubt eventually will, replace many of the routine administrative tasks typically handled by teachers, like taking attendance, entering marks into a grading book. If taken positively, smart classes are a perfect solution to the environmental hazards that are posed by the conventional methodology of education. Hence, smart classes come in as perfect learning territories for students to assimilate the nuances behind a subject in a single go or after repeatedly accessing subject details for a clearer understanding. Although the Indian market is still young, it will continue to adopt the concept of e-learning in order to meet its communication needs and seize business opportunities. There is an art to imparting knowledge to students that current technology is nowhere close to mastering. Educational technologies are currently aiding teachers in their work, not completely taking over them. They are tools, not replacements. Non-verbal or invisible interactions, that affect the learning experience no doubt matter a lot. They help to identify roadblocks for students that might be more personal or emotional in nature, that a machine cannot pick up on. They help to contextualize lessons in real time, which might not be possible for a piece of technology to do. We need teachers who are able to figure out not just how new technology works but how it works for every student in his class and where the use of technology is most appropriate. Individualized learning tools are self-learning material. So technology will play a critical role in the future of education but this role is not as big as a role of a teacher. Besides, everyone will be benefited from the right mix of technology and teachers who will use technology as part of an expanding toolkit. Classrooms will continue to change but we can be completely sure that there will be a human teacher for a long time yet.

Conclusion: The teachers have to play the role of mentor, guide, and facilitator for the students enabling better interaction between them. They can encourage, motivate and inspire the students to aspire, dream and fulfill their desires. This is something which no robot or artificial intelligence machinery can do. This type of warmth and personal care offered by the teacher cannot be substituted by a machine. Thus, we can say that virtual learning resources can revolutionize the teaching learning process making the content more dynamic one, but they cannot completely replace the teacher. Computer can neither teach tolerance or empathy nor can encourage or understand an individual student’s needs. Every student is unique and so needs individualized learning experience which was lacking in traditional education system. The trust and bond between a teacher and student creates the perfect learning environment; which can never be achieved through virtual learning. If the learning tools are made available in the regional languages, relevant in Indian social context, that itself would revolutionize the total Indian education system.

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EFFECTIVENESS OF CONSTRUCTIVISM IN TEACHING ENGLISH AT HIGHER SECONDARY LEVEL

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Mr. Navnath D. Hegade, Assistant Professor

Abstract:
The present study aimed to study the effectiveness of constructivism in teaching English at Higher Secondary Level. For present study two equivalent groups of students were made. The sample of the study consisted of 40 students studying in New English School And Junior College of Science Bhalawani, Pandharpur. There are two groups of equal students one is control group which consists 20 students and second one is experimental group which consists 20 students from the same class. The students of controlled who were taught with the Constructivism approach and experimental group were taught by traditional method. After teaching to two groups by different methods the post test was administered. The collected data were described to statistical analysis and obtained results were interpreted. The students of experimental faired better in their achievement rather than the control group. Such interpretation showed that the Constructivism approach enhanced the achievement of the students as far as the traditional method is compared. The results of present study reveal that the effect of Constructivism in teaching English at Higher Secondary Level is remarkable.

Keywords: effectiveness, Constructivism, teaching, English, higher, secondary.

Introduction
English is said to be the world’s most important language having communicative and educative value as it provide access to knowledge, power and material possessions. Various commissions from time to time have highlighted the importance of English language. Moreover, with the growing importance of computers in every field, the English language has received a further boost. Even United Nations organization (UNO) in year 1945 gave it the status of its official language inter-alia as they considered that practically social and economic exchange between people of different countries and cultures is possible through this. Keeping in view the importance of interpersonal, Inter-institutional communication through English language, the need of the hour is that English language is to be taught at different levels of educational system through new approaches of teaching so as to make our students active learners.

Paradigm Shift:
Traditional Approach to Constructivism Conventional Teaching Approach has remained dominant at the secondary as well as senior secondary level in our education system in which learning has focused on teacher centeredness and students are passive receivers. In Indian classrooms, in general, this Approach is adopted where most of the times, „chalk and talk” method is used for spoon feeding the content unlike the new approaches that require active participation on the part of students. Approaches like cooperative learning, blended learning, flipped classroom and smart classroom enable the students to participate actively in various activities. Among those; constructivism is such approach which engages the learners in such a way that they construct their new knowledge by correlating it with their previous experiences. Role of 5ES Constructive Instruction Model (CIM) in Promoting Basic Communication Skill in the English language

Engage
In the very first phase of 5E Model of Constructivism i.e. Engage, an attempt is made to activate prior knowledge of students by engaging them in a problem which op have connection with their previous knowledge. In this phase, students are engaged by asking a question, defining a problem and showing a
surprising event. Here, the role of the teacher is that of a facilitator where he/she will create interest, generate curiosity, raise questions and encourage the students for response. He also sets the rules and procedures for the activity. The students try to solve their problem by listening, reading books, searching other source of knowledge such as internet, interacting with each other and writing. In this way, involving themselves in these activities, they will develop their all basic communication skills which are required to communicate in the English language.

**Explore**

In the second phase of 5E Model of Constructivism i.e. Explore, an opportunity is given to the students to extend the knowledge of the first phase. Students are provided enough time to think freely, generate their own ideas, plan, investigate and organize collected information and record observation and ideas. They work together in teams. Here, the role of the teacher is that of a facilitator where he/she will observe, listen to students as they interact, encourage to work together and ask probing questions to redirect the students’ investigation when necessary. As they work together in teams, students will build a base of common experience which assists them in the process of sharing and communicating in English.

**Explain**

In the third phase of 5E Model of Constructivism i.e. Explain, students are encouraged to explain their observation and findings in their own words in the learning cycle. Teacher will also ask for justification and clarification from students. In this phase, communication will occur between peers, the facilitator, or within the learner himself. This phase is also student-centered because students are given opportunity to discuss, listen critically the explanations given by the teacher and their peers, raise questions about what they hear and add their own explanations so as to engage in active learning. Example: Explain the uses of any two articles in your own words? Capacity, it provides instructions, asks and answers questions, assigns and checks the homework.

**Elaborate**

In the fourth phase of 5E Model of Constructivism i.e. Elaborate, an opportunity is given to the students to use their previous learned information as a vehicle to enhance a deeper and broader understanding and investigate new ideas. They can practice learned skills, refine them and change their behavior. Teacher encourages the learners to apply and extend their understanding into new contexts. In this phase, Students will extend their knowledge by reading, writing and interaction with each other.

**Evaluate**

The final phase of the 5E model of constructivism is Evaluate. This phase allow the teacher to determine if the learner has attained understanding of concepts. Evaluation can occur at all points along the continuum of the instructional process. The teacher may evaluate the learners’ achievement by asking open-ended questions, observation structured by checklists and students interview. Students may evaluate their progress by interaction to each other in this phase. Concrete evidence of the learning is most valuable in communication between students, teachers, parents and administrator.

**Statement of the problem:**

Effectiveness of constructivism method in teaching English at Higher Secondary Level.

**Objectives:**

1. To study the effectiveness of traditional teaching method in teaching English.
2. Study the effectiveness of constructive method in teaching English.
3. Compare the thickness of traditional and constructive method in English.
Research Method:
The researcher has used experimental method and post test design is considered. In the present a research paper there is a direct comparison between the traditional method of teaching English and Constructivism learning method at Higher Secondary Level. In the present research the researcher has selected only one Junior College New English School And Junior College of Science Dharini Taluka Pandharpur district Solapur State Maharashtra. In this research the only English subject is concerned among various subjects in the college.

Sampling of the research:
The sample for the research was drawn from New English School And Junior College of Science bhavli Taluka Pandharpur Solapur Maharashtra India. The study sample included randomly selected 40 students from 12th class. for each the researcher has been used by random sample.

Tools of the research:
For the present study the researcher has used the following tools,
1) Test- the test was used for students to collect the achievement of the students about information transfer.
2) Observation the observation was used for checking the work done by the students of English language learners.

Procedure of the research:
The researcher adopted experimental research method in the present a research study. Only one New English School And Junior College of Science Bhavani Pandharpur Solapur Maharashtra India is selected by simple random method total 40 students in the class of 12th was selected by randomly and created two equal groups crystal method is organised on Control and Quality language learning method is organised on experimental group consists 20 students from the same class Android subject the control group of the 20 students was treated with traditional method for teaching English information transfer. The experimental group of 20 students was created with Cooperative language learning method for teaching information transfer in English you are the books magazines various reference materials is provided to group of 20 students firstly reading is completed and when discussion among the students takes place doubts opinions problems of each students are considered it is presented before the second group and vice versa and so work is completed.

Hypothesis:
There is no significant difference in traditional method and constructive method for teaching English.

Interpretation:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Control Group</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>M</td>
<td>37.12</td>
<td>44.56</td>
</tr>
<tr>
<td>SD</td>
<td>2.46</td>
<td>2.82</td>
</tr>
<tr>
<td>D- Mean</td>
<td>7.44 (N.S)</td>
<td></td>
</tr>
<tr>
<td>‘t’ Value</td>
<td>10.19</td>
<td></td>
</tr>
</tbody>
</table>

The researchers stated nature paintings on the basis of Data Collection. The findings are stated on the basis of null hypothesis that there is a significant difference between two groups so null hypothesis should be rejected as the value is greater than the value at 0.01 significance level so the difference is a remarkable.

Recommendations:
- The modern methods of teaching English for writing skills should be used at Higher Secondary Level.
- The teachings of English prove to be a creative work.
It is necessary to create proper learning atmosphere in the class at Higher Secondary Level for teaching English.

The system of education should provide proper training programs for teachers.

Teacher should develop modern and recent methods for teaching English subject.

4. Conclusions

Response: Blackboard - A blackboard is defined as a flat surface feature, it can be a board made of wood, fiber or sometime made plastered on the wall of the class. It as teaching aids is very important tools used by a teacher to facilitate learning and improve reading and others skills. It is used to reinforce skills or facts and relieve anxiety, fears or boredom because teaching aid is like a game. It is also used for highlighting the main heading of the passage. Computer – It as an aid to the instructional process are the latest arrival in the field of education. It makes teaching learning process enjoyable by including audio-visual skills. All types of relevant knowledge and information regarding the teaching and learning of the topics of school subject can be easily available through the service of computer technology. As a perfect tutor, it can very well maintain a perfect interaction with the individual students. Its tutorial The conventional approach lays more emphasis on teacher. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Since English is the official language of this world, it is of utmost importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate with others.

References


DEVELOPMENT OF POSTER PRESENTATION SKILL AMONG B.ED. STUDENT TEACHERS

Dr. Vilas B. Bandgar, Assistant Professor, Uma College of Education, Pandharpur

Dr. Vishnu P. Shikhare, Associate Professor, College of Education, Barshi

Abstract:
‘As an experimental learning activity that stimulates curiosity and interest, encourages exploration and integration if concepts and provides students with A novel way of demonstrating understanding’ (Handron1994, in bracher, cantrell & wilkie 1998). A poster is an abstract. The mistake most frequently made is to put too much information on your poster. You poster should be an eye- catcher, containing A brief message, understood at A glance. It is claimed that you have about three seconds to catch the audience’s attention. To achieve this “three second hit” there are some aspects that you can take into account when you set out to design a poster. This brief didactic paper addresses the issues that help you create an attractive and effective poster.

Key Words: Development, Poster presentation, B.Ed. Student teachers

Introduction:
Posters are an excellent alternative medium for developing communication skills, helpful to involve students in the assessment process, encourage students to investigate A topic thoroughly, provide opportunities for peer learning, promote A positive attitude in students, exploring and confronting misconceptions. (Berry and Houston, 1995).

Concept mapping is A technique for representing knowledge in graphs, knowledge graphs network of concepts, network consists of nodes and links, nodes represent concepts and links, represent the relations between concepts. Concepts and links are labelled; links can be non-, unifier bi directional. Concepts and links may be categorized. They can be simply associative, specified, or divided in categories such as causal or temporal relations. Purpose of the concepts mapping are to generate ideas (brain storming, etc.), to design A complex structure (long texts, hypermedia large web sites, etc.), to communicate complex ideas, to aid learning by explicitly integrating new and old knowledge, to asses understanding or diagnose misunderstanding.

When researcher wants to present his research poster presentation is one of the best method for viewers and audience.

Steps in poster Design:
- What is the “overall message” you intend to present?
- Define your audience: who do you want to reach? How expert are they?
- What can you assume to be common knowledge?
- What should the audience remember?
- Gather content: before editing, write down all aspects of your message that you can think of – the essential issues, arguments, items of evidence, explanation, and conclusions.
- Create sections: classify the information that you have gathered.

Considering these elements of poster presentation, concept mapping and critical thinking researcher has decided to develop the poster presentation skill among B.Ed. student teacher.

Need and importance of study:
1. Poster presentation is the better way to present the research and difficult concepts with different ideas. So this research will help to students to present their ideas.
2. Concepts mapping and critical thinking are also higher level thinking, if we want to develop higher level thinking we have to conduct the activities.
3. Teacher educators and student teachers get the benefit that they can present their posters and concepts maps, if they have developed this skill.

**Statement of research problem:**
Development of Poster Presentation Skill among B.Ed. Student Teachers

**Objectives of research:**
1. To know the problems of B.Ed. student teachers while preparing the posters.
2. To develop the poster presentationskill among B.Ed. student teachers.

**Scope and limitations of research:**
- This research has studied the poster presentation skill among B.Ed. student teachers of Geography Methodology.
- This research was restricted to Uma College of Education, Pandharpur student teachers of academic year 2017-18 only.

**Research procedure:**
Researcher has selected descriptive survey school survey method for this research. Sample for this research was 17 Geography Methodology students. Researcher first gives complete theoretical information regarding of ‘Best Poster Presentation’. Researcher has prepared poster evaluation scale for evaluation.

**Analysis and interpretation of data:**
This scale has 10 criterions for the evaluation of poster. Researcher has selected 17 posters and evaluated these posters with the help of evaluation scale.

**Findings of the research:**
1. Initially Student – teachers have problem that they could not decide the topic for poster presentation.
2. Student – teachers have used different skills, Designs and ideas for the preparation of posters.
3. Student – teachers have designed their posters effectively by considering standard norms of designing the posters.
4. Student- teachers have selectedtopics of their choice according to syllabus of geography methodology.
5. Student - teachers have selecteddifferent presentation techniques and types for poster presentation.
6. Every student- teacher have discussed with their colleagues and with teacher educator for preparation of poster.
7. Concepts mapping was used by every student teacher. They have also used different concepts designs and patterns for poster presentation.
8. Critical thinking, different ideas and problem solving skills were used in poster presentation by student - teachers.
9. Student- teachers have followed the instructions of teacher educator for the preparation of poster.
10. All the student- teachers have responded that they have satisfaction in the skill for poster presentation.

**Educational Implications:**
Student teachers are enriched their poster presentation skill and also they have got the experience of presentation of their different ideas with the help of posters. In this process they undergone through higher level thinking.

**References:**
FROM TEACHER TO RESEARCHER
Mahajan Sangita Dadaso,h.D. Student,
Department of Education,Shivaji University, Kolhapur.

Abstract
This paper provides an examination of the need, for those working in schools and colleges, to develop and utilize research skills for their own personal professional development and organizational improvement. Developing an understanding of WHY you are doing something will allow you to gain much more from the activity. By engaging with new ideas and research findings to develop new practices and evaluate curriculum change.

Pay and professional progression are increasingly being employed to encourage teachers to develop additional reflective and analytical skills.

In higher education the role of research activity is complicated by the academic expectations of the sectors. The focus for training in higher education was strongly biased towards the research requirements. Research should be viewed very much as a process driven activity.

When you decided to do research, first you always identifying the similarities and differences between what you are already doing and what you need to be doing. There are three phase to do your research work: I) clear research needs and objectives II) the process III) outcomes and future action.

A strength of personal professional development, to do your research activity, to find areas of interest, the outcomes of studies, future actions, also successfully improve your practices.

Key words: Research, Learner, Teaching-Learning Method, etc.

Introduction:
The concept of the learning organisation is not new but is quite fitting for the education sector, as it is, in the "business" of education. All those working in the education sector should be focused on the learning of their students and to best achieve and maintain this emphasis. Everybody within those organisations must continuously focus on their own learning.

Research activity can only ever claim to be part of a range of learning opportunities, its impact can be significant. Research activity makes you think more deeply about what you are doing, to evaluate impact and applicability, and to consider alternative options.

Individualised Learning:
Learning takes place within a group experience for reasons of economic, as well as educational, efficiency, this form of collaboration, in addition to the motivational impact, also provides important opportunities to share, trial, test and demonstrate individual learning.

A strength of personal professional development, as an issues-driven research focus, is that it allows for a collaborative approach to discussing and sharing understanding of the underlying factors.

As the research activity should be based upon individual and contextual needs, duplication of effort can be avoided with the potential to learn from each other. Even in cases where the conceptual focus is the same, the uniqueness of each learning situation will individualise the learning experience.

Learning Check:
An important question to ask is—“what is your motivation for developing your educational research skills?” As we see with our own learners, the more that they can see a purpose for the learning and can appreciate its applicability to their wider needs, the more highly motivated they will be. Those who learn and apply research skills as part of their initial professional development for the education profession will perhaps need to focus on
embedding and developing the core technical skills in the early part of their career and may not perceive research activity as a crucial aspect of their own early progression.

**Towards Research Informed Practice:**
The literature on forms of education research is rich in terminology which attempts to explain the perspective from which the research is performed. In an attempt to obtain clarity and establish lines of demarcation, approaches which would otherwise be seen as complementary are treated almost as incompatible. Positivism, which takes an objective perspective of evidence, focusing on the measurement of outcomes in order to predict and identify patterns, is made distinct from interpretive approaches, which concentrate on interpretation may be overlaid by the political perspectives of the researcher and the way that they view society and social interaction.

This political perspective often provides a guide as to how the researcher views and constructs knowledge and is referred to as the epistemology.

**SMYTH (1989) SUCCINCTLY presents it as a four-stage model:**
1. Description—An Evidenced Commentary Of The Current Situations;
2. Information—Interpreting The Evidence For Meaning;
3. Confrontation—Explaining The Evidence And The Progression To This Point; And
4. Reconstruction—Suggesting Possible Ways Of Progressing From This Point.

For the teacher, there are clear parallels between this model and the reflective teacher model inherent in current school-based education.

If we accept that research does inform practice in the field of education, a focus on the technologies underpinning effective learning and teaching might lead to the reasonable assumption that there will be an emphasis on action research. The implication being that research will inform practice through an interactive process based upon a developing

**Differences Between Teaching And Researching:**

<table>
<thead>
<tr>
<th><strong>TEACHING</strong></th>
<th><strong>RESEARCHING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-assess the children to ensure that the clarify 'starting point' for learning is revealed and review the National Curriculum documents to clarify expected learning. Establish learning objectives.</td>
<td>1. Perform a contextual analysis to the issues that the study will and review any relevant national documentation to reveal the wider background and influential factors. Establish key research questions.</td>
</tr>
<tr>
<td>2. Read subject material to collect ideas on how the concepts and skills might be taught and the possible approaches to teaching and learning.</td>
<td>2. Read the literature on relevant theories to establish a wider conceptual perspective for the study and published empirical research to review potential outcomes and possible methodologies.</td>
</tr>
<tr>
<td>3. Use contextual knowledge of the group to be taught along with reading of pedagogic text to establish and clarify the teaching and learning strategies to be employed to meet the learning objectives. Construct the means of assessing learning and record the assessment outcomes.</td>
<td>3. Use knowledge of the context research population along with reading from the research from the research methodology literature to establish and clarify the research methodologies to be employed to gather evidence to address the research questions. Construct research tools.</td>
</tr>
</tbody>
</table>
4. Evaluate the outcomes of the learning research against the expectations of the learning questions objectives and evaluate the pedagogic expectations from pedagogic qualities of the teaching.

5. Draw conclusions as to the learning that analysis of has taken place and the effectiveness of the teaching. Make recommendations for future action.

4. Analyse the outcomes of the against the key research using the theoretical literature.

5. Draw conclusions from the the research findings. Make recommendations for future teaching and learning.

The Benefits Of Practical Research:

<table>
<thead>
<tr>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in the use of research as a professional development tool</td>
</tr>
<tr>
<td>Able to use research to improve practice</td>
</tr>
<tr>
<td>To gain greater understanding of a particular area related to your teaching specialism</td>
</tr>
<tr>
<td>Academic credit towards a qualification</td>
</tr>
</tbody>
</table>
Introduction
Teacher’s can be constant positive role model for their students. Teacher’s have powerful, long-lasting positive environment on their students. They directly affect how students learn, how much they learn, and the ways in which they interact with one another and the world around them. Considering the degree of the teacher’s influence, it is important to understand what teachers should do to promote positive results in the lives of students with regard to school achievement, positive attitudes towards school, interest in learning and other desirable outcomes.

This understanding should be based both on what experts and stakeholders think teachers have shown to be significant in the preparation and practice of effective teachers.

The term 21st Century skills refers to a broad set of knowledge skills, work, habits and a character traits that are believed by educators, school reformers, college professors, employers and others to be critically important to success in today’s world. 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.

21st Century skills
Way's of Thinking

Think and work creatively with others
1. Creativity and Innovation
   Implement Innovations

2. Critical Thinking, Problem Solving and Decision Making
   Articulate Findings
   Solve Problems
   Reason effectively and Evaluation Evidence
   Self Motivation

3. Learning to learn and Metacognition
   Positive Appreciation of Learning

Adaptability and Flexibility
While doing all above activities and performing his duties as a teacher, the attitude of the teacher matters most. His own outlook towards different incidents that take place in the school and in the society at large makes a deeper and lasting impact on the tender winds of the students. Hence, the teacher is expected to adopt, develop and digest positive attitude. Positive Attitude is a part of effective communication. So the Researcher wants to study the Positive Attitude of Bed. Students for inculcating the same in them in the future.

Statement of Problem
A Study of Positive Attitude with respect to Communication Skill of BEd students of SPS College, Sangli

Significance of the study

Soft skills are essentially the skills that make an individual smart in dealing with the self and others; they are the non-technical, personality-specific skills that determine one’s strengths. Every professional must have a proper blend of hard skills and soft skills for effective discharge of their duties and responsibilities in various roles. Soft skills can be defined as a combination of good self management skills, interpersonal skills and generic competencies such as technology skills. Interpersonal skills means the skill-sets required to understand others and influence them. Self management skills refer to the ability to manage one’s own self, thought process, attitude and emotions to best suit the situation and improve one’s performance. Soft skills also refer to as a combination of impressive behaviour, positive attitude, effective communication skills, leadership abilities and the ability to get along with and influence others. Some of the phrases closely related to describe the concepts of soft skills include "People skills" "life skills" “social skills”, “HR skills”, and interpersonal skills." Soft skills are those skills that are crucial to employee’s ability to project oneself smarter, work better and also impress others. In the Above study Introspection Scale was used to study the positive attitude of Bed students. Introspection means looking within or looking inward. It is a sort of self observation in which one perceives, analyses and reports one’s own feelings and in fact everything that takes place in one’s mind during a course of a mental act.

Objective of the Study

To Study the Positive Attitude with respect to Communication Skill of BEd student of SPS College of Education, Sangli

Method of the Study

The method applied was Survey Method.

Sampling of the Study

Researcher conducted survey session and Discussion for Bed students of SPS College of Education, Sangli.

Tool of the Study

Researcher applied Researcher made Introspection Scale on Positive Attitude. The scale was checked by the experts and used for the study of Phd.

Analysis of the Study

Observation Table

<table>
<thead>
<tr>
<th>No.of Students</th>
<th>% of Marks in Introspection Scale</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>100%</td>
<td>Total=17.09</td>
</tr>
<tr>
<td>05</td>
<td>Below 75%</td>
<td>Boy’s=16</td>
</tr>
<tr>
<td>23</td>
<td>75-100%</td>
<td>Girl’s=17.25</td>
</tr>
</tbody>
</table>

Observation

1. Total number of students were Thirty two.
2. Four students have got 100% marks.
3. Five students have got below 75% marks.
4. Twenty three students have got marks between 75-100%.
5. Means are -17.25 (Girl’s), 16 (Boy’s), 17.09 (Total).

Interpretation

From the above observation, it is clear that
1. Few students have high Positive Attitude. Most of the students have medium Positive Attitude and Few have low Positive Attitude.

2. Girl’s Positive Attitude is better than the Boy’s. So Communication skill of the Girl’s is better than Boy’s in learning environment.

Concluding Remarks

Teacher’s can be constant positive role model for their students. Teacher’s have powerful, long-lasting positive environment on their students. They directly affect how students learn, how much they learn, and the ways in which they interact with one another and the world around them. Considering the degree of the teacher’s influence, it is important to understand what teachers should do to promote positive results in the lives of students— with regard to school achievement, positive attitudes towards school, interest in learning and other desirable outcomes. This understanding should be based both on what experts and stake holders think teachers has shown to be significant in the preparation and practice of effective Teachers.

From the above study, it is clear that there is necessity to conduct the program for positive attitude for Bed.students.Bed.students are budding Teachers. They require to shape themselves and ultimately to students in general. Among the Bed.students, those have positive attitude high, they will help in conducting program. Above study will be helpful for all types of Educators, Teachers, Business people. Where Positive Attitude works for Communication.

References

DEVELOPING READING SKILL OF STD. VI STUDENTS THROUGH COOPERATIVE LEARNING MODEL AN EXPERIMENTAL STUDY

Dr. P.B. Darade, Associate Professor

Abstract

English language teaching and learning in India and Maharashtra has symbolized a drastic change over the last decade. The Govt. of Maharashtra chalked out the new policy of teaching English as per the English from class 1st decision from December 1999. Right from this decision the syllabus of English has been changed considering the importance of English as an international language. The New policy has considered the advancements in science and technology, The English language is not remained foreign to us in way of German, French, Russian etc. The methodologies of teaching have been also changing with these new appeals. The communicative Language Teaching (CLT), Skill based approach (SBA), importance of oral work, Group work, pair work, Language games, Role play etc. are the new strategies of teaching English at school level. Communicative language teaching pays careful attention to functional as well as structural aspects of language. Co-operative learning is a new and better way of learning together. It combines pre communicative as well as quasi-communicative language learning activities in the classroom.

Key Expressions: Communicative competence, Communicative language Teaching (CLT), Cooperative Learning, Quasi-communicative, Language, Perole

Introduction –

Cooperative learning model (CLM) provides better learning environment for language acquisition. Student – student, student teacher and group activities are emphasized in teaching and learning English. CLM promotes students oral skills & confidence through varied interactions using co-operative learning structures. In this study the researcher has used CLM to develop reading skill of Std VI students through CLM.

Reading skill is an important skill to be developed at primary level. According to the syllabus teacher is expected to conduct loud reading sessions in which students read after the teacher or here after the group leader, pairmate and later independently. Co-operative reading techniques and modulations and demonstrations helped students to read loudly and silently with comprehension. The experiment enabled students to participate in group work and pairwork which encouraged their confidence in reading English, the reading practice through CLM promoted students academic achievement and enhanced students satisfaction with new learning experiences. The co-operative hand signals and games created interest of students in learning English with leisure and pleasure and enjoyed the joy of learning together in controlled way.

General objectives -

1) To read English loudly with correct pronunciation.
2) To develop correct reading habit.
3) To read silently and independently.
4) To read loudly, meaningfully with acceptable tone.
5) To read English for pleasure and information.

Specific Objectives –

1) To develop reading skill in English through Co-operative learning.
2) To examine the efficacy of Co-operative learning structures.
3) To develop self confidence of students.

Research Hypothesis –
There is positive relationship between cooperative learning model (CLM) and the development of Reading skill in English.

Plan and procedure –

The researcher has implemented the research programme for 15 days. The pre test and post test were conducted before and after the introduction of experimental factor i.e. co-operative learning. 20 student were selected for the experiment which were divided into 4 x 5 groups as per the requirements of CLM. The topic Dinosaurs, a Tall Tale, Numerals in English, The report at a glance, Sports meet, country sounds, Pin-hole camera, News in use etc. have been taught through CLM techniques for two weeks.

Research Design -

<table>
<thead>
<tr>
<th>Pretest (T1)</th>
<th>Independent Variable</th>
<th>Post test (T2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores of achievement test</td>
<td>Teaching through CLM</td>
<td>Scores of achievement test</td>
</tr>
</tbody>
</table>

Tools :
1) Achievement test (Oral)
2) Observation inventory

Variables :
Cooperative learning (Independent)
Achievement scores (dependent)

Sample :
The sample of 20 students has been selected from Vidymandir Kanchanwadi, Tal. Karveer, Dist. Kolhapur (M.S) The students were studying English at Std VI in the academic year 2011-12.

Data Analysis

<table>
<thead>
<tr>
<th>N</th>
<th>Pretest Score</th>
<th>Post test Score</th>
<th>Difference</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>19</td>
<td>3</td>
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<td>16</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>17</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>17</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>10</td>
<td>18</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>16</td>
<td>19</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>8</td>
<td>11</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td>274</td>
<td>69</td>
<td>17.25 %</td>
</tr>
</tbody>
</table>

Findings –

1) Cooperative Learning Method (CLM) had exhibited 15% to 40% development in the reading skill of 65 % students.
2) 20 % students had exhibited only 5% increase in the test scores in reading skill.
3) 5% students i.e. one student does not underwent any change in the pre and post test score. The causes for it could be searched further by replication of the study using homogeneous or heterogeneous groupings with other aspects.

4) The overall development of reading skill ranges between 5% to 40% approximately i.e. 17.25%.

5) The participant observation by the researcher observed that experiment helped to develop self confidence of students in reading English.

**Recommendation** -
Cooperative learning should be used at primary level to develop fourfold language skills of students in English

**References** –
CURRENT STATUS OF COGNITION AND SCIENCE PROCESS SKILLS AMONG IX STANDARD STUDENTS

Smt. Rohini G. Bhosale  
Dr. Krishna B. Patil

Abstract:

Science Process Skills lie at the core part of science education. As per the need of Skilled India, process skills should be given high importance considering science teaching. There is close link between Cognitive domain and Science Process Skill (Ozglen, S.2012). In this present paper researcher studied the present status of cognition and science process Skills among IX standard students. The findings of this study reveals about very low percentage of integrated science process skills as compared to Basic science Process Skills. Also it highlights poor percentage of cognition which are required for acquisition of science Process Skills.

Keywords:-
Science Process Skills, Cognition, Information Processing Skill, reasoning skill and Problem Solving Skill

Introduction:

Science Education plays vital role in nation’s development. Science Process skills are the set of broadly transferable abilities required for any kind of scientific investigation. Cognitive domain includes thinking skills these are information processing skill, reasoning skill, creative skills, Inquiry skill, evaluation skill and problem solving skill. Cognitive functions of each thinking skill related with science Process Skills. Following Table shows relationship between these two.

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Cognitive Functions</th>
<th>Science Process Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>Finding relevant information</td>
<td>Observing</td>
</tr>
<tr>
<td>processing skills</td>
<td>Sorting/Classifying/Sequencing information</td>
<td>Classifying</td>
</tr>
<tr>
<td></td>
<td>Comparing/Constructing information</td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td>Identifying and analysing relationships</td>
<td>Interpreting data</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Giving reasons for opinions/actions</td>
<td>Inferring</td>
</tr>
<tr>
<td>Skills</td>
<td>Inferring</td>
<td>Inferring</td>
</tr>
<tr>
<td></td>
<td>Making deduction</td>
<td>Inferring</td>
</tr>
<tr>
<td></td>
<td>Making informed judgements</td>
<td>Interpreting data</td>
</tr>
<tr>
<td></td>
<td>Using precise language to reason</td>
<td>Communicating</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Identify the problem</td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td>Represent the problem</td>
<td>Defining variables operationally</td>
</tr>
<tr>
<td></td>
<td>Plan the solutions</td>
<td>Formulating the hypotheses</td>
</tr>
<tr>
<td></td>
<td>Evaluate all solutions</td>
<td>Formulating hypotheses</td>
</tr>
<tr>
<td></td>
<td>Select one solution and execute it</td>
<td>Experimenting</td>
</tr>
<tr>
<td></td>
<td>Evaluate the outcome</td>
<td>Inferring</td>
</tr>
<tr>
<td></td>
<td>Rethink and redefine the problem and</td>
<td>Inferring</td>
</tr>
<tr>
<td></td>
<td>solutions</td>
<td></td>
</tr>
</tbody>
</table>

Table. No.1 Relationship Between Cognition and Science process Skills

Objectives:-
1) To find out the present status of Science Process Skill among IX standard Students
2) To find out the present status of Cognition required for acquisition of science process skills

Assumptions:
1) Science process skills are reflected through content of IX standard science textbook
2) Cognition and science Process Skills are interrelated.

Sampling:
Total 96 students were selected from Kolhapur city by convenient technique.

Tool for data collection:
A test on Science Process Skill and Cognition prepared by researcher was used as a tool for data collection. Test carrying 50 marks was employed. Which have objective type questions. Questions were based on science process skills(excluding Measuring) and Cognition. Test was validated by modifying as per the experts suggestions.

Tool for data analysis:
The collected data was analysed with the help of percentage techniques. Following table and graph shows analysed data.

<table>
<thead>
<tr>
<th>Basic Science Process skill</th>
<th>Percentage</th>
<th>Integrated Science Process Skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing</td>
<td>28.7</td>
<td>Identifying and controlling Variables</td>
<td>27.91</td>
</tr>
<tr>
<td>Classifying</td>
<td>61.24</td>
<td>Defining Variables Operationally</td>
<td>20.93</td>
</tr>
<tr>
<td>Using Number</td>
<td>37.21</td>
<td>Formulating Hypotheses</td>
<td>21.26</td>
</tr>
<tr>
<td>Using Space-time Relationship</td>
<td>34.11</td>
<td>Interpreting Data</td>
<td>29.84</td>
</tr>
<tr>
<td>Predicting</td>
<td>22.87</td>
<td>Experimenting</td>
<td>26.74</td>
</tr>
<tr>
<td>Communicating</td>
<td>22.33</td>
<td>Average</td>
<td>25.336</td>
</tr>
<tr>
<td>Inferring</td>
<td>36.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>34.69857</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No.2 Percentage of Science Process skills

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Processing Skill</td>
<td>34.57</td>
</tr>
<tr>
<td>Reasoning Skill</td>
<td>27.26</td>
</tr>
<tr>
<td>Problem Solving Skill</td>
<td>24.35</td>
</tr>
</tbody>
</table>
Table No. 3 Percentage of Cognition

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Processing</td>
<td></td>
</tr>
<tr>
<td>Reasoning</td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
</tr>
</tbody>
</table>

Fig. No.1 Graph showing Percentage of Cognition

Graph No.2 Pie chart showing Percentage of Science Process Skills

Conclusions:
1) Integrated Science Process Skills were present at poor level as compared to basic Science process Skills among IX standard students.
2) The cognition present at low level. While comparing to each other information Processing skills having more percentage than Problem Solving skill. Reasoning Skills Lies Between the Information processing and problem solving skill.

Discussion of Conclusions:
Based on conclusions it can be seem that basic science process skills are present higher than that of integrated but still its percentage is not at satisfactory level. This is because method of teaching. Inquiry method of science teaching very much effective as compared to other methods for enhancing science process skills. But unfortunately there is less emphasis on this method. Considering the cognition level, IX standard students are enough familiar with many science concepts. They fall in the age group described by Piaget in the Formal Operational Stage. Here students start thinking abstractly. So Reasoning and problem solving skill should be present at optimum level.

References


THE IMPACT OF POWERPOINT DIGITAL MIND MAPS ON SCIENCE ACHIEVEMENT AMONG FOURTH GRADE STUDENTS

Mrs. Spruha Suresh Indu
Chembur Education Society Primary School, Chembur, Mumbai

Abstract:
The purpose of this study was to examine the impact of technology assisted i.e. digital PowerPoint mind maps on science achievement among fourth grade students in Chembur Education Society’s Primary School, Chembur Mumbai Maharashtra. A total of 40 students were randomly assigned to two experimental groups to receive different treatments. The first group utilized PowerPoint digital mind maps during their learning process, while the second group utilized paper mind maps. The results revealed that using PowerPoint digital mind maps had a significant effect on student’s Science achievement. Based on the obtained results, it was concluded that the utilization of PowerPoint digital mind maps for fourth grade students could be helpful in improving their achievement.

KEY WORDS: PowerPoint mind map, paper mind map, Science achievement, fourth grade students.

Introduction:
The eminent psychologist Tony Buzan brought forward concept of "Mind Mapping'. He was great promoter of this technique. The mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. The diagram drawn to express thoughts in the mind about one concept. Mind maps focus only on one word or one idea. Tony Buzan realized that the two dimensional method is more useful than the linear method to present the content or to take notes. One can understand the comparative importance and correlation between given subject, its scope, its units and sub units through concept map. It is easy to understand any type of concept like abstract concrete, verbal, nonverbal as both visual and verbal media are used. Mind maps are relationships with the central governing concept where as concept maps are based on connection between concepts in more diverse pattern. In learning, mind map is used for review. It is useful to explain the concept to the students while teaching. It is useful to take notes when teacher teaches in a class. It is useful to check previous knowledge of the students as well for evaluation. Mind map is useful for deciding the point for easy writing, writing the information given in the book in the form of summary. It is very useful to think and solve complex problems. Students are told to draw individual map to check their previous knowledge or to make aware about the previous knowledge. This gives a glance of previous knowledge of the students. This is boon to students having more visual intelligence, while taking notes as they can grasp the visual information is a better way. Any content can be easily presented on the computer in the form of picture with the help of software program available on internet. By using this, even untrained person in drawing can draw colorful attractive, pictures in less time and can make his teaching effective. Mind mapping are visual aids that assist students in understanding the relationship between different ideas. Using Mind mappings in the elementary classrooms can help students make sense of various ideas by focusing on the ways they might be grouped and connected. As such they provide an excellent means of reviewing and consolidating existing knowledge. When allowing for such learning to be extended by adding new concepts. They are particularly appealing to predominately. Whole inclusive class can benefit from this technique.

Mind Mapping enable students to communicate their ideas quickly and concisely in diagrammatic form. They allow teachers to monitor and assess their students understanding more effectively so learning out comes. Now days all schools of Maharashtra were equipped with digitalization. Mind map is an effective graphic organizer tool which helps in arranging all the scattered ideas and brings them in a concrete form. Mind maps can be
created easily by using the graphic feature available in Microsoft PowerPoint. These facilitate audience to get a brief idea about the topic of presentation thereby making it even more interesting.

Based on a constructivist approach principles the utilization of mind maps facilitates meaningful learning. As our education system adopted constructivism approach that views the student is builder of his or her knowledge. This turning point of learning processes asks for designing of instruction that deals with students as builders not receivers of knowledge. Student’s who construct knowledge through interaction and connecting their experiences and their prior knowledge with the current situation and students who have learning strategies to help in building their knowledge and understanding. Therefore, effective instruction emphasizes on the teaching of strategies that enable students to learn with understanding. Mind maps are very effective as they help in grabbing audience attention and also provide them with the key idea depicting the purpose of your presentation.

A mind map is a good graphical way to represent ideas and concepts and PowerPoint can help to design mind maps quickly. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas. If you need to download free mind map PowerPoint templates and other creative ideas PPT templates consider browsing our gallery of templates and PowerPoint presentations themes. In this research everyday classroom instructions and all reading materials used in school are in the Marathi regional language which is student's first language i.e. mother tongue.

**Purpose Of The Study**

Various research studies have been conducted to investigate the effect of paper mind maps on learning Science. Research has provided relatively little insight into the role of PowerPoint digital mind maps on fourth Grade Student’s Science achievement. Thus the purpose of this study to investigate the impact of paper minds maps and PowerPoint digital mind map on Science achievement. The study was conducted to investigate if there were any satisfactory significant differences in Science levels between fourth grade students who were taught and learned by utilizing paper mind maps and fourth grade students who were taught and learned by utilizing PowerPoint digital mind maps.

**Hypothesis:**

Does the utilization of PowerPoint digital mind maps make more significant difference on student’s achievement in learning Science when compared to paper mind maps? Based on the above research question the following hypothesis was formulated. There is no statistical significant difference in science achievement between students taught with the utilization of PowerPoint digital mind maps and students taught with the utilization of paper mind maps.

**Objectives:**

1. To study the impact of paper mind mapping technique for fourth grade students of Science achievement.
2. To study the impact of PowerPoint digital mind map technique for four grade students of Science achievement.
3. To compare the results of PowerPoint enabled digital mind maps science learning with the paper mind map.

**Methodology:**

Experimental Method is used for this study. To measure students’ science achievement, a pre- test and a post-test were developed in this study. The pre-test and post-test questions were similar in content but their order and numbering were randomized. Two weeks before the beginning of this study, the pre-test was conducted; the results were collected and used as a covariate.

**Population:**
The population of this study comprised students of Chembur Education Society Primary School fourth grade and from ‘C’ division.

**Sample:**
Sample size comprises 40 students from fourth grade both boys and girls.

**Data Collection:**
The questionnaires were given to students and collected data after 45 minutes on the same day. To measure students Science achievement, a pre-test and a post-test were developed in this study. The pre-test and post-test questions were similar in content but their order and numbering were randomized. Four weeks before the beginning of this study, the pre-test was conducted; the results were collected and used as a covariate.

**Experimental Condition**
The two groups were formed different from one another in terms of the mind map type. The first group was taught and learned by using the paper mind map. The second group was taught and learned by using PowerPoint digital mind map.

The first group was taught and learned by using the paper mind maps. Teacher invited students to present their paper mind maps in the classroom. Teacher gave enough practice to create their own paper mind maps. At the end of the each session, the teacher collected all paper mind maps. In the second group the PowerPoint digital mind map group was taught and learned by using the PowerPoint digital mind maps. The teacher and learners used PowerPoint digital mind maps four weeks before the formal experiment with practice lessons. In each session the teacher introduced and explained the new topic for about 20 minutes to the whole class by using and presenting PowerPoint digital mind maps. After the teacher’s explanation, students worked individually using the digital mind maps that guided and supported students to achieve the learning objectives. Students under this condition were instructed and reminded frequently to use the digital maps to facilitate their learning. During the learning process, the teacher monitored each student and intervened by guiding student to the usage of the PowerPoint digital mind maps if necessary. At the end of the session, the teacher asked student to turn off their computers and assessed and evaluated student’s performance, discussed with the whole class to ensure that students carefully processed the effectiveness of their learning. After four weeks of implementing the study, namely in the last science session of this experiment, students in both groups were asked to complete the science achievement test.

**Discussion/Analysis**
Statistics like Sum, Mean Standard error of mean t-test are calculated in order to test hypothesis and objectives i.e. to study the impact of paper mind mapping technique for fourth grade students of Science achievement, to study the impact of PowerPoint digital mind map technique for four grade students of Science achievement, to compare the results of PowerPoint enabled digital mind maps science learning with the paper mind map.

**Table No. 1**

<table>
<thead>
<tr>
<th>Roll No.</th>
<th>pretest with paper mind map</th>
<th>post test with paper mind map</th>
<th>Gain Paper Mind Map</th>
<th>pretest with PPT</th>
<th>post test with PPT</th>
<th>Gain PPT Mind Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>23</td>
<td>18</td>
<td>5</td>
<td>50</td>
<td>45</td>
</tr>
</tbody>
</table>

**Table No. 2**
Result of the Summative Comparison of Pre Test and Post test for PowerPoint digital mind map

<table>
<thead>
<tr>
<th></th>
<th>pretest with mind map</th>
<th>post test with mind map</th>
<th>pretest with PPT</th>
<th>post test with PPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>6.3</td>
<td>31.5</td>
<td>6.7</td>
<td>45.25</td>
</tr>
<tr>
<td><strong>Standard Error</strong></td>
<td>0.7749363</td>
<td>2.0844032</td>
<td>0.7472758</td>
<td>1.291419</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>6.5</td>
<td>30.5</td>
<td>6.5</td>
<td>47.5</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>8</td>
<td>38</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>3.4656206</td>
<td>9.3217346</td>
<td>3.3419188</td>
<td>5.7754016</td>
</tr>
<tr>
<td><strong>Sample Variance</strong></td>
<td>12.010526</td>
<td>86.894737</td>
<td>11.168421</td>
<td>33.355263</td>
</tr>
<tr>
<td><strong>Kurtosis</strong></td>
<td>-0.4090602</td>
<td>-0.3933853</td>
<td>-0.0002217</td>
<td>1.7834803</td>
</tr>
<tr>
<td><strong>Skewness</strong></td>
<td>-0.0701351</td>
<td>-0.1847498</td>
<td>-0.0947606</td>
<td>-1.348643</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>13</td>
<td>35</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>13</td>
<td>47</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>126</td>
<td>630</td>
<td>134</td>
<td>905</td>
</tr>
<tr>
<td><strong>Count</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Figure No.1 of Table No. 2**

**Comparison Gain Paper Mind Map & PPT Mind Map**

![Comparison Graph]

**Table No. 3**

Result of Comparison t-Test (PowerPoint Digital mind map with paper mind map)

<table>
<thead>
<tr>
<th></th>
<th>Gain PPT Mind Map</th>
<th>Gain Paper Mind Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>t-Test: Two-Sample Assuming Unequal Variances</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>38.55</td>
<td>25.20</td>
</tr>
<tr>
<td>Variance</td>
<td>37.42</td>
<td>71.33</td>
</tr>
<tr>
<td>Observations</td>
<td>20.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>
Observation:
As shown diagram paper mind map mean is 25.20 and PowerPoint Digital mind map mean is 38.55. Mean of PowerPoint Digital mind map is greater than Paper mind map.

Interpretation:
T-test for PPT mind map 28.18. Comparison of both methods T-Test is 13.34 there is significant difference between T-Test

Conclusion:
The PowerPoint digital mind map technique of teaching Science is much more effective. It is concluded there is significant difference between pre test and post test.

Results/Findings:
Testing the Null hypothesis; “There is no statistical significant difference in science achievement between students taught via the utilization of PowerPoint digital mind maps and students taught via the utilization of paper mind maps” is rejected.

Results
1) Researcher observed primary grade students more engaging and they have given effective presentations through PowerPoint Digital mind maps.
2) The results of the current study indicate that the PowerPoint digital mind maps improved student’s science achievement more than the paper mind maps.
3) PowerPoint digital mind maps had a much more consistent appearance than paper mind maps.
4) PowerPoint digital mind maps store much more information.
5) Students saved digital mind maps as files, shared files with their classmates, and easily retrieved them.
6) Multimedia viz. videos, sounds and animations reinforced students to use different senses and therefore learn with understanding.
7) PowerPoint digital mind maps offered a dynamic, distributed learning environment which expanded the physical learning space and afforded students a means of developing, organizing and structuring their ideas using higher-order thinking skills and thereby enhanced their understanding.

References:
4) Badhe, Sandhya (2017). Diploma in Elementary Education Curriculum, learning, pedagogy and evaluation, Nirali Prakashan,
6) Daneshwar H, Pandya Shefali. (2012). Teacher Education and ICT: Global Context, Policy and...
ROLE OF TOURISM INDUSTRY IN INDIA’S DEVELOPMENT

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Raju Zore
Research fellow

Abstract

The tourism industry of India is economically important and grows rapidly. The World Travel & Tourism Council calculated that tourism generated INR 6.4 trillion or 6.6% of the nation’s GDP in 2012. It supported 39.5 million jobs, 7.7% of its total employment. The sector is predicted to grow at an average annual rate of 7.9% from 2013 to 2023. This gives India the third rank among countries with the fastest growing tourism industries over the next decade. India has a large medical tourism sector which is expected to grow at an estimated rate of 30% annually to reach about 95 billion by 2015. This paper discusses how India is emerging as a popular tourist destination in the world, driven by the focus on innovation and creating value for tourists. It aimed to change the attitude and behavior toward foreign tourists by stressing on the aspect that a guest has been held in high esteem in India since ancient times. It also examines the impact of India’s economic growth on tourism, contributors to economic growth, Role of Tourism industry in India’s GDP, Foreign versus Domestic Tourists. The paper also explores that there has been a tremendous growth in tourism in India because of the policies of the government and support from all levels. Tourism is considered to be an economic bonanza. It is a multi-segment industry. While gauging the positive economic effects of tourism, we study its contribution to the generation of national income, expansion of employment opportunities, rising of tax revenue, generation of foreign exchange and transformation of regional economy. Travel & Tourism is an important economic activity in most countries around the world. As well as its direct economic impact, the industry has significant indirect and induced impacts. Indian Tourism offers a potpourri of different cultures, traditions, festivals, and places of interest. There are a lot of options for the tourists. India is a country with rich cultural and traditional diversity. This aspect is even reflected in its tourism. The different parts of the country offer wide variety of interesting places to visit.

Keywords: Employment opportunities; Foreign versus domestic tourists; GDP; Tourism industry

Introduction

Throughout the world, tourism brings money to cities and countries. Tourism also provides jobs for the local residents, further benefiting the destination. India has realized the profits available from this sector. Thanks to its growing economy and promoting itself as a culturally rich and diverse nation, India’s tourism industry now brings billions of dollars into the economy each year. The growth in the tourism industry is due to the rise in the arrival of more and more foreign tourists and the increase in the number of domestic tourists. Words are few to explain the beauty of India. India is a country with diversified culture and traditions. The natural beauty of India, festivals, dresses, heritage sites of India are very popular among tourists. These things fascinate travelers to come here. India has so many scenic blesses places like Kerala, Darjeeling, Goa, Kashmir, Shimla (I am just having few names) and Manali. These places are very popular. These places are prime attraction of travelers from across the world. There are also so many other places worth visiting, like Delhi Kutub Minar / Agra Tajmahal / Hyderabad Charminar and Salarjung museum / Chennai a city of fine arts / Bangalore. Known as the Garden City for its lush landscape, lakes and temperate climate, it aptly represents India’s marriage of past and present, / kerala known as god’s own country/ Kolkata was arguably second only to London in administrative importance in the British Empire. Home of luminaries like Rabindranath Tagore, Amartya Sen, Mother Teresa, and Satyajit Ray, the city is often referred to as the “cultural capital of India” etc.
The Government of India has established the Ministry of Tourism in order to boost Tourism in India. The Ministry of Tourism has undertaken many projects to showcase India as a perfect Tourist destination and create a visitor-friendly image of the country. The major steps taken by the Government were the Atithi Devo Bhavah Campaign which gave a widespread message of “honour your Guest as he is always equivalent to God” and the Incredible India Campaign which was incredibly successful in creating a colorful and a gorgeous image of our country as a perfect holiday destination. Dr. K. Chiranjeevi, Hon’ble Minister for State for Tourism (IC) launched the Ministry of Tourism’s Incredible India 2013 Calendar. The attractive Calendar is based on the theme “Find What You Seek” as part of Phase II of the Incredible India campaign, which was launched during World Travel Mart (WTM), London 2012. This was mainly because of extensive Publicity Campaigns in which the IT industry played a remarkable role.

Methodology

The present study is based on the secondary data published by various agencies and organizations. The present study makes use of data and information provided by, UNWTO, Ministry of Tourism, Ministry of Statistics and Programmed Implementation, Newspapers, Magazines, Books, Economic journals and Internet etc.

Initiatives by the government for tourism promotion

Hunar se rozgar’ programme: A special initiative was launched in 200910 for the creation of employable skills among youth belonging to economically weaker sections of the society in the age group of 18-25 years (upper age limit raised to 28 years in November, 2010) with the basic objective to reduce the skill gap affecting the hospitality and tourism sector and to ensure the spread of economic benefit of tourism to the poor. The programme offers short duration courses of 6 to 8 weeks which are fully funded by the Ministry of Tourism.

Visa on arrival: Considering the importance of Visa facilities in enhancing tourist inflow, the facility of „Long Term Tourist Visas” of five years duration with multiple entries, carrying a stipulation of 90 days for each visit, has been introduced on a pilot basis for the nationals of the 18 selected countries. The findings of an evaluation study conducted by this Ministry has reinforced the belief that the presence of the facility of “Visa on Arrival” (VA) significantly influences the tourists” travel plans to any country. During 2012, a total number of 16,084 Ova’s (Visa on Arrival) were issued as compared to 12,761 Ova’s during the corresponding period of 2011, thereby showing a growth of 26%. Efforts are on to extend the VA facility for the nationals of more countries.

Types of tourism in India

India is a country which witnesses a lot of diversity pertaining to its ecology, mythology, history, its geographical diversity in terms of mountains, planes and plateaus and also the medicinal diversity teaching us the Science of Life (Ayurveda). India showcases a variety of tourism options which includes Ecological Tourism, Pilgrimage Tourism, Historical Tourism, Adventure Tourism, Medical Tourism and an upcoming Ayurveda Tourism. So Tourism in India could be broadly classified on the basis of above mentioned categories.

Leisure tourism: Leisure time can be defined as “free time”, not doing any work. It is that time to do things that you normally have no time for in your daily life. Leisure tourism includes a holiday with the following:
1. Relaxation: Sleep, relax, reading, walk on the beach, taking an scenic drive etc
2. Sport activities: hiking, swimming, surfing, running
3. Shopping for goods that will be used by the tourist.
**Business tourism:** Business tourism can be defined as “travel for the purpose of business”. Business Tourism can be divided into three sections:
(a) Trading for goods to be resold on a wholesale basis.
(b) Conduct business transactions e.g., visiting a client, contract negotiations.
(c) Attending a conference, exhibition or event associated with their business.

**Ecological tourism:** The rich diversity in the flora and fauna with a blessing of the beautiful natural attractions has encouraged Ecological Tourism in India. The forests cover on the Andaman and Nicobar Islands, Orissa, Meghalaya and the Malabar Coast; the Kaziranga and Jim Corbett wildlife sanctuaries; the mountain ranges in North India and the Hill Stations such as Shimla, Kulu, Manali, Ooty; the Paradise Earth, Kashmir, the beautiful beaches at Goa and the backwaters of Kerala and much more is nothing but a feast for all nature lovers.

**Pilgrimage tourism:** India has a very strong mythological background and is also known as the LAND OF GODS AND GODDESS. India being the most culturally developed country and the birthplace of many saints, poets and philosophers has marked growth in Pilgrimage Tourism since ancient times itself. Kedarnath, Badrinath, Amarnath, the Golden Temple at Amritsar, Dwarka, Dargahs and Masjids at Delhi and Ajmer, churches and temples at Goa are some of the common tourists’ attractions pertaining to Pilgrimage tourism [3].

**Historical tourism:** India is a land which gave birth to many legendary rulers and warriors creating a glorious historical background. Every city or place in India has a story to tell about its history. The common tourists’ attractions for the same include the Taj Mahal at Agra, the beautifully carved Ajanta Ellora and Khajuraho caves, the forts at Delhi, Rajasthan and Maharashtra, one of the oldest and historical cities of India “Madurai” and many more [4].

**Medical tourism:** Medical Tourism is an upcoming kind of tourism in India. Due to low cost and efficient medication facilities more number of people all over the world considers India to be a better option for medication purpose. The later part of the paper studies Medical Tourism.

**Ayurveda and yoga tourism:** Ayurveda may be regarded as the “Science of Life” which was developed long ago in 600 BC. India has witnessed an overall growth in tourist arrivals due to the upcoming Ayurveda Tourism. The state of Kerala in South India is the popular destination of Ayurveda Tourism. The main focus of Indian Yoga is nothing but simple ‘yogasanas’ and meditation which rejuvenates one’s mind, body and soul. There are many Ashrams in India encouraging.

**Yoga Tourism.** The mountain ranges of the Himalayas, Rishikesh, Kedarnath, Gangotri of northern India are some of the places where one can get eternal peace and satisfy their spiritual quest and are the perfect destinations for Yoga Tourism.

**Adventure tourism:** Due to its geographical diversity India is one of the finest places for Adventure Tourism. Mountaineering, skiing, trekking in the ranges of Himalayas, Camel safaris in Rajasthan, River rafting in the Ganges near Rishikesh, Rock climbing, Wind rafting and much more of an adventure for every adventure lover is bestowed by India upon its Tourists.

**Sports tourism:** Sports tourism refers to international travel either for viewing or participating in a sporting event. Examples include international sporting events such as the Olympics, world cup (soccer, rugby, and cricket), tennis, golf and Formula 1 Grand Prix.

**Wildlife tourism:** Wildlife tourism is the observation of wild (non-domestic) animals in their natural environment or in captivity. It includes activities such as photography, viewing and feeding of animals. This form of tourism offer tourists customized tour packages and safaris and is closely associated with eco-tourism and sustainable-tourism. Other minor forms of tourism include Slum tourism, Luxury tourism, Agritourism,
Geo-tourism, culinary tourism and many more. Tourism is also a profitable industry for the following sectors: accommodation venues, tour guides, recreation, attractions, events and conferences, food and beverage, transportation and the travel trade.

**Tourist attractions in india**

India is a country known for its lavish treatment to all visitors, no matter where they come from. Its visitor-friendly traditions, varied life styles and cultural heritage and colorful fairs and festivals held abiding attractions for the tourists. The other attractions include beautiful beaches, forests and wild life and landscapes for eco-tourism; snow, river and mountain peaks for adventure tourism; technological parks and science museums for science tourism; centers of pilgrimage for spiritual tourism; heritage, trains and hotels for heritage tourism. Yoga, Ayurveda and natural health resorts and hill stations also attract tourists.

The Indian handicrafts particularly, jewelry, carpets, leather goods, ivory and brass work are the main shopping items of foreign tourists. It is estimated through survey that nearly forty per cent of the tourist expenditure on shopping is spent on such items.

Despite the economic slowdown, medical tourism in India is the fastest growing segment of tourism industry, according to the market research report “Booming Medical Tourism in India”. The report adds that India offers a great potential in the medical tourism industry. Factors such as low cost, scale and range of treatments provided in the country add to its attractiveness as a medical tourism destination [5].

**Domestic tourism flows in india**

Domestic tourism continued to grow at a double-digit rate in 2012. The growth was driven by rising numbers of people travelling across the country for pilgrimage, wildlife, sightseeing, photography and adventure sports holidays. the total contribution of travel and tourism to employment. Some of the other factors also include wider economic growth of the country, rising disposable incomes, formal employment with leave entitlement etc. Domestic tourism also witnessed growth due to increased marketing efforts through television commercials, tour operators and agents of various states highlighting the best tourism experiences on offer. Domestic tourism is expected to grow at a CAGR of 11% in the forecast period in terms of number of trips. The number of holiday takers overall is expected to increase at a CAGR of 5%, boosting domestic tourism. Additionally, disposable incomes will rise, enabling locals to take more trips annually. Furthermore, the weakness of the Indian rupee against the dollar and other currencies will encourage locals to take trips within the country, where their purchasing power will be stronger. (Over 30% Indian tourists are Gujarat’s: Tourism ministry) Gujarat comes in ninth place when it comes to attracting tourists from other Indian states and it is nowhere among the top 10 with regards to foreign tourist visits. However, the state takes the top slot when it comes to travelling outside, be it within the country or to international locations, followed closely by Maharashtra. Both, Gujarat and Maharashtra are front runners for offering tourists to domestic and international circuits. Of the overall tourists from India visiting domestic as well as international destinations, nearly 30-40 per cent are from Gujarat. Considering this penchant of Guajarati’s for travel, Gujarat Chief Minister Narendra Modi had said during his visit to West Bengal, “Gujarat was never a tourist destination, but Guajarati’s are the best tourists.” Apart from Gujarat and Maharashtra, Delhi and West Bengal send the highest number of tourists to various outside destinations. According to tourism ministry data, the number of outbound tourists from India to international destinations increased by 6.7 per cent to 14.92 million in 2012 over the previous year. The ministry data also states that the total number of domestic tourist visits in 2012 was 1.036 billion, that is to say over 1.036 billion domestic tourists travelled to different parts of the country during 2012, up from 850 million travelers in 2011 [6].
Travel and tourism’s growth

Tourism is not only a growth engine but also an employment generator. According to the Economic Survey 2011-12, the sector has the capacity to create large scale employment both direct and indirect, for diverse sections in society, from the most specialized to unskilled workforce. It provides 6-7 per cent of the world’s total jobs directly and millions more indirectly through the multiplier effect as per the UN’s World Tourism Organization (UNWTO). Completely skipping India because of so many incidents of rape and molestation that came to light last year,” he said. The travel companies were hoping that because of the rupee depreciation, inbound tourism would get a major boost in 2013. Figure 2 shows the Plummecting growth of Foreign Tourist Travels. However, as challenges persist, most are now pinning their hopes on 2014. “In the last one year, inbound tourism has not grown to our expectations due to sluggish economic climate in source markets. We believe this will change and Indian tour operators will reap the benefits of this revival. Another factor that will help India is the depreciation of the rupee by 12 per cent, which will boost inbound tourism in the 2014-15 seasons,” said Arup Sen, director (special projects), Cox & Kings. Figure 3 shows the decreasing trend of GDP as compared to 2010-11. Foreign exchange earnings from tourism in 2013 grew 2.2 per cent to $18.1 billion, compared to a growth of seven percent in the previous years [7].

Travel and tourism’s contribution to GDP

Travel and tourism play an important role in India’s economy; compared with other nations, India ranks 14th in the world in terms of its tourism sector’s contribution to the GDP. At time of publication, the World Travel and Tourism Council predict India will sustain the fifth largest amount of growth in the tourism sector of any country. Tourism can offer direct and indirect aid to a nation’s economy. Direct benefits include economic support for hotels, retail shops, transportation services, entertainment venues and attractions, while indirect benefits include government spending on related infrastructure, plus the domestic spending of Indians employed in the tourism sector. The share of Travel & Tourism spending or employment in the equivalent economy-wide concept in the published national income accounts or labour market statistics. Table 1 shows Travel & Tourism Total Contribution to GDP in 2014.

Of India. Visitor exports are compared with exports of all goods and services Domestic Travel & Tourism spending is compared with GDP Government individual Travel & Tourism spending is compared with total government spending Internal Travel & Tourism consumption is compared with total internal consumption (i.e. total domestic spending plus total export). Table 2 shows Travel & Tourism Total Contribution to GDP in local currency units in 2014 in India. Leisure Travel & Tourism contribution to GDP is compared with total GDP Business Travel & Tourism contribution to GDP is compared with total GDP Travel & Tourism capital investment spending is compared with all fixed investment spending [8].

Impacts of tourism on the economy

Tourism can bring many economic and social benefits, particularly in rural areas and developing countries, but mass tourism is also associated with negative effects. Tourism can only be sustainable if it is carefully managed so that potential negative effects on the host community and the environment are not permitted to outweigh the financial benefits. Tourism industry in India has several positive and negative impacts on the economy and society. These impacts are highlighted below [9].

Positive impacts

1. Generating Income and Employment: Tourism in India has emerged as an instrument of income and employment generation,

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<th>India - Travel &amp; Tourism total</th>
<th>Contribution to GDP - 6.8(share)% in 2014</th>
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<td>YEAR</td>
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Table 1: India - Travel & Tourism Total Contribution to GDP - 6.8(% share) in 2014.

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<td>2003</td>
<td>2,429.10</td>
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</table>

Table 2: India - Travel & Tourism Total Contribution to GDP – LCU (local currency units) 8,488.3 bn in 2014

Poverty alleviation and sustainable human development. It contributes 6.23% to the national GDP and 8.78% of the total employment in India. Almost 20 million people are now working in the India’s tourism industry.

2. Source of Foreign Exchange Earnings: Tourism is an important source of foreign exchange earnings in India. This has favorable impact on the balance of payment of the country. The tourism industry in India generated about US$100 billion in 2008 and that is expected to increase to US$275.5 billion by 2018 at a 9.4% annual growth rate.

3. Preservation of National Heritage and Environment: Tourism helps preserve several places which are of historical importance by declaring them as heritage sites. For instance, the Taj Mahal, the Qutab Minar, Ajanta and Ellora temples, etc. would have been decayed and destroyed had it not been for the efforts taken by Tourism Department to preserve them. Likewise, tourism also helps in conserving the natural habitats of many endangered species.

4. Developing Infrastructure: Tourism tends to encourage the development of multiple-use infrastructure that benefits the host community, including various means of transports, health care facilities, and sports centers, in addition to the hotels and high-end restaurants that cater to foreign visitors. The development of infrastructure has in turn induced the development of other directly productive activities.
5. Promoting Peace and Stability: Honey and Gilpin [10] suggest that the tourism industry can also help promote peace and stability in developing countries like India by providing jobs, generating income, diversifying the economy, protecting the environment, and promoting cross-cultural awareness. However, key challenges like adoption of regulatory frameworks, mechanisms to reduce crime and corruption, etc., must be addressed if peace-enhancing benefits from this industry are to be realized.

Negative impacts

1. Undesirable Social and Cultural Change: Tourism sometimes led to the destruction of the social fabric of a community. The more tourists coming into a place, the more the perceived risk of that place losing its identity. A good example is Goa. From the late 60’s to the early 80’s when the Hippy culture was at its height [11], Goa was a haven for such hippies. Here they came in thousands and changed the whole culture of the state leading to a rise in the use of drugs, prostitution and human trafficking. This had a ripple effect on the country.

2. Increase Tension and Hostility: Tourism can increase tension, hostility, and suspicion between the tourists and the local communities when there is no respect and understanding for each other’s culture and way of life. This may further lead to violence and other crimes committed against the tourists. The recent crime committed against Russian tourist in Goa is a case in point.

3. Creating a Sense of Antipathy: Tourism brought little benefit to the local community. In most all-inclusive package tours more than 80% of travelers’ fees go to the airlines, hotels and other international companies, not to local businessmen and workers. Moreover, large hotel chain restaurants often import food to satisfy foreign visitors and rarely employ local staff for senior management positions, preventing local farmers and workers from reaping the benefit of their presence. This has often created a sense of antipathy towards the tourists and the government.

4. Adverse Effects on Environment and Ecology: One of the most important adverse effects of tourism on the environment is increased pressure on the carrying capacity of the ecosystem in each tourist locality. Increased transport and construction activities led to large scale deforestation and destabilization of natural landforms, while increased tourist flow led to increase in solid waste dumping as well as depletion of water and fuel resources. Flow of tourists to ecologically sensitive areas resulted in destruction of rare and endangered species due to trampling, killing, disturbance of breeding habitats. Noise pollution from vehicles and public address systems, water pollution, vehicular emissions, untreated sewage, etc. also have direct effects on bio-diversity, ambient environment and general profile of tourist spots.

Results and Discussion

Environmental degradation, (Pollution) due to tourism should be taken into consideration while promoting tourism. Eco-friendly tourism should be promoted. Wildlife environment should be taken into consideration while promoting tourism. Because Wildlife viewing puts stress on animals and has changed their behavioral patterns. Noise and commotion created by tourists have adverse effect on their behavioral pattern. Litter, impact on tourism should be taken into consideration while promoting tourism. Because the most common impact of tourism is litter, and its effect is almost instant. By employing local people to help clean it up, making their lives slightly easier and more comfortable.

Aggressive advertisement campaigns on the tourist destinations should be made to attract more and more tourist. Airport procedures should be simplified. In nutshell if one wants to enjoy nature one must preserve it, otherwise all the exotic destinations will become extinct and the world will not be a beautiful place to live in. Eco friendly tourism should be promoted all over the world and if marvels of nature should be preserved, tourism should take into account the principle and process of sustainable consumption.
Conclusion

India could be a country with varied culture and traditions. The natural fantastic thing about India, festivals, dresses, heritage sites of India area unit extremely popular among tourists. Kerala, Darjeeling, Goa, Kashmir, Shimla (I am simply having few names) and Manalo area unit best scenic places in India. Commercial enterprise business in India has large potential for generating employment and earning great amount of interchange besides giving a positive stimulus to the country’s overall economic and social development. Promotion of touristy ought to be done in order that commercial enterprise in India helps in protective and sustaining the variety of the India’s natural and cultural environments. commercial enterprise in India ought to be developed in such means how some way the way the simplest way} that it accommodates and entertains guests in an exceedingly way that’s minimally intrusive or harmful to the setting and sustains & supports the native cultures within the locations it’s operational in. commercial enterprise could be a multi-dimensional activity, and essentially an industry. All wings of the Central and State governments, non-public sector and voluntary organizations ought to become active partners within the endeavour to realize property growth in commercial enterprise if India is to become a world player within the commercial enterprise business.

References

3. India’s Domestic Tourists increase by 16% crossing 1 Billion Mark (2014). IANS.
DIFFICULTIES EXPERIENCED BY TEACHER TRAINEES OF G.V.M’S DR.DADA VAIDYA COLLEGE OF EDUCATION WHILE DELIVERING ICT LESSONS DURING INTERNSHIP.

Dr. Jojen Mathew, Associate Professor
G.V.M’s Dr. Dada Vaidya College of Education, Ponda

Our educational system is expected to produce technology-capable students who can become capable information technology users, good communicators and responsible citizens. Today’s classroom teachers must be prepared to provide technology supported learning opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning must become integral skills in every teacher’s professional repertoire. The key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities to facilitate student’s use of technology to learn, Communicate, and develop knowledge products.

If educational institutions have to ensure that their students leave their institutions as confident individuals capable of using new technology creatively and productively then their teachers should have the competence to integrate the emerging technologies and the digital content with all their operations. If technology is to effectively impact teaching and learning then ICT skills should be integrated well with teacher training.

Integration of ICT skills into teacher training at G.V.M’s Dr. Dada Vaidya College of Education.
Goa Vidyaprasark Mandal’s college of education was established in 1993 is located in Ponda, Goa. The college has two departments one looking after pre-service teacher education and other after in-service teacher education. The college also has a study centre for the IGNOU B.Ed course.

Infrastructure at the College
The Computer laboratory of the College is well equipped with broadband facility and also wifi connectivity in the campus. It has 22 computers. Besides we have 5 laptops, 4 LCD projectors, 1 LCD TV and 1 projection TV. Apart from this all the classrooms are equipped with computers as also the Principal’s cabin, the Office, the Library, and the Extension Dept. of the College. Another very important feature of the College is a very good Language Laboratory where it has 30 Computers and a Master Console. The College also has all the necessary hardware like sound system as well as the required software.

MOU with Intel
The college signed an MOU with Intel in the year 2002. The objective of the MOU was to ensure that Intel and the college of education will jointly work towards integrating Intel Teach to the Future Pre Service Curriculum under methods of teaching.

Objectives of the MOU
• To help Teacher educators and student teachers learn how best to use technology to improve teaching and learning using the Intel Teach to the Future Pre-service curriculum.
• To provide access to all the good projects created under the programme
• To help teachers and students discover how to turn the power of computer technology in to teaching tools that will captivate students, motivate them, and ultimately move them towards greater learning.
• To provide knowledge about the contemporary developments in Information technology to the teacher educators and student teachers.
• To develop various skills related to locating resources, multimedia presentations, student publications, unit support materials, student websites, managing student data, communicating on the internet etc.
• To develop broad guidelines and specific content items for revising B.Ed syllabus and integrating Intel Teach to the future pre-service curriculum in the official B.Ed curriculum of the college of education.

Integration of Intel Teach to the Future Pre-Service programme into B.Ed Curriculum
After the MOU with Intel Corporation in the year 2002 and the training of the faculty by Intel the college had integrated the Intel programme with the existing B.Ed syllabus. After the completion of the MOU with Intel the college has made it compulsory for all method teachers to continue to train the B.Ed trainees in using ICT in classrooms. It is mandatory that each trainee will deliver a minimum of two ICT lessons during their internship using ICT skills that they have acquired from the college.
ICT lessons preparation, planning and delivery

Preparations: Initially the trainees visit their Internship schools and collect units for their method subjects from the school teachers. After collecting units they discuss the methodology with the college supervisors.

Planning: Trainees do lesson planning of ICT lesson, by integrating ICT skills and prepare a soft as well as a hard copy of the lesson and submit the same to the method teacher. Teacher after going through the lesson suggests changes if any in the plan and approve the lesson for delivery.

Delivery of the lesson: Most of the teacher trainees face problems at this phase of ICT lesson. A study conducted by Mathew (2012) has identified the following difficulties faced by students during the ICT lesson delivery.

1. Limited number of computers in the schools
2. Most of the schools do not have internet facility
3. Even if the computers are available not all are in working condition
4. Schools are reluctant to allow trainee teachers to handle computer lab
5. Students in the school have a very little or no knowledge of computers
6. Non-availability of appropriate Devnagari software/font
7. Even if the font in Devnagari is made available students are unable to use it.

Need for the Study and the procedure

The present study is an attempt to find out whether sufficient facilities are available in the secondary schools so that the trainees can deliver ICT lessons without any difficulty. It also aims to identify the difficulties faced by trainees while delivering lessons in the current academic year.

Data for the study was collected from 200 teacher trainees pursuing B.Ed course at G.V.M's Dr Dada Vaidya College of Education, Ponda. During the academic year 2018-2019. Two hundred teacher trainees were sent to 52 secondary schools of Goa for their internship. Teacher trainees were asked to answer questions regarding the number of computer labs in the school, number of computers available in the school, LCD projectors and interactive boards and other ICT facilities. They were also asked to list out the difficulties they faced while delivering ICT lessons. The findings are as follows.

Major findings of the study

Availability of ICT facilities in Secondary schools.
1. Except one or two secondary schools all secondary schools in Goa has at least one computer laboratory.
2. Two schools surveyed have found to have two computer laboratory.
3. Size of the computer lab was very small in a few schools and the trainees found it difficult to accommodate all students in a class in the laboratory for laboratory based lesson.
4. Most of the secondary schools surveyed (95%) has at least one LCD projector.
5. Two secondary schools in Goa surveyed have found to have two computer laboratories.
6. There were five secondary schools surveyed had LCD projectors fitted in all classrooms.
7. Four schools surveyed had at least one interactive board.
8. Number of computers in working condition was few in most of the school laboratories. Fifty percent of the schools surveyed had less than five computers working properly.

Difficulties experienced by trainees while delivering ICT lessons
1. Since there was only one LCD projectors in most of the schools the trainees found it difficult to deliver their lesson as scheduled. In many cases they had to postpone the lesson.
2. Computer lab was not available in many schools for laboratory based lesson as an when the trainees needed it.
3. Shifting projector from one classroom to another and setting up of the same took a lot of time.
4. There was no screen available in a few schools and the students found it difficult to use LCD projectors.
5. Trainees found that the computers and ICT facilities are poorly managed in most of the schools.
6. There were no laptops available in most of the schools and the trainees had to carry or arrange laptops for their laboratory based lessons.
7. No proper speakers were available to play the sound.
8. Trainees found it difficult to accommodate all students in computer lab for lab lessons and they had to divide students in to batches.
9. Certain schools were not allowing trainees to use their LCD projectors fearing that they may damage them.
10. Power failure was too common in schools in village areas and there was no back up facility available in schools.

**Conclusions and suggestions**

The above findings show that the ICT facilities in Secondary schools in Goa are far from satisfactory. Trainees face many difficulties in delivering ICT lessons in schools. Since there were a few schools not having the required ICT facilities our trainees find it difficult to fulfill the requirement of delivering at least two ICT based lessons during internship. To overcome the difficulties trainees can visit internship schools before finalizing them to make sure that the required facilities are available. School authorities should provide the required finance and see that the minimum ICT facilities are available in all the secondary schools. Teacher training institutions can also make some provision for LCD projectors and other ICT facilities for a few days in each practice teaching schools.

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“Education, Vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development.” Skill development process is very useful for all rounded development of students. Skill development is an important aspects of Economic growth and social development. The demographic transition of India makes imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the section-pears periods of 2005-2012, only 2-7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education. 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 school need to teach to help students. The goal of education is to help society flourish. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. The four skill clusters are 1) Digital-age literacy which includes the various competencies expected in a 21st Century workplace. Incentive thinking which includes the ability to think outside the box. Effective communication, which is the ability to clearly communicate with a wide range of audience. 21st century skills are 12 abilities that todays students need to succeed in their careers during the information age.

21st Century Skills are
i) Collaboration ii) Critical thinking iii) creativity iv) Technology literacy v) media literacy vi) flexibility vii) leadership viii) Initiative ix) productivity x) social skills xi) communication xii) Information Literacy. 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 are quality in common.

Overview of the skill Categories as under

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.

i) Learning Skills (the four C’s) teachers students about the mental processes required to adopt and improve upon a modern work environment.

ii) 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.

iii) Life Skills (FLIPS) take a look at intangible elements of a student’s everyday life. These intangibles. Although, these categories cover all 12, 21st century skills that contribute to a students future career.

The four C’s are by far the most popular 21st century skills. These skills are also called learning skills more educators know about these skills because they are universal needs for any career. They also vary in forms of importance, depending on an individuals career aspirations.

4 C’s are
i) Critical thinking means finding solution to problems.
ii) Creativity means thinking outside the box.
iii) Collaboration means working with others.
iv) Communication means taking to others.
i) **Critical thinking** is the most an important quality for someone to have in health sciences. It is essential to improvement. It’s the mechanism that weeds out problems and replaces them with fruitful endeavors.

ii) **Creativity** is equally an important as a means of adaptation. This skill empowers students to see concept in a different light. Which leads to innovation.

iii) **Collaboration** means getting students to work together, achieve compromises, and get the best possible results from solving a problem.

iv) **Communication** is a requirement for any company to maintain profitability. It’s crucial for students to learn how to effectively ideas among different personality types.

v) **Literacy Skills** are the next category of 21st century skills. They are sometimes called IMT skills. And they are each concerned with a different element in digital comprehension.

**Information literacy** means understands facts, figure, statistics and data.

**Media literacy** means to understand the methods and outlets in which information is published.

**Technology literacy** means to understand the mechanics that make the information age possible.

iii) **Life skills (FLIPS)**: It is also a final category. It also called FLIPS. These skills all pertain to someone’s personal life, but they also bleed into professional setting.

i) **Leadership**: Motivating a team to accomplish a goal.

ii) **Initiative**: Starting projects, strategies, and plans on one’s own.

iii) **Flexibility**: Deviating from plans as needed.

iv) **Productivity**: Maintaining efficiency in an age of distractions.

v) **Social skills**: Meeting and networking with others for mutual benefit.

   All the skills are more important for all rounded development students.

**21st Century Teachers acquires following skills as under**

i) Teacher should be a model for his students.

ii) Teacher should the visionary man for his students.

iii) Teacher should be the leader for his students.

iv) Teacher should be a collaborator for his students.

v) Teacher should a risk taker good unicated.

vi) Teacher is a adaptor as well as communicator.

vii) Teacher is a good learner for his students.

**Conclusion:**

Education process highly developed with the help of technological spere. Teachers and students should be developed in accordance with modern time. Teaching, learning processes are very important for students and teachers also. It also called education skills without these skills education process not perfect and complete. In modern time, students and teacher should be acquire modern skills reflected with high-tech education system. All skills are more important for to be all rounded development of students.

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SKILL DEVELOPMENT IN 21ST CENTURY

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Today, India is one of the world’s largest growing economies. India is blessed with a demographic dividend. For India to become a developed nation, we need skilled manpower. So, we need to skill our youth. The government of India is seized of the imperative to create employment opportunities for its youth, through its Skill Development Mission. The paper highlights on the need of the changes in mind sets and institutional framework that are necessary for India to create jobs more rapidly. However, to handle the Skilling conundrum in India, a unique approach needs to be adopted for the development and benefits of younger generation. So, skill development in 21st century is highly remarkable. India is compared to other nations, lacks formally trained in some useful skill. The Govt of India realized this and has launched a massive skill India initiative by establishing a separate Ministry for this purpose.

Vocational Education and Training (VET) is an important element of the Nation’s Education. There is an urgent need to redefine the critical elements so that the training is flexible, contemporary, relevant, inclusive and creative. The vision of ‘Make in India’ has provided major steps to skill development over the last year. Even the Government of India plans to skill more than 150 million youth by 2022. This ambitious plan can be achieved only if the industry, NGO’s academia and government come together and form a single authority to execute such plan. But there are some barriers to impart vocational education that barriers or issues are listed below.

1. The vocational courses are lack of good infrastructure and poor quality of courses. Generally the infrastructure in most skill training organizations or centres is of poor quality and not upgraded. This reason affected the mentality of the youth and it creates gap between industry and trainee.
2. The courses are terminal in nature – There is lack of clear vertical mobility from certificate to diploma to degree courses in vocational education. Hence parents have no assurity that their child has an inherent skill.
3. Lack of initiative from industry – The industry especially the small and medium enterprises do not stresses on vocational certification
4. Lack of standardization – Most of the NGO’s & the ministries offer skill courses increasing the confusion among students. It effects to create proper believe in the mind of students.
5. Social acceptability – Vocational and skill development courses are looked down upon and students are not in the position to accept the issues as compared to other courses.

Recommendations –
1. Industry should emphasize on formal vocational training certification at optimum level.
2. Providing options right from school level up to PG level – Similarly to establish a Skill Development University to provide more skill orientated programs.
3. Framing standard curricula and assessments across various agencies offering vocational courses.
4. Mobilizing role of industry in all fields of vocational training especially providing new machinery for training and goverence.
5. Organizing formal vocational training centres at taluka and district levels.Success does not come through magic. It needs necessary skills to succeed. This universal truth is equally applicable for the young generation. In fact, youth energy can be driving force for social and economic development of any country. The Indian education system has been going through a panic situation. Because the young mind is lacking in the skill sets required for specific jobs. However, the crop of English speaking population has the capability to meet the
skill requirements of the nation as well as the entire world. The skill ecosystem has highly accelerated in the past few years but it has created more puzzle and complexities. Skills is the bridge between jobs and workforce. Jobs will be a key driver towards education and investments in education by trainees and Governments. Skilled and trained human resource is essential for inclusive growth. Skill development cannot be seen in isolation. It has to be an integral process of linking the skill training with education and employment. The government cannot mobilize such task. Private sector, NGOs, Educational institutions with experience in skills training need to be involved in the process of skilling. Recently the National Policy for Skill Development and Entrepreneurship 2015 proposes to meet the challenge of skilling at scale with speed, standard and sustainability. It aims to provide more and more skill orientated education. It also seeks to standardize the process of skilling and it should be linked both at national as well as international level. The National Skill Development Corporation India (NSDC) is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalyzing creation of large, quality, for vocational institutions. It also provides funding to build scalable for profit training institutes. In short, the present professional programs should be vocationalized by shaping new curricula in the IT sector. In the skill landscape in India today there an urgent need to create capacity that will give the system the key cogs qualified trainers. There is a need to create a trainer pool that appreciates the difference in their role. The integration of technology in our daily life has created the perfect situation to imbibe new and exciting pedagogies. With this ambitious targets and several flagship initiative like ‘Make in India’, the government needs to broaden the horizon when approaching skilling. There is need to coordinate and regular the vocational training courses to address the requirement of different geographic region. The role of local industry is very important where the people do not want to migrate. There are very few organized sectors which are able to provide competent skill orientated education. Consequently, there is need to restructure the informal training sectors. Again there is need to combine training with employment and income generating opportunities as training alone is not sufficient.

To conclude, there is need for inter ministerial coordination between education and skill development and allied ministries handling the targeted programme. Skill development is an effective tool to overcome exclusion. But it is more important to monitor the outcome of education in terms of learning levels. The rapid economic growth and changing technology requires youth to enhance their capacities for accessing decent jobs. The future prosperity of countries depends ultimately on the number of persons in employment and how productive they are at work. Further, skill development seldom comes on its own. It is nurtured through endless working to tap opportunity and living beyond the edge. In fact, there is a wide gap between the skills required in industry and those provided by the education system. The efforts of the National Skills Development Mission, the task of achieving the targeted 500 million skilled manpower by 2022 is enormous. Endnotes

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Introduction

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 since 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. In such cases knowledge produces but a passing impression, a sensation, but no more; it is in fact the merest epicures of intelligence sensuous, but certainly not intellectual.

Keyword: Education, Goal of Education, Human Development, Environment etc

National Skill Development Mission

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

(i) Institutional Training,
(ii) Infrastructure,
(iii) Convergence,
(iv) Trainers,
(v) Overseas Employment,
(vi) Sustainable Livelihoods,
(vii) Leveraging Public Infrastructure.

The Goal of Education

The chief object of education is not to fill the mind with other men’s thoughts, and of passive recipient of their impressions of things, but to enlarge our individual intelligence, and to render us more useful and efficient worker in the sphere of life to which we may be called. Many of the most energetic and useful workers have been but sparing readers. It is not, then, how much one may know that is of importance, but the end purpose for
which one knows it. The object of knowledge should be to mature wisdom and improve character, to render individuals better, happier and more useful; more benevolent, more energetic, and more efficient in the pursuit of very high purpose in life. Students must be taught to help themselves be and do, and not rest satisfied merely with reading and meditating over what other men have been and done. Their best light is made life, and best thought action by providing a proper environment of growth both physical and intellectual within the confines of the institutional campus.

The Environmental Conditions and Human Development

No individual in the universe stands alone; he is a component part if a system of mutual dependencies; and by his several acts he either increases or diminishes the sum of human good now and forever. Every act we do or word we utter, as well as every act we witness or word we hear, carries with it an influence which extends over, and gives color not only to the whole of our future life, but makes itself felt upon the whole frame of the society. We may not and indeed cannot, possibly trace the influence working itself into action in its various ramifications amongst our children, our friends, our associates; yet there it is assuredly, working on forever. And herein lies the great significance of setting forth a good example, a silent teaching which even the poorest and least significant person can practice in his daily life. There is no one so humble but there he owes to others this simple but priceless instruction. Even the meanest condition may thus made useful; for the light set in a low place shines as faithfully as that set upon a hill.

Skill development in India

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 a manufacturing-hub, given its requirement for employment generation to reap the demographic advantage; it must focus on skill development instead of present education system. Since, India’s education system has been skewed in favour 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, in case of firms that can pay. 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. In recognition of these needs, the Government of India has adopted skill development as a national priority over the next 10 years. The Eleventh Five Year Plan detailed a road-map for skill development in India, and favoured 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 in early 2008.

The main functions of the PM’s National Council on Skill Development are as under:

• To lay down overall broad policy objectives, financing, and governance models and strategies relating to skill development.
• To review the progress of schemes and guide on mid-course corrections, additions, and closure of parts or whole of any particular programme/scheme.
• Coordinate Public Sector / Private Sector Initiatives in a framework of collaborative action.

The NSDCB coordinates the skill development efforts of a large number of Central Ministries/Departments and States. The National Skill Development Corporation (NSDC) is a Public Private Partnership, set up to catalyze the setting-up of large scale, for-profit sustainable vocational institutions in the country, by encouraging private sector participation and providing low-cost funding for training capacity. In addition, it is expected to fund supporting systems such as quality assurance, labor market information systems and train-the-trainer facilities. Thus, the three-tier structure together facilitates implementation of skill development on the ground through three main channels - central ministries, the state governments, and private and public training organizations. In the Central Government, around 20 Ministries are closely involved in skill development. These ministries mainly operate in one of two ways - through setting up own training capacity in specific sectors (examples of such ministries include Ministry of Labor and Employment, Ministry of Agriculture, and Ministry of Health and Family Welfare, etc) or through providing per-trainee costs of training for specific target populations (examples of such ministries include Ministry of Rural Development, Ministry of Women and Child Development etc). Most State Governments also have set up State Skill Development Missions as nodal bodies to anchor the skill development agenda in the State. SSDMs are expected to play a significant role in escalating the pace of skillling, through identification of key sectors for skill development in the State, as well as coordinating with Central Ministries and State Line Departments, as well as industry and private training organizations. Each State has adopted a structure of SSDM that best suits the local environment and the State vision for skill development. While some States have elected to form the SSDM as a Society or Corporation under the Chief Secretary or Chief Minister, others have housed it under relevant Departments such as Labour, Human Resource Development, or Planning. Many states are starting to set year-wise targets for skill development, specifying the state budgetary allocation, and complementing Government efforts by encouraging private investment.

Issues and reforms needed in Skill development.

a) 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:

• Availability

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.

• Accessibility

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.

**•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. A more formalized structure for vocational training will also help elicit greater respect and acceptability for this initiative among the beneficiaries and the society at large.

**•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.

b) In industry sector

Many firms provide on-job training to their workers. This may take different forms: one, the workers may be trained in the firm under the supervision of a skilled supervisor; two, the workers may be sent for off-campus training. 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.

c) 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. Therefore, 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. 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. 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. A sectoral-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 which must be made effective during the Twelfth Plan, while the accreditation of certification processes should be done by independent, specialised agencies with certification left to the institutions. Skill Development Centres can be established in existing education and training institutions. This would ensure huge saving in cost and time. A system of funding poor people for skill development through direct financial aid or loan also needs to be put in place. Apprenticeship training as another mode for on-job training has to be re-modeled to make it more effective and up-scaled significantly.

Finally vocational education at the school level and vocational training through Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs) need significant expansion and overhaul. There is an urgent need to revisit the scheme for upgradation of governments ITIs as Centres of Excellence through the PPP to implement it more effectively during the Twelfth Plan. There is a need for establishing flexible learning pathways integrated to schooling on one end and higher education on the other through National Vocational Education Qualification Framework (NVEQF). Public-Private Partnerships in financing, service delivery, and provision of workspaces and training of trainers should be promoted. Employment exchanges can be repositioned as outreach points. There is a need for removal of entry-barriers to private participation, while putting in place an effective regulatory framework for coordinating the network of Private players, as also for monitoring, evaluating, and analyzing outcomes of various programmes. All these issues have received thoughtful consideration during the Eleventh Plan; now operational details have to be worked out and specific initiatives launched during the Twelfth Plan.

The task of skill development has many challenges in India which include:-

a) Increasing capacity & capability of existing system to ensure equitable access to all.

b) Promoting lifelong learning, maintaining quality and relevance, according to changing requirement particularly of emerging knowledge economy.

c) Creating effective convergence between school education, various skill development efforts of government and between government and Private Sector initiative.

d) Capacity building of institutions for planning, quality assurance and involvement of stake holders.

e) Creating institutional mechanism for research development quality assurance, examinations & certification, affiliations and accreditation.

f) Increasing participation of stakeholders, mobilizing adequate investment for financing skill development, attaining sustainability by strengthening physical and intellectual resources.

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SKILL DEVELOPMENT INITIATIVE AND CHALLENGES

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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 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. As a result, most countries recently moved to reform their education systems, 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 labour. 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. This, in turn, requires higher levels of skills in the workforce. Moreover, many countries today need more skilled workers to compete in attracting Foreign Direct Investment (FDI), as it is a viable strategy for bringing advanced technologies to their domestic industries, expanding their foreign trade, and thereby boosting industrial and economic development; the availability of, and even the stock of, skilled workforce in a country is a key determinant for multinational firms considering investments.

Changes:
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:

1. **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.

2. **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.

3. **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.

4. **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 number 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.
5. **Political interference:** Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students organise campaigns, forget their own objectives and begin to develop their careers in politics.

6. **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET/PhD candidates are unemployed even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

7. **Accreditation:** As per the data provided by the NAAC, as of June 2010, “not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level”.

8. **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. So, this is another area of challenge to the higher education in India.

9. **Structure of higher education:** Management of the Indian education faces challenges of overcentralisation, 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.

**Suggestions:**

1. **Syllabus pattern:** The syllabus must be prepared jointly by the industry and the educators simultaneously. It should be regularly updated, at least 20% to be changed every year. It should include more of practical learning than theoretical.

2. **Educational and Vocational skills:** Vocational skills like communication, soft skills, IT, customer handling skills are missing in the education system. Solution: Equal importance should be given to the vocational skills comparably with academics as they are equally required in the modern job scenarios some of these are:
   - a) Basic Communication Skills-
   - b) Soft Skills.
   - c) Basic IT/ Computer Skills.
   - d) Customer Care Services
   - e) Art of Public Speaking
   - f) Front Office Management
   - g) Telephone skills
   - h) Interview Skills.
   - i) Inter-personnel skills development.
   - j) Team Building Exercises.
   - k) Job / Employment Scenario.

3. **Infrastructure:** Wide and easy availability of computers, software, tools, gadgets, machines, equipments, etc. In technical institutes whatever is taught according to the syllabus, there must be practical exposure for the same.

4. **Private organizations:** Private organizations should be given full liberty to impart education and skills by working hand-in-hand with the industry. They have funds, are flexible and innovative. Introduce policies and incentives that will support increased private sector participation in Training Programme.
5. **Trainers**: The competence of the teacher should be measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace. Industry leaders should be asked to teach.

6. **Market Linkage**: The ultimate aim of vocational training is employment. Therefore education system has to be linked to the job market. In this way, the socio-economic relevance of education can be enhanced.

**Conclusion:**
In India, the bulk of employment is in rural areas and in the unorganized sector, and almost all manufacturing firms are in the informal sector. Given the highly-stratified and segmented nature of the labour market, Indian youths must acquire education, training, and skills if they are to find decent jobs and experience any social mobility. Thus, with rapid economic growth, demand for education is likely to grow further at all levels in coming years. However, access to education, training, and employment opportunities is still largely determined by youth’s socioeconomic backgrounds, gender, and geographic locations.
SKILL-ORIENTED EDUCATION & EMPLOYABILITY

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Introduction:
Trade and industry sectors want their potential employees assessed in various ways. It is done to evaluate the candidates’ abilities matching the desired work profile. However, most often the grudge is skill deficit or skills mismatch. On the occasion of the launch of Skill India Mission in 2015, Prime Minister Narendra Modi said: “In the coming decades, the largest workforce required by the world will be provided by India.” The Government thus set a target to create 500 million skilled workforces by 2022; accordingly, India is steadily working to become a pool of market-ready talent for the world at large and not just for domestic needs. With India having the world’s largest youth population (64 per cent of 1.3 billion in the working-age group); it is well-known that the education system will have to continue to take the lead role to provide the youngsters required skills and training, especially to higher education students.

Challenges:
There are several challenges which have been identified in skill development of the Indian Youth. For instance increasing the capacity of the existing system to ensure equitable access for all and at the same time maintaining their quality and relevance is a big challenge. This involves strong and effective linkages between the industry and the trainer institute with adequate provisions for constant knowledge upgrading of the trainers. Creating effective convergence between school education and the governmental efforts in the area of skill development also need to be reworked. All this has to be in consonance with Labour Market Information System. Other challenges include creation of institutional mechanism for research development, quality assurance, examination, certification, affiliation and accreditation. Needless to say that efforts should be on to make the skill development attractive and productive to motivate the youth to aspire for it.

Recommendations:
1. Adaptive Thinking: In the digital age, things are changing at exponential rates. By the time employees learn the newest software or program, a better version is coming about. Future employers will need to continuously adapt to changing conditions as well as be able to learn new things quickly and efficiently. We need our students to learn how to learn.
2. Communication Skills: There continues to be an emphasis on the ability to communicate. In the digital age, however, we have access to a wide variety of new ways to communicate from video-conferencing to social media. Future employers need to be able to communicate with people within their team, as well as people outside of the team and organization.
3. Collaboration Skills: Most classrooms foster a culture of competition and independence rather than one of teamwork and collaboration. Future employers will need to quickly adapt to a culture of collaboration. They will need to collaborate with others within and outside of the organization, often using a number of new technologies.
4. Critical Thinking and Problem Solving Skills: There is a decreased emphasis on employers following directions and an increased emphasis on employers thinking critically and solving problems. In a rapidly changing world, employers need employees who can solve problems, provide ideas and help improve the organization.
5. Personal Management: This includes the ability for employers to independently plan, organize, create and execute, rather than wait for someone to do this for them.
6. **Inquiry Skills:** The large majority of academic assessments ask students for answers. Rarely do we assess students on how well they can ask questions. The ability to ask great questions, however, is a critical skill that is desperately needed in a culture which requires constant innovations.

7. **Technology Skills:** Almost every business that I talked to said that employers will need to be skilled at using technology. In the digital age, technology is everywhere. Schools, however, have been slow to adapt to this change. Rarely are students required or taught to learn technology efficiently. This needs to be emphasized.

8. **Creativity and Innovation:** This skill is mentioned often. I believe that it correlates with the ability to ask good questions and the ability to problem solve. Employers will be looking to employees more and more for creative and innovative solutions to issues that exist.

9. **Soft Skills:** Schools rarely spend time teaching students soft skills, including skills such as time management skills, organizational skills, the ability to look someone in the eyes when talking to them, or using a firm handshake. I have heard a number of times, by different business leaders, that these skills seem to be disappearing.

10. **Empathy and Perspective:** Although this skill has always been important, it seems to be another one that is slowly disappearing. The ability for our students to put themselves in someone else’s shoes, to understand their feelings, and to help solve their problems.

**Conclusion:**

Monitoring and evaluation is the spine of any development plan. Since National Policy for Skill Development and Entrepreneurship has been structured as an outcome oriented policy, it has been decided to set up a Policy Implementation Unit (PIU) for reviewing the implementation and progress of the various initiatives and undertaking corrective measures under this policy. For bringing improvements in the scheme through the feedback, provision has also been made to facilitate constant consultation with the stakeholder. To ensure that the desired results are achieved on this account, it is necessary that along with monitoring, a quick evaluation of the Programme is undertaken at the earliest possible. Based on evaluation findings, we would be able to take effective measures and breach all the gaps in the implementation process.
21ST CENTURY SKILLS FOR STUDENTS

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Introduction:
Educator and workforce experts alike often warn that our children need improved 21st century skills without these skills, they will not be able to successfully participate in the global economy. They won’t be adequately prepared for college and work.

21st century skills:
Definition: The term 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. 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.

From the Wikipedia, the free encyclopedia :- 21st Century skill comprise skills, abilities and learning dispositions that have been identified as being required for success in 21st Century society and workplace by educators, business leaders, academics and government agencies. This is part of a growing international moment focusing on the skills required for students to master in preparation for success in a rapidly changing digital society. Many of these skills are also associated with deeper learning which is based on mastering skills such as analytic learning, complex problem solving and teamwork.

The 21st century skills every student needs:
Education for a changing world- Quality & Education is quality of Nation. Our students needs to be more globally aware, better able to navigate the digital world and more engaged as 21st century citizens. Parents, families and school play a key role by supporting the development of 21st century skills providing your child with a 21st century education will give them opportunities to develop the skills, knowledge and mindsets they need to be successful in college, carrier and life.

A today’s student face higher expectations in both school and the workforce, 21st century skills help to prepare students for what they will need to know and be able to do in school and college, at work and throughout all aspects of personal and civic life students can build these skills by applying them as they learn regular school subjects. And we know that printing out these skills will actually increase student’s grasp of what they are learning, as well their overall engagement in their own education.

Key Mapping Skills Areas (4C’s Areas)
As today’s student face higher expectations in both school and workforce, 21st century skills help to prepare students for what they will need to know and be able to do in school and college, at work and throughout all aspects of personal and civic life students can build these skills by applying them as they learn regular school subjects and we know that pointing out these skills will actually increase student’s group of what they’re learning as well as their overall engagement in their own education.

(i) Critical Thinking & Problem Solving – In this skim learner strive to provide logical reasoning in understanding and making complex choices, understanding the interconnections between systems learners also uses the ability they have try to solve the problems they face independently, learner also have the ability to compose and disclose, analyze and solve problems.
(ii) **Communication** – In this character, learners are required to understand, manage and create effective communication to various forms and contents in oral, written and multimedia, learners are given the opportunity to use their ability to express their ideas, either during discussion with friends and when solving problems from educators.

(iii) **Collaboration** – In this character learners demonstrate their abilities in teamwork and leadership adopt in various roles and responsibilities, work productively with others place empathy in place, respect for different perspectives. Students also exercise personal responsibility and personal flexibility at work and community relations setting and achieving high standards and goals for themselves and others, to understand confusion.

(iv) **Creativity & Information Technology** - In this character learner’s have the ability to develop, implement and convey new ideas to others be open and responsive to new and different perspectives. The skills of the 21st century are the skills needed to face life in a global society. 21st Century learning can take place both inside and outside of the classroom. Students make use of emerging technologies and online resources- both through self directed exploration outside of school and guided by teacher in school.

Readiness for the 21st century must include college, career, and citizenship. Each one is equally important to ensuring and shaping a child’s successful future. We need to support our kids as they learn how to succeed, lead and thrive in 21st Century. Our children need high quality education that inspires them and prepares them for the real life challenges of today’s world.

**Other Critical skills for success**:

The Hanover Research analysis also identifies a second tier of important 21st Century skills, present in five of the six major framework.

(v) Flexibility and adoptability

(vi) Global and cultural awareness

(vii) Information literacy

(viii) Leadership

The following skills were present in four of the six frameworks.

(ix) Civic literacy and Citizenship communication skills

(x) Oral and written

(xi) Social responsibility and ethics

(xii) Technology literacy

(xiii) Initiative

In learning activities that are characterized by the implementation of 21st century learning, there are 3 learning skills (Student competency) 21st Century: Namely (1) Life and career skills, (2) Learning and innovation skills – 4C’s and (3) Information, Median and Technology skills.

**Fig. : P21’s Framework for 21st Century Learning**
1) **Life and Career Skills**: 
Life and career skills (life skills and careers), including:
* Flexibility and adaptability: Learners have the ability to adapt change and are flexible in learning and engaging in groups.
* Have the initiative and can manage themselves: Learners have the ability to manage goals and time, work independently and become self-regulated learners.
* Social and intercultural interactions: Learners have the ability to interact and work effectively with diverse groups.
* Productivity and accountability: Learners are able to manage projects and produce products.
* Leadership and responsibility: Learners are able to lead their friends and be responsible to the wider community.

2) **Learning and Innovation Skills**: 
Life and innovation skills (including learning and innovation skills) include:
* Critical thinking and problem solving: learners are able to use various reasons (reason) such as inductive or deductive for various situations; Use system thinking Make decisions and solve problems.
* Communication and collaboration: learners are able to communicate clearly and collaborate with other group members.
* Creativity and innovation: learners are able to think creativity, work creatively.

3) **Information Media and Technology Skills**: 
Information technology and media skills, including:
* **Literacy information**: learners are able to access information effectively (source of information) and efficient (time); Evaluate the information to be used critically and competently; use and manage information accurately and effectively to resolve problems.
* **Media Literacy**: learners are able to select the develop the medium used to communicate.
* **ICT Literacy**: learners are able to analyze information media; And create appropriate media for communication.
Table 1 : P21 Skills

<table>
<thead>
<tr>
<th>Learning and Innovation skills (The 4 C’s)</th>
<th>Digital Literacy Skill</th>
<th>Career and Life skill</th>
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<tbody>
<tr>
<td>Critical thinking of Problem solving</td>
<td>Information Literacy</td>
<td>Flexibility and adoptability</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>Media Literacy</td>
<td>Initiative and self direction</td>
</tr>
<tr>
<td>Communication</td>
<td>ICT Literacy</td>
<td>Social and cross cultural interaction</td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td>Productivity and accountability</td>
</tr>
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</table>

- **Learning and innovation skills**: critical thinking and problem solving, communications and collaboration, 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, social and cross-cultural interaction, productivity and accountability

All 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. *They are essential in the age of the Internet.*

**Conclusion:**

Education plays a very important and strategic role in building a skilled knowledge community that has the skills.

1. Technology and media literacy
2. To communicate effectively
3. Critical thinking
4. Solve the problem
5. Collaborate (Wahyoo and Pusliryanto, 2010)

The skills of 21st century are the skills needed to face life in a global society also intended to help students keep up with the lightning-pace of today’s modern markets.

21st Century skills are required for success in 21st century society and workplace by educators, business-leaders, academics and government agencies.

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SKILL DEVELOPMENT IN INDIA: CHALLENGES AND SOLUTIONS

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Abstract:
Globalization, education and competition have intensified the need for highly skilled workforce in both type of countries (the developing and developed countries) as it capable them to accelerate their development rate towards higher trajectory. For our country India, skill development is critical from both socio-economic and demographical point of view. Therefore, the present paper attempts to study the present skill capacity, challenges in front of skill development initiatives in India. The skill capacity has been assessed in the form of normal education and vocational training level of the Indian workforce in the age group of 15-50 and which was found to very low. The study also found that both the Government and its partner agencies have undertaken various measures/initiatives for the effective implementation of the skill development system in the economy, but still faces a number of unresolved issues/challenges that need immediate attention of the policy makers. Hence, skill development initiatives of the government should focus on these problems and develop the programs accordingly to solve these obstacles for the full success of the skill development initiatives.

Introduction
“Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development”

- International Labour Organisation

Skill development is critical for economic growth and social development. 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. 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. To meet the demand side challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. On the supply side, a simple look at the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. 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, 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. While the vocational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality.

Objectives Of The Study
1. To study the present skill capacity of India.
2. To study the challenges faced by skill development system in India.
3. To suggest possible solutions or ways forward.

Data And Methodology
The proposed study mainly is descriptive in nature. It solemnly based on secondary data and information which is collected from the concerned sources as per need of the research. The relevant books, documents of various ministries/departments and organizations, articles, papers and web-sites are used in this study.

**The National Skill Policy**

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 objective is to empower the workforce with the required skills, knowledge and qualifications to make the Indian workforce globally competitive.

The government has introduced a National Policy on Skill Development and Entrepreneurship, 2015. The policy aims to provide an umbrella framework to all skill related activities carried out within the country, to align them to common standards and link skill activities with demand centres. In addition to laying down the objectives and expected outcomes, it aims at identifying various institutional frameworks which can act as the vehicle to reach the expected outcomes. The new skills policy also provides details on how skill development efforts across the country can be aligned within the existing institutional arrangements.

**Some challenges faced by India for skill development**

There are several challenges which have been identified in skill development mission.

1. The issue is to provide access to all in the existing system by increasing the capacity and at the same to maintain the quality of the training.
2. In the present time, the most important thing is to keep update yourself, one of the main challenge is to constantly update the trainer about the new technological innovations in its field. A link should be created between the industry and the trainer institute, which will help both as the industry will provide the new changes in field of technology which will help to upgrade the knowledge of trainer whereas industries will get candidates as per their requirement.
3. School education need to be matched with the government efforts in the area of skill development. In our country still education is based on the traditional concept, education does not necessarily provides skill required for the job.
4. Creation of institutional mechanism for research development, is also one of the major challenges. There is no proper framework to guide and to manage or control to take up the new research. As National Skills Qualifications Framework (NSQF) which organizes qualifications according to a series of levels of knowledge, skills and aptitude. And National Quality Assurance Framework (NQAF) provides the benchmarks or set parameters which the different organisations involved in education and training must fulfill in order to be accredited to provide education and training/skills activities.
5. Experiential learning courses, i.e. a mix of classroom and practical training, will help students to retain more. Presently, very few institutions offer such courses in India. Government should try to use this methodology more.
6. Skill development is not the responsibility of governments, corporates and training institutes alone; students too are equally responsible and need to recognise the changing scenario of employment.
7. Our country does not have a nation-wide Vocational Education and Training standards, lack of uniformity results in poor productivity. Lack of an integrated on-site apprenticeship training, inadequate industry interface, insufficient financing of the Vocational Education and Training system.
8. It is found that many ministries imparting skills training are short of infrastructure and qualified trainers, and hence impart substandard training.
9. Discrepancies were found in formation of Sector Skill Councils, which are responsible for developing and conducting programmes as well as assessing trainees.

10. A programme called Recognition of Prior Learning – under which people with prior learning experience or skills were assessed and certified – was abruptly misused. People were certified “after giving 4-5 hours of training” in order to achieve targets.

Needless to say that efforts should be on to make the skill development attractive and productive to motivate the youth to aspire for it.

Some ways to solutions

- Create a people-centric approach for skill development, it is required that the skill development initiatives needs to be coordinated with demand and supply scenarios across geographies, industries and labour markets so that new skills required by industry or changes in supply of labour are speedily adjusted with adequate and efficient training programs.

- the problem of large geographical and socio-economic conditions of the economy, the Government along with its partner agencies should set-up more standardized skill-based institutions or skill development centers across the country, particularly in laggard/backward states with a view to provide equal access to all segments and sections of the society, so that the whole society gets the benefits of the skill initiatives and strategies

- efficient and comprehensive vocational training system with proper awareness generation programs is the need of the hour. As these programs help in spreading information about existing skill development courses and market requirements which lead to increase the student enrolment as well as enhance the credibility of vocational institutes. As education and vocational training are the important contributors to overall skill capital pool of an economy. Education provides a base in the form of ability in literacy, numeracy and cognitive abilities and vocational training equips an individual with specific skills. Vocational training is practical/manual in nature in contrast to education which is purely theoretical in nature. Thus linkages of both serve simultaneously the hand and the mind, the practical and the abstract aspects.

- In order to unlock the full potential of women workforce in India, the need of the hour is to bring about an employment revolution along with a skill development revolution. The planners should focus on women specific policies for their effective participation in the employment market. As it would help India to meet its skilling target and reap benefits of having the largest workforce by 2025.

- a strong policy measures and operational linkages are needed to bring together the public and private sector to improve the quality and relevance of training

- the need of the hour is to focus more on the labour force of the unorganized sector. Though the better and superior skills are essential requirements of the competitive market but practically the unorganized sector do not have the affordability to hire expensive labour of high quality. Thus this conflicting objective can be resolved with an integrated approach that gradually enhances labour quality while maintaining a purposeful balance with the demand and affordability of labour markets. Advancement in the skills over time in association with industrial support leads towards progressive improvement in the overall economic scenario. On one hand availability of workforce with higher skill levels would increase competitiveness of unorganized sector and on the other hand it would benefit the organized sector too as some of the workforce with higher competency may get absorbed there despite having low education levels.

- the policy-makers must focus on providing the required infrastructure and equipments namely computers, software’s, tools, machines etc. and qualified instructors so that they provide high-quality skills as required
by industrial sectors and relevant practical exposure to the students. Secondly, appraisal of institutes against standard norms and guidelines need to be conducted regularly and ratings should be based on outcomes assigned to every institution.

- the Government and its participating agencies should focus on the provision of more effective training centers of the trainers, otherwise this mismatch between demand and supply of trainers could impede the success rate of the whole skill and training framework. Further, the educators/trainers must be chosen on the basis of academic qualification. Their level of competence should be measured in terms of their theoretical knowledge, technical and pedagogical skills as well as being abreast with new te

**Conclusion**

The purpose of this study was to examine the challenges and their solutions of skill development in India. An attempt is made to analyze the skill gap and finding of the study clearly reveals that India will face a major challenge of bridging the skill gap over the next few decades. framework for skill development and has formed various organizations at national and state levels to take the responsibility of skill development, still there is a need to put lot more effort to develop skill culture in India. Skill gap can have a serious impact, not only on the employers, but also on the economy as a whole. One of the major concerns is the loss of productivity and revenues as the many of the jobs remain vacant for significant time due to lack of skilled labour. The study highlights how serious it is for the government and other stake holders to work together in order to create skilled workforce to bridge the skill gap and boost the economic growth.

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THE ROLE OF ICT TO DEVELOP TEACHING- LEARNING PROCESS- A STUDY

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Introduction:
The use of information and communication technology ICT in education is relatively new phenomenon. Educative researchers and thinkers have taken up the challenges of using ICT since the 1980s with varied success. The advent of the internet and world wide Web has pursued new productivity and service demand as well as expectations on these endeavors although message to guide best practice remains scant and elusive. The brief history of ICT raises a number of issue that provide options of thinking about the future and the pathway that ICT may take in education context.

Objectives of research paper:
- The purpose of research is develop research based paper describing:
  - To trends a occurring in ICT in education.
  - To explain the role of ICT in education in India
  - An indication of areas of research and associated service and about use of ICT in education to inspire future research.

What is the digital education revolution?
The digital education Revolution (DER) policy is focused on the provision of computers for secondary students in year 9 to 12; with high speed broadband connections to Indian schools. In addition, the policy will support the continued development of online curriculum content, conferencing facilities pr-eservice and in-service professional development for teachers and the development of web portal to enable community participation in education. The digital education Revolution will operate a period of 4 years and educators can expect significant changes in education to occur as a wider group become engaged in the education process. This may give rise to research into areas of educational use of ICT such as pedagogy, social networking, identity and learning portfolios, student management and assessment. A global search for innovative and effective world class learning environments that utilizes ICT in education and training, and creative thinking about how to make mini maximize learning based on research may be good starting point.

ICT trends:
In discussing the trends in ICT in India, it is almost impossible not to focus globally because of the reach of the internet and its services like the www. The development of social web and its many variations such as relational networking, personal networking and social networking all have communication in common.
In fact, one of the features of the www was an information overload which spurred the development of search engines leading to services that enable information to discovered more quickly and easily. Some examples of different type of search engines include Google and live (search), Yahoo( browser), Dogpile (meta search), spoke (people) Google scholar and live search academic (research) DOMOZ open search Directory and Ask jeeves (human-edited). A filler list of search engines in a variety categories can to found on service such as Wikipedia and search engine watch. However, are the following issues that will be discussed are those that will have a major impact on education and training in future years and include open source software and open content, social networking, collaboration and sharing, mobile technologies, and peer-to-peer technologies.

Social networking:
Social networking has been variously described to web 2.0 technologies, relational interactive personal networking (IPN). social networking and IPN descriptive terms reflecting the technologies whereas web 2.0 popularized by o’really (2005) is marketing term while others terms such as relational networking, introduced by Joel de Resnais (2005) nominated a slew of activity such as dating sites and chat rooms only. However, web 2.0 has become the term that commonly used to identify IPN.

**Collaboration:**

Web 2.0 tools such as Google Apps and Zoho office, mentioned previously, enable people to collaboratively write documents, construct presentations, develop budgets and build stories and the research; that is share and work together to build content. In addition, web 2.0 can enable people to work in collaborative workspace over distance to share resources and capture ideas. The results whether they be documents, photos, videos, slideshows, presentations, data, audio narrations or other rich media can then be stored on the www for access globally or in a closed community. This technologies can be used without the need to buy or install software and have lead to the development of collaborative network space such as Ning, Face book, PageMaker, Netvibes and the like. It has give rice leadership using the www academics, researchers and business learner many of whom have gained global credibility and a large following by their regular, relevant and accurate publishing. Conceptually these leaders have had their ideas appended, amended and refined through interactive feedback by contributors to their community and practices and their research has benefited and become richer. One such theory that has been developed through interactive collaboration in the theory of connected learning called ‘connectivism’ put forward by George Siemens (2007) and debited globally.

**Mobile technologies:**

The use of mobile communication has increased exponentially in the last decade. Numerous reports alerts readers to the impending impact on education of mobile technologies (Cosn,2004; Education.au Limited,2005; BECTa, 2006, MNC,2008) Each makes the point that mobile phones are evidence of the convergence of digital technology and that they are expected make a significant impact on education and learning especially through the user games. There is not sufficient evidence to suggest that mobile phones will make such as impact on education. Two reasons for this proposed firstly, mobile phones are connected devices convenience, that is, they are used for communicating, messaging, click information assets such as the time and weather and your personal.

Organization as well as entertainment including games. On the other hand, computers are used as connected productivity devices that utilize communication and information. Secondly recently released on the market are low cost portable computing devices such as the ASUS EEE PC, Intel Classmate, Everex, HP and many more spurred on by the MIT, one Laptop per child (OLPC) project to governments of their OX computer. These sub-laptop robust crevices for custom made for education market and as productivity tools they have opportunity sized keyboards and screens, and are less complex to use for productivity and collaboration then mobile phone which need to offer productivity compromise such as predictive text instead of the keyboard. In addition, mobile phones lack connectivity such as adaptors and parts which the result that their productivity potential will remain limited into the foreseeable future and they will remain devices of convenience, personal organization and entertainment.

**ICT role in education**

Simple descriptions utilizing methodology elements prevailed search is computers used for simulations, drill and practice, electronic whiteboards, tutorials, games and so on ICT in education with students, teachers, communities and educational administrators. Spring summarized what was described as the five teaching and
learning modes in which learning cloud provide substantial gains in effectiveness quality and cost benefits they wear:

**Classroom interactive learning**: between student and teachers and among students

**Independent learning**: Where students and teachers are learning and studying alone in the variety of environment and modes including aspects of self direct lifelong learning.

**Network learning**: Through contact with group individuals and sources ware quick different influences and experiences are creating qualitative differences both standard blended teaching and learning.

**Organizational learning**: including learning communities, learning precincts and learning cities.

**Managed learning**: where in educational technology is creating through computer managed communication and learning management systems, capability to enable teachers to negotiate and provide individualized curriculum and learning experiences for his student.

**Conclusion**:

It suggest the current trends in ICT are:

- The accelerating pace of change
- diversity in development of physical infrastructure
- The spread of distributed connectivity
- Enhanced content and uynetwork management capabilities the emerging social web
- Continuing significant and technological innovation

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READING FOR COMMUNICATION

Shinde Kalindi Kailas, Research student,
Department of English, Shivaji University, Kop.

Keywords: Intertextuality, persuading, Competency, acquisition, vocalization.

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understand sighs, symbols and semiotic rules. Communication involves a sender and a receiver. Communication involves a sender and receiver. Communication is a process by which information is exchanged between the individuals.

Communication is a process in which one can share his ideas, feelings and thoughts. Language produces information lies on communication. It is a two way process in which ideas are received from others and given to them. Communication process has to take place properly for perfect communication. Sender produces message for encoding through the proper media to the receiver and requires feedback as his response for the produced message is called communication. There are main two types of communication as follows:

**Oral Communication** – Oral communication is the ability of talking with others to exchange information and ideas. It is coordinating task of explaining, persuading and reassuring while talking and greeting. It is effective for communication in meetings, conferences, gatherings, group discussions, interviews, face to face communication telephone conversations, etc. The purposes of oral communication are to present to inform to persuade to motivate and to entertain, etc. It is needful to capture other’s attention. In business world it plays an important role. In literary world it has fundamental quality to develop literary.

**Written Communication** - Written communication is the most common business communication in the form of mails, letters, proposals, telegrams, faxes, post cards, brochures and advertisements etc. In this communication there is no need of personal contact. It saves money and it provides written evidence. But is disadvantages in case of security, time delaying and in the court matter. No matter what type of communication it is but communication should have proper and effective. The effective communication is skill which is required by more practice with its basic skills such as listening, reading, writing, and speaking. Basic communication process communication is simply the sending and receiving of information between at least two people with verbal and non-verbal message. There are huge numbers of communication skills But only four are as basic one.

**Reading as Communication Skill**- With its skill so much learning can occur with the help of observing words, accessing words in the information with the help of knowledge from the text or any kind of discourses. It is cognitive process of interpreting or understanding a written linguistic message. It is also process of interpreting printed form. The reading makes the sense of language. Reading develops the ability of writing, vocabulary, dictionary, literacy, language and linguistic speech. It gives ability to transfer an information and knowledge. It is wireless communication. We can’t communicate our experience without language. With language skills one can open the door of mystery in all its directions like, grammar, narrative models, meaning variations, symbolism, comparison, interpretation of information packs, explanations and understanding of important things such as how to read, comprehend and increase the capacity understand to the world. Reading and other skills create language proficiency. The reading skill develops language competency.

**Language Competency:**

The act of reading is not complete until ideas have been received and then passed along to others. There is close connection between reading and communication. Reading is concern with communication ideas. The paramount goals like meaning, comprehension and an understanding of ideas in the communication can be achieved from the reading. The reading is not only one of the important skills but an important language art.
Reading is the challenge in the study of communication. It is challenge in the understanding of linguistic, deficits and the brain. Linguistic is a science but in the language lab for the experiment there is no animal model used. The language is a natural phenomenon where in its process the infinite capacity is used in combining words in the unique sentences.

Man is distinct animal because of his capacity to make speech. With his speech power he challenges to overcome the resolution problems in space and time in his imagination as his brain function. As child reads, he gets ideas from the media and he interprets them in his own ways. If the ideas are associated with his previous knowledge or with his experience he gives his response. The silent reading usually happens in the discussion, reporting, summarizing, interpreting or reading.

Reading purposes

1. **Skimming** - The purpose of Skimming the text for an idea of the usefulness of the text and the theme or general idea of the text. This task helps to decide how much it should be read. Skimming is a strategic and selective method of reading. It focuses on main ideas in skipping the text and provides details about data. With this technique reading covers to find out are specific facts speedy. The reader gets coverage of all essential points quickly without wasting time. Skimming looks general looks general idea of the contents.

2. **Scanning** - In this purpose reading is concern with specific details or find answers to certain questions. The Scanning helps to develop the specific approach towards the reading. It is contrasted with Skimming. It scans the text to find out some particular information. It is typical method for searching specific key terms and phrases. The reader has to skim the text then he will scan to note.

3. **Reading for pointing out main points in general** - For this purpose the reading helps to cover all the essential points the main argument, etc. While reading reader has to monitor rate on specific text to comprehend to visualize picture of the content to make the connections determining the importance etc.

4. **Reading for selecting main points** - The Specific area or answers to certain questions can be found the information pack. Reading helps to keep focus for the more comprehension and to motivate for extra reading for the reader. The main ideas or points help reader to remember important content of the text. It also helps reader to become more fluent.

5. **Critical/ Evaluative reading** (Intensive)

   Reading the text with a critical or Evaluate attitude compares the writer’s views with other writer views making a difference between facts and opinions. The attitude about text can be expressed through evaluative reading. It helps the reader to make judgments about quality of text. The evaluation of reading helps to provide instrumental of reading helps to provide instructional programmed for further decisions.

6. **Reading for Pleasure** - The content is not important for reading. A good reader can adjust him automatically to suit the purpose. It supports the engagement and motivation for the reader. It makes relaxation from daily problems, stress and tensions. It fills gap of leisure moments.

7. **Reading for the Comprehension** - Comprehension means to get meaning of something Reading for the communication- report, influential thinking, interactive nature of reading process cognitive approach- prior knowledge or view developing the approaches to reading.

8. **Basic skills** - With the help of reading the basic skills can be achieved in education, language acquisition, listening oral language, reading skill, speech, teaching method, writing composition, writing skills and spoken communication, etc.
Types of reading: Along with the silent and loud reading there are other types of reading such as:

1. **Critical Reading** - Critical reading is used for language and literature analysis. It involves deeper examination of claims which provide the justification for the arguments. It is analytic activity of the reader to find out the pattern, value and other elements of the text. The reader finds these elements of interpreting the text to underline the meaning of the text as a subject matter. His critical provides the guidance for the further writing. The reader of critical reading applies particular model or theory to clarify his comprehension. It is useful for all academic studies.

2. **Reading for Literacy** - Literacy means being able to read and write. It accounts an individual’s understanding, use and reflection on particular written text and knows about his/her potential. Reading helps reader to build his understanding effectively and simple ways by highlighting text, personalizing contents, solving practice problems, using incorporate sense, understanding, setting reading home, etc.

Intertextuality - borrows other’s concepts in your view is called intertextuality. It shapes particular text meaning by other text. It is interlinked between two or more works of literature which reflects influence and audience’s interpretation of the text. For intertextuality is an important stage in understanding the content so it is a necessary to lead more to interpret the different text for conveying the certain meaning? A good reading helps for intertextuality of the text to interchange ideas, thoughts and concepts.

3. **Reading for Web literacy** - Web literacy comprises the skill and the competency needed for reading and participating on the web. Web users should not just learn about the web but also he should have read web’s content for more understanding. It requires the reading skill to access the information for the selection criteria.

4. **Reading for the Information** - The reading for the information is the main skill to read and understand all common informative documents. It helps to develop the ability to get the success with safety and specific methods like, choosing, understanding and implementation, etc.

5. **Reading for broadening the Media** - We develops a theory of reading for broadened medium, paying special attention. The theory deals with the configuration of ideal arrangement which is depending on the relative importance of the various broadening mechanisms and to identify ways to optimize the absorption-reduction effect.

6. **Deep reading** - Deep reading is the active process of thoughtful and deliberate reading which is carried out to enhance one’s comprehension and enjoyment. The reader uses his higher skill in his reading like the ability of analyzing, synthesizing and solving the problems. It boost one’s self efficiency and self confidence. The major strategy are used in deep reading like planning for reading, pre-reading, learning and retaining vocabulary, connecting ideas, responding the text and investigating the text, etc.

7. **Reading for learning** - By using texts builds the knowledge about the content and explores the reality behind the text and supports subject areas of the learning.

8. **Reading for listening** - Listening and reading are two important skills which develop readers mind to imitate the sounds of the people around. Listening comprehension understand the meaning of spoken words. Listening and reading are interlinked each other.

9. **Reading for memory and method** - Reading has to promote your memory. It promotes mental simulation. Reader can understand the text deeply with the help of the method of silent reader. The reader can understand the variety of reading material for his right selection of the main points and to make the summary of the specific text. The silent reading helps reader to concentrate on particular ideas, themes, etc.
10. **How to improve the reading skills**- One can improve the reading skills with the help of more and more reading. Skillful reading techniques should have used like eye moments, vocalization, hearing words while reading, the scanning, scheming, and detailed reading, etc. More reading is accepted in higher education for the accurate information and specific purposes. The visible skill is very useful for the reading. There are many reading styles like discussions, seminars, conferences, professional and critical style operating, etc. This can provide the information in the writing skills. This styles approach gathering information or the evaluation and assessments for primary or secondary resources. It produces proficiency in the reading, so reading skills is the key skills in the areas of the communication in every corner of the world.

11. **Reading relevance**- Reading is important even today because nowadays we seem to have forgotten how to relax an especially how to be silent. In the digital with the electronic media, the constant moment, flashing lights and noise of machine can bombard our senses. For ex. watching T.V., looking at the computer, and playing an electronic game are actually quite stressful for our brains. But when we reading helps to get ideas, to do more reading exercise, the concentration of brain and mind, improve the vocabulary and language skills, develop the imagination and teaches about the world with entertainment and information.

12. **Guidelines**- There are specific guidelines for reading and to develop reading skills as: Reading the entire section, selecting Information into notes, covering all essential with its major points using numbers, double underlining, making margins using keynotes or words, précising in brief summaries, using headlines and subhead lines and learning while reading etc. Are notable guidelines which can be applicable in reading while reading for the perfect communication?

**Bibliography**-
Introduction:

(Rashtriya Madhyamik Shiksha Abhiyan RMSA)

Education provides the surest instrument for attaining sustainable development of a high order in a country. In this regard, primary education acts as the basic enabling factor for participation, freedom and overcoming of basic deprivation; whereas secondary education facilitates economic development and establishment of social justice. Over the years, liberalisation and globalisation have led to rapid changes in scientific and technological world and have prompted the general needs of improved quality of life and reduced poverty. This undoubtedly necessitates the school leavers to acquire higher levels of knowledge and skills than what they are essentially imparted with throughout the eight years of elementary education. Also, a crucial stage in the educational hierarchy, secondary education empowers children to aggrandise nations by preparing them for higher education and also the world of work.

Following the recommendations of New Education Policy of 1986 and Programme of Action, 1992 the Government of India initiated different schemes to support children of secondary and higher secondary schools at different points in time. The IEDSS (formerly IEDC), Girls’ Hostel, Vocational Education and ICT@schools schemes were started with the overall objective of providing accessible, and relevant secondary education of good quality in India. Started in 2009 in partnership with State Government and Local Self Government, RMSA was the most recent addition to these four existing schemes.

The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March, 2009, to enhance access to secondary education and improve its quality. The implementation of the scheme started from 2009-10 to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. Largely built upon the successes of SSA and, like SSA, RMSA leverages support from a wide range of stakeholders including multilateral organisations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multidimensional research, technical consulting, implementation and funding support. Currently in its fourth year of implementation, RMSA covers 50,000 government and local body secondary schools. Besides this, an additional of 30,000 aided secondary schools can also access the benefits of RMSA; but not infrastructure and support in core areas.

Objectives

- The scheme envisages to achieve a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation.
- Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.
- Remove gender, socio-economic and disability barriers.
- Provide universal access to secondary level education by 2017, i.e. by the end of the 12th Five Year Plan
- Enhance and universalize retention by 2020
2. **What is inclusive education?**

**Inclusive education** is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012)

**Inclusive Education for Children With Special Needs Progress In Belagavi District**

**Introduction:**

The goal of the Inclusive Education at Secondary level is to reduce the gap in the enrolment, retention, completion rates and achievement levels of children with respect to gender and socially disadvantaged groups. The inclusion of CWSN has to be seen in terms of physical access, social access and quality of access. Planning was made at all levels and even implementation process was sought out through timely supervision and monitoring.

**Educational Opportunities Created For CWSN**

Survey was done and CWSN children were identified disability wise. DISE was also updated and even in DISE data CWSN children were identified disability wise. The children found in regular schooling were also included in CWSN list. Such list was maintained in the schools and even at cluster, block and district level.

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<th>HI</th>
<th>SI</th>
<th>OI(loc)</th>
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**Belgaum Dist Total**

| 349 | 178 | 59 | 64 | 123 | 10 | 16 | 42 | 42 | 83 | 39 | 23 | 56 | 121 | 66 | 187 | 69 | 26 | 75 | 8 | 9 | 17 | 2 | 3 | 1 | 4 | 5 | 15 | 45 | 355 | 255 | 600 |

| 1 | Atham  | 61 | 18 | 4  | 3  | 7  | 1  | 0  | 1  | 1  | 3  | 4  | 2  | 9  | 16 | 6  | 22  | 4  | 3  | 7  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 35  | 18  | 53  |
| 2 | Chikodi | 39 | 6  | 1  | 1  | 2  | 0  | 0  | 0  | 1  | 0  | 1  | 2  | 3  | 7  | 3  | 10  | 3  | 1  | 1  | 2  | 2  | 0  | 0  | 0  | 0  | 1  | 0  | 12  | 6   | 18  |
| 3 | Gokak  | 35 | 10 | 5  | 7  | 12 | 0  | 0  | 0  | 3  | 0  | 3  | 5  | 4  | 18 | 5  | 23  | 2  | 0  | 2  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 31  | 24  | 45  |
| 4 | Hukkeri | 59 | 14 | 7  | 4  | 11 | 0  | 0  | 0  | 5  | 2  | 10 | 15 | 8  | 3  | 11  | 3  | 1  | 1  | 2  | 5  | 2  | 0  | 0  | 0  | 0  | 0  | 0  | 41  | 18  | 59  |
| 5 | Kavgad | 17  | 4  | 2  | 4  | 6  | 1  | 0  | 1  | 1  | 2  | 2  | 2  | 2  | 4  | 1  | 4  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 5  | 6  | 13  | 20  |
| 6 | Mudali | 48  | 13 | 6  | 2  | 8  | 0  | 1  | 4  | 2  | 6  | 5  | 7  | 27 | 21 | 5  | 26  | 11 | 2  | 0  | 0  | 1  | 2  | 0  | 0  | 0  | 2  | 0  | 2  | 4  | 21  | 13  | 54  |
| 7 | Nippani | 38 | 14 | 7  | 3  | 10 | 1  | 2  | 2  | 1  | 3  | 2  | 2  | 0  | 2  | 9  | 0  | 17  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 5  | 2  | 7  | 26  | 16  | 42  |
| 8 | Rabag  | 52  | 12 | 11 | 2  | 13 | 0  | 0  | 0  | 7  | 0  | 7  | 9  | 9  | 10 | 6  | 16  | 8  | 2  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 37  | 13  | 50  |
| Chikodi Dist Total | 349 | 91 | 43 | 26 | 69 | 3  | 0  | 5  | 24 | 9  | 33  | 37 | 14 | 51 | 91 | 38  | 129 | 19  | 27  | 7  | 4  | 11  | 0  | 0  | 0  | 2  | 2  | 9  | 2  | 11  | 236 | 105 | 241  |
| Grand Total | 698 | 269 | 102 | 90 | 192 | 13 | 0  | 21 | 66 | 50 | 116 | 70 | 57 | 107 | 122 | 104 | 316 | 68 | 34  | 102 | 12 | 93  | 15 | 17 | 6 | 7 | 39  | 17 | 56 | 391 | 360 | 551  |

**Activities Planned And Undertaken Under Iedss Are As Follows:**

1. **Parents meeting** was done & CWSN children were shortlisted disability wise for to provide them further facilities. Other than this DIERT’s IERT’s, teachers, local youth groups were motivated to bring the CWSN children’s to regular school other than HBE children.

2. **Education** through regular teacher was given for such children. Special educators disability wise like HI, VI, MR were also appointed through NGO’s for to provide education for CWSN children and also to prepare them for schooling. (SRP)

3. **Girl Child Enrolment**  Special attention was given for Enrolment of Girls - In order to cover and enrol more CWSN girls and retain them in the Secondary classes, major steps through have been undertaken massive social drives in the local community involving the community leaders, teachers and the Headmaster playing a leadership role of motivation.
4. Efforts were made to overcome Geographical barriers. As such the available Ramps, toilets (DFT’s) already existing under ssa in the primary schools were provided for the children of 9 th and 10 th in cases were the high schools are adjacent.

5. Physiotherapis services: Under SSA at block level physiotherapist services for CWSN children are provided. Weekly twice the children are getting the services of therapist. Meanwhile the CWSN children of 9 & 10 were also co-ordinated in getting the services. This had much of impact on parents and most children showed improvement in life skills.

6. Medical Camp was done during month of July & all category children attended the camp. The doctors suggested for same needy aids and appliances. As the number of children attending the camp was less, the blocks were insisted to do one more round medical camp. There after district level camp was done and out of 642, 204 attended the camp, 114 children were identified for aids and appliances. The above short listed material list was sent to the state office for further compliances.

7. Celebration of world disable day

In a routine process under SSA celebration of world disable day on December 3 rd 2015 was done. IEDSS children were also included in the celebration. On this day sports and cultural activities were conducted for CWSN children at block level.

Children participated with enthusiasm in sports activities like lemon spoon, frog jump, 100 mts running, pot breaking etc. Children even participated happily in the cultural activities like pick and speak, songs, fancy dress etc.

IEDSS FOCUS AREAS: 2015-16.

1. Identification/Enrolment by tracking all students of class 8th

Enrolment by tracking all students from class 8th to 9th to achieve enrolment of CWSN children special survey and plan was made at School, Block and District Level. Collecting data of CWSN with name of students, students DISE, school DISE, class of student (8,9,10), religion, caste, disability of the child, diagnostic materials and expenditure for materials etc. Also collect details whether the child is receiving any scholarship or benefit from other departments to be collected. Collecting information about CWSN class rooms, toilets, urinals, laboratory and ramps facility. For to achieve this special survey shall be organized before the beginning of the academic year. Wide publicity to be given for the enrolment of CWSN children through Radio, TV, posters pamphlets, etc under community mobilization. Teachers and special educators to be suggested and trained in tracking the CWSN children for the enrolment. The HM’s of the HPS are to be instructed for the information to be given about CWSN children for 8 std to 9 std. Timely circulars, meetings are to be organized by the district level for the supervisory staff at all levels for tracking CWSN children.

2. Girl Child Enrolment

Special attention to be given for Enrolment of Girls –

In order to cover and enrol more CWSN girls and retain them in the Secondary classes, major steps have been undertaken. Massive social drives in the local community involving the community leaders, teachers and the Headmaster playing a leadership role of motivation in enrolling girl cwsn child.

3. Social Access to CWSN-

Ensuring social access is a great challenge, Orientation & Sensitization of School heads, staff, Parental Awareness & community mobilisation and peer sensitization. Awareness & sensitization programme should be organized for parents, community and peer group through awareness camps, Inclusive district Convention, Inclusive Rally, posters on all disabilities with positive messages and celebration of World Disabled day, Louis Braille Day, etc. Will be done.
4. **Focus on training of general teachers on inclusive education:**

Regular teachers need to be given special training to build the capacity of teachers for addressing the needs of children with special needs. General teachers to be trained for adaptations to teach the CWSN so as to meet the scarcity of special teachers for CWSN children. Training expenditure to be met out under training heads of DIETs & CTE’S

5. **Sensitization of parents and community through awareness programs:**

To develop the positive attitude among the parents towards these children and to mingle these children with the normal children is our chief aim. The role of parents and community in optimistic development of these children is important. So awareness programmes like counselling, rallies, awareness camps, display of poster’s on all disabilities with positive messages, highlighting the success stories of differently abled achievers can be conducted. The expenditure to be obtained under community mobilization expenditure.

6. **Procurement of aids and appliances :**

The aids and appliances required for the identified CWSN children should be provided timely. social organization, NGO’s could also be approached to provide aids and appliances to an extent. Amount of Rs. 6.66 lakhs is proposed.

7. **Quality Access to CWSN:-**

A wide range of approaches, options and strategies may be adopted for the education of children with special needs in secondary education. This includes:-

- **Support Services**-
  A continuum of core essential support services is required for the access and retention of CWSN. The services should be category specific and should be made available as per the needs of the child. This would include availability and upgrading of aids and assistive devices according to individual needs, technological support in the form of augmentative and alternative communication tools, audio visual, communication board, and computer access. The maximum support services should be provided in the case of disabled student.

- **Curriculum Adaptation**-
  Curriculum adaptation should be made an important part of all teachers training programmes on inclusive education. For inclusive teaching, it is vital that adaptation of the curriculum is carried out to meet individual needs of children with disabilities.

- A distance learner is registered for a period of five years in which a candidate gets nine chances to appear in a given course/programme.
- CWSN can appear in one/two subjects at a time as per his/her preparation.
- Credit is accumulated till a candidate successfully completes the requirement of a course.
- Study-centres are taken as examination centre.
- General and specific relaxations (Disability wise) during examination.
- Amanuensis are given as per disability wise
- Flexibility in selecting examination dates.
- Flexibility in choice of subjects.
- Flexibility in selecting examination dates.
- Flexibility in choice of subjects.
- There is no age limitation for admission in NOS programmes.

Vocational Education-Skill development and vocational education can be imparted
to CWSN as per their special ability & need, appropriate availability of Resource Person. Independent living is the ultimate goal of education for children infrastructure and with disabilities.

Research & Evaluation- Research in districts may be done on reasons of drop out at secondary stage, use of ICT, teaching learning methodology, poor enrolment of girls or study the practice of other states which are effectively implementing the scheme. RMSA will encourage research in all areas of education of CWSN including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunity in education.

Innovative facilities

After identifying the CWSN children, efforts are made through school to reach their requirements. Apart from regular requirement they are in need of special mobile equipped therapist to meet their special requirements. So that they can be treated well, life skill to be developed in them and few off them can be brought to main stream. Each block requires at least two mobile therapist i.e. 15x2=30.

OPENING MODEL SCHOOLS

Opening of model schools in block/hobali level & providing all types of facilities. To inspire CWSN students and their learning, there is need for Physical, educational & Research teachers, learning materials, research room etc.

Collective information of the schools which have more strength of CWSN. Finding schools which have resources to develop additional resource room and communicating system. Good administrative board, headmasters & other teachers to convert these norms schools into MODEL SCHOOLS. Action plan can be prepared & necessary grant to be discussed about.

1. Classroom preparation
2. Resource teachers according to students ratio.
3. Computer & other educational CD’s.

Conclusion:

This paper article belonged rashatriya madhyamik shiksha abhiya under inclusive education for Cwsn special needs children so rmsa under so many programmes improving special children progress in belagavi district.

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DEVELOPING SOFT SKILLS

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K. N. Bhise Arts, Commerce and Vinayakrao Patil Science College, Vidyanagar, Bhosare, Kurduwadi

Abstract:
The present paper focused on development of soft skills. These soft skills develop the ability of individual to make himself/herself perfect in the recent times. Today communication skills innovativeness and creativity are very important to achieve the goals. It is observed that the person who have better soft skills gets the job in different sectors all over the world. It is very necessary to make the learners aware about the importance of soft skills with the help of practice with the knowledge of soft skills, the people become successful in the future generation. The employability skills are developed through the acquisition of soft skills. The teaching and learning of soft skills provides a good chance to tackle the problems like facing competitions, lack of confidence. Adaptability, leadership qualities, creative thinking and innovative ideas.

Key words: soft skills, creativity, innovative, employability, language skills etc.

Introduction: Softs skills are also called as life skills. In recent times, there is more focus on developing soft skills among the individuals. Now a days it can be seen that the people with good knowledge, become failure in communication skills and other soft skills. We are facing different new challenges because of changes in life situation. It is very complex and challenging so there is a great need to acquire the soft skills to cope with changes. The people will accept the challenges with confidence and courage with learning of soft skills. They will deal effectively with all difficult situation and stressful moment of life. Today’s work-place is co-operative and with friendly environment. Everyone will feel better in this situation, if he /she acquires soft skills. These soft skills are useful to enhance the personality of everyone. It helps the people to keep their workplace’s environment healthy and calm which makes them to enjoy their work.

The soft skills are of different types. These soft skills can be listed as follows--
- Leadership skills- Critical thinking
- Problem solving - Time management
- Stress management - Adaptability
- Decision making - Team management
- Presentation - Creativity
- Interviewing - Group discussing
- Telephoning - Cultural sensitivity and awareness,etc.

All these soft skills help the learner to meet his/her cultural needs. It helps to conceptualize the soft skills in English language as an emerging trend in teaching and learning. With the acquisition of soft skills, we can extend the interpersonal skills of learners in English language. The soft skills are useful to develop broadbasedunderstanding personality. It also helps to understand the use of personality traits in real life. The learners can enrich employability skills for better future life. They can speak easily with great confidence and effective use of language. The learners can acquire the knowledge of understanding non-verbal messages. They can develop their critical thinking and creativity for new innovations. It makes them to maintain adaptability to cope with stress and self-management. The learner will achieve their goals with the help of soft skills without losing their existence.

Tools of Soft Skills: Various tools can be used to develop soft skills among the learners. Soft skills can be developed through teaching and learning. For this, we can prepare a concrete syllabus on soft skills. This syllabus will focus only on development of soft skills. The syllabus is taught in the classroom and the learners
will be benefited. We can organize personality development workshop in the campus for the learners. It will be useful for acquiring soft skills effectively. The learners can also participate in soft skillstrainers’ workshop. The training will make the learners perfect in the use of soft skills we can also organize short term courses on soft skills. It will give thorough knowledge of soft skills. It will be beneficial for use of soft skills in real life. Now a day’s online tests and exams are prepared on soft skills. This is useful for analyzing the learners about their ability of soft skills. Some training packages are also provided on soft skills by institutes or universities, etc. With the help of such tools, the learners can develop their soft skills with great effect and success.

Why Soft Skills: The learner should have to acquire soft skills for the following reasons -

- To communicate formally as well as informally.
- To develop his/her performance and productivity
- To create healthy team work.
- To take proper decision and solve problems
- To improve interpersonal interactions
- To exchange his thought more politely
- To motivate himself/herself to sensitize cultural diversity.
- To control his/ her temptations in critical situations.
- To create awareness of using non-verbal expressions in communication.
- To manage stress quickly and remain attentive and alert in any situation.
- To adapt himself /herself according to the need of situation.
- To develop confidence level for achieving goals.
- To manage his/her work in the given time-period with best results.

All these reasons are sufficient for developing one’s soft skills in recent times. These are also can be termed as the benefits of soft skills or purposes for acquiring soft skills,

These soft skills can be referred as employability skills. For understanding these skills, we must consider the concept of this ‘Employability skills’ can be defined 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.

Now a days, every job requires the specific skills in reference to its task. It is the fact that one has to be very competent to acquire a job in the densely populated country like India and has to create an identity to do so. With the changing scenario, the demand and supply, the work ethics are measured in relation to the skills. Every learner has to face the world full of challenges. To face the challenges the learner must have to acquire life skills social skills, hard skills and mastering skills. With the help of these skills he she can secure his/her job.

When a learner acquires soft skills, the success of it is depending on its implementation, target group, duration and the chosen activity or task. Soft skill teaching requires more practical work for better effect and implementation. Soft skills are typically connected to the attitude of the learner. Soft skills trainingshould be given by a soft skilled trainer: It’s a challenge to develop a suitable study and evaluation material for soft skills. It is rather difficult to train the learners to be perfect in soft skills. It requires more efforts by a proper education system.

Conclusion: We can conclude here that soft skills are the keys to open the lock of successful employability in future. It is a great demand of the current time to use soft skills in higher education. With the focus on soft skills in the syllabus, we can improve the overall personality of the learners. These skills are required for successful
development of the learner in this century. It will lead them to live happy, healthy, prosperous, and peaceful life. These skills are the foundation for lifelong learning, meaningful participation and complete enhancement of a learner. It will solve the problem of un-employability.

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SCOPING STUDY ON THE USE OF BIBLIOMETRIC ANALYSIS TO MEASURE THE QUALITY OF RESEARCH IN INDIAN HIGHER EDUCATION INSTITUTIONS
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Introduction
During 2010, the Government consulted on reforms to the research assessment and funding framework, proposing that a metrics-based system should replace the RAE after the 2012 exercise. Subsequently, in December 2010 the Government announced that after the 2012 RAE, there will be a new framework for research assessment and funding. UGC, in collaboration with the other INDIA higher education funding bodies, is now beginning to develop this new framework.

The four INDIA higher education funding bodies – the UGC Funding Council, Higher Education Funding Council for Wales, Department for Employment and Learning in Western asian region, and Higher Education Funding Council for England (UGC) – are responsible for funding research in higher education institutions in each part of the INDIA. Since 1989, the three funding bodies have collectively sponsored successive Research Assessment Exercises (RAEs) to provide comprehensive INDIA-wide assessments of the quality of research in the institutions they fund. RAE outcomes have been used to inform funding allocations and provide important benchmarking information about research quality. While the four India funding bodies all use the RAE outcomes to inform funding, their funding policies and methodologies differ. An early priority for UGC is to develop a new India-wide measure or indicator of research quality, for the science-based fields in the first instance. UGC intends that the new research assessment and funding framework will produce an overall ‘rating’ or ‘profile’ of research quality for each main field (such as engineering, medicine, physical sciences, biological sciences)1 at each institution. 2 UGC envisages that this will be derived from bibliometric-based indicators, and potentially additional data or information. UGC also envisages that field-specific expert panels will be involved in the process of producing the overall ratings. The new quality indicators will need to be capable of informing funding as well as providing useful benchmarking information for institutions and the public more 1 This report provides consistent definitions of concepts such as ‘main fields’ and ‘fields’. 2 In broad terms, the overall rating should reflect the quality of the research of a defined group of staff within the relevant field, across a given timeframe.

Basic concepts of acceptable and valid measures of research quality
Each year about a million publications are added to the world’s scientific archive. This number, along with numbers concerning sub-sets of science (fields, institutions), is generally sufficiently high to allow quantitative analyses accommodating statistically major findings. Publications offer key elements for ‘measuring’ important aspects of science: authors’ names, institutional addresses, journal title – which indicates not only the field of research but also its ‘status’, references, citations and concepts. Although not perfect, we adopt a publication as a ‘building block’ of science and as a source of data. Thus bibliometric assessment of research performance is based on one central assumption: scientists who have something important to say publish their findings vigorously in the open international journal (serial) literature. The most crucial parameter in assessing research performance is international scientific influence. We consider international influence to be an important, measurable aspect of scientific quality. In this perspective of international influence, standardized, bibliometric procedures can be developed to assess research performance. Certainly, the bibliometric approach is not an ideal instrument that works perfectly in all fields under all circumstances.
It must be noted that the results of peer review and those of bibliometric assessment are not completely separate and independent variables. For instance, peers take bibliometric aspects into account in their judgments (the number of) publications in the better journals. The studies of larger-scale evaluation procedures in which empirical matter is available with data on both peer judgment and bibliometric indicators are, however, rare. Today, broad experience of the application of bibliometric methods in academia including in the India, is characterized by careful data collection (including detailed verification), data handling with efficient algorithms, awareness of the many possible sources of error, and knowledge about interpreting the results of indicators.

**Identifying high-quality research**

Universities, faculties, large institutions or specific fields are the level of departments and research groups. At this lower aggregation level, bibliometric analysis has to be applied on the basis of institutional input data on personnel and composition of research groups. It is therefore important to develop an additional indicator of scientific excellence that takes into account the skewing of the citation distribution that is an ‘excellence indicator’ of the number of publications within the top 15% or 7% of the worldwide citation distribution of the field concerned.

In conclusion, advanced bibliometric indicators allow a high probability of identifying research excellence. Empirical studies suggest that peer review committees are able to identify good or valuable research meeting minimum quality standards, but are only partially successful in spotting excellence or top quality research.

**Limitations and drawbacks**

The bibliometric method will fail to assess adequately those research activities where CI-covered journals play a minor role in the communication of research results. Furthermore, assessment of the socio-economic impact of research requires other approaches than the bibliometric methodology.

In the application of indicators, no matter how advanced, it remains of the utmost importance to know the limitations of the method and to guard against misuse, exaggerated expectations of non-expert users, and undesired manipulations by scientists themselves. Metrics and peer review both have their strengths and limits. The challenge is to combine the two methodologies in such a way that the strengths of one compensates for the limitations of the other. Our goal here is to provide potential solutions or alternatives, correct misunderstandings and highlight important factors that must be taken into account.

**Meaning of citations**

A **citation** is a reference to a published or unpublished source. More precisely, a citation is an abbreviated alphanumeric expression embedded in the body of an intellectual work that denotes an entry in the bibliographic references section of the work for the purpose of acknowledging the relevance of the works of others to the topic of discussion at the spot where the citation appears. Generally the combination of both the in-body citation and the bibliographic entry constitutes what is commonly thought of as a citation.

Citations have several important purposes: to uphold intellectual honesty to attribute prior or unoriginal work and ideas to the correct sources, to allow the reader to determine independently whether the referenced material supports the author's argument in the claimed way. Citation analysis involves counting the number of times an article is cited by other works to measure the impact of a publication or author. The caveat however, there is no single citation analysis tools that collects all publications and their cited references. For a thorough analysis of the impact of an author or a publication, one needs to look in multiple databases to find all possible cited references.

**Data collection** –
Data collection is a crucial part of a bibliometric research performance assessment project, as the quality of the indicator calculations depends entirely on the quality of data collection. We propose allocating each individual researcher to a single ‘dominating’ major field on the basis of their institutional affiliations and/or publication output. Generally, we can distinguish three basic techniques to collect all relevant data for assigning staff and for the subsequent collection of bibliometric data. As these approaches have been developed over long experience of bibliometric evaluation studies, they can be applied efficiently, thereby decreasing the burden for target institutions considerably.

Steps for data collection:

(I) Data on each publication citing all publications in the journals in which publications of the target groups have been published, in the given time period, in order to calculate journal-normalized indicators.

(II) Data on each publication citing the publications of the target groups in the given time period.

(III) Data on each publication citing all publications in the fields to which publications of the target groups belong, as defined according to the covered journal categories, in the given time period, in order to calculate field normalized indicators

**Data analysis**

Trend analysis is an important part of the bibliometric instrument. Even when research is teamwork, a research group consists of individuals, and their roles and importance may vary considerably. A carefully designed bibliometric trend analysis can provide insight into these effects.

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, while being used in different business, science, and social science domains. In today's business, data analysis is playing a role in making decisions more scientific and helping the business achieve effective operation

In a recent paper it was proposed an original, simple new indicator to characterize the cumulative impact of the research work of individual scientists: ‘a scientist has index h if h of his/her N papers have at least h citations each, and the other (N-h) papers have no more than h citations each’. From this definition it follows that h is a measure of the absolute volume of citations, while h2 provides an estimation of the total number of citations received by a researcher. Given the very skewed distribution of citations (C) over publications (P) described by a power law \( P(C) = \alpha C^\gamma \), particularly for the higher-C tail of the distribution

The main problem with the Hirsch index, however, is the dominant role of the absolute number of citations. This has two crucial, policy-relevant consequences. First, the numerical value of the index is strongly dependent on the career length of a scientist, as calculation of the index involves ‘life-time’ citation counts. Thus, use of the h-index has severe negative implications in relation to equal opportunities. Secondly, the index does not take into account the large differences in publications and citation behavior among fields and even sub-fields of science.

**Conclusion**

Concerning with this research paper judgment by knowledgeable colleague-scientists – peer review – is the principal procedure for assessing research performance, not withstanding its shortcomings and disadvantages. But the phenomenon of peer review has many forms and nuances. In most cases, peer review is applied on a relatively small scale, ranging from the review of a submitted paper or research proposal by two or three referees, to the review of the record of candidates for a professorship by, say, five experts in the field, to the assessment of research groups and research programmers within a specific discipline by between five and 10
The above implies two important things. First, peers can be regarded as experts with respect to the quality of the ‘object’ to be evaluated. Secondly, the object to be evaluated has a ‘size’ that is comparable with the usual working environment of the peer, namely a research group or research programmed and thus surveyable for individual peer judgement.

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SOFT SKILL DEVELOPMENT AND ITS IMPORTANCE IN HIGHER EDUCATION IN INDIA

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Abstract
Soft skills are the personal characteristics and qualities that are useful in handling difficult issues in an organization. One can be successful who has social knowledge, communication skills and knows how to handle people. Soft skills are very important for maintaining relationships with others and getting work done successfully. Hard skills are learned in the traditional classrooms and certificates, degrees can be awarded for the same. But soft skills are not taught in the classrooms and they are not easy to learn as they are related to emotions, attitudes, insights. There are 10 most common soft skills. They are: Strong Work Ethics, Positive Attitude, Good Communication Skills, Time Management Abilities, Problem-Solving Skills, Acting as a Team Player, Self-Confidence, Ability to Accept and Learn From Criticism, Flexibility/Adaptability, Working Well Under Pressure. If you want to develop your career, you need to develop your soft skills. Your developed skills take you to the front position in your organization. Skill development means mastering yourself on soft skills. It will add values in you and you will become a valuable person at your workplace. Your attitude to accept and learn new things will help you to survive or else you will be out-dated. Mastering soft skills is a key to success. In the age of Liberation, Privatization and Globalization, soft skill development is the most essential quality in higher education in India. Mastering soft skills with technology will increase ones efficiency and quality of work. Soft skill building is an important for an individual.

Key Words: Soft Skills, Importance, Higher Education, India

Soft Skill Development and Its Importance in Higher Education in India
There are rapid changes in all the fields in twenty first century. In this changing scenario of twenty first century world, there is a requirement of skilled employees. Jobs are available but traditional type of working pattern is no more available. Every person having required educational qualification for the post needs add on skills or knowledge. Some ‘Skills’ are required with formal educational qualification. However, the definition of ‘Skills’ is changed in recent years. In India, every year, 28 million youth population is being added. So, our nation is called as ‘Young Nation’. In India, more than 50 per cent of people are below the age of 25, and below the age of 35 years there are 65 per cent of people. It is expected that up to 2020, the average age of an Indian will be 29 years. On the other hand, in China it will be 37 and 48 in Japan.1 In a recently organized CII event, honorable Pranav Mukherjee said in Kolkata, “We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability.”

This statement is very serious for Indians because about 20 per cent of Indian graduates seek jobs because about 90 per cent of jobs need vocational and technical skills. Unfortunately, many of our graduates do not get suitable jobs because of absence of these skills. In this present era of LPG (Liberalization, Privatization and Globalization), the requirement of skilled employees is not met. So, in the developing countries like India, there is a need to impart skills to prospective employees. So, the experts express the necessity of skill development training for graduates. But this training should give according to the age of the students. This skill development training will create efficient employees in India in 21st century.

On the occasion of 98 anniversary of Rayat Shikshan Sanstha, Hon. Sharadraoji Pawar said, “As a requirement of time, Karmaveer Anna tried to spread the education in 20th century in Maharashtra... However, today there are
instant changes in the world, and we have to change accordingly. The knowledge of skill development is to be made available for new generation to support themselves confidently on their own feet.” This statement of Hon. Pawar validates urgent requirement of skill development for upcoming youths.

There are two types of skills an individual has to acquire. They are – Hard Skills and Soft Skills. Hard skills are job specific, means if one needs to know the required skills for particular job, one need to know the knowledge to perform the specific job. These required hard skills can be learned and mastered by education and work experience. These skills can be examined because they are quantifiable.

Soft skills are interpersonal skills. They are not easy to define like hard skills or cannot be examined. There are ten different types of soft skills. Soft skills are personal characteristics, personal qualities and personality traits. So, soft skills include emotions, insights, attitudes, aptitude, ethics, etc. of a person. Almost all the employers require soft skills for the successful business. Almost all the jobs need employees that establish relations with others. Hence, having an ability to interact, and react with others in a favourable manners is very important to promote, develop and success of a job. The soft skills of an individual are not only beneficial for only employers but these skills are useful regardless of the jobs. The soft skills enable person to adjust himself in any situation and adapt himself according to inevitable changes because of LPG. ‘Customer is God’, and in customer based jobs soft skills are important to attract and entertain customer. Employees need to contact customer, persuade them, listen their feedback, resolve their complaints, satisfy them. Hence, if the employees in the company have soft skills it will be easy to manage all these things, the company will survive in the competitive world of LPG. There are ten soft skills chosen to be implemented in higher education. They are: 1. Strong Moral and Professional Ethics, 2. Positive Attitude, 3. Good Communication Skills, 4. Time Management Abilities, 5. Critical Thinking and Problem Solving Skills, 6. Acting as a Team Player, 7. Life-Long learning and Management of Information, 8.Entrepreneurship Skill, 9. Leadership Skills, 10. Work Well Under Pressure

All above ten soft skills have some sub-skills and these sub-skills can be further divided into two groups. The first group of sub-skill is called ‘must have’ skills and second group of sub-skills is called ‘good to have’ skills. As title ‘must have’ skills should be present in every individual moreover, it is expected that ‘good to have’ skills be encouraged. The first group of must have skills must be learned and mastered by every individual in the higher education. The second group of - ‘good to have’- skills can be considered as additional skills in the higher education.

No doubt, education is the most essential qualification for achieving jobs. However, traditional school and college education is not sufficient for successful survival in this era of LPG. Contemporary market strategy, economic policy, business development, etc. need education, training and awareness suitable for these things. So, higher education with required soft skills will help to produce ‘quality human capital.’ No doubt, it will help to enhance their knowledge, understanding, awareness, perception, consideration etc. Considering the importance of soft skills, psychologist Daniel Coleman said, “Soft skills are a combination of competencies that contribute to a person’s ability to manage his or herself and relate to other people-matters twice as much as IQ or technical skills in job success.”

(1) Strong Moral and Professional Ethics:
It is necessary to have professional ethics and morals standards in any profession. One should have an ability to practice professional ethics and morals. This practice is a key of success of any profession. This skill also comprises of the power of analyzing moral problems and to take decisions of problem solving. Higher education also inculcates a sense of social responsibility in learning as this is also part of soft skill.

(2) Positive Attitude:
“Having a positive attitude helps employees to take better decisions, in an objective manner. It triggers a healthy thought process, enabling employees to choose wisely and logically. Positive people are also empowered. They are capable of saying no, or standing up for their rights.”

(3) Good Communication Skills:
The effective communication skills are essential in local, national, and international (English) languages for various purposes with various types of people. There are three ‘must have’ sub-skills and five ‘good to have’ sub-skills under communication skills. Communication skills like Listening, Speaking, Reading and Writing are inseparable part of primary and higher education. After leaving the school and college, these skills enable the learner to participate in social activities, public events, and accordingly a person can employ his/her skills. S/he can develop decision making ability. His/her lack of communication skills lead to lack of confidence and lock of self-respect also. It enhances and develops ability of speaking and writing. Lack of communication skills in graduates will check expected development or progress of the country. Considering all these things, it is very important to introduce communication skills in primary and especially higher education.

(4) Time Management Abilities:
Time management is identified as a ‘soft skill’. It is not standalone skill. We manage our time unconsciously. We know how to use/manage our time and how we use/manage our time. Our time should be managed effectively for achieving our goal in time. The most effective time management skill is the skill to use time in a way that achieves predetermined goal. While taking decisions, focus should be on time saving mechanism so that goal will come close within a set time.

(5) Critical Thinking and Problem Solving Skills:
Power of analysis, innovation and creativity are the outputs of an individual’s critical thinking. To grasp and interpret different problems and to apply the knowledge for solving them are also the result of Critical Thinking and Problem Solving Skills. Our higher education should provide learners practical skills which will support them to sustain learning after their education. The very purpose of higher education should be to develop the skills of Critical Thinking, the skills of organizing and interpreting data, the skills of understanding problems, and ability to solving them.

(6) Acting as a Skilled of Team Player:
It is very important to work with different people having different educational, religious, social background for achieving a common goal. In higher education the activities should be implemented in which students need to work in group for common goal. They should learn to respect decisions, opinions and attitudes of other members in the group. They should learn to decide, to plan, to lead, to co-operate for common goal. They should learn to take responsibility and execute the plan. The skill of working in team and give a positive result to group is important for building the nation.

(7) Life-Long learning and Management of Information:
Every individual should learn how to study independently. Independent study of acquiring skills and knowledge will make one a leader. This skill will help him/her to acquire and use necessary information from different sources. In spite of this, learners need to have curiosity for information and thirst for knowledge. Learning is a lifelong process and seeking new information necessary in jobs. Curiosity for information and thirst for knowledge are important characteristics that a person should have. This will enable one to be technology friendly. The ability of seeking information and using it properly will make an individual up-to-date. He will be able to differentiate one between good and bad. Then he will undertake best practices and make proper decisions.
(8) Entrepreneurship Skill:
This skill helps an individual to open doors of business opportunity and s/he becomes aware of risks in new business. S/he can introduce innovative activities regarding expanding business and promoting sales. Innovative strategies can create new jobs and bring the business at forefront. Even one can be self-employed by designing and planning business properly. In this way, this skill will contribute not only for an individual but society also. For developing entrepreneurship skill, the higher education should train learners properly for the good social purpose.

(9) Leadership Skill:
This skill develops the ability in different activities. Some group activities in higher education can train an individual to plan and implement ideas in a group. To take proper decisions is also important. This skill helps to share ideas, problems, and solution of the same. The skill of discussion and to make proper decision is necessary. ‘If you fail to plan, your plan is bound to fail.’

(10) Work Well Under Pressure:
Working efficiently under pressure is not in the control of a person. For working well under pressure, it is necessary to create prioritization strategy, focus on present forgetting about future, to decide what is right and wrong action, etc. Effective planning and time management can reduce the pressure of the situation.

Implementation of Soft Skills in Higher Education:
Proper planning and implementation of the soft skills in higher education is important. For this, an all-inclusive approach is created by the combination of various programs and educational activities. In higher education, already, various activities are carried out simultaneously with formal curricular program. They include co-curricular, extracurricular, extra-mural activities. The students in higher education can be trained for inculcating above mentioned soft skills by the proper and skillful combination all educational activities. The enhancement of soft skill among the students in higher education from the regular teaching learning activates.

Importance of Support Programmes in Developing Soft Skills:
Support programme includes activities which are designed and developed to master soft skills directly or indirectly. These activities may be divided into two groups: (a) academic support programme and (b) non-academic support programme. The programme which helps students to learn soft skills which are related with academic matters is called Academic support programme. The non-academic support programme helps students to learn the soft skills which are not related to academic activities. This programme is largely related to personality and professional development of the students. The nature of the activities in this programme is in the form of co-curricular and extra-curricular.

Conclusion:
One of the five Core values of NAAC is ‘Fostering Global Competencies among Students.’ In this era of LPG, it is necessary to foster global competencies among students. To face the challenges of this period, to master the soft skills is most essential. The quality manpower is required to build a nation like India. The quality will come by quality education. A well planned and designed higher education system will prepare skillful quality manpower. For achieving this aim, higher education plays a vital role. Higher education will prepare knowledge and skillful quality man power. One more Core Value of NAAC is ‘Promoting the Use of Technology.’ The use of technology in higher education will help to develop soft skills. The use of technology and ICT in teaching and learning process in higher education will help to acquire knowledge and soft skills for students in higher education. We want our country as ‘developed country’ and not ‘developing country’ any more. Soft skill development in higher education will do it in India.
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SIGNIFICANCE OF LIFE SKILLS IN PHYSICAL EDUCATION & SPORTS

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Physical Education:
Physical education helps students develop physical skills and confidence. For example, elementary and middle school curriculum includes activities that help kids obtain and improve skills, such as running, catching, throwing, and striking, applicable to sports such as baseball, volleyball, or karate. Balancing skills could be applied to dance or gymnastics. High school curriculum should focus on lifetime sports skills like tennis or aerobic dance, with a secondary emphasis on team sports. Physical education develops fitness and fosters the desire for lifelong participation in physical activity. High school curriculum prepares students to become highly proficient in one or more sport and/or fitness activity of their choice. Physical education classes teach the health benefits of regular exercise and healthy food choices along with the risks of inactivity and poor diet. Students of all ages might be asked to dedicate themselves to making a few small improvements in diet and exercise for a period of six weeks. They would be expected to journal about how they feel during the process and reflect on how these changes affect performance and mood. Physical education also helps students develop social skills. For example, team sports help them learn to respect others, contribute to a team goal, and socialize as a productive member of a team.

Life Skills:
Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". They represent the psycho-social skills that determine valued behaviour 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.

Relationship between Life Skills, Sports skills and Physical Education:
Self-awareness is having a clear and realistic perception of who you are. Self-awareness is not about uncovering a deep dark secret about yourself, but understanding that you are, why you do what you do, how you do it, and the impact this has on others. Interpersonal Relationship is a connection or association between two or more people. It may be for a short span or lifelong depending upon the relationship. One cannot live in isolation and everyone needs someone to "Share and Care." Good interpersonal relationships help us lead healthy and joyous life and for this we need to be continuously aware of the effects of our thoughts, words, behaviour and actions on our relationships. Relationships are a lot like plants, the more we care for the healthier they become. Communication means the transference of meaning between individuals and the means of reaching, understanding and influencing others. Good communication is necessary for all organizations as management functions in organizations are carried out through communication. Effective management is a function of effective communication. Skill to communicate depends on the capacity of an individual to convey ideas and feelings to another to evolve a desired response. The effectiveness of communication depends upon the extent to which the sender has succeeded in making the receiver understand his idea. Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking has been the
subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age. Critical thinking is thinking about things in certain ways so as to arrive at the best possible solution in the circumstances that the thinker is aware of. In more everyday language, it is a way of thinking about whatever is presently occupying your mind so that you come to the best possible conclusion. Creative thinking means thinking about new things or thinking in new ways. It is “thinking outside the box.” Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious. Creative people can devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh and sometimes unorthodox perspective to their work and can help departments and organizations to move in more productive directions. Some people are naturally more creative than others, but creative thinking can be strengthened with practice. You can practice creative thinking by solving riddles, by becoming aware of and letting go of your assumptions, and through play anything unstructured and relaxing. Even daydreaming can help.

In general, ‘sympathy’ is when you share the feelings of another; ‘empathy’ is when you understand the feelings of another but do not necessarily share them. Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence, the link between self and others; because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Empathy goes far beyond sympathy, which might be considered ‘feeling for’ someone. Empathy, instead, is ‘feeling with’ that person, through the use of imagination. Social stress is stress that stems from one’s relationships with others and from the social environment in general. Based on the appraisal theory of emotion, stress arises when a person evaluates a situation as personally relevant and perceives that s/he does not have the resources to cope or handle the specific situation. Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on. Emotions are a big part of life for us all. In any day we can experience many different emotions that come with their highs and lows. Some of these are easy to deal with, while others are more intense and difficult to manage. The most important thing to understand about emotions is that they all have a purpose – they are designed to give us information, what we call emotion messages. These messages are supposed to bring our attention to important things that are happening in our lives; whether it is a big event (e.g. the birth of a child), or something smaller and more day-to-day (e.g. getting a parking ticket). For example, intense feelings of love tell us we need to care for our child. Anger about a parking ticket tells us to avoid that situation in the future. Imagine what would happen without these messages! It’s common for people to think of emotions as “good” or “bad”, or “positive” and “negative”, but that just isn’t the case. All emotions have a helpful role to play, though they can be pleasant or unpleasant. The decision-making process is not a purely objective, mathematical formula. The human mind does not work that way, especially under stress. Instead, the mind is both rational and intuitive, and since the decision-making process is a thought process, it is also both rational and intuitive. Your intuition is that aspect of your mind that tells you what “feels” right or wrong. Your intuition flows from your instincts and experience. Problems are at the centre of what many people do at work every day. Whether you’re solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve, the problems you face can be large or small, simple or complex, and easy or difficult. There are four basic steps in solving a problem: 1. defining the problem. 2. Generating alternatives. 3. Evaluating and selecting alternatives. 4. Implementing solutions.
Physical activity has many benefits on the mind and body. Physical activity is known for increasing heart rate and the blood flow throughout the body, which gives the brain more blood to create energy and work more efficiently. When the brain works more efficiently, executive function is increased. Executive function is comprised of three core skills: working memory (most basic and fundamental concepts required for learning), inhibitory control (supports self-directed classroom behaviors), and cognitive flexibility (thinking skills). Executive function has been linked with learning and academic achievement. Taking this all into account, it appears that there may be a connection between physical activity and academic performance. Unfortunately, due to budget cuts and a focus on “core academic subjects”, physical education has been removed from schools. School administration puts more emphasis on classroom preparation for standardized tests, than promoting physical activity.

The more physical activity a student participates in, the more likely the student will be able to concentrate and remember material in class. Therefore, the importance of physical activity is becoming more common and recognized as a positive tool to increase academic performance. Teachers can incorporate physical activity into the classroom by taking the students outside or have students perform some type of physical activity in between lesson activities. This will help aid students to be more physically active, which in relation may increase a student’s academic performance. Thus, the purpose of this paper is to discover if physical activity can increase a student’s academic performance. The hope is that if physical activity can increase academic performance, then physical activity should be integrated more into and after school. Therefore, physical activity should be treated and promoted as an important component to daily education.

When determining the connection between physical activity and academic performances, factors such as, effects on executive functioning, effects on academic core subjects and weekly hours need to be taken into consideration. Studies have shown that physical activity has a positive effect on academic performance for students in academic core subjects and executive function. Additionally, conclusions have led to the idea that higher number of weekly hours of physical activity for students can achieve higher levels of academic achievement in core academic subjects.

Importance of physical activities and physical education Physical education (PE) has an important role in the educational processes, enhancing physical fitness and wellbeing, and developing the physical competence and confidence while children learning a variety of motor skills. In school’s curriculum, the PE program essentially contributes to the entire school program, combining and relating knowledge from other teaching areas to the physical activities and understanding of motor skills. PE is also a unique contributor to the shared curricular goals of enhanced self-esteem, self-direction, positive social development and cooperative behavior. Furthermore, children who are physically active and fit have higher grade point average than those less fit, since physical activities also improve the mental, emotional, and physical status. (Hennessy 1996, 4) The importance of conducting research about the PE in developing countries is acknowledged. It is necessary to bear in mind, that whatever the regulations and legal requirements about school PE in particular regions and countries around the world are, the preconditions for delivering PE in primary and secondary schools can and do differ markedly within and between developed, developing and third-world countries. (Green 2008, 46)

Conclusion

The theoretical knowledge of Physical Education is helpful to understand the life skills concepts and sport activities. There is intimate relationship between Physical Education, sports activities and ten core life skills. A relevant and proper implementation of life skill education is a need of an hour, for today’s society. Imparting life skills education with physical education background definitely helps to the sports person as well as sports
coach. Such inter-disciplinary knowledge helps in motivating, providing practical, cognitive, emotional, and social and self-management skills for life adjustments.

Reference

“DIGITAL EDUCATION DESIGNER- A TEACHER”

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Abstract:
Scenario of digitization in various sectors of the world sustainably increases expectations of emerging Society of 21st century. Worldwide 6.92 Billion people of 196 countries among them 2.8 Billion people below age 25 years are looking at reforming education. In 21st century rapidly growth in various sectors of the world changes lifestyle, mind setups, way of thinking and limits of expectations as well as innovation in strategies. Old educational strategies and model of analogue information is being fundamentally questioned. Today’s world is rapidly reforms slow and time-consuming analogue educational model into digital model and reshaped into “Digital world”. Educational system world over is going through rapid transformation. Modern society not only demands quality education but demands holistic and smart knowledge to the society including inaccessible people of developing countries. Repercussion occurs due to lack of educational facilities in system. Emerging Indian society is a home to 1/5th of the world youth and is the midst of a massive education reforming process. Digitization of education can help to overcome this disruption and able to provide a wide platform for the massive youth generation workforce and touch a billion lives.

Key words: - Digitization, Digital, Reformation, Analogue.

- Digitization: Process of converting information into a digital format. In digitalization process information is organized into discrete units of data (Bits) that can be separately addressed usually in multiple bit groups (Bytes).
- Digital: Circuit or device that represents magnitudes in digits, relating to or performed with the figures and displaying numbers rather than scale positions.
- Reformation: The action or process of reforming an institution or practice.
- Analogue: A person or thing seen as comparable to one another.

Introduction:
Teacher’s appearance is insuperable in any educational system. Teachers work is intimately connected with society and nation’s ethos, character and culture. Teacher is called as backbone of the educational system, maker of humanity and the architect of the society. Teacher is called as backbone of the educational system, maker of humanity and the architect of the society. Teacher’s role became more significant and challenging in this rapidly reforming world of 21st. century. Rapid strides in information technology and digitalization of different sectors creates complexities in our social system. Teacher’s role was more and more challenging in developing countries rather than developed countries. Unavailability of professionally trained teachers, essential educational infrastructure, essential equipments and facilities and support of a reforming society creates series of challenges. India is a developing country; recently on 1 July 2015, Indian prime minister launched campaign “Digital India”. It is an initiative to increase internet connectivity and deliver government services electronically. Main objective of this campaign is to connect rural areas with high-speed internet networks and improving digital literacy. This online connectivity is very useful in educational system. e.g. To deliver reference study material, solved question papers, teacher profiles, academic calendars, examinations, time tables, departmental notifications, results, videos and photo galleries, admissions, information, teachers and students milestones,e.c. India is home to 1/5th of the world youth and is the midst of a massive education reforming process. This task is very challenging in the situation of moderate utilities and lack of modern amenities in the unsatisfied situation surrounded by discontinuous power supply in rural areas. Anyhow, digitization is shaped into Indian educational system and teacher’s role is slowly reformed as a digital education designer.
Digitization in educational system: - Digitization is a Process of converting analogical information into a digital format. In digitalization process information is organized into discrete units of data (Bits) that can be separately addressed usually in multiple bit groups(Bytes). Computers and high speed internet is essential for digitization. Numerical language called as computer language consist of 0 and 1 digits.

Earlier in Bangalore city is inspired by digital India campaign, and initiate to start a program in a government high schools of Mysore district is putting all its study material, solved question papers, teacher profiles, academic calendars, examinations, time tables, departmental notifications, results, videos and photo galleries, admissions, information, online. The website, with the address http://ghsbandahallikrn.org will be formerly launched on March 2018.

Benefit of Digitization Process

- Rethinking about Task/work and understanding digitalmaturity.
- Doing the Task/work by oceanic approach.
- The digitization of learning is indispensable.
- Digitization to cope with global competition.
- In consideration of the digitization teacher, become lecture free.

1. Special knowledge of Profession:-

A) For better acquiesces of professional requirements academic knowledge is very essential. This special knowledge improves the quality of profession. Continuously learning is essential character of a professional.

B) To dominate and control the situations special knowledge of professional is very essential which causes important personality in profession. Other works done according to directions.

C) Professional controls other works as per own requirements. All decisions are self oriented decisions. He is totally responsible for work.

D) He judges social requirements and committed for work according to judgments instead what are the requirements of the society.

E) Only socially committed work motivates him for self spontaneous work.

F) As a member of the society he loves the society as per importance and shortcomings of the society. He directs society. He gave leadership to the society.

G) He has confidence in his work. He committed in the work. He always affectionate for his work.

H) He follows rules and regulations of professional organization.

I) He proud to do his work. To tell about his profession he always felt good.

Challenges For Teachers In The Indian Education System

Update knowledge according to global situations.
Update knowledge continuously to acquire qualities in education.
Maintain qualities in teaching practices.
Access social issues and social needs.
Maintain qualities in situations like large classes and lack of facilities for students.
As a professional teacher acquires more and more characters like special knowledge of profession. Graduation or post graduation of concern disciplines like B.A., B.Com, B.Sc., M.A., M.Com. M.Sc. Etc. He also must require professional degrees like B.Ed., M.Ed., M.Phil, Ph.D. Etc.  This special knowledge enable them a good professional.
Experience of teacher play vital role in quality education. Experience develops him as a social reconstruction. The rate of expectations of global society is very fast which creates needs. To fulfill these needs various subjects appears in curriculums of various disciplines. E.G. Hon. supreme court of India suggest environmental education from bottom to top in educational system to alert every person to face unseen challenges of global warming in future to survive life circle. In 2005 environmental education appears as a regular subject in secondary level to graduation.

Computer, internet, T.V. mostly affects social minds. Recently it appears as a subject in secondary educational curriculum for 10\textsuperscript{th} std.

There was no special arrangement to teach these subjects cause another problem. The institutional motto is the show must going on creates series of problems. To overcome these problems teacher should develop himself to acquire knowledge of new subject and trends to teach them.

A) Teachers Qualifications
- Educational (Special Knowledge)
- Professional (Diploma, Degree, Certification, Credentials)
- Trainings / Workshops
- Experience
- Various Courses Which Enables Teacher to Accept New Challenges

B) Teachers Characteristics
- Special Knowledge of Profession
- Attitudes
- Attributes
- Beliefs
- Self Efficiency
- Leadership

Role of Teacher in Global Situation
Global situation creates continuous series of problems very rapidly which creates needs of student continuously. Teacher should introduced new subjects and their importance in global situation effectively.

Teacher should motivate to students and create aptitude about new subjects. Teacher should be eager to transfer latest information’s and knowledge about new subjects which is not easily available to students. Teacher should inform students about current references concerned to subject teacher should introduce current information’s of the concerned subject time by time. Every student has unique character, self identity as well self intelligence. Teacher should try to nourish these abilities very carefully. Teacher should prepare students for analysis of information, make an abstract and generalize it.

Role of Teacher in Learning Process:-
A) Students Learning
Teacher should develop himself for better performance to achieve excellence phase which is complex hierarchical path.
- Formative Phase
- Acquisitive Phase
- Competency Phase
- Excellence Phase
1) Formative Phase:-
In this phase teacher should be trained graduate of concerned discipline having aptitude of profession. His chronological, adoptable, knowledgeable character is useful for professional growth. Teacher should always attend towards development of communication skills. Teacher should be better familiar about objectives of each unit. Teacher should have mastery on analysis of content and creation of teaching learning experiences according to the situation. Teacher should be a regular member of a library and eager for better strategies of teaching by continues reading of educational magazines. Teacher should operate and invent latest educational material. Teacher should continuously think about teaching techniques and technological view of teaching strategies. Teacher should always available for students in their difficulties. Teacher should encourage students regularly to acquire better confidence.

2) Acquisitive Phase:-
Teacher acquires information and skills from different resources which are useful for professional growth. Reading, discussions, listening, communications, participation and presentation in symposiums, workshops, conferences, and research work, and special knowledge of profession, graduation or post graduation of concern disciplines enables mastery on teaching. Teacher should have adequate teaching experiences. Teacher should have command on various teaching methods and techniques. Teacher should have experiences to develop short research courses. Teacher should prepare himself for guidance and counseling’s to solve problems of students. Teacher should use innovative techniques of evaluation continuously. Teacher should participate in lectures, workshops, symposiums, conferences for professional growth. Teacher should try for PhD. work for excellence. Teacher daily work should be scientifically based work. Teacher should give priority to creativity in his work. Teacher should be self motivated as per moral values. Teacher should participate in curriculum development process.

3) Competency Phase:-
This stage is a self development stage. in these stage teachers competencies acquire higher qualities. These qualities are further useful for development of professional abilities like participation and presentation in research work. These competencies are further divided into various fields.

A) Organization Field:-
1) Planning
2) Preparation
3) Utilization of Properly Limits of Time
4) Correlates with Objective

B) Presentation Field:-
In Presentation Three Competencies Are Mainly Used.
1) Clarity
2) Knowledge of Content
3) Presentation Skills

C) Correlation Ship:-
Teacher Should Create Four Types Of Correlations.
1) Enthusiasm for Subject
2) Empathy with Students
3) Participation of Students
4) Sense of Humor

D) Assessment:-
To Acquire Competencies Of This Field Teacher Should Give Priority To Following Things.
1) Attainment of Objectives
2) Encourage For Learning
3) Self Reflection
4) Eager about Feedbacks
5) Peer Evaluation

4) Excellence Phase:-
This is a top most peak of professional growth to attain this phase teacher should acquire three phases hierarchically. Aptitude of professional leadership nourishes and develops in this stage. Maslow denoted this stage as stage of self actualization. The person acquiring this stage always adopts developmental attitude, he joyfully do his work. He always establishes joyfulness in his work. He always followed creativity in his program. He always keep patience about problems creates by innovations and overcome them. The parameters for Excellency are as follows.
Highly Competent
Reflective Practitioner
Innovator Teacher
Designer of Curriculum
Course Organizer
Pedagogic Researcher
Provider of Educational Leadership
Participant As A National and International Teacher
Chair Person of Workshops
Provide Guidance and Counseling`s In National and International Level.

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UGCS INITIATIVES IN SKILL DEVELOPMENT THROUGH HIGHER EDUCATION

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Introduction:
India celebrates National Youth Day on 12 January on Swami Vivekananda’s birth anniversary, also called Swami Vivekananda Jayanti since 1985. This day is celebrated to inspire and encourage the youth to embark on a successful journey. India is a developing country and around 50% of its population is under the age of 25. According to the UN report, India has the largest youth population in the world. So skill development becomes very important. It is a process in which youth of India is enabled and mobilized in a large number to take up outcome based skill training and become employable and earn their livelihood. As they are the future of the country it is very important that they have a job or they are doing something productive. It will also eradicate unemployment.

Significance of the study:
Every country develops its own system of education to express and promote its unique sociocultural-economic identity besides meeting the challenges of time to leverage the existing potential opportunities. India, at present, is recognized as one of the youngest nations in the world with over 50% of the population under the age of 30 years. It is estimated that by about 2015, India will have 20% of the world’s total workforce. In order to harness the full demographic dividend, India needs an educational system which is of high quality, affordable, flexible and relevant to the individuals, economy and to the society as a whole. The pressing need, therefore, is to empower and enable India’s young population to sustain a livelihood throughout their lives requires that educational institutes and government look beyond traditional pathways of education, employability and employment. Strengthening of skill development and its linkages with entrepreneurship, entrepreneurship that advances beyond cities and towns towards rural areas, and provision of transitions from vocational to higher education are all avenues that hold immense promise. 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 shortages.

Higher Education Institutions in India:
India’s higher education system is the world’s 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 institutions of higher learning in India fall into the following broad categories:

a) Universities: These are established by an Act of Parliament or State Legislature and are of unitary or affiliating type. They are called Central Universities and State Universities respectively.

b) Deemed to be Universities: These institutions are given deemed to be university status by the Central Government on the recommendation of the UGC in terms of Section 3 of the UGC Act. Some of these institutions offer advanced level courses in a particular field or specialization while others award general degrees.

c) Private Universities: These are established by various State governments through their own legislation.

d) Institutes of National Importance: These Institutes are declared as such by the Government of India by an Act of Parliament and are empowered to award degrees. In some cases, such Institutes are also set up by the Government through an Act of State Legislation.
e) **Premier Institutes of Management**: These are the Institutes that have been set up by the Central Government and are outside the formal university system. They offer Post-Graduate Diploma Programmes which are equivalent to Master’s Degree Programmes in area of management.

**Regulatory Issues in Higher Education:**

Indian higher education is regulated by a multiplicity of regulatory agencies, with overlapping mandates. These bodies are the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and the various professional councils. Citing overregulation and under governance, various committees have highlighted the need for an overarching regulatory body by subsuming the multiple existing regulatory bodies. Such a body would be responsible for monitoring standards and licensing accreditation bodies. Recently, the TSR Subramanian Committee report (2016) on the New Education Policy also recommended bringing in the National Higher Education Promotion and Management Act which would replace the existing separate laws governing individual regulators in higher education. In the Union Budget of 2017-18, the Finance Minister mentioned that reforms would be undertaken concerning the functioning of UGC.

**Quality Control Mechanism:**

There are two accrediting institutions in higher education– namely National Board of Accreditation (NBA) established by AICTE, and the National Assessment and Accreditation Council (NAAC) established by UGC. Currently, in terms of the quality of universities, out of 759 universities, only three universities have been given an ‘A+’, the highest grade and 74 universities have been given an ‘A’ grade by the NAAC. Accreditation is used to determine eligibility for grants of different kinds. However, there is a need to reorient the purpose of accreditation, as one involving assessment of quality of the institution. A National Accreditation Board could be set up subsuming the NAAC and the NBA. This Board will provide oversight, define methodology, undertake research on accreditation and set the standards to be followed. Distance Education Council (DEC) also performs similar function. In addition to National accreditation local quality inspection to colleges is also done by the affiliating University.

**Institutional Mechanisms for Skill Development through Higher Education**

The skilling of youth at higher education level has three tier approaches being implemented in the country; the first one is to incorporate skill component in the regular higher education courses, second is to offer full-time skill based Degree / Diploma courses with major skill credits, and third is to offer short-term skill based courses, orientation and finishing schools. Following are institutional mechanisms implemented for the successful incorporation of skill development based vocational education and training in university and collegiate education system:

1. Multiple entry and exit options.
2. Skill basket for choice based credits in general education
3. Credit banking system.
4. De-linked course duration.
5. Outcome based assessment.
6. Input and output based credit criteria for general education and skills respectively.
7. Institutional collaboration for credit transfer.
8. NOSs based delivery of skills for national recognition.

**Specific Initiatives for Skill Development Undertaken by UGC:**
It has been a long felt necessity to align higher education with the emerging needs of the economy so as to ensure that the graduates of higher education system have adequate knowledge and skills for employment and entrepreneurship. The higher education system has to incorporate the requirements of various industries in its curriculum, in an innovative and flexible manner while developing a holistic and well groomed graduate. The University Grants Commission (UGC) has launched the scheme on skills development based higher education as part of college/university education, leading to Certificate, Diploma, Advanced Diploma, Degree and further advanced studies and research level. The following are the Major initiatives of UGC in the field of skill development in higher education in the country.

1. Scheme of Community Colleges:
The Community College Scheme is to offer low cost high quality education locally, that encompasses both traditional skill development as well as traditional coursework, thereby providing opportunities to the learners to move directly to employment sector or to move to Higher Education sector. It offers a flexible and open education system which also caters to community based life-long learning needs. It has a synergistic relationship between Community, Community Colleges (CC) and the Job market. The CCs offers knowledge-skill mixed programmes of different durations depending on the need of local industry leading to a certification at various levels of NSQF starting from Certificate to Advanced Diploma Level.
   1. Eligibility for admission: 10+2 or equivalent
   2. Scholarship: 1000/- p.m. per student

Presently, there are 248 institutions spread over 28 States / UTs catering the need of 83 trades of different industrial sectors in the country.

2. B.Voc. Degree Programme:
The University Grants Commission (UGC) has launched scheme on skills development based higher education as part of university / collegiate education, leading to Bachelor of Vocation (B.Voc.) Degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. The B.Voc. programme is focused on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their National Occupational Standards along with broad based general education. This would enable the graduates completing B.Voc. to make a meaningful participation in accelerating India’s economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge. UGC has launched a scheme on skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B.Voc.) degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. Eligibility: 10+2 or equivalent
There are 187 institutions spread over 27 States / UTs catering the need of 85 trades of different industrial sectors in the country.

3. Knowledge Upgradation Centers for Skilled Human Action and Learning:
The University Grants Commission, in its meeting held on 22nd September, 2014 approved the guidelines for establishment of Knowledge Upgradation Centres for Skilled Human Action and Learning (KUSHAL) in universities and colleges during 12th Five Year Plan. These centers will offer programmes from Certificate to Research level (NSQF Levels 4 – 10). 100 such Centres are proposed to be established during 12th Plan in universities/colleges recognised under section 2(f) and 12 (B) and receiving General Development Assistance from UGC. These Centres will also coordinate between the Higher Education System and Industry to work as Centres of Excellence for Skill Development in specialized areas. They will also network with other
KUSHALs and Universities and colleges imparting Vocational Education under the scheme of Community Colleges and B.Voc. degree programme.

There are 65 institutions spread over 23 States / UTs offering courses from level 4-10 in 65 trades

4. Credit Framework for Skill Development Based Vocational Courses:

UGC guidelines for Community Colleges / B.Voc Degree programmes and of KUSHALs provide for credit-based modular programmes, wherein banking of credits is permitted to enable multiple exit and entry. Specific credit based assessment and award system has been incorporated giving sixty percent weightage to the skill component and forty percent weightage to general education component. A comprehensive credit framework for skill development based vocational courses has been formulated in consultation with NSDC and is being incorporated in the revised guidelines to be placed before the Commission for approval in the next meeting.

5. MoU with NSDC:

UGC has signed a MoU with National Skill Development Corporation (NSDC) for skill development based vocational courses under the ambit of UGC. Under this MOU, the NSDC will ensure timely completion of post training assessment & certification of skill component through NSDC approved Sector Skill Councils, extend expertise and experience in the field of skill training, assessment and industrial requirements. NSDC will also provide valuable help in facilitating employment of learners and On-the-Job-Training (OJT) to the learners trained by Community Colleges under the ambit of UGC. NSDC will provide access to Community Colleges and to UGC to SDMS (Skill Development Management System) to manage the electronic coordination among all the stakeholders – SSC, Institutions, UGC and NSDC.

6. Development of ‘Model Curriculum’ of the Various Trades for Courses Approved under NSQF by UGC:

The UGC-NSDC Coordination Committee constituted under the above MoU is in process of developing the curriculum of skill component of the courses approved by UGC based on identified job roles in alignment to Qualification Packs and National Occupational Standards developed by Sector Skill Councils. The model curriculum of general education subjects will also be developed by the UGC and made available on UGC website to provide guidance for curriculum development to the institutions offering courses under the scheme of Community Colleges / B.Voc Degree programmes.

Advantages of skill Development

There are many reasons for a country like India to invest in the skill development of the youth.

- It will eradicate unemployment and poverty.
- Increasing capacity & capability of existing system to ensure equitable access to all.
- It will promote lifelong learning, maintaining quality and relevance, according to changing requirement particularly of emerging knowledge economy.
- It will channelize the vast potential of indigenous man power.
- It will transform India into a diversified and internationally-competitive economy.

Conclusion:

Higher education and skill development plays a crucial role in enhancing the human capital, of the country, pushing the economic growth and sustainable development. Skill development enhances the earnings of individuals and plays a significant role in reduction of poverty. With increase in demand for skilled workforce, higher education requires focused attention. Suitable policy impetus can foster growth of the education sector, equip people with the right skills and stimulate economy, putting India on the track development. Rural youth
must constitute a vital part of the outreach since the majority of our population still resides in rural areas. The New Education Policy is on its way and it may have proper directions for the integrating the skills in higher education and academic equivalence to the skill based courses. The UGC being apex regulatory body has taken many initiatives for making higher education skill based for employability enhancement and harnessing demographic dividend of the country.

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IMPORTANCE OF ONLINE EVALUATION SYSTEM FOR PAPER CHECKING

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Abstract

Online Examination Evaluation System for Paper Checking is a modern evaluation system which is very beneficial to the faculties as well as to the Universities. It helps to improve current/traditional paper checking system. It is necessary to the faculties to have basic knowledge of this system. Traditional paper checking process is time consuming and involves many logistical and time consuming activities. As compared to the traditional system online/onscreen evaluation system is more economical in all angels. This system helps in various areas i.e. Administration, Logistics & Transportation, Record keeping, Physical handling, ONScreen Evaluation, Fast result procedure can possible and so on various activities can be possible through this system. Now a days the importance of online evaluation system for checking is more need to be adoption by the Universities. Keeping in view the need and importance of this system researcher has tried to put insight on this issue.

Key words: Online evaluation, knowledge, modern system

Introduction

Online Examination Paper Checking Evaluation System is an innovative skill development based evaluation system for paper checking. The way of paper checking is traditional it more time consuming. Physically answer sheet to be stored at central location in secure environment. Examination paper checker need to visit this centralized location in order to evaluate answer sheets of the individual students. Location is one of the important constraint in such situation.

If there are thousands of answer sheet to be evaluated then you may need hundreds of evaluators who should visit this central location and evaluate answer sheets in secure manner.

Moderators are also expected to visit location to moderate/recheck answer sheets. Time consumed for this activity along with cost is higher.

Traditional paper checking process is time consuming and involves many logistical activities.

1. Administration
2. Logistic, Transport
3. Storage
4. Physical Handling

Availability of Answer Sheet Copy:

As per the guidelines given by the UGC and University authorities, now a days students can request to have photocopy of their checked papers. In traditional method it becomes tedious and time consuming job of manually getting out answer sheet and photocopying it in order to issue it to the concerned students. But in this system student can apply through college authorities and pay required fees with required information. So student can get very soon soft copy of their answer sheet on their e-mail ID.

Issue of Identity Disclosure:

It is essential to hide identity of student details to avoid malpractices. It is required to handle manually each answer sheet should be arranged so as to hide identity of the student. In this modern system required only high speed scanner and scanned copies are given bar code. Here paper checker doesn’t know the identity of the student or College/Institute. All papers are mix-up through software and allotted to the concerned paper checker.
Traditional Paper Evaluation Process

1. Central location to collect all Answer Sheets
2. Call to Paper Checkers/Moderators at central Location
3. Security for Physical Environment
4. Physical Storage
5. Logistic Activities in more manners

Evaluation through Onscreen

1. Scanning of Answer Sheets
2. Onscreen evaluation
3. Automatic Score Calculations
4. Student request for Answer Sheet Copy

Online evaluation system overcomes most of the hassles of traditional processes

1. Answer Sheet Scanning:
   Through high speed scanners all the copies of answer sheet scan with proper masking process. Students identity information i.e. Name, Seat No., etc. are masked with given bar code. Answer sheets are stored through software. Given Bar Code to the individual candidates question paper is important during this procedure.

2. Answer Sheet Evaluation:
   In this system there is no location constraint in such case. Any examiner/ answer sheet checker or Moderator can verify/ evaluate answer sheets sitting at their location or a place which is proved by the Institution/ College. Paper checker can be provided login ID and Password for securely login to the system and can evaluate scanned answer sheets properly in given time.

   This Technology driven process is efficient and time needed now a days to evaluate answer sheet. It helps to reduces significantly as physical handling of answer sheet is eliminated.Logistical cost and travel management of each evaluator/moderator is totally eliminated.

3. Result Generation:
   Whenever paper checker complete paper checking and submit the marks it becomes automated as system can directly calculate result and can generate marksheet instantly. It can totally eliminate process of manually fill up marks in the software, It is mandatory to declare results for the university within 30 to 45 days of examination dates. There is timeline and pressure to complete entire answer sheet evaluation activity within stipulated timeline.

   There is facility to export result in excel format. This format can be imported in any of the result generation solution. Manual data entry work of entering marks, validation of it can be eliminated. It would help to speed up result generation process.

   Onscreen/ Online evaluation system can help to simplify result generation process. System is defined in such a way that calculation of total marks obtained by the student is auto based on exam pattern.If student has attempted 4 questions out of 5 and there is instruction of attempt any 3 out of 5 then system would consider best of 3 scores while calculating the results. Examiner need not have to keep track on it. It saves time of manual score calculations. Entire result of individual as well as group of students is available on a single click button and it can be exported in the excel sheet as well.

4. Student request for scan copy:
If students have a doubt about their result he can apply for scan copy. It can be managed easily from the software system. As per rules and regulations most of the institutions and universities allow students to see their evaluated answer sheet copies. Students need to make payment to get access to their evaluated answer sheet.

In case of such requests, institution need to identify physical answer sheet copy, prepare photocopy of it and issue it to respective student. There is significant logistical and administrative activity in this process.

Onscreen evaluation system can eliminate all administrative hassles and can simplify this process. Students can easily see digitally evaluated answer sheet using technology. If particular student requests for such copy then administrator can assign View access right to such student so that student can see individual answer sheet copy online itself.

5. **Re-Evaluation of Answer Sheet:**

Sometimes students request for re-evaluation or rechecking of answer sheets. Onscreen evaluation makes it simpler to do this activity. This process can be completed in record time. It can help to generate results in quick time.

Traditional process of reevaluation involves activity to handle physical answer sheet. Moderator is provided with physical answer sheet copy where all entries made by previous examiners are masked. Process of masking is manual and it can be time consuming activity.

**Conclusion:**

Online / OnscreenEvaluation / Assessment system is very important in now a days. Universities to conduct examinations with this system can help to improve the traditional paper checking system. This system is more economical. It help to declare results as early as possible by this system. This system helps to various areas i.e. Administration, Logistics & Transportation, Record keeping, Physical handling, Onscreen Evaluation, Fast result procedure and so on various activities can be possible through this system. Now a days the importance of online evaluation system for checking is more need to be adoption by the University.

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A STUDY ON THE INDIA’S LABOUR MARKET CONDITION, HIGHER EDUCATION AND SKILL REQUIREMENT

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Anjuman Arts, Science, Commerce College & PG Studies Dharwad, Karnataka

Introduction:
Skill development is critical for economic growth and social development. Globally Indian economy is considered as one of the fastest growing economy in the world. Further it is apprehended that India’s demographic dividend to increase with the growth of population from 1 billion in 2004 to 1.4 billion in 2026. It is estimated that 83 percent of this increase to be in the 15-59 age group. If this dividend is channeled by 2025, than India will not only have 25 percent of the total world’s workforce but its per capita income will be $1400, which currently touches at around $1000. Majority of the world’s economy and population are still established in traditional structures and activities. So, in India the labour market basically spread across the agriculture sector and the urban formal (organized) and informal (unorganised) sector. The majority of young people have limited access to education and training, and most find work in the informal sector. Thus, to speed its economic growth and take advantage of its “demographic dividend,” the country has recently embarked on drastic policy reforms to accelerate skills development.

The National Skill Development Mission launched by the Government of India envisions skilling at scale with speed and standards with focus on strengthening Institutional Training, Infrastructure, Convergence, Training of Trainers, Overseas Employment, Sustainable Livelihoods and Leveraging Public Infrastructure. The National Policy targets to skill and reskill about 400 million by 2022. It’s a huge challenge considering that the percentage of the formally trained in India are low at 4.69 per cent of the total workforce compared to countries like Germany with 75%, Korea with 96%.

Database and Research Methodology:
Research Design selected for this research is descriptive design and based on Secondary data collected from journals, magazines, publications, articles, research papers and websites. The present paper intend to achieve following objectives

1. To know about the existing level of Skill Development in India
2. To analyze the requirement of Skill Development
3. To find out the suitable ways to fulfill the requirement of Skill Development
4. To study the present skill capacity of India.
5. To suggest possible solutions or ways forward.

Higher Education:
Higher Education (HE) contributes to the national development by imparting specialised knowledge and skills. The segment targets 13% of the Indian population in the age group of 18-23 years. There are three levels of qualification within the higher education segment in the country graduation level, post-graduation level and doctoral degree. All the colleges offering these courses need to be affiliated to a university (under purview of the central regulatory body – University Grants Commission (UGC)). There are also individual bodies such as All India Council for Technical Education (AICTE), Medical Council of India (MCI), etc. responsible for the regulation, coordination and development of higher education in India. The higher education institutions in India are required to be run under a not-for-profit trust/society. The below table gives the details of HEIs in India

Table-1
Trends in Universities and Colleges
The above table reflects that Government expenditure on education rose from 3.3% of GDP in FY05 to 4% in FY12. However, this declined to a low of 2.4% in FY16 and since then inched up to reach 2.7% in FY18.

**Table-2**

**Education Expenditure by Govt. (Centre and State)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rs in Lakh Crore</th>
<th>% of GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>3.13</td>
<td>3.1</td>
</tr>
<tr>
<td>2013-14</td>
<td>3.48</td>
<td>3.1</td>
</tr>
<tr>
<td>2014-15</td>
<td>3.54</td>
<td>2.8</td>
</tr>
<tr>
<td>2015-16</td>
<td>3.31</td>
<td>2.4</td>
</tr>
<tr>
<td>2016-17RE</td>
<td>3.95</td>
<td>2.6</td>
</tr>
<tr>
<td>2017-18BE</td>
<td>4.41</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Source: Care ratings: Overview of Indian Education Industry June 2018

Why skill India?

About 64% of India’s population is expected to be in the working age group of 15-59 years by 2026, according to Ernst and Young, a professional services consultancy. India is expected to have the largest workforce in the world by 2025, with an estimated two billion English-speaking people by the end of 2020. By the same year, the world is expected to face a shortage of 56.5 million skilled workers, while India is projected to have a surplus of 47 million, Indian government statistics say. Yet, 30% of India’s youth are neither employed nor in education or training, Bloomberg reported on July 7. Unless employed gainfully, India’s “demographic dividend” can turn into a socio-economic nightmare. For instance, 4.69% of India’s workforce is formally skilled, as against 52% in the US, 68% in the UK, 75% in Germany, 80% in Japan and 96% in South Korea. In fellow emerging economy China, skilled workers account for 24% of the workforce.

**Present Scenario of Skill Capacity of India:**

In order to capitalize the demographic dividend, India will need to empower its workers with the right type of skills.

- The drop-out rates of educational institution was estimated to be 50% in the age group of 5-14 years and 86% after 15 years of age and in contrast to this the participation rate of the workforce rises rapidly after 14 years of age and it results in a semi-literate workforce which finds it difficult to absorb higher form of skills.
- 38% of Indian workforce is illiterate, 25% has education below primary or up to primary level and remaining 36% has an education level of middle and higher level.
- 80% of Indian workforce does not possess any marketable skills.
Only about 2% have received formal vocational training and 8% non-formal vocational training, thereby implying that very few new entrants to the work force have any marketable skills as compared to developed economies such as Korea (96%), Germany (75%), Japan (80%) and United Kingdom (68%).

Status of India’s labour market:
India’s economy grew by 8.0 per cent in fiscal year (FY) 2016 (April 2015-March 2016), the fastest pace since 2011-12. However, in 2016-17 the GDP growth rate slowed down to 7.1 per cent, mostly on account of deceleration in gross fixed capital formation. IMF’s latest growth forecast shows that disruptions caused by demonetization is unlikely to affect economic growth over the longer term, and GDP growth is expected to rebound to 7.2 per cent in 2017-18 and 7.7 per cent in FY 2019. Most of the new jobs being created in the formal sector are actually informal because workers do not have access to employment benefits or social security. In addition, notable disparities in the labour force participation rates of men and women persist.(ILO 2017)

Potential sectors for skillin& Skill requirements by 2022:
Skills and knowledge are driving forces of economic growth and social development for any country. The table indicate that as per the skill gap study conducted by the National Skill Development Cooperation over 2010 - 2014, there is an additional net requirement of 109.73 million skilled manpower by 2022 across twenty four key sectors.

Table-3
Break Up of Incremental Human Resource Requirement across 24 Sector

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>2022</td>
</tr>
<tr>
<td>1</td>
<td>Agriculture</td>
<td>229</td>
<td>215.5</td>
</tr>
<tr>
<td>2</td>
<td>Building Contraction and Real estate</td>
<td>60.4</td>
<td>91</td>
</tr>
<tr>
<td>3</td>
<td>Retail</td>
<td>45.3</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>Logistic, Transportation and warehousing</td>
<td>23</td>
<td>31.2</td>
</tr>
<tr>
<td>5</td>
<td>Textile and Cotton</td>
<td>18.3</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Education and Skill Development</td>
<td>14.8</td>
<td>18.1</td>
</tr>
<tr>
<td>7</td>
<td>Handloom and Handicraft</td>
<td>14.1</td>
<td>18.8</td>
</tr>
<tr>
<td>8</td>
<td>Auto and Auto Components</td>
<td>12.8</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Construction material and building hardware</td>
<td>9.7</td>
<td>12.4</td>
</tr>
<tr>
<td>10</td>
<td>Private security services</td>
<td>8.9</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Food processing</td>
<td>8.8</td>
<td>11.6</td>
</tr>
<tr>
<td>12</td>
<td>Tourism, Hospitality and Travel</td>
<td>9.7</td>
<td>14.6</td>
</tr>
<tr>
<td>13</td>
<td>Domestic Help</td>
<td>7.8</td>
<td>11.1</td>
</tr>
<tr>
<td>14</td>
<td>Gems and Jewellery</td>
<td>6.1</td>
<td>9.4</td>
</tr>
<tr>
<td>15</td>
<td>Electronic and IT Hardware</td>
<td>6.2</td>
<td>9.6</td>
</tr>
<tr>
<td>16</td>
<td>Beauty and Wellness</td>
<td>7.4</td>
<td>15.6</td>
</tr>
<tr>
<td>17</td>
<td>Furniture and Furnishing</td>
<td>6.5</td>
<td>12.2</td>
</tr>
<tr>
<td>18</td>
<td>Healthcare</td>
<td>4.6</td>
<td>7.4</td>
</tr>
<tr>
<td>No.</td>
<td>Industry</td>
<td>Score 1</td>
<td>Score 2</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>19</td>
<td>Leather and Leather goods</td>
<td>4.4</td>
<td>7.1</td>
</tr>
<tr>
<td>20</td>
<td>IT &amp; ITes</td>
<td>3.8</td>
<td>5.3</td>
</tr>
<tr>
<td>21</td>
<td>Banking Financial services &amp; Insurance</td>
<td>3.2</td>
<td>4.4</td>
</tr>
<tr>
<td>22</td>
<td>Telecommunication</td>
<td>2.9</td>
<td>5.7</td>
</tr>
<tr>
<td>23</td>
<td>Pharmaceutical</td>
<td>2.6</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Media and Entertainment</td>
<td>0.7</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>510.8</strong></td>
<td><strong>614.2</strong></td>
</tr>
</tbody>
</table>


**Key Skill Development Initiatives of the Government:**

1. Establishment of 1,500 new ITIs through the DGET
2. Establishment of 50,000 Skill Development Centers through the DGET
3. Setting up of PM National Council on Skill Development (operational)
4. Setting up of National Skill Development Coordination Board (operational)

**Suggestions:**

1. Sector-specific skill councils should be established by the State Governments for such industry sectors which have major share in State Gross Domestic Product or have high potential for growth. It should have participation from the regulatory body, industry leaders/associations, external professional consultants.
2. There should be a regularly evaluation of the course content and pedagogy and if needed, should do modifications in design/delivery to meet industry’s requirements.
3. VET (Vocational Education & Training) should be made compulsory and should start in every secondary school.
4. There should be certain amount of stipend to be paid for vocational students, which will encourage the students to opt for vocational training.
5. To encourage participation from local industries, the local governments should help local enterprises by incentives such as allotment of land at subsidized prices, or preferential treatment in case of award of government projects. Such measures can prove to be influential in encouraging industry to actively participate in vocational education and training.

**Conclusion:**

India is one of the world’s fastest growing economies. To be a stable and prosperous democracy, this growth must be accompanied by the creation of meaningful, secure and remunerative employment. To make India internationally competitive and to boost its economic growth further, a skilled workforce is essential. As more and more India moves towards the Knowledge economy, it becomes increasingly important for it to focus on advancement of the skills and these skills have to be relevant to the emerging economic environment. For transforming its demographic dividend, an efficient skill development system is the need of the hour. Therefore to achieve its ambitious skilling target, it is imperative to have holistic solutions of the challenges instead of piecemeal interventions.

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CONSTRUCTIVIST PEDAGOGY AND EVALUATION PRACTICES IN HIGHER EDUCATION

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Abstract
This article describes the conceptual underpinnings of constructivist learning along with its variations and implications for classroom for evolution guiding principles of NCF (2005). Constructivist evaluation relying on the constructivist learning theories suggests that teachers should use a variety of assessment devices and students should be given multiple opportunities to show their competencies maybe, in terms of visuals, performing arts, writing, talking, designing and presenting knowledge as individuals and in groups. Assessment of students’ knowledge should be application oriented and it should include higher order thinking skills (HOTS) and problem solving. Some of the methodologies of evaluation in a constructivist environment such as formative evaluation, self-evaluation, peer-evaluation, collaborative evaluation, portfolio assessment etc. are also discussed in this paper.

Keywords: Constructivist learning, Evaluation, Pedagogy, Assessment

Introduction
In the Indian education system, term evolution is associated with examination and the stress and anxiety that it causes in the examinee. Examinations are given undue importance in the present education system. Examinations do not serve the needs of social justice. Examination test mostly textbook-based knowledge. The important skills and abilities, higher order thinking skills like problem solving, reasoning, creative thinking and judgment, etc. are not tested. Several committees and commissions including the National Curriculum Framework (NCERT, 2005) reported about the growing problems of psychological pressure that children and their parents feel during examination.

The NCF 2005 recommends five guiding principles of curriculum construction. They are:

- Connecting knowledge to life outside the school;
- Ensuring that learning is shifted away from rote methods;
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric;
- Making examinations more flexible and integrated into classroom life and
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

These can also be the guiding principles for the evaluation process. The purpose of this article is to describe the conceptual underpinnings of constructivist learning along with its variations and implications for classroom evaluation.

There have been several classes of theories with regard to learning that formed the basis for the evaluation process. Mayer (1992) has shown how three views of learning have emerged during the past 100 years of research on learning. They are:

i) Learning as response strengthening
ii) Learning as knowledge acquisition and
iii) Learning as knowledge construction.

Constructivist Evaluation
Evaluation is one of the basic forms of a disciplined inquiry. It is that form of inquiry whose focus is some value and (programme, process, organization, person, etc) which results in merit construction and/or “worth”
constructions (judgments) about it (Guba and Lincoln, 1989) Merit construction is based on the intrinsic quality of an value and, irrespective of the setting in which it may find applications. Worth constructions are based on the extrinsic usefulness or applicability of an value and in a concrete local setting.

Freedman (1998) described three constructs regarding constructivist evaluation and its implications for the assessment environment. They are

- Learning is an active process.
- The learner has prior knowledge and
- The learners take responsibility for their own learning

Broadly there could be two ways in which learners can be evaluated in a constructivist learning environment they are:

**Content evaluation:** This involves how well the students are able to function within a content domain to solve problems within that domain. For example, if students are involved in an authentic task, then evaluation would assess whether they successfully complete that task or not.

**Process evaluation:** This involves how well the students reflect on the processes whereby they come to their conclusions and documents this process. According to Johnsen (1991) evaluating how the learners go about constructing their knowledge is more important than the resulting product, suggesting that evaluative procedures must become an integral part of the instructional process. Johnasen also feels that goal–free evaluation could be an important part of constructivist evaluation since that would allow the evaluator to be unbiased by the goals of instruction.

**Constructivist Assessment Environment**

In the constructivist assessment environment, teachers take the role of facilitator, According to Freedaman (1998), the assessment environment has two major sub–divisions. They are:

- What defines the assessment environment? And
- What influences the assessment environment?

**Defining Assessment Environment**

The defining elements of assessment environment are:

- Teacher beliefs
- Teacher practices and
- Student engagement.

A brief description about these would be in order.

**Teacher Beliefs**

There beliefs are found that guide the teacher in a constructivist assessment environment. They are:

- Teachers need to change in order to assess students to meet the changing needs of students. They have to change their perspectives. They have to do this by exploring new avenues in order to incorporate a wide variety of assessment strategies. In order for change to occur the teachers need to accept it.
- Doing and thinking are more important than being able to recite facts. It creates interests and brings motivation. Teachers should believe that developing skills and attitude is more important than mere assessing memorization of facts.
- Students can be responsible for their own assessment and learning. They have to be offered an opportunity and environment where they will feel safe and comfortable to take on responsibilities.

**Teachers Practices**
In addition to beliefs, teachers flow a number of practices that add breath to the assessment environment. They are:

- Teachers should not feel restricted to text-embedded assessments. They should change and modify existing assessment based on perceived students’ needs and abilities, personal goal and government policies.
- Teachers should use students’ input to design and modify assessments. When student’ inputs are accepted, they feel responsibility of presenting their opinions, designing their own assessment and selecting the criteria for assessment including judgment.
- Teachers should use variety of questioning strategies to assess students’ prior knowledge. Response to questions can reveal what students already know and what their beliefs are.
- Teachers should use a variety of inquiries. It increases understanding and reasoning abilities. Inquiries include observation, accommodation, validation and reflection.

**Student Engagement**

Students have an active role in constructivist assessment environment because their minds are minds are engaged. They are not empty vessels. They question themselves, their peers, their teachers on the new knowledge and encourage students to involve in the assessment of environment in various ways. They are:

- Teachers should encourage students in directing their own assessment and leering.
- Teachers should involve students in decision-making process of judgment and Grading. Sometimes their involvement could be direct and sometimes indirect.
- The process of learning does not shut down during assessment (Books and Brooks, 1993). So teachers should engage the students in learning in constructivist assessment environment. Teachers can use relevant local issues to draw students into the learning process.
- Students should be intrinsically motivated by different kinds of assessment. These are: (a) goal-oriented; (b) student self-directed; or (c) entertaining. The one that motivates students is the performance-based assessment.

**Variety of Assessment Environments**

Assessment of student’s knowledge should be application oriented. It should include higher order thinking skills (HOTS) and problem-solving. Going beyond recall such as comparison, analysis and evaluation is essential if students are going to accommodate information into new mental structures. Variety should also include social configuration of assessment. Students like to work in group. They enjoy interaction. This can be possible through peer assessment and collaborative assessment.

**Methodologies of Evaluation**

**Self –evaluation**

According to Glasersfeld (1995), each individual constructs meaning, knowledge and conceptual structures differently. So the teachers should be cognizant that students may view curricula, textbooks differently than they do. Accordingly, teachers should not attempt to transfer concerned with how learners understand the process of knowing and how they justify their beliefs. If the constructivism provides the learners with lots of opportunities to make meaning the evaluation also should be made by the learners themselves. Through self-evaluation, each learner can evaluate his or her process of meaning – making. The teacher should be a facilitator and should ask thought-provoking and challenging questions to refine and fix the students’ position.

**Peer Evaluation**
Here, students work in pairs, or more formal learning sets to read each other’s work and to give feedback against the marking criteria. They also explain what feedback they have received and discuss how they will apply it in their next activity. Peers use check-lists, rubrics or give a written response to peer work.

**Collaborative Evaluation**

Collaborative assessment is an effective way to help students take more responsibility for judging the quality of their own learning efforts. Students like to work in group. They enjoy interaction. Collaborative assessment through project work, presentation and performances allows students to exercise their strengths and receive support for their weakness. The group should take joint responsibility for providing feedback on the quality of work. Learners can share ideas which will be helpful to their peers and work on improving their assignments before final submission. The knowledge gained through collaborative assessment is more than that expected from an individual. While working in group, they come to a consensus on how they could interpret, look or observe an event, a problem or a phenomenon. Also improves their communication and planning skills.

**Portfolio Evaluation**

In a constructivist classroom, teachers can effectively use portfolio assessment. On-going assessment could document a learner’s progress through the portfolio mode (NCERT2005). Portfolio assessment can be explained as a purposeful multi-faceted process of collecting data of children’s growth, progress and effort over a period of time. It is a reflective document rather a simple list of student’s teaching and learning experiences. It will reflect the competencies that the student is required to demonstrate in the course or the module.

There are several criteria that should be kept in mind while using portfolio assessment. The portfolio must:

- Be clearly linked with instructional objectives. If the two are not connected, the portfolio is an accumulation of work with little assessment value or future instructional value.
- Be an ongoing assessment system those teachers to observe the continuous dynamic movement of children’s growth. Teachers must avoid discontinuous or static methods assessing children’s skills and abilities.
- Avoid becoming a teacher-made document. To analyze growth and development, both children and families must have a voice in inclusion of items.
- Be performance based; emphasize purposeful learning; be ongoing in all cultural contexts of school, home and community; and celebrate, support and encourage a child’s development and learning

**Conclusion**

Indian School Board Examinations are largely inappropriate for the ‘knowledge society’ of the 21st century and its needs for innovative problem-solvers (NCERT, 2008). If learning takes place through interactions with the environment around, then evaluation should be carried out in a meaningful context that is relevant to the students and the society. A good evaluation system should be an integral part of the learning process.

Teacher education institution have several obstacles to overcome before accomplishing the goal of constructivist evaluation practices including administrative apathy, centralized curriculum, inadequate, lack of consensus on methods of evaluation, conditions that require classroom management at the expense of academic, etc. National bodies like NCERT,NCTE, etc. must make a long-term commitment to provide in-service training, involve experienced teachers in the selection of instructional materials and testing programmes and appoint a committee to guide curriculum development. In-service training that helps teachers to remodel their lesson plans and integrate the elements of evaluation should be provided on a continuous basis. Adequate literature should be
developed on the constructivist evaluation practices for teacher preparation both though face-to-face and distance modes.

References

Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
The text is in a language that appears to be a mix of Sanskrit and English, with some elements in a script that is not clearly visible due to rotation or distortion. The content seems to be a scholarly article or a section of a journal article, discussing various topics in a multidisciplinary context. Due to the nature of the text and its orientation, it is challenging to extract coherent sentences or paragraphs. It appears to be an academic discussion, possibly on historical, cultural, or philosophical topics.

Given the complexity and the apparent distortion, a precise transcription is not feasible. However, the document seems to be part of an academic journal, as indicated by the ISSN and other metadata on the page.

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मराठी भाषेच्या शिक्षकांनी संगीत, कला, साहित्य या कलाकृतींच्या आधारस्थान करून आपल्या अध्यापन करतांच्या पाहिजे. भाषेच्या अध्यापक ह्या कलावल्यास हवा. संगीत, कलाची परिषद व्या विद्यार्थ्याने पोहचवत आला पाहिजे. उदा. 'नवम्ब्राट' या नाटकाच्या अध्यापनासाठी हातील मुळाचा विचार अनुभवाने करता.

- विव.शिवकारणाच्या व्यक्ती आणि बाह्यमाध्यम परिप्रेक्ष्य
- मराठी साहित्यातील त्याचे योगदान
- त्यांचा शिखराळ्या जानेवारी व हे जीवन कार्यकरता
- समकालीन व उतरकालीन साहित्याचींतो त्याचा प्रभाव
- नाटकाच्या अध्यापनपूर्वी 'नवम्ब्राट' नाटकाचा रंगमंचावरील प्रयोग ते शक्ती नसेल तर निर्दिष्ट किंवा निरस्त दाखवाला नाटकाच्या अध्यापनाच्या त्याचे कारण, व्यक्तिगत्वन, प्रसंगविश्वास, संवद, भाषाशैली या घटकाणांचा अध्यापन करते.

इतरांची संख्येतिरी भाषेच्या अध्यापनपूर्वी त्याच्या चित्रणाच्या आणि एकूण बाह्यमाध्यम भोडकवित्य परिप्रेक्ष्य झाला की विधायिकांना अध्ययनात रंगी निर्माण होऊन अध्यापनाचा पटक सहज सोपा वाटल. अध्ययन-अध्ययन सुकर होईल. 'साहस बखरा' या साहित्यकृतीया अध्यापनपूर्वी शिक्षणाच्या चित्रे सांगून रागाड, प्रतापागद, विशाखागद इ. ऐतिहासिक स्थानांचें टेक दिल्या तर अध्ययन अधिकारिक सोपे होईल. महानेच अध्यापनपूर्वी पूर्वतरायी व प्रयत्न अध्ययन यांचे गठबंधन होऊन आयत्त अध्ययन – अध्ययन कौशल्यांचे सार्थक होईल.

संबोधन – शिक्षण केलेल्या अध्ययन व अध्ययन ही दुर्देशी प्रक्रिया आहे. शिक्षण – विद्यार्थी वाच्यानंतर हदिसंवाद होणे असेल किंवा आहे. शिक्षण केले, त्यामुळे हा संबंधित मानून अध्ययन करणे गरते आहे. विद्यार्थी विश्वासित अध्ययन पद्धती वापरली तर अध्ययन – अध्ययन प्राथमिक उर्ध्व. मराठी भाषेच्या अध्यापकांनी अध्यापनातील कौशल्याच्या विद्यार्थ्यांना मानससाधन समजून व्यापला हवे. भाषा संकल्पना म्हणजे संकृती संकल्पना होणे, मानवता संकृतीच कन्हात्तरत भापों, संकृतीतला फर मोठे स्थान आहे. महागुन भाषेच्या शिक्षकांनी यांचे भाषा ठेऊन या क्षेत्रात योगदान दाखव. मराठीतील 'आडाट असेल तर पोहचावेल' या महागुन भाषेच्या शिक्षक सक्षम असेल तर निश्चितता भारताचा भावी नागरिक सक्षम वर्तेल अशी माझी खासी आहे.

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SOCIOLOGICAL CONCEPTS AND LIFE SKILLS
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Introduction
Sociology is a discipline in social sciences concerned with the human society and human social activities. It is one of the youngest social sciences. “Sociology is the study of human interactions and inter-relations, their conditions and consequences”. It studies fundamental concepts like society, social structure, social control, social stratification social change etc. On the other side Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. There is intimate relationship between sociological concepts and ten core life skills. Rather the theoretical understanding of sociological concepts helps a lot to inculcate the life skills.

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1. Man in the Society & Self Esteem: The relation between individual and society is very close. Essentially, ‘society’ is the regularities, customs and ground rules of anti-human behaviour. These practices are tremendously important to know how humans act and interact with each other. Society does not exist independently without individual. The individual lives and acts within society but society is nothing, in spite of the combination of individuals for cooperative effort. On the other hand, society exists to serve individuals-not the other way around. Human life and society almost go together. The relationship between individual and society is ultimately one of the profound of all the problems of social philosophy. However every individual is having his own self awareness. It plays vital role in personal and social life of man.

    Self-awareness is having a clear and realistic perception of who you are. Self-awareness is not about uncovering a deep dark secret about yourself, but understanding that you are, why you do what you to, how you do it, and the impact this has on others.

2. Social Relationship & Interpersonal Relationship: A social interaction is an exchange between two or more individuals and is a building block of society. Social interaction can be studied between groups of two, three or larger social groups. By interacting with one another, people design rules, institutions and systems within which they seek to live.
Interpersonal Relationship is a connection or association between two or more people. It may be for a short span or lifelong depending upon the relationship. One cannot live in isolation and everyone needs someone to “Share and Care.” Good interpersonal relationships help us lead healthy and joyous life and for this we need to be continuously aware of the effects of our thoughts, words, behaviour and actions on our relationships. Relationships are a lot like plants, the more we care for the healthier they become.

3. **Contact-Communication & Effective Communication:** Communication, therefore, refers to the sharing of ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another. Although the word “communication” is used often, there is no consensus amongst communication experts regarding its definition.

Communication means the transference of meaning between individuals and the means of reaching, understanding and influencing others. Good communication is necessary for all organizations as management functions in organizations are carried out through communication. Effective management is a function of effective communication. Skill to communicate depends on the capacity of an individual to convey ideas and feelings to another to evolve a desired response. The effectiveness of communication depends upon the extent to which the sender has succeeded in making the receiver understand his idea.

4. **Sociological Thought & Critical Thinking:** Social thought is a philosophical and intellectual ideas of a person or persons regarding to a particular time, place and about the growth, development and decay of human societies. “Social thought is an idea a concept or a set of concepts about social problems and its possible solutions in a social situation”. In short social thought is thinking about the problems of society by one or few persons in various times.

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age. Critical thinking is thinking about things in certain ways so as to arrive at the best possible solution in the circumstances that the thinker is aware of. In more everyday language, it is a way of thinking about whatever is presently occupying your mind so that you come to the best possible conclusion.

5. **Sociological Imagination & Creative Thinking:** The term is used in introductory textbooks in sociology to explain the nature of sociology and its relevance in daily life. C. Wright Mills defined sociological imagination as "the awareness of the relationship between personal experience and the wider society". Sociological imagination is not a theory but an outlook of society which tries to steer us into thinking away from one's usual day-to-day life and look at one's life afresh. Sociological imagination: The application of imaginative thought to the asking and answering of sociological questions. Someone using the sociological imagination "thinks himself away" from the familiar routines of daily life.

Creative thinking means thinking about new things or thinking in new ways. It is “thinking outside the box.” Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious. Creative people can devise new ways to carry out tasks, solve problems, and meet challenges.

6. **Accommodation & Assimilation & Sympathy & Empathy:** According to Ogburn and Nimkoff Accommodation is a term used by the sociologists to describe the adjustment of hostile individuals or groups. Accommodation is "social adjustment, e.g. adjustment of man to both natural and man-made environment.” Man fulfils his needs in different environments. In natural environment, he adjusts himself according to it. Assimilation is the process whereby persons and groups acquire the culture of other group in
which they come to live, by adopting its attitudes and values, its patterns of thinking and behaving in short, its way of life.

In general, ‘sympathy’ is when you share the feelings of another; ‘empathy’ is when you understand the feelings of another but do not necessarily share them. Empathy is, at its simplest, awareness of the feelings and emotions of other people. Empathy goes far beyond sympathy, which might be considered ‘feeling for’ someone. Empathy, instead, is ‘feeling with’ that person, through the use of imagination.

7. Social Conflict & Managing Stress: Social conflict is the struggle for agency or power in society. Social conflict or group conflict occurs when two or more actors oppose each other in social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them. It is a social relationship wherein the action is oriented intentionally for carrying out the actor's own will against the resistance of other party or parties.

Social stress is stress that stems from one’s relationships with others and from the social environment in general. Based on the appraisal theory of emotion, stress arises when a person evaluates a situation as personally relevant and perceives that s/he does not have the resources to cope or handle the specific situation. Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

8. Social Suffering & Managing Emotions: Suffering is not a new theme, however, contemporary socio-economic transformations arise new forms of life and work that could be causing strong situations of precariousness. Social suffering is a suffering that installs/hides in areas of insecurity, social areas of fragility, and its action implies loss or possibility of loss of social objects like health, work, desires, dreams, social bonds, that is, the whole of life composed of the concrete and the subjective that allows living.

Emotions are a big part of life for us all. In any day we can experience many different emotions that come with their highs and lows. Some of these are easy to deal with, while others are more intense and difficult to manage. The most important thing to understand about emotions is that they all have a purpose – they are designed to give us information, what we call emotion messages. It’s common for people to think of emotions as “good” or “bad”, or “positive” and “negative”, but that just isn’t the case.

9. Social Dilemmas & Decision Making: Social dilemmas are situations in which individual rationality leads to collective irrationality. That is, individually reasonable behaviour leads to a situation in which everyone is worse off than they might have been otherwise. Many of the most challenging problems we face, from the interpersonal to the international, are at their core social dilemmas.

The decision-making process is not a purely objective, mathematical formula. The human mind does not work that way, especially under stress. Instead, the mind is both rational and intuitive, and since the decision-making process is a thought process, it is also both rational and intuitive. Your intuition is that aspect of your mind that tells you what “feels” right or wrong. Your intuition flows from your instincts and experience.

10. Social Problems & Problem Solving: Social problems are the general factors that affect and damage society. A social problem is normally a term used to describe problems with a particular area or group of people in the world. Social problems often involve problems that affect real life. It also affects how people react to certain situations.
Problems are at the centre of what many people do at work every day. Whether you’re solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve, the problems you face can be large or small, simple or complex, and easy or difficult. There are four basic steps in solving a problem: 1. Defining the problem. 2. Generating alternatives. 3. Evaluating and selecting alternatives. 4. Implementing solutions.

Conclusion
The theoretical knowledge of sociology is helpful to understand the life skills concepts. There is intimate relationship between sociological concepts and ten core life skills. A relevant and proper implementation of life skill education is a need of an hour, for today’s society. Imparting life skills education with sociological background definitely helps to the students as well as community. Such inter-disciplinary knowledge helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments.

References
छात्राओं को अनुभवित क्षेत्रों में खोजने और विस्तार करने के लिए दीजिए और जानकारी प्रदान करें।

'धिरीक डिवाय' शब्द जनता जागरूकता की प्रकार है जिसका उपयोग इस्तेमाल किया जाता है। यह प्रक्रिया में सहयोगी अनुभव के रूप में कार्य करता है। इसमें विभिन्न माध्यमों का उपयोग किया जाता है जिनमें सामाजिक, राजनैतिक और आर्थिक क्षेत्रों में समस्याएं तथा उनके समाधान चर्चा के लिए उपयोग किया जाता है।

आज के समय में कॉम्युनिटी विकास की महत्वपूर्ण भूमिका है। इसके लिए कई स्थानीय संस्थाओं और समाजिक कार्यकर्ताओं ने समस्याओं के समाधान में कार्यरत रही हैं। इनमें से एक ऐसी संस्था 'धिरीक डिवाय' नामक संस्था भी है। इस संस्था का उद्देश्य विभिन्न क्षेत्रों में समस्याओं का समाधान करना है।

'धिरीक डिवाय' नामक संस्था की स्थापना से पहले, समाज में सामान्यता को बढ़ाने के लिए कई सामाजिक संगठनों और समाजिक कार्यकर्ताओं ने कार्यरतता प्रदर्शित की। इन संगठनों का उद्देश्य समस्याओं का समाधान करना और समस्याओं के समाधान के लिए उपयोगी माध्यमों का उपयोग करना है।

इस संस्था का उद्देश्य विभिन्न क्षेत्रों में समस्याओं का समाधान करना है। इन संस्थाओं का उद्देश्य समस्याओं का समाधान करना और समस्याओं के समाधान के लिए उपयोगी माध्यमों का उपयोग करना है।

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शास्त्रातील गोष्टीनुसार, शाळा सातील आयत-से.टी. फेज – 2 ही योजना राहणारीपणे येत आहे. वापर व हस्तांतरण करा या तलावर आधारात पाच वर्षांतरी ही योजना आहे. त्यावरीला तिथे येशकी शाळा सातील १० संगणक संख्या वापर, संसार, स्कौर्स, वेब कमेटी, प्रोजेक्ट, युवा.भाग आतील साहित्य देण्यात येत आहे. म. कोठेरे प्रोजेक्ट ऑफिस टेक्चरलॅज़ी ह्ठ. मुंबई या एजेंसी बोर्डर शाळासाठी संगणक प्रयोगशाळा उभारणीवावत करू लळू आहे. तर तीन महिष्यांनी कार्यचारणीत अहवाल शाळकुटून संवाहनाच्या पाठवणा लगाणार आहे.

शिक्षणाच्या आज्ञाची संरचना पुस्तक टिका कार्यालयासाठी शाळासाठी ह्ठ. योजना अंतिम उपयुक्त आहे. योजनेची प्रभावी अंतर्विवाहणी ज्ञानपाक ग्रामीण भागाचीन ह्ठ. विद्यासाही पुस्तकाचा ग्रंथाखाली विकसात निर्देशत भर पडणार आहे. शाळेचे शिक्षणावर्तमान उत्तम शिक्षण देखील तंत्रज्ञानाचा वापर करून देण्यात येईल लगाला. कारण, उत्तम शिक्षण आणि व्यवसायीक शिक्षण ह्ठ. प्रयोग से.टी. अध्यक्ष, आर्थिक, सार्वजनिक आणि राजकीय कल्याणाचे प्रमुख साहित्य बनते. उद्योजन जनरल उद्योजन चांगल्या प्रकारे चालवणावरीली कुंजीच्या साहित्य राजकीय अस्तित्वाच्या भरुन यवकाळीची गरज भायती लगाली. पाच सुवर्णास महाग ऐतिहासिक शरसाच्या आयुष्याच्या कौमुदीचा प्रसारी भेटाने ज्ञान. महिली सर्वे तत्त्वांना, संदेश देण्याच्या यादृच्छिक विकार एकमेकांकडे पाठवणारांची कसी साथी ज्ञानी. विज्ञान आणि तंत्रज्ञानातील विद्यार्थी तात्त्विक योग दी मानसाच्या कामाचा भाग बनतया.

येथे काही पर्यंत उष्ण शिक्षणकडे तत्त्वांचा प्रवृत्त अशा गुणून होणार आहे. शिक्षण ह्ठ. आता बालकांचा अधिकार ज्ञान आहे. महिष्यांस मध्ये पहुँच ते पदवीपर्यंते शिक्षण मोक्त झाले आहे. त्याग्रस्ताने समाजमूल्य बदलावासाठी वाचत असरलेल्या विद्यार्थीही आता शिक्षण ह्ठ. महत्त्वाची गोष्ट बनती आहे. त्याचा कारण वेबसाइट्या माहीमातून नवनिधित्व दिसते खुळे होते आहे. पाच जोडपोले विज्ञान आणि तंत्रज्ञान ज्ञान बदल मोहत विषयांतरील महत्त्वाचा घटक महत्त्व समोर आली आहे. भौगोलिक मीणा या फक्त काळशाहिर उत्थानाचा आहे. ज्ञान मिळताना ह्ठ. शिक्षणमुळे केंद्रितून उत्थान लगाली आहे.

त्याग्रस्त येण्याचा कारण उष्ण शिक्षण देण्याच्या विद्यार्थीला संरचना प्रवृत्त वाहणार होणार आहे. सध्या एक कोठेरे तीसर ह्ठ. विद्यार्थी शिक्षण वेद आहेत. ह्ठ. संध्या ते २०२२ पर्यंत शिक्षण ह्ठ. कथाशी ६.२ वर्षांतरी दरम्यान तयार ख्यात साइप्स ते सात कोठेरे प्रति पोहोचिले. इतरही विद्याप्राप्त येशि शिक्षण पोहोचिलेल्या अध्यापित्वाचे तंत्रज्ञान वापर केला गेला पाहिजे. जगात सर्व विज्ञान व तंत्रज्ञान वापरमूळे शिक्षण सर्वांना खुदेला आणि मोक्त झाले आहे. आजच्या पहिल्या आपल्याकडेही ग्रामीण आणि मोठ्या शाळासाठी तत्त्वांचे सारां फॅयरसेल आधे ज्ञान मिळत्याचे आहे. व पारस्परिक ह्ठ. आपल्या कॉलेजांनी आणि विद्यापीठांनी अभिक प्रायोजन होणारे गरते आहे. नवन तंत्रज्ञान वापर ह्ठ. वित्तीय अथावा घटक बनल्या पाहिजे. त्यापासून नवी कॉलेज आफ्नी विद्यापीठही निर्माण शाळी पाहिजे.

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“BETI BACHAO, BETI PADHAO” (SAVE GIRL CHILD AND EDUCATE GIRL CHILD).

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Introduction:
Education is a dynamic process that starts from birth. A child surrounded by parents and other siblings experiences her surroundings and responds. Education is a process of character building, strengthening mind and expansion of intellect. It is a proverb that a man without education is a beast without its horns or tail. The purpose of education according to Gandhiji is to establish a non-violent, non-exploitative social and economic order. According to Swami Vivekanand “Education as the manifestation of perfection already in man”. According to Rabindranath Tagore Vidya is Vimukta (Knowledge is liberation). The spiritually liberated man is the aim of Indian Education.

Education is the means and way for the socio-economic development of the nation. It transforms human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from under development to foster social and economic development. In this way, the role of education cannot be neglected in the empowerment of women in all fields. It is because of this reason, under the ‘Sarva Shiksha Abhiyan have also been revised to implement the right of children to free and compulsory education which has came into force in the entire country from April 1st 2010, under the 86th constitutional amendment 2009. It is now legally enforceable for every child between the age of six and fourteen years to demand free and compulsory education.

Methodology:
The purpose of this paper is to discuss how the education played an important role in the empowerment of woman and what kind of the policies, programmes and schemes implemented under the constitutional provisions by the government of India from time to time. The study of this paper is basically descriptive and analytical in nature and based on purely secondary sources available in the form of books, journals, articles, periodicals. This paper includes introduction, methodology, objectives of the study, significance of education, need of women empowerment, specific laws for women empowerment in India, obstacles in the way of empowerment and conclusion.

Objectives of the study:
1) To understand the role of education in women empowerment.
2) To know the role of women in nation building.
3) To assess the need of women empowerment.
4) To know the reasons for the women empowerment.
5) To identify the drawbacks in the way of women empowerment.
6) To know the reasons for the gender discrimination.
7) To know the constitutional provisions, schemes for the women empowerment.
8) To assess how the Government made an effort to empower the women.

Significance of the education:-
Empowerment of woman in education is a means of creating a knowledge environment in which one can take her own decision and choices either by herself or collectively for social transformation. Empowerment of women in education creates ability by way of acquiring knowledge. Empowerment is a process which makes women to think to control and to undertake activities independently. Because, women’s basic rights has been deprived for so many decades not only by her own family members but also by the society. As a result
Empowerment of women has become the focus of considerable discussion and attention all over the world. The inequalities between men and women and discrimination against women are a universal issue. It is because of this reason women's quest for equality with men has become a universal phenomenon. Women should be equal with men in matters of education, employment, politics and in socio-economic status. Their persistent struggle for equality has given birth to the formation of many women’s associations and women movements. Women empowerment is one of the important parts of any family, society and nation. It is the women who plays a significant role in the education of the members of the family. Therefore education is a means of empowerment of women which brings about a positive change in the life of women. Education liberates women, education breaks barriers, Education brings women to the new world and enables her to have their own choices. Education mobilizes women to fight against the social evils and makes women independent over their life. Education makes women to select their own career and makes them financially independent and contribute not only for the economic development of their family but also society and nation.

Need of women empowerment

The need of women empowerment arised because gender discrimination and domination by the male gender in India since ancient period. Women are being suppressed and depressed their natural rights and have been violated not only by the society but by their own family members. Women in society have been targeted for many reasons. Now, the question arises what is women empowerment?. Women empowerment is to empower women by promoting their participation in all fields and in all sectors to make her stronger. Women empowerment means empowering with the knowledge, skills and self confidence necessary to participate fully in the development process.

“Empowerment is nothing but a transformation from a weak position to a stronger position” Women empowerment is therefore, a process of providing rights, powers, opportunities and responsibilities in the field of social, economic and political. This can be achieved only through the education. Empowerment means having control over one’s life as an individual. It means freedom from gender based discrimination. Women are the most important tool to ensure any nation's development. Prime Minister of India, Narendra Modi said “Empowering women tantamounts to empowering the entire family”. In India, Women struggle for empowerment starts from birth, infact the girl child has to fight even for her right to be born. Realising this, the government, has taken initiatives to make women empowerment through the Beti Bachao, Beti Padhao” (Save Girl Child and Educate Girl Child) schemes, policies and programmes.

Women constitute more than 60% of the world population which ought to place them as pacesetters in education. In some countries of the world girl child education is neglected due to cultural belief. Women are seen as only relevant in the kitchen and for procreation purpose. Now a day’s, it has been proved that “If you educate a man, you educate an individual, but if you educate a women you educate a nation”. Educating a women brings about self esteem and confidence. It also promotes active participation in the all fields. Thus women need to be more involved in educational policy decision making process. It takes collective effort of the government and society in creating equal opportunities for education and increasing the enrolment of the girl child in to schools. This reduces poverty, inability, illiteracy, ignorance and on the long run, an educated woman will actively play a better role not only in their family life but also in the nation building.

Empowerment of women cannot be made without eradication of bad evils of society like, dowry system, illiteracy, sexual harassment, inequality, female infanticide, and domestic violence against women, rape, prostitution, illegal trafficking and other issues. Non-empowerment of women which leads to political, educational, social, economic, cultural backwardness of the country. It is therefore most effective remedy is to
make the woman physically, mentally, socially, economically, culturally and politically strong by providing education.

**Literacy rate in India**

The literacy rate between men and women in given table are as under:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>Total persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1951</td>
<td>16.7</td>
<td>24.9</td>
<td>7.3</td>
</tr>
<tr>
<td>2</td>
<td>1981</td>
<td>36.2</td>
<td>46.9</td>
<td>24.8</td>
</tr>
<tr>
<td>3</td>
<td>1991</td>
<td>52.1</td>
<td>63.9</td>
<td>39.2</td>
</tr>
<tr>
<td>4</td>
<td>2001</td>
<td>62.38</td>
<td>76.0</td>
<td>54.0</td>
</tr>
<tr>
<td>5</td>
<td>2011</td>
<td>74.0</td>
<td>82.1</td>
<td>65.46</td>
</tr>
</tbody>
</table>

After the observation of the above literacy rate table indicates that, no point of the literacy rate between men and women is matching. Even after the 70 years of the India’s independence, women occupies a secondary position not only in literacy but also in social status. But at present government of India is making an effort to improve the literacy through the implementation of scheme “Beti Bachao, Beti Padhao (save girl child and educate girl child).

**Constitution of India and women empowerment**

The framers of constitution of India were very clear to provide equal rights to both women and men. The Constitution of India is one of the finest equality documents in the world. It provides provisions to secure equality in general and gender equality in particular. Various articles in the Constitution safeguard women’s rights by putting them at par with men. The Preamble, the fundamental rights, D.P.S.P and other constitutional provisions provide several general and special safeguards to secure women’s human rights. The Preamble of the Constitution of India provides justice in social, economic and political rights, liberty of thought, equality of status and opportunities to all the individual’s irrespective of men and women.

The 73rd and 74th Constitutional Amendment of 1993, which provides political rights to women is a landmark in the direction of women empowerment in India. With this amendment, women were given 33 % reservation in local governance.

**Obstacles in the way of women empowerment:**

For the purpose of the women empowerment there should be support from all sides not only by the nation but also by the family members. But as we have gone through the study, there is no such kind of the environment for the women. This study has found the following drawback in the way of women empowerment:

1) Gender discrimination
2) Lack of educational benefit awareness
3) Cultural and traditional attitude
4) Early marriage
5) Dowry system
6) Poor financial conditions
7) Male gender domination
8) Fear of safety for women’s
9) Sexual harassment
10) Negligence and lack of interest by the male gender especially by illiterates.

**Conclusion:**

In conclusion we can say that, the 21st century has become one of the important concern for the women empowerment not at the family level but also society, nation and also at the international level. Women empowerment involves the building up of a society, a political environment wherein women can breathe without
the fear of oppression, exploitation, apprehension, discrimination and the general feeling of persecution which goes with being a woman in a traditionally male dominated society.

Women should be put in the countries development agenda to achieve its desired goal. Women’s also be made partners in development process which ultimately leads to empowerment of women. But as far as social status is concerned, women are not considered as equal to men in all fields. Whereas in western countries the women are considered equal with men in all walks of life and are enjoying equal rights and equal social status.

The Indian paradoxical situation is such that, sometimes women are considered as Goddess and in some other time merely as a domestic servant. Because, of this reason empowerment in the fields of employment, education, economic conditions, social status etc, seems to be very poor. In spite of constitutional provisions, legislations and laws for women, various schemes and programs and the guidelines of the U.N.O, the equal status of women in India is not still achieved even after the 70 years of India’s independence. Thus, education is one of the important means to understand constitutional provisions, legislations and laws, policies, schemes and programs for women.

Thus, education plays an important role in abolition of gender inequality and develops knowledge, increases social and economic conditions, increases standard of life, and develops culture, manners and mannerisms. Education is the important means of empowering women’s participation in decision making in a democratic society and dynamic transformation in shaping the destiny of the family, society and future citizens. As Swami Vivekananda said “There is no chance for the welfare of the world unless the conditions of women are improved”. So, education leads for the women empowerment. Women empowerment leads for the development of family, society, state and the nation.

Earlier there was a slogan that “koti vidhyakinta meti vidhya melu now “meti vidhyakinta koti vidhya melu” word is prevailing because of the importance of education.

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NEED OF ICT-ENHANCED SOFT SKILLS IN HIGHER EDUCATION

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Abstract

In higher educational system, it is considered as the inputs are teachers, students, classroom materials, equipment’s of teaching, methods of teachings and outputs are quantity as well as quality of students learning. As the world is stepping up rapidly towards digital information, the role of ICT in education becoming more and more important and this importance will continue to grow and develop in 21st century. A first step towards recognizing soft-skill attainment in higher education is the development of digital badging programs. ICT assist teachers at higher education institutions and trainers at educational institutions to design and set up learning environments that support learning activities suitable for achieving the desired soft skills related learning outcomes. This paper deals how the proper integration of ICT in teaching and learning environment increases the chance of gaining education along with skill. The soft skills must be acquired by each and every individual in the institutions of higher learning to move our society towards sustainability.

Keywords: Soft skills, ICT-enhanced skills, higher institution

Introduction:

Higher education institutions play an important role in economic growth and social development of a country. In addition to teaching and research, contributing to regional economic growth through innovation is now perceived as the third role of universities. The use of ICT in educational settings, by itself acts as a catalyst for change in this domain [1]. ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools [2].

The use of ICT offers powerful learning environments and can transform the learning and teaching process so that students can deal with knowledge in an active, self-directed and constructive way [3]. The innovative use of ICT is believed to significantly strengthen higher education system and addresses the three fundamental challenges of access, equity and quality.

In higher education students have to acquire knowledge, they have to master skills, and they have to develop an attitude towards their own education. The Skills in education can be course-related skill, ICT based and Soft Skill. Soft skills refer to all aspects of generic skills that include the cognitive elements associated with non-academic skills. The term soft skills is being used to describe skills that managers and leaders use that are subjective in nature, such as creative thinking, dealing with people issues, coaching for performance, and so on[4].

According to the psychologist Daniel Goleman, soft skills contribute to a person’s ability to manage him or herself and relate to other people. These soft skills are general skills, needed not only to complete successfully an educational career but also to become a modern citizen. Skills to think of in this respect 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 learn life long, to develop continuously, and to invest in their own education.

Mainly seven soft skills have been identified and chosen to be implemented in Higher education. They are: 1. Communicative skills, 2. Thinking and problem solving skills, 3. Teamwork dynamics, 4. Life-long learning and information management, 5. Entrepreneurship skills, 6. Ethics and professionalism, 7. Leadership skills
Soft skills, non-cognitive skills, non-technical skills, interpersonal proficiency are terms used to describe the people skills identified by employers as essential for success in today’s workplace. In general soft skills are made up of a combination of the four Cs: communication, collaboration, critical thinking, and creativity.

In the process of mastering these skills students are starting to use ICT more and more, although not always in the most appropriate way. Three facts increasing importance of soft skills in institution and society, unclear responsibility for these skills in institution, and the increasing use of ICT emphasize educational professionals to think of ways to solve these problems. They must try to exploit the possibilities of ICT in order to raise the soft skills to a higher level of proficiency. They must teach ICT-enhanced skills.

**ICT-enhanced skills**

It is now impossible to ignore the potential of Information and Communication Technologies (ICT), and especially that of the Internet. With the change from a world of atoms to a world of "bits" we are witnesses to the appearance of the Information Society and its expansion through the development of computer networks. As mentioned in the Report to UNESCO of the International Commission on Education for the Twenty-first Century, this technological revolution obviously constitutes an essential element in the understanding of our modernity, inasmuch as it creates new forms of socialization and, even, new definitions of individual and collective identity (UNESCO, 1996).

Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity [5-6]. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom and when combined with ICT make a task, related to a soft skill, easier or simpler or quicker to do. As ICT has such an impact on the essence of the soft skills a new terminology is introduced, the ICT enhanced skills [7-8].

1. **Communication**

For this type of soft skill one must have an element i.e ability to deliver ideas clearly, effectively and with confidence, either orally or in writing; ability to practice active listening skill and respond; ability to present clearly and confidently to the audience. Also it is good to have an element i.e ability to use technology during presentations; ability to discuss and arrive at a consensus; ability to communicate with individuals from a different cultural background; ability to expand one’s own communicative skill; ability to use non-oral skills. In this context ICT makes the task simpler or quicker.

2. **Collaboration**

One can practice collaboration skills in a classroom, but ICT offers the possibility to collaborate on a broader scale. With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot time. What is more, having virtual learning environments in college enhances collaboration and knowledge sharing between teachers. Students can practice collaboration skills by getting involved in different online activities. Under the ICT world the Internet plays as a major support for undertaking collaborative work.

3. **Critical thinking**

Ability to identify and analyze problems in difficult situation and make justifiable evaluation. Ability to think beyond. Ability to make conclusion based on valid proof.
Student can combine skills with ICT, or can force to use in a new area. A skill can be performed broader by using ICT. Using ICT students can learn to identify and analyze problem easily and effectively through technology.

4. Creativity/Innovation

It is about ability to contribute with new ideas. ICT can also deepen the skill. It offers the opportunity to perform on a higher level. A professional multimedia presentation with text, sound, images, movies, animations is unthinkable without ICT. ICT frameworks and strategies for students enable a supportive environment for creativity and innovation, e.g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support.

Implementation

ICT can also be seen as a challenge and an opportunity to new instructional design [9-12]. The structure of courses is such that students are often required to work in groups or teams whereby apart from the achievement of the academic tasks, students are also developing team-building skills, scheduling and work distribution amongst the team members.

The development of soft skills among students via formal teaching and learning activities takes two models: (1) stand alone and (2) embedded.

1. Stand Alone Model – In this model students are trained and provided opportunities to develop soft skills through specific courses that are carefully planned for this purpose. Usually, these subjects are offered as university courses (such as English language, entrepreneurship, etc) and elective courses (such as public speaking, critical thinking, etc). Here students are encouraged to sign up for several additional courses which can be credited to be a minor course which is different from the initial program. For example, a student who is pursuing an engineering program is encouraged to take minor courses in management or mass communication.

2. Embedded Model – In this model the soft skills are embedded in the teaching and learning activities across the curriculum. Here students are trained to master the soft skills through various formal teaching and learning activities that are planned and carried out using specific strategies and methods.

Profitable and proper use of ICT in acquiring those skills and fulfilling the skill related tasks doesn’t come easy. It requires a sound and methodological approach. Some of the appropriate and practical strategies and methods include:

1. learning by questioning
2. co-operative learning
3. problem-based learning (PBL), and
4. e-learning

Based on this discussion in higher education institutes a blended learning framework should be proposed. Because it focuses on student-centered learning and aims at delivering ICT courses that support both development of domain knowledge and soft skills.

Development of soft skills through support programs – This involves programs and activities that are created, developed and used to support soft skills either directly or indirectly. In general, the program and activity can be divided into two areas: (i) academic support programs and (ii) non-academic support programs. The academic support program helps students acquire soft skills that are associated with academic matters.
As for the non-academic support program, it assists students in acquiring soft skills that are not related to academic matters but more related to the personal and professional development of the students. Most of the programs are in the form of co-curricular and extra co-curricular activities.

**The development of soft skills through campus life activities.** Most university students spend half of their academic life living in university residences on campus. So, through carefully crafted programs and carrying those out in conducive campus grounds target can be achieved.

**Conclusion:**

We realize that there is urgent need for the academic institutions to re-organize their courses using ICT in order to inculcate desired soft skills among students. It not only supports the teaching methodologies but also the inculcation of soft skills among the students will produce quality human capital as well as develop their knowledge, understanding, values and skills as well. The development of soft skills can benefit strongly from ICT, both in acquiring the skill and in executing the skill. The ICT-enhanced soft skills can be regarded as the additional generic skills and a bonus to the student by making educational strategy easy, simpler and quicker. Further more research has to be done on the impact and benefits of ICT enhanced instructional tools in higher education.

**References:**


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लक्षण

शिक्षण हा सर्वच्छ अविकार आहे आता तर आणण वय व १६ ते १४ पर्यंत सक्रियचे व मोक्त शिक्षणचा अविकार बहाल केला आहे. सामाजिक विद्यार्थी पाठून जावून शिक्षण पेटू नक्ते. मात्र ज्या विद्यार्थीमयांमध्ये वयां आहे, किंवा जो असामान्य आहे त्यांच्या शिक्षण मिळत नक्ते. या विद्यार्थीचे दोन गट पाडे गेले आहेत ते म्हणजे सामाजिक आणण मात्र विद्यार्थीच्या असे भेट असू नयेत त्या साक्षी एकत्र छानालेली शिक्षण मिळालेले पाहिजे या विचारात नजूम शिक्षणाच्या संकल्पना उद्देश्यास आली.

शिक्षण ही अत्यंत व्यंग्यक विशाल प्रवचन आहे. शिक्षण प्रशिक्षण हा शिक्षणाचा महत्त्वपूर्ण भाग आहे. कारण शिक्षणाच्या गाठामध्ये सामाजिक आणण असेल. त्यांच्या प्रकारात मुळे शिक्षण नेत्र असतात तण त्यामध्ये काही मुळे साक्षी अध्ययन करणारी असतात. काही सहजस्थ वागीनीती अध्ययन गरतीली जुठुणे शेखरी असतात. काहीतीन अध्ययनासाठी अभ्यास देणे जस्त नाही. काहीतीन वागीनीती व बाहेरीती अंक विविधता असते, काहीतीन मंद तर काहीतीन महत्त्व वृम्मिका असते. वाग्वत अशा सर्व प्रकारात मुळे असतात. शिक्षण सामाजिक असा विभेद शिक्षण देणासाठी शिक्षण हा महत्त्वपूर्ण घटक आहे. त्यामध्ये अशा शिक्षणाची ही सर्वच्छ गुण संपन्न असतील. हा शिक्षकांच्या अभियान पडल्यास आणणांनी वेगवेगळी शिक्षणाच्या असाधारणीयता मान्यता आहे. वाग्वत अशा विभेदाने मुळे असतात. शिक्षण गाठामध्ये अशा मुळा शिक्षण देणासाठी शिक्षण हा महत्त्वपूर्ण घटक आहे. त्यामध्ये अशा प्रशिक्षण नेत्र असतात. शिक्षण नेत्र असतात. शिक्षण आणणांनी वेगवेगळ्यांनी वागीनीती व बाहेरीती अंक विविधता असते, काहीतीन मंद तर काहीतीन महत्त्व वृम्मिका असते. वाग्वत अशा सर्व प्रकारात मुळे असतात. शिक्षण सामाजिक असा विभेद शिक्षण देणासाठी शिक्षण हा महत्त्वपूर्ण घटक आहे. त्यामध्ये अशा प्रशिक्षण नेत्र असतात. शिक्षण नेत्र असतात. शिक्षण आणणांनी वेगवेगळ्यांनी वागीनीती व बाहेरीती अंक विविधता असते, काहीतीन मंद तर काहीतीन महत्त्व वृम्मिका असते. वाग्वत अशा सर्व प्रकारात मुळे असतात. शिक्षण सामाजिक असा विभेद शिक्षण देणासाठी शिक्षण हा महत्त्वपूर्ण घटक आहे. त्यामध्ये अशा प्रशिक्षण नेत्र असतात. शिक्षण नेत्र असतात. शिक्षण आणणांनी वेगवेगळ्यांनी वागीनीती व बाहेरीती अंक विविधता असते, काहीतीन मंद तर काहीतीन महत्त्व वृम्मिका असते.
• समावेशित गाथा —

समावेशित गाथा महणे अशा गाथा की ज्ञा सामान्य विधार्थीवरीभर वि रोज गरजा असणा—या विधार्थीचा विचार करताना व संपूर्ण शिक्षण व्यवस्थेंतरे विशेष १ गरजा असणा—या विधार्थीचा त्यांच्या गरजानुसार शिक्षण योजनेत सहभागी करून प्रेषण, सारासे सपाटे समावेशित गाथा महणे —

१. सर्व प्रकाराच्या बालकांमध्ये गरजाचा विचार करणा—या गाथा.
२. सर्व विधार्थीच्या वैदिक विचारात सामती करण्यासाठी प्रयत्न करणा—या गाथा.
३. सर्व विधार्थीचा शिक्षणाचा हक्क अवघित राखणा—या गाथा.
४. अध्ययन सूत्रिता विविधवेत्र भर देणा—या गाथा.
५. विविध प्रकाराच्या गरजा असणा—या बालकांचा आंदोलने विचार करणा—या गाथा.
६. विशेष १ बालकांसाठी आवश्यक संगीतीसंगीता व्युत्कर गाथा.
७. वैदिकपूर्ण अध्ययन पद्धतीचा वापर करणा—या गाथा.

थांडवयाच्यात वर्गीय सर्व गाथाचा विचार करून मुलांना प्रवेश दिला जातो त्या गाथाना समावेशित गाथा महणता येईल. गाथा ही एक प्राणीली अपूर्ण यांच्यावर अशा वैदिक गाथा महणतो होतो. गाथे प्राणालीची संवेदन विधार्थ्यवत बिकासातील असल्यास यात समावे त गाथाची संपूर्ण अभिज्ञ हजरत प्राप्त होते. गाथेच्या कार्याच्या प्रवृत्त अथवा आयुष्य सहभागी होणा—या व्यक्तिच्या विशेष द्वारे सर्वसामाजिकाच्या समावेशित गाथेची शिक्षकातकच असतो असे गाथाची घटक खालील प्रमाणे आहेत.

• समावेशित पाठ्यक्रमी मानवी घटक —

गाथा ही एक प्राणीली अपूर्ण यांच्यावर अशा वैदिक गाथा महणतो होतो. गाथे प्राणालीची संवेदन विधार्थ्यवत बिकासातील असल्यास यात समावे त गाथाची संपूर्ण अभिज्ञ हजरत प्राप्त होते. गाथेच्या कार्याच्या प्रवृत्त अथवा आयुष्य सहभागी होणा—या व्यक्तिच्या विशेष द्वारे सर्वसामाजिकाच्या समावेशित गाथेची शिक्षकातकच असतो असे गाथाची घटक खालील प्रमाणे आहेत.

• समावेशित पाठ्यक्रमी शिक्षकांसाठी गुणवत्ता टे —

सधारणांक शिक्षणव्यवस्था ही वाक्करुपित आहे.बालकांमध्ये संबंधित विकास व चालित संवर्धन करण्यासाठी शिक्षकाचे व्याख्या टे असेल.समावेशित पाठ्यक्रमी शिक्षक हा देखील विविध गुणवत्ता त्यांनी परिपूर्ण असायल हवा व्यासाठी शिक्षकांची अंगी पूर्ण गुण असलेले पाठ्यक्रमी आहेत.

१. समावेशित पाठ्यक्रमी विद्यार्थी ह्याच जाणेहीमध्ये दो १ असणारे अस्तित्वाच्या त्यांच्यांसाठी संबंधात साधताने वेगवेगळ्या संबंधात मध्यमाचार वापर करावा लागतो.त्यासाठी शिक्षकांकडे प्रभावी संबंध कौशल्य असायला हवे.
२. समावेशित पाठ या मूलतः वर्णन विषयमाला विषयाचे गरजा अस्मानी मुळे शिक्षण पेक्षा असात तेचा एकदा विद्यार्थींचे विषयाचे मिळवणे किती अध्याय तक्याचे समावेश या मूलतः वर्णनाला संबंधित अध्यायाची गती कसी जात तेचा शिक्षकांकडे कमाली मूळपणुता असावे पाहिजे.

३. समावेशित पाठ्यपृष्ठांची हे अस्मानी असलेल्या व्याख्या वर्तनाचा काहीवेळा असंवचत असते तर काही वारंवार संगम ही असार होता कसी असलाच्या अध्यायाप्रमाणे दुरुस्त करून इतर कृती करत असात तेचा शिक्षकांने न रागवता वहनीहास असस्ते पाहिजे.

४. समावेशित पाठ वर्गात अध्ययन करताना प्रारंभ वातावरण असावा होऊ त्यामुळे विद्यार्थींचे अध्ययनप्रमाणे विषया १ मार्ग देतात त्याबाबा शिक्षकांकडे हिंदी हृदय अस्मान्य असावा चालतो होऊ तकून.

५. समावेशित पाठ वर्गात अध्ययन करताना प्रारंभिक साधनांचा वापर करून प्राप्त होतो. प्रारंभिक साधने आरंभिक दृष्टीकोन विकल्प देणे गरजना परवर्ती तेचा अशी साधने मुळतः शिक्षण तेन्या अपण व्याख्याकृत करून म्हणून येऊ तेचा अशा उपक्रमांकांत शिक्षकांने उपभोक्तेहाळ असावा होते.

६. समावेशित पाठ्यपृष्ठांची हे सामान्य मूळतः व्याख्या पेक्षा जास्त अनुकूल मार्ग असात तेचा शिक्षकांने दैनिन्दन वर्तन हे मूळतः रोगद अनुप्रेरण करावासे असावे.

७. वर्गांतीलून वैचारिक गरजा असणारा-या मूळतः व्याख्या करताना शिक्षकांकडे समांतर्विरोधी असावा होते.

बाहेरील पाठ्यपृष्ठांना आपल्या व्याख्याअिंकृत म्हणूनच दुभावून उठवून वापरली पाहिजे करण्यास अशा दुभावून उठवलेल्या गरजांचे १ मार्ग असणारा-या बाळकांतरी नियंत्रण करून अध्ययन करणे जास्त प्रभावी ठर अक्षरे व शेषण-या अद्वितीय मात्र करण्याची उज्ञ मूळतः मिळवा अक्षरे.

• प्रभावी अध्ययनसाठी शिक्षकांकडे लागणारी कौशल्ये –

६. अध्यायासमूह सुवर्णा कौशल्य

७. वैचारिक मार्गनिर्देशन कौशल्य

६. अध्यायासमूह सुवर्णा कौशल्य

३. व्याख्यातिक विकास कौशल्य

५. वर्ण वातावरण कौशल्य

६. अध्यायासमूह सुवर्णा कौशल्य

५. वर्ण वातावरण कौशल्य

६. अध्यायासमूह सुवर्णा कौशल्य

७. वैचारिक मार्गनिर्देशन कौशल्य

२. वर्तनावरील नियंत्रण कौशल्य –

साधनांची विद्यार्थ्यांना वर्णवाचले त्याच्या प्रक्रिया होय. संप्रे त्यांची अपविलोकन रागवलेल्या विद्यार्थ्यांच्या प्रक्रिया असताने अस्मानी वाळकांनी व्याख्या करत त्याच्या प्रक्रिया करून त्यांनी सम्वाद साधल्याची कस्ती होती. संवादसाधनी पारिक वाळवाळी वापर करून प्राप्त होतो तेचा त्यांनी संवादी संवाद साधनसाठी शिक्षकांकडे संप्रे त्यांची असावे लागें.

२. वर्तनावरील नियंत्रण कौशल्य –

सामान्य विद्यार्थ्यांच्या वर्णवरील विविधांचे विश्लेषण धर्मांतरी अध्ययन चालू असते. असावे या विद्यार्थ्यांच्या वर्तनावरील नियंत्रण देखणामुळे शिक्षकांना महत्वाची भूमिका बजवली लागें. वाणस्ती त्यांनी वेंचेविद्यार्थी वापर करता.
ध्वनि: तयार करें।

3. व्यावसायिक विकास कीर्तिपति —

निष्ठा नजर, दीक्षा, करीब, बहुसंख्य तथा विशेष प्रश्नोत्तरीय विश्लेषण केंद्र में निर्धारित विश्लेषण केंद्र के रूप में तयारी शिष्यों के लिए आमतौर पर विभिन्न प्रश्नों के उत्तर मिलते हैं। निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

4. सहकार्यकार्य दृष्टि में जोड़ने की शिक्षा —

समावेशित विश्लेषण से एक घोषणा प्रस्तुत होता है, कारण अस्तित्व सामाजिक मान्यता मानें जान, अनुभव व शिक्षा यथार्थी विषयों प्रकाशन केंद्र में तयारी के लिए आमतौर पर विभिन्न प्रश्नों के उत्तर मिलते हैं। निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

5. वर्ग वातावरण कीर्तिपति —

समावेशित शिक्षण में एक घोषणा प्रस्तुत होता है, कारण अस्तित्व सामाजिक मान्यता मानें जान, अनुभव व शिक्षा यथार्थी विषयों प्रकाशन केंद्र में तयारी के लिए आमतौर पर विभिन्न प्रश्नों के उत्तर मिलते हैं। निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

6. आचार्यकार्य सुझावाद कीर्तिपति —

समावेशित शिक्षक आपसी वर्तमान समय में विवेकाचार तथा तार्किक तत्व पर उपयुक्त रूप से ले जाता है। निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

7. वैयक्तिक मार्गदर्शन कीर्तिपति —

निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

8. वर्गविभाग कीर्तिपति —

समावेशित शिक्षक वर्गविभाग महत्वपूर्ण अनुभव व शिक्षा देश व विद्यार्थियों के लिए आमतौर पर विभिन्न प्रश्नों के उत्तर मिलते हैं। निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

समावेशित शिक्षक वर्गविभाग महत्वपूर्ण अनुभव व शिक्षा देश व विद्यार्थियों के लिए आमतौर पर विभिन्न प्रश्नों के उत्तर मिलते हैं। निष्ठा नजर ने इस विषय में अपनी विचारधारा की दृष्टि पर निर्धारित कीर्तिपति।

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आजच्या युगात एकांतरकात हा शिक्षणाचा केंद्रचित्र बनला आहे.एकांतरकात फक्त शिक्षणपुस्तक मर्यादित नसल्यास हे एक धोरण किवा एक विचारसर्गाच्या आहे.सर्व लोक समान आहे.सर्व मुलांच्या वाविले वोळताना जेव्हा अपघ मुलांचा उलेख केला जातो तेव्हा मात्र असे दिसून पेक्षा की वा मुलांच्या शिक्षणाच्या मूळ्य प्रवाहात सामान्य पेक्षा जात नाही. त्याचा सामान्य मुलांचा ताजेच प्रवेश देखील शिक्षक तयार घेत नाही.तेव्हा अशा मुलांसाठी निर्देशक आणि अनिवार्य शिक्षणाधिकार कायदा २००९ (RTE) अपघ मुलांच्या शिक्षणातील अडचण दूर करेल असली अपेक्षा आहे. त्याची अंगभाषाची होणे गरजेचं आहे. यासाठी त्यासाठी या शिक्षणाचा वाविले जी उद्देशित आहे किंवा, समाजाचा दृष्टी पाठकांना दृष्टी पाठकांना बदलला पाहिजे.तसेच सामान्याचा ताजेच मुख्याधापक व विशेष शिक्षकांनी हे सर्व विद्यापीठांच्या प्रवत्तन केल्यास नक्कीच समावेशित ताजेचा उद्देश अवश्य प्राप्त होईल.

संदर्भ सूची —
1. डॉ.भोसले रमा व गोंड उजव्वल (२००९)शिक्षणातील बदलते विचारश्रृंखला, कोल्हापूर:येंड्रक प्रकाशन.
2. डॉ.इंदरकर नवानत व डॉ.इंदरकर सीमा (२०१७) समावेशित राज्य व शिक्षक, अभ्यास र आपल्यांची प्रकाशप्रेक्षण.
3. डॉ.भगवती प्रेमजय व डॉ.नेमाढे जयधी (२०१७) समावेशित शिक्षण, अभ्यास र आपल्यांची प्रकाशप्रेक्षण.
4. शिक्षणेक्ष्यांतेने/डिसेंबर विवाही अंक(२०१४)
5. योजना, पासिक व जुलै (२०१७) अंक १२
उत्त्य शिक्षणाच्या कौशल्य विकसनातील अद्वितीय अवधी व उपाय

सौंदर्ये एस.वे.,सहा,अधिव्यव्यापत
टिके.शिक्षणशास्त्र महाविद्यालय गडहिंदूज

संदेश :

उत्त्य शिक्षणाचा प्रत्यक्ष व्यवसाय आणि रोजगाराची संबंधात आहे.उत्त्य शिक्षणाची गुणवत्ता ही र टी विकासास पो आकार उन्नत करण्यासाठी कौशल्याचे विकसन होते अशा दिशात विद्यार्थी कस्तीली बेरोजगार राहू तर काळ नाही. त्यामुळे आताचा ब्रत सरकारी कौशल्याची उत्त्य शिक्षण विक्षेपण प्रकरण होते. उत्त्य शिक्षण विद्यार्थींना प्राप्त काळांत सर्व करीतील व्यवसायात्मक कौशल्य प्राप्त केले आहेत उत्त्य शिक्षण जेतलेल्या असंख्य व्यक्ती आहेत मागे ते बेरोजगार आहेत करणे या योजनेत त्यानेत व्यवसायात्मक कौशल्यात उत्त्य शिक्षण विद्याग्रामाने प्राप्त होणारी काळाची गरज आहे. आज कौशल्याची उत्त्य शिक्षण देखील प्रवाह चालू केलेली आहेत. यथेच त्याच्या संख्या धडाखडी वाढू व अन्ततः ऐतिहासिक अवधी आहेत. ।

या प्रकारे उत्त्य शिक्षणाची कौशल्य विकसनातील अद्वितीय अवधी असेल तर बेरोजगाराचा प्रवाह आपेक्षिक नियत.

प्रस्तावना —

कौशल्याच्या देशात विकास हा कौशल्य प्रकरणातील शिक्षण असती तेव्हा सर्ववर्ती जाते याथार्थ अवलंबून असते.शिक्षणप्रथमी ती ही बेरोजगार निर्मित आणि व्यवसायाला चालू देण्यास असते तेव्हा बेरोजगाराचा प्रवाह उद्भवत नाही व देशाच्या आर्थिक स्वास्थ्याची करार त्यानून अथवा लागतो. आज जगातील अमेरिका,ब्राझी,युरोप यांसारखे देश महाराष्ट्र महून उद्यास आले आहेत करणे तेव्हा सर्ववर्ती जातील शिक्षण असती आणि त्याच्याच्या रासायनीय व अन्य रुपांतरणाकोणी आहेत.

भारताच्या आज विशेष किंवा संधीच संस्कृती जात आहे प्राथमिक शिक्षणानुपात इतर आहेत मात्र त्याना बेरोजगार नाही.उत्त्य शिक्षण पेनने व्यक्ती बेरोजगार आहेत.अता मानील अर्थात व्यावसायिक प्रयुक्त.प्रकरण असते किंवा संविधान प्रकरण व उद्यास। किंवा त्याने वाहनाचा आर्थिक स्वास्थ्य आणि साधन आढळणारी कौशल्य आवश्यक करार की प्रबंधक शेल्गडूने बेरोजगार नाही. त्यामुळे ते शेवटचे तेव्हा शिक्षण प्राप्त करते त्याने कौशल्याची शेऱ्यांना आवश्यक धाडाकेली आहेत. त्यामुळे ते शेवटचे तेव्हा शिक्षण प्राप्त करते त्याने कौशल्याची शेऱ्यांना आवश्यक धाडाकेली आहेत. त्यामुळे ते शेवटचे तेव्हा शिक्षण प्राप्त करते त्याने कौशल्याची शेऱ्यांना आवश्यक धाडाकेली आहेत.
अडचण

१. कौशल्यप्रणाली व्यक्तिवाद मानवी व पुरुषी व्यक्तित तकनीकी —

वेबवेबस्थायि किंवा निःस्थाप्त वेबसाइट, आॅनलॉगधिक कार्यालयांनी या जितकी कौशल्यपूर्ण व्यक्तिवादी गरज देती किंवा प्रमाणात कौशल्य प्रणाली व्यक्ति पुरुषी व्यक्तित होऊन केले नाही. त्यामुळे भारत सरकार काशीग प्रणाली मंत्रालयामुळे दरवर्ती $ 1,50,000 व्यक्तीतील कौशल्य संपत्ती बनवलेली जाते. त्यामुळे त्यांमुळे संस्थानांची संग्रहण मूल्य $ 3,50,000 व्यक्तित्वाने प्रशिक्षण केले जाणारे मानवी व्यक्ति हे प्रमाणण अन्तर्गत आहे. त्यामुळे भारतातल्या ६७% लोकांना नोकरी मिळवण्यासाठी अडचण्याची निर्देशन होताना असे मानावे पर्याप्त (USA) यांचे मान आहे. त्यामुळे जास्तीत जास्त कार्यक्षमतेने कौशल्यप्रणालीसाठी प्रशिक्षण देणे हे व्यक्ती रोजगार उपलब्ध करते. केलेले गरजेचे आहे. यद्यपि आहे मानवी नोकरी साठी आवश्यक कौशल्ये नसल्यासे रोजगाराचे होणारे. कामगार मानवी व पुरुषी व्यक्तितवाद तकनीकी आवश्यक शिक्षण संपत्ती कौशल्ये व्यक्ति मध्ये जुडून नाही होते. परंतु प्रशिक्षण येणे, त्यामुळे विविध पर्यायांमध्ये कोणती कौशल्य प्रकरणाची कौशल्ये असलेल्या व्यक्ती हवा हे आहेत याचा विचार करत, अथवा अध्यायात्मक कौशल्यप्रणाली ठरत तयार करते गरजेचे आहे.

२. कौशल्यवादी मानवी मिळज्ञानयाचा खोजाचा अभाव —

भारतातील कौशल्यवादी मिळज्ञानयाचा खोजाचा अभाव ही संवेदांसाठी दरवर्ती व्यक्ती तयार करत आहे. त्याचे साक्षात्कार शिक्षणाचा अभाव आहे त्याची कोणतीही व्यक्तित्वात नाही की जेथे आधुनिक क्षेत्र, नोकरी उपनिवेशाचे अभाव. आहे काशीग कौशल्यप्रणाली प्रकरणाची Work Force किंवा Skilled क्षेत्रीय प्रमाणण या आधुनिक क्षेत्रात आवश्यक आहे याची मानवी मिळज्ञान. त्याचे तयार कराणे मानवी मिळज्ञानाचे स्वाभाविक अभाव आहे. काशीग कौशल्यप्रणाली व्यक्तित्वात नाही की तुम्ही तयार करू शकता किंवा सही तयार करणे स्वाभाविक अभाव आहे. त्याचे तयार कराणे मानवी मिळज्ञानाचे स्वाभाविक अभाव आहे.

३. व्यवसायिक प्रशिक्षणाची कमतरता —

भारत आज आधुनिक महासत्ता बनावणारी वापराने करत आहे. त्याचे शिक्षण चाहेच दर हा सतत व्यवसायाला पहुँचत आहेत. त्यामुळे त्यासाठी व्यवसायिक प्रशिक्षण महत्त्व पाहिजे गेले पहुँचत आहे त्याचे तयार करत आहे. भारतातील कौशल्यप्रणाली तेज स्वाभाविक अभाव आहे. त्यामुळे त्यासाठी कौशल्यप्रणाली तेजस्वी आहे. त्याची क्षमता तयार करत आहे. त्याचे तयार कराणे व्यवसायिक कौशल्यप्रणाली प्रशिक्षण असलेल्या क्षेत्रात आवश्यक कोणती रोजगार मिळज्ञानाचे आहे. कौशल्यप्रणाली संपत्ती क्षेत्रात कार्यक्षम आहे. त्याच्या अनेकांना नाही. हे त्यासाठी व्यवसायिक प्रशिक्षणाची आवश्यकता अनेक प्रशिक्षण केले जाणारे आहे.

४. कौशल्यप्रणाली संपत्ती कमी संख्या —

मन्त्रालयासाठी कायमचे काम अनेक प्रशिक्षणेच कमी होत आहे. क्षेत्र २५ ते ५४ व्या दशकांना काम करण्याचे — याचे विविध प्रमाणाचे आहेत. २०१० मध्ये ३९% हतो अथवा त्याचे मध्ये ८४% प्राप्त आहे. कारण भारतातील क्षेत्रातील व्यय्यांची मिळज्ञान वाच्यांची मिळज्ञान आणि मानवी प्रणाली आधुनिक क्षेत्रात काम करताना कारण त्यासाठी व्यतिरिक्त आहे व्यय्यांची मिळज्ञान.
6. वैदिक वाक्यांशों का आक्षण —

कौशल्यान्त्रिक विकसन कार्यक्रमात आक्षण एक अद्वितीय रूप से आहे. उदाहरण के, विद्यार्थी किवा विश्वविद्यालयाच्या प्रबंधकांनी आरोपण देऊ नाही. व्यावसायक संस्थानात अन्य देशात या अवयवाती वैदिक साहित्य सामूहिक खाता-जमा केली जात नाही व तरीण सादृश्यात दिसली जाते.तत्काल अनेक संस्थानात देखील माननी हवेपरे ही वृद्धिकर्त हंस्यांना मध्ये नाहीत तसेच काही संख्या मध्ये कार्यात्मक माननी यादांना प्रश्न दिले जाते. त्यामुळे योग्य असे प्रश्न विश्वविद्यालयाची मिळायला नाही.

7. प्रश्नात्मक प्रश्नान्ता —

प्रश्नात्मक प्रश्नान्ता एवढी एक अद्वितीय रूप से आहे. विद्यार्थी किवा विश्वविद्यालयाच्या प्रबंधकांनी आरोपण देत नाही. त्यामुळे घेते प्रश्न उपलब्ध होऊ लक्ष नाहीत दरव २०,००० प्रश्नकांपणे गरज असताना फक्त २००० प्रश्नकांपणे प्रश्न धरत म्हणजेस विषयक प्रश्न हस्तित प्रशिक्षित होत मसीहा तर प्रश्नान्ता विद्यार्थी नियमानुसार तत्काल करे.

उच्च शिक्षणाच्या कौशल्यान्तर अद्वितीय आणि आपूर्तिक असताना सोडवावासाव्या असल्यास त्याचा हात योक्त गेला पाहिजे या अद्वितीय उल्लेखानीय प्रमाणाने आहेत.

8. अभ्यासक्रम रूपना आणि विकास —

कोणत्याही विद्यापीठात आत्मांनी माने त्याचा अभ्यासक्रम म्हणजेस त्याचा अभ्यासक्रम म्हणजे. त्यामुळे त्या विद्यापीठाच्या नवीन लक्षण येते. विद्यापीठातील अभ्यासक्रमात रोजपते या अभ्यासक्रमची दोन गटत विविधांकन करत.पारंपरिक आणि व्यावसायिक भाषा, साहित्य इतिहास, संस्कृत रूपांतरले हे पारंपरिक हि या अभ्यासक्रम आहेत तर सर्व संस्कृत माध्यम,सैवंत जान आणि आहारासाठी हे स्वयं व्यावसायिक अभ्यासक्रम आहेत.जबाबदारींत सतत चलत होत असतो. त्यानाच अवसरात पारंपरिक अभ्यासक्रम आपह्यामुळे बदल हा झाला पाहिजे. आणि व्यावसायिक कोर्स हे सद्याच जागृत गरजनुसार त्या अभ्यासक्रम पुनर्द्वारे केले गेले असले पाहिजेत उद.विद्या भा हि पारंपरिक कोर्स आहे. मात्र आजाद्या चिठ्ठीला हिंदी फळी सादी गणी करा पैकाहाळी आभाष आणि त्या आयामांमध्ये समावेश ३ केला गेला तर हिंदी हि सायाची प्राणी केलेला व्यक्तिला मनोरंजन क्रमांक संध्या मिळू केले.

तरूण कापडा आणि व्यवसायाचे घर एकाच कल हवी नवी अभ्यासक्रमाचा खेम केली जात. रात्री जसे की व्यवसायी नैतिकता, सहकारातीच पूर्णरुप,सामाजिक जनवादारी, आंतर टूट बांधणा, आंतरा टूट ट्रेड इ. अभ्यासक्रम निमित्ती मध्ये सतत प्रयोग होणे क्रमांक आहे.अतिरिक्त विद्यार्थियों पूर्ण टूटेचे आणि रोजार्डाचे याचे ऐसा हा दिव्यांग मठांत ठेवून अभ्यासक्रम निमित्ती केली पाहिजे.व्यावसायिक बाजारपैकी माणी रुपांतरे वेदवेद त्यंतू अभ्यासक्रम अभ्यासक्रम बदल करण्याची व्यवहार त्याच्या मिळाली पाहिजे.
Aacharya Padmakumari Bhandari has been awarded a Faculty Exchange Programme. She is a Professor of Social Work at the School of Social Work, IIT Delhi.

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IMPORTANCE OF SKILL DEVELOPMENT IN HIGHER EDUCATION: AN EMERGING SKILL TRAINING FOR YOUTH IN INDIA

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Abstract:
In recent years with the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed in past few years. Skill development has emerged as national priority for which a number of measures have been taken and in process for future. Higher education in many developing countries including India confronts many problems. Curricula are often dominated by liberal subjects thereby making education provided by higher education institutions in the country more of liberal education than vocational, technical and other forms of entrepreneurship education. India is relatively young as a nation with around 28 million youth population being added every year. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan. Skills and knowledge are key drivers of macro economic growth and socioeconomic stability. In this context our focus is to highlight importance one of evolving skill for young age which is also of national priority in the higher education as a need of 21st century.

Keywords: Skills, Skill Development, Employability, Vocational Education, Economic

1. Introduction:
Today India is considered as fast developing modern economy due to the abundance of qualified, capable, motivated and flexible human capital. Although, there is a need to further develop and empower the human capital to ensure that country is standing tough and tall in global competitiveness. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. When referring to the preparation of youth and adults for employment, a subtle shift in understanding occurs. The discussion begins to shift from talking about education to talking about skills. Skills development is a much broader concept, more diverse, hence, more difficult to monitor. Despite the utmost important and attention given to education and training, there is still a shortage of skilled manpower in India to address the mounting needs and demands of the economy. It encourages standardization in the certification process, it maintains a registry of skilled persons, and increases productivity of existing workers.

If we see current scenario of Skill education of India it is estimated that India will face a demand of 500 million skilled workers by 2022. Presently we are still struggling with the supply of skilled workforce as presently only upto 2% of the total workforce in India has undergone skills training. As per Government of India estimates, 93% of workforce employment is in the unorganized or informal sector, which is not supported by a structured skill development system. No training on employable skills is being given to young people who can provide them with employment opportunities as per current education system. Workers in the unorganized sector are often skilled informally or on-the-job.

The higher education role is in the sustainable economic and social development increase year by year, and this will continue over the next decades. Higher education can be seen as a focal point of knowledge and its application, an institution which makes a great contribution to the economic growth and development through fostering innovation and increasing higher skills. It is looked as a way to improve the quality of life and address major social and global challenges. Higher education is broadly defined as one of key drivers of growth.
performance, prosperity and competitiveness. UNESCO says its social role provides the link between the intellectual and educational role of Universities on one hand and the development of society on the other. Raising skills holds the key to higher living standards and well-being. Investing in knowledge creation and enabling its diffusion is the key to creating high-wage employment and enhancing productivity growth.

**The Purpose of 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 to 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 society today. 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 throughput are the highest priorities for higher education. However, this conventional wisdom is wrong. Disturbing recent evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills needed for vocational success and for discharging the responsibilities of a citizen in a modern democracy. The skilling of youth at higher education level has three tier approaches being implemented in the country; the first one is to incorporate skill component in the regular higher education courses, second is to offer full-time skill based Degree / Diploma courses with major skill credits, and third is to offer short-term skill based courses, orientation and finishing schools. Following are institutional mechanisms implemented for the successful incorporation of skill development based vocational education and training in University and college education system.

The Government’s Draft National Education Policy 2016 also envisages to include skills and training in the curriculum to expand opportunities for students to acquire relevant skills, including skills needed for work and entrepreneurship, to name a few. “There is a need to renew curricula at all levels of education with special emphasis on the emerging learning areas”. The purpose of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India’s competitiveness in the dynamic global market. It seeks increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system with the enhanced capability to adapt to changing technologies and labour market demands. Skills development can help to build quality and relevance of education and training for all genders fuels the innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs.

2. **Objectives:**

The skill development programme forms the basis of the study. The objectives of the present study are mentioned below:

- To understand through the review of literature present status of Skill development in India.
- To review the present higher education system & measures need to incorporate skill education into it, in order to increase employability in youth.
- To analyze through the review of literature if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labour force in India.
The main objectives of this paper to highlight importance of Skill education & its need of incorporation in higher education. This will help to empower today’s youth in India through sustainable employment in government & private sector by empowering Indian economy.

3. Review of Importance of Skill Development in Higher Education:
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 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 45 years in Western Europe. Today all economies need skilled workforce so that meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. The skills and knowledge becomes the major driving force of socio-economic growth and development for any country. As it has been observed that countries with highly skilled human capital tend to have higher GDP and per capita income levels and they adjust more effectively to the challenges and opportunities of the world of work.

Skill Education program will bring an Economic revolution by making India a global manufacturing hub and welcoming both domestic and international industrialists to invest in India that will generate employment and overall development of India. The initiative also emphasizes on high quality standards and lowering the affect on the environment. It also focuses on economic, infrastructure and technical development which will lead to development of other Industries and sectors giving a global recognition to Indian Industry.

Importance of Skill Development Programme in Higher Education will help for:
- To enhance the employability of the learners
- To boost the employment opportunity
- To resolve the unemployment problem in Youth
- Increase knowledge and understanding of local industry
- To increase career development opportunities
- Preparing the youth of India as a manpower resource for World Markets
- It will truly act as a catalyst for
  - Economic Development
  - Faster Economic Development
  - All round Economic Development
- It will help for Personal Growth of individual through
  - Building networking
  - Time management
  - Negotiation skill

3.1 Initiatives taken to promote the National Skill Development mission
Skill India’s campaign launched with an aim to train over 400 million people in India in different sectors by 2022. It includes various initiatives like: Skill Loan Scheme, Pradhan Mantri Kaushal Vikas Yojana, skill Acquisition and Knowledge Awareness for Livelihood Promotion Program. The mission has been developed to
create convergence across sectors and states in terms of skill training activities, seven sub-mission have been proposed initially to act as building blocks for achieving over all objectives of the mission. These are:

1. Institutional Training
2. Infrastructure
3. Convergence
4. Trainers
5. Overseas Empowerment
6. Sustainable Livelihood
7. Leveraging Public Infrastructure

3.2 Impact of Skills Development on Economy and Society
Skills development is the basis for the competitiveness of economies and enterprises. From a social perspective, they are a tool for fighting against poverty, promoting equal opportunities by means of integrating people in terms of labour, social context and citizenship. Vocational training is one of the policies implemented to achieve the main objectives of the decent work strategy. With a favorable economic and social environment, skills development contributes to improve the performance of people and enterprises, which results in the increase of employment and development for society.

3.3 Need for Making Higher Education More Skill-Centric
Presently higher education policies should prepare our students more to improve their employability, particularly help them turn entrepreneurs. The measure initiatives must be taken to promote vocational education which has focus on development of skills and to make students more job-ready or improve their employability. The various colleges and Universities must be given freedom in designing courses and curricula which has vocational training courses.

4. Conclusion :
To create India globally competitive and to boost its economic growth further, a skilled work force is essential. As more and more India moves towards the knowledge economy, it becomes increasingly significant to it to focus on advancement of the skill. The concept of skill development has been largely recognized and many programs in education and government policies are being formulated to initiate this concept not only amongst the individuals in urban areas but in rural areas as well. 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 & contribute to the social change cum economic development in India.

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ADAPTING ICT IN RURAL HEI’S: AN OVERVIEW

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Introduction

In the age of innovation and productivity, knowledge and technology has come to occupy a centre stage in national and international policy debates. Nations are focusing on ways to improve knowledge generation and sharing; and creation and flow of new technologies. In this scenario, it has been duly recognized that implementation and adoption of ICT in a nation at all levels, would certainly contribute and enhance its productivity, efficiency and growth.

ICT has a direct role to play in the education sector. It can bring many benefits to schools, educational institutions as well as to the community. ICT in schools add to knowledge production, information and communication sharing among the school community. The same has also been asserted by Al-Ansari (2006); Manduku, Kosgey and Sang (2010) and Sarkar (2012). In developed nations, the implementation of ICT in schools has been compulsory. The same is not true for developing countries like India. However, it has been universally accepted that implementation of ICT and acquiring ICT skills is essential for a more informed, learned and efficient nation.

Need For ICT In Education

ICT is the convergence of computer, communication and content technologies. It has attracted the attention of academia, business, government and communities to use it for innovative profitable propositions. In order to compete in a global competitive environment, a highly skilled and educated workforce with aptitude and skill sets in application of ICT is inevitable for every nation. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, children with special needs and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus. Use of ICT will catalyse the cause and achieve the goals of inclusive education in schools.

Other benefits of ICT in education are:

- It has the potential to improve education system of the nation
- It can transform the nature and quality of education as a whole
- It helps to enhance the quality of education by facilitating new forms of interaction between students, teachers, education employees and the community
- It acts as and provides students and teachers with new tools that enable improved learning and teaching and adds to skill formation
- It improves the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basic skills
- It makes education more accessible for all, bringing education to the doorstep of children living in remote rural locations by means of enabling distance learning
- It provides access to a vast treasure of educational resources and content for improving literacy
- It leads to integration of technologies with traditional educational activities although it can never replace the conventional teacher-student relationship that is so crucial to the development process
- It offers more challenging and engaging learning environment for students of all ages
- It enables a knowledge network for students
It provides greater flexibility and individualized learning facilities to learners
It enhances the overall teaching-learning process
It avails high speed delivery of uniform quality content at reduced cost bringing the cost of education from very high to very low
It can serve multiple teaching functions and diverse audiences
It facilitates in enhancing the efficiency and effectiveness of educational administration and policy by improving the quality of administrative activities and progress

Challenges In Adapting Ict In Rural Higher Education Institutes

Although ICT has the potential to improve education system of a country to a great extent, yet it is not the case in the developing countries. There are multiple issues and challenges confronting the implementation of ICT education in schools and educational institutions in these countries and the problems are much more magnified in case of schools located in remote villages and rural areas. For rural schools in specific, the introduction of ICT faces hindrances in the form of internal and external barriers.

Internal barriers to ICT implementation in schools in rural locations include:

9) Lack of trained teachers
A major obstacle in the use of ICT in rural education is the lack of knowledge and skills. There is dearth of dynamic teachers formally trained in ICT. Moreover, there is hardly any quality training imparted on a regular basis to teachers involved in ICT education.

10) Unfavourable organizational culture and poor attitude and beliefs
Often in developing nations, the educational organizations and school management fail to perceive the importance and seriousness of the role of ICT in education enhancement. Also, the teachers’ attitudes and beliefs are outdated and orthodox. They are unaware and rigid and not willing to adapt to the change. They harbor false beliefs that ICT is meant primarily for the youngsters and are skeptical about the effectiveness and utility of ICTs in school education.

11) Shortage of time
In higher education institutes, teachers are usually burdened with multiple tasks other than teaching. Moreover, they have to teach all types of subjects along with ICT. They do not have time to design, develop and incorporate technology into teaching and learning. The teacher needs time to collaborate with other teachers as well as learn how to use hardware and software and at the same time keep oneself updated with the latest technology.

12) Issues of maintenance and upgrading of equipment
Maintenance and upgrading of ICT equipments in rural higher education institutes is subject to their limited financial resources. Largely, the government initiatives are restricted by budgetary constraints. The ICT projects in rural higher education institutes are not self-sustainable. When the projects launched by government or private sector phases out, the maintenance of equipments need to be borne by the students. The students often with weak economic backgrounds are unable to fund the maintenance and computing facilities expenses.

13) Insufficient funds
Appropriate and latest hardware and software facility availability determines the effective and efficient usage of technology. In developing countries, technology implementation into education systems is a difficult task as it requires a magnum of funds, infrastructure and support facilities. Lack or insufficiency of finances leads to redundant and obsolete infrastructure and equipments in rural higher education institutes.
leaving a huge lacuna in the process of enabling ICT skills and imparting ICT education; thereby rendering the entire ICT experience meaningless.

**Challenge of language and content**

A large proportion of the educational software produced in the world market is in English. Majority of online content is available in English. In developing countries, English language proficiency is not high, especially outside the urban areas which becomes a serious barrier to maximizing the educational benefits of ICT.

Crucial external barriers in the implementation of ICT in rural higher education institutes are:

**Shortage of equipments**

There is lack of computers and computer-related resources such as printers, projectors, scanners, etc. in government higher education institutes in rural areas. The ratio of computer per student is insufficient. The option of private higher education institutes is very few or missing in these regions. There is a mismatch between the complementing resources and inappropriate combination of ICT resources result into reduced diffusion of technology as well as poor ICT understanding in these educational institutions.

**Unreliability of equipment**

Even the basic ICT equipments and computers possessed by rural higher education institutes are unreliable and undependable. The higher education institutes lack up-to-date hardware and software availability. Old and obsolete equipments are major hindrances to ICT adoption and application.

**Lack of technical support**

Rural higher education institutes face issues related to technical know-how, absence of ICT service centers, shortage of trained technical personnel. Whether provided by in-school staff or external service providers, or both, technical support specialists are essential to the continued viability of ICT use in a given school. Without on-site technical support, much time and money may be lost due to technical breakdowns. One of the major obstacle to optimizing computer use in higher education institutes has been the lack of timely technical support.

**Resource related issues and internet**

Rural higher education institutes usually face trouble with respect to the availability of ICT related resources such as supporting infrastructure, uninterrupted electricity, supplementary resources like multimedia, projectors, scanners, smart boards, and so on. Despite being an integral component of the ICT, internet is lacking in most rural higher education institutes. Most higher education institutes cannot afford the high fees charged by internet providers and even where there is internet, slow or erratic connectivity destroys the very essence and impact of ICT.

Other external factors inhibiting the usage of ICT in rural higher education institutes are social and cultural factors inherent to these regions, lack of initiative by community leaders, corruption and burglary.

**ICT INITIATIVES IN RURAL EDUCATION**

The government of India has announced 2010-2020 as the decade of innovation with special focus on ICT enabled education and acquiring of ICT skills for students. The motive of the national policy on education is to create an environment of integrated development for education and economic empowerment of rural students. Important initiatives and strides have been taken in the sphere of rural education:

- Computer literacy projects for teachers and students
- Mobile classrooms through IT buses
E-Learning centers and kiosks for enhancing online education for social and economic change in rural society
  Community Telecentres to meet the needs of ICT learning outside formal school setting Bicycle-based connectivity in rural areas
  National award for teachers using ICT in higher education institutes in the teaching learning process
  Development of IT curriculum
  Innovative „Rural Reach Program” by Infosys for imparting first hand ICT knowledge to children of grades 5-10 in villages
  Higher education ICT initiatives such as E-Gyankosh, Gyan Darshan, Gyan Vani and various other distance education programs

Conclusion And Suggestions

Revolution in information and communication technologies has reduced national boundaries to meaningless lines drawn on maps. In this scenario, education has been identified as one of the services which need to be opened up for free flow of trade between countries. India is developing as a knowledge economy and it cannot function without the support of ICT. The gap between demand and supply of education has necessitated the government and institutions to formulate policies for more beneficial use of ICT. In order to bridge the gap, it is necessary to evolve cooperation between public and private stakeholders. There is a need to focus on improving four aspects of ICT - access, usage, economic impact and social impact. The study makes the following suggestions for improving and enabling ICT education in rural India:

- There is a need for public-private partnership for resource mobilization for funding ICT education in rural areas

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कौशल्य विकास : गरज नया युगाची

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प्रस्तावना :—

समाजीतील कौषांत्यांनी सामाजिक आणि आर्थिक परिवर्तनसाठी शिक्षण हे महत्त्वाचे साधन आहे. ज्या
देशामध्ये ज्ञान आणि कौशल्याचा उन्नयन महत्व दिले जाते तो देश सांस्कृतिक आणि सामाजिक प्रगती करू
काळ. कौषांत्यांद्वारे, व्यापक आर्थिक प्रगती, सामाजिक विकासांना कौशल्य आणि ज्ञान या प्रशिक्षण आहेत.
उच्च आणि चांगल्या स्तरावरील कौशल्याचे असल्यास देश कामाच्या आवश्यकता आणि जगाच्या संघीय आधिक प्रभावीपणे
समाचारात करतात.

कौशल्य विकासासाठी असाधारण महत्व सरकारने वेळीच लक्ष्यांना पेक्षा स्वीकृत इंडिया, मला इंडिया यासारखेच
महत्त्वाची अभियाने हातात पेक्षा आपल्या देत १ कौशल्य प्रशांत कसा करता पेक्षा याकडे राख दिले आहे.
अशा प्रकारातील अभियाने यशस्वी कार्याचारही गासन्नतापूर्वक खाजी स्तरावर अनेकांचे प्रयत्न सुरू आहेत.
यामध्ये रेलवे मंत्रालय, संस्थान मंत्रालय, अर्जुन उद्योग मंत्रालय, आरोग्य वेक्टर कल्याण मंत्रालय, वीज मंत्रालय,
सामाजिक न्याय आणि आर्थिक मंत्रालय आदीचा सहभाग महत्त्वपूर्ण असाधारण आहे. युवकांना कौशल्य शिक्षण देऊन
विकास साधारण येणार आहे.

उद्देश्यांची दिवे:

१. कौशल्य विकास संकल्पना समजून घेणे.
२. कौशल्य विकासाची प्रयुक्त अभियान आपले कार्य करणे.
३. कौशल्य विकासाच्या संकल्पना आणि प्रोत्साहन यांची नीती घेणे.
४. कौशल्य विकासाची शिक्षणामध्ये असाधारण मदत आणि उपाययोजनांचा आभास करणे.

कौशल्य विकास अभियान एक संकल्पना :—

आर्थिक विकासाच्या सहयोगाने आर्थिक प्रगतीसाठी संबंधित युवाश्रयांनी समुदाय आस्थेला भारतसारखे देशात
कौशल्य विकासाचा संबंध व्यावसायिक प्राध्याप्तांचा अल्पत असाधारण आहे. गेल्या काही व वाढत महानां गांवी या
सुरुवाती, त्यांची ग्रामीण योजना, त्याच्या ग्रामीण उपजीविका मोहिम आणि या सुरुवाती, कौशल्य विकास महामंडळ यासारखे व्यावसायिक आर्थिक
निर्माण व पात्रतांधरीत कार्यक्रमांचा माध्यमातून समावेश साधून व ग्रामीण सहकर तीव्र गुंतवणूक करत
आहे. सर्वकाळ १ भरस्माट आणि विकासाचे उद्देश्य साधारण कार्याचारी मेक इंडिया ही योजना आहे. वस्तुतः:

Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
अशाप्रकारतः योजनादृष्टिवर्ती एकादिकें साधनसंपत्तीत्व जोरस्तरी वापर केरला जाती आणि नवे स्तोत निर्माण केलेला जातात. अथवा काही वेळा गरजावर आराधित संशोधन आणि उपक्रमातून स्तोत तयार केलेला जातात. कृतात भारत (skill India) हे या दिसेणे उत्कर्षदार तोळा पाऊले आहे. जेथे समस्त हायपूर्वीविक धोरण येथे तेत्या सर्वश्रेष्ठ चर्चित जाणारा गुणवत्ते । महाने कौशल्यपाल आराधित शिक्षण हाप होतो. यशस्वी, साहसी उपक्रम आणि कल्याणाकडे जाणारा मार्ग महून कौशल्य, उपलब्धता आणि व्यावसाय सहज साधनता साधून विचार केला जातो.

देशातील आर्थिक प्रतीत दोन प्रकार सावध करतो येऊऱे: एक महाने आर्थिक विकासाच्या सहाय्य करून व्यापारी काम करणारा समाज व्यवसायी कार्यक्षमता वाढवेल, आणि दुसरी महाने स्वयंसेवकांना असरलेले तरण व व्यवसायिकांना उपादकतेचे कौशल्य पुढील व्यवस्था साधनात असरलेल्या पर्यावरणात नवी चौकट पुढे. त्यामुळे आर्थिक प्रगतिता अतिक्रिया उळे मिळते. या दोनांच्या अभ्यासात आणि मार्गदर्शक असल्या तरी आर्थिक प्रगती आणि आर्थिक विकासाच्या साधून होणारचा आर्थिक भर्तीपाठकसंगठन व्यवस्थेच्या आणि वाढी संघ संघ साधनसंपत्तीत्व जास्तीत जास्त वापर करणारा माध्यमातून मार्ग तेव्हा पाहीजे.

आर्थिक प्रगतीत कौशल्य विकासाची भूमिका:

भारताच्या २०१९ व्या जनरेशनेता आह्वालावरून विचार केला तर किमान ६५ तक्य स्नेह हे काम करू वळील अशा व्योगदाूळीत आहेत. संपुत्र या दस्तावेज २०१५ वा लोकसंख्या आह्वाल पाहिल्या तर २०२० पर्यंत भारतातील लोकांचे वय २९ वर ३२ असेल, चीन व अमेरिकेतले २७ वेळ ४५ वर ५० असा आहेत. लोकसंख्यासाधीत या व्यावस्था बदलताच फायदा आपत्ती होणार होते व भारत हा मनु यवदाचा कार्यान्वयन वरणार होते. तरी ही संधी साधनसंपत्ती आपल्या मनु यवदाचा योग कौशल्य, कौशल्य सुधारणा प्राप  करून देशाच्या गरज आहे. ते नवीन तरण रोजगारसाधी सज आहेण व्यावस्था बाजारपेठाच्या गरजावरून प्रशिक्षण देशाच्या जग आहे. या गरज देशातील व परदेशात वेंगवेंडिंग असतात. त्यामुळे व्यावसायिक पदवीतील प्रशिक्षण देणे गरजेचे असते. व्यवसाय आणि प्रशिक्षणाची नवनवीन आवश्यक व्यवस्थारी पाहीजे. आपल्याकडे प्रशिक्षणांची कमांडता आहे. ल्याहू धोर वेंगवेंडिंग धोराले आत्मसमर्पण करून आर्थिक उदय ठेवू एका पाहिला होणाराची प्रतिक्रिया करणे गरजेचे आहे.

जेथे व्यक्तीची शिक्षण, प्रशिक्षण व इतर कौशल्ये ही विस्तृत पाव्याशी आधिकारिक असतात तेचा ती व्यक्ती जास्त रोजगारासम म्हणून. त्यावेळ माहिती तंत्रज्ञ, प्रशिक्षणी संविदा व गणनाशक्ती या कौशल्याच्या संपर्कात होतो. धोरावाच्या क्रमाने अनेक मुख्याचे, कर्मचारी व व्यवसायिक दस्तशेख यांनुसार कौशल्य असरलेल्या मनु यवदाची उपलब्धता वाढवली आहे. कौशल्यार्थी पहिल्या भर्तिकर आहेत ते तेव्हा रोजगारशक्ती कौशल्यी संधी आणि कामाचा बाबतीत ते किंवा उपयुक्त आहेत, त्याच्या अवलंबून असते.

कौशल्य विकास प्राणालीची जोपासना:

संस्थानीस्थित भारत सरकारने खाजगी क्षेत, जागतिक बैंक, ओस्पोटी, युरोपीय बैंक यासाठी अंतरांत रूप संस्थांच्या भागीदारीसाठी माध्यमातून कौशल्य विकास प्राणालीचे संरक्षण करत आहे. विशेष कौशल्य विकास योजनाचा माध्यमातून २० हून आधिक विभागांची परिषद दाखवणारे कर्मचारी सुरु केले आहेत. कौशल्य विकास व उद्योगोंतल्या, विकास मंत्रालयांकडून व्यावसाय देखील देखील जात आहे. देशात आगडी दुर्गम भागातील
भारतीय मौलिकता प्रशिक्षण योजना आपि ग्रामीण विकास मंडलवाला अंतर्गत अस्थोली ग्रामीण कौशल्य योजना सारख्य संकार्य स्वतः मौलिक योजना ग्रामीण व भारतीय मानवाज्ञानीय युवक समूह, मानसस भाग व वॉसागर भाग, नागर संच व कोटलतावाद याच्या तपाहावाळी अस्थोली भाग, अध्ययनांक अस्थोली भागानि योजनद्वारा मोहते आहेत.

भारतीय मौलिकता प्रशिक्षण योजना आपि:

जागतिक लोकसंख्येतील झपाट्यांने बाळ होत असावली स्वतः तत्त्व मौलिक अस्थोली भारत देश गाला लोकसाधीकारी लाभावाच्या संस्थाने दात्प्रेम आयोजन कायदा मिळाला आहे. असे अस्थोली राही म्हणून भारतीय तीन चूपांश्च मौलिक अकुश्त आहे. वारीं इकारिकया जागतिक फोरम्या जागतिक प्रजा फोरम्या अहासकल (२०११) असा सावलेती इयरा देखावा आहे आहे की, अल्या रीजनग अथवे मौलिक सारख्य विकसनशीर मौलिक अपभोवाच्या सामान्य करवा लागले. उद्द्योगांने आकारप्पण अस्थोली कौशल्य आपि शिक्षण व्यवस्था पुरवल अस्थोली कौशल्य याच अतिशय मोठी तपाहावाळी आहे. २०१२ पावत ५० कोटी कृती नमुने यथार्थ तपाहावाळ करणे एक मोठे आकार असावली आहे.

शिक्षण + कौशल्य = उपयुक्तताता मूल्य:

भारतीय मौलिकता प्रशिक्षण पद्धतींमध्ये बदल करणे हे एक कौशल्य विकास वातावरणातील महत्त्वपूर्ण उपाय उरा आहे. वारींपर्यंत शिक्षणासोबत कौशल्य विकासाच्या शिक्षण पेषेच आपि पाम व वातावरण एवं उच्च शिक्षण शेत्यांतर नोकरीची ही मिळेल राही का? असा स्वाभाविक प्रघृण उभ्य गाठता. आपल्याकडे शिक्षण आपि नोकरी हे जगू समीकरण निर्माण झाले आहे. शिक्षण हे अर्थात शिक्षण आपि अन्य समाज निर्माण जाळी आहे. शिक्षण आपि रीजनग इतका वेळ संच असून रोजेगारसाहीची आवश्यक कौशल्य दिली जात नाही. ही आजची शिक्षण व्यवस्थेची वस्तळशीती आहे. व्यवसायिक आयातक्रम शिक्षणातील प्रशिक्षणपेषेपुत्रकी ज्ञान देखावार्थ जात भर आहे. रीजनग इजिनियर ज्ञानातील व्यवहारातील इजिनियर कवलीय असे नाही. शिक्षण आपि कौशल्य याची फरकत जल्ले शिक्षणासुनुस दिली आहे. वास्तविक कौडारी आलोषाणासुन रूप रूप ज्ञान आयोजपूर्ण अंकेकाच व्यवसायिक शिक्षणाची गरज नमूद करती आहे.

समारोह :

वरील विषय निवेद्यातून असे सांगलेले आहेच की, जागतिक राजकारण लोकसंख्येत्या आपि ताहुण्येच्या बानतीत भारत हा जगातील स्वतः तत्त्व देश आहे. तर तत्त्वाच्या हाती विविध कौशल्ये दिली गेल्यास जागतिकीकरणाच्या या रेडियम्याचे भारतातील आर्थिक बानतीत बलवान होण्याच मदत होईल. केवळ सात व पाँच ५० कोटी कृती मनु यथार्थ निर्मित्य हे ध्येय गाठांगासाही कौशल्य विकास हा महत्त्वाकांस्यांप्रम देशात स्वतः राबवला जात आहे. यादृच्छिक देशाच्या प्रगतीची गती वाढवले याच अंका नाही. कौडारी ही प्रगती होत असावली तेथील लोकांना जीवनामाने
उत्पादक. त्यांच्या आर्थिक, सामाजिक स्तरावर वदल होणे क्रमप्रारंभ असते. आणि कुशल मनुष्य स्वतंत्र निर्मिती होऊन स्थानिक रोजगारात भर पौधी तर तेथे होणारी प्रगती कोणीही रोखू तकनार नाही. एकूण देशाच्या आणि त्यासाठी राज्यांच्याही प्रगतीसाठी कौशल्य विकास कार्यक्रम हा विकासात्मक प्रगतीचा महामार्ग ठरू असा विश्वास वाटतो.

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   ब) उद्योग मंत्रालय.
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शा.बिचंदूंदे शशिकांत संशोधन
एम.ए.एम.फिल., सेट, भूमोल

प्रस्तावना —

भारतातील नेहमीच्या उच्च शिक्षणातील महत्त्व दिले आहे. प्राचीन भारतातील जी शिक्षण व्यवस्था सुरुवातीला असलेली होती तिला बौद्धिक प्रगाढी असे म्हणून. प्राचीन भारतीय शिक्षण पद्धतींचा मूलभूत उद्देश्य ज्ञान फक्त या जगात जगण्यासाठी किंवा जीवनाप्रतीक करावे नक्ते. तर स्वतंत्र संपूर्ण जागृत शेषणासाठी होते. गृहरुळ व्यवस्था असलेली होती. ही व्यवस्था शिक्षक केंद्रित होते. ज्यात विद्यार्थी कडक शिक्षणाच्या पालन करतात आणि ते त्याच्या शिक्षकाच्या निर्देशन बंधनात राहतात.

जगतील विद्यापीठ विद्यापीठानी स्थापना इ.स. ७०० मध्ये तक्षशीलमध्ये झाली होती. नात्तील विद्यापीठ महून प्रसिद्ध होते. हे विद्यापीठ जगतील सर्वत्र उतम विद्यापीठ होते. या विद्यापीठ विज्ञान, खगोळशास्त्र, वैद्यकशास्त्र, तर्कशास्त्र इ.शास्त्रांच्या अध्यापन करते जात होते. स्वतंत्रकाळासूचना भारतव्या विकासमध्ये मुख्य भूमिका शिक्षणाचा सुधारणें हल्दी हाले. शिक्षणाची गुणवत्ता सुधारणे व शिक्षणात सहभागिता वाढविणे ही मुख्य भूमिका होती.

भारत सरकाराचा अनेक आयोगांना नियुक्त्या करण्यात आल्या त्यापैकी विद्यापीठ शिक्षण आयोग १९४८–४९, माध्यमिक शिक्षण आयोग, १९५२–५३, शिक्षण आयोग १९६४–६५, शिक्षकांती राष्ट्रीय आयोग १९८३–८५ तसेच राष्ट्रीय शैक्षणिक ध्वरण २०१६ नुसार गुणवत्तापूर्ण शिक्षणयोग्य आणि सर्वांगीसाठी जीवनाभर शिकण्याचा संघ, ज्ञान, कौशल्य, अभिवृत्ती इ. मुल्यांची पदवीधर निर्माण करणे जे देशाच्या विकासात रोपे असणारे आहे. सदैव वैश्विक जागतिक आधारवेश समाज, गतिमान बदलणारण्या गरजेनुसार प्रतिसाद देणारे आणि जवाबदट नागरीकांचा विकास करणारे जे भारतीय परंपरा, संस्कृती इ.वा समानान्य व यातूनच शाळिम जेणी व सामाजिक सुलोक्याचा चालना देणारे असेल.

उच्च शैक्षणिक श्रेणीतील महत्त्वाची आवश्यकता —

या आधीनच्या शैक्षणिक ध्वरणांची त्याची उदाहरणे व थेचे स्वच्छ शास्त्रात मांडली होती. परंतु त्यातील अनेक युगपत आणि पूर्णपणे साध्य झालेली नाहीत. जसे भारतातील शिक्षणाच्या सर्व स्तरात्म्येकी प्रवेश करण्यात लक्षणीय प्रगती केलेली आहे. देशातील शैक्षणिक विकासाचे एकत्रीत चित्र समित्र आहे आणि शिक्षणाचे प्रवेश व सहभाग शिक्षणाची गुणवत्ता, शिक्षणातील मूल्य,
1) उच्च शिक्षणमध्ये सहभाग —

जगातील दुसऱ्या क्रमांकाची मोठी उच्च शिक्षण प्रणाली भारतात अस्तित्वात आहे. जरी भारतीय उच्च शिक्षण हे समाजसेविच्या शीर्ष आहे. तरी उच्च शिक्षणातील एकूण नोंदणी प्रमाणे जी.ए.आर.२०१४-१५ मध्ये २३.३२टक्के इतके कमी आहे. सध्याचे तळ हे २०१७-१८ मध्ये २५.२ टक्के पर्यंत आणि पुढे २०२०-२१ मध्ये ३० टक्के पर्यंत वाढविण्याचे आहे.

शिक्षणाची संख्या कमी करण्याच्या प्रयत्नात होणारी अपेक्षेपेक्षा मंद प्रमाणी हा एक काळजीचा विषय बनला आहे. भारतात सध्या शिक्षणाची लोकसंख्या जगात सर्वाधिक आहे. ती सन २०११ मध्ये ७ वर्ष पेक्षा जास्त वयाधिक लोकसंख्येत शिक्षणाची एकूण संख्या २८२.६ दराच्या इतकी आहे. भारतात तत्त्व व श्री निर्धारणाची संख्या जगात सर्वाधिक आहे. भारतात तत्त्व व श्री साधनार्थीसंख्या २०११ मध्ये ६६.१९ व ६६.३७ इतकी आहे.

2) गुणवत्ता सम्बन्ध —

उच्च शिक्षणाचा दर्ज वाढण्याकरता गुणवत्तेची हमी देण्याचा एक उपाय महून भारतात सन १९९४ मध्ये प्रमाण एजस्टीची स्थापना करण्यात आली. राष्ट्रीय मुल्यांकन आणि मान्यता परिषदें नेक द्वारे मान्यता प्राप्त एकूण १४० विद्यापीठांची फक्त ३२ टक्के ए ग्रेडची आहेत. तर २७८० महाविद्यालयांची फक्त ९ टक्के ए ग्रेडची आहेत. मान्यताप्राप्त पैकी ६८ टक्के विद्यापीठ आणि ६९ टक्के महाविद्यालय नेक वया गुणवत्ता मापदंडच्या अनुसार सरासरी किंवा सरासरी पेक्षा कमी दर्जनी शेखली गेली आहेत. अनेक खाजगी महाविद्यालयांचे व विद्यापीठे गुणवत्ता रिक्त आहेत. पायथून सुविधाचा अभाव माणणीसारखे कृतील कामकाज निर्माण करण्यास उच्च शिक्षण अथवा क्रमांकाचे पुनर्विकारण करण्यात मंद प्रमाणी आणि संसोधन विकास याची होयता अपूर्वे निधी उपलब्ध.

3) रोजगारभिमुख शिक्षण —

संपूर्ण जगात भारत हे एक सर्वांग सर्वेस्वरूप राष्ट्र आहे. जिथे एकूण लोकसंख्येच्या ५४ टक्के पेक्षा जास्त लोकसंख्या २५ वर्ष पेक्षा कमी वयाची आहे. यामुळे हे गरजेचे आहे की देशातील तत्त्व वर्ग हा शिक्षण व प्रशिक्षण यादारे कर्मचारी वर्गात प्रवेश करण्याकरता कौशल्य व ज्ञान यांची परिपूर्ण झळक पाहिजे. तथापि, तत्त्व व व्यवसायभिमुख शैक्षणिक कार्यक्रमांना आधार देणाऱ्या संस्थानांक व्यवस्था अजूनही अपूर्वी आहेत. व्यवसायभिमुख शैक्षणिक कार्यक्रमांना आधार देणाऱ्या संस्थानांक व्यवस्था अजून अपूर्वी आहेत. व्यवसायिक क्षेत्रांची कौशल्याचा विकास औपचारिकपणे जोडणे आणि विद्यार्थ्यांना व्यवसायिक कल म्हणून व्यवसायिक प्रशिक्षणाचा स्वीकृती देणे गरजेचे आहे. शैक्षणिक प्रणालीच मोठा प्रमाणातील
4) उच्च शिक्षणातील प्रशासन व्यवस्था —
अनेक अभ्यासांतून असे मत नोंदले आहेत की, शिक्षण प्रशासनात आवश्यक शिक्षकाचे अनुपासतीतील महाबिद्यालय, विद्यापीठ यांना दिल्ली जाणारा फंडात विलंब आणि प्रशासकीय क्षमता या सारख्य उदाहरणे दर्शवली जाणार. प्रभावी कार्यक्रम नियोजन आणि अनुशंसकाची संबंधित क्षमतेच्या मयैदा एक महत्वाची समस्या राहिली आहेत. प्रशासन आणि शिक्षण प्रणालीचे आणि संस्थांचे व्यवस्थापन विशेषत: पुरवठा, कार्यक्रम व भांडवठा पुरविण्याचे मार्ग जतिल बनले आहेत. परंतु देशातील एकतर चित्र हे समज स्वरूपात आहेत. प्रशासन आणि व्यवस्थापन धोरण यांकडे प्रणाली तसेच संस्थानाचे अशा दोन्ही पातळीवर समीक्षा करणे गरजेचे आहेत.

5) उच्च शिक्षणातील संशोधन —
भारतात संशोधन आणि विकास याळीत विद्यापीठाचा पुढाकार कमकुवत आहे. विद्यमान प्राथमिकांकमळीत कौशल्य अध्यात्म करणारा फक्त मयैदा पुढाकार मेटला जातो. शिक्षण आणि संशोधन यांच्याकडे संबंध सांगते, संशोधन गुणवता सुधारणाची उच्च शिक्षण संस्था आणि त्याचे प्राथमिक कवर्ग यांना जगभरातील संस्था आणि प्राथमिकांकांचा संपर्क करून आंतरराष्ट्रीय विद्यापीठ त्याची संशोधन पूर्ती याची कार्य प्रणालीची माहिती करणे. त्यामुळे संस्थेचे सुविधा उपलब्ध करणे आणि विद्यापीठ विभागांचा संशोधन संस्था व उद्योगांचे जोडणे जोणकरून ज्ञानविकासाच्या प्रक्रियेतला वेग येईल.

6) उच्च शिक्षणाचे आंतरराष्ट्रीकरण —
नव्या जागतिक युगात उच्च शिक्षणाचे आंतरराष्ट्रीकरण हा एक अविभाज्य घटक आहे. त्याच प्रमाणे नवीन ज्ञानाची निर्मती आणि वापरती आंतरराष्ट्रीकरणाची विद्यार्थ्यांची अभ्यास, आणि शिक्षकाची गमनाशीलता, शिक्षण पूर्ती आणि संशोधन कार्यात, क्षमता बोंडणी, अभ्यासक्रम आणि अभ्यास निर्मती आंतरराष्ट्रीकरण अभ्यासक्रम विनिमय, डिजिटल शिक्षण या गोपेता समावेश होतो. यातूनच उच्च शिक्षण पुरवण्यात वाढ, विद्यार्थ्यांचा मोठ्या प्रमाणावर प्रवेश, ज्ञान अर्थकारणात सहाय्य, संयुक्त पदवीचा विकास, नवीन शैक्षणिक पर्यावरणाची निर्मिती आणि विविध अशा अनेक संधी आंतरराष्ट्रीकरणाच्या उपलब्ध होतील. त्यामुळे पारंपारिक उच्च शिक्षणाच्या विद्यार्थ्यांच्या करणे कमी होऊन अनुदानित उच्च शिक्षण संस्था विद्यार्थ्यांसाठी पुरव शिक्षण संस्था बनतील.
निष्कर्ष —

1. नवीन संस्था उभारणयाच्यासाठी अस्तित्वात असलेल्या संस्थांची क्षमता वाढवण्यावर भर दयावा.

2. उच्च शिक्षा संस्थांची आपल्या निधी वाढवण्यासाठी माजी विद्याध्यक्षांनी निधी देणायां, शिक्षण शुल्काच्या बांट व त्याच बरोबर वाचन वर्गसाठी शुल्क माफी आणि खाजगी गुंतवणूकोंसारखे पर्याय निवडावे.

3. शिक्षण क्षेत्रात किंमान 6 टपके जी.डी.पी. इतकी गुंतवणूक वाढवण्याचे दीर्घकाळीन असलेले ध्येय पूर्ण करणे.

4. उक्त्रांतर आणि प्रभावी कार्यक्षमता साधनाच्या दृष्टीने उच्च शिक्षण संस्थांना कामगिरीबर आधारात प्रत्याहारपर विशेष दंड व अनुदान दयावा.

5. आर्थिक दुर्बल वर्गसाठी असलेली संस्थांतील शिक्षण कर्ता योजना अभिक प्रभावीपणे राबधावी.

संदर्भ —

1. उच्च शिक्षणातील आक्षेप २०१३–१४
2. डब्ल्यू.डब्ल्यू.डब्ल्यू.गुगल कॉम.
3. डब्ल्यू.डब्ल्यू.डब्ल्यू.गॅग्मेंट.कॉम.
4. उच्च शिक्षणातील अभ्यास पुस्तक
5. डब्ल्यू.डब्ल्यू.डब्ल्यू.यु.जी.सी.कॉम.
प्र. लिंटन तुकाराम जाधव
सह.प्र. यापक, के.एच.कोलेज, गारुमटी

1. प्रस्तावना
बहुमाध्य यम संचाच्या विश्वात प्रवेश करण्यापूर्वी अथायपात तंत्रशास्त्राचा वापर आपण उपलब्ध अनेक माध्यमांशिव्याच्याच वापर करणे गरजेचे आहे. त्यासंतर इतिहासातील बहुमाध्य यम संचाच्या जुळून घेता येईल.

2. अ.य. यान आणि अ.य. यापात तंत्रशास्त्राचा वापर
अ.य. यापयापक्रिया अधिक पूर्णांकांकर बनविण्यासाठी व शिक्षकांना मार्गदर्शन करण्यासाठी वर्तमान आ.य. यापातील यात्रिव्यासन संस्थेतील बनविण्यात आला आहे. ही सुद्धा संशोधन प्रक्रियासाठी आहे. ज्यामध्ये शिक्षक सुधारणेसाठी संगणकाचा वापर आपल्या अ.य. यापातील संकलन करू शकतात.

पात्रविवरण म्हणजे अ.य. यापातील मुळांचे साधारण ज्ञानप्रमाणे करायला होते त्याचं पणलील केलेली रचना दर्शविणे अ.य. यापन जिविथ नयनसाठी हवेत. उद्देशीत आपण स्पष्टीकरण, अ.य. यापन अनुभवांचे शिक्षक आणि विद्यार्थी कृतीशी संघटन, त्याचं बरोबर कौनसी अ.य. यापन साधने वापरावयाची, ज्यांची विविधता परीक्षा धावावयाची आहे त्या धावावी घटकांचा प्रत्यक्ष पूर्णाम यांच्याही समावेश आसतो.

शैक्षणिक प्रक्रियेचे तंत्रशास्त्र महत्वाची भूमिका पारे पाहते. मानवभाषा इतिहास ही प्रदर्श्य अनेक घटकांनी भरलेली क्रांती आहे. तंत्रशास्त्रविषयक आणि आदर्शशास्त्री दोनीही किरकरायची क्रांती मानवभाषा मूळे आपण श्रद्धा, हैट्सलेव आणि अंप्रोचेस, जीवनशास्त्री यांच्यावर बल आते अर्थात अतुलंत तंत्रशास्त्र मागीला अशी 6 वेग आपण त्याचे शैक्षणिक विश्वास बदलतात आहेत.

याचार्याचे एडगर डेलने (एडसरी उड्स्ट्रिस) जवीन तंत्रशास्त्रातून निर्माण झालेल्या एक-एक्याच्या साधनांचा विकसावाबाट जे सांघिकती आहे ते समजून घेणे गरजेचे आहे.

एडगर डेलनेचे शब्दांत
एक-एक्याच्या साधनेच्या संकल्पनात्मक (अंग्रेजी) गोष्टीमा मूळ पत्र देतात, ती संकल्पना अर्थवादी बनवतात, शब्द त्यांच्यांसोबत अधिक अर्थवादी बनवतात. त्यामुळे ती हस्ताक्षरितम्याचा (शब्द) आजारावर ओटर-ओटर पूर्वम्यात, शैक्षणिक साधनांची एक-एक्याच्या आपण एक-एक्याच्या अष्टी करारी करता येईल.

एक-एक्याच्या साधनांचे फायदे
- संसार-साधन प्रेरणादायी (प्रेक्षक)
- काळासम्बन्ध अ.य. यापातील विविध प्रकारांतील तत्वेत रुपांतरण त्यामुळे कार्योलीतील वातावरणात बदल होते.
- एक-एक्याच्या साधने विविधाने हाताकडे पाण्यासाठी संघी देतात.
- 6 वेग आपण कौशल्यपूर्ण सामाजिक-विद्यार्थी संघी वाचवतात.
- विविधांनी आधुनिक कोलेज साजीतील जीवनांसाठी शीर्षकावयात.
- आंतरराष्ट्रीय आकलन निर्माण करण्याच्या महत्वाची भूमिका बजावतात.
• वेदेश्च आपि प्रयत्न यांच्याबरोबर (साधारणभांव) करारातला शिकवतात.
• आहे धारण प्रक्रियेचे ये दुर्लक्षिण (शास्त्रीक शब्दांचे वापर) कर्मी करण्यास मदत करतात.
• विवाधायकचा चिकित्सकपण संक्षिप्तता करारातला मदत करतात.
• [रक्षा] वेळेच्या अभिनवीक्षण उपक्रमासाठी वापराच्या मदत करतात.
• गृंगातुंगीच्या जीवनशैलीमध्ये महानद्वशक ठरतात.
• आंतरराष्ट्रीय सांगविकस्थ.

मानवी अर्थ-विश्वास प्रक्रियेचे ये सर्व पाच्या ज्ञानमुखींच्या समावेश असतो. शिक्षणातील या ज्ञानमुखींच्या टक्कीवरीचा वाळा खालीलप्रमाणे.

**सार्वजनी क्र. 2.1 ज्ञानमुखींची टक्कीवरी**

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अनूठकता, आकलनभांत, सुरंगतता, शोधकता, पृष्ठभांतकता, उपलब्धता, वाहिन वेदन्यास योजना, सुयोजनाच्या है. शैक्षणिक साधनांचे आवश्यक गुण आहेत. शैक्षणिक साधनांचे हे आवश्यक गुण विचारात घेऊनच सांगत्व कण्यासाठी मल्टिमिडिया डिशनरी तयार करण्याचा प्रयत्न करण्यात आला आहे.

खालील साधनांचे मदतीले इतिहासातील संकल्पना स्पष्ट करता येतील. एजूसेशनलिपिडियां, डिशनरी, म्युशरी, पाप्शरुतके, हर्षपुस्तिका, इंटरनेट इतरांची.

### 2.1 संगणकाचा प्रशिक्षण क्षेत्रात वापर (उपयोग)

संगणकाचे युग शालांमध्ये उजवर आहे. ते अनुप्रयोग ध्यानात आहेत. ते जगाचा जलद आपण खालीले तयार घेत आहेत. ती पाप्शरुतकांवर अवलंबून असलेल्या पारंपरिक आपणांकडून ते संगणकाच्या वापराचे घेतीले होप आहे. संगणक कुडे हेतू साधू साधू करतात. ते विवाधायक नवीन वैज्ञानिक हैद्रोकोल्ले संस्कार करतानाच त्यांना आधुनिक तंत्रज्ञानी खटूने करतात.

विवाधायक आपणी शिक्षणात शैक्षणिक साधन म्हणून कॉम्प्यूटर असिस्टेंड इन्फॉर्मेशन किंवा कॉम्प्यूटर मेंरूह्य इन्फोर्मेशन वापरात होते त्यांची खास वेश्यस्थः.

1. ती अतिशय आंतरराष्ट्रीय आहे.
2. माहिती बेगवेगळ्या पर्यायांमध्ये सादर करता येते.
3. एकाकी विविध संपर्यायातून बेगवेगळ्या अंगांची पाहिजेर त्याचे प्रोग्रामिंग करता येते.
4. माहितीवर स्थार प्रेडिटिवन्याच्या फलाच्या जाते आपण ती स्हिंडिओ खिंडले गुणित आपण एल्सीडीवर या प्रक्रिया प्रवर्तित करता येते.

आणखी कुळांनी बाबू अशी की, संगणकाची शक्ती त्याच्या सोपट्टव्हार म्हणून विभाग झालेली असते. सोपट्टव्हार म्हणजे प्रोग्रामसाठी संच असतो. उपज्या डोक्यांमध्ये की स्थाची शक्ती पाहू शकत नाही. पण ती त्याच्या पृष्ठभांतक प्रवाच प्रमाणात अनुभवता येतो.
राजीव गांधी उद्घाटन केलेत्या "कला" प्रकल्पाचे १९६० मध्ये स्मार्ट (१९६६६) स्कूल सुसंगत साधन महावृत वापर करण्याची भारतात नवी हदी दिली आहे.

शिक्षक संगठनाच्या सहाय्याने अध्ययन करण्याचे पंकज तयार करू शकतात. ज्याचा विषयी आपल्या सव्वतीने संतुलने हुन शिक्षणसाठी वापर करू शकतात. संगठनाच्या मदतीने शिक्षक त्यांचे अध्यापन अंदर जिंकून, बेहद युवीन आपण रोचक करू शकतात. संगठनाचे आज शिक्षणसाधन पूर्णपणे बदली महावृत वापरता वेळात शकत नाही, ते शिक्षक आणि विद्याध्यायी अध्यापन-अध्ययनमध्ये ध्यानांकन करू शकतात.

3. बौद्धमयमध्ये मदत आहे काय?

बौद्धमयमध्ये मदत यांचे स्थान रोलरचार अनेक कंपनी वेगवेगळ्या पदार्थांच्या वेगळ्या केलेल्या आहेत. पण ६ वर्षांत्या, शारीरिक, अंतिमेशन आणि अल्कोलिक इलेक्ट्रॉनिक व्यवसायांमध्ये मशीनांनी साधनांची माहिती देऊनेत. ही संधिक आता संगठनाच्या माह.यमानेच्या आंतरराष्ट्रीयतम अंदर वापरल्या गाठनाने साधनांच्या सिस्टेमसंगणनेत वापरली जात असून, ती निर्मिती करते, सादत, प्रसार्षक, पारालंबां, शारीरिक आणि शारीरिक नेटवर्कचे [प्रभाव] करते.

अगदी अल्कोलच्या संगठनाच्या सहाय्याने टेस्ट, ६ वर्ष, शारीरिक, अंतिमेशन आणि अल्कोलिक इलेक्ट्रॉनिक व्यवसायांची माहिती देत आहे. आंतरराष्ट्रीयतम संगठनीय मल्टिमिडिया प्रोग्राममध्ये कॉम्प्यूटर शारीरिक आणि अंतिमेशन, ऑडिओ, शिक्षण प्रतिमा यांच्यांसह संयुक्त शारीरिक िकासाला हातमार लावते.

मल्टिमिडिया हा शब्द बोऱ्या नोलस्टेन यांची (पश्चिमांच्या वापरात) तयार केला. ऑडिओ ट्रेगिवेरल मल्टिप्रोजेक्टर स्ट्याइलेजच्या साधनकरणाच्या १९८० मध्ये ही संधी वापरली गेली. एक जमीन तैवेज इंस्ट्रक्टर्सने मल्टिमिडिया हा वेबसात न्यू मिडिया तर्ज मध्ये हे मह.वर्षांते शक्त बनला असे वापर केले आहे.

डिव्यनीनुसार बौद्धमयमध्ये मदत आहे?

ब्रिटेनिका कन्साइल्ड हिंदरी

संगठनाचे बहाळ केलेली इंटरनेट निवड पदार्थ जी वापरणायला टेस्ट, ६ वर्ष, कॉम्यूटर शारीरिक आणि अंतिमेशन व्यविध प्रकारच्या माह.यमांचे नियंत्रण करणे, एकत्रित करणे आणि हाताच्या (काढून क्षेप) यास मदत करते.

कॉलेजिया एवढासाठी अल्कोलिक

मल्टिमिडिया हे व्यक्तिगत कॉम्यूटरिंग स्कॉप्सचे आणि अंतिमेशन आहे जे टेस्ट, आघा देखील ६ वर्षांत, बिजस्टी गेंवा रिमिटी गेंवा शारीरिक, अंतिमेशन, फोटो इमेजज आणि फास्ट खोज इलेक्ट्रॉनिक यांच्यांना एकक्रित करते.

कॉम्यूटर बेरड असा जनाम येथे मल्टिमिडियाचा वापर वापर वसूल हयांना पुढील काळात कायदा हाच असे संकेत मिळत आहेत. बौद्धमयमध्ये ही कम्यूनिकेशनच्या बुद्धविद्या व्यविधाने वापरण्यात माहिती कॉम्यूटर ऑर्डर्सेट तर्जात येते साधीकरणासाठी लक्ष आहे. जिथे व्यवहार करणारी नियंत्रण तेस्ट शारीरिक, अंतिमेशन, मित्रे, इलेक्ट्रॉनिक वाच्या एकत्रित वापरातून माहितीचे साधीकरण अशी करता येईल.

बौद्धमयमध्ये मदत

माहिती साधीकरणासाठी एकपेक्षा अधिक माह.यमे वापरप्राप्त येतात. संगठनाच्या जगात माहितीच्या साधीकरणासाठी मल्टिमिडिया टेस्ट, ६ वर्ष, शारीरिक (प्रतिमा), अंतिमेशन (चालन) प्रतिमा) यांसाठी मल्टिमिडिया एकपेक्षा अधिक माह.यमाचाचू.खा केला जातो.
1) टेक्स्ट

टेक्स्ट पृष्ठभूमि ये माहितीध्वज साधीकरणाद्वारे अन्तर्भावणू मरकंटेंट्स वापरण्यात नेतृत्व. टेक्स्ट प्रोसेसिंगसाठी संगणणकाळा मोडला प्रमाणावर वापर करण्यात येईल.

2) ग्राफिक्स

संगणणकाळा राहणाऱ्यांना तत्काळ करण्याशी गाण्या संबंध आहे. रेतीले महणजे उदाहरणाच्या राहणाऱ्याने माहिती देण्याचा प्रमाणावरील मार्ग होय. रेखाचित्रे, प्रतिभा, पॅट्रिन्ज आणि भिंतप्प आदे हे त्यापैकी होते.

3) ओळमेशन

हे सलंगांत निर्देशन करणारे, विश्रांग्न संचालन मुख्य फिल्मसारकारण (विहिडीओ) ह्या पृष्ठभूमि किंवा हालचाल दाखवणाऱ्यासाठी साधन. या तंग्रांतून अनेक प्रतिमा जलद गभरी सलंगांना दाखवूल हालचालीवर पृष्ठभूमि करण्यात येईल.

2 ओळमेशन

या ओळमेशनच्या राहणाऱ्यात दिर्मिनत प्रतिमाच्या साधीकरणातील प्रमाण करण पढवावर त्या प्रतिमा हाळात असल्यास दाखवणासाठी. व्याख्याने आणि साधीकरणाच्या माध्यमातून होळण्याच्या शिक्षकाच्या अंतर्भावणाच्या उल्लेख या माध्यमातून विश्वार्धी संवेदन सहयोग घेऊन शिकून शकतो. ते विश्रांग्न राहणाऱ्यासाठी मनाव उत्सजन देते आणि सर्व त्रोतांमध्ये शिकणयास प्रवृत्त करते कारण त्यात अनेक माध्यमाच म्हणजेस केलेला असतो.

3 ओळमेशन

हच्चुँडूळ [स्थालितिसाठी वापरलेले ओळमेशन ज्यात एकादी गोष्ट शिकणीचा आभास साधुने वेळानेग्राम्या वृहद्दीकोणातून पाहात येईल.

4) ऑडिओ

संगणणकाळा सहायतीत रेकॉर्डिंग आणि ऑडिओ किंवा धनीव्या ओडिओं किल्पा, सांबंध रेकॉर्डरच्या मदतीने केलेले 6 वरीमुळ्यांचे एकत्रीकरण.

5) विहिडीओ

संगणणकाळा सहायतीत रेकॉर्डिंग करणे, हालचालीवर पृष्ठभूमाच्या साधीकरणाची ठरावीक नातीले सलग प्रतिमाच्या डिस्टेंस (विहिडीओ किल्पा) करणे.

6) हायपरालिंक

टेक्स्टप्रिट्यांत रक्त माहितीला जोडणे.

भारतातील बहुमाध्यम संच

शिक्षणाचे मल्टिमिडिया कम्प्यूटरसेक्शनचे विविध उपयोग आणि कार्यक्षमता नेहमीच मार्ग केली आहे. "कस टू फसल लर्निंग’ व्यवसंगो साधणाच्या वापर, स्वतंत्र करणाऱ्यांच्या उपक्रम वाच्यासाठी एक भाग आहे. प्राथमिक शिक्षकांचा विश्वास करणारे अन्य वापर करण्यावर प्रतिक्षेपणे देण्यासाठी एकसारी उद्देश्याने शिक्षकांच्या वापरासाठी साधारण 1979-86 म्हणजे त्यातून मोडल संचारित्याच्या शिक्षकांच्या प्रतिक्षेपणे दिले आहे. अन्यायाप्त आंतरिक करणे आणि साधीकरण करण्यासाठी विहिडीओ कम्प्यूटरसेक्शन उपयुक्त असल्यास आढळू आले आहे.
Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
सर्व गोष्टि विचार करता अंजिम्शन संकल्पनावच्छ आकलनासाठी अतीतयुक्त असत्याचे लढाव येते. संकल्पना अधिक अर्थात ह्याच्याचे व त्या विद्याधिकृत विश्वसनीय लढावाचे व्यायामाचे वापर करण्यात आले आहे.

संजीत

संजीताचा वापर पर्यावरण अधिक युक्तकर करते याची वापरण्यात आले आहे. मानसशास्त्रज्ञानी असे सिद्ध केले आहे की माणसाचा व्यक्तिमत्व विकासात संजीताचा फायदा मोठा प्रमाण आहे आणि विद्यार्थी संजीताच्या व शोधकाच्या आकर्षण होतात. हा बहुमाध्यम नंबर संध सजीव ह्याह्याची पार्श्वसंजीताचा वापर केला आहे.

श्रीमत श्रीरंग

श्रीरंग दोळच्याच्या मानसशास्त्रीय यादी पुरस्कारात. रंग विद्याधिकृत व्यक्ती नविकाळी पुरस्कार घडवतात. रंगचे फायदे आणि त्याचा मानवाची व प्रभाव लढाव घेऊन प्रत्येक रंगातील पार्श्वभूमी संजीत प्राप्त असलेली आहे. प्रत्येक प्रकरण रंग बदलून आहे.

श्रीमत श्रीरंग

श्रीरंग श्रीरंग करतळा हेडकोर्स आणि व.व.न.मुद्रण सिस्टमच्या मदतीने आही सर्व व्यक्तीचे श्रीमत श्रीमत श्रीरंग करून ते रंगातील येथे इंडियन करण्यात आले आहेत.

होळच्या दूल्हणाच्या आकृतीक बाळवण्याची निमित्त लढावाची प्रमाण करण्यासाठी त्या ऑनलाइन इंडियन दूल्हणाच्या आकृती आहेत.

बहुमाध्यम यमं अध्ययन-अध्ययनाचे उपयोग

1. उद्योगेचे दोलच्याती
2. लोक घटनाचे सादरीकरण
3. पाखपुरसाधक अध्ययन सादरीकरण
4. विद्याधिकृत व्यक्ताने हासिल करण्यासाठी
5. अध्ययनाची गुणवत्ता वाढवणे लढावाची श्रीमत
6. अध्ययनाची गतिमान करण्यासाठी
7. क्रियाशील राहून अध्ययनासाठी विद्याधिकृत श्रीमत
8. मराठी तातून अध्ययनासाठी
9. श्रीमत श्रीरंग अध्ययनासाठी

बहुमाध्यम यम यांची निमित्तीतीचे टपे

1. इतिहास पाखपुरसाधक आशय विश्लेषण
2. जिवंती व्यक्तांचे विश्लेषण
3. घटकांनुसार माध्यमांती निमित्तीती
4. आराख्या लेखन
5. बहुमाध्यम यम रंगाची निमित्तीती

समारोप

प्रस्तुत संशोधनांमध्ये इतिहास मुळजे काय त. त्याच्याचे बहुमाध्यम यम मुळजे काय हे विविध वैज्ञानिक व तवद्याच्या साहाय्यात रुपांतरणात आलेले आहे व श्रेणी इतिहास विद्याधिकृत गुणवत्तापूर्ण अध्ययन अध्ययनासाठी संगणकाधारात बहुमाध्यम यम यांच्याचे विकसनाचे टपे स्वतंत्र रुपांतरण रुपांतरण आलेले आहेत.
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SKILL DEVELOPMENT IN HIGHER EDUCATION SKILL DEVELOPMENT IN 21ST CENTURY

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Abstract
The field of higher education has been affected by ICTs, which undoubtedly affected teaching, learning and research. ICTs have the potential to accelerate, enrich and deepen skills to motivate and engage students, to help relate school experiences to work practices, create economic viability for tomorrow’s worker’s, as well as strengthening teaching and helping schools change.

The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers. Changed pool of teachers will changed responsibilities and skill sets for future teaching. The field of higher education has been affected by ICTs, which have involving high levels of ICT and the need for more facilitative than didactic teaching roles. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools, the influence of the teaching of the technology on supporting how students learn will continue to increase.

What is Skill Development?
Skill Development is the process of (1) identifying your skill and (2) developing these skills. It is important because your skills determine your ability to execute your plans with success.

Objectives of Skill Development
- To Raise Confidence.
- To Improve Productivity.
- To help in critical thinking.
- To face the challenges.
- To attain the opportunities of globalization.
- To meet the Dynamic Needs.

What Are 21st Century 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:
- Critical thinking
- Creativity
- Collaboration
- Communication
- Information literacy
- Media literacy
- Technology literacy
- Flexibility
- Leadership
- Initiative
These Skills are intended to help students keep up with the lightning-pace of today’s modern markets.

Each 21st Century Skill is broken into one of three categories:

“3L Skills (Learning, Literacy, Life) Skills”

1. **Learning Skills** teaches students about the mental processes required to adapt and improve upon a modern work environment.

2. **Literacy Skills** focuses on how students can discern facts, publishing outlets and the technology behind them. The strong focus on determining factual information to separate it from the misinformation that floods the internet.

3. **Life Skills** take a look at intangible elements of a student’s everyday life. These intangibles focus on both personal and professional qualities.

**LEARNING SKILLS**

- **Critical thinking:** - Finding solutions to problems. Critical thinking is essential to Improvement. It helps students to figure stuff out for themselves when they don’t have a teacher at their disposal.

- **Creativity:** - Thinking outside the box. Creativity is equally important as a means of adaptation. This Skill empowers students to see concepts in a different light, which leads to innovation.

- **Collaboration:** - Working with others. This means getting students to work together, achieve compromises and get the best possible results from solving a problem.

- **Communication:** - Talking to others. It the glue that brings all these educational qualities together. It’s crucial for students to learn how to effectively convey ideas among different personality types.

**LITERACY SKILLS**

- **Information literacy:** - It is the foundational skill. It helps students to understand facts, especially data points that they’ll encounter online. More importantly, it teaches them how to separate fact from fiction.

- **Media literacy**: - It is the practice of identifying publishing methods, outlets and sources while distinguishing between the ones that are credible and the ones that aren’t. Just like the previous skill, media literacy is helpful for finding truth in a world that’s saturated with information.

- **Technology literacy**: - It goes the another step further to teach students about the machines involved in the Information Age. Technology literacy gives students the basic information they need to understand what gadgets perform what tasks and why. As a result, students can adapt to the world more effectively. They can play an important role in its evolution.

**LIFE SKILLS**

- **Flexibility**: - is the expression of someone’s ability to adapt to changing circumstances. This is one of the most challenging qualities to learn for students because it’s based on the two ideas:

  1. Your way isn’t always the best way.

  2. You have to know and admit when you’re wrong.

  Flexibility requires them to show humility and accept that they’ll always have a lot to learn. Knowing when to change, how to change, and how to react to change is a skill.

- **Leadership**: - Motivating a team to accomplish a goal. Leadership is someone’s penchant for setting goals, walking a team through the steps required and achieving those goals collaboratively.
- **Initiative**: - Starting projects, strategies and plan on one’s own. A student should be self-starters. This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours. Initiative is an attribute that earns rewards. It’s especially indicative of someone’s character in terms of work ethic and professional progress.

- **Productivity**: - That’s a student’s ability to complete work in an appropriate amount of time. By understanding productivity strategies at every level, students discover the ways in which they work best while gaining an appreciation for how others work as well.

- **Social Skills**: - Meeting and networking with others for mutual benefit.

**ICT IN EDUCATION**

ICT changes the characteristics of problems and learning tasks and hence play an important task as mediator of cognitive development, enhancing the acquisition of generic cognitive competencies as essential for life in our knowledge society.

Students using ICTs for learning purpose become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools. The influence of the technology on supporting how students learn will continue to increase.

The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems leading to quality enhancements in the 21st century. Traditional forms of teaching and learning are increasingly being converted to online and virtual environments.

The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning in the 21st century.