

## PROFESSIONAL DEVELOPMENT OF TEACHERS

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### Abstract :

*Professional development can help teachers become a more beneficial practitioner, enhance your career views or simply help to make you feel more positive about our work and make it more personally fulfilling. Although professional development is an important component of working lives, it also represents a means for leaders to support their staff. So, leaders in teaching community can create a path for their followers to develop innovation in their services.*

*This research paper is trying to identify the dimensions of professional development of teachers; those working in higher education. All the dimensions i.e. teaching practices, beliefs, attitudes, teacher appraisal, feedback etc. are highly qualitative factors of Professional Development. Professional development can facilitate access to particularized structured training. It is also help to review working practices; these practices are contributing more effective and productive job. In the field of higher education, teachers are highly involving in teaching-learning procedure. Certainly, engaging teachers in professional development activities can be inspiring for individuals.*

**Key words :** Professional Development, Teaching Practices, Beliefs, Attitudes.

### 1. Introduction:

Professional development refers to the development of a person in his or her professional role. According to Glattenhorn (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher (Glattenhorn, 1987). Moreover, professional development and other organized

in-service programs are designed to foster the growth of teachers that can be used for their further development (Crowther et al, 2000). So, all kind of activities regarding professional development are highly contributed in the profile of teacher in higher education.

According to the review of research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with higher education institute goals, state and district standards and assessments, and other professional-learning activities
- Focuses on core content and modeling of teaching strategies for the content
- Includes opportunities for active learning of new teaching strategies
- Provides the chance for teachers to collaborate
- Includes follow-up and continuous feedback

The above characteristics indicate that a professional-learning activity engages with the work of teaching. But the exact structure of professional learning might differs depending on the needs of the teacher in the higher education institute. Although there are only a handful of rigorous research studies on professional development, these have identified activities that can have an impact on teaching and learning. However there is no guarantee that teachers will improve their instruction with above features, but instead of that they are different activities, which have influenced teaching if it will well implement.

This review of researchers is an effort of investigators to know the status of professional development of teachers of higher education associated with Savitribai Phule Pune University, Pune. This study attempts to find out teaching practices, teacher appraisal, teacher beliefs and attitudes of teachers regarding professional development aspects.

**2. Statement of Problem:** - To study the professional development of teachers in higher education in the light of teaching practices, teacher beliefs and attitudes.

### 3. Operational Definitions:

1. **Professional Development-** Professional development is defined as activities i.e. participation in workshop, various courses, conference, seminars, network with colleagues that develop an individual's skills, knowledge, expertise and other characteristics as a effective teacher.
2. **Teaching Practices-** Teaching practice is defined as activities i.e. components of imparting

instructions / demonstrations. These practices go through in the actual teaching and learning environment.

3. **Teacher’s Beliefs:** - Teachers beliefs implies here that his/her role of good knowledge communicator and ensure them as calm and concentration in the classroom.
4. **Teacher’s Attitudes:** - In this study, teacher’s attitude is the attitude towards teaching profession and disposition of opinion, interest, purpose, involving expectancy with an appropriate response in classroom.

#### 4 Objectives of the study:-

1. To identify the dimensions of professional development for teachers in higher education institutes.
2. To find out the need of professional development of teachers in higher education institutes.
3. To find out teaching practices, beliefs, attitudes of teacher in higher education institutes.
4. To find out impact of professional development activities on teachers in higher education institutes.

#### 5 . Methodology:-

Survey method of Descriptive research methodology was used; Surveys provide a high level of general capability in [representing a large population](#). Due to the usual huge number of people who answers survey, the data being gathered possess a better description of the relative characteristics of the general [population](#) involved in the study. As compared to other [methods](#) of data gathering, surveys are able to extract data that are near to the exact attributes of the larger population. A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. Here 63 teachers participated as sample; those are participating in UGC orientation program at Academic Staff College during 3 -28 Nov 2014 with purpose of professional development. For the data collection, professional development scale is used. This scale has four different dimension i.e. teaching practices, beliefs, attitudes, professional development activities. The data is analyzed with percentage.

#### 6 . Analysis and interpretation:

##### A. Identify dimensions of professional development.

Content analysis is used for the identification professional development dimension. This content analysis examines policies and remarkable research and then with the help of experts the

following dimensions such as teachers’ professional development; teachers’ teaching practices, beliefs and attitudes; teacher appraisal and feedback is finalized for the further study.

### B. Professional Development Need

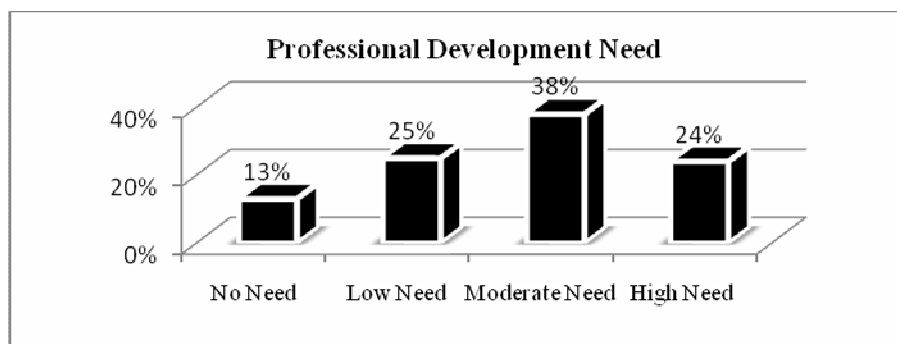


Figure No-1

**Interpretation:** - The above graph indicates that the need of professional development for teachers in the higher education institute. The entire participating teachers in this study as informants that reveal moderate (38%) of professional development is necessary and very few teachers thought that there is no need (13%) of professional development. So the professional development is essential need for the teacher. The areas of need for professional development are discussed in the following graph.

### C. Need of professional Development.

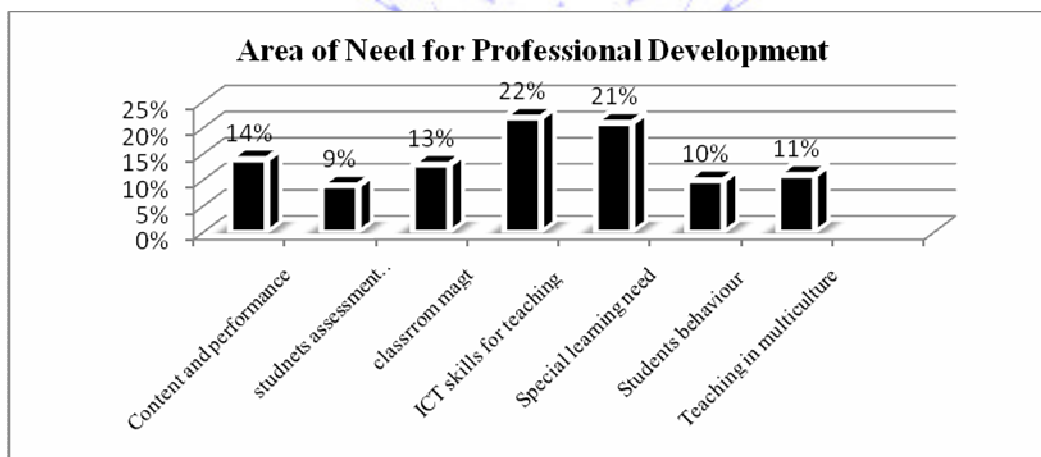


Figure No- 2

**Interpretation:** As the need of professional development is come out with responses of teacher of higher education institutes then areas of need for professional development also inquired. From this graph, teachers preferences all the areas necessary for professional development but highly demanded professional development areas is the ICT skills for teaching (23%) and Special

learning need (21%). It reveals that teachers interested in using technology and special learning need training to improve teaching and learning process, which is a real need of 21<sup>st</sup> century.

#### D. Teaching practice, Beliefs and Attitudes:

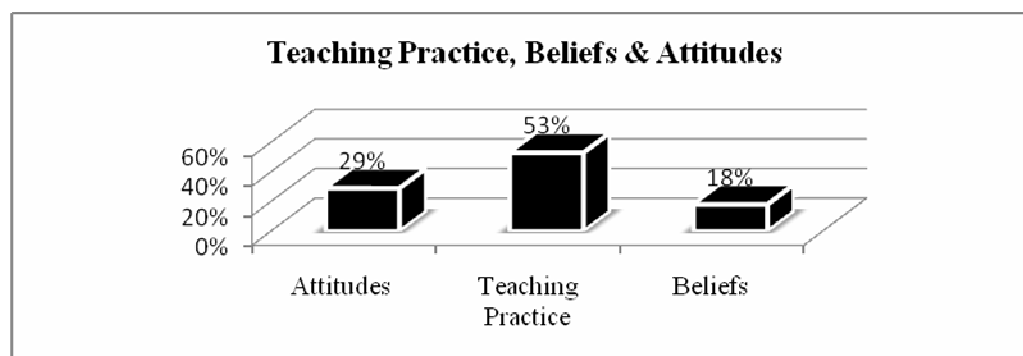


Figure No- 3

**Interpretation:-** The above graph have shown that teachers’ beliefs (18%) and attitudes (29%) are less but all the teachers from higher education strongly agree that teaching practices are more necessary in teaching learning process. Somehow it examines that associations between teachers’ beliefs and attitudes are closely but teaching practices in the environments of higher education is highly qualitative for professional development.

#### E. Professional Development – Activities

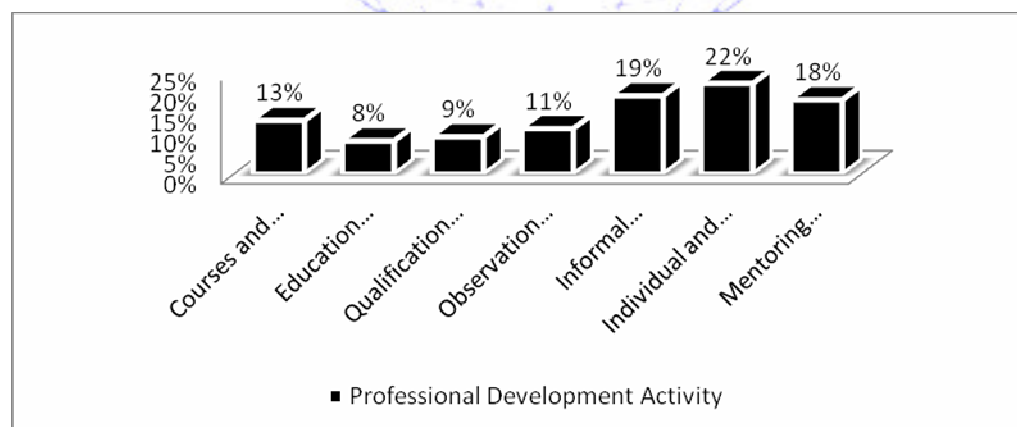


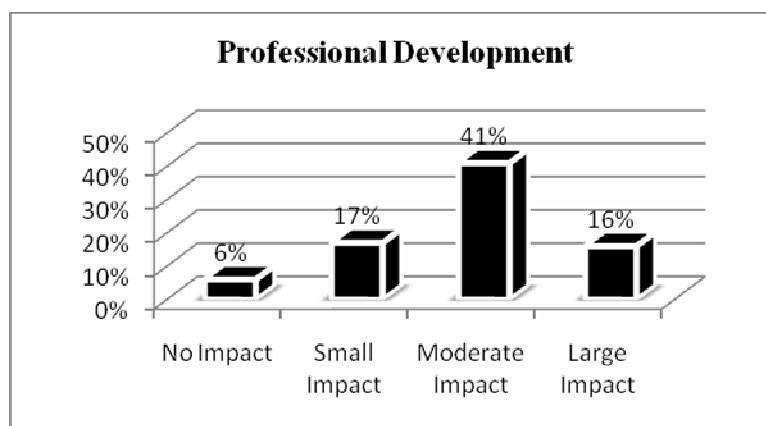
Figure No- 4

#### Interpretation -

In the above graph reveals that teacher of higher education institutes participated in study given more preference for professional development activities i.e. informal dialogue with colleagues (19%), Individual or collaborative research (22%) and mentoring or peer observation (18%). And teachers gave less preference for following activities like Education

conference/seminar (8%) and qualification program (9%). So the objective of higher education is research, which is highly important.

#### F. Professional Development Impact



**Figure No- 5**

**Interpretation:-** The above figure highlight that all the professional activities i.e. Courses and workshops, Education conferences and seminars, Qualification program, Observation visits to other higher education institute, Professional development network, Individual and collaborative research, Mentoring and peer observation, Informal dialogue to improve teaching etc. are making moderate impact (41%) on professional development.

#### 7 . Key Results:

- Teaching practices, teaching beliefs and attitudes are major dimensions of the professional development.
- Teachers’ perceived needs should also match the wider goals of institutional development and how well teachers’ professional development is coordinated with teaching practices in the institutes.
- The activities of professional development undertaken by teachers explain some of these variations. In which a high percentage of teachers take part in “informal dialogue with colleagues” (19%) or “Individual and collaborative research” (22%) tend to have a higher average number of days of development.
- The aspects of teachers’ work with greatest development need are: “ICT teaching skills” (23%) followed by “Teaching special learning needs students” (21%).
- The impact of all the various activities of professional development is moderately (41%); this could be also noticed that teachers are earnest regarding their professional development.

## 8 Conclusion and Discussion

In seeking to meet teachers' professional development requirements or needs, policy makers and higher authority should be called for how to support and encourage participation and how to ensure that opportunities match teachers' perceived needs. It has been analyzed that the extent demand of teachers for professional development need is highlighted and how this varies according to the various types of activities. Teachers have been perceived as hindrances to engaging in more activities but they could not do (Ryan1987).

It has analyzed the types of activities that teachers reported as having had the moderately impact on their professional development as teachers. Some of these issues will be examined in greater depth in the separate thematic report on teachers' professional development. In particular, it will seek to examine more thoroughly the activities that determine participation in professional development as well as the activities that determine the differing impacts that teachers report for alternative types of professional development.

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## SOFT SKILLS FOR PROFESSIONAL DEVELOPMENT

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### Abstract :

*Soft skills are increasingly becoming the hard skills of today's work force. It's just not enough to be highly trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively.*

*These people skills are more critical than ever as organizations struggle to find meaningful ways to remain competitive and be productive. Teamwork, leadership, and communication are underpinned by soft skills development. Since each is an essential element for organizational and personal success, developing.*

Key Words : Soft Skill, Professional Development

### Introduction :

To get, and keep, a job you typically need a repertoire of technical skills. Dentists need to know how to fill cavities. Secretaries need to type 100+ words per minute. Accountants need to be certified. Beyond the technical skills, though, which dentist do you go to ? The one who is pleasant and takes time to answer your questions or the other who will only treat you and increase number of patient treated.

Which secretary do you retain when times are lean? The one whose attitude is positive and upbeat, and who is always willing to help; or the one who is inflexible and has a hard time admitting mistakes? Likewise, think about accountants. The one who has a great work ethic and encourages his colleagues is the one who will, most likely, excel in his position and organization. In these situations, and all the others like them, it's the soft skills that matter. While your technical skills may get your foot in the door, your people skills are what open most of the doors to come. Your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success.

With these soft skills you can excel as a leader. Problem solving, delegating, motivating,

and team building are all much easier if you have good soft skills. Knowing how to get along with people – and displaying a positive attitude – are crucial for success.

The problem is, the importance of these soft skills is often undervalued, and there is far less training provided for them than hard skills. For some reason, organizations seem to expect people know how to behave on the job. They tend to assume that everyone knows and understands the importance of being on time, taking initiative, being friendly, and producing high quality work.

### **The Soft Skills Gap – Do You Have One?**

When your workforce has lots of technical skills but an absence of soft skills, you have a soft skills gap. Soft skills are what accompany the hard skills, and help your organization use its technical expertise to full advantage.

- If you're really good at getting clients, and not so good at retaining them, it means you have a soft skills gap.
- If you have lots of staff turnover and have to keep retraining people, chances are it means you have a soft skills gap.
- When you have lots of managers but no real leaders – that's a soft skills gap.

In fact, whenever you are unable to capitalize on the wealth of knowledge, experience and proficiency within your team, then you should be assessing the level of communication and interpersonal skills that are present in your organization.

The workplace has evolved an interpersonal dynamic that can't be ignored. The acts of listening, presenting ideas, resolving conflict, and fostering an open and honest work environment all come down to knowing how to build and maintain relationships with people. It's those relationships that allow people to participate fully in team projects, show appreciation for others, and enlist support for their projects. It's important for you to recognize the vital role soft skills play within your team and not only work on developing them within yourself, but encourage their development throughout the organization. Areas to examine and evaluate include :

- Personal accountability.
- The degree of collaboration.
- Interpersonal negotiation skills.
- Conflict resolution.
- People's adaptability and flexibility.
- The clarity of communications .
- Creative thinking.

- Inclusion.
- Coaching and mentoring.

The more of these things you see around you, the better people's soft skills are likely to be within your organization. These all have a significant impact on the attitude a person brings to interactions with clients, customers, colleagues, supervisors, and other stakeholders. The more positive someone's attitude is, the better that person's relationships will be. That's what fosters great team performance, and leads people to contribute strongly to the organization's vision and strategy.

### **Six Soft Skills Everyone Needs:**

#### **More Than Technical Qualifications Needed to Move Ahead in Your Career:**

You'll likely see these "soft skills" popping up in job descriptions, next to demands for technical qualifications. Employment experts agree that tech skills may get you an interview, but these soft skills will get you the job and help you to continue it.

#### **Communication Skills :**

This doesn't mean you have to be a brilliant orator or writer. It does mean you have to express yourself well, whether it's writing a coherent memo, persuading others with a presentation or just being able to calmly explain to a team member what you need.

#### **Teamwork and Collaboration:**

Employers want employees who play well with others who can effectively work as part of a team. "That means sometimes being a leader, sometimes being a good follower, monitoring the progress, meeting deadlines and working with others across the organization to achieve a common goal," says Lynne Sarikas, the MBA Career Center Director at Northeastern University.

#### **Adaptability:**

This is especially important for more-seasoned professionals to demonstrate, to counter the (often erroneous) opinion that older workers are too set in their ways. "To succeed in most organizations, you need to have a passion for learning and the ability to continue to grow and stretch your skills to adapt to the changing needs of the organization," Sarikas says. "On your resume, on your cover letter and in your interview, explain the ways you've continued to learn and grow throughout your career."

#### **Problem Solving:**

Be prepared for the "how did you solve a problem?" interview question with several examples, advises Ann Spoor, managing director of Cave Creek Partners. "Think of specific

examples where you solved a tough business problem or participated in the solution. Be able to explain what you did, how you approached the problem, how you involved others and what the outcome was in real, measurable results."

#### **Critical Observation :**

It's not enough to be able to collect data and manipulate it. You must also be able to analyze and interpret it. What story does the data tell? What questions are raised? Are there different ways to interpret the data? "Instead of handing your boss a spreadsheet, give them a business summary and highlight the key areas for attention, and suggest possible next steps," Sarikas advises.

#### **Conflict Resolution :**

The ability to persuade, negotiate and resolve conflicts is crucial if you plan to move up. "You need to have the skill to develop mutually beneficial relationships in the organization so you can influence and persuade people," Sarikas says. "You need to be able to negotiate win-win solutions to serve the best interests of the company and the individuals involved."

#### **When It Comes to Soft Skills, Show -- Don't Tell :**

How do you prove you're proficient at, say, critical observation? Demonstrating these soft skills may be more difficult than listing concrete accomplishments like 2 million in sales or a professional certification. But it is possible to persuade hiring managers that you have what they need. To demonstrate communication skills, for example, start with the obvious. Make sure there are no typos in your resume or cover letter. Beyond that, enhance your communication credibility by writing an accomplishment statement on your resume or cover letter, says Cheryl E. Palmer, president of Call to Career. "Instead of stating, 'great oral and written communication skills,' say, 'conducted presentation for C-level executives that persuaded them to open a new line of business that became profitable within eight months.'"

#### **Learn Soft Skills :**

The good news is that, like any skill, soft skills can be learned. The better news? Boosting your soft skills not only gives you a leg up on a new job or a promotion, but these skills also have obvious applications in all areas of a person's life, both professional and personal.

- **Take a Course :**

Some colleges are mixing technology with areas such as effective written and verbal communication, teamwork, cultural understanding and psychology. Take a writing or

public speaking course to boost your communication skills. Look for a conflict-resolution course or "leadership skills" class at your local community college.

- **Seek Mentors :**

Be as specific as you can about your target skill, and when you're approaching a potential mentor, compliment that person with a specific example in which you've seen him practice that skill, advises Ed Muzio, the author of *Make Work Great*. "Then ask whether that person would be willing to share ideas with you about how you might achieve the same level of capability," he says. "Maybe it will grow into a long mentoring relationship, or maybe you'll just pick the person's brain for a few minutes."

- **Volunteer :**

Working with nonprofit organizations gives you the opportunity to build soft skills. And listing high-profile volunteer work on your resume gives you an excuse to point out what you gained there. For example, "As chair of the environmental committee, planned and carried out a citywide park cleanup campaign. Utilized team-building, decision-making and cooperative skills. Extensive report writing and public speaking."

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## PROFESSIONAL ETHICS IN TEACHING AND THE ROLE OF A TEACHER

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### ABSTRACT :

*The relationship between teachers and students is a very important and sensitive one. It must be built on strong foundations, stemming from mutual respect and trust as well as on the highest of ethical standards. The same may be said of the relationship between teachers and other members of the school community that includes, among others, the administration, other professionals. All of us are aware that our main responsibility is to the student and to the development of his/her full potential. In this respect we need to pursue the truth, devote all our efforts towards excellence, the acquisition of knowledge and the observance of democratic principles. It is our duty to maintain a high level of competence and in order to do this we need to engage in continuous professional development throughout our career in the profession. The implementation of this code is of paramount importance to ensure that the profession continues to enjoy the respect that it has acquired over many years of practice. Our ancestors have worked very hard to earn this respect and it is our duty to maintain it at the highest possible level.*

“The mediocre teacher tells.

The good teacher explains.

The superior teacher  
demonstrates. The great  
teacher inspires.”

William Arthur Ward

### Introduction

Teachers play a pivotal role as front liners in every education system. Their role is not

simply that of disseminating knowledge or imparting information. It goes far beyond as theirs is the role to create a stimulating learning environment to ensure that all students reach their full potential. They are role models within themselves for their students who, consciously or subconsciously, emulate their behaviour. They instill values and mores that will influence the lives of their students. The relationship between teachers and students is a very important and sensitive one. It must be built on strong foundations, stemming from mutual respect and trust as well as on the highest of ethical standards. The same may be said of the relationship between teachers and other members of the school community that includes, among others, the administration, other professionals. Theirs is the responsibility to understand the needs of their students even outside the school walls and theirs is the responsibility to nurture and to cherish. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

**Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.**

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

- **Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.
- **Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development

All of us are aware that our main responsibility is to the student and to the development of

his/her full potential. In this respect we need to pursue the truth, devote all our efforts towards excellence, the acquisition of knowledge and the observance of democratic principles. It is our duty to maintain a high level of competence and in order to do this we need to engage in continuous professional development throughout our career in the profession.

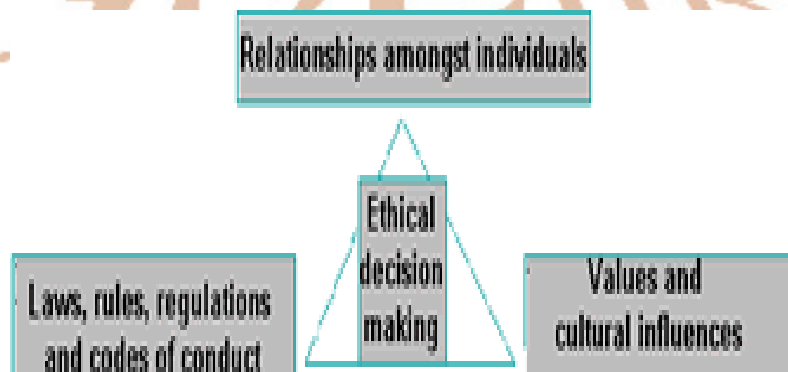
### Professional Ethics in Teaching

- **Training Ethical conduct:** The term 'ethical conduct' brings to the fore a debate about the distinctions between codes of conduct and their purposes and ethical principles and their place in the teaching profession. Some would argue that codes of conduct mandate specific behaviours in particular situations but do not promote individual adherence to ethical principles. The grey areas in decision making that confront most teachers on a regular basis arise in the face of competing interests and values. Codes of conduct may assist, but not give clear definition to, teachers' decision making. In other words the organisation or system can mandate what not to do in particular situations but it is impossible to list all possible situations that arise. This becomes the territory of ethical decision making. The delivery of training related to codes of conduct may be possible. Training individuals to adhere to particular ethical principles when making decisions may not be possible.
- **Ethics education as self paced? :** Many approaches to ethics training/ education require an external or trained facilitator working with small groups of people. Expertise in the facilitation of professional learning in small groups and knowledge of ethics is assumed. The distribution of this expertise and knowledge across all school sites is not even. Ethics training conceived as a formal learning program delivered to teachers becomes difficult because of the unavailability of skilled facilitators. It also ignores the ways beginning teachers in particular learn to teach and 'become' teachers.
- **Ethics training a process of learning the prevailing codes of behaviour:** The impact of workplace cultures is intertwined with ethics training and codes of conduct. Professional socialisation in the workplace is a significant component of the induction period for beginning teachers. The associated personal learning that takes place involves the identification of principles upon which to operate in a given workplace and the reconciliation of these principles with the values and understandings held by the individual
- **Employer consistency in approach to ethics training:** A problem in adopting a workplace learning model of teacher professional development arises when supervisors and mentors of beginning teachers are themselves novices in their respective roles. In some

instances beginning teachers are appointed to schools that are difficult to staff and these schools have relatively young and inexperienced executive staff. The depth and breadth of experience of supervisors and mentors varies considerably across education systems. A workplace learning model of teacher professional development may need to be supplemented by additional training for supervisors and mentors and support provided for inter-school networks. For a workplace learning model of teacher professional development to be most effective, beginning teachers need access to professional role models and professional climates.

- **Can ethics training be a part of preservice training and can be effective:** Beginning teachers' evaluative comments on the effectiveness of formal learning programs prior to the first year of teaching suggest that formal learning of professional ethics suffers from the same weaknesses as system mandated ethical behaviour. The constraints that apply to the delivery of ethics training in a workplace learning model of teacher professional development also apply to an approach that integrates ethics training with school based components of teacher education programs.

Approaches to decision making assist in the consideration of case studies. Ethical decision-making can be described as the intersection of three key components. There is a range of approaches to the resolution of ethical issues. One approach might be to ascertain "facts" that might have a bearing on a decision. However "facts" are often contested; and "facts" by themselves may describe what is, but not necessarily what ought to be. In addition to getting the "facts", resolving an ethical issue also requires an examination of values.



Approaches to ethical decision-making have been categorized in the following ways.

- Justice approaches focus on how fairly or unfairly actions distribute benefits to members of a group

- Rights approaches to decision-making assume that each person has a fundamental right to be respected and treated as a free and rational person
- Virtue approaches to decision-making focus on characteristics, attitudes and dispositions - integrity, honesty, trustworthiness - that enable people to develop their human potential
- The utilitarian approaches to decision making advanced by philosophers such as Bentham and Mill, regard ethical actions as those producing the greatest difference of benefits over harms
- Common good approaches to decision-making regard ethical behaviour as that which advances the good of the whole community. Individuals or groups are not to be exploited at the expense of others
- Social relativism approaches to decision-making regard values of different cultures and groups as being grounded in a particular social context or reality. It therefore becomes difficult for a person from one culture or group to pass judgement on the values of another.

## CONCLUSION

Formation of ardent love for education and students, familiarization with education regulations and teaching outlines, common rules on textbooks, professional ethics. Both conceptual and content knowledge and pedagogical knowledge are necessary for effective teaching, together with the teacher's willingness and ability to reflect on practice and learn from the learners' own experience of being taught. All teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills.

Quality in teacher education and their professional skills and ethics can be indicated by the 'educatedness' of the products of the institution i.e. the student teachers. The teachers are well informed and possess knowledge about facts figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation wherein teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should achieve the best of potential already in them.

A comprehensive approach to 'ethics training' is dependent upon an open workplace culture of enquiry and professional learning. The use of case studies and effective ethics training in

general is sometimes incompatible with cultures of bureaucratic dependency based on rule following and abrogation of individual responsibility for action – the antithesis of professionalism in teaching.

It is the passion for teaching and the strong desire to deliver in the best interests of our students which drive teachers to continue to seek continuous professional development. Professional development is the key to professional progression and to the delivery of quality education. It is with great satisfaction that presents the revised Teachers' Code of Ethics and Practice that reflects new and changing realities in the teaching profession. The majority of teachers already follow the principles set out in this revised code and this exercise formalizes what is being practiced in the main.

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## PROFESSIONAL ETHICA OF TEACHER IN HIGHER EDUCATION

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*Abstract :*

*Meaning or Definition*

*The code of professional ethics may be defined as a set of self imposed professional ideals, and principle necessary for the attainment of self satisfaction and professional excellence.*

*The definition and parameter of professional ethics varies from society to society and from time to time. It is dynamic in nature. With change in Social set up the pattern and dimension of the society the ethics also change. Hence what govern any ethic the social benefit, moral correctness, truth, Values and progress of mankind.*

**Need of professionals Ethics.**

- ❖ For self Correctness
- ❖ For Self satisfaction.
- ❖ To Guide the conduct and behavior
- ❖ For self satisfaction
- ❖ To Guide the conduct and behavior.
- ❖ To shape the personality.
- ❖ To set up ideals for students
- ❖ To improve the human relationship
- ❖ To improve the professional Environment
- ❖ To follow norms and principles of profession
- ❖ Development of Society
- ❖ The professional excellence
- ❖ For professional obligation
- ❖ Conclusion

## PROFESSIONAL ETHICA OF TEACHER IN HIGHER EDUCATION

“To be a good teacher you must like what you teach and be fond of those whom you teach”

– Flower.

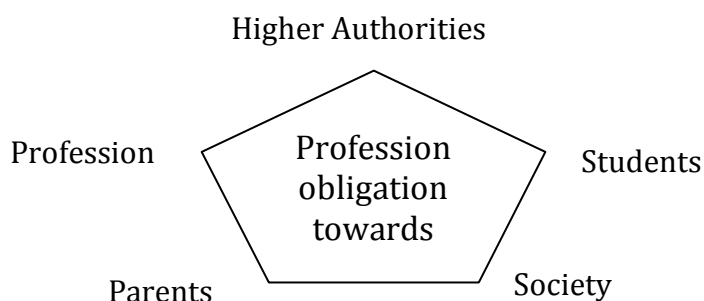
Teaching is a Noble Profession and every profession is expected to evolve a set of ethical principles, to guide the conduct and behavior of its professional members. The ethical principles provides the base to differentiate between desirable and undesirable conduct of behavior.

The code of professional ethics may be defined as a set of self imposed professional ideals, and principle necessary for the attainment of self satisfaction and professional excellence.

The definition and parameter of professional ethics varies from society to society and from time to time. It is dynamic in nature. With change in Social set up the pattern and dimension of the society the ethics also change. Hence what govern any ethic the social benefit, moral correctness, truth, Values and progress of mankind.

### Need of professionals Ethics.

- ❖ For self Correctness
- ❖ For Self satisfaction.
- ❖ To Guide the conduct and behavior
- ❖ For self satisfaction
- ❖ To Guide the conduct and behavior.
- ❖ To shape the personality.
- ❖ To set up ideals for students
- ❖ To improve the human relationship
- ❖ To improve the professional Environment
- ❖ To follow norms and principles of profession
- ❖ Development of Society
- ❖ The professional excellence
- ❖ For professional obligation



### 1. Making a student responsible towards rights and duties

While living in a society one has to interact regularly with members of community. All the interaction should be based on ethical norms which are guided by the legal rights and duties.

### 2. Setting up of ethical Standards

Ethical standard are the standard which guides an individual and the society towards guides an individual and the society towards betterment. Children of today are the citizens of tomorrow unless they are ethically erect; we cannot assume the society of tomorrow to be upright. Teacher can install ethical qualities in the students by means of moral lecture, personal demonstration and other related activities.

### 3. Development of Religious tolerance:

India is multi religious country with more than seven religions binding and dividing the people. Unless the students understand and familiarize themselves with the basics of all the religions they will not understand it. This delicate task of unifying the community has to be done by the teacher because people of all the religion trust teachers.

### 4. Integration of National Feelings:

A nation cannot progress unless its people are integrated. In a country like India where language and culture dominate the society along with other difference. All these difference needs to be carefully understood and tolerated. Teacher can develop the feelings of National Integration by giving importance to all the region, languages and religion by celebrating various national festivals and National Integration Day in particular.

### 5. Living in Harmony with nature

Protecting the nature and safe guarding is the duty of every individual the students are taught about the advantages and the road of nature in leading healthy life by the

teachers, by means of education and activities like growing trees reducing pollution, spreading awareness.

**6. Respecting the profession**

It is obligatory on the part of the teacher to respect the profession and to makes others respect the teaching profession whit ultimately makes all the teachers respectable teacher should always share the positive and bright side of the profession.

**7. To be open to professional growth**

Teacher should always make and effort for professional growth by attending in service training, seminars, workshops etc., teacher can strengthen his growth by reading new books, magazines, journals etc.,

**8. Contributing towards the growth of professional**

Teacher should contribute his paper in various journals which will benefits all the teachers, educators and policy maker through out the country.

**9. Maintaining**

It is the duty of every professional to maintain congenial atmosphere at work place it can be done by being friend, guide and philosopher to student colleagues, obedient to seniors time to time.

**10. Active Participation**

Every teacher should become active member of professional organization and contribute their active participation for the formulation of policies and programs and strengthen the unity and solidarity of the professional organization.

**11. Maintaining Secrecy:**

Every profession deals with various kinds of restricted information, it may be concerning policy matters, student's records, examination performance, setting up of question paper, checking of answer sheets, etc., All such information should be guarded with maximum care. It should not be discussed with any unauthorized person except concerned authorized and neither disclosed before appropriate time. While maintaining one's own secrecy teacher should not interfere in their affairs.

**12. Obligation Towards the Higher Authorities:**

“Higher Authorities” is the section or the group of people who have been entrusted with the task of formulating and managing the rules, regulation and policies for the development of the institution. The teacher should abide by the rules and regulations of an

institution framed by the higher authorities from time to time so that there is uniformity, even growth and development throughout and discipline among the staff and students.

**13. To effectively implement the policies and programmes:**

Drawing or framing a programme or policy is a theoretical aspect. The success of any policy depends completely on the co-ordination of the policy makers, managers, evaluators and teacher as executors. The teacher has a great role in it and has to act as a helping hand in effective implementation of various programmes and policies to the above mentioned authorities.

**Conclusion:**

A teacher can become a professional real sense if he fulfills all the obligations and remembers and in no case he should allow his human instincts and feelings to come in the way of his profession. So all over we can say that a teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time.

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GOEIIRJ

## A STUDY OF PROFESSIONAL AWARENESS OF STUDENT TEACHERS OF COLLEGES OF EDUCATION

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### 1. NEED FOR THE STUDY:

The National Policy on Education(1986) rightly states, “ No people can rise above the level of its teacher”. Education is basically the influence, which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because the best curriculum and the most perfect syllabus remain ineffective in the absence of a good teacher. The teaching profession inherently entails certain well-known self-obvious and implicit obligations, commitments and expectations from its members. The society bestows its trust on all the professionals to rise to the demands of the profession. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of the professional demands and obligations placed on him by the profession. Sometimes, however, people from outside the educational system and also from within allege that the teachers of today are not professionally aware and do not perform their roles with sincerity and interest. It seems they lack the professional awareness, the motive force that impels the professionals. Now, the question is do the teacher education programme develop the requisite level of professional awareness among the student teachers who are the future teachers? The present study is taken up to find the level and status of professional awareness among the student teachers of colleges of education.

### 2. REVIEW OF RELATED LITERATURE:

Several studies have been undertaken on computer anxiety. Few of the important ones relevant to the present study are mentioned below.

Studies conducted by Samntroy (1971), Naidu (1975), Goyal (1981) & Panda (1998) have reported that a majority of college teachers have positive attitude towards their profession.

Studies conducted by Goyal (1981) & Sundar Rajan, *et.al* (1991) reported that teacher donot differ significantly with respect to their qualification.

Studies of Singh (1974), Mehrota (1973) & Sukhal (1977) established that more experience enhances favorable attitude of individual teacher.

**3. OPERATIONAL DEFINITIONS OF THE TERMS USED:**

- a) Professional awareness: The term professional describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. In addition, most professionals are subject to strict codes of conduct enshrining rigorous ethical and moral obligations. The investigator here means the awareness of his role as a teacher and the required code of behavior as a professional- teacher
- b) Student teachers: Here the researcher by the term student teachers means the students of colleges of education who are pursuing the B. Ed course which is a pre-requisite qualification for appointment as teachers at the secondary level i.e. eighth, ninth and tenth standard students.
- c) Colleges of Education: Here the researcher by the term Colleges of Education means the colleges which are offering B.Ed degree which is a pre-requisite qualification for appointment as teachers at the secondary level.

**4. VARIABLES OF THE STUDY**

Independent variables:

1. Gender
2. Type of management
3. Discipline

Dependent variables : Professional awareness

**5. OBJECTIVES OF THE STUDY:**

The following are the objectives for the present study;

1. To find the level of professional awareness of student teachers of colleges of education.
2. To study if there is any significant difference between the male student teachers and female student teachers with respect to professional awareness.
3. To study if there is any significant difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness.
4. To study if there is any significant difference between the student teachers from the arts discipline and science discipline with respect to professional awareness.

**6. HYPOTHESES:**

1. There is no significant difference between the male student teachers and female student teachers with respect to professional awareness.

2. There is no significant difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness.
3. There is no significant difference between the student teachers of arts discipline and science discipline with respect to professional awareness.

## 7. METHODOLOGY:

### METHOD:

Normative survey technique was adopted in the present study.

### Sample:

Random sampling technique was used in the selection of the sample of 80 student teachers belonging to the colleges of education of Belgaum district(urban) of Karnataka, India. This consists of 40 male and 40 female student teachers, 40 student teachers from aided colleges and 40 student teachers from unaided colleges, 40 student teachers from the arts discipline and 40 student teachers from the science discipline.

### Tool:

In the present study, a Professional Awareness Scale was constructed and standardized by the investigator herself. The professional awareness scale is a 25 item 5-point rating scale that measures the amount of professional awareness. The scale yielded a split half reliability of 0.85 and a validity of 0.92

### Delimitation of the study:

- . The study was confined to the student teachers of Belgaum District, Karnataka, India only

#### 1. Data collection:

A well planned programme by the investigator helped her to collect the required data in an orderly manner. The investigator visited the selected colleges of education of Belgaum city which formed the sample. The investigator met the student teachers and explained to them the purpose of the research and encouraged them to be free and frank while giving responses. The booklets of tools were distributed to the student teachers and they were asked to put a tick mark for their responses in the boxes, provided near each item. The responses were scored and subjected to analysis.

## 8. STATISTICAL ANALYSIS OF DATA:

For analyzing the data, the investigator used the following descriptive statistics:

1. Arithmetic mean.
2. Standard deviation.
3. Percentage analysis.
4. 't' test.

**Objective 1:** To find the level of professional awareness of student teachers of colleges of education.

Three levels are considered as follows:

High level- The scores above mean  $\pm$  1 standard deviation.

Moderate level- The scores between mean  $\pm$  1 standard deviation

Low level- The scores below mean  $\pm$  1 standard deviation.

**Table 1.0**

**Level of professional awareness of student teachers of colleges of education**

Variables	Categories	Low		Average		High		Total
		Count	%	Count	%	Count	%	
Gender	Male	07	17.5	25.0	62.5	08	20.0	40
	Female	06	15.0	21.0	52.5	13	32.5	40
Type of management	Aided	07	17.5	24.0	60.0	09	22.5	40
	Unaided	08	20.0	24.0	60.0	08	20.0	40
Discipline	Arts	07	17.5	24.0	60.0	09	22.5	40
	Science	06	15.0	23.0	57.5	11	27.5	40

The above table reveals that 17.5, 62.5% and 20% of male student teachers and 15%, 52.5% and 32.5% of female student teachers show low, average and high level of professional awareness respectively.

The above table reveals that 17.5%, 60% and 22.5% of student teachers of aided colleges and 20%, 60% and 20% of student teachers of unaided colleges have low, average and high level of professional awareness respectively.

It is observed from the above table that 17.5%, 60% and 22.5% of student teachers of arts discipline and 15%, 57.5% and 27.5% of student teachers of science discipline show low, average and high level of professional awareness respectively.

**Objective 2:** To study if there is any significant difference between the male student teachers and female student teachers with respect to professional awareness.

Hypotheses 1: There is no significant difference between the male student teachers and female student teachers with respect to professional awareness

Table 2.0

**Difference between the male and female student teachers with regard to professional awareness**

Variable (Gender)	N	Mean	S. D.	‘t’ value	Remarks
Male	40	87.178	20.66	0.424	N. S.
Female	40	89.075	20.50		

Table value at 0.05level=2.01

N. S. = Not significant (Null hypothesis is accepted).

S. = Significant (Null hypothesis is rejected).

Thus the null hypothesis 1 is accepted i.e. there is no significant difference between the male student teachers and female secondary teachers with respect to professional awareness

Objective 3: To study if there is any significant difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness

Hypotheses 2: There is no significant difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness.

Table 3.0

**Difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness**

Type of management	N	Mean	S. D.	‘t’ value	Remarks
Aided	40	89.000	20.44	0.641	N. S.
Unaided	40	86.55	20.99		

Table value at 0.05level=2.01.

N. S. = Not significant (Null hypothesis is accepted).

S. = Significant (Null hypothesis is rejected).

Thus the null hypothesis 2 is accepted i.e. there is no significant difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness

Objective 4: To study if there is any significant difference between the student teachers of arts

discipline and science discipline with respect to professional awareness

Hypotheses 3: There is no significant difference between the student teachers of arts discipline and science discipline with respect to professional awareness

**Table 4.0**

**Difference between the student teachers of arts discipline and science discipline with respect to professional awareness**

Variable (Discipline)	N	Mean	S. D.	‘t’ value	Remarks
Arts	40	88.175	20.66	0.516	N.S
Science	40	90.55	20.44		

Table value at 0.05level=2.01.

N. S. = Not significant (Null hypothesis is accepted).

S. = Significant (Null hypothesis is rejected).

Hence the null hypothesis is accepted hypothesis is accepted. i.e. There is a no significant difference between the student teachers from the arts discipline and science discipline with respect to professional awareness.

## **9. MAJOR FINDINGS:**

1. Majority of male and female student teachers show average level of professional awareness. Further the percentage of female student teachers showing high level of professional awareness is higher than male student teachers (Percentage analysis).
2. Majority of student teachers of aided and unaided colleges show average level of professional awareness. Further the percentage of student teachers of aided colleges showing high level of professional awareness is higher than student teachers of higher that the student teachers of rural colleges (Percentage analysis).
3. Majority of student teachers from the arts discipline and science discipline show average level of professional awareness. Further the percentage of student teachers of science group showing high level of professional awareness is higher than student teachers from the subjects of arts discipline (Percentage analysis).
4. There is no significant difference between the male student teachers and female student teachers with respect to professional awareness

5. There is no significant difference between the student teachers of aided colleges and unaided colleges with respect to professional awareness.
6. There is a significant difference between the student teachers from arts discipline and science discipline with respect to professional awareness.

#### 10. CONCLUSION:

This study reveals that more than one fourth of the student teachers have shown a low and moderate degree of professional awareness, which definitely is a matter of concern for educationists, educational planners as well as, administrators and policy makers. Therefore, attempts should be made to ascertain the causes of their low professional awareness and measures should be taken to make them more aware of their profession.

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GOEIIRJ

## TEACHER’S EDUCATION AND THEIR PROBLEMS : DEVELOPMENT OF TEACHER EDUCATION

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### Abstract:

*About a hundred years age, much importance was not attached to teacher’s training. But now this has become so important that no untrained person is appointed to touch in a school recognized by the government.*

*Indian teachers imparted education with a unique devotion. Society give these teachers the highest respect because they were committed to bringing about the comprehensive and harmonious development of the student’s personality. This sentiment is succinctly expressed in the statement “Aacharya Devobhava”*

*In this paper tries to describe this in ancient India, the Guru (the teacher) used to entrust the teaching work to the brilliant students in his Gurukul (School). The students were divided in groups and each group was placed under the change of a brilliant student for guidance and teaching being made for reforms in teacher training in our country but so far satisfactory has not been achieved due to some reasons.*

*In 1881-82 that the India Education Commission for the first time, put forward a suggestion for the training of teachers. The standards and criteria of teacher’s Education have changed. Today, it has become a powerful and inalienable aspect of national development.*

**Keyword : Development of Teacher Education**

### Meaning of Teacher Education :

Teacher Education “All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession and to discharge his responsibility most effectively”.

Teacher Education “The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher colleges, normal schools and colleges and universities.”

### **Need and significance of teacher Education:**

The contention that teachers are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper training and education enables the teacher to have a knowledge of how children grow develop and learn, how they can be taught best and how their innate capacities can be brought out and developed. Teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils of 'hit profession and above all for making the optimum use of time and energy of the teacher and the taught.

It has been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl you educate the whole family and if you educated a teacher, you educate the whole community.”

### **The General Objectives of Teacher Education :**

The general objectives of teacher education as derived from the context, concerns and scope and applicable to various stages/levels may be as follows:

- To develop a critical awareness among the teachers and teacher education regarding the realities of Indian life.
- To promote such capabilities in them as may be necessary for the realization of national values and goals as enshrined in the Constitution of India.
- To enable them to act as agents of modernization, social change and development and transmittance of the national and cultural heritage.
- To cultivate rational thinking and scientific temper.
- To promote among them the managerial and organizational skills as required in the contemporary Indian educational contexts.
- To make them aware of the environmental and ecological problems and enable them to find

out their suitable solutions.

- To develop interest capacity for involvement in community life and draw its resources for the welfare of the school for meaningful education.
- To develop competencies and skills needed for becoming an effective teacher.
- To enable them to impart knowledge and reconstruct experiences.
- To inculcate positive attitudes towards students.
- To develop the capacities to organize supplementary educational activities.
- To develop interest and skills for undertaking action research/research.
- To inculcate among the teachers a sense of value judgement, value commitment and value transmission.
- To enable teachers to develop aesthetic sense of value judgement, value commitment and value transmission.
- To foster their interest in in-service education/life-long learning.
- To sensitive pupil teachers towards the promotion of patriotic feelings, national integration, world peace and protection of human rights.
- To plan and organize for capacity building with a view to enabling them to look into the students' needs in physical education and helping them in this regard.
- While the objectives of stages specific curriculum have commonality with the general objectives, each stage has specific objective of its own.

### **The Specific Objectives of Teacher Education Academic Stream :**

In addition to the objectives enunciated for secondary teachers education it may also include the following:

- To promote academic interests and values among teachers.
- To develop knowledge of the subject, clarify its objectives, evolve a suitable methodology of instruction and sharpen the communication skills.
- To develop in them reading and reference skills.
- To develop them to develop love for knowledge among students.
- To develop them to use and develop various types of tests.
- To enable them to reconstruct knowledge and experience under new contexts.

**Vocational Stream :**

In addition to the objectives of secondary teachers education, the following objectives may also be included.

- To make them understand the philosophy and social relevance of vocational education.
- To develop a sense of workmanship and dignity of labour.
- To impart knowledge and develop skills necessary for teaching vocational subjects.
- To give them relevant information for attaining success in a vocation of their choice.
- To develop faith in the efficiency of vocational education..

Broadly speaking there are two types of teachers education-per-service and in-service teacher education.

**Problems of Teacher Education :**

The training colleges, at various levels, are operating on the periphery of the problems Indian education faces today and hardly, if ever, touch upon the major issues that constitute the hard-core of our education... Numerous studies have shown that teachers themselves are the bitterest critics of teacher education programmes. They call them irrelevant, lacking in vision and meaningful substance”.

“In such a short time how could one expect to inculcate in the trainee a teacher personality’ with proper outlook, attitude, teaching skills and faith in the profession”.

**Major Drawbacks and Problems of the Teacher Education :**

1. Faulty methods of selection because of political, social and personal influences.
2. Inadequacy of one-0year B.Ed. Course.
3. Lop-sided curriculum.
4. Obsolete and irrelevant methodology of teaching.
5. Neglect of study of education as a discipline.
6. Inadequate training in practical skills.
7. Insufficient time and attention paid to the actual practice teaching.
8. Isolation between the Colleges of Education and the schools.
9. Insufficient training in the art of communicating with the community.
10. Meagre training in the art of organizing co-curricular activities.
11. Ineffective supervision of the teaching practice by the supervisors.
12. Faulty methods of assessment of trainee’s work.

13. Less qualified teacher educators.
14. Lack of physical facilities.
15. Shorter working hours.
16. Dearth of the use of new technology of teaching.

### **Problem of Teachers' Training and their solution**

#### **1. The Problem of Making Training Useful to Life :**

The Purpose of our education is to effect an all-round development of the individual. So we need such teachers who may help in achieving this goal. This is possible only when the teachers' training is useful to life. The Basic Education Curriculum appears to be so. For these multi-purpose schools we need teachers who are trained on the Basic education pattern. Similarly, the training programme should be made useful for each level of education, in other words it should be job-oriented.

#### **2. The Problems of Difference between the Basic and Non-basic Training :**

So far education has been generally non-basic. Therefore the teachers are being trained on the non-basic pattern between the basic and non-basic curriculum. In basic curriculum sufficient emphasis is laid on social life and practice. An opportunity is also given for thinking on village problems. In the non-basic curriculum, these features are absent and the emphasis is generally laid on teaching methods and on urban life. It will be better if we do away with the difference in the basic and non-basic curriculum and forged out an integrated curriculum incorporating the best of the two.

#### **3. The Narrowness of the Training Programme :**

Teachers' Training Programme in our country was organized at the time when there was no basic education curriculum. The university has made the B.Ed. curriculum more comprehensive. But the Secondary Education Commission (1952-53) has considered this programme as inadequate and has suggested that it should be made of two years' duration and should be made so comprehensive as to meet the needs of multipurpose schools by producing the teachers of the required qualifications.

It has also been suggested that the training colleges should be established in rural areas in order that the trainees may get acquainted with various village problems. During the training period the trainees should be given opportunities for rendering some social service to the people of the adjoining vicinity. Such changes should be incorporated in the curriculum of the normal schools also.

**4. The Need of Training for University and Degree College Teachers :**

It has been felt by some that the university and degree college teachers should also get some sort of training in order that they may understand how to present a certain subject matter before the students for meeting their curiosity in them for new knowledge. The idea of training is naturally repugnant to most of the university and degree college teachers as they think that they are past masters in their area and they do not need any instruction regarding methodology of teaching. In fact, the problem of devising some training programme for university and degree college teachers is controversial. However, it will be beneficial to produce some good books on methods of teaching for university and degree college teachers and those interested may choose to benefit themselves by the same. The Universities and the Government own special attention to responsibility in this context.

**5. The Narrowness of the Post-Graduate Teachers’ Training Programme:**

Under the Post-graduate Teachers’ Training Programme we have M.Ed. and M.A. (Education) courses running by some universities and affiliated colleges. The purpose of these courses is to produce persons with administrative abilities and teachers of training colleges and inspectors of schools. It is felt by the M.Ed. programmes should be made more comprehensive and liberal for producing all sorts of specialists in the area of education.

**6. The Problem of Research in Education :**

The purpose of teachers’ training centres is not only to train teachers, but also to make them useful in various educational problems. The aim of research should not be only to get a doctorate degree, but also to do work of creative nature. Hence in the selection of the topic of research, great care is needed in order that the outcome of the research may be thrilling to the readers and may also point out to further researches in the allied area.

**Functions for Teacher Education:**

1. Undertaking surveys and studies relating to various aspects of teacher-education and publishing the results.
2. Making recommendations to the Central and State Govt. Universities, the U.G.C. and other institutions in the preparation of plans and programmes in the field of teacher-education.
3. Coordinating and monitoring teacher-education and its development in the country.
4. Preparing guidelines with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels.,
5. Developing norms for various courses or training in teacher-education, including minimum eligibility criterion for admission.
6. Preparing guidelines and specified requirements for starting new courses and programme under teacher-education.

7. Developing guidelines for general teacher-education.
8. Promoting innovations and research studies.
9. Supervising the teacher-education programmes and providing financial assistance.
10. Enforcing accountability of teacher-development programmes in the country.
11. Preventing commercialization in Teacher-education and maintaining quality and standard of teacher-education.
12. Preparing programmes for in service teacher-education for orienting teachers for latest developments.
13. Establishing international relations in the area of teacher-education.
14. Preventing B.Ed. correspondence courses which are lowering the standard and quality of teacher-education and commercializing the teacher-education.
15. Preparing Code of professional ethics for teachers.
16. Developing curriculum of Teacher-education.
17. Developing methodology of teaching and techniques of evaluation procedures, continuing and Non-formal education
18. Improving role of teacher in social and vocational areas.

**Conclusion :**

The teacher is the maker of the nation. He produces administrators, statesmen, physicians, engineers, lawyers and other types of worthy citizens. Therefore the teacher should enjoy a very respectable position in society. But the condition of teachers is not happy in view of the over-rising prices and other problems associated with the present-day demands of life. Our teachers should be so handsomely paid that they may devote themselves entirely to the job under their case. The necessary medical facilities should be easily made available to them on nominal charges. Residential and further education facilities should also be given to them in order that they may live a respectable life. Unless we respect our teachers, they will not respect themselves and they will fail in their sacred duty of producing worthy citizens for the nation.

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## PROFESSIONAL DEVELOPMENT OF TEACHERS AND TEACHER EDUCATORS

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### Introduction

For inculcating soft skills in them they have to be provided with trainings as a part of In today's world, where the survival of the fittest is the norm, it has become imperative to sharpen one's technical skills, and more importantly, one's soft skills. Technical skills can be learnt, applied and measured to an established degree. But the same cannot be said of soft skills. Soft skill is a sociological term for an individual's Emotional Intelligence (EQ). It can be broadly defined as personal attributes that enhance an individual's interactions, job and career prospects. Whether it involves face to face customer interaction or even indirect correspondence over telephone or e-mail, employees adept at soft skills will achieve both individual as well as organizational success. Hence soft skills is critical to showcasing one's hard skills; both can be considered to be two sides of the same coin - one without the other has no impact. According to Serby Richard (2003) modern corporate requirements are such that they look specifically for those candidates who can add value to their organization with their soft skills and the ability to develop and use soft skills which can make the difference between a job offer and enjoyment of new employment. This requirement of soft skills in a job has made the competition for job acquisition and job sustainability tougher. All those candidates who wish to get an edge over their competitor are expected to refine their soft skills This view point is substantiated by Hewitt Sean (2008) that, employers value soft skills because they are just as good as indicator of job performance as traditional job qualifications. So today's professionals need to encompass a high soft skills quotient, apart from the domain knowledge in order to succeed in this competitive era. their curriculum. This in turn will help them to improve their complete personality and compatibility therefore enabling them to secure a respectable position in the corporate world.

Irrespective of the professional qualification and apart from the domain knowledge, today's professionals need to possess a high Soft Skills quotient in order to succeed in this competitive era. Hard skills contribute to only 15% of one's success while remaining 85% is made by soft skill (Watts M and Watts R. K, 2008). In spite of such great relevance of soft skills in the present

corporate world some of the institutions are yet to introduce soft skills in their curriculum. There is a dire need of incorporating soft skills trainings in their curriculum, to ensure commendable placements.

### **Definition**

Soft skills are essentially people's skills or personality specific skills. According to Hewitt Sean (2008) soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude (Tobin, 2006). The Center for Career Opportunities at Purdue University defines soft skills as "the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees." Their list of soft skills includes work ethic, courtesy, teamwork, self discipline, self -confidence, conformity to prevailing norms, and language proficiency. Soft skills are different and distinct from Hard Skills. Soft skills are those skills that add more value to the hard skills adorned by an individual. Martin Carole (2008) comments that hard skills are more "along the lines of what might appear on your resume" whereas soft skills are "cluster of personality traits, social graces, personal habits, friendliness and optimism." Soft skills are not a substitute for hard or technical skills, but they act as harmonizing skills that serve up to unlock the prospective for highly effective performance in people even with good hard skills.

### **Need of Developing Soft Skills**

Technical and job-related skills are a must, but they are not sufficient when it comes to progressing up the ladder. Soft skills play a very important role in this vigorous commercial epoch. Today there is a huge mass of qualified job seekers existing in the society and the competition within them for job acquisition and job sustainability is becoming tougher. To get an edge over the competitors they are left with no other choice but to add worth to their hard skills with soft skills to exhibit their true potential. If one has got advanced soft skills then definitely he will be able to establish themselves as distinct amongst other job seekers.

Employers are continually asking for a work force rich in creativity, communication skills and cultural understanding. The National Employers skills Survey 2003, reported that employers regard shortages in soft skills, including communication, teamwork, and customer focus and responsiveness as far more crucial than hard or technical skills. Poor soft skills like communication skills create a negative impression with employers during the recruitment phase and may exclude a

graduate with good technical skills from being selected for employment.

### **Soft Skills Training programs- A Basic Need**

Today lack of competence in soft skill is marked as one of the reasons of poor rate of employability of technical graduates. Though it is true that soft skill need to be inculcated at a very young age at home but the role of soft skill training in schools and colleges cannot be ignored. Irrespective of the target group or the institution where it is imparted, soft skills training programs aim to improve a whole range of skills, like assertiveness, negotiation skills, communication skills and the skill to establish and maintain interpersonal relationships. Soft skills are perceived as those capabilities that are inherent in an individual. These competencies exist in every individual to a particular level. But if these skills are not used or if the individual who adorns these skills is unaware of it then that individual will never be able to utilize his / her inherent skills. The aim of any soft skills training program is to remove these blocks or the barriers that prevent the individual from utilizing his/ her skills. Soft skills training will make the individual aware of his / her hidden capabilities and to refine it for the overall development and success of the individual. Everyone can get benefit from the soft skills training irrespective of the skills they have inherited.

### **Personality development and soft skills**

At the soft Skills training programs training should be imported to fine-tune the students' attitudes, values, beliefs, motivation, desires, feelings, eagerness to learn, willingness to share and embrace new ideas, goal orientation, flexibility, persuasion, futuristic thinking, diplomacy, and various skill sets of communication, manners, and etiquette so that they will be able to deal with different situations diligently and responsibly. Soft skills strengthen them from within. These skills empower them to understand "who they are" and how best they can come across as competent individuals in any given situation.

The training in soft skills has two parts. One part involves developing attitudes and attributes, and the other part involves fine-tuning communication skills to express attitudes, ideas, and thoughts well. Crucial to successful work is the perfect integration of ideas and attitudes with appropriate communication skills in oral, written, and non-verbal areas. Attitudes and skills are

### **Common Soft skills for Professional Development**

#### **Communication skills**

This doesn't mean you have to be a brilliant orator or writer. It does mean you have to express yourself well, whether it's writing a coherent memo, persuading others with a presentation

or just being able to calmly explain to a team member what you need. It is to be verbally articulate and a good listener. It is to make your case and express needs in a way that builds bridges with colleagues, customers and vendors.

### **Teamwork and Collaboration**

Employers want employees who play well with others and can effectively work as part of a team. That means sometimes being a leader, sometimes being a good follower, monitoring the progress, meeting deadlines and working with others across the organization to achieve a common goal.

### **Adaptability**

This is especially important for more-seasoned professionals to demonstrate, to counter the ( often erroneous) opinion that older workers are too set in their ways. To succeed in most organizations, you need to have a passion for learning and the ability to continue to grow and stretch your skills to adapt to the changing needs of the organization. On your resume, on our cover letter and in your interview, explain the ways you've continued to learn and grow throughout your career.

### **Problem Solving**

Be prepared for the “ how did you solve a problem?” interview question with several examples. Think of specific examples where you solved a tough problem or participated in the solution. Be able to explain what you did, how you approached the problem, how you involved others and that the outcome was, in real, measurable results.

### **Critical Observation**

It's not enough to be able to collect data and manipulate it. You must also be able to analyze and interpret it. What story does the data tell ? What questions are raised? Are there different ways to interpret the data / Instead of handing our boss a spreadsheet, give them a business summary and highlight the key areas for attention, and suggest possible next steps.

### **Conflict Resolution**

The ability to persuade, negotiate and resolve conflicts is crucial if you plan to move up. You need to have the skill to develop mutually beneficial relationships in the organization so you can influence and persuade people. You need to be able to negotiate win-win solutions to serve the best interests of the company and the individuals involved.

### **Show the soft skills- Don't Tell**

Demonstrating soft skills may be more difficult than listing concrete accomplishments like

a professional certification. But it is possible to persuade hiring managers that you have what they need.

To demonstrate communication skills, for example, start with the obvious, Make sure there are no typos in your resume or cover letter. Beyond that, enhance your communication credibility by writing an accomplishment statement on your resume or cover letter, Instead of stating, ‘great oral and written communication skills.’ Say, ‘conducted presentation for C-level executives that persuaded them to open a new line of business that became profitable within eight months.’

### **Learn Soft Skills**

Like any skill, soft skills can be learned. Boosting soft skills not only gives a leg up on a new job or a promotion, but these skills also have obvious applications in all areas of a person’s life, both professional and personal.

Take a Course : Some colleges are mixing technology with areas such as effective written and verbal communication, teamwork, cultural understanding and psychology. Take a writing or public speaking course to boost your communication skills. Look for a conflict-resolution course of “leadership skills” class at local community college.

### **Seek Mentors**

Be as specific as you can about your target skill, and when you’re approaching a potential mentor, compliment that person with a specific example in which you’ve seen him practice that skill. Then ask whether that person would be willing to share ideas with you about how you might achieve the same level of capability. It will grow into a long mentoring relationship, or maybe you’ll just pick the person’s brain for a few minutes.

### **Volunteer**

Working with nonprofit organizations gives you the opportunity to build soft skills And listing high-profile volunteer work on your resume gives you an excuse to point out what you gained there. For example, chair of the environmental committee, planned and carried out a citywide park cleanup campaign, utilized team-building, decision-making and cooperative skills, extensive report writing and public speaking etc.

### **Conclusion**

Today there is a huge mass of qualified job seekers existing in the society and the completion within them for job acquisition and job sustainability is becoming tough. More and more businesses are considering soft skills as an important job criteria. The requirement of soft skills in a job has made the competition for job acquisition and job sustainability tougher. Students

must understand and appreciate the nature of these soft skills and the important role they play. We must include soft skills learning in our education and training programs, either as a stand-alone course or integrated into core curriculum. Presentation of these skills must be taught in the context of the workplace, rather than just a personal development and interpersonal skills. Irrespective of the target group or the institution where it is imparted, soft skills training programs should aim to improve a whole range of soft skills. Soft skills training makes the individual aware of the hidden capabilities and help in overall development and success of the individual.

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## SOFT SKILLS FOR PROFESSIONAL DEVELOPMENT

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And,

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Soft skills play a vital role for professional success; they help one to excel in the workplace and their importance cannot be denied in this age of information and knowledge. Good soft skills - which are in fact scarce -- in the highly competitive corporate world will help you stand out in a milieu of routine job seekers with mediocre skills and talent. "an across-the-board unanimous profile of skills and characteristics needed to make a good employee." The people most likely to be hired for available jobs have what employers call "soft skills"

"It is a behavioral skill, which cannot be taught. However it can be developed through continuous training. It represents the reactive nature of the individual and is about looking at things with the right perspective. You must be ready to solve problems proactively and create win-win situations. And you must be able to take ownership ie responsibility for your actions and lead from the front without calling it quits at the most critical moment."

“Soft Skills” have become one of most used buzz words of the 21st century. However, if you ask people to define soft skills, they are likely to give you similar but vague definitions.

1.Wikipedia defines soft skills as “associated with a person’s ‘EQ’ (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.”

2.MindTools defines soft skills as “your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes” What we are missing is a clear framework to help us define and distinguish what are soft skills. This is why I created the “Career Success” Framework below.

There are five categories of job skills essential to our career success, two of which are soft skills categories.

1. **Hard skills** – These are trade skills and subject matter expertise, like programming, accounting, financial analysis, or chemical engineering that we need to perform our job.
2. **Soft Skills – People skills** – These are the skills we use to interact with others at work.

Examples of people skills include communications and interpersonal skills as well as skills to manage upwards and deal with office politics. For example,

3. **Soft Skills – Self management skills** – These are the skills to help us manage self perception and our reactions to adverse situations. For examples,

There are so many self management soft skills including confidence, patience and stress management, which are fundamental to our career success.

4. **Work Attitude** – This category refer to our temperament and outlook. For example, work ethic, positivity, and willingness to learn are attributes typically valued by companies.
5. **Professionalism** – This category includes basic business etiquette – the way we dress, speak, and behave in a work setting.

Based on additional research and feedback, I am republishing this soft skills list with four updates:

1. **Defined three characteristics of a soft skill** – I realize there are many ways to define soft skills. This is the definition I used to determine what should be included in my soft skills list.
2. **Added more in-depth descriptions** for each soft skill and why they are essential to your career success and fulfillment
3. **Eliminated three soft skills** from the original list and added three new skills
4. **Split out the Soft Skills List** for People Skills into two sub-sections – Conventional and Tribal. Find out more below.

**To me, for a skill to be considered a soft skill, it needs to have three characteristics.**

1. **Rules for mastering this skill is not black and white** – Unlike hard skills, like math, where the rule for doing it perfectly is always the same, how effective you are at a soft skill changes depends on your emotional state, external circumstance, and the type of people you interact with.
2. **This skill is portable and valuable to any job/career** – Because soft skills are about your inner strength and interpersonal effectiveness, as long as you work with people, these skills are valuable to your career.
3. **Mastering this skill is an ongoing journey** – You can reach a level of competency in it but you can always encounter new situations or people that will test your soft skills and push you to learn more.

### Soft Skills List – Self Management Skills

Self-Management Skills address how you perceive yourself and others, manage your emotions, and react to adverse situations.

1. **Growth mindset** – Looking at any situation, especially difficult situations, as an opportunity for you to learn, grow, and change for the better. Focusing your attention on improving yourself instead of changing others or blaming anyone.
2. **Self-awareness** – Knowing and understanding what drives, angers, motivates, embarrasses, frustrates, and inspires you.
3. **Emotion regulation** – Being able to manage your emotions, especially negative ones, at work (e.g. anger, frustration, embarrassment) so you can think clearly and objectively, and act accordingly.
4. **Self-confidence** - Believing in yourself and your ability to accomplish anything. Knowing that all you need is within you now. “Those who believe in themselves have access to unlimited power” – wisdom from Kung Fu Panda
5. **Stress management**- Being able to stay healthy, calm, and balanced in any challenging situations.
6. **Resilience** – Being able to bounce back after a disappointment or set back, big or small, and continue to move onward and upward.
7. **forgive and forget**- Being able to forgive yourself for making a mistake, forgive others that wronged you, and move on without “mental or emotional baggage.”
8. **Persistence and perseverance** – Being able to maintain the same energy and dedication in your effort to learn, do, and achieve in your career despite difficulties, failures, and oppositions.
9. **Patience** – Being able to step back in a seemingly rushed or crisis situation, so you can think clearly and take action that fulfills your long term goals.
10. **Perceptiveness** – Giving attention and understanding to the unspoken cues and underlying nuance of other people’s communication and actions.

### Soft Skills List – People Skills

People Skills address how to best interact and work with others so you can build meaningful work relationships, influence others perception of you and your work, and motivate their action.

1. **Communication skills** – Being able to actively listen to others and articulate your ideas in

writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.

2. **Teamwork skills** – Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
3. **Interpersonal relationship skills** – Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills. As Maya Angelou said “I have learned people will forget what you said. People will forget what you did, but people will never forget how you make them feel.”
4. **Presentation skills** – Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome. While presentation skills is a form of communication skills, I decided to list it separately given the ability to present plays a huge role in any business profession especially as you move up in your career.
5. **Meeting management skills** – Leading a meeting to efficiently and effectively reach productive results. At least 50% of meetings today are a waste of time.
6. **Facilitating skills** – Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
7. **Selling skills** - Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
8. **Management skills** – Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
9. **Leadership skills** – Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
10. **Mentoring / coaching skills** - Providing constructive wisdom, guidance, and/or feedback that can help others further their career development “**Managing upwards** – Proactively managing your relationship with your boss, his expectations of your work, and his perception of your performance. Whether you are challenged, given opportunities, or recognized at work heavily depends on your ability to communicate, manage expectations, and build a good relationship with your boss.
11. **Self-promotion skills** – Proactively and subtly promoting your skills and work results to people of power or influence in your organization and network. It is not enough that your

boss knows you do great work. You need to subtly build your reputation with all key people that can influence your performance review. This is because hard work alone does not guarantee success.

- 12. Skills in dealing with difficult personalities** – Being able to still achieve the work result needed while working with someone whom you find difficult.
- 13. Skills in dealing with difficult/unexpected situations** – Being able to stay calm and still are effective when faced with an unexpected or difficult situation. This includes being able to think on your feet and articulate thoughts in an organized manner even when you are not prepared for the discussion or situation you are in.
- 14. Savvy in handling office politics** – Being able to understand and proactively deal with the unspoken nuances of office and people dynamics so you can protect yourself from unfairness as well as further your career. Office politics is a fact of life. If you don't choose to play, it can play you.
- 15. Influence / persuasion skills** - Being able to influence perspectives or decision making but still have the people you influence think they made up their own minds.
- 16. Negotiation skills** - Being able to understand the other side's motivations and leverage and reach a win-win resolution that you find favorably, satisfies both sides, and maintains relationships for future interactions.

### How to Improve Your Soft Skills in 4 Steps

Are you ready to take action? If you are reading this article, then you are already ahead of the game. Here are four steps you can take today to improve your soft skills

**Step 1: Understand Soft Skills Basics.** You now know [what soft skills are](#), [why they are important to your career](#), and [anyone can learn soft skills](#).

**Step 2: Decide which soft skills you need to develop.** There is a famous Chinese saying “you cannot eat a whole cow in one bite.” In the same notion, you cannot hope to develop all soft skills in one step. So let's prioritize,

**Step 3: Get Leverage.**

It is not enough to just think “I SHOULD develop these two soft skills.” What that translates to is “I will do it when I have time.”. So do the following

1. Write down 3-5 reasons why you MUST develop these soft skills for your career. For example, you can say, “I am tired of not getting the credit I deserve for my work. I need to develop the skills to manage upwards and self promote today, so that I am recognized and

rewarded for my efforts.” “If I wait another year and do nothing, I will feel ....”

2. Sharing your reasons with close friends or mentors. This is critical as it keeps you accountable. We all need other’s support in our efforts to improve yourself. Find supporter in your life to motivate you to take action for your career. Also feel free to share your reasons on this page in the comments below.

#### Step 4: Take action to learn and practice over time.

[Sign up for Soft Skills Gym](#). Just like physical muscles, you need to practice often to develop your “soft skills muscles.”

1. For immediate action, read this article [how to improve any soft skill](#)sted the Soft Skill Gym, a place for you to get answers, take actions, and be empowered in your career. With the Soft Skills Gym, we are there every step of the way.

#### Conclusion :

Considering the fact that during the last decades in society the perceived importance of soft skills has increased significantly, it is of high importance for everyone to acquire adequate skills beyond academic or technical knowledge. This is not particularly difficult. Once a shortcoming in a certain area of soft skills has been identified at oneself, there are numerous ways of rectifying such a deficiency. Educators have a special responsibility regarding soft skills, because during students’ School and University time they have major impact on the development of their students’ soft skills. Besides raising awareness regarding the importance of soft skills and encouraging students to improve their skills, lecturers should actively Journal of Language and Communication, June 2008practice soft skills with their students. A very effective and efficient way of doing this is to include soft skills training into the teaching of hard skills. As a positive side effect the lessons will become more attractive, which in turn will increase the success rate of learners. Soft skills fulfill a complementing his/her hard skills. However, over-emphasizing it to such an extent should not taint the importance of soft skills, that hard skills, i.e. expert knowledge in certain fields, are demoted to secondary importance.

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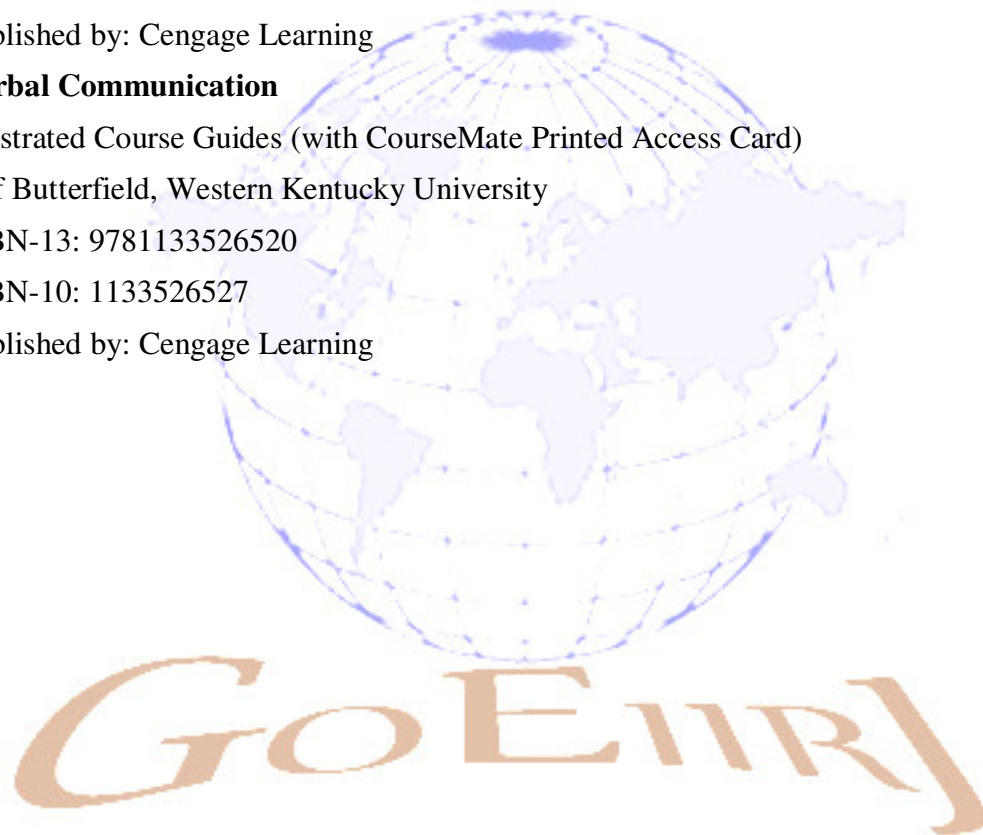
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## ISSUES & CHALLENGES INVOLVED IN THE TASK OF PROFESSIONAL DEVELOPMENT

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**Key worlds :** professional development, precincts, dutifulness, pedagogy.

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### Introduction

Professional growth of a teacher implies his growth in knowledge of his subject, in pedagogy and teaching techniques, in his love for his students and for his institution, in moral and ethical values, and growth of his desire to give his best to the world of learning and to the society.

**Bacon** said, “everybody owes a debt to his profession” and, as such, every teacher owes a debt to his profession which he can pay back by continuous professional growth.

Every teacher must learn almost every day something new, teach something new (and even if he has to teach old topics, to teach them in a new way) and also to create something new in the form of research in teaching and also research in his subject area.

Professional growth does not mean growth of unhealthy trade unionism. A teacher has to fight for his rights and for his dignity, but he has not to do so at the cost of his students and his contribution to education and research.

The profession of teaching places certain demands on those who opt to pursue it. Teaching involves a great deal of creative work & articulated execution of teaching skills. While keeping in consideration these idea precincts in mind essential in an effective teacher orientation program are specific functional areas of teacher proficiency. Subject matter competence articulation in the use of teaching skills dutifulness & responsibility, concern for professional ethics & invariable attachments to fulfilling curricular expectations are such functional areas which stand out in the making of a good teacher.

The 3 main responsibilities of the college teacher are responsibility to oneself as a scholar & an academician responsibility to the institution & responsibility to the society.

There have been extensive changes in the teacher's task & roles due to the broader changes in the educational system. Teachers have to cater for students coming from different socio-economic backgrounds & their diverse needs. Teachers have to recognize the scientific & technological developments in the country & use the new electronic media in helping the students learn. Teachers cannot restrict themselves merely as purveyors of information but have to take on the new roles of facilitators of learning & agents of social change.

Continued effort is needed to upgrade teacher competence in all areas of teaching and teacher performance to enable the teachers perform their roles effectively & efficiently. In the case of new teachers there is an urgent need to change their cognitive, motivational & performance structures through pre-service & in-service. In-service training & orientation happens to be the immediate means of reaching the teachers & making the system rejuvenated to perform better.

### **Observations and Issues**

i) It is well recognized that teachers have multiple roles to perform: teaching, research, development of learning resource material, extension and managing the institution for which integrated and coordinated programs for professional development of teachers are considered necessary. Policy documents make mention of these (GOI, 1986a, 1992a). For performing these roles effectively professional competence needs to be developed among teachers not only through in-service and continuing education programs for them, but also by encouraging research and development activities by those teachers who have inclination and aptitude to do that type of research, viz, in teaching and extension areas. Some universities allow teachers of different disciplines to do doctoral research in pedagogical aspects and award degrees in education. Also, national organizations like UGC provide financial support to teachers for such research and development projects. However, this kind of research is not considered at par with research done in respective disciplinary areas. To bring about this parity and thereby promote systematically developed know-how for performing these roles, it is necessary that research work of all types (related to research in disciplinary area, teaching and extension programs) is given equal credit at the time of appointments and promotions, and also for deciding other incentives to teachers. Devising suitable ways to do it and formulating procedural details for implementation remain a formidable task which presents academic and organizational challenges.

ii) A challenge allied is related to the nature of innovative practices in teaching. In order to improve his professional competence and perform his function of teaching effectively, every teacher has to either develop innovative practices himself or utilize those developed by others. In

either case, a lot of initiative on the part of a teacher is demanded; and considerable amount of energy, effort and time are to be invested. For instance, development of resource material for doing teaching effectively or developing evaluation techniques systematically, and their utilization in actual teaching-learning situation, are very demanding in many ways. Perhaps teachers should do all these as part of their professional responsibilities. However, this does not seem to happen all the time and for most teachers. That is why one does hear comments such as: most teachers do not function up to their professional capacity; they do not put into practice the professional know-how they have been trained for and which they are in possession of; teachers, specially less effective ones, do not make efforts to benefit from what is available to improve their professional competence; teachers are most conservative in the adoption of innovative practices and in their outlook for these. While these may not present a very happy situation of the teaching profession, but may have to be studied, understood and appreciated to find ways and means to alter the situation. Looking into the conditions under which institutions of higher learning function may help in this regard, viz, class size, availability of resources, unsupportive administrative and organizational climate, lack of congenial and supportive learning environment, large number of teachers of varied personal orientations, wide range of institutional quality, etc. Also, educational innovations and their utilization by teachers cannot be equated with the utilization (like higher yields) teachers have to have service attitude towards the profession if they have to do that effectively. And, creation of attitudinal service-cum-professional make-up presents a big challenge especially when teachers are a salaried class of a very large membership of varied individuals with usual characterizations of social, personal and professional complexity.

iii) For performing many of the functions of research, teaching and extension teachers are required to work in terms with orientation of interdisciplinary perspective. To orient teachers for such roles and then to make them work in teams are very challenging tasks academically and organizationally.

iv) In addition to the challenges posed by team work and interdisciplinary perspective needed for several functions of teachers, as pointed out under (iii) above, the extension work undertaken by them in the community presents other types of problems. Several activities can be carried out by teachers to relate their work with the community, viz. imparting information through talks, discussion, distribution of written material, conducting of surveys, field observation, counseling, demonstrations, organizing youth to clean public premises in the community, etc. These are all very good things and very innocuous. However, if these activities are further extended to those

which would affect the basic equations among people in the community in respect of group, class, economic status, political participation, etc. the problem surfaces. These activities or programs have to take the form of ‘social action’ to create a movement to eradicate basic inequalities and exploitative tendencies prevalent in the society. Organizing such ‘social action’ involves a lot of politics, and teachers individually or as a group have very limited capacity to mobilize needed political thrust with a view to altering social and economic disparities in the community. Delineating scope of such ‘social action’ by teachers and its feasibility are the matters which should receive greater attention by all those concerned.

v) At present the “Diploma in Higher Education” (PGDHE) program of IGNOU is the only one to which fresher’s can be admitted. If the fresher’s are allowed to undergo the professional training for teachers and if this number becomes sizeable, it may raise the question of giving credit to their additional qualification. And, the weightage assigned to this may neutralize to that extent the merit position of those who have not undergone such a training before appointment as teachers. In such a situation emphasis on merit’ as determined by the competence of candidates in respective disciplinary areas will get affected and partly displaced. We are of the view that at the entry point merit be considered solely on achievements in disciplinary areas of candidates. Having entered the profession, the teachers be given professional training - general orientation as well as refresher courses. Also, the teachers may be allowed to grow in their competence for various functions like carrying out research projects and even pursue doctoral studies in teaching and extension functions concerning their disciplines. It may be worth persuading IGNOU to restrict the entry to it program only to in-service teachers. However, IGNOU could offer professional training courses to in-service teachers to a large number if their resources permit; and these courses could be suitably accredited and equivalence be established for purposes like career advancement or any other incentive available to teachers.

vi) Teaching is often seen in terms of specific skills and techniques or principles which can be utilized by teachers in given situations. And, the skills or competencies are attempted to be developed in discipline specific manner. It may be recognized in this context that the development of specific skills is easy and methodologically feasible, but their utilization in actual teaching-learning situation is rather difficult. That may require more insightful and creative ways on the part of teachers to use the skills as tools available to them, in an integrated way. This post-skills development stage which represents the growth point to be attained by teachers. Finding out appropriate training inputs and incorporating them in training programs are very serious

challenges. Equally challenging is the task to devise suitable indicators with the help of which it can be assessed as to what degree teachers have developed this needed intellectual perspective for effective utilization of skills, principles and techniques.

vii) Evolving criteria for formulating a code of conduct and observance of professional ethics by teachers are difficult. The difficulty arises for two reasons. One, these relate to intrinsic motivation of teachers and are thus concerned with their value orientation and attitudinal make up. And, they act as propelling force in them, like any group of professionals, to perform their role. In this sense, these are different from rules and regulations about the service conditions. Two, enforcement of the code of conduct and professional ethics is difficult since it cannot be implemented like any other service conditions. In fact this problem arises from the very nature of professional role of teachers for which the right and wrong, and form of professional practice are to be decided and carried out by them. For these reasons, it is mostly the imperceptible fold of influence the specified code of conduct and professional ethics would (rather should) exert on its members and that would internally motivate them to adhere to these norms. Only in exceptional cases and special circumstances when a teacher is found indulging in behavior markedly deviated from generally expected performance it would evoke some punitive action. It is through such action, however rare it may be that the keenness on the part of the profession as a whole would be reflected and this would hopefully help reinforce the desire to follow code of conduct and observe professional ethics among other members. The nature of this subtle process of influencing its members presents a real challenge to evolve suitable ways to do so.

viii) An allied issue to teaching as a profession relates to other duties and responsibilities the teachers carry out, viz. NCC, NSS, Warden-ship of Halls of Residence for students, Headship, Deanship, Membership on university bodies - executive council, court, academic council, etc., students' union, and several such other responsibilities. These responsibilities and assignments of teachers may not be directly the teaching functions, but are essential for the management of institutions of higher learning. And, these are very demanding jobs in terms of time, efforts, involvement and even devotion. Here the main issue is that teachers have to carry out these responsibilities along side, then how should we view them. Should these be considered as professional functions of teachers? Should the programs to prepare teachers for these functions or their participation in these be considered as part of their professional development? Should any weightage be given for carrying out these responsibilities and the same be linked with incentives like career advancement and other academic privileges for teachers? Should these assignments and

responsibilities be viewed differentially depending upon other associated conditions like honorarium or allowance paid for these? There are very important issues if we consider the number of teachers involved in such responsibilities. Also, these issues are more sensitive and serious for the reason that they have direct implications to displace, at least partly, the traditional concept of ‘merit’ in the university system. Therefore, these issues deserve attention and further introspection.

**To conclude in the words of Edmond King :**

“Failure to educate our whole society man’s risking the collapse of all man’s finest inheritance through millennia. Yet the new education cannot be simply a handing on of the old. Much less can it be a system of containment and control as in the past. Today’s education is positive and multifaceted. It involves many different kinds of educator, on different levels at different times. Today’s educators must be lifelong learners, since educational inevitable means preparation for growth, re-adaptation, and responsible and experiment imply feedback into the processes of information and decision. That means all round public partnership in the perspectives and performance of education.”

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## व्यावसायिक विकासाची आवाहने

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## प्रस्तावना -

सध्याचे तंत्रज्ञानाधिष्ठित जग हे वेगाने बदलत आहे. शिक्षणक्षेत्रही या बदलांपासून दूर राहिले नाही. शिक्षणाला सामाजिक आवश्यकतांची पूर्ती करण्याच्या माध्यमाबरोबरच सामाजिक परिवर्तनाचे साधनही मानले जाते. शिक्षणाचे संपूर्ण दायित्व शिक्षकांकडेच द्यावे लागेल. शिक्षण हे गुणवत्ता व उत्कृष्टतेचा नेहमी शोध घेत असते. सद्यस्थितीला भारतातील उच्च शिक्षण हे पुष्कळ प्रमाणात वाढले आहे. तथापि आपण आजच्या वाढत्या विद्यार्थी संख्येनुसार गुणवत्ता विकास साधण्यात असमर्थ ठरलो आहोत. बहुतांशी आजही वैद्यकीय, विज्ञान, कला, वाणिज्य, व्यवस्थापन व कृषी इ. मधील गुणात्मक दर्जा कमी होत आहे. यामुळे शिक्षकी व्यवसायातून विकास होऊ शकतो. त्यासाठी वेगवेगळी आवाहने पेलण्याचे सामर्थ्य शिक्षकी व्यवसायातून घडवून आणता येईल.

अध्यापकीय व्यवसाय हा धंदा न समजता समाजसेवा व मूल्यांवर आधारित असा एक उदात्त व्यवसाय मानला जातो. त्यामुळे अध्यापक शिक्षण हा एक व्यवसाय आहे हे सिध्द होते तेव्हा या व्यवसायास अनुकूल अशा गुणवैशिष्ट्यांचा विकास शिक्षण संस्थांतील शिक्षकांमध्ये विविध शैक्षणिक आवाहनांद्वारे होणे आवश्यक आहे.

## व्यावसायिक विकासाची आव्हाने -

सांस्कृतिक परिवर्तनाचा उंबरठा ओलांडताना २१ व्या शतकातील अनेक आव्हाने आपल्याला पेलवी लागणार आहेत. व्यावसायिक विकास ही एक प्रक्रिया आहे यात ज्ञान, कौशल्ये, दृष्टिकोन, मूल्ये यांचा विकास करता येतो. आणि व्यावसायिक प्रगती करता येते. लिबरमन (१९९६) डर्लिंग हॅमंड (१९९८) विल्सन आणि बर्न (१९९९) ब्रॅन्सफोर्ड, ब्राऊन आणि कुर्किंग (१९९०) मूर आणि शॉ (२०००) या सारख्या शिक्षणतज्ज्ञांनी केलेल्या व्यावसायिक विकासासंबंधी अभ्यासा नुसार व्यावसायिक विकास करण्यासाठी आपल्याला विविध आव्हाने पेलवी लागणार आहेत. त्यात सामाजिक, आर्थिक, सांस्कृतिक, वैधानिक, आंतरराष्ट्रीय आव्हाने यांचा समावेश होतो.

## १) सामाजिक आव्हाने -

पूर्वजन्मीचे फळ म्हणून ‘ठेविले अनंते तैसेचि रहावे’ ही वृत्ती जाऊन सर्व नागरिक एक समान हे मूल्य

स्विकारणारे आणि आपले भविष्य आपण ठरविणार असा स्वकर्तृत्वावर विश्वास निर्माण झालेले समाजातील घटक आपल्या अपेक्षा आग्रहाने सांगू लागले आहेत. लोकशाही समाजवाद मानणाऱ्या कल्याणकारी राज्याने अनेक कायदे बदलाच्या प्रक्रियेला गती देण्याचा सातत्याने प्रयत्न केलेला आहे. शिक्षणासाठीच्या योजनांमध्ये स्थानिक सहभाग महत्वाचा आहे. यामध्ये शिक्षकाला मोठी भूमिका बजावायची आहे. शिक्षणासाठी समाजाचा सहभाग मिळवायचा आहे. शिक्षकाला समाजाच्या विविध विकास योजनांच्या आखणीत आणि कार्यवाहीत सहभागी व्हावे लागणार आहे. यासाठी शिक्षकास सातत्याने प्रामाणिकपणे अलिप्त आणि निष्पक्षपाती राहून कार्यरत रहावे लागणार आहे. यातून शिक्षकाचा व्यावसायिक विकास घडून येऊ शकतो.

## २) आर्थिक आव्हाने –

शिक्षकाचा व्यावसायिक विकास होण्यासाठी त्यांना आर्थिक आव्हाने पेलानी लागणार आहे. भारताने आर्थिक विकास होण्यासाठी खाजगीकरण, उदारीकरण आणि जागतिकीकरणाच्या धोरणाचा स्विकार केला आहे. आयात-निर्याती संबंधातील अनेक बंधने शिथिल बनली. भारत जागतिक व्यापार संघटनेचा सभासद बनला हे सर्व शिक्षणामुळे शक्य झाले. शिक्षणामुळे तयार वस्तूंच्या बरोबरीने विविध तऱ्हेच्या सेवांचा समावेश व्यापार करारांमध्ये करण्यात आला. या सेवांत स्वास्थ, संप्रेषण यांचाही समावेश करण्यात आला. हि आर्थिक क्षेत्रातील आव्हाने पेलण्याचे काम शिक्षकी व्यावसायामुळे शक्य झाले आहे. व्यावसायिक प्रगतीसाठी यात अजून बदल करण्याचे कार्य शिक्षकाला करावे लागेल.

## सांस्कृतिक आव्हाने –

शिक्षकाला त्याची व्यावसायिक प्रगती होण्यासाठी सांस्कृतिक संघर्षाला सामोरे जावे लागते. आजचा विद्यार्थी हा उद्याचा नागरीक आहे. त्याला घडविण्याचे कार्य शिक्षकाचे आहे. त्यासाठी शिक्षकाला समाजात होणाऱ्या अंतर्बाह्य बदलांची कल्पना असायला हवी. दूरदर्शनच्या आगमनाने एका बाजूला ज्ञानाच्या व मनोरंजनाच्या कक्षा रुंदावल्या आहेत हे खरे मानले तरी याच दूरदर्शनने माणसाला एकमेकांपासून दूर करून एका जागी खिळवून ठेवले आहे. ज्यामुळे एकत्र कार्यक्रम बघणे , साजरे करणे हे प्रमाण कमी झाले आहे. त्यामुळे सांस्कृतिक घसरण होत आहे. म्हणून शिक्षकांवर ही मोठी जबाबदारी आहे की, विद्यार्थ्यांवर चांगले संस्कार करणे व त्यांची प्रगती करणे.

## आंतरराष्ट्रीय आव्हाने –

शिक्षण व समाज हे दोन्ही घटक परस्पर संबंधित व परस्परावलंबित आहेत. समाजातील अज्ञान, दारिद्र्य, सामाजिक विषमता, बेरोजगारी, लोकसंख्या विस्फोट, प्रादेशिकता, पर्यावरणाचा ऱ्हास, दहशतवाद वगैरे विविध सामाजिक समस्या विकासाच्या प्रक्रियेत अडथळे निर्माण करतात. शिक्षणातून या सामाजिक समस्यांविषयी शिक्षकांनी जागरूक असण्याची गरज आहे. व्यावसायिक शिक्षणातून या समस्या दूर करण्याचे आव्हान शिक्षकांपुढे आहे. शिक्षकांनी व्यावसायिकरणाबरोबरच स्वतःचा विकास व विद्यार्थ्यांचा विकास साधण्याचा प्रयत्न केला पाहिजे.

विद्यार्थ्यांमध्ये विविध मूल्ये रुजविले पाहिजे. वर्गातील तसेच समाजातील वैविध्यपूर्ण संस्कृतीच्या आव्हानांना समजून घेऊन त्याबाबतीत स्वतःचे व्यक्तिमत्व विकसित करणे गरजेचे आहे.

शिक्षकांनी या आव्हानांना सामोरे जाऊन त्यांचा व्यावसायिक विकास करण्याचे कार्य करणे गरजेचे आहे. शिक्षक वा अधिव्याख्याता आजीवन अध्ययनार्थी असावा शिक्षण व ज्ञान ही गतिमान प्रक्रिया असल्यामुळे अधिव्याख्यात्याने सतत वाचन करून आपला व्यावसायिक विकास साधला पाहिजे. अधिव्याख्यात्यांना वाचन, निरीक्षण अनुभव इ. द्वारे केवळ ज्ञान प्राप्त करून चालणार नाही. तर प्रगल्भता टिकवून ठेवण्यासाठी ते चिंतन मनन पातळीवर नेऊन चिकित्सकपणे विचार, विमर्शन साधावे अधिव्याख्यात्यांच्या ठिकाणी केवळ शास्त्रीय दृष्टिकोन असून चालत नाही तर विविध प्रकारचे संशोधन कार्ये हाती घेवून आपला व्यावसायिक विकास साधणे आवश्यक आहे. अधिव्याख्यात्याने जिज्ञासू वृत्ती ठेवून सर्व क्षेत्रात नेतृत्व करण्याचा प्रयत्न केला पाहिजे प्रत्येक अधिव्याख्यात्याने किमान एखाद्या विषयात, क्षेत्रात तरी प्राविण्याकडे प्रगल्भतेकडे वाटचाल करण्यासाठी प्रयत्नरत रहावे ज्यामुळे ह्यांचा आपोआपच व्यावसायिक विकास होईल.

अधिव्याख्यात्याने आपल्या व्यावसायिक प्रगतीसाठी आपली शैक्षणिक अर्हता वाढवत ठेवावी, निष्क्रिय न राहता सतत लेखन करावे यातून तयार झालेल्या लेखाचे ग्रंथाचे प्रकाशन करावे ज्यामुळे अधिव्याख्याताचा व्यावसायिक विकास घडून येईल. शिक्षण प्रणालीच्या विकासास अनुकूल असे विविध सेमीनार, परिषद, परिसंवाद, चर्चासत्रे, कृतिसत्रे सातत्याने आयोजित होतात यात सक्रीय भाग घेऊन आपले विचार मांडावे, पेपर सादर करावा. ज्यामुळे व्यावसायिक विकासात भर पडते. परिवर्तनशीलतेला न्याय देण्याच्या दृष्टीने अधिव्याख्यात्याने विविध नवोपक्रमात आपले योगदान देत रहावे. अध्यापकाने स्वतःच्या प्रगतीसाठी व शैक्षणिक सुधारणेसाठी उपयोगी पडतील अशा विविध कार्यक्रम उपक्रम, संघटना, मंडळ, मासिके, साप्ताहिके इ. मध्ये सक्रीय सदस्य म्हणून सहभाग नोंदविला पाहिजे.

#### समारोप –

यावरून आपल्याला अध्यापकांसमोरील असलेले विविध व्यावसायिक आव्हाने सांगता येतील. ज्या आव्हानांना सामोरे जाऊन अध्यापक आपली व्यावसायिक विकास साधू शकतात. अध्यापकांचा व्यावसायिक विकास हा विविध आव्हाने स्विकारल्यामुळे होऊ शकतो मात्र या आव्हानांना सामोरे जाताना अध्यापकांना व्यवस्थापनाने योग्य वातावरण उपलब्ध करून देणे आवश्यक आहे. अधिव्याख्यात्याने सुध्दा या मार्गावरून वाटचाल करत असतांना स्वयंमूल्यमापन सहकाऱ्यांकडून मूल्यमापन, विद्यार्थ्यांकडून मूल्यमापन यासारख्या तंत्राच्या वापरातून प्रत्याभरण मिळवावे व आपल्या व्यावसायिक व्यक्तिमत्व विकासाकरीता कार्यरत रहावे याशिवाय अध्यापकशिक्षणाचे व्यावसायिकरण करणे आवश्यक आहे. अध्यापक शिक्षणाचा व्यावसायिक दृष्टीने विकास करणे हा NCET च्या

कार्याचा प्रमुख उद्देश आहे. जर अध्यापक शिक्षक व्यावसायिक झाले तर ते व्यावसायिक शिक्षक निर्माण करेल, जे देशाच्या विकासात आपले योगदान देऊन राष्ट्र निर्माण करू शकतील परंतु असे व्यावसायिक शिक्षण निर्माण करणारे अधिव्याख्याते आधी व्यावसायिक असणे आवश्यक आहे. त्याचा व्यावसायिक विकास झाल्याशिवाय ते व्यावसायिक सक्षम शिक्षक निर्माण करण्यास असमर्थ ठरतील म्हणूनच व्यावसायिक विकास साधण्यासाठी विविध आव्हाने पेलणे गरजेचे आहे.

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GOEIIRJ

## TEAM-TEACHING-INNOVATION IN TEACHING AND CHALLENGES

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### Abstract :

*Most of the time in our traditional teaching-learning environment, one teacher teaches all the units/topics to the whole class. All teachers are not good in all areas such as content, planning, communication and using ICT. This makes teacher's work difficult and the teacher is not able to fulfill the needs of children. So, in order to make things easy and help learners, Team-teaching model is used in the classroom. Teams take different forms in different contexts. Successful team teaching must go beyond sharing a group of students. It should plan scheduling a common meeting time if it is to make positive contributions. That will help the quality of learning and staff development. Effective team teaching takes time to develop to its fullest potential and one needs to have patience. Teachers who are unfamiliar with Team-teaching, need time to work through the basic issues and routine matters. Later they can turn their attention to issues which affect students. Team teaching can be a valuable source of personal and professional development.*

**Key words** - Team-teaching, Innovative teaching, Professional development, Teacher

### Introduction

Team teaching is where a group of teachers work together to plan and conduct the learning activities of the group of students. Team teaching is not practised in the same way all the time. It's procedure is adapted to the requirements of the learners. In this teaching model, two or more teachers work to teach a subject or several subjects around a central idea. This partnership gives teachers the ability to teach students. They are sometimes taught as a whole group or sometimes break in small groups and adapt their lessons based on each group's overall ability to learn. It

allows teachers to work together and discuss individual student's strengths and weaknesses. This makes the classroom more effective. It is so because the teachers work well together.

### **Characteristics of Team-teaching**

Following are the characteristics of team-teaching.

- Two or more teachers teach the same group at the same time or sometimes at different times
- Members of team teaching meet to share ideas and resources and resource centre
- A team shares a common group of students and planning for instruction
- Sometimes team members teach different sub-groups within the whole group according to their needs
- Planning is shared but each teacher teaches in the area of their specialization or their own skills area

### **Team-teaching in inclusive classroom**

Now inclusive education has become more common. As a result of this, teachers have to meet the diversity of students. The popular arrangement to meet with this need is team-teaching. Here general educator or teacher works with special educator. There are several benefits of team-teaching in inclusive classroom.

- Team-teaching benefits students, both with and without disabilities
- Team-teaching benefits teachers also
- In inclusive classroom rather than academic benefits, there are more of social benefits
- Successful collaboration of teachers provides positive role models to students
- Greater co-operation among students was found in inclusive classroom where more than one teacher taught
- As there is more than one teacher in the class room, when somebody needs assistance and a teacher is helping that student, attention is paid to students by the other teachers in the class room
- Special education teachers often reported expanded content knowledge after experiencing team-teaching
- General education teachers remarked on learning new behaviour management techniques and ideas for curriculum adaptation

- It increases students’ level of understanding due to different approaches and different viewpoints
- Different teaching styles reach a greater variety of learning styles

### Team Teaching Strategies

<b>Monitoring Teacher</b>	Both teachers are present in the class. But one teacher takes the lead and the other teacher observes or moves around the room to assist students. Other teacher circulates in the room. The teacher monitors student understanding and behavior. Roles shift between teachers during the class period or week.
<b>Active Partnership</b>	Both teachers take the lead role. While one teacher teaches, another teacher adds or questions important points as they arise. The teachers actively share the instruction to all students. While one teacher teaches, another teacher constructs concept map. Dialog between teachers is exchanged and ideas are discussed in front of learners.
<b>Parallel Teaching</b>	Teachers jointly plan instruction. The class is divided into small two groups and both teachers circulate and provide individualized support.
<b>Differentiated and Split Class</b>	This type of teaching involves dividing the class into smaller groups. These groups are according to needs of the learners. Each teacher provides the groups with the instruction required to meet their learning requirements. This technique is used for remedial purpose or for enrichment. Here grouping is Flexible.
<b>Station Teaching</b>	Students are divided into groups and rotate through organized stations. Here content is divided and both teachers teach different content at different stations. Both teachers are teaching at their own station. Sometimes, same material is taught but teachers address different learning styles or different material related to the same concept.

### Making Team Teaching Experience Successful for B.Ed. students

The author of this paper tried out different strategies of Team-teaching in B.Ed. class. It was found that Collaboration requires commitment on the part of each person to a share goal. All teachers participating in Team-teaching activity needs to understand their roles. If commitment is not there, the purpose of Team-teaching is lost. Team-teaching is not for teachers to reduce their workload or push on other teachers, but it for catering to the needs of students and therefore

requires careful planning. During Team-teaching sessions, the author found that following things were very essential for Team-teaching to be successful.

The teachers should know their team or co-teacher. The teachers need to clarify roles and responsibilities. The communication among teachers should be effective. If there are problems or disagreements, they should be sorted outside the classroom and not in front of students. Teachers have to discuss students' level of achievement. Both teachers should get opportunity to demonstrate knowledge and skills. One should not dominate over other all the time. The teachers need to work with administration to create time for planning and implementation. Lack of time is identified most often as reason for failure of Team-teaching. So teachers working together need to find out common time for discussion and planning. Teachers have to be proactive in creating solutions to anticipated problems. In the end, teachers need to address problems as they arise, waiting may interfere with future relationship and negatively impact student learning.

*A strong team includes a variety of different teaching styles. Students will respond differently to these different teachers. ... It is also essential that the teachers value and support each other in those roles.*

-- Glen Lawson

#### **What teachers and students have to say about Team-teaching?**

The B.Ed. students, who participated in Team-teaching, were asked to write down their honest opinion on their experiences on Team-teaching. The teachers who participated in this activity were also asked to describe their experiences. This is what they have to say.

- Learning was better
- Improved participation and self esteem
- Improved class test results
- Fewer distractions due to improved discipline
- Improved attendance
- Overall attitude of students was positive
- Students were enjoying the innovation
- Better teacher-student relationships
- Students feel that they have more help if they get stuck
- Students pay more attention to teachers
- Students get caught if they are not paying attention.

## Conclusion

Teams take different forms in different contexts. Successful team teaching must go beyond sharing a group of students. It should plan scheduling a common meeting time if it is to make positive contributions. That will help the quality of learning and staff development. Effective team teaching takes time to develop to its fullest potential and one needs to have patience. Staffs that are unfamiliar with Team-teaching, need time to work through the basic issues and routine matters. Later they can turn their attention to issues which affect students. Team teaching can be a valuable source of personal and professional development. It can also be a source of considerable frustration if its goals are unrealistic. If the meetings are not productive and decision making is not well handled by team leaders, then it can lead to chaos also.

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GOEIIRJ

**A STUDY OF THE USE AND IMPACT OF E-RESOURCES AT  
EDUCATION COLLEGES IN YAVATMAL  
DISTRICT: A SURVEY**

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**Abstract :**

*The Twenty First Century was shaped by sweeping changes in communication technologies. The emergence and use of information technology is the century's most significant development. The application of Computers to information processing has undergone tremendous changes during these years, assuming new dimensions influenced by technology driven application. The Electronic information has provided users with new tools and applications for information seeking and retrieval.*

*Today availability of E-Resources is very common but their proper and maximum use is a matter for discussion. The present paper examines the use of various E-Resources by Teachers for teaching in Education colleges and also highlights the preferences and importance of online resources among the Teachers.*

**Key words :** Information communication Technology, E-resources, teaching & learning

**Introduction :**

E-Resources are increasingly important to all aspects of education. There is a growing demand of Teachers to use E-Resources to teach the skills and knowledge Students need for the twenty first century. E-Resources are useful because they are complement but seldom replace more conventional teaching techniques. Electronic tools can make classes more efficient, lectures more compelling, informative and varied, reading assignments more extensive, interesting and accessible, discussions more free ranging and challenging and students papers more original and well researched. These techniques advance teaching goals promote meaningful learning and enhance professional productivity. The use of E-Resources is essential as an educational development tool. It can give chance to teachers to use their skills and abilities and bring perfection in learning system.

**Objectives :**

The main purpose of this study was to investigate the awareness level of use of Electronic resources. The perceived impact of use of electronic resources on the academic productivity of teachers and problems faced by them while using E-Resources in education colleges.

**Some of the major objectives are to :**

- Study the different types of electronic resources used by teachers.
- Study the purpose and frequency of using the electronic resources.
- Locate the impediments faced by the teachers while accessing and using the E-Resources.
- Study the impact of E-Resources and services on the academic work of Teachers.
- Determine the perceived impact of the resources on their academic efficiency.
- Access the benefits of E-Resources over conventional source of information.
- Know the productivity and quality of information retrieved through E-Resources.

**Definition of Electronic Resources :**

Electronic Resources refer to those materials or services that require a computer for access, manipulation or reproduction including but not limited to numerical, graphical & textual files, electronic journals, bibliographic or full – text databases & Internet resources.

**Survey Design :**

The study was limited to the Teachers of Education colleges in Yavatmal District. A questionnaire survey was conducted to collect the information regarding the use of E-Resources, purpose of using E-Resources, problems faced by the users while using E-Resources. A total of 70 questionnaires were distributed to collect the primary data out of which 52 questionnaires were found usable for analysis. The questionnaires were completed by personal visits with users. Questionnaires were distributed randomly to the users. The collected data was analyzed & presented in the tabular form.

## Discussion :

**Table 1. Use of various E-Resources.**

Databases	Respondent Lecturers
E-Journals	46 (88.46%)
E-Books	16 (30.77%)
E-Magazines	14 (26.92%)
E-Thesis	5 (9.61%)
E-Newspapers	14 (26.92%)
E-Mail	41 (78.84%)
E-Research Report	16 (30.77%)
WWW	30 (57.69%)
Bibliographic databases	10 (19.23%)

Table 1. shows that the majority of the Lecturers 46 (88.46%) prefer to use e-journals. Second highest preference is www & use of email with 30(57.69%) & 41 (78.84) among Lecturers. Whereas 16 (30.77%) of Lecturers make the use of e-research reports. Table 1 highlights that only the well – known e-resources are preferably used by the Lecturers, the rest of the e-resources i.e. bibliography, E-thesis, E-books are comparatively less used.

**Table 2. Awareness of E-Resources.**

Respondent	Total	Yes	No
Lecturers	52	42 (80.77%)	10 (19.23%)

In Table 2, 42 (82.77%) Lecturers were reported in the survey as being aware of e-resources. Awareness of e-resources indicated user knowledge of the availability of the resources, their services & the extent made use of them whereas 10 (19.23%) lectures were not aware.

**Table 3. Training taken in the use of Electronic Resources.**

Respondent	Total	Yes	No
Lecturers	52	27 (51.92%)	25 (48.08%)

Table 3. shows that 27 (51.92%) faculty members have taken the training regarding the access to electronic resources, while 25 (48.08%) Lecturers didn't get any training regarding the access to electronic resources. The study revealed that the level of IT skills among Lecturers were variable & low. Most users used informal methods for training themselves. It was also observed that these groups of users were not getting proper encouragement from the college management to

participate in training programmes.

**Table 4. Frequency of using E-Resources.**

Respondent	Total	Usually	Sometimes	Rarely
Lecturers	52	33 (63.46%)	15 (28.85%)	4 (7.69%)

Table 4. revealed that 33% (63.46%) Lecturers usually used e-resources, 15 (28.85%) Lecturers used e-resources. Sometimes, whereas 4 (7.69%) Lecturers used e-resources rarely.

**Table 5. where do you mostly Access Required Information**

E-Resources	Lecturers
E-Books	5 (9.62%)
E-Journals	24 (46.15%)
Online databases	9 (17.13%)
Search Engines	37 (71.15%)

Table 5. revealed that most of respondents access e-journals & search engines to get required information at colleges 24 (46.15%) Lecturers prefer to use e-journals whereas 37 (71.15%) Lecturers make the use of search engines to get the desired material. Online databases are also very popular among lecturers. Use of e-books is used less by the lecturers in comparison to other online resources.

**Table 6. Use of Power Point Presentations in Teaching.**

Respondent	Total	Yes	No
Lecturers	52	37 (71.15%)	15 (28.85%)

Table 6. reveals that 37 (71.15%) faculty members make the use of power point in their class teaching. Only 15 (28.85%) lecturers do not prefer power point presentation for teaching the classes.

**Table 7. Do E-Resources diminish the importance of Traditional Resources.**

Respondent	Total	Yes	No
Lecturers	52	20 (38.46%)	32 (61.54%)

Table 7. revealed that majority of Lecturers 32 (61.54%) believed that e-resources will never diminish the light of traditional resources, whereas 20 (38.46%) lecturers feel that e-resources may replace traditional sources of information. The results of table 7 shows that in the era of information & technology, academics are equally attached to traditional sources of information.

**Table 8. Reasons for using Electronic Resources.**

Reasons for using E-Resources	Lecturers
Time Saving	39 (75.00%)
Time Consuming	3 (5.77%)
Easy to use	34 (65.38%)
Difficult to use	4 (7.69%)
More Informative	25 (48.08%)
Less Informative	3 (5.77%)
More Expensive	5 (9.62%)
Less Expensive	6 (11.54%)
More Useful	27 (51.92%)
Less Useful	3 (5.77%)

Table 8. elaborates that majority of the lecturers prefer to use e-resources in comparison to traditional resources because 39 (75.00%) of them feel that e-resources are time saving, followed by easy to use i.e 34 (65.38%) further followed by more useful & more informative, i.e 27 (51.92%), 6 (11.54%) Lecturers use e-resources because they are less expensive. Only 3 (5.77%) Lecturers think that e-resources are less useful. The results for table 8 reveal that e-resources are much preferred by respondents due to their nature of being more informative, more useful & less expensive.

### **Conclusion :**

Study shows the use of E-Resources is very common among the lecturers of education colleges in Yavatmal district and majority of the lecturers are dependent on E-Resources to get the desired & relevant information but practical use of E-Resources is not up to the worth in comparison to investments made in acquiring these resources. Numerous problems face by lecturers while browsing electronic information such as lack of knowledge, lack of trained staff and inadequate terminals.

**Suggestions :**

- User training is essential for the better use of electronic resources.
- Electronic resources users should be taught about advanced search strategies and the use of controlled vocabulary to make electronic search process much easier.
- Users are experiencing problems in gathering information; the most suitable measures should be taken to overcome the problem.
- User study programs should be conducted to know more about electronic resource needs of users.

If such actions as outlined above are taken, then the situation regarding electronic resources information in education colleges would improve substantially.

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## NEED AND IMPORTANCE OF SOFT SKILLS

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### Abstract :

*Soft skills have more to do with who we are than what we know. As such, soft skills encompass the character traits that decide how well one interacts with others, and are usually a definite part of one's personality. Whereas hard skills can be learned and perfected over time, soft skills are more difficult to acquire and change.*

*Education plays a vital role in acquiring and changing "EQ" or “Emotional Intelligence Quotient” of an individual. In teacher’s training colleges training of Soft skills courses should be arrange. Soft skills are very essential for professional success, excelling in work place and complimentary to hard skills. Soft skills will help the student-teachers increase their employability potential and face the challenges of the present time. The student teachers will develop diverse range of abilities such as communication skills, strategic-planning skills, self-awareness, logical thinking, analytical thinking etc.*

**Key words :** Soft skills, self-awareness, logical thinking, analytical thinking

### Introduction :

“Soft skills refer to the cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job.” (Wikipedia, 2007)

The 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. Sociologists may use the term soft skills to describe a person's "EQ" or “Emotional Intelligence Quotient”

Soft skills have more to do with who we are than what we know. As such, soft skills encompass the character traits that decide how well one interacts with others, and are usually a definite part of one's personality. Whereas hard skills can be learned and perfected over time, soft skills are more difficult to acquire and change.

**Need and importance of Soft Skills to student-teachers :**

Soft skills are very essentials for student- teachers. Many student- teachers are not able to get good job despite of good academic records. Many times we observe that most of the student-teachers prevent from getting good job is lack of soft skills. Therefore these skills are very essential for professional success, excelling in work place and complimentary to hard skills. Unfortunately our formal Education is not developing such skills.

To benefit from soft skills and develop a successful career, the foremost step for young professionals or any other professional is to own their career. The ability to direct and fill in opportunity areas highly depends on career ownership and effective management. Soft skills are the often unrecognized elements for success; success depends on their mastery.

The educational institutions, teacher educators recognize the needs of the student - teachers gauge their weaknesses and then take steps to patch them up with the required training. They also need to raise the awareness of the student-teachers about the importance of Soft Skills and doing a SWOT analysis of each and every student-teacher. Student-teachers should be encouraged to read books that are focused on improving their soft skills, to attend training courses, take part in debates and socialize with their peers. Each student- teacher should be encouraged to present a topic of their choice during the seminar sessions.

Soft skills are learned behaviours which require training and focussed application. Soft skills will enable student-teachers with a strong conceptual and practical framework to build, develop and manage teams. They play an important role in Training in soft skills provides strong practical orientation to the student -teachers and help them in building and improving their skills in communication, the effective use of English, business correspondence, presentations, team-building, leadership, time management, group discussions, interviews and interpersonal skills. It also helps student-teachers in career visioning and planning, effective resume writing and dealing with placement consultants and head hunters the development of the student-teachers' overall personality.

As relationships between individuals and organizations are getting more and more complex today's society, the ability to deal with one's feelings and understand the feelings of others in any given situation helps one to complement academic intelligence with a humane understanding of issues. As they are the future teachers entering in the educational institution, they must be trained to handle different situations/issues successfully. Soft skills strengthen them from within. These skills empower them to understand "Who they are" and how best they can come across as

competent individuals in any given situation. If student-teachers trained, can effectively play their role in imparting Soft Skills based Education. Such teachers enable the learner to discover their talent and realize their potentials fullest in desirable manner.

Soft skills give finishing touch to the personality. It includes communication skills, interpersonal skills, group dynamics, team work, body language, etiquettes, selling skills, presentation skills, confidence building etc. Soft skills along with grammar, pronunciation and vocabulary exercises will boost the confidence of student-teacher. Soft skills will help the student-teachers increase their employability potential and face the challenges of the present time. The student teachers will develop diverse range of abilities such as communication skills, strategic-planning skills, self-awareness, logical thinking, analytical thinking etc.

Soft skills play a crucial role in making student-teachers employable as it enables them to be flexible, positive to change, handle ever-increasing expectations of employers and to stay globally competitive.

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## PROFESSIONAL ETHICS FOR TEACHER IN HIGHER EDUCATION A CORE ASPECT FOR DEVELOPING QUALITY EDUCATION

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**Area of Research :** Higher Education Quality aspect in Education.

### (A) Executive Summary:

*The 3<sup>rd</sup> largest education system followed by US and China is waiting for revival. The concept of Vishwa Guru based on rich heritage and culture foundation stone from Takshashila and Nalanda is facing problems, like shortage and manpower funding gap between requirement and provision, losing the relevance, lack of accountability, improper evaluation system and interference from political personalities.*

*Education especially the Higher Education is key for employment, entrepreneurship and empowerment. The institution provides popularly called teacher, professor are considered as very important element of higher education system. Popularly said that quality of country depends on quality of teacher. But the quality of teachers depends on various factors like education policy, remuneration policy, recruitment policy and advancement schemes.*

*The code and conduct for professional teachers is already announced by Official Gazette issued by Govt. of India. It includes relationship of teacher- students, teacher- society, teacher to teacher, and teacher and higher authorities.*

*The social problem like gender inequality black magic, dowry and economical problem like growth, unemployment poor standard of living can be resolved with quality education at higher level. Quality education is key for quality life is a dream of every citizen. The expectation from Higher Education is high and the outcomes are low.*

**Key words :** Higher education, teacher, professional ethics

### (B) Research Methodology :

1.1 **Type of Research :** This is explanatory research aiming to provide knowledge in Higher Education and evaluation of ethics in profession.

#### 1.2 Objectives of study :

1.2.1 To understand the professional ethics for teachers in Higher Education.

1.2.2 To consider the challenge before Higher Education.

1.2.3 To evaluate role of teacher in nation building.

#### 1.3 Scope of Study :

The study covers the aspect of Higher Education in India. It focuses on ethics in the profession of teacher. It will cover the challenges of higher education and importance of quality

education. It will emphasis on ethics for quality education.

#### 1.4 Data Collection:

The data is collected from various journals and website along with reference books. As a primary data in some cases data is complied by author.

#### 1.5 Relevance of study :

Quality education needed for inclusive growth of sustainable development. Access to higher education, quality higher education is the way for socio economic development. A super power in education will bring the state of superpower in economics for any country. It is proved by US and China. Thus study highlights the issues in higher education of ethics for teacher which will help to building the nation.

### (C) Important Concepts:

1. **Profession:** A profession is on activity which involves earning of a district intellectual quality. A profession is on occupation for which specialized stalled and training are required and the use of these skills is not meant for self satisfaction but these are used for the larger interest of the society and the success of these skill is not measured in terms of money only.
2. **Education :** Education is the most powerful weapon, which can use to change the world.  
- Nelson Mondela.
3. The act of process of importing or acquiring knowledge developing power of reasoning and judgment and generally preparing one self or other intellectually for mature life. :  
Open Dictionary  
Education is the process of receiving and giving statement instructions especially at school and Universities.
4. **Higher Education :**  
It is education beyond the secondary level especially education provided by college and universities.
5. **Ethics:**  
It is decent human conduct.  
A set of principle for right conduct. - Britannia Encyclopedia.

### (D) Professional Ethics and code Announced in Gazette :

After announcement of 6th Pay commission the Govt. of India announced code of conduct and ethics for teachers through the Gazette of India dated September 18, 2010. As a review it can be list down as follow:

- The teacher should be calm patient and communicative by temperament and amiable in disposition.
- Teacher should adhere to a responsible pattern of conduct and demeanor expected of them by the community.
- Teachers should manage their private affairs in a manner consistent with the dignity of the profession.
- Teachers should scale to make professional growth continuous through study and research.

- Express free and frank opinion by participation of professional meetings, seminars, conferences etc. towards the contribution of knowledge.
- Participate in extension co-curricular and extra curricular activities including community service.
- **Students:**
  - Teacher should respect to the right and dignity of the student in expressing his / her opinion.
  - Encourage students to impose their attainments which develops their preparation and at the some time contribute to community welfare.
  - Aid students to develop understanding of our national heritage and national goals.
- **Authorities:**
  - Teacher should cooperate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.
  - Corporate with the authorities for the betterment of the institution keeping in view the interest and conformity with dignity of the profession.
- **Society:**
  - Teacher should recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided.
  - Work to improve education in the community and strengthen the community moral and intellectual life.
  - Perform the duties of citizenship participate in community activities and should hold responsibilities of public office.

The ethics and code of teacher in profession is classified among teachers to society; teachers to community; teachers to authorities. The professional code in education system is to achieve educational goals. It concentrates on personalization and overall development of teacher's community.

The socio economic objectives can be achieved through implementation.

#### **(E) Challenges before higher education in India:**

##### **1)Medium of Instruction:**

It is accepted in education world that English is the language of knowledge. The higher education in India is mostly imparted instructed and provided through English language. Since it is not the language of the land, most of the learners are facing difficulties in achieving excellence in higher education. Countries like US. Russia are not facing such problems.

##### **2)Political Interferences:**

One can observe political interference in system of higher education. The political leaders as holding the governance are often giving or issues institution an their important the giant political leaders are the running different education institution where commercialization of education is very common the regulation bodies on often dominated by political leaders.

##### **3) In adequate resources:**

As per the policy of Govt. the higher education is considered as non merit goods. It is not for all. The primary education is accepted as responsibility but the responsibility of higher education is denied. The

total amount of social sector or education never cross 2% of total govt. expenditure. Infrastructure, manpower, funding educational aids, libraries, laboratories, research centre and training institution are inadequate than the requirement.

#### 4) Lack of Authority:

The higher education institutes are facing the problem of authority in administrative procedure, revenue generation, utilization, curriculum development, process of implementation of student's evaluation. It provides hurdles in achievement and goals like employment entrepreneurship and empowerment. The actual needs of student's community can not be satisfied due to lack of authority.

#### 5) Low General Enrollment Ratio (GER):

The average enrollment ratio is 17% in India which is for below function average ratio of world. It is 25% in most of the world. The details enrollment of student in higher education in India and Abroad can be displayed in following table :

S.N.	Name of the Country	Enrollment
1.	India	18%
2.	China	25%
3.	South Africa	15%
4.	USA	83%
5.	UK	57%
6.	Sweden	71%
7.	Canada	62%
8.	Russia	77%
9.	Argentina	68%
10.	Brazil	38%

(Source : Jeelani, S- Challenges and opportunities in implementation of new scheme, Rashtriya Ucchatar Shiksha Abhiyan)

#### 6. Under funding:

The higher education system in India is under funding. It is facing the problem of matching grant, capital source of finance and maintenance growth. The Central and State Govt. provides finance to higher education institution at professional level. Some institutions are self finance but they are tide with regulation. Shortage of finance leads to shortage of developing system and imparting educational services. The fees are not affordable to economically weak class of students. The development at fast speed can not be achieved with such constraints. It is reported that India is spreading about 2.5% of GDP on education system much less is very low to higher education.

#### E-Role of Higher Education in National Building:

- Higher education can provide employment opportunities by which employment problem can be reduced.
- It can prepare, create entrepreneur in country which leads to economic approach.
- It can provide empowerment to society by which social problems can be resolved.
- It can supply highly qualified staff and skill oriented human resources to country.
- New and innovative technology can be made available with research and knowledge.

- Higher education institution can provide policy guidance to Govt. in public interest.
- It can under take research on various social health issues.
- The younger population can be utilized for development of country.

**F-Role of Ethics:**

The teacher as a key in imparting curriculum and programmes management perform to duties ethically. The teacher can motivate student to learn, earn and run in competition. Teacher can built the personality of student which is suitable in contemporary period. Highly dedicated teacher can motivate student to prepare his potential and qualities for better result.

**1-Attitude of Teacher:**

The teacher with communication abilities along with patience can help to increase the performance of students the teacher can set good example, role model or mentorship in front of student. It will help to attract more students in system. Helping students beyond academic in carrier, skill development, General knowledge, source to placement problem and students.

**2- Continuous Study and Research :**

Education beyond classroom and books is necessary. The studied teacher and learned teacher can be the game changer. He can search on social, economical, environmental and psychological problems and society. There is scope for search in all disciplines of education. New and complex problems are arising in front of society. The research is the best solution in such situation.

**3-Convention of Knowledge of Land:**

Since the education system is facing the problem of fear of Phobia of English language. The teacher can work on issue with his abilities.

**4-Community Development:**

The professional code expects participation in community programme by teachers. Teacher can participate in social awareness programme like save girl child, clean and green environment, and clean India programme and so on. He can work and can guide and can provide training in such programmes. The code for society includes work to improve education in the community and strengthen the community's moral and intellectual life.

**G-Findings:**

1. The general enrollment ratio in higher education is low in India comparing to world average.
2. Education system lacks in resources like infrastructure, funding and education aids.
3. Higher education system can become a tool of inclusive and suitable development.
4. Ethics or professional ethics among teacher can help to solve some major issues of higher education.
5. Much is expected from teacher's profession in the higher education system.

**H-Suggestions:**

Teacher should encourage for achievement of academic goals. Continuous study, research community participation, student interaction can be possible with help of monitory and non monitory benefits

**One degree formula:**

The formula of one post graduate degree is not sufficient in education system. Current advanced and fast environment brings the need of multi-disciplinary approach among teachers. The students are to provide with the knowledge with holistic approach and onlines of interdisciplinary system. The concept of development supplementary education is already started. It can be implemented in degree colleges.

**Entrepreneur based training education:**

Education system can provide best businessmen or business teacher to society. The teachers and institution can focus an entrepreneurial development programmes. It will make higher education more relevant and acceptable.

**Training & Development of Teachers with Specific time Interval :**

The teachers in colleges and universities can be trained on professional lines. Best Practices, Communication, Current affairs, Research, Human Values creative training and development can be included in such training programme.

**Empowering educational administration with finance authority:**

The government can play positive role in providing resources, administrative and academic autonomy to institution. The education system can be driven by viability affordability and utility. Matching grants infrastructure fording and autonomy to generate resources can help the system to become effective.

**Sharing infrastructure, collaborate with abroad :**

The scheme and programmes for showing collaboration with abroad for development is expected. Teachers can joins foreign universities and learn skill abilities in exchange programmes.

**Effective role of institution :**

The institution like University Grants Commission UGC, All India council for Technical Education (AICTE), Distance Education council (DEC), Council of Architectures (COA), Indian Council of Social science Research (ICSSR), Indian Institution of Technologies and management (IIT, IIM), can motive student for teaching profession. The role of these institutions can bring more utilities in higher education.

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## ENRICHMENT OF TEACHERS THROUGH E- RESOURCES IN 21<sup>ST</sup> CENTURY

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### Abstract :

*The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of teacher Educators for productive functioning in the continually changing and highly demanding environment. In confronting this challenge necessary to consider the complexity of the education system. Today's teachers are well known with such assessment in the field of education. So he should also get aware of the changes of this respective field. E- Resources are the best concern for the teachers of 21<sup>st</sup> century. They can adopt the things within them for their self-development. Traditional ways are getting replaced with new one. It must also be considered whether different technological methods should be used exclusively or combined with one another or with teaching or tutoring in the same room. The methods demand both pedagogical and didactical knowledge in order to ensure quality in the various areas where the technology is applied, and furthermore, a basic understanding of technical possibilities and limitations of the technology. As a professional practitioner, the teacher is likely to become a role model or standard for his or her students. So, researcher wants to put light on the role teacher should also be a subject developer and through E- Resources how can it become creative for teachers.*

**Key Words :** Use of technology, the role of teacher, teaching by using technology, Availability of E-Resources.

### Introduction:

Globalization has provided many challenging opportunities for improving ourselves. We are living in the time of the information boom. The use of computers and the Internet is in its infancy in developing countries and education leads towards strong development of these countries. One of the most substantial uses in education is the use of technology. Also technology is an increasingly influential factor in education. The combination of education and technology has

been considered the main key to human progress. Education feeds technology, which in turn forms the basis for education. It is therefore not surprising that to be “developed” is to have had education based on western knowledge, science and technology. This is today considered progress. As we consider technology in education, we must consider the implications of that technology on the learner and as well as the teacher. Technology in education is most simply and comfortably defined as an array of tools that might prove helpful in advancing professional development. We are to talk about technology and the role it plays in 21st century education. Technology is by far the most popular topic concerning 21st century learning and education and many of the videos on YouTube are about just that. Although some of these videos cover other ideas, technology still seems to be the central focus. So the purpose of this article is two-fold: One is to enrichment of this technology for professional point of view and also is about how technology helps effectively for development into our profession. Technology become more widespread, the boundaries of social networking continue to expand. Social networking creates a global economy for our nation’s development.

### What are E- Resources?

E-Resources are those resources which help to have relevant and detail information about our work.

- ✚ Blogs: Short for “web log,” a blog is an online journal in which pages are usually displayed in reverse chronological order. Blogs can be hosted for free on websites. Even EduBlogs offers a safe and secure place to set up blogs for yourself or your classroom.
- ✚ Wikis: A wiki is “a collective website where any participant is allowed to modify any page or create a new page using her Web browser.” One well-known example is Wikipedia, a free online encyclopedia that makes use of wiki technology. It also helps to Share lessons, media, and other materials online with your students, or let them collaborate to build their own educational.
- ✚ Social bookmarking: Social bookmarking sites allow users to organize and share links to websites.
- ✚ Social network sites: These have been defined as “web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.
- ✚ Status-update services: Also known as micro blogging services, status-update services such

as Twitter allow people to share short updates about people or events and to see updates created by others.

- ✚ Virtual world content: These sites offer game-like virtual environments in which users interact. One example is the imaginary world constructed in Second Life, in which users create avatars (a virtual representation of the user) that interact with others.
- ✚ Media-sharing sites: These sites allow users to post videos or photographs. Popular examples include YouTube.
- ✚ Twitter: It also promotes social connections among students. It can be used to enhance communication building and critical thinking.
- ✚ Facebook and Classroom: Facebook represents a potentially useful tool in educational contexts. It allows for both student and teacher to open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created photographs and video. It allows students to ask more minor questions that they might not otherwise feel motivated to visit a teacher in during office hours to ask. It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users.

These categories overlap to some degree. Twitter, for example, is a social network site as well as a status-update service. Likewise, users of the social network site Facebook can share photographs and other information also.

### **Benefit of E- Resources for development of teaching – learning**

Some of the claimed benefits are listed below:

- Easy-to-access course materials: Instructors can post their course material or important information on a course website, which means students, can study at a time and location they prefer and can obtain the study material very quickly.
- Student motivation: Computer-based instruction that can give instant feedback to students and explain correct answers. Furthermore, a computer is patient and non-judgmental, which can give the student motivation to continue learning. The *American educator*, Cassandra B. Whyte, researched and reported about the importance of locus of control and successful academic performance and by the late 1980s, she wrote of how important computer usage and information technology would become in the higher education experience of the future.
- Wide participation: Learning material can be used for long distance learning and are accessible to a wider audience.

- Improved student writing: It is convenient for students to edit their written work on word processors, which can, in turn, improve the quality of their writing. According to some studies, the students are better at critiquing and editing written work that is exchanged over a computer network with students they know.
- Subjects made easier to learn: For school level many difficult topics of English Subject are there to study and their effective learning is also necessary. So many different types of educational software are designed and developed to help children and teenagers to learn specific subjects. Examples include pre-school software, computer simulators, and graphics software.
- Easier to monitor work: A structure that is more amenable to measurement and improvement of outcomes. With proper structuring it can become easier to monitor and maintain student work while also quickly gauging modifications to the instruction necessary to enhance student learning.
- Differentiated Instruction: Educational technology provides the means to focus on active student participation and to present differentiated questioning strategies. It broadens individualized instruction and promotes the development of personalized learning plans. Students are encouraged to use multimedia components and to incorporate the knowledge they gained in creative ways.

#### Impact of E- Resources :

•	It helps to understand images easily be used in teaching and improving the retentive memory of students.
•	Through technology, teachers can easily explain complex instructions and ensure students' comprehension.
•	This E- Resources helps teacher to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.
•	It helps teacher to bring innovativeness in the boarding and day to day teaching-learning.
•	Use of Technology helps students and also teachers to go smoothly and effortlessly with in work load.
•	Through it teacher can also make students clear to know a proper content and its application part.

**Criticisms of use of these E- Resources:**

Every coin has two sides. As like every work always evaluated in form of its pros and cons. Due to the increase in social media websites, there seems to be a positive correlation between the usage of such resources and the decrease in face-to-face interactions. This E- resource may expose children to images of alcohol, tobacco, and sexual behavior. Since large-scale collaborative co-creation is one of the main ways forming information in the social network, the user generated content is sometimes viewed with skepticism; readers do not trust it is as a reliable source of information. Privacy rights advocates warn users about uses for the information that can be gathered through social media. Some information is captured without the user's knowledge or consent, such as through electronic tracking and third party application on social networks. However effective use of these resource services poses a number of challenges for institutions including long-term sustainability of the services; user concerns over use of social tools in a work or study context.

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## E- RESOURCES FOR THE PROFESSIONAL DEVELOPMENT OF THE TEACHERS

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### Abstract

*Today's world is the global and competitive world. As the presence and use of information technologies become increasingly widespread, schools and universities will need to develop performance indicators to monitor the use and outcomes of the technologies and E-Resources. In educational reforms the teacher is the last but most crucial chain. However, when considering innovations in education we cannot conceive teachers as isolated actors. Some institutions offer extensive assistance through their computer centers or their information technology services. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature. In this net age, e-version of books and e-journals are available in general have become inevitable and hence it is very much needed to convert the printed version into e-version for future needs. Teaching has been considered as both a science and art. The main purpose of teaching style is to improve the quality of learning. Technology is changing the way we teach and the way students learn. It is said that 21<sup>st</sup> century students need 21<sup>st</sup> century professors. Hence we need teachers who can effectively supports, manage and guides students development. Teachers should be able to satisfy each and every query of students; hence teachers need to be updated. This paper helps to inform the teachers about different online and offline sources for their professional development. In this paper Different amazing ways of E-Resources are discussed as it is very much useful for the professional growth of the teachers.*

**Key Words:** E-Resources, Online and offline source, Professional growth.

### Introduction :

Technology has fundamentally altered how we live and work as well as how we learn. In the world of technology teachers have to be much updated about current knowledge. The quality of

education to a large extent depends on the quality of teachers. In workplace, professional development refers to the acquisition of skills and knowledge, both for personal development and career development. In the education industry the use of online sources of professional development represents a significant shift. Many other industries have used online sources of continuing education and profession practices for many years. We believe that use of E-Resources foreground the ways in which teachers can match in school the opportunities for learning provided in home and child's other surroundings. In educational reforms the teacher is the last but most crucial chain. However, when considering innovations in education we cannot conceive teachers as isolated actors. Some institutions offer extensive assistance through their computer centers or their information technology services. Some departments have staff members or graduate student assistants who are hired to handle computer-related problems. There are also many excellent reference works to help you learn about various electronic tools. Just as you must be sure that you have the necessary technology at your disposal before you decide to use electronic tools in your teaching, so you must also make sure that you have access to the necessary help in learning to use it.

#### **Importance of E resources in professional development :**

In the past decade there have clearly been significant moves from paper-based to net based electronic knowledge for teacher education. This knowledge got from a physical world to a virtual world by many ways like create, store and access to manage e-resources. Electronic resources consist of data representing numbers, text, graphics, images, maps, moving images, music, sounds, etc., and programs of instruction sets. E-resources should be readily accessible to all teacher educators and teacher trainees. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature. In this net age, e-version of books and e-journals are available in general have become inevitable and hence it is very much needed to convert the printed version into e-version for future needs. Therefore, the different e-resources knowledge, e-resources development and preservation of them has become the need of this hour for teacher education. Teachers in schools have been using traditional methods for teaching as they are using traditional methods of study but now in 21<sup>st</sup> century they need to develop themselves in the world of technology. Computers and related electronic resources have come to play a central role in education. Teachers can benefit from these resources as well, by employing a series of useful tools.

- **Types of E resources for the professional development of teachers:**

**(1) Online e-resources:**

Online resources are e-books, e-journals, e-mail, e-library e-forum, e-learning (lessons / courses), e-shops, e-dictionaries, mobile sms / mms, search engines and meta search engines. This can be available in a three types of matter; (a) freely available resource contents (Websites); (b) licensed resources (databases available by logging by library card) and (c) onsite resources

**(2) Offline e-resources:**

Offline resources are CD ROM based e-resources, Offline e-books, Offline e-dictionaries, MS Office applications (documents, spreadsheets, power points) Training software, e-prompter, resources from mobile devices and secondary storage devices.

- **Amazing E resources for the professional development of teachers:**

**Intel Teach Elements**

It provides continuing education courses online for educators that emphasis precisely on use of technology in 21st century. The courses designed helps teachers in learning about various topics such as learning about social media, technology and 21st century assessments. While taking these courses, you do not require giving hours to take classes. Courses are focused and short format.

**Library of Congress Teacher Modules**

It provides online ‘Teacher Modules’ for free of cost. Courses designed here is to assist teachers on how to utilize the enormous resources available in the library as well as online. Courses offered here are perfectly appropriate for teachers of all levels. After completing the course, one can own certificate of completion not graduate credit.

**TEQ Online PD**

It offers almost 50 courses on the most essential tech integration challenges faced by the teachers as well as professional development programs.

**ISTE Professional Learning**

It offers a lot of professional learning services and products for the teachers that are effective and easily accessible and also have great value. By taking course from ISTE, teachers can sharp their skills.

**Microsoft Educator Network**

It offers courses for professional development for educators. Few of the courses covered are: Windows 8 in the Classroom, Teaching with Technology, 21<sup>st</sup> Century Learning Design,

Windows in the Classroom and Digital Literacy

### **PBS Teacherline**

It provides a huge variety of courses online specifically for teachers. Some of the courses will help you get credit depending on enrollment in the class. Pricing depends on the graduate credit and do not varies from one course to another. Almost all K-12 subjects are provided, and courses into technology integration. There are courses also provided that is valid for college instructors also.

### **Annenberg Learner**

It provides a huge range of workshops and courses online. Here, teachers also have the choice to buy DVD in place of attending the online class. The website also provides detailed descriptions about their courses. So that users can understand the if a certain course is useful for them or not.

### **Teachers First**

It provides free courses to the educators in two setups: pre-recorded and live sessions on a number of educational subjects. If you will take part in a live session, you will be eligible to get certificate of completion. Subsequently one needs to take part in a live session in order to get the participation certificate. Live session is much flexible than looking pre-recorded courses.

### **Usage of E- Resources:**

Electronic resources are easily accessible through computer net works. Electronic resources solve storage problems and control the flood of information. Now-a-days all the teachers education print sources are being digitized. Electronic information sources can be seen as the most recent development in information technology and are among the most powerful tools for teacher education. Electronic information sources are becoming more and more important for the teacher education community. All these E resources are the best way for the teachers to develop themselves as now electronic media has become one of the easiest ways to get information about each and everything.

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## MOOCs : AN AID FOR PROFESSIONAL DEVELOPMENT OF TEACHERS IN INDIA

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### Abstract

*Massive Open Online Courses (MOOCs) is a recent phenomenon in education that is revolutionizing conventional methods of teaching and learning. The capability of MOOCs reaching the masses is undoubted. The idea of MOOCs as an aid for professional development of teachers in India has to be considered and deliberated upon. In this paper, an attempt has been made to reflect upon the ability of MOOCs to facilitate professional development of teachers in India. This study concludes that MOOCs can become a very low cost effective professional development resource to impart continuing education to teachers in India; However the limitations of employing MOOCs for professional teacher development need to be considered before making it an acceptable practice for development of teaching fraternity all over India.*

**Keywords :** MOOCs, Professional Teacher Development, India

### Introduction

MOOCs, a recent phenomenon in education, are open, online and free courses available to a large number of voluntary students across the world. Any person having internet facility can register themselves and can have access to high quality courses offered by the top universities of the world. Some of the largest and esteemed universities in the world like Stanford, Harvard, Massachusetts Institute of Technology (MIT); have teamed up with major MOOC providers like Coursera, Udacity and Edx etc. to provide courses through MOOCs platform to interested participants from world over, free of cost. (Khemka, K. 2013) had pointed out in his article that, MOOCs could be transformative in markets like India, where there is not enough capacity to meet

demand for university education. (Sharma S. 2014) reported that, “India has officially jumped on to the open online courses bandwagon with the government announcing ‘SWAYAM’, an initiative that aims at providing affordable and quality education to citizens for free.” (Sharma S. 2014) also reported that, “In the first phase of SWAYAM (Study Webs of Active-learning for Young Aspiring Minds), IIT-Bombay, IIT- Chennai, IIT-Kanpur, IIT-Guwahati, University of Delhi, Jawaharlal Nehru University and IIM Bangalore, among others, alone as well as with the help of faculty from foreign universities, will offer courses in areas of management, social sciences, basic sciences, engineering education and energy.” (Prasanna Bharti 2014) informed that, “SWAYAM is a platform for new India where quality education is affordable and self-learning is fruitful not only for enrolled but also for professionals and dropouts. With quality content, best online lectures, great discussions, knowledgeable assessment quizzes, SWAYAM will provide great opportunity to Indian students to learn without fearing from failure.” In an interview, (Anant Agarwal 2013), edX president and MIT professor had opined that, “In the MOOCs era professors have to constantly change and upgrade. Online learning is like a rising tide and professors will have to reinvent themselves. Instead of dwelling on the old yellow notes, they can improve on the online content and spend more time one-on-one with students helping them how to learn, how to collaborate. Slowly, lectures and yellow notes will become redundant.”

In this scenario, why shouldn't teachers use MOOCs platform to get updated, get the needed expertise, develop professionally and face the needs of online education era? For teachers, MOOCs can be an enjoyable and engaging way to expand their knowledge and gain new skills. Professional development of teachers is a lifelong process and due to continuous change in education system, in the ever changing and restructuring of syllabi and courses, teachers also need to update themselves in order to keep pace with the latest advances in the education. The costs related with professional development are high and University Grants Commission is already spending huge amount on faculty development by undertaking various schemes to enhance professional development of university and college teachers across India. If MOOC concept is utilized to meet the requirement of professional teacher development in India, it might become a very practical and cost effective solution to increase the expertise of teachers and make them well qualified professionals to face the challenges of the upcoming online education era. Hence there is a need to deliberate as to how HRD ministry of India and University Grants Commission can take advantage and exploit the power of MOOCs to enable continuing professional development of teachers in India.

### Review of Literature

According to (Selingo J. 2014), MOOCs are changing how students learn, how professors teach and grade, and how higher-education leaders figure out what differentiates face-to-face instruction from online learning. The author pointed out that success of MOOCs in altering higher education, reducing costs and improving outcomes for everyone depends on whether colleges and the MOOC providers tackle the difficult questions facing them in the next few years while they are out of the media spotlight.

According to (Long C. 2013), MOOCs are offering access to elite education in many corners of the world and they are leading graduate students to rethink about the heavy price of campus based learning. Although MOOCs will never replace the bricks and mortar of century old universities, they are reshaping how classes are taught and how students learn and higher learning will never be the same as even universities are now embracing the internet.

(Vivian, Falkner & Falkner 2014) described an approach to develop a free professional development MOOC targeting the Australian digital technologies learning area. The MOOC was designed to meet teacher needs, allowing for flexibility, ad-hoc interactions, support and the open sharing of resources. The authors explained the process of developing the initiative, participant engagement and experiences, so that others encountering similar changes and reforms may learn from their experience.

(Lokey-Vega A. 2014) suggested seven strategies to plan to get most out of MOOCs for teacher professional development. The tips were intended to help school leaders harness MOOCs to develop capacity and create support systems for professional learning. According to him, carefully selected MOOCs may provide affordable training solutions that help teachers meet goals.

(Cavanagh S. (2013) in his article discusses about the free online teacher training courses offered by the company Coursera through massive open online courses (MOOCs), which teachers can use to achieve professional development goals in the U.S.

According to Report (2014, Nov 16) by The Economic Times, Richard C Levin , the Chief executive officer of Coursera - which offers MOOCs from top global universities like Duke, Caltech, Stanford and Princeton said that India is their second largest user-base already with 800,000 students registered. It is also one of the top five countries in terms of revenue generated for Coursera. India's relative position is likely to improve over time, given the high value Indian employers place on the potential of massive open online courses (MOOCs) for developing skills relevant for employees and prospective employees.

Literature review suggests that MOOCs have the potential to become a very viable and promising option for continuing professional development of teachers in India. By means of MOOCs, teachers can learn in a flexible online environment, getting the opportunity to work in partnership, pool resources and learn from virtual colleagues.

### Features of MOOCs as Aid for Professional Development of Teachers in India

- **Easy to use and easily accessible anywhere:** The only requirement is that of internet connectivity and a computer. Teachers can have flexible learning hours, and can study and gain knowledge according to their convenience.
- **Subject specific professional development:** MOOCs enable the learner to choose from wide variety of options available. Teachers can choose the subject area in which they want to update and upgrade their knowledge and can choose from a pool of topics offered.
- **Almost free:** Except for a nominal charge for certification, MOOC courses are free. Teachers can update themselves by learning from renowned professionals from the best known universities through MOOCs. The educational institutions would also be relieved from the financial burden of providing professional development training programmes for their teaching staff as MOOCs would provide the best low cost alternative.
- **Online discussion forums, blogs and collaborations** leads to knowledge sharing in the virtual world of MOOCs. Interactions with other teachers through online discussion forums help sharing expertise and solving of queries. Sharing and discussing their achievements and challenges may lead to fruitful collaborations among teacher participants.
- **Peer assessment, Self assessment and Self learning:** It is believed that teachers can educate, update and professionally groom themselves through the professional development courses offered by MOOCs. Peer assessments or Self assessment through Online quizzes and tests motivate the teacher participants to perform better. By observing how the world's best professors teach online, teachers can get guidelines and tips to teach and engage their students in a better way. Teachers can adopt the best teaching techniques and practices learnt through these courses when they impart education at their own institutions.
- **Knowledge of the latest technology**  
MOOCs adopt an interactive course structure and give a chance to the learner to observe teaching techniques of the renowned professors of some of the world's best universities. This helps the learner to acquire knowledge about the recent changes in the teaching

methodology and employ it in imparting better classroom learning experience for their own students.

#### **Some Issues and Concerns:**

- University Grants Commission along with heads of Universities and Educational institutions in India should collaborate with other best known MOOC providers and also with top universities of world like Stanford, Harvard, Massachusetts Institute of Technology to provide a suitable Indian MOOC platform. This platform should provide a list of accredited courses which teachers can undertake as a part of their training for professional development. Various structured and teacher specific courses keeping in view the professional development requirement of teachers in India will have to be developed. The topics can range from basics or fundamental courses to more advanced and structured courses for skill and knowledge development in various fields.
- The certification element will have to be worked out by universities and educational institutions to ensure that MOOC certification or accreditation for courses undertaken by teachers will add up and count as comparable professional development as they would have undertaken in routine courses.
- The business model might have to be worked out since major MOOC providers work on the principle of imparting free education. If proper collaborations among major universities of India and across the world are achieved, then suitable revenue sources through credits, accreditations and certifications on completion of courses might be worked out.

#### **Conclusion :**

Since already initiatives are undertaken by HRD ministry by launching ‘SWAYAM’, the India focused MOOC platform- (Prasanna Bharti 2014) for students across India, can the same platform be extended for imparting certified, accredited professional development courses and online training programs for teachers in India, has to be considered and premeditated upon. The best known MOOC providers like Coursera, Udemy, edX are already offering several specifically designed courses for professional development of teachers. Their experiences can be shared to devise an appropriate Indian MOOCs platform as an aid especially for professional development of teachers in India. The only concern would be to ensure that teachers remain motivated to complete the course and whether the completion of such course helps them for their career advancement and gets right accreditation in their institution. However it can be concluded that MOOCs can become

a very low cost effective professional development resource to impart continuing education to teachers in India.

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## **ISSUES AND REMEDES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS AND TEACHER EDUCATORS**

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**And**

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### **INTRODUCTION:**

Teachers have the greatest impact on student learning. By valuing the performance and building the capabilities of our teachers - particularly their expertise, intellectual development, and collegial networks - we improve education outcomes for students. Professional development for teachers is essential to maintaining quality of education, encouraging a sense of scholarship within the teaching community. Research confirms that teachers need both in-house and external professional development to enhance their capabilities.

Professional development refers to the acquisition of skills and knowledge, both for personal as well as career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning experiences situated in practice. There are a variety of approaches to professional development, including consultation, coaching, training, lesson study, mentoring, reflective supervision and technical assistance etc. Teachers have the greatest impact on student learning. By valuing the performance and building the capabilities of our teachers - particularly their expertise, intellectual development, and collegial networks - we improve education outcomes for students. Professional development for teachers is essential to maintaining quality of education, encouraging a sense of scholarship within the teaching community. Research confirms that teachers need both in-house and external professional development to enhance their capabilities.

Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse, and learning needs, student learning environments, family involvement, evaluation, data-driven design teacher learning. Professional development refers to the development of a person in his or her professional role.

**A few issues in professional development of teachers and teacher educators are focused in detail with suggestive remedies;**

**I. Lack of time**

21st century demands that teachers learn new roles and ways of teaching which model the kinds of classroom learning that best promotes skills for students. The problem is where do teachers find the time for change in their already busy schedules? Unfortunately, the demands posed by curriculum, daily teaching and other aspects duties are there to absorb teachers' physical and mental energy. This issue explores the vital concern of how to extract out time, opportunities, and other resources for teachers. For creating professional development opportunities that educators need in order to achieve the learners' goals, reformation will be required at both individual as well as institutional level.

Teaching is a complex task, and substantial time will be required for teachers and other educators to implement new ideas, evaluate their effects, adjust their strategies and approaches. McDiarmid (1995) states the connection between new expectations for teachers and the element of time: "The changes teachers must make to meet the goals of reform entail much more than learning new techniques. They go to the core of what it means to teach. Because these changes are so momentous, most teachers will require considerable time to achieve them". In fact, time has emerged considerable issue in professional development. Working with diverse populations, and changing forms of student assessment teachers "need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master, and reflect on new approaches to working with children" (Corcoran, 1995).

Professional development can no longer be viewed as an event that occurs on a particular day or for a particular time of period of the professional training course rather, it must become part of the daily work life of educators. Trainees, teachers, educators, administrators, need time to work in groups, conduct action researches, participate in seminars, coach one another, plan lessons together, and meet for other academic purposes. Fine (1994) states, "School change is the result of both individual and organizational development"

**II. Lack of research**

States and districts should widely disseminate research on high-quality professional development and information on models that have been shown by research to have a significant positive impact on instruction and student achievement. Well-informed institutional

management of professional development is important. The federal government and states should collect data about the particular features of professional development that teachers are engaged in and view as useful. Given that research has found that high quality professional development can have a significant impact on teaching quality and student achievement, better data collection will make it possible to more effectively assess the quality of professional development and target resources, as well as measure the impact of investments in programs meant to improve teaching quality. More research is needed to assess the link between specific state and district policies and practices.

Moreover educators and teachers are needed to conduct researches in order to enhance their professional development. As far as teaching- learning process is concerned action researches can help to improve the quality of it. Research must be an emphasized aspect for in-service training programs such as orientation program, refresher courses, workshop, seminar etc. Sometimes conducting research is not a big deal but less attention for implementation of the result and the extract of the research becomes a problem. Not every teacher has access to the research on improving achievement for every student. Teachers and administrators often have to travel, sometimes great distances, in order to receive in-service training opportunities. Teachers do not know where to find resources and therefore do not have ongoing professional development.

### **III. Lack of professional attitude**

The attitude of teachers towards teaching profession plays major role for teachers' performance and their students. Attitude does matter for the behavior of a teacher in classroom. If a teacher has a favorable attitude towards profession, he or she will also make better use of skill of teaching while teaching in classroom. Teachers themselves also need to be lifelong learner, to be able to articulate their teaching with the new paradigm of learning. Teacher should be flexible with a new brand of students comprising different age group and diverse ethnicity. The education commission had also pointed out that Methods of teaching and evaluation as well as the attitude of the student teacher are extremely important for the professional training. A good teacher or educator is expected to be committed to his work and have an attitude to take the initiative.

Proper training and direct experiences through practice are required in order to develop the positive and progressive attitude towards teaching profession. Which depends on the curriculum of the training course and training institutions. To bridge the gulf between training institutions and schools, there should be extension service department for all the levels of school in each training establishment. Jain Rachana (2012), in her study found that teachers trained through formal mode

were found to have more favorable attitude towards teaching profession as compared to the teachers trained through distance mode. Further according to her research majority of the private teachers have more favorable attitude towards their profession as compared to government school teachers.

#### **IV. Lack of technology competences in professionals**

Knowledge and skills for using technology adequately for teaching-learning process and over all professional development of teachers or educators are very important in the age of technology. Unfortunately present scenario shows that sufficient opportunities are not provided to implement technology for classroom practices and teacher training program. Yet, many teachers do not have the technical knowledge or skills to recognize the potential for technology in classroom practices. Just using a computer is not enough. Instead, teachers and educators must become knowledgeable and skillful about technology and self-confident enough to integrate it effectively in the classroom. Teachers and educators must become "fearless in their use of technology" and empowered by the many opportunities it offers (Illinois State Board of Education, n.d.). Most teachers want to learn to use educational technology effectively, but they lack the time, access, and support necessary to do so (Guhlin, 1996).

It is observed that traditional sit-and-get training sessions or one-time-only workshops have not been effective in making teachers and educators comfortable with using technology or adept at integrating it into their teaching-learning process. Instead, a well-planned, ongoing professional development program that is tied to the school's curriculum goals, designed with built-in evaluation, and sustained by adequate financial and staff support is essential if teachers and educators are to use technology appropriately in order to promote learning for all students in the classroom as well as professional development.

Information and communication technology (ICT) can improve pre-service teacher training by providing access to more and better educational resources, offering multi-media simulations of good teaching practice, catalyzing teacher-to-trainee collaboration, and increasing productivity of non-instructional tasks. ICTs also can enable in-service teacher professional development at a distance, asynchronous learning, and individualized training opportunities. It can overcome teachers' isolation, breaking down their classroom walls and connecting them the colleagues, mentors, curriculum experts, and the global teacher community.

**Conclusion:**

It can be concluded that professional development is a cumulative effect of an individual justification and government bodies. Loopholes are discovered at every level and these lacunas are interrelated to each other at every level. Policies of government and rules laid down by institution can check time constrain in professional development. Maximum orientation and refresher courses can be arranged during vacations to overcome time factor for professional development. In research arena teachers and educators should always keep themselves updated by the awareness about educational researches for professional development. And institution should provide facility and support for the same. Workshop and value based lectures should be organized by institutions to inculcate positive and professional attitude towards teaching field. Technology is mandatory but dynamic; therefore teachers and educators should continuously update themselves with latest development in technologies pertaining to teaching and learning environment.

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## STUDY OF TEACHER EDUCATORS' USE OF DIGITAL RESOURCES IN TEACHER EDUCATION COLLEGES AFFILIATED TO SOLAPUR UNIVERSITY

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### Introduction :

Digital resources, including digital libraries, have the potential to transform science, technology, engineering, and mathematics education by providing access to innovative curricula, stimulating applets and simulations, and other hands-on resources. These resources can offer teachers new ways to engage students; introduce students to inquiry and work in new and exciting ways.

Teacher Educators could use digital libraries to develop highly tailored experiences for students that introduce new materials and resources, ultimately improving students' understanding of the subjects and increasing academic outcomes. Rather than relying on aging textbooks, teachers could find the latest information and resources on a specific topic and introduce these into their classrooms through a variety of means: students going to the Web to find information to solve critical math or science problems; students and teachers developing simulations or models of science phenomena and comparing those to ones created by scientists; examining different perspectives or theories about the school subjects, mathematics or science. Digital libraries are one possible venue for the collection and organization of digital resources.

In this scenario it is necessary that the teacher educators must use and disseminate the resources used, produced by them so as to make the entire TL process more effective and in this regard this was an attempt to make a Study of Teacher Educators' use of digital resources in teacher education colleges affiliated to Solapur University.

### Objectives of the Research :

1. To study the ways the teacher educators' use various educational resources for curriculum planning and instruction.
2. To study the habits, overall usage & perceptions of teacher educators' about web based resources.

**Research Methodology :**

In this research, a survey was conducted to study the ways the teacher educators' use various educational resources for curriculum planning and instruction & for studying the habits, overall usage & perceptions of teacher educators' about web based resources.

A questionnaire was formulated for this purpose. The study sample included randomly selected 20 teacher educators from all the teacher education institutions affiliated to Solapur University. The data was analyzed using percentage responses.

**Results and Discussion :**

When teacher educators were asked about educational resources do they you rely on most for Curriculum Planning (e.g. background information lesson plans or project ideas) the responses were Magazines 5 %,Books & Text books (5%+12%),Print resources (4%),Encyclopedias (15%),News papers (10%),Colleagues (55%),CD ROM (50%), Journals(6%),websites(35%) etc. When teacher educators' were asked about which source do they use the most during instruction the responses were magazines( 1%), notes (12 %),websites (50%),LCD (45%),Internet (45 %) etc. The teachers typically find out about new educational resources from colleagues (55%),direct mails ( 40%), Print Advertisements (10%),online advertisement (45%), Professional Development Sessions/ Conferences (35%),journals (20%),websites(40%). When asked about how often the teachers collaborate with their colleagues to share educational resources the responses were never(10%),once in a month (20%),few times per month (30%),daily (25%),once a week (15%), The responses for the time spent by the teachers for searching the Web for personal (not work-related) information were 1-5 hours per month (15%), 10-20 hours per month (30%), 5-10 hours per month(25%), more than 20 hours per month (30%). When the teachers begin a new web search for curriculum planning or instructional purposes the things which most frequently inspire their search are resources that relate to a specific topic or content area (60%), resources that fit a particular curriculum standard (40%),resources that meet specific needs of one particular young person (35%),Resources that meet specific needs of a small group of young people (35%),Resources that meet specific needs of your entire class or activity group (70%). About the teacher educators' usage of web-based resources in their Curriculum planning the responses were web sites or electronic documents for background information (60%),on-line lesson plans (25%),on-line tutorials (15%). The responses for the teacher educators' usage of the web-based resources in their regular instruction in the classroom were downloadable handouts(5%) ,On-line activities (e.g. simulations virtual manipulatives) (15%),On-line audio/video images (20%),On-line

articles (20%),Downloadable software for computers (15%),Presentation tools (e.g. Power Point) (45%),On-line collaboration tools (e.g. synchronous/ asynchronous discussion boards) (5%). In the opinion of 30% teacher educators the web-based educational resources have changed the way they plan or structure their instruction & according to 70 % teacher educators say it has no that much effect. The responses for their opinion about search engines and web resources were easy to search (40%),well-known (30%),usually has the most relevant information (30%). The teacher educators' have participated in professional development sessions for Computer and/ or Internet troubleshooting (70%), using the Web to find educational resources (40%),using technology for teaching contents (40%), Content enrichment (55%).

### **Conclusions :**

In this survey Study of Teachers' use of digital resources in Teacher Education Colleges was studied. The the percentage of teacher educators whom rely on websites as educational resources Curriculum Planning is less. The responses of 35 % teacher educators find out new resources from Professional Development Sessions/ Conferences.

Very few teacher educators collaborate with their colleagues to share educational resources. Only 30 % teacher educators spend more than 20 hours per month for searching the resources. When the teachers begin a new web search for curriculum planning or instructional purposes most of the teacher educators are inspired by the resources that meet specific needs of entire class or activity group. Most of the teacher educators use web-based resources in their Curriculum planning due to available electronic documents for background information. About half teacher educators use Presentation tools (e.g. Power Point) in their regular instructions. In the opinion of maximum teacher educators the web-based educational resources have not that much effect on changing the way they plan or structure their instruction. Less than half of the teacher educators find the search engines and web resources easy to search. Maximum number of teacher educators' have participated in professional development sessions for Computer and/ or Internet troubleshooting. It seems that the ways the teacher educators' use various educational resources for curriculum planning and instruction is not that much satisfactory and the habits, overall usage & perceptions of teacher educators' about web based resources is moderate.

Technology-based resources are effective when they can be used in the classroom in the way they are designed to be used; this includes having enough computers & internet facility for effective instruction, whether in the individual classroom or in labs, as well as appropriate additional hardware and software. This also requires that the technology be readily available and

offer different ways to engage with the resources in order to address the different instructional needs of a classroom.

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2. <http://www.edc.org/GDI>

The logo for GOEIIRJ features a stylized globe with latitude and longitude lines. Below the globe, the text "GOEIIRJ" is written in a large, orange, serif font. The "O" and "I" are slightly larger and more prominent than the other letters.

## TEACHERS AND CONTINUOUS PROFESSIONAL DEVELOPMENT

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### **Abstract :**

*In India, as teaching is a profession, always relates with values of human life and it is always less considered as a profession but well thought-out service to humanity. This Kind of view changes the importance of teaching profession as teacher's personal life and professional life. The concept of Professional Development and Continuous Professional Development rejuvenate the teaching profession and standard of teacher's personality. Present paper discusses the concept of Continuous Professional Development (CPD), perspective toward CPD, affecting factors to CPD and professional benefits of CPD.*

Many researches in the field of education have shown that teachers' teaching quality and leadership are the most important factors in raising student achievement. It can be found that teachers, school and district leaders to be as effective as possible, they continually expand their knowledge and skill to implement the best educational practices. Educators learn to help students to learn at the highest level. On the second side many survey on university and school educators in India, acknowledged a number of problems facing education in the country. These problems includes lack of vision and leadership in schools, colleges and university, lack of growth, lack of motivation and continuing professional growth, limited scholarly dialogue between researchers and teachers and inappropriate avenues for continuing education of teachers. There are number of areas where actions are needed to overcome the problems facing by education.

### **Present state of a teacher –**

In India, as teaching is a profession, always relates with values of human life and it is always less considered as a profession but well thought-out service to humanity. Which affects teachers' personal position or status in the society or organization which shows adverse effect, that society always expects more from teachers and teacher is always taken for granted for every work or

order. And it comes in a form of problems. As –

- Teacher does not have power of decision making.
- Manipulation of organizational culture in order to increase organizational effectiveness. The members of the organization influences and control to pursue the goals of the organizations.
- Absence of facilitator in working place.
- Adverse working conditions.
- Lacking of co-ordinating Fast changing technology, knowledge and new generation students.

There are various reasons for raising these problems, which are basically connected to teachers. As a teacher is a one of the poll in education process he/she should have supportive environment and freedom to work in. There are many lacunas in enhancement of performance and development of a teacher as a professional. Avoiding those lacunas it is very much in require to develop teacher professionally.

### **Professional Development –**

Professional development refers to many types of educational experiences related to an individual's work. Doctors, accountants, lawyers, engineers, educators and people in a large variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job.

When people use the term “professional development”, they usually mean a prescribed process such as a conference, seminar or workshop; collaborative learning among members of a work team or a course at college or university.

However professional development can also occur in information situations, such as discussions among work colleagues, independent reading research, observations of a colleague's work, or other learning professional.

Professional development can be called as staff development in service, pre- service training professional learning or continuing education. But its purpose is the same to improve learning for educators and students. Professional development is the only strategy education systems have to strengthen educators' performance level.

Hence in today's education continuous professional development term is in practice, which includes the idea of lifelong learning of a teachers and enhancement of teacher's potential or talent.

### **Continuous Professional Development (CPD) –**

DfEE open Agenda Brainstorming Event (1999) on the theme of lifelong learning and continuous professional development (CPD), suggested that CPD is essentially about employment related learning and life skills. And as such was the main element of lifelong learning that related to any learning that is employment related. According to Eraut et al. (1998) ‘all the further learning which contributes to how a qualified professional thinks and acts at work.

According to (Martinez, 1999) CPD can be characterised as follows: usually individually driven and organised, pursued over an extended period of time, usually standards – based or leading to a formal qualification focused on promoting improvement or change in practice there by leading to eventual impact on the quality of student learning and adopting a broad approach rather than a “narrow skill development approach.”

There are no fixed or pattern to move towards to Continuing Professional Development training and learning, but outcomes of CPD learning should always be clearly noticeable and appropriate. CPD combines different methodologies to learning, such as training workshops, conferences and events, e-learning programs, best practice techniques and ideas sharing, all focused for an individual to improve and have effective professional development. The CPD in the college setting can be considered to include study for further qualifications, in college development programs, coaching and networking and learning from experience.

Continuing Professional Development can be more simply defined by the learning activities through which professionals develop their abilities and ensure they remain effective, and increasingly capable.

Due to changing demands on the new roles of teachers in the 21<sup>st</sup> Century, traditional approaches to CPD such as formal courses or one-of seminar are criticized for their shortcomings of being unable to get teachers prepared for the new role of knowledge facilitator rather than knowledge transmitter (Darling-Hammond,1998; Lieberman, 1996). Instead, of two theoretical perspective lead the alternative approaches to CPD which support teacher learning more effectively (Kwakman, 2003). These two perspectives are –

Cognitive Psychological Perspective	Professional Development Perspective
<ul style="list-style-type: none"> <li>• Student learning and teaching learning are the same.</li> <li>• Teachers are assumed to learn like what students do.</li> <li>• Teachers are considered as constructors of knowledge.</li> <li>• Teacher learns actively in a self-directed way. It is strongly affected by the prior knowledge of individual learner.</li> <li>• Staff developer plays an important role in creating favourable learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have to learn how to teach for understanding where they ought to learn new concept.</li> <li>• Working context is understood to be the best place.</li> <li>• Working context can be the daily teaching context, including classrooms, schools, etc.</li> <li>• Teachers to acquire competencies to fulfil their new roles though practice.</li> <li>• It can be at individual level and collaboration level.</li> </ul>

### Affecting factors for teachers’ participation in CPD –

Some studies were conducted to examine factors affecting teachers’ participation in CPD activities –

According to Kwakman (2003) her study shows three factors affecting teachers’ participation in CPD

1. Personal Factor – likewise Professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotion exhaustion loss of personal accomplishment.
2. Task Factor – i.e. pressure of work, emotional demands, job variety, autonomy, participation.
3. Work Environment Factor – i.e. management support, collegial support, intentional learning support.

Another study conducted by Lee (2002) number of factors facilitating and inhibiting effective professional development

<b>Facilitating factors to effective Professional Development</b>	<b>Inhibiting factors to effective Professional Development</b>
→ Relevant / realistic content	→ Insufficient resources to implement learning
→ Opportunity to share ideas	→ Insufficient money to pay for courses
→ Relevant to needs identified by teachers themselves	→ Teacher workload preventing / deterring teachers from taking up CPD
→ ‘Hands-on’ activities	→ Content not well focused / structured
→ Sufficient resources	→ Irrelevant / unrealistic content
→ Good delivery	→ School not supportive of CDP
→ Focused content	
→ Participants committed	
→ School supportive of CPD	
→ Presenter with recent experience	
→ Based on good practice	

### **Significance of Continuous Professional Development in Teachers -**

The importance of continuing professional development should not be underestimated – it is a career-long obligation for practicing professionals. Professional development for teachers is a key mechanism for improving classroom instruction and student achievement. Although calls for high quality professional development are constant, there remains a shortage of such programs—characterized by rationality, active learning, sufficient duration, collective participation, a focus on content knowledge, and a reform rather than traditional approach

Well crafted and delivered continuing development is important because it delivers benefits to the teacher, the teaching profession and the students.

- CPD helps teacher continue to make a meaningful contribution to his profession. He/she may become more effective in the workplace. This assists teacher to advance in his/her career and move into new positions where he/she can lead, manage, influence, coach and mentor others.
- CPD ensures teacher’s capabilities keep pace with the current standards of others in the teaching field.
- CPD ensures that teacher’s maintain and enhance the knowledge and skills he/she need to

deliver a professional service to his/ her employer, students and the community.

- CPD can lead to increased public confidence in individual professionals and their profession as a whole.
- CPD ensures that teacher and teacher's knowledge stay relevant and up to date. Teachers are more aware of the changing trends and directions in teaching profession. The rapidity of change is probably faster than it's ever been – and this is a feature of the new normal that we live and work in. If teacher stand still then he/she will get left behind, as the currency of teachers' knowledge and skills becomes out-dated.
- CPD helps teacher to stay interested and interesting and as we know 'Experience is a great teacher,' but it does mean that we tend to do what we have done before. Focused CPD opens as teacher up to new possibilities, new knowledge and new skill areas.
- CPD can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of persons' work.
- CPD helps advance the body of knowledge and technology within teachers' profession

### **Conclusion –**

Teachers' professional development is an important factor in education. Professional development provides ongoing opportunities for educators continue to improve their knowledge and skills so that gives benefits to their students, organization and society. Involvement in problem solving and decision making process helps to contribute to institutional improvement. As a first line personal in the organisation teacher knows the situation out there. It develops leadership qualities in teacher. As we can say CDP enhances teachers' performance and gives professional freedom in his profession.

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## SOFT SKILLS FOR PROFESSIONAL DEVELOPMENT

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### Abstract

*We live in a rapidly changing world where legislative, social and economic developments directly affect the environment in which we live and work, and where technological advances provide radically different ways of working. Professional development opportunities provide a means whereby we can keep abreast of these changes, broaden our skills and be more effective in our work.*

*Apart from the personal gains of education and increased work performance, professional development will improve soft skills like team work and leadership, communication abilities and time management.*

*In practice, professional development for educators encompasses an extremely broad range of topics and formats. E.g. professional development experiences may be funded by districts school or state budgets and programs, or they may be supported by a foundation grant or other private funding source. They may range from a one- day conference to a two- week workshop to a multiyear advanced degree program. They may be delivered in person or online, during the school day or outside of normal school hours, and through one-on-one interactions or in group situations. And they may be led and facilitated by educators within a school or provided by outside consultants or organisations hired by a school or district. And, of course, the best of possible formats could go on.*

### Introduction

It should come as no surprise that great teaching has many components, and while schools are good at focusing their professional developments efforts on the trainable aspects of teaching knowledge and skills; the opportunities for us to focus on the more complex aspects of teaching attitude, self-awareness, authenticity, and trust are almost non-existent. These, and other personal attributes, are often referred to as ‘soft skills’, inferring their lack of importance. However, extensive research as well as our own experience, indicates that it is our personality and presence

that makes the greatest impact on learning in our classrooms. In essence, soft skills are essential skills and our development as teachers challenges us to consider personal development as an important component of professional development, a part of the path to professional mastery.

It is who you are, your personality, your soft skills, that are the keys to teaching the mastery, and it is by bringing your best ‘self’ to the classroom that you will experience the most success. Why? Because, by taking care of your own mind, body, and heart, you are also taking care of your students. After all, you teach who you are?

### **Soft Skills**

Soft skills are the skills, traits, work habits, and attitude that, all the working personalities across all occupations need in order to obtain, maintain and progress in employment. Soft skill is a group of personal qualities, attitude and social graces that differentiate employees. Researches has shown that soft skills, making them a huge priority.

Soft skills are softer aspects of a person, skilled by virtues. A person who possess soft skills is a natural success factor in the social order. Soft skills are not seen, they are felt and they never leave the possessor, the value of all the skills that one possess bring out the best of confidence, abilities and proper performance of a person. Along the lines Since soft skills are life skills that allow one within the world with quality and dignity, for maintaining livelihood and promoting one’s own ‘person’, and personality, it is very important to recognise this as a great subject along the lines of life sciences, psychology, sociology, anthropology etc., that makes human endurance with much dignity. Unfortunately, this awareness to soft skills has come out very late. There is also an important context that, these soft skills are artistic in nature. In this regards a famous quote by Alexander the Great, “I am indebted to my father for living, but to my teacher for living well” have much significance to understand the importance of the soft skills.

### **Advantages of soft skills**

Peoples with soft skills might display the following characteristics

- Time Management – Task Prioritisation and an Ability to Multitask
- Excellent Communication Skill – Being both a Good Listener and Speaker
- Strong Work Ethic – Including Motivation and Determination
- Team Work - Ability to Perform in Groups through Cooperation and Leadership
- Emotional Intelligence – Understanding and Management of Emotions
- Leadership – Self Confidence, Ability to Perform the Task and Inspire Others

- Graciousness – Acceptance of Constructive Criticism and Team Support
- Management Style – Flexibility and Adoptability and Ability to Work Under Pressure
- Positivity and Enthusiasm – Important for Future Success

### **What is Professional Development?**

Professional development to skill and knowledge attained for both personal development and career advancement. It includes a huge variety of learning, including accredited and non-accredited training courses or educational development, in the form of conferences, practical learning and consultation and coaching. It benefits to gain soft skills.

According to John Dewey, “the process of living through a continuous reconstruction of experience. It is the development of all the capacities in the individual which will enable to control environment and fulfil one’s possibilities.

### **Professional Development in Education**

As far as education is concerned, the term professional development may be used in reference to a wide variety of specialised training, formal education, or advanced professional learning intended to help administrators, teachers and other educators to improve their professional knowledge, competence, skill and effectiveness. When the term is used in an education context without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development” is referring to. In practice, professional development for educators encompasses an extremely broad range of topics and formats.

### **Common Professional-Development Topics and Objectives for Educators**

- Furthering education and knowledge in a teacher’s subject area
- Training or mentoring in specialized teaching techniques that can be used in many different subject areas
- Earning certification in a particular educational approach or program
- Developing technical, quantitative and analytical skills that can be used to analyse student performance data
- Learning new technological skills
- Improving fundamental teaching techniques
- Working with colleagues
- Developing specialised skills to better teach

- Pairing new and beginning teachers with more experienced ‘mentor teachers’
- Conducting action research to gain better understanding

### **Professional Development for Teachers**

Educators must understand the concept in processing professional development and what it means to education. The National Staff Development Council created a set of standards that all professional development should follow. The set includes the following standards as Content Knowledge and Quality teaching, Research-Basis, Collaboration, Diverse learning Needs, Student Learning Needs, Student Learning environments, Family Involvement, Evaluation, and Data Driven Design.

Such type of professional development needs a person with necessary soft skills to execute the critical role of a teacher and an accountable for the desired goals set up. Hence the professional development refers to the development of a person in professional role.

In short professional development goes beyond the term ‘training’ with its implications of soft skills and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. It means professional development includes support for teacher as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquire-based learning. Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings and interests.

### **Online Professional Development**

The 21<sup>st</sup> century has seen a significant growth in online professional development. In the education industry, the use of online sources of professional development represents a significant shift. As the more conviction that, online professional development can be effective and the economic pressure on the schools is now leading to increased interest in this option, combining with traditional sources of professional development. A series of online professional development courses that focus on specific content and target student learning needs can have positive effects on teacher knowledge and instructional practices. It can translate in to targeted student outcomes. In future educational goals such type of idea will serve an important role in supporting the educational goals of the education.

Of course, the impact of e-learning and new technologies upon contemporary life poses a number of challenges to educators. Communication has never been easier mobile and handheld technologies and across the internet through social networks, but there are issues over privacy, safety and identity. New technologies also present a challenge to long established school cultures, learning patterns and teacher roles cannot be ignored and in itself raises a number of questions.

### **Concluding note**

Soft skills for professional development is an essential component for the acquisition knowledge both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are variety of approaches to professional development, including consultation coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Here comes the final conclusion that, soft skills and professional development are nothing but harmonious development of physical, intellect, aesthetic, social, spiritual power of human beings, supporting them to understand more about the environment in which they work, the job they do, and how to work better. It is an ongoing process throughout our working lives.

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## COURSE DEVELOPMENT AND AUTHORIZING TOOLS

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If you're anything like me, you have plenty of experience with face-to-face teaching and training, but are drowning in the wake of online (or blended) learning tools.

Uncomfortable with this feeling, I set out to educate myself, while mindful of the need for learners.

I searched the ways for face-to-face teaching and trainers to add e-Learning to their repertoire, without the assistance of a fancy IT team or investing tens of thousands of rupees or Dollars.

To this end, I searched for software tools with relatively low-costs, minimal learning curves, and a focus on lively and interactive tools consistent with best practices in teaching techniques.

The course development/authoring tools are software programs that enable you to create course content. The most readily available of these is PowerPoint. However, but PowerPoint have some limitations. For instance, PowerPoint's interface is somewhat cumbersome when creating high-end animations that integrate text, images, audio and video. While PowerPoint is not useful for linear presentations, its interface is more difficult when creating "branching" presentations, whereby a user digs down into any number of buttons or scenarios. Although it contains a robust collection of "slide templates," it does not come loaded with a library of "interactive templates."

If you are looking to move beyond PowerPoint for course development, following is a list of the criteria you might use to decide among the various options:

- PowerPoint interface:

- o Does the software work within PowerPoint by adding new toolbar items?
- o Does the software replace the need for PowerPoint?
- o Does the software create interactions that can be imported into PowerPoint, in case you'd like to use it for live training also?
- What file formats can be imported/exported? This is important if you want to load your content into a LMS (to be defined later) or some other program.

- Does the software reside on your desktop or online? This is an issue if you prefer to work offline.
- Are courses stored on desktop or online?
- How quickly can you learn the new program?
- How quickly can you create animations of images, text, etc.?
- What types of games and interactions come bundled with the software?

If you are looking to move beyond PowerPoint for course development, following is a list of the Recommended Vendors

In listing vendors for course authoring tools, my goal was to find solutions that were reputable, cost effective, easy-to-learn, and consistent with brain-based learning techniques. As such, this is not to be taken as an exhaustive list.

### **1)ProForm :-**

This e- Learning tool helps to create drag and drop activities, learning games, branching simulations, and Rapid Cam screen recording. You can modify more than 21 existing templates, turn PowerPoint presentations into e-Learning courses, include narrative audio in screen recordings, edit previously recorded movies, and apply hundreds of pre-built animations images and text. Included is a Swish Rapid Animation Tool that lets you import and position images and text, synchronize audio, animate anything, then export it as a Flash movie.

### **2)Articulate Studio '09 :-**

All tools in the Articulate Rapid E-Learning Studio '09 work together seamlessly & within PowerPoint.

"Presenter" makes it easy for anyone to add interactivity and narration to PowerPoint slides.

"Quizmaker" enables you to create professional, custom Flash quizzes and surveys. You can insert selected quiz slides into your course. "Engage" gives users the ability to produce dazzling interactive content. The "Video Encoder" component allows users to import any video and convert it to Flash.

### **3) iSpring Presenter:-**

This software program enhances PowerPoint's basic functionality, allowing users to fine tune and optimize the appearance and playback of presentations, distribute courses in the popular Flash format, create quizzes with various types of questions, record and sync presenter video, add Flash

and YouTube videos, import or record new audio narrations, add presenter information and company logos, create unique navigation, design with customizable player skins, and much more. iSpring looks terrific, is easy to use and considerably less expensive than comparable products. iSpring is newer to the U.S. e-learning marketplace (the product was introduced in Russia). Although it has not yet been recognized with an e-learning "best of" award, its list of featured customers is quite impressive.

#### 4) Captivate and Presenter :-

Adobe has a whole suite of eLearning products, which together are called the Adobe eLearning Suite, which contains Captivate 4, Flash CS4 Professional, Dreamweaver CS4, Photoshop CS4, Acrobat Pro Extended, Presenter 7, Sound booth CS4, Adobe Device Central CS4, and an Adobe Bridge CS4. Among those, the components frequently used for course authoring are Captivate and Presenter .quizzes; convert content to Flash; import PowerPoint slides; and add in click boxes, hyperlinks, etc. Presenter 7 lets you easily create Flash presentations and self-paced courses complete with narration and interactivity; import and edit video in any format and export as .SWF files; record and edit high quality audio; help ensure consistency with branding and customization; deliver advanced quizzes and surveys with question pooling and randomization; publish content as a PDF file, preserving all of your animations; create AICC- and SCORM-compliant content; and integrate with Adobe Acrobat® Connect™ Pro software to deploy, manage, deliver, and track content.

#### 5) Raptivity:-

**Raptivity (Rapid + interactivity)** is an eLearning interactivity building tool with a set of pre-built interaction models. Raptivity is used to create interactions which can be added to eLearning content, enabling interactive learning. Raptivity has been designed and developed by Harbinger Knowledge Products. Raptivity offers a rich collection of **190+ interactions** to choose from, which span different categories like games, simulations, brainteasers, interactive diagrams, virtual worlds and many more. These interactions are conveniently grouped into two packs.

Above all software's I would like to suggest the best presentation tool is Raptivity, because I have found Raptivity extremely useful in eliminating boredom from the learning material, thereby keeping the learner motivated during the learning process

Raptivity has a pre-built library of about 180 games, surveys, simulations, 3D objects, virtual world interactions, videos – interactions based on best practices in instructional design.

It is used to publish the interactions as Flash (SWF) files - to be used as stand-alone learning spots or added to a course built with another authoring tool. Course creators can create and add learning interaction models in Flash and HTML5 format using Raptivity.

Courses with HTML5 interaction models can play on iPhone and iPad devices.

Raptivity Linker is a new tool from Harbinger Knowledge Products. Raptivity Linker allows users to string together standalone Raptivity interactions and create short interactive learning modules, also called as **Learning Arcs**.

Raptivity Linker, launched in March 2014, is currently in its beta stage and free for all Raptivity users. Users need to have Raptivity installed to be able to use the edit functionality of Raptivity Linker.

Raptivity was first launched in January 2006. The further versions of Raptivity have been 5.0 (May 2008), 5.6 (June 2010), 6.0 (August 2010), 6.5 (June 2011) and 7.0 (November 2011).

Raptivity is available commercially either as a perpetual license or an annual license.

Without wasting any moment let's us try above said software's and make our teaching – learning process as well as our various presentations in seminars and conferences more attractive, eye catching and impressive.

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- 3) Articulate Studio '09
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- 6) Captivate and Presenter
- 7) Raptivity
- 8) Wikipedia

## DESIDERATUM OF SOFT SKILLS TRAINING FOR PROFESSIONALS DEVELOPMENT

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### Abstract

*Globalization has provided many challenging opportunities for improving ourselves. So, the survival of the fittest is the basic norm. Technological advances in education have been many over the last 50 years. It has become imperative to sharpen one's technical skills, and more importantly, one's soft skills. Technical skills can be learnt and measured by one but same thing cannot be applicable in part of soft skill. Soft skill is a sociological term for an individual. Soft skills play a very important role in this vigorous commercial epoch. Today there is a huge mass of qualified job seekers existing in the society and the competition within them are proceeding very fast. Only one solution to overcome from them is to develop our self. One has got advanced soft skills then definitely he will be able to establish themselves as distinct amongst other job seekers. The author would like to throw light on the development and necessity of soft skills carried out for professional Enrichment among the teachers with interest and even removing passiveness through effective use of it.*

**Key Words:** professional Enrichment, soft skill, Technological advances

### Introduction :

Today's world is changing so rapidly, where the survival of the fittest is the norm. Globalization has provided many challenging opportunities for improving ourselves. It has become imperative to sharpen one's technical skills, and more importantly, one's soft skills. Technical skills can be learnt and measured by one but same thing cannot be applicable in part of soft skill. Soft skill is a sociological term for an individual. Soft skills are very essential to any individual, which are needful for all round development. It can be broadly defined as personal attributes that enhance an individual's interactions, job and career prospects. Soft skills are defined as a set of personal qualities that allow you to connect to progress. This differs from hard skills, which are the technical requirements that are used to resolve technical problems. Soft skills include active

listening, oral communication, nonverbal communication, conflict resolution, professionalism, and empathy. Although it's far from exhaustive, this list contains the most common soft skills that employers require. Whether it involves face to face customer interaction or even indirect correspondence over telephone or email, employees adept at soft skills will achieve both individual as well as organizational success. Hence soft skills is critical to showcasing one's hard skills; both can be considered to be two sides of the same coin one without the other has no impact.

### **Meaning and Definition**

*According to Hewitt Sean (2008):*

Soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator".

*Tobin, (2006):*

“Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude.”

### **Need and Importance of Soft Skill**

Development in any field is a basic mantra to success. Technical and job related skills are a must, but they are not sufficient when it comes to progressing up the ladder. Soft skills play a very important role in this vigorous commercial epoch. Today there is a huge mass of qualified job seekers existing in the society and the competition within them are proceeding very fast. Only one solution to overcome from them is to develop our self. One has got advanced soft skills then definitely he will be able to establish themselves as distinct amongst other job seekers. The National Employers Skills Survey 2003, reported that employers regard shortages in soft skills, including communication, teamwork, and customer focus and responsiveness as far more crucial than hard or technical skills (Watkins, 2004). These soft skills basically boost us with lot of potentiality within us-

- ✚ It handles interpersonal relationship of an individual.
- ✚ It develops our overall personality.
- ✚ It leads to take appropriate decisions in the field.
- ✚ It helps to communicate effectively.
- ✚ It makes us to realize us what are our strength and weaknesses.
- ✚ It provides us stage to improve our personal attributes.
- ✚ To have a good impression and impact to gain professional development.

### Soft Skills Training programs-A Basic Need

In the modern times, teachers are considered facilitators and mainly act as guides for their students. The teaching strategies used today must provide opportunities for self-development. Teaching tools such as interactive case studies, simulations and games, and teamwork have been stated to be of high importance to help to adjust to the real world challenges. The aim of any soft skills training program is to remove blocks or the barriers that prevent the individual from utilizing his/ her skills. Soft skills training will make the individual aware of his / her hidden capabilities and to refine it for the overall development and success of the individual. Everyone can get benefit from the soft skills training irrespective of the skills they have inherited.

### Aims for framing soft Skills training Programme

- ✚ Become self-confident individuals by mastering inter-personal, team management, and leadership skills
- ✚ Develop all-round personality.
- ✚ Develop effective presentation skills.
- ✚ Developing communication styles and inter

### List of Soft Skills for professional development of an individual

People Skills address how to best interact and work with others so you can build meaningful work relationships, influence others perception of you and your work, and motivate their actions.

- ✚ **Communication skills** – Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.
- ✚ **Teamwork skills** – Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
- ✚ **Interpersonal relationship skills** – Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills. As Maya Angelou said “I have learned people will forget what you said. People will forget what you did, but people will never forget how you make them feel.”
- ✚ **Presentation skills** – Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome. While presentation skills is a form of communication

skills.

- ✚ **Meeting management skills** – Leading a meeting to efficiently and effectively reach productive results. At least 50% of meetings today are a waste of time.
- ✚ **Facilitating skills** – Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
- ✚ **Selling skills** - Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
- ✚ **Management skills** – Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
- ✚ **Leadership skills** – Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
- ✚ **Mentoring / coaching skills** - Providing constructive wisdom, guidance, and/or feedback that can help others further their career development.
- ✚ **Skills in dealing with difficult personalities** – Being able to still achieve the work result needed while working with someone whom you find difficult.
- ✚ **Skills in dealing with difficult/unexpected situations** – Being able to stay calm and still are effective when faced with an unexpected or difficult situation. This includes being able to think on your feet and articulate thoughts in an organized manner even when you are not prepared for the discussion or situation you are in.

### Application of these soft skills at personal level

Use of soft skills at personal development is the necessity for today's generation. All above skills are helpful for personal development at all the stage. Soft skills are communicative skills, influencing in language, management qualities, ability to work in a team, positive attitude in critical situations, problem solving ability, decision making, stress techniques and their application for day to day life.

Correct use of these skills will lead towards the better improvement in future. Effective communication and interpersonal skills are crucial to increase employment opportunities and to compete successfully in the business environment. The real key to the effectiveness of professionals is their ability to put their domain knowledge into effective practice. In this context soft skills have a crucial role to play.

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## SHORT-TERM TRAINING :AN EFFECTIVE TOOL FOR SOFT SKILLS DEVELOPMENT

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### Abstract :

*Having worked as Principal the authors have various experiences with reference to the soft skills about their staff and students. Some of these experiences have been described in this paper and used for suggesting some of the effective practices that could be followed in order to develop some of the soft skills in the primary teachers and prospective teachers. Of course some practices were possibly followed as D.I.E.T is an organization under the auspices of the government and some are of the opinion that soft skills development should be more motivation-governed than mere authoritarian compulsion and to make it motivation-governed the authorities should select apt actions.*

### INTRODUCTION

National Council for Teacher Education (NCTE-India) has realized that hard skills alone related with occupational requirements are not sufficient for teachers to impart their duties and responsibilities effectively and has identified the complementary soft skills that have become the need of the hour. So organization of in-service trainings for primary teachers is mandatory responsibility of the DIETS under the auspices of SCERT. Nagpur DIET as a regional body also organizes several training programs for the primary teachers. In one of the five days training programs, the authors in the capacity of resource persons have identified lack of a few soft skills in trainee participants who were basically experienced primary teachers. It is a general feeling among training organizers that teachers have a very casual approach and negative attitude towards any training. Their sole interest during training is of rest and money calculations and not of learning new things or concepts. The scenario in top IITs is also not very different. There the teachers can solve the most difficult Mathematics or physics problem but are unable to solve trivial life-related issues of their students. The hard skills are crux of a job but soft skills create ease in doing the job

This time after training many teachers appreciated the training modules and clarity of concepts they received; especially the module on SWOT analysis and realized the lack of some of the soft skills in them.

## OBJECTIVES

The objectives that were focused for this paper were as follows-

- To identify the soft skills lacking in trainee teachers
- To categorize the lacking soft skills
- To suggest some effective ways to introduce lacking soft skills

## DEFINITIONS OF THE TERMS

**Soft skills:** The skills that are associated with person's emotions; they are personality traits such as habits, friendliness and relationship with others. Some are related with their feelings, emotions and insights. In terms of Information Technology soft skills are those that can be changed time and again towards better status.

**Short-Term Training:** Short-term training is the one that is addressed to a limited and focused need of the trainee participants. Generally it is arranged for a period of 3-5 days for in-service personnel so as to enable them improve their skills and performance.

**Effective tool:** A device that helps user to consider its pros and cons, its available or non-available alternative and the time consumed in its use.

## SAMPLE AND SAMPLE SIZE

The sample selected for this work was in the form of a group of 75 primary teachers who were called for five days' short term training program. Thus it was an inclusive sample. They were given pre-test before the start of training through which the soft skills lacking in them were identified and categorized.

## OBSERVATIONS

It was observed during training that the trainee teachers were not serious about the registration time. Many of them reported late. Those who were late by an hour or more were sent back to school without attendance.

They were not habituated to keep their cell phone switched off or on silent mode in spite of instructing them several times.

The participants were not able to communicate with their colleagues properly in either

Marathi or Hindi or English.

The participants were lacking in taking initiative in the allocated work.

They were not able to appreciate or even criticize properly their partners/colleagues during training.

They were not behaving when prints were distributed. Their behavior was just like school kids.

The participants were unable to execute subject- related knowledge also.

During hands-on-experiences or activity time, the participants were dependent on others or resource persons. They were not able to think critically about the problem at hand.

The participants also lacked in time management.

When asked for group discussion, then some were actively participating but many were passive listeners.

All of these have been summarized in the following table-

**Table 1:Table indicating the skills lacked in primary teachers and their categorization**

Sr. No.	Soft skill lacking	Category	Percentage
1	Collection of hand-outs	Social skill	78%
2	Distribution of hand-outs	Social skill	79%
3	Use of cellphones	Social skill	92%
4	Communication while introducing	Communication skill	87%
5	Thanking others	Social skill	85%
6	Sharing resources	Social skill	90%
7	Writing notes	Hard skill	93%
8	Participating in discussion	Hard and soft skill	90%
9	Punctuality	Attitude	42%
10	Time management in given tasks	Attitude	53%
11	Appreciating others	Social skill	81%
12	Criticizing others	Social skill	89%
13	Taking initiative	Leadership skill	90%

## DISCUSSION

It was evident from the percentages that majority of the trainee participants were lacking important soft skills. Most of them were from social skills. It was also wondered by the resource persons that all the trainee teachers were experienced. Some were in teaching profession from more than 8 years, whereas some were new joiners from last year and still they were lacking

important and most basic soft social skills.

The trainee participants were asked to do SWOT analysis for themselves after explanation of the concept. Initially they were unable to identify their own strengths and weaknesses; however, later on they enjoyed doing it for themselves and also for their friends who were not a part of training program. The trainee participants also realized that the basic soft skills that were expected of them to have learnt in early age of their life were lacking in them.

On the request of the participants, some of the soft skills were introduced to the participants. At the end of training, during feedback session, many of the trainee participants wished to express about the effectiveness and utility of the training; however, due to time constraint, only two ladies and two gents were allowed to express their view. They expressed that most of their quality teaching time is spent on non-academic things and extra things they have to do such as census work, flood relief work, elections duty. Their views reflected on the fact that the training gave them better learning opportunities.

## CONCLUSION

It could be concluded from this training experience that the primary teachers lacked both hard and soft skills. Among the soft skills many were of social nature that they would have learnt them in their young age. They lacked motivation also.

Basically the teachers have to see that their students can develop the skills necessary to effectively work in future with others in numerous ways, including participating in athletics and extracurricular activities. They can also opt to complete team-based projects such as service activities during their later years in high school.

## SUGGESTIONS

Soft skills exhibited by the teachers are important part of the teachers' contribution to bring success to a program and eventually bring success to an organization. If the staff is properly and adequately trained, then the students will also learn these soft skills by imitation as teachers are their role models. Screening and training of personal habits or traits can yield significant dividend to pay on the national investment in Education. For this reason the employers are providing the opportunities for soft skills development in their employees. In addition, the author would suggest few of the following things to enhance soft skill development in teachers-

- The teachers should be able to write a scientific report. For this soft skills development there should be a regular activity in school. Some of the private / self-financed schools arrange essay writing competition for their school staff.
  - The teachers' good work should be immediately appreciated.
  - The teachers should be trained in anger management, conflict management and identification of their self-emotions.
  - School teachers should present their elocution, extempore, debate skills in front of their school students to give them wider experiences.
  - The school heads should always try to keep the staff motivated and boost up their morale.
  - The teachers should regularly check their checklist of soft skills and concentrate on those soft skills that need improvement and then work with counterparts to accomplish them.
- This could be achieved by use of SWOT analysis done periodically.

Although a strong background in hard skills has its own place in academic and career world, employers are increasingly desirous of prospective employees with soft skills; as soft skills include and increase the ability of a person to adapt to changing environment and circumstances. Hence teachers should take responsibility to exhibit the soft skills to their students in order to enable them to win their bread in future.

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## PROFESSIONAL DEVELOPMENT: PERSONAL VALUES AND TEACHING APTITUDE

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### *Abstract*

*The education reform cannot succeed without the reform of teachers. Teachers have been seen as a key to improve the performance of the students (Carey,2004). As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking, and research in their field. This, in turn, supports them in their “lifelong learning” as educators, as professionals, and as individuals who are responsible for the education of the next generation. Hence Professional Development helps teacher to do so.*

*Continuous professional development refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). Teacher’s personal values also a supporting factor that affects teachers’ professional development. The development is also likely to be affected by aptitude in teacher about the profession and may therefore contribute to the improvement of the quality of the learning and teaching process.*

*Present paper is aimed to study at teacher’s personal values and teacher’s attitude towards the profession which describes and explore professional development of teacher. To study personal values and teachers attitude researcher used standardized test. Sample of study was selected purposively. The data was analyzed using qualitative and quantitative approaches. The finding of the study has shown that there is correlation between personal value and teaching attitude of regular as well as contributory teachers. However, the study identified that contributory teachers and regular teachers differs in their teaching attitude.*

Professional development is the approach towards practioners’ performance enhancement. At all level of education, schools and government use to ensure that educators continue to build up their practice all through their career. In the field of education, the most successful professional development holds team of teachers to focus on the needs of their students. Teachers discover and

solve the problem together in order to ensure all students reach to success. School systems use a variety of schedules to provide this collaborative learning and work time for teachers. When time set aside for professional development is used effectively.

Teachers’ professional development includes development of various factors of teachers’ personal and professional life. As we can observe it that, a teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills and though many people believe they want to teach but it is not everyone’s cup of tea. Teachers’ professional development demands teachers’ total involvement in profession, which means teacher should of a kind of aptitude in him/her. And being in dignified profession teacher must have quality personal values in him/her.

As in teaching profession teacher needs to be a great conversationalist. They need to be comfortable with public speaking in front of any sized group. They need to be a leader, but not overly authoritarian. They must have a strong knowledge of particular subjects. They also must be patient. They need to commit large amounts of time outside of the classroom meeting with students, as well as reading and grading papers. In short teacher must have interest in teaching and related work which is called teaching aptitude in a teacher.

As teaching profession is considered as a one of noble profession it is measured that teacher is a person having great values in him. ‘A personal value is absolute or relative and ethical value, the assumption of which can be the basis for ethical action. A value system is a set of consistent values and measures. Personal value is a principle value on which a foundation of other values and measures of integrity are based’ (Wikipedia). Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, and constructive.

Hence, teachers teaching aptitude and personal values enhance teacher ethically and develop professionally. Both are the aspects that are personal value and teaching aptitude have major affecting factor is working conditions and working facility and environment at work place

### **Statement of Problem :**

Professional Development: Personal Values and Teaching Aptitude.

### **Definitions :**

#### **Professional Development -**

Professional development is a process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization or through watching others perform the job. Professional development helps build and

maintain morale of staff members, and is thought to attract higher quality staff to an organization. It is also called staff development.

#### **Personal Values -**

A personal value is absolute or relative and ethical value. The assumption of which can be the basis for ethical action.

#### **Teaching Aptitude –**

Teaching aptitude means your interest in teaching. Your heart is saying to you to teach someone because to give knowledge to other will increase your knowledge. So, we will say this interest as teaching aptitude.

#### **Operational Definition:**

##### **Professional Development –**

In present study professional development concept is referred to teachers professional development specially their personal values and teaching aptitude.

##### **Personal Values -**

In present study concept of personal values means ethics of teacher educators.

##### **Teaching Aptitude -**

In present study teaching aptitude refers to teachers' interest in profession and dealing with concern issues.

#### **Scope and Limitations:**

1. This research is confined to only Nagpur city.
2. It includes Teacher Educators teaching in B.Ed. and M.Ed. courses as contributory/non approved and regular/approved basis.
3. It is restricted to professional development of teacher educators, their personal values and teaching aptitude.

#### **Objectives:**

1. To study the personal values in the contributory and approved teacher educators.
2. To study the teaching aptitude of the contributory and approved teacher educators.
3. To compare and correlate personal values and teaching aptitude of the teacher educators.

**Hypotheses:**

1. There is no significant correlation between personal values and teaching aptitude of teacher educators.
2. There is no significant correlation between personal values and teaching aptitude of contributory teacher educators.
3. There is no significant correlation between personal values and teaching aptitude of approved teacher educators.
4. There is no significant difference in personal values of approved and contributory teacher educators.
5. There is no significant difference in teaching aptitude of approved and contributory teacher educators.
6. There is no significant effect of age on the personal values of teacher educators.
7. There is no significant effect of age on the teaching aptitude of teacher educators.

**Research Method:**

Survey testing method and causal comparative method were used for the present study.

**Sample:**

Selections of the sample were on the basis of their professional status. 25 teacher educators are regular or approved teachers from the university. And 25 teacher educators are contributory or non-approved teachers of the university. Total 50 teacher educators of both sexes (male and female). Selection of sample follows purposive sampling method.

**Tools :**

1. Personal values questionnaire by dr. G. P. Sherry.
2. Teaching aptitude test by dr. Jai prakash and r. P. Srivastava.
3. Personal information forms were used for the collection of data.

**Analysis of data :**

Mean, SD, ‘t’ Test, correlation and ANOVA were used to calculate the results.

**Table No. 1**

**Table showing correlation between  
personal value and teaching aptitude of teacher educators**

Factors	N	Mean	SD	r Score	Hypothesis Accepted/Rejected
Personal Value	50	48.00	8.48	0.343	Rejected
Teaching Aptitude	50	42.14	10.87		

**Table 1** shows that r value for correlation between personal value and teaching aptitude of teacher educators is 0.343 and this value found to be significant at 0.05 level hence hypothesis no 1 stands rejected. It can be said that the correlation value shows low level, but significant correlation between the personal value and teaching aptitude of teacher educators.

**Table No. 2**

**Table showing correlation between  
personal value and teaching aptitude of contributory teacher educators**

Factors	N	Mean	SD	r Score	Hypothesis Accepted/Rejected
Personal Value	25	48.36	7.83	0.450	Rejected
Teaching Aptitude		36.68	11.18		

**Table 2** shows that r value for correlation between personal value and teaching aptitude of contributory teacher educators is 0.450 and this value found to be significant at 0.05 level hence hypothesis no 2 stands rejected. It can be said that although the correlation value shows moderate level of correlation, but it is significant correlation between the personal value and teaching aptitude of contributory teacher educators.

Table No. 3

Table showing correlation between  
Personal value and teaching aptitude of approved teacher educators

Factors	N	Mean	SD	r Score	Hypothesis Accepted/Rejected
Personal Value	25	47.64	9.24	0.431	Rejected
Teaching Aptitude		47.60	14.60		

Table 3 shows that r value for correlation between personal value and teaching aptitude of approved teacher educators is 0.431 and this value found to be significant at 0.05 level hence hypothesis no 3 stands rejected. It means there is significant correlation between the personal value and teaching aptitude of approved teacher educators and it is moderate level relationship.

Table No. 4

Table showing ‘t’ value for personal value of  
contributory teacher educators and approved teacher educators

Groups	N	Mean	SD	t Score	Hypothesis Accepted/Rejected
Approved	25	47.64	9.24	0.30	Accepted
Contributory	25	48.36	7.83		

Table 4 shows that ‘t’ value for difference between Personal Values among approved and contributory Teacher Educators, which is 0.30 and it is less than the table value, the difference between the means found to be not significant hence hypothesis 4 stands Accepted. It means contributory Teacher Educators have equal Personal Values approved Teacher Educators.

Table No. 5

Table showing ‘t’ value for teaching aptitude of  
Contributory teacher educators and approved teacher educators

Groups	N	Mean	SD	t Score	Hypothesis Accepted/Rejected
Approved	25	47.60	7.37	4.08	Rejected
Contributory	25	36.68	11.18		

Table 5 shows that ‘t’ value for difference between teaching aptitude among approved and Contributory Teacher Educators, which is 4.08 and it is more than the table value, the difference between the means found to be significant hence hypothesis 5 stands Rejected. It means approved Teacher Educators have better Teaching Aptitude than Contributory Teacher Educators.

Table No. 6

Table showing ‘F’ value showing the effect of age  
Personal value of teacher educators

Labels	Sum of squares	df	F Score	Hypothesis Accepted/Rejected
Between Groups	104.67	3	0.47	Accepted
Within Groups	3421.33	46		
Total	3526.00	49		

Table 6 shows that ‘F’ value for the effect of age on the personal values of teacher educators. The first row labeled between groups gives the variability due to the difference of age. The second row labeled within groups gives variability due to random error; the third row gives the total variability. F value is 0.47 which is less than corresponding table value hence the hypothesis is accepted. It means there is no significant effect of age on the personal values of teacher educators.

Table No. 7

Table showing ‘F’ value showing the effect of age  
teaching aptitude of teacher educators

Labels	Sum of squares	df	F Score	Hypothesis Accepted/Rejected
Between Groups	1494.09	3	5.33	Rejected
Within Groups	4299.92	46		
Total	5794.02	49		

**Table 7** shows that ‘F’ value for the effect of age on the teaching aptitude of the teacher educators. The first row labeled between groups gives the variability due to the difference of age. The second row labeled within groups gives variability due to random error; the third row gives the total variability. F value is 5.33 which is more than corresponding table value hence the hypothesis is rejected. It means age is the factor shows effect on the teaching aptitude of teacher educators.

#### Findings:

1. There is significant correlation between personal values and teaching aptitude of teacher educators.
2. There is significant correlation between personal values and teaching aptitude of contributory teacher educators.
3. There is significant correlation between personal values and teaching aptitude of approved teacher educators.
4. There is no significant difference in personal values of contributory and approved teacher educators.
5. There is significant difference in teaching aptitude of contributory and approved teacher educators.
6. Approved teacher educators shows much better teaching aptitude than contributory teacher educators.
7. There is no significant effect of age on the personal values of teacher educators.
8. There is significant effect of age on the teaching aptitude of teacher educators.

**Conclusion and Discussion:**

Finding shows significant correlation between personal value and teaching aptitude of teacher educators, if we observe the co-relational value from the table which comes under weak uphill (positive) relationship among personal value and teaching aptitude of teacher educator. Finding also confirms that moderate level co-relation between personal value and teaching aptitude of both groups (approved and contributory) of teacher educators.

Observing the finding it can be fairly concluded that personal values of contributory teacher educators and approved teachers are not differs significantly. Although working status/ professional status differs in same working environment does not affect the personal value of teacher educators.

But in the case of teaching aptitude, working status shows effect on the teacher educators. By observing the mean values of both the group it can be noted that approved teacher educators shows better teaching aptitude than contributory teachers. In this case it may happen that contributory teachers may get less returns to their services given to educational institutes, affects their interest in the profession and work process.

Likewise age is also a factor shows its effect on teaching aptitude but shows no effect on personal values of a teacher. It may happen because of same kind of work done by them for years and years. It may result carelessness toward the profession or may because of monotonous work. We can say that age factor affects professional development of teacher educators. Such kind of result insist researcher to do more study on it.

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## SCOPE FOR DEVELOPMENT OF SOFT SKILLS THROUGH B.ED CURRICULUM

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### Abstract :

*Soft skills are a term often associated with a person's EQ (Emotional intelligence quotient), the constellation of personality traits, social graces, communication, [language](#), personal conducts, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills which are the occupational requirements of a job and many other activities. They provide an important complement to 'hard skills' and IQ. To sustain in profession an individual need both soft and hard skills. Teaching is such noble profession where it genuinely demands for theoretical knowledge as well as professional skills in teachers. In this paper the author discusses the scope of developing soft skills in would be teachers (student-teachers) through the recommended curriculum designed for teacher education course at secondary level, i.e, B.Ed course.*

### Introduction

Professional development plays important part in an individual's personal ambition to be a better practitioner, and to enhance his/her career prospects or to simply feel more confident about their work and make it more personally fulfilling.

A person's soft skill is an important part of their professional development. Soft skill also plays important role in individual's contribution to the success of an organization. Any institution will be successful if it trains its employees to use the soft skills. Same will be the case with teaching institutions, dealing with students face-to-face are generally more successful, if they train their teachers to use these skills. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications. Soft skills, also known as people skills, complement [hard skills](#) to enhance an individual's relationships, job performance and career prospects. It's often said that hard skills will get you an interview but you need soft skills to get and keep the job. These skills are also defined by abilities that can be practiced, such as leadership, empathy, communication and

sociability.

An educational institution executes a noteworthy function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. It would be highly appreciating if an individual enters into the noble profession of teaching by retaining theoretical knowledge, teaching skills and profession skills altogether. This could be achieved if an individual has been provided with an opportunity to acquaint all these aspects during their pre-service training period. Though, numbers of teacher training courses are offered for different level, but, in this paper the author would like to only discuss observation and experience about the curriculum of teacher training course specifically designed for secondary level, i.e, B.Edcourse with respect to scope of development of soft skills in student- teachers.

### **Objectives:**

In this paper the author would like to focus on following objective.

To find out the attributes present in B.Ed curriculum for developing soft skills of student-teacher.

To study the scope of development of soft skills in student-teacher through curriculum of B.Edand its effectiveness.

### **Guidelines of Regulatory bodies for Teacher education courses**

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.

This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

The National Council for Teacher Education has defined teacher education as –

A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

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

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills.

The above equation reflects that all three things i.e, teaching skills, pedagogical theory and professional skills are equally important to become a good teacher and to develop professionally.

UGC has also given weightage to acquisition of soft skills in its appraisal performance indicator format.

### **Curriculum design of B.Ed course with respect to development of soft skills**

After studying the core curriculum pattern of teacher education course for secondary level we could observe that- One of the General objectives of B.Ed course is-

To enable student teacher to acquire and use competencies and skills needed for becoming an effective teacher.

To achieve this objective along with the theory part some other modes of learning have been also included under the head of practical work. So as to make student teachers engaged in various kinds of learning experiences along with theory. Every course in the teacher education programme provides specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers is of the following kinds.

### **Lecture-Discussion Session:**

The teacher educator provides a platform for review of experiences, develop insights into the disciplinary knowledge base and relate them to the school realities.

**Focused Reading and Reflection:**

Student teachers are led into focused readings on various themes with questions inviting reflections either individually or in small groups.

**Observation-Documentation-Analysis:**

Simulated and real school/community experiences are arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

**Seminar:** Students have to undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.

**Case Study:**

An in-depth and comprehensive study of a single or few cases are taken up as per the guidelines provided and submit a study report.

**School Based Practical:**

Observing an experienced practitioner, planning-implementing-receiving feedback from peers and supervisor and reflection on one's own performance influenced development of insights, beliefs and attitudes necessary for a teacher.

Learning experiences are provided through several school based practicum for development of certain professional qualities and competencies.

**Workshop:**

A series of learning experiences in a given performance area are provided in the form of workshop engaging them in modelling-practice-feedback sequence with a view to develop specified competencies required for a teacher (e.g Micro-teaching session).

**Community Work:**

i) By arranging an educational tour /camp, ii) a. Social Work, b. Hygiene awareness

c. Arranging lectures of eminent persons, d. Adult education.

iii) S.U.P.W/ Work experience

d) Co-curricular activities:

i) Literary Activities: Debate, Celebration of day, symposia, Essay Competitions, quiz contest, elocution etc.

ii) Cultural activities: Dance, Drama, Stage demonstration, songs, Group songs, vocal,

instrumental etc.

iii) Games and Sports

iv) Academic Activities, Intellectual activities / Seminar

v) Punctuality

### Observation:

Being in the field of teacher education the author has a very close and immediate observation & experience of B.Ed curriculum in terms of its execution and out put, on basis of which the author would like to mention that all the above quoted activities organized for learning engagement deals with the development of soft skills in student teacher. Most of the activities are performed in group or required presence /involvement of whole class or number of students. Being conducting in groups it helps in inculcation and enhancement of various soft skills like, communication, interpersonal relation, conflict resolution, problem solving, adaptability, flexibility, critical observation, rational thinking, team work, public speaking, etc. While performing/ dealing with all the above mentioned activities it helps would be teachers (student teacher) to achieve following personas of soft skills required for profession development-

- Be a good Communicator / Communicate effectively: Lecture-Discussion Session, community work, social work, are few of the events which contribute in developing traits of good communicator.
- Be Organized: case study, organizing co-curricular activities, focused reading etc, make student teacher more organized.
- Listen strategically to other members of group during group discussion, organizing co-curricular activities, guest lectures.
- Give good & constructive feedback for others works during the feedback session such as seminar, observation of micro-lessons and practice lessons.
- Cooperate and win others cooperation for successful execution of event under his/her leadership.
- Deal with criticism face during execution of activities or putting any ideas or suggestion
- Resolve Conflict: Activities like tour, camp, school practical support in developing the ability to persuade, negotiate and [resolve conflicts](#)

Have an effective brainstorming session in number of activities, for ex; organising any event, group discussion, or finding out solutions to the challenges appears while organizing any event.

- Public Speaking: As there is availability of ample of occasion during the academic period to share opinion or experience with class, peer group, teacher educators, school students or to the society during class activity, school practical, social work or adult education programme.
- Team Building: Majority of activities of B.Ed is to be conducted in groups only (co-curricular, academic, sports & games, tour, camps etc.) and success of which is not possible in isolated contribution, hence student teacher have to be part of team. That means sometimes being a leader, sometimes being a good follower, monitoring the progress, [meeting deadlines](#) and working with others to achieve a common goal develops team building.
- Critical Observation: It's not enough to be able to collect data and manipulate it. One must also be able to analyse and interpret it. Observation-Documentation-Analysis, Case study makes student-teacher a keen observer.
- Adaptability: As the student of B.Ed course are coming with their different academic background (possessing different qualifying degree with variation in subject) but attending the same course structure of B.Ed for the said academic duration give an opportunity to them to work together for the same goal in spite of different academic background. It helps in enhancing the skill of adaptability and flexibility in them.
- Problem Solving: Maximum of activities suggested under learning engagement programmes are demand for active participation of student and to lead in given task. These types of activities help an individual to face and solve the obstacles arise and it helps in mounting problem solving attitude in them.

#### **Suggestions:**

The conceptual and theoretical learning made under various courses would not transfer to the real classroom/school context unless one makes specific attempts at applying them in relevant contexts. The author would like to put up following few suggestions in this regard.

- More transparency in evaluation pattern
- Due weightage to assessment of soft skills
- Adoption of Scientific method of evaluation for continuous internal assessment and reliable results.
- Need to bring more uniformity in curriculum, evaluation and assessment pattern at national level.
- Regular training to teacher educators to enrich their skill of executing or organizing the

practical activities proposed in B.Ed curriculum so as to attain the objective of developing soft skills in their students.

- Regular training to teacher educators to acquire skill of operating scientific methods of evaluation.
- Frequent study of effectiveness of assessment methods would also be an advantageous step.
- Provision of feedback from student teacher about their experience and observation with respect to the various learning engagement programmes would be a worthy approach to check effectiveness of these platforms.

### **Conclusion :**

Proper implementation of above said suggestions with specific attempts would definitely offer assistance to teacher educators and student-teachers in developing soft skills, which is a very significant attribute required for professional development of an individual. As, teaching is very noble profession to which, students, parents, society and nation all look upon with respect and lots of expectation. In such case only theoretical knowledge or subject knowledge is not sufficient it demands for something more. Teachers deal with the future of nation i.e., youngsters. Consequently, the personality of teacher shows direct impact on the youngsters' progress and personality. Thus, it is required that the teacher should possess all traits of balanced personality including soft skills. Hence, it is a prerequisite that the teacher in their pre-service period should be trained in all these aspects and also curriculum of teacher training should be accountable to fulfill all the essentials.

From the above observation the author would like to conclude that the core curriculum designed for B.Ed course/ teacher training course for secondary education has good provision to provide scope and platform for development and enhancement of soft skills required for professional development specifically teaching profession. Now, it is the responsibility of training institution and teacher educators to execute the course by keeping in observance the objectives of it and add on in producing skilful professionals.

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**STUDY OF TEACHERS PREFERENCE TOWARDS USE OF  
E-RESOURCES FOR PROFESSIONAL DEVELOPMENT  
IN NASHIK CITY, INDIA**

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**Abstract :**

*Professional development is a process that develops an individual's skills, knowledge, expertise and other characteristics of an individual. Teachers can professionally develop themselves by using various e-resources through E-Learning platform which offers learning anytime and anywhere and provides just in time information by overcoming the limitations of time, distance and resources. In the present study, an attempt is made to analyze teachers' preference towards use of e-Resources for Professional Development in Nashik City, India. The data for research was collected from 50 Units (sample respondents) teachers working in various schools and colleges in Nashik city, India. From the study it is found that. Use of e-resources facilitates any time personalized learning for professional development of teachers. Respondents' prefer to use e-resources for their professional development.*

**Keywords:** Professional Development, Teachers, Preference, e-resources.

**Introduction:**

In this advance digital era, the education system is also evolving. This evolution has brought lots of changes in teaching- learning process. The teacher has to continuously develop and enhance their skills to become competitive. Professional development is a process that develops an individual's skills, knowledge, expertise and other characteristics of an individual. The educational providers today cannot be completely dependent on the traditional process of teaching and learning and they cannot possibly survive if they remain restricted to the traditional chalk and talk method

of imparting education. So, every teacher in this digitalised era has to upgrade oneself digitally. Use of e-resources for enhancing and imparting knowledge is need of the hour. E-Learning is the method adopted for imparting education through Information and Communication Technology (ICT). E-Learning means technology enhanced learning. Teaching and learning supported electronically. E-Learning means “The delivery of a learning, training or education programme by electronic means. E-Learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.”<sup>1</sup>

Teachers can professionally develop themselves by using various e-resources through E-Learning platform which offers learning anytime and anywhere and provides just in time information by overcoming the limitations of time, distance and resources. There are various e-resources available like e-books, online journals, online videos, online courses, search engine, social networking website through which a teachers can develop their professional skills like subject knowledge, communication skills, presentation skills, research skills etc. at one click. Use of e-resources overcomes barriers of time and money. It facilitates personalised learning and the required data is available anytime anywhere and is desired form.

### **Review of Literature :**

According to Howland & Moore (2002) Developments in technology in the past decade have had considerable impact on the distribution of content, learning tasks, and assignments in training and distance Education.

August Tsai (2011) in the study has proposed hybrid E-Learning model that integrates teaching-and-learning methods that have been found to be effective in the past in order to remove the limitations on time, location, and tutor’s availability that are imposed by a physical classroom. A yearlong platform development in the research has proved an integrated application could be very effective but not necessarily expensive. In the IT structure, for the most part, common and existing software applications and infrastructures have been used so that costs were reduced.

In the article Active E-Learning Approach for e-Business, Vahé Nerguizian and et al (2010) have highlighted Current learning challenges have forced several institutions and teachers to change the classical teaching approaches used in the past. The description of e-business in the environment of E-Learning is technologically efficient but the marriage of active learning approaches makes the learning extremely efficient and profitable to the student.

**Objectives of the Study:**

The following objectives were undertaken for the present research study:

1. To study about e-resources used for professional development.
2. To analyze teachers' preferences towards use of e-resources for professional development in Nashik city, India.

**Hypotheses of the Research Study:**

Following hypotheses were tested for the present research study:

**Null Hypothesis:**

H<sub>0a</sub>: Use of e-resources does not facilitate any time personalized learning for professional development of teachers.

H<sub>0b</sub>: Teachers do not prefer to use e-resources for professional development.

**Alternative Hypothesis:**

H<sub>1a</sub>: Use of e-resources for facilitates any time personalized learning for professional development of teachers.

H<sub>1b</sub>: Teachers prefer to use e-resources for professional development.

**Research Methodology :**

The following methodology was adopted and conclusions were drawn accordingly.

**Research Type:** Descriptive and analytical research type adopted.

**Methods of Data Collection:** For the present research study both primary and secondary methods were adopted. Primary data was collected through structured questionnaire. Secondary data was collected from published books, internet, journals etc.

**Sample Design:** The present study is based on the primary data collected from 50 Units (sample respondents) teachers' working in various schools and colleges in Nashik city, India. These 50 respondents' were selected by using convenience sampling technique.

**Data Analysis:** The following is the analysis based on the responses given by 50 Units (sample respondents) teachers'.

**Demographic Analysis of the Respondents':**

1. 64 percent of the respondents were females and 36 percent were males.
2. 64 percent of respondents' were between 26-40 years of their age, 10 percent between 18-25 years of their age, 26 percent were between 41-60 years of their age.
3. 04 percent of the respondents were Under Graduates, 20 percent were graduates, 60 percent were post graduates and 16 percent were Ph.D holders.

**The Researcher Has Measured Following Perspectives Of The Respondents':**

- 1. Awareness about e-Resources for Professional Development:** All the respondents were aware about e-resources available for professional development.
- 2. E-resources used for Professional Development:** The respondents were liberated to give more than one selection. All the respondents used search engines, 96 percent used social networks, 95 percent referred e-Books, 30 percent referred journals, 84 percent viewed online videos, and 2 percent have enrolled for online courses. None of them have yet attended online conference.
- 3. Use of E-Resources Facilitates Any Time Personalized Learning for Professional Development of Teachers :** According to 82 per cent of the respondents, use of e-resources always facilitates any time personalized learning for professional development of teachers whereas 18 per cent said most of the times it facilitates any time personalized learning. Difference in the proportions of responses is highly significant, at  $p = 0.0$  Chi-Square value-102.400, Degrees of Freedom (df)-4.
- 4. Preference for use e-resources for professional development:** 76 percent of the respondents' always prefer to use e-resources for professional development, 16 percent said they prefer sometimes, whereas 16 per cent said most of the times they prefer use e-resources for professional development. Difference in the proportions of responses is highly significant, at  $p = 0.000$ , Chi-Square value-126.200, Degrees of Freedom (df)-4.

#### Testing of Hypothesis:

**H<sub>0a</sub>:** Use of e-resources does not facilitate any time personalized learning for professional development of teachers. As observed (the perspectives measured No: 3); difference in the proportions of responses is highly significant, Hence H<sub>0a</sub> is not accepted at  $p = 0.000$ , by applying Chi square test to test the homogeneity of proportions of responses of the respondent teachers'.

**Inference:** Use of e-resources for facilitates any time personalized learning for professional development of teachers. Hence the alternative hypothesis, H<sub>1a</sub>: Use of e-resources for facilitates any time personalized learning for professional development of teachers is accepted.

**H<sub>0b</sub>:** Teachers do not prefer to use e-resources for professional development. . As observed (the perspectives measured No: 4); difference in the proportions of responses is highly significant, Hence H<sub>0b</sub> is not accepted at  $p = 0.000$ , by applying Chi square test to test the homogeneity of proportions of responses of the respondent teachers'.

**Inference:** Teachers prefer to use e-resources for professional development. Hence the alternative hypothesis, H<sub>1b</sub>: Teachers prefer to use e-resources for professional development is accepted.

#### Findings:

1. All the respondents' were aware about e-resources available for professional development.

2. All the respondents' used search engines, most them also used social networks, referred e-Books, online journals, and viewed online videos.
3. None of the respondents' have yet attended online conference.
4. Use of e-resources always (82 percent) facilitates any time personalized learning for professional development of teachers.
5. Respondents' always (76 percent) prefer to use e-resources for professional development.

**Conclusions:**

Teachers can professionally develop themselves by using various e-resources through E-Learning platform. From the research study, it can be concluded that respondent teachers are aware about e-resources available for professional development. They use search engines, social networks, refer e-Books, online journals , view online videos for their professional development. Use of e-resources facilitates any time personalized learning for professional development of teachers. Respondents' prefer to use e-resources for their professional development

**Suggestions:**

1. Teachers should be technical support for use of e-resources for professional development.
2. Teachers should be encouraged to participate in online conferences.
3. Teachers' needs to be motivated to enroll themselves for online professional development courses.

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## व्यावसायिक विकास के सरल उपाय

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### प्रस्तावना :

'Work is worship', मेहनत ही भगवान है, काम में ही राम है, ऐसा जब हम कहते हैं, सुनते हैं, तो उसका अर्थ होता है, जो काम हम करते हैं, उसको ही पूजा माने, उपासना करे। इससे यह भी स्पष्ट है, पूजा और उपासना के भी भिन्न भिन्न मार्ग होते हैं, पद्धतियाँ होती हैं। अब हमारा काम जो है वह है, अध्यापन, और वह हमारी उपासना, पूजा होगी तो उसके लिए हमें भी विभिन्न पद्धतियाँ, शैलीओं का प्रयोग करना होगा और इस हेतु मूलतः अध्यापकों का पेशा ही असल में एक सेवा या व्रत है। क्योंकि हम अनेकानेक व्यवसायों से परिचित हैं, परंतु हर एक व्यवसाय की तुलना में शिक्षा व्यवसाय की ओर से भिन्न अपेक्षाएँ होती हैं, और साथ में अधिकाधिक भी। इसी कारण अध्यापकों का व्यवसाय अलग है, उसे अधिकाधिक कौशलपूर्ण बनाना आवश्यक बनता है। एक यशस्वी अध्यापक को इन्हीं कौशलों के आधारपर ही अपना अध्यापन रुचिपूर्ण बनाने के लिए समय की माँग की अनुसार अपना अध्यापन अधिकाधिक कौशलपूर्ण बनाना होगा। इसीलिए व्यवसाय प्रवेशपूर्व प्रशिक्षण के दरम्यान जो कौशल प्राप्त किये हुए हैं, उनके अलावा भी अपने व्यावसायिक विकास हेतु कुछ 'सरल उपाय' करने होंगे। और यही सरल – उपाय उसे अपने आप को कार्यप्रवण बनाकर उसको उपासना की फलप्राप्ति स्वरूप संतुलित रूप से विकसित छात्र प्राप्त होंगे, जिनका सपना और देश का भाग्य निर्माण होगा, पाठशालाओं की चार दिवारों के भीतर और छात्र होंगे 'करलो दुनिया मुठ्ठी में' केलिए तत्पर।

अध्यापक के व्यावसायिक विकास हेतु इन कौशलों का विकास करना है। और इसके आधारपर ही हमारे छात्र सर्वगुण संपन्न और कल के यशस्वी नागरिक बनेंगे। इसलिए अध्यापकों को ही अपने व्यावसायिक विकास हेतु अपने आपमें इन सरल उपायों को अपनाना होगा, उन्हें आत्मसात करना होगा, ताकि उसका उपयोग छात्रों को होगा। वह इस प्रकार के उपाय करते हुए अपने आप को एक प्रभावशाली और संपन्न अध्यापक बना सकते हैं। वह उपाय इस प्रकार है।

### १. संभाषण कौशल्य : (Communicative Skills)

मनुष्य यह समाजशील प्राणी होने के कारण वह समुह में रहता है। इसी समुह में पलता – बढ़ता और विकसित होता है। अपने जीवन की सुख – दुख की भाव – भावनाओं को एक दुसरे में बाँटता है। अपनी भाव – भावनाओं का खुले आम प्रदर्शन करके अपने मन का बोझ हल्का करता है। और वह इस प्रकार अपने मन के भावाभिव्यक्ति के अलावा भिन्न भिन्न विषयों पर अपने विचार अभिव्यक्त करता है।

अपना कथन अभ्यासपूर्ण रूप से, सही ढंग से, अभिव्यक्त करना उसका कौशल समझा जाता है। और इसी कारण अध्यापक जब अपने कक्षाओं के छात्र समुह में होंगे तो उनका बोलने का ढंग, लहजा, आरोह – अवरोह, पद्धति आदि का प्रभाव सिधा छात्रों पर होता है। इसलिए अध्यापक का संभाषण कौशल उच्चकोटी का होना आवश्यक होता है।

एक अध्यापक समय – समय पर छात्रों को कुछ न कुछ कहते हैं, समझते हैं, बताते हैं, अर्थात् पूर्ण समय छात्र और अध्यापकों में संभाषण बनता है। इसलिए अध्यापक में मूलतः स्पष्ट रूप से अपने विचारों की अभिव्यक्ति का सामर्थ्य हो। यह अभिव्यक्ति आत्मविश्वास के साथ छात्रों के सामने प्रकट होना आवश्यक है। इसलिए उसमें इन कौशलों के साथ अपनी अभिव्यक्ति को प्रभावी बनाने हेतु उसे तंत्रज्ञान के उपयोग का कौशल भी अवगत हो। अपना कथन अपने विचार तंत्रज्ञान के माध्यम से प्रस्तुत करना, चर्चा करना, चर्चा के दरम्यान संवाद होना, और यह चर्चा के दरम्यान वह उन्हीं विषय और विषय के माध्यम से उन्हीं मददोपर सफलता से चर्चा करे जो छात्रों के स्वतंत्ररूप से, और अपने सांस्कृतिक पृष्ठभूमि के आधारपर अपने विचार विस्तृत रूप से प्रस्तुत कर सके।

इसलिए अध्यापको का सेवापूर्व प्रशिक्षण में ही संभाषण कौशल विकसित होना अपेक्षित है। परंतु अगर ऐसा नहीं होता है तो सेवांतर्गत व्यावसायिक विकास हेतु अध्यापकों का व्यावसायिक विकास उसके कार्यस्थल (पाठशाला) में ही होना आवश्यक है, क्योंकि आज शाला व्यवस्थापन इस संकल्पना के अंतर्गत व्यावसायिक विकास इस संकल्पना का भी समावेश किया जा सकता है।

साथ ही में कार्यस्थल पर ही भाषा प्रयोगशाला सहकार्य और आदान – प्रदान तत्त्व के आधारपर, आधुनिक शिक्षा के उपकरण, इंटरनेट, संगणक, टेपरेकॉर्डर आदि के माध्यम से व्यावसायिक विकास कर सकते हैं। साथ ही अध्यापकों की व्यावसायिक संघटन के माध्यम से, शासन के तौरपर आयोजित अल्पकालिन कोर्सेस, संगोष्ठी, कार्यशाला, रिफ्रेशर और ओरिएंटेशन कोर्स आदि के माध्यम से भी अध्यापको के व्यावसायिक विकास हेतु प्रयास किये जा सकते हैं, जिससे हमारे छात्र भी लाभान्वित होंगे।

## २. विचार और समस्या विमोचन कौशल :

मनुष्य को अपना सामाजिक, पारिवारिक जीवन और अन्य कार्य करते समय अनेकानेक समस्याओं का सामना करना पड़ता है समस्या व हवाहे या न चाहे फिर भी कोई न कोई समस्याओं का हल उसे ढुंढना ही पड़ता है समस्या इसीलिए अपने प्रशिक्षण और प्रशिक्षण पश्चात भी उसे ऐसे परिस्थितियों से परिचित कराना आवश्यक है, जहाँ उसे समस्याओं का विमोचन करने का कौशल विकसित हो।

अगर अपने कार्यस्थल पर किसी कठिन समस्या का हल करना होगा तो उसके पास समस्या

विमोचन के साथ साथ उच्च कोटी की विचार क्षमता का होना भी आवश्यक है। और इसी क्षमता के आधार पर ही वह समस्या पर विचार करेगा, विश्लेषण करेगा, स्पष्टीकरण देगा, शायद उसका सही सही मूल्यांकन करेगा, और यह सब करने की क्षमता उसमें होना आवश्यक है।

समस्या निराकरण यह कोई सामान्य क्षमता नहीं होगी, क्योंकि उसके लिए अध्यापक के पास जो विचार क्षमता है, उससे परे भी उसे सोचना है। उसके लिए उसे कुछ ठोस आधार देने होंगे, और समस्या निराकरण यह स्वयं अपनी ही जिम्मेदारी मानकर और क्षमा वृत्ति का भी परिचय देना होगा, जो अध्यापक के लिए एक गुण और कौशल भी सिद्ध हो।

इसलिए आज के प्रशिक्षण काल में छात्रसेवा काल का आयोजन इस अवधि में वह प्रत्यक्ष रूप से पाठशालाओं के कार्य का अनुभव करता है, कौनसी समस्याएँ हो सकती है इसका परिचय और कृतिसंशोधन के माध्यम से उसपर उपाय वह ढूँढ सकता है। और इसी के आधारपर वह प्रत्यक्ष कार्यकाल में समस्याओं का निराकरण करके, पाठशाला का वातावरण अच्छा रखनेका प्रयास करेगा। इसके लिए उसने प्राप्त किया हुआ मनोविज्ञान और अध्ययनशास्त्र का भी उपयोग करना होगा।

#### संघकार्य :

एकता में ही सफलता होती है। कोई भी काम अगर एक अकेला व्यक्ति करना चाहे तो उसकी तुलना में अगर अधिक लोगों का समावेश हो तो वह काम आसानी से और कम समय में होगा। परंतु ऐसे करते समय इन सभी लोगों में एक अच्छा नाता (Rapport) होना आवश्यक है। और इसे बनाना होगा और यह क्षमता व्यक्ति में होना सामान्य बात नहीं होगी, क्योंकि हर एक को अपने 'स्व' के उपर उठाना है, ऐसे करते समय एक अच्छे नेतृत्व का भी परिचय होगा तो कभी एक अनुयायी का। इसलिए संघवृत्ति से जब कार्य करेंगे तब अन्य व्यक्तियों का आदर – सम्मान, विचारों का आदर, विश्वास, अन्य लोगों की वृत्ति आदि पहचानने की क्षमता का विकास होना आवश्यक है। तभी तो सभी को साथ लेकर कार्य सिद्ध होगा।

इसलिए संघकार्य में एक उत्कृष्ट नियोजन, समन्वय, सहयोग आदि के प्रति सतर्क होना आवश्यक है। इसी कारण जब अध्यापक किसी कक्षा में इस प्रकार से कार्य करेंगे, अपने सहयोगीयों के साथ कार्य करेंगे तब नेता और अनुयायी इन दोनों क्षमताओं का विकास आवश्यक होगा। क्योंकि उसका कार्य समय समय पर बदल सकता है। कार्य के अनुसार अपनी भूमिका करना कोई आसान काम नहीं होगा। क्योंकि हर एक अगर अपनी बातों को लेकर ही आग्रह करे तो संघकार्य का कोई अर्थ ही नहीं होगा। इसी कारण प्रशिक्षण काल में उसे संघ अध्यापन कार्य यह कार्यपूर्ण करना होता है। ताकि वह संघकार्य का अर्थ तो प्रशिक्षण काल में समझे। तत्पश्चात वह अपने सेवाकाल में इसका उपयोग कर सके। और एक अच्छे माहोल का निर्माण करके अपने छात्रों के सामने एकता का बल प्रस्तुत कर सके। और अपने सहयोगीयों के साथ मिलजुलकर, अपनी व्यावसायिक क्षमता बढ़ाकर

अपना व्यावसायिक विकास करने में सफल होगा।

### ३. निरंतर अध्ययन और जानकारी की व्यवस्था :

आज ज्ञान का प्रस्फोट हुआ है। ज्ञान, विज्ञान, तंत्रज्ञान के आधारपर आज ज्ञान प्राप्ति के अनेकानेक साधन और स्रोत निर्माण हुए हैं। आज ज्ञान अपरिमित रूप से हमारे सामने होने के कारण उसे प्राप्त करने की कोई सिमा रेखा नहीं है। इसी कारण अध्यापकों को निरंतर अध्ययन की आवश्यकता है, क्योंकि अध्यापक तो जीवनभर एक विद्यार्थी ही रहाता है। परंतु इस ज्ञान प्राप्ति हेतु उसे अपने आप में निरंतर अध्ययन और उस ज्ञान का प्रबंधन करने की क्षमता का विकास करना होगा।

निरंतर ज्ञान प्राप्ति के लिए भिन्न भिन्न स्रोतों का परिचय होना आवश्यक है, उसके माध्यम से ज्ञान प्राप्ति करने का कौशल विकसित होने पर प्राप्त ज्ञान का सुव्यवस्थित रूप से व्यवस्था, नये ज्ञान और कल्पना प्राप्ति के साथ साथ ज्ञान की जानकारी और उसका सही प्रयोग करने की क्षमता होना आवश्यक होगा।

इसलिए अध्यापक को रोज निश्चित समय पर ग्रंथालय, संगणक कक्ष, इंटरनेट का प्रयोग, समाचार पत्रों का वाचन, टी. व्ही., रेडिओ द्वारा प्रसारित कार्यक्रम, व्याख्यान, प्रदर्शन आदि के माध्यम से अपनी ज्ञान कक्षा बढ़ानी होगी। जिससे हमारे छात्र लाभान्वित होंगे। इसलिए उपर्युक्त बातों का कार्य स्थल पाठशाला में होना और उसके प्रयोग की आनुमति होनी चाहिए। तभी तो वह उसके प्रयोग से अपना ज्ञान भंडार समृद्ध करके अपने व्यवसाय को अधिकाधिक समृद्ध बना पायेगा।

### ४. औद्योगिक कौशल :

अध्यापन यह भी एक व्यवसाय – पेशा होने के कारण उसके लिए भी अनेकानेक कौशलों की आवश्यकता होती है। और इन्हीं कौशलों को आधारपर अध्यापक अपना अध्यापन प्रभावि रूप से किया करते हैं। सेवापूर्व इन्हीं सभी सूक्ष्म कौशलों को विकसित करने के लिए हेतुतः प्रयास किये जाते हैं। उन्हीं कौशलों को प्रधानता दी जाती है, जो अध्यापक पेशे को सक्षम बनाए।

अध्यापकों में होनेवाले कौशलों के विकास यह भी महत्त्व है की, उनके आधारपर ही वह कक्षा में अनेकानेक क्रियाएँ करता है। क्योंकि उसे बोलना है, लिखना है, चित्रों का यशस्वी प्रदर्शन करना है, छात्रों को सही ढंग से समझाना है, इसलिए व्यावसायिक कौशलों का विकास होना आवश्यक है। और इन्हीं कौशलों के विकास हेतु प्रशिक्षण काल में उसपर अधिकाधिक ध्यान एकाग्र करना होता है। अगर कोई कमी रहती है, तो उसे सेवांतर्गत काल में विभिन्न मार्गोंसे पूर्ण किया जा सकता है। उसकी आवश्यकता भी होती है। व्यावसायिक विकास हेतु सूक्ष्म कौशल अध्यापन कौशल का विकास अनिवार्य होता है। क्योंकि किसी भी व्यवसाय के आवश्यक कौशल विकास ही उसे अपने व्यवसाय की चरम उपलब्धि प्राप्त करा देंगे। इसी कारण उसे भिन्न भिन्न प्रकार के व्याख्यान, कार्यशाळा, संगोष्ठी आदि में उपस्थित होना होगा।

**व्यावसायिकता और नैतिकता मूल्य :**

अध्यापक व्यवसाय सेवा और व्रत के विशेषणों से सम्मानित किया जाता है। क्योंकि उसकी नींव ही निष्ठा और शुचिता पर टिकी हुई होती है। और यही एक व्यवसाय ऐसा है, जहाँ पर उच्च कोटी की निष्ठा, नैतिकता, मूल्य और व्यावसायिक तत्त्वों की अपेक्षा की जाती है। क्योंकि यही पर ही प्रत्यक्ष रूप से कार्य होता है, अन्य व्यवसायों की तुलना में जिवित व्यक्तियों से संपर्क, और संबंध साथ में अध्यापक जो करेंगे उसका अनुकरण, अध्यापक की तुलना साक्षात भगवान से, और अभिभावकों से होती है। तो यहाँ पर व्यावसायिक कौशल विकास के साथ साथ उच्च कोटी नैतिकता और मूल्यों का अधिष्ठान भी आवश्यक है।

छात्र अनुकरण प्रिय होते हैं। वह अध्यापकों का अनुकरण करते हैं, छात्र अध्यापकों के चाल – चलन, बर्ताव, हावभाव, रवैया, दृष्टिकोन आदि का निरीक्षण करते हैं। और अपने आप में उसी प्रकार के बदलाव लाकर अपना काम किया करते हैं। अब समस्या यह है की, अगर ऐसे संवेदनशील छात्रों के सामने कोई उच्च – निच हरकतें आती हैं, तो छात्र उससे प्रभावित होंगे ही। इसी कारण अध्यापकों को बड़ी सावधानी से और सतर्कता पूर्ण ढंग से छात्रों के सामने आदर्श रूप में आना है। नहीं तो परिणाम भूगतने ही पड़ेंगे।

इसी कारण व्यवसाय, मूल्यनिष्ठा, नैतिकता, संस्कार, अच्छा और समाजमान्य चाल – चलन के साथ ही अध्यापक छात्रों के सामने आयेंगे। क्योंकि आज के हमारे छात्र कल के नागरिक हैं, देश का भविष्य तथा नागरिक हैं। अगर उनके सामने अनुकरण योग्य कुछ नहीं होगा तो उनसे क्या अपेक्षा करेंगे? इसलिए इन सभी बातों का भी शिक्षक पेशे में ध्यान रखना होगा। क्योंकि सही दिशा में जाने के लिए सही संस्कारों का होना आवश्यक है। और इन्हीं आदर्श और संस्कारी अध्यापकों के संपर्क में हमारे मासूम छात्र आयेंगे तो वह एक संस्कारी और संतुलित रूप से विकसित होंगे। इन्हीं गुणों से परिपूर्ण अध्यापकों का निर्माण भी सेवापूर्व काल में ही होना चाहिए।

अपने व्यवसाय के प्रति पूर्णतः समर्पित रूप से कार्य करनेवाले अध्यापक हमारे छात्रों के भाग्यविधाता होंगे। और इसी कारण व्यावसायिक विकास में इन्हीं गुणों को पूर्णतः विकसित करते हुए नैतिकता, मूल्य से संस्कारित अध्यापक और उनसे प्रेरित छात्र हमारी धरोहर सिद्ध होगी।

**नेतृत्व कौशल :**

संत कबीरदास ने एकदम सही कहा है, गुरु बिन कौन दिखावे बाँट। याने गुरु हमारे मार्गदर्शक, दिशादर्शक होते हैं। वह गुरु छात्रों को अच्छा – बुरा, सही – गलत का ज्ञान कराते हैं। इसी कारण अध्यापकों की जिम्मेदारी बढ़ती है। उन्हें छात्रों के सामने मूलभूत सिद्धांत, ज्ञान, नेतृत्व गुणों के साथ आना होता है। क्योंकि अध्यापक छात्र समूह के नेता होते हैं, इसी कारण छात्रों को उनपर पुरा विश्वास होता है, इसलिए एक नेता के रूप में वह छात्रों के सामने उपस्थित हो। इसलिए उसे प्रथम अपने छात्रों को समझना होगा, उनकी समस्या, खुशी, अपेक्षाओं का पुरा पुरा ध्यान रखना होगा। क्योंकि अगर ऐसा नहीं हुआ तो वह छात्रों को समझ नहीं पायेगा, और उनकी आशा – आकांक्षा, समस्या, गुण, चाहत, क्षमता, पात्रता आदि भी पता न होने के कारण छात्रों का इस

दिशा में विकास नहीं होगा।

इसी कारण अध्यापक को छात्रों के नेता के रूप में हमेशा कार्यरत होना होगा, छात्रों की अनुभव परिधी मर्यादित होने के कारण उन्हें सही – गलत से परिचित कराना होगा। नहीं तो छात्र असमंजस के शिकार बन जायेंगे। आपसी क्षमता और मर्यादाओं से परिचित न होने के कारण अनेकानेक क्षमताओं के शिकार बनेंगे। और अपने साथ परिवार, समाज और देश के लिए एक प्रश्न चिन्ह का निर्माण करेंगे। इसी कारण इन्हीं अध्यापकों का व्यावसायिक प्रशिक्षण और बाद में सेवाकाल में इन्हें अपने आप में नेतृत्व गुणों का विकास करना होगा। और उसके आधार पर छात्रों को नेतृत्व प्रदान करना होगा। क्योंकि अपने पेशे की यह भी एक माँग है। और सच्चाई यही है की छात्र अपने परिवारजनों की अपेक्षा अध्यापकों से अधिकाधिक प्रभावित होते हैं। इस कारण हमे अपने छात्रों के सामने प्रमाणबद्ध, प्रमाणित और निष्पक्ष रूप से आना है। अपने नेतृत्व में कोई संदिग्ध, अपने – पराये आदि का न होना आवश्यक है। तभी तो छात्र आपस में मिलजुलकर और एकता से एक साथ रहेंगे। और एकता का महत्त्व भी समझेंगे।

अतः हम कह सकते हैं की हमारे अध्यापक छात्रों के जीवन के शिल्पकार हैं। उनके मित्र हैं, नेता, मार्ग दर्शक, गुरु हैं। तो ऐसे अनेकानेक विशेषण प्राप्त अध्यापकों को इस प्रकार के 'सरल उपाय' आत्मसात करके छात्रों का जीवन सँभालना है, सँवरना है, खिलाना है, क्योंकि इस पाठशाला रूपी बगीचे के छात्ररूपी फूलों के यही तो बागबान होते हैं।

GOEIIRJ

## शिक्षक व्यावसायिक विकास आणि उत्तरदायित्व

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### प्रास्ताविक :

सध्याचे युग हे जागतिकीकरणाचे युग आहे. जागतिकीकरणाचा वेगवेगळ्या क्षेत्रांत, व्यवसायावर परिणाम होतांना दिसतोय. या क्षेत्रांत, व्यवसायात आमूलाग्र बदल होत आहे. शिक्षणक्षेत्राचा विचार करता या क्षेत्रातदेखील आमूलाग्र बदल होत आहे, झाले आहे. शिक्षण ही सेवा या संकल्पनेकडून आता व्यवसायाकडे मार्गक्रमण करत आहे. कोणत्याही व्यवसायामध्ये गुणवत्ता ही महत्त्वाची असते. आणि ही गुणवत्ता मानवी संसाधन आणि भौतिक संसाधने हे गुणवत्ता निर्माण, संगोपन आणि विकास या गोष्टी घडवून आणतात. गुणवत्ता गुणवत्तापूर्ण मानवी संसाधनेच निर्माण करतात. यासाठी मानवी संसाधनामध्ये आंतरिक प्रेरणा असावी लागते. ही यासाठी जबाबदारीची भावना, उत्तरदायित्वाची भावना, सकारात्मक दृष्टीकोन आपल्या व्यवसाय विषयी प्रत्येक शिक्षकाच्या ठिकाणी असणे गरजेचे असते. प्रस्तुत संकल्पनावजा लेखामध्ये शिक्षक व्यावसायिक विकास आणि उत्तरदायित्वाचा विचार केला आहे. उत्तरदायित्व संकल्पना, उत्तरदायित्वासाठी क्षमता, शिक्षकाच्या उत्तरदायित्वात शाळेची भूमिका उत्तरदायित्वात शिक्षकांची स्वतः भूमिका या बाबींचा विचार केला आहे.

### उत्तरदायित्व – संकल्पना –

Accountability या इंग्रजी शब्दास मराठीत उत्तरदायित्व हा शब्द वापर आहे. उत्तरदायित्व या संबंधी जे.सी. सिन्हा, आणि व्ही. एन. मुंगली यांनी Business Management या ग्रंथात असे म्हटले आहे. “ The concept of Accountability implies the obligation of the individual not only to perform the duty assigned to him but also to discharge it properly as per set standards and to report the extent of his achievement regarding the job allotted to him.

एखाद्या व्यक्तीवर सोपवलेले काम त्या व्यक्तीने स्वीकारून ते काम विशिष्ट दर्जाप्रत करणे व आपल्यावर सोपवलेल्या कामाच्या संदर्भात नेमके काय संपादन केलेले आहे हे सांगणे. म्हणजेच उत्तरदायित्व

अॅलन या व्यवस्थापन तज्ज्ञाने उत्तरदायित्वाविषयी असे म्हटले आहे की, “Accountability applies both to the obligation to perform the work & to exercise authority”

उत्तरदायित्व स्वीकारणाऱ्या व्यक्तीने केवळ दिलेल्या कामाची जबाबदारीच फक्त घ्यावयाची नाही, तर त्या

व्यक्तीला दिलेल्या अधिकारांचा देखील वापर करावयाचा आहे.

शिक्षकांच्या उत्तर दायित्वासंदर्भात असे म्हणता येईल असा विचार करता येईल की शिक्षकाकडून ज्या कामाची व ज्या दर्जाची अपेक्षा केली जाते ते काम त्यांनी त्या विशिष्ट दर्जाप्रत पूर्ण केले पाहिजे.

#### उत्तरदायित्वाचे वैशिष्ट्ये -

१. उत्तरदायित्व हे बहुआयामी संकल्पना आहे.
२. उत्तरदायित्व ही ध्येयाभिमुख कृती आहे.
३. उत्तरदायित्व निकषावर आधारित असते.
४. उत्तरदायित्व ही वरिष्ठाला उत्तर देणारी प्रक्रिया आहे.
५. उत्तरदायित्व ही गतीमान प्रक्रिया आहे.
६. मूल्यामापन हे उत्तरदायित्वाचे अविभाज्य अंग आहे.

#### व्यावसायिक उत्तरदायित्वासाठी क्षमता

१. वैयक्तिक अनुदेशन
२. विद्यार्थी निरीक्षक
३. प्रभावी अध्ययन अध्यापन पद्धत निवड
४. विद्यार्थी काळजी घेणे, समस्या सोडविणे.
५. विद्यार्थ्यात लोकशाही गुण रुजवणूक
६. अध्ययन निष्पत्ती मूल्यामापन

या व्यावसायिक क्षमता शिक्षकांच्या उत्तरदायित्वाचे मापन करण्यासाठी महत्त्वपूर्ण आणि सहाय्यक ठरतात.

#### उत्तरदायित्व उद्देश : -

१. व्यवसाय समाधान मापन
२. स्वविकास व व्यावसायिक विकास
३. कार्य यशस्विता मापन
४. गुणात्मक सुधार साठी उपाययोजना
५. कार्य, वेळ, दर्जा मापन

**शाळेची भूमिका :-**

शिक्षकाच्या उत्तरदायित्वात शाळेतील वरिष्ठांची भूमिका म्हणजेच शाळाप्रमुख - मुख्याध्यापक, प्राचार्य महत्त्वाची व्यक्ती असते. शाळाप्रमुख/संस्थाप्रमुख म्हणून शिक्षक उत्तरदायित्वासाठी विशिष्ट मानकांचा विचार व्हावा.

१. **कार्यविभागणी** - वरीष्ठांनी शाळेत शिक्षकांना योग्य प्रमाणात कामाची विभागणी करणे गरजेचे आहे. ज्यामुळे व्यक्तीस स्वतःची भूमिका पार पाडण्यास मदत होते. कार्य विभागणी दरम्यान भिन्न-भिन्न व्यक्तीच्या आवडी-निवडी, क्षमता, कौशल्य, प्रशिक्षण, अनुभव, विशेषीकरण या बाबींचा विचार ही वरीष्ठांनी करावा, जेणेकरून शिक्षक आपली जबाबदारी यशस्वीपणे पार पाडू शकेल.
२. **अधिकार प्रदान :-** शिक्षकांना वरिष्ठांकडून ज्या कामाचे, विभागाचे विषयाचे वाटप झाले त्यानंतर प्रत्यक्ष अंमलबजावणीसाठी योग्य अधिकार सुध्दा दिले पाहिजे थोडक्यात शाळेत अधिकाराचे विकेंद्रीकरण करावे.
३. **पुढाकार व सृजनशिलतेस स्वातंत्र्य :** - शिक्षक म्हणून उत्तरदायित्व पार पाडत असतांना शाळा - संस्थेचे उद्दिष्ट, ध्येय पूर्ण करणे याचाही विचार करणे याचाही विचार प्रत्येक मानवी घटकास करावा लागतो. शिक्षक म्हणून आवश्यक पुढाकार, सृजनाशिल कृतीसाठी आवश्यक ते वरिष्ठांकडून स्वातंत्र्य मिळावे.
४. **उत्तरदायित्व निश्चिती :-** शिक्षणक्षेत्रात ज्या उत्तरदायित्वाचा विचार होतो. त्यात तीन प्रकारे उत्तरदायित्व निश्चित केले जाते. यात १. नियमानुसार २. व्यावसायनिष्ठा ३. फलनिष्पत्तीनुसार नियमानुसार यात कायदा व नियम यांना महत्त्व देऊन उत्तरदायित्वाचा विचार करावा. व्यावसाय निष्ठेनुसार उत्तरदायित्व निश्चिती यात उत्तरदायित्व लादलेले नसते. व्यावसायाचा दर्जा वाढण्यासाठी या उत्तरदायित्व निश्चितीचा विचार करावा.

फलनिश्चिती आधारित उत्तरदायित्वामध्ये या बाबींचा विचार होणे आवश्यक

१. शाळेतील विद्यार्थ्यांच्या योग्य - अयोग्य बाबींचा स्वीकार करणे.
२. उत्तरदायित्व हे उद्दिष्ट, मूल्यांकन, अनुदेशन, स्रोत आणि पारितोषिके या घटकांशी निश्चित करणे.
३. उच्च दर्जाची परिमाणके वापरणे.
४. उत्तरदायित्व ही सकारात्मक बदलासाठी गतीशील करणे.
५. **उत्तरदायित्व मूल्यांकन :-** शिक्षकास सोपविलेली जबाबदारी किती प्रभावीपणे पार पाडली, किंवा जबाबदारी पार पाडत असतांना निकषांनुसार पार पाडली याबाबत संख्यात्मक आणि गुणात्मक मापन करावे. स्वयंमूल्यामापन , सहकाऱ्यांकडून मूल्यामापन, विद्यार्थ्यांकडून मूल्यामापन इ. प्रकारे.
६. **शिक्षकांच्या व्यावसाय विकासास प्रोत्साहन** -शाळेने शिक्षकांना त्यांचा व्यावसायिक विकास होण्यासाठी

आपल्या विषयाशी संबंधीत कार्यशाळा, चर्चासत्र, उजळणी, उद्बोधन वर्ग, शैक्षणिक परिषद, इ. साठी जाण्यास प्रोत्साहन द्यावे. विविध प्रकारचे विविध प्रकारचे तंत्रज्ञान शाळेत पूरवावे जेणे करून शिक्षकांना आपले उत्तरदायित्व यशस्विपणे पार पाडता येईल.

### उत्तरदायित्वात शिक्षकाची भूमिका : -

शिक्षकांचा व्यावसायिक विकास आणि उत्तरदायित्व यांचा परस्पर संबंध आहे. शिक्षकाचा व्यवसाय हा पवित्र आणि आत्मिक समाधान देणारा, सेवाव्रती असा पेशा आहे. शिक्षक हा विद्यादानाचा उत्प्रेरक म्हणून शिक्षकाने ज्ञानदान करून समाजाचा उत्कर्ष साधावा. ही खर तर आपली भारतीय संस्कृती परंतू काळोघात शिक्षणाचे स्वरूप बदलले अनेक बदल झाले. याचा शिक्षणाच्या गुणवत्तेवर परिणाम झाला. शिक्षणाची गुणवत्ता ढासळली. म्हणून शिक्षकाची उत्तरदायित्व भावना कमी पडली का याचा विचार निर्माण झाला. शिक्षकाने आपल्या पेशा संबंधी उत्तरदायित्व, जबाबदारी बाबत प्रामाणिक असावे.

१. **उत्तरदायित्व विषयी सकारात्मक विचार-** शिक्षक शिक्षण प्रक्रियेतील महत्त्वाचा घटक आहे. शिक्षणप्रक्रियेचे यशापयश शिक्षकावर बऱ्याच अंशी अवलंबून असते. म्हणून शिक्षकाने आपल्या उत्तरदायित्वा विषयी नेहमी सकारात्मक असावे. आपली जबाबदारी, कामे, यशस्वीरीत्या पूर्ण करावी, प्रभावी पणे पार पाडावी. आपले ज्ञान, कौशल्य, आणि क्षमता यांचा अतीउच्च विकास करावा. या सर्वांचा परिणाम उत्तरदायित्वावर होतो.
- २) **व्यवसाय निष्ठा** आपल्या व्यवसायाचा दर्जा वाढविण्यासाठी शिक्षकाने आपल्या व्यवसायावर निष्ठा ठेवावी. समाज व राष्ट्राच्या विकासात शिक्षक महत्त्वाचा घटक आहे. आपल्या व्यवसायाच्या बाबत प्रामाणिक असावे. आपल्या व्यवसायाशी बांधिलकी जपावी. विद्यार्थ्यांचा सर्वांगीण विकास, सहकार्य भावना, आपल्या विषयावर प्रभूत्व, प्रभावी अध्यापन या बाबी व्यवसाय निष्ठेचा निदर्शक आहे याची जाणीव ठेवावी. आपल्या व्यवसाया विषयी अभिमान, शिक्षकांची प्रतिमा उंचावण्याचा विचार, विद्यार्थ्यांना प्रोत्साहन, व्यावसायिक नितीमत्ता आणि आचार संहिता पालन करावे.
- ३) **विद्यार्थी निष्ठा** शिक्षक हा विद्यार्थी निष्ठ असावा. शिक्षकाचे उत्तरदायित्व हे विद्यार्थी संस्था मूल्ये व एकूणच आमल्या व्यवसायाचा दर्जा यांच्याशी संबंधित असते. उत्तरदायित्व पार पाडत असतांना आपल्या विद्यार्थ्यांचा सर्वांगीण विकास, आपल्या विद्यार्थ्यांविषयी आत्मियता, प्रत्येकाचा स्विकार करावा सहिष्णूवृत्तीने वागावे. विद्यार्थ्यांना प्रेरणा देणारा, योग्य आणि वेगवेगळ्या अध्यापन पध्दतीचा वापर करावा. विद्यार्थ्यांकडे वैयक्तिक लक्ष द्यावे, शिक्षक विद्यार्थी एक प्रेमाचे नाते निर्माण व्हावे, विद्यार्थ्यांना मानवी

मूल्यांची ओळख करून द्यावी, विद्यार्थी प्रगती आणि मनुष्यबळ विकास हा विचार करावा. आनंददायी अध्ययन अध्यापन हा विचार करावा. या सर्व बाबी विद्यार्थ्यांप्रती आणि आपल्या व्यवसायाप्रती एकनिष्ठ राहून विद्यार्थी विकास हेच ध्येय साध्यतेचा विचार ह्याच गोष्टी शिक्षकाच्या उत्तरदायित्वात प्रतिबिंबित होतात.

५. **समाजनिष्ठा** समाज आणि शिक्षण या दोन्ही गोष्टी परस्परपूरक आहे. शिक्षकाने समाजप्रक्रिया समजावून घेऊन समाज विकासात आपले योगदान दिले पाहिजे. यासाठी शिक्षकामध्ये समाजाविषयी आपूलकी, आदर हवा . शिक्षकाने शाळा समाज आंतक्रिया निर्माण करावी. समाजातील स्रोतांचा उपयोग करून घ्यावा. समाजाचा मित्र, मार्गदर्शक, तत्वज्ञ म्हणून काम करावे असा शिक्षक आपल्या व्यवसायात प्रभावी होतो व समाजात आपली प्रतिमा निर्माण करतो.
६. **उत्कृष्ट कार्य वचनबद्धता** शिक्षकाने आपला व्यवसाय उत्कृष्टपणे करण्यासाठी वचनबद्ध असावे. या साठी आपल्या व्यवसायासाठी आवश्यक गुण, कौशल्य, क्षमता, ज्ञान नेहमी वृद्धिंगत ठेवावे.

### निष्कर्ष

शिक्षकास आपले काम याशस्विरित्या पार पाडण्यासाठी उत्तरदायित्व मदतीचे ठरते. या अनुषंगाने शिक्षक उत्तरदायित्व या संकल्पनेकडे सकारात्मक दृष्टीकोनातून पाहिल. शिक्षकांना उत्तरदायित्व ही संकल्पना समजण्यास मदत होईल. उत्तरदायित्वासाठी आवश्यक क्षमता शिक्षकात निर्माण होण्यास मदत होईल. शिक्षण प्रक्रियेचे, शाळेचे ध्येय उद्दिष्ट साध्य होण्यास मदत होईल. शिक्षकाच्या उत्तरदायित्वासाठी शाळा सकारात्मक दृष्टीकोनातून प्रयत्न करेल. कार्यविभागणी, अधिकारप्रदान, शिक्षकांचा पुढाकार आणि सृजनशील वृत्तीस स्वातंत्र्य देईल. शिक्षकांमध्ये उत्तरदायित्व बद्दल सकारात्मक विचार निर्माण होईल. विद्यार्थीनिष्ठा, समाजनिष्ठा, व्यवसायनिष्ठा शिक्षकांत निर्माण होईल. शाळा शिक्षकांच्या व्यवसाय विकासास प्रोत्साहन देईल.

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## THE PROFESSIONAL DEVELOPMENT OF TEACHERS

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### Introduction :

In most of the countries the role and functioning of schools are changing no doubt is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms to place greater emphasis on integrating students with special learning needs in their classrooms, to make more effective use of information and communication technologies for teaching.

Effective professional development is on – going, includes training, practice & feedback and provides adequate time and follow – up support, successful programmes involve teachers in learning activities that are similar to ones they will use with their students and encourage the development of teachers learning communities.

### What is meant by Professional Development ?

" Professional Development is defined as activities that develop and individuals skills, knowledge, expertise and other characteristics as a teacher."

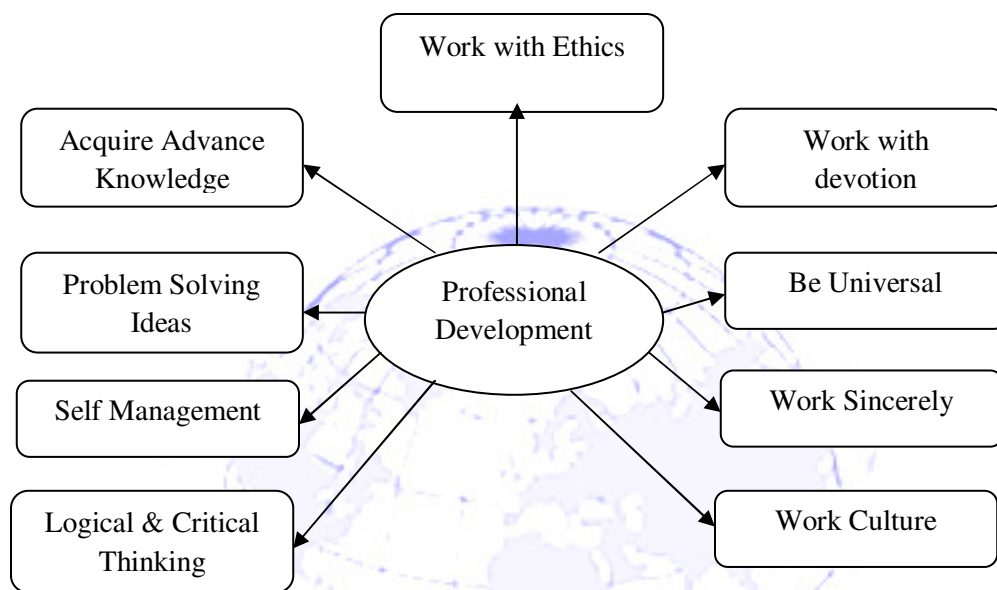
Development can be provided in many ways, ranging from the format to the informal it can be made available through external expertise in the form of courses, workshops or formal qualification programmes through collaboration between schools or teachers across schools or within the schools in which teachers work. Development can also be provided through coaching, mentoring, collaborative planning and teaching and the sharing of good practices.

### Objectives of development of teachers :

The development of teachers beyond their initial training has the following objectives.

1. To update individuals skills, attitude and approaches in light of the development of new teaching techniques and objectives new circumstances and new educational research.
2. To update individuals knowledge of subject in light of recent advances in the area.
3. To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice.
4. To enable individuals to apply changes made to curricula or other aspects of teaching practice.

5. To help weaker teachers become effective.
6. To exchange information and expertise among teachers and others.



1. **Work with ethics :** While teaching, doing research, guiding, learning teacher should never forget the ethics and values.
2. **Work with devotion :** Plan according to the time, work with full efforts, these thinking & action will lead the teacher towards top position. Now the time has come to meet the challenges of 21<sup>st</sup> century are should do work with full devotion.
3. **Acts as Universal :** In the period of LPG we have to solve the local problems means act locally but always think Globally or universal, a famous quote ' Vishvachi maze ghar' it means All universe is my house. This is the most important step of professional development of teachers.
4. **Work Sincerely :** Do your work with full concentration and proper discipline. If you did your work very sincerely then success will be in your hands.
5. **Work Culture :** We have to update our work excellent teacher never compare the salary & his workload the mentality of working for only few hours or for salary should be neglected. One should develop this work culture attitude for better professional development.
6. **Logical and Critical thinking :** To meet the challenges teacher must have to develop logical thinking to solve the problems to solve complicated problems logical & critical

thinking is necessary in every field. The teacher who will intentionally develop such type of thinking will be idol teacher in future.

7. **Self management** : The owner of Microsoft company. Bill Getts says ' How you manage your information will determines whether your lose or win teacher should have a capacity to manage the information properly & accurately according to the proverb one has to work.' ' Well planning is half done.'
8. **Problem solving ideas** : Students may have various types of problems regarding learning, research, guidance, motivation, career or social adjustment. Thus every teacher should be management Guru of the student. Every teacher is also acts a mentor of the students.
9. **Accept & acquire advanced knowledge** : Everyday huge information is added. So teacher must update the knowledge. Updated teacher will live but the teacher who is not take – care about update in future the students will also neglect him. Due to the available information sources students are smart. So teacher must get the knowledge of ICT, internet, social media etc.

Finally, the poor teacher tells, good teacher explains, better teacher demonstrate and excellent teach encourages only.

#### Types of Professional Development :

1. **Courses and workshops** : Organized by different organization basically on subject matter, methodology and other education related topics. It is the most fundamental activity in Professional development.
2. **Education conferences & seminars** : It is also important types of professional development activity. In these conferences & seminars. Teachers and researchers present their research results and discuss educational problems.
3. **Qualification programmes** : Different degree programmes included in this type of professional development. One should obtain more than one qualification programme teachers always think to achieve & enrich the high qualification.
4. **Observation visits to other schools** : Reputed & well equipped & standard school visits also useful for teachers development. Teacher should observe keenly the fundamental things in such schools i.e infrastructure, students facilities, human resources, educational campus, environmental climate etc.

5. **Professional development network** : Participation in the network of teachers formed specially for the professional development of teachers. e.g e-educators group, research scholars group etc.
6. **Individual and collaborative research** : on a topic of professional interest.
7. **Mentoring and peer observation** : as a part of formal school arrangement.
8. **Reading professional literature** : it is important activity for professional development. e.g. Journals, evidence - based papers, thesis papers, e- journals, magazines etc.
9. **Engaging in informal dialogue with peers** : particularly on how to improve teaching it is also very easy & feasible activity to develop teacher profession.

For better development of individual teacher profession one should have participate in multiple activities.

**Participation rates by type of Professional development activity - (International awareness)**

(Ref : OECD.net)

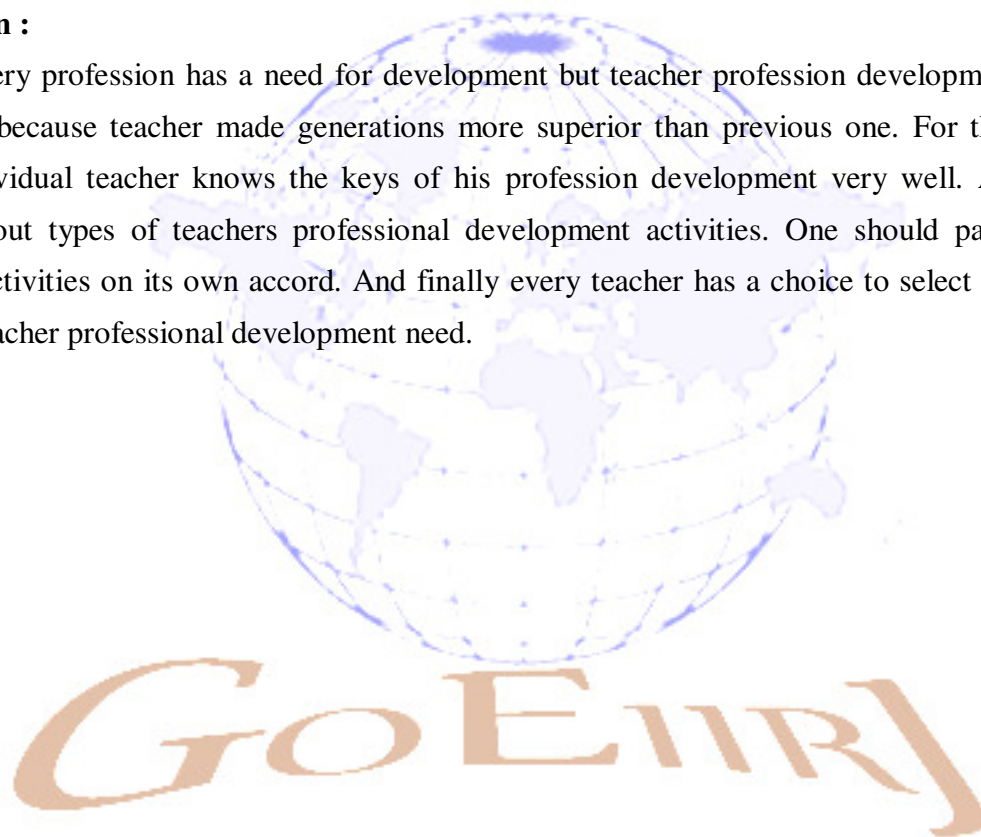
Sr. No.	Activity Name	Participation rate in %
1.	Informal dialogue to improve teaching	93
2.	Courses & workshops	81
3.	Reading professional literature	79
4.	Education conferences & seminars	49
5.	Professional development network	40
6.	Individual & collaborative research	35
7.	Mentoring & peer observations	35
8.	Observation visits to other schools	28
9.	Qualification programmes	25

**Areas of greatest development Need :**

In teacher profession there are some important aspects or areas where greater development needed like - Teaching special learning needs students, ICT teaching skills, students discipline & behavior problems, instructional practices, subject field, student counselling, content and performance standards, students assessment practices, teaching in multicultural setting, classroom management and school management & administration etc.

**Conclusion :**

Every profession has a need for development but teacher profession development is more important because teacher made generations more superior than previous one. For this purpose every individual teacher knows the keys of his profession development very well. Also well - known about types of teachers professional development activities. One should participate in multiple activities on its own accord. And finally every teacher has a choice to select the greatest areas of teacher professional development need.



## TEACHERS ACCOUNTABILITY FOR PROFESSIONAL DEVELOPMENT

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### 1) Teachers Professional Role :

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behavior, activity, performs and skills they requires to performs their tasks effectively in the school and Role in the classroom. There is a long standing and on going debate about the most appropriate term to describe these activities. The term ' Teacher training seems to be losing grand to teacher education with its connotation of preparing staff for a professional role as a reflective practitioner. Initial teacher education may be organized according to two basic models. In the consecutive model, a teacher first obtains a qualification, and then studies for a further period to gain an educational qualification in teaching. The alternative is where a student simultaneously studies both an academic performs and the ways of teaching that subject, Leading to a qualification as a teacher of that subject. Other pathways are also available. In some countries. It is possible for a person to receive training as a teacher under the responsibility f an accredited experienced practitioner in a school. The curriculum for teacher education programme has to be flexible include activities to promote physical, cognitive, social, emotional, Linguistic and aesthetic development of children. It may also include resource mobilization, E Learning, technological resources and proper management even use of community resources both human, Natural resources, Material goods, enlisting community participation teacher education is a critical area. Teacher education is continuous process.

### 2) Global Vision :

All school today aim to develop global citizen. Global vision international school that offers both central school board of secondary Education (CBSE) as well as state board (SSC) curriculums aims to do this by inculcating versatility in every students.

I believe every child is a unique individual identity with special feature, a teacher has to find out the specialty of every student. The school that has classes from playgroup to

std. 6 used the curriculum believes in blending traditional and modern teaching methodology. Some of the teachers used the phonics method of teaching in used at the school level. It has different ways of teaching. It's very important to teach phonics from the beginning. Children have to learn the relationship between letters sounds. Then remember the exact Letter patterns and sequences that represent various speech sounds. Most of students can identify an average of letters at low level while some others do not know any. So these children need planned instruction that allows them to see specially created activities include games, songs, physical activity and identifying differences in letters.

### **3) Technique in Teaching :**

The school that follows the international primary curriculum complex's its teachers to collaborate and share their ideas for planning through a mind – mapping process. Use of drama is a very powerful tool of Learning language and developing this technique to promote the explorations of characters situations and historical events. This process expands the pupils imagination and provides them with the ideas they use in writing skills.

### **4) Effective Process :**

A combination of old and new methods of teaching makes Learning enjoyable and effective. This target – oriented teaching mixes chalk and duster with smart class rooms with internet where latest educational video can be downloaded puppet shows animated movies educational videos and in higher classes videos of germination or internal nervous system or heart working system and others are shown.

### **5) Objective of Professional Development :**

Federal mandates, state accountability plans and greater local accountability all point to the fact that continuous school improvement is not optional but required. How do educators improve their ability to retool teaching, update curriculum, integrate new research methodologies in to instruction, meet the grassing list of the sociological needs of students and raise test scores? Professional Development is yet significant challenges impede the ability of professional Developemtn to make a differences in improving student Learning, rigid antiquated scheduling limited funding and into many schools, an inadequate and ineffective follow up and evaluation process. Also related to the issue is the need to examine two different aspects of professional development, functions and structures. Functions of teacher forms on the ' what' of professional Development

- A) Train the trainer
- B) Action research
- C) Learning
- D) Short training sessions
- E) Administrations and management
- F) Feedback of policy

**6) Role of Innovation teacher education programme as follows :**

1. Recurrent and rigorous academic training of teachers in a residential situations.
  2. Emphasis on inputs to facilitate realization of Dharma of Teacher.
  3. Utilisation of educational facilities, including premises of senior.
  4. Careful identification, selection and training of master trainees for imparting high quality and intensive training to teachers.
  5. Social orientation and sensitization of teacher to problems of Local Communities.
  6. Active Participation of teachers training design.
  7. Emphasis on improving class room teaching.
  8. Development of innovative and contextually relevant materials for guiding teachers.
- Teacher education today is an integral part of any educational system. Teaching being both a skill and an art.

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## PROFESSIONAL ETHICS OF TEACHER IN HIGHER EDUCATION

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### Introduction

Premises and equipment are needed in the education enterprise but person are vital to them a tr is a supreme factor. There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve same useful purpose only when there are trs who are fully alive to the nobility of the profession & its accompanying responsibility. The trs play an important role in molding & shaping. the attitudes habits, manners & above all the character and personality of the students.

### What is a profession?

The international dictionary of rule (1979) defined the term profession as, “ a prestigious occupation may be termed as profession if it carries out an essential social service of founded on systematic knowledge requires lengthy academic and practical training provide high auto nary is based on code of ethics generation in service growth.”

### What is an ethics?

The term ethics has been derived from the Greek word “ethos” which means customs or habits of a social group, it is also called oral philosophy based on rationally & sociability.

The concise oxford dictionary defines the term ethics as science of morals in human conduct philosophy, moral, principles and rules of conduct or a set of these.

### Meaning of professional ethics:

The term professional ethics refers to the professional obligation or code of conduct that is to be added by the members engaged in that profession. According to Bhatia and Nandu “professional ethics refers to a statement of principles ethical binding or beliefs which must govern the efficient and honest working of a certain profession.

### Need of profession:

No tr. Can be called good unless he considers his profession as of great significance. The tr. should have pride in his profession and should take interest in his profession duties because every day a pupil learns from him. Hence a tr. cannot afford to be non-serious inn his professional work.

The teacher has thus to work very hard. Many a times his work involves repetition of same thing same idea and same knowledge. A teacher with zeal and energy to his job as competently as he can, issue of success. The tr. should work with faith and confidence that whatever he is doing is for the good of others and is not for any selfish propose. It makes a tr. Most committed one.

### **Teacher a professional and their professional ethics in higher education:**

Teacher must have democratic and cooperative approach to the students.

Kindness, patience, consistency in dealing with his students.

Open minded ness, abiding interest in subject.

Tact and sense of humor coupled with mastery of subject matter.

Professional alertness, psychological maturity, good interpersonal relationship dedication to chosen profession leading to job and satisfaction.

To improve the quality of teaching learning process that is education as a whole.

To help and to improve the cognitive development of the pupils.

To help the teacher to acquire knowledge of child development to adopt suitable methods and materials of teaching and providing guidance to students tr. Has to play a specific role not only for the implementation of educational policy but also to bring quality in all respects in education.

His principle and role is to teach and guide the pupils not only through classrooms instructions and tutorials but by professional contact and other means and measures to be employed in building the character of pupil.

It requires hard work and complex and exceeding skill for this purpose he has to learn continuously. The teacher is expected to maintain discipline by persuasive measures.

Acquisition, transmission and addition of new knowledge a good teacher. Thus has to equip himself with the major growth point in his specialty or subspecialty demonstrate delegate communicational skills to transmitted the knowledge he has acquired and continuously strive through his research endeavors to create new knowledge, social reference.

Irrelevance of same knowledge and so continuous renovation of innovation. The tr. has to make same critical and effective choices. Tr. should be up to date and relevant knowledge and emphasized, continuous renovation and innovation in knowledge field.

A good tr. Can never rest on his oars, mentally be has continuously to be on the move.

Teacher has of necessity to emerge as a critic of society its trend and processes.

Teachers criticism will be worth less if it is only negative in character.

A teacher must be a master of his subject.

A teacher is required to dedicate himself acquire to new knowledge to keep himself active and up to date for survival and growth of teaching profession.

The tr. should be trained. an untrained tr. Remains unacquainted with the methods of teaching and with a ways of handling.

A teacher cannot afford to be an autocratic he must be democratic in his outlook and behavior towards his pupils the teacher should be optimistic in his job. The teacher should always be hopeful of achieving success and take up job with zeal. With an optimistic outlook in life the tr. should have faith in the potentiality of the child.

Teacher relations with the teacher pupils, principal and community must be fair and cordial.

A teacher must boast of having his own code of work and ethics and behavior as the architect of the nation.

The teacher must be equipped with the weapons of originality and creativity power.  
Dimensions of professional ethics.

- ✓ Physiological aspect
- ✓ social aspect
- ✓ general philosophy

School teaching is a cooperative enterprise. No tr. Can succeed without the help of other the tr. should believe in mutual help. Understanding cooperation and tolerance.

### **The code professional ethics of teacher.**

According to H. Prasad, D Prasad, “the code professional ethics may be defined as set of self imposed ideals and principle necessary for the attainment of self-satisfaction and professional excellence”.

**The following obligation comes under the code of professional ethics of teachers:**

#### **Obligation toward the student.**

- ✓ Interested in welfare of student like studies interest and activity
- ✓ Sympathetic and affectionate attitude
- ✓ To know the pupils fully well
- ✓ Inspiring the pupils
- ✓ Respect the child.
- ✓ Obligation toward the parent

- ✓ Maintain healthy and cordial attention
- ✓ In form about the attitude and aptitude of child.
- ✓ Help the parents in the solution of the following problem like providing a special coaching, providing medical aid, providing books and stationary.
- ✓ Obligation toward the society
- ✓ To follow social norms
- ✓ Making a student responsible rights and duties
- ✓ To inculcate cooperative attitude to create democratic attitude
- ✓ Obligation towards the profession
- ✓ The teacher should always share the positive and bright side of the profession.
- ✓ Professional growth-
- ✓ The teacher should always make an effort towards the professional growth by attaining workshop, seminar and conference
- ✓ The teacher should be guided to the fullest and inspired, so that good people with required attitude and aptitude join the profession.

### Conclusion

It is not enough for a teacher to know only subject matter. To know is one thing to teach to other is quite another thing it gives prospective tr. An insight in to the nature of the child and into the manner. Imparting instruction causes in psychology, school organization and management, techniques of teaching and general the principle of education. These courses help him in knowing objective of teaching psychological principle of learning and behavior of the pupils. The techniques of teaching and illustrative aid.

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## PROFESSIONAL ETHICS OF TEACHER IN HIGHER EDUCATION

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### Introduction:-

Teacher is the nation builder. Teacher is accepted as a guide and philosopher, the man of higher ideals in molding the society. It is who sets up the standards, builds desirable attitudes and learning climate in the classroom and approves the behavior of students. A teacher has been respected and worshipped throughout human history because of his /her noble mission. “Good education requires good teachers”. Professional ethics are essential to become a good teacher.

Teaching is often said to be the noblest profession among all the professions; teachers should realize that the work they are doing is the noblest; they need not be apologetic or feel guilty and small; instead they should have pride and confidence in their worth and work.

### Teaching as a Profession:-

A teacher is the topmost person in the professional pyramid because the teacher makes all other professionals. So, to discharge his duties efficiently and effectively, a teacher must have professional ethics. A teacher is the most accountable and responsible person of the society. He must be honest, devoted and dedicated to his profession. He must possess the essential passion required by the teaching profession. He should be competent and efficient enough to discharge his unlimited responsibilities towards various groups of society.

### Professional Ethics of Teacher:-

Professional ethics refers to the basic values and conceptions of good practice that constitute guidelines for professional conduct. It refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities.

### Need of Professional Ethics for Teachers:-

For Self-correction: It is human to tend towards comfort, selfishness, laziness and money. It is difficult to follow and abide by truth, hard work, simple living and honesty etc., As a result, an individual turns towards the easier ways of life without thinking what effect it will have on him, his family, profession and society. Man slowly turns selfish and unethical without realizing. Today we are all affected by such factors and feelings to some extent. Professional ethics correct us if we do any wrong or intend to do wrong.

**For Self Satisfaction:-**

Self satisfaction is more related to our inner self, and our feelings. When we follow the ethical code of society and profession we are regarded as hard working, honest, dutiful, righteous etc., all this makes us more respectable and more prominent than others. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.

**To Guide the Conduct and Behavior:-**

Professional ethics in education is supported by philosophy and psychology of teaching. By following professional ethics, the teachers conduct and behavior becomes respectable and socially acceptable.

**To Set up Ideal for Students:-**

IF a teacher behaves in a very positive and appropriate manner, the students follow him and want to become like him. Hence by behaving in an ethical manner the teacher becomes an ideal for students.

**Improvement of Human Relations:-**

Professional ethics guide the teachers to keep in mind the social betterment, respect for others, sense of brotherhood, tolerance, cooperation etc. When human relations improve the institute becomes the best place for teachers, students and parents to work and co-ordinate and it results into development of society.

**Professional Excellence:-**

The work culture is strengthened when the professional of the profession act and interact professionally in an ethical manner.

**To Improve the Professional Environment:-**

Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect are given to the seniors, to the higher authorities, responsibility. When the teachers follow such ethical codes of a teaching profession the environment remains calm, congenial and relaxed for effective working.

**To Follow the Norms and Principles of the Profession:-**

Professional ethics binds the teachers to their job and help them to differentiate between professional development and self-interest. They should be mainly regarded as self-directing and self-disciplining rules and conduct which help not only in imparting the role of teachers but also in promoting excellence in teaching.

**Code of Professional Ethics for Teachers in India:-**

The professional ideals are enlisted in five major areas, namely,

- 1) Teachers moral duties and responsibilities towards their students in and outside the school;
- 2) Teachers interpersonal relationships;

- 3) Teachers working style and behavior with the authorities for the betterment of the institutions;
- 4) Teachers behavior with the parents/ guardians and the public keeping in view the dignity of the profession;
- 5) Teachers commitment to strengthen moral and intellectual life of the community/ society and the nation.

#### **Present Scenario of Teaching Profession:-**

Teaching once known to be a noble profession is now at a very low fall. Some of the teachers are found to indulge in all sorts of malpractices and are self-centered. They are highly politicized and jealous those teachers who do good work. Some of them are found to even encash their research caliber. Values have fallen and they are trampled under the brutal boots of the reckless teaching community. This is particularly rampant in developing nations and underdeveloped nations. An enormous effort is required to reverse this trend. Various measures are essentials to improve the potentials of the teachers. The teacher should not be a passive spectators to social changes taking place in the country. They should uphold values and should play a responsive and responsible role in promoting values among students. Hence professional ethics should be a compulsory component of value education in teacher education programme.

#### **Conclusion:-**

A teacher is always a student, a seeker of knowledge, he is not a merely a teacher but he is a more effective demonstrator through his personal life of values , attitude, outlook, behavior and performance. By following professional ethics, the teachers conduct and behavior become respectable and socially acceptable. Teacher is the key-man on whom depends future of the man-kind. He plays an important role in shaping and molding the destiny of nation. The education of heart is the heart of education. He must educate not only the mind but also the heart of his pupils and should provide right direction and guidance with full honesty, devotion and dedication. He must be a teacher first and teacher last.

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## शिक्षकांचा व्यावसायिक विकास आणि शिक्षणाचे चार आधारस्तंभ

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### प्रस्तावना :

बदल हा निसर्गाचा नियम आहे, त्यानुसार प्रत्येकाने बदलले तरच विकास सार्थ आहे; अन्यथा नाही. आज २१ व्या शतकात विज्ञान, कृषी, बँकिंग, संरक्षण, समाजकारण, राजकारण आदी सर्वच क्षेत्रात कालपरत्वे बदल होत आहेत. 'मोबाईल युग' ने तर क्रांतीच केली आहे. जग एका 'मुठीमध्ये सामावलेले' आहे. त्यामुळे विद्यार्थी नक्कीच Forward झाला आहे. शिक्षण क्षेत्रात कमालीचे बदल होत आहेत, काल मिळविलेले ज्ञान आज कालबाहय ठरत आहे, म्हणून शिक्षकाने स्वतःहून स्वतःमध्ये बदल करवून घेणे गरजेचे आहे. प्रत्येक जण कौशल्याच्या मागे लागलेला आहे, मग शिक्षकच मागे का? शिक्षण तर सर्वच क्षेत्रांचा आधारस्तंभ आहे म्हणून शिक्षकाने त्याचा व्यवसाय दृष्टिकोन वृद्धीगत करणे गरजेचे आहे.

२१ वे शतक हे विविध प्रकारची आव्हाने घेऊन अवतरले. या विविध आव्हानांना सामोरे जाण्यासाठी शिक्षकाची भूमिका ही अत्यंत महत्त्वाची आहे हे सर्वांनी जाणले. तसेच २१ व्या शतकाकरीता शिक्षण कसे असावे याबाबतही विचार केला जाऊ लागला. त्यापार्श्वभूमीवर वेगवेगळ्या आयोगांनी शिफारशी केल्या आहेत.

१९९३ मध्ये युनेस्कोने २१ व्या शतकातील शिक्षण कसे असावे याबाबत एका आयोगाची स्थापना केली. या आयोगाचे अध्यक्ष म्हणून जेकस् डेलॉर्स यांची नियुक्ती करण्यात आली. डेलॉर्स हे अध्यक्ष असल्याकारणास्तव हा आयोग 'डेलॉर्स कमिशन' म्हणूनही ओळखला जातो. त्यांनी एक अहवाल १९९६ मध्ये प्रसिध्द केला. हा अहवाल Learning – The Treasure Within या नावाने प्रसिध्द आहे. या अहवालात चौथ्या परिशिष्टामध्ये शिक्षणाचे चार आधारस्तंभ मांडण्यात आले. त्या आधारस्तंभांच्या अभ्यासातून, चिंतनातून व कृतीतूनही 'शिक्षक विकास' होईल म्हणून ते आधारस्तंभ प्रत्येक शिक्षकाने समजून आत्मसात करावे.

### शिक्षणाचे चार आधारस्तंभ : (Four Pillars of Education)

१. ज्ञानप्राप्तीसाठी अध्ययन (Learning to Know)
२. कृतीसाठी अध्ययन (Learning to Do)
३. सहजीवनासाठी अध्ययन (Learning to live together)
४. अस्तित्वासाठी अध्ययन (Learning to be)

वरील चारही आधारस्तंभ परस्परांमध्ये गुंफलेले असून, ते एकमेकांवाचून स्वतंत्र राहूच शकत नाहीत. ते कसे आहेत ते समजून घेवूया.

### १) ज्ञानप्राप्तीसाठी अध्ययन (Learning to Know)

२१ व्या शतकातील समाज हा ज्ञानाधिष्ठीत समाज म्हणून ओळखला जातो. या ज्ञानाधिष्ठीत समाजात

ज्ञानप्राप्तीस अनन्यसाधारण महत्त्व प्राप्त झाले आहे. सततच्या होणाऱ्या नवनवीन संशोधनामुळे ज्ञानाच्या साठ्यात प्रचंड वाढ होत आहे.

#### ज्ञानप्राप्तीसाठी आवश्यक कौशल्य :

१. संप्रेषण कौशल्य
२. अनुमान कौशल्य
३. व्यावसायिक कौशल्य
४. एकाग्रता कौशल्य
५. स्मृती कौशल्य

#### ज्ञानप्राप्तीचे मार्ग :

१. विज्ञान शिक्षण अत्यावश्यक
२. सामान्य शिक्षण सुध्दा महत्त्वाचे
३. व्यावसायिक शिक्षणास प्राधान्य
४. काही विषयांचा सखोलतेने अभ्यास.

#### ज्ञानप्राप्तीसाठी अध्ययन या स्तंभाची उद्दिष्टे :

१. विषयातील सखोलता प्राप्त करून देणे.
२. विद्यार्थ्यांना समाजात सन्मानाने जीवन जगण्यास मदत करणे.
३. आपल्या परिसराचा परिचय करून देणे.
४. अदययावत ज्ञान प्राप्त करून देणे.
५. शोध घेण्यासाठी प्रेरित करणे.
६. स्व ज्ञान प्राप्तीतून राष्ट्रीय विकास साधणे.

#### ज्ञानप्राप्तीसाठी अध्ययन या स्तंभाचे फायदे :

१. सर्व संधीचा लाभ घेता येईल.
२. ज्ञानलालसेची पूर्तता होईल.
३. प्रत्येक व्यक्ती ज्ञानाचा कार्यकर्ता बनेल.
४. सतत ज्ञानप्राप्तीचा प्रयत्न केला जाईल.
५. स्वतःच्या विकासातून राष्ट्रीय विकास साधला जाईल.

#### २) कृतीसाठी अध्ययन : (Learning to Do)

डेलॉर्स आयोगाने ' कृतीसाठी अध्ययन ' हा दुसरा स्तंभ मांडला आहे. त्यात त्यांनी खालील बाबी मांडल्या आहेत.

१. स्व – क्षमतांचा विकास
२. नावीन्यनिर्मितीसाठी मानवाची तयारी
३. ज्ञानाचा प्रत्यक्ष जीवनाशी संबंध

४. भावी जीवनाची प्रत्यक्ष तयारी
५. वैयक्तिक गरजा भागविता याव्यात.
६. गतिमान समाजाबरोबर बदलता यावे.

#### कृतीसाठी अध्ययन या स्तंभाची उद्दिष्टे :

१. अदययावत कौशल्य निर्मिती करणे.
२. राहणीमानाचा दर्जा सुधारणे.
३. स्वावलंबनाची सवय लावणे.
४. श्रमाची प्रतिष्ठा निर्माण करणे.
५. उपजीविकेचे साधन निर्मिती व त्यातून राहणीमानाचा दर्जा सुधारणे.

#### कृतीसाठी अध्ययनाचे फायदे :

१. नियोजन, व्यवस्थापन यांची सवय लागते.
२. श्रमाची प्रतिष्ठा जोपासली जाईल.
३. अनुभवाद्वारे शिक्षण दीर्घ काळ स्मरणात राहते.
४. आवडीनुसार व्यवसायाची निवड करता येते.
५. कौशल्यनिर्मितून उत्पादकता व स्वयंविकसात वृद्धी होईल.

#### ३) सहजीवनासाठी अध्ययनाची गरज :

शिक्षणाच्या चार आधारस्तंभांपैकी तिसरा महत्त्वाचा स्तंभ

१. स्पर्धेचे युग आहे.
२. समाजिक दरी वाढत आहे.
३. समाजिक संघर्ष वाढत आहे.
४. दहशतवादाचे सावट
५. वाढती असुरक्षिततेची भावना
६. स्वार्थी वृत्ती बळावत आहे.

#### सहजीवनासाठी अध्ययन या स्तंभाची उद्दिष्टे :

१. मानवी विकास साधला जातो.
२. सांस्कृतिक गतिमानतेमध्ये विद्यार्थ्यांना टिकवून ठेवणे.
३. एक आदर्श नागरिक निर्माण करणे.
४. विद्यार्थ्यांमध्ये मानवतावादी दृष्टिकोन निर्माण करणे.

#### सहजीवनासाठी अध्ययन या स्तंभाची फायदे :

१. समाजिक संघर्ष कमी होतो.

२. समाजामध्ये प्रेम वाढवता येते.
३. अन्य भाषा, धर्म, संस्कृती यामध्ये आदरभाव निर्माण होतो.
४. विभाजनवाद नष्ट होऊन वैश्विकभावाची निर्मिती होईल.

#### ४) अस्तित्वासाठी अध्ययन : (Learning to be)

डेलॉर्स आयोगाने मांडलेला हा शिक्षणाचा चौथा व शेवटचा स्तंभ होय. होलेट नाटकातील 'To be or not to be' अशी जीवनात अवस्था होवू नये यासाठीच्या चिंतनासाठी हा विचार दिला आहे. त्यात प्रामुख्याने खालील मुद्द्यांवर प्रकाश टाकला आहे.

- संपूर्ण व्यक्तिमत्त्व विकास
- जीवनातील सर्व पैलूंचा विकास
- विकासासाठी व सकारात्मकतेचे शिक्षण
- सार्वत्रिक गुणवत्ता

#### अस्तित्वासाठी अध्ययन या स्तंभाची उद्दिष्टे :

१. स्वतःतील गुणदोषांची जाणीव करून घेणे.
२. वैचारिक प्रगल्भता निर्माण करणे.
३. जीवनाशी संबंधित सर्व पैलूंचा विकास साधणे.
४. सकारात्मकता, बोधात्मक, भावात्मक व क्रियात्मक विकास साधणे.

#### अस्तित्वासाठी अध्ययन या स्तंभाचे फायदे :

१. आत्मपरिक्षण होते, अभिरुचीची जोपासना होते.
२. मनाची एकाग्रता, समस्या निराकरण, अभिव्यक्ति, सुप्त क्षमतांची जाण होते.

उपरोक्त चारही स्तंभांच्या विकासासाठी अर्थातच शिक्षणाच्या व शिक्षकांच्या व्यावसायिक विकासासाठी शिक्षणाची भूमिका

	अभ्यासक्रम	अध्ययन – अध्यापन पद्धती	शिक्षकाची भूमिका	
१. ज्ञानप्राप्तीसाठी अध्ययन स्तंभ	व्यावसायिक, विविध भाषा, माहिती तंत्रज्ञान, (विषयांची सखोलता)	विद्यार्थीकेंद्रित पद्धती, गटचर्चा, प्रकल्प, बुद्धिमंथन, सहकार्यात्मक, ब्लेंडेड लर्निंग, मोबाईल लर्निंग, संगणक सहाय्यित, फ्लिपड पद्धती	अदययावत माहिती, माहिती तंत्रज्ञान कौशल्य, विविध माध्यमे व तंत्रांची अवगतता, लोकशाही दृष्टिकोन,	ऑनलाईन, मूल्यमापन, आकारिक व साकारिक मूल्यमापन, सातत्यपूर्ण व सर्वकष मूल्यमापन.

२. कृतिसाठी अध्ययन स्तंभ	व्यावसायिक, वैकल्पिक विषय, अदययावत, गरजानुरूप,	कृतियुक्त, प्रात्यक्षिक, प्रकल्प, दिग्दर्शन, क्षेत्रभेट, प्रायोगिक, तंत्रज्ञानाधिष्ठित,	<ul style="list-style-type: none"> <li>● कृतियुक्त शिक्षणास प्रेरित करणारा</li> <li>● विद्यार्थ्यांमध्ये कौशल्य निर्मिती करणारा</li> <li>● सामाजिक बांधिलकी जोपासणारा</li> <li>● व्यक्तिभिन्नतेनुरूप अध्यापन करणारा</li> </ul>	
३. सहजीवना साठी अध्ययन स्तंभ	मूल्यशिक्षण शांतताशिक्षण पर्यावरण इतर भाषा, संस्कृती, धर्म, परिचय आपत्ती व्यवस्थापन ताण व्यवस्थापन	सहकार्यात्मक, पद्धती, आंतरक्रियात्मक पद्धती, लोकशाही प्रधान अध्यापन पद्धती, गटकार्य	<ul style="list-style-type: none"> <li>● लोकशाही मूल्य जपणारा</li> <li>● सर्वधर्म समभावी</li> <li>● क्रीडा, सांस्कृतिक, कार्यक्रमांद्वारे संघभावना निर्माण करणारा</li> <li>● स्वतः आदर्श घालणारा</li> </ul>	
४. अस्तित्वासा ठी अध्ययन स्तंभ	मूल्यशिक्षण अध्यात्मिक विषय चरित्रगंध, परिपाठ इ.		<ul style="list-style-type: none"> <li>● स्वतःच्या वर्तनातून आदर्श निर्माण करणारा</li> <li>● उपक्रमशील</li> <li>● क्षमतांचा शोध घेणारा</li> </ul>	

**समारोप :**

डेलॉर्स आयोगाने आपल्या अहवालामध्ये संपूर्ण जगासाठी शिक्षणाचे जे चार आधारस्तंभ दिले त्यांनी २१ व्या शतकाला आधार देण्याचा नक्कीच प्रयत्न केला आहे. मात्र तरीही आजच्या शिक्षकांनी विशेषतः शिक्षक – प्रशिक्षकांनी हे चारही स्तंभ समजून घेणे व त्याप्रमाणे कृती करणे गरजेचे आहे. या सर्व अभ्यासाचा कृतिशीलतेने आपल्या जीवनात उपयोग करावा. त्यातून त्याचा स्वतःचा नक्कीच विकास होईल, पर्यायाने त्याच्या विद्यार्थ्यांचा म्हणजेच समाजाचाही विकास होईल यात शंका नाही.

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## PROFESSIONAL ETHICS OF TEACHER FOR PROFESSIONAL DEVELOPMENT

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Professional Development is the active part of each and every teacher. Professional development of a teacher reflects his personal and social attitude towards his job. Being professionally developed means command over the content which he teach ,general knowledge, knows his strengths, weakness, know the psychology of his students, understands students problems regarding learning, tries to solve them, dedicated towards his work, follows the ethical values of the society and responsibility towards his professional ethics. These are the things a good teacher should have but are we following or adapting these ethics is a big issue today. According to the ideal thoughts that something is held to deserve; the importance, worth, or usefulness of something.

Values and ethics are central to any organization; those operating in the Education or any industry are no exception. What exactly do we mean by values and ethics? Both are extremely broad terms, and we need to focus in on the aspects most relevant for strategic leaders and decision makers

Values can be defined as those things that are important to or valued by someone. That someone can be an individual or, collectively, an organization. One place where values are important is in relation to vision. One of the imperatives for organizational vision is that it must be based on and consistent with the organization's core values. The **integrity, professionalism, caring, teamwork, and stewardship**- were deemed important enough to be included with the statement of the organization's vision

"Values are what we, as a profession, judge to be right." Individually or organizationally, **values determine what is right and what is wrong, and doing what is right or wrong is what we mean by ethics. To behave ethically is to behave in a manner consistent with what is right or moral.** What does "generally considered to be right" mean? That is a critical question, and part of the difficulty in deciding whether or not behavior is ethical is in determining *what* is right or wrong.

What does "generally considered to be right" mean? All one needs to do is to look at the

positive values of society and the organizations one belongs to, and what is right or wrong should be evident. There is another aspect to be considered, however, and that is the influence of societal or organizational norms. Norms are the unstated rules, usually informally reached by the members of a group, which govern the behavior of the group's members. Norms often have a greater effect on what is and isn't done by the members of a group than formal rules and regulations.

The reason norms are important for a discussion of ethics and values is that norms may allow or even encourage certain behavior as "OK" that is not in keeping with society's or an organization's stated values. When there is a disconnect between stated and operating values, it may be difficult to determine what is "right." An example might be a company that has among its stated values to treat everyone with dignity and respect, but whose norms have permitted and perhaps even encouraged a pattern of sexual harassment over a number of years. Do those in the organization know that the behavior is wrong, but condone it nevertheless? Is it clear to the that ethnic cleansing is unethical and wrong, or would it fall under the mantle of behavior that is considered to be acceptable in that society? Listen to the arguments in support of ethnic cleansing that have been made, and you will find that many of the perpetrators argued that they did nothing wrong, and were only righting previous wrongs done to them.

**Ethics is the activity of man directed to secure the inner perfection of his own personality.**

[Albert Schweitzer](#)

Ethics is correlated to Behavior of a person and behavior for his organization. Ethics is behavioral pattern which a person adopts for himself and for his profession. Many times it is seen that the speaking truth is good ethics but revealing all the policies of your organization is unethical for the organization. There are many instances when a teacher's are in dilemma regarding how to behave which is ethically correct or in correct.

It is normally seen that we speak ethically good but while implementing those ethics in practice we act differently.

### **Why Professional Ethics?**

Ethical problems arise most often when there are differences of judgment or expectations about what constitutes the true state of affairs or a proper course of action. The Teacher maybe faced with contrary opinions from within the school, from the parents from other schools within the faculty or from government.

An individual makes ethical decisions, in his/her capacity as a member of different groups. In order to make ethical decisions, an teacher interacts in many directions and within many

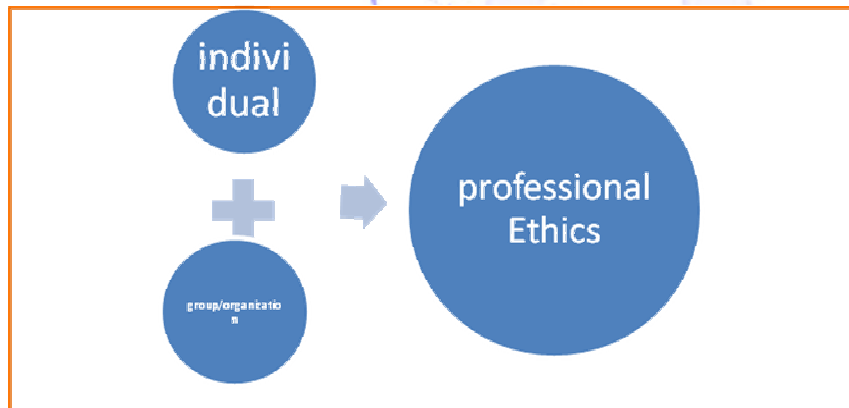
different contexts, each of which can show the actual situation in a different light. For example, solving the problem on the relation individual – colleagues – management could lead to certain choices, which e.g. do not necessarily coincide with the views of his/her own family or friends, or the clients, authorities, societies or other industries.

When faced with a moral/ethical dilemma, a professional must be able to make rational and well-motivated decisions. Courses in Ethics can help professionals by offering tools and methods helpful in such situations. Thus professional Ethics is important.

In a class one student used to eat the food of other students, when caught by the teacher. He accept his mistake and tell his reason of stealing the food that his is having stepmother who don't give her food and physically harass him. The boy is so afraid of his stepmother he repeatedly told his teacher not to tell his father.

Teacher conduct: He should tell this episode to principle and his father? solve this matter by himself.

Ethics: He should tell the principle he will punish him. If not told teacher will not be following the organizational ethics. What teacher a teacher should do..



Professional ethic is a relative process when a person behaves he have to react according to his wellbeing or he has to be truthful or loyal to the organization he works. Many times he has to face the dilemma to think of him or think of the group or organization.

Teacher and Teacher Educators have responsibility towards :

1. Students whom he teaches
2. His teaching Practices in the class
3. Performance within the class
4. And Behavior towards his Colleagues
5. Parents of his students

## 6. Society

While doing Professional Development teacher have to balance between all the factors of the because he can't neglect any factor as all of them are interlinked with each other.

### **Reason to study Professional Ethics**

, To deal with the true nature of teaching as a service to other human beings.

, To convey a sense of professional responsibility a teacher should have which is not covered in other courses as in our educational system no special course has been designed on professional Ethics.

, To sensitize students to ethical issues

, To provide tools and methods for analyzing Ethical cases and to understand them

, To provide practice in applying those tools and methods to actual or realistic cases

, To develop in the student good judgment and helpful intuitions - ethical autonomy, which is now a days very necessary.

### **Conclusion**

In the changing scenario, Education system and drastic changes in globalization, technology and society person is becoming self centered and persons are becoming mean. They think of themselves only and development or progress gained backward positions in terms of organization or nation. For real professional development each and every person should have clear-cut ideas of self ethics and organizational behavior and everyone should be aware of ethical code of conduct and practice ethics in their day to day life then only we will do professional development in real sense.

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## STUDY OF TEACHERS PERSPECTIVES TOWARDS PROFESSIONAL DEVELOPMENT THROUGH TRAINING METHOD IN NASHIK CITY, INDIA

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### Abstract:

*The functions of teachers' are changing and they have to effectively disseminate information and knowledge to the varied groups of pupils. Professional development is a process that develops an individual's skills, knowledge, expertise and other characteristics of an individual. Training plays a vital role in teachers' profession. In the present study, an attempt is made to analyze teachers' perspectives towards professional development through training method in Nashik City, India. The data for research was collected from 50 Units (sample respondents) teachers working in various schools in Nashik city, India. From the study it is found that teachers increased their knowledge, communication skills, research skills etc through training and consider training as the most effective method for professional development of teachers.*

**Keywords:** Professional Development, Teachers, Perspectives, Training, Effective.

### Introduction:

The revolution in the school education system in India has increased expectations of the society from teachers. The functions of teachers' are changing and they have to effectively disseminate information and knowledge to the varied groups of pupils. Teachers need to continuously upgrade themselves for effectively performing their duties. Teachers have to plan, give feedback, share their views and implement changes. So it is outmost necessary for them to continuously enhance their knowledge and skills.

“Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics.”<sup>1</sup> Teachers can professionally develop themselves by actively participating in trainings, courses, workshops, educational conferences, seminars, acquiring additional qualification, visits to other schools, participation in a network of teachers, by taking up research activities and by peer interaction.

Training for teachers is one of the method of professional development. Training improves the performance of the employee and enhance their knowledge base for higher level jobs. It basically improves and plays a vital role in teachers' profession.

### Review of Literature:

Kedzior and Fifield (2004) in their study explained effective professional development as a prolonged facet of classroom instruction that is integrated, logical and on-going and incorporates experiences that are consistent with teachers' goals; aligned with standards, assessments, other reform initiatives, and beset by the best research evidence.

Velada, Raquel et.al (2007) suggest that in order to enhance transfer of training, organizations should design training that gives trainees the ability to transfer learning, reinforces the trainee's beliefs in their ability to transfer, ensures the training content is retained over time .

Ignace Ng and Ali Dastmalchian (2011) presented that policies to motivate employees to undertake training and the practice of assessing training needs and effectiveness have the most impact on whether training is perceived to yield positive benefits.

#### **Objectives of the Study:**

The following objectives were undertaken:

1. To study about professional development of teachers through training method.
2. To analyze teachers' perspectives towards professional development through training method in Nashik city, India.

#### **Hypothesis of the Research study:**

Following hypothesis was tested for study:

##### **Null Hypothesis:**

H<sub>0</sub>: Training is not the most effective method for professional development of teachers.

##### **Alternative Hypothesis:**

H<sub>1</sub>: Training is the most effective method for professional development of teachers.

#### **Research Methodology:**

The following methodology was adopted and conclusions were drawn accordingly.

**Research Type:** Descriptive and analytical research type adopted.

**Methods of Data Collection:** For the present research study both primary and secondary methods were adopted .Primary data was collected through structured questionnaire. Secondary data was collected from published books, internet, journals etc.

**Sample Design:** The present study is based on the primary data collected from 50 Units (sample respondents) teachers' working in various Kendriya Vidyalaya, Private schools and Government Schools in Nashik city, India. These 50 respondents' were selected by using convenience sampling technique.

#### **Data Analysis:**

The following is the analysis based on the responses given by 50 Units (sample respondents) teachers'.

##### **Demographic Analysis of the respondents':**

1. 68 percent of the respondents were females and 32 percent were males.
2. 78 percent of respondents' were between 26-40 years of their age, 16 percent between 18-25 years of their age, 06 percent were between 41-60 years of their age
3. 84 percent of the respondents were married, 14 percent were single and 2 percent were belonging to other category.
4. 4 percent of the respondents were SSC+ Montessori Diploma, 06 percent were Under Graduate (HSC) + D.Ed qualified, 32 percent were Graduate+ B.Ed/ B.P.Ed and 58 percent were Post Graduate + B.Ed/ B.P.Ed.
5. 70 percent of the respondents were working in private schools, 26 percent were working in government schools and 04 percent were working in Kendriya Vidyalaya.

**Researcher Has Measured Following Perspectives Of The Respondents':**

1. **No. of Trainings Attended:** 54 percent attended 4 to 6, 36 percent of attended up to 3 and 10 percent attended more than 6 trainings in previous academic year for professional development.
2. **Training Programs Fulfilled Expectation:** 56 percent said most of the times, 30 percent said always, 12 percent said sometimes, and 2 percent said rarely the training programs which they attended fulfilled their expectation.
3. **Training Programs Increase Knowledge:** 78 percent of the respondents said always, 30 percent said most of the times, 2 percent said sometimes and 2 percent said rarely the training programs they had attended helped in increasing knowledge.
4. **Training Programs Improve Teaching Skills:** 52 percent of the respondents said always, 40 percent said most of the times, 6 percent said sometimes, 2 percent said rarely the training programs which they had attended helped in improving their teaching skill.
5. **Training Programs Develop Research Skills:** 36 percent said most of the times, 30 percent said always, 26 percent said sometimes, 4 percent said rarely and 4 percent said never the training programs which they had attended helped in developing research skills.
6. **Training Programs Improve Communication Skills:** 56 percent of the respondents said most of the times, 32 percent said always, 12 percent said sometimes the training programs which they had attended helped in improving their communication.
7. **Training Programs Provide an Opportunity to Overcome Subject Related Problems:** 64 percent of the respondents said always, 20 percent said most of the times, 16 percent said sometimes the training programs which they had attended provide an opportunity to overcome subject related problems.
8. **Respondents' Opinions about 'Training is the Most Effective Method for Professional Development of Teachers':** 52 percent of the respondents' agreed, 42 percent strongly agreed and 6 percent neither agreed nor disagreed that 'Training is the most effective method for professional development of teachers'. Difference in the proportions of responses is highly significant, at  $p = 0.000$ , Chi-Square value-62.600, Degrees of Freedom (df)-4.

#### Testing of Hypothesis:

$H_0$ : Training is not the most Effective method For Professional Development of Teachers. As observed (the perspectives measured No:8); difference in the proportions of responses is highly significant, Hence  $H_0$  is not accepted at  $p = 0.000$ , by applying Chi square test to test the homogeneity of proportions of responses of the respondent teachers'.

**Inference:** Training is the most effective method for professional development of teachers. Hence the alternative hypothesis,  $H_1$ : Training is the most effective method for professional development of teachers' is accepted.

#### Findings:

1. Most of the times (56 percent) the training programs attended fulfilled the expectations of the respondents'.
2. Training programs always (78 percent) helped in increasing knowledge of the respondents'.
3. Training programs always (52 percent) improved teaching skill of the respondents'.
4. Training programs most of the times (36 percent) helped in developing research skills of the respondents'.

5. Training programs most of the times (56 percent) helped in improving communication skills of the respondents’.
6. Training programs always (64 per cent) provide an opportunity to overcome subject related problems of the respondents’.
7. Respondents’ agree (52 per cent) training is the most effective method for professional development of teachers’.

**Conclusions:**

Training plays a vital role in teachers’ professional development. From the study, it can be concluded that training increases knowledge, improves communication skills, research skills, teaching skills etc. Training provides an opportunity to overcome subject related problems and is the most effective method for professional development of teachers’.

**Suggestions:**

1. Teachers should be encouraged by school authorities to attend at least one training program in two months.
2. Training needs of the Teachers at various levels should be mapped by expert committee at school and accordingly training should be imparted.

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## स्व मार्गदर्शित व्यावसायिक विकास

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शिक्षक हा विकासाचा पाया आहे. शिक्षण प्रणालीत शिक्षक हा विकासाचा दुवा मानला जातो. योग्य प्रशिक्षणातून शिक्षकाचा व्यावसायिक विकासाला सुरुवात होते. प्राप्त मार्गदर्शनातून व्यावसायिक प्रगतीला सुरुवात होते. परंतु संपादनाचा उपयोग करून शिक्षकाने स्वतःचा व्यावसायिक विकास करण्यासाठी स्व मार्गदर्शित कृती कार्यक्रम आखणे आवश्यक आहे. पारंपारित ध्येय सोडून नवीन ध्येययुक्त विचार करावा. त्याप्रमाणे अंमलबजावणी करून स्व मार्गदर्शनातून विकास साधावा. जोपर्यंत स्व पासून सुरुवात होत नाही तोपर्यंत मार्ग सापडत नाही. त्यासाठी शिक्षकांनी स्व मार्गदर्शित व्यावसायिक विकास आराखडा तयार करावा. आराखड्यानुसार कार्य केल्यास यश प्राप्ती नियोजन बद्धतेने सहज सुलभतेने होईल. प्रस्तुत संकल्पनाधारित लेखामध्ये व्यावसायिक विकासासाठी आराखड्याची मांडणी करण्यात आलेली आहे.

### प्रस्तावना –

शिक्षण हे सामाजिक परिवर्तनाचे प्रभावी साधन आहे. शिक्षण प्रणालीतील शिक्षक हा प्रमुख स्रोत आहे. अध्यापन व्यवसायामध्ये त्यांची भूमिका आणि जबाबदाऱ्या महत्वपूर्ण आहे. बदलत्या सामाजिक परिस्थितीनुसार विद्यार्थ्यांना घडवावे लागते. शिक्षकांनाही बदलत्या अपेक्षेनुसार आणि शिक्षणाच्या गुणवत्तेनुसार परिवर्तनाची आणि विकासाची गरज आहे. वर्तमान काळात सामाजिक बौद्धिक व मानसिक परिस्थितीत बदल झालेला आहे. तंत्रज्ञानाच्या माध्यमातून अध्ययन अध्यापनासाठी नवीन आराखडा निर्माण करावा लागणार आहे.

शिक्षकांच्या व्यावसायिक विकासामुळे झालेल्या विकासासाठी आणि शैक्षणिक बदल घडून येणार आहे. व्यावसायिक विकास वैयक्तिक आणि सामाजिक विकासासाठी उपयुक्त आहे. म्हणजेच शिक्षकांच्या व्यावसायिक विकासाचा फायदा त्यांना स्वतःला तसेच समाजाला सुद्धा होणार आहे. व्यावसायिक विकासामध्ये शिक्षकांच्या ज्ञान संपादन, कौशल्य आणि वृत्ती यांच्या शैक्षणिक विकासासाठी उपयोग होतो. शिक्षकांचा हा विकास सेवा पूर्व

प्रशिक्षणापासून सुरु होवून शेवटपर्यंत चालू असतो. ओडाबासी आणि काबावसी (२००७) यांच्या मते शिक्षकांचा व्यावसायिक विकास म्हणजे सेवा पूर्व प्रशिक्षणामध्ये सेमिनार आणि विविध कोर्सेस सारख्या उपक्रमांचे प्रशिक्षण देणे होय. तर सेफेरेलू (२००९) यांच्या मते शिक्षक प्रशिक्षण यांच्या मते शिक्षक प्रशिक्षण उपक्रमांमध्ये शिक्षकांच्या गरजांनुसार व त्यांच्या व्यावसायिक वाढीसाठी आणि विकासासाठी असाव्यात. गुस्की (२०००) यांच्या मते व्यावसायिक विकास ही एक प्रक्रिया आणि उपक्रम आहे जो शिक्षकांच्या व्यावसायिक ज्ञान, कौशल्य आणि वृत्ती विकास प्रवृत्त करतो. त्यामुळे ते विद्यार्थ्यांच्या अध्ययनास प्रेरणा देतात. म्हणून असे म्हणता येईल की व्यावसायिक विकास हा हेतूपुरस्सर अविरत आणि नियोजनबद्ध प्रणाली आहे. म्हणूनच व्यावसायिक विकासामध्ये परंपरागत आणि ध्येयनुवज मुद्द्यांचा विचार करून विकासात्मक आराखडा तयार करणे आवश्यक आहे.

#### शिक्षक केंद्रित व्यावसायिक विकासाची वैशिष्ट्ये -

- ❖ शिक्षक हे हुशार आणि एकनिष्ठ असतात, त्यांना विद्यार्थी आंतरक्रिया व ज्ञान संपत्तीतून अनुभव प्राप्ती होते.
- ❖ शिक्षक त्यांचे तत्वज्ञान आणि व्यावसायिक ज्ञान यामध्ये एकमेकांपासून भिन्न असतात. सेवा स्तरानुसार यामध्ये बदल असतो.
- ❖ शिक्षकांची व्यावसायिक विकास त्यांच्या दैनंदिन नियोजनामध्ये समाविष्ट असतो.
- ❖ व्यावसायिक विकासासाठी शिक्षकांनी स्वतः गरज आणि प्रेरणेनुसार विकास रचना आणि उपक्रमशीतलतेमध्ये सक्रिय सहभागी असतात.
- ❖ व्यावसायिक विकासामध्ये दूरदृष्टी ध्येय असावीत.

#### पारंपारिक आणि ध्येययुक्त व्यावसायिक विकास

पारंपारिक व्यावसायिक विकासाची वैशिष्ट्ये	ध्येययुक्त व्यावसायिक विकासाची वैशिष्ट्ये
१) समस्या निराकरण	सहाय्यभूत समस्या निराकरण
२) निश्चित दृष्टिकोन	विकासात्मक दृष्टिकोन
३) नियमात्मक विचार	शोधात्मक विचार

४) निश्चित तंत्रज्ञान	विविध तंत्रज्ञान
५) निश्चित सादरीकरण कौशल्य	वैविध्यपूर्ण सादरीकरण कौशल्य
६) अनुधावनाचा अभाव	छुरेशी आधार प्रणाली
७) असंदर्भिय कार्यक्रम	संदर्भिय विशेष कार्यक्रम
८) अचूक मूल्यामापनाचा अभाव	अनुकूल सक्रिय मूल्यांकन
९) स्वतःच्या कार्यक्रमांचा अभाव	कार्यक्रमाची एकत्रित रचना
१०) बालक केंद्रित अध्यापनशास्त्रीय अनुदेशन	प्रौढ केंद्रित

#### व्यावसायिक विकासाचा आराखडा -

व्यावसायिक विकासासाठी शिक्षकांनी स्वतःचा आराखडा तयार करावा. आराखड्यानुसार स्वतःची विकासाची दिशा ठरवावी. त्यामुळे ठराविक दिशेने उद्दिष्टानुरूप सहजतेने काम करण्यास सोपे जाईल.

- १) आदर्श वर्गासाठी ध्येय आणि कार्यक्षेत्र
- २) आदर्श आणि वास्तविकता यांच्यामधील अंतर ओळखा
- ३) अंतर कमी करण्यासाठी स्व मार्गदर्शित कार्यक्रम निर्मिती
- ४) अंमलबाजवणीसाठी कृती नियोजन विकसन
- ५) उत्तरदायित्व प्रमाणालीचा स्वीकार

#### १) आदर्श वर्गासाठी ध्येय आणि कार्यक्षेत्र -

शिक्षकांनी अध्ययन-अध्यापन प्रक्रियेसाठी स्वतःचे अध्यापन तत्वज्ञान ठरवावे. त्यासाठी कोणत्या कार्यक्षेत्रात आपली व्यावसायिक ध्येय प्रभावीपणे पूर्णत्वास लागतील यानुसार ध्येयांची निश्चिती करावी. २१ साव्या शतकासाठी आवश्यक कौशल्यांना संपादन करावे. शैक्षणिक कार्याबरोबरच सामाजिक आणि भावनिकतेचा वर्ग अध्ययनात विचार करावा.

#### २) आदर्श आणि वास्तविकता यांच्यामधील अंतर ओळखा -

शिक्षकांनी स्वतःच्या गरजेनुसार आणि ध्येयानुसार व्यावसायिक विकास करतांना वास्तविकता आणि

आदर्श विकास याच्यामधील अंतराची ओळख करून घ्यावी. सध्याच्या वास्तविकतेचे ज्ञान करून घ्यावे. ध्येयप्राप्तीसाठी इच्छानुरूप स्वतःची वास्तविकतेची जाणीव करून घ्यावी. स्वतःमध्ये असलेल्या बलस्थाने, कमतरता, त्रुटी, उणीवा यांची ओळख झाल्यास येणाऱ्या अडथळ्यांची जाणीव होते. अडथळे दूर करण्यास प्रयत्न करावेत. त्यामुळे निर्माण झालेले अंतर कमी करण्यासाठी प्रयत्नांमुळे ध्येय प्राप्तीसाठी सेतूपूल तयार होईल.

### ३) अंतर कमी करण्यासाठी स्व मार्गदर्शित कार्यक्रम निर्मिती -

शिक्षकांनी स्वतःच्या प्राप्त स्रोतांनुसार अध्ययन नियोजन करावे. स्वतःचे कार्यक्रम निश्चित करावेत. जसे सेमिनार, कार्यशाळांमध्ये सहभाग, उन्हाळी कोर्स, संशोधन गट निर्मिती व काम, कार्यक्रमांसाठी गट नियोजन, व्यावसायिक संघटन, सहकाऱ्यांशी आंतरक्रिया, व्यावसायिक साहित्याचे वाचन, विमर्षी विचार व पुनः अंमलबाजवणी इ. नुसार स्वतःची मार्गदर्शित कार्यप्रणाली तयार करा. त्यामुळे वास्तविकता आणि ध्येयासाठी व्यावसायिक विकास यातील अंतर कमी करण्याला मदत होईल.

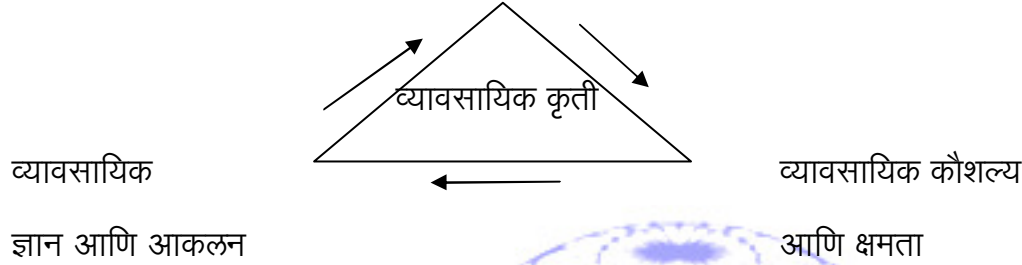
### ४) अंमलबाजवणी कृती नियोजन विकसन -

स्व मार्गदर्शित कार्यक्रमानुसार अंमलबाजवणीसाठी कृती नियोजन विकसित करावे. परंतु ध्येयांनुसार अंमलबाजवणी करतांना शिक्षकांचे कल्पना, समजूत आणि दैनंदिन कार्य याचा व्यावसायिक विकासावर परिणाम होता असे जाणवल्यास प्रशिक्षणाचा आधार घ्यावा. शिक्षकांनी विकासासाठी मूल्य बदल, क्षमता, ज्ञान कौशल्य परिवर्तन आणि अनुकूलनशीलता या कृतीची अंमलबाजवणी करण्याचे ठरवावे. त्यामुळे होणारा परिणाम कमी होईल. स्वनिर्मित कार्यक्रम योग्य प्रकारे राबविता येतील.

### ५) उत्तरदायित्व प्रणालीचा स्वीकार -

उत्तरदायित्व प्रणालीला मागणी, उपकार, परतफेड यांची गरज आहे. व्यावसायिक विकासासाठी स्वतःला अनेक सहाकार्यांचे सहाय्य मिळालेले असते त्यामुळे स्व मार्गदर्शित कार्यक्रम यशस्वीरित्या राबविता आले. व्यावसायिक विकास करण्यास मदत मिळाली. त्यांना त्यांच्या विकासासाठी मदत करून परतफेड करावी. हे उत्तरदायित्व प्रत्येकाने स्वीकारावे.

व्यावसायिक मूल्य आणि वैयक्तिक बांधिलकी



समारोप –

व्यावसायिक विकास हा शैक्षणिक संस्था आणि शिक्षकांनी स्वतः करण्याची गरज आहे. त्याची गरज समजून घेवून अपेक्षित आणि वास्तविकता यानुसार उदयोजकतेस वाव द्यावा. स्व मार्गदर्शित आधार प्रणालीचा स्वीकार करून घ्यावा. त्यासाठी त्यांनी वेळ, स्रोत आणि विचार यांची समन्वय साधावा. व्यावसायिक विकासासाठी विविध व्यावसायिक अनुभूती घ्याव्यात. व्यावसायिक मूल्य, ज्ञान व अनुकूलन शीतता जपावी. वेळोवेळी अनुधावन करावे त्यामुळे पुढील मार्ग ठरवण्यास सोपे जाईल. ध्येयांची अंमलबजावी व पूर्तता यशस्वीरित्या होईल.

संदर्भ साहित्य –

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## Professional Development of teachers with respect to Desirable Attitude of B.Ed Students

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### Desirability- Importance in Professional Development –

Patience, Tolerance will not punish, Pro-active, Reinforcing ,Motivating Encouraging, Positive attitude/optimize ,Co-operative, Solving work Dedication ,Generosity, Creative/Innovative, Punctual ,Able Communicator, Impartial ,Noble ,Active Conscious, Understanding, Good Character, Teaching survey, Thinker ,Good listener, Charismatic, Respectful ,Polite, Trainee, Skillful, Trustworthy ,Learner/thirst for knowledge, Kind, Social,Selfless Consideration for others

### INTRODUCTION

Professional development in education has gotten a bad reputation, and for good reason. Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving teaching. According to Harvard University Professor Heather C. Hill, the “professional development ‘system’ for teachers is, by all accounts, broken.”

Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning.

However, it does not determine whether accountable measures are being gathered to determine if this information has benefited the education system as a whole.

Professional development refers to the development of a person in his or her professional role. According to Glattenhorn (1987), by gaining increased experience in one’s teaching role they systematically gain increased experience in their professional growth through examination of their

teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher (Glattenhorn, 1987). Moreover, professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for their further development (Crowther et al, 2000). One must examine the content of those experiences through which the process will occur and how it will take place (Ganzer, 2000; Guskey, 2000).

This perspective, in a way, is new to teaching in that professional development and in-service training simply consisted of workshops or short term courses that offered teachers new information on specific aspects of their work (Brookfield, 2005). Champion (2003) posited that regular opportunities and experiences for professional development over the past few years had yielded systematic growth and development in the teaching profession.

Many have referred to this dramatic shift as a new image or a new module of teacher education for professional development (Cochran-Smith & Lytle, 2001; Walling & Lewis, 2000). In the past 15 years there have been standards-based movements for reform (Consortium for Policy Research in Education, 1993; Hord, 2004; Kedzior & Fifield, 2004; Sparks, 2002). The key component of this reform effort has been that effective professional development has created a knowledge base that has helped to transform and restructure quality schools (Guskey, 1995; Willis, 2000).

#### Components of Desirable Attitude



Patience  
Tolerance will not punish  
Pro-active  
Reinforcing  
Motivating Encouraging  
Positive attitude/optimize  
Dedication  
Generosity  
Creative/Innovative  
Punctual  
Able Communicator  
Impartial



Noble  
 Risk –takes  
 Flexibility  
 Non –dominating  
 Cheerful  
 Spiritual  
 Rational Thinking  
 Adaptability  
 Non – prejudicial  
 Perseverance  
 Introspective  
 Acceptance  
 Living  
 Attitude of service  
 Humility  
 Participating  
 Passionate  
  
 Co-operative  
 Solving work  
 Conscious  
 Understanding  
 Good Character  
 Teaching survey  
 Thinker  
 Good listener  
 Charismatic  
 Respectful  
 Polite  
 Trainee  
 Skillful  
 Trustworthy



Learner/thirst for knowledge

Kind

Social

Selfless

Consideration for others

Empathy

Compassionate

Helpful

Forgiving

Honesty

Truthful

Willingness

Good thoughts

friendly

Inflected

Good leadership

## STATEMENT OF THE PROBLEM

**Impact of Workshop on Professional Development of teachers with respect to Desirable Attitude of BEd Students**

## OBJECTIVES OF STUDY

1. To take information of Professional Development
2. To decide the component of Professional Development with respect to Desirability .
3. To organised an workshop on Professional Development of teachers with respect to Desirable Attitude of BEd Students
4. To understand the impact of the workshop.

## ASSUMPTIONS OF STUDY

1. Workshop is the one of the way to do Professional Development of teachers with respect to Desirable Attitude of BEd Students

## VARIABLES IN THE STUDY

Variables were the conditions or characteristics that the experimental group manipulates, controls, or observes. In the present study, the independent; dependent and the control variables were given as follows.

**INDEPENDENT VARIABLES**

In experimentation, the manipulated variables are called independent variables. It was under direct control of the experiment that were varied it in any way desired.

In this study the independent variables were workshop

**DEPENDENT VARIABLES**

The dependent variables were conditions or characteristics that appear, disappear or change as the experimenter introduced, removed or changed independent variables (Best, 1980).

In this study the dependent variable was Achievement of the BEd. students

**CONTROL VARIABLES**

The variables whose effects must be controlled were called Control variables.

The Control variable, which were considered for the present study were Rules of the workshop .

**HYPOTHESES OF THE STUDY****RESEARCH HYPOTHESIS**

1. There was significant difference between students concept of Professional Development of teachers with respect to Desirable Attitude of BEd Students.

**SCOPE AND LIMITATIONS OF THE STUDY****SCOPE OF THE STUDY**

The study is applicable to all students of BEd. Students Maharashtra State.

**LIMITATIONS OF THE STUDY**

It is limited to English Medium students.

It is limited to one school of Nashik city.

It is limited to 63 components only .

**IMPORTANCE OF RESEARCH**

The research is important for students to develop skill Professional Development of teachers with respect to Desirable Attitude of BEd Students.

**DESIGN OF THE STUDY**

The selection of a particular experimental design depends on a number of factors such as purpose of study, nature of independent variables, nature of data, facilities available for experiment and the competence of the researcher. Important types of experimental designs are

- Individual experimentation
- Single group experimentation

- Equivalent group experimentation
- Rotation group experimentation.
- The design used in the present research was Single group experimental

## TOOLS

### Data gathering tool

Observation technique to analyze the components .

Researcher developed test.

### Statistical tool

‘t’ - test

In Educational Research the chosen sample should represent the population specifically. The ‘t’ - test is one of the parameters to determine significant difference between two groups chosen for Experimental Research. When the sample is less than 60 then ‘t’ value is calculated. In the present research researcher has selected t- test to determine significance of the chosen sample.

## FINDINGS

### Major finding

The workshop is very valuable for developing students concept of Professional Development of teachers with respect to Desirable Attitude of BEd Students.

### Other finding

1. Before workshop Bed students are un aware about the components of Professional Development of teachers with respect to Desirable Attitude .that are given below
  - a. Patience
  - b. Tolerance will not punish
  - c. Pro-active
  - d. Reinforcing
  - e. Motivating Encouraging
  - f. Positive attitude/optimize
  - g. Dedication
  - h. Generosity
  - i. Creative/Innovative
  - j. Punctual
  - k. Able Communicator
  - l. Impartial

- m. Noble
- n. Risk –takes
- o. Flexibility
- p. Non –dominating
- q. Cheerful
- r. Spiritual
- s. Rational Thinking
- t. Adaptability
- u. Non – prejudicial
- v. Perseverance
- w. Introspective
- x. Acceptance
- y. Living
- z. Attitude of service
- aa. Humility
- bb. Participating
- Passionate

2. Before workshop Bed students are aware bought the components of Professional Development of teachers with respect to Desirable Attitude .that are given bellow but not able to get perfect mining.

- 1. Co-operative
- 2. Solving work
- 3. Conscious
- 4. Understanding
- 5. Good Character
- 6. Teaching survey
- 7. Thinker
- 8. Good listener
- 9. Charismatic
- 10. Respectful
- 11. Polite
- 12. Trainee

13. Skillful
14. Trustworthy
15. Learner/thirst for knowledge
16. Kind
17. Social
18. Selfless
19. Consideration for others
20. Empathy
21. Compassionate
22. Helpful
23. Forgiving
24. Honesty
25. Truthful
26. Willingness
27. Good thoughts
28. friendly
29. Inflected
30. Good leadership

3. After workshop also some Bed students are unaware bought the components of Professional Development of teachers with respect to Desirable Attitude .that are given bellow but not able to get perfect mining.

Calm

Appreciative Preventability

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## Professional Development of Teachers

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### Introduction :

"Good education require good teachers" means that it becomes essential that the most capable and appropriate people be recruited into the teaching profession, provided with a high quality pre – service programme of teacher education and then offered opportunities to upgrade their knowledge and skills over the full length of their professional career. It is therefore essential that there is a major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them.

Teacher education needs to be adequately strengthened and upgraded to accommodate the changing role of the teacher and so the changing role of the teacher and so that teachers can effectively address contemporary issues regarding education.

### Main Functions of Teacher Education :

1. **Better understanding of the student:-** Teacher training is a must as it enables the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.
2. **Building confidence:-** Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He is not timid or shy. He can tackle many odd situations and he does not run away from problem situations.
3. **Methodology of teaching:-** Through training, the future teacher becomes familiar with the methodology of teaching. He also gets essential knowledge of methods required for a particular flair and not in a routine way.
4. **Building of favourable attitude:-** A sort of brain wash is also It helps in building favourable attitudes towards the teaching profession. During the course of training, many doubts of the teacher trainee's stand removed. It results in creation of love and respect for the teaching profession.
5. **Familiarizing with the latest in education:-** Teacher training programmes familiarize the

future teachers with all that is latest in education. An attitude of research and experimentation is attempted to be created in them.

6. **Familiarizing with the school organization:-** During the course of teaching, we familiarize the teacher trainees with the organization and administration of the school. It is of immense use to them in later life.
7. **Creating social Insight:-** Teacher training is a must. It is required to teach the teachers to live a community life. Training is essential to create a social insight in them.
8. **Improving standards:-** We are interested in raising the standards or the quality of education. A trained teacher can be a great help in improving the quality of education and also in checking wastage.
9. **Training for democracy:-** Lastly, training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up in the country. Training is required not only with the sole aim of making one a good teacher but also making him a good citizen.

**The teacher is expected to :**

- promote skills and competency in literacy and numeracy, sensitivity to the environment and harmony between the school and its community;
- help the growth of basic skills and attitudes for proper and continued development of cognitive social, moral and emotional development;
- transmit culture and knowledge, and help students become aware of the world community;
- nourish creative and critical abilities;
- encourage adaptability in a dynamic and ever changing society;
- help each individual achieve full self-actualization to become a fully functional member of society;
- provide the students and the community with an admirable role model as a professional teacher;
- ensure students' physical well-being; be accountable to the community and its parents

**Teachers need to :**

- ensure their continuing personal development including the upgrading of knowledge and teaching skills;
- be aware of the values and attitudes which lead to a healthy human society;
- be involved actively in the affairs of the local community and society;
- provide effective management of the learning environment and resources;
- be skilled in linking the curriculum of the school with the needs of the community;
- be skilled in counselling individual children and the management of groups of children;
- be skilled in the use and choice of a variety of teaching methods;
- be skilled in working with parents and other members of the community;
- be skilled in a variety of appropriate research methodologies.

The general expectation is therefore that teacher education should be modified to ensure that all teachers have the knowledge, competencies and sensitivities to accommodate all these aspects of the teacher's role.

There is a need to concentrate on promoting the professional competence of teachers and other educational personnel, through the development of institutional facilities and services, new skills and attitudes through personnel profiles, emphasizing professional support services, and the training and continuous education of all educational personnel.

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## शिक्षकांचा व्यावसायिक विकास

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### सारांश :

शिक्षकाने स्वतःचा व्यावसायिक विकास साधण्यासाठी आधुनिक तंत्रज्ञानाच्या प्रवाहात सामील होणे आवश्यक आहे, स्वतःच्या आत्मपरिक्षणातून स्वतःची समाज उपयोगिता लक्षात घेऊन आपली नैतिक जबाबदारी पार पाडण्याचे कर्तव्य शिक्षकांनी केले पाहिजे. जो शिक्षक स्वतःचा विकास अविरत घडवत असेल तोच शिक्षक विद्यार्थ्यांचा विकास घडवू शकतो. शिक्षकांच्या व्यावसायिक विकासाच्या आवश्यकतेसाठी शिक्षकी पेशा, बदलती उद्दिष्टे, बदलत्या गरजा, नवनवीन तंत्रे, बदलते शैक्षणिक धोरणे, आंतर विद्याशाखांचे ज्ञान यासारखे घटक महत्त्वाचे ठरतात. शिक्षकांच्या व्यावसायिक विकासाच्या तंत्रामध्ये मुक्त विद्यापीठ, शिक्षक प्रशिक्षण संस्था, नियतकालिके, सेवांतर्गत प्रशिक्षण, अवांतर वाचन यासारखे अनेक घटक महत्त्वाची भूमिका बजावतांना दिसतात. या विविध तंत्रांचा फायदा शिक्षकांचा व्यावसायिक विकास होण्यासाठी होतो.

### प्रस्तावना :

आज आजन्म शिक्षणाची संकल्पना उदयास आलेली आहे, म्हणजेच प्रत्येक व्यक्तीने आयुष्यभर शिक्षण घेणे गरजेचे आहे. शिक्षकाने स्वतःचा व्यावसायिक विकास साधण्यासाठी आधुनिक तंत्रज्ञानाच्या प्रवाहात सामील होणे आवश्यक आहे.

विकासाचा पाया हा प्रामुख्याने शिक्षण प्रक्रियेमधून घातला जातो. शिक्षण हे समाजातील सर्वच क्षेत्रांशी, घटकांशी संबंधित आहे त्यामुळे शिक्षकांचे समाजातील स्थान वैशिष्ट्यपूर्ण आहे. शिक्षकांनी समाजाभिमूख दृष्टी ठेवून आपल्या व्यवसायाचे कार्य प्रभावीपणे व निरंतर करावयास हवे. स्वतःच्या आत्मपरिक्षणातून स्वतःची समाज उपयोगिता लक्षात घेवून आपली नैतिक जबाबदारी पार पाडण्याचे कर्तव्य शिक्षकांनी केले पाहिजे.

शिक्षकांच्या जबाबदारीमध्ये व्यवसायासंबंधी निष्ठा, व्यासंग, निरंतर अध्ययन, विद्यार्थ्यांबद्दल, जिद्दाला, ध्येयनिष्ठा, चारित्र्यसंपन्नता यासारख्या गुणवैशिष्ट्यांची रुजवणूक स्वतःमध्ये केली पाहिजे. जेणेकरून शिक्षणाची प्रक्रिया प्रभावी, परिणामकारक होईल यामधूनच शिक्षकांचा व्यावसायिक विकास होण्यास निश्चित मदत मिळेल.

**A lamp which is burning itself can enlighten other lamps. : Ravindranath Tagore.**

जो दिवा स्वतः जळत असतो तोच दिवा इतर दिव्यांना प्रज्ज्वलित करू शकतो.

या तत्त्वानुसार जो शिक्षक स्वतःचा विकास अविरत घडवत असेल तोच शिक्षक विद्यार्थ्यांचा विकास घडवू शकतो.

### शिक्षक व्यावसायिक विकास संकल्पना :

शिक्षक व्यावसायिक विकासाची संकल्पना व्यापक आहे. यामध्ये

- 1) शिक्षकी पेशासाठी आवश्यक अध्यापन तंत्र व कौशल्याची जाणीव करून घेणे.
- 2) अध्यापन तंत्र व कौशल्याबाबत स्वतःचे आत्मपरिक्षण करणे.
- 3) अध्यापन तंत्र व कौशल्यांचा विकास घडविण्यासाठी नवनवीन मार्ग शोधणे.
- 4) स्वसामर्थ्य व वैयक्तिक क्षमतेनुसार योग्य मार्गाची निवड करणे.
- 5) स्वयं विकासाची प्रक्रिया अविरत सुरु ठेवणे.
- 6) व्यावसायिक विकास प्रक्रियेत येणाऱ्या त्रुटी / अडथळ्यांवर उपाययोजना करणे.
- 7) सदर विकास प्रक्रियेतून आत्मिक समाधानाकडे वाटचाल करणे.

### शिक्षकांच्या व्यावसायिक विकासाची आवश्यकता :

आजच्या शैक्षणिक तंत्रविज्ञान, अभ्यासक्रम विकसन, शिक्षणाचे अर्थशास्त्र, शिक्षणाचे प्रशासन, शिक्षणाचे व्यवस्थापन, बालकांचे शिक्षण, अपंगांचे शिक्षण, प्रौढांचे शिक्षण, शिक्षणाचे नियोजन यासारख्या विविध विषयशाखांनी शिक्षणशास्त्रात प्रवेश केलेला आहे. शिक्षणशास्त्र हे बहुशाखीय शास्त्र बनले असून समाजात बदल घडवून आणण्याच्या दृष्टीने ज्या-ज्या ज्ञानशाखा महत्त्वपूर्ण ठरतील, त्या सर्वांचा विचार शिक्षणशास्त्रात होत आहे. त्यासाठी शिक्षकांच्या व्यावसायिक विकासाची आवश्यकता भासत आहे. शिक्षकांच्या व्यावसायिक विकासाच्या आवश्यकतेसाठी खालील मुद्दे महत्त्वाचे दिसून येतात.

#### 1) वैशिष्ट्यपूर्ण पेशा :

शिक्षकी पेशा हा वैशिष्ट्यपूर्ण पेशा आहे. इतरापेक्षा हा पेशा वेगळा आहे. कारण यामध्ये आवड हवी, कळकळ हवी, ध्येयवाद हवा, सजीवांशी संबंध येतो. नवनवीन साधनांची निर्मिती करावी लागते, व्यक्तिभिन्नतेला सामोरे जावे लागते. अविरत प्रयत्नशील राहावे लागते विद्यार्थ्यांचे कुसंस्कारापासून रक्षण करावे लागते, स्वतःचे वर्तन आदर्श ठेवावे लागते, शिक्षकाला मानसशास्त्र, शरीरशास्त्र, अभ्यास सवयी, क्षमता यांचे पूर्ण ज्ञान असावे. व्यवसायनिष्ठा आवश्यक असते.

#### 2) बदलती उद्दिष्टे :

कालानुरूप शिक्षणाची उद्दिष्टे बदलत आहे. पूर्वी फक्त ज्ञानप्राप्ती हेच उद्दिष्ट होते. आता मात्र इ

गानरचनावादानुसार ज्ञानाची निर्मिती करणे हे नवीन उद्दिष्ट समोर आले आहे. त्यामुळे शिक्षकाला व्यावसायिक विकासाची आवश्यकता वाढली आहे.

### 3) बदलत्या गरजा :

जग, देश, समाज, कुटूंब आणि व्यक्ती यांच्या गरजा बदलल्या आहेत. पूर्वीची म्हण "अंथरण पाहून पाय पसरावे" अशी होती. आता मात्र आपल्याला पाय किती पसरायचे यावरून लोक अंथरण निवडू लागले आहेत, हे देखील भान शिक्षकाला येणे आवश्यक आहे.

### 4) नवनवीन तंत्रे :

शैक्षणिक तंत्रविज्ञान, संगणक, इंटरनेट, ICT, E- Learning यांचा विकास झाल्यामुळे ज्ञानाची नवनवीन कवाडे खुली होत आहे ती जाणून घेणे आवश्यक आहे.

### 5) स्वयंविकासाचे साधन :

धावत्या स्पर्धेत टिकण्यासाठी शिक्षकाला स्वतःलाच स्वतःचे स्वयंविकासाचे साधन बनावे लागेल.

### 6) बदलते शैक्षणिक धोरण :

शासकीय धोरणे, मूल्यमापन पद्धती, नवनवीन तंत्रे, शासनाच्या शाळांकडून अपेक्षा, शिक्षकांच्या वाढत्या जबाबदाऱ्या यांना जर न्याय द्यावयाचा असेल तर व्यावसायिक विकास अत्यावश्यक आहे.

### 7) आंतर विद्याशाखांचे ज्ञान :

मेडीकल, इंजिनिअरींग यासारखा शिक्षकी पेशा नाही. शिक्षकाला विद्यार्थ्यांना व्यावसायिक मार्गदर्शन करावे लागते. इयत्ता 9 वी व 10 वी साठी कार्यशिक्षण हा नवीन विषय सुरु झाला आहे, त्याअंतर्गत विद्यार्थ्यांना व्यावसायाबाबत मार्गदर्शन करावे लागते. म्हणूनच शिक्षकाला केवळ शिक्षणशास्त्रच नव्हे तर इतर विद्याशाखांचे देखील ज्ञान आवश्यक आहे. ज्यायोगे तो त्या विद्याशाखांच्या ज्ञानाचा उपयोग अध्ययन-अध्यापन समृद्धीमध्ये करू शकेल.

### शिक्षकांच्या व्यावसायिक विकासाची तंत्रे :

1. मुक्त विद्यापीठाद्वारे शिक्षण घेणे :- डी.एस.एम., बी.एड., एम.एड., एम.ए. (शिक्षणशास्त्र) आशययुक्त अध्यापन पद्धती, विशेष प्रशिक्षण, एम.फिल., पीएच.डी. यासारखे शिक्षणक्रम शिक्षक पूर्ण करू शकतात.
2. बहिस्थ अभ्यासक्रम :- विविध विद्यापीठांच्या माध्यमातून पदवी, पदव्युत्तर शिक्षणक्रम व संशोधन पूर्ण करणे.
3. शिक्षक - प्रशिक्षण संस्था :- एन.सी.ई.आर.टी., एन.सी.टी.ई., एस.सी.ई.आर.टी., एस.आय.ई.टी.

(राज्य शैक्षणिक तंत्रज्ञान संस्था) एस.आय.एस.ई. (राज्य विज्ञान शिक्षणशास्त्र संस्था) बालभारती, एस.एस.सी. बोर्ड, जिल्हा शिक्षक प्रशिक्षण संस्था व शिक्षणशास्त्र महाविद्यालयातील विस्तारसेवा विभाग यासारख्या संस्थातर्फे सेवातर्गत अल्पमुदतीचे प्रशिक्षणवर्ग यशस्वीरित्या पूर्ण करता येतात.

#### 4. विविध शैक्षणिक नियतकालिकांचे वाचन :-

शिक्षण संक्रमण, शिक्षण समीक्षा, जीवन शिक्षण, भारतीय शिक्षण, प्रौढशिक्षा, शिक्षण तरंग, शिक्षणातील मर्मदृष्टी, योजना, लोकराज्य, विज्ञान युग यासारख्या नियतकालिकांचे नियमित वाचन केल्याने आधुनिक व अद्यायावत ज्ञानप्राप्तीकडे जाता येते.

#### 5. शिक्षक संघटनांचा उपयोग :-

संघटन ही मोठी शक्ती असते. एकीचे बळ मिळते फळ असे आपण म्हणतो. जर विषय शिक्षक संघटनांनी आपल्या विषय शिक्षकांच्या व्यावसायिक विकासासाठी प्रशिक्षण वर्गांचे आयोजन केले तर त्याचा शिक्षकांच्या व्यावसायिक विकासाला हातभार लागेल.

#### 6. सेवातर्गत प्रशिक्षण :-

उन्हाळी वर्ग, उद्बोधन वर्ग, उजळणी वर्ग, चर्चासत्र, कृतीसत्र, मार्गदर्शन सत्र, कार्यशाळा, परिसंवाद यामध्ये नियमित सहभाग घेतल्यास तज्ज्ञांची व्याख्याने ऐकायला मिळतात. अनुभव समृद्धी येते, दृष्टीकोन व्यापक होतो. आत्मपरिक्षणाची संधी मिळते.

#### 7. विषय शिक्षक सभा :-

शाळा महाविद्यालयात विषय शिक्षकांच्या सभा (प्रत्येक सत्रात किमान एक) नियमितपणे घेतल्यास शिक्षकांना उत्साह येतो व स्वयंविकासाची प्रेरणा मिळते.

#### 8. अवांतर वाचन :-

आत्मचरित्रे, चरित्रात्मक लेख, वृत्तपत्रे, नियतकालिके, विविध थोर व्यक्तींचे अनुभव व प्रेरणादायी लेखन इत्यादींचे वाचन करणे.

#### 9. आधुनिक तंत्रज्ञानाचा वापर :-

शिक्षक व्यावसायिक विकासासाठी विविध माध्यमे, संदर्भ पुस्तके, दूरदर्शन, ई-स्त्रोत, ई-मेल, ई-लर्निंग, संगणक, इंटरनेट यासारख्या तंत्रांचा उपयोग करून आपले ज्ञान अद्यायावत करू शकतात.

#### शिक्षकांच्या व्यावसायिक विकासाचे फायदे :-

- 1) अपेक्षापूर्ती -शासन, समाज, विद्यार्थी यांच्याकडून वाढत्या अपेक्षांची पूर्ती करणे शिक्षकाला शक्य होऊ शकते.

- 2) बालकांचा / विद्यार्थ्यांचा विकास-शिक्षणाचे हे ध्येय साध्य होऊ शकेल.
- 3) कौशल्यांचा विकास - अध्यापन कौशल्ये, अध्ययन कौशल्ये, संवाद कौशल्ये यांचा विकास होईल.
- 4) नैतिक वातावरण व निकोप स्पर्धा वाढीस लागेल.
- 5) शिक्षकांच्या कार्यक्षमतेत वाढ होईल.
- 6) आत्मपरिक्षणातून आत्मविश्वास वाढेल.
- 7) शिक्षकांच्या कार्याला गती व दिशा मिळेल.

[प्रगती = दिशा + गती ] या सूत्राने विकास होईल.

- 8) आपले ज्ञान अद्ययावत ठेवण्यासाठी चालना मिळेल.
- 9) स्वयंमूल्यमापनाची संधी मिळेल.
- 10) समाजात आदराचे स्थान मिळून समाज परिवर्तनाचा अग्रदूत होता येईल.
- 11) व्यावसायनिष्ठतेत वाढ होईल.
- 12) आत्मिक समाधान मिळेल.

#### समारोप :-

शिक्षक व्यक्तिमत्त्वाचा ठसा हा विद्यार्थ्यांच्या अभिवृत्ती, अभिरुची, विविध मूल्ये, आदर्शवृत्ती, आचार-विचार- कल्पना यावर सातत्याने उमटत असतो. शिक्षकाची गुणवत्ता, त्याचे ज्ञान, विविध अध्यापन कौशल्ये, शिक्षकांची क्षमता, शिक्षकांची कामगिरी आणि शिक्षकांची व्यावसायिक निष्ठा शिक्षकांच्या व्यावसायिक विकासासाठी महत्त्वाची ठरते.

शिक्षकांनी सतत लक्षात घेतले पाहिजे की,... शेकडो डोळे तुमच्याकडे अपेक्षेने पाहत आहेत. त्यांच्यामध्ये ज्ञानाची तहान आहे. त्यांच्यासाठी तुम्हीच आदर्श आहात. म्हणूनच केवळ खडू, डस्टर न घेता आनंदाने जिवंत मनांना सामोरे जा.... म्हणूनच स्वतःचा व्यावसायिक विकास घडवा.

#### संदर्भ ग्रंथ :-

1. दुनाखे अरविंद, शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, नित्यनूतन प्रकाशन, पुणे. (2005)
2. घोरमोडे के.यु., घोरमोडे कला, भारतीय शिक्षण प्रणालीचा विकास आणि शालेय व्यवहाराचे अधिष्ठान, विद्या प्रकाशन, नागपूर. (2006)
3. भिलेगांवकर सदानंद, भिलेगांवकर स्मिता, माध्यमिक शिक्षणाची कार्यपद्धती, नित्यनूतन प्रकाशन, पुणे. (2006)

## शिक्षण प्रशिक्षणाचा व्यावसायिक विकास

प्रा. प्रताप बी. आत्रे,

सहाय्यक प्राध्यापक,

अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय,

नाशिक.

सारांश :

शिक्षणास व्यवसायासाठी आवश्यक असणारे सर्व निकष लागू होतात म्हणून शिक्षण हा एक महत्त्वाचा व्यवसाय आहे व शिक्षक हा एक व्यावसायिक आहे. समाजाच्या, राष्ट्राच्या व मानवाच्या हितासाठी या व्यावसायिकाचा विकास होणे गरजेचे आहे त्यासाठी शिक्षण – प्रशिक्षणाचा व्यावसायिक विकास ही काळाची गरज आहे. त्यासाठी सेवापूर्व व सेवांतर्गत प्रशिक्षणातून अदययावत ज्ञान, कौशल्याची देवाण झाली पाहिजे तसेच शिक्षक प्रशिक्षणाची आचार संहिता व्यवस्थित पाळणे गरजेचे आहे. सध्याच्या शिक्षण प्रशिक्षणातील व्यावसायिक विकासातील समस्या व उपाययोजनांचा ही विचार करणे महत्त्वाचे ठरते.

प्रस्तावना :

" २०२० चा बलशाली भारत घडविण्याचे स्वप्न शाळांच्या वर्ग खोल्यांमधून साध्य होणार आहे " असे भारताचे राष्ट्रपती ए. पी. जे. अब्दुल कलाम म्हणतात आजचे विद्यार्थी उदयाचे नागरिक असून तेच बलशाली भारत घडविण्याचे कार्य करणार आहेत परंतु या विद्यार्थ्यांना सर्वांगीणदृष्ट्या सामर्थ्यवान करण्याची जबाबदारी शिक्षकांची आहे म्हणून शिक्षकांमध्ये होत असणाऱ्या संख्यात्मक वाढीबरोबरच गुणात्मक विकास करण्यासाठी शिक्षक शिक्षणाचा गुणवत्ता विकास होणे आवश्यक आहे. परंतु देशाच्या उच्च शिक्षणामध्ये संख्यात्मक वाढ मोठ्या प्रमाणात झाली परंतु गुणात्मक वाढ फारशी झाली नाही. शिक्षकांची गुणवत्ता सुधारल्याशिवाय शिक्षणाच्या गुणवत्तेमध्ये सुधारणा होणार नाही त्यासाठी व्यावसायिक गुणवत्तेचा विकास होणे गरजेचे आहे. परंतु शिक्षकांचा व्यावसायिक विकास साधायचा आहे तर मग शिक्षण वा अध्यापन हा व्यवसाय आहे का? शिक्षक स्वतःला डॉक्टर, इंजिनियर, वकील यांसारखे व्यावसायिक समजतात का? अध्यापन हा व्यवसाय आहे व शिक्षक हे व्यावसायिक आहे हे ठरविण्याचे निकष कोणते असावे? शिक्षकांना व्यावसायिक बनविण्याची गरज आहे का? शिक्षकांनी व्यावसायिक नीतिमत्ता पाळणे हे त्यांच्या क्षमता, बांधिलकी, एकनिष्ठता यांच्या विकासासाठी आवश्यक आहे का? हे प्रश्न पुढे येतात या प्रश्नांच्या उत्तराचा शोध शिक्षण प्रशिक्षणाच्या व्यावसायिक विकास करतांना विचारात घेणे गरजेचे आहे.

**शिक्षण एक व्यवसाय :**

शिक्षणास व्यवसाय म्हणणे अगदी योग्य ठरते कारण व्यवसाय करणारास स्वतःच्या व्यवसायाचे शास्त्रीय व सखोल ज्ञान कौशल्ये, समर्पण वृत्ती, समाजसेवेची तळमळ असणे आवश्यक असते. त्यातूनच व्यवसायाची प्रतिष्ठा वाढत असते. यासाठी सेवापूर्व व सेवांतर्गत प्रशिक्षणातून अदययावत ज्ञान, कौशल्य शिक्षकी व्यवसायासाठी दिले जाते. या लक्षणामुळे व्यवसायामध्ये शिक्षणाचा प्रथम क्रमांक लागतो. परंतु ' राष्ट्रीय शैक्षणिक धोरण – अध्यापकांकडून अपेक्षा ' यात असे नमूद करण्यात आले आहे की, हल्ली शिक्षक प्रशिक्षणाची फार दुर्दशा झाली यात अनेक गैरप्रकार शिरले आहेत शिक्षकांची निवड व नेमणूक ही गुणवत्तेच्या निकषांवर होत नाही यात सुधारणा झाली नाही तर नवे धोरण कितीही चांगले असले तरी त्यातून फारसे निष्पन्न होणार नाही म्हणून यासाठी अध्यापक शिक्षणाकडे आवर्जून लक्ष देणे आवश्यक आहे.

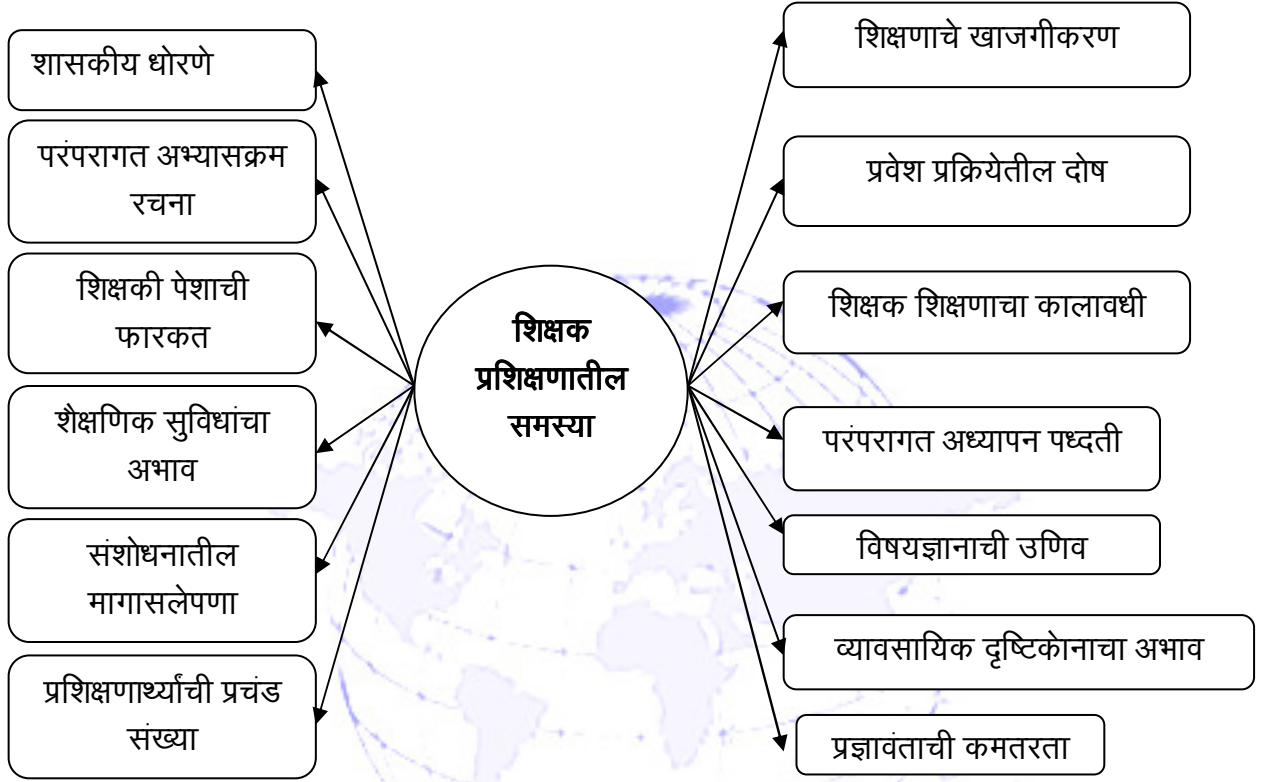
**व्यावसायिक विकास :**

रविंद्रनाथ टागोर म्हणतात की, ' शिक्षक स्वतः विद्यार्थी असल्याशिवाय चांगला शिकवू शकत नाही, एक पेटता दिवाच दुसरा दिवा पेटवू शकतो '. शिक्षणाचे व्यवसायात रुपांतर करावयाचे असेल तर शिक्षकांनी विषयावर प्रभुत्व मिळविणे आवश्यक आहे. विविध प्रकारचे ज्ञान विद्यार्थ्यांपर्यंत योग्य रीतीने पोहचवण्यासाठी आपले कौशल्य वाढविले पाहिजे यासाठी वेगवेगळी साधने, माध्यमे, पद्धती यांचा वापर केला पाहिजे यातूनच एकूण व्यावसायिक विकास साधता येईल.

**व्यावसायिक नीतिमत्ता :**

शिक्षकी व्यवसाय हा महत्त्वाचा असा व्यवसाय आहे. प्रत्येक व्यवसायाला स्वतःची अशी नीतिमत्ता असते तसेच शिक्षकी व्यवसायाची स्वतःची नीतिमत्ता असावी ही आवश्यक बाब आहे. व व्यवसायाचा गुणधर्म ही आहे. शिक्षकांचे संस्थेतील वा शाळेतील आणि शाळेबाहेरील वर्तन नियंत्रित करण्यासाठी एक आचारसंहिता असावी त्यामुळे एकुण शिक्षकी व्यवसायाची प्रतिष्ठा, दर्जा व शक्ती वाढेल. शिक्षकांना त्याच्या स्वतःच्या जबाबदाऱ्या सुलभपणे पार पाडता येतील. भारतात कायदा व वैद्यकीय क्षेत्रात बार कौन्सिल व मेडिकल कौन्सिल या संस्थांनी स्वतःची आचारसंहिता तयार केली तशी आचारसंहिता शिक्षकी व्यवसायाने स्वीकारलेली नाही तरीही शिक्षकी व्यवसायाला प्राचीन परंपरा आहे व या व्यवसायाने आपली नीतिमूल्ये युगानुयुगे जपली आहेत, सांभाळली आहेत. शिक्षकी व्यवसाय विद्यार्थ्यांप्रती प्रेम, जिवाळा, सहानुभूती, सहकार्याची भावना यावर आधारित आहे पण हीच नीतिमूल्ये सुधारितपणे व सुसुत्रपणे लिखित स्वरूपात मांडली पाहिजे व सर्वच शिक्षकांनी याचा अवलंब केला पाहिजे म्हणजे समाज ही या व्यवसायाचा आदर करेल.

सध्याच्या शिक्षक – प्रशिक्षणातील समस्या व विकासाला बाधा आणणारे घटक :



### १) शासकीय धोरणे :

शासकीय ध्येय धोरणानुसार शैक्षणिक संस्थांना परवानगी दिली जाते आणि एकूणच शिक्षक शिक्षणाचा गुणवत्ता विकास साध्य केला जातो. शैक्षणिक संस्थांवरील नियंत्रण कार्यक्षमपणे साधत नाही याशिवाय शैक्षणिक धोरणे उच्च स्तरावर ठरवली जातात व शासकीय सवलतीचा फायदा स्थानिक पातळीवर पोहचविण्यासाठी अडचणी येतात.

### २) शिक्षणाचे खाजगीकरण :

शासनाने शिक्षणाचे सार्वत्रिकरण होण्यासाठी उच्च शिक्षणातही खाजगीकरण सुरु केलेले आहे. सर्व शैक्षणिक सोयी – सुविधांचा विचार न करता डी. एड. , बी. एड. कॉलेजला मान्यता दिली जाते. मान्यता मिळाल्यानंतर संस्थाचालकही गुणवत्ता विकासाकडे दुर्लक्ष करून शिक्षणसंस्थांचे रुपांतर पदवी प्रदान करणाऱ्या दुकानात करत आहे.

### ३) परंपरागत अभ्यासक्रम रचना :

अभ्यासक्रम बदल हा गरजाधिष्ठित आणि गतिशील होणे आवश्यक आहे. पूर्वीपासून चालत आलेल्या अभ्यासक्रमात थोडा फार बदल करून तो वर्षानुवर्ष चालविला जातो.

## ४) प्रवेश प्रक्रियेतील दोष :

बी. एड., डी. एड. महाविद्यालयांची संख्या भरमसाठ वाढलेली आहे त्यामुळे अगदीच साधारण गुण मिळालेल्या विद्यार्थ्याला ही शिक्षक – प्रशिक्षणाकरीता प्रवेश मिळतो तसेच सी. ई. टी. परिक्षेमधुनही शिक्षकी पेशासाठी आवश्यक त्या सर्व गुणांचा शोध घेतला जात नाही.

## ५) शिक्षक – शिक्षणाचा कालावधी :

बी. एड., एम. एड. अभ्यासक्रमाच्या पुर्ततेसाठी सर्वसाधारणपणे एक वर्षाचा कालावधी ठरवून दिलेला आहे त्यामधील प्रवेश प्रक्रियेच्या कालावधीचा विचार हा अभ्यासक्रम आठ ते नऊ महिन्यात पूर्ण केला जातो त्यामुळे गुणवत्ता विकासाला खीळ बसते.

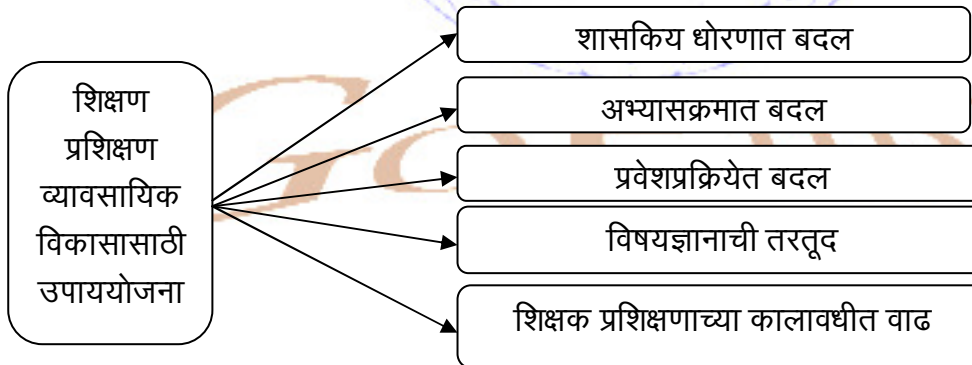
## ६) शिक्षकी पेशाची फारकत :

शिक्षकी पेशा हे व्रत आहे. नैतिकता, सदाचार, नितीनियम यांचा विचार न करता इतर व्यवसायाप्रमाणे उत्पन्नाचे एक साधन म्हणून शिक्षकी पेशाकडे पाहण्याची वृत्ती तयार झाली.

## ७) प्रज्ञावंतांची कमतरता :

वैद्यकीय, अभियांत्रिकीय संगणक क्षेत्रात आयोजन आणि मोठ्या पगाराच्या संधी उपलब्ध असल्याने त्या तुलनेत शिक्षण क्षेत्रात संधी कमी आहे. त्यामुळे प्रज्ञावान विद्यार्थ्यांचा ओढा हा शिक्षण क्षेत्राकडे कमी आहे.

## शिक्षण – प्रशिक्षण व्यावसायिक विकासासाठी उपाययोजना :



## १. शासकिय धोरणात बदल :

शासनाने शिक्षण – प्रशिक्षण महाविद्यालयांना परवानगी देतांना भौतिक व मानवी घटकांचे मूल्यमापन वस्तुनिष्ठपणे करूनच मान्यता दयावी. प्रतिवर्षी हे मूल्यमापन व्हावे. शिक्षण क्षेत्रात राजकीय हस्तक्षेप कमी व सामाजिक जागृती अधिक करण्याचा प्रयत्न करावा शिक्षक सेवकांची निवड ही तटस्थ पद्धतीने व्हावी.

## २. अभ्यासक्रमात बदल :

भारतीय शिक्षक – प्रशिक्षणाच्या अभ्यासक्रमात वर्षोनुवर्षे बदल होत नाही. १९९८ साली

पॅव्हलॉव्ह यांनी प्राण्यांवर केलेले प्रयोग आजही मानवासाठी म्हणून उपयुक्त ठरविले जातात. प्रत्येक तीन किंवा पाच वर्षांनंतर थोडेफार बदल होतात परंतु हे बदल सामाजिक आणि व्यावसायिक बदलानुसार गुणवत्तेला अनुसरून केले जावेत.

### ३. प्रवेश प्रक्रियेत सुधारणा :

शासनाने प्रवेश प्रक्रियेत सुधारणा करणे गरजेचे आहे तसेच प्रवेशाचे निकष कडक आणि प्रामाणिक असावेत. प्रवेश प्रक्रिया ही १ जुलै पूर्वी पूर्ण केली जावी.

### ४. प्रज्ञावंतांना आकर्षित करणे :

शिक्षकी व्यवसायातून उच्च पदाच्या नोकरीची निर्मिती करणे आवश्यक आहे. मोठ्या प्रमाणात आर्थिक सुबत्ता देण्याचा प्रयत्न करावा त्यामुळे वैद्यकीय, अभियांत्रिकी क्षेत्रातील प्रज्ञावंतांचा शिक्षण क्षेत्राकडे ओढा वाढेल व गुणवत्ता विकास होईल.

### ५. विषयज्ञानाची तरतूद :

शिक्षण प्रशिक्षणात विषयज्ञान वृद्धीसाठी उपक्रमांचे फारसे नियोजन केले जात नाही आणि शिक्षण – प्रशिक्षणातही विषयज्ञानाला फारसे महत्त्व नसते. परंतु या विषयज्ञानावर आधारित सेवाकाळात अध्यापन केले जाते म्हणून विषयज्ञानाची तरतूद शिक्षण प्रशिक्षणात असावी व त्याची अंमलबजावणी योग्य पद्धतीने व्हावी.

### ६. शिक्षण – प्रशिक्षणाच्या कालावधीत वाढ :

प्रवेश प्रक्रियेत खुप उशीर होत असल्यामुळे शिक्षण – प्रशिक्षणासाठी फक्त आठ ते नऊ महिन्यांचा कालावधी मिळतो. त्या ऐवजी बी. एड. अभ्यासक्रमाचा कालावधी हा एक वर्षा ऐवजी दोन वर्षांचा असावा त्यामुळे गुणवत्तेनुसार अभ्यासक्रम पूर्ण करणे शक्य होईल व त्यातून शिक्षक – प्रशिक्षण व्यवसायाचा विकास होईल.

### समारोप :

सर्वगुणसंपन्न, अष्टपैलू असे आदर्श शिक्षक व्यक्तिमत्त्व घडविण्याचा प्रयत्न शिक्षक – प्रशिक्षणातून करायला हवा. शिक्षकांच्या जन्मजात गुणांना योग्य वळण देऊन शैक्षणिक सेवेसाठी त्यांना तत्पर करायला हवे. शिक्षक – प्रशिक्षणाच्या तात्त्विक अभ्यासक्रमातून बौद्धिक ज्ञान, आशयज्ञान, अध्यापन शास्त्राचे ज्ञान करून देण्याबरोबरच प्रात्यक्षिक कार्याच्या आधारे शिक्षकांचा क्रियात्मक विकास साधता येईल. राष्ट्राच्या किंबहुना सर्व मानवी समाजाच्या शैक्षणिक गरजा भागविण्यासाठी आवश्यक शिक्षकी व्यक्तिमत्त्व निर्माण होण्यास मदत होईल.

### संदर्भ :

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२. पाटील लीला (१९९६) आजचे व्यवस्थापन, श्रीविद्या प्रकाशन, – पुणे.

## Qualitative Analysis of Professional Development in teacher education

Dr. G. R. Dond

Nashik

### Introduction:-

Quality refer to excellence but NAAC decided norms of quality IQAC plays important role to motivate system. Learners satisfaction is the motto of teacher education. Learners progress can be improved by updating knowledge, skills as well as developing work culture. Teacher educator's performance depend upon teaching aptitude, dedication and self appraisal adapting SWOT analysis Diversity in technology application exchange of culture and curriculum using MOU are the changes due to globalization. Quality of Teacher education can be improved by using system approach as follow.



### Present Status of Teacher education:-

1. Expansion of teacher education institute increases in non-routine situation. They do not follow economic principle demand & supply quantitative development is very large as per need of institute.
2. Mission of establishment of teacher education institute get changed privatization carries commercialization of teacher education. They do not care to change in social, political economic condition of country.
3. Quality of training institute:- Lack of physical infrastructure, physical facilities like library, laboratory, teaching classes & play ground. They do not have qualified staff to train teacher education.
4. Mal practices in regulation NCTE is the controlling authority. Regular classes, Attendance status, truthfulness (honesty) & dutiful (Kartavya) are not as per university rules & regulation.
5. Curriculum & evaluation system:- NCTE prepare & change Curriculum frame work every 10 Yrs. Internal examinations are subjective in nature. Approximately 50% theory & 50% practices but practical's emphasizes on written work & not developing skills no separate time for theory & practical's. Conduct of examination should be in proved

6. Lack of guidance & employment opportunities colleges do not establish guidance centres .They are not promoting students for competitive examination professional ethics do not follow by institute as well as teachers.
7. Problems of Selection of Candidates:- State govt. allow to admit students who are getting 40% in CET examinations. Govt. & University do not have proper control over admission process in private institution.

#### **Comparison with professional education:-**

Professional quality of such as doctors, engineers, lawyers and managers etc. improve the prospects for profit. Bar association & IMA employ to demand performance, quality control & Co-ordination of resources. These organization perform annual meeting, training & prepare report for feedback system.

#### **1. SWOT analysis of professional education :-**

- a) **Strength:-** Aspiration in technical skills, Interaction with industrial association, Accreditation improvement as per national Board of accreditation updating resources, R & D schemes are the factors of strength.
- b) **Weakness :-** Shortage of qualified faculty, lack of interest in teaching & research programmes Lack of interest in continuous updating skills are the weakness in professional education
- c) **Opportunities:-** Placement opportunity in multinational company, available technology to enhanced learning, Collaborate Indian Institute wide scope to motive for national development.
- d) **Threats:-** Competition with international standard skills interstate and international migration of students leading to the drop of strength.

Above analysis gives feedback as

- 1) The gap between industrial need & trained students.
- 2) Competent graduate should create interest in teaching professional.
- 3) IT can improve quality of educational professional.

#### **Strategy to develop quality of education:-**

- 1) **Application of ICT:-** ICT develops interactive learning, collaboration & co-operation in learners, simulation of tasks, instant feedback, multimedia teaching approach are the advantage of application. Multitasking Approach as like Self paced learning & interactive

mode by CAL, Authentic assessment by computer based testing, SPSS and SAS for research work. Internet web techniques used for project based learning on-line video Conferencing of social defence academy.

- 2) **Use of Collaborative Approach:-** Organise seminars of pedagogy collaboration with mainstream academic life of university practicing school & other institutions. State university and national seminar should be arranged.
- 3) **To maintain professional ethics:-** Through teacher's organization they should solve their problems. Academic freedom for research & writing national issues. Teacher should dedicated & enthusiastic.
- 4) **Dynamic Curriculum :-** NCTE declares teacher education curriculum framework in yearly 10 yrs NCTE declared 1978,1988,1998 & 2009. Framework skill based education should create professional attitude 1998 framework indicated the quality improvement in TE.
- 5) **Teacher act as Facilitator** he should technical expert, mentor, creator, executive & Managerial skills in pupil, goal setting skill, time management skill & Interpersonal skill. Line of action to develop professional competence self study about instructional methodology to prepare specific material. To improve present situation action or minor research takes place. Extension lecture by expert, participation in seminar, sharpen teaching competencies. Orientation & refresher courses increases efficiency .Project work & research also develop competence in teacher education.
- 6) **Evaluation System:-** Internal evaluation are subjective. To create competitive exam awareness. Online examination should be started around 30% credits. There is no proper feedback about level of competency of student teacher. They do not achieve excellence in teaching skills.
- 7) **Time Span :-** To develop professional skills teacher education pre service period should be of 2 yrs. Secondary Teacher allot 70% time for teaching, 15% time for curricular & extra curricular activity & 15% time for evaluation but pupil teaches spend only 40% time for teaching practice.
- 8) **Teachers Commitment:-** Technology shifted focus from subject to learner. Only professionally well prepared committed teacher can create environment for joyful activity based & associated learning. Teacher should provide remedial input as per need. He should encourage for perfection of skill & attitude development of human relationships.

Interpersonal skills, co-operation & tolerance are the outcomes of mentoring practices. Student feedback system increases accountability in teacher education. Thus system approach carries desired change in teacher education.

- 9) **Separate teacher education university:-** Should be established as like agriculture & technology university.
- 10) Lack of encouragement for planning & implementation of innovative practices in teacher-education. Intellectual person achieve high returns highly intellectuals should be attracted towards teaching profession. Project, group-work, social exposure, attitude building tasks-work should be started in TE.

#### **Conclusion:-**

Quality of TE depends upon recruitment, Training, Social Status, & Condition of work of Teachers. Teacher should be made of the new and emerging issues from their role. Quality indicates the developing mind to remove difficulties to develop to love for democratic principles & Quality reflected attitude. Continuous learner's feedback shape the quality of Teacher Education.

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## अधिव्याख्यात्यांचा व्यावसायिक विकास व उपाय

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नाशिक.

### प्रास्ताविक :

शिक्षक म्हटला की ज्ञान देणारा व ज्ञान ग्रहण करणारी व्यक्ती आपल्या डोळ्यासमोर उभी राहते. वेगवेगळ्या विषयाचे शिक्षक शाळेत असतात ते विद्यार्थ्यांना ज्ञान देतात. शिक्षक वेगवेगळ्या विषयातून विविध प्रकारचे ज्ञान देतात. उदा. भाषा या विषय अध्ययन – अध्यापनाचा मुख्य उद्देशच मुळात मुल्यसंस्कार करणे होय. यासाठी पाठ्यपुस्तकात असणारे विविध पाठ व व कविता यातून मूल्य संक्रमणाचा प्रयत्न विविध उदाहरणाच्या सहाय्याने करतात.

इतिहासाच्या अध्यापनातून विद्यार्थ्यांवर वेगवेगळे संस्कार करता येतात. त्यांची वृत्ती घडविता येते त्यांना त्या विषयाविषयी अभिरुची निर्माण करता येते. अभिरुची निर्माण झाल्यास व्यक्ती आपोआप त्या वृत्तीची तयार होते. ज्याप्रमाणे बोलले जाते त्याप्रमाणे वागण्याची वृत्ती निर्माण होते हे सर्व इतिहास शिक्षणाने साध्य होते. एक शिक्षक या नात्याने मला विद्यार्थ्यांमध्ये कोणते बदल अपेक्षित आहेत हे माहित होते जर इतरांमध्ये बदल करावयाचा असेल तर आपण स्वतः तसे त्या संस्काराचे असले पाहिजे याची जाणिव होते. जर शिक्षणातून हे सर्व साध्य करावयाचे असेल तर या शिक्षकाने काय केले पाहिजे हा मुख्य विचार मनात येतो तसेच प्रथम इतिहास शिक्षकाची आवश्यकता कोणती असाही प्रश्न निर्माण होतो.

### इतिहास शिक्षकाची आवश्यकता :

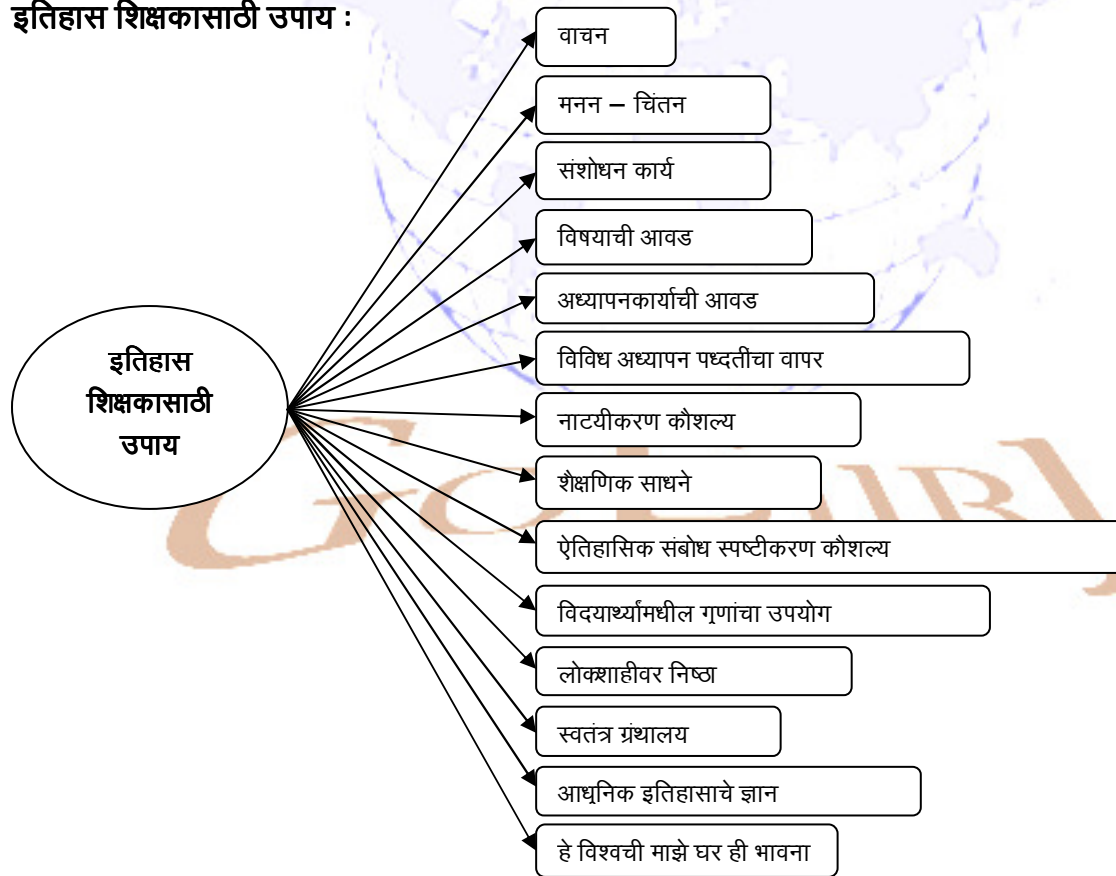
इतिहास शिक्षकाची आवश्यकता सांगतांना असे म्हणता येईल की आपला इतिहास (आपल्या देशाचा) समजल्याशिवाय आपण इतिहास घडवू शकणार नाही. कारण व्यक्ती जेव्हा इतरांसाठी, इतरांच्या सुखासाठी जीवन जगते तेव्हाच ती अमर होते म्हणून असेही म्हणतात की स्वतःसाठी जगलास तर मेलास व इतरांसाठी जगलास तर जगला. आणि हे शिक्षण कोण देते तर इतिहास शिक्षक. हे समजते कोठून तर आपल्या देशाच्या इतिहासातून.

शिक्षक शिक्षणामध्ये कार्य करणाऱ्या अधिव्याख्यात्यांचा व्यावसायिक विकास ही अलिकडील काळात उदयास आलेली संकल्पना आहे. शिक्षक शिक्षणाचा व्यावसायिक दृष्टीने विकास करणे हा NCTE च्या कार्याचा उद्देश आहे. जर शिक्षक शिक्षण व्यावसायिक झाले तर ते व्यावसायिक शिक्षक निर्माण करेल जे देशाच्या विकासात आपले योगदान देऊन राष्ट्रनिर्माण करू शकतील परंतु असे व्यावसायिक शिक्षक निर्माण करणारे अधिव्याख्याते आधी व्यावसायिक असणे आवश्यक आहे. त्यांचा व्यावसायिक विकास झाल्याशिवाय ते

व्यावसायिक व सक्षम शिक्षक निर्माण करण्यास असमर्थ ठरतील हा विचार करुन NCTE ने अधिव्याख्यात्यांच्या व्यावसायिक विकासावर भर देण्यास सुरुवात केली. केवळ विविध साधने, समृद्ध भौतिक सुविधा किंवा आर्थिक स्रोतांची मुबलकता यामुळे संस्थेचा विकास होत नाही तर या साधनांचा काटकसरीने वापर करुन, काही नमुल्यांची जपणूक करुन उदा. श्रमप्रतिष्ठा असणारे शिक्षक / अधिव्याख्याते आणि इतर मानवी सम्पत्ती यांच्यामुळे संस्थेचा विकास घडून येतो म्हणूनच अधिव्याख्यातांची व्यावसायिक विकास करण्याची आवश्यकता आहे. यात इतिहास शिक्षक / अधिव्याख्याते आहेतच कारण इतिहास वाचण्याने शिक्षक घडत नाही तर इतिहास ही एक वृत्ती आहे त्या वृत्तीचा शिक्षक असेल तर समाज घडेल. देश सुजलाम्, सुफलाम् होईल. देशात सम्पन्नता येईल. भारतातील जनता सुखी राहील.

इतिहास शिक्षकामध्ये कोणकोणते गुण असावेत हे आपल्याला सांगता येईलच पण ते गुण येण्यासाठी शिक्षक कसा असावा किंवा इतिहास शिक्षकासाठी काही उपाय सांगता येतील.

**इतिहास शिक्षकासाठी उपाय :**



१. **वाचन :** शिक्षकाच्या ज्ञानात भर पडण्यासाठी त्याने सतत वाचन केले पाहिजे. वाचन हे एक तंत्र आहे त्यासाठी शिक्षणातील / इतिहासातील नवनवीन समस्या कोणत्या, त्या कशा सोडवाव्यात याचे ज्ञान असावे. आपल्या विषयाशी संबंधित साहित्य, संशोधने यांचे वाचन करणे ICT चा प्रभावीपणे वापर

करण्यासाठी एखादे साधन किंवा तंत्र यांच्याविषयी माहितीचे वाचन कृतीमध्ये होतो. शिक्षकांविषयी एक वचन फार प्रसिद्ध आहे " A teacher is essentially a learner who went to school and never returned " म्हणजेच अधिव्याख्याता किंवा शिक्षक हा आजीवन अध्ययनार्थी असावा. शिक्षण व ज्ञान ही गतिमान प्रक्रिया असल्यामुळे या क्षणाला असलेले ज्ञान पुढच्या क्षणाला जुने होते म्हणून अध्यापकाने सतत वाचन करून आपला व्यावसायिक विकास साधला पाहिजे. इतिहास शिक्षकाने आपले ज्ञान अद्ययावत ठेवले पाहिजे आणि त्याद्वारे व्यावसायिक विकास साधावा.

२. **मनन – चिंतन** : मनन –चिंतन व्यक्तीला स्वतःची कार्यक्षमता, बलस्थाने आणि कमतरता समजण्यास मदत करते. आत्मपरिक्षणाद्वारे व्यक्तीला / शिक्षकाला स्वतःचा समीक्षक स्वतःच होता येते त्यामुळे मनन – चिंतन आपला व्यावसायिक विकास साधण्यास मदत करते. उद्भवणाऱ्या समस्यांचे निराकरण करून व्यावसायिक दर्जा प्राप्त करण्यास मदत करते. दैनंदिन वर्गाध्यापन, विविध कृतींचे आयोजन, विद्यार्थी – शिक्षकांशी होणाऱ्या आंतरक्रिया, सहकारी अधिव्याख्यात्यांशी असणारे संबंध सुधारण्यास यामुळे मदत होते. ताणतणाव निवारण करता येते त्यामुळे व्यावसायिक विकास होण्यास मदत होते.
३. **संशोधन कार्य** : शिक्षणात गुणवत्ता निर्माण करावयाची असेल तर संशोधन कार्य महत्त्वाचे आहे. कृतिसंशोधन किंवा इतर संशोधन करण्यासाठी विविध पुस्तके, मासिके, नियतकालिके यांचे वाचन, विविध संदर्भ पुस्तके, वेबसाईट्स यांचा संदर्भ घेतल्यामुळे अधिव्याख्यातांना नवनवीन ज्ञानाची, नवनवीन क्षेत्रांची माहिती होते. आपण संशोधन केल्यानंतर त्याचे निष्कर्ष इतर सहकाऱ्यांना किंवा शिक्षकांना माहित व्हावेत याकरिता संशोधन पेपरचे प्रकाशन करणे, इतरांची मते मागविणे यासारख्या उच्च बौद्धिक कृतींनी आपल्या ज्ञान, कौशल्य व क्षमता यांचा विकास करता येतो.
४. **विषयाची आवड** : इतिहास विषयाविषयी आवड तेव्हाच निर्माण होईल जेव्हा शिक्षक त्या विषयासंबंधी चित्रपट, नाटके पाहण्यास सुरुवात करेल तसेच विविध स्थळे पाहून त्यांचा इतिहास जाणून घेऊन त्यासंबंधी माहिती घेईल. मासिकात, वर्तमानपत्रात, त्यासंबंधी माहिती दिली पाहिजे. तसेच इतरांनी वर्तमान पत्रात, मासिकात दिलेली माहिती यांचे वाचन केले पाहिजे.
५. **अध्यापन कार्याची आवड** : आपण जे ज्ञान ग्रहण करणार किंवा संशोधन कार्य करणार विविध स्थळे पाहणार त्याविषयी आपल्या विद्यार्थ्यांना माहिती देण्यासाठी अध्यापन कार्याची आवड असणे अतिशय आवश्यक आहे. अध्यापन करण्यासाठी आवश्यक पात्रता मिळविणे आवश्यक आहे.
६. **विविध अध्यापन पद्धतींचा वापर** : इतिहासाचे अध्यापन करणे म्हणजे केवळ कथन नव्हे तर वर्ग परिस्थितीत जास्तीत जास्त आंतरक्रिया घडवून, विद्यार्थ्यांमध्ये इष्ट वर्तन बदल घडवून आणण्यासाठी अध्यापनाच्या विविध पद्धती, तंत्रे, अध्यापन प्रतिमाने उदयास आली आहे. इतिहास शिक्षकाने या सर्वांचा वापर करून अध्यापन परिणामकारकपणे करणे आवश्यक आहे. इतिहास अध्यापनाच्या पद्धती, तंत्रे आणि

प्रतिमानांचा परिणामकारक वापर करण्याची हातोटी इतिहास शिक्षकाकडे हवी.

७. **नाटयीकरण कौशल्य** : इतिहास शिक्षकामध्ये अभिनय क्षमता हवी जेणेकरून विद्यार्थ्यांना नाटयीकरणात सहभागी करून त्यांच्याकडून ऐतिहासिक प्रसंगाचे प्रभावी नाटयीकरण करवून घेणे त्याला शक्य होईल. इतिहास शिक्षक हा उत्तम नट असावा.
८. **शैक्षणिक साधने स्वतः तयार करणे किंवा तयार असलेली साधने वापरून त्याद्वारे अध्यापन करणे** : शाळेत शैक्षणिक साधनांची स्वतंत्र खोली असावी. शिक्षकाने त्यात विविध साधने जमा करून ठेवावीत व त्याद्वारे वर्गात अध्यापन करावे. इतिहास शिक्षकाने कालपट, कालवृक्ष, वंशावळ, आलेख, चित्रे, ऐतिहासिक नकाशे इ. परंपरागत तंत्रज्ञानाधिष्ठित अत्याधुनिक साधनांचे ज्ञान मिळवावे. संगणक, इंटरनेट, एल. सी. डी, ओव्हरहेड प्रोजेक्टर यासारख्या अत्याधुनिक प्रक्षेपित साधनांची माहिती करून घ्यावी.
९. ऐतिहासिक संबोध स्पष्ट करण्याचे कौशल्य प्राप्त करून घ्यावे.
१०. विद्यार्थ्यांमध्ये असलेल्या गुणांचा उपयोग करून घ्यावा.
११. **लोकशाहीवर निष्ठा** : विद्यार्थ्यांमध्ये विविध मूल्यांची जोपासना, व्यापक दृष्टिकोन, समता, बंधुता, न्यायप्रवृत्ती, सहिष्णुता आवश्यक असेल तर त्याची स्वतःची लोकशाहीवर निष्ठा असावी. त्याप्रकारचे अध्यापन कार्य करून विद्यार्थ्यांमध्ये हे गुण निर्माण करावे.
१२. **आधुनिक इतिहासाचे ज्ञान मिळवावे** : आपला इतिहास हा स्वातंत्र्य प्राप्तीपर्यंत येऊन थांबत नाही तर प्रत्येक आज हा उदया इतिहास बनणार असतो याचे भान ठेवून कार्य करत रहावे.
१३. 'हे विश्वची माझे घर' ही भावना मनात ठेवून कार्य करावे.
१४. **स्वतंत्र ग्रंथालय असावे** : सतत ज्ञानार्जनासाठी स्वतंत्र ग्रंथालय शिक्षकाजवळ असावे.

**समारोप :**

इतिहास शिक्षकाने काय करावे हे या लेखाचा मुख्य उद्देश. त्यातही अतिशय थोडक्यात सांगण्याचा प्रयत्न केलेला आहे. तरीही एक गोष्ट नक्की की इतिहासातून आपल्याला विद्यार्थ्यांमध्ये काही मूल्ये रुजवायची असतील तर तो शिक्षकही गुणवत्ता असलेला आवश्यक आहे त्याने सतत ज्ञान ग्रहण करून नाविन्याचा शोध घेतला पाहिजे. इतिहास शिक्षकाच्या मनात विद्यार्थ्यांविषयी एक वेगळीच आत्मीयता निर्माण झाली पाहिजे. इतिहास – हे असे खरोखर घडले असे सांगणारे शिक्षक जर ज्ञानी गुणवंत असतील तर त्यांचे विद्यार्थीही तसेच असतील यात शंका नाही.

## शिक्षण प्रशिक्षणचा व्यावसायिक विकास

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महाविद्यालय, नाशिक.

### प्रास्ताविक :

देशात उच्च शिक्षणची वाढ झपाट्याने होत आहे. 450 विद्यापीठे आणि 16 हजार महाविद्यालये अस्तित्वात आहेत. विद्यापीठात व महाविद्यालयामध्ये शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या अंदाजे 8 कोटी आहे. तर त्यांना अध्यापन करणाऱ्या अध्यापकांची संख्या 7 लाख आहे. अशा या अध्यापकांचा व्यावसायिक विकास होण्यास अत्यंत आवश्यकता आहे. विद्यार्थ्यांची संख्यात्मक वाढ महत्त्वाची नसून गुणात्मक वाढ होणे अपेक्षित आहे. महाविद्यालयांचर संख्या वाढली त्यात निकृष्ट दर्जाच्या शिक्षण संस्थांची भर मोठ्या प्रमाणात पडली आहे. त्यामुळे शिक्षणाचा गुणात्मक दर्जा ढासळत आहे. अशा वेळी शिक्षक शिक्षणातील गुणात्मक विकास, व्यावसायिक विकास होणे गरजेचे आहे.

भारताचे माजी राष्ट्रपती डॉ.ए.पी.जे. अब्दुल कलाम म्हणतात. "आजचे विद्यार्थी उद्याचे भावी नागरिक असून तेच बलशाली भारत घडविण्याचे कार्य करणार आहेत. परंतु या विद्यार्थ्यांना सर्वांगीण दृष्ट्या सामर्थ्यवान करण्याची जबाबदारी शिक्षकाची आहे. म्हणून शिक्षकांमध्ये होत असणाऱ्या संख्यात्मक वाढी बरोबरच गुणात्मक विकास होणे आवश्यक आहे. त्याकरिता शिक्षक-प्रशिक्षण हे अतिशय दर्जेदार दिले पाहिजे".

### शिक्षक प्रशिक्षणचा अर्थ :

शिक्षक प्रशिक्षणाचा मुख्य उद्देश म्हणजे विद्यार्थी, पालक व समाजाच्या गरजांची, अपेक्षांची पूर्तता करण्यासाठी सर्वांगीणदृष्ट्या परिपूर्ण शिक्षक तयार करणे होय.

**व्याख्या :** शिक्षक म्हणून काम करण्यासाठी सेवापूर्व अथवा सेवांतर्गत कालावधित एखाद्या औपचारिक किंवा अनौपचारिक संस्थेकडून जे प्रशिक्षण दिले जाते त्यास शिक्षक प्रशिक्षण म्हणतात.

### व्यावसायाची संकल्पना :

शिक्षकाचा व्यावसायिक विकास साधावयाचा आहे. तर मग शिक्षण वा अध्यापन हा व्यवसाय आहे का? शिक्षक स्वतःला डॉक्टर, इंजिनिअर, वकील या सारखे व्यावसायिक समजतात का? अध्यापन हा व्यावसाय आहे व अध्यापक हे व्यावसायिक आहेत. हे ठरविण्याचे निकष आहेत. त्यास व्यावसायिक बनण्याची गरज आहे का? व्यावसायिक नितीमत्ता पाळणे हे त्यांच्या क्षमता, बांधिलकी, एकनिष्ठता यांच्या विकासासाठी आवश्यक आहे का? व्यावसाय करणाऱ्यांची स्वतःबद्दलची धारणा काय आहे? समाजातील इतर लोक त्यांच्याकडे कोणत्या दृष्टीकोनातून पाहतात यावरून व्यवसायाची संकल्पना अधिक स्पष्ट होवू शकते.

**व्याख्या :** व्यवसाय म्हणजे मानवाच्या कल्याणासाठी ज्ञान व कौशल्य यांची प्राप्ती करणे होय.

व्यवसाय म्हणजे विशिष्ट अभ्यास व प्रशिक्षणावर आधारित निश्चित शुल्क आकारून किंवा नियमित वेतन घेऊन आपल्या कौशल्यपूर्ण सेवा किंवा सल्ला गरजूला देण्याच्या उद्देशाने केलेले काम म्हणजे व्यवसाय होय.

### व्यावसायिक विकास :

रविद्रंनथ टागोर म्हणतात की, शिक्षक स्वतः विद्यार्थी असल्याशिवाय चांगला शिकवू शकत नाही. एक पेटता दिवा दूसरा दिवा पूटवू शकतो. शिक्षणाचे रूपांतर करावयाचे असले तर शिक्षकांनी आपल्या विषयावर प्रभुत्व मिळविणे आवश्यक आहे. विविध प्रकारचे ज्ञान विद्यार्थ्यांपर्यंत योग्यरितीने पोहचविण्यासाठी आपले कौशल्य वाढविले पाहिजे. या करिता वेगवेगळी साधने, माध्यमे, पद्धती यांचा वापर केला पाहिजे. या क्रिया सातत्याने चालू ठेवण्यासाठी शिक्षकाला प्रशिक्षण दिले गेले पाहिजे, जेणे करून ही कौशल्ये ते प्राप्त करू शकतील व सातत्याने वाढ करू शकतील व त्यातून एकूण व्यावसायिक विकास साधता येईल. व्यवसाय करण्यास व्यवसायाचे शास्त्रीय व सखोल ज्ञान, कौशल्य, समर्पणवृत्ती व

समाजसेवेची तळमळ आवश्यक असते. यामूळे व्यवसायाची प्रतिष्ठा वाढत असते. त्याप्रमाणे शिक्षण देण्यासाठी विविध ज्ञान, कौशल्ये, समर्पणवृत्ती, विद्यार्थी हित, दक्षता हे गुण शिक्षकाच्या अंगी असावे लागतात. यासाठी शिक्षक-प्रशिक्षण देणे गरजेचे आहे, जेणे करून शिक्षकामध्ये अद्ययावत ज्ञान, कौशल्ये असणे गरजेचे आहे. शिक्षकी व्यवसायामध्ये आर्थिक हितही जपले जाते. जेणे करून शिक्षक आपले काम समाधानाने करू शकतील व त्यांना विवंचना राहणार नाही व व्यवसाय व्यवस्थित सांभाळून समाजात त्याची प्रतिमा वाढेल, उंचावेल यात शंका नाही.

या करिता भारत सरकारने शिक्षक प्रशिक्षणासंदर्भात दोन आयोग नेमले होते. त्यांच्या शिफारशीनुसार अध्यापन हा व्यवसाय असल्याने त्यास व्यावसायिक दर्जा प्राप्त झाला आहे.

### शिक्षक-प्रशिक्षणातून गुणवत्ता विकास :

शिक्षकाने व्यवसायात प्रवेश करण्यापूर्वी किंवा सेवेत असतांना त्यांना त्या क्षेत्रातील तत्त्व पद्धती अद्ययावत ज्ञान, विविध माध्यमे व इंटरनेटचे ज्ञान असणे आवश्यक आहे. प्रभावी अध्यापनासाठी संप्रेषण कौशल्ये अवगत केली पाहिजेत यासाठी शिक्षण व प्रशिक्षण आवश्यक आहे.

ज्ञानाच्या कक्षा रुंदवलेल्या आहेत या करिता शिक्षकास आधुनिक व अद्ययावत ज्ञान, कौशल्ये, नवनवीन तंत्रज्ञानाची ओळख व्हावी यासाठी प्रशिक्षणाची गरज आहे. शिक्षकांनी उद्बोधन वर्ग, उजळणीवर्ग, कार्यशाळा, परिषदा, अधिवेशने यांना हजर राहिले पाहिजेत. विद्यापीठ अनुदान आयोगाने शिक्षकांना बढती मिळविण्यासाठी वरिष्ठ वेतनश्रेणी, निवडश्रेणी मिळविण्यासाठी व सेवा चालू ठेवण्यासाठी हे उद्बोधन वर्ग व उजळणी वर्ग पूर्ण करणे अनिवार्य केले आहे. शिक्षकाची व्यावसायिक क्षमता विकसित करण्यासाठी वेगवेगळ्या प्रकारचे सेवांतर्गत प्रशिक्षण नियोजनबद्ध पद्धतीरूपणे व सातत्याने देणे आवश्यक आहे. अध्यापन तंत्रात व वर्गाध्यापनात नवनवीनता आणण्यासाठी कृति कार्यक्रम खालीलप्रमाणे नमूद केले आहेत.

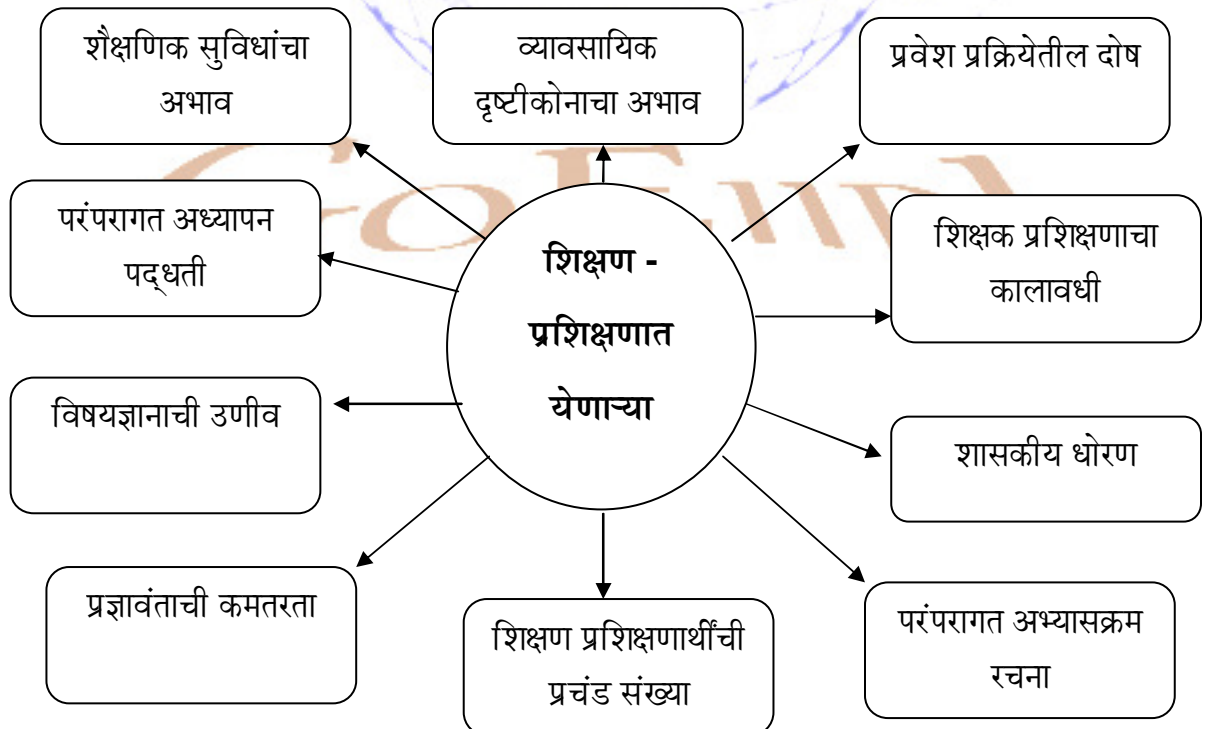
- 1) नव्याने रुजू होणाऱ्या सर्व प्राध्यापकांसाठी विशेष उद्बोधन वर्ग आयोजित करावा.
- 2) सेवांतर्गत शिक्षकांसाठी उजळणी वर्गाचे आयोजन करण्यात यावे. प्रत्येक शिक्षकाने पाच वर्षांतून

एका उजळणी वर्ग पूर्ण करावा.

- 3) उद्बोधन वर्गाचे आयोजन करण्यासाठी विद्यापीठातील स्त्रोतांचा वापर करावा आणि सर्व महाविद्यालयांनाही यासाठी एकत्रित करावे.
- 4) सेमीनार, चर्चासत्र, कार्यशाळा इत्यादीमध्ये सहभागी होण्यास शिक्षकांना प्रोत्साहित करावे.

शिक्षक प्रशिक्षणाचा गुणवत्ता विकास करण्यासाठी नॅकने निकषानुसार अभ्यासक्रमाचा आकृतीबंध व नियोजन करणे आवश्यक आहे. अभ्यासक्रम प्रत्यक्ष राबवून संशोधन विकास व विस्तार होणे आवश्यक आहे. या करिता विद्यार्थ्यांचे सहकार्य मिळणेही अपेक्षित आहे. या निकषांची पूर्तता करण्यासाठी शिक्षक-शिक्षणातील गुणवत्ता सुधार होणे आवश्यक आहे. या गुणवत्ता सुधारत असतांना शिक्षणक्षेत्रात काही अडचणी व समस्या आहेत. त्या दूर केल्या तरच शिक्षणक्षेत्रातील गुणवत्ता सुधाराचे अपेक्षित ध्येय साध्य करता येणार आहे.

### शिक्षण - प्रशिक्षणात येणाऱ्या अडचणी :



**प्रवेश प्रक्रियेतील दोष :**

शिक्षण संस्थांतील भरमसाठ वाढलेली संख्या अलीकडे कमी गुण मिळविलेल्या विद्यार्थ्यांलाही शिक्षक-शिक्षणाकरिता प्रवेश सहज मिळतो CET परीक्षेमधूनही शिक्षकीपेशासाठी आवश्यक त्या गुणांचा शोध घेतला जात नाही. त्यामुळे होणाऱ्या प्रवेशामध्ये मोठ्या प्रमाणावर दोष असु शकतात.

**शिक्षक-प्रशिक्षणचा कालावधी :**

बी.एड., एम.एड. अभ्यासक्रमाच्या पूर्ततेसाठी सर्वसाधारणपणे एक वर्षाचा कालावधी ठरवून दिलेला आहे. त्यामध्ये प्रवेश प्रक्रियेचा कालावधीचा विचार केला असता हा अभ्यासक्रम सात ते आठ महिन्यात पूर्ण केला जातो. त्यामुळे गुणवत्ता विकासाला खीळ बसून दर्जा खालवला जातो.

**शासकीय धोरण :**

शिक्षक-शिक्षणाच्या गुणवत्ता विकासावर परिणाम करणारा शासकीय धोरण महत्त्वाचा घटक आहे. कारण शासकीय ध्येय, धोरणानुसार शैक्षणिक संस्थांना परवानगी आणि एकूणच शिक्षक शिक्षणाचा गुणवत्ता विकास साध्य केला जातो. शैक्षणिक संस्थांवरील नियंत्रण राहिलेले नसून त्यामुळे शैक्षणिक धोरणे ही उच्च स्तरावर ठरविली जात असल्याने शासकीय सवलतींचा फायदा शेवटपर्यंत पोहचण्यासाठी अडचणी येतात.

**परंपरागत अभ्यासक्रम रचना :**

अभ्यासक्रम बदल हा गरजाधिष्ठीत आणि गतीशील होणे आवश्यक आहे. परंतु पूर्वीपासून अभ्यासक्रमात बदल करून तोच वर्षानुवर्ष चालविला जातो. संपूर्ण अभ्यासक्रम दर दहा वर्षांनी बदलायला हवा होता परंतु तसे काही होत नाही.

**प्रशिक्षणार्थीची प्रचंड संख्या :**

बी.एड.च्या एका वर्गात किमान 100 विद्यार्थी असतात त्यामुळे शिक्षक-विद्यार्थी आंतरक्रिया होणे कठीण आहे. तर भौतिक सुविधांचा तुटवडा ही जाणवतो. वैयक्तिक लक्ष देणे कठीण असते.

**प्रज्ञावंताची कमतरता :**

वैद्यकीय, अभियांत्रिकीय, संगणक क्षेत्रात आयोजन आणि मोठ्या पगाराच्या संधी असल्याने त्या तुलनेत शिक्षण क्षेत्रात या संधी कमी प्रमाणात असतात त्यामुळे प्रज्ञावान विद्यार्थ्यांचा ओढा ह्या क्षेत्राकडे अधिक असतो.

### विषय ज्ञानाची उणीव :

आजचे शिक्षक शिक्षणात विषयज्ञान करण्यासाठी काही विशेष उपक्रमांचे आयोजन केले जात नाही. अद्यावत ज्ञान त्यांच्या जवळ नसते त्यामुळे उणीव जाणवते.

### परंपरागत अध्यापन पद्धती :

शैक्षणिक सुविधांची कमतरता, शिक्षकांचा उदासिन दृष्टीकोन, कालावधीची कमतरता यामुळे उत्कृष्ट अध्यापन पद्धतीचा वापर होत नसल्यामुळे वर्षानुवर्षांची व्याख्यान/ कथन, अध्यापन पद्धतीचा वापर करतात.

### शैक्षणिक सुविधांचा अभाव :

महाविद्यालयात नॅक कमिटीला दाखविण्यासाठी भौतिक सुविधा व मानवी सुविधांचा देखावा उभा केला जातो. प्रत्यक्षात मात्र त्या सुविधा नसतात. प्रत्यक्षात महाविद्यालयांमध्ये तांत्रिक सुविधांचा अभाव असतो.

### व्यावसायिक दृष्टीकोनांचा अभाव:

वैद्यकीय व अभियांत्रिकी शिक्षणाचा विचार करता व्यावसायिक क्षमतांच्या बाबतीत शिक्षण क्षेत्राची कमकुवतता नजरेस येते. यामुळे इतर व्यावसायिक शिक्षणाकडे फारसे कोणी वळत नाही.

### शिक्षक- शिक्षणातील व्यावसायिक विकासासाठी उपाय योजना :

1. शासनाने शासकीय धारेणांमध्ये बदल केले पाहिजे. महाविद्यालयांना मान्यता ही विचारपूर्वक दिली जावी. प्रतिवर्षी त्याचे मूल्यमापन करावे. शिक्षणसेवक ही पद्धती बंदच करावी. राजकीय हस्तक्षेप कमी होऊन सामाजिक जागृती अधिक करण्याचा प्रयत्न करावा.
2. अभ्यासक्रमात बदल होणे गरजेचे आहे. वर्षानुवर्ष तोच तोच अभ्यासक्रम असतो.

अभ्यासक्रमातील बदल हे गुणवत्तेनुसार करावे.

3. प्रवेश प्रक्रियेमध्ये CET घेऊन सुधारणा घडवून आणावी. प्रवेशाचे निकष हे कडक व प्रामाणिक असावेत.
4. अध्यापन पद्धती आणि तंत्रात बदल केला पाहिजे, नावीन्यानुसार अध्यापनात बदल करून तंत्रज्ञानाचा वापर केला पाहिजे.
5. प्रज्ञावंतांना आकर्षित करणे - शिक्षकी पेशात उच्च पदाच्या नोकरीची व्यवस्था निर्माण करावी म्हणजे प्रज्ञावंत हे व्यावसायिक शिक्षणाकडे आकर्षित झाले पाहिजे.
6. विषय ज्ञानाची तरतूद करावी जेणे करून शिक्षक आपल्या विषयामध्ये अद्ययावत त्याचे ज्ञान असले पाहिजे. सेवा काळात त्याचे ज्ञानवृद्धीसाठी प्रयत्न केले पाहिजे. त्याचाही परीक्षा घेतल्या गेल्या पाहिजे.
7. मूल्यमापन पद्धतीमध्ये सुधारणा करण्यात यावी शिक्षक शिक्षणात छात्र शिक्षकांचे शारीरिक, मानसिक व भावनिक मूल्यमापन पद्धतीचा विकास झाला पाहिजे, यावरून शिक्षकाच्या गुणवत्ता विकासाचे मापन करावे.

#### समारोप :

शिक्षकांच्या समस्यांचा विचार करून त्यावर आधारित उपाययोजनाची प्रत्यक्ष अमलबजावणी केल्यास शिक्षक व शिक्षणाची सुधारणा होईल तसेच गुणवत्तेतही सुधारणा होईल व त्यातूनच शिक्षण-प्रशिक्षणाचा व्यावसायिक विकास होईल यात शंका नाही.

## CHALLENGES IN PROFESSIONAL DEVELOPMENT

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### Abstract

*We live in a rapidly changing world where legislative, social and economic developments directly affect the environment in which we live and work, and where technological advances provide radically different ways of working. Professional Development opportunities provide a means whereby we can keep abreast of these changes, broaden our skills and be more effective in our work. Still there remains a shortage of such professional development programs—characterized by coherence, active learning, sufficient duration, collective participation, a focus on content knowledge, and a reform rather than traditional approach. This paper focuses attention on the challenges in professional development of teachers and teacher educators.*

### Introduction

India is one of the major emerging economies of Asia and the world. Ensuring sustainability of the expanding economic success of the country puts much emphasis on the need for well balanced development. With the recognition that education is the cornerstone for all development, this vast country has taken major strides in making education available to its diverse population.

In addition, the SarvaShikshaAbhiyan (SSA) seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs and seeks to provide computer education to bridge the digital divide.

The SarvaShikshaAbhiyan (SSA) recognizes the importance of teachers as a key element in achieving Universalization of Elementary Education. To this end, the SSA aims to provide additional teachers to existing schools with inadequate teacher strength and reinforce the capacity of existing teachers by extensive training, grants for developing teaching-learning materials and strengthening the academic support structure at cluster, block and district levels. In the contemporary socio-economic context of India, learners, on the one hand, have a wide range of demands and expectations from teachers. On the other, the teacher's professional success and capacity to serve the system and its policy goals also depend on his/her awareness of challenges that India and its society are facing in terms of gender disparity, cultural diversity, inequity and

inequality. The two aspects together reinforce the need for a state-of-the-art continuing professional development for teachers in India. In addition, the National Curriculum Framework for Teacher Education that was published in 2009/2010 has emphasized the importance of in-service programmes that could sustain continuing professional development.

Professional development refers to the acquisition of skills and knowledge, both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. Professional Development (PD) is a means of supporting people in the workplace to understand more about the environment in which they work, the job they do and how to do it better. It is an ongoing process throughout our working lives. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

### **Why Professional Development matters?**

We live in a rapidly changing world where legislative, social and economic developments directly affect the environment in which we live and work, and where technological advances provide radically different ways of working. PD opportunities provide a means whereby we can keep abreast of these changes, broaden our skills and be more effective in our work.

PD can be part of an individual's personal ambition to be a better practitioner, enhance his/her career prospects or to simply feel more confident about their work and make it more personally fulfilling. It can be a step on the ladder to higher qualifications or enhanced job prospects or be required by professional bodies to maintain professional status. Would you want to have knee surgery with a doctor who graduated in 1988 and still uses the same technique?---Of course not, neither do your students. As Effective teachers are key determinants of successful pupil learning, it is important that teacher's professional development should be supported.

### **Professional Development of Teachers and Teacher Educators**

Professional development for teachers is a key mechanism for improving classroom instruction and student achievement (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996). Although calls for high quality

professional development are perennial, there remains a shortage of such programs—characterized by coherence, active learning, sufficient duration, collective participation, a focus on content knowledge, and a reform rather than traditional approach.

Teacher educators may need to develop appropriate visions of what an effective teacher is. They should provide opportunities for growth and development for personal attributes that can help trainees become confident and competent in their diverse professional roles. Teacher educators all over the world are an undeveloped group. In a few countries there are specific career paths or professional courses for them. Reports from high income countries suggest that most cadres of teacher educators tend towards a conservative ideology rather than a radical or transformative one. This signifies that political will may be needed for the implementation of real changes to improve efficiency and effectiveness which is a like a great challenge in professional development.

### **Challenges in professional development**

#### **1. Getting support for professional development**

There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice. Professional development can succeed only in settings, or contexts, that support it. Probably the most critical part of that support must come from administrators (McLaughlin & Marsh, 1978). The outcome of every professional development initiative will depend ultimately on whether its administrators consider it important. For this reason, buy-in on the part of administrators (whether state directors, superintendents, or principals) is critical to success. Hence getting support for professional development is one of the challenge.

#### **2. Keeping consistency in high quality of professional development programmes**

We cannot expect students to change what they do if we are content for teachers to continue doing what they have always done. As an old adage puts it, “If you do what you’ve always done, you will get the results you’ve always gotten.” So how can we get teachers to change what they do? The answer is high-quality teacher professional development. When teachers are given the opportunity, via high-quality professional development, to learn new strategies for teaching to rigorous standards, they report changing their teaching in the classroom (Alexander, Heaviside, & Farris, 1998). The problem to date has not been a lack of professional development opportunities per se. To the contrary, professional development for teachers has been included in every major initiative designed to improve student performance. The problem is that the quality of those programs has been inconsistent, and there has been no consensus on what

constitutes quality. Many professional development activities stop short of producing their intended results; they point out problems with traditional teaching but offer little help in changing what happens in the classroom and provide no opportunities for participants to practice what they learn. Hence keeping high quality in professional development programme is one of the challenge.

### 3. Changing teacher's beliefs

Another challenge is making professional development programmes conducive to the changes that the professional development is designed to bring about. Before change can take place there must be a shared sense of need for change—the more strongly and widely felt the better. For example, simply *telling* teachers that using new methodologies of teaching leads to effective learning of students is not enough to generate the sense of urgency that institutional change requires. They have to sense the urgency themselves. If the professionals in a given setting agree about problems and solutions, institutional change is possible, even likely. When they disagree, the likelihood of change is limited. Whether a given context is conducive to change will depend on the extent to which the belief systems of its teaching professionals agree. This is why professional development often fails to produce its intended results: When the information and/or strategies presented via professional development contradict the participating teachers' beliefs, the teachers usually go right back to what they had been doing all along. When teachers take time to interact, study together, discuss teaching, and help one another put into practice new skills and strategies, they grow and their students' behaviors improve accordingly. This is because social persuasion is a powerful means of changing beliefs, as has been suggested by a number of researchers (Bandura, 1995; Schunk, 1981; Zimmerman & Ringle, 1981). A sense of community, and the “supportive coaching” that it provides, is necessary not only to bring about changes in beliefs but to help teachers develop and maintain a sense of efficacy regarding new teaching strategies (Showers, Joyce, & Bennett, 1987).

### 4. Use of Specific content rather than generic

Professional development programmes are provided by assuming that all teachers can benefit equally from the presentation of generic concepts (such as classroom management). The truth is, while there may be a few general principles that apply to all teachers, these are best understood and mediated with attention to how those general principles manifest within the content a teacher

teaches and pale in comparison to useful concepts that are discipline-specific.

#### **5. Getting sufficient Funding**

Educational institutions struggle to provide effective professional development programme on a limited budget. Professional development funds are low and frequently the first to be cut. Expectations are increasing as resources are being constrained. Hence getting sufficient funds is one of the challenge.

#### **6. Developing accountability**

Professional development is often a one-shot deal that does not impact teaching and learning. Without accountability, professional development does not have good impact. Hence developing accountability through professional development programmes is a challenge.. This not only promotes accountability but ownership.

#### **7. Using common practice and common language**

There is no common language and common practice in professional development programmes. Lack of instructional consistency between grades confuses students. There is use of multiple definitions and strategies by teachers and administrators within an educational institution.

#### **8. Establishing trust and garnering interest.**

When a group initially forms, on the first day of a new professional development program, *the need to feel trustful and secure and interested* in the agenda is paramount. As adults, we seek to feel comfortable with our colleagues and to identify ways that our goals might be met (or not) through participation in any given professional activity. In our efforts to fit well with others and to scope out the agenda, first meetings and first class days are occasions on which people tend to be on their best behaviors as they “get a feel” for the people and the agenda.

#### **9. Fostering ambitiousness.**

Judgments concerning which personal goals are likely to be truly achievable become easier to make; participants refine earlier impressions into more codified expectations for classroom life and, based on these expectations, *focus their aspirations for personal achievement* (for example, grades); teachers experience an analogous process in the school professional community. For example, they may commit to participate ambitiously in particular professional development activities to improve their instructional practices, or lean toward ambivalence, abstention or resistance.

#### **10. Developing 21 st century skills among the participants**

One of the challenge is of developing 21<sup>st</sup> century skills like Pedagogical Skills, Technical Skills, Administrative Skills, soft skills and motivation for effective professional development.

### **Conclusion**

There is undeniable truth that teaching is a complex activity. Globally, educational systems are under great pressure to adopt innovative methodologies and to integrate new information and communication technologies in the teaching and learning process. Some old practices become obsolete. Teacher educators have much to contribute to the development of the systematic approach to teacher quality. Professional development must recognize this and provide solutions to the challenges ahead in professional development.



## व्यावसायिक विकास व आर्थिक साक्षरता

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### व्यावसायिक विकास संकल्पना

आशय ज्ञान हे कोणाचेही परिपूर्ण नसते. कारण त्या मध्ये सारखी भर पडत असते. विशेषता शिक्षकीपेशा मध्ये केवळ आशय ज्ञान असून चालणार नाही. कारण या क्षेत्राचे वैशिष्ट्य म्हणजे या ज्ञानाचा आपल्यापेक्षा इतरांना फायदा जास्त होतो. त्या मुळे तऱ्हे कौशल्ये यात प्रभुत्व मिळवणे त्याचा प्रभावी वापर करणे अपेक्षित आहे. व्यावसायिक विकास हा कौशल्याधिष्ठीत असतो. आपल्या स्वताच्या व व्यवसायासाठी ऊपयुक्त आवश्यक तऱ्हे सॉफ्ट स्किल चा वापर उपयोग कसा करतो यावर व्यावसायिक विकास ठरतो.

### सद्यस्थिती

केवळ आशयाचे ज्ञान असून चालणार नाही. कारण व्यक्तिमध्ये असणारी जी कौशल्ये आहेत. त्याला व इतरांना किती फायदा होतो यावरच यशस्विता अवलंबून आहे. शिक्षण हे उपयोजित ज्ञान व कौशल्यावर भर देणारे असावी अशी अपेक्षा केली जाते. साहजिकच अर्था जनासाठी शिक्षण दिले जाते. काही लोकांना नौकरी मिळते पण इतर लोकांचे काय? या सर्वांनाच निर्धोक सुरक्षित जीवन जगता येते का? नौकरी व्यतिरिक्त इतर कौशल्ये त्यांना शिक्षणातून मिळाली काय? या सर्वांचे उत्तर नाही असे द्यावे लागते.

### शिक्षणाची व शिक्षकाची स्थिती

आज ज्या शिक्षकांना दहा पंधरा वर्षे शिक्षणाचा अनुभव आहे. याचा अर्थ त्यांनी मिळवलेले ज्ञान दहा पंधरा वर्षांपूर्वीचे आहे. साहजिकच नवीन माहिती ज्ञान तऱ्हे कौशल्ये समस्या याला शिक्षक वर्ग परिचित नसेल आणि बहुतेक वेळी बहुतेक शिक्षक परिचित नसतात. नविन तंत्रबद्दल अनास्था दाखवतात. साहजिकच यांचा व्यावसायिक विकास होत नाही. पण ही समस्या येथे संपत नाही तर येथूनच खरी समस्येला सुरुवात नाही. नव्या गरजा समस्या माहित झाल्या तरी बहुसंख्य असे मानतात की त्याचा आपला संबंध नाही मला त्याची झल बसत नाही. हा विषय अभ्यासकृता बाहेरचा आहे अशी असंख्य कारणे सापडतात. त्यामुळे त्याची दखल घेतली जात नाही. त्यामुळे शिक्षण समाजाच्या गरजेपासून दूर जाते. शिक्षक अलिप्त ठरतो. त्याचे ज्ञान

पुस्तकीच ठरते.याला अपवाद आहेत ज्यांनी आपले ज्ञान कौशल्ये समाजासाठी समस्या निराकरणासाठी वापरले त्यांचे.

### नॅक ने व्यक्त केलेल्या अपेक्षा

गेल्या काही वर्षात खूप बदल झालेला दिसून येतो.भौतिक बदल जसा झाला.परिस्थिती जशी बदलली तसे लोकांच्या अपेक्षा व मनोवृत्ती मध्ये सुध्दा बदल झालेला दिसून येतो. उच्च शिक्षणाकडून समाजाच्या कठीर अपेक्षा आहेत.शिक्षण हे उपयोजित ज्ञान कौशल्यावर भर देणारे असावे.कृषी संस्कृती निर्माण करणारे असावे.नीतिमूल्यांचे संस्कार व संगोपन करणारे असावे. जागतिक आव्हानांना तोंड देण्याची क्षमता निर्माण करणारे असावे. अशा अपेक्षांची दखल नॅक ने सुध्दा घेतली आहे. नॅक ने विद्यापिठ व महाविद्यालयाने काय करावे याच्या अपेक्षा व्यक्त केल्या आहेत.त्या साठी त्यांनी पाच गाभा मूल्ये निश्चित केली आहेत.

- १ राष्ट्रविकासातील योगदान
- २ विद्यार्थ्यांत आंतरराष्ट्रीय क्षमतांचा विकास
- ३ मूल्य विचारांची रूजवणूक
- ४ तंत्रज्ञानास प्रोत्साहन
- ५ उत्कृष्टतेचा ध्यास

### गरज

ज्ञान नेहमी बदलत असते.त्यामध्ये भर पडत असते. बदलत्या ज्ञानाची माहितीची सांगड आपणाला आपल्या संपादित ज्ञानाशी जशी घालावी लागणार.त्याचप्रमाणे विद्यार्थ्यांनी शालेयतिरिक्त कॉलेज व्यतिरिक्त ज्ञान कसे मिळावे हे ही खूप गरजेचे आहे. त्यामुळे विद्यार्थ्यांना काय शिकावे हे शिकावे लागणार आहे.शिकावे कसे हे शिकावे लागणार आहे.कारण माहितीचा प्रचंड साठा दर मिनिटाला दर सेकंदाला आपल्यावर आदळतो.त्यात विद्यार्थ्यांची स्थिती चकव्यूह मधल्या अभिमन्यू सारखी झालेली आहेच.पण त्याच बरोबर त्यांना अध्यापन करणारे जे शिक्षक आहेत.त्यांची स्थिती काही बाबतीत तशीच झालेली आहे.विद्यार्थ्यांना मार्गदर्शन करताना ही गोष्ट प्रकर्षाने जाणवते. परिणामी शिक्षकाकडे ज्ञान आहे विद्यार्थ्यांकडे सूप्त कौशल्य आहे व बाहेरच्या जगात कुशल मणुष्य बलाची गरज आहे.पण त्याचा समन्वय साधता येत नाही. दुसरे महत्वाचे म्हणजे नेमकी कोणती शाखा कोणते व्याव. कौशल्ये आपणाला पेलेल आवडेल याची व्यवस्थित निवड विद्यार्थ्यांना करता येत नाही.या साठी देखील शिक्षकाच्या

व्यावसायिक विकासाची गरज वाटते .

ग्रामिण भागात आज अनेक तरुण तांत्रिक कौशल्या अभावी मागे आहेत . माहिती अभावी पुढे जाता येत नाही . त्यांच्या बुद्धिप्रमाणे क्ववती प्रमाणे त्यांना काम मिळलेच असे नाही . माहिती देणारे त्याचे विश्लेषण करणारे कमी आहेत . साहजिकच योग्य माहिती अभावी अनेक समस्या दिसतात त्या समस्यांची झल अनेकाना बसते . नागरी भागासारखे त्यांना त्याचा पडताळा घेता येत नाही . या सर्व समूहाना मार्गदर्शन करणारे तज्ज्ञ मार्गदर्शकाची गरज आहे .

व्यावसायिक गुणवत्ता केवळ व्यवसायातील गुणवत्ता गुणवत्ता वाढविण्यासाठीच उपयुक्त आहे असे नाही . तर त्या पेक्षा जास्त निकड शालाबाहय जगात आहे . कारण शालेपेक्षा अनेक समस्या समाजात दिसतात आणि शाला हे समाज विकासाचे केंद्र आहे असे ज्या वेळी आपण म्हणतो त्या वेळी शालेला तसेच महाविद्यालयाला या पासून अलिप्त राहता येणार नाही .

#### समस्या स्वरूप

अशा कोणत्या समस्या आहेत ज्याची झल यांना बसते पण समस्या सुटू शकत नाही . या समस्या वारंवार उद्भवतात पण त्यावर कायमस्वरूपी उपाय निघत नाही ती समस्या म्हणजे आर्थीक साक्षरता अभावी निर्माण झालेली समस्या होय . कारण गेल्या काही वर्षात आर्थीक साक्षरते अभावी लाखो लोक करोडो रुपयांना मुकले आहेत . त्यात काही जणांनी मुलामुलीच्या लग्नासाठी जमवलेले पैसे होते . महातारपण निर्वध जावे अशी काही जणांची अपेक्षा होती त्या सर्वावर या पॉझी स्किमने पाणी फिरवले . काय होत्या या पॉझी स्किम या मध्ये ४५ दिवसात ५० टक्के परतावा . १०० दिवसात १०० टक्के परतावाचे अमिष दाखवले जाते . या मध्ये गेल्या काही वर्षात आर्थीक साक्षरते अभावी लाखो लोक करोडो रुपयांना मुकले आहेत . शिक्षण मुलामुलीच्या लग्नासाठी आजारपणासाठी ठेवलेले पैसे गेल्यावर अनेकांनी हाय खाल्ली . आत्महत्या केल्या . गेल्या दिड ते दोन वर्षातील हा आढावा . हा आढावा घेण्यासाठी फार वेगळे सदंर्भ शोधावे लागले नाहीत . पॉझी स्किम १९२० पासून सुरू झाल्या . दर वर्षी वेगळ्या व आकर्षक व्याज दराने योजना सुरू होतात एजटांना आकर्षक कमिशन दिले जाते . साहजिकच अनेक होतकरू तरुण या व्यवसायाला मदत करतात . प्रथम आपल्याच मित्रांना व नातेवाईकांना गुंतवणूकीसाठी आग्रह केला जातो . चांगल्या व्याज दरांच्या अमिषाने व जवळचा व्यक्ति सांगतो म्हणून अनेक जन या मध्ये अलगत आढळतात .

#### आढावा

शारदा चिट फंड व्याप्ती २५०० कोटी रू.क्षेत्र पश्चिम बंगाल अनेक राजकारणी नेत्यांचा सहभाग. सहारा व्याप्ती २०००० कोटीप्रभाव क्षेत्र उत्तर भारत प्रमुख सुब्रतो रॉय अटकत अजूनही पैसे मिळाले नाहीत. केबीसी ५००० कोटीप्रभाव क्षेत्र उत्तर महाराष्ट्र पल्स व्याप्ती अजून निश्चित आकडा बाहेर आला नाही. रोहिणी इन्व्हेस्टमेंट यात सर्वसामान्यापासून ते नौकरदारापर्यंत अनेकजण गुंतलेले अडकलेले आहेत. ज्यांनी आपली कष्टाचे घामाचे पैसे अडकलेले आहेत त्यांचे काय असा प्रश्न आहे. आरोपी सापडून हे प्रश्न सुटणारे नाहीत. त्यांना शिक्षा होऊनही हे प्रश्न मिटणारे नाहीत. प्रश्न खरा हा आहे की त्यांचे पैसे त्यांना मिळणार आहेत का. याचे उत्तर फारसे समाधानकारक नाही. दिलासादायक काहीच नाही. कारण कायदयातील पलवाटा यांना चांगल्याच माहित असतात. सामान्य लोक संघटित होऊ शकत नाहीत. प्रसारमाध्यमे काही दिवस हा विषय पेटवत ठेवतात. काही दिवसाने बाधित लोक वगळता सर्वजन विसरून जातात. सामान्य लोकांची मानसिकता यांना चांगलीच माहिती असते. त्यामुळे एक सुब्रतो रॉय गजाआड गेला म्हणजे न्याय मिळाला असे नाही. सुदृष्ट सेन पकडला म्हणून समस्या लगेच सुटणार नाहीत. जे आज आजारी आहेत. ज्यांनी मुलाच्या शिक्षणासाठी लग्नासाठी बचत केली होती त्यांना चार पाच दहा वर्षांचे पैसे मिळून काय फायदा होणार आहे. मुलात यांना पैसे मिळतीलच याचीच गॅरंटी नाही.

### नियामक मंडळाचे दुर्लक्ष्य

या सर्वांचा परामर्श घेतला असता एक गोष्ट जाणवते ती म्हणजे शासन या गोष्टी कडे फारश्या गांभीर्याने पहात नाही. नाहीतर लगेच त्यांनी त्याची दखल घेतली असती. रिझर्व बँकेचे नियमनिकष असताना एवढ्या व्याज दराचा परतावा कसा दिला जातो. याची विचारनातकार दाखल होइपर्यंत सेबीरिझर्व बँक किंवा सरकार कोणी करत नाही. कंपनीचे व्यवहार कसे होतात. याची विचारपूस न होता त्यांना परवानगी दिल्या जातात. आकर्षक जाहिराती राजरोस पेपरमधून येतात. त्याकडे मात्र शासनातील सर्वांचेच अर्थपूर्ण दुर्लक्ष्य होते.

त्या मुळे असे प्रश्नच निर्माण होऊ नयेत यासाठी सर्वांनी कालजी घेणे गरजेचे आहे. कारण शासन नेहमीच नंतर दखल घेते तेही नाइलाज झाल्या सारखी हे सहारा प्रकरणाचाकिंग फिशर कंपनीचा ज्यांनी बारकाईने आढावा घेतला त्यांना या गोष्टी लगेच लक्षात येतील. त्यामुळे येथे केवळ एकाची गरज नाही. अनेकांची गरज आहे. त्यामुळे शासन पातळीवर बदल होइल असे मानणे भाबडेपणाचे ठरेल. कारण सरकारी बँकेचे पैसे बुडवुनही विजय मल्ल्या उजळमाथ्याने हिडतो.

### व्यावसायिक विकास व आर्थिक साक्षरता

सेबीने कायदे केले म्हणून जो बदल होईल या पेक्षा जास्त बदल येथे मार्गदर्शका कडून केला जाऊ शकतो.

या साठी अभ्यासेतर शालाबाह्य उपक्रमाची सांगड केवळ कॅसएपीआय च्या गुणाशी न जोडता त्या विषयाची निकड किती आहे हेही पाहिले पाहिजे. समस्या खरेच किती गंभीर आहे या कडे लक्ष दिले पाहिजे. समस्या कडे आजची शिक्षण प्रणाली कोणत्या दृष्टीने पाहते. शिक्षण क्षेत्रतून या समस्या निर्माण होऊ नयेत या साठी प्रबोधनात्मक उपक्रम हाती घ्यावे लागतील. शिक्षक वर्ग स्वच्छेने आले नाही तर त्यांचा सहभाग सक्तीने घ्यावा लागेल. एवढी समस्या गंभीर आहे. ज्या सामाजिक समस्या आहेत त्या समस्याची दखल घेणे आवश्यक आहे. ती शिक्षणाचा प्राधान्यक्रम असला पाहिजे. परंतु या समस्या वृत्तपत्रात येतात. सर्वजण त्या वाचतात. व याच काय करावे याबाबत प्रयत्न करणारे अपुरे पडतात. गेल्या तीन वर्षात शीफे ( सिरियस फंड इन्व्हेस्टीगेशन ऑफीस)कडे १३४ प्रकरणे आलेली आहेत. तर ७६ कंपन्यांची चौकशी करण्याचा आदेश शीफे ला देण्यात आलेले आहेत. यात सायबर गुन्ह्याचा फिश मेसेजचा समावेश नाही. एवढे सांगितल्यावर याची व्याप्ती व गंभीर्य लक्षात येते.

### व्यावसायिक विकासाचा फायदा

व्यावसायिक विकास हा कौशल्याधिष्ठीत असतो. तांत्रिक भाग तंत्रज्ञान तंत्रपद्धतीसंप्रेषण इ. याची उदा. सांगता येतील. ही कौशल्ये आपणाला जशी आशयाची मांडणी करायला उपयुक्त आहेत तसेच विशीष्ट ऊद्दिष्टे साध्य करण्यासाठी मदत करतात. व्यावसायिक विकास हा दोन पद्धतीने झालेला दिसून येतो.

१ उपजत कौशल्याच्या आधारे व्यावसायिक विकास

२ संपादित तंत्राचा व कौशल्याच्या आधारे व्यावसायिक विकास.

महाविद्यालयीन शिक्षकाकडे या विषयाची पूर्वतयारी असते. क्षमता असते कुवत असते त्याचा वापर सर्वसामान्य लोकांच्या प्रबोधनासाठी होऊ शकतो. वैयक्तिक व महाविद्यालयीन पातळीवर या संदर्भात विविध उपक्रम राबवू शकतो. ज्ञान असून चालणार नाही. त्या ज्ञानाचा त्याला त्याच्या विद्यार्थ्यांना व समाजालाही फायदा झाला तरच शिक्षणाचा खरा वापर झाला असे म्हणता येईल.

### आढावांचा सामना

समाजाच्या गरजा अपेक्षा आणि शिक्षण यात नेहमीच दरी पडलेली दिसून येते. किंबहुना

गरजा एवढ्या वाढल्यात की सर्वांची दखल शिक्षणातून अभ्यासक्रमातून कशी घ्यावी हीच खरी समस्या आहे. व्यावसायिक कौशल्याचा विकास करताना अनेक अडथळे येतात.

उदा. शिक्षकाची मनस्थिती व्यवसाय माहितीची कमतरता कौशल्याधिष्ठीत कार्यक्रमाची कमतरता अशी अनेक उदा. सांगता येतील पण या सर्वांपेक्षा समाजाच्या नेमव्या समस्या व गरजा यावर उपायकरण्यासाठी आपल्या ज्ञानाचा उपयोग करणे हे सर्वात मोठे आव्हान आज शिक्षण प्रणाली पुढे आहे. त्यामुळे समस्या व गरजांचा प्राधान्यक्रम निश्चित झाला पाहिजे.

समस्याची दखल न घेणे याचा अर्थ समस्या वाढविणे. त्यामुळे काही समस्या वर्गात तर काही वर्गा बाहेर सोडवाव्या लागतील काही औपचारिक तर काही अनौपचारिक शिक्षणातून सोडवाव्या लागतील.

#### संदर्भ

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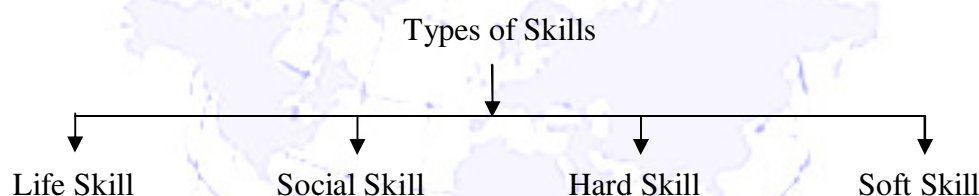
GOEIIRJ

## SOFT SKILL FOR PROFESSIONAL DEVELOPMENT

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Jalgaon.

- Introduction :**

There are number of approaches and the views of development. For that purpose we have to clarify “What is the development & I think that development means, “Become or make larger or make advance.” Development in the sense of knowledge, intellectuality, professionalism and skills. Skill means “the ability to do something to all”.



- Soft Skill :**

**Meaning :**

Soft-skill plays a vital role in professional success of the individuals. It helps the people to excel in the work and workplace. Soft-Skill are broadly applicable. Soft-Skill refer to personality traits, social gracefulness, fluency in national and foreign languages. Personal changes and habits.

In other words. Soft-Skills personal, interpersonal and human and social relation skills, Soft-Skill is an internal part of personality, only because of soft skill we can change our personality in the profession.

But here we take a part “How the soft skill is helpful to professional development i.e. “Teaching Professional”.

In the today’s education system teacher plays the role of felicitator and as ‘Guide’ in the modern education system students are keenly observers of teachers, students are the reflection of the teachers. Teachers want to their reflection is as clear as crystal so they have to acquire or understand the technique of Soft-Skill, because it is a technical requirement of a profession. ‘Quality Teaching’ is the motto of modern education system.

Only the teacher has to polish it. The quality of education depends upon various factors like the teaching to which the learner is exposed to polish for quality, the educational facility, the environment available in the institutions and the temperament and approach of a learner towards teaching and teacher. For that purpose the teacher plays key role to fulfill the goal of quality education. So fulfill that purpose the teacher to require or to acquire all the soft skill which are essential for teaching professional for quality educations. Teacher should acquire soft skill not only important for his/her professional but also it helps to mould the future generations to thinking and brightening personalities.

Soft-skill is a handy, needy and crafty for ‘Teachers’. The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast of the latest development and update for latest/ modern education. Every teacher whether he is beginner or a veteran he has to acquire a knowledge of Soft-skill sake for his / her facebook, whats up based updated students. Soft-skill is a very handy in a teaching profession as a teacher and a human being also.

- **How the Soft-skill words / helps in the teaching profession :**

The teacher should improve Soft-skill for impressive effective, experimental teaching – learning process.

- **Soft-skill for motivational in teaching – learning process :**

We know that in the modern education teacher has to play the role of felicitator. For that purpose teacher has to develop his motivational skills. A teacher cannot only be self motivated but can also motivated everyone around him. In the modern education system he has to play the role of stand by.

***Example –***

*Standard Fifth*

*subject – Hindi.*

There is first unit called “Pahali Ekai”, we find out that the first lesson is “See and Speak” in this part teacher has to play the role of felicitator. He / She has to show the picture and students will out and name it. Means first teachers has to motivate to name it because these are students. He have to always motivate them. If we show the unidentified picture just lie “kaleidoscope’ how they will name it “Hindi” though national language but

in the regional area it is not local they have to leave it. So in the tea teaching, learning process, teacher has to develop his Soft-skill for motivational teaching learning process.

- **Soft-skill for better communication in teaching learning process :**

In the teaching learning process teacher has to play the role of knowledge provider. For that purpose teacher has to develop his/her communication skill. The teacher must have effective and excellent communication skills to succeed as a teacher or knowledge provider. The teacher must be able to clarify a lesson: He/she has no ability to understand his lesson in the clear way to all students who have different abilities.

**Example -**

*Standard – Eight*

*Subject English*

*Lesson Name – ‘Tryst with destiny’*

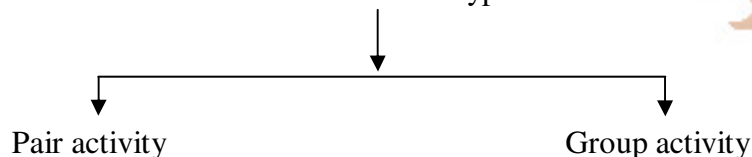
Teacher must be able to fact fully communicate with parents and students on a regular basis.

In this activity we see the words / sentences printed in the different funds. Here teacher has to use proper tones and intonations. i.e. high pitch and low pitch then so the students can easily understand it. So teacher has to develop his Soft-skill for better communication is teacher learning process.

- **Soft-skill for team work in teaching learning process :**

In the teaching learning process teacher has to play the role of a team member. Because he has a team / means students have to mingle for teamwork we called i.e. activity.

Activities are two types



According to the activity he has to manage activity we called it is a team work.

**Example –**

*Standard – Seven*

*Subject – English*

*Lesson Name – ‘Stone Soup’*

In this activity we have characters namely Traveler, Motiram, Rupabai,

Sonabai, Hirabai etc. we have to need of team and teamwork and “enact the play” activity only managed by team work and team spirit. So so teacher has to develop his Soft-skill for team work for organize and manage the proper activity in the teaching – learning process.

- **Soft-skill for leadership in teaching learning process :**

In the teaching learning process teacher has to play the role of leader sometimes, because he has to lead the students in the some of the activity “Leadership is the ability and readiness to inspire, guide direct or manage other.” Teachers are not considered official leader. Teachers have been expected to have the necessary skills on entry into leadership position.

**Example –**

*In discussion point we have discuss an essay on that time we can use activity called “Onion, Ring” for discussion, here teacher has to lead the students. So for that purpose has to develop his / her Soft-skill for leadership in the teaching learning process.*

- **Soft-skill for problem solving in teaching learning process :**

In the teaching learning process teacher has to play the role of assistant. In the classroom or in school students have some problem familiar or non familiar or in the learning process. Some students are slow learners. On that time teacher has always solving skill or technical is very helpful on that time. It creates affection and respect towards the teacher, without any hesitation he students have positive response because. It develops relationship between students and the teacher.

It enables a teacher to exercise control over his activities and learning environment. So that purpose teacher has to develop Soft-skill for problem solving in teaching learning process.

- **Soft-skill for impersonal skill in teaching learning process :**

In the teaching learning process interpersonal skill play the role of supporter. Inter personal skill is the manner and etiquette in which information exchanged between students and teacher, healthy inter personal skill lead in creative, innovative and effective teaching to solving problem and getting work. Interpersonal skill improve the quality teaching.

**Example –**

*Standard – Eight*

*Subject : English*

*Activity Name – ‘Stretch your imagination’*

This skill is very helpful to solve this activity because teacher is able to support and encourage students. It help to convey the point clarify to a student's group.

- **Soft-skill for confidence in teaching learning process :**

In the teaching learning process confidence play a vital role. In the today's education system confidence is the backbone of teachers as well as students. “Action speaks louder than words”

Only the confidence can do such thinking should be created by the teacher on the students mind. Today education system also says that “Confidence is to build the career of centers.” Teacher knows how to boost up it.

**Example –**

*In the teaching learning process not always all students do not participate in the activity. One are shy we have identified such students and change the attitude of such students, make them confidant.*

So the teacher has to develop Soft-skill for confidence in the teaching learning process.

- **Soft-skill for advance knowledge in teaching learning process :**

In the modern education system teacher should be “updated” in the technical term” advance in the knowledge”. The purpose of education is not just making students literate, but to update the students means make advance learner. Advance knowledge encourage to introduce new ideas, practice and technique. For that purpose multimedia is very helpful such as audio video aid, smart phone, smart TV, Teacher uses multimedia to modify the content of the material. Teacher should know about *face book, Twitter, What sups, SMS* writing technique.

Means teacher should know technical skill for advance knowledge and how it deals with students that is very important.

- **Conclusion :**

Soft-skill itself a bundle of technique or a medium of effective evince of expression. The goal of education is inculcating power of expression. Obviously “Soft-skill” plays a prominent role in the process of teaching and learning. Learning is multi dimensional process but in the classroom now in become a mechanical process. Mechanical process is monotony. So we want to get rid of monotony in our classroom only by using “Soft-skill” in the teaching learning process. To reach the ultimate goal of learning. Soft-skill are needed at a different level i.e. “Professionalism”.

## व्यावसायिक विकासातील प्रशिक्षणांच्या परिणामकारकतेचा अभ्यास

डॉ. कविता साळुंके

सहायक प्राध्यापक, नाशिक

### प्रास्ताविक

‘व्यावसायिक विकासातील प्रशिक्षण’ ही संकल्पना या पेपरमध्ये शिक्षणासंदर्भात विचारात घेतलेली आहे. जोपर्यंत शिक्षक प्रशिक्षक आपल्या भूमिकेकडे व्यावसायिक दृष्टीने पाहत नाही तोपर्यंत शिक्षणक्षेत्रात गुणात्मक सुधारण घडणे कठीण आहे. झोषशीळे हा शब्द पाश्चिमात्य असल्याने त्याची वैशिष्ट्येही तशीच. यात टीश्रळींरींळींश खार्शीशाशीं ला महत्त्व. आज स्पर्धेच्या युगात टिकून राहायचे असेल तर झोषशीळेपरश्र अर्शीशश्रीशीं हवेच. व्यवसाय म्हटला की, त्यात संबंधित उच्चज्ञान, निर्णय क्षमता, पातळी, सेवेसंदर्भातील बांधिलकी आणि व्यवसायाला अनुरूप अशी नैतिक वर्तणूकीची चौकट या गोष्टी महत्त्वपूर्ण ठरतात. (स्टिनेट १९६५) व्यवसायात श्रद्धा, मूल्ये, नीतिमत्ता या गोष्टींना प्राधान्य असते.

### शिक्षकी व्यवसाय

होयले यांच्या मते, शिक्षकी व्यवसायाचा पाया ज्ञानावर आधारलेला आहे. त्याची काही सुनिश्चित तत्त्वे आहेत. प्रत्येक शिक्षक हा प्रज्ञावंत, निष्ठावान आणि परिपूर्ण तयारीचा असावा आणि त्यासाठी प्रत्येक शिक्षकाने प्रयत्न केले पाहिजे. शिक्षकी व्यवसायाच्या संदर्भात त्यांनी काही गुणवैशिष्ट्ये सांगितली आहेत, ती म्हणजे –

- तज्ज्ञतेचे काम : विद्यार्थी प्रगतीसाठी शिक्षकाकडे असणारी क्षमता व सामर्थ्य.
- उच्च विचार प्रक्रिया : विद्यार्थ्यांना विचार प्रवर्तनासाठी उच्च अनुदेशन प्रणाली.
- सेवाधिष्ठित कार्य : विद्यार्थी, पालक, भावी पिढी घडवण्यासाठी सेवा.
- आर्थिक लाभ : आपल्याला प्राप्त होणाऱ्या आर्थिक मानधनावर समाधान.
- प्रशिक्षण : नवनवीन उदयास येणाऱ्या ज्ञान व कौशल्य प्राप्तीसाठी प्रशिक्षण.
- बांधिलकी आणि समर्पणाची भावना : व्यवसायासाठी पडेल ते काम करण्याची तयारी.
- निश्चित कालावधी नसलेला व्यवसाय : ज्ञानाचा शोध घेण्यासाठी शिक्षकाचा अथक सातत्यपूर्ण प्रयत्न.
- सामाजिक आणि व्यावसायिक उत्तरदायित्व : समाज घडविण्याची लालसा.
- नीतिमत्ता आणि मूल्याचा आधार : आचारसंहिता व मूल्यांची ओढ.

## व्यावसायिक शिक्षण

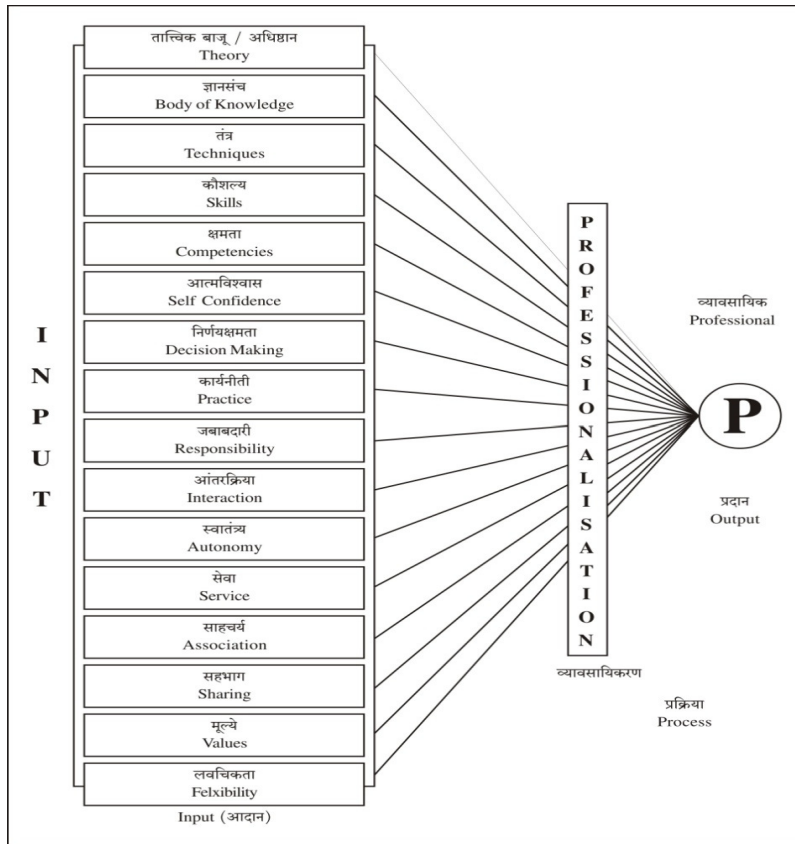
अध्यापन ही गुंतागुंतीची प्रक्रिया असल्याने शिक्षक आपल्या अध्यापनाविषयी विमर्षी चिंतन करतात आणि आपल्या व्यावसायिक विकासासाठी जाणीवपूर्वक प्रयत्न करतात. ते व्यावसायिक अध्ययनाची ध्येय निश्चित करतात. व्यावसायिक ज्ञान व कौशल्ये विकसित करण्यासाठी संधीचा पाठपुरावा करतात. आपल्या व्यावसायिक कार्यपद्धतीच्या यशस्वीतेसाठी आजूबाजूच्या स्थानिक समाजाचा अभ्यास करतात. त्याच्या कार्यक्रमात सहभागी होतात. आपल्या विद्यार्थ्यांच्या कुटुंबाशी सुसंवाद साधतात. पालकांना पाल्यांच्या अध्ययनात आणि शालेय कृति कार्यक्रमात सहभागी होण्यास प्रवृत्त करतात. शिक्षक शालेय कार्यात योगदान देतात. शाळेची ध्येय-धोरणे साकार करण्यासाठी प्रयत्नशील असतात. त्यासाठी ते इतरांना सहकार्य करतात. विविध व्यावसायिक जबाबदाऱ्यांचा समतोल साधतात. विद्यार्थ्यांप्रती उच्च दर्जाची बांधिलकी ठेवून उच्च दर्जाचे कार्य करतात. अशी परिस्थिती शिक्षणात असते तेव्हा ते व्यावसायिक शिक्षण होते.

## व्यावसायिक विकास : व्याख्या

व्यावसायिक विकास ही सतत चालणारी प्रक्रिया आहे. ती सकारात्मक आहे. ह्या प्रक्रियेमुळे अध्ययनातील समाजातील प्रत्येक सदस्य आयुष्यभर शिकतो. (चळलहळसरप डीरीश डेरीवे ष एर्वीलरीळेप, १९९९)

- व्यावसायिक विकास ही वैयक्तिक प्रक्रियेबरोबरच व्यापक अशी सामूहिक जबाबदारी आहे. (ज्यूबर १९९२)
- व्यावसायिक विकास ही निरंतर चालणारी प्रक्रिया आहे. व्यक्तीचे सततचे प्रयत्न, आवश्यक ज्ञान, कौशल्ये, निष्ठा व नियोजन आणि मग प्रत्यक्ष कृती अशी ती सतत चालणारी प्रक्रिया असते. (क्रिस्टॉपर १९९९)

ह्या प्रक्रियेत स्वनूतनीकरण होते. ह्यात आत्मविश्लेषणाबरोबरच मी कसा शिकवतो? माझे नियोजन कोठे कमी पडते? होणाऱ्या चुका? विद्यार्थी प्रतिसाद, त्यांचे आकलन, त्यांची समजूत, त्यांचेशी संवाद, पालक परिस्थिती, त्याचा परिणाम, इत्यादी सर्व बाजूने विश्लेषण आवश्यक शिक्षक करतो. ही सर्व व्यावसायिक विकासाची क्षेत्रेही म्हणता येतील. विमर्षी व्यवसायीकरणाची प्रक्रिया कशी चालते ते पुढील आकृतीत दिले आहे.



### व्यावसायिकीकरण आदान व प्रदान (शिक्षकाचा संबंध)

(दूरशिक्षणाद्वारे शिक्षक प्रशिक्षण : य.च.म.मु.वि., २००३)

आकृती स्वयंस्पष्ट असल्याने पेपरची मर्यादा विचारात घेता त्याचे स्पष्टीकरण येथे दिलेले नाही. या आकृतीवरून शिक्षण क्षेत्राव्यतिरिक्त क्षेत्रांशीही शिक्षकांचा सहभाग कसा येतो ते स्पष्ट होते. ज्या व्यक्तीला आपला व्यावसायिक विकास करायचा आहे. त्याने प्रयत्नांची शिकस्त करावी लागते. उदाहरणार्थ स्वतःच्या श्रद्धा बदलणे, मूल्यांना आकार देणे, अनुभवाची देवाण घेवाण, अद्ययावत ज्ञान प्राप्त करणे, ते प्रयत्न कार्यवाहीत आणणे, इत्यादी.

### संशोधन

अध्यापनासंदर्भातील तंत्र प्रशिक्षणाचा शिक्षकांच्या व्यावसायिकतेवर म्हणजेच दैनंदिन अध्यापनावर होणाऱ्या परिणामाचा अभ्यास या पेपरमध्ये मांडला आहे.

अध्यापन प्रतिमाने ही संकल्पना ब्रुस जॉर्डिस आणि मार्शाविल यांनी आणली. त्यात त्यांनी अध्यापनास उपयुक्त २० प्रतिमाने सुचविली. त्याचे त्यांनी ज्ञान प्रक्रिया, व्यक्तिगत विकास, सामाजिक आंतरक्रिया आणि वर्तन परिवर्तन असे चार गट केले पैकी ज्ञान प्रक्रिया प्रतिमान गटातील संबोध साध्यता, उद्गमन, संकल्पना प्राप्ती आणि पृच्छा प्रशिक्षण या चार

प्रतिमानांच्या संदर्भात अभ्यास करण्यात आला. या प्रत्येक प्रतिमानाची उद्दिष्टे, तात्त्विक आधार, आधार प्रणाली, सामाजिक प्रणाली आणि पदबंध या पाच मुद्यांच्या सैद्धांतिक स्पष्टीकरणाबरोबरच त्याचे नियोजन आणि प्रत्यक्ष अध्यापन याबाबत तयार करण्यात आलेल्या स्वयं-अध्ययन संपूटद्वारा प्रशिक्षण कार्यक्रम आयोजित केला आणि त्याचे प्रशिक्षण घेतले. त्याचा परिणाम येथे मांडला आहे.

**संशोधन विषय :** प्रतिमानांच्या प्रशिक्षणाचा प्रशिक्षणार्थ्यांच्या अध्यापन प्रक्रियेवर होणाऱ्या परिणामाचा अभ्यास.

### उद्दिष्टे

- (१) शिक्षकांच्या सद्यस्थितीतील अध्यापन प्रतिमानांच्या अध्यापनातील वापराबाबत अभ्यास करणे.
- (२) अध्यापन प्रतिमानांच्या वापराबाबतच्या जाणिव जागृतीचा अभ्यास करणे.
- (३) शिक्षकांना अध्यापन प्रतिमानांच्या वापराबाबत प्रशिक्षण देणे.

### परिकल्पना

- (१) अध्यापन प्रतिमानांच्या प्रशिक्षणामुळे शिक्षकांच्या अध्यापन बदल जाणीव जागृतीत काहीही फरक पडत नाही.
- (२) अध्यापन प्रतिमानांच्या प्रशिक्षणामुळे प्रशिक्षणार्थ्यांच्या अध्यापन प्रतिमानांचा अध्यापनातील वापरावर काहीही फरक पडत नाही.

### चले

- स्वाश्रयी चले - प्रतिमानांचे प्रशिक्षण कार्यक्रम.
- आश्रयी चले - अध्यापनात होणारा अध्यापन प्रतिमानांचा वापर.
- नियंत्रित चले - शिक्षक, विद्यार्थी, सामाजिक व भौगोलिक परिस्थिती, प्रशिक्षणार्थी, बौद्धिक क्षमता व आकलन क्षमता.

### जनसंख्या नमुना निवड

- जनसंख्या - महाराष्ट्रातील सर्व बी.एड. महाविद्यालयाचे प्रशिक्षणार्थी.
- नमुना निवड - नाशिक बी.एड. अभ्यासकेंद्राचे ३० विद्यार्थी (२०११-१३ तुकडी)

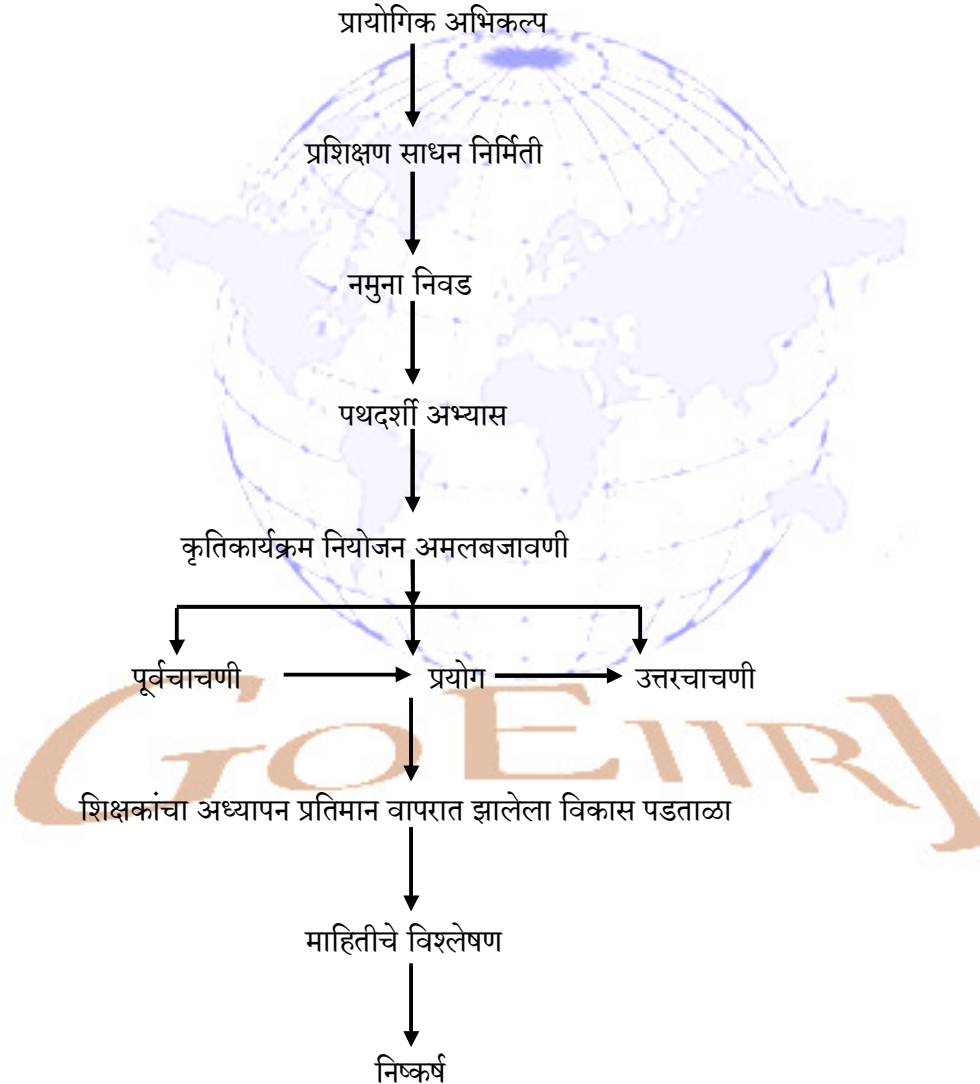
### साधने

सदर संशोधनासाठी सद्यःस्थिती अभ्यासासाठी प्रश्नावलीचा वापर केला. तज्ज्ञांशी चर्चा करून अध्यापन

प्रतिमानांचा प्रशिक्षण कार्यक्रम तयार केला, त्यानंतर तयार केलेल्या कार्यक्रमाचे प्रशिक्षण दिले.

**पद्धत :** प्रायोगिक पद्धतीने पडताळा घेण्यात आला. त्यात पूर्व व उत्तर चाचणी घेण्यात आली. प्रथमतः ३० शिक्षकांचे अध्यापन एक महिन्यात तपासून पाहिले. प्रशिक्षणानंतर एक महिना पुन्हा अध्यापन तपासले. त्यात शिक्षकांची प्रतिमान वापराबाबतची वारंवारिता पडताळण्यात आली.

**संशोधन आराखडा**



**कार्यपद्धती**

या प्रयोगात सहभागी ३० विद्यार्थ्यांचे एक महिना पाठ तपासून पाहण्यात आले. प्रत्येक तासिकेच्या वापरातील पद्धत व परिणामकारकता तपासून त्याला गुण दिले. त्यानंतर त्यांना अध्यापन प्रतिमानांचे प्रशिक्षण देण्यात आले. पुन्हा

त्यांचा व्यावसायिक विकास पडताळण्यात आला. म्हणजेच अध्यापन प्रतिमान वापराबद्दलची जाणिव व प्रत्यक्ष वापर हे पाहण्यासाठी पुन्हा एक महिना त्यांच्या अध्यापनाचे निरीक्षण करण्यात आले व गुण देण्यात आले.

### सांख्यिकी विश्लेषण

#### परिकल्पना - १

ग्रुप	एकूण विद्यार्थी	मध्यमान	प्रमाण विचलन	t मूल्य व्हॅल्यू	टेबल स्तर	सार्थकता
पूर्वचाचणी	१५	३१५	४.९			
				३५.२	२.४४	०.०१
उत्तरचाचणी	१५	३७१	३.८			

**निष्कर्ष :** प्रतिमान प्रशिक्षणाचा विद्यार्थी शिक्षकांच्या अध्यापन विषयात प्रतिमान वापर जाणिव जागृतीत सार्थ फरक दिसून येतो.

#### परिकल्पना - २

ग्रुप	एकूण विद्यार्थी	मध्यमान	प्रमाण विचलन	t मूल्य व्हॅल्यू	टेबल स्तर	सार्थकता
पूर्वचाचणी	१५	३७७	८.६			
				४१.६६	२.३९	०.०१
उत्तरचाचणी	१५	३०२	४.९			

**निष्कर्ष :** प्रतिमान प्रशिक्षणानंतर विद्यार्थी शिक्षक अध्यापनात मोठ्या प्रमाणात प्रतिमानांचा वापर करतात

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## **Problems of professional development at +2 stage teachers**

**Khule G. S.,**

**Nashik**

### **Introduction:**

**"Education is not the movement of information that is put into your brain and runs rito there undigested all your life.**

**We must have life-building, man-making, character-making & assimilation of ideas. If information were identical with information, libraries would be the greatest stage in the world and encyclopedias - Rishis."**

**-Swami Vivekananda**

Education is a purposeful social process of society which helps to develop the innate power of human being and it also develop its mental level, education level and beings a drastic change in human behaviour.

“Teaching is an actualization of the potentialities”. To increase potentialities and advancement in the learners it is essential do develop the potentialities in the teachers. National curriculum framework (NCF) 2005, recommends that children’s life at school and colleges must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes gap between school, home and community. There is sharp boundry between students, teachers and syllabi. To encorage the students, it is necessary to develop the professional approach at + 2 level teachers. The vertical movement of students from one level of education to the next higher level succesfully or towards gainful higher education. The succes of students depend upon institute, professional teachers and initiative of the students.

‘Teacher quality’ is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities.

National Assessment and Accreditation Council will soon be able to do so for schools in Maharashtra. The state has now constituted a group that which will recommend the norms and standards for a State Assessment and Accreditation Council (SAAC), an independent agency, a step that has come after considerable delay. The idea to introduce such an assessment and accreditation body was first mooted in 2013.

**Present situation at +2 levels:**

- 1) Medium of learning is more significant at +2 levels and should be in one language (English).
- 2) +2 is the base of all the professional courses like engineering, medical, pharmacy, agriculture, architecture, LLB, CA, etc.
- 3) +2 levels are connected with secondary school as well as senior colleges.
- 4) There is variety of optional subjects for main subjects.
- 5) Vocational subjects like computer, electronics, agriculture, etc also included in different classes.
- 6) There is great variation in syllabus like NCERT, CIPP, CBSC, ICSE, CISCE, IGCSE and State Board at same and different states.
- 7) There is tremendous variation in entrance examination for different professional courses.
- 8) Lack of skill based education, guidance and employment opportunities at college level.
- 9) Learners do not get practical based knowledge.
- 10) There is no more correlation between theory and practical.
- 11) In-service training programs, orientation are not available for the teachers.
- 12) Existing different study patterns like Latur, Kota pattern, etc may create confusion with students.
- 13) Maximum concentration is given only on twelfth standard.
- 14) Malpractices of professional teachers association (PTA) and private tuitions.
- 15) Variation in fees structure at different schools and colleges.

**Syllabus at different Boards / States:** There is great diversity in syllabus up to 10<sup>th</sup> class as well as +2 levels.

- 1) Syllabus framed by Maharashtra State board of secondary and higher secondary Education.
- 2) Syllabus designed by National Council of Educational Research and Training.
- 3) Syllabus framed by International Council of secondary education.
- 4) There is no regional balance in syllabus designed by different states.

**Evaluation pattern:** There is great variation evaluation pattern up to 10<sup>th</sup> class as well as +2 levels.

- 1) State board evaluation pattern for science subject in maharashtra is

- a. Theory : paper - I    Marks – 35  
                                  Paper - II    Marks – 35
- b.                    Practical :                    Marks – 30
- c.                                    **Total marks: 100**

Marks for passing is only 40

- 2) Other board evaluation pattern is also different.

**Strategy to improve quality of professional teachers:** Now a day foreign countries are trying to establish new universities in India. To stand and compete with these universities our government should take following steps.

- 1) A specific, action-oriented plan for making progress towards professional teachers.
- 2) Special guidance centers should be inculcated at taluka / district level.
- 3) Government / organization should organize training programmes for teachers.
- 4) The purpose of these training programmes is to address concerns that teaching staff of affiliated schools may have regarding the curriculum, methodology and evaluation.
- 5) It is enhancing the personal knowledge about subject and awareness in teachers about various entrance examinations.
- 6) In service training for the teachers in the form of seminars, workshops, refresher courses, etc. providing the opportunity to interact with teachers from different parts of the country.
- 7) To develop electronic communication skill (PPT, audio visual aids including computer aided teaching) in teachers.
- 8) Update technology supported and project based learning.
- 9) Internet facilities, video conferencing between teachers to contribute their knowledge, E-journals.
- 10) Quiz for Excellence.
- 11) Strength weakness opportunities and threats (SWOT) analysis is necessary to improve qualities in teacher.
- 12) Teacher's organizations to improve quality education.
- 13) Scientific tours should be organized for teachers.
- 14) To have students feedback and self assessment for quality improvement.
- 15) Teacher should monitor 75 % attendance of students.

**An approach of government to professional development of + 2 stage teachers:**

- 1) The evaluation, which will include state board, ICSE, CBSE, IB school, etc is expected to be grade based.
- 2) The NAAC currently follows the grading pattern, in which colleges are given grades in four categories A, B, C and D Denoting very good, satisfactory and unsatisfactory levels respectively. The Council conducting Training Programmes for teachers in various subjects at the ICSE and ISC levels. Similar pattern may apply for all +2 levels.
- 3) There should be correlation between theory and practical.
- 4) Optional subjects should be given on the basis of marks / grade.
- 5) Government / organization should provide infrastructure, internet facilities, computers, water, power, etc.
- 6) Government should provide advance software for learning and teaching.
- 7) Currently Kerala government is in the position to adapt SAAC to upgrade +2 levels. Our central government should impliment SAAC overall India step by step.
- 8) Scientific study tours, Industrial visits should be allowed for teachers.
- 9) Parents Teachers Association (PTA) look after the activites of school and colleges.
- 10) Syllabus in the different states should be same and single entrance for all professional courses.
- 11) Final examination pattern should be conducted on the basis of
 

Theory -	40 marks
Practical -	20 marks
Multiple choice questions -	20 marks
Online examination	- 20 marks
- 12) There should be single entrance examination for all professional sources and admissions for professional courses based entrance.

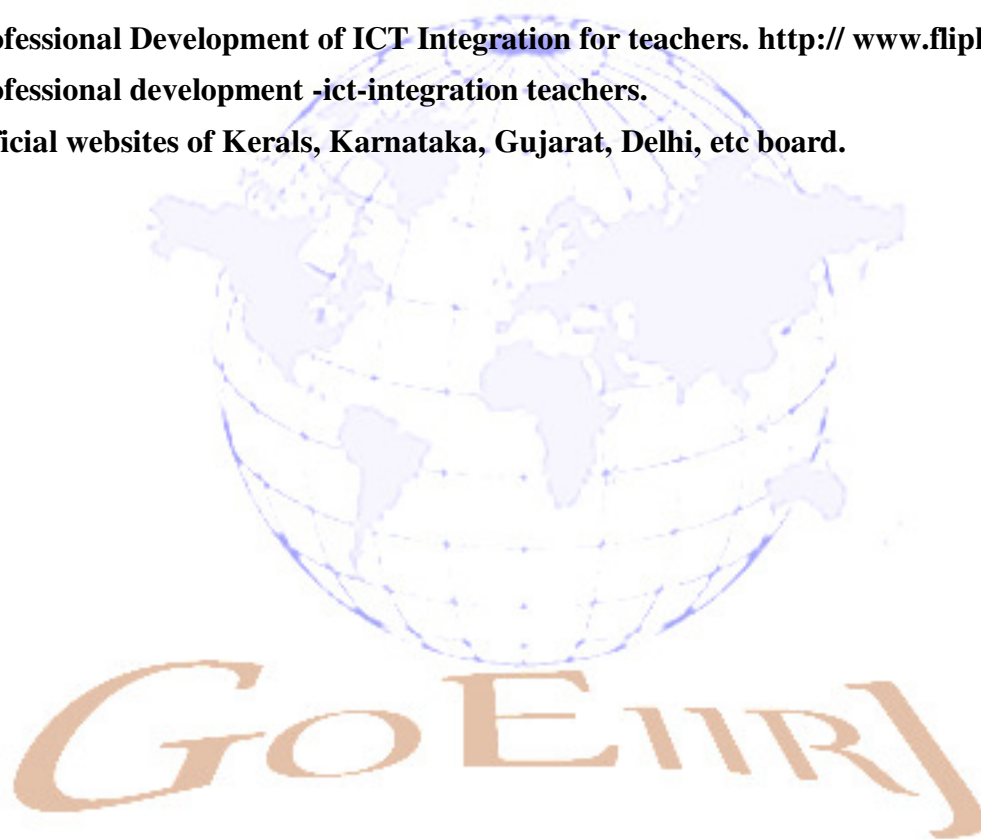
**Conclusion:** This paper shows the trends and issues of the professional education at +2 level and their future development.

- Many offshore companies are coming forward to collaborate with quality of Indian institutes and teachers it is essential to improve quality of teachers.
- To boost knowledge and quality of teachers provide Information Communication Technologies (ICT) for teachers.
- Design the syllabus which is same all over the India.

- Provide sufficient academic, educational guidelines to teachers.
- Single entrance examination for professional courses.
- Change teaching methodology according to subjects.

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## शिक्षकाचा व्यावसायिक विकास व शिक्षक प्रशिक्षण

Mrs. Vijaya Patil

A/C. Director

School of Education

Y.C.M.O.U Nashik

### प्रास्ताविक:

आजच्या काळात सर्वांगित गुणवत्ता व्यवस्थापन (Total Quality Management) हा संकल्पना जोर धरू लागलेली आहे. त्यात शिक्षणक्षेत्रातही शैक्षणिक गुणवत्ता हा कळीचा मुद्दा आहे. विज्ञान व तंत्रज्ञानाच्या वेगवान प्रगतीमुळे अनेक बदल व स्थितंतरे घडत आहेत. शिक्षणाच्या क्षेत्रात समाजाच्या अपेक्षा व मागण्या वाढत आहेत. मागण्यांचे स्वरूप बदलत आहे व त्यातून अनेक स्पर्धांना तोंड द्यावे लागत आहे. ह्या स्पर्धेत अर्थात व्यवसायिक विकास हा अपरिहार्य आहे. गुणवत्तेसाठी विकास करावयाचा असले तर सातत्यपूर्ण सुधारणा(Continuous Improvement) आवश्यक असते. ही सुधारणा व्यावसायिक विकासासाठी आवश्यक असते. शिक्षकाचा व्यावसायिक विकास व शिक्षक प्रशिक्षणातील व्यावसायिक विकासाची सद्यस्थिती ह्यावर मांडणी सदर पेपरमध्ये केलेली आहे.

### ● व्यावसायिक विकास: अर्थ

व्यावसायिक विकासाच्या काही व्याख्या पुढे दिलेल्या आहेत.

१. व्यावसायिक विकास ही सतत चालणारी प्रक्रिया आहे. ती सकारात्मक आहे. ह्या प्रक्रियेमुळेच अध्ययनशील समाजातील प्रत्येक सदस्य हा आयुष्यभर शिकत असतो. (मिचीगॅम, १९९९)
  २. व्यावसायिक विकास ही वैयक्तिक प्रक्रियेबरोबरच व्यापक अशी सामुहिक जबाबदारी आहे. (ज्युबर, ऑट्रेन स्केरिट, १९९२)
  ३. व्यावसायिक विकास ही निरंतर चालणारी प्रक्रिया आहे. व्यक्तीचे सततचे प्रयत्न, प्रभावी अध्यापनासाठी आवश्यक ती ज्ञान कौशल्ये निष्ठेची अभिवृत्ती व नियोजन, प्रत्यक्ष कृती अशी सतत चालणारी प्रक्रिया आहे.
  ४. Professional Development is a journey without destination. (सप्रे. पी. एम., २००९), चौरसिया व इतर १९९९ यावरून उदघृत)
- वरील अनेक व्याख्यांवरून खालील वैशिष्ट्ये सांगता येतील.
१. व्यावसायिक विकास ही सतत व निरंतर चालणारी सकारात्मक प्रक्रिया आहे.
  २. एकट्या व्यक्तीचा सहभाग नसतो तर इतर सदस्यांचा ही सहभाग असतो.
  ३. आवश्यक ज्ञान, कौशल्ये व निष्ठेची अभिवृत्ती वाढीसाठी स्वतःलाच प्रयत्न करावे लागतात.

### ● शिक्षक एक व्यावसायिक

(Teacher as a Professional)

शिक्षकाला चांगला व्यावसायिक बनावचे असेल तर ह्या प्रक्रियेला अंतर्गत नाही. त्या प्रवासात अध्ययन आणि ज्ञानप्राप्तीची प्रक्रिया आहे. ज्यात शिक्षक स्वतःच स्वयं-निर्देशित अध्ययनार्थी (Self-directed learner) असते. स्वतःच ज्ञानाचा स्त्रोत होतो. इतरांपासून काही घेण्यासारखे असेल तर घेतो. त्यासाठी शिक्षक सहकारीची मदत घेऊ शकते. परंतू तज्ज्ञतेची पातळी वेगवेगळी होते. ती आत्मसात करता येते. त्यावेळी सहकारी हे स्पर्धक नसतात. शिक्षक हे आपला व्यावसायिक विकासासाठी सतत धडपडत असतात. ह्या प्रयत्नात केवळ स्वतःचे विमर्श विचार (Reflective Thinking) पुरेसे नसतात. तर स्वतःशी व इतरांशी संघर्ष होणे सुध्दा

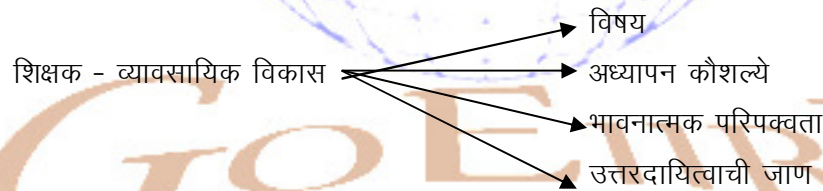
अपरिहार्य ठरते. व्यावसायिक विकासाला ते आवश्यक असते.

शिक्षकाप्रमाणेच हे डॉक्टर, इंजिनीअर, वकिल, शिक्षक व्यावसायिक समाजात आहेत. त्यावरून ‘व्यवसायाचे निकष’ हे पुढीलप्रमाणे असतात.

१. व्यवसायाचे प्रमुख कार्य मानवी घटकांना आवश्यक असलेल्या सेवा पुरविणे
२. विशिष्ट मानवी गरजेवर सेवा केंद्रित असते.
३. व्यवसायात काम करण्याची पात्रता आणि मान्यता मिळविण्यासाठी निर्धारित केलेले ज्ञान व कौशल्य संपादन करणे त्यासाठी मान्यताप्राप्त शिक्षणसंस्थामधून नियोजित अभ्यासक्रम पूर्ण करणे.
४. सेवाकार्यात निर्णय घेण्याची स्वायत्तता असणे संपादन केलेल्या विशिष्ट ज्ञान कौशल्यामुळे ते स्वायत्तता फक्त सेवाकार्यापूरतीच मर्यादित असते
५. स्वायत्तता (Antonomy) आणि उत्तरदायित्व (Accountability) याचा जवळचा संबंध आहे. व्यावसायिकांचे सेवाकार्यावर आधारित उत्तरदायित्व यांच्या सेवेचे लाभार्थी यांच्याशी असते.
६. प्रमुख व्यवसायांच्या व्यावसायिकांच्या स्वस्थापित संघटना असतात. परस्परसंबंधातून आंतरक्रियेतून आणि अनुभवाच्या आदान प्रदानाद्वारे व्यावसायिकांची वृद्धी व्हावी हे या संघटनांचे मुख्य उद्दिष्ट असते. ह्यासाठी विविध प्रकारचे कार्यक्रम आयोजित केले जातात. ह्या निकषांच्या आधारे शिक्षकाचा व्यावसायिक विकास पडताळून पाहता लागेल. (सप्रे, पी.एम, २००५)

### ● शिक्षकाचा व्यावसायिक विकास

शिक्षण क्षेत्राला व्यवसाय ही संकल्पना अलीकडे स्विकारण्यात आलेली आहे. अध्यापन ही शिक्षकाची प्रमुख जबाबदारी आहे. व ती दीर्घकालपर्यंत परिणामकारक व प्रभावी राहणे अत्यावश्यक आहे. शिक्षकांच्या व्यावसायिक विकासात खालील घटकांचा समावेश होतो.



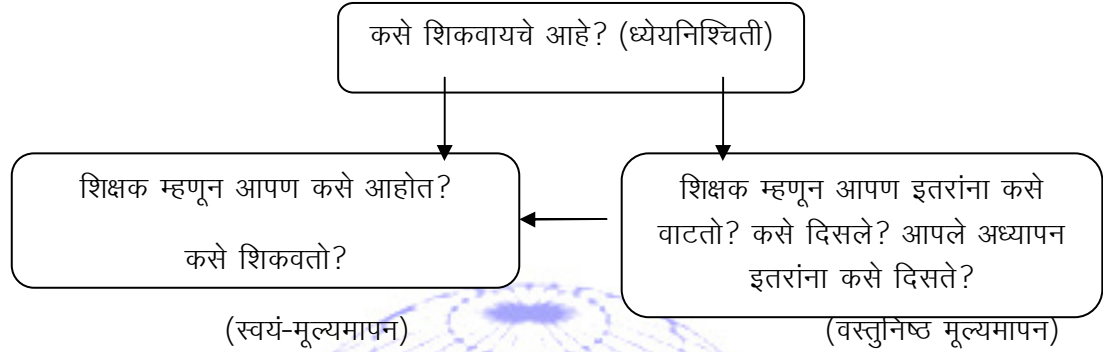
जी. शुल्मन ह्यांनी शिक्षकांच्या आवश्यक ज्ञानाचे तीन भागात वर्गीकरण केलेले आहे (Shulman, 1986)

१. विषय ज्ञान (Content Knowledge)
२. अध्यापनाविषयक विषय ज्ञान (Pedagogical Content Knowledge)
३. अध्यापनाचे ज्ञान (Knowledge of Teaching)

शिक्षकाची आंतरक्रिया मानवाशी आहे व ती अर्थपूर्ण होण्यासाठी भावनात्मक गुणांची जोड महत्वाची आहे. आदर व विश्वास यावर आधारित परस्परसंबंध निर्माण करणे, त्यांची जोपासना करणे आणि आपल्या उत्तरदायित्वाबाबत सतत जागृत असणे हीच परिपक्व व्यावसायिकांची लक्षणे आहेत. शिक्षकाने स्वतःमध्येच बदल घडवून आणण्याची गरज आहे. जोपर्यंत तो स्विकारत नाहीत तोपर्यंत विकास होणे कठीण आहे.

१. शिक्षकाने आवश्यक ज्ञान, कौशल्ये, क्षमतांचे मूल्यमापन करणे
२. गरजांच्या पूर्तीसाठी आवश्यक व योग्य स्रोत व साधनांची निवड करणे.

शिक्षक म्हणून आपण कसे व्हावयाचे आहे?



एक व्यावसायिक म्हणून स्वतःतील संपूर्ण बदलाची प्रक्रिया वरील प्रमाणे घडते. (घुगरे, सुहासिनी. २००९)

- १) ध्येयनिश्चिती ,२) स्वयंमूल्यमापन आणि ३) वस्तुनिष्ठ मूल्यमापन हे तीन ध्रुव एकत्रित कधीच जुळत नाही. तशी अपेक्षाही नसते. परंतु जेव्हा स्वयंमूल्यमापन होते. तेव्हा शिक्षकाला वर्तनबदलाची प्रेरणा सातत्याने मिळू शकते. हे मूल्यमापन जेव्हा व्यक्तिनिष्ठ होते. म्हणजेच वस्तुनिष्ठ मूल्यमापन उपयुक्त ठरते. एखादे ध्येय शिक्षकाने साध्य केले की तो नव्या उच्च ध्येयाचा ध्यास करतो व व्यावसायिक प्रगतीची वाटचाल सुरु राहते. शिक्षकांचे हे स्वनिर्देशित अध्ययन हे शिकण्यापेक्षा प्रामुख्याने वैयक्तिक व्यावसायिक विकासाकडे नेणारे आहे. त्यामुळे स्वनिर्देशित अध्ययनाची कल्पना ही अधिक व्यापक होते आणि संपूर्ण व्यावसायिक विकासासाठी तिचे योगदान ह्या दृष्टीने महत्त्वाचे ठरते. शिक्षक-प्रशिक्षणात स्वयं-निर्देशित अध्ययनाचा व्यापक प्रभावात समावेश व्हायला हवा.(पाटील, विजया. २००३)

### ● शिक्षकाचा व्यावसायिक विकासाची सद्यस्थिती:

शिक्षक एक व्यावसायिक ही संकल्पना समाज, शाळा, शिक्षक संघटना आणि स्वतः शिक्षकाने मनापासून स्विकारलेली नाही. तसेच इतर घटकांनी शिक्षकाकडे एक व्यावसायिक म्हणून पाहिले पाहिजे पण तसे घडत नाही. यापूर्वी उल्लेख केलेल्या इतर व्यवसायांमध्ये संबंधित व्यावसायिक आपला स्वतःचा व्यावसायिक विकास विविध मार्गांनी करीत असतात. उदा डॉक्टर सतत आपले ज्ञान अद्ययावत ठेवतो येणाऱ्या नवनवीन समस्यांवर विविध मार्गाने उपया शोधतो, अभ्यासतो आणि सेवा देतो. व्यवसायांमध्ये शिक्षक प्रशिक्षणाशी शिक्षणशास्त्र विभाग (Dept of Education) संबंधित असूनही शालेय प्रगतीशी धनिष्ठ संबंध जोडता आलेला नाही. समाजापासून शिक्षक प्रशिक्षण आणि त्याचे नेतृत्व करणाऱ्या संस्था ह्या दूर अंतरावर आहेत. त्यामुळे शिक्षक प्रशिक्षणातील घडामोडीविषयी समाज दखलच घेत नाही. शिक्षक प्रशिक्षणात सामाजिक गरजांचा विचार शिक्षण तज्ज्ञ ही करीत नाही किंबहुना तशा योजना आखता येत नाही, देश, राज्य, जिल्हा, पातळीवरील NCTE, SBTE सारख्या संस्था शिक्षकाच्या व्यावसायिककीकरणाच्या प्रक्रियेत अत्यंत महत्त्वाच्या भूमिका बजावू शकतात. शिक्षक व्यावसायिकतेच्या जोपासना करण्याची प्राथमिक जबाबदारी अर्थातच शिक्षक-प्रशिक्षकांची आहे. शिक्षक प्रशिक्षणातील उच्च दर्जात्मकता आणि गुणात्मकता त्यावरील निष्ठा, निर्णय प्रक्रियेतील स्वायत्ततेची जपवणूक आणि आपला व्यावसायिक कर्तव्याविषयक प्रामाणिकपणा आणि तळमळ शिक्षक प्रशिक्षकांमध्ये अभिप्रेत आहे.(जोशी, अनंत २००३)

शिक्षकाच्या व्यावसायिक विकासाचा विचार पूर्णपणे औपचारिक शिक्षणाच्या संदर्भात केला जातो. एक विशिष्ट औपचारिक अभ्यासक्रम पूर्ण करणे, काही कृतिसत्रात सहभागी होते किंवा १/२ दिवसांचे सेवांतर्गत कार्यक्रम पूर्ण करणे म्हणजे

व्यावसायिक विचार मानले जाते. पण ह्या कार्यक्रमाचा ह्या विचाराशी संबंध असतोच असे नाही. व्याख्याने, कृतिसत्रे एचठ्या पुरतीच मर्यादित असतात. त्या शिक्षकांच्या सहभाग शुन्य असतो. प्रशिक्षणाची परिणामकारकता पाहिली जात नाही. सेवातर्गत प्रशिक्षणे अगदी वेगळ्या विषयांवर असतात. व्यावसायिक विकासाचा उत्तम कार्यनीतीबाबत अद्यापही सर्वसंमत होत नाही.

#### ● समारोप:

वरील सर्व चर्चेवरून लक्षात येते की, व्यावसायिक विकासाचा जबाबदारी ही स्वतःची आहे. परंतु शिक्षक एक व्यावसायिक ह्या प्रतिमानाचा अध्यापक शिक्षणात पुरस्कार केला पाहिजे. आचारसंहिता, शिक्षक संघटनांच्या जबाबदाऱ्या, तात्त्विक घटकांच्या समावेश अभ्यासक्रमात करावा लागेल. त्याच बरोबर स्व-नुतनीकरणाची शिक्षणाविषयीची सद्यस्थितीतील गरजा लक्षात घेण्यात शिक्षक प्रशिक्षणात वेगवान गतीने बदल घडायला हवेत. याशिवाय विविध संशोधनांच्या माध्यमातून पुढील प्रगतीसाठी सततची सुधारणा करणे आवश्यक आहे. शिक्षकाचा व्यावसायिक विकास आणि शिक्षण प्रशिक्षण ह्यातील परस्परावलंबीत्व खऱ्या अर्थाने सृष्टी व्हायला हवे. जोड दिली पाहिजे. त्यासाठी सर्व अध्यापक संघटनानीही प्रयत्न करून मोठी चळवळ उभारणे आवश्यक आहे. त्यात सहाध्यायीचे व्यापक जाळे परिषदाचा उपयोग करता येऊ शकले.

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## USABILITY OF E-RESOURCES FOR PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

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### Abstract

*In 21<sup>st</sup> Century Open and Distance Learning System (ODLS) is alternative education system all over world. In this system various types of programme are implemented. School of Education implemented Master of Education (M. Ed) programme for in-service Primary to University teachers, administrative.*

*YCMOU have Library & Resource Center (LARC). In this library resources are available to the students in the form of Print, Audio - Visual and Online Resources. (LARC) provides different facilities for the students i.e. EBSCO Database Service, DELNET, UGC-INFONET Consortia, INFLIBNET.*

*Master of Education (M.Ed.) students are not aware of the E-resources available in the library. Many E-resources freely available on the web, but students don't having a skill to identify and uses of the online resources. For effective using of these resources the orientation is essential. The author took feedback from M Ed student to identify their difficulties for using library E-resources. Then they develop a training programme for the same. In this paper they presented the effectiveness of the training programme for use of various E-Resources.*

### Introduction

Open and Distance Learning System (ODLS) has been established to empower the person to study their own convenience- “Anyone, Anywhere and Anytime,” the 3 As are the main philosophy behind it. The Yashwantrao Chavan Maharashtra Open University (YCMOU) was established in 1989 by an act XII of the Maharashtra State Legislature with the vision to become a “Mass Varsity”. The Mission of the University is “To strive to carry higher, technical and

vocational education to the home of the common man; to reach to unreached through the use of modern communication technologies and the adoption of distance education mode and to develop an innovative and open system of education with the ultimate goal of becoming as mass varsity”. For the fulfillment of the Vision and Mission, the University framed six objectives from which following one important objective for ICT skills. “To provide continuing adult and extension education. Special attention to be paid to retraining adults in new skills to enable them to adjust to changing technological environment”. (University Act 2006pg5)

YCMOU, Nashik is Mega Open University in India. The University has eight schools. Each school has different types and different level programmes from Certificate to Doctoral degrees and type of Academic, Professional and Vocational. School of Education (SOE) also has different level programme like SHG, ECCE, B. Ed, M. Ed, M.Phil, Ph.D etc.

#### **Master of Education Program of YCMOU**

YCMOU started revised M Ed program from 2001. Students characteristics was qualification minimum (B. Ed) and in-service teachers at primary, secondary, higher secondary or college, university level and at D. T Ed levels) or in Educational Research or Administration. The program is of two years’ duration. The major components of this program are seven theory courses, research work and field work. The mark distribution is theory 700 marks, research work 200 marks, field work 100 marks. For all components the basic study material was provided by the University. After reading the material students has to use the various reference material. For compulsory paper internal assessment is the seminar presentation. Each student get the broader topic of related subject. The students has to study the different resources for their topic School of Education having one study centre. From last 10 years batches only one student use the E-resources for her presentation. Most of the students don’t having the referencing skills.

#### **Various efforts taken by the presenter**

In the year 2010 rigorous efforts are taken by the presenter about referencing skills to her research students. They jointly visit the library and learned collaboratively the e-referencing skills. YCMOU organized State level essay competition, out of three two get the prize because they used various references in their essay. From this experience the presenter identified the need of training for e-referencing skills for all M.Ed. students. From the experience of the presenter and feedback from M. Ed. Last four batch students about e referencing skills, it is presented in the table - 1

Table - 1

## Batch wise Data Analysis of e-referencing skills

Batch	Tool Used	Training strategy	Conclusion
2010 - 2012	Open ended questionnaire		- Require Training for use of Internet
2011 - 13 2012- 14 2013 -15	Close ended questionnaire	<ul style="list-style-type: none"> <li>Demonstration for use of internet for various e resources</li> </ul>	<ul style="list-style-type: none"> <li>Students unknown about               <ul style="list-style-type: none"> <li>Different types of search engine</li> <li>Different types of e-journals</li> <li>E- Services provided by the library</li> </ul> </li> </ul>

## Review of related literature

1. The electronic library operates within an electronic collaborative environment with an emphasis on access to information regardless of its location” as cited by Simmonds, P.L. & other pg629
2. Simmonds, P.L.(2001) stated that Librarians should teach users how to learn to distinguish between materials found on the Internet using typical search engines, such as Yahoo, Google, etc., and materials which libraries have purchased from vendors, but which can be accessed through the Web. Instruction on how to critically evaluate both print and electronic resources would also help users appreciate the multitude of sources currently available for research, and increase user satisfaction with academic libraries.
3. National Knowledge Commission report (2007) - the role of the library was defined as providing widespread and inclusive access to knowledge is widely acknowledged. In today’s context, a library has to play two distinct roles- to serve as a local center of information and knowledge, and to be a local gateway to national and global knowledge. To achieve this goal, existing libraries must modernized their collection, services and facilities, become more pro-active, and collaborate with other institutions, agencies and non-government organization (NGOs) in order to develop a community - based information system.
4. Lenka, R (2013) wrote access to e-books, e-content, Digital Repositories could be developed by the institutions as students support services. This will also be used for online capacity building for open and distance teacher training pg(135)
5. Mahale, S.R.( 2012) reported that Most of the students are not skills for surfing online resources. There is need of training programme for the same.

6. Mahale, S.R. (2013) reported that for referencing skills (use of internet for research) more efforts required form the university level.
7. Mahale, S. R. & Barve P.V.(2014) Form this hands on training programme the students minimizes their fear for using internet. They used internet for referring.

They are searching related researches in Shodh Gangotri

#### E-Facilities available at YCMOU LARC

Sr No	Services	About	WEB PAGE
1.	Shodh Gangotri	Repository of Indian Research in Progress details (Synopses/Research Proposals for PhD programme	<a href="http://shodhgangotri.inflibnet.ac.in/">http://shodhgangotri.inflibnet.ac.in/</a>
2.	IndCat: Online Union Catalogue of Indian Universities	The union database contains bibliographic description, location and holdings information for books, journals and theses in all subject areas available in more than 160 university libraries across the country.	<a href="http://indcat.inflibnet.ac.in/">http://indcat.inflibnet.ac.in/</a>
3.	EBSCO Information Services	Comprised of research database, e-journals	<a href="http://www.ebsco.com/about">http://www.ebsco.com/about</a>
4.	Directory of Open Access Journals (DOAJ)	Access to quality open access, peer-reviewed journals freely available	<a href="http://doaj.org/about">http://doaj.org/about</a>
5.	Directory of Open Books (DOAB)	The primary aim of DOAB is to increase discoverability of Open Access books.	<a href="http://www.doabooks.org/">http://www.doabooks.org/</a>

From the review of related literature and experience by the presenter there is need of special training programme for use of Web resources.

For batch 2013 – 2015 students expected Hands on experience for web services. Before the Training programme the presenter identify their previous knowledge.

- 1) Out of 25 students only 14 students having knowledge about Internet
- 2) Students having various difficulties for using internet. It was presented in the table no. 2

Table - 2

## Various Difficulties for using Internet

No.	Type of Difficulty	Number of students
1	Search engine	9
2	E-book	5
3	Free resources websites	3
4	WhatsApps	2
5	Download	2
6	E-mail	1
7	Online Library	2

## Training Strategy for using E-resources

## 1. Printed note

For basic information of the library the presenter develop a printed note in assignment booklet it includes the following components

- Types of Library and its usability
- Transaction of Library facilities
- Arrangement of book
- Membership of the library
- Use of Internet for (ILL)
- Search Engine
- Use of University Library Resources
- Open Access Library
- Catalogue System of Library (OPAC)
- Interlibrary Transaction
- Browser
- Guideline for Use of resources for study Mahale & Barve 2014 pp

Before the training programme expectation from the students to read this note by self learning.

## 2. Overview Lecture, Demonstration and Hands on Experience

The co-presenter gave overview type lecture which include all above components in the table 2.

After this Lecture the co-presenter gave demonstration of each facility, web address and then the students working on the computer having internet facility and took experience of the various components.

After the Hands on training programme the presenter again ask two open ended questions to the students.

- 1) Facility on Internet used by the students in future

Services	No. of students
DOAB	7
DOAJ	4
Shodh Gangotri	2
Reference book	2
Free resources website	2

- 2) Need more information about Internet

- Detail information about internet
- Practical knowledge for how to use internet, Knowledge about Educational websites
- Identification of key word in their own research
- List of research topic

### Conclusion of the Training Programme

After the training Programme the presenter took feedback from the students about using the e-resources.

1. Students require ICT Literacy skills & computer operating skills.
2. The print material and overview lecture and half day hands on experience were not sufficient for the students for using e-resources.
3. Most of the students need more hands on experience for using the e -resources.
4. There are various types of e-resources available to students like U-tube for videos, Blog. More information is required for using e- resources.

### Future Plan –

Prerequisite - ICT Literacy and skill for computer operating

Two days Training Programme include the following components.

1. Use of Internet for various purposes.
2. Referencing skills through Internet.
3. Availability of various facilities through Internet.
4. Skimming and Scanning of related Literature by using e-resources.
5. Browsing and downloading the related material from e-material.
6. Handing approached for screening e-material

### Summary

E-resources are available on internet. But there is a need of training includes basic information, Demonstration and hands on experience for using the E-resources

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**HIGHER EDUCATION IN INDIA : REALITY AND CHALLENGES****Dr. Sunita S. Babhulkar****Asst. Professor****Jyotiba Fule College of Edu.****Pawanbhumi, Nagpur.****Smt. Pallavi S. Chopade,****Teacher,****Golden Horizon School,****Shivaji Nagar, Nashik.**

The National System of Education in India is based on (10+2+3) system of education according to National Policy on Education - 1986. It refers to 12 years of school education and 03 years of higher education. These three years of higher education are related to three years of graduation in universities and colleges. These three years also act as foundation of postgraduate education as well as research education in universities and colleges in India. Besides this there is a provision of two streams of professional education in our country in form of :

- (i) Engineering and Medical education after class xii; and
- (ii) Teacher Education, Management and Education and Law education after graduation. Therefore, higher education includes every course under above mentioned categories.

The present system is still elitist in nature. It provides access in hardly 10 percent of the total population in the country. It provides access to all castes and categories as per constitutional framework of Indian republic, but each caste and category is dominated by its 'strong ones'. So far no impartial system has been developed to pick\choose the meritorious students from secondary school level of education in the country. Therefore the enrolled population in higher education lacks the real intake of meritorious students. The recommendations of Kothari Commission (1964-66) to make secondary education terminal for many students after imparting them vocational education have been kept aside. On the hand many others who pass the secondary level by hook or by crook aspire to go for higher education and enroll themselves in higher education in absence of any choice for them. They also contribute to 10 percent enrollment as present.

Therefore, the issue of access in higher education suffers from two contrary problems:

- (i) The questionable quality of enrolled students in educational institutions; and
- (ii) Lack of institutions for aspiring students not enrolled in higher education.

It is real challenge to resolve the above problems.

Besides the above there is one more issue related with enrollment of students i.e. The organization of university entrance examinations. These are organized to facilitate easy selection of eligible students. But it is financial burden for financially weaker students.

### **Aim of higher Education**

The aim of higher education in India have not been well defined and specified after Independence. We are still imitating the age old colonial system of higher education and catering to the Macaulian aims indirectly. Majority of teachers and students are neither concerned nor are they told the aims of higher education at any level by any agency of education. The worldly material knowledge to find Governments service has become the sole motive. The spiritual, social and national interests are of least considerations by teachers , students as well as parents. The students want to acquire degree by any means and the institution wants to distribute degrees to as many as possible. The parents are simply facilitators.

Most of the recommendations of University Education (1948) and Kothari Commission (1954-66) have been set aside. The NPE-1986 is still unimplemented in totality even after more than two decades. Recommendations of National Knowledge Commission (KNC) 2005 are far from rural realities of India. In fact we have failed to design and define indigenous aims and time bound objectives for Indian higher education at all levels say general or professional education.

As per recommendations of NPE - 1986 the system of education must be evaluated every five years but as an insider it is not done for more than a decade or two. The knowledge is changing at a geometrical rate but the curriculum in various courses is not revised for more than three or five years and sometimes for decades. Most of the universities which go for forced revision exercise take at least three years to change the curriculum. This exercise is also partial with the following shortcomings:

- (i) either no or least focus on the indigenous needs
- (ii) least or no focus on transactional strategies; and
- (iii) least or no focus on evaluation procedures

### **Transactional Strategies**

The transactional strategy includes all the means and ways adopted to communicate the content to student. The effectiveness of strategy depends on the effectiveness of the communication achieved inside as well as outside the classroom in educational premises.

Today's need is to plan and execute learner centered transactional strategy. The Indian higher education classrooms have majority of first generation learners therefore teaching needs to be more interactive. It can be done only with interactive teaching modes like small group discussion, panel discussion, colloquium, seminar, project, field trip and other such progressive methods of teaching . These can be facilitated with traditional as well as modern means of

communication or a mix of both.

The present class transactions are mostly content loaded lectures being delivered in a monotonous way or dictations from old notes. Therefore its a real challenge to promote an interactive way of teaching.

### **Library and Reading Room Access**

Library is the heart of educational institutions. There should be well equipped library in every institution and every department of the institutions. The reference books, encyclopedia, dictionaries, surveys, periodicals, newspapers, magazines, textbooks all should be kept in the library. All these should be properly cataloged and digitalized too. Majority of our institutions lack this facility. Libraries are mostly full of local textbooks in majority of colleges and universities. Even several libraries have lack of reading rooms with proper sitting facility. Therefore development of well equipped libraries and reading rooms is also a challenge.

### **Development of Life skills**

India is a country bubbling with youth population. About 60 crore population is below the age of thirty years. Majority of them are first generation learners and belong to rural areas. Majority are gender deprived, caste deprived and economically deprived. Therefore, it is social responsibility of educational administrators and teachers to ensure development of life skills in them. Their following skills are usually not properly developed. It is a real challenge to develop all the below given skills in university and college students :

- i. Communication skill- The reading and writing skill both need development. The development of proper language for communication at the local and global both levels needs development.
- ii. Presentation skill- Today's era is of advertisement and marketing. The physical and intellectual both potentials should be properly developed. They should be trained to dress, walk, talk and interact logically in the community. The proper focus on NCC, NSS and other such events can be useful.
- iii. Self Confidence -It is the key to success and above two skills develop self confidence and vice versa. Further deep knowledge in subject matter is also required. It requires development of reading and self learning skills to gain successive confidence.
- iv. Handling Information and Communication Technology (ICT)- The skill to handle computers, internet access, development of transparencies, projects etc. is required necessarily for all to succeed.
- v. Faith in life values- The ethical values, moral values, environmental values are least focused or

not focused in today's campuses. There is need to promote compulsory activities to promote faith of graduates in these values. Honesty, transparency, love, cooperation , integrity etc. must be promoted in campuses

### **Conclusion**

Today's higher education system in India has several good points too. These are visible in form of the following :

- i. Development of third largest system of higher education after U.S.A. And China.
- ii. Generation of world-class doctors, engineers and researchers in science and technology.
- iii. Outflow of large number of software engineers and doctors to foreign countries.

The good system is facing challenges imposed by issues in Globalization of higher education. Commodification of Education, Commercialization of education, Alienation with grassroots, Entry of third grade foreign institutions, Outflow of students & money and soon. But all these can be considered as secondary challenges to higher education.

The challenges mentioned in the above sections of this article are related to the grass root hence can be termed as the primary challenges to higher education in our country. There is a need to introspect and consider them without any prejudice. Any honest attempt will lead to development and execution of harsh academic measures. The guidelines of NKC and reports of the Yashpal Committee on renovation and rejuvenation of universities to:

1. Remove the rural-urban divide
2. Make education life oriented
3. Make it locally relevant
4. Bring it at par with international standards and
5. Decentralize it

These will be much fruitful exercise only if carefully examined and implemented in a country of villages which is still economically alive and independent due to its indigenous roots and not only because of its modern economic policies. Let us arise, awake and come out with an indigenous spirit to lead the modern democratic Indian Education and not imitate the colonial Indian Education.

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## PROFESSIONAL DEVELOPMENT THROUGH PORTFOLIO FOR TEACHING - RELATED FIELD WORK IN M.ED

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### Abstract

*Teacher education is an indispensable part of professional development of teachers, especially when it is an in-service teacher training program. M Ed program is one such program run by YCMOU. This being a master's level program apart from many other components, field work is the unique feature of this M Ed. As the students aspire to become teacher educators in B Ed colleges after acquiring the M Ed degree, the students are given exposure to the various tasks one is expected to handle as a teacher educator. The experiences and the progress of M Ed students while attempting these tasks in B Ed colleges are captured in the form of portfolio. In this portfolio they are expected to express, introspect, reflect. The present paper throws light on the extent to which the M Ed students were able to make the most of this freedom given to them.*

### Introduction

M Ed is a professional degree needed for serving as a teacher educator. Hence it is important to groom the student enrolled for M Ed for the professional responsibilities as a teacher educator. Apart from these abilities, the abilities to reflect, to introspect and to self-assess are also important in order to work as a professional.

### Master of Education (M Ed) Program at Yashawantrao Chavan Maharashtra Open University (YCMOU)

YCMOU being an Open University, the M Ed program offered is necessarily for the in-service and qualified (B Ed) teachers. These teachers are in service either in teaching (primary, secondary, higher secondary or at D T Ed levels) or in educational research or administration. The program is of two years' duration. The major components of this program are as under:

- Theory : 700 marks
- Research : 200 marks
  - Field-work : 100 marks (Teaching-related Field Work and Optional course-

related field work)

For the current paper the field-work related to teaching is taken into consideration.

#### **Details of the Teaching- related Fieldwork in M Ed at YCMOU**

The following sub-sections give the details of the nature of fieldwork included in YCMOU M Ed program as given by Mahale (2003).

- **Objectives:** To develop the capacity to
  - Handle various responsibilities of a teacher educator
  - Acquire knowledge and skills from the field and practical work.
- **Field (The Venue):** The M Ed students are expected to carry out their field work by being associated with any NCTE- recognized B Ed College.
- **Components, Duration and Weightage:** The components of teaching-related field work are chosen on the basis of task analysis of the responsibilities of a teacher educator. The tasks chosen are
  - Micro- teaching
  - Practice- Teaching
  - Lecture
  - Psychology Experiment
  - Planning an Activity
- **Support System:** The students are given support in the following two forms.
  - *Printed material:* A detailed guidebook is provided
  - *The local guide from the college of education* is allotted to them, whose specific responsibility is to look after authenticity of field work and evaluation in the field.
- **Documentation of the Process:** The students write a portfolio on the basis of their experiences during teaching-related field work.

#### **How have we addressed Professional Development through Portfolio for Teaching- related Field Work?**

The field work gives the much-needed practical exposure to the M Ed students to the world of work in teacher education colleges. The students are expected to maintain their records, logs in the form of portfolios and are expected to submit at the end of the task. Though it is submitted at the 'end', the nature and the reflection questions of the portfolio are designed in such a manner that they make the students reflect and assess themselves throughout the task. The portfolio gives them an opportunity to pen down this unique experience, to express their views, to introspect, to

reflect. The abilities to reflect and introspect are crucial when it comes to one's professional development. The portfolio gives the M Ed students this opportunity. The specific objectives to have portfolio were as follows:

1. Aiming at qualitative improvement in education through valuation.
2. Using various tools, techniques and modes of evaluation at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
3. Preparing a profile of the growth and development of every learner.
4. Developing competence for self-evaluation keeping in view the maturity level of children.

#### Format of the Portfolio

The following is the format of the portfolio for teaching- related field work. The scope for reflections and self-assessment questions is given under every heading.

1. **Background:** How am I (as a person, as a professional), My Concept of ‘Teaching-related Field Work, Expectations from self during ‘Teaching-related Field Work’, About My Field (Which B Ed College, why was that chosen)
2. **Main Body:** It is divided into five sections as per the tasks they handle in colleges of education - Micro Teaching, Practice-Teaching, Psychological Experiment, Lecture, Planning of Co-curricular Activities. The general expected flow of each of the component is
  - 2.1. Rationale for choosing a particular skill/ lesson/ psychology experiment/ lecture/ activity
  - 2.2. Preparation made, references used
  - 2.3. The new things learnt/ skills acquired
  - 2.4. Own Opinion about that Component in the field work
  - 2.5. Recommendation to the University
3. **Epilogue:** To what extent were my expectations from own self got fulfilled? Which of my expectations from self did not get fulfilled? Why? The Changes brought in me due to ‘Teaching-related Field Work’, My Opinion about the ‘Teaching-related Field Work’ component of YCMOU's M Ed Program, My Suggestions to the University about ‘ Teaching-related Field Work’
4. Appendices related to various components of the field work are expected to be included in the portfolio.

Dharankar & Joshi (2012) had studied the students' reactions about the format and the content thereof. They found that the exercise was useful for the students to come out of their initial hesitation to express frank views about themselves, their performances in the various tasks

expected, to give suggestions to the University about this whole venture.

For the present paper the portfolios submitted by the M Ed students at Nashik Study center were actually analyzed for their content. The qualitative analysis is shared in the sections to follow.

### 1. About Self:

Sr. No.	Aspect / Point in the Portfolio	Observation/s
1	About self	<ul style="list-style-type: none"> <li>• They have written about own upbringing.</li> <li>• Almost all the students have written only about the positive aspects of themselves. Only one report mentioned about one's professional progress is a 'continued journey'.</li> </ul>
2	My ideas about 'Field Work'	Students could not write 'their own' ideas about the field work
3	My expectations from self during this field work	Students could not write some extra expectations from themselves apart from what University expects.
4	Reasons to choose a particular B Ed College	<ul style="list-style-type: none"> <li>• Good quality work at the college, Disciplined college</li> <li>• Aspire to work here later</li> <li>• College of their own institution</li> <li>• College timings are suitable</li> <li>• Institution geographically closer</li> </ul>

### Discussion :

- Perhaps these students are not accustomed to the practice of looking at oneself as a critique.
- One can note the academic as well as administrative reasons behind choosing a particular college for field work. The reasons depict the extent of academic thought gone behind the choices made.

## 2. Micro teaching

Sr. No.	Aspect / Point in the Portfolio	Observation
1	Reasons to select that particular Micro – teaching skill	<ul style="list-style-type: none"> <li>• My own choice</li> <li>• The skill, which I have to use maximally</li> <li>• This the most important skill</li> <li>• I am weak in this skill</li> <li>• College Principal told</li> </ul>
2	The new things learnt/ skills acquired during demonstration by a me	<ul style="list-style-type: none"> <li>• Confidence of ability to guide</li> <li>• Awareness that content mastery is crucial and patience needed during problem – solving</li> <li>• Utility of a skill subject – wise and especially at primary level</li> <li>• Expression of sub – skills in a better way</li> </ul>
3	Abilities built up	<ul style="list-style-type: none"> <li>• To explain using varied and relevant examples</li> <li>• To identify the lacunas in micro – teaching</li> <li>• To Guide</li> <li>• To observe</li> <li>• To frame a sentence while giving remarks</li> <li>• Effect of positive comments / remarks on boosting the confidence</li> <li>• To observe in five minutes was a challenge</li> </ul>
4	Opinion about the Component	<ul style="list-style-type: none"> <li>• For the effectiveness of a micro – teaching skill, it is essential to ensure its every component is brought in the lesson</li> <li>• Awareness that large – scale event is successful only when the management of the basic components is good</li> </ul>
5	Recommendation to the University	<ul style="list-style-type: none"> <li>• The best skills of the students should be identified at the study center through diagnostic testing. Only the best skills be allowed to be demonstrated during the field work.</li> <li>• The exact number of teacher trainees, whose micro – teaching lessons be checked and observed, be fixed.</li> </ul>

**Discussion:** The students have written the introspection in a detailed and free manner as compared to the ‘background’ section. They could also reach the level of analyzing the tasks of a teacher education during the activity of ‘micro-teaching’ in a B Ed college.

### 3. Epilogue

Sr. No.	Aspect / Point in the Portfolio	Observation
1	Extent of fulfillment of own expectations	The responses given do NOT depict their self-evaluation. They have written anything but the extent of their success.
2	The Changes brought in me	<ul style="list-style-type: none"> <li>• Various skills in me got developed</li> <li>• Attitude to link the various points in the lecture to the examples at application level</li> <li>• Habit to read the original references.</li> <li>• Confidence to teach for one hour at a stretch</li> <li>• Ability to perform the role of a guide.</li> <li>• This activity awakened the critique in me. The skill to put forth my comments frankly and without any hesitation.</li> </ul>
3	My Opinion about the Component ‘Teaching-related Field Work’	<ul style="list-style-type: none"> <li>• This activity is needed for the professional development of a teacher.</li> <li>• Opportunity to introspect and search for abilities and lacunas in me</li> <li>• Could get a very close interaction with the various components related to B Ed College.</li> <li>• Learning that skill – learning cannot be achieved without practice</li> </ul>
4	My Suggestions to the University	<ul style="list-style-type: none"> <li>• It is useful preparation before getting into B Ed / D Ed College. It is a good warming up exercise.</li> <li>• This activity could begin during the first year of the program itself. This will give additional time to conduct the actual activities</li> </ul>

## Discussion

The students faced difficulties in especially writing about their ‘lacunas, failures, stumbling, etc’. The above reactions are the indication of the extent to which they felt they gained through the whole exercise. Though not every student went upto higher level of reflection, the process began. The format provided not only brought the uniformity to the reports, which made the assessment more fair, but more importantly it gave the students an opportunity to assess themselves. The mistakes they made for the first component served as a lesson learnt for the further activity. Another advantage of the emphasis on format was at least the students started thinking in the reflective manner; they got an opportunity to express their feelings and their own assessment of themselves. Also some examples of good documentation and report were generated through this exercise. These could be shared with the students of next batches through the handbook. Nevertheless there is much room left for giving micro – level instructions, especially related to the physical features and technical details about the manner in which the submission is expected. School of Education, YCMOU is working on these aspects and more researches focused on these fronts are needed.

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## ICT FOR PROFESSIONAL DEVELOPMENT OF TEACHERS : EMERGING PERSPECTIVE

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### Abstract :

*The students of 21<sup>st</sup> century have very high learning expectations. Students are keen in getting innovative and meaningful experiences from various agencies which are catering to the educational needs. Concept of teaching and learning has been changed tremendously due to globalization and explosion of knowledge. New tools of information and communication technologies (ICTs) may contribute considerably towards all phases of educational process including the teacher education. Therefore, educational institutions must ascertain that their teachers should be equipped with knowledge of modern ICT tools for imparting better education. Considering rapid rate of knowledge generation and dissemination, future teachers must be capable of using a variety of technology tools to impart education in all phases of academic, administrative, research, and extension functions. Teachers must have the competence to integrate the emerging technologies and the digital content with all their operations. An attempt has been made to investigate the impact of technology equipped class rooms on learning of future teachers. It was concluded that there is a great potential of technology to support teacher education, along with the unique problems that arise when technology serves as a foundation for enhancing student teachers' learning. Based on our own data and the publications of others, it may be interpreted that using technology within their teacher education programs will prepare the future teachers for dissemination of knowledge in the 21<sup>st</sup> century and beyond. In this paper, author is emphasizing the growth, development and the relevance of technology in the field of teacher education as perceived by teachers and trainees.*

Paradigm shifts in education in recent years envisions a new type of learning culture that demands ICT integration with pedagogy in Teacher Education Programme. Implementing the pedagogy-technology integration in teacher education and managing the changes are highly complex and possibly one of the most challenging tasks for any teacher education institution. ICT has to be infused into pedagogy in such a way that its uses can improve learning. The proposed

model is derived from international and national studies on ICT development that has identified a series of broad stages that educational system and institutions typically proceed through in the adoption and the use of ICT. These broad stages have been termed as Emerging, Applying, Infusing and Transforming stages of ICT development (UNESCO, 2005).

### **Stages of ICT Development**

ICT has to be infused into pedagogy in such a way that its uses can improve learning. The proposed model is derived from international and national studies on ICT development that have identified a series of broad stages that educational system and institutions typically proceed through in the adoption and the use of ICT. These broad stages have been termed as Emerging, Applying, Infusing and Transforming stages of ICT development (UNESCO, 2005). The model is then mapped on the basis of: (a) stages of ICT usage and (b) pedagogical usages of ICT.

### **Emerging Stage**

This approach often involves teachers' personal use of ICT, such as, the use of word processing to prepare documents and spreadsheet to prepare a database, locating information on CD-ROMs or on the Internet, or communicating with friends and family by e-mail. Here, teachers are developing their ICT literacy and learning how to apply ICT to a range of personal and professional tasks. The emphasis is on training in a range of tools and applications, and increasing teachers' awareness of the opportunities for applying ICT to their teaching in the future.

### **Applying Stage**

In the applying stage, teachers use ICT for professional purposes, focusing on improving their subject teaching in order to enrich how they teach with a range of ICT applications. This stage often involves teachers in integrating ICT to acquire specific subject skills and knowledge, help teachers to change their teaching methodology in the classroom, and use ICT to support their professional development.

### **Infusing Stage**

At the third stage, the infusing approach involves integrating or embedding ICT across the curriculum, and is seen in those institutions that now employ a range of computer-based technologies in laboratories, classrooms, and administrative offices. Teachers explore new ways which changes their personal productivity and professional practice. The curriculum begins to merge subject areas to reflect real-world applications. In this infusing stage, ICT infuses all aspects of teachers' professional lives to improve student learning and the management of learning processes.

In this approach, teachers fully integrate ICT in all aspects of their professional lives to improve their own learning, as well as, the learning of their students. Thus, they use ICT to manage not only the learning of their students but also their own learning. They use ICT to assist all students to assess their own learning in achieving specific personal projects. In this approach, it becomes quite natural to collaborate with other teachers in solving common problems and in sharing their teaching experiences with others.

### **Transforming Stage**

In this stage, ICT becomes an integral, though invisible, part of daily personal productivity and professional practice. The focus of the curriculum is now learner-centered that integrates subject areas in real-world applications. ICT is taught as a separate subject at the professional level and is incorporated into all areas. Institutions have become centers of learning for their communities.

In the transforming approach to ICT development, teachers and other staff members regard ICT as a natural part of the everyday life of the institutions that they begin to look at the process of teaching and learning in new ways. The emphasis changes from teacher-centered to learner centered. Teachers, together with their students, expect a continuously changing teaching methodology designed to meet individual learning objectives.

### **Pedagogical usages of ICT**

Adoption of ICT in the classroom generally proceeds in four broad stages in the way the teachers and learners use ICT as a support to teaching and learning. These four stages give rise to the mapping that have been broadly classified as supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments, according to the stages of the proposed model.

More than three decades ago, computers and related information technology were introduced to educators for direct teaching and learning purposes. ICT started its journey primarily with productivity tools, proceeded to self-learning courseware and multi-modal instruction, and finally progressed to web-based learning management system.

### ***Supporting work performance***

In the initial phase, teachers use productivity tools such as word processor, visual presentation software, spreadsheet, database, email etc., to support their daily work performance. During this stage, there is usually an emphasis on basic operations of electronic office software. This stage of using productivity tools for teaching and learning is linked with the emerging stage in

ICT development.

### ***Enhancing traditional teaching***

From the productivity software, comes the stage of learning how to use and develop computer-assisted learning software in different disciplines. This stage involves the technique of integrating computer-based learning in the traditional instructional process, and is linked with the applying stage in the ICT development model. Various instructional packages were selected, developed and used to enhance traditional classroom teaching.

### ***Facilitating learning***

The next stage involves using various types of ICT tools to facilitate student learning. The key point is that the teachers need to learn how to choose the most appropriate tools for a particular task, and using these tools in combination to solve real life problems. This stage implies the ability to recognize situations where various multimedia and specialized software can be utilized for teaching and learning. This stage is linked with the infusing stage in the ICT development model.

### ***Creating innovative learning environments***

The fourth and last stage involves specializing in the use of ICT to create an innovative learning environment that transforms the learning situation. This is possible by incorporating emerging trends in pedagogy and learning principles in teaching and learning.

For this purpose, specialized software including modeling and simulation, expert systems, semantic networking etc., are employed to support pedagogical innovation. It helps to develop, deliver and manage open and flexible learning programme. This stage is linked with the transforming stage in the ICT continuum model.

### ***Learning Revolution***

Mayer (1992) has shown how three views of learning have emerged during the past 100 years of research on learning (i) learning as response strengthening (ii) learning as knowledge acquisition (iii) learning as knowledge construction. According to the first view, learning occurs when learner strengthens or weakens an association between a stimulus and a response. This first view i.e. learning as response strengthening developed in the first half of 20th century and was based largely on the study of animal learning in artificial laboratory settings.

The second view, learning as knowledge acquisition is based on the idea that learning occurs when a learner places new information in long-term memory. The role of the learner is to passively acquire information, and the teacher's job is to present information, such as in textbooks

and lectures. According to this view, information is a commodity that can be transmitted directly from teacher to learner. The instructional designer's role is to create environments in which the learner is exposed to large amount of information through textbooks, lectures and computer based multimedia programmes.(Senapaty 2004)

### **A Framework for Creating a Learning Environment for the 21st Century Classroom**

We can create a learning environment by integrating constructivist theory and information and communication technologies into our educational institutions. This will be made possible by

- ☐ Developing greater motivation among the teachers;
- ☐ Making workforce more flexible and creative;
- ☐ Reducing isolation among teachers;
- ☐ Making teacher a facilitator of knowledge construction;
- ☐ Improving social interaction among the students;
- ☐ Sharing knowledge between the students and teacher and among the students;
- ☐ Sharing responsibility for the total development of students and collective responsibility for students' success;
- ☐ Developing interdependency and interdisciplinary approach;
- ☐ Changing the role of the student, teacher and community;
- ☐ Implementing the framework of content, pedagogy and technology integration in the classroom;
- ☐ Providing access to the information resources and focusing on learning with technology; and
- ☐ Encouraging innovation and creativity in the classroom.

### **Conclusion**

In order to capitalize on the potential of new technology, and particularly digital technology as a learning tool there is an urgent need of the professional development of teachers. Professional development that allows teachers to construct professional knowledge about pedagogy, content, and technology, as well as strategies for managing the changing classroom environments brought about with the creation of constructivist learning environments supported by technology. To achieve this, there is need of providing learning experiences to the teachers. It should begin with investigation of problems supported by technology that are relevant to teachers. By providing such learning experiences to the teachers, we can enable them to create learning environment appropriate for the children of the 21st century.

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## उच्च शिक्षणातील शिक्षकांची यु.जी.सी. ने दिलेली व्यवसायिक आचारसंहिता

श्रीमती. चित्ते किर्ती दिलिप

श्री. जोशी पंकज पद्माकर

### सारांश :

कोणत्याही व्यवसायाचे यश हे त्या व्यवसायाच्या नीतिमूल्यांवर अवलंबून असते. नीतिमूल्ये ही संकल्पना व्यापक आहे. आज विद्यार्थीकेंद्री शिक्षण व्यवस्थेमध्ये विद्यार्थ्यांच्या गरजांची पूर्तता करतांना शिक्षकाने विविध घटकांच्या प्रति असलेल्या जबाबदा-या पूर्ण करणे हेच नीतिमूल्यात अभिप्रेत आहे. विद्यार्थ्यांच्या, समाजाच्या, राष्ट्राच्या गरजा पूर्ण करण्यासाठी शिक्षक जेव्हा नीतिमूल्यांचे पालन करील तेव्हाच त्याला त्याच्या व्यवसायाचे समाधान मिळू शकेल, आणि त्यामुळे शिक्षकाचा स्वतःचा आत्मविश्वास व मनोबल, प्रेरणा वाढून ते अधिक उंची गाठण्याचा प्रयत्न करतील. परिणामी ह्याचा प्रभाव समाज विकास आणि राष्ट्रीय विकासास सहाय्य करू शकेल.

### प्रास्ताविक :

नीतिमूल्यांमध्ये नीति आणि मूल्ये असे दोन शब्द एकत्रित आहेत. नीति म्हणजे एखादी गोष्ट किंवा बाब योग्य आहे की अयोग्य आहे हे ठरविणे आणि एखादी गोष्ट योग्य आहे की नाही हे ठरविण्यासाठी नियम किंवा तत्वे विचारात घेतली जातात त्यांना नीतिमूल्ये म्हणतात.

ETHICS हा शब्द ग्रीक भाषेतील ETHOS या शब्दावरून रुढ झाला आहे. समाजात उच्च शिक्षण देणा-या शिक्षकानी नीतिमत्ता पाळली पाहिजे, आणि त्या संदर्भात काही नियम केले पाहिजे. व्यावसायिक नीतिमूल्ये म्हणजे व्यवसाय करताना व्यावसायिकाने आचरणात आणावयाचे लिखित अथवा अलिखित नियम ज्याचा समाजास प्रत्यक्ष किंवा अप्रत्यक्ष फायदा होत असेल ही मूल्ये सामाजिक परंपरा समाज जागृती , व्यवसायिकांची प्रवृत्ती मानसिकता या घटकांवर अवलंबून असतात.

व्यावसायिक नीतिमूल्यात प्रामुख्याने मूल्ये, अपेक्षांची पूर्तता, विशिष्ट हेतू, कृती, समवर्तणूक, प्रामाणिकपणा , समस्या , सेवा तत्त्व यासारख्या शब्दांना विशेष महत्त्व आहे. त्यामुळे अशा नियमांचे आचरण शिक्षकाने केले पाहिजे .

यासंदर्भात दि. 30 जुन 2010 रोजी यु. जी. सी. ने केलेली आचारसंहिता पुढिलप्रमाणे:

#### अ. शिक्षक आणि त्याच्या जबाबदा-या

1. शिक्षकाने समाजरचनेला अपेक्षित किंवा सुसंगत असे आचार आणि वर्तणुकीचे पालन केले पाहिजे
2. गौरव व प्रतिष्ठा यांना हानी पोहोचणार नाही अशा प्रकारे खाजगी कामाचे व्यवस्थापन केले पाहिजे.
3. व्यवसायिक वाढ व विकास होण्यासाठी शिक्षकाने सतत वेगवेगळे संशोधने व नियमित अभ्यास करून अद्ययावत राहिले पाहिजे.
4. शिक्षकाने व्यवसायिक विकास करण्यासाठी विविध चर्चासत्रे , परिसंवाद , कार्यशाळांमध्ये सहभागी होऊन स्वतःची मते व्यक्त केली पाहिजे.
5. विविध व्यावसायिक संघटनांमध्ये सक्रिय सहभाग घेऊन शिक्षणाचा व स्वतःचाही व्यावसायिक विकास घडवून आणला पाहिजे.
6. शिक्षकाने अध्यापनाच्या कार्यामध्ये सतत परिसंवाद , चर्चासत्र, प्रात्यक्षिके, स्वाध्याय यांच्या माध्यमातून कर्तव्यनिष्ठ किंवा निष्ठापूर्वक आणि पूर्णपणे योगदान देऊन कार्य करावे.
7. शिक्षकाने उच्च शिक्षणाशी संबंधित शैक्षणिक जबाबदा-यांमध्ये सहकार्यशील व सहाय्यक असावे. विद्यापीठाच्या आणि महाविद्यालयाच्या कामकाजात उदा. प्रवेशप्रक्रिया, विद्यार्थ्यांना मार्गदर्शन व समुपदेशन, परीक्षासमितीची कामे, पर्यवेक्षण, निरीक्षण व मूल्यमापन ह्या प्रक्रियांमध्ये सहभागी झाले पाहिजे.
8. शिक्षकाने सांस्कृतिक सामाजिक, अभ्यासेतर कार्यक्रमांमध्ये सहभाग घेऊन शिक्षणाचा विस्तार केला पाहिजे.

#### ब. शिक्षक आणि विद्यार्थी

1. शिक्षकाने विद्यार्थ्यांच्या हक्कांचा आणि मतस्वातंत्र्याचा आदर केला पाहिजे.
2. शिक्षकाने विद्यार्थ्यांशी धर्म, जात, राजकीय, आर्थिक, सामाजिक, भौतिक, शारीरिक आणि निष्पक्षपातीपणे, न्यायाने वागणूक ठेवावी.
3. शिक्षकाने विद्यार्थ्यांच्या वैयक्तिक गरजा पूर्ण करण्यासाठी त्यांच्यातील क्षमता आणि अभियोग्यता ओळखाव्यात.
4. शिक्षकाने विद्यार्थ्यांचा व्यक्तीमत्त्व विकास व कौशल्यांचा विकास करताना सामाजिक कल्याण करण्याची जाणीव निर्माण केली पाहिजे.
5. शिक्षकाने विद्यार्थ्यांमध्ये विशेषतः वैज्ञानिक दृष्टीकोन, श्रमप्रतिष्ठा, लोकशाहीचे आदर्श, राष्ट्रभक्ती

आणि शांततेचे मूल्य रुजविण्यावर भर दिला पाहिजे.

6. कोणत्याही कारणाने विद्यार्थ्यांशी सूड भावनेने न वागता प्रेमपूर्वक वर्तन ठेवावे.
7. शिक्षकाने विद्यार्थ्यांचे गुण व कौशल्यवाढीसाठी नेहमी दक्ष असले पाहिजे.
8. शिक्षकाने महाविद्यालयाच्या किंवा कामाच्या वेळेव्यतिरिक्त विद्यार्थ्यांसाठी उपलब्ध राहून त्यांना विनामोबदला शैक्षणिक मार्गदर्शन केले पाहिजे.
9. विद्यार्थ्यांला आपल्या राष्ट्रीय परंपरा आणि राष्ट्रीय ध्येय यांच्याबद्दल जाणीव निर्माण करण्यासाठी शिक्षकाने मदत करावी. तसेच,
10. विद्यार्थ्यांला इतर विद्यार्थी सहकारी तसेच प्रशासनाविरोधी प्रक्षुब्ध करण्यापासून शिक्षकाने परावृत्त करावे

#### **क. शिक्षक आणि अधिकारी**

1. व्यवसायिक विकासासाठी व व्यवसायिक आवड निर्माण होण्यासाठी विद्यमान नियम महत्वपूर्ण असतील मात्र जे नियम व्यवसायाला किंवा संस्थेला घातक किंवा हानीकारक असतील असे नियम संघटनेच्या माध्यमातून योग्य प्रक्रियेने शिक्षकाने काढून टाकण्यास सहाय्य करावे.
2. सहका-यांना खाजगी शिकविण्या, कोचिंग क्लासेस घेण्यापासून परावृत्त करावे.
3. उच्च अधिका-यांनी कोणतीही ध्येय धोरणे बनविण्यासाठी आवश्यक असलेली माहिती पुरविण्यास सहकार्य करावे.
4. संस्था संघटनांच्या ध्येय धोरणे व सूत्रे यशस्वीरित्या राबविण्यासाठी संस्थेच्या इतर कार्यालयांनीही सहकार्य करावे.
5. संस्थेच्या विकासासाठी उच्च अधिका-यांशी शिक्षकाने व्यवसायिक प्रतिष्ठा जपून सहकार्य करावे.
6. शिक्षकाने संस्थेच्या करारातील नियमांचे पालन करावे.

#### **ड. शिक्षक आणि शिक्षकेतर कर्मचारी**

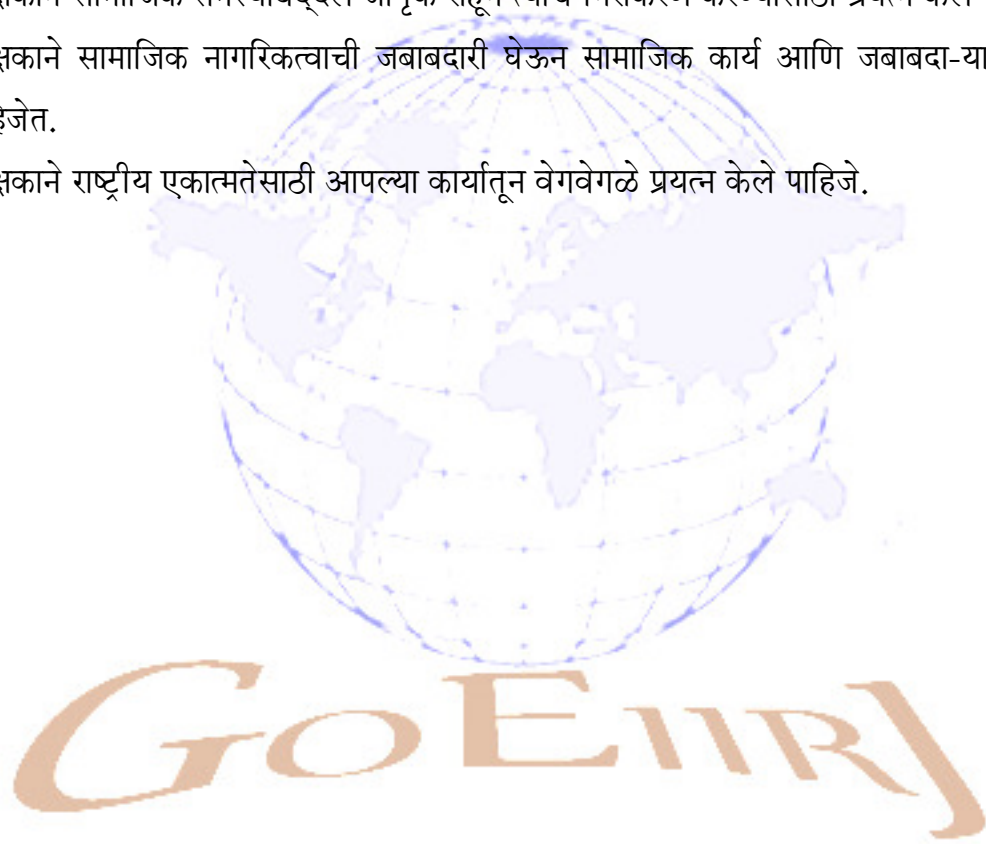
1. शिक्षकाने शिक्षकेतर कर्मचा-यांशी सहकारी या नात्याने समान वागणूक देऊन वर्तन करावे.
2. शिक्षकाने शिक्षक व शिक्षकेतर कर्मचा-यांच्या परीषदेत मदत करावी.

#### **इ. शिक्षक आणि पालक**

शिक्षकाने पालक शिक्षक संघटनेमार्फत विद्यार्थ्यांच्या पलकांशी सतत संपर्कात राहून गरजेनुसार विद्यार्थ्यांचे प्रगतीपत्रकाबद्दल माहिती द्यावी नवनविन कल्पनांचे आदान प्रदान करून विद्यार्थ्यांचा व संस्थेचा शैक्षणिक विकास साधला पाहिजे.

**फ. शिक्षक आणि समाज**

1. शिक्षण ही एक लोकसेवा असल्यामुळे समाजाला त्यातील शैक्षणिक कार्यक्रमांची माहिती पुरविली पाहिजे.
2. शिक्षकाने शिक्षणाच्या विकासासाठी समाजातील नैतिकता आणि बौद्धिक जीवन यांचा स्तर उंचावण्यासाठी प्रयत्न केले पाहिजे.
3. शिक्षकाने सामाजिक समस्यांबद्दल जागृक राहून त्यांचे निराकरण करण्यासाठी प्रयत्न केले पाहिजे.
4. शिक्षकाने सामाजिक नागरिकत्वाची जबाबदारी घेऊन सामाजिक कार्य आणि जबाबदा-या पूर्ण केल्या पाहिजेत.
5. शिक्षकाने राष्ट्रीय एकात्मतेसाठी आपल्या कार्यातून वेगवेगळे प्रयत्न केले पाहिजे.



## अध्यापक शिक्षण देणा-या अध्यापकांची व्यावसायिक नितीतत्वे

नाव : श्री . सोनुने एस . एस .

सहाय्यक प्राध्यापक शिक्षणशास्त्र विद्याशाखा

यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

सारांश -

कोणत्याही देशाची व्यवस्था ही तेथील शिक्षक, रक्षक व कृषक यांच्या कार्यावर जोर धरत असते. त्यात शिक्षकांचे कार्य हे रक्षक व कृषक यांच्यासाठी प्रेरणादायी असेच असते. तसेच शिक्षकाच्या बाबत बोलतांना त्याच्या ऊत्कृष्ट कार्याप्रती समाजातून सकारात्मक प्रतिक्रिया येतात. शिक्षक उदयाचे राष्ट्र, समाज, नेतृत्व, नितीतत्वे आपल्या आचार, विचार व कार्यातून घडवित असतो. व्यावसायिक शिक्षक-शिक्षणाचा काळात मिळत असतात. अध्यापक-अध्ययनार्थीनाला त्यांच्या अध्यापकांकडून ज्या-ज्या प्रकारची व्यावसायिक मार्गदर्शक मिळते. त्याचा अंगीकार करण्याचा त्याचा प्रयत्न असतो व-याचदा अध्यापकांच्या व्यक्तीत्व शैलीतून उमलणा-या/उमटणा-या विविध छटांचा तो अंगीकार करतो. व ह्या सर्व बाबींमधून त्यांच्या अध्यापक व्यावसायाचा पाया भक्कम करण्याचे कार्य करितो.

आजचे बदलते शैक्षणिक संदर्भ शिक्षणाचे झालेले व्यापारिकरण व जागतिकरणाच्या अनुषंगाने शिक्षक-शिक्षणासाठीच्या अध्यापकांची व्यावसायिक नितीतत्वे ही भारतीय शिक्षण व्यवस्थेला, समाजाला व अध्ययनार्थीला प्रेरणा देखील यात शंकाच नाही.

अध्यापकांच्या व्यावसायिक नितीतत्वे मध्ये अध्यापकाने सर्व प्रथम व्यावसायिक निष्ठा अंगीकारण्याची नितांत गरज आहे. जेणे करून अध्यापन ह्या क्षेत्राकडे पाहण्याचा समाजाचा दृष्टिकोन पुन्हा एकदा स्वच्छ होईल. तसेच कोणतीही संस्था जो पर्यंत अस्तित्वात असते तो पर्यंतच, आपले अस्तित्व जागेवर असते यांचे भाव ठेवून कार्य केल्यास निश्चितपणे त्या अध्यापकांच्या स्वतः च्या व संस्थेचे विकास घडून येतो. नवज्ञान निर्मितीची आस व ध्यास ह्याविषयी त्याने वेळोवेळी कार्य करावे. आचार विचारातून सामाजिक शिस्तीचे पालन केल्यास समाजासमोर आदर्श उभा निर्माण होईल भारतीय संस्कृतीचा सार्थ अभिमान सहाकारी व सामाजिक विविध घटक यांच्या प्रती बंधुत्वाची भावना, सहकार्यशिलता, प्रेम ह्यातून निश्चितपणे व्यावसायिक विकासास मदतच होते संगणकीय प्रणालीमुळे जग अतिशय जवळ आल्यामुळे जागतिकीकरणाच्या व्यवस्थेच्या संदर्भातील सकारात्मक बदलचा अध्यापकाने अंगीकार करावा.

**प्रास्ताविक-**

समाज अलिखितपणे अध्यापकांच्या कार्याची नोंद संस्थेच्या नावलौकीक पणामुळे घेत असतो व शैक्षणिक संस्थेचा विकास हा अध्यापकांच्या प्रेरणादायी कार्यामुळे होत असतो ज्या शैक्षणिक संस्थेत अध्यापकांचे कार्य योग्य विचाराला धरून चालत असते म्हणजेच नितितत्वाला धरून चालत असते, त्या संस्थेच्या कार्याची दखल विविध शासकिय व निमशासकिय संस्थाबरोबर समाज देखील विविध अंगांनी घेत असतो . त्यामुळे अध्यापकाने आपल्या कार्याप्रती, अध्ययनार्थी प्रती योग्य व दक्षतेने योग्य वेळी योग्य कार्य केल्यास निश्चितपणे अध्यापक कार्याची नोंद संस्थेच्या माध्यमातून समाज घेतो . आज आदर्श शिक्षक असो वा अन्य कोणताही शिक्षण क्षेत्रातील पुरस्कार असो त्यासाठी अध्यापकांच्या व्यावसायिक नितितत्वांचा विचार प्रामुख्याने विचारात घेतला जातो . ब-याच ठिकाणी यापेक्षा वेगळे चित्र देखील आपणाला पहायला मिळते . परंतू अध्यापकांनी त्याच्या कार्ता प्रती संवेदनशिल राहून जबाबदारी, व उत्तरदायित्व स्विकारून कार्य केल्यास तो समाजाचा आदरास पात्र ठरतो त्यामुळेच साने गुरूजी अध्यापक प्रती म्हणतात .

“आज तुम्ही आदर्श शिक्षक असाल किंवा नसाल  
पण तुमच्या वर्गातील ४०-५० चिमुकले तुमच्याकडे  
आदर्श म्हणूनच पाहतात याची जाणीवच तुम्हाला  
एक दिवस आदर्श शिक्षक बनवेल”

अशा प्रकारचे अध्यापक निर्मितीचे कार्य करून अध्यापक घडविणा-या संस्थांच्या माध्यमातून चांगला अध्यापक होण्यासाठी नितीतत्वे सखोल प्रमाणात रुजविण्याची गरज आहे . जेणे करून देशातील नामांकित संस्थांमध्ये आपल्या संस्थेचा समाज आदराने स्विकार करेल आर्थिक विकासाबरोबर नैतिक शिक्षण व त्यातून अध्ययनार्थी विकास समाजाला अपेक्षित आहे .

**अध्यापक शिक्षण देणा-या अध्यापकाकरिता व्यावसायि नितीतत्वांची गरज**

- १) व्यावसायिक दृष्ट्या सक्षम व परिपूर्ण होण्यासाठी .
- २) व्यवसायांचा विकास व प्रसिद्धीसाठी .
- ३) संस्थांच्या शैक्षणिक कार्याचा नावलौकिक निर्माण करण्यासाठी .
- ४) अध्यापक सहकारी अध्ययनार्थी व समाज यांच्यातील संबंध व विश्वास दृढ करण्यासाठी .
- ५) संस्थेची/शैक्षणिक निर्णयांची/योजनांची अंमलबजावणी योग्य प्रकारे व वेळेत करण्यासाठी .

- ६) अध्ययनार्थीमध्ये उच्च दर्जाची बौद्धिक क्षमता निर्माण करण्यासाठी .
- ७) सामाजिक बांधिलकी जपण्यासाठी .
- ८) सामाजिक , आर्थिक, नैतिक मूल्ये अध्यापक अध्ययनार्थीमध्ये करण्यासाठी
- ९) ज्ञानाचे संक्रमण करून ज्ञानधिष्ठित समाज विकसित निर्माण करण्यासाठी .

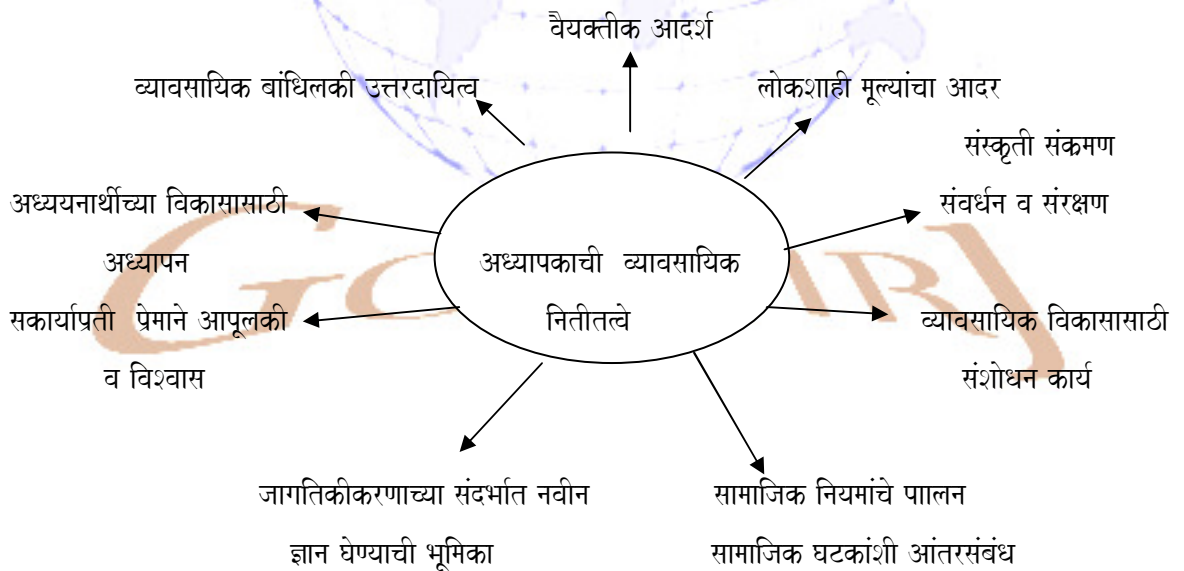
### व्यावसायिक नितीतत्वे संकल्पना -

सामाजिक, राजकीय, व्यवसायाची व स्वतःची उन्नती करण्यासाठी, तसेच संस्थेच्या उन्नतीसाठीचे नियम म्हणजेच व्यावसायिक नितीतत्वे होय .

व्यावसायाला आदर्श बनविण्यासाठीची नियम म्हणजेच व्यावसायिक नितीतत्वे होय .

### अध्यापकांची व्यावसायिक नितीतत्वे -

अध्यापक शिक्षणात अध्ययनार्थी अध्यापकांच्यार्याकडून व समाजाकडून अध्यापकांचे मूल्यमापन होत असते . त्यामुळे अध्यापकाने आपला व्यावसायिक विकास नितीमतेच्या आधारे करण्यासाठी त्यांनी खालील प्रकारची नितीतत्वे प्रामुख्याने विचारात घेणे गरजेचे आहे .



### १) व्यावसायिक बांधिलकी उत्तरदायित्व

आपली नियुक्ती अध्यापन कार्यासाठी केलेली आहे . ज्या कार्यामुळे उद्याचे भविष्य शाळाशाळतून

निर्माण होईल . अशा अध्यापक घडविण्याच्या कार्यासाठी त्याने बांधिल असावे . सराव पाठ, सूक्ष्म अध्यापन, निरिक्षण कौशल्ये तसेच अध्यापनाची सूत्रे, तत्वे पद्धती ह्या पूर्णपणे अध्यापक अध्ययनार्थ्याला आत्मसात होईल . अशा पद्धतीने त्यांचा सराव करून घेणे हे अध्यापकाचे महत्त्वाचे कार्य आहे . अध्यापन हा त्यांचा व्यावसायिक बांधिलकी आहे . अध्यापन करण्यापूर्वी अध्यापन घटकाची पूर्ण तयारी केली जावी . उत्कृष्टेचा ध्यास व सामाजिक बांधिलकी, नवनिर्मिती प्रती अध्यापकाने बांधिल असावे .

## २) लोकशाही मूल्यांचा आदर

आपण लोकशाही शासन पद्धतीचा स्विकार केलेला आहे . त्यामुळे लोकशाही तत्त्वांचा मूल्यांचा आदर ठेवणे . अध्यापकाच्या व्यावसायिक विकासासाठी अत्यंत गरजेचे आहे . त्या मूल्यांची रूजवणूक समाजामध्ये व्हावी . यासाठी आपल्या आचार विचार व अध्यापनातून त्याने सातत्याने लोकशाही मूल्यांचा पुरस्कार केला करावा . न्याय, समता, बंधुता या मूल्यांना स्थान देऊन लोकशाही शासन व्यवस्थेच्या पुरस्कार करावा .

## ३) सामाजिक नियमांचे पालन व सामाजिक घटकांशी आंतरिक संबंध सहकार्य पूर्ण ठेवावे

शासकिय नियमाप्रमाणेच काही अलिखित पण समाजिक नियम पाळणे, हे सामाजिक स्वास्थांच्या दृष्टिने गरजेचे आहे . कारण असे नियम समाजाने आपणहून स्विकारलेले असतात . ‘अध्यापकाला बदलाचा अग्रदूत व सामाजिक अभियंता म्हटले जाते .’ त्यामुळे अशा नियमांच्या उपयोग जर सामाजिक स्वास्थ व सामाजिक विकासासाठी होत असेल, तर अध्यापकाने त्या नियमांचे पालन करून एक आदर्श समाजासमोर निर्माण करावा .

तसेच समाजाचे जे विविध घटक आहेत . त्यांच्याशी आंतरिक संबंध निर्माण करावे . पालक , सामाजिक कार्यकर्ते, राजकिय व्यक्ती यांचेशी संबंध प्रस्थापित करून स्वतः चे वेगळे असे सामाजिक प्रतिबिंब निर्माण करणे गरजेचे आहे . पूर्वीच्या प्राचीण शिक्षण पद्धतीत अशा प्रकारचे संबंध आचार्यानी प्रस्थापित केलेले आढळून येतात .

## ४) व्यावसायिक विकासासाठी संशोधन कार्य व त्यांचे उपयोजन

मानवाचा विकास हा मानवाच्या जिज्ञासेच्या पोटी झालेला आहे नवज्ञान निर्मिती हे त्याचे वेगळे असे वैशिष्ट्य आहे . अडचणींवर मात करण्यासाठी तसेच आयुष्य सुखी व समाधानी जगण्यासाठी विविध संशोधन केली जात आहे .

आजचे ज्ञानाचे संदर्भ उद्या बदल असल्यामुळे व जागतिकीकरण उदारीकरण त्यांच्यामुळे बदलांची गती वाढलेली आहे . त्यामुळे आपल्या शैक्षणिक कार्याच्या विकासासाठी तसेच अध्ययनार्थीच्या प्रगतीसाठी मानसशास्त्रज्ञ, समाजशास्त्रज्ञ तसेच शिक्षणतज्ज्ञांनी संशोधन कार्य हाती घेतलेले आपणाला आढळून येते . त्यामुळे अध्यापन कार्य

च्या तसेच अध्ययनार्थीच्या अध्ययनाची गति व शैक्षणिक गुणवत्ता वाढविण्यासाठी संशोधन कार्य करणे आवश्यक आहे .

आज मोठ्या प्रमाणावर शैक्षणिक संशोधन कार्य हाती घेतले जात असले तरी, त्याची मजल फक्त डिग्री मिळवणे व आर्थिक फायदा करून घेणे . यापेक्षा पूढे जातांना क्वचितच दिसते . शैक्षणिक संशोधन कार्याच्या उपयोजनावर भर दिल्यास त्या शैक्षणिक संशोधनाचा समाजाला फायदा होईल असे अध्यापकांनी पहावे .

#### ५) आंतरिक संबंध सुदृढता

आंतरिक संबंध चांगले असलेल्या शैक्षणिक संस्थेत कार्य करणे अतिशय सुखद असते . त्यामुळे कोणतेही कार्य करण्यासाठी लोक पुढे येतात, अध्यापक आपले स्नेही सहकारी वरीष्ठ व अध्ययनार्थी यांचेशी आंतरिक संबंध चांगले असल्यास, त्यांच्या खेळीमेळीच्या वातावरणात अध्यापन चांगले करणे सुलभ होते . आज स्पर्धात्मक युगात एकमेकांपेक्षा जास्त पूढे जाण्याच्या नांदात आंतरिक संबंधात मोठ्या प्रमाणात दुरावा झालेला आहे . कार्याच्या ओझ्याखाली व-याचदा एकलकोंडेपणा आलेला आहे .

आंतरिक संबंध विद्यार्थी, सहकारी, कार्यालयीन कर्मचारी वर्ग, यांच्याशी आंतरिक संबंध सुदृढ होण्यासाठी त्यांच्या मतांचा, त्यांच्या व्यक्तीमत्वांचा आदर करावा . असे विद्यापीठ अनुदान आयोगाने देखील सुचीत केले आहे . तसेच शिक्षक -शिक्षण देणा-या अध्यापकांचा संबंध विद्यार्थी, समाज, पालक, सहकारी यांचेशी चांगले असल्यास, अध्यापन कार्य चांगले होईल व त्यामुळे अध्यापन कौशल्ये अध्ययनार्थीत चांगल्या प्रकारे संक्रमित होईल .

विश्वास व सहकार्य, प्रेम, आपूलकी व आंतरीक संबंध सुदृढ करण्यासाठी महत्वाचे घटक आहे .

#### ६) अध्यापन कार्यातून संस्कृती संक्रमण संवर्धन संरक्षण

सांस्कृतिक ठेवा जतन करण्याचे कार्य व त्याचा ठेवा पूढील पिढीपर्यंत नेण्याचे कार्य अध्यापक -शिक्षण देणा-या अध्यापकाकडून चांगल्या प्रकारे होते . आशय विश्लेषण व त्याची माहिती स्पष्ट करत असतांना, ते ऐतिहासिक संदर्भ देऊन भारतीय संस्कृती (तत्त्वज्ञान, कला, कौशल्ये, नृत्य, पाषाणयुग ग्ञानपान) यांची माहिती देऊन व महत्त्व सांगून भारतीय संस्कृती विकसित करण्याचे कार्य करतात .

#### ७) जागतिकीकरणाच्या संदर्भ नवीन तंत्रज्ञानाचा योग्य उपयोग

ज्ञानाची संकचित वृत्ती सोडून, जागतिक संदर्भात ज्ञानाचे बदलते संदर्भ लक्षात घेण्यासाठी, अध्यापकाने तंत्रज्ञानाचा वापर केल्यास त्याला नवीन माहिती मिळू शकते . तसेच अध्यापनात नाविण्यपूर्णता आणता येते . तंत्रज्ञानाचा वापर योग्य प्रकारे करून जागतिक ज्ञानाची उपलब्धी व्याख्याने, कार्यक्रम अध्यापक अध्ययनार्थी

पर्यंत पोहचविण्यात महत्वाची भूमिका करावी . आज तंत्रज्ञान सर्वापर्यंत पोहचले असले तरी, त्याचा उपयोग कसा करावा हे अध्यापक अध्ययनार्थींना अध्यापकाने आकलन करून द्यावे .

### ८)अध्ययनार्थींच्या विकासासाठी अध्यापन कार्य

शिक्षक हा समाज निर्मितीचे कार्य करित असतो . म्हणून त्यांच्याकडे सामाजिक दृष्टि ही आदर्शवत असते . अध्ययनार्थी त्यांच्याकडे ज्ञानासंपन्न गुरू म्हणून वघत असतात, तेव्हा अशा प्रकारचे एक अध्यापक निर्मितीचे कार्य करणा-या अध्यापकांनी अध्यापनाची तंत्रे ,पद्धती ,सुत्रे तत्वे ,मानशास्त्रीय पद्धती ,मूल्यमापन पद्धती, संशोधन कार्य, आशय मांडणी या बाबत अध्यापन तयारी करूनच करावे .कारण अध्यापन हेच अध्यापकाचे मुख्य कार्य असते .ते त्याने पूर्ण जबाबदारीने करावे .त्यासाठी विविध संदर्भ पुस्तके ,शैक्षणिक साहित्याचा वापर केल्यास अध्यापन पारिणाम कारक होते .त्यातून अध्ययनार्थींचा विकास होऊन, एक चांगला अध्यापक तयार होतो .वर्गात जाऊन नोट्स जश्याच्या तश्या देण्याचे कार्य, तसेच फक्त परिक्षांच्या दृष्टिने महत्वाचे तेवढेच सांगण्याचे कार्य अध्यापक -शिक्षणात अध्यापकाकडून होत असलेले व-याचदा दिसते . यापूढे जाऊन काही अध्यापक -शिक्षण देणा-या संस्थेत वेगळी स्थिती दिसून येते .त्यांमुळे अध्यापक शिक्षण देणा-या अध्यापकांनी अशा बाबींना थारा न देता आपले अध्यापन कार्य पार पाडणे गरजेचे आहे .

### ९)वैयक्तीक आदर्श

आचार्य देवो भव ह्या उक्तीनुसार अध्यापकाने आपल्या आचरणातून आदर्श निर्माण करावे . राष्ट्रसंत तुकडोजी महाराज म्हणतात .

“शिक्षकांनी ऐसे द्यावेत धडे, आपला आदर्श ठेवून पूढे, राष्ट्रघडे चोहूकडे राष्ट्रनिर्माविद्या” त्याच्या सवयी ,आचार, विचार, राहणीमान, सामाजिक स्वास्थाच्यासाठी पोषक असावे . कारण त्यांच्या व्यक्तिमत्त्वाचे मूल्यमापन अध्यापक अध्ययनार्थींकडून होत असते . सामाजिक न्याय, स्वातंत्र्य, समता, बंधुता ह्या मुल्यांवर विश्वास हवा . मानवी मुल्ये व मानवी कर्तव्यांचा आदर व सन्मान, गोपनीय बाबींसंदर्भात ,गोपनीयता, विद्यार्थ्यांप्रती आदर या गुणांचा समुच्चय त्यांच्याकडे असलेला, व्यावसायिक विकासाच्या दृष्टिने महत्वाचे ठरते .

### अध्यापकांच्या व्यावसायिक नितीतत्वांचे उपोजन

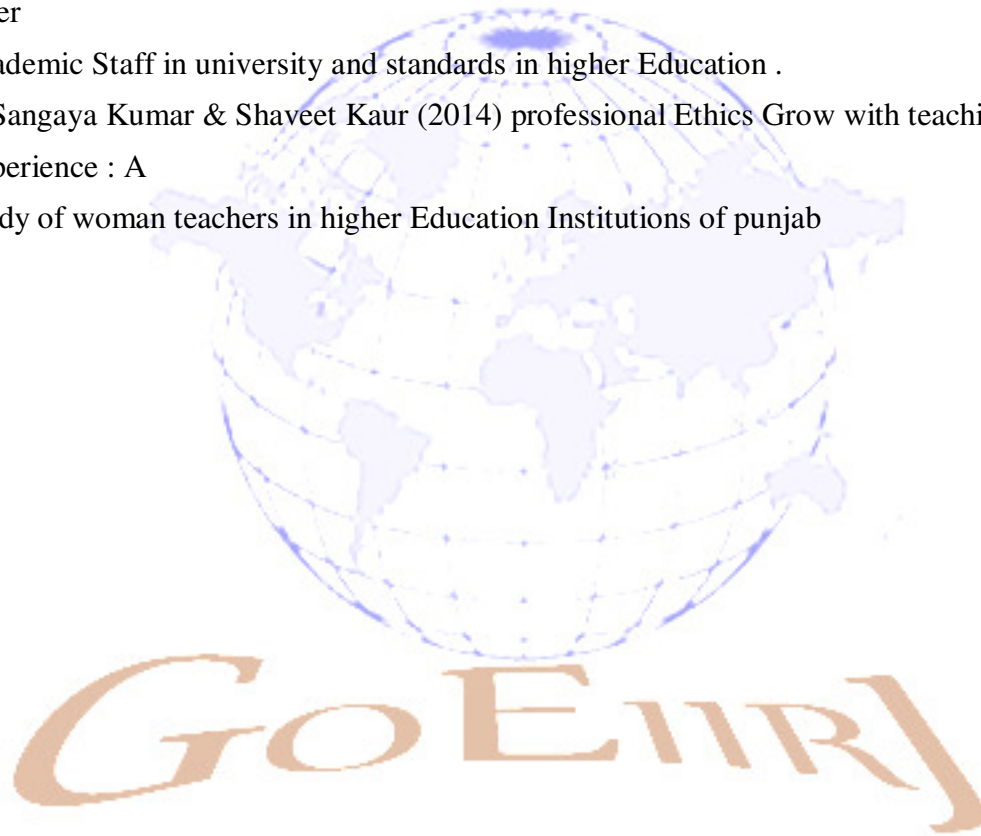
- विद्यार्थ्यांच्या मताचा व अनुभवाचा आदर करावा .
- सर्व अध्यापक अध्ययनार्थींना समान वागणूक द्यावी .
- प्रत्येक अध्यापक अध्ययनार्थींच्या वैयक्तीक गरजा ओळखून त्यांना मार्गदर्शन करावे .

- अध्यापक अध्ययनार्थीच्या व्यक्तिमत्व विकासासाठी व सामाजिक विकासासाठी प्रेरणा द्यावी .
- अध्यापक अध्ययनार्थीमध्ये वैज्ञानिक दृष्टिकोन, लोकशाही मूल्ये वाढीस लावण्यासाठी प्रयत्न करावे .
- आपल्या सकार्याशी आपूलकीने व प्रेमाने वागावे, त्यांच्या मतांचा आदर करावे .
- भारतीय सामाजिक सांस्कृतिक वारसा वाढीस लावण्यासाठी संस्कृती संक्रमण, संवर्धन, संरक्षण करण्यासाठी नेहमी पूढे असावे .
- संस्थेच्या विकासासाठी व उन्नतीसाठी प्रयत्न करावे .
- सामाजिक गरजा ओळखुन अभ्यासक्रम निर्मितीसाठी प्रयत्न करावे .
- नागरिकत्वाच्या कर्तव्याचे पालन करणे .
- सामाजिक विकासासाठी संशोधन कार्य हाती घेणे, व त्याचे उपयोजन करावे .
- अध्ययन - अध्यापन प्रक्रिया गतिमान कारणासाठी मानसशास्त्रीय तत्वांच्या पद्धतीचा आवलंब करावा .
- वैयक्तीक सवयी ह्या सामाजिक विकासाला प्रेरणा ठेवाव्या .
- व्यावसायिक विकासासाठीच्या प्रशिक्षण कार्यात चर्चासत्रात बैठकांमध्ये सहभागी व्हावे .
- विद्यापीठ व महाविद्यालय व संस्था यांना आयोजित केलेल्या कार्याच्या यशस्वितेसाठी सहकार्य करावे .
- अध्यापकांनी अध्यापन कार्याव्यतिरिक्त इतर सामाजिक उपक्रम, समाज सेवा आणि अभ्यासपूरक कार्यक्रमात सहभागी व्हावे .
- अध्यापनात विविध संकल्पना स्पष्ट करतांना, शैक्षणिक साधनांवरोबरच विविध संदर्भाचा उहापोह करून अध्ययनार्थींना वाचन करण्यास प्रेरित करावे .
- आपले आचरण, राहणीमान, वैयक्तीक आदर्श, समाज, अध्ययनार्थी व राष्ट्रविकासासाठी योग्य राहिल असेच ठेवावे .

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## SOFT-SKILLS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

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### **Abstract**

*In postmodern era teaching at higher education has become an utmost challenge for novice in the field. Soft-skills have set new paths for professional development of teachers. It is the need of the hour that teachers possess certain soft-skills to be implemented in teaching to make their teaching more effective and motivating. The current paper is an attempt to focus on such issues to meet with forthcoming challenges.*

**Key Words:** *soft-skills, communication skills, leadership, critical thinking...*

### **Introduction:**

Education is essential tool for achieving sustainability. Students are the foundation for the development of country. We can say that higher education plays a pivotal role in shaping the social and economic development for country.

There is no doubt that the large majority of faculty members are expert and knowledgeable in their specialization. Yet, we still find that university graduates are

not as qualified as they are supposed to be they should have deep knowledge of their subject as well as they should be aware about soft skills.

It is said that students need to acquire new knowledge, skills & dispositions to ensure their survival & success as individual members of the community & as a citizen of our nation. To achieve this, teachers should think about their own development. They are able to undertake greater responsibilities as they are at forefront of educating our youth. For this purpose teacher should think about his professional development.

So, we can say that teacher must acquire not only subject matter knowledge, pedagogical skills, core values but also soft skills like communication skill, critical thinking, team work, lifelong learning & information, management skill etc.

### **Soft skills for Professional Development of Teachers:-**

Teachers are the makers of the world. As they are shaping new generation they must be aware about their responsibilities towards society. It is fact that most of them are knowledgeable in their specialization. But teachers should be aware about their professional Development. Professional Development refers to skills & knowledge attain for both personal development and career advancement.

If one wants to exist in this competitive world he must be aware about his Professional Development. Professional Development is important for both personal and career advancement. This professional skills include techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It include soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skill and above all

lifelong learning skills.

**Communication skill** is one of the important skills for teachers. If teacher is expert in his subject but unable to deliver idea(subject matter) clearly and effectively than it will be of no use. So for this purpose he must improve his communication skill and ability to practice active listening skill and respond. Even he should be confident in front of his student. He can use technology and non-oral skill during presentation. For the professional development teacher should improve **critical thinking and problem solving skill**. Through it teacher can improve ability to expand and improve thinking skills such as explanation, analysis and evaluate discussion. The skill of critical thinking will help to think beyond ... Teacher will be able to identify and analyze problems in difficult situation and make justifiable evaluation.

The American commission on Teacher Education rightly observes:

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.

Here, we can say that teachers represent our society and nation as well. So, he must be good leader. As a leader he must supervise, motivate, support and guide his students and colleague. If teacher will improve his **leadership skill** naturally he can conduct different co-curricular activities which will be helpful for students as well as his own professional development.

**The skill of team work** will help teacher to handle various students from different social cultural background to achieve a common goal i.e. teaching. Even he can use supplementary syllabus for his student like Group Discussion, Remedial Teaching courses, workshop for students' development, cultural programs, social activities etc. This all activities will be helpful for both teachers as well as for students. These activities will be helpful to inculcate good values in students. Indirectly it will develop teacher's professional skill.

**Life- long learning and management of Information** is important skill which teacher must possess. This skill involves an effort to learn to be independent or self regulated learning in acquiring skills and new knowledge. It will be also helpful for self actualization and it also develop the ability to find and manage relevant information from various sources. It can develop enquiry mind of teacher which will be beneficial for teaching profession.

### Conclusion:

To conclude, I would like to say that I believe that education is one of the most powerful forces for change in the world. Through the education of our young people we prepare the next generation of decision makers, artist, scientists, business and spiritual leaders. Most important thing is it that teachers are the foundation of this entire system. Teacher's Professional Development is very important for the world. So, teachers must acquire professional skills including soft skills, teaching techniques and strategies.

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## WORKING SMART WITH SELF MANEGMENT SOFT SKILLS

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### Abstract :-

*Modern professional career requires not only technical skills but also high level.Soft skills for there career development so todays professionals need to encompass a high soft skills quotient a part from the domain knowledge in order to successes in this competitive society.Soft skills are those skills referring to individual development and management of interactios with others inside and outside the organization.*

*There are three characterstics of soft skills.three are no same rules for mastering over soft skills,valuable skills for any job or career.This paper focus on same self management soft skills that at important of omes professional development.These skills empower person to work smart and achive more as a professional*

### Introdution :-

Professional development is a broad term for any service or trainning that enhance the professional skills of educators while they are in a job.Modern professional practice require not only recognized technical skills but also soft professional skills.Teaching skills can be learnt applied and measured to an established degree.But soft skills is a sociological term for an individual emotional intelligences.It is a personal atributes that enhance an individuals interactions,job pofoemance need to encompass a high soft skills quotient,a part from the domain knowledge in order to succeed in this competitative era.

Hard skills contribute to only 15 % of ones succees while remenaing 85% is made by soft skills(Watts M and Watts,R.K 2008)Soft skills are different and distinct from hard skills.

### What is Soft Skills :-

- “When you do something repeatedly-trying to perform up to an explicit standard-your mind gets the ‘feel’ of doing it perfectly.The feel of doing is the skill. -

- According to Hewitt Sean(2008) – “Soft Skills which determine an individuals strength as a leader, listener and negotiator or as a conflict mediator”

Soft skills are those skills referring to individual development and management of interactions with others inside and outside the organization.

**Characteristics of a soft skill :-**

Soft skills play a very important role in this vigorous commercial approach. Today there is a huge mass of qualified job seekers competition within them for job acquisition. If one has got advanced soft skills then definitely, He will be able to establish themselves as distinct amongst other job seeker.

**1 Rules for mastering over soft skill is not same :-**

Unlike hard skills, like math, where the rule for doing it perfectly is always the same, how effective you are at a soft skill change depends on your emotional state, external situation and the people with whom you interact.

**2 Valuable skills for any job /carrier :-**

Soft skills are about the person's inner strength and interpersonal effectiveness. The valuability is dependent upon how long the person works with the people in their career.

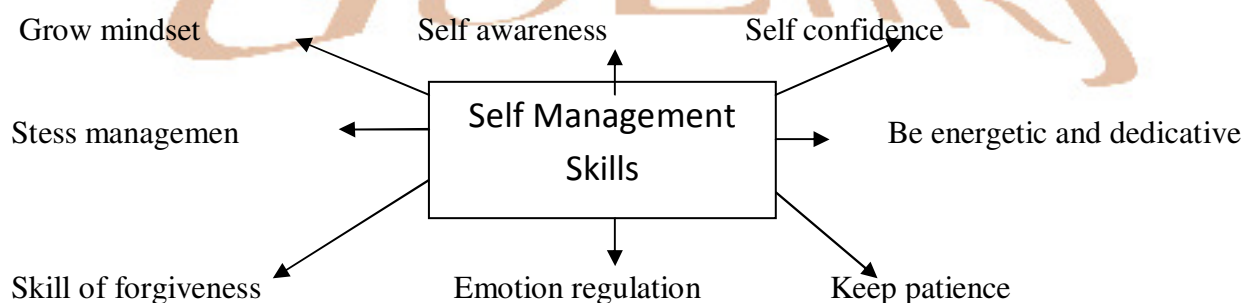
**3 Mastering over skills is ongoing process :-**

A person is always faced with new situations or people that test the person's soft skill and it makes a chance before that person to learn something more and new.

**Self Management soft skills :-**

Self management soft skills are about your self. In your career you go through different types of situations. In those situations how you should behave or successfully put out from that situation, it all depends upon our self management soft skills. It empowers you to work smart and achieve more.

Below there are some soft skills that every professional should develop. With the help of these soft skills one will find value, advancement and fulfillment in their career.



1. In our profession looking at any situation may be it simple or difficult. It is an opportunity to learn something more new and change for the better you should focus your attention on improving yourself instead of blaming or changing others. You should grow your mindset.
2. You should self aware about yourself. You should know and understand what

angers, motives embarrasses, frustrates and inspire you. Being able to observe yourself objectively in a difficult situation and understand how your perceptions of yourself, others and the situation are driving your actions.

3. For a fulfilling successful career make a stress management during any challenging situations. Reduce your stress level that will increase your productivity. That prepares you for new challenges and develops your emotional and physical health.
4. You should self confident during any difficult and challenging situations. ‘What you need is within you now’ this thinking makes you confident. It develops your ability to accomplish anything.
5. At work manage your emotion especially anger, frustration etc. emotion. If you manage your emotion you can think clearly, objectively and according to the situation.
6. You should keep your patience and stay back in crisis situation. so that you can think clearly and take action that makes your way positive to fulfill your goals.
7. You should have a skill of forgive and forget for making a mistake, forgive yourself and others also. Keep away your mind from past then only you can focus completely on your long term career goals.
8. In surrounding of difficulties, failures and oppositions keep your self energetic and dedicative to learn, do and achieve in your career.

These are some self management skills. One should have these soft skills in them. If you don't have them. First ask yourself what skills do you already possess and which ones do you want to develop next. It helps you to achieve your long term goals in your career. Soft skills play an important role in shaping an individual's personality. Therefore this paper through light on some self management soft skills. It develops self confidence, self awareness, emotion regulation etc among a person. It makes your work smart and empowers you to achieve more. These all things are very helpful and important for one's professional development.

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## PROFESSIONAL ETHICS OF TEACHER IN HIGHER SECONDARY EDUCATION

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### Abstract

*A Professional educator should work in a collegial manner with colleagues associate with and learn from positive mentors join a professional organization Continue to learn through classes, workshops, conferences, in-service meetings, books, journals, tapes, and advanced degrees. We are one profession of teachers and leaders in early childhood education and in primary and secondary schools. Our political mandate is to promote learning, development for all children and pupils. Our values, attitudes and actions influence the impact of our work. These ethical principles constitute a common ground for the development of our ethical awareness. It is our responsibility to act in accordance with these values and principles.*

**Keywords:** Teacher, Professional, Ethics, Higher secondary, Education

### INTRODUCTION

Professional ethics concerns ‘those norms, values, and principles that should govern the professional conduct’. To ascertain what ‘professional ethics’ is, we should first of all define the concept ‘professional’, the biggest problem with this concept is that there is no real consensus as to what occupations are professions; some are contested, like engineers and nurses (though not for the same reasons). There is a wide and a narrow sense of professional ethics. ‘In the wide sense the professions are guided by general ethical rules and values; in the narrow, have specific tasks and thus values’. Michael Davis describes a profession as follows: ‘a profession is a number of individuals in the same occupation voluntarily organized to earn a living by openly serving a moral ideal in a morally-permissible way beyond what law, market, and morality would otherwise require’. Ruth Chadwick states that the ‘professions are defined by science and the service ideal’. The first justifies the professional authority, while the service ideal ‘provides a professional with the values specific to itself and its special obligations’. In the case of doctors this is health, whereas in the teaching profession this is education.

### BASIC VALUES OF TEACHING PROFESSION

#### Human values and human rights

Our work is founded on values and principles set down in universal human rights,

especially the UN convention on the rights of children. These rights must be promoted and defended in early childhood education and in schools. The inviolability of human individual freedom and the need for safety and care are fundamental.

### **Professional integrity**

Ethical consciousness and high professional competence are the basis of the profession's integrity and are essential in creating good conditions for play, learning. Our right to methodological freedom and our professional discretion gives us a special responsibility to be open about our academic and pedagogical choices.

### **Respect and equality**

Each individual person's personality and integrity must be met with respect. No form of oppression, indoctrination or prejudiced opinions shall be tolerated. All children in early childhood education and all pupils in schools have a right to participate and have their views heard and taken into account.

### **PROFESSIONAL ETHICS MATTER MOST IN HIGHER EDUCATION INSTITUTION**

Ethics are primarily laws related to morality, code of conduct and behavior, sets of defined norms in maintaining healthy and congenial environment to ensure at par productivity in higher education sector. Higher education, by and large, is managed by administrative, academic, technical and supporting staff. Though professional ethics are quite similar to all human resources, yet they vary in terms practice from institutions to institutions. Such heterogeneity trend continues across borders of nations and societies. It is only because ethics in general and professional ethics in particular are framed by societal and individual norms. Though societal and individual norms are constant and absolute, in practice a wide disparity is noticed; and it is somewhere individual norms dominate societal norms and vice versa.

### **RESEARCH EVIDENCE REVEAL ON PROFESSIONAL ETHICS IN RELATION TO TEACHING EXPERIENCE**

Ethics continues to be a major concern for organizations and a frequent topic in academic discussions as well as publications. Educational institutions are conscious of presenting positive image and standards of professional ethics among teachers directly determine educational standards of institutions. Teachers demonstrate unethical behavior like using resources of institutions and taking advantage of students for personal benefits. Female teachers are significantly high on social values than their male counterparts, while male teachers are significantly high on social and political values. Studies on professional ethics in relation to teaching experience reveal that years of teaching experience and teaching values are not significantly related. But professional growth increases with teaching experience.

**PROFESSIONS: SELF REGULATION AND ESTEEM**

All educated people have an extensive experience with the schooling system since they went to school themselves for years, which demystify the profession of teacher. It is clear that people who are not educated usually have a higher opinion of the professional status of teachers. In societies where the level of education is very low, teachers often perform an important role in society by advising and teaching the community not only the children. I'll explain these three factors (a) education, b) wages, c) familiarity using the difference between a primary school teacher and a university professor. The university professor harvests substantially more esteem from society than the primary school teacher, in my view comparable to that of lawyers and doctors. This is the result of the three abovementioned factors: a professor has usually (a) a higher education postgraduate certification, (b) higher wages and most importantly (c) seems to know things that are a mystery to the general public.

**UNDERSTANDING PROFESSIONAL ETHICS AND ACCOUNTABILITY OF TEACHING**

Professional ethics encompass the personal, organizational and corporate standards of behaviour expected of professionals. Teachers are charged with educating and caring for the children of their community, making teachers responsible not only for preparing their students for life, but ensuring that they can learn in a safe and healthy environment .A code of ethics is absolutely vital in undertaking such a task. In ethics and governance, accountability is answerability, blameworthiness, liability, and the expectation of account-giving.[2] Accountability cannot exist without proper accounting practices; in other words, an absence of accounting means an absence of accountability. Within an educational institute, the principles and practices of ethical accountability aim to improve both the internal standard of individual and group conduct as well as external factors, such as sustainable economic and ecologic strategies. Also, ethical accountability plays a progressively important role in academic fields, such as laboratory experiments and field research.

**PROFESSIONAL ETHICS AND ACCOUNTABILITY OF TEACHING**

Professional matters concerning colleagues in a professional manner. Accept a position or responsibility only on the basis of professional preparation and legal qualifications. Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided. Use sound professional judgment in delegating professional responsibilities to others. Not interfere with the free participation of colleagues in the affairs of their associations. Not use coercive or threatening means in order to influence professional decisions of colleagues. Not knowingly misrepresent their professional qualifications. Not knowingly distort evaluation of colleagues. Not criticize a

colleague before students, except as unavoidably related to an administrative or judicial proceeding. The scope of the training and development challenge is revealed by posing a series of questions. Some of these questions go the heart of the professional learning discourse.

### **Is it possible to train people in ethical conduct?**

The term 'ethical conduct' brings to the fore a debate about the distinctions between codes of conduct and their purposes and ethical principles and their place in the teaching profession. Some would argue that codes of conduct mandate specific behaviours in particular situations but do not promote individual adherence to ethical principles. The grey areas in decision making that confront most teachers on a regular basis arise in the face of competing interests and values. Codes of conduct may assist, but not give clear definition to, teachers' decision making. In other words the organisation or system can mandate whatnot to do in particular situations but it is impossible to list all possible situations that arise. This becomes the territory of ethical decision making. The delivery of training related to codes of conduct may be possible.

### **How would you resolve these?**

To solve the problem coming from the parents of the student about the corporate punishment, teacher society should have to hear the actual fact patiently. Then teachers have to take decision. If there any fault of the teacher, they have to admit it. After all teachers have not to go for any kind of corporal punishment. They have to solve any kind of problem of students through conversation of the concerned student. Some teachers are also responsible for decaying ethical value of teachers for their biased evaluation of student. Teachers have to represent themselves to the student as a friend, to whom students can approach without any hesitation with any kind of problem, as a philosopher to whom student can get philosophical thought in every aspect life, and as a guide from where student can get any kind of guidance in their life. Teachers should have to always maintain their ethics in their profession; they are the backbone of the human society. They build the citizen of the future of the nation. They build the character of the student. They have to keep in their mind that they are always followed by the students, guardians, and all the society. So they have to very careful in their behavior. The delinquent students should have to handle carefully through the conversation with the students, parents, neighbors and friends of the concerned student to know the actual problem. Teachers should need not to be given up their ethical value to the any kind of evil objectives of the evil person of the society

### **CONCLUSION**

In each of the above cases, several responses are possible. Some action is clearly guided by a code of conduct. Other decisions and actions are not. One of the purposes of using these types of case studies is to provoke a range of possible responses. There may not be 'correct' answers to some questions raised or a 'correct' response in some situations. Determining appropriate responses

will depend upon an examination of the sometimes competing value positions held by individuals and espoused by institutions. Such examination usually requires professional dialogue and the ability of individuals to reflect on and acknowledge the implications of different decisions. In short, a comprehensive approach to 'ethics training' is dependent upon an open workplace culture of enquiry and professional learning. The use of case studies and effective ethics training in general is sometimes incompatible with cultures of bureaucratic dependency based on rule following and abrogation of individual responsibility for action – the antithesis of professionalism in teaching.

### SUGGESTION

From the above discussion, we can suggest that professional ethics and accountability are essential component of a teacher. When a teacher joins in teaching profession, then they should take knowledge about the code of the ethics and accountability. It will be possible during teacher training study and the perception about teaching profession. For in service teacher, it will be possible by attend different training about up-gradation their professional ethics and accountability. A teacher always maintain do's or do not (code of ethics) which will help grow up student as well as society.

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## ORGANISATIONAL COMMITMENT FOR PROFESSIONAL DEVELOPMENT

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### Abstract:

*Education becomes now the basic need of the society. So it requires dedicated teachers to fulfil the need of society and to achieve the aims of education. Creation of knowledge, storage of knowledge, dissimilation of knowledge and use of knowledge are the modern objectives of education. So to achieve these objectives the society need the facilitator those who are committed towards their organisation and educational organisation needs the facilitator those who are professionally updated and developed in the age of technology.*

**Key Words :** Organisational Commitment, Professional Development

Education is a deliberate and conscious activity on the part of civilized societies to help their members lead a socially meaningful and happy life. It determines the prosperity, welfare and security of the people of a country whose goals are extremely sacred and whose influences are permanent and developmental and are placed in the hands of appropriate and dedicated facilitators, i.e. the teacher who can be trusted to perform a noble, laudable and a challenging role in the educational process. A sound program of professional development for teachers is essential for the qualitative improvement of education. Organisational commitment is one of the most important parts of the program. Teachers should have commitment towards organization to maintain the quality and to achieve the goal of organization and ultimately the goal of education also.

### ● WHAT IS ORGANIZATIONAL COMMITMENT?

Organizational commitment is the psychological attachment of an employee to an organization. It can be contrasted with other work related attitude, such as job satisfaction and organizational identification. Organizational scientists, Meyer and Allen (1991) have developed three types of commitment namely affective, continuance and normative. There is famous quote of Barbara De Angelis regarding commitment,

“When you make a commitment to a relationship you invest your attention and energy in it

more profoundly because you now experience that relationship.”

Organizational commitment is the psychological attachment of an employee to an organization. It can be contrasted with other work-related attitudes, such as Job Satisfaction and Organizational Identification.

Meyer and Allen have developed model of commitment to integrate numerous definitions of commitment that had proliferated in the literature. According to **Meyer and Allen’s (1991)** three-component model of commitment, prior research indicated that there are three ‘mind sets’, which can characterize an employee’s commitment to the organization.

### **1. Affective Commitment**

Affective commitment is defined as the employee’s positive emotional attachment to the organization. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he ‘wants to’.

### **2. Continuance Commitment**

The individual commits to the organization because he perceives high costs of losing organizational membership, including economic costs and social costs that would be incurred. The employee remains a member of the organization because he ‘has to’.

### **3. Normative Commitment**

The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from many sources i.e. the organization may have invested resources in training an employee who then feels a moral obligation to put forth effort on the job and stay with the organization to ‘repay the debt’. The employee stays with the organization because he ‘ought to’.

According to **Meyer and Allen**, these components of commitment are not mutually exclusive; an employee can simultaneously be committed to the organization in an affective, normative and continuance sense, at varying levels of intensity.

An organizational commitment can be measured by the following factors:

1. Identification with the goals and values of the organization.
2. The desire to belong to the organization.
3. The willingness to display effort on behalf of the organization.

**Mowday** et al. defined organizational commitment as “the relative strength of an

individual's identification with and involvement in a particular organization.” This definition involves at least three factors:

1. a strong belief in and acceptance of the organization's goals and values
2. a willingness to exert considerable effort on behalf of the organization
3. a strong desire to maintain membership in the organization

#### **●Suggestions to Teachers to Increase their Organizational Commitment for Professional Development**

The roles of teachers in the educational institutions are very important. Organization needs committed employees for the achievement of goals and their professional development. Teachers can increase their commitment towards the organization by considering following suggestions. The teachers could:

1. identify the goals of the organization.
2. develop powers of willpower and determination.
3. be punctual in their duties.
4. actively participate in the programs arranged by the organization.
5. abide with all the rules and regulations given by the organization.
6. have a sense of oneness in the organization.
7. contribute to the institution in order to achieve the goal.
8. proud about their institutions.
9. have consistency in his work.
10. respect the decisions taken by the management.

#### **●Suggestions to Principal to Increase the Organizational Commitment of Teachers for Professional Development**

The principal plays an important role in building commitment among the teachers. He is the linkage between management and teachers. So the principal can create such environment which will help to increase organizational commitment of the teachers for professional development of an individual. The principal could:

1. discuss the goals of the institutions that are to be achieved with colleagues.
2. encourage all the programs for professional development of teachers.
3. have a clear understanding of the organizational climate of the educational institution.
4. encourage and appreciate the work done by colleagues and prompt them to take up creative endeavors for the development of the educational institution.

5. become real motivators to colleagues in all aspects.
6. allow teachers to whatever they want to do for the sake of institution.
7. keep the morale of the teachers high by involving them in decision-making processes and enforcing discipline in the institution.
8. should arrange such a programs which will show the unique identity of the organization.
9. create sense of oneness among the teachers.
10. have proper plans to attaining the goal of the organization.

**● Suggestions to Management to Increase the Organizational Commitment of the Teachers for Professional Development**

The management can lay prominent role in increasing the organizational commitment of the teachers. The management can provide the kind of environment where the teacher will be committed and professionally developed. There are following suggestions to management to increase the organizational commitment of the teachers. The management could:

1. implement programs for facilitating necessary and good conditions for increasing the satisfaction of the teachers, such as timely increment, payment, adequate leisure time etc. without which it is not possible to create commitment among teachers.
2. provide proper in-service training programs, which adopt psychoanalytical approach and ultimately result in tranquility in the personality at least to the optimum level, to have its positive impact on teachers thinking, planning and performance.
3. enrich the design of tasks by improving job content factors such as recognition, advancement and growth.
4. ensure the fair promotional policy, congenial working conditions and incentives for hard work of the teachers.
5. work on how to strengthen teachers commitment to their organization and to help them to reduce and cope with job stress.

Therefore, suggesting that the organisational commitment not only assist to develop the profession of teachers but also it plays major role in the achievement of the goals of educational institutions and ultimately the aims of modern education. So, it is important to inculcate positive attitude in our profession and in the team where we are working to feel good and to achieve professional, psychological and institutional growth.

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GOEIIRJ

**USE OF E-RESOURCES FOR PROFESSIONAL DEVELOPMENT**

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**Abstract:**

*Teacher professional development is absolutely essential if technology provided to schools is to be used effectively. Simply put, spending scarce resources on informational technology hardware and software without financing teacher professional development as well is wasteful. Experience around the world in developing, industrialized, and information-based countries has shown that teacher training in the use and application of technology is the key determining factor for improved student performance (in terms of both knowledge acquisition and skills development enabled by technology). Educational technology is not, and never will be, transformative on its own—it requires teachers who can integrate technology into the curriculum and use it to improve student learning.1 In other words, computers cannot replace teachers—teachers are the key to whether technology is used appropriately and effectively.*

**Introduction:-**

This introduction begins the discussion of e-learning research which is continued in subsequent chapters. The introduction addresses definitional issues, taking time to explore the ‘e’ and ‘learning’ in e-learning, then theoretical and methodological issues, before presenting a model of co-evolutionary processes of technology and learning. In choosing to use the term ‘e-learning’ we have turned away from other names that might equally have been useful, such as computer-assisted learning, technology-enhanced learning, instructional technologies or online learning. To us, these terms fall into the trap that many previous studies of the relationship between technology and learning/education have fallen into, of assuming that learning exists independently of technologies and that in various ways technologies enhance it. The causal assumptions behind terms such as ‘technology enhanced learning’ are ones we critique in this introduction. ‘E-learning’ as a term is a hybrid. Like many compounds, the two elements have worked together to create a new hybrid. Nevertheless, it is made up of two parts: e + learning. The ‘e’ of e-learning has a longer history than many will assume, including long-term efforts to capture voice and images, and to store and then transmit those recordings. With each capture – from records to

CDs, film to DVD, conversation to text chat – there are trade-offs in quality, interactivity, and transferability: trade-offs that mark both the pros and cons of technology mediation. The following section takes us through some of this journey, giving historical and theoretical perspectives on electronic media. But first we give an example based on the use of one technology – electronic whiteboards, implemented primarily in secondary/high school settings – that shows the kind of work that needs to be done to bring experience with technologies together into a research framework.

### What is e-learning?

E-Learning = *enhanced* learning

Defined as ‘learning facilitated and supported through the use of information and communications technology’, e-learning may involve the use of some, or all, of the following technologies:

desktop and laptop computers

- software, including assistive software
- interactive whiteboards
- digital cameras
- mobile and wireless tools, including
- mobile phones
- electronic communication tools, including
- email, discussion boards, chat facilities and video conferencing
- Virtual Learning Environments (VLEs)
- learning activity management systems

e-Learning can cover a spectrum of activities from supporting learning, to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element. e-Learning is no longer simply associated with distance or remote learning, but forms part of a conscious choice of the best and most appropriate ways of promoting effective learning.

### The ‘E’ In E-Learning

What is the ‘e’ in e-learning, and what does it mean for learning? The ‘e’ in learning joins many common hybrids such as e-mail and e-commerce in signifying enactment through electronic means, typically interpreted as computer based. Essential components of all ‘e’ enterprises are the computer hardware and software, but also the networking infrastructures that make it possible to

collect and distribute data, information and knowledge to people at different times and locations. Devices that permit access to these data streams now no longer need to be the fixed desktop computer. The mobility and multimedia capabilities afforded by laptops, palmtops (also known as Personal Digital Assistants, PDAs), mobile phones, and media players (e.g. MP3 players), shatter our notions of where and by what means ‘e’ activities can take place. Thus, in considering e-learning, we include a range of electronically networked Information and Communication Technology (ICT) via which learning can take place. While we often find e-learning reified as a particular course management system, its flexibility lies in the way new technologies are quickly appropriated into the e-learning toolkit. This is possible because of continuing efforts to cross hardware platforms. At its basis, e-learning technology, like all other enterprises, depends on *hardware* to process digital or analogue *signals*; *software* that can encode and decode, collect, store and forward, and present communications in visual, textual and/or audio *modes*; applications and *systems* that bring together tools to support data storage and retrieval, course management, computer-mediated communication, and collaborative virtual environments. As we will discuss below, equally important in this technological mix are the people who use the systems – teachers, instructors, administrators, students – each bringing to the e-learning enterprise their ideas of how teaching, learning, and communication should be enacted. Educators have long been appropriating technologies into the classroom, from radio and television, records and record players, video reels and projectors, to today’s computers, CDs, DVDs, podcasts, and more. What the digital revolution has done is free the information and its carriers from the classroom, making the information available in ever increasingly mobile ways. What is often forgotten is how each of these technologies performs a slightly different way of coding and decoding data and information, at times enhancing one mode of communication over another, but each changing where and when we receive information and communication. The following presents a brief historical background to emphasize that computing technologies represent the current culmination of many years of electronic encoding protocols and devices, each with its own limits and affordances. Later, we pick up again the notion of affordances to discuss contemporary computing technologies.

### **E-recourses of Professional Development Programs**

What should be learned? What skills and attitudes do teachers need to develop? What knowledge do they need to construct to use technology effectively to improve teaching and learning? This topic has been discussed at length over the last 10 years as information technology, and particularly the Internet, has been introduced into schools around the world. To begin with,

designers of a teacher professional development program for use of technology need to determine current teacher competency levels in this area. The International Society for Technology in Education (ISTE) has produced a set of standards for teacher skills and knowledge in the use of technology (“Recommended Foundations in Technology for All Teachers”), a useful guide for determining the content of teacher professional development programs.<sup>6</sup> These standards were developed through a multiyear consultative process with thousands of teachers who were using (or trying to use) technology in their practice, principally in the United States and Canada. Another tool, the “Professional Competency Continuum,” can be used to determine the skill levels of individual teachers and their professional development needs.<sup>7</sup> European, Asian, and Latin American educational associations have developed similar sets of standards adapted to their educational contexts.

### **Conclusion**

Professional development of teachers in the use and application of educational technology should be designed and implemented as part of a broader educational reform program that, at a minimum, combines technology access with teacher professional development and local content development. No strategy that ignores any of these three elements is likely to succeed beyond superficial applications. Ideally, teachers’ professional development should not be isolated from other elements of instructional and no instructional educational environments, such as curriculum reform, physical/technological infrastructure, examinations, and research. Simply providing professional development for teachers in the use of computers and the Internet, in a situation with outdated curricula, traditional standardized test systems, and insufficient technology access, is unlikely to produce any systemic improvements in learning. In fact, the high-stakes traditional examinations system frequently operates against teachers trying to incorporate technology and encourage deeper forms of learning, which frequently are not measured by standardized tests. Teacher professional development in the use of technology to improve teaching and learning needs to be:

- multifaceted,
- modular,
- authentic,
- collaborative,
- “incentivized,”
- iterative and ongoing,

- allocated sufficient time and financial resources,
- cost-effective, and
- evaluated and revised.

While it is neither easy nor inexpensive to design and implement teacher professional development programs in the use of new technologies, it is an absolutely critical element of any initiative to introduce technology into schools to improve teaching and learning. Failure to invest sufficient resources in teacher training will result in failure of school based technology initiatives, which would result in substantial wasted investment that few, if any, developing countries can afford. Success in ensuring that teachers acquire the skills and knowledge they need to use technology effectively opens the door to all kinds of new educational opportunities for both teachers and students, and downstream economic opportunities for graduating youth and their countries. It is the key to participation in the global knowledge-based economy. Accordingly, teacher professional development in the use and application of technology must be given the priority and resources it deserves, while maintaining a constructively critical eye on its costs, methodologies, and impact.

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## **PROFESSIONAL DEVELOPMENT OF TEACHERS & TEACHER EDUCATORS**

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A nation is built by citizens, citizens are moulded by teacher and teacher are made by teacher educators. The National Policy on Education, 1986 has rightly stated , “ no people can rise above the level of its teachers.” So for the development of the country, it is very important to have good teacher and good teachers can be produced only if we have good system of teacher education and efficient teacher education.

During the last sixty five years after independence there has been rapid growth of education at all levels. The unprecedented increase in enrolment every year needed ever-increasing number of teacher as well as more & more schools. As a result, quality of education was sacrificed for the sake of quantity in education. From 2 or 3 decade because of Government policy to give education to each and every student so many private educational Institute started to run teacher training colleges on non-granted basis. Student completing teacher training program & actual need to society for teaching is becoming negative each year from few years. Climates getting to Teachers where they are teaching is not same for all teacher so these and more another things affects on their professional developments so some points on which action should be taken is necessary are as follows :-

1) Inadequacies and irrelevance of Subject matter which constitute the general Studies :-

In terms of both content & process, general studies often fail to provide students with opportunities to experience personally. Instead they afford narrow, formalized instruction to a string of disconnected Subjects , superficially considered through emphasis upon nomenclature, classification or manipulation of paraphernalia. There is a separation of information and the problems and issues to which it applies. For the prospective teacher it is of critical importance , for he will himself soon become an agent of general education in the elementary or secondary school and likely to perpetuate the splintering of knowledge and the gap between ideas and action . Therefore, reexamination of the traditional separation of liberal or general studies from professional studies is a long over-due. Liberal Education can invest professional studies with more personal and human qualities.

2) The hostile academic atmosphere in which Teacher Education is conducted:-

We have been observing that some colleges and universities have been so hostile and grudging towards teacher education. Many college students are negatively inclined towards teacher education before even commencing them. It is fact that certain professors advise their able students that they would be wasting their talents by going into preparation for elementary or secondary teaching.

3) Lack of Conceptual frameworks for Teacher Education :-

Without identification of some unifying theories or conceptual framework for structuring teacher education most of our efforts , improvement result in mere tinkering . An appropriate balance must be struck between theory and practice. Adequate recognition must be given to the broad range of objectives in teacher preparation from fundamental skills to a body of systematized knowledge that permits teachers to become analysis and diagnosticians of teaching learning process.

4) Simplistic view of Teaching & Teacher Education. :-

“ Teacher should be taught as they are expected to teach what does it matter how much person knows about a subject if he cannot build an effective relationship with children? ”. He must the ability to distinguish fact from opinion or the capacity to pose open rather than closed structure questions which need higher order thinking among students. Teaching is a complex, demanding profession to cultivate affection for children or develop subject matter knowledge or have specific teaching skills. Teacher education programs should take cognisance of these facts.

5) Absence of student opportunities exploration and inquiry:-

Most teacher educator talk about the need for teachers to be experimental and exploratory in their work. Training programs however are often narrowly prospective and didactic in form. Teacher educators should develop competence in some of there research and inquiry skills among student- teacher who are preparing to teach. Prospective teacher must be placed in situations that will afford them opportunities to act like resources.

6) Continued Acceptance of the single model, omniscient teacher :-

Nearly all teacher are still prepared to work as isolated adults with standard size group of children. Instead, we should be preparing them to assume different roles as members of instructional teams. Such roles include aides, assistant interns, beginning teachers, ancillary specialist, personal co-ordinating teacher, and more. While college producing professional teacher may not engage in training all such personnel, they should clearly participate in the design of

appropriate instructional staffing patterns and ensure that preparation of those they do train provides for their effective integration in an instructional team.

7) **Lower selection and retention standards for teacher candidates :-**

Operating in an economy of scarcity, teacher programs frequently admitted, retained and recommended for teaching license, persons woefully weak in handling ideas, oral and written communication, sensitivity to others and management of their own personal lives. With many subject fields now producing more teaches than they are job openings, there is urgent need for the development of more effective means of predicting teaching success and of screening out those with a low probability of effective performance.

If all these points are taken into the consideration in the field of teacher Education it will help for Professional Development of Teachers and Teacher Educators.

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GOEIIRJ

## SOFT SKILLS IN PROFESSIONAL DEVELOPMENT FOR EFFECTIVE TEACHING

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### ABSTRACT:

*Soft skills is a sociological term relating to a person's Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. According to the Partnership for 21st Century Skills 2006 report, soft skills are an applied skill as opposed to basic knowledge skills. It is a form of systematic assistance where by pupils are aided in their achieving satisfactory adjustment of self and to others in their institutions and life relationship. People with soft skills might display the following characteristics. Time management, Excellent communication skills, Strong work ethic, Emotional intelligence, Leadership, Positivity and enthusiasm etc. The teacher is to generate love for the mankind there by bringing about a synthesis between doing and feeling by coordinating the use of head and heart in the educative process. In this paper also discussed about Soft skills for teachers. These skills are all about how a Teacher works with Students, maintains a positive attitude under pressure, solves a personal or work crisis and communicates effectively.*

### Introduction:

*Soft skills is a sociological term relating to a person's "[EQ](#)" ([Emotional Intelligence Quotient](#)), the cluster of personality traits, social graces, communication, [language](#), personal habits, friendliness, and optimism that characterize relationships with other people.*

In today's world, where the survival of the fittest is the norm, it has become imperative to sharpen one's technical skills, and more importantly, one's soft skills. Technical skills can be learnt, applied and measured to an established degree. But the same cannot be said of soft skills. Soft skill is a sociological term for an individual's Emotional Intelligence (EQ). It can be broadly defined as personal attributes that enhance an individual's interactions, job and career prospects. One teacher can make a spirit soar while the other seems destined to destroy difference between

the two teachers may be soft skills.

**Definitions:****Soft Skill:**

Depending on who you ask, soft skills are loosely defined as people skills. Kate Lorenz, an editor for CareerBuilder.com says that 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." According to the Partnership for 21st Century Skills 2006 report, soft skills are an applied skill as opposed to basic knowledge skills. They note the most important of these skills as: Professionalism/Work Ethic, Oral and Written Communications, Teamwork/Collaboration and Critical Thinking/Problem Solving. These are the very skills educators seek to impart to their students.

**According to World Health Organization (WHO)** “Soft Skills are nothing but Psychological Skills, which insists upon accepting the behavior of others along with their culture”. Fundamental Soft Skills put forth by WHO are: Self- Awareness-Self Esteem; Critical thinking Skills; Decision Making skills; Problem Solving skills; Interpersonal Skills; Communication Skills; Empathy; Coping with emotions; Handling peer pressure and Negotiation Skills.

**Professional Development:**

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and [informal learning](#) opportunities situated in practice.

**Soft skills are very important as they help :**

To handle interpersonal relations

To take appropriate decisions

To communicate effectively

To have good impression and impact to gain professional development

**People with soft skills might display the following characteristics:**

- **Time management** (task prioritization and ability to multi-task)
- **Excellent communication skills** (being both a good listener and speaker)
- **Strong work ethic** (including motivation and determination)
- **Team work** (ability to perform in groups through cooperation and leadership)
- **Emotional intelligence** (understanding and management of emotion)
- **Leadership** (self-confidence, ability to perform the task and inspire others)
- **Graciousness** (acceptance of constructive criticism and team support)
- **Management style** (flexibility and adaptability and ability to work under pressure)
- **Positivity and enthusiasm** (important for future success)

**Need for Soft Skills Training for Teachers:**

Education in human values being acclaimed and accepted as a very new, fascinating and promising program me of education because the values are deteriorating day by day. Educational institutions are the nurseries of the values and ideals of life in every country. Without values and ideas the educational institutions with hundred classrooms, laboratories and well equipped libraries remain unimpressive scaffolding not an edifice of civilization. UNESCO in its report, ‘Learning to Be’ mentioned that in future the educational institutions will work in the from of learning resources centers and characterizes the futuristic methods of teaching based on guidance. The teacher is to generate love for the mankind there by bringing about a synthesis between doing and feeling by coordinating the use of head and heart in the educative process. The National Policy on Education (1986) suggests: “The National strategy of education has to ensure the availability of highly educated, trained and motivated manpower for dealing with the which are inherent in the modernization and globalization of the economy. Hence the inescapable need for setting up and maintaining institutions of excellence at all levels to tap the best talent and nurture it with care and competence.

**Soft Skills for Teachers:**

- ☐ Be a Good Communicator / Communicate Effectively
- ☐ How to Be an Organized Teacher
- ☐ How to Identify and Avoid Burnout
- ☐ How to Train a Child
- ☐ Listen Strategically
- ☐ Strategies to Become an Effective Teacher

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- ☐ Research Based & Effective Teaching Strategies
  - ☐ How to Motivate Students / How Do Students Get Motivated?
  - ☐ Modern Methods of Teaching Listening Skills
  - ☐ How to Give Good Feedback for Others Work
  - ☐ How to Give Constructive Feedback
  - ☐ Win people's cooperation
  - ☐ Goal/Target Setting
  - ☐ Give feedback
  - ☐ Deal with criticism
  - ☐ Keep discussions from turning into arguments
  - ☐ Resolve Conflict
  - ☐ Use your voice effectively
  - ☐ Have an effective meeting / Conducting meetings
  - ☐ Have an effective brainstorming session
  - ☐ Coaching and Developing People
  - ☐ Interpersonal skills / Interpersonal Relations
  - ☐ Empowerment
  - ☐ Group Discussion
  - ☐ Learning Organization
  - ☐ Knowledge Management
  - ☐ Problem Solving
  - ☐ Public Speaking
  - ☐ Team Building Games for Teachers

Here's a list of teacher skills employers seek in the candidates they hire. Skills will vary based on the position for which you're applying, so also review our list of [skills listed by job and type of skill](#)

### Teaching Skills

#### A - G

Artistic	Being Musically Inclined
Childcare	Classroom Organization
Classroom Management	Coaching
Collaboration	Communication

Community Building	Computer proficiency
Conduct Testing	Confidence Building
Creating Assignments	Creating a Comfortable Learning Environment
Creating Exams	Create a Positive Learning Environment
Creating New Ideas	Curriculum Knowledge
Delivery of Material	Directing
Education Plans	Enthusiastic
Evaluate Performance	Extracurricular Activities
Flexibility	Group Counseling
	<b>H – M</b>
Improve Study Habits	Individual Counseling
Instruction	Interpersonal
Leadership	Lesson Plans
Listener	Love of Learning
Maintain Records	Manage Student Behavior
	<b>N – S</b>
Networking	Organized
Parent Communications	Planning
Positive Attitude	Positive Role Model
Public Relations	Provide Student Support Services
Record Keeping	Relationship Building Respectful
Results Oriented	Setting Expectations
Setting Goals	Scheduling
Supervision	Supportive
	<b>T – Z</b>
Teaching	Team Player
Technology	Time Management
Training	Understanding

**Conclusion:**

Effective communication and interpersonal skills are crucial to increase teaching effectiveness and to compete successfully in the learning environment .The real key to the effectiveness of professionals is their ability to put their domain knowledge into effective practice.

Training soft skills will always be challenging since it requires teacher to change the way they communicate, and habits that have been developed over a lifetime. Other on-going research shows that simulations can be very effective if the technology provides educational materials matching the experience gained using the simulation, allows for repeated practice, and provides extensive feedback. In this context soft skills has a crucial role to play.

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## SOFT SKILLS FOR PROFESSIONAL DEVELOPMENT

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### ABSTRACT

*India is one of the developing country having a lot of manpower resources but it is not being properly utilized. The young generation is having enough qualification and an appreciable percentage of youth are getting good job opportunities also. But the category which is on the average level is just having the dream of getting an employment. Employers prefer to hire and promote those persons who are resourceful, ethical and self directed with good soft skills. Hard skills and experience are not enough for the ingress and escalation in the corporate world. In spite of such great significance of soft skills many institutions are reluctant to include soft skills training in the curriculum. The issue of employability of graduates has become very serious and critical. Audibert and James emphasize the importance of soft skills for employees to retain in their positions as “Soft skills such as leadership, communication, teambuilding and entrepreneurial interest have become critical for hiring and promoting employees to keep positions” (Audibert and James 72). The employability may be achieved by inculcating some skills, such as: Self Management, Communications, Managing people and tasks, Mobilizing Innovation and Change. This paper is an attempt to emphasize the necessity of incorporating soft skills training programs in curriculum, highlighting the objectives of soft skills and various teaching methods to be applied.*

**Keywords:** soft skills, personality development

### Introduction

For decades employers as well as educators frequently complain about a lack in soft skills among graduates from tertiary education institutions. Predominantly missed are communication skills, but additional knowledge in business or project management is also ranking highly on the list of missing skills desirable for graduates entering the business world. This problem is in no way restricted to developing nations like India; it is also well known to industrial countries around the world. A recent outcry in this regard came from the British Association of Graduate Recruiters (AGR), which recently reported that “Employers say many graduates lack ‘soft skills’, such as

team working” and “They go on to explain that candidates are normally academically proficient but lacking in soft skills such as communication as well as verbal and numerical reasoning.” (AGR, 2007) Already more than 40 years ago the German Engineering Association (VDI) recommended that 20% of courses of the engineering curricula should be soft skills. Graduates should bring along knowledge of foreign languages, cultural awareness, should be team workers, and should perhaps have attended a Rhetoric course (Ihsen, 2003). And indeed, the situation seems to be particularly bad in science and engineering programmes. Comparing the levels of soft skills between a fictitious graduate of any discipline and a graduate of History of Arts, both freshly coming from university.

### **What are soft skills?**

Before going any further in debating the importance of soft skills we have to clarify the question “What exactly are soft skills?” This basic question is not easy to answer, because the perception of what is a soft skill differs from context to context. A subject may be considered a soft skill in one particular area, and may be considered a hard skill in another. On top of it the understanding of what should be recognized as a soft skill varies widely. Knowledge in project management for instance is “nice to have” for an electrical engineer, but it is a “must to have” for a civil engineer. Training in cultural awareness might be useful for a chemist, but it is an absolute necessity for public or human resources management in societies of diverse cultures. Interesting enough the internationally renowned encyclopedias have little to say about soft skills. The online encyclopedia “Wikipedia” gives a very broad definition of soft skills, which leaves much room 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 a job.” (Wikipedia, 2007)

### **List of soft skills**

<ul style="list-style-type: none"> <li>• <b>Communication skills</b></li> <li>• <b>Critical and structured thinking</b></li> <li>• <b>Problem solving skills</b></li> <li>• <b>Creativity</b></li> <li>• <b>Teamwork capability</b></li> <li>• <b>Negotiating skills</b></li> <li>• <b>Self-management</b></li> <li>• <b>Time management</b></li> <li>• <b>Conflict management</b></li> <li>• <b>Cultural awareness</b></li> <li>• <b>Common knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Responsibility</b></li> <li>• <b>Etiquette and good manners</b></li> <li>• <b>Courtesy</b></li> <li>• <b>Self-esteem</b></li> <li>• <b>Sociability</b></li> <li>• <b>Integrity / Honesty</b></li> <li>• <b>Empathy</b></li> <li>• <b>Work ethic</b></li> <li>• <b>Project management</b></li> <li>• <b>Business management</b></li> </ul>
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Table 1 offers a list of examples of soft skills based on the Wikipedia definition. The list is by far not complete. For instance under personal traits characteristics like imagination, curiosity, determination, passion, or persistence could be added. 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 148 type” (Phani, 2007). However to keep things simple, from the definition and the list in Table 1 it becomes immediately clear that we are looking at three very different skill categories, i.e.

- Personal qualities,
- Interpersonal skills, and
- Additional skills / knowledge

Starting with the last item, the additional skills and knowledge category refers to skills that can be learned by undergoing training, often in connection with a formal assessment, and in this way acquiring an additional qualification or certification. Even so additional formal qualifications like Accounting or Legal Studies are a very important factor for increasing a person’s employability, they are generally not readily recognized as soft skills. In the classical sense and according to the

Wikipedia definition the term “soft skills” primarily refers to the first two categories of personal qualities and interpersonal skills including language skills. “The Human Resources Glossary” even limits the definition of soft skills to interpersonal skills (Tracey, 2004). Therefore, I will restrict the scope of this article to the two categories of personal traits and interpersonal skills.

### **Why are soft skills important?**

After having elaborated so much on soft skills, the answer to why they are considered as being so important is still open. There are numerous reasons for having a critical look at a person’s soft skills. One straightforward reason is today’s job-market, which in many fields is becoming ever increasingly competitive. To be successful in this tough environment, candidates for jobs have to bring along a “competitive edge” that distinguishes them from other candidates with similar qualifications and comparable evaluation results. And where do they find this competitive advantage? In bringing along additional knowledge and skills, added up by convincing personal traits and habits. This sounds familiar. Understandably, employers prefer to take in job candidates who will be productive from a very early stage on. If a graduate from university first has to be trained on putting more than three sentences together, how to do a proper presentation, or how to

chat in a pleasant and winning manner with colleagues and customers, this graduate will not qualify as a quick starter. Also basic knowledge in business management, project management and general economy will improve the chances of a job candidate considerably. Already during the job interview itself good communication skills are invaluable. They can even serve to successfully cover up weaknesses on the hard skills side.

Don't we all know colleagues who are splendid talkers, but there is no action forth coming from their side? The advantages of displaying positive traits like courtesy, honesty, flexibility, common sense, flawless appearance, etc. during a job interview have not even to be discussed. Vice versa, it unfortunately happens very seldom that a job candidate who was rejected because of inadequate soft skills is told the truth about the reason for rejection, e.g. "Your body language showed that you seemed to feel very insecure, and you had problems to express yourself and present yourself in a convincing manner". Even so this evaluation may sound harsh at first glance; this kind of feedback would help a job seeker a lot in improving his/her style for oncoming interviews. However, instead employers usually give no reason or even vague

Misleading reasons for rejections, which are of no help at all for the unlucky candidates. Once employed, the success story of people who know how to master soft skills continues because of much better career opportunities. Simple fact, which can be verified in daily business life, is that employers prefer to promote staff members with superior soft skills. Good hard skills alone are not necessarily enough anymore to be a first choice when it comes to promotion. Soft skills are shaping human beings' personality. Any educator's dream is that graduates, especially from tertiary education institutions, should not only be experts in a certain field but matured personalities with a well balanced, rounded off education. However, this characteristic is reflected in soft skills, not in hard skills. During the last decades in many societies the opinion on soft skills has changed considerably. Whereas in the past the mastering of hard skills was rated first and soft skills were considered as "nice to have", the perception has been turned upside

down. As mentioned before, good communication skills can easily be used to cover up a lack in hard skills. Nowadays in general, people who are extroverted, who are good in marketing themselves, and who are socializing easily are rated superior to others who lack those attributes. The good old technician, an ace in his field, but being introverted and talking less than ten complete sentences a day is not appreciated any longer. This development is not necessarily positive, and it must be allowed to ask the question, whether today soft skills are overemphasized. When Germany in 2003 scored a disastrously bad result in the European evaluation of its school

learners' knowledge, the so-called PISA study (PISA, 2003), educational experts were quick in explaining that the tests were unfair, because they only probed the hard skills of learners; the fact that the German students might be good in discussing issues and have nice personality traits was not considered in those tests. However, for a future civil engineer it is not good enough to do acclaimed presentations on how to build bridges, but he must be able to construct a solid bridge that survives a century. Not to mention a medical practitioner or surgeon, from whom we expect a lot more than having appealing communication skills. In this sense it can only be hoped that the pendulum of perception on soft skills soon moves back to the centre position. Soft skills are playing an important role in shaping a person's personality, they enable social competence, and they complement the hard skills, which are the technical requirements of a job. As such, soft skills stand with equal importance beside hard skills, but they should not be misused to camouflage a person's lack of expertise in particular areas. Where can soft skills be acquired? We already identified two methods of learning or improving soft skills. One way is enrolling for formal training, e.g. taking evening classes on Rhetoric, languages, presentation skills, conflict or cultural management. This is a well-proven concept with the advantage of having some kind of certificate at the end of the course, which might come in handy for job applications. The slight sarcasm in the last sentence is intentional, because it is not always guaranteed that a certain course actually successfully enhanced a person's soft skills. The other way of acquiring soft skills we looked at is self-training, usually based on books. As we saw earlier, changing of personal traits often requires long-term practice and therefore self-training might be more useful regarding the improvement of this category of soft skills. Additionally, during the last decade another method of self training has become increasingly popular: Electronic Learning, usually abbreviated to e-learning. The article “Yes, web based training can teach soft skills” (Horton, 2007) emphasizes the practicality of this approach. A very pleasant way of self-training one's soft skills is frequent socializing with friends, colleagues and other members of society. This may sound astonishing, but meant here is socializing consciously, i.e. with the purpose in mind to enhance certain soft skills. We know already that in this way we can improve our small talk capabilities, but there are a lot more soft skills especially related to Communication skills, which can be practiced while chatting and discussing with others in an informal manner: e.g. language proficiency in general, listening, discussing, etiquette, self-esteem, or body language. Hopefully, at most education institutions at all levels teaching methodology has been changed or will be changed towards more student centered learning. Such a shift goes hand in hand with embedding soft skills into the teaching of hard skills.

In other words: students participating in a lecture with the aim of learning a hard skill will inevitably and unconsciously practice a range of soft skills. This comes very close to an ideal way of lecturing. Many educators will now rightfully intervene, asking whether the shaping of personal traits does not start at a much earlier stage, let's say at a child's cradle? And of course, this is exactly the case. Parents and schoolteachers have superior influence on a young person's aptitude in soft skills. This puts a lot of responsibility in this regard onto the shoulders of a child's family and school. And sociologists will add, not only parents and educators, but also the whole social environment and upbringing of a child will have major impact on its personal traits.

### **What can Educators do to enhance their students' soft skills?**

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 applying the methods we mentioned before, e.g. reading dedicated books, attending courses, 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. A formal approach to the problem would be to incorporate soft skills subjects into a programme's curriculum. On lower levels a course that requires students to do a bit of research and to present their results to the class afterwards has been proven as being quite effective. 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. However, very often the curricula are already overloaded with hard skills courses, making it almost impossible to add or substitute courses. Furthermore, other lecturers might be ignorant of the importance of soft skills and hence, do not support dedicated courses in this regard. A very elegant way of offering soft skills training to students is to embed it into the teaching of hard skills. This way, no changes to a programme's curriculum are necessary; instead the change will be reflected in the lecturers' teaching methodology. An increase in group discussions, letting students do presentations, and using special methodologies like De Bono<sup>1</sup> or Neuro-Linguistic Programming (NLP)<sup>2</sup> can be applied throughout a course. This approach to practicing soft skills requires some re-thinking and re-planning of existing hard skill courses. During a presentation at the Polytechnic of Namibia Professor Rob Krueger<sup>3</sup> offered an interesting approach to the problem by turning the purpose of a lecture upside down, i.e. making the content of a lecture the vehicle to teach soft skills. An example would be a mathematics teacher who plans a lecture by firstly determining what soft skills

s/he wishes to enhance on that day, and then secondly considers how the required mathematics content can be arranged to support this goal. Correctly applied, such an approach to teaching will automatically increase the attractiveness and effectiveness of a course regarding both, hard skills and soft skills.

### Conclusion

Considering the fact that during the last decades in society the perceived importance of soft skills has increased significantly, it is of high importance for everyone to acquire adequate skills beyond academic or technical knowledge. This is not particularly difficult. Once a shortcoming in a certain area of soft skills has been identified at oneself, there are numerous ways of rectifying such a deficiency. Educators have a special responsibility regarding soft skills, because during students' School and University time they have major impact on the development of their students' soft skills. Besides raising awareness regarding the importance of soft skills and encouraging students to improve their skills, Educators should actively practice soft skills with their students. A very effective and efficient way of doing this is to include soft skills training into the teaching of hard skills. As a positive side effect the lessons will become more attractive, which in turn will increase the success rate of learners. Soft skills fulfill an important role in shaping an individual's personality by complementing his/her hard skills. However, over-emphasizing it to such an extent should not taint the importance of soft skills, that hard skills, i.e. expert knowledge in certain fields, are demoted to secondary importance.

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### Internet Resources

British Association of Graduate Recruiters (AGR): [www.agr.org.uk](http://www.agr.org.uk)

Horton W., Horton K.: [www.horton.com](http://www.horton.com)

Iyer, Rukmini: <http://us.rediff.com/getahead/2005/jun/30soft.htm>

## व्यावसायिक विकास देतो समाधान

प्रा.परेदशी संगीता लक्ष्मणसिंह

गोखले एज्युकेशन सोसायटीचे

शिक्षणशास्त्र महाविद्यालय, संगमनेर

जिल्हा - अहमदनगर, पिन नं. - 422605

### प्रस्तावना :

आज तंत्रज्ञान युगात जगातवेगाने बदलहोत असल्याचे दिसते आहे.रोज बदलत जाणारे संदर्भ आणि स्वतःसमोर असलेलीशेकडो आव्हाने यामुळे या आव्हानांना सामोरे जात यशस्वी होण्यासाठी व्यक्तीला खूप मेहनत करावीलागत आहे. ज्या विकासातून व्यक्तीला जीवनदृष्टी प्राप्त होत नाही तो कसलाविकास ती तरविकासाचीविकृत संकल्पनाच म्हणावी लागेल आणि म्हणून विकास मनष्याला जीवनदृष्टी प्रदान करतो असे म्हणावे वाटते.

### उद्दिष्टे :

1. व्यावसायिक विकासासाठी आवश्यक असणा-या प्रशिक्षणाचा अभ्यास करणे.
2. व्यावसायिक विकासासाठी आवश्यक तत्वांचा अभ्यास करणे.
3. व्यावसायिक विकासांमुळे होणारा फायदा अभ्यासणे.

### विकास :

विकासही सातत्याने चालणारी प्रक्रिया आहे. येथेविकास ह्या संकल्पनेत तो पूर्णाकडून भागाकडे अशा पध्दतीनेव्हावा असे अभिप्रेत आहे. जसे समृद्धतेसाठीविकासाचीगरज आहे तसेच शिक्षणामुळे जीवनालासमृद्धी मिळणार आहे.शिक्षणही बहुव्यापक, अविरतचालणारी प्रक्रिया आहे. या प्रक्रियेतील सर्वात महत्वाचा घटक म्हणजेशिक्षक, विद्यार्थी आणि प्रशिक्षणार्थी म्हणजे भावी शिक्षक. या प्रत्येक घटकाचाविकासशिक्षण प्रक्रियेत होणे आवश्यक आहे.

व्यावसायिक विकासात व्यक्तिगत विकास, सामूहिक विकास, संस्थात्मक विकास, महाविद्यालयीन विकास अशा पध्दतीने व्यक्ती तेसंस्था असासर्वांगीणविकास धरल्यास तेवावगेठरणार नाही.

भावी उज्ज्वलराष्ट्राचा पायाच शिक्षणाच्या माध्यमातून घातला जातो. आणिहेशिक्षण देणा-या शिक्षकाचाविकासस्वइच्छा, प्रेरक घटक [स्वयं,कुटुंब,सहयोगी,संस्था इ.] इत्यादींवर अवलंबून असतो.

मनुष्य ज्या व्यवसायात काम करतो त्या व्यवसायाची भरभराट होण्यासाठी त्याला विविधांगीसंधी

मिळण्याची गरज असते. आणि या संधी त्या व्यवसायाचा कप्तान असणा-यांनी मिळवून द्यायच्या असतात. व्यक्ती व्यक्तीतील सुप्त गुणांना ओळखून त्यांच्या आवडीनुसार कामांची विभागणी करणे हे खरे तर कप्तानाचे कौशल्य असेल. यात कुठलाही राग, व्यक्तीद्वेष, हेवा, मत्सर मनामध्ये न ठेवता कामांची वाटणी आवश्यक आहे.

### व्यावसायिक विकास कसा गृहित धरायचा :

1. व्यावसायिक विकासासाठी आवश्यक असलेले प्रशिक्षण प्राप्त केलेले आहे का? आपण ज्या व्यवसायात प्रवेष्टित झालेले असाल त्या व्यवसायासाठीचे आवश्यक असलेले मुलभूत प्रशिक्षण प्राप्त केलेले असल्यास संबंधित व्यवसायात आपण प्रत्यक्ष पाऊल टाकू शकतो.

जसे - प्राथमिक शिक्षक = D.Ed. / D.Ted.

माध्यमिक शिक्षक = B.Ed. / B.P.Ed.

D.Ed. प्राध्यापक = B.A., B.Sc., M.Ed.

उच्च माध्य. शिक्षक

= M.A./M.Com./M.Sc./B.Ed./B.P.Ed. प्राध्यापक

= M.A./M.Sc./M.Ed./M.P.Ed./SET/NET

या मूलभूत शिक्षणाशिवाय प्रत्यक्ष व्यवसायात उतरल्यानंतर आपली गुणवत्तासिद्ध होणेही आवश्यक आहे. ही गुणवत्तासिद्ध केंव्हा होईल जेंव्हा आपण सातत्याने त्यासाठी प्रयत्नशील असू तेंव्हाच.

### व्यावसायिक विकासासाठीची आवश्यक तत्वे :

1. विषयाचे पूर्ण ज्ञान :

ज्या विषय शिक्षणासाठी आपली निवड झालेली असेल तिचे अध्यापन हे पूर्ण अभ्यासाने होणे आवश्यक आहे. त्यासाठी विविधांगी वाचनाची सवय शिक्षकास जडवावी लागेल.

2. अध्यापनात नवनवीन पद्धतींचा अवलंब :

एकच एक अध्यापन पद्धतीने अध्यापन नीरसव कंटाळवाणे होते. ज्याकरीता शिक्षकास विविध अध्यापन पद्धती वापराव्या लागतील. अध्यापनात रंजकता आणावी लागेल.

3. नवनवीन तंत्रांचा उपयोग :

शिक्षणही प्रक्रियाच मुळी दोन ध्रुवीय प्रक्रीया आहे. यासाठी शिक्षक एकतर्फीच अध्यापन करीत राहिला तर आमचे विद्यार्थी निष्क्रिय होतील. यासाठी शिक्षकास विविध सामान्य व विशेष तंत्रांचा

अध्यापनात उपयोग करावालागेल. जसे भाषेसाठी - गोष्ट लेखन, नाट्यीकरण, भाषिक खेळ, स्पेलिंग गेम, स्ट्रक्चर गेम, जोडी काम [दोन विद्यार्थ्यांमध्ये दिलेले काम], भूमिका पालन, संप्रेषण, खेळ, चित्र ओळखाखेळ, काय आणि कोठेखेळ, माहिती रिक्तताखेळ, आदी तंत्रामुळे अध्यापन हे कृतीयुक्त होईल. विद्यार्थ्यांनाही शिकण्याचा आनंद मिळेल.

#### 4. विविध तंत्रज्ञानाचा उपयोग :

तंत्रज्ञानाच्या उपयोगामुळे शिक्षकालाही काही काळासाठीविश्रांती मिळाली आहे.प्रत्यक्ष अध्यापनानंतर तंत्रज्ञानाच्या सहाय्याने विद्यार्थ्यांस लेखन, वाचन इत्यादी क्रियांमध्ये गुंतवून ठेवता येईल.त्यामुळे तोवेळशिक्षकास थोडा मोकळाच मिळणार आहे.हो, पण शिक्षकास स्वयं तंत्रज्ञानाच्या वापराचे तंत्र जाणून घेऊन प्रत्यक्ष अध्यापनासाठी आवश्यक असा आशय निवड करता येणेही गरजेचे ठरणार आहे.आणि तोनिवडण्याचे मार्गही त्याला जाणून घ्यावे लागणार आहे.अन्यथा या स्पर्धेत तो मागे राहील.कारण सध्या स्मार्टनेस चा जमाना आहे.तंत्रज्ञानही स्मार्ट झाले आहे.जसे स्मार्ट कार्ड, स्मार्ट फोन, स्मार्ट टॅब, स्मार्ट बोर्ड मग शिक्षक स्मार्ट का नको.त्यासही स्मार्ट बनावेलागेल.कारण आजचा विद्यार्थीच स्मार्ट युगात जन्मला आहे.

#### 5. संशोधनवृत्तीचा अंगीकार :

शिक्षणक्षेत्रातीलविविध समस्यांवर विचार करुन त्यासंबंधित संशोधन करुननिष्कर्ष काढावेत. त्यातून नवीन शिफारशी समाजापर्यंत पोहचवाव्यात ज्यांचा उपयोग इतरांसाठीहोऊ शकेल.

#### 6. सातत्याने अध्ययन :

शिक्षकास फक्त विषयाच्या ज्ञानापुरते मर्यादित न राहता व्यक्तिगत विकास करण्याची आवश्यकता भासणार आहे. मला पोटार्थी नोकरी मिळाली असे म्हणून चालणार नाही.तर त्यापुढेही काहीशिक्षण असेल तर तेचालूठेवावेलागेल.शेवटपर्यंत शिक्षकहा विद्यार्थी बनून राहिला त्याने खूप काही साध्य केले असे होईल.

#### 7. सातत्याने लेखन :

‘वाचाल तरवाचाल’ या उक्तीप्रमाणे एखाद्या गोष्टीची सातत्याने पुनरावृत्तीहोतराहिली तर ती एक प्रकारची सवय बनते. आणिही सवयच कुठल्याही चांगल्या गोष्टीच्या निर्मितीला कारणीभूत होऊ शकते. जसे लेखनाच्या सवयीतून लेखक, कवीची, अभ्यासकाची निर्मिती होते. म्हणून शिक्षकांनी अशा प्रकारची सवय लावूनविविध प्रकारच्या लेखनातून आपले विचार समाजापर्यंत पोहचवावे.ज्याचा

उपयोग सर्व थरातील लोकांना होईल. वृत्तपत्र, पुस्तक लेखनाच्या माध्यमातून आपले विचार सर्व लोकांपर्यंत पोहचवावे.

आज CAS अंतर्गत होणा-या महाविद्यालयांच्या मूल्यमापनामुळे बहुतांशी प्राध्यापक लिहीते झाले आहेत. महाविद्यालयांच्या मूल्यांकनातही त्यांच्या उपक्रमशीलतेची नोंद घेऊ जाऊ लागली आहे. या उपक्रमशीलतेत विद्यार्थीही सहभागी होऊ लागले आहे. त्याचा फायदा त्यांच्या संशोधकवृत्तीविकसित व्हायला होऊ लागला आहे.

2009 पर्यंत M.Ed., M.Phil., P.h.d. साठी रजिस्ट्रेशन करणा-यांची संख्या तशी जेमतेमच असायची. परंतू गेल्या 6 वर्षांच्या काळातही संख्या [दोन अंकावरून चार अंकावर] अफाट वेगाने वाढू लागली आहे. तरुणाईत संशोधक बनण्याची जणू क्रेझ निर्माण झाली आहे.

#### 8. सेवांतर्गत प्रशिक्षण :

संस्थेअंतर्गत येणा-या व्यक्तींच्या व्यक्तिगत विकासासाठी सेवांतर्गत प्रशिक्षणाचीही गरज आहे. सेवांतर्गत प्रशिक्षणाच्या बाबतीत संधीची समानता या तत्वाचे पालन होणे आवश्यक आहे. एखाद्याबद्दल झुकते माप आणि एखाद्याला काहीच नाही असे होऊ नये. आवश्यकता, इच्छा आणि क्षमता या तत्वाचेही अनुसरण संधी देताना व्हावे.

#### 9. ज्ञानाची अदययावतता :

शिक्षक म्हणून व्यवसायात उतरल्यावर आपल्या विषयासंबंधीचे ज्ञान अदययावत ठेवणे आवश्यक भासणार आहे. आपल्या समोरचे विद्यार्थी हे आज आपल्यापेक्षा हुशार आहेत. त्यांच्या मनाची, बुद्धिची मशागत चांगल्या त-हेने होण्यासाठी शिक्षकासही चांगल्या पध्दतीनेच तयार व्हावे लागणार आहे.

इंटरनेटमुळे आज जग जरी जवळ आले आहे असे वाटत असले तरी शेजारी राहणारी दोन कुटुंब, दोन माणसे मात्र एकमेकांपासून दूर जाऊ लागले आहेत हेही वास्तव नाकारता येणार नाही.

आज जगातील एकूण लोकसंख्येपेक्षा मोबाईल संख्या वाढली असल्याचे नुकतेच वृत्तपत्रीय बातमीत वाचले. मोबाईल क्रांतीही चांगली बाब आहे. परंतू याच साधनाचा त्यावरील व्हॉट्स अॅप सारख्या इतरही अॅप्सचा उपयोग शिक्षण क्षेत्रात कसा करता येईल यावरही विचार व्हावा.

व्यावसायिक विकासामुळे होणारे फायदे :

1. व्यावसायिक विकासामुळे व्यक्तिगत समाधान मिळते. [जॉबसॅटिस्फॅक्शन]
2. व्यावसायिक विकासामुळे व्यक्तिचे सामाजिक स्थानही उंचावते.
3. व्यावसायिक विकासामुळे संस्थात्मक पातळी उंचावते. संस्थेचालौकिकवाढतो.
4. व्यावसायिक विकासामुळे व्यक्ती ज्ञानार्थी बनते.

वरील सर्व विवेचनावरून व्यावसायिक विकासात व्यक्तिगत, संस्थागत, समाधान मिळते हेच निश्चित.



## YOU’VE GOT TO REACH THEM TO TEACH THEM

Prof. Priti Sonar,

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### THREE PILLARS TO BUILD FOR SUCCESS.....!!!

What makes a person a champion.....whether he / she is a singer, an artist, a student, a teacher or a business man or any other professional you think of.....some say hard work, some say talent, some give credit to luck ...lots of things to say.....we can keep on talking on this and never come precisely on what exactly is required.....

Whatever you do!!..... To become a champion only three things are required (make your life easier).....Knowledge, Skills and Attitude.....Knowledge plays its role as of foundation, basic building block and also supports the other two pillars.....skills help in doing things effectually and plays a very visible role in dominating over others and becoming competent (like communication and presentation skills help in convincing others and taking the edge).....Knowledge, skills and attitude make up the three most important ingredients of career success.

#### Skills-

A **skill** is the learned ability to carry out a task with pre-determined results often within a given amount of time and energy.

#### Type of skills-

##### Labour skills-

Skilled workers have long had historical import as masons, carpenters, blacksmiths, bakers, brewers, coopers, printers and other occupations that are economically productive. Skilled workers were often politically active through their craft guilds.

##### Life skills-

Life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via learning (teaching) or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

##### People skills-

- understanding ourselves and moderating our responses
- talking effectively and empathizing accurately
- Building relationships of trust, respect and productive interactions.

The term people skill is used to include both psychological skills and social skills, but is less inclusive than life skills.

#### ***Social skills-***

Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization.

#### ***Hard skills-***

Hard skills are any skills relating to a specific task or situation. These skills are easily quantifiable unlike Soft skills which are related to one's personality.

#### ***Soft skills-***

Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

#### ***Soft Skills have the strength either to make or break your career***

All the skills play an equal and important role in teaching. There is one unique skill which if practiced properly can convert you from an ordinary teacher to extraordinary and wanted one. If you have mastered this particular skill then you can create an aura wherever you go. It is this skill which will make you everyone's favourite and you will be the most liked person. How this skill plays a very important role in life it plays a very important role in profession also. This is a skill which everyone may not possess but everyone needs to possess. Let us see what the soft skills required for teaching profession.

#### ***Communication skills –***

Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.

#### ***Teamwork skills –***

Being able to work effectively with anyone with different personalities, work styles, or motivation level to achieve a better team result.

#### ***Interpersonal relationship skills –***

Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills. As Maya Angelou said “I have learned people will forget what you said. People will forget what you did, but people will never forget how you make them feel.”

***Presentation skills –***

Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome. While presentation skills is a form of communication skills, I decided to list it separately given the ability to present plays a huge role in any business profession especially as you move up in your career.

***Management skills –***

Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.

***Leadership skills –***

Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.

***Mentoring / coaching skills –***

Providing constructive wisdom, guidance, and/or feedback that can help others further their career development

***Managing upwards –***

Proactively managing your relationship with your boss, his expectations of your work, and his perception of your performance. Whether you are challenged, given opportunities, or recognized at work heavily depends on your ability to communicate, manage expectations, and build a good relationship with your boss.

***Self-promotion skills –***

Proactively and subtly promoting your skills and work results to people of power or influence in your organization and network. It is not enough that your boss knows you do great work. You need to subtly build your reputation with all key people that can influence your performance review. This is because hard work alone does not guarantee success.

***Savvy in handling office politics –***

Being able to understand and proactively deal with the unspoken nuances of office and people dynamics so you can protect yourself from unfairness as well as further your career. Office politics is a fact of life. If you don't choose to play, it can play you.

***Influence / persuasion skills –***

Being able to influence perspectives or decision making but still have the people you influence think they made up their own minds.

***Negotiation skills –***

Being able to understand the other side's motivations and leverage and reach a win-win resolution that you find favorably, satisfies both sides, and maintains relationships for future

interactions.

### *Networking skills –*

Being able to be interesting and interested in business conversations that motivate people to want to be in your network. The bigger and stronger the network you have, the more easily you can get things done (e.g., find a job, get advice, find business partners, find customers, etc...)

We at Ashoka always strive for excellence in education and we know that this excellence in education can never come without excellent teacher educators. Our management and principal always look for the development of teachers and thus have given special training in soft skills to the teachers in the following areas in the academic year 3013-14.

Sr No	Theme of the program
1.	The concept, dynamics and complexity of change, Developing ‘change-mindset’, Change of Attitude
2.	English Communication & Presentation Skills
3.	Motivation, Interpersonal Relations & People Skills
4.	Confidence, Time & Stress Management
5.	Discipline Issues & Improving unacceptable Behavior
6.	Techniques for Effective Teaching and classroom management

Such excellent team of teachers also produces excellent student and for that these students are given training in the following areas.

Sr. no.	TOPIC
1.	Self esteem
2.	How to handle one’s ego
3.	Introspection therapy
4.	Time management
5.	7 habits of highly effective people
6.	Being optimistic

Apart from the above mentioned area our students were also given training in Personality development which was a part of Spoken English Class.

### *My viewpoints-*

Being a good teacher can be the most rewarding and exciting job in the world; however,

being a teacher who doesn't work effectively can be stressful, painful, and exhausting.

*Reaching a child is not difficult, but reaching his heart is really difficult, Knowing a child is not difficult, but loving the child is really difficult. Asking the child to respect you is not difficult, but getting respect from the child is really difficult.*

And you can get that if you are a great teacher and such great teacher can be possible only with soft skills.



## PROFESSIONAL DEVELOPMENT IN PHARMACY

Mr. S. B. Khatale &

Ms. M. S. Sonawane,

Assistant Professor,

M. V. P. s. College of Pharmacy, Nashik-2.

### INTRODUCTION:

Pharmacy is a well-known profession in a society which play important role in health care system. Our vision is for pharmacy regulation that helps improve quality in pharmacy practice and ultimately health and well-being. All registered pharmacy professional must upholds our set of standards.

### REGULATION:

The general pharmaceutical council is the independent regulator for pharmacists, technician and pharmacy premises.

It is our job to protect, promote and maintain the health, safety and well-being of members of the public by upholding standards and public trust in pharmacy.

### FUNCTIONS:

Maintain a register of pharmacist pharmacy technician and pharmacy premises.

Setting standards for conduct, ethics, proficiency education and training and continuing professional development.

Approving qualification for pharmacist and pharmacy technicians and accrediting education.

### EDUCATION:

We are responsible for defining the education and training requirement for pharmacist and pharmacy technicians.

We also set standards for pharmacy support staff including dispensing assistants and medicines counter assistants.

#### a) Pharmacist education.

Information about M.Pharm courses and educational requirements for becoming a pharmacist.

#### b) Pharmacy technician education.

Information about courses and educational requirement for becoming a pharmacy technician.

c) Pharmacist pre-registration information.

Information for pre-reg trainees, tutors and training sites or those wishing to be.

d) Continuing professional development.

e) Support staff.

Information on courses for support staff, including dispensing assistants and medicines counter assistants.

#### **REGISTRATION:**

In order to practice pharmacists and pharmacy technician must be registered with the central pharmaceutical council. Pharmacist, pharmacy technician and registered pharmacy premises must renew their registration at every year which involves completing a declaration stating that they meet all our professional, fitness to practice and ethical standards. The register is available for the public to search online and contains details of pharmacists, pharmacy technicians and pharmacy premises.

#### **STANDARDS:**

Pharmacy order 2010 sets out the general functions and duties of the general pharmaceutical council.

To set and promote standards for the safe and effective practice of pharmacy at registered pharmacist, to conduct ethics and performance.

#### **RAISING CONCERNS:**

Visiting registered pharmacies to monitor and secure compliance with the standards. Investing compliants about registrants and issuing advice and guidance where appropriate. Information for registrants about maintaining your fitness to practice and about the process if a complaint is made against you. We also deals with the complaints involving registered pharmacy premises where there are concerns about practice.

The role of inspectorate, inspections and investigation.

#### **RESOURCES:**

We publish a range of publicly available documents relating to our role as an independent regulator for pharmacy. These include council papers, statutory committee proceeding, press release, reports, briefing, responses to external consultation documents, fact sheets. Resources- corporate publication, regulate publication search, publication scheme.

#### **REGISTERS.**

We maintain a comprehensive, fully up-to-date, pharmacy registers.

#### **REFERENCE:**

- 1) [www.pharmacyregulation.org](http://www.pharmacyregulation.org).
- 2) [www.google.com](http://www.google.com).

## शिक्षकांच्या व्यावसायिक विकासातील आव्हाने

प्रा. निलिमा मनोज निकम  
प्र. प्राचार्या

प्रा. निलिमा काटे  
प्राध्यापिका

प्रा. वैशाली रायबोले  
प्राध्यापिका

समर्थ शिक्षणशास्त्र महाविद्यालय, नाशिक.

### प्रस्तावना :

समग्र गुणवत्ता व्यवस्थापनाच्या युगात शिक्षणाची प्रगती, शिक्षण क्षेत्रातील विविध घटकांची गुणवत्ता प्राप्त करण्यासाठी विविध घटकांमध्ये गुणवत्ता कशी येईल या दृष्टीने प्रयत्न होत आहेत. शिक्षक हा शिक्षणातील गाभाघटक आहे. त्यामुळे शिक्षक हा 'व्यवसाय' गणला जाऊ लागला. शिक्षकाचा प्रमुख व्यवसाय म्हणजे अध्यापन या व्यवसायात त्याचे ज्ञान आणि त्याने त्यात मिळविलेला अनुभव यावर अधिक भर देण्यात येतो. त्यासाठी शिक्षकाचा व्यावसायिक विकास करणे गरजेचे असते.

अलिकडे यांत्रिक साधनांचा वापर अध्यापनात करण्यात येत असतो हे जरी खरे असले तरीही ते हाताळण्याचे ज्ञान व कौशल्य शिक्षकात असणे गरजेचे असते. कारण शिक्षकाचा प्रत्यक्ष संबंध विद्यार्थ्यांशी व शैक्षणिक क्षेत्रातील इतर व्यक्तींशी येत असतो. त्यासाठी शिक्षकास ज्ञान असणे गरजेचे असते. याविषयी रविंद्रनाथ टागोर म्हणतात 'A teacher can never teach unless he is still learning himself. A lamp can not light another lamp unless it continuous to burn its own flame.' यावरून असे प्रत्ययास येते की प्रत्येक शिक्षकाने स्वतः अध्यापनात परिपूर्ण असणे आवश्यक असते. प्रत्येक व्यक्ती चांगला शिक्षक होऊ शकत नाही. कारण अध्यापन करणे हे जिकीरीचे काम असते.

'Everyone can not be a good teacher because teaching is not everybody's cup of tea.' त्यामुळेच शिक्षकाचा व्यावसायिक विकास होणे गरजेचे आहे.

### शिक्षकाचा व्यावसायिक विकास : संकल्पना / अर्थ :

#### व्यवसाय :

मराठी भाषेत व्यवसाय हा एक व्यापक शब्द आहे. त्यास धंदा, पेशा, उद्योग अशा अनेक शब्दांनी संबोधले जाते. इंग्रजी भाषेत मात्र 'Profession' ह्या शब्दाला एक विशेष अर्थ आहे आणि तो समजण्यासाठी Occupation ह्या शब्दाचा उल्लेख करावा लागतो. इंग्रजीत असे विधान करता येईल की, Every Profession is an occupation but every occupation is not a profession.

याचाच अर्थ असा की, समाज सर्वच व्यवसायांना (Occupation) एकाच पातळीवर न बघता त्यातील काही निवडक व्यवसायांना ठराविक नियमांच्या आधारावर अधिक मानाचे, प्रतिष्ठेचे स्थान देतो आणि ही भिन्नता आणि प्रतिष्ठा जाहीर करण्यासाठी त्यांना वेगळे नाव दिले. Profession हा शब्द अशाच निवडक व्यवसायाच्या संदर्भात वापरला जातो.

**शिक्षकाचा व्यावसायिक विकास :**

शिक्षकाचे मुख्य कार्य हे व्यावसायिक स्वरूपाचे आहे. शिक्षकाचा व्यावसायिक विकासात खालील घटकांचा समावेश होतो.

१. विषय २. अध्यापन ३. भावात्मक परिपक्वता ४. बांधिलकी ५. उत्तरदायित्व  
यांची जाणीव अथवा क्षमता.

शिक्षकाने आपल्या अध्यापनाविषयी जुने नवीन अनुभवातील परस्परसंबंध जोडणे, व्यावसायिक अध्ययनाची ध्येय निश्चित करणे, व्यावसायिक ज्ञान व कौशल्य विकसित करण्यासाठी संधीचा पाठपुरावा करणे, आपल्या व्यावसायिक कार्यपद्धतीच्या यशस्वीतेसाठी स्थानिक समाजाचा अभ्यास करणे, त्याच्या कार्यक्रमात सहभागी होणे, आपल्या विद्यार्थ्यांच्या कुटुंबाशी संवाद साधणे, पालकांना पाल्यांच्या अध्ययनात आणि शालेय कृती कार्यक्रमात सहभागी होण्यास प्रवृत्त करणे, संघभावनेतून इतर शिक्षकांना सहकार्य करणे, विविध व्यावसायिक जबाबदाऱ्यांमध्ये समतोल साधणे आणि विद्यार्थ्यांमध्ये बांधिलकी ठेवून उच्च दर्जा निर्माण करण्याचे प्रयत्न करणे ह्या सर्व गोष्टीतून व्यावसायिक विकास करणे साध्य होऊ शकते.

**व्यावसायिक शिक्षणाची उद्दिष्टे :**

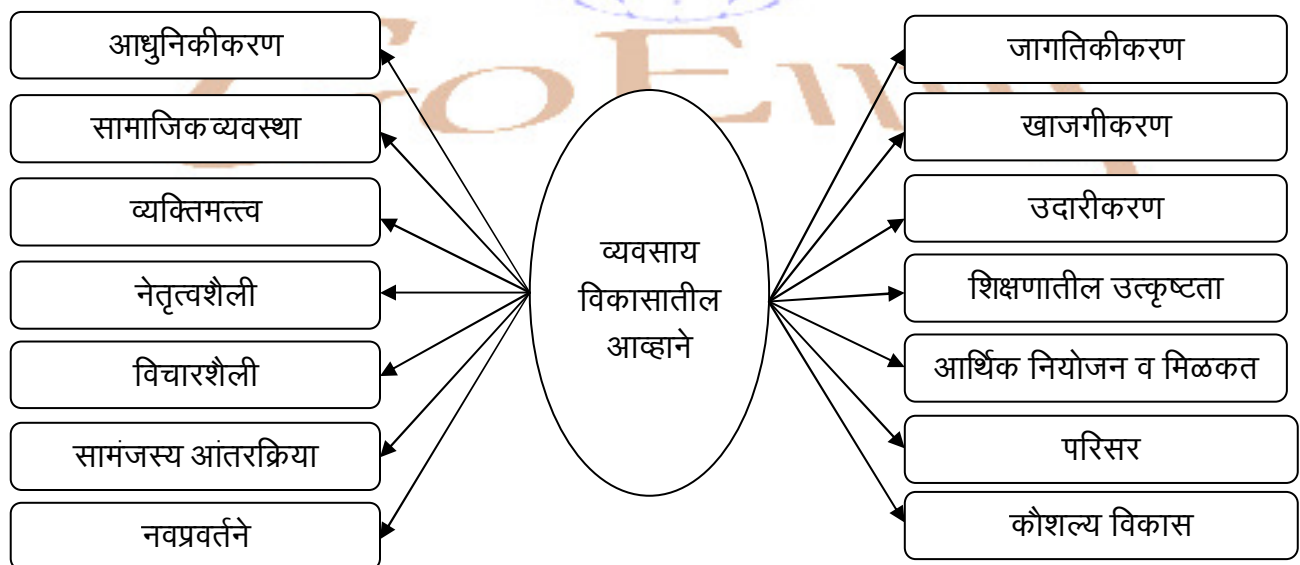
१. सध्याच्या विज्ञानयुगात होणाऱ्या तांत्रिक क्षेत्रातील प्रगतीशी मिळते जुळते घेता येणे यासाठी व्यावसायिक शिक्षण घेणे.
२. समाजाच्या वाढत्या गरजा, त्यानुरूप उत्पादन क्षमता वाढविणे, अत्याधुनिक यंत्र सामग्री निर्माण करणे, देश आर्थिक दृष्टिकोनातून परिपूर्ण करण्यासाठी व्यावसायिक शिक्षणाची आवश्यकता आहे.
३. राष्ट्राचा आदयोगिक विकास कोणत्याही देशाला आवश्यक असतो. त्यावर आर्थिक प्रगती विसंबून असते म्हणून व्यावसायिक शिक्षण घेणे.
४. औद्योगिक व तांत्रिक क्षेत्रात निर्माण झालेल्या सिव्हील, इलेक्ट्रिकल, मेकॅनिकल, ऑटोमोबाईल, कॉम्प्युटर, समूह संपर्क साधनांच्या प्रभावी वापरासाठी जाणकार निर्माण करणे.
५. देशाच्या सर्वांगीण विकासासाठी व तंत्रविषयक ज्ञान अदययावत ठेवणे.
६. देशातील लोकांचे जीवन, गरजा आणि आकांक्षा यांचा शिक्षणाशी योग्य संबंध प्रस्थापित करून राष्ट्रीय विकास घडवून आणणे.
७. सृजनशीलता, प्रयोगशीलता, कल्पकता, उपयोजनक्षमता, मानसिक शक्तीचा, शारिरीक शक्तीचा विकास करणे.
८. उदरनिर्वाहाची स्वतःची व समाजाची गरज पूर्ण करण्यासाठी शिक्षण देणे.

**व्यावसायिक विकास गरज व महत्त्व :**

शिक्षकांच्या व्यावसायिक विकासाची पुढील कारणांसाठी गरजेचे आहे.

१. आधुनिक भारतीय समाजात शिक्षकाचे स्थान व दर्जा खुपच घसरलेला आहे.
२. शिक्षणाचा पसारा मोठा झाला आहे.
३. शिक्षणातील संख्यात्मक विकासामुळे गुणात्मक विकासावर परिणाम झाला आहे.
४. भारतातील भौतिक स्थितीतील बदलामुळे ज्ञानार्जनाला महत्त्व कमी होऊन अर्थाजनाला अधिक महत्त्व आले आहे.
५. शिक्षकांच्या अंगी असलेला ध्येयवाद, ज्ञान पिपासू वा लालसा, चारित्र्यसंपन्नता, दिशादृष्टिकोन, अभ्यासवृत्ती, विद्वत्ता इ. गुणांचा अभाव जाणवू लागला आहे.
६. समाजऋण फेडण्याची क्षमता नष्ट झाली आहे.
७. शिक्षक हा विद्यार्थ्यांच्या व्यक्तिमत्त्वाच्या घडणीतील मोठा वाटा आहे.
८. समाजात विधायक परिवर्तन करणे.
९. चांगल्या आर्थिक प्राप्तीसाठी व्यावसायिक विकास गरजेचा आहे.
१०. स्थैर्य व सुरक्षितात प्राप्तीसाठी महत्त्वाचे आहे.
११. समाजसेवेच्या संधी साठी म्हणजेच इतरांसाठी काय कार्य करायला मिळेल यासाठी व्यावसायिक शिक्षण महत्त्वाचे आहे.
१२. परस्परसंबंधातून, आंतरक्रियेतून आणि विकासाच्या अनुभवाच्या आदानप्रदानामुळे व्यावसायिकांची वृद्धी होण्यासाठी व्यावसायिक विकास होणे गरजेचे आहे.

#### व्यवसाय विकासातील आव्हाने :



**१) नवप्रवर्तने :**

शिक्षणात नवनवीन विचारप्रवाह येत आहेत. जसे . ई –अध्ययन, वेब अध्ययन, क्रमन्वित अध्ययन, सहकार्यात्मक अध्ययन, सहाय्यित अध्ययन, प्रकल्प अध्ययन, SWOT Analysis., समग्र गुणवत्ता व्यवस्थापन इ. गोष्टी शिक्षकांना माहित असणे.

**२) जागतिकीकरण :**

जागतिकीकरणामुळे शिक्षकाची भूमिका बदलणार आहे. तो एक स्त्रोत आणि मार्गदर्शक म्हणून त्याची भूमिका असणार आहे. वाढत्या जागतिकीकरणामुळे शिक्षणाचे व्यापारीकरण होत आहे. यामुळे चांगले ज्ञान कौशल्य अभिवृत्ती असलेल्या व्यक्तींची निर्मिती करणे हे एक आव्हान आहे.

**३) शिक्षणाचे खाजगीकरण व उदारीकरण :**

वाढत्या स्पर्धेमुळे शिक्षण सर्वांना देणे हे सरकारी नियंत्रणाबाहेर गेल्यामुळे खाजगी संस्थांना मान्यता, अनुदान यामुळे शिक्षणाचे खाजगीकरण झाले. ज्यामध्ये गुणवत्ता असेल तोच टिकेल अशी अवस्था निर्माण झाली. उदारीकरण म्हणजे आपल्या देशाचा जगातील इतर देशांशी खुला व्यापार असणे व देशांतर्गत खाजगीक्षेत्रावर कोणतेही निर्बंध असता कामा नये म्हणून...

**४) शिक्षणातील उत्कृष्टता व उत्तमता :**

नवनवीन विचारप्रवाह अंतर्गत संगणक, उपग्रह, इंटरनेट इ. सोयी सुविधांमुळे आपण दर्जेदार शिक्षण घेऊ शकतो. लॅपटॉप, टॅब यामध्ये बरीच माहिती साठवू शकतो. अध्ययन अध्यापन पद्धती दर्जेदार काळाला अनुसरून बदलत जाणारा अभ्यासक्रम, व्यावसायिक शिक्षणावर दिला जाणारा भर याच्या पूर्ततेसाठी व्यावसायिक शिक्षण एक आव्हान आहे.

**५) आर्थिक नियोजन व मिळकत :**

शिक्षक जेथे नोकरी करते त्या ठिकाणच्या अनेक बंधनात तो बांधलेला असतो. त्याला स्वायत्तता व स्वातंत्र्य नसते. सध्या अनुदानीत विनाअनुदानित याचे मोठे पिक आले आहे. संस्थाचालकांचा शिक्षणप्रणालीवर वाढता प्रभाव, सरकारकडून अनुदानाचा अभाव यामुळे शिक्षकांच्या वेतनावर मोठा परिणाम झाला आहे. शिक्षकांना पुरेसे वेतन काही ठिकाणी देत नाही. त्यामुळे पोटभरू वा व्यावसायिक दृष्टिकोनातून या पेशाकडे पाहू लागला आहे.

**६) समाज :**

व्यक्ती हा समाजप्रिय प्राणी आहे. समाजात राहतांना त्यांना काही नियमांचे पालन करावे लागते. तसेच विद्यार्थी देखील शिक्षकांना सहकार्य करतीलच असे नाही म्हणून हे व्यावसायिक विकासासाठीचे एक आव्हान आहे.

**७) जीवन कौशल्य :**

संप्रेषण, सांघिक कार्य, निर्णय प्रक्रिया, समस्या निराकरण हया जीवन कौशल्यांचा विकास ही आजच्या काळाची गरज झाली आहे. शिक्षक हा कोणत्याही विकासाचा केंद्रबिंदू मानण्यात येतो म्हणून जीवनकौशल्यांचा विकास हे व्यावसायिक विकासापुढील एक आव्हान आहे.

**८) आधुनिकीकरण :**

आजच्या युगात ज्ञानाचा प्रचंड विस्फोट झाला आहे. नवनवीन माहिती उदयास येत आहे. यासाठी शिक्षकाने ग्रुप डिस्कशन, प्रकल्प अहवाल पद्धत, दृक – श्राव्य माध्यमांचा उपयोग, गार्डनर यांची अध्यापन पद्धती, फिल्ड व्हिजीटचे आयोजन, स्वयं अध्ययन पद्धती, केस स्टडी मेथड यासारख्या पद्धतींचा वापर करणे गरजेचे आहे आणि हे व्यवसाय विकासात एक आव्हान आहे.

**९) व्यक्तीमत्त्व :**

व्यक्तीमत्त्व या शब्दाद्वारे वेगवेगळ्या बाबींचे ज्ञान, कौशल्य, आकलन, प्रकट होत असेल तर त्यास व्यक्तीमत्त्व म्हणता येईल. व्यक्तीच्या भावनेतून कृतीतून आणि विचारातून प्रकट होणारा अविष्कार हा व्यक्तीमत्त्वाचा पैलू समजला जातो. म्हणून शिक्षकामध्ये बोधात्मक, भावात्मक, कार्यात्मक आणि शारीरिक वैशिष्ट्यांचे एकात्म संघटन होण्यासाठी म्हणून व्यवसाय विकसनापुढील हे एक आव्हान आहे.

**१०) तंत्रज्ञान :**

ई – लर्निंग, एज्युसॅट, स्मार्ट क्लासेस, वेब – २ लर्निंग, संगणक सहाय्यित अध्ययन, प्रकल्प आधारित अध्ययन, इंटरनेटद्वारे अध्ययन या सर्व आधुनिक तंत्रज्ञानाचे अदययावत ज्ञान शिक्षकास असणे आवश्यक आहे आणि हे व्यवसाय विकसनापुढील एक आव्हान आहे.

**व्यावसायिक विकासासाठी आव्हानांचे सदयस्थितीतील शिक्षण प्रक्रियेतील उपयोजन :**

- १) शिक्षणात नवनवीन विचारप्रवाह येत आहे. या विचार प्रवाहांचे ज्ञान शिक्षकास होण्यासाठी विविध प्रशिक्षण शिबीरे, सेमीनार, उद्बोधन वर्ग, कार्यशाळांची निर्मिती करता येईल जेणे करुन नवविचारमुक्त शिक्षकांची निर्मिती करता येईल.
- २) जागतिकीकरणाच्या या युगात दर्जेदार व गुणवत्तापूर्वक शिक्षक निर्माण होऊ शकतील यासाठी शिक्षकाने त्याचे व्यावसायिक कौशल्य विकसित करण्यासाठी अदययावत ज्ञान, कौशल्य, अभिवृत्ती यांचे विकसन करण्यासाठी स्वतः प्रयत्न केले पाहिजे.
- ३) खाजगीकरणात गुणवत्ता असेल तोच टिकेल असे तत्त्व असल्यामुळे सहाजिकच शिक्षक आपली गुणवत्ता वाढविण्यास उदयुक्त होईल तर उदारीकरणात कुठल्याही देशाचे निर्बंध नसल्याने तो जगाच्या पाठीवर कोठेही व्यवसाय करण्यास पात्र राहील.
- ४) शिक्षणात अध्ययन अध्यापन पद्धतीत बदल झाल्यामुळे तसेच नवनवीन तंत्रज्ञान उदयास आले. यांच्या

माध्यमातून शिक्षकाने स्वतःचा बौद्धिक विकास घडवून आणावा. जर शिक्षकाचा गुणवत्तापूर्ण व्यावसायिक विकास घडला तरच या माध्यमातून शिक्षणाचा दर्जा उंचावू शकतो.

- ५) सध्या अनुदानित विनाअनुदानित जे वारे वाहत आहे त्यात जर शिक्षकाने आपली गुणवत्ता, कायम ठेवली तर या दोहोंमधील वाढती दरी कमी करता येऊ शकते. तसेच याचा परिणाम शिक्षकाच्या आर्थिक बाबींवर झाल्यामुळे त्याचा कार्यावर परिणाम होऊन त्यास व्यावसायिक समाधान प्राप्त होईल.
- ६) शाळा समाजाचा आरसा असतो. शाळा व समाज यांचा दूवा म्हणजे शिक्षक. समाजातील एकसंघता साधण्यासाठी शिक्षकाने समाजास शाळेत व शाळेला समाजात समाविष्ट करण्यासाठी उपक्रमांचे आयोजन करण्यात यावे व यातूनच व्यवसाय विकास घडवून आणता येईल.
- ७) चर्चासत्रे : शिक्षकांना एकत्र आणून विषय व अध्यापनाशी संबंधित विषयावर चर्चा घडवून आणली पाहिजे.
- ८) शिक्षकांचा जीवनकौशल्यांतून व्यावसायिक विकास साधण्यासाठी एखादा कृती कार्यक्रम सांघिक कार्यासाठी देता येईल. तसेच प्रसंग निर्माण करून शिक्षक निर्णय प्रक्रिया व समस्या निराकरण या कौशल्यांचा उपयोग कसा करतो हे अंतर्गत प्रशिक्षण कार्यातून पडताळून पाहता येईल.
- ९) तंत्रज्ञानावर आधारित सर्व प्रकारचे अख्यन शिक्षकांना सेवांतर्गत प्रशिक्षण कार्यातून उपलब्ध करून देता येईल. यात विषय, पद्धती, नवनवे तंत्रज्ञान त्यासाठी कृतियोजना यांचा समावेश असावा. शिक्षण विभाग, मुक्त विद्यापीठे, प्रशिक्षण महाविद्यालये याने असे प्रशिक्षण घ्यावे. व त्यांना तज्ज्ञांचे मार्गदर्शन मिळावे यातून शिक्षकाचा व्यावसायिक विकास साधता येईल.
- १०) समाजाच्या वाढत्या गरजा, त्यानुरूप उत्पादन क्षमता वाढीवण्यासाठी शिक्षकाचे ज्ञान अद्ययावत असणे गरजेचे आहे. यासाठी व्यवसाय विकासातून साध्य ज्ञानाचे नवनवीन स्रोत उपलब्ध केले पाहिजे.
- ११) राष्ट्राच्या प्रगतीसाठी त्याचा औद्योगिक विकास होणे आवश्यक आहे. त्या विकास घडवून आणण्यासाठी उद्योजकता विकास झाला पाहिजे त्यासाठी Enterprinourship व Open Courses या उपक्रमांचे आयोजन करायला हवे.
- १२) निबंधलेखन, कल्पना विस्तार, कार्यानुभव, नृत्य, नाट्य, कुटप्रश्न सोडविणे, आरोग्य शिक्षणातून योगासने, प्राणायाम यातून सृजनशीलता, प्रयोगशीलता, शारीरिक शक्तीचा विकास घडवून आणता येईल.

संदर्भ :

१. प्रा. सांगोलकर अरुण (२०११) नवीन जागतिक समाजातील शिक्षणाचे विचारप्रवाह, इनसाईट पब्लिकेशन, नाशिक.
२. घोरमोडे के. यु. व घोरमोडे कला (२००८) उद्योन्मुख भारतीय समाजातील शिक्षण, विद्या प्रकाशन, नागपूर.
३. कुलकर्णी राम (२००९) यशस्वी शिक्षक, प्राध्यापक होण्याची ४० सुत्रे, विद्याभारती प्रकाशन, लातूर.

## शिक्षकांचा व्यावसायिक विकास : वाटचाल व योगदान

प्रा.मोरे ज्योती भास्करराव,

पी. व्ही. जी. कॉलेज ऑफ एज्युकेशन, नाशिक.

शिक्षण ही निरंतर चालणारी प्रक्रिया आहे. विज्ञान व तंत्रविज्ञानामध्ये जे वेगवान बदल आणि स्थित्यंतरे घडून येत आहेत. त्यामुळे शिक्षणाकडून समाजाच्या असलेल्या अपेक्षा व मागण्याही वाढत चाललेल्या आहेत. आज जगातील ज्ञान आणि माहिती कल्पनातील वेगाने वाढत आहे. आणि ते विविध माध्यमातून, स्त्रोतापासून सहजासहजी उपलब्ध होत आहे. शैक्षणिक व्यक्तींनी ह्याचे भान ठेवले नाही. तर थोड्याच काळात त्यांच्यावर निरुपयोगी म्हणून शिकका मारला जाईल. अद्यावत ज्ञानाचा आणि माहितीचा शोध व उपयोग करून घेण्याची नवी कौशल्ये प्राप्त केल्याशिवाय ह्या माहितीच्या जाळ्यातून योग्य आणि उपयुक्त माहितीची निवड व उपयोग तो करू शकणार नाही. आता त्यांच्यापुढे खरे आव्हान आहे. स्वतःची व्यावसायिक प्रगती कशी करून घ्यायची म्हणून शिक्षकाचा व्यावसायिक विकास हा आता काळाची गरज आहे.

### व्यवसाय :-

व्यवसाय ह्यासाठी पेशा, धंदा हे समानार्थी शब्द आहे. व्यवसाय म्हणजे धंदा असला तरी धंदा म्हणजे व्यवसाय नाही. रोजगारातून उच्च प्रतिष्ठा, कठोर परिश्रम व दर्जा बहाल करतो. आणि त्याच रोजगाराचे रुपांतर व्यवसायात होते. व्यवसायाला प्रतिष्ठा पुढील घटकातून प्राप्त होऊ शकते.

1. व्यवसायाला सुसंगत, सुबद्ध अशी नैतिक वर्तणुकीची सांगड घातली, नैतिक मूल्याची जोपासना केली गेली तर चांगल्या वर्तणुकीची चौकट तयार होईल.
2. व्यवसायासाठी आवश्यक असलेले सर्वात महत्वाचे म्हणजे त्याविषयातील सखोल ज्ञान, उच्च विचार करण्याची प्रक्रिया तसेच अश्या या व्यवसायासाठी घ्यावे लागणारी निर्णय क्षमता व तिची पातळी वाढली म्हणजेच प्रतिष्ठा प्राप्त होते.
3. व्यवसायात तुम्ही देत असलेली सेवा निष्ठेने असली तर त्यातून चांगली मूल्य रुजविली गेली तरच प्रतिष्ठा ही प्राप्त होऊ शकते.

व्यवसायात बौद्धिक श्रमावर जास्त भर असतो. शारीरिक कृतीवर भर कमी असतो. त्यातून त्यामुळे नैतिक मूल्याची निर्मिती होते. व रुजवणूक ही होत असते. व्यवसायामध्ये शैक्षणिक संप्रेषण तंत्राची प्राप्ती महत्वाची

असते. व्यवसायातील शिक्षण निरंतर चालू असते. या व्यवसायातून संघटन होऊन व्यावसायिक संघटना उदयास येते. व्यावसायिक संघटनेची काही गुणवैशिष्ट्ये आहेत. क्षमता, उच्च विचार, व्यावसायिक कृती, प्रतिमा, व्यवसायविषयक परिणामकारक संप्रेषण, निर्णयाबद्दल स्वतंत्र वृत्ती, नितीमत्ता सांघिक कार्य, सहभाग, परिणामकारक संवाद, आदरभाव या गुणवैशिष्ट्यासोबतच शिक्षकी व्यवसायात नेमकी काय होणे अपेक्षित आहे. समाजापुढे मूर्त स्वरूपात शिक्षकी व्यवसायात नेमकी काय होणे अपेक्षित आहे. समाजापुढे मूर्त स्वरूपात शिक्षकी व्यवसायाच्या ज्ञानाचा पाया सुस्पष्ट मांडला गेला नाही. तरी हा व्यवसाय काही तत्वांवर निश्चितच आधारलेला आहे. तसेच शिक्षकी व्यवसायाची, प्रात्यक्षिकाची, कार्यवाहीची बाजूही आहे. आणि त्याद्वारे ह्या व्यवसायाचे तात्विक अधिष्ठान हे कृतीत आणले जाते. व्यवहारात कौशल्य, पद्धती, तंत्रे, क्षमता पद्धतशीरपणे वापरावी लागतात. शिक्षकी व्यवसायाची गुणवैशिष्ट्ये :

1. तज्ज्ञतेचे काम : विद्यार्थ्यांची प्रगती घडवून आणण्याचे काम शिक्षकावर सोपवलेले असते. म्हणून शिक्षक सर्व गुणांनी संपन्न हवा, शिक्षकास अद्ययावत ज्ञान, विद्यार्थ्यांना ते ज्ञान देण्याचे क्षमता शिक्षकामध्ये हवी. विद्यार्थ्यांना कोणत्या प्रकारच्या सोयी, सुविधा उपलब्ध करून द्याव्या जेणेकरून विद्यार्थ्यांना प्रगतीकडे वाटचाल करता येईल, म्हणून शिक्षकाचे काम हे मोठे जीकरीचे आहे.
2. व्यापक व विस्तारीत विचार प्रक्रिया : शिक्षकाला शिकविणे हे महत्वाचे कार्य पार पाडावे लागते. म्हणून शिक्षकाकडे नवनविन गोष्टी बदलचे ज्ञान असणे आवश्यक आहे. अध्यापन विषयाचा आशय, अभ्यासक्रम, यांचे अचूक आकलन असावे लागते. नवनविन कार्य - नीती, अध्यापन शैली स्पष्ट असाव्या लागतात. व्यापक दृष्टीने, विस्तारीत विचार प्रक्रिया अवगत हवी त्यामुळे अधिकाधिक प्रभावी व परिणामकारक अध्ययन घडून येते.
3. आर्थिक लाभ : आर्थिक लाभ ही मुख्य प्रेरणा नाही तर आनंददायी शिक्षक, हसतखेळत शिक्षण, समाधानी, अध्ययन - अध्यापनाचा आनंद हे शिक्षकी व्यवसायातून अपेक्षित आहे.
4. सेवाधिष्ठीत कार्य : अध्यापन हे सर्वात महत्वाचे कार्य आहे व ते सेवाधिष्ठीत कार्य व्यवस्थितरित्या पूर्ण करायचे असते.
5. प्रशिक्षणाची गरज : शिक्षकी व्यवसायासाठी प्रशिक्षणाची अत्यंत गरज आहे. शिक्षक प्रशिक्षण कार्यक्रम विविध पद्धतीने आयोजित केले जातात. उद्बोधन अभ्यासक्रम, विषय ज्ञानाची अभिवृत्ती, परिसंवाद, कृतिसत्रे, कार्यशाळा, परिषदा, शोध निबंध, ग्रंथालयवाचन, चर्चासत्रे, व्याख्याने इ. तून निरंतर शिक्षण होत राहते.

6. अध्यापकी हा जीवंत व्यवसाय आहे : आपल्याविषयात अभ्यास करण्यासाठी समर्पित वृत्तीने श्रम, वेळ देण्याची शिक्षकाची तयारी असावी लागते.

7. शिक्षकी व्यवसाय हा कमी कालावधीचा नसतो : शिक्षकाला अथक व सातत्याने करावे लागते ते म्हणजे लेखन, शोधन, नवे शोध, संदर्भ, वाचन इ. म्हणजे त्यासाठी कमी कालावधी न राहता पूर्णपणे, सतत वेळ द्यावा लागतो.

8. शिक्षक व्यवसायासाठी नैतिकता, मूल्य, आचार विचार याची एकवाक्यता असावी लागते : तत्परता, जबाबदारीची जाणीव, सहकार्य, अस्था, योग्य वर्तवणुक, नियमांवर निष्ठा, प्रामाणिकपणा, इ. मूल्याचा चांगलाच समावेश हा असावा लागतो शिक्षकाच्या अध्यापनात काही घटक प्रमाणीत होणे आवश्यक आहे.

1. शिक्षक हा सतत अध्ययनशील असणा-या गटाचा सदस्य आहे. असे अभिप्रेत आहे.

2. शिक्षक आपल्या अध्यापन सरावाविषयी पद्धतशीर विचार करतात आणि अनुभवातून शिकतात.

3. विद्यार्थी व त्याच्या अध्ययनविषयी शिक्षकाची बांधिलकी असते.

4. आपल्या अध्यापनाचा विषय व तो विद्यार्थ्यांना कसा शिकवावा हे शिक्षकांना माहिती असते.

5. विद्यार्थ्यांच्या अध्ययनाच्या व्यवस्थापनाची व देखरेखीची जबाबदारी शिक्षकांची असते.

शिक्षक आपल्या अध्ययनाविषयी विस्तृत माहितीचे चिंतन करतात. व्यावसायिक अध्ययनाची ध्येय निश्चित करतात व ध्येयाप्रत जाण्यासाठी व्यावसायिक ज्ञान व कौशल्य ह्या उद्दिष्टांचा समावेश करून ते ज्ञान विकसीत करण्याचा प्रयत्न करतात. शिक्षक संघ भावनेतून इतर शिक्षकांना सहकार्य करतात. शिक्षक विद्यार्थ्यांच्या पालकांशी सुसंवाद साधून, त्यांना अध्ययनात व शालेय कृतीकार्यक्रमात सहभागी होण्यास प्रवृत्त करतात. शालेय कार्यातून शाळेची ध्येयधोरणे साकार करण्यासाठी प्रयत्नशील असतात. शिक्षक हा बांधीलकी जपणारा, सामर्थ्यशील, गुणवत्तापूर्ण विषयातील आशयावर पूर्ण प्रभुत्व असणारा असा शिक्षक असावा, अध्यापनाची कौशल्ये त्यात असली पाहिजे. शिक्षकाजवळ आहे ते अन्य कोणाकडे नाही हे त्यांनी स्वतःच्या कृतीतून सिद्ध केले पाहिजे यासाठीच शिक्षकांना जाणीवपूर्वक व डोळसपणे व्यावसायिक विकासाची कास धरली पाहिजे. व्यवसायाबद्दलची सुस्पष्ट जाणीव शिक्षकाला हवी. शिक्षकांनी त्यांच्या अध्यापनात ज्याप्रकारे आदान करत गेले तरच त्याप्रमाणे प्रदान हे मिळत जाते. शिक्षकांनी त्यांच्या अध्यापनात तत्वज्ञान, मानसशास्त्र, विज्ञान वगैरे दुसरे म्हणजे ज्या व्यक्तीला आपला व्यावसायिक विकास करून घ्यायचा आहे. त्याने प्रयत्नांची शिकस्त केली पाहिजे. आपल्या अनुभवांची इतरांबरोबर देवाणघेवाण करणे. अध्यापनासाठी आपल्या ज्ञानाचा पाया दृढ करणे आणि

प्राप्त केलेले ज्ञान प्रत्यक्ष कार्यवाहीत आणणे ह्यासाठी सतत प्रयत्न करावे लागतात. व्यावसायिकीकरणावर परिसराचाही परिणाम होत असतो. आपण जे व्यावसायिक कार्य करतो तेथील वातावरण आपल्या व्यावसायिक विकासावर मोठा प्रभाव टाकीत असते. परिसरातील सकारात्मक बाजूचा योग्य उपयोग व नकारात्मक घटकांची नियंत्रण करणे किंवा प्रभाव कमी करणे हा व्यावसायिकीकरणाच्या प्रक्रियेतील आवश्यक भाग असतो. शिक्षकांची घटकाबद्दलची, आशयाबद्दलची तात्वीक बाजू ही परिपूर्ण असावी म्हणजे विद्यार्थ्यांनी कोणत्याही प्रकारचे प्रश्न शंका विचारल्या तर शिक्षकांना त्यांच्या शंकेचे निरसन करता आले पाहिजे म्हणजे आशय ज्ञान, अद्ययावत ज्ञान हे आवश्यक आहे. शिक्षकांची तात्वीक बाजू जर भक्कम असेल तर कोणत्याही प्रकारची अडचण येत नाही. शिक्षकाजवळ ज्ञानाचा साठा हा जास्त हवा. ज्ञानग्रहण व दान करण्यासाठी शिक्षक हा परिपूर्ण असावा. शिक्षकांनी आपल्या अध्यापनात वेगवेगळ्या तंत्राचा वापर करून अध्यापन परिपूर्ण करावे. अध्यापानुसार तंत्रज्ञानात वाढ करणे, तंत्र विकसित करणे जेणेकरून विद्यार्थी देखील पाठात सहभागी होतील. अध्यापातून वेगवेगळे अध्ययन कौशल्य विकसीत झाली तरच विद्यार्थ्यांमध्ये विकसीत होतील. म्हणजे शिक्षकाने ज्याप्रकारे पाठात / अध्यापन ज्याप्रकारे काही घटक टाकले तरच त्यांचा व्यावसायिक विकास होतो.

1. तात्वीक बाजू योग्य भक्कम, घटकज्ञान योग्य हवे.
2. ज्ञानसंच हा व्यापक हवा आहे.
3. तंत्रे व कौशल्ये ही अध्यापनात आवश्यक आहे.
4. शिक्षकामध्ये एखादे कार्य पूर्ण करण्यासाठी परिणामकारक कार्यनीती, व्यवसाय प्रमाणकाचे प्रतिपालन असले पाहिजे. म्हणजे त्या क्षमता शिक्षकामध्ये ओतप्रोत असल्या पाहिजे. शिक्षकांनी फक्त इतर सहका-यांकडूनच नाही तर विद्यार्थी शिक्षक, विद्यार्थी यांच्याकडून देखील ज्ञान घेतले पाहिजे. म्हणजे तेवढ्या जाणून, समजून घेण्याची क्षमता शिक्षकात हवी. जेणेकरून विद्यार्थी देखील त्याचे अनुकरण करून आपल्या ज्ञानात भर देऊ शकतात.
5. आत्मविश्वास : एखादी संकल्पना, घटक शिकवितांना शिक्षकामध्ये आत्मविश्वास हा अतिशय महत्वाचा भाग आहे. कोणतीही गोष्ट आत्मविश्वासाने जर शिकविली तर तो घटक, आशय विद्यार्थ्यांना चांगल्या प्रकारे समजतो. शिक्षक व शिक्षक प्रशिक्षकांचादेखील व्यावसायिक विकास चांगल्या प्रकारे घडून येतात.
6. निर्णय क्षमता विकसीत झाली तर कोणतेही निर्णय कोणत्याही वेळेत घेता येतात. म्हणून निर्णय क्षमता विकसीत झाली पाहिजे.
7. कार्यनीति हे योग्य असावी.

8. कोणतेही काम, अध्यापन जबाबदारीने केले पाहिजे.

9. शिक्षक विद्यार्थी, विद्यार्थी - विद्यार्थी, शिक्षक - शिक्षक आंतरक्रिया योग्य प्रकारे व चांगल्याप्रकारे झाली पाहिजे.

10. मुलांमध्ये मूल्ये ही चांगल्याप्रकारे विद्यार्थ्यांमध्ये रुजविली तर त्या मूल्यांचा वापर त्यांना त्यांच्या दैनंदिन जीवनात योग्य प्रकारे करता येईल. व्यावसायिक विकास ही सतत चालणारी प्रक्रिया आहे. ती सकारात्मक आहे. ह्या

प्रक्रियेमुळे अध्ययनशील साजातील प्रत्येक सदस्य आयुष्यभर शिकत असतो. व्यावसायिक विकासात फक्त एका व्यक्तीचा नव्हे तर संस्थेच्या सर्व स्तरावरील कार्यरत व्यक्तींचा सहभाग असतो. व्यावसायिक विकास ही वैयक्तिक प्रक्रियेबरोबरच व्यापक अशी सामूहीक जबाबदारी आहे.

#### शिक्षक एक व्यावसायिक :-

शिक्षकाला चांगला व्यावसायिक बनायचे असेल तर पूर्वी सांगितल्याप्रमाणे ही प्रक्रिया शिक्षक किंवा शिक्षिकेने स्वतः सुरु करावयाची आहे. त्यासाठी स्वतःच्या आंतरिक जगताशी संबंधित असलेली आदाने ओळखून पक्की केली पाहिजेत. स्वतःच्या जीवनविषयीचा देखील शिक्षकाचा दृष्टिकोन, श्रद्धा, मूल्ये ह्या गोष्टी असतात. ह्या गोष्टी बदलाव्या लागतात. व्यावसायिक विकासाच्या दुरस्थ ध्येयाकडे वाटचाल करतांना होणारे बदल हे हळूहळूच होतात. ह्या प्रक्रियेला वेळ लागणार, हे अभिप्राय आहे. बदलासाठी स्वतःला सज्ज करूनच नूतनीकरणाची प्रक्रिया सुरु होणार असते. एक गोष्ट लक्षात ठेवावी की, सर्व माणसे बदलाला घाबरत असतात. प्राप्त परिस्थितीविषयी सदैव असमाधान असते पण बदल झाला तर आपले हे स्थान तरी टिकून राहील का ? अशी प्रत्येक व्यावसायिकाच्या मनात भीती असते. आपण उराशी बाळगलेली जी मूल्ये असतात. त्यात बदल करणे तसे अवघड असते. मूल्ये ही काही दागिन्यांप्रमाणे सणासमारंभात मिरवण्यासारखी गोष्ट नाही. तर ती दैनंदिन जीवनातील आचारांचा आणि व्यापारांचा भाग बनली पाहिजेत. ह्यासाठी तर झालेले बदल आंतरमनात होणे आवश्यक आहेत. आपण स्वतः आपला शिक्षकी व्यवसाय, आपला अध्यापन विषय, आपले विद्यार्थी एवढेच नव्हे तर आपण करीत असलेल्या व्यावसायिक कार्यनिती ह्या सर्व संबंधी भावनिक पातळीवर बदल करावे लागतात. हे सर्व शक्य होण्यासाठी पहिली पायरी म्हणजे ‘आत्मविश्लेषण ‘ ह्यात शिक्षकाने केवळ आपल्या कृतींचेच विश्लेषण करावयाचे नसते तर आपल्या विचारांचेसुद्धा विश्लेषण करावयाचे असते. त्यामुळे त्याज्य कृती कोणत्या, योग्य कृती कोणत्या हे स्पष्ट होते. वर्ग अध्यापनाचेच उदाहरण घेतले तर त्याच्या विषयाबाबत मी

कसे शिकवतो ? मी नियोजन करतो का ? सर्व बाजूंनी विचार करुन काळजीपूर्वक अनुदेशनाचा आराखडा तयार करतो का ? कालच्यापेक्षा आज विद्यार्थ्यांच्या अभिव्यक्तीत झालेली सुधारणा का घडून आलेली असावी ? विद्यार्थ्यांचे प्रश्न आणि शंका ह्यांना मी समाधानकारक उत्तरे दिली का ? हे झाले नसेल तर असे का घडले ? मी कोठे कमी पडलो ? मी काही चुका केल्या का ? माझ्या चूका विद्यार्थ्यांनी दाखवून दिल्यानंतर माझी प्रतिक्रिया काय झाली ? माझा प्रतिसाद सुयोग्य होता की आक्रस्ताळी ? मी विद्यार्थ्यांशी कठोरपणे वागलो की सहनशीलता दाखविली ? माझ्या उत्तरामुळे जे विद्यार्थी खजील, निरुत्साही झाले, त्यांचा मी विचार केला का ? मी त्यांचेशी संवाद साधला का ? माझ्या विद्यार्थ्यांच्या पालकांच्या परिस्थितीची मी चौकशी केली का ? असे एक ना अनेक हे किंवा इतर प्रश्न स्वतःला विचारता येतात. ह्या कार्यपद्धतीचा अवलंब केला तर हळूहळू शिक्षक एक व्यावसायिक होण्याच्या प्रक्रियेला सुरुवात होईल. हा बदल एक रूपांतर करणारा बदल असतो. जसे, कळीचे फुलात किंवा कोषाचे फुलपाखरात रूपांतर होते तसे हा मूलभूत बदल आणि काही जणांच्या बाबतीत तर तो क्रांतीकारी बदल असेल. हा बदल अर्थातच स्थिर अशा ज्ञानाच्या अधिष्ठानावर आधारलेला असतो. ह्या ज्ञानाच्या अधिष्ठानातून शिक्षकांच्या आंतरिक विरोधावर मात करता येत असते. हे आंतर मन शिक्षकाच्या खाजगी किंवा व्यावसायिक जीवनाशी संबंधीत असते. शिक्षकाने काही मूल्ये उाशी बाळगलेली असतात, कधी त्यांचे ठायी आत्मविश्वासाचा अभाव असतो. तर कधी कधी त्याचा संबंध सांस्कृतिक संदर्भाशी असतो. एकदा का शिक्षकाने आपले तत्वज्ञान निश्चित केले की ते कार्यवाहीत आणताना त्याला ह्या सर्वांविषयी निर्णय घ्यावेच लागतात आणि ते अमलात आणवेच लागतात ह्या ह्यातूनच स्वतःतनीकरणाच्या प्रक्रियेला सुरुवात होते.

4 थोडक्यात म्हणजेच शिक्षकाचा व्यावसायिक विकास होण्यासाठी उद्बोधन वर्ग, संदर्भ ग्रंथ, चर्चासत्रे, वाचनालय, ग्रंथालय, संशोधन पेपर, ग्रंथनिर्मिती, भाषणे या सर्वातून शिक्षकाचा व्यावसायिक विकास घडून येऊ शकतो आणि हा जो विकास असतो हा चिरंतन, अविरत कधीही कमी न होणारा असा हा विकास होतो.

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## शिक्षकांच्या व्यवसायिक विकासासाठी ई - संसाधने

श्रीमती. पाटील मनिषा भिमसींग

सहा. प्राध्यापिका

पुणे विद्यार्थी गृहाचे शिक्षणशास्त्र व संशोधन महाविद्यालय,

दिंडोरी रोड, नाशिक - 4

### सारांश -

ई-संसाधने ही काळाची गरज आहे. केवळ संगणक तंत्रज्ञानच नाही तर त्यासोबतच इंटरनेट, ई-मेल, चॅटिंग, मल्टीमीडीया रिसोर्सेस या सर्व साधनांचा वापर सर्वच क्षेत्रात अत्यंत महत्त्वपूर्ण झालेला आहे. शिक्षण क्षेत्र जे सर्व क्षेत्रांच्या अग्रभागी कार्यरत आहे या क्षेत्रात देखील ई-संसाधने व त्यांचा प्रभावी वापर हा अत्यंत आवश्यक आहे. शिक्षकांना त्यांच्या शैक्षणिक तसेच व्यवसायिक विकासासाठी ई-संसाधने हे एक महत्त्वपूर्ण माध्यम मानले जात आहे. त्यामुळे शिक्षकांचे कार्य प्रभावी तसेच आधुनिक काळाच्या गरजा पूर्ण होण्यास नक्कीच सहाय्यकारी ठरणार आहे.

### प्रास्ताविक -

जागतिकीकरण, खाजगीकरण व उदारीकरण हे तीनही आधुनिक प्रवाह आज पूर्ण जगावर प्रभाव दाखवीत आहेत. जगातील प्रत्येक देशातील प्रत्येक क्षेत्रावर या प्रवाहांचा प्रभाव पडला आहे. त्यामुळे वस्तु व सेवांची देवाणघेवाण सहज शक्य झाली आहे. या वस्तु व सेवांबरोबरच कल्पना आणि विचारप्रवाह यांचीही देवाणघेवाण सर्वत्र होत आहे. शिक्षणक्षेत्र हा सर्व क्षेत्रांचा पाया असल्याने निश्चितच यामध्ये देखील क्रमशः अमुलाग्र बदल होत आहेत. या नवनविन प्रवाहात टिकून राहण्यासाठी प्रत्येक देशातील शिक्षणव्यवस्थेत या प्रवाहांना अनुसरून विभिन्न संकल्पनांचा अंतर्भाव केला जात आहे. यामुळे पारंपरिक शिक्षणपद्धती बरोबरच आधुनिक साधनांच्या (ई-संसाधनांच्या) आधारे शिक्षण देण्याच्या नवनविन पद्धती व तंत्राचा विकास केला जात आहे.

आजही ग्रामीण भागात पारंपरिक शिक्षण पद्धती टिकून आहे. ग्रामीण भागाचे मोठे प्रमाण, अवाढव्य लोकसंख्या, निरक्षरता, दारिद्र्य, बेरोजगारी इ. मुळे शिक्षणाचा प्रचार आणि प्रसार करण्यात अनेक अडचणी

येतात. असे असले तरी महानगरांमध्ये, मोठ्या शहरांमध्ये शिक्षणासाठी आधुनिक साधनांचा वापर वाढत आहे. अर्थातच संगणक शिक्षणाची व अनुषांगिक सेवा सुविधांच्या वापराची परंपरा मोठ्या प्रमाणात विकसीत झाली आहे. लोकसंख्येचा विचार करता त्याची गरज आहे. एवढेच नाही तर पारंपरिक शिक्षण प्रणालीला सहाय्य म्हणून खडू-फळा परंपरेच्या जागी संगणक, इंटरनेट, एल.सी.डी. इ. द्वारे शिक्षण देण्याची व्यवस्था मोठ्या प्रमाणावर विकसीत होत आहे.

एकंदरीत आधुनिक काळातील या विविध शिक्षणपद्धतीचा सर्वच स्तरावर (ग्रामीण व शहरी) विकास होण्याची गरज आहे. असे झाल्यास ग्रामीण भागातील चित्र बदलेल आणि जागतिकीकरणाच्या स्पर्धेत आपण पूर्ण सामील होऊ शकू. या शिक्षणाच्या नविन पद्धतीच्या अंमलबजावणीसाठी शिक्षकांमध्ये काही व्यवसायिक असणे अपेक्षित आहे. या क्षमतांमध्ये मुलभूत संगणक तसेच इतर ई - संसाधनांच्या चपखल वापराच्या क्षमतांचा समावेश होतो. तर या क्षमता अगोदर शिक्षकांमध्ये असतील तरच त्याचा योग्य वापर शिक्षणप्रक्रियेत होऊ शकेल.

### शिक्षकांच्या व्यवसायिक विकासासाठी ई - संसाधने

- |                         |   |
|-------------------------|---|
| 1. CD-ROMs.             | 7. Digital Libraries                            |
| 2. DVDs                 | 8. Internet Resources                           |
| 3. Electronic Journals  | 9. Electronic mail Data                         |
| 4. Electronic Databases | 10. OPAC (Online Public Access Catalogue)       |
| 5. Electronic Books     | 11. ETD's (Electronic Theses and Dissertations) |

6. E-Resources @ N-LIST

(National Library & Information Services Infrastructure for Scholarly Content)

### ई - संसाधने संकल्पना-

An "electronic resource" is defined as any work encoded and made available for access through the use of a computer. It includes electronic data available by (1) remote access and (2) direct access (fixed media).

- **Remote access (electronic resources)** refers to the use of electronic resources via computer networks. (AACR2, 2002 edition; glossary).
- **Direct Access (electronic resources)** refers to the use of electronic resources via carriers (e.g., discs/disks, cassettes, cartridges) designed to be inserted into a computerized device or its auxiliary equipment.

### ई - संसाधनांचे महत्त्व -

सध्याच्या माहिती तंत्रज्ञान युगात प्रत्येक व्यक्तिला तांत्रिक बाबींचे किमान प्राथमिक ज्ञान असणे अभिप्रेत आहे. दैनंदिन जीवनात चहुबाजुला तंत्रज्ञानाचा अंतर्भाव झालेला दिसून येतो. प्रत्येक व्यक्तिजवळ संबंधित तांत्रिक ज्ञान नसेल तर त्याला अनेक अडचणींना सामोरे जावे लागते त्याचबरोबर व्यक्तिविकासाला अडसर निर्माण होते. संगणक तंत्रज्ञान व ई-संसाधने हे त्यापैकीच एक आहे. दैनंदिन व्यवहारात इतर संप्रेषण साधनांच्या तुलनेत संगणक संबंधित संप्रेषण साधनांचा व ई-संसाधनांचा अत्याधिक वापर होतांना दिसून येतो. अशा परिस्थितीत विद्यार्थ्यांना प्राथमिक स्तरापासून संगणक शिक्षण दिले जावे असा विचार पुढे आला किंबहुना तशी व्यवस्थाही करण्यात आली.

संप्रेषण साधनांच्या (ई-संसाधने) वापराने अध्ययन-अध्यापन, मूल्यमापन, व्यवस्थापन प्रभावी पद्धतीने होते हे संशोधनातून सिद्ध झालेले आहे. याचा विचार करता शिक्षकांना संबंधित मुलभूत कौशल्ये आत्मसात करणे गरजेचे आहे.

केवळ अध्ययन व अध्यापनच नाही तर शैक्षणिक व प्रशासकिय कामकाजासाठी देखील संगणक व त्याच्याशी संबंधित सुविधांची शिक्षकांना वारंवार गरज पडत असते. संबंधित सुविधा वापरण्यासाठी आवश्यक क्षमतांची धारणा शिक्षकांनी करणे आवश्यक आहे कारण कमीत कमी वेळेमध्ये प्रभावी काम करणे यामुळे शक्य होते. हा विचार केला असता शिक्षकांमध्ये या सर्व क्षमतांचा विकास करणे आवश्यक आहे.

### ई - संसाधनांचा शिक्षकांना होणारा उपयोग -

माहिती संप्रेषण तंत्रज्ञानाच्या युगात माहितीची देवाणघेवाण ही अत्यंत जलद आणि अचूक होतांना दिसून येते. संप्रेषणाच्या आधुनिक साधनांचा जासा जसा विकास होत गेला तशी संप्रेषणाच्या गुण आणि मर्यादांमध्ये देखील वाढ होत गेली. कमीत कमी वेळात जास्तीत जास्त माहितीची देवाणघेवाण संपूर्ण जगात कोठेही शक्य आहे. विज्ञानाने दिलेली संप्रेषण सुविधांची ही देणगी अमूल्य आहे असे म्हटल्यास वावगे ठरणार नाही. परंतु उपरोक्त स्पष्टीकरणाने संप्रेषण साधनांची वैशिष्ट्ये जरी दिसून येत असली तरी यामध्ये काही प्रमुख अडचणी आहेत त्या अडचणींचा विचार करता संप्रेषण साधने कुचकामी ठरू शकतात.

शिक्षक आपल्या प्रत्यक्ष अध्ययन अध्यापनात आधुनिक संप्रेषण साधनांचा प्रभावी वापर करू शकतील. ज्यायोगे प्रभावी अध्यापन व अध्ययनास मदत होईल. तसेच प्राप्त क्षमतांचे वितरण विद्यार्थ्यांना योग्य रित्या केले

जाईल. ज्यामुळे माहिती संप्रेषण तंत्रज्ञान युगासाठी आवश्यक असा योग्य किमान क्षमता प्राप्त समाज निर्मितीसाठी हातभार लागेल. केवळ अध्ययन - अध्यापनच नव्हे तर संप्रेषण साधनांचा वापर हा दैनंदिन गरजांसाठी देखील मोठ्या प्रमाणावर केला जातो. शिक्षकांच्या दृष्टीकोनातून अध्ययन अध्यापनाच्या व्यतिरीक्त अनेक प्रशासकीय कामे ज्यामध्ये संगणक तसेच इतर ई-संसाधनांचा प्रभावी वापर केला जातो. यामुळे प्रशासकीय व शैक्षणिक कामकाज प्रभावी होण्यास नक्कीच मदत होईल.

### ई - संसाधने व शिक्षकांचा व्यवसायिक विकास -

संगणक व इतर ई- संसाधनांच्या प्रभावी वापरामुळे शिक्षकांच्या व्यवसायिक क्षमता विकसीत होण्यासाठी पुरेसा वाव आहे. उदा. अध्ययन - अध्यापन, शैक्षणिक व्यवस्थापन, मूल्यमापन, शैक्षणिक संशोधन या सर्वच क्षेत्रात ई-संसाधनांचा वापर केल्याने कामकाजात सुसूत्रता तसेच अचूकपणा येण्यास मोलाची भर पडते.

व्यवसायिक क्षमतांमध्ये प्रत्यक्ष अध्ययन अध्यापनात शिक्षक वेगवेगळ्या आशयांशी संबंधीत सी.डी / डी.व्ही.डी याद्वारे प्रत्यक्ष अध्यापन करू शकतील त्यायोगे विद्यार्थ्यांचे संपादनात प्रभावी भर पडेल व शिक्षकांच्या संबंधीत विषयांच्या संकल्पना देखील अधिक समृद्ध होतील.

आशय समृद्धी साठी वेगवेगळे ई-जर्नल, ई - डेटाबेस, ईलेक्ट्रॉनिक बूक्स, डिजीटल लायब्ररी, एन - लीस्ट यांसारख्या प्रभावी ई - संसाधनांचा वापर करून शिक्षकांचा व्यवसायिक विकास निश्चितच होईल व आधुनिक आशय हा विद्यार्थ्यांपर्यंत पोहोचेल यात शंका नाही.

शिक्षकांना अध्ययन अध्यापनाबरोबरच इतर शैक्षणिक व अनुषांगिक कामे करावी लागतात यासाठी देखील संगणक तसेच ई-संसाधनांचा वापर हा आवश्यकच ठरतो जसे इंटरनेट, ई-मेल, चॅटींग, सोशल नेटवर्कींग साईट्स इ. याद्वारे शिक्षक आपल्या सहकाऱ्यांशी शैक्षणिक बाबीं संबंधीत चर्चा करून नवनवीन संकल्पनांचा अंतर्भाव आपल्या दैनंदिन कामकाजात करू शकतात. व आपल्या कामकाजात प्रभावीपणा आणू शकतील.

यासाठी शिक्षकांच्या व्यवसायिक विकासासाठी संगणक व इतर ई-संसाधनांचे महत्त्व अनन्यसाधारण आहे.

### संदर्भ -

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**WITH ACCOUNTABILITY YOU CAN REACH EVERY POSSIBLE GOALS**  
**SUBTHEME-DEVELOPING PROFESSIONAL ACCOUNTABILITY**  
**AMONG TEACHER**

**Asst. Prof. Asha B.Thoke,**  
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In the ancient time teaching was considered as holy profession. Teacher & teaching profession had lot of importance. It was like a social service because people were aware that it was only profession which makes life of the student better. Nowadays there is a quantitative change occurs in teaching profession. We can find lot of training colleges have started & they produced teachers in large scale, that's why the quality is suspected in numbers of teachers. People have changed their views about teaching & teachers; they think that it is one of the way to get income nothing else. But as in the past the future life of student was totally teachers responsibility, nowadays it remains same, only because of the increasing quantity the main concern is to develop the quality of student teachers. It is the need of today's teacher education system to shape them as qualitative teacher. Teacher is responsible for students progress & their failure, he should take responsibility of their achievements & their failure also. So nowadays teachers responsibility becomes accountability of teachers which is related to the progress of the student.

The professional educator strives to create a learning environment that nurtures to fulfilment the potential of all students. The professional educator acts with conscientious effort to exemplify the highest ethical standards. The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics. Accountability implies responsibility, it identifies a person, an institution or an organisation that is responsible for the achievement & is held answerable for the lapses in this regard, if any. It involves a critical analysis of the quality & quantity of how much is being done of what is actually expected to be done.

School education is responsible for all-round growth & development of the children. For its kind & quality it much depends upon the professional competency & efficiency of teachers.

**Let us see the meaning of Accountability:**

Accountability concept was emerged in 16<sup>th</sup> century in America. (Teacher education- Dr. More & Dr. Bhilegaonkar, page no-325)

“Accountability means the state of being accountable, liable or answerable for someone or some activity”. (Random house Webster’s Dictionary)

### **Definition of Accountability**

“Educational accountability is a concept in which the school systems & specially teachers are held responsible for the learning & academic progress of students”

(The concise dictionary of education -1982)

“Educational accountability means the responsibility of accomplishment of set educational objectives through all sort of performance”

In short we can say that accountability deals with the progress of students & to fulfill the decided objectives of learning & education by the teacher.

### **Characteristics of Accountability-**

- It always go to upward position
- It is multidimensional
- It is goal oriented
- It has evaluation
- It is taken willingly not forcefully

### **Professional Model of Teacher Education**

#### **Teacher’s Accountability for the students.**

- Teacher should play the role of parents of the students. As the parents fulfill their all the needs of life likewise teacher should fulfill their all the needs related to learning & education.
- Accountability is a goal oriented action, so teacher should first know what are the goals of education & their personal goals also. According to that teacher should use strategy which will lead to achieve the both goals.
- Accountability leads towards the progress & development of the student, so teacher should develop the ability of the student in all the aspects, such as their Social skills, Physical skills, and mental skills. Moral skills, Motor skills, and Cognitive skills. With the help of syllabus & curriculum teacher can develop the all the skills.
- Teacher should continuously make aware about the progress report of the students to the school Headmaster & Management. Teacher should discuss with them about the progress of every student.
- Teacher should perform his responsibility willingly & devotedly, because accountability

cannot be given forcefully. If the teacher is interested to take students responsibility then only he can prepare them for tomorrow.

- The professional educator should not intentionally expose the student to disparagement.
- The professional educator should not reveal confidential information concerning students, unless required by law.
- The professional educator should make a constructive effort to protect the student from conditions detrimental to learning, health, or safety.

Accountability is not only to accept the responsibility of those students who are good in studies, but teacher should be more accountable for those students who are lacking behind in stu1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.

Teacher is accountable for the success & failure of the students. He cannot deny his responsibility for the failure also. In case of failure he should find out the reasons of failure & then he should use strategy to overcome on weaknesses. He should use remedial solution for failure continuously until the failure converts in to the success.

#### **Teacher's Accountability for Himself**

- Commitment to his own work
  - Loyalty to the profession & institution
  - Enriched knowledge & skills
  - Love of learner
  - Experimenter in teaching
  - Updating knowledge by attending seminars & conferences
  - Improve your career prospects by achieving additional qualifications
  - Respond to changing conditions at work
  - Meet the requirements of professional bodies
  - Understand the latest developments in your field
  - Develop your knowledge of the environment in which you work
  - Be better at doing your job
  - Achieve personal development
1. The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence. The professional educator endeavours to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

2. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
3. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.

#### **Teacher's Accountability for Professional Colleagues**

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession. Their accountability towards colleagues in following way.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not wilfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

#### **Teacher's Accountability for Parents and Community**

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavours to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/community relations.

In this way teacher has to take the accountability of all the factors that belongs to education process. This accountability cannot take by force somebody rather teacher should take it willingly then only he will develop himself as a professional & accountable.

## SOFT SKILLS MATTERS A LOT IN PROFESSION

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### Introduction

Now a today's we have to face challenges of globalization we need to develop highly intellectual and skilful citizens. Our nation is depend on qualitative human capital. A quality of human capital comes from a quality education process. Our educational system and educational institutes are responsible for it. Mainly educational colleges are creator of new generation. Teacher training institutions are giving training to the teacher to create and develop coming generation of India. For that, teacher should be highly knowledgeable and skilful to meet the demand and expectations of many people. The teaching and learning processes in institutions of teacher education should be capable to provide such knowledge and skills to perspective teachers. The curriculum process of the teacher education should be capable of providing some knowledge and skills for teachers in conceptual and soft skills apart from hard skill. Infusing the soft skills in the curriculum of teacher education is the need of the profession for it to be successful. Teacher learns “teaching skill” in teacher training course which trained different skills of teaching for effective teaching learning process.

### What do you mean by “Soft Skill”?

“Soft skill” word is mostly concerned with corporate sector particularly in information technology (ICT). Now a day's every person needs to learn soft skill and teacher is not exceptional from this. Soft skills are often described in terms of personality traits, such as optimism, integrity and a sense of humour. These skills are also defined by abilities that can be practiced, such as leadership, empathy, communication and sociability.

“Soft Skill is a cluster of personality traits, social graces, facility with language, personal habits, friendliness and optimism.”

“Soft Skill means skill, abilities and traits that pertain to personality, attitude and behaviour.”

Soft skills are personal attributes that enhance an individual's interactions, job performance and career Prospects and hard skills which tend to be specific to a certain type of task or activity. We could say that soft skills refer to personality traits, social gracefulness, and fluency in language, personal habits, friendliness and optimism that mark to varying degrees. Soft skills complement hard skills which are the technical requirements of a profession. There are different kinds of soft

skills such as-

**Soft Skills:-**

- ☐ Effective write and oral communication
- ☐ Critical thinking
- ☐ Information management skill and life-long learning
- ☐ Problem-solving and decision making
- ☐ Leadership skill
- ☐ Teamwork skill
- ☐ Ethics, moral and professionalism

Soft skills are personal attributes that describe an individual's ability to interact with others. Soft skills, also known as people skills, complement hard skills to enhance an individual's relationships, job performance and career prospects. Though we know all the common soft skills but these skills are also associate with a person's Emotional Intelligence.

Emotional Intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

People with high EI are usually successful in most things they do. Because they're the ones that others want on their team. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

**Characteristics of Emotional Intelligence**

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. Self-Awareness – People with high EI are usually very self-aware. They understand their own emotions very well.
2. Self-Regulation – People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act.
3. Motivation – People with a high degree of EI are usually motivated. They're highly productive, love a challenge, and are very effective in whatever they do.
4. Empathy – People with empathy are good at recognizing the feelings of other, empathetic people are usually excellent at managing relationships. Listening, and relating to others.

5. Social Skills – It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationship. With the understanding of EI we need to improve our soft skills we need to develop following things-

**Develop communication skills.**

- Make eye contact.
- Monitor your body language.
- Practice of both public speaking and conversational speaking.
- Develop your writing skills.

**Practice active listening skills.**

- Pay attention to the other person's body language.
- Take notes when appropriate.
- Do not interrupt other people.
- Ask questions to learn more about what someone is telling you.

**Build relationships.**

- Be friendly with colleagues.
- Learn to manage conflict in a healthy way.

**Take initiative.**

- Seek more challenging work.
- Do tasks without being asked by someone else.
- Take responsibility for your actions.

All this actions can improve our soft skills. If person try to learn all these aspect in his own life may be successful. But as a teacher we needs more than what just we see, so that teacher need to develop more soft skills such as –

Teacher should be-

- Warm,
- Accessible,
- Enthusiastic and
- Caring

**Warm**

Teacher who is warm has patience, pleasant personality, carries a smile on her face, possesses good listening skills, is frank in her behaviour and uses proper gestures, is a warm

teacher. Such a teacher communicates personal warmth and is able to create good rapport with the students.

#### **Accessible**

Teacher who is accessible may approachable and may available to the students inside and outside the class.

#### **Enthusiastic**

Teacher who is enthusiastic is one who works not just for 8 fixed hours but for 24 hours, with a perfect example of committed teacher.

#### **Caring**

Teacher who is caring feels concern and empathy for her students. Care is a feeling which comes from your heart and not from your mind. When you care for someone you need not show that because that feeling comes across automatically. We love a person and we care for him, we can't care for a person whom we don't love.

#### **Characteristics of such teachers**

The most important teacher qualities seen in a teacher who is warm, accessible, enthusiastic and caring are:

##### **Teacher who is warm**

1. Develops patience.
2. Develops pleasant personality.
3. Always carries a smile.
4. Develops good listening skill.
5. Is frank in her approach.
6. Makes use of warm gestures.
7. Establishes a caring relationship.
8. Treats students with unconditional positive regard

##### **Teacher who is accessible**

1. Creates a bond between the students and herself.
2. Understands her students.
3. Develops sixth sense in her students.
4. Praises publicly and criticizes privately
5. Establishes a positive relationship in the classroom

##### **Teacher who is enthusiastic**

1. Always varies her tone while speaking.

2. Mirrors the excitement in her teaching through her eyes.
3. Has perfect body language.
4. Have expressive facial expression.
5. Always encourages students.
6. Always makes use of methods other than lecturing.

**Teacher who is caring**

1. Is a very good listener.
2. Has genuine concern about her students.
3. Motivates her students to care about each other.
4. Tries to collect as much information as possible about her students.
5. Has complete faith in her students.
6. Respects her student's feelings.

**These are the major soft skill for the teacher and to develop these skills teacher should have following things to carry:-**

- A pleasant personality.
- Have patience.
- Create a bond between the students and you.
- Understand your students.
- Don't demand respect.
- Be Cheerful and Optimistic.
- Carry a smile.
- Develop good listening skills.
- Encourage yourself and to your student.
- Make use of many methods of teaching.

In this way we can sum up that if the teacher will develop the soft skills in teaching and in profession then teacher will able to build good relationship with students, with colleagues,' with management and with parents. Automatically it will give self satisfaction and job satisfaction to the teacher.

## PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

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### INTRODUCTION:

Effective professional development helps teachers improve achievement through informed instruction. With innovative technology options available, integrating professional development with assessment and instruction can boost teacher engagement, extend what can be offered, address teacher needs for anytime/anywhere learning, and encourage participation in learning communities. And when teachers have the data they need to inform their instruction, students benefit greatly. The effectiveness of any professional development program, however, really lies in applying the content of the program to classroom practice, ensuring a positive effect on student learning. Success requires ongoing encouragement and assistance, time, and effort. Technology solutions can aid in the process of sustained learning and application, and indeed offer powerful opportunities for practice, for sharing ideas, and for ongoing support within a community focused on improving achievement. This white paper discusses technology-driven professional development resources integrated with valuable assessment data and classroom instruction to help teachers ensure effective teaching.

### DEFINATION

“Process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job. Professional development helps build and maintain morale of staff members, and is thought to attract higher quality staff to an organization, also called staff development.”

A simple definition of teacher educator is anyone who educates teachers. Such a definition is too general to be useful in establishing standards for teacher educators. Moreover, it diminishes the professionalism of teacher educators and impedes the profession in distinguishing highly qualified teacher educators from others who contribute to the education of teachers. The purpose of the Standards is to promote more Effective practice by these teacher educators.

### TEACHER PROFESSIONAL DEVELOPMENT IN INDIA.

India has made commitments to fulfil the goals of Education for All (EFA), both at Jomtien and Dakar, and has even brought about certain Constitutional amendments for that purpose. In spite of considerable progress made during the last three or four decades, the problem of illiteracy still continues to be the main national concern. India is home to almost 35% of the world's illiterates.

The entire school education system needs a thorough reorientation. The school teacher also needs to a thorough professional development. The National Policy on Education, 1986, and the Program of Action, 1992, have rightfully placed great emphasis on these aspects. India's effort in the field of teacher professional development is briefly presented here under:-5 6(a) A Centrally sponsored scheme of teacher education was launched in 1987 which aimed at mass orientation of school teachers in the main priorities and directions envisaged in the NPE, 1986, and also at improving their professional competencies. Orientation camps were held all over the country during the summer vacations. A special training package was incorporated for training the teacher in the use of teaching-learning materials (TLM).

6(b) Almost simultaneously a program of setting up District Institutes of Education and Training (DIET) in each of the 600 districts in the country, was also undertaken to create a proper structure for providing quality pre-service and in-service education to elementary school teachers and adult education/non-formal education personnel. The DIETs are also looked upon to provide academic and resource support to the elementary and adult education systems and to carry out action-research and innovative projects in these areas.

6 © Another important post-NPE developments is the setting up of a large number of Elementary Teacher Education Institutes (popularly called the D.Ed. colleges) all over the country. With the tremendous growth of elementary schooling in the country, covering most of the hitherto unserved areas, the demand for teachers has also, *pari passu*, gone up. In view of the stress on quality education in the NPE/POA, many states have prescribed D.Ed. (Diploma in Education) as a pre-condition for recruitment of elementary teachers. This resulted in establishment of a large number of D.Ed. colleges in different parts of the country, with provision for internship.

6(d) the teacher training programs are expected to cover the following aspects for teacher professional development.

- Attitude change.
- Understanding rural children and their special needs.
- Class-room management.
- Changing focus from teaching to learning.
- Creating student-friendly class-room and school atmosphere.
- Effective use of teaching-learning materials and creating such materials by using locally available materials.
- Essentials of pedagogy.
- Alternatives to class-room teaching/learning.
- Multi-grade teaching.
- Basic computer knowledge (use of the computer, surfacing the internet, word-processing, etc.).

6(e) Colleges of Education are functioning in all the States for the last several decades. and award degrees such as B.Ed., M.Ed., etc. In many states a B.Ed. degree is an essential qualification for appointment as secondary school teacher. M.Ed. degree holders are preferred for appointment in the higher secondary schools/colleges.

6(f) almost all the universities have post-graduate research and teaching departments in education. Teacher seminars, workshops, conferences, orientation and refresher courses are regularly conducted in the universities as well as colleges with a view to enlightening teachers on latest developments in the field of education, which helps teacher professional development. Recently with the ushering into the era of globalization of education and incorporation of GATS (General Agreement on Trade in Services), a series of seminars was held in most of the universities and leading colleges of education to examine the implications of these developments on the Indian education system. 6(f) At the national level organizations like the NCERT, NIEPA (now NUEPA), NCTE, AICTE, UGC, DEC devise policy frameworks for teacher professional development and popularize them through periodical seminars, workshops, conferences etc. Short duration training and orientation programs are also held for the benefit of the teachers. These national level institutions also organize international seminars, workshops, conferences, etc. from time to time.

6(g) Distance Education mode is being increasingly used in India for promoting education at all levels. Besides a national level open and distance learning (ODL) University – Indira Gandhi National Open University (IGNOU) - most of the other major states have also set up their own ODL universities. Teacher education is one of the popular programs of ODL in India, so much so that the mad rush for admission had to be curbed by imposing seat-restrictions and certain minimum entry qualifications. The distance education mode has a special advantage in teacher education in that it can take place without taking the teachers away from their work. DE is particularly suited to the women, especially the rural women, who were denied opportunity due to various social, economic, historical, cultural and even religious factors. DE is also cost effective. Confidence building is an essential aspect of teacher professional development which ODL is capable of providing even in the remote, out-of-reach areas.

#### LINKING PROFESSIONAL LEARNING TO TEACHERS' REAL WORK

To be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. Two recent studies that support focusing professional development on curriculum have implications for states striving to connect education

policy to instruction. David Cohen and Heather Hill found that teachers whose learning focused directly on the curriculum they would be teaching were the ones who adopted the practices taught in their professional development. These teachers embraced new curriculum materials when they were supported by training and, in some cases, workshops about the new state-required student assessment. The study also showed that students of teachers who participated in this kind of curriculum-focused professional development did well on assessments. Unfortunately, most teachers received less effective forms of training. Most states and school districts do not know how much money they are spending on professional development for teachers or what benefit they are actually getting from their outlays because they do not systematically evaluate how well the additional training works. An effective evaluation includes an examination of actual classroom practices, the training's impact on teacher behavior, and its effect on student learning. Evaluation should be an ongoing process that starts in the earliest stages of program planning and continues beyond the end of the program. Development of teachers has been recognised the world over with the realisation that the teacher's conceptions and attitudes play an important role in the teaching learning process. This is rejected in Sowder's (2007) comment that "recognition of the need to change the way in which and learned is international in scope". In India the importance of the teacher was recognised by the Education Commission as early as 1964-66 which observed that "of all the factors that impudence quality of education... the quality, competence and character of teachers is undoubtedly the most significant". Research evidence from other countries indicates that professional preparation of teachers is significantly related to students' Achievement (National Mathematics Advisory Panel, 2008). Moreover, the recent reports of the international TEDS-M study indicate that rigorous math's instruction in schools and demanding university teacher preparation programs in countries like Taiwan and Singapore accounts for their teachers having better knowledge of mathematics and its teaching.

## CONCLUSION

It may be stated by way of conclusion that teacher professional development is of utmost importance in ensuring quality in the educational programs. This aspect has been a matter of serious concern among world education community over the last two decades or so. It is being given serious attention in India also. However total eradication of illiteracy, especially the rural illiteracy, is a stupendous task in India where 74 % population lives in the rural areas. While teacher professional development will go a long way, there is need to bring about a change in the mindset of the rural parents/elders. This is not easy to come about in a tradition bound Indian rural community. On the occasion of the teachers day Narendra Modi has said India must be create skillful teachers through professional development of teachers.

## SOFT SKILLS FOR PROFESSIONAL DEVELOPMENT OF TEACHER

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Technical skills will get you the interview, but it's the soft skills that will help you get and kept the job.

**Soft skills** is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills which are the occupational requirements of a job and many other activities. Soft skills are often described in terms of personality traits, such as optimism, integrity and a sense of humor. These skills are also defined by abilities that can be practiced, such as leadership, empathy, communication and sociability.

Mainly Soft skills divided in two part -Self-Management Skills and People Skills Self-Management Skills address how you perceive yourself and others, manage your emotions, and react to adverse situations. Only when you build an inner excellence can you have a strong mental and emotional foundation to succeed in your career.

Self Management skill is as follows-

1. **Growth mindset** – Looking at any situation, especially difficult situations, as an opportunity for you to learn, grow, and change for the better. Focusing your attention on improving yourself instead of changing others or blaming anyone.
2. **Self-awareness** – Knowing and understanding what drives, angers, motivates, embarrasses, frustrates, and inspires you. Being able to observe yourself objectively in a difficult situation and understand how your perceptions of yourself, others, and the situation are driving your actions.
3. **Emotion regulation** – Being able to manage your emotions, especially negative ones, at work (e.g. anger, frustration, embarrassment) so you can think clearly and objectively, and act accordingly.
4. **Self-confidence** - Believing in yourself and your ability to accomplish anything. Knowing that all you need is within you now. “Those who believe in themselves have access to

unlimited power” – wisdom from Kung Fu Panda

5. **Stress management**- Being able to stay healthy, calm, and balanced in any challenging situations. Knowing how to reduce your stress level will increase your productivity, prepare you for new challenges and supports your physical and emotional health, all of which you need for a fulfilling, successful career
6. Skills to **forgive and forget**- Being able to forgive yourself for making a mistake, forgive others that wronged you, and move on without “mental or emotional baggage.” Freeing your mind from the past so you can focus 100% of your mental energy on your near and long-term career goals.
7. **Persistence and perseverance** – Being able to maintain the same energy and dedication in your effort to learn, do, and achieve in your career despite difficulties, failures, and oppositions.
8. **Patience** – Being able to step back in a seemingly rushed or crisis situation, so you can think clearly and take action that fulfills your long term goals.
9. **Perceptiveness** – Giving attention and understanding to the unspoken cues and underlying nuance of other people’s communication and actions. Often times, we are too busy thinking about ourselves and what we are saying, we leave little room to watch and understand others’ action and intentions. If you misinterpret other’s intention, you can easily encounter difficulties dealing with people and not even know why.

People Skills address how to best interact and work with others so you can build meaningful work relationships, influence others perception of you and your work, and motivate their actions.

1. **Communication skills** – Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.
2. **Teamwork skills** – Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
3. **Interpersonal relationship skills** – Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills. As Maya Angelou said “I have learned people will forget what you said. People will forget what you did, but people will never forget how you make them feel.”

4. **Presentation skills** – Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome. While presentation skills is a form of communication skills, I decided to list it separately given the ability to present plays a huge role in any business profession especially as you move up in your career.
5. **Meeting management skills** – Leading a meeting to efficiently and effectively reach productive results. At least 50% of meetings today are a waste of time.
6. **Facilitating skills** – Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
7. **Selling skills** - Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
8. **Management skills** – Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
9. **Leadership skills** – Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
10. **Mentoring / coaching skills** - Providing constructive wisdom, guidance, and/or feedback that can help others further their career development
11. **Managing upwards** – Proactively managing your relationship with your boss, his expectations of your work, and his perception of your performance. Whether you are challenged, given opportunities, or recognized at work heavily depends on your ability to communicate, manage expectations, and build a good relationship with your boss.
12. **Self-promotion skills** – Proactively and subtly promoting your skills and work results to people of power or influence in your organization and network. It is not enough that your boss knows you do great work. You need to subtly build your reputation with all key people that can influence your performance review. This is because hard work alone does not guarantee success.
13. **Skills in dealing with difficult personalities** – Being able to still achieve the work result needed while working with someone whom you find difficult.
14. **Skills in dealing with difficult/unexpected situations** – Being able to stay calm and still are effective when faced with an unexpected or difficult situation. This includes being able to think on your feet and articulate thoughts in an organized manner even when you are not prepared for the discussion or situation you are in.

15. **Savvy in handling office politics** – Being able to understand and proactively deal with the unspoken nuances of office and people dynamics so you can protect yourself from unfairness as well as further your career. Office politics is a fact of life. If you don't choose to play, it can play you.

**Mentoring** is the one important soft skill for teachers by mentoring in the workplace, you can help people increase their effectiveness, advance their careers, and create a more productive organization. Being a mentor can also be very rewarding. Mentoring is a great way to progress a person's professional and personal development, and help create a more productive organization. It can also be very rewarding – for the mentor and the mentee.

Mentoring is a relationship between two people – the "mentor" and the "mentee." As a mentor, you pass on valuable skills, knowledge and insights to your mentee to help them develop their career.

Mentoring can help the mentee feel more confident and self-supporting. Mentees can also develop a clearer sense of what they want in their careers and their personal lives. They will develop greater self-awareness and see the world, and themselves, as others do.

For an organization, mentoring is a good way of efficiently transferring valuable competencies from one person to another. This expands the organization's skills base, helps to build strong teams, and can form part of a well planned Succession Planning strategy.

### **Skills for Mentoring**

To be a good mentor, you need similar skills to those used in coaching , with one big difference – you must have experience relevant to the mentee's situation. This can be technical experience, management experience, or simply life experience.

To be an effective mentor, you need to:

- **Have the desire to help** – you should be willing to spend time helping someone else, and remain positive throughout.
- **Be motivated to continue developing and growing** – your own development never stops. To help others develop, you must value your own growth too. Many mentors say that mentoring helps them with their own personal development.
- **Have confidence and an assured manner** – we don't mean overconfidence or a big ego. Rather, you should have the ability to critique and challenge mentees in a way that's non-threatening, and helps them look at a situation from a new perspective.
- **Ask the right questions** – the best mentors ask questions that make the mentee do the

thinking. However, this isn't as easy as it sounds. A simple guide is to think of what you want to tell the mentee, and to find a question that will help the mentee come to the same conclusion on their own. To do this, try asking open questions that cannot be answered with just yes or no. Or ask more direct questions that offer several answer options. Then ask the mentee why they chose that particular answer.

- **Listen actively** – be careful to process everything the mentee is saying. Watch body language, maintain eye contact, and understand which topics are difficult for the mentee to discuss. Showing someone that you're listening is a valuable skill in itself. It shows that you value what the person is saying and that you won't interrupt them. This requires patience, and a willingness to delay judgment.
- **Provide feedback** – do this in a way that accurately and objectively summarizes what you've heard, but also interprets things in a way that adds value for the mentee. In particular, use feedback to show that you understand what the mentee's thinking approach has been. This is key to helping the mentee see a situation from another perspective.

### How to Manage a Mentoring Relationship

Below are some guidelines for setting up and running a successful mentoring arrangement:

#### Set regular mentoring meetings

A mentoring relationship is one of mutual trust and respect. So meet regularly, and lead by example. The mentoring conversation may be informal, but treat the overall arrangement with formality and professionalism.

If possible, conduct mentoring meetings away from the mentee's normal working environment. A change of environment helps remove the conversation from everyday perspectives.

#### Be honest and open

If you're not honest, a mentoring meeting will probably be a waste of time for both of you. Discuss current top issues or concerns. Sometimes an honest exchange leads to the mentor and mentee deciding that they don't really like or respect each other. It's better to know up front and build from this sort of understanding, rather than have it hurt the relationship.

#### Build sustainable improvements, not quick fixes

Use the mentoring session to exchange views and give the mentee guidance, and don't just give the mentee immediate answers to a problem. A simple answer to a problem is rarely as valuable as understanding how to approach such problems in the future.

**Benefits of Being a Mentor**

- Satisfaction knowing that you are helping someone to achieve their professional goals.
- Affirmation of professional competence.
- Opportunity to build your leadership and management skills.
- Opportunity to give back to your industry.
- Opportunity to build an enduring career network.
- Gain insights and different perspectives from future members of your profession.

Treat the mentoring relationship with the respect it deserves. Focus the relationship on the mentee's needs, and use the powerful skills of smart questioning, active listening, and value-added feedback to achieve the best outcomes from your mentoring.

To keep the mentoring relationship on track, set regular mentor meetings, be honest and open, and don't look for quick fixes. Mentoring is a long-term commitment.

Mentoring creates an environment of trust, belonging, understanding, support, and encouragement for a diverse workforce. It gives employees an opportunity to voice their concerns, overcome hurdles, and find solutions. As a result, it inspires employees to perform to their highest ability.



## TEACHER’S JOB ACCOUNTABILITY

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### Introduction-

The recent remarks by Satya Nadella ignited a debate. The remarks were in favour of Karma Theory. The theory somewhat states like the person who is dedicated towards work doesn't work only for pay hikes and immediate rewards. One of the aspects can also be said as the individual must do or perform the duty assigned with utmost care and should be accountable for the same. But what is accountability? Is it related to all the professions? Even teachers?

### History and Etymology-

"Accountability" stems from Latin *accomptare* (to account), a prefixed form of *computare* (to calculate), which in turn derived from *putare* (to reckon). While the word itself does not appear in English until its use in 13th century Norman England, the concept of account-giving has ancient roots in record keeping activities related to governance and money-lending systems that first developed in Ancient Egypt, Israel, Babylon, Greece and later Rome.

### Definition-

Accountability is the assignment of responsibility for conducting activities in a certain way or producing specific results. A primary motivation for increased accountability is to improve the system or aspects of it. To have a workable accountability system, there must be a desired goal, ways to measure progress toward the goal, criteria for determining when the measures show that the goal has or has not been met, and consequences for meeting or not meeting the goal. Each of these aspects of an accountability system can vary in a number of ways.

In governance, accountability has expanded beyond the basic definition of "being called to account for one's actions". It is frequently described as an account-giving relationship between individuals, e.g. "A is accountable to B when A is obliged to inform B about A's (past or future) actions and decisions, to justify them, and to suffer punishment in the case of eventual misconduct". Accountability cannot exist without proper accounting practices; in other words, an absence of accounting means an absence of accountability.

Accountability or answerability is considered the backbone of

- moral

- administrative
- political
- managerial
- market
- legal/judicial
- constituency relation, and
- professional areas

We can also say that the stated above are the types of accountability.

It has been central to discussions related to problems in the public sector, nonprofit and corporate worlds. In leadership roles, accountability is the acknowledgment and assumption of responsibility for

- actions,
- products
- decisions, and
- policies

Including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences. In education, accountability can be considered through following ways-

#### **Educational Accountability-**

Educational accountability targets either the processes or results of education. A desired goal is identified (e.g., compliance with the legal mandates of providing special education, highly qualified teachers, improved student performance), and measures are identified for determining whether the goal is met (e.g., a checklist of indicators that the legal mandates have been met, a target of 90% correct for teachers taking a test of current knowledge and skills, a target of 60% of students performing at grade level by the end of each school year

Accountability occurs in many ways in educational systems. One type of educational accountability system is that in which the school is held responsible for the performance of its students. Another type of educational accountability is a system in which teachers or administrators are individually held responsible for the performance of their students. Accountability systems in which schools or individual school personnel are held responsible for aspects of the educational process are most often used as ways to adjust the processes of education. Whether the school or individual teachers or administrators are held responsible, the educational

accountability approach is termed *system accountability*.

Educational accountability may also hold individuals responsible for their own performance. For example, students may be held responsible for their performance in school (such as through promotion tests or graduation exams). Teachers may be held responsible for their performance on content and pedagogy through entry examinations or periodic tests of knowledge and skills.

### **System Accountability**

Educational accountability in which the system is held responsible for the results of its students gained popularity in the early 1990s. Although some school districts and some states had their own accountability systems, the first use of this type of accountability across the United States was the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) known as Improving America's Schools. Accountability consequences were increased significantly in the 2001 reauthorization of Elementary and Secondary Education Act known as the No Child Left Behind Act (NCLB). NCLB required that schools, local education agencies, and states be held accountable for the performance of all students in the public education system.

The accountability system focused on school responsibility for student achievement, as in No Child Left Behind, demonstrates the components of educational accountability systems. The desired goal is improved student achievement. It is measured in terms of increases in the reading and math performance of groups of students. Measurement occurs through the administration of state assessments of reading and mathematics (such as compliance with legal requirements, improved performance), and ways to measure progress toward the goal (such as indicators of meeting legal requirements; indicators of performance). The criteria for determining when the measures show that the goal has or has not been met are defined in terms of benchmarks toward an ultimate target for performance, with specific rules for how the performance is aggregated and counted. The consequences for not meeting the goal include requiring schools that do not meet benchmarks to offer students the opportunity to attend a school that did meet benchmarks, requiring schools that did not meet benchmarks to provide additional educational services to students, and eventually closing schools that do not meet benchmarks for a certain number of years in a row.

### **Individual Accountability**

Student accountability implemented via promotion or exit exams is a common type of individual accountability in schools. Students are required to pass a test to demonstrate that they

are ready to move either from one grade to the next (promotion) or leave the educational system with a credential certifying successful completion (exit). Individual accountability for the adults in the education system include such variations as teachers being held responsible for passing tests to obtain or keep jobs, or principals and educators receiving salary bonuses on the basis of student achievement. This type of accountability includes the same components as other educational accountability systems, with goals, measures, and other criteria for determining when the goal has been met, and rewards and sanctions for meeting or not meeting the criteria.

### **Accountability Measures**

The key to improving students' performance is to empower and improve teacher performance. But what is the best way to measure teacher effectiveness? Teachers are committed to providing quality programs and welcome accountability strategies that are effective, fairly implemented, and that achieve meaningful results.

All school and educational institutions have supervision and evaluation procedures in place and are responsible for the ongoing evaluation of teachers.

#### **➤ Induction Programme**

There has been established a new induction program for beginning teacher that includes, orientation, mentoring, professional development and training, and a streamlined performance appraisal process.

#### **➤ Performance Appraisal**

Beginning teachers and teachers new to a board can complete their initial performance appraisal cycle once they receive two “satisfactory” ratings. It is therefore possible to complete the process within one year.

For experienced teachers, a performance evaluation is conducted by a superintendent, principal, or vice-principal.

Teacher's performance can be judged with the help of Student standardized test scores which are totally insufficient in measuring teacher performance. Moreover these tests are having their own sets of limitations. However, standardized tests, in and of themselves, are not good measures of the quality of instruction provided by teachers.

### **A proper evaluation of a teacher's performance examines the following areas:**

- 1. Preparation.** Has a teacher an annual plan for what the students will master? Is this plan evidenced by daily, detailed lesson plans that comply with basic state standards? Or does the teacher, no matter how many times they have taught the subject, just "wing it" on many

days? Does the teacher weekly evaluate the progress on this plan and alter it accordingly after reviewing results to date? Has the students' previous homework been carefully and promptly graded and is it ready to be given back?

2. **Subject expertise.** Has the teacher mastered the subject matter to such a degree that he/she can identify the important from the trivial? Does the teacher have a passion for the subject that is reflected in the creativity and completeness in the manner in which it is shared with the students?
3. **Presentation.** Is the teacher organized and logical in the presentation of material? Does the teacher involve students in the learning process? Does the teacher use different techniques in teaching that recognizes that not every student learns the same way?
4. **Classroom environment.** Are students energized when they enter the classroom? Do they anticipate another opportunity to excel and receive positive feedback for their efforts? Is the classroom orderly, or does the teacher fail to command the respect of the students?
5. **Professional development.** Is the teacher excited about sharing knowledge and helping students grow individually? Or is the teacher going through the motions, having lost the passion for teaching? Does the teacher seek to continually improve his/her professionalism in teaching? Does he/she seek better ways to improve the learning by the students? Or is the teacher happy to accept the status quo? Is the teacher inspired or burnt out?

Test scores do not identify the strong teachers from the weak. The only way to answer the teacher quality questions posed above is to observe the teacher in action. Principals are not there to be administrators. Principals need to be leaders. Leaders know their people so well they can help find ways for them to continually improve. Leaders inspire their team to do more in order to achieve more. Leaders are closely involved in the development of individuals under their direction. Regular classroom evaluations--scheduled and unannounced--is the only true way to help teachers improve. The purpose of the visits is to encourage those doing it right and offer training options for those that need improvement. Bad administrators use evaluations as the first step of due process to fire a teacher. Leaders use evaluations as the first step in giving one-on-one assistance to teachers who need it. Any principal who cannot motivate, inspire and positively direct a teacher to success has failed in his/her leadership assignment. Any time a principal moves to terminate a teacher, it is clear reflection of the principal's failure as a leader to help his/her teachers achieve excellence.

Tests don't take the measure of good teachers. Leaders do this through supportive accountability of classroom performance by teachers. This is only possible if the principal knows

what is going on in the classroom and has a plan to improve outcomes.

Teachers are committed to providing quality programs and welcome accountability strategies that are effective, fairly implemented, and that achieve meaningful results.

Accountability hence is an Inherent Part of Teaching.

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## व्यावसायिक विकासात शिक्षणाची भूमिका व जबाबदारी

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डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, औरंगाबाद.

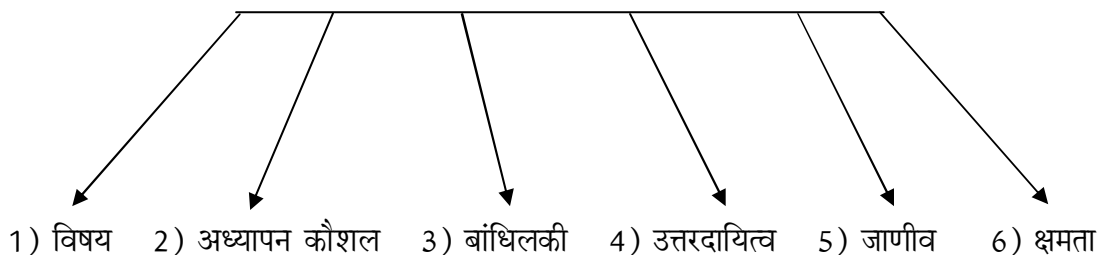
### प्रस्तावना :

मनुष्यशाला संस्कारामुळे मनुष्यत्व प्राप्त होते. जन्मतः त्यास कशाचीच म्हणजे विचार, भावना, ह्या सर्वांची जाणीव नसते. त्याची वयपरत्वे वाढ होत जाते. त्याच अनुशंगाने त्याचा विकासही होत जातो. बोधिक मानसिक, सामाजिक, व्यावसायिक क्षेत्रात त्याच विकास असतो. पण त्या करिता त्याला योग्य दिशेने मार्गदर्शन होण्याची आवश्यकता असते. आणि ही महत्त्वाची भूमिका मनुष्याच्या जीवनात शिक्षण पार पाडत असते. शिक्षणामुळे मनुष्याचा विकास होत असतो. ही विकासात्मक प्रक्रिया आहे. मनुष्यामध्ये शिक्षणाची क्षमता असतेच शिक्षण प्रक्रिया त्यास प्रवृत्त करते.

मराठी भाषेत व्यवसाय हा एक अतिशय व्यापक शब्द आहे. शब्दकोशामधून तो धंदा, पेशा, उद्योग अशा अनेक शब्दाना समानार्थी म्हणून वापरलेला दिसतो इंग्रजी भाषेत मात्र 'Profession' ह्या शब्दाला एक विशेष अर्थ आहे आणि तो समजण्यासाठी 'occupation' या शब्दाचा अल्लेख करावा लागतो. मग इंदीगदह आणि 'दम्ल्डूगदह' यात नेमका फरक काय इंग्रजीत असे विधान करता येईल की 'Every profession is an occupation but every occupation is not a profession.' याचाच अर्थ असा की, समाज सर्वच व्यवसायाना (occupation) एकाच पातळीवर न बघता त्यातील काही निवडक व्यवसायाना. ठराविक नियमांच्या आधारावर अधिक मानाचे प्रषिठेचे स्थान देते. म्हणून व्यावसायिक विकासात शिक्षकांची भूमिका ही अत्यंत महत्त्वाची आहे.

**शिक्षकाचा व्यावसायिक विकास संकल्पना :** शिक्षकांचे मुख्य कार्य हे व्यावसायिक स्वरूपाचे आहे. पण ज्या शिक्षणपद्धतीत शिक्षक कार्यरत आहेत ती पद्धती व्यावसायिकेतेशी विसंगत आहे म्हणजे पारंपारिक शिक्षण पद्धती मुळे शिक्षकांना एक परिपूर्ण व्यावसायिक म्हणून आपली भूमिका बजावता येत नाही.

शिक्षकांचा व्यावसायिक विकासात खालील घटकांचा समावेश होतो.



ली शुलेमन (1986) यांनी शिक्षकाला आवश्यक असलेला ज्ञानाचे तीन भागात वर्गीकरण केले आहे. विषयज्ञान (content knowledge) यात शिक्षकाच्या अध्यापन विषयाचा विचार होतो जो विषय आपण शिकवतो त्यातील संकल्पना, सिद्धांत, सामान्य विधाने आणि पाठ्यपुस्तकांवर आधारित त्याविषयाची व्याप्ती एवढ्या पुरतेच आपले ज्ञान न ठेवता त्या पलिकडे काही गोष्टींचा विचार करणे आवश्यक आहे. याची जाणीव असणे महत्वाचे आहे.

## 2 ) अध्यापन संबंधित ज्ञान (Pedagogical knowledge).

यात आशयाची रचना आणि क्रम. विद्यार्थ्यांच्या दृष्टीकोनातून संभाव्य अडचणा, आशयासंबंधी काही गैरसमज आणि ते दूर करण्याचे मार्ग. इ गोष्टींचा समावेश होतो.

## 3 ) अध्यापनशास्त्राचे ज्ञान (Pedagogical knowledge).

यात अध्यापनाच्या विविध पद्धतींचे ज्ञान. त्यातून निवड करण्यासाठी निकष किंवा मार्गदर्शक तत्वे यांचा समावेश होतो. व्यावसायिकांची आंतरक्रिया ही मानवाशी होते आणि ती अर्थपूर्ण होण्यासाठी भावनात्मक गुणाची जोड असणे महत्वाचे असते. आपल्या बांधिलकी आणि उत्तरदायित्वाबद्दल सतत जागृत असणे हीच परिपक्व व्यावसायिकांची लक्षणे समजली जातात. व्यावसायिकांकडून समाजाला काही खास अपेक्षा असतात त्या पूर्ण करण्यात कुठलीही तडजोड करणार नाही असा संकल्प परिपक्व व्यावसायिकांच्या सेवा कार्यातून होत असतो.

### शिक्षकाच्या व्यावसायिक विकासासाठी प्रयत्न :

शिक्षक हा शिक्षण प्रक्रियेतील प्रमुख घटक असून त्याने आपल्या व्यवसायाचा विकास गुणवत्तेसाठी करावी अशी अपेक्षा असते. शिक्षकाने सेवापूर्व प्रशिक्षणामध्ये मिळविलेले ज्ञान हे तुटपुंजे असते. पुढे तो सेवत गेल्यानंतर काळानुरूप घडलेले बदल, समाजाच्या गरजा, अपेक्षा, विद्यार्थी गरजा, अपेक्षा यांना अनुसरून शिक्षकाला नवनवीन ज्ञान, अध्यापनाच्या पद्धती, तंत्रे, साधने, आपल्या विषयात सातत्याने येणारे नवीन विचारप्रवाह, झालेले बदलयाबाबत जागरूक राहिले पाहिजे.

### व्यावसायिक विकासात शिक्षकाची भूमिका

शिक्षकाने आपला व्यावसायिक विकास घडवून आणताना स्वतःच प्रयत्न केले पाहिजे योगी अरविदांनी म्हटल्याप्रमाणे, Not thing can be taught. त्याने स्वतः च्या क्षमता उणीवा, त्रुटी, उपलब्ध संधीचा विचार, अडथळे किंवा समस्या कोणत्या आहेत याचा आठावा घेणे हे शिक्षकांचे आधकर्तव्य आहे.

शिक्षक स्वतःमध्ये बदल घडवून आणण्याची गरज आणि जबाबदारी यांचा स्वीकार करत नाही व त्या दृष्टीने प्रयत्न करीत नाही तो पर्यंत शिक्षकाचा विकास होणे कठीन आहे. शिक्षकांना असलेले ज्ञान, कौशल्ये व इतर क्षमता यांच्या दृष्टीकोनातून शिक्षकांनी स्वतःच्या क्षमतांचे मूलमापन करणे ही विकास प्रक्रियेतील पहिली पायरी आहे.

1 ) व्यवसायाशी बांधिलकी - शिक्षकांनी आपला व्यवसायाशी बांधिलकी ठेवणे आवश्यक आहे. ज्या प्रमाणे

आपण एखादा व्यवसाय निवडतो तो व्यवसाय आपण नियमित पणे चांगला प्रकारे केला पाहिजे. याच बरोबर समाज, शाळा, पालक, व्यवसाय या प्रती निष्ठा व बांधिलकी ठेऊन आपला व्यावसायिक विकास साधण्याचा प्रयत्न करावा.

**2 ) व्यवसायाविषयी प्रामाणिकपणा -** कोणताही व्यवसाय असो तो जर प्रामाणिक पणे केला तर त्या मध्ये यश हे येत असते. कारण तो एक पेशा असतो किंवा धंदा असतो मग त्या मध्ये आपण प्रामाणिकपणे काम केले तर त्या व्यवसायाचा विकास होत असतो. आणि शिक्षकाने आपला व्यवसायाशी प्रामाणिकपणा ठेवला तर नक्कीच व्यावसायिक विकास झपाट्याने होत असतो. अनेक जण असे असतात की कोणता व्यवसाय करायचा म्हणजे तो फक्त पगारापुरताच करायचा अस नकरता तो प्रामाणिकपणे करणे आवश्यक आहे. त्यामध्ये आपण जो व्यवसाय करतो त्याच्या मध्ये समाधान मानले पाहिजे.

**3 ) उच्च दर्जाची निर्मिती :**

शिक्षकाने आपला विविध प्रकारच्या भूमिका समजावून घेऊन प्रत्येक घटकामध्ये उदा. अध्यापन, विद्यार्थी मागदर्शन, समुपदेशन, शालांतर्गत इतर जबाबदाऱ्या शाळा बाह्य जबाबदाऱ्या इ. मध्ये उच्च दर्जा निर्माण करण्याचे कार्य करावे. म्हणजेच आपल्या व्यवसाय पवित्र व गुणवत्तापूर्ण हवा या करिता सदैवच प्रयत्नशील राहावे.

शिक्षकाने आपला व्यावसायिक विकास घडवून आणावयाचा असेल तर वरील सर्व घटकाचा विचार करून सदैव प्रयत्नशील राहावे ही अपेक्षा आहे. तसेच नावीन्याचा स्वीकार करताना सदसद्विवेक बुद्धीचा वापर करावा त्यामुळे शिक्षकांची व्यावसायिक विकासात महत्वाची भूमिका आहे.

**4 ) दृष्टीकोन :** व्यावसायिक शिक्षणाकडे शिक्षकाने एक व्यापक अर्थाने पाहिले पाहिजे त्यामध्ये औपचारिक व अनौपचारिक शिक्षणाचा सुद्धा समावेश होतो. विशेषत प्राप्त रोजगार किंवा व्यावसायिकता टिकवून ठेवण्यासाठी आवश्यक पात्रता किंवा क्रियाशिलता टिकवून ठेवली पाहिजे. प्राथमिक किंवा दुय्यम किंवा तांत्रिक प्रशिक्षण देखील घेणे आवश्यक आहे. सेवत असताना देखील विविध सेमिनार, वर्कशॉप, चर्चासत्र या मध्ये सहभाग घेतला पाहिजे. व्यावसायिक विकास कार्यक्रमात सहभाग घेऊन नवीन नवीन माहिती शिक्षकाने घेणे आवश्यक आहे शिक्षकाने व्यावसायिक विकासात सकारात्मक दृष्टीकोन ठेवणे.

**व्यावसायिक विकास शिक्षणात शिक्षकांची जबाबदारी :** स्वतःच्या विकास कार्यात वाचन, चिंतन, नवीन अध्यापन पद्धतीचा, अभ्यास, तज्ञांचे विचार, नविन संशोधनातून प्राप्त झालेला शिफारशी स्वतःचा विकासाचा आराखडा तयार करणे हिताचे, या आराखड्याच्या अनुषंगाने वाटचाल करायची असा संकल्प करणे महत्वाचे आहे.

आज देशात शिक्षकांच्या व्यावसायिक विकास कार्यास साहाय्य करण्याच्या अनेक संस्था कार्यरत आहे. यात NCERT, SCERT., विद्यापीठे आणि अध्यापक शिक्षण संस्था यांचा प्रामुख्याने उल्लेख करायला हवा या सर्वच संस्था शिक्षकांच्या गरजा लक्षात घेऊन विविध कार्यक्रमांचे आयोजन करीत असतात या कार्यक्रमाचा लाभ घेण्यासाठी

आवश्यक सुविधा, प्रवास व निवास खर्च, शाळेतून रजा, शैक्षणिक साहित्य उपलब्ध केले जात आहे. शिक्षकांचा जाबाबदारी ही व्यावसायिक शिक्षणात फार महत्वाची आहे. कोणतीही जबाबदारी घेतलीतर ती व्यवसाय म्हणून ती पूर्ण करणे आवश्यक आहे.

#### समारोप :

अशा प्रकारे व्यावसायिक विकासात विविध प्रकारे शिक्षकांची भूमिका ही अत्यंत महत्वाची आहे व त्यामध्ये विविध घटकांचा समावेश आहे व्यावसायिक शिक्षणात विकास होणे अत्यंत महत्वाचे आहे आणि प्रत्येकाने एक व्यावसायिक म्हणून आपली भूमिका व जबाबदारी ही प्रामाणिकपणे पार पाडणे आवश्यक आहे जेणे करून व्यावसायिक विकासात एक महत्वाचे कार्य प्रत्येकांच्या हातातून होईल व व्यवसायिक विकास हा झपाट्याने होईल अशा प्रकारे विविध दृष्टीकोनातून शिक्षकांची भूमिका व जबाबदारी महत्वाची आहे.

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GOEIIRJ

## PROFESSIONAL DEVELOPMENT IN EDUCATIONAL SECTOR

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### Introduction :

**India Vision 2020** is a plan proposed by former Indian president Dr. A.P.J. Abdul Kalam to make India a developed country by 2020. Transforming the nation into a developed country, in combination have been identified based on India's core competence, natural resources and talented manpower for integrated action to double the growth rate of GDP and realize the Vision of Developed India."One of the area amongst that is education. Need of an hour is to have professional development in educational sector that supports 21<sup>st</sup> century skills.

According to the thesaurus of the Educational Resources Information Center (ERIC) database, *professional development* refers to "activities to enhance professional career growth." Such activities may include individual development, continuing education, and inservice education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring.

"Professional development ... goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. [This] definition of professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning.... Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests."

### Content :

Teachers have the greatest impact on student learning. The success of education in the 21<sup>st</sup> century calls upon educators to confront broad pressures now shaping our children's future. Twenty-first century skills professional development prepares teachers and principals to integrate 21<sup>st</sup> century skills into their classrooms and schools. It should be a part of a comprehensive emphasis on these skills, including an alignment with standards, curriculum and assessments.

Professional development of an educator will help to deal with Global Competition in Education, International Innovation and Greater Demands in the Workplace. Teachers not only have to teach traditional subjects in new ways that acknowledge our digital future, they also have to introduce topics that they may not be familiar with and have never taught before. Likewise, district and state administrators must recognize that teacher professional development should be a part of a comprehensive emphasis on 21<sup>st</sup> century skills, including updates to standards and assessments.

**Successful 21<sup>st</sup> century professional development programs share several common characteristics:**

- Ensure educators understand the importance of 21<sup>st</sup> century skills and how to integrate them into daily instruction.
- Enable collaboration among all participants.
- Allow teachers and principals to construct their own learning communities.
- Tap the expertise within a school or school district through coaching, mentoring and team teaching.
- Support educators in their role of facilitators of learning.
- Use 21<sup>st</sup> century tools.

**The best ways to deliver professional development that supports 21<sup>st</sup> century skills:**

There are many ways in which educators can acquire 21<sup>st</sup> century skills training. Pre-service teachers should undertake programs of study that include 21<sup>st</sup> century skills instruction, especially in emerging fields, such as Information and Communication Technology (ICT). It is also recommended that teacher education institutions add 21<sup>st</sup> century skills competency to the accreditation criteria for teacher education programs.

For in-service teachers, “just-in-time” preparation that includes coaching and identification of new pedagogical tools and approaches to weave 21<sup>st</sup> century skills into content areas should be made available. Ideally, teaching academies, or other special initiatives, should exist so that teachers can develop and renew 21<sup>st</sup> century skills and pedagogy in structured programs.

**Online professional development**

The 21<sup>st</sup> century has seen a significant growth in online professional development. Content providers incorporate collaborative platforms such as discussion boards and wikis, thereby encouraging and facilitating interaction, and optimizing training effectiveness.

In the education industry, the use of online sources of professional development represents a significant shift. Whereas many other industries have used online sources of continuing

education and professional practices for many years, traditionally educators have turned solely to internal professional development departments, local education agencies (LEAs), and local colleges and universities to acquire the necessary education to meet the required hours/units for renewal of their state teaching-licenses.

However, the economic pressures facing school districts combined with a greater conviction that online professional development can be effective has led to increased interest in this option. Rather than replacing traditional sources of professional development, online sources and providers have served to augment existing options and can bring a widening access to topics and a broader scope to “learning communities.” As teacher performance comes under increased scrutiny. Professional development courses online improved teacher’s instructional practices and boosted their subject knowledge scores, producing modest performance gains for their students.

“A series of online professional development courses that focus on specific content and target student learning needs can have positive effects on teacher knowledge and instructional practices,” said Boston College Associate Professor of Education Laura O’Dwyer. “The studies also show that teacher participation in online professional development can translate into improvements in targeted student outcomes.”

Online professional development can and will serve an important role in supporting the educational goals in Education

### **Conclusion:**

Living in 21<sup>st</sup> century it’s essential to have professional development that supports the skills of 21<sup>st</sup> century. Professional development should be required throughout the career of education support professionals. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their positions and job performance. These programs should assure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation.

Student achievement depends on rigorous standards and a knowledgeable education team. To have high standards for students, there must be high standards for the staff members who work with them. Professional development programs are meant to provide’s with opportunities to gain knowledge and skills that will enhance their professional growth. In turn, their newly developed skills and knowledge, thereby increasing their contributions within the educational community.

## ROLE OF ADMINISTRATORS IN ESTABLISHING A PROFESSIONAL LEARNING CULTURE FOR THE TEACHERS WITHIN THE INSTITUTION

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### Abstract

*In today's scenario professional development of teacher educators play an important role because they in turn will be developing the teachers to grow professionally. But these teacher educators will grow professionally only if the administrators provide outrushing environment for them. Ashoka B.Ed college is such a institute where the administrators provide exposure to the teachers educators to various innovative strategies and workshops, thus helping them grow professionally. The paper focuses on common means for developing teacher dialogue about teaching and learning and cooperation in the planning and delivery of curriculum lessons. The Strategies to build the quality and consistency in teaching.*

### Introduction-

A school/college without a strong professional learning culture is one where staff are highly independent and risk averse, where complacency and professional incompetence is tolerated and where a commitment to improving student learning has been given way to an acceptance of mediocrity or worse. In such a climate, teachers have little sense of common purpose and a limited concern for their own and their colleagues professional development. The leadership team in a school/college with a poor professional learning culture has not done sufficient to make teachers accountable for their behaviors or to establish processes for promoting such a culture. They have failed their leadership responsibilities and their responsibility to ensure that the schools/college students are given the best possible opportunities to learn and be successful. A professional learning culture is most likely to develop when there is high degree of leadership support for teacher learning and risk taking and when there is a high degree of staff interaction, trust and support. Just as a school/college must have high expectations for student learning, the leadership team needs to establish and act upon high expectations for teacher professional learning. Staff should be introduced to new teaching concepts, new work methods, be encouraged to exercise responsibility and generally operate in an environment where ongoing improvement is

expected and constantly being pursued.

### Objective

To study the professional learning culture is to improve the effectiveness and consistency in teaching in Ashoka B.Ed college.

### Methodology

Survey method within the institution

### Tools of the study

Questionnaire-Self developed questionnaire.

### Data Gathering

Researcher is working in same institute and is aware of the support of the leaders of the institution in promoting professional learning culture among the teachers.

### Research questions?

**Q)What could be the more common means for developing teacher dialogue about teaching and learning and cooperation in the planning and delivery of curriculum lessons?**

This question is important because they are a means for establishing teacher trust, collegiality and interdependence which are critical pre-conditions for some of the more confronting strategies (e.g. giving feedback on a colleague's teaching effectiveness)

**Q) What are the Strategies to build the quality and consistency in teaching.?**

The opinion of the Ashoka leaders were as follows-

Team planning	Mentoring
ï Teaching teams	ï Coaching
ï Team teaching	ï Teacher feedback
ï Involvement in teacher networks	ï Teacher-run training sessions
ï Action research projects	ï Classroom demonstration

### The leaders further continued-

The professional learning culture of the college could be developed because the teachers are committed to continually:

- acquiring new knowledge and skills (learning what and how to improve their teaching)
- implementing new practice (applying new knowledge and skills in the classroom)
- refining new practice through self reflection and feedback (improving implementation)
- sharing new practice through demonstrations, workshops and presentations (teaching others what and how to improve their teaching)
- assisting others to implement improvements through team planning and teaching, coaching and mentoring (spreading the implementation of new knowledge and skills in the classroom)

- refining others practice through observation and feedback (improving the implementation of others)

Also leaders help to develop a learning culture by supporting teachers to take on different job responsibilities, providing opportunities for staff to develop and exercise management and instructional leadership skills, encouraging staff to undertake research (e.g. through reading about and observing exemplary practice), providing opportunities for reflection on teaching processes as well as learning outcomes, having assisting staff to review the effectiveness of their teaching and ensuring that appropriate professional learning resources

#### **Own learning experience in Ashoka and sharing of reflection-**

There are extensive opportunities for teachers to engage with professional learning activities beyond the college. Development programs (e.g. workshops, seminars and conferences) are provided regionally, state-wide, nationally. Whilst these professional development events attract a wide range of teachers from different schools.

#### **Leaders here believe that, Generally it is teams, not individuals, who change colleges.**

At the individual college level the tendency is to release only one or two teachers to attend such an event. This is because this model of professional development is relatively expensive for college, particularly for colleges with limited resources that have to replace teachers on training programs. Consequently, the impact of the colleges professional development expenditure is generally negligible as only one or two teachers have been engaged in the event and their capacity to influence other teachers to change their practice as a consequence of ideas they have gained at the training session are extremely limited.

The take away message here is that professional development programs contribute best to college effectiveness when:

- group activities are supported in preference to individual activities
- professional development resources are targeted at supporting college improvement priorities, rather than an individual priorities
- the program/activity being supported has a focus on training rather than education
- processes have been established within the college to incorporate the learning derived from the training program .

#### **In Ashoka Individual professional learning plans start with identifying the teacher's change intentions**

The typical process adopted when determining the contents of a teachers individual development plan is to ask the teacher to nominate a development need or a need analysis is undertaken through an observation of one's work, 360 degree feedback or through a self-assessment task. Consequently, it is the participation in the learning that is seen to be the key

purpose, a purpose that is achieved when an appropriate learning program is attended, whereas participation in a development activity is merely a means to an end. The end being improved performance by the teacher.

**Examples of a specific teacher improvement focus that could be converted into a behaviour change target.**

**Here teachers ask themselves that-**

- i I want to improve students ability to discuss the novels they are reading.
- i I want to be able to manage class disruptions better.
- i I want to encourage more student self and peer assessment.
- i I want to improve my questioning skills.
- i I want to involve students in making decisions about their own learning

These descriptions both assist teachers to clarify what their intent is and provide a means for reflecting on the degree to which the improvement strategy was implemented. Moreover the specific change targets are to be implemented within a reasonable time-span so that new specific targets can be established and implemented as the year progresses. Besides all the above mentioned Ashoka administrators also provide an opportunity for-

- **Participation in an In-house workshop**

In-house workshops can be initiated by an individual, teaching team or faculty. They are a means for sharing of ideas, reflection, team building, networking and building across department cooperation.

- **Mentor advice**

The establishment of a formally organized mentoring program (including a mentor training program) provides a framework for less experienced staff to gain access to more experienced staff. A mentor can provide advice and counsel to less experienced staff who may be troubled by an issue or wish to take on a new challenge.

**Conclusion –**

we find that the role played by administrators of any institution for professional development of the teachers is very crucial. The teachers grow professionally and become much capable of facing any sort of challenge in their way. Moreover they develop intense confidence in themselves. Now they help their students with the strategies to grow professionally. Healthy atmosphere prevails in the intuitions if the members of the institution are developed professionally.

## PROFESSIONAL ETHICS OF TEACHERS IN HIGHER EDUCATION

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- The professional has learned that success, like happiness, comes as a by-product of work. The professional concentrates on the work and allows rewards to come or not come, whatever they like.”

— Steven Pressfield,

### Introduction:-

**Professional ethics** encompass the personal, organizational and corporate standards of behavior expected of professionals.

Professionals and those working in acknowledged professions, exercise specialist knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics.

Professionals are capable of making judgments, applying their skills and reaching informed decisions in situations that the general public cannot, because they have not received the relevant training

Professionalism is knowing how to do it, when to do it, and doing it.....

### Definition –

- A professional is an expert in field which one is practicing, excellent practical and literary skills in relation to profession, high quality in work, high standard of ethics, reasonable work morale and motivation, appropriate treatment of relationships with colleagues, and commitment to the field.

### Need of Professional Ethics

- ✓ **Professionalism teaches us to think positively:** - It is the most important thing that a teacher should think positively in his professional as well as personal life. Professionalism teaches us to think positively and enthusiastically about people and students in particular and what they are capable of becoming. It also helps us to see the good in any situation and move forward to make the most of difficult situations.
- ✓ **Professionalism develops effective communication with others in good manner:** - It also gives us confidence of communicating personal thoughts and feelings on a wide spectrum of issues and listening to students in an empathetic manner, assuring each those conversations will be held in confidence.
- ✓ **Professionalism is equal to proper organization of our work and time:** - It makes us able to make efficient use of time and move in a planned and systematic direction. It also motivates us in work and in fulfilling the expectations for students and self.
- ✓ **Professionalism demonstrates commitment to:-** students and the profession, self-confidence and healthy self-image. To encourage students to look at themselves in a positive manner, while encouraging them to develop a positive self-concept and careful to honor the self-respect of the students.
- ✓ **Professionalism develops individual perception:-** To see each student as a unique and valuable individual, quickly diagnose student's difficulties and assist in the management of individual situation.

***“Education without values, as useful as it is, seems rather to make man a cleverer devil.”***

### Which ethics should be followed in schools or colleges?

1. **Dressing like a professional:** It is important for teachers to dress professionally. Teachers should take care of their dressing. It should be formal. Teachers should change their dressing as per occasion.
2. **Being prepared and always being on time for work:** Professional teachers should check their diary the night before and plan the day ahead and plan thoroughly too for every lesson and class. They should stick to their work programming assessment schedule, to ensure that not only syllabus content is covered, but also the necessary skills for their subject developed

among students. Truly professional teacher should be punctual; they will make sure that they arrive at least ten minutes before the college or school timings, so as to prepare themselves mentally for the day ahead. Teachers should start and finish their lecture in time.

**3. Following procedures and the protocol expected at school.**

A Professional teacher becomes an ideal in front of students by following procedures and the protocols set by the respected school or college. As a result students also follow the rules.

E.g. If teacher follows the rule of prohibition of mobile in college or school campus, students also follow the same.

**4. Keep up to date with your marking and grading of students' tasks:** If teacher takes too long to hand back class tests and so on, the students will have lost interest in the task and their result also gets affected. A Professional teacher keeps all these things in mind and works accordingly. A great teacher keeps herself updated about her subject and other areas also like current affairs, recent research etc.

**5. Treat your colleagues and students with respect:** A professional teacher always respects his/her colleagues and tries to learn new things from their experiences. He/She also respect students and never discuss their results or grades in front of other students. She leaves students family background, religion, behavior, and personal circumstances out of public disciplinary processes and discussions.

**6. Be passionate, positive and enthusiastic about your work.** A professional teacher will not create negativity in a staff room or engage in mindless gossip and the spreading of dissent. She never throws cold water on new ideas or suggestions for positive change. A professional will not vocalize negative thoughts like "That will never work at this school/college." He/ She always tries to take short courses to keep herself mentally stimulated and updated. Teacher's renewed enthusiasm for his/her subject will be rewarded by student's increased interest and enthusiasm for the subject itself.

**7. Behave professionally in public:** Swearing and being drunk in public will cause community members to lose respect not only for you, but for the profession. Because teachers are second parent of a child and they are architects of student's life.

**8. Take an interest in every child:** The better you get to know your students, the more influence you will have on their attitude towards your subject and on their lives in general.

Remember the adage: "Teachers touch eternity; they never know where their influence may end." Professional teacher should be a mentor not a friend. He / she takes care of student's each and every aspect like studies, personal development, confidence level etc. Also takes responsibility for student's results, because the grades students achieve are a reflection of teachers teaching.

9. **Consult parents:** A professional teacher tries to include parents in the educational process and encourage their support of the school's disciplinary processes and procedures. He/ she politely and calmly deals with parents and keeps reminding them that every discussion about the child needs to be undertaken with the child's best interests at heart.
  10. **Simplify complicated lessons and Keep students' attention:** A good teachers makes it easy for the students to understand complicated things. Use examples, models, pictures, photographs and high technologies to simplify complex things. A professional teacher also teaches students why the knowledge he/she convey is important and how they can apply what they learn in their daily lives. Then they are more likely to remember what teacher teaches.
- **To maintain professional ethics, teacher has to do so many things. But there are some Don'ts also,**



- ❖ **Raise voice and show anger** – One should not raise his/her voice in the classroom without reason and show his/her anger. It suggests that the person is expressing wrong feelings to the wrong person.

- ❖ **Telling the secrets of others** - Tell a student's secret to others which can bring disreputability or embarrassment to student.
- ❖ **Be egoistic** – The person is not at all able to share the knowledge when he/she is egoistic. A professional ethic of teacher is to be polite every time.
- ❖ **Show partiality**-Help students score extra marks in exams although the score does not conform to the marking criteria.
- ❖ **Comment on colleague** - Comment unprofessionally about fellow instructor to student is also a one of the greatest don'ts in professional ethics.

**Conclusion:-**

It is important to realize the core values that support the ethical principles of individual professional conduct. Ethical conduct needs to be promoted by professional associations to ensure that the standards of conduct are consistent with the highest levels of professional service. A code of conduct can promote ethical understanding, and the library association can offer training and advice in ethical conduct to ensure that individuals and library institutions comprehend the distinction between ethical and unethical behavior. A teacher is the ideal person for the students who sets the example for them. So she must follow the ethics of her profession.

GOEIIRJ

## E-RESOURCES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

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### Abstract

*In today's technology-driven world, teachers need to move with times and exploit the potential of e-resources in their teaching. This paper presents in detail the need of e-resources for the professional development of teachers. I have discussed in my paper various on-line courses and applications which will improve the skills of the teachers, and also the problems in using and implementing the e-resources.*

*Key words: e-sources, professional development, ethena, podcast, ICT...*

### Introduction:

Professional Development is a process of educating teachers and the acquisition of skills and knowledge. It improves the pedagogy. If student's achievement and success is the ultimate aim of our education system then "quality teachers" can be one of the greatest determinants. Teachers are key to students' success. Teacher's ability, education, experience and attitude considered as important factors in the development of students. Even researchers have found that 40 to 90% of the difference in student success can be attributed to teacher's quality. To improve the performance of the teacher educators arrange one-day workshops, conferences and coursework. But how much learning can a teacher translate into practice? A teacher is no inborn artist and therefore need to be trained properly. Traditional in-service programs like one-day workshops, conferences are not sufficient for the purpose. Because PD is a lifelong learning process, where teachers are active participants in their own growth and development. PD undoubtedly improves the performance and behavior of the teacher. PD enhances teachers' effectiveness. To improve the quality in teachers many resources are available. And the teachers are expected to make the most of it. In my paper I have focused on how the collaboration of e-resources and education has changed the educational landscape.

- **Collaborating Technology and Education**

Since, we are living in the 21<sup>st</sup> century, which is dominated by technology. Every sphere of our life is influenced by technology. E-learning helps to bridge the gap between traditional pedagogy with the latest technological applications. With the advancement of technology all the traditional methods seem to have taken a backseat And education is no exception to it. To bring

about the professionalism in a teacher e-recourses are playing a major role, because it does not have a boundary and moreover it is open for all. Information and knowledge is just a click away. Thus “E” in e-learning does not necessarily stand for ‘electronics’ but also for exciting, energetic, engaging, extra, eclectic and extended learning. In today’s technology-driven world it is a challenge for teachers to integrate technology into curriculum. To meet these challenges e-resources are providing much needed input. We have internet, various online courses, and many innovative applications to serve the purpose. And Of course they save time and are cost friendly.

In present scenario India has seen spectacular growth in education system. Today one-fifth of her population is being engaged in the pursuit of education. The student number of 237 million is being engaged in pursuit of education. To fulfill the needs of the students a teacher has to be trained with the basic knowledge of computer and internet.

- **The Urgent Need of Technology in PD**

The need of PD raises many questions in my mind and one of them is- why so many students choose to attend schools or universities outside their home countries or cities? If the answer is yes then it simply means that the teachers are not competent enough. If we are lagging behind then it is a high time to rethink about our educational system and reshape it with the help of technology. So instead of students travelling and acquiring knowledge, the teacher should come forward and enhance his or her skills using e-recourses .Surely it calls for the collaboration of educators and teachers. There are many sites providing access to open education resources like lecture transcripts, recordings, textbooks, assignments, audio, video and educational materials to hone the skills of the students. I think the internet has really enabled a movement where educational material is free and anyone can access it. There are plenty e-resources available. I have chosen these resources which are highly beneficial and are cost friendly, but the need is to motivate the teachers to utilize the resources in their classroom. Following are the e-resources.

- **E-resources**

**1. COURSERA-** It offers massive open online courses. One can take world’s best courses, for free. It works with universities to make some of their courses available online and offers courses in various subjects. All courses are accessible for free. Each course includes short video lectures on different topics and assignment to be submitted, usually on a weekly basis. Even online meetups are arranged. These courses provide quizzes, weekly exercise and sometimes a final project or exam. Meetup is an online social networking portal that facilitates offline group meetings. It allow members to find and join groups unified by a common interest. For the PD of teachers it is very

important to make new connections and exchange views.

**2. MOOC-** It is an online course aimed at unlimited participation and open access via the web, in addition to traditional course materials such as videos, reading and problem sets MOOCs provide interactive user forums that help build a community for students, professors and teaching assistants. MOOCs use video lectures, employing the old form of teaching using a new technology. I would like to point out that an emerging trend in MOOCs is the use of nontraditional textbooks such as graphic novels to improve knowledge retention. Others view the videos and other material produced by the MOOCs as the next form of the textbook. Hence, MOOCs in the next textbook.

**3. PODCAST-** The word is derived from “broadcast” and “ipod” from the success of the ipod. It is a digital medium consisting of an episodic series of audio, digital radio. It can be downloaded through web syndication to a computer or mobile device. The process is automated so that new files are downloaded automatically. Important fact of podcast is it is free to listen and create content. And files are stored locally on the user’s device ready for offline use.

**4. Flipped Classroom-**It is a blend of online and offline teaching and learning. Students watch lectures online at home and work on projects and interact with faculty while in class. I think it is really beneficial to improve student performance

**5. User-generated content (UGC)-** Using social media sites users create their own media like blogs, tweets, video and audio files, wikis, digital images, discussion forums and so on. This content can be used by the teachers to share, reflect, exchange views, skill-building and to discover. There is no charge for uploading user-generated content.

**6. ICT –** It is information and communication technologies. It leads to improved and better teaching methods. It integrates telecommunications, computers, software, audio-visual software which enables users to access, store, transmit and manipulate information. It actually makes a teacher’s task easy. Images can be used. Teachers can easily explain complex instructions.

**7. EDTHENA-** A good teacher always want to know feedback of her performance. Here is Edthena which brings observation and feedback online. Following are the steps:

- a. Teacher records herself
- b. uploads video to platform
- c. Feedback from concerned authority.

It connects teachers to coaches via online. It would definitely boost the confidence of a teacher.

**8. Grovo-** It is a very useful educational website that trains users on internet tools and professional skills through 60 second, personalized videos. Thus if a teacher does not know how to use

“Skype”, here is the solution.

**9. Skype-**With Skype teachers can collaborate with other classes, teachers and people. No matter where they are. It is amazing.

**10. Webinars-** Web-based seminars. It refers to a service that allows conferencing events to be shared with remote locations. It is a presentation, lecture, workshop or seminar that is transmitted over the web. It has the ability to give, receive and discuss information.

- **What are the problems in implementing the e-resources?**

1. lack of awareness among the teachers

2. lack of motivation to teachers

3. no monitoring

4. If computers are introduced in the classroom, but the educators are not offering training to their teachers in how to use them effectively, then it will be a useless activity. Teachers have to develop skills related to technology.

5. Again only knowing how to use the tools is not sufficient, they also know how to integrate technology in classroom. It is a challenge for teachers.

6. For a successful implementation of e-resources educators, R&D, Stakeholders, teachers need to work together.

- **Conclusion**

With the advancing technology the task of the teacher is to be in sync with the technology itself because the students are ‘techno savvy’. One of the reason why technology in classroom is that it can retain students’ interest. Hence saving the efforts of the teacher. Technology is bringing positive changes in the education system and it is capable of making any task simple. In coming future e-resources will end up revolutionizing the whole education system. The suggested online courses and applications will definitely improve the effectiveness and productivity of teachers, provided the problems are looked after.

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## PROFESSIONAL ETHICS OF TEACHER IN HIGHER EDUCATION

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### Abstract :

*The importance of teaching ethics in professional degrees is well recognised, but what is less obvious is the rationale for this, who is to do the teaching and what the best approach to teaching ethics is. In this paper, it is argued that ethics teaching to professionals should not just concentrate on the professional code of ethics which pertains to their chosen field, but give students a wider appreciation of the place of ethics in their lives. It is argued that students need to learn about and become committed to the fundamental ethical principles which form the basis of the codes of ethics that they adopt. Although case study methods of teaching ethics provide the best approach to teaching ethics, the best equipped to provide a broad ethical education will be moral philosophers and ethicists working in collaboration with professional practitioners.*

**Keywords :** teaching ethics, philosophy of education, professional ethics

### Introduction

One of the difficulties that is often faced in the teaching of ethics units to students in professional courses is the assumption that it is the professional practitioner who knows best what it is that students need to know and who, more importantly, has the expertise to be able to convey the relevant content. This attitude is not entirely unexpected because it is not just ethicists who have to make ethical decisions – every human being who lives in relationship with others is compelled to make decisions about how to act. This means that every human being has experience of ethical decision-making, and when it comes to particular professions, experienced teachers, nurses, scientists, business persons and others will have had to make many ethical judgments and typically all without the benefit of a training in moral philosophy. It is small wonder that having, by their own lights successfully negotiated the ethical dilemmas that they have had to face in their daily professional lives (as well as those faced in their private lives), they, like many a self-made man or woman, feel confident in their hard won practical experience to make decisions which are morally

good. If they are also educators, they will also feel, with good reason, that they are well placed to not only decide what ethical instruction students in their professional courses should receive, but to also do the instructing.

In the higher education context, given the exigencies of staffing and financial pressure, this has resulted in practitioners in professional courses such as Nursing, Education, Science and Business, to name but a few professional areas, to take over ethics instruction from those traditionally assigned this task, namely moral philosophers and ethicists. The advantage of educators from the profession teaching ethics is that they know what is relevant and are able to teach at the right level for the students. Further it is argued that a truly reflective professional knows what it is to be a good practitioner – something that an ethicist or a moral philosopher is unlikely to know since he or she would not be inward with the discipline.

Cynically, one might add that many professional disciplines act on the assumption that a good teacher can teach anything, whatever the discipline. There is, therefore, no necessity to have professional ethicists or moral philosophers teaching ethics. It is questionable whether this is a good argument. The argument largely turns on a separation of what it is to be a good practitioner of a vocation from what it is to be a good person, a distinction first noted by Aristotle. What is required of the good musician or a good carpenter is different to what is required of a good person. Clarkeburn (2002) makes the point that an ethics course by itself cannot hope to aim to instil good characters and good virtues in students and so we must settle for training students to be ethically sensitive and able to reason well. For good measure, through such training they may also come to know something of the kinds of moral dilemmas that they will be faced with in their chosen profession. Clarkeburn points out that education which aims to produce good persons must involve all aspects of the student's higher education, not just ethical courses. (Clarkeburn, 2002) This is undoubtedly right and if we cannot do this, then the argument for training by professionals which concentrates on codes of ethics and ethical decision-making specific to a profession is strengthened.

What the ethicist or moral philosopher can offer to students, particularly in service courses, is the opportunity to learn about the different ways ethical theory can illuminate approaches to ethical decision-making more generally. Though some empirical studies show students do not seem to benefit from an exposure to the types of ethics courses that moral philosophers and ethicist are likely to mount, this is a pedagogical criticism rather than an argument for claiming that there is no need for an understanding of the ethical principles which support ethical decision-making (Arras, 1991; Keefer, & Ashley, 2001; Beauchamp & Childress, 2001). In short, moral philosophers provide the

resources that students need in order to have more meaningful discussions about the moral dilemmas that they discuss and to have the tools for moral decision-making. Moreover, the concern of the moral philosopher is not just training in a moral code, but the larger (and more difficult) task of awakening in students a love of the good, justice, truth and beauty. In this much wider task, which is, moreover, more generally the aim of liberal education, the moral philosopher brings together the role of good professional and good person.

### **Approaches to ethics in higher education**

A common perception is that one of the primary motivations behind the drive towards greater ethical sensitivity and consciousness by graduates is the fear that ethical scandals will lead to a loss of public confidence in the particular profession. (Illingworth, 2004) It is this kind of view that we should resist. While it is true that human beings are far from pure in their motivations, ethical behaviour cannot simply rely on the deterrent effect of adverse publicity when it is learned that particular professionals have acted unprofessionally. The dichotomy between public professional ethical standards and private ethical standards cannot be sustained because ethical decision-making at its deepest levels, particularly in situations where a code is unable to guide, relies on the fundamental values which persons, by their actions, reveal that they hold. Though there are several approaches to teaching ethics, not all will aim at a profound autonomous acceptance of fundamental values determined by critical reflection on what is the good for human persons living in community with one another.

There are three basic approaches to the teaching of ethics according to Illingworth – 1) A pragmatic approach which relies on teaching students about codes of ethics. In this approach, the emphasis is on elaborating what it means to be a professional in terms of behaviour which accords with an agreed code of conduct. 2) An embedded approach which bases ethics on the students' emerging sense of identity. In this approach, ethics is taught as part of a more general understanding of morality and so ethical issues in a particular area are embedded in more general concerns. In this way, students are able to exercise greater autonomy in their ethical decision making. 3) A theoretical approach in which students are introduced to ethical theories which can then be applied to a variety of situations and contexts. Each of these approaches can be supported by the use of case studies, which lend themselves to a variety of learning and teaching styles. Significantly, Illingworth also argues for collaboration between ethical theorists and professional practitioners if students are to receive the best possible ethics education. (Illingworth, 2004)

Illingworth argues for the importance of demystifying ethics both for teachers and students and proposes that this implies that the best way to approach ethics is not through theory, but through role play, practice-based learning and narrative. (2004, 46) We can broadly agree with educational practice which begins from the lived experience of students. We also need to have an understanding of the students themselves and how they will interpret the moral principles and conceptions of the good, of justice and compassion presented to them. That is to say, fundamental principles and values come to be known through a process which begins with the subject's interpretation of his or her experience grounded, as Heidegger would put it, in Dasein or being. (Thomson, 2000; 2001; Peters, 2000) Reflecting on experience is a good approach to deepening a student's understanding of ethical issues, but reflection also needs some theoretical tools to help the reflective process. A student needs to know how to reflect on ethical questions and it cannot be supposed that he or she will be able to do this without some exposure to the various ways in which we can think about ethics. A study of ethical theory should not be dismissed so readily.

There needs to be more available to the student than just their intuitions about what is right and wrong. Moreover, leaving matters in such a pass presupposes that there are no ways in which ethical dilemmas can be resolved in such way that one can be confident that one has made the right choice. That is, that one has chosen to act morally well. Ethics is not just a matter of taste, despite the popular view that the only restriction to be placed on human actions is that they not harm anyone. We would not accept, for instance, a plea from someone who, having embezzled to support a gambling habit, nevertheless insisted that he had acted with good intentions and so should be spared from having to accept the consequences of his actions. We would not countenance such behaviour even if, as a matter of fact, it did not harm anyone, as would be the case if the money were fully returned.

A fundamental requirement for an ethics course is that it makes people think about the ethical decisions that they make and that they gain the ability to engage in ethical reasoning. This does not mean that each professional discipline needs its own ethics course, but, from what has already been argued, due regard to context and the situation of the students, leads us to see that examples drawn from professional experience provide the teacher with a very valuable pedagogical tool. The right kind of examples will lead the student to make connections from particular judgements to more universal applications of the principles on which particular judgements are based.

The aim in an ethics course is the acquisition of the intellectual tools that enable students to be able

to decide right from wrong and act accordingly, but ethics education demands commitment to moral values. Our moral commitments, based on the values we hold important, justifiably form a crucial element in what is passed on to students, not simply as elements in a variety of ethical positions that may be taken, but as a position which, after considered thought, they can be justified in taking themselves. That is, the values we hold express our commitments to what is right and wrong and so are worthy of consideration. Significantly, being prepared to take a stand teaches students the importance of ethical commitment. It is the view expressed by Martin Luther who says, “Here I stand, I can do no other”. (Diet of Worms, 1521) The moral relativist, who he or she acts on the basis that what he or she decides at that moment is morally right, has no moral commitment. We resist such a view because of its self contradictory nature – as Kant has outlined in his moral theory. Students need to acquire an understanding of what is right and wrong and a commitment to the moral values implied by that understanding. (See also Greer, 1999.)

That didactic methods which emphasise ethical theories do not work well is supported by other research which shows that case study methods of teaching ethics work best. (Keefer and Ashley, 2001) Experienced ethical reasoners, that is, ethics graduate students, were careful to identify issues and to specify conditions under which specific professional role obligations recommend particular actions. They also elaborated the conditions which could affect the moral analysis of a problem and they justified resolutions in terms of those conditions which they concluded applied to the problem. This is an ideal way to approach ethical problems. This suggests that the ideal ethics course involves experienced ethics theorists who are able to present case studies to students which pertain to their particular professional area in such a way that different theoretical approaches to reaching moral decisions are learned. It is moral philosophers and ethicists who have the deepest understanding of different ethical theories and so the different ways in which ethical decisions can be reached. Ideally, then, ethical theories should be introduced to students through a variety of case studies. In an introductory twelve week ethics course there is scope for a number of ethical theories to be introduced together with a number of case studies drawn from a professional area. In advanced units in a professional degree ethics can be then be reinforced through further case studies. In all this, ethical theorists and educators in a professional course from the relevant disciplines should be in constant dialogue to ensure that the case studies chosen remain fresh and relevant to the professional area.

In a basic ethics unit students need to be taught some of the basic normative theories of ethics which provide the tools for thinking about ethical decision-making. Thus, students need to

know something about virtue ethics, deontological theories, natural law and utilitarianism, to name a few of the main ethical theories. Once they have a grasp of the basic theories, they can begin looking at more context dependent case studies. For example, for nurses, it is vital to consider end of life issues, as well as resource allocation questions, for business students, the rights of employees to a just wage and the responsibilities of company directors to their shareholders. Law students would be vitally interested in questions related to the nature of justice and the justification for punishment. Such a unit, taught by moral philosophers in dialogue with relevant professionals, would begin the task of enabling students to make firm moral commitments and to integrate these into both their professional and private lives.

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## कृषिक्षेत्रातील व्यावसायिक विकास शिक्षकांचा सहभाग

श्री .ताकाटे अर्जुन तुकाराम,

एम .फिल . २०१३ ते २०१५,

अॅड . विठ्ठलराव हांडे

शिक्षणशास्त्र महाविद्यालय, नाशिक – २

भारतासारख्या कृषीप्रधान देशात असणा-या लोकसंख्येपैकी फक्त शेती आणि शेतीवर असणा-या व्यावसायावर ७५% लोकसंख्या आपली उपजिवीका करते .याचाच अर्थ शिक्षकांसमोर असणा-या विद्यार्थी पैकी ७५% विद्यार्थ्यांचा शेतीविषयाशी आपल्या भावी आयुष्यात संबंध हा येणार आहे . याची जाणीव ठेवल्यास प्रत्येक शिक्षकाचा वेगवेगळ्या क्षेत्रातील विकासाबरोबर शेती या क्षेत्रातील व्यावसायिक विकास होणे मला आवश्यक वाटते . या देशाचे कृषिमंत्री श्री . शरदचंद्रजी पवार असतांना त्यांनी आपल्या मार्गदर्शनातून व-याच वेळा सुचित केले आहे की, शेतकरी कुटुंबातील एका व्यक्तीने नोकरी किंवा अन्य व्यवसाय करावा . याचा अर्थ शेतकरी आपल्या कुटुंबाच्या पूर्ण गरजा शेती या व्यवसायावर भागवू शकत नाही . हे स्पष्ट होते . म्हणुन शेतीत अमूलाग बदल झाला पाहिजे . तो बदल करण्यासाठी शिक्षकांचे योगदान आवश्यक वाटते . देशाची कांती करणारी भावी पिढी शिक्षकांसमोर असते . या दृष्टीकोनातुन इतर विषयांच्या अभ्यासाबरोबर शिक्षकांचा शेतीविषयक अभ्यास आवश्यक असून त्याचे विद्यार्थ्यांकडे अभ्यासपूर्ण संक्रमण होणे आवश्यक वाटते .

### कृषिक्षेत्रात दिसुन येणा-या समस्या

भारतासारख्या कृषीप्रधान देशात वेगवेगळ्या भागात वेगवेगळ्या प्रकारची भौगोलिक परिस्थिती आणि हवामान दिसते परिणामी एकाच देशात वेगवेगळ्या भागात वेगवेगळी पिके मोठ्या प्रमाणात घेतली जातात . उदाः कोकणात – भात, नागली, पठारी भागात गहु, ज्वारी, बाजरी डोंगराळ भागात तुर, मुंग इ . तर मैदानी भागात ऊस, फळबाग इ . यामुळे परिस्थितीनुरूप भिन्न समस्या शेती विषयात दिसुन येतात .

- १ . पारंपारिक शेती करण्यावर शेतक-यांचा कल
- २ . पिकासाठी देण्यात येणा-या पाण्याचे नियोजन नाही .
- ३ . आधुनिक तंत्रज्ञानाचा शेती व्यवसायात वापर फारच कमी .
- ४ . रासायनिक खतांचा अधिक वापराने जमीनीची निर्माण झालेली नापिकता
- ५ . यंत्रसामग्रीचा मोठ्या प्रमाणावर शेती मशागतीत दिसुन येणारा अभाव
- ६ . जमीनीतील माती परीक्षण करून पिके घेणे व त्यास योग्य त्या खतांचा पुरवठा करणे या पद्धतीचा वापर नाही .

७. संकरित वियानांचा वापर कमी
८. नैसर्गिक संकट आल्यास पर्यायी व्यवस्था नाही. उदा: जास्तीचा पाऊस, गारपीठ, सोसाट्याचा वारा, कडाक्याची थंडी.
९. खतनिर्मिती प्रकल्पाची बहुतांश शेतक-यांना माहिती नाही व माहिती करून घेण्याची शेतक-यांची मानसिकता दिसून येत नाही.
१०. रासायनिक खते आणि किटक नाशकांच्या वापरामुळे शेतीची अपरिमित हाणी झाली आहे.
११. प्लास्टिकचा मोठ्या प्रमाणावर वापर कृषिक्षेत्रात होऊ लागल्याने पर्यावरणाला मोठा धोका निर्माण झाला आहे.

वरील समस्यांवरोवरच कृषिविकासात अनेक प्रकारच्या समस्या निर्माण झालेल्या आहेत. उदा: शेती विषयासाठी पुरविल्या जाणा-या तोकड्या अनुदानाच्या योजना, पिक विमा योजनेतील जाचक अटी, वियाणांमध्ये होणारी भेसळ, रासायनिक खतांचा वाढलेला वापर, किटकनाशकांचा अधिकाधिक होणारा वापर, या सारख्या अनेक समस्या निर्माण झाल्याने कृषिक्षेत्रातील सर्व स्तरावरून मार्गदर्शन आणि सहकार्याची गरज निर्माण झाली आहे. कारण यातून पुन्हा नवीन समस्यांचा जन्म होऊ पाहात आहेत. उदा: शेतक-यांनी केलेल्या आत्महत्या!

### शेती विषयक अभ्यासाची गरज –

१. देशाच्या असणा-या लोकासंख्येपैकी सर्वाधिक लोक शेती व्यवसाय करत असल्याने त्यात आधुनिक दृष्टीकोन आणण्याच्या दृष्टीने अभ्यासाची गरज.
२. काळानुरूप होणा-या बदलानुसार शेती क्षेत्रातील विविध तंत्रांमध्ये, पद्धतीमध्ये होणा-या बदलांचा देखील स्विकार आणि वापर शेती व्यवसायात आवश्यक.
३. शेतीविषयक असणारा विविध आधुनिक शेतीची अवजारे त्यांच्या वापराचे प्रशिक्षण आणि वापर, येणारे विविध संकरित वियाणे, त्यांची उत्पादकता जमिनीची पोत, त्यात असणारे विविध घटक, विविध रोगांचा प्रादुर्भाव, त्यावर असणारे विविध प्रभावी किटकनाशके, या सर्वच बाबींची माहिती होण्यासाठी अभ्यासाची गरज.
४. शिक्षक हा विद्यार्थी आणि समाज यामधील संक्रमण प्रक्रियेचा महत्वपूर्ण घटक आहे. तो एक दुवा आहे. त्या करिता प्रथम माहिती शिक्षकाला असणे आवश्यक आहे. तरच तो विद्यार्थ्यांना सांगू शकतो.
५. शेतीविषयक मालासाठी असणा-या बाजारपेठा, शेतमालाची विक्री आणि व्यवस्थापन.
६. शासनामार्फत राबविल्या जाणा-या विविध योजना त्यांची कार्यवाही व कालावधी इ.
७. परिसरात असणारी पाणी साठ्याची धरणे, त्याद्वारे होणारा पाणी पुरवठा व इतर. माध्यमातून होणारा पाणी पुरवठा यांचा अभ्यास.
८. व्यक्तिगत अपघात विमा, शेतक-यांना नवा आधार या योजनेचा लाभ कसा घ्यावा या विषयी माहिती.

९. आपल्या परिसरात असणारी विविध पिके, त्यांच्या असणा-या विविध जाती, जमिनीनुसार व परिसरात असणारे हवामान, पाणी इ. विचार करता कोणत्या पिकाची पेरणी आवश्यक यांची सर्वसाधारण माहिती.
१०. महाराष्ट्रातील जवळ जवळ ५५% मनुष्य शक्ती शेती किंवा दुग्ध विकास कार्यात गुंतली आहे. करिता शेतीला पुरक असणा-या विविध योजनांची माहिती शेतकरी समाजाला होण्यासाठी प्रथम विद्यार्थ्यांना माहिती होणे आवश्यक वाटते. कारण यातूनच पुढे भावी आयुष्यात काही शेतकरी तर काही शेतीविषयक इतर पुरक व्यवसाय करणार आहेत.
११. शेती व्यवसायातील दरडोई उत्पन्नात अधिकाधिक वाढ होण्यासाठी नविन शेती विषयक तंत्राच्या अभ्यासाची गरज. देशाच्या लोकसंख्येच्या प्रमाणात उत्पन्नात वाढ होण्यासाठी.

### कृषी विकासातील शिक्षकाची भुमिका

शिक्षक म्हटला म्हणजे त्याच्याकडे असणारा विषय, त्या विषयाचा अभ्यासक्रम, उद्दिष्टे आणि पाठ्यक्रम यांचा अभ्यास करून तो विद्यार्थ्यांना सांगणे या पलीकडेही शिक्षकाची व्यापक भुमिका असते. त्यापैकीच एक म्हणजे व्यावसायिक विकासातील शेतीविषयक विकास किंवा अभ्यास तो आपल्याला थोडक्यात पुढील प्रमाणे सांगता येईल.

१. पारंपारिक शेतीतील दोष त्यामुळे होणारे दुष्परिणाम निदर्शनास आणून देणे.
२. शेती व्यवसायात आधुनिक तंत्रज्ञानाची गरज आणि वापर याचे महत्त्व विशद करणे.
३. प्रगतशील शेतकरी यांनी केलेल्या प्रात्यक्षिकाची सहलीच्या माध्यमातून पाहणी करणे व त्याचे फायदे निदर्शनास आणून देणे. परिसरातील कृषीप्रदर्शना भेटी देणे.
४. शाळा व परिसरात विद्यार्थ्यांच्या माध्यमातून शेतीविषयक उपक्रम राबविणे. उदा. रापेवाटीका, कलम तयार करण्याची प्रात्यक्षिके. शाळा स्तरावर कृषीप्रदर्शन भरविणे व शेती विषयक सिडीज् दाखविणे तसेच माहिती देणे.
५. शेतातील माती घेऊन कृषि प्रयोगशाळेत परीक्षण करणे, त्यातील असणा-या विविध घटकांचा परिचय करून घेणे. केलेले पिक त्यास आवश्यक घटक व परीक्षणातील घटक यांचा समतोल साधून पिकास आवश्यक त्या घटकांचा पुरवठा करणे. शाळा समुह योजनेत शेती विषयाचा समावेश करणे.
६. शेती आणि त्यांचे प्रकार फळशेती, द्राक्षशेती, डाळिवंशेती, आंबाशेती, इत्यादी शेतींना भेटी देणे. हे व्यवस्थापन समजून घेणे अनौपचारिकरित्या विद्यार्थ्यांना त्याची माहिती करून देणे.
७. शासनाने शेतीसाठी निर्माण केलेल्या विविध योजना यांची माहिती घेणे व येजनांचा प्रचार व प्रसार करणे. शाळास्तरावर शेतीविषयक अभ्यासक्रम, समाविष्ट करण्यासाठी प्रयत्न करणे, विविध योजनांची माहिती देणे.

- उदा . १ . शेतक-यांना नवा आधार व्यक्तिगत अपघात विमा  
 २ . शासनाच्या विविध अनुदान योजना  
 ३ . दुग्ध व्यवसाय विभागाच्या योजना  
 ४ . शासनामर्फत दिले जाणारे कृषि विषयक पुरस्कार  
 ५ . राष्ट्रीय बायोगॅस प्रकल्प  
 ६ . शेतक-यांना ५० % अनुदानांवर द्यावयाची योजना  
 ७ . अपारंपारिक ऊर्जा योजनांचा तपशील  
 ८ . कृषी चिकित्सालय योजना  
 ९ . केंद्र पुरस्कृत फलोत्पादन विषयक योजना  
 १० . एकात्मिक भाजीपाला विकास योजना  
 ११ . औषधी वनस्पतीच्या विकासाची योजना  
 १२ . आर्लीवी विकास योजना  
 १३ . मसाला पिक विकास योजना  
 १४ . पुष्पोत्पादन विकास योजना  
 १५ . गांडुळग्रत निर्मितीस अर्थसहाय्य योजना  
 १६ . कृषि उत्पादनावर आधारित उद्योगांना चालना देण्यासाठी प्रोत्साहनपर योजना  
 १७ . रोजगार हमी योजनेद्वारे फळझाड लागवड कार्यक्रम  
 १८ . राष्ट्रीय कृषी विमा योजना  
 १९ . केंद्र पुरस्कृत कडधान्य विकास कार्यक्रम  
 २० . केंद्र पुरस्कृत गतिमान मका विकास कार्यक्रम  
 २१ . केंद्र पुरस्कृत ऊसपिक विकास योजना .  
 २२ . आदिवासी उपयोजना  
 २३ . आदिवासी क्षेत्राबाहेरील उपयोजना  
 २४ . विशेष घटक योजना  
 २५ . कृषि यात्रिकी करण्यासाठी ट्रॅक्टर अनुदान योजना  
 २६ . ठिबंक सिंचन अनुदान योजना

शासकिय अनुदानाचे दर व निकष वेळोवेळी सुधारित होत असतात . म्हणुन विशेषतः विज्ञान विषयक शिक्षकांनी या संदर्भात कृषि विभागाकडे खात्री करून अथवा इंटरनेटचा वापर करून आद्यावत माहितीचे संकलन करावेत .

### शेती विषयात शिक्षकाने केलेल्या अभ्यासाचे फायदे

१. परिसरातील पिके, व्यवसाय, लोकांची उपजिविका, खनीज संपत्ती यसारखे शेती विषयक घटक शिक्षकाला विद्यार्थ्यांच्या परिसराशी समरस होऊन अध्यापन करता येते .
२. आधुनिक तंत्रज्ञान आणि विज्ञानाचा वापर परिसरातील शेतक-यांना शिक्षकांच्या माध्यमातून घेता येतो .
३. शेतीविषयक उत्पन्नात अधिकाधिक वाढ होण्यास मदत होते .
४. शासनाच्या विविध योजना – सर्वकंष पिक विमा योजना, ठिंबक सिंचन योजना, रोप संरक्षण योजना यांची माहिती मिळण्यास मदत होते .
५. शेत जमिन, हवामान, पिके, रोगांचा प्रादुर्भाव, रोग प्रतिकारक किटकनाशके, रासायनिक व सेंद्रिय खते इत्यादी माहिती मिळण्यास मदत होते .
६. आपल्या फळबाग निर्यातक्षम बनविणे, बाजारपेठांची माहिती होणे, प्रायोगिक तत्वावर निर्यातीसाठी प्रोत्साहनपर योजना, कृषिप्रदर्शने, आंतरराष्ट्रीय बाजार पेटेत स्थान मिळविणे, इत्यादी अनेक स्वरूपांची सहजरित्या माहिती प्राप्त करण्याचा मार्ग सहज प्राप्त होतो . मिळालेल्या माहितीचा विद्यार्थी उपयोग करतो .
७. राज्याच्या औद्योगिक विकेंद्रिकरणाच्या धोरणाच्या पार्श्वभूमीवर एकत्रित प्रोत्साहन योजना या आत्तापर्यंत फार मोठ्या प्रमाणावर यशस्वी ठरलेल्या अभिनव योजनेची माहिती शिक्षकांच्या माध्यमातून घेता येते . शेतीविषयक उद्योगांना चालना व उत्तेजन मिळते .
८. कोरडवाहू शेतीतून अधिक उत्पादन काढण्याच्या दृष्टिने कृषिपंढरी सारखा योजनेचा फायदा शेतक-यांना करून देता येतो .
९. शिक्षक पालक मेळावे, माता पालक मेळावे, शाळा व्यवस्थापन कमिटी, गाव ग्रामसभा या सारख्या सभामधून शिक्षकांनी शेतीविषयक माहितीचे मार्गदर्शन गावातील ग्रामसेवक आणि तलाठी यांच्या मदतीने केल्यास काहीतरी शेतीविषयात नविन प्रगती करण्याची मानसिकता शेतक-यांमध्ये निर्माण होण्यास मदत होते .
१०. दुग्ध व्यवसाय विभागाच्या येजना – राज्य शासनाच्या दुग्ध व्यवसाय विभागातर्फे अनेक दुग्ध व्यवसाय योजना राबविल्या जातात उदाः दुग्ध प्रकल्प दापचारी, दुग्ध महापुर योजना, विविध प्रशिक्षण, म्हशींच्या पारड्यांचा पुरवठा, पारड्यांच्या विम्याची योजना, शेतकरी व शेतमजुर हे या योजनेचे खरे लाभार्थी असतात . याचा लाभ शेतमजुरांना करून देता येतो .
११. वृक्षतोड, जंगलतोड थांबवून पर्यावरण संतुलन राखणे, धुरांपासून संरक्षण, महिलांची आरोग्यामान सुधारणे, इंधनाची बचत करणे, उच्च प्रतीचे शेणखत तयार करणे, नविन तंत्रज्ञानाचे प्रशिक्षण, पिकावरील पिकांची प्रात्याक्षिके पाहणे, सुधारित बी – बियाणे व जैविक किटक नाशकांची उपलब्धता, कृषी ग्रंथालय सुविधा,

यासारख्या कितीवरी शेतीविषयक ज्ञानाचे भांडार उपलब्ध करून देता येते .

शिक्षकाच्या विविध क्षेत्रातील विकासापैकी शेती विषयात अधिक व्यावसायिक प्रगती शिक्षकांनी साधल्यास प्रत्यक्ष त्याचा फायदा समाजाला अधिकाधिक प्रमाणात झालेला दिसून येईल .

### कृषिक्षेत्राच्या विकासाची लक्षणे

कृषिक्षेत्रात विकास झाला असे आपल्याला कधी म्हणता येईल? ते खालील मुद्द्यांवरून समजेल . शेतकरी स्वतः प्रगतशील शेतक-यांच्या पिकांची पाहाणी करेल .

आपल्या शेतातील मातीचे प्रयोगशाळेत जाऊन परीक्षण करेल व मातीत असणा-या विविध घटकांची जाणीवपुर्वक माहिती करून घेईल .

शेतात बीयाणांचा वापर करतांना प्रक्रिया केलेल्या वियाणांचाच वापर करील . पाण्याचे योग्य नियोजन केले जाईल . संकरित वियाणांची उत्पादन क्षमता समजून घेईल .

रासायनिक खतांचा वापर कमी करून नैसर्गिक खत स्वतः तयार करणे, त्याचे तंत्र अवगत करून घेईल व त्याचे प्रमाण शोधेल . प्रमाणात खतांचा वापर करेल .

नैसर्गिक किटकनाशक निर्मिती तंत्र अवगत करून त्याचा वापर स्वतः करेल . शेतीविषयक योजनांचा प्रत्यक्ष वापर केला जाईल . निविन शेतीविषयक तंत्रज्ञानाचा स्विकार करेल .

अध्यापक शाळेमध्ये नैसर्गिक खत बनविण्याचे तंत्र अंमलात आणतील . विद्यार्थ्यांचा सहभाग घेऊन ते तयार करतील .

उदाः सेंद्रिय खत तयार करण्याची कृती

- १ . शेण (गाय, बैल, म्हैस) १५ किलो
- २ . जनावरांचे मुत्र (गाय, बैल, म्हैस) १५ लिटर
- ३ . गुळ १ किलो
- ४ . डाळीचे पिठे (उडदि, मुग, तुर, चना अन्य) १ किलो
- ५ . पिंगळ, वड, आंबा, निंब, अशा झाडाखालील माती १ किलो

वरील सर्व घटक एकत्र मिसळून एका प्लास्टिकच्या पिंपात १५ दिवस पर्यंत ठेवावेत

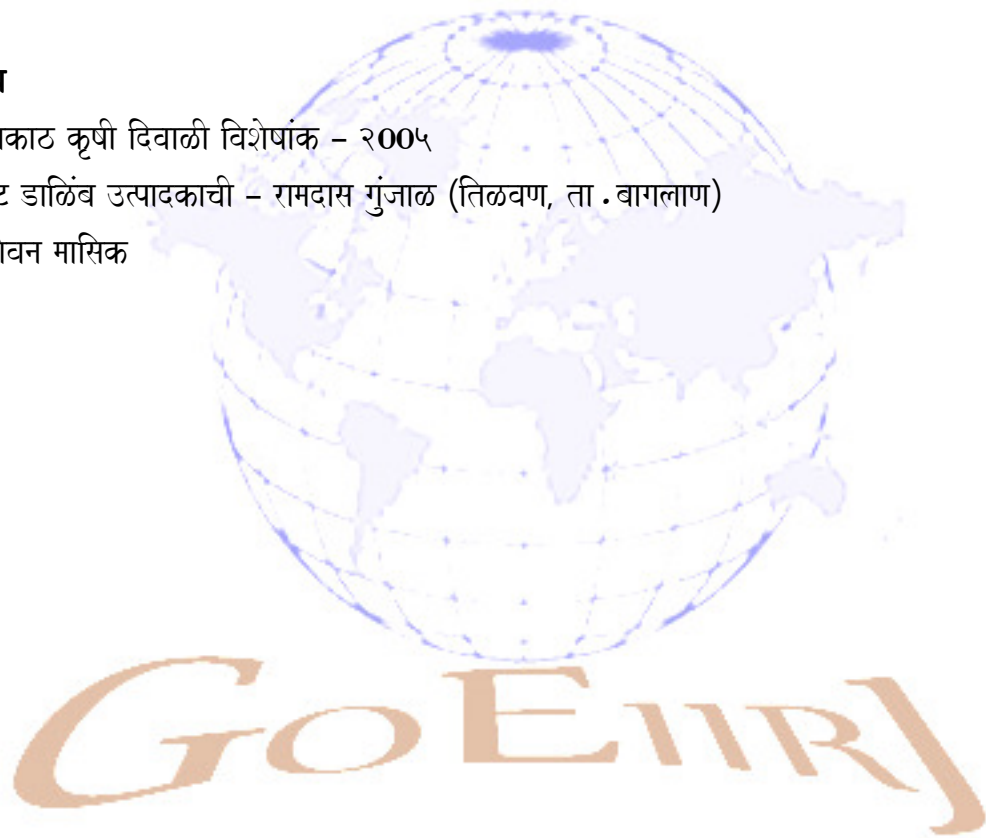
दरोरोज काठीणे ढवळत राहावे . १५ दिवसांनंतर या द्रावणात १५० ते २०० लिटर पाणी मिसळावे . नंतर मोकळ्या शेतात सड्या प्रमाणे टाकावे . या शिवाय गांडुळ खतांचा वापर अधिक प्रमाणात करतील .

- ६ . कलम तयार करण्याच्या पद्धती त्याचप्रमाणे रोपवाटिका तयार करणे यासारखे उपक्रम शाळा स्तरावर प्रात्याक्षिक रित्या घेतले जातील विद्यार्थी त्याचा उपयोग घरी देखील करतील .

७. परिसरात असणा-या धरणांची नावे, कालवे, पाटबंधारे, कारखाने यांची नावे विद्यार्थी सांगतील .  
पाणी साठवण क्षमता व पाणीपुरवठा हे तंत्र समजून घेतील .
८. प्रगत शेतीत वापरतली जाणारी अवजारे तंत्र, ठिबक, सिंचन, शेततळे, ग्रिन हाऊस, शितगृह इत्यादीची माहिती आणि उपयोग शिक्षक आणि विद्यार्थी जेव्हा सहजरीत्या सांगु लागतील तेव्हा ख-या अर्थाने कृषी विकास या टप्प्यावर शिक्षकाचा व्यावसायिक विकास झाला असे आपल्याला म्हणता येईल .

#### संदर्भ साहित्य

१. गोदाकाठ कृषी दिवाळी विशेषांक – २००५
२. गोष्ट डाळिंब उत्पादकाची – रामदास गुंजाळ (तिळवण, ता.बागलाण)
३. अँगोवन मासिक



## सौम्य कौशल्य प्रशिक्षण व व्यावसायिक विकास

डॉ.आर. एस. अवघडे,

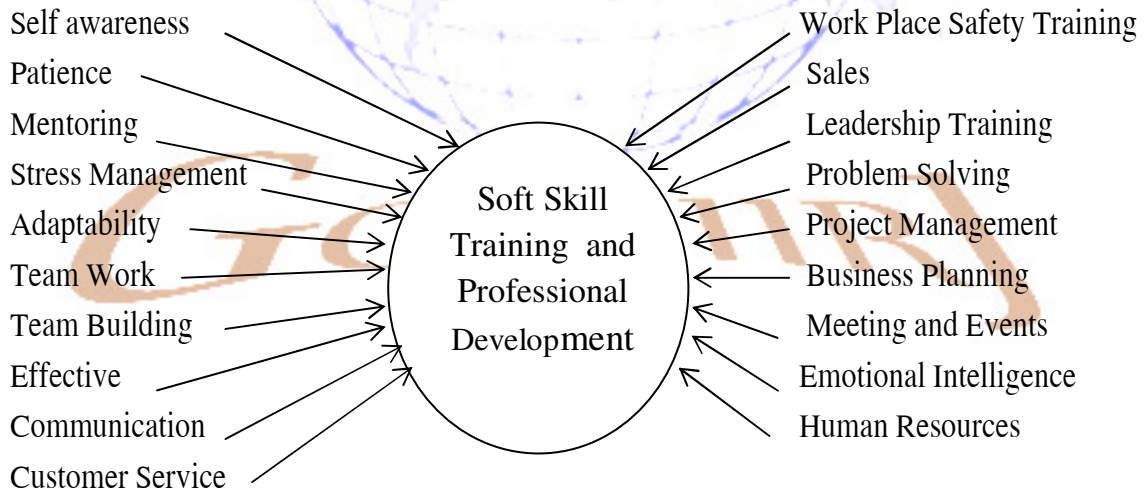
प्राचार्य, श्री समर्थ कॉलेज ऑफ एज्युकेशन अँड रिसर्च,

म्हसणे (फाटा), ता. पारनेर, जि. अहमदनगर.

मनुष्य सामाजिक प्राणी आहे. त्यामुळे पृथ्वीतलावर बहुतांशी जीव आपले जीवनगटानेच व्यतित करतात त्यामुळे गटातराहून काम करणे आणि उन्नतहोणे हा मानवी मनाचा धर्म आहे. स्वभाव आहे. या मूलभूत स्वभावाचा परिणामकारक उपयोग ज्या देशांनी केला आहे असे देश असा समाज इतरांपेक्षा उन्नत झालेला दिसून येतो. याचाच परिणाम आपल्या देशात पहावयास मिळतो. ‘क्वालिटीसर्कल’ फोरम ऑफ इंडिया (Q.C.F.I.) या राष्ट्रीय संस्थेच्या प्रयत्नातूनही संकल्पना देशाच्या विविध प्रांतांत अंमलात आणण्याचे प्रयत्न झाले आहेत. याच गुणवत्ता मंडळाच्या संकल्पनेतून कामातील उत्कृष्टताव उत्पादकताही मोठ्या प्रमाणात वाढविता येते. याच गुणवत्ता मंडळ संकल्पनेमधून एककिरण पुढे आला तो म्हणजे सौम्य कौशल्य (Soft Skills). याचा उपयोग आपण व्यावसायिक उन्नतीसाठीही करू नयेतला तर पुढील बाबी शक्य होतील.

1. व्यक्तीस आपली बुद्धी, कल्पनाशक्ती, अनुभव आणि मिळविलेले ज्ञान, त्याच्या दैनंदिन कामाच्या जागी उपयोगात आणण्याच्या अपूर्व संधी निर्माण करून देता येतात.
2. उत्कृष्ट कामाची निर्मिती होत असल्यामुळे कामासाठी लागणाऱ्या योग्य प्रेरणा आणि भावनिक गुंतवणूक निर्माण होते.

ज्या संरचनेचा विकास करायचा आहे तेथील कर्मचाऱ्यांना Soft Skill विषयांचे प्रशिक्षण देणे.



**सकारात्मक दृष्टीकोन** - स्वतःच्या अंतरंगातील गोष्ट म्हणजे दृष्टीकोन . जीवन उन्नत करायचे असेल तर दृष्टीकोन , मनोवृत्ती, प्रवृत्ती सकारात्मक हवी. उन्नत जीवनासाठी सकारात्मक व्हा. व्यावसायिक उन्नती होण्यास मदत होईल.

**कामाच्या जागी सुरक्षितता** - शारीरिक व मानसिक दोन्ही प्रकारची सुरक्षितता व्यवसाय वाढीस मदत करते.

**सेल्स ट्रेनिंग** - सध्या बी.एड. कॉलेजच्या विद्यार्थी प्रवेश प्रक्रियेकरीता सेल्स ट्रेनिंग आवश्यक बाब बनत आहे. त्याचबरोबर डायनामिक व्यक्तीमत्वासाठी याचे प्रशिक्षण हवे.

**नेतृत्व प्रशिक्षण** - Generation Gap दूर करणे, सर्व वयोगटातील कर्मचाऱ्यांना एकत्र घेऊन काम करणे, Critical

thinking, Goal setting साठी उत्कृष्ट नेतृत्वाची गरज असते.

शिक्षणसंस्था हया ‘व्यवसाय’ यामध्ये जर येत असतील तर व्यवसायाची सर्व वैशिष्ट्ये यास लागू होतात. त्यामुळे वस्तुवसेवांचे वाटप करण्यासाठी कर्मचाऱ्यांना Soft Skill प्रशिक्षण आवश्यक आहे.

उदा. आज शिक्षणसंस्था या ‘निर्माण उद्योग’ या प्रकारात मोडत असल्यामुळे खालील बाबींचा विचार करावा लागेल.

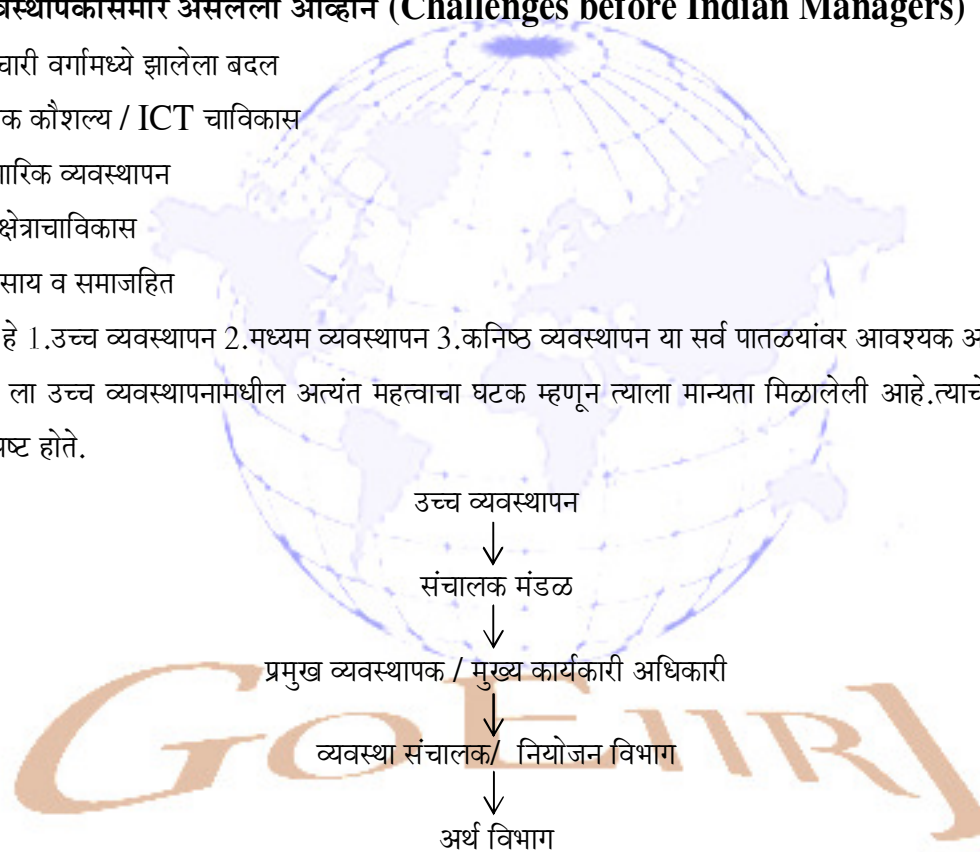
जर शैक्षणिक संस्था जर व्यवसाय मान्य केले तर समाजाला लागणाऱ्या वस्तू तयार करून त्यांना त्या पुरविणे हे त्यांचे कर्तव्य झाले व त्यांच्या उद्दिष्ट पूर्ततेसाठी शैक्षणिक संस्थांमधील कर्मचाऱ्यांना Soft Skill प्रशिक्षण आवश्यक आहे.

### भारतीय व्यवस्थापकांसमोर असलेली आव्हाने (Challenges before Indian Managers)

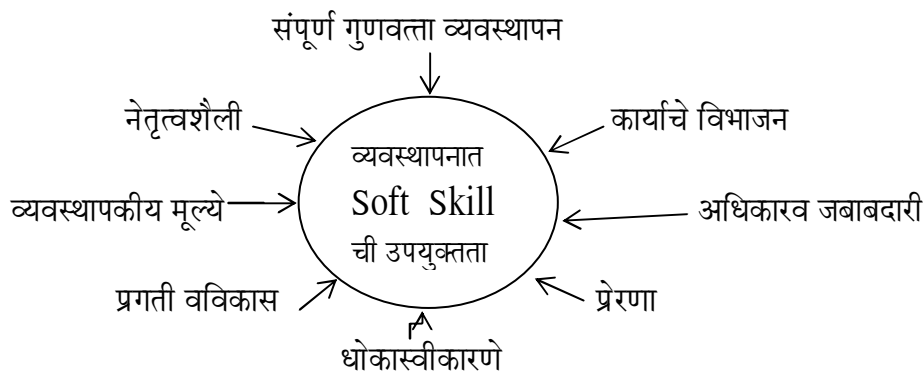
1. कर्मचारी वर्गामध्ये झालेला बदल
2. तांत्रिक कौशल्य / ICT चा विकास
3. पारंपारिक व्यवस्थापन
4. सेवाक्षेत्राचा विकास
5. व्यवसाय व समाजहित

Soft Skill हे 1. उच्च व्यवस्थापन 2. मध्यम व्यवस्थापन 3. कनिष्ठ व्यवस्थापन या सर्व पातळ्यांवर आवश्यक आहे.

Soft Skill ला उच्च व्यवस्थापनामधील अत्यंत महत्वाचा घटक म्हणून त्याला मान्यता मिळालेली आहे. त्याचे स्वरूप पुढील तक्त्यावरून स्पष्ट होते.



वरील सर्व स्तरावरील व्यवस्थापनामध्ये Soft Skill ची उपयुक्तता आहे.



जागतिकीकरणामुळे प्रचंड स्पर्धा निर्माण झालेली आहे. त्यामुळे शैक्षणिकसंस्थांना विद्यार्थी टिकवून ठेवणे कठिण झालेले आहे. परंतु शैक्षणिकसंस्थांची प्रतिमा स्वतंत्रपणे निर्माण केल्यास तिचा समाजामध्ये लगेच प्रसार होतो व स्वतःचा असा ब्रॅण्ड नेम तयार होऊन ती ओळखली जाते. त्यासाठी आपण पुढील तक्ता पाहू.

व्यवस्थापन प्रक्रियेचे घटक		Soft Skill
1. नियोजन	चांगला परिणाम	1. पाच 'स'
2. संघटन	←	2. कायज्ञेन
3. कर्मचारी नियोजन व विकास		3. ध्येयवादी
4. निर्देशन		4. वेळेचे व्यवस्थापन
5. नियंत्रण	व्यावसायिक प्रगतीसाठी	5. चिकित्सकवृत्ती
6. निर्णयप्रक्रिया	Soft Skill	6. बुद्धीमंथन
	→	7. समस्या निराकरण
	चांगला परिणाम	8. नेतृत्व
	←	9. सांघिक कार्य
		10. संभाषण कौशल्य
		11. ताणतणाव व्यवस्थापन

### समारोप

वरील प्रमाणे व्यवस्थापनामध्ये Soft Skill आल्यास सर अँडरियन कॅडबरी याच्या मताप्रमाणे



या सर्वांमध्ये व्यावसायिक नीतिमत्ता येऊन व्यवसायामध्ये शिस्त, निकोप स्पर्धा, मूलभूत हक्काचे संरक्षण होईल.

## PROFESSIONAL DEVELOPMENT - KEY TO QUALITY ENHANCEMENT OF B. ED. COLLEGES.

Prof. Pawar S. P.,

P.V.G. College of education & Research, Nashik.

### Abstract

*Teacher educators may need to develop culturally appropriate vision towards being a effective teacher. They should provide opportunities for personal attributes that can help trainees become confident and competent in their diverse professional roles. "Education is the cradle of success It is the Vital key of Nations" Education is never ending process, it is a growth , a progress & a development which never stops & goes on all through the life a even travels from one generation to another, the fore the most important means for improving the quality of education if the improvement in the teaching. Teachers arc the heart of education system. It means the. quality education should given by Teacher Educator to Teacher- trainees. Teacher education appears to be one of the most conservative parts of many education systems Teacher educators have much to contribute the development of the systematic approach to teacher quality.*

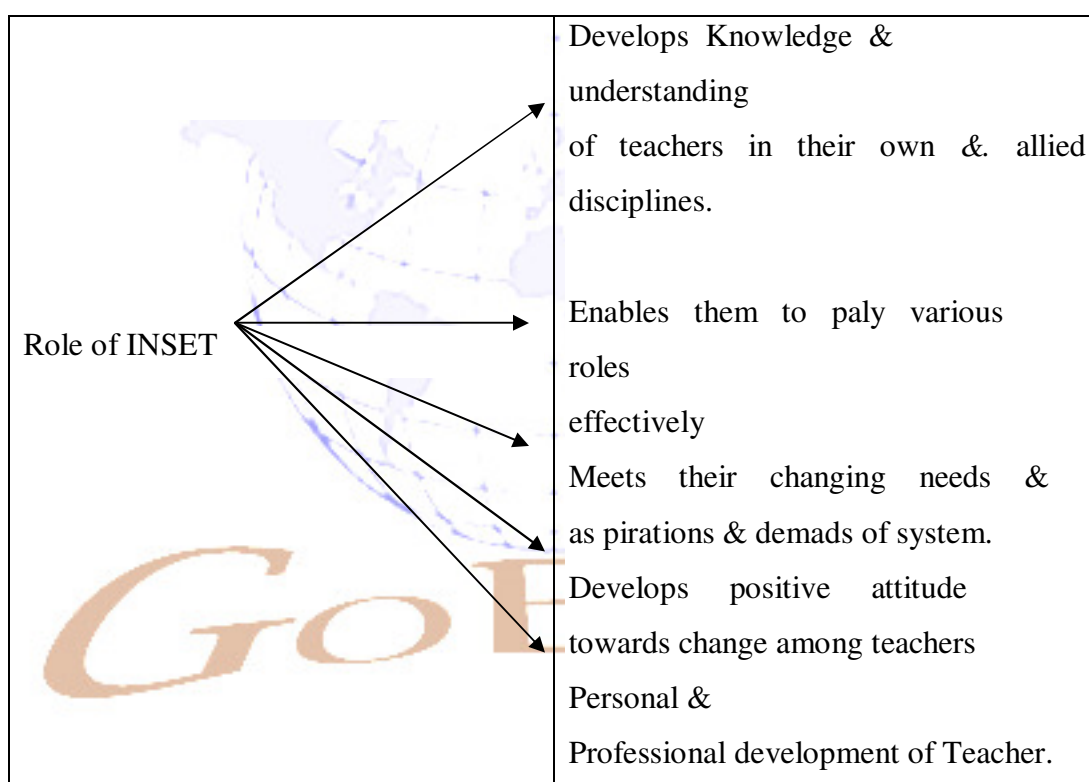
A profession 'professes' to do two things, one is to serve & other is to serve with conscious understanding & efficiency while all other Vocation also serve the profession not only serves but, makes service its prime motive even when is a conflict between the interests of the client and that of the society , selfish interest falls in favour of professional interest The profession and other Vocations different the sense that a profession is well grounded in its sound knowledge & expertise. It has the highest quality that any professional can lay his hands on. The two qualities altruism and longing for authentic knowledge on the part of members make the distinction between profession and a trade.

"Quality is never an accident, It is always result of an intelligent effort.

The professional development indicates certain specific characteristics Professional development demands possession of a body of specialized knowledge and extended practical training.

- professional development demands continuous in-service training
- Professional development is clearly defined membership of particular group with a view to safeguard the interest of the profession

- The professional development assures for life carrier.
- Professional development is a process of developing one's knowledge skills & competencies required in a profession
- Role of **INSET** in professional development of Teacher educator In-service education and training (INSET) Plays significant role in improving quality of education Once the teacher is initially settled down in his. job , the activates of INSET may start taking place. These will include all such activities which he undertakes in order to refurbish his professional knowledge & competence & which help him in better discharge of his professional responsibilities.



➤ Objectives of INSET

1. Providing professional and qualifications to untrained working teachers Although majority of our teachers are inducted after obtaining a specified initial teacher training still there are some teacher in certain states who were appointed without any prior training for teaching for them there is a levitate need for providing a first level INSET programme.
2. Upgrading the qualifications of serving teachers whose original qualification may have been rendered out of dale by educational changes and by reforms in the teacher education process.

3. Arranging refresher course particularly to familiarize teachers with modern practices being encouraged in the schools.
4. To update teachers in production of teaching material use a audio visual aid & application of evaluation of techniques.
5. Emelioration of quality of educational management of administration at all level is an on important goal of INSET.
6. Improving the quality of education There is a growing emphasis on the needs for continuing training of the teacher education the rselvcs
7. Promoting stronger professional consciousness among teachers

### **Need of professional development of Teachers**

Skills need to be develop by Teacher educators among students. The educational system must understand the 21<sup>st</sup> century skills within the conterct of rigorous academic standards educational institutes, must adapt innovative changes and bridge the gap between students live and how they learn Acceleration o\’ teach enological change, rapidly accamatmg knowledge, increasing global competition and rising workforce capabilities ground the world make 21<sup>st</sup> Century skills essential . These skills allows students to prepare for careers requiring them to acquire new knowledge , learn new knowledge, learn new technologies, rapidly process information make decisions & communicate in a global and diverse society. '

### **Skills are as follows .**

#### **1. Skill of Communication**

Students must have a range of skills to express themselves not only through writing skill, but also through audio, video animation, design software as well a host of new environments (e.g. E-mail. websites, message boards, blogs streaming media etc.)

#### **2. Skill of Understanding Computational Modeling.**

Student must possess an understanding of the power limitations and underlying assumptions of various data representation system, such as computational models and simulations, which arc increasingly driving a wide range of disciplines.

#### **3. Skill of social responsibility**

Theirs is a need for students to develop learning skills that enable them to think critically, analyze information . communicate collaborate & problem - solve , and the realize the essential role that technology plays in acquiring these leering skills in today's knowledgebase society.

**4. Skill of Problem Solving**

Student must have an understanding of apply what they know" & can create new situations.

**5. Skill of information & media literacy**

Analyzing, accessing, managing, integrating, evaluating & creating information in a variety of forms and media.

**6. Skill of critical thinking & system thinking**

Exercising sound reasoning in understanding and making complex choices understanding the interconnection among systems

**7. Adaptability of life skills.**

Students must adapt life skills which will very useful in their futures life. Looking into the role importance of 21<sup>st</sup> Century skills in present world, it becomes the vital for colleges of education to incorporate in 21<sup>st</sup> century skill in their curriculum so that future teachers are equipped with skill & strategies to promote 21<sup>st</sup> Century skills among students.

**Strategies to enhance the Quality of Teacher education and Teacher Educators.**

The following are the important steps to enhance the quality of teacher education and teacher educators.

**E Networking Teacher education Institution**

All the teacher education institutions are to be connected with Internet so as to enable to wide variety of information on all concepts all over the world.

**2. Improving the Four Components of communication skills.**

Improving the four components of communication skill assumes topmost priority among the prospective teachers. i.e. reading, writing, listening ,speaking.

**3. Emphasis on Methods of Teaching & Art of Teaching.**

Teacher has to use innovative techniques and strategies for effective teaching -teaching - learning process. It will make lasting impression on a pupil's mind & motivate them more.

**4. Use of Teaching Aids**

Improvisation of teaching aids makes the teacher more resourceful according to the locally available resources.

**5. Activity based teaching**

Interactive activities like group discussion, field visits, play, various methods. debates etc could be used appropriately.

**6. Evaluation of Teachers.**

Evaluation of teachers by their peers & by their students need to be done This will give wonderful

feedback about the teachers. This will improve teaching quality of teachers.

#### 7. Sensitizing the environmental skills.

Sensitizing the environmental issues, human rights & values among student teachers Then only all the values will be imbibed and developed in the society which is highly ensure in the model world.

#### Conclusion :

Above mentioned fads not only help teacher educator to build their character but also good personalities. Educational Institution needs pay attention at professional development of teachers. Each and every teacher should compulsory attend in-service training programs for improving individual performance, carrier development to acquire professional knowledge, and mainly for development of nation builders means student.

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## व्यावसायीक विकासासाठी जीवन कौशल्यांचा उपयोग

श्री. बेंडकोळी सिताराम देवराम,

मु.पो.राजुर ता.अकोले जि.अ.नगर.

एम.फिल.(2013-15)

### प्रस्तावना-

ज्ञान मनुष्य तृतीय नेत्रम् ।

नहि ज्ञानेनंसदृश्य ।

पवित्र मिहं विदयते जगत् । ।

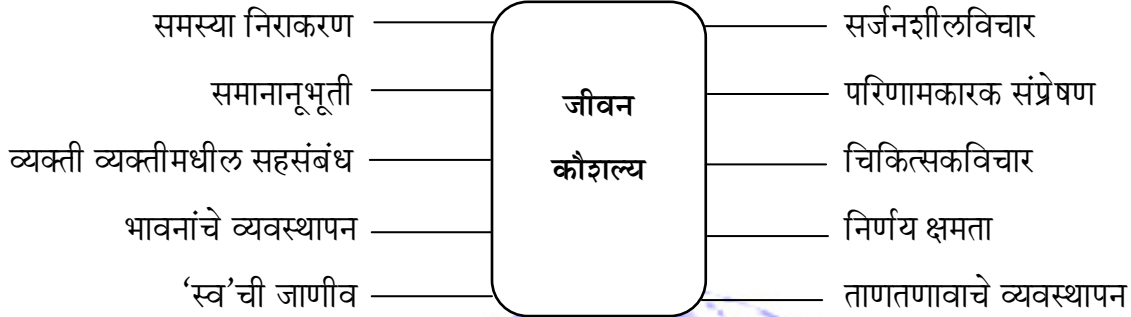
( श्रीमद्भगवद्गीता )

अर्थातच ज्ञान हा माणसाचा तिसरा डोळा आहे . ज्ञानाशिवाय मानवी जीवन अंधकारमय आहे. ज्ञानाशिवाय मनुष्य डोळे असूनही अंध म्हणण्याची वेळ येते. ज्ञानामुळे मनुष्याला इतर सर्व प्राणी मात्रात सर्वोच्च स्थान प्राप्त झालेले आहे. मानवाने आपल्या बुद्धी चातूर्याच्या जोरावर अनेक क्षेत्रांमध्ये लक्षणीय प्रगती केल्याचे दिसून येते. त्यामुळेच मानवाच्या जीवनामध्ये शिक्षणाला अनन्य साधारण महत्त्व प्राप्त झाले आहे.

‘अनुभव हेच शिक्षण’ असे संत तुकारामांनी म्हटले आहे. शिक्षण म्हणजे ज्ञान देणे एवढाच अर्थ नाही तर शिक्षणाने व्यक्तीचा सर्वांगीण विकास होणे आवश्यक आहे. महात्मा गांधींनी सुद्धा म्हटले आहे की, मानवातील उत्कटतेचा, शरीर, मन व आत्मा यांचा सर्वांगीण विकास घडवून आणणे म्हणजे शिक्षण होय. शिक्षणाने केवळ शारीरिक, बौद्धिक विकास न होता भावनिक आणि सामाजिकही विकास व्हायला हवा. व्यक्ती विकासातूनच समाजाची जडण-घडण होत असते.

शिक्षणातून शारीरिक, भावनिक आणि सामाजिक विकास घडला पाहिजे. व्यक्तीमध्ये असलेल्या शारीरिक, मानसिक, बौद्धिक व आत्मिक अशा सर्वोत्कृष्ट क्षमतांचा विकास म्हणजे व्यक्तीमत्त्वाचा विकास होय. वैयक्तिक आणि सामाजिक विकासासाठी जीवन विषयक कोणती कौशल्य अंगी बाणावीत यांचे मार्गदर्शन

‘जागतीकआरोग्य संघटनेने’ 1997 मध्ये मूलभूत कौशल्यांची मांडणी केली ती पुढील प्रमाणे :-



### ●व्याख्या :-

#### जीवन कौशल्य:-

‘जीवन कौशल्य म्हणजे तरूणांना जीवनातील वास्तवतेला सामोरे जाण्यासाठी शारीरिक व मानसिक स्तरावर क्षमता निर्माण करण्यास प्रोत्साहित करणे होय’ .

#### 1)समानानुभूती :-

"इतरांच्या भूमिकेमध्ये जाऊन त्यांचे दृष्टिकोन समजावून घेऊन तशा अंतरक्रियांमध्ये भाग घेण्यासाठी हेउपयुक्त कौशल्य आहे . ‘तुझ्या वेदना मला जाणवतात ’असा हा प्रकार आहे .

- समानानुभूती असलेल्या व्यक्तीच्या ठिकाणी तीन वैशिष्ट्ये आढळतात.

- दूसऱ्याबद्दल सहानुभूती वाटणे.
- दृष्टीकोनस्वीकृती-‘जावे त्याच्या वंशा ’
- कल्पनास्ती - नाटक , चित्रपट, खेळाडू
- उदा. दुःखद स्थिती पाहून अश्रू ढाळणे.

#### 2)समस्यानिराकरण -

समस्या सोडविणे म्हणजे व्यक्तीने समस्येचे निराकरण करण्याच्या प्रयत्नातूनच विचारांना चालना घेवून व विचारशक्तीचा विकास करून प्रश्न किंवा समस्या सोडविणे होय. त्यासाठी पाच टप्प्यावर आधारित व्यक्ती समस्या सोडवू शकते.

- समस्येची जाणीव
- संभाव्य परिकल्पनेची निवड
- परिकल्पनेची तपासणी
- अनुमान किंवा निष्कर्ष
- निष्कर्षाचा पडताळा

या पद्धतीने समस्या सोडवितांना इतरांच्या आकलनशक्तीचा विचार करावा, या पद्धतीने समस्या सोडविल्यास व्यक्तीमध्ये संशोधनवृत्ती निर्माण होण्यास मदत होते. जेव्हा आपल्या समोर समस्या येतात तेव्हा उपलब्ध असणाऱ्या उपायांपैकी योग्य उपाय निवडणे, कृती करणे, संपूर्ण समस्या सोडविण्यासाठी समर्थ बनविण्याची प्रक्रिया म्हणजे समस्या निराकरण कौशल्य होय .

उदा. 1) एखादी समस्या लक्षात आल्यानंतर त्या समस्याचे मूळ शोधून त्यावर उपाययोजना शोधण्यासाठी प्रयत्न करणे.

उदा-चिडचिड वाढली

- कारणे -
- 1) कौटूंबिक कलह
  - 2) मित्र गट
  - 3) भांवड
  - 4) बाह्यवातावरण

### 3) निर्णय क्षमता :-

व्यक्तीकडून कृतीची दिशा ठरविण्यासाठी किंवा समूहाकडून उपलब्ध माहितीचे संकलन, संघटन करण्याची वसुव्यवस्थित मांडणी करून अभ्यास करण्याची पद्धती म्हणजे निर्णय क्षमता होय .

समस्येतून बाहेर पडण्यासाठी बालकाने अनेक पर्यायांची विचार करून समस्येचे पूर्णपणे निराकरण करण्यासाठी योग्य त्या पर्यायाची निवड करता येणे म्हणजेच निर्णय क्षमता कौशल्य होय . निर्णय क्षमता पडताळणीची उदाहरणे - 1) सहल 2) शिबिर

### 4) सर्जनशीलविचार -

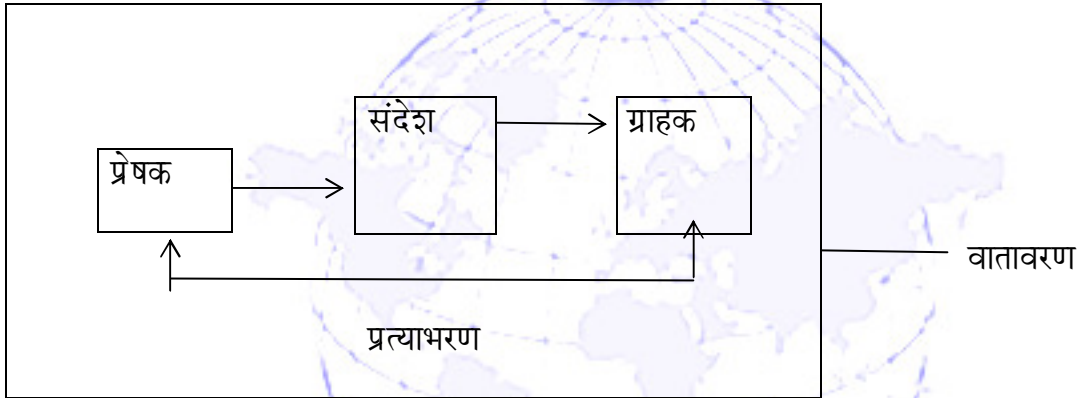
सर्जनशील विचारामधून नवनिर्मिती होत असते. नाविन्यता हे सर्जनशील विचारांचे महत्त्वाचे लक्षण असते. असे सर्जनशील विचार मौलीक असतात त्यामुळे एकूण समाजाचा, संस्कृतीचा विचार होतो. विकास हे प्रगत संस्कृतीचे लक्षण असते. अशा सर्जनशील व्यक्तीमुळेच मानवी संस्कृती दिवसेंदिवस उत्क्रांत होत जाते.

व्यक्तीने रूढ पद्धतीपेक्षा वेगवेगळ्या रितीने एखादया समस्येचा अथवा स्थितीचा विचार करण्यासाठी बालकास प्रवृत्त होणे म्हणजे सर्जनशीलविचार कौशल्य होय.

उपक्रम - झटपट लक्षात ठेवण्यासाठी - (सुत्र,सनावळ्या, बदलत्या स्वरूपासंदर्भात पालकांशी चर्चा )

### 5)परिणामकारक संप्रेषण-

प्रभावी संप्रेषण ही कृतीग्राहकव प्रेषक या दोघांच्या सहभागाने होते.त्यामुळे संप्रेषण उत्तम व्हावे याकरिता त्या दोन्ही पातळ्यावर योग्य ती दक्षताघेतली जाणे आवश्यक आहे.



### ● उत्तम संदेश देणारा बनण्यासाठी शिक्षकानेलक्षात ठेवावयाच्या बाबी-

1. आपल्या मनामध्ये आशयाची जुळवाजुळव करण्यापूर्वी ग्राहकाकडून कोणती प्रकारची प्रतिक्रिया आली पाहिजे यावर लक्ष केंद्रीत करावे व नंतर आशय निश्चित करावा.
2. ग्राहकाला सहजपणे आपले म्हणणे कळावे याकरिता योग्य प्रकारच्या संप्रेषण माध्यमांची निवड करावी.
3. संप्रेषणातील कोणती भाषा वापरावयाची या पेक्षा ती कशी वापरावी यावर अधिक भर द्यावा.
4. आपली भाषा ग्राहकाला समजते की नाही याचा अगोदर अंदाज घ्यावा. त्यानुसार योग्य तो बदल करून संप्रेषणाला सुरुवात करावी.
5. भाषेशी निगडीत कौशल्य आत्मसात करावीत.

### ●प्रभावी संप्रेषणासाठी ग्राहकाने घ्यावयाची दक्षता.

- 1) प्रेषकाने दिलेली माहिती ग्राहकाने एकाग्रचित्तानेग्रहण करावी .
- 2) आशय समजत आहे की नाही याची खात्री करून घ्यावी.
- 3) प्रेषकाची भाषा पूर्णपणे समजत नसेल तर संदर्भ वरून अर्थ काढण्याचा प्रयत्न करावा.

- 4) तरीही आशय समजत नसेल तर प्रेषकाशी मोकळेपणाने चर्चा करावी.
- 5) काहीवेळा एकाच वाक्यातून दोन अर्थनिघतात अशावेळी योग्य बाजूवर द्यावा.
- 6) प्रेषकाला आपली प्रतिक्रिया देण्यापूर्वी त्याच्या परिणामाचा विचार करावा.

#### ●संभाषण विकासासाठी उपक्रम -

- 1)मुलाखती 2)गटचर्चा 3)परिसंवाद 4)वादविवाद स्पर्धा

#### 6) भावनिक समायोजन:-

सूखकारक भावना व्यक्तीच्या शारीरिक, मानसिक व सामाजिक विकासात मदत करतात तर दुःखकारक भावना बालकाच्या विकासात अडथळे निर्माण करतात. भावना विकासामूळे बालकाला व्यक्तिगत व सामाजिक समायोजन साधण्यास मदत होते.

#### ● भावनांचा शरीरावरहोणारा परिणाम :-

- बाह्यबदल- 1)चेहऱ्यावरील हावभाव 2) आवाजातील बदल 3)शरीराची ठेवण
- शरीरांतर्गत बदल- 1)पचन 2)मेंदूची लहरी 3)हृदयाचे ठोके 4)रक्तदाब
- भावनावर परिणाम करणारे घटक:-

- 1)स्वास्थ्य 2)थकवा 3)अध्ययन 4)लिंगभेद 5)पोषक आहार 6)शा.विकास

#### 7)ताणतणावाचे व्यवस्थापन :-

विविध कारणामूळे व्यक्तीच्या जीवनात संघर्ष निर्माण होतो. संघर्षांना तोंड देता येणे शक्य नसते परिस्थितीला सामोरे जायचे तर असते पण ते कुवतीच्या बाहेरचे असते तेव्हा बालकाच्या मनाची विचित्र स्थिती होते या स्थितीचा परिणाम म्हणजे ताण असतो.

वैफल्य, संघर्ष, दबाव, यामूळे मनाचा जो समतोल बिघडतो मन अस्वस्थ होते त्याला ताण म्हणतात. काय करावे, काय करू नये, कसे करावे, कुठे जावे असे प्रश्न जेव्हा निर्माण होतात तेव्हाते मनाच्या तणावाची स्थिती दर्शवितात. यामुळे शारीरिक क्रियांवर परिणाम होतोव मानसिक स्थिती गोंधळात राहते भावनिक स्थिती विचित्र होते .

प्रत्येक व्यक्तीच्या जीवनात ताण-तणाव प्रसंग निर्माण होतच असतात. अशा तणावग्रस्त वातावरणातून बाहेर पडण्यास असमर्थ होते, तेव्हा त्यांचा गंभीर परिणाम मनावर होतो या परिणामाची तीव्रता ताणाचा काळ, ताणांची संख्या, अपेक्षित ताण-तणाव, तणावाचा स्रोत व प्रकार यावर अवलंबून असते. याशिवाय व्यक्तीच्या सहनशक्तीच्या प्रमाणावरही ताणाची तीव्रता अवलंबून असते .

### 8 )चिकित्सकविचार:-

चिकित्सक विचार करताना व्यक्तीने अचूकव पूर्ण अभ्यास, अचूकतेने समजून घेणे, अचूक विचार व निदान अचूक विचारांची निवड ही शिक्षकाच्या व्यवसायीक कृतीला प्रभावी करणारी असते. शिक्षकांच्या आजच्या समाजात निर्माण होणाऱ्या समस्यांची, पेचप्रसंगाची चिकित्सा करणेच त्यातून बाहेर पडण्यासाठी मार्ग शोधणे गरजेचे आहे.

"ज्ञानव मानवहित यांच्यातील संबंध शोधन म्हणजे चिकित्सक विचार होय".

माहितीचे किंवा अनुभवाचे स्वतःच्या क्षमतेनुसार वस्तूनिष्ठ स्वरूपात सूक्ष्मपणे विश्लेषण आणि परीक्षण करण्याची क्षमता म्हणजे चिकित्सकविचार होय.

### ●उपक्रम -

एखाद्या घटने संदर्भात चिकित्सक मांडणी करावयास लावणे

उदा. 1) अस्वच्छता 2) सांडपाण्याचे व्यवस्थापन 3) आरोग्य सुविधा

### 9) व्यक्ती-व्यक्तीमधील संबंध :-

व्यक्ती हा समाज प्रिय प्राणी आहे.त्यांच्या सहकार्यावर अवलंबून असते तेव्हाच ती व्यक्ती प्रतिस्पर्धी संघटनांना यशस्वीपणे तोंड देवून टिकून राहू शकते. शिक्षक ज्या व्यावसायीक गटात राहतात त्यांची काही ध्येय, उद्दिष्ट असतात व त्यात समानता किंवा साधर्म्य असावे. या दृष्टीकोनातून मनावर आपण पुढील गोष्टी सांगू शकतो .

1)शिक्षकाला योग्य त्या प्रकारचे नेतृत्व पुरविणे एकूण परिस्थिती, सदस्यांच्या अभिवृत्ती,संघटनेची उद्दिष्टे अशा अनेक घटकांचे एकत्रित विचार करून नेतृत्व वर्तनात प्रसंगी लवचिकता आणणे.

2) गटातील सदस्यांची योग्यता ओळखून त्यांच्या सामर्थ्याचा पुरेपुर उपयोग करता येईल असेच कार्य त्याच्यावर

सोपविणे. प्रत्येक शिक्षकाच्या अंगभूत गुणांना आव्हान करील असे कार्य त्या शिक्षकाला करायला दिले गेले म्हणजे त्याच्या कडून चांगले सहकार्य प्राप्त होईलव गटाच्या जोडीने प्रगती साधली जाईल.

3)समाधान कारक संबंधाच्या निर्मितीसाठी अनुकूल परिस्थिती निर्माण करणे संघटनेमध्ये वरीष्ठ व कनिष्ठ किंवा समान पातळीवरील संबंधाचे जाळे नेहमीच आढळते अशा भिन्न पातळी वरील सदस्यामध्ये आंतरवैयक्तीक संबंध अनुकूल असणे संघटनेच्या प्रगतीसाठी अत्यावश्यक ठरते. दैनंदिन जीवनामध्ये ज्यांच्याशी नेहमीच आपले संबंध असतात ते सर्वार्थाने निकोप ठेवण्यासाठी प्रयत्न म्हणजेच व्यक्ती. व्यक्ती मधील संबंधाचे कौशल्य होय.

#### ●व्यक्ती व्यक्तीमधील संबंधविकासासाठी उपक्रम -

- 1)व्यक्तीचा निर्णय प्रक्रियेत सहभाग वाढविणे उदा वार्षिक स्नेहसंमेलन कार्यक्रम
- 2)परिणाम कारक संप्रेषण व्यक्तीची सद्य परिस्थिती स्वतःचा दर्जा प्रगतीची संधी प्रतिष्ठा इ.ची स्पष्ट माहिती करून देवून मुक्त संप्रेषणाद्वारे शिक्षकांच्या समस्या,गरजा,आशा,आकांक्षा त्यांच्या शंका,कुशंका व्यवस्थापन करणे.

#### 10)‘स्व’ची जाणिव-

आपण कोण आहोत, कसे आहोत, आपल्यात कोणते गुणावगुण आहेत, आपल्या क्षमता व मर्यादा काय आहेत इत्यादी स्वतः विषयीची संपूर्ण माहिती होणे म्हणजे स्वची जाणिव होय. इतर शिक्षकांच्या तुलनेत शिक्षकस्वतःला समजण्याचा प्रयत्न करतो. शारीरिक संरक्षण या भावनांची निर्मिती कारक विकासाद्वारे होत असते.‘व्यक्तीच्या व्यक्तीमत्वात जे एकात्मता,संपूर्णता आणि समन्वय यात केंद्र म्हणजे स्व होय .

#### ●स्व-ची जाणीव यासाठी उपक्रम -

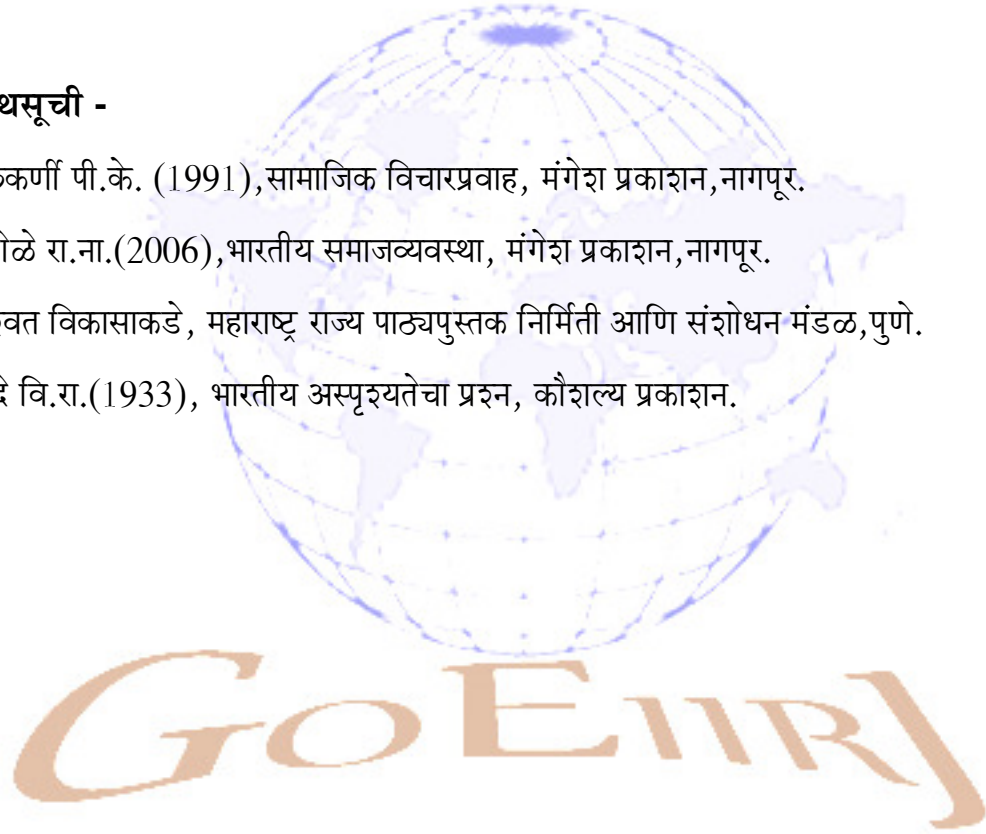
- 1) ज्या गोष्टी कळत नाही किंवा पटत नाही तेथे स्पष्टपणे विचारणे .
- 2) जे आपल्याला आवडत नाही तेथे ‘नाही’ म्हणावयास शिकवणे.
- 3) संभाषण
- 4) स्वः विषयीचा आदरविकसीत करणे.

## ●सारांश:-

जीवन कौशल्यांच्या आधारे व्यक्ती अन्ये कौशल्य प्राप्त करून आपल्या जगण्यात सुसंगती आणू शकते. एक व्यक्ती म्हणून समाज व परिसरांशी सकारात्मक साहचर्य संबंध प्रस्थापित करू शकते. उत्पादक कार्यकुशल नागरिक होण्यासाठी ' ज्ञान, कौशल्य आणि मूल्ये आत्मसात करण्यासाठी जीवन कौशल्य शिक्षण व्यक्तीला सक्षम करते.

## ●संदर्भ ग्रंथसूची -

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- 3) शाश्वत विकासाकडे, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती आणि संशोधन मंडळ, पुणे.
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## E - RESOURCES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

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### प्रस्तावना :-

वैज्ञानिक युगात वावरतांना शिक्षकांस आधुनिक तंत्रज्ञानापासुन दूर राहुन चालणार नाही. शिक्षकांच्या व्यवसायिक विकासासाठी प्रथम त्याने ' इ लर्निंग ' या आधुनिक तंत्रज्ञानाचा वापर करून ज्ञान मिळविणे ज्ञानात भर घालणे आवश्यक आहे. शिक्षणामध्ये ' इ लर्निंग ' हे नविन अशी परिणामकारक व शक्तीशाली पध्दत आहे. ' इ लर्निंग ' ह्याची भूमिका आजच्या तरुणांमध्ये जास्त आहे. त्यामुळे शिक्षक आणि विद्यार्थी हे दोन्ही कृतिशील राहतात. ' इ लर्निंग ' मध्ये इंटरनेटची महत्वाची भूमिका आहे. तसेच मुले आणि तरुण हे क्लासरूम बाहेरही कृतिशील राहतात. ज्ञान मिळविण्याचा प्रयत्न करतात. मित्रांबरोबर चॅट करतात. ऑनलाईन कॉम्प्युटर खेळ खेळण्यात रमतात.

जागतिक स्तरावर आपल्याला माहिती मिळते तसेच जागतिक स्तरावर श्रोते, लेखक / एडियर / क्रिटीक ( टिकाकार ) उपलब्ध होतात. आज ऑनलाईन शेड्युलमुळे विद्यार्थी आणि शिक्षक यांच्यात जनरेशन गॅप निर्माण झाला तो ' इ लर्निंग ' मुळे आपल्याला त्यातून बाहेर पडता येईल. शिक्षकांस भरपूर ज्ञानप्राप्ती होते. शिक्षकांचा जलदगतीने तांत्रिक विकास होतो. आपल्या विषयावर प्रभुत्व मिळविता येते. ' इ लर्निंग ' ही शैक्षणिक क्षेत्रात नवीन नाही 1995 पासुन ती शिक्षणक्षेत्रात राबविली गेली आहे. ' इ लर्निंग ' च्या अध्यापनातून ICT हे परिणामकारक आणि शक्ती लोकप्रिय असे झालेले आहे. इलेक्ट्रॉनिक लर्निंगचा अर्थ असा की वेगवेगळे हार्डवेअर आणि सॉफ्टवेअरचा वापर करणे तसेच तंत्रज्ञानाचा वापर करणे. ' इ लर्निंग ' हे माहिती आदान प्रदान करण्याचे साधन आहे. इलेक्ट्रॉनिक लर्निंगचा वापर हा इलेक्ट्रॉनिक साधनाद्वारे आंतरक्रिया घडवून केला आहे.

### इ लर्निंग आणि अध्यापन :-

इ लर्निंग हे नविन परिणामकारक आणि शक्तीशाली इ लर्निंग हे नविन परिणामकारक आणि शक्तीशाली साधन आहे की ज्यामुळे अध्ययन अध्यापनात विकास घडवून आणला जातो.

### इ लर्निंगचे स्रोत :-

स्रोत म्हणजे प्रवाहाची साधने किंवा प्रवाह. इलर्निंग म्हणजे कॉम्प्युटरच्या साहाय्याने तंत्रविज्ञान आणि

संभाषण संप्रेषण यांचा पुरेसा वापर करून व्यावसायिक ज्ञान मिळविणे. इलर्निंगच्या स्रोतापासून शिक्षकाला अधिक अधिक ज्ञान विकसित करता येते. व्यावसायिक कौशल्य वाढविण्यासाठी इलर्निंगची गरज आहे.

**इ स्रोत :-**

- 1 ) इंटरनेटरवर टि. व्ही. आणि टी. व्ही. वर इंटरनेट .
- 2 ) ( DTH सेट ) डी. टी. एच. सेट - इलेक्ट्रॉनिक्स द्वारे जवळपाससारखे व प्रत्यक्ष असे मार्गदर्शक कार्यक्रम केले.
- 3 ) दूरदर्शन हे मोबाइलवरून प्रस्तारीत केले जाते.
- 4 ) फोन मध्ये ( F.M. ) ( एफ. एम. ) रेडिओ कार्यक्रम. 5 ) टि. व्ही. दूरदर्शनचा वापर केला जातो.
- 6 ) मागणी असतील अशा व्हि. डी. ओ. कार्यक्रम 7 ) इंटरॅक्टिव्ह सर्विस पद्धती

यातून शिक्षकाचा व्यावसायिक विकास होणे आवश्यक आहे. शिक्षकाचा व्यावसायिक विकास हा वरील माध्यमांद्वारे होतो. प्रत्येक क्षणाला नवीन बदल होत असतो. त्या बदलाच्या शोधात शिक्षकाने असले पाहिजे नवीन ज्ञान मिळविण्यासाठी सतत तत्पर असले पाहिजे. शिक्षकाने इ लर्निंगच्या सहाय्याने जास्तीत जास्त ज्ञान मिळवून आपल्या व्यवसायात त्याचा वापर केला पाहिजे. शिक्षकाचा व्यावसायिक विकास म्हणजे जे ज्ञान त्याने इलेक्ट्रॉनिक लर्निंगमधून घेतले तेच ज्ञान त्याने आपल्या विषयामध्ये वापरून अध्यापन करणे इलेक्ट्रॉनिक लर्निंगचा अध्यापनासाठी वापर करणे. त्यामुळे सखोल असे ज्ञान शिक्षकाला मिळते व ज्ञान सखोल होत जाते.

इ लर्निंगचा वापर करणे म्हणजे इलेक्ट्रॉनिकचा अध्यापनात वापर करणे इलेक्ट्रॉनिक लर्निंग हे टेक्नॉलॉजीमुळे शक्य झाले आहे. टेक्नॉलॉजी या शब्दाला पर्यायी मराठी शब्द म्हणून केलेला आहे. Technology हा ग्रीक शब्द Tekhnologia या शब्दापासून उत्पन्न झालेले आहे. Tekhnologia या शब्दाचा अर्थ पद्धतशीर, चिकित्सा व उपचार असा आहे. यावरून शिक्षणामधील विविध समस्यांची चिकित्सा करणे व त्यावर उपाययोजना सुचविणे हे शैक्षणिक तंत्रज्ञानामध्ये अभिप्रेत असावे. यावर केवळ चिकित्सा व उपचार एवढेच काम तंत्रविज्ञानात होत नाही कारण Technology या शब्दाचा अर्थ दैनंदिन व्यवहारात ज्ञानाचा उपयोग करून घेण्याचे शास्त्र असा दिलेला आहे. नॅशनल काउंसिल ऑफ एज्युकेशन टेक्नॉलॉजी यांच्या मते शैक्षणिक तंत्रज्ञान म्हणजे मानवी अध्ययनाच्या प्रक्रियेमध्ये सुधारणा करण्याच्या दृष्टीने विविध तंत्रांचा , पद्धतीचा किंवा प्रणालीचा वापर, विकास तसेच या प्रणालीचे मूल्यमापन होय म्हणजे येथे शैक्षणिक तंत्रविज्ञानाचे ध्येय हे मानवी अध्ययनामध्ये सुधारणा घडवून आणणे हेच सांगता येईल. वरील व्याख्यांचा अर्थ लक्षात घेता शैक्षणिक तंत्रविज्ञान स्वरूप किती व्यापक आहे हे लक्षात येते या सर्व व्याख्यांच्या

आधारे आपल्याला तंत्रविज्ञानाच्या व्याख्या पुढीलप्रमाणे करता येईल. शैक्षणिक तंत्रविज्ञान म्हणजे मानवी अध्ययन, अध्यापन व प्रशिक्षण अपेक्षित उद्दिष्टाप्रत सुधारण्याच्या दृष्टीने किंवा त्यामधील समस्या सोडविण्याच्या दृष्टीने विविध ज्ञान, ज्ञानशाखातातील साधनांचा तंत्रज्ञानाचा, पद्धतींचा व सिध्दांताचा पुर्वग्रहरहित दृष्टीकोन ठेऊन वापर करणारे शास्त्र.

### 1) हार्डवेअर ॲप्रोचा :-

शास्त्रशुद्ध तंत्रज्ञान वापरणे म्हणजे यामध्ये शिक्षणात वापरल्या जाणाऱ्या यांत्रिक इलेक्ट्रॉनिक व ऑप्टिक साधनांचा वापर केला जातो. उदा. :- टि. व्ही. सेट, प्रोजेक्टर, टेपरेकॉर्डर इ. साधनांचा विचार केला जातो. यामध्ये देखील केवळ “ अचल ” बाबींचा विचार होतो यालाच हार्डवेअर असे म्हटले जाते. हार्डवेअर हा शब्द तसा फसवा आहे. कारण टेपरेकॉर्डरला हार्डवेअर तर कॅसेटला सॉफ्टवेअर म्हणण्याचा प्रघात आहे. परंतु काही शिक्षणतज्ञ कॅसेटला हार्डवेअर ठरवितात तर त्यावर टेप केलेल्या कार्यक्रमांला सॉफ्टवेअर म्हणतात. परंतु अभ्यासाच्या सोयीसाठी आपण टेपरेकॉर्डर, प्रोजेक्टर, टी. व्ही. मॉनिटर किंवा अचल व साधारण कायमस्वरूपी वस्तूला आपण हार्डवेअर हा शब्द वापरून बदलणाऱ्या हलक्या चल वस्तूसाठी सॉफ्टवेअर हा शब्द वापरू आता प्रोजेक्टर हार्डवेअर तर त्यावर वापरली जाणारी फिल्म सॉफ्टवेअर ठरेल.

### 2) सॉफ्टवेअर ॲप्रोचा :-

यामध्ये फिल्मस् टेप्स, कॅसेट्स , स्लाईड्स, व्हि. डी. ओ. कॅसेट्स, संगणकाच्या फ्लॉपीज इ. साधनांच्या वापराचा अभ्यास केला जातो. यालाच माध्यम तंत्रज्ञान म्हणतात. उदा. एखाद्या शाळेत भले कितीही चांगला प्रेक्षक असला परंतु त्याठिकाणी जर आवश्यक ती फिल्म नसेल तर अपेक्षित ज्ञान विद्यार्थ्यांपर्यंत पोहचवता येणार नाही. म्हणून जो भाग विद्यार्थ्यांना शिकवायचा आहे किंवा जो संदेश विद्यार्थ्यांना द्यावयाचा आहे, याचा नीट अभ्यास केल्याशिवाय संदेश देणे गैर ठरेल. त्यासाठी जी पाठ्यवस्तू आहे तिचे विश्लेषण व शास्त्रशुद्ध मांडणी करता येणे आवश्यक आहे. या बाबींचा अभ्यास तंत्रज्ञानात असतो.

### 3) हार्डवेअर्स व सॉफ्टवेअर्स :-

ज्या साधनांच्या द्वारा माहिती प्रक्षेपित केले जाते त्यांना प्रक्षेपित साधने म्हणतात. यामध्ये विविध प्रकारचे प्रक्षेपक हे हार्डवेअर तर फिल्मस, स्लाईड, पारदर्शिका इत्यादी सॉफ्टवेअर्स यांचा समावेश होतो. प्रत्येक हार्डवेअरसाठी कोणत्यातरी सॉफ्टवेअर्सची गरज लागते. म्हणून कोणत्याही साधनांचा विचार करताना त्यातील हार्डवेअर्स व सॉफ्टवेअर्स या घटकांचा अभ्यास करावा लागतो.

## 4) प्रक्षेपित साधनांची वैशिष्ट्ये :-

- 1) प्रक्षेपित चित्रे विद्यार्थ्यांचे लक्ष चटकन आकर्षित करून घेतात.
- 2) चित्रे प्रक्षेपित केली जात असताना वर्गात इतर कोणतीही कृती चालू नसते.
- 3) ही चित्रे अंधार करून प्रक्षेपित केली जातात त्यामुळे विद्यार्थ्यांचे लक्ष पूर्णपणे चित्रांवर केंद्रित झालेले असते.
- 4) चित्रांनी दाखवलेली माहिती दीर्घकाळ लक्षात रहाते.
- 5) प्रक्षेपकाच्या सहाय्याने आवश्यकता वाटल्यास पुन्हा पुन्हा ही चित्रे किंवा माहिती प्रक्षेपित करता येते.
- 6) आपणास पाहिजे त्या क्रमाने व पाहिजे त्या स्वरूपात माहिती प्रस्तुत करता येते.

मात्र जी माहिती शब्दांच्या सहाय्याने अथवा चित्रांच्या सहाय्याने दाखविता येत नाही अशी माहिती छया चित्रित करून प्रक्षेपित करता येते. मात्र ही चित्रे किंवा माहिती प्रक्षेपित करण्यासाठी विविध अशा यंत्रांची व त्यांच्या सॉफ्टवेअर्सची सर्वसामान्य माहिती शिक्षकाला असणे आवश्यक आहे.

## दूरदर्शनचे शिक्षणातील महत्त्व :-

भारतामध्ये अजूनही काही लोक साक्षर आहेत. त्यामुळे उरलेल्या निरक्षर लोकांना साक्षर करणे ही आजची प्राथमिक गरज आहे. साक्षरतेशिवाय ज्ञान लोकांपर्यंत पोहचवू शकतो व केवळ पोहचवू शकतो असे नव्हे तर प्रभावीपणे पोहचवू शकतो आणि यासाठी आपणांस दूरदर्शन माध्यमाचा उपयोग करून घेता येण्यासारखा आहे. औपचारिक आणि अनौपचारिकरित्या दूरदर्शनचा वापर करता येतो.

## औपचारिक शिक्षणात दूरदर्शनचा उपयोग :-

## 1) शालेय विद्यार्थ्यांना तज्ञ शिक्षकांचा लाभ :-

एकेकाळी शिक्षण हे केवळ एका विशिष्ट वर्गापुरते मर्यादित होते त्यावेळी शिक्षकीपेशा स्वीकारणारे लोकही मर्यादीत होते. परंतु आता शिक्षण घेणे हा प्रत्येक व्यक्तीला मुलभूत हक्क झालेला आहे त्यामुळे शिक्षणाचा प्रसारही फार मोठ्या प्रमाणात झालेला आहे व त्यामुळे शिक्षकांची संख्याही खूप वाढली आहे. हे सर्वच शिक्षक तज्ञ असतील अशी अपेक्षा करणे चुकीचे ठरेल. अशावेळी तज्ञ शिक्षकांकडून पाठ तयार करून घेऊन त्याचा लाभ दूरदर्शनमार्फत एकाच वेळी अनेक विद्यार्थ्यांना घेता येता.

## 2) दुर्मिळ वस्तूचे दर्शन :-

अनुभव वस्तूंच्या दुर्मिळतेमुळे आपण एखाद्या ग्रामीण भागात पोहचवू शकत नाही. ती ग्रामिण भागाचा विद्यार्थ्यांपर्यंत पोहचवू शकतो. उदा. एखाद्या इंद्रियाची आंतररचना किंवा विशिष्ट लोकांचे लोकजीवन.

### 3) डोळ्यांना न दिसणाऱ्या क्रियांचे दर्शन :-

ज्या डोळ्यांनी सहजासहजी दिसू शकत नाही त्या इलेक्ट्रॉनिक मायकोस्कोपिक कॅमेऱ्याच्या सहाय्याने बघता येते.

### 4) कमी वेगाने चालणाऱ्या क्रिया जास्त वेगाने दाखविता येतात :-

काही क्रिया अतिमंद वेगाने चालतात. त्यामुळे त्या शिक्षकाला वर्गात दाखविणे कठीण असते अशा क्रियांचे जलदगती चित्रण करून या क्रिया निरीक्षण क्षम वेगाने दाखविता येतात. उदा. माशीचा जीवनक्रम , बी रुजण्याची क्रिया.

### 5) जास्त वेगाने चालणाऱ्या क्रिया मंदगतीने दाखविता येतात :-

काही क्रिया अशा असतात की त्या जलद गतीने घडतात. व त्यामुळे त्याचे निरीक्षण करणे देखील कठीण बनते. अशा क्रिया मंदगतीने दाखविता येतात व त्यामुळे क्रियेचे निरीक्षण करता येते. उदा. एखाद्या यंत्राचे कार्य, किंवा हृदयामध्ये चाललेले अकुंचन प्रसरण.

### 6) दुर्मिळ प्रसंगाचे दर्शन :-

विद्यार्थ्यांना ज्या गोष्टी पहाव्याशा वाटतात व त्यांनी ते पहाणे आवश्यकही असते परंतु त्या पहाणे त्यांना सहज शक्य नसते, अशा प्रसंगाचे, वस्तूचे अथवा स्थळाचे चित्रीकरण करून ते दूरदर्शन मार्फत विद्यार्थ्यांपर्यंत पोहोचविता येतात. उदा. :- जगातील महत्वाच्या क्रिडा स्पर्धा.

### 7) महत्त्वपूर्ण व्यक्तीचे व प्रसंगांचे दर्शन :-

देशाचे राष्ट्रपती, पंतप्रधान, तसेच इतर थोर नेते, शास्त्रज्ञ, विचारवंत, कलावंत व त्यांचे संदेश आपणांस थेट विद्यार्थ्यांपर्यंत पोहोचविता येतात. तसेच पुस्तकात असणाऱ्या पाठांच्या लेखकाचे व कविचे दर्शन आपणास दूरदर्शन मार्फत घडविता येते. तसेच त्यांचे विचार देखील ऐकविता येतात.

### दूरदर्शनच्या औपचारीक शिक्षणातील उपयोगासंबंधी झालेले संशोधन :-

Schramm यांनी अमेरिका व इंग्लंड दूरदर्शनच्या औपचारिक शिक्षणासंबंधी जी संशोधने झाली आहेत त्यापैकी 393 संशोधनाचा आढावा घेतला असता पुढील बाबी आढळून आल्या.

1) दूरदर्शनचा उपयोग वरच्या वर्गापेक्षा खालच्या वर्गात अधिक चांगल्या प्रकारे व यशस्वीरित्या झालेला आढळून

येतो.

- 2 ) दूरदर्शनाद्वारे अध्यापन केलेल्या विषयांपैकी गणित, शास्त्र, व सामाजिक शास्त्रे यामध्ये अत्यंत परिणामकारक असा उपयोग झाला तर त्या मानाने इतिहास, वाङ्मय इ. मध्ये अध्यापन कमी.
- 3 ) ज्या पाठ्यवस्तूमध्ये दिग्दर्शन ( Demonstration ) प्रयोग असा भाग होता तो नेहमीच्या पारंपारिक पद्धतीपेक्षा जास्त यशस्वीपणे व परिणामकारकतेने दूरदर्शनद्वारा अध्यापित केला गेला.
- 4 ) महाविद्यालयीन विद्यार्थ्यांच्या दूरदर्शनावरील अनुदेशाबाबत प्रतिकूल दृष्टीकोन असलेला आढळून आला.

त्याचप्रमाणे दूरदर्शनामुळे अनौपचारिक शिक्षणास उपयोग होईल - अंधश्रद्धा, निर्मूलन, साक्षरता प्रसार, राष्ट्रीय भावना व राष्ट्रीय एकात्मता, विशिष्ट अभ्यासक्रमाचे अध्यापन, समाजशिक्षण, कृषी शिक्षण, शिक्षक प्रशिक्षण संगणकाचा उपयोग :-

संगणकाचा उपयोग शिक्षणक्षेत्रात विविध प्रकारे करून घेता येतो विशेषतः व्यवस्थापन, अध्यापन व संशोधन या क्षेत्रांमध्ये याचा उपयोग मोठ्या प्रमाणात होऊ शकतो.

**शैक्षणिक व्यवस्थापनात संगणक :-**

शिक्षण क्षेत्रात काम करत असतांना व्यवस्थापक या नावाने काम करतांना व्यक्तीला ज्या अडचणी येतात त्या अडचणी निवारण करण्यासाठी संगणकाचा उपयोग फार मोठ्या प्रमाणात करता येण्यासारखा आहे. अगदी शाळेतील मुख्याध्यापकाचे अथवा महाविद्यालयाच्या प्राचार्याचे उदाहरण घेतले तरी आपणांस असे सांगता येईल की विद्यार्थ्यांचे प्रवेश त्या प्रवेशासाठीचे फॉर्मस व त्यावरून करावा लागणाऱ्या गुणवत्ता, यादया, त्यांच्या सर्वसामान्य नोंदी, विद्यार्थ्यांना द्याव्या लागणाऱ्या सवलती विविध अभ्यासपूरक कार्यक्रमांचे नियोजन, शालेय अभ्यासक्रमांचे वेळापत्रक व त्यांचे नियोजन सध्या जून, जुलै महिन्यांमध्ये शाळेतील शिक्षकांना अध्यापनाऐवजी विद्यार्थ्यांचे प्रवेश अर्ज व इतर बी. सी. फॉर्मस यासारखी कामे करावी लागतात. शिक्षकांचे व मुख्याध्यापकांचे काम कमी झाले तर त्यांना रिकामा वेळ शैक्षणिक कार्यासाठी उपयोगात आणता येईल व तेथे अध्यापन कार्य चांगले चालते. तिकडेच विद्यार्थ्यांना पर्यायाने समाजाचा ओढा अधिक असतो. हे सर्वज्ञानात आहे. जर या अध्यापन कार्यामध्ये संगणकाचा उपयोग होणार नसता तर संपूर्ण शिक्षण क्षेत्राच्या दृष्टीनेच संगणकाचे महत्व फारसे उरले नसते. या अध्यापन कार्यामध्ये देखील संगणक फार मोठ्या प्रमाणात निश्चित प्रकारे उपयोगी पडतो. संगणक फार मोठ्या प्रमाणात निश्चित प्रकारे उपयोगी पडतो. तसेच शैक्षणिक संशोधनासाठी संशोधन करीत असतांना संशोधकाला अपेक्षित माहिती गोळा करण्यासाठी तिचे विश्लेषण व वर्गीकरण करण्यासाठी खूपच श्रम व वेळ खर्ची घालावा लागत असतो.

यासाठी संगणकाचा वापर करून हेच कार्य अत्यंत कमी वेळात व अचूकपणे करता येते. एवढेच नव्हे तर संशोधनाचे निष्कर्ष प्रस्थापित करण्यासाठी व संभाव्य उपाययोजना सुचविण्यासाठी संशोधकाला केवळ अशा शारीरिक श्रमांमुळे खूप वेळ लागतो. तेच संगणकाच्या साहाय्याने काही मिनिटात किंवा तासात शक्यता असते, त्यामुळे सामाजिक संशोधनाचा व पर्यायाने विकासाचा वेग वाढविण्यास मदत होते. अशा विविध टेक्नॉलॉजीचा वापर आपण E learning साठी करतो .

माहिती तंत्रज्ञानासाठी E learning चा वापर होतो. संदेश हा टेलीकम्युनिकेशनद्वारे जाईल . 0 - 1 डिजिटल सिग्नलस यांचे सँटेलाईटमध्ये रूपांतर करत येते. कन्व्हर्शन म्हणजे Modulation आणि Demodulation यालाच कन्व्हर्शन म्हणतात. उदा. मोबाईल फोन टेलीकम्युनिकेशन हे E learning साठी वापरतो. अजून काही तंत्र E learning साठी विकसित होतात. इंटरनेट वर टि. व्ही. वर हे इंटरनेटवर असे आपल्याला विकसित झालेले दिसते. D. T. H.( Direct to Home ) हे सेटस् इलेक्ट्रॉनिक प्रोग्रॅममधून मार्गदर्शन करतात. तसेच व्हर्चुअल चॅनल्स यांच्यामध्ये इंटरॅक्टिव्हिटी आणि Addressability असते. T.V. हा मोबाईल फोनवर बघता येतो.

**I C T मुळे माहिती संप्रेषण तंत्रज्ञान :-** ज्याच्या केंद्रस्थानी संगणक आहे. माहिती संप्रेषण तंत्रज्ञान I C T एकूण 2000 च्या वर Web Site आहेत. परंतु आपल्याला थोडक्याच माहिती आहेत. वेगवेगळ्या कामासाठी वेगवेगळे ग्रुप तयार झालेले आहेत. शास्त्रज्ञांना त्यांच्या कामाचे देवाण - घेवाण करण्यासाठी वेगळी Web Site - आहे व्यवसायिके Web Site वेगळी आहे. तसेच Face Book, Whats app , Picasa हे ज्ञानग्रहणासाठी शिक्षक माहिती असणे आवश्यक आहे.

**F. M. :-** रेडिओ मोबाईल मध्ये ऐकायला मिळतो. उदा. चांगला वक्ता बोलत असेल वर हे सुध्दा इलर्निंग आहे. Non Interactive मध्ये Fax आहे. Web Site - यात वेगवेगळ्या Site चा वापर केला जातो. खर्च केले नाव प्रिंट केले की पाहिजे ती माहिती मिळते.

**अध्यापन तंत्रविज्ञानाचा आशय व व्यापती :-**

अध्यापन तंत्रविज्ञानाचा आशयाचे डेव्हिस व ग्लेसर यांनी पुढील गटात वर्गीकरण केले.

**अध्यापन तंत्रविज्ञानामध्ये वैशिष्ट्य :-** अध्यापन तंत्रविज्ञानाची ठळक अशी वैशिष्ट्ये पुढीलप्रमाणे सांगता येतात.

- 1 ) अध्यापनाच्या साहाय्याने बोधात्मक, भावात्मक व क्रियात्मक या तिन्ही प्रकारची उद्दिष्टे साध्य करता येतो.
- 2 ) अध्ययन उद्दिष्टे साध्य करण्यासाठी, अध्यापनामध्ये आशय व संप्रेषण यांचा संबंध प्रस्थापित करता येते.
- 3 ) अध्यापनासाठी तात्विक , मानसशास्त्रीय, समाजशास्त्रीय, वैज्ञानिक ज्ञानाचा उपयोग होऊ शकतो.

- 4 ) स्मृती पातळीपासून चिंतन पातळीपर्यंत जपण्यासाठी अध्यापनाचे विशिष्ट प्रकारे नियोजन करता येते.
- 5 ) अध्यापन तंत्रविज्ञानाच्या साह्याने अध्यापन प्रक्रिया प्रभावी व परिणाम कारक बनविता येते.
- 6 ) अध्यापन तंत्रविज्ञानाच्या आधारे अध्यापन उत्पत्ती मांडता येतात.
- 7 ) अध्यापन तंत्रविज्ञानात आंतरभाग ( Input ) प्रक्रिया व निष्पत्ती ( Output ) ही तिन्ही अंगे व्यक्त होतात.

#### इ लर्निंगसाठी वापरण्यात येणारे तंत्रज्ञान / तंत्र :-

- 1 ) Satellite Technology      2 ) Computerd & I T
  - 3 ) Terrestrial Mode - Television Chanel are Transmitted using equipment.
  - 4 ) Telecommunications.      5 ) Convergence of computing broad casting & Telecommunications.
- ( E - Learning ) इ लर्निंग द्वारा वेगवेगळी आंतरप्रक्रिया केली जाते तसेच त्यांचे काही भाग आहेत. :-

- 1 ) वेगवेगळ्या साधनांद्वारे आंतरक्रिया केली जाते.
- 2 ) नेटवर्क बेस - Lan, Man, Wan, लोकल एरिया, मेट्रो, क्लालिटी नेटवर्क, वाइल्ड एरिया नेटवर्क.
- 3 ) Internet यात Privacy असते तर इंटरनेट हे विद्यापिठांशी जोडलेले आहे.
- 4 ) कमीत कमी खर्चात जास्तीत जास्त ज्ञान मिळविण्यासाठी यांचा वापर करता येतो.
- 5 ) पाठ्यपुस्तक, व्ही. डी. ओ. ऑडिओ, संचेलग्न दृश्य, आणि अभासी वातावरण यांचा समावेश असतो.
- 6 ) स्वयंप्रेरित असते / स्वयंप्रेरणा मिळते.      7 ) वेळेची आणि ठिकाणाची मर्यादा नाही.
- 8 ) सोईस्कर नाही / योग्य नाही.      9 ) तत्काळ प्रत्याभरण किंवा तत्काळ दुरुस्ती करणे.      10 ) स्वयंमुल्यमापन.

#### ( Terrestrial Mode ) सामान्य माणूस मोड :-

( Terrestrial ) टेलीव्हिजन हे ( International ) आहे. टेलीव्हिजन ब्रॉडकॉस्टिंग चा प्रकार आहे. जो रेडिया ( Signal ) चा वापर करतो ट्रांस्मिशन टेलीव्हिजन ॲन्टिनाडा आणि टयुनर्स कॅच करण्यासाठी उपयोग होतो. युरोपमध्ये हा प्रकार सर्वसामान्य आहे. परंतु उत्तर अमेरिकेत मध्ये हे ( Over ) द ( Air Television ( OTA ) म्हणून ओळखले जाते. टेरेस्ट्रीअल ही टेलीव्हिजन ब्रॉड कास्टची पहिली पध्दती आहे. 1950 पर्यंत कोणतीही अशी पध्दत नव्हती केवळ टेलिव्हिजन शिवाय टेरेस्ट्रीअल 1960 - 1970 मध्ये प्रथम ओळखले जाऊ लागले. जेव्हा ( CATV C Community Antina Television / Cable ) पध्दत आहे. टेरेस्टोरीअर मोड चा मोठ्या प्रमाणात युनायटेड स्टेट मध्ये विस्तार झाला. त्यानंतर टेरेस्टिअन मोडचा न्हास झाला. 2013 असे दिसून आले की 10 % लोक ॲन्टिचा

वापर करत होते 2010 मध्ये डिजिटल टेलीव्हिजनचा उगम झाला जे अतिशय चांगल्या प्रतीचे / चित्र प्रसारित करते.

**ST61 फिक्वेन्सि प्लॅन :-** युरोपमध्ये 1990 मध्ययुगातील सुरुवातील चेस्टर 97 हे एका कॉन्फरसमध्ये मांडणी केली की डिजिटल टेलीव्हिजन हे प्लॅनमध्ये एकत्रित केले जाते.

डिसेंबर 2005 मध्ये युरोपने असे ठरविले की ऑनेलॉग दृक, श्राव्य, Audio , Video हे 2012 पासून रद्द करण्यात यावे. व सगळीकडे डिजिटल ऑडीओ व व्हिडीओ प्रसारीत करण्यात यावे. त्यानंतर अनेक देशांनी डिजिटल टेरस्ट्रील टेलिव्हिजन सिस्टम ही विकसित करीत आहेत आणि त्याचे मुल्यमापन करीत आहेत. विकास झपाट्याने होत असल्यामुळे समाजात परिवर्तन होत आहे. त्या माहितीच्या युगात या शिक्षित तरुणांच्या हातात समाज घडवणे हे आहे. आता तंत्रज्ञान आणि ग्लोबलायझेशन प्रत्येकाला कोठेही कधीही माहिती उपलब्ध होऊ शकते.

#### शैक्षणिक वैशिष्ट्ये :-

- 1 ) जगातल्या कोणत्याही कोपऱ्यातून ज्ञान मिळवता येते. 2 ) चांगला सराव आणि आपले अनुभव आपण इतरांबरोबर करू शकतो. 3 ) उच्चदर्जाचे शिक्षण घेता येते. 4 ) स्वप्रेरित आणि स्वयंअध्ययनातून शिक्षण घेता येते.
- 5 ) अभ्यासक्रम आशय चांगल्या प्रतीचे शिक्षण हे शालेय स्तरावर अध्ययन करण्यासाठी शिक्षकांचा विकास करण्यासाठी महत्वाचे ठरते. 2002 मध्ये ( UNESCO ) युनेस्कोने 2002 - भारतीय अर्थशास्त्राचा हे ( ICT ) मध्ये - रेडिओ टेलीव्हिजन, टेलीफोन मोबाईल, सॅटेलाईट सिस्टम, मोबाईल नेटवर्क, हार्डवेअर आणि सॉफ्टवेअर व्हिडीओ इ

**माहितीचे शिक्षण आणि शिक्षकाचे शिक्षण :-** तंत्रशिक्षणातून चॅट, इमेल, व्हॉईस मेल, व्ही. डी. ओ. मेल इ. हे इंटरनेटच्या माध्यमातून पुरविले जात आहे. शिक्षकांच्या शिक्षणासाठी खाली प्रकारे उपयोग होतो.

- 1 ) Updating Information. 2 ) शिक्षणातील शिक्षकाच्या कौशल्य विकसित होते.
- 3 ) शिक्षणातील नविन तंत्र / पद्धती माहिती होतात. 4 ) अभ्यासपुरक साहित्याची देवाण घेवाण करणे.
- 5 ) शिक्षकांच्या शिक्षणाचा संशोधन आणि विकास होणे.

#### गोषवारा ( Conclusion ) :-

तंत्रशिक्षणामळे ( E - Learning ) ह्याच्या माध्यमातून आपण शिक्षक, प्रशिक्षक यांचा विकास घडवून आणता येतो. त्याचप्रमाणे नवनविन ज्ञान मिळवून ज्ञानप्राप्ती होते. ज्ञान अपडेट करता येते. मनोरंजक रित्या पाहिजे तेव्हा कुठेही, केव्हाही इ लर्निंगचा वापर केल्यास वेळ श्रम वाचतो इलर्निंगमुळे नेहमीच्या निरस व कंटाळवाणा , शिक्षण घेण्याऐवजी इलेक्ट्रोल लर्निंगच्या माध्यमातून शिक्षण घेता येते. शिक्षक व विद्यार्थी दोन्ही कार्यरत असतात. मनोरंजनातून शिक्षण / ज्ञान मिळवता येते. म्हणून शिक्षकाने अध्यापनात इ लर्निंगचा वापर करणे आवश्यक आहे.

## व्यावसायिक विकासातील आव्हाने

श्री. काळोगे संजय पंढरीनाथ,  
प्राचार्य,  
अध्यापक विद्यालय, नांदगांव.

### प्रस्तावना :

आज आपण 21 व्या शतकात प्रवेश केला आहे. 21 वे शतक हे प्रगतीचे, स्पर्धेचे युग असून शैक्षणिक क्षेत्रातील क्रांतीचे युग झाले आहे. विज्ञान व तंत्रज्ञान यांच्या प्रगतीने मानवाने असाध्य ते साध्य करण्याचा विडा उचलला आहे. प्रत्येक क्षेत्रात होत असलेल्या प्रगतीने विश्व जवळ येत चालले आहे. व्यापार, उद्योग, शेती, दळणवळण या सर्वच क्षेत्रात विकास झालेला दिसतो मात्र त्या बरोबरच मानवाच्या गरजा अपेक्षा सतत बदलत आहेत, त्यामुळे गरजा पूर्तीच्या दृष्टीने विकासानेही आकाशाला गवसणी घातलेली आहे.

एकीकडे विकास डोळ्यात भरतो तर दुसरीकडे वेगवेगळे प्रश्न निर्माण होत आहे. समस्या जटिल होत आहेत त्यासाठी परत प्रश्न संशोधन केले जात आहे. 20 व्या शतकात ज्ञान 50 वर्षात दुप्पटीने वाढत होते, तो वेग आता 7 ते 8 वर्षात दुप्पट झाला आहे. त्यामुळे एकेकाळचे ज्ञान, सुविधा पुढील काळात अपुरे पडत आहेत. कालची शैक्षणिक प्रगती आज अपूरी ठरत आहे. प्रत्येक क्षेत्रात ज्ञानाच्या वाढत्या पातळी बरोबर आव्हानेही उभी रहात आहे यात शैक्षणिक मागे नाही. विविध क्षेत्रांचा विचार करता शैक्षणिक क्षेत्राला आज अनन्य साधारण महत्त्व आहे, नव्हे शैक्षणिक प्रगतीस्तव इतर क्षेत्रांची प्रगती अवलंबून आहे. असे म्हटले तर वावगे ठरणार नाही. शिक्षण प्रक्रियेचा विचार करता प्राथमिक शिक्षण, माध्यमिक शिक्षण, उच्च माध्यमिक शिक्षण व महाविद्यालयीन शिक्षण तसेच व्यावसायिक शिक्षण इ. चा समावेश होतो.

आज सर्वत्र शिक्षणाचा विस्फोट झाला असून विलक्षण प्रगती झाली आहे असे शब्द आपण ऐकतो. मात्र दुर्दैवाने म्हणवे लागते की, आज 21 व्या शतकातही आपणापुढे शिक्षण क्षेत्रात अनेक आव्हाने उभी असलेली दिसतात. या आव्हानांचा विचार करता सामाजिक, आर्थिक, सांस्कृतिक, प्रशासकिय स्तरापासून आंतरराष्ट्रीय स्तरपर्यंतची आव्हाने दिसतात. अशा आव्हानांमुळे शैक्षणिक विकास खुंटतो पर्यायाने त्याचा परिणाम राष्ट्रीय विकासावर होतो. शिक्षणाच्या प्राथमिक, माध्यमिक, महाविद्यालयीन व व्यावसायिक स्तरापर्यंत आव्हाने उभी दिसतात त्यामध्ये अध्यापन शिक्षण पदविका म्हणजेच DTEd कॉलेज हा व्यावसायिक स्तर बाजूला रहात नाही.

प्राथमिक शिक्षण सर्वात मोफत व सक्तीचे मिळावे ही शासनाची भूमिका, प्राथमिक शिक्षण दर्जेदार मिळाले तर पर्यायाने विद्यार्थ्यांचा, समाज व राष्ट्राचा विकास होणार आहे. त्यासाठी हे शिक्षण देणारा प्राथमिक शिक्षक दर्जेदार असणे गरजेचे आहे. पर्यायाने दर्जेदार प्राथमिक शिक्षक तयार करणारी अध्यापक विद्यालये दर्जेदार असावी. सक्षम असावी

NCTE चे निकष पूर्ण करणारी असावी. मात्र खेदाने म्हणावे लागते की, अध्यापक विद्यालये दर्जेदार नाहीत. आज अध्यापक विद्यालये, अध्यापकाचार्य, विद्यार्थी, प्रशासन, संस्था चालक यांचे समोर अनेक आव्हाने आहेत.. यात महत्त्वाचा घटक आहे शिक्षक.

### अध्यापकाचार्यासमोरील आव्हाने:

#### 1. भौतिक सुविधांचे आव्हान :

आज NCTE ने (नॅशनल कौन्सिल ऑफ टिचर एज्युकेशन) अध्यापक विद्यालयांसाठी भौतिक सुविधांचा निकष घालून दिला आहे (अध्यादेश 31 ऑगस्ट 2009)

- 1) अध्यापक विद्यालयासाठी पुरेशा वर्ग खोल्या असाव्या . 2) प्रयोगशाळा व प्रशस्त ग्रंथालय असावे.
- 3) प्रशस्त व सर्व सुविधांयुक्त संगणक कक्ष असावा. 4) मानसशास्त्र प्रयोगशाळा असावी.
- 5) सर्व घटकांसाठी स्वतंत्र प्रसाधन गृह असावे. 6) स्वतंत्र शिक्षक-शिक्षिका कक्ष असावा.
- 7) विद्यार्थ्यांसाठी मार्गदर्शन कक्ष असावा. 8) बहुउद्देशीय कक्ष असावा.

वरील बाबींचा विचार करता शिक्षकाचे दृष्टीने हे एक आव्हान आहे. शिक्षकास स्वतंत्र कक्ष नसून आज अध्यापक विद्यालयात प्रशस्त ग्रंथालय नसल्याने त्याला नवनविन संदर्भ साहित्याचा उपयोग करता येत नाही. प्रयोग व प्रयोगाचे साहित्य नसल्याने प्रयोग करणे, विज्ञानाचे अध्यापन करणे अशक्य ठरते. सराव पाठांचे मार्गदर्शन करण्यासाठी स्वतंत्र मार्गदर्शन कक्ष अस्तित्वात नाही. अध्यापन पदविका अभ्यासक्रमात मानसशास्त्र विषयाला अनन्य साधारण महत्त्व आहे. मात्र आज बऱ्याच अध्यापक विद्यालयात सुसज्ज मानसशास्त्र प्रयोगशाळा व साहित्य नसल्याने अध्ययन अध्यापनात शिक्षकांसमोर आव्हाने उभे रहाते. आजचे युग संगणकाचे युग आहे. E-learning ही काळाची गरज आहे. मात्र बऱ्याच अध्यापक विद्यालयात संगणक उपलब्ध नाहीत. Internet ची सोय नाही अशा परिस्थितीत अध्यापन करण्याचे आव्हान शिक्षकांसमोर उभे रहाते. वरील भौतिक सुविधांचा अभाव असल्याने शिक्षक आपल्या व्यवसायाला, विषयाला न्याय देऊ शकत नाही. अध्यापन करणे त्याचे पुढे एक आव्हान ठरते.

#### 2. विद्यार्थी संस्थेचे आव्हान :

आज DTEd पदविका अभ्यासक्रमाकडे विद्यार्थी वर्गाने पाठ फिरविली आहे, तो या अभ्यासक्रमाकडे येण्यास तयार नाही. स्पॉट अॅडमिशन, कमी गुणवत्तेच्या विद्यार्थ्यांना प्रवेश या सारखे प्रलोभन दाखवूनही विद्यार्थी मिळत नाही. विद्यार्थी नसल्याने शिक्षकांसमोर मोठे आव्हान उभे राहत आहे. बऱ्याच अध्यापक विद्यालयांमध्ये 8 ते 10 विद्यार्थी प्रवेशीत असल्याने शिक्षकांचे नोकरीवर गदा येऊ पाहात आहे. बरीच अध्यापक विद्यालये बंद पडण्याचे मार्गावर असल्याने नोकरी टिकविण्याचे आव्हान शिक्षकांसमोर आहे. त्यामुळे शिक्षकांना परिसरात फिरून विद्यार्थी शोधावे

लागतात. संस्थाचालकांकडून विद्यार्थी मिळविण्यासाठी सक्ती केली जाते त्यामुळे कमी होत जाणारी विद्यार्थी संख्या हे एक मोठे आव्हान आहे.

### 3. शैक्षणिक पात्रतेचे आव्हान :

आज अध्यापक विद्यालयांमध्ये NCTE ने घालून दिलेल्या शैक्षणिक पात्रतेचे निकष पूर्ण करणारे शिक्षक नाही. शासनाचे वेळोवेळी (NCTE/ SCERT) बदलत्या शैक्षणिक धोरणांचा फटका शिक्षकांना बसतो आहे. शैक्षणिक निकष पात्र नसल्यास अशा शिक्षकांच्या मान्यता धोक्यात येत असून नोकरीमध्ये स्थिरता रहात नसल्याने नोकरी टिकविण्याचे आव्हान उभे रहिले आहे. आज अनुदानित अध्यापक विद्यालयातील खेळ शिक्षक, संगीत शिक्षक, चित्रकला शिक्षक यांचे पुढे वेतनाचे आव्हान उभे आहे. शासनाकडून 500 रुपये पगार दिला जातो तर विना अनुदानित अध्यापक विद्यालयात शिक्षकांना तुटपूंजा पगारावर काम करावे लागत आहे. त्यामुळे नोकरी टिकविणे व वेतनासारखे आव्हान शिक्षकांपुढे उभे राहते.

### 4. अतिरिक्त शिक्षकांपुढील आव्हान :

शासनाच्या वेळोवेळीच्या बदलत्या धोरणांचा फटका शिक्षकांना बसतो आहे. वेगवेगळ्या विषयांचे शिक्षक पद भरण्याबाबत व शैक्षणिक पात्रतेत होणारा बदल यासारख्या बाबींमुळे शिक्षक अतिरिक्त होत असून समायोजनाचे आव्हान निर्माण होत आहे. पत्राद्वारे अध्यापन पदविका सारखा अभ्यासक्रम शासन बंद करू पहात आहे. ज्या अध्यापक विद्यालयांमध्ये या पूर्वी पत्राद्वारे वर्ग चालत होते अशा ठिकाणचे वर्ग बंद झाल्यास तेथील शिक्षक अतिरिक्त ठरत आहे. त्यामुळे त्यांचे समायोजनाचे आव्हान उभे राहत आहे.

### 5. शिक्षक प्रशिक्षण अभाव :

आज सर्वत्र ज्ञानाचा विस्फोट झाला आहे. अध्यापक शिक्षण पदविका अभ्यासक्रमातून प्रगत ज्ञानाचा विद्यार्थी तयार करावयाचा असेल तर त्याला नवनविन ज्ञान प्राप्त केलेल्या शिक्षकाचे मार्गदर्शन मिळणे गरजेचे ठरते. मात्र आज अध्यापक विद्यालयातील शिक्षकांपुढे प्रगत तंत्रज्ञान प्राप्तीचे आव्हान उभे ठाकले आहे. त्यासाठी शासन स्तरावर कोणत्याही प्रकारच्या प्रशिक्षणाचा कार्यक्रम राबविला जात नाही. त्यामुळे नविन ज्ञान आत्मसाथ करण्याचे आव्हान शिक्षकासमोर उभे ठाकले आहे. विद्यार्थ्यांना TET/ CET परीक्षांना सामोरे जावे लागते. मात्र अद्ययावत ज्ञान शिक्षकाकडे नसल्यास व प्रशिक्षणांचा अभाव असल्याने मार्गदर्शन करणे त्यांचे समोर आव्हान आहे. आज अध्यापक विद्यालयातील शिक्षकांना वरील अनेक आव्हानांना सामोरे जावे लागत आहे, त्याची शैक्षणिक कुचंबना होत आहे. मात्र जर ह्या प्रक्रियेतील प्रत्येक घटकाने आपली जबाबदारी ओळखून काम केले तर ही आव्हाने दूर करणे शक्य होईल.

**शिफारशी / उपाय योजना :**

- 1) संस्थाचालकांनी अध्यापक विद्यालयांना NCTE चे निकषांनुसार भौतिक सुविधा उपलब्ध करून द्याव्यात जेणे करून शिक्षकांस शैक्षणिक वातावरण मिळेल व अध्यापन करणे सुकर होईल.
- 2) शिक्षकांसाठी वेळोवेळी प्रशिक्षणांचे आयोजन करावे जेणे करून नवनविन अद्ययावत ज्ञान शिक्षकांस मिळेल व तो आपल्या व्यवसायाला न्याय देईल.
- 3) शिक्षकाला कामाच्या मोबदल्यात पुरेसे वेतन मिळावे, शिक्षण सेवक योजना न ठेवता पूर्ण वेतन द्यावे. खेळ शिक्षक, संगीत शिक्षक, चित्रकला शिक्षक, कार्यानुभव शिक्षक यांना पूर्ण वेतन द्यावे म्हणजे ते अध्ययन अध्यापन प्रक्रियेत खऱ्या अर्थाने समरस होतील.
- 4) पत्राद्वारे अध्यापन पदविकासारखे अभ्यासक्रम बंद न करता ते चालू ठेवावे जेणे करून शिक्षकांचे अतिरिक्त होण्याचे संकट टळेल व समायोजनाचा प्रश्न रहाणार नाही.
- 5) अध्यापक विद्यालयांकडे विद्यार्थी कसा आकर्षित होईल याचा विचार करून अभ्यासक्रम तयार करावा.
- 6) प्रशासन, संस्थाचालक, समाज यांनी अध्यापक विद्यालयांबाबतची आपली भूमिका निर्दोष ठेवावी.
- 7) वरिष्ठ महाविद्यालयांसाठी महाविद्यालय स्तरावर असणारी नॅक सारखी कमिटी NCTE ने अध्यापक विद्यालयांच्या परिक्षणासाठी ठेवावी त्याचा उपयोग पर्यायाने शिक्षकाला होईल.
- 8) अध्यापक विद्यालयांमध्ये पुरेसे शैक्षणिक साहित्य उपलब्ध व्हावे जेणे करून अध्ययन अध्यापन सुकर करण्यासाठी त्याचा फायदा शिक्षकांस होईल.

**समारोप :**

आज अध्यापक विद्यालयातील शिक्षकांसमोर अनेक आव्हाने उभी आहेत. मात्र त्यासाठी प्रशासन, संस्थाचालक व समाजाने प्रयत्न केले तर ही आव्हाने दूर होतील. वरील शिफारशी अंमलात आणल्या तर शिक्षकांची आव्हाने दूर होऊन तो खऱ्या अर्थाने ह्या पवित्र व्यवसायास न्याय देईल असे मला वाटते.

**संदर्भ पुस्तके :**

1. भारतीय समाज व प्राथमिक शिक्षण : डॉ. वसंत सिताराम देशपांडे, डॉ. वसंत रंगनाथ पाटील.
2. आधुनिक भारतीय शिक्षण : स्नेहप्रभा जोशी, नी.श. आंबेकर.
3. NCTE अध्यादेश : दि. 31 ऑगस्ट 2009.

## शिक्षकांच्या व्यावसायिक विकासातील आव्हाने

सौ.जोशी वसुधा समीर,

M.Phil ( Year 2013-15),

अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय, नाशिक -2.

### ➤ प्रास्ताविक

- 1 ) व्यावसायिक दर्जा ठरविण्याचे निकष
- 2 ) शिक्षक व्यवसायाची प्राचीन परंपरा
- 3 ) शिक्षण व शिक्षक
- 4 ) शिक्षक या व्यवसायाची शाश्वत विकास संकल्पना
- 5 ) शैक्षणिक क्षेत्रातील महत्वाच्या उणीवा
- 6 ) शिक्षकांपुढील व्यावसायिक आव्हाने.
- 7 ) आव्हाने पेलण्यासाठी शिक्षकाची भूमिका

### ➤ प्रास्ताविक :-

शिक्षणातील महत्त्वाचे घटक पाच विद्यार्थी, शिक्षक, पालक, शासक, समाजशिक्षण हा शिक्षणातील गाभा घटक समजला जातो. शिक्षक हा आजकाल व्यवसाय गणला जातो. मराठी भाषेत व्यवसाय हा एक अतिशय व्यापक शब्द आहे. समाज सर्वच व्यवसायांना (occupations) एकाच पातळीवर न बघता त्यातील काही निवडक व्यवसायांना ठराविक नियमांच्या आधारावर अधिक मानांचे, प्रतिष्ठेचे स्थान देतो. अशा निवडक किंवा उच्च दर्जा बहाल केलेल्या व्यवसायांचे निकष लक्षात घेतले पाहिजेत.

### 1) व्यावसायिक दर्जा ठरविण्याचे निकष :-

1. व्यवसायाचे प्रयोजन प्रामुख्याने मानवी घटकांना ( व्यक्ती किंवा संघटन ) आवश्यक असलेल्या सेवा पुरविणे हे असायला हवे.
2. प्रत्येक व्यवसायाचे सेवाकार्य हे विशिष्ट ज्ञान आणि कौशल्यावर आधारीत असते.
3. निवडलेल्या व्यवसायात काम करण्याची पात्रता आणि मान्यता मिळविण्यासाठी निर्धारित केलेले

ज्ञान आणि कौशल्ये संपादन करणे आवश्यक असते.

4. व्यावसायिकांचे त्यांच्या सेवाकार्यावर आधारीत उत्तरदायित्व त्यांच्या सेवेचे लाभार्थी यांच्याशी असते.
5. प्रमुख व्यवसायांमध्ये त्यात कार्यक्षम असलेल्या व्यावसायिकांनी एकत्र येऊन स्थापन केलेल्या संघटना असतात. परस्परसंबंधातून आंतरक्रियेतून विकासाच्या व अनुभवाच्या आदान - प्रदानामुळे व्यावसायिकांची वृद्धी व्हावी हे या संघटनांचे प्रमुख उद्दिष्ट असते. शिक्षकांचा व्यवसाय वरील सर्व निकषांना उतरतो.

## 2) शिक्षक व्यवसायाची प्राचीन परंपरा :-

प्राचीन काळापासून गुरु - शिष्य परंपरा चालू आहे. प्राचीन कालखंडात शिष्यांना गुरुगृही राहून शिक्षणे घ्यावे लागत असे ज्ञानाभुवाबरोबर शिष्य जीवनावश्यक दैनंदिन-कार्यपद्धती शिकत होते. आज शिक्षणाच्या जीवनपद्धती व प्रक्रियेत अमुलाग्र बदल झालेला आहे. प्राचीन पद्धती ही अनौपचारिक पद्धती विविध घटनांतून, प्रसंगातून, प्रत्यक्ष अनुभवातून सुयोग्य मार्गदर्शन आणि समुपदेशातून शिक्षण दिले जात असे. बालकांच्या वर्तनावर सकारात्मक दृष्टीकोनाद्वारे शिस्त लावून त्यांच्या यशस्वी जीवनाचा पाया रोवला जात असे.

## 3) शिक्षण व शिक्षक :-

आज ज्ञानाच्या कक्षा रुंदावल्या आहेत, परंतु या अदययावत ज्ञानात्मक घडामोडींना सामोरे जाणारा सध्याचा विद्यार्थी पदवीधर होतो परंतु प्रत्यक्ष जीवन पद्धतीत तो मागे पडतो याची कारणे शोधतांना विचार करावा लागतो, विचार करावा लागतो तो शिक्षक व त्याची गुणवत्ता, शेती, व्यापार, पारंपारिक व्यवसाय यापेक्षा शिक्षकी व्यावसायिकता फार भिन्न आहे. कारण शिक्षकांचा संबंध विद्यार्थी रुपाने मानवी घटकांशी येत असतो. कुटुंब - गाव - शहर - तालुका - जिल्हा या सर्व स्तरावर कार्यान्वीत असलेले मानवी घटक जर अकार्यक्षम असतील तर देशाचा विकास कितपत साध्य होणार या विचारांशी निगडीत शिक्षकी व्यावसायिकता फार - फारच महत्त्वपूर्ण आहे.

#### 4) शिक्षक या व्यवसायाची शाश्वत विकास संकल्पना :-

शिक्षक हा शिक्षण प्रक्रियेतील प्रमुख घटक असल्याने आपल्या व्यावसायिकतेचा गुणवत्ता विकास व्हावा ही अपेक्षा त्यासाठी आवश्यक घटक -

1. विषयज्ञान ( आशय )
2. अध्यापन कौशल्य
3. भावनात्मक परिपक्वता
4. बांधिलकी / उत्तरदायित्वाची जाण / क्षमता.
5. शिक्षण व जीवनशिक्षणाची / नवनवीन तंत्रज्ञानाची माहिती.

#### 5) शैक्षणिक क्षेत्रातील महत्वाच्या उणीवा :-

शिक्षक व्यावसायिक शैक्षणिक क्षेत्रातील उत्तम गाभाघटक असणे अत्यंत आवश्यक आहे. यासाठी विद्यार्थ्यांच्या जीवनावश्यक मुलभूत गरजा व शिक्षण यांचे महत्व आणि आजची काळात्मक गरज, या गरजेतून विद्यार्थी जीवनाला स्थैर्यप्राप्त कसे होईल याचा विचार आवश्यक आहे. हे सर्व पार पाडण्यासाठी कार्यक्षम शिक्षक ही फार मोठी गरज आहे.

परंतु ही गरज भागविण्यात काही अडचणी आहेत त्या अशा -

- अ) आज बारावीच्या परीक्षेत 90% किंवा जास्त मार्कस् मिळविणारे विद्यार्थी डॉक्टर, इंजिनिअर, वकील किंवा अन्य उच्चभ्रू कोर्सेस ची निवड करतात. डी.एड. चा अभ्यासक्रम स्विकारणारा विद्यार्थी 50% मार्कस् मिळवणारा ही असतो किंवा ज्यांना अन्य कोर्सेस मध्ये प्रवेश मिळत नाही ते या व्यवसायाकडे वळतात असे विद्यार्थी शिक्षक या आपल्या पेशाशी कितपत निष्ठा बाळगतात याची फार मोठी शंका आहे.
- ब) आजच्या बहुसंख्य शिक्षकांमध्ये प्रशिक्षणातूनही अध्यापन कौशल्ये प्राप्त झाल्याची कोणतीही लक्षणे आढळत नाही केवळ पदव्या व पदविका त्यांच्या जवळ असून उपयोग नाही.
- क) आज शिक्षकी पेशात असणारे बहुसंख्य शिक्षक आपला अभ्यासक्रम संपवण्याच्या मार्गे असतात. विद्यार्थ्यांनी तो आत्मसात केला की नाही याची फारशी दखल ते घेत नाहीत.
- ड) आपली जबाबदारी ओळखून काम करणारे शिक्षक आज फारच कमी आहेत यापुढे ते आणखी

दुर्मिळ होतील अशी भीती जाणवते. अद्ययावत शिक्षण पध्दतीतील तांत्रिक बदल स्वतः शिकणे त्यात कुशलता प्राप्त करून विद्यार्थ्यांपर्यंत पोहचवणे ही आपली जबाबदारी याची जाण असणारे फार कमी शिक्षक आज आहेत.

इ) विद्यार्थ्यांच्या परीक्षेतील कोंप्या, चारित्र्यहिनता, व्यसनाधिनता, वशिलेबाजी, बालगुन्हेगारी, आत्महत्या, वडिलधाऱ्यांचा व शिक्षकांचा अनादर अशा, अनेक वाईट प्रवृत्तीकडे विद्यार्थी का वळत आहेत याचा शिक्षक अंतर्मुख होऊन विचार करत नाहीत.

#### 6) शिक्षकांपुढील व्यावसायिक आव्हाने :-

वर वर्णन केलेली परिस्थिती लक्षात घेता आज शिक्षकांपुढे अनेक व्यावसायिक आव्हाने आहेत ती पुढील प्रमाणे -

1. देशाचा सुबुद्ध चारित्र्य संपन्न नागरिक घडविणे.
2. त्यासाठी विद्यार्थ्यांमध्ये निर्णयक्षमता व जीवन कौशल्ये निर्माण करणे.
3. विविध व्यवसाय कौशल्ये प्राप्त होण्यासाठीचे शिक्षण विद्यार्थ्यांना देणे.
4. व्यक्तिविकास व त्यातून सामाजिक विकास साध्य करून राष्ट्राची सर्वांगीण प्रगती साधणे.

वरील प्रत्येक आव्हानाचा आपण तपशिलात विचार करू -

#### 1. देशाचा सुबुद्ध चारित्र्य संपन्न नागरिक घडविणे -

देश घडविणे - नागरिक घडविणे या गोष्टीचा विचार करण्यापूर्वी प्रथमतः शिक्षकाने स्वतःमध्ये बदल घडवून आणणे फार महत्वाचे आहे. शिक्षकाचे विषया संबंधीचे सखोल व अद्ययावत ज्ञान कौशल्ये संपादन करणे, ज्ञानाविषयीची तळमळ ही सर्व बौद्धिक प्रक्रिया प्रामाणिक पणे स्विकारली पाहिजे. शैक्षणिक क्षेत्रात येणारे नवे विचार अध्यापनपध्दती, नवे प्रयोग, संकल्पना, सिद्धांत या विषयी जागृत असले पाहिजे.

स्वतःच्या क्षमता सामर्थ्य, कमतरता, संभाव्य धोके या संदर्भात अंतःमुख होऊन वारंवार विचार करून स्वसुधारणा करणे महत्वाचे आहे. आपल्या विषयाचे ज्ञान देतांना समाजातील विषयांशी निगडित पुस्तकाबाहेरील उदा. दाखले देऊन मुलांच्यात नैतिक जबाबदारीचे मूल्य डोळसपणाने रुजविण्याचे आव्हान स्विकारणे आवश्यक आहे.

यासाठी शिक्षक हा विद्यार्थीनिष्ठ, ज्ञाननिष्ठ व समाजनिष्ठ असला पाहिजे. रोजचे वर्तमानपत्र वाचतांना आजच्या तरुणांचे नैतिक अधःपतन, चारित्र्यहिनता, आत्महत्या याला काही प्रमाणात आपण ही जबाबदार आहोत याचा विचार करून आपणासमोर असणाऱ्या विद्यार्थ्यांत चारित्र्यसंपन्न मुल्यांची जोपासना करून त्याला देशाचा सुबुद्ध व चारित्र्य संपन्न नागरिक घडवणे हा दृष्टीकोन ठेवणे गरजेचे आहे.

चारित्र्य संपन्न विद्यार्थ्यांतूनच आदर्श विद्यार्थी, आदर्श नागरीक घडतील व त्यातूनच शहर - जिल्हा - तालुका - गाव - कुटुंब याचा विकास होईल पर्यायाने देश विकसित करण्याचे उद्दिष्ट साध्य करता येईल. उत्तमोत्तम संस्कारांची निर्मिती करून विद्यार्थ्यांस नैतिक अधिष्ठान प्राप्त करून देता येते.

## 2. विद्यार्थ्यांमध्ये निर्णयक्षमता व जीवन कौशल्ये निर्माण करणे -

निर्णय घेण्याची क्षमता यशाची गुरु किल्ली असते. आत्मविश्वास, निश्चय व महत्वाकांक्षा बाळगून आपण योग्य निर्णय घेऊ शकतो. अनेक ताणतणावांना व्यक्तिला रोज सामोरे जावे जागते. अशावेळी निर्णय क्षमता महत्वाची असते.

### क्रेटरच्या मते -

परिस्थिती व समस्येला अनुरूप अशा पर्यायी कृती शोधून, योग्य पर्यायांची निवड करणे म्हणजे निर्णय घेणे होय.

विशिष्ट समस्येचे यश हे निर्णयाच्या अचूकतेवर अवलंबून असते. त्यासाठी विचारपूर्वक निर्णय घ्यावे लागतात. उदा. शाळेतील समस्यायुक्त विद्यार्थ्यांच्या संदर्भात उचलेले पाऊल. निर्णय घेतांना दुसऱ्याचा विचार आवश्यक घ्यावा; पण संपूर्णतः त्यावर अवलंबून राहू नये. निर्णय घेतांना गुण - दोषांचा तौलनिक अभ्यास करून बुद्धियुक्त निर्णय घ्यावा. भावनात्मक निर्णय पुष्कळ वेळा चुकीचे ठरतात.

विद्यार्थ्यांतील सुप्त गुण ओळखून त्यांना प्रेरणा देणे, जीवन कौशल्य संपादन करण्यासाठी आवश्यक प्रयत्नाची गरज समजवता आली पाहिजे. जीवन आणि शिक्षण यात ताळमेळ घालता आला पाहिजे आज इंजिनिअर झालेला एखादा विद्यार्थी जर कोणते यंत्र

बिघडले तर काहीच करू शकत नाही तेच काम एखादा अशिक्षित कामगार सहजपणे करू शकतो, म्हणजेच कृतियुक्त शिक्षण देणे आवश्यक असते याचाच अर्थ जीवन शिक्षण पासून तो विद्यार्थी वंचित असतो.

शिक्षणाचे कार्य म्हणजे व्यवहार, व्यवसाय वा पेशा नाही ती एक जीवननिष्ठा आहे हे शिक्षकाने लक्षात ठेवणे आवश्यक आहे.

दैनंदिन जीवनात सतत संपर्कात असलेल्या आपल्या मित्र-मैत्रिणींच्या सुख-दुःखात सहभागी होणे, इतरांच्या भावना समजावून घेणे अशा विविध जीवन कौशल्याची अभ्यासक्रमातील सर्व विषयातून सांगड घालणे, त्यावर भर देणे हे आढान शिक्षकांनी स्विकारावे व कृतीत आणले पाहिजे.

अभ्यासक्रमाच्या माध्यमातून दर्जेदार जीवन शिक्षण, जीवनाचे महत्व, यशस्वी व सुखमयजीवन जगण्यासाठी आवश्यक बाबी, प्रात्यक्षिकातून, सहलीतून विविध उपक्रमातून नवनवीन तंत्रज्ञानातून विद्यार्थ्यांना संधी देऊन कोणत्याही प्रसंगाला तोंड देण्याचे सामर्थ्य त्यांच्या अंगी निर्माण करणे हे आढान स्विकारले पाहिजे.

शिक्षणाचे ध्येय विद्यार्थ्यांना जीवन कौशल्यांसाठी शिक्षण द्यावयाचे असेल तर शिक्षणाचे प्रमुख ध्येय “जीवनासाठी शिक्षण” हे असावे प्रत्येक अध्ययन अनुभव देतांना त्याची जीवनाशी सांगड शिक्षकांनी घालावी जीवनातील सर्व समस्या त्यांच्या समोर मांडाव्यात व त्यांनाच त्यातून मार्ग काढण्यासंबंधी मार्गदर्शन करावे शिक्षकाची भूमिका ही प्रेरणादायक स्रोत ( Facilitator) ची असली पाहिजे.

### 3. विविध व्यवसाय कौशल्ये प्राप्त होण्यासाठीचे शिक्षण विद्यार्थ्यांना देणे -

आजच्या काळात व्यवसायासाठी शिक्षण हे एक शिक्षणाचे ध्येय बनले आहे. विज्ञान तंत्रज्ञानाच्या या युगात उद्योगीकरण वाढले आहे. उद्योगधंद्यात कुशल, प्रशिक्षित कामगारांची गरज भासू लागल्याने शिक्षणासाठी मुले शहराकडे धाव घेऊ लागली आहेत.

विद्यार्थ्यांची त्या - त्या व्यवसायाकडे मानसिक आणि व्यावहारिक तयारी करणे, कठोर परिश्रम, बांधिलकी आणि व्यवस्थापन कौशल्य याबाबत विद्यार्थ्यांत जाणीव निर्माण करणे.

The Vocational bias will promote technical skill, and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement. Muddier Commission Report

व्यक्तिला योग्य शिक्षण मिळवून देणे हा व्यावसायिक शिक्षणाचा प्रमुख उद्देश्य आहे.

रॉस -

चौकोनी खुंटी वर्तुळात बसविण्याच्या प्रयत्न निरर्थक आहे. तो टाळला तरच व्यक्तिमध्ये चांगली कार्यक्षमता येईल व तो सुखी होईल.

आपला भारत देश वैभवशाली, सामर्थ्यसंपन्न व विकसित व्हावा हे सर्व भारतीयांचे स्वप्न साकारण्यासाठी सर्वांनी प्रयत्न करण्याची गरज आहे. यासाठी प्रत्येक विद्यार्थ्यात पुढील गुण आत्मसात करता यावे हे शिक्षकासाठी आव्हानच आहे.

चिकित्सक विचार, सर्जनशीलता, संज्ञापन कौशल्ये, कामाची प्रेरणा, सामाजिक जबाबदारी, उद्यमशिलता व एकत्रित काम करतांना पाळावयाच्या नीति.

#### 4. व्यक्तिविकास व त्यातून सामाजिक विकास साध्य करून राष्ट्राची सर्वांगीण प्रगती साधणे -

भारतीय संस्कृतीत असणाऱ्या चांगल्या बाबींचे जतन करणे व त्याचे संवर्धन करणे हे एक शिक्षणाचे प्रमुख कार्य आहे.

शाळेतील अभ्यासक्रम हा एक महत्वाचा घटक आहे या अभ्यासक्रमातूनच विद्यार्थ्यांच्या आचार - विचारांवर अनुकूल असे संस्कार घडवून समाज परिवर्तन करणे शक्य आहे.

मूल्यांची जोपासना करतांना कॉपी करणे, समाजातील वशिलेबाजी, भ्रष्टाचार, चोरी, बेकारी, मारामाऱ्या, अशिलता असे दुर्गुण किती घातक असतात याची वेगवेगळी उदा. देऊन परिणाम कारक अध्यापना करता आव्हान स्विकारता आले पाहिजे.

समाजात वावरतांना वाढेल तिथे थुंकणे, कचरा टाकणे, सांडपाणी, फुटलेले ड्रेनेज अशा गोष्टीतून होणारे प्रदूषण व त्यातून पसरणारे विविध आजार याची माहिती देतांना स्वच्छतेचे महत्व पटवून दिले पाहिजे व स्वतःने आचरणात आणले पाहिजे. प्रत्येकानेच स्वच्छता राखण्याचे ठरविले तर आज स्वच्छता अभियान राबविण्याची गरज निर्माण झालीच नसती याची कृती स्वतः चा वर्ग ते शाळेची स्वच्छता यापासून झाली पाहिजे यासाठी शाळेत विविध

उपक्रम व सामूहिक कार्यक्रम राबवणे व या उपक्रमातून सहिष्णूता, सहकार्य, सहानुभूती राष्ट्रीयता इ. गुणांची जोपासना करणे शिक्षकांसाठी आव्हान आहे.

व्यक्तिचे मानसिक, भावनिक, सामाजिक तसेच नैतिक जीवन संपन्न बनविणे शिक्षणाने शक्य आहे. शिक्षणाद्वारे व्यक्तिचे आर्थिक जीवनही संपन्न बनविता येते. व्यक्तीचा विकास पर्यायाने समाजाच्या व राष्ट्राच्या विकासाला कारणीभूत होतो.

शिक्षणातून व्यक्ति विकास; सामाजिक विकास, नवीन प्रवाह परंपरा व प्रथा रुढ करण्याचे आव्हानात्मक कार्य शिक्षकांनी केले पाहिजे.

#### 7) आव्हाने पेलण्यासाठी शिक्षकाची भूमिका -

ही आव्हाने पेलण्यासाठी शिक्षकाने काय करावे ?

1. आत्मचिंतन
2. चर्चा (संघटनांच्या माध्यमातून निदान )
3. आदर्शीकरण.
4. आशय - अध्यापनाची उद्दिष्टे - विचारमंथन
5. अध्यापनातून उद्दिष्टे साध्य करण्याचा प्रयत्न करणे.
6. मूल्यमापनाची प्रक्रिया वस्तुनिष्ठपणे राबवणे.
7. विद्यार्थी निरीक्षण - प्रबोधन - प्रेरणा त्यासाठी भरपूर वेळ, योग्य मार्गदर्शन देणे.

परिसंवाद आयोजित करणे, लेख लिहिणे, स्वतःच्या संशोधनाने नवीन ज्ञानात भर घालणे इ. कार्य ही शिक्षकांनी केले पाहिजे.

प्रभावी संप्रेषण कौशल्य : शिक्षकाच्या व्यवसायिक व्यक्तिमत्त्वाचा एक पैलू

श्रीम. शिवले लता दत्तात्रेय,

M.Phil Education ( Year 2013-15),

अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय, नाशिक -2.

➤ प्रास्ताविक :-

प्राचीन काळापासून मानवी गरजांनुसार शिक्षणाचा उदय व विकास होत गेला. अलीकडे संगणकशास्त्र माहिती तंत्रज्ञान, दळणवळणाची साधने, प्रसार माध्यमे इत्यादी क्षेत्रात वेगाने स्थित्यंतरे घडून येत आहेत. त्यानुसार मानवाचा गरजामध्ये व जीवनशैलीत बदल होत आहे. जगाबरोबर राहता यावे. मानवाच्या बदलेल्या गरजांची पूर्तता व्हावी व पुढील पिढी स्वयंपूर्ण व्हावी या हेतूने शालेय अभ्यासक्रमात बदल करणे क्रमप्राप्त झाले आहे. हाच अभ्यासक्रम पूर्ण करणाऱ्या शिक्षकांचा व्यावसायिक गुणवत्ता विकास होणे अत्यंत आवश्यक आहे.

चांगले जीवन जगण्यासाठीची कौशल्ये, ही कौशल्य सर्वसमावेश आहे. संस्कृती, व्यक्तीपरत्वे परिस्थितीनुरूप बदलतात. गरजांनुरूप बदलतात. विकासाच्या अवस्थेत मिळालेल्या भावी आयुष्यात समृद्ध आनंददायी जीवन जगण्यासाठी महत्वाचे असते. याची यादी फार मोठी आहे.

जागतिक आरोग्य संघटनेने (WHO) दहा जीवनकौशल्ये पुरस्कृत केली आहेत.

- |                             |                      |                             |
|-----------------------------|----------------------|-----------------------------|
| 1) स्व-जागृती               | 2) समानुभूती         | 3) समस्या निराकरण           |
| 4) निर्णय घेणे              | 5) प्रभावी संप्रेषण  | 6) चिकित्सक विचार प्रक्रिया |
| 7) सर्जनशील विचार प्रक्रिया | 8) आंतरव्यक्ती संबंध | 9) भावनांचे समायोजन         |
| 10) ताणतणावांचे समायोजन इ.  |                      |                             |

शिक्षक - प्रशिक्षणात दोन दृष्टीकोन तंत्रज्ञानाच्या बाबतीत स्विकारले जातात. जसे 1) हार्डवेअर दृष्टीकोन 2) सॉफ्टवेअर दृष्टीकोन नव संशोधनाने काही कौशल्ये जीवनामध्ये प्राप्त करणे आवश्यक मानले आहे आणि योग्य प्रशिक्षणाने ही कौशल्य आत्मसात होऊ शकता हीच सॉफ्टस्किल होय.

**सॉफ्टस्किल खालील प्रमाणे :-**

- |                    |                                       |
|--------------------|---------------------------------------|
| 1) जीवन कौशल्ये    | 2) मुलभूत आंतरव्यक्ती संप्रेषण कौशल्य |
| 3) चिकित्सक विचार  | 4) परानुभूती                          |
| 5) सामाजिक कौशल्ये | 6) बहुविध बुद्धिमत्ता                 |
|                    | 7) संघ बांधणी कौशल्य                  |

यापैकी संप्रेषण या कौशल्यापैकी एक महत्वाच्या कौशल्याचा विचार केलेला आहे.

**संप्रेषण अर्थ व स्वरूप :-**

संप्रेषण शब्दास संज्ञापन, संवाद, दळणवळण, इत्यादी शब्द पर्यायी म्हणून वापरले जातात. इंग्रजीत communication हा शब्द वापरला जातो. जेव्हा दोन व्यक्तींमध्ये कल्पना, विचार, अनुभव, भावना इत्यादी बाबींचे आदन-प्रदान होते. तेव्हा संप्रेषण घडून येते. दोन व्यक्तींमध्ये होणाऱ्या गप्पा गोष्टी हे संप्रेषण असते. संप्रेषणामुळे व्यक्तीच्या वर्तनात बदल घडून येतो. संप्रेषणाच्या बाबतीत अनेक तज्ञांनी अभ्यास केला आहे. त्यांनी केलेल्या व्याख्यांचा आपण परामर्श घेऊ.

**न्युमन आणि समर :-** दोन किंवा अधिक व्यक्तींमध्ये कल्पना, मते विचार किंवा भावना यांच्या देवाण - घेवाणीस संप्रेषण म्हणतात.

**प्राईड बुकर :-** एका व्यक्तीकडून दुसऱ्या व्यक्तीकडे पाठविलेला अर्थपूर्ण संदेश म्हणजे संप्रेषण होय.

**पीटर लिटल :-** संप्रेषण ही एक प्रक्रिया असून त्यात व्यक्ती किंवा संघटना यामध्ये माहितीचे किंवा विचारांचे किंवा भावनांचे वहन होऊन त्यातून अर्थपूर्ण प्रतिसाद निर्माण होतो.

**आर.एस.डावर :-** ज्या प्रक्रियेद्वारे एखाद्या संघटनेतील अनेक व्यक्तींमध्ये अर्थपूर्ण देवाणघेवाण होण्यासाठी योग्य अर्थाची अभिव्यक्ती होऊन सामंजस्य निर्माण होते. त्या प्रक्रियेस संप्रेषण असे म्हणतात.

**मिलर :-** "Communication focuses on behavioural situation in which a source transmits a message to a receiver with conscious intent to affect the latter's"

इंग्रजीतील Communication हा शब्द Communis या लॅटीन शब्दापासून तयार झाला आहे. Communis म्हणजे Common म्हणजे सामाजिक अनुभव Communication म्हणजे कोणतीही कल्पना दुसऱ्यापर्यंत पोहचविणे. आशयाची देवाणघेवाण होणाऱ्या कोणत्याही वर्तन प्रकाराला Communication म्हणता येईल. येथे प्रेषक ग्राहकाला माहिती देत असतो. म्हणजे कोण, कोणाला, काय केव्हा देते या सर्व गोष्टींचा अंतर्भाव होतो. जेव्हा एखादी व्यक्ती विशिष्ट अर्थाचे किंवा माहितीचे

आदान प्रदान दुसऱ्या व्यक्तिकडे शब्द, चित्र, हावभाव इ. साहाय्याने करते तेव्हा ते संप्रेषण असते. संप्रेषण प्रक्रियेमुळे एकमेकांचे विचार, माहिती एकमेकांना समजत असते. ज्याचा विचार पोहोचविला जातो, त्याला तो विचार समजावयास पाहिजे त्याशिवाय संप्रेषणाची क्रिया पूर्ण होत नाही.

### संप्रेषणाची वैशिष्ट्ये :-

संप्रेषणाची पुढील वैशिष्ट्ये सांगता येतात.

- 1) संप्रेषण ही दुहेरी प्रक्रिया असते.
- 2) संप्रेषण सतत चालणारी प्रक्रिया आहे.
- 3) संप्रेषणात किमान दोन व्यक्तींची गरज असते.
- 4) संप्रेषण एक संघ असते.
- 5) संप्रेषणामुळे व्यक्तीच्या वर्तनात बदल घडतो.

### संप्रेषणाचे प्रकार

#### 1) मौखिक संप्रेषण :-

जेव्हा दोन व्यक्ती एकत्र येतात, एकमेकांना भेटतात, बोलतात त्यावेळेस अशा प्रकारचे संप्रेषण घडत असते. मौखिक संप्रेषणात प्रेषक तोंडी स्वरूपात संदेश देत असतो. याचात तोंडी संप्रेषण असे ही म्हणतात. म्हणजे संभाषणाद्वारे केलेले संप्रेषण हे मौखिक संप्रेषण म्हणता येईल हे प्रत्यक्ष संप्रेषण होय. दूरध्वनी द्वारे ही संभाषण घडत असते, त्यावेळेस ते अप्रत्यक्ष तोंडी संप्रेषण असते. संप्रेषणाचा हा प्रकार अतिशय लोकप्रिय आहे कारण हे संप्रेषण समोरासमोर घडत असते. मौखिक संप्रेषण हे सरळ संप्रेषण आहे, सोपे आहे. या संप्रेषणात वेळेची, पैशांची व श्रमाची बचत होते. प्रत्याभरण लगेच मिळते. तसेच परस्परांच्या शंकांचे निरसन ही ताबडतोब करून घेता येते. आपण ज्या परिसरामध्ये, ज्या संस्थेमध्ये, महाविद्यालयामध्ये कामकाज त्या ठिकाणी हे संप्रेषण मोठ्या प्रमाणात होत असलेले दिसून येते.

मौखिक संप्रेषण हे स्पष्ट उच्चार, प्रेषक व ग्राहक यांचा परस्परांमधील दृढविश्वास, संक्षिप्त स्वरूपात संदेश, योग्य शब्दांची निवड संदेशता तर्कसंगती ठेवल्यास ते प्रभावी बनू शकते. मौखिक संप्रेषणात संवाद, औपचारिक बोलणी, मुलाखती, दूरध्वनीवरील संभाषण, गटचर्चा व सादरीकरण यांचा समावेश होतो.

## 2) लिखित संप्रेषण :-

जेव्हा संप्रेषण लिखित स्वरूपातील असते तेव्हा त्या संप्रेषणास लेखी संप्रेषण असे म्हणतात. लेखी संप्रेषण, टाचण, पत्रे, लेख, तारा, परिपत्रके, अहवाल, निवेदने, इत्यादीद्वारे केले जाऊ शकते. लेखी संप्रेषणात संदेश लिखित स्वरूपात असल्यामुळे त्याची नोंद करता येते. भविष्यासाठी संदर्भ म्हणून वापरता येतो. न्यायालयात कायदेशीर पुरावा म्हणून ही हे संप्रेषण उपयुक्त असते.

लिखित संप्रेषणात अधिक वेळ व पैसा जातो. संदेशाच्या बाबतीत ग्राहकास प्रेषकाकडून काही स्पष्टीकरण हवे असल्यास ते ताबडतोब मिळत नाही. अशा संप्रेषणाची गुप्तता राखणे कठीण काम असते. उदाहरणार्थ कार्यालयातील कोणतीही व्यक्ती लिखित पत्र वाचू शकते. त्यामुळे लिखित संप्रेषणाला देखील मर्यादा पडतात. तसेच संदेश जर सविस्तर असेल तर तो ग्राहक वाचेलच असेही म्हणता येत नाही त्यामुळे प्रेषकाला अशा संप्रेषणाचे लवकर प्रत्याभरण मिळत नाही. विविध व्यवसायात या संप्रेषणास महत्वाचे स्थान आहे कारण बहुतेक संप्रेषण लिखित स्वरूपात केले जाते. माहितीतंत्र विज्ञानाच्या विकासामुळे इलेक्ट्रॉनिक्स माध्यमांच्याद्वारे नवीन प्रकाराने लिखित संप्रेषण करता येऊ लागलेले आहे. यामध्ये टेलेक्स, इलेक्ट्रॉनिक मेल, फॅक्स, टेलिमेसेज यांचा विचार होतो.

## 3) दृश्य संप्रेषण -

जेव्हा संप्रेषणात दृक साधनांचा वापर केला जातो तेव्हा ते संप्रेषण दृश्य संप्रेषण म्हणून संबोधले जाते. तोंडी किंवा लेखी माहिती सांगण्यापेक्षा तीच माहिती विविध चित्रे, आकृत्या, आलेख तक्ते इत्यादी द्वारे स्पष्ट करण्याचा प्रयत्न केला जातो. तेव्हा ते संप्रेषण दृश्य संप्रेषण असते. एक चित्र एक हजार शब्दांचे काम करते. यामुळे संप्रेषणास परिणामकारकता येते. तोंडी किंवा लेखी माहितीचे ग्राहकास सहजपणे आकलन होते. महाविद्यालयांमध्ये विविध अभ्यासक्रमांना प्रवेश घेतलेल्या विद्यार्थ्यांचा आलेख किंवा तक्ते काढलेले असतात ते इतर व्यक्तींच्या सहज लक्षात येतात आणि त्यामुळे महाविद्यालयाच्या वाटचालीसंबंधीचा अंदाज बांधता येतो. अध्यापक एखदी संकल्पना समजविण्यासाठी विविध चित्रे, आकृत्या यांचा वापर करतात. त्यामुळे अध्यापन प्रभावी व परिणामकारक ठरते. दृश्य संप्रेषणात दूरदर्शन, व्हिडीओ, प्रक्षेपक, इत्यादी साधने वापरली जातात. त्यामुळे अध्यापन परिणामकारक घडत आहे.

#### 4) व्यक्ती - व्यक्तींमधील संप्रेषण -

व्यक्ती हा कुटुंबात, समाजात वावरतो. प्रत्येक संस्था हा एक सुध्दा समूह असतो. व्यक्तीचे दुसऱ्या व्यक्तीशी सातत्याने बोलणे चालू असते. म्हणजे ज्या समूहात तो वावरतो त्यातील व्यक्तीशी संप्रेषण घडत असते. हे संप्रेषण तेथील कामकाजाच्या स्वरूपावर अवलंबून असते. जेव्हा दोन व्यक्ती आपल्या मतांची, विचारांची, अनुभवांची कल्पनांची आदानप्रदान करतात त्यावेळेस होणारे संप्रेषण हे आंतरव्यक्ती संप्रेषण असते. दैनंदिन व्यवहारात अशा संप्रेषणाचा जास्त प्रमाणात वापर होतो. शिक्षणक्षेत्रामध्ये हे संप्रेषण फार कमी प्रमाणात वापरले जाते. विद्यार्थी व शिक्षक यांच्यामध्ये हे संप्रेषण तुलनेने कमी प्रमाणात घडत असते. प्राचार्य - शिक्षक, शिक्षक - शिक्षक, शिक्षक आणि विद्यार्थी अशा स्वरूपाचे हे संप्रेषण असते. व्यक्ती व्यक्तींमधील संप्रेषणात एका व्यक्तीकडून दुसऱ्या व्यक्तीकडे संदेश पाठविण्याची क्रिया घडत असते यामुळे व्यक्तींच्या वागणुकीत बदल घडवून आणता येतो व अपेक्षित उद्दिष्टे साध्य करता येते. उदाहरणार्थ, प्राचार्य आपल्या सेवकाला सूचना करून संस्थेचे उद्दिष्ट गाठण्यासाठी सहकार्य मिळवू शकतो. व्यक्ती - व्यक्तींमधील संप्रेषणात परस्परांच्या भावना, गरजा, इच्छा, आवडी या गोष्टींचा शास्त्रोक्त अभ्यास करून व त्यांचे मानसशास्त्र समजून घेऊन जर संप्रेषण केले तर ते यशस्वी ठरते.

#### 5) व्यक्ती समूह संप्रेषण -

वर्गअध्यापनात शिक्षकांचे विद्यार्थ्यांशी घडणारे संप्रेषण हे या प्रकारात मोडते. या ठिकाणी शिक्षक आपल्या विषयाची माहिती विद्यार्थ्यांना देत असतो. माहिती म्हणजे संदेश होय आणि हा संदेश संपूर्ण गटाला दिला जातो. वर्गातील विद्यार्थ्यांचा गट म्हणजे समूह होय. अशा प्रकारच्या संप्रेषणास व्यक्ती समूह संप्रेषण म्हणता येईल. वर्गअध्यापनात शिक्षक आपले अनुभव, कल्पना, विविध प्रकारची माहिती, ज्ञान विद्यार्थ्यांमध्ये संक्रमित करीत असतात. या संप्रेषणमध्ये सर्व विद्यार्थ्यांचा सहभाग असतो. सर्व विद्यार्थी आपआपल्या गरजेनुसार शिक्षकांना अडीअडचणी विचारत असतात. एखाद्या संस्थेतील सर्व कर्मचारी आणि मुख्य अधिकारी यांच्या मध्ये घडणारे संप्रेषण हे या प्रकारचे असते.

#### 6) समूह अंतर्गत संप्रेषण -

जेव्हा विविध माध्यमांच्याद्वारे समूहामध्ये संप्रेषण घडविले जाते तेव्हा ते संप्रेषण

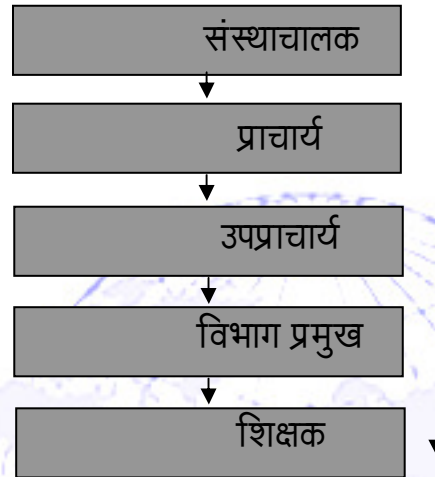
समूहांतर्गत संप्रेषण असते. उदाहरणार्थ वर्तमानपत्र, रेडिओ, दूरदर्शन, प्रक्षेपक याद्वारे जे संप्रेषण घडते. त्यास समूह अंतर्गत संप्रेषण म्हणता येईल. महाविद्यालयात एखादा व्याख्याता आपल्या तासाला प्रक्षेपकाद्वारा एखादी टेलिफिल्म दाखवत असेल तर ते संप्रेषण हे समूहांतर्गत संप्रेषण असते. रेडिओवर युवकांसाठी, बाल विद्यार्थ्यांसाठी, प्रौढांसाठी विविध कार्यक्रम असतात. हे विशिष्ट उद्दिष्ट डोळ्यासमोर ऐकवले जात असते. अशावेळेस जे संप्रेषण घडते तेव्हा ते समूहांतर्गत संप्रेषण असते. नित्याचे दूरदर्शन व रेडिओवरील कार्यक्रम, वर्तमानपत्रे यातील माहिती देशातील व्यक्ती ऐकतात, पाहतात, वाचतात तेव्हा घडणारे संप्रेषण हे समूहांतर्गत संप्रेषण असते. पत्र, दूरध्वनी याद्वारे अशा कार्यक्रमासंदर्भातही प्रतिक्रिया जाणून घेत असतात. आधुनिक तंत्रज्ञानाचा विचार असल्यामुळे कमीत कमी वेळेत मोठ्या समूहासाठी संदेश पोहोचविला जात असतो. यामुळे खर्च, श्रम, शक्ती यांचा उपव्यय होत नाही, आणि महत्वाचे म्हणजे संदेश प्रभावीपणे समूहापर्यंत जात असतो.

#### 7) अधोगामी संप्रेषण -

ज्या संप्रेषणात संदेश हा वरिष्ठ व्यक्तीकडून कनिष्ठ व्यक्तीला दिला जातो त्या संप्रेषणास अधोगामी संप्रेषण असे म्हणतात. अशा प्रकारच्या संप्रेषणात संप्रेषणाची दिशा ही वरून खाली असते. उदाहरणार्थ, संस्थाचालक हे प्राचार्यांना आदेश देतात, प्राचार्य उपप्राचार्यांना ते काम सोपवतात, उपप्राचार्य विभाग प्रमुखांकडे आदेशाची अंमलबजावणी करण्याची सूचना देतात, विभागप्रमुख शिखकांना आदेश देतात त्यावेळस अशा प्रकारचे संप्रेषण घडून येते. या संप्रेषणाची दिशा ही वरून खाली (↓) अशी असते.

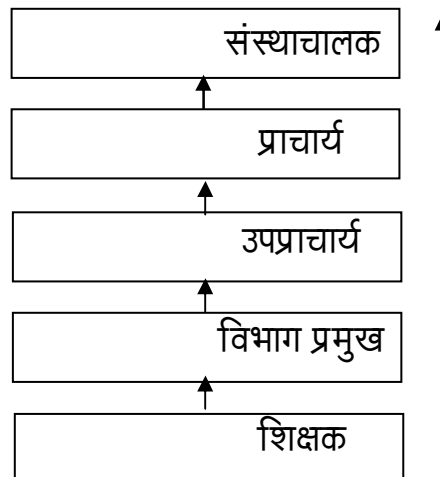
या संप्रेषणाची दिशा व्यवस्थपनाच्या पातळीकडून प्रत्येक श्रेणीमधील अधिकाऱ्यामार्फत सर्वात खालच्या पातळीवरील व्यक्तीपर्यंत असते. हे संप्रेषण प्रामुख्याने आदेश, निर्णय, माहिती, वैयक्तिक सूचना, परिपत्रक, मार्गदर्शन, धोरणात्मक निर्णय, संस्थेचे नियम, कायदे, बैठक वृत्तांत, कार्यक्रम पत्रिका, स्मरणिका, अभिनंदनाची पत्रे, मेमो, विविध सूचना, अशासाठी

वापरले जाते. हे संप्रेषण लेखी स्वरूपाचे असते.



#### 8) उर्ध्वगामी संप्रेषण -

ज्यासंप्रेषणात संदेशवहन हा कनिष्ठ व्यक्तीकडून वरिष्ठ व्यक्तीकडे होते तेव्हा त्या संप्रेषणास उर्ध्वगामी संप्रेषण असे म्हणतात. हे संप्रेषण अधोगामीच्या उलट असते. प्रत्येक व्यवसायात वरिष्ठ व्यक्तींच्या आदेशाचे पालन करीत असताना विविध प्रकारच्या अडचणी येतात. अशा अडचणी सोडविण्यासाठी कनिष्ठ व्यक्ती आपल्या वरील अधिकार्याजवळ आपले म्हणणे मांडतात. हे म्हणणे लेखी किंवा तोंडी स्वरूपाचे असते. प्रत्येक अधिकारी हा आपल्या वरील अधिकार्यापर्यंत खालच्या व्यक्तीचे म्हणणे पोहचविण्याचा प्रयत्न करतो. या ची दिशा खालून वर (↑) अशी असते.



उर्ध्वगामी संप्रेषणात खालच्या पातळीवरील व्यक्ती वरच्या पातळीकडे अनेक मागण्या, सूचना आणि तक्रारी करीत असतात. वरीष्ठ पातळीवरील व्यक्ती कनिष्ठ व्यक्तींच्या विचारांचा, मतांचा, सूचनांचा विचार करीत असतात. त्यामुळे संप्रेषण प्रक्रियेत सर्वांचा सहभाग वाढतो आणि संस्थेचे उद्दिष्ट गाठण्यास मदत होत असते. या संप्रेषणाची गती फारशी जलद नसते. उर्ध्वगामी संप्रेषणमुळे संस्थेच्या ध्येयधोरणावर कर्मचाऱ्यांचा विश्वास आहे हे स्पष्ट होते. आणि यामुळेच अधोगामी संप्रेषण यशस्वी होते. कर्मचाऱ्यांना आपल्या मतांचा, विचारांचा स्वीकार केला गेला आहे हे कळल्यामुळे ते वरिष्ठांना सहकार्य करतात. अशा संप्रेषणमुळे व्यवस्थापनाला चांगल्या कल्पना व सूचनांचाही लाभ होऊ शकतो आणि त्यामुळे निकोप वातावरण निर्माण होऊ शकते. व्यवस्थापनाच्या अनेक संभाव्य अडचणी सुटू शकतात. संप्रेषणाचे वर्ग अध्ययन अध्यापन महत्त्व -

वर्गअध्यापनातून राष्ट्राची ध्येय साध्य होत असतात. वर्गअध्यापनात शिक्षक विद्यार्थ्यांना आपल्या आशयानुरूप / विषयानुरूप विविधि प्रकारची माहिती देत असतात या माहितीलाच संप्रेषणाच्या परिभाषेत संदेश म्हणता येईल. वर्गअध्यापनात शिक्षक आणि विद्यार्थी यांच्यामध्ये संप्रेषण घडत असते. शिक्षकाला आपला हेतू साध्य करता आला तर ते संप्रेषण वर्गअध्यापनातील परिणमकारक संप्रेषण आहे असे म्हणता येईल. म्हणजे शिक्षकाने दिलेला संदेश आणि विद्यार्थ्यांनी ग्रहण केलेला संदेश यामधील फरक जर शून्य असेल तर ते संप्रेषण परिणमकारक संप्रेषण म्हणता येईल. कारण संप्रेषणामधील संदेशात कोणताही फरक पडलेला नाही. प्रेषकाच्या इच्छेनुसार तो ग्राहकांपर्यंत पोहचलेला आहे.

प्रेषकाने पाठविलेला संदेश

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ग्राहकाने ग्रहण केलेला संदेश = 0

वर्ग अध्यापनातील परिणमकारक संप्रेषण हे पुढील गोष्टींवर अवलंबून असते.

1. हेतूची स्पष्टता - शिक्षकास विद्यार्थ्यांना नेमके काय सांगावयाचे आहे हे अगोदर निश्चित हवे. सांगण्याचा हेतू स्पष्ट असावा. आपल्या अध्यापनाची उद्दिष्टे निश्चित केली पाहिजे
2. अध्ययनार्थींच्या गरजांचे विश्लेषण - शिक्षकांनी अध्ययनार्थींच्या गरजा विचारात घेणे

महत्वाचे असते. विद्यार्थी समूहामध्ये अनेक प्रकारच्या विद्यार्थ्यांचा समावेश असतो. अशा विद्यार्थ्यांची गुणवैशिष्ट्ये, क्षमता वेगवेगळ्या असतात. त्यांची वैयक्तिक, सामाजिक गुणवैशिष्ट्ये वेगवेगळी असतात. त्यांचे विश्लेषण करून अध्यापन केले पाहिजे.

3. **भाषेची स्पष्टता** - शिक्षकांच्या निवेदनाची भाषा साधी, सरळ आणि सुस्पष्ट असली पाहिजे. बोजड भाषा वापरून अध्यापन टाळावे. विद्यार्थ्यांना सहज आकलन होईल अशा भाषेचा वापर करावा. तेव्हाच विद्यार्थ्यांना आशय समजणार आहे.

4. **योग्य साधनांचा वापर** - शिक्षकाने अध्यापनास वर्गअध्यापन संप्रेषण परिणमकारक होण्यासाठी योग्य माध्यमांची निवड केली पाहिजे. प्रसंगानुरूप तोंडी किंवा लिखित माध्यमांचा वापर करावा. आवश्यक तेथे तक्ते, नकाशा, आलेख, चित्रे दृकश्राव्य साधने वापरणे महत्वाचे असते.

5. **वातावरण निर्मिती** - आपल्या अध्यापनास उपयुक्त ठरेल अशा प्रकारची वातावरण निर्मिती शिक्षकांनी केली पाहिजे. विद्यार्थ्यांच्या मतांचा आदर, अपमान न करणे, आपला स्वर, चेहऱ्यावरील भाव इत्यादी गोष्टींकडे जाणीवपूर्वक लक्ष दिले पाहिजे. अशा गोष्टीने चांगल्या वातावरणाची निर्मिती होते.

6. **प्रतिसाद** - शिक्षकाने वेळोवेळी संक्रमित केलेला आशय विद्यार्थ्यांपर्यंत पोहोचला किंवा नाही हे जाणून घेण्यासाठी प्रत्याभरण घेतले पाहिजे. विद्यार्थ्यांचा प्रतिसाद जाणून घेतला पाहिजे. मूल्यमापन केले पाहिजे. प्रत्याभरणावर आधारित आपल्या संदेशात सुधारणा केल्या पाहिजेत.

7. **संभाव्य अडथळ्यांवर नियंत्रण** - वर्गअध्यापनाच्या वेळेस विद्यार्थ्यांनी गोंधळ केल्यास संप्रेषण परिणमकारक होवू शकणार नाही. हे अडथळे जे शिक्षक वापरणार असतील त्या संदर्भात असतील किंवा बाहेरील वातावरणातील घटकांच्या संबंधित असतील यांची शिक्षकांना माहिती हवी. त्यावर नियंत्रण ठेवल्यास वर्गअध्यापन परिणमकारक होऊ शकेल.

## व्यावसायिक उत्तरदायित्वाचा विकास करणे

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## १. प्रास्ताविक :

राष्ट्राच्या सांस्कृतिक धरोहरामधील यशस्विता, जपणूक व निर्मिती या घटकांमध्ये नेहमीच महत्त्वाची भूमिका शिक्षक बजावीत आला आहे. शिक्षक हे असे माध्यम आहे, ज्याद्वारे प्रत्येक नवीन पिढी चांगल्या सामाजिक वातावरणात जीवन जगत असते. शिक्षकाला शिकविणे आवश्यक असते. कोणत्याही शिक्षकासाठी काय शिकवावे? हा प्रश्न महत्त्वाचा नाही, परंतु कशासाठी शिकवायचे हे महत्त्वाचे आहे. कशासाठी शिकवावे याच्या उत्तरामध्ये प्रत्येकाचा व्यक्तिगत विकास, नंतर सामाजिक विकास, राष्ट्रीय विकास आणि आंतरराष्ट्रीय बंधुभाव होय. शिक्षकाला समाज व समुदायामध्ये महत्त्वाची भूमिका पार पडायची असते. शिक्षकाची भूमिका ही व्यक्तिगत व सामाजिक उध्दारासाठी असल्यामुळे त्यांना व्यावसायिक व अध्यापनाला व्यवसाय म्हणून संबोधतात. असा उद्योग (काम) की ज्यामध्ये विशेष ज्ञान (गुण) व प्रगत प्रशिक्षण असते त्याला व्यावसाय असे म्हणतात. जो व्यक्ती ज्ञानाचा साठा संपादन करून विविध कौशल्यांचे उपयोजन मानवतेच्या कल्याणासाठी करतो त्याला व्यावसायिक असे म्हणतात. तेव्हा शिक्षक हा देखील व्यावसायिक ठरतो. कारण त्याला शिकविण्याचे प्रशिक्षण दिलेले असते आणि त्याने अध्यापनाची विविध कौशल्ये संपादन केलेली असतात. एक व्यावसायिक या नात्याने शिक्षकाला विशिष्ट आचार संहिता किंवा वर्तनाचे मापदंड असणे आवश्यक असतात. याचाच अर्थ त्याच्या वर्तनाची पद्धत ही नैतीतेवर अवलंबून असते. शिक्षकाच्या नैतिक संहितेवर उहापोह करण्यापूर्वी आपण व्यवसायाचे काय गुणधर्म असतात ते बघूया.

❖ प्राध्यापक/ शिक्षक व्यवसायांचे सदरचे गुणधर्म असतात.

- १) व्यवसायामध्ये धंदा करणाऱ्या व्यक्तीजवळ विशिष्ट ज्ञान (गुण) असते व शिक्षकाने त्याचे शिक्षण घेतलेले असावे.
- २) व्यवसाय हा पेशापेक्षा वेगळा प्रकार आहे. कारण की, यामध्ये समाजसेवेची संकल्पना अंतर्भूत आहे. एक व्यावसायिक आपली सेवा समाजाला किंवा समुदायाला प्रदान करीत असतो.

- ३) व्यवसाय हा स्पष्टपणे व्यावसायिक समूहाशी वर्गीकृत कर्ता येतो शिक्षक हा शिक्षण क्षेत्राशी संबंधीत असतो.
- ४) प्रत्येक व्यवसायाची काही नितीतत्वे असतात. त्याचा उगम त्यांच्याच व्यावसायिकांच्या आचारातून व विचारातून होत असतो. हि नितीतत्वे व्यावसायिकांना स्वतःच स्वतः वर लादलेली असतात.
- ५) प्रत्येक व्यावसायिक समूहाची स्वतःची एक संस्था असते या संस्थेचा प्रभाव त्याच्या प्रत्येक सदस्यावर असतो. संस्थेच्या हिताची जपणूक करण्यासाठी प्रत्येक सदस्याला नीतीतत्वाचे पालन करणे आवश्यक ठरते.

व्यावसायिक नितीतत्वे व्यावसायिक नीतीशास्त्र असे सुचविले की एखादी व्यक्ती जो व्यवसाय करीत असेल त्याने व्यवसायाची आचार संहिता स्वीकारावी जनकल्याण व जनताभिमुख सेवेचा उदय हा व्यवसाय नीतीमूल्यांच्या तत्वांतून झाला आहे. हि तत्वे मानवी मूल्यांशी निगडीत आहेत व मानवतेकारिता उपयोगी ठरत आलेली आहे

❖ शिक्षक प्रशिक्षक व्यवसायिक विकास नीतीतत्वे (मापदंड)

- १) विचार शिक्षकाचे उत्कृष्ट आदर्श असावे.
- २) व्यावसायिक नैतिकता असावी.
- ३) चांगली मनोवृत्ती व उच्च दर्जाचे वर्तन असावे.
- ४) त्याच्या संग्रहि असलेल्या प्रत्येक ज्ञानाचा कण असावा.
- ५) लोभी किंवा अत्यंत महत्वाकांशी असू नये.
- ६) शिकविण्याच्या मोबदल्यात विशेषतः शिष्य, विद्यार्थ्यांकडून मिळकतीचे अपेक्षा ठेऊ नये.
- ७) व्यावसायिक व्यक्तिमत्त्व हे निष्कलंक असावे.
- ८) जीवनशैली हि जबाबदारी व प्रतिष्ठेला अनुसरून प्रेरणादायी ठरावी.
- ९) शैक्षणिक स्वातंत्र्य असावे.
- १०) संस्कृती बाबतचे स्वतंत्र भाष्य करण्याची मोकळीक असावी.
- ११) शिक्षकाच्या ज्ञानपिपासू वृत्तीवर कोणत्याही अधिसत्तेने व प्रभावी व्यक्तीने जबरदस्तीने व्यत्यय आणू नये.
- १२) शिक्षकाने त्याची मते कोणतेही भीती किंवा पूर्वग्रहाशिवाय व्यक्त करावी.
- १३) चिकित्सक व स्वतंत्रपणे विचार करायला शिकवून सत्याचा शोध घेण्यास प्रोत्साहित करावे.
- १४) दयाळू व विनयशील असावा.
- १५) स्वयं परीक्षेने स्वयं निर्धाराने ज्ञान प्राप्ती करीत राहावे.
- १६) व्यक्तीला योग्य असे शिक्षण देणारा, चांगले विचार व जीवनाचे तत्वज्ञान असणारा, समाजातील व इतर दबावाचे स्वातंत्र्य असणारा हि संकल्पना व्यावसायिक कौशल्यासाठी दिशानिर्देश स्वतंत्र दृष्टी असावी.
- १७) भगवद्गीतेमध्ये शिक्षकाची भूमिका विषद करताना म्हटले की “खरा शिक्षक हा विद्यार्थ्यांना त्यांचे व्यक्तिगत तत्वज्ञान शोध्याला मदत करतो. किंवा त्यांच्या अंतर्मनात असलेल्या अदृश्य सूर्याचा शोध

घेण्यास मदत करतो.”

१८) शिक्षकाचे वर्तन व रीत, पद्धत हि इतरांकरिता आदर्श व मार्गदर्शक ठरायला हवी.

१९) शिक्षकाचा व्यवसाय अशी मागणी करतो की त्याने आपले कर्तव्य बुद्धीमत्तेने, सातत्याने, प्रामाणिकपणे, मेहनतीने व कोणतीही कुरकुर न करता पार पाडण्याची मनोवृत्ती असावी.

२०) शिक्षकाला मिळणारी प्रतिष्ठा, सन्मान याची जबाबदारी हि समाजाची असणारा.

❖ प्रशिक्षक / शिक्षक नीतीमूल्यांच्या कक्षा :-

(परिणाम कक्षा-१ली) नीतीतत्वे फार मोठ्या क्षेत्रांचा अंतर्भाव असतो. संपूर्ण जीवनभर पावलोपावली होणाऱ्या हालचालीवर आदर्श वर्तणुकीचा प्रभाव असतो त्याची एक कक्षा किंवा परिमाण म्हणजे मानसशास्त्रीय नीतीमुल्ये आदर्श वर्तनासाठी इच्छा, आकांक्षा, निश्चय, स्वातंत्र्य या घटकांचे मानसशास्त्र समजून घ्यावे त्याशिवाय आदर्श वर्तनाची पद्धत निर्माण करू शकत नाही.

परिणाम कक्षा-२री- सामाजिक नैतिकता हि रूढी परंपरा, पद्धती हि ज्या समाजात असतात त्यावर अवलंबून त्या समजून घेतल्यावर समाजाचे चारित्र्य निश्चित होतात. शिक्षकाची संहिता हि समाजाच्या नैतिकतेशी, आदर्शाशी व मूल्यांशी संबंधित असते. भारतीय समाज व्यवस्थेमध्ये शिक्षकाला उच्च सन्मान दिला जातो व परंपरेनुसार त्याला पूजिले देखील जाते.

परिणाम कक्षा-३री- दर्शनशास्त्र किंवा अध्यात्मिक क्षेत्राशी संबंधित आहे. ह्या क्षेत्रात नीतीमुल्ये हे चांगले, वाईट, सद्गुण, अवगुण यांच्याशी संबंधित असतात. त्यात विभिन्न दृष्टी कोन आहे. आदर्शवाद, अस्तित्ववाद, वास्तववाद, यथार्थवाद, मार्क्सवाद, निसर्गवाद ह्या विभिन्न दृष्टीकोनातून अभ्यास वरील संकल्पनेचा खरा अर्थ निश्चित करण्याकरिता करीत असतात.

आदर्श जीवनाच्या नेतृत्वासाठी प्रत्येक जबाबदारी निश्चित करण्याची गरज असते. यामधून एक गोष्ट स्पष्ट हप्ते की शिक्षकाची भूमिका, त्यांचे अधिकार, त्यांची कर्तव्ये, त्यांचे आदर्श, त्यांचे सद्गुण यावरून त्यांच्या वर्तनाचा अंदाज येतो.

नीतीतत्वे जीवना इतके विस्तीर्ण आहे. नीतीत्वाचा खरा कल हा आदर्श व्यवहार व वर्तणुकीची चांगली मुल्ये यावर असतो. शिक्षकांच्या इच्छा, आकांक्षा, महत्वाकांक्षा, समाज कल्याणांमधील शिक्षकांची भूमिका, विद्यार्थ्यांच्या संपूर्ण विकास, विद्यार्थ्यांना प्रोत्साहन व विद्यार्थ्यांमध्ये आदर्श वर्तनाची रुजवणूक, अशी विस्तीर्ण पसरलेली असते.

**Teachers Accountability- उत्तरदायित्व म्हणजे**

➤ J.C. Sinha & V. N. Mungali- ग्रंथ- Business Management- the concept of account ability implies the obligation of the individual not only to perform the duty assigned to him but also to discharge it properly as per set standards and to report the extent of his achievements regarding the job allotted of his achievements

व्याख्या अर्थ- व्यक्तीवर सोपविलेले कार्य त्या व्यक्तीने व्यवस्थित दर्जा प्रत करणे व आपल्यावर सोपविले त्या कार्याच्या संदर्भात नेमके काय संपादन केलेले आहे. हे सांगण्याचे दायित्व किंवा जबाबदारी

त्या व्यक्तीने स्वीकारणे होय.

➤ **Accountability व्याख्या– Allen यांची –**

Principal of Management – “Account ability applies both to the obligation to perform the work and to exercise authority.”

या व्याख्येनुसार उत्तरदायित्व स्वीकारणाऱ्या व्यक्तीने केवळ दिलेल्या कामाची जबाबदारीच फक्त घ्यावयाची नाही, तर त्या व्यक्तीला दिलेल्या अधिकारांचा देखील वापर करावयाचा आहे.

या संबंधात Mac Farland व्याख्या–“Accountability to report formally to his superior about the work he has done to discharge the responsibility.” उदा. विषय निहाय विशिष्ट उद्दिष्टाप्रत पोहचविण्याची जबाबदारी शिक्षकाकडे सोपवली तर नेमके कोणत्या उद्दिष्टापर्यंत पोहचलो हे सांगण्याचे दायित्व स्वीकारणे आवश्यक आहे उत्कृष्ट दर्जापर्यंत कार्य केले तरच Account table होते.

उत्तरदायित्वाचे हेतू (Aim of Accountability )

- 1) एखाद्या व्यवस्थापनातील प्रत्येक व्यक्तीच्या कार्याच्या प्रगतीचे व्यवस्थापनाच्या उद्दिष्टांच्या संदर्भात सिंहावलोकन करणे. ज्या शैक्षणिक स्तरांच्या संस्थेत शिक्षणसंस्थेत कार्य कि मी जबाबदारीने व उद्दिष्ट पूर्ततेच्या सुसंगत आहे. म्हणजे शैक्षणिक पात्रता अजमावणे
- 2) व्यवस्थापनामध्ये विविध घटकांकडून केल्या गेलेल्या कामाचे विहित दर्जाच्या संदर्भात अपेक्षितेच्या दर्जाप्रत मुल्यांकन करणे
- 3) व्यवस्थापनातील विविध अधिकाऱ्यांकडून केल्या गेलेल्या कामासाठी लागणारा वेळ व कार्याचा दर्जा या संदर्भात तुलना करणे- कार्य विभाजनान्वये अध्यापनासह, पूरक कार्यक्रम वेगळे कार्य सोपवलेली असतात. त्यांच्या कार्याचा दर्जा व खर्च होणारा वेळ वरिष्ठ पदाधिकारी याने विचारात घेऊन कनिष्ठांवर Accountability कार्य सोपविताना विचार करावा.
- 4) कामाचे स्वरूप व कामाचा दर्जा यामध्ये जर भिन्नता आढळली तर उपचारात्मक उपाययोजना करणे. कार्याचा कृतीचा दर्जा अपेक्षेनुसार नसेल तर Account ability ची जाणीव मुख्य अधिकाऱ्यास असणे आवश्यक असते. गुणवत्ता विकास हा उपचारात्मक उपाय योजनाकरावी.

❖ उत्तरदायित्वांची ठळक वैशिष्ट्ये :-

( Feature of Accountability)

- i) उत्तरदायित्वामध्ये कनिष्ठाने त्याच्या वरिष्ठांना उत्तर देण्याचे दायित्व स्वीकारणे अभिप्रेत असते. उदा. शैक्षणिक प्रशासन संरचना
- ii) उत्तरदायित्व हे दुसऱ्यावर ढकलता येत नाही स्वतःवर सोपवलेले कार्य हे उत्कृष्ट दर्जेदार करणे.
- iii) उत्तरदायित्व हे नेहमी उर्ध्वगामी असते शैक्षणिक प्रशासन संरचना (सोपान)- व्यवस्थापन प्रशासनातील प्रत्येक घटक कितपत समाधान करतात यावर अवलंबून असते.
- iv) प्रत्येक व्यक्तीने किंवा घटकाने केवळ एकाच वरिष्ठास उत्तर देण्याची जबाबदारी स्वीकारणे अपेक्षित



## शिक्षक प्रशिक्षक व्यावसायिक विकास संस्था

प्रशिक्षक

प्रशिक्षण सेवापूर्व

पूर्व प्राथ. शिक्षक शिक्षण

प्राथ. शिक्षकांचे शिक्षण

माध्य. शिक्षकांचे शिक्षण

शारीरिक शिक्षक शिक्षकांचे

मूकबधीर शिक्षकांचे

पत्राद्वारे डी.एड. बी.एड.

बंद आहेत.

एकात्म अभ्यास केंद्र

शिक्षक

सेवांतर्गत प्रशिक्षण संस्था

N.C.E.R.T.

N.C.T.E.

D.I.E.T.

विविध विषय संस्था

स्वयंसेवी संस्था

विद्यापीठे- मुक्त विद्यापीठे

पुणे विद्यापीठ, स्टाफ कॉलेज

U.G.C- दूरशिक्षक दोन समित्या

❖ प्रशिक्षक/ प्रशासक/ शिक्षक/ प्राध्यापक गुणवैशिष्ट

❖ इतर गुणवैशिष्टे असावीत

विचारी, कृतीकारी, परोपकारी, नित्य वाचन, नित्य लेखन नित्, प्रसंग कथा कथन, करावा त्याग, पाळावा धर्म, ठेवावा आदर्श, करावे कर्म, नित्य प्रार्थना करावी, जपावी उच्चय आदर्श भावना, सदाचार योग्य वेळी मान, सदैव शिष्टाचार असावा.

❖ इतर गुणवैशिष्टे नसावीत रागीट, कुस्वभावी, व्याभिचारी, अत्याचारी, भ्रष्टाचारी नसावा.

❖ समारोप

शिक्षक प्रशिक्षक व्यावसायिक विकासातील गुणवत्तापूर्ण होण्यासाठी वरील सर्व बाबींची अत्यंत गरज आहे.

संदर्भ

डॉ. जगताप ह. ना शिक्षणातील नाव प्रवाह व नाव प्रवर्तने नूतन प्रकाशन पुणे प्रकाशन क्र. १२१

प्रथमावृत्ती- १५ डिसेंबर १९९२

## शिक्षकांच्या व्यावसायिक विकासाचे एक माध्यम : ई-स्रोत

श्रीमती पाटील मंगला शामराव,

(एम.फिल. प्रशिक्षणार्थी),

अध्यापकाचार्या,

महर्षि शिंदे अध्यापक विद्यालय, नाशिक

### प्रस्तावना :-

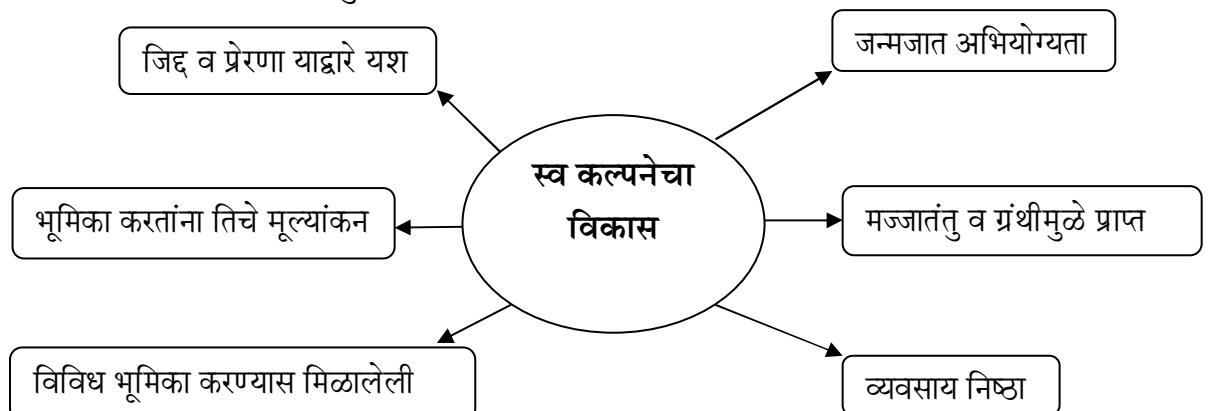
21 व्या शतकातील भारताच्या शिक्षणप्रणालीचा विचार करित असतांना शिक्षण प्रवाहात अमुलाग्र बदल झालेला दिसतो. गुरुकुलातून ऋषीमुनींद्वारे दिल्या जाणाऱ्या शिक्षणात चार पुरुषार्थ सांगितलेले होते.



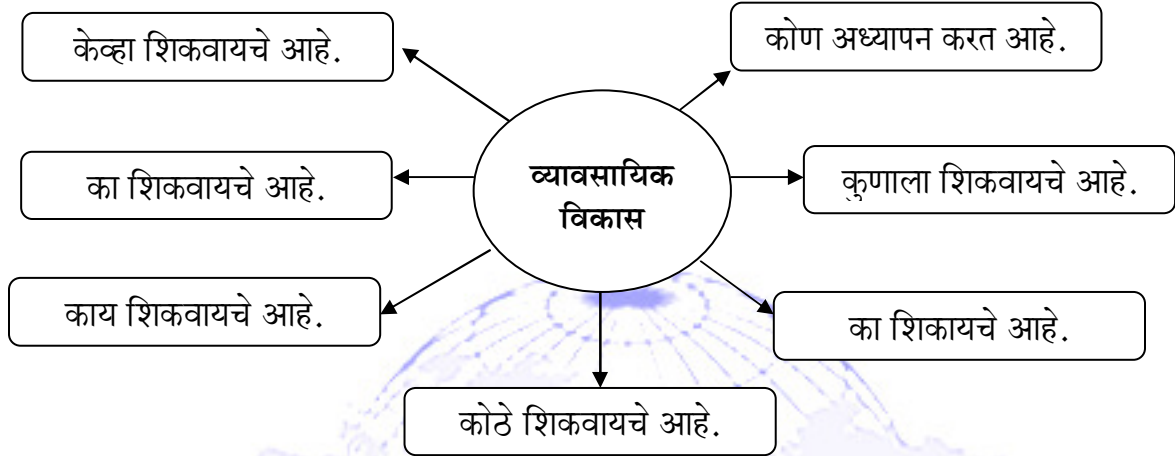
म्हणजेचे शिक्षणाचे अंतिम ध्येय "मोक्ष" मानलेले होते. ज्ञानाच्या प्रस्फोटाबरोबरच शिक्षणाचे स्रोतही आपल्याला बदलतांना दिसतात. शिक्षकांच्या शिक्षकांनी काळानुसार, प्रसंगानुसार स्वतःला व्यावसायिक दृष्टीने वर्धिष्णू करावयाचे आहे. सतत अध्ययनशील राहून सायबर युगाची पूर्ती करत हळुवारपणे स्वतःला विकसित करित अध्ययनार्थींना घडवावयाचे आहे.

### ● व्यावसायिक विकास (Professional Development) :-

व्यावसायिक विकास म्हणजे मुलतः स्वकल्पनेचा विकास व त्याची अंमलबजावणी होय.



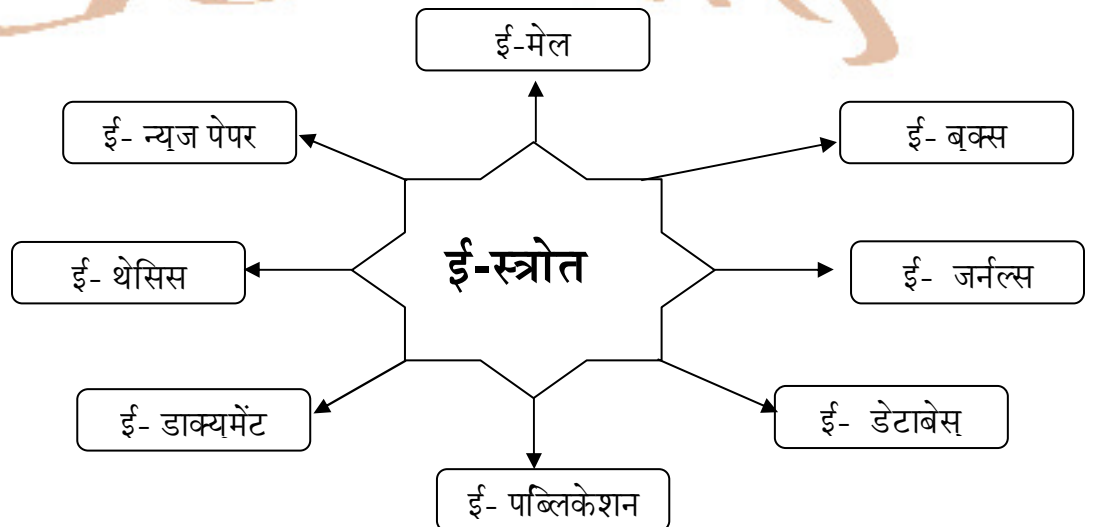
स्वकल्पनेचा विकास करून शिक्षकाने व्यावसायिक विकास करायला हवा.



शिक्षकांचे शिक्षक म्हणून कार्य करीत असतांना 21 व्या शतकातील शिक्षकाला ई-स्रोतांद्वारे व्यावसायिक विकास करणे गरजेचे आहे. स्पर्धेत टिकून राहण्यासाठी ई-स्रोतांचा वापर करण्याशिवाय पर्याय नाही.

#### • ई-स्रोत / मार्ग :

**संकल्पना :** आपल्या दैनंदिन जीवनात ध्वनी, प्रतिमा, साख्यंकी व शाब्दीक माहिती गोळा करणे, साठविणे, देवाण-घेवाण करणे आणि व्यवहारासाठी तिचा वापर करणे यासाठी ज्या इलेक्ट्रॉनिक साधनांचा वापर केला जातो त्यास ई-स्रोत असे म्हणता येईल. ज्या इलेक्ट्रॉनिक साधनांद्वारे संपूर्ण प्रलेखाचा डेटाबेस, ई-जर्नल्स, प्रतिमा, स्थिर व चलचित्रांचा समूह आणि तत्सम बहुसंज्ञापन माध्यमातील माहिती इलेक्ट्रॉनिक किंवा अंकीय स्वरूपात सीडी-रोम, चुंबकीय फोन किंवा इंटरनेटवर सशुल्क किंवा निःशुल्क उपलब्ध केली जाते त्यास ई-स्रोत असे म्हणतात.

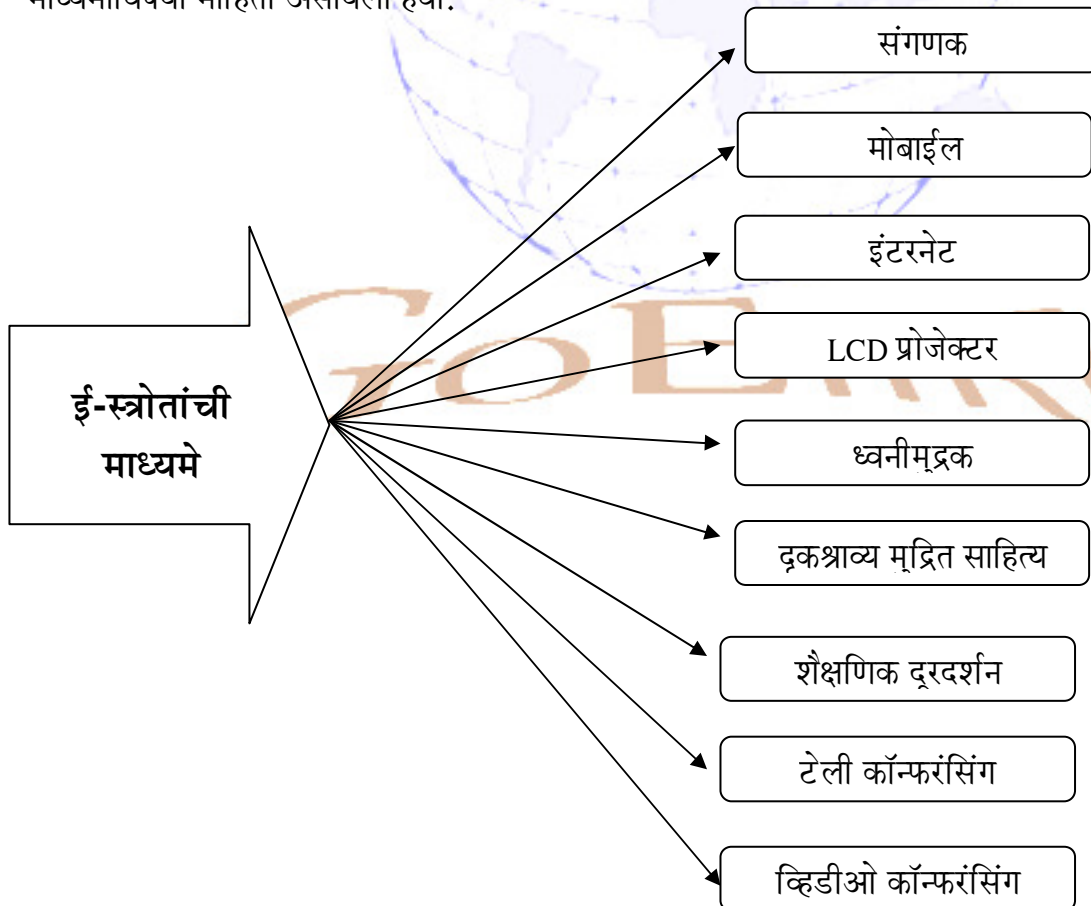


**ई-स्रोतांची उद्दिष्टे :-**

1. जगातील कोणत्याही क्षेत्रातील अद्ययावत माहिती देणे.
2. कमी वेळेत, कमी श्रमात माहिती उपलब्ध होणे.
3. स्वयं अध्ययनास चालना देणे.
4. ई-स्रोतांच्या वापराद्वारे सर्जनशीलता, कल्पना शक्तीचा विकास करणे.
5. विचार शक्तीला , कृतीशीलतेला चालना देणे.
6. विविध स्रोतांद्वारे ज्ञानप्राप्तीची संधी उपलब्ध करून देणे.
7. संदर्भ, संदर्भ साहित्य शोधता येणे.
8. केव्हाही, कोठेही मोबाईल, टॅब्लेट फोनद्वारा ई-स्रोतांचा वापर करता येणे.

**ई-स्रोतांची माध्यमे :-**

शिक्षकांचे शिक्षक म्हणून कार्य करतांना शिक्षकास अद्ययावत ज्ञान मिळविण्यासाठी ई-स्रोतांच्या माध्यमाविषयी माहिती असायला हवी.



● शिक्षकांच्या व्यावसायिक विकासासाठी ई-स्रोतांचे महत्त्व :-

- 1) शिक्षणात ई-स्रोतांच्या वापरामुळे विविध प्रकारच्या आंतरक्रिया घडवून आणता येतात.
- 2) इंटरनेटद्वारा विविध प्रकारची माहिती मिळविता येते.
- 3) ई-लर्निंगमुळे कमीत कमी वेळात व कमीत कमी खर्चात अध्ययन करता येते.
- 4) ई-स्रोतांद्वारे अध्ययन-अध्यापनासाठी योग्य वातावरण निर्मिती करता येते.
- 5) स्वयं अध्ययनाची सवय लागते.
- 6) जागा, वेळ यांचे बंधन नसल्यामुळे मोबाईल, टॅब्लेट फोन, ब्ल्यू टूथद्वारे हवे तेव्हा, हवे तसे ज्ञान संपादन करता येते.
- 7) संगणकाद्वारे अध्ययन करतांना चूका झाल्यास संगणकाद्वारे सूचना मिळतात त्यामुळे चूकांमध्ये सुधारणा केल्या जातात.
- 8) विद्यार्थ्याला, शिक्षकाला स्वतःच्या क्षमतेनुसार व गतीनुसार अध्ययन करता येते.
- 9) मोबाईल, टॅब्लेट फोन, लॅपटॉप इ. सहजपणे एका ठिकाणहून दुसऱ्या ठिकाणी नेता येतात.
- 10) लॅपटॉप, संगणक इत्यादी द्वारा अध्यापकांना आपल्या विषयाचे सादरीकरण (Presentation) प्रभावीपणे करता येते.
- 11) अध्यापकांचे अध्यापन प्रभावी होण्यासाठी ई-स्रोत महत्त्वपूर्ण आहेत.
- 12) जागतिक स्तरावरील शिक्षक व विद्यार्थी यांच्याशी संबंध प्रस्थापित करता येतात, तज्ज्ञांचे मार्गदर्शन मिळते.
- 13) विविध क्षेत्रातील संशोधनांचे अध्ययन करता येते.
- 14) ई-न्यूज, ई-बुक्सद्वारे माहिती संपादन करता येते.
- 15) सहज व दूरस्थ शिक्षण घेण्यासाठी उपयुक्त आहे.
- 16) ई-स्रोतांद्वारे अध्यापकास संदर्भ, संदर्भ साहित्य उपलब्ध होते.
- 17) नवीन संकल्पना, नव प्रवाह यांचे ज्ञान शिक्षकांना ई-स्रोतांद्वारे मिळविता येते. उदा. ई-लर्निंग, एम.लर्निंग, ब्लेंडेड लर्निंग यासाख्या नवीन संकल्पनांविषयी माहिती प्राप्त होऊ शकते.
- 18) केव्हाही, कोठेही ही माहिती उपलब्ध होते.
- 19) मोबाईल, टॅब्लेट, फॅब्लेट, ब्ल्यूटूथ व इंटरनेट याद्वारे माहिती मिळविता येते.

**समारोप :**

आजच्या परिवर्तनशील व स्पर्धेच्या युगात शिक्षक या नात्याने स्वतःच्या भूमिकेची, कर्तव्याची व उत्तरदायित्वाची जाणीव असणे आवश्यक आहे.

परिवर्तनशील काळानुसार शिक्षकास जागतिक आव्हाने पेलवणारा सक्षम नागरिक घडवायचे आहे. यासाठी ई-स्त्रोत, त्यांचा वापर, स्त्रोतांच्या माध्यमाचे ज्ञान असणे गरजेचे आहे. शिक्षकाने ई-स्त्रोतांचा वापर करून आपले ज्ञान अद्ययावत ठेवणे गरजेचे आहे.

शिक्षकाने शिक्षकांचे शिक्षक या नात्याने आपल्या व्यावसायाला योग्य न्याय देण्यासाठी पारंपारिक स्त्रोतांबरोबरच ई-स्त्रोतांचा वापर करणे आवश्यक आहे.

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GOEIIRJ

## व्यावसायिक विकसनात शिक्षकांच्या जबाबदाऱ्या

श्रीमती. महाले अर्चना काशिनाथ,

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### प्रास्ताविक :

एकविसाव्या शतकात शिक्षणाची बीजे तळागाळापर्यंत पोहचत आहेत. शिक्षणाचे महत्त्व हे सर्वांनी मान्य केलेले आहे. राष्ट्राचा विकास, समाजाचा विकास हा शिक्षणाच्या स्वरूपावर अवलंबून असतो. शिक्षणाची प्रगती व प्रतिष्ठा शिक्षण देणाऱ्या, शिक्षकावर अवलंबून आहे. शिक्षक हा राष्ट्र निर्माता आहे. राष्ट्राच्या जडणघडणी मध्ये शिक्षकांना फार मोठे स्थान आहे, आणि त्यांचा व्यवसाय ही आदर्श असाच आहे. प्राचीन काळापासून शिक्षकाला अध्यात्मिक पिता मानले जाई. शिक्षक म्हणेल तेच खरे असा दृष्टीकोन असलेली संपूर्णतः शिक्षण केंद्रीत शिक्षणप्रणाली रुढ होती. मात्र आधुनिक युगात बालककेंद्रीत शिक्षण पद्धतीचा उदय झाला. शिक्षकाच्या अध्यापनापेक्षा विद्यार्थ्यांच्या अध्ययनाला अधिक महत्त्व प्राप्त झाले. बालकाच्या सर्वांगीण विकासाच्या दृष्टीने शिक्षण प्रक्रियेची पुनर्रचना करण्यास सुरुवात झाली. माहिती संप्रेषण तंत्रज्ञानाची क्रांती घडून ज्ञानप्राप्तीचे विविध स्रोत उपलब्ध झाले. स्वयं अध्ययनाच्या विविध पद्धती, तंत्रांचा उदय झाला. मात्र आजच्या युगातही शिक्षकाचे स्थान अढळ व अनन्यसाधारण आहे.

1966 च्या कोठारी आयोगाच्या अहवालात जाहीर केल्याप्रमाणे शिक्षणाची गुणवत्ता आणि राष्ट्रीय विकासातील शिक्षणाच्या योगदानावर प्रभाव टाकणाऱ्या विविध घटकांपैकी शिक्षकांची गुणवत्ता व क्षमता आणि चारित्र्य हे महत्वाचे घटक होय. प्रा. बिनिंग तर म्हणतात.

"Teacher is a pivot around which whole educational systems moves."

शिक्षकी व्यवसाय इतर व्यवसायापेक्षा भिन्न आहे. या व्यवसायाची एक निती आहे. आचार संहिता आहे. ध्येय, निष्ठा व चिकाटी यांची सतत बांधीलकी या व्यवसायाशी व शिक्षकाशी आहे. सद्यस्थितीत सामाजिक दर्जा सुधारण्यासाठी, बदलत्या अभ्यासक्रमातील नवविचार प्रवाहानुसार स्वतःचे अध्यापन कार्य शिक्षकांना बदलने गरजेचे आहे. पारंपारिक शिक्षण पद्धतीपेक्षा तंत्रविज्ञानाचा पाया असलेले दर्जेदार शिक्षण देण्याची जबाबदारी शिक्षकांवरच आहे. शिक्षणाच्या इतर घटकांबरोबर अध्यापकाचाही विचार आवश्यक आहे. कारण शिक्षण प्रक्रियेचा आधारस्तंभ अध्यापक आहे. आजच्या युगाला “विचार कल्पनेचे युग” म्हणतात. मानवी जीवनात विचार हा नेहमीच प्रभावी ठरत असतो. शिक्षणातून ही प्रक्रिया विकसित व्हावी नवे विचार, कल्पना, मुल्ये यांचे

बाळकडू शिक्षणातूनच मिळावे असे विचारवंत व समाज यांना वाटते. हे कार्य अर्थात शिक्षकाशिवाय प्रभावीपणे कोण करणार? म्हणूनच अध्यापकाला राष्ट्र घडविणारा शिल्पकार म्हणतात. शिक्षक केवळ नवविचारांचा प्रसारक नसतो तर तो नवविचारांचा निर्माताही असतो.

### ➤ इतिहास विषय शिक्षकाची गुणवैशिष्ट्ये व कौशल्ये :

इतिहास शिक्षकावरच इतिहासाच्या अध्यापनाचे यश अवलंबून असते. चांगला इतिहास शिक्षक अध्यापनाची प्रेरणा निर्माण करू शकतो. परंतु यासाठी इतिहास विषयाच्या शिक्षकामध्ये काही क्षमता, विशिष्ट गुणवैशिष्ट्ये कौशल्ये असणे आवश्यक आहे. यांची तीन प्रकारात विभागणी करता येते.

- अ. व्यक्तिमत्वविषयक गुणवैशिष्ट्ये
- ब. शैक्षणिक गुणवैशिष्ट्ये
- क. व्यावसायिक गुणवैशिष्ट्ये

### अ. व्यक्तिमत्वविषयक गुणवैशिष्ट्ये :

इतिहास शिक्षकात खालील गुणवैशिष्ट्ये असावीत.

- (1) दुसऱ्यावर प्रभाव पाडणारे व्यक्तिमत्व - विद्यार्थी अनुकरणप्रिय असतो. शिक्षक विद्यार्थ्यांचा आदर्श असतो. शिक्षकाचा पोशाख, बोलण्याची ढब, वागण्याची रीत, निटनेटकेपणा, स्वच्छता, नियमितपणा, सौजन्यशीलता या सर्व गोष्टींचा विद्यार्थ्यावर अनुकूल परिणाम होतो. शिक्षकाची शरीरयष्टी, आरोग्य, रुबाव याही गोष्टी विद्यार्थ्यावर प्रथमदर्शनी छाप पाडतात त्याचा आवाज स्पष्ट व भारदस्त असावा.
- (2) ध्येय निष्ठा - ‘इतिहास गुरु जगताचा’ या म्हणीप्रमाणे इतिहास शिक्षकाच्या प्रतिपादनात इतिहास शिक्षणाचे ध्येय जागृत असले पाहिजे. वर्तमानकाळाचे स्पष्टीकरण करणे, आंतरराष्ट्रीय सहकार्याची महती पटविणे व कर्तव्य जागृती उत्पन्न करणे. या उद्देशांची जाणीव शिक्षकास असावी.
- (3) निष्पक्षपातीपणा - भाषेवरील प्रभुत्व व विवेचनशैली यामुळे अध्यापन यशस्वी होण्यास मदत होते. प्रेमळ व सहानुभूती असलेला शिक्षक विद्यार्थ्यांमध्ये लोकप्रिय होतो. विद्यार्थ्यांची व्यक्तिगत भिन्नता विचारात घेऊन अध्यापन पद्धतीचा अवलंब करणे आवश्यक असते. गरीब, श्रीमंत, हुशार, मंद असा भेदाभेद शिक्षकाने करू नये.
- (4) समतोल वृत्ती - इतिहास विषयाचे अध्यापन करीत असतांना अनेक इतिहासकालीन व्यक्ती, घटना, धर्म, वंश व राष्ट्रे आणि त्या समाजातील लोक यांच्याबद्दल चर्चा करतांना मत प्रदर्शन करावे लागते. यासंबंधी शिक्षकांची

विशिष्ट मते असतात ती मते त्यांनी विद्यार्थ्यांवर लादू नयेत. विशिष्ट व्यक्ती, धर्म, याबद्दल मनात पुर्वग्रह असू नये. त्यांचे विद्यार्थ्यांवर अनिष्ट परिणाम होतात.

(5) **विद्यार्थ्यांशी मित्रत्वाचे नाते** - विद्यार्थ्यांशी शिक्षकाचे मित्रत्वाचे नाते असावे ते मनमिळावू, कर्तव्यदक्ष व प्रेमळ असावे. विद्यार्थ्यांत प्रेरणा निर्माण करण्याचे व त्यांना प्रोत्साहित करण्याचे सामर्थ्य इतिहास शिक्षकाजवळ असावे.

**ब) शैक्षणिक गुणवैशिष्ट्ये :**

- 1) **इतिहास शिक्षकाची शैक्षणिक अर्हता** - पदाविका अथवा पदवी, पदव्युत्तर परीक्षेत इतिहास विषयात चांगले गुण प्राप्त झालेले असावे. इतिहास विषयांचे ज्ञान सखोल असावे. या विषयाची शिक्षकाला आवड असावी.
- 2) **अभ्यासू व व्यासंगी शिक्षक** - इतिहास शिक्षकाला ऐतिहासिक, साहित्याचे, पुस्तकांचे, लेखांचे व मासिकांचे वाचन करावयास हवे. जे शिकवावयाचे त्याविषयी अद्यावत ज्ञान मिळवावे, जगाचा इतिहास अभ्यासावा, याच बरोबर इतिहास ज्ञानकोश, विश्वकोश, चरित्रकोश, संस्कृतीकोश यांच्या संपर्कात असावे, त्यामुळे मुलांना जीवनाकडे बघण्याची एक वेगळीच दृष्टी देता येईल.
- 3) **संखोल विषयज्ञान** - इतिहास विषय शिक्षकाला आपल्या विषयाचे सखोल व अद्यावत ज्ञान असणे आवश्यक आहे. विषय शिकवतांना मुले त्या विषयात रमली पाहिजे विद्यार्थ्यांच्या वयोगटानुसार योग्य अध्यापन पद्धतीचा वापर करावा. इतिहास शिक्षकाने महाराष्ट्र, भारत आणि जग यांचा तुलनात्मक इतिहास अभ्यासला पाहिजे. आधुनिक इतिहासाचे ज्ञान असावे.
- 4) **संग्रह करण्याची वृत्ती** - ऐतिहासिक वस्तुंचा संग्रह करण्याची वृत्ती असेल तर इतिहास विषयाची अभिरुची निर्माण होते. विविध इतिहास कात्रणे, नकाशे, वस्तु, प्रतिकृती ऐतिहासिक लेख, जमविण्याची वृत्ती शिक्षकाजवळ असावी.
- 5) **प्रवासाची आवड** - इतिहास विषय शिक्षकाचा अभ्यास फक्त ग्रंथ वाचना पर्यंत मर्यादित नसावा तर त्याने ऐतिहासिक स्थळांना भेटी देणे, वस्तुसंग्रहालयातील प्राचीन वस्तुंचे प्रत्यक्ष निरीक्षण करणे आणि इतिहासविषयक सभा, संमेलने, परिषदा, शिबीरे, परिसंवाद, कृतिसत्रे नाटक यात सहभाग घ्यावा. यासाठी प्रवासाची आवड असावी.

#### 6) व्यावसायिक पात्रतेविषयक गुणवैशिष्ट्ये -

1. योग्य व्यावसायिक अभिवृत्ती व अध्यापनाची आवड - शिक्षकाला इतिहास जबरदस्तीने शिकवावयास दिला तर तो विषयाला न्याय देऊ शकत नाही. म्हणून आवड असणाऱ्या शिक्षकांनाच तो विषय शिकवण्यास द्यावा. विविध उपक्रमांद्वारे इतिहास शिक्षकात प्रयत्नाने अभिरुची निर्माण करावी.
2. सतत प्रशिक्षण - शिक्षकाने आम्ही आता पदवी प्राप्त केली, शिक्षणाची, प्रशिक्षणाची आता गरज नाही ही भूमिका घेणे योग्य नाही. प्रशिक्षणामुळे नवीन दृष्टीकोन येतो. अध्यापनाचा दर्जा सुधारतो, शिक्षण क्षेत्रातील नविन बदलांचे ज्ञान होण्यासाठी विविध स्तरावरील प्रशिक्षणामध्ये शिक्षकाने सहभागी व्हावे.
3. नवोपक्रमशीलता - इतिहास शिक्षकाने नविन पद्धती, साधनतंत्रे, साधन सामुग्री यांचा उपयोग करून अध्यापन करण्याचा प्रयोग करावा. त्यामुळे विद्यार्थ्यांना अध्यापनात अभिरुची वाटेल नविन प्रकल्प हाती घ्यावे. स्वयंप्रेरणेने अध्यापनात सतत सकारात्मक बदल करून विद्यार्थ्यांचे अवधान अध्यापनाकडे केंद्रीत करावे. भूतकाळ, वर्तमानकाळ, भविष्यकाळ यांची योग्य सांगड घालावी. आशय व पद्धती यांचीही सांगड घालता यावी. अभ्यासक्रमातील दहा गाभाभूत घटनानुसार अध्यापनात कोणते मुल्य व कोणता गाभाभूत घटक स्पर्श करतो या दृष्टीने अध्ययन अध्यापन प्रक्रिया गतिमान करावी.
4. अध्यापन विषयक कौशल्ये : अध्यापन कौशल्ये अनेक प्रकाराची आहेत शिक्षणाची उद्दिष्ट्ये साध्य करणे विद्यार्थ्यांत इष्ट वर्तनबदल घडवून आणणे हा अध्यापनाच्या उद्देश आहे.

#### अध्यापन कौशल्ये

##### सामान्य अध्यापन कौशल्ये

1. दैनंदिन अध्यापन कौशल्ये
2. प्रत्यक्ष अध्यापनाचे संघटन
3. वर्गात पोषक वातावरण निर्मिती
4. वर्ग प्रभावीपणे हाताळणे
5. चेतकबदल
6. पाठाचा प्रारंभ
7. उदाहरणे व दाखले
8. फलकलेखन
9. समारोप
10. पुरक हावभाव
11. दृक श्राव्य साधनांचा वापर

##### विशेष अध्यापन कौशल्ये

1. प्रश्न विचारणे
2. विद्यार्थी सहभाग
3. प्रबलण देणे
4. स्पष्टीकरण करणे

➤ व्यावसायिक विकसनात शिक्षकाच्या जबाबदाऱ्या -

1. शिक्षणाच्या विविध घटकांमध्ये काळाच्या गरजेनुसार बदल व सुधारणा होत गेल्या आहेत. सतत ज्ञानाचा होणारा प्रस्फोट यामुळे इतिहास शिक्षकाने आपल्या विषयाचे सखोल ज्ञान मिळवावे.
2. आधुनिक काळात इतिहास म्हणजे केवळ मनोरंजनाचे साधन राहिला नसून जीवनाधिष्ठीत व्यक्तिमत्व विकासाचे माध्यम बनला आहे. इतिहासाला वैज्ञानिक अधिष्ठान प्राप्त झाले आहे.
3. इतिहासाची बदलती संकल्पना शिक्षकाला ज्ञात असणे गरजेचे आहे. ऐतिहासिक आधार यांचा संदर्भ घेऊन शिक्षकाने इतिहासाविषयक ज्ञान समृद्ध करावे. चालु घडामोडींची माहिती आत्मसात करावी यासाठी संगणकाद्वारे माहिती मिळवावी.
4. विविध अध्यापन सुत्रांचा वापर अध्यापन पद्धतींचा वापर करावा
5. विद्यार्थ्यांना विद्वान व प्रतिभावन होण्यासाठी मदत करावी लागते. त्यांना आर्थिक, सामाजिक भूमिका योग्य रीतीने बजावण्यासाठी सामर्थ्य द्यावे लागते. त्यासाठी शिक्षकाने सहकार्य करावे व चांगले संस्कार करावे. विद्यार्थ्यांचे कुसंस्कारापासून संरक्षण करण्यासाठी शिक्षकाने स्वतःचे वर्तन, चारित्र्य चांगले ठेवावे.
6. विद्यार्थ्यांचे मानसशास्त्र, शरीरशास्त्र अध्ययन, सवयी, क्षमता यांचे ज्ञान शिक्षकाला असणे आवश्यक आहे. शिक्षकाजवळ कमालीचा सहनशीलपणा असावा.
7. शिक्षकाने विषयाचे अद्यावत ज्ञान मिळवावे. आपल्या विषयावर निष्ठा ठेवून नवीन ज्ञानाची कास धरावी.
8. शिक्षकाचा शिक्षक व्यवसाय हा पवित्र व निःस्पृह मानला जातो. म्हणून शिक्षकाने सर्व धर्माच्या विद्यार्थ्यांशी समानतेने कोणतीही पूर्वग्रह दृष्टी मनात न ठेवता वागावे.
9. अध्यापन कार्यात विविधता आणण्यासाठी नविन प्रकल्पात सहभाग घेऊन विद्यार्थ्यांना प्रकल्प करण्यास प्रोत्साहन द्यावे.
10. शिक्षकाने सतत प्रशिक्षणे घ्यावीत त्यातून शिक्षणाच्या नविन दृष्टीकोनाचे ज्ञान विकसित होईल.
11. राष्ट्रीय शैक्षणिक धोरणांच्या संदर्भात अभ्यासक्रमातील दहा गाभाभूत घटक मूल्ये या विषयी परिपूर्ण ज्ञान शिक्षकाने घ्यावे.
12. विद्यार्थ्यांचा सर्वांगीण विकास करण्यासाठी सतत प्रयत्नशील असावे. विद्यार्थ्यांशी शिक्षकांचे नाते सामंजस्याचे सहृदयतेचे, सहानुभूती ओलावा असणारे, विद्यार्थ्यांची सुरक्षितता व ओलावा जपणारे असावे.
13. शिक्षकाने अभ्यासपुरक कार्यक्रमाचे व्यवस्थापन करून विद्यार्थ्यांमध्ये सामाजिक मूल्य रुजवावीत.

14. शिक्षणापासून कोणीही वंचित राहू नये म्हणून सतत प्रयत्न केले पाहिजे.
15. दुर्बल घटकांच्या शिक्षणासाठी सदैव प्रयत्न करणारा शिक्षक असावा.
16. व्यावसायीक विकसनासाठी शिक्षक आचारसंहितेचे पालन करावे.
17. व्यावसायीक बांधिलकीचे व्रत शिक्षकांनी घेतले तर त्यांचा व्यावसायीक विकास होईल.
18. फिल्म प्रोजेक्टर, ओव्हरहेड प्रोजेक्टर, एल.सी.डी. या सारख्या आधुनिक साधनांचा वापर कौशल्य शिक्षकाने स्वतःमध्ये निर्माण करावे.

### समारोप :

चांगला शिक्षक होण्यासाठी शिक्षकाला स्वतःमध्ये विविध गुणवैशिष्ट्ये, क्षमता, कौशल्य स्वः प्रयत्नाने स्वतःमध्ये आणून स्वतःचा विकास साध्य करावा लागेल. एक उत्कृष्ट पिढी निर्माण करण्याच्या कार्यामध्ये हातभार लागल्याचे समाधान त्याला प्राप्त होईल. राष्ट्र विकासात त्याचा सहभाग असल्याने त्याला आत्मिक समाधान लाभेल. व्यवसायाची समाजाशी बांधिलकी हे उच्च नितीमूल्य शिक्षकाने अंगी बाणावे.

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## शिक्षकाचा व्यावसायिक विकास

श्रीमती सुनिता रामचंद्र क्षिरसागर,  
छात्राध्यापिका -एम.फिल.(शिक्षणशास्त्र),  
ॲड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय नाशिक.

### प्रस्तावना -

बदल हा निसर्गाचा नियम आहे. मानवाच्या अवती भोवती असणाऱ्या नैसर्गिक, सामाजिक, औद्योगिक, आर्थिक इत्यादी परिस्थितीमध्ये सातत्याने बदल होत असतात. याबदलाचे प्रतिबिंब शिक्षण प्रणालीमध्ये दिसून येणे गरजेचे असते. त्यामुळेच काळानुरूप विकास करण्यास शिक्षणपद्धती उपयोगी ठरते. समग्र गुणवत्ता व्यवस्थापनाच्या युगात शिक्षणाची प्रगती व शिक्षण क्षेत्रातील विविध घटकांची गुणवत्ता प्राप्त करण्यासाठी विविध घटकांमध्ये गुणवत्ता कशी येईल यादृष्टीने प्रयत्न होत आहेत. शिक्षक हा शिक्षणातील माध्यम घटक आहे. त्यामुळे शिक्षक हा ‘व्यवसाय’ गणला जाऊ लागला. अभ्यासक्रमाची पुनर्रचना करीत असतांना पूर्वीच्या अभ्यासक्रमाच्या रचनेनंतरच्या काळात शिक्षणात नव्याने आलेल्या विचारप्रवाहांचा विचार केला जातो. तंत्रज्ञानाच्या गतिमान युगात ज्ञान मिळवणे ही काळाची गरज आहे. ज्ञानप्राप्तीसाठी माहितीचे विविध स्रोत शोधणे, वापर करणे व प्राप्त माहितीचे आदान प्रदान करून ती माहिती साठवून तिचा पुन्हा विचार करण्यासाठी माहिती व संप्रेक्षण तंत्रज्ञानाची आवश्यकता आहे. आजच्या युगात ज्ञानाचा प्रस्फोट झालेला आहे. त्यामुळे शिक्षकाला आपले ज्ञान अद्ययावत ठेवण्यासाठी व बदलत जाणाऱ्या अध्यापन पद्धती, शैक्षणिक साधने, तंत्रज्ञान यांचेशी जुळवून घेऊन व्यावसायिक विकास करावा लागणार आहे.

### व्यवसाय : अर्थ, स्वरूप, वैशिष्ट्ये-

व्यवसाय हा एक अतिशय व्यापक शब्द म्हणून मराठी भाषेत ओळखला जातो. शब्दकोषामधून तो धंदा, पेशा, उद्योग अशा अनेक शब्दांना समानार्थी शब्द म्हणून वापरला जातो. इंग्रजी भाषेत मात्र ‘Profession’ ह्या शब्दाला विशेष अर्थ आहे आणि तो समजण्यासाठी या ‘Occupation’ शब्दाचा उल्लेख करावा लागतो. त्यात सर्वांचा समावेश करता येतो म्हणजे वर उल्लेख केलेला धंदा, पेशा, उद्योग किंवा व्यवसाय या कुठल्याही शब्दांना ‘occupation’ हा शब्द समानार्थी ठरू शकतो. ‘Every profession is an occupation but every occupation is not profession’ याचाच अर्थ असा की, समाज सर्वच व्यवसायांना एकाच पातळीवर न बघता त्यातील काही निवडक व्यवसायांना ठराविक नियमांच्या आधारावर अधिक मानाचे, प्रतिष्ठेचे स्थान देतो आणि ही भिन्नता आणि प्रतिष्ठा जाहीर करण्यासाठी त्यांना वेगळे नाव दिले ‘Profession’ हा शब्द अशाच निवडक व्यवसायांच्या ‘occupation’ च्या संदर्भात वापरला जातो आणि विकासाची कल्पना ही या निवडक व्यवसायाशी संबंधित आहे.

● उच्च दर्जाच्या व्यवसायाचे निकष -

आपल्या परिसरात काही ठळक व्यवसाय म्हणजे डॉक्टर, वकील, इंजिनियर , शिक्षक यांच्या संदर्भातील निकष पुढीलप्रमाणे -

०१. व्यवसायावर निष्ठा असावी.

०२. उत्तम व्यावसायिक असावा.

०३. व्यवसायाचे प्रयोजन प्रामुख्याने मानवी घटकांना आवश्यक असलेल्या सेवा पुरवणे.

०४. प्रत्येक व्यवसायाचे एक निश्चित कार्यक्षेत्र असते. एका विशिष्ट मानवी गजरेनंतर त्यांची सेवा केंद्रीत असते.

०५. प्रत्येक व्यवसायाचे सेवाकार्य हे विशिष्ट ज्ञान कौशल्यावर आधारित असते. त्या सेवा कार्यातील तज्ज्ञ या ज्ञानाचे व कौशल्याचे स्वरूप ठरवित असतात. प्रत्येक व्यावसायिकाला त्याने निवडलेल्या व्यवसायात काम करण्याची पात्रता व मान्यता मिळविण्यासाठी निर्धारित केलेले ज्ञान आणि कौशल्ये संपादन करणे आवश्यक असते. यासाठी मान्यताप्राप्त शिक्षण संस्थांमधून नियोजित अभ्यासक्रम पूर्ण करणे आवश्यक असते.

०६. व्यावसायिकांना त्यांच्या सेवाकार्यात निर्णय घण्याची स्वायत्तता असते. अर्थात ही स्वायत्तता त्यांच्या सेवा कार्यापुरतीच मर्यादित असते. प्रशासकीय बाबतीत त्यांना स्वायत्ततेचा अधिकार नसतो.

०७. स्वायत्तता व उत्तरदायित्व यांचा जवळचा संबंध आहे. व्यावसायिकांचे त्यांच्या सेवाकार्यावर आधारित उत्तरदायित्व त्यांच्या सेवेचे लाभार्थी यांच्याशी संबंधीत असते. प्रशासकिय दृष्टीकोनातून ते संस्थेस उत्तरदायित्व असतात.

०८. सर्व प्रमुख व्यवसायामध्ये त्यात कार्यरत असलेल्या व्यावसायिकांनी एकत्र येवून स्थापन केलेल्या संघटना असतात. परस्पर संबंधातून, आंतरक्रियेतून आणि विकासाच्या किंवा अनुभवाच्या आदान प्रदानामुळे व्यावसायिकांची वृद्धी व्हावी हे या संघटनेचे प्रमुख उद्दिष्ट असते. त्यासाठी विविध प्रकारचे कार्यक्रम या संस्था कार्यान्वित करत असतात.

०९. उत्कृष्ट नेतृत्वाचा गुण असावा.

एखाद्या पेशाचे व्यवसायामध्ये रूपांतर हाणे ही एक प्रदिर्घ प्रक्रिया आहे. त्यांच्या नैसर्गिक विकासामुळे जेव्हा वरील नियमांची पूर्ती करण्यास समर्थ होतात. तेव्हा त्यांना व्यवसाय म्हणून मान्यता मिळू लागते. ही मान्यता शासनाकडून नसुन जनसामान्यांकडून मिळते. समाजाची व्यावसायिकांकडे पहाण्याची दृष्टी बदलते. कायद्याचा किंवा शासकिय यंत्रणेचा या प्रक्रियेशी काहीच संबंध नसतो.

उदा. दुकानदार पैशाशिवाय वस्तू देत नाही. डॉक्टर पैशाशिवाय उपचार करीत नाही.

● शिक्षकांचा व्यावसायिक विकास : संकल्पना

शिक्षकांचे प्रमुख कार्य हे व्यावसायिक स्वरूपाचे असते. पण ज्या शिक्षणपद्धतीत शिक्षक कार्यरत आहेत. ती पद्धती व्यावसायिकतेशी विसंगत आहे म्हणजे शिक्षकांना एक परिपूर्ण व्यावसायिक म्हणून आपली भूमिका बजावता

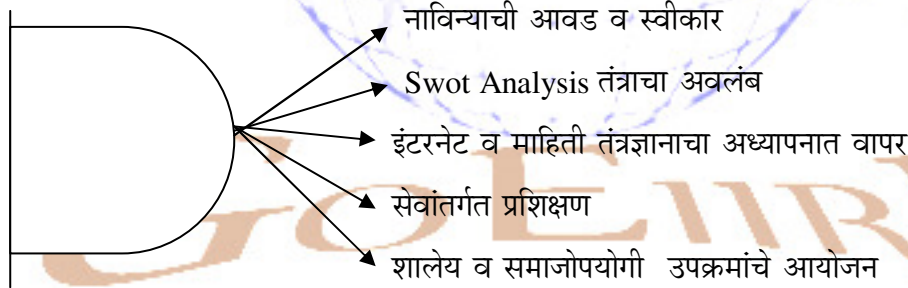
येत नाही. हे लक्षात ठेवून ती दीर्घकाळ परिणामकारक व प्रभावी कशी राहिल यासाठी प्रयत्न करणे गरजेचे आहे.

### शिक्षकांच्या व्यावसायिक विकासात पुढील घटकांचा अंतर्भाव होतो

विषयाचे सखोल ज्ञान	उत्तम व्यवस्थापक
संपूर्ण गुणवत्ता नियंत्रण पद्धतीची जाण असणारा	नेतृत्वशक्ती असावी
सृजनशिल	संशोधक
मानसशास्त्राची जाण	वक्तृशरपणा
नैतिकता	सामाजिक जाणिव
उदयोगशिल वृत्ती	सकारात्मक दृष्टीकोन
सहाकार्य वृत्ती	कल्पनाशक्ती
भावनात्मक परिपक्वता	बांधिलकी /उत्तरदायित्व यांची जाण/क्षमता
मुल्यमापनात्मक गुण	प्रशासनात्मक गुण

### शिक्षकांच्या व्यावसायिक विकासाचे मार्ग -

शिक्षकाने आपल्या व्यवसायाचा विकास स्वतःच करावा कारण कोणतीही व्यक्ती दुसऱ्या व्यक्तीमध्ये बदल घडवून आणू शकत नाही.त्यासाठी पुढील मार्गांचा अवलंब करावा लागेल.



१. नाविन्याची आवड व स्वीकार -शिक्षकाने आपल्या विषयासंदर्भात अथवा व्यवसायासंदर्भात आवश्यक नवीन विचार , पद्धती, तंत्रे इत्यादी विषयी सतत जागरूक राहणे गरजेचे आहे.
२. Swot Analysis — शिक्षकांनी स्वतःच्या क्षमतांचे मुल्यमापन करणे यामध्ये आले सामर्थ्य, कमतरता, संधी, धोके यासंदर्भात स्वतःचे विविध अंगानी Swot Analysis वारंवार करणे गरजेचे आहे.
३. इंटरनेट व माहिती तंत्रज्ञानाचा अध्यापनात वापर - इंटरनेट व माहिती तंत्रज्ञानाचा अध्यापनात जास्तीत जास्त वापर करणे.
४. सेवांतर्गत प्रशिक्षण - NCERT, SCERT, DIET इत्यादी संस्थांमार्फत राबविल्याजाणाऱ्या शिक्षक प्रशिक्षणाच्या वेगवेगळ्या वर्गास हजर रहावे.

● **विविध उपक्रमांचे आयोजन -**

नवीन ज्ञान व कौशल्याचे संपादन व त्यांचे शालेय पातळीवर समाजात उपयोजन करणे. शिक्षकाने आपल्या व्यवसायासंदर्भातील कर्तव्ये लक्षात घेऊन नवनवीन ज्ञानाशी तादात्म्य साधने गरजेचे आहे व ज्ञान कौशल्ये यांचे संपादन करून गुणात्मक वाढीसाठी प्रयत्न केले पाहिजे. शिक्षकाने संशोधने हाती घ्यावीत जेणे करून निष्कर्षांचे आयोजन करता येईल व शिक्षकच आपल्या समस्या स्वतः सोडवू शकतील व आपल्या व्यावसायिक विकासात मोलाची भर घालतील व्यावसायिक दर्जा सुधारण्यास मदत होईल.

● **शिक्षकाच्या व्यावसायिक विकासासाठी आवश्यक बाबी -**

शिक्षण प्रक्रियेतील शिक्षक हा महत्वाचा घटक असून त्याने आपल्या व्यवसायाचा विकास गुणवत्तेसाठी करावा अशी अपेक्षा असते शिक्षकाने सेवापुर्ती प्रशिक्षणात मिळवलेले ज्ञान तुटपुंजे असते. पुढे तो सेवेत आल्यानंतर काळानुरूप घडलेले बदल ,समाजाच्या गरजा ,अपेक्षा, विद्यार्थी गरजा अपेक्षा यांना अनुसरून शिक्षकाला नवीननवीन ज्ञान अध्यापनाच्या पध्दती ,तंत्रे, साधने आपल्या विषयात सातत्याने येणारे नविन विचार प्रवाह , झालेले बदल याबाबत जागरूक राहून आपला व्यवसाय विकास करावा.

व्यावसायिक विकासाची ध्येये निश्चित करणे.

अध्यापन विषयक अनुभव.

Swot Analysis

व्यावसायिक ज्ञान आणि कौशल्ये यांचा पाठपुरावा.

स्थानिक समाजाचा अभ्यास.

सामाजिक कार्यक्रमात सहभाग.

विद्यार्थी कुटुंबाशी संवाद.

शालेय कार्यात योगदान.

शाळेची ध्येयधोरणे ठरविणे.

शालेय कृती कार्यक्रमात समाजाचा , पालकांचा सहभाग.

संघभावना व सामुहीक जबाबदारीची जाणीव.

व्यावसायिक जबाबदा-यांमध्ये समतोल.

विद्यार्थ्यांप्रती बांधिलकी.

उत्तम दर्जाची निर्मिती.

ई स्रोतांचा वापर.

वाचन संस्कृती जोपासणे.

गुणवत्ता सुधारण्यासाठी कृती संशोधन

**व्यावसायिक विकास कार्यात शिक्षकांची जबाबदारी –**

शिक्षकाने आपला व्यावसायिक विकास घडवून आणताना स्वतःच प्रयत्न केले पाहिजेत. योगी अरविंदांनी म्हटल्याप्रमाणे ‘Nothing can be taught’ त्याने स्वतःच्या क्षमता उणीवा, त्रुटी ,उपलब्ध संधीचा विचार, अडथळे किंवा समस्या कोणत्या हे समजून घेणे आवश्यक आहे. शिक्षकाने स्वतःच्या व्यावसायिक विकास करण्यासाठी पुढील गोष्टी कराव्यात.

१. शिक्षकाने स्वतःच्या क्षमतांचे मूल्यमापन करावे.
२. नवीन अध्यापनपद्धतीचा वापर, योग्य साधने निवडणे.
३. सहका-यांशी मैत्रीपूर्ण संबंध.
४. तज्ञांचे मार्गदर्शन.
५. इंटरनेटचा वापर.
६. सेवांतर्गत प्रशिक्षणाचा पुरेपूर उपभोग घेणे.
७. शिक्षक व्यवसायाची आचारसंहिता – नैतिक बंधने व नियम यांचे पालन करणे

● शिक्षकांच्या व्यावसायिक कार्यासंबंधी असमाधानाची कारणे -

शिक्षकांचा प्रशिक्षण कार्यक्रम व उपक्रम याबाबतचा निरुत्साह व उदासिनता यामुळे परिस्थिती गुणवत्तेच्यादृष्टीने फारशी उपयुक्त नाही. दिशा आणि मार्गदर्शक तत्वे यांचा विचार व्हायला हवा.

१. संस्था शासकीय किंवा निमशासकीय असल्यामुळे किंवा त्या शासकीय नियंत्रणाखाली चालत असल्यामुळे शासनाच्या सतत बदलत्या गरजांवरून या संस्थांचे कार्यक्रम ठरत असतात. अधून मधून सवडीनुसार शिक्षकविकासाचा एखादा कार्यक्रम आयोजित केला जातो. साहजिकच अशा कार्यक्रमांला आवश्यक असलेली पुर्वतयारी करण्यासाठी पुरेसा वेळ आणि विचार देणे शक्य होत नाही.
२. एखादा कार्यक्रम किती परिणामकारक होतो यापेक्षा किती कार्यक्रम राबविण्यात आले किती शिक्षकांनी भाग घेतला ,खर्च किती आला इत्यादी संख्यात्मक बाबींस अहवालात प्राधान्य दिले जाते.संस्था चालकांना असे वाटते की, यावरून त्यांची कार्यक्षमता ठरणार आहे आणि शासन दरबारी त्याची प्रतिष्ठा उंचावणार आहे.
३. प्रत्येक कार्यक्रमाचे वेगळेपण त्यांच्या उद्दिष्टानुसार ठरते. त्यामुळे बऱ्याच वेळा या अनेकविध कार्यक्रमांमध्ये विषमता आल्याने समान वाटप करणे व कार्यक्रम समान स्तरावर राबविणे जिकीरीचे होते. परिणामी त्याची परिणामकारकता साधत नाही.
४. कार्यक्रमात मार्गदर्शक म्हणून सहभागी होणारे तज्ञ बऱ्याचदा चुकीच्या निकषावर निवडले जातात आणि त्यांची कामगिरी हीच कार्यक्रमाविषयीच्या असमाधानाला कारणीभूत ठरते. हा मुद्दा अधिक काळजीपूर्वक तपासणे आवश्यक असते.
५. शिक्षकांमधील निरुत्साह व निराशा ही एक असमाधानाचे सबळ कारण आहे.
६. एखादा शिक्षक कार्यक्रमास उपस्थित झाल्यानंतर तो ज्यावेळेस शाळेत जाईल त्यावेळी तो इतर सहकाऱ्यांबरोबर याची चर्चा करेलच असे नाही.
७. ज्या विशिष्ट ज्ञान, कौशल्य किंवा क्षमतेच्या आधारावर त्यांना आमंत्रित केले जाते ते समर्थपणे सगळ्यांपर्यंत

पोहचविणे , शंका किंवा अनिश्चितता यांचे निरसन करुन ते संपुर्णपणे समजले आहे याची खात्री करुन घेणे.

८. संख्यात्मक वाढीकडे लक्ष दिले जाते.

हे असमाधान दूर करण्यासाठी किंवा शिक्षकांमध्ये आवड व निरुत्साह कमी करण्यासाठी पुढील मार्गदर्शक तत्वांचा किंवा दिशांचा आधार घेता येईल.

● **व्यवसाय विकासासंबंधी नवीन दिशा -**

१. शाळा हेच शिक्षकांच्या विकासाचे प्रमुख केंद्र असावे . अलीकडे सर्वत्र शाळांधिष्ठीत व्यवस्थापन या संकल्पनेचाच पुनरुच्चार होत असलेला दिसतो. राष्ट्र किंवा राज्य पातळीवर आयोजित केलेले कार्यक्रम फारसे परिणामकारक ठरत नाहीत. हे अनुभवातून सिध्द होत आहे. शाळांच्या आणि शिक्षकांच्या गरजा यांच्या संदर्भानुसार ठरत आणि बदलत असतात. प्रत्येक शाळेने स्वतःच्या गरजांवर आधारित शिक्षकांच्या विकास कार्यक्रमांचे स्वरूप व त्यातील प्राधान्यक्रम ठरवायला पाहिजे. शिक्षकांचा विकास घडवून आणण्यामध्ये शाळेने प्रयत्नशिल रहावे कारण शाळेचा विकास आणि शिक्षकांचा विकास या दोन्ही गोष्टी समांतर असतात.
२. संशोधन आणि सराव यात देवाण घेवाण व त्यासाठी या दोन्ही क्षेत्रात कार्यरत असलेल्या व्यावसायिकांमध्ये भागीदारी निर्माण होणे गरजेचे आहे. संशोधनामुळे प्रकाशात आलेली ज्ञानाची नवी शिखरे आणि सरावाची वस्तुस्थिती यातील अंतर वाढत असते.संशोधनजन्य ज्ञान जेव्हा शिक्षकांपर्यंत पोहोचते तेव्हा हे अंतर आपोआपच कमी होते आणि शिक्षक जेव्हा ज्ञानावर आधारित आपल्या अध्यापन कार्यात सुधारणा करतात तेव्हा त्या संशोधनाचा खराखुरा उपयोग झाला असे म्हणता येईल
३. इंग्रजी भाषेत ‘Teachers’ & ‘Educators’असे दोन शब्द प्रचलित आहेत. हे दोन्ही शब्द एकमेकांना समानार्थी म्हणुन वापरले जात असले तरी ‘Educators’ हा शब्द व्यापक आहे आणि त्यात पर्यवेक्षक, प्रशासक, व्यवस्थापक, ग्रंथपाल व इतर शैक्षणिक व्यावसायिक यांचा समावेश होतो. ‘Educators’ हा शब्द ‘Professional’या अर्थाने वापरला जातो आणि विकास कार्यक्रम हे या सर्वांनाच आवश्यक आहे हे लक्षात ठेवणे गजरेचे आहे. मुख्याध्यापक देखील अशा विकास कार्यक्रमास अपवादानेच हजर राहतात. आपल्या आणि अध्यापनाचा काही संबंध नाही असे त्यांना वाटत रहाते. या मानसिकतेला पोषक असे आणखी एक कारण सांगता येईल. आपली शिक्षण पध्दती ही प्रशासकिय श्रेणीबद्ध , अधिकारावर आधारित असल्यामुळे आपल्या विशिष्ट श्रेणीबद्ध प्रतिष्ठेबद्दल लोक फार संवेदनशील असतात. कनिष्ठांसाठी आयोजित कार्यक्रमात आपली उपस्थिती योग्य ठरणार नाही. व्यावसायिक संस्कृती मध्ये हे भेद गौण मानले जातात

याची जाणीव प्रशासकिय अधिकाऱ्यांना असत नाही.

४. पद आणि भूमिका यात जरी भिन्नता असली तरी शैक्षणिक शब्दातून व्यक्त होणारा संबंध हा सगळ्यांसाठीच सारखाच आहे. यादृष्टीने सर्व स्तरांवरील शैक्षणिक व्यावसायिकांना अत्यावश्यक असलेले ज्ञान आणि शाळेचा गुणात्मक विकास घडवून आणण्याच्या दृष्टीने व्यवस्थापन , शासन व तत्सम ज्ञानसागरातून उपलब्ध झालेल्या महत्वाच्या संकल्पना, गृहीतके, सिद्धांत आणि प्रात्यक्षिके यांचा समावेश करणे गरजेचे आहे.
५. विकास कार्यक्रमाचा उद्देश हा विविध समस्यांसाठी निश्चित उत्तरे देण्याचा किंवा प्रत्येक प्रक्रियेसाठी एक उत्तम पध्दती सुचविण्याचा नसून अनेक पर्यायांची जाणीव करून देणे , पर्यायातून निवड करण्यासाठी काय निकष वापरावयाचे हे दाखविणे हा असला पाहिजे. शिक्षणासारख्या व्यापक आणि बहुआयामी क्षेत्रातील प्रत्येक समस्येला एक सर्वमान्य निरसन असू शकते ही अपेक्षाच चुकीची आहे. तयार उत्तरापेक्षा उत्तरे शोधण्याची क्षमता अधिक मोलाची असते.

शिक्षकाने आपल्या अध्यापनाविषयी जुने नविन अनुभवातील परस्पर संबंध जोडणे , व्यावसायिक अध्ययनाची ध्येय निश्चित करणे, व्यावसायिक ज्ञान व कौशल्ये विकसित करण्यासाठी संधीचा पाठपुरावा करणे, आपल्या व्यावसायिक कार्यपध्दतीच्या यशस्वीतेसाठी स्थानिक समाजाचा अभ्यासकरणे, त्यांच्या कार्यक्रमात सहभागी होणे, आपल्या विद्यार्थ्यांच्या कुटुंबाशी संवाद साधणे, पालकांना पाल्यांच्या अध्ययनात आणि शालेय कृती कार्यक्रमात सहभागी होण्यासाठी प्रवृत्त करणे, शालेय कार्यात योगदान शाळेची ध्येय धोरणे साकार करण्यासाठी प्रयत्न करणे, संघभावनेतून इतर शिक्षकांना सहकार्य करणे, विविध व्यावसायिक जबाबदाऱ्यांमध्ये समतोल साधणे आणि विद्यार्थ्यांप्रती बांधिलकी ठेऊन उच्च दर्जा निर्माण करण्याचे प्रयत्न करणे ह्या सर्व गोष्टी आपल्या व्यावसायिक विकासासाठी केलेले जाणीवपूर्वक प्रयत्न होत.

### संदर्भ सूची

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- ०२ आपटे ह.ना. — शिक्षणातील नव प्रवाह व नव प्रवर्तने
- ०३ य.च.म.मु.विद्यापीठ नाशिक - मानवी संबंधाचे व्यवस्थापन

## व्यावसायिक विकासासाठी शिक्षकाची भूमिका

डॉ. एन. एम. कडू  
कुलसचिव,  
सावित्रीबाई फुले पुणे विद्यापीठ,  
पुणे.

प्रा. ए. एम शेळके  
सहाय्यक प्राध्यापिका  
अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र  
महाविद्यालय, नाशिक.

जागतिकीकरणाचे युग

नव्हे बदलांचे युग

शिक्षणप्रक्रियेच्या नवप्रवर्तनाचे युग !

अनेकविध बदल होत असतांना राष्ट्रविकासाचे साधन मानले जाणारी शिक्षणप्रक्रिया या बदलांपासून अलिप्त राहू शकणार नाही. शिक्षणप्रक्रियेच्या स्वरूपावरच राष्ट्राचा, समाजाचा व अनुषंगाने व्यक्तीचा विकास अवलंबून आहे. त्यामुळे शिक्षणाची प्रगती व प्रतिष्ठा वाढते. परंतु शिक्षणाचे प्रगती व प्रतिष्ठा वाढण्यासाठी जबाबदारी शिक्षणप्रक्रियेतील महत्त्वपूर्ण घटक असणाऱ्या शिक्षकावर येते म्हणूनच शिक्षकाला पूर्वीपासून महत्त्वाचे स्थान आहे. आजचे युग हे गतिमान व स्पर्धात्मक आहे त्यामुळे ' शिक्षक ' घडविणारे शिक्षण देखील बदलत्या परिस्थितीला सामोरे जाण्याची तयारी करून घेणारे असावे त्यासाठी ' शिक्षक शिक्षण ' या माध्यमाद्वारे शिक्षक घडविण्याचे कार्य केले जाते. सी. व्ही. गुडस् यांच्या मते, " शिक्षक – शिक्षण " म्हणजे ज्यात औपचारिक अनौपचारिक आणि अनुभव अंतर्भूत असून ते व्यक्तीला शिक्षण व्यवसायाची जबाबदारी पेलण्यासाठी आवश्यक असलेला दर्जा प्रदान करतात.

### व्यावसायिक विकास :

१. व्यावसायिक विकास हा व्यावसायिक गुणवत्तेवर अवलंबून असतो. व्यवसायाची कौशल्ये, व्यावसायिक दृष्टिकोन यांचा दर्जा उत्तरोत्तर गुणवत्तापूर्ण होणे म्हणजे व्यावसायिक विकास होय.
२. शिक्षकांच्या व्यावसायिक विकासामध्ये दर्जेदार शिक्षक शिक्षण अपेक्षित आहे.

शिक्षक शिक्षणाद्वारे प्रशिक्षणार्थीच्या गुण, अध्यापन कौशल्ये, क्षमता, वृत्ती, मूल्ये इ. चा विकास होतो. बदलत्या परिस्थितीला यशस्वीपणे तोंड देण्यासाठी व्यावसायिक होणे आवश्यक असते. व्यावसायिक विकास ही सतत घडून येणारी प्रक्रिया आहे. व्यवसायासाठी आवश्यक असणाऱ्या कौशल्यांमध्ये सातत्याने भर टाकण्याची गरज असते. त्यासाठी आपल्या विषयाचे ज्ञान अद्ययावत करणे आवश्यक असते. त्यातून नवीन कल्पना सूचतात.

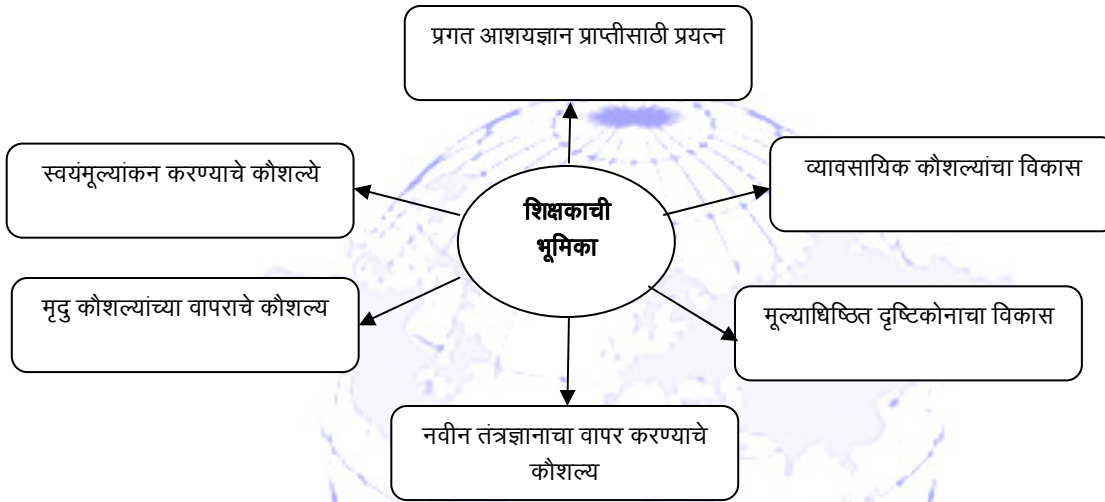
शिक्षकाचा व्यावसायिक विकास प्रामुख्याने दोन प्रकारच्या प्रशिक्षणाने घडवून आणला जातो.

१. सेवापूर्व प्रशिक्षण
२. सेवांतर्गत प्रशिक्षण

सेवापूर्व प्रशिक्षणात प्रशिक्षणार्थींना प्रशिक्षण देऊन विविध सैद्धांतिक माहिती, कौशल्ये प्राप्त करण्यासाठी प्रयत्न केला जातो. त्यांना मार्गदर्शक व सहकार्य दिले जाते. अध्यापनासाठी, मार्गदर्शनासाठी आवश्यक क्षमता व कौशल्ये विकसित करण्यासाठी प्रशिक्षण दिले जाते. सेवापूर्व प्रशिक्षणात कौशल्यांचा सराव व प्रभुत्व या बाबीवर भर दिला जातो. व्यवसायाची तयारी सेवापूर्व प्रशिक्षणात करून घेतली जाते.

सेवांतर्गत प्रशिक्षणात अध्यापनाचे कार्य करीत असलेल्या शिक्षकांना नवीन विचारप्रवाह, कार्यपद्धती यांची माहिती देण्याचे काम केले जाते. ज्ञान, कौशल्ये अदययावत करण्यासाठीचे प्रयत्न सेवांतर्गत प्रशिक्षणाद्वारे केले जाते. नवीन मूल्यमापन तंत्राची माहिती मिळते. एकूणच व्यावसायिक ज्ञान, कौशल्ये यांना उजाळा देण्याचे काम सेवांतर्गत प्रशिक्षणात केले जाते.

### शिक्षकाची भूमिका :



#### १. प्रगत आशयज्ञान प्राप्तीसाठी प्रयत्न :

बदलत्या परिस्थितीनुसार विषयासंदर्भातील नवनवीन माहितीचा शोध, स्वतःच्या विषयाचा व्यासंग तसेच वैयक्तिक अध्यापन कौशल्ये अधिकाधिक विकसित करणे आवश्यक आहे. विविध अध्यापन पद्धतीचा वापर करून विद्यार्थ्यांना नवनवीन ज्ञानस्रोतांचा वापर करण्यासाठी प्रेरणा व मार्गदर्शन देणे आवश्यक असते म्हणून शिक्षकाने विविध अध्यापन पद्धती व तंत्रे आत्मसात करून त्यांचा अध्यापनात अवलंब करणे आवश्यक आहे.

#### २. व्यावसायिक कौशल्यांचा विकास :

व्यावसायिक कौशल्यांद्वारे कोणत्याही व्यवसायात उत्पादन वाढविण्याचा प्रयत्न केला जातो. दर्जेदार उत्पादन मिळविण्याच्या दृष्टीने व्यावसायिकने प्रयत्नशील असणे आवश्यक आहे. अध्ययन – अध्यापनाद्वारे उत्तम विद्यार्थी घडविणे हे उद्दिष्ट शिक्षणप्रक्रियेचे आहे. या दृष्टीने व्यावसायिक कौशल्ये आत्मसात करण्यावर भर देण्याची आवश्यकता आहे त्यासाठी संप्रेषण कौशल्य, शैक्षणिक साहित्याच्या वापराचे कौशल्य. नवनवीन तंत्र व दृष्टिकोन यावर आधारित अध्यापन पद्धतीचा वापर यातून विविध क्षमता व कौशल्ये यांचा विकसित करता येतात परंतु त्यासाठी शिक्षकांमध्ये विविध व्यावसायिक कौशल्ये विकसित होण्याची आवश्यकता आहे. त्यासाठी प्रयत्नशील असणे आवश्यक आहे.

#### ३. मूल्याधिष्ठित दृष्टिकोनाचा विकास :

विविध मूल्ये रुजविण्यासाठी अभ्यासक्रमातून प्रयत्न केला जातो. मूल्यशिक्षणाद्वारे चांगल्या वर्तणूकीची रुजवणुक जाणीवपूर्वक करणे होय. बदलत्या परिस्थितीनुसार अनेक समाजविघातक प्रवृत्तीची वाढ होतांना दिसते जसे झटपट यश मिळवण्यासाठी अनुचित मार्गाचा अवलंब करणे त्याचप्रमाणे अवैध मार्गाने पैसा कमविणे.

इ. सारख्या अनेक दृष्टवृत्ती दिसून येतात. त्या नष्ट करून नैतिक मूल्ये रुजविण्यासाठी सर्वतोपरी प्रयत्न करणे स्वतः शिक्षकामध्ये देखील मूल्ये असणे आवश्यक आहे कारण विद्यार्थी देखील अनुकरणानेच शिकत असतात.

#### ४. नवीन तंत्रज्ञानाचा वापर करण्याचे कौशल्य :

अत्याधुनिक व उपयुक्त तंत्रज्ञानाच्या मदतीने शिक्षकाला आशय प्रभावीपणे विद्यार्थ्यांपर्यंत पोहचविता येते. संगणक, इंटरनेट, बहुविध माध्यमे यांच्या मार्फत नवनवीन ज्ञान मिळविणे सोईचे होते तसेच आंतरक्रिया साधने शक्य होते. नवीन तंत्रज्ञानाचा वापर करणारे शिक्षक विद्यार्थ्यांमध्ये देखील तंत्रज्ञान वापराविषयीचा दृष्टीकोन विकसित करू शकतात. तसेच स्वतः देखील ज्ञान व माहितीच्या विकासासाठी उपयोग करू शकतात. जागतिकीकरणाच्या आजच्या युगात हे कौशल्य अतिशय गरजेचे व उपयुक्त ठरले आहे.

#### ५. मृदु कौशल्यांच्या वापराचे कौशल्य :

मृदु कौशल्यांद्वारे व्यक्तिचा वैयक्तिक विकास होतो. वैयक्तिक विकास साधत असतांना त्यातून व्यक्तिचा व्यावसायिक विकास होण्यासाठी देखील उपयोग होतो. उदा. संप्रेषण कौशल्यामुळे व्यक्ति स्वतःकडील माहिती ज्ञान दुसऱ्या व्यक्तिपर्यंत परिणामकारकपणे पोहचवू शकते तसेच अदलाबदल करू शकते. त्यामुळे अध्यापन प्रक्रिया अधिक परिणामकारक होण्यास मदत होते. इतरांविषयी संवेदनशीलतेमुळे इतरांना मदत करण्याची प्रवृत्ती निर्माण होते. वैयक्तिक व व्यावसायिक जीवनात निर्माण होणाऱ्या संघर्षाचा सकारात्मक दृष्टिकोनातून विचार करून त्यातून मार्ग काढण्याचा प्रयत्न केला जातो. त्याचप्रमाणे विद्यार्थ्यांमध्ये देखील मृदु कौशल्ये निर्माण करून भावी जीवनाची तयारी शिक्षक करून घेऊ शकतात.

#### ६. स्वयंमूल्यांकन करण्याचे कौशल्ये :

मूल्यांकनाद्वारे शिक्षकाने कशाप्रकारे किमान दर्जा प्राप्त केला आहे. तसेच किमान उद्दिष्टे साध्य केली आहेत याचे नियमित व सुयोग्य रितीने तपासून पाहिले जाते. ' स्वयंमूल्यांकन ' या प्रक्रिया शिक्षक स्वतःच स्वतःच्या कार्याचे मूल्यांकन करतात. स्वयंमूल्यांकनामुळे स्वतःतील बलस्थाने व कमतरता यांची जाणीव होऊन स्वतःला प्रत्याभरण मिळते व स्वयंप्रेरणेने कमतरता दूर करण्याचा प्रयत्न केला जातो.

#### समारोप :

बदलत्या परिस्थितीत स्वतःचे अस्तित्व टिकवून ठेवण्यासाठी स्वतःचा वैयक्तिक विकास साधण्यासाठी तसेच ज्याद्वारे आपली प्रतिमा सुधारण्यास मदत होणार आहे. त्या व्यवसायासाठीची कौशल्ये अंगी निर्माण झाल्यामुळे स्वतःचा व्यावसायिक विकास साधणे देखील शक्य आहे. त्यामुळे शिक्षकाने बदलत्या परिस्थितीतील कौशल्ये, वृत्ती इ. चा अंगीकार करावा.

#### संदर्भसूची :

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२. गाजरे, चिटणीस, पाटील : शिक्षणाचे अधिष्ठान, नित्यनूतन प्रकाशन, पुणे.
३. दुनाखे अरविंद, देशपांडे लीना : प्रगत शैक्षणिक समाजशास्त्र, नित्यनूतन प्रकाशन, पुणे.

## शिक्षक प्रशिक्षकांचा व्यावसायिक विकास

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सारांश - शिक्षण ही निरंतर चालणारी प्रक्रिया आहे, ती सातत्याने चालू असते. शिक्षण हे औपारिक व अनौपचारिकरित्या मिळत असते. शिक्षण हे चार भिंतीच्या आड नसून ते समाजाच्या सर्व घटकातून मिळत असते. शिक्षण देणारा शिक्षक असतो शिक्षकांना प्रशिक्षण देणारे शिक्षक-प्रशिक्षक असतात. शिक्षक प्रशिक्षक शिक्षकांना सर्व प्रकारचे प्रशिक्षण देऊन सक्षम शिक्षक घडवू शकतात. त्यासाठी शिक्षक प्रशिक्षकांचा व्यावसायिक विकास होणे महत्वाचे आहे. तो कोणत्या विविध अंगांनी होऊ शकतो हे या लेखात मांडण्यात आले आहे.

### • शिक्षक-प्रशिक्षक व्यावसायिक विकास -

Professional Development as a Resulting in person's being of a greater use to the organization for which he works through the acquisition of greater knowledge skills and different attitudes

(International dictionary of Adult and continuing 1990)

शिक्षकाचा विकास हा ज्ञान, कौशल्य व चिकित्सक वृत्ती यामुळे होत असतो. शिक्षकाने सतत ज्ञानाची लालसा धरली पाहिजे; तर तो शिक्षकांना - विद्यार्थ्यांना उत्तम ज्ञान देऊ शकेल. व्यवसाय हा व्यापक शब्द आहे. शब्दकोषातून ते धंदा, पेशा, उद्योग अशा अर्थाने ओळखला जातो. इंग्रजीत 'profession' ह्या शब्दाला विशेष अर्थ आहे. तो समजण्यासाठी 'occupation' या शब्दाचा उल्लेख केला जातो. उदा. "Every profession is an occupation but every occupation is not profession" याचा अर्थ असा होतो की, समाज सर्वच व्यवसायांना एकाच पातळीवर न बघता त्यातील काही निवडक व्यवसायांना ठराविक नियमांच्या आधारावर अधिक मानाचे प्रतिष्ठेचे स्थान देतो आणि ही भिन्नता आणि प्रतिष्ठा जाहीर करण्यासाठी त्यांना वेगळे नाव दिले 'profession' हा शब्द अशाच निवडक व्यवसायाच्या 'occupation' च्या संदर्भात वापरला जातो. विकासाची ही कल्पना निवडक व्यवसायाशी संबंधित आहे.

• शिक्षक प्रशिक्षकांच्या व्यवसायाचे निकष:-

- सर्वच डी. टी. एड व बी. एड. व एम. एड शिक्षक - प्रशिक्षक हे आपल्या प्रशिक्षणार्थ्यांना दर्जेदार प्रशिक्षण देतात या दर्जेदार प्रशिक्षणासाठी काही निकष असतात ते पुढील प्रमाणे

1. व्यवसायावर निष्ठा असावी.
2. उत्तम व्यावसायिक असावा.
3. व्यवसायाचे प्रयोजन प्रामुख्याने मानवी घटकांना आवश्यक असलेल्या सेवा पुरविणे.
4. प्रत्येक व्यवसायाचे एक निश्चित कार्यक्षेत्र असते. एका विशिष्ट मानवी गरजेनंतर त्यांची सेवा केंद्रीत असते.
5. प्रत्येक व्यवसायाचे सेवाकार्य हे विशिष्ट ज्ञान कौशल्यावर आधारित असते. त्या सेवा कार्यातील तज्ज्ञ या ज्ञानाचे व कौशल्याचे स्वरूप ठरवित असतात.
6. निवडलेल्या व्यवसायात काम करण्याची पात्रता व मान्यता मिळविण्यासाठी निर्धारित केलेले ज्ञान आणि कौशल्ये संपादित करणे आवश्यक असते. यासाठी मान्यताप्राप्त शिक्षण संस्थातून नियोजित अभ्यासक्रम पूर्ण करणे आवश्यक असते.
7. व्यावसायिकांना त्यांच्या कार्यात निर्णय घेण्याची स्वायत्तता असते.
8. स्वायत्तता आणि उत्तरदायित्व यांचा जवळचा संबंध आहे.
9. सर्व प्रमुख व्यवसायांमध्ये त्यात कार्यरत असलेल्या व्यावसायिकांनी एकत्र येऊन स्थापन केलेल्या संघटना असतात परस्पर संबंधातून, आंतरक्रियेतून आणि विकासाच्या किंवा अनुभवाच्या आदान प्रदानामुळे व्यावसायिक वृद्धी व्हावी हे या संघटनेचे प्रमुख उद्दिष्ट असते.
10. उत्कृष्ट नेतृत्व गुण असावा.

• शिक्षक - प्रशिक्षकांच्या व्यावसायिक विकासाचे घटक:-

शिक्षक - प्रशिक्षक हे प्रभावीपणे शिक्षक घडविण्याचे कार्य करीत असतात. अध्यापन प्रक्रिया ही गुंतागुंतीची आहे. ह्या प्रक्रियेची उकल करण्याचे कार्य शिक्षक प्रशिक्षकांचे आहे. व्यावसायिक विकास म्हणजे गुणात्मक वाढ, दर्जात्मक वाढ असा घेता येईल. शिक्षक ज्या शिक्षणपद्धतीत कार्यरत आहे ती पद्धती व्यावसायिकतेशी विसंगत आहे. शिक्षक प्रशिक्षणाचे कार्य प्रभावी व परिणामकारक कसे होईल

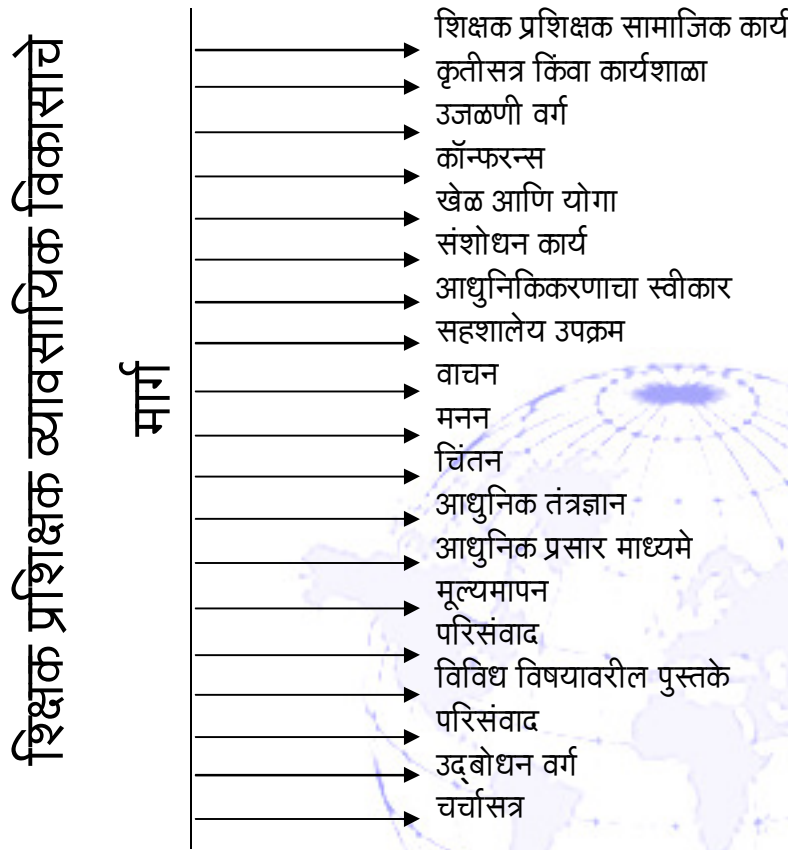
यासाठी शिक्षक-प्रशिक्षकांनी सजग राहिले पाहिजे. त्यासाठी शिक्षक - प्रशिक्षकांच्या विकासात पुढील घटकांचा समावेश करता येईल.



वरील सर्व घटक हे शिक्षक-प्रशिक्षकांमध्ये असले पाहिजेत. हे सर्व विषयाच्या शिक्षक-प्रशिक्षकांना आवश्यक असे आहेत तरच अध्ययन-अध्यापन प्रक्रिया सुलभ करणे शक्य होईल.

● **शिक्षक - प्रशिक्षकांच्या व्यावसायिक विकासाचे मार्ग:-**

आजच्या गतीमान शिक्षण प्रवाहात शिक्षण प्रक्रिया फलदायी होण्यासाठी, शिक्षकांना गतीमान व विकसित करण्यासाठी शिक्षक प्रशिक्षकांना स्वतःचा व्यावसायिक विकास व गुणवत्ता वृद्धी पुढील व्यावसायिक विकासाचे मार्ग व विकासाच्या वाटा ओळखाव्या लागतील त्या पुढील प्रमाणे -



#### • विविध उपक्रमांचे आयोजन:-

नवीन ज्ञान व कौशल्याचे संपादन व त्यांचे शालेय पातळीवर समाजात उपयोजन करणे. शिक्षक - प्रशिक्षकांने आपल्या व्यवसायासंदर्भातील कर्तव्ये लक्षात घेऊन नवनवीन ज्ञानाशी तादात्म्य साधने गरजेचे आहे. ज्ञान व कौशल्ये यांचे संपादन करून गुणात्मक वाढीसाठी प्रयत्न केले पाहिजे. शिक्षक - प्रशिक्षकांनी संशोधने हाती घ्यावेत जेणेकरून निष्कर्षाचे आयोजन करता येईल व शिक्षकच आपल्या समस्या स्वतः सोडवू शकतील व आपल्या व्यावसायिक विकासात मोलाची भर टाकतील.

शिक्षण प्रक्रियेतील शिक्षक - प्रशिक्षक हा महत्त्वाचा घटक असून त्याने आपल्या व्यवसायाचा विकास गुणवत्तेसाठी करावा अशी अपेक्षा असते. शिक्षकांने सेवापूर्ती प्रशिक्षणात मिळविलेले ज्ञान तुटपुंजे असते. पुढे तो सेवेत आल्यानंतर काळानुरूप घडलेले बदल, समाजाच्या गरजा, अपेक्षा, विद्यार्थी गरजा अपेक्षा यांना अनुसरुप शिक्षकाला नवनवीन ज्ञान अध्यापनाच्या पद्धती, तंत्रे, साधने आपल्या विषयात सातत्याने येणारे नवीन विचार प्रवाह, झालेले बदल याबाबत जागरुक राहून आपला गुणवत्तापूर्वक विकास करावा.

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## PROFESSIONAL DEVELOPMENT OF TEACHERS

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### Abstract

*Teaching learning is an evolving process. It changes as per the changes in the world around. There are many new techniques and technologies emerging in every field. Education is no exception to this. Hence, to cope up with all such changes, Teachers should be professionally well developed. Professional development is an integral part of teacher's life. If the teacher is professionally sound, it affects student's development. Therefore, one should try to be professionally developed as per his own pace. The present paper deals with professional development, its importance & devices for professional development.*

### Introduction: -

Change is as inevitable part of our life. It is generally for good and leading to progress and betterment of life. To cope up with this change, competent change agents are required. Teachers are the most important change agents. Teacher's role, therefore, is very much challenging. To perform this role effectively in the era of new challenges, teachers need to be professionally developed.

### Importance of Professional Development: -

For student's all round development, we have to have very skilled, professionally developed teachers. Teacher is a key factor in teaching and learning process and national development. Teachers are atmost important for shaping the next generation. In fact, it is rarely acknowledged that teacher's development in all respect is more essential than development in any other profession, as an unprofessional teacher could cause lasting damage to the very growth and development of the child. Therefore, to meet the challenges of this modern, technological world, every teacher must think to be professionally updated.

### What is Professional Development (PD): -

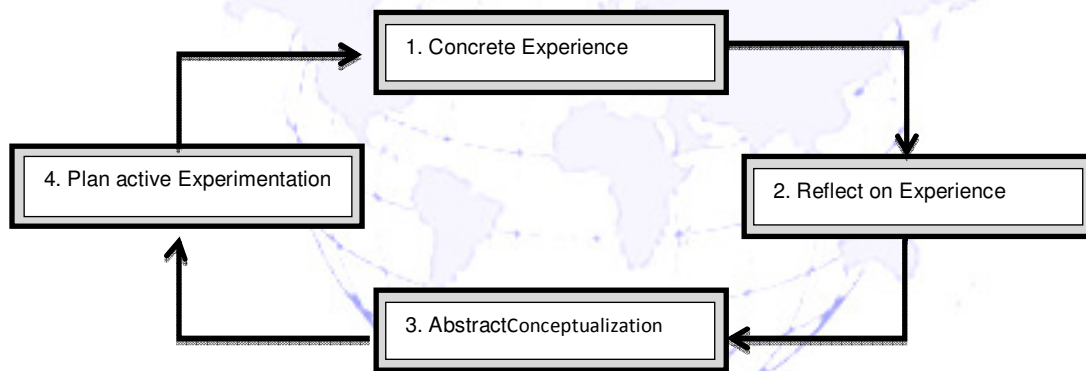
Professional Development (PD) means supporting people in the work place to understand more about the environment in which they work, the job they do and how to do it better. It is an

outgoing process throughout our life. It is a rapidly changing & progressing world in which developments in different fields like social, economical, political, educational affect the environment of that particular type of work. In addition to this, the advanced technology provides different ways of working. Professional Development opportunities provide a means with which we can keep pace with this changing world, acquire and broaden our skills and give better results in our fields.

### Devices for Professional Development of Teachers: -

#### Reflective Learning Cycle: -

Reflective learning cycle describes very well how we learn from experience. It is applicable to any field, may be learning how to cook, how to drive, how to build be a successful businessman. We (a teacher community) can learn how to teach with this same experimental learning cycle.



#### 1. Concrete Experiences: -

It is our day to day teaching experience. Practice is needed for better teaching.

#### 2. Reflection on Experience: -

Teacher has to evaluate his own experience and find out in which areas he/she is effective or ineffective. In a way, this stage of reflection is very important that leads to better teaching performance.

#### 3. Abstract Conceptualization: -

Teacher has to ask such questions as “Why was the last lecture so effective?” or “What made me fail to achieve my objective in the last lecture”. We, here understand the nature of concepts like reinforcement, assessment, evaluation and find generalized reasons for our success or failure.

#### 4. Plan active Experimentation: -

Teacher has to think the things which he can do differently in the next period or lecture. He/she has to ponder over new methods, styles, techniques to be adopted for improving his/her teaching performance.

**Some other devices and ideas: -**

1. Update oneself by keeping a journal
2. Keep a daily diary
3. Look at the things differently
4. SWOT analysis
5. Break limitations
6. Experience the lecturer of professionally sound personalities
7. Attend conference, seminars & workshops.
8. Use educational technology
9. Action research
10. Discussion with peers
11. Students' feedback
12. Be a member of professional organization
13. Online sharing
14. Read more
15. Spend time on your non-teaching self
16. Learn the skills of stress management
17. Video recording of lessons
18. Be positive
19. Be proactive
20. Love yourself

With the help of such ideas, teachers may enhance their professional qualities and achieve success in their teaching profession.

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## THE CHALLENGE OF PROFESSIONAL DEVELOPMENT IN THE FIELD OF TEACHER EDUCATION

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### INTRODUCTION

In Developing countries across the world, qualified teachers are in shortage, with thousands of untrained adults taking over the role and millions of children having no access to schooling at all. The supply of high-quality teachers is falling behind due to ,poor status, low salaries and inadequate working conditions describe perceptions of teachers in many countries, stopping many from entering the profession. Despite this, millions of teachers are dedicated to educating a newly franchised generation of learners.

Professional development is defined as activities that develop an individual's skills, knowledge and other characteristics as a teacher. The definition recognizes that, development can be provided in many ways, ranging from the formal to the informal. It can be made available through external knowledge in the form of courses, workshops or formal qualification programs, through collaboration between teacher training colleges or teachers across teacher training colleges (e.g. observational visits to other teacher training colleges or teacher networks) or within the teacher training colleges in which teachers work. In this last case, Development can be provided through coaching/mentoring, collaborative planning and teaching, and the Sharing of good practices.

#### Need of professional development:

- To update about individuals' knowledge of a subject in area of recent advances in the field of education;
- To update individual's skills, attitudes and approaches in area of the development of new teaching techniques and objectives, new circumstances and new educational research;
- To enable teacher training colleges to develop and apply new strategies regarding the curriculum and other aspects of teaching practice;
- To exchange information and knowledge among teachers and others, e.g. academics,

industrialists; and

- To help weaker teachers become more successful

**Barriers in professional development:**

- Most of the teacher training colleges are un-aided, thus they can't appoint teachers on regular basis. Therefore, teachers belonging to the un-aided colleges are unhappy and so they aren't ready to develop professionally.
- The trust are not happy to give support to the teacher for example, they are not sending the teachers for orientation programs and refresher programs.
- They don't send the teachers for conferences, seminars and short term courses.
- They don't provide the teachers the infrastructural facilities such as, computers ,internet facilities etc
- They don't organize conferences, seminars etc.
- Less number of teachers are appointed thus, work load increases resulting in lack of professional development.
- Teachers lack Economic satisfaction and therefore they aren't ready to pursue academic knowledge.
- UGC fails to provide the colleges ,the fund for research programs since the colleges are not permanently affiliated to the university.

**Conclusion:-**

Teachers are ready to develop themselves,attend conferences,seminars,short term courses,acquire technical knowledge,workshops etc. However due to the above mentioned barriers they are not able to develop themselves professionally.

If the educational trust and institute fulfill the above needs, definitely teachers can develop themselves.

## PROFESSIONAL DEVELOPMENT THROUGH EDUCATION RESEARCH RELATED LIFE SKILLS IN TEACHER EDUCATION

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### 1. LIFE SKILLS

World Health Organization has 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”.

#### 1.1 Importance of life skills in Teacher Education :

Teachers themselves must be capable to impart life skills among students. Once teachers acquire these life skills they can apply them in their personal life as well as in improvisation of teaching. Hence pre service teacher education should plan to include life skills in the syllabus itself. This will enable the teachers to think independently, to upgrade themselves to respond according to students’ needs. NCF 2005 also puts forth need of imparting life skills, and has been expectations about preparation of teachers .

#### 1.2 Need of the Present Research

It was thought essential to impart life skills education to would be teacher to make them able to accept such responsibility in future. Review of related researches revealed that there was not a single research done in area of teacher education for imparting all life skills in would be teachers. to impart 10 life skill proved that program are definitely effective to develop all the skills. Review of related researches underlined the need for development of life skills education programme..

#### 1.3 Title of Research

“Development of ‘life skills Education’ program for would be teachers.”

#### 1.4 Objectives of the study

1. To develop a ‘ life skills Education ’ Program for would be teachers.
2. To study the effectiveness of the ‘ Life Skills Education’ Program

#### 1.5 Operational definitions of the terms

1. Would be teacher :-

All the students enrolled for B. Ed. Course. students enrolled to B. Ed. course of S.N.D.T. college of Education for women Pune.

## **2. Life skills :-**

Definition of life skills as given by WHO is accepted .Acquisitions of life skills will be measured in terms of aggregate score obtained by would be teachers on the tests on life skills developed by the researcher.

## **3. “Life Skills Education” Programme :**

A Special programme developed by the researcher to impart life skills amongst the would be teachers. 70 clock hours.

## **4. Effectiveness:-**

The positive difference in the mean scores of would be teachers on pretest and post test about life skills developed by the researcher.

## **1.8 Research Hypotheses:**

1. There will be positive and significant difference in pre-test and post-test mean scores of would be teachers after implementation of ‘Life Skills Education Program.’

2. **Significance of the present study:**

A special program of 70 clock hour was developed by the researcher to impart life skills amongst the would be teachers. Theoretical orientation of life skill was given through printed self learning material and the practical’s provided practice for applying skills during teaching and interactions with students in school environments in simulated condition. Hence the study will be useful for teacher, prospective researcher and other professionals..

3. **Method of Research:-** The experimental method was used suitable to objectives of the study.

**3.1 Experimental Design:** - Single group pretest post design was used.

## **3.2 Variables in the research :**

### **Independent Variable:-**

A life skills education program for the would be teachers of secondary level developed by the researcher.

### **Dependent Variable:-**

An aggregate score of would be teachers on the tests of life skills.

### **Controlled Variable:-**

The pretest and post tests on life skills developed by the researcher were parallel, and were administered with uniform procedure by the researcher.

### 3.3 Sample:-

Incidental sampling was used. 80 students

### 3.4 Tools used for data collection:

- Life skills measurement tool was developed by the researcher based on 10 life skills given by WHO.
- A feedback questioner

### 3.5 Tools used data for analyses :

**Qualitative analysis :** open responses on training programme, Creative thinking test and feedback questioner were analyzed qualitatively.

**4. Development and implementation of the life skills education program :** Life skills education programme was prepared by the researcher based on 10 life skills given by WHO. Life skills Education program was of 70 hours, which included various activities related to the role of teacher in educational transaction. Along with this some conceptual and applicational activities and learning experiences were also organized

### 5. Analysis and Interpretation of data

#### Research hypotheses :

There will be positive and significant difference in Life Skills Measurement pre-test and post-test mean scores of would be teachers after implementation of ‘Life Skills Education’ programme.

This positive research hypotheses was converted into Null hypotheses for statistical testing.

#### Null Hypotheses :

There would be no positive and significant difference in Life Skills Measurement pre-test and post-test mean scores of would be teachers after implementation of Life Skills Education program.

#### Qualitative analysis :

Qualitative analysis on the basis of open responses of the question in creative thinking skills test, Worksheets, questionnaire.

#### Scope and limitations of the study

- 1) Present study included training programme including 10 Life Skills defined by WHO for would be teachers.

- 2) Duration of the ‘Life Skills Education’ programme was 70 clock hours .
- 3) This programme included 79 B. Ed. students of S.N.D.T. collage of Education for women’s Pune-38 .
- 4) Data collection tools were not standardized but were prepared by researcher.
- 5) There will be limitations to broader generalizations of the conclusions due to incidental sample including only female students and non-standardized tools prepared by researcher

## 6 Conclusion

The post-test means score of Life Skills Measurement of student teachers is found significantly higher than that of pre test mean score.

Open responses of post test are qualitatively better as compared to responses on pre test regarding fluency, flexibility and originality. Hence the Life Skills Education Programme implemented by the researcher has prove to be effective for developing creative thinking.

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## QUALITY AND COLLABORATIVE APPROACH OF TEACHERS PROFESSION

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### ABSTRACT:

*Quality improvement is closely related to teacher professional development. The concept of professional development is broader than career development which is defined as the growth that occurs as the teacher moves through professional career cycle. Sometimes staff development is considered synonymous to professional development though staff development is generally used in reference to in-service training. The UNESCO publication brings forth several characteristics of professional development such as constructivism, long term process, process that takes place within a particular context, intimate linkage to school reform, encouragement, reflective practice, a collaborative effort, a different look in different settings. The term professional development seems to have been derived from the management education literature, and has a respectable standing in the context of trade, commerce, industry and more particularly productivity, marketing, human resource development, etc. Its use in the field of education is of relatively recent origin. Professional development does not necessarily link development to organizational interests but is directed to the individual's personal growth for use in wider fields. This paper reflects the idea, how to develop and increase quality and collaborative approach of teacher's profession.*

### ■ Teacher Professional Development Models.

It is necessary to distinguish between models and systems developed in the developed countries like the USA, Canada, UK, Australia, Japan, etc. and those practiced in a developing country like India. There are not only subtle differences in the two sets but these differences are the result of and accentuated by the social and economic factors prevalent there, as well as the composition and ethos of their respective societies.

### ■ Pre-service and in-service models

The Teacher Professionalism is an important pre-service model used in the developed

countries. This model is based on the principle of matching academic or subject knowledge and professional competencies. Future teachers are expected to be provided with instructional skills and knowledge of pupils' learning practices and child development. The Personal Growth model of pre-service education assumes that if teachers have greater self-understanding, are more reflective, more sensitive, more empathic and more fully self-actualized, they would be better teachers. Therefore, the Personal Growth model emphasizes development of these qualities among the teachers. It is natural that the content of pre-service teacher programs should differ from country to country; nevertheless, most include the foundation of education courses, professional studies like pedagogy, methods, etc and child development practicum.

#### ■ Professional Development Schools

These schools represent an organizational set up involving partnerships between teachers, administrators and university faculty members. The PDS attempt to restructure the preparation and induction of teachers into the teaching profession, improve their working conditions, raise the quality of education imparted to the students and provide opportunities for professional development to teachers as well as the administrators. The student-teachers gain new knowledge, the experienced teachers are better informed of the latest research and development in the profession, and the university-level faculty benefit from the partnership with actual practitioners of the profession in the schools.

#### ■ The University-school partnerships

The University-school partnership model seeks to establish firm base in two distinct cultures, school and university, to cross institutional boundaries, to ensure inclusive decision making and to create new venues for educator development. These partnerships are a kind of networks which connect the practitioners who share common interest and concerns about education and are found in schools with the institutions of higher learning and research like the universities.

#### ■ Schools' Networks and Teachers' Networks.

Under the school network model a number of schools are brought together in the district/state to share experiences, curriculum development effort, research activities etc. Teacher networks are formal or informal associations of school teachers in their personal capacities who hold regular meetings to discuss professional problems, innovations, research and benefit there from in their professional development. These teachers' networks generally do not derive any funding from the school or the state, exceptions apart.

### ■ Distance Education.

Distance education has caught with the imagination of the teachers, educationists, administrators, planners, etc. all over the world and its popularity is increasing day by day. Many developed and most of the developing countries have adopted this mode of mass teacher education in the last couple of decades. There is no doubt that distance education has come as a boon to millions of primary and elementary school teachers working in the remote areas, small villages, hills, forests, deserts, small islands, etc to acquire professional qualifications for career advancement. Distance education is backed by organizational set ups. Use of technology has virtually reached education to the door steps of the learners.

### ■ Teacher Professional Development in India.

India has made commitments to fulfil the goals of Education For All (EFA), both at Jomtien and Dakar, and has even brought about certain Constitutional amendments for that purpose. Inspire of considerable progress made during the last three or four decades, the problem of illiteracy still continues to be the main national concern. India is home to almost 35% of the world's illiterates. The entire school education system needs a thorough reorientation. The school teacher also needs to a thorough professional development. The National Policy on Education, 1986, and the Program of Action, 1992, have rightfully placed great emphasis on these aspects. India's effort in the field of teacher professional development is briefly presented here under:

- A Centrally sponsored scheme of teacher education was launched in 1987 which aimed at mass orientation of school teachers in the main priorities and directions envisaged in the NPE, 1986, and also at improving their professional competencies. Orientation camps were held all over the country during the summer vacations. A special training package was incorporated for training the teacher in the use of teaching-learning materials (TLM).
- Almost simultaneously a program of setting up District Institutes of Education and Training (DIET) in each of the 600 districts in the country was also undertaken to create a proper structure for providing quality pre-service and in-service education to elementary school teachers and adult education/non-formal education personnel. The DIETs are also looked upon to provide academic and resource support to the elementary and adult education systems and to carry out action-research and innovative projects in these areas.
- Another important post-NPE development is the setting up of a large number of Elementary Teacher Education Institutes all over the country. With the tremendous growth of elementary schooling in the country, covering most of the hitherto unserved areas, the demand for

teachers. In view of the stress on quality education in the NPE, many states have prescribed D.Ed. as a pre-condition for recruitment of elementary teachers. This resulted in establishment of a large number of D.Ed. colleges in different parts of the country, with provision for internship.

➤ The teacher training programs are expected to cover the following aspects for teacher professional development.

- Attitude change.
- Understanding rural children and their special needs.
- Class-room management.
- Changing focus from teaching to learning.
- Creating student-friendly class-room and school atmosphere.
- Effective use of teaching-learning materials and creating such materials by using locally available materials.
- Essentials of pedagogy.
- Alternatives to class-room teaching/learning.
- Multi-grade teaching.
- Basic computer knowledge

➤ Colleges of Education are functioning in all the States for the last several decades. and award degrees such as B.Ed., M.Ed., etc. In many states a B.Ed. degree is an essential qualification for appointment as secondary school teacher. M.Ed. degree holders are preferred for appointment in the higher secondary schools/colleges. Almost all the universities have post-graduate research and teaching departments in education. Teacher seminars, workshops, conferences, orientation and refresher courses are regularly conducted in the universities as well as colleges with a view to enlightening teachers on latest developments in the field of education, which helps teacher professional development. Recently with the ushering into the era of globalization of education and incorporation of GATS (General Agreement on Trade in Services), a series of seminars was held in most of the universities and leading colleges of education to examine the implications of these developments on the Indian education system. At the national level organizations like the NCERT, NIEPA (Now NUEPA), NCTE, AICTE, UGC, DEC devise policy frameworks for teacher professional development and popularize them through periodical seminars, workshops, conferences etc. Short duration training and orientation programs are also held for the benefit of the teachers. These national level institutions also organize international seminars, workshops,

conferences, etc. from time to time.

- Distance Education mode is being increasingly used in India for promoting education at all levels. Besides a national level open and distance learning (ODL) University – Indira Gandhi National Open University (IGNOU) - most of the other major states have also set up their own ODL universities. Teacher education is one of the popular programs of ODL in India, so much so that the mad rush for admission had to be curbed by imposing seat-restrictions and certain minimum entry qualifications. The distance education mode has a special advantage in teacher education in that it can take place without taking the teachers away from their work. DE is particularly suited to the women, especially the rural women, who were denied opportunity due to various social, economic, historical, cultural and even religious factors. DE is also cost effective. Confidence building is an essential aspect of teacher professional development which ODL is capable of providing even in the remote, out-of-reach areas.

## CONCLUSION.

It may be stated by way of conclusion that teacher professional development is of utmost importance in ensuring quality in the educational programs. This aspect has been a matter of serious concern among world education community over the last two decades or so. It is being given serious attention in India also. However total eradication of illiteracy, especially the rural illiteracy, is a stupendous task in India where 74 % population lives in the rural areas. While teacher professional development will go a long way, there is need to bring about a change in the mind-set of the rural parents/elders. This is not easy to come about in a tradition bound Indian rural community.

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**PROFESSIONAL DEVELOPMENT IN PHYSICAL EDUCATION  
& SPORTS  
(DEVELOPMENT OF BASIC SKILL IN WRESTLING SPORTS TRAINING  
AT GRASSROOTS LEVEL THROUGH DISTANCE EDUCATION  
METHOD A STUDY ON SCHOOL GOING CHILDREN)**

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## INTRODUCTION

India is a large country with vast potential to accept the challenges in diverse fields of life. However for reasons, known and unknown, the nation as a whole still lacks a sports culture. It is necessary that we make best use of a giant network of universities, colleges and schools and of students placed in these institutes running twthrough across the country to create and impart a sports culture It is many times suggested that we should tap the children at very young age and impart them a special training in the interest of the children and the nation. Training plans have become an integral part of a sport at any level and particularly so when it is a competitive game at State, National or International level. A change either small or radical can be implemented through training plans.

But with the era of communication we are forced to accept the new communication Training techniques in every field and particularly so in the field of sport. Training programmed and plans need to be monitored, tested objectively and, in turn, the entire methodology must be reexamined using modern tools. Quantitative studies must be initiated wherever possible and these reports must be brought to the notice of concerned players, teachers, sport directors, and people at large. The Aim of sports training can be achieved only if scientific designs already tested are used in a systematic manner

Aim & Object of the study

- 1) To develop the basic skills in wrestling.
- 2) To create awareness about Skill of wrestling.
- 3) TO remove the fear of wrestling.
- 4) To give information about wrestling skills though communication.
- 5) To find out the new trends, training though communication skills a vide

6) To do comparative study of new training methodology & compare them

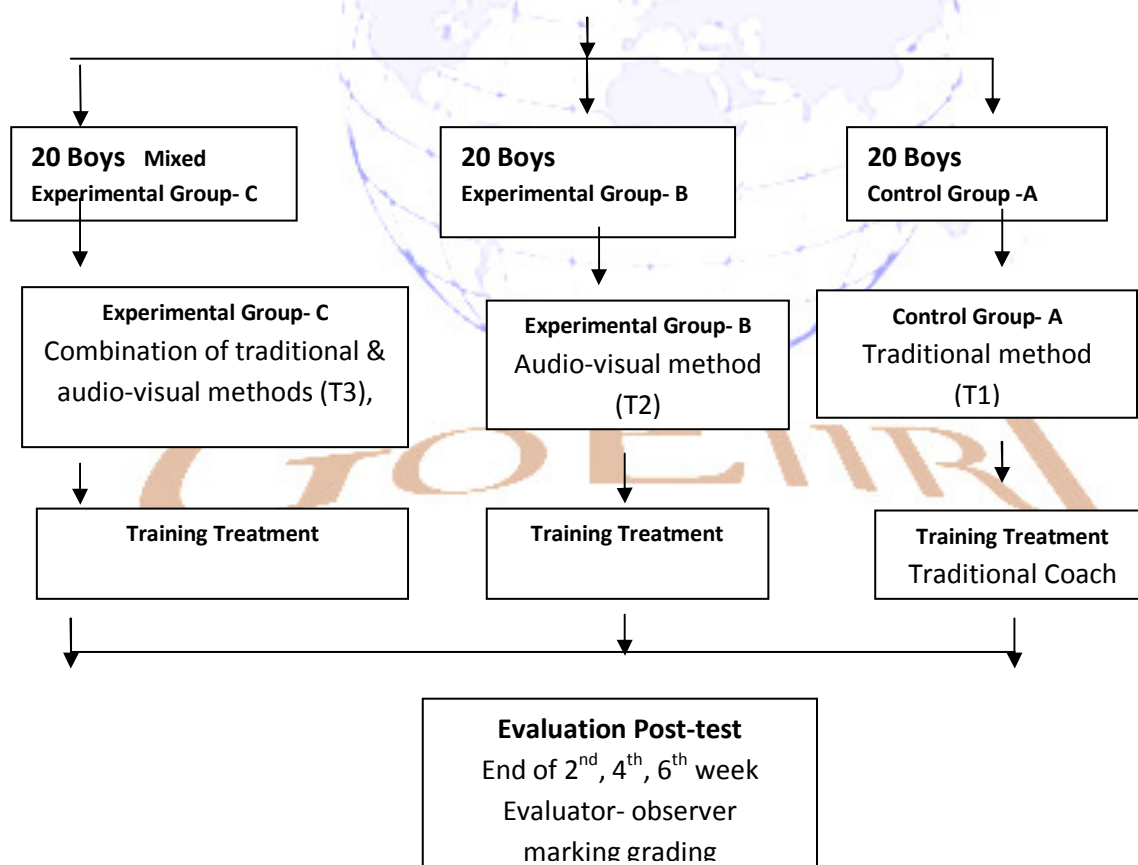
7) To find effectiveness of new training methodologies in wrestling

### Key of the Study:

Production of Audio-visual aids. Competitive preparation, physical fitness, happy human life. Self study physical fitness. Make people sports aware of education & increase in the quality. Increase in scientific knowledge.

**RESEARCH METHODOLOGY :** All boys of the age group 11 to 19 years old will be selected as sample. The 60 boys student's of the age group 11 to 19 years old who have no any other problem and form middle class society will be selected randomly for the study. After pre-test 60 boys students will be divided into two groups i.e. experimental group (n= 40) and one control group (n20). From the experimental group

### Research Sample model



Training Program: Following are wrestling skills training:- **1. Dhak:-**



In this format hold the neck of the opponent by one hand and hold the bicep arm by the other hand. Then push him back. when the opponent will try to push you back at that time bring your waist near to the stomach of opponent and hold the neck tightly and throw him down.

## 2. Bharandaj:-



In this format hold tightly the stomach of the opponent by two hands. Putting your knee in front of the opponents know disturb the opponent. After putting all the energy take the opponent on head. For this technique we get two points

## 3. Gadalot:-

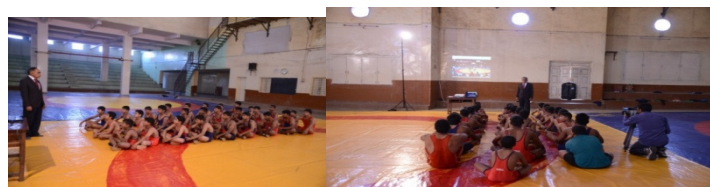


This technique is used when the opponent tries to use Bharandaj technique .Hold the hand of opponent. Put your knees forward and Keep the hand on the back of the opponent throw him down.

## 4. Back Salto:-



In this format by foaling the opponent go under his hand to the back. From back hand him tightly, then throw the opponent on his head, for this technique you get five points



**Typical Schedule:-** (Researcher Guiding to Student during organizing Training) 9:00 to 10:00 – film, warm-up, instruction, and drill. Every Sunday boys will take rest and 6 days program will be continue every day for 6 Weeks. The experiment will assess the efficiency of (a) traditional method (T1), (b) Audio-visual method (T2) and (c) the combination of traditional and audio-visual methods (T3), on imparting and developing the basic skills of the sport of Wrestling among school going children through the distance education method. The experiment is designed, planned and performed over a span of six weeks in Balakawade Vyayamshala Bhagur (Nashik) in the state of Maharashtra (India) The target group is 60 School going children between the ages ranging from 11 to 19 years. These students will randomly be allocated on age, Body weight to three different groups G1, G2 and G3 corresponding to T1, T2 and T3 treatments. T1 can be called the traditional method. It is a subjective method of imparting basic instructions to beginners, which forms the potential population for a special training in future. The method relies heavily on individual coaches and their expertise. In order to have uniformity amongst the individual coaches a short-term workshop will be conducted for them. Treatment T2 consist of imparting instructions to subjects only through audio-visual media. A set of audio-visual cassettes will be prepared by the authors and will be made available to group 2 (G2). The study material will be made thus available to the subjects and they can use the same as per their individual need. Treatment 3, labeled as T3, is a combination of T1 and T2. Five experts on a 10-point scale to judge the performance and progress of the students. The scores will be awarded for the wrestlers Sill Position.

#### **Material Observation, Analysis & Discussion:**

Table: 1(a) Traditional method (T1) TREATMENT	TEST (POINTS)	BEFORE THE TRIAL	WEEK 2	WEEK 4	WEEK 6
T1	DT	$6.70 \pm 1.2$	$4.50 \pm 0.73$	$3.70 \pm 0.75$	$0.53 \pm 0.82$
	BT		1.4	4.3	7.5
	GT		3.5	4.3	7.5
				4.6	7.4

Table:- 1 (A) Scores of Test Based on 20 subjects in each group

Above group\_(a) Traditional method (T1) wrestling skills Dhak Test (DT)

Bharandaj Test (BT), Gadalo Test (GT), Back Salto Test (BST) test

The comparison and effect of treatments can be evaluated in a scientific manner using the principles of Statistics when the homogeneity of the subject is assured Scores of Test Based on 20 subjects in each group

Table: 2 (b) Audio-visual methods (T2)

TREATMENT	TEST (POINTS)	BEFORE THE TRIAL	WEEK 2	WEEK 4	WEEK 6
T2	DT	$6.70 \pm 1.21$	$4.43 \pm 0.77$	$2.63 \pm 1.30$	$0.28 \pm 0.48$
	BT		2.5	5.5	7.8
	GT		3.5	5.5	7.8
				4.5	8.0

Table 2. (B) Scores of Test Based on 20 subjects in each group Above group (b) Audio-visual method (T2) wrestling skills Dhak Test (DT)Bharandaj Test (BT), Gadalo Test (GT) and Back Salto test (BST) The comparison and effect of treatments can be evaluated in a scientific manner using the principles of Statistics when the homogeneity of the subject is assured. Scores of Test Based on 20 subjects in each group

Table: 3 (c) Combination of traditional and audio-visual methods (T3)

TREATMENT	TEST (POINTS)	BEFORE THE TRIAL	WEEK 2	WEEK 4	WEEK 6
T3	DT	$6.67 \pm 1.15$	$3.83 \pm 0.75$	$4.50 \pm 0.61$	$0.17 \pm 0.38$
	BT		1.5	6.6	7.9
	GT		3.4	6.7	8.0
	BST			4.4	7.8

Table 3. Scores of Test Based on 20 subjects in each group

Above group (c) Combination of traditional and audio-visual methods (T3) wrestling skills Dhak Test (DT), Bharandaj Test (BT), Gadalo Test (GT) and Back Salto test (BST).

The comparison and effect of treatments can be evaluated in a scientific manner using the principles of Statistics when the homogeneity of the subject is assured. Scores of Test Based on 20 subjects in each group. Amongst the three groups the group receiving T3 treatment showed the most progress, where as group 2 and group 1 showed almost the same level of improvement or nearby each other. It simply means that the present day communication techniques combined with traditional methods should be employed to accelerate the learning capacity of individual Wrestling.

### Results and Discussion:

It has been suggested many times that a SMART objective plays a role. It stands for Specific, Measurable, Achievable, Realistic and Time bound activity. All these systems usually recommend various approaches, which are claimed to be effective. These claims need to be tested in a scientific manner. Our analysis underlines the importance of combined effect of traditional approach and the role of modern communication techniques. If these two are combined skillfully then satisfactory results can be expected to all. Undoubtedly, these techniques have proved beneficial to newcomers but to know the exact role of similar techniques, scientific experiments need to be designed.

The analysis of a well-planned experiment only can bring out the contribution of modern technological methods in imparting training to children through competitive sports. The current approaches also need to be examined statistically by developing accurate statistical models. The distance education can play a meaningful role particularly in the remote areas wherein we expect an untapped resource of talent in sport. To conclude, our experiment shows ways to propose and evaluate different methodologies of imparting training in Wrestling. These experiments need to be replicated in different sports under the careful guidance of experts in the field of physical education and educational statistics.

## CONCLUSION/ FINDING

- 1.It was observed /found that audio video method creates more interest in student s.
- 2.That the basic skills in wrestling are captured effectually by audio video training
- 3.The audio video training creates more interest in student so the ratio of their absence for training is less and also presence before the activity beings is more that the regular students.
- 4.That the mixed group i.e. training through audio video and by coach show more progress than the other two groups. It means that the traditional method and audio-video method are not suitable therefore mix method is more suitable and useful.
- 5.In test ‘T’ the mix group and the audio-video group show better progress than the traditional training group & audio-video group.
- 6.Taking into consideration of all the three training methods are not useful but the mixture has shown more (impact) effect so the mixture method seems to be more close& useful.

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## SOFT SKILLS ARE SMART SKILLS FOR PROFESSIONAL DEVELOPMENT

GUIDE

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### Introduction :

Before going any further in debating the importance of soft skills we have to clarify the question “What exactly are soft skills?” This basic question is not easy to answer, because the perception of what is a soft skill differs from context to context. A subject may be considered a soft skill in one particular area, and may be considered a hard skill in another. On top of it the understanding of what should be recognized as a soft skill varies widely. Knowledge in project management for instance is “nice to have” for an electrical engineer, but it is a “must to have” for a civil engineer. Training in cultural awareness might be useful for a chemist, but it is an absolute necessity for public or human resources management in societies of diverse cultures. Interesting enough the internationally renowned encyclopedias have little to say about soft skills. The online encyclopedia “Wikipedia” gives a very broad definition of soft skills, which leaves much room 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 a job.” (Wikipedia, 2007)

### Soft skills

• Communication skills	• Responsibility
• Critical and structured thinking	• Etiquette and good manners
• Problem solving skills	• Courtesy
• Creativity	• Self-esteem
• Teamwork capability	• Sociability
• Negotiating skills	• Integrity / Honesty
• Self-management	• Empathy
• Time management	• Work ethic
• Conflict management	• Project management
• Common knowledge	• Business management
• Cultural awareness	

A list of examples of soft skills based on the Wikipedia definition. The list is by far not complete. For instance under personal traits characteristics like imagination, curiosity, determination, passion, or persistence could be added. 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) However to keep things simple, from the definition and the list it becomes immediately clear that we are looking at three very different skill categories, i.e.

- Personal qualities,
- Interpersonal skills, and
- Additional skills / knowledge

Starting with the last item, the additional skills and knowledge category refers to skills that can be learned by undergoing training, often in connection with a formal assessment, and in this way acquiring an additional qualification or certification. Even so additional formal qualifications like Accounting or Legal Studies are a very important factor for increasing a person’s employability, they are generally not readily recognized as soft skills. In the classical sense and according to the Wikipedia definition the term “soft skills” primarily refers to the first two categories of personal qualities and interpersonal skills including language skills. “The Human Resources Glossary” even limits the definition of soft skills to interpersonal skills (Tracey, 2004). Therefore, I will restrict the scope of this article to the two categories of personal traits and interpersonal skills.

#### **What are the most important soft skills?**

- 1. Decision Making :** Decision Making helps us to deal constructively with decisions about our lives.
- 2. Problem Solving :** Problem Solving enables us to deal constructively with problems that arise in our lives, Significant problems that are left unattended can cause mental stress and physical strain.
- 3. Creative Thinking :** A last soft skill that should be highlighted here is creativity. This skill is often misinterpreted as being only useful for artists, whereas in the science or business arena only structured logical thinking should be applied. However, this perception is wrong. Applying creativity results in “thinking out of the box”, which means that given conventional rules and restrictions are left aside in order to find innovative approaches to problem solving. If

Albert Einstein had not bypassed the guidelines of Newton's old established physics, and even discarded a bit of common sense, he probably would not have arrived at his revolutionary new view on physics. Brainstorming and mind mapping are well known applications of creativity in the business world

4. **Critical Thinking :** Critical thinking is essential if we are to get to the root of our problems and develop reasonable solutions. After all, the quality of everything we do is determined by the quality of our thinking.

Whereas society commonly promotes values laden with superficial, immediate "benefits," critical thinking cultivates substance and true intellectual discipline. It entails rigorous self-reflection and openmindedness — the keys to significant changes. Critical thinking requires the cultivation of core intellectual virtues such as intellectual humility, perseverance, integrity, and responsibility. Nothing of real value comes easily. A rich intellectual environment — alive with curious and determined students — is possible only with critical thinking at the foundation of the educational process.

5. **Effective Communication :** it is the talent of communication skills, which is mostly lacking among graduates from colleges and universities. When asking people what exactly they understand to be communication skills, one will receive a wide range of answers, because communication skills include a lot of different aspects.
6. **Interpersonal Relationship Skills :** Interpersonal relationship skills help us relate with people in a positive way. It also means being able to make and maintain friendly relationships, which can be of great importance to our mental and social well being. It may also mean being able to end relationships constructively.
7. **Self Awareness:** Self Awareness includes recognition of 'self' our character , our strengths and weaknesses, and desires and dislikes.
8. **Empathy :** Empathy is the ability to be sensitive to another person's situation, as in the case of AIDS sufferers or people with Mental illness who may be stigmatized and ostracized by the very people they depend upon , for support.
9. **Coping with Emotions :** Coping with emotions involves recognizing emotions within us and others being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

**10. Coping With Stress :** coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us and acting in ways that helps us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

**Why soft skills are important?**

After having elaborated so much on soft skills, the answer to why they are considered as being so important is still open. There are numerous reasons for having a critical look at a person's soft skills. One straightforward reason is today's job-market, which in many fields is becoming ever increasingly competitive. To be successful in this tough environment, candidates for jobs have to bring along a "competitive edge" that distinguishes them from other candidates with similar qualifications and comparable evaluation results. And where do they find this competitive advantage? In bringing along additional knowledge and skills, added up by convincing personal traits and habits. This sounds familiar. Understandably, employers prefer to take in job candidates who will be productive from a very early stage on. If a graduate from university first has to be trained on putting more than three sentences together, how to do a proper presentation, or how to chat in a pleasant and winning manner with colleagues and customers, this graduate will not qualify as a quick starter. Also basic knowledge in business management, project management and general economy will improve the chances of a job candidate considerably. Already during the job interview itself good communication skills are invaluable. They can even serve to successfully cover up weaknesses on the hard skills side. Don't we all know colleagues who are splendid talkers, but there is no action forthcoming from their side? The advantages of displaying positive traits like courtesy, honesty, flexibility, common sense, flawless appearance, etc. during a job interview have not even to be discussed. Vice versa, it unfortunately happens very seldom that a job candidate who was rejected because of inadequate soft skills is told the truth about the reason for rejection, e.g. "Your body language showed that you seemed to feel very insecure, and you had problems to express yourself and present yourself in a convincing manner". Even so this evaluation may sound harsh at first glance; this kind of feedback would help a job seeker a lot in improving his/her style for oncoming interviews. However, instead employers usually give no reason or even vague misleading reasons for rejections, which are of no help at all for the unlucky candidates.

Once employed, the success story of people who know how to master soft skills continues because of much better career opportunities. Simple fact, which can be verified in daily business life, is that employers prefer to promote staff members with superior soft skills. Good hard skills

alone are not necessarily enough anymore to be a first choice when it comes to promotion. Soft skills are shaping human beings' personality. Any educator's dream is that graduates, especially from tertiary education institutions, should not only be experts in a certain field but matured personalities with a well balanced, rounded off education. However, this characteristic is reflected in soft skills, not in hard skills. During the last decades in many societies the opinion on soft skills has changed considerably. Whereas in the past the mastering of hard skills was rated first and soft skills were considered as “nice to have”, the perception has been turned upside down. As mentioned before, good communication skills can easily be used to cover up a lack in hard skills. Nowadays in general, people who are extroverted, who are good in marketing themselves, and who are socializing easily are rated superior to others who lack those attributes. The good old technician, an ace in his field, but being introverted and talking less than ten complete sentences a day is not appreciated any longer. This development is not necessarily positive, and it must be allowed to ask the question, whether today soft skills are overemphasized. When Germany in 2003 scored a disastrously bad result in the European evaluation of its school learners' knowledge, the so-called PISA study (PISA, 2003), educational experts were quick in explaining that the tests were unfair, because they only probed the hard skills of learners; the fact that the German students might be good in discussing issues and have nice personality traits was not considered in those tests.

However, for a future civil engineer it is not good enough to do acclaimed presentations on how to build bridges, but he must be able to construct a solid bridge that survives a century. Not to mention a medical practitioner or surgeon, from whom we expect a lot more than having appealing communication skills. In this sense it can only be hoped that the pendulum of perception on soft skills soon moves back to the centre position. Soft skills are playing an important role in shaping a person's personality, they enable social competence, and they complement the hard skills, which are the technical requirements of a job. As such, soft skills stand with equal importance beside hard skills, but they should not be misused to camouflage a person's lack of expertise in particular areas. Und upbringing of a child will have major impact on its personal traits.

### **Conclusion**

Considering the fact that during the last decades in society the perceived importance of soft skills has increased significantly, it is of high importance for everyone to acquire adequate skills beyond academic or technical knowledge. This is not particularly difficult. Once a shortcoming in a certain area of soft skills has been identified at oneself, there are numerous ways of rectifying

such a deficiency. Educators have a special responsibility regarding soft skills, because during students' School and University time they have major impact on the development of their students' soft skills. Besides raising awareness regarding the importance of soft skills and encouraging students to improve their skills, lecturers should actively practice soft skills with their students. A very effective and efficient way of doing this is to include soft skills training into the teaching of hard skills. As a positive side effect the lessons will become more attractive, which in turn will increase the success rate of learners. Soft skills fulfill an important role in shaping an individual's personality by complementing his/her hard skills. However, over-emphasizing it to such an extent should not taint the importance of soft skills, that hard skills, i.e. expert knowledge in certain fields, are demoted to secondary importance.

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## व्यावसायिक विकासातील आव्हाने

श्रीमती.पानगव्हाणे संगिता शंकरराव,  
के.टी.एच.एम.कॉलेज, गंगापूर रोड,  
नाशिक

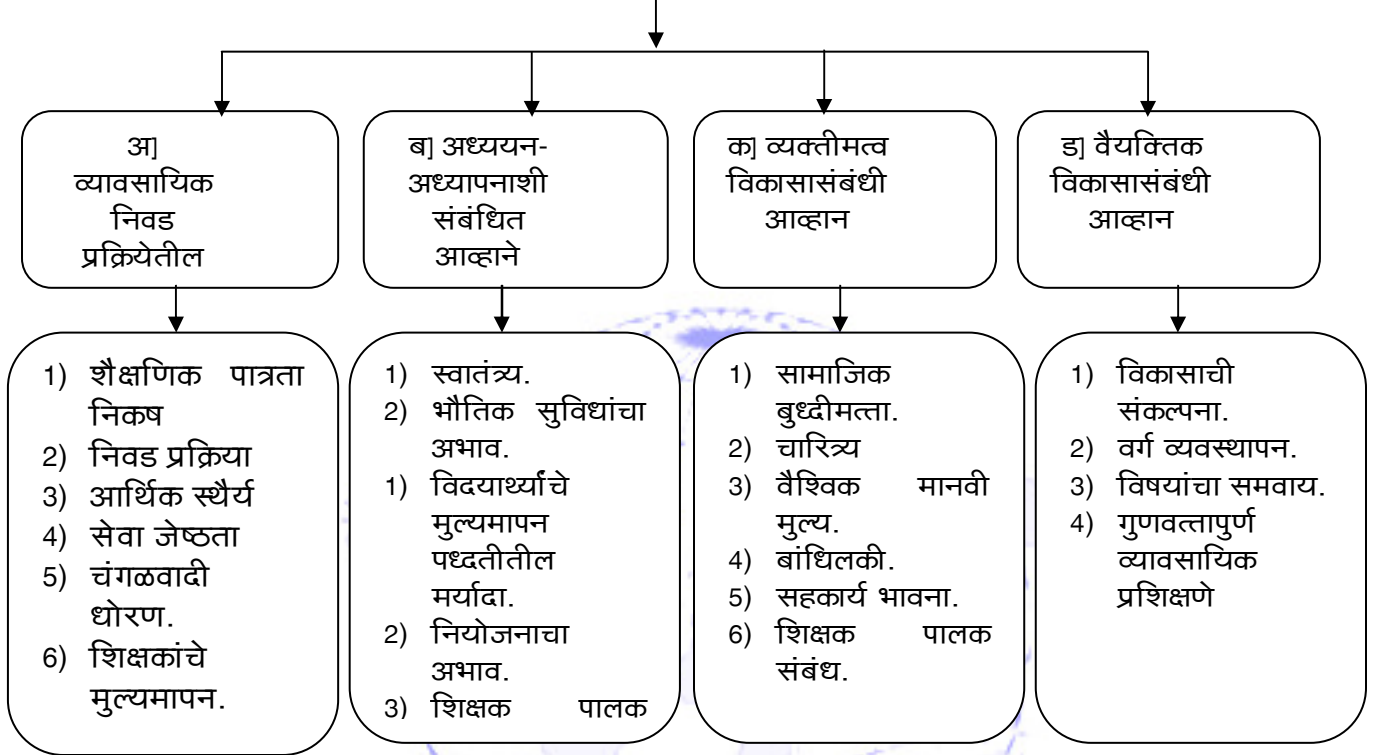
21 वे शतक हे विज्ञान व तंत्रज्ञानाचे युग मानले जाते. स्वातंत्र्यप्राप्ती पासून प्रत्येक दशकात साक्षरतेचे प्रमाण वाढत चालले आहे. परंतु त्या पेक्षा जास्त गतीने प्रदुषण, अंधश्रद्धा, अत्याचार, भ्रष्टाचार, संग्रहवृत्ती, बेरोजगारी, चंगळवाद, मानवी मुल्यांच्या न्हास, या सारख्या सामाजिक समस्या वाढत चाललेल्या आहेत. या सर्व समस्यांच्या मुळांशी जातांना आपल्या शिक्षणाची ध्येय कितपत साध्य झाली याचे मुल्यमापन करणे आवश्यक ठरते.

शाळा एक समुह आहे व समुहात अशा समस्याग्रस्त समाजाचे प्रतिनिधी शिक्षक व विद्यार्थी यांच्या स्वरूपात बघावयास मिळतात. विद्यार्थी अनुकरणातून अध्ययन करत असतात. विविध स्तरातील विद्यार्थ्यांना एकत्र घेऊन त्यांचा सर्वांगीण विकास करण्यासाठी शिक्षकांकडे विविध व्यावसायिक कौशल्ये असणे आवश्यक आहे. शिक्षणाची गुणवत्ता ही शिक्षकाच्या गुणवत्तेवर अवलंबून असते.

### Professional development in the United States Trends and Challenge :-

या अहवालानुसार विद्यार्थ्यांच्या विकासात शिक्षकाची गुणवत्ता हा एकमेव प्रभावी घटक आहे. अद्याप युनायटेड स्टेटस् मधील शिक्षक इतर उच्च विकसित देशातील शिक्षकांपेक्षा कमी वेळ आपल्या नियोजनात व्यावसायिक प्रगतीसाठी देतात. भारतातही या विषयावर संशोधन होणे गरजेचे आहे. विद्यार्थ्यांमध्ये उच्च क्षमता विकसित होण्यासाठी, विद्यार्थी जीवनात यशस्वी होण्यासाठी शिक्षकाचा शाश्वत विकास महत्वाचा आहे. यासाठी शिक्षकामध्ये उच्च प्रतिचा व्यावसायिक विकास होणे आवश्यक आहे. हा व्यावसायिक विकास करतांना पुढील आव्हाने महत्वाची वाटतात. या आव्हानांचे ढोबळमानाने चार गटात वर्गीकरण केलेले आहे :-

## व्यावसायिक विकासापुढील आव्हाने



## अ) व्यावसायिक निवड प्रक्रियेतील तांत्रिक आव्हाने

## 1] शैक्षणिक पात्रता-निकष:-

शिक्षकी व्यवसायासाठी आवश्यक शैक्षणिक पात्रता केवळ गुणपत्रिकेवरून ठरविली जाते. प्रत्यक्षात त्या शिक्षकाचे विषयावरील प्रभुत्व, संकल्पनाप्राप्ती, अध्यापनाचे कौशल्ये, वैज्ञानिक दृष्टीकोनाचा विकास या बाबींना महत्व दिले जात नाही. शिक्षकासाठी TET, NET, SET या सारख्या गुणवत्ता परिक्षा घेतल्या जातात. गुणांचा चढता आलेख असलेला शिक्षक उत्कृष्ट अध्यापन करू शकेलच असे नाही. शिक्षकाचेही सातत्यपूर्ण सर्वकष मुल्यमापन होणे आवश्यक आहे.

2] निवड प्रक्रिया :- शिक्षक निवड प्रक्रियेत शैक्षणिक पात्रतेत केवळ बुद्धीमत्ता म्हणजेच Cognitive Abilities ला महत्व आहे. शिक्षकी पेशाची आवड (Interest) अभिवृत्ती (Aptitude) याचा विचार केला जात नाही. वास्तविक या गुणांना सर्वात महत्वाचे स्थान दिले गेले पाहिजे.

3] आर्थिक स्थैर्य :- सध्या शिक्षणाचे खाजगीकरण वाढले आहे. त्यामुळे

विनाअनुदानित शाळा, महाविद्यालयांची संख्या वाढली आहे. अशा संस्थामधून नोकरी करतांना शैक्षणिक पात्रता असुनही तुटपुंज्या मानधनावर अनेक वर्षे काम करावे लागते. आर्थिक स्थैर्य नसल्यामुळे व संस्थांच्या नियमांच्या दबावामुळे मानसिक दुर्बलता येते. परिणामी कार्य कुशलतेवर, गुणवत्तेवर परिणाम होतो.

4] **सेवाजेष्ठता :-** अनुदानित शाळा, महाविद्यालयांमध्ये गुणवत्ता हा निकष नसुन केवळ सेवाजेष्ठतेनुसार पदोन्नती असल्यामुळे शिक्षकांमध्ये पठारावस्था येण्याची शक्यता असते. व त्याचा परिणाम व्यावसायिक गुणवत्तेवर होतो.

अमेरिकेत Ph.d. मार्गदर्शक असणाऱ्या अनुदानित प्राध्यापकांना प्रकल्प मिळवुन पैसा उभारावा लागतो व त्यातुन संबंधित प्राध्यापक विद्यार्थ्यांना शिष्यवृत्ती देऊ शकतो. विद्यापीठ ही शिष्यवृत्ती देत नाही. त्यामुळे मार्गदर्शक प्राध्यापक व संशोधन करणारे विद्यार्थी दोघेही गुणवत्तेच्या बाबतीत कायम सजग असतात.

5] **चंगळवादी धोरण :-** बहुतांश शिक्षक आपल्या जबाबदाऱ्या व कर्तव्य विसरून चंगळवादात अडकलेले दिसतात. शिक्षण क्षेत्रात चांगले वेतन असल्यामुळे शिक्षकीपेशा स्विकारणाऱ्यांची संख्या वाढली आहे. काही वेळेस इतर कोणतीही नोकरी मिळत नाही म्हणुन शिक्षकी पेशा स्विकारला जात आहे. त्याच बरोबर खाजगी शिकवण्या घेऊन चांगले पैसे कमविता येतात म्हणुनही काही लोक हा पेशा स्विकारतांना दिसत आहे. असे लोक पाट्या टाकू धोरणाने काम करतांना दिसतात. खोट्या सामाजिक प्रतिष्ठेत अडकुन शिक्षक आपली भुमिका विसरत चालले आहेत.

6] **शिक्षकांचे मुल्यमापन :-** वरिष्ठ पातळीवरून शिक्षकांचे वैयक्तिक मुल्यमापन गुणवत्ता पुर्ण होणे आवश्यक आहे. चांगले अध्यापन करणारे, सृजनशील, व्यवसायाशी बांधिलकी जपणाऱ्या शिक्षकांच्या कार्याची नोंद लेखी स्वरूपात होणे आवश्यक आहे. सरकारी पातळीवरून होणाऱ्या परिक्षणात उपलब्ध वेळ, वर्ग संख्या, शिक्षक संख्या व इतर कार्यालयीन बाबी, भौतिक सुविधा यात भौतिक सुविधांना अधिक महत्व दिले जाते. शिक्षकांचे अधिकार व कर्तव्ये यानुसार शिक्षकांचे श्रेणीबद्ध मुल्यमापन करून प्रेरणा देणे आवश्यक आहे. आजही चांगले कार्य करणारे अनेक शिक्षक अशा यंत्रणेपासुन दुर्लक्षित होतात.

**ब) अध्ययन-अध्यापनाशी संबंधित आव्हाने**

1] **स्वातंत्र्य:-**अध्यापन पद्धती, अभ्यासक्रम, मुल्यमापन पद्धती या मध्ये सातत्याने बदल होत असतो. ज्ञान रचना वादानुसार शिक्षणाची भुमिका मार्गदर्शकाची आहे. विविध व्यावसायिक अभ्यासक्रमात बदल होत असले तरी मुल्यमापन एका ठराविक चौकटीत बंधिस्त आहे. परिक्षेला अवास्तव महत्त्व असून केवळ गुणांना महत्त्व आले आहे. मुल्यमापनास मार्गदर्शकाच्या भुमिकेला न्याय देण्यासाठी आवश्यक स्वातंत्र्य शिक्षकांना नाही. उदा.प्रकल्पाचे विषय निवड, विद्यार्थ्यांना क्षेत्रभेटीसाठी परवानगी देणे किंवा वेळापत्रकाला त्यासाठी आवश्यक बदल करणे या बाबतचे स्वातंत्र्य शिक्षकांना नाही.

**2] भौतिक सुविधांचा अभाव :-**

शिक्षकांच्या वैयक्तिक व्यावसायिक प्रगतीसाठी तसेच व्यावसायिक /शालेय अभ्यासक्रमानुसार विद्यार्थी संख्येच्या प्रमाणात प्रयोगशाळा साहित्य, शैक्षणिक साहित्य, ग्रंथालय संगणक, इंटरनेट, क्रिडांगण, संगित, चित्रकला, विविध उपकरणे आवश्यक आहे. तरच शिक्षक स्वतः उपक्रमशील राहून विद्यार्थ्यांना कृतीयुक्त अनुभव देऊ शकेल.

3] **विद्यार्थी मुल्यामापन पद्धतीतील मर्यादा :-** अभ्यासक्रम, अध्यापन पद्धतीतील बदलानुसार मुल्यमापन पद्धतीत ही बदल होत असतात. विषयाचे उद्दिष्ट्ये, शिक्षकांना उपलब्ध असणारा वेळ, विद्यार्थी पटसंख्या, मुल्यमापन तंत्र, शिक्षकाचे मुल्यमापन पद्धतीचे आकलन या सर्व बाबींची सांगड घालून विद्यार्थ्यांचे मुल्यमापन करणे हे आव्हानात्मक आहे.

उदा.: विद्यार्थ्यांच्या स्वच्छते संबंधी सवयीचे मुल्यमापन करतांना त्याचे शालेय परिसराव्यतिरिक्त वर्तनाचे निरीक्षण होणे आवश्यक आहे.

4] **नियोजनाचा अभाव :-** विद्यार्थ्यांच्या सर्वांगीण विकासासाठी आवश्यक अभ्यासपुरक उपक्रमासाठी वेळापत्रकात स्थान नाही. वार्षिक नियोजन हे साचेबद्ध पद्धतीचे दिसून येते. विद्यार्थी-विद्यार्थी, शिक्षक-शिक्षक आंतरक्रिया घडून येण्यासाठी, व्यावसायिक कौशल्ये वाढविण्यासाठी वेळापत्रकात स्थान नाही. खेळ, चित्रकला, हस्तकला या विषयांना गौण स्थान दिले गेले. वेळापत्रक हे केवळ सैधांतिक व प्रात्यक्षिक भागाचेच केलेले असते.

सामाजिक बुद्धीमत्ता च्या इतर घटकांना स्पर्श करणारे विविध उपक्रमांचा नियोजनात अभाव दिसतो. प्रकल्प पध्दत अभ्यासक्रमात आली. मात्र गटाने काम करणारे विद्यार्थी यांना आंतरक्रियेसाठी जागा, वेळ इतर भौतिक सुविधा याबाबत नियोजन नसते परिणामी गुणवत्ता ढासळते.

#### 5] शिक्षक पालक संबंध :-

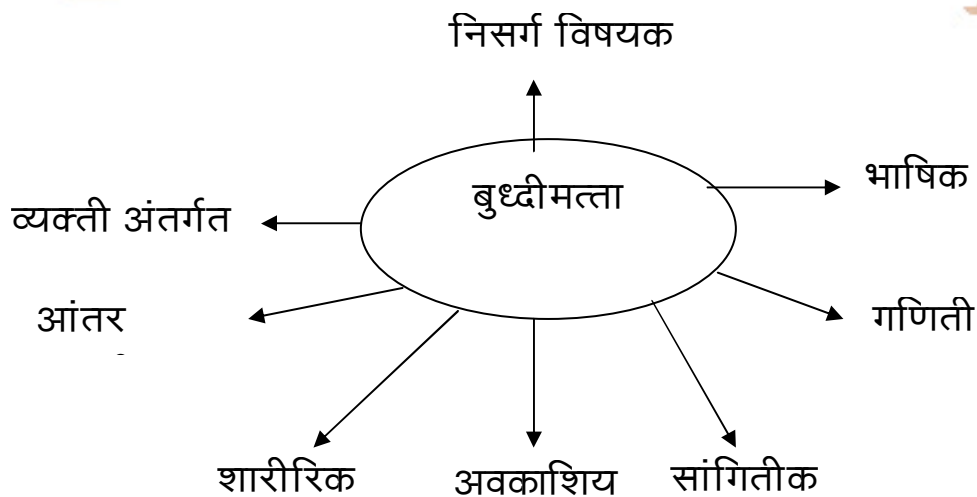
विद्यार्थ्यांचा सर्वांगीण विकास होण्यासाठी शाळा घरां-घरांमध्ये पोहचली पाहिजे. म्हणजे शिक्षक व पालक यांच्या आंतरक्रिया वाढून एकत्रित पणे पाल्याचा विकासाचे नियोजन होणे आवश्यक आहे. विद्यार्थ्यांच्या व्यक्तीमत्व विकासासाठी शिक्षकांबरोबरच पालकांचे सहकार्य आवश्यक आहे. यासाठी शिक्षक व पालक यांच्यात स्नेहपूर्ण संबंध प्रस्थापित होणे आवश्यक आहे.

#### क) व्यक्तीमत्व विकासासंबंधी आव्हाने

##### 1] सामाजिक बुद्धीमत्ता :-

भारतरत्न पुरस्काराने सन्मानित सचिन तेंडुलकर, लता मंगेशकर, डॉ.ए.पी.जे. अब्दुल कलाम, पंडित भीमसेन जोशी, पद्मभूषण अमिताभ बच्चन या पैकी हुशार कोण हे ठरविणे अवघड आहे. केवळ उच्च शिक्षण म्हणजे बुद्धीमत्ता नव्हे आणि यशाची हमी तर नक्कीच नव्हे हे सर्वच लोक बुद्धीमान आहेत व त्या त्या क्षेत्रातले ते प्रतिक आहेत, नेतृत्व आहेत.

आधुनिक मानसशास्त्रज्ञ प्रा. हॉवर्ड गार्डनर यांच्या मते बुद्धीमत्ता ही बहुआयामी असते.



परंतु आज आपल्या शिक्षण व्यवस्थेत भाषिक व गणिती बुद्धीमत्तेलाच जास्त महत्व दिले जाते. गणितात कच्चा असणारा विद्यार्थी ढ ! इंग्रजी अवघड वाटणारा विद्यार्थी नालायक! अशी लेबलं मुलांच्या भावविश्वातील आनंद हिरावून घेतात. परंतु भविष्यातील आनंदी आयुष्य म्हणजे विद्यार्थी दशेतील परिक्षेत मिळविलेले गुण नव्हे.

समाजात आनंदी व समाधानी आयुष्य जगण्यासाठी काही किमान कौशल्ये व बुद्धीमत्तांची प्रत्येकाला गरज असते. ज्यात स्वतः प्रमाणेच समाजातील विविध घटकांना समजून घेणे. त्यांच्याशी संवाद साधु शकणे, तसेच संवेदनशीलता, जबाबदारी, संयम, नेतृत्व, कृतीशीलता इ. यांचा देखील अंतर्भाव होतो. ही सर्व कौशल्ये आत्मसात करायला आणि विकसित करायला आवश्यक असते. सामाजिक बुद्धीमत्ता आपण अनेकदा सभोवताली अशा व्यक्ती बघतो ज्या अतिशय बुद्धीमान व हुशार असतात मात्र वैयक्तिक आणि सामाजिक जीवनातील साधी आव्हाने स्वीकारणे त्यांना अतिशय अवघड जाते. बुद्धीमान व्यक्ती ही यशस्वी व्यक्ती असलेच असे नाही. आजही बुद्धीमत्तेच्या इतर घटकांचा विकास शिक्षणाकडून दुर्लक्षित आहे. प्रत्यक्ष कृतीतून सामाजिक बुद्धीमत्ता रुजविणे आवश्यक आहे.

2] **चारित्र्य :-** आपल्या सभोवताली फार बुद्धीमान परंतु विकृत, भ्रष्ट, हिंसक, गुन्हेगारी वृत्तीची माणसे सुद्धा आपल्याला दिसतात. या बुद्धीमत्तेवर सतत अंकुश ठेवून तिला भलत्या मार्गाने भरकटू न देता, कायम समाजपयोगी आणि विधायक कामात गुंतवू शकते ते फक्त चारित्र्य. चारित्र्य मोजता येत नाही. पण माणसाच्या प्रत्येक कृतीतून तेच झळकत असते. विद्यार्थींनीवर अत्याचार करणाऱ्या शिक्षकांच्या बातम्या आपण वर्तमान पत्रातून वाचत असतो.

आज मुलांच्या व्यक्तीगत व सामाजिक जीवनात प्रचंड स्पर्धा निर्माण झाली आहे व त्यातून बंधुत्व, सहकार, प्रेम अशी वैश्विक मुल्ये त्यांच्यापासून दुरावत चालली आहेत. आजची शिक्षण पद्धती मुलांच्या कार्यक्षमता वाढविण्यासाठी अपार कष्ट घेत आहे. पण खरा प्रश्न आहे दृष्टी आणि चारित्र्याचा ! कारण कार्यक्षमतेचा वापर कुठे करायचा हे दृष्टीवर अवलंबून आहे. तर आचरणाची पद्धत चारित्र्य ठरवते.

## 3] वैश्विक मानवी मुल्य :-

मानव हा सामाजिक प्राणी आहे, जगभरातील अनेक हजार वर्षांच्या मानवी संस्कृतीच्या अनुभवातून अनेक थोर विचारवंत, संत, समाज सुधारक यांनी आदर्श समाजाचे निकष मांडले आहेत. वरकरणी देश, वंश, धर्म, संस्कृती, काळ यात भिन्नता असूनही आदर्श समाजाची कल्पना बऱ्यापैकी एक सारखी आढळून येते. बंधुभाव, सहकार्य, प्रेम, मैत्री, समता, न्याय, पर्यावरण पुरकता, श्रम प्रतिष्ठा इ. सर्व वैश्विक मानवी मुल्य होय. या मानवी मुल्यांचा विकास करून उत्तम नागरिक घडविणे आव्हानात्मक आहे.

## 4] बांधिलकीचा अभाव :-

शिक्षकांनी आपल्या अधिकार व कर्तव्य या बाबतची बांधिलकी जपणे आवश्यक आहे. आज अनेक स्तरांवर केवळ अनिवार्य शैक्षणिक पात्रता मिळविण्यात शिक्षक प्रयत्न करतात परंतु आपल्यातील विषय प्रभुत्व, कौशल्ये, यांच्या वृद्धीसाठी कार्यालयीन वेळे व्यतिरिक्त वेळ देण्यास नाखुष असतात. मुल्यमापन, अध्यापन, साहित्य निर्मिती, वाचन, लेखन, समाजयोगी उपक्रमात सहभाग इ. बाबत वृद्धी करण्यासाठी प्रयत्नशील असले पाहिजे. आपले ज्ञान अदयावत ठेवणे आवश्यक आहे.

## 5] सहकार्याची भावना वृद्धींगत करणे :-

आज मानवाच्या व्यक्तीगत व सामाजिक जीवनात प्रचंड स्पर्धा निर्माण झाली आहे. व त्यातून बंधुत्व, सहकार, प्रेम, अशी वैश्विक मुल्ये त्यांच्या पासून दुरावत चालली आहेत. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी शिक्षकांमध्ये आंतरक्रिया होणे आवश्यक आहे. शाळा एक समुह आहे या समुहाच्या प्रगतीसाठी व शिक्षकांच्या वैयक्तिक जीवनासाठीही शिक्षकांमध्ये सहकार्य भावना वृद्धींगत करणे आवश्यक आहे.

## ड) वैयक्तिक विकासासंबंधी आव्हाने

## 1] विकासाची संकल्पना :-

शिक्षकांची व पालकांची विद्यार्थ्यांच्या विकासाबद्दलची संकल्पना स्पष्ट नाही. केवळ परिक्षेतील गुणांना महत्व दिले जाते. परिक्षांना अवास्तव महत्व दिले जाते. त्यामुळे शिक्षणाचे मुळ उद्दिष्ट्ये दुर्लक्षित राहिले. शिक्षणाची ध्येय लक्षात घेऊन विकासाची संकल्पनेत बदल घडवून आणणे व त्यानुसार आपण अध्यापन करणे आवश्यक आहे.

2] **वर्ग व्यवस्थापन व शिस्त :-** सध्याच्या ताण-तणावाच्या जीवनशैली मुळे विद्यार्थ्यांमध्ये मन एकाग्र करण्याची शक्ती खुपच कमी झाली आहे. हा बदल प्राथमिक स्तरापासून वरीष्ठ महाविद्यालयीन वयोगटातही आढळतो. स्वामी विवेकानंदाच्या दृष्टीने शिक्षणाचे मुख्य सार मनाची एकाग्रता होय ही एकाग्रता साध्य झाल्यास बौद्धिक विकास सहज साध्य होतो. सध्याच्या वर्गातील विद्यार्थी संख्या, शिक्षकाचे विषयावरील प्रभुत्व, विद्यार्थ्यांची एकाग्रता, क्षमता, वाढती हिंसक वृत्ती यामुळे वर्ग व्यवस्थापन व शिस्त हे मोठे आव्हान आहे.

3] **विषयांचा समवाय :-**

शालेय स्तरावर अध्यापन करतांना प्रत्येक शिक्षक 40 मिनिटे फक्त आपल्या विषयाचे अध्यापन करतात. त्यामुळे विद्यार्थ्यांना ते ज्ञान तुकड्यांच्या स्वरूपात मिळते व दोन विषयांच्या मध्ये एक भिंत निर्माण होते. विविध विषयांचा ऐकमेकांशी समवाय व आशयाचा दैनंदिन जीवनातील समवाय साधत अध्यापन करणे आवश्यक आहे.

उदा.: विज्ञानातुन रंगीत फुलपाखरे किटक, आकृत्या, भौमितिक आकृत्या, भौगोलिक आकृत्या, इतिहासात किल्ले, विविध संस्कृतीचे चित्रण, भाषांमध्ये शब्दांचे अर्थ चित्रांच्या माध्यमातुन सांगुन चित्रकलेशी समवाय साधता येतो.

दैनंदिन जीवनात विषयातील आशयाची उपयुक्तता लक्षात आणुन देण्यासाठी शिक्षकाचे विषयावरील प्रभुत्व व समन्वय साधण्याचे कौशल्ये आवश्यक आहे. तसेच महाविद्यालयीन स्तरावर ही आंतरशाखीय दृष्टीकोन, एकात्म दृष्टीकोन या संकल्पना आल्या आहेत. चौकटबद्ध वेळापत्रकात हा समवाय साधने आव्हानात्मक आहे.

4] **गुणवत्ता पुर्ण व्यावसायिक प्रशिक्षणे :-**

शिक्षक /प्राध्यापकांच्या व्यावसायिक वृद्धीसाठी घेण्यात येणाऱ्या प्रशिक्षणांमध्ये सर्वसाधारणपणे खालील प्राधान्यक्रम दिला जातो:

- 1) अभ्यासक्रम.
- 2) माहिती व तंत्रज्ञानाचा अध्यापनात वापर.
- 3) विशेष गरजा असणाऱ्या बालकांचे शिक्षण.

4) वर्ग व्यवस्थापन / शिस्त.

शिक्षण क्षेत्रातील इतर समस्या सोडविण्यासाठी शिक्षकांना मार्गदर्शन करण्यासाठी गुणवत्तापूर्ण प्रशिक्षणे आयोजित करणे आवश्यक आहे. शिक्षणाची ध्येय, राज्याची शिक्षण विषयक धोरणे व शिक्षकांचा व्यावसायिक विकास यांच्यात समन्वय असणे आवश्यक आहे.

**समारोप:-**

मोठ्या माणसांनी तयार केलेले सामाजिक प्रश्न विद्यार्थ्यांनी सोडवावे हा शिक्षणाचा हेतु नसून, त्या प्रश्नांना ओळखतांना, समजून घेतांना व आपल्या परीने त्यांची उत्तरे शोधून ते प्रत्यक्ष सोडविण्याचा प्रयत्न करतांना त्यांचे जे व्यावहारिक शिक्षण होईल, मुल्य व्यवस्थेची बांधणी आणि जोपासना होईल, व्यक्तीमत्वाची जडणघडण होईल ती अमुल्य असेल. सामाजिक बुद्धीमत्ता, प्रबळ नेतृत्वगुण, संवेदनशीलता, व उत्तम चारित्र्य असणाऱ्या व्यक्तींनीच आजवर जगाचा इतिहास घडविला आहे.

आपल्या भविष्याकरीता उत्तम नागरिक आणि उत्कृष्ट नेतृत्व घडवणाऱ्या या प्रवासात आपल्या सर्वांचेच योगदान अत्यंत मोलाचे आहे. यासाठी शिक्षकांनी आपल्या समोरील आव्हाने स्वीकारून, व्यवसायाशी बांधिलकी जपत व्यावसायिक विकास साधला पाहिजे. यामध्ये अपयश ही गोष्ट नसून प्रत्येक प्रामाणिक प्रयत्न ही एक यशोगाथा असेल.

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## ANIMATIONS: EFFECTIVE TOOL FOR TEACHING PHYSICS

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### Abstract

*Teaching physics is a big challenge to majority of teachers. Most of the physics courses consist of difficult concepts where traditional pedagogical methods such as lectures and textbooks cannot suited to enable students understand them. Majority of colleges have large class size while teaching facilities are few. In this paper we propose the use of animation is useful to enable students to learn difficult concepts. So teacher should know how to use or prepare animation for there difficult topics in the syllabi. That is it is necessary for teacher to update to recent technology and develop themselves.*

**Index term:** Animation, Simulation.

### Introduction:

Science has a rapidly changing knowledge base and expanding relevance to societal issues, and teachers will need ongoing opportunities to build their understanding and ability. Teachers also must have opportunities to develop understanding of how students with diverse interest, abilities, and experiences make sense of scientific ideas and what a teacher does to support and guide all students. Teaching physics curses which require conceptual understanding is a challenge to majority of teachers who used to teach through lectures and textbooks especially. Most of the colleges are faced with increased student enrollment, limited teaching facilities and massive shortage of science teachers. So it is necessary that teacher should develop skills to simulate difficult concept in science so students get excited and enthusiastic about learning. Students will pay more attention and will be more participative in class activities during the session. As a result of these the number of students dropping these courses will increase. Much of the literature indicates that effective application of ICT has the potential to alleviate some to these challenges.

### Need of professional development of science teacher:

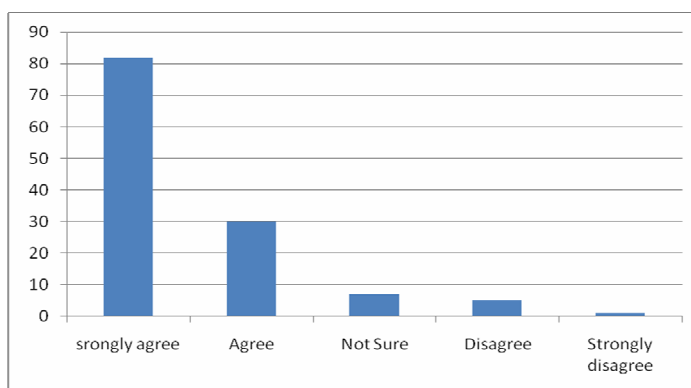
The term “professional development” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement -- Professional development for teachers is more than training or classed. The growth of a teacher’s skill and understanding is developed through personal reflection, interaction with colleagues and

mentoring as well. Making physics relevant to the lives and make it interesting, teacher need to learn to create a suitable animation of simulation of difficult concepts to create a suitable environment and employ strategies that encourage active questioning and identification of issues and answers by students. These abilities cannot be developed through traditional teaching methods . They require carefully designed, sustained professional development of science teachers. If teacher develop the skills to prepare animation or simulation it improves the quality of teaching. The study suggest that the process of developing computer animations improves the quality of course design. Animation must be attractive engaging and intuitive while enabling learners to navigate easily to learn course content. If developed animations are not user friendly learners spend more time in learning how to use them rather than learning the course content.

#### **Animation enables students to learn difficult course concept easily:**

We also examined the effect of computer animation in enabling students to understand physics concepts and making difficult concepts easier. The study reveals that ‘ Animation can serve as effective multimedia tool to engage students while facilitating and enhancing experience by explaining difficult concepts through visual means instead of the traditional way of heavy textual based presentation.

To determine the use of animation and simulation enabled students to understand concept of elasticity stress, strain , young Modulus and Bulk’s Modulus we developed animation of the topic using Flash 7 and taught the student using this animation instead of normal textbook method. Then we developed a questionnaires and distributed 125 students at end of NOV 2013. The questionnaires where completed by 109 students whom 46 where girl students and 63 where male students. When asked about their perception on the usefulness of animation in making given concepts easier to understand on 5 tire scale. The result showed 72%of responders agree that animation made difficult concept easier.



**Conclusion:**

This study has shown that the use of computer animations assists students to better understand complex and difficult concepts in physics courses. Although the project focused on science courses, the same benefits can be attained in any science course. In addition, this process enabled

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## शिक्षक व्यावसायिक विकसनाचे उत्तरदायित्व

श्रीमती. स्मिता ठाकरे

प्रत्येक उजाडणारा दिवस शिक्षकापुढे आधुनिक तंत्रज्ञानाची देणगी घेवून उभा ठाकतो आहे. जगातील विविध क्षेत्रात झपाट्याने बदल होत आहेत. सर्वाधिक बदलाचा वेग विज्ञान व तंत्रज्ञान क्षेत्राचा आहे. शिक्षणाचा प्रसार होत असला तरी अजूनही समान अंधश्रद्धेच्या बुवाबाजीच्या विळख्यात जखडलेला आहे. कधी काळी आपला देश ज्ञानाचा देश म्हणून ओळखला जायचा. भारत ही ज्ञानभूमी होती. भारताने सम्यक्ज्ञान, बोधिज्ञान, तत्त्वज्ञान हयांचे सम्यक् दर्शन जगाला घडविले होते. इथे तत्त्वज्ञ तर होतेच शिवाय शास्त्रज्ञही होते. दोघांचीही भूमिका तपस्व्याची होती. भूगोलापासून खगोलापर्यंत , ज्ञानापासून विज्ञानापर्यंत, अनादीपासून अनंतापर्यंत उच्चस्तरीय व्यासंग इथे होता. भारत ही ज्ञानभूमी होती तशीच ती विज्ञानभूमीही होती. परंतु मध्यतरीच्या काळात ज्ञानाचे विस्मरण झाले म्हणूनच विज्ञानाचेही विस्मरण झाले. भारत परत एकदा ज्ञानभूमी विज्ञानभूमी होणे ही काळाची गरज आहे. अशा समाजात विज्ञाननिष्ठ मूल्ये रुजविण्याची गरज आहे. हे काम विज्ञान व तंत्रज्ञानाच्या शिक्षकावर अवलंबून आहे. त्यांनी ते करणे अनिवार्य आहे. आज मानवाने विज्ञान युगात पाऊल ठेवलेले आहे, पण जर माणसाला वैज्ञानिक पद्धती समजलेली असेल तरच तो आजच्या विविध उत्पादन प्राकियांमध्ये सहभागी होऊ शकतो. जर त्यांच्याजवळ विज्ञानाचे ज्ञान असेल तरच तो ज्या विश्वात राहतो त्या विश्वाला चांगल्याप्रकारे समजून घेऊ शकतो. त्यासाठी माणसाला आवश्यकता आहे. वैज्ञानिक ज्ञान, वैज्ञानिक पद्धतीचे प्रशिक्षण व वैज्ञानिक दृष्टीकोनाची गरज आहे. तसे झाले तरच तो वस्तुनिष्ठ ज्ञानाचा उपयोग मानवतेच्या सेवेसाठी करण्यास कृतिशील राहील.

भारतीय संस्कृतीत गुरुला फार मानाचे स्थान आहे. पूर्वी गुरुकूल पद्धतीत विद्यार्थी गुरुगृही जाऊन आपले शिक्षण घेत असे. गुरु विद्यार्थ्याला स्वतःची मुले समजून त्यांच्यावर योग्य संस्कार करीत असत. काळानुरूप आणि गरजांचे बदलते स्वरूप यानुसार आजदेखील शिक्षकाला तीच भूमिका करावी लागते. कारखान्यातील एखादा कामगार अनेक उपकरणे तयार करतो. परंतू एक शिक्षक समाज परिवर्तन घडवितो. आजच्या विभक्त कुटूंब पद्धतीत आणि नोकरी करणा-या पती-पत्नीवर मुलांवर लहानपणी संस्कार करण्यासाठी वेळ नसतो. अशा परिस्थितीत मुलांवर फक्त शिक्षकच संस्कार करू शकतात. संस्कार व मूल्ये यांचे बीजांकुरण फक्त बालवयातच होवू शकते. शिक्षकाचे कार्य हे एका समाजाने दुस-या समाजावर केलेला संस्कार आहे. चांगला समाज घडविणे, मानवी मूल्ये रुजविणे हे काम शिक्षकाशिवाय अन्य कोणीही करू शकत नाही. आजच्या विज्ञान - तंत्रज्ञानाच्या

युगात मानवी मूल्यांचा -हास होत चाललेला आहे. जगात सर्वत्र अत्याचार, युद्धे, दहशतवाद बोकाळत चालला आहे. अशा स्थितीत जर मानवी मूल्ये जतन करणे अत्यावश्यक झालेले आहेत आणि हे कार्य फक्त शिक्षकच करू शकतो. समाजाचा विकास झाला तर राष्ट्राचा विकास होईल आणि तो घडविण्यासाठी फक्त शिक्षकच समर्थ आहे. शिक्षणात किती जरी यांत्रिक सुविधा उपलब्ध झाल्या तरी शिक्षकाला मात्र पर्याय नाही. म्हणूनच व्यवसायनिष्ठ रहाणे गरजेचे आहे.

आधी बीज एकलें ।

बीज अंकुरले, रोप वाढले ॥१॥

एका बीजापोटी तरु कोटी कोटी

जन्म घेती, सुमने फळे ॥१॥

व्यापूनि जगता तू ही अनंता

बहुविध रुपें घेसी रेघेसी

परि अंती, ब्रम्ह एकलें ॥२॥

असे ही महान कार्य शिक्षकाला करावयाचे आहे. देशाच्या सर्वांगीण प्रगतीसाठी शिक्षकाला शास्त्रज्ञ, तंत्रज्ञ, कलावंत, बुद्धिदंत निर्माण करावयाचे आहे. या सर्वांच्या निर्मितीचे केंद्र म्हणून शिक्षण व्यवसायाकडे आणणास पहावयाचे आहे. या दृष्टीने शिक्षकाचा पेशा हा अतिशय पवित्र, मंगल पेशा आहे. राष्ट्र निर्मितीच्या कार्यात शिक्षकाला वेगळी जबाबदारी उचलावी लागेल. शिक्षकाची वृत्ती हा एक धर्म आहे, म्हणून धार्मिक कार्याच्या खालोखाल शिक्षण व्यवसायात पवित्रता, शुचिता व निःस्पृहता आहे. म्हणूनच शिक्षकाने शिक्षण व्यावसायिक विकास उंचविण्यासाठी विविध मार्गांचा अवलंब करून आपल्या विषयावर निष्ठा ठेवून विज्ञान व तंत्रज्ञान विषयात तळागाळापर्यंत विद्यार्थ्यांमध्ये शिक्षणाची कास निर्माण करण्यासाठी विविध मार्गांनी प्रयत्न करणे गरजेचे आहे.

### विज्ञान शिक्षकाचा व्यावसायिक विकास :

सध्याच्या खाजगीकरणच्या युगात गुणवत्तेला प्राधान्य प्राप्त झाले आहे. विज्ञान शिक्षकाने पारंपारिक पद्धतीने शिकविणे बदलवण्याचा विचार केला पाहिजे. नवीन अध्यापन पद्धती, अध्यापनाची तंत्रे , नवीन शैक्षणिक साधने, अध्यापनाचे तंत्रज्ञान यांचा स्वीकार करून अध्यापनात त्याचा उपयोग करून घेतला पाहिजे. जागतिकीकरणात ज्या क्षेत्राचा समावेश केला आहे त्यामध्ये शिक्षण क्षेत्राचा समावेश झाला. शिक्षण ही एक प्रकारची सेवा आहे. सेवा ही मूल्य देवून घेतली जात असते. त्यामुळे विद्यार्थी हा प्रॉडक्ट झाला असून, शाळा

पर्यायाने शिक्षक मॅन्युफॅक्चरर झाला आहे. चांगला निर्माता असला तरच चांगला माल तयार होईल या धोरणानुसार शिक्षकांचे प्रगती पुस्तक का असू नये अशी धारणा निर्माण होवू लागली आहे. शाळेच्या लौकिकासाठी, वैभवासाठी याची गरज आहे. यासाठी शिक्षकांनी व्यावसायिक विकास साधावा लागेल. व्यावसायिक विकास खालील मार्गाने साधता येईल.

**1. शैक्षणिक अर्हता व व्यावसायिक पात्रता वाढवून :** या दोन्ही प्रकारच्या पात्रता शिक्षकांनी वाढविण्याचा प्रयत्न केल्याने, विषय ज्ञानाची खोली वाढेल व अध्यापनामध्ये सुधारणा होईल. पर्यायाने शिक्षकांचे काम चांगले होईल.

**2. चर्चा सत्रे (Discussion):** विषय शिक्षकांनी एकत्रित जमून (विषय शिक्षक संघटनामार्फत) अध्यापनातील अडचणी व त्यावर उपाय अध्यापनामध्ये प्रगती कशी साधता येईल. अशा चर्चांमधून शिक्षकांच्या विचारांची देवाणघेवाण , प्रगती साधता येईल.

**3. कृतिसत्रे (Workshop) :** एखाद्या विषयावर कार्यशाळेचे आयोजन करून अद्ययावत ज्ञान मिळविता येते. उदा. संविधान, तक्ता, घटक चाचणी, उत्तरसुची इ.हसतखेळत इंग्रजी, टाकाऊतून टिकाऊ वस्तू, कागदीकाम इ.

**4. स्मृती जागृती वर्ग (Refresher Course) :** ज्ञानाला उजाळा देण्यासाठी व नवीन गोष्ट समजण्यासाठी याचा उपयोग होतो. त्यातून विद्यार्थ्यांसाठी नवीन कल्पना मिळत असतात.

**5. सेवाअंतर्गत प्रशिक्षण (Inservice Training):** सामान्यपणे प्रशिक्षणाचे वर्ग, अभ्यासक्रम अथवा पाठ्यपुस्तके बदललेले असल्यास घेतले जातात. त्याचा उपयोग अभ्यासक्रम योग्य रीतीने राबविण्यासाठी होतो. त्याचप्रमाणे नवीन भाग समजण्यासाठी होतो. शिक्षण विभाग, मुक्त विद्यापीठे, विस्तार सेवा केंद्रे यांचे

आयोजन करतात. ठरविलेले उद्दिष्टे साध्य करण्यासाठी विद्यार्थ्यांच्या प्रगतीसाठी या प्रशिक्षणाचा उपयोग होतो.

**6. कृती संशोधन :** MSERT किंवा पाठ्यपुस्तक मंडळ या संस्था संशोधनाचे कार्यक्रम जाहिर करतात. त्याचा उपयोग करून संशोधनामध्ये भाग घेता येतो. संशोधनाने प्रगती साधता येते. विद्यार्थी समस्या जाणवतात.

**7. व्यावसायिक लेख :** विविध शैक्षणिक मासिके व त्यामधून प्रसिध्द होणारे लेख उदा. जीवन शिक्षण, भारतीय शिक्षण, शिक्षण संकमण, शिक्षण समिक्षण त्याचबरोबर वृत्तपत्रांमध्ये प्रसिध्द होणारे, शैक्षणिक लेख सुध्दा वाचनीय असतात. या सर्वांचा उपयोग करावा. लेख लिहिल्यामुळे वाचन कक्षा वाढते.

8. **विज्ञान शिक्षक संघटना** : या संघटनांच्या मदतीने अथवा मार्फत कृतीसत्रे, चर्चा सत्रे, व्याख्याने यांचे आयोजन करता येते. ज्यांच्या उपयोगाने आपला व्यावसायिक विकास साधता येतो.

9. **शालेय उपक्रम** : विज्ञान जत्रा, विज्ञान प्रदर्शन, प्रकल्प अशा उपक्रमांचे आयोजन केल्यास, गुणवत्ता वाढीस मदत होते. या उपक्रमात स्वतः विद्यार्थ्याने केले असल्यास त्याला अधिक प्राधान्य व गुण ही जास्त असे केल्यामुळे विद्यार्थी अधिक कृतीशील बनतो.

10. **दीर्घकालीन सुटीतील वर्ग** : अशा प्रकारच्या वर्गाची सुरुवात प्रथम नाना नारळकरांनी केली. आज महाराष्ट्रभर यांचा प्रसार झाला आहे. शिक्षणासाठी सुध्दा असे वर्ग भरविले जात आहेत.

या मार्गांनी जर विज्ञान व तंत्रज्ञान विषयात विकास केला तर विद्यार्थ्यांमध्ये या आधुनिक व औद्योगिक , जागतिकीकरणात अतिशय धैर्याने व मोठ्या हिंमतीने विद्यार्थी उभा राहील व भारताचे स्वप्न पूर्णत्वास येईल. शिक्षकाच्या आपल्या विषयाच्या निष्ठेमुळे हे शक्य होणार आहे. विद्यार्थ्यांमध्ये विषयाबद्दल अभिरुची वाढविणे, कुवत, अभिवृद्धी यानुसार मार्गदर्शन करणारे व शिक्षकच ख-या अर्थाने मार्गदर्शक होईल, हेच खरे त्याचे उत्तरदायित्व आहे.

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## THE ON-LINE E-RESOURCES FOR TEACHERS AND STUDENTS

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### Abstract

*The advent of ICT and Internet medium plays vital role in accessing the e-resources for the benefit of the higher education. The advantages of e-resources and its wide scope in the research activities are to be made familiar to the user community. It provides the teacher and the scholar with quality professional development through anytime and anywhere access concept. Hence the user's community has to learn to identify and understand online e-resources which are useful to them. The Present paper discuss about the various online e-resources and their usefulness.*

**Keyword :** E-resources, E-Journals, E-book, Institutional Repositories, Web-OPAC, Website.

### Introduction

Change is the law of nature and as it is very apparent in the present library culture, libraries are not untouched by the change which is affecting almost every activity in the library. A few decades back Lancaster talked about the “paperless society”. R.G.Parashwar stated in his one book “paperless society” is a distance dream. That day has gone when it was only a dream, now that very idea sounded whimsical all over the world. However, we took a step towards a paperless society very rapidly and the most of libraries, began allocating separate funds for e-resources.

### Objective of study

1. To Know the meaning of E-resources
2. To Know the Use of E-resources
3. To Know the Types of E-resources
4. To familiar with the various open access e-resources

### E-resources

An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be

delivered on CD ROM, on tape, via internet and so on. E-resources are easy to access and searching information. It save time & money, of user. Required small place for storage & required less maintenance

### ***Types of e-resources***

The e-resources are basically divided in two major types are:

1. Online e-resources, which may include :  
E-Journal, e-books, Institutional repositories, OPAC & Web OPAC and Web sites
2. Offline e- resources may include: CD ROM, Diskettes, Other portable computer databases

### **1. Online e-resources**

#### **1.1 E-journal (Full text & bibliographic):**

Electronic Journals that can be accessed by the use of internet or e-transmission. The online Journals are usually published on the web and providing information for Academicians, Research Scholars and LIS Professionals. The articles can be downloaded by the users through online digital resources. Many publishers provide free access to online Journals against the print subscription. In the Technical Education ground, some leading publishers such as Elsevier, Blackwell, Wiley, Taylor and Francis, MC Graw Hill and Springer Link are producing online Journals.

#### **Examples**

<b>Open Access E-Journals</b>			
<b>Sr. No</b>	<b>E-Journals</b>	<b>Qty</b>	<b>Websites</b>
1	DOAJ: Directory of Open Access Journals	10000+	<a href="http://www.doaj.org">http://www.doaj.org</a>
2	N-List consortium offers e-Journals	6000+	<a href="http://www.nlist.inflibnet.ac.in/">http://www.nlist.inflibnet.ac.in/</a>
3	Directory of Open Access Journals in Education	300+	<a href="http://www.ergobservatory.info/ejdirectory.html">http://www.ergobservatory.info/ejdirectory.html</a>

<b>Journals Subscribed by MVP's Adv. Vitthalrao Hande, College of Education, Nashik</b>		
1	Indian Educational Review	<a href="http://www.ncert.nic.in/publication/journals/journals.html">http://www.ncert.nic.in/publication/journals/journals.html</a>
2	Journal of Indian Education	<a href="http://www.ncert.nic.in/publication/journals/journals.html">http://www.ncert.nic.in/publication/journals/journals.html</a>
3	The Primary Teacher	<a href="http://www.ncert.nic.in/publication/journals/journals.html">http://www.ncert.nic.in/publication/journals/journals.html</a>
4	Yojana	<a href="http://yojana.gov.in/regional/marathi.htm">http://yojana.gov.in/regional/marathi.htm</a>
5	Shikshan Sankraman	<a href="http://www.msbshe.ac.in">www.msbshe.ac.in</a>
6	PARIPREKSHYA-A Hindi Journal	<a href="http://www.nuepa.org/Pub_Pripreksh.html">http://www.nuepa.org/Pub_Pripreksh.html</a>
7	Social Action	<a href="http://www.isidelhi.org.in">http://www.isidelhi.org.in</a>
8	Lokrajya	<a href="http://www.dgipr.maharashtra.gov.in">www.dgipr.maharashtra.gov.in</a>
9	N-List	<a href="http://www.nlist.inflibnet.ac.in/">http://www.nlist.inflibnet.ac.in/</a>

## 1.2 E-books

The Oxford Dictionary of English defines the e-book as "an electronic version of a traditional printed book"(http://en.wikipedia.org). The e-books are usually read by using a personal computer/desktop and even smart phone also. Usually, some e-books can be downloaded free or at reduce cost through online digital resources. In technical education ground, some leading publishers such as Wiley, TMH, etc are producing ebooks.

### Open Access E-books

Name of E-books database	Website
Google Books	<a href="http://www.googlebooks.com">www.googlebooks.com</a>
Project Gutenberg	<a href="http://www.archive.org/details/gutenberg">www.archive.org/details/gutenberg</a>
N-List	<a href="http://www.nlist.inflibnet.ac.in/">http://www.nlist.inflibnet.ac.in/</a>
American Libraries	<a href="http://www.archive.org/details/americana">www.archive.org/details/americana</a>
Taylor and Francis	<a href="http://www.ebooksstore.tandf.co.uk/html">h ttp://www.ebooksstore.tandf.co.uk/html</a>
American Libraries	<a href="http://www.archive.org/details/americana">www.archive.org/details/americana</a>
UC Press e-books, 1982-2004	<a href="http://www.cdlib.org">www.cdlib.org</a>
Amazon	<a href="http://www.amazon.com">http://www.amazon.com</a>
Barnes and Noble	<a href="http://www.bn.com">http://www.bn.com</a>

## 1.3 Institutional Repositories

DSpace and Greenstone are two most popular free and open source software for the development of Institutional Repositories. With help of this software's Institution can digitized their own research output(Thesis & Dissertation) or other essentials document's (College Magazine, Question papers, college reports ect.). Database store in repositories are preserved and disseminate in digital form. It is accessible on Internet.

### Examples for Institutional repositories of thesis & Dissertations

Sr. No.	Name of repository	Website
1	Networked Digital Library of Theses and Dissertations (NDLTD) Vidyanidhi	<a href="http://www.ndltd.org/">http://www.ndltd.org/</a>
2	MGU PhD Theses Archive	<a href="http://www.mgutheses.org/">http://www.mgutheses.org/</a>
3	CalTech Electronic Theses and Dissertations	<a href="http://thesis.library.caltech.edu/">http://thesis.library.caltech.edu/</a>
4	Shodhganga-Indian ETDs (INFLIBNET)	<a href="http://shodhganga.inflibnet.ac.in/">http://shodhganga.inflibnet.ac.in/</a>

## 1.4 OPAC and Web OPAC

Online Public Access catalogue (OPAC) is an online database of material held by the library including books, Journals, etc. In OPAC, all the bibliographical information is displayed on computer by author, title, publisher place and etc in a read only format. The web OPAC helps a

user to browse entire document

collections on internet of the library.

### Examples of Web OPAC

Sr. No	Name of Institution	Website
1	Jaykar Library Savitribai Phule Pune University, Pune	<a href="http://libsys.unipune.ac.in:9080/opacpu">http://libsys.unipune.ac.in:9080/opacpu</a>
2	Central Library, Indian Institute Technology, Bombay	<a href="http://www.library.iitb.ac.in/newsearchbook/opac">http://www.library.iitb.ac.in/newsearchbook/opac</a>
3	University of Mumbai	<a href="http://121.241.25.77/soulwebopac/main.aspx">http://121.241.25.77/soulwebopac/main.aspx</a>

### 1.5 E- Reference Sources

Sr. No.	Type of Reference Source	Website
1	Encyclopedia	<a href="http://www.encyclopedia.com/">www.encyclopedia.com/</a>
2	Dictionaries	<a href="http://www.onelook.com/">http://www.onelook.com/</a>
3	Thesaurus	<a href="http://www.thesaurus.com">www.thesaurus.com</a>
4	Biographies	<a href="http://www.biography.com">www.biography.com</a>
5	Telephone Directory	<a href="http://www.teldir.com">www.teldir.com</a>

### 1.6 Websites

A website is a collection of World Wide Web (WWW) files includes home page, images, videos or other digital materials that are address connected to a Universal Resource Locator (URL). By giving an address of an institution or individual users get more information about that particular University or institution. A website is hosted at least one web server which accessible through internet or LAN. **Some examples of important websites for education profession**

1. [www.nobelprize.org](http://www.nobelprize.org) : Provide information about Nobel Prize winners till the date
2. [www.infoplease.com](http://www.infoplease.com):
3. <http://epgp.inflibnet.ac.in/about.php> :

National Mission on Education through Information and Communication and Technology (NMEICT) is an ambitious project undertaken by the Ministry of Human Resource Development (MHRD), Government of India with a view to seamlessly providing quality educational content to all the eligible and willing learners in India. It has envisaged content and connectivity as the twin pedals for initiating and accelerating ICT-enabled Higher Education

4. <http://www.gadima.com/>: Whole literature of Marathi author G.M.Madgulkar's
5. [www.bibliomania.com](http://www.bibliomania.com) : This website is for those people who are mad for the book. On this website more than 2000 free online classic literature are available. On this website notes for students, Guidance for research also available

6. [www.shakespeare.com](http://www.shakespeare.com): All literature of Shakespeare are available

#### Some Interesting websites in Marathi language

1. <http://www.netshika.com/>
2. <http://www.aogyavidya.org/>
3. [www.bookganga.com/](http://www.bookganga.com/)
4. <http://www.dnyanakosh.com/>
5. [www.Marathi.aogya.com](http://www.Marathi.aogya.com)
6. [www.Marathibhasha.com](http://www.Marathibhasha.com)
7. <http://www.pravasivishwa.com/>
8. <http://www.sanganakvishwa.com/>
9. <http://www.vidnyan.net/>
10. <http://www.marathivishwakosh.in/>
11. <http://ketkardnyankosh.com/> for Maharashtra Dnyankosh
12. <http://www.avakashvedh.com/>
13. <http://www.sahajach.com/>

#### Conclusion :

E-resources are most useful sources to retrieve information for teacher and students while their teaching and learning procedure. So, the present study aim was to make familiar with the various e-resources. It helps to teachers and students for their professional development and study

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## STRATEGIS FOLLOWDED BY SECONDARY SCHOOLS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

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### Abstract –

*Teachers are the backbone of the educational system. Teachers’ competencies are directly influence on the students’ achievement. Teaching is a noble profession. It is different than any other profession. Educational institutions play an important role in the professional development of teachers. Present paper throws light on the opportunities provided by Educational Institutions for professional development of Teachers and what are the different strategies used by the Educational Institutions for the professional development of teachers.*

**Key Words:** Professional development, strategies

### INTRODUCTION

Educational Development has always been a forerunner of social change and development. The success of an educational system largely depends upon the quality of teachers available and again the quality of teachers depends upon the quality of training which they take in the training programme. When the teachers come in the field of education and start to impart the knowledge whatever they learned in their training programme, but in addition to this, they require some special programmes which should be conducted by the school for their professional development. The present study focuses on the qualitative programmes conduct for the professional development of the teachers. Effectiveness of Educational Institutions depends on its quality education and contribution towards the society. According to the Philosopher Samonsans “*Effective Institution is that which influences its students in the positive manner*” The Teacher needs to be conceived as a “Social Change agent” and not as a mere transmitter of knowledge and culture. Rabindranath Tagore says, “A Teacher can never truly teach unless he is still learning himself” A lamp can never light another lamp unless it continues to burn its own flame. So in present era it is very essential to provide the opportunities to the Teachers for their professional development.

### OBJECTIVES-

- 1) To study the programme conducted for the professional development of Teachers.

- 2) To find out the programmes what are common in all Institutions.
- 3) To suggest new programmes for the Professional development of Teachers.

#### **SCOPE AND LIMITATIONS-**

- 1) The present research is limited to Nasik city only.
- 2) The present Research is limited to English Medium schools.
- 3) The present Research is limited to Secondary schools.

#### **ASSUMPTIONS-**

- 1) Teachers take efforts to enhance the teaching skills.
- 2) Teachers are interested to bring innovations in teaching learning process.
- 3) Some Educational Institutions are aware about the importance of Professional development of teachers.

#### **POPULATION-**

20 English Medium School from Cidco, Nashik

#### **SAMPLE-**

10 Schools from Cidco, Nasik.

**SAMPLING METHOD-** Purposive sampling Method

**RESEARCH METHODOLOGY-** Survey Method

**TECHNIQUES OF DATA COLLECTION-** Interview

**STATASTICAL TOOL-**Percentage

#### **TOOL OF DATA COLLECTION- INTERVIEW**

Interview of Experienced Teachers:

- 1) What are the different programs/ activities school conduct for professional development of teachers?
- 2) Is there any opportunity for the teachers to express and share the techniques of teaching learning process?
- 3) Before implementing any strategy does In-charge teacher take the opinions of all teachers?
- 4) Do Teachers use the computers and Internet for their Teaching?
- 5) How much time teachers get for internet and computer facility in the school.
- 6) What are the different methodologies of Teaching being used by teachers?
- 7) How do teachers get motivation for dedication in teaching?
- 8) In what way teachers get the knowledge of e- sources for teaching learning.
- 9) What is the impact of Professional development of teachers on their students?
- 10) What are the future plans for professional development of teachers in the school?

#### **DATA ANALYSIS AND FINDINGS**

- 1) Before delivering the lecturer in the class, every week 20% schools conduct demonstration lessons of the teachers.
- 2) 30% Schools send the teachers to attend quality improvement programmes organized by Educational department.
- 3) Smart boards and digital classrooms are available in 20% schools.
- 4) In 20% Schools teachers attend Refresher courses, Workshops by experts for communication development of teachers, Assessment on the base of training programme by conducting the test.
- 5) In weekly meetings 30% schools give the opportunities to the teachers to express innovative ideas and views.
- 6) 80% Teachers get encouragement to use technology in daily teaching learning process.
- 7) In 20% schools In-charge Teachers takes the opinions of other teachers before implementing any strategy in school for their innovative ideas.
- 8) For the dedication of teachers, 40% Institutions honour them with Best Teachers Awards. Through this they get motivation for their work.
- 9) In 30% Institutions, Teachers Increments done on the basis of their improvement in professional skills and soft skills.
- 10) In 10% Institutions, Principals' search the update knowledge regarding all subjects and new study techniques on educational websites.

**SUGGESIONS:**

- 1) Self motivation plays a vital role in the professional development of Teachers. So teachers should be conscious about the need of updating of knowledge in the present era.
- 2) Teachers Reading skill will help them to get in the main stream of professional development So Reading habits, skills should be developed.
- 3) Teachers should use the educational websites for more guidance in teaching.
- 4) Team building and cooperation should be developed among the teacher so that every teacher will be benefited from each one.
- 5) Teachers should adopt the new changes which is being take place in the field of education.
- 6) Institutions should make some innovative programmes compulsory to all Teachers.

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## उच्च शिक्षणातील शिक्षकांची व्यावसायिक नीतीतत्वे

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### प्रस्तावना:

कोणत्याही व्यक्तिचा विकास हा शिक्षणाशिवाय होऊ शकत नाही याचा अर्थ व्यक्तिला स्वतःचा व स्वतः बरोबर समाजाचा आणि या पुढे जाऊन देशाचा विकास जर करावयाचा असेल तर त्या व्यक्तिला शिक्षण घेणे आवश्यकच आहे.

देश विकासात देखील शिक्षणाला अतिशय महत्त्व आहे उदा. १. १९५० या दशकात रशियाने स्फूटनिक नावाचा कृत्रिम उपग्रह तयार करून अवकाशात पाठविला अवकाश क्षेत्रातील रशियाची ही प्रगती पाहून त्या वेळेचा आणि आत्ताचाही बलाढ्य देश ‘अमेरिका’ आश्चर्यचकीत झाला आपण या क्षेत्रात मागे का पडलो या समस्येची कारण शोधणेसाठी तेथे वैचारीक क्रांती घडून आली यातूनच अमेरिका वासियांना या समस्येचे कारण म्हणजे देशातील शिक्षण व्यवस्थेत सापडले. याचा अर्थ या देशाची शिक्षण पध्दती रशियाच्या मानाने कुचकामी होती मग अमेरिकेने लवकरच आपल्या शिक्षण पध्दतीत बदल केला आणि वैज्ञानिक क्षेत्रात प्रगती करून आपले देशाचे अवकाश यान रशियाच्या पाठोपाठ अवकाशात पाठविले. उदा.२. १५ ऑगस्ट १९४७ रोजी आपला भारत देश स्वतंत्र झाला या काळात अन्यधान्याच्या उत्पादनात आपला देश मागे होता अन्यधान्य साठी आपल्याला परकीय देशांवर अवलंबून राहावे लागत असे पुढे जाऊन आपल्या देशाने या समस्येचे कारण शोधले ते शिक्षण हे सापडले मग भारताने शिक्षण पध्दतीत सुधारणेसाठी शैक्षणिक आयोग आणि शैक्षणिक समित्यांची योजना करून त्यात सुधारणा सुचविल्या आणि मग या सुधारणेतून भारतीय शिक्षण अधिक प्रगत होत गेले वैज्ञानिक युग आले तंत्रज्ञानाचा प्रचार आणि प्रसार होत गेला यातून देशात हरित क्रांती आली मग आपला देश अन्नधान्याच्या बाबतीत ‘ सुजलाम सुफलाम ’ झाला. याचा अर्थ, शेती, विज्ञान, अर्थ, तंत्र, औषध, वैद्यकिय, संगणक या सर्व क्षेत्रांचा विकास करावयाचा असेल तर अगोदर शिक्षणाचाच विकास केला पाहिजे म्हणून या क्षेत्रात काम करणाऱ्या व्यक्तीने सतर्क राहिले पाहिजे

कारण आपणाला शिक्षणातून ‘ वसुधैव कुटुम्बकम् ’ ही संकल्पना असणारा मानव घडवायचा आहे त्यासाठी या क्षेत्रात काम करणाऱ्या व्यक्तींनी काही नैतिक नियम (नीतीतत्वांचे) पालन केले पाहिजे.

**नीतीतत्त्व :-**

“उच्चशिक्षणातील व्यावसायिक नैतिक जबाबदाऱ्यांमध्ये व्यवसाय निष्ठा, व्यासंग, निरंतर अध्ययनशिलता, विद्यार्थीप्रेम, मर्यादित अर्थार्जन, धैर्यनिष्ठा व आदर्शवान चारित्र्य या गुणांची रुजवणूक स्वतःमध्ये करणे गरजेचे आहे. त्यासाठी या व्यवसायात जी बंधने स्पष्ट केली आहे त्यांना शिक्षक व्यवसायाची नीतीतत्त्वे असे म्हणतात ” आणि या नियमरूपी बंधनांना शिक्षकांची आचारसंहिता असे देखील म्हणतात.

**उच्च शिक्षणातील शिक्षकांच्या व्यावसायिक नीतीतत्वांचे महत्त्व :**

शिक्षकांची व्यावसायिक आणि शैक्षणिक गुणवत्ता वाढीसाठी विविध नीतीतत्वांची अत्यंत आवश्यकता आहे समाजातील शिक्षकांची प्रतिष्ठा, स्थान, आढळ राहणेसाठी ही नीतीतत्त्वे उपयुक्त ठरतात. नीतीतत्त्वांमुळे शिक्षकांना आपल्या मनाप्रमाणे शैक्षणिक क्षेत्रात वर्तन करता येणार नाही.

शिक्षकांचा आपल्या व्यवसायात विद्यार्थी, त्यांचे शिक्षक सहकारी, मुख्याध्यापक, पालक आणि समाज यांच्याशी संबंध येत असतो, त्यांच्याशी आंतरक्रियात्मक व्यवहार करतांना कसे वागावे, कोणते वर्तन योग्य मानावे याचा विचार शिक्षकांच्या नीतीतत्त्वांमध्ये केला जातो.

**उच्च शिक्षणातील शिक्षकांच्या व्यावसायिक नीतीतत्वांचे वर्गीकरण:**

१. जीवनदानी, २. परिवर्तनवादी, ३. कार्यतत्पर, ४. प्रज्वलित, ५. चिंतनशील, मननशील, ६. आशावादी, ७. नवमत प्रस्थापक, ८. तत्त्ववेत्ता, ९. कृतीशील, १०. स्वयंप्रेरित, ११. स्वयंप्रकाशीत, १२. आत्मविष्कारी, १३. व्यवसायात आनंद शोधणारा, १४. आत्मावलोकन करणारा, १५. सिंहावलोकन करणारा, १६. प्रयोगशील, १७. जिजिवीषा जागृत ठेवणारा, १८. आत्म्याला आकार देणारा, १९. धैर्यशील, २०. संयमी, २१. निरंहकारी, २२. भावनांचे पोषण करणारा, २३. ध्येयवादी, २४. आपल्या जवळील सर्वोत्कृष्ट देण्याचा प्रयत्न करणारा, २५. विद्यार्थ्यांच्या भावनांचा आदर करणारा, २६. विद्यार्थ्यांच्या अध्ययन शक्ती प्रतिगुणित करणारा, २७. विचारांचा प्रवाहक, २८. विद्यार्थ्यांवर विश्वास ठेवणारा, २९. ताणतणावांचे नियंत्रण करणारा, ३०. लोकशाही तत्त्वांचे पालन करणारा, ३१. विद्यार्थ्यांना निरीक्षणात्मक शिक्षण देणारा, ३२. आदर्शवादी, ३३. समतावादी, ३४. व्यवसायाची बदनामी न करणारा, ३५. आपल्या व्यवसायातील गोपनीय बाबींचे पालन

करणारा, ३६. विद्यार्थ्यांच्या ज्ञान संवर्धनासाठी सतत झटणारा, ३७. सामाजिक संबंधाची जोपासना करणारा, ३८. मदतनीस, ३९. चौकस, ४०. विद्यार्थ्यांच्या कल्पनांचा आदर करणारा.

**उच्च शिक्षणातील शिक्षकांच्या व्यावसायिक नीतीतत्वांचे सोदाहरण विशदीकरण:**

वरील नीतीतत्वांचा विचार आपणाला पुढील संदर्भात करता येईल उदा. १. आत्मसन्मान:- व्यक्ती उच्चशिक्षण सेवा सुरु करतांना काही सेवाशर्ती यांचा स्विकार करते सेवेच्या सुरुवातीला देशामध्ये राज्यामध्ये कोठेही सेवा करणेस तयार असते परंतु एकदा सेवा कायमस्वरूपी झाल्यानंतर तो शिक्षक हळूहळू आपल्या गावाजवळ वस्तीजवळ येऊन शाळेत, विद्यालयात, महाविद्यालयात सेवा करू लागतो अशा वेळेस त्याचा शेतमळा सेवेच्या स्थानाजवळच असतो अशावेळी तो प्राध्यापक कॉलेजमध्ये अध्यापनात कमी रमतो परंतु आपल्या शेतामध्ये जास्त काम करतांना दिसून येतो या ठिकाणी सेवेमधून मिळणारा पगार तो शेतीव्यवसायात भांडवल म्हणून गुंतवितो परंतु या ठिकाणी आपण शासनाचा पगार घेतो या बदल्यात शासनाचे अर्थात विद्यार्थ्यांचे आपण काही देणे लागतो हेच तो विसरतो हे त्याने विसरू नये आणि हे जर तो विसरला तर त्याचा आत्मसन्मान विद्यार्थ्यांसमोर टिकेल काय ?

२. मर्यादित अर्थार्जन:- या व्यवसायात इतर व्यवसायांच्या मानाने कमी मोबदला मिळतो शिक्षकांच्या भौतिक गरजा मात्र खूप वाढलेल्या आहेत या गरजांची पूर्ती करणेसाठी या व्यवसायाला जोड म्हणून इतर जोड धंदे जसे एलआयसी, आर.डी. जमा करणे, शेअर्स खरेदी विक्री करणे, राजकारण करणे, दुधाचा धंदा करणे, विवाह मंडळ चालविणे या सारख व्यवसाय करून जास्त अर्थार्जन करतो या ठिकाणी मर्यादित अर्थार्जन या नीतीतत्वाचे पालन होतांना दिसत नाही.

३. व्यासंग:- अन्य व्यवसायाच्या मानाने या क्षेत्रात सुट्ट्या अधिक मिळतात या सुट्ट्यांचा उपयोग त्याने ज्ञानाच्या अभिवृद्धीसाठी करावा अनेक संदर्भ ग्रंथांचा, संशोधनांचा अभ्यास करावा, प्रवास करावा, समाज मनाचा कानोसा घ्यावा या सर्व गोष्टींचा वापर करून आपला व्यासंग वाढवावा असे अपेक्षित असतांना काही अपवाद सोडल्यास बहुतेक प्राध्यापक या सुट्ट्यांचा उपयोग अन्य कारणासाठीच करतांना दिसतात मग मात्र अध्यापनात विद्यार्थ्यांना योग्य जीवनानुभव त्यांना देता येत नसल्याने संबंधित शिक्षकांच्या तासाला विद्यार्थी बसत नाही काही प्राध्यापक वर्षानुवर्ष जुन्याच कोठून तरी मिळवलेल्या नोट्स अध्यापनासाठी वापरत असतात त्यामुळे त्यांचे अध्यापन निरस आणि कंटाळवाणे होते.

४. सेवाव्रत:- काही अपवाद सोडता बाकी शिक्षकांनी या व्यवसायाचा धंदा बनविला आहे तसे बघितले तर हा व्यवसाय एक सेवाव्रत आहे या ठिकाणी ‘ एका चैतन्याचा दुसऱ्या चैतन्याशी ’ संबंध येत असतो या

ठिकाणी आंतरक्रिया घडूनच अध्यापन होत असते त्यामुळे ज्याचे आत्मभान जागृत आहे त्यानेच हा व्यवसाय सेवा म्हणून स्विकारावा.

५. व्यवसायात आनंद शोधणारा:- हा व्यवसाय ज्ञानदानाचा आहे, त्यामुळे शिक्षकाने कणाकणाने ज्ञान मिळवावे विद्यार्थ्यांना देतांना ते शतगुणित करावे म्हणजे विद्यार्थ्यांच्या अध्ययनशक्ती प्रतिगुणित झाल्याशिवाय राहणार नाहीत.

६. कार्यतत्पर:- आपल्या कामात तो तत्पर असावा वेळेवर त्याने आपल्या कार्यक्षेत्रावर जावे प्रामाणिकपणे स्वयं प्रेरणेने विद्यार्थ्यांना स्वयंप्रकाशीत करावे आपल्या जवळील सर्वोत्कृष्ट देण्याचा त्याने सतत प्रयत्न करून विद्यार्थ्यांना प्रयोगशिल, संयमी, धैर्यशिल बनवून त्यांची जिजिविषा जागृत ठेवावी.

७. निरंकारी:- काही अपवाद सोडल्यास उच्च शिक्षण प्राप्त केलेलेल्या शिक्षकांना आपल्या पदवीचा, पदाचा, ज्ञानाचा गर्व होतो असे होता कामा नये. त्याने विद्यार्थ्यांच्या भावनांचा / कल्पनांचा / विचारांचा आदर करावा त्यांना समजावून घ्यावे. त्याने विद्यार्थ्यांसमोर उच्चकोटीचा आदर्श ठेवून निरिक्षणात्मक अशा पध्दतीने वर्गात लोकशाही तंत्राने शिक्षण द्यावे त्याने विचारांचा प्रवाहक म्हणून कार्य करावे.

८. परिवर्तनवादी:- शिक्षकाने नव्या युगाला अनुसरून आपले ज्ञान अद्ययावत ठेवावे जुने चांगले ते घ्यावे, नव्या ज्ञानाचा अंगीकार करून विद्यार्थ्यांना परिवर्तनशिल करावे.

९. नवमत प्रस्थापक:- आपल्या दैनंदिन अध्यापनात विविध अध्ययन अनुभव विद्यार्थ्यांना देवून आपल्याला समाजात येणाऱ्या विविध अनुभवांची गुंफण तयार करावी यातून आपले शैक्षणिक व्यवस्थेबद्दल, देशाबद्दल स्वतंत्र मत बनवावे, या नवमतांचा प्रसारक / प्रस्थापक व्हावे.

१०. समतावादी:- शालेय वातावरणात शिक्षकाने सर्व विद्यार्थ्यांशी प्रेमाने / जिवाळ्याने वागावे गरीब-श्रीमंत, हूषार-मट्ट , अमूक जातीचा, अमूक धर्माचा, अमूक गावचा, जवळचा-दूरचा, नातेवाईक-परका अशा प्रकारचा भेदभाव करून नये.

परंतु उच्चशिक्षण क्षेत्रात वावरतांना काही अपवाद सोडले तर विपरीत दृश्य दिसते शिक्षण क्षेत्रातील कर्मचाऱ्यांच्या मुलांना प्रात्यक्षित परिक्षेत जास्त गुण देणे, श्रीमंत घरच्या विद्यार्थ्यांना विशिष्ट वर्गाच्या प्रवेशासाठी घेतल्या जाणाऱ्या प्रवेश परिक्षेची प्रश्नपत्रिका देणे, नियमबाह्य मार्गाने प्रवेश देणे, शालेय प्रशासनाच्या गोपनीय बाबींची चर्चा करणे आपल्याच व्यवसायाची/सहकार्याची बदनामी करतांना काही शिक्षक दिसतात. तर काही शिक्षक या क्षेत्रात विद्यार्थ्यांना परिक्षेत कॉपी करण्यास प्रवृत्त करतांना दिसतात याचे कारण त्यांच्या शालेय जीवनात त्या शिक्षकांनी देखील कॉपीकरूनच इतपर्यंत मजल मारलेली दिसते.

वर्ग अध्यापनात असे लोक कमी पडलेले दिसतात.

काही शिक्षक पैसे घेवून उत्तरपत्रिकेतील गुण वाढविण्याचा काळा धंदा देखील करतात तर काही शिक्षक प्रात्यक्षित परिक्षेते जास्त गुण देण्याचे आमिष दाखवून विद्यार्थ्यांवर लैंगिक अत्याचार करून आपल्या या सेवाभावी पवित्र व्यवसायाचे नाव देखील बदनाम करत आहे तसे पाहिले तर या क्षेत्रातील नीतीतत्त्वांविषयी सकारात्मक बाबींबरोबर काही नकारात्मक बाबी समोर आलेल्या आहेत.

तरी सुध्दा जांगले तेवढे घ्यावे वार्ड सोडून घ्यावे आणि या क्षेत्रातील धुरिनांनी स्वतःला झोकुनि देवून आपल्या देशाचे नाव शिक्षण क्षेत्रात अग्रक्रमाने येईल असा प्रयत्न करावा.

**उच्च शिक्षणातील शिक्षकांच्या व्यावसायिक नीतीतत्त्वांच्या पालनातील काही वैशिष्टपूर्ण अडथळे:**

१. वाढलेल्या भौतिक गरजा:- या गरजा वाढल्यामुळे शिक्षक अध्यापनाशिवाय अन्य मार्गाने म्हणजेच शिकवणी वर्ग घेवून धनार्जन करतो आहे.
२. समाजाचा शिक्षकावर येणारा दबाव:- उदा. एखादा शिक्षक कॉपी सारख्या अनैतिक प्रकाराला आळा घालू पहातो परंतु समाज मात्र अशा शिक्षकाला साम-दाम-दंड-भेद या नीतीने वागवून त्रास देतो.
३. शासनाच्या अशैक्षणिक कामांचा येणारा ताण:- यामुळे मनात असूनही वेळे अभावी वर्गात चांगल्या प्रकारे अध्यापन करता येत नाही.
४. वाढती लोकसंख्या:- याचा परिणाम वर्गात वाढलेली विद्यार्थी संख्या परिणामी प्रत्येक विद्यार्थ्याकडे वैयक्तीक लक्ष देता येत नाही.
५. पालकांचा बदललेला दृष्टीकोण:- विद्यार्थ्यांचा सर्वांगीण विकास करणेपेक्षा ज्ञानात्मक विकासाकडे नेण्यासाठी पालक आग्रह धरतात उदा. प्रत्येक इयतेमध्ये माझ्या पाल्याला जास्त गुण मिळायला हवेत परिणामी इतर गोष्टींकडे दुर्लक्ष.

**सारांश:-**

उच्च शिक्षणातील शिक्षकांच्या व्यावसायिक नीतीतत्त्वांचा विचार करतांना या नीतीतत्त्वांचे पालन करून या क्षेत्रातील काही शिक्षकांनी या क्षेत्राचा नावलौकीक वाढविला आहे जीवनाच्या प्रत्येक क्षेत्रात प्रगती करून ज्ञानाच्या क्षेत्रात ‘ जागतिक महासत्ता ’ बनण्याचे मा. राष्ट्रपती डॉ.अब्दुल कलाम यांचे महास्वप्न २०२० साली नक्कीच वास्तव्यात उतरेल असा आशवाद बाळगून माझ्या या संशोधनाचा अल्प प्रयत्न संपवितो.

**संदर्भग्रंथ :**

१. अध्यापनातील आनंद तंत्र व मंत्र मूळग्रंथ लेखक- प्रा.दौलतभाई देसाईअनुवाद-डॉ. वसंत नागपुरे
२. उदयोन्मुख भारतीय समाजातील शिक्षण लेखक-प्रा.श्री.बनकर बी.एम.

## शिक्षकांच्या व्यावसायिक विकासातील आव्हाने

श्रीमती अनिता देशमुख,

M.Phil (सन 2014-16),

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## प्रास्ताविक :-

स्वातंत्र्योत्तर काळात आपलं शिक्षण अधिकाधिक परतंत्र, एक छाप आणि निर्जीव झाल्याचे जनमानसात बोलले जाते. समाजातल्या वेगवेगळ्या वर्गातल्या मंडळींच्या मनात आजच्या शिक्षणाबद्दल असमाधान असल्याचे दृष्टोपत्तीस येते. जीवनासाठी अर्थपूर्ण ठरणा-या आणि माणसात माणुसकी जागवणा-या शिक्षणासाठी अजुनही वेगवेगळ्या दिशा शोधण्याचे काम शिक्षणक्षेत्रातील मंडळी करतांना दिसून येतात.

समाजात विविध शैक्षणिक संस्थांनी उघडलेल्या शाळा, कॉलेजसुद्धा लोक ‘दुकान’ म्हणून संबोधतात. या भपकेदार दुकानामधून नाना प्रकारचे प्रॉडक्ट मिळतील अशी जाहिरात करून तपश्चर्येचे ढोंग रचले जाते. म्हणूनच समाजाचा शिक्षणाबाबतचा विद्रोह सकारात्मक मार्गांनी बदलला जावा आणि आपली सर्व शारीरिक संस्थांची दुकानं ‘तीर्थस्थान’ बनावी यासाठी प्रयत्न करणे आवश्यक आहे.

शाळा, संस्था ह्या शिक्षणाचे केंद्रबिंदु आहेत. त्या माध्यमातून पालक, समाज यांची जडणघडण होत असते. विद्यार्थ्यांच्या सर्वांगीण विकासाचा विचार करताना शाळांमधून नाविष्यपूर्ण अशा विविध उपक्रमांचा समावेश असणे अगत्याचे आहे. विविध प्रकारच्या उपक्रमांमुळे शाळेला चैतन्यपूर्ण अस्मिता प्राप्त होत असते. मुदलियार आयोगाने महत्वाप्रमाणे चारित्र्याची घडण ही कृतीच्या ऐरणीवरच होत असते. त्यामध्ये कधीही न पुसला जाणारा ठसा त्यांच्या मनावर खोलवर उमटतो. हा ठसा उमटवण्यासाठी स्वातंत्र्याप्राप्तीनंतरच्या काळात आपल्या देशात नेमलेल्या विविध आयोगांनी आणि समित्यांनी ज्या प्रकारच्या शाळांची प्रतिमा रेखाटली आहे ती साकार करण्यासाठी शिक्षकांनी वेगवेगळे उपक्रम राबवून, प्रयोग करून त्यामधील कल्पकता आपल्या अनुभवातून दाखवून दिली पाहिजे , नाहीतर शिक्षकांसमोर त्यांच्या व्यावसायिक विकासात अनंत आव्हाने उभी राहतील अन् ती पेलता- पेलता त्यांच्या नाकी नऊ आल्याशिवाय राहणार नाही असे सद्यपरिस्थितीवरून दिसून येते.

**व्यवसाय :- अर्थ, स्वरूप -** व्यवसाय म्हणजे ‘Profession’ ह्या शब्दाला एक विशेष अर्थ. Occupation या

शब्दाने प्राप्त होतो. समाज सर्वच व्यवसायांना (Occupation) एकाच पातळीवर न बघता त्यातील निवडक व्यवसायांना, ठराविक नियमांच्या आधारावर अधिक मानाचे स्थान देतो आणि ही भिन्नता आणि प्रतिष्ठा जाहीर करण्यासाठी त्यांना वेगळे नाव दिले, ‘Profession’ विकासाची कल्पना ही या निवडक व्यवसायाशी संबंधित आहे म्हणून व्यावसायिक विकास म्हणजेच Professional Development या बाबतीत समाजात काही निवडक व्यवसायांना महत्त्व प्राप्त झालेले आहे. उदा. डॉक्टर, वकील, इंजिनिअर, शिक्षक.

प्रत्येक व्यवसायाचे सेवाकार्य हे विशिष्ट ज्ञान आणि कौशल्यावर अवलंबून असते. प्रत्येक व्यक्तीने निवडलेला व्यवसाय, त्यांची काम करण्याची योग्यता, पात्रता, कौशल्ये ही निरनिराळी असतात. ती संपादन करण्यासाठी तो वेगवेगळ्या शिक्षण संस्थांमधून नियोजित अभ्यासक्रम पूर्ण करतो. नंतर ज्यावेळी तो आपल्या व्यवसायात प्रवेश करतो आणि संपादन केलेल्या कौशल्यांचा तो काळजीपूर्वक, जाणीवपूर्वक योग्य असा वापर करतो, समाजाच्या अपेक्षा पूर्ण करतो तेंव्हा त्याच्या व्यवसायाला जनसामान्यांकडून मान्यता मिळते.

#### शिक्षणक्षेत्रातील शिक्षकांच्या समस्या :-

कोणतेही वर्तमानपत्र उघडले की, त्यातून भारतापुढे एक राष्ट्र म्हणून प्राथमिक शिक्षणाचे सार्वत्रिकीकरण व गुणवत्तापूर्ण प्राथमिक शिक्षणाचा विकास हे प्रश्न दिसतात. प्राथमिक शिक्षणाचा प्रसार होण्याबाबत अनेक प्रयत्न झाले आहेत. मुले शाळेत यावीत, ती टिकून राहावीत यासाठी विविध प्रयोग करण्यात आले. उदा. गाव, वस्ती, पाडा, तांडा येथे 1 कि.मी च्या आत प्राथमिक शाळा सुरू करणे, शालेय पोषण आहार, उपस्थितीभक्ता, मोफत गणवेश, मोफत पाठ्यपुस्तके, विविध प्रकारच्या शिष्यवृत्त्या, शिक्षकांसाठी विविध प्रकारची प्रशिक्षणे, इ. 1 ली पासून इंग्रजी विषयाचा समावेश इ.

#### समस्या :-

1. शिक्षणाच्या आशयापेक्षा त्यासंबंधीच्या कागदोपत्री नोंदीवर शिक्षकांनी लक्ष केंद्रित केल्याने विद्यार्थी शिक्षकांपासून दूर जाऊ लागल्याचे चित्र समोर येत आहे.
2. मुलांची उपस्थिती व उत्तीर्णता याबाबतची आकडेवारी फुगवून सांगण्याची कला शिक्षकांमध्ये वाढीस लागते आहे.
3. शिक्षकांचे प्रभावीपणे अध्यापनाचे नमुने पाहायला मिळत नाही.
4. शिक्षणक्षेत्रातील प्रत्येक बाबीचा वस्तुनिष्ठ व सूक्ष्म अभ्यास पाहावयास मिळत नाही.

5. शासन परिपत्रके, आदेश, कायदे यापेक्षा जे शाळेचे सूत्रसंचालन करतात त्या मुख्यध्यापकांची / शिक्षकांची मनोवृत्ती सकारात्मक दिसून येत नाही.
6. शिक्षक आपल्या विषयासंदर्भात आवश्यक नवीन विचार, पद्धती, तंत्रे, इंटरनेट व माहिती तंत्रज्ञानाचा वापर करतांना आढळून येत नाही.
7. शिक्षकांनी NCERT, SCERT, DIET, MIEPA इ. सारख्या संस्थांकडून प्रशिक्षणे दिली जातात त्यामध्ये तो जाणीवपूर्वक प्रशिक्षण घेतांना आढळत नाही.
8. रोजच्या दैनंदिन अध्यापनात येणा-या विविध समस्या / अनुभवांचे Sharing तो इतरांशी करतांना आढळत नाही.
9. विद्यार्थ्यांप्रती असलेली सामाजिक बांधिलकी, नाते यापासून तो दूर जातांना वाटतो.
10. शिक्षक फक्त संख्यात्मक वाढीकडे लक्ष देतांना आढळतो, गुणात्मक बाबींकडे नाही त्यामुळे निरुत्साह व निराशा आढळून येते.

ही एकंदरीत शिक्षकांच्या व्यवसायात दिसून येणा-या समस्या आहेत. त्यांच्या सोडवणूकीसाठी नवीन आव्हाने शिक्षकाने स्विकारणे गरजेचे आहे.

**शिक्षकांची व्यावसायिकतेला उंचावणेसाठी करावयाच्या उपाययोजना :-**

प्रयोगशीलता आणि गुणवत्ता यांचं जे अतुट नातं सर्वमान्य आहे, हे लक्षात घेऊन खालील उपाययोजना करता येण्यासारखे आहेत.

- कोणतीही व्यक्ती दुस-या व्यक्तीमध्ये बदल घडवून आणू शकत नाही. त्यासाठी शिक्षकांनी स्वतःच्या कामाविषयीच्या प्रेरणा बदलायला हव्यात आणि त्या नव्या प्रेरणांनुसार काम करायला त्यांना वाव द्यायला हवा. म्हणजे शिक्षक आणि विद्यार्थी यांच्यामधील दरी दूर होऊन आंतरक्रिया वाढीस लागेल.
- प्राथमिक शिक्षणाचे सार्वत्रिकीकरणातर्गत 100% उपस्थिती, पटनोंदणी, उत्तीर्णता यांचे प्रमाण वास्तव व वस्तुनिष्ठ दाखवयास हवे. त्यासाठी शिक्षकांनी स्वतःच्या क्षमतांचे मूल्यमापन करून आपल्यातील सामर्थ्य, कमतरता, संधी, धोके यासंदर्भात स्वतःचे आत्मपरिक्षण करणे गरजेचे आहे.
- शिक्षकाने आपल्या व्यवसायांमधील नवीन येणारे विचारप्रवाह माहित करून घ्यावे, नाविण्याची कास धरावी,

त्यासाठी आपली ध्येये निश्चित करावीत. ध्येयांना अनुसरून आपला व्यावसायिक विकास करण्यासाठी सदैव तत्पर राहीले पाहिजे.

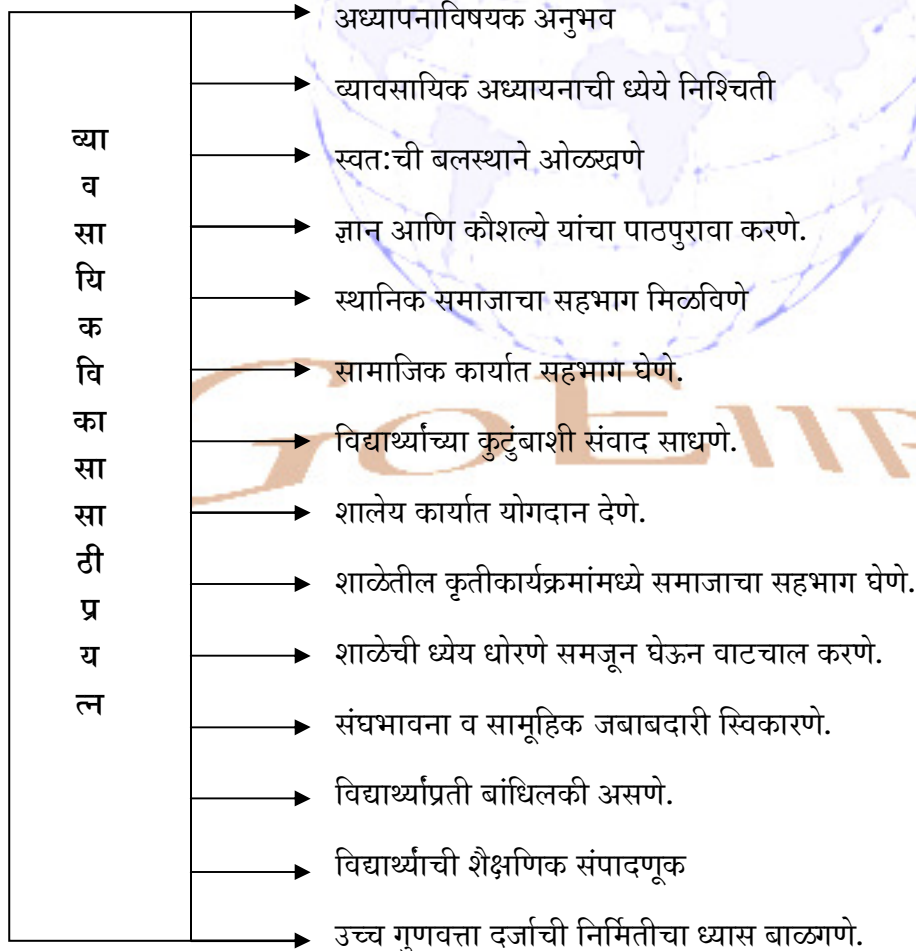
- शिक्षकाने आपली बलस्थाने अधिक बळकट करावीत. याचबरोबर आपल्यातील उणीवा अथवा कमतरता सुध्दा शिक्षकाला माहित असल्या पाहिजेत. त्या कमी करण्यासाठी प्रामाणिकपणे प्रयत्न केले पाहिजेत.
- विद्यार्थ्यांना केवळ प्रलोभने न देता शाळेविषयी आकर्षण निर्माण करण्यासाठी शिक्षकाने प्रयत्न केले पाहिजेत. करिता शिक्षकांनी आनंददायी, मनोरंजक पद्धतीचा वापर करून अध्यापन करणे, विद्यार्थ्यांना सहजगतीने अध्ययनास प्रवृत्त करणे, विद्यार्थ्यांना वर्गातील भिंतीलगतचे तळफळे निर्माण करून घेणे, वर्गवाचनालयाचा / ग्रंथालयाचा प्रभावीपणे वापर करता येणे यासाठी वाचक मंडळाची स्थापना करणे, विद्यार्थ्यांचे गट निर्माण करून प्रगत व प्रगतीशील विद्यार्थ्यांचा विकास करणे इत्यादी बाबींचा दैनंदिन अध्यापनात समावेश केला पाहिजे.
- शिक्षकाने आपल्या व्यवसायासंदर्भातील कर्तव्ये लक्षात घेऊन नवनवीन ज्ञानाशी सांगड घालून नवीन विचार, पद्धती, तंत्रे, कौशल्ये यांचे संपादन करून गुणात्मक वाढीसाठी प्रयत्न केले पाहिजेत.
- शिक्षकांनी प्रशिक्षण वर्गात दिलेल्या प्रशिक्षणाप्रमाणे अध्यापन केले तर दर्जेदार , प्रायोगिक शिक्षणकेंद्रांची निर्मिती होईल. शिक्षणाच्या प्रवाहासाठी त्याचा चांगला उपयोग होईल.
- शिक्षकाने दररोजच्या अध्यापनामध्ये मागील अनुभवांचा व नवीन गरजांचा मेळ घालून जुने-नवे अनुभव यांचा परस्पर संबंध जोडला पाहिजे. इतरांशी चर्चा करून सेमिनार, परिषदा, कृतिसत्रे, चर्चासत्रे, इ. मध्ये भाग घेऊन नवीन ज्ञान, कौशल्ये इत्यादीचा पाठपुरावा केला पाहिजे.
- शिक्षकाने पालक मेळावे, पालक भेटी आयोजित करून विद्यार्थ्यांच्या कुटुंबाशी सुसंवाद साधला पाहिजे. जेणेकरून त्याला विद्यार्थ्यांच्या बाबतीतील समस्या, प्रगती याविषयी माहिती जाणून घेता येईल, त्यानुसार शिक्षकास त्या विद्यार्थ्याला मार्गदर्शन करता येईल.
- शिक्षकाने आपला व्यवसाय पवित्र व गुणवत्तापूर्ण आहे याचे जाणिवपूर्वक भान ठेवून सदैव प्रयत्नशील राहावे. शिक्षकाने पद आणि भूमिका यात जरी भिन्नता असली तरी शैक्षणिक या शब्दातून व्यक्त होणारा संदर्भ लक्षात घेऊन शैक्षणिक व्यवसायासाठी आवश्यक असलेले ज्ञान, कौशल्ये ही निश्चित अवगत केली पाहिजेत. त्यामुळे आपल्या व्यावसायिक संस्कृतीचा (Professional culture) गुणात्मक विकास घडवून आणता येईल.

शिक्षकांच्या व्यावसायिक विकासासाठी प्रयत्न :-

व्यवसायातूनच (Occupation) धंदा (Profession) तयार होतो. जगात अत्यंत पुढारलेल्या देशात व्यवसाय मार्गदर्शन ही आवश्यक गरज निर्माण झालेली आहे. कारण सर्व मुले सारख्या कुवतीची, क्षमतेची, बुद्धिमत्तेची, समान सांस्कृतिक वारसा असलेली नसतात ही वस्तुस्थिती सर्वांना माहित आहे.

अशा परिस्थितीत प्रत्येकाच्या विकासाचा, प्रगतीचा, स्वावलंबनाचा मार्ग मोकळा व्हावा यासाठी निर्माण झालेल्या आव्हानांना सामोरे जाणे ही काळाची गरज आहे.

शिक्षक हा शिक्षण प्रक्रियेतील प्रमुख घटक असून त्याने आपल्या व्यवसायाचा विकास गुणवत्तेसाठी करावा ही अपेक्षा असते. खालील प्रवाहतक्यात दर्शविल्याप्रमाणे शिक्षकाची व्यावसायिकता उंचावणेसाठी प्रयत्न करता येतील.



**समारेप :-**

व्यावसायिक शिक्षणाचा प्रश्न आपल्या देशात अर्धवट स्थितीत पडलेला दिसून येतो. याला काही ऐतिहासिक कारणे असली तरी स्वातंत्र्यानंतर या क्षेत्रात पुष्कळ काही करता येण्यासारखे होते.

आपल्या देशाची अमेरिकेशी तुलना करता त्यांनी देशाची भौगोलिक परिस्थिती आणि गरजा यांचा प्राधान्याने विचार करून शिक्षणाला गती दिली. त्यासाठी भरपूर संशोधने करून ख-या अर्थाने शिक्षण व्यावसायाभिमुख करण्यात ते यशस्वी झाले.

थोडक्यात आपल्या देशात राष्ट्र किंवा राज्य पातळीवर आयोजित केलेले कार्यक्रम फारसे परिणामकारक ठरत नाही कारण शाळांच्या आणि शिक्षकांच्या गरजा त्यांच्या संदर्भानुसार ठरत आणि बदलत असतात त्यासाठी शाळा व शिक्षक यांचा विकास साधावयाचा असेल तर संशोधन आणि सराव यामध्ये देवाण-घेवाण होणे अनिवार्य आहे. दोन्ही क्षेत्रात व्यावसायिक भागीदारी झाली तर संशोधनजन्य ज्ञान, शिक्षक, शाळेपर्यंत पोहचवतील, त्या ज्ञानावर आधारित आपल्या अध्यापनकार्यात सुधारणा घडवतील, परिणामी समोर येणा-या आव्हानांना निश्चितपणे तोंड देण्यास आपल्या देशातील शिक्षक यशस्वी ठरतील असा आशावाद बाळगण्यास हरकत नाही.

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## शिक्षकांच्या व्यावसायिकविकासासाठी सामाजिक कौशल्ये

मोरे गोकुळ रमेश,

सहाय्यक प्राध्यापक, समर्थ शिक्षणशास्त्र महाविद्यालय,

सातपूर, नाशिक १२.

### प्रस्तावना (Introduction) :

समाजमान्यता ही एक मोठी सामाजिक प्रेरणा आहे. प्रत्येकाला आपले इतरांनी कौतुक करावे, शाबासकी द्यावी असे वाटत असते. शिक्षकांचे वर्तन समाजमान्यतेस धरून असावे असे प्रौढांना वाटत असते. अध्ययनार्थी दीर्घकाळ शिक्षकाच्या सहवासात असतो. अध्ययनार्थी आणि शिक्षक यांचे संबंध जिद्दाळ्याचे असतात. त्यामुळे आपोआपच परस्परांवर त्यांच्या व्यक्तीमत्वाची छाप पडत असते. शिक्षकाच्या वर्तनाचा विद्यार्थ्यांवर परिणाम होत असतो. विद्यार्थी अतिशय सुक्ष्मपणे आपल्या शिक्षकाचे निरीक्षण करीत असतो. एका विशिष्ट वयात तर शिक्षक त्याचे आदर्श असतात. त्यांचे अनुकरण करण्याचा अध्ययनार्थीचा प्रयत्न असतो. शिक्षकाच्या आदर्श व्यक्तीमत्वाच्या निरीक्षण व अनुकरणातून विद्यार्थ्यांची व्यक्तीमत्त्वे आकारात असतात.

### सामाजिक कौशल्य - अर्थ (Meaning of Social Skills) :

“Ability to express feelings or to communicate interests and desires to other”

Lieberman et al. 1975.

“सामाजिक कौशल्ये म्हणजे समाजात सलोख्याचे संबंध ठेवणे, समाजातील अन्य व्यक्तींशी समायोजन साधता येणे, नेतृत्व सहकार्य, समन्वय राखण्याची क्षमता असणे, समूहाच्या ध्येयानुसार वाटचाल करणे इ. गोष्टींचा सामाजिक कौशल्यात अंतर्भाव होतो.”

“The ability to express both positive and negative feelings in the interpersonal context without suffering consequent loss of social reinforcement”

Hersen and Bellack 1977

“The ability of an interact and to choose optional communication behavior us for successful accomplishing his own interpersonal goal during the interaction while maintaining the face and line of his fellow interactions”

Wiemann 1977

“The process of generating skilled behavior directed to goal”

Trower 1982

थोडक्यात, सामाजिक कौशल्ये म्हणजे, सामाजिक आंतरक्रियांच्या माध्यमातून संहसंवेदना, इतरांच्या भावनांची जाणीव, दुसऱ्या व्यक्तींच्या भूमिकेशी एकरूप होणे, इतरांबद्दल सहृदय असणे,

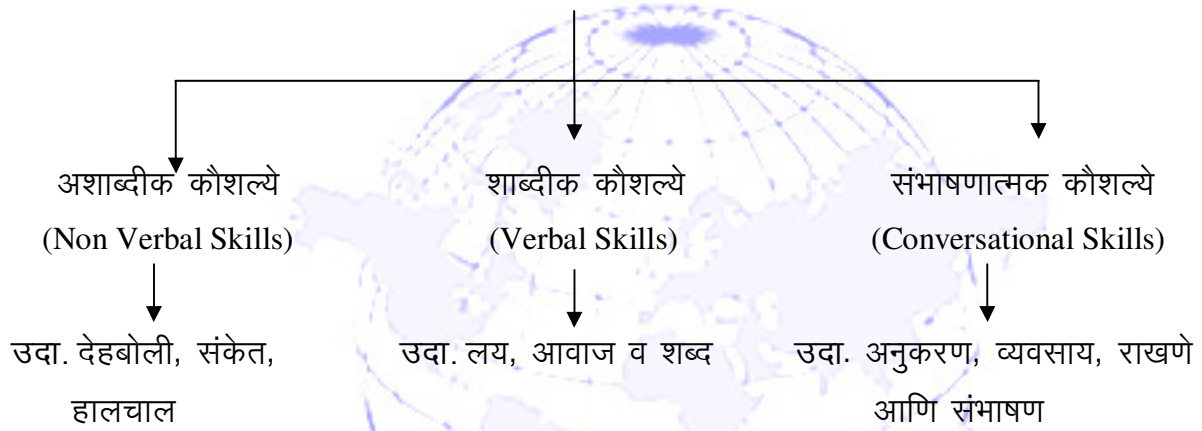
समायोजन साधणे, नेतृत्व, सहकार्य व समन्वय साधणे, समूहात समूहाचा घटक म्हणून प्रभाव प्रस्थापित करणे होय.

**सामाजिक कौशल्याचे घटक (Elements of Social Skills) :**

Spence (1985) मध्ये सामाजिक कौशल्याची तीन गटात वर्गवारी केलेली आहे.

**सामाजिक कौशल्याचे घटक**

**(Elements of Social Skills)**



**शिक्षकांच्या व्यावसायिक विकासासाठी सामाजिक कौशल्य विकास व त्याचे महत्त्व**

**(Social Skills Development for Teachers Professional Development & its importance) :**

आपण केवळ व्यक्ती म्हणून जीवन जगत नाही तर एका जनसमूहाचा घटक म्हणूनही जीवन जगत असतो. त्यामुळे जनसमुदायात वावरायचे असेल तर काही कौशल्ये आत्मसात करणे आवश्यक आहेत.



**१) प्रभाव (Influence) :**

आपण जेथे असू तेथील समूहावर आपला प्रभाव पडला पाहिजे. हा प्रभाव आपल्या बोलण्याच्या पध्दतीवरून आपल्या व्यासंगावरून, आपल्या वर्तनातून, कार्यमनातून, देहबोलीतून संवाद साधण्यातून पाडता येतो. आपण त्या समूहातीलच एक घटक आहोत असे त्या समूहातील लोकांना वाटले पाहिजे. तसेच ही व्यक्ती आपल्यापेक्षा काहीशी वेगळी आहे याचीही जाणीव त्या समूहातील लोकांना झाली पाहिजे.

**२) संघर्ष व्यवस्थापन (Conflict Management) :**

दैनंदिन जीवन जगतांना आपल्याला विविध प्रकारचे संघर्ष करावे लागतात. त्या संघर्षाला न डगमगता सामोरे जाता येणे व त्या संघर्षातून यशस्वीपणे बाहेर पडणे हेच व्यक्तीच्या यशस्वीतेचे गमक असते. कित्येक वेळा हे संघर्ष वैयक्तिक किंवा मानसिक पातळीवरील असतात. त्यामुळे काहीवेळा मानसिक ताण येतो. परंतु अशा प्रकारचा ताण येऊ न देणे किंवा त्या ताणाचा परिणाम आपल्या वर्तनावर होऊ न देणे हेच संघर्ष व्यवस्थापनाचे मुख्य सूत्र आहे. बऱ्याच वेळा आपण बाळगलेल्या मूल्यांना बाधा येईल असे वर्तन करण्याची पाळी येते. अशा वेळी मानसिक संघर्ष निर्माण होतो. परंतु त्यावर मात करता येणे आवश्यक असते.

**३) नेतृत्व (Leadership) :**

केवळ एखाद्या कार्यामध्ये पुढाकार घेऊन थांबून चालत नाही, तर आपल्या समूहाचे नेतृत्व करण्याची आपली तयारी असली पाहिजे. मग हे नेतृत्व वैचारिक असेल, शैक्षणिक असेल, साहित्यिक असेल, औद्योगिक असेल किंवा राजकीय असेल समूहामध्ये मागे राहण्याची वृत्ती असता कामा नये. नेतृत्व करणे म्हणजे एखाद्या समूहाची किंवा विचारसरणीची जबाबदारी स्वीकारणे असते. नेतृत्वाची जबाबदारी स्वीकारण्याची तयारी ठेवावी लागते. जे लोक जबाबदारी स्वीकारतात ते लोक नेते होतात व जे ही जबाबदारी यशस्वीपणे पार पाडतात ते लोकप्रियतेला व लोकमान्यतेला पात्र ठरतात. जेवढ्या समूहाची जबाबदारी तुम्ही स्विकारतात तेवढे तुम्ही मोठे नेते असाल व जेवढ्या जबाबदारीने हे नेतृत्व कराल तेवढे तुम्ही लोकप्रिय नेते असाल.

**४) समाज परिवर्तनचा उत्प्रेरक (Change Calatyst) :**

उत्प्रेरकाचे कार्य एखाद्या क्रियेची गती वाढविणे हे असते. समाजामध्ये निसर्गक्रमाने परिवर्तन होतच असतात. परंतु समाजाला हितकारक अशी परिवर्तन लवकर होण्याच्या दृष्टीने प्रत्येक व्यक्तीने आपले योगदान देणे अपेक्षित असते. उदा. अंधश्रद्धा समाजविघातक रुढी, परंपरा इ. चे उच्चाटन वेगाने होणे अपेक्षित असते. अशावेळी व्यक्तीने त्या दृष्टीने आपला हातभार लावला पाहिजे.

**५) संप्रेषण (Communication) :**

आपली मते, भावना, विचार, कल्पना दुसऱ्यापर्यंत पोहोचविणे व त्यावरील प्रतिक्रियांचा स्वीकार या बाबी संप्रेषणात येतात. हे संप्रेषण प्रत्येकवेळी सहजासहजी होत नाही. आपले विचार किंवा कल्पना दुसऱ्यांना पटवून देता येणे आवश्यक असते. कारण तरच त्यांचा स्वीकार होणार असतो. त्याचबरोबर दुसऱ्याची मते ऐकून घेतो. ती जर योग्य व समर्थनासह मांडली असतील तर त्यांचा स्वीकार करणेही अभिप्रेत असते. कोणत्याही सभ्य व सुसंस्कृत व्यक्तीला या बाबी करता आल्याच पाहिजेत. बऱ्याचवेळा एखाद्याकडे चांगली कल्पना असून देखील ही कल्पना पटवून देण्याचे कौशल्य नसल्यामुळे ती त्या व्यक्तीपुरतीच मर्यादित राहते. त्यामुळे त्या कल्पनेपासून समाजवंचित राहतो

**६) समानानुभूती (Empathy) :**

आपण समाजात वावरत असतांना सभोवताली जे लोक राहतात, त्यांच्या सुखदुःखात सहभागी व्हावयाचे तर त्यांच्या सुखदुःखाची स्थाने व कारणे माहिती असणे आवश्यक आहे. आपल्या शेजारील व्यक्तीला कोणत्या प्रसंगाने आनंद होतो. तसाच प्रसंग आपल्यावर आल्यावर त्यावेळी आपल्या मनात - नेमकी कोणती भावना निर्माण होते ? शेजारच्या व्यक्तीसारखी भावना आपल्याही मनात निर्माण होणे अपेक्षित आहे, यालाच समानानुभूती (समान-अनुभूती) असे म्हणतात.

**७) इतरांचे आकलन (Understanding Others) :**

स्वतःची स्वतःला ओळख असणे जितके गरजेचे आहे तितकेच दुसऱ्याला ओळखणेही गरजेचे आहे. आपण राहतो त्या समाजातील इतरांच्या क्षमता त्यांच्या भावना, श्रद्धा, सुखदुःखाची स्थळे समजणे आवश्यक आहे. तरच त्यांच्याशी एकरूप होता येईल. एखाद्या घटनेमुळे जर आपल्या आसपासच्या लोकांना दुःख होणार असेल तर त्या घटनेमुळे आपल्यालाही दुःख होणे अपेक्षित आहे.

**८) सेवाभावाचा उद्गम (Service Orientation) :**

आपण ज्या समाजात राहतो त्या समाजाची सेवा करण्याची तयारी हवी. जर लोकांना आपण हवेहवेसे वाटावे असे वाटत असेल तर त्यांच्या अडीअडचणींना उपयोगी पडणे आपले कर्तव्य ठरते. लोकांनी आपल्याला चांगले म्हणावे, समाजात आपणास प्रतिष्ठा मिळावी, आपला नावलौकीक व्हावा असे सर्वसामान्यपणे प्रत्येकालाच वाटत असते. आपल्याला जर असे वाटत असेल तर आपल्याला ही सेवाभावी वृत्ती रुजवायला हवी.



**९) वैविध्याचा समतोल (Leverging Diversity) :**

आपण ज्या समाजात वावरतो त्या समाजात अनेक प्रकारचे वैविध्य असते. जात, धर्म, भाषा, प्रांत, राष्ट्रीयत्व इ. बाबतीत समाजामध्ये विविधता आढळते. यापैकी आपण कोणत्याही गटाचा अवमान होणार - नाही असे आपले वर्तन व्हावयास हवे. कोणतीही टोकाची कृती किंवा विचार व्यक्तीला विक्षिप्तपणाचे लेबल लावण्यास पुरेसे ठरते आणि अशी विक्षिप्त व्यक्ती कितीही विद्वान असो श्रीमंत असो किंवा शक्तिमान असो तिला समाजमान्यता मिळत नाही.

**१०) इतरांचा विकास (Developing Others) :**

आपला स्वतःचा विकास करतांनाच इतरांचाही विकास कसा होईल याकडे लक्ष दिले पाहिजे. केवळ स्वतःचा विकास, इतरांच्या विकासाशिवाय हाते नसतो. हे लक्षात ठेवले पाहिजे 'मी' माझे कुटूंब, माझे शेजारी, माझ गांव, माझा देश या दिशेने विकासाची दिशा असली पाहिजे. केवळ 'मी' चा विकास होणे अशक्य असते. आपल्या आजुबाजूच्या लोकांना विकास प्रक्रियेत सहभागी करून घेतले पाहिजे याच समाजात आपल्याला याशस्वी नागरिक म्हणून मान्यता हवी आहे म्हणून या गोष्टींचा विचार करावाच लागतो.

**११) राजकीय भान (Political Awareness) :**

आपण ज्या समाजात राहतो त्या ठिकाणची समाजव्यवस्था कशी आहे ? या राजव्यवस्थेमध्ये - नेमकी आपली भूमिका कोणती ? लोकशाही राष्ट्रांमध्ये जनतेच्या प्रतिनिधीची पात्रता काय ? प्रत्येक राजकीय पक्षाची भूमिका कोणती ? कोणती राजकीय भूमिका समाजासाठी अधिक हितकारक आहे. या सर्व बाबींचे ज्ञान एक सर्वसामान्य नागरिक म्हणून आवश्यक आहे. बरेचसे पुस्तकी पंडीत राजकारणाकडे कलुषित भावनेने पाहतात. आपला राजकारणाशी काहीही संबंध नाही हेही मोठ्या अभिमानाने सांगतात. परंतु राजकारण ही आपल्या दैनंदिन जीवनावर परिणाम कारणी बाब आहे. याकडे ही मंडळी कुत्सितपणे करतात. परंतु ही सभ्यता नव्हे. खरे तर लोकांच्या दैनंदिन जीवनातील अडचणी व त्यांच्या विकासासाठी प्रयत्न करणे हेच राजकारणी मंडळी करीत असतात. त्यामुळे राजकारणाकडे तुच्छतेने पाहणे किंवा त्यापासून पूर्णपणे अलिप्त राहणे हे शहाण्या माणसाचे काम नाही. आपल्या जीवनाच्या यशस्वीतेचा संबंध या राज्यव्यवस्थेशी व राजकारणाशीही आहे, हे आपण समजून घेतले पाहिजे.

**१२) विश्वासाहता (Trust Worthiness) :**

स्वतःचे वर्तन करतांना ते आपल्यावर समाजाने किंवा इतरांनी टाकलेल्या विश्वासात पात्र असले पाहिजे. प्रथम आपण स्वतःशीच प्रामाणिक असले पाहिजे. त्यासाठी प्रसंगी स्वतःच्या इच्छेला किंवा भावनेला मुरड घातली पाहिजे. समाजात एक जबाबदार व यशस्वी व्यक्ती म्हणून जगायचे असेल तर समाजाने

टाकलेल्या विश्वासाला तडा जाणार नाही याची सतत काळजी घेतली पाहिजे.

#### १३) नवोपक्रमशीलता (Innovativeness) :

समाजामध्ये विविध प्रकारच्या परिवर्तनाबरोबर काही नवनवीन संकल्पना, नवनवीन विचार प्रवाह, नवीन माहिती येत असते. या नवीनतेला सामोरे जाण्याची किंबहुना त्यांच्या स्वागताची तयारी असणे आवश्यक असते. हे जर व्यक्ती करू शकली नाही तर त्या व्यक्तीचे समाजातील स्थान हळूहळू अस्तंगत हावू लागते. जी व्यक्ती नवनवीन कल्पनांना व आव्हानांना सामोरी जाते, त्यांचा स्वीकार करते तीच व्यक्ती लौकीकार्याने समाजात पुढे जाते. प्रसंगी समाजाचे नेतृत्व करते. जर समाजात पुढे जायचे असेल किंवा समाजात विशिष्ट स्थान मिळावायचे असेल तर या बाबींचा अंगिकार करावाच लागतो.

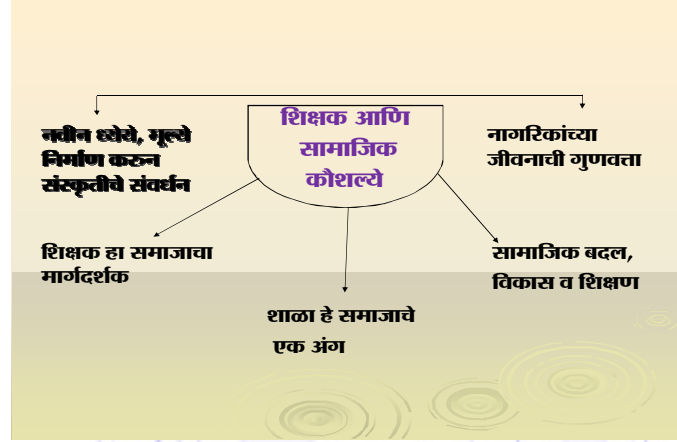
#### १४) बांधिलकी (Commitment) :

मानव आणि इतर पशू यामध्ये जे फरक सांगितले जातात. त्यामध्ये मानव हा समाजप्रिय प्राणी आहे असे म्हटले जाते आणि हे सत्यही आहे. आपण ज्या समुहात राहतो. त्या समाजातील सुखदुःखाशी आपण समरस होणे अपेक्षित असते. आपण ज्या समाजात वावरतो त्या समाजाच्या काही परंपरा असतात, त्या समाजाची काही ध्येये असतात, मूल्ये व निष्ठा असतात त्यांच्याशी समाजाचा एक घटक म्हणून बांधिलकी असते. ही बांधिलकी मानलीच पाहिजे. केवळ तर्काच्या आधारावर कोणत्याही गोष्टीसंबंधी निर्णय घेतले तर समाज अशा नेत्याला नेता म्हणून स्विकारत नाही. एखादी व्यक्ती कितीही बुद्धिमान असली तरी जर ही बांधिलकी मानणार नसेल तर समाजही अशा व्यक्तीला बाजूला फेकतो म्हणून समाजातील एक यशस्वी व्यक्ती म्हणून जीवन जगायचे असेल तर इकडे दुर्लक्ष करून चालणार नाही.

#### १५) पुढाकार व पर्याप्तता (Initiation & Optimism) :

एखाद्या समूहात रहात असतांना केवळ इतरांवर अवलंबून राहणे किंवा इतरांच्या मागे जाणे या पध्दतीने आपण जर आपले वर्तन ठेवले तर आपणास अत्यंत मर्यादित असे यश मिळते. आपणास जर पुढे जायचे असेल तर प्रत्येक कामात आपण पुढाकार घेतला पाहिजे. ज्या ज्या वेळी संधी मिळेल त्या संधीचा उपयोग करून घेतला पाहिजे. परंतु येथेच न थांबता संधी निर्माण करण्याचा प्रयत्न केला पाहिजे. कोणतेही अपयश किंवा अडचण खरे तर आपल्या कर्तबगारीला आव्हान असते व येथेच संधी निर्माण होत असते. प्रत्येक वेळेस आपणाला कोणीतरी संधी उपलब्ध करून देईल याची वाट पाहत असणे कर्तबगार व्यक्तीच्या दृष्टीने हानीकारक होय. जे लोक कोणत्याही कार्यात पुढाकार घेतात तेच पुढारी (चांगल्या अर्थाने).

## शिक्षक आणि सामाजिक कौशल्ये (Teacher and Social Skills):



कोणत्याही देशातील लहान मुलांना व तरुणांना शिक्षण देण्याचे काम शिक्षक करतो. हीच मुले व तरुण पुढे देशातील जबाबदारी उचलणारे घटक असल्याने त्याची व्यावसायिक जबाबदारी मोठी असते. म्हणूनच असे म्हटले जाते की, देशातील नागरिकांच्या जीवनाची गुणवत्ता त्यांच्या शिक्षणावर अवलंबून असते. म्हणजेच एखाद्या देशाचे जीवनमान त्या देशातील शिक्षकाच्या गुणवत्तेवर अवलंबून असते. शिक्षक आपल्या समाजाची संस्कृती, मूल्ये, ध्येय यांचे एका पिढीकडून दुसऱ्या पिढीकडे संक्रमण तर करतातच, पण त्याचबरोबर नवीन ध्येये, मूल्ये निर्माण करून संस्कृतीचे संवर्धन करतात. त्यामुळे केवळ एखाद्या विषयाचे अध्यापन करणे एवढेच शिक्षकाचे काम नाही. तर विविध प्रकारच्या कामांमुळे तो नव-निर्मितीकार असावा लागतो.

सामाजिक बदल, विकास व शिक्षण यांचा भारतीय दृष्टीने विचार केला तर आणखी एक गोष्ट लक्षात येते, ती म्हणजे सध्या सामाजिक बदलाची गती खुपच जास्त आहे, त्यामानाने आपली शिक्षण प्रणाली फारच स्थिर व संथ आहे. बदलत्या समाजाच्या अपेक्षांची पूर्ती करण्यास सध्याचा शिक्षक असमर्थ ठरतांना दिसत आहे. याचा विचार करतांना शिक्षकाला खऱ्या अर्थाने सक्षम बनवायचे असेल तर प्रथम त्याला कोणकोणत्या स्वरूपाचे काम करावे लागते व ते कोणा-कोणाबरोबर करावे लागते याचे विश्लेषण करावे लागेल. या विश्लेषणानंतर प्रत्येक कार्यासाठी किती व कोणते कौशल्य आवश्यक असतात. याचा अभ्यास करून प्रत्येक कौशल्य शिक्षकामध्ये अपेक्षित प्रमाणापर्यंत कशी विकसित करावयाची याचा कार्यक्रम तयार करावा लागेल.

शाळा हे समाजाचे एक अंग आहे. समाजाचा विकास म्हणजे शाळेचा विकास त्यामुळे शिक्षकास सातत्याने समाजाच्या गरजा, ध्येय, स्रोत आदि बाबींचा विचार करावा लागतो.

शिक्षक हा समाजाचा मार्गदर्शक असतो. 'शिकविणे' या महत्वाच्या कामाबरोबर समाजातील एक मार्गदर्शक घटक म्हणून त्या समाजातील विविध लोकांबरोबर संपर्क ठेवावा लागतो. पालकांशी सुसंवाद

साधावा लागतो. शाळेतील इतर कामांसाठी समाजातील विविध क्षेत्रातील लोकांना भेटावे लागते अशा लोकांशी सुसंवाद साधून आपले कार्य करण्यासाठी शिक्षकाला सामाजिक कौशल्ये प्राप्त व्हावी लागतात.

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## शिक्षकांमधील व्यावसायिक उत्तरदायित्व विकसीत करणे

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### प्रस्तावना :

सर्व प्रकारच्या वैयक्तिक व सामाजिक विकासाचा पाया हा शिक्षणातून घातला जातो. उपयुक्तेचा विचार केल्यास समाजाच्या आवश्यकतांची पूर्ती करणारा शिक्षण हा एकमेव व्यवसाय ठरतो. शिक्षण व्यवसायाचे दुसरे वैशिष्ट्य म्हणजे सर्व व्यापित व सर्व स्पर्शित्व म्हणजेच शिक्षकांचा समाजाच्या सर्व थरातील व्यक्तींशी संबंध येतो. शिक्षण व्यवसायाचे अत्यंत महत्वाचे वैशिष्ट्य म्हणजे हा एक उदात्त आणि पवित्र व्यवसाय आहे. शिक्षण म्हणजे एका परिपक्व व्यक्तिमत्त्वाचा दुसऱ्या व्यक्तिमत्त्वावर उमटलेला ठसा होय. समाजाला शिक्षण देणे ही सेवा आहे. ही कल्पना आता कालबाह्य झालेली आहे. ज्ञानाच्या या विस्फोटामुळे अनेक क्षेत्रातील गुंतवणुकीसारखीच शिक्षणाकडे गुंतवणुक या दृष्टीकोनातून पाहण्यात येऊ लागले आहे. भारतामध्ये देखील शासनाने शिक्षण हे समाजकल्याणापासून वेगळे करून शिक्षणखात्याला मनुष्यबळ विकास खाते असे नामाभिमान केलेले आहे. शिक्षणाकडे एक उद्योगधंदा म्हणून पहावयाचे झाल्यास आणि हा नविन दृष्टीकोन स्विकारल्यानंतर इतर उद्योगधंद्यामध्ये उदयास आलेली कल्पना म्हणजे Accountability किंवा उत्तरदायित्व ही प्रामुख्याने महत्वाचे ठरते. 'उत्तरदायित्व' ही व्यवस्थापन शास्त्रातील संज्ञा आहे.

संस्कृतिसंवर्धन, संस्कृतिजनन, संस्कृतिसंक्रमण या बरोबरच शिक्षकाला या सर्वांची जबाबदारी घेऊन नव्या युगातील आव्हानांना तोंड देण्यासाठी पिढी घडवायची आहे. नविन आव्हाने पेलण्यासाठी पिढी तयार करत असतांना स्वतःच्या व्यवसायाचे उत्तरदायित्व सुध्दा सिध्द करावे लागते. कारण शिक्षणाचे आता व्यावसायिकरण झाले आहे व होत आहे. म्हणजे शिक्षण आणि व्यवस्थापन यांचा समन्वय साधला जात आहे.

### उत्तरदायित्व (Accountability) :

(Accountability) या इंग्रजी शब्दाचा अर्थ पुढीलप्रमाणे सांगितला आहे. J.C. Sinha and V.N. Mungali यांनी आपल्या Business Management या ग्रंथात म्हंटले आहे. "The concept of Accountability implies the obligation of the individual not only to perform the duty assigned to him but also to discharge it properly as per set standard and to report the extend of his achievement regarding the job allotted to him".

याचा अर्थ खालीलप्रमाणे आहे.

- १) व्यक्तिने तिच्यावर सोपविलेले काम विविक्षित दर्जाप्रत करणे.

२) तसेच त्या व्यक्तीवर सोपविलेल्या कामाच्या संदर्भात नेमके काय संपादन केलेले आहे हे सांगण्याचे दायित्व किंवा जबाबदारी त्या व्यक्तीने स्विकारणे.

उदा. मुख्याध्यापकाने पर्यवेक्षकावर सोपविलेले काम व्यवस्थितपणे पार पाडणे आणि ते तसे झाले किंवा नाही किंवा त्या कार्यात काय उणिवा त्रुटी राहिल्या हयाची जबाबदारी दुसऱ्यांना जबाबदार न धरता स्वतः स्विकारणे.

२) उत्तरदायित्व स्विकारणाऱ्या व्यक्तीने केवळ दिलेल्या कामाची जबाबदारीच फक्त घ्यावयाची नाही तर त्या व्यक्तीला दिलेल्या अधिकाराचा वापर देखील करावयाचा असतो. या संबंधात -Mac Farland म्हणतात,

According to the obligation of an individual to report formally to his superior about the work he has done to discharge the responsibility.

म्हणजेच विशिष्ट उद्दिष्ट प्राप्तीसाठी विशिष्ट कामाच्या संदर्भात त्या कामाच्या दर्जाची जी अपेक्षा केली जाते. ते काम त्या व्यक्तीने त्या दर्जाप्रत केले पाहिजे व त्या संदर्भात उत्तर देण्याचे दायित्व त्याने स्विकारले पाहिजे.

शिक्षकाने आपल्यावर सोपविलेली जबाबदारी झटकून न टाकता ती स्विकारणे.

#### उत्तरदायित्वाचे हेतू :-

१) एखाद्या व्यवस्थापनातील प्रत्येक व्यक्तीच्या कार्याच्या प्रगतीचे व्यवस्थापनाच्या उद्दिष्टांच्या संदर्भात सिंहावलोकन करणे :- शिक्षक ज्या संस्थेत काम करतो. त्यावेळी तो ते काम करतो, त्यावेळी तो आपले काम कितपत जबाबदारीने करतो व ते शाळेच्या उद्दिष्टांच्या संदर्भात कितपत सुसंगत आहे हे अजमाविणे.

२) व्यवस्थापनातील विविध घटकाकडून केल्या गेलेल्या कामाचे विहित दर्जाच्या संदर्भात मुल्यांकन करणे :- विविध शिक्षक जे काम करत असतात ते त्यांच्याकडून अपेक्षिलेल्या दर्जाप्रत केले जाते की नाही ते पाहणे.

३) व्यवस्थापनातील विविध अधिकाऱ्यांकडून केल्या गेलेल्या कामासाठी लागणारा वेळ व कामाचा दर्जा या संदर्भात तुलना करणे :- शाळा हे एक व्यवस्थापन मानले तर मुख्याध्यापकांनी विविध शिक्षकांवर विविध विषय शिकविण्याचे काम सोपविलेले असते. तसेच याशिवाय विविध कामे सोपविलेली असतात. ही कामे शिक्षक करीत असतात. त्यांच्या कामाचा दर्जा व त्यासाठी होणारा खर्च या बाबी विचारात घ्याव्या लागतात व या शिक्षकांचे उत्तरदायित्व ठरवावे लागते.

४) कामाचे स्वरूप व कामाचा दर्जा यामध्ये जर भिन्नता आढळली तर उपचारात्मक उपाययोजना करणे :- सहकार्याने शिक्षकांवर सोपविलेले काम कार्याचा कृतीचा दर्जा अपेक्षेप्रमाणे आहे किंवा नाही हे पाहून आवश्यक असल्यास चांगल्या कामास प्रोत्साहन किंवा दर्जाप्रत नसलेल्या कामासंबंधी सुचना / सुधारणा सुचविता येतात.

#### उत्तरदायित्वाची वैशिष्ट्ये :- (Features of Accountability)

१) उत्तरदायित्वामध्ये कनिष्ठाने आपल्या वरिष्ठाला उत्तर देण्याचे दायित्व स्विकारणे अभिप्रेत असते उदा. कारखान्यामध्ये मॅनेजर - सुपरवायझर - फोरमन - कामगार असा जो सोपान असतो. तेथे कामगार - फोरमनला

- फोरमन - सुपरवायझरला. सुपर वायझर मॅनेजरला उत्तर द्यायला बांधील असतो.

शाळेत संस्थाचालक - मुख्याध्यापक - पर्यवेक्षक - शिक्षक अशी साखळी मानली तर शिक्षक पर्यवेक्षकास व पर्यवेक्षक मुख्याध्यापकास, मुख्याध्यापक संस्थाचालकास उत्तर देण्यास बांधील असतो.

२) उत्तरदायित्व हे दुसऱ्यावर ढकलता येत नाही. - मुख्याध्यापकाने पर्यवेक्षकाकडे काही काम सोपविले तर त्यासाठी त्याला काही अधिकारी दिले. तरी संस्था चालकास काही उत्तर द्यावयाचे असेल त्यावेळी ती जबाबदारी मुख्याध्यापकालाच द्यावी लागते. आपल्या कनिष्ठांची जबाबदारी संपूर्णपणे स्विकारावी लागते. मी पर्यवेक्षकास सांगितले होते त्याने ते काम नाही केले. तसेच विद्यार्थ्याला एखाद्या शिक्षकाने शैक्षणिक साहित्य बनवायला सांगितले तर त्या साहित्यामध्ये झालेल्या चुकांची उत्तरदायित्व हे विद्यार्थ्यांचे नसून त्या शिक्षकाचे आहे.

३) उत्तरदायित्व नेहमी उर्ध्वगामी असते. - व्यवस्थापनातील साखळीच्या सिद्धांतातील खालून वर असे उत्तरदायित्व असते. उदा. विद्यार्थी - शिक्षक - पर्यवेक्षक - मुख्याध्यापक - संस्थाचालक/ शासन यामध्ये शिक्षक पर्यवेक्षकास कसे उत्तर देतो किंवा त्याचे समाधान कसे करतो यावर त्याचे उत्तरदायित्व अवलंबून असते. पर्यवेक्षकाचे उत्तरदायित्व मुख्याध्यापकाला मिळालेल्या समाधानात. मुख्याध्यापकाचे उत्तरदायित्व संस्थाचालकांना दिलेल्या समाधानातून व्यक्त होते. म्हणजेच व्यवस्थापनातील प्रत्येक घटक कितपत Accountable आहे. त्यावर संपूर्ण व्यवस्थापनाची Accountability अवलंबून असते.

४) प्रत्येक व्यक्तीने किंवा घटकाने केवळ एकाच वरिष्ठास उत्तर देण्याची जबाबदारी स्विकारणे अपेक्षित असते. उत्तरदायित्वाच्या कल्पनेत केवळ एकाच वरिष्ठास उत्तर देण्याची पात्रता एवढीच अपेक्षा असते. उदा. शिक्षकाचे मुल्यमापन - पर्यवेक्षकाने - पर्यवेक्षकाचे मुल्यमापन - मुख्याध्यापकाने करणे योग्य असते.

#### शिक्षक व्यवस्थापनातील उत्तरदायित्व / गुणवैशिष्ट्ये :-

सर्व प्रकारच्या वैयक्तीक व सामाजिक विकासाचा पाया हा शिक्षणातूनच घातला जातो. जीवनाच्या कोणत्याही क्षेत्रातील प्रगतीचा आधार म्हणजेच शिक्षण.

शिक्षक हा शिक्षण प्रक्रियेतील महत्वाचा घटक आहे. आपली व्यावसायिक पात्रता सिद्ध करण्यासाठी समाजातील विविध घटकांसंदर्भात तसेच व्यवस्थापनातील विविध घटकांसंदर्भात त्याला उत्तर देणे किंवा जबाबदारी स्विकारणे क्रमप्राप्त असते.

१) तज्ज्ञतेचे काम :- शिक्षकाला आपल्या विषयाचे सखोल व समृद्ध ज्ञान असले पाहिजे व ते विद्यार्थ्यांपर्यंत / समाजापर्यंत पोहोचविण्याची जबाबदारी त्याची असते. शैक्षणिक धोरणामध्ये, अभ्यासक्रमांमध्ये, पाठपुस्तकांमध्ये या दृष्टीकोनाचे प्रतिबिंब पडले पाहिजे.

२) उच्च विचार प्रक्रिया :- या शिक्षकाच्या व्यवसायातील गुणवैशिष्ट्याचे उत्तरदायित्व शिक्षकाचे आहे. प्रत्येक

विषयातील जे उत्तम त्याचा प्रवाह हा समाजापर्यंत पोहोचला पाहिजे.

- ३) सेवाधिष्ठीत कार्य :- शिक्षणाचे व्यवसायीकरण झाले असले तरी शिक्षक हा सेवाधिष्ठीत काम करण्यास बांधील आहे. पुर्वीपासून शिक्षकीपेशा हा समाजातील सेवेचा अविष्कार मानला जाई. आधुनिकीकरणात ती कल्पना मागे पडत असली तरी आजही पिढी घडविण्याचे कार्य शिक्षकाला करावयाचे असल्यामुळे त्याचे कार्य हे सेवाधिष्ठीत ठरते.
- ४) आर्थिक लाभ ही मुख्य प्रेरणा नाही .शिक्षणाचे व्यावसायिकरण होत असले तरी शिक्षकाची मुख्य प्रेरणा ही आर्थिक घटकाशी निगडित नसावी.
- ५) विशेष शिक्षणाची प्रशिक्षणाची गरज :- शिक्षण ही निरंतर / अविरत चालणारी प्रक्रिया आहे. त्यामुळे शिक्षकाने सतत शिक्षण, प्रशिक्षण घेतले पाहिजे. तसेच नवनवीन विचार प्रवाह अभ्यासक्रमामध्ये समाविष्ट होतात. त्या संदर्भात अद्ययावत प्रशिक्षण घेऊन त्याचा समाधानकारकरित्या वापर केला पाहिजे.
- ६) बांधीलकी आणि समर्पणाची भावना :- शिक्षकाची समाजाप्रती बांधीलकी व समर्पणाची भावना असली पाहिजे. समाजात वाढत जाणारे प्रश्न उदा. प्रदुषण, स्त्रीयांचे छळ इ. या संदर्भात विद्यार्थ्यांमध्ये चांगले विचार रुजविणे किंवा त्यावर उपाययोजना सुचविणे. विद्यार्थ्यांचा चांगला दृष्टीकोन तयार करून समाजातील अनिष्ट गोष्टीविरुद्ध आवाज उठविण्यासाठी सक्षम विद्यार्थी तयार करणे ही शिक्षकाची बांधीलकी आहे व आपल्या विद्यार्थ्यांचे वर्तन त्या पद्धतीचे असेल त्याची जबाबदारी शिक्षकाने घ्यावयास हवी.
- ७) निश्चित कालावधीपुरताच मर्यादीत नसलेला :- शिक्षण ही अविरत चालणारी प्रक्रिया आहे. त्यामुळे साहजिकच शिक्षकावरही ही जबाबदारी येऊन पडते. विशिष्ट कालावधीपुरता तो स्वतः व त्याचे विद्यार्थी बांधील नसतात. ज्ञानार्जन, ज्ञानग्रहणाची प्रक्रिया सतत चालू ठेवली पाहिजे.
- ८) सामाजिक व व्यावसायिक उत्तरदायित्व :- शिक्षक हा समाजातील जबाबदार घटक आहे. त्यामुळे समाजातील समस्या दूर करून चांगला समाज निर्माण करण्याची जबाबदारी त्यांनी घेतली पाहिजे. शिक्षकी व्यवसायातील आव्हाने - उदा. विद्यार्थ्यांचा सर्वांगीण विकास उत्तम नागरिकत्व तयार करणे. उत्तम ज्ञानार्जन ह्या गोष्टींसाठी सुध्दा शिक्षक जबाबदार आहे.
- ९) नितीमत्ता असणे मुल्यांचा आधार :- शिक्षकी व्यवसायामध्ये प्रामुख्याने या गुणवैशिष्ट्यांचे विशेष महत्त्व आहे. आजच्या समाजात ज्या निषिद्ध गोष्टी होत आहेत. ज्ञानाच्या विस्फोटाच्या शतकात नितीमत्ता व जीवनमुल्य टिकवून ठेवणे कठीण झाले आहे. म्हणून शिक्षकाच पुढील संस्कारक्षम विद्यार्थ्यांच्या जीवनात नितीमत्ता व मुल्ये रुजविणे. वाईट चांगल्या गोष्टींची जाणीव करून देणे आवश्यक आहे.

शिक्षण व्यवसाय करणाऱ्यांवर विविध प्रकारची नैतिक जबाबदारी असते या सर्वांचेच उत्तरदायित्व शिक्षकावर

असते.

- १) व्यवसायनिष्ठा :- शिक्षण कार्याविषयी अभिरुची निर्माण करणे, आपल्या कार्याशी आत्मीयतेने समरस होणे, त्यात रममाण होणे, व्यवसाय कार्यक्षमतेने करता यावा या दृष्टीने आवश्यक गुणांचा व पात्रतेचा विकास करून घेणे हे शिक्षकाचे आद्य कर्तव्य ठरते. तसेच निष्ठेबरोबर शिक्षणाच्या सामर्थ्यावरील श्रद्धा होय.
- २) व्यासंग व निरंतर अध्ययनशीलता :- व्यासंगामध्ये अभावी कोणताही शिक्षक अध्यापन कार्यात यशस्वी होऊ शकणार नाही. आपल्या विषयांचे सखोल व सर्वांगीण ज्ञान प्राप्त करणे व निरंतर अध्ययनशील वृत्ती ठेवून त्या ज्ञानात सतत अद्यावतपणा आणावा हे शिक्षकाचे कर्तव्य आहे. अध्ययनशीलतेतूनच चिंतनशील मनोवृत्ती निर्माण होते व चिंतनशील वृत्तीमधूनच जीवनाकडे पाहण्याचा तात्त्विक दृष्टीकोन निर्माण होतो.
- ३) विद्यार्थी प्रेम :- ज्या विद्यार्थ्याला, त्या विद्यार्थ्याबद्दल शिक्षकाच्या मनात जिद्दाला, प्रेम, आत्मियता असली पाहिजे.
- ४) मर्यादीत अर्थार्जन :- शिक्षकाचा व्यवसाय हा धनप्राप्तीचा व्यवसाय नाही. त्यामुळे कोणत्याही गैरमार्गाने उदा. गार्डडस, लिहिणे, शिकवण्या घेणे इ. पैसा मिळविणे ही वृत्ती नसावी.
- ५) ध्येयनिष्ठा व आदर्शवाद :- शिक्षकाच्या अंगी ध्येयनिष्ठा ही आवश्यक आहे. शिक्षणातून विद्यार्थ्याला घडविणे, संस्कारीत करणे, विद्यार्थ्याच्या व्यक्तीमत्वाचा विविधांगी विकास करावयाचा असतो.
- ६) चारित्र्य :- प्रत्येक व्यक्तीचे चारित्र्य हे तिच्या व्यक्तीगत गुणांवर अवलंबून असते. पंरतू समाजाच्या तिच्या वर्तनाबद्दलच्या अपेक्षा काय आहेत याचाही तिला विचार करावा लागतो. शिक्षक हा विद्यार्थ्यापुढे आदर्श स्वरूपात उभा राहणे आवश्यक आहे. विद्यार्थ्यांमध्ये सत्प्रवृत्ती सद्दिचारांचे प्रवर्तन करणे त्यांना चांगल्या सवयी लावणे, सामाजिक व नैतिक संस्कार करून त्यांचे चारित्र्य घडविणे ही शिक्षकाची जबाबदारी असते समाजातील प्रचलित नैतिक कल्पनांनुसार, संकेतांनुसार वागणुक ज्याला आज समाज अनिती मानते असे, आक्षेपार्ह मानते असे आचरण न करणे. - खरे बोलणे, खोटे बोलणे, पक्षपात करणे, निंदानालस्ती करणे, कामाची टाळाटाळ करणे, पैसे खाणे, दारु पिणे, स्त्रियांशी असभ्य वर्तणुक करणे इ. प्रकारांना सर्वसामान्यपणे अनीती म्हंटले जाते.
- ७) स्वायत्त नियंत्रण :- शिक्षकाचे उत्तरदायित्व पहात असतांना शिक्षकांनी काही गोष्टी टाळल्या पाहिजे हयाची सुध्दा जबाबदारी, उत्तरदायित्व शिक्षकावर असते.

उदा. आपल्या व्यवसाय प्रतिष्ठेला बाधा आणणाऱ्या गोष्टी करू नये. उदा.अध्ययन - अध्यापनाच्या बाबतीत टाळाटाळ करणे, ज्ञानसंवर्धनाऐवजी अवांतर गोष्टींकडे अधिक लक्ष देणे, विद्यार्थ्यांविद्यार्थ्यांत पक्षपात करणे. व्यवसायासंबंधी बंधूची निंदानालस्ती करणे, स्वतःच्या व्यवसायाचीच बदनामी करणे, विद्यार्थ्यांना चुकीचे किंवा अर्धवट ज्ञान देणे, प्रश्नपत्रिका सांगणे, विद्यार्थ्यांना कॉपी करण्यास मदत करणे, उत्तरपत्रिकेमधील गुण वाढविणे इ.

गोष्टी शिक्षकांनी कटाक्षाने टाळाव्यात. हे शैक्षणिक तसेच सामाजिक गुन्हे आहेत.

समाजातील इतर लोकांप्रमाणे संप, मोर्चे, बहिष्कार, हस्ताळ या साधनांचा वापर करावा की नाही याबाबत काही तत्व नसले तरी या सर्वांचा विद्यार्थ्यांवर परिणाम होतो. तसेच शिक्षकाला कोणत्याही शासकीय पक्षाचा सदस्य होण्याचा अधिकार आवश्यक आहे. परंतु राजकारण त्यांनी शिक्षणक्षेत्रात मुळीच आणता कामा नये.

उदा. मी शिवाजीराजे भोसले बोलतोय ! या चित्रफितीत इंजिनियरींगला प्रवेश घेण्यासाठीचे निकष ही व्यवसाय निष्ठा किंवा उत्तरदायित्व होऊ शकत नाही.

थोडक्यात शिक्षकांनी अशा कार्यात भाग घेऊ नये असे नाही परंतु त्याच्या सिमारेषा ठरवून टाकाव्या.

### शिक्षकाची आचारसंहिता :-

आर. एच. टाऊनी याने व्यवसाय म्हणजे काय याचे पुढीलप्रमाणे स्पष्टीकरण केले आहे.

"व्यवसाय म्हणजे केवळ त्याच प्रकारची नोकरी व उदरनिर्वाहार्थ तेच काम करणाऱ्या लोकांचा मेळावा नव्हे. एवढेच नव्हे तर केवळ आर्थिक हितसंबंध सुरक्षित ठेवण्यासाठी निर्माण झालेली संघटनाही नव्हे. आपल्या सहकार्यांच्या गुणवत्तेचा विकास करणे, त्याची कार्यक्षमता वाढविणे, व्यक्तिगत हिताला पुरक असून देखील व्यवसायाच्या प्रतिष्ठेला बाधक ठरणाऱ्या वर्तन प्रकारांवर कटाक्षाने नियंत्रण घालणे व आपल्या कार्याच्या उदार उद्दिष्टांची सतत जाणीव ठेवणे ही खरी व्यवसायवृत्ती किंवा हा खरा व्यवसाय धर्म" या दृष्टीने प्रत्येक व्यवसायाला आचारसंहिता आवश्यक आहे.

शिक्षण कायद्यातील तरतुदीप्रमाणे आचारसंहिता १६ जुलै १९८१ मध्ये महाराष्ट्र राज्याने राजपत्रानुसार तयार केली आहे.

- १) सर्व शिक्षकांनी इतरांशी जात, धर्म, राजकीय, भाषा, वंश, लिंग यावर भेदभावाचे वर्तन करू नये.
- २) शैक्षणिक व अभिव्यक्ती यावर विचार स्वातंत्र्याचा गैरवापर करू नये. सोयीचा योग्य वापर करावा.
- ३) शासनाच्या कोणत्याही भौतिक व मानवी घटकांचा स्वतःच्या फायद्यासाठी वापर करू नये.
- ४) विद्यार्थ्यांचे मुल्यमापन निःपक्षपातीपणे करावे.
- ५) खाजगी शिकवणी वर्ग चालवू नये. व्यापारीकरण शिक्षणाचे करू नये.
- ६) सुट्टीच्या काळात आपली माहिती संस्थेला द्यावी.
- ७) पूर्णवेळ काम करणाऱ्या कर्मचाऱ्याने दुसरीकडे संस्थेच्या परवानगीशिवाय काम करू नये.
- ८) शिक्षकाचे वर्तन विद्यार्थी व विद्यार्थीनींशी शालीनतेचे असावे. चारित्र्यसंपन्न व्यक्तीमत्त्व असावे.
- ९) शिक्षकाने कोणतेही व्यसन करू नये. उदा. दारू, झोपेच्या गोळ्या, सार्वजनिक जागी मादक पदार्थांचे सेवन करू नये. नशेत सार्वजनिक ठिकाणी जाऊ नये.

वरीलप्रमाणे नियमांचे पालन केले नाही तर त्याला कर्तव्यच्युती किंवा दुराचार केले असे करता येईल. १९८१ च्या कायदानुसार कर्तव्यदक्ष रहाणे.

आचारसंहिता : नितीशास्त्र

नैतिकता, तत्वाचे आचरण

नियम, कर्तव्य, बंधने, जबाबदारीने कृती करणे

या सर्व गोष्टीसाठी शिक्षणक्षेत्राचे उत्तरदायित्व आहे.

- १) लोकशाही समर्थ व निकोप करण्याच्या दृष्टीने विद्यार्थ्यांचा विकास करणे. व्यक्तीगत क्षमता लक्षात घेऊन विकास करणे,
- २) विद्यार्थ्यांना समान व निःपक्षपातीपणाची वागणूक देणे. जात, धर्म, वंश, पंथ, भाषा हा भेद न करणे.
- ३) बालकाच्या विकासासाठी पालकाचे सहकार्य मिळविणे ही एक संयुक्त जबाबदारी मानणे.
- ४) आपला व्यवसाय समाजासाठी आहे. म्हणून शाळा व समाज यांचे संबंध अतुट ठेवणे.
- ५) शिक्षकाने पालक, विद्यार्थी, शिक्षक प्रशासक यांच्याशी स्नेहसंबंध ठेवणे.
- ६) आपल्या व्यवसायाचा दर्जा उंचावण्यासाठी सतत प्रयत्न करणे.

आचारसंहितेकरीता खालील बाबींकडे कटाक्षाने लक्ष देणे.

- १) समता : जात, धर्म, पंथ, लिंग याबाबत भेद न मानता सर्वांना समानतेची वागणूक देणे व विकास करणे. कोणालाही कमी लेखता कामा नये.
- २) धर्मनिरपेक्षता : सर्व धर्म सम भाव कृती जोपासणे.
- ३) न्याय : सर्वांना न्यायासमोर सारखे संबोधने, अन्याय करू नये.
- ४) समाजवादी दृष्टीकोन : सर्व समाजाचा विकास व प्रगती प्रत्येकास क्षमतेनुसार संधी उपलब्ध करून देणे, सामाजिक ऐक्य निर्माण करणे.
- ५) राष्ट्रीय एकात्मता : भारत हा विविधतेने नटलेला आहे. त्याचा आपणास अभिमान आहे. ती विविधता जपवून एकता प्रस्थापित करणे, राष्ट्रीयत्वाची जपणूक करणे.
- ६) आंतरराष्ट्रीय सामंजस्य : राष्ट्रवादामुळे व्यक्ती संकुचित बनते. जगा आणि जगु द्या हे विश्वची माझे घर अशी व्यापक दृष्टी तयार करणे.

वरीलप्रमाणे आचारसंहितेचे पालन करण्याचे व त्याबाबत उत्तर देण्याचे उत्तरदायित्व शिक्षकाचे असते.

शिक्षक व्यवसाय हा एक सार्वजनिक विश्वस्त निधी होय.

- १) शिक्षकाचे उत्तरदायित्व - काही समस्या :- शिक्षकाने कोणाला उत्तर देण्याची क्षमता बाळगावयाची आहे. आपले

वरिष्ठ, शासन की समाज. आणि जर या तिन्हीला उत्तरे देण्याचे दायित्व स्विकारावयाचे असेल तर मुळ संकल्पनेलाच बाधा येते. शिक्षकाचे मुल्यमापन विद्यार्थी करावे असे म्हंटले जाते. तर वरिष्ठाने मुल्यमापन केल्यास नेमके कोण जबाबदार !

२) उत्तरदायित्व मोजावयाचे कसे ? यासाठी कोणते परिमाण नाही.

३) उत्तरदायित्व उर्ध्वगामी असते असे म्हंटल्यानंतर मुख्याध्यापक हा संस्थाचालकस उत्तर देण्यास बांधील कि शासकीय अधिकाऱ्यांना. एकाचवेळी अनेक वरिष्ठ असतील तर मुख्याध्यापकास उत्तरदायित्व स्विकारणे कठीण जाईल. शालेय व्यवस्थापनात लोकशाही साखळीचा सिध्दांत असतो. शिक्षकांची कर्तव्ये व जबाबदाऱ्या आहेत त्याचे सर्वांगी उत्तरदायित्व शिक्षकाचे आहे. उदा. अध्यापन कार्य, शालेय व्यवस्थापनास सहकार्य, शालेय नोंदपत्रकांसंबंधी जबाबदारी, अभ्यासपुरक कार्यक्रम, विविध राष्ट्रीय पुरुषांच्या जयंत्या, पुण्यतिथ्या, राष्ट्रीय सन, स्नेहसंमेलन, शैक्षणिक सहली, चर्चासत्रे, स्पर्धा या सर्व प्रकारच्या कार्यक्रमांचे आयोजन करून त्या उत्तमरित्या करणे. समाजोपयोगी कार्य उदा. साक्षरता अभियान, स्वच्छता मोहीम, ग्रामविकास मोहीम, शाळा सुधार कार्यक्रम, प्रौढ शिक्षण, कुटुंब कल्याण इ. कार्यक्रमात भाग घेऊन समाज जागृती करणे. राष्ट्र विकासात योगदान - शिक्षक हाच राष्ट्रीय विकासाचे प्रतिबिंब शिक्षकांची प्रतिष्ठा, दर्जा, चारित्र्य व गुणवत्ता यावरून पाहिले जाते. आदर्श शिक्षकाचे गुण अंगिकारण्याची जबाबदारीसुद्धा त्याची आहे. अभ्यासक्रम, शालेय इमारत, विद्यार्थी ही जशी विद्यालयाची महत्वपूर्ण अंगे आहेत. त्याप्रमाणे शिक्षक हे ही महत्वपूर्ण अंग आहे. श्री. ब्राऊन म्हणतात, शिक्षकांच्या सजीव व्यक्तीमत्वाच्याद्वारे त्यामध्ये प्राण भरेपर्यंत त्या गोष्टी निष्प्राण आहेत.

शिक्षकाच्या अंगी पुढीलप्रमाणे गुण असणे आवश्यक आहे.

अ) वैयक्तिक :-

१) उत्तम शरीर स्वास्थ्य २) प्रभावी व्यक्तीमत्व ३) उत्साहमूर्ती ४) बाल मानसशास्त्राचा अभ्यास ५) प्रयोगशील, कृतीशील, क्रियाशील प्रवृत्ती ६) भावनिक स्थिरता ७) नेतृत्व क्षमता, ८) सहनशिलता ९) सहानुभूतिपूर्व वागणूक १०) आरोग्यदायी (मानसिकदृष्ट्या) ११) पोशाख १२) मधूर व शुद्धभाषा १३) आत्मविश्वास १४) शुद्ध चारित्र्य १५) निःपक्षपातीपणा १६) सहकार्याची भावना १७) खिलाडु वृत्ती १८) छंद प्रियता १९) सत्यवादी २०) निर्णयक्षमता २१) शिस्तप्रिय २२) सजीवपणा.

ब) व्यावसायिक गुण :- शिक्षकाला आपला व्यवसाय प्रामाणिकपणे व आदर्शयुक्त करण्यासाठी त्याच्यामध्ये पुढील व्यावसायिक गुण असणे आवश्यक आहे.

१) विषयज्ञान (विषयतज्ञ) २) अध्यापन कौशल्य ३) व्यासंगी ४) व्यावसायिक निष्ठा ५) अभ्यासपुरक कार्यक्रमात सक्रिय सहभाग (रुची) ६) संशोधन कृती नियमितता ७) वाचन, लेखन व प्रगटीकरण यात रुची ८) अद्यावत व सामान्य ज्ञान

मिळविण्यासाठी धडपड (अद्यावत ज्ञान) १०)वक्तृत्व कौशल्य ११)अभिनय क्षमता इ.

या सर्व गुणांनी युक्त असे शिक्षकाचे व्यक्तीमत्व असणे आवश्यक आहे.

#### समारोप :-

शिक्षणाचे व्यावसायिकरण होत आहे आणि त्यामुळे वेगवेगळ्या व्यावसायिक अभ्यासक्रमासाठी तसेच शालेय महाविद्यालयीन स्तरावर उत्तरदायित्व वाढत आहे. शिक्षकांना काय हवे ते विद्यार्थ्यांना न देता, विद्यार्थ्यांना जे पाहिजे ते उत्तमरितीने देणे व त्यासाठी आवश्यक असणारे वैयक्तीक व व्यावसायिक गुण अंगी बाळगणे किंवा आत्मसात करणे हे सुध्दा शिक्षकाचे व्यवसायाचे उत्तरदायित्व बनले आहे.

तरीही लोकशाही समाजरचनेमध्ये कोणतेही प्रश्न किंवा समस्या या परस्परांच्या सहकार्याने, सल्ला - मसलतीने, परस्पर सामंजस्याच्या वातावरणात सोडवाव्यात अशी अपेक्षा असते. असे असतांना शिक्षक पर्यवेक्षकास, पर्यवेक्षक मुख्याध्यापकास, मुख्याध्यापक हा संस्थाचालकास अशा चढत्या श्रेणीने आपले उत्तरदायित्व सिध्द करण्याचा अड्डास लोकशाही जीवनपद्धतीत विसंगत वाटतो. आपण जर हा दृष्टीकोन स्विकारणार असू तर शाळा ही समाजाची प्रतिकृती न राहता कंपन्यांची प्रतिकृती ठरेल. तसेच मुख्याध्यापक व शिक्षक यांच्यातील सहकार्याचे नाते संपुष्टात येऊन त्यास वरिष्ठ - कनिष्ठ असे रूप येईल व असे असले तरी विद्यार्थ्यांप्रती शिक्षकाचे संपन्न व्यक्तीमत्व, व्यवसायाप्रती प्रामाणिकपणा हे त्याचे उत्तरदायित्व आहे व त्यासाठी त्यांनी प्रयत्न करीत राहिले पाहिजे.

#### संदर्भ सूची

१. ग. वि. अकोलकर ना. वि. पाटणकर, शालेय व्यवस्था व प्रकाशन, निलकंठ प्रकाशन, पुणे
२. डॉ. मधुकर बाळकृष्ण कुंडले, शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, श्री विद्या प्रकाशन, पुणे सातवी आवृत्ती १९९०
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५. प्रा. के. के. जाधव, आधुनिक भारतीय शिक्षणाचे तत्वज्ञान (उद्योन्मुख भारतीय समाजाचे शिक्षण भाग १ ला), मन प्रकाशन नाशिक

## भारतातील उच्च शिक्षणाची सद्यःस्थिती

प्रा. डॉ. सुनिता सरवदे,

राज्यशास्त्र विभाग,

संगमेश्वर कॉलेज, सोलापूर.

भारतातील उच्च शिक्षणाच्या सद्यस्थितीवर विचार केला तर असे दिसून येते की या संदर्भात अनेक समित्या तयार करण्यात आल्या आहेत. फ्रान्सिको सारदिया यांच्या अध्यक्षतेखाली समिती नेमण्यात आली होती. या समितीने आपला अहवाल लोकसभेत सादर केला. या अहवालानुसार भारतातील उच्च शिक्षणाच्या हेळसांडाविषयी प्रकाश टाकला गेला. त्यांचे म्हणणे आहे की उच्च शिक्षण पद्धतीला अनेक समस्यांनी ग्रासलेले आहे. अभ्यासक्रम, संशोधन, मार्गदर्शन आणि शिक्षण या सर्वांच्याच दर्जा कमालीचा घसरलेला आहे. भारताला स्वातंत्र्य मिळून ६८ वर्षे झाली. तरी शिक्षणाचा संख्यात्मक आणि गुणात्मक विस्तारासाठी आता पर्यंत अनेक उपयोग व समित्या नेमल्या गेल्या. परंतु परिस्थिती अद्यापही सुधारलेली नाही. गेल्या दशकात उच्च शिक्षणातील हेळसांड वाढण्याचे कारण म्हणजे उच्चशिक्षणाच्या क्षेत्रात भारतात मोठा प्रादेशिक असमतोल आहे. केरळ भाषा, कर्नाटक, महाराष्ट्र यासारख्या राज्यात उच्च शिक्षणातील सकल नोंदणीचे प्रमाण सर्वाधिक आहे. तर ओरिसा, बिहार, झारखंड, उत्तर प्रदेश या सारख्या राज्यांमध्ये याचे प्रमाण कमी आहे. भारत जर महासत्ता बनण्याचे स्वप्न पाहत असेल तर अण्वस्त्रांची संख्या वाढवून किंवा विकासदार साधल्याने होणार नाही. तर त्यासाठी ज्ञानाधिष्ठित उच्च शिक्षणाच्या संख्यात्मक आणि गुणात्मक विकासाच्या शिस्तबद्ध योजना आखून त्या अंमलात आणल्या पाहिजेत.

भारतात उच्च शिक्षणासमोर शिक्षणातील गुणवत्ता एक मोठे आव्हान असलेले दिसून येते. म्हणून विद्यापीठ अनुदान आयोगाने मागील काही वर्षात उच्च शिक्षणाची गुणवत्ता वाढीसाठी विशेष प्रयत्न केलेले दिसून येते. विद्यापीठ अनुदान आयोगाने महाविद्यालय व विद्यापीठ स्तरावर गुणवत्तायुक्त शिक्षण आणि संशोधनासाठी वेगळ्या योजना सुरू केल्या आहेत. परंतु याचा लाभ सर्व विद्यार्थ्यांपर्यंत पोहोचत नाही. सन २०१३ मध्ये राष्ट्रपतींनी आपल्या भाषणात यात कमतरता

असल्याची आकडेवारी देऊन त्याचा उल्लेखही केला. आणि संख्या वाढविण्याचे आश्वासन दिले. भारतात पी एच डी व पदव्युत्तर अभ्यासक्रम शिकविणा-या विद्यापिठांची कमतरता आहे. त्यांची संख्या वाढविणे गरजेचे आहे. विद्यापीठ अनुदान आयोगाने आणखीन पायाभूत सुविधांमध्ये वाढ करण्याची गरज आहे. परंतु निधीची देखील कमतरता आहे. ही मुलभूत त्रुटी दूर करण्यासाठी उच्च शिक्षण देणा-या शासनाची भूमिका महत्वाची आहे. प्राध्यापकांच्या रिक्त जागा आहेत. त्या भरणे देखील गरजेचे आहे. १२ व्या पंचवार्षिक योजनेत अनेक सुविधा उपलब्ध केल्या आहेत. परंतु त्या निधीचा योग्य वापर होत नसल्यामुळे काही महाविद्यालये व विद्यापिठे तो निधी परत पाठवितात.

तसेच मानवी साधनसंपत्तीच्या विकासाच्या दृष्टीने या शिक्षण पद्धती देखील महत्वाच्या ओहत. व्यक्तीच्या सर्वांगीण विकासासाठी शिक्षणाचे स्थान आधुनिक काळात मोलाचे आहे. कुशल बळाची उपलब्धता प्रभावी शिक्षण प्रसारावर अवलंबून असते. नागरीकांची जडणघडण वैज्ञानिक तांत्रिक व आर्थिक प्रगती त्यासाठी आवश्यक असणारी शिक्षण पद्धतीची व्यवस्था महत्वाची ठरते. म्हणून सार्वत्रिकीकरणासाठी बदल आवश्यक असतात. प्राथमिक शिक्षणाचे सार्वत्रिकरण होण्यासाठी सर्व शिक्षा अभियान हे राबविण्यात येते. केंद्राने निश्चित केलेल्या मार्गदर्शनानुसार राज्यसरकारने ही या योजना अंमलात आणण्याचा प्रयत्न करतांना दिसून येतात.

उच्च शिक्षणाचा दर्जा वाढविण्यासाठी अनेक चर्चा, सेमीनार, कार्यशाळा घेण्यात येतात. डॉ यशपाल यांच्या अध्यक्षतेखाली राष्ट्रीय अभ्यास क्रम आराखड्याच्या पुनरावलोकनाची प्रक्रिया चालू आहे. सर्व शैक्षणिक विषयांची एकमेकांशी अंतरिक इंटीग्रेटेड ॲप्रोच संबंध असतो. हा संबंध लक्षात घेऊन शैक्षणिक उपक्रमांचे नियोजन करावे लागते. १२ व्या प्लॅनमध्ये शिक्षणाच्या विकासाच्या दृष्टीने संशोधनावर भर देण्यात येऊन यामध्ये वाढ करण्याची सुचनाही देण्यात आल्या आहेत. तसेच प्राध्यापकांचा संशोधनाचा दर्जा वाढविण्यासाठी ए पी आय मध्ये ही वाढ करण्यात आली आहे. तसेच प्राध्यापकांची पदे रिक्त असल्या कारणाने त्यांनाही त्रुटी निर्माण झाली आहे. ती त्रुटी भरून काढण्यासाठी आय सी टी ला प्राधान्य देण्यात येऊन ती त्रुटी सुविधा प्रमाणे पातळीपर्यंत जायला पाहिजे. यासाठी भरपूर अनुदान मंजूर करण्यात आले आहे. परंतु ते ग्रामीण व निम्न शहरापर्यंत पोहोचत नाही. त्यामुळे देखील उच्च शिक्षणाचा दर्जा खालावतांना दिसून येतो. मानव संसाधन मंत्रालयाच्या रिपोर्टनुसार २०२० मध्ये उच्च शिक्षण घेणा-या विद्यार्थ्यांच्या संख्येची

टक्केवारी ३० टक्के वाढविणे हे ध्येय आहे. आणि त्यासाठी वेगवेगळ्या उच्च शिक्षण देणा-या संस्था काढणे गरजेचे आहे. भारतामध्ये फक्त पायाभूत सुविधांची कमतरता नाही तर उच्च शिक्षण देणा-या वेगवेगळ्या शाखांची सुद्धा कमतरता आहे. पी एच डी व पदव्युत्तर पदवी शिक्षण देणा-या शाखांची देखील कमतरता दिसून येते.

भारतात उच्च शिक्षणात निधीची कमतरता संशोधकाचा अपुरेपणा पायाभूत सुविधांची कमतरता यासारख्या त्रुटी आढळून येतात. या त्रुटी दूर करण्यासाठी प्राध्यापक शिक्षण संस्था शासन व यु जी सी यांची भूमिका महत्वाची आहे.

**अभ्यासाची उद्दिष्टे :-**

१. भारतातील उच्च शिक्षण घेणा-या विद्यार्थ्यांचा अभ्यास करणे.
२. भारतातील उच्च शिक्षणासमोरील त्रुटी अभ्यासणे व त्यावर उपाययोजना करणे.
३. उच्च शिक्षणासाठी केला जाणारा एकूण खर्चाचे प्रमाण
४. प्रस्तुत शोध निबंध लिहिण्यासाठी नियतकालिके, संदर्भ पुस्तके व द्वितीय स्रोतांद्वारे माहिती यु जी सी संकेत स्थळ व संकलित माहितीचे शास्त्रीय वर्गीकरण विश्लेषण करण्यासाठी वरील साधनांचा वापर करण्यात आला आहे

**संदर्भ**

१. परिवर्तनाचा वाटसरु
२. युनिव्हर्सिटी न्युज
३. महाराष्ट्र वार्षिक अंक
४. लोकसत्तामधील शिक्षणासंबंधीचे तज्ञांचे विशेष लेख

अ. प्रा डॉ शैलेंद्र देवळाणकर

ब. प्रा. डॉ. राजेश्वरी देशपांडे

क. प्रा. आसाराम लोमटे

ड. प्रा. रमेश पानसे

**DEVELOPING PROFESSIONAL ACCOUNTABILITY AMONG TEACHERS**

प्रा. आशा देविदास पाटील,  
ओमसाई शिक्षणशास्त्र महाविद्यालय,  
शिरसोली, जि. जळगांव.

शिक्षणाचे मुख्य ध्येय म्हणजे मानव जातीच्या कल्याणासाठी सुजाण नागरिक घडविणे. त्याकरिता शिक्षकाचे व्यक्तिमत्व विकसित होणे आवश्यक आहे. शिक्षण हे समाज परिवर्तनाचे एक साधन आहे. हे परिवर्तन अपेक्षित दिशेने झाले तर राष्ट्रीय व आंतरराष्ट्रीय सामंजस्य स्थापित करता येईल. शिक्षणाची ही ध्येये साध्य करण्याची जबाबदारी शिक्षक व्यवसायाची आहे. सामाजिक जीवनात अनेक प्रकारचे व्यवसाय असतात. सर्व व्यवसायांपेक्षा अध्यापन हा एक वैशिष्ट्यपूर्ण व्यवसाय आहे.

अध्यापनात शिक्षक, विद्यार्थी, विषय या सर्वांच्या आंतरक्रियेतून निर्माण होणारे मानवी वर्तन या घटकाला महत्त्व आहे.

● **शिक्षकांचा व्यावसायिक विकास (Professional Development of Teacher) :**

“Professional Development as a Resulting in person`s being of a greater use to the organization for which he works through the acquisition of greater knowledge skills & different attitudes.” (International dictionary of Adult & continuing education 1990).

शिक्षकास शैक्षणिक क्षेत्रात अत्यंत महत्वाचे स्थान असते. त्याचा प्रमुख व्यवसाय म्हणजे अध्यापन या व्यवसायात त्याचे ज्ञान आणि त्याने त्यात मिळविलेला अनुभव यावर अधिक भर देण्यात येतो. त्यासाठी शिक्षकांचा व्यावसायिक विकास करणे गरजेचे असते. व्यावसायिक विकास ही एक प्रक्रिया असून त्याद्वारे शिक्षकांना ज्ञान, कौशल्ये, दृष्टिकोन आणि मूल्ये यांचा विकास करता येतो.

अलीकडे यांत्रिक साधनांचा वापर अध्यापनात करण्यात येतो. हे जरी खरे असले तरी ते हाताळण्याचे ज्ञान व कौशल्य शिक्षकात असणे गरजेचे असते. कारण शिक्षकांचा प्रत्यक्ष संबंध विद्यार्थ्यांशी व शैक्षणिक क्षेत्रातील इतर व्यक्तींशी येत असतो. त्यासाठी शिक्षकास ज्ञान असणे गरजेचे असते. या विषयी रविंद्रनाथ टागोरांनी शिक्षकांविषयी पुढीलप्रमाणे मत व्यक्त केले आहे.

“शिक्षक जोपर्यंत स्वतः शिकत नाही तोपर्यंत तो विद्यार्थ्यांना योग्य प्रकारे शिकवू शकत नाही. जोपर्यंत एक दिवा स्वयंप्रकाशित होत नाही तोपर्यंत तो दुसऱ्या दिव्यास प्रकाशित करू शकत नाही” शिक्षकांच्या व्यावसायिक विकासासाठी पुढील विचार महत्वाचे आहेत.

- १) अध्यापनात शिक्षकाने नविन तंत्रांचा वापर करणे आवश्यक आहे. त्यासाठी प्रशिक्षणाची गरज भासते. कोठारी शिक्षण आयोगाच्या मते, “The need of the professional training is most urgent in teaching due to rapid advances in the field of knowledge.”
- २) प्रज्ञावान व सामान्य बुद्धिमत्तेच्या विद्यार्थ्यांसाठी वापरावयाच्या अध्यापन पद्धतीचा अभ्यास करावा.
- ३) शिक्षकाने सामाजिक गरजा विचारात घेऊन अभ्यासपूरक कार्यक्रमाची आखणी करावी.
- ४) अध्यापनात आलेल्या अडचणींचे निवारण करण्यास तज्ञ शिक्षकांशी विचार विनिमय करावा.
- ५) संशोधनातून निर्माण झालेल्या अध्यापन पद्धतीचा शिक्षकाने उपयोग करावा.
- ६) शिक्षकांच्या व्यावसायीक विकासासाठी चर्चासत्रे, कार्यशाळा, शालेय उपक्रम, उजाळा देणारा स्मृती जागृती वर्ग, पुनरावलोकन अभ्यासक्रम इत्यादी मधून व्यावसायीक विकास करता येतो.

एकंदरीत शिक्षकाने व्यावसायीक विकास करण्यासाठी स्वतःची जाणीव, विद्यार्थी संबंधित जाणीव, शिक्षण संस्थेसंबंधी जाणीव आणि समुहासंबंधी जाणीव ठेवली पाहिजे.

#### ● शिक्षकांचे उत्तरदायित्व/जबाबदारी (Accountability of Teacher) :

उत्तरदायित्वाला इंग्रजीत Obligation, Responsibility and Entitlement हे पर्यायी शब्द वापरले जातात. लेमनच्या मते, “एखाद्या व्यक्तीला सोपविलेली जबाबदारी तिने किती प्रभावीपणे किंवा कशा प्रकारे पार पाडली याचे मूल्यमापन करणे म्हणजे उत्तरदायित्व होय.” (“Accountability means as accounting of one’s performance with respect to the responsibility given to an individual - Layman”) म्हणजेच उत्तरदायित्व हे दुसरे-तिसरे काही नसून एखाद्या व्यक्तीने तिला सोपविलेली जबाबदारी कशा प्रकारे पार पाडली हे मापन करणे होय.

According to Webster’s Encyclopedia Dictionary, “Accountability means one’s subjection to having to report, explain or justify and he is responsible and answerable to somebody else”.

#### ● उत्तरदायित्वाची वैशिष्ट्ये (Characteristics of Accountability) :

- १) उत्तरदायित्व हे बहुआयामी (Multidimensional)
- २) उत्तरदायित्व ही ध्येयोन्मुख कृती आहे.
- ३) उत्तरदायित्व निकषावर आधारित असते.
- ४) उत्तरदायित्व ही वरिष्ठाला उत्तर देणारी प्रक्रिया आहे.
- ५) उत्तरदायित्व ही गतिमान प्रक्रिया आहे.

६) मूल्यमापन हे उत्तरदायित्वाचे अविभाज्य अंग आहे.

● **उत्तरदायित्वाचे उद्देश (Objectives of Accountability) :**

- १) व्यक्तीच्या कार्ययशस्वितेचे मापन करणे.
- २) व्यक्तीच्या व्यवसाय समाधानाचे मापन करणे.
- ३) व्यक्तीने पार पाडलेल्या कार्याचे वेळ व दर्जा या संदर्भात मापन करणे.
- ४) कार्यामध्ये गुणात्मक सुधारणा करण्यासाठी उपाययोजनांचा अवलंब करणे
- ५) व्यक्तीच्या स्वविकास व व्यावसायिक विकास होण्यासाठी मदत करणे.

असे विविध उद्देश असल्यामुळे अध्यापकाला आपले कार्य यशस्विरित्या पार पाडता यावे याकरिता उत्तरदायित्व मदत करते.

● **शिक्षकांचे उत्तरदायित्व खालील मुद्द्यांवर निश्चित केले जाते :**

- १) शिक्षकाचे तो शिकवित असलेल्या विषयावर प्रभुत्व आणि अध्यापन शैली.
- २) शिक्षकाचे वक्तृत्व, संवाद कौशल्य, त्याचा आवाज, त्याचे भाषेवर प्रभुत्व.
- ३) विद्यार्थ्यांच्या विकासासाठी शिक्षक राबवित असलेले उपक्रम
- ४) शालेय वातावरण चांगले राखण्यासाठी केलेले प्रयत्न.
- ५) विद्यार्थ्यांमध्ये रुजवित असलेली जबाबदारीची जाणीव.
- ६) शिक्षकाची व्यवसाय निष्ठा व व्यावसायिक जबाबदारीची जाणीव.
- ७) शिक्षकाची स्वतःच्या कर्तव्याबाबत जागरूकता व व्यवसायाशी बांधिलकी.

शिक्षकाला आपला व्यावसायिक विकास करण्यासाठी योगदानाची, नवनिर्मितीची, बदलांशी जुळवून घेण्याची, संशोधनाची आणि सामाजिक जबाबदारी अशा अनेक जबाबदाऱ्या पार पाडाव्या लागतात.

**१) योगदानाची जबाबदारी :** आंतरजालाच्या (Internet) जाळ्याने माहितीचा महासागर एका क्लिक वर खुला झाला आहे. शिक्षकांना हवी ती अध्यापनास उपयुक्त माहिती काही सेकंदात मिळत आहे. जगभरातील असंख्य शिक्षक व तज्ञ व्यक्ती लेख, अनुभवाधिष्ठित माहिती, त्यांनी केलेले प्रयोग, संशोधनपर लेख जगासमोर मांडून अनमोल योगदान देत आहेत. त्यांनी केलेल्या प्रयोगांचा, संशोधनपर लेखांचा वापर शिक्षक आपल्या अध्यापनात करत असून त्यामुळे अध्यापन प्रक्रिया परिणामकारक होण्यास मदत होत आहे. शिक्षकाला स्वतःचे व्यक्तिगत ब्लॉग तयार करून माहितीपर योगदान देता येऊ शकते. ऑनलाईन मासिकांसाठी लेखन करून आपले विचार मांडता येतात. आपल्या योगदानाने आपणही या महासागरातील ज्ञान देणारा Contributor होऊ शकतो.

**२) बदलांशी जुळवून घेण्याची जबाबदारी :** तंत्रज्ञानामुळे नवनवीन साधन निर्मिती होत असूनही अध्यापनात ती

वापरण्याची मानसिकता तयार होणे गरजेचे आहे. इ-लर्निंग, ऑन-लाईन एज्युकेशन, वेब बेसड् अॅक्नॉलॉजी, मल्टिमिडीया, लॅपटॉपद्वारे अध्यापन इ. विषयी माहिती नुसती न अभ्यासता ती रोजच्या अध्यापनात वापरण्याची मानसिकता तयार व्हावी ह्या विकसित होणाऱ्या आधुनिकतंत्रज्ञानाच्या हाताळणीचे व वापराचे ज्ञान आत्मसात करून ते दैनंदिन अध्यापनात वापरावे.

३) **नवनिर्मितीची जबाबदारी :** शिक्षकांनी अध्यापनातील तोचतोपणा, निरसता घालवण्यासाठी नवनवे प्रयोग करावेत. अध्यापनातील आशयाबरोबर अन्यही समस्यांवर उपाय म्हणून प्रभावीपणे शिकविण्यासाठी शिक्षक खालील बाबी करू शकतात.

- अध्यापनातील पाठ्यघटकांवर आधारित स्लाईड शो ची निर्मिती.
- जागतिक समस्यांवर आधारीत मल्टिमिडीयाद्वारे स्लाईड शो तयार करता येतील. उदा. ग्लोबल वार्मिंग, पर्यावरणाचा न्हास, लोकसंख्या विस्फोट व परिणाम इ.
- जनमानसाचे उद्बोधन करण्यासाठी मल्टिमिडीयाद्वारे खास स्लाईड शो करू शकतो. उदा. भूकंपाची व त्सुनामीच्या परिस्थितीतील आपत्ती व्यवस्थापन इत्यादी.

४) **संशोधनाची जबाबदारी :** छोट्या समस्यांवर उपाय शोधण्यासाठी नवे प्रयोग करावेत. ``जुन ते सोन`` म्हणत फक्त ``अध्यापन एके अध्यापन`` करण्यातच समाधान मानू नये. अध्यापनाच्या कामाबरोबर समाजातील काही समस्यांवर आधारीत संशोधन कार्य हाती घेऊ शकतो. ``Education is the foundation stone of the bright future of a nation.`` शिक्षणात नवपरिवर्तन करण्याची व बदल घडविण्याची मोठी ताकद आहे म्हणूनच शिक्षकांमधील संशोधन वृत्तीला प्राधान्य द्यावे, नवोपक्रमशीलतेला स्वातंत्र्य देण्यात यावे व नव्या बदलांना स्वीकारणाऱ्या मानसिकतेला नेहमीच प्रोत्साहन दिले जावे. थोडस ``चाकोरीबाहेर`` जाऊन शिक्षकांनी या नव्या जबाबदाऱ्यांकडे पहावे, त्यावर विचार करून त्या स्वीकारण्याचा प्रयत्न करावा.

● **संदर्भ ग्रंथ :**

- १) पंडित ब. बिहारी, पाटिल नलिनी, मोरे लता (२००९), 'शिक्षक शिक्षण', पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर.
- २) घोरमोडे के.न्यु. व घोरमोडे कला (२००८), 'उदयोन्मुख भारतीय समाजातील शिक्षण', विद्या प्रकाशन, नागपूर.
- ३) 'भारतीय शिक्षण', जुन २०११.
- ४) 'शिक्षण संक्रमण', अंक ४, सप्टेंबर २०११.
- ५) Edutracks volume ११, No. ११ July २०१२
- ६) New Frontiers in education, volume ४३, No. १ January March २०१०.

## उच्च शिक्षणातील शिक्षकाची व्यावसायिक नितीमत्ता

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### प्रास्ताविक :

प्राचीन काळापासून शिक्षण व्यवसायाला एक उच्च व श्रेष्ठ परंपरा दिसते. गुरु हे आश्रमातील विद्यार्थ्यांचे नव्हे, तर संपूर्ण समाजाचे मार्गदर्शक होते. समाजातील लोकांना ते अत्यंत वंदनीय व पूजनीय वाटत असत म्हणून या काळातील शिक्षकांना राजापेक्षा सुद्धा समाजामध्ये श्रेष्ठ मानले जात. किंबहुना प्रसंगी राजांना सुद्धा मार्गदर्शन करण्याचे काम हे आचार्य करत असत. राजसत्ता देखील त्यांच्यापुढे विनम्र होत. आचार्य/ गुरु आपले कार्य निष्ठापूर्वक, निस्पृहवृत्तीने व निरलसपणे करत असत. ज्ञानोपासना व ज्ञानदान या कार्याविषयी आवड व स्वतःला वाहून घेणारे होते. आचार्यांनी तत्कालीन तत्त्वज्ञानाला व जीवन ध्येयांना अनुसरून समाजात धार्मिक, आध्यात्मिक जागृतीचे, ज्ञानप्रसाराचे कार्य केले. आचार्य आपल्या कार्यातून व्यवसायिक नीतीतत्त्वांना एका विशिष्ट अशा उंचीवर नेऊन ठेवले . शिक्षण व्यवसायाच्या प्रतिष्ठेचे रहस्य त्यांच्या समाजसेवेच्या कार्यात सामावलेले होते.

प्राचीन काळापासून आजच्या आधुनिक काळार्यंत शिक्षकाच्या भूमिकेत व व्यवसायात अनेक परिवर्तने झाली. त्यामध्ये काळाच्या ओघात शाळेत प्रवेश घेणा-यांचे प्रमाण वाढले व त्यानुसार शिक्षकांची व शाळांची संख्या वाढली. तसेच या व्यवसायात अर्थकारणाला महत्त्व आले. तसेच इतर व्यवसायातील पैसा,प्रतिष्ठा व प्रसिध्दी यामुळे या सर्वांचा परिणाम शिक्षकी व्यवसायावर व त्यांच्या आचारधर्मावर होऊ लागला. त्यातून शिक्षकांच्या व्यावसायिक नितीमत्तेवर प्रश्न चिन्ह समाज उभे करत असतांना आपल्या दिसतो आहे.

### शिक्षकी व्यवसाय:

शिक्षकी व्यवसाय हा समाज आणि राष्ट्र यांच्या बदलाशी, प्रगतीशी आणि उन्नतीशी संबंधित असणारा व्यवसाय आहे. शिक्षकी व्यवसायाच्या माध्यमातून अन्य व्यक्तींवर संस्कार करता येतात. त्याग हा या व्यवसायाचा स्थायीभाव आहे. शिक्षक हा राष्ट्राचा कणा व शिल्पकार असल्यामुळे या व्यवसायाचे महत्त्व अनन्य

साधारण आहेच त्याच बरोबर शिक्षकांच्या व्यावसायिक नितीमत्तेनुसार आपले वर्तनाला सुद्धा तितकेच महत्त्व आहे.

### व्यावसायिक नीतीमत्ता : (Professional Ethics)

नितीमत्ता म्हणजे नैतिकतेच्या बाबतीतील आपल्या व्यवसायासंदर्भातील प्राथमिक कायदे होत. एखादा व्यवसाय स्विकारला की, त्या बरोबर त्या व्यवसायातील नैतिकता येतेच. त्या व्यवसायात कसे वागावे, व्यवसायातील इतर घटकाशी संबंध या संदर्भात असलेले अलिखित नियम होत.

### उच्च शिक्षणातील शिक्षकाला व्यावसायिक नितितत्वांची आवश्यकता:

जगातला कोणताही व्यवसाय असो त्या व्यवसायाला व्यावसायिक नितितत्वांचे अधिष्ठान पाहिजे तसेच शिक्षकी व्यवसाय हा व्यवस्थितपणे चालावा आणि या व्यवसायामध्ये गुणात्मकता व व्यावसायिक स्वास्थ टिकून राहावे यासाठी व्यावसायिक नितितत्वांची आवश्यकता आहे.

### उच्च शिक्षणातील शिक्षकाची संशोधक म्हणून व्यावसायिक नितिमत्ता :

संशोधन करतांना उच्च शिक्षणातील शिक्षकांनी आपल्या व्यवसायाशी निगडीत खालील नितीतत्वांचे पालन करणे आवश्यक आहे.

१. इतर संशोधकांनी केलेले संशोधनाची त्यांची परवानगी न घेता कॉपी करुन जशास तसा सादर करुन पीएच.डी. पदवी मिळविली जाते व उघडकीस आल्यानंतर संशोधनावरील विश्वास उडतो यातून मानवी मूल्ये व व्यावसायिक नितितत्व पायदळी तुडविली जातात.
२. आपल्या संशोधनात खरी वा सत्य माहिती गोळा करावी व जी माहिती गोळा केली असेल त्यावर आधारितच निष्कर्ष काढावेत.
३. आपल्या संशोधन समस्येसंदर्भात अद्ययावत माहिती मिळविणे संशोधनाचे नैतिक जबाबदारी आहे.
४. संशोधनात एकावे जनांचे करावे मनाचे ही संशोधकाची वृत्ती असावी. तथ्यावर श्रद्धा असावी व मी करेल तीच पूर्वदिशा असा दुराग्रह नसावा म्हणजेच संशोधकात नैतिक तटस्थता असावी. मायकेल फॅरेड या तत्ववेत्त्याने तत्वज्ञानाचे आदर्श संशोधनात लागू पडतात असे म्हटले आहे.
५. संशोधन म्हणजे रिकाम्या वेळेत करण्याचे कार्य नाही तर संशोधक आपल्या संशोधन कार्याशी एक जीव असला पाहिजे म्हणजेच त्याच्यामध्ये समर्पण प्रवृत्ती असावी.

६. संशोधकाने आपल्या संशोधनातून मिळालेल्या माहितीची गोपनीयता पाळली पाहिजे.

७. संशोधन मार्गदर्शकाचा विश्वासास पात्र असावा.

### उच्च शिक्षणातील शिक्षकाची व्यावसायिक नितिमत्ता:

उच्च शिक्षणातील शिक्षकाने आपल्या व्यावसायिक नीतिमत्तेचे पालन करण्यासाठी खालील गोष्टी टाळाव्यात.

१. अध्ययन अध्यापनात टाळाटाळ करणे.
२. विद्यार्थ्यां- विद्यार्थ्यांमध्ये पक्षपात करणे.
३. व्यवसाय बंधूची विद्यार्थ्यांच्या पुढे निंदानालस्ती करणे.
४. आपल्या व्यवसायाची निंदा करणे.
५. परीक्षेतील पेपर आधीच सांगणे.
६. कॉपी करण्यास मदत करणे
७. वर्गात व्यवस्थित न शिकविणे व खासगी शिकवणीस विद्यार्थ्यांना येण्यास भाग पाडणे.
८. विद्यापीठीय परीक्षेतील अंतर्गत व उत्तपत्रिकेतील गुण जास्त व मुद्यामहून कमी देणे
९. महाविद्यालयात भरपूर काम असतांना रजा काढणे.
१०. शिक्षकी व्यवसायातील पगाराच्या जोरावर इतर साईड बिझनेस करणे व शिक्षकी व्यवसायाला कमी लेखणे.
११. आपल्या तासाला वर्गात उशीरा जाणे व तास संपण्यापूर्वीच वर्गातून बाहेर पडणे.
१२. भारतीय संविधानावर व संविधानात सांगितलेल्या मूल्यांवर श्रद्धा अविश्वास..
१३. राष्ट्रीय जबाबदा-या पार पाडण्यात दिरंगाई करणे.
१४. विद्यापीठाचे प्राशनक , मूल्यमापन, परिक्षक व इतर वेळोवेळी दिलेले काम प्रामाणिकपणे पार न पाडणे.
१५. बी.एड.च्या बाबतीत सांगायचे म्हणजे विद्यार्थी - शिक्षकांना वेळेवर व विद्यार्थ्यांचे समाधान होई पर्यंत सरावपाठाचे मार्गदर्शनासाठी टाळाटाळ करणे.
१६. प्राचार्याने प्राध्यापकांना नेमून दिलेले महाविद्यालयातील विभाग व समित्यांचे काम विहित वेळेत

करुन संबंधित कार्याला व्यवस्थितपण न्याय न देणे.

सद्याच्या परिस्थितीत व्यवसायाशी एकनिष्ठता, प्रामाणिकपणा, ज्ञानदान इत्यादी गोष्टी दुर्मिळ होत आहेत. शिक्षकी पेशा व व्यवसाय यांचे अवमूल्यन होत आहे . तसेच सद्य ज्ञानदापेक्षा अर्थाजनाला महत्त्व आले आहे. अशी जरी परिस्थिती उच्च शिक्षणातील शिक्षकाची व्यावसायिक नितिमत्तेमध्ये असले तरी येणा-या काळात हे चित्र बदलेले असेल व या व्यवसायात चांगले लोक येत आहेत व येतील पुन्हा प्राचीन काळासारखे चारित्र्यवान व निष्ठेने काम करणा-या शिक्षकांची फळी तयार होईल या शंका नाही .

### संदर्भग्रंथसूची

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## ROLE OF SOFT SKILL PROGRAMME IN TEACHING LEARNING PROCESS

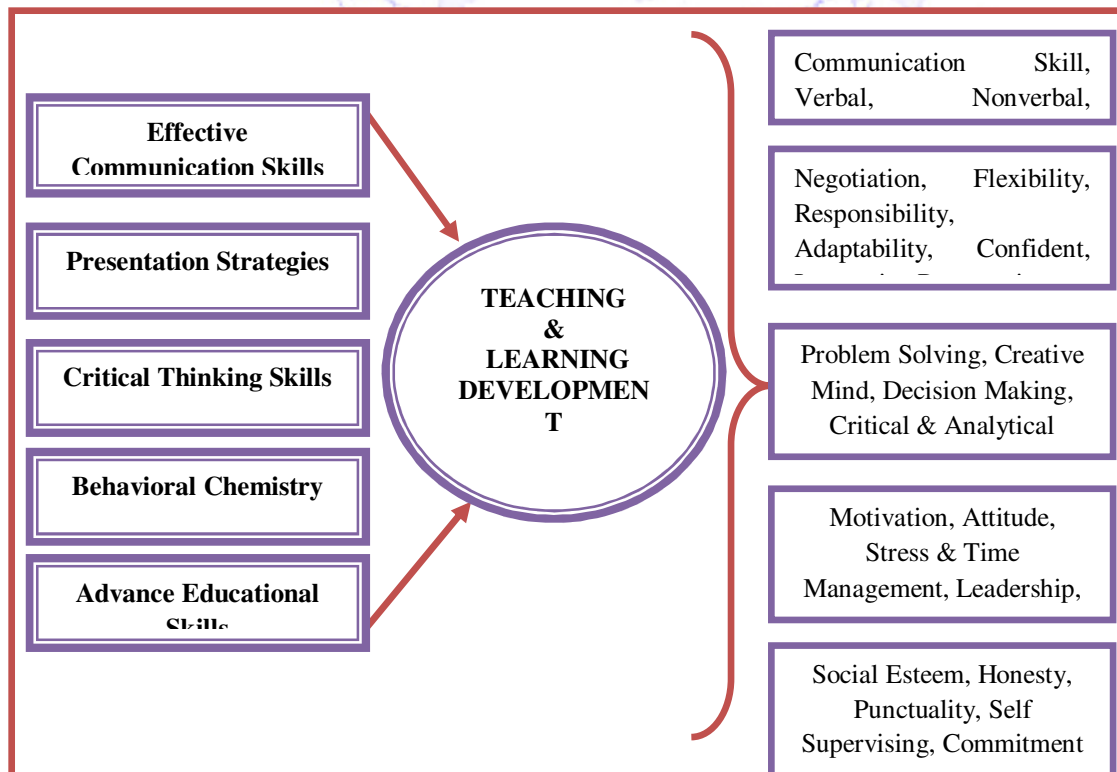
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### Abstract:-

*In Modern Era each and every field expects a certain amount of soft skills in their staff to increase and update current knowledge. Many institutes around the world recognize that in order to gain competitive advantage, they also need to make sure their pupils and know how to handle themselves at workplace to relate situation.*

*In Teaching Learning process Soft Skill perform important and effective role to meet excellence. Good Teaching is one of the quality of Ideal Teacher and for that having soft skills is very important. Teacher should have following soft skills for his professional Development as well as willingness to inculcate those skills in his students.*



➤ **What is Soft skills?**

Soft Skill is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills which are the occupational requirements of a job and many other activities. A person's soft skill EQ is an important part of their individual contribution to the success of an organization. Training for personal habits or traits are significant effective process of teaching & learning for an Institution. For this reason, soft skills are increasingly sought out by Teachers in addition to standard qualifications.

➤ **Why do soft skills matter?**

- ✓ To increase value of qualitative education system.
- ✓ Identified to be the most critical skills in the current Global Era especially to move in fast and advanced technology.
- ✓ To include the cognitive elements associated with non-academic skills.
- ✓ Essential aspects of what it takes to be successful in the life.

➤ **Reasons for gloomy Education;**

- ✓ No active participation in activities /events.
- ✓ No frequent up gradation of syllabus
- ✓ Parent Stress.
- ✓ Restless in the learning.

**1. Communication Skills**

Communication is the activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands, as by speech, non-verbal gestures, writings, behavior. It is the meaningful exchange of information between two or more participants. Communication requires a sender, a message, a medium and a recipient. communication can occur across vast distances in time and space.

• **Verbal communication-**

• **Nonverbal communication**

- How to develop Good communication.
- ✓ Understanding the Basics of Communication Skills.
- ✓ Engaging Your Audience- Make eye contact. Gestures. Body language
- ✓ Using Your Words.

- ✓ Using Your Voice.
- **Barriers to effective human communication.**
  - a. Physical barriers.
  - b. System design.
  - c. Attitudinal barriers.
  - d. Ambiguity of words/phrases.
  - e. Individual linguistic ability.
  - f. Physiological barriers.
  - g. Cultural differences.

## 2. Presentation Strategies

Presentation skills are very important for effective interaction related to content in teaching learning process.

- **Negotiation**

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. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position.

- **Stages of Negotiation**

- a) Discussion
- b) Clarifying Goals
- c) Agreement
- d) Implementing a Course of Action

- **Impressive Presentation**

- ✓ Avoid overload Information.
- ✓ Be Specific with Content.
- ✓ Use animation effectively.
- ✓ Make it interactive.
- ✓ Be clear about whom you want the presentation to appeal to.
- ✓ Create a compelling story throughout your presentation.
- ✓ Try to use human emotions to evoke a connection.
- ✓ Spend time sourcing the right imagery to convey the message.

- **Adaptability-**

Adaptability is a feature of a system or of a process. This word has been put to use as a

specialized term in different disciplines and in business operations. In the life sciences the term adaptability is used variously. At one end of the spectrum, the ordinary meaning of the word suffices for understanding.

- **Responsibility-**

The responsibilities and duties of a teacher are many and varied. Teachers act as facilitators for incorporating and encouraging intellectual and social development in the formative years of a student's life.

### How To Show Responsibility

- \* Find out what needs to be done and do it.
- \* Complete at ask without being asked.
- \* Understand and accept the consequences of your actions.
- \* Think before you act.
- \* Do your best.
- \* Clean up after yourself even if no one is watching.
- \* Always try to do the right thing.

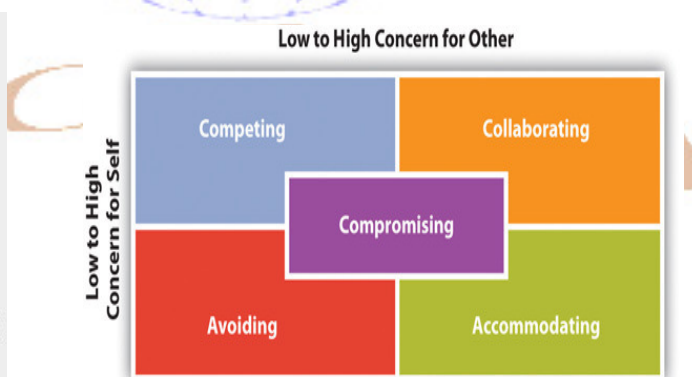
- **Conflict Handling** is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Conflicts is a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them.

### Conflict Management Styles

**Conflict Styles**

1. Accommodating (I lose – you win)
2. Avoiding (I lose – you lose)
3. Collaborating (I win – you win)
4. Competing (I win – you lose)
5. Compromising (Win-win or lose-lose)

\* Source: Thomas Kilman *Conflict Mode*  
Alexander Hiam's *Dealing With Conflict*



## 2. Critical Thinking Skills

- **Problem Solving –**

Having good strong problem solving skills can make a huge difference to your

career. Problems are at the center of what many people do at work every day. So, being a confident problem solver is really important to your success.

**four basic steps in solving a problem:**

1. Defining the problem.
2. Generating alternatives.
3. Evaluating and selecting alternatives.
4. Implementing solutions.

- **Critical Thinking** - Critical thinking means making clear, reasoned judgments. It includes observation, interpretation, analysis, inference, evaluation, explanation, and metacognition.

**Critical thinking skills is able to do the following :**

- ✓ understand the logical connections between ideas
- ✓ identify, construct and evaluate arguments
- ✓ detect inconsistencies and common mistakes in reasoning
- ✓ solve problems systematically
- ✓ identify the relevance and importance of ideas
- ✓ reflect on the justification of one's own beliefs and values

- **Creative Mind –**

The ability to apply logic and creativity to solve problems. **Creativity** is a phenomenon whereby something new and in some way valuable is created (such as an idea, a joke, a literary work, painting or musical composition, a solution, an invention etc).

- **Decisions Making**

Decision making is the integral part in teaching – Learning process at each & every stage. A correct decision is the first stage to build our life. Making a good decision -Important facts, seeking advice, looking at the big picture, considering alternatives, being aware of repercussions.

**3. Behavioral Chemistry**

- **Motivation**

Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a role or subject, make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors as:

- (1) intensity of desire or need,
- (2) incentive or reward value of the goal, and
- (3) expectations of the individual and of his or her peers.

**.How to Motivate Yourself**

- ✓ Stop thinking in terms of fear.
- ✓ Define your goal and your plan to achieve it.
- ✓ Read & Get information about it
- ✓ Find out just what you need to do.
- ✓ Surround yourself with positivity.
- ✓ Use visualization
- ✓ Chart your progress.
- ✓ Get like-minded friends for support.

• **Attitude-** An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan 2005, p. 150)". Attitudes can be described in terms of **three components**.

- **Affective component** a person's feelings / emotions about the attitude object
- **Behavioral component:** we have influences how we act or behave.
- **Cognitive component:** a person's belief / knowledge about an attitude object.

• **Time Management-** Developing time management skills is a journey. One goal is to help yourself become aware of how you use your time as one resource in organizing, prioritizing, and succeeding in your studies in the context of competing activities of friends, work, family, etc.

- ✓ Blocks of study time and breaks.
- ✓ Dedicated study spaces.
- ✓ Weekly reviews.
- ✓ Prioritize your assignments.
- ✓ Achieve "stage one."
- Postpone unnecessary activities until the work is done.
- Identify resources to
- help.



### Stress Management--

Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

- **Leadership**

**Leadership** has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". For example, some understand a **leader** simply as somebody whom people follow, or as somebody who guides or directs others while others define leadership as "organizing a group of people to achieve a common goal".



- **Professional Ethics**

Professionals are capable of making judgments, applying their skills and reaching informed decisions in situations that the general public cannot, because they have not received the relevant training.

Professionals and those working in acknowledged professions, exercise specialist knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics.

.Typically these include:

Honesty

Integrity

Transparency

Accountability

Confidentiality

Objectivity

Respectfulness

Obedience to the law

Loyalty

- **Interpersonal Skills**

Interpersonal skills are the life skills we use every day to communicate and interact with

people, both individually and in groups. Developing strong interpersonal skills are usually more successful in both their professional and personal lives.

**Interpersonal Skills Includes:**

- ✓ **Verbal & Non-Verbal Communication**
- ✓ **Listening Skills**
- ✓ **Negotiation**
- ✓ **Problem Solving**
- ✓ **Decision Making .**
- 4. **Assertiveness**

**Advance Educational Skills**

- **Social Ethics**

We all know that humans being are social animals and all that, but do all human beings know correctly how to live in society?

Social ethics has more to do with what is good and right for a society to do and how it should act as a whole. Social ethics are the philosophical or moral principles that, in one way or another, represent the collective experience of people and cultures.

- ✓ **Social and Environmental Responsibility**
- ✓ **Social Choice and Individual Values**
- ✓ **Social responsibility**

- **Honesty Towards Profession**

"Honesty is the best policy" is a proverb of Benjamin Franklin; honesty means being trustworthy, loyal, fair, and sincere. Honesty is very essential for teaching profession because it Teacher who give shape to future generation of that Nation.

- *Commitment to profession*

It is important that every teacher be not only committed to his or her students but that he or she also be committed to the teaching profession and everything that it encompasses. The teaching profession includes the other members of your profession as well as what you will be teaching, how you will teach it, and why.

- **Self Supervising / Observing**

Self-supervision is the ability of a person to understand individual capabilities, evaluate their skills and abilities, individual qualities, organize oneself in order to aptly adapt to any situation. Self Supervising Teachers is made up of flexible learning modules which will give

teachers the knowledge, skills and confidence to effectively supervise. The learning focusing on skills in:

- effective partnerships
- practice analysis
- making judgments
- unpacking the Graduate Standards
- **Punctuality** is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designated time. "Punctual" is often used synonymously with "on time or be accurate".

○ **How to Be Punctual**

Have everything ready the night before.

- ✓ Keep your essentials near and on specific place.
- ✓ Anticipate delays before they happen.
- ✓ Commit yourself to being 15 minutes early for everything.
- ✓ See where you often waste the most time.
- ✓ Make a note of where you should be in regards to time.
- ✓ Don't overbook yourself. It should be limited.
- ✓ See how being late affects others.
- ✓ Make punctuality one of your core values.

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## शिक्षकांच्या व्यावसायिक विकास वाढीत माहिती संप्रेषण तंत्रज्ञानाची भूमिका

डॉ. सौ. कल्पना सुभाष पवार

प्राचार्य

ब्रह्मा व्हॅली शिक्षणशास्त्र महाविद्यालय अंजनेरी

### प्रस्तावना

आजचे युग हे माहिती तंत्रज्ञानाचे युग आहे. एकविसाव्या शतकाच्या जागतिकीकरणाच्या युगात तंत्रज्ञान आज घरोघरी पोहोचले आहे. माहिती संप्रेषण तंत्रज्ञान हे तंत्रज्ञानाचा भाग असून त्याचा उपयोग करून अदयापन अदयापन प्रक्रिया अर्थपूर्ण व अभिरूची पूर्ण बनवीण्यात येत आहे. केवळ शाब्दिक अनुभवाद्वारे दिले जाणारे शिक्षण कायम स्वरूपात लक्षात रहात नाही. त्यामुळे अदयापन प्रक्रिया निरस व कंटाळवानी होते म्हणून विद्यार्थ्यांना नवीन तंत्रज्ञान देणारा शिक्षक निर्माण होण्यासाठी शिक्षकांचा व्यावसायिक विकास साधण्यासाठी माहिती संप्रेषण तंत्रज्ञान महत्वाची भूमिका बजावीत आहे. माहिती संप्रेषण तंत्रज्ञानाच्या वापरामुळे अदयापन प्रक्रिया मनोरंजक सहज सुलभ आणि परिणाम कारक होवून विद्यार्थ्यांचे अध्ययन प्रभावी होण्यास मदत होईल तसेच शिक्षकांच्या अदयापनात देखील जीवंत पना येईल आज अनेक प्रसार माध्यमे विविध प्रकारची माहिती शिक्षणाचा प्रसार करणेसाठी वापरात आणत आहेत. आज माहिती तंत्रज्ञानाचा सारा डोलारा संघर्षावर ऊभारला आहे. आजच्या युगात जागतिक स्पर्धेला सामोरे जाताना गुणवत्ता पूर्ण शिक्षण हा महत्वाचा निकष मानला जातो शिक्षण प्रक्रियेत रोज नवनवे बदल वेगाने घडून येत आहेत म्हणूनच एकविसाव्या शतकाच्या मध्यकडे वाटचाल करीत असताना शिक्षकांचा व्यावसायिक विकास घडवून आणण्यासाठी माहिती संप्रेषण तंत्रज्ञान हे एक परीपूर्ण माध्यम आहे. माहिती तंत्रज्ञानाच्या युगात शिक्षणातील परंपरागत अध्यापन संकल्पना व माहिती तंत्रज्ञान कौशल्याचा समावेश अभ्यासक्रमात करणे आवश्यक आहे. विद्यार्थी शिक्षकांनी हे कौशल्य आत्मसाद केल्यास ते भविष्यात शाळेत याचा प्रभावीपणे उपयोग करतील.

### माहिती संप्रेषण तंत्रज्ञान -

माहिती संप्रेषण तंत्रज्ञान म्हणजे माहितीची देवान घेवान करणा-या प्रक्रियांचा अभ्यास करणारे तंत्रज्ञान होय. उपलब्ध माहितीवर योग्य ती प्रक्रिया करून प्रेषक व ग्राहक यांच्यामध्ये नवीन डीजीटल तंत्रज्ञानाच्या सहाय्याने आदान प्रदान करणे म्हणजेच माहिती संप्रेषण तंत्रज्ञान होय. शिक्षकांचा व्यावसायिक विकास साधण्यासाठी खालील

माहिती संप्रेषण तंत्रज्ञानातील ई-स्त्रोतांचा प्रामुख्याने वापर केला जातो .

- १ . इंटरनेट - इंटरनेट हे माहिती जाल आहे याच्या मार्फत शिक्षकाचा व्यावसायिक विकास साधला जातो . नवनवीन कौशल्यांची माहिती शिक्षकाला इंटरनेट मार्फत होते . विविध प्रकारची जीवन कौशल्ये व कारक कौशल्ये शिक्षकाला इंटरनेट मुळे माहिती होतात उदा . ई शाळा ई संदर्भ इ .
- २ . टेलिकॉन कॉन्फेसिंग - शिक्षकाचा व्यावसायिक विकास साधण्यासाठी विशिष्ट तज्ञ व्यक्तींची मार्गदर्शन सेवा घेण्यासाठी टेलिकॉन कॉन्फेसिंगचा वापर करता येतो . यात काही शंका असल्यास ताबडतोब लगेच त्या तज्ञ व्यक्तीशी शिक्षक सरळ संवाद साधू शकतात .
- ३ . व्हिडीओ कॉन्फेसिंग - परदेशातील एखाद्या परीस्थितीविषयी किंवा समस्ये विषयी चर्चा करून विविध तज्ञाकडून समोरासमोर माहिती घेतली जाते . व्हिडीओ कॉन्फेसिंग मध्ये वक्ता आणि स्त्रोता यांना एकमेकांचे चेहरे हावभाव दिसू शकतात . यामुळे शिक्षकाचा व्यावसायिक विकासाची गुणवत्ता वाढेल .
- ४ . साटेलाईट इज्युकेशन - उपग्रहाद्वारे शिक्षण देवून शिक्षकांचा व्यावसायिक विकास साधण्यास मदत होईल . उदा . EDUSAT हा उपग्रह फक्त शिक्षण शेजासाठी सोडला आहे . त्या द्वारे विविध कार्यक्रम प्रक्षेपित केले जातात .
- ५ . संगणक सहाय्यित अनुदेशन - संगणकाच्या सहाय्याने शिकवीता येणा-या विविध अध्यापन पद्धतींचा अवलंब करून शिक्षकांमध्ये कौशल्य विकसीत करता येतील . उदा . व्हिडीओ ग्राफीक फिल्म
- ६ . आभासी वर्ग - तंत्रज्ञानाच्या विविध साधनांच्या सहाय्याने आभासी वर्ग निर्माण करून शिक्षक वर्गात नसतांना देखील विद्यार्थी अध्ययन करू शकतील मार्गदर्शन घेऊ शकतील . यामध्ये संगणक एलसीडी एलईडी इ . साधनांचा वापर करता येईल .
- ७ . ई-लायब्ररी - ग्रंथालयामध्ये ऑनलाईन लायब्ररीची सुविधा उपलब्ध देवून माहिती वरील व ज्ञानावरील मर्यादा काढून टाकता येतील . यामुळे देखील शिक्षकांचा व्यावसायिक विकास साधला जाईल .
- ८ . मोबाईल एज्युकेशन - आधुनिक शिक्षण पद्धतीवर असलेल्या मोबाईल प्रभावामुळे शिक्षणात त्याचा सकारात्मक वापर शिक्षकांचा व्यावसायिक विकास साधण्यासाठी मोठया प्रमाणावर होत आहे . मोबाईल फोनमध्ये सर्व ऑक्सेसरीज असल्यामुळे विद्यार्थ्यांना त्याचा वापर मोठया प्रमाणावर करता येतो . तसेच शिक्षक देखील त्यांना

मार्गदर्शन करू शकतात .

**समारोप :**

माहिती तंत्रज्ञानाच्या युगात इंटरनेटमुळे इलेक्ट्रॉनिक माध्यमात कांती घडून आली. इंटरनेटमुळे मार्शल मॅकल्यूहान यांच्या म्हणण्यानुसार जग आज एक खेडे बनले आहे. काल मिळविलेले ज्ञान उदया कमी पडणार आहे त्यासाठी शिक्षकाने केवळ ज्ञान संपन्न होवून चालणार नाही तर व्यावसायिक कौशल्य आत्मसाद करणे देखील गरजेचे आहे. तरच भविष्यात अंतरराष्ट्रीय बाजारपेठेला तोंड देवू शकणारा जागतीक स्पर्धेत टिकू शकणारा विद्यार्थी तो निर्माण करू शकेल. माहिती तंत्रज्ञानाच्या या युगात विद्यार्थ्यांच्या तसेच शिक्षकांच्या सभोवतालची परिस्थिती बदलत आहे. यात बदलत्या परिस्थितीनुसार शिक्षक व विद्यार्थी यांचा व्यावसायिक विकास साधण्यासाठी माहिती संप्रेषण तंत्रज्ञान उपयुक्त ठरत आहे. त्यासाठी पुढील चिनी म्हण सार्थ ठरेल “If you want to think one year ahead, plant rice if you want think 10 years ahead, Plant trees, but if you want to think 100 years ahead give ICT education to people.”

**संदर्भ :**

१. पारसनीस न. रा - शिक्षकांचे प्रशिक्षण
२. जगताप ह. ना - प्रगत शैक्षणिक तंत्रज्ञान आणि माहिती तंत्रज्ञान
३. शिक्षण समीक्षा - ऑक्टोबर २००७
४. शिक्षण समीक्षा - ऑगस्ट २०१०
५. शिक्षण समीक्षा - ऑक्टोबर २०१०
६. गडनीस मनोज - ‘लोकमत’ जुन २०११
७. <http://www.slideshare.net/ivarsity/research-note-on-teaching>

जनसंज्ञापन व वृत्तपत्रविद्या क्षेत्रातील व्यावसायीक विकास आणि कौशल्य विकसनासाठी मुक्त  
शिक्षण प्रणालीची उपयुक्तता: एक अभ्यास

रोहित कसबे,  
शैक्षणिक सेवा विभाग,  
यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ

**प्रास्ताविक :**

जनसंज्ञापन आणि वृत्तपत्रविद्या हे क्षेत्र फार व्यापक आणि सतत नविन माहिती देणारे, विकसीत होणारे क्षेत्र आहे. या क्षेत्रात होणारी विविध स्थित्यंतरे या क्षेत्रात काम करणाऱ्या प्रत्येक व्यक्तीला आपला व्यावसायिक विकास करण्यास कायम उद्युक्त करणारी आहेत. कालबाह्य बातमी पत्रकाराला ही कालबाह्य करू शकते. पत्रकाराचा विकास हा नेहमीच समाजाला नविन दिशा दाखविणारा ठरतो. त्याला आपण मिळवलेली माहिती नेहमी पारखुन घ्यावी लागते तसेच आपल्या व्यावसायात येणारे नवे तंत्रज्ञानही अवगत करावे लागते. व्यावसायीक विकास ही त्याची गरज असते.

मुक्त शिक्षणाची संकल्पना दुरशिक्षणाद्वारे प्रत्यक्षात येते. आजच्या विज्ञान-तंत्रज्ञानाच्या युगात दुरशिक्षणाची माध्यमे मोठ्या प्रमाणात वाढत आहेत. त्यात नविन माहिती, ज्ञानाचे नवे स्रोत निर्माण होत आहेत. आंतरराष्ट्रीय पातळीवर दुरशिक्षणावर अनेक नवे प्रयोग होत आहेत. पुर्वीचे स्पेशलाईज्ड फिल्ड आता जास्तीत जास्त विद्यार्थीभिमुख होत आहेत. विद्यार्थ्याला आपल्या आवडीप्रमाणे विषय व घटक निवडण्याची मुभा तर आहेच मात्र त्याने निवडलेल्या विषयात कोणकोणते घटक त्याला हवे आहेत तेही विद्यार्थी ठरवतो. म्हणजे राज्यशास्त्र शिकणाऱ्या एखाद्या विद्यार्थ्याला विद्यापीठाने अर्थशास्त्र किंवा समाजशास्त्र विषयाच्या अभ्यासक्रमात समाविष्ट केलेला एखादा घटकही घेता येतो. अशा प्रकारच्या शिक्षणाने त्या विद्यार्थ्याला आपल्या ज्ञानाच्या कक्षा विस्तारता येतातच पण त्याच्या शिक्षणाची नाळ समाजाशीही जोडली जाते. आजचे दुरशिक्षण खऱ्या अर्थाने मुक्त शिक्षणाकडे वाटचाल करीत आहे असे म्हणता येईल.

वृत्तपत्रविद्या अभ्यासक्रम आणि मुक्तशिक्षण हे दोन्ही घटक परस्परपुरक आहेत. या दोन्ही घटकांचा एकमेकांच्या विकासात मोलाचा वाटा आहे. पत्रकारीतेचे शिक्षण चार भिंतींच्या आत पूर्ण होणे शक्यच नाही. तर

मुक्त शिक्षणाचा मुळ उद्देश समाजातल्या जास्तीत जास्त लोकांपर्यंत शिक्षणाच्या/ ज्ञानाच्या संधी मिळवून देणे हाच आहे. मुक्तशिक्षण जास्तीत जास्त लोकाभिमुख होणे जसे त्याच्या निर्मितीतच अभिप्रेत आहे तसेच पत्रकारीतेचे शिक्षण हे मुलतः अनुभवांवर आणि निरीक्षणांवरच अवलंबून आहे. यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठातर्फे राबविले जाणारे बी.ए.(जनसंज्ञापन आणि वृत्तपत्रविद्या) आणि वृत्तपत्रविद्या पदविका अभ्यासक्रमाद्वारे शिक्षणाच्या मुख्यप्रवाहापासून दूर राहिलेल्या व पत्रकारिता शिक्षणाची आवड असणाऱ्या व्यक्तींना शिक्षणाची संधी उपलब्ध करून दिली जात आहे.

या शिक्षणक्रमाच्या उद्दीष्टांच्या सहाय्याने दूरशिक्षण आणि पत्रकारिता शिक्षण यांची प्रत्यक्षात सांगड कशी घालता येते ते बघता येईल. या शिक्षणक्रमाची उद्दीष्टे पुढील प्रमाणे आहेत.

१. जनसंज्ञापन आणि वृत्तपत्रविद्या क्षेत्रातील विविध विषयांची मूलतत्वे आणि आधुनिक बदल यांचे ज्ञान विद्यार्थ्यांपर्यंत पोहचविणे
२. जनसंज्ञापन आणि वृत्तपत्रविद्या क्षेत्रातील तात्विक भागाचा समतोल वापर करून प्रत्यक्ष क्षेत्रिय कार्यासाठी प्रशिक्षण देणे.
३. जनसंज्ञापन आणि वृत्तपत्रविद्या क्षेत्रातील बहुकौशल्ये प्राप्त प्रशिक्षित मनुष्यबळ विकसित करणे.
४. जनसंज्ञापन आणि वृत्तपत्रविद्या क्षेत्राद्वारे विविध ज्ञानशाखा/विषय क्षेत्रांची माहिती समाजापर्यंत प्रभावीरित्या संप्रेषित करणे.
५. महाराष्ट्रातील ग्रामीण विद्यार्थ्यांना वृत्तपत्रविद्या व आधुनिक जनसंज्ञापन माध्यमे यांचे ज्ञान देणारा रोजगाराभिमुख शिक्षणक्रम विकसित करणे.

या उद्दीष्टांमधून मुक्त शिक्षणाचा एक ढोबळ आराखडा आपल्या समोर येतो. तात्विक भागाचा समतोल वापर करून क्षेत्रिय कार्यासाठी प्रशिक्षण तसेच रोजगाराभिमुख शिक्षण हे त्यातले महत्वाचे घटक आहेत. याच बाबी व्यावसायिक शिक्षणाचा पाया म्हटल्या पाहिजेत.

### विद्यार्थ्यांना स्वातंत्र्य :

मुक्त शिक्षणाच्या नव्या संकल्पनांमध्ये शिक्षणक्रम अधिकाकाधीक स्वातंत्र्य मिळते आहे. अभ्यासक्रम विद्यार्थीकेंद्री बनवले जात आहेत. शॅनन आणि व्हीवर यांच्या मॉडेल नुसार संवादाची प्रक्रीया प्रतिसादावर

अवलंबून असते. म्हणजे प्रेषकाने संदेश पाठविल्यावर स्विकारक त्याला काय व कसा प्रतिसाद देतो यावर संवादाची यशस्विता अवलंबून असते. शिक्षण ही जर संवाद प्रक्रीया मानली तर शिक्षक हा प्रेषक आहे. त्याने दिलेली माहिती हा संदेश तर विद्यार्थ्यांमार्फत दिली गेलेली परीक्षा हा प्रतिसाद म्हणावा लागेल. हा प्रतिसाद किती चांगला मिळतो त्यावर शिक्षणाची प्रक्रीया कितपत यशस्वी झाली ते ठरवता येईल. म्हणजे परीक्षेत किती विद्यार्थी उत्तीर्ण होतात व ते उत्तरपत्रिकेत कशा प्रकारे उत्तरे लिहीतात यावर शिक्षकाचे मुल्यमापन करता येईल.

पारंपारिक शिक्षणपद्धती बांधीव स्वरूपाची आहे. विद्यापीठाने दिलेला अभ्यासक्रम शिकविला जातो, त्यात विद्यापीठाने दिलेले संदर्भग्रंथ विद्यार्थी अभ्यासतात आणि शिक्षकांनाही त्याच चौकटीतील अभ्यासक्रमात शिकवावे लागते व त्याच चौकटीत प्रश्नपत्रिका काढून त्याच्या उत्तरपत्रिका तपासाव्या लागतात. या संपूर्ण प्रक्रीयेत विद्यार्थ्यांना त्यांना अपेक्षित असणारे ज्ञान किंवा माहिती मिळते आहे का? त्यांच्या जिज्ञासा जागृत होत आहेत का? याकडे फारसे लक्ष दिले जाताना दिसत नाही.

दुरशिक्षणाच्या नव्या पद्धती स्विकारल्या जात आहेत. यात विद्यार्थ्यांना आपल्या आवडीचे अभ्यासक्रम निवडण्याचे स्वातंत्र्य आहेच पण विद्यार्थ्याला त्याच्या सोयीच्या वेळेनुसार रेकॉर्ड केलेली लेक्चर्स, ऑनलाईन लेक्चर्स, ऑनलाईन परीक्षा घेतल्या जातातच पण सगळ्यात महत्वाची बाब म्हणजे त्यांना आपल्या सोयीनुसार आणि वेळेनुसार म्हणजे ऑन डीमांड परीक्षा घेतल्या जात आहेत. या सुधारणांचा दुरगामी परीणाम होत आहे.

विद्यार्थी या नव्या संकल्पनांकडे निश्चितच आकर्षित होतील, कारण त्यांना अपेक्षित असणारी माहितीची साधने त्यांना मिळत आहेत. त्यांना या नव्या पद्धतीमुळे आपला व्यावसायिक विकास करणेही शक्य होणार आहे. अशा प्रकारच्या शिक्षणपद्धतीमुळे केवळ शैक्षणिक क्षेत्रातच बदल होतील असे नाही. शिक्षणाचा उद्देशच सामाजिक प्रगती व्हावी हा असतो. या शिक्षणपद्धतीमुळे समाजाला जास्त व्यावसायिक कौशल्ये असणारे तंत्रज्ञ मिळणार आहेत. त्यांना प्रत्यक्ष कामाचा अनुभव जास्त असेल, त्यांना आपली जीवनपद्धती कशी असावी हे ठरवता येईल.

**मुक्त विद्यापीठाचे अभ्यासक्रम :** मुक्त विद्यापीठातर्फे चालविल्या जाणाऱ्या जनसंज्ञापन आणि वृत्तपत्रविद्या शिक्षणक्रमाचा उद्देशच शिक्षणाच्या प्रवाहाबाहेरच्या व्यक्तींना मुळ प्रवाहात आणण्याचा असल्याने मुक्त विद्यापीठाचे हे शिक्षणक्रम विद्यार्थीकेंद्री आहेत. मुक्त विद्यापीठाच्या पदवीस्तरावरील कोणत्याही शिक्षणक्रमाला

प्रवेश मिळण्याची प्रक्रीया सोपी आहे. किमान अक्षरओळख असणारी कोणतीही प्रौढ व्यक्ती एक परीक्षा उत्तीर्ण होऊन पदवीच्या पहिल्या वर्षाला प्रवेश घेऊ शकते. त्यानंतर विद्यापीठ अनुदान आयोगाने निर्गमित केलेल्या अभ्यासक्रमानुसार पुढील शिक्षणक्रम आखण्यात आलेला आहे. यात शिक्षणक्रमात प्रात्यक्षिकांवर जास्तीत जास्त भर देण्याचा प्रयत्न करण्यात आलेला आहे. या अभ्यासक्रमात प्रामुख्याने पत्रकारिता क्षेत्रात काम करणारे पत्रकार सहभागी होतात. ज्यांना प्रत्यक्ष त्या क्षेत्राचा अनुभव आहे पण व्यावसायिक शिक्षणाची पदवी प्राप्त झालेली नाही. औपचारीक शिक्षणापासून दुर राहिलेले असे अनेक पत्रकार या शिक्षणक्रमांचे विद्यार्थी आहेत. ज्यांना पत्रकारिता क्षेत्रात रस आहे, मात्र त्यांना त्याक्षेत्राचे शास्त्रशुद्ध ज्ञान प्राप्त झालेले नाही अशा व्यक्तीही या शिक्षणक्रमाच्या विद्यार्थी आहेत.

**पत्रकारिता क्षेत्रातील बदलती आव्हाने :** पत्रकारिता हा जसा लोकशाहीचा चौथा आधारस्तंभ मानला जातो तसाच तो समाजाचा आरसाही आहे. समाजात घडणारे विविध बदल जागृत पत्रकार टिपत असतो. तसेच समाजाला माहित होणाऱ्या प्रत्येक नव्या तंत्रज्ञानाची ओळख पत्रकाराच्या माध्यमातूनच होत असते. सद्यस्थितीत सोशल मिडीयाचा वापर मोठ्या प्रमाणात होताना दिसतो आहे. तरुणांच्या हातात आलेले ॲन्ड्रॉईड मोबाईल फोन्स, टॅब्लू यांच्यावर फेसबुक आणि वॉट्स अप सारखे ॲपस् जलद आणि स्वस्त संपर्काची व माहितीची साधने बनली आहेत. जगातील माहिती अक्षरशः त्यांच्या हातात आली आहे. अशा परिस्थितीत पत्रकारांची काम करण्याची पद्धतही बदलली आहे.

पुर्वी फॅक्स किंवा अत्यावश्यक वाटले तर फोन द्वारे बातमी देणारा गाव पातळीवरचा वार्ताहर सध्या वॉट्सअप द्वारे फोटो किंवा टाईप करून बातमी पाठवतो. त्याने घटनास्थळावरून काढलेले हायडेफीनेशन छायाचित्र जलद आणि स्वस्तात उपसंपादकाच्या टेबलावर येत आहेत. या बदलत्या तंत्रज्ञानाचा वापर सर्रास होत आहे. पण हा प्रत्यक्ष वापर कोणत्याच विद्यापीठाच्या अभ्यासक्रमात समाविष्ट झाल्याचे माझ्या ऐकीवात नाही. व्यावसायिक शिक्षणाबाबत नेहमी एक आक्षेप घेतला जातो. हे शिक्षण घेतलेला विद्यार्थी लगेच त्याच्या ज्ञानाचा वापर प्रत्यक्ष त्या क्षेत्रात करू शकत नाही. म्हणजे नुक्ताच कृषी शिक्षणाची पदवी घेतलेला विद्यार्थी त्याचे ज्ञान प्रत्यक्ष शेतात वापरू शकत नाही. त्याच्या शैक्षणिक ज्ञानापेक्षा एखाद्या वृद्ध शेतकऱ्याचे ज्ञान जास्त उपयुक्त असते. मुक्त शिक्षणाचा उद्देशच त्या तरुण पदवीधरातील औपचारीक व आधुनिक शिक्षणाचा आणि त्या वृद्ध शेतकऱ्याच्या

पारंपारिक ज्ञानाचा मिलाप करण्याचा आहे.

या प्रत्यक्ष ज्ञानाची व औपचारीक शिक्षणाची सांगड जेथे घातली जाईल तेथेच श्रमालाही प्रतिष्ठा लाभेल.

विकासाच्या या युगात याच बाबी महत्वाच्या ठरतील.

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## शिक्षकाच्या उत्तरदायित्वाचा विकास

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### सारांश :

शिक्षणक्षेत्र हे आज केवळ सेवेपुरतेच मर्यादीत राहीलेले नाही .शिक्षक हा सामाजिक अभियंता आहे.शिक्षकाला विविध जबाबदाऱ्या पार पाडाव्या लागतात.त्यामागे शिक्षकाची जबाबदारी,उत्तरदायित्वाची कल्पना येते. शाळा ही मुलांच्या मनपटलावर विविध मूल्ये, संस्कार, व्यक्तिमत्व विकास,लोकशाहीची मूल्ये, इ. रुजवण्याचे केंद्र आहे.म्हणूनच शाळा ही समाजाची लहान प्रतिकृती म्हणून ओळखल्या जाते. राष्ट्राची ध्येय, धोरणे, उद्दीष्टे साध्य करण्यासाठी शिक्षणाच्या माध्यमातून पुर्ण केली जातात.

अध्यापकाने आपल्या व्यावसायाशी, पेशाशी ,अध्ययनार्थीशी, समाजाशी, पालकाशी, राष्ट्राशी आपले उत्तरदायित्व जपण्याची गरज आहे.शालेय परीसरामध्ये उद्याचे भावी नागरीक,नेतृत्व घडविण्याची जबाबदारी शिक्षकाची आहे.अध्ययनार्थीला त्यासाठी विविध अनुभव देवून त्यांच्या कृतीला वाव द्यावा.विद्यार्थ्यांना अधिकाधिक व्यक्त होण्याची संधी दिली पाहिजे.अध्यापनातील नवनविन तत्वे, तंत्रे, नियम, अध्यापन पध्दती,शैक्षणिक साधनांचा परीचय करुन व त्याचे उपयोजन वर्गामध्य करावे.

### प्रस्तावना :

अध्ययन अध्यापन ही प्रक्रिया अखंड चालणारी प्रक्रिया आहे. अध्ययनार्थीचे अध्ययन होण्यासाठी प्रभावीपणे अध्यापन झाले पाहिजे. अध्यापन करणाऱ्या शिक्षकाची भूमिका ही विद्यार्थ्यांकरिता उपयुक्त आहे. शिक्षक हा शिक्षणव्यवस्थेतील महत्त्वाचा दुवा आहे. शिक्षक शाळेत अध्यापन करतांना शिक्षकाचा विविध बाबींशी संबंध येतो.

पूर्वी शिक्षकाचे समाजामध्ये मानाचे स्थान होते. परंतु काळाच्या ओघात आज शिक्षकाच्या स्थानाचे स्वरूप बदलेले आहे. शिक्षकाच्या जबाबदाऱ्या भूमिका बदललेल्या आहेत. कारण शिक्षण हे आज विद्यार्थीकेंद्रित तर झालेच मात्र शिक्षण होय हे केवळ सेवा पुरतेच मर्यादित नसून शिक्षणाकडे गुंतवणूक म्हणून पाहिल्या जाते. ह्यामुळे ‘गुंतवणूक’ या शब्दाचा विचार केला तर त्या पासून भविष्यात निष्पत्ती मिळणे अपेक्षित आहे. शिक्षकाच्या जबाबदाऱ्या त्यामुळे वाढलेल्या आहेत. ह्यालाच आपण उत्तरदायित्व असेही म्हणू शकतो.

शिक्षकाच्या उत्तरदायित्वाचा विचार केला असता शिक्षकाला विविध जबाबदाऱ्या पार पाडाव्या

लागतात. केवळ विद्यार्थी पुरतेच ती मर्यादित नसून त्यामध्ये अध्यापन विषयक, विद्यार्थ्याविषयक, पालकाप्रती, समाजाविषयक, व्यवसायविषयक, संशोधनविषयक कार्य करावे लागतात. देशाच्या विकासाकरिता ज्या विविध बाबी आवश्यक असतात.त्यात आदर्श नागरिकत्वाची निर्मिती करणे, कुशल मणुष्यबळ तत्वे अंगीकृत करण्यास शिकविणे, योग्य प्रमाणात साधनसामग्रीचा उपयोग करण्याची वृत्ती विकसित करणे, राष्ट्राची ध्येय धोरणे आत्मसात करणे याच्या माध्यमातून विद्यार्थ्यांच्या मनपटलावर संस्कार रुजविण्याची जबाबदारी ही प्रामुख्याने शाळेमध्ये कार्य करणाऱ्या शिक्षकाची आहे.

### उत्तरदायित्व (Accountability) म्हणजे काय :

‘Accountability’ या शब्दाचा अर्थ उत्तरदायित्व आहे. याचा अर्थ दिलेले कार्य व्यवस्थितपणे पार पाडणे होय. ह्यामध्ये वरीष्ठाने कनिष्ठाच्या चुकामुळे अपेक्षितपणे कार्य झाले नाही असे सांगता येणार नाही किंवा इतरांनी कार्य न केल्यामुळे मी अपेक्षितपणे कार्य करू शकलो नाही असे अपेक्षित नसून स्वतः उच्चतम पातळीपर्यंत, स्वतःवर जबाबदारी घेवून कार्य करणे म्हणजे उत्तरदायित्व होय.

### उत्तरदायित्व (Accountability)

Principle of Management ह्या पुस्तकामध्ये उत्तरदायित्व म्हणजे Accountability applies both to the obligation to perform the work and to exercise authority-Allen

वरील व्याख्येनुसार उत्तरदायित्व स्विकारणाऱ्या व्यक्तीने केवळ दिलेल्या कामाची जबाबदारी ह्याविषयी घ्यावयाची नाही तर त्या व्यक्तीला दिलेल्या अधिकाराचा देखिल वापर करावयाचा आहे.

उत्तरदायित्व ही संकल्पना व्यवस्थापकीयदृष्ट्या विवक्षितपणे पार पाडणे. त्याबाबत इतरावर जबाबदारी त्याला झटकता येणार नाही. वरीष्ठाने कनिष्ठावर जबाबदारी सोपविता येणार नाही तर त्याबाबत त्याला ते पूर्ण करण्याचे उत्तरदायित्व असले पाहिजे.

### शैक्षणिक दृष्ट्या उत्तरदायित्व संकल्पना –

मूळची वाणिज्य क्षेत्रातील उत्तरदायित्व ही संकल्पना शिक्षण क्षेत्रालाही लागू पडते. शिक्षण क्षेत्र हे आज केवळ सेवापुरतेच मर्यादित न राहिल्यामुळे शिक्षणाला गुंतवणूक म्हणून संबोधल्या जाते. त्यामुळे शैक्षणिकदृष्ट्या उत्तरदायित्व ही संकल्पना समजून घेणे महत्वाचे आहे.

- शिक्षक उत्तरदायित्व ही एक अशी प्रणाली आहे की ज्याद्वारे विद्यार्थी आणि शाळा प्रणालीमध्ये विद्यार्थ्यांमध्ये संपादन वृद्धीगत व्हावे. आणि या संदर्भातील ही परीणामकारकता बहीस्थ संस्थेला देखिल मोजता आली पाहिजे.
- शिक्षक उत्तरदायित्व म्हणजे शिक्षकांना त्यांच्याकडून अपेक्षित असलेल्या कार्याविषयी भूमिका विषयी जबाबदार धरणे होय.- जोशी.रजनी (१९९१)

● शिक्षकाच्या उत्तरदायित्वाचे विविध घटक :

● विद्यार्थ्यांप्रत उत्तरदायित्व :

विद्यार्थ्यांना घडविण्याची जबाबदारी शिक्षकाची आहे. शिक्षक हा विद्यार्थ्यांसाठी ‘कुभार’ च्या भूमिकेत कार्य करतो विद्यार्थ्यांच्या जबाबदारीमध्ये विद्यार्थ्यांना शिकण्यास प्रेरित करणे, विद्यार्थ्यांच्या विविध मानसिक शक्तीचा विकास करून विद्यार्थ्यांमध्ये योग्य आवडी निवडी, अभिरुची, अभिवृत्ती विकसित केली पाहिजे. विद्यार्थ्यांमध्ये विविध मानसशास्त्रीय बाबींचा, विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा आदर राखला पाहिजे.समानतेची वागणूक दिली गेली पाहिजे. विद्यार्थ्यांना येणाऱ्या अडचणी, शैक्षणिक वैयक्तिक अडचणी सोडवाव्यात. किशोरवयीन मुला-मुलींमध्ये शारिरीक बदलामूळे त्यांच्यात होणाऱ्या बदलाचे जाणिव करून देवून त्या विधायक कृतीमध्ये उपयोग करून घेतला पाहिजे. ह्या काळामध्ये विद्यार्थ्यांमध्ये निर्माण होणारे लिंगविषयक आकर्षण हे किशोरवयीन अवस्थेमुळे झालेत ह्या बाबी समजावून देवून किशोरवयीन मुलांच्या शैक्षणिक अडचणी सोडवून अभिरुची वृद्धिंगत करणे ही प्रामुख्याने विद्यार्थ्यांप्रती शिक्षकाची जबाबदारी आहे.

● अध्यापनाप्रत उत्तरदायित्व :

विद्यार्थ्यांना अध्यापन करणे हे शिक्षकाचे आद्य कर्तव्य आहे.अध्यापनामध्ये शिक्षकांने प्रथमतःअध्यापनाचे नियोजन करावे.त्यानुसार पूर्वतयारी करणे, विद्यार्थ्यांना आशय सोप्यात सोपा करून आकलन होईल असे शिकविणे ह्यासाठी योग्य अध्यापन पध्दतीची निवड करणे. संदर्भ साहित्याचे वाचन करून विद्यार्थ्यांना आशयाविषयी अधिकची माहिती ,उपयुक्त माहिती देणे. शैक्षणिक साधनांचा उपयोग करणे ह्यामध्ये संगणकाचा उपयोग करून विद्यार्थ्यांना नैसर्गिक अनुभव देणे.विषयानुरूप मूल्यमापनाची योग्य तयारी करून घेणे, विद्यार्थ्यांना विषयामधील मूल्ये, कल्पना तत्वे आहेत. ती मूर्त स्वरूपात अध्यापनाच्या माध्यमातून अनुभव देणे आवश्यक आहे. अध्यापन करतांना राष्ट्राची ध्येये धोरणे साध्य करता आली पाहिजे.अध्यापन करतांना लोकशाही मूल्ये, गाभाभूत घटक विद्यार्थ्यांमध्ये अध्यापनातून रुजविण्याचे कार्य पार पाडावे लागते. अध्यापन करतांना तात्वीकतेबरोबरच प्रात्यक्षिक बाबीं पुर्ण करून विद्यार्थ्यांमध्ये कृतीशिलता वाढविणे आवश्यक आहे.

● पालकांप्रत उत्तरदायित्व :

विद्यार्थ्यांच्या विकासामध्ये शिक्षकासोबत पालकाची भूमिका महत्वाची आहे. पालक हा विद्यार्थ्याला शैक्षणिकदृष्ट्या मोलाचे योगदान देवू शकतो. त्यासाठी शिक्षकाने पालक भेट घेवून, त्यांच्याशी ओळख करून पालकाचा शाळेत सहभाग वाढविणे आवश्यक आहे. पालकांना विद्यार्थ्यांच्या मानसिक, शैक्षणिक प्रगतिचा आढावा देणे, चांगल्या बाबींचे कौतुक करणे आवश्यक आहे.शाळा वृद्धीगंत करण्यासाठी विविध

समित्यांमध्ये पालक नियुक्त करुन शाळेला योगदान मिळवावे. अध्यापकाला पालकाची मदत घेवून त्याचे विधायक स्वरूपात विद्यार्थ्यांच्या शैक्षणिक कार्यासाठी उपयोग करुन घेता येईल. पालकाशी नेहमी सौजन्याने बोलावे, विविध कार्यक्रमात सहभागी करुन घेणे, पालकाच्या घरी भेटी देणे, पालकाची सामाजिक, आर्थिक स्थितीचा आढावा घेवून त्याद्वारे विद्यार्थ्यांमध्ये सामाजिक बाबी विचारात घेवून त्याला घडविणे सोईस्कर जाईल. त्यामुळे पालकाप्रती शिक्षकाची जबाबदारी उपयुक्ततेची आहे.

#### ● समाजाप्रत उत्तरदायित्व :

शाळा ही समाजाची छोटी प्रतिकृती असते. विद्यार्थी शाळेमध्ये शिक्षण घेत असतांना त्याला पुढे समाजामध्ये वावरायचे आहे. त्याला सामाजिक कर्तव्य पार पाडायच्या आहेत. त्यासाठी समाजाप्रती शिक्षकाची जबाबदारी आहे. शिक्षकाने समाजातील रुढी, प्रथा, निष्ठ-अनिष्ठ बाबी ह्यातून ज्या बाबी योग्य आहेत त्याचा विकास करण्याचे कार्य केले पाहिजे. समाजामध्ये निरक्षर असणाऱ्या लोकांचे निरक्षरता दूर करुन, वैज्ञानिक वृत्तीचा विकास, स्वच्छतेचे महत्त्व, जाणिव जागृती, पर्यावरण मूल्याची जाणिव जागृती, पाण्याचा योग्य वापर, साधनसंपत्तीचा काटकसरीने वापर करण्याची सवय, आरोग्याची काळज घेणे ह्याबाबीविषयी समाजामध्ये जागृती करण्याचे उत्तरदायित्व शिक्षकावर आहे.

सामाजिक अभियंता म्हणून शिक्षकाला समाजामध्ये लोकशाहीमूल्यांचा अंगिकार करणारे नागरीक घडविणे, समाजामध्ये एकोपा ठेवणे, विविध कार्यक्रमांच्या माध्यमातून सामाजिक जागृती करण्यासाठी प्रयत्न करणे आवश्यक आहे. ही समाजाप्रत शिक्षकाची जबाबदारी आहे.

#### ● व्यवसायप्रत जबाबदारी :

शिक्षकाने आपल्या सहकारी शिक्षकाशी चांगले संबंध ठेवावे. इतर शिक्षकाविषयी अनुद्गार काढू नये. त्यांच्याबाबत विघातक टीका करू नये. सहकारी शिक्षकाची प्रतिष्ठा राखली पाहिजे. नेहमी सहकाऱ्यांचा सन्मान करावा. एकमेकांशी सहकार्य, सामंज्यसपणे वागून केवळ विद्यार्थ्यांचा सर्वांगीण विकासासाठी कटीबद्ध असले पाहिजे. सर्व सहकाऱ्यांना एकोप्याची भावना वृद्धीगत करण्यासाठी कायम प्रयत्नशील असणे आवश्यक आहे.

शिक्षकीपेशावर मी मनापासून प्रेम करतो. मला आवड आहे म्हणून मी अध्यापन क्षेत्राची निवड केली आहे, मला विद्यार्थ्यांच्या जीवनाला आकार देवून सामाजिक ऋणाची परतफेड करावयाची आहे, ही मनोभावना सतत आपल्या उराशी शिक्षकांनी बाळगावी. ह्यामुळे जनमानसात आपल्या व्यवसायाविषयी प्रतिष्ठा वाढीस लागले. त्यासोबत आपली व्यावसायिक पात्रता व कौशल्य वाढविण्याचे नियमीतपणे प्रयत्न केले पाहिजे. तरुण, बुद्धीमान वर्गाला आपल्या विषयी आकर्षण वाटेल अशा प्रकारची प्रतिष्ठा व दर्जा आपल्या व्यवसायाला प्राप्त करुन देण्यासाठी प्रयत्नशील असावे.

वरील प्रमाणे जबाबदारी असल्या तरी अध्यापन हा जरी एक व्यवसाय आहे असे असले तरी

शिक्षकाची वृत्ती हा एक धर्म आहे. ते एक व्रत आहे असे म्हणणे अगदी रास्त आहे. शिक्षकी व्यवसायाचे वेगळेपण जाणूनच शिक्षण हा व्यवसाय न्यायव्यवस्थेप्रमाणेच स्वतंत्र असावा असा विचार लोकमान्य टिळकांनी मांडलेला आहे. ह्या मतांचा विनोबाजींनी देखिल पुरस्कार केलेला आहे.

### शिक्षकांच्या उत्तरदायित्वाच्या विकासासाठी बाबी :

१. शिक्षकाने आपले अध्यापनाचे कार्य वेळेवर व प्रामाणिकपणे करावे.
२. अध्यापनात नवनविन शैक्षणिक साधनाचा वापर करावा,ते स्वतःसमजून घ्यावे.
३. शिक्षकाने बदलत्या काळानुरूप आपल्या जबाबदाऱ्याची जाणिव सदैव ठेवावी.
४. शिक्षणक्षेत्रातील नवनविन बदल अंगिकारले पाहिजे.
५. नव्या मूल्यांचा अंगिकार करावा.ह्यामध्ये स्वातंत्र्य,समता,बंधुता,न्याय,संधीची समानता,वैज्ञानिक वृत्तीचा स्विकार,खाऊजा धोरण इ.
६. अध्ययन अध्यापनात मानसशास्त्रीय तत्वाची जोड देवून त्याचे उपयोजन करावे.
७. अध्यापनाच्या नवनविन पद्धती,दृष्टीकोन,तत्वे,नियम,सूत्राचा अध्यापनात वापर करावा.
८. अध्यापन हे नेहमी विद्यार्थी केंद्रीत करुन विद्यार्थ्यांच्या कृतीला वाव द्यावा.
९. सामाजिक निती-नियमांचे पालन करावे,त्यानुसार नियमितपणे वर्तन ठेवावे.
- १०.विद्यार्थ्यांसमोर समाजातील विविध विधायक बाबींचे आदर्श घालून द्यावे.सामाजिक ,राष्ट्रीय धोरणांचा विचारांची जपणूक करावी.
- ११.अध्यापन मूल्यमापनामध्ये नवनविन मूल्यमापनाच्या पद्धती समजून घेवून त्याप्रमाणे मूल्यमापन करावे.मूल्यमापन निपक्षःपणे करावे.विद्यार्थ्यांमधील मूल्यमापनाची भीती दूर करावी.
- १२.अभ्यासक्रमातून साध्य होणारी मूल्ये,गाभाभूत घटक ,लोकशाहीची मूल्ये ह्यांचे जतन करुन त्याप्रमाणे आचरण असावे.
- १३.राष्ट्रीय एकता,एकात्मता,बंधुता,समानता वाढीसाठी नेहमी कटीबद्ध असावे.व विद्यार्थ्यांमध्ये ते रुजवावे.
- १४.पर्यावरणाचे संतुलन ,सामाजिक अडसर दूर करण्यासाठी समाजामध्ये जाणिव जागृती विकसीत करावी.
- १५.शिक्षकाने आपल्या व्यवसायाचा आदर करावा.नेहमी आपल्या व्यवसायाप्रत एकनिष्ठ राहावे.व्यवसाय वृद्धीगंत करण्यासाठी विधायक मार्गाचा अवलंब करावा.
- १६.शिक्षकाने नियमितपणे शैक्षणिक अर्हता वाढवावी,वेळोवेळी प्रशिक्षण घ्यावे,त्यासाठी तयारी ठेवावी.नियमितपणे ज्ञान ग्रहणाची प्रक्रीया सुरु ठेवावी.
- १७.अध्ययन-अध्यापनातील अडथळे दूर करण्यासाठी संशोधनाची कास धरावी.त्यासाठी संशोधन करावे.
- १८.समाजातील योग्य-अयोग्य बाबीकडे वैज्ञानिकतेच्या आधारे निवड करण्याची अभिवृत्ती विद्यार्थ्यांमध्ये

वाढवावी.

१९. विद्यार्थ्यांच्या व्यक्तीमत्वाचा नेहमी आदर करावा, विद्यार्थ्यांशी सभ्य वर्तन करावे, मान-सन्मान ठेवावा, भेदभाव करू नये, विद्यार्थ्यांच्या हिताचा विचार करावा.

२०. विद्यार्थ्यांमध्ये वैज्ञानिक वृत्ती वाढविण्यासाठी विविध प्रकल्प विद्यार्थ्यांना शिकवावे व स्वतः करावे.

#### समारोप :

थोडक्यात अध्यापकाने आपल्या व्यावसायाशी, अध्ययनार्थींशी, समाजाशी, पालकाशी, राष्ट्राशी आपले उत्तरदायित्व जपण्याची गरज आहे. शालेय परीसरामध्ये उद्याचे भावी नागरीक, नेतृत्व घडविण्याची जबाबदारी शिक्षकाची आहे. अध्ययनार्थीला त्यासाठी विविध अनुभव देवून त्यांच्या कृतीला वाव द्यावा. विद्यार्थ्यांना अधिकाधिक व्यक्त होण्याची संधी दिली पाहिजे. अध्यापनातील नवनविन तत्वे, तंत्रे, नियम, अध्यापन पद्धती, शैक्षणिक साधनांचा परीचय करून घ्यावा व त्याचे उपयोजन वर्गामध्ये करावे.

लोकशाही देशामध्ये वावरतांना ज्याप्रमाणे आपल्याला मिळालेली हक्क व पालन करावयाची कर्तव्य हे जसे एकाच नाण्याच्या दोन बाजू आहेत त्याचप्रमाणे शिक्षक व विद्यार्थींचा संबंध आहे. म्हणून शिक्षकाने नियमितपणे आपल्या उत्तरदायित्वाची जाणिव ठेवून कार्य करावे. आपले उत्तरदायित्व वृद्धीगत करण्यासाठी प्रयत्नशिल असावे, तेव्हाच खऱ्या अर्थाने विद्यार्थी, समाज, राष्ट्र व आंतरराष्ट्रीय स्तराचा विकास होईल.

#### संदर्भग्रंथ सूची :

१. शिक्षणाचे अधिष्ठान: तात्विक, सामाजिक व सांस्कृतिक, नाशिक, यचममुवि.
२. जगताप. ह. ना., २००६, शिक्षणातील नवप्रवाह व नवप्रवर्तने, पुणे, नित्यनूतन प्रकाशन
३. कार्यालयीन व्यवस्थापन, नाशिक, यचममुवि.
४. पाईकराव विजयकुमार, संपादन, २०१४, नवमुक्तायन, नाशिक, रौप्य महोत्सवी प्रकाशन यचममुवि
५. पाईकराव विजयकुमार, २००९, संवाद पत्रिका, नाशिक, यचममुवि
६. मानवी संबंधाचे व्यवस्थापन, नाशिक, यचममुवि.

## उच्च शिक्षणातील शिक्षकांची व्यावसायिक नीतीमत्ता

प्रा . वैशाली ना . शिंदे

अध्यापक महाविद्यालय

अरण्येश्वर, पुणे - ९

### सारांश -

राष्ट्रविकासासाठी आदर्श असे मनुष्यबळ घडविणे , विवेकशील व स्वयंशासित जबाबदार नागरीक तयार करणे, सामाजिक आणि सांस्कृतिक विकासाला हातभार लावणे एवढे व्यापक ध्येय उच्च शिक्षणात सामावलेले दिसून येते. उच्च शिक्षणाचे ध्येय साधण्यासाठी उच्च शिक्षणातील शिक्षकांची व्यावसायिक नीतीमत्ता समजून घेणे आवश्यक आहे. विद्यापीठीय उच्च शिक्षक शिक्षणाची उद्दिष्टे, शिक्षक -शिक्षक संबंध, NCERT ने तयार केलेली आचारसंहिता याची माहिती या शोध निबंधात दिलेली आहे.

### प्रस्तावना :

विद्यापीठीय शिक्षण किंवा महाविद्यालयांतून मिळणारे उच्च शिक्षण म्हणजे शिक्षण सोपानाची उच्चतम पायरी होय . म्हणूनच या शिक्षणास उच्च शिक्षण असे म्हणतात . राष्ट्रविकासासाठी आदर्श असे मनुष्यबळ घडविणे, विवेकशील व स्वयंशासित जबाबदार नागरीक तयार करणे, सामाजिक आणि सांस्कृतिक विकासाला हातभार लावणे एवढे व्यापक ध्येय उच्च शिक्षणात सामावलेले दिसून येते .

### विद्यापीठीय उच्च शिक्षक शिक्षणाची उद्दिष्टे -

१. उच्च व्यावसायिक गुणवत्ता तयार करणे .
  २. नव्या ज्ञानाचे शोधन व संवर्धन , सत्याची निर्भय साधना, नव्या गरजा व शोध यांच्या संदर्भात जुन्या ज्ञानाचा अर्थ लावणे .
  ३. राष्ट्रविकासासाठी आवश्यक असलेले मनुष्यबळ निर्माण करणे .
  ४. समानता व सामाजिक न्याय ही मूल्ये प्रस्थापित करून उच्च शिक्षणाद्वारे सामाजिक व सांस्कृतिक विषमता कमी करणे .
  ५. सखोल ज्ञानप्राप्तीसाठी कौशल्ये आणि अध्यापन वर्तनातील सुधारणात्मक कौशल्य अंगी वाणविणे .
  ६. ज्ञान, आकलन आणि क्षमता यांचा कार्यात्मक व वस्तुनिष्ठ वापर करण्याची क्षमता विकसित करणे .
- व्यवसायाची नीतीमत्ता योग्य प्रकारे स्विकारून शिक्षकी व्यवसायाला आदर्शवत ठेवावे .

### शिक्षणातील शिक्षकांची व्यावसायिक नीतीमत्ता -

अकार्यक्षम लोकांपासून समाजाला वाचविण्यासाठी तसेच समाजातील लायक ,प्रामाणिक व्यक्तींवर अन्याय होऊ नये यासाठी प्रत्येक व्यवसायाने आपली स्वतंत्र अशी आचारसंहिता तयार केलेली असत . हि आचारसंहिता आदर्श व नीतीमत्ता यावर आधारित असल्यामुळे लोकशाहीची मूल्ये शिक्षकी पेशात अबाधित ठेवता येतात .अधिव्याख्यांताचा अनेकविध लोकांशी संबंध येतो .म्हणून प्रत्येक शिक्षकाने व्यावसायिक आचारसंहितेचे पालन करून आपल्या व्यवसायाला उच्च दर्जा प्राप्त करून द्यावा तो टिकवून ठेवावा .

अध्यापकाची व्यावसायिक नीतीमत्ता आणि आचारसंहिता ही,त्याचे पुढील घटकांशी असणा-या संबंधाशी निगडित असते .

#### अ] शिक्षक -विद्यार्थी संबंध :

उत्तम अध्यापन हे वर्गातील सहकार्य आणि शिक्षक व विद्यार्थी यांच्यातील प्रभावी अंतर क्रियांचा परिणाम असते . जर परस्परसंबंध सलोख्याचे ,जिव्हाळ्याचे नसतील तर अध्ययन घडून येत नाही . परिणामी अध्यापनही होत नाही .म्हणून अधिव्याख्यात्याने नेहमी आपल्या अध्ययनार्थ्यांशी जिव्हाळ्याचे,सलोख्याचे संबंध ठेवावे . त्यांच्या समस्या सोडविण्यासाठी प्रयत्न करावेत .

शिक्षकाचे आपल्या विषयावरील प्रभुत्व,उत्कृष्ट अध्यापनक्षमता ,नावीन्यपूर्ण अध्यापन पद्धती व तंत्रे यांचा वापर करून अध्ययनार्थ्यांचे अध्ययन घडून येण्यासाठी प्रयत्न करणारा आणि विद्यार्थ्यांच्या व्यक्तित्वाचा आदर करणारा अध्यापक , विद्यार्थ्यांचा आवडता अध्यापक होतो .

#### ब] शिक्षक -पालक संबंध :

समाजातील इतर व्यक्तींच्या सहकार्याशिवाय शाळा किंवा कुटुंब अशी कोणतीही संस्था बालकाला उत्कृष्ट मार्गदर्शन करू शकत नाही .अध्ययनार्थ्यांचा विकास करण्यासाठी शालेय वातावरणनिर्मिती ही शिक्षक व पालक या दोघांच्या समन्वयाने केल्यास बालकाची खरी ओळख होते आणि त्याच्यातील उपजत गुणांचा विकास करता येतो .यशस्वी शिक्षक विविध मार्गांचा उपयोग करून पालकांशी मित्रत्वाचे संबंध प्रस्थापित करतो .

१. पालकांची त्यांच्या पाल्याविषयी मूलभूत जबाबदारी ह्या भूमिकेचा आदर करावा .
२. कुटुंबासमवेत सहकार्याचे आणि मित्रत्वाचे संबंध प्रस्थापित करावेत .
३. आपल्या पाल्याचा उत्तम विकास व्हावा याकरीता पालकांना आवश्यक ती मदत करावी .

**क] शिक्षक -प्रशासक संबंध :**

प्रभावी शिक्षक शालेय प्रशासक ,पर्यवेक्षक ,व्यवस्थापक यांच्याशी समृद्ध नातेसंबंध प्रस्थापित करतो . शिक्षक प्रशासक या दोघांमध्ये सलोख्याचे संबंध असतील ,एकवाक्यता असेल आणि लोकशाही कार्यपद्धतीवर विश्वास असेल तर असे नाते शैक्षणिक गुणवत्तेसाठी पोषक ठरते .प्रशासकांशी आदराचे संबंध होण्यासाठी शिक्षकाने

- १ . आपले कार्य प्रभावी ,अचूक ,प्रामाणिकपणे आणि पूर्ण करावे .
- २ . सर्व शैक्षणिक धोरणांचा अभ्यास करावा ,त्याचे विश्लेषण करावे आणि प्रामाणिकपणे ती ध्येय- धोरणे जनतेपर्यंत पोहचवावीत .

**ड] शिक्षक -शिक्षक संबंध :**

सर्व शिक्षकांचे अध्यापनविषय जरी भिन्न असले तरी त्या सर्वांचा उद्देश एकच असतो . महाविद्यालयातील सर्व शिक्षकांनी आपापसातील मतभेद विसरून शिक्षणाचे ध्येय लक्षात घ्यावे आणि ते साध्य करण्याच्या हेतूने परस्पर सहकार्य, आत्मियता, एकात्मता, सामंजस्य ह्या गुणांचा अंगीकार करून सर्वांना समान वागणूक द्यावी .

- १ . सहकारी अध्यापकाला ज्यावेळी मदतीची आवश्यकता असेल त्या त्या वेळी ती करावी .
- २ . शिक्षक संघटनांचा सक्रिय सभासद होऊन तिच्या कार्यामध्ये सहभागी व्हावे .

**NCERT ने तयार केलेली आचारसंहिता**

NCERT च्या मते, व्यावसायिक नीतिमत्ता आणि आचारसंहिता हे एक मूलभूत वैशिष्ट्य असून प्रत्येक अध्यापक व्यवसायाचे तत्वज्ञान मानवी स्वभाव आणि मानवी विकासाचे ज्ञान, समाजाची मूल्यव्यवस्था, शिक्षणाची संकल्पना आणि लोकशाहीचे संवर्धन संरक्षण करणारे नागरिक निर्माण करणे हे शिक्षणाचे ध्येय आणि आपल्या व्यवसायाची उच्च नीतिमत्ता, प्रतिष्ठा टिकवून ठेवण्यासाठी या आचारसंहितेचे पालन करतो .

**NCERT ने तयार केलेल्या आचारसंहितेची प्रस्तावना / सरनामा ( Preamble ) :**

- १ . प्रत्येक बालकाला चांगल्या प्रतीचे शिक्षण मिळणे हा त्यांचा मूलभूत अधिकार आहे याची जाणीव .
- २ . मानवी व्यक्तिमत्त्वाच्या सर्वांगीण विकासाच्या ध्येयाने शिक्षण प्रेरित झालेले आहे याची जाणीव .
- ३ . लोकशाही धर्मनिरपेक्षता सामाजिक न्याय ही आपल्या शैक्षणिक धोरणांची तत्वे प्रत्यक्षात आणण्याची गरज आणि विश्वास निर्माण करणे .

४. शिक्षणातून आपला उच्च सांस्कृतिक वारसा, राष्ट्रीय जाणीव, आंतरराष्ट्रीय सामंजस्य आणि जागतिक शांतता ह्यांचा विकास करण्याची गरज लक्षात घेणे .
५. शिक्षक हा सामाजिक प्रक्रियेचा अविभाज्य घटक असून समाजातील लोकांच्या गरजा, भावना, सुख - दुःखे यांची जाणीव असणे .
६. अध्यापन हा व्यवसाय असून त्यासाठी तज्ज्ञता विशेष कौशल्ये आणि कार्यनिष्ठा या आवश्यक अटी आहेत याची जाणीव होणे .
७. शिक्षक आणि त्याचा अध्यापन व्यवसाय याविषयी समाजाचे मत किंवा आदर हा शिक्षकाच्या आणि अध्यापनाच्या गुणवत्तेवर अवलंबून असतो याची जाणीव . आपण सर्व भारतीय शिक्षक या व्यावसायिक नीतिमतेचा आणि आचारसंहितेचा आदर करण्यासाठी बांधील असून त्यांचा अंगीकार करतो .

NCERT ने आचारसंहितेचे पालन करण्यासंदर्भात शिक्षकाची भूमिका वर्णन केली आहे .

#### १. शिक्षकांचे विद्यार्थ्यांशी संबंध :

१. शिक्षकाने आपल्या कार्यामध्ये तत्पर राहून आपले कार्य उत्तम होण्यासाठी वक्तशीर असावे .
२. जो भाग शिकवायचा आहे, त्याची परिपूर्ण तयारी करून मगच वर्गाध्यापन करावे .
३. कोणताही भेदभाव न करता सर्व विद्यार्थ्यांना समान वागणूक द्यावी .
४. विद्यार्थ्यांचा शारीरिक, मानसिक, भावनिक, सामाजिक आणि नैतिक विकास होण्यासाठी त्यांना मार्गदर्शक न करावे .
५. विद्यार्थ्यांच्या सामाजिक सांस्कृतिक परिसरानुसार त्यांच्यातील व्यक्तिभेद लक्षात घेऊन त्यानुसार अध्यापनाचे नियोजन करणे .
६. उपचारात्मक अध्यापन किंवा विशेष वर्ग यासाठी विद्यार्थ्यांकडून कोणतीही फी घेऊ नये . कारण हे कार्य शिक्षकाच्या ड्यूटी चाच एक भाग आहे .
७. शाळा/महाविद्यालयामध्ये शिस्तपालन करतांना विद्यार्थ्यांच्या प्रतिष्ठेचा विचार करावा .

#### २. शिक्षकांचे पालकांशी संबंध :

१. शिक्षकाने पालकांशी सलोख्याचे संबंध प्रस्थापित करावेत .
२. आपल्या पाल्याच्या प्रगतीची आणि कमतरता यांची माहिती सातत्याने पालकांना द्यावी .
३. पालकांसमोर विद्यार्थ्यांचा आत्मविश्वास कमी होईल अशी विधाने करू नये .

**३. शिक्षकांचे समाज व राष्ट्राशी संबंध :**

१. समाज आणि राष्ट्राच्या उन्नतीसाठी शिक्षण संस्था ही एक अध्ययन केंद्र बनवून त्याद्वारे ज्ञान माहिती कौशल्ये आणि दृष्टीकोन यांचा विकास करण्यासाठी प्रयत्न करावा .
२. सामाजिक प्रश्न समजून ते प्रश्न किंवा समस्या सोडविण्यासाठी विविध कृतींचा अवलंब करावा .
३. धार्मिक प्रक्षोभ वाढविण्या-या आणि सामाजिक भावना दुर्बावणा-या कार्यक्रमांमध्ये सहभागी होऊ नये . उदा . मोर्चा , जाळपोळ इ .
४. राष्ट्रीय एकात्मता देशाची एकसंधात टिकवून ठेवण्यासाठी आणि वाढविण्यासाठी कार्य करावे .
५. विद्यार्थ्यांमध्ये भारतीय संस्कृतीबद्दल आदर आणि सकारात्मक दृष्टीकोनाचा विकास करावा .
६. शाळा समाज राज्य आणि राष्ट्र यांचा आदर करून त्यांच्याशी प्रामाणिक असावे .

**४. शिक्षकांचा व्यवसाय, सहकारी आणि इतर व्यावसायिक संघटनांशी संबंध :****अ. शिक्षकाचे सहकारी - आपल्या व्यवसायाशी नाते :**

१. आपल्याला इतरांकडून जशी वागणूक मिळावी अशी अपेक्षा पूर्ण करणारी वागणूक इतरांनाही द्यावी .
२. व्यावसायिक विकासाकरिता अवलंबिलेल्या सेवांतर्गत कार्यक्रमांमध्ये सहभागी व्हावे . उदा . प्रशिक्षण चर्चासत्रे, कार्यशाळा, परिषदा, स्वअभ्यास इ .
३. अभ्यासपूरक आणि अभ्यासेतर कार्यक्रमांच्या आयोजनात सहकारी आणि प्रशासक यांना सक्रिय सहकार्य करावे .
४. संस्थेच्या प्रतिमेला धोका पोहचविणे किंवा विद्यार्थीकल्याणाला बाधा आणणा-या व्यक्तीचे कृत्य वरिष्ठापर्यंत पोहचवावे व हे करतांना सत्य कथन करावे .

**ब. शिक्षक आणि व्यावसायिक संघटना यांचे संबंध :**

१. व्यावसायिक जबाबदारी म्हणून व्यावसायिक संघटनांचे सभासदत्व स्वीकारावे .
२. कर्मचा-यांच्या , समाजाच्या हिताच्या दृष्टीने ध्येय धोरणे ठरविणे, विविध कार्यक्रमांचे आयोजन करणे . याकरिता संघटनेला सहकार्य करावे . संघटनेची एकता धर्मनिरपेक्षता आणि सामर्थ्य टिकवून ठेवण्यासाठी मदत करणे .
३. संघटनेच्या घटनेनुसार कार्य करावे .

#### ५ . शिक्षक आणि व्यवस्थापन /प्रशासन :

- १ . स्वतःचा विकास करण्याचा प्रमुख मार्ग म्हणजे प्रशासन किंवा व्यवस्थापन ही भूमिका समजून घेणे .
- २ . प्रशासक / व्यवस्थापक यांचा आदर करून त्यांच्याशी सलोख्याचे संबंध प्रस्थापित करावेत, आपल्या उत्कृष्ट कार्याद्वारे आपली ओळख निर्माण करावी .

#### ६ . शिक्षकी व्यवसायाची मागणी :

- १ . शिक्षकांना सेवेची हमी आणि विकासाच्या संधीची उपलब्धता .
- २ . व्यावसायिक विकासासाठी सेवांतर्गत प्रशिक्षणाच्या सोयी उदा .चर्चासत्रे ,कार्यशाळा, स्टडीग्रुप , समूहचर्चा यामध्ये सहभागाची संधी .
- ३ . समाजात आपली एक स्वतंत्र ओळख निर्माण व्हावी .उच्च दर्जा मिळावा .
- ४ . आपले व्यावसायिक कार्य व्यवस्थित पार पाडता यावे, याकरिता कार्यस्थळावरील उत्तम सुविधांची उपलब्धता .
- ५ . व्यावसायिक विकासासाठी आराम मिळण्याचा अधिकार (सुट्यांची उपलब्धता) .
- ६ . आपल्या अध्यापन विषयासंदर्भात मतप्रदर्शनाचे स्वातंत्र्य .
- ७ . आपली शैक्षणिक गुणवत्ता वाढवून त्यानुसार वाढीव पगाराचा अधिकार (नियमानुसार) .
- ८ . निवृत्तीनंतर उत्तम जीवन जगता यावे याकरिता सुविधा .
- ९ . त्याच्या पाल्यांना महाविद्यालयीन स्तरापर्यंतचे मोफत शिक्षण .

#### ७ . शिक्षकांचे पुढील अधिकार अबाधित राखावेत :

- १ . शिक्षकांच्या शैक्षणिक पात्रतेनुसार त्यांचे वेतन व इतर भत्ते त्यांचे समाजातील स्थान आणि त्यांच्या व्यवसायाची प्रतिष्ठा या सर्व बाबी त्याला आपल्या कुटुंबाच्या गरजा भागविण्यास सहाय्यीभूत ठरतील आणि उत्तम जीवन जगता येईल .
- २ . अगदी कमी मानधनावर या व्यवसायात पदार्पण करू इच्छिणा-यांपासून संरक्षण .
- ३ . संस्थेच्या बाहेरिल शिक्षक किंवा इतरांच्या छळांपासून संरक्षणाची हमी .
- ४ . विशेषतः शैक्षणिक बाबींसंदर्भात आपले मत प्रदर्शित करण्याचे स्वातंत्र्य देणे .
- ५ . निवृत्तीनंतरचे जीवन उत्तमरितीने जगता यावे याकरिता आवश्यक ती तरतूद .
- ६ . उच्चपदावर नियुक्तीच्या / बढतीच्या संधी .

७. सेवातंत्रित प्रशिक्षणाच्या आणि व्यावसायिक विकासाच्या संधी .

**आचारसंहितेचे पालन :** (Observance Of The Code)

ज्या उत्कृष्ट संघटना असतात, त्या आपल्या कर्मचा-यांचे हित लक्षात घेऊन त्यांना विविध हक्क मिळवून देण्यासाठी आणि सभासदांवर अन्याय होऊ नये याकरिता कार्यरत असतात . म्हणजे सभासदांसाठी त्यांची निर्मिती असते आणि सभासदांचे कल्याण हा त्यांचा हेतू असतो . शिक्षक संघटनांनी आचारसंहितेचे पालन करण्याची प्रमुख जबाबदारी स्वतःवर घेऊन सभासदांनाही आचारसंहितेचे पालन करणे बंधनकारक करावे . परंतु तिचा दुरुपयोग मात्र होऊ नये . कारण शिक्षकी व्यवसायाची नीतिमत्ता, दर्जा हे केवळ भौतिक सुविधांवर अवलंबून नसते तर ती त्यातील कर्मचा-यांच्या वर्तनावरून आणि एकंदरीत समाजाशी असलेल्या संबंधांवरून ठरते .

आचारसंहिता शिक्षकाला इतरांचा आदर करणे, इतरांशी सलोख्याचे मैत्रीपूर्ण संबंध प्रस्थापित करणे आणि बालकांच्या विकासासाठी व संस्थेचे ध्येय साध्य करण्यासाठी विद्यार्थी , पालक, समाज या सर्वांचे सहकार्य घेऊन सांघिक कार्य करण्यास सक्षम बनवितात .

**संदर्भ पुस्तके -**

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## शिक्षकांच्या व्यावसायिक विकासातील आव्हाने

प्रा. डॉ. सुषमावती ज. पाटील

सहयोगी प्राध्यापक

अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय, नाशिक

### प्रस्तावना :

एकविसावे शतक हे उच्च तंत्रज्ञान हायटेकचे म्हणून ओळखले जात आहे. इंटरनेटने सर्व जग एकत्रित जोडले आहे. शिक्षणाचा दर्जा वाढविण्याच्या कामी याचा उपयोग होत आहे. परंतु धो धो कोसळणाऱ्या माहितीचे रुपांतर ज्ञानात कसे करायचे हे शिक्षणतज्ज्ञां समोर एक मोठे आव्हान आहे. संशोधनातून होणारी ज्ञान निर्मिती लोकांपर्यंत पोहोचवण्यासाठी सेवा विस्ताराचा आधार घेणे, आंतर- विद्याशाखीय संशोधन, कार्यसंस्कृती यावर भर देणे गुणवत्ता हे नव्या शतकातील शिक्षण प्रणाली समोरचे मुख्य लक्ष आहे. एकविसाव्या शतकातील शिक्षणातील आव्हानाचा, शिक्षणाच्या उद्देशांचा विचार करण्यासाठी युनोस्कोने नेमलेला आयोग- International Commission on Education for Twenty First Century या आयोगाच्या अहवालात चार उद्दिष्टे दिलेली आहेत. १. Learning to be, २. Learning to do, ३. Learning to Learn, ४. Learning to live together शिक्षण कुठल्याही देशातील असो ही उद्दिष्टे सर्वांसाठी महत्त्वाची आहेत. जीवनाचे शिक्षण, जगण्याचे शिक्षण, आजन्म शिक्षण म्हणजेच शाश्वत शिक्षण देणे हीच आजच्या व्यावसायिक विकासातील आव्हाने आहेत.

बदलत्या शैक्षणिक तंत्रज्ञानामुळे सारे जग एक महाजाल बनले आहे. त्यामुळे देशा-देशातील अंतराच्या व भौगोलिक सीमा नष्ट होत असून धर्म, जात, पंथ, लिंग, वय, राष्ट्र या साऱ्यांच्या पलिकडे माहितीची ज्ञानाची देवाण घेवाण करून विकासाकडे प्रत्येक राष्ट्र झेप घेत आहे. आर्थिक विकासासाठी अशा प्रकारे शिक्षण ही संकल्पना विश्वव्यापी होत असून एक देशातील शोधाचा, माहितीचा, अनुभवाचा, दृष्टीकोनाचा वापर सर्वदूर व्यापक प्रमाणात केला जात आहे. ही बाब उच्चशिक्षणाचे जागतिकीकरण होत असल्याचेच प्रतिक आहे.

### व्यावसायिक विकास व शिक्षणक्षेत्र

भारतीय शिक्षणप्रणालीला गतीशील बनविण्याच्या उद्देशाने केंद्रशासनाने India's Development as Knowledge Society या विषयावर आयोजित केलेल्या चर्चासत्रात काही महत्त्वाचे मुद्दे अधोरेखित केले

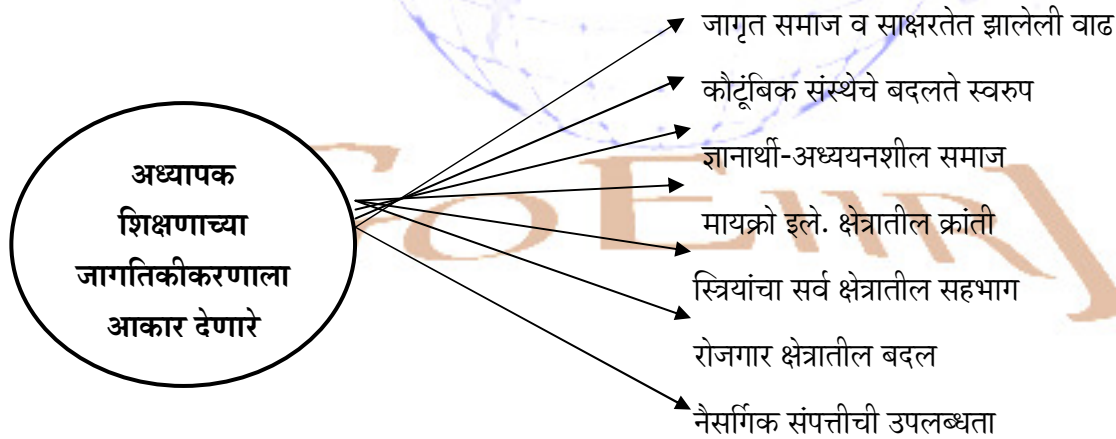
१. शिक्षण हे ज्ञानाधिष्ठित समाजाच्या विकासासाठी जाणीवपूर्वक राबवावेत.
२. शिक्षणात माहिती तंत्रज्ञानाचा अधिकाधिक उपयोग करून ग्लोबल नेटवर्क निर्माण करावे.
३. शिक्षणाची उद्योगक्षेत्राशी सांगड घालावी.
४. व्यवस्थापन, माहिती तंत्रज्ञान, टेलीकॉम, जैवतंत्रज्ञान यांचा शिक्षणप्रक्रियेशी संबंध जोडावा.
५. आर्थिक विकास, वाणिज्य व्यापार, सेवाक्षेत्र या संदर्भातील माहिती रचना निश्चित करावी.

थोडक्यात ज्ञानाधिष्ठित समाजाची निर्मिती करण्यासाठी वरील बाबींसाठी प्रयत्न करणे हे अध्यापक शिक्षणातील आव्हान आहे. शिक्षणाची संख्यात्मक व गुणात्मक वाढ करण्यासाठी मुक्त शिक्षणाचा अवलंब करणे, दूरशिक्षण, अनौपचारिक शिक्षण या पद्धतीचा अवलंब करणे. थोडक्यात जागतिकीकरण हे सर्व जगालाच आव्हान आहे. शिक्षण क्षेत्रातील आव्हाने पेलणे, पार पाडणे हे शिक्षकाचे कर्तव्य आहे. यासाठी प्रयत्नशील राहण्यातूनच व्यावसायिक विकास साधला जाणार आहे.

शिक्षणाचे सध्याचे असणारे अभ्यासक्रम, अध्ययन, अध्यापन पद्धती, शैक्षणिक साधने, मूल्यमापन प्रक्रिया यामध्ये जागतिकीकरणाच्या अनुषंगाने बदल करावे लागणार आहेत. शिक्षकाला ज्ञान फक्त अभ्यासक्रम व संदर्भ पुस्तकापुरतेच मर्यादित न ठेवता ते इंटरनेट व ई-मेलच्या माध्यमातून होणार आहे. सूक्ष्म अध्यापन ते सराव पाठ यांचे दिग्दर्शन टेलीफोन व व्हिडीओ कॉन्फरन्सिंग तज्ज्ञ व्यक्तीकडून केले जाणार आहे. विद्यार्थी शिक्षक संगणकाच्या साहाय्याने आपले अध्ययन-अध्यापन करणार आहे. मूल्यमापन प्रक्रिया फक्त स्मरणशक्तीवर आधारित न राहता यामध्ये बहुविध बुद्धीमत्ताचा विचार केला जाणार आहे. ऑन लाईन परीक्षा, वस्तुनिष्ठ व कौशल्यावर आधारित मूल्यमापन होणार आहे. व त्या अनुषंगाने अध्यापकाला स्वतःला तयार करून घ्यावयाचे आहे ही व्यावसायिक विकासातील आव्हाने आहेत.

### शिक्षणाच्या संदर्भात जागतिकीकरणाच्या प्रक्रियेतील घटक

जागतिकीकरणाच्या प्रक्रियेमध्ये विविध घटकांच्या अनुषंगाने विचार केल्यास अध्यापक शिक्षणाच्या जागतिकीकरणाला आकार देणारे घटक खालीलप्रमाणे.



### शिक्षणक्षेत्रातील अध्यापकासमोरील आव्हाने

समाजाच्या बदलत्या गरजा व गतिमान तंत्रविज्ञान यामुळे अध्यापकासमोर विविध आव्हाने निर्माण झालेली आहेत. "चार भिंतीत दिले जाणारे शिक्षण ही कल्पना बदलली असून आता शिक्षकाला चार क्षितीजांची मर्यादा अपुरी पडू लागली आहे." त्यामुळे अध्यापकासमोर शिक्षणाच्या अनुषंगाने शिक्षकाला घडवितांना जागतिकीकरणाच्या प्रक्रियेमध्ये पुढील आव्हानांना समर्थपणे पेलवे लागणार आहे.

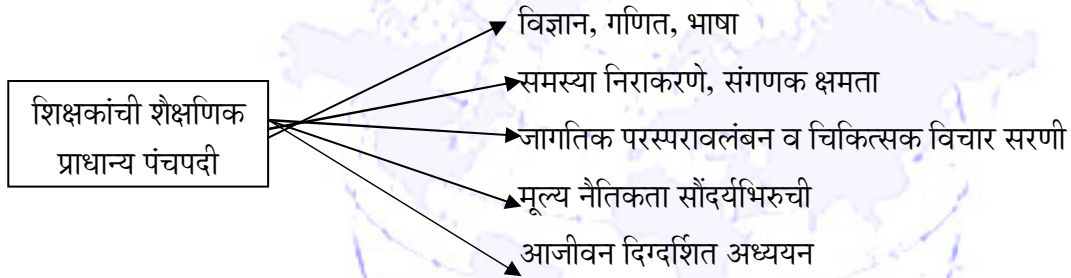
१. **शिक्षणाचे माध्यम :** जागतिकीकरणाच्या प्रक्रियेचे फलीत म्हणजे अध्यापनाचे माध्यम हे इंग्रजी म्हणून गणले

जाणार आहे. पूर्व प्राथमिक ते संशोधनापर्यंत इंग्रजी माध्यमांचा उपयोग करावा लागणार आहे. शिक्षणातील अध्ययन-अध्यापनामध्ये इंग्रजीचा वापर जास्तीत जास्त होणार आहे. कारण प्रवेश घेणारे विद्यार्थी हे इंग्रजी माध्यमातील जास्तीत जास्त असणार आहेत. त्याचबरोबर भाषा, साहित्य, संस्कृती, इतिहास, तत्त्वज्ञान, कला ही आपली संसाधने आहेत. त्यांचे संवर्धन करणे आपली भाषा सुरक्षित ठेऊन इंग्रजीचा वापर करणे, आपल्या प्रादेशिक भाषा या ज्ञान भाषा कशा बनतील यासाठी प्रयत्न करणे.

२. **शिक्षणाचा आशय :** अध्यापक शिक्षणाचा व इतर शिक्षणाच्या स्तरावरील अभ्यासक्रमातील किंवा पाठ्यपुस्तकातील आशय व इंग्रजी माध्यमांच्या अनुषंगाने व जागतिकीकरणामुळे हा पूर्णतः बदलणार आहे. वस्तुनिष्ठ व मोजता येईल अशा घटकांचा समावेश आशयामध्ये होईल तसेच इंग्रजी व परदेशी संदर्भातील उदाहरणांचा, संदर्भाचा समावेश जास्तीत जास्त होणार आहे. साहित्य, संस्कृती यांचा समावेश कमी होईल व विज्ञान, माहिती तंत्र विज्ञान विषयक आशय मोठ्या प्रमाणात समाविष्ट झालेला असणार आहे. स्मरणशक्तीवर आधारित साचेबंद उत्तरे लिहिण्याचे प्रमाण कमी होऊन नविन विचार करणे, भिन्न विचार मांडणे, चर्चा करणे, प्रश्न विचारणे, आपले मत पटवून देणे, भूमिका पार पाडणे, इत्यादीवर आधारित आशय अस्तित्वात येणार आहे. यानुसार शिक्षण पद्धती व मूल्यमापनाचा विचार करावा लागेल.
३. **शिक्षणाची गुणवत्ता :** सर्वोत्तम प्रतियेचे शिक्षण देणाऱ्या संस्थांचे जागतिकीकरणाच्या प्रक्रियेत टिकून राहणार आहेत. कारण संपूर्ण स्वायत्ता देऊन जास्तीत जास्त गुणवत्ता पूर्ण शिक्षण देणाऱ्या संस्थांचे आपले अस्तित्त्व दाखवून देणार आहेत. व त्या अनुषंगाने आज नॅक व एन.सी.टी.ई. चे नामांकन दिले जात आहे. शिक्षण ही एक सेवा देणारी वस्तू आहे. म्हणजेच त्याची गुणवत्ता तपासूनच त्याची किंमत ठरवली जाणार आहे म्हणून दर्जेदार शिक्षण देणे हे एक आव्हान आहे.
४. **माहिती तंत्रविज्ञान :** शिक्षणामध्ये तंत्रविज्ञानाचा प्रभाव आमूलाग्र बदल करणारा आहे. सूक्ष्म अध्यापन असो किंवा प्रतिमानाच्या साहाय्याने पाठ घेणे असो, व्हिडीओ, कॉन्फरन्सिंग व्दारा मार्गदर्शन मिळणार तसेच संगणकाव्दारे विशेष प्रशिक्षण सुद्धा दिले जाईल. त्यामुळे संगणकाला घेऊन अध्ययन अध्यापनाची प्रक्रिया करावी लागणार आहे. शिक्षण प्रशिक्षकाला फक्त संगणक साक्षरता होऊन चालणार नाही तर ते अध्ययन अध्यापनामध्ये वापरण्याची क्षमता अंगिकारली जाणार आहे. संपेक्षाची माध्यमे अवगत करून घ्यावी लागणार आहेत, हे अध्यापकांसमोरील आव्हान आहे.
५. **शिक्षणासाठीच्या सोयी सुविधांमधील स्पर्धा :** शिक्षण संस्था व खाजगी विद्यापीठांतर्गत येणाऱ्या शिक्षण संस्था व त्या ठिकाणी मिळणाऱ्या विविध सोयी-सुविधा यांच्यामध्ये अटीतटीची स्पर्धा असणार आहे. अध्ययन-अध्यापन पद्धती, प्रतिमानांचा वापर, मूल्यमापन पद्धती, विविध भौतिक साधन सुविधांची उपलब्धता या संदर्भात असणारे गुणवत्ता हेच महत्त्वाचे निकष ठरणार आहे याचा परिणाम विद्यार्थी प्रवेशावर होणार आहे.
६. **शिक्षकांचे अस्तित्त्व :** जागतिकीकरणाची प्रक्रिया व माहिती तंत्रविज्ञानाचा वापर करतांना अध्यापकाला आपले

अस्तित्व टिकवून ठेवायचे असेल तर सर्वांगीण गुणवत्ता हस्तगत करावी लागणार आहे. नोकरी, पगार, अभ्यासक्रम परिपूर्णता, मूल्यमापन इत्यादी गोष्टी या करारात्मक पद्धतीमध्ये नमुद केल्या जाणार आहेत. "शोधातून शिका, किंवा प्रत्यक्ष कृती करा व त्यातून शिका". स्थानिक भाषा प्रश्न, संशोधने व जुन्या शोधांचा नविन दृष्टीकोनातून साकल्याने विचार करणारे शैक्षणिक अभ्यासक्रम तयार करावे लागतील. शिक्षणाचे क्षेत्र दिवसेंदिवस व्यापक होत आहे त्यामुळे दूरशिक्षण देणाऱ्या मुक्त विद्यापीठाच्या जबाबदारीत वाढ होऊन त्यांना काळानुसार अभ्यासक्रमात बदल करावे लागतील, त्यानुसार अध्यापकाला शिक्षण घ्यावे लागणार आहे. अशा शिक्षणाचा अर्गीकार करणे, वापर करणे हे एक आव्हान आहे.

जागतिकीकरणाच्या गतिमान युगात आपल्या विद्यार्थ्यांना यशस्वीपणे उभे करावयाचे असेल तर किमान पाच प्रकारच्या शैक्षणिक गोष्टींना प्राधान्य द्यावे लागेल.



**अध्यापकाची जागतिकीकरणामध्ये अनेकांगी भूमिका :** अध्यापकाला जागतिकीकरणाच्या प्रक्रियेत आपले अस्तित्व टिकवून ठेवावयाचे असेल व आपले ज्ञान, विचार संक्रमित करावयाचे असेल तर पुढील काही भूमिका कराव्या लागतील.

१. **व्यवस्थापक :** व्यवस्थापकांच्या भूमिकेमध्ये उपलब्ध मानवी, अमानवी संपत्तीचा पर्याप्त उपयोग करता येणे गरजेचे आहे. त्याबरोबर वेळ, साधने, सहकारी, विद्यार्थी यांचे योग्य व्यवस्थापन करता आले पाहिजे. यामध्ये अभ्यासक्रम उपलब्ध सहित्य, विद्यार्थ्यांच्या गरजा याचे नियोजन करता आले पाहिजे. एकत्रित, सहकार्याने अध्ययन प्रक्रिया करावी लागेल. काय शिकावे? केव्हा शिकावे? कोठे शिकावे? कसे शिकावे? याचा निर्णय विद्यार्थ्यांचा असेल व त्या अनुषंगाने अध्यापकाला व्यवस्थापकची भूमिका करावी लागेल., त्याचबरोबर ज्ञान, कार्य व तणावाचे व्यवस्थापन करावे लागेल. शिक्षकाला शिक्षण तज्ज्ञ, विद्यार्थी, प्राचार्य, पालक, संस्थाचालक इतर प्रशासकीय वर्ग, समाज यांचा भूमिकेशी तादात्म्य करावे लागेल.
२. **अध्ययन गतिवर्धक :** जागतिकीकरणाच्या प्रक्रियेत विद्यार्थ्यांची ज्ञानाची भूक मोठ्या प्रमाणात वाढणार आहे. त्या अनुषंगाने अध्यापकाने अध्ययन अध्यापनामध्ये साजेशी पद्धती, प्रतिमाने, तंत्रे, अध्ययन साहित्य, इंटरनेटचा वापर करता आला पाहिजे. व ते विद्यार्थ्यांत रुजवता आले पाहिजे. त्याचबरोबर विद्यार्थ्यांना ज्ञान मिळविण्याचे विविध मार्ग दाखवून देणे गरजेचे आहे. छोट्या गटांसाठी, मोठ्या गटांसाठी अध्ययन दिशादर्शक करतांना वेगळ्या पद्धतीचा वापर करावा लागेल.

३. **संशोधक :** वर्तमानकालीन व दूरगामी समस्या तसेच विद्यार्थी गरजांची पूर्तता करण्यासाठी अध्यापकांची संशोधक वृत्ती जोपासावी लागणार आहे. अद्ययावत विषयावर पेपर तयार करणे, त्याचे प्रकाशन करणे, नवीन कृती संशोधने हाती घेणे.
४. **समुपदेशक :** जागतिकीकरणाच्या गतिमान युगात विद्यार्थ्यांला भावी काळातील योग्य निर्णय घेण्याच्या प्रक्रियेत तसेच ताण-तणावाच्या परिस्थितीत मूल्याधिष्ठित राहून मानसिक स्वास्थ्य कसे टिकवावे व आनंदीत कसे जगावे याविषयी अध्यापकाला समुपदेशकांची भूमिका साकारावी लागणार आहे.
५. **व्यापकता :** जागतिकीकरणामुळे सिटीझन हे नेटीझन बनत आहेत. त्यामुळे फक्त आपले वर्ग किंवा विद्यार्थी एवढ्यापुरते मर्यादिन न राहता वसुधैव कुटुम्बकम् प्रमाणे आपल्या कार्याचा विचार करणे गरजेचे आहे. सेवाभावी संस्था, विविध सामाजिक संस्था, तसेच विविध उपक्रमांच्या माध्यमातून आपले विचार प्रसारीत करावे.
६. **मार्गदर्शक/दिग्दर्शक :** माहिती तंत्रविज्ञानामुळे उपलब्ध होणाऱ्या प्रचंड ज्ञानाच्या साठ्यातून माहिती मिळविणे, तिचा साठा करणे योग्य वेळी वापर करणे हे तंत्र शिकण्यासाठी मार्गदर्शन करणे. अध्यापक शिक्षणाच्या संदर्भात मार्गदर्शन करतांना विषयतज्ज्ञ या भूमिकेबरोबरच शिक्षण विषयक सेवा व मार्गदर्शन देणारा दिशादर्शक म्हणून भूमिका पार पाडावी लागेल.
७. **संयोजक :** माहिती तंत्रविज्ञानाचा वापर करून मिळविलेल्या माहितीचे, निरनिराळ्या माध्यमातून मिळविलेल्या माहितीचे संकलन करणे, व्यवस्थापन करणे, अद्ययावत साफ्टवेअरची माहिती संकलन करावी लागेल. समूह संपर्क माध्यम अनुदेशकाचे कार्य शिक्षकाला करावे लागेल.
८. **लेखन करणे :** विविध अभ्यासक्रम अभिकल्प निर्माण करणे, पाठ्यक्रम लेखकाची भूमिका स्विकारावी लागेल. आजीवन शिक्षणाच्या प्रक्रियेमध्ये अध्यापकाला नवनवीन तंत्राचा, पद्धतीचा यामध्ये अध्यापन कौशल्य, विविध क्षमता याची वेळोवेळी माहिती करून घ्यावी लागणार आहे. त्याचबरोबर संप्रेषण क्षमता, व्यवस्थापन क्षमता, सकारात्मक दृष्टीकोन या क्षमता रुजवणूक करून घेण्यासाठी उद्बोधन वर्ग, उजळणी वर्ग, चर्चासत्रे, कार्यशाळा यामध्ये सहभागी होऊन जास्तीत जास्त वृद्धीगंत करावे लागणार आहे. संगणक, ई-मेल, फॅक्स, इंटरनेट, दूरध्वनी, व्हीडीओ परिषद यांच्या वापरासंबंधी प्रात्यक्षिक ज्ञान घेऊन स्वतःची पात्रता सिद्ध करावी लागेल.

### समारोप

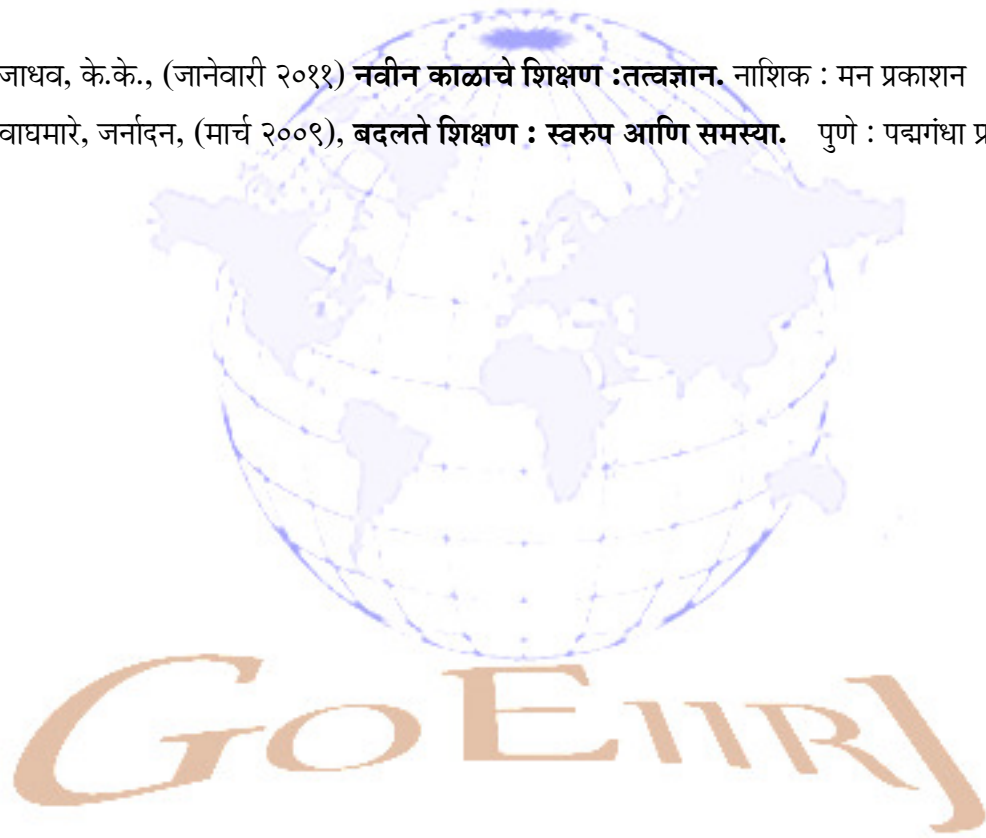
अध्यापकाला जागतिकीकरणाच्या या लाटेत टिकून राहण्यासाठी प्रामुख्याने नवतंत्रज्ञानाचा वापर करून स्वतःचे मूल्यमापन वेळोवेळी करून त्यात सुधारणा घडवून आणण्याची मानसिक दृष्टीकोनातून तयारी ठेवावी लागेल. यासाठी शिक्षकाला आपली भूमिका बहुआयामी करण्यावाचून पर्याय असणार नाही. माहिती तंत्रज्ञानाच्या युगात अध्यापकाचे स्थान याविषयी बिल गेटस् यांच्या मते "संगणक शिक्षकांची जागा घेऊ शकणार नाही. शिक्षणाशी बांधिलकी मानणाऱ्या शिक्षकांची गरज यापुढे ही असेल" माहिती तंत्रज्ञान हे शिक्षकांची जागा घेऊ शकणार नाही. हे नविन माध्यम अध्यापनाच्या

प्रक्रियेला फक्त पुरक ठरेल व शिक्षणामध्ये गुणवत्तापूर्ण शिक्षक अनिवार्य ठरणार आहे. जागतिकीकरणामुळे देशादेशातील अंतर कमी झाले तरीही माणसा-माणसामध्ये आर्थिक, सामाजिक व सांस्कृतिक सहसंबंध जुळविण्यासाठी अध्यापकांना आपली भूमिका बहुआयामी दृष्टिकोनातून पार पाडावी लागेल. म्हणूनच म्हटले आहे की, संगणकाच्या युगात सामान्य शिक्षक बाजुला जाईल व सर्वांगीण गुणवत्तायुक्त शिक्षकच संगणकाच्या साथीने जागतिकीकरणाच्या लाटेवर यशस्वीपणे चढाई करेल." यासाठी व्यावसायिक विकासावर भर द्यावा लागेल.

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शिक्षकांच्या व्यावसायिक कौशल्य, गुणवत्त निर्धारण आणि उपयोजन क्षमतांच्या  
विकासनासाठी पदव्युत्तर शिक्षणक्रमाच्या उपयुक्तेचा अभ्यास

कांचन किशोर सोनवणे,  
शैक्षणिक सेवा विभाग,  
यशवंतराव चव्हाण महाराष्ट्र विद्यापीठ, नाशिक.

सारांश -

यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठातील शैक्षणिक सेवा विभाग हा विद्यापीठातील एक महत्वाचा शैक्षणिक विभाग आहे. या विभागाद्वारे उच्च दर्जाच्या संशोधनाधारित शिक्षणक्रमांची आखणी, त्या शिक्षणक्रमांची अंमलबजावणी व परिसंवाद वा कृतिसत्रांद्वारे विद्यार्थ्यांशी प्रत्यक्ष संपर्कातून समंत्रण, उच्च दर्जाच्या शैक्षणिक साहित्याची निर्मिती ही या विभागाची वैशिष्ट्ये आहेत. तसेच विद्यार्थ्यांना संशोधनासाठी प्रोत्साहित करणे व त्यासाठी दर्जेदार मार्गदर्शन उपलब्ध करून दिले जाते. या विभागामार्फत सध्या संप्रेषण व दूरशिक्षण क्षेत्रातील एम.ए/एम.कॉम/एम.एस्सी हे शिक्षणक्रम राबविले जातात. या शिक्षणक्रमाचा मुख्य उद्देश सेवांतर्गत शिक्षक वर्गास व्यावसायिक वाढ होवून व्यावसायिक कौशल्य विकसन करणे हा आहे.

मुख्य संज्ञा - उद्दिष्ट्ये, उपयुक्तता, गुणवत्ता, कौशल्य, विकसन,

प्रास्ताविक:

प्रत्येक सेवांतर्गत शिक्षकाचे कर्तव्य हे दर्जेदार शिक्षण विद्यार्थ्यांस देणे व त्याचबरोबर स्वतः ची व्यावसायिक वाढ करणे हे असते आणि या व्यावसायिक वाढीसाठी त्यास व्यावसायिक कौशल्य विकसित करणे गरजेचे असते परंतु रोजच्या धावपळीमुळे व वाढत्या कामांमुळे इच्छा असून देखील तो त्यास न्याय देवू शकत नाही.

शैक्षणिक सेवा विभागामार्फत पदव्युत्तर पदवी शिक्षणक्रमाच्या विद्यार्थी ही व्यावसायिक कौशल्य आपल्या अंगीकारू शकतो आणि खऱ्या अर्थाने तो विकसित होवून त्याचा फायदा स्वतःला व त्याच्या प्रभावी अध्यापनातून विद्यार्थ्यांस करून देवू शकतो. म्हणून पदव्युत्तर पदवी शिक्षणक्रम आपणांस माहित करून देण्याची प्रयत्न करीत आहे.

**पदव्युत्तर पदवी शिक्षक्रमाची उद्दिष्टे व वैशिष्ट्ये:**

- १) शिक्षकांच्या व्यवसायिक कौशल्यांची वाढ करणे.
- २) शिक्षकांच्या गुणवत्ता निर्धारण आणि उपयोजन क्षमतांचा विकास करणे.
- ३) शिक्षकांची व्यवसायिक गुणवत्ता वाढविणे.
- ४) पदव्युत्तर पदवी शिक्षणापासून वंचित राहिलेल्यांना संप्रेषण क्षेत्रातील संशोधनावर आधारित पदव्युत्तर पदवी शिक्षणाची संधी उपलब्ध करून देणे.
- ५) प्राथमिक व माध्यमिक शिक्षकांना शैक्षणिक प्रणालीतील शास्त्रीय मूलभूत तत्वांचा सखोल परिचय करून देणे.
- ६) प्राथमिक, माध्यमिक व महाविद्यालयीन शिक्षकांना अध्यापनाच्या विविध मार्गाबाबत अवगत करणे.
- ७) विद्यार्थ्यांना योग्य व अचूक संशोधन करण्यास प्रवृत्त करणे.

**शिक्षणक्रमाची उपयुक्तता:**

पदव्युत्तर पदवी शिक्षणक्रमचा फायदा हा पुढील विद्यार्थ्यांस होतो.

- १) विषय संप्रेषण क्षेत्रातील पदव्युत्तर पदवी संपादन करणा-या वरिष्ठ महाविद्यालयातील अभिव्याख्यात्यास दोन रिफ्रेशर कोर्स करण्यापासून सुट मिळते.
- २) प्राथमिक तसेच माध्यमिक स्तरावरील शिक्षकांना विषय संप्रेषण तसेच शैक्षणिक संप्रेषण क्षेत्रातील पदव्युत्तर पदवी गुणवत्ता वाढीसाठी उपयुक्त आहे.
- ३) काही आस्थापनांमध्ये पदव्युत्तर पदवी बढतीसाठी उपयुक्त ठरते.

**गुणवत्ता:**

पदव्युत्तर स्तरावरील एम.ए./एम.कॉम/एम.एस्सी या शिक्षणक्रमाचे तात्विकभाग (Theory) आणि संशोधन कार्य (Research Work) असे दोन घटक आहेत. शिक्षणक्रमाच्या विविध टप्प्यांवर गुणवत्ता निश्चितीसाठी सतत विशेष प्रयत्न केले जातात. अशा त-हेने संशोधन क्षेत्रातील एक नविन परंतु भविष्यवेधी उपक्रमांचे संयोजन या विभागातर्फे केले जाते.

**कौशल्य विकसन:**

- पदव्युत्तर पदवी शिक्षणक्रमात तात्विक भाग, प्रात्यक्षिक भाग असे घटक आहेत. प्रात्यक्षिक भागात
- १) स्वाध्याय लेखन
  - २) शोधनिबंध लेखन

- ३) संबंधित साहित्य आढावा
- ४) पर्यावरण कार्यानंद वही
- ५) संशोधन प्रकल्प (Research Project)/ साधननिर्मिती

यांचा समावेश होतो. आणि या प्रत्येक कार्यातून शिक्षकांत पुढील प्रकारे कौशल्यांचे विकसन होते.

#### i) स्वाध्याय लेखन

प्रस्तुत शिक्षणक्रम पूर्ण करण्यासाठी सैद्धान्तिक अभ्यासक्रमांचे प्रत्येकी दोन स्वाध्याय पूर्ण करावे लागता हे स्वाध्याय पूर्ण करतांना शिक्षकांत वेळेत योग्य व पद्धतशीर उत्तरे देणे, उत्तरात आकृत्यांचा वापर व संकल्पनांनुसार व्यवहारीक, दैनंदिन जीवनातील उदाहरण मांडणे, अधिकाधिक पुस्तकांचे वाचन करणे, प्रत्येक प्रश्नानुसार विचार करण्याचे, स्वयं अध्ययनाची सवय लागते, स्वावलंबीपणा निर्माण होतो, आत्मविश्वास विकसित होतो, स्वाध्याय लिखनास विचार स्वातंत्र्य असल्याने विचारांना चालना मिळते. मुद्दे योग्य प्रकारे मांडण्याची सवय लागते. आकलन झालेला आशय स्वतंत्र पणे तसेच विविध दृष्टीकोनातून विश्लेषित करण्याची सवय लागते.

#### ii) पर्यावरण कार्य नोंदवही

पर्यावरणाशी संबंधित असणाऱ्या समस्यांचा अभ्यास व्हावा या उद्देशाने या पर्यावरण नोंदवहीचे प्रयोजन आहे. पर्यावरण कार्य नोंदवहीत शिक्षकाने राहत असलेल्या आजूबाजूच्या परिस्थितीचे अवलोकन करून लिखन करावयाचे आहे. सभोवतालच्या परिस्थितीच्या अभ्यास करणे त्यावर उपाययोजना करणे, चिकित्सक अभ्यास करणे, सामाजिक जाणीव निर्माण हेणे. पर्यावरण संतुलन राखण्यास प्रयत्न करतात पर्यावरण विषयक जागृती निर्माण करतात, चौकस होतात, सर्व बाजूंनी विचार करून नोंद घेण्याचे कौशल्य शिक्षकांत विकसित होते.

#### iii) शोधनिबंध लेखन

शोधनिबंध लेखन म्हणजे एखाद्या समस्यांची छाननी करून कल्पकतेने, शोधक बुद्धीने नाविन्यपूर्ण केलेला अभ्यास होय. यात शिक्षकाला एखादा विषय समजून घेवून त्याचा सखोल अभ्यास करून त्याचे नव्याने विश्लेषण करावयाचे असते. त्यामुळे नव्याने शोध घेणे, वेगवेगळ्या पद्धतींचा वापर करणे जुन्या विचारांचे नव्याने विश्लेषण करणे नविनिर्मिती करणे, अनेकविध प्रकारचे वाचन करणे. ग्रंथालयातील पुस्तके हाताळणे संबंधित स्रोतातून माहिती जमा करणे अशा प्रकारच्या कौशल्यांचा विकास होतो. एखाद्या विषयाशी संबंधित असलेली माहिती मुद्देसुदपणे संकलित करणे त्याच प्रमाणे सदर माहिती बदल स्वतःचे विवेचन तयार करणे ही कौशल्य आत्मसात होण्यासाठी शोधनिबंध लेखन उपयुक्त असते. असा प्रतिदास पदव्युत्तर शिक्षणक्रमाच्या विद्यार्थ्यांशी चर्चा करून प्राप्त झाला आहे.

iv)संबंधित साहित्याचा आढावा

शिक्षकांनी स्वतःच्या विषयांमध्ये, क्षेत्रांमध्ये होणारे बदल, सुधारणा संशोधन योगदान यांची माहिती करून घेवून त्याबाबत आढावा लिहिने म्हणजेच संबंधित साहित्याचा आढावा होय. आपल्या विषयाचा, क्षेत्राचा अभ्यास करणे ग्रंथालयातील पुस्तके, नियत कालिके तसेच अन्य माध्यमांचे वाचन करणे, माहिती संकलनासाठी विविध सत्रातांचा अभ्यास करणे एकाग्रता वाढिस लागणे, सखोल विचार करणे संशोधनाची आवड निर्माण होणे इटरनेट माध्यमाचा वापर करणे, जिज्ञासू वृत्ती, वैज्ञानिक दृष्टिकोन वाढतो. या कौशल्याचा विकास शिक्षकांत होतो.

v)संशोधन प्रकल्प (Research Project)/ साधननिर्मिती

प्रस्तुत शिक्षकप्रोग्राम हा संशोधनावर आधारित असल्याने प्रत्येक शिक्षकाने आपल्या क्षेत्राशी निगडित एक संशोधन प्रकल्प पूर्ण करणे किंवा संशोधन साधनाची निर्मिती करून साधननिर्मिती अहवाल सादर करावयाचा असतो.

तर्कशुद्ध विचार करणे व मांडणे, वैचारिक पातळी वाढते कठोर परिश्रम, सचोटी आणि प्रामाणिकपणा, संयम व नियोजनबद्ध कार्य, चिकित्सक अभ्यास, परीक्षणात्मक अभ्यास, माहितीची जमवाजमव करणे आणि विविध बाजूंनी चौकस विचार करणे, शास्त्रोक्त अभ्यास करणे, पडताळा घेणे, समस्येची सोडवणूक करता येणे, शोध घेणे, कार्यकारण संबंधाचा अभ्यास करणे, अनुत्तरीत समस्यांचा समस्येचा शोध घेणे, अचूकपणा, व्यवस्थितपणा, धीमेपणा, सातत्य, आणि जिज्ञासूवृत्ती, या गुणांचा विकास होतो, अभ्यासूवृत्ती वाढिस लागते, शास्त्रीदृष्ट्या विषयाची मांडणी करणे यासारखी कौशल्य विकसित होतात, साहित्य निर्मिती करता येते, नवनिर्मितीची कैशल्य प्राप्त होते.

### समारोप

मुक्त विद्यापीठाच्या शैक्षणिक सेवा विभागाच्या पदव्युत्तर पदवी शिक्षणक्रमामुळे अनेक शिक्षकांना समाजात मानाचे स्थान तर प्राप्त होतच आहे, शिवाय शिक्षक म्हणून पूर्ण वेळ सेवा देत असतांना अशाप्रकारे दूरस्थ शिक्षणातून त्यांच्या व्यक्तिमत्त्वाचा विकास देखील होत आहे. व्यक्ती विकासासाठी कारणीभूत अशा बाबींचा समावेश यात होत आहे, ज्ञान मिळविण्याचे वेगवेगळे मार्ग शिक्षकास प्राप्त करून देण्याचा हा एक प्रयत्न आहे, काही कारणास्तव उच्च शिक्षणाची संधी प्राप्त न झालेल्यांना या माध्यमातून संधी उपलब्ध झालेली आहे. यात दुमत असेल असे वाटत नाही. शिकणाऱ्यांच्या गरजेनुसार व सवडीनुसार देण्याची सोय व साधने उपलब्ध असणे हे याचे वैशिष्ट्य म्हणता येईल.

व्यक्तिच्या सर्वांगीण विकासाशी शिक्षणाचा संबंध येतो. या अर्थाने व्यक्तिमत्त्व विकास हे सर्व प्रकारच्या शिक्षणाचे ध्येय असते आणि हेच ध्येय समोर ठेवून समाजाच्या विकासासाठी हातभार लावण्याच्या अपेक्षेने शैक्षणिक सेवा शिक्षकांच्या कौशल्य विकसनाचे कार्य करीत आहे. त्यादृष्टिने, संप्रेषण क्षेत्रातील पदव्युत्तर शिक्षणक्रमाची उपयुक्तता संशोधिकेला जाणवली आहे.

## शिक्षकांच्या उत्तरदायित्वाचा विकास

श्री. संदीप रामनाथ कोते

छात्राध्यापक – (एम. फिल. शिक्षणशास्त्र)

अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय, नाशिक

### प्रस्तावना –

बदल हा निसर्गाचा नियम आहे. मानवाच्या अवतीभवती असणा-या नैसर्गिक , सामाजिक , औद्योगिक, आर्थिक इ. परिस्थितीमध्ये सातत्याने बदल होत असतात. या बदलाचे प्रतिबिंब शिक्षण प्रणालीमध्ये दिसून येणे गरजेचे असते. त्यामुळेच काळानुरूप विकास करण्यास शिक्षणपद्धती उपयोगी ठरते. साहजिकच या शतकातील माहिती प्रस्फोटाचा सामोरे जाण्यास विद्यार्थी सक्षम करणे शिक्षकाचे कर्तव्य आहे. पूर्वीची वर्तनवादी चौकट सोडून स्वयं प्रयत्नातून ज्ञाननिर्मिती करण्यास विद्यार्थ्यांना प्रवृत्त करून त्यांच्या क्षमता व कौशल्य विकासाचे उत्तरदायित्व स्विकारणे ही हल्लीच्या शिक्षकांची मोठी जबाबदारी आहे

समाजाला शिक्षण देणे ही सेवा आहे, ही कल्पना आता कालबाह्य झालेली असून शिक्षणाकडे गुंतवणूक या दृष्टिकोनातून पाहण्यात येऊ लागले आहे. भारतामध्ये देखील शासनाने शिक्षण हे समाजकल्याणापासून वेगळे करून शिक्षणखात्याला मनुष्यबळ विकास खाते असे नामाभिधान केलेले आहे आणि एकदा का आपण ही कल्पना मान्य केली की, उद्योग व्यापारात वापरल्या जाणा-या कल्पना व निकष शिक्षणाला लावणे अभिप्रेत ठरते. शिक्षणाकडे या दृष्टिकोनातून पाहणे की नाही हा वेगळा मुद्दा आहे, परंतु आता यावर चर्चा करण्याचे स्वातंत्र्य आपणास राहिलेले नाही, कारण आपण हा नवीन दृष्टिकोन स्वीकारलेला आहे. व्यापार व व्यवस्थापनशास्त्रात देखील नव्यानेच उदयास आलेली कल्पना म्हणजे Accountability किंवा उत्तरदायित्व , या संज्ञेचा नेमका अर्थ शोधायचा , तर आपणास व्यवस्थापनशास्त्राचा आधार घ्यावा लागतो . व्यवस्थापनशास्त्रात Accountability चा अर्थ पुढीलप्रमाणे सांगण्यात येतो.

### १. उत्तरदायित्व म्हणजे काय ?

उत्तरदायित्व हा शब्द Accountability या इंग्रजी शब्दाला मराठी प्रतिशब्द म्हणून वापरलेला आहे, म्हणून उत्तरदायित्वाचा अर्थ समजून घ्यावयाचा असेल, तर Accountability चा अर्थ समजावून घेणे आवश्यक ठरते. Accountability च्या संदर्भित J.C.Sinha & V.N.Mungali आपल्या Business Management या ग्रंथात म्हणतात, ‘ The concept of accountability implies the obligation of the individual not only to

perform the duty assigned to him but also to discharge it properly as per set standards and to report the extent of his achievements regarding the job allotted to him.

याचा अर्थ असा की, व्यक्तिवार सोपविलेले काम त्या व्यक्तीने विवक्षित दर्जाप्रत करणे व आपल्यावर सोपविलेल्या कामाच्या संदर्भात नेमके काय संपादन केलेले आहे हे सांगण्याचे दायित्व किंवा जबाबदारी त्या व्यक्तीने स्वीकारणे, ही कल्पना आपण शाळेतील उदाहरणाच्या साहाय्याने समजावून घेऊ. समजा, मुख्याध्यापकाने पर्यवेक्षकावर शाळेतील स्नेहसम्मेलनाची जबाबदारी सोपविलेली आहे, तर पर्यवेक्षकाने स्नेहसम्मेलन योग्यरित्या पार पाडावयाचेच आहे. त्याशिवाय त्याने आपण हे काम किती व्यवस्थितपणे पारपाडले आहे, हे मुख्याध्यापकांना सांगण्याची जबाबदारी स्वीकारावयाची आहे. जर त्या कार्यात उणेपणा किंवा त्रुटी राहिल्या तर त्याचे दायित्व पर्यवेक्षकाने स्वीकारावयाचे आहे. येथे पर्यवेक्षकास कोणत्याही सबबी सांगता येणार नाहीत. Accountability ची व्याख्या Allen आपल्या ‘Principles of Management’ या ग्रंथात पुढीलप्रमाणे करतात-

‘Accountability applies both to the obligation to perform the work and to exercise authority’

या व्याख्येनुसार , उत्तरदायित्व स्वीकारणा-या व्यक्तीने केवळ दिलेल्या कामाची जबाबदारी घ्यावयाची नाही , तर त्या व्यक्तीला दिलेल्या अधिकारांचा देखील वापर करावयाचा आहे. या संबंधात म्हणतात-

‘Accountability is the obligation of an individual to report formally to his superior about the work he has done to discharge the responsibility’

वरील उदाहरणाच्या संदर्भात आपणास असे म्हणता येईल की, मुख्याध्यापकाने जेव्हा पर्यवेक्षकाकडे स्नेहसम्मेलनाची जबाबदारी टाकलेली आहे, त्याचेवेळी त्याला काही अधिकारही प्रदान केलेले आहेत. ही जबाबदारी पार पाडण्यासाठी त्याने त्या अधिकारांचा वापर करणे अपेक्षित आहे, मात्र कोणत्याही परिस्थितीत त्याने त्या कामाच्या विवक्षित दर्जाप्रत पोहोचणे अपेक्षित आहे.

शिक्षकाच्या उत्तरदायित्वाच्या संदर्भात आपणास असे म्हणता येईल की, शिक्षकाकडून ज्या कामाची व ज्या दर्जाची अपेक्षा केली जाते , ते काम त्याने त्या दर्जाप्रत पूर्ण केले पाहिजे व त्या संदर्भात उत्तर देण्याचे दायित्व त्याने स्विकारले पाहिजे. उदाहरणार्थ, पाचवीच्या मराठीच्या शिक्षकाकडून विवक्षित उद्दिष्टांप्रत विद्यार्थ्यांना पोहोचविण्याची जबाबदारी सोपविलेली आहे, तर त्या शिक्षकाने आपण नेमके कोणत्या उद्दिष्टापर्यंत पोहोचलो हे सांगण्याचे दायित्व स्वीकारणे आवश्यक आहे. चौथीतून पाचवीत आलेली मुलेच कच्ची होती असे म्हणून शिक्षकाला स्वतःची सुटका करून घेता येणार नाही, कारण या सर्व बाबी लक्षात घेऊनच तुमच्यावर ती जबाबदारी टाकलेली आहे आणि जर आपण विवक्षित दर्जापर्यंत हे काम करू शकलो नाही, तर आपण Accountable नाही असाच अर्थ होईल.

## २. उत्तरदायित्वाचे हेतू (Aims of Accountability)

२. व्यक्तीची Accountability पाहण्याची आवश्यकता काय? या प्रश्नाच्या उत्तराचा शोध घेण्यासाठी आपण उत्तरदायित्वाचे हेतू समजून घेणे इष्ट ठरेल.
३. एखाद्या व्यवस्थापनातील प्रत्येक व्यक्तीच्या कामांच्या प्रगतीचे व्यवस्थापनाच्या उद्दिष्टाच्या संदर्भात सिंहावलोकन करणे : शिक्षक ज्या संस्थेत काम करतो किंवा ज्या शाळेत काम करतो , त्यावेळी तो आपले काम कितपत जबाबदारीने करतो व ते शाळेच्या उद्दिष्टाच्या संदर्भात कितपत सुसंगत आहे हे पाहता येते , वेगळ्या भाषेत सांगायचे तर त्या संदर्भात शिक्षकाची पात्रता आजमाविणे.
४. व्यवस्थापनामध्ये विविध घटकांकडून केल्या गेलेल्या कामांचे, विहित दर्जाच्या संदर्भात मुल्यांकन करणे. शाळेमध्ये जे विविध शिक्षक काम करीत असतात ते त्यांच्याकडून अपेक्षिलेल्या दर्जाप्रत केले जाते की नाही ते पाहणे.
५. व्यवस्थापनातील विविध अधिका-यांकडून केल्या गेलेल्या कामासाठी लागणारा वेळ व कामाचा दर्जा या संदर्भात तुलना करणे : शाळा एक व्यवस्थापन मानले तर मुख्याध्यापकांनी विविध शिक्षकांवर विविध विषय शिकविण्याचे काम सोपविलेले असते तसेच याशिवाय देखील विविध कामे सोपविलेली असतात. ही कामे शिक्षक करीत असतात. त्यांच्या कामाचा दर्जा व त्यासाठी खर्च होणारा वेळ या बाबी मुख्याध्यापकाला वरिष्ठ या नात्याने विचारात घ्यावा लागतात व त्यानुसार कोणता शिक्षक कितपत Accountable आहे हे ठरवावे लागते . पुन्हा काम सोपविताना मुख्याध्यापकाला प्रत्येक शिक्षकाच्या Accountability चा विचार करावाच लागतो.
६. कामाचे स्वरूप व कामाचा दर्जा यामध्ये जर भिन्नता आढळली तर उपचारात्मक उपाययोजना करणे: आपल्या सहका-याने केवळ सोपविलेले काम केले आहे, एवढेच पाहणे अभिप्रेत नसते, तर त्या कृतीचा दर्जा अपेक्षित आहे काय हे पाहावे लागते व जर तो अपेक्षेनुसार नसेल , तर त्यासाठी काही उपचारात्मक उपाययोजना करावी लागते . उदा.दहावीच्या वर्गाला इंग्रजी विषय शिकविणारा शिक्षक त्याला नेमून दिलेले सर्व तास घेतो आहे किंबहुना जादा तास घेतो आहे किंबहुना जादा तास घेतो आहे. त्याच्या परीने तो प्रामाणिकपणे कार्य करीत आहे, परंतु मुख्याध्यापकांना दहावीचा इंग्रजी विषयाचा जो रिझल्ट अपेक्षित आहे तो रिझल्ट मिळत नाही. अशावेळी कोणती उपाययोजना करायची, हे ठरविण्यासाठी त्या शिक्षकाच्या Accountability ची जाणीव मुख्याध्यापकास असणे आवश्यक ठरते.

## ३. उत्तरदायित्वाची ठळक वैशिष्ट्ये (Features of Accountability)-

१. उत्तरदायित्वामध्ये कनिष्ठाने आपल्या वरिष्ठाला उत्तर देण्याचे दायित्व स्वीकारणे अभिप्रेत असते.

कारखान्यामध्ये मॅनेजर- सुपरवायझर- फोरमन — कामगार असा जो सोपान असतो तेथे कामगार फोरमनला, फोरमन सुपरवायझरला, सुपरवायझर मॅनेजरला उत्तर द्यायला बांधील असतो. आपणाकडे शाळेत संस्थाचालक मुख्याध्यापक —पर्यवेक्षक-शिक्षक असा सोपान मानला , तर शिक्षक पर्यवेक्षकास, पर्यवेक्षक मुख्याध्यापकास, मुख्याध्यापक संस्थाचालकास उत्तर देण्यास बांधील असतो.

२. उत्तरदायित्व हे दुस-यावर ढकलता येत नाही. मुख्याध्यापकाने पर्यवेक्षकाकडे काही काम सोपविले व त्यासाठी त्याला काही अधिकारही दिले, तरी ज्यावेळी संस्था- चालकास काही उत्तरदयावयाचे असेल त्यावेळी ती जबाबदारी मुख्याध्यापकालाच घ्यावी लागते. आपल्या कनिष्ठाच्या कामाची जबाबदारी संपूर्णपणे स्वतः स्वीकारावी लागते. मी पर्यवेक्षकाला हे सांगितले होते , त्याने ते काम केले नाही असे म्हणून उत्तरदायित्व दुस-यावर ढकलता येत नाही.

३. उत्तरदायित्व नेहमी ऊर्ध्वगामी असते : व्यवस्थापनातील संचालक- मॅनेजर-पर्यवेक्षक-कामगार असा सोपान मानला , तर कामगारीची Accountability ही, तो पर्यवेक्षक कसे उत्तर देतो किंवा त्याचे कसे समाधान करतो यावर अवलंबून असेल, तर पर्यवेक्षकाची Accountability ही मॅनेजरच्यासमाधानाच्या संदर्भात पाहिली जाईल. त्या व्यवस्थापनातील प्रत्येक घटक कितपत Accountable आहे त्यावर संपूर्ण व्यवस्थापनाची Accountability अवलंबून असते.

४. प्रत्येक व्यक्तीने किंवा घटकाने केवळ एकाच वरिष्ठास उत्तर देण्याची जबाबदारी स्वीकारणे अपेक्षित असते: एकाच कामगाराला जर दोन किंवा दोनपेक्षा अधिक वरिष्ठांकडून आज्ञा मिळत असतील, तर त्याला कोणा एकाचे समाधान करणे कठीण असते, म्हणून उत्तरदायित्वाच्या कल्पनेत एकच वरिष्ठ व त्याला उत्तर देण्याची पात्रता एवढीच अपेक्षा असते, म्हणून शिक्षकाचे उत्तरदायित्व पाहण्याचे तर केवळ पर्यवेक्षकानेच पाहणे अपेक्षित आहे; त्याचवेळी मुख्याध्यापक ,संस्थाचालक , विद्यार्थी किंवा पालक यांनी या संदर्भात शिक्षकाचे मूल्यमापन करणे रास्त ठरणार नाही.

#### ४. शिक्षकाचे उत्तरदायित्व ,काही समस्या

शिक्षकाचे उत्तरदायित्व ही संकल्पना स्थूल स्वरूपात स्वीकारावयाची ठरविली, तर शिक्षकाने कोणाला उत्तर देण्याची क्षमता बाळगायची आहे- आपले वरिष्ठ, शासन की समाज?आणि जर या तिन्हीला उत्तरे देण्याचे दायित्व — स्वीकारावयाचे असेल, तर मूळ संकल्पनेलाच बाधा येते, म्हणून शिक्षकाचा वरिष्ठ कोण हे प्रथम निश्चित होणे आवश्यक आहे. एका बाजूला आपण शिक्षकाचे मूल्यमापन विद्यार्थ्याने करावे असे म्हणतो, तर येथे वरिष्ठाने करावे असे म्हणतो , अशा परिस्थितीत शिक्षकाने नेमके कोणते व कुणाला उत्तर द्यायचे, दायित्व स्वीकारावयाचे याविषयी

सखोल विचार होणे लेखकास आवश्यक वाटते.

दुसरी एक समस्या अशी की, हे उत्तरदायित्व मोजायचे कसे? उत्तरदायित्व मोजण्यासाठी आज तरी कोणतेही परिमाण आपल्याजवळ नाही.

उत्तरदायित्व हे ऊर्ध्वगामी असते असे मानले जाते , तर मग मुख्याध्यापक हा संस्थाचालकास उत्तर देण्यास बांधील आहे की, जिल्हा शिक्षण अधिका-यास त्याने उत्तर द्यावयाचे आहे कारण एकाचवेळी त्याचे जर हे दोन वरिष्ठ असतील, तर मुख्याध्यापकास उत्तरदायित्व स्वीकारणे कठीण जाईल.

लोकशाही समाजरचनेमध्ये कोणतेही प्रश्न किंवा समस्या या परस्परांच्या सहकार्याने , सल्लामसलतीने, परस्पर सामंजस्याच्या वातावरणात सोडवाव्यात अशी अपेक्षा असते.असेअसतांना शिक्षक पर्यवेक्षकास, पर्यवेक्षक मुख्याध्यापकास व मुख्याध्यापक हा संस्था चालकास अशा चढत्या श्रेणीने आपले दायित्व सिध्द करण्याचा अट्टहास हा लोकशाही जीवनपद्धती त विसंगत वाटतो. आपण जर हा दृष्टीकोन स्वीकारणार असू तर शाळा म्हणजे समाजाची प्रतिकृती नव्हे, तर कंपन्यांची प्रतिकृती ठरेल तसेच मुख्याध्यापक व शिक्षक यांच्यामधील सहकार्याचे नाते संपुष्टात येवून त्यास वरिष्ठ व कनिष्ठ असे रूप येईल

#### ०५. शिक्षकांच्या उत्तरदायित्वाच्या विकासासाठी आवश्यक घटक

शिक्षकांमध्ये उत्तरदायित्व विकसित करण्यासाठी अनेक भूमिका प्रत्येक स्तरावरील प्रत्येकाने आपापल्या भूमिका योग्य रितीने पार पाडल्यातर शिक्षकांचा व्यावसायिक विकास होण्याबरोबरच त्यांच्यामध्ये उत्तरदायित्वाचीही योग्यरितीने विकास झाल्याशिवाय राहणार नाही.

#### अ शिक्षकाची स्वतःची भूमिका

शाळा ही शिक्षकाची कार्यभूमी असते शिक्षकी पेशात कार्यरत असतांना स्वतः विकसित ते आपल्या विद्यार्थ्यांच्या आचार विचारांना गती देत त्यांना प्रगत उन्नत बनविणे व त्यांच्या प्रतिचे उत्तरदायित्व स्विकारणे हे शिक्षकाचे परम कर्तव्य असते त्यासाठी त्याने खालील गोष्टी करणे आवश्यक आहे.

१. शिक्षकांने सतत आपल्या ज्ञानाची उजळणी करुन नाविन्याचा ध्यास घेऊन व्यवसायातील नवनविन कल्पनांचा स्विकार करणे
२. शिक्षकाने आपल्या ज्ञानकौशल्याची उजळणी करुन घेऊन नवे विचार नव्या पद्धती यांची ओळख करुन घेणे
३. शिक्षकाने अध्यापनामध्ये अधिकाधिक नाविन्य आणण्यासाठी अध्यापनातील जिवंतपणा,
४. रसरशीतपणा टिकविण्यासाठी आणि व्यवसायातील आपल वर्तन प्रेरणा कायम राखण्यासाठी अध्यापन विषयक युक्त्या प्रयुक्त्याचे ज्ञान करुन घेणे त्यासाठी पुस्तकांची मैत्री करुन ग्रंथालयातील सहवास वाढविणे.
५. शिक्षकाने बदलत्या परिस्थितीनुसार स्वतंत्र विचार करण्याची क्षमता विकसित करावी.

६. शिक्षकाने स्वतःमध्ये व्यावसायिक नितिमत्तेचा विकास करावा
७. शिक्षकाने आपला व्यवसाय प्रभावीपणे आणि गुणवत्तापूर्ण रित्या करता येण्यासाठी सेवांतर्गत प्रशिक्षणे करणे आवश्यक आहेत.
८. शिक्षकाने दररोज योगसाधना, आत्मचिंतन, ध्यान धारणा या मानसिक सामर्थ्य वाढविणाऱ्या आध्यात्मिक बाबी कराव्यात.
९. शिक्षकाने स्वतःच्या सर्जनशीलतेचा विकास करून कृती संशोधने करणे
१०. शिक्षकाने आपली अभिरुची विकसित करणे तिला दिशा देणे चांगली वृत्ती वा दृष्टीकोनाची निर्मिती करून जीवन विषयक ज्ञान विकसित करणे

#### ब) मुख्याध्यापक / प्राचार्यांची शिक्षकांविषयी भूमिका

१. मुख्याध्यापक , प्राचार्य यांनी शिक्षकांना उत्तेजन व पाठींबा देवून त्यांना निर्णय प्रक्रियेत सहभागी करून घेऊन त्यासाठी आवश्यक असणारे निर्भय वातावरण निर्माण करून त्यांच्या उत्तरदायित्वाचा विकास करण्याचा प्रयत्न करावा.
२. प्रत्येक शिक्षकाचे वैशिष्ट्यपूर्ण गूण, कौशल्य व क्षमता यांची मुख्याध्यापकांना जाणिव असते. तीच्या आधारावरच त्यांनी विविध शालेय कामांची वाटणी करावी.
३. शिक्षकांच्या कामांचे मुल्यमापन करतांना खुल्या , वस्तुनिष्ठ, पारदर्शक , सहभागी आणि विश्वासाह असेल्ल्या पद्धतींचा अवलंब करावा. प्रसंगी एखाद्या नियमाचे उल्लंघन करण्याचे धैर्य दाखवावे.

#### क ) मुख्याध्यापक/प्राचार्यांची संस्था चालकांविषयी भूमिका

१. संस्थेचे आदेश पाळणे व शासकिय आदेशांची संस्थेस माहिती देणे तसेच संस्थेने आखलेल्या आर्थिक सहकार्याच्या योजनांना सहकार्य करणे. त्यासाठी संस्थेच्या पदाधिकाऱ्यांचा योग्य तो मान राखणे.
२. संस्थेस आवश्यक ती माहिती वेळोवेळी पुरवावी व संस्थेच्या मिटींगमधील ठरावांची कार्यवाही करणे.
३. विकास निधीचा तपशिल संस्थेला वेळच्या वेळी कळविणे. तसेच कर्मचाऱ्यांच्या नैसर्गिक पदोन्नतीची माहिती संस्थेला वेळीच देणे.
४. शिक्षण खाते शाळा समिती पालक संघ यांचा संस्थेशी विधायक संबंध रहावा म्हणून प्रयत्न करावा.

#### ड) मुख्याध्यापक /प्राचार्यांची शासन विषयक भूमिका

१. शासकिय परिपत्रकांना वेळेवर उत्तरे देवून शासकिय सभांना हजर राहणे, शासकिय आदेशांची वेळोवेळी कार्यवाही करणे,
२. राष्ट्रीय समारंभ तसेच शासनाने योजलेले कार्यक्रम यांना सहकार्य करणे

३. शासनाच्या आदेशाप्रमाणे शालेय दफ्तर तयार ठेवणे व शासनाचे अधिकारी मागणी करतील ते दफ्तर त्यांना उपलब्ध करून देणे व शासकिय नियमांचे पालन करणे.
४. शालेय प्रशासनातील सर्वघटकांना शासकिय आदेशांची माहिती देणे आणि कार्यवाही करणे.

#### इ) मुख्याध्यापक /प्राचार्याची पालकांविषयी भूमिका

१. पालकांना शाळेत आदराची , प्रेमाची , आपुलकीची वागणुक देणे, तसेच पालकांच्या तक्रारींचा आदर करून योग्य ती चौकशी करणे
२. विद्यार्थ्यांच्या अनिष्ट वर्तनाबाबत पालकांना वेळीच माहिती कळविणे.
३. गुणी विद्यार्थ्यांच्या व बौद्धिक दर्जा कमी असलेल्या विद्यार्थ्यांच्या पालकांच्या भेटी घेऊन त्यांना त्याबाबत योग्य ती माहिती देणे.
४. शाळेला योग्य त्या शैक्षणिक सुचना कळवण्याचे आवाहन करणे व पालकांच्या प्रबोधनासाठी काही कार्यक्रम आखून शाळेतील समारंभाची निमंत्रणे पाठविणे.

#### ई )मुख्याध्यापक/प्राचार्याचे सामाजिक उत्तरदायित्व

१. शाळेकडे सामाजिक बांधिलकीच्या भावनेतून पाहणे. व त्यानुसार शाळेच्या कार्यक्रमात तपशिलाची योजना करणे..आपली शाळा समाजाचे सांस्कृतीक, शैक्षणिक केंद्र होईल असा प्रयत्न करणे.
२. समाज प्रबोधनासाठी बौद्धिक उपक्रमांचे आयोजन करणे.
३. राष्ट्रीय एकात्मता राखण्यासाठी प्रयत्नशिल राहणे.त्यासाठी समाज पहाणी करून कार्याची दिशा ठरविणे.
४. संस्थेच्या माजी विद्यार्थ्यांचा संघ स्थापन करणे. त्यांच्या माध्यमातून समाजातील अंधश्रद्धा ,प्रथा, रुढी, गैरसमज दूर करण्याचा प्रयत्न करणे व त्यासाठी दरवर्षी स्नेहसंमेलन घेणे.
५. वरील सर्व बाबींचा जर प्रत्येक शिक्षकांनी व मुख्याध्यापकांनी अवलंब केला तर त्याच्यामध्ये व्यावसायिक विकासाबरोबरच उत्तरदायित्वाचाही आपोआप विकास झाल्याशिवाय राहणार नाही.

#### संदर्भ सूची

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## **BARRIERS TO PROFESSIONAL DEVELOPMENT OF TEACHERS / TEACHER EDUCATORS**

**Dr. Vidyagauri Joshi,**  
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Professional development refers to the development of a person in his or her professional role. According to Glattenhorn (1987), by gaining increased experience in one's teaching role, the teachers systematically gain increased experience in their professional growth through examination of their teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher (Glattenhorn, 1987).

Numerous studies have shown the significant impact continuous professional development (CPD) has upon pupil progress. Effective professional learning — which enables teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students — must be a key ingredient in any effort to bolster student achievement. Professional development that is short, episodic, and disconnected from practice has little impact. On the other hand well-designed professional development can improve teaching practice and student achievement. Several features of professional development are more likely to lead to improved teacher knowledge, teaching practice, and/or student achievement. High-quality professional development is:

- Focused on specific curriculum content and pedagogies needed to teach that content effectively
- Offered as a coherent part of a whole school/institution reform effort, with assessments, standards, and professional development seamlessly linked
- Designed to engage teachers in active learning that allows them to make sense of what they learn in meaningful ways
- Presented in an intensive, sustained, and continuous manner over time
- Linked to analysis of teaching and student learning, including the formative use of assessment data
- Supported by coaching, modeling, observation, and feedback

- Connected to teachers’ collaborative work in professional learning communities and learning teams

Continuous professional development is essential for professional development when based on academic research and sustained, allows teachers to "unlock the barriers to learning." Government agrees to this fact. So do the universities and also the teachers or teacher educators. Now days, professional development is considered to be a vital part of performance based appraisal which is linked to the promotion. Opportunities for active learning, content knowledge, and the overall coherence of staff development are the top three characteristics of professional development.

The challenges facing professional development of teachers are many. There are **too few quality training opportunities** for staff. A lack of regulation surrounding professional development is partly at fault, according to David Weston, chief executive of the Teacher Development Trust. Any person off the street can say, 'I'm going to train teachers' – there are no rules stopping this, which is a bit odd because only suitably qualified people can do initial teacher training.

The number of days to be spent in training the teachers is not often fixed. Teachers have fewer opportunities to engage in sustained professional learning opportunities (i.e., professional development of more than eight hours in duration). In areas like reading instruction, uses of computers, teaching of English language learners and special education students, investments in teacher learning appear to be increasingly focused on the least effective models of professional development — the short-term workshops.

At the higher education level, there are ‘Orientation Courses’ for the newly joined lecturers to hone their pedagogy related skills and soft skills and ‘Refresher Courses’ for other senior educators belonging to specific faculties. Refresher courses are expected to provide knowledge related to latest development in those particular areas. The key question is how many teachers later try to apply the knowledge gained or the skills acquired in their classrooms? There is no mechanism to monitor this. So ultimately only those staff members who love to try out new strategies, are ready to accept challenges end up applying the training received by them in these courses. Sometimes the colleges or schools fail to provide support that they may need.

Another key question is how many teacher educators from private, unaided colleges of

education get chance to attend Orientation programs or Refresher courses? Time away from teaching & completing the assigned course seems to outweigh the need to provide a chance for professional development.

Opportunities for sustained, collegial professional development of the kind that produces changes in teaching practice and student outcomes are limited as compared with most high-achieving nations abroad.

If one or two or few teachers are sent for a workshop or a conference, they alone cannot bring about a change in the working of that particular institute. They need support from the management and other staff members which they may not be able to garner.

Since it is often observed that the external courses don't always provide value for money, many institutes are now turning to in-house training to develop staff skills.

Taking teachers out of school to attend a day-long course is expensive. Spending large sums of money – when there is no guarantee that the course is high quality and no follow-up session to consolidate teachers' development appears foolish.

But regardless of where training is taking place, career development programmes are only effective if they are research-based and easy for teachers to apply in their classroom. As of now very little research is done to find out the problems related to classroom teaching learning. New programs are implemented may be because they were proved to be successful elsewhere. No effort is spared to judge the effects of new policies which are implemented through rigorous research.

If training is undifferentiated and departments aren't allowed enough time to contextualise information for specific groups of pupils, then it's unlikely to have an impact on teaching practices. At the moment, many teachers are too anxious about exam results and performance targets to try new teaching methods. Randomly experimenting on children could be reckless too. Institutes do need teachers who are confident enough to ask big questions about what they're doing and who will pursue things in different ways.

Another challenge is related to money. Who will bear the cost of the expenditure incurred in training the teachers?

We can sum up by stating that at a time when the nation is moving quickly to adopt common core standards and colleges are challenged to accelerate gains in student achievement to meet the government mandates, states and universities need to move more aggressively to provide

continuous professional development. Effective professional learning — which enables teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students — must be a key ingredient in any effort to bolster student achievement and ensure that all students achieve their potential.

Without harnessing support for effective educator learning, the ability of teachers and school leaders to meet these new challenges will be diminished. As consensus among researchers indicates, the quality of teaching students experience is highly correlated with their academic success.

Professional development is a key strategy available to schools and school systems for improving teaching quality. To ensure effective teaching in every classroom, educators must have opportunities each day to refine and expand their practice, reflect on how their practice impacts student learning, and engage in ongoing improvement to address learning challenges in the institute. States and school systems have the authority and responsibility to establish policies to guide.

Professional Development is determined by **Formal professional development** activities (e.g., university courses, workshops, conferences, training sessions offered during or outside of school hours); and **resources supporting teacher participation in professional development** (e.g., release time; time built into regular work hours for professional development, reimbursement for tuition, fees, travel expenses); and **Job-embedded professional Development activities** (e.g., teacher collaboration on issues of instruction, collective research on topics of professional interest, peer observation and mentoring) as well as the conditions that support teacher collaboration and learning (e.g., regularly scheduled time during teachers’ work hours, level of influence teachers have over school decisions).

Management’s role in the professional development of their teachers can be summed up as 1) Introducing new activities in ways that inspire buy-in; (2) Balancing principal control with teacher autonomy; (3) Committing to ambitious goals; (4) Maintaining industriousness in pursuit of those goals; and (5) Effectively harvesting and sustaining the gains.

## PROFESSIONAL DEVELOPMENT IN YOGA TEACHER

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### Introduction -

In present era interest in health consciousness is attracting people from all over the world to earn better health in body and contentment in mind. People are getting increasingly aware of physical and mental health. Now-a-days people are looking towards natural ways of approach in health and happiness. Yoga has excellent solution for many ailments. Yoga is an ancient Indian art & Science. The increasing demand for the Yoga classes indicates the good awareness about yoga amongst people. It is also the fact that many diseases are resistant to the medicine and the yoga remains the only hope for cure. So many organizations have come up today to teach yoga. Demands of Yoga is rising. The Yoga-Teacher should have studied advanced curriculum and using the teaching techniques to be able to teach. Yoga teacher plays the key role in spreading yoga and holding the interest of these enthusiasts. He is not only the yoga teacher preacher also. So his personality reflects upon the candidates regarding the theme of yoga. So, for them, the yoga teacher is the role models, So the professional Yoga teacher build his good personality for himself. He is already respectable person Both Virtues are associated with him. Yoga teacher should constantly be after developing professional personality like.

**1) Regular Yoga practice** - In the first place yoga teacher is a yogi. So daily yoga practice is his personal liability. If he do not this, his condition became लोका सांगे ब्रम्हज्ञान, स्वतः मात्र कोरडे पाषाण So yoga teacher practices daily his yoga activity, like Asana, Pranayama, Mudra and control his diet. His personal yoga practice will reflect in his body language and will certainly reflect on his face. If yoga teacher is practicing yoga regularly and if he sticks so the recommended diet as well as need not fall sick and miss a class. This facts should be impressed upon the candidates as well.

**2) Personality Development** - Yoga teacher have contact many type of people and different field

of people so he wants knowledge of their field. Such knowledge and ability or attitude of listening intellectually to others does help Yoga teacher to get along with his students. Yoga teacher remember that his students are not just school or college boys but they are respectable elders, experts in their corresponding fields. We often come across yoga masters. This era is computer world so he applied computer application. He read many Books on yoga also general knowledge and update in his knowledge.

**3) Vices** - A part from tobacco and alcohol, even tea or coffee are vices. unfortunately have become a respectable part of the so called modern lifestyle. Yoga teacher should be free from rather above all in this respect. if he himself is free from the vices his words will carry the weight. He can then inspire the audience to keep, away from the vices personality influences the candidates.

**4) Versatility and Adoptability** - Creative mind and work is necessary for yoga teacher. Many peoples have various problems of their Body so they ask many question and Idea for solving their problem because Yoga teacher may have ability to solve their problem. Yoga teacher always read Books about yoga and related about Body structure like Anatomy, Physiology Ayurveda, Diet. Yoga teacher must gave respect to students because विद्या विनयेन शोभते He must have management skill. Managemant is the dominating factor of the present age. The Yoga teacher has to manage the class. As is already pointed out his personality influences the society. The theme of yoga is eternal as well as complete by itself.

**5) In Quest of Knowledge** - Knowledge is never complete so along with the yoga practice, constant reading is essential. If he reading constantly he satisfy his students queris on the spot. He must be well versed with his subject as well as with the related subject. He may read less but keep the matter churning in his mind. It is also essential that the instructor is sure of what he tels. His students may be elderly respectable people from the cream of society. Yoga teacher might be tempted to save some situation by passing a wrong piece of information. Such temptation could be disastrous.

**7) Class Discipline** - When two or more persons come together with a purpose the importance of discipline is underlined. Whan yoga teacher takes up a class, he should therefore begin with the

introduction of discipline to the class. For this purpose, he must be disciplined himself. The class is not a prison. So the yoga teacher can retain a cheerful atmosphere in the class without making any undue fuss of discipline. Some yoga poses are difficult to perform especially by a beginner. Instructor is advised not to make it appear difficult. He may take help of slight humor but should stick to yoga discussion and practice through the period.

**8) Social Work** - Wealthy customers, wealthy clients and wealthy students are wanted and are respected everywhere. We recommend and advise the instructors to take up this faculty as a social and respectable work.

**9) Honor of Yoga and Indian Culture** - The Tolerance or patience is the base of our culture. In attacking other cultures we forgot this base so see that our decorum reflects our culture. At times somebody is tempted to attack can be made but that is not the solution on the contrary such an attack is a test to the Yoga teacher. Such attack should be by humble and proper reply. For this yoga teacher can do well by reading and understanding the literature in connection with the topic.

The Yoga teacher plays a key role in yoga training and its propagation. He should encourage the students to have the advanced yoga course. They should even be encouraged to participate in yoga training and alike activities of the institute. I wish all yoga teacher to develop their profession.

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## शिक्षकांमधील व्यावसायिक निष्ठा

प्रा. मोराडे वर्षा हरीशचंद्र

अध्यापक विद्यालय, नांदगाव

एकविसाव्या शतकाच्या स्वागतासाठी सज्ज असलेले जग अनेक भौतिक अंगांनी समृद्ध व समर्थ झालेले आहे. आंतरराष्ट्रीय पातळीवर ‘ज्ञानाचा विस्फोट’ झालेला आहे. जगाने भौतिक शास्त्रविकासात नेत्रदिपक मजल मारलेली आहे. मानवाला अशक्य असे काही नाही असा सार्थ आत्मविश्वास बाळगता येईल एवढी कामगिरी आधुनिक तंत्रविज्ञानाने करून दाखविलेली आहे. जीवन कुठे आहे तर एका प्रतिभावान कवीच्या कवितेली आशय असा -

जीवन कुठे आहे? जगण्यातच हरवले आहे!

शहाणपण कुठे गेले? ज्ञानात हरवले

ज्ञान तरी कुठे आहे? ते तर माहितीत हरवले आहे!

Where is Life? Lost in living

Where is Wisdom? Lost in knowledge

Where is knowledge? Lost in information!

आजच्या ‘माहिती युगात’ ज्ञानी होऊन जीवनाचा शोध घेणाऱ्याची कशी तगमग होते हे सांगणाऱ्या या तीन ओळी, काही कमावताना मानव काय गमावून बसला आहे याची जाणीव करून देणाऱ्या आहेत, असे वाटते. मानवाला माहिती मिळाली तिचे व्यवस्थापन करणारा ‘शिक्षक’ याची जबाबदारी वाढली आहे.

दिवसें दिवस येणारा बालक माहितीचे गाठोडे घेऊन येतो. त्या माहितीचे वर्गीकरण शिक्षकाच्या मदतीने करतो. शिक्षक आपल्या व्यवसायात आपल्या छात्रांसाठी सतत नवीन माहिती, प्रशिक्षण, कृतिसत्रे आयोजित करतो व ती त्याच्या व्यवसायासाठी गरजेची आहे.

शतकापूर्वी स्वामी विवेकानंद यांनी सांगितले की, जीवन घडविणारे, माणूस निर्माण करणारे, चारित्र्य घडविणारे व चांगले विचार आत्मसात करायला लावणारे शिक्षण आपल्याला हवे आहे - आजही ते तितकेच खरे आहे. अध्यापक विद्यालयात छात्रशिक्षकांना घडवितांना हे प्रकर्षाने जाणवले कही आज जे नवे आहे ते आपण या भावी शिक्षकांपर्यंत पोहचवले पाहिजे. आता हर्बर्ट ची पंचपटी न रहाता ज्ञानरचनावादा नुसार पाठटाचण पाहिजे

NCF 2010, SCF 2005, RTE 2009 या सर्वांचे ज्ञान प्राथमिक शिक्षकांना असावे. मग ही माहिती देणारा अध्यापकाचार्य नित्य नवीन माहिती जाणून घेणारा असावा. नव्या काळाची आव्हाने स्वीकारून व नव्या शैलीने त्यांना प्रतिसाद देऊन नवा शिक्षक हा स्वतः मध्ये बदल घडवण्यासाठी उत्सुक असावा.

शिक्षकाने बदलते अभ्यासक्रम नवीनतम नियोजन करून शिकवण्यासाठी नवीन गोष्टींचा अंगीकार करावा.

महाराष्ट्र राज्यात मराठी ही मातृभाषा या मातृभाषेचा शिक्षक मातृभाषा शिकवतांना आशय शिकविणारा शिक्षक असतो. त्या आशयासाठी सुयोग्य पद्धतीही तोच शिक्षक ठरवतो. शिक्षणाचा प्रभाव त्या शिक्षणातील आशय, पद्धती व व्यवस्थापन यावर अवलंबून असतो.

शाळांमध्ये अनेक विषय शिकवले जातात. वेगवेगळे विषय शिकविणाऱ्या शिक्षकांकडे विषयानुरूप विशिष्ट क्षमतांची अपेक्षा असते. मराठीचा आशय शिकविताना शिक्षकाला मराठीतील साहित्य शिकवावे लागते आणि साहित्यात अशी तर्कशुद्ध मांडणी असेलच असे नाही. साहित्यात तो लेखक किंवा कवी, त्याने वेच्यात मांडलेले मत, त्याच्या भावनांचे लेखनात पडलेले प्रतिबिंब, त्याची समाजाशी निसर्गाशी आणि स्वतःशी असणारी बांधीलकी, हे व्यक्तिनिष्ठ असतात. साहित्यकृतींचा अभ्यास नेहमीच तार्किक दृष्टिकोनातून करता येत नाही. साहित्याचा संबंध मानवी जीवनाशी असतो. मानवी भावभावनांशी असतो. हे भावजीवन शिक्षकाला विद्यार्थ्यांपर्यंत समर्थपणे न्यायचे असते. मराठीच्या शिक्षकाचे वेगळेपण इथे असते. मराठीच्या शिक्षकाचा संबंध आशयाशी येतो, त्या आशयातील संस्कारांशी, मूल्यांशी येतो, उद्दिष्टांशी येतो, विद्यार्थ्यांशी येतो. मानवी संबंधांशी येतो. या सर्वांचा मेळ साधताना शिक्षकाला स्वतःला काही कार्य करावी लागतात व ही कार्य यशस्वीपणे पार पाडण्यासाठी शिक्षकाला स्वतःला काही गुणवैशिष्ट्ये असावी लागतात. स्वतःची व्यवसायनिष्ठा जपण्यासाठी त्याच्या या गुणवैशिष्ट्यांचा विचार केला पाहिजे. मराठी भाषेच्या शिक्षकाच्या अंगी खालील व्यावसायिक गुणवैशिष्ट्ये असणे आवश्यक आहेत.

1. शुद्ध वाणी - मराठी भाषेचे अध्यापन करणाऱ्या शिक्षकाकडे शुद्धवाणी असणे अत्यावश्यक असते. मराठी विषयाच्या शिक्षकाचे उच्चार शुद्ध आणि स्पष्ट असले पाहिजेत. प्राथमिक स्तरावर हजारो विद्यार्थ्यांचे उच्चार कसे सुधारावेत ही मोठी समस्या आहे. यांना शिकवणाऱ्या शिक्षकांची अशुद्ध वाणी ही देखील चिंताजनक समस्या आहे. सर्व स्तरांतील व जातीजमातींतील लोक आज शिक्षकाचा पेशा स्वीकारत आहेत. मात्र जो शिक्षक होऊ इच्छितो, त्याने आपले उच्चार शुद्ध व स्पष्ट ठेवण्याचा जाणीवपूर्वक प्रयत्न केला पाहिजे, कारण शिक्षकाच्या उच्चारांचा सुसंस्कार सहजपणे, नकळत विद्यार्थ्यांवर होत असतो, ते चिरकाल

टिकतात म्हणून ते संस्कार चांगलेच घडावेत, याची जबाबदारी शिक्षकावरच असते. व्यवसायनिष्ठा म्हणून असते. व्यवसायनिष्ठा म्हणून ती त्यांनी पार पाडल्यास विद्यार्थ्यांचीही, वाणी, भाषा, शुद्ध होईल त्यावर विद्यार्थ्यांचे व्यक्तिमत्त्व घडत असते.

2. भाषाप्रभुत्व - भाषेच्या अध्यापनात पाठ्यपुस्तकातील माहिती देण्याबरोबरच विद्यार्थ्यांमध्ये विविध प्रकारची भाषिक कौशल्ये निर्माण करणे, प्रसंगानुरूप भाषेचा समर्थपणे उपयोग करण्याची क्षमता त्यांच्यात निर्माण करणे हे अभिप्रेत असते. आशयातील विचार, भावना कल्पना ज्या भाषेतून व्यक्त केल्या आहेत, त्या भाषेचे संस्कारही विद्यार्थ्यांच्या मनावर करायचे असतात. भाषेच्या अध्यापनातून विद्यार्थ्यांची भाषा घडविण्याचे काम शिक्षकाला करायचे असते, म्हणून त्याचे भाषेवर प्रभुत्व असणे आवश्यक असते.
3. शुद्धलेखन - मराठी विषय शिकवणाऱ्या शिक्षकाचे लेखन शुद्ध असावे. लेखनात कोणत्याही प्रकारच्या चुका राहणार नाहीत, याची दक्षता घ्यायला हवी. शिक्षकाने लिखाणात अचूकपणे ऱ्हस्व - दीर्घ नियमांचे पालन केले पाहिजे. शुद्धलेखनाच्या नवीन नियमांचा त्याने अभ्यास केलेला असला पाहिजे.
4. ज्ञानाचा अद्ययावतपणा - मराठी विषय शिकवणाऱ्या शिक्षकाचे काम शिकवणे हे असले तरी त्याची भुमिका विद्यार्जनाची असावी. त्याने आपल्या विषयाचे सतत वाचन, मनन, चिंतन करून त्याने आपले ज्ञान अद्ययावत ठेवले पाहिजे. मराठी साहित्यातील विविध प्रवाह, विविध कालखंड, त्यांचे बदलते स्वरूप, नवसाहित्य या सर्वांचे सूक्ष्म ज्ञान त्याने मिळवणे आवश्यक ठरते. तसेच मराठी विषयाच्या शिक्षकाचे अध्यापन पद्धतीचे तंत्रशुद्धा अद्ययावत असावे. पाठ्यपुस्तकातील वैविध्यपूर्ण आशय शिकवण्यासाठी एकच ठरावीक साच्याची पद्धती उपयुक्त ठरणार नाही. त्यासाठी त्याला विविध तंत्राविषयी अद्ययावत माहिती असली पाहिजे.
5. रसिकता व सहृदयता - साहित्य शिकवणे म्हणजे साहित्यातील विविध रसाविष्कारांचा अनुभव विद्यार्थ्यांपर्यंत पोहोचवणे होय. साहित्यातील सौंदर्य विद्यार्थ्यांच्या अंतःकरणापर्यंत नेऊन भिडवायचे असेल, तर मुळात शिक्षक रसिक व सहृदय असला पाहिजे. मातृभाषा विद्यार्थ्यांना जवळची व जिवाळ्याची वाटत असते. त्यामुळे मराठीचा शिक्षकदेखील विद्यार्थ्यांना जवळचा वाटतो. तो मनमिळावू व प्रेमळ असावा, ही विद्यार्थ्यांची भावना असते म्हणून शिक्षक सहृदय असला पाहिजे.
6. नवनिर्माण क्षमता - मराठी विषयाचा शिक्षक नवनिर्माणक्षम असेल तर तो नवनवीन प्रयोगांद्वारे विद्यार्थ्यांमध्ये योग्य परिवर्तन घडवून आणेल. असा शिक्षक विद्यार्थ्यांत प्रतिभेची बीजे अंकुरित करू

शकेल. शिक्षकाकडे शब्दप्रभुत्व, भाषाशैली, कल्पकता, प्रभावी भाषण, लेखन असे गुण असले, तर तो विद्यार्थ्यांनाही नवनिर्मितीक्षम बनवू शकतो.

7. अभिनयक्षमता - अभिनयक्षता म्हणजे आवाजातील चढ - उतार, भावोत्कटता, शब्दफेक, विविध रसांची अभिव्यक्ति, मुद्राभिनय, आरोह - अवरोह इत्यादी गुणांची योग्य जाण असणे. पाठातील आशय विद्यार्थ्यांपर्यंत पोहोचवण्यासाठी शिक्षकाजवळ अभिनय क्षमता हवी. अभिनय क्षमतेशिवाय अध्यापनात जिवंतपणा येणार नाही.
8. वक्तृत्व - शाळेत विविध प्रकारचे बौद्धिक, सांस्कृतिक, राष्ट्रीय कार्यक्रम होत असतात. त्या निमित्ताने होणाऱ्या समारंभांत भाषण करण्याचा प्रसंग मराठीच्या शिक्षकावर येतो. अशा वेळी शिक्षकाला समर्पक शब्दात आपले विचार मांडता आले पाहिजेत. विद्यार्थ्यांनाही वक्तृत्वासाठी मार्गदर्शन करता आले पाहिजे.
9. मातृभाषेबद्दल अभिमान - शिक्षकाला मराठी भाषेविषयी अभिमान असेल, तरच विद्यार्थ्यांवर भाषेचे संस्कार होतील. खरा मातृभाषेचा शिक्षक त्यालाच म्हणावे ज्याच्या अंगी मातृभाषेबद्दल ज्वलंत अभिमान आहे. मातृभाषेचे अध्यापन म्हणजे केवळ भाषिक कौशल्यांचा विकास एवढीच मर्यादित दृष्टी ठेवू नये. विद्यार्थ्यांच्या मनात स्वभाषाभिमान, स्वभाषेतील साहित्य, साहित्यिक परंपरा व सांस्कृतिक वैशिष्ट्ये अशा अनेक अभिवृत्तींची पेरणी करून शिक्षकांनी त्यांचे व्यक्तिमत्त्व विकसित करायला हवे.
10. इंग्रजी व संस्कृत, हिंदी भाषेचा परिचय - मराठी भाषा शिकविताना अन्य भाषांचे ज्ञान शिक्षकाला उपकारक ठरते. आधुनिक मराठी साहित्यातील अनेक प्रवाह, वाङ्मयप्रकार इंग्रजी साहित्यातून आले आहेत. इंग्रजी भाषेच्या साहित्याचा परिचय असला, तर मराठी भाषेतील साहित्यप्रकाराचे विवेचन शिक्षकाला चांगल्या प्रकारे करता येईल. संस्कृत भाषा मराठीची जननी आहे. मराठीची बरीचशी शब्दसंपदा संस्कृतमधून आलेली आहे. संस्कृतचे ज्ञान असलेला शिक्षक मराठी विषयाचा पाया मजबूत करू शकेल.
11. आयोजित करावयाचे भाषिक उपक्रम - मराठी शिक्षकाने इयत्ता नुसार क्षमते प्रमाणे भाषिक उपक्रम राबवावेत जसे गाणी, गोष्टी, नाटक, सहली, गप्पागोष्टी, वार्ताकथन, व्याकरणाचे खेळ, वस्तुपरिचय, गायन, पाठांतर, अंताक्षरी स्पर्धा, शब्दकोडी, भेंड्या लावणे, कविता वाचन, नाट्यवाचन, नाट्यछटा, समूह गायन, नाट्याभिनय, नकला, उत्स्फूर्त विषयावर भाषण, वक्तृत्व स्पर्धा, निबंध स्पर्धा, शुद्धलेखन, सुलेखन, सुविचार लेखन, हस्तलिखित, भित्तिपत्रके, कथाकथन, कथालेखन, जयंती, पुण्यतिथी अथवा

राष्ट्रीय दिन साजते करणे, वादविवाद, परिसंवाद, साहित्यिकांच्या मुलाखती ऐकणे, वक्त्यांची साहित्यविषयक भाषणे ऐकणे इत्यादी.

12. विद्यार्थ्यांच्या भाषाग्रहण व आत्मविष्काराचे सामर्थ्य वाढविण्यासाठी आयोजित करायचे उपक्रम-चर्चासत्रे, कृतिसत्र, उजळणी वर्ग, बुद्धिमंथन, अभिनय अविष्कार, सूत्रसंचालन, लेखन अभ्यास शालेय कार्यक्रम, मराठी अभ्यास मंडळ.
13. मराठी विषयाच्या शिक्षकाने संगणक साक्षर असावे - इंटरनेटच्या माध्यमातून विद्यार्थ्यांना नवीन माहिती, चित्र, स्लाईड यांचे प्रक्षेपण दाखवून वर्गअध्यापन करावे तसेच L.C.D. चा वापर करावा O.H.P. चा वापर करावा.
14. मराठी शिक्षक संघटना - अश्या संघटनेच्या माध्यमातून गुणवत्ता धारक शिक्षकांचा गौरव करणे, मराठी विषयासाठी शैक्षणिक साधनांची निर्मिती करणे. इतर मराठी शिक्षकांचे सहकार्य मिळवणे व अध्यापनविषयक व अन्य अडचणींवर उपाय करणे, सेवांतर्गत प्रशिक्षणाचे व्यवस्थापन करणे, अभ्यासक्रम, पाठ्यपुस्तके याबाबतच्या दृष्टीकोनाची शासनाला माहिती करून देणे भाषाविषयक संशोधनाला उत्तेजन देऊन निधी उभारणे आवश्यक आहे.
15. मराठी शिक्षकाला संदर्भ साहित्याचे महत्त्व - शिक्षकाचे विषयज्ञान वाढविण्यासाठी, कादंबरीतील किंवा नाटकातील शब्दांचा विशिष्ट संदर्भाचा अर्थ समजावून देणे उदा. नटसम्राट नाटकातील वाक्य “समोर वाढलेले ताट द्यावे माणसाने पण बसावयास पाट देऊ नये” तसेच ऐतिहासिक, भौगोलिक, पौराणिक संदर्भाचा अर्थबोध समजावून देणे, पाठातील दाखल्यांचा उदाहरणाचे स्पष्टीकरण करणे, मराठी भाषेचे प्रभावी अध्यापन करणे, स्पष्टीकरणासाठी पूरक उदाहरणे देणे, विद्यार्थ्यांना स्वयंअध्ययनास प्रेरित करणे.

‘मराठी’ विषय हा अन्य सर्व विषयांचा पायाभूत विषय आहे. मराठीचे श्रवण, भाषण, वाचन, लेखन या भाषिक विकासांवर इतर विषयांचा विकास अवलंबून आहे म्हणूनच हा विकास घडविण्याची जबाबदारी मराठी विषय शिक्षकावर येऊन पडते. यासाठी मराठीचा शिक्षक ज्ञानसमृद्ध, उत्तम वक्ता, वाचक, रसिक सहृदय, कलावंत असावा त्याच्या संस्कारांमुळे विद्यार्थ्यांचा व्यक्तिमत्त्व विकास घडेल. विद्यार्थ्यांच्या संस्कारात भर पडण्यासाठी स्वतः शिक्षकात श्रमप्रतिष्ठा, राष्ट्रभक्ती, स्त्री-पुरुष समानता, राष्ट्रीय एकात्मता, संवेदनशीलता, वक्तशीरपणा, सर्वधर्मसहिष्णूता, वैज्ञानिक दृष्टिकोन, सौजन्यशीलता, नीटनेणकेपणा या निवडक मूल्यांचा समावेश असावा भारतीय प्राचीन ‘गुरुकुल’ पद्धतीत हे कार्य आपोआपच सिध्द होऊ शके पण विसाव्या

शतकातील कालप्रवाहात त्या जुन्या संस्था आता पुनरुज्जीवीत करण्याची शक्यता नसल्यामुळे नव्या काळाची आव्हाने स्वीकारून व नव्या शैलीने त्यांना प्रतिसात देणार व त्यावर मात करणारा शिक्षक हवा. म्हणूनच प्रशिक्षण महाविद्यालयातून शैक्षणिक तत्वज्ञान शिकवतांना शिक्षणाच्या उद्दिष्टात चारित्र्यघडणीला महत्त्वाचे स्थान आहे. व्यवसायनिष्ठा महत्त्वाची आहे.

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## शिक्षकांचा व्यावसायिक विकास

### उपशीर्षक - शिक्षकांच्या व्यावसायिक विकासासाठी इ - संसाधन

नितिन बच्छाव

जिल्हा शिक्षण व प्रशिक्षण संस्था, नाशिक.

#### ★ प्रस्तावना -

21 व्या शतकातील आधुनिक बदलत्या प्रवाहानुसार शिक्षणातील बदल अपरिहार्य आहेत. जागतिकीकरणामुळे देशात नवीन बदल व प्रवाह दिसून येत आहे. सर्व क्षेत्रांचे खाजगीकरण व व्यावसायिकीकरण होत आहेत. शिक्षणक्षेत्रातील शिक्षकांची व्यावसायिक विकासाचे महत्त्व आधोरेखित झाले आहे. नवनवीन विचारप्रवाहामुळे शिक्षणात अमुलाग्र बदल घडून येत आहे. नवीन युगात सर्वांसोबत देशाला उभे करायचे असल्यास शिक्षणातील बदल अपरिहार्य आहे. त्यामुळे बदलते प्रवाह शिक्षकांच्या बदलत्या भूमिका नवनवीन अध्ययन पद्धतीचा वापर, ज्ञान / माहितीचा प्रचंड साठा यांचा उपयोग दैनंदिन शालेय जीवनात करण्यासाठी लागणारे कौशल्य शिक्षकांमध्ये विकसित म्हणजेच शिक्षकांचा व्यावसायिक विकास करणे होय.

#### ★ शिक्षकांचा व्यावसायिक विकास -

वाढ व विकास या प्रक्रियेत व्यक्ती नैसर्गिकरित्या गुंतलेला असतो. शिक्षकांचा आर्थिक, सामाजिक, राजकीय भावनिक इ. अनुभवात व्यापारत्वे समृद्धता येत असते. परंतु व्यवसायाकडे पाहण्याचा त्यांचा दृष्टीकोन तसाच राहतो.

शिक्षकांना आपल्या व्यवसायात नाविन्य व सुजनशीलता यावी यासाठी शासन, सर्वोतोपरी प्रयत्न करीत असते. यामध्ये विविध स्तरावर प्रयत्न सुरु असतात. देश पातळीवरील बदलाना सामोरे जाण्यासाठी नवनवीन अभ्यासक्रम पुर्नरचना पुर्व प्राथमिक स्तरापासून उच्च शिक्षणापर्यंत केली जाते. या अभ्यासक्रम पुर्नरचनेतून नवीन ज्ञान माहिती व जागतिक बदल व तसेच स्थानिक पातळीवरील बदल यांचे एकत्रिकरण करून विद्यार्थ्यांपर्यंत पोहचविण्याचे काम शिक्षकांना करावयाचे असते. त्यासाठी विविध प्रशिक्षणांच्या माध्यमातून शिक्षकांना समृद्ध करण्याचे प्रयत्न केले जातात.

सदरच्या प्रशिक्षणामधून व अभ्यासक्रमामधून शिक्षकांच्या व्यावसायिक विकास होणे अपेक्षित असते. परंतु आज तसे चित्र मात्र दिसून येत नाही. त्यामुळे वेगळ्या भूमिकेतून शिक्षकांच्या व्यावसायिक

विकासाचा विचार करावा लागेल.

### ★ शिक्षकांच्या व्यावसायिक विकासासाठी इ-संसाधने -

बदलत्या जगातील आव्हानांना सामोरे जाण्यासाठी विविध प्रकारचे बदल प्रत्येक व्यवसायात होत आहे. जागतिकीकरण, उदारीकरण, खाजगीकरण या परवलीच्या शब्दांना महत्त्व आले आहे. खाजगीकरणाच्या या युगात प्रत्येक व्यवसायात आधुनिक संसाधनाचा वापर करून व्यावसायिक विकास साधला जात आहे. आपण दररोज व्यावहारिक जीवनात त्याचा पदोपदी अनुभव घेत आहोत.

संपर्क क्रांतीने जीवनात अमुलाग्र बदल घडून आलेला दिसून येत आहे. मोबाईल, संगणक, इंटरनेट च्या युगात या संसाधनाचा वापर करून जे व्यावसाय केले जातात. त्यांचे व्यावसायिक यश मोठे आहे असे आपणास निर्दर्शनात येते.

शिक्षकांच्या व्यावसायिक विकासासाठी इ-संसाधनाचा वापर फार महत्वाचा ठरतो. विविध प्रकारचे ज्ञान अद्ययावत ठेवण्यासाठी इ-संसाधने मोठ्या प्रमाणात मदत करतात. नवनवीन अध्ययन अध्यापन पद्धतीचा वापर आपण इ-संसाधनाचा वापर करू शकतो.

यासंबंधीची काही संशोधने खालीलप्रमाणे

Source - (<http://eric.ed.gov/?q=e+resources>)

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वरील संशोधनाचा मागोवा घेतला असता शिक्षकांच्या व्यावसायिक विकासासाठी इ-संसाधनाचा

फार मोठ्या प्रमाणात फायदा होतो असे दिसून येते.

★ इ-संसाधनाचा शिक्षकांचा व्यावसायिक विकासात हातभार -

1) अध्ययन सामुग्री -

संगणक तंत्रज्ञानाचा वापर अध्ययन सामुग्री गोळा करण्यासाठी आवश्यक ठरते. यासाठी वर्ड, पॉवरपॉईंट, युट्युब, विकीपिडिया याचा वापर करून अध्ययन सामुग्री समृद्ध करता येते. या इ-संसाधनाचा वापर करण्याचे कौशल्य विकसित करणे म्हणजे व्यावसायिक विकास.

2) आकडेवारीचे व्यवस्थापन -

इ-संसाधनात आकडेवारीच्या व्यवस्थापनासाठी एक्सेलचा वापर करून इच्छित निष्कर्ष काढता येतात यात विद्यार्थ्यांच्या गुणासंदर्भातील आकडेवारी असेल, त्यांच्या सवयींच्या, माहितीच्या अथवा इतर कोणत्याही प्रकारच्या आकडेवारीशी संबंधित व्यवस्थापन याद्वारे करता येते.

3) शास्त्रीय माहिती व संशोधन -

इ-संसाधनात जागतिक स्तरावरील, राष्ट्रीय, राज्य, जिल्हा स्तरापर्यंतची माहिती एका क्लिक द्वारे शिक्षकास उपलब्ध होते. यामध्ये विविध प्रकारचे इ-जर्नल, संशोधन विषयक माहिती, विविध प्रकारची याचा समावेश असतो. याच्या वापराचे कौशल्य शिक्षकाच्या व्यावसायिक विकासास पुरक ठरते.

4) चालू घडामोडी -

इ-संसाधनाचा वापर करून राष्ट्रीय, आंतरराष्ट्रीय स्तरावरील चालू घडामोडींचा परामर्श घेता येतो. याद्वारे नवीन माहितीचा शिक्षकास आपल्या अध्यापनात वापर करून त्याचा व्यावसायिक विकास साधता येतो.

5) पर्यावरण संरक्षण -

इ - संसाधनाचा वापर करून अनावश्यक कागदाची बचत करता येते. व या द्वारे पर्यावरण संरक्षणास मदत होते.

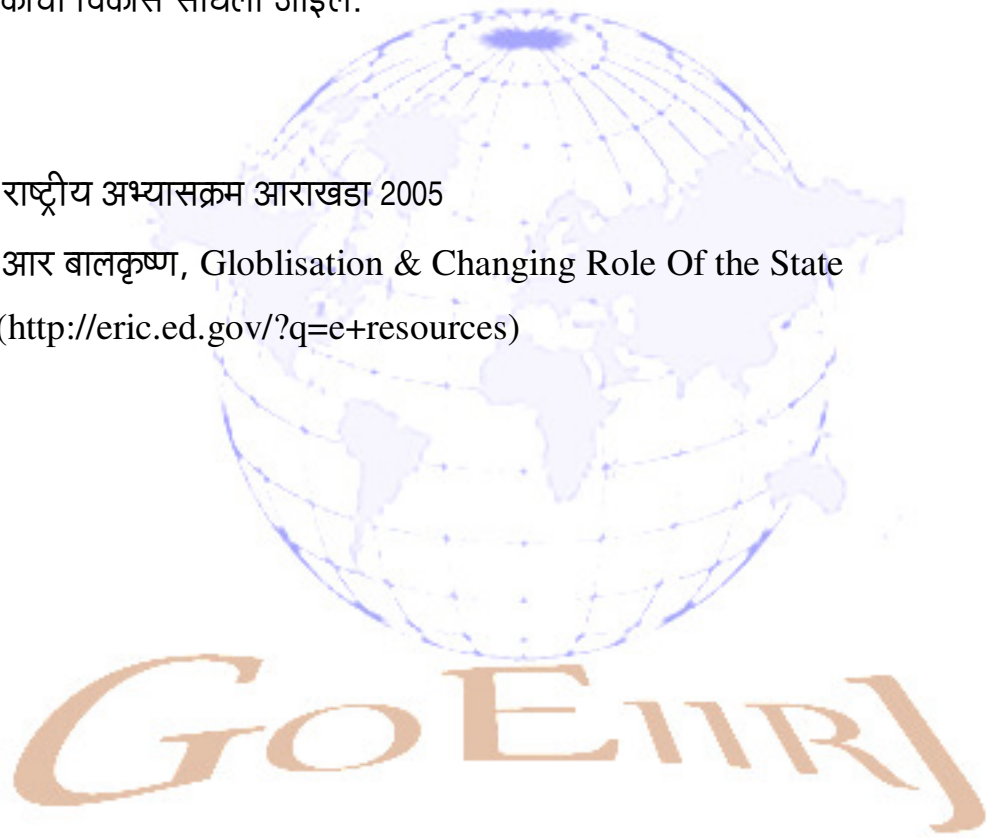
वरीलप्रमाणे इ-संसाधनाच्या वापराचे कौशल्य शिक्षकास प्राप्त झाल्यास वर्गातील अध्ययन अध्यापनात अमुलाग्र बदल घडून येईल व याद्वारे नवीन तंत्रज्ञानाचा वापर शिक्षणात करून शिक्षकाचा व्यावसायिक विकास साधता येईल.

## ★ समारोप -

गुणवत्ता विकास हा शिक्षण व्यवस्थेचा उद्देश आहे. तर शिक्षण या बहुधृवीय संकल्पनेचा मध्यबिंदू असणा-या शिक्षकाचा व्यावसायिक विकास होणे आवश्यक आहे. एकवीसाव्या शतकात शिक्षकास अध्यापनाच्या पारंपारिक पद्धती पेक्षा वेगळा विचार, वेगळे कौशल्य, अवगत करावे लागेल. ज्यामुळे शिक्षकांच्या कार्यातील तांत्रिकपणा कमी होवून आधुनिक व नाविन्य पूर्ण तंत्रज्ञानाचा अंगीकार करून शिक्षकाचा विकास साधला जाईल.

## ★ संदर्भ -

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## PROFESSIONAL ETHICS OF TEACHERS IN HIGHER EDUCATION

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### Abstract ;

*Teachers, who consider their job as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since perchance they have occupied a professional chair they try for their own good, at the cost of others. But our cultural heritage proves that true teachers are those who consider their job as honorable. Their activities become honorable only when they work with a sense of self fulfillment and self realization. Professional ethics helps a professional choose what to do when faced with a problem at work that raises a moral issue. The professional Ethics is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work. Ethical principles constitute a common ground for the development of our ethical awareness. The individual teacher and leader share the professions responsibility to advance the purposes and goals of education. This paper discusses the concept of professional ethics.*

### Introduction:

Using multimedia in teaching and training process has become standard in a technology-oriented society, especially as far as young generations are concerned. Rarely it occurs that during a professional, school and even informal training, devices such as television do not appear as a supporting form of traditional lecture or assignment. Moreover, Internet and computer based trainings have lately gained on importance, frequently taking over a role of personal educational process and somehow partially substituted classroom teaching. It is even assumed that blended learning or e-learning is what defines the future of education.

### Meaning of Multimedia:

1. Multimedia is combination of text, graphics, art, sound, animations and video elements.
2. Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer. (Fenrich, 1997).

- 3 Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. (Phillips, 1997).
- 4 Multimedia can be defined as an integration of multiple media elements that results in more benefits for the end user than any one of the media element can provide individually

### **The Elements of Multimedia in Education**

It is very tempting to use the latest computer wizardry to represent information and develop computer enhanced learning materials. However, the instructional design of these systems should be based on a careful examination and analysis of the many factors, both human and technical, relating to visual learning. When is sound more meaningful than a picture? How much text is too much? Does the graphic overwhelm the screen? For a student, this allows them to test all of their skills gained in every subject area. Students must be able to select appropriate multimedia tools and apply them to the learning task within the learning environment in order for effective learning to take place.

A Multimedia Learning environment involves a number of components or elements in order to enable learning to take place. Hardware and software are only part of the requirement. As mentioned earlier, multimedia learning integrates five types of media to provide flexibility in expressing the creativity of a student and in exchanging ideas. media is a tool which had a great impact in the field of education. The five media are

1. Text
2. Graphics
3. Art
4. Sound
5. Animation and video

#### **Text**

Out of all of the elements, text has the most impact on the quality of the multimedia interaction. Generally, text provides the important information. Text acts as the keystone tying all of the other media elements together. It is well written text that makes a multimedia communication wonderful.

#### **Sound**

Sound is used to provide emphasis or highlight a transition from one page to another. Sound synchronized to screen display, enables teachers to present lots of information at once. This approach is used in a variety of ways, all based on visual display of a complex image paired with a spoken explanation (for example, art – pictures are ‘glossed’ by the voiceover; or math – a proof fills the screen while the spoken explanation plays in the background). Sound used creatively, becomes a stimulus to the imagination; used inappropriately it becomes a hindrance or an annoyance. For instance, a script, some still images and a sound track, allow students to utilize

their own power of imagination without being biased and influenced by the inappropriate use of video footage. A great advantage is that the sound file can be stopped and started very easily.

### Video

The representation of information by using the visualization capabilities of video can be immediate and powerful. While this is not in doubt, it is the ability to choose how we view, and interact, with the content of digital video that provides new and exciting possibilities for the use of digital video in education. There are many instances where students, studying particular processes, may find themselves faced with a scenario that seems highly complex when conveyed in purely text form, or by the use of diagrams and images. In such situations the representational qualities of video help in placing a theoretical concept into context. Video can stimulate interest if it is relevant to the rest of the information on the page, and is not ‘overdone’. Video can be used to give examples of phenomena or issues referred to in the text. For example, while students are reading notes about a particular issue, a video showing a short clip of the author/teacher emphasizing the key points can be inserted at a key moment; alternatively, the video clips can be used to tell readers what to do next. On the other hand, it is unlikely that video can completely replace the face-to-face lecture: rather, video needs to be used to supplement textual information.

One of the most compelling justifications for video may be its dramatic ability to elicit an emotional response from an individual. Such a reaction can provide a strong motivational incentive to choose and persist in a task.

The use of video is appropriate to convey information about environments that can be either dangerous or too costly to consider, or recreate, in real life. For example: video images used to demonstrate particular chemical reactions without exposing students to highly volatile chemicals, or medical education, where real-life situations can be better understood via video.

### Animation

Animation is used to show changes in state over time, or to present information slowly to students so they have time to assimilate it in smaller chunks. Animations, when combined with user input, enable students to view different versions of change over time depending on different variables.

Animations are primarily used to demonstrate an idea or illustrate a concept. Video is usually taken from life, whereas animations are based on drawings. There are two types of animation: Cell based and Object based. Cell based animation consists of multiple drawings, each one a little different from the others. When shown in rapid sequence, for example, the operation of

an engine's crankshaft, the drawings appear to move. Object based animation (also called slide or path animation) simply moves an object across a screen. The object itself does not change. Students can use object animation to illustrate a point – imagine a battle map of Gettysburg where troop movement is represented by sliding arrows.

### Graphics

Graphics provide the most creative possibilities for a learning session. They can be photographs, drawings, graphs from a spreadsheet, pictures from CD-ROM, or something pulled from the Internet. With a scanner, hand-drawn work can be included. Standing commented that, “the capacity of recognition memory for pictures is almost limitless”. The reason for this is that images make use of a massive range of cortical skills: color, form, line, dimension, texture, visual rhythm, and especially imagination.

### How we can use multimedia in teacher education:

01. option to incorporate changes if any
02. Creativity: Students can download images from the internet and add it to their text. The use of video for presentation will have a far reach effect on the students who can with their own creativity add on to text in a manner appropriate to the subject.
03. In history while explain the famous personalities and historical places. It will be very useful for students and they can remember the visuals  
Ex: Literary development, once the teacher prepares the presentation that can be utilized for many times with a Hospital waste disposal
04. Psychology teacher can also use multimedia presentation to explain about the child Psychology, personality etc
05. Trainees can collect data during the tour for preparation of their tour report or camp report on completion of the project.
06. while teaching through multimedia if students get any doubts teachers can clear doubts immediately within no time
07. Many teachers prepare notes & they preserve it, But this will be very bulky and occupies more space, to avoid this if they can prepare multimedia presentation, & can store it in a small CDs & preserve, This occupies less space
08. for preparation of question papers & question banks hypermedia is a very useful tool & teachers can navigate & get useful information within no time Educational Benefits of Multimedia tools (from an Educator's Perspective):
  - Provide students with opportunities to represent and express their prior knowledge.

- "Allow students to function as designers, using tools for analyzing the world, accessing and interpreting information, organizing their personal knowledge, and representing what they know to others."
- Multimedia applications engage students and provide valuable learning opportunities.
- Empower students to create and design rather than "absorbing representations created by others."
- "Encourages deep reflective thinking."
- Create personally meaningful learning opportunities.

### **Educational Benefits of Multimedia tools**

(from the Student's Perspective):

Giving students an opportunity to produce documents of their own provides several educational advantages.

- Students that experience the technical steps needed to produce effective multimedia documents become better consumers of multimedia documents produced by others.
- Students indicate they learn the material included in their presentation at a much greater depth than in traditional writing projects.
- Students work with the same information from four perspectives
  - 1) as researcher, they must locate and select the information needed to understand the chosen topic;
  - 2) as authors, they must consider their intended audience and decide what amount of information is needed to give their readers an understanding of the topic
  - 3) as designers, they must select the appropriate media to share the concepts selected; and
  - 4) as writers, they must find a way to fit the information to the container including the manner of linking the information for others to retrieve (Smith, 1993). All of these contribute to student learning and help to explain the improved student learning that is
- Often associated with IT-assisted PBL

There is another aspect to developing multimedia documents that empowers students

### **Other uses are**

- 1 Multimedia can take in to account learning styles some students learn by interpreting requires more graphical or aural representation.
  - 2 It helps in development of higher order thinking skills.
- Multimedia provides the students the flexibility of “anywhere” “any time” learning.

- 3 Multimedia helps in developing group and interpersonal skills, better communication between students via E-mail, Chat sessions etc, can encourage collaborative learning and enhance students/teacher interactions.
- 4 Multimedia helps students to learn the content in a given discipline. It helps students to think effectively, practice problem solving and decision making.
- 5 Multimedia can bridge language barriers since audio is not only the means of communication.

**Barriers of using multimedia in a class room:**

To use multimedia presentation high end computers are required, class room should be very large and students should be accommodated comfortably. Room should have Necessary equipments and power supply.

Faculty should have awareness of the present technology. In our country many academicians still in the use of black boards and they don't want to change their attitude. They have to come out and should use latest technologies and update their knowledge by attending seminars, workshops presented by scholars.

**Conclusion:**

Multimedia in education has been extremely effective in teaching individuals a wide range of subjects. Multimedia helps students to construct knowledge actively, working groups and use multi senses at a time. Multimedia approach is one such innovation that is aimed in improving the teaching – learning process. Multimedia is acclaimed and acknowledged as an environment change having a great potential in education and has the ability to assist the teacher and taught as a teaching aid incorporating the recent learning techniques. The educator can use the multimedia performance as a new and powerful tool for presentation of educational information.

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