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Dr. (Smt.) P. S. Desai

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Dr. Sagar A. Vhanalakar

Dr. Sharadrao A. Vhanalakar

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गारगोटी जि कोल्हापूर

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Contemporary Research in Sciences and Humanities

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Dr. (Smt.) Pratibha S. Desai

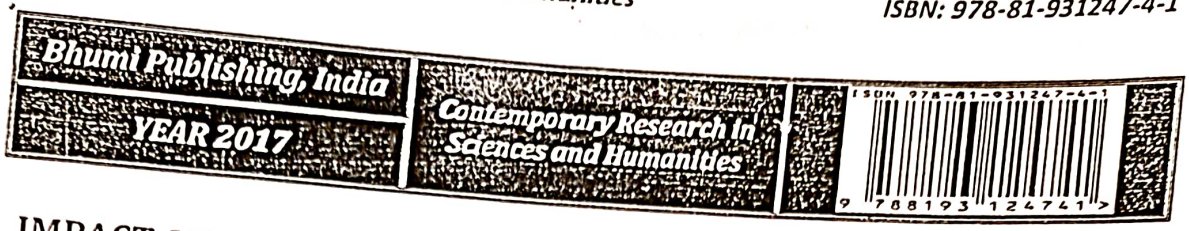
Dr. (Smt.) Pratibha S. Desai is presently working as assistant professor at Shri Mouni Vidyapeeth's Acharya Jawadekar College of Education, Gargoti, Dist – Kolhapur, M. S., India. She has 24 years of experience in teaching and four years of administration experience as Principal. She is actively engaged in research and extension work from last decade. Dr. Desai published 45 research papers in various state, national and international journals and books. She attended and presented research papers in 30 national and 07 international conferences. There is one book as an Associate Ediotr on the name of Dr. Pratibha S. Desai.

Dr. Desai received 'Excellent Research Paper' Award at MSSTEA Annual National Conference for three times. She is working as a course coordinator for YCMOU (Open University on Maharashtra) from last 10 years in education faculty. She contributed actively in curriculum framing for B. Ed. (Shivaji University, Kolhapur and YCMOU, Nashik). She is members of many scientific professional bodies and societies. She delivered more than 20 invited talks on various subjects including Science, Mathematics and Education etc. Apart from academic record, Dr. Desai also worked as examiner for various science exhibitions and other examinations carried out by district and state level bodies. Recently, Dr. Desai invited in Malaysia to chair the technical session in International conference. She guided 11 students for PG (Subject Communication) degrees.

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IMPACT OF CO-OPERATIVE LEARNING ON B. Ed. STUDENT TEACHER

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Acharya Jawadekar College of Education, Gargoti,

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ABSTRACT:

Co-operative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject & also enrich their own skills also. By using this method, each of our students will feel that he or she is an important member of the class, and this feeling will improve their achievement in any subject. Because of various classroom activities they have academic & social learning experiences. Usually in senior college we use lecture method. So Researcher decided to find out the impact of co-operative learning on B.Ed. student teacher. This research paper summarizes the concept of co-operative learning, Jigsaw & Think-pair-share co-operative learning strategies, What is the impact of these co-operative learning strategies on B.Ed. student teacher ? which skills are developed through this co-operative learning among student teacher ?

KEYWORDS: Impact, Co-operative learning

INTRODUCTION:

Co-operative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Definition of Co-operative learning:

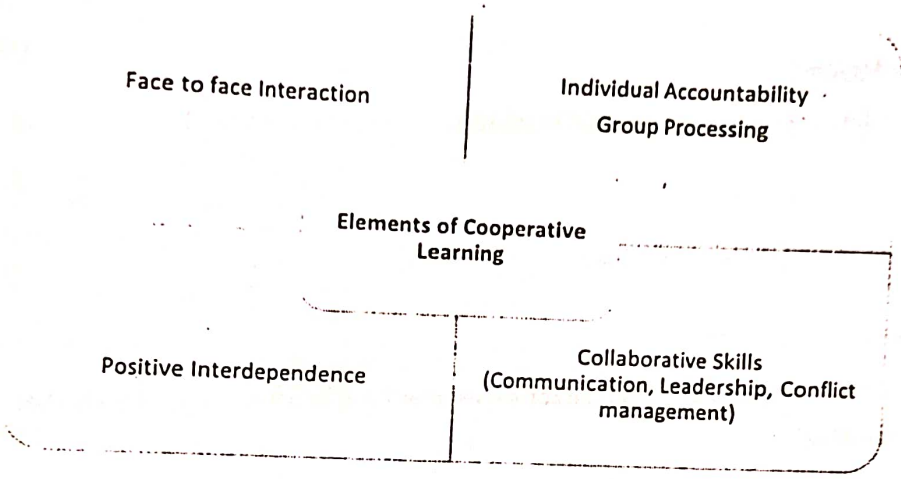
Co-operative learning is a technique that allows students to learn from each other and gain important interpersonal skills. - Peggy Olsen.

Students also learn how to work as a part of a team and have others depend on them.

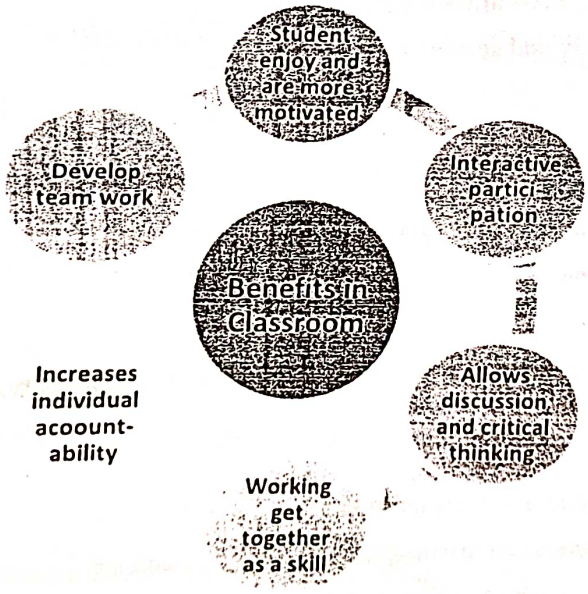
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Elements of co-operative learning:

Co-operative learning researchers David & Roger Johnson have identified five elements that define co-operative learning.



Benefits of co-operative learning in the Classroom:



OBJECTIVES OF RESEARCH:

1. To find out the co-operative learning strategies according to B.Ed. Course one - childhood and growing up.
2. To find out the impact of co-operative learning on B.Ed. student
3. Teacher

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TOOLS OF RESEARCH:

1. Observation schedule: Researcher prepared
2. Achievement Test: Researcher prepared

These two tools are used for this research.

RESEARCH METHODOLOGY:

The Researcher has used the experimental method for the present research.

RESEARCH DESIGN:

Researcher has used equal group design.

SELECTION OF SAMPLE:

Twenty five student Teachers are selected for experimental & control group. Researcher has used purposive sampling.

SCOPE OF RESEARCH:

1. All student teachers from DT Ed., B.Ed. and BA B.Ed. training
2. All students & teachers of primary and secondary stage

LIMITATIONS OF RESEARCH:

This research is limited to/for:

1. Acharya Jawadekar College of Education, Gargoti
2. Marathi medium student teachers
3. For academic year 2015-17
4. Course-one childhood & Growing up subject of B. Ed. syllabus, Shivaji University, Kolhapur

IMPORTANCE OF RESEARCH:

1. Impact of Co-operative learning on B. Ed. student teachers
2. Skills develop through this co-operative learning among student teachers
3. To motive the student teachers to acquire various skills such as co-operation, inter personal relation, critical thinking decision making, presentation skill, good listener, self esteem
4. Student teachers can use these skills for learning and teaching activity in the classroom
5. It is useful to the teachers of secondary & primary level & higher secondary school level also

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CONCLUSIONS:

1. **Objective 1:**

   To find out the co-operative learning strategies according to B. Ed. Course one - childhood and growing up.

   B. Ed. Course 1 (Childhood and Growing up) content according to cooperative learning strategy

Sr. No.	Co-operative learning	Content
1	Concept of Growth & development	Think pair share strategy
2	Difference between growth and Development	Think pair share strategy
3	Stages of Growth & their importance	Group discussion
4	Concept formation concept, types, importance	Jigsaw strategy

2. **Objective 2:**

   To find out the impact of co-operative learning on B. Ed. Student Teacher

	Experimental Group	Control Group
Mean	21.32	19.24
S. D.	2.0341	3.5471

- Calculated ' t ' value : 2.5434
- Table 't' value : 2.06

Calculated 't' value (2.5434) > Table 't' value (2.06)

Calculated 't' is Significant; Null Hypothesis is rejected.

NCLUSION:

1. Use of Cooperative learning on B.Ed. Student teacher is impactful.
2. **Qualitative analysis by observation shedule.**
3. Increase in skill development among student teacher such as interpersonal relation, cooperative nature, critical thinking, decision making, individual responsibility, Group responsibility, self esteem.

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RECOMMENDATIONS:

1. Every college teacher having knowledge of co-operative learning, various teaching-learning strategies.
2. Every college teacher should use co-operative learning for impactful teaching learning process.

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Acharya Jawadekar College of Education, Shri Mouni Vidyapeeth, Gargoti

Dist. Kolhapur, 416209 (M.S.) India

One Day Multidisciplinary National Level Seminar

25 th April 2018

On

Pedagogy Practices and Problems in Semi English & English Medium Schools

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DR. P. B. DARADE

Editor in Chief

PRAMOD P.TANDALE

प्राचार्य

आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय

गारगोटी जि कोल्हापूर

Profile

Profile of The Institution

Shri Mouni Vidyapeeth is widely known Institution in the State of Maharashtra which is established in1946 by Dr. V. T. Patil and internationally acclaimed Educationalist Padmabhooshan Dr. J. P. Naik . It was archetyped as a pilot project for Rural University as per Mahatma Gandhiji's basic concept of Rural Education. Diverse experiments in Education by Dr. J.P. Naik have been recognized at National and International borders across the world. The Institution is running K. G. to P. G. courses in Arts, Science, Commerce, and Education, Training centers, Hostels, Agriculture Unit, Cooperative Society, Grahak Bhandar, Central Library etc.It is having 65 acres of well equipped campus with all essential amenities.

About the College

Acharya Jawadekar College of Education is established in 1956 as one of sister institute of shri Mouni Vidyapeeth, Gargoti which is a reputed Teacher Training College in the State of Maharashtra. Presently the college is running B. Ed., M. A. / M. Sc. / M. Com. Communication and KGTT courses affiliating to Shivaji University, Kolhapur and YCMOU, Nashik.The college is Accredited and Reaccredited with B+ + and B Grade by NAAC respectively.

Department of ELT

The Department of English Language Teaching (ELT) is established since the inception of college in 1956. The department produced thousands of teachers, teacher educators, professors, Principals and Educational Administrators who are working brains in esteemed institutions across India and abroad .The department of ELT has a track record of merit in the Shivaji University B. Ed. Examination and honor of merit in the state list of Yehwantrao Chavan Maharashtra Open University (YCMOU),Nashik. The department is well known for innovative pedagogical practices in English Language Teaching and Education. The Alumni of the department are befitted for state and National level Awards & honors for Best practices & innovations in ELT.

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Multidisciplinary National Level Seminar 25 th April 2018
Special Issue On Pedagogy Practices and Problems in Semi English & English Medium Schools

Organised By	Acharya Jawadekar College of Education, shri Mouni Vidyapeeth, Gargoti	ISSN 2349-638x Impact Factor 4.574

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Annual Status of Education Report (ASER) 2017- A critical study

Dr. Pratibha S. Desai
Asst Prof.,
Acharya Jawadekar College of Education,
Gargoti (MS)

Abstracts -

The annual status of Education Report 2017 'Beyond Basics' provides data on some important dimensions of the preparedness of youth age 14-18, in rural India, with respect to their ability to lead productive lives as adults. Since 2005 ASER has reported on children's schooling status and their ability to do basic reading & arithmetic tasks. The purpose of the paper is to study ASER report & to find out real fact about acquiring the skills & abilities which are essential for future life of youth who are 14 to 18 years old.

Introduction -

Every year since 2005, ASER has reported on children's schooling status and their ability to do basic reading and arithmetic tasks year after year, ASER has highlighted the fact that although almost all children are enrolled in school, many are not acquiring foundational skills like reading and basic arithmetic that can help them progress in school and in life since 2006, ASER has focused on the age group 5 to 16.

Over this period, a clearly visible trend is that more and more students are completing eight years of elementary school at about age 14. Just four years later, these young people will become adults. So what do these youth do during these four years? Are we ensuring that they acquire the skills and abilities they will need to lead productive lives as adults?

To answer this question, ASER 2017 focuses on an older age group; youth who are 14 to 18 years old. The survey looks 'Beyond Basics', exploring a wider set of domains beyond foundational reading and arithmetic in an attempt to throw light on the status and abilities of youth in this age group.

Objectives of the paper - Objectives of the paper are as follows -

1. To study the concept of ASER 2017
2. To study the coverage of ASER 2017
3. To study the survey process of ASER 2017
4. To study the Assessment tool to test the functional competencies of youth.
5. To suggest remedies to attend youth's need to move forward.

Analysis of ASER 2017 -

The twelfth annual status of education report [ASER 2017: Beyond Basics] was released in New Delhi, 16 January 2018. Every year since 2005, the Annual status of Education Report [ASER] has reported on children's schooling status and their ability to do basic reading and arithmetic tasks. Year after year, ASER has highlighted the fact that although almost all children are enrolled in school, many are not acquiring foundational skills like reading and basic arithmetic that can help them progress in school and life.Since 2006, ASER has focused on the age group 5 to 16

In 2017, ASER focused on an older age group, Youth who are 14 to 18 years old and have moved just beyond the elementary school age.

Near universal enrollment and automatic promotion through the elementary stage have resulted in more and more children successfully completing elementary schooling. According to official figures from the district information system for Education (DISE)enrollment in std.VIII almost doubled in the decade between

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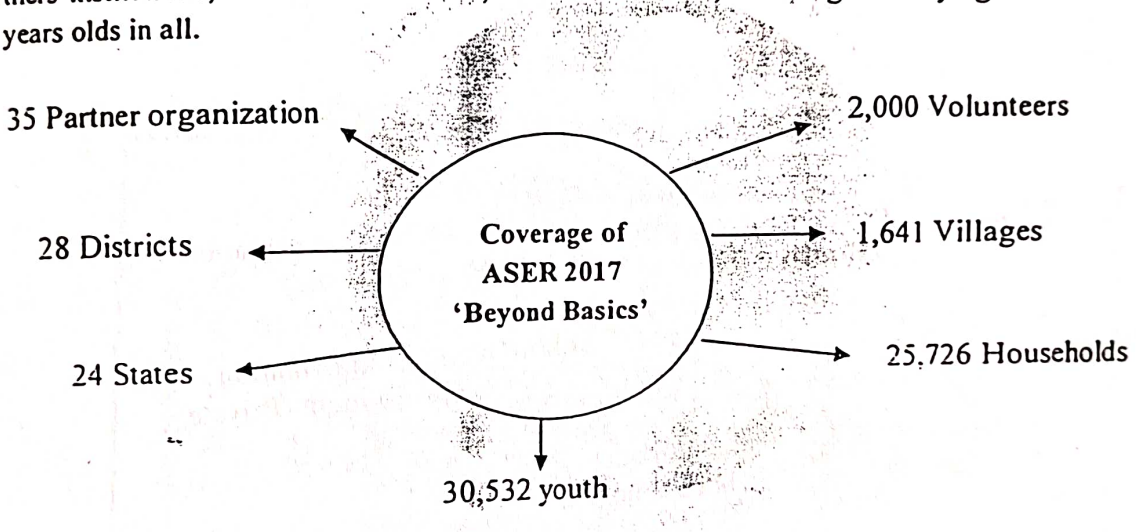
2004-05 and 2014-15, from 11 million to almost 22 million. According to Census 2011, one out of every ten Indians is currently in the age bracket of 14-18. This amounts to more than 100 million or 10 crore youth in all. Forall of these reasons, we felt it was important to look closely at this age group of 14-18 years old.

The 2017 ASER report has made an attempt to look 'Beyond basics' and explore a wider set of domains beyond foundational reading & arithmetic. Four domains were considered activity, ability, awareness & aspirations. As before, ASER 2017 is a sample based household survey, with tasks that are simple to administer and easy to understand.

Like in previous years this ASER has been conducted with the participation of local partner organizations. Since this is the first time that ASER is focusing on this age group, the assessment was carried out in one or two districts in almost all states of our country.

Coverage of ASER 2017 -

ASER 2017 was carried out in a total of 28 districts of 24 states. About 2,000 volunteers from 35 partners institutions, visited more that 25,000 household in 1,641 villages surveying more than 30,000 14 to 18 years olds in all.



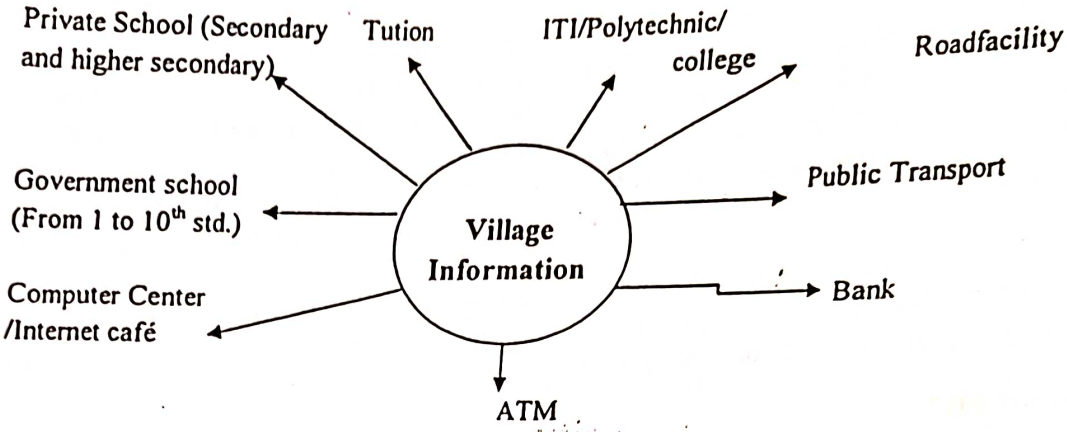
Survey Process of ASER 2017

This Survey in done over 3 days in a village i.e. Friday to Sunday

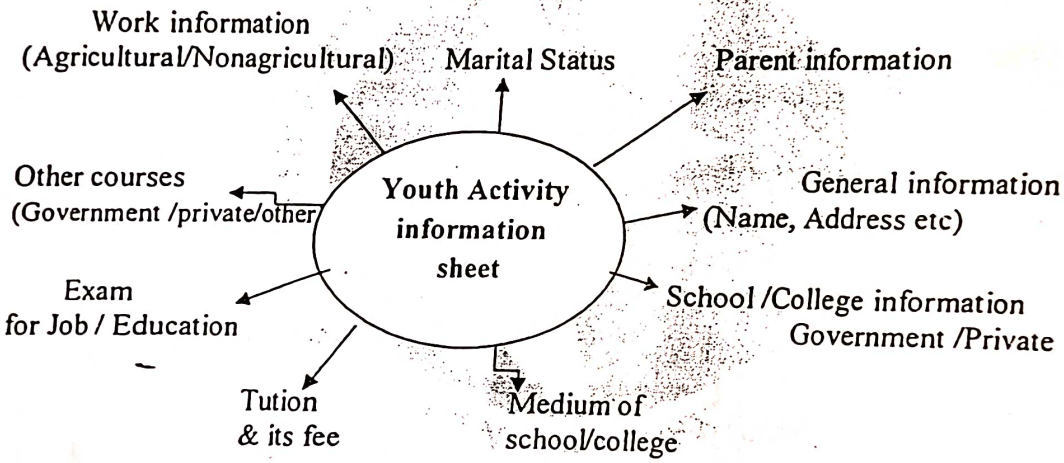
One male & Femaleteam with training material → goes to the village → Sarpanch visit

Fill the village information sheet by observation of village → households survey → hamlet survey (14 to 18 years) resident youth

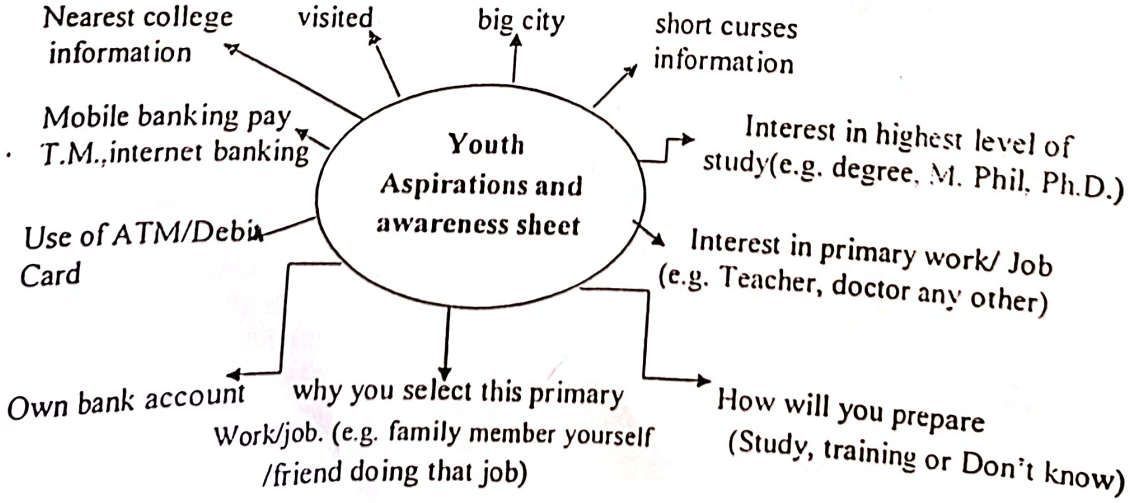
Survey information about youth's activity, aspirations, exposure to digital & financial spheres ← Check the survey & submit it to the ASER team.



Youth activity information was collected through youth information sheet

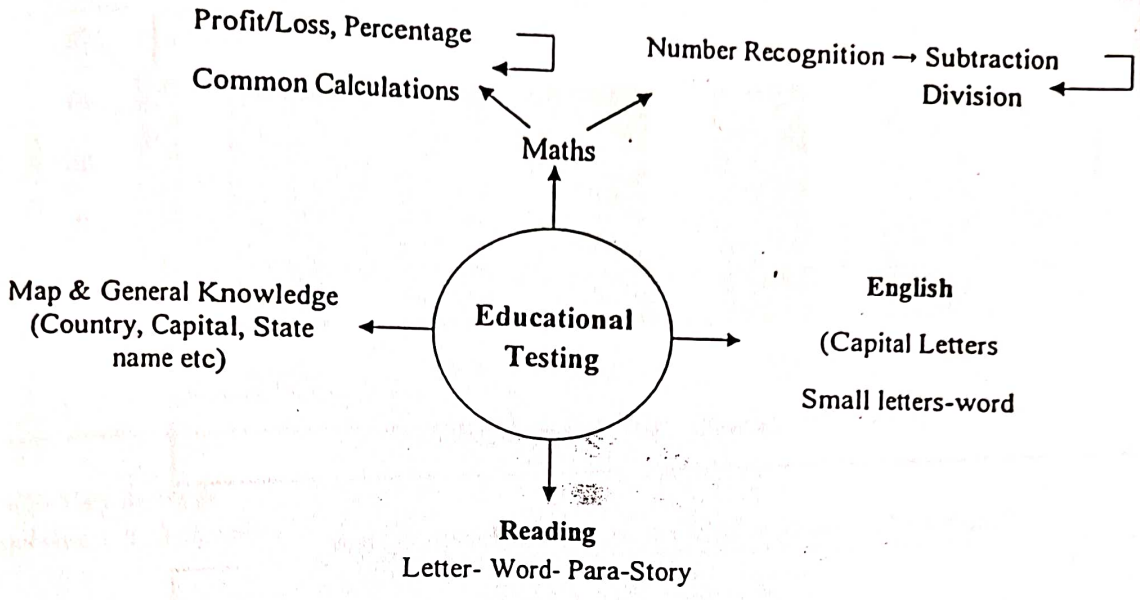


Youth information about aspiration and awareness

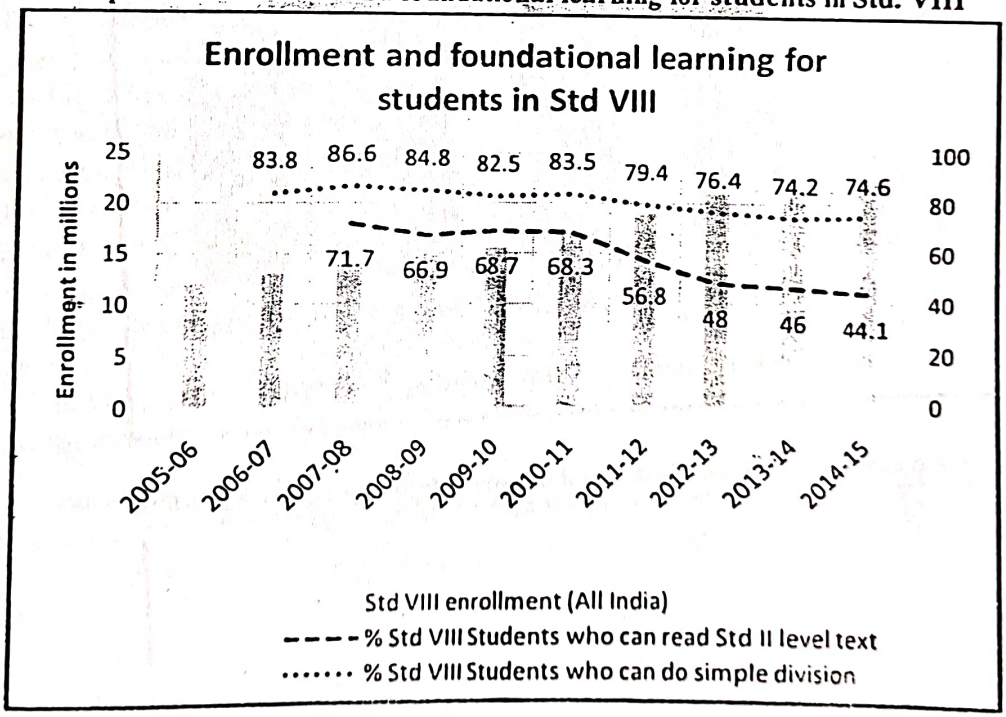


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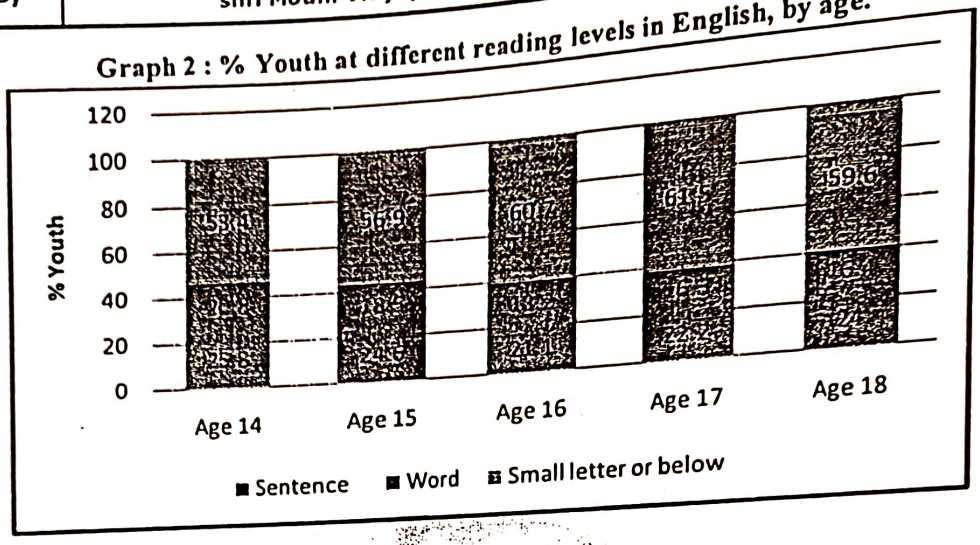


Graph 1 : Enrollment and foundational learning for students in Std. VIII

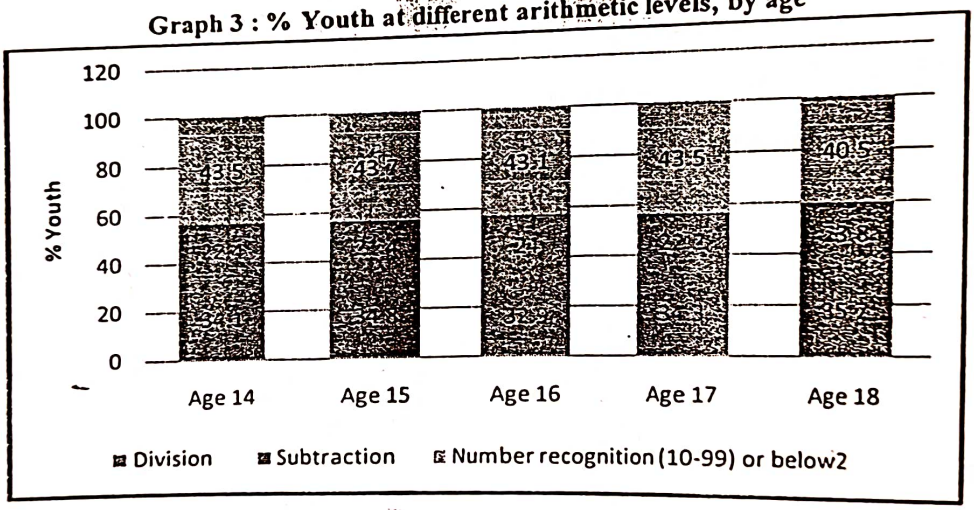


Std. VIII enrollment has doubled in the past decade, rising from 11 million to 22 million. But over the years, the proportion of youth acquiring ever foundational skills has been worryingly low. In 2016, less than half of those in Std. VII could solve a Std. IV division problem.

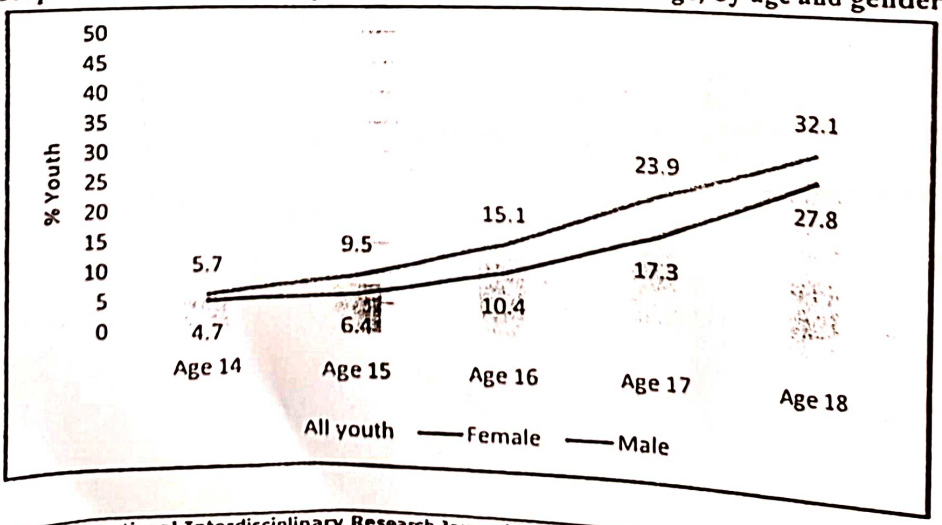
Graph 2 : % Youth at different reading levels in English, by age.



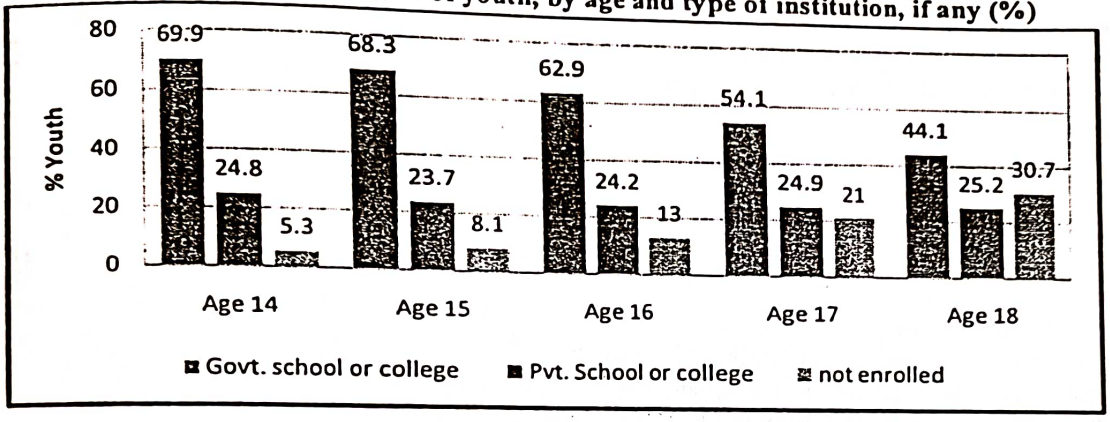
Graph 3 : % Youth at different arithmetic levels, by age



Graph 4 : % Youth currently not enrolled in school or college, by age and gender.



Graph 5 : Enrollment status of youth, by age and type of institution, if any (%)



ASER 2017- Key findings

From objective 1, 2, 3, 4, and 5

Activity

1. Overall 86% of youth in the 14 -18 age group are still within the formal education system, either in school or in college.
2. More than half of all youth in this age group are enrolled in Std.x or below [54%]. Another 25% are either in Std. XI or XII, and 60% are enrolled in undergraduate and other degree courses. Only 14% are not currently enrolled in any form of formal education.
3. Overall about 5% of youth are taking some type of vocational course.
4. Youth in the 14-18 age group are working 42%, 79% work in agriculture almost all on their own family farm, 77% males & females do household work.

Ability

1. About 25% of this age group still cannot read basic text fluently in their own language
2. 43% youth are able to do 3 digit division problems.
3. 53% of all 14 years old in the sample can read English sentences for 18 years old it is 60% and 79% can say the meaning of the sentence

Awareness & Aspirations -

1. 75% youth have their own bank account 51% have deposited or withdrawn money from the bank 16% have used an ATM or debit card and 5% have ever done any transaction using a payment app or mobile.
2. 60% youth in age group 14-18 years wanted to study beyond Std. XII. 35% among youth who could not read a Std. II level text fluently.
3. Professional aspirations are clearly gendered. males aiming to join the army or police or becoming engineers and females showing preferences for teaching or nursing careers. 40% youth did not have any role models for the profession.

Conclusion -

Our young people reach adulthood with the knowledge, skills and opportunities they need to help themselves, their families & their communities to move forward. We have to try with our best level.

Recommendations-

1. Our youth need to help themselves, their families & their communities to move forward.
2. Interactions with youth in 14-18 years age group suggest that as a country we urgently need to attend to their needs.
3. Government have hopefully started a nation-wide discussion about the way to forward.
4. Every Teacher has to teach from grassroot level to higher level by using various strategies & innovations from the bottom of the heart to develop Indias' youth.

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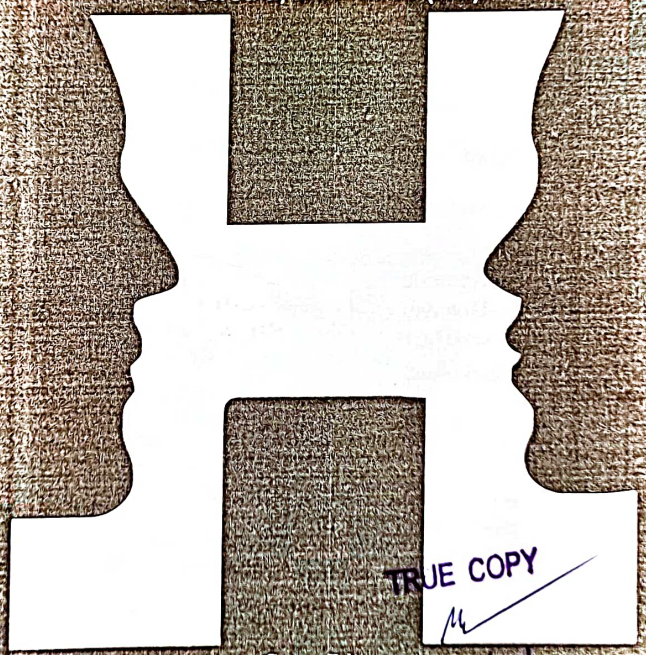
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Domestic Injustice and Women

March 8, 2018

Organized by

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महिलांच्या लैंगिक छळ विरोधी कायदा भूमिका व मार्गदर्शन

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प्रस्तावना – संयुक्त राष्ट्रसंघाने बिजिंग येथे 'स्त्रियांबाबत होणारे सर्व प्रकारचे भेदभाव दूर करण्याचा करार' (ब्क्ॅ. जीम बवदअमदजपवद वद म्सपउपदंजपवद वि सस वितउे वि क्पेबतपउपदंजपवद ।हंपदेज वउमद) 1979 साली भारत सरकारने सीडॉ (कलम 11– लैंगिक छळ उपाययोजना) करारावर स्वाक्षरी करुन या करारातील गोष्टी मान्य केल्या व त्याचा स्विकार केला.

राजस्थानमध्ये आरोग्याचे काम करणा–या एका संस्थेमध्ये भॅवरीदेवी 'साथीन' म्हणून काम करत होत्या. बालविवाह सारख्या सामाजिक प्रश्नावर काम करताना त्यांना समाजाचा विरोध झाला तरीही त्यांचे काम चालू होते. त्यांना नामोहरम करण्यासाठी तिच्यावर सामूहीक बलात्कार केला. घटनेनंतर 52 तासांनी वैद्यकीय तपासणी उशीरा झाल्यामुळे व पिडित महिला अस्पृश्य असल्यामुळे सवर्ण आरोपी स्पर्श करत नाहीत तर बलात्कार करणे दूरच असे कारण सांगून आरोपींची सुटका झाली. भॅवरीदेवीला न्याय मिळाला नाही.

भॅवरीदेवी केस संदर्भात 'विशाखा' संस्था व स्त्री चळवळीतील कार्यकर्त्यांनी 1992 ते 1999 अखेर हा लढा दिला पण अपयश आले. या केसचे फलित, सुप्रिम कोर्टाने 1999 ला मार्गदर्शक तत्वे जाहीर केली. त्याला 'विशाखा गाईडलाईन्स' म्हणतात.

दिल्लीतील निर्भया प्रकरण 2012 नंतर जस्टीस वर्मा समितीने अहवाल सादर केल्यानंतर राष्ट्रपतीनी अध्यादेश काढला. तो क्रिमिनल लॉ (अमेंडमेंट) ऑर्डीनन्स 2013 नावाने जाहिर झाला यामध्ये बलात्कार, लैगिंक छळ, तस्करी (ट्रॅफिकिंग), मुलांचे लैंगिक

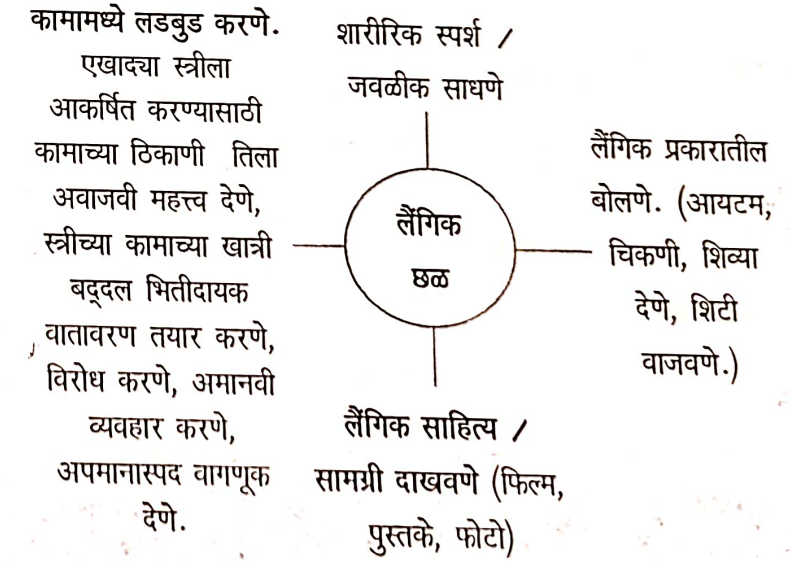
शोषण, पिडीतेची वैद्यकीय चाचणी व अहवाल, पोलिस आणि शैक्षणिक सुधारणा यांचा समावेश आहे.

शोधनिबंध उद्दिष्टे –

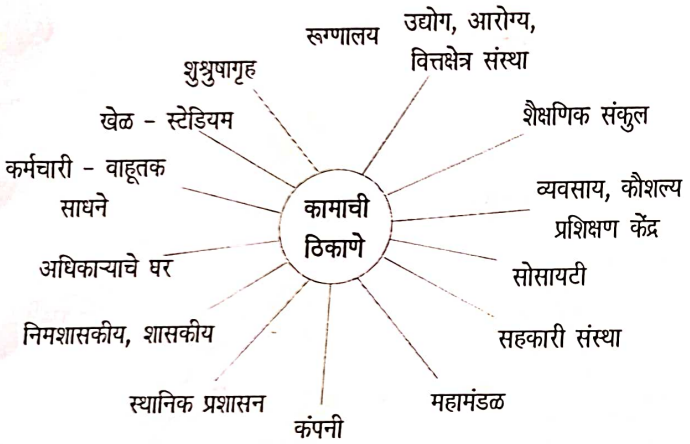
1. लैंगिक छळ कृतींचा ठिकाणांचा अभ्यास करणे.
2. लैगिंग छळविरोधी कायदा व त्यानुसार तक्रार निवारण समिती कामाचे स्वरुप, तक्रारदार महिलेच्या अधिकाराचा अभ्यास करणे.
3. महिलांनी अत्याचार टाळण्यासाठीच्या बाबींचा अभ्यास करणे.

विषय विवेचन – भारतीय राज्यघटनेच्या कलम 14 (प्रत्येक व्यक्ती समान) कलम 15 (लिंग समभाव) कलम 21 (प्रत्येक व्यक्तीला सन्मानाने जीवन जगण्याचा अधिकार) कलम 19(स्वातंत्र्याचा अधिकार) नुसार अधिकार मिळाले आहेत. म्हणून कोणत्याही महिलेवर अन्याय/लैंगिक छळ झाल्यास तिला संरक्षण देण्यासाठी कायदे केले आहेत.

लैंगिक छळ – लैंगिक छळामध्ये स्त्रीच्या इच्छेविरुध्द प्रत्यक्ष किंवा अप्रत्यक्षपणे केल्या जाणा–या कोणत्याही लैगिंक स्वरुपाच्या कृतींचा समावेश होतो.



महिलांवर विविध कामाच्या ठिकाणी अत्याचार होतात. कामाची ठिकाणे पुढीलप्रमाणे –



महिला अत्याचाराबाबत न्याय मागण्यासाठी विशाखा गाईड लाईन्स नुसार महिला अत्याचार तक्रार निवारण समिती स्थापना करावी.

महिलांच्या लैंगिक छळाविरूद्ध (प्रतिबंध, सरंक्षण व निवारण) कायदा, २०१३ नुसार –

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प्रत्येक शाखेत (विद्यालय / महाविद्यालय / कार्यालय)

स्थानिक तक्रार निवारण समिती

१० पेक्षा कमी कर्मचारी असतील तर वरील समिती जिल्हाधिकाऱ्यांनी स्थापन करावी.

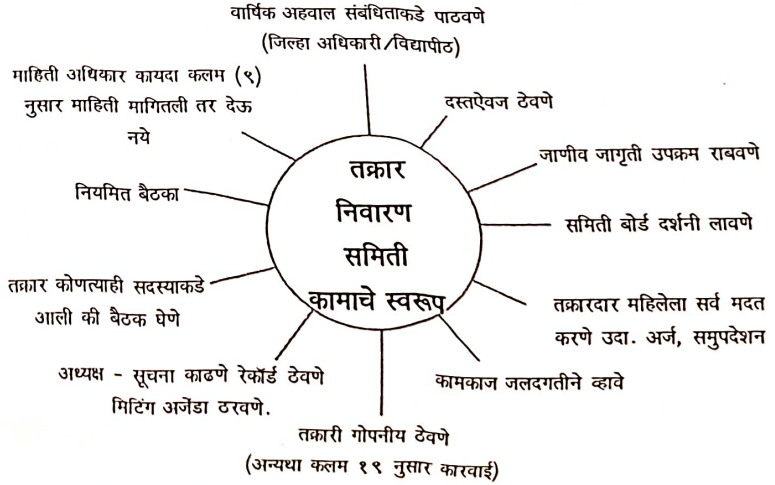
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तक्रार निवारण समिती स्थापन करताना विचारात घ्यावयाच्या बाबी –

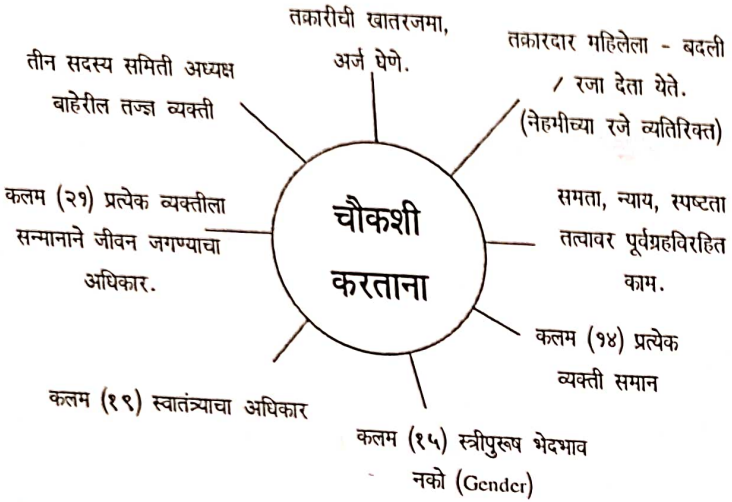
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1. अध्यक्ष – शाखेतील वरीष्ठ महिला कर्मचारी.
2. शिक्षक कर्मचारी – दोन सदस्य – महिलंच्या प्रश्नांवर बांधिलकी असणारे व समाजकार्य / कायदा – माहिती.
3. दोन शिक्षकेतर कर्मचारी (यापैकी एक / स्वंयसेवीसंस्था / स्त्रीप्रश्न जागरूक).
4. तीन विद्यार्थी पैकी एक दुसऱ्या वर्षाचा असावा. प्रत्येक वर्गाचा प्रतिनिधी एक (दोन विद्यार्थी).
5. स्वयंसेवी संस्था / संघटना – दोन सदस्या – महिला प्रश्न / लैंगिक छळ जाण असावी.
6. सचिव या सर्वातून निवडावा.
7. किमान 50 % महिला प्रत्येकाला नेमणूकीपासून 3 वर्षे त्या समितीवर कार्य करता येते.
8. अध्यक्ष / सदस्य –गुन्हेगारी / शिस्तभंगाची कारवाई सुरू असेल तर समितीवरून काढून टाकणे.

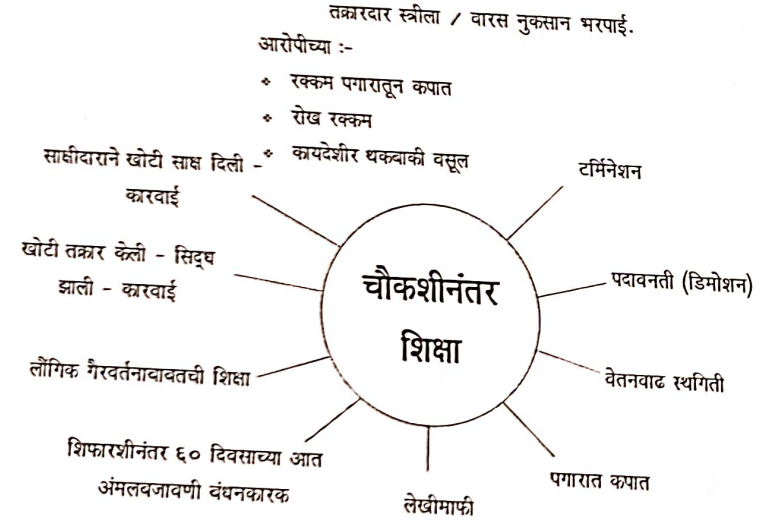
तक्रार निवारण समिती कामाचे स्वरुप पुढीलप्रमाणे असावे. –



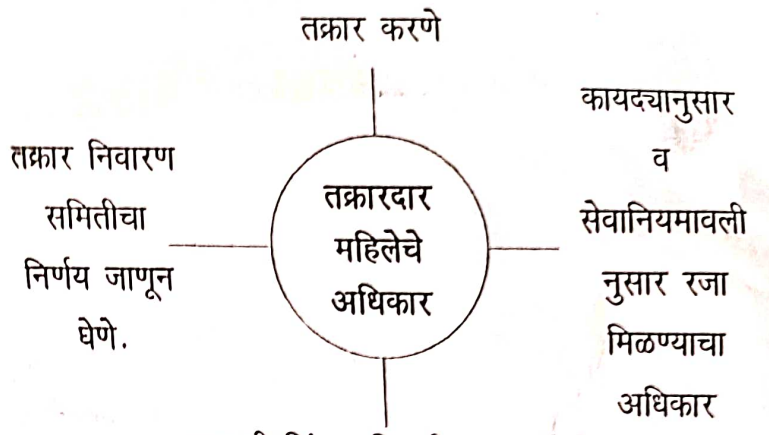
तक्रार महिलेची चौकशी करताना पुढील बाबींचा विचार करावा.



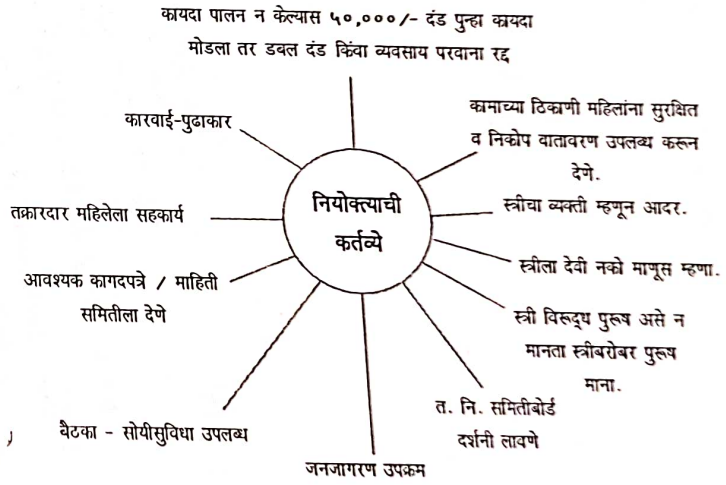
चौकशीनंतर शिक्षेचे स्वरुप पुढीलप्रमाणे आहे.



तक्रारदार महिलेचे अधिकार काटेकोरपणे पाळले जावेत.



तकारदार महिलेचे अधिकार डावलून निर्णय घेणे गुन्हा ठरतो. कारण नियोक्त्याचीही काही कर्तेव्ये आहेत ती पुढे दिली आहेत.



निष्कर्ष –

1. अत्याचारित महिलेने लक्षात ठेवावयाच्या बाबी –
   - विना विलंब बोला.

- विरोध करा.
- नोंदी/पुरावा ठेवा.
- गाफील राहू नका – अंतर्मनाची सूचना ऐका.
- संघटनेशी/वरच्या अधिका–यांशी बोला
- वैद्यकीय तपासणी
- योग्य व्यक्तीकडे तक्रार नोंदवा.

2. "प्रिव्हेंन्शन इज बेटर दॅन क्युअर". म्हणून गुन्हे घडणारच नाहीत यासाठी सर्वांनी मिळून प्रयत्न करणे आवश्यक.
3. समाजाच्या मानसिकतेत बदल होण महत्वाचं आहे. स्त्री विरुध्द पुरुष असे चित्र नको तर स्त्री बरोबर पुरुष असे चित्र पुढे येणे आवश्यक आहे. सहकार्य, सहशिक्षण, सहजीवनाचा अर्थ सर्वानाच कळला पाहिजे. स्त्री ही उपभोगाची वस्तू नसून तिचा व्यक्ती म्हणून आदर व्हावा. स्त्रीला 'देवी' मानण्यापेक्षा 'माणूस' मानलं तर बरेच प्रश्न सुटतील. गुन्हा घडल्यावर प्रक्षोभ, निदर्शने, बहिष्कार कायदे, शिक्षा करणे यापेक्षा असे गुन्हे घडणारच नाहीत यासाठी सर्वानीच प्रयत्न करावेत म्हणून प्रतिबंध हाच उपाय.

संदर्भ –

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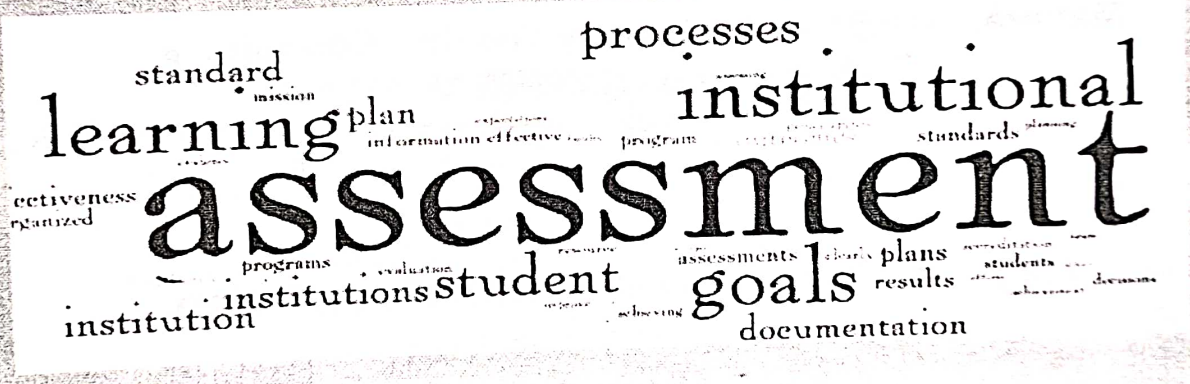


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Two Day National Annual Conference

Maharashtra State Secondary Teacher Educators' Association (MSSTEA)

16 th & 17 th Dec.2017



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On

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बी.एड्. छात्राध्यापकांच्या समाजाभिमुख प्रकल्पांतर्गत मूल्यमापनासाठीच्या साधनांचे विकसन

डॉ. प्रतिभा सदाशिव देसाई
सहाय्यक प्राध्यापक
आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी ता. भुदरगड, जि. कोल्हापूर

सारांश –

शाळा ही समाजाची छोटी प्रतिकृती आहे. या शाळेमध्ये ज्ञानदानाचे काम करत असताना शिक्षकाचा अनेक मानवी व भौतिक घटकांशी संबंध येतो. यामध्ये प्रशासकीय व्यक्ती, सहकारी शिक्षक, विद्यार्थी, पालक, समाज, शालेय वास्तू यांचा समावेश असतो. समाजातील विविध स्तरांतून, विविध सामाजिक, आर्थिक, पार्श्वभूमी असलेले विद्यार्थी शाळेत अध्ययनाचे काम करत असतात. दैनंदिन शालेय कामकाज पार पाडताना शिक्षकांना अनेक समस्यांना तोंड द्यावे लागते तसेच सामाजिक समस्यांनाही सामोरे जावे लागते. बी.एड्. छात्राध्यापकांच्यामध्ये समायोजन कौशल्य विकसित होऊन सामाजिक बांधिलकी निर्माण व्हावी व राष्ट्रीयत्वाची भावना वाढीस लागावी यासाठी बी.एड्. अभ्यासक्रमात, समाजाभिमुख प्रकल्पाचा समावेश केला आहे. छात्राध्यापकांनी या प्रकल्पांतर्गत अनेक सामाजिक उपक्रम राबवावेत व त्याचा अहवाल सादर करणे अपेक्षित आहे. यामध्ये वैयक्तिक व गटात कृती करणे आवश्यक आहे. यासाठी एकूण शंभर गुण आहेत. पण हे गुण देताना छात्राध्यापकाच्या कृतीचा बारकाईने चिकित्सकपणे विचार होतोच असे नाही. छात्राध्यापकांच्या मूल्यमापनासंदर्भात चिकित्सकपणे विचार होऊन त्यांचे अचूक मूल्यमापन व्हावे यासाठी प्रमाणित साधननिर्मिती व्हावी या हेतूने संशोधिकेने प्रस्तुत संशोधन हाती घेतले आहे.

Keyword – समाजाभिमुख प्रकल्प, मूल्यमापन, साधनविकसन

प्रस्तावना –

सध्या शिक्षणाचा प्रसार झपाट्याने होत आहे. शिक्षणाच्या प्रसाराबरोबरच शिक्षणाच्या गुणवत्तेकडेही लक्ष देणे आवश्यक आहे. शिक्षणाची गुणवत्ता वाढविण्यासाठी उपयुक्त तंत्रामध्ये मूल्यमापन तंत्राचा प्रामुख्याने समावेश होतो. छात्राध्यापक वर्गात अध्ययन अध्यापन करताना, इतर उपक्रमांमध्ये सहभागी होतान कसे वर्तन करतो?, वैयक्तिक उपक्रम व गटातील उपक्रमात सहभागी होताना कसे वर्तन करतो? याचे सूक्ष्म निरीक्षण करून त्याद्वारे छात्राध्यापकाचा स्वभाव, त्याचीवृत्ती, कौशल्ये, अभिरूची, नेतृत्त्वगुण, सहकार्यवृत्ती यांचे मूल्यमापन करू शकतो. उपक्रमसहभागाचे मूल्यमापन करण्यासाठी पदनिश्चयन श्रेणी, पडताळासूची, मुलाखत प्रश्नावली, मतावली अशा अनेक मूल्यमापन साधनांचा वापर केला जातो. प्रस्तुत संशोधनात काही उपक्रमांची निवड करून त्या उपक्रमांचे विश्लेषण करून त्यातील कोणत्या घटकांचे मापन करावयाचे? यासाठी कोणत्या मापनसाधनाची गरज आहे हे लक्षात घेऊन त्या मापनसाधनाची निर्मिती करण्याचे निश्चित केले आहे. या हेतूने संशोधिकेने प्रस्तुत संशोधन हाती घेतले आहे.

समाजाभिमुख प्रकल्पासाठी अनुदेशन तासिका (36) व अध्ययन तासिका (84) असून अंतर्गत गुण 100 आहेत.

सदर प्रात्यक्षिकाची उद्दिष्टे पुढीलप्रमाणे आहेत.

छात्राध्यापकाला–

1) समाज ही संकल्पना समजण्यास मदत करणे.
2) विविध सामाजिक स्तरावरील मुलांसंबंधी समस्या समजण्यास मदत करणे.
3) सामाजिक व समायोजन कौशल्य विकसित करणे.
4) समाजाच्या सामाजिक वैयक्तिक समस्या समजण्यास मदत करणे.

5) समाजाच्या विवध समस्यांवर उपाययोजनांबाबत विचार करण्याची वृत्ती निर्माण करणे.
6) सामाजिक बांधिलकी निर्माण करणे.
7) राष्ट्रीयत्त्वाची भावना वाढीस लावणे.

प्रस्तुत संशोधनासाठी पुढील उपक्रमांची निवड केली आहे.

1) लिंगभेद समस्येसंबधी (स्त्री/पुरूष समानता/लेक वाचवा) उपक्रम.
2) समाजातील व्यसनाधिनता (विद्यार्थी, पालक, शिक्षक) सर्वेक्षण व उपाय.
3) स्थानिक सणांच्या माहितीतून भावनिक व सांस्कृतिक एकात्मता.
4) योगकार्यशाळा (आसने, प्राणायाम, आराधना)

वैयक्तिक दोन उपक्रमांना प्रत्येकी 25 याप्रमाणे एकूण 50 गुण आहेत. गटातील दोन उपक्रमांना प्रत्येकी 25 गुण याप्रमाणे 50 गुण आहेत. वैयक्तिक उपक्रमामध्ये उपक्रमनिवड (5), उपक्रम कार्यवाही (15), अहवाललेखन (5) व गट उपक्रमामध्ये उपक्रमनिवड (5), गटसहभाग (5), गटउपक्रमपूर्तता (10), अहवाललेखन (5) अशाप्रकारे प्रत्येक उपक्रमाला (25) गुण आहेत.

संशोधनाची उद्दिष्टे –

1 समाजाभिमुख प्रकल्पांतर्गत संशोधन साधन तयार करण्यासाठी उपक्रमांची निवड करणे.
2 समाजाभिमुख प्रकल्पांतर्गत संशोधनासाठी निवडलेल्या उपक्रमांचे विश्लेषण करणे.
3 समाजाभिमुख प्रकल्पांतर्गत संशोधनासाठी निवडलेल्या उपक्रमातील मूल्यमापन करावयाचे घटक निश्चित करणे.
4 बी.एड्. छात्राध्यापकांच्या समाजाभिमुख प्रकल्पांतर्गत निवडलेल्या उपक्रमाबाबतचे मूल्यमापनासाठीच्या साधनांची निर्मिती करणे.

व्याप्ती व मर्यादा –

1) प्रस्तुत संशोधन बी.एड्., डी.टी.एड्. छात्राध्यापकांना, शिक्षक प्रशिक्षकांना उपयुक्त आहे.
2) प्रस्तुत संशोधन बी.एड्. द्वितीय वर्षे सत्र 4 मधील समाजाभिमुख प्रकल्पा पुरते मर्यादित आहे.
3) प्रस्तुत संशोधन बी.एड्. द्वितीय वर्षे सत्र 4 मधील समाजाभिमुख प्रकल्पांतर्गत पाच उपक्रमांपुरते मर्यादित आहे. 1) लिंगभेद समस्येसंबधी (स्त्री/पुरूष समानता/लेक वाचवा) उपक्रम.2) समाजातील व्यसनाधिनता (विद्यार्थी, पालक, शिक्षक) सर्वेक्षण व उपाय.3) स्थानिक सणांच्या माहितीतून भावनिक व सांस्कृतिक एकात्मता.4) योगकार्यशाळा (आसने, प्राणायाम, आराधना)

उपक्रम विश्लेषण व मूल्यमापनासाठी घटकनिश्चिती

उपक्रम विश्लेषण	मूल्यमानासाठी घटक निश्चिती
1)लिंगभेदसमस्येसंबंधी उपक्रम – साक्षरता, आधुनिकीकरण आले तरीही पुरूषी मानसिकता बदललेली दिसून येत नाही. यासाठी शासनस्तरावर सुद्धा अनेक योजना राबविल्या जातात. लेक वाचवा, निर्भया, स्त्रीपरूषसमानता, यावर आधारित नाटक, पथनाट्य, एकपात्री प्रयोग वादविवाद, जनजागरण, रॅली, वक्तृत्त्व, निबंध स्पर्धांचे आयोजन,	अभिनय, गायन, सादरीकरणकला, वक्तृत्त्व, निबंध, स्लोगन स्पर्धा सहभाग व सादरीकरण, नियोजन, अंमलबजावणी, नेतृत्त्व, सहकार्य, सहनशीलता, आंतरव्यक्तीसंबंध कौशल्य प्रेरणाकौशल्य, अहवाल लेखन कौशल्य.

स्लोगन स्पर्धा इ. उपक्रमांतून लिंगभेद समस्येवर प्रकाश टाकणे.	
2) समाजातील व्यसनाधिनता सर्व्हेक्षण व उपाय– उपक्रम निरीक्षण कौशल्य, मुलाखत द्वारे समाजातील व्यसनाधिनताबाबत माहिती घेणे. कोणती व्यसने आहेत. व्यसनाधिनतेची कारणे व स्त्रीपुरूषांचे प्रमाणांचा शोध घेणे. पथनाट्य, नाटक, एकपात्रीप्रयोग, स्पर्धा, वादविवाद याद्वारे जनजागरण करणे.	निरीक्षण कौशल्य, प्रत्यक्षसहभाग, नेतृत्त्व, अभिनय, गायन, सादरीकरण, कौशल्य, सहकार्य, सहनशीलता, स्पर्धाचे आयोजन, मुलाखतसूची तयार करण्याचे व मुलाखत घेण्याचे कौशल्य, अहवाल लेखन कौशल्य.
3) स्थानिक सणांच्या माहितीतून, भावनिक व सांस्कृतिक एकात्मता – स्थानिक सणांच्या माहितीतून, भावनिक व सांस्कृतिक एकात्मता जोपासणे. सणामागचे विज्ञान पटवून देण्यासाठी व्याख्याने, परिसंवाद आयोजन करणे.	संकलनकौशल्य, परिसंवाद नियोजन व अंमलबजावणी कौशल्य, वक्तृत्वकौशल्य, अहवाललेखन, कौशल्य, वैज्ञानिक दृष्टिकोन, सहकार्यवृत्ती.
4) योग कार्यशाळा – उपक्रम (आसने, प्राणायाम, आराधना) कार्यशाळेचे आयोजन व मार्गदर्शन, प्रात्यक्षिके सादरीकरण करणे.	कार्यशाळा आयोजन, सहभाग, नेतृत्त्व, योगकौशल्य, योग सादरीकरण, सहभाग घेण्याचे कौशल्य, प्रेरणा कौशल्य, अहवाल लेखन कौशल्य.

मूल्यमापन साधनांची निर्मिती –

समाजाभिमुख प्रकल्पांतर्गत प्रस्तुत संशोधनासाठी निवडलेल्या उपक्रमांसदर्भात छात्राध्यापकांचे मूल्यमापन करण्यासाठी साधनांची निर्मिती केली. ती पाच तज्ज्ञांकडून तपासून घेतली. त्यांनी दिलेल्या सूचनांनुसार त्यामध्ये सुधारणा केली व त्या मूल्यमापन साधनांना अंतिमरूप दिले. सदर उपक्रमांसाठी पडताळासूची व पदनिश्यचनश्रेणीचा वापर केला आहे.

पडताळासूची–

एखादी व्यक्ती, प्रक्रिया वा संस्था इत्यादी बद्दलच्या विधानांची तयारी केलीली यादी म्हणजे पडताळासूची.

एखादया व्याक्तीत विशिष्ट गुण, पात्रता, कौशल्ये, अपेक्षित वर्तने, कल्पना इत्यादी आढळतात की नाही हे या विधानांवरून पडताळतायेते. निरीक्षक किंवा स्वतः प्रयोज्य ही प्रस्तुत विधाने लागू पडतात की नाही ते त्या विधानांवर खूणा करून दर्शवू शकतो. तयार सूचीमुळे निरीक्षण अधिक पध्दतशीर, जलद व सुलभ होते. सर्व महत्वाच्या बांबीचे निरीक्षण केले गेले आहे. याचा पडताळा पटतो.

पदनिश्चयनश्रेणी–

संशोधनाच्या सर्वच क्षेत्रात सहजतेने व सरलतेने मापन करता येत नाही. अशा वेळी व्यक्ति निष्ठ निर्णय आवश्यक ठरतात. शिक्षणासारख्या सामाजिक शास्त्रात अनेक बाबींचे वर्गीकरण व क्रमबद्ध रचना अंदाजाने विशिष्ट परीमाणांच्या गटात करावे लागते. अशा वेळी पदनिश्चयन उपयुक्त ठरते. पदनिश्चयनाची कल्पना फॅक्नरची पण प्रथम पदनिश्चयन श्रेणी गाल्टननी 1883 मध्ये प्रकाशीत केली. पदनिश्चयनात अभ्यास वस्तूच्या प्रत्येक वैशिष्ट्यासाठी श्रेणीमूल्य देण्यात येते या वैशिष्ट्यांच्या श्रेणीमूल्यांचे एकत्रीकरण करून संकलित प्राप्तांक काढता येतो. विविध गुण, कौशल्याचे घटक किती

प्रमाणत विद्यार्थ्यांच्या अंगी बाणलेले आहे, हे ठरविण्यासाठी पदनिश्चयन श्रेणीचा उपयोग होतो. श्रेणी तयार करताना गुणाच्या प्रमाणाचे शब्दात वर्णन केलेले असते. त्यास वर्णनात्मकश्रेणी असे म्हणतात. गुणाचे प्रमाण निश्चित करणेसाठी गरजे प्रमाणे पंचबिंदू, तीनबिंदू, सातबिंदू श्रेणी वापरतात. प्रस्तुत संशोधनात पंचबिंदू पदनिश्चयन श्रेणी वापरली आहे.

1) लिंगभेदसमस्ये संबंधी उपक्रम –
अभियन कौशल्य – (नाटक / पथनाट्य / एकपात्री)

पडताळासूची

पडताळा पाहावयाचे घटक	गुण	छात्राध्यापक			
		अ	ब	क	...
1) संवादाचे स्पष्ट व योग्य उच्चार	2				
2) आरोह, अवरोह युक्तसंवाद	2				
3) हावभाव (देहबोली)	2				
4) वातावरणनिर्मिती	3				
5) सादरीकरण	3				
6) नेतृत्त्व कौशल्य	2				
7) सहकार्य	2				
8) संयम	2				
9) प्रेक्षक प्रतिक्रिया	3				
10) अहवाल लेखन	4				
एकूण गुण	25				

II) वादविवाद कौशल्य –

पडताळासूची — पदनिश्चयन श्रेणी

पडताळा पहावयाचे घटक	गुण	छात्राध्यापक अ ब .....
1) विषय मांडणी	4	निकृष्ट बरी मध्यम चांगली उत्कृष्ट 0 1 2 3 4
2) स्पष्टता	4	निकृष्ट बरी मध्यम चांगली उत्कृष्ट 0 1 2 3 4
3) संदर्भमूल्य / पुरावा	4	निकृष्ट बरा मध्यम चांगला उत्कृष्ट 0 1 2 3 4

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		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
4) देहबोली	4	0	1	2	3	4
		निकृष्ट	बरा	मध्यम	चांगला	उत्कृष्ट
5) परिणामकारक शेवट	4	0	1	2	3	4
		निकृष्ट	बरे	मध्यम	चांगले	उत्कृष्ट
6) अहवाल लेखन	5	1	2	3	4	5
एकूण गुण	25					

III) वक्तृत्व कौशल्य –

पडताळासूची		पदनिश्चयन श्रेणी				
पडताळा पहावयाचे घटक	गुण	छात्राध्यापक				
		अ	ब	.....		
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
1) आकर्षक सरूवात	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
2) आशय मांडणी	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
3) अभिव्यक्ती(भाषा शैली, प्रसंग निवेदनशैली, घटना, संवाद)	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
4) हावभाव (देहबोली)	4	0	1	2	3	4
		निकृष्ट	बरा	मध्यम	चागला	उत्कृष्ट
5) एकूण परिणाम	4	0	1	2	3	4
		निकृष्ट	बरे	मध्यम	चांगले	उत्कृष्ट
6) अहवाल लेखन	5	1	2	3	4	5
एकूण गुण	25					

2) समाजातील व्यसनाधिनता सर्वेक्षण व उपाय– अभिनय (नाटक/पथनाटय)

पडताळासूची		पदनिश्चयन श्रेणी				
पडताळा पहावयाचे घटक	गुण	छात्राध्यापक				
		अ	ब	.....		
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
1) पात्रानुरूप देहबोली	4	0	1	2	3	4

		निकृष्ट	बरा	मध्यम	चांगला	उत्कृष्ट
2) संवादफेक / उच्चार	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
3) वातावरण निर्मिती	4	0	1	2	3	4
		निकृष्ट	बरे	मध्यम	चांगले	उत्कृष्ट
4) सादरीकरण	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
5) एकूण परिणाम	4	0	1	2	3	4
		निकृष्ट	बरे	मध्यम	चांगले	उत्कृष्ट
6) अहवाल लेखन	5	1	2	3	4	5
एकूण गुण	25					

3) स्थानिक सणांच्या माहितीतून भावनिक व सांस्कृतिक एकात्मता – परिसंवाद

पडताळासूची		पदनिश्चयन श्रेणी				
पडताळा पहावयाचे घटक	गुण	छात्राध्यापक				
		अ	ब	.....		
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
1) पारंपारिक सण माहिती – गरज	4	0	1	2	3	4
		निकृष्ट	बरे	मध्यम	चांगले	उत्कृष्ट
2) सणांचे वैज्ञानिक महत्त्व	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
3) सण–सद्यस्थिती, वास्तव	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
4) सांस्कृतिक एकात्मता– सद्यस्थिती	4	0	1	2	3	4
		निकृष्ट	बरी	मध्यम	चांगली	उत्कृष्ट
5) सारांश / विषयांची एकत्रित सांगड घालण्याचे कौशल्य	4	0	1	2	3	4
		निकृष्ट	बरे	मध्यम	चांगले	उत्कृष्ट
6) अहवाल लेखन	5	1	2	3	4	5
एकूण गुण	25					

4) योग कार्यशाळा –

पदनिश्चयनश्रेणी		पदनिश्चयन श्रेणी				
छात्राध्यापक गुण						
अ...	.....					
		कधीहीनाही	क्वचित	कधीकधी	बरेचवेळा	नेहमी
1) संपूर्ण कार्यशाळेत अचूक आसने करतो.		0	1	2	3	4

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2) प्राणायाम शास्त्रीयरित्या करतो.	कधीहीनाही 0	क्वचित 1	कधीकधी 2	बरेचवेळा 3	नेहमी 4
3) योगा व आरोग्य यांची सांगड घालणारे वर्तन करतो.	कधीहीनाही 0	क्वचित 1	कधीकधी 2	बरेचवेळा 3	नेहमी 4
इतरांना मार्गदर्शन करतो.	अजिबातनाही 0	क्वचित 1	कधीकधी 2	बरेचदा 3	नेहमी 4
5) कार्यशाळेतील एकंदर सहभाग	कधीहीनाही 0	क्वचित 1	कधीकधी 2	बरेचवेळा 3	नेहमी 4
6) अहवाललेखन	अल्पप्रतीचे 1	बरे 2	मध्यम 3	चांगले 4	उत्कृष्ट 5
एकूण गुण 25					

अशाप्रकारे प्रत्येक छात्राध्यापकाच्या चार उपक्रमांचे मूल्यमाान करून शंभर पैकी वस्तुनिष्ठपणे गणुदान करणे शक्य होते.

निष्कर्ष –

उदि्दष्टानुसार निष्कर्ष –

उदि्दष्ट 1, 2 व 3 नुसार निष्कर्ष

उदि्दष्ट क्र. 1

1) समाजाभिमुख प्रकल्पांतर्गत संशोधन साधन तयार करण्यासाठी उपक्रमांची निवड करणे.

उदि्दष्ट क्र. 2

2) समाजाभिमुख प्रकल्पांतर्गत संशोधनासाठी निवडलेल्या उपक्रमांचे विश्लेषण करणे.

उदि्दष्ट क्र. 3

3) समाजाभिमुख प्रकल्पांतर्गत संशोधनासाठी निवडलेल्या उपक्रमातील मूल्यमापन करावयाचे घटक निश्चित करणे.

निष्कर्ष – समाजाभिमुख प्रकल्पांतर्गत छात्राध्यापकांशी केलेल्या चर्चेअंती सद्यास्थिती समस्येवर आधारित पुढील चार उपक्रमांची निवड केली.

1) लिंगभेदसमस्येसंबंधी उपक्रम
2) समाजातील व्यसनाधिनता सर्वेक्षण व उपाय
3) स्थानिक सणांच्या माहितीतून भावनिक व सांस्कृतिक एकात्मता.
4) योग कार्यशाळा.

वरील चार उपक्रमांचे विश्लेषणानंतर मूल्यमापन करावयाचे घटक निश्चित केले ते पुढीलप्रमाणे

1) लिंगभेद 1) अभिनय कौशल्य –1) संवादाचे स्पष्ट व योग्य उच्चार, 2) आरोह, अवरोह युक्तसंवाद,3) हावभाव (देहबोली), 4) वातावरणनिर्मिती, 5) सादरीकरण, 6) नेतृत्त्व कौशल्य, 7) सहकार्य, 8) संयम, 9) प्रेक्षक प्रतिक्रिया, 10) अहवाललेखन

2) वादविवाद कौशल्य

1) विषय मांडणी, 2) स्पष्टता, 3) संदर्भमूल्य/पुरावा, 4) देहबोली, 5) परिणामकारक शेवट, 6)अहवाल लेखन

3) वक्तृत्व कौशल्य

1) आकर्षक सरूवात, 2) आशय मांडणी, 3) अभिव्यक्ती (भाषा शैली, निवेदनशैली, घटना, प्रसंग, संवाद) 4) हावभाव (देहबोली), 5) एकूण परिणाम, 6) अहवाल लेखन

2) समाजातील व्यसनाधिनता सर्वेक्षण व उपाय– अभिनय (नाटक/पथनाटय)

1) पात्रानुरूप देहबोली, 2) संवादफेक/उच्चार, 3) वातावरण निर्मिती, 4) सादरीकरण, 5) एकूण परिणाम, 6) अहवाल लेखन

3) स्थानिक सण

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4) योगकार्यशाळा

1) अचूक आसने, 2) शास्त्रीयप्राणायाम, 3) योग व आरोग्य सांगड, 4) इतरांना मार्गदर्शन,5) कार्यशाळेतील एकंदर सहभाग, 6) अहवाल लेखन.

उदिदष्ट क्र. 4 नुसार निष्कर्ष –

उदिदष्ट क्र. 4

4) बी.एड्. छात्राध्यापकांच्या समाजाभिमुख प्रकल्पांतर्गत निवडलेल्या उपक्रमाबाबतचे मूल्यमापनासाठीच्या साधनांची निर्मिती करणे.

बी.एड्. छात्राध्यापकांच्या समाजाभिमुख प्रकल्पांतर्गत निवडेलेल्या चार उपक्रमाबाबतचे मूल्यमापन करण्यासाठी पडताळासूची व पदनिश्चियन श्रेणी या संशोधन साधनांची निर्मिती करून वापर करणे शक्य आहे.

शिफारशी –

1) बी.एड्. महाविद्यालयातील प्राध्यापकांनी समाजाभिमुख प्रकल्पांतर्गत दिलेलया सर्व उपक्रमांचे वस्तुनिष्ठ मूल्यमापन करण्यासाठी उपक्रमानुसार मूल्यमापन साधन निर्मिती करून त्याचा वापर करावा.

2) महाविद्यालयाच्या प्रशासनाने सदर उपक्रम राबविण्यासाठीच्या पूर्वतयारीला भौतिक व इतर सुविधा, मार्गदर्शन उपलब्ध करून द्यावे.

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AWARENESS FOR PREVENTION OF PSYCHOLOGICAL POLLUTION : A CRITICAL STUDY

ABSTRACT

Nowadays psychological pollution is a big issue. Every person is running continuously behind material pleasure. For that he can do any ethical non ethical things in his life. Finally he became nervous and psychologically polluted. So its today's need to aware everyone about causes effects & remedies of psychological pollution. To prevent psychological pollution is the main purpose of this research.

Key words : *Awareness, Psychological pollution, Prevention, critical study*

INTRODUCTION :-

Nowadays pollution is a global issue. There is not only air, water, soil and another pollution but also psychological pollution became a hot issue all over the world. Each and every nation has been engaged in preparation of National Environment policy for sustainable development.

Pollution is the introduction of contaminants into an environment that causes instability, disorder, harmer discomfort to anyone.

PSYCHOLOGICAL POLLUTION :

The 21st century will see mental pollution become a defining conflict area.

It is argued that as industrial societies produce physical toxins and pollutants which harm humans physical health, they also produce psychological toxins (e.g. T.V. Internet addiction, social media, excessive noise, violent marketing tactics) that cause psychological damage.

Very frequently the uneasiness stress originate through interpersonal relationships. Because of explosion of desire expectations, selfishness, laziness, hedonistic nature, thirsty mind, corruption, misuse of media and technology we all are in trouble. And that is the reason of psychological pollution. So purpose of the present research paper is to prevent psychological pollution through this research paper.

OBJECTIVES OF RESEARCH

1. To find out the causes, effects of psychological pollution in society at Gargoti place.
2. To suggest the remedies for prevention of psychological pollution through B.Ed. Trainee Teachers

NEED AND IMPORTANCE OF THE RESEARCH :

1. Present research is important to every living and nonliving component on the earth.
2. Present research is important to B.Ed. Trainee Teachers.

SCOPE OF THE RESEARCH :

1. Present research is related to society.
2. Present research is related to living and nonliving components on the earth.

DELIMITATIONS :-

1. Present research is limited to above 18 years old public of middle class at Gargoti place.
2. Present research is limited in academic year 2016-2017
3. Present research is limited to topic psychological pollution.
4. Present research is limited to IInd year B.Ed. Trainee Teachers in academic year 2016-2017

ASSUMPTIONS OF RESEARCH :-

Psychological pollution is major issue in society.

RESEARCH HYPOTHESIS :

Remedies activities prevents psychological pollution.

RESEARCH METHODOLOGY :

Researcher collected data about psychological pollution by using research tool Interview and observation schedule at gargoti place. Research sample includes gents and ladies of age group above 18 years. Researcher analyse the collected data by using qualitative analysis and conclusions are drawn. Researcher discussed the concept, causes, effects of psychological pollution with second year B.Ed. Trainee Teacher and

remedies activities suggested through discussion are presented at gargoti local area. These activities are, 'Save he girl child', 'Anti Addiction activity' through street play, 'Save the Earth' poster presentation, Tree plantation.

REMEDIES ARE GIVEN THROUGH RESEARCH ARE :

- Be Satisfy and increase your happiness index
- Yoga
- Meditation
- Need of Abandon
- Need of Patience
- Indentify invisible pollutants
- Avoid Corruption
- Develop Interpersonal relation
- Limitation in use of social media and Technology
- Use of 3R (Reduce, Reuse, Recycle)
- Use of 3H (Head, Hand, Hart)

1. For every human being open your eyes and observe neatly, be aware about psychological pollution.
2. Need of Abandon, Service, Patience and Turn away psychological pollution.
3. Need of yoga, Meditation.
4. Go green and save the earth by using Three 'R' Reduce, Reuse, Recycle.

SELECTION OF SAMPLE :

Researcher has used purposive sampling. Hundred local people above 18 years age at place gargoti are selected. These people are of middle class.

RESEARCH TOOLS :

Observation and Interview schedule. These tools are used for this research.

CONCLUSION :

From objective 1 and 2

CONCLUSIONS THROUGH QUALITATIVE ANALYSIS

1. Explosion of desire, expectations, selfishness is present among the people at Gargoti place.
2. Every person in society is responsible for causes of psychological pollution such as invisible pollutants, corruption, lazyness, hedonistic, thirst, misuse of technology.
3. Media are also responsible for psychological pollution such as print media electronic media, news media.

RECOMMENDATIONS :-

TO EVERY PERSON IN SOCIETY.

1. Be satisfy & increase your happiness index
2. Use social media in limit
3. Don't run behind material pleasure.
4. Use 3R Reduce, Reuse, Recycle & 3H- Head, Hand, Heart.

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He is working as NAAC coordinator, Shivaji University, Kolhapur. He worked as a Coordinator of the Internet Unit. He also worked as an I/c University Librarian for four and half years and contributed greatly to the automation of the Barrister Balasaheb Khardekar Library. Professor Kamat has published over 150 plus papers in International journals of repute and presented equal number of papers at National and International Conferences.

He has published 12 books though reputed publishing house such as Springer UK.

His books are regarded as best sellers and found their place in 170+ overseas institutes of higher learning from USA, UK, Germany, Singapore etc. Twelve students have been awarded Ph.D. under his guidance and 11 more are working for their Doctorate.

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ROLE OF TEACHERS IN 21ST CENTURY

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Abstract
A growing number of business leaders, politicians and educators are united around the idea that students need "21st century skills" to be successful today. It's exciting to think that we live in times that are so revolutionary that they demand new and different abilities in the 21st century classroom teachers are facilitators of student learning and creators of productive environments, in which students can develop the skills they might need at present or in future. So it is important to highlight the value of these new education skills. Which are necessary for teachers & students also the key purpose of this paper is to study 21st century skills in education for the student. To develop these skills among the students what will be the role of teacher in 21st century.

Keywords :- *The role of Teacher, 21st century*

Introduction-

The evolved 21st century classroom is a productive environment in which students can develop the skills they will require in the work place and teachers are facilitators of their learning. The focus of a 21st century classroom is on students experiencing the environment they will enter as modern day workers and developing their higher order thinking skills, effective communication skills, collaboration skills, making them adept with using technology and all other skills that they will need in the 21st century workplace.

The educational practice of the traditional classroom are no longer effective and teachers must develop new teaching strategies that are radically different from those employed in traditional classrooms. Nowadays the classrooms are student centered & the teachers are the facilitators and guides instead of being mere providers of knowledge. They must ensure that they engage their students in learning and provide effective instruction using a variety of instructional methods and following different pedagogical approaches aided with technology. They should be active participants in their own learning and must seek out professional development to improve their performance and their students' learning.

Objectives of the paper-

1) To study the 21st century skills in education for the student.
2) To study the role of Teacher in 21st century.

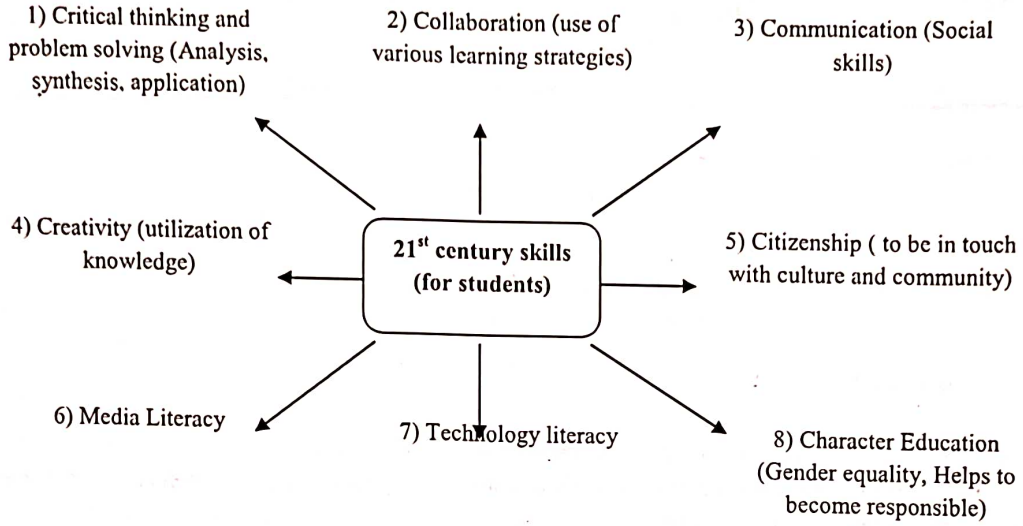
Need and importance of the paper-

1) present paper is important for every teacher working at primary, secondary, higher secondary level.
2) Every teacher will know 21st century skills which are necessary for student & teacher. Such as critical thinking skills, oral presentation skills, communication skills, use of technology skills, social skills, creativity etc.

21st century skills in Education for the student

In new age of education it is important to allow students creativity and use the power of technology to support necessary skills and learn in unique ways. The future of our students depends on flexibility and resourcefulness. It also highlights how Teacher can link students' current knowledge with authentic experiences that motivate, as well as allow them to create and collaborate using the latest technologies.

The 21st century skills in Education for the students are as follows.



To develop above skills among the students, Teacher role is very important in 21st century.

Role of Teacher in 21st century-

Teaching in the 21st century is an altogether different phenomenon.

Role of Teacher in 21st century.

1) Learner centered classroom and personalized Instructions
2) Learn new Technologies (www.lynda.com-manyresources for learning new Technologies)
3) Go global (Media use)
4) Go Digital (Sharing Links, offering digital discussion)
5) Collaborate- (creating digital resources, presentation, projects, e-mail, ppt presentations)
6) Use of social media (Twitter, what's up, hike etc)
7) Project- Based learning- student centric Teaching
8) Innovation- use of various Teaching methods, Evaluation methods.
9) Adaptive learning- for student of different types of learning abilities Adaptive learning gives freedom to learn at their own pace and software's are available for adaptive learning.
10) Invitational environment- use of Interactive board, LCD projectors, The BYOD (Bring-Your-own-Device) Approach (Bring their own laptops Tablets)
11) Well Disciplined environment and mutual respect.
12) Performance- based assessments- (Quizzes, polls assessments are tailored to the abilities and needs of the students)
13) The resource- Teacher must be a kind of walking resource center.
14) The participant.
15) The tutor (coach)- (way to pay individual attention to identify specific student needs.
16) Facilitator- Guidance for whole personality development.

Thus the role of Teacher in 21st century is very important to develop both personalities i.e. student and Teacher personality also.

Conclusions-

Form objective 1 and 2

Objective 1 : To study the 21st century skills in education for the student

Conclusion-

The 21st century skills in education for the students' are critical thinking, collaboration, communication, creativity, media and Technology literacy, character education.

Objective 2 : To study the role of Teacher in 21st century

Conclusion-

A big role of teacher in developing students overall personalities. Because of role of 21st century Teacher classrooms enhance the learning experience and better prepare students for higher education and for all-round personality.

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Contemporary Research in Sciences and Humanities

IMPACT OF CO-OPERATIVE LEARNING ON B. Ed. STUDENT TEACHER

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ABSTRACT:

Co-operative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject & also enrich their own skills also. By using this method, each of our students will feel that he or she is an important member of the class, and this feeling will improve their achievement in any subject. Because of various classroom activities they have academic & social learning experiences. Usually in senior college we use lecture method. So Researcher decided to find out the impact of co-operative learning on B.Ed. student teacher. This research paper summarizes the concept of co-operative learning, Jigsaw & Think-pair-share co-operative learning strategies, What is the impact of these co-operative learning strategies on B.Ed. student teacher ? which skills are developed through this co-operative learning among student teacher ?

KEYWORDS: Impact, Co-operative learning

INTRODUCTION:

Co-operative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Definition of Co-operative learning:

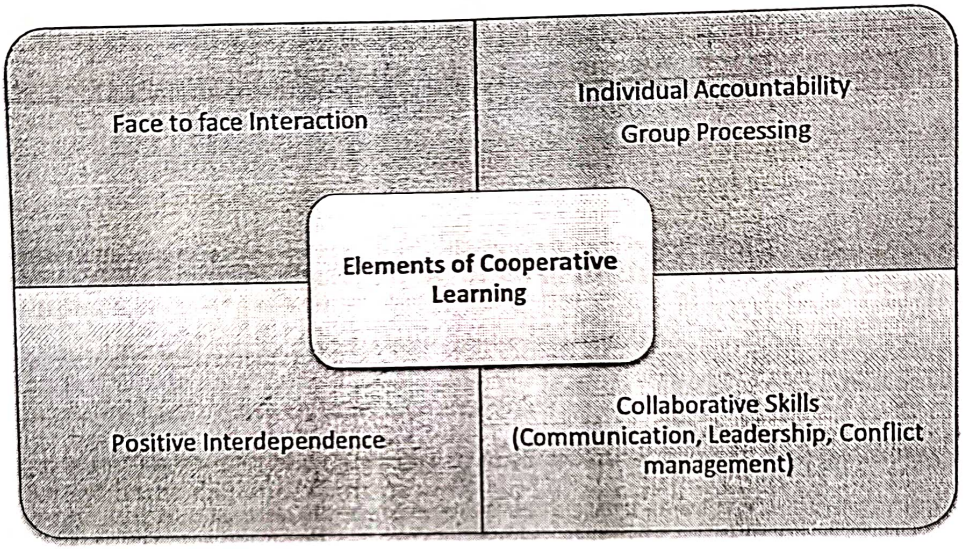
Co-operative learning is a technique that allows students to learn from each other and gain important interpersonal skills. - Peggy Olsen.

Students also learn how to work as a part of a team and have others depend on them.

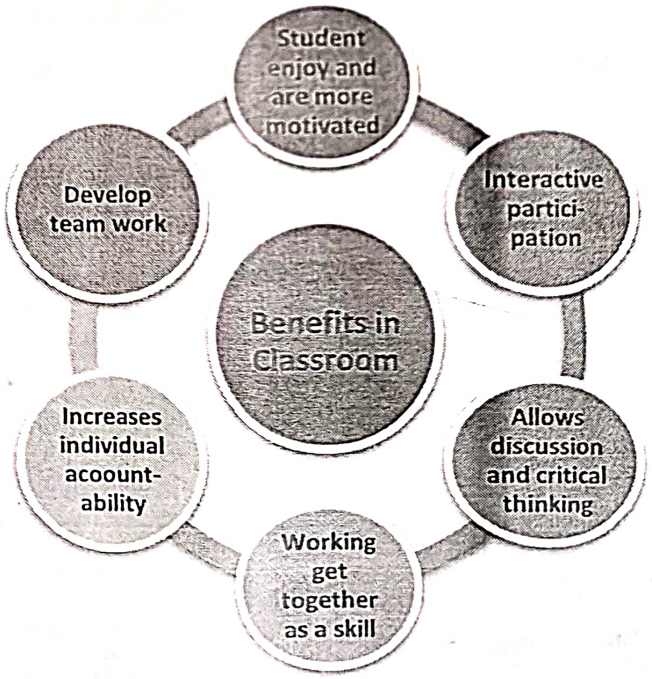
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Elements of co-operative learning:

Co-operative learning researchers David & Roger Johnson have identified five elements that define co-operative learning.



Benefits of co-operative learning in the Classroom:



OBJECTIVES OF RESEARCH:

1. To find out the co-operative learning strategies according to B.Ed. Course one - childhood and growing up.
2. To find out the impact of co-operative learning on B.Ed. student
3. Teacher

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TOOLS OF RESEARCH:

1. Observation schedule: Researcher prepared
2. Achievement Test: Researcher prepared

These two tools are used for this research.

RESEARCH METHODOLOGY:

The Researcher has used the experimental method for the present research.

RESEARCH DESIGN:

Researcher has used equal group design.

SELECTION OF SAMPLE:

Twenty five student Teachers are selected for experimental & control group. Researcher has used purposive sampling.

SCOPE OF RESEARCH:

1. All student teachers from DT Ed., B.Ed. and BA B.Ed. training
2. All students & teachers of primary and secondary stage

LIMITATIONS OF RESEARCH:

This research is limited to/for:

1. Acharya Jawadekar College of Education, Gargoti
2. Marathi medium student teachers
3. For academic year 2015-17
4. Course-one childhood & Growing up subject of B. Ed. syllabus, Shivaji University, Kolhapur

IMPORTANCE OF RESEARCH:

1. Impact of Co-operative learning on B. Ed. student teachers
2. Skills develop through this co-operative learning among student teachers
3. To motive the student teachers to acquire various skills such as co-operation, inter personal relation, critical thinking decision making, presentation skill, good listener, self esteem
4. Student teachers can use these skills for learning and teaching activity in the classroom
5. It is useful to the teachers of secondary & primary level & higher secondary school level also

CONCLUSION:

1. **Objective 1:**

   To find out the co-operative learning strategies according to B. Ed. Course one - childhood and growing up.

   B. Ed. Course 1 (Childhood and Growing up) content according to cooperative learning strategy

Sr. No.	Co-operative learning	Content
1	Concept of Growth & development	Think pair share strategy
2	Difference between growth and Development	Think pair share strategy
3	Stages of Growth & their importance	Group discussion
4	Concept formation concept, types, importance	Jigsaw strategy

2. **Objective 2:**

   To find out the impact of co-operative learning on B. Ed. Student Teacher

	Experimental Group	Control Group
Mean	21.32	19.24
S. D.	2.0341	3.5471

- Calculated ' t ' value : 2.5434
- Table 't' value : 2.06

Calculated 't' value (2.5434) > Table 't' value (2.06)

Calculated 't' is Significant

So, Null Hypothesis is rejected

CONCLUSION:

1. Use of Cooperative learning on B.Ed. Student teacher is impactful.
2. Qualitative analysis by observation shedule.
3. Increase in skill development among student teacher such as interpersonal relation, cooperative nature, critical thinking, decision making, individual responsibility, Group responsibility, self esteem.

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RECOMMENDATIONS:

1. Every college teacher should have knowledge of co-operative learning and various teaching-learning strategies.
2. Every college teacher should use co-operative learning for impactful teaching learning process.

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ता. भुदरगड, जि.कोल्हापूर, महाराष्ट्र, पिन ४१६२०९

प्रस्तावना :-

शिक्षणाचा दर्जा उंचवण्यासाठी अनेक शैक्षणिक आयोग, शैक्षणिक धोरणाद्वारे शासनदरबारी अखंडपणे प्रयत्न सुरु आहेत. त्यामुळेच शालेय अभ्यासक्रमातही संगणकाचा समावेश केला आहे. शिक्षक व विद्यार्थी दोघानांही संगणक कौशल्य प्राप्त असणे आवश्यक आहे. अध्ययन-अध्यापन प्रक्रिया कौशल्याभिमुख होणे क्रमप्राप्त आहे. म्हणूनच शिक्षणशास्त्र महाविद्यालयातील अभ्यासक्रमामध्ये ICT ज्ञौशल्यावर आधारित प्रात्यक्षिकांचा समावेश केला आहे. आज काही शाळा, महाविद्यालयांमध्ये संगणकाचा वापर अध्यायन, अध्यापन, सराव उजळणी व मूल्यमापन यांसाठी केला जातो. एकंदरीत इ- एज्युकेशनचा वापर मोठ्या प्रमाणात होण्यासाठी संशोधिकेने प्रस्तुत संशोधनाद्वारे सुरुवात केली आहे. शाळेतील LCD, Interachive board चा वापर करुन विद्यार्थ्यांना गणित अभ्यासक्रम सॉफ्टवेअरद्वारे उपलब्ध करुन दिले.

एकंदरीत ई-लर्निंगद्वारे विद्यार्थ्यांच्या गणित संपादणूकीत होणाऱ्या परिणामांचा अभ्यास करण्याच्या हेतूने संशोधिकेने प्रस्तुत संशोधन हाती घेतले आहे.

समस्या विधा-न :-

जणित संपादणूकीवर ई-लर्निंग च्या परिणामकारकतेचा अभ्यास.

संशोधन उद्दिष्टे :-

प्रस्तुत संशोधनाची उद्दिष्टे पुढीलप्रमाणे आहेत.

१) इयत्ता आठवीच्या विद्यार्थ्यांना घनफळ व पृष्ठफळ या घटकाचे पारंपरिक पद्धती अध्यापनाद्वारे अध्ययनास प्रवृत्त ज रजे.

२) इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंग च्या माध्यमातून घनफळ व पृष्ठफळ या घटकाचे अध्यापनाद्वारे अध्ययनास प्रवृत्त ज रजे.

३) इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंग माध्यमातून होणाऱ्या अध्ययनाच्या परिणामकारकतेचा अभ्यास करजे.

संशोधनाचे महत्व :-

१) इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंग ची प्रक्रिया समजण्यासाठी व सरावासाठी प्रस्तुत संशोधन महत्वाचे आहे.

२) सर्व गणित शिक्षकांना गणिताची उजळणी घेऊन विद्यार्थ्यांना गणित विषयावद्दल अभिरुची वाढविण्यासाठी प्रस्तुत संशोधन महत्वाचे आहे.

३) विद्यार्थी शिक्षकांच्या अनुपस्थितीतही स्वगतीने गणित विषयाची उजळणी, सराव करण्यासाठी प्रस्तुत संशोधन उपयुक्त आहे.

४) अध्ययन, अध्यापन, मूल्यमापन यासाठी शिक्षक व विद्यार्थ्यांना प्रस्तुत संशोधन उपयुक्त आहे.

५) अध्ययन, अध्यापन प्रक्रिया मनोरंजक होते व विद्यार्थी न थकता सातत्याने गणित अध्ययन करण्यासाठी सदर संशोधन महत्वाचे आहे.

६) पालकांनी घरातील संगणकावर गणित विषयाचे सॉफ्टवेअर वापरले तर पालकांना पाल्याच्या स्वयंअध्ययनावर लक्ष देजे सुलभ होते. पाल्याची गणित विषयातील गुणवत्ता वाढविण्यास प्रस्तुत संशोधन उपयुक्त आहे.

संशोध-नाची व्याप्ती व परिमर्यादा :-

१) प्रस्तुत संशोधन हे कोल्हापूर जिल्ह्यातील, भुदरगड तालुक्यातील, कूर हायस्कूल कूर या मराठी माध्यमाच्या शाळेतील इयत्ता आठवीच्या विद्यार्थ्यांपुरते मर्यादित आहे.

२) प्रस्तुत संशोधन हे २०१७-१८ या कालावधीपुरते मर्यादित आहे.

३) प्रस्तुत संशोधन हे इयत्ता आठवीच्या गणित विषयातील 'घनफळ पृष्ठफळ' या घटकापुरते मर्यादित आहे.

संशोधनाची गृहितके

१) इयत्ता आठवीच्या विद्यार्थ्यांना वृत्तचिती व शंकूंचे घटक माहित आहेत.

२) इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंगच्या माध्यमातून अध्यापनाद्वारे अध्ययनास प्रवृत्त करणाऱ्या शिक्षकांचे प्रमाण अल्प आहे.

३) ई-लर्निंगचा वापर करणाऱ्या विद्यार्थ्यांचे प्रमाण अल्प आहे.

४) इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंगच्या माध्यमातून गणिताचे अध्ययन करण्यास प्रवृत्त करणे शक्य आहे.

संशोधनाची परिकल्पना :-

संशोध-नपरिज ल्प-ना :-

इयत्ता आठवीच्या विद्यार्थ्यांमध्ये ई-लर्निंग माध्यमाच्या वापराचा गणित संपादणूकीवर धनात्मक परिणाम होतो.

शु-यपरिज ल्प-ना :-

इयत्ता आठवीच्या विद्यार्थ्यांमध्ये ई-लर्निंग माध्यमाच्या वापराचा गणित संपादणूकीवर कोणताही फरक पडत नाही.

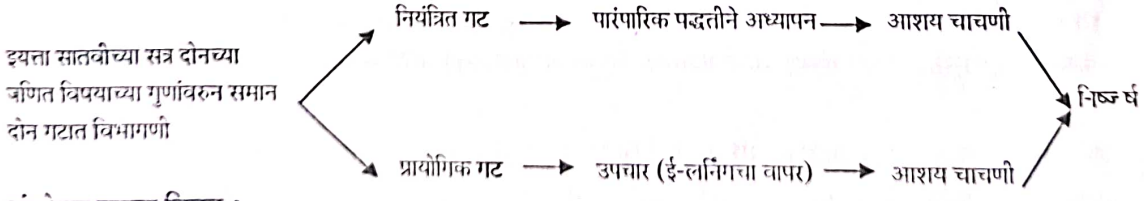
संशोधनाची कार्यपद्धती :-

प्रस्तुत संशोधनासाठी संशोधिकेने प्रायोगिक संशोधन पद्धतीचा वापर केला आहे.

जूर हायस्कूल, कूर या शाळेतील इयत्ता ८ वीच्या ४० विद्यार्थ्यांची सातवीच्या सत्र २ मधील गुणांनुसार समान गटात विभागणी केली, नियंत्रिक गट (२०) व प्रायोगिक गट (२०) अशा विभागणीनंतर प्रायोगिक गटाला संगणक, L.C.D. व Interactive Board चा वापर करुन अध्यापनाद्वारे अध्ययन करण्यास प्रवृत्त केले. यामध्ये इयत्ता आठवीच्या प्रायोगिक गटाला गणित अभ्यासक्रमाचे सॉफ्टवेअरचा वापर करुन वृत्तचितीचे वक्रपृष्ठफळ, वृत्तचितीचे घनफळ, शंकूचे पृष्ठफळ, घनफळ या घटकाचे अध्ययन कशा प्रकारे करावे याचे मार्गदर्शन अध्यपनाद्वारे केले. आवश्यक ठिकाणी Interactive Board वापर ज रुन संज ल्प-ना उदाहरणे समजावून दिली. घटकाच्या मूल्यमापनात वस्तुनिष्ठ, लघुत्तरी व दिर्घोत्तरी प्रश्नांचा समावेश केला आहे. वस्तुनिष्ठ प्रश्न खेळाच्या स्वरुपात उपलब्ध आहेत. उदा. विद्यार्थ्यांचे उत्तर बरोबर असल्यास गणपती मोदक देतो. त्यामुळे विद्यार्थ्याला प्रेरणा मिळते व विद्यार्थी पुढील प्रश्न सोडविण्यास उत्साही होतो. व प्रश्न पटपट सोडवितो. अशा प्रकारे अध्यापन, अध्ययन, मूल्यमापन ई-लर्निंगच्या माध्यमातून केले. सरावासाठी विद्यार्थ्यांना ई-लर्निंगची सुविधा उपलब्ध करुन दिल्यामुळे विद्यार्थ्यांनी स्वत:च्या वेळेच्या उपलब्धतेनुसार शालेय वेळात व त्यानंतही ई-लर्निंगच्या माध्यमातून गणिताचा सराव केला व ई अध्ययन केले. नियंत्रित गटातील विद्यार्थ्यांना पारंपारिक पद्धतीने घनफळ व पृष्ठफळ या घटकाचे अध्यापन केले त्यानंतर दोन्ही गटांची २० गुणांची चाचणी घेऊन Interactive Board द्वारे विद्यार्थ्यांनाच ही चाचणी तपासण्यासाठी मार्गदर्शन केले. संशोधिकेच्या उपस्थितीत ही चाचणी विद्यार्थ्यांनी तपासली. अंतीम गुणांचे विश्लेषण करुन संशोधन निष्कर्ष काढण्यात आले. Interactive Board वरील शिजक, विद्यार्थी, कृती save होत असल्यामुळे शिक्षक, विद्यार्थी दोघानांही फावल्या वेळी आपल्या कृती तपासता आल्या. अशा प्रकारे ई-लर्निंगद्वारे इयत्ता आठवीच्या विद्यार्थ्यांना अध्ययन करता आले.

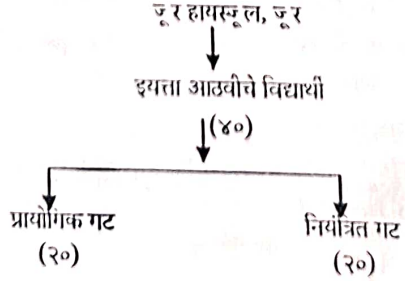
प्रायोगिक अभिकल्प :-

प्रस्तुत संशोधनासाठी संशोधिकेने समान गट अभिकल्पाचा वापर केला आहे.



संशोधन नमुना निवड :-

प्रस्तुत संशोधनात संशोधिकेने असंभाव्यता पद्धतीमधील सहेतुक नमुना निवड पद्धतीचा वापर केला आहे.



संशोधनाची साधने :-

संशोधिकेने प्रस्तुत संशोधनासाठी पुढील संशोधन साधनांचा वापर केला आहे.

१) जणित संपादन चाचणी :- संशोधिका निर्मित

संज्याशास्त्रीय साध-ने :-

१) मध्यमा-न

२) प्रमाण विचलन

३) 't' चाचणी

उद्दिष्टानुसार संकलित महितीचे विश्लेषण, अर्थनिर्वचनानंतरचे प्रमुख निष्कर्ष :-

उद्दिष्ट क्र. १, २ व ३ वरुन

उद्दिष्ट क्र. १ इयत्ता आठवीच्या विद्यार्थ्यांना घनफळ व पृष्ठफळ या घटकाचे पारंपरिक पद्धती अध्यापनाद्वारे अध्ययनास प्रवृत्त ज रजे.

उद्दिष्ट क्र. २ इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंग च्या माध्यमातून घनफळ व पृष्ठफळ या घटकाचे अध्यापनाद्वारे अध्ययनास प्रवृत्त करणे.

उद्दिष्ट क्र. ३ इयत्ता आठवीच्या विद्यार्थ्यांना ई-लर्निंग माध्यमातून होणाऱ्या अध्ययनाच्या परिणामकारकतेचा अभ्यास ज रजे.

इयत्ता आठवीच्या विद्यार्थ्यांमध्ये ई-लर्निंगच्या माध्यमातून होणाऱ्या अध्ययनाच्या परिणामकारकतेचे संख्याशास्त्रीय प्रमाण:-

	प्रायोगिक गट	नियंत्रित गट
मध्यमा-न	१५.३५	११.७
प्रमाण विचलन	१.४९	२.९
't' चाचणी (०.०५स्तर)	प्राप्त t = ५.००४, पत्रक t = २.०९	

प्राप्त t (५.००४) > पत्रक t (२.०९)

∴ प्राप्त t सार्थक आहे.

∴ शून्य परिकल्पनेचा त्याग करावा लागेल.

नि-ष्ज र्ष :-

इयत्ता आठवीच्या विद्यार्थ्यांमध्ये ई-लर्निंग माध्यमाच्या वापराचा गणित संपादणूकीवर धनात्मक परिणाम दिसून आला.

संशोधनासाठी शिफारशी :-

१) प्राथमिक, माध्यमिक स्तरावरील शाळेत ई लर्निंगसाठी संगणक, LCD, Interactive Board ची सुविधा शाळेने, शास-ना-ने उपलब्ध करुन द्यावी.

२) प्राथमिक, माध्यमिक स्तरावरील शाळेतील शिक्षकांनी ई-लर्निंगचा वापर करुन अध्ययन अध्यापन प्रक्रिया राबवावी.

३) प्राथमिक, माध्यमिक स्तरावरील विद्यार्थ्यांना सर्वच विषयासाठी ई लर्निंगसाठी संगणकाचा वापर स्वत: करण्यासाठी परवा-नगी द्यावी.

४) शाळा, लोकसहभाग, शासन, विविध संस्था, माजी विद्यार्थी अशा लोकवर्गणीतून संगणक प्रयोगशाळा अद्ययावत करावी.

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श्री मौनी विद्यापीठ संचलित,

आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी

ता. भुदरगड जिल्हा - कोल्हापूर

नॅकद्वारा मानांकन 'B' (२०१३)

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प्राचार्य डॉ. आर. डी. बेलेकर ऑफीस फोन ०२३२४ २२००७९ फॅक्स नं. ०२३२४ २२०६५४

जावक एजेसीई / ९८१/१/२०१८ २०१९ दिनांक :-

प्रति,

मा.सौ./श्री. पी.एस.देसाई

आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय,गारगोटी

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विषय :महाविद्यालयातील Nodal Officer सांख्यिकीय माहिती एकत्रीकरण व समन्वय अधिकारी या पदावरील नियुक्ती बाबत.

संदर्भ - विश्वविद्यालय अनुदान आयोग ,पुणे यांचे कार्यालयीन

पत्र क्र. No,f,1/2/2-1- (Imp.&star)20/06/2011.

उपरोक्त विषय संदर्भांकित पत्राचे आधारे सन २०१८-१९ या शैक्षणिक वर्षासाठी महाविद्यालयामध्ये Nodal Officer म्हणून गणित व संख्याशास्त्र या विषयाशी संबंधित असणा-या एका प्राद्यापकाची नियुक्ती करावायाची आहे. .त्यानुसार महाविद्यालयाचे प्रशासनाने आपली या पदावर सन २०१८-१९ या शैक्षणिक वर्षासाठी नियुक्ती केलेली आहे. .या संदर्भाचे आलेल्या पत्राची प्रत यापुर्वीस आपणास दिलेली आहे. .पत्रातील माहितीचा अभ्यास करून त्याप्रमाणे आपण काम करावे ही आपेक्षा, आपल्याकडे या संदर्भात येणा-या कामाचा तपशील पुढील प्रमाणे आहे.

१. यु.जी.सी.ने महाविद्यालयाकडे मागितलेली सांख्यिकीय माहिती तयार करणे व ती पाठविणे.
२. यु.जी.सी.संदर्भात महत्वाची माहिती बाबत कार्यालयास मार्गदर्शन करणे.
३. महाविद्यालयामध्ये विविध विभागामध्ये महिती संदर्भात समन्वय प्रस्थापीत करणे.

उपरोक्त नमूद केले प्रमाणे आपण काम करणेचे आहे. .सदरहू पदावर कार्यरत राहून आपण महाविद्यालयास सहकार्य करावे.

प्राचार्य,
आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय
गारगोटी जि. कोल्हापूर

Biomatrick D:\patil 2201112/All Committee 2017-19