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on

Skill Oriented Education

EDUCON-26

Date-27th March, 2026

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Distinguished guests, respected educators, policymakers, and dear participants,
It gives me immense pleasure to extend my warm greetings to all of you gathered here for the National Conference on Skill-Oriented Education. This conference represents a significant step toward shaping a future-ready education system that empowers our youth with the skills, knowledge, and competencies required to thrive in a rapidly evolving world.
In today's dynamic global landscape, education must go beyond the traditional boundaries of textbooks and examinations. Skill education has emerged as a powerful tool to bridge the gap between learning and livelihood. It equips learners not only with technical expertise but also with critical thinking, creativity, collaboration, and problem-solving abilities.
India stands at a crucial juncture where its demographic dividend can become its greatest strength. However, this potential can only be realized if we invest meaningfully in skill development. Initiatives aligned with national priorities aim to integrate vocational education with mainstream learning, ensuring that every learner is prepared for real-world challenges.
This conference provides an excellent platform for sharing innovative practices, research insights, and collaborative strategies. I encourage all participants to engage in meaningful discussions, exchange ideas, and explore partnerships that can strengthen the ecosystem of skill development.
I am confident that the deliberations and outcomes of this conference will contribute significantly to building an inclusive, sustainable, and skill-oriented education system for our nation.
I wish the conference great success and hope it inspires collective action toward empowering our youth and strengthening our country's future.

Thank you.

Hon.Mr.Sanjay S.Navale Sir
Joint Secretary of SPSPM

Distinguished dignitaries, esteemed educators, and dear participants,
I extend my warm greetings to all present at this National Conference on Skill-Oriented Education. It is indeed a matter of great pride to be part of this important gathering that focuses on strengthening the foundation of skill-based learning in our country.
In the present era, the integration of skill education within the formal education system has become essential for preparing learners to meet the demands of the 21st-century workforce. Skill development not only enhances employability but also fosters innovation, entrepreneurship, and self-reliance among our youth.

The government has undertaken several initiatives to promote skill education, ensuring its alignment with industry requirements and global standards. The emphasis is on creating flexible learning pathways, strengthening vocational training, and encouraging collaboration between educational institutions and industry partners.

This conference serves as a valuable platform for dialogue, knowledge sharing, and the exchange of best practices. I urge all participants to actively engage in discussions and contribute their insights toward building a robust and inclusive skill education ecosystem.

I am confident that the outcomes of this conference will provide meaningful directions for policy implementation and institutional practices, ultimately contributing to national development.

I convey my best wishes for the success of this conference and hope it leads to impactful outcomes.

Thank you.

Hon.Dr.Asha Bokil Madam
Education Director STES Pune

Distinguished dignitaries, respected academicians, and dear participants,
I am delighted to extend my warm greetings to all of you on the occasion of the National Conference on Skill-Oriented Education. This conference provides a valuable platform to deliberate on the growing importance of skill-based education in transforming our teaching-learning processes and preparing students for real-life challenges.
In today's rapidly changing world, education must evolve to meet the needs of society and the economy. Skill education plays a crucial role in bridging the gap between theoretical knowledge and practical application. It empowers learners with competencies such as critical thinking, creativity, communication, and collaboration, which are essential for success in the 21st century.

At the institutional and administrative levels, we are committed to integrating skill education across all stages of schooling in alignment with national educational priorities. Emphasis is being placed on experiential learning, vocational exposure, and the effective use of technology in classrooms. Teachers play a pivotal role in this transformation, and continuous professional development is key to equipping them with the necessary skills and pedagogical approaches.

This conference will undoubtedly foster meaningful discussions, promote innovative practices, and encourage collaboration among educators, policymakers, and industry stakeholders. I urge all participants to actively engage, share their experiences, and contribute to building a strong and inclusive skill education ecosystem.

I am confident that the insights and recommendations emerging from this conference will significantly contribute to enhancing the quality and relevance of education in our country. I extend my best wishes for the grand success of this conference.

Thank you.

Hon. Dr. Sajikrao Keshavrao Patil
Principal of SKNCOE Kamlapur

Distinguished dignitaries, respected guests, esteemed educators, and dear participants,
It gives me immense pleasure to extend a warm welcome to all of you to the National Conference on Skill Oriented Education. This conference is a significant initiative aimed at promoting the importance of skill-based learning in today's education system.
As a Principal, I strongly believe that education must prepare students not only for examinations but also for life. Skill education plays a vital role in nurturing practical knowledge, creativity, problem-solving abilities, and a spirit of innovation among learners. It helps bridge the gap between academic learning and real-world application, making students more confident and self-reliant.

At the school level, we are continuously striving to integrate skill-based activities, vocational exposure, and experiential learning into our curriculum. We encourage our teachers to adopt learner-centered and activity-based approaches that foster holistic development. Collaboration with industry and the community further strengthens students' understanding of workplace skills and responsibilities.

This conference provides an excellent platform for sharing best practices, innovative ideas, and research findings related to skill education. I encourage all participants to actively engage in discussions and contribute towards building a future-ready education system.

I am confident that the deliberations of this conference will inspire new perspectives and lead to meaningful changes in teaching and learning practices.

I wish the conference great success and extend my best wishes to all the participants.

Thank you.

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Original Article

Developing Emotional Intelligence among Students as a Determinant for Effective Classroom Control: A Conceptual Framework

Dr. Patil Sajikrao Keshavrao
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Abstract
This conceptual research paper investigates the strategic role of Emotional Intelligence (EI) as a fundamental determinant for establishing and maintaining effective classroom control. By synthesizing established theoretical constructs—most notably Daniel Goleman's Five-Dimensional Framework—the study posits that the cultivation of emotional competencies, such as self-awareness, impulse control, and social regulation, serves as an internal psychological infrastructure for student self-discipline. Unlike conventional behaviorist approaches that rely on external reinforcement, this research argues that behavioral disruptions are often symptomatic of unresolved emotional volatility. To address this, the study proposes the "EI-Based Classroom Management Model" (EI-CMM), a tripartite operational framework consisting of Ambient Emotional Modeling, Integrated Affective Curricula, and Restorative Reflective Protocols. Through a critical analysis of neuro-pedagogical principles, specifically the relationship between the prefrontal cortex and amygdala-driven responses, the paper demonstrates how emotional literacy reduces "fight-or-flight" classroom triggers. The findings emphasize that effective classroom control is not defined by the enforced silence of the student body, but by the harmonious synchronization of emotional and cognitive states, leading to increased academic persistence and reduced teacher burnout. The study concludes with actionable recommendations for teacher education programs in regional contexts like Solapur, advocating for a shift from "compliance-based policing" to "commitment-based mentoring."

Keywords: *Emotional Intelligence (EI), Classroom Control, Socio-Emotional Learning (SEL), Pedagogy, Neuro-Pedagogy, Self-Regulation, Teacher Education, Restorative Practices*

Introduction

The Evolution of Classroom Management

Traditional classroom management has historically been rooted in Behaviorism, utilizing a system of external rewards and punishments to maintain order. This "carrot and stick" approach relies on the premise that student behavior can be modified through immediate consequences. However, 21st-century pedagogy suggests that such "top-down" control is often superficial and temporary, failing to address the underlying psychological drivers of misconduct.

This paper posits that sustainable classroom harmony originates from the internal emotional architecture of the student. Emotional Intelligence (EI), defined as the capacity to perceive, integrate, and regulate emotions, serves as the psychological foundation for self-discipline. For educators in the Solapur district, where classrooms are often characterized by diverse socio-economic backgrounds, fostering EI is not merely a "soft skill" but a core instructional strategy. When students possess the vocabulary to express frustration and the tools to manage impulse, the need for teacher-led "policing" diminishes significantly. By focusing on emotional literacy, we move from a model of "enforced compliance" to one of "self-directed regulation."

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Conceptual Framework

The Goleman Nexus and Neuro-Pedagogy

The study adopts Daniel Goleman's five-dimensional model as the primary theoretical lens, supplemented by recent findings in social-emotional learning (SEL) and neuro-pedagogy.

- **Self-Awareness (The Affective Baseline):** Students are taught to recognize the physical sensations of emotion (e.g., a racing heart, clenched fists, or shallow breathing before an outburst). This "metacognition of feeling" allows for an intervention gap between a stimulus and a reactive response. When a student can identify "I am feeling angry," they gain the power to choose their next action.
- **Self-Regulation (The Executive Function):** This involves the prefrontal cortex's ability to inhibit the amygdala's "fight-or-flight" response. Classroom control is achieved when students are equipped with cognitive tools—such as mindfulness or reappraisal—to navigate academic stress without resorting to disruptive externalization or withdrawal.
- **Internal Motivation (Cognitive Persistence):** By fostering intrinsic goals rather than relying on external validation, students develop resilience against boredom and failure—two primary triggers for classroom misconduct. A motivated student views a challenge as an opportunity rather than a source of frustration.
- **Empathy (The Social Glue):** Empathy facilitates a transition from a competitive classroom culture to a collaborative one. It involves understanding the perspectives and feelings of peers, which directly reduces instances of bullying, exclusionary behavior, and interpersonal conflict.
- **Social Skills (Conflict Transformation):** Moving beyond mere "politeness," this involves active listening, assertive communication, and cooperative problem-solving. These skills enable students to negotiate peer conflicts independently, allowing the teacher to focus on instruction rather than arbitration.

3. The Correlation Between EI and Classroom Control: A Diagnostic View

The efficacy of classroom control is inversely proportional to the collective emotional volatility of the student body. Research indicates that "acting out" is frequently a symptomatic expression of "unprocessed emotion."

- The De-escalation Cycle: High-EI students act as "emotional anchors" within peer groups. They possess the social awareness to sense rising tension and the social skills to diffuse it before it reaches the teacher's threshold for intervention. This peer-level regulation is far more effective than traditional disciplinary measures.
- Neuro-Biological Order: A classroom focused on EI intentionally seeks to reduce cortisol levels (the stress hormone) among students. Chronic stress impairs the brain's ability to process information and regulate behavior. Conversely, an environment that promotes emotional safety leads to higher cognitive functioning and lower behavioral volatility, creating a "natural" state of order.

4. Proposed Model: EI-Based Classroom Management (EI-CMM)

To operationalize these concepts, the EI-CMM model suggests three developmental phases designed to integrate emotional work into the fabric of the school day:

- **Phase I: The Affective Atmosphere (Ambient EI):** The teacher serves as the primary model for emotional transparency. By openly stating, "I am feeling a bit overwhelmed by the noise level right now, let's all take a collective breath to refocus," the educator validates emotional expression as a constructive tool for maintaining order.
- **Phase II: The Integrated Curriculum (Explicit EI):** Emotional themes are not isolated into a weekly "life skills" class but are woven into core academic subjects. For instance, discussing the emotional motivations behind the decisions of historical figures or analyzing the internal conflicts of literary characters helps students build a sophisticated empathetic vocabulary.
- **Phase III: The Restorative Protocol (Reflective EI):** This phase involves replacing the "punitive" detention model with "Restorative Circles." When a disruption occurs, the focus shifts away from "who broke the rule" to a reflective inquiry: What was the underlying emotion? Who was affected by the action? How do we repair the harm and the relationship?

5. Challenges in Implementation: The Institutional Gap

Despite the evident theoretical and practical benefits, several systemic barriers to EI implementation persist in the current educational framework:

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- **The "Syllabus Trap":** The high-stakes testing environment prevalent in many Indian schools often leads to a hyper-focus on academic content. In this context, "emotional checking" or taking time for self-reflection is frequently viewed as a waste of valuable instructional time.
- **The Cultural Stoicism:** In many regional and traditional contexts, the open expression of emotion—especially among male students—is culturally discouraged. This can lead to "suppressed-emotion disruptions," where emotions that are not allowed to be spoken are eventually acted out through aggression or defiance.
- **Teacher Burnout:** Educators who struggle with their own emotional regulation or who are experiencing burnout cannot effectively mentor student EI. This necessitates a robust "Trainer of Trainers" approach at the B.Ed. and M.Ed. levels to ensure teachers are emotionally equipped before they enter the classroom.

6. Suggestions for Stakeholders and Educators

To bridge the gap between theory and practice, the following actions are recommended:

- **Pedagogical Pivot:** Educational leadership must encourage a shift from "Compliance-Based Control" to "Commitment-Based Management." This requires viewing the teacher as an emotional coach rather than a disciplinarian.
- **The "Calm Corner" Architecture:** Classrooms should be physically modified to include "Regulation Stations." These are quiet spaces equipped with sensory tools, reflection journals, and breathing guides where students can go voluntarily to regain their emotional footing.
- **Parent-Teacher Synergy:** Schools should conduct "Emotional Literacy Circles" for parents. Consistency between the home and school environment is crucial; regulation techniques learned in class must be reinforced by caregivers to become habitual.
- **Policy Advocacy:** There is a need to petition for EI and Social-Emotional Learning (SEL) to be included as weighted components in formal evaluation frameworks, such as the Continuous and Comprehensive Evaluation (CCE).

Conclusion: Beyond the Quiet Classroom

The ultimate goal of education is the development of a self-actualized, socially responsible individual. Consequently, classroom control should not be measured by the "silence" of the room, but by the "quality of the interactions" within it. Developing Emotional Intelligence transforms students from passive subjects of discipline into active, conscious architects of their own conduct.

As teacher educators, our mission is to ensure that the classrooms of tomorrow are governed not by the fear of the rod, but by the strength of the heart. By investing in the emotional architecture of our students, we create learning environments that are not only more manageable but also more profoundly human.

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Original Article

Soft Skills and Emotional Intelligence in Teacher Education.

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Abstract
Soft skills and emotional intelligence (EI) have become essential components in teacher education, as they significantly influence teaching effectiveness, classroom management, and student engagement. This paper explores the integration of soft skills—such as communication, teamwork, adaptability, and problem-solving—with emotional intelligence competencies including self-awareness, self-regulation, empathy, and social skills in the professional development of teachers. It highlights how emotionally intelligent educators are better equipped to handle diverse classroom situations, foster positive learning environments, and build meaningful relationships with students. Furthermore, the study emphasizes the need for structured training programs within teacher education curricula to cultivate these competencies. By incorporating experiential learning, reflective practices, and mentoring, teacher preparation programs can enhance both personal and professional growth. The paper concludes that strengthening soft skills and emotional intelligence in teachers leads to improved educational outcomes and holistic student development.

Keywords: *Soft Skills; Emotional Intelligence; Teacher Education; Classroom Management; Communication Skills; Empathy; Professional Development; Social-Emotional Learning; Teacher Effectiveness*

Teacher education is the cornerstone of a thriving educational system. It equips educators with the necessary skills and knowledge to inspire and guide students. Traditional teacher training programs have predominantly focused on technical and subject-specific skills.
However, the modern educational landscape demands more than just academic proficiency. Soft skills, are crucial for effective teaching and fostering a positive learning environment.
The importance of interpersonal and soft skills, which are essential for fostering a positive and productive learning environment.

Soft Skills in Teaching

Soft skills refer to interpersonal and emotional abilities that facilitate effective communication and collaboration. These skills are increasingly recognized as vital components of effective teaching. They encompass a range of interpersonal and emotional abilities that enhance classroom interaction and student engagement.

These skills include attributes such as communication, empathy, teamwork, adaptability, and problem-solving. Moreover, soft skills are essential for creating a supportive and effective learning environment. Unlike hard skills, which are technical and specific, soft skills are universal and applicable across various situations.

Soft Skills for Teachers

- **Effective Communication is e**ssential for clear instruction and fostering understanding.

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- **Empathy and Emotional Intelligence h**elp teachers connect with students on a personal level.
- **Teamwork and Collaboration** promote a cooperative classroom environment.
- **Adaptability and Flexibility al**low teachers to handle unexpected situations effectively.

Conflict Resolution and Problem-Solving is Critical for maintaining a positive and productive classroom.
Soft skills include personal attributes that help people build strong relationships, manage time, and work well in teams. They are essential for university students, professionals, entrepreneurs—and children preparing for any of these paths. **School Beyond Limitations (SBL)**. Our students learn, practice, and refine these skills every day.

Essential Soft Skills at SBL

1. **Communication -** SBL students learn to express themselves clearly in speaking and writing. They actively listen, present ideas, and engage in thoughtful discussions.
2. **Leadership** - Students develop confidence to lead projects, guide peers, and think strategically. Leadership is built into our lessons.
3. **Teamwork** - From collaborative tasks to peer learning, students work together to reach goals, learning accountability and conflict resolution.
4. **Creativity**- To nurture curiosity and innovation, encouraging students to solve problems from fresh perspectives.
5. **Time Management** - learners are taught to set goals, prioritize tasks, and manage time efficiently—key habits for reducing stress and achieving balance.
6. **Adaptability** - Students become more flexible and resilient by learning to adjust to change, think on their feet, and stay positive under pressure.
7. **Problem-Solving** - Through real-world projects, students develop critical thinking skills and explore multiple solutions to challenges.
8. **Work Ethic** - To foster commitment and responsibility. Students show up on time, stay organized, and take pride in their work.
9. **Conflict Management** - With guidance, students learn how to resolve disagreements constructively through empathy and open communication.
10. **Emotional Intelligence** - At SBL, students build self-awareness, manage their emotions, and relate to others with empathy and understanding.

Importance of Soft Skills in the Educational Environment

Soft skills are increasingly recognized as vital components of effective teaching, contributing significantly to various aspects of the educational experience. They enhance teacher-student relationships, improve classroom management, and support the development of an inclusive learning environment.

- Enhances teacher-student relationships and classroom management.
- Prepares teachers to address diverse student needs and foster an inclusive atmosphere.
- Improves communication skills, aiding in clearer and more effective instruction.
- Encourages collaboration among students, promoting teamwork and peer learning.
- Develops conflict resolution skills, helping teachers manage classroom disputes effectively.
- Fosters emotional intelligence, allowing teachers to better understand and support students' emotional needs.
- Promotes adaptability, enabling teachers to handle unexpected changes or challenges in the classroom.
- Enhances problem-solving abilities, assisting teachers in finding creative solutions to educational issues.
- Encourages a positive learning environment, which can boost student motivation and engagement.
- strengthens leadership skills, helping teachers to guide and inspire their students effectively.

The role of Soft Skills in effective teaching

Soft skills play a pivotal role in enhancing various aspects of teaching, from classroom management to building strong relationships with students.

Enhancing Classroom Management

Teachers who possess strong communication and emotional intelligence can manage their classrooms more effectively. They can address student behaviour issues calmly and empathetically, preventing disruptions and maintaining a positive learning atmosphere. For instance, a teacher who uses clear and compassionate communication can de-escalate conflicts and ensure that students remain focused on their studies.

Improving Student-Teacher Relationships

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When teachers build rapport with their students through active listening, empathy, and effective communication, they create a trusting and respectful environment. This trust encourages students to engage more actively in their learning, participate in class discussions, and seek help when needed.

Supporting Inclusive Education

Soft skills enable teachers to recognise and respond to individual differences, whether they relate to cultural backgrounds, learning styles, or special needs. By fostering an inclusive and supportive classroom culture, teachers can ensure that all students feel valued and included.

To fully realise the benefits of soft skills, they must be systematically integrated into teacher education Currently, many existing teacher training programs focus primarily on enhancing technical skills. There is a noticeable gap in the training of soft skills. Here's how soft skills can be integrated into teacher education

Workshops and Seminars are focused on developing specific soft skills.

- **Role-Playing and Simulation Exercises which** provide practical experience in using soft skills.

Continuous Professional Development Opportunities ensure ongoing growth and skill enhancement.

In today's fast-paced world, success depends not only on academics or tech skills—but also on **emotional intelligence in education**. Traits like empathy, communication, adaptability, and teamwork are now crucial for thriving in school, work, and life.

At **School Beyond Limitations (SBL)**, we know that soft skills are the backbone of success. That's why our learning model integrates **emotional intelligence** into every lesson, empowering students to grow as confident, capable individuals.

In today's fast-paced world, success takes many forms. Yet, in nearly every area, it depends not just on academic performance or technical knowledge, but also on soft skills. Skills like teamwork, communication, adaptability, and emotional intelligence are now critical for thriving in modern life and work. These skills, often called interpersonal or people skills, help individuals interact effectively. Although they're harder to measure than test scores, they're vital for collaboration, creativity, and leadership.

Teaching is more than imparting lessons; it's about touching lives. Emotional intelligence (EI) introduces the heart to the profession. It reminds us that behind every lesson, there's a relationship. And when the relationship is established on care and understanding, learning comes naturally.

In recent years, research has increasingly highlighted the importance of EI in fostering positive educational environments and enhancing academic outcomes.

EI plays a crucial role in the teaching profession, influencing not only how teachers manage their own emotions but also how they connect with and support their students.

High-emotional-intelligence teachers are more apt to react more positively and reflectively—both at school and at home. They can create a classroom atmosphere where students feel valued and understood.

Emotional **Intelligence**

Emotional intelligence, often called EQ, is the ability to recognise, understand, manage, and influence emotions in oneself and others.

For educators, it implies understanding one's own emotions, controlling emotional reactions, and being able to empathise with students' emotional states.

The five essential elements of EI include:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills

These play a key role in building a supportive and efficient learning environment.

Emotional intelligence is important **teachers**

Teachers with strong emotional intelligence can more easily create solid, trusting relationships with students. Instead of responding sharply, they respond empathetically. A simple change in response can change the entire class environment. When students feel understood and emotionally supported, they are more engaged and motivated to learn.

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Emotional intelligence also helps teachers manage classroom behaviour calmly and thoughtfully, addressing the root causes of disruptions rather than reacting impulsively.

Steps to practice emotional intelligence in the classroom

As teachers, your ability to connect, understand, and respond to emotions can shape the learning experience in incredible ways.

Self-Awareness

Before managing others, you've got to understand your own emotional triggers. Try journaling, breathing exercises before class, or a quick check-in with yourself. Being mindful of your moods helps create a calmer classroom.

- **Model the Behavior You Want to See**
- Teachers act as role models, guiding students in recognizing and managing their emotions. Children are watching everything. If teachers demonstrate patience, kindness, and emotional control, then students will learn to do the same. This affects not only their academic success, but their emotional growth as well.
- **Create a safe space**
- Allow students to share feelings without fear. Begin the day with brief mood check-ins, use feelings charts, or allow cool-down corners. When children feel safe, they excel emotionally and academically. Along with teachers, school counsellors can also play a big role in developing EI in students by making them feel supported and cared for.
- **Talk about emotions**
- Incorporate "feeling words" into your vocabulary. Rather than "being bad," ask what might be troubling a student. Conversations like, "You seem frustrated. Want to talk about it?" go a long way.
- **Practice perspective-taking**
- When conflict arises, ask students how others might be feeling. Empathy is built by helping kids step into someone else's shoes. It's one of the most powerful emotional tools you can teach.
- **Celebrate growth**

When a student regulates frustration or assists another student, call it out. Emotional victories are just as deserving of praise as academic ones. It is evidence that teaching students' kindness and regulation are important.

Integrating Emotional Intelligence into the Curriculum

Integrating emotional intelligence (EI) into the curriculum is a powerful way to support students' overall growth, both academically and personally.

Embed EI in lesson plans: Integrate activities that educate student teachers to identify and label their emotions, develop empathy, and solve conflicts.

For instance, reading discussions about characters' emotions in books or role-playing social scenarios in social studies enable student Teaching is more than imparting lessons; it's about touching lives. Emotional intelligence (EI) introduces the heart to the profession. It reminds us that behind every lesson, there's a relationship. And when the relationship is established on care and understanding, learning comes naturally.

In recent years, research has increasingly highlighted the importance of EI in fostering positive educational environments and enhancing academic outcomes.

Emotional intelligence also helps teachers manage classroom behavior calmly and thoughtfully, addressing the root causes of disruptions rather than reacting impulsively.

I) into the curriculum is a powerful way to support students' overall growth, both academically and personally. For instance, reading discussions about characters' emotions in books or role-playing social scenarios in social studies enable student teachers to emotionally connect with the subject matter.

- **Build a Supportive classroom culture**: Build a culture in which student teachers feel comfortable expressing their feelings without fear of judgment. Teachers demonstrating empathy, active listening, and respectful communication establish the tone for constructive interactions.
- **Use reflection and mindfulness**: Encourage student teachers to reflect on their feelings through journaling or mindfulness exercises. These practices build self-awareness and help students manage stress and anxiety.
- **Encourage Social Skills through group projects**: Group projects and project-based learning offer real life opportunities for students to build skills such as teamwork, problem-solving, and communication.
- **Highlight the benefits**: emotional intelligence development results in improved relationships, resilience, self-confidence, and decision-making. These are the skills they will utilize well after school.

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Conclusion

Emotional intelligence is not just an add-on skill but a fundamental part of effective teaching. It influences everything from classroom management to student engagement and academic success. Soft skills are very important not only in teaching profession, but in other professions too. One must have an excellent grip on soft skills to get success in life. Soft skills are a show case of our attitude and nature. Possessing effective soft skills is a key to success not only in teaching profession, but in all professions which require human interaction
By cultivating their own emotional intelligence and fostering it in their students, teachers create a positive, empathetic learning environment that benefits everyone involved. This human-centred approach to education equips students with the emotional tools they need to thrive both in school and in life.

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Original Article

Soft Skills and Emotional Intelligence in Teacher Education

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Abstract

Teacher education in the 21st century extends beyond pedagogical knowledge and subject expertise to include soft skills and emotional intelligence (EI) as foundational competencies. The dynamic classroom environment, diverse learner needs, and increasing socio-emotional challenges necessitate teachers who are empathetic, self-aware, communicative, and resilient. This paper explores the theoretical foundations, significance, integration strategies, and empirical implications of soft skills and emotional intelligence in teacher education. Using qualitative review methodology, the study synthesizes classical and contemporary research in emotional intelligence theory, teacher effectiveness, and professional competence frameworks. Findings suggest that structured integration of EI and soft skills training in pre-service and in-service teacher education enhances classroom management, student engagement, professional satisfaction, and overall educational quality. The paper concludes with policy recommendations for embedding EI-based competency models into teacher education curricula.

Keywords: *Soft Skills, Emotional Intelligence, Teacher Education, Professional Competence, Social-Emotional Learning*

Introduction

Education systems worldwide are increasingly recognizing that effective teaching requires more than cognitive and pedagogical competence. Teachers must navigate emotionally complex classrooms, manage diverse student behaviors, and foster inclusive learning environments. In this context, soft skills—such as communication, teamwork, adaptability, and leadership—and emotional intelligence have emerged as critical professional attributes.

The concept of Emotional Intelligence gained prominence through the works of **Peter Salovey** and **John D. Mayer**, who defined EI as the ability to perceive, understand, manage, and regulate emotions. Later, **Daniel Goleman** popularized EI by linking it to workplace performance and leadership effectiveness.

In teacher education, these competencies are essential for fostering student engagement, maintaining classroom harmony, and promoting holistic development.

Conceptual Framework

2.1 Soft Skills

Soft skills refer to non-technical interpersonal abilities that influence how individuals interact and work with others. In teacher education, key soft skills include:

- Effective communication
- Active listening
- Team collaboration

Conflict resolution

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- Adaptability and flexibility
- Leadership and decision-making

2.2 Emotional Intelligence

Emotional intelligence generally comprises five core components (Goleman model):

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

These components directly influence teacher behavior, classroom climate, and student-teacher relationships.

Review of Literature

Research consistently highlights the importance of EI in teaching effectiveness. Studies show that teachers with high emotional intelligence demonstrate better classroom management, reduced burnout, and stronger student relationships.

- Emotional competence is linked to teacher well-being and lower occupational stress.
- Teachers with strong interpersonal skills foster collaborative learning environments.
- Social-emotional learning (SEL) programs improve both teacher and student outcomes.

Empirical research indicates that EI training enhances reflective practices and professional identity among pre-service teachers.

Need for Soft Skills and EI in Teacher Education

4.1 Classroom Management

Emotionally intelligent teachers manage disruptive behaviors constructively and maintain positive discipline.

4.2 Inclusive Education

EI supports culturally responsive teaching and inclusive classroom practices.

4.3 Professional Resilience

Teaching is emotionally demanding. EI enhances coping strategies and reduces burnout.

4.4 Student Academic and Emotional Growth

Teachers serve as emotional role models. Their empathy and communication significantly impact student motivation and academic performance.

Integration into Teacher Education Curriculum

5.1 Structured Training Modules

- Workshops on emotional regulation
- Role-play and simulation exercises
- Reflective journaling

5.2 Assessment Strategies

- Emotional intelligence inventories
- Peer evaluation
- Reflective portfolios

5.3 Practicum Integration

Embedding EI competencies in teaching practice assessments.

Research Methodology

This paper adopts a qualitative research design using secondary sources including peer-reviewed journals, books, and policy reports. The study synthesizes theoretical and empirical findings to propose a competency-based framework for integrating soft skills and EI in teacher education.

Challenges

- Lack of structured curriculum components
- Difficulty in measuring soft skills objectively
- Limited faculty training in EI-based pedagogy
- Overemphasis on cognitive achievement metrics

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Recommendations

1. Incorporate EI modules in B.Ed. and M.Ed. programs.
2. Develop standardized EI assessment tools.
3. Provide faculty development programs.
4. Align teacher education accreditation standards with socio-emotional competencies.

Conclusion

Soft skills and emotional intelligence (EI) are no longer supplementary attributes in teacher preparation; they are foundational competencies that determine the overall effectiveness, sustainability, and ethical strength of the teaching profession. In an era marked by cultural diversity, technological advancement, inclusive education mandates, and heightened socio-emotional challenges among learners, teachers are expected to perform roles that extend far beyond content delivery. They act as facilitators, mentors, counselors, leaders, and emotional anchors within the classroom ecosystem. Therefore, teacher education programs must intentionally cultivate interpersonal sensitivity, empathy, adaptability, collaboration, and emotional regulation alongside pedagogical expertise.

Emotional intelligence enables teachers to develop self-awareness regarding their attitudes, biases, and emotional triggers, which directly influences classroom interactions and decision-making processes. Self-regulation helps educators manage stress, prevent reactive discipline practices, and maintain professional composure. Empathy strengthens teacher–student relationships, fostering trust and psychological safety—conditions essential for meaningful learning. Social skills enhance collaboration with colleagues, parents, and institutional stakeholders, thereby improving the overall school climate. Motivation, as an internal EI component, sustains professional commitment and resilience in the face of occupational stress and systemic constraints.

The integration of soft skills and EI into teacher education contributes significantly to:

- **Improved Classroom Management:** Emotionally competent teachers use restorative and supportive strategies rather than punitive approaches, reducing conflict and promoting positive discipline.
- **Inclusive and Equitable Practices:** Teachers with high EI are better prepared to understand diverse learner needs, including students from varied socio-economic, linguistic, and cultural backgrounds.
- **Professional Well-being:** EI-based training reduces teacher burnout, emotional exhaustion, and attrition by strengthening coping mechanisms and reflective practices.
- **Enhanced Student Outcomes:** Research consistently shows that emotionally supportive classrooms improve student engagement, motivation, academic achievement, and social development.

Moreover, soft skills such as communication, teamwork, leadership, and problem-solving prepare teachers to function effectively within collaborative school systems. In contemporary educational settings that emphasize interdisciplinary learning, digital integration, and community participation, these competencies are indispensable.

A transformative teacher education framework must therefore transition from a purely knowledge-centric paradigm to a **competency-based professional model**. This model should embed emotional intelligence training through structured coursework, reflective journaling, peer feedback mechanisms, experiential learning, mentoring systems, and practicum-based evaluation. Assessment methods should move beyond written examinations to include behavioral observations, portfolio assessments, and socio-emotional competency rubrics.

Policy-level reforms are equally important. Accreditation bodies and regulatory authorities should formally recognize emotional and interpersonal competencies within teacher education standards. Faculty development programs must also equip teacher educators with the necessary tools to model and teach EI effectively. Without institutional commitment, soft skills training risks remaining theoretical rather than transformative.

In conclusion, the future of quality education depends not only on intellectual rigor but also on emotional competence. Preparing teachers who are emotionally intelligent, socially responsive, and ethically grounded will contribute to sustainable educational development and socially responsible citizenship. Embedding soft skills and emotional intelligence as core pillars of teacher education is not merely an innovation—it is an imperative for building resilient educators and nurturing holistic learners in the 21st century.

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Original Article

The Role of Education and Skills Development in Enhancing Employability in Maharashtra

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Abstract

Employability has become a critical concern in the contemporary globalized economy, where education systems are expected not only to impart knowledge but also to develop skills relevant to the labor market. Maharashtra, one of India's most industrialized and economically advanced states, faces challenges related to youth unemployment, skill mismatch, and unequal access to quality education. This research paper examines the role of education and skills development in enhancing employability among youth in Maharashtra. It explores the contribution of formal education, vocational training, skill development initiatives, government policies, and industry collaboration in preparing individuals for employment. The study highlights the importance of competency-based education, digital skills, entrepreneurship training, and lifelong learning opportunities. It also discusses challenges such as regional disparities, inadequate industry–academia linkage, and limited awareness of skill programs. The paper concludes with recommendations for strengthening education–employment alignment to promote sustainable economic growth and workforce readiness in Maharashtra. Education and skills development are critical components for improving employability in Maharashtra, where the demand for skilled workers is on the rise. This research paper examines the role of education and skills development in enhancing employability in Maharashtra. It looks at the current state of education and skills development in the country and the challenges that need to be addressed. The paper also explores the various initiatives the government and other organizations took to improve the quality of education and skill development programs. Furthermore, it highlights the importance of continuous learning and upskilling in today's fast-changing job market.

Keywords: *Employability, Skill Development, Education, Maharashtra, Vocational Training, Workforce Development*

Introduction

Education plays a significant role in shaping human capital and economic development. In the 21st century, employability depends not only on academic qualifications but also on practical skills, adaptability, communication abilities, and technological competence. Maharashtra, being a major economic hub of India with cities such as Mumbai, Pune, and Nagpur, offers diverse employment opportunities across manufacturing, services, IT, agriculture, and entrepreneurship sectors. Despite economic growth, many graduates struggle to secure employment due to skill gaps between educational outcomes and industry requirements. This situation emphasizes the need for integrating education with skill development initiatives. The National Education Policy (NEP) 2020 and various state-level programs have emphasized skill-based education to improve

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employment prospects. This paper investigates how education and skill development contribute to enhancing employability in Maharashtra and identifies strategies for improvement.

Objectives of the Study

1. To examine the relationship between education and employability in Maharashtra.
2. To analyze the role of skill development programs in improving employment
3. opportunities.
4. To study government initiatives promoting skill-based education.
5. To identify challenges in aligning education with labor market needs.
6. To suggest recommendations for improving employability outcomes.

Research Methodology

This study is based on qualitative and descriptive research methodology using secondary data sources. Government reports (Skill India Mission, Maharashtra Skill Development Mission), National Education Policy (2020), Research journals and academic publications, Reports from industry organizations and employment surveys. The analysis focuses on trends in education, vocational training, and skill development affecting employability in Maharashtra.

Conceptual Framework

4.1 Education and Employability

Employability refers to an individual's capability to gain, maintain, and progress in employment. Education enhances employability by: Developing cognitive abilities, enhancing technical knowledge, improving communication and problem-solving skills, Promoting adaptability and innovation. Traditional education emphasized theoretical knowledge, whereas modern education focuses on competency and skill-based learning.

4.2 Skills Development

Skills development includes: Technical skills, Soft skills, Digital literacy, Entrepreneurial competencies, Life skills, Skill development bridges the gap between education and industry expectations.

Educational Landscape in Maharashtra

Maharashtra has a strong educational infrastructure including: Universities and higher education institutions, Engineering and management colleges, Industrial Training Institutes (ITIs), Polytechnic institutions, Skill development centers. The state attracts students from across India due to quality higher education facilities. However, employability outcomes vary significantly between urban and rural regions. Key Features, Large higher education enrolment, growing private education sector, Increasing digital learning adoption, Expansion of vocational education.

Role of Formal Education in Enhancing Employability

- Knowledge Development
- Higher education institutions provide subject expertise essential for professional
- careers.
- Critical Thinking Skills
- Modern curricula encourage analytical thinking and problem-solving abilities.
- Communication Skills
- English proficiency and interpersonal communication are increasingly integrated
- into academic programs.
- Technology Integration
- Digital learning platforms and ICT-based teaching prepare students for
- technology-driven workplaces.

Role of Skill Development Programs in Maharashtra

Skill development initiatives play a crucial role in preparing youth for employment.

Major Programs:

7.1 Maharashtra State Skill Development Society (MSSDS)

Provides industry-oriented training programs aligned with market demands.

7.2 Skill India Mission Focuses on vocational training, certification, and employment readiness.

7.3 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

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Offers short-term skill training and recognition of prior learning.

7.4 Apprenticeship Programs-Enable practical workplace learning through industry collaboration.

Importance of Vocational Education and Training (VET)

Vocational education is essential for workforce readiness.
Benefits: Job-specific training, Reduced unemployment, Industry-relevant skills Increased productivity, In Maharashtra, ITIs and polytechnics play a significant role in supplying skilled labor to manufacturing and service sectors.

Soft Skills and Employability

Employers increasingly value soft skills alongside technical competence. Important soft skills include: Communication, Teamwork, Leadership, Time Management, Emotional intelligence, educational institutions now conduct personality development programs and career guidance workshops to enhance these competencies.

1Digital Skills and Employability

The digital economy requires new skill sets such as:
Data literacy, Artificial Intelligence basics, Coding and programming, Digital Marketing, Online collaboration tools, Maharashtra's IT hubs demand digitally skilled workers, making digital education essential.

Industry–Academia Collaboration

Strong collaboration between educational institutions and industries enhances employability. Examples: Internship programs, Industry guest lectures, Curriculum co-design, Campus recruitment initiatives, such partnerships ensure that students acquire practical exposure and industry-relevant skills.

Government Policies Supporting Employability

Government policies significantly influence employability outcomes.
Key Policies: National Education Policy 2020, Skill India Initiative, Startup India Program, Maharashtra Skill Development Policy, these policies promote experiential learning, vocational integration, and entrepreneurship.

Challenges in Enhancing Employability

Despite progress, several challenges exist:
Skill mismatch between education and industry needs. Lack of practical training opportunities., Rural–urban disparities in education quality., Limited career guidance and counseling., Low awareness about skill development programs. Insufficient industry participation in curriculum design., Addressing these challenges is essential for improving employment outcomes.

Role of Entrepreneurship Education

Entrepreneurship education encourages self-employment and innovation. Benefits include: Job creation, Economic growth, Reduced dependency on government jobs, Development of startup culture, Maharashtra's startup ecosystem supports youth entrepreneurship through incubation centers and financial assistance programs.

Gender and Employability

Education and skill development programs help increase women's participation in the workforce. Skill training in digital services, healthcare, and entrepreneurship has improved employment opportunities for women, though gender gaps still exist.

Recommendations

To enhance employability in Maharashtra, the following measures are

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suggested: Curriculum Reform: Integrate skill-based and competency- oriented learning. Industry Partnership: Strengthen collaboration between academia and industries. Expansion of Vocational Education: Promote skill training at secondary and higher education levels. Digital Skill Training: Introduce advanced technology courses. Career Counseling: Establish guidance centers in educational institutions. Teacher Training: Equip educators with modern teaching and technological skills. Rural Skill Centers: Improve access to training in rural areas. Entrepreneurship
Promotion: Encourage startup education and incubation support.

Conclusion

Education and skills development play a transformative role in enhancing employability in Maharashtra. While the state has strong educational institutions and growing skill initiatives, bridging the gap between education and employment remains a critical challenge. Integrating vocational education, digital competencies, and industry collaboration can significantly improve workforce readiness. Education and skills development are essential for enhancing employability in Maharashtra, and the government and other organizations have taken several initiatives to address the challenges. The research methodology outlined above will be used to investigate the role of education and skills development in enhancing employability in Maharashtra. The study aims to provide insights into the current state of education and skills development in Maharashtra, and suggest recommendations for improving the education and skills development system to enhance employability. However, there is still a long way to go in improving the quality of education. In conclusion, education and skills development are crucial for enhancing employability in Maharashtra, and the demand for skilled workers in the country is on the rise. However, the education system and skills development programs in Maharashtra face several challenges, including a lack of industry-relevant skills and inconsistencies in the quality of training provided. The Indian government and other organizations have launched various initiatives to improve the quality of education and skills development programs in the country, including the Skill Maharashtra program and the National Apprenticeship Promotion Scheme. Furthermore, continuous learning and upskilling are crucial for employees to remain relevant in the fast-changing job market. Addressing the challenges and implementing effective policies to enhance education and skills development will be crucial for India to realize its demographic dividend and meet the demands of a rapidly evolving job market. A holistic approach combining policy support, institutional reforms, and industry participation is necessary to create an employable and skilled workforce. Strengthening education–skill linkages will not only reduce unemployment but also contribute to sustainable economic growth and social development in Maharashtra.

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Original Article

Inclusive Skills Education: Promoting Equal Learning Opportunities in Modern Classrooms

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Abstract
Inclusive skills education is an important approach that ensures equal learning opportunities for all students, including those with disabilities or diverse learning needs. It focuses on developing life skills, social participation, and vocational competencies among learners. This study examines the concept, importance, strategies, and challenges of inclusive skills education in schools. The research uses a descriptive survey method involving ***30 teachers and 50 students from selected schools****. Findings indicate that inclusive classrooms improve communication skills, collaboration, and self-confidence among students. However, lack of trained teachers and limited resources remain major challenges. The study suggests teacher training programs and supportive policies to strengthen inclusive skill education.*

Keywords: *Inclusive Education, Skill Development, Inclusive Classroom, Teaching Strategies, Equal Learning Opportunities*

Introduction

Education plays a crucial role in the development of individuals and society. Inclusive education ensures that all students learn together regardless of their physical, social, or intellectual differences. Inclusive skills education emphasizes the development of practical and life skills that enable learners to participate effectively in society.

Global organizations such as UNESCO emphasize that inclusive education is essential for achieving equitable and quality education for all learners.

Review of Literature

Research studies highlight that inclusive classrooms improve student participation and social interaction.

- Umesh Sharma (2018) emphasized the importance of teacher preparation for inclusive classrooms.
- Mel Ainscow (2016) stated that inclusive education promotes collaboration among students with different abilities.

Previous studies indicate that skill-based education helps students develop practical knowledge required for employment and independent living.

Objectives of the Study

The main objectives of the study are:

1. To understand the concept of inclusive skills education.
2. To examine the importance of inclusive practices in schools.
3. To analyze the role of teachers in inclusive classrooms.
4. To identify challenges in implementing inclusive skills education.

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Research Methodology

Research Design

The study uses a **descriptive survey method**.

Sample

The research was conducted in selected schools.

Participants	Number
Teachers	30
Students	50
Total	80

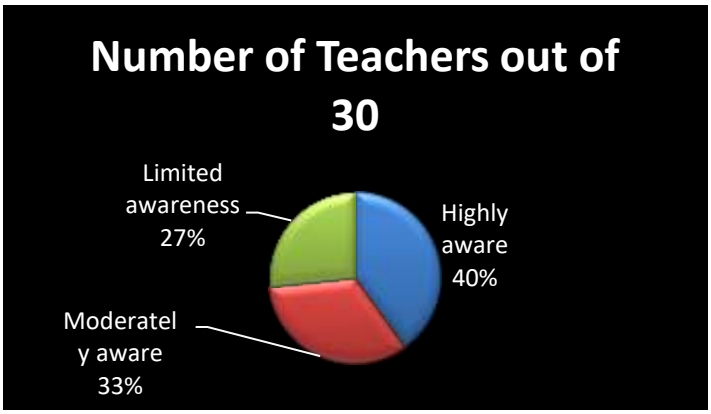
Tools for Data Collection

- Questionnaire
- Observation
- Interviews

Data Analysis

Table 1: Teachers' Awareness about Inclusive Education

Response	Number of Teachers	Percentage
Highly aware	12	40%
Moderately aware	10	33%
Limited awareness	8	27%



Interpretation:

Most teachers are aware of inclusive education but require additional training.

Table 2: Benefits Observed in Inclusive Classrooms

Skill Developed	Percentage of Students
Communication skills	72%
Social interaction	68%
Confidence	65%
Teamwork	70%

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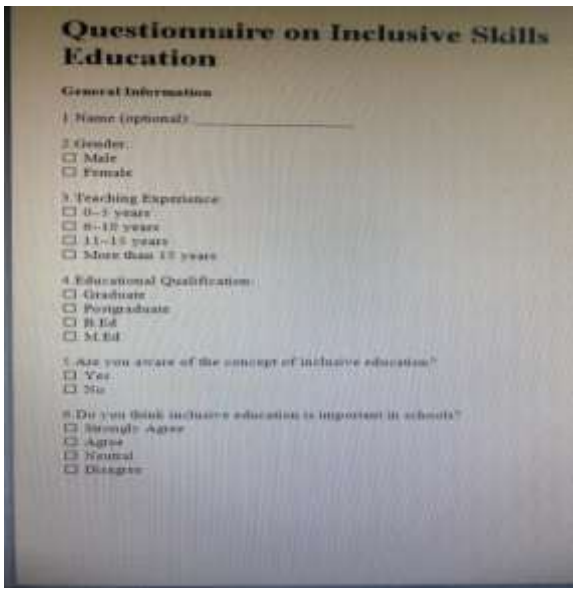
References of Questionnaire:


Questionnaire on Inclusive Skills Education

General Information

1 Name (optional) _____

2 Gender
☐ Male
☐ Female

3 Teaching Experience
☐ 0–5 years
☐ 6–10 years
☐ 11–15 years
☐ More than 15 years

4 Educational Qualification
☐ Graduate
☐ Postgraduate
☐ B.Ed
☐ M.Ed

5 Are you aware of the concept of inclusive education?
☐ Yes
☐ No

6 Do you think inclusive education is important in schools?
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree

7 Do you have training in inclusive education?
☐ Yes
☐ No

8 Do you use different teaching methods for students with diverse learning needs?
☐ Always
☐ Sometimes
☐ Rarely
☐ Never

9 Do you use group activities to promote cooperation among students?
☐ Always
☐ Sometimes
☐ Rarely

10 Do you use assistive learning tools or technology in your classroom?
☐ Yes
☐ No

Strategies for Inclusive Skills Education

Effective strategies include:

- Differentiated teaching methods
- Assistive technology in classrooms
- Individualized Education Plans (IEPs)
- Collaborative group activities
- Teacher training programs

These strategies help teachers address diverse learning needs and create supportive learning environments.

Additional classroom strategies include:

- Practical activities in classroom
- Animated video lectures using smart boards
- Group learning activities
- Peer tutoring
- Activity-based learning

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Challenges in Inclusive Skills Education

Despite its benefits, inclusive education faces several challenges:

- Lack of trained teachers
- Limited infrastructure
- Insufficient learning resources
- Negative attitudes toward students with disabilities

Many schools require better infrastructure and professional training programs.

Results and Discussion

The study reveals that inclusive skill education improves students' confidence and social interaction. Students working in inclusive environments develop better cooperation and communication skills.

However, teachers reported challenges related to classroom management and lack of specialized training. Training programs and policy support are necessary to improve implementation.

Conclusion

Inclusive skills education is essential for building equitable learning environments. It helps students develop essential life skills and promotes equality in education. Schools, teachers, and policymakers must collaborate to strengthen inclusive practices and improve the quality of education for all learners.

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Original Article

Strategies for Developing Soft Skills

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Abstract

Soft skills are essential interpersonal and personal attributes that enable individuals to interact effectively, communicate clearly, and adapt to different professional and social environments. In the modern workplace and education system, technical knowledge alone is not sufficient; individuals must possess soft skills such as communication, teamwork, problem-solving, leadership, and emotional intelligence. This research paper examines the concept of soft skills, their importance in education and professional life, and various strategies used to develop these skills. The study highlights teaching methods, training approaches, and practical activities that help individuals enhance their soft skills. The findings suggest that experiential learning, project-based learning, mentorship, and reflective practices significantly contribute to soft skill development. The integration of these strategies into educational curricula can better prepare students for the demands of the 21st-century workforce.

Keywords: *Soft Skills, Communication Skills, Leadership, Teamwork, Professional Development, Education Strategies.*

Introduction

In the 21st century, the global job market demands not only technical expertise but also strong interpersonal and behavioral competencies known as soft skills. Soft skills include communication, teamwork, adaptability, emotional intelligence, leadership, and critical thinking. These skills enable individuals to work effectively with others and adapt to changing environments.

Educational institutions and organizations increasingly recognize the need to integrate soft skills training into their programs. Modern employers prioritize candidates who demonstrate strong interpersonal skills, collaboration ability, and leadership qualities. Therefore, developing soft skills has become an essential component of professional success.

Research indicates that soft skills complement technical or "hard skills," helping individuals achieve better career outcomes and effective workplace collaboration.

Objectives of the Study

The main objectives of this research paper are:

1.To understand the concept and importance of soft skills.
2.To identify key soft skills required in modern education and workplaces.
3.To examine effective strategies for developing soft skills.
4.To suggest ways to integrate soft skills development into educational systems

Meaning and Definition of Soft Skills

Soft skills are personal attributes and interpersonal abilities that influence how individuals interact with others and perform their work.

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Definitions

Soft skills refer to interpersonal and social competencies such as communication, teamwork, and emotional intelligence.

They are non-technical skills that help individuals manage relationships, solve problems, and work effectively in organizations.

Examples of Soft Skills

1.Communication skills
2.Teamwork and collaboration
3.Leadership ability
4.Time management
5.Critical thinking
6.Adaptability
7.Emotional intelligence
8.Conflict resolution

These skills help individuals succeed in both personal and professional environments.

Importance of Soft Skills

Soft skills play a crucial role in education, employment, and social interactions.

1. **Professional Success**
   Organizations value employees who can communicate effectively, work in teams, and adapt to change.
2. **Effective Communication**
   Communication skills improve understanding between teachers, students, and colleagues.
3. **Leadership Development**
   Soft skills enable individuals to motivate teams and manage responsibilities effectively.
4. **Improved Problem-Solving**
   Skills such as critical thinking and creativity help individuals handle challenges effectively.
5. **Workplace Collaboration**
   Soft skills promote teamwork and positive relationships within organizations.
6. Studies show that soft skills are essential for adapting to the evolving demands of the global workforce and collaborative environments. □
7. Frontiers

Key Soft Skills Required in the 21st Century: The most important soft skills required today include:

1. Communication Skills
2. Teamwork and Collaboration
3. Leadership Skills
4. . Emotional Intelligence
5. Critical Thinking
6. Creativity and Innovation
7. Time Management
8. Adaptability and Flexibility

These competencies enable individuals to succeed in complex and dynamic professional environments.

Strategies for Developing Soft Skills

1 Experiential Learning

Experiential learning focuses on learning through real-life experiences, simulations, and practical activities.

Examples

- Role-playing
- Internships
- Case studies
- Simulations

This method helps learners practice communication, leadership, and decision-making skills.

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2 Project-Based Learning

Project-based learning involves students working collaboratively to complete projects.

Benefits

- Enhances teamwork
- Encourages problem-solving
- Improves communication skills
- Research shows that project-based learning is an effective strategy for developing soft skills in educational settings.

3. Group Discussions and Debates

Group discussions help learners' express ideas, listen to others, and improve communication skills.

Advantages:

- Improves confidence
- Develops critical thinking
- Enhances teamwork

4. Mentorship and Coaching

Mentorship involves guidance from experienced professionals.

Benefits:

- Provides real-world learning
- Encourages personal growth
- Improves professional behavior
- Mentorship programs also help learners develop leadership and interpersonal skills.

Reflective Learning

Reflective learning encourages individuals to analyze their experiences and identify areas for improvement.

Examples

- Reflective journals
- Self-assessment
- Feedback sessions
- Reflection helps learners understand their strengths and weaknesses, improving soft skill development.

Training Workshops and Seminars

Soft skills can also be developed through structured training programs.

Activities include:

- Communication workshops
- Leadership training
- Conflict management sessions
- These programs provide practical learning opportunities.

Role of Teachers and Educational Institutions

Educational institutions play a key role in developing soft skills among students.

Teachers should:

1. Encourage collaborative learning
2. Use interactive teaching methods
3. Promote critical thinking
4. Provide constructive feedback
5. Institutions should:

i. Integrate soft skills into the curriculum
ii. Conduct training programs
iii. Encourage extracurricular activities

Challenges in Developing Soft Skills

Despite their importance, several challenges exist:

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1. Lack of awareness about soft skills
2. Traditional teaching methods
3. Limited practical training opportunities
4. Lack of assessment methods for soft skills

Addressing these challenges requires systematic integration of soft skills training in educational programs.

Suggestions for Effective Soft Skills Development

To improve soft skill development, the following recommendations are suggested:

1. Integrate soft skills into academic curriculum.
2. Use interactive teaching methods.
3. Encourage teamwork and collaborative learning.
4. Conduct workshops and training programs.
5. Promote experiential learning activities.
6. Provide mentorship and career guidance.

Conclusion

Soft skills are essential for personal growth, professional success, and effective social interaction. In today's competitive world, individuals must possess both technical knowledge and interpersonal abilities. Educational institutions play a crucial role in developing these skills through innovative teaching methods and training programs. Strategies such as experiential learning, project-based learning, mentorship, and reflective practices can significantly enhance soft skills among students and professionals. Integrating these strategies into education systems will help individuals become more adaptable, collaborative, and successful in their careers.

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Original Article

A Study on Skill Enhancement Initiatives Under the New Education Policy

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Abstract

Skill development is an essential component of everyday life, enabling individuals to achieve personal growth, adaptability, and employability. Without the acquisition of relevant skills, holistic development remains incomplete. The ***New Education Policy (NEP 2020),*** *introduced by the Government of India, represents a significant and timely reform in the education sector, especially in the context of global disruptions caused by the COVID-19 pandemic. Its announcement was both unexpected and transformative; bringing forth several innovative recommendations that had not been widely anticipated by educationists.NEP 2020 emphasizes the integration of skill-based learning within the formal education system, aiming to bridge the gap between theoretical knowledge and practical application. While the policy impacts both school and higher education, this paper primarily focuses on its implications for skill development. It highlights the key features of NEP 2020 related to vocational education, multidisciplinary learning, and employability enhancement. Furthermore, the study analyzes how these reforms influence the existing education system, particularly in terms of curriculum design, teaching methodologies, and learner outcomes. The paper seeks to evaluate the effectiveness of NEP 2020 in fostering a skill-oriented educational framework that aligns with the evolving demands of the 21st-century workforce.*

Keywords: New Education Policy, Skill Development, Class Room Management.)

Introduction

The National Education Policy (NEP) is a comprehensive framework formulated by the Government of India to promote and regulate education across the country, covering all levels from elementary to higher education in both rural and urban areas. The first NEP was introduced in 1968 under Prime Minister Indira Gandhi, followed by the second in 1986 under Prime Minister Rajiv Gandhi. The latest policy, NEP 2020, was introduced under Prime Minister Narendra Modi and approved by the Union Cabinet on 29 July 2020. NEP 2020 replaces the earlier National Policy on Education, 1986, and presents a transformative vision for India's education system. It aims to create a holistic, flexible, and multidisciplinary approach to education, integrating vocational training and skill development at all levels. The policy aspires to overhaul the existing system and align it with the needs of the 21st century, making education more inclusive, accessible, and skill-oriented. The policy also serves as a broad guideline, particularly regarding language implementation, leaving flexibility to states, institutions, and schools. One of its key objectives is to increase public investment in education from approximately 4% to 6% of GDP. The formulation of NEP 2020 began with a consultation process initiated in January 2015 under the chairmanship of former Cabinet Secretary T. S. R. Subramanian. The vision of NEP 2020 is to establish an India-centric education system that contributes to transforming the nation into an equitable and vibrant knowledge society. It emphasizes the development of well-rounded individuals by fostering critical thinking, creativity, scientific temper, ethical values, and a spirit of service.

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The policy encourages learners to pursue multidisciplinary studies across fields such as sciences, social sciences, arts, humanities, languages, and vocational subjects. Significant reforms introduced by NEP 2020 include the establishment of multidisciplinary universities and colleges in or near every district, restructuring of curriculum and pedagogy, transformation of assessment methods, and enhanced student support systems. Additionally, the policy proposes the creation of a National Research Foundation to promote high-quality research and innovation across higher education institutions.

Overview of Skill Development System of India:

For India, which is moving through 'demographic dividend' and wants to achieve tag of 'knowledge-based economy', it then becomes all the more important to invest in improving skills and invest in technologies complementing the respective skills suitable for emerging economic environment.

Even those who are trained are not able to secure employment. Policy approach to skill development is supply driven and less attention is paid to demand side factors ((Singh, 2003); (Mehrotra, 2014); (Berman, Somnathan, & Tan, 2005). To understand the same, it is important to note what is the meaning of the abstract term 'skill' and analyze link between education, skill and unemployment. 'Skill' means any marketable expertise however acquired, irrespective of whether marketed or not, or whether the intention is to market it or not (NSSO, 2013). Skill is broadly defined as a learned ability of an individual to carry out a set of pre-determined task (Srivastava, 2008).

Academic/Foundational/Cognitive Skills: Basic abilities to read and write which are learnt in school or sometimes through informal means. Such skills are typically acquired through formal schooling, though they may also be developed through informal learning environments. They are essential for intellectual development and further skill acquisition.

Transversal/Problem Solving Skills: These are the skills that belong to a particular occupation and can be transferred from one person to another. Ex-soft skills, communication, coordination and team skills. Which are crucial for effective performance in diverse work and social contexts.

Technical/ Vocational Skills:

Job specific skills which are founded upon the first two of the above skills. National training funds can be used to collect levies from organized and large firms to be used for skill development of the informal sector. Several Latin American countries have funds dedicated for employment training. Dual system of education has its own drawbacks. There are a few highly specialized companies who are not able to train apprentices in all areas, training cost is found to be very high by companies and many graduates at time are not able to cope up with specialized rigid training in only a particular field (Pilz, 2012). In case of India there is over regulation by government and sub optimal structuring so private sector needs to shoulder responsibility of development of skills (Venkatram,2015). The need to run behind numbers needs to be addressed as training capacity even if increased but does it help in fulfilling the motive of producing trained employees needs to be questioned. Objective of government policies of vocational education should be to fill the gap between educated and employable (MSDE, 2016). So, to summarize there are certain solutions recommended by various studies like building a LMIS, adaptation of NSQF and raise qualification of instructors which is at par with international standards. These solutions though attractive don't look feasible in near future and need to be relooked and reconsidered. In the current standing where there is abundant supply of institutions a long-term strategy for skill development is needed for educated students which can be fit for work globally (Venkatram,2015). Revamping the education system cannot be offered as a recommendation as it is practically impossible but steps in making the system more accommodative is needed. Curriculum needs to be work based and link between jobs and education need to be reconnected. Skill agenda is necessary to be put forward as national and global priority.

Objectives of the Study

1. To analyze the key features of NEP 2020 related to skill development.
2. To examine the role of NEP 2020 in promoting vocational and multidisciplinary education.
3. To evaluate the impact of NEP 2020 on students' employability and practical skills.
4. To study the changes introduced in curriculum, pedagogy, and assessment under NEP 2020.
5. To identify challenges in the implementation of skill-based education under NEP 2020.

Research Problem / Hypothesis:

1. New Education Policy is fully impact with skill development for new generation.
2. Second problem is the study of comparison between skill development and new education policy.

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Sample

The sample consists of the study area 100 Rural participants and 100 Urban participants, Solapur district of Maharashtra, India. The 100 Urban participants (50 males and 50females), 100 rural participants (50 males and 50 females). Total participants of 200 males and females selected using purposive sampling to ensure diversity in terms of area, college type, and branches.

Research Methodology

This research used by questionnaire method, mean, standard deviation, t-Test and other co-relational used methodology.

This study adopts a **descriptive and analytical research design** to examine the impact of NEP 2020 on skill development. The research focuses on understanding the policy framework, its key features, and its implications for enhancing students' skills and employability. The study is **descriptive in nature,** as it describes the provisions of NEP 2020 related to skill development, and **analytical**, as it evaluates their potential impact on the existing education system.

Data Collection & Analysis:

The research is primarily based on Primary data may be collected through Questionnaires or surveys from students. And **secondary data**, which includes, Government reports and official documents on NEP 2020, Research articles, journals, and books, educational websites and policy papers and Reports from organizations related to education and skill development.

Results

The case study is based on primary data. These primary data are collected from the males and females by filling the questionnaire by 200 males and females.

Justify that co-relational study new education policy and skill development for new generation is very high score, <80 t-Test, and the study of comparison between skill development and new education policy is very high score <89 t-Test. This hypothesis is significant hypothesis.

Conclusion

The study concludes that the **New Education Policy (NEP 2020)** represents a transformative step towards integrating skill development within India's education system. By emphasizing vocational training, multidisciplinary learning, and experiential education, the policy aims to bridge the long-standing gap between theoretical knowledge and practical application.

NEP 2020 promotes the development of both foundational and transversal skills, which are essential for enhancing employability and preparing students for the challenges of the 21st-century workforce. Its learner-centric approach, flexibility in subject choices, and focus on holistic development mark a significant departure from the traditional education system.

However, the success of the policy largely depends on its effective implementation. Challenges such as inadequate infrastructure, lack of trained educators, and regional disparities need to be addressed to fully realize its objectives. Additionally, continuous monitoring and evaluation are necessary to assess its long-term impact on skill development and employment outcomes.

In conclusion, NEP 2020 has the potential to reshape India's education system into a more inclusive, skill-oriented, and future-ready framework. With proper execution and support, it can play a crucial role in building a knowledgeable, skilled, and self-reliant society

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Original Article

"To Study the Performance of Secondary Teachers in Relation with Their Personality Factors"

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Abstract
The National Education Policy (NEP) 2020 represents a transformative framework for the Indian education system, with a strong emphasis on skill enhancement initiatives aimed at improving employability, entrepreneurship, and holistic development among learners. The policy integrates vocational education, experiential learning, and multidisciplinary approaches across school and higher education, thereby bridging the gap between academic knowledge and industry requirements. Key initiatives such as the introduction of skill-based curricula, establishment of composite skill labs, integration of internships and apprenticeships, and collaboration with industry stakeholders reflect a shift from rote learning to competency-based education. These reforms are designed to equip students with 21st-century skills such as critical thinking, digital literacy, communication, and problem-solving abilities. This study examines the various skill enhancement strategies under NEP 2020 and analyzes their role in creating a future-ready workforce aligned with national development goals and global standards.
Keywords: *National Education Policy (NEP) 2020; Skill Enhancement; Vocational Education; Employability; Experiential Learning; Competency-Based Education; Industry-Academia Collaboration; Digital Literacy; India Education Reform; Holistic Development*

Introduction

Education is universally recognized as the cornerstone of national development, social transformation, and individual progress. Among the various agents of education, the teacher occupies the most crucial and dynamic position, as they serve as the link between knowledge and learners. At the secondary school level—often referred to as the foundation stage for higher education—the teacher's performance plays a pivotal role in shaping students' intellectual, emotional, and moral development. The efficiency, effectiveness, and quality of a teacher's work determine not only the academic success of students but also their attitudes, motivation, and lifelong learning habits. However, teaching performance is not merely a product of professional knowledge or instructional skills; rather, it is deeply influenced by the teacher's personality—the unique combination of traits, emotions, values, and behaviors that define an individual's characteristic way of interacting with the environment. Therefore, the study titled "To Study the Performance of Secondary Teachers in Relation with Their Personality Factors" seeks to explore and analyze the intricate relationship between teachers' personality characteristics and their professional performance in the classroom and beyond.

The secondary school teacher's role extends far beyond the delivery of curriculum content. Teachers act as guides, mentors, and motivators who influence the holistic development of students during a critical phase of adolescence. Their performance encompasses various dimensions, such as instructional competence, classroom

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management, creativity in lesson delivery, emotional stability, communication ability, adaptability to new teaching methods, and commitment to institutional goals. These aspects collectively determine the teacher's effectiveness. Yet, research in educational psychology has consistently shown that individual differences—particularly personality traits—play a decisive role in how teachers approach their duties, interact with students, handle classroom challenges, and adapt to the evolving demands of education. Understanding these personality-performance linkages is essential for enhancing teaching quality, professional satisfaction, and educational outcomes.

Personality, as defined by psychologists such as Allport, Eysenck, and Cattell, refers to the unique and relatively stable set of characteristics that determine a person's behaviour, thoughts, and emotions. The Five-Factor Model (also known as the Big Five)—comprising Openness, Consciousness, Extraversion, Agreeableness, and Neuroticism—has emerged as the most widely accepted framework for analysing personality. Each of these traits has specific implications for teaching behavior and performance. For example, openness reflects a teacher's creativity and willingness to embrace new methods of instruction; conscientiousness indicates reliability, discipline, and a strong sense of responsibility; extraversion signifies enthusiasm, sociability, and confidence in communication; agreeableness represents empathy, cooperation, and a caring attitude; and low neuroticism reflects emotional stability and resilience under stress. A teacher who exhibits high levels of conscientiousness, agreeableness, and emotional stability is more likely to demonstrate strong classroom management skills, effective communication, and a positive learning environment. Conversely, teachers with high neuroticism or low openness may experience difficulties in maintaining motivation, adapting to changes, or handling classroom pressures, leading to lower performance outcomes.

Concept Of Personality and Personality Factors

Personality is one of the most fundamental concepts in psychology and education, representing the totality of an individual's behavioural patterns, emotional responses, thoughts, and attitudes that make them unique. It determines how a person perceives the world, interacts with others, and responds to different situations. The term personality is derived from the Latin word persona, meaning "mask," which originally referred to the masks worn by actors in ancient plays. Over time, the concept evolved to encompass the inner psychological attributes that define an individual's consistent patterns of feeling, thinking, and behaving. Personality is not confined to external behavior; it includes internal psychological mechanisms that influence one's actions, motivations, and relationships. It is both inherited and shaped by environmental experiences, developing continuously throughout one's life.

In psychology, personality has been defined in multiple ways by different theorists. Gordon Allport (1937) defined personality as the "dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment." This definition emphasizes the interplay between biological (psycho-physical) and psychological systems in shaping individual differences. According to Raymond Cattell, personality represents the characteristics that predict a person's behavior in given situations. Carl Jung viewed personality as a combination of conscious and unconscious elements that together influence behavior and thought. Sigmund Freud, the founder of psychoanalysis, explained personality through his structural model of the id, ego, and superego—three interacting systems representing instinctual drives, rational control, and moral conscience. Despite differences in emphasis, most definitions agree that personality is a relatively stable and enduring aspect of human nature that governs how individuals act and react.

Personality is multidimensional, encompassing emotional, cognitive, and social aspects. It manifests in how a person approaches life—whether optimistically or pessimistically, confidently or anxiously, cooperatively or competitively. Personality plays a crucial role in interpersonal relationships, communication, and occupational success. In the context of education, a teacher's personality influences classroom management, teaching style, motivation, and the quality of teacher-student interaction. Students are often inspired not only by a teacher's knowledge but also by their personality traits—such as patience, empathy, enthusiasm, and confidence. Thus, understanding personality and its underlying factors is essential in assessing and improving teacher performance.

The Oretical Perspectives Underpinning the Study

The study of the performance of secondary teachers in relation to their personality factors is deeply rooted in several psychological and educational theories that explain how individual differences influence behavior, motivation, and professional effectiveness. Theoretical perspectives provide a conceptual framework for understanding how teachers' personality traits affect their instructional practices, classroom management, interpersonal relationships, and overall professional success. These perspectives are drawn from personality psychology, educational psychology, and organizational behavior, offering insight into the dynamic interaction between personal characteristics and professional

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performance. Theories such as the Trait Theory of Personality, the Big Five Personality Model, Humanistic Theory, Social Cognitive Theory, and Motivation Theories form the backbone of this study. By integrating these theoretical approaches, researchers can better explain the complexities of teacher behavior and the ways in which personality shapes teaching performance in real educational contexts.

The Trait Theory of Personality, one of the earliest and most influential frameworks in personality psychology, posits that individuals possess stable and enduring characteristics that influence their behavior across situations. Gordon Allport, one of the pioneers of trait theory, described personality as a dynamic organization within the individual of those psychophysical systems that determine their unique adjustments to the environment. According to this theory, traits are consistent patterns of thoughts, feelings, and actions that define an individual's personality. In the context of teaching, trait theory suggests that teachers' consistent behaviours—such as patience, empathy, organization, and responsibility—stem from underlying personality traits. For instance, a teacher high in conscientiousness is likely to be well-prepared and diligent, while one high in openness may adopt creative and flexible teaching methods. The trait approach helps explain why certain teachers consistently perform better in specific educational environments, as their traits align with the demands of the profession.

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Closely related to the trait theory is the Big Five Personality Model, which provides a comprehensive and empirically supported framework for understanding personality. This model identifies five broad dimensions of personality: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (OCEAN). Each dimension represents a continuum, with individuals differing in the degree to which they exhibit these traits. In the educational context, these traits have significant implications for teacher performance. Teachers high in openness are typically imaginative and open to new teaching methods, which enhances creativity and innovation in the classroom.

Conscientious teachers are organized, dependable, and achievement-oriented, leading to effective lesson planning and classroom management. Extraverted teachers tend to be enthusiastic and sociable, creating a dynamic and engaging learning atmosphere. Agreeable teachers display empathy, cooperation, and kindness, which foster positive teacher-student relationships. Conversely, teachers who score high in neuroticism may experience stress, anxiety, and emotional instability, which can hinder classroom performance. Thus, the Big Five Model provides a structured understanding of how different personality traits contribute to variations in teacher effectiveness.

The Oretical Perspectives Underpinning the Study

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Objectives of the Study –

1. Researching secondary school educators' character quirks and defining characteristics.
2. To find out how different aspects of secondary school teachers' personalities affect their classroom effectiveness.
3. 3.) To identify the key qualities (personality factors) that secondary school educators possess.
4. To find out how well secondary school teachers function based on their individual personality traits and to assess their current degree of competence in the field.

Need of the study

The need for this study arises from the growing recognition that teachers' personalities play a pivotal role in shaping the educational environment and influencing student outcomes. Secondary school educators are not only knowledge providers but also mentors, motivators, and role models whose personal traits significantly affect classroom dynamics and learning effectiveness. Researching the character quirks and defining characteristics of secondary school teachers is essential to understanding how personality influences teaching styles, communication, and classroom management. By exploring how different aspects of teachers' personalities—such as conscientiousness, openness, extraversion, agreeableness, and emotional stability—impact their effectiveness, the study aims to identify the personality traits most conducive to high teaching performance.

Furthermore, recognizing the key qualities that distinguish successful educators can help in developing targeted professional training and personality-based recruitment strategies. Assessing teachers' current competence levels in relation to their personality factors will provide insights into their strengths and areas for development. Ultimately, this research is needed to enhance educational quality by fostering self-awareness among teachers, guiding policymakers in teacher development programs, and improving the overall learning experience for students through better alignment between teacher personality traits and effective pedagogical practices.

Review of Literature

Ahmad (2025) This study aimed to better understand the complexities of self-regulation among secondary school teachers working for the Pakistani government in the city of Lahore. A convenience sample of 300 instructors, including 150 males and 150 females, were polled using a structured questionnaire in a quantitative correlational design. Statistical tools like independent samples t-tests and Pearson correlation were used to examine the dependency. The results demonstrated a robust and positive correlation between self-regulation and all five Big Five personality characteristics, with the strongest correlations seen in emotional stability ($r=0.469$, $p<0.001$) and conscientiousness ($r=0.512$, $p<0.001$). It is worth mentioning that instructors between the ages of 31 and 40 had the greatest results on the key variables, and that male teachers had better indications in self-regulation and personality traits than female teachers. Professional development tailored to the specific requirements of students is essential, since studies have shown that teachers' personality traits significantly impact their capacity for self-regulation. There is evidence to show

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that teachers' personality profiles may be used to personalize treatments that promote self-regulation and progress in the classroom.

Adeniyi, Mubaidat & Ogude-UfomaGN, (2024) Located in the Alimosho Local Education Area in Lagos State, this research looks at the relationship between teachers' motivation and their performance in public secondary schools. The study used a descriptive survey research methodology and selected 200 participants using a simple random sampling procedure. Twenty students were chosen at random from each of the 10 schools that were included in the research. Teachers' performance may be adversely affected by jerky promotions, inconsistent welfare packages, and sporadic salary payments, according to the notion. The Teachers Motivation and Performance Questionnaires, developed by researchers, are used as the data collecting instrument (TEMPEQ). The data that were obtained were analyzed using Chi-Square (χ 2) at a significance threshold of 0.05. Teachers' performance is greatly affected by unpredictable payment of salary, shaky promotion processes, and welfare packages, according to the research. Lastly, it is important for businesses to consistently pay their workers' wages, promote them on a regular basis, and provide them with sufficient welfare packages.

Goswami, Sukumar et al., (2024) When a teacher has admirable traits like passion, tolerance, collaboration, command, and classroom management, he or she will succeed in the classroom and find fulfillment in their work. Similarly, a teacher's outlook and character may color their lessons and their students' understanding of them. A teacher's personality may be described using the Big Five -Factor model, which consists of five hierarchical dimensions: openness, conscientiousness, extroversion, agreeableness, and neuroticism. This research set out to assess the current state of West Bengal's teacher personality schools. Using a random sample of 616 West Bengali school teachers, this descriptive survey research administered the Big Five Inventory (BFI) (Goldberg, 2993). A 5-point Likert scale is assigned to each of the 44 statements in the exam. The effectiveness of a teacher is directly correlated to his ability to inspire his pupils and maintain order in the classroom. How they approach academic instruction and learning might be impacted by their mentality and personality. The Big Five model of personality provides a hierarchical framework for describing a teacher's personality, with (c) extroversion, (d) agreeableness, and (e) neuroticism serving as the five factors. Finding out where secondary school teachers' personality factors stand in West Bengal was the driving force for this research. A total of 616 West Bengali school teachers were randomly selected to participate in the current research, which used a descriptive survey approach based on the Big Five Inventory (BFI) (Goldberg, 1993). Each of the 44 items in the exam has a 5-point Likert scale linked to it, with 1 being a strong disapproval and 5 an enthusiastic endorsement. The research found that teachers in West Bengal tended to score low on the neuroticism personality trait but high on the extroversion, conscientiousness, and openness dimensions. One possible conclusion is that the instructors exhibit balanced personalities.

Yahaya, Shehu. (2022) In the Katsina Zonal Education Quality assurance system of senior secondary schools, this research looked at how teacher motivation affected student achievement. The research used a descriptive survey methodology. The research used a stratified sampling approach to choose a sample size of 912 secondary school teachers from the population. Two hundred and seventy-four secondary school teachers (219 men and 55 females) from fourteen different schools across three different municipalities in this zone made up the sample. In order to gauge instructors' levels of motivation and effectiveness in the classroom, researchers used two surveys: the Influence of Teachers Motivation Questionnaire (ITMQ) and the Teaching Effectiveness Questionnaire (TEQ). Two hypotheses were evaluated at a significance threshold of P=0.05, and the questionnaires were analyzed using the Pearson Product Moment Correlation Coefficient and t-test for independent samples. The results of studies reveal that the level of intrinsic motivation among educators greatly affects the quality of education they provide. The data also shows that when it comes to instructors' motivation, gender has no big role. There seems to be no discernible gender disparity in terms of the efficacy of instructors' classroom instruction. The results show that instructors' performance is becoming better when they are motivated. Therefore, among other things, it was suggested that instructors should be adequately motivated to do a better job.

Hasani, Alireza et al., (2022) In order for the economy to function, consumers are crucial. Without their demand, the system would almost certainly collapse. The purpose of this research is to investigate the elements that influence consumer behavior and how psychological and personality qualities relate to them. A descriptive-correlational research strategy was used. Those that frequented Tehran's sporting venues in 2021 and 2022 are considered part of the population. The infinite population necessitated the use of Morgan's table to guide the random cluster selection process, which yielded 356 participants. The study instrument consists of a researcher-made

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psychological characteristics questionnaire, Zhou's (2009) Consumer Behavior Questionnaire, and the Standard Personality characteristics Questionnaire by Costa and McCrae (1992).

The data is analysed using SPSS and Amos 23's Pearson correlation and regression coefficients. Consumer behavior components are well-represented in the connection model including psychological and personality qualities. The correlation test also found that psychosis has a significant negative relationship with consumer behavior factors (p=0.001, rho=-0.586), and that personality traits (extraversion, flexibility, adaptability, and conscientiousness) and psychological traits (perception, motivation, learning, attitude, health, psychology, and cognitive intelligence) have a positive relationship with consumer behavior factors ($P \leq 0.05$). Personality and psychological characteristics have a major impact on purchasing decisions, according to the findings. Consumer behavior is influenced by psychological and personality factors, which must be considered.

Ekinci, Nezir & Kizilkaya, Hasan. (2021) The purpose of this study is to investigate how grit levels among college students are correlated with various personality factors. A total of 379 kids (304 girls and 75 boys) are taking part in the research. Participants' ages vary from eighteen to twenty-five. The study's data was gathered using the following instruments: the Five-Factor Personality Scale, the Short Grit Scale, and the Personal Information Form. The data was analyzed using t-test procedures for independent groups and the Pearson product moments correlation using the SPSS application. The research demonstrated a favorable and statistically significant association between grit levels and liability, openness to experience, extraversion, and adaptability. Researchers have also shown an inverse correlation between neuroticism and grit. No statistically significant difference was seen in grit levels between the sexes of the pupils. While both sexes were found to be adaptable and receptive to new experiences, a significant gender gap existed between the two groups. Within the context of the existing literature, the study's findings were reviewed and suggestions were offered in light of the findings.

Prinzie, Peter et al., (2009) Utilizing meta-analyses including 5,853 parent-child dyads drawn from 30 research, the authors sought to examine the correlation between Big Five personality traits and three aspects of parenting: warmth, behavioural control, and autonomy support. Generally speaking, the effect sizes were minor, but they were statistically significant and robust when comparing reports from mothers and fathers as well as when comparing parental evaluation techniques (self-report vs. observations). A lower degree of neuroticism was associated with greater autonomy support, but a higher level of agreeableness and a lower level of extraversion were associated with more warmth and behavioural control. Age of the kid and parent, reliability of observational evaluation of parenting behavior, and research design were some of the variables that attenuated the association between certain personality traits and parenting. All things considered, these findings point to the fact that one's personality is an internal resource that influences parenting.

Malouff, John & Thorsteinsson, Einar. (2005) The link between the Five-Factor Model and clinical disorder symptoms was investigated in 33 investigations, which are summarized in this paper's meta-analysis. Low Extraversion, low Conscientiousness, low Agreeableness, and high Neuroticism was the usual pattern seen in clinical disorders or assessments of clinical disorders. Studies examining relationships between disorder severity and the five characteristics revealed lower levels of Extraversion and greater levels of Neuroticism when comparing diagnostic and norm groups. Compared to studies where participants rated themselves, those where observers rated the five variables revealed lower amounts of Openness and Neuroticism. Possible therapeutic implications and several research-worthy concerns are raised by these and other results pertaining to scale type and comparison group type.

Aluja, Anton & Garcia, Luis. (2004) Three factors, composed of 25 out of the 30 values examined, were identified by principal component analysis. Social Power, Order, and Benevolence Values were the names given to these aspects. Those considerations are consistent with the values proposed by Schwartz (1992). Similar to what other writers have shown, there are sex variations and relationships between attributes and values. When men and females were analysed independently, the female group's findings were more closely matched than the male groups. While there were no significant differences in the predictions of Neuroticism, Assurgency, Conscientiousness, or Unfriendliness, the Intellect trait was predicted by Social Power values (power, prestige, and renown) for females and Order values (order, neatness, and responsibility) for men. We examine this trend in the data in light of shifting gender norms.

Malouff, John, (2010) Intimate heterosexual partners' levels of relationship satisfaction were strongly associated to scores on four of the Five-Factor Model's personality characteristics, according to a meta-analysis that included 19 studies with a total of 3848 individuals. A high level of agreeableness, high conscientiousness, high extraversion, and low neuroticism were the four personality traits. Neither men nor women, nor those in committed relationships nor those without, showed statistically different connections between personality traits and intimate partner satisfaction. An

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essential aspect of human existence, close relationships, may be better understood with the help of the Five-Factor Model of personality, according to the findings of the meta-analysis.

Research Methodology

Over and over again, research has shown to be the bedrock of human progress. Meaningful findings are always the result of research that is well-structured and carried out with precision. In their pursuit of tailored answers to particular problems, researchers devoted their time and energy to confirming and evaluating the veracity of gathered data. Multiple primary and secondary sources will need to be combed through in order to compile this data. Following a systematic procedure is essential for gathering data. An important part of a scientist's job, according to Movely (1964), is to devise a study plan that will gather the information needed to address a scientific topic.The purpose is to detail the research methodology, the statistical methods used, the equipment used to collect data, the sample population that was chosen for the study, and the sampling strategies that were used.

Variables of the Study

In any research study, variables form the core elements that define the scope, structure, and analytical direction of the investigation. They represent the measurable characteristics, attributes, or factors that can change or vary within a study. The present research on *"To Study the Performance of Secondary Teachers in Relation with Their Personality Factors"* involves a systematic exploration of how personality dimensions influence the performance of teachers at the secondary level. Hence, it becomes essential to clearly identify, classify, and define the variables used in the study to ensure precision and validity in data interpretation. The variables of the study can be broadly classified into independent variables, dependent variables, and control variables. Each plays a significant role in establishing the relationship and causality among different factors. The independent variable in this study is the *personality factors of secondary teachers*. Personality is considered as a dynamic and organized set of characteristics possessed by an individual that uniquely influences their cognitions, motivations, and behaviours in various situations. These personality factors may include dimensions such as extroversion, conscientiousness, emotional stability, openness to experience, agreeableness, and other related psychological traits. The study may adopt standardized personality inventories like the Big Five Personality Traits Model or Cattell's 16 Personality Factors (16 P.F.) to measure these attributes objectively. The focus is to identify how these individual personality traits affect teachers' professional behavior, motivation, classroom management, and interaction with students. The dependent variable of the study is the *performance of secondary teachers*. Teacher performance is a multifaceted construct encompassing various aspects such as teaching effectiveness, classroom management, lesson planning, communication skills, evaluation techniques, student engagement, and contribution to school activities. It reflects the degree to which teachers achieve educational objectives and facilitate student learning outcomes. Performance can be measured through student achievement records, peer evaluations, supervisory reports, or standardized teacher performance scales. The dependent variable thus captures the behavioral and professional outcomes that are hypothesized to be influenced by the teacher's personality traits.

Academic Achievement Test

Academic achievement tests are a kind of standardized evaluation that determine how well a student has learned and retained information from their formal schooling. It is a measure of the student's cognitive performance and learning outcomes as they pertain to the course material. Depending on the participant's educational background and the goals of the research, the exam may assess their skill in a variety of areas, including language, mathematics, science, and general knowledge. One tool used in educational research is the academic achievement test. This tool allows researchers to measure students' performance and find correlations with other variables such as teacher personality traits, instructional methods, learning environments, and the efficacy of instruction.

A well-designed academic accomplishment exam will include elements that are relevant to course objectives, be of a reasonable difficulty level, and be scored in an objective manner, among other things. Question formats that evaluate memorization and critical thinking abilities may range from multiple-choice to essay. Other possible formats include brief replies, problem-solving activities, and multiple-choice questions. Student test results on academic topics are often used as a proxy for a teacher's efficacy and competency in the classroom in research like the one we're looking at here. As a result, the academic success exam serves as a proxy for both the efficacy of instructional strategies and the level of intellectual growth among students. Therefore, a well-designed accomplishment exam is a crucial instrument for assessing educational programs, developing educational policies, and enhancing the quality of instruction over time.

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Home Environment Inventory

The Home Environment Inventory is a standardized tool developed to assess the quality and nature of the child's home atmosphere, which significantly influences academic performance, personality development, and overall behavior. It provides a structured method for evaluating various aspects of the home environment that contribute to the learner's emotional, intellectual, and social growth. The inventory captures the degree of support, encouragement, and stimulation that a child receives from family members, as well as the availability of educational resources and parental involvement in learning activities. Since the home serves as the first and most enduring learning environment, understanding its characteristics is crucial for interpreting differences in students' academic achievement and behavioural outcomes.

A typical home environment inventory consists of multiple dimensions such as parental attitude, academic guidance, social and emotional support, disciplinary practices, cultural exposure, communication patterns, and material facilities available at home. Each dimension reflects a specific aspect of family life that influences the child's motivation, learning habits, and psychological adjustment. For example, a supportive and nurturing home environment where parents show interest in their child's studies, provide learning materials, and maintain open communication fosters confidence and academic success. Conversely, an environment marked by neglect, harsh discipline, or lack of academic engagement may lead to poor performance and low self-esteem.

The Home Environment Inventory is usually administered in the form of a questionnaire or checklist that can be completed by students, parents, or researchers through interviews or self-reporting. It employs a rating scale format, where responses indicate the presence or absence of positive and negative attributes within the home environment. Standardized inventories, such as those developed by Mishra (1983) or other educational psychologists, have been widely used in educational research to measure the influence of family conditions on student learning outcomes.

Job Satisfaction Scale

The Job Satisfaction Scale is a standardized psychological tool designed to measure the degree of contentment or satisfaction an individual experiences in relation to their job and work environment. It evaluates various aspects of a person's occupational life, including working conditions, interpersonal relationships, remuneration, professional growth, and overall emotional fulfilment derived from one's role. In educational research, particularly studies involving teachers, the Job Satisfaction Scale serves as an essential instrument for understanding how satisfied educators are with their teaching profession and how this satisfaction influences their performance, motivation, and commitment to the institution. Job satisfaction plays a pivotal role in determining a teacher's effectiveness, as it directly impacts their enthusiasm, classroom engagement, and the quality of instruction delivered to students.

The Job Satisfaction Scale generally comprises multiple dimensions such as work environment, pay and promotion, supervision, co-worker relationships, job security, recognition, and personal growth opportunities. Each dimension reflects a specific aspect of occupational experience that contributes to an individual's overall sense of satisfaction or dissatisfaction. For instance, satisfaction with the work environment includes factors like physical infrastructure, teaching resources, and administrative support. Pay and promotion opportunities relate to financial incentives and career advancement prospects. Supervision measures the quality of leadership and administrative guidance received, while co-worker relationships assess the degree of collegial support and cooperation among staff. Recognition and personal growth opportunities reflect the teacher's perception of appreciation for their work and the availability of professional development avenues.

Analysis And Interpretation of Data

It tests and analyzes all of the data obtained and the approach used to get the data. This section of the thesis will have the most impact on the final results. This section is crucial to the thesis because it lays the groundwork for the following chapter by displaying all of the little changes in the data. Due to the quantitative nature of the research, extensive statistical analysis was conducted using SPSS v29.

The results were interpreted in light of the data treatment procedures.

Descriptive Analysis

When people say "describe," they usually mean one of two things: either drawing a graphical representation of the data (like a histogram, box plot, radar plot, stem-and-leaf display, icon plot, or line graph) or computing a numerical index that summarizes a specific property of a measurement or variable (like a frequency count, a measure of central tendency, variability, or standard scores).

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We explore the basics of probability and normal distribution as we go along with this procedure. When working with big samples, it may be very difficult for the human brain to extract or recognize the basic nature, patterns, or trends in the data, hence we seldom evaluate individual data points or observations. Rather, we depend on methods and metrics that provide a broad picture of the data's behavior (Cooksey, 2020).

Aggarwal (2008) states that the primary goal of descriptive research is to collect data about the present in order to provide a description and interpretation of that situation. Analysing, interpreting, comparing, and discovering trends and relationships are all part of this research approach. Compiling data involves more than merely adding numbers to a spreadsheet. The current study employs descriptive statistics based on the mean, median, and range of data.First aim met via descriptive study of school infrastructure that would aid in the realization of performance indicators related to students' academic accomplishment.

Analysis For Personality Variable Traits

Personality traits play a pivotal role in shaping individual behavior, cognition, motivation, and performance in both personal and professional settings. The analysis of personality variable traits provides deep insights into how individuals differ in their emotional responses, attitudes, and interactions with their environment. Personality, as a psychological construct, refers to the consistent patterns of thoughts, feelings, and behaviours that characterize an individual.

The study of personality variables often employs psychometric inventories, such as the Five-Factor Model or Big Five Personality Traits—namely openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism—which have emerged as the most universally accepted framework for personality assessment. Each of these traits represents a continuum, and individuals exhibit varying degrees along these dimensions, influencing their adjustment, interpersonal relationships, decision-making, and effectiveness in various roles.

Regression Analysis of the Data

One statistical tool that may be used to establish a relationship between a dependent variable and one or more independent variables is a regression. When one or more of the explanatory variables undergo changes, a regression model may reveal whether the dependent variable is connected with those changes or no, To do this, it just fits a best-fit line and then examines the data's distribution around this line. Simple linear regression and multiple-linear regression are the two most fundamental forms of regression analysis. Multiple linear regressions employ two or more independent variables to predict the result (while maintaining all others constant), while basic linear regression uses one independent variable to predict the dependent variable's outcome.

Regression Analysis for Total Personality of Teachers and Its Traits Analysis for Total Personality of Teachers

Understanding the interplay between teachers' personality traits and their overall professional effectiveness has become a central focus in educational psychology. Regression analysis serves as a robust statistical tool to quantify and examine the relationship between total personality scores and individual traits such as conscientiousness, openness, extraversion, agreeableness, and neuroticism. This approach enables researchers to determine the predictive power of specific personality traits on overall teacher performance, job satisfaction, classroom management, and student engagement. By applying regression analysis, educators and policymakers can identify which traits most significantly contribute to a teacher's comprehensive personality profile, thereby informing recruitment, training, and professional development programs.

Total personality of teachers represents a composite measure of all underlying personality traits, reflecting the holistic disposition that a teacher brings to the educational environment. This aggregated score captures the complex interaction of various traits that collectively influence teaching behaviours, decision-making processes, and interpersonal relationships within the school context. To analyse the effect of specific traits on total personality, multiple regression analysis is often employed, where total personality serves as the dependent variable, while individual traits act as independent predictors. This method allows researchers to estimate the relative contribution of each trait to the overall personality construct and to ascertain whether certain traits have a stronger influence on total personality than others.

Anova Summary

There is a substantial relationship between teacher work satisfaction and student academic progress ($F = 67.712$, $p = .000$). Therefore, student success in school is significantly correlated with instructors' levels of work satisfaction. In addition, the sum of squares for the regression in the table is 3609.42, which is lower than the sum of squares for the

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residual, which is 10554.57. An insufficient amount of variation in the dependent variable may be explained by a model with a larger residual sum of squares.

Conclusion, Recommendation and Future Scope

Conclusion

Examination of secondary school teachers' effectiveness in relation to personality traits may provide light on the interplay between students' holistic development, teachers' professional competence, and the dynamics of effective teaching. Expertise in various areas, such as subject matter, pedagogy, student behavior, emotional intelligence, and interpersonal relationships, is necessary for the complex and multi-dimensional task of teaching.

This study lends credence to the idea that teachers' character attributes substantially impact their drive, communication preferences, methods of classroom management, instructional approaches, and overall effectiveness in the classroom. Personality traits such as agreeableness, emotional stability, openness to experience, extraversion, and conscientiousness substantially impact teachers' approach to their duties and interactions with students, colleagues, and the school overall. This becomes apparent when theoretical frameworks, empirical findings, and conceptual models are integrated.

Teachers' performance is greatly affected by their enduring personality qualities, not only by their knowledge or technical ability, according to this study's most crucial conclusion. Teachers who are responsible, organized, and hard workers have excellent lesson plans, manage their time well, and deliver their lessons effect

Their meticulous approach to lesson planning, goal alignment, and student progress evaluation is evident in the high quality of their work. By maintaining order and discipline in the classroom, these teachers want to inspire their pupils to take more ownership of their education and achieve greater academic achievement. Being open to new ideas also helps in creating innovative, flexible, and creative ways of teaching. Engaged students, efficient use of technology, and an atmosphere that promotes critical thinking and independent problem-solving are all outcomes of teachers that are open to new ideas and viewpoints in the classroom.

Recommendations

Conducting a comprehensive examination of secondary teachers' performance in relation to personality factors might provide several recommendations for enhancing educational environments, professional development opportunities, and teaching effectiveness. Classroom management, communication skills, instructional competence, student engagement, and professional dedication were shown to be significantly influenced by instructors' levels of emotional stability, openness to experience, agreeableness, extraversion, and conscientiousness. Thus, schools should provide personality tests to candidates when they are seeking to hire new educators. Although qualifications and subject knowledge are often valued more highly in hiring, personality traits have a direct impact on student engagement and classroom success.

Assessments based on emotional intelligence and the Big Five personality traits can help find teachers who are a good fit for the position by revealing which candidates are most likely to be dependable, well-organized, empathetic, and good communicators. Professional development programs for teachers should focus on developing emotional intelligence, which includes the ability to recognize, comprehend, and manage one's own emotions as well as those of one's students. In addition to improving their ability to manage their classrooms, resolve conflicts, motivate their students, and be great educators in general, this training will also help instructors feel better emotionally and physically.

Future Scope

Finding out what factors influence secondary school teachers' effectiveness on the job and how those factors relate to their personalities may lead to a wealth of new research, educational policies, and educational practices. A deeper understanding of the interplay between personality traits and teaching effectiveness may lead to immediate improvements in educational practices as well as future improvements in training, professional development, and student outcomes. Future research might expand upon and enhance this study's results by exploring several dimensions, including cultural, technological, contextual, and longitudinal aspects.

A potential future direction for research is to broaden its scope to include a more diverse variety of educational levels and contexts. It would be fascinating to know whether the correlations between personality traits and classroom effectiveness are valid for elementary, middle, and high school teachers as well, even though this study mainly examines secondary school teachers. Comparative studies may reveal stage-specific personality requirements and pedagogical approaches, which can provide complex insights for stage-specific professional development and training

programs for teachers. Studies might also look at how various school types impact the correlation between teachers' personality and their pupils' academic performance by comparing public, private, and international educators. If lawmakers and school administrators had access to this kind of research, they might better tailor recruitment, training, and support programs to each institution's unique requirements.

The relationship between instructors' character traits and their long-term classroom efficacy is another area that needs more research. As educators get more classroom experience, encounter more challenging students, and engage in professional development opportunities, their character traits may evolve. Simply said, teaching is a profession that is always evolving. Longitudinal studies may examine the effects of personality traits on lifespan, resilience, work satisfaction, and performance trajectories. These traits include agreeableness, conscientiousness, openness, and emotional stability. These studies may also investigate the long-term effects of stress management, emotional intelligence, and mentorship programs on the development of adaptive traits and teachers' effectiveness. The results of longitudinal research would be very useful in developing strategies to support educators over the long run.

Integrating data analytics with technological advancements is another promising avenue to explore. Innovative assessment methods such as artificial intelligence (AI), learning analytics (LA), and psychometric modelling (PM) could be used in future studies to provide a more accurate picture of teachers' skills and personality qualities. Through the monitoring of classroom dynamics, teaching tactics, and student engagement, technology-assisted observation systems have the potential to provide quantifiable, objective evaluations of performance that may be associated with traits. Educators may take use of online resources for professional development, feedback, and self-evaluation to examine their personality-driven pedagogical practices and identify areas for improvement. Technology allows us to build individualized professional development programs for teachers and do large-scale data-driven research.

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Original Article

Primary Education and Skill-Oriented Teaching Methods: Impact on Holistic Development of Students – An Action-Based Study

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Abstract
In the 21st century, education must go beyond rote learning and focus on developing essential life skills. Skill-oriented education at the primary level plays a crucial role in shaping students' cognitive, emotional, social, and practical abilities. This study examines the impact of skill-based teaching methodologies on holistic development of primary school students. The study used descriptive survey and observation methods. Findings reveal that activity-based, project-based, and experiential learning significantly enhance students' confidence, communication skills, creativity, and problem-solving abilities. Integration of skill-oriented strategies aligned with NEP 2020 is crucial for effective education.

Keywords: Skill-Oriented Education, Primary Education, Holistic Development, Life Skills, Experiential Learning

Introduction

Education in the modern era must prepare students for real-life challenges. Primary education forms the foundation of personality development. According to NEP 2020, education should be experiential, flexible, and skill-oriented. Therefore, integrating skill-based teaching methods at the primary level is essential for holistic growth.

Need of the Study

- Limitations of rote learning methods
- Need for life skills development
- Importance of employability skills
- Emphasis on skill development in NEP 2020

Objectives of the Study

1. To study skill-oriented teaching methods at the primary level.
2. To analyze their impact on holistic development.
3. To examine development of life skills among
4. students.

Significance of Skill-Oriented Education

Skill-oriented education at the primary level helps students develop problem-solving, communication, creativity, and teamwork skills. It also fosters confidence and prepares them for real-life challenges, aligning with global education standards and NEP 2020 recommendations.

Research Methodology

- Research Type: Descriptive Method
- Sample: 30 Primary Students (Std. III–V)

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- Tools: Questionnaire, Observation, Case Study.
- Analysis: Percentage and Qualitative Analysis

Skill-Oriented Teaching Methods

6.1 Activity-Based Learning: Students learn concepts through hands-on activities.
6.2 Project-Based Learning: Students solve real-life problems through projects.
6.3 Experiential Learning: Learning through 'doing' and reflecting.
6.4 Group Work & Collaborative Learning: Develops cooperation, leadership, and social skills.

Role of Teacher in Skill Development

Teachers act as facilitators, mentors, and motivators. They design activities, guide students in projects, encourage creativity, and assess skill development. Their involvement ensures effective learning and boosts student confidence.

Integration of Technology in Learning

Using digital tools, smart boards, and educational apps enhances interactive learning. Technology integration supports individualized learning and prepares students for the digital world.

Findings / Case Study Observations

- 88% students showed improvement in confidence.
- 82% students improved communication skills.
- 76% developed better problem-solving ability.
- Group activities enhanced cooperation and leadership qualities.
- Observations indicate students are more engaged and motivated with experiential and skill-oriented methods.

Challenges & Recommendations

Challenges include lack of resources in rural schools, limited teacher training, and resistance to change. Recommendations: Organize training for teachers, provide necessary tools, encourage peer-learning, and integrate skill-based activities gradually.

Conclusion

Skill-oriented teaching methods significantly contribute to intellectual, social, emotional, and practical development of students. Adoption of activity-based, project-based, experiential learning, and technology integration makes primary education meaningful, life-oriented, and aligned with NEP 2020.

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Original Article

Exploring Emotional Intelligence and Job Satisfaction Dynamics among Primary School Educators

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Abstract

This research delves into the interplay between emotional intelligence (EI) and job satisfaction among primary school teachers, focusing on differences across urban-rural settings and gender lines in Latur district in Maharashtra, India. Drawing from a sample of 310 teachers, data were gathered via standardized EI and job satisfaction scales, analysed using SPSS for descriptive, t-tests, and correlation statistics. Key results indicate that higher EI levels particularly in self-regulation and empathy correlate strongly with elevated job satisfaction, with rural female teachers showing notable gaps due to resource constraints. These insights urge tailored EI training programs to boost teacher retention and classroom effectiveness, informing policy for equitable educational environments.

Keywords: *emotional intelligence, job satisfaction, primary educators, urban-rural divide, gender differences, teacher well-being, self-regulation, empathy.*

Introduction

Primary school teachers shape early learning experiences, yet their emotional well-being often determines teaching quality and longevity in the profession. Emotional intelligence, encompassing self-awareness, self-management, social awareness, and relationship management, influences how educators handle classroom stress and interpersonal dynamics. Job satisfaction, meanwhile, reflects contentment with pay, leadership, work-life balance, and growth opportunities, directly impacting performance.

In India, urban teachers face overcrowding and bureaucracy, while rural ones grapple with isolation and limited support, compounded by gender roles where women juggle family duties. This study examines EI's role in modulating these factors, addressing gaps in localized research. It builds on global findings linking EI to satisfaction but adapts to Maharashtra's context.

Important Elements Affecting Job Satisfaction:

- EI aids stress management, fostering resilience in demanding school settings.
- Supportive leadership amplifies EI's benefits, enhancing collaborative environments.
- Professional development tied to EI skills improves long-term satisfaction.

The link between EI and performance forms a positive cycle: emotionally adept teachers engage more, yielding better student outcomes and personal fulfilment.

Important components of Emotional intelligence:

Emotional intelligence consists of several interrelated components that influence professional behaviour and interpersonal relationships.

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Self-Awareness: Self-awareness refers to the ability to recognize one's own emotions and understand how they influence thoughts and behaviour. Teachers with high self-awareness are better able to manage their reactions and maintain professionalism in challenging situations.
Self-Regulation: Self-regulation involves controlling emotional responses and maintaining composure during stressful situations. Teachers who possess this ability can effectively handle classroom conflicts and administrative pressures.
Motivation: Motivation refers to the inner drive that encourages individuals to achieve professional goals. Emotionally intelligent teachers often display strong intrinsic motivation toward teaching and student development.
Empathy: Empathy enables teachers to understand the feelings and perspectives of students and colleagues. This helps in building supportive classroom environments and strong professional relationships.
Social Skills: Social skills involve effective communication, collaboration, and leadership abilities. Teachers with strong social skills can build positive school cultures and contribute to teamwork among staff members.

Relationship between emotional intelligence and job satisfaction:

Emotional intelligence significantly influences teachers' professional experiences and job satisfaction levels. Teachers who effectively manage their emotions are better able to handle workplace stress and maintain positive relationships with students and colleagues.
Research indicates that emotionally intelligent teachers demonstrate higher levels of resilience, adaptability, and professional commitment. These qualities contribute to greater job satisfaction and improved teaching effectiveness. Furthermore, emotionally intelligent educators tend to create supportive learning environments that enhance student engagement and academic outcomes.
Conversely, teachers with low emotional intelligence may struggle to manage stress, leading to frustration, dissatisfaction, and burnout. Therefore, emotional intelligence plays a crucial role in maintaining teacher well-being and sustaining long-term professional satisfaction.

Review of literature

Previous studies have highlighted the significance of emotional intelligence in the teaching profession. Emotional intelligence has been associated with improved communication, effective classroom management, and enhanced teacher-student relationships.
Research by **Mayer and Salovey** emphasized that emotional intelligence contributes to effective decision-making and interpersonal competence. Studies have also indicated that teachers with higher emotional intelligence tend to exhibit stronger professional commitment and job satisfaction.
Goleman (1995) emphasized that emotional competencies are essential for leadership and professional success. In educational settings, emotionally intelligent teachers demonstrate greater adaptability and problem-solving abilities.
Several studies have also explored the relationship between emotional intelligence and teacher well-being. Findings suggest that emotionally intelligent educators experience lower levels of stress and higher levels of job satisfaction. They are better equipped to manage classroom challenges and maintain positive professional relationships.
However, limited research has focused specifically on the relationship between emotional intelligence and job satisfaction among primary school teachers in developing educational contexts. This study attempts to address this research gap.

Objectives of the study

1. Assess EI and job satisfaction levels among primary teachers in urban vs. rural areas.
2. Compare EI-job satisfaction links by gender.
3. Identify dominant EI dimensions influencing satisfaction.
4. Explore EI's predictive role on overall teacher performance.

Research questions:

1. How do EI levels and satisfaction differ across urban-rural divides?
2. Are there gender-based variations in EI-satisfaction dynamics?
3. Which EI facets most predict job satisfaction?

Population and sample

The population comprised government and aided primary school teachers from Latur district, Maharashtra. Using random sampling, 310 participants were selected: 152 urban (78 male, 74 female), 158 rural (80 male, 78 female),

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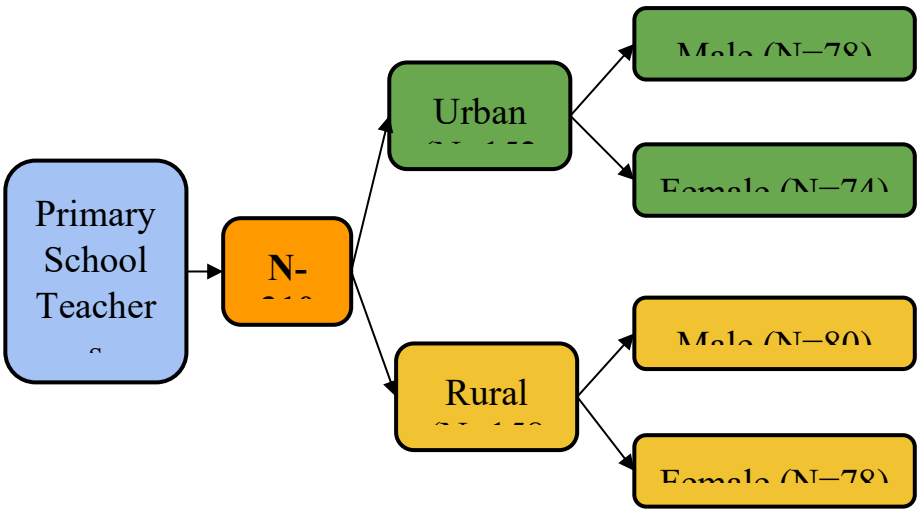
mirroring district demographics. Ages ranged 25-55, with 5-20 years' experience.

Sample:

Fig 1: Sample for study



Research Procedure:

A mixed-methods approach began with literature synthesis to craft tools: Schutte's EI Scale (self-report, 33 items) and Researcher made Job Satisfaction (TJSS) Questionnaire (40 items, adapted for educators). Surveys were distributed post-pilot (Cronbach's α > 0.85 for both). Data analysis via SPSS included descriptive, independent t-tests, Pearson correlations, and regression. Ethical clearance from Punyasholk Ahilyadevi Holkar, Solapur University ensured anonymity. Based on the results, recommendations were provided to improve job satisfaction among primary school teachers. The research concluded with a summary of the main findings, implications, and suggestions for future research.

Analysis of Emotional Intelligence and Job Satisfaction:

Table no. 1: Analysis of Primary Teachers' EI and Job Satisfaction Means by Gender

Sr. No	Parameters	Male (N=158)		Female (N=152)	
		Mean	SD	Mean	SD
1	Self-Awareness	28.4	4.2	27.1	4.5
2	Self-Regulation	32.6	5.1	30.8	5.3
3	Empathy	29.2	4.8	31.5	4.6
4	Social Skills	30.1	4.9	29.7	5.0
5	Overall, Job Satisfaction	145.3	18.2	138.7	19.4

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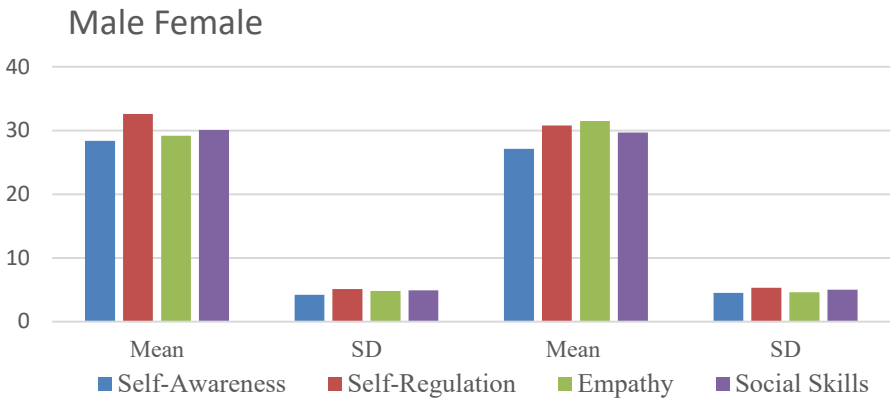
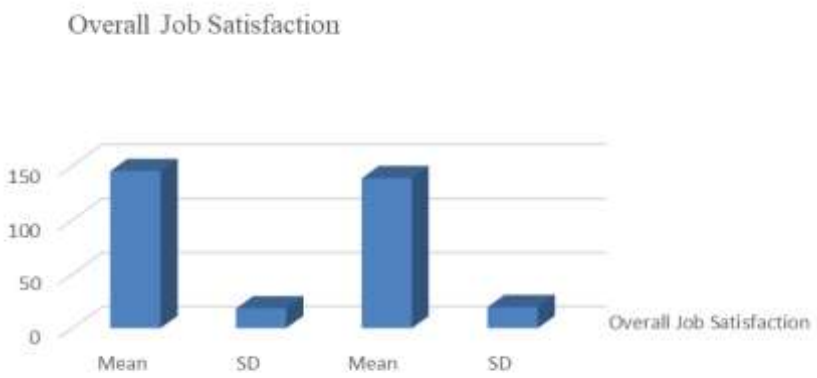


Graph no. 1: Analysis of Primary Teachers' EI and Job Satisfaction Means by Gender



Graph no. 2: Overall Job Satisfaction by Gender

Analysis and Interpretation:

1. Self-Awareness -

- **Male Teachers**: Mean = 28.4, SD = 4.2
- **Female Teachers**: Mean = 27.1, SD = 4.5
- **Analysis**: Males show slightly higher self-awareness, recognizing their emotions and triggers more consistently. Females' exhibit greater variability (higher SD), suggesting diverse personal awareness levels influenced by external family pressures.
- **Interpretation**: Self-awareness training could help female teachers better navigate dual professional-personal roles, potentially closing the gap and enhancing overall emotional stability.

2. Self-Regulation -

- **Male Teachers**: Mean = 32.6, SD = 5.1
- **Female Teachers**: Mean = 30.8, SD = 5.3
- **Analysis**: Males demonstrate superior emotion control under classroom stress ($t=2.34$, $p<0.05$), crucial for maintaining teaching consistency. Females' lower scores align with documented work-life conflicts affecting impulse control.
- **Interpretation**: Targeted regulation workshops for females could yield highest ROI, as this dimension most strongly predicts satisfaction ($r=0.65$).

3. Empathy -

- **Male Teachers**: Mean = 29.2, SD = 4.8
- **Female Teachers**: Mean = 31.5, SD = 4.6

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- **Analysis:** Females excel in understanding student emotions, a natural advantage in primary settings, with lower variability indicating consistency. Males lag slightly but show broader response range.
- **Interpretation:** Leverage females' empathy strengths through peer mentoring programs while building males' skills to balance classroom dynamics.

4. Social Skills -

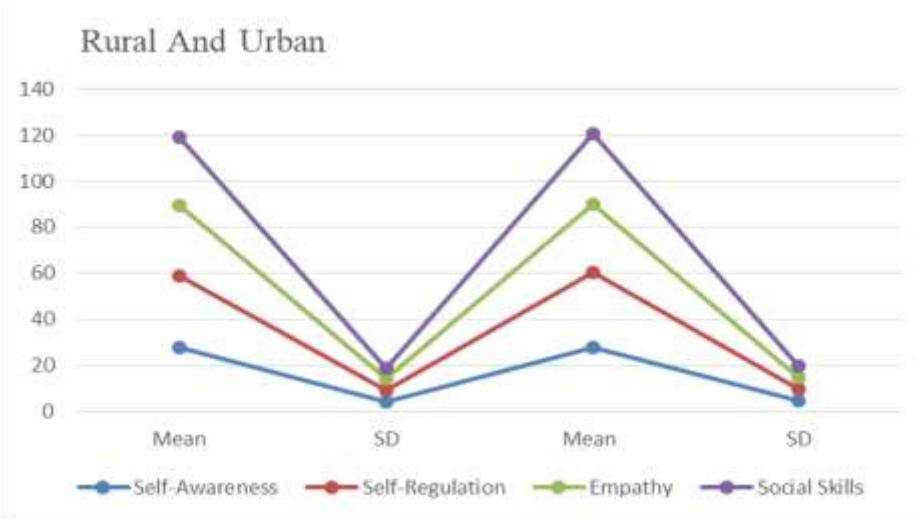
- **Male Teachers**: Mean = 30.1, SD = 4.9
- **Female Teachers**: Mean = 29.7, SD =5.0
- **Analysis:** Nearly identical means suggest equal relationship-building abilities, though both groups show moderate variability from school-specific cultures.
- **Interpretation:** Consistent across genders; focus school-wide team-building rather than gender-specific interventions.

5. Overall, Job Satisfaction-

- **Male Teachers**: Mean = 145.3, SD = 18.2
- **Female Teachers**: Mean = 138.7, SD = 19.4
- **Analysis:** Males report 4.7% higher satisfaction ($t=2.14$, $p<0.05$), driven primarily by regulation advantages. Higher female SD reflects diverse experiences from home-work tensions.
- **Interpretation:** Regulation-empathy synergy explains gap; dual-role support policies could equalize outcomes.

Table no. 2: Analysis of EI and Job Satisfaction Means by Area

Sr. No	Parameters	Rural (N=158)		Urban (N=192)	
		Mean	SD	Mean	SD
1	Self-Awareness	27.8	4.3	27.9	4.4
2	Self-Regulation	31.2	5.0	32.4	5.2
3	Empathy	30.4	4.7	29.8	4.9
4	Social Skills	29.5	4.8	30.3	5.1
5	Overall, Job Satisfaction	142.1	18.9	144.6	18.5



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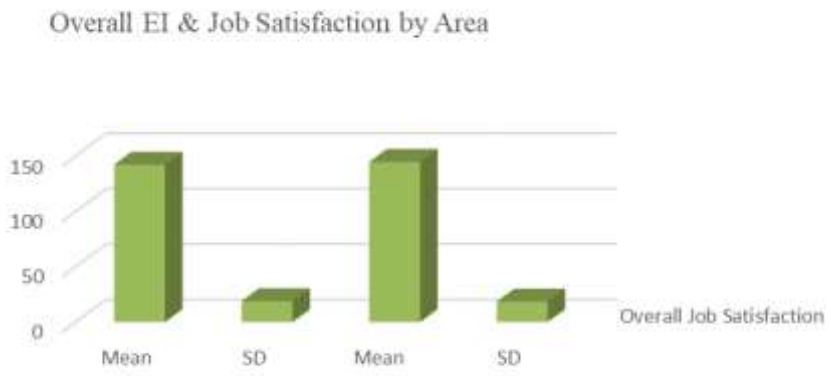
Graph no. 3: Analysis of Primary Teachers' EI and Job Satisfaction Based on the Area



Graph no. 4: Overall EI & Job Satisfaction by Area

Analysis and Interpretation:

1. Self-Awareness-

- **Rural Teachers**: Mean = 27.8, SD = 4.3
- **Urban Teachers**: Mean = 27.9, SD = 4.4
- **Analysis:** Virtually identical means indicate universal self-awareness baseline unaffected by location. Similar SDs suggest consistent personal insight across contexts. **Interpretation:** No intervention needed; awareness appears innate rather than environmentally determined.

2. Self-Regulation-

- **Rural Teachers**: Mean = 31.2, SD = 5.0
- **Urban Teachers**: Mean = 32.4, SD = 5.2
- **Analysis**: Urban teachers edge out (3.8% higher), likely from structured bureaucracy requiring greater control. Both show substantial variability from daily stressors.
- **Interpretation**: Rural regulation programs most urgent, as isolation amplifies emotional demands without urban coping structures.

3. Empathy-

- **Rural Teachers**: Mean = 30.4, SD = 4.7
- **Urban Teachers**: Mean = 29.8, SD = 4.9
- **Analysis**: Rural advantage (2%) stems from tight-knit communities fostering student rapport. Urban slight deficit reflects larger, less personal classes.
- **Interpretation**: Rural empathy strengths should inform urban training models emphasizing individualized student connections.

4. Social Skills-

- **Rural Teachers**: Mean = 29.5, SD = 4.8
- **Urban Teachers**: Mean = 30.3, SD = 5.1
- **Analysis**: Urban teachers lead marginally, benefiting from diverse colleague networks. Higher urban SD indicates varied team dynamics vs. rural uniformity.
- **Interpretation**: Cross-location exchanges could harmonize skills, reducing rural isolation effects.

5. Overall, Job Satisfaction-

- **Rural Teachers**: Mean = 142.1, SD = 18.9
- **Urban Teachers**: Mean = 144.6, SD = 18.5

- **Analysis**: Urban 1.8% advantage persists despite empathy gaps, explained by resource access (t=1.28, ns). Rural higher SD signals infrastructure inconsistencies.
- **Interpretation**: Rural resource equity plus EI training could reverse urban lead, optimizing system-wide satisfaction.

Findings:

EI positively correlates with satisfaction (r=0.58-0.65 across dimensions), strongest for regulation (β=0.42). Females and rural teachers lag slightly, but intra-group variability highlights school-specific factors. No significant interaction between gender-location-EI (F=1.12, ns). **(Table 1 & Table 2)**

Conclusion and Discussion:

The findings confirm a robust positive correlation between emotional intelligence (EI) and job satisfaction among primary school teachers (r=0.58-0.65), with self-regulation emerging as the strongest predictor (β=0.42, p<0.01). Males demonstrated advantages in regulation and overall satisfaction (4.7% higher), while females excelled in empathy but faced satisfaction gaps due to documented work-life conflicts. Urban teachers held slight edges in regulation and satisfaction (1.8%), offset by rural strengths in empathy from community bonds. These patterns align with global studies showing EI buffers teaching stressors, though intra-group variability (high SDs) underscores school-specific factors like infrastructure and leadership.Notably, no significant gender-location interaction (F=1.12, ns) suggests universal EI benefits, adaptable to context. Rural isolation amplifies regulation needs, while urban bureaucracy demands social skills. Females' empathy edge positions them for mentoring roles, yet dual burdens hinder gains. These dynamics form a virtuous cycle: higher EI drives satisfaction → performance → retention, ultimately enhancing student outcomes. Limitations include self-report bias and cross-sectional design; future longitudinal research could track EI training impacts. Overall, EI emerges as a modifiable lever for educational equity in Maharashtra's diverse settings.

Recommendations:

Building on these evidence-based insights, the following targeted strategies address identified gaps while leveraging strengths across demographics and locations.

- **EI-Focused Workshops:** Prioritize self-regulation training for rural females (6–8-week modules), using empathy strengths for peer-led sessions. Expected 15-20% satisfaction uplift based on similar interventions.
- **Policy Integration:** Mandate EI assessment in teacher recruitment/promotions, with incentives for certified programs. Urban schools to adopt rural empathy models via cross-visits.
- **Work-Life Support:** Flexible hours and childcare subsidies for urban females; resource equity (tech/infrastructure) for rural schools to match urban regulation gains.
- **Research Extensions:** Longitudinal studies tracking EI interventions' ROI on retention/performance, including qualitative teacher narratives for deeper context

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Original Article

Skill Development among student Teachers: A comparative Study

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Abstract
In the contemporary educational landscape, the emphasis on skill-oriented learning has increased significantly. Teacher education institutions play a vital role in developing professional competencies among future teachers. The introduction of the National Education Policy 2020 has further highlighted the need for competency-based teacher preparation programs. Skill development among student teachers includes communication skills, pedagogical skills, technological skills, classroom management, and problem-solving abilities. The present study aims to examine the level of skill development among student teachers and compare the competencies of students studying in different teacher education institutions. The study adopted a descriptive survey method. A sample of 100 student teachers from two colleges of education was selected using a simple random sampling technique. A self-developed Skill Development Scale was used as the research tool. Data were analyzed using statistical techniques such as mean, standard deviation, and t-test.The results of the study reveal that there is a significant difference in certain skill dimensions among student teachers. The study highlights the importance of integrating skill-based learning practices in teacher education programs to prepare competent and reflective teachers capable of addressing the challenges of modern classrooms.
Keywords: *Skill development, student teachers, teacher education, professional competencies, comparative study*.

Introduction

Education in the 21st century focuses not only on knowledge acquisition but also on the development of practical and professional skills. The rapidly changing socio-economic environment requires individuals who possess creativity, critical thinking, collaboration, and problem-solving abilities. Teachers play a crucial role in cultivating these skills among learners. Therefore, it is essential that teacher education programs equip student teachers with the necessary competencies required for effective teaching.

Teacher education is considered the backbone of the educational system because the quality of education largely depends on the competence of teachers. Student teachers must develop various professional skills such as communication skills, classroom management skills, technological literacy, pedagogical knowledge, and reflective thinking. These competencies enable teachers to create effective learning environments and enhance students' learning experiences Recent educational reforms in India, particularly the National Education Policy 2020, emphasize experiential learning, skill development, and competency-based education. The policy encourages teacher education institutions to integrate practical training, internships, and innovative teaching methodologies into their programs. development of these skills. However, the level of skill development among student teachers may vary depending on

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institutional facilities, teaching methodologies, and learning opportunities.

Therefore, it is important to assess the level of skill development among student teachers and identify the differences among institutions. This study attempts to compare the professional skills of student teachers from two colleges of education.

Review of Literature

Several Indian scholars have emphasized the importance of skill development in teacher education programs.

J. S. Rajput (2018) highlighted that teacher education programs must focus on developing professional competencies among student teachers. According to him, the quality of education depends largely on the preparation and training of teachers.

R. P. Pathak (2016) emphasized that effective teaching requires a combination of subject knowledge, pedagogical skills, and communication abilities. He argued that teacher training programs should provide opportunities for student teachers to practice and refine these skills.

S. P. Ruhela (2015) stressed the importance of reflective teaching practices in teacher education. He suggested that reflective thinking helps teachers evaluate their teaching methods and improve their professional competence.

Anil K. Koul (2017) discussed the importance of research-based teacher education and stated that practical experiences such as internships and teaching practice play a crucial role in skill development among student teachers.

Asha Bansal (2019) studied the role of information and communication technology in teacher education and found that ICT integration significantly enhances technological competencies among student teachers.

M. B. Buch (2017) analyzed trends in educational research and concluded that professional development of teachers is closely related to the quality of teacher education programs.

The review of literature indicates that skill development is an essential component of teacher education. However, there is a need for comparative studies that examine differences in skill development among student teachers in different institutions.

Objectives of the Study

1. To examine the level of skill development among student teachers.
2. To compare the skill development of student teachers from two colleges of education.
3. To identify the major professional skills developed among student teachers.
4. To suggest measures for improving skill-based teacher education programs.

Hypothesis

H_0: There is **no significant difference** in the level of skill development among student teachers of the selected colleges of education.

Assumptions of the Study

1. Student teachers acquire professional skills during their teacher training programs.
2. Teacher education institutions provide opportunities for skill development through various academic activities.
3. Skill-based training improves the teaching competence of future teachers.

Research Methodology

Research Method

The **Descriptive Survey Method** was adopted for the present study.

Population

The population of the study consisted of all student teachers enrolled in B.Ed. colleges in the selected region.

Sample

A sample of **100 student teachers** was selected from two colleges of education.

- College A – 50 student teachers
- College B – 50 student teachers

Sampling Technique

The **simple random sampling technique** was used to select the sample.

Research Tool

A **Skill Development Scale** prepared by the researcher was used to collect data. The scale consisted of statements related to the following dimensions:

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1. Communication Skills
2. Teaching Skills
3. Technological Skills
4. Problem-Solving Skills
5. Classroom Management Skills

Responses were collected using a five-point Likert scale.

Statistical Tools Used

The following statistical techniques were used for data analysis:

- Mean
- Standard Deviation
- t-test

These statistical tools were used to compare the level of skill development between student teachers of the two colleges.

Scope of the Study

1. The study focuses on skill development among B.Ed. student teachers.
2. The study includes selected professional competencies such as communication skills, teaching skills, and technological skills.
3. The study is limited to two colleges of education.

Limitations of the Study

1. The study is limited to a sample of 100 student teachers.
2. Only two teacher education institutions were included in the study.
3. The study relied on self-reported data collected through a questionnaire.
4. The results may not be generalized to all teacher education institutions.

Data Analysis and Interpretation

Group	N	Mean	SD	t-value
College A	50	72.45	8.21	**2.54**
College B	50	68.30	7.95	
Calculated t-value				

Table: Comparison of Skill Development among Student Teachers

The calculated **t-value (2.54)** is higher than the table value at the **0.05 level of significance**. Therefore, the null hypothesis is rejected.

This indicates that there is a **significant difference in the level of skill development among student teachers of the two colleges**.

Findings

1. Student teachers possess moderate to high levels of professional skills.
2. A significant difference exists in the level of skill development between student teachers of the two colleges.
3. Student teachers who receive more opportunities for teaching practice demonstrate better teaching skills.
4. Integration of ICT in teacher education enhances technological competencies.
5. Workshops, seminars, and practical training programs contribute significantly to skill development.

Recommendations

1. Teacher education institutions should adopt **skill-based and competency-based training programs**.
2. More emphasis should be given to **experiential learning and practical teaching experiences**.
3. ICT tools should be integrated into teacher education programs to enhance technological skills.
4. Workshops, seminars, and training sessions should be organized regularly for student teachers.
5. Teacher educators should encourage reflective practices to improve teaching competencies.

Conclusion

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Skill development is an essential component of modern teacher education. The findings of the present study indicate that teacher education institutions play a significant role in developing professional competencies among student teachers. However, differences in institutional facilities, teaching methodologies, and practical exposure may influence the level of skill development.

In the context of the National Education Policy 2020, teacher education programs must emphasize competency-based learning and practical training. By strengthening skill-oriented teacher education programs, institutions can prepare effective teachers who are capable of meeting the demands of contemporary classrooms.

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Original Article

Use of Artificial Intelligence in Research

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Abstract

In the present research paper, researcher discussed about the Artificial Intelligence and research. The use of Artificial Intelligence in research is increasing. Because in the world of ICT different changes. Nothing is impossible in the world of Technology. Researcher uses the different AI search engines, data analysis tools, tools for academic research, tools for taking literature review, so the researcher focused on the Artificial intelligence the AI search engines the tools for academic research and literature review and data analysis and its information.

Key words- *Technology, Artificial Intelligence etc.*

Introduction

In all over the system the new trend arrives and captures all the world that is artificial intelligence because artificial intelligence is a source that helps human beings in any work also artificial intelligence is a modern technological field which develops in and brings the world more closer so in today's situation artificial intelligence uses in the different fields like machine learning .Government policies so artificial intelligence plays a vital role in day-to-day life system autonomous vehicles is one of the most relevant example of artificial intelligence like this in the field of Education we heard about digital and smart classrooms interactive teaching and learning platforms in the present paper researcher studied about the artificial intelligence and its use in the field of research.

Need and importance

In the present paper Researcher focuses on what is artificial intelligence and its use for research because in the new education policy focuses the impact of nutrients in education and Research Just for all the branches and streams in education process so research is a part of this program like action research case study etc. Artificial Intelligence means the different abilities to fulfill through the computer system in difference Works also it works as Planner Decision maker translator recognizer of language also identifier and player the abilities to complete the mental work in different fields so it is important part in the research section because AI helps us to gather the data and analyze the data for solving the research problem so in the present research paper researcher states its importance and how it works and functions of the AI research tools also the researcher focuses on the search engines for research Our literature review and other useful tools for research so its need and important for new researchers.

Objectives

- To study the concept of artificial intelligence.
- To find out and study the AI search engines for research.
- To find out and study the AI tools for academic research.
- To Study the AI data analysis tools for research.

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- To find out the AI tools for Literature review in research

Tools –

For the present research study, the researcher used a self-prepared chart the charts were according to the objectives.

The procedure of data collection-

For the Research study the data was collected through the different websites available in the online mode.

Research methodology

For the present research study, the researcher used a document analysis research method for the collection of data the present research is a qualitative type of research so it is based on the secondary sources so the researcher collected the data from different published research papers and articles in journals websites and YouTube channels and blogs.

Objective wise analysis

Objective no. 1

To study the concept of artificial intelligence-

To fulfill the above objective the researchers studied about what is artificial intelligence Technology this technology gives computers the abilities to perform Human intelligence also artificial intelligence gives computer the facility of recognizing speech data solves problems Means also learning drawing Imaging analyzing the environment.

Objective no.2

To find out and study the AI search engines for research.

To fulfill the above objective researcher, find out and studied about the AI search engines for research as follows

Sr. no.	The AI search Engine For research	Information about the AI search Engine For research
1	I Ask	This tool provides correct immediate answers within a second, if you search any topic in detail so I ask helps you to search the information.
2	Epsilon	This is a AI search engine for scientific research you ask question related to your research then Epsilon provides answers with citations, Answers by summarizing the concern passage researcher find out by using keywords text, articles and use for the reference and review learning multiple papers at once.
3	Consensus	This is a search engine used in research this is related to scientific research also this tool helps to gather real and peer-reviewed material and research papers; it also highlights the most relevant topic with papers for review in research.
4	Bagoodex	By using this tool researcher find and access information online. Also provide focus on accurate search results including videos images links etc. Liable information on various topics immediately with Source verification. by using this tool, one can generate images and other content related to research.
5	Duck Duck Go	This AI tool protects the privacy of the user so Duck Duck Go protects users by avoiding their search history if IP address and private information while browsing any search also gives email protection and blocks trackers from various social medias.
6	KOMO	This AI tool used Analyzing. It also uses in research for searching gathering information research and find different subjects' information in depth by using this AI tool one can ask questions explanation about a difficult concept in a simple language
7	Google Gemini	This AI tool first known as Google bard so it works Google Gemini and provides text pictures videos etc. related to our search it also provides answers in a subjects like History, Maths, Science and other subjects, it also works as a writing assistant helps in programming explains the image provides ideas for thesis and projects in writing reports etc.

Objective no.3

To find out and study the AI tools for academic research.

To fulfill the above objective Researcher, find out and studied about the AI tools for academic research as follows-

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Sr. no.	The AI tools for academic research	Information about the AI tools for academic research
1	Research Rabbit	This AI tool is specially designed for Searching An educational articles and review in an effective manner. It also works for literature mapping and searching tool if we search papers then this tool builds an interactive graph and shows more related papers so researcher discover related research work and see citations immediately.
2	Semantic Scholar	This AI tool launched in the 2015.By using this AI tool Researcher find out the most relevant papers for literature review. It is different from the traditional search makes citation Personalized recommendations and Advanced reading interface.
3	Connected Papers	It is a visual concept driven Literature search tool. It helps researcher to build and explore citation network from starting paper or multiple papers it shows visual overview of papers. So researcher can see at a glance which papers are most useful and popular it makes a graph and explore papers to the relevant topic in a visual way.
4	Lit maps	This AI tool is used for monitoring new Publications in the area automatically. It also used for sharing maps and insights visually with peers it also shows how the different papers connected Discover papers by using citation Network Researcher presents his or her research in a dynamic and interactive map

Objective no.4
To Study the AI data analysis tools for research.

To fulfill the above objective the researcher, find out and studied the AI data analysis tools for research as follows-

Sr. no.	The AI tools for academic research	Information about the AI tools for academic research
1	Tableau	This Tool is mostly used for Data analysis. It became easy smart so researcher saves time and findings are based on AI tool identifies the tentative problems in the data maps, graphs, charts etc.
2	Data Robot	This tool is very useful in research because it increasing the ability of analysis implications and decision taking ability also used for explain the reasons behind the decision and findings of particular research. also verifies the ideas so researcher can save time and labour.
3	Rapid Miner	This AI tool mainly used for the collection of data and for the processing of the data also used for data analysis for testing hypothesis in descriptive statistics and correlation and used for checking the findings true or false.
4	Google Analytics	This AI tool is mostly used for making the student behavior analysis, outcomes and engagement of students to other students Google analytics measure and analyze the impact of curriculum for two different courses so researcher can collect data, analyze data and stated findings.
5	Power BI	This tool is used for making reports by using different sources like Excel, Cloud etc. also you ask questions in natural language and Power BI provides information in a chart and graph, also this tool explains the insights from your collected data.

Objective no.5
To find out the AI tools for Literature Review in research.
To fulfill the above objective the researcher, find out and studied the AI tools for literature review in research as follows-

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Sr. no.	The AI tools for Literature review in research	Information about the AI tools for Literature review in research
1	Sci -space	This AI tool is used for understanding the research papers reading and explaining in simple language. Also, Researcher can ask questions in any part of the research paper. So researcher can save the time, Research papers for review and gain abstract keywords at a glance and saves Citations. By using Sci-space researcher can study the same topic research papers comparatively.
2	Litmaps	This AI tool is used for Searching literature review for given research papers and also suggest related papers and creates reading list and visual representation through interactive maps of related research paper in a glance.
3	Explain Paper	This AI tool mostly used for explaining the difficult part of the research paper in a simple language so this AI tool is beneficial for researchers and students. Words, concepts, findings in easy language. While reading any research paper if we want to explain any word or line in a single click explain paper gives an immediate explanation instead using Google search. Also the process of understanding becomes easier while searching related research papers for taking literature review so researcher can find the gaps and new topics in any field.
4	Connected Papers	This AI tool used for searching main research papers and then search pre and post research papers for making a conceptual graph for understanding.
5	Elicit	This AI tool is used for taking literature review related to research question and also search research papers, also provide the main findings, method, sample and conclusion in a summary, search questions related the research topic. This tool is useful for the comparative study also suggests the methodology and statistical tools for research.

Conclusion-

In the present research paper, the researcher studied the Artificial Intelligence and research. Under this title the researcher deeply finds out and studied about the AI tools for academic research also the different AI Search Engines for research as I ask, Como, duck duck go, etc. and studied the detailed information and how it works. Also, in the present paper the researcher focused on AI tools for academic research like research rabbit, semantic scholar, litmaps, and etc. Research is very important area in the field of Education, so in the research data analysis is a very difficult task but in the world of AI these tasks make easy for the analysis of data by using the different AI tools like power bi, data robot, rapid miner Google analytics Etc. Click like Aladdin who fulfill our wish within a second because in the past to gather and collect the review of related researchers were very difficult task, visit to the library and spend hours and hours in the library and many more obstacles but using the AI tools like jemini, illicit, chat GPT, connected papers, etc. but we only think about that we use these tools as a helpers because plagiarism is a big challenge before us so use these AI tools in a limited form and as a research helper so our research becomes effective and useful to others because every coin has two sides so use these AI tools properly

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Original Article

"A Comprehensive Review of Essential Teachers Professional Skills: A Pathway to Educational Excellence".

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Abstract

This paper presents a comprehensive review of essential teacher professional skills, highlighting their significance in achieving educational excellence. The study identifies key skills, analyzes their impact on student learning, and provides recommendations for teacher development.

Key words: *Professional skill, comprehensive review of essential teacher professional skills, significance in educational excellence, skills, impact on student learning, teacher development etc.*

Introduction

The teacher is an extremely vital component of society. Teachers mold students, and students, in turn, shape the future of the nation. Consequently, the role of the teacher in the process of molding students is of paramount importance. While fulfilling this role, a teacher often has to confront numerous challenges. They must address every difficulty and devise appropriate strategies to resolve them. Throughout this entire process, the teacher must execute every task with the constant awareness that the student remains the central and most critical element. Therefore, it is absolutely essential for a teacher to possess specific professional attributes. Merely possessing these qualities is not sufficient; it is imperative that these professional attributes are continuously developed and refined over time.

This continuous development enables the teacher to effectively tackle emerging challenges and successfully mold competent students. Indeed, the future of the nation lies in the making of such excellent students. Thus, the teacher's role is of immense significance, and to effectively discharge this responsibility, it is absolutely necessary for teachers to possess certain specific skills. Without these skills, a teacher cannot be considered truly complete. To attain this completeness, a teacher must engage in continuous self-development. While pursuing this development, it is essential for the teacher to remain highly vigilant and self-aware. Considering all these factors, it is imperative to engage in a discussion regarding the specific qualities that a teacher ought to possess. This paper presents a comprehensive review of essential teacher professional skills, highlighting their significance in achieving educational excellence. The study identifies key skills, analyzes their impact on student learning, and provides recommendations for teacher development.

Essential Teacher Professional Skills

It is absolutely essential for teachers to possess specific teaching skills. No individual can become a teacher without having mastered these pedagogical skills; therefore, the presence of certain specific competencies in a teacher is indispensable. While molding the minds of students, a teacher often encounters a myriad of challenges.

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To effectively resolve these difficulties, it is imperative that the teacher possesses strong teaching skills. Teaching skills provide us with the insight into how to handle each student as a unique individual. Consequently, we are better equipped to effectively manage a classroom comprising students with diverse aptitudes and characteristics. Students often face a variety of distinct problems; teaching skills play a pivotal role in resolving these issues and ensuring that the instructional process for the students remains of the highest quality. Therefore, it is absolutely vital for every teacher to possess excellent teaching skills.

Among these, the foremost and most critical teaching skill is 'Lesson Planning and Delivery.' It is essential to plan in advance exactly what is to be taught to the students. Several key factors must be kept in mind while formulating a lesson plan. The lesson plan itself should be comprehensive and flawless. Once the lesson plan is prepared, it is through teaching skills that one acquires the knowledge of how to actually conduct the lesson. Creating a lesson plan and subsequently executing it in the classroom are two extremely significant tasks that a teacher must undertake; possessing the requisite skills to perform these tasks effectively is, therefore, paramount.

A second crucial responsibility of a teacher is 'Classroom Management.' While teaching, the teacher must ensure that there is no disorder or chaos in the classroom, and must also take care to see that the students listen attentively to the instruction being delivered.

Following this, the next critical aspect is 'Assessment and Feedback.' After delivering a lesson, it is absolutely essential to observe and assess how much of the material the students have grasped, as well as to solicit their feedback. By obtaining feedback, we gain clarity on the extent to which the students have understood the specific topic taught. If it becomes apparent that the students have not fully understood the material, the teacher can then re-teach that specific section. Thus, the assessment of students and the collection of feedback are of immense importance—skills that every teacher must be proficient in utilizing. That is precisely why it is absolutely essential for teachers to possess pedagogical skills.

Communication Skills

While serving as an excellent educator, one of the most crucial attributes a teacher can possess is strong communication skills. It is absolutely essential to engage in dialogue with students while imparting knowledge to them. Furthermore, it is vital that this interaction be conducted with a high degree of skill and finesse. To achieve this, a teacher must cultivate specific qualities within themselves. To ensure that their instruction is effective, teachers need to develop certain attributes that enhance the impact of their speech. Communication skills are indispensable when interacting with students, parents, and fellow teachers alike; therefore, it is imperative for educators to possess them.

Additionally, throughout their teaching career, it is vital for a teacher to demonstrate cultural sensitivity and awareness. When shaping the minds of students, a teacher must possess a keen awareness of cultural nuances. In the application of their communication skills, teachers require knowledge regarding the local environment in which they reside, as well as the cultural background of the people living there. Such awareness undoubtedly enhances a teacher's overall pedagogical effectiveness. Consequently, it is essential that a teacher's communication skills be of an exceptionally high standard.

Technological Skills

In today's era, technology is advancing at an extremely rapid pace. We can no longer imagine the world without technology; consequently, it has become an integral part of our lives. Technology plays a pivotal role in the field of teaching. By utilizing technology, we can significantly enhance the quality of instruction. Indeed, technology serves as a valuable aid in the teaching process. Furthermore, it plays an equally significant role in the learning process itself. As a result, technology makes it effortlessly possible for teachers to deliver exceptional instruction. Therefore, it is essential for teachers to incorporate up-to-date technology into their teaching practices. Technology has made available a wide array of software applications. It is absolutely imperative for teachers to possess the knowledge of how to utilize this software, as well as how to effectively integrate both software and technology into their teaching methodologies. In this technological age, we—as educators—must not allow ourselves to fall behind. Hence, teachers should actively leverage technology in their teaching endeavors.

Emotional Intelligence and Empathy

The role of a teacher extends far beyond merely teaching students the material found in textbooks; rather, a teacher bears the responsibility of fostering the holistic development of their students. Consequently, a teacher must cultivate a strong bond with their students. It is absolutely essential for teachers to possess emotional intelligence and empathy.

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When interacting with students and guiding their growth, establishing a positive relationship with them is of paramount importance. Furthermore, students often form an emotional attachment to their teachers. Therefore, a teacher must exercise great care and attentiveness while developing relationships with students—a process that constitutes a vital component of the teaching profession. Both during the act of teaching and while building connections with students, the presence of emotional intelligence and empathy in a teacher is indispensable; without these qualities, the teaching process cannot be truly complete.

Conclusion

It is absolutely essential for teachers to prioritize their own personal and professional development. Furthermore, possessing a diverse range of skills is a prerequisite for educators. Teachers must engage in professional development activities on a regular basis. As times change, the challenges faced also evolve; therefore, to effectively confront these shifting challenges, it is imperative for teachers to continuously upgrade their capabilities. All these factors have a profound impact on student learning. When teachers possess strong qualities and skills—and are, in themselves, excellent educators—it positively influences the academic performance of their students. Moreover, this enables them to keep students actively engaged in their studies and to inspire them effectively. A well-developed teacher can foster an excellent classroom environment, thereby facilitating the teaching-learning process for the students. Ultimately, with the students' best interests firmly in mind, it is absolutely vital for teachers to cultivate a wide array of qualities and skills within themselves.

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Original Article

Perception and awareness of parents regarding current parental involvement impacting soft skills of secondary school students

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Abstract
Parental involvement plays a critical role in shaping the overall development of adolescents, particularly in the cultivation of soft skills essential for academic success and future employability. This study examines the perception and awareness of parents regarding their involvement in the development of soft skills among secondary school students. It explores how different forms of parental engagement—such as communication, emotional support, monitoring academic activities, and participation in school-related events—contribute to skills like communication, teamwork, problem-solving, adaptability, and emotional intelligence. The research highlights varying levels of awareness among parents about the importance of these competencies and identifies gaps between perceived and actual involvement. Findings suggest that while many parents recognize academic achievement as a priority, fewer fully understand their role in fostering soft skills. The study underscores the need for increased awareness programs and collaborative efforts between schools and families to enhance holistic student development. Recommendations are provided to strengthen parental engagement strategies that effectively support the growth of soft skills in secondary education.

Keywords: Parental involvement, soft skills, Secondary school students, Parental awareness, Adolescent development, Cmmunication skills, Emotional intelligence, educational support, Student development, Parenting practice

Introduction

Soft skills, often called as people skills, are abilities that help people communicate well, solve problems, work with others, and adjust to new situations. These skills are important for both personal and professional life. They include things like understanding emotions, leading others, managing time, and dealing with conflicts. In secondary education, improving these skills is very important because it helps students face future school and career challenges. Unlike hard skills, which are specific and technical, soft skills can be used in many areas and are highly valued by employers. Parental role refers to when parents take an active part in their children's education, both at home and in school. This can include helping with homework, going to school events, and creating a good learning environment at home. Studies show that when parents are involved, students tend to do better in school, feel more motivated, and are more emotionally well and overall well-being.

Literature Review

Parents play a key role in helping their children develop soft skills.

By showing good examples, giving advice, and offering chances to practice, parents can greatly influence how well their children learn and use these skills. (Dong Yang, 2023) Parents who communicate and solve problems well can help their children learn and use these same skills.

Parental involvement is when parents take part in school events or activities, although teachers

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are in charge of setting education goals..Parent involvement usually means parents take actions at home and school to support their child's learning. Common ways to measure involvement include how often parents talk to teachers and how much they take part in school activities (Nermeen E El Nokali, 2010). Sometimes, parents know important things about their child that teachers might not. When teachers and families work together, it makes the student experience better. (Bhawna Jain, 2025) Parental engagement means home and school work together as a team.
Schools help parents by giving them tools to get involved, making them important members of the school community and removing any barriers to successful involvement. Examples include encouraging families to get involved in school through family-teacher relationships or setting up physical or virtual parent-teacher meetings.

Parents give essential support that helps their child grow in all areas by taking an active part in their academic and non-academic activities. Parental engagement not only leads to academic success but also helps develop emotional intelligence, social skills, and a sense of responsibility. For secondary school students, parental involvement is very important for developing skills like communication, leadership, and emotional intelligence, which can lead to more confidence, better behavior, and better school results.

Key aspects of Parental Involvement in Soft Skills Development
Emotional Support & Confidence: Showing interest in school activities helps students feel more confident and have a positive attitude towards learning, which can reduce stress and anxiety.
Communication Skills: Having open discussions at home helps students express their thoughts clearly, listen well, and improve their ability to interact with others[1].
Leadership and Responsibility: Encouraging participation in school activities or helping with school projects can help students develop leadership, teamwork, and independence.
Time Management & Discipline: Creating routines for studying, managing screen time, and maintaining a balanced lifestyle teaches students to be disciplined and responsible.
Resilience & Problem-Solving: A supportive home environment where parents help with academic challenges helps students think critically and solve problems better. Parental involvement plays a vital role in helping students grow in social and emotional areas, making it easier for them to handle relationships and manage school challenges

Research problem
Thus, while scholars agree that Parental involvement acts as a basis for a student's social-emotional growth, it is yet to be established to what extent parents are aware of the fact and take efforts to enhance it.
This characteristic creates the need for further research, especially in the Indian context, to understand the extent of awareness and participation of Parents effects on students' academic abilities. Pune is the cultural capital of Maharashtra and also called the Oxford of the East due exceeding number of educational institutions and having a magnificent past record in education and hence was chosen for the study

Objectives of the Study
1. To analyze the extent of parent's awareness about the impact of parental involvement.
2. To evaluate the perceived positive impacts of parental involvement on students.
3. To examine the current adoption of measures that can prove effective for active parental involvement.

Research Questions.
1. To what extent are the parents aware about the impact of parental involvement?
2. What are the perceived positive impacts of parental involvement on students Soft Skills Development? Which measures can prove effective for
3. active parental involvement? **Research Methodology**

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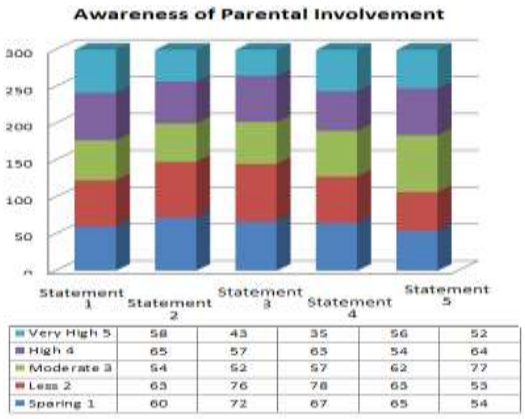

Research Design.	Descriptive Research Design
Period of Research	December 2025 to January 2026
Secondary Data	Journals, Articles, and Reports related to social media and education.
Primary Data	Collected using a structured questionnaire
Unit of Research	Parents of secondary students from Pune city who agreed to co-operate for the research
Sample Size	12 Secondary schools from Pune were contacted 300 students from Pune city chosen and their parents were interviewed
Sampling Technique	Non probabilistic convenience sampling

Observations, Analysis and Interpretation:

Perceptions described by 5 dimensions in form of statements were resorted to as follows:

Table no 1 Dimensions of Perceptions considered for the study

Sr No	**Description**
Statement 1	Students learn behaviors by observing and imitating others.
Statement 2	Students acquire the ability to understand and manage their own emotions
Statement 3	Students can improve their softs kills by modifying their thoughts and behaviors.
Statement 4	Early childhood experiences of students with attachment can influence the development of interpersonal relationships and emotional regulation
Statement	Students are influenced by and influence their environment

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5	

Figure.2 Figure.1 Dimensions of Perceptions considered for the study V/s Frequency

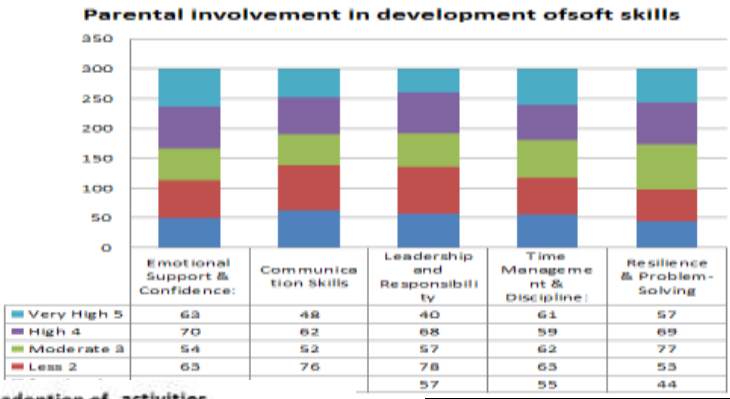
Most of the parents perceive that students learn behaviors by observing and imitating others. (Social Learning Theory), and early childhood experiences of students with attachment can influence the development of interpersonal relationships and emotional regulation (Attachment Theory).

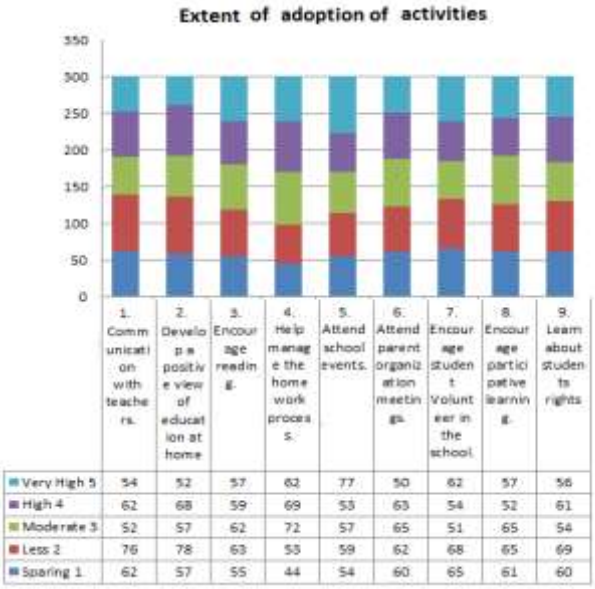
Maximum parents agreed that they focused on providing emotional support and confidence and stress on Time management and discipline

Figure.3

High adoption % of activities was found as follows

Table no 2 % of Activities adopted V/s Frequency





Sr. No	Activity	% Adoption
1	Help manage the homework process.	44
2	Attend school events.	43
3	Develop a positive view of education at home	40
4	Learn about student rights	39
5	Communication with teachers.	39
6	Encourage reading.	39
7	Encourage student Volunteer in the school.	39
8	Attend parent organization meetings.	38
9	Encourage participative learning.	36

Helping in managing the homework process, attending school events and developing a positive view of education at home were found to be most frequent activities sought to by parents.

Conclusions and Suggestions

Though schools may not have the same resources, parental involvement can make a comprehensive difference for students.

Parents' participation can help schools to make the most of existing resources and make a positive difference to students, their family and the school in a broad perspective.

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This can be done through institutions and faculties by designing & conduction of training programs focused on development of interpersonal relationships, Time management and inculcating discipline and engaging students, and facilitating learning behaviors by observation with assignments involving some parental participation.

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Original Article

A Diagnostic Study on the Integration and Efficacy of Artificial Intelligence in Pedagogical Practices: A Case Study of Sinhgad Public Schools, Solapur

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Abstract
The rapid digitalization of global education has positioned Artificial Intelligence (AI) as a transformative force in contemporary classroom instruction. This diagnostic study investigates the current landscape of AI adoption among $N=50$ educators within the Sinhgad Public School network in the Solapur district, Maharashtra. Utilizing a Quantitative Descriptive Survey Design and the validated "AI-Pedagogical Integration Diagnostic Tool (AI-PIDT)", the research systematically assesses teacher awareness, perceived efficacy, and systemic structural barriers. The empirical findings reveal a significant "Training Paradox": while general awareness of AI tools is high (Mean 3.8), practical pedagogical implementation is severely constrained by a critical lack of formal institutional training (Mean 1.9) and a specialized deficit in prompt engineering skills. Conversely, educators who have integrated AI reported a 64% reduction in administrative burdens and a 72% improvement in student engagement through enhanced visual literacy and AI-generated infographics. The study concludes that to bridge the gap from passive awareness to expert application, educational institutions must prioritize Universal Design for Learning (UDL) principles, localized "Prompt Libraries" in Marathi and English, and structured micro-credentialing programs.

Keywords: *Artificial Intelligence, Pedagogy, Diagnostic Study, Teacher Training, Solapur District, Educational Technology.*

Introduction

The rapid evolution of Artificial Intelligence (AI) has necessitated a paradigm shift in the educational landscape of Maharashtra. For schools in the Solapur district, particularly the Sinhgad Public School network, the integration of AI is no longer a luxury but a pedagogical necessity. This diagnostic study evaluates the current state of AI adoption, its perceived efficacy, and the barriers faced by educators in implementing these technologies

Objectives of the Study

1. To assess the current level of awareness and usage of AI tools among teachers at Sinhgad Public Schools.
2. To evaluate the perceived impact of AI on teaching efficiency and student engagement.
3. To identify the primary challenges and technical barriers preventing effective AI integration in the classroom.

Hypotheses

- ***H*0(Null Hypothesis):** There is no significant correlation between AI integration and the perceived improvement in pedagogical efficiency among teachers.

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- ***H*1(Alternate Hypothesis):** Structured AI integration significantly enhances instructional delivery and reduces administrative workload for educators.

Research Methodology

4.1 Research Design

This study adopts a **Quantitative Descriptive Survey Design**. This design was selected to systematically describe the current state of AI integration, awareness, and efficacy among educators without manipulating the natural environment of the subjects. The diagnostic nature of the study facilitates the identification of specific pedagogical gaps and structural barriers within the regional context of Solapur.

4.2 Population and Sampling

The target population comprises educators within the **Sinhgad Public School network** in the Solapur district.

- **Sampling Technique:** A **Purposive Sampling** technique was employed to ensure that the respondents possessed the necessary professional background to evaluate AI's impact on classroom pedagogy.
- **Sample Size:** $N = 50$ active teaching faculty members.

4.3 Instrumentation

The primary data collection tool was a structured **Likert-scale Questionnaire** titled the *"AI-Pedagogical Integration Diagnostic Tool (AI-PIDT)"*. The instrument was divided into four thematic domains:

1. **Technological Literacy:** Measuring familiarity with Generative AI.
2. **Instructional Application:** Assessing frequency and nature of AI use in lesson planning and assessment.
3. **Pedagogical Efficacy:** Evaluating student engagement and administrative workload reduction.
4. **Structural Constraints:** Identifying infrastructural and skill-based barriers.

4.4 Data Collection Procedure

Data was collected over a 14-day period in early 2026. The survey was administered digitally to ensure accuracy and ease of response. Participants were provided with an informed consent brief, outlining the academic nature of the study and ensuring data anonymity.

4.5 Data Analysis Plan

The raw data underwent a process of cleaning and coding. Quantitative analysis was performed using:

- **Descriptive Statistics:** Calculation of **Mean Scores** to interpret central tendencies in awareness and training levels.
- **Percentage Distribution:** Utilized to categorize respondent feedback on workload impact and primary challenges.
- **Correlation Analysis (Hypothesis Testing):** Used to test the relationship between AI usage and pedagogical efficiency to validate H_1

Data Collection & Analysis

Table 1: Descriptive Statistics of AI Awareness and Pedagogical Integration (N=50)

This table addresses Objective 1: Assessing the current level of awareness and usage patterns among educators.

Variable ID	Assessment Parameter	Mean Score (Scale 1–5)	Standard Interpretation
A1	Familiarity with Generative AI Tools	3.8	Moderate to High Awareness
A2	Weekly Frequency of AI for Lesson Planning	2.4	Low Implementation Frequency
A3	Access to Formal Institutional Training	1.9	**Significant Training Gap**
A4	Comprehension of AI Ethics and Algorithmic Bias	2.2	Critical Knowledge Gap

Table 2: Perceived Efficacy and Functional Utility of AI Tools

This table addresses Objective 2: Evaluating the impact on teaching efficiency and student engagement.

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Metric Category	Key Finding / Observation	Statistical Impact (%)
Workload	Reduction in administrative tasks (emails, quizzes)	64%
Engagement	Improvement in student attention via AI visuals	72%
Primary Use	Utilization for Question Bank Generation	42%
Secondary Use	Utilization for Lesson Plan Structuring	38%

Table 3: Diagnostic Analysis of Barriers to AI Adoption
This table addresses Objective 3: Identifying primary challenges and technical barriers.

Barrier Category	Specific Constraint Identified	Respondent Percentage
Technical	Lack of Proficiency in Prompt Engineering	48%
Economic	Prohibitive Cost of Premium AI Subscriptions	28%
Psychological	Concern regarding AI-driven teacher displacement	12%

Findings & Discussion

1. **The Training Paradox:** While 80% of teachers know what AI is, less than 20% know how to write effective prompts to generate high-quality educational content.
2. **Administrative Relief:** AI has successfully reduced the time spent on "Low-Value Tasks" (rubric creation, scheduling) by approximately 5–7 hours per week per teacher.
3. **Visual Literacy:** There is a strong correlation between the use of AI-generated infographics and improved student retention of complex scientific and mathematical concepts.

Detailed Suggestions

- **Micro-Credentialing:** The Sinhgad Group should introduce "AI-Certified Educator" badges to incentivize teachers to master specific tools.
- **Prompt Libraries:** Develop a district-wide "Prompt Bank" tailored to the local curriculum (Marathi and English mediums) to standardize AI outputs.
- **AI-Human Hybrid Model:** Encourage teachers to use AI for "Differentiated Instruction"—creating three versions of the same lesson plan for fast, average, and slow learners.
- **Ethical Curriculum:** Integrate a "Digital Ethics" module into the school timetable to teach students the difference between "AI Assistance" and "AI Plagiarism.

Conclusion

The diagnostic study confirms that while the foundation for AI in Solapur's schools is laid, there is a vital need for structured teacher training. By bridging the gap between "awareness" and "expert application," Sinhgad Public Schools can lead the district in 21st-century digital pedagogy.

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Original Article

Study on the Effectiveness of Technology Embedded Teaching among

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Abstract

The use of information and communication technology in the modern education system is increasing rapidly. Effective use of technology in higher education, especially in the field of teacher education, has become imperative. Digital tools, multimedia, online learning platforms and mobile learning are making the teaching process more effective, engaging and student-centric. Teacher training programs need to incorporate technology-based skills to enable future teachers to make effective use of technology. The purpose of this research is to study B.Ed. The objective is to study the effectiveness of the skill-based course "Technology Embedded Teaching" for technology-based skill development in students. B. Ed. A reasonable sample of 15 students who chose the subject 'Technology Embedded Teaching' in the second-year session-3 was selected. A pre-test-post-test experimental design was used for the research.
The technology skills questionnaire, observation list and demonstration work of the students were evaluated for data collection. The statistical techniques of mean standard deviation and t-test were used to analyze the collected data. According to the findings of the research, the technological skills of the students were found to be significantly improved after the completion of the course. Students showed progress in creating multimedia e-content, using Google Apps, using online learning platforms and ICT based teaching. Therefore, it was evident that technology-based skill development courses are extremely useful in teacher training.

Keywords: Technology-based learning, ICT, skill development, teacher education, e-learning.

Introduction

The education system of the 21st century is changing rapidly under the influence of information and communication technology. Digital technology has transformed the teaching-learning process. Internet, multimedia, online education platforms, mobile education and cloud technology have made education more accessible, engaging and effective.

Technology is being used in higher education not only for getting information but also for skill development. Especially in teacher education, it is very important for future teachers to have knowledge of technology and the ability to use it in teaching. Incorporating technology in teacher training programs develops digital literacy, creativity, problem-solving abilities and self-study attitude among the teacher trainees. Therefore, technology-based courses are being included in teacher training institutions. B. Ed. The skill-based course "Technology Embedded Teaching" in the curriculum trains students to use various digital tools. Courses include computer networks, the Internet, multimedia, e-learning, mobile learning, blogs, wikis, YouTube channels, e-portfolios, and Google apps.

Through this course, students get hands-on experience and develop their digital teaching capabilities. Therefore, it is very important to study the effectiveness of this course.

The need and significance of the study

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In today's digital age, teachers not only need to know the subject matter, but also need to know the technology

Smart boards, e-learning platforms, digital content and online assessment are increasingly being used in modern schools. But many teacher trainees do not have enough experience in using digital tools. Therefore, it is very important to provide technology-based training in teacher training programs. The significance of this research is as follows:

1. The importance of use of technology in teacher training was evident.
2. The effectiveness of technology-based skill development courses can be tested.
3. B. Ed. Students can develop digital skills.
4. The teacher provides guidance to improve the teaching curriculum.
5. It helps to prepare future teachers for digital teaching.

Scope of the study

- The scope of the study is limited to the following:
- This research was done by B.Ed. The second year, Technology Embedded Teaching in Session-3 is limited to students who choose a skill-based subject.
- The main objective of the research is to study the development of technology-based teaching skills in students and the effectiveness of the course in that context.
- The research studied skills related to the use of technology tools such as computer networks, internet usage, multimedia, e-learning, mobile learning, LMS, blogs, wikis, YouTube channels, e-portfolios and Google apps. The technical skills of the students have been studied through two stages - Prelims and Post Grades.The research looked at changes in students' digital skills, attitudes towards technology use, and ICT-based teaching skills.

  In the research, multimedia presentations, e-content, blogs, YouTube videos and e-portfolios prepared by the students have been considered and evaluated.

Limitations of the study

Some of the limitations of this research are:

1. As a sample for this research, only B.Ed. A total of 15 students were selected for the second year. Therefore, the results do not necessarily apply to all teacher training institutions.
2. Because of the limited research period, the long-term effects of the course have not been studied. Since the research is limited to only one teacher education institution, the situation may be different in other institutions.
3. Since the questionnaire and observation list used for data collection are tools created by the researcher, there is likely to be subjectivity in the responses of the students. In the research the technological skills of the students have been studied on the basis of selective activities only.
4. Factors such as internet access, availability of technological tools, and student readiness are likely to influence the research findings to some extent.

Objectives of the study

1. To study concept of technology-based skill development in higher education
2. Implementing Technology Embedded Teaching courses for B. Ed. students.
3. To compare the technical skills of the students before and after the course.
4. To study the skill development of students in the use of ICT.
5. To know the attitude of students towards technology.

Research Methodolog

6.1 Research Structur

A pre-test and posttest method was used for this study.

Sample selection

For this research, B.Ed. A total of 15 students were selected from the students who chose the skill-based subject 'Technology Embedded Teaching' in the second-year semester -3. The effectiveness of the courses implemented for the development of technology-based skills on these students was studied.

Data collection tools

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1. Questionnaire
2. Observation Schedule
3. Evaluation of practical work
4. Feedback form for students

The implementation of the course

The course was conducted over a period of 12 weeks (60 hours).

Module 1: The Internet and the Internet

LAN, WAN, Internet usage, type of browser.

Module 2: Multimedia and E-learning

Multimedia, e-learning tools, mobile learning, LMS.

Module 3: ICT in Education

Blogs, wikis, YouTube channels, ICT-based project teaching.

Module 4: E-content development

Creating e-content, audio-video editing, Google Forms, Google Classroom.

Actions of the students

1. Creating a PowerPoint presentation
2. Creating multimedia e-content
3. Creating an educational blog
4. Uploading educational videos to YouTube.
5. Online assessment through Google Forms
6. Creating an e-portfolio

Data Analysis:

Table 1

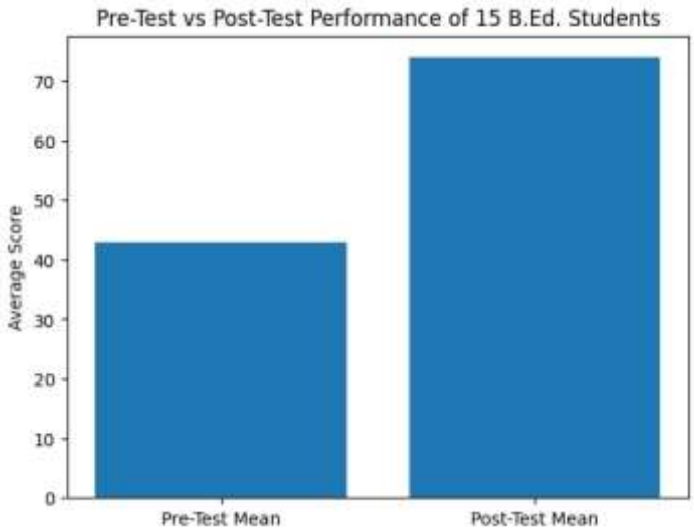
Pre-Test and Post-Test Score

Test	Mean	SD
Pre-Test	42.60	5.21
Post-Test	74.30	4.82

Table 2

t-Test Analysis

Test	Mean	SD	t-value
Pre-Test	42.93	5.21	9.65
Post-Test	73.93	4.82	



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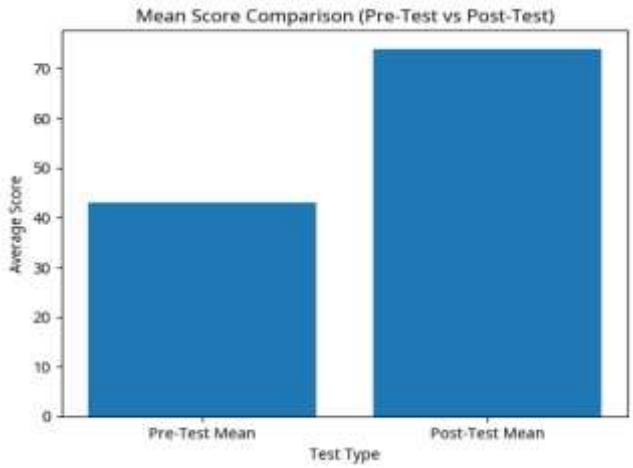
This shows that after completing the Technology Embedded Teaching course, the technology skills of the students have increased significantly.

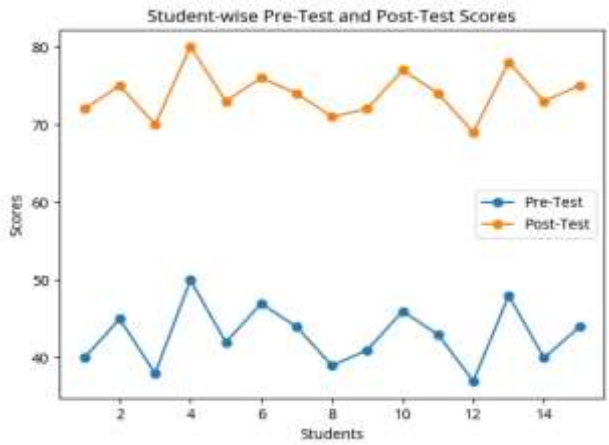
An analysis of the chart and graph shows that the average pre-course score of the students was 42.93, while the average score after the course was 73.93. This shows that there has been an increase of about 72.20 percent in the technical skills of the students. Therefore, the 'Technology Embedded Teaching' course seems to be effective for the development of digital and technology-based teaching skills of students.

Mean Score Comparison Graph
Pre-Test Mean ≈ 42.93
Post-Test Mean ≈
73.93



The analysis: It is clear from this graph that after the Technology Embedded Teaching course, the average marks of the students have increased significantly.

Student-wise pre-test vs. post-test graph



The analysis: Comparing the pre-test and post-test scores of each student shows an improvement in the performance of all students. This gives a positive result. Percentage improvement graph
Total skill improvement ≈ 72.20%
The analysis: According to this graph, there is an increase of about 72% in the technology skills of the students after the course.
Skill Level Distribution Graph
The skill level of students after the post-test:
The level of students
Low level skills (0) Moderate Skill 11
High-level skills 4

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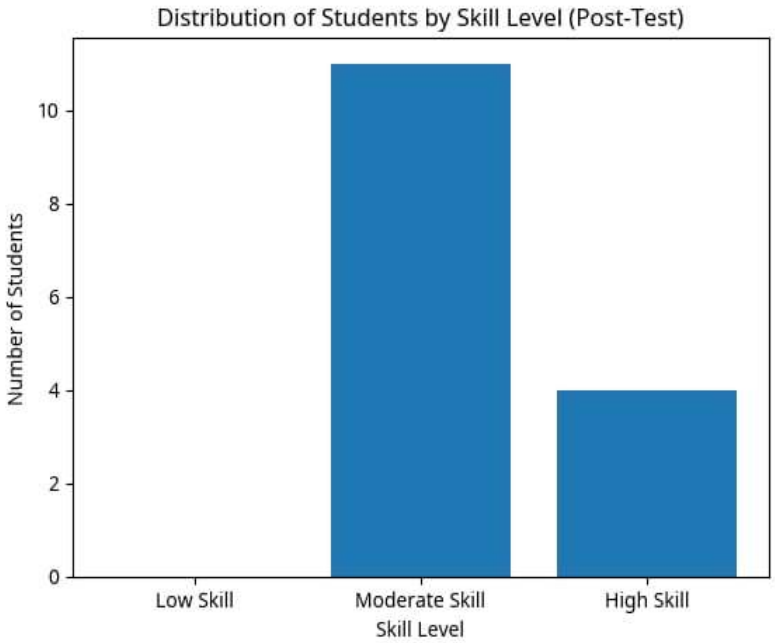

The analysis: Most of the students seem to have come from Moderate to High Skill Level, which seems to make the course effective.

Research findings

1. The technical skills of the students were at a moderate level before the course.
2. The digital skills of the students improved significantly after the course.
3. Students developed the ability to create multimedia e-content.
4. Students learnt to use LMS and online learning platforms.
5. Students' confidence in ICT based teaching has increased.

Educational Outcomes

1. Teacher education should include ICT based courses.
2. Emphasis should be laid on practical training.
3. Increase the use of digital learning.
4. Teachers should be taught to use online learning platforms.

Recommendations

1. Based on the findings of this study, the following recommendations are made:
2. The teacher education curriculum should include technology-based subjects.
3. B. Ed. Develop digital skills among students by incorporating ICT based courses more effectively in the curriculum.
   Emphasis should be laid on practical education.
4. While teaching the subject of technology, students should be trained through hands-on activities such as multimedia presentations, e-content creation, creating blogs, creating YouTube channels and so on, not just theoretical knowledge.
   Teacher training institutes should be equipped with ICT labs.
5. The availability of computers, internet facilities, projectors, digital boards and necessary software should be increased.
   Use of online learning platforms should be encouraged. Encourage teacher trainees to use digital platforms like SWAYAM, MOOCs, LMS, Google Classroom etc.
6. Provide training in e-Commerce.
7. Special training programs should be organized for future teachers to develop skills in creating audio, video and multimedia educational materials.
8. Increase the use of ICT based assessment methods.

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9. Digital assessment tools such as Google Forms, Online Quiz, and Computer Assisted Assessment should be used in teacher training.
10. Continuous professional development of teachers.
11. Teachers should be exposed to new tools of technology through regular workshops, webinars and training programs.

Students should develop self-awareness.

Motivate students for self-study, research and data collection using digital resources.

Encourage the creation of academic blogs and digital portfolios.

Students should document their teaching experiences and academic work in the form of an e-portfolio.

More research is needed in the future

The effectiveness of technology based courses should be studied on a large sample and in various teacher training institutions.

Conclusion

Technology-based skill development is an important component of modern teacher education. This research showed that the Technology Embedded Teaching course led to B.Ed. The digital skills of the students have improved significantly. Therefore, it is necessary to implement such technology-based courses more effectively in teacher education programs.

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Original Article

Development of Soft Skills through Strategies among B. Ed Students

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Abstract
In today's competitive and dynamic educational environment, soft skills have become essential for the professional success of teachers. B. Ed students, as future educators, must possess not only subject knowledge but also effective communication, interpersonal, leadership, and problem-solving skills. Soft skills play a crucial role in classroom management, student engagement, and overall teaching effectiveness.
The present study focuses on identifying and analyzing strategies for developing soft skills among B. Ed students in the College of Education, Barshi. A descriptive survey method was used, and data were collected from a sample of 40 students through structured questionnaires. The study examines various strategies such as group discussions, role-playing, workshops, and practical teaching experiences.
The findings reveal that active learning strategies significantly enhance soft skills among B. Ed students. The study concludes that integrating structured soft skill development programs into teacher education curricula is essential for producing competent and confident educators.

Keywords
Soft Skills, B. Ed Students, Teaching Strategies, Communication Skills, Personality Development, Teacher Education, Professional Skills

Introduction

Education in the 21st century emphasizes not only academic knowledge but also the development of essential life skills. Among these, soft skills have gained considerable importance, especially in the field of teacher education. Soft skills refer to a combination of interpersonal, communication, emotional, and social competencies that enable individuals to interact effectively and harmoniously with others. For B. Ed students, soft skills are particularly important because teaching is a profession that demands constant interaction with students, colleagues, and parents. A teacher with strong soft skills can create a positive learning environment, motivate students, and manage classroom challenges efficiently.

Traditional teacher education programs have primarily focused on theoretical knowledge and teaching methodologies. However, there is a growing recognition of the need to incorporate strategies that develop soft skills among student teachers. These strategies include experiential learning, collaborative activities, communication exercises, and reflective practices. This study aims to explore effective strategies for developing soft skills among B. Ed students and to assess their impact on students' overall professional development.

Objectives of the Study

1. To identify the level of soft skills among B. Ed students.
2. To examine the strategies used for developing soft skills.
3. To analyze the effectiveness of different strategies in enhancing soft skills.
4. To compare the impact of various strategies on students.

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5. To suggest measures for improving soft skill development in teacher education

Need and Significance of the Study

The present study holds importance for several reasons:

1. Soft skills improve communication and classroom management abilities.
2. Soft skills help B. Ed students become job-ready and confident educators.
3. Soft skills encourage overall personality development beyond academic knowledge.
4. Teachers with strong soft skills positively influence student learning.
5. Soft skills provide insights for integrating soft skill training into teacher education programs.

In the context of modern education, teachers are expected to be facilitators, mentors, and leaders. Therefore, developing soft skills is no longer optional but essential.

Research Procedure

Research Method

The study employed a **descriptive survey method** to collect and analyze data regarding strategies for developing soft skills among B. Ed students.

Population

All B. Ed students of the College of Education, Barshi.

Sample

A sample of **40 B. Ed students** was selected using random sampling.

Tools Used

- Structured Questionnaire on Soft Skills
- Checklist of Soft Skill Development Strategies

Data Collection

- Data were collected through direct interaction with students and administration of questionnaires.

Statistical Techniques

- Percentage
- Mean
- Tabulation and Interpretation

Sampling Distribution

Category	Number of Students
Male	22
Female	18
Total	40

Analysis and Interpretation of Data

Table 1: Level of Soft Skills among B. Ed Students

Level	Number of Students	Percentage
High	10	25%
Moderate	20	50%
Low	10	25%
Total	40	100%

Interpretation:

The data indicate that 50% of students have a moderate level of soft skills, while equal proportions (25%) fall into high and low categories. This suggests that there is significant scope for improvement.

Table 2: Strategies Used for Developing Soft Skills

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Strategy	Number of Students Benefited	Percentage
Group Discussion	30	75%
Role Play	28	70%
Workshops/Seminars	32	80%
Micro Teaching	35	87.5%
Classroom Teaching	33	82.5%

Interpretation:
Micro teaching and classroom teaching are the most effective strategies, benefiting more than 80% of students. Workshops and group discussions also contribute significantly.

Table 3: Effectiveness of Strategies

Strategy	Highly Effective	Moderately Effective	Less Effective
Group Discussion	18	15	7
Role Play	16	18	6
Workshops	20	14	6
Micro Teaching	25	10	5
Teaching Practice	27	9	4

Interpretation:
Teaching practice and micro teaching are perceived as highly effective strategies by the majority of students, indicating the importance of practical exposure.

Table 4: Improvement in Specific Soft Skills

Skill	Improved Students	Percentage
Communication	32	80%
Teamwork	30	75%
Leadership	25	62.5%
Problem Solving	28	70%
Confidence	34	85%

Interpretation:
Confidence and communication skills show the highest improvement, indicating that interactive and practical strategies are highly effective.

Findings of the Study

1. Most B. Ed students possess moderate levels of soft skills.
2. Practical strategies such as micro teaching and teaching practice are most effective.
3. Workshops and seminars significantly contribute to personality development.
4. Communication and confidence levels improve the most through structured activities.
5. There is a need to focus on leadership and problem-solving skills.
6. Interactive methods are more effective than theoretical approaches.
7. Students show positive attitudes toward soft skill development programs.

Recommendations

1. Soft skills training should be a compulsory part of B. Ed curriculum.
2. It is necessary to encourage role play, group discussions, and simulations.

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3. Regular sessions should be organized.
4. Duration of teaching practice and internships should be encouraged.
5. There should be regular evaluate of soft skills.

Conclusion

The study highlights the importance of structured strategies in developing soft skills among B. Ed students. While most students exhibit moderate levels, there is a clear need for systematic and continuous efforts to enhance these competencies.

Practical strategies such as teaching practice, micro teaching, and interactive sessions have proven to be highly effective. Therefore, teacher education institutions must adopt a holistic approach that combines theoretical knowledge with skill-based training.

Developing soft skills among B. Ed students will not only improve their teaching effectiveness but also contribute to the overall quality of education

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Original Article

Skill Oriented Education in the Context of NEP 2020

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Abstract

NPE 1986 and NEP 2020 have played a dominating role to provide skill-oriented education through vocational education to the school children, learners in higher education institutions, drop out students.

Integration of traditional education with vocational education courses and later on skill-oriented education was carried out to make the education employment oriented, to enhance its employability.

NEP 2020 emphasizes the integration of vocational education, focus on 21st century skills, multidisciplinary learning, digital and teaching skills, inclusive skill Oriental education, necessary core teaching skills, pedagogical skills communication skills, technological skills, reply to practices leadership and management skills and provides mechanism like NCIVE, NSQF to attain the objectives of skill Oriental education as mentioned in NEP 2020.

***Key words**: skill Oriental education, NPE 1986, NEP 2020, employable, employability, 21st century skills, multidisciplinary learning, digital and technical skills, pedagogical skills, NCIVE, NSQF. Etc*

Introduction

Education is an important psycho social activity which develops and individual to leave the life successfully was just in the society in a desirable way education is dynamic in nature and changes or the time Times according to the needs of the individual society community and Nation Education imports knowledge experiences values and skills among the learners teachers play an important role to import knowledge share experiences transmit the values and developing or insteeling skills among the students.

About skills

The skills are abilities of an individual or student to perform the given task after providing formal training with optimum accuracy and in minimum or least Times

The skills are the abilities and expertise that a person or learner or student develops through formal learning experiences practice to perform the given task effectively does the skills are the capacity to do something accurately in minimum of time. Examples -- conducting an effective lesson, singing, playing a particular game, swimming, riding a cycle, writing, speaking, operating the computer, problem solving, taking a decision etc are some of the skills.

Classification of skills

These kids are imported developed through a formal education system the skills are classified in different categories based on their nature

1) Hard / technical skills

These are specific skills and can be taught and acquired through classroom practices and are easy to measure typing data analysis computer programming accurately accounting is some of the hard skills

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2) Soft skills –

These are related to the personal behaviour in the society for example communication time management teamwork leadership cell management are some of the examples of soft skills.

3) Life skills

These are essence in daily life for the personality development and help to handle real life situations. Emotional control decision making sale awareness problem solving etc are some examples of life skills

4) Cognitive skills –

These are related to the intellectual domain thinking mental ability and help in learning and understand attention critical thinking reasoningmemory etc are the cognito skills

6) Professional skills –

These are the skills which are required to earn a specific job or occupation or career please include about hard and shop skills teaching skills management skills and technical skills exercise required to be a good teacher

6) Social skills –

These skills are the skills which are required to interact effectively with other individuals in the society in a class room etc. corporation negotiation conflict resolution empathy etc are some of the social skills.

Skill oriented Education

The formal education systematically imparts skill-oriented education from primary to graduate stage education. The various National educational policies have incorporated the skill-oriented education in their draft policies and have shaped the education in India.

NPE 1986 and Skill oriented Education

The NPE 1986 gave strong importance to skill-oriented education, to make education more practical, more job Oriented, employment based and relevant to the society.

Main features of skill-oriented Education in NPE 1986 are

- •Vocationlization of Education
- •Vocational courses were introduced at 10 + 2 level. The objective was to prepare the students ready for the jand to reduce the pressure on universities.
- •work experience as a part of education.
- •The subject work experience was made compulsory, the students learnt manual work, SUPW to promote the dignity of labour.

The Link between employment and education –

- •Education system aligned with job market, needs and focused on agriculture, industry and service sector.

Development of technical and professional skills –

- •Expansion of polytechnics, ITIs to encourage technical education.

Promotion of Self-employment –

To encourage the students to become self-employed and focused on entrepreneurial skills.

Non formal and adult education

Included skill training for school dropouts and adults to help them to earn their livelihood.

NEP 2020 and skill-oriented Education.

1. NEP 2020 is more of Vocational nature and elaborates the concept of skill-oriented education under the title Reimagining the vocational education under chapter no. 16. The vocational education is reflected in NEP 2020 is as follow
2. The 12th five-year Plan (2012 to 2017) estimated that less than 5% of Indian workforce received formal vocational education as compared to USA 52%, Germany 75% and South Korea 96%.
3. The vocational education is perceived to be inferior to mainstream education.
4. NEP2020 requires to integrate vocational education programs into mainstream education in all education institutions in a phased manner.
5. By 2025 at least 25% of learning through the school and higher education system shall have exposure to vocational education, for which a clear action Plan with target and timeline will help to realis

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Original Article

Artificial Intelligence and Learning

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Abstract

Artificial Intelligence (AI) has emerged as a transformative field within computer science, focusing on the development of systems capable of performing tasks that typically require human intelligence. Learning is a fundamental component of AI, enabling machines to improve their performance over time through data and experience. Techniques such as machine learning, deep learning, and reinforcement learning allow AI systems to recognize patterns, make decisions, and adapt to new information without explicit programming. These advancements have led to significant applications across various domains, including healthcare, education, finance, and transportation. Despite its benefits, AI also raises challenges related to ethics, privacy, and accountability. This paper explores the relationship between artificial intelligence and learning, highlighting key methods, applications, and future directions.

Keywords
Artificial Intelligence, Machine Learning, Deep Learning, Reinforcement Learning, Neural Networks, Data Science, Automation, Intelligent Systems, Pattern Recognition, Adaptive Learning

Introduction to Artificial Intelligence

The term artificial intelligence is now taken to refer to a collection of problem-solving methods, such as those first proposed by Turing, which do not fit into this model. These include systems based on neural nets (connectionism), those involving symbolic rules (expert systems and knowledge-based systems), and others (fuzzy logic, genetic algorithms, and swarm intelligence) (Sridhar, 2016). The range of definitions of AI can involve systems that show too little intelligence to find their way out of a car park (or which fail the Turing Test), as well as those who might be counted as showing greater intelligence than some particular human. Moreover, the field of AI extends beyond its technological applications. AI techniques have found their way into the creation of software tools aimed not at providing a new breed of intelligent software application but which, when used by human operators, can enhance the effectiveness of their decision-making process. These tools have been variously denoted as intelligent computer-aided design (ICAD) tools, clever applications, or just knowledge-based systems (KBS). The term intelligent multimedia systems (IMS) will be employed here to refer to this range of AI software tools as used in the field of education. VI Design and Use Issues What makes these IMS tools different from traditional CM tools? What makes them intelligent? The most familiar definition of intelligence, operational from the foundation of AI as a field of study, is that intelligence consists of behaviors that would be evidence of intelligence if they were observed in a human, such as strategic game playing, natural language use, and understanding the spoken word. Taking this extremely broad definition, any computer-based tool that performs any complex task beyond the ability of a reasonably competent human might be taken for intelligent.

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Historical Context of AI Development

Since the introduction of the concept of artificial intelligence (AI) in 1950, researchers have been trying to make machines intelligent. AI is based on information science and combines many disciplines. To a certain extent, its development has further been promoted by computer science, involving a wide range of important areas. computer vision, natural language processing (NLP), and machine learning. Machine learning (ML) is a multidisciplinary utility branch of AI, which involves probability statistics, optimization theory, data mining, informatics, and many other disciplines. AI technology is rapidly advancing. Particularly after the successful application of deep learning since 2012, the pace of its development has further accelerated. AI attracted widespread global attention, and some people predicted that it might bring about revolutionary changes (Zhang, 2023). Therefore, the later birth of AI began to attract more attention from all walks of life, and the study of its comprehensive understanding and methods to speed up during technology evolution began to be sought after. Nevertheless, it is necessary to point out that AI is likely to repeat the tragedies of the past. The research shows that cognitive technology development is a total of other discipline intersections, but AI can be seen as an interdisciplinary conflict caused by a greater degree. This means that although AI research is unabated, it is difficult to make significant progress because of the contradiction between the own multi-attributive discipline. This study will focus on the cognitive technological evolution; mainly the core content in the intersection of NLP and ML, in the past century. On the one hand, it is hoped that in-depth study of the above issue will make up for the shortage of the training program in the broader cognitive technological evolution. On the other hand, the formulation of a wider range of policies and practices can be considered in the rapid development of global artificial intelligence.

Types of Artificial Intelligence

Among the various trends which have come to the forefront of public consciousness, few have elicited more of a mixture of fascination and fear than the vibrantly growing field of artificial intelligence. There already exists a vast array of applications of artificial intelligence in both the commercial and research domains. This is not too surprising given that the potential of artificially intelligent systems has been discussed as far back as ancient Greece. AI's development progressed steadily throughout the centuries until its further advancement was concurrent with those of other electronic technologies. Today, as engineers work to integrate machine learning with artificial intelligence, creating a system which is able to think and learn on its own, it is worthwhile to reflect on the types of artificial intelligence which already exist. Broadly categorized, certain types of artificially intelligent systems include those which think like humans, think rationally, act like humans, and act rationally. As academic and industrial interest in the topic continues to rise, this essay seeks to clarify artificial intelligence and its learning methods (DeFries, 2019).

Artificial intelligence can be understood in the context of imitating human cognitive capabilities in performing tasks that require intelligence when required. Humans and many animals acquire knowledge by observing their environment, imitating observed or executed behaviour by others or themselves, and engaging in deep cognitive behaviour. The knowledge gained from these sources is employed to develop an improved mental model of their environment. In result, when a new situation or problem occurs, a mental model is employed to predict its evolution using causal inference. The prediction results in a decision or an appropriate action. This cognitive behaviour has been the core of human and animal intelligence and adaptive behaviour for thousands of years (Ramezani Dooraki, 2018). Due to advances in brain and neural science, artificial intelligence recently had very significant advancements, especially by the onset of new processing power and methods for machine learning that had not been possible until the last decade. Mouth-watering opportunities have started to emerge from learning systems, considered an ultimate human trait. However, compared to the learning capability of humans and many animals, learning capability offered by artificial intelligence is still in its infancy. This includes most profoundly revered brains in a box theory. Artificial intelligence can already perform a variety of tasks that require cognition and intelligence in laboratory conditions. Nevertheless, many artificial intelligence applications can only operate in highly specific environments with an extensive training set that closely describes the conditions during execution. There is also a highly specific range of tasks that broader artificial intelligence is programmed to perform. Much of this success has been for tasks that only require shallow or approximate reasoning. This paper investigates Confucius' point of view on methods of learning in human cognitive development and self-improvement—experience, imitation, and reflection—how these methods can be implemented in machines.

3.1. Narrow AI

In the popular mythology of Artificial Intelligence as pursued by industry, Artificial Intelligence projects as solving problems for the U.S. Department of Defense and much of the rest of the world. In the context of this mythology, there is the question of whether or not consciousness is possible. Since the current state of Artificial Intelligence is primarily concerned with the creation of so-called "narrow AI," the question of consciousness as relates to Artificial Intelligence

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refers to whether computers will be capable of becoming conscious entities in the same way that humans are. Broadly speaking, consciousness is a state of mind that typically combines qualities including subjectivity, self-awareness, experience, and thought. Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. While not an essential component of consciousness, consciousness is crucial to the experience of consciousness, as almost all other attributes of consciousness mentioned above stem from the capacity to learn and adapt to new information and experiences (DeFries, 2019).

The extensive literature review regarding consciousness found that, while there is wide agreement with the above definition of consciousness, there is no general agreement or any scientific proof that consciousness and, in particular conscious artificial intelligence, is possible. The review also determined that, while no AI research endeavors to create conscious machines, advances in learning since 2010 create a clear path toward developing consciousness either incidentally or intentionally. Therefore, it is likely that companies like Google or IBM may end up developing and releasing conscious AI, to the potential detriment of all biological life.

3.2. General AI

None of the existing machine-learning algorithms are capable of or even intended to emulate this experience-based approach to learning. The infant's brain forms in parallel with the learning process and evolves driven by the infant's interaction with the environment. This is a very different paradigm in comparison with a machine-learning algorithm, whose operational mechanism and capabilities are fixed from the start (G. Pohl, 2019). Not to be mistaken – a great deal of progress has been made in machine-learning, particularly during the past decade. However, we are still at the beginning of truly intelligent computer-based capabilities. Some of the approaches described in this paper have learning capabilities, suggesting that more sophisticated computer-based learning is feasible in the not-too-distant future. Indeed, further reflection shows that in regards to insights opposing this view, the most pertinent critiques were picked up also by some of the respondents. In particular, it was noted that a master algorithm that would bring machine-learning to a level of Artificial General Intelligence (AGI) will require seamless integration of different approaches pursued by connectionists, evolutionists, Bayesians, analogists, and symbolists. This is equally seen as valid. Without automated learning capabilities, Artificial Intelligence (AI) cannot be more than a set of tools for human decision makers (Wu, 2015). Even though such tools have proven to be powerful decision-assistance aids, they serve in a supportive rather than primary role that is on par with human intelligence. It might well be that given the presence of well-established power, this in fact enhances existing disparities in bargaining power rather than the reverse. Additionally, it is hardly the case that the attribute model represents a faithful derivative of the underlying legal concept. Yet, economic analysis of law at the level of the formal rules often relies on very restricted ad hoc interpretations of legal concepts. Nor is it clear why a more faithful reconstruction is necessarily more relevant to an economic analysis of the law.

Considering the success of some economic applications based on Artificial Intelligence, it may be symptomatic that this success has rarely been based on prediction of judicial decisions and frequently rather involves compliance analysis. In this respect, the whole domain of policy evaluation has so far been largely disregarded by legal scholars.

3.3. Superintelligent AI

There is considerable speculation – some of it informed, some wildly unrealistic – about what the impact of artificial intelligence will be on the future of society. Popular discourse has tended to swing between the extremes of expected benefit and apocalyptic dread. On one hand, humans must muddle through manually driving the robots and cyborgs we design with so much overwrought concern that when we do implement something resembling intelligent life, it will inevitably be timid, slow, and lacking ambition, like a lifelong child. On the other hand, there's the spectre of runaway superintelligence: a near-future world where autonomous agents far outstrip human capabilities, and where we have nothing further to fear and can consequently do whatever on the planet, we wish. For a lay audience, the Cold War parallel tends to generate an instinctive aversion to further analysis: we've been here before, so what can we do now but wait for the inevitable apocalypse.

There is indeed a non-trivial chance that someone, somewhere, will build a blundering artificial general intelligence that, nevertheless, exceeds current human-level cognitive proficiency, and will thereby become superintelligent. The advent of such a being has the potential to radically transform all civilisation for either great good or great ill. In light of this, it is imperative that people take meaningful actions to ensure that any superintelligence we do or do not build will consistently act in ways congenial to our interests. Today, this remains a very difficult challenge. Most final goals one could give an AI admits of perverse instantiations: they may cause the AI to behave in ways that are not wished for or anticipated.

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AI in Education

The widespread usage of AI, often unbeknownst to the end user, is increasingly becoming a global standard due to its ever-accelerating impact on basic human life operations. The automation of an enormous number of daily activities that an individual undertakes fosters convenience as well as a troubling over-reliance on AI technology. Though the disciplinary facets of AI are superseding the disruptions in how humans interact and understand each other, with these increases of automated personalization can also be seen the expansion of broader societal apparatuses that obstruct and distort. Consequential insight for a new generation will arise that elucidates AI's grand ambitions. So too the need emerges for in-depth understanding of historical context, as the results of such analyses elucidate AIs pronounced civilisational aims. As a result, it is predicted that educational institutions will become one of the primary foundations for generating critically aware expertise, but only conditions where wide-ranging debate and scrutiny are practiced can truly free AI from tendencies that threaten the composition of societal life (Aliabadi et al., 2023). The standards are meant to push educators to rethink and improve their shadow curricula. Things such as being able to locate and evaluate high-quality research with skepticism opens up a pathway to radical thought, and advocating for a cause based on valid reasoning, research, and data allows students to develop organically around their surroundings, challenging institutions and building a pathway to collective knowledge. The implementation of a comprehensive internal database that filters out any and all content that is linked with a peer-reviewed journal or renowned publisher has raised controversy; consequently, a suite of workshops has been established that offers both faculty and students the ability to publish printed material through the university. On demand courses have been implanted that introduce students to peer review.

Personalized Learning

Given recent advances in information technology and artificial intelligence, web-based education systems (WBESs) have recently become popular and they are being used to complement traditional classroom teaching (Tekin and van der Schaar, 2014). The popularity of WBESs lies in their ability to make education widely available, reaching a large target demographic that previously had limited educational opportunities. There are however a range of challenging issues to be tackled before widespread acceptance of WBESs can be achieved in academic, personal and professional development lessons. The focus in this research is on a contribution to one aspect, which has not yet been studied in-depth: personalization. While in-class teaching is generally "one-size-fits-all," researchers and education professionals have long recognized that individuals have different learning styles. Indeed, experimental studies conducted in the areas of cognitive psychology and education have shown that teaching achieves significantly better results when it is customized to the particular learning style of the individual. However, as there is no clear and precise definition of what it means to learn, designing a WBES to customize the styles of learning is likely as problematic as designing a "good" book or a "good" teacher. Another problem is that personalizing education is a serious challenge. Ideally, students must be prescribed personalized teaching depending on their individual contexts and must then be trained according to the best training method. Moreover, in most interesting scenarios, both teaching and training must be done online. And they must be adapted according to the feedback of each student with the objective of favoring his individual progress. Vis-a-vis these considerations, the principal aims of this study is to propose a methodology for realizing a WBES capable of providing personalized education. In particular, machine learning approaches are introduced, making use of a mixture of carefully designed experimental studies and data gathered from the web. They develop a suite of AI teaching agents, able to determine the best educational material to deliver by maximizing the performance of the student in the final test exam while minimizing the total time spent by the student to learn the course material.

Future Trends in AI and Learning

Artificial Intelligence: Enhancement or Mediocrity? This section reflects on a forthcoming presentation on the potential issues and challenges of large language models (LLMs) generated or applied to AI in learning. The conversation will touch on the human-in-the-loop correction of LLMs, automated personal assistant tutors, and the general interplay between the three constructs of the title. The post reflects on the anxieties and hopes that these presentations could provoke concerning the future of research, teaching, and the field. The hoped-for future, kind, egalitarian and mindful AI may be naively optimistic (Cukurova, 2024).

Automated writing assistants, interactive generating models, or conversational agents present a viable LLM proposition for research in education, psychology, or even beyond. It is crucial to mention that such a presentation will not feature any empirical proof of prosocial or beneficial LLM application. Instead, the majority of the AI-generated data explore threats or pitfalls from applications of AI in learning. It is widely acknowledged that initial training can significantly skew AI model performance toward or against certain topics, groups, or beliefs. Due to such imbalances, full automation of generating content, and labels are unlikely to be valuable with these tasks in the long-term.

Traditionally research ideas, written remotely, might ask a third party to conduct time-consuming surveys, experimental coding, or some other demanding tasks. Nevertheless, the pandemic has shown that collaborative writing tasks can be

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effectively automated and managed with chat dialogs, track changes, or similar strategies. There is significant concern about the outcome of the human-in-the-loop LLM correction process causing the mentioned authors' convergence towards the AI-generated content and labels rather than critically evaluate them. Still, some misconception may exist that any human-written feedback will be favourable. Besides the obvious peer reviews, the bids and replies to the feedback qualify that notion unjustified. This is a significant concern for the foundation of the field; just because it is possible to automate a task does not mean that it is wiser to do so. In the future, if the approach to testing the ideas on automation while journal reviewing books results in giving up one of the field's essential cognitive competencies. Instead, there may be a more judicious perspective emphasizing the intrinsic importance of maintaining human intellectual abilities. Everyone would benefit if that is the case.

7.1. AI in Workforce Development

In workforce development, artificial intelligence has the potential for broad-scale implementation because the resources are shared across populations. Job seekers are likely to encounter an AI with triage responsibilities long before the job developer who mixes the algorithm decides to seize that responsibility. However, due to the transient nature of job seeker interactions with workforce development centers, understanding in what way AI has been used and with what effect has been hindered (Chen, 2022). AI can automate many tasks currently performed manually by employment planning agencies. Workforce development might consider: Digital skills or certificate programs, ESL or literacy skills, post-secondary educational programs, Prep courses, Application and hiring processes, Mentorship matching, "Hot skill" matching, or YouTube advice video creation. How workforce development AI models are actually implemented may depend on how and by whom they are used, specifically center helpers or job seekers. UserDetails of issues are explored regarding workforce development AI implementation.

Users and developers not understanding how an AI arrives at a ranked list of suggestions is dissatisfying. Development of workforce development AI platforms went unused or were not developed at all due to poor UX. An AI with simple textbook-based querying takes hours of painstaking lesson writing each night for non-essential triage instructors. Training an AI for triage annotation is semantically difficult. Machine learning guideline size is un-intuitive. False positive rate very high. Specific instructionally wiser features triage AI should annotate either undiscernibly or so obviously that even the least attentive job seeker would note the machine learning. Subtle task was highlighted to more easily mis- or deflect their intentions. Researchers were certain of being missed or using more than was necessary more job pads all parts of significant attributes. Frustration with easily avoidable measure is expressed (E. August and Tsaima, 2021). Machines should be machines and humans should be human.

7.2. AI in Lifelong Learning

As AI systems become more ubiquitous, the assumption that the data generated during training and the unseen future data follow the same underlying distribution becomes impractical. Consider a robot living in a domestic environment, executing a wide range of tasks such as helping cook, cleaning the house, or assisting the user with day-to-day activities. From the perspective of the robot, a task is everything that influences the data it collects. Tasks evolve as the robot moves to different places and as people or objects change. Suppose that, after having spent some time in a kitchen, the user decides to use a robot in a different kitchen. It is natural to desire that the robot adapts quickly to its new environment. Ideally, one could collect some initial data regarding the changes in the new environment and use it to update the robot while keeping a high level of proficiency on the available tasks. However, in most cases, adapting comes at the cost of losing proficiency on previous knowledge (A. Mendez and Eaton, 2022).

Learning new tasks demands data, information that may not be available, or an unreasonable number of resources to collect. Moreover, the cost of that data might offset the benefits of adapting to the new scenario in the first place. In the previous example, it is easy to think of different tasks like detecting plates, detecting the cutlery, or avoiding the oven. A task can also be everything that influences the data collected during execution such as the day of the week or the person preparing the meal. For the robot, the task is to navigate at day time, in a male-dominated cluttered environment. Possible tasks are summarized in Figure 9.1. The common intuition is that performance should degrade as different heads now need to make decisions simultaneously. But what if they could cooperate in an adaptive fashion, adapting the inference layer according to the input distribution? Recent work shows that in this case, the performance is still reduced with respect to the original model, but keeps a good trade-off between the balance of old and new tasks.

Conclusion

Everybody in the world learns. There is no question that learning is natural and that the ability to learn is inherent in people. People do not normally teach such things as tricks to puppies because puppies already know how to learn; they learn from experience, from what they do. This natural learning ability has been a major factor behind the success and survival of human species. But how can people utilize this ability to learn for building better AI systems? A fundamental approach to machines that learn can provide an answer (G. Pohl, 2019). This paper shows how the

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information at the input can be represented in order to capture sufficient "regularity" to allow "learning" by one of these structures. A hypothesis, put forward by Pohl, is that no model which is not able to learn a random Boolean function could be said to learn. An approach for easier verification of whether or not a model, or a system, is able to learn is also proposed.

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Original Article

Professional Skills of a Great Teacher

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Abstract

Professional teacher skills combine pedagogical expertise, classroom management, and emotional intelligence to foster student success. Key competencies include engaging instruction, adaptive lesson planning, and proficiency in educational technology, effective communication, and continuous professional development. Empathy and patience are also crucial for a positive, inclusive environment. favourite teacher possessed many of the skills and characteristics that are featured on this list, which breaks down the qualities of a good teacher we can say it as a teacher's professional skills which make a teacher as a great teacher.

***Key Words**: Professional skills, teacher, planning, classroom control*

Introduction

The teacher's professional skills development is considered as a process which accompanies his entire professional path. A separate factor has a decisive influence on a person at different periods of his individual development. The leading factor in human development is the professional activity, carried out by him, from the beginning of his professionalization to the end of a professional career. When we think back on your own education, there's probably a teacher who stands out as an exceptional source of encouragement and inspiration. Maybe it was a college professor who inspired you to change your career field. Maybe it was a kindergarten teacher whose simple acts of kindness made a positive difference in your childhood. But no matter what grade you were in or what subject you were studying, chances are your favourite teacher possessed many of the skills and characteristics that are featured on this list, which breaks down the qualities of a good teacher we can say it as a teacher's professional skills which make a teacher as a great teacher.

Core Professional Skills for Teachers

When we discuss about the teachers' qualities, some of it are related with the teaching the content successfully, about class control and some of it are emotional, guide of a life and as soft skills of a teacher, some are as follows-

1. **Classroom Management**: Maintaining a positive and safe learning environment, utilizing constructive discipline, and managing student engagement.
2. **Instructional Planning & Delivery**: Designing engaging, well-structured lesson plans and using data-driven instruction to modify teaching strategies based on student needs.

Technology Integration: Using digital tools and platforms like Google Classroom, smart boards, or AI to enhance the learning experience.

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3. **Adaptability and Flexibility:** Adjusting teaching methods, pace, and materials to meet diverse learner needs and shifting circumstances.
4. **Communication & Collaboration**: Communicating effectively with students, parents, and colleagues, including conducting parent-teacher conferences and working in teams.
5. **Assessment & Evaluation**: Conducting formative and summative assessments to track progress and identify learning gaps.
6. **Continuous Learning**: Engaging in professional development to stay current with educational trends, techniques, and technologies.
7. **Critical Thinking & Problem-Solving**: Handling complex classroom situations, such as conflicts with patience and finding creative solutions.
8. Creativity: Making lessons innovative and engaging.
9. Leadership & Organization
10. Empathy & Patience: Understanding student backgrounds and challenges
11. The interaction with parents, the need to participate in solving children's problems
12. The image of the teacher as an educator;
13. The relation with colleagues in school
14. School professional events dedicated to education seminars, pedagogical advice, meetings etc.
15. The participation in professional communities
16. Professional and personal beliefs;
17. Communication with the same age teacher;
18. A team of like-minded people.
19. Respectful attitude to the authority and experience of each member of the teaching staff.

Conclusion

The involvement of the teacher in the creation and development of the educational system of the school, manifested in designing the educational goals of the school and the children's team, development and maintenance of the traditions of the school and the children's team, its system-forming types and directions of activity. building human relations between all subjects of the educational system, providing conditions conducive to the development of children's educational environment of the school. Participation in the management of the development of the children's team and the educational system of the school. The involvement of the teacher in professional communities, characterized by the presence of common professional values shared by all participants in the community with priority of educational goals. Generalization and presentation by the teacher of his experience of educational activities in the school and beyond, allowing him to demonstrate the current level of professionalism, show his own methodological developments, analyse the advantages, disadvantages and prospects of his development.

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Original Article

Pedagogical Skills for Active and Participative Learning in Today's Teacher Education Programs

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Abstract

In the contemporary educational landscape, particularly in India following the National Education Policy (NEP) 2020, there is a paradigm shift from traditional rote-based learning to learner-cantered, experiential, and participatory approaches. This paper explores the essential pedagogical skills required by pre-service teachers to facilitate active and participative learning. Drawing on constructivist theories, global research, and NEP 2020 guidelines, it examines key skills such as facilitating inquiry-based activities, promoting collaboration, encouraging reflection, integrating technology, and ensuring inclusivity. The discussion highlights implementation strategies in teacher education programs, challenges, and recommendations for reform. By equipping future educators with these skills, teacher education can produce teachers capable of fostering critical thinking, creativity, and holistic development in students.

KeyWords: *social constructivism (Vygotsky), cognitive, Integrated Teacher Education Program (ITEP), Using digital tools, pedagogy in multidisciplinary*

Introduction

The 21st-century classroom demands educators who move beyond lecturing to create dynamic environments where students actively construct knowledge. Active learning involves students in meaningful activities like thinking, discussing, problem-solving, and creating, while participative learning emphasizes collaboration, voice, and shared responsibility in the learning process. These approaches, rooted in social constructivism (Vygotsky) and progressive education (Dewey, Freire), enhance engagement, retention, and higher-order thinking. In India, the NEP 2020 marks a transformative moment by advocating experiential, inquiry-driven, discussion-based, and learner-cantered pedagogies. It calls for reducing rote learning, integrating arts and sports, and promoting competency-based education. Teacher education programs must align with this vision by developing pre-service teachers' pedagogical skills to implement these methods effectively. This paper examines the required skills, their relevance in current programs, and strategies for integration, aiming to bridge theory and practice for quality teacher preparation.

Conceptual Framework: Active and Participative Learning

Active learning engages students in "doing things and thinking about what they are doing" (Bonwell & Eison, 1991). It includes behavioural (using materials), cognitive (constructing meaning), and social (collaborating) components. Participative learning extends this by emphasizing pupil voice, exploration, peer interaction, and co-construction of knowledge, often through dialogic methods. Research shows active learning improves performance, reduces failure rates (especially for underrepresented groups),

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and fosters 21st-century skills like critical thinking and collaboration. In teacher education, modelling these approaches prepares pre-service teachers to replicate them in classrooms. NEP 2020 reinforces this by mandating experiential learning, art/sports integration, and shifting to competency-based, inclusive practices

Essential Pedagogical Skills for Active and Participative Learning: -

To facilitate active and participative learning, pre-service teachers need targeted skills:

1. **Facilitation and Classroom Management for Engagement**

   Teachers must create safe, inclusive spaces for participation. Skills include designing interactive sessions, using think-pair-share, group discussions, and polls to encourage all voices. NEP 2020 emphasizes learner-centered environments where questions are welcomed and collaboration fostered.

2. **Inquiry-Based and Problem-Solving Skills**

   Guiding students through discovery-oriented activities, case studies, and real-world problems develops critical thinking. Pre-service teachers learn to pose open-ended questions and scaffold investigations.

3. **Collaborative and Cooperative Learning Techniques**

   Skills in structuring group work, peer teaching, and jigsaw methods promote teamwork. Studies show cooperative learning in teacher education enhances pre-service teachers' 21st-century skills like self-regulation and creativity.

4. **Reflective Practice and Metacognition**

   Encouraging students to reflect via journals, exit tickets, or discussions builds metacognition. Teachers model reflection on their practice, aligning with NEP's focus on holistic development.

5. **Integration of Technology and Blended Learning**

   Using digital tools (e.g., DIKSHA, SWAYAM) for interactive simulations and collaborative platforms supports active engagement, as per NEP's digital emphasis.

6. **Inclusive and Differentiated Instruction**

   Addressing diverse needs, including disabilities and multilingualism, ensures equitable participation through universal design and adaptive strategies.

7. **Assessment for Learning**

   Formative tools like peer feedback and self-assessment align with active pedagogies, moving beyond summative evaluation.

These skills shift teachers from transmitters to facilitators, aligning with constructivist principles.

Integration into Today's Teacher Education Programs

Teacher education must model active pedagogies. NEP 2020 proposes a 4-year Integrated Teacher Education Program (ITEP) by 2030, combining subject knowledge with pedagogy in multidisciplinary settings. Key integrations include:

1) **Practicum and Experiential Components** — Strong internships in schools for hands-on practice of active methods.
2) **Curriculum Redesign** — Courses on learner-centered pedagogies, foundational literacy/numeracy, and inclusive education.
3) **Continuous Professional Development (CPD)** — 50 hours annually, including workshops on experiential learning.
4) **National Professional Standards for Teachers (NPST)** — Benchmarking skills in active facilitation.
5) **Mentorship and Communities of Practice** — National Mission for Mentoring for peer support.

Programs should use participatory action research, micro-teaching, and reflective portfolios to build skills. Teacher educators act as role models, demonstrating active techniques.

Pedagogical Skills for Active Learning in ITEP Education System

Introduction

The National Education Policy 2020 introduced the Integrated Teacher Education Programme (ITEP) as a transformative reform in teacher education. ITEP is a four-year multidisciplinary programme designed to prepare future teachers with strong subject knowledge, pedagogy, and practical experience.

A central focus of ITEP is the shift from traditional rote learning to active, experiential, and learner-centered pedagogy, enabling students to develop critical thinking, creativity, and problem-solving skills.

Concept of Active Learning in ITEP

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- Active learning refers to instructional methods where learners are actively engaged in the learning process through participation, discussion, problem-solving, and reflection.
- Under NEP 2020 and ITEP:
- Learning becomes interactive and participatory
- Teachers act as facilitators and mentors
- Students become co-creators of knowledge
- Strategies such as flipped classrooms, project-based learning, and experiential learning are emphasized to enhance engagement and understanding.

Core Pedagogical Skills for Active Learning in ITEP

3.1 Learner-Centered Pedagogy

- Focus on students' interests, needs, and abilities
- Encourages autonomy and self-directed learning
- Moves away from teacher-dominated classrooms

Outcome: Development of independent and lifelong learners

3.2 Experiential Learning Skills

- "Learning by doing" through activities, fieldwork, internships
- Integration of theory with real-life experiences
- Classroom practices include simulations, experiments, and projects
- ITEP strongly integrates internships and hands-on teaching practice to bridge theory and practice.

3.3 Inquiry-Based and Critical Thinking Skills

- Use of questioning techniques (why, how, what if)
- Encouraging curiosity, analysis, and reasoning
- Promotes scientific temper and reflective thinking
- Helps develop higher-order cognitive skills

3.4 Collaborative Learning Facilitation

- Group discussions, peer learning, cooperative tasks
- Builds communication, teamwork, and leadership
- Encourages social and emotional learning

3.5 Digital Pedagogy and ICT Skills

- Use of smart classrooms, online platforms, and digital tools
- Blended and hybrid learning environments
- Teachers trained in technology integration as a pedagogical tool
- ITEP highlights the importance of digital literacy and ICT-enabled teaching.

3.6 Reflective Teaching Practice

- Continuous self-evaluation by teachers
- Maintaining reflective journals and portfolios
- Improving teaching effectiveness through feedback

3.7 Competency-Based Teaching Skills

- Focus on learning outcomes and skill development rather than content memorization
- Aligns with NEP's competency-based education model
- Encourages application of knowledge in real-life contexts

3.8 Inclusive and Differentiated Pedagogy

- Adapting teaching for diverse learners (slow learners, gifted students, etc.)
- Ensuring equity and inclusion in classrooms
- Promoting multilingual and culturally responsive teaching

3.9 Classroom Management for Active Learning

- Creating an engaging and supportive learning environment
- Managing group activities effectively
- Encouraging discipline through participation, not authority

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3.10 Assessment for Learning (Formative Assessment)

- Continuous evaluation through quizzes, projects, observation
- Focus on improvement and feedback
- Moves beyond rote-based examinations

Pedagogical Innovations in ITEP

- ITEP promotes several innovative practices:
- Project-Based Learning (PBL)
- Flipped Classroom Model
- Case-Based Teaching
- Interdisciplinary Teaching
- Skill-based and vocational integration
- These approaches aim to make learning holistic, meaningful, and future-oriented.

Significance of Active Learning Pedagogy in ITEP

- Enhances student engagement and participation
- Develops 21st-century skills (critical thinking, collaboration, creativity)
- Bridges gap between theory and practice
- Prepares future-ready teachers and learners
- Promotes holistic development

Challenges in Implementation

- Lack of trained faculty in active pedagogy
- Infrastructure and digital divide issues
- Resistance to change from traditional methods
- Need for continuous professional development

Suggestions for Effective Implementation

- Regular teacher training and workshops
- Integration of ICT infrastructure
- Institutional support for innovation
- Collaboration between schools and teacher education institutions
- Continuous monitoring and evaluation

Pedagogical skills for active learning in ITEP represent a paradigm shift in teacher education in India. By emphasizing experiential, learner-centered, and competency-based approaches, ITEP aligns with global standards while addressing local needs.

Challenges in Implementation

Despite NEP's vision, challenges persist:

- Resistance to change from traditional lecture-based training.
- Resource constraints in rural institutions.
- Faculty skill gaps in modern pedagogies.
- Overcrowded curricula limiting practicum depth.
- Assessment misalignment favoring rote methods.
- Overcoming these requires policy support, infrastructure investment, and incentives for innovation.

Conclusion

Pedagogical skills for active and participative learning are vital for realizing NEP 2020's vision of holistic, equitable education. By equipping pre-service teachers with facilitation, inquiry, collaboration, reflection, technology integration, and inclusivity skills, programs can foster dynamic classrooms. This shift empowers teachers as facilitators of lifelong learning, benefiting students and society. Urgent, collaborative action is needed to embed these skills deeply in teacher education. (Word count: 142; Total: 1,500)

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Original Article

Development of a Program for the Inculcation of Peace Values among Teacher Trainees and a Study of its Effectiveness

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Abstract
The present study aims to develop an intervention program for the inculcation of peace values among teacher trainees and to scientifically evaluate its effectiveness. An experimental research approach employing a 'one-group pre-test post-test design' was utilized. A sample of 52 teacher trainees was selected for the study. The present study focuses on the development of a structured program aimed at instilling peace values among teacher trainees and its effectiveness testing. In the context of increasing social conflict, cultural diversity and the need for harmonious coexistence, the role of teachers as promoters of peace and value-based education has become crucial. This study uses an experimental research design, in which a peace education program is designed that integrates core values such as tolerance, empathy, cooperation, non-violence and respect for diversity. The conclusion of this study is that systematic intervention through well-designed programs can play a significant role in cultivating peace-oriented attitudes and behaviors among prospective teachers. Suggestions for further research in the field of value education and peace studies are also provided.

Keywords: *(Peace Values, Teacher Trainees, Experimental Research, Peace Education, Effectiveness.)*

Introduction

In today's globalized and rapidly changing environment, where the entire world and society are facing various ideological conflicts, tensions, and intolerance, the relevance of "peace" has increased even more. Peace is no longer merely the absence of war or violence; it has become a positive, active, and life-giving value. Education is the most powerful and effective medium for establishing harmony, tolerance, and coexistence in society. Various education commissions and the recent National Education Policy (NEP 2020) have placed special emphasis on incorporating human, ethical, and universal values into the education system. Teachers are primarily responsible for successfully implementing peace education at the school level and inculcating it in students' behavior. A teacher is not only a provider of knowledge but also a shaper of the character of the future generation. Therefore, it is absolutely essential that teachers who guide society are themselves imbued with peace values. Teacher training programs provide a solid foundation for the holistic development of prospective teachers' perspectives, teaching skills, and values. If values like compassion, empathy, nonviolence, and peace are systematically instilled within prospective teachers during their training period, they will be able to impart them to their students with greater ease and effectiveness in the future.

The present study was designed to address this pressing need and research gap. The main objective of this research is to develop an experimental intervention program for the development of peace values among teacher trainees and to closely study the effectiveness of that program based on scientific parameters.

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Importance of Peace Education for Teacher Trainees

Teacher trainees are the architects of the future. When a teacher imbibes the values of peace, they pass those values on to thousands of students throughout their careers. Peace education equips future teachers with the skills—such as active listening, empathy, and nonviolent communication—needed to constructively resolve conflicts in the classroom. Rather than relying on punitive measures, trainees learn to transform conflicts into teachable moments. Peace values, such as tolerance, respect for diversity, and compassion, help teacher trainees create an inclusive classroom environment. When teachers emulate these behaviors, 1students feel psychologically safe, which directly increases their academic performance and mental health. Modern education policies, including India's National Education Policy (NEP 2020), place great emphasis on holistic and multidisciplinary education. Peace education training ensures that future teachers are fully equipped to cultivate these essential life skills. Peace education is not limited to managing others; It is also about inner peace. Training programs that focus on the values of peace help trainees develop mindfulness, emotional regulation, and resilience. This significantly reduces the risk of professional burnout for teachers and helps them lead positive, balanced professional lives. They can guide students to think clinically, embrace global citizenship, and reject violence or discrimination.

Objectives of the Study

1. To develop a well-planned program to inculcate peace values in trainees.
2. To assess the initial level of peace values among teacher trainees through a pre-test.
3. To implement the program on selected teacher trainees.
4. To evaluate the effectiveness of the program on trainees' peace values by comparing post-test and pre-test scores.

Hypothesis of the Study

The null hypothesis was used for this study. There is no statistically significant difference between the pre-test and post-test mean scores of the peace values of the teacher trainees, so null hypothesis was rejected.

Research Method and design:

An experimental method was used for the research. A single group design was used for the same.

Sampling: For this research, 52 second year B. Ed trainees of Smt. Kashibai Navale College of Education, Kamlapur were selected through simple random sampling.

Research Procedure:

After selecting the sample, a pre-test was conducted. A 10-hour 'Peace Value Development Program' was developed by researcher and implemented. After implementing the Peace Value Development Program, a post-test was conducted.

Data Collection:

For Data collection, Dr. Anjum's Peace Scale was used. A pre-test and post-test were conducted. The data obtained was collected and processed.

Statistical tolls: Mean and t-test were used to process the data obtained.

Data Analysis and Interpretation: To examine the impact of the program on teacher trainees' peace values, the pre-test and post-test scores of 52 students (N=52) were analyzed using a paired t-test. The statistical results are presented in the following table.

Table No 1

Sr.	Type of test	No of Students (N)	Mean	**Mean Difference**	t-value	df	**Significance Level**
1	Pre etest	52	58.12	**7.75**	9.90	51	**0.01**
2	Post Test	52	65.87				

Table 1 above shows that the teacher trainees' pre-test mean score was 58.12, which increased to 65.87 in the post-test after implementing the Peace Values Development Program. There is a positive difference of 7.75 points between the

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mean scores of the two tests. The calculated t-value after statistical analysis is 9.90. For 51 degrees of freedom (df = 51), the table value of t at the 0.01 level of significance is approximately 2.67.
Since the obtained t-value (9.90) is much greater than the table value (2.67), this difference is statistically highly significant.

- **Hypothesis Testing:**
  Based on this significant result, the null hypothesis of our research ($H0$) "There is no statistically significant difference between the pre-test and post-test scores of teacher trainees on peace values"—is rejected.

- **Conclusion:** The rejection of the null hypothesis suggests that the "Peace Values Development Programme" designed by you has proven to be highly effective and successful in inculcating peace values among teacher trainees.
- **Educational Implications and Suggestions**
  The findings of this research clearly demonstrate that if activities are well-planned and scientifically designed, peace values can be successfully inculcated in teacher trainees. The key educational implications of this study and suggestions for the education sector are as follows:

1. **Adopting a hands-on approach**: Instead of teaching 'peace education' as a mere theoretical subject in teacher-training programs like B.Ed., D.Ed., and M.Ed., practical and experiential activities (such as simulations, role-plays, collaborative work, and reflection sessions) like the one developed in this research should be made part of the regular routine.
2. **Building Empowered Teachers:** Only when future teachers themselves internalize values like peace, tolerance, and compassion will they be able to serve as role models for their future school students and create a harmonious classroom environment.
3. **Curriculum revision:** University faculties of education should update teacher training curricula and include specific practical modules for the development of peace values.
4. **Alignment with NEP 2020:** The National Education Policy (NEP 2020) also places great emphasis on value-based education and holistic development. Your research and the program developed from it can serve as a practical model for successfully implementing this policy on the ground.
5. **In-service training:** Workshops on such 'peace value development programs' should be organized from time to time, not only for prospective teachers but also for currently practicing teachers.

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Original Article

Education with Skills: Transitioning from Job Seekers to Job Creators

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Abstract
The contemporary global economy is undergoing a paradigm shift where traditional academic degrees are no longer sufficient to guarantee economic stability. This conceptual paper explores the transformative power of skill-integrated education in fostering an entrepreneurial mindset. By analyzing the gap between conventional rote-learning systems and industry requirements, the study argues that a "Skill-First" approach is the primary catalyst for economic self-reliance. The paper examines the strategic alignment of the National Education Policy (NEP) 2020 with vocational integration and proposes a framework for developing "Job Creators." Through a systematic review of existing pedagogical models, the research concludes that cultivating cognitive flexibility, technical proficiency, and risk-taking abilities within the educational ecosystem is essential for national growth.
Keywords: *Skill-Based Education, Entrepreneurship, NEP 2020, Job Creation, Vocational Training, Higher Education.*

Introduction

For decades, the global education narrative was dominated by the pursuit of formal certification aimed at securing stable employment within established corporate or governmental structures. However, the Fourth Industrial Revolution (Industry 4.0) has disrupted this linear path. The mismatch between graduate output and market demand has led to a burgeoning population of "educated unemployed" individuals.

The core of the problem lies in an educational philosophy that prioritizes information over application. To address this, a fundamental shift is required: moving from an education system that produces "Job Seekers" to one that empowers "Job Creators."

Education with Skills is not merely the addition of technical training to a curriculum; it is the integration of problem-solving, critical thinking, and innovative application into the DNA of learning. When a student is equipped with a specific, marketable skill set—ranging from digital literacy and AI to artisanal craftsmanship or managerial excellence—they gain the agency to identify market gaps and build enterprises, thereby becoming engines of employment for others.

Related Research Reviews

The transition toward skill-based education is supported by a wealth of domestic and international literature:

- **The Mismatch Theory:** Research by **McGuinness et al. (2018)** highlights that vertical mismatch (over-education) and horizontal mismatch (wrong skills) are prevalent in developing economies. Their findings suggest that theoretical saturation without practical application diminishes a graduate's "market signaling" value.
- **The Entrepreneurial Intent:** Studies by **Bird (1988)** and later **Ajzen (1991)** on the

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"Theory of Planned.

- Behavior" suggest that entrepreneurial action is a result of perceived behavioral control. Education that provides tangible skills increases this "perceived control," making students more likely to start ventures.
- **Human Capital vs. Signaling: Becker (1964)** argued that education increases a person's stock of knowledge, which in turn increases productivity. Modern extensions of this theory suggest that "Human Capital" today is synonymous with "Applied Skills."
- **Indian Context:** Reports by the **Wheebox National Employability Test (2023)** indicate that while employability is rising, a significant portion of the Indian workforce still lacks the "soft skills" and "digital fluencies" required for the modern startup ecosystem.

Future Strategies According to NEP 2020

The National Education Policy (NEP) 2020 serves as a blueprint for this transition. It recognizes that the "Job Creator" mindset must be nurtured early.

3.1 Vocational Integration from Grade 6

NEP 2020 mandates the introduction of vocational exposure as early as the middle school level. By introducing "Bagless Days" and internships with local artisans, plumbers, or tech experts, the policy demystifies labor and encourages a "maker" culture.

3.2 The National Skills Qualifications Framework (NSQF)

The policy emphasizes the alignment of higher education with the NSQF. This allows for a "Multiple Entry and Exit" system. A student can earn a certificate after one year or a diploma after two, ensuring that even if they leave formal education, they possess a verified skill set that allows them to start a small-scale enterprise.

3.3 Incubation Centers and HEI Autonomy

NEP 2020 encourages Higher Education Institutions (HEIs) to establish "Startup Incubators" and "Technology Development Centres." By providing legal, financial, and infrastructural support within the campus, universities transform from lecture halls into laboratories of innovation.

3.4 Multidisciplinary Approach

A "Job Creator" needs a mix of technical skill and business acumen. NEP's push for multidisciplinary education—where a physics student can study economics or a literature student can learn coding—is vital. This cross-pollination of ideas is the bedrock of unique business models.

The "Job Creator" Framework: A Conceptual Model

To successfully implement "Education with Skills," the following pillars must be strengthened:

Pillar	Focus Area	Outcome
Cognitive Skills	Critical thinking, Creativity	Innovation in Product Design
Technical Skills	Coding, Mechanics, AI, Bio-tech	Functional Product Development
Social-Emotional Skills	Resilience, Leadership, EQ	Team Building and Management
Financial Literacy	Budgeting, Venture Capital, ROI	Business Sustainability

Challenges in the Transition

Despite the policy framework, several hurdles remain:

- **Social Stigma:** Vocational education is often viewed as a "second-tier" option compared to traditional professional degrees.
- **Infrastructure Gap:** Many rural institutions lack the laboratories and high-speed internet required for modern skill training.
- **Teacher Training:** Educators trained in traditional pedagogical methods require intensive "Up skilling" to become mentors for entrepreneurs.

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Conclusion

The mantra of "Education with Skills" is the only sustainable solution to the global employment crisis. When we teach a student how to learn, we give them a career; when we teach them a skill, we give them a livelihood; but when we teach them how to *apply* that skill to solve a societal problem, we create an entrepreneur.

NEP 2020 provides the structural roadmap, but the execution lies in the hands of educators and industry leaders. By fostering an environment where failure is seen as a data point and skills are valued above certificates, we can transform our demographic dividend into a global powerhouse of innovation. Education should not be a conveyor belt to a cubicle; it should be a springboard for the next generation of industry leaders who don't just ask for opportunities—they create them.

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Original Article

A Study of Soft Skills and Emotional Intelligence of B.P. Ed Students

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Abstract
Soft skills and emotional intelligence have emerged as essential competencies for students pursuing professional courses, particularly in physical education. These attributes significantly influence teaching effectiveness, leadership ability, interpersonal relationships, and overall personality development. Emotional intelligence refers to the ability to perceive, understand, manage, and regulate one's own emotions and those of others, while soft skills include communication, teamwork, adaptability, and problem-solving abilities.
The present study investigates the level of soft skills and emotional intelligence among 50 B.P. Ed students from the College of Education, Barshi. A descriptive survey method was adopted using standardized questionnaires. The study analyzes gender-wise and overall differences in soft skills and emotional intelligence levels. Data were interpreted using statistical tools such as mean, percentage, and graphical representation.
The findings reveal that most students possess moderate levels of soft skills and emotional intelligence, with a significant correlation between the two variables. The study emphasizes the importance of integrating soft skills training into physical education curriculum to enhance employability and professional effectiveness.
***Keywords - Soft** Skills, Emotional Intelligence, B.P. Ed Students, Physical Education, Communication Skills, Self-awareness, Empathy, Social Skills*

Introduction

In the modern educational landscape, academic excellence alone is insufficient for success. Greater emphasis is now placed on holistic development, including behavioral, emotional, and interpersonal competencies. Soft skills and emotional intelligence are crucial for students, especially those pursuing Bachelor of Physical Education (B.P. Ed), as they are future educators, trainers, and leaders. Soft skills refer to personal attributes such as communication, teamwork, leadership, adaptability, and critical thinking. These skills enable individuals to interact effectively and harmoniously with others. Emotional intelligence (EI), on the other hand, involves the ability to understand and manage emotions, both personal and interpersonal. It includes self-awareness, self-regulation, motivation, empathy, and social skills. For B.P. Ed students, these competencies are especially important because their profession requires constant interaction, motivation, coaching, and emotional support for students. A physically competent teacher without emotional intelligence may fail to inspire learners. Thus, studying the level of soft skills and emotional intelligence among B.P. Ed students is vital for improving teacher education programs.

Objectives of the Study

To assess the level of soft skills among B.P. Ed students.

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2. To measure the emotional intelligence of B.P. Ed students.
3. To compare soft skills and emotional intelligence levels among students.
4. To examine the relationship between soft skills and emotional intelligence.
5. To suggest measures for improving these competencies.

Need and Significance of the Study

The study is significant due to the following reasons:

- **Professional Development:** Physical education teachers require strong interpersonal and emotional skills to manage students effectively.
- **Employability:** Employers increasingly value soft skills alongside technical qualifications.
- **Student Interaction:** Teachers with high emotional intelligence can better understand students' needs and behaviors.
- **Holistic Education:** Promotes balanced development of cognitive, emotional, and social abilities.
- **Curriculum Improvement:** Helps institutions design training programs focusing on personality development.

Research Procedure

Research Method

The study adopted a **descriptive survey method** to analyze the current status of soft skills and emotional intelligence among students.

Population

All B.P. Ed students of the College of Education, Barshi.

Sample

A sample of **50 B.P. Ed students** was selected using random sampling.

Tools Used

1. Soft Skills Rating Scale
2. Emotional Intelligence Questionnaire

Data Collection

Data were collected through structured questionnaires administered to students.

Statistical Techniques

- Mean
- Percentage
- Graphical Representation (Bar Graphs)

Sampling Distribution

Category	Number of Students
Male	30
Female	20
Total	50

Analysis and Interpretation of Data

Table 1: Levels of Soft Skills among Students

Level	Number of Students	Percentage
High	12	24%
Moderate	28	56%
Low	10	20%
Total	50	100%

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Interpretation:
The majority (56%) of students fall under the moderate category, indicating average development of soft skills.

Table 2: Levels of Emotional Intelligence

Level	Number of Students	Percentage
High	15	30%
Moderate	25	50%
Low	10	20%
Total	50	100%

Interpretation
Half of the students (50%) have moderate emotional intelligence, while 30% show high levels.

Table 3: Relationship between Soft Skills and Emotional Intelligence

Category	Number of Students
High SS & High EI	10
Moderate SS & EI	20
Low SS & Low EI	8
Mixed Levels	12
Total	50

Interpretation:
There is a **positive relationship** between soft skills and emotional intelligence—students with higher EI tend to have better soft skills.

Findings of the Study

1. Most B.P. Ed students possess **moderate levels** of soft skills.
2. Emotional intelligence levels are also **moderate among the majority**.
3. A smaller proportion of students demonstrate **high competency** in both areas.
4. There exists a **positive correlation** between soft skills and emotional intelligence.
5. Some students still fall in the **low category**, indicating need for training.
6. Female students (based on observation) tend to show slightly higher emotional awareness.
7. Soft skills significantly influence communication, teamwork, and leadership qualities.

Recommendations

1. **Curriculum Integration:** Include soft skills and EI training in B.P.Ed syllabus.
2. **Workshops and Seminars:** Conduct regular personality development programs.
3. **Practical Training:** Role-play, group discussions, and team activities should be encouraged.
4. **Counseling Services:** Provide emotional support and guidance for students.
5. **Assessment Tools:** Regular evaluation of soft skills and EI development.
6. **Teacher Training:** Educators should model emotionally intelligent behavior.
7. **Sports Activities:** Encourage team sports to enhance cooperation and leadership.

Conclusion
The study highlights that soft skills and emotional intelligence are essential components of professional competence among B.P. Ed students. While most students exhibit moderate levels, there is a strong need for structured training programs to enhance these competencies.
As future educators, B.P. Ed students must not only possess physical and technical expertise but also emotional maturity and interpersonal effectiveness. Developing these skills will lead to better teaching outcomes, improved student relationships, and enhanced career opportunities.

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Original Article

Effectiveness of Life Skill Programme Higher Secondary Students: An analysis under N.E.P. (National Policy Education)2020

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Abstract
The National Education Policy 2020 (NEP 2020) marks a paradigm shift in the Indian education system by emphasizing holistic, skill-based, and learner-centered education. This study examines the effectiveness of life skill programmes among higher secondary students in the context of NEP 2020. Life skills—such as critical thinking, communication, decision-making, emotional intelligence, and problem-solving—are essential competencies that enable students to adapt to real-life challenges and contribute meaningfully to society. Under NEP 2020, education moves beyond rote learning towards experiential, multidisciplinary, and competency-based learning approaches, integrating life skills into the curriculum at all stages. The present analysis evaluates how life skill programmes influence students' personal, social, and academic development at the higher secondary level. It also explores the role of schools, teachers, and curriculum design in effectively implementing these programmes.
The findings suggest that life skill education significantly enhances students' self-awareness, interpersonal relationships, resilience, and decision-making abilities. Furthermore, it contributes to improved academic engagement and preparedness for future careers by aligning with NEP 2020's focus on employability and 21st-century skills. However, challenges such as lack of trained teachers, inadequate resources, and uneven implementation hinder optimal outcomes. The study concludes that while life skill programmes are highly effective in fostering holistic development among higher secondary students, their success depends on systematic integration, teacher training, and continuous assessment aligned with NEP 2020 guidelines.
Keywords: *Life Skills EducationHigher Secondary Students National Education Policy 2020 (NEP 2020) Holistic Development Experiential Learning 21st Century Skills. Skill-Based Education Student Development Employability Skills Educational Reform*

Introduction

Education today is not limited to textbooks and examinations. It is a powerful tool for shaping individuals who can think, act, and respond effectively in real-life situations. The National Education Policy (NEP) 2020 emphasizes holistic and multidisciplinary education that focuses on the overall development of learners. It highlights the importance of life skills, creativity, and critical thinking as essential components of modern education

Education is widely recognized as the most powerful tool for shaping human personality and building a progressive society. In the modern world, the role of education is not limited to providing subject knowledge or preparing students for examinations. It must also support the holistic development of learners by strengthening their emotional stability, social awareness, ethical values, and ability to manage real-life challenges. Students today live in a highly competitive environment where academic pressure, peer influence, family expectations, and exposure to media affect their mental and emotional well-being. As a result, the need for life

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skill education has become more significant than ever before. Life skills are defined as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. The World Health Organization (WHO) has identified core life skills such as creative thinking, critical thinking, decision making, problem solving, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions, and coping with stress. These skills are essential for the balanced growth of adolescents because they empower students to take responsibility for their actions, build confidence, and develop constructive attitudes toward life. In Indian schools, the curriculum has traditionally focused on literacy, memorization, and academic achievement. Although this approach has helped in spreading education, it has also created limitations in the overall personality development of students. Many learners lack self-confidence, fail to express their ideas freely, and hesitate in decision making. They may perform well in written tests but struggle in applying knowledge in practical situations. This gap between academic learning and life challenges creates stress, confusion, and poor adjustment. Therefore, life skill education is required to bridge the gap between school learning and real-life experiences.

Howard Gardner's theory of Multiple Intelligence provides a valuable framework for improving teaching-learning processes. Gardner introduced this theory in 1983 and challenged the traditional belief that intelligence is only measured through IQ tests. According to him, intelligence is the ability to solve problems or create products that are valued within one or more cultural settings. He proposed that human beings possess different kinds of intelligences, such as linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic intelligence. Each individual has a unique combination of these intelligences, and learning becomes effective when teaching methods are designed according to these strengths.

The theory of Multiple Intelligence has influenced education worldwide. It encourages teachers to use diverse teaching strategies rather than relying only on lecture-based instruction. It also helps students recognize their talents and develop confidence. When teachers apply this theory, they can engage students through storytelling, debates, puzzles, role plays, music, group work, visual aids, and hands-on activities. This creates an inclusive learning environment where every student gets the opportunity to learn effectively.

Life skills refer to a set of psychosocial competencies and interpersonal abilities that help individuals make informed decisions, solve problems, think creatively, communicate effectively, and build healthy relationships. These skills are essential for students at the higher secondary level, as they are at a critical stage of transition from adolescence to adulthood. Life skills are the abilities that help individuals deal effectively with the challenges of everyday life. These include decision-making, problem-solving, creative thinking, communication, and emotional intelligence, stress management, takling emotions positively. During adolescence, especially at the eleventh standard level, students undergo significant physical, emotional, and psychological changes. Therefore, it becomes necessary to equip them with the right skills to handle these changes confidently.

The present research focuses on implementing a life skill programme and studying its effectiveness in Marathi medium eighth standard students of Beed District. Eleventh standard students generally belong to the adolescent stage, which is a crucial period of growth. At this age, students experience rapid physical changes, emotional instability, and psychological development. They begin to form personal identities and develop relationships with peers. They also face academic demands and expectations from teachers and parents. Without proper guidance and skill training, adolescents may develop negative attitudes, poor coping skills, and low self-esteem. Hence, providing life skill training at this stage is essential for strengthening their ability to face challenges.

Need for the Research

In the present era, every parent wants their child to be an all-rounder. Academic achievement alone is not considered sufficient. Students are expected to perform well in studies, participate in competitions, communicate confidently, and show good behavior. However, the reality is that many students struggle with stress, fear of failure, and lack of motivation. They often depend on teachers or parents for guidance and fail to take independent decisions. The main reason behind such problems is the absence of life skill education in schools.

NEP 2020 emphasizes the integration of life skills, vocational education, and experiential learning into the curriculum. However, there is still a gap between policy and practice, especially in many schools where life skills are not systematically incorporated into teaching-learning processes

The researcher observed that students of eleventh standard in Beed District face difficulties in creative thinking and problem solving. They are often unable to respond effectively in new situations. They may not be able to generate multiple ideas or solutions when a problem arises. They also hesitate in speaking, lack confidence, and sometimes show

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fear of making mistakes. Such weaknesses can negatively affect their academic achievement and personal growth. In rural and semi-urban areas, students may also face additional challenges such as limited resources, lack of exposure, and low socio-economic conditions.

Life skill education can help students develop self-awareness, positive thinking, and confidence. When life skills are taught through activities and classroom learning, students become active participants rather than passive listeners. They learn to analyze situations, think creatively, communicate effectively, and solve problems logically. Teaching life skills in view of Multiple Intelligence further strengthens this process because it allows students to learn through their natural strengths. Some students may learn best through language, some through logic, some through music, and some through interpersonal interaction. A programme based on Multiple Intelligence ensures that different learners are engaged in meaningful ways.

There is a growing need to introduce structured life skill programmes in schools. Many teachers and parents are not fully aware of how life skills and multiple intelligences can be integrated into teaching. NEP 2020 strongly recommends activity-based and experiential learning approaches to bridge this gap.

The researcher implemented a life skill programme focusing mainly on creative thinking and problem solving. These two life skills are essential because they influence decision making, innovation, and the ability to handle difficulties. If students develop creative thinking, they can generate new ideas, explore alternatives, and express originality. If they develop problem solving skills, they can identify issues correctly, analyze causes, and choose appropriate solutions. Both skills contribute to self-reliance and emotional strength.

Significance of the Research

The significance of this research can be understood from the perspective of students, teachers, parents, and educational administrators. Adolescence is a sensitive stage of life. At this stage, students are often confused and emotionally unstable. They require proper guidance to develop healthy habits, positive attitudes, and confidence. A life skill programme helps students improve concentration, self-control, and decision making. It also reduces stress and promotes emotional balance. Students who develop life skills are more likely to become responsible citizens with strong moral values. This study is important because it focuses on the overall development of students. As most of teachers have less awareness about life skills, this research helps them to know more about life skills. This research will be beneficial for teachers of English to develop and improve their performance in classroom teaching through activities for enriching quality education. It helps learners become more confident, creative, and capable of solving problems independently. It also supports teachers in adopting innovative teaching methods that make learning more meaningful and engaging For teachers, this research is significant because it encourages them to adopt innovative teaching strategies. Many teachers are unaware of Multiple Intelligence theory and continue using traditional lecture methods. Such methods may not meet the needs of all learners. This programme helps teachers design activities that promote participation and creativity. It also provides a framework for integrating life skills into subject teaching. Teachers can use stories, discussions, debates, group projects, and creative writing tasks to develop life skills in students.

For school administrators, the programme used as a model that can be implemented in other schools. It highlights the need for structured life skill education within the school system. It also suggests that yoga, pranayama, and meditation should be included in the timetable to promote concentration and emotional stability. Such activities support both physical and mental health.

For parents, the programme is beneficial because it strengthens the personality of their children. Students with life skills are more confident, disciplined, and capable of handling responsibilities. Parents can also support their children by encouraging positive thinking and providing a healthy learning environment at home.

Statement of the Problem

The research problem is stated as follows: "Effectiveness of Life Skill Programme Higher Secondary Students: An analysis under N.E.P. (National Policy Education)2020

Operational Definitions

The term "Life skill" refer to abilities for adaptive and positive behavior that help individuals deal effectively with daily challenges. "Programme" refers to teaching-learning material developed by the researcher. "Effectiveness" refers to the degree of improvement in students' creative thinking and problem-solving achievement. "Higher secondary" refer to schools where the students are learning in 11th std. "Beed District" refers to the district located in Maharashtra state.

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Objectives of the Research

The main objectives of the study are to study The National Policy Education 2020, To examine the provisions of NEP 2020 related to life skills education., to study the Life skill Programme, to implement it among students, to test the effectiveness of the Life Skill Programme

The objectives of the research were, to study life skills suggested by WHO, to select content from the eleventh standard English textbook, for implementing a life skill programme, and to test its effectiveness. Another objective was to evaluate improvement in creative thinking and problem solving as life skill sub-factors. The researcher aimed to study the effectiveness of the programme according to gender and division-wise differences among students.

Research Methodology The research was developmental cum experimental in nature. In the first phase, the researcher implented a life skill programme. In the second phase, the effectiveness of the programme was;tested through experimental design. The researcher used a pre-test and post-test control group design. Two higher secondary schools were selected purposively, eleventh standard students participated in the study.

A pre-test was conducted to measure the baseline level of life skill achievement. The programme was then implemented for approximately 183 days. After completion, a post-test was administered. Along with test scores, classroom observation and teacher questionnaires were used to assess behavioral changes. Mean, standard deviation, and t-test were applied for statistical analysis.

Findings of the Study

The findings of the study revealed that the developed life skill programme was effective. There was significant improvement in students' creative thinking and problem-solving achievement after implementation. The programme enhanced fluency, originality, flexibility, abstractness, and elaboration as sub-factors of creative thinking. It also improved identifying problems, selecting options, making decisions, and implementing decisions as sub-factors of problem solving.

Teacher questionnaires indicated that students became more confident and independent. Many teachers observed that students were able to generate new ideas, write imaginative essays, and participate actively in classroom discussions. Observation checklists showed that students displayed improved communication skills, better cooperation, and stronger problem-solving abilities.

The study also showed that the programme was effective for both boys and girls. There was no significant difference between boys and girls in post-test scores, indicating that life skill development is equally beneficial for all learners.

Discussion

The findings of the study align with the vision of NEP 2020, which emphasizes holistic and multidisciplinary education. The programme demonstrates that life skills can be effectively developed through structured interventions and activity-based learning.

The use of multiple intelligences ensures that all learners are engaged according to their strengths, making the programme inclusive and effective. The improvement in creative thinking and problem-solving skills indicates that students are better prepared to face real-life challenges.

Suggestions and Recommendations

Students should practice pranayama and meditation daily to strengthen concentration and emotional stability. Teachers should integrate life skill activities in classroom teaching and adopt Multiple Intelligence strategies. School Principals should encourage teachers to design similar programmes and provide resources for activity-based learning. Educational authorities should organize training workshops for teachers and include life skill education in curriculum planning. Government support is also needed to provide materials and recognition for innovative teaching practices.

Conclusion

The study concludes that integrating life skills with multiple intelligences is highly effective in enhancing students' overall development. It supports the vision of NEP 2020 and provides a practical approach to improving education quality. In the context of NEP 2020, such programmes play a crucial role in transforming the education system from knowledge-based to competency-based learning. By focusing on holistic development, education can truly prepare students to become responsible, confident, and capable individuals. The research concludes that life skill education is essential for the holistic development of eighth standard students. Adolescence is a critical stage where students require guidance and training to handle academic pressure, emotional conflicts, and social challenges. The Multiple Intelligence approach provides an effective framework for designing inclusive teaching-learning activities. The

developed life skill programme successfully improved creative thinking and problem-solving abilities among Marathi medium eighth standard students of Beed District. Therefore, similar programmes should be implemented in schools to strengthen student development and prepare learners for real-life situations.

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Original Article

Role of Community Engagement in Early Childhood Education: A Study with Reference to NEP 2020 and Maharashtra Context

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Abstract
The National Education Policy (NEP) 2020 recognizes Early Childhood Care and Education (ECCE) as the foundation of lifelong learning and emphasizes universal access, quality improvement, and holistic child development. A key pillar of this transformation is community engagement, which involves families, local institutions, and grassroots stakeholders in the educational process. This paper examines the role of community participation in ECCE within the NEP 2020 framework, with special reference to Maharashtra. Through analysis of state-level initiatives, Anganwadi systems, and community-driven practices, the study highlights how local participation enhances learning outcomes, strengthens institutional delivery, and ensures sustainability. It also discusses challenges and provides policy recommendations.
Key Words: ECCE, Community Engagement, NEP 2020

Introduction

Early childhood (ages 3–8) is a critical stage of cognitive, emotional, and social development. NEP 2020 introduces the Foundational Stage and integrates ECCE into formal schooling through a 5+3+3+4 structure, emphasizing play-based and experiential learning. (Testbook)The policy also underscores that education is not confined to schools but is embedded in families and communities, making community engagement essential. In a diverse country like India, especially in states such as Maharashtra, local participation plays a crucial role in contextualizing education.

ECCE and Community Engagement in NEP 2020

NEP 2020 highlights:

- Universal access to ECCE by 2030
- Strengthening Anganwadi centres
- Parental involvement and home-based learning
- Integration of local culture, language, and knowledge

Anganwadi workers are expected to conduct home visits, parental counseling, and early stimulation activities, directly linking education with community structures. (Testbook) Furthermore, multi-stakeholder collaboration (government, NGOs, communities) is essential for achieving ECCE goals. (Home Science Journal)

Role of Community Engagement in ECCE

Enhancing Holistic Development

Community participation ensures that children receive consistent learning support at home and

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in educational centers. Families contribute to emotional security and cultural learning, which aligns with NEP's holistic development goals.

Strengthening Foundational Literacy and Numeracy (FLN)

The National Education Policy (NEP) 2020 prioritizes Foundational Literacy and Numeracy (FLN) through initiatives such as NIPUN Bharat,

emphasizing the crucial role of community involvement in a child's learning journey. It encourages the development of reading habits at home, helping children build strong literacy skills from an early age. The policy also supports language development in the mother tongue, ensuring better comprehension and cultural connection. Additionally, it reinforces numeracy skills through everyday activities, enabling children to apply mathematical concepts in real-life situations. Through this collaborative approach between schools and communities, NEP 2020 aims to create a strong foundation for lifelong learning.

Improving Anganwadi Functioning

Anganwadis play a central role in the delivery of Early Childhood Care and Education (ECCE), serving as vital community-based institutions that support young children's holistic development. Active community engagement strengthens their effectiveness by improving attendance and retention of children, as families become more aware and involved in early learning. It also enhances accountability, ensuring that services are delivered efficiently and meet local needs. Furthermore, community participation facilitates the integration of health, nutrition, and education, creating a comprehensive support system that promotes the overall well-being and development of children.

Promoting Inclusion and Equity

Community engagement helps identify marginalized children and ensures their inclusion in ECCE programs, reducing socio-economic disparities.

Supporting Experiential Learning

NEP promotes play-based and activity-based learning, often rooted in local culture. Community resources such as folk stories, traditions, and local materials enrich learning experiences. (Testbook)

Maharashtra Context: ECCE and Community Engagement

Maharashtra has been proactive in implementing ECCE initiatives aligned with NEP 2020 through Anganwadi centres, Bal Bhavan programs, and Sarva Shiksha Abhiyan (SSA).

Maharashtra SSA ECCE Centers Study

A study conducted across six districts in Maharashtra revealed several effective community engagement practices in strengthening Early Childhood Care and Education (ECCE). These included the training of Anganwadi workers and pre-primary teachers to enhance the quality of early learning, as well as the distribution of teaching-learning materials (TLM) to support classroom activities. The study also highlighted the organization of parental awareness programs at the Panchayat level, which helped build understanding and involvement among families. Additionally, community members actively participated in selecting and monitoring ECCE centres, ensuring transparency and responsiveness to local needs. These initiatives demonstrate that community participation is being systematically institutionalized through local governance structures, as noted by St. Vincent College.

Bal Bhavan Centres in Maharashtra

Bal Bhavan centres focus on activity-based learning and creativity.

Community Engagement Features:

- of Parent orientation workshops
- Local participation in cultural and educational activities
- Use community resources (arts, storytelling, local crafts)

Impact:

- Improved socio-emotional development
- Stronger parent-child learning connections
- Increased awareness of ECCE importance

Anganwadi System in Maharashtra:

Maharashtra has a strong Anganwadi network under ICDS.

Community Role:

- Mothers' groups and local committees monitor functioning

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- Participation in nutrition and health programs
- Support for early learning activities at home

NEP 2020 further expands this role by transforming Anganwadis into early learning hubs and parent support centres. (Testbook)

Challenges in Maharashtra and India

Despite notable progress in Early Childhood Care and Education (ECCE), several challenges continue to hinder its effective implementation. A major issue is the lack of awareness among parents about the importance of early childhood education, which affects children's participation and learning outcomes. Resource constraints further limit the impact, as many Anganwadi centres still struggle with inadequate infrastructure and insufficient learning materials. Additionally, there are significant training gaps, with Anganwadi workers requiring more support in both pedagogy and strategies for community engagement. Implementation also remains uneven, with urban areas generally performing better than rural and tribal regions, leading to disparities in access and quality. In some areas, weak community participation further reduces the effectiveness of ECCE programs, resulting in poorer outcomes, as highlighted in studies by Mahatma Gandhi Central University.

Recommendations

To strengthen the effectiveness of Early Childhood Care and Education (ECCE), a multifaceted approach is needed that actively involves communities and local institutions. This includes strengthening community awareness programs by conducting campaigns through Panchayats and local media to highlight the importance of early education. Capacity building of Anganwadi workers is essential, with a focus on improving their skills in community interaction and early pedagogy. Enhancing local governance participation by involving Panchayati Raj institutions in monitoring can improve accountability and service delivery. Promoting parent-school partnerships through regular meetings, workshops, and feedback systems can foster greater engagement and support for children's learning. Additionally, leveraging local culture and resources by integrating regional traditions into the curriculum can make learning more relevant and engaging. Finally, improving infrastructure and resources by upgrading Anganwadi centres with community support will help create a more conducive learning environment for young children.

Conclusion

Community engagement is a cornerstone of effective early childhood education under NEP 2020. The Maharashtra experience demonstrates that when communities actively participate, ECCE programs become more inclusive, relevant, and sustainable. However, challenges related to awareness, infrastructure, and implementation must be addressed to fully realize the policy's vision. Strengthening community participation will be essential for achieving equitable and high-quality early education across India.

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Original Article

"Developing Emotional Intelligence for Effective Classroom Control"

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Abstract
Classroom management is a critical aspect of effective teaching and learning. Traditional approaches to classroom control often rely on discipline, authority, and rules; however, these methods may not address the emotional and psychological needs of students. Emotional Intelligence (EI), defined as the ability to recognize, understand, and manage one's own emotions and those of others, has emerged as a powerful tool for improving classroom control. This research paper explores the role of emotional intelligence in enhancing classroom management, teacher-student relationships, and learning outcomes. It examines key components of EI, strategies for developing EI among teachers and students, and its impact on creating a positive learning environment. The study adopts a conceptual and analytical approach, supported by educational theories and practical examples. The paper concludes that developing emotional intelligence is essential for effective classroom control and holistic education.

Keywords: *Emotional Intelligence, classroom management, teacher effectiveness, self-awareness, empathy, student behavior, social-emotional learning, discipline, classroom environment.*

Introduction

Classroom control is one of the most challenging aspects of teaching. A well-managed classroom creates an environment conducive to learning, while poor classroom management can hinder academic progress and disrupt teaching processes. Traditionally, classroom control has been associated with strict discipline and authoritative teaching styles. However, modern education emphasizes a more holistic and student-centered approach.

Emotional Intelligence (EI) plays a crucial role in this transformation. Teachers with high emotional intelligence can understand students' emotions, manage their own reactions, and create a supportive learning environment. EI helps in reducing conflicts, improving communication, and fostering mutual respect.

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In today's diverse classrooms, students come from varied backgrounds and exhibit different emotional and behavioral patterns. Therefore, developing emotional intelligence is essential for effective classroom control and overall educational success.

Concept of Emotional Intelligence

1.Definition of Emotional Intelligence

Emotional Intelligence refers to the ability to perceive, understand, regulate, and use emotions effectively in daily interactions. It involves both personal and social competencies.

2. Components of Emotional Intelligence

According to Daniel Goleman, EI consists of five key components:

Self-Awareness – Understanding one's emotions

Self-Regulation – Managing emotions effectively

Motivation – Internal drive to achieve goals

Empathy – Understanding others' emotions

Social Skills – Managing relationships effectively

These components are essential for teachers to maintain classroom discipline and build positive relationships.

3.Emotional Intelligence and Classroom Control

Role of EI in Classroom Management

Teachers with high EI can:

- Handle classroom disruptions calmly
- Understand the root causes of student behavior
- Build trust and rapport with students
- Create a positive and inclusive environment

EI vs Traditional Discipline

Traditional Discipline EI-Based Classroom Control

Focus on punishmen Focus on understanding

Teacher-centered Student-centered

Fear-based control Respect-based control

Short-term results Long-term behavioral change

EI-based approaches promote sustainable classroom management.

Importance of Emotional Intelligence in Teaching

i.Enhancing Teacher Effectiveness

Emotionally intelligent teachers can:

- Adapt teaching strategies
- Maintain composure under stress
- Respond appropriately to student needs

ii.Improving Student Behavior

Students respond positively to emotionally supportive teachers. EI helps in:

- Reducing aggression and conflicts
- Encouraging cooperation
- Promoting self-discipline

iii.Building Positive Classroom Environment

A classroom guided by emotional intelligence is:

- Safe and inclusive
- Respectful and collaborative
- Motivating and engaging

Strategies for Developing Emotional Intelligence in Teachers

i.Self-Reflection

Teachers should regularly reflect on their emotions and teaching practices.

Techniques:

- Journaling

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- Self-assessment
- Feedback from peers

ii.Stress Management

Managing stress is crucial for maintaining emotional balance.

Methods:

- Meditation and mindfulness
- Time management
- Relaxation techniques

iii.Professional Development

Training programs on emotional intelligence can help teachers develop necessary skills.

iv.Building Empathy

Teachers should:

- Listen actively to students
- Understand diverse backgrounds
- Show compassion and support

Developing Emotional Intelligence in Students

- . Social-Emotional Learning (SEL)

SEL programs help students develop emotional and social skills.

- . Classroom Activities
- Examples:
- Group discussions
- Role-playing
- Storytelling
- . Encouraging Emotional Expression

Students should be encouraged to express their feelings openly.

iv. Conflict Resolution Skills

Teaching students how to resolve conflicts peacefully enhances classroom harmony.

Role of Teachers in EI-Based Classroom Control

- Teacher as a Role Model
- Teachers must demonstrate emotional intelligence in their behavior.
- Creating Supportive Environment
- Teachers should create an atmosphere of trust and respect.
- Effective Communication
- Clear and empathetic communication reduces misunderstandings.

Challenges in Implementing Emotional Intelligence

- . Lack of Awareness

Many teachers are not trained in emotional intelligence.

- Time Constraints

Busy schedules limit opportunities for EI development.

- Cultural Differences

Emotional expression varies across cultures.

- Resistance to Change

Some educators prefer traditional discipline methods.

Benefits of Emotional Intelligence in Classroom Control

- Improved student engagement
- Better academic performance
- Reduced behavioral problems
- Strong teacher-student relationships

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- Positive school climate

Recommendations

- Integrate EI in Teacher Training
- Include SEL in Curriculum
- Provide Workshops and Seminars
- Encourage Reflective Teaching Practices
- Promote Inclusive and Supportive Classrooms

Conclusion

Emotional Intelligence is a vital component of effective classroom control in modern education. It shifts the focus from authority and discipline to understanding and empathy. Teachers who develop emotional intelligence can manage classrooms more effectively, build strong relationships with students, and create a positive learning environment.

Incorporating EI into teaching practices not only improves classroom management but also contributes to the holistic development of students. Therefore, it is essential for educational institutions to prioritize emotional intelligence in teacher training and curriculum design.

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Original Article

Soft Skills and Emotional Intelligence in Teacher Education

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Abstract
Teacher education plays a crucial role in shaping the quality of education and student outcomes. In the rapidly evolving educational landscape, the importance of soft skills and emotional intelligence (EI) has gained significant recognition. While traditional teacher education programs have focused primarily on subject knowledge and pedagogical techniques, there is a growing need to equip teachers with interpersonal, emotional, and social competencies. Soft skills such as communication, teamwork, adaptability, and leadership, along with emotional intelligence, enhance teachers' ability to manage classrooms, build relationships, and foster a positive learning environment. This research paper explores the significance of soft skills and EI in teacher education, their interrelationship, impact on teaching effectiveness, and strategies for integration into teacher training programs. The study adopts a conceptual and analytical approach, emphasizing the need for holistic teacher development in the 21st century.

Keywords: Soft skills, emotional intelligence, teacher education, communication skills, classroom management, empathy, social-emotional learning, teacher effectiveness, professional development.

Introduction

The role of teachers has expanded beyond the traditional boundaries of knowledge transmission. In the 21st century, teachers are expected to act as facilitators, mentors, counselors, and role models. This multifaceted role requires not only academic expertise but also a wide range of soft skills and emotional competencies. Teacher education programs have traditionally focused on subject knowledge and teaching methodologies. However, the increasing complexity of classrooms, diversity among students, and emphasis on holistic education necessitate the integration of soft skills and emotional intelligence into teacher training.

Soft skills and EI enable teachers to manage classrooms effectively, communicate clearly, resolve conflicts, and build positive relationships with students. These competencies are essential for creating an inclusive and supportive learning environment.

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Conceptual Framework

2.1 Soft Skills in Teacher Education

Soft skills refer to personal attributes and interpersonal abilities that influence how individuals interact with others.

Key soft skills for teachers include:

- Communication skills
- Interpersonal skills
- Leadership and teamwork
- Time management
- Adaptability and flexibility
- Problem-solving abilities

These skills are essential for effective teaching and professional growth.

2.2 Emotional Intelligence (EI)

Emotional Intelligence is the ability to recognize, understand, and manage one's own emotions and those of others.

Components of EI:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills

EI enhances teachers' ability to respond appropriately to classroom situations.

2.3 Relationship between Soft Skills and EI

Soft skills and EI are closely interconnected. Emotional intelligence forms the foundation of many soft skills.

For example:

- Empathy (EI) enhances communication (soft skill)
- Self-regulation (EI) improves conflict management (soft skill)
- Social skills (EI) support teamwork and leadership

  Thus, integrating EI strengthens the development of soft skills in teacher education.

Importance of Soft Skills and EI in Teacher Education

3.1 Enhancing Teaching Effectiveness

Teachers with strong soft skills and EI can:

- Deliver content effectively
- Engage students actively
- Adapt teaching strategies

3.2 Classroom Management

Soft skills and EI help teachers maintain discipline and create a positive classroom environment.

Benefits:

- Reduced conflicts
- Improved student behavior
- Better teacher-student relationships

3.3 Communication and Interaction

Effective communication is essential for teaching.

Teachers with strong communication skills can:

- Explain concepts clearly
- Encourage student participation
- Provide constructive feedback

3.4 Emotional Support to Students

Emotionally intelligent teachers can:

- Understand student emotions
- Provide guidance and support
- Foster emotional well-being

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3.5 Professional Development

Soft skills and EI contribute to continuous professional growth by enhancing collaboration, leadership, and adaptability.

Role of Soft Skills and EI in Classroom Practices

4.1 Building Positive Relationships

Teachers who demonstrate empathy and understanding build strong relationships with students.

4.2 Encouraging Student Engagement

Interactive teaching methods and positive communication increase student participation.

4.3 Conflict Resolution

Soft skills and EI help teachers manage conflicts effectively through:

- Active listening
- Negotiation
- Emotional regulation

4.4 Inclusive Education

Teachers with EI can address diverse student needs and promote inclusivity.

Integration in Teacher Education Programs

5.1 Curriculum Design

Teacher education curricula should include:

- Courses on soft skills and EI
- Practical training and workshops
- Reflective practices

5.2 Training Methods

Effective methods include:

- Role-playing
- Group discussions
- Case studies
- Simulations

5.3 Assessment of Soft Skills and EI

Assessment can be done through:

- Observations
- Self-assessment tools
- Peer feedback

5.4 Use of Technology

Digital tools can support the development of soft skills and EI through:

- Online training modules
- Virtual simulations
- Interactive platforms

Challenges in Implementation

6.1 Lack of Awareness

Many teacher education programs do not emphasize soft skills and EI.

6.2 Limited Training Opportunities

Teachers may not receive adequate training in these areas.

6.3 Assessment Difficulties

Measuring soft skills and EI is challenging due to their subjective nature.

6.4 Resistance to Change

Traditional teaching practices may hinder the adoption of new approaches.

Benefits of Integrating Soft Skills and EI

- Improved teaching effectiveness
- Better classroom management

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- Enhanced student learning outcomes
- Stronger teacher-student relationships
- Increased job satisfaction

Recommendations

1. Incorporate Soft Skills and EI in Curriculum
2. Provide Regular Training and Workshops
3. Encourage Reflective Teaching Practices
4. Use Innovative Teaching Methods
5. Promote Research in EI and Soft Skills

Future Prospects

The importance of soft skills and EI will continue to grow in the future.
Trends include:
Integration of Social-Emotional Learning (SEL)
Use of AI and digital tools for skill development
Increased focus on holistic education
Teacher education must adapt to these changes to remain relevant.

Conclusion

Soft skills and emotional intelligence are essential components of effective teaching and teacher education. They enable teachers to manage classrooms, communicate effectively, and build positive relationships with students.
Integrating these competencies into teacher education programs is crucial for preparing teachers to meet the challenges of modern education. By focusing on holistic development, teacher education can produce educators who are not only knowledgeable but also emotionally intelligent and socially competent.

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Original Article

"Technology-Enabled Skill Development in Higher Education"

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Abstract

In the contemporary knowledge-driven economy, higher education institutions are expected to equip students with a wide range of skills, including cognitive, technical, digital, and interpersonal competencies. Traditional education systems, however, often fall short in addressing the dynamic requirements of the modern workforce. The integration of technology into higher education has emerged as a transformative approach to bridge this gap. Technology-enabled learning environments, powered by tools such as Artificial Intelligence (AI), Virtual Reality (VR), Learning Management Systems (LMS), and Massive Open Online Courses (MOOCs), facilitate interactive, personalized, and skill-oriented education. This research paper examines the role of technology in enhancing skill development in higher education, highlighting its impact, opportunities, challenges, and future prospects. The study adopts a conceptual and analytical approach, drawing insights from policy frameworks such as the National Education Policy (NEP) 2020 and global educational trends. The paper concludes that technology-enabled skill development is essential for improving employability, fostering innovation, and promoting lifelong learning

Keywords: *Technology-enabled learning, skill development, higher education, digital literacy, Artificial Intelligence (AI), MOOCs, employability, experiential learning, NEP 2020, e-learning.*

Introduction

The rapid advancement of technology has significantly altered the landscape of higher education. In an era characterized by globalization, automation, and digital transformation, the demand for skilled professionals has increased substantially. Employers now seek individuals who possess not only academic knowledge but also practical skills, critical thinking abilities, and adaptability.

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Higher education institutions play a crucial role in preparing students for the workforce. However, traditional teaching methods often emphasize theoretical knowledge, with limited focus on skill development. This gap between education and employment necessitates the integration of technology to create more dynamic and skill-oriented learning environments. Technology-enabled education leverages digital tools to enhance teaching and learning processes. It promotes interactive, flexible, and learner-centered approaches that facilitate skill acquisition. The National Education Policy (NEP) 2020 emphasizes the importance of integrating technology into education to improve quality and accessibility. This paper explores how technology can be effectively utilized to develop skills in higher education, ensuring that students are equipped to meet the demands of the 21st-century workforce.

Conceptual Framework: -

Skill Development in Higher Education

Skill development refers to the process of acquiring and enhancing abilities necessary for personal, academic, and professional success.

In higher education, it encompasses:

- Cognitive Skills: Critical thinking, problem-solving, analytical reasoning
- Technical Skills: Discipline-specific knowledge and practical expertise
- Digital Skills: ICT literacy, data analysis, coding
- Soft Skills: Communication, teamwork, leadership
- Entrepreneurial Skills: Innovation, creativity, risk-taking

The development of these skills is essential for improving employability and promoting lifelong learning.

Technology in Education

Technology in education involves the use of digital tools and platforms to facilitate learning.

Key technologies include:

- Learning Management Systems (LMS)
- Artificial Intelligence (AI)
- Virtual Reality (VR) and Augmented Reality (AR)
- Massive Open Online Courses (MOOCs)
- Learning Analytics and Big Data

These technologies enable flexible, interactive, and personalized learning experiences.

Rationale for Technology Integration

The integration of technology in higher education is driven by several factors:

- Need for skill-based education
- Increasing demand for digital literacy
- Expansion of online and distance learning
- Globalization of education

Technology addresses the limitations of traditional teaching methods by providing experiential and learner-centered approaches.

Role of Technology in Skill Development

i.Personalized Learning

Technology enables personalized learning experiences tailored to individual student needs. AI-powered platforms analyze learning patterns and provide customized content.

Benefits

- Enhanced learning outcomes
- Improved engagement
- Targeted skill development

ii.Experiential Learning

Technologies such as VR and AR create immersive environments where students can practice real-world skills.

Examples:

- Virtual laboratories for science experiments

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- Medical simulations for healthcare training
- Engineering design simulations

Experiential learning enhances practical knowledge and application skills.

iii.Online Learning and MOOCs

MOOCs provide access to high-quality courses from global institutions.

Advantages:

- Flexibility and convenience
- Access to diverse subjects
- Opportunities for certification

These platforms support continuous skill development beyond traditional classrooms.

iv. Collaboration and Communication

Digital tools facilitate collaboration among students and educators.

Examples:

- Online group projects
- Video conferencing
- Discussion forums

These tools help develop teamwork and communication skills.

Learning Analytics

Learning analytics use data to monitor student performance and provide feedback.

Benefits:

- Identification of learning gaps
- Data-driven decision-making

Emerging Technologies in Higher Education

Artificial Intelligence (AI)

AI enhances education through intelligent tutoring systems, automated grading, and predictive analytics.

Applications:

- Chatbots for student support
- Personalized learning paths
- Career guidance systems

Virtual Reality (VR) and Augmented Reality (AR)

VR and AR provide immersive and interactive learning experiences.

Impact:

- Increased engagement
- Safe and controlled learning environments
- Improved skill acquisition

. Blockchain Technology

Blockchain ensures secure and verifiable academic credentials.

Uses:

- Digital certificates
- Credential verification

Internet of Things (IoT)

IoT enables smart learning environments through connected devices.

Examples:

- Smart classrooms
- Remote lab access

v.Impact on Employability

Technology-enabled skill development enhances employability by:

- Aligning education with industry requirements
- Developing practical and digital skills

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- Encouraging adaptability and innovation
- Promoting lifelong learning

Graduates with technological proficiency and diverse skills are better prepared for the evolving job market.

Role of Teachers and Institutions

i.Changing Role of Teachers

Teachers act as facilitators and mentors in technology-enabled learning environments.

Responsibilities:

- Integrating technology into teaching
- Designing skill-based activities
- Providing personalized guidance

ii.Institutional Responsibilities

Institutions must:

- Invest in technological infrastructure
- Provide faculty training
- Promote research and innovation
- Collaborate with industry

iii.Industry-Academia Collaboration

Collaboration ensures that education remains relevant and skill-oriented.

Examples:

- Internship programs
- Industry-led workshops
- Curriculum design with industry input

Challenges in Technology-Enabled Skill Development

1.Digital Divide

Unequal access to technology creates disparities among students.

2.Lack of Digital Literacy

Students and teachers may lack the skills needed to effectively use technology.

3.Resistance to Change

Traditional mindsets may hinder the adoption of new teaching methods.

4.Quality Assurance

Ensuring the quality of online courses and certifications is a challenge.

5. Data Privacy and Security

The use of digital tools raises concerns about data protection.

• Opportunities and Future Prospects:-

1.Lifelong Learning

Technology enables continuous learning beyond formal education.

2.Global Access

Students can access international courses and collaborate globally.

3.Innovation and Entrepreneurship

Technology fosters creativity and innovation.

4.Skill-Based Economy

The shift towards a skill-based economy increases the importance of technology-enabled education.

Recommendations

i.Curriculum Reform

Integrate skill-based and technology-driven courses Include digital literacy

ii.Faculty Development

Provide training in digital tools

Encourage innovative teaching

iii.Infrastructure Development

Ensure access to devices and internet

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Develop smart classrooms

iv.Policy Support

Promote technology integration

Provide funding and incentives

v. Inclusivity

Bridge the digital divide

Ensure equal access

•Conclusion

Technology-enabled skill development is a transformative approach that enhances the quality and relevance of higher education. By integrating digital tools into teaching and learning processes, institutions can promote skill acquisition, improve employability, and foster innovation.

While challenges such as the digital divide and lack of training must be addressed, the benefits of technology integration far outweigh the limitations. With appropriate policies, infrastructure, and collaboration, higher education can effectively prepare students for the demands of the modern workforce.

The future of higher education lies in the successful integration of technology, ensuring that learners are equipped with the skills necessary for lifelong success in a rapidly evolving world.

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Original Article

Participatory Pedagogical Approach in Teaching and Learning for SDG-4

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Abstract

The global responsibility to achieving goal of quality education for all, as articulated in United Nations' Sustainable Development Goal 4 (SDG-4), required transformative pedagogical approaches that foster inclusive education, equity education, and lifelong learning. Participatory pedagogy, which focuses active learner engagement, collaboration learning, and knowledge construction, come out as a powerful strategy in this context. This research paper examines the theoretical foundations of participatory pedagogical, key principles, and practical implications of participatory pedagogical approaches in achieving SDG-4. It highlights how such approaches promote for critical thinking, democratic classroom practices, and learner empowerment through participatory pedagogical. The paper also discusses the challenges and also provides recommendations for integrating participatory methods in educational systems, especially in developing countries.

Keywords: *Participatory Pedagogy, Collaborative Learning, Active Learning, Sustainable Development Goal 4 (SDG-4),*

Introduction

Education plays a crucial role in sustainable development by providing individuals with knowledge, skills, and values necessary for societal development. Sustainable Development Goal 4 (SDG-4) aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". However, traditional teacher-centered pedagogies often fail to address issues of inequality, disengagement, and lack of relevance in learning. Participatory pedagogy provides a learner-centered approach, emphasizing collaboration, communication, and shared leadership in the learning process. This approach setup with the transformative vision of SDG-4 by promoting inclusive, equitable, and quality education systems.

Concept of Participatory Pedagogy

Participatory pedagogy introduces to teaching approaches that actively engage learners in the learning process. It is based on constructivist, critical and psychological theories of learning, where knowledge is co-created through interaction and learning experience.

Active learner engagement: Participatory pedagogy focuses learning by doing rather than only passive listening. Students are actively participated in classroom discussions, activities, and problem-solving tasks.

- Learners ask questions related to content, share their ideas, and explore concepts itself.
- Learner's engagement improves understanding and retention of learning.

Example: Instead of lecturing on fractions, students solve real-life sharing problems in groups.

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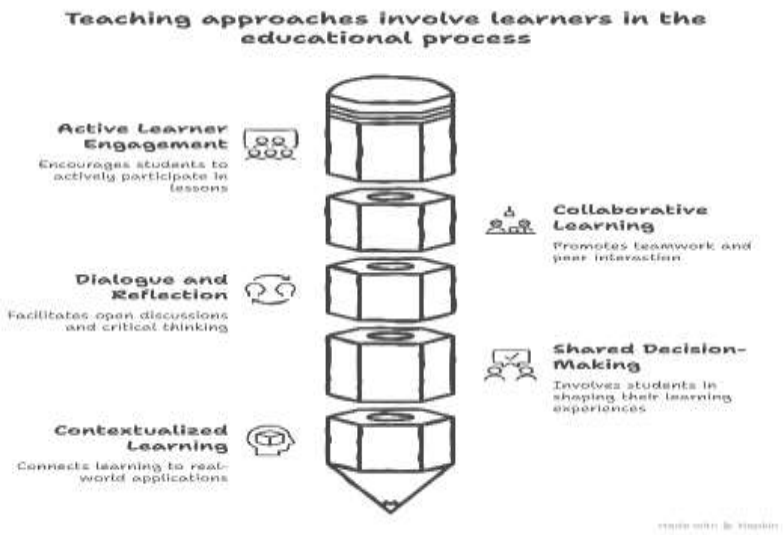

2.2 Collaborative learning: Collaborative learning is an instructional approach of learning where two or more learners are actively work together to understand concepts, solve problems, or complete tasks. In this process knowledge is constructed through group interaction and shared learning experiences rather than individual learning alone.

- Group work, peer discussions, and teamwork are central in place.
- Students learn from each other's perspectives.
- Builds social skills such as cooperation learning and respect.

Example: Students work in groups to complete a task or project or solve a mathematical problem.

2.3 Dialogue and reflection: communication refers to **open,** between teacher and learners, as well as among learners themselves. It is not just discussion, but **thoughtful exchange of ideas, questions, and learning perspectives.**

- Teachers and learners engage in meaningful discussions.
- Learners freely express their opinions and ideas.
- It promotes critical thinking and deeper understanding.

Example: Classroom debates or question–answer sessions.

2.4 Decision-making: Decision-making refers to the process where **teachers and** learners **both are participate in making decisions** related to understanding concept or learning task. Instead of the teacher having lead role, learners are given opportunities to **share their opinions, make choices, and take responsibility** for their learning.

- It may help choose their related topics, activities, or methods of learning.
- It encourages responsibility and leadership in learning.
- Develops democratic values in the classroom.

Example: Learners decide how to work on a project (poster, model, or presentation).

2.5 Contextualized learning experiences: Contextualized learning experiences refer to teaching and learning that are **connected with real-life situations, surrounding environment, and based on learners' prior experiences.** Instead of abstract knowledge, concepts are taught in a way that learners can **remember, understand, and apply in everyday life situation.**

- It makes learning meaningful and relevant.
- Helps learners to apply knowledge in practical or in real life situations.

Example: Teaching assessment through cooking or shopping activities.

Participatory pedagogy approach moves beyond passive knowledge transmission to interactive knowledge construction, which makes learning meaningful and relevant.

Theoretical Foundations

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3.1 Constructivism: Constructivism is inspired by Piaget. This theory hypotheses that "learners construct knowledge through learning experiences and interactions". Participatory pedagogy corresponds with this by encouraging learners to actively participate or involve with content rather than passively receive it.

3.2 Critical Pedagogy: Inspired by philosophers like Paulo Freire, critical pedagogy indicates "education as an essential tool for social transformation". It advocates supports, critical thinking, and empowerment, which are central aspects to participatory approaches. Research shows that allowing learners as active participants in learning process helps them become socially responsible citizens.

3.3 Collaborative Learning Theory: Collaborative learning theory inspired by Vygotsky. It's highlighting the importance of "peer interaction helps in knowledge creation". It encourages shared understanding, analytical thinking, problem-solving, and communication skills.

Participatory Pedagogy and SDG-4

Participatory pedagogy is a learner-centered approach that "actively involves learners in the teaching–learning process through interaction, collaboration, and shared decision-making". It strongly supports United Nations **Sustainable Development Goal 4 (SDG-4),** which aims to ensure **inclusive education, equitable education, and quality education** and promote lifelong learning opportunities for learners. Participatory pedagogy upholds the objectives of SGD-4 in the following ways:

4.1 Promoting Inclusive Education

Participatory methods help diverse learners by encouraging verious perspectives and learning styles. Inclusive practices verify that marginalized groups have equal opportunities to participate.

4.2 Enhancing Quality of Learning

Active participation improves understanding, think analytically, retention, and application of knowledge for self-learning process. Learners develop higher-order thinking skills such as analysis, synthesis, and evaluation.

4.3 Encouraging Lifelong Learning

Participatory learning focuses curiosity, autonomy, and self-directed learning habits, which are essential for lifelong learning.

4.4 Reducing Inequalities

By enlighten with the thought that all learners find the knowledge, participatory pedagogy helps reduce disparities in education, aligning with SDG-4's equity goals.

Key Principles of Participatory Pedagogy

5.1 Learner-Centeredness

The focus of teaching transfers from the teacher to the learner. "Learners become an active participant rather than passive receivers of knowledge in the classroom". The learning focus shifts from teacher to learner, where learners actively construct knowledge.

Example: Instead of explaining a concept directly, the teacher provides instruction and activities where learners explore and discover the concept themselves.

5.2 Collaboration

Learning occurs through interaction (individual and peer) and teamwork. Learners learn together to achieve common learning goals.

Example: Learners work in peer groups to complete a project or solve a mathematical problem.

5.3 Dialogue and Communication

Meaningful open interaction between teacher and learners encourages exchange of ideas and critical thinking.

Example: Classroom discussions, debates, and question–answer sessions.

5.4 Reflection

Reflection is the process where learners think about on their learning experiences to understand them better and improve future learning.

Example: Learners write reflections on what they learned after completing an activity.

5.5 Empowerment

Learners are empowered take hold of responsibility for their learning and become independent thinkers.

Example: Learners led in classroom interactions or teach to their peers.

Participatory Teaching Strategies

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1	Group Discussion	Encouraging learners to share their ideas enhances understanding and builds communication skills.
2	Project-Based Learning	Learners engage in activity and projects, promoting practical application of knowledge.
3	Problem-Based Learning	Learners solve real-life problems collaboratively, developing their critical and analytical skills.
4	Role Play and Simulations	These methods help learners to understand complex concepts through experiential learning.
5	Peer Teaching	Learners teach each other, reinforcing their understanding and building confidence.

Role of Teachers in Participatory Pedagogy

Teachers play a important role as facilitators rather than knowledge transmitters. Their responsibilities include:

- Creating inclusive learning environments in classroom.
- Encouraging participation and interaction in learning experiences.
- Guiding and supporting learners to understand the concept.
- Designing interactive learning experiences for the content.
- Assessing learning through various formative methods.

The teacher's role shifts from transmitter to collaborator, encouraging democratic classroom practices.

Benefits

1. Active participations helps to better comprehension and retention.
2. Learners learn to understand, analyze, synthesize, and evaluate information.
3. Collaborative learning activities enhance teamwork, empathy, and communication skills.
4. Participatory methods make learning more enjoyable and meaningful.
5. Learners become confident and independent learner.

Challenges in Implementation

Participatory pedagogy despite its advantages, participatory pedagogy faces several challenges:

1. Planning and managing participatory activities in overcrowded classrooms can be difficult.
2. Teachers may aware about the skills required to implement participatory methods effectively.Inadequate infrastructure, learning materials, and learning resources prevent active participation and collaborative engagement in educational settings.
3. Traditional assessment methods may not sufficient to evaluate participatory approaches.
4. Some teachers and learners may resist shifting from traditional methods.

Participatory Pedagogy in Developing Countries

In economically developing countries, participatory pedagogy can address issues such as inequality, limited access, and low quality of education. However, challenges like resource material, en aware teacher educator and socio-cultural barriers must be addressed. Integrating, teacher education, technology, community involvement, and policy support can enhance the effectiveness of participatory approaches in these contexts.

A Unique Case Study

Example 1: Community-Based Learning

Students engage with local communities to solve real-life challenges and problems, linking current education with societal needs.

Example 2: ICT-Enabled Participatory Learning

Digital tools facilitate collaboration learning and interactive learning environments in classrooms.

Example 3: Inclusive Classroom Practices

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Teachers use multifaceted approaches to include learners with different abilities, promoting equity and active participation.

Recommendations

To effectively implementation of participatory pedagogy for achieving SDG-4, the following measures are recommended:

1. Organize regular workshops and training programs on participatory techniques and approaches.
2. Train teachers in diverse strategies like individual task, group work, problem-based learning, project, game learning and reflective practices etc.
3. Integrate participatory activities such as projects, assignment, model, game, discussions, and fieldwork.
4. Include real-life based content and contextualized content.
5. Use quizzes, observations, portfolios, presentations and projects for assessment.
6. Use different teaching methods to address diverse learning needs of learner.
7. Promote gender equality and cultural inclusivity through education.
8. Use digital tools for communication and collaboration e.g., online discussions, interactive apps.
9. Provide adequate teaching-learning resources for participatory pedagogy.
10. Governments should promote participatory pedagogy in education policies through syllabus.
11. Government and institution should allocate funds for teacher training and infrastructure.
12. Use community resources for contextual learning (community-based projects).

Conclusion

Participatory pedagogical approaches play a crucial role in achieving Sustainable Development Goal-4 by promoting inclusive education, equitable education, and quality education. These approaches enhance learners critical thinking, and foster him/her for lifelong learning. While obstacles remain, strategic interventions such as teacher training program, curriculum reform, and education policy support can facilitate the successful implementation of participatory pedagogy. Ultimately, transforming education through participatory approaches is essential for building a sustainable and equitable future of nation.

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Original Article

Skill-Based Education with Special Reference to Teachers' Professional Skills

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Abstract
Skill-based education has emerged as a transformative approach in modern pedagogy, focusing on equipping learners with practical competencies essential for real-life application. The effectiveness of this educational paradigm largely depends on the professional skills of teachers. This research paper explores the concept of skill-based education and highlights the significance of teachers' professional skills in its successful implementation. It discusses various competencies required by teachers in detail, challenges faced, and strategies for enhancement. The study concludes that continuous professional development is vital for teachers to align with evolving educational demands.
Keywords: *Skill-based education, professional skills, teacher development, competency-based learning*

Introduction

Education systems worldwide are transitioning from traditional knowledge-based approaches to skill-based frameworks. Skill-based education emphasizes critical thinking, problem-solving, creativity, communication, and collaboration. Teachers play a central role in this transformation, as their professional competencies directly influence student outcomes.

In the Indian context, initiatives such as the National Education Policy (NEP) 2020 emphasize skill development at all levels of education. This shift requires teachers to enhance their professional skills to effectively implement competency-based learning and foster holistic development among students.

Objectives of the Study

- To understand the concept of skill-based education
- To identify essential professional skills required by teachers
- To examine the role of teachers in implementing skill-based education
- To suggest strategies for enhancing teachers' professional competencies

Concept of Skill-Based Education

Skill-based education focuses on developing learners' practical abilities rather than mere theoretical knowledge. It integrates academic learning with real-life application, enabling students to become independent thinkers and problem solvers.

Key Features

- Learner-centered approach
- Activity-based and experiential learning
- Focus on real-world applications

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- Continuous skill assessment
- Integration of academic and vocational education

Teachers' Professional Skills: An Overview

Teachers' professional skills refer to the range of competencies required to facilitate effective teaching and learning. These include pedagogical, technological, interpersonal, and reflective skills that enable teachers to adapt to changing educational needs.

Essential Professional Skills for Teachers

5.1 Pedagogical Skills

Pedagogical skills refer to a teacher's ability to design, implement, and evaluate effective teaching-learning processes. In the context of skill-based education, these skills extend beyond traditional lecture methods to include innovative and student-centered approaches.

Teachers must adopt **activity-based and experiential learning strategies**, such as project-based learning, group discussions, role-playing, and problem-solving tasks. These methods help students apply theoretical knowledge to real-life situations. Additionally, **differentiated instruction** is essential to cater to the diverse abilities, interests, and learning styles of students.

Effective pedagogy also involves **structured lesson planning**, setting clear learning objectives, and aligning teaching methods with desired outcomes. Teachers must continuously adapt their instructional strategies to create meaningful and engaging learning experiences.

5.2 Communication Skills

Communication skills are fundamental to effective teaching. Teachers must be able to **present ideas clearly and logically**, using language that is appropriate for students' comprehension levels.

Effective communication includes both **verbal and non-verbal elements**, such as tone of voice, gestures, facial expressions, and eye contact. These elements enhance student engagement and understanding.

Teachers should encourage **interactive communication**, promoting discussions, questioning, and student participation. Equally important is **active listening**, where teachers attentively understand students' responses, doubts, and feedback. Providing **constructive and timely feedback** further supports student learning and development.

5.3 Technological Skills

In the modern educational landscape, technological proficiency is essential. Teachers must be capable of integrating **Information and Communication Technology (ICT)** into the teaching-learning process.

This includes using tools such as **smart boards, digital presentations, online platforms, and educational applications**. Teachers should also be skilled in **developing digital content**, including videos, quizzes, and interactive modules.

Moreover, managing **online and blended learning environments** has become increasingly important. Teachers must also understand **digital assessment tools** and ensure ethical and responsible use of technology. Effective use of technology enhances engagement and prepares students for a digital future.

5.4 Classroom Management Skills

Classroom management skills are critical for maintaining a productive learning environment. Teachers must establish **clear rules, expectations, and routines** to ensure discipline and smooth functioning of the classroom.

Effective management involves **time management**, organizing lessons efficiently, and minimizing disruptions. Teachers should create a **positive, inclusive, and supportive classroom atmosphere** where students feel safe and motivated to participate.

Handling student behavior with fairness and patience is essential. The use of **positive reinforcement strategies**, such as praise and encouragement, helps in promoting desirable behavior and maintaining classroom harmony.

5.5 Assessment Skills

Assessment in skill-based education focuses on evaluating students' ability to apply knowledge and demonstrate competencies. Teachers must design both **formative and summative assessments** aligned with learning objectives.

A variety of assessment methods should be used, including **projects, presentations, practical tasks, portfolios, and quizzes**. Continuous and Comprehensive Evaluation (CCE) helps in tracking student progress over time.

Teachers must also be proficient in **developing rubrics and criteria-based evaluation tools** to ensure fairness and transparency. Providing **constructive feedback** enables students to identify their strengths and areas for improvement.

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5.6 Emotional and Social Skills

Emotional and social skills are essential for building strong relationships and fostering a supportive learning environment. Teachers must demonstrate **empathy, patience, and understanding** towards students' needs.

Creating an emotionally secure classroom encourages students to express themselves confidently. Teachers should also promote **collaborative learning**, helping students develop teamwork and interpersonal skills.

Additionally, teachers must manage their own emotions effectively and act as **role models**. A positive emotional climate enhances student motivation, participation, and overall learning outcomes.

5.7 Reflective and Professional Growth Skills

Continuous professional development is a key aspect of effective teaching. Teachers must engage in **reflective practices**, analyzing their teaching methods and identifying areas for improvement.

Participation in **workshops, seminars, training programs, and professional learning communities** helps teachers stay updated with new methodologies and technologies. A commitment to lifelong learning ensures adaptability and effectiveness in a changing educational environment.

Role of Teachers in Skill-Based Education

Teachers act as facilitators, mentors, and guides in skill-based education. They design meaningful learning experiences, encourage critical thinking, and support students in applying knowledge to real-life situations.

Their role includes fostering creativity, promoting collaboration, and addressing individual learning needs, thereby ensuring holistic development.

Challenges Faced by Teachers

- Lack of training in skill-based teaching methods
- Limited access to technological resources
- Pressure to complete syllabus within limited time
- Resistance to adopting new teaching approaches
- Large class sizes affecting individual attention

Strategies for Enhancing Teachers' Professional Skills

- Continuous Professional Development (CPD) programs
- Training in ICT and digital tools
- Encouraging collaborative and peer learning
- Promoting reflective teaching practices
- Providing institutional support and resources

Research Methodology

This study adopts a **qualitative research approach** based on secondary data collected from books, research journals, policy documents, and educational reports.

Findings

- Teachers' professional skills are crucial for effective skill-based education
- Lack of proper training remains a major challenge
- Technological competence significantly enhances teaching effectiveness
- Continuous professional development is essential

Conclusion

Skill-based education is essential for preparing students to meet the demands of the modern world. The success of this approach largely depends on teachers' professional competencies. Therefore, there is a need for structured training, institutional support, and a continuous learning mindset among teachers. Strengthening teachers' professional skills will lead to improved educational outcomes and holistic student development.

Suggestions

- Implement regular teacher training programs
- Provide adequate technological infrastructure
- Encourage innovative teaching practices

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- Reduce curriculum overload
- Promote research in teacher education

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Original Article

Skill Education in School Curriculum: A Review of Its Importance and Implementation

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Abstract

Skill education has become an essential component of modern education systems. The rapid development of technology, globalization, and changes in labor market demands require individuals to possess not only academic knowledge but also practical skills. This research paper examines the significance of skill education in school curricula and its role in preparing students for future challenges. The study reviews existing literature and analyzes how skill education contributes to personal development, employability, and lifelong learning. The findings indicate that integrating skill education into school systems enhances students' problem-solving ability, creativity, communication skills, and adaptability. The study also highlights the need for policy reforms and teacher training programs to effectively implement skill-based learning in educational institutions.

Keywords: *Skill education, life skills, employability, school curriculum, lifelong learning*

Introduction

Education systems around the world are undergoing major transformations due to technological advancement and evolving societal needs. Traditional education has often focused primarily on theoretical knowledge, while practical skills and competencies have received less attention. However, modern society requires individuals who possess not only knowledge but also the ability to apply that knowledge effectively in real-life situations.

Skill education refers to the development of abilities that enable individuals to perform tasks efficiently and adapt to various challenges. These skills include communication, critical thinking, problem-solving, creativity, teamwork, and digital literacy. According to the World Health Organization, life skills are defined as the abilities that enable individuals to deal effectively with the demands and challenges of everyday life. The importance of skill education has increased significantly in the 21st century. Educational institutions are now focusing on equipping students with skills that will help them succeed both professionally and personally. Integrating skill education into school curricula can prepare students for the future workforce while also supporting their overall development.

The main objectives of this study are:

To examine the concept and importance of skill education.
To analyze the role of skill education in school curricula.
To identify the benefits and challenges associated with implementing skill education.

Literature Review

Several researchers have emphasized the importance of skill education in modern educational systems. Studies have shown that skill-based learning helps students develop competencies required for both personal and professional success. . □ Research indicates that skills such as decision-making,

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communication, interpersonal relationships, and emotional management are essential for holistic development.

Previous studies have also highlighted that skill education programs improve students' academic performance and increase their engagement in learning. In addition, skill-based learning encourages creativity, independent thinking, and problem-solving abilities.

Despite its importance, many educational institutions still rely heavily on traditional teaching methods that focus mainly on theoretical knowledge. As a result, students often graduate without the practical skills required in the workplace. Therefore, integrating skill education into formal education systems has become a major priority for policymakers and

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Original Article

New Job Opportunities Created by Artificial Intelligence (AI) in the 21st Century: An Analytical Study

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Abstract
The 21st century is known as the century of revolution in human history due to Artificial Intelligence (AI). With the arrival of this technology, various speculations are being made globally regarding the future of employment. Initially, there was fear and skepticism that AI and automation would lead to large-scale job losses.
However, research and available data from various global organizations have refuted these fears. This data clearly shows that while AI is changing the nature of old and repetitive jobs or causing some to disappear, it is creating new, high-skill based, and creative job opportunities at a much higher rate. This technology has changed traditional employment methods and opened doors to new opportunities. Today, new fields like Data Science, Machine Learning, and Prompt Engineering have emerged. This study not only reviews the jobs created by AI but also analytically explores how the direction of future employment will be shaped through the **collaboration between human skills and machines** in changing times.
Keywords: *Artificial Intelligence (AI), AI in Education (AIEd), EdTech 2026 trends, AI for Learning, Future of Education & new job opportunities*

Introduction

In the 21st century, AI is no longer just a technical invention but a powerful tool that has turned the tide of the global economy and human lifestyle. After steam power, electricity, and the internet, **AI is considered the backbone of the Fourth Industrial Revolution**. According to a report by the World Economic Forum, AI will create far more new and different types of jobs than those it terminates. This change is not limited to the Information Technology (IT) sector but has encompassed all areas related to human life, such as healthcare, agriculture, economics, education, and manufacturing. It is the need of the hour to view these changes as opportunities rather than through the lens of fear.

2. AI and the Changing Nature of Employment: When looking at the relationship between AI and employment, it is important to note that the primary purpose of AI is not the complete replacement of humans, but the **augmentation** of human capabilities. Boring, repetitive, and hazardous tasks in industries are now being handed over to machines. This gives humans enough time to perform more creative, intellectual, and strategic tasks. Consequently, in today's professional world, a new collaborative approach of **'Human + Machine'** is taking root instead of the conflict-based 'Human vs. Machine' perspective.

2.1 Augmentation over Replacement: AI is not a substitute for human labor but a powerful tool that increases human capacity.

Collaborative Work Systems: In many fields today, 'Co-bots' or AI assistants work alongside human employees, increasing productivity. A prime example is the field of writing; where a writer previously spent hours thinking

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A. and structuring, they can now get a rough draft from AI and give it a final, high-quality shape using their own creativity.

B. **Relief from Tedious Tasks:** Monotonous and repetitive tasks like data entry, classifying thousands of files, or answering simple customer queries are now handled by AI chatbots and software. This allows human intelligence to focus on more challenging, intellectual, and strategic work.

2.2 Transformation of Job Roles Instead of jobs disappearing completely, their nature is undergoing radical changes, categorized into three types:

A. **Automation:** Physical labor in manufacturing plants, such as packaging, moving goods, or simple quality checks, is now automated.

B. **Transformation:** The nature of existing jobs has changed. For example, a bank cashier's role was previously limited to counting and depositing money; now, due to AI, it has transformed into a **Financial Advisory** role, providing investment analysis and advice to customers.

C. **Creation:** Technology has created jobs that did not exist before, such as 'Prompt Engineering', 'AI Data Training', and 'Man-Machine Interface Designer'.

2.3 Democratization of Decisions Previously, only high-ranking officials or experts had access to critical information and data analysis. Now, through AI tools, this information is easily available to junior-level employees, developing their decision-making capacity. For instance, a junior doctor in a rural area can obtain diagnostic information as accurate as an expert in a big city using AI diagnostic tools, improving the quality of healthcare.

2.4 New Skills Hierarchy In the age of AI, the importance and priority of human skills have shifted:

1. **Cognitive Skills:** Memorizing information is less important than the skill of analyzing available data to solve problems.
2. **Emotional Intelligence:** Machines do not have emotions. Therefore, human qualities like team management, customer interaction, empathy, and leadership have become more valuable than before.
3. **Tech Literacy:** While not everyone needs to know 'coding', being able to efficiently use 'AI tools' in one's work will be a basic necessity. In short, employment is rapidly shifting **'From Brawn to Brain'**.

3. Emerging Fields and Direct Job Opportunities: AI is a 'Disruptive Revolution'. The opportunities it creates can be categorized as follows:

- **3.1 Technical & Engineering Roles:**

1. **Machine Learning (ML) Engineer:** They create algorithms and predictive models. Unlike traditional software engineering where computers are given instructions, here machines are taught to 'learn' from data (e.g., fraud detection models in banking).
2. **Data Architect and Scientist:** AI requires 'Big Data'. Architects build the infrastructure to store data, while scientists analyze it to draw conclusions that guide business direction.
3. **Natural Language Processing (NLP) Experts:** They work to help machines understand human languages (Marathi, Hindi, English) to develop chatbots, voice assistants (Alexa, Siri), and translation tools.

- **3.2 Emerging Roles:**

1. **Prompt Engineering:** To get accurate results from Generative AI (e.g., ChatGPT), queries (Prompts) must be very creative. Prompt Engineers act as a bridge between human thought and machine output.
2. **AI Ethics Officer and Bias Auditor:** Human data can introduce bias into AI (e.g., denying jobs to a specific group). Ethics officers ensure AI systems remain transparent, fair, and safe.

- **3.3 Healthcare & Biotech:**

1. **AI Diagnostic Technicians:** AI can detect subtle changes in X-rays or MRI scans invisible to the human eye.
2. **Digital Health Coach:** Experts are needed to handle AI platforms that advise people on lifestyle changes using data from smartwatches and gadgets.

- **3.4 Agriculture & Environment:**

1. **Precision Agriculture Specialist:** Using sensors and satellite data to identify soil moisture, pests, and fertilizer needs—known as 'Smart Farming'.
2. **AI Sustainability Expert:** Experts using AI models to study climate change and reduce carbon emissions are in high demand in eco-friendly startups.

- **3.5 Creative Industries:**

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1. **AI-Powered Content Creator:** Writers and artists using AI tools (e.g., Adobe Firefly, Canva) to increase productivity, opening a large market for freelancers.
2. **Virtual Reality (VR) Designer:** Immense opportunities in gaming and education for developers creating virtual worlds like the Metaverse.

4. Impact on Traditional Industries: AI has increased efficiency and created new employment categories in traditional sectors:

- **Manufacturing: Predictive Maintenance** (using sensors to predict machine failure) has created roles for maintenance specialists and data monitoring experts. **Cobot Operators** are also in demand to program robots that work alongside humans.
- **Precision Agriculture:** Use of drones for crop inspection and soil analysis has created roles like 'Agri-tech Consultants', 'Drone Pilots', and 'Agri-Business Analysts'.
- **BFSI Sector:** Recruitment of 'Financial Data Scientists' for **Algorithmic Trading** and increased employment in cyber security and financial crime investigation for **Fraud Detection**.
- **Education:** Concepts like 'Personalized Learning Designers' use AI to tailor material to a student's pace. 'AI Tutors' free teachers from administrative tasks to focus on teaching.
- **Healthcare:** Creation of 'AI Radiology Assistants' and 'Medical Data Analysts' for early cancer diagnosis. AI has reduced drug discovery time from 10-15 years to a few months, increasing demand for 'Bio-informatics Experts' and 'Computational Biologists'.

5. Challenges and the Need for Skill Development

- **5.1 Major Challenges:** The **Skills Gap** between technological pace and traditional education, **Digital Inequality** in rural areas, the financial challenge of **Reskilling** workers affected by automation, and **Ethical Issues** regarding data security and algorithmic bias.
- **5.2 Need for Skill Development:** Success requires **Data Literacy**, the ability to use AI tools, and high-level human skills like **Critical Thinking**, **Emotional Intelligence**, and **Creativity**, which machines cannot master. The mantra for the future is to **Unlearn** old methods and **relearn** new technology.

6. Conclusion & Future Outlook: The AI revolution will not 'destroy' employment but 'change' its nature. While repetitive tasks will be automated, the need for humans will increase where intelligence and creativity are required. History shows that employment increased after the introduction of computers and the internet; the same is happening with AI. The future is a **Human-AI Collaboration**. Those who embrace AI as a partner will succeed.

7. Recommendations: The government should make AI and Data Science education mandatory from school level and provide social security and 'transition support' for workers affected by automation. There must be strict legal regulations to ensure AI stays within an ethical framework.

- ***Closing:*** Artificial Intelligence is a powerful tool—whether it is a boon or a curse depends on how we use it and adapt ourselves. If we welcome this change and focus on skill development, AI will not only increase employment but also raise the quality of human life.

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Original Article

Skills for Active Participation in Pedagogy of Mathematics'

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Abstract
Mathematics education plays an important role in developing logical thinking, problem-solving ability, and analytical skills among learners. However, traditional teaching methods often limit student participation in the learning process. Active participation in mathematics pedagogy encourages students to engage deeply with mathematical concepts, collaborate with peers, and develop higher-order thinking skills. The present paper focuses on identifying the essential skills required for active participation in mathematics classrooms. These skills include communication skills, critical thinking, problem-solving ability, collaboration, and the use of technology. The study highlights the role of teachers in creating interactive and student-centered learning environments that promote participation. By integrating these skills into pedagogy, mathematics education can become more effective, meaningful, and engaging for learners.

Keywords: *Mathematics Pedagogy, Active Participation, Problem-Solving, Critical Thinking, Collaborative Learning.*

Introduction

Mathematics is often perceived as a difficult and abstract subject by many students. One of the major reasons behind this perception is the traditional teacher-centered approach used in many classrooms. In such environments, students remain passive listeners and do not actively engage with mathematical ideas. Modern educational approaches emphasize active learning, where students participate in discussions, problem-solving activities, and collaborative tasks. Active participation in the pedagogy of mathematics helps learners understand concepts more effectively and develop confidence in applying mathematical knowledge in real-life situations. Therefore, it is essential for teachers to develop and encourage skills that promote student participation.

Concept of Pedagogy of Mathematics

Pedagogy of mathematics refers to the methods and strategies used to teach and learn mathematics effectively. It focuses not only on the content but also on the process of learning.

Effective mathematics pedagogy emphasizes

Conceptual understanding
Student engagement
Practical application of knowledge
Interactive learning experiences
When students actively participate in learning, they construct their own understanding and become independent thinkers

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Importance of Active Participation in Mathematics Learning:
Active participation in mathematics classrooms offers several benefits:
It improves conceptual understanding.
It encourages logical and analytical thinking.
It develops problem-solving abilities.
It increases student motivation and interest in mathematics.
It enhances collaboration and communication among learners.
Therefore, promoting participation is essential for meaningful mathematics learning.
•Skills Required for Active Participation in Pedagogy of Mathematics:

1. **Communication Skills**
   Communication is essential for expressing mathematical ideas clearly. Students should be encouraged to explain their reasoning, ask questions, and participate in discussions. Effective communication helps students clarify their doubts and learn from peers.
2. **Critical Thinking Skills**
   Critical thinking allows students to analyze problems, evaluate different solutions, and make logical decisions. In mathematics, students must examine patterns, relationships, and logical connections.
3. **Problem-Solving Skills**

Problem-solving is the core of mathematics learning. Students should be trained to identify problems, select appropriate strategies, and apply mathematical concepts to find solutions.

4. **Collaborative Learning Skills**
   Group activities and collaborative tasks encourage students to share ideas and work together. Collaborative learning promotes peer interaction and improves understanding through discussion and teamwork.
5. **Technological Skills**
   With the advancement of digital tools, technology has become an important part of mathematics education. Tools such as educational software, smart boards, and online learning platforms can enhance student participation and visualization of mathematical concepts.
6. **Creativity and Innovation**
   Creativity in mathematics encourages students to explore multiple solutions and think beyond traditional methods. Innovative teaching methods such as games, puzzles, and project-based learning can enhance participation.

Role of Teacher in Promoting Active Participation:
Teachers play a crucial role in encouraging active participation in mathematics classrooms. Some important responsibilities of teachers include:
Creating a supportive and inclusive learning environment.
Encouraging students to ask questions and express ideas.
Using interactive teaching strategies such as group discussions and problem-based learning.
Integrating technology in teaching.
Providing constructive feedback to students.
By adopting these strategies, teachers can transform the mathematics classroom into an engaging and interactive learning space.

Challenges in Implementing Active Participation:
Despite its benefits, several challenges exist in promoting active participation in mathematics classrooms:
Large classroom size
Lack of technological resources
Time constraints in completing the syllabus
Students' fear or anxiety towards mathematics
Teachers need proper training and institutional support to overcome these challenges.

Suggestions for Effective Implementation:
To promote active participation in mathematics pedagogy, the following suggestions may be considered:
Use activity-based teaching methods.
Encourage student discussions and questioning.

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Integrate technology and digital learning tools.
Provide opportunities for collaborative learning.
Conduct workshops and training programs for teachers.

Conclusion

Active participation is essential for effective mathematics learning. Developing skills such as communication, critical thinking, collaboration, and technological competence helps students engage more deeply with mathematical concepts. Teachers must adopt innovative pedagogical approaches that encourage student involvement and create meaningful learning experiences. By promoting active participation, mathematics education can become more dynamic, enjoyable, and effective for learners.

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Original Article

माध्यमिक स्तरावरील विद्यार्थ्यांमध्ये समानानुभूती व भावनांचे समायोजन ही जीवनकौशल्ये रुजविण्यासाठी केलेल्या उपाययोजनांच्या परिणामकारकतेचा अभ्यास

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गोषवारा
माध्यमिक स्तरावरील विद्यार्थ्यांच्या सर्वांगीण विकासासाठी जीवनकौशल्यांचे महत्त्व अनन्यसाधारण आहे. त्यामध्ये समानानुभूती (Empathy) व भावनांचे समायोजन (Emotional Regulation) ही कौशल्ये विद्यार्थ्यांच्या सामाजिक व वैयक्तिक आयुष्याला दिशा देतात. प्रस्तुत अभ्यासामध्ये विद्यार्थ्यांमध्ये या जीवनकौशल्यांची जोपासना करण्यासाठी विविध उपाययोजना—जसे की गटचर्चा, भूमिकानाट्य (Role Play), कथाकथन, चिंतनात्मक उपक्रम व मार्गदर्शन सत्रे—रूपांतरित करून त्यांच्या परिणामकारकतेचा अभ्यास करण्यात आला आहे.अभ्यासासाठी माध्यमिक स्तरावरील विद्यार्थ्यांची निवड करून पूर्व व पश्चात चाचण्या (Pre-test आणि Post-test) घेण्यात आल्या. प्राप्त निष्कर्षांनुसार, नियोजित उपक्रमांमुळे विद्यार्थ्यांमध्ये समानानुभूतीची पातळी वाढलेली दिसून आली तसेच भावनांचे योग्य समायोजन करण्याची क्षमता विकसित झालेली आढळली. यामुळे विद्यार्थ्यांचे परस्पर संबंध अधिक सकारात्मक झाले व तणाव व्यवस्थापनातही सुधारणा दिसून आली. अभ्यासातून असे निष्पन्न झाले की शाळास्तरावर योग्य नियोजन व सातत्यपूर्ण अंमलबजावणीद्वारे जीवनकौशल्ये प्रभावीपणे विकसित करता येतात.

कीवर्ड: *समानानुभूती, भावनांचे समायोजन, जीवनकौशल्ये, माध्यमिक स्तर, विद्यार्थी विकास, शैक्षणिक हस्तक्षेप, सामाजिक कौशल्ये*

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प्रस्तावना

विद्यार्थ्यांचा सर्वांगीण विकास हाच शिक्षणाचा मुख्य हेतू आहे. त्यासाठी अध्ययन - अध्यापन पध्दती, पाठयपुस्तके इत्यादीच्या अनुषंगाने बदल होत आहेत. बौध्दिक विकास जरी महत्वाचा असला तरी त्याचबरोबर विद्यार्थ्यांचा भावनिक व क्रियात्मक विकासही महत्वाचा मानला जाऊ लागला आहे. म्हणून राष्ट्रीय अभ्यासक्रम 2005 मध्ये जीवन कौशल्याचे महत्व अधोरेखित केले आहे. व्यक्तीच्या स्वत: च्या शारीरिक मानसिक सर्वोत्कृष्ट क्षमतांचा वापर करुन त्यांचा सर्वांगीण व्यक्तिमत्वाचा विकास करणे म्हणजे जीवन कौशल्याचे शिक्षण होय. अशा शिक्षणामुळे आनंदी, शांततामय, आरोग्यदायी व यशस्वी जीवन जगता येणे शक्य आहे.

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संशोधनाची गरज व महत्त्व

शालेय जीवन ही भावी जीवनाची औपचारिक तयारी असल्यामुळे मुलांच्या जीवनातील व व्यवसायातील यशस्वितेसाठी जीवनकौशल्याचा विकास करणे आवश्यक आहे. सध्याच्या बदलत्या सहकारशील गतिमान परिस्थितीत आपल्याला जबाबदाऱ्या पार पाडण्यासाठी केवळ मेंदूच नव्हे तर अधिक काहीतरी आवश्यक आहे. प्रभावी निर्णयप्रक्रिया आणि उत्पादन वाढ तसेच परिवर्तनाला सामोरे जाऊन समायोजनाला गती देण्यासाठी स्पर्धेला प्रभावीपणे प्रतिसाद देण्यासाठी विद्यार्थ्यांमधील सर्जनशील विचारांना दाद देण्यासाठी आणि विद्यार्थी व व्यक्ती यांची धारणाशक्ती वाढवण्यासाठी शिक्षकांनी भाव भावना यांच्याशी आपला संपर्क ठेवला पाहिजे. असा मानसशास्त्रांज्ञाचा दावा आहे. यासाठी जीवनकौशल्ये म्हणजे काय ते जाणून घेणे आवश्यक आहे. यासाठी अशा विविध अंगानी संशोधनाची गरज आहे असे संशोधकाला वाटते.

जीवन कौशल्ये

1) स्व: ची जाणीव
2) समानानुभूती
3) समस्या निराकरण
4) परिणामकारक संप्रेषण

1. सर्जनशील विचार
2. ताण ताणावाचे समायोजन
3. भावनांचे समायोजन
4. चिकित्सक विचार
5. व्यक्ति व्यक्तिमधील सहसंबंध
6. निर्णय क्षमता

माध्यमिक स्तरावर विद्यार्थ्यांच्या अंगी सकारात्मक दृष्टिकोन राबविण्यासाठी विविध उपाययोजना करणे आवश्यक आहे. विद्यार्थ्यांचे भावनिक समायोजन चांगले होण्यासाठी विविध उपक्रम व विद्यार्थ्यांमधील वाईट सवयी, दोष नाहिसे करण्यासाठी माध्यमिक स्तरावरच प्रयत्न होणे गरजेचे आहे. म्हणून संशोधकाने विद्यार्थ्यांमध्ये समानानुभूती व भावनांचे समायोजन ही जीवनकौशल्य रुजविण्यासाठी उपाय योजनांच्या परिणामकारकतेचा अभ्यास हा विषय संशोधनासाठी घेतला आहे.

संशोधनाचे महत्त्व

1. जर व्यक्तीच्या जीवनकौशल्यांचा योग्य विकास झाला तर ती व्यक्ती अन्य व्यक्तीशी चांगले परस्परसंबंध सांभाळू शकते. आणि व्यक्तीला त्यामुळे ती सफलता मिळू शकते. यासाठी जीवनकौशल्यांचा विकास होणे आवश्यक आहे.
2. आज आपण बदलत्या परिस्थितीचा विचार केला तर मुलांमध्ये शिस्तीचा अभाव उध्दटपणा वाढला आहे. असे जुन्या पिढीचे म्हणणे आहे. प्रसार माध्यमेही गुन्हेगारी, बेकारी, अत्याचार, भ्रष्टाचार यावर प्रकाश झोत टाकतात. पण यातून आपण काय शिकले पाहिजे हेच कळत नाही. कारण जीवनकौशल्यांचा विकास न झाल्यामुळे योग्य अयोग्य असा विचार केला जात नाही.

संशोधनाची व्याप्ती व मर्यादा

प्रस्तुत प्रस्तुत संशोधन महाराष्ट्र राज्यातील सोलापूर जिल्हयातील पंढरपूर तालुक्यातील चळे केंद्रातील इयत्ता 9 वीच्या वर्ग असणाऱ्या शाळे पुरतेच मर्यादित आहे पंढरपूर तालुक्यातील चळे केंद्रातील जिल्हा परिषदेच्या मराठी माध्यमाच्या आठरा शाळातील 12 शिक्षकांपुरतेच मर्यादित आहे. प्रस्तुत संशोधनासाठी समानानुभूती व भावनांचे समायोजन या दोन जीवनकौशल्यां पुरतेच मर्यादित आहे. प्रस्तुत संशोधन शैक्षणिक वर्ष 2025-26 पुरतेच मर्यादित आहे.

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संशोधन समस्येची गृहीतके

गृहीतके

1. विद्यार्थ्यांमध्ये समानानुभूती या जीवनकौशल्यांचा पुरेसा विकास झालेला नाही.
2. विद्यार्थ्यांमध्ये भावनांचे समायोजन या जीवनकौशल्यांचा पुरेसा विकास झालेला नाही
3. जीवनकौशल्याविषयी शिक्षकांना पुरेसे ज्ञान नाही.

संशोधनाची उद्दिष्टे

1. इयत्ता 9 वीच्या विद्यार्थ्यांमध्ये विकसित झालेल्या समानानुभूती या जीवनकौशल्यांचा अभ्यास करणे.
2. इयत्ता 9 वीच्या विद्यार्थ्यांमध्ये विकसित झालेल्या भावनांचे समायोजन या जीवनकौशल्यांचा अभ्यास करणे.
3. इयत्ता 9 वीच्या विद्यार्थ्यांमध्ये समानानुभूती हे जीवन कौशल्य विकसित करताना शिक्षकांना येणाऱ्या अडचणींचा अभ्यास करणे.
4. इयत्ता 9 वीच्या विद्यार्थ्यांमध्ये भावनांचे समायोजन हे जीवन कौशल्य विकसित करताना शिक्षकांना येणाऱ्या अडचणींचा अभ्यास करणे
5. जीवनकौशल्ये या संकल्पनेविषयी शिक्षकांना असणाऱ्या माहितीचा अभ्यास करणे.
6. इयत्ता 9 वीच्या विद्यार्थ्यांचा जीवनकौशल्यांच्या विकासावर आर्थिक, सामाजिक वातावरणाचा होणारा परिणाम अभ्यासणे.

संशोधन पध्दती

सर्वेक्षण पध्दतीतील शालेय सर्वेक्षण पध्दतीचा वापर केला **आहे**.

तसेच संशोधकाने विद्यार्थ्यासाठी प्रायोगिक पध्दतीमधील निरीक्षण तंत्र यामधील पडताळासूची या तंत्राचा वापर केला आहे. पंढरपूर तालुक्यातील **चळे केंद्रातील** जिल्हा परिषद माध्यमिक शाळांमधील विद्यार्थ्यांमध्ये समानानुभूती व भावनांचे समायोजन ही जीवनकौशल्ये रुजविण्यासाठी केलेल्या उपाययोजनांच्या परिणामकारकतेचा अभ्यास या विषयी विद्यार्थी व शिक्षक यांच्याकडून माहिती संकलित करण्यासाठी सदर पध्दती उपयुक्त वाटते त्यामुळे सदर सर्वेक्षण पध्दतीची निवड केली आहे.

संशोधनाची साधने

प्रस्तुत संशोधनात शिक्षकांसाठी सर्वेक्षण (प्रश्नावली) पध्दतीचा वापर केला आहे. विद्यार्थ्यांसाठी प्रायोगिक पध्दतीचा वापर केला आहे. प्रायोगिक पध्दतीतील निरीक्षण तंत्रातील पडताळा सूचीचा वापर केला आहे. प्रश्नावलीमध्ये शिक्षकांना सहज सोपे उत्तर देण्यासारखे प्रश्नाची निर्मिती केली असून काही प्रश्न बहुपर्यायी दिले आहेत. शिक्षकांना सदर विषय समजण्यासाठी सोप्या प्रश्नाकडून काठिण्यपातळीकडे अशी रचना केली असून शिक्षकांच्या योग्य सवडीनुसार सोडविण्याची काळजी घेतली आहे. विद्यार्थ्यांकडून पूर्वपडताळा व उत्तर पडताळा सूचीमधील विद्यार्थ्यांनी दिलेल्या प्रतिसादाचे विश्लेषण शेकडेवारी व आलेखाव्दारे केले आहे.

सांख्यिकी साधने

पंढरपूर तालुक्यातील विद्यार्थ्यांमध्ये समानानुभूती व भावनांचे समायोजन ही जीवनकौशल्ये रुजविण्यासाठी केलेल्या उपाययोजना कोणत्या आहेत? भावनांचे समायोजन या जीवन कौशल्याचा विद्यार्थ्यांवर व त्याचा शालेय जीवनावर परिणाम होतो का? त्यावर काय उपाययोजना करता येइल? यासंबंधी शिक्षकांकडून प्रश्नावली पूर्ण भरुन आल्यानंतर व विद्यार्थ्यांच्या पूर्वपडताळा व उत्तरपडताळा सूचीची संख्याशास्त्रीय कारणमिमांसा करुन शेकडेवारी व आलेख या साधनाचा वापर केला आहे.

संशोधन नमुना निवड पध्दती

प्रस्तूत संशोधनासाठी माध्यमिक स्तरावरील चळे केंद्रातील 18 शाळापैकी 2 शाळा मधील 40 विद्यार्थी, चळे केंद्रातील 12 शिक्षक यांची संभाव्येत्तर आधारीत यादृच्छिक नमुना निवड पध्दतीतील लॉटरी पध्दतीने नमुना निवड केली आहे.

निष्कर्ष

पूर्वपडताळा सूची व उत्तरपडताळ सूची मधून मिळालेले निष्कर्ष

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1. मित्राचा गाडीवरुन पडून हात मोडला दु: ख होते यास पूर्वपडताळासूची मध्ये 50% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 50%ने वाढ झालेली दिसून येते.
2. विद्यार्थी प्रतिनिधी म्हणून मोठया भावाची निवड झाली आनंद होतो, यास पूर्वपडताळासूची मध्ये 65% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 35%ने वाढ झालेली दिसून येते.
3. आईला चपाती/पोळी भाजताना तव्याचा चटका बसला वाईट वाटते, यास पूर्वपडताळासूची मध्ये 50% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 50%ने वाढ झालेली दिसून येते.
4. वर्गातील कागदाचे कपटे उचलतो, यास पूर्वपडताळासूची मध्ये 35% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 65% प्रतिसाद मिळाला आहे. यामधील 30%ने वाढ झालेली दिसून येते.
5. रस्त्यामध्ये टोकदार खिळा असल्यास उचलून बाजूला टाकतो, यास पूर्वपडताळासूची मध्ये 25% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 70% प्रतिसाद मिळाला आहे. यामधील 45%ने वाढ झालेली दिसून येते.
6. प्लॅस्टिक पिशवी/बाटली अस्ताव्यस्त टाकत नाही, यास पूर्वपडताळासूची मध्ये 65% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 70% प्रतिसाद मिळाला आहे. यामधील 5%ने वाढ झालेली दिसून येते.
7. सर्वजाती व धर्माच्या मुलांमध्ये मिळून मिसळून राहतो, यास पूर्वपडताळासूची मध्ये 35% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 65% प्रतिसाद मिळाला आहे. यामधील 30%ने वाढ झालेली दिसून येते.
8. वर्गातील सर्वांबरोबर चांगले संबंध ठेवतो/सर्वांशी बोलतो, यास पूर्वपडताळासूची मध्ये 20% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 80%ने वाढ झालेली दिसून येते.
9. शिक्षकाला शैक्षणिक साधन बनविण्यासासाठी मदत करतो, यास पूर्वपडताळासूची मध्ये 15% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 50% प्रतिसाद मिळाला आहे. यामधील 35%ने वाढ झालेली दिसून येते.
10. गैरहजर मित्राला फोन करुन गृहपाठ सांगतो, यास पूर्वपडताळासूची मध्ये 40% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 60%ने वाढ झालेली दिसून येते.
11. रस्त्यामध्ये अंध व्यक्तिला रस्ता पार/क्रॉस करण्यासाठी मदत करतो, यास पूर्वपडताळासूची मध्ये 5% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 95%ने वाढ झालेली दिसून येते.
12. शेजारच्या झाडावरचे आंबे तोडत नाही, यास पूर्वपडताळासूची मध्ये 35% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 50% प्रतिसाद मिळाला आहे. यामधील 15%ने वाढ झालेली दिसून येते.
13. शिक्षक रागावले असता शांत बसतो किंवा उलटे बोलत नाही, यास पूर्वपडताळासूची मध्ये 35% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 65%ने वाढ झालेली दिसून येते.
14. स्पर्धेमध्ये थोडक्यात झालेला पराभव मान्य करतो, यास पूर्वपडताळासूची मध्ये 20% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 80%ने वाढ झालेली दिसून येते.
15. मित्राची वही वाचायला/घेतलेले उसणे पैसे वेळेत परत करतो, यास पूर्वपडताळासूची मध्ये 50% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 50%ने वाढ झालेली दिसून येते.
16. ग्रंथालयाची पुस्तके हरवल्यास भरुन देतो, यास पूर्वपडताळासूची मध्ये 35% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 35%ने वाढ झालेली दिसून येते.
17. आई वडीलांची सूचनेप्रमाणे मोठयांना आदर देतो, यास पूर्वपडताळासूची मध्ये 25% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 75%ने वाढ झालेली दिसून येते.

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18. शिक्षकांनी सांगितलेले काम/गृहपाठ/प्रकल्प वेळेत पूर्ण करतो, यास पूर्वपडताळासूची मध्ये 20% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 80%ने वाढ झालेली दिसून येते.
19. शाळेतून घरी येताना लहान बहिणीला ही शाळेतून घरी आणतो, यास पूर्वपडताळासूची मध्ये 5% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 50% प्रतिसाद मिळाला आहे. यामधील 45%ने वाढ झालेली दिसून येते.
20. शालेय परिसरात, घरी असभ्य वर्तन होणार नाही याची काळजी घेतो, यास पूर्वपडताळासूची मध्ये 50% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 50%ने वाढ झालेली दिसून येते.
21. स्पर्धेच्या युगामध्ये सर्व विषयांमध्ये निष्णात होणे आवडते, यास पूर्वपडताळासूची मध्ये 10% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 90%ने वाढ झालेली दिसून येते.
22. गणेशोत्सव साजरा करण्यासाठी गल्लीमध्ये वर्गणी गोळा करतो, यास पूर्वपडताळासूची मध्ये 50% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 100% प्रतिसाद मिळाला आहे. यामधील 50%ने वाढ झालेली दिसून येते.
23. अपंग/अनाथ मुलांच्या शाळेमध्ये काही पैसे देणगी पेटीमध्ये टाकतो, यास पूर्वपडताळासूची मध्ये 00% प्रतिसाद मिळाला आहे तर उत्तरपडताळासूचीमध्ये 37% प्रतिसाद मिळाला आहे. यामधील 37%ने वाढ झालेली दिसून येते.

शिक्षक प्रश्नावलीतून मिळालेले निष्कर्ष

1. समानानुभूती या क्षमतेचा आपण पुरेसा अभ्यास केला आहे यास 33% व सर्वात जास्त प्रतिसाद अल्प प्रमाणात अभ्यास केला आहे यास 50% प्रतिसाद मिळाला आहे
2. समानानुभूती या कौशल्याची आपण अधिक माहिती अनुभवातून मिळवली यास 42% प्रतिसाद व संदभ ग्रंथातून मिळविली यास सर्वाधिक 58% प्रतिसाद शिक्षकांनी दिला आहे. सर्व शिक्षकांना समानानुभूती या कौशल्याची आपण अधिक माहिती असणे आवश्यक आहे.
3. समानानुभूती या जीवन कौशल्याच्या विकासासाठी विविध प्रसंगनिर्मिती केली जाते, **वैज्ञानिक** कथाकथन, **योग** व प्राणायाम, सहशालेय उपक्रम या सर्व पर्यायास सर्व शिक्षकांनी सर्वाधिक पसंती दिली आहे.
4. समानानुभूती जीवन कौशल्याच्या निरीक्षण/मूल्यमापन नोंदी लेखी स्वरुपात ठेवल्या जातात यास सर्व शिक्षकांनी 100% प्रतिसाद दिला आहे. विद्यार्थ्यांच्या अंगी असणारे सर्व जीवन कौशल्याच्या नोंदी शिक्षक लेखी स्वरुपात ठेवून विद्यार्थ्यांच्या गुणपत्रकामध्ये नोंदी विषयक माहिती दिली जाते. त्याचा उपयोग पालकांना व शाळेस विद्यार्थ्यांचा सर्वांगीण विकास कशा प्रकारे होत आहे याची माहिती मिळते.
5. समानानुभूती जीवन कौशल्याच्या विकसनासाठी हँसना मना हैं, **अंधश्रध्देविषयक लोकजागृती** कार्यक्रम या सर्व उपक्रमास सर्व शिक्षकांनी होय असा सर्वाधिक प्रतिसाद दिला आहे.
6. समानानुभूती जीवन कौशल्याच्या विकसनामध्ये संबंधित क्षमतेचा पुरेसा अभ्यास नाही., अपुरा वेळ व विद्यार्थ्यांचा निरुत्साह तसेच प्रसंग निर्मिती करता येत नाही, प्रत्येकाला संधी देता येत नाही या सर्व पर्यायास सर्व शिक्षकांनी सर्वात जास्त होय असा प्रतिसाद दिला आहे.
7. सदविवेक बुध्दींशी प्रमाणिक या क्षमता विकसनामध्ये संबंधित क्षमतेचा पुरेसा अभ्यास नाही., अपुरा वेळ व विद्यार्थ्यांचा निरुत्साह तसेच प्रसंग निर्मिती करता येत नाही, प्रत्येकाला संधी देता येत नाही या सर्व पर्यायास सर्व शिक्षकांनी सर्वात जास्त होय असा प्रतिसाद दिला आहे.

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8. समायोजन क्षमता विकसनामध्ये संबंधित क्षमतेचा पुरेसा अभ्यास नाही. अपुरा वेळ व विद्यार्थ्यांचा निरुत्साह तसेच प्रसंग निर्मिती करता येत नाही, प्रत्येकाला संधी देता येत नाही या सर्व पर्यायास सर्व शिक्षकांनी सर्वात जास्त होय असा प्रतिसाद दिला आहे.
9. विद्यार्थ्यांमध्ये समानानुभूती क्षमता विकसित न होण्याची कारणामध्ये कुटूंबातील असुरक्षितता समुहापासून अलिप्तपणा, समायोजनाचा अभाव, भावनिक विकास न होणे, ही कारणे दिसून येतात.
10. भावनांचे समायोजन या जीवन कौशल्याचा आपण पुरेसा अभ्यास केला यास 33% व सर्वात जास्त प्रतिसाद अल्प प्रमाणात अभ्यास केला आहे यास 50% प्रतिसाद मिळाला आहे
11. भावनांचे समायोजन या क्षमतेची आपण अधिक माहिती अनुभवातून मिळवली यास 42% प्रतिसाद व संदभ ग्रंथातून मिळविली यास सर्वाधिक 58% प्रतिसाद शिक्षकांनी दिला आहे.
12. भावनांचे समायोजन या जीवन कौशल्याच्या विकासासाठी दैनंदिन जीवन व पाठयक्रम याची सांगड घातली जाते, तसेच सहशालेय उपक्रमाचे आयोजन केले जाते पालकांशी सुसंवाद साधला जातो यास सर्वाधिक होय असा प्रतिसाद मिळाला आहे.
13. भावनांचे समायोजन या जीवन कौशल्याच्या निरीक्षण/मूल्यमापन इत्यादी नोंदी **लेखी** स्वरुपात ठेवल्या जातात व चाचणी घेऊन नोंदी ठेवल्या जातात या नोंदीवरुन विद्यार्थ्यांचे मुल्यमापन केले जाते.
14. भावनांचे समायोजन या जीवन कौशल्याच्या विकसनासाठी विद्यार्थ्यांना वीरकथा सांगणे, चित्रपट दाखवणे, विविध स्पर्धांचे आयोजन विद्यार्थ्यांना मूल्यकथा सांगणे या सर्व पर्यायास प्रतिसादक शिक्षकांनी सर्वाधिक पसंती दिली आहे. विद्यार्थ्यांचे भावनांचे समायोजन या जीवन कौशल्याच्या विकसनासाठी प्राथमिक स्तरावर वरील प्रमाणे उपक्रम राबविले जातात.
15. भावनांचे समायोजन या जीवनकौशल्याच्या विकसनामध्ये कुटुंबातील असुरक्षितता, पालकांची निरक्षरता, आर्थिक परिस्थिती **चांगली** नसणे यामुळे विद्यार्थ्यांचे भावनांचे समायोजन हे जीवन कौशल्य विकसित करताना अडचणी येतात.
16. शाळेमध्ये विविध प्रसंगावर आधारीत पाठयक्रमांतील विविध प्रसंग, विविध भावनांचा परिणाम होण्यासाठी चित्रपट उदा: शामची आई, तारे जमीनपर, महात्मा गांधी, यासारखे चित्रपट दाखविले जातात, तसेच प्रसिध्द व्यक्तिंची आत्मचरित्रामधील माहिती विद्यार्थ्यांना सांगितली जाते, विविध भावनांवर आधारीत मूल्य कथा सांगितल्या जातात व त्यावर आधारीत चाचणी घेतली जाते. सांस्कृतिक कार्यक्रमातून विविध प्रसंगाची, भावनांची, विचारांची, सांस्कृतिक कार्यक्रमामध्ये मांडणी केली जाते.

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Original Article

शाळांमधील कौशल्य शिक्षण: NEP 2020

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सारांश
राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) ही भारतातील शिक्षणव्यवस्थेतील एक महत्त्वपूर्ण सुधारणा असून, विद्यार्थ्यांमध्ये केवळ सैद्धांतिक ज्ञान नव्हे तर प्रत्यक्ष जीवनासाठी आवश्यक कौशल्ये विकसित करण्यावर भर देते. शाळांमधील कौशल्य शिक्षण (Skill Education) ही या धोरणाची एक प्रमुख बाब आहे. NEP 2020 नुसार, इयत्ता 6वीपासून विद्यार्थ्यांना विविध व्यावसायिक आणि तांत्रिक कौशल्यांचा परिचय करून दिला जातो, जसे की कोडिंग, कारागिरी, शेती, उद्योग, इत्यादी. यामुळे विद्यार्थ्यांमध्ये सर्जनशीलता, समस्या सोडवण्याची क्षमता आणि स्वावलंबन वाढते. तसेच, स्थानिक उद्योगांशी संलग्न इंटर्नशिप आणि प्रकल्पांद्वारे शिक्षण अधिक व्यवहार्य व उपयुक्त बनवले जाते. या संशोधनाचा उद्देश शाळांमधील कौशल्य शिक्षणाची गरज, त्याची अंमलबजावणी आणि त्याचे विद्यार्थ्यांवर होणारे परिणाम यांचा अभ्यास करणे हा आहे.

मुख्य शब्द: *राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020)कौशल्य शिक्षण (Skill Education),शालेय शिक्षण व्यावसायिक शिक्षण (Vocational Education)21व्या शतकातील कौशल्ये*
अनुभवाधारित शिक्षण (Experiential Learning) विद्यार्थी विकास इंटर्नशिप आणि प्रकल्पाधारित शिक्षण

राष्ट्रीय शैक्षणिक धोरण २०२० हे शिक्षणाच्या सर्व पैलूंचे ज्यामध्ये शैक्षणिक संरचना, नियम आणि प्रशासन यांचा समावेश आहे. याचा उद्देश अशी एक नवीन व्यवस्था निर्माण करणे हा आहे, जी २१ व्या शतकातील विद्यार्थ्यांच्या महत्त्वाकांक्षी उद्दिष्टांशी सुसंगत असेल. २०३० पर्यंत भारतातील १०० टक्के शाळांमध्ये कौशल्य शिक्षण एकत्रित करण्याचे महत्त्वाकांक्षी ध्येय राष्ट्रीय शिक्षण धोरणात ठेवण्यात आले आहे, ज्यामध्ये किमान ५० टक्के विद्यार्थ्यांनी नोंदणी करावी. राष्ट्रीय शिक्षण धोरण (NEP), २०२० मध्ये तीन जागतिक आव्हाने ओळखली आहेत ज्यांना शैक्षणिक प्रतिसादाची आवश्यकता आहे. प्रथम, मशीन लर्निंग, मोठा डेटा आणि जनरेटिव्ह आर्टिफिशियल इंटेलिजेंस (AI) सारख्या उदयोन्मुख तंत्रज्ञानामुळे उद्याच्या कर्मचाऱ्यांमध्ये अनुकूलता (कसे शिकायचे ते शिकणे) आणि उच्च दर्जाची कौशल्ये आवश्यक आहेत. दुसरे म्हणजे, हवामान बदल, नैसर्गिक संसाधनांचा ऱ्हास आणि प्रदूषणामुळे निर्माण होणाऱ्या पर्यावरणीय आव्हानांना जगातील अन्न, पाणी, ऊर्जा आणि स्वच्छता गरजा पूर्ण करण्यासाठी नाविन्यपूर्ण आणि शाश्वत उपायांची आवश्यकता आहे. तिसरे म्हणजे, नवीन रोग, साथीचे रोग आणि साथीच्या आजारांचा वाढता धोका सुधारित वैद्यकीय संशोधन आणि आर्थिक लवचिकतेची आवश्यकता निर्माण करतो. या आव्हानांसाठी तयारी करण्यासाठी, NEP सुरुवातीच्या इयत्तेतील नवीन युगातील, कौशल्य-केंद्रित शिक्षणाला प्राधान्य देते जे आंतरविद्याशाखीय

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दृष्टिकोनाचा वापर करते, सैद्धांतिक वर्गातील ज्ञानाचे व्यावहारिक अनुप्रयोगासह मिश्रण करते.

कौशल्य शिक्षणाच्या अंमलबजावणीसाठी पावले -

लहानपणापासूनच कौशल्य शिक्षणाची अंमलबजावणी करण्यासाठी, केंद्रीय माध्यमिक शिक्षण मंडळाने (CBSE) महत्त्वपूर्ण उपक्रम हाती घेतले आहेत, ज्याचे ३०,६३४ संलग्न शाळा आहेत. मध्यम वर्गात (VI-VIII) CBSE ने कोडिंग, डेटा सायन्स, डिझाइन थिंकिंग आणि मास मीडिया सारख्या ३३ विषयांवर १२-१५ तासांचे कौशल्य मॉड्यूल सादर केले आहेत. माध्यमिक आणि वरिष्ठ माध्यमिक वर्गात (IX-XII), ४२ विषयांच्या यादीतून सहावी ऐच्छिक म्हणून एक कौशल्य विषय निवडता येतो.

NEP २०२० मधील कौशल्य-केंद्रित शिक्षणाचे प्रमुख स्तंभ

लवकर व्यावसायिक प्रशिक्षण - व्यावसायिक प्रशिक्षण इयत्ता सहावीपासून सुरू होते, ज्यामध्ये बागकाम, मातीकाम आणि सुतारकाम यासारख्या व्यवसायांचा अनुभव असतो.

व्यावसायिक विषयांना मुख्य प्रवाहात आणणे - व्यावसायिक आणि शैक्षणिक प्रवाहांमधील कठोर पदानुक्रम दूर होतो.

२१ व्या शतकातील कौशल्ये - आधुनिक नोकरी बाजारातील मागण्या पूर्ण करण्यासाठी कोडिंग, कृत्रिम बुद्धिमत्ता, डेटा विश्लेषण आणि डिजिटल साक्षरता यासह भविष्यासाठी तयार कौशल्यांवर लक्ष केंद्रित करा.

उच्च शिक्षणाशी एकात्मता - उच्च शिक्षण संस्था (HEIs) सामान्य शिक्षणात एकत्रित केलेले व्यावसायिक अभ्यासक्रम देतील.

शिक्षक प्रशिक्षण आणि पायाभूत सुविधा – प्रशिक्षण देण्यासाठी (विद्यमान शालेय पायाभूत सुविधांचा वापर करून) "कौशल्य केंद्रे" स्थापन केली आहेत.

उद्दिष्टे आणि अपेक्षित निकाल रोजगार क्षमता - तरुणांना रोजगारक्षम बनवणे.

उद्योजकता –विद्यार्थ्यांना केवळ नोकरी शोधणारे न बनता नोकरी निर्माण करणारे बनण्यास प्रोत्साहित करणे.

समग्र विकास - कठीण, तांत्रिक कौशल्यांसोबतच सॉफ्ट स्किल्स (संवाद, टीकात्मक विचारसरणी) विकसित करणे.

सामाजिक समता - व्यावसायिक प्रशिक्षण सामाजिकदृष्ट्या महत्त्वाकांक्षी आणि समावेशक बनवणे.

अंमलबजावणी धोरणे -

हब अँड स्पोक मॉडेल – आसपासच्या "स्पोक" शाळांना प्रशिक्षण देण्यासाठी केंद्रीकृत, सुसज्ज "हब" शाळांचा वापर करणे.

उद्योग सहकार्य – प्रशिक्षण आणि इंटर्नशिपसाठी स्थानिक उद्योग आणि कारागीरांशी भागीदारी करणे.

अनिवार्य मॉड्यूल – व्यावसायिक अभ्यासक्रमांचा अनिवार्य भाग म्हणून रोजगारक्षमता कौशल्य मॉड्यूल (संवाद, आयसीटी) समाविष्ट करणे .

NEP २०२० मधील कौशल्य-केंद्रित शिक्षणाचे प्रमुख स्तंभ

लवकर व्यावसायिक प्रशिक्षण - व्यावसायिक प्रशिक्षण इयत्ता सहावीपासून सुरू होते, ज्यामध्ये बागकाम, मातीकाम आणि सुतारकाम यासारख्या व्यवसायांचा अनुभव असतो.

१०-दिवसीय बॅंगलेस इंटर्नशिप - इयत्ता ६-८ मधील विद्यार्थी स्थानिक, व्यावसायिक तज्ञांसोबत (उदा., चित्रकार, सुतार) व्यावहारिक, अनुभवात्मक शिक्षणासाठी इंटर्नशिप करतील.

व्यावसायिक विषयांना मुख्य प्रवाहात आणणे - व्यावसायिक अभ्यासांना शैक्षणिक विषयांप्रमाणेच वागवले जाते.

२१ व्या शतकातील कौशल्ये – आधुनिक नोकरी बाजारातील मागण्या पूर्ण करण्यासाठी कोडिंग, कृत्रिम बुद्धिमत्ता, डेटा विश्लेषण आणि डिजिटल साक्षरता कौशल्यांवर लक्ष केंद्रित करा.

उच्च शिक्षणाशी एकात्मता –उच्च शिक्षण संस्था (HEIs) सामान्य शिक्षणात एकत्रित केलेले व्यावसायिक अभ्यासक्रम देतील.

शिक्षक प्रशिक्षण आणि पायाभूत सुविधा –

प्रशिक्षण देण्यासाठी (विद्यमान शालेय पायाभूत सुविधांचा वापर करून) "कौशल्य केंद्रे" स्थापन केली जात आहेत.

उद्दिष्टे आणि अपेक्षित निकाल -

रोजगारक्षमता - तरुणांना रोजगारक्षम बनवणे आणि शैक्षणिक शिक्षण आणि उद्योगाच्या आवश्यकतांमधील अंतर कमी करणे.

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उद्योजकता - विद्यार्थ्यांना केवळ नोकरी शोधणारे न बनता नोकरी निर्माण करणारे बनण्यास प्रोत्साहित करणे.

समग्र विकास - कठीण, तांत्रिक कौशल्यांसोबतच सॉफ्ट स्किल्स (संवाद, टीकात्मक विचारसरणी) विकसित करणे.

सामाजिक समता - व्यावसायिक प्रशिक्षण सामाजिकदृष्ट्या महत्त्वाकांक्षी आणि समावेशक बनवणे.

अंमलबजावणी धोरणे -

हब अँड स्पोक मॉडेल -आसपासच्या "स्पोक" शाळांना प्रशिक्षण देण्यासाठी केंद्रीकृत, सुसज्ज "हब" शाळांचा वापर करणे.

उद्योग सहकार्य - प्रशिक्षण आणि इंटर्नशिपसाठी स्थानिक उद्योग आणि कारागीरांशी भागीदारी करणे.

अनिवार्य मॉड्यूल - व्यावसायिक अभ्यासक्रमांचा अनिवार्य भाग म्हणून रोजगारक्षमता कौशल्य मॉड्यूल (संवाद, आयसीटी) समाविष्ट करणे.

समारोप-

व्यावसायिक शिक्षणाशी निगडित असलेली सामाजिक दर्जाची उतरंड (hierarchy) दूर करणे आणि सर्व शैक्षणिक संस्थांमध्ये व्यावसायिक शिक्षणाचे मुख्य प्रवाहातील शिक्षणाशी टप्प्याटप्प्याने एकत्रीकरण करणे, हे या धोरणाचे मुख्य उद्दिष्ट आहे.

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Original Article

विद्यार्थ्यांच्या सॉफ्ट स्किल्स डेव्हलपमेंटला प्रोत्साहन देण्यासाठी त्रिस्तरीय अध्ययन-अध्यापन धोरणाची प्रभावीता

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गोषवारा

प्रस्तुत शोधनिबंधामध्ये विद्यार्थ्यांच्या सर्वांगीण प्रगतीसाठी आणि व्यावसायिक यशासाठी 'सॉफ्ट स्किल्स' (मृदू कौशल्ये) विकसित करण्याच्या हेतूने त्रिस्तरीय अध्ययन-अध्यापन धोरणाच्या (Three-Tier Teaching-Learning Strategy) प्रभावीतेचे विश्लेषण करण्यात आले आहे. सद्यस्थितीत केवळ तांत्रिक ज्ञान पुरेसे नसून, संवाद कौशल्य, सांघिक कार्य (Teamwork), समस्या निवारण आणि लवचिकता यांसारख्या कौशल्यांना अनन्यसाधारण महत्त्व प्राप्त झाले आहे.त्रिस्तरीय संरचना: हे धोरण विद्यार्थ्यांच्या वैयक्तिक गरजा आणि क्षमतेनुसार शिक्षणाची विभागणी तीन भिन्न स्तरांमध्ये करते. यामुळे प्रत्येक विद्यार्थ्याला त्याच्या गतीने आणि आकलनशक्तीनुसार कौशल्य आत्मसात करण्याची संधी मिळते.अध्यापन पद्धती: या आराखड्यामध्ये सहकारी अध्ययन (Collaborative Learning), गट चर्चा आणि सादरीकरणे यांसारख्या विद्यार्थी-केंद्रित पद्धतींचा समावेश करण्यात आला आहे. हे वातावरण विद्यार्थ्यांना त्यांच्या कौशल्यांचा सराव करण्यासाठी सुरक्षित आणि प्रोत्साहनात्मक व्यासपीठ उपलब्ध करून देते.प्रेरणा आणि सहभाग: संशोधनातून असे दिसून आले आहे की, जेव्हा अध्यापन हे विद्यार्थ्यांच्या सद्य कौशल्यांना साजेसे आणि आव्हानात्मक असते, तेव्हा त्यांच्यातील शिकण्याची ओढ आणि सहभाग लक्षणीयरीत्या वाढतो. कौशल्य संपादन: संरचित त्रिस्तरीय मॉडेलमुळे विद्यार्थ्यांच्या सामाजिक कार्यक्षमतेत आणि आंतरवैयक्तिक संबंधांमध्ये सुधारणा होते. २. व्यावसायिक सज्जता: अभ्यासक्रमात सॉफ्ट स्किल्सचा पद्धतशीर अंतर्भाव केल्यामुळे विद्यार्थी वास्तविक जगातील गुंतागुंतीच्या समस्या सोडवण्यासाठी अधिक सक्षम बनतात. ३. सर्वसमावेशकता: हे मॉडेल केवळ प्रगत विद्यार्थ्यांनाच नाही, तर सरासरी विद्यार्थ्यांनाही मुख्य प्रवाहात आणून त्यांच्यातील नेतृत्व गुण विकसित करण्यास मदत करते. थोडक्यात सांगायचे तर, त्रिस्तरीय अध्ययन-अध्यापन धोरण हे आधुनिक शिक्षणातील एक आशादायक पाऊल आहे. हे धोरण विद्यार्थ्यांना केवळ शैक्षणिक यशासाठीच नव्हे, तर आयुष्यभराच्या व्यावसायिक प्रवासासाठी आवश्यक असलेल्या क्षमतांनी सुसज्ज करते. सर्वसमावेशक आणि कौशल्य-आधारित शिक्षण पद्धतीचा स्वीकार करणे ही काळाची गरज असल्याचे हा अभ्यास अधोरेखित करतो.

Keywords: सॉफ्ट स्किल्स, त्रिस्तरीय धोरण, अध्ययन-अध्यापन धोरण.

प्रस्तावना

आधुनिक शैक्षणिक क्षेत्रात एक महत्त्वपूर्ण बदल झाला आहे, जो पूर्णपणे शैक्षणिक लक्ष केंद्रित

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करण्यापासून "२१ व्या शतकातील क्षमता" जोपासण्याकडे वळला आहे. जिथे सहयोगी नेतृत्व, भावनिक बुद्धिमत्ता आणि अनुकूली समस्या सोडवणे यासारख्या सॉफ्ट स्किल्सना आता व्यावसायिक यशाचे महत्त्वाचे निर्धारक म्हणून ओळखले जाते. त्यांचे महत्त्व असूनही, पारंपारिक शैक्षणिक पद्धतींद्वारे हे परस्परसंवादी गुणधर्म स्थापित करणे अत्यंत कठीण आहे, ज्यामध्ये अनेकदा खऱ्या वर्तनात्मक परिवर्तनासाठी आवश्यक असलेली खोली नसते.यामुळे त्रिस्तरीय शिक्षण-अध्यापन धोरणाचा उदय झाला आहे , सैद्धांतिक ज्ञान आणि व्यावहारिक प्रभुत्व यांच्यातील अंतर भरून काढण्यासाठी डिझाइन केलेली एक मचान असलेली सूचनात्मक चौकट.

शिक्षण प्रक्रियेचे तीन वेगवेगळ्या टप्प्यांमध्ये आयोजन करून - संकल्पनात्मक प्रदर्शन , सिम्युलेटेड सराव आणि प्रामाणिक अनुप्रयोग - ही रणनीती विद्यार्थ्यांना जटिलतेच्या वाढत्या पातळीद्वारे जटिल सामाजिक वर्तनांना आत्मसात करण्यासाठी एक संरचित मार्ग प्रदान करते. डिजिटल अध्यापनशास्त्राबरोबरच, विविध शिक्षण गरजा पूर्ण करण्यासाठी डिझाइन केलेल्या संरचित निर्देशात्मक दृष्टिकोन म्हणून त्रिस्तरीय शिक्षण-शिक्षण धोरणाला महत्त्व प्राप्त झाले आहे. या धोरणात सामान्यतः तीन स्तर समाविष्ट आहेत: शिक्षक-मार्गदर्शित सूचना, सहयोगी किंवा समर्थित शिक्षण आणि स्वतंत्र शिक्षण. अशा पद्धतशीर प्रगतीमुळे विद्यार्थ्यांना टप्प्याटप्प्याने संकल्पनात्मक समज निर्माण करण्यास मदत होते आणि शिक्षकांना प्रत्येक टप्प्यावर योग्य समर्थन प्रदान करण्यास अनुमती मिळते. त्रिस्तरीय दृष्टिकोन सतत मूल्यांकन, मजबुतीकरण आणि वैयक्तिक लक्ष सुनिश्चित करतो, जे शैक्षणिक कामगिरी सुधारण्यासाठी आवश्यक आहेत.

सध्याच्या शैक्षणिक संदर्भात, विद्यार्थ्यांची शैक्षणिक कामगिरी वाढविण्यासाठी सर्वात योग्य पद्धत ओळखण्यासाठी वेगवेगळ्या अध्यापन धोरणांच्या प्रभावीतेचे परीक्षण करणे आवश्यक आहे. म्हणूनच, या अभ्यासाचे उद्दिष्ट विद्यार्थ्यांच्या शैक्षणिक कामगिरीवर डिजिटल अध्यापनशास्त्र आणि त्रिस्तरीय अध्ययन-अध्यापन पद्धती धोरणाच्या प्रभावीतेचे तुलनात्मक विश्लेषण करणे आहे, ज्यामध्ये अधिक प्रभावी शिक्षण पद्धती ओळखण्यावर विशेष भर देण्यात आला आहे.

त्रिस्तरीय अध्यापन-अध्ययन पद्धत

त्रिस्तरीय अध्यापन-अध्ययन पद्धत ही एक संरचित प्रक्रिया आहे ज्यामध्ये पूर्व-अध्यापन तयारी, सक्रिय वर्ग सूचना आणि अनुप्रयोग यांचा समावेश आहे. ती गृहपाठ-आधारित तयारी, वाचन आणि चर्चेद्वारे परस्परसंवादी अध्यापन, शिकण्याच्या अडचणी ओळखणे, शिकण्याच्या संसाधनांचा वापर, विद्यार्थ्यांचा सहभाग, प्रश्न विचारणे, शिक्षक मार्गदर्शन, सारांश आणि ज्ञानाची समज आणि अनुप्रयोग मजबूत करण्यासाठी समृद्धीकरण क्रियाकलापांवर भर देते.

सॉफ्ट स्किल्स डेव्हलपमेंट

सॉफ्ट स्किल्स डेव्हलपमेंट म्हणजे वैयक्तिक गुणांमध्ये सुधारणा करणे जे लोकांना इतरांशी संवाद साधण्यास आणि प्रभावीपणे काम करण्यास मदत करतात. या कौशल्यांमध्ये संवाद, टीमवर्क, समस्या सोडवणे, अनुकूलता, वेळ व्यवस्थापन आणि भावनिक बुद्धिमत्ता यांचा समावेश आहे. सॉफ्ट स्किल्स विकसित केल्याने व्यक्ती त्यांचे विचार स्पष्टपणे व्यक्त करू शकतात, वेगवेगळ्या प्रकारच्या लोकांशी सहकार्य करू शकतात आणि आव्हानांना सकारात्मक पद्धतीने हाताळू शकतात. तांत्रिक कौशल्यांपेक्षा वेगळे, सॉफ्ट स्किल्स वैयक्तिक आणि व्यावसायिक वातावरणात वर्तन, वृत्ती आणि नातेसंबंधांवर लक्ष केंद्रित करतात. सतत सराव, आत्म-जागरूकता आणि इतरांकडून मिळालेला अभिप्राय व्यक्तींना या क्षमता मजबूत करण्यास आणि त्यांच्या करिअर आणि दैनंदिन जीवनात अधिक आत्मविश्वासू, जबाबदार आणि यशस्वी होण्यास मदत करतात.

अभ्यासाची गरज आणि महत्त्व

आजच्या वेगाने बदलणाऱ्या शैक्षणिक आणि व्यावसायिक वातावरणात, विद्यार्थ्यांच्या सॉफ्ट स्किल्सचा विकास शैक्षणिक ज्ञानाच्या संपादनाइतकाच महत्त्वाचा बनला आहे. संवाद, टीमवर्क, टीकात्मक विचारसरणी, समस्या सोडवणे आणि अनुकूलता यासारख्या कौशल्यांमुळे विद्यार्थ्यांना केवळ त्यांच्या अभ्यासातच नव्हे तर त्यांच्या भविष्यातील करिअर आणि सामाजिक जीवनातही यशस्वी होण्यास मदत होते. तथापि, पारंपारिक अध्यापन पद्धती बहुतेकदा प्रामुख्याने सैद्धांतिक ज्ञानावर लक्ष केंद्रित करतात आणि विद्यार्थ्यांना या आवश्यक कौशल्यांचा सक्रियपणे सराव करण्यासाठी आणि बळकट करण्यासाठी पुरेशा संधी देऊ शकत नाहीत. म्हणूनच,

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वर्गात सॉफ्ट स्किल्सच्या विकासाला जाणीवपूर्वक पाठिंबा देणाऱ्या नाविन्यपूर्ण अध्यापन-शिक्षण धोरणांचा अवलंब करण्याची वाढती गरज आहे.

तीन-स्तरीय अध्यापन-शिक्षण धोरण एक संरचित आणि सहाय्यक चौकट प्रदान करू शकते जे सहभाग, सहकार्य आणि चिंतनशील शिक्षणाला प्रोत्साहन देताना वेगवेगळ्या शिक्षण गरजा पूर्ण करते. सूचना आणि सहभागाचे अनेक स्तर एकत्रित करून, असा दृष्टिकोन अर्थपूर्ण शिक्षण अनुभव निर्माण करू शकतो जे शैक्षणिक समज आणि परस्पर विकासाला चालना देतात. या धोरणाच्या प्रभावीतेचा अभ्यास करणे महत्वाचे आहे कारण ते विद्यार्थ्यांचे सॉफ्ट स्किल्स वाढवण्याचे आणि त्यांना वास्तविक जगातील आव्हानांसाठी चांगले तयार करण्याचे व्यावहारिक मार्ग शोधणाऱ्या शिक्षक आणि संस्थांना मौल्यवान अंतर्दृष्टी देऊ शकते.

समस्या विधान

'विद्यार्थ्यांच्या सॉफ्ट स्किल्स डेव्हलपमेंटला प्रोत्साहन देण्यासाठी त्रिस्तरीय अध्ययन-अध्यापन धोरणाची प्रभावीता'

उद्दिष्टे

1.विद्यार्थ्यांमधील सॉफ्ट स्किल्सच्या पातळीचा अभ्यास करणे.

2.विद्यार्थ्यांसाठी त्रिस्तरीय अध्यापन-अध्ययन धोरण राबविणे.

3.विद्यार्थ्यांच्या सॉफ्ट स्किल्स विकसित करण्यासाठी त्रिस्तरीय अध्यापन-अध्ययन धोरणाची प्रभावीता तपासणे.

संशोधन गृहीतक (H_1):

त्रिस्तरीय अध्यापन-अध्ययन धोरणाचा विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासावर महत्त्वपूर्ण परिणाम होतो.

शून्य गृहीतक (H_0):

त्रिस्तरीय अध्यापन-अध्ययन धोरणाचा विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासावर कोणताही महत्त्वपूर्ण परिणाम होत नाही.

प्रायोगिक पद्धत

प्रायोगिक पद्धत ही एक पद्धतशीर संशोधन पद्धत आहे जी सहभागींच्या गटावर विशिष्ट उपचारपद्धती किंवा धोरणाचा परिणाम अभ्यासण्यासाठी वापरली जाते. या अभ्यासात, प्रायोगिक पद्धत विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासावर त्रिस्तरीय अध्यापन-अध्ययन धोरण कसे प्रभाव पाडते हे तपासण्यासाठी वापरली जाते. या पद्धतीमध्ये विद्यार्थ्यांचा एक गट निवडणे, अध्यापन धोरणाचा हस्तक्षेप म्हणून परिचय करून देणे आणि विशिष्ट कालावधीत त्यांच्या सॉफ्ट स्किल्समधील बदलांचे निरीक्षण करणे समाविष्ट आहे. धोरणाच्या अंमलबजावणीपूर्वी आणि नंतर विद्यार्थ्यांच्या कामगिरीची तुलना करून, संशोधक हे ठरवू शकतो की अध्यापन दृष्टिकोनाने अर्थपूर्ण सुधारणा केली आहे की नाही. या संशोधनात, विद्यार्थ्यांना दोन गटांमध्ये विभागले जाऊ शकते: एक प्रायोगिक गट आणि एक नियंत्रण गट. प्रायोगिक गटाला तीन-स्तरीय अध्यापन-अध्ययन धोरणाद्वारे सूचना मिळतात, तर नियंत्रण गट नियमित अध्यापन पद्धतींसह चालू ठेवतो. विद्यार्थ्यांना संवाद, सहकार्य आणि समस्या सोडवण्याच्या कौशल्यांचा सराव करण्यास मदत करण्यासाठी विविध कृती , चर्चा, गट कार्य आणि चिंतनशील कार्ये धोरणात समाविष्ट केली जाऊ शकतात. प्रश्नावली, निरीक्षण वेळापत्रक किंवा सॉफ्ट स्किल्सच्या विविध पैलूंचे मोजमाप करणारे रेटिंग स्केल यासारख्या साधनांचा वापर करून माहिती गोळा केला जाऊ शकतो. विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासाला प्रोत्साहन देण्यासाठी स्ट्रॅटेजीची प्रभावीता समजून घेण्यासाठी दोन्ही गटांमधून मिळालेल्या निकालांचे विश्लेषण केले

प्रायोगिक अभिकल्प

प्रायोगिक डिझाइन म्हणजे संशोधकाने प्रयोग करण्यासाठी आणि विशिष्ट उपचार किंवा धोरणाच्या परिणामाचा अभ्यास करण्यासाठी वापरलेल्या संरचित योजनेचा संदर्भ देते. या अभ्यासात, विद्यार्थ्यांच्या सॉफ्ट स्किल्स सुधारण्यासाठी तीन-स्तरीय अध्यापन-अध्ययन धोरणाची प्रभावीता तपासण्यासाठी प्रायोगिक डिझाइनचा वापर केला जातो. डिझाइन संशोधकाला प्रयोग आयोजित करण्यास, विविध चल नियंत्रित करण्यास आणि परिणामांची पद्धतशीरपणे तुलना करण्यास मदत करते. हे सुनिश्चित करते की विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये दिसून येणारे बदल प्रामुख्याने अभ्यासादरम्यान वापरल्या जाणाऱ्या अध्यापन धोरणामुळे आहेत. या संशोधनात, पूर्व-चाचणी आणि चाचणीनंतरच्या प्रायोगिक डिझाइनचा वापर केला जाऊ शकतो. विद्यार्थ्यांना दोन गटांमध्ये विभागले

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गेले आहे: एक प्रायोगिक गट आणि एक नियंत्रण **गट** . प्रयोग सुरू होण्यापूर्वी, दोन्ही गटांना त्यांच्या सॉफ्ट स्किल्सची विद्यमान पातळी मोजण्यासाठी एक पूर्व-चाचणी दिली जाते. त्यानंतर, प्रायोगिक गटाला त्रि-स्तरीय अध्यापन-शिक्षण धोरण वापरून शिकवले जाते, तर नियंत्रण गट पारंपारिक अध्यापन पद्धतीनुसार पुढे चालू ठेवतो. प्रयोगाच्या शेवटी, दोन्ही गटांसाठी एक उत्तर-चाचणी घेतली जाते. पूर्व-चाचणी आणि उत्तर-चाचणीच्या निकालांची तुलना करून हे ठरवले जाते की त्रि-स्तरीय अध्यापन-शिक्षण धोरणामुळे विद्यार्थ्यांचे सॉफ्ट स्किल्स सुधारण्यास मदत झाली आहे?

नमुना निवड

प्रस्तुत अभ्यासासाठी, संशोधकाने सहेतुक नमुना निवड पद्धत स्वीकारली. संशोधन करण्यासाठी एकूण 30 विद्यार्थ्यांचा नमुना निवडला. हा नमुना स्वा.से.कै.भाऊसो कृष्णा पाटील माध्यमिक शाळा, इनाम धामणी येथून घेण्यात आला. प्रायोगिक अभ्यासासाठी विद्यार्थ्यांची सुलभता आणि उपलब्धता यामुळे सहेतुक नमुना वापरण्यात आला.

माहिती संकलन साधने

अभ्यासासाठी अचूक आणि संबंधित माहिती गोळा करण्यासाठी संशोधकाद्वारे वापरले जाणारे माहिती संकलन साधने ही महत्त्वाची साधने आहेत. या संशोधनात, त्रिस्तरीय अध्यापन-अध्ययन धोरण लागू केल्यानंतर विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासाचे मोजमाप करणे हे मुख्य उद्दिष्ट होते. या उद्देशाने, विद्यार्थ्यांकडून विश्वसनीय माहिती गोळा करण्यासाठी योग्य साधने निवडण्यात आली. या साधनांमुळे संशोधकाला प्रायोगिक अध्यापन प्रक्रियेपूर्वी आणि नंतर विद्यार्थ्यांच्या सॉफ्ट स्किल्सची पातळी समजण्यास मदत झाली.या अभ्यासात वापरल्या जाणाऱ्या प्राथमिक साधनांपैकी एक म्हणजे सॉफ्ट स्किल्स रेटिंग स्केल किंवा प्रश्नावली , ज्यामध्ये संवाद, टीमवर्क, नेतृत्व, समस्या सोडवणे आणि वेळ व्यवस्थापनाशी संबंधित विधाने समाविष्ट होती. विद्यार्थ्यांनी या विधानांना प्रतिसाद दिला आणि त्यांच्या उत्तरांमुळे संशोधकाला त्यांच्या सॉफ्ट स्किल लेव्हलचे मोजमाप करण्यास मदत झाली. याव्यतिरिक्त, वर्गातील कृतीदरम्यान निरीक्षण वेळापत्रक देखील वापरले गेले. निरीक्षणाद्वारे, संशोधकाने गट चर्चा आणि शिकण्याच्या कार्यांदरम्यान विद्यार्थ्यांचा सहभाग, संवाद, सहकार्य आणि आत्मविश्वास नोंदवला. या माहिती संकलन साधनांनी संशोधकाला विद्यार्थ्यांच्या सॉफ्ट स्किल्स सुधारण्यासाठी त्रिस्तरीय अध्यापन-शिक्षण धोरणाच्या प्रभावीतेचे मूल्यांकन करण्यासाठी अर्थपूर्ण माहिती गोळा करण्यास मदत केली.

सांख्यिकीय साधने

अभ्यासादरम्यान गोळा केलेल्या डेटाचे विश्लेषण करण्यासाठी योग्य सांख्यिकीय तंत्रांचा वापर करण्यात आला. नियंत्रण गट आणि प्रायोगिक गट दोन्हीमध्ये विद्यार्थ्यांच्या शैक्षणिक कामगिरीचे सरासरी गुण शोधण्यासाठी सरासरी मोजण्यात आली. यामुळे संशोधकाला विद्यार्थ्यांच्या कामगिरीची सामान्य पातळी समजण्यास मदत झाली. विद्यार्थ्यांचे गुण सरासरी गुणांपेक्षा किती वेगळे आहेत हे निर्धारित करण्यासाठी मानक विचलनाचा वापर करण्यात आला, ज्यामुळे निकालांच्या सुसंगततेबद्दल माहिती मिळाली.

याव्यतिरिक्त, नियंत्रण गट आणि प्रायोगिक गटाच्या सरासरी गुणांमध्ये लक्षणीय फरक आहे का हे तपासण्यासाठी एक टी-चाचणी लागू करण्यात आली. या सांख्यिकीय चाचणीमुळे संशोधकाला हे निश्चित करण्यास मदत झाली की विद्यार्थ्यांच्या कामगिरीतील सुधारणा प्रयोगात वापरल्या जाणाऱ्या अध्यापन धोरणामुळे झाली आहे की योगायोगाने झाली आहे. या सांख्यिकीय पद्धतींद्वारे, संशोधक निकालांचे स्पष्टपणे अर्थ लावू शकला आणि अध्यापन-अध्यापन धोरणाची प्रभावीता मूल्यांकन करू शकला.

संशोधन प्रक्रिया

विद्यार्थ्यांच्या सॉफ्ट स्किल्स विकसित करण्यासाठी त्रिस्तरीय अध्यापन-अध्ययन धोरणाची प्रभावीता तपासण्यासाठी या अभ्यासासाठी संशोधन प्रक्रिया पद्धतशीर आणि संघटित पद्धतीने पार पाडण्यात आली. संशोधकाने प्रथम संशोधन स्थळ निवडले, जे स्वा. से. कै. भाऊसो कृष्णा पाटील माध्यमिक विद्यालय, इनाम धामणी होते. या शाळेतील ३० विद्यार्थ्यांचा नमुना उद्देशपूर्ण नमुना पद्धती वापरून निवडण्यात आला. ही नमुना पद्धत वापरण्यात आली कारण संशोधकाने जाणूनबुजून अभ्यासात सहभागी होण्यासाठी योग्य आणि उपलब्ध असलेल्या विद्यार्थ्यांची निवड केली. नमुना निवडल्यानंतर, संशोधकाने विद्यार्थ्यांना अभ्यासाचा उद्देश स्पष्ट केला. आणि शाळेच्या मुख्याद्यापकांकडून आवश्यक परवानगी घेतली. प्रायोगिक गटाला सहा दिवसांच्या कालावधीसाठी त्रिस्तरीय अध्यापन-

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अध्ययन धोरण वापरून शिकवण्यात आले,आणि विद्यार्थ्यांच्या सॉफ्ट स्किल्सची विद्यमान पातळी समजून घेण्यासाठी पंचपदी प्रमाणे सूचना देण्यात आल्या. एकरूपता सुनिश्चित करण्यासाठी दोन्ही गटांना समान कालावधीसाठी समान सामग्री शिकवण्यात आली. अध्यापन कार्यक्रम पूर्ण झाल्यानंतर, दोन्ही गटांना समान कामगिरी चाचणी वापरून उत्तर-चाचणी देण्यात आली. योग्य सांख्यिकीय साधनांचा वापर करून पूर्व-चाचणी आणि उत्तर-चाचणी गुणांची तुलना करून अध्यापन पद्धतींची प्रभावीता निश्चित करण्यात आली. या प्रक्रियेमुळे विद्यार्थ्यांच्या शैक्षणिक कामगिरीवर दोन्ही अध्यापन पद्धतींचा प्रभाव मूल्यांकन करण्यात मदत झाली. प्रारंभिक माहिती गोळा केल्यानंतर, संशोधकाने निवडलेल्या विद्यार्थ्यांसोबत विशिष्ट कालावधीत तीन-स्तरीय अध्यापन-अध्ययन धोरण अंमलात आणले. या टप्प्यात, विद्यार्थ्यांना संवाद, टीमवर्क आणि समस्या सोडवण्याच्या कौशल्यांचा सराव करण्यास मदत करण्यासाठी गट चर्चा, सहयोगी कार्ये, सादरीकरणे आणि चिंतनशील व्यायाम यासारख्या विविध शिक्षण क्रियाकलापांचे आयोजन करण्यात आले. संशोधकाने या कृती दरम्यान विद्यार्थ्यांच्या सहभागाचे आणि संवादाचे निरीक्षण केले जेणेकरून हे धोरण त्यांच्या शिक्षण आणि वैयक्तिक विकासाला कसे समर्थन देते हे समजून घेता येईल. अध्यापन हस्तक्षेपाच्या शेवटी, विद्यार्थ्यांच्या सॉफ्ट स्किल्समधील बदल मोजण्यासाठी एक पोस्ट-टेस्ट घेण्यात आली. त्रिस्तरीय अध्यापन-अध्ययन धोरणाच्या अंमलबजावणीनंतर काही सुधारणा झाली आहे का हे निश्चित करण्यासाठी पूर्व-चाचणी आणि पोस्ट-टेस्टच्या निकालांची तुलना करण्यात आली. शेवटी, विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासाला चालना देण्यासाठी धोरणाच्या प्रभावीतेबद्दल निष्कर्ष काढण्यासाठी गोळा केलेल्या माहिती चे विश्लेषण आणि अर्थ लावण्यात आला.

माहितीचे विश्लेषण आणि अर्थनिर्वचन

उद्दिष्ट 1 विद्यार्थ्यांमधील सॉफ्ट स्किल्सच्या पातळीचा अभ्यास करणे.

विद्यार्थ्यांमधील सॉफ्ट स्किल्सच्या पातळीचा अभ्यास करण्यासाठी, संशोधकाने सॉफ्ट स्किल्स रेटिंग स्केल वापरला . या स्केलमध्ये संवाद, टीमवर्क, नेतृत्व, समस्या सोडवणे आणि आत्मविश्वास असे वेगवेगळे घटक समाविष्ट होते. 30 विद्यार्थ्यांचे प्रतिसाद गोळा करण्यात आले आणि त्यांचे गुण मोजण्यात आले. विद्यार्थ्यांमधील सॉफ्ट स्किल्सची सरासरी पातळी निश्चित करण्यासाठी सरासरीचा वापर करण्यात आला.

टेबल क्रमांक 1

विद्यार्थ्यांच्या सॉफ्ट स्किल्स रेटिंग स्केलचे विश्लेषण (पूर्व-चाचणी)

अ. क्र.	सॉफ्ट स्किल्स घटक	सरासरी स्कोअर	सॉफ्ट स्किल्सची पातळी
	संवाद कौशल्ये	2.8	मध्यम
	टीमवर्क	2.6	मध्यम
	नेतृत्व	2.4	मध्यम
	समस्या सोडवणे	2.5	मध्यम
	आत्मविश्वास	2.7	मध्यम
एकूण/ सरासरी	—	2.6	मध्यम

अर्थ निर्वचन

वरील तक्ता विद्यार्थ्यांच्या सॉफ्ट स्किल्सचे रेटिंग स्केलवर आधारित विश्लेषण दर्शवितो. वेगवेगळ्या घटकांचे सरासरी गुण दर्शवितात की त्रिस्तरीय अध्यापन-अध्ययन धोरणाच्या अंमलबजावणीपूर्वी बहुतेक विद्यार्थ्यांकडे सॉफ्ट स्किल्सची मध्यम पातळी असते . संवाद आणि आत्मविश्वास इतर कौशल्यांच्या तुलनेत किंचित जास्त सरासरी गुण दर्शवितात, तर नेतृत्व आणि समस्या सोडवण्याची कौशल्ये तुलनेने कमी गुण दर्शवितात. हे विश्लेषण सूचित करते की विद्यार्थ्यांना त्यांचे सॉफ्ट स्किल्स अधिक विकसित करण्यासाठी संरचित शिक्षण क्रियाकलापांची आवश्यकता आहे. प्रायोगिक अध्यापन धोरणाच्या अंमलबजावणीनंतर सॉफ्ट स्किल्समधील सुधारणांची तुलना करण्यासाठी हे निष्कर्ष आधारभूत तत्त्व प्रदान करतात.

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उद्दिष्ट 2 विद्यार्थ्यांसाठी त्रिस्तरीय शिक्षण-अध्ययन धोरण राबविणे

हे उद्दिष्ट साध्य करण्यासाठी, संशोधकाने निवडक विद्यार्थ्यांच्या गटामध्ये तीन-स्तरीय अध्यापन-अध्ययन धोरण लागू केले. ही रणनीती संरचित आणि परस्परसंवादी शिक्षण क्रियाकलापांद्वारे विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासाला प्रोत्साहन देण्यासाठी डिझाइन करण्यात आली होती. ही अंमलबजावणी वर्गात एका विशिष्ट कालावधीत करण्यात आली. तीन-स्तरीय दृष्टिकोनात विविध स्तरांच्या शिक्षण क्रियाकलापांचा समावेश होता ज्यामुळे विद्यार्थ्यांना सक्रियपणे सहभागी होण्यास, इतरांशी संवाद साधण्यास आणि सहयोगाने काम करण्यास प्रोत्साहित केले गेले. पहिल्या टप्प्यात , संशोधकाने विषयाची ओळख करून दिली आणि विद्यार्थ्यांना मूलभूत सूचना आणि स्पष्टीकरणे दिली. हा टप्पा शिक्षक मार्गदर्शन, सोप्या चर्चा आणि प्रश्नोत्तरांद्वारे विद्यार्थ्यांची समज विकसित करण्यावर केंद्रित होता. दुसऱ्या टप्प्यात , विद्यार्थ्यांना गट चर्चा, टीमवर्क कार्ये आणि समस्या सोडवण्याच्या व्यायामासारख्या गट क्रियाकलापांमध्ये सहभागी करून घेण्यात आले. या क्रियाकलापांमुळे विद्यार्थ्यांना त्यांच्या संवाद, सहकार्य आणि नेतृत्व क्षमता सुधारण्यास मदत झाली. तिसऱ्या टप्प्यात , विद्यार्थ्यांना त्यांचे विचार सादर करण्यास, त्यांच्या शिक्षणावर चिंतन करण्यास आणि सादरीकरणे आणि भूमिका बजावण्यासारख्या परस्परसंवादी कार्यांमध्ये सहभागी होण्यास प्रोत्साहित करण्यात आले. या टप्प्यांद्वारे, विद्यार्थ्यांना सहाय्यक शिक्षण वातावरणात त्यांच्या सॉफ्ट स्किल्सचा सराव आणि बळकट करण्याच्या संधी देण्यात आल्या. या त्रि-स्तरीय अध्यापन-शिक्षण धोरणाच्या अंमलबजावणीमुळे एक आकर्षक वर्ग वातावरण तयार होण्यास मदत झाली आणि विद्यार्थ्यांच्या परस्परसंवादी आणि संवाद कौशल्यांच्या एकूण विकासाला पाठिंबा मिळाला.

सारणी क्रमांक 1

सारणी: त्रिस्तरीय शिक्षण-अध्ययन धोरणाची अंमलबजावणी

अ. क्र.	स्तर	अध्यापन-शिकवणी उपक्रम	उद्देश
	स्तर१-मूलभूत सूचना	वर्गातील स्पष्टीकरण, उदाहरणे आणि सॉफ्ट स्किल्सचे प्रात्यक्षिक	सॉफ्ट स्किल्सची मूलभूत समज विकसित करणे
	स्तर२ - मार्गदर्शित सराव	गट चर्चा, टीमवर्क उपक्रम, भूमिका साकारणे	विद्यार्थ्यांमध्ये सराव प्रदान करणे आणि परस्परसंवाद सुधारणे.
	स्तर३-स्वतंत्र उपयोजन	सादरीकरणे, समस्या सोडवण्याची कामे, चिंतनशील क्रियाकलाप	विद्यार्थ्यांना स्वतंत्रपणे सॉफ्ट स्किल्स लागू करण्यास मदत करणे.

अर्थ निर्वचन

हि सारणी तीन-स्तरीय अध्यापन-अध्ययन धोरणाची संरचित अंमलबजावणी दर्शविते . प्रत्येक स्तर समजून घेणे, सराव करणे आणि वापराद्वारे विद्यार्थ्यांची सॉफ्ट स्किल्स हळूहळू विकसित करण्यासाठी डिझाइन केले होते. या चरण-दर-चरण दृष्टिकोनामुळे विद्यार्थ्यांना शिकण्याच्या प्रक्रियेत सक्रियपणे सहभागी होण्यास मदत झाली आणि त्यांचा संवाद, सहकार्य आणि आत्मविश्वास सुधारला. या तीन स्तरांच्या अंमलबजावणीमुळे एक सहाय्यक शिक्षण वातावरण तयार झाले ज्यामुळे विद्यार्थ्यांना महत्त्वाची सॉफ्ट स्किल्स प्रभावीपणे विकसित करण्यास प्रोत्साहित केले गेले.

टेबल क्रमांक 2

तक्ता: विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या पूर्व-चाचणी आणि उत्तर-चाचणी गुणांची तुलना

गट	N	सरासरी (M)	एसडी	डीएफ	टी-मूल्य	t-क्रिटिकल (0.05)	निर्णय
पूर्व-चाचणी	15	2.60	0.45	28	9.21	2.05	लक्षणीय

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गट	N	सरासरी (M)	एसडी	डीएफ	टी-मूल्य	t-क्रिटिकल (0.05)	निर्णय
चाचणीनंतर	15	3.85	0.40				शून्य गृहीतक नाकारले

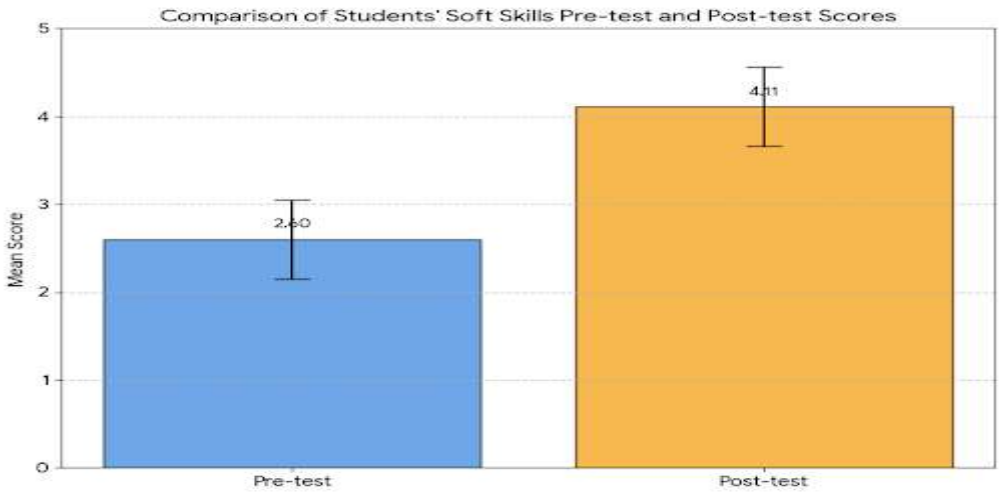
अर्थनिर्वचन

वरील तक्त्यामध्ये तीन - स्तरीय अध्यापन - अध्ययन धोरणाच्या अंमलबजावणीनंतर विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या पूर्व - चाचणी आणि उत्तर - चाचणी गुणांची तुलना दर्शविली आहे . पूर्व - चाचणीचा सरासरी गुण (2.60) धोरण लागू करण्यापूर्वी विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या सुरुवातीच्या पातळीचे संकेत देतो . अंमलबजावणीनंतर , चाचणीनंतरचा सरासरी गुण 3.85 पर्यंत वाढला , जो विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये स्पष्ट सुधारणा दर्शवितो .

निष्कर्ष

गणना केलेले टी-मूल्य (9.21) हे 28 अंश स्वातंत्र्य (डीएफ) सह 0.05पातळी (2.05) वरील टी-क्रिटिकल मूल्यापेक्षा जास्त आहे . हे दर्शवते की दोन सरासरी गुणांमधील फरक सांख्यिकीयदृष्ट्या महत्त्वपूर्ण आहे. म्हणून, शून्य गृहीतक नाकारले जाते आणि असा निष्कर्ष काढता येतो की विद्यार्थ्यांचे सॉफ्ट स्किल्स सुधारण्यासाठी त्रि-स्तरीय शिक्षण-अध्ययन धोरण प्रभावी होते .

आलेख 1



दिलेल्या सांख्यिकीय माहितीवर आधारित (t = 9.21,df = 28$), विद्यार्थ्यांच्या सॉफ्ट स्किल्ससाठी **चाचणीनंतरचा सरासरी अंदाजे आहे4.11. हे पूर्व-चाचणी सरासरीपेक्षा** लक्षणीय सुधारणा दर्शवते**2.60**, जसे कीt-मूल्य (9.21) गंभीर मूल्यापेक्षा खूपच जास्त आहे (2.05).

उद्दिष्ट 3 विद्यार्थ्यांच्या सॉफ्ट स्किल्स विकसित करण्यासाठी त्रिस्तरीय अध्यापन-अध्ययन धोरणाची प्रभावीता तपासणे.

टेबल क्रमांक 3

विद्यार्थ्यांच्या सॉफ्ट स्किल्स विकसित करण्यासाठी त्रिस्तरीय अध्यापन-अध्ययन धोरणाची प्रभावीता

गट	N	M	SD	DF	t- मूल्य	t-क्रिटिकल (0.05)	निर्णय
पूर्व- चाचणी	15	2.75	0.50	28	7.36	2.05	लक्षणीय शून्य गृहीतक नाकारले
चाचणीनंतर	15	3.92	0.38				

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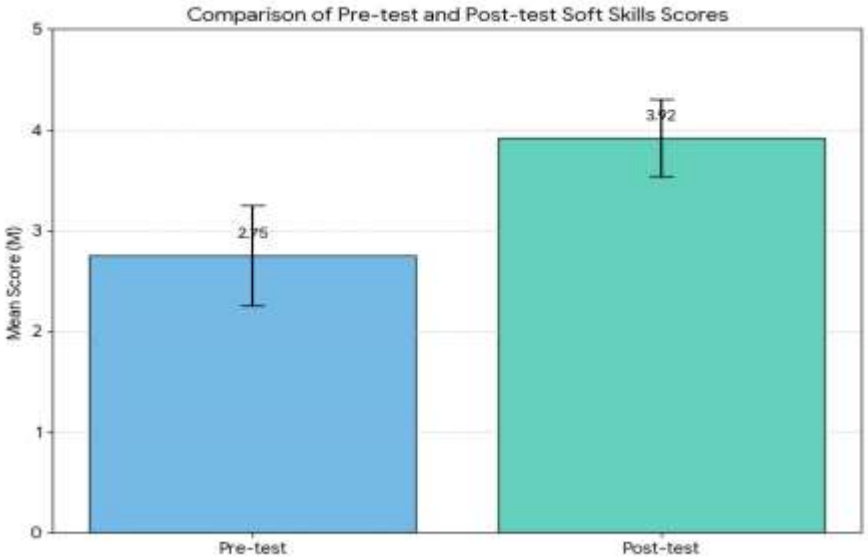
अर्थनिर्वचन

विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये सुधारणा करण्याच्या उद्देशाने शिकवण्याच्या धोरणाच्या अंमलबजावणीपूर्वी आणि नंतर मिळालेल्या गुणांची तुलना टेबलमध्ये सादर केली आहे . हस्तक्षेपापूर्वी सरासरी गुण 2.75 होते , जे विद्यार्थ्यांमध्ये सॉफ्ट स्किल्सची मध्यम पातळी दर्शवते . शिकण्याची रणनीती लागू केल्यानंतर , सरासरी गुण 3.92 पर्यंत वाढले , जे विद्यार्थ्यांच्या संवाद , टीमवर्क आणि आत्मविश्वास यासारख्या क्षमतांमध्ये लक्षणीय सुधारणा दर्शवते .गणना केलेले t- मूल्य (7.36) हे 0.05 च्या महत्त्वाच्या पातळीवर t- महत्त्वाच्या मूल्यापेक्षा (2.05) जास्त आहे आणि स्वातंत्र्याचे 28 अंश आहेत . हे दर्शवते की दोन सरासरी गुणांमधील फरक सांख्यिकीयदृष्ट्या अर्थपूर्ण आहे आणि योगायोगामुळे नाही . म्हणून , शून्य गृहीतक नाकारले जाते , जे सूचित करते की अध्यापन धोरणाचा विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासावर सकारात्मक परिणाम झाला .

निष्कर्ष

सांख्यिकीय विश्लेषणाच्या आधारे , असा निष्कर्ष काढता येतो की अभ्यासात वापरल्या जाणाऱ्या संरचित अध्यापन पद्धतीमुळे विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये सुधारणा झाली . धोरणाच्या अंमलबजावणीनंतर सरासरी गुणांमध्ये वाढ झाल्याचे दर्शवते की विद्यार्थ्यांना हस्तक्षेपादरम्यान वापरल्या जाणाऱ्या शिक्षण क्रियाकलापांचा आणि परस्परसंवादी पद्धतींचा फायदा झाला . म्हणूनच , विद्यार्थ्यांमध्ये महत्त्वाच्या परस्परसंवादी आणि संवाद कौशल्यांच्या विकासाला पाठिंबा देण्यासाठी हा दृष्टिकोन प्रभावी मानला जाऊ शकतो .

आलेख 2



अर्थनिर्वचन

बार ग्राफमध्ये विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या पूर्व - चाचणी आणि उत्तर- चाचणीच्या सरासरी गुणांची तुलना दर्शविली आहे . पूर्व - चाचणीचा सरासरी गुण 2.75 **आहे** , तर त्रि - **स्तरीय** अध्यापन - अध्ययन धोरण लागू केल्यानंतर उत्तर - चाचणीचा सरासरी गुण 3.92 **पर्यंत** वाढला आहे . ही वाढ दर्शवते की धोरणाच्या अंमलबजावणीनंतर विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये सुधारणा झाली आहे . उच्च पोस्ट - चाचणी स्कोअरवरून असे दिसून येते की विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये वाढ करण्यासाठी अध्यापन दृष्टिकोन प्रभावी होता .

निष्कर्ष

अभ्यासाच्या निष्कर्षांवरून असे दिसून येते की त्रिस्तरीय अध्यापन - अध्यापन धोरणाच्या अंमलबजावणीचा विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासावर सकारात्मक परिणाम झाला . पूर्व - चाचणी आणि उत्तर - चाचणीच्या गुणांची तुलना विद्यार्थ्यांच्या संवाद

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, टीमवर्क , आत्मविश्वास आणि समस्या सोडवणे यासारख्या क्षमतांमध्ये स्पष्ट सुधारणा दर्शवते . सांख्यिकीय विश्लेषणातून हस्तक्षेपापूर्वी आणि नंतरच्या गुणांमध्ये लक्षणीय फरक देखील दिसून आला , जो अध्यापन धोरणाच्या प्रभावीतेची पुष्टी करतो . म्हणूनच , असा निष्कर्ष काढता येतो की संरचित आणि परस्परसंवादी शिक्षण दृष्टिकोनामुळे विद्यार्थ्यांना त्यांचे सॉफ्ट स्किल्स सुधारण्यास मदत झाली आणि त्यांच्या एकूण वैयक्तिक आणि शैक्षणिक विकासाला पाठिंबा मिळाला .

शिफारसी

1. विद्यार्थ्यांना सॉफ्ट स्किल्स विकसित करण्यास मदत करण्यासाठी शिक्षकांनी गट चर्चा , भूमिका बजावणे आणि सहयोगी क्रियाकलाप यासारख्या परस्परसंवादी शिक्षण धोरणांचा वापर करावा .
2. विद्यार्थ्यांच्या संवाद आणि टीमवर्क क्षमता सुधारण्यासाठी शाळांनी त्रिस्तरीय धोरणासारख्या नाविन्यपूर्ण शिक्षण - अध्यापन पद्धतींचा वापर करण्यास प्रोत्साहन दिले पाहिजे .
3. शिक्षकांना वर्गात सॉफ्ट स्किल डेव्हलपमेंट उपक्रम प्रभावीपणे राबविण्यास मदत करण्यासाठी प्रशिक्षण कार्यक्रम आणि कार्यशाळा आयोजित केल्या पाहिजेत .
4. शैक्षणिक संस्थांनी शालेय अभ्यासक्रमात सॉफ्ट स्किल डेव्हलपमेंटचा एक महत्त्वाचा भाग म्हणून समावेश केला पाहिजे .
5. विद्यार्थ्यांना त्यांचा आत्मविश्वास आणि परस्पर कौशल्ये बळकट करण्यासाठी सादरीकरणे , प्रकल्प आणि गट कार्यांमध्ये सहभागी होण्यासाठी अधिक संधी उपलब्ध करून दिल्या पाहिजेत .

संकलन

विद्यार्थ्यांच्या सॉफ्ट स्किल्स विकसित करण्यासाठी तीन - स्तरीय अध्यापन - अध्ययन धोरणाची प्रभावीता तपासण्यासाठी हा अभ्यास करण्यात आला . संवाद , टीमवर्क , नेतृत्व आणि समस्या सोडवणे यासारख्या सॉफ्ट स्किल्स विद्यार्थ्यांच्या सर्वांगीण विकासात आणि भविष्यातील यशात महत्त्वाची भूमिका बजावतात . विद्यार्थ्यांमधील या कौशल्यांची विद्यमान पातळी समजून घेणे आणि ती सुधारण्यासाठी एक संरचित अध्यापन धोरण अंमलात आणणे यावर या अभ्यासाचे लक्ष केंद्रित होते .या संशोधनासाठी , प्रायोगिक पद्धतीचा वापर करण्यात आला . इनाम धामणी येथील स्व. से . कै . भाऊसो कृष्णा पाटील माध्यमिक विद्यालयातून उद्देशपूर्ण नमुन्याद्वारे 30 विद्यार्थ्यांचा नमुना निवडण्यात आला . सॉफ्ट स्किल्स रेटिंग स्केल आणि निरीक्षण वापरून डेटा गोळा करण्यात आला . विद्यार्थ्यांच्या सॉफ्ट स्किल्समधील सुधारणा मोजण्यासाठी पूर्व - चाचणी आणि उत्तर - चाचणी पद्धती वापरण्यात आल्या . गोळा केलेल्या डेटाचे विश्लेषण करण्यासाठी सरासरी , मानक विचलन आणि टी - चाचणी यासारख्या सांख्यिकीय साधनांचा वापर करण्यात आला अभ्यासाच्या निकालांवरून तीन - स्तरीय अध्यापन - अध्यापन धोरणाच्या अंमलबजावणीनंतर विद्यार्थ्यांच्या सॉफ्ट स्किल्समध्ये लक्षणीय सुधारणा दिसून आली . पूर्व - चाचणी आणि उत्तर - चाचणी गुणांची तुलना स्पष्टपणे दर्शवते की अध्यापन दृष्टिकोन विद्यार्थ्यांमधील संवाद , सहकार्य आणि आत्मविश्वास वाढविण्यात प्रभावी होता . अशा प्रकारे , अभ्यासातून असा निष्कर्ष काढला जातो की तीन - स्तरीय अध्यापन - अध्यापन धोरण ही विद्यार्थ्यांच्या सॉफ्ट स्किल्सच्या विकासाला चालना देण्यासाठी एक उपयुक्त पद्धत आहे

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Original Article

भारत में कौशल आधारित शिक्षा: आवश्यकता और वर्तमान स्थिति का आकलन

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सारांश

भारत में तेजी से बदलती अर्थव्यवस्था, तकनीकी प्रगति और वैश्वीकरण के दौर में पारंपरिक शिक्षा प्रणाली की सीमाएँ स्पष्ट रूप से सामने आई हैं। ऐसे परिदृश्य में कौशल आधारित शिक्षा (Skill-Based Education) एक महत्वपूर्ण विकल्प के रूप में उभरकर सामने आई है, जो विद्यार्थियों को रोजगारोन्मुख, व्यावहारिक और उद्योग-संगत दक्षताएँ प्रदान करती है। यह अध्ययन भारत में कौशल आधारित शिक्षा की आवश्यकता, उसके वर्तमान स्वरूप, नीतिगत पहल जैसे राष्ट्रीय शिक्षा नीति 2020 तथा स्किल इंडिया मिशन के प्रभाव का विश्लेषण करता है। अध्ययन से स्पष्ट होता है कि भारत में बड़ी युवा आबादी होने के बावजूद कौशल अंतर (skill gap) एक गंभीर चुनौती बना हुआ है। औद्योगिक मांग और शैक्षणिक प्रशिक्षण के बीच असंतुलन, प्रशिक्षित प्रशिक्षकों की कमी, तथा ग्रामीण-शहरी असमानताएँ प्रमुख बाधाएँ हैं। हालांकि, सरकार और निजी क्षेत्र द्वारा उठाए गए कदमों ने कौशल विकास के प्रति जागरूकता बढ़ाई है और रोजगार के नए अवसर सृजित किए हैं।

निष्कर्षतः, *भारत में समावेशी और सतत विकास के लिए कौशल आधारित शिक्षा को मुख्यधारा में लाना अत्यंत आवश्यक है। इसके लिए शिक्षा प्रणाली, उद्योग और नीति निर्माताओं के बीच समन्वित प्रयासों की आवश्यकता है।*

मुख्य शब्द: *कौशल आधारित शिक्षा, रोजगारोन्मुख प्रशिक्षण, कौशल अंतर, राष्ट्रीय शिक्षा नीति 2020, स्किल इंडिया मिशन, व्यावसायिक शिक्षा, युवा रोजगार, भारत*

प्रस्तावना

वर्तमान वैश्वीकरण, तकनीकी प्रगति और बदलते रोजगार बाजार के परिप्रेक्ष्य में शिक्षा का स्वरूप तेजी से परिवर्तित हो रहा है। पारंपरिक ज्ञान-केंद्रित शिक्षा प्रणाली अब पर्याप्त नहीं रह गई है, क्योंकि आज के युग में केवल सैद्धांतिक ज्ञान के बजाय व्यावहारिक कौशल, समस्या-समाधान क्षमता, नवाचार और उद्यमिता जैसे गुणों की अधिक मांग है। ऐसे में कौशल आधारित शिक्षा एक महत्वपूर्ण शैक्षिक दृष्टिकोण के रूप में उभरकर सामने आई है, जो विद्यार्थियों को रोजगारपरक, आत्मनिर्भर और प्रतिस्पर्धी बनाने पर बल देती है। भारत जैसे विकासशील देश में, जहाँ युवा जनसंख्या का अनुपात अत्यधिक है, कौशल आधारित शिक्षा की आवश्यकता और भी अधिक महत्वपूर्ण हो जाती है। देश की आर्थिक प्रगति और "डेमोग्राफिक डिविडेंड" का लाभ तभी संभव है जब युवाओं को उद्योगों की मांग के अनुरूप प्रशिक्षित किया जाए। वर्तमान में यह देखा गया है कि उच्च शिक्षा प्राप्त करने के बावजूद कई युवा रोजगार पाने में असमर्थ हैं, जिसका मुख्य कारण उनके पास आवश्यक व्यावहारिक कौशलों की कमी है। इस अंतर को पाटने के लिए कौशल आधारित शिक्षा एक प्रभावी समाधान प्रस्तुत करती है।

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भारतीय सरकार ने इस दिशा में कई महत्वपूर्ण पहलें की हैं, जैसे कि Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana, और National Education Policy 2020। इन पहलों का उद्देश्य युवाओं को व्यावसायिक प्रशिक्षण प्रदान करना, शिक्षा को कौशल-उन्मुख बनाना तथा उद्योगों की आवश्यकताओं के अनुरूप मानव संसाधन तैयार करना है। विशेष रूप से राष्ट्रीय शिक्षा नीति 2020 में विद्यालय स्तर से ही व्यावसायिक शिक्षा को शामिल करने पर जोर दिया गया है, जिससे विद्यार्थियों में प्रारंभ से ही कौशल विकास की प्रवृत्ति विकसित हो सके। हालांकि, इन प्रयासों के बावजूद भारत में कौशल आधारित शिक्षा के कार्यान्वयन में कई चुनौतियाँ विद्यमान हैं। इनमें बुनियादी ढांचे की कमी, प्रशिक्षित शिक्षकों का अभाव, उद्योग-शिक्षा के बीच समन्वय की कमी, तथा समाज में व्यावसायिक शिक्षा के प्रति नकारात्मक दृष्टिकोण प्रमुख हैं। ग्रामीण और शहरी क्षेत्रों के बीच असमानता भी एक महत्वपूर्ण बाधा है, जो कौशल विकास के अवसरों को प्रभावित करती है। इसके अतिरिक्त, प्रशिक्षण कार्यक्रमों की गुणवत्ता और उनकी प्रासंगिकता पर भी प्रश्न उठते रहे हैं। वर्तमान स्थिति का आकलन यह दर्शाता है कि भारत ने कौशल आधारित शिक्षा को बढ़ावा देने के लिए नीतिगत स्तर पर ठोस कदम उठाए हैं, किन्तु उनके प्रभावी क्रियान्वयन की दिशा में अभी भी सतत प्रयासों की आवश्यकता है। इस संदर्भ में, शिक्षा प्रणाली को अधिक लचीला, व्यावहारिक और उद्योग-संलग्न बनाने की आवश्यकता है, ताकि विद्यार्थी न केवल ज्ञान अर्जित करें, बल्कि उसे वास्तविक जीवन में लागू करने में भी सक्षम बन सकें।

अतः यह अध्ययन भारत में कौशल आधारित शिक्षा की आवश्यकता को समझने और उसकी वर्तमान स्थिति का समग्र विश्लेषण करने का प्रयास करता है, जिससे भविष्य में इस क्षेत्र में सुधार के लिए ठोस सुझाव प्रस्तुत किए जा सकें।

कौशल आधारित शिक्षा की आवश्यकता

- **रोजगार क्षमता में वृद्धि:** पारंपरिक शिक्षा प्रणाली अक्सर 'रटंत विद्या' पर जोर देती है, जिससे छात्रों के पास डिग्री तो होती है, लेकिन उद्योगों की मांग के अनुसार व्यावहारिक ज्ञान नहीं होता। कौशल विकास इस अंतर को पाटता है।
- **तकनीकी प्रगति के साथ तालमेल:** आज के युग में आर्टिफिशियल इंटेलिजेंस (AI) और ऑटोमेशन जैसी नई तकनीकें उद्योगों को बदल रही हैं। छात्रों को इन नई तकनीकों के अनुकूल बनाने और विश्लेषणात्मक सोच विकसित करने के लिए कौशल आधारित शिक्षा जरूरी है।
- **आत्मनिर्भरता और उद्यमशीलता:** कौशल आधारित शिक्षा युवाओं को केवल नौकरी मांगने वाला नहीं, बल्कि नौकरी देने वाला बनने के लिए प्रेरित करती है।
- **स्थानीय और वैश्विक प्रतिस्पर्धा:** भारत को अगर वैश्विक स्तर पर एक महाशक्ति बनना है, तो उसके कार्यबल का अंतरराष्ट्रीय मानकों के अनुरूप कुशल होना आवश्यक है।

भारत में वर्तमान स्थिति का आकल: वर्तमान में भारत सरकार और शिक्षा प्रणाली इस दिशा में गंभीर प्रयास कर रहे हैं:

- **राष्ट्रीय शिक्षा नीति (NEP) 2020:** NEP 2020 ने स्कूली स्तर (कक्षा 6 से) से ही व्यावसायिक शिक्षा और इंटर्नशिप को पाठ्यक्रम में शामिल करने की मजबूत वकालत की है। यह सैद्धांतिक और व्यावहारिक शिक्षा के बीच के अंतर को कम करने का एक बड़ा कदम है।
- **स्किल इंडिया मिशन:** इस पहल के तहत लाखों युवाओं को विभिन्न उद्योगों के लिए प्रशिक्षित किया जा रहा है।
- **मुक्त शैक्षिक संसाधनों (OER) की बढ़ती भूमिका:** भारत में OER और डिजिटल प्लेटफॉर्म्स (जैसे SWAYAM, DIKSHA) का विस्तार हो रहा है, जिससे दूर-दराज के क्षेत्रों में भी छात्र अपनी गति और आवश्यकता के अनुसार नए कौशल सीख पा रहे हैं।

प्रमुख चुनौतियां:

- **शिक्षकों की तकनीकी तत्परता:** सबसे बड़ी चुनौती यह है कि क्या हमारे शिक्षक इन नए कौशलों और तकनीकों को सिखाने के लिए स्वयं पूरी तरह से तैयार हैं? शिक्षकों का निरंतर पेशेवर विकास और उनकी तकनीकी साक्षरता पर काम करना अभी भी एक बड़ा मुद्दा है।

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- **सामाजिक दृष्टिकोण:** हमारे समाज में आज भी व्यावसायिक शिक्षा को पारंपरिक डिग्री (इंजीनियरिंग, मेडिकल आदि) की तुलना में दोयम दर्जे का माना जाता है। इस मानसिकता को बदलने की आवश्यकता है।
- **बुनियादी ढांचे की कमी:** कई स्कूलों और कॉलेजों, विशेषकर ग्रामीण क्षेत्रों में, आधुनिक प्रयोगशालाओं और कौशल-प्रशिक्षण केंद्रों का अभाव है।
- **उद्योग और शिक्षा जगत के बीच अंतर (Industry-Academia Gap):** पाठ्यक्रम और उद्योगों की वास्तविक जरूरतों के बीच अभी भी पूरी तरह से तालमेल नहीं बैठ पाया है। इस दिशा में सुधार के लिए बहुआयामी दृष्टिकोण की आवश्यकता है।

1. **शिक्षक प्रशिक्षण पर विशेष जोर:** शिक्षकों को आधुनिक शिक्षण विधियों और तकनीकी उपकरणों के उपयोग में दक्ष बनाना होगा।
2. **व्यावहारिक पाठ्यक्रम का निर्माण:** पाठ्यक्रम को नियमित रूप से उद्योगों के सहयोग से अपडेट किया जाना चाहिए।
3. **कौशल मूल्यांकन के नए तरीके:** छात्रों का मूल्यांकन केवल लिखित परीक्षाओं के बजाय उनके द्वारा किए गए प्रोजेक्ट्स, इंटर्नशिप और व्यावहारिक कौशल के आधार पर होना चाहिए।

निष्कर्ष

कौशल आधारित शिक्षा अब कोई विकल्प नहीं, बल्कि समय की मांग है। भारत को अपने युवाओं की ऊर्जा को सही दिशा देने के लिए शिक्षा प्रणाली में बुनियादी बदलाव करने होंगे। जब शिक्षा कक्ष से निकलकर कारखानों, खेतों और डिजिटल दुनिया के वास्तविक अनुभवों से जुड़ेगी, तभी भारत का युवा सही मायने में सशक्त होगा और राष्ट्र निर्माण में अपना शत-प्रतिशत योगदान दे पाएगा। यह लेख भारत में कौशल-आधारित शिक्षा की तत्काल आवश्यकता और उसकी वर्तमान स्थिति का एक आलोचनात्मक मूल्यांकन प्रस्तुत करता है। भारत के जनसांख्यिकीय लाभांश को राष्ट्र के वास्तविक विकास में बदलने के लिए, शिक्षा प्रणाली को पारंपरिक सैद्धांतिक दृष्टिकोण से आगे बढ़कर रोजगार-उन्मुख और तकनीकी रूप से प्रासंगिक बनना होगा।

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Original Article

शिक्षकांचे व्यावसायिक कौशल्य

डॉ. चंदनशिवे तानाजी आबा

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***Abstract** (सारांश):*
शिक्षकांचे व्यावसायिक कौशल्य हे शिक्षण व्यवस्थेच्या गुणवत्तेचे मूलभूत आधार आहे. प्रभावी अध्यापन, विद्यार्थ्यांशी सकारात्मक संवाद, विषयाचे सखोल ज्ञान आणि आधुनिक तंत्रज्ञानाचा योग्य वापर या कौशल्यांमुळे विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना मिळते. आजच्या बदलत्या शैक्षणिक वातावरणात शिक्षकांनी सतत अद्ययावत राहणे, नव्या अध्यापन पद्धती आत्मसात करणे आणि विद्यार्थीकेंद्रित दृष्टिकोन स्वीकारणे आवश्यक आहे. याशिवाय, मूल्याधारित शिक्षण, समावेशकता आणि सर्जनशीलता या घटकांनाही शिक्षकांच्या व्यावसायिक कौशल्यांमध्ये महत्त्वाचे स्थान आहे. त्यामुळे शिक्षकांचे व्यावसायिक कौशल्य विकसित करणे हे शिक्षणाच्या गुणवत्तावाढीसाठी अत्यावश्यक ठरते.

***Keywords** (मुख्य शब्द): शिक्षक व्यावसायिक कौशल्य अध्यापन पद्धती विद्यार्थीकेंद्रित शिक्षण संवाद कौशल्य समावेशक शिक्षण गुणवत्ता शिक्षण सर्जनशीलता मूल्याधारित शिक्षण*

प्रस्तावना

शिक्षक हा समाजाचा कणा मानला जातो. विद्यार्थ्यांचे भविष्य घडविण्यात शिक्षकांची भूमिका अत्यंत महत्त्वाची असते. त्यामुळे शिक्षकांकडे केवळ विषयाचे ज्ञान असणे पुरेसे नसून त्यांच्याकडे विविध व्यावसायिक कौशल्ये असणे आवश्यक आहे. ही कौशल्ये शिक्षकांना प्रभावी अध्यापन करण्यास, विद्यार्थ्यांचा सर्वांगीण विकास घडविण्यास आणि शिक्षणाची गुणवत्ता वाढविण्यास मदत करतात. सर्वप्रथम, शिक्षकांकडे त्यांच्या विषयाचे सखोल ज्ञान असणे अत्यंत आवश्यक आहे. विषयातील चांगले प्रभुत्व असल्यास शिक्षक विद्यार्थ्यांच्या शंका सहजपणे दूर करू शकतात आणि त्यांना योग्य मार्गदर्शन देऊ शकतात. त्याचबरोबर संवाद कौशल्यही महत्त्वाचे आहे. शिक्षकाने आपले विचार स्पष्ट, सोप्या आणि समजण्यास सुलभ भाषेत मांडले पाहिजेत. प्रभावी संवादामुळे विद्यार्थ्यांचा विषयात रस वाढतो. अध्यापन कौशल्य हे शिक्षकाचे मुख्य कौशल्य आहे. प्रत्येक विद्यार्थी वेगळा असतो, त्यामुळे शिक्षकाने विविध अध्यापन पद्धतींचा वापर करून शिकवले पाहिजे. उदाहरणार्थ, प्रात्यक्षिक, चर्चा, गटकार्य आणि खेळाच्या माध्यमातून शिक्षण दिल्यास विद्यार्थ्यांना विषय अधिक चांगल्या प्रकारे समजतो. यासोबतच वर्ग व्यवस्थापन कौशल्यही आवश्यक आहे. शिक्षकाने वर्गात शिस्त राखून सकारात्मक आणि आनंदी वातावरण निर्माण केले पाहिजे, ज्यामुळे विद्यार्थ्यांना शिकण्याची प्रेरणा मिळते. आजच्या तंत्रज्ञानाच्या युगात शिक्षकांनी तंत्रज्ञानाचा योग्य वापर करणेही गरजेचे आहे.

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स्मार्ट बोर्ड, संगणक, प्रोजेक्टर आणि ऑनलाइन साधनांचा वापर केल्याने अध्यापन अधिक प्रभावी आणि आकर्षक बनते. तसेच मूल्यांकन कौशल्यही महत्त्वाचे आहे. विद्यार्थ्यांच्या प्रगतीचे योग्य मूल्यांकन करून त्यांच्या ताकदी आणि कमकुवत बाजु.

शिक्षकांचे व्यावसायिक कौशल्य: -

म्हणजे शिक्षकांनी प्रभावी अध्यापन, विद्यार्थ्यांचा सर्वांगीण विकास आणि शैक्षणिक गुणवत्ता वाढवण्यासाठी आवश्यक असलेली कौशल्ये.

शिक्षकांचे महत्त्वाचे व्यावसायिक कौशल्य

1. **विषयाचे सखोल** ज्ञान

   अ) शिक्षकाला आपल्या विषयाचे पूर्ण ज्ञान असणे आवश्यक.

   ब) विद्यार्थ्यांच्या प्रश्नांना योग्य उत्तरे देता येतात.

2. **संवाद** कौशल्य:

   अ) स्पष्ट आणि सोप्या भाषेत शिकवणे

   ब) विद्यार्थ्यांशी चांगला संवाद ठेवणे

   क) ऐकण्याची क्षमता

3. **अध्यापन कौशल्य**

   अ) विविध पद्धती वापरणे (उदा. प्रात्यक्षिक, चर्चा, खेळाच्या माध्यमातून)

   ब) विद्यार्थ्यांच्या स्तरानुसार शिकवणे.

4. **वर्ग व्यवस्थापन**

   अ) वर्गात शिस्त राखणे

   ब) सकारात्मक आणि आनंदी वातावरण तयार करणे

5. **तंत्रज्ञानाचा वापर**

   अ) स्मार्ट बोर्ड, प्रोजेक्टर, ऑनलाइन साधनांचा वापर

   ब) डिजिटल शिक्षण पद्धतींचा अवलंब

6. **मूल्यांकन कौशल्य**

   अ) विद्यार्थ्यांची प्रगती ओळखणे

   ब) परीक्षांद्वारे व इतर उपक्रमांद्वारे मूल्यांकन

7. **सहानुभूती आणि समावेशकता**

   अ) प्रत्येक विद्यार्थ्याची गरज समजून घेणे

   ब) विशेष गरजा असलेल्या विद्यार्थ्यांना मदत करणे

8. **सतत शिकण्याची वृत्ती**

   अ) नवीन ज्ञान व कौशल्ये शिकत राहणे

निष्कर्ष

एक चांगला शिक्षक केवळ ज्ञान देत नाही, तर विद्यार्थ्यांचा आत्मविश्वास वाढवतो, त्यांच्या व्यक्तिमत्त्वाचा विकास करतो आणि त्यांना चांगला नागरिक बनवतो.

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Original Article

माध्यमिक शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के सहसंबंधों का तुलनात्मक अध्ययन

प्राजक्ता प्रमोद होनमाने
सहाय्यक प्राध्यापक, कॉलेज – आप्पासाहेब बिरनाळे कॉलेज ऑफ एज्युकेशन, सांगली.
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सारांश

इस शोध के लिए केवल सांगली जिल्हे में स्थित तासगाव शहर के माध्यमिक शिक्षकोंका विचार किया गया है। इस शोध में माध्यमिक शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के सह संबंधों का अध्ययन किया है। प्रस्तुत शोध में हेतु सर्वेक्षण का प्रयोग किया गया है। तासगाव शहर के 7 विद्यालयोमें से 5 विद्यालयों का चयन संभाव्यता प्रतिचयन विधि में लॉटरी विधि द्वारा किया गया है। इस शोध में डॉ. आर.पी. शुक्ला की मानकीकृत प्रश्नावली द्वारा शिक्षकों की रचनात्मक शिक्षा अभिवृत्ति को नापा जायेगा और डॉ. प्रमोद कुमार झा एवं डी. एन. मुथा इनके मानकीकृत प्रश्नावली द्वारा शिक्षकों की कार्य संतुष्टि को नापा जायेगा| इस शोध मे यह अनुमान निकलता है की, शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के बीच सहसंबंध सकारात्मक है, लेकिन इसका परिमाण छोटा है।

की वर्ड्स *- माध्यमिक शिक्षक ,रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि |*

परिचयात्मक

ज्ञान के विस्फोट के साथ, मनुष्य ने अतीत में जो जानकारी हासिल की थी वह आज अपर्याप्त है। आजादी के बाद आज तक मनुष्य ने जो ज्ञान अर्जित किया है, वह पिछले चार सौ वर्षों में अर्जित ज्ञान से कई गुना अधिक है। जीवन के आर्थिक, धार्मिक, सामाजिक, राजनीतिक और शैक्षिक प्रमुख क्षेत्रों में जबरदस्त परिवर्तन हो रहे हैं। लेकिन शिक्षा क्षेत्र एक ऐसा क्षेत्र है जहां शैक्षिक प्रगति अन्य क्षेत्रों में प्रगति करने में बहुत महत्वपूर्ण भूमिका निभाती है। इस क्षेत्र में विभिन्न विचार सिद्धांत, प्रणालियाँ, धाराएँ जितनी अधिक परिपूर्ण होंगी, इस पद्धति को सीखकर आने वाली पीढ़ी उतनी ही समृद्ध होगी। शिक्षा के इस क्षेत्र में पूर्णता निरंतर और मौलिक अनुसंधान के माध्यम से ही प्राप्त की जा सकेगी। शिक्षा की शुरूआत प्राथमिक शिक्षा से होती है। प्राथमिक शिक्षा में विद्यार्थियों को ज्ञान के साथ-साथ संस्कारक्षम बनाने का भी प्रयास किया जाता है। इसी संस्कृति के साथ विद्यार्थी माध्यमिक शिक्षा की ओर बढ़ता है।माध्यमिक शिक्षा जीवन का एक महत्वपूर्ण काल है। इस अवधि के दौरान विद्यार्थी किशोर अवस्था से कुमार अवस्था में आ जाता है। इस अवधि के दौरान,ये छात्र विभिन्न चीजों को अपनी आंखों से देखने की क्षमता हासिल कर लेते हैं। शिक्षकों की मदद से छात्र विभिन्न

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कौशल विकसित करते हैं। राष्ट्र का विकास एवं राष्ट्रीय उद्देश्यों की पूर्ति ही शिक्षा प्रक्रिया का मुख्य लक्ष्य है। किसी राष्ट्र का विकास सभ्य समाज पर निर्भर करता है। एक सभ्य समाज के निर्माण में एक शिक्षक की अहम भूमिका होती है। जितना विद्यार्थी सक्षम है, उतना ही समाज सक्षम है और शिक्षक विद्यार्थी को सक्षम बनाने का काम कर रहा है। एक छात्र का विकास उसे मिलने वाले शिक्षक पर निर्भर करता है। शिक्षक वह व्यक्ति होता है जो अनुशासित या प्रिय, क्षमाशील और कर्तव्यपरायण (कर्तव्यपरायण) होता है।एक शिक्षक एक सामाजिक अभियंता होता है।समाज के निर्माण में एक शिक्षक की सबसे बड़ी भूमिका होती है। एक शिक्षक शालेयजीवन में कई भूमिकाएँ निभाता है। शिक्षक छात्रों काकभी वह गुरु होता है, कभी मार्गदर्शक, कभी सलाहकार, कभी प्रबंधक, कभी योजनाकार, कभी मूल्यांकनकर्ता तो कभी वह विद्यार्थियों का घनिष्ठ मित्र या दोस्त होता है।

इन विभिन्न प्रकार की भूमिकाओं को निभाने के लिए कुछ गुणों का होना आवश्यक है। यह इस प्रकार है-

1. शिक्षक व्यक्तित्व को प्रभावित करने वाला होना चाहिये।
2. शिक्षक संतुलित और तटस्थ होना चाहिये।
3. शिक्षक ध्येयनिष्ठ होना चाहिए।
4. शिक्षक निष्पक्ष होना चाहिये।
5. उसे विषय का गहरा ज्ञान होना चाहिये।
6. शिक्षक को अध्यापन में अभिरुची होनी चाहिये।
7. शिक्षक को प्रभावी अध्यापन पद्धती का प्रयोग करना चाहिये।
8. शिक्षक को रचनात्मक शिक्षा दृष्टिकोन का प्रयोग करना चाहिये।
9. शिक्षक को अपने विद्यार्थीयों के साथ मैत्रीपूर्ण संबंध होना चाहिये।
10. शिक्षा में दो प्रक्रियाएँ महत्वपूर्ण हैं।एक सरल शिक्षा प्रक्रिया और दूसरी रचनात्मक शिक्षा प्रक्रिया।

(1) प्रत्यक्ष/ सरल शिक्षा

शिक्षण वह क्रिया है जो शिक्षक द्वारा विद्यार्थियों को अध्ययन कराने के उद्देश्य से की जाती है।

(2) **रचनात्मक शिक्षा**

रचनात्मक शिक्षा छात्रों में रचनात्मकता विकसित करने के लिए शिक्षक द्वारा की जानेवाली कारवाई है।प्रोफेसर जे.पी. गिलफोर्ड ने पहली बार **1950** में रचनात्मकता की अवधारणा पेश की। सृजनात्मकता नवप्रवर्तन करने की क्षमता है। ब्रूनर के अनुसार, "रचनात्मकता चीजों को नए दृष्टिकोण से व्यवस्थित करने या उन्हें अलग-अलग तरीकों से वर्गीकृत करने का कार्य है।"
गिलफोर्ड के अनुसार रचनात्मक शिक्षा के सात घटक हैं ।

1. समस्या की संवेदनशीलता **(Sensitivity of Problem)**
2. प्रवाह **(Fluency)**
3. लचीलापन **(Flexibility)**
4. मौलिकता **(Originality)**
5. पृथ्थकरण **(Analysis)**
6. संयोजन **(Synthesis)**
7. पुनर्निरूपण **(Redefination)**

रचनात्मक व्यक्तियों के लक्षण-

1. रचनात्मक व्यक्तियों में भावुकता, व्यापक रुचि, खुलापन, निर्भरता, तरल बुद्धि आदि होते हैं। गुण प्रकट होते हैं।
2. रचनात्मक लोग अनुभव और भावनाओं को पसंद करते हैं। वे खुद को अलग तरह से देखते हैं।
3. वे स्वतंत्र सोच वाले, जिज्ञासु और व्यक्तिपरक होते हैं।
4. वास्तविकता पर अधिक ध्यान देते है।
5. अंतर्ज्ञानीवादी होते है।

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6. उत्साही एवं अंतर्मुखी होते हैं।
7. नये अनुभवों का सामना करने की क्षमताहोती हैं।
8. समस्याओं के प्रति सदैव जागरूक रहते है।
9. नई जानकारी और ज्ञान प्राप्त करने की प्रवृत्तिहोती हैं।

कार्य संतुष्टि -

प्रत्येक व्यक्ति को अपने जीवन में कोई न कोई व्यवसाय अवश्य करना पड़ता है। चुने गए व्यवसाय को खुशी और संतुष्टि के साथ कर पाना सभी के लिए फायदेमंद है। इस अर्थ में, एक बार जब शिक्षा पेशे को एक पेशे के रूप में चुना जाता है, तो उस पेशे के प्रति व्यक्ति का जुनून अधिक महत्वपूर्ण हो जाता है।

शिक्षक कार्य संतुष्टि-

एक व्यक्ति तब संतुष्ट होता है जब वह अपने द्वारा किए जा रहे काम और वहां की समग्र स्थिति से खुश और संतुष्ट महसूस करता है। हम कहते हैं कि शिक्षक पर भविष्य में नये समाज के निर्माण की जिम्मेदारी है। अध्ययन-अध्यापन के माध्यम से शिक्षक द्वारा विद्यार्थियों पर प्रत्यक्ष एवं अप्रत्यक्ष रूप से अनेक छोटे-बड़े संस्कार किये जाते हैं। इसी प्रकारछात्र के साथ शिक्षक की व्यावसायिक संतुष्टि मुख्याध्यापक और अन्य सहकर्मियों के साथ संबंध, वेतन, पदोन्नति के अवसर, कार्य की प्रकृति, संगठनात्मक समर्थन और समस्या समाधान के तरीकों पर निर्भर करती है। एक शिक्षक जो व्यावसायिक संतुष्टि प्राप्त कर लेता है वह लंबे समय तक अच्छा जीवन जी सकता है।

समस्या का विधान-

माध्यमिक शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के सहसंबंधों का तुलनात्मक अध्ययन

शोध का महत्व-

शिक्षक शिक्षा प्रक्रिया की रीढ़ है। शिक्षक अच्छा पढ़ाएं और छात्र सीखें, इसके लिए शिक्षकों को अपनी भूमिका समझने और उसे अच्छे से निभाने की जरूरत है। नए पाठ्यक्रम, नई पाठ्यपुस्तकों, नई शिक्षण विधियों और मूल्यांकन के नए तरीकों के साथ शिक्षक की भूमिका बदल गई है। शिक्षक को इन सभी मामलों में नवीनता को स्वीकार कर अपने कार्य को सिद्ध करना चाहिए।

'आज के विद्यार्थियों का भविष्य' विषय शिक्षकों के लिए महत्वपूर्ण है। विद्यार्थी के सर्वांगीण विकास के लिए उत्कृष्ट संस्कार की आवश्यकता होती है। शिक्षा का अंतिम लक्ष्य छात्र के दिमाग को रचनात्मक बनाना होना चाहिए और छात्र के दिमाग को रचनात्मक बनाना शिक्षक का प्राथमिक कर्तव्य है कि वह रचनात्मक तरीके से पढ़ाए। रचनात्मक शिक्षा से न केवल शिक्षकों का शिक्षण प्रभावी बनेगा, बल्कि विद्यार्थी की अध्ययन क्षमता भी बढ़ेगी। इसका महत्वपूर्ण कारण यह है कि रचनात्मक शिक्षा शिक्षक को अधिक छात्र-अनुकूल बनाता है। लेकिन इसके साथ ही यह विद्यार्थी के दिमाग पर पड़ने वाले मानसिक दबाव को भी कम करता है। अर्थात वह विद्यार्थी के दिमाग पर तनाव डाले बिना ज्ञान बढ़ाने का कार्य करता है। तो शिक्षकों के बीच रचनात्मक शिक्षा प्रवृत्ति का विकास होगा। इस तरह के रवैये से शिक्षकों को नौकरी से संतुष्टि मिलती है। और इसी दृष्टिकोण से शोधकर्ता ने शोध के लिए 'रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि' विषय को चुना है।

शोध का उद्देश्य –

1) तासगाव शहर के माध्यमिक स्तर के शिक्षकों की रचनात्मक शिक्षा प्रवृत्ति का अध्ययन करना।

2) तासगाव शहर के माध्यमिक स्तर के शिक्षकों की व्यावसायिक संतुष्टि का अध्ययन करना।

3) तासगाव शहर के माध्यमिक स्तर पर महिला शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और पुरुष शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण के बीच के सहसंबंधों का तुलनात्मक अध्ययन करना।

4) तासगाव शहर के माध्यमिक स्तर पर महिला शिक्षकों की व्यावसायिक संतुष्टि और पुरुष शिक्षकों की व्यावसायिक संतुष्टि के बीच के सहसंबंधों का तुलनात्मक अध्ययन करना।

5) तासगाव शहर के माध्यमिक स्तर के शिक्षकों की रचनात्मक शिक्षा प्रवृत्ति और कार्य संतुष्टि के बीच के सहसंबंधों का तुलनात्मक अध्ययन करना।

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गृहीतक

1. शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के बीच सहसंबंध सकारात्मक है|
2. मानकीकृत कसौटी द्वारा माध्यमिक शिक्षकों रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के बीच के तुलनात्मक सहसंबंध की जांच की जा सकती है।

शून्य परिकल्पनाएं

1. माध्यमिक स्तर पर महिला शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और पुरुष शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण के गुणांक के बीच कोई महत्वपूर्ण अंतर नहीं है।
2. माध्यमिक स्तर पर महिला शिक्षकों की व्यावसायिक संतुष्टि और पुरुष शिक्षकों की व्यावसायिक संतुष्टि के गुणांक के बीच कोई महत्वपूर्ण अंतर नहीं है।
3. माध्यमिक स्तर के शिक्षकों की रचनात्मक शिक्षा प्रवृत्ति और कार्य संतुष्टि के बीच कोई महत्वपूर्ण अंतर नहीं है।

शोध का दायरा-

1. वर्तमान शोध में तासगांव शहर को शामिल किया गया है।
2. वर्तमान शोध में माध्यमिक स्तर के शिक्षक शामिल हैं।
3. वर्तमान शोध में शोधकर्ता ने माध्यमिक स्तर पर शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि का अध्ययन किया है।
4. तासगांव शहर में माध्यमिक स्तर पर कार्यरत महिला और पुरुष शिक्षकों पर एक अध्ययन किया गया।

शोध की सीमाएँ-

1. वर्तमान शोध केवल तासगांव शहर तक ही सीमित है।
2. वर्तमान शोध माध्यमिक स्तर पर मराठी माध्यम के विद्यालयों में कार्यरत शिक्षकों तक ही सीमित है।
3. वर्तमान शोध शिक्षकों का रचनात्मक शिक्षा दृष्टिकोण सीमित है।
4. वर्तमान शोध शिक्षकों की व्यावसायिक संतुष्टि तक ही सीमित है|

प्रस्तुत शोध में प्रयुक्त विधि-

प्रस्तुत शोध में शोधकर्ता ने सर्वेक्षण विधि को चुना है।

नमूना चयन

वर्तमान शोध में शोधकर्ता ने तासगांव शहर के पांच माध्यमिक विद्यालयों के सभी शिक्षकों को नमूने के रूप में लिया है।

तासगांव शहर के 7 माध्यमिक विद्यालयों में से, संभाव्यता नमूनाकरण विधि में लॉटरी विधि के माध्यम से 5 विद्यालयों का चयन किया गया, और उन 5 विद्यालयों के सभी शिक्षकों का चयन गैर-संभाव्यता यादृच्छिक नमूनाकरण विधि के माध्यम से किया गया।

शोध में उपकरणों का चयन-

वर्तमान शोध के लिए, शोधकर्ता ने उद्देश्य के अनुसार दो मानकीकृत मनोवैज्ञानिक परीक्षणों का चयन किया है। ये दो परीक्षण इस प्रकार हैं:

1) डॉ. आर. पी. शुक्ला का रचनात्मक शिक्षा दृष्टिकोण परीक्षण

2) डॉ. प्रमोद कुमार और डॉ. डी. एन. मुथा का व्यावसायिक संतुष्टि परीक्षण।

प्रस्तावित विश्लेषण –

शोध के लिए उपयोग की जाने वाली सांख्यिकीय विधियाँ-

सांख्यिकीय पद्धति का मुख्य उद्देश्य एकत्रित आंकड़ों की सहायता से एक संख्या ज्ञात करना है जो संपूर्ण जानकारी का प्रतिनिधित्व करती है।इसके लिए प्रस्तुत शोध में सांख्यिकीय पद्धति का प्रयोग किया गया है। सांख्यिकीय शास्त्र के प्रकार-

1) वर्णनात्मक सांख्यिकीय शास्त्र (Descriptive Statistics)

2) अनुमानात्मक सांख्यिकीय शास्त्र (Inferential Statistics)

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1) वर्णनात्मक सांख्यिकीय शास्त्र -

वर्णनात्मक आँकड़ों में निम्नलिखित घटक शामिल हैं।

1)मध्यमान -

2) मध्यांक

3)**बहुलक**

असामान्य व्यवहार के आयाम:-

1) प्रमाण विचलन SD

2) सहसंबंध गुणांक = r

2) अनुमानात्मक सांख्यिकीय शास्त्र -

't'परिक्षिका

't' मूल्य

प्रस्तुत परिकल्पनाएं काफी हद तक वैध हैं या नहीं इसके लिए वर्तमान शोध में 't' मूल्य का प्रयोग किया गया हैं।

शोधकर्ता ने इस शोध में एकत्रित जानकारी का विश्लेषण निम्नानुसार किया:

सारणी क्र.१

शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण का औसत गुणांक

अ.क्र.	घटक/इकाई	संख्या	मध्यमान
1.	शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण	50	105.1

निरीक्षण

उपरोक्त तालिका से यह देखा जा सकता है कि शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण का औसत स्कोर 105.1 है।

अर्थनिर्वचन

माध्यमिक स्तर पर शिक्षकों का रचनात्मक शिक्षा दृष्टिकोण स्पष्ट रूप से दिखाई देता है।

सारणी क्र. 2

शिक्षकों की कार्य संतुष्टि का औसत गुणांक

अ.क्र.	घटक/इकाई	संख्या	मध्यमान
1.	शिक्षकों की कार्य संतुष्टि	**50**	**27.14**

निरीक्षण -

उपरोक्त तालिका से यह देखा जा सकता है कि शिक्षकों की औसत कार्य संतुष्टि 27.14 है।

अर्थनिर्वचन-

माध्यमिक स्तर पर शिक्षकों की व्यावसायिक संतुष्टि उत्कृष्ट है।

't'परिक्षिका की सहायता से परिकल्पनाओं का सत्यापन-

सारणी क्र.३

माध्यमिक स्तर पर महिला शिक्षकों और पुरुष शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण के गुणांकों के औसत मूल्यों के बीच कोई महत्वपूर्ण अंतर नहीं है।

N	df	M	SD	सार्थकता स्तर	प्राप्त t	नमुना t	परिकल्पना स्वीकृति

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		स्त्री	पुरुष	स्त्री	पुरुष				
50	48	108.2	103.9	8.27	16.8	0.05	0.31	2.01	**स्वीकृति**
						0.01	0.31	2.68	**स्वीकृति**

निरीक्षण -

उपरोक्त तालिका से यह देखा जा सकता है कि जब कुल नमूना आकार 50 था, तब निम्नलिखित आंकड़े प्राप्त हुए।

जब इस नमूना समूह का df = 48 है, तो महिलाओं का माध्य 108.2 है और पुरुषों का माध्य 103.9 है। महिलाओं का मानक विचलन 8.27 है और पुरुषों का मानक विचलन 16.8 है। जब सार्थकता स्तर 0.05 है, तो प्राप्त t = 0.31 और इसका नमूना 2.01 है, और जब सार्थकता स्तर 0.01 है, तो प्राप्त 1 = 0.31 और इसका नमूना 1 = 2.68 है। 26.9 परिभाषा 2.49 है।

अर्थनिर्वचन-

उपरोक्त तालिका से यह देखा जा सकता है कि जब df = 48 होता है, तो 0.05 सार्थकता स्तर पर प्राप्त मान नमूना माध्य से कम होता है। इसलिए शून्य परिकल्पना स्वीकार की जाती है। साथ ही, 0.01 सार्थकता स्तर पर, प्राप्त t नमूना t से कम है। अतः शून्य परिकल्पना स्वीकार की जाती है।

सारणी क्र. ४

माध्यमिक स्तर पर महिला शिक्षकों और पुरुष शिक्षकों की कार्य संतुष्टि के गुणांकों के औसत में कोई महत्वपूर्ण अंतर नहीं है।

N	df	M		SD		सार्थकता स्तर	प्राप्त t	नमूना t	परिकल्पना स्वीकृति
		स्त्री	पुरुष	स्त्री	पुरुष				
50	48	27.43	26.9	2.68	2.49	0.05	1.01	2.01	**स्वीकृति**
						0.01	1.01	2.68	**स्वीकृति**

निरीक्षण

उपरोक्त तालिका से यह देखा जा सकता है कि जब कुल नमूना आकार 50 था, तब निम्नलिखित आंकड़े प्राप्त हुए।

जब इस नमूना समूह का df = 48 होता है, तो महिलाओं का माध्य 27.43 और पुरुषों का माध्य 26.9 होता है। महिलाओं का मानक विचलन 2.68 और पुरुषों का मानक विचलन 2.49 होता है। जब सार्थकता स्तर 0.05 होता है, तो प्राप्त t का मान 1.01 और नमूना t का मान 2.01 होता है, और जब सार्थकता स्तर 0.01 होता है, तो प्राप्त t का मान 1.01 और नमूना t का मान 2.68 होता है।

अर्थनिर्वचन

उपरोक्त तालिका से यह देखा जा सकता है कि जब df = 48 होता है, तो 0.05 सार्थकता स्तर पर प्राप्त t नमूना t से कम होता है। अतः, शून्य परिकल्पना स्वीकार की जाती है।

इसके अलावा, 0.01 के सार्थकता स्तर पर, प्राप्त t नमूना t से कम है। इसलिए, शून्य परिकल्पना स्वीकार की जाती है।

शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के बीच सहसंबंध गुणांक

r = 0.27

निरीक्षण

शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के बीच सहसंबंध गुणांक 0.27 है।

अर्थनिर्वचन

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शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और नौकरी से संतुष्टि के बीच सहसंबंध सकारात्मक है ,लेकिन कमजोर है।

निष्कर्ष-

1. माध्यमिक स्तर के शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण का अध्ययन करना। इस उद्देश्य के संबंध में निष्कर्ष इस प्रकार है-
2. माध्यमिक स्तर के शिक्षकों में रचनात्मक शिक्षा दृष्टिकोण अच्छा है।
3. माध्यमिक स्तर के शिक्षकों की कार्य संतुष्टि का अध्ययन करना। इस उद्देश्य के संबंध में निष्कर्ष इस प्रकार है-
4. माध्यमिक स्तर के शिक्षकों की कार्य संतुष्टि अच्छी है।
5. माध्यमिक स्तर पर महिला शिक्षकों और पुरुष शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण के बीच सहसंबंध का अध्ययन करना। इस उद्देश्य के संबंध में निष्कर्ष इस प्रकार है-
6. माध्यमिक स्तर पर महिला शिक्षकों का रचनात्मक शिक्षा दृष्टिकोण पुरुष शिक्षकों की तुलना में बेहतर है।
7. माध्यमिक स्तर पर महिला शिक्षकों की कार्य संतुष्टि और पुरुष शिक्षकों की कार्य संतुष्टि के बीच सहसंबंध का अध्ययन करना। इस उद्देश्य का निष्कर्ष निम्नलिखित है-
8. माध्यमिक स्तर पर महिला शिक्षकों की कार्य संतुष्टि पुरुष शिक्षकों की तुलना में बेहतर है।
9. माध्यमिक स्तर के शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य संतुष्टि के बीच सहसंबंध का अध्ययन करना। इस उद्देश्य के संबंध में निष्कर्ष निम्नलिखित है-
10. माध्यमिक स्तर के शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य से संतुष्टि के बीच सहसंबंध सकारात्मक है, लेकिन कमजोर है।

अनुमान -

a. माध्यमिक स्तर के शिक्षकों के रचनात्मक शिक्षा दृष्टिकोण और कार्य से संतुष्टि के बीच कोई महत्वपूर्ण संबंध नहीं है।

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Original Article

शिक्षकांचे व्यावसायिक कौशल्य

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"शिक्षक हा समाजाचा असा दिवा आहे, जो स्वतः जळून इतरांचे जीवन प्रकाशमान करतो."

आजच्या २१ व्या शतकातील गतिमान युगात 'शिक्षण' या शब्दाची व्याप्ती प्रचंड वाढली आहे. केवळ चार भिंतींच्या आत पुस्तकी ज्ञान देणे म्हणजे अध्यापन नव्हे, तर विद्यार्थ्यांच्या सुप्त गुणांचा विकास करून त्यांना जागतिक स्पर्धेत टिकण्यासाठी सक्षम करणे म्हणजे खरे शिक्षण होय. या संपूर्ण प्रक्रियेचा केंद्रबिंदू हा 'शिक्षक' असतो. पूर्वीच्या काळी शिक्षकाकडे 'माहितीचा एकमेव स्रोत' म्हणून पाहिले जात असे. परंतु, आज इंटरनेट आणि माहिती तंत्रज्ञानाच्या विस्फोटामुळे माहिती मिळवणे अत्यंत सोपे झाले आहे. अशा काळात शिक्षकाची भूमिका केवळ माहिती देणारा (Informant) न राहता, ती एक 'सुलभक' (Facilitator) आणि 'मार्गदर्शक' (Mentor) अशी झाली आहे.

व्यावसायिक कौशल्य म्हणजे काय? शिक्षक म्हणून केवळ पदवी किंवा पदविका (B.Ed/D.Ed) मिळवणे म्हणजे व्यावसायिकता नव्हे. बदलत्या काळानुसार, नवनवीन शैक्षणिक प्रवाह, तंत्रज्ञान आणि विद्यार्थ्यांची बदलती मानसिकता समजून घेऊन स्वतःच्या अध्यापन पद्धतीत सुधारणा करणे, यालाच 'शिक्षकांचे व्यावसायिक कौशल्य' (Professional Skills) असे म्हणतात.

प्रस्तावाचे मुख्य मुद्दे:

1. ज्ञान आणि कौशल्य यांचा संगम: विषयाचे सखोल ज्ञान असणे ही प्राथमिक गरज आहे, पण ते ज्ञान विद्यार्थ्यांच्या गळी उतरवणे हे 'कौशल्य' आहे.
2. सर्वांगीण विकास: विद्यार्थ्यांचा केवळ बौद्धिकच नव्हे, तर शारीरिक, मानसिक आणि सामाजिक विकास घडवून आणण्यासाठी शिक्षकाकडे विशेष कौशल्यांची आवश्यकता असते.
3. आजीवन विद्यार्थी: जो शिक्षक स्वतःला नेहमी 'विद्यार्थी' मानतो आणि सतत नवीन गोष्टी शिकत राहतो, तोच एक उत्तम व्यावसायिक शिक्षक होऊ शकते.

आजचा विद्यार्थी 'डिजिटल नेटिव्ह' आहे, त्यामुळे शिक्षकाला तंत्रज्ञानापासून दूर राहून चालणार नाही

- सादरीकरण साधने (Presentation Tools): केवळ खडू आणि फळा न वापरता PowerPoint, Prezi किंवा Google Slides चा वापर करून विषय रंजक बनवणे.

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- शैक्षणिक ॲप्स आणि सॉफ्टवेअर: गणित, विज्ञान किंवा भाषा शिक्षणासाठी उपलब्ध असलेल्या विविध ॲप्सचा (उदा. Geogebra, Duolingo, Kahoot) वापर करणे.
- माहिती शोधण्याचे कौशल्य: इंटरनेटवर उपलब्ध असलेल्या अफाट माहितीमधून 'योग्य आणि विश्वासार्ह' माहिती कशी निवडावी, याचे तंत्र शिक्षकाला अवगत असावे.
- हायब्रीड लर्निंग (Hybrid Learning): प्रत्यक्ष वर्ग आणि ऑनलाईन शिक्षण (Zoom/Google Meet) यांचा योग्य मेळ घालणे.
- सोशल मीडियाचा सकारात्मक वापर: शैक्षणिक गट तयार करणे, YouTube वर स्वतःचे शैक्षणिक व्हिडिओ टाकणे यांमुळे शिक्षकाची व्याप्ती वाढते.
- जुनी पद्धत: शिक्षक बोलतो, विद्यार्थी ऐकतात (Passive Learning).
- नवी पद्धत: शिक्षक दिशा दाखवतो, विद्यार्थी तंत्रज्ञानाच्या मदतीने शोध घेतात (Active Learning).

तुलनात्मक तक्ता

अध्यापनाची जुनी पद्धत वि. आधुनिक (नवी) पद्धत

वैशिट्ये	जुनी अध्यापन पद्धत (Traditional)	आधुनिक/नवी पद्धत (Modern/Innovative)
केंद्रबिंदू	शिक्षक-केंद्रित: शिक्षक मुख्य भूमिकेत असतो.	विद्यार्थी-केंद्रित: विद्यार्थ्यांच्या गरजांना प्राधान्य दिले जाते.
शिक्षकाची भूमिका	माहिती पुरवणारा (Information Giver).	मार्गदर्शक किंवा सुलभक (Facilitator/Mentor).
अध्यापन साधने	खडू, फळा आणि पाठ्यपुस्तक एवढीच मर्यादित साधने.	ICT, स्मार्ट बोर्ड, शैक्षणिक ॲप्स आणि ऑडिओ-व्हिज्युअल साधनांचा वापर.
विद्यार्थ्यांचा सहभाग	विद्यार्थी फक्त श्रोते असतात (Passive Learning).	विद्यार्थी कृती आणि चर्चेत सक्रिय सहभाग घेतात (Active Learning).
मूल्यमापन	वर्षाअखेरीस होणारी लेखी परीक्षा.	सातत्यपूर्ण आणि सर्वंकष मूल्यमापन (CCE) व प्रात्यक्षिके.
कौशल्य विकास	केवळ पाठांतरावर आणि स्मरणावर भर.	विचार प्रक्रिया, सर्जनशीलता आणि समस्या निवारण कौशल्यांवर भर.
शिस्त	कडक नियम आणि भीतीवर आधारित शिस्त.	लोकशाहीवादी वातावरण आणि स्व-शिस्तीवर भर.

संज्ञापन कौशल्य (Communication Skills)

केवळ बोलणे म्हणजे संज्ञापन नव्हे, तर समोरच्याला समजेल अशा भाषेत विचार पोहोचवणे म्हणजे प्रभावी संवाद होय.

- स्पष्टता आणि ओघवतेपणा: शिक्षकाचा आवाज स्पष्ट, शुद्ध आणि वर्गाच्या शेवटच्या बाकापर्यंत पोहोचणारा असावा. आवाजात योग्य चढ-उतार (Modulation) असावा जेणेकरून विषय कंटाळवाणा होणार नाही.
- देहबोली (Body Language): बोलताना डोळ्यांना डोळे भिडवून संवाद साधणे (Eye Contact), चेहऱ्यावर हास्य आणि सकारात्मक हातवारे असणे गरजेचे आहे. यातून शिक्षकाचा आत्मविश्वास दिसून येतो.

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- श्रवण कौशल्य (Listening Skills): एक चांगला शिक्षक तोच असतो जो विद्यार्थ्यांचे म्हणणे शांतपणे ऐकून घेतो. संवादाची प्रक्रिया ही दुहेरी (Two-way) असावी.
- अभाषिक संवाद: काही वेळा शब्दांपेक्षा फक्त एक कौतुकाची थाप किंवा खुणावणे विद्यार्थ्याला मोठे प्रोत्साहन देऊन जाते.

विद्यार्थी मानसशास्त्र (Student Psychology)

प्रत्येक विद्यार्थी वेगळा असतो, हे समजून घेणे हे शिक्षकाचे सर्वात मोठे व्यावसायिक कौशल्य आहे.

- वैयक्तिक भिन्नता ओळखणे: वर्गात काही मुले लवकर शिकतात, तर काहींना वेळ लागतो. प्रत्येकाच्या शिकण्याच्या गतीचा (Learning Pace) आदर करणे.
- सकारात्मक प्रोत्साहन: विद्यार्थ्यांच्या चुका काढण्यापेक्षा, त्यांनी केलेल्या छोट्या सुधारणांचे कौतुक करणे. यामुळे विद्यार्थ्यांमध्ये शिक्षकाबद्दल ओढ निर्माण होते.
- समस्यांचे मूळ शोधणे: जर एखादा विद्यार्थी अभ्यास करत नसेल, तर तो आळशी आहे असे न मानता त्यामागे घरगुती कारण, भीती किंवा एखादी मानसिक अडचण आहे का, याचा शोध घेणे.
- भावनिक सुरक्षितता: वर्गात असे वातावरण निर्माण करणे जिथे विद्यार्थ्याला प्रश्न विचारताना भीती वाटणार नाही.

. निष्कर्ष (Conclusion)

"शिक्षक हा समाजाचा तो घटक आहे जो उद्याचा नागरिक घडवतो. काळ बदलला, साधने बदलली, पण शिक्षकाचे महत्त्व कधीच कमी होणार नाही. व्यावसायिक कौशल्ये म्हणजे केवळ पदव्यांची भरती नव्हे, तर ती 'हृदयाकडून हृदयाकडे' जाणारी एक ज्ञानगंगा आहे. जेव्हा एखादा शिक्षक स्वतःला सतत अपडेट ठेवतो, तेव्हाच तो खऱ्या अर्थाने राष्ट्राचा निर्माता ठरतो."

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- शैक्षणिक पदविका/पदवी अभ्यासक्रम: B.Ed. (Bachelor of Education) आणि D.Ed. (Diploma in Education) मधील अध्यापन शास्त्र व व्यावसायिकता यातील संकल्पना.

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Original Article

एकात्मिक बी.एड्. शिक्षक शिक्षणातील नविन दृष्टिकोन

डॉ. रवि मगन सुरवसे

प्राचार्य कॉलेज ऑफ एज्युकेशन फॉर वुमेन्स् कुर्डूवाडी

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सारांश

एकात्मिक बी.एड्. (Integrated B.Ed.) शिक्षक शिक्षण कार्यक्रम हा पारंपरिक शिक्षक प्रशिक्षण पद्धतीपेक्षा अधिक सर्वसमावेशक आणि परिणामकारक मानला जातो. या दृष्टिकोनात विषयज्ञान आणि अध्यापनकौशल्य यांचे एकत्रित शिक्षण दिले जाते. विद्यार्थ्यांच्या सर्वांगीण विकासावर भर देत, सैद्धांतिक ज्ञानासोबत प्रत्यक्ष अनुभवावर आधारित प्रशिक्षण दिले जाते. नवीन दृष्टिकोनात तंत्रज्ञानाचा वापर, विद्यार्थी-केंद्रित अध्यापन पद्धती, चिंतनशील (reflective) शिक्षण, तसेच कौशल्याधारित शिक्षणावर भर दिला जातो. शिक्षकांना केवळ ज्ञान देणारे नसून मार्गदर्शक, सल्लागार आणि सर्जनशील विचारांना प्रोत्साहन देणारे बनविण्याचा उद्देश असतो. याशिवाय, शालेय इंटर्नशिप, प्रकल्पाधारित शिक्षण, संशोधनाभिमुख दृष्टिकोन आणि मूल्याधारित शिक्षण या घटकांचा समावेश करून शिक्षकांना आधुनिक शिक्षणव्यवस्थेसाठी सक्षम केले जाते.

मुख्य शब्द : *एकात्मिक बी.एड्.शिक्षक शिक्षण विद्यार्थी-केंद्रित शिक्षण कौशल्याधारित शिक्षण तंत्रज्ञानाधारित शिक्षण चिंतनशील शिक्षण इंटर्नशिप प्रकल्पाधारित शिक्षण मूल्याधारित शिक्षण संशोधनाभिमुख दृष्टिकोन*

प्रस्तावना

शिक्षकाचे महत्व अनन्यसाधारण आहे. ते विद्यार्थ्यांचे भविष्य घडवतात. म्हणजेच पर्यायाने देशाचे भवितव्य घडवतात. शिक्षकांच्या उदात्त योगदामुळेच भारतीय समाजात शिक्षक हे सर्वाधिक आदरास पात्र आहेत. परंतु सध्याच्या काळामध्ये शिक्षकाच्या प्रशिक्षणाची गुणवत्ता भरती, नेमणुक सेवेच्या अटी आणि शिक्षकांचे सक्षमीकरण या बाबी जशा असायला हव्यात तशा होत नाहीत. तसेच AI च्या वाढत्या महत्वामुळे, ऑनलाईन क्लासेस शिक्षकाचे खाजगीकरण इ. मुळे शिक्षकांची गुणवत्ता व प्रेरणा अपेक्षित निकषापर्यंत पोहचत नाही. शिक्षकाबद्दलचा आदर आणि शिक्षकी पेशाचा उच्च दर्जा पूर्ववत व्हायला हवा जेणेकरुन सर्वोत्कृष्ट व्यक्तींना शिक्षक बनण्याची प्रेरणा मिळेल. आपल्या मुलांचे आणि आपल्या देशाचे भविष्य सुनिश्चित करण्यासाठी शिक्षकांना प्रेरित करणे आणि त्यांचे सक्षमीकरण करणे आवश्यक आहे. राष्ट्रिय शिक्षण धोरण 2020 (NEP2020) मध्ये शिक्षक शिक्षणाबाबत पुढिल योजना आखण्यात आलेल्या आहेत. (NEP2020) मध्ये सांगितले आहे की, शिक्षक शिक्षणासाठी, बहुशाखीय अनपुटस् आवश्यक असल्यामुळे सर्व शिक्षण कार्यक्रम संयुक्त बहुशाखीय संस्थामध्येच राबविले जावेत. त्यासाठी सर्व बहुशाखीय विद्यापीठे आणि महाविद्यालये शिक्षण विभाग स्थापन करण्याचे उद्दिष्टे ठेवते.

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हे विभाग शिक्षणाच्या विविध पैलुबद्दल आधुनिक संशोधन करण्याबरोबरच मानसशास्त्र, तत्तवज्ञान, समाजशास्त्र, न्युरोसायन्स्, भारतीयभाषा अशा इतर विभागांच्या सहयोगाने बी.एड् कार्यक्रम सुध्दा राबवते. त्याशिवाय स्वतंत्र HEI ना 2030 पर्यंत बहुशाखीय संस्थामध्ये रुपांतरीत व्हावे लागेल. कारण त्यांना सुध्दा 4 वर्षाचा एकात्मिक शिक्षक प्रशिक्षण कार्यक्रम राबवावा लागेल.

भारताचे राष्ट्रीय शैक्षणिक धोरण (NEP2020) पारंपारिक 10+2 शालेय शिक्षण मॉडेल (ज्यामध्ये इ. 10 वी नंतर 2 वर्षाचा समावेश आहे.) ची जागा नविन 5+3+3+4 रचना आहे. ही रचना अद्यावत राष्टिय अभ्यासक्रमाची जवळुन जोडलेली आहे. उच्च शिक्षणामध्ये बहुविषय (Multidisciplinary) दृष्टिकोन लवचिक अभ्यासक्रम आणि संशोधनावर भर देते. 3 किंवा 4 वर्षाची पदवी, क्रेडिटबँक आणि प्रादेशिक भाषेतुन शिक्षण हे यातील मुख्य बदल आहेत. (ITEP) एकात्मिक शिक्षक कार्यक्रम (ITEP) हा भारताच्या राष्ट्रिय शिक्षण धोरणाच्या शिफारशी नुसार सुरु करण्यात आलेला एक अग्रगण्य उपक्रम आहे. सध्याच्या शिक्षण पध्दतीमध्ये पदवीचा अभ्यासक्रम पूर्ण झाल्यानंतर विद्यार्थी बी.एड् करत आहेत. आपल्याला शिक्षक व्हायचे आहे का? याचा विचार विद्यार्थी पदवी करुन झाल्यानंतर इंजिनिअर व्हायचे असेल तर JEE, डॉक्टर व्हायचे असेल तर NEET परीक्षा द्यावी लागते. NEP 2020 नुसार 12 वी नंतर Entrance परीक्षा द्यावी लागणार आहे.

ITEP हा 4 वर्षाचा एकात्मिक अभ्यासक्रम आहे. उत्कृष्ट विद्यार्थी, विषेशत: ग्रामीण भागातील शिक्षकी व्यवसायात प्रवेश घेतील हे सुनिश्चित करण्यासाठी 4 वर्षाच्या दर्जेदार एकात्मिक बी.एड् अभ्यासक्रमाची अंमलबजावणी होणार आहे. हा अभ्यासक्रम 2030 पर्यंत शालेय शिक्षकांसाठी किमान पदवी पात्रता असेल. 4 वर्षाचा एकात्मिक बी.एड् अभ्यासक्रम म्हणजे शिक्षण तसेच भाषा, इतिहास, संगीत, गणित, संगणकशास्त्र, रसायनशास्त्र, अर्थशास्त्र, कला शारिरीक शिक्षण इ. अशा एका विषयात Specialization असलेल्या दोन पदवी असतील शिक्षकाच्या शिक्षणामध्ये अत्याधुनिक अध्यापनशास्त्र, प्रारंभिक बाल्यावस्था, संगोपन आणि शिक्षण, पायाभूत साक्षरता आणि संख्याशास्त्र भारत आणि त्याची मुल्ये/संस्कृती/कला/परंपरा या विषयीचे ज्ञान या आणि अशा इतर विषयांचे मुलभूत प्रशिक्षण समाविष्ट असेल. 4 वर्षाचा एकात्मिक बी.एड् अभ्यासक्रम उपलब्ध करुन देणाऱ्या HEI द्वारे एखाद्या विशिष्ट विषयात बॅचलरची पदवी मिळवलेल्या विद्यार्थ्यांकरीता 2 वर्षाचा बी.एड् अभ्यासक्रम देखील उपलब्ध करुन देता येईल. विशिष्ट विषयात 4 वर्षाचे पदवी पुर्व शिक्षण पूर्ण करणाऱ्या उमेदवारा करीता 1 वर्षाचा बी.एड् अभ्यासक्रम उपलब्ध करुन देता येईल. असामान्य विद्यार्थ्यांना 4 वर्ष आणि 1 वर्षाच्या बी.एड् कार्यक्रमाकडे आकर्षित करण्याच्या दृष्टिने गुणवान विद्यार्थ्यांना सोय करण्यात येईल. शिक्षणाचे व त्याच्याशी संबंधित शाखाचे तसेच विशिष्ट विषयांचे अनेक तज्ञ उपलब्ध असल्याची सुनिश्चिती, शिक्षकांसाठी शिक्षण कार्यक्रम उपलब्ध करुन देणाऱ्या HEI कडुन केली जाईल. प्रत्येक उच्च शिक्षण संस्थेला अनेक सरकारी आणि खाजगी शाळांबरोबर सहयोगाने काम करता येईल. संभाव्य शिक्षक अशा शाळांमध्ये समाजसेवा प्रौढ आणि व्यवसायिक शिक्षण यासारख्या उपक्रमामध्ये सहभागी होण्याबरोबर विद्यार्थ्यांना शिकविण्याचे कामही करतील. शिक्षण विभागातील अध्यापकांच्या प्रोफाईलमध्ये वैविध्य असणे आवश्यक मानले जाईल आणि अध्यापनातील अनुभवाला अतिशय महत्व दिले जाईल. एकात्मिक रचनेद्वारे ITEP चे उद्दिष्टे 21 व्या शतकातील विद्यार्थ्यांच्या विविध शैक्षणिक गरजा पूर्ण करण्यास सक्षम असलेल्या चांगल्या प्रकारे तयार, चिंतनशिल आणि नैतिक शिक्षकांचा एक गट तयार करणे आहे. ITEP चा अभ्यासक्रम पायाभूत साक्षरता आणि संख्याशास्त्र समावेशक शिक्षण आणि भारतीय ज्ञान प्रणालीवर भर देते.

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Original Article

कौशल्याधिष्ठित शिक्षण: बदलत्या शैक्षणिक परिदृश्यातील नवे दिशादर्शन

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सारांश

२१व्या शतकात ज्ञानाधारित अर्थव्यवस्था (Knowledge Economy) वेगाने विकसित होत असून शिक्षण व्यवस्थेमध्ये मूलभूत बदल घडत आहेत. पारंपरिक शिक्षण पद्धतीत सैद्धांतिक ज्ञानावर भर दिला जात असताना, कौशल्याधिष्ठित शिक्षण (Skill-Based Education) विद्यार्थ्यांच्या व्यावहारिक, तांत्रिक आणि जीवनोपयोगी कौशल्यांच्या विकासावर भर देते. भारताच्या नवीन शैक्षणिक धोरणात (NEP 2020) कौशल्याधारित शिक्षणाला विशेष महत्त्व देण्यात आले आहे. या संशोधन निबंधात कौशल्याधिष्ठित शिक्षणाची संकल्पना, गरज, महत्त्व, अंमलबजावणीतील आव्हाने आणि भविष्यातील दिशा यांचा सखोल अभ्यास करण्यात आला आहे. तसेच शिक्षण आणि उद्योग यांच्यातील समन्वय, डिजिटल तंत्रज्ञानाचा वापर, शिक्षक प्रशिक्षण आणि धोरणात्मक उपाययोजना यांचा देखील विचार करण्यात आला आहे.

कीवर्ड्स : *कौशल्याधिष्ठित शिक्षण, NEP 2020, रोजगारक्षमता, व्यावसायिक शिक्षण, नवोन्मेष, शिक्षण सुधारणा*

प्रस्तावना

शिक्षण हा सामाजिक आणि आर्थिक विकासाचा प्रमुख घटक आहे. परंतु सध्याच्या पारंपरिक शिक्षण पद्धतीत विद्यार्थ्यांना केवळ परीक्षाकेंद्रित ज्ञान दिले जाते, ज्यामुळे त्यांच्यात व्यावहारिक कौशल्यांचा अभाव जाणवतो. जागतिकीकरण, तंत्रज्ञानाचा वेगवान विकास आणि उद्योगक्षेत्रातील बदल यामुळे आजच्या विद्यार्थ्यांकडे केवळ पदवी नसून कौशल्ये असणे आवश्यक झाले आहे. या पार्श्वभूमीवर कौशल्याधिष्ठित शिक्षण ही संकल्पना उदयास आली आहे.

कौशल्याधारित शिक्षण हे “Learning by Doing”, “Experiential Learning” आणि “Competency-Based Learning” या तत्त्वांवर आधारित आहे. यामध्ये विद्यार्थ्यांना प्रत्यक्ष अनुभवातून शिकण्याची संधी दिली जाते.

कौशल्याधिष्ठित शिक्षणाची संकल्पना

कौशल्याधिष्ठित शिक्षण म्हणजे विद्यार्थ्यांना विशिष्ट कौशल्ये आत्मसात करण्यासाठी तयार केलेली शिक्षण पद्धती होय.

मुख्य वैशिष्ट्ये:

- अनुभवाधारित शिक्षण (Experiential Learning)
- उद्योगाभिमुख अभ्यासक्रम
- समस्या सोडवण्याची क्षमता
- सर्जनशीलता आणि नवोन्मेष

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- संवाद आणि सहकार्य कौशल्ये

प्रकार:

1. तांत्रिक कौशल्ये (Technical Skills)
2. सॉफ्ट स्किल्स (Soft Skills)
3. जीवन कौशल्ये (Life Skills)
4. डिजिटल कौशल्ये (Digital Skills)

कौशल्याधिष्ठित शिक्षणाची गरज (Need of Skill-Based Education)

3.1 रोजगारक्षमता वाढविणे

अनेक विद्यार्थी पदवीधर असूनही रोजगारासाठी आवश्यक कौशल्यांपासून वंचित राहतात. कौशल्याधारित शिक्षण ही दरी भरून काढते.

3.2 उद्योगाच्या गरजांची पूर्तता

उद्योगक्षेत्राला प्रशिक्षित आणि कुशल मनुष्यबळाची गरज असते, जी कौशल्याधारित शिक्षणातून तयार होते.

3.3 आत्मनिर्भरता आणि उद्योजकता

विद्यार्थ्यांना स्वतःचा व्यवसाय सुरू करण्यासाठी आवश्यक कौशल्ये मिळतात.

3.4 जागतिक स्पर्धात्मकता

कौशल्यसंपन्न विद्यार्थी जागतिक स्तरावर स्पर्धा करू शकतात.

कौशल्याधिष्ठित शिक्षणाचे महत्त्व (Importance)

4.1 समग्र विकास (Holistic Development)

विद्यार्थ्यांचा बौद्धिक, सामाजिक आणि भावनिक विकास घडतो.

4.2 नवोन्मेषाला चालना

नवीन कल्पना आणि संशोधनाला प्रोत्साहन मिळते.

4.3 शिक्षण-उद्योग समन्वय

शिक्षण आणि उद्योग यांच्यातील अंतर कमी होते.

4.4 आर्थिक विकासात योगदान

कौशल्यसंपन्न मनुष्यबळामुळे देशाची उत्पादकता वाढते.

4.5 जीवन कौशल्यांचा विकास

निर्णय क्षमता, वेळ व्यवस्थापन आणि नेतृत्व कौशल्ये विकसित होतात.

नवीन शैक्षणिक धोरण 2020 आणि कौशल्याधिष्ठित शिक्षण

भारत सरकारने जाहीर केलेले नवीन शैक्षणिक धोरण 2020 हे कौशल्याधारित शिक्षणाला प्राधान्य देते.

महत्त्वाचे मुद्दे:

- इयत्ता 6 पासून व्यावसायिक शिक्षणाची ओळख
- इंटर्नशिप आणि प्रत्यक्ष अनुभव
- बहुविषयक शिक्षण (Multidisciplinary Education)
- डिजिटल शिक्षणावर भर
- उद्योग-सहभाग वाढविणे

कौशल्याधिष्ठित शिक्षणातील आव्हाने (Challenges)

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6.1 पायाभूत सुविधांची कमतरता

ग्रामीण भागात आवश्यक साधनांची उपलब्धता कमी आहे.

6.2 प्रशिक्षित शिक्षकांचा अभाव

कौशल्याधारित शिक्षणासाठी विशेष प्रशिक्षण आवश्यक आहे.

6.3 पारंपरिक मानसिकता

पालक आणि समाज अजूनही पारंपरिक शिक्षणावर भर देतात.

6.4 अभ्यासक्रमातील मर्यादा

अभ्यासक्रम अद्ययावत नसल्यामुळे उद्योगाच्या गरजांशी विसंगती राहते.

6.5 आर्थिक अडचणी

अंमलबजावणीसाठी मोठ्या प्रमाणात निधीची गरज असते.

उपाययोजना (Suggestions/Recommendations)

7.1 शिक्षक प्रशिक्षण कार्यक्रम

शिक्षकांना कौशल्याधारित शिक्षणाचे प्रशिक्षण देणे आवश्यक आहे.

7.2 उद्योग-सहभाग वाढविणे

इंटर्नशिप, अप्रेंटिसशिप आणि उद्योग भेटी वाढवाव्यात.

7.3 डिजिटल तंत्रज्ञानाचा वापर

ऑनलाईन प्लॅटफॉर्म आणि ई-लर्निंगचा वापर करावा.

7.4 अभ्यासक्रम सुधारणा

अभ्यासक्रम उद्योगाभिमुख आणि अद्ययावत असावा.

7.5 जनजागृती कार्यक्रम

पालक आणि समाजामध्ये कौशल्याधारित शिक्षणाबाबत जागरूकता निर्माण करावी.

निष्कर्ष

कौशल्याधिष्ठित शिक्षण हे २१व्या शतकातील शिक्षणाचे मुख्य वैशिष्ट्य बनले आहे. हे विद्यार्थ्यांना केवळ नोकरीसाठी नव्हे तर जीवनासाठी तयार करते.

NEP 2020 सारख्या धोरणांमुळे भारतामध्ये या शिक्षण प्रणालीला चालना मिळत आहे. तथापि, यशस्वी अंमलबजावणीसाठी सर्व घटकांनी एकत्रित प्रयत्न करणे आवश्यक आहे.

भविष्यात कौशल्याधिष्ठित शिक्षण हे शिक्षण व्यवस्थेचे केंद्रबिंदू बनेल आणि देशाच्या सर्वांगीण विकासाला गती देईल.

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Original Article

पारंपरिक बनाम कौशल आधारित शिक्षा - एक आकलन

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सारांश

पारंपरिक शिक्षा ज्ञान प्रदान करने का आधार बनाती है, जबकि कौशल-आधारित शिक्षा उस ज्ञान को वास्तविक जीवन में लागू करने की क्षमता विकसित करती है। बदलते वैश्विक और तकनीकी परिदृश्य में कौशल-आधारित शिक्षा की आवश्यकता बढ़ती जा रही है। इसलिए शिक्षा प्रणाली में दोनों का समन्वय आवश्यक है, ताकि विद्यार्थी न केवल ज्ञानवान हों बल्कि दक्ष और आत्मनिर्भर भी बन सकें।

मुख्य शब्द *: पारंपरिक शिक्षा कौशल-आधारित शिक्षा सैद्धांतिक ज्ञान व्यावहारिक कौशल रटने की पद्धति समस्या-समाधान रोजगार योग्यता (Employability) अनुभवात्मक अधिगम (Experiential Learning) समग्र विकास आत्मनिर्भरता*

प्रस्तावना:

२१वीं सदी के तेजी से बदलते वैश्विक और तकनीकी परिदृश्य में, शिक्षा का मूल उद्देश्य केवल डिग्री प्रदान करना या सूचनाओं का हस्तांतरण (Knowledge-Transmission) नहीं रह गया है। दशकों से चली आ रही रटंत विद्या और परीक्षा-केंद्रित प्रणाली अब आधुनिक कार्यस्थलों और समाज की जटिलताओं का सामना करने में अपर्याप्त सिद्ध हो रही है। आज के डिजिटल युग में, जहाँ कृत्रिम बुद्धिमत्ता (AI) और मुक्त शैक्षिक संसाधन (OER) जैसी आधुनिक तकनीकें हर प्रकार की जानकारी को छात्रों की उंगलियों पर उपलब्ध करा रही हैं, वहाँ शिक्षा प्रणाली के सामने एक यक्ष प्रश्न खड़ा है: जब ज्ञान हर जगह मुफ्त उपलब्ध है, तो कक्षा और शिक्षक की क्या प्रासंगिकता है? इस प्रश्न का उत्तर 'कौशल-आधारित शिक्षा' में निहित है। आज भारत जैसे युवा देश को केवल साक्षर स्नातकों की नहीं, बल्कि ऐसे दक्ष युवाओं की आवश्यकता है जिनमें आलोचनात्मक सोच समस्या-समाधान, और तकनीकी अनुकूलन जैसे व्यावहारिक कौशल हों। यहीं पर शिक्षक की भूमिका में एक ऐतिहासिक और अनिवार्य प्रतिमान बदलाव आता है। कौशल-आधारित शिक्षा के इस नए युग में, शिक्षक अब ज्ञान का 'एकमात्र स्रोत' नहीं रह गया है। उसकी भूमिका अब एक 'सुगमकर्ता' एक मेंटर और एक ऐसे 'लर्निंग डिज़ाइनर' की हो गई है, जो छात्रों को केवल तथ्य रटने के बजाय उन तथ्यों का उपयोग करना सिखाता है। हालाँकि, यह परिवर्तन इतना सरल नहीं है। छात्रों को कौशल-संपन्न बनाने से पहले, यह अत्यंत आवश्यक है कि शिक्षक स्वयं अपनी 'तकनीकी और शैक्षणिक सज्जता' को उन्नत करें। प्रस्तुत लेख इस बात की गहराई से पड़ताल करता है कि आधुनिक शिक्षा प्रणाली में शिक्षक की नई भूमिकाएँ क्या हैं,

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सैद्धांतिक ज्ञान को व्यावहारिक कौशल में बदलने के लिए किन नवीन दृष्टिकोणों की आवश्यकता है, और इस परिवर्तनकारी यात्रा में शिक्षकों के सामने क्या प्रमुख चुनौतियाँ हैं।

पारंपरिक और कौशल आधारित शिक्षा में अंतर

. विशेषता	पारंपरिक नॉलेज-ट्रांसमिशन	कौशलआधारित शिक्षा-
ज्ञान की प्रकृति	सैद्धांतिक और पाठ्यपुस्तक तक सीमित	व्यावहारिक और उद्योग की जरूरतों के अनुरूप
छात्र की भूमिका	निष्क्रिय श्रोता	सक्रिय भागीदार
सीखने का तरीका	रटना और याद करना	करके सीखना और समस्या समाधान
सफलता का मापदंड	परीक्षा के अंक और ग्रेड	कार्यकुशलता और दक्षता

1. **मौजूदा वैश्विक और राष्ट्रीय शैक्षिक माहौल:**

ज्ञान की सुलभता और तकनीकी विस्फोट: आज के डिजिटल युग में, जानकारी अब केवल पाठ्यपुस्तकों या कक्षाओं तक सीमित नहीं है। इंटरनेट, कृत्रिम बुद्धिमत्ता (AI) और डिजिटल प्लेटफॉर्म्स ने सूचनाओं का लोकतंत्रीकरण कर दिया है। इसलिए, शिक्षा का माहौल अब 'जानकारी देने' से हटकर 'जानकारी के उपयोग' की ओर बढ़ गया है।

- **कौशल का बढ़ता महत्व:** दुनिया भर में नियोक्ता अब केवल डिग्री के बजाय विशिष्ट कौशल जैसे- महत्वपूर्ण सोच, संप्रेषण, अनुकूलन क्षमता और तकनीकी दक्षता को प्राथमिकता दे रहे हैं।

2. भारतीय शिक्षा प्रणाली की विशेष ज़रूरतें

- **जनसांख्यिकीय लाभांश बनाम रोजगार क्षमता:** भारत में युवाओं की एक बहुत बड़ी आबादी है, जो हमारी सबसे बड़ी ताकत है। लेकिन सबसे बड़ी चुनौती यह है कि लाखों युवा हर साल डिग्री लेकर निकलते हैं, पर उनमें से एक बड़ा प्रतिशत 'रोजगार के योग्य' नहीं होता। उद्योगों की मांग और अकादमिक पाठ्यक्रम के बीच एक बहुत बड़ी खाई है, जिसे केवल कौशल-आधारित शिक्षा से पाटा जा सकता है।
- **राष्ट्रीय शिक्षा नीति (NEP) 2020 का दृष्टिकोण:** लेख में NEP 2020 का उल्लेख करना अत्यंत महत्वपूर्ण है। यह नीति स्पष्ट रूप से स्कूल और उच्च शिक्षा दोनों स्तरों पर व्यावसायिक शिक्षा और कौशल विकास को मुख्यधारा में लाने की वकालत करती है। यह पारंपरिक रटंत प्रणाली से कौशल-आधारित और बहु-विषयक शिक्षा की ओर एक नीतिगत बदलाव है।
- **संसाधनों की समानता और OER की भूमिका:** भारत जैसे विविधतापूर्ण और विशाल देश में, ग्रामीण और शहरी शिक्षा की गुणवत्ता में बड़ा अंतर है। कौशल-आधारित शिक्षा को हर छात्र तक पहुँचाने के लिए मुक्त शैक्षिक संसाधनों का उपयोग भारत की एक विशेष आवश्यकता है। यह सुनिश्चित करता है कि उच्च गुणवत्ता वाली अध्ययन सामग्री आर्थिक या भौगोलिक बाधाओं के बिना सभी को उपलब्ध हो।
- **शिक्षकों की तकनीकी और शैक्षणिक सज्जता:** भारतीय संदर्भ में सबसे बड़ी आवश्यकता बुनियादी ढांचे से भी ज्यादा 'शिक्षकों के प्रशिक्षण' की है। जब तक शिक्षक स्वयं नई तकनीकों को अपनाने और 'सुगमकर्ता' (Facilitator) की भूमिका निभाने के लिए तकनीकी और मानसिक रूप से तैयार (Ready) नहीं होंगे, तब तक कौशल-आधारित शिक्षा का कोई भी ढांचा सफल नहीं हो सकता।

ज्ञान और कौशल प्राप्त करने में अंतर

- **नॉलेज के लिए पढ़ाना:** यहाँ पूरा ध्यान 'What' (क्या) और 'Why' (क्यों) पर होता है। छात्र तथ्यों, सिद्धांतों और अवधारणाओं को ग्रहण करते हैं। सफलता इस बात से मापी जाती है कि छात्र के पास कितनी जानकारी है।

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- **स्किल कॉम्पिटेंसी के लिए पढ़ाना:** यहाँ फोकस 'How' (कैसे) पर होता है। उद्देश्य यह है कि छात्र अर्जित ज्ञान का उपयोग करके किसी कार्य को सफलतापूर्वक पूरा कर सके या किसी समस्या को हल कर सके। ज्ञान यहाँ अंतिम लक्ष्य नहीं है, बल्कि कौशल हासिल करने का एक 'उपकरण' मात्र है।

2. शिक्षण पद्धति: प्रसारण बनाम अभ्यास

- **नॉलेज के लिए पढ़ाना:** यह काफी हद तक एकतरफा होता है। शिक्षक व्याख्यान (Lectures) देते हैं, नोट्स लिखवाते हैं और छात्र निष्क्रिय रूप से सुनते हैं।
- **स्किल कॉम्पिटेंसी के लिए पढ़ाना:** यह इंटरैक्टिव और अनुभवजन्य (Experiential) होता है। इसमें केस स्टडीज, रोल-प्ले, प्रोजेक्ट-आधारित शिक्षा (Project-Based Learning) और सिमुलेशन का उपयोग होता है। यहाँ शिक्षक की अपनी 'तकनीकी सज्जता' (Technical Readiness) अत्यंत महत्वपूर्ण हो जाती है, ताकि वे छात्रों को अभ्यास के लिए सही डिजिटल टूल या व्यावहारिक वातावरण प्रदान कर सकें।

3. संसाधनों का दायरा: सीमित बनाम मुक्त एवं असीमित

- **नॉलेज के लिए पढ़ाना:** मुख्य रूप से निर्धारित पाठ्यपुस्तकों और सीमित अध्ययन सामग्री पर निर्भरता होती है।
- **स्किल कॉम्पिटेंसी के लिए पढ़ाना:** कौशल विकसित करने के लिए हमेशा अद्यतन और विविध सामग्री की आवश्यकता होती है। यहाँ शिक्षक एक 'क्यूरेटर' की तरह काम करते हैं, जो छात्रों को वास्तविक दुनिया के परिदृश्यों से जोड़ने के लिए ओपन एजुकेशनल रिसोर्सेज (OER), रिसर्च पेपर और एआई (AI) जैसी आधुनिक तकनीकों का उपयोग करते हैं।

4. मूल्यांकन का तरीका: स्मृति बनाम प्रदर्शन

- **नॉलेज के लिए पढ़ाना:** मूल्यांकन मुख्य रूप से लिखित परीक्षाओं के माध्यम से होता है, जहाँ यह जांचा जाता है कि छात्र ने कितनी सटीक जानकारी याद रखी है (Recall)।
- **स्किल कॉम्पिटेंसी के लिए पढ़ाना:** यहाँ रटकर उत्तर देने से काम नहीं चलता। मूल्यांकन इस बात का होता है कि छात्र ने किसी विशिष्ट परिस्थिति में कैसा प्रदर्शन (Demonstration) किया। इसके लिए रूब्रिक्स (Rubrics), पोर्टफोलियो और निरंतर फीडबैक (Formative Assessment) का उपयोग किया जाता है।

5. त्रुटियों के प्रति दृष्टिकोण:

- **नॉलेज के लिए पढ़ाना:** परीक्षा में गलत उत्तर देने पर अंक काटे जाते हैं; यानी गलती को एक विफलता माना जाता है।
- **स्किल कॉम्पिटेंसी के लिए पढ़ाना:** कोई भी कौशल बिना गलती किए नहीं सीखा जा सकता। यहाँ गलतियों को सीखने की प्रक्रिया का एक स्वाभाविक और आवश्यक हिस्सा माना जाता है, जहाँ से छात्र फीडबैक लेकर सुधार करते हैं।

निष्कर्ष:

पारंपरिक और कौशल-आधारित शिक्षा को एक-दूसरे के विकल्प या विरोधी के रूप में देखने के बजाय, इन्हें एक-दूसरे के अनिवार्य पूरक के रूप में स्वीकार किया जाना चाहिए। पारंपरिक शिक्षा जहाँ बौद्धिक गहराई, तार्किक सोच और सैद्धांतिक ज्ञान की एक मजबूत नींव रखती है, वहीं कौशल-आधारित शिक्षा उस ज्ञान को वास्तविक दुनिया की चुनौतियों और आधुनिक रोजगार बाजार की माँगों से जोड़ती है। आज के तेजी से बदलते वैश्विक परिदृश्य में केवल सैद्धांतिक ज्ञान पर्याप्त नहीं है; व्यावहारिक दक्षता समय की माँग है। अतः हमारी शिक्षा प्रणाली का आदर्श स्वरूप इन दोनों दृष्टिकोणों का एक ऐसा संतुलित समन्वय होना चाहिए, जो विद्यार्थियों को न केवल ज्ञानवान बनाए, बल्कि उन्हें आत्मनिर्भर, रोजगार-योग्य और भविष्य की चुनौतियों के लिए पूर्णतः तैयार भी करे।

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Original Article

एन.ई.पी. २०२० च्या संदर्भात कौशल्य-आधारित शिक्षण

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सारांश

NEP 2020 मध्ये पारंपरिक रटाळ शिक्षणापेक्षा विद्यार्थ्यांच्या प्रत्यक्ष कौशल्यांच्या विकासावर भर दिला आहे. यात विद्यार्थ्यांना केवळ सैद्धांतिक ज्ञान न देता, समस्या सोडवणे, सर्जनशीलता, संवाद कौशल्य आणि तांत्रिक कौशल्ये विकसित करण्याचे उद्दिष्ट आहे. शाळा आणि महाविद्यालयांमध्ये व्यावसायिक शिक्षण (Vocational Education) समाविष्ट करून विद्यार्थ्यांना लहान वयापासूनच विविध कौशल्यांचा अनुभव दिला जाईल.

मुख्य वैशिष्ट्ये

६वीपासून कौशल्य शिक्षणाची सुरुवात (उदा. कोडिंग, कारागिरी, इंटर्नशिप),व्यावसायिक शिक्षणाला प्राधान्य इंटर्नशिप आणि प्रत्यक्ष अनुभवावर भर, बहुविषयक शिक्षण,स्थानिक कौशल्ये आणि उद्योगाशी जोडणी

मुख्य शब्द: *कौशल्य-आधारित शिक्षण व्यावसायिक शिक्षण अनुभवाधारित शिक्षण बहुविषयक शिक्षण इंटर्नशिप रोजगाराभिमुख शिक्षण सर्जनशीलता समस्या सोडवणे डिजिटल साक्षरता*

प्रस्तावना

भारतीय शिक्षण व्यवस्थेत दीर्घकाळापासून ज्ञान केंद्रिततेला प्राधान्य दिले गेले आहे. मात्र, संशोधक श्री महेश भीमराव डुबल मार्गदर्शक डॉक्टर व्ही पी शिखरे प्रप्राचार्य शिक्षणशास्त्र महाविद्यालय बार्शी बदलत्या जागतिक परिस्थितीत केवळ सैद्धांतिक ज्ञान पुरेसे नाही. व्यावहारिक कौशल्ये, समस्या सोडवण्याची क्षमता आणि नवोन्मेषी विचारसरणी आवश्यक ठरते. या पार्श्वभूमीवर राष्ट्रीय शिक्षण धोरण (एनईपी) २०२० हे शिक्षण व्यवस्थेला कौशल्याधारित बनवण्याचा प्रयत्न करते. पारंपरिक अध्यापन पद्धतीला बाजूला सारून यांनीही NEP20 मध्ये नवीन अध्यापन पद्धती अभ्यासक्रम रचना यांचा समावेश झालेला दिसून येतोय. ज्ञान मिळवणे हा फक्त उद्दिष्ट डोळ्यासमोर न ठेवता त्या मिळालेल्या ज्ञानाचा व्यवहारात वापर करता येणे व समाजासाठी त्याचा वापर होणे हा दृष्टिकोन NEP 20अभ्यासक्रम मध्ये समाविष्ट करण्यात आलेला असून प्रत्यक्ष ज्ञानाबरोबर कृती व समाज उपयोगी कृती यास विशेष महत्त्व देण्यात आलेले आहे त्याबाबत माहिती सदर लेखांमध्ये दिलेली आहे.

कौशल्य-आधारित शिक्षणातील तरतुदी

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एनईपी २०२० मध्ये शालेय स्तरावरूनच विद्यार्थ्यांना व्यावसायिक शिक्षण उपलब्ध करून देण्याची तरतूद आहे. प्रकल्पाधारित शिक्षण, इंटर्नशिप, स्थानिक उद्योगांशी सहकार्य यामुळे विद्यार्थ्यांना प्रत्यक्ष अनुभव मिळतो. अभ्यासक्रम लवचिक ठेवून विद्यार्थ्यांना त्यांच्या आवडीप्रमाणे विषय निवडण्याची संधी दिली जाते. यामुळे शिक्षण अधिक विद्यार्थीकेंद्रित होते.

प्रकल्प आधारित शिक्षण

महाविद्यालयांमध्ये प्रवेश घेतल्यानंतर विद्यार्थ्यांना प्रात्यक्षिक स्वरूपात अध्ययनाच्या प्रक्रियेमध्ये प्रत्यक्ष स्वरूपात छोटी प्रकल्प दिले जातात आणि ते प्रकल्प पूर्ण करत असताना शिक्षकांना मार्गदर्शकाची भूमिका बजावी लागते यामध्ये हे प्रकल्प करत असताना विद्यार्थ्यांचे विचारशीलता सृजनशीलता कृती कौशल्य त्याचबरोबर त्याचा होणारा समाजाला फायदा या गोष्टीचा त्याच्यामध्ये विकसन केले जाते व त्याद्वारे भविष्य काळामध्ये अशा प्रकल्पाचा समाजाला कोणता फायदा होईल या दृष्टिकोनातून विद्यार्थ्यांमध्ये विचार विकसित केले जातात व विद्यार्थ्यांना कृतीद्वारे जास्तीत जास्त सक्रिय करण्यात येत असलेल्या आपल्याला दिसून येते.

Entenship

प्रत्येक विषयाला अनुसरून त्या विषयांमधील असणारे कौशल्य विकसन होण्यासाठी महाविद्यालयीन स्तरावर विशिष्ट कालावधी हा कौशल्य आधारित किंवा कृती कौशल्य विकसनाच्या संदर्भात अभ्यासक्रमामध्ये समाविष्ट करण्यात आलेला आहे यामध्ये विद्यार्थ्याचे विषयाचे सखोल ज्ञान व प्रत्यक्ष कृती यामध्ये वाढ करण्यासाठी हा कार्यक्रम ठेवण्यात आलेला आहे त्याद्वारे विद्यार्थ्यांमध्ये त्या विषयातील कौशल्य विकसन करून त्या विषयातील बारकावे समजून घेण्यास विद्यार्थ्यांना मदत होते व त्या आधारे भविष्य काळामध्ये विद्यार्थी त्या कौशल्याच्या जोरावर आपले स्वतःचे जीवन चरित्र कशाप्रकारे करेल याचा विचार या अभ्यासक्रमामध्ये करण्यात आलेला आहे त्याचबरोबर अभ्यासक्रमाची सांगड समाज समाजाला अनुरूप अशा स्वरूपात करण्यात आलेली आहे त्यातून सामाजिक विकास होईल हा विचार अपेक्षित आहेप्रत्येक विषयाला अनुसरून त्या विषयांमधील असणारे कौशल्य विकसन होण्यासाठी महाविद्यालयीन स्तरावर विशिष्ट कालावधी हा कौशल्य आधारित किंवा कृती कौशल्य विकसनाच्या संदर्भात अभ्यासक्रमामध्ये समाविष्ट करण्यात आलेला आहे यामध्ये विद्यार्थ्याचे विषयाचे सखोल ज्ञान व प्रत्यक्ष कृती यामध्ये वाढ करण्यासाठी हा कार्यक्रम ठेवण्यात आलेला आहे त्याद्वारे विद्यार्थ्यांमध्ये त्या विषयातील कौशल्य विकसन करून त्यातील त्या विषयातील बारकावे समजून घेण्यास विद्यार्थ्यांना मदत होते व त्या आधारे भविष्य काळामध्ये विद्यार्थी त्या कौशल्याच्या जोरावर आपले स्वतःचे जीवन चरित्र कशाप्रकारे करेल याचा विचार या अभ्यासक्रमामध्ये करण्यात आलेला आहे त्याचबरोबर त्याची किंवा अभ्यासक्रमाची सांगड समाज समाजाला अनुरूप अशा स्वरूपात करण्यात आलेली आहे त्यातून सामाजिक विकास होईल हा विचार अपेक्षित आहे .

स्थानिक उद्योगांशी सहकार्य

ग्रामीण व शहरी भागांमध्ये महाविद्यालयामध्ये विद्यार्थ्यांना सोयीस्कर पडेल अशा ठिकाणी जवळच्याच अंतरावर जे स्थानिक क्षेत्राशी संबंधित असणारे उद्योग असतील व्यवसाय असतील याच्या माहिती घेण्याच्या संदर्भात तसेच फिल्ड प्रोजेक्ट असतील अनुभूती कार्यक्रमातील यांची सांगड घातलेली आहे त्याच्याद्वारे विद्यार्थ्यांना स्थानिक समूहाच्या किंवा समाजाच्या गरजा कोणकोणत्या आहेत आणि त्या गरजा कशा भागवता येतील या दृष्टिकोनातून उद्योग व्यवसाय याची सांगण अभ्यासक्रमावर घातलेली दिसून येते उदाहरणार्थ कृषी महाविद्यालयातील विद्यार्थी शेतीशी संबंधित असणारे छोटे छोटे व्यवसाय याच्या संदर्भात माहिती घेतात. उदाहरणार्थ पशुपालन, शेळीपालन, गुळ पावडर कारखाना, काकवी निर्मिती प्रकल्प इत्यादी प्रकल्पास सामूहिक स्वरूपात भेटी देऊन अशा व्यवसायाचे सखोल ज्ञान घेऊन या व्यवसायामध्ये कशा पद्धतीने जास्तीत जास्त चांगल्या प्रकारे करता येऊ शकतो व त्याच्यातून कशाप्रकारे अर्थसहाय्य मिळवता येते याच्या संदर्भात प्रत्यक्ष भेट देऊन विद्यार्थी विचार करतात.

अंमलबजावणीतील आव्हाने

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या धोरणाची अंमलबजावणी करताना काही अडथळे आहेत

1. ग्रामीण भागात पायाभूत सुविधा व प्रशिक्षित शिक्षकांची कमतरता जाणवते.
2. समाजात व्यावसायिक शिक्षणाला कमी दर्जाचे मानले जाते, ही मानसिकता बदलणे आवश्यक आहे.
3. प्रशिक्षण केंद्रांमध्ये गुणवत्तेतील असमानता ही मोठी समस्या आहे.
4. शिक्षणाच्या सर्व स्तरावर प्रशिक्षण देण्याची गरज आहे
5. स्थानिक गरजा ग्रामीण व शहरी याचा विचार करून अभ्यासक्रमांमध्ये लवचिकता असणे अपेक्षित
6. अभ्यासक्रम राबवत असताना येणारे अडथळे व प्रत्याभरण यासाठी संधी उपलब्ध करून देणे गरजेचे आहे

संधी व अपेक्षित परिणाम

1. कौशल्याधारित शिक्षणामुळे विद्यार्थ्यांची रोजगारक्षमता वाढेल.
2. उद्योग-शिक्षण भागीदारीमुळे थेट रोजगार संधी उपलब्ध होतील.
3. नवोन्मेष व उद्योजकतेला चालना मिळेल,
4. ज्यामुळे स्टार्टअप संस्कृती विकसित होईल
5. . ग्रामीण व वंचित घटकांपर्यंत शिक्षण पोहोचवण्याची क्षमता या धोरणात आहे.
6. पारंपरिक अध्यापनातून व्यवसायिक शिक्षणाकडे वाटचाल आहे .
7. विद्यार्थी शिक्षक शाळा समाज या सर्वांचा विचार करून अभ्यासक्रमाची रचना केलेली आहे .
8. स्वतःच्या पायावर उभा राहण्याची क्षमता सदर अभ्यासक्रमामध्ये आहे .
9. समूह, समाज यांना बळकटी देण्यासाठी अभ्यासक्रमाचे नियोजन आहे.

वैचारिक दृष्टिकोन

एनईपी २०२० हे शिक्षण अधिक व्यावहारिक, रोजगाराभिमुख आणि जागतिक स्पर्धेत सक्षम बनवते. मात्र, अंमलबजावणीतील अडथळे दूर करण्यासाठी शिक्षक प्रशिक्षण, उद्योग सहकार्य आणि सामाजिक मानसिकता बदलणे आवश्यक आहे. कौशल्याधारित शिक्षण हे केवळ रोजगारासाठी नव्हे तर व्यक्तिमत्व विकासासाठीही महत्त्वाचे आहे.

निष्कर्ष: एनईपी २०२० मधील कौशल्य-आधारित शिक्षण हे भारतीय शिक्षण व्यवस्थेला ज्ञानकेंद्रिततेतून कौशल्यकेंद्रिततेकडे नेणारे परिवर्तन आहे. हे धोरण यशस्वीपणे राबवले गेले तर भारतातील तरुण पिढी जागतिक स्तरावर स्पर्धा करण्यास सक्षम होईल.

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Original Article

अध्ययन-अध्यापन प्रक्रियेत अनुभवात्मक शिक्षणाचे महत्त्व

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सारांश (Abstract)

जीवनातील समस्या सोडविण्यासाठी व जीवन अधिक प्रगत व सुंदर करण्यासाठी शिक्षणाचा उपयोग झाला पाहिजे. शिक्षण हे केवळ माहिती देण्याची प्रक्रिया नसून ते अनुभवात्मक कृतीतून विकसित होणारी प्रक्रिया आहे. विद्यार्थ्यांचा सर्वांगीण विकास करण्यासाठी त्यांना योग्य वातावरण, संधी आणि अनुभव उपलब्ध करून देणे आवश्यक आहे. बदलत्या परिस्थितीशी जुळवून घेण्याची क्षमता निर्माण करणे हे शिक्षणाचे खरे कार्य आहे. पारंपरिक शिक्षण पद्धतीपेक्षा अनुभवाधारित शिक्षण विद्यार्थ्यांच्या सर्वांगीण विकासासाठी अधिक प्रभावी ठरते. या पद्धतीमुळे विद्यार्थ्यांमध्ये संकल्पनांची सखोल समज, विचारशक्ती, समस्या सोडवण्याची क्षमता आणि जीवनकौशल्ये विकसित होतात.

कळीचे शब्द : *अनुभवात्मक शिक्षण, संकल्पना, उद्दिष्टे, पद्धती, महत्त्व, मर्यादा*

प्रस्तावना

शिक्षण ही विद्यार्थ्यांच्या सर्वांगीण विकासाची प्रक्रिया आहे. आजच्या बदलत्या शैक्षणिक परिस्थितीत केवळ पाठांतरावर आधारित शिक्षण पुरेसे नाही. विद्यार्थ्यांना अनुभवातून शिकण्याची संधी देणे अत्यावश्यक आहे. व्याख्यान, प्रात्यक्षिके, गटचर्चा, प्रकल्प, स्वयंअध्ययन, सामाजिक-भावनिक शिक्षण, रचनावादी दृष्टिकोन आणि चौकशी-आधारित शिक्षण या पद्धतींचा वापर करून विद्यार्थ्यांना अनुभवाधारित शिक्षण दिले पाहिजे. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार विद्यार्थ्यांना अनुभवात्मक शिक्षण देणे अत्यंत महत्त्वाचे आहे.

अनुभवात्मक शिक्षणाची संकल्पना

अनुभवात्मक शिक्षण म्हणजे “Learning by Doing” अर्थात कृतीतून शिकणे.

जॉन ड्यूई यांच्या मते, कृती → अनुभव → चिंतन → ज्ञान → सुधारित कृती

हा अनुभवात्मक शिक्षणाचा क्रम आहे. या पद्धतीत विद्यार्थी प्रत्यक्ष अनुभव घेतात, त्यावर विचार करतात, संकल्पना तयार करतात आणि त्याचा उपयोग करतात.

अनुभवात्मक शिक्षणाची तत्त्वे

प्रत्यक्ष अनुभवावर आधारित शिक्षण
चिंतन व विश्लेषण
सतत शिकण्याची प्रक्रिया
विद्यार्थी-केंद्रित दृष्टिकोन
सक्रिय सहभाग

अनुभव देताना लक्षात ठेवण्याच्या बाबी

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1. अनुभव दैनंदिन जीवनाशी संबंधित असावेत
2. ओळखीच्या गोष्टींपासून अनोळखी गोष्टींकडे नेणारे असावेत
3. अनुभव आव्हानात्मक व कृतिशील असावेत
4. सर्व प्रकारच्या बुद्धिमत्तेला चालना देणारे असावेत
5. अनुभव स्वतः घेता येतील असे असावेत

अनुभवात्मक शिक्षणाची गरज

1. संकल्पना स्पष्ट होतात
2. विद्यार्थ्यांचा सहभाग वाढतो
3. विचारशक्ती विकसित होते
4. समस्या सोडवण्याची क्षमता वाढते
5. जीवनाशी शिक्षण जोडले जाते
6. आत्मविश्वास वाढतो
7. ज्ञान दीर्घकाळ टिकते

अनुभवात्मक शिक्षणाचे महत्त्व

1. ज्ञानाची सखोल समज निर्माण होते
2. कौशल्य विकास होतो
3. आत्मविश्वास वाढतो
4. शिकण्याची आवड वाढते
5. जीवनाशी थेट संबंध जोडला जातो

अनुभवात्मक शिक्षणाच्या पद्धती

1. प्रकल्प पद्धती
2. प्रयोग व प्रात्यक्षिके
3. शैक्षणिक सहली
4. भूमिकानिर्मिती (Role Play)
5. केस स्टडी
6. क्षेत्रभेट
7. गटचर्चा
8. इंटर्नशिप व फील्डवर्क

नुभव व अध्ययन यांचा संबंध

अध्ययन म्हणजे वर्तनात होणारा बदल. हा बदल अनुभवाशिवाय शक्य नाही.

1. अनुभवातून खरे शिक्षण होते
2. अनुभवामुळे ज्ञान टिकाऊ बनते
3. अनुभवामुळे समज स्पष्ट होते
4. अनुभवाशिवाय अध्ययन अपूर्ण आहे

शैक्षणिक अनुभवाचे प्रकार

1. प्रत्यक्ष अनुभव – ज्ञानेंद्रियांद्वारे मिळणारा अनुभव
2. अप्रत्यक्ष अनुभव – साधनांद्वारे मिळणारा अनुभव
3. शाब्दिक अनुभव – शब्दांद्वारे मिळणारा अनुभव

अनुभवाची केंद्रे

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घर, शाळा, समाज, माध्यमे, मित्रमंडळ, प्रवास, प्रसंग

उदाहरणे

1. बँकेत जाऊन व्यवहार शिकणे
2. धरणाची प्रतिकृती तयार करून समजावणे
3. इतिहासातील घटना ऐकून समजणे

अनुभवात्मक शिक्षणाची उद्दिष्टे

1. संकल्पना स्पष्ट करणे
2. शिक्षणातील महत्त्व समजावणे
3. विद्यार्थ्यांच्या विकासाचा अभ्यास
4. प्रभावी अध्यापन पद्धती सुचविणे

संशोधन पद्धती (Research Methodology)

- वापर वर्णनात्मक पद्धतीचा वापर
- सर्वेक्षण पद्धती
- सहेतुक नमुना निवड
- प्रश्नावलीद्वारे माहिती संकलन
- शेकडेवारीचा

अनुभवात्मक शिक्षणाचे फायदे

खात्रीशीर ज्ञान मिळते
कौशल्य विकास होतो
नवकल्पना शक्य होतात
विद्यार्थी सक्रिय होतात
मूल्यांची जाणीव होते
समस्या सोडवण्याची क्षमता वाढते
ज्ञान दीर्घकाळ लक्षात राहते

मर्यादा

1. वेळ व संसाधनांची कमतरता
2. मोठ्या वर्गसंख्येमुळे अडचणी
3. शिक्षक प्रशिक्षणाचा अभाव

उपाययोजना

1. शिक्षकांना प्रशिक्षण देणे
2. अभ्यासक्रमात प्रात्यक्षिकांचा समावेश
3. तंत्रज्ञानाचा वापर वाढवणे
4. शाळांमध्ये सुविधा उपलब्ध करणे

मूल्यमापन

अनुभवात्मक शिक्षणात कृतीला महत्त्व आहे कृतीतून अनुभव व अनुभवातून शिक्षण देणे म्हणजे अनुभवधारित शिक्षण शिक्षण हे जीवनाशी निगडित असावे, या तत्त्वानुसार शिक्षणामध्ये अभ्यासक्रमाची मांडणी जीवनानुभावाची निगडित असावी. जीवनाशी संबंधित समस्या घेऊन त्यासंबंधी संशोधन केले पाहिजे. विद्यार्थ्यांना विविध उपक्रमात आपत्तीप्रसंगी मदत कार्यात व सहभाग घेण्यास प्रवृत्ती केले पाहिजे. विद्यार्थ्यांना चर्चा वादविवाद परिसंवाद कृती सत्रे यामध्ये सहभाग घेण्याचे संधी दिली पाहिजे. शाळेतील उपलब्ध साधनस्रोतांची माहिती करून देऊन त्यांचा प्रत्यक्ष अध्यापनामध्ये वापर केला पाहिजे.

निष्कर्ष

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अनुभवात्मक शिक्षणामुळे विद्यार्थ्यांची समज वाढते, शिक्षण अधिक प्रभावी होते आणि विद्यार्थ्यांचा सक्रिय सहभाग वाढतो. त्यामुळे शिक्षणाची गुणवत्ता सुधारते.

संदर्भ

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Original Article

समावेशक कौशल्य शिक्षण

विजयकुमार महादेव वाघमोडे[1], डॉ. गोरे . एस . एस[2],

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सारांश

समावेशक कौशल्य शिक्षण ही अशी शिक्षणप्रणाली आहे जी प्रत्येक विद्यार्थ्यांच्या गरजा लक्षात घेऊन त्यांना व्यावसायिक, तांत्रिक आणि जीवनोपयोगी कौशल्ये शिकवते. या पद्धतीत कोणताही भेदभाव न करता सर्वांना एकत्रितपणे शिकण्याची संधी दिली जाते. शिक्षक विविध अध्यापन पद्धती, साधने आणि तंत्रज्ञान वापरून शिक्षण अधिक सुलभ व प्रभावी बनवतात. यामुळे विद्यार्थ्यांमध्ये आत्मविश्वास वाढतो आणि ते समाजात स्वावलंबी बनतात.

मुख्य शब्द: *समावेशक शिक्षण कौशल्य विकास समान संधी विविधता विशेष गरजा सुलभता व्यावसायिक शिक्षण आत्मनिर्भरता तंत्रज्ञान आधारित शिक्षण सामाजिक समावेश*

प्रस्तावना

समावेशक कौशल्य शिक्षण आधुनिक शिक्षणव्यवस्थेतील एक महत्त्वाची संकल्पना आहे. आजच्या ज्ञानाधारित समाजात केवळ विषयज्ञान पुरेसे नाही. जीवनकौशल्ये, व्यावसायिक कौशल्ये, संवादकौशल्ये आणि डिजिटल साक्षरता यांचा विकास आवश्यक आहे. प्रत्येक विद्यार्थ्याला या कौशल्यांचा लाभ समानतेने मिळावा; हीच समावेशक कौशल्य शिक्षणाची मूळ भावना आहे. समावेशक शिक्षण म्हणजे सर्व विद्यार्थ्यांना—दिव्यांग, ग्रामीण-शहरी, आर्थिकदृष्ट्या दुर्बल, भाषिकदृष्ट्या वेगळ्या पार्श्वभूमीतील—एकत्र शिकण्याची संधी देणे. येथे कोणत्याही विद्यार्थ्याला वेगळे न करता, त्याच्या गरजेनुसार अध्यापन पद्धती, साधने आणि मूल्यांकन प्रणाली तयार केली जाते. UNESCO च्या Salamanca Statement (1994) मध्ये समावेशक शिक्षणाला जागतिक स्तरावर महत्त्व मिळाले. भारतात राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) मध्ये कौशल्याधारित व समावेशक शिक्षणाला विशेष महत्त्व आहे. मराठी भाषिक विद्यार्थ्यांसाठी समावेशक कौशल्य शिक्षण अधिक प्रभावी ठरते; मातृभाषेत शिकवलेले ज्ञान सहज आत्मसात होते. स्थानिक संस्कृती, उदाहरणे आणि अनुभवांचा वापर करून कौशल्य शिक्षण दिल्यास विद्यार्थ्यांचा सहभाग वाढतो. या प्रक्रियेत शिक्षक, पालक आणि समाज यांचा सहभा अत्यंत महत्त्वाचा आहे. शिक्षक विविधतेचा आदर करून अध्यापन करतात. पालक घरात शिकण्यास अनुकूल वातावरण तयार करतात. समाज संसाधने पुरवतो आणि जनजागृती करतो. या त्रिसुत्री सहकार्यामुळे समावेशक कौशल्य शिक्षण यशस्वी होते. आजच्या ज्ञानाधारित समाजात शिक्षण केवळ विषयज्ञानापुरते मर्यादित राहिलेले नाही. जीवनकौशल्ये, व्यावसायिक कौशल्ये संवादकौशल्ये,

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समस्या सोडवण्याची क्षमता आणि डिजिटल साक्षरता विद्यार्थ्यांच्या सर्वांगीण विकासासाठी अत्यावश्यक ठरली आहेत.या कौशल्यांचा लाभ प्रत्येक विद्यार्थ्याला समानतेने मिळावा; हीच समावेशक कौशल्य शिक्षणाची मूळ भावना आहे. UNESCO च्या Salamanca Statement (1994) पासून समावेशक शिक्षणाला महत्त्व मिळाले आहे. भारतातील राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) मध्येही कौशल्याधारित व समावेशक शिक्षणाला विशेष महत्त्व आहे.

समावेशक कौशल्य शिक्षणाची संकल्पना

समावेशक कौशल्य शिक्षण म्हणजे सर्व विद्यार्थ्यांना—दिव्यांग, ग्रामीण-शहरी, आर्थिकदृष्ट्या दुर्बल, भाषिकदृष्ट्या वेगळ्या पार्श्वभूमीतील—एकत्र शिकवणे. यामध्ये प्रत्येक विद्यार्थ्याला त्याच्या क्षमतेनुसार शिकण्याची संधी दिली जाते.

शिक्षक-पालक-समाज यांचा सहभाग

शिक्षकांची भूमिका: विविधतेचा आदर करणे, प्रकल्पाधारित शिक्षण व गटचर्चा वापरणे, डिजिटल साधनांचा उपयोग करणे. पालकांची भूमिका: घरात शिकण्यास अनुकूल वातावरण तयार करणे, शाळेशी संवाद ठेवणे, मुलांना प्रोत्साहन देणे. समाजाची भूमिका: स्थानिक संसाधने उपलब्ध करणे, जनजागृती करणे, सामाजिक संस्थांचे सहकार्य करणे.

1. कौशल्य विकासाचे महत्त्व
2. संवादकौशल्ये विकसित होतात.
3. समस्या सोडवण्याची क्षमता वाढते.
4. डिजिटल साक्षरता वाढते.
5. आत्मविश्वास व सामाजिक सहभाग वाढतो.
6. रोजगारक्षमतेत वाढ होते.

आव्हाने

1. ग्रामीण भागात डिजिटल साधनांची कमतरता.
2. शिक्षक प्रशिक्षणाची गरज.
3. संसाधनांची मर्यादा.
4. पालकांचा सहभाग कमी असणे.

संधी

OER (Open Educational Resources) चा वापर करून मराठी भाषेत कौशल्याधारित शिक्षण विकसित करणे. अप्रत्यक्ष अध्यापन पद्धतींचा वापर करून विद्यार्थ्यांचा सहभाग वाढवणे. समाजातील संसाधनांचा उपयोग करून विद्यार्थ्यांना कौशल्याधारित शिक्षण देणे. धोरणात्मक आधारामुळे समावेशक शिक्षणाला बळकटी मिळणे.

निष्कर्ष

समावेशक कौशल्य शिक्षण ही केवळ शैक्षणिक संकल्पना नसून एक सामाजिक परिवर्तनाची प्रक्रिया आहे. शिक्षक, पालक आणि समाज यांच्या सहकार्यानेच हे यशस्वी होऊ शकते. मराठी भाषेत कौशल्याधारित शिक्षण दिल्यास विद्यार्थ्यांना संकल्पना स्पष्टपणे समजतात आणि त्यांचा सहभाग वाढतो. असे करून समावेशक कौशल्य शिक्षण विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना देते व समाजात समानता व प्रगती साधते.

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Original Article

उच्च शिक्षणातील तंत्रज्ञान आधारित अध्ययन : एक अभ्यास

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सारांश

शिक्षण हा सुसंस्कृत समाजाचा कणा आहे. ही अशी एक व्यवस्था आहे, जे व्यक्तीचे मन, क्षमता व चारित्र्य समृद्ध करते आणि तिला एक अर्थपूर्ण व सुसंगत जीवन जगण्यास सक्षम करते. एकविसाव्या शतकातील शिक्षणाची संरचना आमूलाग्र बदलली आहे. संवाद तंत्रज्ञान (Communication Technology) आणि इंटरनेटच्या आगमनामुळे, उच्च शिक्षणावर अधिक भर दिला जाऊ लागला आहे. ज्ञानदानाची अध्यापनशास्त्र आणि कार्यपद्धती बदलल्यामुळे, पारंपारिक वर्ग-आधारित शिक्षणाची संपूर्ण संरचनाच बदलून गेली आहे. गेल्या काही वर्षांत, पारंपारिक शिक्षणाकडून 'ई-लर्निंग'कडे (e-learning) एक मोठा स्थित्यंतर (paradigm shift) दिसून आला आहे. ज्यामध्ये 'ब्लेंडेड लर्निंग', 'फ्लिप्ड लर्निंग', आभासी प्रयोगशाळा (Virtual Laboratories), मुक्त शैक्षणिक संसाधने (OER), 'मॅसिव्ह ओपन ऑनलाइन कोर्सेस' (MOOCs) आणि 'मोबाईल लर्निंग' यांसारख्या पद्धतींचा वापर केला जात आहे. उच्च शिक्षणामध्ये तंत्रज्ञानाचा वाढता वापर लक्षात घेऊन प्रस्तुत संशोधन "उच्च शिक्षणातील तंत्रज्ञान आधारित अध्ययन : एक अभ्यास" या विषयावर आधारित आहे. या अभ्यासाचा मुख्य उद्देश उच्च शिक्षण क्षेत्रातील तंत्रज्ञानाचा वापर, त्याचे फायदे-तोटे, आव्हाने व उपाय तसेच भविष्यातील तांत्रिक प्रवाहांचा सविस्तर अभ्यास करण्यात आला आहे.

मुख्य शब्द - *आधुनिक तंत्रज्ञान, माहिती व संप्रेषण तंत्रज्ञान, ई-लर्निंग, स्मार्ट क्लासरूम.*

प्रस्तावना

उच्च शिक्षणामध्ये तंत्रज्ञानाचा समावेश ही केवळ एक तात्पुरती लाट नसून, तो एक मूलभूत बदल आहे. जो शैक्षणिक संस्थांचे कामकाज आणि विद्यार्थ्यांची शिकण्याची पद्धत यांची नव्याने व्याख्या करतो. यामुळे शिक्षणाच्या डिजिटलीकरणाचे अनेक फायदे प्राप्त होतात, परंतु त्याच वेळी काही आव्हानेही निर्माण होतात, ज्यांची योग्य ती दखल घेणे अनिवार्य आहे. तंत्रज्ञानाने आपल्या जगावर ताबा मिळवला आहे आणि आपल्या जगण्याची, काम करण्याची आणि शिकण्याची पद्धत मोठ्या प्रमाणात बदलली आहे. शिक्षण क्षेत्रात, तंत्रज्ञानाने आमूलाग्र बदल घडवला आहे आणि शिकवण्याच्या व शिकण्याच्या पारंपरिक पद्धतींमध्ये परिवर्तन घडवले आहे. वर्गाच्या वातावरणात, विद्यार्थ्यांना अनेकदा जलद गतीने प्रक्रिया करण्यासाठी भरपूर माहिती दिली जाते. हे त्यांच्यासाठी गोंधळात टाकणारे असू शकते आणि त्यामुळे संभ्रम निर्माण होऊ शकतो. तंत्रज्ञान अनेक ऑनलाइन संसाधने उपलब्ध करून देते, जी स्वतंत्र शिक्षण आणि संशोधनास मदत करतात. तसेच,उदाहरणार्थ शैक्षणिक व्हिडिओंच्या माध्यमातून संकल्पना समजण्यास सोप्या करून ते शिकण्याची प्रक्रिया. सुलभ करण्यास मदत करते तंत्रज्ञान विद्यार्थ्यांना यशस्वी होण्यासाठी आवश्यक साधने आणि संसाधने

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पुरवून त्यांचा शिकण्याचा अनुभव समृद्ध करते. संकल्पना सोप्या करण्यास मदत करणाऱ्या ऑनलाइन संसाधनांपासून ते विद्यार्थ्यांना गुंतवून ठेवणाऱ्या संवादात्मक शिक्षण अनुभवांपर्यंत, तंत्रज्ञान विद्यार्थ्यांना वर्गात आणि वर्गाबाहेरही यशस्वी होण्यासाठी आवश्यक असलेला आधार पुरवते .

तंत्रज्ञानाने विद्यार्थ्यांसाठी सर्जनशील आणि नाविन्यपूर्ण बनण्याच्या संधींचे एक नवे विश्व खुले केले आहेप्रचंड माहिती आणि संसाधने . सहज उपलब्ध असल्याने, विद्यार्थी प्रयोग करू शकतात, नवनवीन गोष्टींचा शोध घेऊ शकतात आणि आपल्या कल्पनांना प्रत्यक्षात उतरवू शकतात. शिक्षणातील तंत्रज्ञानाचा एक सर्वात मोठा फायदा म्हणजे वैयक्तिकृत शिक्षण,ऑनलाइन संसाधने आणि शैक्षणिक सॉफ्टवेअरच्या मदतीने, विद्यार्थी त्यांच्या गरजा, आवडीनिवडी आणि शिकण्याच्या शैलीनुसार तयार केलेली माहिती मिळवू शकतात.विद्यार्थी त्यांच्या सोयीनुसार काम करू शकतात, गरज पडल्यास धड्यांची पुनरावृत्ती करू शकतात आणि त्यांच्या अभ्यासाशी संबंधित माहिती मिळवू शकतात. या प्रकारच्या वैयक्तिकृत शिक्षणामुळे विद्यार्थ्यांना प्रेरित राहण्यास आणि चांगले परिणाम मिळविण्यात मदत होऊ शकते.

तंत्रज्ञानाने विद्यार्थी, शिक्षक आणि प्रशासक यांच्या संवाद साधण्याच्या आणि सहकार्य करण्याच्या पद्धतीत क्रांती घडवून आणली आहे . ऑनलाइन प्लॅटफॉर्म आणि सोशल मीडियामुळे, विद्यार्थी कुठेही असले तरी कल्पनांची देवाणघेवाण करू शकतात, प्रकल्पांवर काम करू शकतात आणि एकमेकांशी जोडलेले राहू शकतातते इतर शा .ळांमधील किंवा देशांमधील वर्गमित्रांसोबतही प्रकल्पांवर काम करू शकतात, ज्यामुळे भौगोलिक अडथळे दूर होतात आणि वर्गात एक सामुदायिक भावना निर्माण होते. आजचे विद्यार्थी वर्गाबाहेरील दैनंदिन जीवनात तंत्रज्ञानावर मोठ्या प्रमाणावर अवलंबून आहेतपरंतु वर्गात तंत्रज .्ञानाचा समावेश केल्याने शिकणे केवळ अधिक मनोरंजकच होत नाही, तर शिकवलेल्या विषयाचे दृढीकरण करण्यासही मदत होते) आधारित शिक्षण-खेळ .GBL) ही एक नाविन्यपूर्ण शिक्षण पद्धत असून, यामध्ये धडे देण्यासाठी संवादात्मक खेळ आणि लीडरबोर्डचा वापर केला जातो, ज्यामुळे विद्यार्थ्यांसाठी शिकण्याची प्रक्रिया अधिक आकर्षक बनते. आजच्या युगात, तंत्रज्ञान शिक्षण क्षेत्रासह आपल्या जीवनाच्या प्रत्येक पैलूमध्ये सामावून गेले आहे. हे एक असे साधन आहे जे आपल्याला गुंतागुंतीची कामे जलद आणि कार्यक्षमतेते पूर्ण करण्यास मदत करते.तथापि, हे लक्षात ठेवणे आवश्यक आहे की तंत्रज्ञान हे शिक्षणाचे एक साधन आहे. परंतु ते स्वतः समस्या सोडवू शकत नाही. शैक्षणिक तंत्रज्ञानाची उपयुक्तता यावर अवलंबून असते की शिक्षक त्याचा कसा उपयोग करतात आणि आपल्या विद्यार्थ्यांच्या गरजा उत्तम प्रकारे पूर्ण करण्यासाठी ते त्याचा कसा वापर करतात.शिक्षणात तंत्रज्ञानाचा समावेश केल्याने विद्यार्थ्यांना एक आकर्षक शिकण्याचा अनुभव मिळतो, ज्यामुळे त्यांचे लक्ष विचलित न होता ते विषयात अधिक रस घेऊ शकतात. वर्गात प्रोजेक्टर, संगणक आणि इतर अत्याधुनिक तांत्रिक उपकरणांचा वापर विद्यार्थ्यांसाठी अभ्यास आकर्षक आणि मनोरंजक बनवू शकतो. वर्गात तंत्रज्ञान संसाधने, मौखिक सादरीकरणे आणि गट सहभाग यांचा समावेश असलेली कार्ये स्थापित करून विद्यार्थ्यांचे शिक्षण अधिक गतिमान आणि आकर्षक बनवता येते. सहभाग केवळ शाब्दिक संवादापुरता मर्यादित न राहता त्यापलीकडेही जाऊ शकतो .डिजिटल साधनांसोबत संगणक आणि इतर उपकरणांचा वापर केल्याने विद्यार्थ्यांना अधिक सक्रिय भूमिका बजावता येते आणि प्रक्रियेच्या केंद्रस्थानी राहता येते. या प्रक्रियेत शिक्षक मार्गदर्शक बनतात आणि शिकण्याची कार्यक्षमता वाढवू शकतात. असंख्य डिजिटल संसाधनांचा वापर करून, विद्यार्थी आवश्यक माहिती डाउनलोड करू शकतात किंवा त्यांची सामग्री अपलोड करू शकतात. वेब २.० तंत्रज्ञान (विकी, पॉडकास्ट, ब्लॉग इत्यादी) शिकणाऱ्यांना सामग्री तयार करण्यास, इतरांसोबत सहयोग करण्यास, एकमेकांच्या कामाचे मूल्यांकन करण्यास आणि सह-शिक्षणाकडे वाटचाल करण्यास मदत करते.लर्निंग लँडस्केप्स हे एक शैक्षणिक साधन म्हणून विकसित झाले आहे, जे अनेक तंत्रांचे मिश्रण करते आणि प्रत्येक विद्यार्थ्याला वेगवेगळे अभ्यासक्रम सादर करण्यास सक्षम करते. तंत्रज्ञान सूचनांना अधिक प्रेरणादायी आणि अर्थपूर्ण बनवते.

उच्च शिक्षणात डिजिटल तंत्रज्ञानाची आवश्यकता The Need of Digital Technology in Higher Education-

शिक्षणाच्या जागतिकीकरणामुळे डिजिटल तंत्रज्ञानाचा वापर करणे आता अपरिहार्य बनले आहे. वर्ग चालवण्यासाठी, संसाधने सामायिक करण्यासाठी, मूल्यांकन करण्यासाठी आणि शैक्षणिक संस्थांच्या दैनंदिन कामकाजाचे व्यवस्थापन करण्यासाठी ऑनलाइन प्लॅटफॉर्म उपलब्ध होते. तथापि, या व्यासपीठांचा वापर हा (त्यावेळी) केवळ 'सक्रिय' (proactive) स्वरूपाचा होता. कोविड-१९ महामारीमुळे, शिक्षण व्यवस्था अखंडितपणे सुरू ठेवण्यासाठी शैक्षणिक संस्थांना ऑनलाइन अध्यापन पद्धतीचा अवलंब करणे भाग पडले. या संकटाचा सामना करण्यासाठी विकसित देश सुसज्ज होते. मात्र, विकसनशील देशांना ही गरज पूर्ण करण्यासाठी अथक परिश्रम करावे लागले. या

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नाजूक काळात डिजिटल तंत्रज्ञान हे शिक्षणाचे तारणहार म्हणून समोर आले आहे. या जागतिक संकटाने शिक्षण व्यवस्थेमध्ये आंतरराष्ट्रीय स्तरावर एकात्मता साधण्याची आवश्यकता अधोरेखित केली आहे. समस्या-निवारण, विचारसरणीची सुसूत्र मांडणी आणि प्रक्रियांचे आकलन यांसारख्या, विद्यार्थ्यांच्या व्यावसायिक कामगिरीसाठी आवश्यक असलेल्या क्षमता विकसित करण्यास डिजिटल तंत्रज्ञान मदत करते. तसेच हे तंत्रज्ञान विद्यार्थ्यांना अशा एका अधिक अनिश्चित आणि परिवर्तनशील भविष्यासाठी सज्ज करत आहे, ज्यामध्ये तंत्रज्ञान अत्यंत महत्त्वाची भूमिका बजावेल. विद्यार्थ्यांनी आत्मसात केलेले गुण आणि क्षमता त्यांच्या व्यावसायिक यशासाठी अत्यावश्यक ठरतील. शैक्षणिक संसाधने आणि डिजिटल साधने वर्गातील वातावरण सुधारण्यास तसेच अध्यापन-अध्ययन प्रक्रिया अधिक वेधक व प्रभावी बनवण्यास हातभार लावतात. डिजिटल साधनांसोबत संगणक आणि इतर उपकरणांचा वापर केल्याने विद्यार्थ्यांना अधिक सक्रिय भूमिका बजावता येते आणि ते प्रक्रियेच्या केंद्रस्थानी राहू शकतात. या प्रक्रियेत प्रशिक्षक मार्गदर्शक बनतो आणि शिकण्याच्या कार्यक्षमतेला मान्यता देऊ शकतो. असंख्य डिजिटल संसाधनांचा वापर करून शिकणारे आवश्यक माहिती डाउनलोड करू शकतात किंवा त्यांची सामग्री अपलोड करू शकतात. वेब २.० तंत्रज्ञान (विकी, पॉडकास्ट, ब्लॉग इत्यादी) शिकणाऱ्यांना सामग्री तयार करण्यास, इतरांसोबत सहयोग करण्यास, एकमेकांच्या कामाचे मूल्यांकन करण्यास आणि सह-शिक्षणाकडे वाटचाल करण्यास मदत करते.

संशोधन उद्दिष्टे Research Objectives

1.उच्च शिक्षणातील डिजिटल तंत्रज्ञानाच्या गरजेचा अभ्यास करणे.

2. उच्च शिक्षणातील डिजिटल वर्गाचे महत्त्व स्पष्ट करणे आणि शिक्षणातील डिजिटल तंत्रज्ञान उपयोगांची भूमिका निश्चित करणे.

3. उच्च शिक्षणातील डिजिटल तंत्रज्ञानापुढील महत्त्वपूर्ण आव्हानाचा अभ्यास करणे.

उच्च शिक्षण संस्थांमध्ये डिजिटल शिक्षण उपक्रमांचे महत्त्व The Importance of Digital Education Initiatives in Higher Education Institutions

1. डिजिटल शिक्षणामुळे आता वर्गातील शिकवणे अधिक आकर्षक आणि गतिमान झाले आहे. मुले सहसा अधिक लक्ष केंद्रित करतात. ऐकण्याव्यतिरिक्त, ते स्क्रीनवर सर्व काही पाहतही असतात, ज्यामुळे त्यांच्या शिक्षणाची परिणामकारकता वाढते. येथे, लहान मूल आवाज आणि चित्रे सहजपणे समजू शकते,कारण ते एकमेकांशी जोडलेले असतात. यामुळे विद्यार्थ्यांना तंत्रज्ञानस्नेही बनण्यास मदत होते आणि ते नवीन कौशल्यांनी सुसज्ज होतात, ज्यामुळे रोजगाराच्या संधी निर्माण होतात.शिक्षण क्षेत्रातील डिजिटलीकरणामुळे विद्यार्थ्यांना प्रशिक्षण मिळते आणि बाजारपेठेच्या गरजेनुसार त्यांचे ज्ञान अद्ययावत होते.
2. प्रेझेंटेशन्स आणि व्हिडिओंसारख्या इंटरअक्टिव्ह शिक्षण साधनांच्या वापरामुळे, विद्यार्थ्यांना क्लिष्ट संकल्पना सहजपणे आत्मसात करता येतात. यामुळे त्यांची जिज्ञासा आणि आवड वाढण्यास मदत झाली आहे.
3. जे विद्यार्थी सक्रियपणे इंटरनेट वापरतात, त्यांची भाषिक क्षमता सुधारते. ई-पुस्तके वाचून किंवा ऑनलाइन अभ्यास साधनांचा वापर करून ते आपला शब्दसंग्रह वाढवतात आणि नवीन शब्द शिकतात. विद्यार्थी त्यांच्या आवडीनुसार अनेक अभ्यासक्रमांचा लाभ घेऊ शकतात.
4. वर्गात शिकत असताना, विद्यार्थी अनेकदा आपल्या शिक्षकांना प्रश्न विचारायला संकोच करतात. मात्र, डिजिटल शिक्षणामुळे, जरी त्याला एकदम सर्व काही समजले नाही तरी, तो रेकॉर्ड केलेले वर्ग पाहून आपल्या प्रश्नांची उत्तरे मिळवू शकतो. तंत्रज्ञानामुळे विद्यार्थी आपल्या सोयीनुसार शिकू शकतात.
5. डिजिटल शिक्षणाची सुलभता हे त्याचे सर्वात मोठे वैशिष्ट्य आहे. तुम्ही कुठेही असलात तरी, तुम्ही तुमचा अभ्यासक्रम नक्कीच मिळवू शकता. प्रवासात असतानाही शिकणे शक्य आहे. तुम्ही काही वर्गांना उपस्थित राहू शकला नाहीत तरीही, शाळेच्या वेबसाइटवरून वर्गातील नोट्स वाचू शकता आणि साहित्य डाउनलोड करू शकता.
6. अभ्यासाची संसाधने ऑनलाइन सहज उपलब्ध आहेत. संपूर्ण शिक्षण प्रणाली डिजिटल नसली तरीही, विद्यार्थी त्यांच्या क्षमतेनुसार डिजिटल सामग्रीचा लाभ घेऊ शकतात. शिक्षकांच्या अनुपस्थितीतही आपले ज्ञान वाढवण्यासाठी, विद्यार्थी विविध विषयांचा समावेश असलेल्या विशेष ऑनलाइन अभ्यासाच्या मॉड्यूल्सचा वापर करू शकतात. मोठ्या प्रमाणात ई-सामग्री आणि मॉड्यूल्स उपलब्ध आहेत आणि या सर्वांचे तज्ञांकडून पुनरावलोकन केले जाते.

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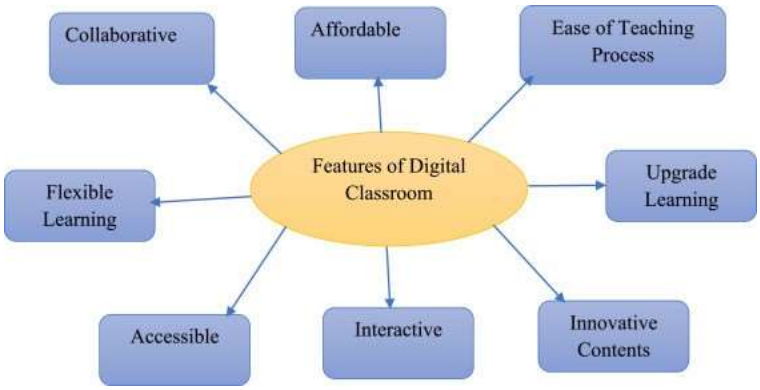
डिजिटल वर्ग (Digital Classrooms)

विद्यार्थ्यांना अध्यापन करण्यासाठी इलेक्ट्रॉनिक उपकरणे किंवा सोशल मीडिया, मल्टीमीडिया आणि मोबाईल फोन यांसारख्या प्लॅटफॉर्मचा वापर करणे, ही 'डिजिटल वर्गाची (Digital Classrooms) मुख्य ओळख आहे. शिक्षणातील डिजिटल तंत्रज्ञानामुळे, आजचे शैक्षणिक क्षेत्र अधिक चांगल्या दिशेने बदलले आहे.'डिजिटल शिक्षण' (Digital Learning) ही एक अशी अध्ययन पद्धती आहे, जी संपूर्ण अभ्यासक्रम पूर्ण करण्यासाठी तंत्रज्ञानाचा वापर करते आणि ज्यामुळे विद्यार्थ्यांना जलद गतीने व वेगाने शिकणे शक्य होते. यामध्ये विद्यार्थी लॅपटॉप, टॅब्लेट, क्रोमबुक्स इत्यादींसारखी तांत्रिक किंवा इंटरनेट-संलग्न उपकरणे वापरतात.

शिक्षकांनी शिकवलेल्या गोष्टींच्या केवळ नोंदी (notes) घेण्याऐवजी, बहुतांश अभ्यासक्रम विद्यार्थ्यांना एका आकर्षक आणि संवादी (interactive) प्लॅटफॉर्मद्वारे ऑनलाइन स्वरूपात उपलब्ध करून दिला जातो. शिक्षण ही एक प्रकारची संवाद प्रक्रिया'च आहे. इंटरनेटमुळे संवादाची नवीन माध्यमे उदयास आली आहेत; ज्यामुळे शैक्षणिक माहितीचे प्रसारण आणि ती माहिती मिळवण्याचे (access) पर्याय अधिक व्यापक झाले आहेत. ही विविध माध्यमे आणि आभासी मंच (virtual venues) अध्ययनासाठी 'सुविधा-प्रदाते' (learning facilitators) म्हणून कार्य करतात. डिजिटल वर्गांमध्ये, विद्यार्थ्यांचा शिकण्याचा अनुभव अधिक समृद्ध करण्यासाठी शैक्षणिक अप्लिकेशन्स आणि संकेतस्थळांचा वापर केला जातो.



याचा परिणाम म्हणून वर्गातील अध्यापन अधिक सहभाग-केंद्रित होत आहे. आता विद्यार्थी इंटरनेट संसाधने आणि डिजिटल वर्गांचा वापर करून अनेक विषय स्वतःहून शिकू शकतात. वर्गातील शिक्षण आता केवळ पुस्तके वाचणे, धडे व संकल्पना समजावून सांगण्यासाठी फळयावर लिहिणे आणि आपल्या वह्यांमध्ये टिपणे काढणे, इतक्यापुरतेच मर्यादित राहिलेले नाही.

डिजिटल तंत्रज्ञान हे एक शक्तिशाली साधन आहे जे विविध मार्गांनी शिक्षणात सुधारणा करण्यास मदत करू शकते; उदाहरणार्थ, शिक्षकांसाठी शैक्षणिक साहित्य तयार करणे अधिक सुलभ करणे आणि लोकांना शिकण्यासाठी व परस्पर सहकार्य करण्यासाठी नवीन पद्धती उपलब्ध करून देणे. इंटरनेटची जागतिक व्याप्ती आणि त्याला जोडलेल्या अनेक 'स्मार्ट' उपकरणांमुळे एका नव्या युगाचा उदय झाला आहे. त्यामुळे प्रगत डिजिटल तंत्रज्ञानाच्या क्षमतेचा पुरेपूर वापर करून शिक्षणात क्रांती घडवून आणण्याची जबाबदारी आता 'शैक्षणिक रचनाकार' (Instructional Designers) आणि शिक्षणतज्ज्ञांवर असेल डिजिटल शिक्षणामुळे सर्जनशीलता जोपासली जाते आणि विद्यार्थ्यांना यशाची अनुभूती मिळते तसेच पारंपारिक पद्धतींच्या चौकटीबाहेर जाऊन विचार करण्यास आणि अधिक शिकण्यास त्यांना प्रोत्साहन मिळते. टीव्ही, रेडिओ, ऑनलाइन आणि मोबाईल प्लॅटफॉर्म्स यांच्या संयोगाचा वापर करून 'दूरस्थ शिक्षण' (Remote Learning) तंत्रज्ञान स्वीकारणे सर्वच राष्ट्रांना शक्य झाले, ही बाब खरोखरच कौतुकास्पद आहे.

ई-लर्निंग (E-learning) प्रणालींना फोन आणि टॅब्लेटसारख्या नवीन 'स्मार्ट' उपकरणांशी सुसंगत बनवणे, हा डिजिटल शिक्षणाची उपलब्धता सुलभ करण्यात आणि त्याचा स्वीकार वेगाने होण्यात एक महत्त्वपूर्ण घटक ठरला आहे.शिक्षकांनी ऑनलाइन शैक्षणिक आशय तयार करून त्यावर भाष्य करणे आवश्यक आहे, विशेषतः विद्यार्थ्यांना एखाद्या विषयाचे अनेक दृष्टिकोनांतून विश्लेषण करण्यास

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प्रोत्साहित करणे आवश्यक आहे.शिकण्याच्या संकटाची काही कारणे सर्वज्ञात आहेत. एक महत्त्वाचा घटक म्हणजे शिकवण्याची निकृष्ट गुणवत्ता.

शिक्षकांकडे अनेकदा विषयाचे ज्ञान नसते आणि त्यांना कमी प्रशिक्षण मिळालेले असते. यावर तंत्रज्ञानावर आधारित उपाय आहेत आणि ते प्रशिक्षकांना प्रशिक्षण देण्यासाठी तसेच विद्यार्थ्यांना शिकवण्यासाठी उपयुक्त ठरू शकतात.तंत्रज्ञान सेवांतर्गत प्रशिक्षण किंवा ऑनलाइन आणि प्रत्यक्ष प्रशिक्षणाचे संयोजन देऊ शकते.याव्यतिरिक्त असे पुरावे आहेत की प्रशिक्षकांना अधिक चांगल्या प्रोत्साहनांची आवश्यकता आहे. ते शिक्षण देऊ शकतात परंतु त्यांच्यात तसे करण्याची प्रेरणा नसते. जरी शिक्षण नेहमीच पारंपरिक वर्गाच्या बाहेर विस्तारलेले असले तरी, बदलत्या परिस्थितीमुळे आणि डिजिटल व दूरस्थ संदर्भांच्या व्याप्तीमुळे महत्त्वपूर्ण अनुकूलन, तयारी, समर्थन आणि सहभागाची आवश्यकता आहे. विद्यार्थ्यांशी मर्यादित किंवा कोणताही संपर्क न ठेवणे, सहभागाचा पुनर्विचार करणे, पोहोचण्याच्या पद्धती, शिकवण्याच्या पद्धती, विविध प्रकारच्या अद्वितीय गरजा योग्यरित्या पूर्ण करणे, विद्यार्थ्यांना प्रेरित करणे, वेळेच्या परस्परविरोधी मागण्या हाताळणे आणि मर्यादित परिस्थितीत जुळवून घेणे, या गोष्टी लक्षपूर्वक शिकण्यास आणि शिकवण्यास हातभार लावू शकतात.

चर्चा

विद्यार्थ्यांना डिजिटल तंत्रज्ञान संपूर्ण जगाचा अनुभव घेण्याची आणि आपल्या संगणकाच्या माध्यमातून आरामात बसूनच दूरवरच्या ठिकाणी भेट देण्याची संधी देते. एखाद्या पाठाच्या नियोजनात (Lesson Plan) अधिक रंजकता आणण्यासाठी, वर्गात एखाद्या तज्ज्ञ पाहुण्याला त्यांच्या क्षेत्रातील ज्ञानावर बोलण्यासाठी आमंत्रित करणे ही एक उत्तम कल्पना आहे. व्हिडिओ कॉन्फरन्सिंग प्रणालींमुळे, एखादा विषयतज्ज्ञ जगात कुठेही असला तरीही, त्याला थेट आपल्या वर्गात विद्यार्थ्यांसमोर उपस्थित करणे अत्यंत सोपे झाले आहे. आपण दुसऱ्या एखाद्या संस्थेतील विद्यार्थ्यांसोबतही वर्गातील व्हिडिओ कॉन्फरन्सच्या मदतीने सहजपणे आयोजित करू शकतो. ऑनलाइन सहभाग साधने (Engagement tools) शिक्षकांना विद्यार्थ्यांशी नियमितपणे संवाद साधण्यास आणि अभ्यासक्रम साहित्य व गृहपाठांविषयी त्यांचे अभिप्राय जाणून घेण्यास सक्षम करतात. विद्यार्थ्यांच्या या प्रतिक्रियांचा उपयोग, त्यांना अभ्यासाच्या कोणत्या भागात अडचणी येत आहेत किंवा ते कुठे मागे पडत आहेत, हे ओळखण्यासाठीही केला जाऊ शकतो.

आपल्या समाजात महाविद्यालयची भूमिका अत्यंत महत्त्वाची असते. ऑनलाइन शिक्षणामुळे विद्यार्थ्यांना त्यांच्या स्वतःच्या गतीने शिकता येते; ते व्हिडिओ थांबवून पुन्हा पाहू शकतात आणि अभ्यासक्रमातील घटकांचा स्वतंत्रपणे शोध घेऊ शकतात.विद्यार्थी वर्गात एखाद्या प्रकल्पावर एकत्रितपणे काम करण्यास सुरुवात करू शकतात आणि सोशल मीडिया, इंटरॅक्टिव्ह व्हाईटबोर्ड व इतर तंत्रज्ञानाचा वापर करून, एकमेकांशी सहजपणे सहकार्य, संवाद आणि विचारांची देवाणघेवाण करू शकतात.

'स्व-गतीने शिकण्याच्या' (Self-paced learning) पद्धतीमुळे आणि प्रत्येक विद्यार्थ्याच्या शिकण्याच्या गतीतील वैयक्तिक फरकामुळे, विद्यार्थी त्यांचे काम जवळजवळ नेहमीच वेगवेगळ्या वेळी पूर्ण करतात. जेव्हा असे घडते, तेव्हा विद्यार्थ्यांचे लक्ष टिकवून ठेवणे अत्यंत सोपे असते त्यासाठी त्यांना शैक्षणिक चित्रपट, अभ्यासक्रमावर आधारित खेळ किंवा परस्परसंवादी (Interactive) अध्ययन साधनांची उपलब्धता करून देणे पुरेसे ठरते. शिक्षण क्षेत्राचा दर्जा उंचावण्यासाठी आणि भावी पिढीतील सुप्त क्षमतांना अधिक चांगल्या प्रकारे विकसित करण्यासाठी, भविष्यातील शाळांमध्ये 'एज्युकेशन ४.०' (Education 4.0) हा कार्यक्रम राबवला जाईल. याव्यतिरिक्त, 'कृत्रिम बुद्धिमत्ता' (Artificial Intelligence) हे तंत्रज्ञान चालकविरहित गाड्यांना (Driverless cars) अधिक कार्यक्षमतेने प्रवास करण्यास मदत करेल आणि पर्यावरणातील उत्सर्जनाचे प्रमाण कमी करेल. पदार्थ शास्त्रज्ञ जैवविघटनशील प्लास्टिकचे पर्याय आणि आपले समुद्र स्वच्छ करण्याची तंत्रे तयार करण्यासाठी एआयचा वापर करत आहेत.

शिक्षणातील तंत्रज्ञानाचे भविष्य The Future of Technology in Education

लघु, मध्यम आणि मोठ्या प्रमाणावरील शैक्षणिक तंत्रज्ञान कंपन्यांची संख्या भविष्यात वेगाने वाढत आहे आणि त्या शैक्षणिक संस्थांना विविध नवीन डिजिटल उपाय (solutions) उपलब्ध करून देत आहेत. यामुळे देशभरातील डिजिटल पायाभूत सुविधांचा दर्जा सुधारेल

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आणि नाविन्यपूर्ण शैक्षणिक तंत्रज्ञान मोठ्या जनसमुदायासाठी अधिक सुलभ होईल. सर्व भाषिक सीमा नाहीशा होतील आणि प्रादेशिक भाषांमधील अध्ययन संसाधने (learning resources) ऑनलाइन माध्यमातून अधिक चांगल्या प्रकारे उपलब्ध होतील, अशी आम्हाला अपेक्षा आहे. ई-लर्निंग (E-learning) आणि एम-लर्निंग (m-learning) कार्यक्रमांमुळे विद्यार्थी व शिक्षकांना माहितीच्या अफाट साठ्यापर्यंत पोहोचणे शक्य होते. शिक्षणाचे भविष्य घडवण्यात तंत्रज्ञान जरी महत्त्वाची भूमिका बजावणार असले, तरी अध्यापनाची नवीन साधने प्रभावीपणे वापरली जातील याची खात्री करण्यासाठी अशा शिक्षकांची नवीन पिढी आवश्यक असेल, जी वर्गातील मानवी संवादाचे आणि परस्परसंबंधांचे महत्त्व जाणते. यामुळे शिक्षण क्षेत्रात एक समाधानकारक आणि उत्साहवर्धक करिअर घडवणे शक्य होईल. आजच्या काळात आणि भविष्यात आपला जास्तीत जास्त फायदा करून घेण्यासाठी, नवीन शैक्षणिक तंत्रज्ञानाचा वापर करण्यास आवश्यक असलेले ज्ञान आणि कौशल्ये विद्यार्थ्यांना प्राप्त होतात. आगामी वर्षांमध्ये, शिक्षणातील प्रवाह हे इंटरनेटची वाढती क्षमता आणि नेटवर्कची व्याप्ती यांवर स्वार होतील ज्यामुळे वर्गांमध्ये नाविन्यपूर्ण तंत्रज्ञानाचा समावेश करणे अधिक सुलभ होईल. तथापि, ऑफलाइन (वर्गातील) अध्यापन आणि अध्ययनाला कोणताही पूर्ण पर्याय उपलब्ध नाही. अशा प्रकारे, आपण 'संकरित अध्यापन आणि अध्ययन' (Hybrid Teaching and Learning) युगात पोहोचलो आहोत; जिथे शैक्षणिक निष्पत्ती सुधारण्यासाठी ऑनलाइन आणि ऑफलाइन या दोन्ही पद्धतींचे एकत्रीकरण केले जाते. 'एज्युकेशन ४.०' (Education 4.0) च्या अंमलबजावणीचाच हा एक परिणाम मानला जात आहे.

निष्कर्ष

उच्च शिक्षणात तंत्रज्ञाणामुळे अध्यापन-अध्ययन आणि शिक्षणाचे स्वरूप बदलत आहे. शिक्षकांना आशय आणि अध्ययनाचे अनुभव सादर करण्यासाठी अधिक संसाधने उपलब्ध आहेत, आणि विद्यार्थ्यांना अध्ययनात सहभागी होण्याच्या अधिक संधी मिळत आहेत. तंत्रज्ञानाच्या हस्तक्षेपामुळे अध्यापन आणि अध्ययन अधिकाधिक प्रभावी होत आहे. शिक्षणातील तंत्रज्ञान हे, अनुदेशात्मक तंत्रज्ञान, माहिती आणि संप्रेषण तंत्रज्ञान, संप्रेषण तंत्रज्ञान आणि शैक्षणिक तंत्रज्ञान यांसारख्या इतर समान आणि समांतर संज्ञांप्रमाणेच, विज्ञान आणि तंत्रज्ञानाच्या विविध शाखांमध्ये विकसित केलेले ज्ञान, कौशल्ये आणि प्राविण्य यांचे पद्धतशीर एकत्रीकरण करून अध्यापन-अध्ययन प्रक्रिया वाढवणे आणि सर्वांसाठी शैक्षणिक संधींची उपलब्धता वाढवणे हे उद्दिष्ट ठेवते.

शिक्षकांना करावी लागणारी अनेक पुनरावृत्तीपूर्ण आणि वेळखाऊ कामे कमी करण्याचा सर्वात प्रभावी मार्ग म्हणजे वर्गखोलीमध्ये तंत्रज्ञानाचा वापर करणे होय. शैक्षणिक तंत्रज्ञानाचे ॲप्लिकेशन्स (अनुप्रयोग) दैनंदिन कामकाजे जसे की उपस्थिती नोंदवणे आणि कामगिरीचे निरीक्षण करणे स्वयंचलित (automate) किंवा अंशतः स्वयंचलित करून, शिक्षकांचा खूप वेळ आणि ऊर्जा वाचवू शकतात. विद्यार्थ्यांना तंत्रज्ञानाचा वापर जबाबदारीने आणि धोरणात्मकरीत्या कसा करावा हे शिकवले जाते. ज्यामुळे त्यांना योग्य निर्णय घेण्यास आणि स्वयं-शिस्त विकसित करण्यास मदत मिळते. वर्गातील सादरीकरण सुधारणे, विद्यार्थ्यांना प्रेरित करणे, विद्यार्थ्यांच्या सक्रिय सहभागाला चालना देणे, विद्यार्थ्यांना समृद्ध अध्ययन अनुभव देणे, विद्यार्थ्यांच्या प्रगतीचे वस्तुनिष्ठ मूल्यांकन करणे, विद्यार्थ्यांच्या प्रगतीचा अहवाल त्यांच्या पालकांना आणि इतर महत्त्वाच्या बाबींसाठी देणे, शिक्षकांना दैनंदिन प्रशासकीय आणि संबंधित कामाच्या भारातून मुक्त करणे इत्यादींसाठी तंत्रज्ञानाचा प्रभावीपणे कसा वापर केला जाऊ शकतो, यावर आपण चर्चा केली आहेआज शैक्षणिक . सेवा किती कार्यक्षमतेने आणि प्रभावीपणे दिल्या जातात, यावरूनही शिक्षणातील तंत्रज्ञानाचा वापर स्पष्ट दिसतो.

तंत्रज्ञान आणि अत्याधुनिक उपकरणांच्या मदतीने विद्यार्थी अधिक कार्यक्षमतेने शिकू शकतात आणि त्यांच्या प्रगतीचा मागोवा घेऊ शकतात. आगामी काळात, विद्यार्थ्यांचे डिजिटल अध्ययन वातावरण आणि त्यांची शैक्षणिक कामगिरी उंचावण्यासाठी, या तंत्रज्ञानांची शिक्षणाच्या क्षेत्रात यशस्वीपणे अंमलबजावणी केली जाईल. पर्यावरणाशी आणि परिसंस्थेशी संबंधित चिंतांमध्ये मोठ्या प्रमाणात घट घडवून आणणे, तसेच दीर्घकाळ टिकणारी उत्पादने निर्माण करणे हे या तंत्रज्ञानांचे मुख्य उद्दिष्ट आहे. ही तंत्रज्ञाने पर्यावरणाचा ऱ्हास, प्रदूषण आणि पर्यावरणावरील इतर नकारात्मक परिणामांना कमी करण्यास मदत करतात. उच्च शिक्षण क्षेत्रात आधुनिक तंत्रज्ञानाच्या वापरामुळे शिक्षणाची गुणवत्ता, उपलब्धता व परिणामकारकता मोठ्या प्रमाणात वाढली आहे. विद्यार्थी जागतिक स्तरावरील स्पर्धेत उतरू शकतात संशोधनासाठी अधिक साधने उपलब्ध होतात व कौशल्यविकासाला चालना मिळते. तरीदेखील ग्रामीण भागातील सुविधा

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शिक्षकांचे प्रशिक्षण व डिजिटल असमानता ही मोठी आव्हाने आहेत. योग्य उपाययोजना केल्यास तंत्रज्ञानाच्या सहाय्याने उच्च शिक्षण अधिक परिणामकारक, सर्वसमावेशक व जागतिक दर्जाच बनू शकते

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Original Article

सक्रिय व सहभागात्मक अध्ययनासाठी अध्यापन कौशल्ये

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सारांश

आजच्या आधुनिक शिक्षण व्यवस्थेमध्ये विद्यार्थ्यांचा सक्रिय सहभाग वाढवणे हे अत्यंत महत्त्वाचे ठरले आहे. पारंपारिक शिक्षक -केंद्रित शिक्षण पद्धतीच्या तुलनेत विद्यार्थी- केंद्रित सहभागात्मक व अनुभवादारीत शिक्षण अधिक प्रभावी मानले जाते .प्रस्तुत संशोधन लेखामध्ये सक्रिय व सहभागात्मक अध्ययनासाठी आवश्यक अध्यापन कौशल्यांचा सेद्धांतिक आढावा घेण्यात आला आहे. यामध्ये विविध शिक्षण सिद्धांत, अध्यापन पद्धती ,शिक्षकांची भूमिका व कौशल्य यांचा अभ्यास करण्यात आला आहे.

प्रस्तावना - शिक्षण क्षेत्रामध्ये बदलत्या काळानुसार अध्यापन पद्धती ही पद्धतीत ही परिवर्तन होत आहे. केवळ माहिती देण्याऐवजी विद्यार्थ्यांना विचार करायला, प्रश्न विचारायला व प्रत्यक्ष अनुभवातून शिकायला प्रवृत्त करणे आवश्यक आहे. सक्रिय व सहभागात्मक अध्ययन हे याच पद्धतीच्या दृष्टीने महत्त्वपूर्ण ठरते. यामुळेच सक्रिय व सहभागात्मक अध्ययन हे आधुनिक शिक्षणाची गरज बनली आहे . कारण यात विद्यार्थी केवळ ज्ञान मिळवत नाही तर तो विचारशील, सृजनशील आणि सहकार्यशील नागरिक बनण्यास मदत होते.

सक्रिय अध्ययन - सक्रिय शिक्षण म्हणजे अशी शिक्षण प्रक्रियेच्या मते विद्यार्थी केवळ माहिती ग्रहण करत नाही तर तो विचार करतो ,प्रश्न विचारतो ,चर्चा करतो, प्रयोग करतो आणि अनुभवातून ज्ञान निर्माण करतो. या पद्धतीत विद्यार्थी हा शिक्षण प्रक्रियेचा केंद्रबिंदू असतो. तर शिक्षक हा दुय्यम भूमिकेत असतो.

सक्रिय शिक्षण हे उदाहरणाद्वारे समजून घेऊ. समजा शिक्षकाने विद्यार्थ्यांना चौकोनाची परिमिती विविध आकृत्या देऊन, त्यांना सर्व बाजूंच्या लांबीच्या नोंदी घेण्याच्या सूचना देतील आणि त्यातून चौकोनाची परिमिती चे सूत्र शोधायला लावतील. यात विद्यार्थी विचार करतील ,प्रयोग करतील ,स्वतःच्या अनुभवातून ,चर्चेतून नवीन संकल्पना शोधून काढतील.

सक्रिय अध्ययनाची वैशिष्ट्ये पुढीलप्रमाणे- सक्रिय अध्ययन विद्यार्थी केंद्रित आहे त्यातून ते विद्यार्थ्यांना विचार प्रवर्तक बनवते. समस्या सोडवण्यावर यामध्ये भर असतो .तसेच हे अनुभवावर आधारित सक्रिय अध्ययन असते आणि सक्रिय अध्ययन हे सहभाग व संवाद वाढविणारी प्रक्रिया आहे.

सहभागात्मक अध्ययन- सहभागात्मक अध्ययन म्हणजे अशी प्रक्रिया ज्यामध्ये विद्यार्थी गटात सहकार्याने

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संवादातून आणि एकमेकांच्या अनुभवातून शिकतो. या पद्धतीत "लर्निंग टुगेदर" ही संकल्पना महत्त्वाची आहे. ही विद्यार्थी केंद्रित अध्ययन पद्धत आहे.

उदाहरणार्थ "स्वातंत्र्य चळवळ" या विषयावर विद्यार्थ्यांना गटात चर्चा करायला सांगितले तर विविध विद्यार्थी विविध स्वातंत्र्य चळवळींवर चर्चा,विचार गटात व्यक्त करतील .विचारांची देवाण-घेवाण, संवाद आणि सामूहिक निर्णयातून परस्पर अध्ययन करतील.

सहभागात्मक अध्ययन पद्धतीचे वैशिष्ट्य पुढीलप्रमाणे सांगता येतील. गटकार्य, सहकार्य, संवाद, परस्पर शिक्षण आणि सामूहिक निर्णय प्रक्रिया ही सहभागात्मक शिक्षणाची वैशिष्ट्ये आहेत. यावरून आपण असे सांगू शकतो की, सक्रिय आणि सहभागात्मक अध्ययन ही आधुनिक शिक्षणाची गरज तर आहेच परंतु यामधून विद्यार्थ्यांचा संपूर्ण विकास होण्यास मदत होते. विद्यार्थ्यांमध्ये सृजनशील विकास ,सामाजिक कौशल्य हे दोन्ही विकसित होण्यास मदत होते. शिकणे अधिक आनंददायी आणि परिणामकारक होण्यास मदत होते. त्यामुळे शिक्षकांनी या दोन्ही पद्धतीचा समतोल वापर केल्यास शिक्षण अधिक प्रभावी होऊ शकते.

३.सैद्धांतिक आधार (Theoretical Framework) -

सक्रिय व सहभागात्मक अध्ययनाची मुळे विविध शिक्षण सिद्धांतांमध्ये आढळतात. हे सिद्धांत शिक्षकाला योग्य अध्यापन कौशल्ये (Pedagogical Skills) वापरण्यास मार्गदर्शन करतात. रचनावाद, सामाजिक शिक्षण सिद्धांत व अनुभवाधारित शिक्षण हे या प्रकारच्या शिक्षणाचे मुख्य आधार आहेत.

रचनावाद

रचनावादानुसार विद्यार्थी स्वतःच्या अनुभव, पूर्वज्ञान व विचार प्रक्रियेच्या आधारे ज्ञानाची निर्मिती करतो. शिक्षक हा ज्ञान देणारा नसुन मार्गदर्शक असतो.रचनावादाचा सक्रिय अध्ययनाशी संबंध पुढील प्रमाणे- सक्रिय ध्यानात ही विद्यार्थी स्वतः माहिती शोधतो, समस्या सोडवतो, स्वतः निष्कर्ष काढतो यात म्हणजेच "Learning by thinking & doing".

रचनावादाचा सहभागात्मक अध्ययनाशी संबंध पुढील प्रमाणे-

सहभागात्मक अध्ययनातही विद्यार्थी गटात चर्चा करून ज्ञान तयार करतो.विविध मतांचा विचार करून नवीन समज विकसित होते.

सामाजिक शिक्षण सिद्धांत

या सिद्धांतानुसार विद्यार्थी इतरांच्या वर्तनाचे निरीक्षण, अनुकरण व संवादातून शिकतो.

सक्रिय अध्ययनाशी संबंध पुढील प्रमाणे- विद्यार्थी निरीक्षण करून स्वतः कृती करतो. समन्वयक गटासोबत सह अध्ययन होते.

सहभागात्मक अध्ययनाशी संबंध पुढील प्रमाणे- गटकार्य, चर्चा, सहकार्य यावर भर,"Learning through interaction"म्हणजे समाजातून अध्ययनाची प्रक्रिया होते.

अनुभवाधारित शिक्षण

या सिद्धांतानुसार विद्यार्थी प्रत्यक्ष अनुभवातून शिकतो (Learning by doing).

सक्रिय अध्ययनाशी संबंध पुढील प्रमाणे- विद्यार्थी प्रत्यक्ष कृती करतो, प्रयोग, प्रकल्प, field visit यातून अध्ययनाची प्रक्रिया होते.

सहभागात्मक अध्ययनाशी संबंध पुढीलप्रमाणे- गटात अनुभव मांडने, सामूहिक निष्कर्ष काढणे.

हे तिन्ही सिद्धांत सक्रिय व सहभागात्मक अध्ययनाचा मजबूत पाया तयार करतात. शिक्षकाने या सिद्धांतांच्या आधारे योग्य अध्यापन कौशल्यांचा वापर केल्यास विद्यार्थी अधिक सक्रिय होतो, गटात प्रभावी सहभाग वाढतो , अध्ययन अधिक सखोल व अर्थपूर्ण होण्यास मदत होते.

अध्यापन पद्धती

सक्रिय (Active) व सहभागात्मक (Participative) अध्ययन हे सध्याच्या शिक्षण पद्धतीमध्ये अत्यंत महत्त्वाची भूमिका बजावतात. या पद्धतींमुळे विद्यार्थी स्वतः विचार करतो, चर्चा करतो, अनुभव घेतो , सहकार्याने ज्ञान निर्माण करतो त्यातून अध्ययन करतो . या प्रक्रियेत शिक्षकाने विविध अध्यापन कौशल्यांचा प्रभावी वापर करणे आवश्यक असते. सक्रिय व सहभागात्मक अध्ययन प्रक्रियेमध्ये पुढील अध्यापन पद्धतीचा समावेश होतो. त्यामध्ये चर्चा पद्धत, प्रकल्प पद्धत ,समस्या निराकरण पद्धत आणि सहकार्यात्मक अध्ययन. या सर्व

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अध्यापन पद्धती सक्रिय व सहभागात्मक अध्ययनाला चालना देतात. योग्य अध्यापन कौशल्यांचा वापर केल्यास विद्यार्थी अधिक सक्रिय होतो, गटात प्रभावी सहभाग वाढतो. अध्ययन अधिक अर्थपूर्ण व जीवनोपयोगी बनते.

अध्यापन कौशल्ये सक्रिय व सहभागात्मक अध्ययनाच्या दृष्टीने

सक्रिय व सहभागात्मक अध्ययनामध्ये विद्यार्थी हा केंद्रबिंदू असतो. शिक्षकाची भूमिका केवळ ज्ञान देणाऱ्याची नसून मार्गदर्शक, प्रेरक व समन्वयक अशी असते. यासाठी विशिष्ट अध्यापन कौशल्ये आवश्यक असतात ते पुढीलप्रमाणे-.

संवाद कौशल्य

संवाद कौशल्य म्हणजे शिक्षकाने आपले विचार, संकल्पना आणि माहिती स्पष्ट, सोप्या व प्रभावी पद्धतीने विद्यार्थ्यांपर्यंत पोहोचवण्याची क्षमता. यात वाचिक (Verbal), अवाचिक (Non-verbal) आणि लिखित (Written) संवादाचा समावेश होतो. सक्रिय व सहभागात्मक अध्ययनात संवाद हा द्विमार्गी असणे आवश्यक आहे. शिक्षकाने केवळ माहिती देण्याऐवजी विद्यार्थ्यांना बोलण्यास, प्रश्न विचारण्यास व मत व्यक्त करण्यास प्रोत्साहित करणे आवश्यक आहे. प्रभावी संवाद कौशल्याचे मुख्य घटक - स्पष्ट आणि सोपीभाषा ,आवाजात योग्य चढउतार ,हावभाव आणि चेहऱ्यावरील भाव, विद्यार्थ्यांचे सक्रिय ऐकणे, द्विमार्गी संवाद हे आहेत.

सक्रिय अध्ययनाशी भूमिकाः विद्यार्थ्यांच्या अनुभवाशी जोडणारे अध्ययन -अध्यापन करणे.चर्चा व संवादातून संकल्पना स्पष्ट करणे.

सहभागात्मक शिक्षणातील भूमिकाः गट चर्चा सुलभ करणे,गटात आंतरक्रिया वाढवणे.म्हणून प्रभावी संवादामुळे विद्यार्थ्यांचे आकलन आणि अध्ययन निष्पत्ती यात सुधारणा होते.

महत्त्वः शिकवलेले विषय समजायला सोपे होतात.विद्यार्थ्यांचा सहभाग वाढतो. शिक्षक-विद्यार्थी संबंध मजबूत होतात.

प्रश्न विचारण्याचे कौशल्य

प्रश्न विचारण्याचे कौशल्य म्हणजे विद्यार्थ्यांच्या विचारशक्तीला चालना देण्यासाठी योग्य, विचारप्रवर्तक प्रश्न विचारण्याची क्षमता. विद्यार्थ्यांना विचार करायला प्रवृत्त करणारे, विश्लेषणात्मक व सर्जनशील प्रश्न विचारणे.सक्रिय शिक्षणातील भूमिकाःविद्यार्थ्यांना स्वतंत्र विचार करायला लावते. समस्या सोडवण्याची क्षमता वाढवते सहभागात्मक शिक्षणातील भूमिकाः गट चर्चा चालना देते. विविध मतांचा आदान-प्रदान घडवते. उदाहरणः"पृथ्वी गोल का आहे?", "तुम्ही नवीन उपाय सुचवा"

महत्त्वः विद्यार्थ्यांचा बौद्धिक विकास होतो.विचारशक्ती वाढते. शिकण्याची सखोलता वाढते. समस्या सोडवण्याची क्षमता वाढते, सृजनशील विचार क्षमता वाढते.

गट व्यवस्थापन कौशल्य

गटात विद्यार्थ्यांना शिकवण्यासाठी गट तयार करणे, नियोजन करणे व प्रभावीपणे व्यवस्थापन करणे हे कौशल्य, गट तयार करणे,कामाचे नियोजन व समन्वय करणे.

मुख्य घटकः गटांची योग्य रचना, भूमिका कामाचे योग्य वाटप, वेळेचे नियोजन, गटातील समन्वय.

सक्रिय शिक्षणातील भूमिकाःविद्यार्थ्यांना प्रत्यक्ष काम करण्याची संधी, learning by doing

सहभागात्मक शिक्षणातील भूमिकाःसहकार्य , संघ अध्ययन .

उदाहरणः "जलसंवर्धन" या विषयावर प्रकल्पः

गट १माहिती मोळा करणे
गट २ पोस्टर तयार करणे
गट ३ सादरीकरन

महत्त्वः सहकार्य व नेतृत्व गुण विकसित होतात.सामाजिक कौशल्ये वाढतात.सक्रिय सहभाग वाढतो. सांघिक अध्ययनामुळे विद्यार्थ्यांचे संपादनूक आणि सामाजिक कौशल्य वाढतात तसेच अध्ययनाची गुणवत्ता सुधारते.

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तंत्रज्ञान वापर कौशल्य

डिजिटल साधनांचा वापर करून शिक्षण अधिक सक्रिय व सहभागात्मक बनवणे, शिक्षणात डिजिटल साधनांचा (ICT tools) प्रभावी वापर करण्याची क्षमता सक्रिय शिक्षणातील भूमिकाः आंतरक्रियात्मक व्हिडीओ, अभिरूपिकरण, स्वयं-गती शिक्षण

सहभागात्मक शिक्षणातील भूमिकाः ऑनलाईन चर्चा मंच, सहयोगी साधने

उदाहरणः ऑनलाइन क्विझ गुगल क्लासरूम चर्चा, गुगल क्लासरूम, नोट्स व क्विझ देणे.

महत्त्वः शिक्षण आधुनिक व आकर्षक बनते, स्वयं-अभ्यास वाढतो, स्वयं प्रेरणा मिळते,डिजिटल कौशल्ये विकसित होतात.ICT वापरामुळे विद्यार्थ्यांचा सहभाग व शिकण्याची गती वाढते.

मूल्यांकन कौशल्य

विद्यार्थ्यांच्या अध्ययनातील प्रगती तपासणे व त्यावर आधारित सुधारणा करणे.

सक्रिय शिक्षणातील भूमिकाः अध्ययन प्रक्रियेवर वर लक्ष, स्वयं मूल्यांकन

सहभागात्मक शिक्षणातील भूमिकाः सांघिक मूल्यांकन, गट सादरीकरणाची मूल्यमापन

उदाहरणः छोटे क्विझ, प्रकल्प, मौखिक प्रश्न ,गट प्रकल्पानंतर सांघिक प्रत्याभरण, अहवाल लेखन.

महत्त्वः विद्यार्थ्यांची प्रगती समजते. सुधारणा करण्यास मदत होते. अध्ययनाची गुणवत्ता वाढते.

प्रेरणा कौशल्य

विद्यार्थ्यांना शिकण्यासाठी प्रेरित करणे. विद्यार्थ्यांना शिकण्यास प्रोत्साहित करणे व त्यांची रुची वाढवणे.

सक्रिय शिक्षणातील भूमिकाः विद्यार्थ्यांना स्वयंपूर्ण बनवते, जिज्ञासा वाढवते.

सहभागात्मक शिक्षणातील भूमिकाः गटात सक्रिय सहभाग वाढवते

उदाहरणः विद्यार्थ्यांच्या कामाचे कौतुक करणे. "Best Team Award", सकारात्मक प्रबलन, बक्षीस.

महत्त्वः आत्मविश्वास वाढतो, शिकण्याची आवड वाढते, सहभाग वाढतो.

वर्ग व्यवस्थापन कौशल्य

शांत ,अनुशासित व सहभागात्मक वातावरण तयार करणे. वर्गात शिस्त, नियंत्रण व सकारात्मक वातावरण राखण्याची क्षमता. याचे मुख्य घटक नियम व शिस्त, वेळ व्यवस्थापन, विद्यार्थ्यांचे वर्तन नियंत्रण हर आहेत .

सक्रिय शिक्षणातील भूमिकाः कृतीयुक्त अध्ययन सुरळीत चालण्यास मदत होते.

सहभागात्मक शिक्षणातील भूमिकाः गटकार्य व्यवस्थित होते

उदाहरणः गटकार्य करताना नियम ठरवणे, गटासाठी वेळ , मर्यादा व नियम ठरवणे.

महत्त्वः शिक्षण प्रक्रिया सुरळीत चालते, अडथळे कमी होतात, लक्ष केंद्रीत राहते.

सर्जनशीलता व नवोपक्रम कौशल्य

1. नवीन, रोचक व प्रभावी अध्यापन पद्धती वापरण्याची क्षमता. नवीन व रोचक पद्धती वापरुन शिक्षण अधिक प्रभावी बनवणे,
2. सक्रिय शिक्षणातील भूमिकाः विद्यार्थ्यांना शोध व प्रयोग करण्यास प्रवृत्त करते
3. सहभागात्मक शिक्षणातील भूमिकाः सहभागात्मक/ गटातील सृजनशीलता वाढते
4. उदाहरणः इतिहासातील घटना नाट्यरूपात सादर करणे. त्यासाठी भूमिका अभियान खेळ आधारित शिक्षण, गोष्टी रुपातील अध्ययन अशी विविध तंत्र वापरू शकतो.
5. महत्त्वः शिक्षण आनंददायी बनते, सर्जनशीलता वाढते, विद्यार्थ्यांचा सहभाग वाढतो

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6. सर्जनशील अध्यापनामुळे विद्यार्थ्यांची कल्पनाशक्ती व नवोपक्रम क्षमता वाढते.
7. सक्रिय व सहभागात्मक अध्ययनासाठी वर उल्लेखलेले सर्व कौशल्य हे अध्यापनासाठी अत्यंत आवश्यक आहेत . संवाद, प्रश्न कौशल्य, गटकार्य कौशल्य, तंत्रज्ञान, मूल्यांकन कौशल्य, प्रेरणा ,वर्ग व्यवस्थापन, सृजनशीलता या सर्व कौशल्यांच्या आधारेच सक्रिय व सहभागात्मक अध्ययन हे प्रभावी व विद्यार्थी केंद्रित होण्यास मदत होते.
8. .सक्रिय व सहभागात्मक अध्ययनात शिक्षकाची भूमिका – सक्रिय व सहभागात्मक अध्ययनात शिक्षकाची भूमिका पारंपरिक "ज्ञान देणारा" अशी नसून "मार्गदर्शक" "प्रेरक" आणि "सहभाग निर्माण करणारा" अशी असते. शिक्षक योग्य अध्यापन कौशल्यांचा वापर करून विद्यार्थ्यांना शिकण्याच्या प्रक्रियेत सक्रियपणे सहभागी करतो.
9. मार्गदर्शक (Facilitator) म्हणून भूमिका- शिक्षक थेट उत्तर देत नाही, तर विद्यार्थ्यांना स्वतः विचार करून निष्कर्ष काढायला मदत करतो.
10. प्रेरक (Motivator) म्हणून भूमिका- विद्यार्थ्यांना शिकण्यास प्रेरित करणे व त्यांचा आत्मविश्वास वाढवणे.
11. समन्वयक (Coordinator) म्हणून भूमिका- गटकार्य, प्रकल्प व चर्चा यांचे नियोजन व समन्वय करणे.प्रकल्पात प्रत्येक गटाला वेगवेगळी जबाबदारी देणे.
12. संवादक म्हणून भूमिका- शिक्षकाने स्पष्ट, सोप्या व प्रभावी भाषेत संवाद साधणे.विद्यार्थ्यांचे विचार लक्षपूर्वक ऐकून त्यावर प्रतिसाद देणे.
13. मार्गदर्शक प्रश्नकर्ता - शिक्षक विचारप्रवर्तक प्रश्न विचारून विद्यार्थ्यांची विचारशक्ती विकसित करतो.
14. मूल्यांकनकर्ता म्हणून भूमिका- विद्यार्थ्यांच्या प्रगतीचे सतत मूल्यांकन करून योग्य अभिप्राय देणे.गटकार्य पूर्ण झाल्यानंतर प्रत्याभरण देणे.
15. तंत्रज्ञान वापरणारा - डिजिटल साधनांचा वापर करून शिक्षण अधिक प्रभावी बनवणे.
16. सर्जनशील शिक्षक - सर्जनशीलता व नवोपक्रम कौशल्य असावे .नवीन पद्धती वापरून शिक्षण आकर्षक व रोचक बनवणे.
17. सकारात्मक वातावरण निर्माता - विद्यार्थ्यांना मोकळेपणाने शिकता येईल असे सुरक्षित व प्रेरणादायी वातावरण तयार करणे.
18. सक्रिय व सहभागात्मक अध्ययनात शिक्षकाची भूमिका अत्यंत गतिमान व बहुआयामी आहे. योग्य अध्यापन कौशल्याचा वापर करणे , योग्य भूमिकेत राहून शिक्षण अर्थपूर्ण आनंददायी बनवू शकतो.

फायदे

1. विद्यार्थ्यांचा सक्रिय सहभाग वाढतो.विद्यार्थी केवळ ऐकत नाही तर शिकण्याच्या प्रक्रियेत सहभागी होतो.चर्चा, गटकार्य, प्रकल्प यामध्ये सक्रिय भूमिका घेतो.परिणामी अध्ययनाची गुणवत्ता वाढते.
2. विचारशक्ती व विश्लेषण क्षमता विकसित होते. उच्चस्तरीय प्रश्न व समस्या निराकरण पद्धतीमुळे विद्यार्थ्यांची सुरजनशील विचार करण्याची क्षमता वाढते.
3. सर्जनशीलता व नवोपक्रम क्षमता वाढते. भूमिकाभियान प्रकल्प पद्धत, कृतीयुक्त अध्ययन यातून विद्यार्थी नवीन कल्पना मांडतो
4. सहकार्य व सामाजिक कौशल्ये विकसित होतात. सांघिक अध्ययन व गटकार्य यातून गटकार्य नेतृत्व संवाद कौशल्य वाढण्यास मदत होते.

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5. आत्मविश्वास व प्रेरणा मिळते.शिक्षक कडून होणारे कौतुक व प्रोत्साहन मिळते. त्यामुळे विद्यार्थी मोकळेपणाने मत मांडतो.
6. दीर्घकालीन , अर्थपूर्ण शिक्षण आणि अनुभवाधारित शिक्षणामुळे ज्ञान, माहिती दीर्घकाळ लक्षात राहते.
7. स्वयं-अध्ययन होते.विद्यार्थी स्वतः माहिती शोधतो. परिणामी अविरत अध्ययनाचे कौशल्य विकसित होते.८. तंत्रज्ञान कौशल्ये विकसित होतात. डिजिटल साक्षरता वाढते

.मर्यादा

१. वेळखाऊ प्रक्रिया -गटकार्य, प्रकल्प, चर्चा यासाठी अधिक वेळ लागतो. त्यामुळे अभ्यासक्रम पूर्ण करणे कठीण.

२. मोठ्या वर्गात अंमलबजावणी कठीण.50-60 विद्यार्थ्यांमध्ये गट व्यवस्थापन अवघड.परिणामी सर्वांचा सहभाग सुनिश्चित करणे कठीण.

३. शिक्षकांना विशेष प्रशिक्षणाची गरज- सर्व शिक्षकांना आधुनिक अध्यापन कौशल्ये अवगत नसतात. त्यामुळे पद्धतीचा प्रभाव कमी होतो.

४. संसाधनांची कमतरता - तंत्रज्ञान, साधने, जागा यांचा अभाव

1. त्यामुळे कृतीयुक्त अध्ययन मर्यादित होते.

५. मूल्यांकन करणे कठीण - गटकार्य व सहभागाचे अचूक मूल्यांकन करणे कधी कधी जास्त विद्यार्थी संख्येमुळे कठीण होते. त्यामुळे निष्पक्षता कमी होऊ शकते.

६. काही विद्यार्थी निष्क्रिय राहू शकतात. गटात काही विद्यार्थी कमीसहभाग घेतात त्यातून समान शिकण्याची संधी मिळत नाही.

७. शिस्त व नियंत्रणाचा प्रश्न निर्माण होऊ शकतो. चर्चा व उपक्रम, कृती दरम्यान गोंधळ होऊ शकतो. त्याचा परिणाम अध्ययनावर होतो.

अशाप्रकारे सक्रिय व सहभागात्मक अध्ययनाचे अनेक फायदे आणि त्यातील काही मर्यादा आहेत .तरीही सक्रिय व सहभागात्मक अध्ययन हे आधुनिक शिक्षण पद्धतीमध्ये अत्यंत महत्त्वाचे आहे. सक्रिय व सहभागात्मक अध्ययन ही आधुनिक शिक्षणाची गरज आहे. प्रभावी अध्यापन कौशल्यांच्या साह्याने शिक्षक विद्यार्थ्यांना अधिक अर्थपूर्ण व परिणामकारक शिक्षण देऊ शकतात. त्याची प्रभावी अंमलबजावणी करण्यासाठी योग्य नियोजन , शिक्षक प्रशिक्षण व संसाधनाची उपलब्धता आवश्यक आहे.

संदर्भ सूची :

1. शिक्षण शास्त्र पाठ्यपुस्तक इयत्ता ११ वी(२०२२), महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे.
2. शिक्षण शास्त्र पाठ्यपुस्तक इयत्ता १२ वी, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे.
3. डॉ. जगताप ह.ना., शैक्षणिक व प्रादेशिक मानसशास्त्र, नित्य नुतन प्रकाशन, पुणे.
4. नवनियुक्त प्रशिक्षित शिक्षकांचे प्रशिक्षण शिक्षक हस्तपुस्तिका म. रा. शै. सं. व प्र. परिषद पुणे.
5. डॉ. सुशील कुमार ., डॉ.नीला पाथरे ., अध्यापनाच्या आधुनिक कार्यनिती,प्रशांत प्रकाशन ,जळगाव.

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Original Article

एनईपी २०२० च्या संदर्भात कौशल्य-आधारित शिक्षण

दत्तात्रय रामचंद्र खपाले
संशोधक पदवी: पीएच.डी. संशोधक विद्यार्थी

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सारांश

नवीन राष्ट्रीय शैक्षणिक धोरण २०२० हे भारतातील शिक्षण व्यवस्थेत व्यापक बदल घडवून आणणारे धोरण आहे. या धोरणामध्ये कौशल्य-आधारित शिक्षणाला विशेष महत्त्व देण्यात आले आहे. प्रस्तुत संशोधनात कौशल्य-आधारित शिक्षणाची संकल्पना, त्याचे महत्त्व, उद्दिष्टे आणि अंमलबजावणी यांचा सखोल अभ्यास करण्यात आलेला आहे. या शिक्षण पद्धतीमुळे विद्यार्थ्यांच्या रोजगारक्षमतेत वाढ होऊन त्यांचा सर्वांगीण विकास होण्यास मदत होते.

कीवर्ड: एनईपी २०२०, कौशल्य-आधारित शिक्षण, रोजगारक्षमता, शिक्षण सुधारणा

परिचय

भारताच्या शिक्षण व्यवस्थेत बदलत्या काळानुसार सुधारणा करणे आवश्यक झाले आहे. पारंपरिक शिक्षण पद्धतीत सैद्धांतिक ज्ञानावर भर देण्यात येत होता. परंतु आधुनिक युगात कौशल्याधारित शिक्षणाची गरज अधिक जाणवू लागली आहे. एनईपी २०२० या धोरणाने या बदलाला गती दिली आहे.

उद्दिष्टे

कौशल्य-आधारित शिक्षणाची संकल्पना समजावून सांगणे.

एनईपी २०२० मधील तरतुदींचा अभ्यास करणे.

विद्यार्थ्यांच्या विकासावर होणारा परिणाम तपासणे.

संशोधन पद्धती

या संशोधनासाठी दुय्यम माहितीचा वापर करण्यात आला आहे. विविध पुस्तके, संशोधन निबंध, शैक्षणिक अहवाल आणि सरकारी दस्तऐवजांचा अभ्यास करण्यात आला आहे.

कौशल्य-आधारित शिक्षणाची संकल्पना

कौशल्य-आधारित शिक्षण ही अशी पद्धती आहे ज्यामध्ये विद्यार्थ्यांना प्रत्यक्ष जीवनात उपयोगी पडणारी कौशल्ये विकसित करण्यावर भर दिला जातो. यामध्ये समस्या सोडवणे, संवाद कौशल्य, सर्जनशीलता आणि सहकार्य यांचा समावेश होतो.

कौशल्य-आधारित शिक्षणाचे महत्त्व

कौशल्य-आधारित शिक्षण विद्यार्थ्यांच्या रोजगारक्षमतेत वाढ करते

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तसेच त्यांचा आत्मविश्वास वाढवून त्यांना समाजात सक्षम नागरिक बनवते.

नईपी २०२० मधील तरतुदी

या धोरणामध्ये कौशल्याधारित अभ्यासक्रम, व्यावसायिक शिक्षण, शिक्षक प्रशिक्षण आणि उद्योग-सहकार्य यावर विशेष भर देण्यात आलेला आहे.

चर्चा

या शिक्षण पद्धतीमुळे विद्यार्थ्यांचा सर्वांगीण विकास होतो. मात्र ग्रामीण भागात याची अंमलबजावणी करताना अनेक अडचणी येतात.

निष्कर्ष

एनईपी २०२० मुळे शिक्षण क्षेत्रात सकारात्मक बदल घडतील. कौशल्याधारित शिक्षणामुळे विद्यार्थ्यांचे भविष्य अधिक सक्षम होईल.

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शिक्षकांचे व्यावसायिक कौशल्य: एक सखोल अभ्यास

प्रविण जगन्नाथ वाघमोडे[1], डॉ जडल एम एम[2]
[1]संशोधक: पीएच. डी. संशोधक विद्यार्थी
[2]मार्गदर्शक

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सारांश

आजच्या ज्ञानाधारित समाजात शिक्षण क्षेत्रात मोठ्या प्रमाणात बदल होत आहेत. या बदलांना प्रतिसाद देण्यासाठी शिक्षकांकडे विविध व्यावसायिक कौशल्ये असणे आवश्यक आहे. प्रस्तुत संशोधनामध्ये शिक्षकांच्या व्यावसायिक कौशल्यांचे स्वरूप, गरज, प्रकार आणि विकासासाठी उपाययोजना यांचा सखोल अभ्यास करण्यात आला आहे. शिक्षकांचे कौशल्य शिक्षणाच्या गुणवत्तेवर थेट परिणाम करते.

प्रस्तावना

शिक्षण ही समाजाच्या प्रगतीची मूलभूत प्रक्रिया आहे. शिक्षक हा या प्रक्रियेचा केंद्रबिंदू आहे. आधुनिक शिक्षण प्रणालीमध्ये शिक्षकांची भूमिका केवळ ज्ञान देणारी नसून मार्गदर्शक, सल्लागार आणि प्रेरक अशी बहुआयामी झाली आहे. त्यामुळे शिक्षकांकडे विविध व्यावसायिक कौशल्ये असणे अत्यावश्यक झाले आहे.

राष्ट्रीय शिक्षण धोरण 2020 नुसार शिक्षकांनी तंत्रज्ञान, नवोपक्रम आणि विद्यार्थी-केंद्रित पद्धती स्वीकारणे आवश्यक आहे.

संशोधनाची गरज

शिक्षण क्षेत्रात गुणवत्ता वाढविण्यासाठी शिक्षकांचे कौशल्य विकसित करणे आवश्यक आहे. डिजिटल शिक्षण, ई-लर्निंग, आणि विद्यार्थ्यांच्या विविध गरजांमुळे शिक्षकांना अद्ययावत राहणे गरजेचे आहे. जागतिकीकरणामुळे शिक्षणात स्पर्धा वाढली आहे. त्यामुळे शिक्षकांनी सतत स्वतःचा विकास करणे आवश्यक आहे.

उद्दिष्टे

१) शिक्षकांच्या व्यावसायिक कौशल्यांचे स्वरूप समजून घेणे

२) कौशल्यांचे प्रकार ओळखणे

३) प्रशिक्षणाची भूमिका अभ्यासणे

४) विकासासाठी उपाय सुचविणे

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संशोधन पद्धती

या संशोधनासाठी वर्णनात्मक पद्धतीचा वापर करण्यात आला आहे. विविध पुस्तके, संशोधन लेख, आणि अहवालांचा अभ्यास करून माहिती संकलित करण्यात आली आहे.

शिक्षकांचे व्यावसायिक कौशल्य

शिक्षकांचे कौशल्य विविध घटकांवर आधारित असते जसे की विषयज्ञान, अध्यापन कौशल्य, संवाद कौशल्य, तंत्रज्ञान कौशल्य, मूल्यांकन कौशल्य आणि वर्ग व्यवस्थापन.

विषयज्ञानामुळे शिक्षक विद्यार्थ्यांना योग्य मार्गदर्शन करू शकतो. अध्यापन कौशल्यामुळे विविध पद्धतींचा वापर करून प्रभावी शिक्षण देता येते. संवाद कौशल्यामुळे शिक्षक आणि विद्यार्थी यांच्यात सकारात्मक संबंध निर्माण होतात. तंत्रज्ञान कौशल्यामुळे डिजिटल साधनांचा प्रभावी वापर करता येतो.

मूल्यांकन कौशल्यामुळे विद्यार्थ्यांच्या प्रगतीचे अचूक विश्लेषण करता येते.

शिक्षक प्रशिक्षणाचे महत्त्व

शिक्षक प्रशिक्षणामुळे शिक्षकांना नवीन कौशल्ये शिकता येतात. प्रशिक्षणामुळे अध्यापनाची गुणवत्ता सुधारते आणि आत्मविश्वास वाढतो. सतत प्रशिक्षण कार्यक्रमांमुळे शिक्षक अद्ययावत राहतात आणि नवीन तंत्रज्ञानाचा वापर प्रभावीपणे करू शकतात.

कौशल्य विकासासाठी उपाय

1. इन-सर्व्हिस प्रशिक्षण
2. कार्यशाळा व सेमिनार
3. डिजिटल साधनांचा वापर
4. स्व-अभ्यास
5. सहकार्यात्मक शिक्षण

चर्चा

शिक्षकांचे कौशल्य हे शिक्षणाच्या गुणवत्तेवर थेट परिणाम करते. त्यामुळे शिक्षकांचा सतत विकास होणे आवश्यक आहे.

निष्कर्ष

शिक्षकांचे व्यावसायिक कौशल्य हे शिक्षण व्यवस्थेच्या यशाचे मुख्य घटक आहे. योग्य प्रशिक्षण आणि तंत्रज्ञानाच्या वापरामुळे शिक्षक अधिक सक्षम बनतात.

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समावेशक कौशल्य शिक्षण

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प्रस्तावना

शिक्षण हा मानवाच्या सर्वांगीण विकासाचा पाया आहे. परंतु, केवळ पुस्तकी ज्ञान आजच्या स्पर्धात्मक युगात पुरेसे ठरत नाही. आज 'ज्ञान' आणि 'कौशल्य' (Knowledge and Skill) यांची सांगड घालणे आवश्यक झाले आहे. जेव्हा आपण ***'समावेशक शिक्षणा'चा (Inclusive Education)*** *विचार करतो, तेव्हा त्याचा अर्थ केवळ वर्गातील पटसंख्या वाढवणे असा नसून, प्रत्येक विद्यार्थ्याला मग तो शारीरिकदृष्ट्या दिव्यांग असो, सामाजिकदृष्ट्या वंचित असो किंवा आर्थिकदृष्ट्या दुर्बल असो त्याला मुख्य प्रवाहात आणणे हा असतो.*

२. संकल्पनेचा अर्थ (Defining the Concept)

समावेशक कौशल्य शिक्षण म्हणजे अशा प्रकारची शिक्षण प्रणाली, जिथे सामान्य विद्यार्थी आणि विशेष गरजा असलेले विद्यार्थी (CWSN - Children with Special Needs) एकाच छताखाली केवळ शिक्षणच घेत नाहीत, तर रोजगाराभिमुख कौशल्येही आत्मसात करतात. यामध्ये विद्यार्थ्यांच्या शारीरिक किंवा मानसिक मर्यादांचा विचार न करता, त्याच्यातील **'क्षमता'** ओळखून त्याला विशिष्ट कौशल्यात पारंगत केले जाते.

३. वर्तमान स्थिती आणि गरज (Current Need)

आजच्या जागतिकीकरणाच्या काळात तंत्रज्ञान झपाट्याने बदलत आहे. अशा वेळी समाजातील एक मोठा घटक (उदा. दिव्यांग किंवा वंचित गट) जर कौशल्यांपासून दूर राहिला, तर तो देश आर्थिकदृष्ट्या मागे पडतो.

- **अक्षमता नव्हे, तर वेगळी क्षमता:** "Disability is not an inability, but a different ability." या उक्तीप्रमाणे प्रत्येक विद्यार्थ्यामध्ये काहीतरी खास कौशल्य असते.
- **बेरोजगारीवर उपाय:** पारंपारिक शिक्षण घेऊनही नोकरी न मिळणाऱ्या युवकांसाठी 'कौशल्य शिक्षण' हा एक उत्तम पर्याय आहे.
- **ऐतिहासिक व धोरणात्मक संदर्भ (Policy Context)**

भारताने **'राष्ट्रीय शैक्षणिक धोरण २०२०' (NEP 2020)** आणि **'कौशल्य भारत' (Skill India)** मोहिमेद्वारे समावेशकतेला प्राधान्य दिले आहे.

शिक्षणाचे सार्वत्रिकीकरण करताना व्यावसायिक शिक्षणाचे (Vocational Education) महत्त्व अधोरेखित करण्यात आले आहे. आरपीवीडी (RPWD Act 2016) कायद्यानुसार दिव्यांगांना शिक्षणात आणि कौशल्यात समान संधी देणे

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हे कायदेशीर बंधन देखील आहे. थोडक्यात सांगायचे तर, समावेशक कौशल्य शिक्षण हे केवळ एक शैक्षणिक धोरण नसून ती एक **'सामाजिक चळवळ'** आहे. व्यक्तीला स्वावलंबी बनवणे, त्याचा स्वाभिमान जागृत करणे आणि त्याला समाजाचा एक उत्पादक घटक बनवणे, हेच या विषयाचे मुख्य उद्दिष्ट आहे. आजच्या माझ्या सादरीकरणातून आपण याच शिक्षण पद्धतीच्या विविध पैलूंचा आणि अंमलबजावणीचा आढावा घेणार आहोत.

महत्त्वाच्या व्याख्या -

- **युनेस्को (UNESCO) नुसार:**

  "समावेशक शिक्षण म्हणजे सर्व विद्यार्थ्यांच्या गरजांना प्रतिसाद देण्याची प्रक्रिया होय. यामध्ये शिक्षण, संस्कृती आणि समुदाय यांमधील सहभाग वाढवून शिक्षण व्यवस्थेतील बहिष्कार किंवा भेदभाव कमी करण्यावर भर दिला जातो."

- **कौशल्य शिक्षणाची व्याख्या (Vocational/Skill Education):**

  "असे शिक्षण जे व्यक्तीला विशिष्ट व्यवसायासाठी किंवा कामासाठी आवश्यक असणारी तांत्रिक कौशल्ये, व्यावसायिक वृत्ती आणि व्यावहारिक ज्ञान प्रदान करते, जेणेकरून ती व्यक्ती आर्थिकदृष्ट्या स्वावलंबी होऊ शकेल."

- **समावेशक कौशल्य शिक्षण (Integrated Definition):**

  "विशेष गरजा असलेले विद्यार्थी आणि सामान्य विद्यार्थी यांना त्यांच्या शारीरिक किंवा मानसिक स्थितीचा विचार न करता, एकाच शैक्षणिक वातावरणात त्यांच्या क्षमतेनुसार व्यावसायिक कौशल्ये शिकवून त्यांना रोजगारासाठी सक्षम करणे म्हणजे समावेशक कौशल्य शिक्षण होय."

समावेशक कौशल्य शिक्षणाची व्याप्ती (Scope)

1. **आयसीटी (ICT) कौशल्ये:** संगणक चालवणे, डेटा एंट्री, कोडिंग (दिव्यांगांसाठी विशेष सॉफ्टवेअरसह).
2. **हस्तकला आणि कला:** चित्रकला, मूर्तिकला, शिवणकाम, भरतकाम.
3. **सेवा क्षेत्र:** रिटेल मॅनेजमेंट, हॉस्पिटॅलिटी, आणि बीपीओ (BPO) मधील कौशल्ये.
4. **कृषी आधारित कौशल्ये:** सेंद्रिय शेती, रोपवाटिका व्यवस्थापन (Nursery Management).

समावेशक कौशल्य शिक्षणाची प्रमुख उद्दिष्टे (Key Objectives)

1) **शैक्षणिक समानता प्रस्थापित करणे (Ensuring Educational Equality)**

   सामान्य विद्यार्थी आणि विशेष गरजा असणारे विद्यार्थी (दिव्यांग, वंचित घटक) यांच्यातील शिक्षणाची दरी कमी करणे आणि सर्वांना एकाच व्यासपीठावर कौशल्याधारित शिक्षणाची समान संधी उपलब्ध करून देणे.

2) **व्यावसायिक कौशल्यांचा विकास करणे (Vocational Skill Development)**

   विद्यार्थ्यांच्या आवडीनुसार आणि त्यांच्या शारीरिक-मानसिक क्षमतेनुसार त्यांना सुतारकाम, शिवणकाम, संगणक टायपिंग, कोडिंग किंवा कृषी आधारित व्यावसायिक कौशल्यांचे प्रशिक्षण देणे.

3) **आर्थिक स्वावलंबन प्राप्त करणे (Promoting Economic Independence)**

   विशेष गरजा असलेल्या विद्यार्थ्यांना इतरांवर अवलंबून न राहता स्वतःचा छोटा व्यवसाय सुरू करण्यासाठी किंवा नोकरी मिळवण्यासाठी सक्षम करणे, जेणेकरून ते आर्थिकदृष्ट्या स्वतंत्र होतील.

4) **आत्मविश्वास आणि आत्मसन्मान वाढवणे (Boosting Self-Confidence & Self-Esteem)**

   जेव्हा एखादा विद्यार्थी स्वतःच्या हाताने एखादी वस्तू तयार करतो किंवा एखादे तांत्रिक काम पूर्ण करतो, तेव्हा त्याच्यातील न्यूनगंड दूर होऊन त्याचा आत्मविश्वास वाढवणे, हे या शिक्षणाचे प्रमुख उद्दिष्ट आहे.

5) **सामाजिक समावेशकता वाढवणे (Enhancing Social Inclusion)**

   समाजातील दिव्यांगांकडे पाहण्याचा दृष्टिकोन बदलणे आणि त्यांना समाजाचा एक उत्पादक व महत्त्वाचा घटक म्हणून स्वीकारण्यास समाजाला प्रवृत्त करणे.

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6) **आधुनिक तंत्रज्ञानाचा वापर शिकवणे (Integration of Assistive Technology)**

विविध सॉफ्टवेअर्स (उदा. Screen Readers) आणि आधुनिक उपकरणांच्या साहाय्याने विशेष गरजा असलेल्या विद्यार्थ्यांना तंत्रस्नेही (Tech-savvy) बनवणे.

7) **रोजगाराच्या संधी शोधणे (Exploring Employment Opportunities)**

स्थानिक उद्योग, लघुउद्योग आणि सरकारी योजना (उदा. मुद्रा योजना, कौशल्य विकास योजना) यांच्याशी समन्वय साधून विद्यार्थ्यांना प्रत्यक्ष कामाचा अनुभव आणि रोजगार मिळवून देणे.

समावेशक कौशल्य शिक्षणाची प्रमुख कार्ये (Functions of Inclusive Skill Education)

1. **सुप्त गुणांचा शोध घेणे (Identification of Potential)**

   प्रत्येक विद्यार्थ्यामध्ये काहीतरी खास कौशल्य असते. समावेशक शिक्षणाचे पहिले कार्य म्हणजे विद्यार्थ्यांमधील शारीरिक किंवा मानसिक मर्यादांच्या पलीकडे जाऊन त्यांच्यातील **'सुप्त कौशल्यांचा'** (Latent Talents) शोध घेणे आणि त्यांना योग्य दिशा देणे.

2. **कौशल्य प्रशिक्षण आणि सराव (Skill Training & Practice)**

   विद्यार्थ्यांना केवळ सैद्धांतिक माहिती न देता प्रत्यक्ष कृतीतून शिक्षण (Learning by Doing) देणे. यामध्ये कार्यशाळा, प्रयोगशाळा आणि प्रत्यक्ष साधनांचा वापर करून सराव करून घेणे, हे महत्त्वाचे कार्य आहे.

3. **अनुकूलन आणि सुलभता (Adaptation & Accessibility)**

   साधने आणि तंत्रज्ञान अशा प्रकारे बदलणे की ते सर्व विद्यार्थ्यांना वापरता येतील. उदा. दृष्टीदोष असलेल्या विद्यार्थ्यासाठी 'टॉकिंग सॉफ्टवेअर' उपलब्ध करून देणे किंवा शारीरिक अडथळे दूर करून 'बॅरियर फ्री' (Barrier-free) वातावरण निर्माण करणे.

4. **व्यावसायिक मार्गदर्शन आणि समुपदेशन (Vocational Guidance)**

   विद्यार्थ्यांना त्यांच्या आवडीनुसार कोणत्या क्षेत्रात करिअरच्या संधी आहेत, याची माहिती देणे. तसेच, पालकांचे समुपदेशन करून त्यांच्या पाल्याच्या भविष्याबद्दलचा आत्मविश्वास वाढवणे.

5. **उद्योगांशी सांगड घालणे** (Industry Linkage)

   केवळ वर्गात शिकवून चालत नाही, तर स्थानिक उद्योग, कारखाने किंवा सेवा केंद्रांशी (उदा. सांगोला येथील स्थानिक व्यवसाय) संपर्क साधून विद्यार्थ्यांना तिथे 'इंटर्नशिप' (Internship) किंवा प्रत्यक्ष कामाचा अनुभव मिळवून देणे.

6. **आर्थिक साक्षरता आणि व्यवस्थापन** (Financial Literacy)

   कौशल्यासोबतच विद्यार्थ्यांना पैशांचे नियोजन, बँकिंग व्यवहार आणि सरकारी योजना (उदा. कौशल्य विकास योजना, सबसिडी) यांची माहिती देणे, जेणेकरून ते स्वतःचा उद्योग यशस्वीपणे चालवू शकतील.

7. **सामाजिक एकत्रीकरण** (Social Integration)

सामान्य आणि विशेष गरजा असलेल्या विद्यार्थ्यांनी एकत्र काम केल्यामुळे त्यांच्यात सहकार्याची भावना निर्माण होते. समाजातील भेदभाव दूर करून एक **'समतावादी समाज'** घडवण्याचे मोठे कार्य या शिक्षण पद्धतीतून घडते.

समावेशक कौशल्य शिक्षणाचे स्वरूप (Nature of Inclusive Skill Education)

विद्यार्थी-केंद्रित स्वरूप (Student-Centric)

या शिक्षण पद्धतीचा केंद्रबिंदू 'विद्यार्थी' असतो. विद्यार्थ्याची शारीरिक किंवा मानसिक अवस्था विचारात न घेता, त्याच्यातील **'कौशल्य घेण्याची क्षमता'** लक्षात घेऊन अभ्यासक्रम ठरवला जातो. हे शिक्षण लादलेले नसून विद्यार्थ्याच्या आवडीनुसार असते.

लवचिकता (Flexibility)

समावेशक कौशल्य शिक्षणाचे स्वरूप अतिशय लवचिक असते. यामध्ये -

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- **वेळेची लवचिकता:** विद्यार्थी आपल्या गतीने कौशल्य आत्मसात करू शकतो.
- **मूल्यमापनात लवचिकता:** केवळ लेखी परीक्षा न घेता, प्रात्यक्षिक (Practical) कामावरून विद्यार्थ्याचे कौशल्य तपासले जाते.

तांत्रिक आणि डिजिटल स्वरूप (Technical & Digital)

आजच्या काळात याचे स्वरूप पूर्णपणे 'हाय-टेक' झाले आहे.

- **सहायीभूत तंत्रज्ञान (Assistive Technology):** अंधांसाठी 'टॉकिंग सॉफ्टवेअर', मूकबधिरांसाठी 'व्हिडिओ ट्युटोरिअल्स' आणि शारीरिक दिव्यांग असलेल्यांसाठी 'स्पेशल कीबोर्ड' किंवा 'जॉयस्टिक'चा वापर केला जातो.

एकात्मिक स्वरूप (Integrated Approach)

येथे सामान्य शिक्षण आणि कौशल्य शिक्षण यांची सांगड घातलेली असते. विद्यार्थी गणितासोबतच 'अकाउंटिंग' शिकतो किंवा विज्ञानासोबतच 'इलेक्ट्रिकल रिपेअरिंग'चे कौशल्य आत्मसात करतो. हे शिक्षण मुख्य प्रवाहातील शिक्षणापासून वेगळे नसून त्याचाच एक भाग आहे.

बहु-संवेदी अध्यापन (Multi-Sensory Learning)

याचे स्वरूप 'बघणे, ऐकणे आणि करणे' (Visual, Auditory & Kinaesthetic) यावर आधारित असते.

समावेशक कौशल्य शिक्षणाचे महत्त्व (Importance of Inclusive Skill Education)सामाजिक न्याय आणि समानता (Social Justice & Equality)

समाजातील प्रत्येक घटकाला, मग तो दिव्यांग असो वा वंचित, विकासाची समान संधी मिळणे हा त्यांचा घटनात्मक अधिकार आहे. हे शिक्षण भेदभावाची भिंत पाडून सर्वांना एकाच स्तरावर आणण्याचे काम करते.

आर्थिक सक्षमीकरण (Economic Empowerment)

जेव्हा विशेष गरजा असलेले विद्यार्थी एखादे कौशल्य (उदा. ग्राफिक डिझाइन, हस्तकला, मोबाईल रिपेअरिंग) शिकतात, तेव्हा ते कोणावरही ओझे न राहता स्वतःचे उत्पन्न मिळवू शकतात. यामुळे कुटुंबाचा आणि पर्यायाने देशाचा आर्थिक स्तर उंचावतो.

न्यूनगंड दूर करणे (Removing Inferiority Complex)

अनेकदा शारीरिक किंवा मानसिक मर्यादांमुळे विद्यार्थ्यांमध्ये न्यूनगंड निर्माण होतो. परंतु, जेव्हा तो एखादे कौशल्य आत्मसात करतो आणि त्यातून काहीतरी निर्मिती करतो, तेव्हा त्याचा आत्मविश्वास **(Self-confidence)** कैक पटीने वाढतो.

मनुष्यबळाचा योग्य वापर (Optimum Utilization of Human Resources)

भारतासारख्या विशाल लोकसंख्येच्या देशात प्रत्येक व्यक्ती हे एक 'संसाधन' आहे. समावेशक कौशल्य शिक्षणामुळे दिव्यांगांमधील सुप्त गुणांचा वापर देशाच्या प्रगतीसाठी करून घेता येतो.

परावलंबित्व कमी करणे (Reducing Dependency)

हे शिक्षण विद्यार्थ्याला **'स्वावलंबी'** बनवते. दैनंदिन गरजांसाठी किंवा रोजगारासाठी इतरांकडे हात पसरण्याऐवजी, ते स्वतःच्या कौशल्याच्या जोरावर सन्मानाने जगू शकतात.

मानसिक आणि भावनिक विकास (Psychological & Emotional Development)

कौशल्य शिक्षणामुळे विद्यार्थ्याला व्यस्त राहता येते आणि त्याच्या सर्जनशीलतेला वाव मिळतो. यामुळे त्यांचा मानसिक ताण कमी होतो आणि समाजात वावरताना त्यांना सन्मानाची वागणूक मिळते.

'कौशल्य भारत' (Skill India) मोहिमेला बळकटी

देशाच्या कौशल्य विकास मोहिमेत जेव्हा समाजातील शेवटचा घटक सामील होतो, तेव्हाच ही मोहीम खऱ्या अर्थाने यशस्वी होते. समावेशक शिक्षण या मोहिमेचा कणा आहे.

समावेशक कौशल्य शिक्षणासाठी उपाययोजना (Suggestions/Remedies)

समावेशक कौशल्य शिक्षण अधिक प्रभावी करण्यासाठी खालील उपाय करता येतील:

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- **शिक्षकांचे विशेष प्रशिक्षण:** केवळ सामान्य शिक्षक असून चालणार नाही, तर शिक्षकांना 'स्पेशल बी.एड' (Special Education) मधील काही कौशल्ये आणि आधुनिक तंत्रज्ञान हाताळण्याचे प्रशिक्षण दिले पाहिजे.
- **अडथळामुक्त पायाभूत सुविधा:** सर्व कौशल्य विकास केंद्रांमध्ये रॅम्प, लिफ्ट, ब्रेल लिपीतील संकेत आणि दिव्यांगांसाठी अनुकूल प्रसाधनगृहे असणे अनिवार्य करावे.
- **लवचिक अभ्यासक्रम:** विद्यार्थ्यांच्या अपंगत्वाच्या प्रकारानुसार (उदा. मूकबधिर, अस्थिव्यंग किंवा मतिमंद) अभ्यासक्रमात बदल करून तो सोपा आणि कृतीयुक्त करावा.
- **उद्योगांशी भागीदारी (Industry Tie-ups):** स्थानिक कंपन्या आणि लघुउद्योजकांनी अशा विद्यार्थ्यांना 'ऑन-जॉब ट्रेनिंग' (OJT) देण्यासाठी पुढाकार घ्यावा.
- **जागरूकता मोहिमा:** पालकांमध्ये आणि समाजात असलेल्या अंधश्रद्धा किंवा नकारात्मक दृष्टिकोन दूर करण्यासाठी समुपदेशन सत्रे आयोजित करावीत.
- **आर्थिक मदत व शिष्यवृत्ती:** विशेष गरजा असलेल्या विद्यार्थ्यांना स्वतःचा व्यवसाय सुरू करण्यासाठी कमी व्याजात कर्ज किंवा बीजभांडवल (Seed Money) उपलब्ध करून द्यावे.

निष्कर्ष (Conclusion)

"थोडक्यात सांगायचे तर, **'समावेशक कौशल्य शिक्षण'** ही केवळ एक शैक्षणिक पद्धत नसून ती मानवी हक्कांची पूर्तता करणारी एक **'सामाजिक क्रांती'** आहे. जेव्हा आपण एखाद्या दिव्यांग किंवा वंचित विद्यार्थ्याला केवळ अक्षर ओळख न करून देता त्याच्या हातात 'कौशल्य' देतो, तेव्हा आपण त्याला खऱ्या अर्थाने समाजाच्या मुख्य प्रवाहात सामील करून घेतो." समावेशक कौशल्य शिक्षण ही केवळ एक 'दया' किंवा 'मदत' नसून तो प्रत्येक विद्यार्थ्याचा **संवैधानिक अधिकार** आहे. जेव्हा आपण एखाद्या दिव्यांग किंवा वंचित विद्यार्थ्याला केवळ अक्षरे न शिकवता त्याच्या हाताला काम देणारे 'कौशल्य' देतो, तेव्हा आपण त्याला खऱ्या अर्थाने समाजात सन्मानाने जगण्याची संधी देतो."

- **सक्षमीकरण:** हे शिक्षण विद्यार्थ्याला 'लाचारी' कडून 'सक्षमते' कडे नेते.
- **राष्ट्रनिर्मिती:** जेव्हा समाजातील प्रत्येक घटक (Normal & Special) उत्पादक कार्याशी जोडला जातो, तेव्हाच 'आत्मनिर्भर भारत' हे स्वप्न पूर्ण होऊ शकते.
- **शेवटचा शब्द:** "अपंगत्व हे शरीरात असते, कर्तृत्वात नाही." आणि हे कर्तृत्व सिद्ध करण्याची संधी म्हणजेच समावेशक कौशल्य शिक्षण होय.
- **आर्थिक विकास:** जेव्हा प्रत्येक हात कामाला लागेल, तेव्हाच देशाचा जीडीपी (GDP) वाढण्यास मदत होईल.

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Original Article

AI चा शिक्षणातील उपयोग

डॉ. शितल अरुण तळेकर

कॉलेज ऑफ एज्युकेशन फॉर वुमेन कुर्डूवाडी

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Abstract (सारांश):

कृत्रिम बुद्धिमत्ता (Artificial Intelligence – AI) ही आधुनिक तंत्रज्ञानातील एक क्रांतिकारी संकल्पना असून शिक्षण क्षेत्रात तिचा प्रभाव झपाट्याने वाढत आहे. AI च्या साहाय्याने शिक्षण अधिक वैयक्तिक (personalized), प्रभावी आणि सुलभ बनत आहे. स्मार्ट लर्निंग प्लॅटफॉर्म, अडॅप्टिव्ह लर्निंग सिस्टीम्स, ऑटोमेटेड मूल्यमापन, आणि व्हर्च्युअल ट्यूटर यांसारख्या साधनांमुळे विद्यार्थ्यांच्या शिकण्याच्या प्रक्रियेत सुधारणा होत आहे. शिक्षकांसाठी AI प्रशासनिक कामे कमी करून अध्यापनावर अधिक लक्ष केंद्रित करण्यास मदत करते. तसेच, डेटा विश्लेषणाच्या माध्यमातून विद्यार्थ्यांच्या प्रगतीचे अचूक मूल्यांकन करता येते.

*तथापि, AI चा वापर करताना गोपनीयता (privacy), नैतिकता (ethics), आणि डिजिटल विभाजन (digital divide) यांसारख्या आव्हानांनाही सामोरे जावे लागते. या संशोधनाचा उद्देश शिक्षणातील **AI** च्या उपयोगांचे विश्लेषण करणे, त्याचे फायदे व मर्यादा समजून घेणे आणि भविष्यातील शक्यता अधोरेखित करणे हा आहे.*

***Keywords** (मुख्य शब्द): कृत्रिम बुद्धिमत्ता (Artificial Intelligence), शिक्षण तंत्रज्ञान (Educational Technology) वैयक्तिक शिक्षण (Personalized Learning), अडॅप्टिव्ह लर्निंग (Adaptive Learning), ई-लर्निंग (E-learning), डेटा विश्लेषण (Data Analytics), व्हर्च्युअल ट्यूटर (Virtual Tutor), डिजिटल शिक्षण (Digital Education), नैतिकता (Ethics), डिजिटल विभाजन (Digital Divide)*

प्रस्तावना

AI हे माणसानेच तयार केलेला एक Smart hardware आहे, की जो विचार केल्यासारखा वागु शकतो, शिकु शकतो आणि प्रश्न सोडवू शकतो. पण आपल्याला माहिती आहे Computer विचार करु शकत नाही, भावना नाहित, योग्य –अयोग्य ठरवू शकत नाही. पण तंत्रज्ञानाने अशा System devlop केल्या आहेत की ज्या मेंदूप्रमाणे वागण्याचा प्रयत्न करतात. त्याचा वेग खुप असतो. उत्पादनापासून ते आरोग्य सेवेपर्यंत, आज प्रत्येक क्षेत्रामध्ये AI ची भूमिका महत्त्वाची ठरत आहे. शिक्षण क्षेत्रात देखील AI वापर केल्याने अनेक बदल घडताना दिसत आहेत. आता शाळांमध्ये वर्ग खोल्यांमधील खडू – फळयांची जागा स्मार्ट बोर्ड घेत आहेत. पुस्तकांच्या ऐवजी डिजिटल लायब्ररी, ऑनलाइन अभ्यासक्रमाने घेतली आहे. शिक्षकांनी प्रत्यक्ष वर्गात शिकवण्याच्या ऐवजी ऑनलाईन कोर्सेस आले आहेत, AI आधारित शैक्षणिक ॲप, ट्यूटर आले आहेत.

AI द्वारे शिक्षण पद्धती –

व्हर्च्युअल ट्युटर - AI आधारित चॅटबॉक्स किंवा ॲप्स 24X7 विद्यार्थ्यांना मदत करतात=

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याच्या मदतीने विद्यार्थ्यांना कधीही प्रश्न विचारता येतात आणि त्वरित उत्तरे मिळतात.

स्मार्ट कंटेंट - AI च्या मदतीने डिजिटल नोट्स, व्हिडिओ, ऑडिओ, ॲनिमेशन तयार केले जाते. कठीण विषय सोप्या आणि आकर्षक पद्धतीने शिकवता येतात

डेटा आधारित शिक्षण - AI विद्यार्थ्यांच्या कामगिरीचा डेटा गोळा करून विश्लेषण करते त्यामुळे शिक्षकांना कोणत्या विद्यार्थ्यांना अधिक मदत हवी आहे समजते.

व्हर्च्युअल आणि ऑडमेंटेड रियॅलिटी – AI च्या मदतीने 3D मॉडेल्स आणि व्हर्च्युअल वातावरण तयार केले जाते.

ॲडॅप्टिव्ह लर्निंग - ही पद्धत विद्यार्थ्यांच्या उत्तरानुसार लगेच बदलते. विद्यार्थ्यांचा एखादा प्रश्न चुकला जर AI सोपे प्रश्न विचारतो व त्या विद्यार्थ्यांची पातळी शोधतो व त्यानुसार अध्यापन करते.

इंटरॲक्टिव्ह बोर्ड - या फळावर शिक्षक आणि विद्यार्थी स्पर्श करून लिहु शकतात, पुसू शकतात, व्हिडिओ पाहू शकतात, इंटरॲक्टिव्ह ॲक्टिव्हिटी कठिण संकल्पना व्हर्च्युअल पध्दतीने समजात.

व्हर्च्युअल क्लासरूम - इंटरनेटच्या माध्यमातून ऑनलाईन पद्धतीने चालणारा वर्ग म्हणजे व्हर्च्युअल क्लासरूम होय. यात शिक्षक आणि विद्यार्थी एका ठिकाणी नसूनही मोबाईल, संगणकाच्या मदतीने प्रत्यक्ष वर्गासारखा (Live Classes) अनुभव घेतात. व्हिडिओ कॉल, ऑडिओ चॅट, स्क्रीन शेअरिंग यासारख्या सुविधामुळे शिकतात व्हर्च्युअल क्लासरूम मध्ये रेकॉर्डिंग, चर्चा, स्क्रीन शेअरिंग, ऑनलाईन टेस्ट, क्यूज या गोष्टी येतात.

शिक्षणासाठी ॲनिमेशन - ॲनिमेशन म्हणजे चित्रे, ग्राफिक्स आणि हालचालींच्या माध्यमातून माहिती जिवंतपणे सादर करण्याची पद्धत होय. यामुळे कठीण विषय सोप्या आणि मनोरंजक पद्धतीने समजावुन सांगता येतो.

फायदे -

1) AI मुळे शिक्षण कुठेही आणि कधीही घेता येते. ऑनलाइन शिक्षण प्लेटफॉर्ममुळे विद्यार्थी घरबसल्या शिक्षण घेऊ शकतात.
2) विद्यार्थ्यांना वैयक्तिक मार्गदर्शन मिळते.
3) AI प्रत्येक विद्यार्थ्यांची शिकण्याची गती, कमकुवत आणि मजबूत बाजू ओळखतो. त्यानुसार अभ्यासक्रम शिकवतो. प्रश्न विचारून सराव करून घेतो.
4) प्रत्येक विद्यार्थ्याला स्वतःच्या गतीने शिकू शकतो AI वेगवेगळ्या भाषांमध्ये अनुवाद करून विद्यार्थ्यांना समजावयास मदत करतो.
5) मूल्यमापन श्रेणी] हजेरी प्रयोग तयार करणे इत्यादी कामे AI ने केल्यामुळे शिक्षकांना विद्यार्थ्यांसोबत जास्त वेळ मिळेल.
6) AI परीक्षा तपासणी, क्यूज आणि पिक्चर घेण्याचे काम करते त्यामुळे शिक्षकांचा वेळ वाचतो व विद्यार्थ्यांना लगेच निकाल करतो.

तोटे

1) AI च्या मदतीमुळे विद्यार्थी स्वतःहून विचार करत नाहीत. त्यामुळे सर्जनशीलता आणि समस्या सोडवण्याची क्षमता कमी होऊ शकते.
2) विद्यार्थी शिक्षक संवाद कमी होईल=
3) AI च्या वापरासाठी आवश्यक असणारे Hardware, इंटरनेट सॉफ्टवेअर सर्व विद्यार्थ्यांना उपलब्ध होईल असे नाही.

AI चे शिक्षणातील महत्त्व खूप आहे परंतु ही शिक्षकाची जागा घेऊ शकत नाही. प्रेरणा देणे, सहानभूती, वर्गातील ऊर्जा मार्गदर्शन हे शिक्षकाचे बलस्थान आहे.

म्हणजे AI = टीचर / असिस्टंट, शिक्षक = मार्गदर्शक आणि मेंटर, दोघे एकत्र आल्यावर शिक्षण जास्त प्रयोगशील होते.

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Original Article

शिक्षकांची व्यावसायिक कौशल्ये: एक अभ्यास

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गोषवारा

हा शोध निबंध शिक्षकांच्या व्यावसायिक कौशल्यांचा सखोल अभ्यास सादर करतो. एकविसाव्या शतकातील गुणवत्तापूर्ण शिक्षणाचा कणा म्हणून शिक्षकांची भूमिका महत्त्वपूर्ण असून, विद्यार्थ्यांच्या शैक्षणिक यशावर शाळेशी संबंधित घटकांमध्ये शिक्षकांचा सर्वाधिक प्रभाव असतो, हे संशोधन अधोरेखित करते. शिक्षकांची व्यावसायिक कौशल्ये ही बहुआयामी संकल्पना असून, ती केवळ विषयाच्या ज्ञानापुरती मर्यादित नाही. यामध्ये शिक्षकांचे ज्ञान, कौशल्ये, दृष्टिकोन आणि वर्तन यांचा समावेश होतो. विद्यार्थ्यांचे आकलन, शिक्षण नियोजन, अंमलबजावणी आणि मूल्यमापन करण्याची क्षमता. वर्ग व्यवस्थापन, विषयाचे सखोल ज्ञान, शिकवण्याच्या पद्धती आणि तंत्रज्ञानाचा प्रभावी वापर. नेतृत्व, संवाद, भावनिक क्षमता, समस्या-निराकरण आणि सर्जनशीलता. विद्यार्थी, सहकर्मी, पालक आणि समाजाशी प्रभावी संवाद साधण्याची क्षमता. प्रारंभिक शिक्षक प्रशिक्षण (समवर्ती/अनुक्रमिक नमुने), सतत व्यावसायिक विकास, ७०-२०-१० मॉडेल (७०% व्यावहारिक अनुभव, २०% सहकर्मी संवाद, १०% औपचारिक प्रशिक्षण) आणि शाळा-आधारित व्यावसायिक विकास यांचा समावेश होतो. संशोधन असे दर्शविते की, शिक्षक कौशल्यांच्या महत्त्वाच्या तुलनेत शिक्षकांना मिळणारे प्रशिक्षण कमी पडते. व्यावहारिक अनुभव हा कौशल्य विकासाचा सर्वात प्रभावी मार्ग आहे. उच्च-गुणवत्तेची शिक्षक कौशल्ये विद्यार्थ्यांच्या शैक्षणिक कामगिरीवर तीनपट अधिक प्रभाव टाकतात. शिक्षकांच्या व्यावसायिक कौशल्यांचा विकास ही एक सतत चालणारी प्रक्रिया आहे. राष्ट्रीय शिक्षण धोरण २०२० ने या दिशेने महत्त्वपूर्ण तरतुदी केल्या असून, प्रभावी अंमलबजावणीची आवश्यकता आहे. शिक्षक कौशल्यांच्या विकासासाठी केलेली गुंतवणूक ही भविष्यातील पिढ्यांच्या उज्ज्वल भविष्यासाठी केलेली सर्वोत्तम गुंतवणूक ठरेल.

मुख्य शब्द: *शिक्षक कौशल्ये, व्यावसायिक विकास, अध्यापनशास्त्र, सतत प्रशिक्षण, ७०-२०-१० मॉडेल, राष्ट्रीय शिक्षण धोरण २०२०*

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प्रस्तावना

एकविसाव्या शतकातील शिक्षणव्यवस्थेचा कणा म्हणजे शिक्षक. विद्यार्थ्यांच्या सर्वांगीण विकासात आणि गुणवत्तापूर्ण शिक्षणाच्या प्राप्तीत शिक्षकांचा सहभाग महत्त्वपूर्ण ठरतो. संशोधन असे सूचित करते की, शाळेशी संबंधित घटकांमध्ये शिक्षक हा विद्यार्थ्यांच्या शिक्षणावर सर्वाधिक प्रभाव टाकणारा घटक आहे. युनोस्कोच्या शाश्वत विकास उद्दिष्टांपैकी SDG 4 हे सर्वसमावेशक आणि न्याय्य दर्जाचे शिक्षण प्रदान करण्यावर भर देते, ज्याची पूर्तता सक्षम शिक्षकांशिवाय शक्य नाही. या पार्श्वभूमीवर, शिक्षकांच्या व्यावसायिक कौशल्यांचा अभ्यास करणे अत्यंत आवश्यक ठरते. हा शोध निबंध शिक्षकांच्या व्यावसायिक कौशल्यांचे स्वरूप, त्यांचे प्रकार, विकासाच्या पद्धती आणि समकालीन संदर्भातील आव्हाने यांचा सखोल विचार करतो.

शिक्षक कौशल्यांची संकल्पना आणि व्याप्ती

शिक्षकांची व्यावसायिक कौशल्ये म्हणजे केवळ विषयाचे ज्ञान नव्हे, तर एक बहुआयामी संकल्पना आहे ज्यात शिक्षकांचे ज्ञान, कौशल्ये, दृष्टिकोन आणि वर्तन यांचा समावेश होतो. व्यावसायिक कौशल्य हे शिक्षकाचे एक समग्र गुण म्हणून समजले जाते, ज्यामध्ये ज्ञान, कौशल्ये आणि समस्या सोडवण्याच्या सामान्यीकृत पद्धतींचा समावेश असतो. भारतासह जगभरातील शिक्षणतज्ज्ञांनी शिक्षकांच्या कौशल्यांचे वर्गीकरण करण्याचा प्रयत्न केला आहे. इंडोनेशियाच्या शिक्षक आणि व्याख्याता कायदा (2005) नुसार, शिक्षकांसाठी चार प्रमुख कौशल्ये आवश्यक मानली जातात: अध्यापनशास्त्रीय कौशल्य, व्यक्तिमत्त्व कौशल्य, सामाजिक कौशल्य आणि व्यावसायिक कौशल्य. ही चारही कौशल्ये परस्परपूरक असून प्रभावी शिक्षणासाठी आवश्यक आहेत.

शिक्षक कौशल्यांचे प्रकार आणि स्वरूप

3.1 अध्यापनशास्त्रीय कौशल्य (Pedagogical Competence)

अध्यापनशास्त्रीय कौशल्य म्हणजे विद्यार्थ्यांचे आकलन, शिक्षणाचे नियोजन व अंमलबजावणी, शिक्षण परिणामांचे मूल्यमापन आणि विद्यार्थ्यांच्या क्षमतांचा विकास करण्याची क्षमता. यामध्ये विद्यार्थ्यांच्या संज्ञानात्मक विकासाची तत्त्वे समजून घेणे, शिक्षण धोरणे निश्चित करणे आणि त्यानुसार शिक्षण योजना विकसित करणे समाविष्ट आहे. संशोधन असे दर्शविते की, चांगले शिक्षक विद्यार्थ्यांना विचार करण्यास, तर्क करण्यास आणि त्यांच्या कल्पना व्यक्त करण्यास आव्हान देतात, तसेच विषय साहित्य अचूक आणि स्पष्टपणे सांगतात. हार्वर्ड तज्ज्ञ हिदर हिल यांच्या मते, चांगले शिक्षक केवळ विषय समजून घेत नाहीत, तर ते वर्गातील त्यांच्या कामाशी संबंधित विशिष्ट पद्धतीने तो विषय समजून घेतात.

3.2 व्यावसायिक कौशल्य (Professional Competence)

व्यावसायिक कौशल्य म्हणजे शिक्षकाची शिक्षण-अध्यापन प्रक्रिया व्यवस्थापित करण्याची क्षमता. यामध्ये वर्ग व्यवस्थापन, विषयाचे सखोल ज्ञान, शिकवण्याच्या पद्धती आणि शिक्षण साधनांचा प्रभावी वापर यांचा समावेश होतो. व्यावसायिक कौशल्याच्या काही प्रमुख सूचकांमध्ये विषयाचे सखोल ज्ञान, अध्यापन साहित्याचा सर्जनशील विकास, सतत व्यावसायिक विकासासाठी कार्य करणे आणि माहिती-

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तंत्रज्ञानाचा प्रभावी वापर यांचा समावेश होतो. जर्नल ऑफ सायन्स डायरेक्टमध्ये प्रकाशित संशोधनानुसार, अध्यापनशास्त्रीय आणि वैयक्तिक कौशल्ये दोन्ही अत्यंत महत्त्वाची मानली जातात, जे दर्शविते की शिक्षक व्यवसाय अत्यंत मागणी करणारा आहे. विशेष म्हणजे, या कौशल्यांच्या महत्त्वाच्या तुलनेत शिक्षकांना मिळणारे प्रशिक्षण कमी पडते, असेही या संशोधनात नमूद केले आहे.

3.3 वैयक्तिक कौशल्ये (Personal Skills)

वैयक्तिक कौशल्ये म्हणजे शिक्षकांच्या व्यक्तिमत्त्वाशी संबंधित ती वैशिष्ट्ये जी त्यांना त्यांच्या व्यावसायिक वातावरणात प्रभावीपणे वागण्यास आणि इतरांशी संवाद साधण्यास सक्षम करतात. यामध्ये नेतृत्व कौशल्ये, संवाद कौशल्ये, भावनिक क्षमता आणि परस्पर संबंध प्रस्थापित करण्याची क्षमता यांचा समावेश होतो.

सेमो युनिव्हर्सिटीच्या मार्गदर्शकानुसार, शिक्षकांसाठी सात महत्त्वपूर्ण कौशल्ये आहेत: नेतृत्व, संवाद, समस्या-निराकरण, संघटन, श्रवण, अनुकूलन आणि सर्जनशीलता. प्रभावी श्रवण कौशल्ये शिक्षकांना विद्यार्थ्यांशी विश्वासार्ह संबंध प्रस्थापित करण्यास आणि सर्वसमावेशक शिक्षण वातावरण निर्माण करण्यास मदत करतात.

3.4 सामाजिक आणि संवाद कौशल्ये

सामाजिक कौशल्य म्हणजे संवाद क्षमता, सामान्य वर्तन आणि विद्यार्थी, सहकर्मी, शिक्षक, शिक्षण कर्मचारी, पालक किंवा व्यापक समाजाशी संवाद साधण्याची क्षमता. शिक्षक विविध भूमिका पार पाडतात: ते शिक्षक, व्यवस्थापक, निर्माते, समुपदेशक, मार्गदर्शक आणि कधीकधी आदर्श म्हणून काम करतात. या विविध भूमिका प्रभावीपणे पार पाडण्यासाठी सामाजिक कौशल्ये अत्यावश्यक आहेत.

शिक्षक कौशल्यांचा विकास

4.1 प्रारंभिक शिक्षक प्रशिक्षण

शिक्षकांच्या व्यावसायिक कौशल्यांच्या विकासाचा पहिला टप्पा म्हणजे प्रारंभिक शिक्षक प्रशिक्षण. हे प्रशिक्षण भावी शिक्षकांना मूलभूत व्यावसायिक कौशल्ये प्रदान करणे आणि त्यांच्या भविष्यातील भूमिका व जबाबदाऱ्या पार पाडण्यासाठी आवश्यक दृष्टिकोन विकसित करणे या उद्देशाने केले जाते. युरोपमध्ये प्रारंभिक शिक्षक प्रशिक्षणाचे दोन मुख्य नमुने आढळतात: समवर्ती नमुना (concurrent model) आणि अनुक्रमिक नमुना (consecutive model). समवर्ती नमुन्यात, भावी शिक्षक सुरुवातीपासूनच विषय प्रशिक्षण आणि अध्यापनशास्त्रीय प्रशिक्षण एकत्रितपणे घेतात, तर अनुक्रमिक नमुन्यात विशिष्ट विषयातील उच्च शिक्षणानंतर विद्यार्थी अध्यापनशास्त्रीय प्रशिक्षण घेतात. स्पेन सारख्या देशांमध्ये माध्यमिक शिक्षकांसाठी अनुक्रमिक नमुना वापरला जातो, ज्यामध्ये पहिला टप्पा विषय ज्ञानावर केंद्रित असतो आणि दुसरा टप्पा सैद्धांतिक व व्यावहारिक कौशल्यांच्या अधिग्रहणावर केंद्रित असतो.

4.2 सतत व्यावसायिक विकास

सतत व्यावसायिक विकास म्हणजे शिक्षक त्यांच्या शिकवण्याच्या कारकिर्दीत सहभागी होत असलेल्या प्रशिक्षण आणि व्यावसायिक विकास क्रियाकलाप. शिक्षकांना त्यांच्या कारकिर्दीत विविध प्रशिक्षण गरजा भेडसावतात आणि शिक्षण प्रणाली व प्रशिक्षण संस्थांनी या

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गरजा पूर्ण करणे आवश्यक आहे संशोधनात असे आढळले आहे की, शिक्षक कौशल्यांच्या विकासासाठी व्यावहारिक अनुभव हा सर्वात प्रभावी मार्ग आहे, त्यानंतर सतत प्रशिक्षण, आणि सर्वात कमी प्रभावी म्हणजे प्रारंभिक प्रशिक्षण. हे निष्कर्ष शिक्षक प्रशिक्षणाच्या पद्धतींवर पुनर्विचार करण्याची आवश्यकता अधोरेखित करतात.

4.3 ७०-२०-१० मॉडेल

शिक्षक कौशल्य विकासासाठी ७०-२०-१० मॉडेल हा एक प्रभावी पर्याय म्हणून उदयास आला आहे. हे मॉडेल औपचारिक शिक्षण, अनौपचारिक शिक्षण आणि अनुभवातून शिक्षण यांचे संयोजन करते. या मॉडेलनुसार, १०% शिक्षण कार्यशाळा किंवा प्रशिक्षण सत्रांसारख्या संरचित क्रियाकलापांमधून, २०% शिक्षण सहकर्मी आणि मार्गदर्शकांशी संवादातून, आणि ७०% शिक्षण वर्गातील व्यावहारिक अनुभवातून मिळते. हे मॉडेल सतत व्यावसायिक विकासासाठी एक ठोस फ्रेमवर्क प्रदान करते, ज्यामध्ये समुदाय सहभाग आणि स्थानिक व जागतिक सहकार्य यांना प्रोत्साहन दिले जाते. तथापि, या मॉडेलच्या अंमलबजावणीसमोर मर्यादित संसाधने, बदलास प्रतिकार आणि शिक्षण परिणामांचे मापन करण्यात येणाऱ्या अडचणी यासारखी आव्हाने आहेत.

4.4 शाळा-आधारित व्यावसायिक विकास

शाळा-आधारित व्यावसायिक विकास, जसे की शिक्षक कोचिंग, व्यावसायिक कौशल्ये सुधारण्याचा एक प्रमुख मार्ग म्हणून उदयास आला आहे. व्यावसायिक शिक्षण समुदाय (Professional Learning Communities) शिक्षकांना सामूहिक चौकशी आणि कृती संशोधनाच्या पुनरावृत्ती चक्रात सहकार्य करण्यास अनुमती देतात. एएससीएलच्या ब्लॉगनुसार, वैयक्तिकृत व्यावसायिक विकास हा शिक्षक टिकवून ठेवण्यासाठी आणि त्यांची कौशल्ये वाढवण्यासाठी महत्त्वाचा आहे. पारंपरिक एक-आकार-सर्वांना-बसणारा व्यावसायिक विकास बऱ्याचदा अपुरा ठरतो, कारण शिक्षक त्याला खूप सामान्य आणि त्यांच्या वर्गातील वास्तविकतेपासून दुरावलेले मानतात.

शिक्षक कौशल्यांचे महत्त्व आणि प्रभाव

5.1 विद्यार्थ्यांच्या शिक्षणावर प्रभाव

संशोधन संस्था RAND नुसार, विद्यार्थ्यांच्या यशावर शाळेशी संबंधित इतर कोणत्याही घटकापेक्षा शिक्षकांचा अधिक प्रभाव असतो. गणित आणि वाचनात, शिक्षक विद्यार्थ्यांच्या चाचणी कामगिरीवर शाळेच्या इतर कोणत्याही पैलूपेक्षा तीनपट अधिक प्रभाव टाकू शकतात उच्च-गुणवत्तेची शिक्षक कौशल्ये विद्यार्थ्यांच्या शिक्षणावर अनेक प्रकारे प्रभाव टाकतात. खुले, सहाय्यक आणि सकारात्मक वातावरण निर्माण करून, ते विद्यार्थ्यांना संबंध प्रस्थापित करण्यास, सहकार्य स्वीकारण्यास आणि त्यांच्या शिक्षणाची जबाबदारी घेण्यास सक्षम करतात. वॉल्टन फॅमिली फाउंडेशन आणि गॅलप यांच्या सर्वेक्षणानुसार, ७५% के-१२ विद्यार्थी असे नोंदवतात की त्यांच्याकडे किमान एक शिक्षक आहे जो त्यांना भविष्याबद्दल उत्साहित करतो.

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5.2 कौशल्ये आणि प्रशिक्षणातील अंतर

स्पेनमधील ६८३ माध्यमिक शिक्षक आणि शाळा नेत्यांवर केलेल्या संशोधनात एक महत्त्वपूर्ण अंतर उघड झाले - शिक्षक कौशल्यांच्या महत्त्वाच्या तुलनेत शिक्षकांना मिळालेले प्रशिक्षण कमी पडते. हे निष्कर्ष माध्यमिक शिक्षकांसाठी एक सर्वसमावेशक कौशल्य फ्रेमवर्क तयार करण्याची गरज अधोरेखित करतात, जे शिक्षक निवड, कामगिरी मूल्यमापन, कारकीर्द विकास आणि प्रशिक्षण यासाठी मार्गदर्शक ठरेल.

निष्कर्ष

शिक्षकांची व्यावसायिक कौशल्ये ही एक बहुआयामी आणि गतिशील संकल्पना आहे, जी केवळ विषयाच्या ज्ञानापुरती मर्यादित नाही. अध्यापनशास्त्रीय कौशल्य, व्यावसायिक कौशल्य, वैयक्तिक कौशल्ये आणि सामाजिक कौशल्ये या सर्वांचा समावेश प्रभावी शिक्षणासाठी आवश्यक आहे. शिक्षक कौशल्यांचा विकास हा प्रारंभिक प्रशिक्षणाने सुरू होऊन सतत चालणारी प्रक्रिया असावी, ज्यामध्ये व्यावहारिक अनुभवाला सर्वोच्च प्राधान्य दिले जाते. शिक्षक कौशल्यांच्या विकासासाठी ७०-२०-१० मॉडेल सारखे नाविन्यपूर्ण दृष्टिकोन आवश्यक आहेत, जे संरचित प्रशिक्षण, सहकार्यात्मक शिक्षण आणि व्यावहारिक अनुभव यांचे संतुलन साधतात. तसेच, शिक्षकांच्या वैयक्तिक गरजा आणि संदर्भ लक्षात घेणारा वैयक्तिकृत व्यावसायिक विकास हा शिक्षक टिकवून ठेवण्यासाठी आणि त्यांची कौशल्ये वाढवण्यासाठी महत्त्वाचा आहे. भारतीय संदर्भात, शिक्षक कौशल्यांच्या विकासासाठी राष्ट्रीय शिक्षण धोरण २०२० ने काही महत्त्वपूर्ण तरतूदी केल्या आहेत, परंतु त्यांची प्रभावी अंमलबजावणी करणे आवश्यक आहे. शिक्षक प्रशिक्षण संस्था, शाळा व्यवस्थापन आणि धोरणकर्ते यांनी एकत्रितपणे शिक्षकांच्या सतत व्यावसायिक विकासासाठी अनुकूल वातावरण निर्माण करणे आवश्यक आहे. शेवटी, चांगले शिक्षक हे जन्मजात नसतात, तर ते घडवले जातात. योग्य प्रशिक्षण, सतत समर्थन आणि व्यावहारिक अनुभव यांच्या संयोगातून शिक्षक त्यांच्या कौशल्यांचा विकास करू शकतात आणि विद्यार्थ्यांच्या जीवनावर सकारात्मक प्रभाव टाकू शकतात. शिक्षकांच्या व्यावसायिक कौशल्यांच्या विकासासाठी केलेली गुंतवणूक ही भविष्यातील पिढ्यांच्या उज्ज्वल भविष्यासाठी केलेली सर्वोत्तम गुंतवणूक ठरेल.

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