

RETHINKING OF CURRICULUM OF TEACHER EDUCATION

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Introduction

From 1980 AD people were clamoring for 21 st century and 21 st century is now not only at our door step, one full decade of it is already gone behind and still we have not planned properly to face the challenges of 21 st century. Dr. A.P.J. Abdul Kalam former president of India has already put before us the clue print of India 2020 in the global context. We have only half decade before us to fulfill that dream. The dream can be visualized through changing or overhauling Indian Education. Before that it is at most necessary to change the pattern of teacher education because only the teaching community can help to develop proper Indian Citizens who can fulfill this dream. Hence the focus should be on preparing a blue print of Teacher Education. To meet this challenge some attributes to be developed among teachers. It can be only done through proper teacher education programme.

Required Attributes to be develop in the teacher :

These attributes are divided in to three categories i.e. Knowledge, Skills and Attitudes.

Knowledge

- Core constitutional values
- Human rights and responsibilities
- Recognition and avoidance of cultural, racial, gender-based, and religious prejudice
- Globalization and its effect
- Environment/ecology and sustainable development
- International understanding
- Conflict, wars and nuclear armament
- Theories of conflict analysis, prevention, resolution
- symptoms of violence in students behaviors
- Participative learning method
- Media images promoting violence

Skills :

- Active listening, Communication and reflection
- Empathy and cooperation
- Critical thinking and problem solving
- Creative thinking
- Conflict resolution
- Identification and positive interpretation of textbook content
- Use of participative teaching-learning methods
- Leadership and decision-making

Attitudes :

- Tolerance
- Respect for human dignity and difference
- Gender and caste sensitivity
- Environmental awareness
- Caring and empathy
- Impartial decision-making
- Social responsibility and accountability
- Self-respect
- Change proneness (willingness to change) Uppal S.(2006)

Characteristics of Committed teacher :

Present narrow and localized commitments of present day teachers will not be suitable. Education form one lane will not remain isolated from education in the second lane. So in order to universalize education and keeping the equality of quality of education, some commitments are definitely demanded from the teaching community.

Characteristics of Committed teacher :

- Responsible for learner progress
- Work cultural punctual
- Updates knowledge
- Self appraisal adopts SWOT analysis
- Dedicated to profession
- Teaching aptitude and positive attitude. Bharathi, T.andJyothi N.M. (2008)

Required Drastic Changes in Teacher Competencies :

For this purpose the focus of teacher quality should shift from present competencies to required, futuristic competencies. Some of the shifting is shown below.

The Shift	
From	To
Teacher centric, stable designs	Learner centric, flexible processes
Teacher directions and decisions	Learner autonomy
Teacher Guidance and monitoring	Facilitation of learning
Learning in group	Cooperative learning
Learner receptivity	Learner participation in learning
Knowledge as “given” fixed	Knowledge evolves
Linear exposure	Multiple exposures
Common learning task	Individualized learning routes
Discipline focus	Multidisciplinary, educational focus.

From the early 1980s all wise men were discussing the advent of 21st century. They predicted that 21st century will be totally different from 20th century. Hence it will require different strategy to tackle the demands of 21st century. The role of education will be crucial in this context. To study the problem and suggest the remedies the world body United Nations Educational Scientific and Cultural Organization appointed a commission under chairmanship of French finance Minister Jack Delors. It included a number of world famous educationalists and social scientists. It produced a valuable report regarding the role of education in 21st century. Its title was ‘**Learning the Treasure Within**’. It is generally referred to as.

Learning: The Treasure within (Delors Report 1999) :

The Commission strongly stressed that education has a fundamental role to play in personal and social development. It is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. The report has projected its thinking on to a future dominated by globalization and has laid down some guidelines that can be applied both within national contexts and on a global scale. It has referred to some major conflicts as central to the problems of the twenty-first century:

- Between Global and Local

- Between Universal and the individual
- Between tradition and modernity
- Between long term and short term considerations
- Between the need for competition and the concern for equality of opportunity
- Between the extra-ordinary expansion of knowledge and human beings' capacity to assimilate it.
- Between the spiritual and the material

Hence education has to face up to this problem now more than ever as a world society struggles painfully to be born: education is at the heart of both personal and community development, its mission is to enable each one of us, without exception, to develop all our talents to the optimum level and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims.

The concept of learning throughout life thus emerges as one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial and continuing education. It meets the challenges posed by a rapidly changing world. In view of this the Commission has put greater emphasis on four pillars.

- Education for acquisition of knowledge (Learning to Know)
- Work Education (Learning to Do)
- Education for coexistence (Learning to Live Together)
- Education for self investigation (Learning to Be)

Education for acquisition of Knowledge (Learning to Know) :

Learning to know presupposes learning to learn, calling upon the power of concentration, memory and thought. Acquiring knowledge is a never-ending process and can be enriched by all the forms of experience. In this sense, it is increasingly interwoven with the experience of work, becomes less routine in nature. Initial education can be regarded as successful as work if it has provided the impetus and foundation that will make it possible to continue throughout life, while working but also outside work. According to Sidwick” **Sound theory is sound practice conscious of itself but sound practice is sound theory unconscious of itself**”

Work Education (Learning to Do)

Learning to do is more closely linked to the question of vocational training. It can't have simple

meaning it had when it was a matter of preparing someone for a clearly defined practical task in order to contribute to the manufacture of something. It also underlines a shift from skill to competence. In real sense education can be well understood with the cotation” **I here, I forgot, I see, I remember, I do, I understand: one understood is never forgotten.**

Education for coexistence (Learning to Live Together) :

This type of learning is probably one of the major issues in education today. This puts education in taking two complementary paths: on one level, gradual discovery of others and on another, experience of shared purpose throughout life, which seems to be an effective way of avoiding or resolving latest conflicts. Since the end of second world war the motto was **friendly cooperation and peaceful coexistence** and for that purpose great people like Pandit Nehru were demanding that through education we should produce ‘**generation of peace**’ Which will develop harmonious neighborhood relation with one another even panchasheel was proclaimed for this.

Education for self investigation (Learning to be) :

All the human beings must be enabled to develop independent, critical and creative thinking and form their own judgments, in order to determine for themselves what they believe they should do in the different circumstances of life. The commission feels that more than ever education’s essential role seems to be to give people the freedom of thought, judgment, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives.

The four pillars of education cannot relate exclusively to one phase of life or to a single place. The phases and areas of education must be rethought and must complement and interpenetrate one another, so that all can derive the greatest benefits, throughout their lives, form an ever-broadening environment. Hence, the commission has recommended that the Basic Education should be extended worldwide and even higher education should be seen from this same angle. These four pillars occupy a pivotal position in teaching-learning process to develop a person as a responsible citizen.

National Curriculum Framework 2005 :

National Council of Educational Research and training (NCERT) has already developed a new framework for School Education. Called National Curriculum Framework 2005. In this framework NCERT focus on three areas named as National Focus Groups and 21 position papers are in three areas already published they are given below.

Volume I	Volume II	Volume III
Curricular areas	Systemic reform	National Concerns
Teaching of Science	Aims of Education	Problems of Scheduled Caste & Scheduled Tribe Children
Teaching of mathematics	Systematic reforms of curriculum change	Gender issues in Education
Teaching of Indian languages	Curriculum, syllabus and Textbooks	Education of Children with special needs
Teaching of English	Teacher Education for curriculum Renewal	Education for peace
Teaching of Social Sciences	Examination Reforms	Health and Physical Education
Habitat and learning	Educational Technology	Early childhood Education
Arts, Music, Dance & Theatre		Work and Education
Heritage Crafts		

Rethinking of Bachelor of Teacher Education Programme :

In 2009 NCTE gave new curriculum for Teacher Education Each university has flexibility to change the syllabus according to the curriculum the presenter develop a curriculum for teacher Education (B.Ed) from the above theoretical background for the 21st century.

Structure of the new programme :

Duration: The programme shall be of having one and half year.

Component: The programme having three main components.

- | | |
|---------------------------------|---------------|
| 1. Basic theoretical Foundation | weightage 30% |
| 2. Practicum Components | weightage 40% |
| 3. Fieldwork | weightage 30% |

For basic theoretical Foundation some sample topics are given

Philosophical foundation of education :

Give more emphasis on sociology of education to make student citizen of the world

Psychology :

- Theories of Development,
- Inborn abilities of a child
- Means and methods of Behavioral transformation.

School Administration and moderns trends in Education :

- ICT
- Comprehensive continuous evaluation

Teaching strategy of selected school subjects :

- Students can select three school subjects

One from language, one form social sciences and third form physical sciences and specialized ion teaching of them.

Practicum Components :

Diagnostic approach for skill development training like :

- Classroom management,
- Effective presentation skills,
- Demonstration and explanation skills etc.
- Problem solving techniques
- Project assignment in lies of tutorials (More stress on application in real situation)
- Student, Teacher exchange programme.
- Acquire skills for utilization of electronic gadgets

Fieldwork :

- Participation in Health awareness programme
- Eradication of superstition and myths
- Adult literacy programme
- Environmental Education
- Sustainable development programmes
- Internship for six months (3 months for rural area and three months in the urban area) or (3 months in municipal school and 3 months in private school)

**In the context of Globalization and references given above,
Teacher Educators Community has to
Rethink of Our Teacher Education Programme.**

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REFLECTIVE DEVELOPMENT THROUGH EDUCATION

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Introduction :

If we see in the range of xray, we do not differentiate human gender easily we need micro observation. Also structure of truth is depends upon observer's consideration. Because if we measure one quantity other will change its position. According acertainty principle momentum & position of basics can not measured simultaneously. The structure of all matters can observed by using light. But in practice we always blame to the most of the factors. Instead of blaming darkness. It is better to light a candle.

Behavioural changes are carried out by using curriculum. By applying system approach to curriculum development educational changes takes place. Interpersonal relationship coping with emotion, critical thinking, decision making & problem solving are the main life-skills declared by WHO in 1997 educational objectives, syllabus, teaching methods, technique & evaluation are the factors of curriculum development The structure of educational system can be reflected by using

- a. Microscopic observation &
- b. Macroscopic observation

a. Microscopic development – light is the first creation of nature. Nature of all invisible matter can be studied by using various types of light. In 1608 Keplor prepared microscope & Galilio prepared telescope. Due to various properties of light inventor create new theories. Light is a bunch of photons according to Corposcular theory & light is wave in nature according to young's experiment. Why rainbow is created? Why stars are twinkling? Why sky is blue? All reasons lies in varius properties of light. The following table indicate the acceptance & rejection of properties.

Properties of light	light is wave	Light is photon
Reflection	√	√
Refraction	√	√
Interference	√	X
Diffraction	√	X
Polarization	√	X
Photo-electric effect	x	√

All properties indicates that every rule is not universal. In education development of learner also

affect many factors. Individual difference is the main factor. Microscopic development consist following factors.

1. **Present Status of Teaching - learning process** – Teacher acts as a reflector. From KG to PG spoon-feeding takes place. Teacher education programs are essential to develop the self-regulation strategy. The social, political & economy affect the objectives of curriculum. Every stage curriculum should change within 5 to 7 years. Because knowledge-rate should increased. Evaluation process should be according to curriculum & teaching-learning process. By applying system approach to teaching-learning process strategies for planning, execution & evaluation. Classroom practices & instructional process carries continuous changes in learner. Collaborative learning improve face to face interactivity social skills. Group processing individual accountability & thinking skill
2. **Individual development** - Development of creative ability & talents is the important function of education. Curiosity, independent thinking, rich ability to transfer learning generates creativity in children. Brain-storming problem-solving method, play-way method, group-discussion & quiz are ways to develop thinking ability in every person. Thoughts reflects true action in every persons. Every action & thought reflect personality traits. Through reflection every can adjust his behaviour towards high values.
3. **Metacognition** - The process form knowledge to wisdom perceiving, remembering, thinking & acting are the factors of metacognition. Wisdom to vision Covers Critical thinking, reflective Judgment, problem solving & decision making skills which reflects their attitude. Attitude regalate their emotions & also handle cope with conflict. Attitude convert into habits of mind. Thus metocognitive skill receives new knowledge & applying to a new situation. Active control over the process of thinking internal & external distracting stimuli perform better on exams. Use of concept maps helped the students to develop thinking skills. Right tools for right job is the strategy of metacognition.
4. **Social outlook** – Every person should have national security. If fundamental needs are fulfilled by country & them every person's outlook towards country will change. Social Commitments & devotion also changes social outlook. Social interaction & environment are responsible for the development of self-consciousness. Co-operation team-spirit, leadership & tolerance towards each other are the social sentiment directed to human-behaviours.

5. **Life-skill development** – To live healthy-wealthy & successful for every human. World Health Organization accepted ten life skills to live effectively. Individual difference is observed due to biological approach. But using SWOT analysis strengthen progress in every human-life. Effective communication improve interpersonal relations. To solve any problems in our life, we should think critically. Coping with stress & emotions, we find solution by creative thinking. To every obstacles, we took some decision on available options. All these are the life skills based on experiences. Learning to be, learning by doing, live together & live in present situation are four pillars of education strengthen by life-skills.

b. Macroscopic Development – Developed Country looks every problem into microscopic way. So that they achieve max Goals. If we Compare Social & economic status of developed country we realize our educational status. In India 60% peoples are depend upon Agriculture & lived in villages also 45% are the illiterate. Macroscopic Development consist of following components.

1. **Economical Condition of Country:** quality of living style, facilities, educational status, per capita income & thinking style are depends upon economy of country. Country should provide 10% expenditure for education purposes. So that quality of teachers also uplifted. GATT Carries. LPG towards world. Economic crises observed in under- developed country-educational.
2. **Research Development** – Modification is always done by research. Future needs can be fulfilled by research done in that country. Maximum motivation & Funds should given to research. National development reflects their research development Quality of teacher & education also depend upon application research development.
3. **Professional development practices** – By evaluating teacher practices in relation with learner perspectives they must learn for teaching strategies, intuition for collaborative & self-learning. Teacher should think about world-citizenship for world-peace: He should work for world understanding to develop world-culture. Web-based instruction is a new paradigm to empower learner to learn. Teacher act as a catalyst for student inquiry & dialogue. Teacher educators should develop their interpersonal intelligence for group-work.
4. **Development of Media:** Constitution, court, radio, TV & Doordarshan channels, education & administrator are the main factors to constitute policies of country. Media should motivate

assist & co-operate to solve the problems of society.

5. **Guidance & Counseling:** System can uplift by continuous feedback & follow-up. In education every person's intelligence, ability, traits reflects their developments. Due to guidance problems solving ability increases. Counseling increases confidence of persons ability & social interaction.

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REFLECTIVE EDUCATION THROUGH CURRICULUM

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Introduction :

Improving teacher effectiveness as a part of educational reform efforts has gained a tremendous amount of attention in recent years (Fullan, 2007; Sharratt & Fullan, 2006; Slavin & Madden, 2001).

Education prepares the future generation to take their due place in the society, and teacher plays an important role in this process.

The present times are characterized by rapid rate of scientific, technological, economical and social changes, given the rapidity of these changes. It has necessitated the reconstruction of education by preparing school curricula which meet not only the present day needs and demands but also equips the learner to function in the future society. In order that the teachers can act as catalysts in the process of developing the future citizen, the 'teacher education' also needs to be reviewed.

The present state of secondary teacher education in the country presents a mixed picture of far-sighted intentions and innovations coupled with alarming distortions and structural shortcomings. Looking back, from the past to the present, it appears that although the nomenclature has undergone a change from training to education, the system by and large has remained unchanged. The major weaknesses have been successively pointed out by University Education Commission (1948-49), secondary education commission (1952-53) and education commission (1964-66). Keeping in view the inadequacies of teacher education programmes, NCTE (1978) prepared a framework for teacher education and called for drastic changes starting from the very conception of teacher education, its objectives, content and methodology. However, this curriculum also did not find implementation in totality in the teacher education colleges. The student teaching was found to be the weakest link. It also came to light that a great diversity existed between the theoretical and practical work.

In 1986, framework for educational reconstruction was provided by the National Policy on Education, its outstanding feature being the articulation of a national system of education based on

common educational structure and a national curriculum framework. In light of the key aspects of NPE (1986) without any modifications with regards to the existing system of teacher education and its inadequacies. A major drawback of the teacher education programme is the alienation of theory from the practicum component. As a result, the teacher education programme is diluted and objectives of it may not be easily achieved. For achieving the objective of teacher education, it becomes essential to examine ways of improving curriculum transaction.

Curriculum transaction :

The requisites of a teacher education programme are to provide for theoretical insights about the educational basis of teaching and developing the required professional skills and competencies, values and attitudes. For a teacher education programme to be successful it is required that the theoretical aspects get internalized through appropriate practical experiences. A conspicuous absence in the present teacher education programme is that of 'reflective component'. The absence of this 'reflective component' includes the cognitive as well as the action elements which need to be undertaken in order to link theoretical principles with the practice in the actual field in a better fashion. This will enable the student teachers to view theory and practice aspect of teaching as two halves of the same whole. Curriculum transaction has been taken as incorporating the 'reflective component'.

1. Theoretical components: Fundamental courses
Reflective components : discussion about the philosophy,
Practical components : field work and school teaching experiences.
2. Theoretical components : Teaching method
Reflective components : Teaching through self and group discussions.
Practical components : lesson planning.
3. Theoretical components : Community involvement
Reflective components: Planning the areas where teachers can make useful contribution to community.
Practical components : Field work.
4. Theoretical components : Co curricular activities related to core subjects
Reflective components : Reflection on the aspects and working out ways of incorporating through school experiences.
Practical components : seminars, plays, debates and workshop.

The incorporation of the above scheme of teacher education will help end the alienation of theory and practice components of teacher education. In order to incorporate the points in the teacher preparation curriculum the mode of transaction must be completely reorganized. During the teacher preparation, a learner centred approach should be adopted. The student teachers should be exposed to different available methods of teaching through direct experiences and not simply lectured about the different methods of teaching. For this purpose the transaction should be through discussion, groupwork, projects and personalized system of instruction so that these approaches could be translated into school situation effectively by the teachers.

Conclusion :

There is a need to draw together knowledge, skills attitudes and values through various subjects and co curricular activities. This will help the teacher education and competent teachers to prepare future generation. By giving practical experiences, it enriches the curriculum and strengthens the teacher capacity.

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REFLECTIVE EDUCATION THROUGH CURRICULUM

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INTRODUCTION :

Reflection means to describe one basic level of thinking i.e. what you did ? What others did? and how you felt ?etc. Reflection has often been viewed as synonymous with critical thinking. Reflection is an important human activity in which people recapture their experience. Think about it, null over and evaluate it. It is the working with experience that is important in teaching / learning.

John Dewey (1933) states, reflection involves a willingness to engage in constant self appraisal and development, reflection implies flexibility, rigorous analysis is social awareness.

Reflection is being increasingly viewed as a valuable learning method for different purpose. There are main two important types of reflections i.e. dialogical and critical reflection and it follows the guided and action research method and it goes in cyclic way.

REFLECTIVE EDUCATION :

Reflective Education refers to the process of the educator studying his/her own teaching methods and determining what works best for the students regarding subjects and moreover critical and analytical thinking about the learning and teaching activities. Teaching – learning are complex and there is no one right approach, reflecting on different versions of teaching approaches and reshaping past and current experiences will lead to improvement in teaching, learning and education reflection in action helps teacher in making the professional knowledge that they will gain from their experience in classroom.

REFLECTIVE EDUCATION THROUGH CURRICULUM :

In reflective education educator engage in thinking critical thinking and analytical approach about curriculum and think to apply the previous experience to present situation makes teaching learning approaches and activities more meaningful.

Secondary Education Commission (1952-54) says, curriculum includes the totality of the experiences that a pupils receives through the manifold activity, that go on in the school, classroom,

library, laboratory, play ground and workshop etc. In this sense whole life of the school becomes curriculum.

Cunningham says, curriculum is a tool in the hands of the artist to mould his material according to his ideals in his studio.

DIALOGIC REFLECTIVE PRACTICE IN EDUCATION :

Dialogic reflection means, discourse with the self to explore a given event or incident. For example, the individual thinks about what educators are going to do in their lectures, about the information they would like to convey, the method they intend to use, the level of engagement and so on. In advance of delivery of the class about content, after wards they then consider how well they achieved their intended goals and which aspects require further attention regarding the content.

METHOD FOLLOWED IN DIALOGIC REFLECTION :

Guided method followed in dialogic reflection, it involves engaging with a series of questions regarding the contents. For example: Topic: Micro organisms.

- * What most important / useful / relevant event or idea?
Definitions, structure, useful and harmful micro organisms.
- * How can be explained?
Inductive and deductive approach, demonstration method etc.
- * How is it similar to and different from other events?
Here Educator think and apply the post knowledge, experience to the present situation regarding content.
- * What I have learned from this?
Educator learns thinking about the micro organisms, gaining experiences and able to share the experiences.
- * How does this mean for any future situations?
This means help in sharing experiences.

These questions can be designed by the educators themselves and serve as a guide through the reflection process. These types of questions help to educator to explore and reconsider your motivational or rationale for your actions.

CRITICAL REFLECTIVE PRACTICE IN EDUCATION :

Critical reflection refers to efforts to accounting for the broader, historic, cultural and

political values in framing practical problems to arrive at a solution. Critical reflection helps transformational learning that can be happen either gradually in from a sudden and it after the way people see themselves and their world.

METHOD FOLLOWED IN CRITICAL REFLECTION :

The method applied in critical reflection is action research. This involves systematically changing the teaching, using on the ground evidence that suggests the changes, you make are in right directions and enhancing student learning. This Method goes in an analytic way of content and finds the solution. The target of the action research is the teacher and the reflection is considered transformational that the teaching is being altered as a result of the reflection and is deemed more accurate.

The educators should frame the following questions before presentation in critical reflection

Example : Topic : Water Pollution

* What was the problem ?

Water pollution.

* What was/were the cause/s of the problem ?

Educators analyze the cause of water pollution, drainage water, industrial waste etc.

* How did you deal with the problem then ?

Here educator implies the steps of action research

i.e. stating problem, data collection, analysis and interpretation.

* How did your solution to the problem relate to your theory of teaching - learning

After going through the action research to the problem to come conclusion i.e. industrial waste is main cause for the water pollution.

CONCLUSION :

Reflection means think about your past knowledge, experience to the present situation. It may be the simple or critical both are beneficial in the teaching, learning process, Educator understands their own style, abilities skill etc. and learner also know themselves. In present scenario, Reflection Education has many advantages in teaching learning process. i.e. Educator goes good profession development and learners learn effectively only it is used in real practice through curriculum.

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REFLECTIVE SOCIAL APPROACH FOR LIFE SKILLS, DEVELOPMENT

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Introduction :

Youth are considered as the most productive members of the society, due to their physical and intellectual capacity. But it is sad to recognize the fact that most of the youth are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Now a days a large number of youth engaged in antisocial activities which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. These habits deteriorate their physical and intellectual capabilities and also seem to be a burden to the society. Youths are engaged in many antisocial activities and which adversely affecting other members of the society. These high risk behaviors affecting society in a large extend. This new challenge requires immediate and effective responses from a socially responsible system of education. It may be noted that to date, no university or board of school education has come forward to initiate such a programme in the country which may be beneficial to our young people. In this connection life skill education plays a very vital role to increase the awareness among the youth about all social problems and to alleviate social evils from the society. Life skill education helps the individual to improve the decision making skill, ability to take every thing in the right sense and also improve their contributions to the society.

Life skill : A skill is a learned ability to do something well. Life skills are abilities, individuals can learn that will help them to live a fruitful life. Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “Skills that help an individual be successful in living a productive and satisfying life.”

Meaning of Life Skill ; The abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges every day life (WHO). It further encompasses thinking skill, social skill and negotiation skill. It also helps the young people to develop and grow into well behaved adults.

UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect them selves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

Life skill education allows the youth get along with other people, able to adjust with their environment and making responsible decision which also incorporate to build up their values and to communicate effectively. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in personal responsibility.

Life skill education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively among the youth. We need to create life skill education as the cornerstone of various youth programmes. An effective implementation strategy will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decisions, working with groups, socialization etc added the quality of youth.

Skill based approach in life skill education follows well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable pattern of life style’s particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skill and abilities as a part of development. Proper feed back are necessary from the trainer as well as the peer groups to an individual to improve their confidence. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

Life skills fall into three basic categories, which complement and reinforce each other :

Social or interpersonal skills : This includes communication, negotiation/refusal skills, assertiveness, cooperation, empathy.

Cognitive skills : This includes problem solving, understanding consequences, decision making, critical thinking, self-evaluation.

Emotional coping skills: This includes managing stress, managing feelings, self-management, and self monitoring.

Development of these skills is closely linked to pedagogy of active learning. Through participative teaching methods such as, role play, debates, situation analysis, and one-on-one problem solving, life skills programs can actively engage young people in their own development process.

Life skill education Strategies :

Life skill covering the areas like leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skill and self direction. Leadership skill enables the person to solve problems, attain his/her life goal and the ability to motivate others and also achieve a common goal. Person will meet the high standard of accomplishments by following the ethics in his/her personal as well as professional life. He will be able to adapt different roles and responsibilities. They are able to tolerate ambiguity and willing to change their priorities as per the requirement. Thus they will be committed to their work by utilizing the time more effectively. Life skill education will be effective only when people are able to act upon the skill which they have learned. In mental health and other areas, there is a considerable improvement in behavior with the help of life skill education. Life skill education lays the foundation for learning skill, which is greater demand in job market. Life skill education enhances self direction of the individual. He/She will be able to monitor his or her own understanding and learning needs. And also has the commitment to learning as a life long process.

In order to have an effective implementation of life skill education there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programme of study prepared by experts which has the approval of a competent authority. There is an urgent need to train and prepare a large contingent of “trainers of trainers” (TOTs). The TOTs will require adequate training on all aspects of the subject. They have to be expert in this field of study in order to be effective in performing their task.

Through life skill education one can move towards a more positive and holistic approaches in order to educate the new generations and through them the future generations.

Young people today face tough new challenges, such as the risk of early pregnancy, HIV / AIDS, substance abuse, unemployment, conflict and political instability, discrimination and human

trafficking, sexual and other forms of exploitation. In order to protect the young people there is a need of skills that enables them to evaluate the situation, and to make safe choices based on well-developed sense of self, and not just by doing what others do.

Core Life Skill Strategies :

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: Decision-making, problem solving, creative thinking, critical thinking, effective communication skills, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotion.

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have. The process of making assessment of an issue by considering all possible/available options and the effects of different decisions might have on them.

Problem solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

Critical thinking is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with

family members, which are an important source of social support. It may also mean being able to end relationships constructively.

Self-awareness includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Coping with emotions involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

Coping with stress is about recognising the sources of stress in our lives, recognising how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

Here are the conclusions of United Nations Inter-Agency Meeting of WHO in Geneva. It considered that life skills are essential for:

1. The promotion of healthy child and adolescent development.
2. Primary prevention of some key causes of child and adolescent death, disease and disability.
3. Socialization.
4. Preparing young people for changing social circumstances.

Life skills education contributes to: Basic education; gender equality; democracy; good citizenship; child care and protection; quality and efficiency of the education system; the promotion of lifelong learning; quality of life; the promotion of peace.

Conclusion :

Thus learning life skills to students is really essential as it helps in molding capable adults who eventually become effective leaders bringing laurels to the nation. Life skills play an important role in molding the individual.

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जीवन कौशल्यांच्या विकासाचा अभ्यास सामाजिक दृष्टीकोन

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भारताच्या शैक्षणिक धोरणात गेल्या काही दशकांत अमुलाग्र बदल झालेले दिसतात. केवळ साक्षरता किंवा घोकंपट्टी करून मिळवलेले गुण यावरून शिक्षणाचे मुल्यमापन न करता विद्यार्थ्यांना मिळालेले ज्ञान, त्यांच्यात आलेली स्वावलंबन व त्यांच्यात रुजलेली जीवनमुल्ये यावरून मुलांचे मुल्यमापन करावे त्यांच्या सर्वांगीण विकासासाठी मन, मेंदु व मनगट एकत्र येतील असे प्रयत्न उत्पादक काम व शालेय विषय यांची सांगड घालून व्हावेत असे राष्ट्रीय अभ्यासक्रम २००५ मध्ये नमूद केलेले आहे.

हाताने काम करत शिकल्याने चांगला बौद्धिक विकास होतो असे मत पियाजे या शिक्षण तज्ञाने मांडले आहे तसेच म. गांधीजींनीही आपल्या शिक्षण पद्धतीत प्रत्यक्ष उत्पादक कार्यालाच अधिक महत्त्व दिलेले आहे स्वातंत्र्य पूर्व काळापासून आज तागायत विविध कमिट्या व आयोगांनी जीवन विषयक कौशल्यांच्या शिक्षणाचे महत्त्व स्पष्ट केलेले आहे.

शाळांनी केवळ शिक्षणकेंद्र न बनता ज्ञान व कौशल्याचे केंद्र बनावे हे ए.पी.जे. अब्दुल कलमांचे उद्गार सार्थ होण्यासाठी शिक्षणाचा संकुचित अर्थ बाजूला सारून जीवन व शिक्षण या एकाच नाण्याच्या दोन बाजू मानून त्यांना शिक्षण घेतानाच जीवनाभिमुख बनावायला हवे नाहीतर परावलंबन, बेरोजगारी, जीवनाविषयी अनास्था, आत्महत्या इ. प्रश्न वाढतच राहतील त्यासाठी जीवन हेच शिक्षण हवे व शिक्षण हेच जीवन हवे यादृष्टीने विचार करून डब्ल्यूएचओ ने १० जीवन कौशल्य स्विकारली.

जीवन कौशल्य अर्थ :-

जीवन जास्तीत जास्त कार्यक्षमतेने व यशस्वीपणे जगता यावे यासाठी विद्यार्थ्यांची अंगभूत कौशल्ये विकसित करण्यासाठी सातत्यपूर्ण व सुसंगत प्रयत्न म्हणजे जीवन कौशल्य शिक्षण होय ज्यांच्याकडे कौशल्य आहेत तोच जीवनसंग्रामात टिकेल व त्याचे व्यक्तिमत्त्व विकसित होईल. औपचारिक शिक्षण घेताना विद्यार्थ्यांनी स्वानुभवातून शिकावे त्यासाठी विद्यार्थ्यांना जीवनानुभवाशी निगडित अध्ययन अनुभव देणे गरजेचे आहे व ते देताना विद्यार्थ्यांच्या क्षमतांचा विकास होणे अपेक्षित आहे व त्यासाठी विद्यार्थ्यांना संधी उपलब्ध

करून द्याव्यात त्यातून त्यांच्या मानसिक व शारीरिक क्षमता विकसित होतील.

प्रा. अरूण सांगोलकर विद्यार्थ्यांना आपले जीवन सकारात्मक दृष्टीकोनातून व यशस्वीपणे पार पाडता येण्यासाठी विद्यार्थ्यांमध्ये आवश्यक कौशल्ये विकसित करण्याचा सुकर मार्ग म्हणजे जीवन कौशल्याचे शिक्षण होय.

जीवन कौशल्याच्या शिक्षणाची गरज :-

भारतीय संस्कृती, कराग्रे वसती लक्ष्मी, करमध्ये सरस्वती, करमुळे तु गोविंदो प्रभाते कर दर्शनमः असे सांगते यातुनही हाताचे व कामाचे महत्व सांगितलेले आहे. हाताने काम करत शिकल्याने प्रत्येकाचाच चांगला बौद्धिक विकास होतो. मात्र हल्ली याचाच विसर पडता आहे. आज उच्च मार्कस मिळविण्याच्याच दृष्टीने प्रत्येक कृती केली जाते परिणामी मुलांमधील सृष्ट गुण, सृजनशीलता कार्यान्वित होत नाही. मुलांची नवनिर्मिती क्षमता कृतीतून वाढीस लागते व त्यासाठी मुलांनी काम करणे आवश्यक असते. की ज्यातून त्यांच्या व्यक्तीमत्वाचा विकास होईल. व जीवन कौशल्य विकसित होऊन त्यांच्यात उत्पादकता, श्रमप्रतिष्ठा, नवनिर्मितीक्षमता निर्माण होईल.

गांधीजींच्या विचारांप्रमाणे मन, मेंदू व मनगट एकत्र येऊन दिलेल्या शिक्षणातून जीवनोपयोगीता वाढते दैनंदिन गरजा पूर्ण होतात म्हणून आज पुस्तकी शिक्षणापेक्षा जीवन कौशल्याचे शिक्षण देण्याची गरज वाढत आहे.

आज समाजाच्या गरजा विचारात घेऊन आर्थिक विषमता दूर करायची असेल तर प्रत्येकालाच काम मिळणे आवश्यक आहे तरच श्रमप्रतिष्ठेचे मूल्य विकसित होईल. मुलांमध्ये व्यवसाय कौशल्य येतील. पुस्तकी शिक्षणामुळे मुलांना काम करण्याची लाज वाटते म्हणूनच शालेय अभ्यासक्रमांपासूनच जीवन कौशल्यांचे शिक्षण देणे गरजेचे आहे. राष्ट्रसंत तुकडोजी महाराज यांनी आपल्या ग्रामगीता ग्रंथातील जीवन शिक्षण या एकोणिसाव्या अध्यायांत

नुसते नका उच्च शिक्षण। हे तो गेले मागील युगी लपोन ।

आता व्हावा काष्टिक बलवान । सुपुत्र भारताचा ॥१॥

शिक्षणातचि जीवनाचे काम । दोन्हींची सांगड व्हावी उत्तम ।

चिंता नसावी भोजनासाठी दाम । भागण्याची भीक जैसी ॥१०॥

मुलांत एखादा तरी असावा गुण । ज्याने पोट भरेल त्यात निपुण ।

नये संसारामाजी अडचण । कोणत्याही परि ॥११॥

जीवनाच्या गरजा संपूर्ण । निर्वाहाचे एकेक साधन ।

संबंधित विषयांचे समग्र ज्ञान । यांचा अंतर्भाव शिक्षणी ॥१२॥

नदी तलाव आणि विहिरी । यांत पोहोणे नानापरी ।

आपत्ती येता धावोनि तारी । ऐसे शिक्षण असावे ॥१३॥

गावी भोजनाचे असती प्रसंग । स्वयंपाक करता यावा यथासांग ।

हेही कला शिकवावी सप्रयोग । मुला मुलीसी ॥१४॥

असले शिक्षण वाटते साधारण । परि यांचे जीवनात अग्रस्थान ।

नाहीतरी जगावे जनावरा समान । होईल स्वयंपाक, न येता ॥१५॥

वरील ओव्यांमधून जीवन कौशल्याच्या शिक्षणाची गरजच प्रतिपादीत होताना दिसते. सध्याची शिक्षणपद्धती फक्त विचार करायला प्रवृत्त करते. कृतीला नाही पण कृतीतून येणाऱ्या अनुभवांमुळे मुलांची बौद्धिक व वैचारीक क्षमता वाढेल समाजाचा एक घटक म्हणून स्वतः संपादित केलेल्या कौशल्यांचा वापर करण्याची वृत्ती विद्यार्थ्यांमध्ये निर्माण होऊन ती वाढावी तसेच सृष्ट उत्पादक क्षमतांची जाणीव होऊन समाजोपयोगी उत्पादक कार्यक्रमात सहभागी होण्याची क्षमता वाढावी यासाठी जीवन कौशल्यांचा शिक्षणाची गरज आहे.

शासनाने जीवन कौशल्यांचे शिक्षण देताना १० कौशल्यांचा विचार केलेला दिसतो. त्यात

१. स्वजागृती- स्वजाणीव- त्यासाठी शत्रुसंधेतंत्राचा वापर करावा. स्वतःची शक्तीस्थाने ओळखून त्रुटी, कमतरता कमी करण्यासाठी येणाऱ्या संधीचा वापर करावा तसेच संभाव्य धोकेही लक्षात घ्यावेत म्हणजे प्रगती होईल.
२. समानानुभूती :- दुसऱ्याच्या भूमिकेत जाऊन विचार करण्याची क्षमता उदा. दुःख, आनंद, शिक्षकांनी विद्यार्थ्यांच्या मानसिक व शारीरिक विकासाच्या दृष्टीने मार्गदर्शन करावे.
३. समस्या निराकरण :- गोंधळात टाकणाऱ्या अवघड स्थितीतून मार्ग काढण्याची परिस्थिती म्हणजे समस्या निराकरण उपलब्ध पर्यायातून योग्य पर्याय व संभाव्य पर्याय निवडून कार्यवाही करण्याचे कौशल्य विद्यार्थ्यांमध्ये निर्माण होण्यासाठी जैनड्युई कुेश ढहळपज्ञ या ग्रंथाची निर्मिती केली.

४. निर्णय घेणे / निर्णय क्षमता :- वाढवण्यासाठी विद्यार्थ्यांचा आत्मविश्वास वाढवावा. त्यांना धोका स्विकारण्यास तयार करावे. स्वावलंबी बनवावे जबाबदारीची जाणीव करून द्यावी. त्यांच्यात सहकार्य भावना , निःस्वार्थता व स्वतंत्र विचार शक्तीचा विकास करावा. तरच ते वैयक्तिक किंवा गटाचे निर्णय योग्य घेऊ शकतील.
५. प्रभावी संप्रेषण :- विद्यार्थ्यांमध्ये स्वतःचे विचार व्यक्त करण्याची क्षमता यावी यासाठी त्यांची आकलन क्षमता ही वाढली पाहिजे. विद्यार्थी विविध सामाजिक वातावरणातील वा बौद्धिक पातळीत फरक असणारे असतात त्यामुळे त्यांच्या बोलण्यात, विचार मांडणीत फरक असतो उदा. काही मुळे अबोल, संकोची तर काही अति बोलणारे असतात शब्द हे हत्यार आहे ते जपून वापरावे.
६. व्यक्तीव्यक्तीतील सहसंबंध - मनुष्य प्राणी हा समाजशील असल्याने त्याचा समाजाशिवाय विकास होत नाही. म्हणूनच समाजात निर्भेळ व स्नेहपूर्ण संबंध राखण्याचे व वाढविण्याचे कौशल्य विद्यार्थ्यांना शिकवावे.
७. चिकित्सक विचार :- जीवनात चांगले ते घेण्याची क्षमता विद्यार्थ्यांच्या अंगी यावी. तसेच उपलब्ध माहितीचे विश्लेषण वस्तुनिष्ठपणे करण्याचे कौशल्य विद्यार्थ्यांना शिकवावे
८. सर्जनशील विचार :- जुने सोडून नवीन पद्धतीने संशोधनात्मक विचार करण्याचे कौशल्य अंगी यावे.
९. भावनांचे समायोजन :- शिक्षणातून भावनिक अंगांचा विकास व्हावा इतरांच्या भावना समजून घेऊन त्यांचे परिणाम जाणून घेऊन स्वतःच्या भावनांवर नियंत्रण ठेवता यावे.
१०. ताणतणावाचे समायोजन :- समस्या वाढल्या की मानसिक संतुलन बिघडते, ताण वाढतो चुकाही वाढतात हे होऊ नये. म्हणून विद्यार्थ्यांची तणावाची कारणे शोधून त्यांचे व्यवस्थापन करण्याचे कौशल्य अंगिकारावे.

वरील १० कौशल्यांमधून विद्यार्थ्यांच्या क्षमता उच्चतम विकासपातळीपर्यंत पोहोचविणे हे शिक्षणाचे उद्दीष्ट आहे.

जीवन कौशल्य शिक्षणाची उद्दिष्टे :-

१. विद्यार्थ्यांना प्रत्यक्ष अनुभवातून जीवनाचे महत्व पटवून द्यावे
२. वारंवार कृती करण्याची संधी उपलब्ध करून द्यावी.
३. जीवन व शिक्षण यांच्यात मेळ घालावा.

४. विद्यार्थ्यांना त्यांच्या आंतरिकशक्ती व गुणवैशिष्ट्यांची जाणीव करून देण्यास मदत करणे
५. जीवनातील अडचणी सोडविण्यास समर्थ बनविणे.
६. माहितीचे ज्ञानात रूपांतर करण्यास सक्षम बनविण्यास संवाद साधण्यासाठी विद्यार्थ्यांना सक्षम बनविणे.
७. चुकीचे विचार दूर करून सामाजिक हितासाठी चांगला विचार करण्याची शक्ती विकसीत करणे.
८. स्वमत वेगळेपणाने मांडणे
९. सृजनशीलतेचा विकास करून विद्यार्थ्यांमध्ये कृतीतून नविनिर्मिती क्षमता वाढीस लावणे व त्यांच्या व्यक्तीमत्वाचा विकास करणे.

वरील उद्दिष्ट्ये पूर्ण करण्यासाठी शाळांनी :-

१. विद्यार्थ्यांना कृती करता येतील असे उपक्रम राबविणे.
२. राष्ट्रीय शैक्षणिक अभ्यासक्रम आराखडा २००५ यामध्ये कार्यकेंद्री शिक्षणाची शिफारस केली आहे. त्यानुसार कामाला केंद्रस्थानी ठेवून जीवनकौशल्यांचे शिक्षण द्यावे. सध्या काम व ज्ञान यांची फारकत झाल्याचे जाणवते. कामात शास्त्रीय दृष्टीकोन वापराल तर नवनवीन शोध लागतील व विद्यार्थ्यांची बुद्धीमत्ता विकसित होईल.
३. हाताने काम करत शिकणे हे कष्टकरी समाजाचे काम आहे. असा प्रतिष्ठितांमध्ये / श्रीमंतांमध्ये असलेला समज काढून टाकण्यासाठी सर्व स्तरातील मुलांनी स्वतः काम करावे अशीच जीवनकौशल्ये शाळेत शिकवावीत.
४. समाजातील मुठभर श्रीमंत भरपूर फी भरून विविध उपक्रम राबविणाऱ्या शाळांमध्ये मुलांना प्रवेश घेतात पण ग्रामीण भागातील वा सरकारी शाळांमध्ये तसे उपक्रम राबविले जात नाही त्यामुळे अशा शाळांमध्ये शिक्षण घेणारी मुले अशा प्रशिक्षणापासून दूर राहतात म्हणूनच शासनाने सर्व शाळांमध्ये सारखे उपक्रम चालवावेत त्यासाठी शाळांना अनुदान द्यावे. साधनसामग्री उपलब्ध करून द्यावी तसेच शिक्षकांना आगोदर प्रशिक्षण द्यावे व नंतर त्यांचे मार्फत शाळांमध्ये उपक्रम राबवून विद्यार्थ्यांचा व्यक्तीमत्व विकास करावा.
५. जीवन कौशल्यांचे शिक्षण देण्यासाठी प्रशिक्षित शिक्षक उपलब्ध व्हावेत म्हणून अध्यापक महाविद्यालय

(डी.एड्.) व शिक्षक प्रशिक्षण महाविद्यालये (बी.एड्) यांच्या अभ्यासक्रमात जीवन कौशल्यांसाठी शिक्षण कार्यकेंद्री शिक्षण हा विषय सुरू करावा.

६. प्राथमिक स्तरावर १००% कार्यकेंद्री, माध्यमिक स्तरावर ५०% पुस्तकी व ५०% कृतीप्रधान तर उच्च माध्यमिक स्तरावर ७०% पुस्तकी व ३०% कृतीप्रधान अभ्यास असावा. लहानपनापासूनच काम करण्याची सवय लागल्याने मोठेपणी काम करणे अवघड होत नाही.
७. कौशल्यांची मोजमाप करणारी परिक्षा पद्धती रूढ करावी. सर्व स्तरावरील विद्यार्थ्यांसाठी कृती पुस्तिका असाव्यात तसेच काही सीडी उपलब्ध करून द्याव्यात.
८. शिक्षकांसाठी प्रशिक्षण कार्यशाळा घ्याव्यात. काही विषय शिकविण्यासाठी समाजातील उद्योजक व्यावसायिक यांना साधन शिक्षक म्हणून बोलवावे. त्यांना योग्य ते मानधन देण्याची तरतूद असावी.

संदर्भ :-

१. भागवत, श्रीधर शंकर, अनुभवातून शिक्षण
२. राजगुरू माधव (२००३) ग्राम गीता : संत तुकडोजीर महाराज, अध्याय १९ जीवनशिक्षण पान नं.२०२-२०३
३. प्रा.सांगोळकर अरुण डू नविन जागतिक समाजातील शिक्षणाचे विचार प्रवाह
४. प्रा.कुलकर्णी जे.डी.एम.फिल पदवी प्रबंध
५. माध्यमिक शिक्षक पुस्तिका.

GOEIIRJ

जीवनकौशल्ये विकसन व सामाजिक दृष्टीकोन

डॉ. भालेराव सुभाष रामचंद्र
ॲड. विठ्ठलराव हांडे शिक्षणशास्त्र
महाविद्यालय, नाशिक

प्रा. गोल्हार संदिप भोंजीबा
सौ. निर्मलाताई थोपटे शिक्षणशास्त्र
महाविद्यालय, भोर जिल्हा पुणे

प्रा. सौ. गोल्हार अनुराधा संदिप
सौ. निर्मलाताई थोपटे
शिक्षणशास्त्र महाविद्यालय, भोर
जिल्हा पुणे

प्रस्तावना

शिक्षण म्हणजे जीवन असे शिक्षणाच्या बाबतीत म्हटले जाते. जीवन जगण्यासाठी लागणारी विविध कौशल्ये शिक्षणातून, प्राप्त व्हावीत ही शिक्षणाकडून खरी अपेक्षा आहे. भारतीय शिक्षणाबद्दल थोर समाजसुधारक विनोबा भावे यांनी व्यक्त केलेले विचार त्यांच्या मते 'भारतीय विद्यार्थी ज्यावेळेस शिक्षण घेत असतो त्यावेळेस तो जीवन जगत नाही, आणि ज्यावेळेस ते जीवन जगण्यास प्रारंभ करतो त्यावेळेस शिक्षण संपलेले असते. म्हणजेच जीवन व शिक्षण यांचा कुठेच संबंध येत नाही.

जीवनातील अपयश, नैराश्यामुळे विद्यार्थ्यांमध्ये वाढत जाणारी हिंसक प्रवृत्ती इ. समस्यांचे उगमस्थान आज रावविण्यात येणा-या दोषपूर्ण शिक्षणपध्दतीत दिसून येते. पदवी प्राप्त झालेल्या विद्यार्थ्यांला चारचौघांसमोर स्वतःचे विचार प्रभावीपणे मांडता येत नाही. स्वतःच्या क्षमतेवर विश्वास नसणारा, स्वतःची बलस्थाने माहित नसणारा विद्यार्थी आजच्या शिक्षणपध्दतीत घडवला जात आहे.

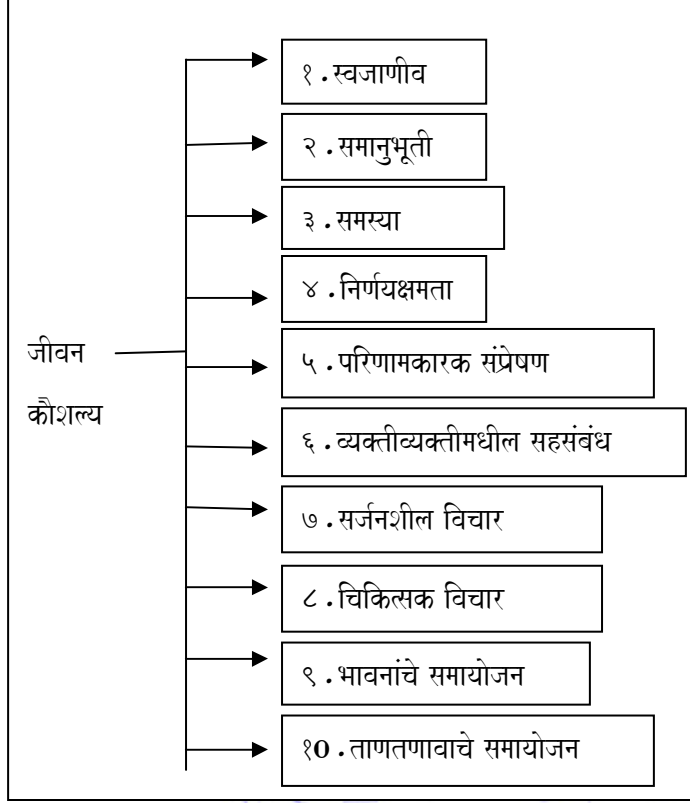
राष्ट्रीय अभ्यासक्रम आराखडा २००५ मध्ये बदलल्या काळानुसार भारतीय शिक्षणपध्दतीत कराव्या लागणा-या संभाव्य बदलावर भर देण्यात आला आहे. त्याचाच एक भाग म्हणून महाराष्ट्र राज्यात शैक्षणिक वर्ष २००९ पासून प्राथमिक व माध्यमिक शिक्षणाच्या अभ्यासक्रमात दहा जीवनकौशल्यांचा समावेश करण्यात आला आहे.

आजच्या माहिती तंत्रज्ञानाने युक्त अशा आधुनिक युगात व्यक्तीला जगण्यासाठीचे कौशल्य देण्याचे काम जीवन कौशल्यातून करण्यात आले आहे.

जीवनकौशल्ये अर्थ

१. दैनंदिन जीवनात निर्माण होणा-या विविध समस्या व गरजांना सामोरे जाण्यासाठी व्यक्तीने स्वतःच्या वर्तनात स्वीकारात्मक तसेच सकारात्मक बदल घडवून आणण्यासाठी क्षमता म्हणजे जीवन कौशल्य होय. (जागतिक आरोग्य संघटना १९९३)

जीवन कौशल्याचे शिक्षण



जीवन कौशल्ये शिक्षणाची उद्दिष्टे

- १ . विद्यार्थ्यांमध्ये स्व ची जाणीव निर्माण करणे विद्यार्थ्यांनि स्वतःला पूर्णपणे ओळखणे, स्वतःची बलस्थाने, मर्यादा, इच्छा, आवडी-निवडी, उणिवा इत्यादी विषयी स्पष्ट जाणीव विद्यार्थ्यांला करून देणे .
- २ . समानुभूती विकसित करणे - एखादी व्यक्ती अपणाशी निगडीत असो, अथवा नसो . तिच्या ठिकाणी आपण आहोत असे विद्यार्थ्यांनि समजून तिच्या सुखदुःखाशी समरस होऊन तिला जाणुन घेणे म्हणजे समानुभूती .
- ३ . स्वतःच्या समस्या सोडविण्यासाठी सक्षम बनविणे दैनंदिन जीवनात विद्यार्थ्यांसमोर जेव्हा समोर येतात तेव्हा त्याने उपलब्ध असणा-या उपायपैकी योग्य उपाय निवडणे अभिप्रेत आहे .
- ४ . निर्णयक्षमता विकसित करणे - विद्यार्थ्यांनि स्वतःसमोर निर्माण होणा-या समस्येतून बाहेर पडण्यासाठी अनेक पर्यायांचा विचार करून समस्येचे पूर्णपणे निराकरण करण्यासाठी योग्य त्या पर्यायाचा निवड करण्यास विद्यार्थ्यांला सक्षम बनविणे .
- ५ . प्रभावी संप्रेषण कौशल्य विकसित करणे विद्यार्थ्यांला दैनंदिन जीवनात कुटुंबात, मित्रांमध्ये, समाजामध्ये

वावरत असताना स्वतःच्या विचारांची शाब्दिक, अशाब्दिक पध्दतीने अभिव्यक्ती करता आली पाहिजे .

- ६ . सहकार्यात्मक वृत्ती निर्माण करणे विद्यार्थ्यांला दैनंदिन जीवनात ज्याच्याशी आपले संबंध येतात ते निकोप ठेवता येतात .
- ७ . सृजनशील विचार प्रक्रिया विकसित करणे विद्यार्थ्यांस पारंपारिक पध्दतीपेक्षा वेगळ्या रीतीने एखाद्या समस्येचा विचार करता आला पाहिजे .
- ८ . चिकित्सक विचार प्रक्रियेचा विकास करणे विद्यार्थ्यांला मिळवलेल्या माहितीचे किंवा अनुभवाचे स्वतःच्या क्षमतेनुसार वस्तुनिष्ठ स्वरूपात सूक्ष्मपणे विश्लेषण व परीक्षण करता यावे .
- ९ . भावनांचे समायोजन करण्यात सक्षम बनविणे विद्यार्थ्यांला स्वतःचे तसेच दुस-या व्यक्तीच्या भावना जाणून घेता आल्या पाहिजेत .
- १० . ताणतणावाचे व्यवस्थापन करण्यास सक्षम बनविणे विद्यार्थ्यांला स्वतःचे तसेच दुस-या व्यक्तीच्या भावना जाणून घेत आल्या पाहिजेत .

जीवनकौशल्यासाठीच्या शिक्षणाची गरज

- १ . विभक्त कुटुंब पध्दती
- २ . शालेय विद्यार्थ्यांत वाढत जाणारी बालगुन्हेगारी कमी करण्यासाठी
- ३ . परीक्षेतील ताणतणावामुळे विद्यार्थ्यांत वाढत जाणारी आत्महत्या थांबविण्यासाठी
- ४ . जागतिकीकरण व माहिती तंत्रज्ञानाच्या युगात असणारी प्रभावी संप्रेषण कौशल्ये विकसित करण्यासाठी
- ५ . शालेय विद्यार्थ्यांच्या भावनिक बुध्दीमत्तेचा विकास करण्यासाठी
- ६ . विद्यार्थ्यांमध्ये सांघिक व सहकार्याची भावना वाढविण्यासाठी

जीवन कौशल्यासाठीच्या शिक्षणामध्ये विविध घटकांची भूमिका

शिक्षणाशी संबंधित असणारे घटक स्वतःची भूमिक कशा प्रकारे पार पाडतात यावरच शिक्षणाचे यशापयश अवलंबून असते .

अ) शिक्षक

- १ . शिक्षकाने विद्यार्थ्यांचा मित्र मार्गदर्शक व मदतनीस म्हणून भूमिक पार पाडावी .
- २ . शिक्षकाने स्वतःच्या विषयाचे अध्यापन करताना आशययुक्त विविध अध्यापन पध्दतीचा वापर करावा .

३. वर्गअध्यापनात विषयाचा आशय व जीवनकौशल्ये यांचा समन्वय साधावा .
४. तज्ञ मार्गदर्शक व समुपदेशकासाठी लागणारी कौशल्य आत्मसात करावीत .
५. वर्गातील समस्याप्रधान विद्यार्थ्यांना भावनिक व मानसिक आधार द्यावा .

ब)शाळा/शैक्षणिक संस्था

१. शाळेतील विद्यार्थ्यांची संख्या लक्षात घेऊन त्यासाठी लागणारे क्रिडांगण, ग्रंथालय व प्रयोगशाळेची सोय विद्यार्थ्यांना उपलब्ध करून द्यावी .
२. शाळेमध्ये तज्ञ व अनुभवी शिक्षकांची नेमणूक करावी .
३. एका वर्गात ४० पेक्षा जास्त विद्यार्थ्यांना प्रवेश देऊ नये .
४. शाळेमध्ये नियमितपणे पालक मेळाव्याचे आयोजन करावे .

क)पालक

१. पालकांनी स्वतःच्या अपेक्षांचे ओझे पाल्यावर लादू नये .
२. आपल्या पाल्याची तुलना इतरांशी करू नये .
३. शाळेतील पालक मेळाव्यास नियमितपणे उपस्थिती दर्शवावी .
४. कुटुंबातील वातावरण नेहमी आनंददायी व ताणरहित कसे राहिल याचा प्रयत्न करावा .
५. कुटुंबातील सामुहिक निर्णय प्रक्रियेत पाल्यांना समाविष्ट करून घ्यावे .
६. पाल्याच्या शालेय मित्रमंडळींची माहिती घ्यावी .

ड) प्रसारमाध्यमे

१. विद्यार्थ्यांत हिंसक वृत्ती वाढीस लागेल असे कार्यक्रम प्रसारित करू नयेत .
२. विद्यार्थ्यांमध्ये हिंसक प्रवृत्ती वाढील लागेल असे कार्यक्रम प्रसारित करू नयेत .
३. विद्यार्थ्यांच्या कल्पनाशक्तील विचार प्रक्रियेला, निर्णयक्षमतेस चालना देणारे कार्यक्रम प्रदर्शित करावेत .
४. विविध क्षेत्रात विधायक काय-करणा-या व यशस्वी झालेल्या व्यक्तींच्या मुलाखती प्रसारित कराव्यात .
५. विविध क्षेत्रात उपलब्ध असणा-या करिअरच्या संधी उदा .प्रशासकीय व व्यावसायिक सेवा इत्यादी .
६. विद्यार्थ्यांना HIV/AIDS, धुम्रपान इत्यादी मानवी जीवनावर होणा-या दुष्परीणामांची माहिती विविध माहितीपट लघूपटातून देण्यात यावी .

जीवनकौशल्य शिक्षणासाठी उपक्रम

- | | |
|--------------------------|---------------------|
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| ६ . पथनाट्य | १६ . चित्रकला |
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| ९ . एन .सी .एस . | १९ . वर्गसजावट |
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संदर्भ

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REFLECTIVE SOCIAL APPROACH FOR LIFE SKILL DEVELOPMENT

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Introduction

Education is an important instrument of social change. It is helpful in individuals as well as social development. Everywhere education is seen as the main way of enabling individuals and nations alike to meet the ever increasing economic, technological social and personal challenges. We expect education to prepare young people for the world of work and for economic independence to enable them to live constructively in responsible communities and enable them to live in a tolerant, culturally diverse and rapidly changing society. Perhaps above all, we expect education to help young people to build lives that have meaning and purpose in a future, we can scarcely predict.

This has led to reorganising of the education systems all over the world so that, they provide not only high standards of academic qualifications including literacy and innumeracy but also inculcate skills such as creativity, communication, empathy, adaptability and social skills, all of which are being increasingly emphasized by employers and others in the global society. More so, in this edge of information explosion, education system face the ever increasing challenge of providing skills to acquire and process information as it is neither possible to provide students with all the information available nor it is possible to predict what knowledge would be required, few years from now, hence the focus on skills.

What is Reflection ?

Reflection is concerned with consciously looking at and thinking about our experience, actions feeling and responses and then interpreting or analysing them in order to learn from them. Typically we do this by asking ourselves questions about what we did, how we did it and what we learnt from doing it.

The skills associated with stepping back and pausing to look, listen and reflect, are closely related to those concern with critical thinking.

Life Skill

According to World Health Organisation, life skills are abilities for adaptive and positive behaviour that, enables individuals to deal effectively with the demands and challenge of everyday life. Life skills means those essential skills developed through a high order thinking that enable a person to perform effectively in a person's life and thus become a socially acceptable and successful person.

There are five major skills as

1. Communication Skill
2. Information Gathering Skill
3. Critical Thinking
4. Creativity
5. Empathy

Apart from this there are some other sub skills of equal importance for social existence of a person such as, active listening, observation, understanding body language, giving and receiving feedback, assertion skill, emotional control, self-awareness, analysis, synthesis, challenging facts, assessing information and consequences of actions, awareness about one's strengths and weaknesses, developing cause and effect relationship, positive thinking, conflict management skills, tolerance, acting on rights, justice and responsibilities, etc.

Life Skill Education and Social Development

According to Sir Percy Nunn, education is the complete development of individuality so that a person can make an original contribution to human life according to their best capacity. The same thing is mentioned by UNESCO as, education is an organised and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuables for all the activities in life.

In terms of skills, education, in general and primary education in specific includes laying of the foundation of a society that is equipped with a high level of creativity for problem solving, tuned with the critical thinking approach for rationality in decision making, equipped with information gathering skills for updated information, and motivated through the attitude of helping others with skills of empathy, and a high level of communication skills for the adjustment in the society. These skills form the foundation of success, the basis of which is more effectively laid at the primary level and which amongst the text book knowledge, academic skills and social values will be focused.

Social Norms

Every society has a set of rules by which it expects its citizen to abide and live by. This enables us to socially adjust ourselves for better living and working and enables a society to function in a more harmonious manner. It is therefore important that these social norms become part of our teaching so that student not only start to recognize but begin to practice them at an early age. More so this is one of the objectives of education which parents regards as of utmost importance. When asked about what they would like to see in their children, reply in terms of social skills like good behaviour, respect of elders, be able to differentiate between the good and bad, adopt social values like speaking truth, refrain from lying etc.

Concluding Note

Life skills education is an essential component of promoting healthy and socially accepted individuals. Life skills based education is essential to enable an individual to cope with difficulties in day-to-day life by learning to make informed decisions, solving problems, thinking creatively and critically, building healthy relationships through effective communication and further deal with risk situations. The aim is to enhance positive and adaptive behaviour by facilitating individuals to develop and practise psycho-social skills and function effectively in social environment.

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सूक्ष्म अध्यापन कौशल्य निदानासाठी विविध मूल्यमापन श्रेणी

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निदान अचूक व्हायचे असेल तर एकापेक्षा जास्त स्रोत व एकापेक्षा जास्त मूल्यमापन श्रेणींचा वापर याला खूप महत्त्व असते. मग ते क्षेत्र कोणतेही असो उदा. मेडीकल, शैक्षणिक, दैनंदिन व्यवहार, एखादी व्यक्ती अशी का वागते ? याचा निष्कर्ष काढताना आपण त्या व्यक्तीशी तीच्या सहकाऱ्यांशी, कुटुंबाशी संवाद साधतो तसेच स्वतःचीही काही निरीक्षणे विचारात घेऊन निष्कर्षाप्रत येतो. डॉक्टर पेशंटला काय झाले याचे रोग निदान करतांना पेशंटला प्रश्न विचारतात, अनेकविध टेस्ट करतात तसेच रोग्याला त्याचे मत विचारतात, त्यानंतर अंतिम निदान करून औषधे देतात.

तसेच शिक्षणक्षेत्रातही आहे. शिक्षणक्षेत्रात अध्यापन या क्लिष्ट प्रक्रियेचा वापर सहजगत्या करता यावा यासाठी सूक्ष्म अध्यापन कौशल्य ही संकल्पना उदयास आली त्याचे जनक अॅलन होत. त्यांनी अध्यापनात केल्या जाणाऱ्या प्रत्येक कृतींचे पृथःकरण केले त्यातील प्रत्येक वर्तनाच्या नोंदी केल्या व सूक्ष्म अध्यापन कौशल्ये नावाची संकल्पना शिक्षक प्रशिक्षणात आणली. यातही त्यांनी सेवापूर्व व सेवांतर्गत शिक्षकांच्या वैशिष्ट्यांचा विचार करून दोन वेगवेगळे दृष्टिकोन मांडले. सेवांतर्गत प्रशिक्षणात अप्रगत सूक्ष्म अध्यापन कौशल्य निदान करण्यासाठी अनेकविध साधनांचा वापर करून अंतिम निदानापर्यंत कसे पोहचता येते. थोडक्यात बहुविध मूल्यमापन श्रेणी अचूकतेकडे जाण्याचा मार्ग कसा हे या लेखात मांडण्याचा प्रयत्न आहे.

१) **प्रास्ताविक** : शिक्षक प्रशिक्षणात सूक्ष्म अध्यापन कौशल्ये हा प्रशिक्षणाचा एक अनिवार्य भाग असतो. मग ते प्रशिक्षण सेवांतर्गत असो वा सेवापूर्व वर्ग अध्यापन ही एक गुंतागुंतीची प्रक्रिया असल्याने डॉ. अॅलन आणि त्यांचे सहकारी यांनी १९६९ मध्ये ही संकल्पना मांडली ८० पेक्षा जास्त अध्यापन कौशल्ये निश्चित करण्यात आली. क्लिष्ट स्वरूपाच्या अध्यापन प्रक्रियेचे सोप्या, मर्यादीत व निश्चित व्याख्या केलेल्या घटकांमध्ये पृथःकरण करता येते त्यास सूक्ष्म अध्यापन कौशल्ये म्हणतात.

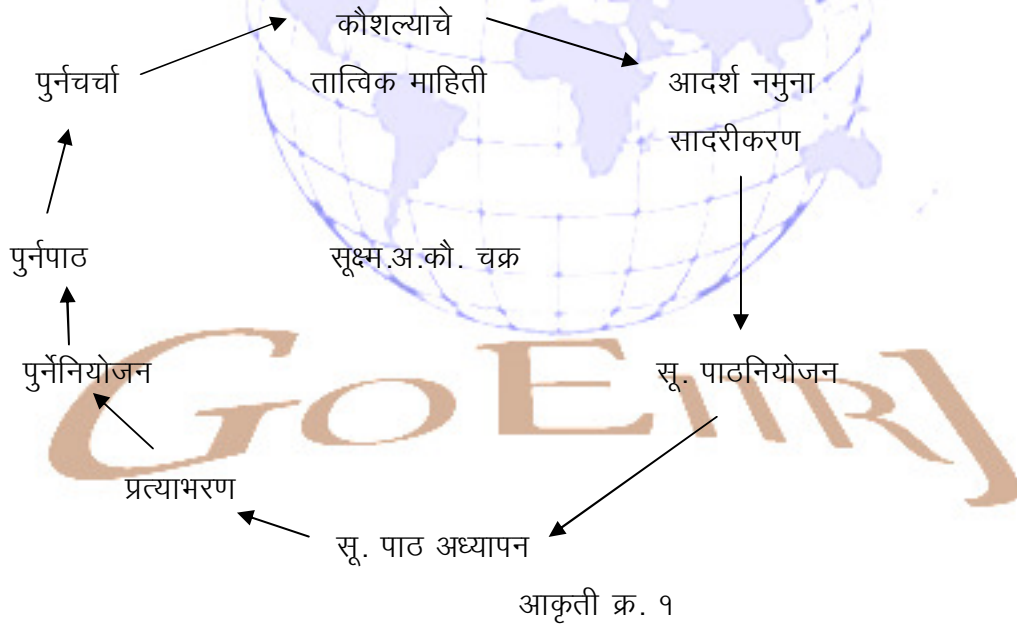
२) **सूक्ष्म अध्यापन कौशल्ये** : सूक्ष्म अध्यापनाच्या अनेक शिक्षणतज्ज्ञांनी व्याख्या केल्या. त्यातील काही व्याख्या या संकल्पनेच्या स्पष्टतेसाठी पुढे दिल्या आहेत.

* विद्यार्थ्यांच्या अध्ययनास चालना देण्याच्या हेतूने केलेल्या परस्परसंबंधी अध्यापन कृतींचा संच म्हणजे अध्यापन कौशल्य होय. **ब्राऊन जी.ए.**

* एक किंवा परस्पर निगडित अध्यापन कार्यगट साध्य करणारा व विद्यार्थ्यांबरोबरच्या आंतरक्रियात्मक परिस्थितीमध्ये अवबोधात्मक व बोधात्मक क्रियांचा परिपाक म्हणून अध्यापकाने प्रदर्शित केलेला शाब्दिक व अशाब्दिक कृतींचा संयुक्त संच म्हणजे अध्यापन कौशल्य होय. **सिंह एल.सी व जोशी ए. एन**

या व्याख्यांनुसार अध्यापन कौशल्ये हा वर्तनाचा एक संच असतो. प्रत्येक वर्तन संचामुळे म्हणजेच अध्यापन कौशल्यांमुळे विद्यार्थ्यांच्या अध्ययनाला प्रत्यक्ष अप्रत्यक्षरित्या चालना मिळते व हे वर्तनसंच इतर वर्तनसंचाच्या समवेत अध्यापनात सहजगत्या वापरता येतात. प्रत्येक अध्यापन कौशल्याचे हेतू निश्चित असतात. उदा. चेतक बदल-अवधान केंद्रीकरणासाठी, सज्जता प्रवर्तन पाठाच्या सुरुवातीसाठी, स्पष्टीकरण तांत्रिक वा कठीण शब्दांच्या स्पष्टतेसाठी, प्रश्नकौशल्य - उत्कृष्ट प्रश्न विचारणेसाठी, शोधकप्रश्न - उत्तर प्राप्तीसाठी, प्रबलन -प्रोत्साहन देणेसाठी ,समारोप पाठाच्या समाप्तीसाठी.

सूक्ष्म अध्यापन कौशल्य प्रशिक्षण घेतांना काही तत्त्व पाळली जातात उदा. ५ मिनिटांचा पाठ, ५ ते ७ विद्यार्थी, किमान आशय, अपेक्षित घटकांचा जास्तीत जास्त वापर, या अनुषंगाने पाठाचे नियोजन करून मग पाठ घेतला जातो. पाठ घेतांना पुढील चक्र विचारात घेण्यात येते.



सदर पाठाच्या एका चक्राने ६०% तर दोन चक्राने ९०% विद्यार्थी संबंधित कौशल्यावर प्रभुत्व मिळवतात असे संशोधनाने सिध्द झाल्याने दोन चक्रांचे प्रशिक्षण घेण्यात येते. संबंधित विद्यार्थी जेव्हा पाठ घेतात त्यावेळी संबंधित कौशल्याच्या अपेक्षित घटकांच्या श्रेणीद्वारे त्याचे निरीक्षण करण्यात येते.

सेवांतर्गत प्रशिक्षणातील विद्यार्थी सेवेत असल्याने त्यांची अनुभवातून काही कौशल्ये विकसित होतात त्याचा विचार करून सदर शिक्षक प्रशिक्षणात सूक्ष्म अध्यापन नैदानिक दृष्टिकोन विचारात घेण्यात

येतो. निदानाअंती लक्षात येणाऱ्या अप्रगत कौशल्यांसाठी प्रशिक्षण दिले जाते. हे अप्रगत कौशल्य निदान अचूक व्हावे यासाठी विविध मूल्यमापन श्रेणी विचारात घेतल्या जातात.

३) अप्रगत कौशल्य निदानासाठी विविध श्रेणी - अप्रगत कौशल्यांचे निदान अचूक व्हावे म्हणून चार प्रकारच्या श्रेणींचा वापर केला जातो.

- ३.१) स्वयं - निदान मूल्यमापन श्रेणी
- ३.२) आमचे शिक्षक असे शिकवतात श्रेणी
- ३.३) ट्रान्सक्रिप्ट
- ३.४) तज्ज्ञ मूल्यमापन श्रेणी

३.१) स्वयं - निदान मूल्यमापन श्रेणी -

या श्रेणीत सर्व अध्यापन कौशल्यांशी संबंधित कृतींवर आधारित एक-एक चौकट तयार करुन प्रशिक्षणार्थ्यांने स्वतःच त्या प्रत्येक कौशल्याशी निगडित चौकटीतील कृती आपल्याला येतात का? याचे निदान करुन स्वतःची अप्रगत कौशल्य नोंद करावयाची असते.

३.२) आमचे शिक्षक असे शिकवतात श्रेणी -

या श्रेणीत शाळेतील विद्यार्थ्यांना त्यांना समजेल अशा स्वरूपात प्रत्येक कौशल्यातील कृतींशी संबंधित विधानांची एक यादी दिली जाते व त्या अनुषंगाने ते विद्यार्थी संबंधित शिक्षकाचे रेटिंग करतात. त्यावरुन मग शिक्षकांची अप्रगत कौशल्ये ठरवली जातात.

३.३) ट्रान्सक्रिप्ट -

तज्ज्ञांनी निदान करताना मौखिक कौशल्यांसाठी ट्रान्सक्रिप्ट म्हणजे विद्यार्थ्यांने त्याच्या अध्यापनाच्या तुकड्याचे केलेले ऑडीओ व हस्तलिखित विचारात घेऊन त्या आधारे मौखिक अध्यापन कौशल्यांचे निदान करायचे असते. निदानासाठी सर्व मौखिक कौशल्यांचा त्यातील कृतींसह उल्लेख असलेली श्रेणी विचारात घेण्यात येते.

३.४) तज्ज्ञ मूल्यमापन श्रेणी -

संबंधित प्रशिक्षणार्थीला प्रत्यक्ष प्रशिक्षणाच्या ठिकाणी पाठ घेण्यास सांगून तेथे निदानासाठी या श्रेणीचा वापर करण्यात येतो. यात प्रत्येक अशाब्दिक अध्यापन कौशल्याशी संबंधित कृतिविषयक पाच ते सात विधाने केलेली असतात. त्या आधारे तज्ज्ञ संबंधित पाठाचे निरीक्षण करुन अप्रगत कौशल्यांचे निदान करतात. शेवटी या चारही मूल्यमापन श्रेणींची अंतिम निदान तक्त्यात नोंद करुन नेमकी अप्रगत कौशल्ये निश्चित करण्यात येतात.

४) अप्रगत कौशल्ये अंतिम निदान -

चार श्रेणींच्या आधारे केलेल्या अप्रगत कौशल्यांची एकत्रित नोंद करुन अचूक अप्रगत कौशल्य निश्चित करण्यासाठी याचा वापर केला जातो त्यासाठी पुढीलप्रमाणे तक्ता वापरता येतो.

अप्रगत कौशल्ये अंतिम निदान तक्ता

अ.क्र.	कौशल्ये → श्रेणी ↓	शाब्दिक कौशल्ये					अशाब्दिक कौशल्ये				
		कौ	१	२	३	---	कौ	१	२	३	---
१)	स्वयं निदान										
२)	विद्यार्थी निदान										
३)	ट्रान्सक्रिप्ट										
४)	तज्ज्ञ निरीक्षण										
	एकूण										

ज्या रकान्यात जास्तीत जास्त खूणा असतील ते कौशल्य प्रथम नंबरचे अप्रगत कौशल्य, यानुसार पुढील चार अप्रगत कौशल्य निदानही करण्यात येते. त्यानंतर सदर पाच कौशल्याचा प्रशिक्षण कार्यक्रम आयोजित केला जातो.

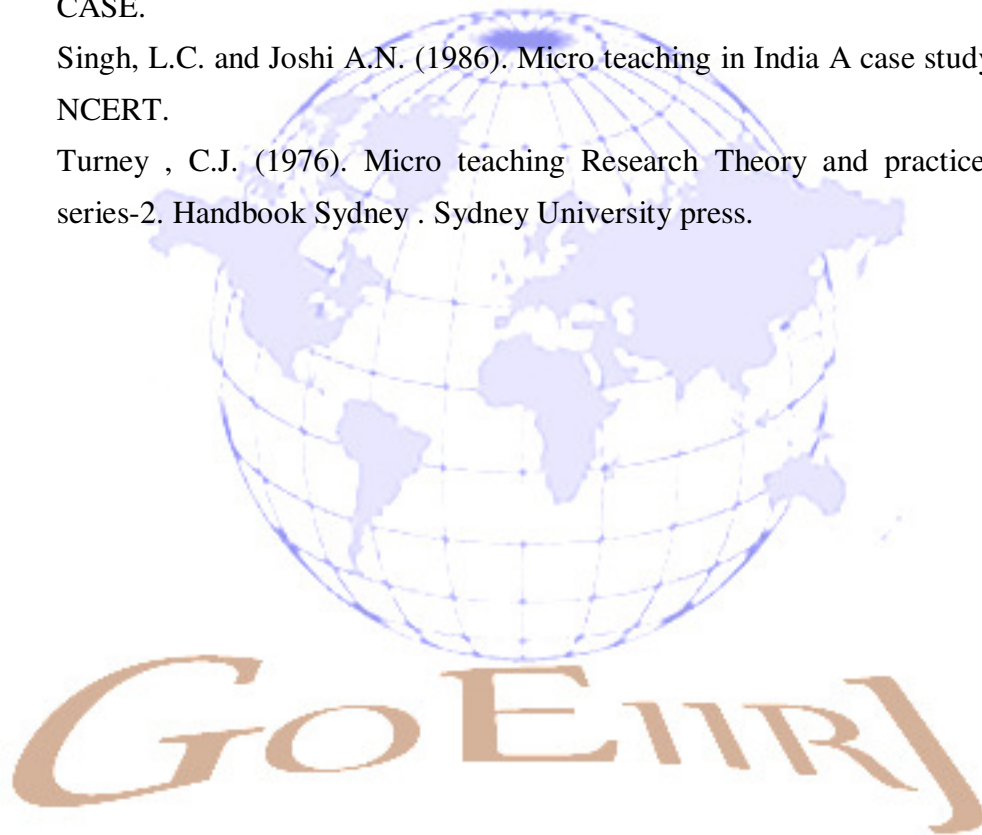
५) सारांश -

जसे डॉक्टर आपल्या पेशंटच्या आजाराचे निदान करतांना ते अचूक करुन योग्य मेडीसीन देण्यासाठी रक्त तपासणी, एक्स -रे, स्कॅनिंग, स्ट्रेस टेस्ट, पेशंटचे स्वयं निदान, डॉक्टर प्रश्न इ.चा वापर करुन अंतिम निदानाप्रत येतात तसेच शिक्षक प्रशिक्षक आपल्या प्रशिक्षणार्थ्यांचे अचूक निदान करता यावे यासाठी एकापेक्षा जास्त श्रेणींचा व एकापेक्षा जास्त स्रोतांचा वापर करुन निदान करतात. अप्रगत कौशल्य निदान झाल्यानंतर मग अध्यापन सहज, सुलभ व यशस्वी होणेसाठी आवश्यक कौशल्यांचे प्रशिक्षण त्या विद्यार्थ्यांला देतात. जेव्हा त्रिमितीकरणाचे तंत्र निदानासाठी वापरले जाते त्यावेळी मूल्यमापनातील अचूकता वाढते. लक्षात तटस्थता येते. म्हणून प्रत्येकाने निदान/ मूल्यमापन करतांना मग ते कोणत्याही कारणासाठी करावयाचे असले तरी विविध साधने व स्रोतांचा वापर करणे आवश्यक ठरते. धन्यवाद.

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MULTIDIMENSIONAL EVALUATION TOOLS IN EVALUATION OF HIGHER EDUCATION

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INTRODUCTION :-

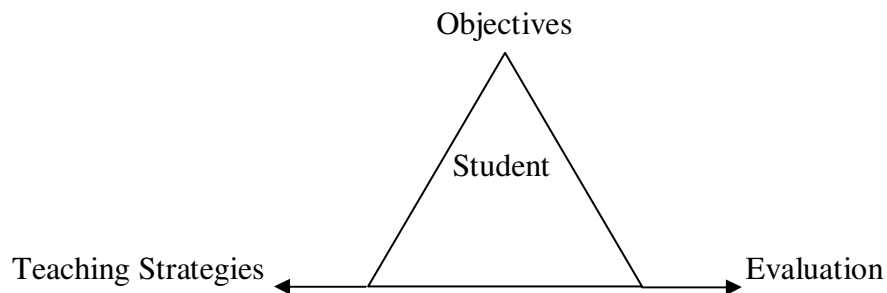
Education plays a noteworthy role in the life of an individual as well as nation. The character and quality of an individual greatly depend on education imparted to him at different levels of his life. Educational Evaluation is an integral part of Education i.e. teaching and learning process. Evaluation in its broader concept includes examinations of academic and non academic aspects of evaluation. Evaluation also refers to the quality of results through the process of measurement in written examination and continuous internal assessment. Evaluation also determines the level of educational objectives being achieved as well as the effectiveness of the learning experiences provided in the class rooms. It also deals with the accomplishment of goals of education. It also exercises a great influence on the students study habits and teachers methods of instructions and thus helps not only to measure educational achievement but also to improve it.

Thus in Evaluation systems if we want to gain quality in terms of students we will have to fulfill the above said goals, objectives and also provide the students with good quality learning experiences.

Evaluation has to be very comprehensive in a system of education which aims at multi-sided development of personality of a learner. Evaluation includes not only single check list nor a battery of examination but it also includes many techniques and tools. We conduct examination because we want to know which student have benefited more from the teaching learning process than the other. A good evaluation must have few characteristics as below-

- 1) Validity
- 2) Reliability
- 3) objectivity
- 4) Fairness
- 5) Usability

Following figure shows the inter-relation of objectives, teaching strategies and evaluation



Thus, for all round development of a learner the evaluation system must be Judgmental based as well as developmental based.

Basic Classification of Evaluation :-

1) Achievement Evaluation:-

It measure the students performance in all subjects (i.e. written test)

2) Diagnostic and Remedial Evaluation:-

It generally deals with the strength and weakness of students in all the subjects. It also deals with the difficulties of students in learning and remedies for the same.

3) Prognosis and Guidance Evaluation:-

It is helpful to predict future achievement of students and also check the present knowledge.

4) Formative Evaluation:-

It monitors the learning progress of the students and provides feedback to the students.

5) Summative Evaluation:-

It is a typical quantitative evaluation using marks and grades to assess the student's achievement.

Current Tools of Evaluation:

Following are the commonly used tools and techniques used to evaluate the various aspects of learner's growth-

- Intelligence Tests
- Achievement Tests
- Personality Tests

- Tests of Attitude and Behaviour
- Rating Scales
- Questionnaires
- Check Lists
- Interview
- Autobiographical Method
- Anecdotal Records
- Aptitude Tests
- Pupils Dairy
- Sociometric Techniques
- Case History
- Projective Techniques

Beside these the other Evaluation tools can also be implemented-

1. Various types of quiz like prier announced and unannounced can be arranged.
2. For periodical achievement of cognitive abilities of the students 10 to 15 mints objective type test can be introduced.
3. 15 to 30 minutes short answer test based on problem solving abilities at students can be taken.
4. For achievement of higher order cognitive abilities long answer essay of 30 to 60 minutes can be arranged.
5. Class assessment and tutorials once a week can be taken to check higher order abilities.
6. Home assignments can be given once a week or fortnight to develop skill in drawing, sketches, essays, flowcharts, diagrams, maps etc.
7. Individual projects :- Projects can be given two times in a semester to bring in new meaningful and relevant problems in relation to the subject matter.
8. To develop leadership qualities, team work, discipline etc. guided group project can be given.
9. To develop and examine the practical skills in handling instruments, experiments, reports etc. laboratory and practical work should be given.

10. To judge the personal qualities like regularity hard work, inventiveness, initiative, originality etc. various tools like observation, checklist, rating scales etc. can be used.
11. Various rating scales for interest in the subject and attitude towards studies can be given 6 times in a year.
12. To assess the originality, creativity, initiative and communication skill of the students group discussions can be arranged once a month.

Problems of the Examination Systems :

1. The present examination system based on memorization rather than students intelligence.
2. This system encourages students to prepare for passing the exam.
3. The subject matter to be examined in annual exam is very large.
4. As the examination is annual, the beginning of the academic session is relaxing time for students and at the end they feel more stress and strain which results in slackness.
5. Courses are covered hurriedly within the few weeks before the examination, results in poor performance and strain for the students.
6. Many good instructional approaches like tutorials, projects, assignments, group discussions, continuous evaluation etc. are not arranged due to lack of time thus the entire teaching - learning process becomes written examination oriented.

Introducing the Semester System :-

1. Course Division :-

The Course or study material can be broken down into two well organized and internally homogeneous parts.

2. Regularity in teaching :-

The teaching work must be carried out regularly and comprehensively using modern techniques of teaching. New instructional strategies can also be adapted by the teachers.

3. Making syllabus broad based :-

The syllabus can be made broad-based with the inclusion of main and subsidiary subjects including more courses and electives.

4. Variety of subjects :-

The syllabus must be full of variety of subjects which can be suitable to the intellectual motivational and occupational requirements of the students.

5. Making learning pleasant and joyful :-

Reducing unnecessary stress and strain before and during teaching and examination and making learning purposeful, pleasant and joyful activity.

6. Making learning more effective :-

By introducing formative evaluation to receive continuous feedback for improvement of learning experience so as to make them more efficient and effective.

Innovative Approaches for Assessment :

- Open book examination
- Projects
- Case – studies
- Take away papers
- Simulations
- On line exams.
- Self assessment reflective teaching
- Portfolio evaluation.
- Reflective-Journals
- In-Tray Exercises
- Reviews

These are some of the innovative techniques for assessment of the students rather than faulty written examinations. Although many countries of the world adopted the semester systems long ago, yet it is still a new idea in India.

CONCLUSION :

Students all round development and their compatibility are the basic requirements of effective educational process. Hence there is a need to adapt and implement current trends of evaluation keeping global needs of time. Evaluation is not the end of the academic year rather it is an

essential part of the on-going process which provides an opportunity to be reflective and creative. Various modern techniques of evaluation are required for assessment of students to achieve quality in higher education.

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GOEIIRJ

अध्यापन कार्य : एक विमर्शन प्रक्रिया

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नाशिक – २.

प्रस्तावना :

अध्ययन, अध्यापनामध्ये रोज नवनवीन बदल घडत आहेत. त्यानुसार शिक्षक त्याचा वर्गाध्यापनात वापर करत असतो. विद्यार्थीही अध्ययनाचे नवनवे मार्ग शोधत आहेत. खिशातील मोबाईल हा फक्त संभाषणापुरताच भाग न राहता तो कोणत्याही क्षणी, कोणत्याही प्रकारचा खजिना उपलब्ध करून देणारा ' कल्पराज ' झाला आहे. विद्यार्थी शिक्षकाच्या पुढे तंत्रज्ञानात प्रगती करत आहे. म्हणून शिक्षकानेही या अद्वयावत साधनांबरोबरच पारंपारिकतेची नाळ जोडून अध्यापन करावे. त्यासाठी शिक्षकाने विमर्शनाचा आधार द्यावा असे मी सूचवेन.

१. विमर्शी अध्यापन म्हणजे काय?

विमर्शी अध्यापन तशी नवीन गोष्ट नाही, मात्र दृष्टिकोन वेगळा आहे. एवढेच आपण वर्गात काय शिकवले, कसे शिकविले, विद्यार्थ्यांवर प्रभाव कसा पडला याची उत्तरे शिक्षकाने स्वतः मिळविणे व त्यानुसार अध्यापनात सुधारणा घडवून आणणे व पुढे जाणे हेच तर विमर्शन आहे. वर्गात पुढीलप्रमाणे विमर्शन कृती साध्य करता येतील.

२. अध्यापन कृती :

शिक्षक वर्गात वेगवेगळे विषय शिकवित असतात, प्रत्येक शिक्षकाची, प्रत्येक विषयाबद्दलची अध्यापनाची विशिष्ट अशी शैली असते. तरीही काही शिक्षक आपल्या कामात यशस्वी, विद्यार्थी प्रिय बनतात, काही मात्र यशस्वी होत नाहीत, हे असे का होते? यासाठी विमर्शन महत्त्वाचे आहे.

३. आढावा :

शिक्षकाने शिकविलेल्या भागावर आढावा / मूल्यमापन घेणे गरजेचे असते, नव्हे तर आपण कसे काय शिकविले याची उत्तरे या टप्प्यातून मिळतात. त्यासाठी शिक्षक प्रश्नोत्तर, स्वाध्याय, प्रकल्प, क्षेत्रकार्य आदि कृती घेतात. यावरूनही विद्यार्थ्यांची यशस्वीता, आकलनक्षमता लक्षात येते. त्यासाठी विमर्शनशील शिक्षकाने या टप्प्याचा जाणीवपूर्वक व अभ्यासपूर्वक वापर करावा.

४. अध्यापनाचे पुनर्नियोजन – एक मूल्ये :

आपण जो भाग शिकविला तो कितपत समजला, वा समजला नसेल तर मूल्यवान शिक्षक तो घटक पुन्हा त्या वर्गावर शिकवितात, जो पर्यंत विद्यार्थ्यांना समजत नाही तोपर्यंत समजावतात. त्यापुर्वी हा शिक्षक सहाध्यायीशी त्या अध्यापन घटकावर चर्चा करतो, इंटरनेट, संदर्भग्रंथ आदिंचा विचार करून माहितीची गुणवत्ता व अद्वयावतता

साकारतो, तो स्वतःला कमी लेखत नाही. तर ' कृतिप्रवण ' समजतो आणि मग असा विमर्शी शिक्षक वर्गात जावून पुन्हा शिकवितो.

५. अध्यापन पैलूंची अदयावतता :

पुनर्नियोजन, पुनर्अध्यापनाची तयारी करत असतांना विमर्शी शिक्षक आशय घटकाची व्याप्ती समजून घेतो, त्यासाठी वापरावयाच्या वेगवेगळ्या अध्यापन पध्दतींचाही विचार करतो. प्रतिमानांचाही विचार करतो. LCD, OHP, ppt Presentation, you tube, what sap, face book अशा Applications चाही विचार करतो व त्यानुसार दर्जेदार, चैतन्यदायी अध्यापन करण्याचा त्याचा प्रयत्न असतो.

६. अध्यापन कृती : (टप्पा दुसरा)

वरील सर्व साधनांद्वारे ज्ञानाचे अदयावतीकरण झाल्यावर विमर्शी शिक्षक वर्गात जावून नेहमीप्रमाणे कृती करतो. त्यात तो यशस्वी झाला तर तेथे थांबतो व त्याप्रमाणे अध्यापन करण्याचा तो प्रयत्न करतो. जर अयशस्वी झाला तर पुन्हा नव्याने त्या प्रक्रियेला सुरुवात करतो.

- if teacher is Success in reflect.....
..... process stop.....& continuous.
- if Unsuccess..... Retry....Re Plan.

७. आढावा /अनुधावन : (टप्पा दुसरा)

जर शिक्षक प्रयत्न करूनही विमर्शन करण्यात अपयशी झाला तर पुन्हा नव्याने आढावा घेतला जातो, ' विमर्शी अध्यापनाचा ' अर्थच असा आहे की जोपर्यंत यश मिळत नाही तोपर्यंत प्रयत्न करणे, मागील अभ्यासामध्ये, प्रयत्नांमध्ये काही कच्चे दुवे राहिले का? याचा विचार करून शिक्षक पुन्हा नव्या जोमाने कामाला लागतो व पुनर्नियोजन करतो.

८. पुनर्नियोजनाचा दुसरा टप्पा :

मागील टप्प्यामध्ये आलेले अपयश पुसून टाकण्यासाठी शिक्षक जोमाने कामाला लागल्यानंतर त्या आशय घटकाचे (जेथे अपयश आले) बारिक सारिक तपशील पाहतो, अभ्यास, चर्चा, मनन, चिंतन, करून, मागील सूचनांचा (विद्यार्थ्यांनी Feedback मध्ये दिलेल्या) विचार करून नियोजन करतो.

९. नव्या पैलूंची चाचपणी :

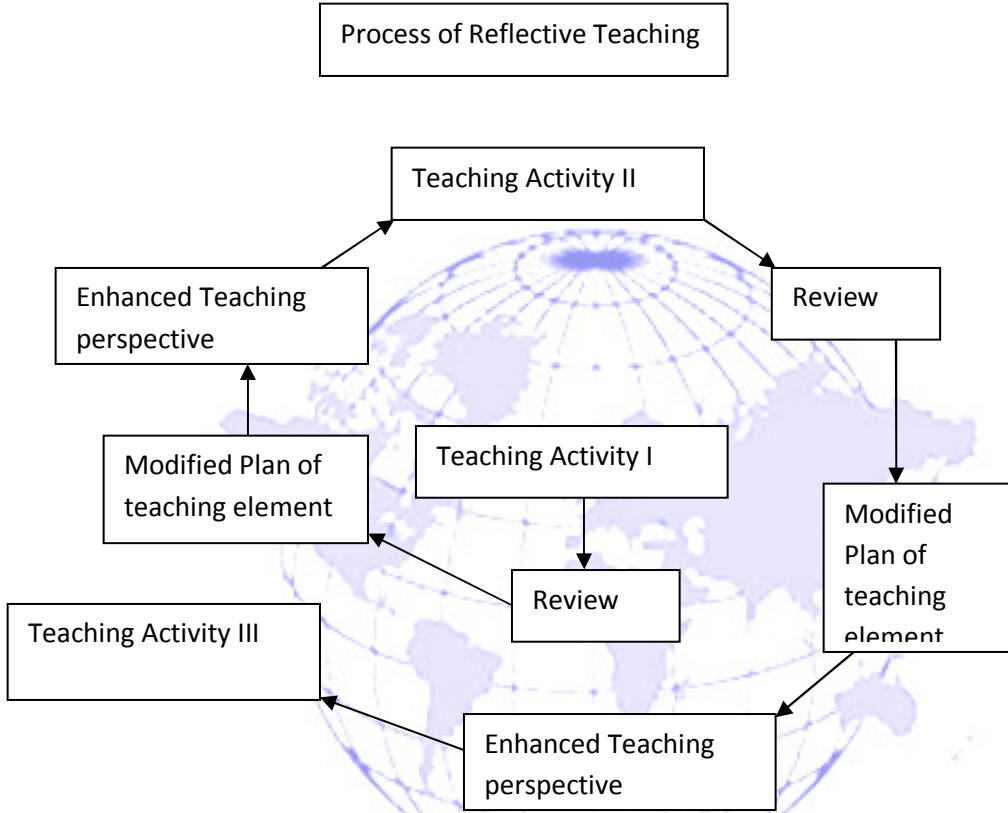
अजूनही काही नवे पैलू आहेत का, याचा विचार करून, नवनवीन तंत्र, साधने लक्षात घेवून अध्यापन नियोजन केले जाते.

१०. प्रत्यक्ष अध्यापन :

सर्व टप्प्यांचा तपशीलवार विचार केल्यानंतर प्रत्यक्ष अध्यापनाला सुरुवात केली जाते. शिक्षकाला विद्यार्थ्यांचे चैतन्यदायी व सकारात्मक प्रतिसाद देणाऱ्या चेहऱ्यावरून शिक्षकाला त्याचे विमर्शन यशस्वी झाले आहे हे लक्षात येते.

थोडक्यात, विमर्शी शिक्षण ही अध्ययन, अध्यापन, मूल्यमापन, संशोधन अशा सर्वच क्षेत्राला स्पर्श करणारी बाब आहे. ती Cyclic Process आहे.

उदा.



वरील आकृतीत दाखविल्याप्रमाणे विमर्शी अध्यापन संकल्पना आहे.

संदर्भ :

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२. www.reech.com

REFLECTIVE TEACHING LEARNING PROCESS

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Introduction:

Teaching young children is complex work. Every day teachers face many challenges - ongoing chores of caretaking and cleanup, planning and providing an engaging curriculum, communicating with families and co-workers, and responding to the ever-growing pressures for outcomes, assessment, and documentation to demonstrate children's learning. These pressures compete for teachers' attention, making it difficult to keep the joy of being with children at the heart of our work. You can turn to the many resources available to learn about guidance techniques or use a published curriculum to help with planning. But to truly share meaningful experiences with children you must learn to become a reflective teacher.

For reflective teachers, their work is an ongoing process of closely observing and studying the significance of children's unfolding activities. Rather than just following preplanned lessons and techniques, reflective teachers consider what they know about the children in their group and about child development theory to better understand and delight in what happens in the classroom. Reflection allows teachers to make effective, meaningful decisions about how to respond to and plan for children. It keeps them excited about their work.

Meaning :

Teaching learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre determined goals and objectives.

Teaching learning process implies that all the various elements of the teaching learning situation have to be brought into an intelligible whole. The teaching learner activities which are varied and complex have to be harmonized. These elements and activities include learners and their individual differences, the methods of teaching, the material to be taught, class room conditions, teaching devices and aids, questioning and answering, assignments, thinking, enjoying, creating, practical skills, discussions and many others.

The role of Reflective teaching in teacher education :

Reflective practice is used at both the pre-service and in-service levels of teaching. Coaching and peer involvement are two aspects of reflective practice seen most often at the pre-service level. Teacher educators can most effectively coach student teachers in reflective practice by using students' personal histories, dialogue journals, and small and large-group discussions about their experiences to help students reflect upon and improve their practices. Several research studies have proved that critical reflection upon experience continues to be an effective technique for professional development.

To be successful and effective as a teacher you need to :

- be able to engage, motivate and enthuse pupils;
- be a good listener and communicator;
- have commitment to the all round development of young people and children;
- show consideration for their personal and educational development;
- be self-motivated and able to work as a member of a team;
- keep up to date with relevant aspects of your subject and/or phase;
- exercise patience and display sensitivity to the individual needs and abilities of pupils;
- respect your pupils and encourage them to respect each other;
- foster positive relationships with your pupils;
- encourage parents to be involved in the education of their children;
- form positive professional relationships with all of those involved in the life and work of the school;
- Support and manage colleagues in development work, where appropriate.

Seven wonders and challenges of teaching :

Esther J Swenson in The Teacher's Letter states that each of the following seven wonders brings a new challenge to the classroom teacher.

1. First wonder: How much children already know before they come to school. They bring with them rich resources of knowledge, skill and understandings- mostly self-learned.
 First challenge: how much do know of these rich resources? How for do go in searching them our? How do use what find?
2. Second challenge: children's eagerness to learn. It is natural for children to inquire, to discover. It is unnatural for them to be passive, disinterested.

Second challenge : how do use this eagerness to learn? In what direction should it be channeled? Am feeding it or am killing it?

3. Third wonder: the ever ending process of learning. Every hour of the day, no matter where he is, with whomever or whatever he works, the child learns.

Third challenge: is he learning what is best for him, now and later? Am setting the stage for constructive learning's?

4. Fourth wonder: the infinite variety of abilities, personalities, needs and interests of pupils. He who says, "I know children" has not taken time to study the marvels of their growth.

Fourth challenge: do I know as much as I should about each child's abilities, personalities, needs interests? How can I learn more? Do I accept differences or rebel against them?

5. Fifth wonder: the concomity of learning. Simultaneously children learn subject matters, traits of personality, habits of working, attitudes and appreciations many of them permanently.

Fifth challenge: do I push so hard toward a single goal that I push the children away from another of equal importance? Do I leave these "marginal learning" to chance?

6. Sixth wonder: the faith, respect, loyalty and tolerance of children. When a teacher treats them well sometimes even when he does not they will respond with respect and understanding.

Sixth challenge: do I have an equal faith in them and in their motives? Am I as loyal to them and their welfare? Do I treat them with respect and understanding?

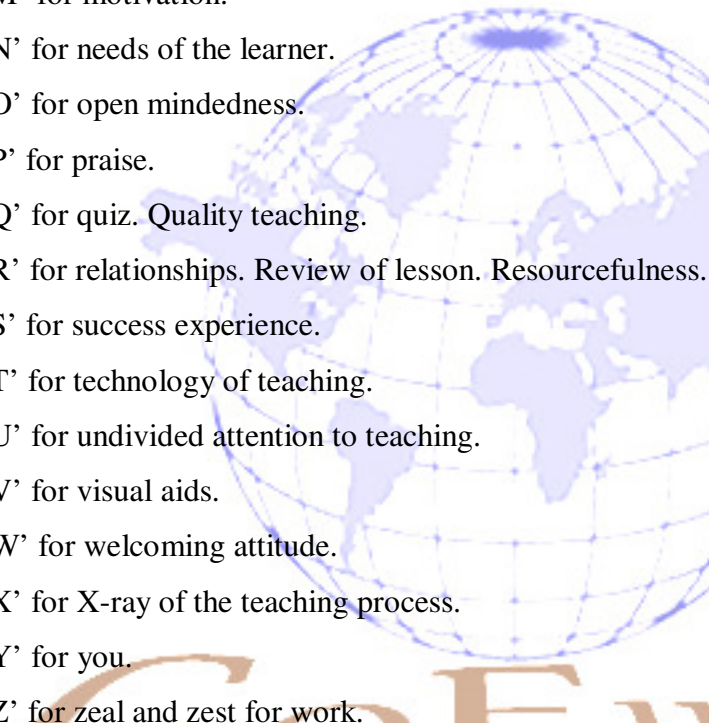
7. Seventh wonder: the ability of children to teach. Each child learns from the other, and even the teacher can learn much from children.

Seventh challenge: Do I use my opportunities to learn from children? Do is listen, literally and figuratively, to the lessons they can teach?

A to Z of effective teaching :

During the last few decades, research on effective teaching has yielded valuable guidelines for teachers. Some of the important of these guidelines are here.

- a. 'A' is for alertness and adaptability in handling several situations.
- b. 'B' is for balanced behaviour.
- c. 'C' stands for cooperative teaching learning.
- d. 'D' for democratic classroom environment.
- e. 'E' for expectancies.
- f. 'F' for feedback.

- 
- g. 'G' for goal setting.
 - h. 'H' for hard work. Humor.
 - i. 'I' for involvement.
 - j. 'J' for just attitude. Judicious rewards.
 - k. 'K' for knowing children's abilities. Knowledge.
 - l. 'L' for linking past and future knowledge.
 - m. 'M' for motivation.
 - n. 'N' for needs of the learner.
 - o. 'O' for open mindedness.
 - p. 'P' for praise.
 - q. 'Q' for quiz. Quality teaching.
 - r. 'R' for relationships. Review of lesson. Resourcefulness.
 - s. 'S' for success experience.
 - t. 'T' for technology of teaching.
 - u. 'U' for undivided attention to teaching.
 - v. 'V' for visual aids.
 - w. 'W' for welcoming attitude.
 - x. 'X' for X-ray of the teaching process.
 - y. 'Y' for you.
 - z. 'Z' for zeal and zest for work.

Using a “thinking lens” for reflection-in-action :

It is one thing to talk about reflective teaching, but quite another to practice it. Teachers need a disciplined way to analyze the events as they happen in the classroom. The “thinking lens” is a list of questions that teachers can ask themselves as they think over their day or discuss observation notes and photos with co-workers and families. Teachers can think about classroom events after they have occurred as a way to practice using these kinds of questions. Once teachers learn the kinds of questions that help them make effective decisions, their answers can guide their responses on the spot as classroom events unfold each day.

Here are six areas to consider (with sample questions) to get started in using a thinking lens to become a more reflective teacher.

1. Know yourself. What captures my attention as the children engage, explore, and talk with each other and with me?
2. What delights me as I watch and listen? How might my background and values influence how I respond to the children?
3. Find the details that touch your heart and mind. What do I notice in the children's faces and actions?
4. Where do I see examples of children's strengths and abilities? What are the children learning from this experience?
5. Seek the child's perspective. What is the child drawn to and excited about? What might the child be trying to accomplish? Why might the child be talking to and playing with others this way? What ideas might the child be exploring?
6. Examine the physical and social-emotional environment. How do schedules, routines, the physical space, and materials support or limit the children's play? What changes or additions to the space or materials would help to strengthen children's relationships? How do schedules and routines influence this experience?
7. Explore multiple points of view. How might the child's culture and family background be influencing this situation? What questions could I ask the child's family? What other perspectives should I consider? What child development or early learning theories apply to this experience? How does this child's play (or other activity) demonstrate desired early learning outcomes or standards?
8. Consider opportunities and possibilities for next steps. What values, philosophy, and desired outcomes do I want to influence my response? What new or existing relationships could be strengthened? Which learning goals could be addressed? What other materials and activities could be offered to build on this experience? What new vocabulary can teachers introduce?

Conclusion :

Research on reflective teaching over the past two decades has shown that it is linked to inquiry, and continuous professional growth. Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. It develops critical thinking and promotes experiential learning. It enhances personal growth.

It gives freedom to teachers to impose their own methodology enhancing rational thinking.

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प्रा. प्रेम खडकीकर,
महात्मा गांधी अध्यापक महाविद्यालय,
औरंगाबाद

‘बदल’, ‘नविनता’ हा मानवाचा स्थायीभाव आहे. कोणत्याही बाह्य स्वरूपात बदल फार वेगाने घडतात ते मोजता येणारे व डोळ्यांना दिसणारे दृश्य स्वरूपात असतात. जे बदल आंतरिक असतात जसे रुढी परंपरा, आशय, विचार, मानवी स्वभाव यामध्ये बदल घडवायला अनेक वर्षे लागतात. अशावेळी समाज हा विरोध, चिकित्सा अशा अनेक दोलायमान परिस्थितीतून जात असतो. कारण यांच्या मुळाशी संघर्ष असतो, प्रयत्नांची पराकाष्ठा असते, प्रवाहाच्या विरुद्ध जाऊन ठामपणे उभे रहावे लागते. आपली शिक्षण व्यवस्था या दोलायमान टप्प्यावर उभी आहे. तिच्या आंतरिक व बाह्य बदल होण्याची नितांत गरज आहे तरच ती सुंदर, अर्थवाही, बहुअंगी, बहुपर्यायी अशी प्रणाली, व्यवस्था तयार होणार आहे.

आपल्या शिक्षण व्यवस्थेचा इतिहास पाहिला तर त्यातही बदलाची अनेक पाने आहेत. परंतू कालपरत्वे नवनवे प्रश्न, गरजा, बदल यांची आवश्यकताही पुन्हा उभीच आहे. त्यामुळे शिक्षणाचे उद्दिष्ट, शिक्षणातील आशय, आशय देण्याघेण्याच्या पध्दती, वर्गव्यवस्था, वातावरण, शिक्षकांची मानसिकता, प्रशिक्षण या सगळ्यात बदल घडणे आवश्यक वाटू लागले आहे.

मुळात शिक्षण कोणासाठी, कशासाठी? याचे सरळ साधे उत्तर आजच्या लहान मुलाला भविष्यात उभे राहता यावे यासाठी, १५ ते २० वर्षात त्याला भविष्यात उभे करण्यासाठी कोणकोणती जीवन कौशल्ये हवीत? त्यांच्या गरजा कशा असतील? म्हणून म्हणून त्यात कोणत्या मूल्यविचारांची रुजवणूक झाली पाहिजे, कोणत्या प्रकारची पिढी आणि समाज आपल्याला तयार करावयाचा आहे. त्यांच्याकडून आपण कोणत्या अपेक्षा करतो हा विचार डोळ्यासमोर ठेवून शिक्षणाची रचना होण्याची गरज आहे.

अर्थात जीवन यशस्वी करण्यासाठी जीवन कौशल्यांची गरज असते. जीवनातील महत्वाच्या घटना ओळखणे, इतरांच्या भावना जाणणे, समस्यात्मक परिस्थितीतून बाहेर पडण्यासाठी आखणी करणे यासाठी जीवन कौशल्ये उपयोगी पडतात. ज्ञान, वर्तन, दृष्टिकोन आणि मूल्ये यांच्या एकीकरणाद्वारे ध्येयाची प्राप्ती कशी करावी याचे आकलन व्यक्तीला ज्या कौशल्याद्वारे होते ती कौशल्ये म्हणजेच जीवन कौशल्ये होय. या जीवनकौशल्यांच्या आधारे व्यक्ती शांतापूर्ण भावी जीवन जगू शकते. ही केवळ पुस्तकातून शिकायची नसतात तर अनुभवाद्वारे आत्मसात करावयाची असतात. व्यक्ती जीवनभर ती शिकत असतो.

जागतिक आरोग्य संघटनेच्या मते, ‘व्यक्तीला दैनंदिन जीवनातील गरजा आणि आव्हाने यांना परिणामकारकपणे तोंड देण्यासाठी आवश्यक असलेल्या सकारात्मक आणि समायोजित वर्तनासाठी लागणाऱ्या क्षमता म्हणजे जीवन कौशल्ये

होय. ही जीवन कौशल्ये, अभ्यासक्रमातील उद्दिष्टे यांची सांगड घालणे आवश्यक आहे.

१. 'स्व' ची जाणीव
२. स्मयानुभूती
३. निर्णयक्षमता
४. समस्यानिराकरण
५. परिणामकारक संप्रेषण
६. व्यक्ती-व्यक्तीमधील सहसंबंध
७. सर्जनशील विचार
८. चिकित्सात्मक विचार
९. भावनांचे समायोजन
१०. ताणतणावांचे समायोजन

शिवखेरा, डि. जे. श्वार्त्झ आणि एस. आर. कोल्हे यांनी जीवन कौशल्यांचे वर्गीकरण पुढील प्रमाणे केले आहे.

जीवन कौशल्ये

व्यक्तीगत जीवन कौशल्ये

अ) आंतरदृष्टी

१. सृजनशिलता व नवनिर्माण क्षमता
२. नैतिक वर्तन

ब) व्यक्तीगत नेतृत्व

१. जबाबदारी पार पाडणे
२. स्व-दिग्दर्शन

क) स्व-व्यवस्थापन

१. आंतरीक शक्तीचे व्यवस्थापन
२. भावना व्यवस्थापन
३. ध्येय निश्चिती

सामुहिक/आंतरव्यक्तीगत जीवनकौशल्ये

अ) आंतरव्यक्तीगत नेतृत्व

१. संभाषण कौशल्य
२. निर्णय क्षमता
३. समायोजन कौशल्य

ब) निर्मितीक्षम सहकार्य कौशल्य

१. सहकार्य आणि संघकार्य
२. सहवेदन

क) स्व-नुतनीकरण

१. स्व-क्षमता ओळखण्याचे कौशल्य
२. माहिती आणि माध्यम साक्षरता कौशल्य
३. चिकित्सा विचार व समस्या निराकरण कौशल्य

जीवनकौशल्ये अभ्यासक्रम व आजीवन शिक्षणाच्या माध्यमातून
विकसित करण्याचे मार्ग

जीवनकौशल्ये	कौशल्य विकसित करण्यासाठी आवश्यक बाबी	कृती कार्यक्रम
<p>अ) व्यक्तीगत जीवन कौशल्ये</p> <p>१. आंतरदृष्टी</p> <p>२. सृजनशिलता व नवनिर्माण कौशल्य</p> <p>३. नैतिक वर्तन</p>	<p>१ स्वयंशीस्त अंगी बाणावी.</p> <p>२ सहनशिलतेने व चिकाटीने वागणे.</p> <p>३ आपल्या वर्तणुकीची व कृतीची जबाबदारी घेणे.</p> <p>४ आत्मविश्वासाने कृती करणे.</p> <p>५ नव्या कल्पनांची, विचारांची चर्चा करणे.</p> <p>६ स्वतःमध्ये रस घेणे.</p> <p>७ आपले गुण व चारित्र्याबाबत जागरूक राहाणे.</p> <p>८ अंतःप्रेरणेने कार्य करणे.</p>	<p>१ शत्रुसंधी विश्लेषण</p> <p>२ 'स्व'-विश्लेषण</p>
<p>ब) व्यक्तीगत नेतृत्व</p> <p>१. जबाबदारी पार पाडणे.</p> <p>२. स्व-दिग्दर्शन</p>	<p>१ ज्या व्यक्तीवर प्रभाव पाडायचा आहे त्यांच्या पद्धतीने विचार करणे.</p> <p>२ स्वतःच स्वतःशी विचार विनिमय करण्यासाठी वेळ काढणे.</p>	<p>१ भाषणाची पुर्वतयारी</p> <p>२ एक जाहिरात लिहिणे</p>
<p>क) स्व-व्यवस्थापन कौशल्ये</p> <p>१. आंतरिक शक्तीच्या नियंत्रणाचे कौशल्य</p> <p>२. भावना व्यवस्थापन कौशल्य</p> <p>३. ध्येयनिश्चिती कौशल्य</p>	<p>१ ध्येय निश्चिती करवा.</p> <p>२ निश्चित टप्प्यांमधून सकारात्मक विचार करायला शिकणे.</p> <p>३ स्वतःच्या कच्च्या दुव्यांतूनच स्वतःची शक्तीस्थाने निर्माण करणे.</p>	<p>१ आपली शक्तीस्थाने व कमकुवतपणा यांची यादी करणे.</p> <p>२ शक्तीस्थानांवर भर देवून कमकुवतपणाचे शक्तीस्थानात रुपांतर करण्याचे मार्ग शोधा.</p> <p>३ एखादी समस्या सोडवायला देणे.</p> <p>४ ध्येयनिश्चिती व ध्येयाची यादी करून त्यांच्या पूर्ततेसाठी प्रयत्न करणे.</p> <p>५ तुमच्या स्वतः संबंधीच्या ज्या गोष्टी बदलाव्या वाटतात त्याची यादी करून होणाऱ्या फायद्याची यादी करणे.</p> <p>६ याबाबत एक वेळापत्रक तयार करून त्यानुसार बदल घडवून आणण्यासाठी स्वतःला सज्ज करा.</p>

जीवनकौशल्ये	कौशल्य विकसित करण्यासाठी आवश्यक बाबी	कृती कार्यक्रम
ब) सामुहिक कौशल्ये १. आंतरव्यक्तीगत नेतृत्व <ul style="list-style-type: none"> परिणामकारक संभाषण कौशल्य निर्णयक्षमता समायोजन कौशल्य 	१ तुमच्या सहवासात कुणावर ताण येणार नाही अशी सुखद व्यक्ती बना. २ लोकांना आपल्या नित्य परिचयाचा वाटणारा माणूस बना. ३ अहंभाव सोडून द्या. ४ तुम्हांला सर्वकाही कळते अशी तुमची प्रतिमा होण्यापासून सावध रहा. ५ कोणीही काहीही साध्य केले तरी अभिनंदन करण्याची संधी सोडू नका. ६ कोणाच्याही दुःखाच्या वा निराशेच्या प्रसंगी सहानुभूती व्यक्त करायला विसरू नका.	१ समाजोपयोगी उत्पादक कार्य कार्यक्रम राबविणे. २ कोणत्याही सार्वजनिक उत्सवाच्या वेळी लोकांमध्ये पर्यावरणीय जाणिव जागृती करण्याचा प्रकल्प हाती घ्या. उदा. गणेश उत्सव, शिवजयंती, नवरात्र, ऊरुस
२. निर्मितीक्षम सहकार्य कौशल्य <ul style="list-style-type: none"> सहकार्य आणि संघकार्य कौशल्य सहसंवेदना 	१ इतर लोकांना योग्य परिणामामध्ये बसवा. २ सकारात्मक भूमिकेने वागून इतरांपुढे आदर्श निर्माण करा.	१ आपले कार्य सहकाऱ्यांच्या सहाय्याने अधिक चांगले, वेगाने आणि अधिक परिणामकारकरित्या कसे करता येईल याबाबत तीन सूचना लिहा. २ अभिरुपतेच्या माध्यमातून प्रतिकूल परिस्थितीशी सामना करण्याचे प्रशिक्षण देणे.
३. स्व-नूतनीकरण कौशल्य <ul style="list-style-type: none"> स्व-क्षमता ओळखण्याचे कौशल्य महिती आणि माध्यम साक्षरता चिकित्सक विचार व समस्यानिराकरण कौशल्य 	१ भविष्यात काय करता येईल याचे चित्र रेखाटण्यातून भव्य विचार करा. २ विचारशक्तीला ताण द्या आणि मनाला व बुद्धीला चालना द्या. ३ आत्मविश्वासपूर्ण कृतीतून आत्मविश्वासपूर्ण विचार करा.	१ चिकाटीने वागा. २ निराशाजनक परिस्थितीचे आशादायी परिस्थितीत रुपांतर करणाऱ्या लोकांचे चरित्र वाचा. ३ चांगली पुस्तके वाचणे. ४ प्रेरणा देणाऱ्या ध्वनीफिती ऐकणे. ५ हे सर्व रोजच्या दिनक्रमात समाविष्ट करणे.

जीवनातील अनेक विसंगती, हिंसा, असुरक्षितता, नाते संबंधातील ताण, स्वार्थीवृत्ती, अप्रामाणिकता, भ्रष्टाचार, विकृत मनोवृत्ती, काहीही न करण्याची, कोणत्याही चांगल्या बाबींची अंमलबजावणी न करणेही शिक्षणाचा व समाज रचनेचा प्रश्न आहे. या सर्व बाजूंना स्पर्श करणारे बहूपर्यायी, परिस्थितीजन्य, नवे विचार व आशय मांडणारे, सर्व व्यवस्थांना सामावून घेणारे शिक्षण हवे.

हॉवर्ड्स गार्डनर चे विचार जीवनात जीवनकौशल्याला किती महत्व आहे ते सांगून जातात.

“आपण तार्किक गणिती बुद्धीमत्तेला खूपच महत्व देवून भाषीक बुद्धीमत्ता गौण केल्या, पण आपण जर कार्यविश्वात डोकावून पाहिले तर असे दिसते की, असे शेकडो व्यवसाय व नोकऱ्या आहेत जिथे तार्किक गणिती बुद्धीमत्तेमुळे तुम्हांला फार तर नोकरी मिळेल पण तुमच्याकडे लोकांना हाताळण्याचे कौशल्य नसेल तर आणि त्यांना वाचण्याचे सामर्थ्य नसेल तर तुमची प्रगती अशक्य आहे. अंतिमतः तुम्हांला दुसऱ्या कोणा ज्या व्यक्तीकडे सामाजिक व भावनिक बुद्धीमत्ता आहे अशा सक्षम व्यक्तीसाठी जागा मोकळी करावी लागेल. जेव्हा यंत्रे माणसापेक्षा अधिक स्मार्ट होतील तेव्हा कलात्मक बुद्धीमत्ता अधिक प्रभावी ठरेल.”

आपला देश भविष्यात म्हणजेच २०३० पर्यंत सर्वसाधारण वयोमानाच्या दृष्टीने जगात सर्वात तरुण देश असणार आहे. या वयोगटातील पिढी नवीन विचार करणारी असते. या तरुण पिढीची उत्पादकता कशी वाढविता येईल यावर लक्ष केंद्रीत करावे लागेल. परंतु ही उत्पादकता सामान्य स्तरावरील नको तर जीवनकौशल्यावर आधारीत उत्पादकता हवी.

GOEIIRJ

REFLECTIVE TEACHING PROCESS

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INTRODUCTION :

Education is a life long process. Throughout its journey it has changed from time to time, according to the situations, needs and demands from ancient period till today. In the process of change it has several stages, steps and dimensions. Such as basically it is a one way process, later on it is changed to be a two way process and gradually it exposed itself to the three way process consisting of teacher, student and environment.

This changing scenario brought education to such a stage where education, concentrating on own experience and practices with respect to teachers as well as students. This kind of education is known as the 'Reflective Education' which is the need of the day.

Reflective Education reference to the process of the educators studying his/her own teaching methods and determining what works best for the students. Reflecting on different versions of teaching and reshaping past and current experiences will lead to improvement in education. Reflection in action helps teacher in making the professional knowledge and they will gain from their experience in classroom.

REFLECTIVE TEACHING :

Reflective Teaching means looking at what you do in the classroom, thinking about why you do it and thinking about how if it works – a process of self observation and self evaluation by collecting information about what goes on in our classroom, by analyzing and evaluating this information we identify and explore our own practices and underlying beliefs this may then lead to changes and improvements in our teaching.

Reflective teaching is therefore a means of professional development which begins in the classroom itself.

IMPORTANCE OF REFLECTIVE TEACHING :

Reflective teaching implies a more systematic process of collecting, recording and analyzing

our thoughts and observations as well as those of our students and then going on to making changes.

- If a lesson went well we can describe it and think about why it was successful.
- If the students didn't understand a language point we introduced, we need to think about what we did and why it may have been unclear.
- If the students are misbehaving, what were they doing, when and why?

In many situations, teachers notice only the reactions of the louder students and come to the conclusions about why things are happening, instead of spending time, focusing more and discussing what has happened in the classroom.

THE PROCES OF REFLECTIVE TEACHING :

The process of reflective teaching having three major steps, those are as below;

- 1) Collection Stage
- 2) Preparation Stage
- 3) Execution Stage

1) COLLECTION STAGE :

This is the first stage of Reflective Teaching, here one can gather or collect the information about what happens in the class for which several ways are there, those are;

- a) Teachers Dairy
- b) Peer Observation
- c) Recording
- d) Students Feedback

a) TEACHER'S DAIRY :

This is earliest way to collect information of about teaching of a particular lesson, which consists of one' own reactions, feelings and those observation on the part of students. Dairy writing does require a certain discipline in taking the time to do it on regular basis, while writing the dairy concentration should be given to lesson objective, activities and materials, students and classroom management.

b) PEER OBSERVATOIN :

This is the dynamic way of collecting information about a particular class / lesson. Invite a colleague to class for collecting the information about lesson. This may be with a simple observation

schedule or through taking notes, ask your colleague to focus on student behavior, pattern of interaction and your way of dealing with errors.

RECORDING LESSONS :

This is another way to collect the information about our class/lesson, there are two types of recordings they are;

- i) Audio Recording
- ii) Video Recording

i) AUDIO RECORDING :

This can be helpful for considering aspects of teacher talk, such as how much he has talked about, clear instructions of explanations, allocation for student talk and response to the student talk.

ii) VIDEO RECORDING :

This is useful in showing aspects of teacher's own behavior. Such as where he stand, how he speak to, how he come across the students.

STUDENTS FEEDBACK :

This is one more way of collecting the information about the class / lesson. This can be done by a simple questionnaire, through which by to elicit students opinions and perception about what goes on in the classroom.

By these means teacher can collect the information about his classroom / lesson.

PREPARATION STAGE :

This is the second stage of reflective teaching, after collecting the information about his / her own classroom / lesson taught, on the bases of those information one can analyze himself by the following means;

- a) Thinking
- b) Talking
- c) Reading
- d) Asking

a) THINKING :

Here one can think about things such as he/she already have ideas for changes to implement, students feedback and his/her own observation which is mentioned in the dairy.

b) TALKING :

What ever you have found in thinking stage, just talk with a supportive colleague or with a friend it may help one to come up with some ideas for do the things differently.

c) READING :

By thinking and talking with others one can come to know about certain areas in which one wants to find more, for which there are so many magazines, scholarly articles, several websites, library and book house etc. Just make use of and read it so that you can come to know more about certain areas.

d) ASKING :

In whichever are you want to get ideas just pose the question to other teachers and websites such as ask.com and ask the local teachers association to conduct a session regarding that area of knowledge.

By thinking about himself / herself, talking with others, reading the related material and posing the question to website, other teachers or organizing the session one can get the clear idea about a particular knowledge, skill etc.

3) EXECUTION :

This is the third and final stage of reflective teaching, hen one has to execute the things which are come and a result of collection of information through dairy, peer observation, recording students feedback followed by the preparation by thinking, talking, reading and asking.

Whatever one can get the information, accordingly prepare himself and one can put himself in next class/lesson, where he/she supposed to act according to the preparation which is based on the information gathered earlier. So that whatever difficulty, what ever inconvenience, unsatisfactory situation faced by him/her in the previous class/lesson. All related information is gathered very systematically and prepare the next lesson and act according to the preparation which helps in ones next performance /lesson.

Execution requires the valid information and objective preparations which are the major aspect of the reflective teaching on the basis of these two only the execution is depends on. If one can get the valid information about himself or his class / lesson obviously he can go for the objective preparations, which leads the effective execution, which makes him comfortable in his/her classroom/lesson.

By the following these stages very sincerely and systematically one can improve as a

professional, if he is a teacher then he use this process for this teaching then it is called as the 'Reflective Teaching' and that teacher can be called as a 'Reflective teacher'.

CONCLUSION :

'Reflective Teaching' a revolutionary concept in the field of education follows a cyclic process, it starts with collection of information about his / her class / lesson by various stages and followed by the preparation through several means, the valid information and solid process leads to the proper execution through which one can able to come out of the problematic, undesirable situations and uplift his / her professional morals.

As a result of reflection teaching one can be able to think about to do something in a new, different way and one can decide that he / she is doing in best way. That is what the professional development of a teacher is all about.

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REFLECTIVE TEACHING FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

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Abstract:

This paper elaborates the impacts of teaching reflection on young teachers and highlights methods and strategies to carry out reflective teaching. It also discusses the importance of teaching and the capacity to be reflective at earlier stages of the professional development, so that individuals can be more receptive to change throughout their career. The process of adapting to change requires not only adjustment to new situations, but also understanding, accepting and implementing into practice of new ideas, concepts or approaches. In case of teacher education, it is argued that in order to embrace the pedagogical practices that they need to learn in order to become competent teachers, trainees have to bring their beliefs about teaching to a conscious level and accommodate them with new knowledge acquired.

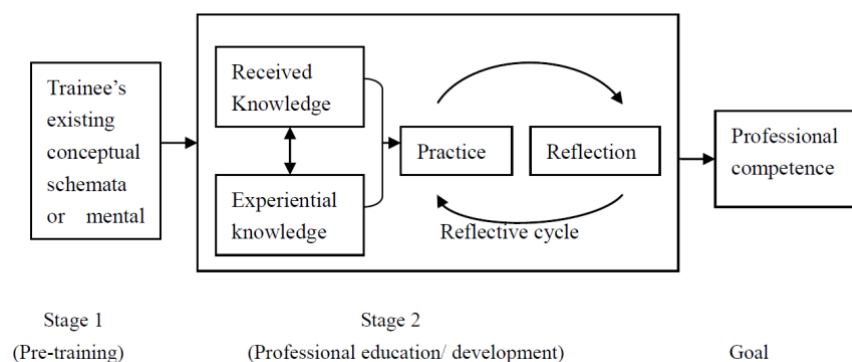
Key words : Reflective teaching, Professional development of teachers, Teacher education

Introduction:

The traditional training of young teachers ignored the experiencing and diversifying nature of professional development. This paper elaborates the impacts of teaching reflection on young teachers and highlights methods and strategies to carry out reflective teaching. It also discusses the importance of teaching and the capacity to be reflective at earlier stages of the professional development, so that individuals can be more receptive to change throughout their career. The process of adapting to change requires not only adjustment to new situations, but also understanding, accepting and implementing into practice of new ideas, concepts or approaches. In case of teacher education, it is argued that in order to embrace the pedagogical practices that they need to learn in order to become competent teachers, trainees have to bring their beliefs about teaching to a conscious level and accommodate them with new knowledge acquired during the training period.

Importance of reflective teaching :

Reflective teaching is seen as a process that can facilitate teaching, learning and understanding, and that plays a central role in teacher's professional development. The significance of reflective teaching is well explained by many scholars. Dewey was among the first to promote reflection as a means of professional development in teaching. He believed that critical reflection is the most important quality a teacher may have and adds that when teachers speculate, reason, and contemplate using open-mindedness, wholeheartedness, and responsibility, they will act with foresight and planning rather than basing their actions on tradition, authority, or impulse. Reflection is an essential component of professional knowledge and practice and is believed that teachers will develop the ability for continued learning throughout the professional career if they are engaged in reflection in action. Critical reflection of one's practices can trigger a deeper understanding of teaching and contribute to one's professional development. Reflective teaching model of professional education/development describes the role of reflection in teacher's professional development. The significance of reflective teaching on professional development can be shown as follows. First, reflective teaching increases the degree of professionalism. Teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change. Reflective practice offers practical options to address professional development issues. Secondly, it can help young teachers to achieve a better understanding of their own assumptions about teaching as well as their own teaching practices. It can lead to a richer conceptualization of teaching and a better understanding of teaching and learning processes. It can serve as a basis of self-evaluation and is therefore an important component of professional development. Lastly, as young teachers gain experience in a community of professional educators, they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory from their practice.



Reflective teaching has the effects of making teachers more initiative and responsible in pursuing the practical rationality through exploring teaching and learning activities, taking more informed actions and establishing a deeper understanding of teaching, which ultimately contributes to their professional knowledge and competence. So a process of reflective teaching is a process of teacher's professional development. Without systematically reflective teaching, teacher's professional development becomes impossible, and at the same time teacher's professional development encourages teachers to do reflective thinking in their teaching.

Strategies for reflective teaching :

Based on the researches of reflective teaching both in India and abroad as well as the author's own teaching experience, four main strategies are suggested as follows.

a) Observation :

Observation is the most basic research technique teachers can employ in classrooms. Teachers encounter many issues in classroom settings. Most of the data of classroom occurrences is gathered by the teacher. Their peers also contribute. According to the author's observation, most of the teachers occasionally ask their colleagues to observe their teaching and very few of them can actively ask colleagues to observe their teaching. It means that teachers frequently use observation as a way to do reflection. Observation is a way of gathering information about teaching, rather than a way of evaluating teaching.

In many language programs, young teachers are often reluctant to take part in observation or related activities since observation is associated with evaluation. Thus, in order to view observation as a positive rather than a negative experience, the observer's function should be limited to that of gathering information. The observer should not be involved in evaluating a teacher's lesson. Although observing the classes of young teachers is a useful technique for them in order to gain valuable feedback on teaching and learning, observing another teacher's class can also be fruitful, especially observing the famous or experienced teacher's class. Except for great knowledge of teaching theories, young teachers lack in teaching practice. Therefore, observation is a good way for their professional development.

In author's institute, this system of reflective thinking is introduced. Here the trainees have to write about what is their feeling before preparing for the lesson, what actually happened in the class and finally what she thinks about her lesson after teaching in the class. Here, though educator gives remark on teaching, the student's own remarks, i.e. reflections are more important. These students

write positive and negative remarks about their lesson and they also analyze why it happened and how she can improve upon it. The format of that report of reflections written by the trainees is given below. After she has written her reflections, it is discussed with her teachers and peers who have also observed her lesson and recorded remarks in her peer observation book.

REFLECTIVE THINKING	
Before lesson-----	
During lesson-----	
After lesson-----	
Student signature	Teacher's signature
Date:	Date:

b) Collaborative learning :

It is often beneficial to gather feedback from academic colleagues and peers. Continual dialogue with peers and colleagues about teaching in the mutually cooperative environment, rather than a competitive one, is very important. Collaboration with colleagues increases the probability that teachers will be successfully reflective and more confident in their professional development. While discussing events, trainee teachers can describe their own experiences and check, reframe and broaden their own theories of practice. Moreover, colleague's diverse experiences, perspectives and ideologies can help teachers avoid static view. Reciprocal peer discussion of pedagogical matters with colleagues reveals concerns or problems faced by other teachers. This validates a teacher's trials and successes, but also provides new perspectives and insights into problem solving and it enhances their teaching skills.

c) Teaching blogs :

With the rapid development of information technology, more and more people choose blogs as the best way to express their feelings. It is reported that only 15% teachers have never reflected upon their teaching by writing teaching blogs. That is, a large number of teachers use this method to record their teaching or their feeling about their teaching.

Teaching blogs are written or recorded accounts of teaching experiences, which will be about teacher's routine and conscious actions in the classroom. These actions include conversations with students, critical incidents in a lesson, teacher's beliefs about teaching, events outside the classroom that will influence teaching, and teacher's views about teaching and learning. There are two

purposes for teaching blogs, one of which is for later reflection and trigger teacher's insights about teaching by writing, and the other of which can involve all their students, their colleagues and other educators in the blogs so as to offer more advice on teaching.

d) Audio and video recordings :

Through watching one's own or other colleague's audio and video recordings, teachers can develop their self-awareness for teaching is an independent and conscious activity of an individual. A classroom video can vividly picture the whole process of teaching. It can trigger teacher's reflective thinking, reflect on their weaknesses and help them get some inspiration and ideas for their teaching improvement. In doing reflective teaching, each strategy has advantages and limitations, and some are more useful for exploring certain aspects of teaching than others. It is up to initial teachers to decide which strategies are useful and for what purposes. In author's institute, such audio and video recording have been done and shown to the teachers to reflect on their own teaching.

Conclusion :

Due to high demand of teaching, professional development of teachers in our country is extremely urgent. Reflective teaching has proved to be an effective way to teacher's professional development theoretically and practically. Reflective teaching can make a teacher life-long learner and researcher. Teacher can become more self-aware and self-monitor her/his own teaching, and cannot only change and but also integrate teaching beliefs and practice.

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GOEIIRJ

REFLECTIVE TEACHING-LEARNING PROCESS

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Introduction :

Reflective teaching is a way of teaching in which teachers reflect on what they have taught. For example, what worked and what didn't work? How could I make this lesson better in the future? Do the students truly understand the content of the lesson? Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Trainee teachers might express an opinion that 'this theory stuff is very well but it doesn't work in the real world'. Teachers saying this might have a point as conditions teachers have to face while teaching are very difficult and vary much variable from one environment to another so it gets difficult to implement things as they are stated. And also theories are only supposed to be guidelines for the teacher and not supposed to be followed as they are written. However it is the starting point for developing teaching and learning in practice. Reflections in and on practice allows teachers to continually improve their practice and even to development of practice based theory.

Why to implement reflective teaching :

In order to implement reflective teaching, it is teacher's role to:

- Reflect on the provision you make for your pupils;
- Assess the quality of provision within your own classroom; and
- Decide how the quality of your work is contributing to improvement throughout the whole school.

It is also seen that teaching takes place in a social setting that has its own unique characteristics, opportunities and constraints. The practice of Reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching-learning practice. Now many might wonder what is problem in only following teaching methodology as they provide simplicity for teaching work. Here are some reasons why is it beneficial to evaluate your work ?

Instinctively, teachers evaluate their practice; you may make changes to lessons, for example:

1. When you feel you are losing the attention and motivation of some of the pupils;

2. When some pupils are not achieving the learning outcomes you have planned for them;
4. When you become aware of an aspect of a colleague's work that you feel you could adopt.
5. To ensure that you are providing the best possible outcomes for the pupils in your care; and
6. Your own work contributes to improvement in the experiences of the pupils and the standards which they attain.

How to implement reflective teaching :

As indicated, the process of self-evaluation is important to help you to establish:

- the strengths of your practice on which you can build; and
- where there might be areas for improvement which could be addressed.

The majority of teachers write and record some evaluation of the work outlined in their planning. These evaluations can vary from brief notes about resources needed, to more insightful comments on their own teaching and the teaching strategies which need to be developed further.

Continuous evaluation is very useful and adds to your own evidence of how the pupils are learning. There are many ways to evaluate, but in an effective manageable process of self-evaluation, you will ask yourself questions such as the following:



Using these questions will help you to identify an area you may wish to improve.

Reflection is a process and an activity which teachers undertake primarily for themselves. It is certainly not about the production of mountains of papers for the sake of managers and trainers. When it becomes chore for managers or trainers, it loses its value. Reflection will rather lead to some fruitful documentation such log files, diary or PDJ (professional development journal).

Professional Development Journal (PDJ) is a written record of experiences of and feelings about planning, preparing and delivering teaching and learning. It will contain general accounts of leaning sessions but more importantly will identify critical incidents which can be basis for learning and continuing improvement. PDJ is subjective and is written by teachers for themselves. However

trainees and mentors might see journal so should not make any personal comments in the journal. According to the management, some guidelines might be provided for how to write into the journals and what data it should contain but every teacher can write them as suited as they are meant for themselves. One thing to remember while writing any evaluation document is that it should be more than just description and should help one improving himself/herself.

The right mental attitude :

Reflection is not an end or some fixed period process but is a continuous process which needs self-motivation and will. The basis of all reflection is willingness to undertake the process and to value it as means of improvement and development. Reflection can be difficult and even threatening as it forces us to be honest with our self and recognize not only our success but also areas where we need to improve. It makes us taking responsibility for teaching and learning. Being an reflective practitioner is like being your own observer and critic. We can refer this willingness to reflect and develop as the ‘right mental attitude ‘, without which the whole process of reflection is pointless.

Conclusions :

Research on reflective teaching over the past two decades has shown that it is linked to inquiry, and continuous professional growth.

It helps teachers improve their teaching methodology as per the environment in which they work.

By reflective teaching learning technique view of the pupils, colleagues, parents can be considered and it should lead to achieve intended improvements in teaching and learning.

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REFLECTING ON YOUR TEACHING

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Introduction :

Reflective teaching is a way of teaching in which teachers reflect on what they have taught eg. what worked and what didn't worked how could I make this lesson better in the future. Do the student truly understand the content of the lesson ?

Meaning of Reflective Teaching :

Learning new techniques for teaching is like the fish that provides a meal today & reflective practice is the net that provides meals for the rest of life.

Reflective practice practitioners engage in a continuous cycle of self observation and self evaluation in order to understand their own action and the reaction they prompt in themselves and in learners the goal is not necessarily to address a specific problem or question defined at the outset as in practitioner research but to observe and refine practice in general on an ongoing basis.

Reflective practice is the habitual and judicious use of communication, knowledge technical skills, reasoning, emotions, values a reflection in daily practice for the benefit of the individual and communities being served.

Reflective teaching is cyclic process :-

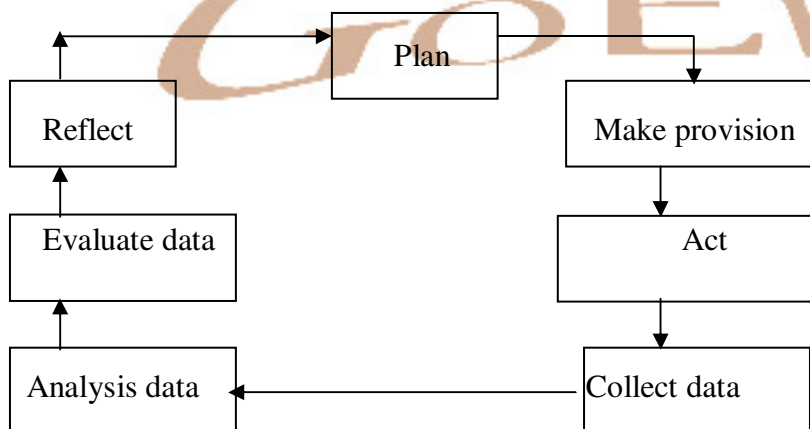


diagram – 1

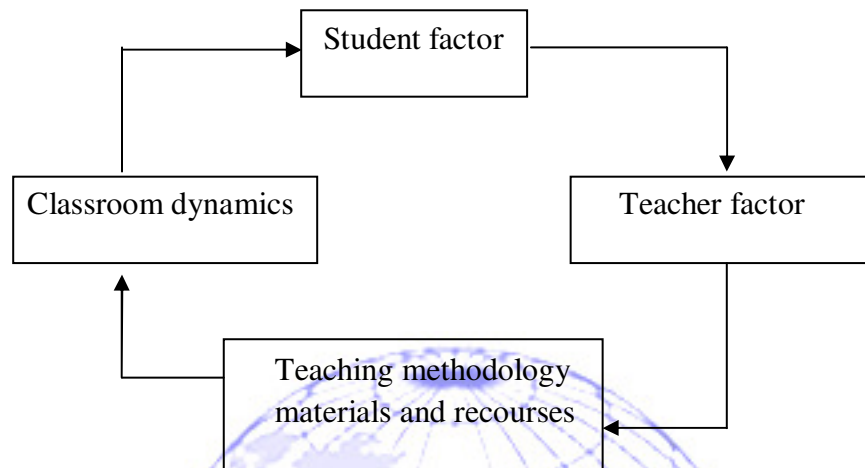


diagram - 2

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

Some questions in front of teacher :

- What are you doing ?
- Why are you doing it ?
- How effective is it ?
- How are the students responding ?
- How can you do it better ?

As a result of your reflection you may decide to do something in a different way or you may just decide that what you are doing is the best way and that is what professional development in all about.

Student feedback :- You can also ask your students what they think about what goes on in the classroom their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

Once you have some information recorded about what goes on in your classroom, what do you do ?

Think :- We must have to noticed patterns occurring in your teaching through your observation. We must have noticed things that you were previously unaware of you may have been surprised by some of your students feedback & also have ideas for changes to implement.

Talk :- If you have colleagues who also wish to develop their teaching using reflection as a tool. You can meet to discuss issues discussion can be based around scenarios from your own classes.

Read :- You may decide that you need to find out more about a certain area there are plenty of websites for teachers in each subject and can find useful teaching ideas, more academic articles there are also magazines for teachers where you can find articles on a wide range of topics you have access to a library or bookshop, there are plenty of books for every subject teachers.

Ask :- Pose questions to websites or magazines to get ideas from other teachers or you have a local teacher's association or other opportunities for in service training.

Beginning the process of reflection :

The first step is to gather information about what happen in the class.

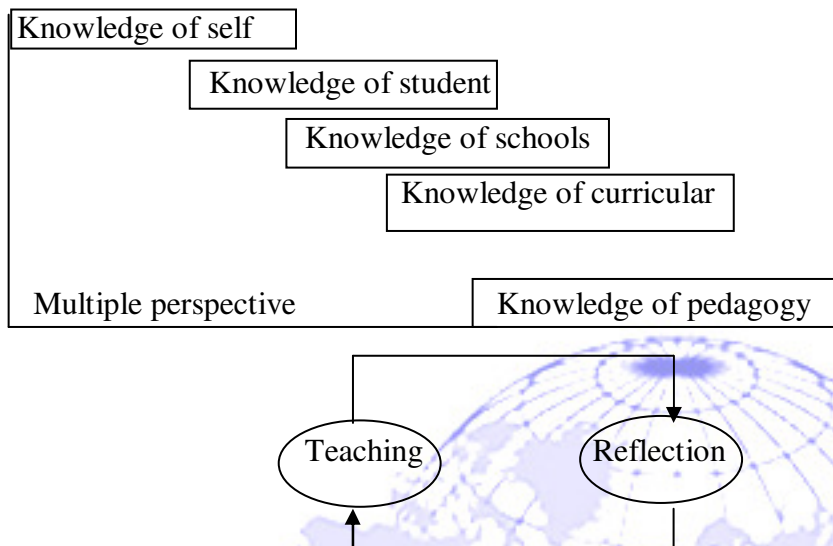
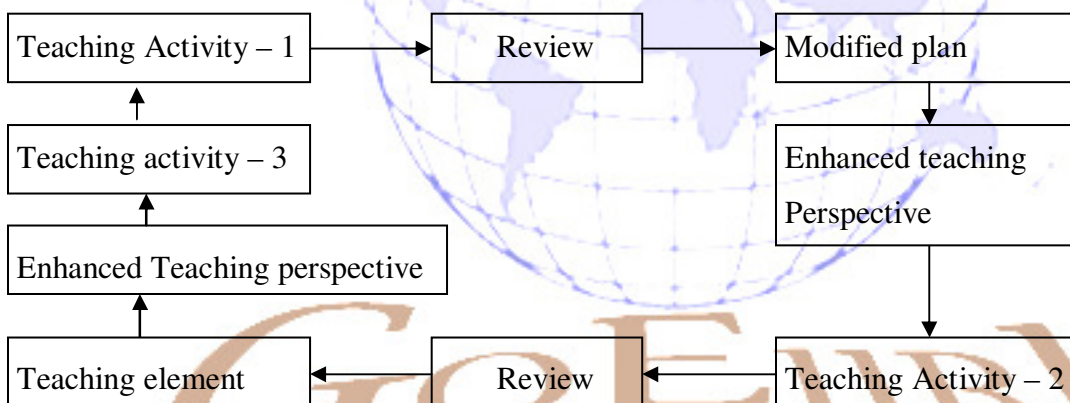
Teacher diary – This is the easiest way to begin a process of reflection since it is purely personal after each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students.

Peer observations – Invite a colleagues to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking this will related back to the area you have identified to reflect upon eg. you may ask your friend to focus on which students contribute most in the lesson what different patterns of interaction occurs or how you deal with errors.

Recording lessons – video or audio recordings of lessons can provide very useful information for reflection.

Audio recording is useful for – How much do you talk ? what about ? Are instructions and explanations clear ? How much time do you allocate to student talk ? How do you respond to student talk ?

Video recording can be useful in showing you aspects of your own behavior.

Reflective teacher model :**Hierarchy of Teaching Activities :**

In this way teacher can reflect on his own action and modified the initial activity and motivates the students for better learning.

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REFLECTIVE PRACTICE IN PHYSICAL EDUCATION

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Reflection and reflective practice are key concepts in the educational literature as well as in research on physical education (PE) and physical education teacher education (PETE). As a result the students' individual potential has been enhanced through the use of effective means, methods and forms of education to address society's values, nature, human self – value and the contemporary role of physical culture for a healthy life. The interest in the relationship between the processes reflection, physical education, efficiency stems from a great number of uncertainties in their sides. In theoretical and practical aspect, it is necessary to optimize their everchanging conditions and increasing requirements for :

- Formation of personality through successful implementation of physical education;
- provision of personal and socially significant preconditions for motor active life through systematic physical exercises and sports classes. The reflection is seen in scientific publications from different positions. It is the ability of consciousness to concentrate on itself, to master itself. This is the transition from unconscious to conscious knowledge, development of self-consciousness, the basis of self-expression. The reflection is meditation, introspection, analysis of your own thoughts, experiences. It includes the elements of the psyche: self-knowledge (cognition), self-experience, self esteem (affectivity) and conduct toward yourself (conation). It forms and reflects the self perception of "I": as physical, social, spiritual "I" "I" the image real and ideal, "I" as a present, past and future. It reveals and develops itself through evaluation and self-evaluation, claims, activity, self-regulation, self-mastery and more.

But regardless of that reflection:

- has important functions in the formation and expression of personality
- is crucial for the results in physical exercises and sports;
- has been placed as a problem since the first pedagogical publications (Jan. A. Comenius) up to now;
- is investigated and specified by different specialists.

It holds potential for physical education in the present. Our and other studies show that it is difficult to connect the theory with the practice in the motor learning. Often the curriculum is managed by students mechanically, without understanding. For complete absorption and utilization of knowledge and skills is a reflection of the need to update the pedagogical interactions.

Our view is that in the physical education can be created and used favourable conditions for the onset and development of reflexes, contributing to improve performance in personal development.

That gives us grounds for applied research with a goal to optimize the physical education of 16-19 year old students to raise awareness and activity performance through reflection and tasks

- To explore opportunities and prerequisites for improving the mechanisms of reflection on motor learning in fitness and bodybuilding.
- To identify key interdependencies in pedagogical interactions with the development of reflection.

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REFLECTIVE TEACHING – TEACHING LEARNING PROCESS

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ABSTRACT

“Reflective Teaching” is an approach in which the teacher Observes and reflects on his/her own teaching and uses observation and reflection as a way of bringing about change.

(Jack C. Richards) There are seven key characteristics to Reflective Teaching;

- *Reflective Teaching implies an active concern with aims and consequences as well as means and technical efficiency.*
- *Reflective Teaching is applied in a cyclical process in which teachers monitor, evaluate and revise their practice continuously.*
- *Reflective Teaching requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.*
- *Reflective Teaching is based on teacher judgement, informed by evidence based inquiry and insights from other research.*
- *Reflective Teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.*
- *Reflective Teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.*
- *Reflective Teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning.*

Constantly engaging in reflective strategies would be impossible however; we need to use them as learning experiences which can be applied in new, and not routine circumstance. Thus trying to develop professional expertise.

Secondly there is a great deal of common sense in the process of reflective teaching. Teachers can confidently expect to raise their standards of professional competence through adopting processes of reflective teaching.

Asking “what and why” questions give us a certain power over our teaching. We could claim

that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. Bartlett, 1990. 267

- I realised that reflective practise is important. Not only do teachers benefit from reflective practise but students derive important messages from reflective teachers as well.

Introduction :

Through this paper I want to share my own individual reflections in my practice as a teacher educator. I do hope that it will trigger a spark that will inspire you too to work in this direction. That is if you have not tried Reflective Teaching.

Now what is reflective teaching ?

As Teacher educators we need to move beyond the level of routine responses to classroom situations and achieve a higher level of awareness of how we can teach, of the kind of decisions we make as we teach and of the value and consequences of particular instructional decisions. One way of doing this is through observing and reflecting on one's own teaching and using observation and reflection as a way of bringing about change. This approach to teaching can be described as "Reflective Teaching". (Jack C. Richards)

The notion of Reflective Teaching stems from John Dewey (1993). He contrasted 'Routine action' from 'reflective action'

According to Dewey routine action is guided tradition, habit, and authority, institutional notions and expectations.. Reflective action, on the other hand, involves a willingness to engage in constant self-appraisal and development. Among other things, it implies flexibility, rigorous analysis and social awareness.

Dewey's notion of reflective action, when developed and applied to teaching is challenging and exciting.

There are seven key characteristics to Reflective Teaching;

- **Reflective Teaching implies an active concern with aims and consequences as well as means and technical efficiency.**

A reflective teacher must consider two spheres: i.e. the influence of the wider society and also the classroom work. This is because classroom work cannot be isolated from the influence of the wider society.

White and Sachs have suggested that teachers can play the role of “activists”. As individual members of the society, they should be as active as they wish to be in contributing to the formation of a public policy.

Secondly, whilst accepting a responsibility for translating determined aims into practice, teachers should speak out, if they view particular aims and policies as being impracticable, educationally unsound or morally questionable. In such circumstances the professional experience and knowledge and judgements of teachers should be brought to bear on policy makers directly – Whether or not the policy makers wish for or act on the advice which is offered.

Teachers should also be willing to contribute to it both as a citizen and a professional.

- **Reflective Teaching is applied in a cyclical process in which teachers monitor, evaluate and revise their practice continuously.**

In fact, Lawrence Stenhouse argued (1975) that teachers should act as ‘researchers of their own practise and should develop the curriculum through practical enquiry Teachers are principally expected to plan, make provision and act. Reflective teachers also need to monitor, observe and collect data on their own and the student’s intentions, actions and feelings. This evidence needs to be critically analysed and evaluated so that it can be shared, judgments made and decisions taken. Finally, this may lead the teacher to revise his or her classroom policies, plans and provision before beginning the process again. Thus it is a dynamic process. Comprehensive and certainly could be an extremely powerful influence on practice.

- **Reflective Teaching requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.**

Here we can identify four skills :

Reviewing relevant, existing research,. gathering new evidence, Analytical skills and Evaluative skills.

- **Reflective Teaching requires attitudes of open-mindedness, responsibility and wholeheartedness.**

Openmindness is an essential attribute for rigorous reflection because any sort of enquiry based on partial evidence only weakens itself.

Zeicher (1981) is of the opinion that moral, ethical and political issues will be and must be reconsidered so that the personal judgements can be made about what is worthwhile.

Responsibility, intellectual responsibility according to Dewey means to consider means to adopt these consequences when they follow reasonably. Wholeheartedness refers to the way in which such consideration takes place. Reflective teachers should be dedicated, single minded, energetic and enthusiastic.

Together these three are vital ingredients of the professional commitment that need to be demonstrated by all those who aim to be reflective teachers.

➤ **Reflective Teaching is based on teacher judgement, informed by evidence based inquiry and insights from other research.**

We need to maximize the potential for collaboration between teachers, researchers, and politicians or policy makers. By doing so we may overcome the weaknesses which may exist in each position.

➤ **Reflective Teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.**

The value of engaging in reflective activity is always enhanced if it can be carried out in association with other colleagues. On teacher education courses, despite the pressure of curricular requirements, reflection together in seminars, tutor groups and workshops, at college or in school, should bring valuable opportunities to share, compare, support and advice in reciprocal ways. Reflective teachers are likely to benefit from working, experimenting, talking and reflecting with others. Apart from the benefits for learning and professional development; it is both more interesting and more fun!

There was a time when I wanted to change my teaching strategies as students were distracted with practices for the annual college event. So I consulted a senior colleague about this. My colleague suggested that I should use the Co-operative teaching strategies called “Jigsaw” for the subunit on ‘Rousseau’. This worked extremely well as the students had to master the content given to them in the form of print – outs and then explain it to their peers.

For the prelims I had asked a question on Rousseau’s views on education and all the students opted to answer that particular question and did well.

➤ **Reflective Teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning.**

Teachers must get used to coming to terms with external requirements like centralised control of education.

How reflective teaching has helped me as a teacher.

I teach Paper I, “The teacher in the emerging Indian society”, besides Geography Education to 100 Bed students

Now, only a few of them have a background of Philosophy at the graduation level. In this situation, it is a normal practise to use the lecture method of instruction.

At first when I started teaching “ Teacher in the emerging Indian Society”, I used to dictate notes and as I dictated, I would explain the main points. However after taking students feedback and my own reflection into consideration, I decided to change my strategies. I felt that the topics in this subject would best be learned though PowerPoint presentations. And in order to save on time I decided to distribute printed handouts which have proved to be less time consuming moreover with regard to topics like “contributions of great educational philosophers like Plato, Rousseau and Dewey, the students were divided into groups for role plays. it was hilarious to see some of the students dressed up as Philosophers and acting out their roles as the respective philosophers briefing their peers about their philosophical thoughts through role plays. This was done as group work.

Conclusion : Constantly engaging in reflective strategies would be impossible however; we need to use them as learning experiences which can be applied in new, and not routine circumstance. Thus trying to develop professional expertise.

Secondly there is a great deal of common sense in the process of reflective teaching. Teachers can confidently expect to raise their standards of professional competence through adopting processes of reflective teaching.

Asking “what and why” questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. Bartlett, 1990. 267

I realised that reflective practise is important. Not only do teachers benefit from reflective practise but students derive important messages from reflective teachers as well.

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REFLECTIVE PRACTICE

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Abstract:

This paper describes the factors which could assist teachers to become effective and reflective practitioners. Effective practitioners are likely to be those who reflect on their teaching, update their skills and think of teaching from the perspective of its impact on learners rather than from the perspective of 'covering content'. The present paper tries to discuss an individual teaching and learning activity and teaching and learning style.

Key words : Reflective practice and teaching and learning

Introduction:

We are frequently exhorted to encourage our student to be reflective and to adopt reflective practices. These concepts are as relevant to ourselves in relation to our progress as teachers as to our students. This paper focuses on how (new) academics can develop reflective practice in respect of their teaching.

Reflection :

"In education, the main interest in reflective practice has come from teacher education more than those engaged in teaching, or who are concerned about learning."

Reflection is a valuable but much abused concept. It has a central part to play in transforming and integrating new experiences and understanding with previous/existing knowledge. It has gained most currency as a key part of learning from experience. However, it is often viewed as a very passive and overly 'naval-gazing' activity. In reality, it is something which works best with engagement and proactivity on the part of the learner. As teachers, we seek to build situations for our students in which they will be forced to reflect. We do this through strategies such as asking them questions, encouraging self-assessment, encouraging them to write diaries, using critical incident analysis, and asking them to analyze and critique ideas and practice in less structured ways. By so doing we are

seeking to bring about learning by changing previous knowledge, and to inculcate habits which will build reflection into learning, thus ensuring that learning will not end the minute the student graduates from university. Reflection can be used in the context of cognitive, psychomotor, affective and interpersonal domains. It can be used to help learners construct new schemata in relation to theories and concepts and in relation to practice. Furthermore this paper argues that as teachers we should be seeking to become active, purposeful, reflective practitioner.

Becoming A Reflective Practitioner :

The notion of ‘becoming a reflective practitioner’ is one referred to regularly in induction programmes for new academic staff. However, the various components of such practice are rarely unpacked, either in general terms or relation to specific activities.

When we are expert practitioners, if we wish our practice to continuously move on. We will have become ‘unconscious reflectors’, the state all teachers in higher education are in with respect to their discipline-specific knowledge where they constantly meet, challenge, innovate, create and incorporate new knowledge and understanding.

How can teachers become more self-aware of they teach, the implications this has for learning, how this links to appropriate assessment and how one can be discriminating in the choice of method (within time and resource constraints) which will be most appropriate in any given situation? The rest of this paper attempts to indicate some approaches which may help the practitioner to progress along this road.

When looking at the range of activities that a teacher in higher education might be involved in, it is appropriate to consider reflective practice as an activity which will take place continuously, but noticeably, first, on or during an individual teaching and learning activity; second, on completion of a course module; and third on completion of a programme of study. To assist the ‘novice’ to become an ‘expert’, reflective practice must be linked to action such a concept is explored below.

An individual teaching and learning activity :

Using the classification of novice to expert referred to earlier, the individual teaching and learning activity would appear to be the logical starting point for developing the skills of reflective practice for practitioners new to teaching or engaged in a new area of teaching. For example, further to the delivery of a lecture, consideration of the success or otherwise of the activity could lead the teacher to focus on one or two areas about which they have concern; e.g., pacing of delivery and gauging student engagement. Reaching conclusion—in this case, ‘the pacing was too fast’—further

to such 'contemplation' is what distinguishes reflective practice from the process of thinking. Repeated practice, and focusing on different aspects of delivery of the lecture, will assist the practitioner to move along the continuum beyond level 1—or novice—towards level 5—or expert. Furthermore, such an approach will assist the practitioner in moving from reflection-on-practice at one end of the continuum to reflection-in-practice at the other end.

Completion of programme of study :

Further of teaching, learning and assessment across all aspects of a study programme, the practitioner will have reflected on a range of different activities. Through an iterative process, the skills of reflecting 'on', and reflecting 'for' action, should lead to the ability to reflect 'in' action. This ability to reflect while in action. Adapting and changing one's behavior further to this reflection.

Teaching and learning styles :

The more experienced reflective practitioners will be able to adapt their approach to assist the bringing about of successful outcomes in their students. Unpacking of the factors contributing to successful learning requires an awareness of one's own conception of, and style of, teaching. There have been several attempts to classify particular styles or types of teaching by linking a number of teaching practices or behaviors into sets; this work is useful to practitioners who may wish to identify their favored approaches. However, it is not suggested that teachers only ever exhibit behavior from one set or style of teaching.

The more aware teachers are of the characteristics of different style, the more effective they will be in supporting effective learning for students. We all have to undertake a range of tasks, for example, the request to return marked scripts by a particular time on a particular day; keeping a steady line of positive communication between personal supervisor, module tutors, examination boards, pastoral or counseling service, students ensuring students are prepared for assignments and examination developing a variety of teaching strategies to meet the different learning needs in students groups, The more flexible teacher are in respect of tasks which require different approaches, the more effective they will be. The same flexibility of approach is required of students.

To promote effective teaching and learning requires a range of teaching strategies, and individual teachers may be uncomfortable using some of the strategies. However, reflecting on practice and revisiting the concept of teaching and learning styles can assist the practitioner in devising a range of teaching strategies which, with practice, will become part of the repertoire in the varied delivery of a course module.

Six key principle of effective teaching in higher education :

- making the teaching session interesting and giving clear explanation;
- showing concern and respect for students and student learning;
- giving appropriate assessment and feedback;
- providing clear goals and intellectual challenge;
- ensuring independence, control and active engagement of learners;
- Learning from students.

All these are clearly important considerations to the reflective practitioner, but added to this should be included the need for confronting one's own conceptions of teaching. Through a focus on teaching and learning style, it is hoped that practitioners will have gained some additional tools which will assist in the deconstruction of their own conceptions of teaching, learning to reflection on the most appropriate and effective teaching and learning strategies for both teacher and student.

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EFFECTIVENESS OF REFLECTION IN ASSEMBLY

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Nasik

A **school assembly** is a gathering of all or part of a school in order to communicate information and share learning experiences.

Assemblies are core part and parcel of school curriculum. They in fact are the significant part of the school curriculum. Every school/ college has its own way of conducting the assembly.

Significance :

A school assembly brings all members of a school together, creating a sense of community. Students and adults focus on one goal that is expressed through the assembly presentation, such as safe driving or abstaining from drugs.

Features :

Music, videos, humor, guest speakers, and student involvement positively add to assemblies. Students enjoy listening to speakers, asking questions and receiving gifts.

Time Frame :

Schools have a special schedule the day of assemblies with shorter classes and possibly early dismissal. Students gather, an administrator or student leader introduces the speaker, and the assembly begins. Assemblies last from 15 minutes to 30 minutes.

Most of the times assembly are more or less traditional. They start with prayers includes quiz, thought, pledge, news etc., which shows that these assemblies are more or less one way and very rigid.

It is high time that we should change our traditional approach in assembly and should adopt to a reflective approach in assembly.

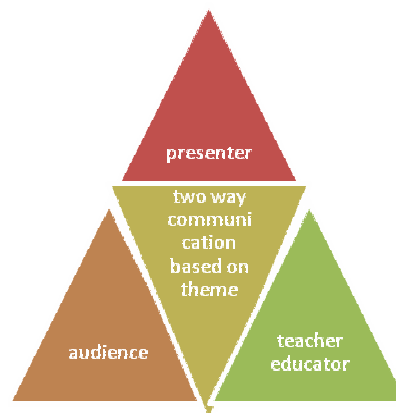
We have started with the concept of reflection in the assembly since two year and we are very happy to see its effectiveness.

Concept of Reflection in assembly :

Reflection plays a major role in teaching learning process, practice teaching similarly it plays a major and effective role in assembly.

The meaning of the word reflection means the act of reflecting or the state of being reflected. Reflection on a theme means forming/ fixing/ sharing a thought about something. In simple words reflection on a theme means sharing your personal views, experiences, and information about a topic / theme.

Organization of such assembly :



1. **Teacher educator** - It is teacher educator's responsibility to select different themes and distribute them to all the students. She should also see that the assembly start and end on time. She should also see that students are given freedom, proper motivation, and healthy environment to reflect on the theme.
2. **Presenter's role** - There can be two students who can take the initiative of conducting the assembly. The presenter has to clarify the concept or theme. He/ she should give time and respect for the audience (students) to share their views about the theme.
3. **Audience** - Assembly based on reflection can be effective only if audience is reflecting on the theme. Until and unless they do not share their views, two way communications can never take place.
4. **Two way communications based only on THEME** - Such assemblies' works as a platform for sharing of thoughts, personal experiences, and beliefs. Students should feel free to interact between themselves and with the presenter based on theme. In case the discussion is going out of track, teacher educator must bring the discussion back on track.

Essentials of such assembly -

- 1. Theme-Reflective assemblies** are theme based assembly. Theme brings significance to it. Themes can be from any field, science, arts, commerce, philosophy, psychology etc.

Following table shows some of the theme which our college had taken.

ASSEMBLY SCHEDULE :

Date	Names of the people conducting the assembly	Assembly theme
02.08.2013	Preeti ma'am	Self-belief.
05.08.2013	Sarita ma'am	Be like a coffee bean.
06.08.2013	Tamanna. R and Archana	Importance of spirituality.
07.08.2013	Pratiksha and Geet	Dare to dream.
08.08.2013	Divya and Kusum	Shravan (Lord Shiva).
12.08.2013	Forum and Rakshita	Leadership- Lord Vishnu
13.08.2013	Nupur and Akshaya	Self Defence and fitness.
16.08.2013	Mayuri and Nandini	Domestic violence.
22.08.2013	Harini and Bharati	Humanity.
03.10.2013	Poonam.P and Shruti	Meaning of life.
05.10.2013	Anjali and Aasiya	Parents' love.
10.09.2013	Bhavna and Poonam	Confidence.
11.09.2013	Tahera and Sumitra	Food adulteration.

- 2. Planning and organization-**Theme, duration of time for reflection, name of the presenter, video (if essential), any other aid(if required like pictures), teachers feedback at the end, all these things needs to be planned properly. Following is the format that we follow for our reflective assemblies.

SR. NO	TIME	ACTIVITY
1	10.00 to 10.02	Prayer
2	10.02 to 10.05	Theme
3	10.05 to 10.15	Reflection on the theme
4	10.15 to 10.17	News and thought
5	10.17 to 10.20	Feedback for the theme and for the reflection by the teacher educator.

3. **Effective communication** - It is very essential in reflective assembly that interaction from both the sides should take place. Each and every individual should be motivated to interact and each and every individual's points need to be considered. Presenter and the audience should share a comfort zone. Intrinsic motivation needs to be given to the audience to let them share their views. A bond needs to establish between the students otherwise they will not develop the trust and respect and thus will not feel open and comfortable to share their views.
4. **Time management** - Generally the assembly time is limited. Students can 10 to 15 minutes time to reflect on the theme. In such situation teacher educator must see that maximum number of students get equal amount of time to reflect on the theme.
5. **Respect to the topic & to each other** - All of us know that each class, each school/ college is a set of heterogeneous students. Such variety of students will definitely have different outlook, in such situation it is very important that students should be taught to respect each other's views, ideas, and experiences. It is quite possible that some of the themes are more sensitive; in such case such themes should be discussed very practically and with due care.
6. **Discipline**-Politeness, courtesy, punctuality, respect, empathy are some of the discipline which needs to be practices for reflective assemblies.
7. **Be a good listener**-We feel important only about our suggestions, views, points. And most of the times we are least bothered about what others say or suggest. But in reflective assembly you need to be a good listener to respect each individuals view.
8. **Action/ application oriented** - whatever knowledge we gain through reflective assembly, we should try to bring them in our lives, then only such assemblies will have any benefit. For example, in one of the assembly when the theme was humanity, a student showed that how a 18 year old boy celebrated his birthday not by going to hotel or to any mall but he did 18 kind/human things for poor, old and needy people. The assembly indeed was very nice where many students reflected that instead of spending heavily on food, clothing they should some donation, spend time at old age home to spread happiness around the world. The assembly in real success will be useful when the students actually will go on their birthdays to orphanage, old age home or do some other kind work for the society.

9. **Freedom of language** - Students should be allowed to speak in any language, they feel comfortable with. In an English Medium College or in a Marathi Medium medium college language should not be compulsory.
10. **Motivation/ encouragement** - Teacher educator should give motivation to all the students to be open and feel free to share their views, experiences with the other students. The effectiveness of reflective assembly depends on student's interaction.

Importance of Reflection in the assembly -

1. Reflection in the assembly enables two way communications and thus enables exchange of views, ideas, and opinions.
2. It is through reflection in assembly that interaction between the students takes place. It is through this interaction that a comfort zone and a bond are created between the students.
3. As everyone needs to listen and not just to hear, they develop respect for each other's views.
4. Assembly based on reflection are theme based, such themes are innovative, creative and latest and create awareness.
5. Reflection based assemblies are always based on exchange of views wherein everyone has to speak, thus stage confidence is developed.
6. Themes of such assemblies are value based, thus values are also inculcated.

My opinion :

Reflection based assemblies are highly effective. I recommend such assembly to all schools as well as colleges. When we talk about students centered learning why shouldn't are assemblies also be student oriented, by the student for the student and of the student. In these assemblies students only select their topic for assembly, they only present, they only interact, they only conclude and ultimately it is they only who learns from such assemblies.

विमर्शी विचार प्रक्रियेच्या विकासाचे केंद्र - अध्ययन अध्यापन

प्रा. पगार शैलंद्र भिका,
अजितदादा पवार शिक्षणशास्त्र महाविद्यालय, मानुर,
ता. कळवण, जि. नाशिक.

बोलून विचार करण्यापेक्षा विचार करून बोला असे आपण प्रत्येक वेळी म्हणत असतो. कारण त्यातून मोठमोठ्या समस्या निर्माण होऊ शकतात व त्या समस्या सोडविण्यासाठी खूप विचार करावा लागतो. भरपूर वेळ व्यर्थ घालावा लागतो. त्यामुळे आपण नेहमी म्हणतो की, प्रत्येक काम विचारपूर्वक करावे म्हणजे भविष्यात उद्भवणाऱ्या समस्यांना व अडचणींना सामारे जावे लागणार नाही.

‘Prevention is always better than cure’ उपाय करण्यापेक्षा दक्षता घ्या म्हणजे भविष्यात कधीच काळजी करावी लागणार नाही. मानवी जिवन अनेक समस्यांनी ग्रस्त आहे. आज प्रत्येक क्षेत्रात समस्या निर्माण झालेल्या आहेत. या समस्या सोडविता सोडविता मानवाचे आयुष्य संपून जाईल. परंतु समस्या सुटणार नाहीत. व्यक्ती नेहमी समस्यांपासून पळण्याचा प्रयत्न करते. परंतु समस्या व्यक्तीचा आयुष्यभर पाठलाग करत असते. म्हणून समस्येपासून पळ काढण्यापेक्षा समस्येचा सामना करायला शिका तरच समस्या दूर होऊ शकतील व ही समस्या निराकरण क्षमता निर्माण करण्याचे कार्य फक्त शिक्षणाच्या माध्यमातून होऊ शकतो.

व्यक्तीला विचार करायला शिकविते ते म्हणजे शिक्षण.

व्यक्तीला विचारांचे हत्यार वापरायला शिकविते ते म्हणजे शिक्षण होय.

शिक्षणाच्या माध्यमातून व्यक्तीमध्ये समस्या निराकरण क्षमता निर्माण होणे गरजेचे असते. समस्या निराकरण क्षमता विकसित करणे हे शिक्षणाचे प्रमुख ध्येय आहे. या ध्येयाच्या दिशेने वाटचाल करण्यासाठी शिक्षणातील प्रमुख प्रक्रिया म्हणजे अध्ययन अध्यापन होय. मानव प्राणी विचार करतो, कल्पना करतो व समस्या सोडवितो त्यामुळे तो श्रेष्ठ समजला जातो.

विचार म्हणजे काय?

व्याख्या -

नॉर्मन- पुर्व अनुभवाच्या विविध अंगांची मनातल्या मनता जुळवाजुळव करणे म्हणजे विचार

करणे होय.

जेम्स रॉस- अनुभवांची ज्ञानात्मक बाजू म्हणजे विचार होय. विचारातून समस्येचे आकलन होते, विश्लेषण होते. आणि समस्या सोडविण्याचा मार्ग मिळतो.

परावर्तन चिंतन(Reflective Thinking) - ही उच्च पातळीवरील विचारप्रक्रिया आहे. तर्क करणे समस्यापुर्ती करणे, चिकित्सक विचार करणे आणि सर्जनशील विचार करणे, ही सर्व परावर्तीत विचारांची अंगे आहेत. तर्क किंवा अनुमान करताना दिलेल्या गोष्टीतील संबंध लक्षात घेऊन निष्कर्ष काढले जातात. समस्यापुर्तीमध्ये दिलेल्या संबंधावरून नवा संबंध प्रस्थापित केला जातो. चिकित्सक विचार करताना परिस्थितीचे मुल्यमापन केले जाते आणि सर्जनशील विचारांत पुर्वानुभवाची वेगवेगळ्या पद्धतीची जुळणी करून नवनिर्मिती केली जाते. या चारही प्रकारामध्ये संबोधाचा विचार केला जातो आणि शिक्षणाच्या माध्यमातूनच या सर्व गोष्टी वास्तवात येतील व्यक्ती, समाज व राष्ट्राचा विकास होईल.

शिक्षण :

व्यक्तीचा सर्वांगीण विकास म्हणजे शिक्षण होय.

म.गांधीजींच्या मते व्यक्तीचा बोधात्मक, भावात्मक व क्रियात्मक क्षेत्राचा विकास करणे म्हणजे शिक्षण होय यालाच सर्वांगीण विकास असे म्हणतात.

विचारमग्न / परावर्तीत शिक्षण (Reflective Education)

शिक्षण प्रक्रिया ही द्विधृवात्मक प्रक्रिया आहे. अध्यापक व अध्यायनार्थी यांच्यामध्ये सतत आंतरक्रिया चालू असते. शिक्षणाच्या माध्यमातून समाजाचे भावी आधारस्तंभ घडविण्याचे कार्य चालू आहे. शिक्षण आणि समाज यांचा परस्पर संबंध घनिष्ठ आहे. समाज व शिक्षण या एकाच नाण्याच्या दोन बाजू आहेत. शिक्षण आणि समाज परस्परालंबी आहेत. शिक्षण हे समाजाच्या उद्दिष्टपूर्तीसाठी दिले जाते तर शिक्षणकार्य सुरळीत पार पाडण्यासाठी समाजाच्या सहकार्याची आवश्यकता असते तेव्हाच या दोन्ही प्रक्रिया सुरळीत पार पडू शकतील. समाजाचा शिक्षणावर व शिक्षणाचा समाजावर प्रभाव पडतो. परावर्तन ही एक नैसर्गिक प्रक्रिया आहे. आणि नैसर्गिक प्रक्रियेनुसार कोणतीही कृती झाल्यास संतुलन राखले जाते. उदा. सुर्याची किरणे पृथ्वीवर पडताता व परत त्याचे परावर्तन होते. त्यामुळे वातावरणातील तापमानात संतुलन राखले जाते. त्याचप्रमाणे शिक्षणाचेही परावर्तन होणे गरजेचे आहे,

तरच समतोल व शाश्वत विकास होईल.

विचार मग्न / परावर्तन अध्यापन (Reflective Teaching)

आज आपण २१ व्या शतकात वावरत आहोत. २१ व्या शतकात ज्ञानाच प्रस्फोट झालेला आहे आणि त्याचा परिणाम शिक्षण प्रक्रियेवर झालेला दिसून येतो. आज शिक्षणाच्या माध्यमातून मोठ्या प्रमाणात माहिती विद्यार्थ्यांपर्यंत पोहोचविण्याचा प्रयत्न शिक्षणातून केला जातो. त्यामुळे शिक्षण प्रक्रिया ही द्विमार्गी होण्याऐवजी एकमार्गी होत चालली आहे. शिक्षक फक्त असलेली माहिती विद्यार्थ्यांपर्यंत पोहोचविण्याचा प्रयत्न करतात आणि विद्यार्थी फक्त असलेली माहिती ग्रहण करण्याचे कार्य करतात. परंतु शिक्षण का घ्यायचे, त्याचा जीवनात उपयोग काय? प्रत्यक्ष व्यवहारात कसा उपयोग करायचा? ग्रहण केलेली माहिती समजली का? याचा फारसा विचार अध्यापनात होताना दिसत नाही. त्यामुळे विद्यार्थ्यांच्या वैचारिक क्षमतेचा सृजनशीलतेच्या विकासास चालना मिळत नाही. पर्यायाने व्यक्तीचा, समाजाचा व राष्ट्राचा विकास होत नाही.

शिक्षणाच्या माध्यमातून व्यक्ती, समाज व राष्ट्राचा विकास होण्यासाठी शिक्षण प्रक्रिया ही द्विमार्गी होणे गरजेचे आहे. अध्यापनातील आंतरक्रिया ही द्विमार्गी होणे गरजेचे आहे. त्यासाठी अध्यापकाने असलेली माहिती संकलित करावी, तिचे विश्लेषण करावे, ज्ञानाची योग्य मांडणी करावी आणि योग्य मांडणी केलेले ज्ञान हे योग्य मार्गाने, योग्य माध्यमांच्याद्वारे पोहोचवावे. विद्यार्थ्यांना विचार करण्यास प्रवृत्त करावे, मिळविलेल्या माहितीच्या आधारे समस्या निराकरण करण्यास शिकवावे, अध्यापनासंदर्भात विद्यार्थ्यांकडून प्रत्याभरण मिळवावे तरच खऱ्या अर्थाने विद्यार्थी मिळविलेले ज्ञान नवीन परिस्थितीत वापरण्यास शिकतील व भविष्यात येणाऱ्या समस्या व आव्हानांना समर्थपणे सामोरे जातील. स्वतःचा विकास स्वतः करू शकतील, विद्यार्थी स्वावलंबी होतील व नवनिर्मातीस चालना मिळेल.

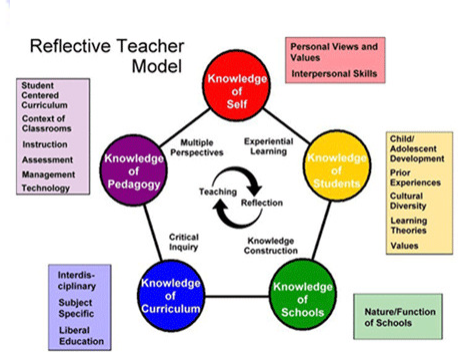
शिक्षकाची भूमिका :

- १) भविष्यकालीन शिक्षणाच्या नियोजनासंदर्भात निर्णय घेणे
- २) अध्यापन करताना पुढील बाबींचा विचार करावा.
 - अ) प्रात्यक्षिक व तात्विक माहितीचा अध्यापनात समावेश करावा.
 - ब) वर्गाचा आकार, विद्यार्थ्यांची भाषा, तंत्रज्ञानाचा वापर, पाठ्यपुस्तक अभ्यासक्रम यांचा

अध्यापनात समन्वय साधावा.

- क) ज्ञानाबरोबरच दृष्टीकोन व मुल्याचाही विकास करावा.
- ड) वर्गातील समस्या वर्गातच सोडवाव्यात.
- ३) संस्कृती व समाजाच्या सदर्भात अध्यापन प्रक्रिया समजून घ्यावी.
- ४) अभ्यासक्रम विकास व शालेय व्यवस्थापनातील बदलात सक्रिय सहभाग घ्यावा.
- ५) व्यावसायिक विकासाच्या संधीचा स्विकार करावा.
- ६) शिक्षणशास्त्राचे मानसशास्त्राच्या ज्ञानाचा प्रभावी वापर करावा.
- ७) वर्गाध्यापनातील निर्णय क्षमता विकसित करावी.

Reflective Teacher Model :



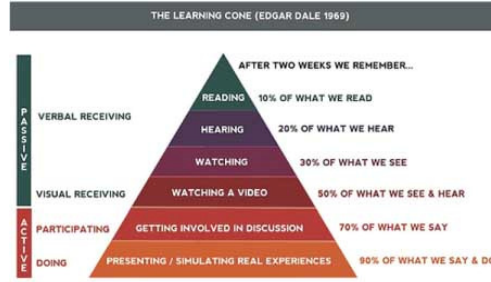
परावर्तीत/चिंतनशील/विचारमग्न अध्ययन (Reflective Learning) - चिकित्सक विचार, स्वजाणीव, विश्लेषण कौशल्य, सर्जन शिलता, समस्या निराकरण, इ.क्षमतांचा विकास करण्यासाठी परावर्तन अध्ययन मदत करते. परावर्तन अध्ययनामुळे विद्यार्थ्यांच्या वर्तनात परिवर्तन होते, धारणा क्षमतेचा विकास होतो, समजून घेण्यासाठी क्षमता विकसित होते.

अध्ययन म्हणजे केवळ शिक्षकांनी वर्गात केलेले अध्यापन ऐकणे, लक्षात ठेवणे व परिक्षेत लिहिणे नव्हेतर अध्ययन ही प्रक्रिया अतिव्यापक आहे. अध्ययनातून विचार प्रक्रियेचा विकास झाला पाहिजे. आपण जी माहिती ऐकतो आहे. तिचे उद्दिष्टे काय आहे, जीवनात तीचा कसा उपयोग करता येईल, नवीन प्रसंगात मिळविलेल्या ज्ञानाचा कसा वापर करता येईल व समस्या निराकरणात त्याचा कसा वापर होईल, या सर्व बाबींचा अध्ययनात विचार करणे आवश्यक असते.

अध्ययनाचे प्रकार आहेत.

- 1 Active Learning
- 2 Passive Learning

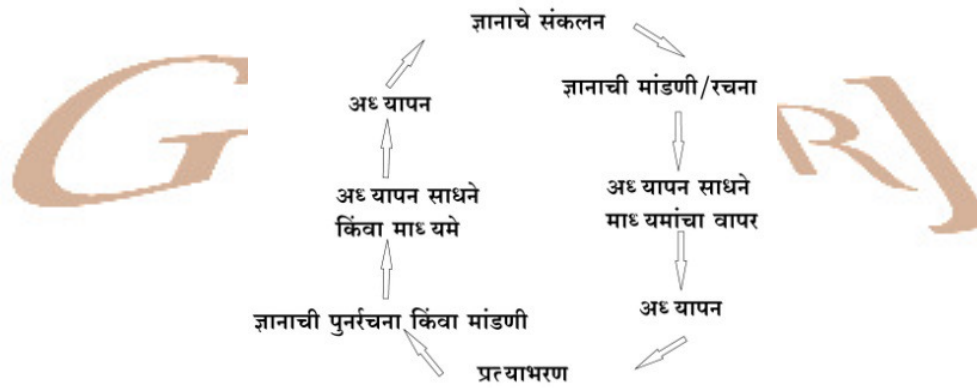
याचे आकलन पुढील आकृतीद्वारे होईल.



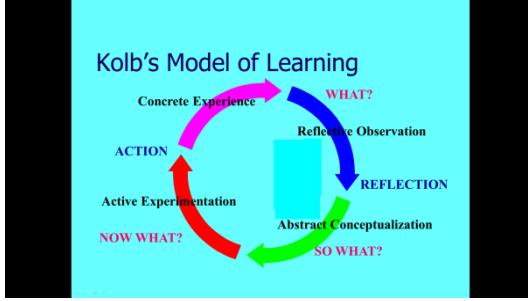
अध्ययन - अध्यापन प्रक्रिया :

अध्ययन अध्यापन प्रक्रिया ही द्विमार्गी प्रक्रिया आहे. या प्रक्रियेत अध्यापक व अध्ययनार्थी दोघेही कार्यतर व कार्यक्षम असणे गरजेचे असते तरच अध्ययन-अध्यापन प्रक्रिया यशस्वी होईल. अन्यथा यातील एकजरी अकार्यक्षम असला तरी अध्ययन-अध्यापन प्रक्रिया पूर्ण होणार नाही.

अध्यापन प्रक्रिया :



अध्ययन प्रक्रिया - कोल्ब यांच्या अध्ययन प्रक्रियेचा अध्ययनात वापर केल्यास अध्ययन प्रक्रिया विकसीत होण्यास मदत होईल. काय शिकायचे? कसे शिकायचे? आणि प्रत्यक्ष कृती किंवा अनुभव या तीन टप्प्यातून अध्ययनार्थ्यांची अध्ययन प्रक्रिया पूर्ण होते.



Reflective अध्ययन- अध्यापन प्रक्रियेचे फायदे

१) ज्ञान स्वावलंबन :

अध्ययन- अध्यापनातून विद्यार्थी हे स्वावलंबी होणे आवश्यक असते. परंतु दिवसेंदिवस विद्यार्थी परावलंबी होत चालले आहेत. कारण विद्यार्थ्यांना ज्ञान मिळण्याऐवजी अध्यापनातून केवळ माहिती मिळते. ज्ञान स्वावलंबन ही अतिव्याप्त संकल्पना आहे. व्यक्तीने भविष्यकालीन आव्हानांना समर्थपणे सामोरे जावे, निराकरण स्वतः करणे, नवनवीन सृजनशील कल्पनांद्वारे समस्यांवर उपार करणे, उदर निर्वाह करणे, समाज व देशाच्या विकासास हातभार लावणे या सर्व बाबींचा समावेश स्वावलंबन या संकल्पनेत येतो. आजचा युवक स्वावलंबी झाला तर उद्या समर्थ भारत निर्माण होईल.

२) भविष्यकालीन विचार :

सुसंस्कृत समाजाच्या जीवनात शिक्षणाला पायाभूत महत्त्व आहे ते जसे माणसाच्या आणि समाजाच्या आजच्या विविधांगी गरजांच्या पूर्तीचे साधन आहे, तसेच ते व्यक्तीच्या ति एकूण समाजाच्या भावीकाळातील विविध गरजांच्या अपेक्षित पूर्तीचेही प्रमुख साधन आहे, त्यामुळे आजच्या शिक्षणाचा विचार हा नेमहीच उद्याच्या संदर्भात करावा लागतो. म्हणून अध्ययन अध्यापन प्रक्रियेत मिळविलेल्या ज्ञानाचा भविष्यकाळीन समस्या निराकरण करण्यासाठी कसा उपयोग करता येईल याचाही विचार करायला हवा.

३) नियोजनपूर्वक अध्ययन अध्यापन प्रक्रिया :

नियोजनपूर्वक अध्ययनामुळे भविष्यात निर्माण होणाऱ्या अडचणी, समस्या वेळीच सोडविल्या जातात. त्यामुळे अध्ययन अध्यापनात अडथळा निर्माण होत नाही. कोणतीही गोष्ट

निर्माण होण्यापूर्वीच त्यात सुधारणा करणे फायद्याचे असते अन्यथा निर्माण झाल्यानंतर त्यात सुधारणा करण्यासाठी जास्त उर्जा खर्च करावी लागते. उदा.मुल जन्माला येण्यापूर्वीच योग्य संस्कार झालेत तर भविष्यात त्याच्यात सुधारणा करण्याची आवश्यकता भासणार नाही.

४) वैचारिक क्षमतांचा विकास :

विचारपूर्वक केलेले काम नेहमी यशस्वी होते आपण नेहमी म्हणत असतो की, बोलुन विचार करण्यापेक्षा विचार करुन बोला त्यामुळे उर्जा व वेळेची बचत होते. अध्ययन अध्यापनातून विद्यार्थ्यांमध्ये विचार करण्याची क्षमता निर्माण होते. यातून चांगले-वाईट, योग्य-अयोग्य यांचा विचार करण्यास मुल शिकते.

५) सर्जनशीलतेचा विकास :

विद्यार्थ्यांमध्ये उपजतच सर्जनशील क्षमता असते तिचा विकास करण्यासाठी आवश्यकता असते योग्य वातावरणाची विद्यार्थ्यांच्या कल्पनांचा स्विकार करणे, विचार मांडण्यास स्वातंत्र्य देणे कल्पनांना, विचारांना योग्य वळण लावण्याचे कार्य अध्यापनातून अध्यापकाने करावे.

सारांश :

परावर्तन शिक्षणाच्या माध्यमातून विद्यार्थ्यांमध्ये वैचारिक क्षमतेचा विकास होईल. या देशाला चांगले वैचारिक नागरिक मिळतील, चिंतनशील समाज निर्माण होईल व समाजापुढे, राष्ट्रापुढे येणाऱ्या समस्यांवर सखोल चिंतन होऊन प्रत्येक नागरिक समस्या सोडविण्याचा प्रयत्न करेल. विचारातून क्रांती निर्माण होते, क्रांतीतून समर्थ भारत निर्माण होण्यास हातभार लागेल.

REFLECTIVE TEACHING LEARNING PROCESS

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Abstract:

Reflective teaching has to do with a purposeful examination of how we teach and learn. It fits in the interpretive view of teaching and learning, a move towards critical thinking of the way we teach and learn. This paper is giving idea about Reflective teaching and how to develop Reflective teaching among teacher.

Introduction:

Reflective teaching has to do with a purposeful examination of how we teach and learn. It fits in the interpretive view of teaching and learning, a move towards critical thinking of the way we teach and learn. It is a kind of teaching approach which has to be viewed in terms of what you can do for yourself and your students to find out productivity in your teaching and students' learning. In this level, reflective teaching is a call to let you combine theory and practice to keep and maintain your teaching profession.

Meaning of reflective teaching :

Reflective teaching means looking at what you do in the classroom and giving it a meaning by attaching the why question to what you go through. Teacher also empower students to ask these why questions to their classroom experiences.

Teacher start by recognizing that teacher and students are key persons in learning Environment. Teacher being in the classroom must make sense to you and your students. Your relived/recalled experiences as a teacher and those of your students are explored and evaluated to let you fulfill your mission and vision in the teaching profession.

Use of reflective teaching :

Reflective teaching informs you that you are in charge of your teaching-learning and that you have a major contribution to make towards its success. This is why your behavior must not be taken for granted as it needs to be continuously evaluated to let your practice and experiences be

meaningful. To you the teacher, reflective teaching is a purposeful move to allow you think critically of your teaching practice so that your students can maximize their learning. Thus, through a change oriented activity, you contribute highly to your professional development. Reflective teaching is a mark of a concerned teacher who is skilled enough to examine his/her beliefs, values and assumptions behind the teaching practice. The insights derived from this exercise are used to improve your practice. According to Bailey (1997) reflective teaching is about a skilled teaching of knowing what to do. You examine your work so that you consider alternative ways of ascertaining that your students learn. This takes place through searching for deeper understanding of your teaching. So, you are able to monitor, analysis and defend that which you implement and how you implement it. It is possible that reflective teaching may turn you to be a investigator because of its dimension of self inquiry. Through self inquiry, much of what is unknown becomes clear so that you end up improving your practice and planning. Thus, your personal experiences are turned into stories which can be shared with your peers. In this way, reflective teaching is a professional alternative to action research. It is a personal means of conducting your own ongoing professional life by solving problems in a logical manner. What are you doing in reflective teaching? You are integrating theory and practice.

Effect Of reflective teaching :

In the first place there must be something which calls for your reflection. Attention to the issue of concern is important. belief is that you must gather information on what is of concern. This is step one of reflective teaching. There are various ways of collecting the information.

They include :

1] Keeping of a journal which is a form of diary of your experiences. You will need to keep a record of experiences which have happened. This makes it be phenomenological in nature. It has to be done consistently if the information will be of any worth. It is an activity whereby the teacher takes notes of the situation he/she is undergoing. These notes are in form of personal statements focusing on feelings, opinions and perceptions about others with whom the teacher comes in contact with during the course of his/her practice. What one records is not for public access. It is a personal record of letting out ones feelings and skills keeping them private. They are usually put down on daily basis for purpose of hoping to improve practice by later discussion of the records. Journal writing is an opportunity for teacher to use the process of writing to describe and explore teaching and learning practices.

journal keeping is one of the tools under use to promote teachers development of reflective thinking. The writing engages teacher in a deeper level of awareness and response to teaching than teacher would obtain by simply discussing teaching in terms of teaching procedures and lesson plans.

2] Peer mentoring takes form of teacher observing a mentor's practice or the mentor observes teacher practice and a record is made for feedback purposes The focus of attention may be on how to keep students lively in a class conversation. One way of doing it is by being a non participant observer of classroom practice. This is an act of attending to an area of interest by being present to look at and listen to what is happening in a focused manner. This is opposite to participant observation where you enter the class to learn what is there to be learnt. In non participant observation you just observe without getting involved;

3] Recording of your lessons through either audio or video or even by use of paper and pencil. For instance, you can use a recorder to tap the types of questions students pose in a mathematics lesson. These recorded experiences become the focus of what to reflect upon.

4] Feedback from your students. This can be done through ordinary questioning. It may be a little advanced by you giving questionnaires to students. Their responses become data targeting their perspectives towards what you may have to choose as a way forward. The other steps which follow each other are :

5] Critically think about the patterns arising from the specific record. You are engaged in searching for understanding by asking questions about what and why practices. These questions let you not take anything in the classroom practice for granted. Together with critical thinking are dimensions like heuristic, creative and insightful thinking which stress on how you solve and deal with issues at hand. Insightful thinking lets you to be rationally informed of what is happening, while creative thinking is about imaginative and original ideas and ways of doing things by identifying alternatives.

6] Refer to an expert who may be a peer or a mentor to have a discussion with him/her about emerging issues of your practice. This lets you be open minded to broaden your perspectives as you pose to him/her questions which make the stories memorable.

7] Read as a way to find out more about the patterns emerging from the collected information. This keeps you informed.

8] Associate with colleagues in a meeting, seminar, conference or workshop.

9] Attend seminars, workshops and conferences which provide new perspectives to emerging issues about your practice. The final step is about you deciding on what to do. The aspect of decision making seems to suggest that there are alternatives and their implications. Implement the change if need be as a way of enhancing your professional development.

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GOEIIRJ

REFLECTIVE LEARNING PROCESS

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INTRODUCTION

Change is law of nature, it changes from time to time, education is not exception from it, it also changes according to the nature and need of time. Obviously one of the major components of education i.e. learning is also changing by time to time. Initially it is listening, which is the only means for learning, as the time progresses it changes in to two ways; i.e. listening along with conversation with the teachers as and when requires, later on it is changed to the three way i.e. listening, conversation with the teachers along with the environment. But now a day's demand of learning is to learn with our own experience and practice which makes one perfect. Such type of learning is called as 'Reflective learning'.

CONCEPT OF REFLECTIVE LEARNING

Reflection is nothing but talking over a situation or experience with some one can be an excellent way of starting to reflect, distancing your self form it, a little breaking it down, looking at it from a different perspective, analyzing what happened and why and deciding how you would handle it differently next time.

It is generally understood that reflection it is applies to learning is a skill. It is the ability to look back over an experience and break it down into its significant aspects, such as any factor affecting success or failure. It is a means of learning by making links between learning and action. Improving performance outcome of reflection for future practice, maximizing the personal value of learning experience and a way of turning surface learning into deep learning.

DEFINITIONS OF REFLECTIVE LEARNING

Gibbs (1988) states, 'It is not sufficient simply to have an experience in order to learn without reflecting upon this experience it may quickly be forgotten or its learning potential is lost. It is from the feelings and thoughts emerging from this reflection the generalizations or concepts can be generated and it is generalizations that allow situations to be tackled effectively'.

Biggs (1999) states ‘Reflection is indicative of deep learning and where teaching and learning activities such as reflection are missing..... only surface learning can result’.

Banch and Pranjape (2002) states, ‘Reflection leads to growth of the individual – morally, personally, psychologically and emotionally, as well as cognitively.

By over viewing the statements / definitions the reflective learning leads to the all round development of an individual, it is the means for the deeper and permanent learning, without this the learning limits it self to the surface level of learning only.

PROCESS OF REFLECTIVE LEARNING

Reflective learning tasks are given to students to help students learn through reflection, precisely because of the established link between reflection and deeper learning, the intension is to produce graduates who have acquired the habit of reflection as a mean of continuing to learn and grow in their professions.

In the reflective learning style, there is a clear link between action, reflection and change, there is one model by name ‘action-reflection model’, the activities of this model, there are four stages namely;

- The initial or new experience
- Reflection and observation
- Development of a new concept
- Experiments.

Let us discuss about these stages ;

1. THE INITIAL OR NEW EXPERIENCE

In the teaching learning process the first stage obviously is initial of an topic / content and the experience which are provided to the learners are also new to them, here teacher should give the initiation and provide the new experience so that the learners can easily excess the situation / content and open up them self to the new experience, which provide a solid platform to the future learning.

2. REFLECTION AND OBSERVATION

As provided learning experience should be such a way that the learner can able to breakdown those experiences in meaningful bits and observe them keenly from a different prospective, analyze them from different angles which provides the link between theory and practice which is the most essential aspect of reflective learning.

3. DEVELOPMENT OF NEW CONCEPT

As a teacher provide a initiative or a new experience on which learners has reflected

and observed as a result of those reflection and observation learners should be able to generate the new concept and new generalizations that allows him to handle the new situations effectively.

4. EXPERIMENTS

Here the learner should go for the experimentation about whatever he found in the previous stage, that is in the development of new concept, where he generated the new concept, generalization and get confirmed about the content about which he is learn which makes him able to use those experiences in his future learning and development.

CONDITIONS OF REFLECTION

Some conditions are there which an assist to learn through reflection, those are;

A) PREPARATION

It is the condition where the learner enter into a new experience, he should try to identify the opportunities for reflection.

B) UNDERSTANDING

He the learner is aware of what are the aims, objectives and expectations of the reflection.

C) TIME

Here learner should give time where he can stop and think about the experiences.

D) OBJECTIVITY

This condition reflects the level of themselves and impact of their actions.

E) HONESTY

This is the condition where learner should humbly enough to reflect / learns the new concept with the help of various experiences.

F) NON-DEFENSIVE

In this condition, learner should open to the new experience and have a positive attitude towards the experience, he can able to defend the new experience.

G) DEEPER LEVEL OF MEANING

Here the focus is on the moral, ethical, social and professional issues in addition to the emotional response.

ADVANTAGES OF REFLECTIVE LEARNING

Reflective learning has so many advantages those are;

- Learning form experience
- Developing meta-cognitive skills
- Exercising responsibility for own learning / action

- Building capacity to restructure, reframe knowledge
- Continual improvement in practice
- Better understand your strength and weakness
- Identify and question your underlying values and beliefs
- Acknowledge and challenge possible assumptions on which you base your ideas, feelings and actions.
- Acknowledge your fear
- Identify possible inadequacies or areas of improvement.

LIMITATIONS OF REFLECTIVE LEARNING

This reflective learning has few limitations too, those are;

- It requires more time to think
- Here one can consequently fail to explore the experience in depth
- Students not enable to generously engage in the process

CONCLUSION

Reflection is an inter subjective process that promotes deeper learning, it involve consciously thinking about and analyzing what one has done; if provide a frame work for developing professionals as life long learners who are committed to continuous improvement of their practice.

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छात्रशिक्षकांमध्ये बहुविध मूल्यमापन साधन वापर क्षमतांचा विकास

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प्रास्ताविक

एकविसाव्या शतकात अध्ययनार्थींना अध्ययनासाठी अनेकविध माध्यमे उपलब्ध आहेत. परंतु त्यांचा वापर सर्वानाच करता येत नाही. बालकांच्या मोफत व सक्तीच्या शिक्षणाचा अधिकार अधिनियम २००९ मुळे सर्वच बालकांना शिक्षण देणे शासनाला अनिवार्य झालेले आहे. प्रत्येक अध्ययनार्थी पहिली ते आठवीपर्यंत दरवर्षी वरच्या वर्गात जाईल हे मान्य केल्यामुळे प्राथमिक स्तरावर अध्ययनार्थींच्या मूल्यमापन योजनेचाही पुनरविचार करण्यात आलेला आहे. शैक्षणिक मूल्यमापन प्रक्रिया ही अध्ययन अध्यापनावर, शिक्षण प्रक्रियेच्या दर्जावर आणि परिणामी एकंदर शैक्षणिक व्यवस्थेवरसुद्धा परिणाम करत असते. त्यामुळे शाळा, शिक्षक, विद्यार्थी, पालक, विविध समाज घटक मूल्यमापनपद्धती बाबत अत्यंत संवेदनशील असतात. हेच विविध आयोग आणि समित्यांनी मूल्यमापनाबाबत मांडलेल्या विचारांतून स्पष्ट होते.

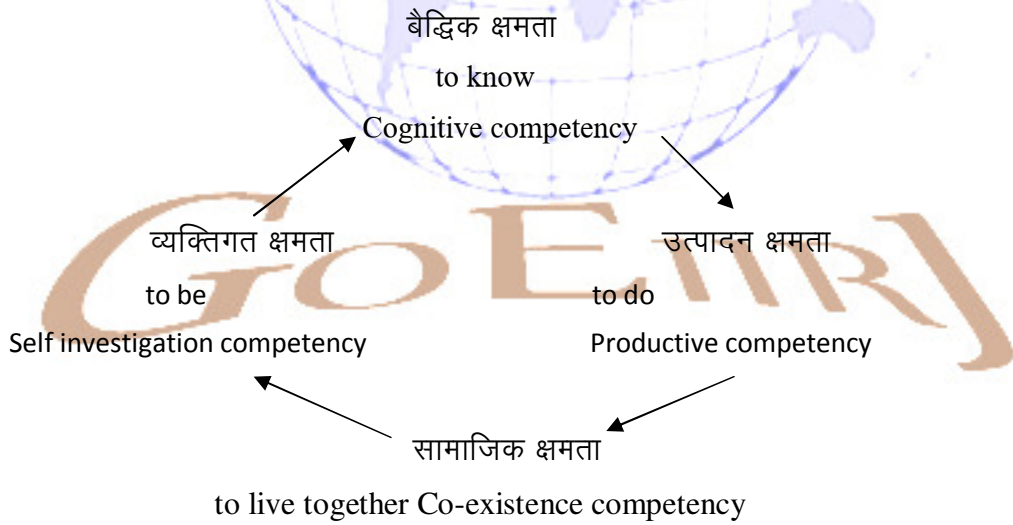
विविध कालखंडातील आयोग आणि समित्यांचे सर्वकष सातत्यपूर्ण मूल्यमापनासंबंधीचे विचार

हंटर कमिशन (१९८२), सॅडलर आयोग (१९१७-१९१९), व्हर्टॉग समिती (१९२९), सारजंट प्लॅन (१९४४), मुरलीधर कमिशन (१९५२-५३) या विविध आयोगांनी व समित्यांनी बहिःस्थ परीक्षेचे महत्त्व कमी करावे आणि सर्वकष सातत्यपूर्ण मूल्यमापनावर जास्त भर द्यावा असे नमूद केलेले आहे. त्यासाठी विविध मूल्यमापन साधनांचा वापर करणे गरजेचे आहे.

आयोग / समिती / कमिशन	मूल्यमापनातील सुधारणा
कोठारी आयोग (१९६४-६६)	सर्वकष सातत्यपूर्ण शाळाधिष्ठित मूल्यमापन असावे. मूल्यनिर्धारण हे अध्ययन अध्यापनाचा भाग असावा. विद्यार्थ्यांच्या व्यक्तीमत्त्वातील विविध घटक अभिरुची, अभिवृत्तीचे मापन करावे. शाळाधिष्ठित मूल्यमापनाची साधने व तंत्रे ही बहिःस्थ परीक्षेपेक्षा वेगळी असावी. मूल्यनिर्धारणाचे स्वरूप हे निदानात्मक असावे. अंतर्गत मूल्यमापनाचा एकत्रित अहवाल विद्यार्थ्यांला वर्षाच्या निकालपत्रकाबरोबर द्यावा.

परीक्षा सुधार समिती (१९७१)	अंतर्गत मूल्यनिर्धारणाला स्वतंत्रपणे मान्यता द्यावी.
राष्ट्रीय शैक्षणिक धोरण (१९८६)	शाळाधिष्ठित मूल्यमापन अध्ययन-अध्यापन प्रक्रियेचा भाग असावा. अंतर्गत मूल्यमापन शालेय (Scholastic) शालेयेतर (Non-Scholastic) अशा दोन्ही घटकांचा समावेश असावा. - जैन पू. (२०१२) यावरून उद्धृत
अध्ययन एक अनमोल आंतरिक ठेवा (१९९६) या आंतर राष्ट्रीय आयोगानेही व्यक्ती विकासाबाबत मार्गदर्शन केलेले आहे.	प्रत्येक व्यक्तीमध्ये सर्जनशीलता असते. प्रत्येक व्यक्ती ही समाजाचा महत्त्वपूर्ण घटक आहे. लोकशाही विकासात प्रत्येकाचा सहभाग अपेक्षित आहे. व्यक्तीचा विविधांगी विकसित अपेक्षित आहे. प्राथमिक ते विद्यापीठ स्तरापर्यंत गुणवत्तापूर्ण शिक्षण देण्यासाठी नियोजनबद्ध कार्य करावयास हवे. प्रत्येक व्यक्तीला बुद्धीमत्ता आणि अध्ययनाच्या वेगानुसार निरंतर अध्ययनाची संधी मिळावयास हवी.

या रिपोर्टमध्ये शिक्षणाच्या चार स्तंभांची मांडणी केलेली आहे. त्यातून विद्यार्थ्यांचा सर्वांगीण विकास पुढीलप्रमाणे अपेक्षित आहे.



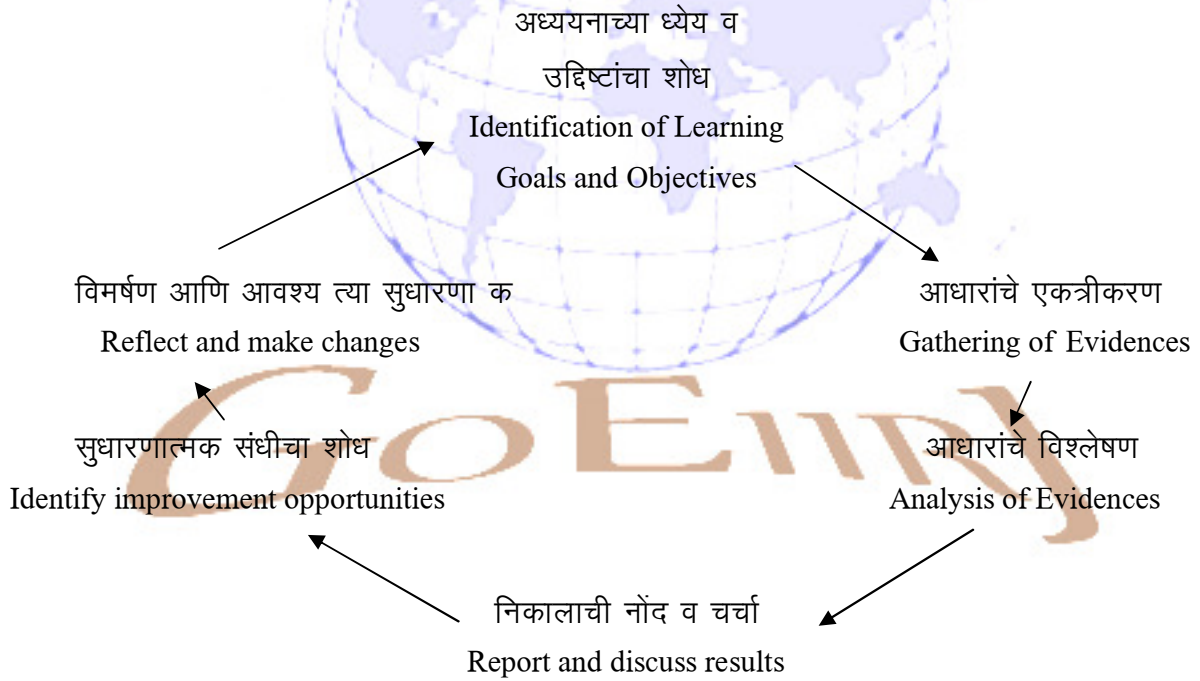
आकृती क्र. १ : डेलॉर्स रिपोर्टमधील शिक्षणाचे चार स्तंभ

मूल्यनिर्धारणाचे हेतू

केलॉग आणि केलॉग (Kellough and Kellough) (१९९९) यांनी मूल्यनिर्धारणाचे सात हेतू मांडलेले आहेत. ते पुढीलप्रमाणे-

- १) विद्यार्थ्यांच्या अध्ययनात सुधारणा
- २) विद्यार्थ्यांची बलस्थाने आणि कमकुवतपणाचा शोध
- ३) विविध अध्ययन कार्यनितींचे निर्धारण आणि परिणामकारकतेच्या दृष्टीकोनातून बदल
- ४) शिक्षणक्रमाचे निर्धारण करून परिणामकारकतेच्या दृष्टीने बदल.
- ५) परिणामकारक अध्यापनासाठी बदल
- ६) निर्णय घेण्यासाठी उपयुक्त ठरेल अशा प्रशासकीय माहितीची उपलब्धता.
- ७) अपेक्षित घटकांपर्यंत संप्रेषण (जेनी एस., कुमार एस. (२००२) यावरून उद्धृत)

मारटेल (Martel) आणि कॅलडेरॉन (Calderon) (२००५) यांनी विद्यार्थ्यांच्या निष्पत्तीत सुधारणा करण्याच्या दृष्टीने मूल्यनिर्धारणाचा सातत्यपूर्ण प्रक्रियेचा वापर करावा असा विचार मांडला. त्यांनी मूल्यनिर्धारण प्रक्रियेचे चक्रीय स्वरूपात मांडणी केली. ती आकृती क्र. २ मध्ये दाखविली आहे.



(जेनी एस., कुमार एस., २०१२ यावरून उद्धृत)

आकृती क्र. २ : मूल्यनिर्धारण प्रक्रियेचे चक्रीय स्वरूप

राष्ट्रीय अभ्यासक्रम आराखडा दर दहा वर्षांनी प्रसिद्ध केला जातो. त्यानुसार प्रत्येक राज्य आपापले अभ्यासक्रम निश्चित करतात. या आराखड्यात शिक्षणासंदर्भातील विविध घटकांबाबत मार्गदर्शन केले जाते. सन

२००५ मध्ये राष्ट्रीय अभ्यासक्रम आराखडा प्रसिद्ध करण्यात आला. यातही मूल्यमापनासंदर्भात मार्गदर्शन केलेले आहे. ते असे-

राष्ट्रीय अभ्यासक्रम आराखडा (२००५)

The role of teaching is to provide an opportunity to each child to learn to the best of his or her ability and provide learning experiences that develop cognitive qualities, physical well being and athletic qualities, as also affective and aesthetic qualities. A good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback.

बालकांना मोफत व सक्तीचे प्राथमिक शिक्षण अधिनियम (२००९)

In the Gazette of India THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009 No.35 of 2009 dated 26th August, 2009 give the chapter V about CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION

29. (I) The Curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority, to be specified by the appropriate Government, by notification.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (I) , shall take into consideration the following, namely

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child- centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

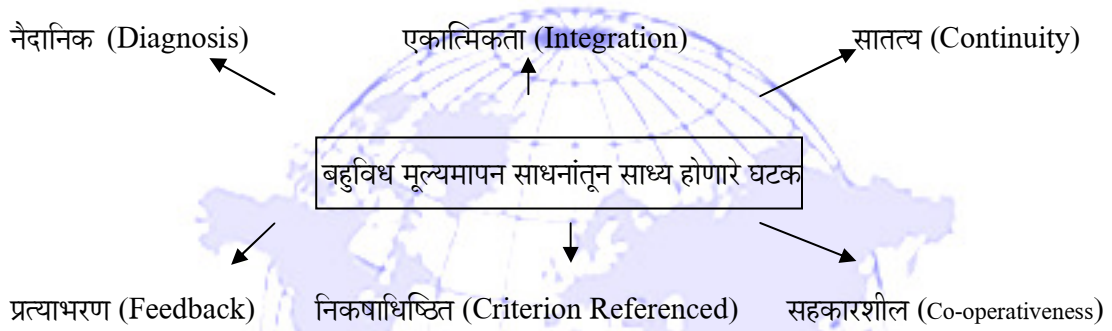
No child shall be required to pass any Board examination till completion of elementary education as cited by Mahale, S. R. (2012)

प्राथमिक शिक्षण हक्क अधिनियम २००९ चे उद्दिष्ट साध्य करण्यासाठी प्राथमिक स्तरातील विद्यार्थ्यांचे सर्वकष सातत्यपूर्ण मूल्यमापनासाठी विविध मूल्यमापन साधनांचा वापर करावा अशी अपेक्षा व्यक्त केलेली आहे.

बहुविध मूल्यमापन साधन संकल्पना

नियमित स्वाध्याय, घटक चाचणी, अध्ययनातील अडथळ्यांचे निरीक्षण, उपचारात्मक पद्धतींचा वापर, पुनरचाचणी घेऊन शिक्षकाने विद्यार्थ्यांना स्वयं-मूल्यमापनासाठी प्रत्याक्षरण देणे. अध्ययनार्थींचे शालेय Scholastic आणि शालेयेतर Co-Scholastic घटकांच्या विकासाचा विचार केला जातो.

वरील संकल्पनेवरून बहुविध मूल्यमापन साधनांतून पुढील घटक साध्य होतील हेच आकृती क्र. ३ मध्ये दिलेली आहेत.



आकृती क्र. 3 : बहुविध मूल्यमापन साधनांचे उपयोजन
 - गोयल, सी. आणि गोयल, डी. आर. (2012) यावरून उद्धृत

शालेय आणि शालेयेतर घटकांचे मूल्यनिर्धारण

गोयल डी., गोयल सी. आर. (२०१२) विद्यार्थ्यांच्या शालेय Scholastic आणि शालेयेतर Co-Scholastic घटकांचे मूल्यनिर्धारण करण्यासाठी तंत्रे आणि साधने मांडलेली आहेत.

घटक	मूल्यमापन तंत्र व साधने
शालेय विषय	पूर्वतयारी चाचणी (Readiness Test) घटक चाचणी (Unit Test) सहामाई (Term Test) निदानात्मक चाचणी आणि उपचार (Diagnostic Test and Remediation) स्वाध्याय (Assignments) प्रात्यक्षिक कार्य / प्रकल्प कार्य (Practical Work / Project Work) तोंडी परीक्षा (Quizzes / Oral Test)

घटक	मूल्यमापन तंत्र व साधने
सहशालेय घटक	शिक्षकांचे निरीक्षण (Teacher's Observation)
शारीरिक आरोग्य	मुलाखत (Interview)
सवयी	समाजमिती तंत्र (Sociometry)
अभिरूची	पडताळा सूची (Rating Scale)
अभिवृत्ती	प्रश्नावली (Questionnaire)
मूल्य	विद्यार्थी निर्मित वस्तू (Pupil's Products)
	व्यक्तिगत नोंदी (Anecdotal Record)
	इतर साधने - प्रगती कार्ड दैनंदिनी विश्लेषण तक्ता

महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषदेने प्रथमिक स्तरावर केलेले मूल्यमापनातील बदल

महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे (एस. सी. ई. आर. टी. ई.) ने महाराष्ट्रात प्राथमिक शिक्षणात सन २०१० या शैक्षणिक वर्षापासून प्राथमिक स्तरावर सर्वकष सातत्यपूर्ण मूल्यमापन ही संकल्पना स्वीकारून शिक्षकांना विविध प्रकारचे प्रशिक्षण दिलेले आहे.

सन २०११-१३ विकसित केलेल्या प्राथमिक स्तरावरील शिक्षक मार्गदर्शिकेमध्ये विषयनिहाय साधने दिलेली आहेत. साधने पुढीलप्रमाणे-

क्र.	विषय	निवडावयाची साधने
१	भाषा (मातृभाषा, हिंदी, इंग्रजी) गणित	(१) दैनंदिन निरीक्षण (२) तोंडी काम (३) लेखी चाचणी
२	भूगोल, सामान्य विज्ञान, परिसर अभ्यास	(१) दैनंदिन निरीक्षण (२) लेखी परीक्षा (३) प्रयोग / प्रात्यक्षिके
३	इतिहास व नागरिकशास्त्र	(१) दैनंदिन निरीक्षण (२) लेखी चाचणी
४	कला, कार्यानुभव शारीरिक शिक्षण	(१) दैनंदिन निरीक्षण (२) प्रात्यक्षिक (३) कृती / उपक्रम

गोयल आणि एस.सी.ई.आर.टी.ने सांगितलेल्या साधनांना राष्ट्रीय अभ्यासक्रम आराखडा आणि बालकांचा प्राथमिक शिक्षण हक्क कायदा २००९ आधार आहे.

राष्ट्रीय शिक्षक प्रशिक्षण परिषदेचे अभ्यासक्रम विकसनाबाबतचे मार्गदर्शन

राष्ट्रीय शिक्षक प्रशिक्षण परिषद (National Council for Teacher Education) (NCTE) शिक्षणशास्त्र पदवी (बी.एड.) शिक्षणक्रमाचे प्रारूप २००९ मध्ये प्रसिद्ध केली आहे.

NCTE ने राष्ट्रीय अभ्यासक्रम आराखड्यात आगामी काळाची पावले ओळखत अध्यापक शिक्षण अधिकाधिक समर्पक, लवचिक व संदर्भानुरूप बनविण्याच्या हेतूने

ज्ञानरचनावादाचा पुरस्कार केलेला आहे. छात्रशिक्षकाच्या स्वानुभवांना केंद्रस्थान दिलेले आहे.

सैद्धांतिक व प्रात्यक्षिक भागांमध्ये सांगड घालणे, छात्रशिक्षकाच्या ठायी भाषिक क्षमता, संप्रेषण कौशल्ये, माहिती संप्रेषण तंत्रविज्ञान (ICT) कौशल्ये आणि आजीवन अध्ययना प्रवृत्तीचा परिपोष करणे अपेक्षित आहे.

विमर्षी सरावकर्ता म्हणून त्याचा विकास साधणे,

'स्व' बरोबर 'इतरांना जाणणे' आणि स्वतःचे उत्तरदायित्व निभावू शकणारा व्यावसायिक म्हणून त्याचा विकास करणे या उद्दिष्टांना अनुसरून हा आराखडा तयार करण्यात आलेला आहे. आराखड्यावर आधारित पाठ्यक्रमदेखील प्रकाशित करण्यात आलेला आहे. त्यानुसार अध्ययनाचे अभिनव मार्गसुद्धा पुरस्कृत करण्यात आलेले आहेत.

मूल्यमापन प्रणालीतील बदल

प्रस्तुत आराखड्यात अध्यापक शिक्षणातील मूल्यमापन प्रणालीबाबत नाराजी व्यक्त करून त्यात व्यापक बदलांसाठी शिफारशीदेखील करण्यात आल्या आहेत. मूल्यनिर्धारणात वैविध्य व सातत्य राखून प्रत्याभरण व सुधारणेस पुरेसा वाव मिळावा अशी अपेक्षा व्यक्त करण्यात आली आहे. मूल्यनिर्धारणात सातत्यपूर्ण, गुणात्मक पैलू, विभिन्न व्यावसायिक क्षमता, अभिवृत्ती व मूल्ये यांचा विचार व्हावा. ते अध्ययनाचे एकात्मिक अंग बनून त्यातून प्रत्याभरणाद्वारे अध्ययनाला बळकटी मिळावी असा आग्रह धरलेला आहे. या अनुषंगाने मूल्यनिर्धारणात खालील बाबी महत्त्वाच्या मानलेल्या आहेत.

- (१) विशिष्ट कालावधीसाठी विशिष्ट परिस्थितीमध्ये बालकांचे निरीक्षण.
- (२) सुनिश्चित कार्य (task) अनुरूप निकषांच्या आधारे छात्रशिक्षकांच्या निरीक्षणविषयक नोंदी आणि अहवाल लेखन.
- (३) बालकांशी संपर्क प्रस्थापित होण्यासाठी व सुसंवाद साधता येण्यासाठी शालेय संपर्क प्रात्यक्षिक / मुलाखत.
- (४) शालेय संपर्काचे नियोजन
- (५) संपर्कानंतरील चर्चा, अहवाल लेखन व गट सादरीकरण
- (६) छात्र शिक्षकाचा मानसशास्त्रीय आणि व्यावसायिक विकास.

- (७) कौशल्यांच्या संकलनाचे मूल्यनिर्धारण
(८) अध्ययनार्थी, अभ्यासक्रम आणि अध्यापनाशास्त्रविषयक प्रश्न.
(९) छात्र शिक्षक एक संशोधक
(१०) आंतरवासिता कार्यक्रम

या अनुषंगाने गुणात्मक मूल्यमापनावर भर देत या निर्धारणाचे विविध मार्गदेखील दिले आहेत.

मूल्यनिर्धारणाचे विविध मार्ग

- (१) लिखित चाचण्या व स्वाध्याय (२) नियोजन व पूर्वतयारीची उत्पादने
(३) अध्यापनाच्या कार्यमानाचे (performance) निरीक्षण (४) नोंदी / अहवाल / विमर्षी रोजनिशी
(५) चर्चासत्रात सादरीकरण (६) प्रयोगशाळा रोजनिशी / कृती नोंदी
(७) अध्यापक शिक्षणाच्या विविध संदर्भात (contexts) निरीक्षणे.

अभ्यासाच्या विविधांगी स्वरूपानुसार विविध प्रकारच्या मूल्यनिर्धारण प्रक्रियांचे मनोचित्रण (visualization) व्हावे अशी अपेक्षा आहे.

या आराखड्यात छात्रशिक्षकाच्या आकलन क्षमतेनुसार सत्रपरीक्षेच्या आणि अंतिम परीक्षेच्या मूल्यमापनात बदल दिसून येतात. परंतु यातही अंतिम परीक्षेलाच जास्त महत्त्व दिल्याचे दिसून येते. शालाधिष्ठित अनुभवाला कमी महत्त्व आहे. NCTE ने विकसित केलेला अध्यापक शिक्षणाचा आराखडा हा मार्गदर्शनासाठी आहे. अध्यापक शिक्षणासाठीच्या NCF २००९ च्या अनुषंगाने वर्तमान अंतर्गत मूल्यमापन प्रणालीची पुनर्रचना करणे गरजेचे आहे. संख्यात्मकतेकडून गुणात्मकतेकडे वाटचाल करणे आवश्यक आहे. -पाटील सं. महाले सं. (२०१०) यावरून उद्धृत.

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GOEIIRJ

REFLECTIVE TEACHING-LEARNING PROCESS.

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INTRODUCTION

"Reflective Teaching" is a term used in teacher education to express various meanings and purposes. To practice reflective teaching. Teacher educator should apply this theory in classroom practice, in order observe and reflects on the results so that the classroom becomes a kind of laboratory "Exemplary teachers are reflective teachers who can describe their ideas, beliefs, and values about teaching and learning,". To spark the 'enthusiasm to learn' within each student. To provide the foundation for insight, knowledge, discernment, and wisdom within all students as they become lifelong learners. especially knowledge, self-knowledge, flexibility, and character. Teaching is both an art and a science. William Butler Yeats said, "Education is not the filling of the bucket, but the lighting of the fire" ("Famous Quotes", 1998-2010). I believe education is both the lighting of the flame and the filling of the bucket. The art of education lights the fire. Students learn best the things they love. Showing children how to love learning is a powerful, unending, and essential gift. However, to be effective, knowledge needs to be passed scientifically (the "filling of the pail").

DEFINING REFLECTIVE PRACTICE

Reflective teaching, reflective thinking, reflective inquiry, reflection and reflective practice are often used interchangeably, although there are slight distinctions

Jenny Moon suggests: Reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess.

(Dewey 1933) Reflection involves "A State of doubt, hesitation, understanding, or mental difficulty, in which thinking originates'. This uncertainty is followed by the act of searching to find materials that will determine this doubt and settle the confusion.

THREE ESSENTIAL ATTITUDES OF REFLECTIVE TEACHER

The three essential attitudes or habits of mind first described by Dewey are **Open-mindedness** means being open to other points of view, appreciating that there are many ways to view a particular situation or event, and staying open to changing your own viewpoint. Part of open-mindedness is also chartered of needing to be right or wanting to win. It requires hearing different views as valid ways of thinking, not as threats. Zeichner and Liston (1996) have described open-mindedness as “an active desire to listen to more sides than one, to give full attention to alternative possibilities, and to recognize the possibility of error even in our most dear beliefs.”

Responsibility is the careful consideration of the consequences of one’s actions, especially as they affect students. For Dewey, reflective thinking leads to responsible action. Responsibility refers to a teacher’s willingness to examine all decision making (e.g., decisions about curriculum, instruction, evaluation, organization, management) from a coherent philosophical framework of teaching and learning.

Wholeheartedness Dewey believed that when people are thoroughly interested in a cause, they throw themselves into it with a whole heart. Teachers who are wholehearted approach all situations with the attitude that they can learn something new. The “need-to-know” is the driving force for their learning. Farrell (2004) characterized wholeheartedness as “a commitment to seek every opportunity to learn.”

Three Essential Practices for Becoming a Reflective Practitioner

Solitary Reflection Making time for thoughtful consideration of your actions and critical inquiry into the impact of your own behavior keeps you alert to the consequences of your actions on students. It’s important to engage in systematic reflection by making it an integral part of your daily practice

Ongoing Inquiry This practice involves unending questioning of the status quo and conventional wisdom by seeking your own truth. Being a fearless truth-seeker means examining the assumptions that underlie both classroom and school practices.

Perpetual Problem-solving Problems present opportunities to find better solutions, build relationships, and the classroom serves as a laboratory for purposeful experimentation. A practice or procedure is never permanent. New insights, understandings and perspectives can bring previous decisions up for reevaluation at any time.

The conceptual framework presented here represents a variety of multiple levels adopting the terminology of surface reflection, pedagogical reflection, critical reflection and self-reflection.

Surface Reflection teachers' reflections focus on strategies and methods used to reach prearranged goals. They are concerned with what works in the classroom to keep students quiet and to maintain order, rather than with any consideration of the value of such goals as ends in themselves.

Pedagogical Reflection teachers reflect on educational goals, the theories underlying approaches, and the connections between theoretical principles and practical, comparative, conceptual, contextual, the term pedagogical is preferred application of teaching knowledge, theory and/or research.

Critical Reflection At this next level, teachers reflect on the moral and ethical implications and consequences of classroom practices on students. Democratic ideals. Social and political realities, critically reflective teachers strive to become fully conscious of the range of consequences of their actions. Questioning of original assumptions, biases, and values one brings to bear on their teaching.

Self-reflection The conceptual models imagine more than three levels generally single out the concept of self-reflection as a separate entity. It refer to this form of reflection as dialogic, personality, and reflection-within, respectively, highlighting the dimension of dialogue with oneself.

Characteristics of reflective teaching:

1. Open-mindedness: Teacher keep an open mind about Content, Methods, Procedures used in the Classroom
2. Responsibility : Reflective Teacher is Dedicated and Committed to teaching and all students.
3. Wholeheartedness: Teaching involves Moral and responsible action. Teacher make moral choices when they make voluntary decisions to have students attain one concept.

REFLECTION IS A VITAL TOOL FOR PILOT OF LIFE IN TODAY'S CLASSROOM

The explicit goal of reflective practice is to create deeper understanding and insight, forming the basis for not only considering alternatives, but also for taking action to continually improve practice throughout one's teaching career. Becoming a reflective practitioner means eternally growing and expanding, opening up to a greater range of possible choices and responses to classroom situations. Building the habit of reflective practice allows teachers to remain fluid in the dynamic environment of the classroom.

Reflective teaching : Exploring our own classroom practice

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs.

Why it is important Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that "My lesson went well" or "My students didn't seem to understand" or "My students were so badly behaved today."

However, without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. Reflective teaching therefore implies a more systematic process of collecting, recording and analysing our thoughts and observations, as well as those of our students, and then going on to making changes. If a lesson went well we can describe it and think about why it was successful. If the students didn't understand a language point we introduced we need to think about what we did and why it may have been unclear. If students are misbehaving - what were they doing, when and why?

Beginning the process of reflection You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students or to look at a feature of your teaching - for example how you deal with incidents of misbehavior or how you can encourage your students to speak more English in class.

The first step is to gather information about what happens in the class. Here are some different ways of doing this.

Teacher diary this is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

Here are some suggestions for areas to focus on to help you start your diary.

Peer observation Invite a colleague to come into your class to collect information about your

lesson. This may be with a simple observation task or through note taking. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

Recording lessons Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see.

Audio recordings can be useful for considering aspects of teacher talk.

How much do you talk?

What about?

Are instructions and explanations clear?

How much time do you allocate to student talk?

How do you respond to student talk?

Video recordings can be useful in showing you aspects of your own behavior.

Where do you stand?

Who do you speak to?

How do you come across to the students?

Student feedback You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

What to do next Once you have some information recorded about what goes on in your classroom, what do you do?

Think You may have noticed patterns occurring in your teaching through your observation. You may also have noticed things that you were previously unaware of. You may have been surprised by some of your students' feedback. You may already have ideas for changes to implement.

Talk Just by talking about what you have discovered - to a supportive colleague or even a friend - you may be able to come up with some ideas for how to do things differently.

If you have colleagues who also wish to develop their teaching using reflection as a tool, you can meet to discuss issues.

Read You may decide that you need to find out more about a certain area. There are plenty of websites for teachers of English now where you can find useful teaching ideas, or more academic

articles. There are also magazines for teachers where you can find articles on a wide range of topics. Or if you have access to a library or bookshop, there are plenty of books for English language teachers.

Continuous Professional Development.

- A. knowledge of the needs, abilities and aspirations of your pupils;
- B. planning for improvement;
- C. teaching and learning strategies;
- D. classroom management;
- E. monitoring and evaluation of learning;

The authors gather statements of Dewey's from a variety of texts and articles, including Dewey's famous educational works, *Democracy and Education*, *The Sources of a Science of Education*, and *Experience and Education*. The authors develop these statements into the teacher as artist, lover, wise mother, navigator, gardener, educational pioneer, servant, social engineer, composer, wise physician, builder, leader, and finally (to bring it all back) classroom teacher.

Conclusion Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

What are you doing?

Why are you doing it?

How effective is it?

How are the students responding?

How can you do it better?

As a result of your reflection you may decide to do something in a different way, or you may just decide that what you are doing is the best way. And that is what professional development is all about it.

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LPG & NATIONAL PROGRESS IN REFLECTIVE EDUCATION

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Introduction

Globalization is a process of breaking the political, economic, social, cultural, ecological, geographical and educational barriers and integrating the whole world into a 'Global Village'. The product of globalization process has to be the concepts like "whole earth is one family" and "all people shall be prosperous". International monetary fund defines globalization as, "the growing economic interdependence of countries worldwide through increasing volume and variety of cross border transactions in goods and services and of international capital flows and also through the more rapid and widespread diffusion of technology". In general globalization refers to a constellation of forces; economic, technological, ecological and cultural structures that are emerging on a global scale.

Essential conditions for globalization:

1. Liberalizing the rules and regulation of control.
2. Removal of quotas and tariffs.
3. Providing infrastructural facilities.
4. Removal of bureaucratic hurdles.
5. Encouraging research and development.
6. Encouraging the competitiveness based on quality, delivery etc.
7. Providing administrative and governmental support.

Indian Education and the WTO's GATS: The implications of GATS on Indian education is presented Article wise below.

1. Article-1 Scope and Definition: The GATS provides for trade by Indian universities, colleges and schools to supply their services in 145 members of WTO and vice versa. The Territory of members of WTO becomes a 'free trade zone' for supplying the services. The state of India as a signatory of GATS is duty bound to 'take all measures/steps/actions' necessary to export and import of educational services.

2. Article-2 Most favoured nation treatment: The state of India is required to grant Most Favoured Nation Treatment to all the members of WTO, while their universities, colleges and schools supply their services without any discrimination. The measures taken by Government of India, Ministry of Education, University Grants commission and other Governmental agencies working in the field of higher education, while regulating the operations of foreign Universities, colleges and schools should treat them alike.
3. Article-3 Increasing Participation of Developing Countries: India being a developing country is required to tap optimum benefits from Article IV of GATS. India is required to strengthen the domestic services capacity, efficiency and competitiveness of our universities, colleges and schools through access to technology on a commercial basis. It is necessary for India to improve the access of our universities, colleges and schools to distribution channels and information networks. India is also required to liberalize its education market, where other member countries of WTO are interested to export their education services.
4. Article-4 Economic Integration: India under this article is required to eliminate existing discriminatory measures as well as prohibit new discriminatory measures for trade in Indian higher education services. Taking advantages available under para 3 of Article-V, India can avail concessions. India also taking advantage of this article may try to eliminate discriminatory measures for trade in services in other member countries of WTO.
5. Article-5 Domestic Regulation: Government of India is required to establish judicial or quasi judicial mechanism for providing prompt, objective and impartial justice. For issuing permission for the supply of service of foreign universities, colleges and schools a reasonable procedure and time frame has to be established, which should be adhered to promptly. Government of India may follow the;
 - a. Qualification Requirements
 - b. Procedures
 - c. Technical standards and
 - d. Licensing requirement based on international standards of international organizations.
6. Article-6 Recognition: Indian universities, colleges and schools are required to be raised to the level of common international standards and evolve criteria for recognition. Government of India is required to evolve standards or criteria for;
 - a. Recognizing the educational qualifications obtained in other countries.
 - b. Licensing or certification of service suppliers of other countries in India.

Measures for effectively harvesting benefits from GATS: The measures for gaining optimum benefits from GATS are presented below.

1. Government of India should constitute a “Expert Commission” involving UGC, AIU, AICTE, NCTE, MCI, PCI, DCI, BCI, ICHR, ICPR, CSIR, NIEPA, NCERT etc with following terms of reference;
 - a. Review of the experiences of GATS implementation in the developed countries.
 - b. Implications of GATS on Indian service sectors with special emphasis on education sector in general and sub sectors of education in particular.
 - c. Systematic changes needed to be created in order to cope with GATS regime.
2. UGC and other autonomous central agencies of education should thoroughly study the ‘strategies’ employed by the developed countries to gain optimum benefits out of GATS.
3. Each educational institution in India should prepare a strategic plan to compete with its counterparts in other member countries of WTO.
4. The universities should publish literature on GATS literacy for creating knowledge, awareness and practices among all the concerned persons.
5. The universities may establish ‘WTO chairs’ to study the international legal agreements being worked out by WTO vis-à-vis India.
6. Government of India should establish a ‘Expert Task Force’ to assess, and accredit the quality and standards of services and service suppliers of other members of WTO in India.
7. Government of India, which is a signatory of WTO-GATS, should provide enough funds to Indian service suppliers to raise them to the status of ‘world class’ based on highest international standards.

These are the few suggestions and not exhaustive steps for reaping maximum benefits from GATS.

The impact of globalization in accordance with the policies of supra national organizations may be;

1. Disinvestment of government share from universities, colleges and schools.
2. Privatization of universities, colleges and schools.
3. Entry of Multi National Corporations.
4. Raising of the quality of universities, colleges and schools.
5. Structural and functional changes in universities.
6. Export and import of higher education.

7. Continuous changes in the higher education sector in tune with WTO.
8. Upward revision of fees on the basis of economic calculations.
9. Consideration of education as a non merit good and discontinuation of government subsidies.

Conclusion:

The globalization process is set in motion by the intergovernmental bodies like WTO to push the hidden agenda of the wealthiest countries of the world as well as multi national corporations.

In the globalizing world, in the field of education India is required to overhaul its present educational set up and set up chain of educational institutes which are accredited, globally acceptable, highly competitive, fool proof, transparent, accountable, dependable in the world. The destiny of India is dependent upon the talent, skills, hard work, commitment, foresight, patriotism, quest for knowledge of “we, the teachers of India”. And “we the teachers of world” can shape the destiny of our globe.

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BECOMING A REFLECTIVE TEACHER

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Many educationalists can argued that teachers need to be more reflective about their work. The argument is often made that schools and society are constantly changing and teacher must be reflective in order to cope effectively with changing circumstances. By the un critically accepting what is customary and by engaging in fixed and patterned behaviors, teachers make it more unlikely that they will be able to change and grow as situations inevitably change. Furthermore, it is commonly accepted that no teacher education program, whatever its focus, can prepares teachers to work effectively in all kinds of classroom settings. Hence, it becomes important for you to be reflective in order that you may intelligently apply the knowledge and skills gained in your formal preparation for teaching to situations that may be very different from those you experienced during your training. So reflective teaching is one way to overcome the above problems.

Meaning of Reflection

Reflection refers to an activity or process in which an experience is recalled, considered and evaluated in relation to a broader purpose generally. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.

Reflective teaching

In the past few years, the phrase reflective teaching has become a key or pivot word in teaching profession. But when we look at the actual practice and philosophy of reflective teaching any different from what well-prepared, effective, caring teachers have always done? Definitely, its answer is no because skilled teachers who are concerned about their work have always examined 'their attitudes, beliefs, assumptions and teaching practices' (Richards & Lockhart, 1994) and used the resulting insights to improve their teaching. Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. It is a way of teaching in which teachers reflect on what they have taught. eg. what worked and what didn't work? How could I make this lesson better in the future? Do

the students truly understand the content of the lesson? By collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Asking “what and why” questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life.

In short 'Reflective teaching conceptualises teaching as a complex and highly skilled activity, which, above all, requires classroom teachers to exercise judgment in deciding how to act. High-quality teaching, and thus pupil learning, is dependent on the existence of such professional expertise ie reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again. That is what are you doing? Why are you doing it? How effective is it? How are students responding? How can you do it better?

Becoming a Reflective Teacher

Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Every teacher may start the procedure of reflection by asking, how can I become reflective, especially given the fact that I haven't started teaching yet? Every teacher can begin a process of reflection in response to a particular problem or situation, which has arisen in classes as a way of finding out more about your teaching. Teacher may decide to focus on a particular class of students, or to look at a feature of your teaching – eg. How will you deal with incidents of misbehavior or how you can encourage your students to talk more in the class?

The different ways of collecting of finding the things above mentioned are by maintaining teachers and student's diary, peer observations, student feedback, by recording lectures. After collecting the data analyzing it and then proceed next. Teacher should use the following techniques for facilitating reflective activities

1. Emphasis on learning as reflective thinking and productivity: A fundamental goal should be the ability to perform relevant tasks in a variety of effective ways
2. Context-rich learning: Learning should focus on authentic activities, allow for student collaboration in exploring and evaluating ideas, and provide learning experiences that foster

communication and access to real-world examples.

Also teacher can do the following activities for facilitating reflection

- i. If a lesson went well we can describe it and think about why it was successful.
- ii. If the students didn't understand a language point we introduced we need to think about what we did and why it may have been unclear.
- iii. If students are misbehaving - what were they doing, when and why?

Importance/ Benefits of Reflective teaching

Reflection is the tool allowing effective use of learning and experience. It allows the 'transforming of experience' (Dewey, as cited in Clarke, 2004), makes 'tacit knowledge' explicit (Loughran, 2002), and enables us to 'direct our activities with foresight and to plan' accordingly; enabling attainment of 'future objects' and to develop into 'what is now distant and lacking' (Dewey, as cited in Birmingham, 2004, p. 320). Through reflection, teachers develop those skills required to 'people along the journey from novice to expert' (Butler, 1996). Expertise is not the only gain. Cattley proposes that the 'development of professional identity' (Cattley, 2007), considered by Sammons et al. to be a significant contributory factor in effectiveness (2007), can be promoted through reflection. This is considered likely to lead to improved morale and retention, especially in beginning teachers. By inducing a greater understanding of 'ourselves as teachers', and our styles of teaching, we gain understanding that ultimately leads to increases in teacher effectiveness (Butler, 1996; Yost, Sentner, & Forlenza-Bailey, 2000). This increase in expertise, along with the development of professional identity and resilience affects not only teachers. Students also receive benefits from their teachers' development, and not only in 'better instruction', but also through their teachers increased ability and motivation to foster reflective skills in their students (Wildman & Niles, 1987). This encouragement can assist students to get the most out of their learning, making 'learning real' (Yancey, 1998,). As Yancey noted, 'evaluation pervades our lives invisibly, from cradle to grave' (1998,); when teachers assist their students to develop the skills to reflect and 'self-assess' their own work, they are promoting the students personal development.

The process of reflective teaching supports the development and maintenance of professional expertise. We can conceptualise successive levels of expertise in teaching that student-teachers may attain at the beginning, middle and end of their courses; those of the new teacher after their induction to full-time school life; and those of the experienced, expert teacher. Given the nature of teaching, professional development and learning should never stop. Reflective teaching should be personally fulfilling for teachers, but also lead to a steady increase in the quality of the education

provided for children. Indeed, because it is evidence-based, reflective practice supports initial training students, newly qualified teachers, teaching assistants and experienced professionals in satisfying performance standards and competences. Additionally, as we shall see, the concept of reflective teaching draws particular attention to the aims, values and social consequences of education.

Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that "My lesson went well" or "My students didn't seem to understand" or "My students were so badly behaved today. However, without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. Reflective teaching therefore implies a more systematic process of collecting, recording and analysing our thoughts and observations, as well as those of our students, and then going on to making changes.

In short, there is need of reflective thinking for effective teaching-learning process and it can be happen only when teacher start to reflect the things and provides more time and opportunity for reflection in his class. Motivate students to think and try to find the reason behind each and everything; whether it may be succeed or failed.

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GOEIIRJ

AN ACTION RESEARCH IN TEACHER EDUCATION

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THEROTICAL BACKGROUND

“Reflective practice in teaching learning is a process incorporating a range of different techniques through which one can acquire a deeper understanding of oneself and ones interconnections with others and one’s working environment.” (Cheryl Hunt ,1998).

Teacher education is such a field that the teacher educators as well as the student teachers experiment and experience multiple approaches and methods and techniques for making the teaching learning process better. As the pupil teachers’ concept of teaching learning is moulded by the teacher educator’s pedagogy, it is important for the latter to understand and improve their ways.

A true pedagogue always engages in active problem solving or more accurately in reflective teaching. They investigate the ‘Why’ of positive and negative impacts on a class. In reflective practice, teaching learning is all about insightful construction of ideas and producing them as a unified whole like creating a scenic portrait.

For such a process no single approach can be used. Only a combination of approaches will be ideal. The researcher also was confident that the topics mentioned in syllabus can be delivered with a little effort using constructive techniques in a co-operative environment.

This pleasant seeming situation, the researcher realised was not happening in the real classroom, as the student teachers posed some difficulties in the teaching learning process. Through they said to have understood the classes taken, that learning stops right behind the classroom doors. By the time they come back for the next class they are not able to recapitulate or remember any of the points dealt in the previous class.

As they fail to answer the teacher educators in the general and method classes, it was observed that they accuse themselves for ‘forgetting’ but the student teachers as well as the teacher educators who are in a hurry to complete the syllabus oversee the lack of individual awareness of the teaching learning process. The lack of self awareness of ‘why is it happening?’ and ‘why is it not happening?’ results in by products of low self esteem and boredom among the student teachers.

Here comes the importance of being reflective about the process happening in the class. As in

constructivism the focus shifts from teachers to students, in Reflective teaching learning practice, the focus shifts from completing the syllabus to focused learning. When hit by the apple on the head, Isaac Newton just did not leave with it. He reflected upon it and we have Gravitational Force.

Student teachers must actively involve themselves in their own education to in order to lead the younger generation responsibly. They being the prime caretakers of the family, get little time to take care of themselves. Then how can this happen? To make this possible, the researcher decided to design a tool that may maximize the learning and facilitate in reflective teaching learning in the class itself, turning it to an education laboratory in turn.

The researcher through this study hoped that the implementation and proper use of Reflectalia will enable the student teachers make their learning enjoyable and effortless, in the class itself.

THE STUDY

The fundamental thought of taking up this study originated when the researcher came across the perplexed faces of the pupil teachers while recapitulating the topics dealt with in the previous class. On further inquiry, they complained about not getting enough time at home for study and preparing for the core training programme. This was causing increased cases of absenteeism also. This in turn lessened the job satisfaction of the researcher as an educator who was aiming at mastery learning through a constructive classroom.

Thus it was decided by the researcher to design such a tool which can help the students from missing out the classes and for active revision. The outcome was 'Reflectalia', an innovative tool for a reflectogogue, the educator who practices reflective teaching learning in teacher education. The researcher is a teacher educator at a college of education in Pune. She is a facilitator for the student teachers of English Education. A sample of 14 female students in the English method was taken for the study. The data used for the study was generated by the pupil teachers regarding their study time and obstacles faced by them academically. Their thoughts and attitudes were documented by themselves and the researcher herself documented through her observations.

'Reflectalia' is a reflectogogic tool through which the classroom is made conducive for reflective teaching learning. During the study the teacher educator discussed the concepts under the unit 'Importance of English', prescribed by the University of Pune using different constructive techniques like KWL, pair and share and jigsaw method. After completing each topic under the unit, pupil teachers took turns to furnish a concept map on that topic. All these concept maps were

arranged on the wall and to them was attached the questions from the last few years' question papers. The Reflectalia was arranged in a cyclic manner with arrow marks leading from one to the other. All were welcome to add more information or questions to this array.

Every day, the first five minutes were given to the group to go through Reflectalia and to have a reflective discussion on it. By the end of the unit, a test was given for which the student teachers had to answer in pairs. One answer paper was generated from each pair. Afterwards they were given time to reflect upon what they have written and a discussion was generated. Opinionnaires were given to record their thoughts. Verbal opinions were also recorded by the researcher.

RESULTS AND DISCUSSION

“We don't learn from experience. We learn from reflecting on experience.”-John Dewey
Facilitating the Reflection on the experienced teaching learning is the prime objective of devising 'Reflectalia' in the classroom. As the researcher observed and listened to the student teachers during the study, it was obvious that after the first two classes, students were thoroughly enjoying forming concept maps and structuring Reflectalia. Reflective teaching learning process, though tried to be done actively by the educator, sometimes the participating group may tend to be passive and this may affect the whole process. The construction of Reflectalia will help in connecting the student teachers actively in the process. Reflectalia can be described as the tangible proof of the reflective practice undertaken.

Having Reflectalia in the classroom added to the satisfaction of the researcher as the learning process made itself take shape in front of the eyes. The test taken after the use of Reflectalia projected the positive result of the action research as it yielded better performance of the pupils as well as visible reduction of test anxiety in them.

The post study opinionnaire showed the high level interest of the students in using Reflectalia for their learning as well as for teaching their students. It also reflected the ease they feel in the teaching learning process as they themselves reflect on it actively. The opinionnaire was analysed by calculating the percentage score(see appendix 'A').The comments given by the student teachers also support the success of the action research(see appendix 'B') .

Thus through this study, a very effective tool was shaped, which can be used by a 'Reflectagogue' and this was the result of the discussions on effective methods to make reflective teaching learning process fruitful. The researcher hopes that this action research may lead to the increased quality of teacher education and will encourage the generation and of new ideas, methods and materials among the student teachers.

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GOEIIRJ

अध्ययन अध्यापनातून जीवनाभिमुख सामाजिक परिवर्तन

डॉ. मुरादे बाळू सखाराम,
गोखले एज्युकेशन सोसायटीचे,
शिक्षणशास्त्र महाविद्यालय ,
संगमनेर.

प्रस्तावना :

शिक्षण हे समाजपरिवर्तनाचे प्रभावी साधन समजले जाते आणि शिक्षण या महत्वपूर्ण प्रक्रियेत अध्ययन आणि अध्यापन यांना महत्वाचे स्थान आहे. आपण आपल्या मुलांना शाळेत पाठवतो, त्यांनी शिकावं म्हणून शाळेत शिक्षकांची नेमणूक केलेली असते ते त्यांनी आपल्या मुलांना शिकवावं म्हणून, मुलांना शाळेत पाठवलं की तिथं शिक्षक त्यांना शिकवितात आणि मुलं शिकतात असं आपण समजतो आणि आपआपल्या ठिकाणी समाधान मानून राहतो. आपण कधी असा विचार करित नाही की आपल्या मुलांनी का शिकायचं ? अगर शिक्षक कधी स्वतः असा प्रश्न करित नाहीत की आपण या मुलांना का शिकवायचं ? असा प्रश्न त्या बिचाऱ्यांपुढे कधी उभा राहातच नाही. म्हणजे शिकवायचं का आणि शिकायचं कां याचा जाणतेपणाने विचार न करता एकंदरीत आपल्याकडील शिकवण्या शिकण्याचा व्यवहार अखंडितपणे चालूच आहे.

अध्ययन अध्यापन प्रक्रिया -

शिकवण्या - शिकविण्याकडे बघण्याची आम्हा सामान्य माणसांची जुनी दृष्टी काही अजून बदललेली नाही. शिक्षण कशासाठी असावं याचा विचार आपल्याकडील थोर माणसांनी केलेला आहे. फार पूर्वीपासून अगदी आजपर्यंत हा विचार सतत चालू आहे. या जगात जन्माला आलेल्या प्रत्येक माणसाला आनंदाने, समाधानाने, शांतीपूर्ण मनाने जगता आलं पाहिजे. जगण्यातला आनंद त्याला मोकळेपणाने घेता आला पाहिजे आणि इतरांना तो देता आला पाहिजे. केवळ पोट्यापण्याचा प्रश्न सुटला पाहिजे म्हणजे आनंद मिळतो असं मुळीच नाही. माणसाला स्वतःच्या मनाप्रमाणे बुद्धीप्रमाणे आवडीनिवडीप्रमाणे, कलाप्रमाणे, अंगच्या गुणाप्रमाणे जगायला मिळालं म्हणजे मात्र हा आनंद त्याला सहजपणे मिळून जातो. माणसाच्या अंगी जन्मजात जे गुण असतात त्या गुणाप्रमाणे त्याचं मन आणि बुद्धी या जगात काम करू इच्छिते त्या गुणधर्मानुसारच त्याच्या आवडीनिवडी, वृत्ती प्रवृत्ती, कल इत्यादी गोष्टी ठरत असतात. माणसाच्या आनंदाचं बीज त्याच्या ठिकाणच्या, त्याला जन्मतःच मिळालेल्या गुणात असते. माणसाला मिळालेला असा हा एखादा गुण म्हणजे सुखी, आनंदी जीवन जगण्यासाठी निसर्गाकडून त्याला दिली गेलेली एक थोर आणि अनमोल अशी देणगी असते. ती निसर्गदत्त देणगी म्हणजे माणसाला सर्व सुखाची

ठेवच असते. माणसाला केवळ देह आणि इद्रियं मिळालेली नसतात, केवळ मन आणि बुद्धीच लाभलेली नसते तर त्याचबरोबर त्याला गुणांचा ठेवा प्राप्त झालेला असतो. आपल्याला मिळालेल्या गुणाची ओळख पटवून घेतली, आपणातल्या विशेष अशा शक्तीचा परिचय घडवून घेतला आणि त्या गुणांचा, शक्तीचा विकास साधून घेण्याचा माणासाने प्रयत्न केला तर त्याला आपल्या आयुष्यात आनंद निर्माण करून दाखविता येईल. जीवनातील सार्थकता भरपूर अनुभवता येईल. इतरांच्या जीवनात देखील आपल्या वर्तनाने आनंदाचे चार क्षण उभे करता येतील.

ज्यांना योग्य वेळी आपल्यातल्या गुणांचा शक्तीचा व्यक्तीमत्वाचा शोध लागला आणि त्याला धरून जे वागले त्यानुसार त्यांनी आपला विकास हरप्रयत्नांनी साधला त्यांनी आपल्या जीवनामध्ये चतमकार करून दाखविला व्यक्तीमत्वाला धरून वागणं हाच ज्यांनी स्वःधर्म मानला त्या गुणवंत माणसांनी हे जग अधिक सुंदर करण्याच्या कामी अत्यंत मोलाची मदत केली. जगातील आणि आपल्याकडील निरनिराळ्या क्षेत्रातील थोर थोर माणासांनी आपल्यातल्या गुणांचा आपल्या व्यक्तीमत्वाचा पूर्ण विकास साधण्याचा प्रयत्न केला म्हणूनच त्यांना आश्चर्यकारक असा पराक्रम आपल्या आयुष्यात करून दाखविता आला. त्यात संत आहेत साधू आहेत महात्मे आहेत, कलावंत, कारागीर, यंत्रज्ञ, तंत्रज्ञ, पंडित आहेत. राजकारणी, मुत्सद्दी, वीर यौदधे आहेत. संशोधक, शिक्षक, लोक सेवक क्रिडापटू आहेत, सहासीवीर आहेत, उद्योगपती आहेत, स्त्री पुरुष आहेत, मुले बाळे आहेत. सारी पुरुषार्थी माणसे याच कोटीतली आहेत. आपणां पैकी प्रत्येकाला कोणता ना कोणता गुण, कोणती ना कोणती देणगी प्राप्त झालेलीच असते. अगदीच निर्गुण असा कोणी जन्माला आलेला नसतो. आपण आपल्यातला हा गुण ओळखला पाहिजे आणि त्या नुसार आपण आपली वागणूक ठरवायला हवी आपल्यातील गुणाच्या वाढीकरीता, विकासाकरीता शिक्षण फार उपयोगी पडतं. किंबहुना त्यासाठीच शिक्षण घ्यायचं असतं असं म्हणायला हरकत नाही अगदी लहानपणी आपल्यातला गुण कळून येणं शक्य नसलं तरी शाळेत जाऊन शिक्षण घेत असताना त्या ठिकाणच्या वेगवेगळ्या पाठ्यक्रमांचा अभ्यास करित असताना आपल्यातील सुप्त शक्तीची अकस्मातपणे जाणीव होण्याची फार मोठी शक्यता असते. आपल्या अंगभूत गुणांनी नटलेल्या विकास पावलेल्या गुणवान आणि कर्तृत्वशील माणसांची आज आपल्या देशाला गरज आहे. शेती उद्योग, शास्त्र, ज्ञान विज्ञान, तंत्रज्ञान, कला, साहित्य, संशोधन, संरक्षण, व्यापार, शिक्षण आदि वेगवेगळ्या क्षेत्रांत गुणवान आणि कर्तृत्वशील माणसं फार मोठ्या संख्येने आली तरच आपल्या समाजाचा आणि राष्ट्राचा अभ्युदय घडून येणार आहे. आपला समाज अशा माणसांच्या पराक्रमांतून समृद्ध होणार आहे आणि त्यातूनच आपलं राष्ट्र वैभववांच शिखर गाठणार आहे. शिकलेल्या माणसानं केवळ स्वतःपुरतच न पाहता, आपल्या कुटूंबापुरता विचार करित न बसता, ज्या समाजात आपण जगतो, वावरतो आणि मोठे होतो त्या समाजाच्या विकासाचा देखील आपण शहापणाने विचार करायला हवा. व्यक्तिविकास हा समाजविकासास साह्यभूत ठरला पाहिजे. स्वतःचं सुख, समाधान , आनंद, हित

यापलीकडे जाऊन समाजाचं, राष्ट्राचं सुख, हित, कल्याण याकडे शिकलेल्या माणसाने लक्ष द्यायला हवं आणि त्याप्रमाणे आपली सारी वागणूक ठेवायला हवी. शिकवून देशहितार्थ प्रयत्न करून सज्ज करायचे आहे. ज्या संकल्पसिद्धीसाठी आपणास अविरत कष्ट करायचे आहेत. ज्या प्रतिज्ञेचा पूर्तीसाठी आपणास भागीरथ प्रयत्न करायचे आहेत तो संकल्प आणि ती प्रतिज्ञा आपणासमोर सदैव असायला हवी. शिकवण्याचा थोर व्यवसाय पत्करलेल्या प्रत्येकाने आपल्या अंतःकरणात सदैव कोरून ठेवावा असा हा संकल्प अशी ही प्रतिज्ञा आहे शिकवण्याच्या आपल्या पवित्र कार्यामध्ये सतत प्रेरणादायी ठरणारा असा हा राष्ट्रीय महामंत्र आहे. तो संकल्प ती प्रतिज्ञा अशी आहे. आम्ही भारतीय सार्वभौम, समाजवादी, धर्मनिरपेक्ष, लोकशाही गणराज्य निर्माण करण्याचे प्रतिज्ञापूर्वक ठरवून आणि भारतीय नागरीकांना सामाजिक, आर्थिक व राजकीय न्याय, विचार, अभिव्यक्ती, समजुती श्रद्धा आणि पुजा यांचे स्वातंत्र्य दर्जा आणि संधी यांची समानता प्राप्त व्हावी म्हणून व राष्ट्राचे ऐक्य आणि व्यक्तीची प्रतिष्ठा यासंबंधी भरवसा देऊन त्यांच्यामध्ये भ्रातृभाव वाढावा याकरिता आमच्या या घटना-परिषदेमध्ये सन १९४९ च्या नोव्हेंबर महिन्याच्या २६ तारखेस घटना मान्य करित आहोत. तत्संबंधी कायदा करून आपली म्हणून तिचा स्वीकार करित आहोत. या राष्ट्रधर्माचं श्रेष्ठ कर्तव्यभावनं नित्य आचरण करणारा सुसंस्कृत समाज आपल्याला इथं उभा करायचा आहे. या भूमीवर एक नवीनच युग निर्माण करून एक नवा माणूस आणि एक नवाच समाज आपल्याला निर्माण करायला आहे. स्व ची जाणीव म्हणजे व्यक्तीला स्वतःच्या शारीरिक व मानसिक अवस्थांची जाण असण्याचे कौशल्य. या कौशल्यामुळे व्यक्तीला स्वतःच्या आवडी निवडी भावना व वृत्ती यांच्याबद्दल स्पष्टपणे विचार करता येतो. स्व च्या जाणिवेअभावी लोक विशेषतः विद्यार्थी सर्वसामान्यपणे गोंधळलेले असतात. जर विद्यार्थ्यांला त्यांच्या भावना, विचार वेगळेपणा आणि मर्यादा यांची जाणीव करून दिली. तर ते स्वतः योग्य रीतीने वागतील. त्यांना उज्ज्वल यश मिळेल.

जीवनाभिमुख सामाजिक परिवर्तन -

स्व ची जाणीव झाल्यामुळे विद्यार्थी स्वतःवर नियंत्रण ठेवू शकतील. ज्या विद्यार्थ्यांनी अशा प्रकारे स्व जाणिवेचे कौशल्य प्राप्त केलेले आहे, त्यांना कोणत्याही प्रकारचे वेगळे मूल्यशिक्षण देण्याची आवश्यकता नसते. विद्यार्थ्यांमध्ये भावनिक समरसतेच्या गुणांचा विकास करण्यासाठी शिक्षकांनी प्रथम विद्यार्थ्यांच्या मानसिक व शारीरिक विकासाच्या संदर्भातून त्यांच्या भावना समजून घेण्याचा प्रयत्न करावा. इतर लोकांच्या भावना कशा जाणून घ्याव्यात, त्यांना शांतपणे प्रतिसाद कसा द्यावा, आपल्या व्यक्तिगत पूर्वग्रहाला अनुसरून इतरांबद्दल मत कसे बनवू नये आणि इतरांना स्वतःच्या समस्या स्वतःच सोडविण्यास कशी मदत करावी या गोष्टी शिक्षकांनी विद्यार्थ्यांना मार्गदर्शन करावे. केवळ विद्यार्थ्यांना ज्ञान देणे हे एकमेव कर्तव्य नसून जीवनात तोंड द्यावे लागणाऱ्या विविध समस्यांचा सामना कसा करावा यासाठी मार्गदर्शन करणे महत्वाचे आहे. अशा प्रकारे जेव्हा शिक्षक विद्यार्थ्यांना

स्वतःच्या बळावर कसे पुढे जावे याबाबत मार्गदर्शन करतात तेव्हा त्याचे शिक्षण खऱ्या खुऱ्या अर्थाने जीवन कौशल्यांचे शिक्षण होते. स्वावलंबी विद्यार्थी सहजपणे आपल्या प्रयत्नांचे यशात रुपांतर करू शकतात आणि भविष्यात आपल्या जीवनात यशस्वी होतात. विद्यार्थ्यांच्या वतीने निर्णय घेण्यापेक्षा त्याचा आत्मविश्वास वाढेल अशा परिस्थितीचा, धोका पत्करण्याच्या त्याच्या तयारीचा आणि त्याच्या स्वावलंबनाच्या भावनेचा अभ्यास शिक्षकांनी केला पाहिजे. जर मुलांमध्ये निर्णय घेण्याची क्षमता यावी असे वाटत असेल तर जबाबदारीची जाणीव विकसित करणे, स्वतंत्र विचार करणे, स्वार्थीपणाचा त्याग करणे, आणि सहकार्याची भावना यांना उत्तेजन देणे आवश्यक आहे. परिणामकारक संप्रेषणामुळे विद्यार्थ्यांना आपला दृष्टीकोन विचार स्पष्टपणे व अचूकपणे व्यक्त करता येते. जी मुले आपला दृष्टीकोन, विचार, आणि भावना स्पष्टपणे व्यक्त करू शकतात, इतरांचे भावभावना समजू शकतात ती ऐकमेकांशी सहजपणे संवाद साधू शकतात. एकत्रितपणे काम करतात आणि इतरांना सहकार्य करण्यास प्रवृत्त करू शकतात. यामुळे भविष्यात अशी मुले यशस्वी होतात. आदर, प्रामाणिकपणा आणि विश्वास यावर व्यक्ती व्यक्तीमधील संबंध अवलंबून असतात. समजूतदारपणा, सहकार्य या आधारावर परस्परांशी नाती जुळतात, तेव्हा त्यांचा दर्जा उच्च प्रकारचा असतो खरा आनंद हा संपत्ती व प्रतिष्ठा मिळविण्यापेक्षा माणसेजोडण्यामध्ये लपलेला असतो. इतरांचे कौतुक करणे आभार मानणे, गरजेच्या वेळी त्यांना मदत करणे, पालव व शिक्षकांचे ऐकणे, अध्यापकांच्या सूचनांचे पालन करणे असे गुण अंगीकारण्यास मुलांना शिकविलेतर ती इतरांशी स्नेहपूर्ण संबंध जोडण्याचे कौशल्य प्राप्त करण्याच्या दिशेने वाटचाल करू लागतील. चांगला बदल घडून आणण्यासाठी अथवा नवीन कल्पनांची निर्मिती करण्यासाठी आपण सर्जनात्मक विचार या कौशल्याचा वापर करतो. शिक्षकांनी सांगितलेल्या पद्धतीपेक्षा वेगळ्या स्वतःच्या पद्धतीने गणित सोडविणे ही सुद्धा विद्यार्थ्यांच्या दृष्टीने सजूनशीलता असते. शिक्षकांनी मुलांना सर्जनात्मक विचार करून नवनवीन कल्पनांची निर्मिती करण्यास मदत केली पाहिजे. मुलांना माहिती देणे आणि ती पाठ करणे यावर अधिक भर देण्यापेक्षा पृथक्करण करून सूक्ष्म अभ्यास कसा करावा हे शिकविले गेले पाहिजे. जर मुलांना त्यांच्या भावनांवर ताबा ठेवायला शिकविले तर ती चिंता मुक्त जीवन जगू शकतात. भावनांवर नियंत्रण ठेवल्याने विद्यार्थ्यांना सामाजिक, नैतिक आणि बौद्धिकदृष्ट्या यशस्वी होण्यास मदत होते. प्रेमळ व अश्वासक वातावरण निर्माण करून मुलांमध्ये आत्मविश्वास निर्माण करता येतो. सकारात्मकदृष्टीकोन विकसित करण्यास मदत होते.

आपले शिकविण्याच काम केवळ विद्यार्थ्यांनी परीक्षेत उत्तीर्ण व्हाव यासाठी नाही त्यांनी फक्त आपल्या पोटपाण्याचा प्रश्न सोडवण्यास समर्थ बनाव यासाठीही नाही तर ऐका नव्यासमाजाच्या बांधणीसाठी आहे. त्यासाठी घडवून आणायच्या समाज परिवर्तनासाठी आपल्याला आजच्या मुलांना शिकवायचे आहे. आपल्या विद्यार्थ्यांचे शिकणे आणि आपले शिकवणे या दृष्टीकोनानुसार होण्यासाठी आपणास शालेय वातावरणही त्याच दर्जाचे ठेवाव

लागेल. विद्यार्थ्यांच्या अंगभूत गुणांची ओळख करुन घेऊन त्यानुसार त्यांना विकासाची संधी उपलब्ध करुन द्यावी लागेल त्यांच्या गुणविकासाचे विविध मार्ग शोधावे लागतील. निरनिराळे उपक्रम कल्पकतेने योजून त्यांना उत्तेजन द्यावे लागेल. नव्या समाजातील माणसाच्या ठिकाणी जे गुण ज्या वृत्ती असण आवश्यक आहे ते गुण आणि वृत्ती आपल्यात असल्याचा प्रत्यक्ष प्रत्यय विद्यार्थ्यांना यायला हवा विद्यार्थी प्रत्यक्ष उदाहरणातून अधिक शिकत असतात. हे आपण या बाबतीत लक्षात ठेवायला हवं. शाळा शाळांमधून या विचाराप्रमाणे आचार घडत गेला तर अपेक्षित सामाजिक परिवर्तन घडून येण्यास आणि तद्द्वारा राष्ट्रीय संकल्प सिद्ध होऊन प्रतिज्ञापूर्ती होण्यास आपणाकडून बरंच साह्य होणार आहे.

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REFLECTIVE TEACHING – A TOOL FOR PROFESSIONAL DEVELOPMENT OF TEACHER

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Introduction:

Every teachers desires that all students should learn but one may not know how best to teach each of them, in one classroom. As all students have diverse learning styles in a classrooms, teacher must adopt the novel ways of teaching that will work well for all learners and find new approaches that open the door for learning for a broader variety of students.

Reflective Practice has been described as an unstructured approach directing understanding and learning, a self-regulated process, commonly used in teaching professions, though applicable to all professions. Reflective practice is a learning process taught to professionals from a variety of disciplines by practitioners, with the aim of enhancing abilities to communicate and making balanced decisions. The practice has historically been applied most in the educational and medical field. When reflection in action and reflection on action described by Donald Schon are utilized in practice and when practitioners are able to identify these actions they become better at reflective practice. Professional Colleges are recognizing the importance of reflective practice and require practitioners to prepare reflective portfolios as a requirement to be licensed, and for yearly quality assurance purposes. In education, reflective practice refers to the process of the educator studying his or her own teaching methods and determining what works best for the students. It involves the consideration of the ethical consequences of classroom procedures on students.

Reflective practice is 'the capacity to reflect on action so as to engage in a process of continuous learning,' it is one of the defining characteristics of professional practice. Reflective practice is an important practice-based professional learning method, where individuals learn from their own professional experiences, rather than from formal teaching or knowledge transfer. It may be the most important source of personal professional development and improvement.

Concept of reflective Practice was introduced by Donald Schön. John Dewey explained exploration of experience, interaction and reflection. Kurt Lewin, Jean Piaget, William

James and Carl Jung were developed theories of human learning and development. Although it has wide scope mainly in professional development for practitioners in the areas of education. The question of how best to learn from experience has wider relevance however, to any organizational learning environment.

The appeal of the use of reflective practice for teachers is that as teaching and learning are complex, and there is not single right approach, reflecting on different versions of teaching, and reshaping past and current experiences will lead to improvement in teaching practices. For reflective thinking on the part of practitioners, Dewey (1933) recommends three attitudes that must be nurtured: open-mindedness, wholeheartedness, and intellectual responsibility. Open-mindedness refers to an intellectual receptiveness to alternatives. Whole heartedness requires a mental, emotional, and physical commitment on the part of practitioners to solve problems. Reflective practitioners then consider intellectual responsibility toward long-term and short-term solutions to the problem.

Reflective teaching provides opportunities for teachers to teach and then reflect on the teaching experience with the intension of improving subsequent practice. Its main focus is on helping teachers to think about what happened, why it happened what they should do to reach their goals.

Benefits of Reflective Practice : It increases learning from an experience for any situation and promotes deep learning process. Due to reflective practice one can identify personal and professional strengths and find out areas for improvement. With reflective practice identification of educational needs, Acquisition of new knowledge and skills becomes easy. Encouragement of self-motivation and self-directed learning and further understanding of own beliefs, attitudes and values is possible due to reflective practice. Reflective Practice could act as a source of feedback so that possible improvements of personal confidence can be done.

Limitations of Reflective Practice : All practitioners may not understand the concept of reflective process and may find it uncomfortable challenge to evaluate their own practice. The process may be time consuming.

Reflective teaching : Reflective teaching conceptualizes teaching as a complex and highly skilled activity, which, above all, requires classroom teachers to exercise judgment in deciding how to act. High-quality teaching, and thus pupil learning, is dependent on the existence of such professional

expertise. It develops professional expertise. The process should be satisfactory for teacher as well as it should increase the quality of education provided to the student. It mainly focuses on the aims, values and social effects of the education.

Methods of reflective teaching : In reflective teaching we just learn more about your own practice, improve a certain practice and find out what problems students are having. For this following methods can be used.

1) Maintain a record book : After every teaching session, record what was taught and whether response of student was positive or negative. Find out whether they understood the lesson or you need more preparation for better teaching of the lesson. Reflect on this record the end of the day and record what can be done to improve the teaching.

2) Student Feedback : After a teaching session ask students to write the feedback briefly and honestly. Allow them to provide the feedback anonymously. From the responses take notes in record book about their observations for improving teaching practices.

3) Peer Observation : Peer Observation of a teaching session can be done by colleague whose teaching standard is high. Ask them to give honest feedback.

4) Video Recording : Fit a camera for video recording of a teaching session. View it and write down what didn't work well for your students. Find out about involvement of students and interaction with students and what you want to improve and how you'll do it.

Thus all methods of reflective teaching are possible and desirable for a successful teacher. Do not train youths to learning by force and harshness, but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each. — Plato

Summary :

Reflective teaching gives teacher time to think carefully about their own teaching. Improvement of one's teaching is not an immediate process but it is a slow process that can be achieved in stepwise manner by trying one new method at a time. Due to practice of reflective teaching teacher get involved in meaningful process of inquiry this leads teacher towards improved self-esteem, increased interest in process of teaching and teacher becomes more reflective about teaching and self-improvement. Thus reflective teaching is an opportunity for professional development of teacher.

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The logo for the journal, featuring the acronym 'GOEIIRJ' in a large, stylized, brown font. The letters are interconnected and have a slight shadow effect. In the background, there is a faint, light blue globe with latitude and longitude lines.

बौद्धिक स्थलांतर एक विमर्षी विचार

डॉ.एन.एम.कडू
कुलसचिव पुणे विद्यापीठ,
पुणे.

श्रीमती. वाघमारे पुनम भिमराव,
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शिक्षण आणि विकास यांचा परस्पर संबंध आहे. बौद्धिक क्षमतेनुसार गुणवत्ता निश्चित केली जाते. या बुद्धिमत्तेचा पाया शिक्षणाच्या माध्यमातून विद्यार्थ्यांपर्यंत पोहचवला जातो. विद्यार्थ्यांना प्राथमिक शिक्षणापासून उच्च शिक्षणा पर्यंत विविध विषयांतर्गत ज्ञानाचे संक्रमण देवून यांचा सर्वांगीण विकास साधण्याचा प्रयत्न केला जातो. यातूनच एक आदर्श नागरिक घडवतात. उच्च शिक्षणातून डॉक्टर,,इंजिनिअर,प्राध्यापक इ. क्षेत्रातील विद्यार्थ्यांसाठी विद्यार्थी देशाच्या प्रगतीसाठी मिळतात. परंतू सद्यः स्थितीमध्ये हे विद्यार्थ्यांसाठी प्रगत शिक्षणासाठी अथवा नोकरीच्या संधीसाठी परदेशात मोठ्या संख्येने जात आहेत. त्यामुळे भारतातील बौद्धिकतेचा फायदा विदेशाला होत आहे. या बौद्धिक स्थलांतराचा विचार करावा लागणार आहे. प्रस्तुत लेखामध्ये विमर्षी विचारातून बौद्धिक स्थलांतर यावर दृष्टीक्षेप टाकण्यात आला आहे.

प्रास्ताविक :-

गुणवत्ता आणि शिक्षण यांचा परस्पर संबंध प्रस्तापित केला जातो. स्वातंत्रोत्तर काळात प्राथमिक शिक्षणाच्या सार्वत्रिकरणासाठी विविध योजना आणि कार्यक्रमांच्या माध्यमातून बरेच प्रयत्न चालू आहेत. परंतू आज सुद्धा राज्याच्या काना कोप-यांतील डोंगर - द-यातील वाड्या वस्त्यांवरी कष्टकरी कामगारांची स्थलांतरितांची लाखो मुले प्राथमिक शिक्षणापासून वंचित आहेत. त्यामुळे या सर्वांना दैनंदिन जीवनात उपयुक्त ठरेल असे प्राथमिक शिक्षण देण्यात आपण यशस्वी झालेलो आहोत. हे कटू असले तरी वास्तव आहे. याचा विचार करून भारत सरकारने विविध योजना राबविल्या आहेत. तर भारतातील शहरीकरणांमध्ये विविध शैक्षणिक सुविधा उपलब्ध असल्यामुळे उच्च शिक्षणाला प्राधान्य प्राप्त झाले आहे. उच्च शिक्षणाच्या माध्यमातून डॉक्टर,इंजिनिअर प्राध्यापक इ. विद्यार्थ्यांसाठी तयार होत आहेत. परंतू प्रगत शिक्षणासाठी अथवा नोकरीसाठी हे विदेशात स्थायिक होतांना जाणवतात. भारतात शिक्षण घेवून प्राप्त बौद्धिकतेचा विदेशात फायदा होत आहे. त्यामुळे भारताचे नुकसान होतांना अनपेक्षितपणे जाणवते. अब्दुल कलाम यांच्या स्वप्नातील भारत २०२० मध्ये महासत्ता होणार यासाठी प्रयत्न चालू आहेत. त्यासाठी भारताला अधिक योजनापूक कार्य करावे लागणार आहे. त्याच बरोबर बौद्धिक स्थलांतर थांबविण्यासाठी प्रयत्न करावे लागतील.

बौद्धिक स्थलांतर आणि वहन (Brain drain) :-

According to Oxford dictionary, Brain Drain means the loss of academics & skilled personel by emigration.

‘ ब्रेन ड्रेन ’ (बी डी) या शब्द कोशातील अर्थ Brain Drain of the Movement of highly skilled people to country offering better opportunities.

बी डी हा भारता सारख्या विकसशील देशाला एक शाप ठरत आहे. भारतातील विद्यार्थ्यांला प्राथमिक प्रगती पथासाठी सर्व सोयी सुविधा उपलब्ध होतात परंतु त्याच्या उच्च बुद्धिमत्तेचा देशाच्या विकासाला उपयुक्त ठरू शकत नाही.

ब्रेन ड्रेन म्हणजे उत्कृष्ट प्रशिक्षित लोकांनी एका देशातून दुस-या देशात निघून जाणे. तज्ञ पी.एम टक्कर यांनी म्हटले आहे की जो देश समाज ज्ञानाचा साठा तयार करू शकत नाही. त्याचे स्थलांतर टाळू शकत नाही. तो त्याच्यासाठी प्रगतीची स्वप्न पाहू शकत नाही बुद्धीच्या बाहेर जाण्याने त्या समाजाची क्रयशक्ती असते. नैतिकवादी संपूष्ठात येते. विशेषतः जे लोक त्याच देशात राहतात त्यांच्यावर या गोष्टीचा परिणाम दिसून येतो. देशाच्या विकासाचा विचार करतांना उर्वरित जनतेवर त्याचा भार पडतो. निश्चितच त्यामुळे त्यांच्या क्रयशक्तीवर किंवा नैतिकतेवर परिणाम होतो. हे परावर्तन मानवी वर्तनावर घडते.

उच्च प्रशिक्षितांचे बौद्धिक स्थलांतर आणि विमर्षी विचार :-

भारतीय शिक्षण पध्दती उच्चतम मानली आहे. नैतिकता शारीरिक, मानसिक सामाजिक व शैक्षणिकतेने परिपूर्ण अशी आहे. परंतु खाजगीकरणाच्या युगात अथवा २१ साव्या तंत्रज्ञानाच्या युगात शिक्षणाची नवी दारे खुली झाली आहेत. आंतरराष्ट्रीय उच्च शिक्षण भारतात प्राप्त होवू लागले. राष्ट्रीय आणि आंतरराष्ट्रीय शिक्षणामुळे विकासाला गती प्राप्त झाली. तसेच मेडिकल, इंजिनिअरींग आणि व्यवस्थापकीय शिक्षण असे इतर उच्च प्रशिक्षण देण्यासाठी शासन तसेच इतर संस्था मोठ्या प्रमाणावर खर्च करतात. तसेच त्याला कष्टाची जोड असते. उच्च शिक्षण आणि प्रशिक्षणावर केलेल्या कामगिरीतून उच्च विद्याविभूषित किंवा उत्कृष्ट शिक्षित प्रशिक्षित वर्ग निर्माण केला जातो. या वर्गाकडून देशाची सेवा अपेक्षित असते. या वर्गाने नियोजन करून आणि त्या नियोजनानुसार त्याची अंमलबजावणी केली तर देशाची प्रगती आणि भरभराट होत असते. परंतु वस्तुस्थिती वेगळी आहे. असोसिएटेड चेंबर ऑफ कॉमर्स अँड इंडस्ट्रि ऑफ इंडिया यांच्या रिपोर्ट नुसार भारत विदेशात जाणा-या विद्यार्थ्यांच्या शिक्षणावर ९५ करोड रूपये दर वर्षी खर्च करते. परंतु शिकल्यानंतर म्हणजे उच्च विद्याविभूषित किंवा उत्कृष्ट शिक्षण - प्रशिक्षण घेतल्यानंतर हे तरुण देशाच्या प्रगतीचा विचार न करता स्वतःचा स्वार्थ साधतात. आणि विदेशात चांगल्या पगाराच्या मोहात पडून सरळ सरळ देशाला फारकत देतात. देशाने आपल्या शिक्षणासाठी किती खर्च केला अथवा प्रशिक्षणासाठी किती खर्च केला किती मेहनत घेतली आपल्याला

घडविण्यात देशाचाच पूर्णतः वाटा आहे हे विसरतात. आपल्या उत्कृष्ट प्रशिक्षणाची, बुद्धिमत्तेची, गुणवत्तेची देशाला, देशातील ग्रामिण जनतेला गरज आहे. . सामाजिक बांधिलकी ठेवून देशातच सेवा दिली पाहिजे. हा सेवाभावीपणा निस्वार्थीपणा ते विसरतात. कारण..,

१. विदेशात बुद्धिमत्तेचा पूरेपूर उपयोग होतो.
२. विदेशात उच्चदर्जाने संशोधन करण्यात वाव मिळतो.
३. विदेशात भरपूर पगार मिळतो
४. उत्तम सेवा शर्ती राहण्यास व इतर सुविधा मुबलक मिळतात.

इंडियन इंस्टिट्यूट ऑफ मॅनेजमेंट, बंगलोर यांनी केलेल्या अभ्यासानुसार भारतीय विद्यार्थी विदेशात जाण्याचे प्रमाण २५६ टक्याने वाढले आहे असे नमूद करतात. युनेस्कोच्या ग्लोबल एज्युकेशन डायजेस्ट २००९ यांच्या नुसार १,५३,३०० विदेशात भारतीय विद्यार्थी विदेशात जातात. ही एक चिंताजनक बाब आहे.

भारतातील विदेशात जाणा-यांचे प्रमाण :-

	वर्ष.. २००९	वर्ष.. २०१०
कौशल्ययुक्त कामगार	११,७८४	१२८५२
संशोधक	६५८	७२४
सर्वसाधारण कामगार	४१६३	३७८३
इतर अर्थिक कारणे	४७८४४	५६४८८
एकूण परवाने	६४४४९	७३८४७

विमर्षी विचारातून देशातल्या देशात ब्रेन ड्रेन :-

उच्च विद्याविभूषीत किंवा उच्च गुणवत्ता धारक आपल्या देशात सेवा न करता विदेशात सेवा करतात आणि एकीकडे देश भक्तीचा आव आणतात या ब्रेनड्रेन बददल केलेल्या पाहणीत असे दिसून येते.

स्विस व्यापारी कंपनी इंटरनेशनल इन्स्टिट्यूट फॉर मॅनेजमेंट डेव्हलपमेंट ; आय.एम.टी च्या ३४ राष्ट्रांच्या सर्वेक्षणात ब्रेन ड्रेन च्या संदर्भात भारताचा तिसरा क्रमांक लागतो. आज भारतातून उच्च शिक्षित १० लोकांपैकी ६ लोक उच्च नोक-यांसाठी परदेशात जात आहेत. अमेरिकेत सुमारे १५ लाख भारतीय आहेत. अमेरिकन लोक संख्येच्या जवळ जवळ १ टक्का तेथील डॉक्टरांच्या एकूण संख्येच्या भारतीय डॉक्टरांची संख्या १० टक्के आहे.

अमेरिकेतील सिलिकॉन व्हॅली आज भारतीयांनी गजबलेली आहे. भारतीयांची उच्चशिक्षित व्यावसायिकांच्या संस्था; सिलिकॉन व्हॅली इंडियन प्रोफेशनल असोसिएशन सी.आय.पी.ए.दी इन्ड्यूस इंटर्प्रिन्स.व्हा अमेरिकेत कार्यरत आहेत. माहिती व तंत्रविज्ञान क्षेत्रात भारतीयांचे प्रमाण ५० टक्के आहे. जगातील सर्वाधिक पदविधर आपल्या देशात आहेत. त्यापैकी अतिनैपुण्यता प्राप्त गुणवंतांच्या झुंडी विदेशात स्थलांतरित होत आहेत. ॲरोस्पेस

इंजिनिअरींग विभागाचे प्राध्यापक एस. सुर्यनारायण यांच्या मते सर्वसाधारण आय. आय. टी. तील प्रशिक्षितांच्या ब्रेन ड्रेनचे प्रमाण २० ते ५० टक्के आहे. अमेरिकेच्या नॅशनल ऑरोनॅटिक अँड स्पेस अॅडमिनिस्ट्रेशन नासा संस्थेत विविध देशातील स्थलांतरीत बहुतांशी वैज्ञानिक व कुशल कर्मचारी करारावर काम करीत आहेत. भारतीय जनतेच्या कष्टावर उच्च शिक्षण मिळविणा-या या गुणवंतांच्या निर्याती कोणत्या राष्ट्राच्या हित जपत आहेत.

भारत खेडयात बसलेला आहे. ग्रामिण आणि शहरी भारत असो दोन देश व एका देशातच आहेत. किती उच्च डॉक्टर शासकीय हॉस्पिटलमध्ये कार्यरत आहेत. व शहरांपासून दूर असलेल्या ग्रामीण रुग्णालयात किती डॉक्टर आहेत याचा चिंतनशील विचार करावा लागणार आहे. आकडेवारी शासनाने जाहीर करावी. त्यामुळे शासन उच्च जो खर्च करते त्याची किती चीज होते हे सर्वसामान्यांना कळेल. या गोष्टीचा सर्व्हे केला तर लक्षात येईल की, उच्च डॉक्टरर्स शासकीय हॉस्पिटल मध्ये अत्यल्प असून ते ग्रामीण भागात जातच नाहीत. खरे म्हणजे त्यांची नियुक्तीच तिकडे केली जात नाही हे स्वतःचे हॉस्पिटल काढतात. उच्च प्रशिक्षित हा वर्ग ज्यावर शासनाने भरमसाठ प्रशिक्षण खर्च केलेला असतो.

उच्चवर्णीय इंजिनीअर, प्राचार्य, प्राध्यापक - शिक्षक तसेच उच्च अधिकारी यांचा समावेश केला तर हे लोक ग्रामीण भागात जरी त्यांची नियुक्ती असली तरी त्या ग्रामीण भागात वस्ती करून रहात नाहीत. शहरातच राहतात. जा - ये करतात. बहूदा अनेकवेळी कामावर जात नाहीत. ग्रामिण भागातून बदली करून शहरातून नियुक्त किंवा नोकरी करण्यात त्यांना रस असतो. यात यांच्या गुणवत्ते बाबत, नितीमत्ते बाबत तसेच सेवाभावी वृत्ती बाबत आपल्याला समजून येते की, हे लोक आपल्या स्वार्थासाठी जगतांना दिसतात. म्हणजेच उच्चबुद्धीमत्ता शिक्षण- प्रशिक्षणाने प्राप्त झालेला हा गट देशातील ग्रामिण विभागाकडे दुर्लक्ष करतो ज्या ठिकाणी त्यांच्या सेवेची आवश्यकता आहे. तिथे सेवा देत नाही. त्या दुर्लक्षित ग्रामिण विभागाला तुच्छ लेखतो हे एक प्रकारचे देशातल्या देशात ब्रेनड्रेन आहे. देशात काम करायचे नाही, ग्रामिण भागात काम करायचे ही कुठली गुणवत्ता. असेच वर्षानुवर्षे चालत राहिल्यास भारताच्या भावी पिढीवर याचा परिणाम याबाबत चिंतनशील विचार करावा लागणार आहे.

ब्रेन ड्रेन साठी उपाय :-

१. उच्च शिक्षितांना विशिष्ट मर्यादित भारतातील खेडयात कार्य करणे अनिवार्य करावे.
२. नोकरी, उद्योगधंद्यासाठी विदेशात असला तरी भारतीय विकासास आर्थिक मदत करण्यास प्रेरणा घ्यावी.
३. काही काळासाठी भारतात येउन कार्य करावे.
४. अभ्यासक्रमाच्या माध्यमातून देशभक्ती, देश सेवेची मुल्य प्रभावीपणे राबवावीत.
५. आंतरराष्ट्रीय स्तरावर भारतीय संस्कार संक्रमित करण्यासाठी प्रयत्नशील असावे.
६. विदेशात चाललेल्या संशोधनाची कल्पना भारतातील जनतेपर्यंत विकासासाठी प्रसारित करावीत.

संदर्भ साहित्य :-

1. हकीत प्रभाकर २०१० शैक्षणिक समाजशास्त्र,निल नुतन प्रकाशन, पूणे
2. करंदीकर सुरेश २००६ शैक्षणिक मानसशास्त्र,फडके प्रकाशन, कोल्हापूर
3. शेवतेकर बडवे शारदा २००४ विकासाचे वअध्ययनाचे मानसशास्त्र विद्या प्रकाशन,नागपूर
4. तायडे मिलिंद २००६ गुणवत्ता आणि बुद्धिमत्तेवर कोणाची मक्तेदारी नाही,त्रिरश्मी विचार प्रकाशन, नासिक.
5. www.studybroad.careers360.com



मुक्त विद्यापीठ बी.एड. : एक विमर्शशील विचार

डॉ. सुभाष आर. भालेराव,
असोसिएट प्रोफेसर,
अॅड. व्हि.एच. शिक्षणशास्त्र महाविद्यालय, नाशिक.

शिक्षण – एक महत्वाची प्रक्रिया :

शिक्षण हे सामाजिक बदलाचे मुख्य हत्यार आहे. व्यक्तिगत तसेच सामाजिक उन्नतीसाठी शिक्षण सहाय्यक आहे. आजच्या युगातील वाढत्या आर्थिक, तांत्रिक आणि सामाजिक व व्यक्तिगत आव्हानांना सामोरे जाण्यासाठी आणि व्यक्तिगत तसेच देश स्तरावर सक्षम बनविण्यासाठी सर्वांसाठी शिक्षण हे मुख्य माध्यम आहे. शिक्षणाच्या माध्यमातून हे अपेक्षित आहे की, तरूण पिढी विविध कार्यक्षेत्रात आणि आर्थिक दृष्ट्या स्वावलंबी व्हावी. भविष्यात एक अर्थपूर्ण व उददेशपूर्ण जीवन घडविण्यासाठी तरूण पिढीला शिक्षणच सहाय्यभूत ठरेल. शिक्षण ही गतीमान प्रक्रिया आहे. शिक्षण ही बदलती प्रक्रिया आहे. काळानुसार बदलणारे शिक्षण हे ज्ञान व तंत्रज्ञानाच्या प्रगतीचे लक्षण आहे. तसेच शिक्षण प्रक्रिया यशस्वीपणे राबविणारा शिक्षकवर्ग ही गतीमान व प्रवाही असला पाहिजे. त्यासाठी शिक्षण – प्रशिक्षणातही फार मोठे बदल होत आहेत.

शिक्षक – शिक्षण प्रक्रियेत बदल घडत आहेत. शिक्षण प्रशिक्षण महाविद्यालये, यशवंतराव चव्हाण महाराष्ट्र विद्यापीठ बी.एड., इंदिरा गांधी विद्यापीठ बी.एड. शिक्षकांचे प्रशिक्षण वर्ग चालविले जातात. या बी.एड. कोर्समध्ये नव नवीन अध्यापन पध्दती व विविध तंत्रांचा अवलंब केला जातो. या नवीन तंत्रांचा वापर शिक्षक कोठे कोठे करतील? म्हणजे विद्यार्थ्यांनाही त्या त्या विषयांचे आकलन होईल. त्यांना गोडी लागेल. शिक्षणप्रक्रिया सुलभ होईल. अध्यापन प्रक्रिया विकसित होईल.

मुक्त विद्यापीठाचे वेगळेपण :

पारंपरिक विद्यापीठांमध्ये प्रचलित पदवी शिक्षणक्रम हे पुर्वापार चालत आलेले आहेत. त्यात मोठ्या प्रमाणात साचेबंदपणा आहे. परंतु समाजाच्या शिक्षणाच्या गरजा बदलत चालल्या असल्याने सर्वांनाच यापुढे नवनवीन ज्ञान प्राप्त करून घेणे अनिवार्य ठरणार आहे. प्रमाणपत्र, पदविका, पदवी व पदव्युत्तर पदवी स्वरूपात पारंपरिक विद्यापीठांनी सुरु करायचे म्हटले तर त्यांच्या कार्यपध्दतीत तेवढी लवचिकता नसते. परंतु, मुक्त विद्यापीठाला हे सहज शक्य आहे. कारण समाजाच्या गरजा लक्षात घेऊनच वेगवेगळ्या प्रकारचे शिक्षणक्रम मुक्त विद्यापीठ सुरु करते. शिक्षणक्रमात देखील प्राथमिक, माध्यमिक व उच्च माध्यमिक शिक्षकांच्या गरजांनुसार अशी लवचिकता ठेवण्यात आलेली आहे.

स्वयमूअध्ययनावर भर :

स्वयमू अध्ययन म्हणजे स्वतःहून शिकणे हे मुक्त विद्यापीठाच्या कार्यपध्दतीचे केंद्रस्थानी असलेले तत्व आहे. या विद्यापीठात प्रवेश घेणारा शिक्षक हा पदविधर असल्याकारणाने तो पूर्ण करित असलेल्या शिक्षणक्रमाचे महत्व त्यांना

माहित आहे असे मानले जाते. त्यामुळे बी.एड. शिक्षणक्रम यशस्वीरित्या पूर्ण करण्याच्या त्याच्या धडपडीला, जिदद्रीला आधार देण्याचे काम विद्यापीठ करते.

उदा. कृती: तुमच्या अध्यापनाच्या पध्दती कोणत्या?
त्यातील तुमची आवडती अध्ययन पध्दती कोणती?
व का? ते स्पष्ट करा.

शिक्षकांच्या स्वयम्अध्ययनात येणाऱ्या अडचणींचे निराकरण करण्यासाठी संपर्कसत्रांचे आयोजन केले जाते. या संपर्क सत्रात शिक्षकांच्या शैक्षणिक अडचणी सोडविण्यासाठी शैक्षणिक मार्गदर्शन केले जाते. हयालाच शैक्षणिक समंत्रण (Academic Counselling) असे म्हणतात. त्यासाठी त्या त्या विषयाचे तज्ज्ञ संपर्क सत्रात उपलब्ध करून दिले जातात. शिक्षक प्रथमतः विद्यापीठाकडून त्यांना प्राप्त झालेल्या पुस्तकांचा अभ्यास करतात तो अभ्यास करतांना आलेल्या अडचणी या सत्रात ते तज्ज्ञांना विचारतात व आपल्या शंकेचे निरसन करून घेतात. म्हणजेच येथे विद्यार्थी स्वप्रयत्नाने प्रगती करतो व मार्गदर्शक अप्रत्यक्षपणे सहाय्य करतात.

मुक्त विद्यापीठाच्या बी.एड. पदवी शिक्षणक्रमाचे वेगळेपण :

मुक्त विद्यापीठाच्या शिक्षणशास्त्र पदवी शिक्षणक्रमात अनेक बाबतीत साम्य असले तरी त्या मुलभूत वेगळेपण आहे, आणि हे वेगळेपण मुक्त विद्यापीठाच्या तात्विक अधिष्ठानातून निर्माण झालेली आहे. ते पुढीलप्रमाणे.

१. विद्यार्थ्यांकडील अपेक्षित उच्च अंतःप्रेरणा
२. विद्यार्थ्यांचा स्वनिर्देशित व्यावसायिक विकास
३. वास्तव परिस्थितीचा प्रशिक्षणासाठी उपयोग
४. तात्विक माहिती व कृती त्यातील दरी भरून काढण्याचा प्रयत्न.
५. विविध नितीवर आधारीत प्रशिक्षण कार्यक्रम
६. स्वतःची स्वतःकडे पाहण्याची तटस्थ/वस्तुनिष्ठ दृष्टी.

१) विद्यार्थ्यांकडील अपेक्षित उच्च अंतःप्रेरणा :

बी.एड. शिक्षणक्रमास प्रवेश घेणारा शिक्षक हा एस.एस.सी., डी.एड. झालेला असतो. तो प्राथमिक किंवा माध्यमिक शाळेत सेवेत असतो. स्वतःचा व्यावसायिक विकास करून घेण्यासाठी, नोकरीत स्थिरावण्यासाठी नोकरीत उच्चोच्च श्रेणी मिळविण्यासाठी त्याची धडपड असते. सर्वात महत्वाची गोष्ट म्हणजे त्यांची उच्च ज्ञान व पदवी मिळविण्याची अंतःप्रेरणा.

२) स्वनिर्देशित व्यावसायिक अभ्यास :

स्वनिर्देशित व्यावसायिक विकास यामध्ये स्व-निर्देशित आणि व्यावसायिक विकास अशा दोन गोष्टींचा समावेश होतो.

अ) स्वनिर्देशित म्हणजे स्वतःच्या प्रगतीची दिशा ठरविणे होय. हे करण्यासाठी प्रथम स्वतःला स्वतःचे ध्येय निश्चित

करावे लागते. या ध्येयाप्रत जाण्याचा मार्ग ठरवावा लागतो. मार्गक्रमण करण्यासाठी आवश्यक साधने, सुविधा व त्यांचे विविध स्रोत स्वतःलाच शोधावे लागतात. अशा रितीने पूर्व निर्धारित मार्गाने पूर्व निश्चित ध्येयासाठी केलेली वाटचाल म्हणजे स्व-निर्देशित वाटचाल होय.

- ब) व्यावसायिक विकास : शिक्षक हा कारागिर नाही तर तो एक तज्ज्ञ व्यावसायिक आहे, त्याची तज्ज्ञता वाढविणे किंवा वृद्धिंगत करणे म्हणजे व्यावसायिक विकास होय. व्यावसायिक तज्ज्ञतेमध्ये चार गोष्टींचा समावेश होतो.
- (१) कौशल्य व क्षमतांच्या बरोबर त्या व्यवसायाशी संबंधित अशी महत्वपूर्ण योगदान करणारी तात्विक बैठक.
- (२) हे तात्विक ज्ञान क्षमता आणि कौशल्ये यांचा उपयोग करण्याची निर्णयक्षमता आणि उच्च विचार प्रक्रिया.
- (३) या तज्ज्ञतेला समाजाची मान्यता
- (४) व्यावसायिक नितिमत्ता

शिक्षण ही साधना आहे. ती स्वतःची स्वतःलाच करावी लागते. तेव्हा स्वाभाविकच निरीक्षण, चर्चा, शोधन, विश्लेषण, निर्णय अशा विविध विचार पध्दतींचा वापर अध्ययनासाठी करायला हवा. माहितीचे ज्ञानात रूपांतर होण्यासाठी त्यास विविध कृतींची प्रत्यक्ष जोड द्यायला हवी.

३) वास्तव परिस्थितीचा प्रशिक्षणासाठी उपयोग :

शिक्षक संपर्कसत्रासाठी अभ्यासकेंद्रावर २ वर्षात सुट्टीच्या वेळी ५ ते ६ वेळा येतात. या संपर्कसत्रात अनेक नवीन गोष्टी शिकविल्या जातात. यात कौशल्य, नव्या पध्दती, अध्यापन विषयक नवे विचार, नवी साधने, कार्यक्रमाच्या आयोजनाचे नवे दृष्टिकोन समाविष्ट होतात. नवे ज्ञान शास्त्रशुद्ध किंवा पध्दतशिर दृष्ट्या आपल्या दैनंदिन कार्यात कसे उतरविता येतील याचे प्रशिक्षण संपर्क सत्रात दिले जाते. त्यानंतरच्या कालावधीत शिक्षक शाळेत म्हणजेच वास्तव परिस्थितीत पडताळून पाहतात.

४) तात्विक माहिती व प्रत्यक्ष कृती यातील दरी भरून काढण्याचा प्रयत्न :

बी.एड. शिक्षणक्रमाचे दोन भाग पडतात.

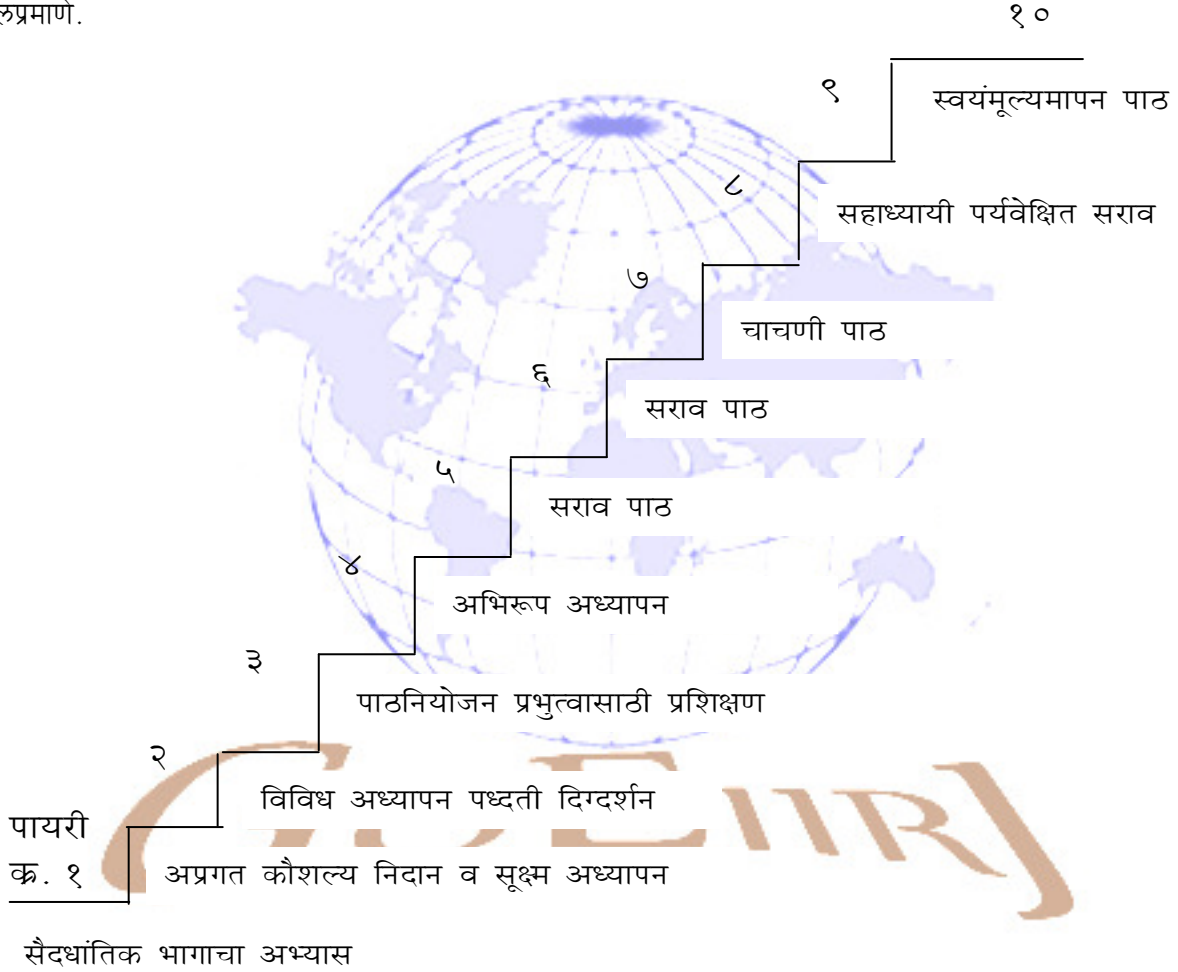
- १) सैद्धांतिक भाग २) प्रात्यक्षिक कार्ये

सैद्धांतिक भाग हा उपयुक्त आहे. तो दैनंदिन अध्यापनात वापरता यावा यासाठी मुक्त विद्यापीठाने सैद्धांतिक व प्रात्यक्षिक कार्य हयाची हेतुतः सांगड घालण्याचा प्रयत्न केलेला आहे. मानसशास्त्रीय प्रयोग हे नुसतेच करायला सांगत नाही, तर त्याचा वर्गात प्रत्यक्ष अध्यापनात उपयोग काय? हे तपासून पाहिले जाते. त्याचा पडताळा घेता येतो. प्रात्यक्षिकामागील तात्विक पार्श्वभूमी समजावून घेवून त्याचा वापर दैनंदिन अध्यापनात कसा करता येईल हयाची दृष्टी प्राप्त होते.

सूक्ष्म अध्यापन, त्यातील प्रत्येक कौशल्यातील स्वरूप, वैशिष्ट्ये, मानसशास्त्रीय पार्श्वभूमी, झालेली संशोधने याद्वारे सैद्धांतिक भागाशी सांगड घातली जाते. यातील दरी दूर करण्यासाठी प्रश्नपत्रिकेतही तशाच प्रकारचे प्रश्न विचारले जातात. हे प्रश्न उच्च विचारप्रक्रियेवरील प्रश्न असतात.

५) विविध मितींवर आधारित प्रशिक्षण कार्यक्रम :

या प्रशिक्षण कार्यक्रमात जे प्रशिक्षण दिले जाते, ते टप्प्या टप्प्याने दिले जाते. कोणतीही गोष्ट क्रमाक्रमाने शिकली तरच ती सहजगत्या शिकली जाते. त्यामुळे या प्रशिक्षणात जे अनुभव दिले जातात ते सर्वसामान्य स्वरूपांचे, सामान्य तत्वे स्पष्ट करणारे, कृतीशीलतेवर भर देणारे असेच असतात. ती तत्वे शिकायची व वास्तव परिस्थितीत कशी वापरायची ह्याचा सराव केला जातो. प्रत्येक गोष्ट वास्तव परिस्थितीला पडताळून पाहता येते. यासाठी प्रशिक्षण मितीचे दहा टप्पे पुढीलप्रमाणे.



६) स्वतःची स्वतःकडे पाहण्याची प्रामाणिक/वस्तुनिष्ठ दृष्टी :

या शिक्षणक्रमात शिक्षकांची अंतःप्रेरणा व रचनिर्देशित व्यावसायिक विकास ही महत्वाची तत्त्वे मुक्त विदयापीठाने गृहित धरलेली आहेत. ही सर्व प्रात्यक्षिक कार्ये प्रामाणिकपणे पूर्ण करून त्यांचे तटस्थपणे आणि वस्तुनिष्ठपणे मूल्यमापन करावे तरच स्वतःकडे पाहण्याची प्रामाणिक दृष्टी निर्माण होते.

या शिक्षणक्रमात विविध शैक्षणिक कृती कराव्या लागत असल्यामुळे सूक्ष्म अध्यापन, विविध अध्यापन पध्दती, पाठ नियोजन प्रभुत्व, अभिरूप अध्यापन, सराव पाठ, चाचणी पाठ, सहाध्यायी पर्यवेक्षित सराव, स्वयं मूल्यमापन पाठ,

मानसशास्त्रीय प्रयोग याचा प्रत्यक्ष अध्यापनात वापर करून पडताळा पाहता येतो. त्यामुळे अध्यापन व अध्ययन प्रक्रिया यशस्वी होते ही बी.एड. शिक्षणक्रमाची एक यशस्वी फलश्रुती म्हणजे विमर्ष विचारपध्दती होय.

संदर्भ :

१. य.च.म.मु.विद्यापीठ – आशयमुक्त अध्यापन पध्दती – मराठी
२. य.च.म.मु.विद्यापीठ – विविध स्तरावरील शिक्षण आणि शिक्षकाची कार्ये – मूलभूत
३. य.च.म.मु.विद्यापीठ – शिक्षकांच्या बदलत्या भूमिका आणि कृतीशिलता –भाग १
४. य.च.म.मु.विद्यापीठ – शिक्षकांच्या बदलत्या भूमिका आणि कृतीशिलता –भाग २
५. य.च.म.मु.विद्यापीठ – समंत्रण तंत्र व मंत्र
६. य.च.म.मु.विद्यापीठ – सहाध्यायी पर्यवेक्षित योजना.



MULTIDIMENSIONAL EVALUATION TOOLS

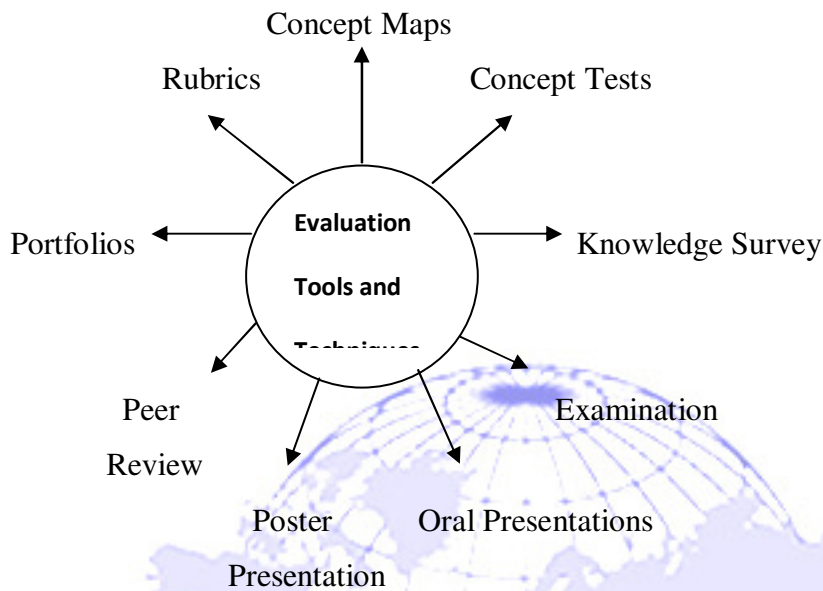
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Introduction :

To provide quality education to every child is the current objective of education. To fulfill this objective, various changes are being done in educational system. To know whether the educational objectives are fulfilled or not, evaluation of students is necessary. Our traditional evaluation system is having many drawbacks. Therefore to remove these drawbacks, National Educational Policy (1986) has insisted on inclusion of Continuous Comprehensive Evaluation. National Framework of Curriculum (2005) also suggested to use various innovative evaluation tools and techniques in schools.

As we are developing student's cognitive, affective and psychomotor domain, examination is not sufficient and proper tool to evaluate students' progress in all these domains. It is necessary to carry out continuous comprehensive evaluation by using formative and summative evaluation schemes. Formative evaluation is the evaluation of learners while they are learning. For formative evaluation we can use different types of tools and techniques such as observation, checklist, anecdotal record, orals, projects, experiments, class tests, questionnaire, self-evaluation, projective techniques, evaluation by peers, open book examination, sociometry techniques and surprise tests etc. Summative evaluation is done at the end of first and second term. Orals, written examinations and practicals are the important tools and techniques for this.

Following are some multidimensional tools and techniques that we can use to evaluate learner.



1. Concept Maps : A concept map is a visual representation of linkages between a major concept and student's knowledge. It can be used as formative assessment tool during learning activities. Concept maps can be used to evaluate

- a) The ability to draw reasonable inferences from observations.
- b) The ability to synthesis and integrate information and ideas.
- c) The ability to learn concepts and theories in the subject area.

2. Concept Test : It is a technique in which teacher presents one or more questions during class along with several possible answers. Students in the class indicate which answer they think is correct.

3. Knowledge Survey : It consists of a series of questions that cover the full content of a course. The surveys evaluate student's learning and content mastery at all levels from basic knowledge and comprehension through higher levels of thinking.

It can serve as both formative and summative assessment tools. They help students learning, help faculty to improve their classrooms.

4. Examinations : These are the classic assessment tool in education. However constructing a well designed test can be challenging. Questions should not be only knowledge based, but it should be based on understanding and application. Questions should enhance student's thinking process. These questions should develop student's thinking, emotions and ideas.

5. Oral Presentations : We can evaluate students' knowledge about a topic and presentation skill through oral presentations. Ask students to prepare a concise, to the point and interesting presentations. While evaluating, evaluator should focus on voice and body language of student as body movements express what your attitudes and thoughts really are. Also focus on appearance of student.

6. Poster Presentation : Posters primarily are visual presentations. Give a topic to students for poster presentation. Allot some time for each student to present that poster. Also give them some criteria like poster should be self- explanatory. It should display coherent information.

Evaluator can judge students verbal communication, logical flow of information, comprehensibility, time management, response to questions and also non-verbal communication skills like tone, pitch, eye-contact, body language etc.

7. Peer Review : Some time to judge a student from one or two experiences becomes very difficult. So by taking reviews from peer groups help to make accurate judgments.

It provides more relevant feedback to students. Numerous higher education institutions use peer evaluations as a scoring mechanisms as part of overall grading strategy for a given class involving group work.

8. Portfolios : Portfolios are personalized long term documentation of student mastery of course material. It is useful to document the progress and achievements of individual children. It allows the evaluators to see the student, group or community as individual, each unique with its own characteristics, needs and strengths. It will be useful to teacher for giving proper guidance to students. Such portfolios are windows of the met cognitive process of students.

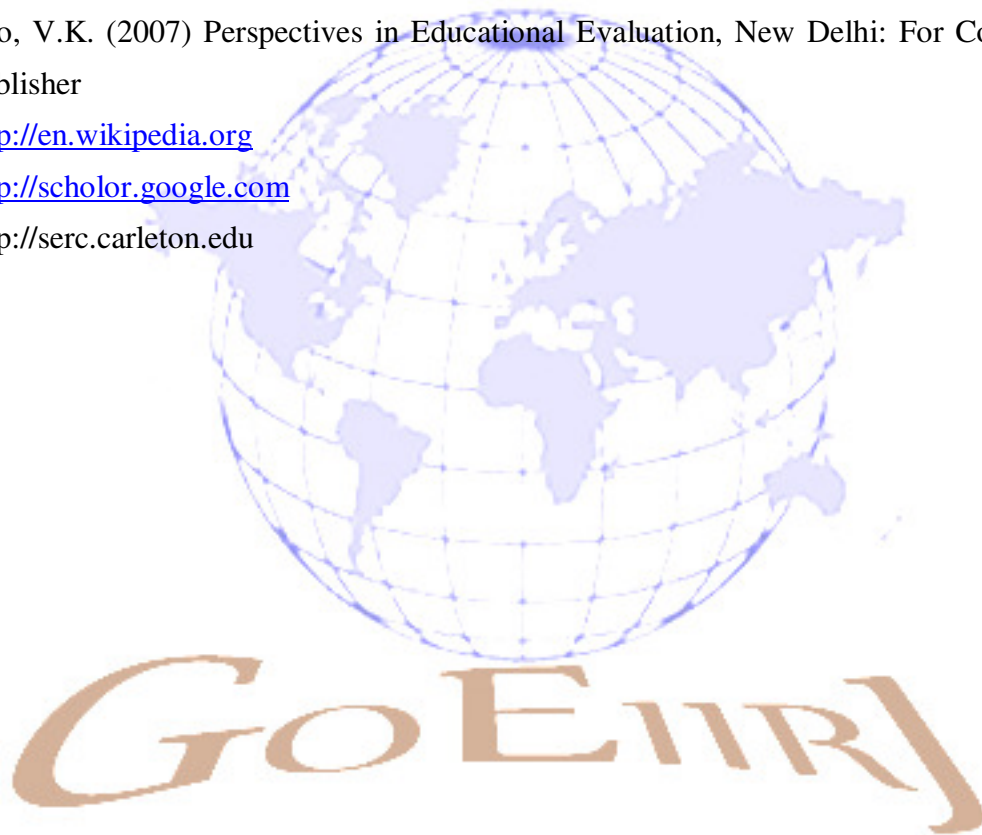
9. Rubrics : Rubrics are written criteria that details expectations of what students will need to know and be able to do in order to receive a given grade. It helps instructors to develop clear learning objectives for their students and if provided to students prior to activity, it serves to guide their efforts.

10. Others : We are so familiar with these tools and routinely use these tools to evaluate students. In that, we use observation technique daily to evaluate students' behavior. We use checklist to evaluate presence or absence of particular skill in our students. We can use projective techniques to evaluate students' perceptions. Daily diary is also one of the important tools to evaluate students thinking process as well as his behavior. Sociometry technique can be used to evaluate how students behave in their group.

Conclusion : A sound evaluation programme, if carefully designed and effectively implemented as an integral part of an overall educational programme, will definitely enhance the quality of learning. On the other hand, if scheme of evaluation is rigid, ritualistic and unbalanced, it will be harmful and damaging to the objectives of education. Therefore a comprehensive, illuminative and improvement – oriented evaluation plan is necessary. Such a plan can be prepared using various evaluation tools mentioned in this article and when used together these tools will enhance the quality of education.

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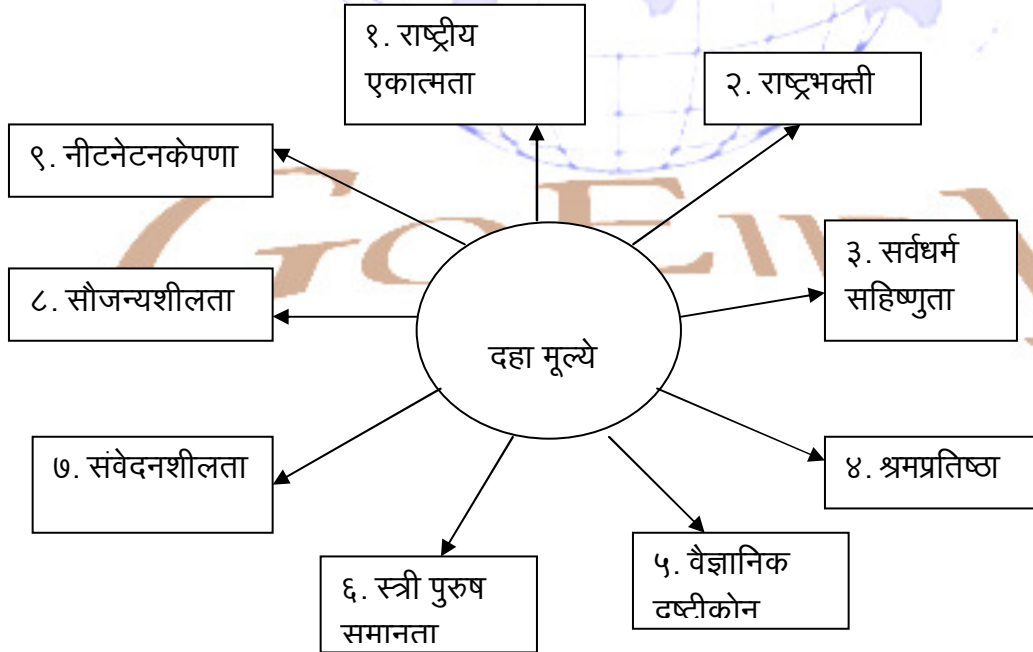


अध्ययन – अध्यापनातून मूल्य परिवर्तन

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प्रास्ताविक :

शाळेमध्ये विद्यार्थ्यांवर काही संस्कार घडत असतात हे आपल्याला माहित आहे. संस्कार घडविण्यासाठी त्याप्रमाणे अभ्यासक्रम असतो. अभ्यासक्रमात मराठी, इंग्रजी, हिंदी, गणित, शास्त्र, पर्यावरण शिक्षण, इतिहास, भूगोल यासारखे अनेक विषय असतात. हे विषय अध्यापन करतांना विद्यार्थ्यांमध्ये काही मूल्ये रुजवावीत असा विचार जून १९९७ या शैक्षणिक वर्षापासून होऊ लागला. पूर्वी ही मूल्ये शाळेत शिकविली जात नव्हती परंतु आज मूल्यांचा न्हास होत जाणे ही एक समस्या निर्माण झाली आहे आणि एखादी समस्या निर्माण झाली की ती सोडविण्यासाठी शालेय अभ्यासक्रमाचा आधार घेतला जातो आणि मूल्यशिक्षण शाळेत द्यावे अशी कल्पना पुढे आली व शासनाने दहा मूल्ये ठरवून दिली. विद्यार्थ्यांच्या, व्यक्तीच्या वर्तनात किमान ही दहा मूल्ये तरी दिसावीत अशी अपेक्षा व्यक्त केली आहे.



वरील मूल्ये साध्य होण्यासाठी पाठ्यपुस्तकात तसे पाठ्यांश आलेले आहेत. काही पाठातून, काही विषयातून, काही इयत्तांमधून तशा प्रकारचा आशय व अध्यापन शिक्षकांनी विद्यार्थ्यांना समाजावून सांगितला पाहिजे.

वर्गामध्ये शैक्षणिक वातावरण असते. शिक्षक विद्यार्थ्यांना व्यवस्थित अध्यापन करतात. चांगले सुविचार सांगतात. मूल्यांचे शिक्षण देतात. चांगले संस्कार करतात तरीही काही विद्यार्थी अभ्यास करत नाही, बेशिस्त वागतात, गैरवर्तन करतात, परीक्षेत नापास होतात हे काही विद्यार्थी असे का वागतात याबाबत विचार म्हणजे विमर्शशील चिंतन होय.

मूल्य शिक्षण म्हणजे सुसंस्कार. विद्यार्थ्यांमध्ये मूल्ये रुजली आहेत हे त्यांच्या वर्तनातून जाणवते. प्रत्येक मूल्याचे शिक्षण हे विद्यार्थ्यांला वर्गात, शाळेत दिले जाईलच असे नाही तर काही मूल्ये विद्यार्थी लहान असतांना कुटूंबातून, समाजातून व काही मूल्ये स्वतःहून शिकतात. काही विद्यार्थ्यांना ही मूल्ये आहेत यामुळे आपण आपल्या देशाचे चांगले नागरिक होणार आहे. आपल्या हातून चांगले कार्य घडणार आहे याची जाणिवच नसते. परंतु ही मूल्ये अध्ययन अध्यापनातून माहित होणार असतात म्हणून शाळा हे संस्कार करण्याचे, मूल्ये रुजविण्याचे महत्त्वाचे ज्ञानमंदिर आहे असे मानले गेले आहे. शिक्षकांनी दैनंदिन अध्यापन करतांना ही मूल्ये विद्यार्थ्यांमध्ये रुजविली पाहिजेत.

मूल्यांचा संस्कार हा स्वतंत्र अध्यापन विषय नाही ही सर्व मूल्ये एकाच विषयातून किंवा एकाच इयत्तेतून अध्यापन करता येतील असे नाही. शाळेत किंवा महाविद्यालयातूनच ही मूल्ये परावर्तीत होतील असेही नाही. जीवन जगत असतांना काही अनुभवातून सुध्दा आपल्याला मूल्ये शिकता येतात.

प्रत्येक विषयातून मूल्यांचा शोध घेवून त्यांचा संस्कार विद्यार्थ्यांवर करावयाचा आहे. आपल्याला केवळ शाब्दिक माहिती देवून चालणार नाही तर आवश्यक त्या ठिकाणी प्रभावी कथाकथन, अनुभव कथन करावे लागेल. सूक्ष्म समाजनिरीक्षण करून उदाहरणे द्यावी लागतील. विद्यार्थ्यांच्या अपेक्षित वर्तनबदलाचे निरीक्षण करावे लागेल. पारितोषिके, शाभासकी यांचा उपयोग करून प्रोत्साहन द्यावे लागेल.

प्रत्येक मूल्याविषयी स्वतः विचार करून त्याची कार्यात्मक व्याख्या, त्या मूल्यांचे स्पष्टीकरण, त्या मूल्यांबाबत आपली भूमिका आणि त्या मूल्यांच्या संदर्भात विद्यार्थ्यांमध्ये अपेक्षित वर्तनबदल या सर्वच बाबीसंबंधीचे शिक्षकाचे चिंतन आवश्यक आहे.

शालेय स्तरावर कोणती मूल्ये कशी संस्कारीत करावी ही मूल्ये माहित असूनही विद्यार्थी असे का वागतात याबाबतची कारणे जाणून घेतल्यास त्यांच्यावर योग्य संस्कार करून देशाचे चांगले नागरिक तयार करू शकतील.

उदा. १) श्रमप्रतिष्ठा :

स्वरूप :

समाजात वावरतांना बुद्धिजीवीप्रमाणे श्रमजीवीही महत्त्वाचा घटक आहे. समाजजीवनाची ही दोन्ही अंगे

सारखीच महत्त्वाची असूनही बाह्य पोशाखी आकर्षणामुळे श्रमजीवीना दुय्यमत्व देण्याची अपप्रवृत्ती निर्माण झालेली दिसते. दैनंदिन जीवनातील वैयक्तिक कामे स्वतः सुव्यवस्थित करणे जसे महत्त्वाचे, तसेच समाजात वावरतांनाही श्रम करण्यास तत्पर असले पाहिजे. वृद्धिजीवीनी श्रमांना आपल्या हुशारीची, युक्तीची व गतीची जोड दिली पाहिजे.

आवश्यकता :

विद्यार्थ्यांना सर्व कामे सारखीच महत्त्वाची वाटली पाहिजे. आपले काम आपणच केले पाहिजे हा विचार रुजविणे आवश्यक आहे. आपले घर, शाळा, परिसर स्वतः स्वच्छ ठेवला पाहिजे. ही जाणीव जोपासली पाहिजे. व्यक्ती व समाज यांच्या विकासासाठी हे मूल्य प्रभावी ठरते.

कार्यात्मक व्याख्या :

व्यक्ती, समाज व राष्ट्र यांच्या सदृढ आणि निकोप विकासासाठी कराव्या लागणाऱ्या श्रमास सर्वत्र मान्यता मिळणे व ती आचरणात आणणे या मूल्यास श्रमप्रतिष्ठा म्हणता येईल. कोणतेही काम हीन अथवा तुच्छ नसते.

अपेक्षित वर्तनबदल :

१. विद्यार्थी आपले घर, वर्ग, शाळा, ग्रंथालय, क्रीडांगण स्वच्छ ठेवतो व दुसऱ्यासही आपल्या वृत्तीने श्रमाचे महत्त्व पटवून देतो.
 २. श्रमजीवीच्या वस्त्यांना भेट देवून त्यांचे सुखदुःखे जाणून घेतो.
 ३. श्रमजीवी स्त्री – पुरुषांशी बोलतांना, वागतांना आदराची भावना व्यक्त करतो.
 ४. शालेय व सार्वजनिक कार्यात स्वयंसेवक होण्याची जबाबदारी आपण होऊन स्वीकारतो.
 ५. श्रमदान मोहिमेत उत्साहाने भाग घेतो.
 ६. भूकंप, महापूर आदि नैसर्गिक आपत्तीच्या वेळी सेवाकार्यात तो सहभागी होतो.
 ७. शारीरिक श्रमातून शरीर व मन सदृढ राहते याचे त्यास महत्त्व पटू लागेल.
- विद्यार्थ्यांमध्ये श्रमप्रतिष्ठा हे मूल्य रुजले नसेल किंवा त्याच्याजवळ हे मूल्य दिसत नसेल तर त्याची कारणे शोधावी लागतील हे झाले विमर्शशील चिंतन.

शरीर व मन सदृढ असून विद्यार्थी असे का वागतात किंवा त्याच्यात श्रमप्रतिष्ठा का दिसत नाही तर त्याची कारणे पुढीलप्रमाणे असू शकतील.

१. विद्यार्थ्यांच्या कुटुंबात श्रम करणाऱ्या व्यक्ती नसतील.
२. शाळेत त्याच्यावर तसे संस्कार झाले नसतील.
३. आरोग्यासाठी थोड्यातरी शारिरीक श्रमाची गरज आहे हे त्याला माहित नसेल.
४. त्याच्यामध्ये सौजन्यशीलता नसेल.

५. त्याने कधीही श्रमाचे काम केलेले नसेल.
६. वयाने मोठ्या असलेल्या व्यक्तीचा आदर करत नसेल.
७. शाळेत फक्त पुस्तकी ज्ञान मिळविलेले असेल.
८. शाळेत नियमितपणे गेलेला नसेल.
९. इतरांच्या सुखदुःखात कधी सहभागी झालेला नसेल.
१०. स्वार्थी वृत्तीचा असेल, वयाने मोठ्या व्यक्तिंविषयी आदरयुक्त भीती नसेल.
११. आळशी असेल.
१२. कार्यानुभव हा नवीन आलेला विषय त्याला माहित नसेल.
१३. आई – वडीलांचा व्यवसाय कोणता असेल याबाबतही माहिती घ्यावी लागेल.
१४. परीसरातील व्यक्ती.
१५. त्याचे आदर्श (उदा. त्यांचे शिक्षक)
१६. परीक्षेत गैरमार्गाचा वापर करून पास झाला असेल. (एकवृत्ती)
१७. तो विभक्त कुटूंब पध्दतीतील की एकत्र कुटूंब पध्दतीतील आहे.
१८. बालपणी अतीलाड – त्याचा परिणाम.
१९. अनुवंश
२०. परिसर

श्रमप्रतिष्ठा हे मूल्य विद्यार्थ्यांमध्ये कसे रुजवता येईल? त्यासाठी शाळेत व कुटूंबात काय करता येईल?

१. अशा व्यक्ती इतरांना दुःख देतात हे सर्वांना माहिती करून देणे.
२. शाळेत कमवा व शिका या योजनेअंतर्गत विद्यार्थ्यांकडून काही कामे करून घेता येतील.
३. शिक्षकांनीसुध्दा आपल्या वर्तनातून विद्यार्थ्यांना आदर्श घालून दयावेत.
४. शाळेमध्ये वस्तू भांडार असेल तर मुलांना त्यातून श्रमाचे महत्त्व समजेल.
५. शाळेत विद्यार्थ्यांना कार्यानुभव विषयाच्या अंतर्गत श्रमाचे महत्त्व पटवून दयावे. तशा प्रकारची कामे त्यांच्याकडून करून घ्यावी.
६. पाश्चात्य देशाचे उदाहरण दयावे, शनिवार, रविवार तेथील विद्यार्थी मॉलमध्ये काम करतात.

कुटूंबात श्रमाचे महत्त्व कसे पटवून देता येईल?

१. कुटूंबात मुलाला व मुलीला दोघांनाही घरकाम सांगावे.
२. घरात केलेल्या कामाची दखल घेतली जावी.
३. श्रमाला किंमत असते हे पटवून दयावे.
४. घरातील कामे सर्व व्यक्तींनी मिळून करणे.

५. घरात वयोवृद्ध व्यक्ती असतील तर त्यांची सेवा करणे.
६. चांगल्या आरोग्यासाठी शारीरिक श्रमाची गरज आहे हे पटवून देणे.
७. समाजाचे आपण काही देणे लागतो हे पटवून देणे.
८. वडिलांचा व्यवसाय कोणता आहे (श्रमाचा व्यवसाय)त्याचे स्वरूप कोणते आहे ते पाहून त्यांना त्यांच्या व्यवसायात मदत करणे.
९. परिसरातील व्यक्तींचा व्यवसाय पाहून त्या प्रकारचा व्यवसाय करणे.

राष्ट्रभक्ती :

सर्वसाधारण स्वरूप :

राष्ट्रभक्ती हे स्वतंत्र सार्वभौम राष्ट्राच्या मानवी जीवनातील एक श्रेष्ठ जीवनमूल्य आहे. भक्ती म्हणजे नितांत प्रेम आणि निरपवाद पूज्यभाव.

राष्ट्रभक्ती हे मूल्य पध्दतशीरपणे संस्कारित करणे हे शिक्षणप्रक्रियेतील मोठी जबाबदारी आहे. थोर राष्ट्रभक्तांनी स्वातंत्र्यासाठी आत्मबलिदान केले. हौतात्म्य पत्करले, ते का? याचा बोध होणे व करून देणे राष्ट्रीय कर्तव्य ठरते. स्वतंत्र राष्ट्रातील मानवी जीवनात राष्ट्रभक्तीला पर्याय असूच शकत नाही.

पाठयपुस्तकातील पाठांतून, विविध उपक्रमांमधून, प्रकल्पांतून आणि त्यासाठी योग्य वातावरण निर्मिती करून विद्यार्थ्यांना जाणवून देता येईल या दृष्टीने केवळ दिशादर्शक म्हणून अध्यापन प्रक्रियेत ते सहजतेने संक्रमित करता येईल.

शिक्षकी पेशा मुळातच आपल्या विद्यार्थ्यांवर प्रेम करणारा व त्यांच्या वृत्ती -प्रवृत्ती घडविणाऱ्या प्रतिभावान व्यक्तीचे खास क्षेत्र आहे त्यामुळे जे जीवनमूल्य मुलांवर बिंबवायचे आहे ते एकदा निश्चित झाले तर या दिलेल्या आराखडयातून केवळ एखादा स्फुलिंग घेऊन तो राष्ट्रभक्ती हे जीवनमूल्य फुलवू शकेल असा विश्वास वाटतो.

विनोबाजींच्या भाषेत 'शिक्षण म्हणजे संस्कारित जीवन' असा राष्ट्रभक्तीने प्रेरित जीवन जगणारा भारतीय ही आजच्या शिक्षण प्रक्रियेतील अंतिम उपलब्धी ठरावी एवढी भावना !

सर्वसाधारण स्वरूप :

राष्ट्राच्या संवर्धनार्थ, पोषणार्थ आणि संरक्षणार्थ समर्पणाची भावना ठेवणे, राष्ट्रभक्तीत अपेक्षित असते. त्याचप्रमाणे राष्ट्रीय इतिहास, संस्कृती, भारतीय संविधान, पर्यावरण, साधनसंपत्ती याबाबत जिज्ञासा, अढळ श्रध्दा, प्रेम बाळगून त्यानुसार समर्पित भावनेने वर्तन करणे अपेक्षित असते.

राष्ट्रध्वज, राष्ट्रगीत, राष्ट्रीय प्रार्थना, राष्ट्रीय बोधवाक्य, राष्ट्रीय चिन्ह, भारतीय संविधान आणि थोर राष्ट्रीय व्यक्ती यासारख्या राष्ट्रीय प्रतिष्ठेच्या बाबीबद्दल सदैव डोळस आदर व्यक्त करणे ही सुध्दा राष्ट्रभक्तीच होय.

आवश्यकता :

देश आणि समाज याविषयीचे प्रेम, आस्था, कृतज्ञता या भावनांचा अभाव सर्वत्र दिसून येतो. त्यामुळे

राष्ट्रभक्ती हे मूल्य शालेय जीवनापासून संस्कारित करणे ही काळाची गरज आहे.

विद्यार्थी परिक्षार्थी झाला आहे. समाज केवळ भौतिकदृष्ट्या सुखासीन होतो आहे. जातीयता, सांप्रदायिकता, भ्रष्टाचार इ. लोकशाही विरोधी घटकांची वाढ यामुळे राष्ट्रभक्ती या मूल्याकडे दूर्लक्ष किंवा अनास्था वाढीस लागल्याने राष्ट्रभक्तीच्या मुल्यांच्या संस्काराची आवश्यकता आहे.

कार्यात्मक व्याख्या :

आपला देश, समाज, संस्कृती, योग्य चालीरिती, परंपरा, साहित्य, इतिहास, कला, राष्ट्रीय प्रतिष्ठेच्या बाबी (राष्ट्रध्वज, राष्ट्रगीत इ.) देशबांधव, निसर्ग या सर्वांबद्दल सार्थ अभिमान म्हणजेच राष्ट्रभक्ती होय.

अपेक्षित वर्तनबदल :

- देशभक्तांच्या चारित्र्याचा, त्यांच्या समर्पित जीवनचरित्राचा अभ्यास करतो व सहकान्यांना अशा अभ्यासास प्रवृत्त करतो.
- भारतीय संविधानाबद्दलची आदर भावना, आपले हक्क आणि कर्तव्ये याबाबत जागृत असतो.
- वयोवृद्ध व्यक्तींना तो काम सांगत नसेल.
- भारतीय इतिहास, भूगोल, सांस्कृतिक वारसा, निसर्ग, परिसर यांचे जतन व संवर्धन करतो.
- राष्ट्रीय व नैसर्गिक आपत्तीच्या काळात आपल्या देशबांधवांच्या सहाय्याला तन – मन – धन स्वरूपात धाऊन जातो.
- लोकसंख्या विस्फोट, अंधश्रद्धा, सामाजिक आणि आर्थिक विषमता यातून निर्माण होणाऱ्या समस्यांची त्याला जाणीव होते व या समस्या निर्मुलनाची पराकाष्ठा करतो.
- राष्ट्रीय प्रतीके, राष्ट्रीय सण यांचे महत्त्व जाणतो व त्यांचा आदर करतो.
- सांस्कृतिक वारशाची जपणूक करतो.
- विद्यार्थी आपली प्राचीन सांस्कृतिक परंपरा, समृद्ध वारसा, आपल्या प्रदीर्घ इतिहासात आपण विविध क्षेत्रात संपादन केलेले सुयश या सर्वांबद्दल अभिमान बाळगतो.

शाळेमध्ये मूल्यसंस्कार होऊनही पुढे नागरिक म्हणून या व्यक्तींमध्ये राष्ट्रभक्ती हे मूल्य का आढळून येत नाही याची कारणे पुढीलप्रमाणे असू शकतील. याबाबत पुढीलप्रमाणे विचार करता येतील व त्यावर उपाययोजना करता येतील.

- राष्ट्रप्रेम ही एक वृत्ती आहे. हीच वृत्ती विद्यार्थी दशेत तयार झाली नसेल.
- त्या विद्यार्थ्यांला शाळेत इतिहास शिक्षकाने इतिहास विषय व्यवस्थित अध्यापन केला नसेल.
- त्याला राष्ट्रपुरुषांबद्दल आदराची भावना नसेल.
- त्याने देशभक्तांच्या चारित्र्याचा कधी अभ्यास केला नसेल.
- तो शाळेत वेळेवर जात नसेल. प्रार्थनेला व राष्ट्रगीताला क्वचित प्रसंगी उपस्थित असेल.
- शिक्षकांचाही अनादर करत असेल.

७. सामाजिक वातावरण योग्य नसेल.
८. कुटूंबातील वातावरण सुशिक्षित नसेल.
९. शालेय विषयाव्यतिरिक्त वेगळे विषय नंतर अध्ययनासाठी असतील.
१०. हे एक मूल्य आहे हे त्यांना माहित नसेल.
११. त्यांचे वाचन कमी असेल.

राष्ट्रभक्ती हे मूल्य विद्यार्थ्यांमध्ये रुजविण्यासाठी शाळेत व समाजातून कोणते प्रयत्न करता येतील?

१. इतिहास विषयाचे महत्त्व विद्यार्थ्यांना पटवून देणे.
२. शाळेत जयंती, पुण्यतिथी का साजरी केली जाते हे समजावून सांगणे.
३. समाज सेवकांचे कार्य सांगणे.
४. अहिंसा तत्त्वाची ओळख करून द्यावी.
५. शाळेत राष्ट्रगीतासाठी हजर नसल्यास शिक्षा करावी. उदा. जास्तीचे काम.
६. शालेय दिनविशेष साजरे करावेत. (शिक्षकदिन)
७. शिक्षकांनी सांगितलेले काम वेळेत पूर्ण करण्याची सवय लावावी.
८. १५ ऑगस्ट, २६ जानेवारी या दिवशी प्रभातफेरी, घोषणा, श्रमदान यांचे आयोजन करावे.
९. सैनिकी रक्त यांसारखे पूर्वीचे पाठयांश पाठयपुस्तकात असावे.
१०. देशभक्तांचे तुरुंगात झालेले हाल समजावून सांगावे. (संभाजी)
११. पाठयपुस्तकातील कविता, धडे, चित्रे राष्ट्रभक्ती निर्माण करतील असे असावे.
१२. ग्रंथालयात अवांतर वाचनासाठी राष्ट्रभक्ती निर्माण होईल असे पुस्तके ठेवावीत.
१३. राष्ट्रभक्ती हे एक मूल्य आहे व मूल्यांमुळे जीवनाला कसा अर्थ प्राप्त होतो हे माहित करून द्यावे.
१४. परिसरात जर काही समाजसेवक असतील त्यांची माहिती करून देणे.
१५. घरामध्ये देशभक्तांची फोटो लावावीत.
१६. शालेय विषयाच्या अभ्यासानंतर कॉलेजमध्ये इतर विषय सुध्दा (इतिहास) महत्त्वाचे आहेत याची जाणीव करून देणे.
१७. पाठयपुस्तकातील प्रतिज्ञेचा अर्थ समजावून सांगणे.
१८. राष्ट्रपुरुषांच्या कार्याचे सचित्र दर्शन घडवावे.
१९. ऐतिहासिक व्याख्याने आयोजित करावीत.
२०. इतिहास शिक्षकाने ऐतिहासिक प्रसंग नाटयरूपाने वर्गात अध्यापन करावे.
२१. आदर्श शिक्षकांची माहिती सांगावी.

IMBIBING VALUES THROUGH REFLECTIVE EDUCATION

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Introduction :

Teaching must redefine the whole concept of learning with respect to our children and their existing vicinity. Reflective Education is the need of 21st Century for turning surface learning into deep learning. Value education curriculum reform is needed so that focus of teaching should be to teach children 'How to think'. It's high time for an irreversible paradigm shift in methods of teaching from memory-based lecturing to thinking-oriented debates and discussions. It is important to reflect on learning as it helps to 'Learn how to learn'. Education must make our outlook broad, our perspective deep and our horizon wide. Constructivism can helps in building bond with real life. Descriptive survey method was used to collect the data from the students. Questionnaire was set to find the way it should be taught. After analyzing the data, interpretation was drawn that in this Globo- digitalized world students want the remote of learning in their hands. Keeping the interests, aptitude, capacity and needs of learners into account, KAIZEN is expected towards a laissez faire environment. Group presentation, practice – based assignment, project, peer to peer teaching, multimedia presentation is preferred by students .Socio-technological advancement is effecting powerful changes in the society. Overburden of information-oriented education system, the child has hardly any time to work towards higher aims and to get some idea of 'Self Knowledge'. Children should be prepared for the tests of life rather than the life of tests. Reflective techniques could be employed to achieve personal and educational goals.

Goals of value education are to Nurture individuals who can think on their feet, innovate and apply the learning for a holistic success. "Reflection leads to growth of the individual-morally, personally, psychologically and emotionally as well as cognitively". (*Branch & Paranjape, 2002, p. 1187*) 'It is not sufficient simply to have an experience in order to learn. Without reflection upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflections that generalizations or concepts can be generated. And it is generalizations that allow new situations to be tackled effectively.' (Gibbs 1998)

Key words : Globo- digitalized, laissez faire, KAIZEN, Self Knowledge.

Need of the study : In this Globo-digitalized era values have modified. ASK (Attitude, Skill, Knowledge) requirement has changed in this virtual world. The subject that we can actually see, feel and experience around us surprisingly has been reduced to books. Teachers will have to play a vital role so they must be empowered and better equipped with strategies / tools to engage the attention of their students to create more effective learning environment. Constructivist teaching where learners are actively involved in the process of knowledge construction, critical thinking is needed to creates motivated and independent learners. “It’s not just learning that’s important, its learning what to do with what you learn and learning why you learn things that matters.” (Author Norton Juster) The need of the hour is to prepare for ‘*change*’. Students should be exposed to value-oriented and skill-oriented lessons.

Objectives :

- To enrich teachers to realize and minimize the gap between teachers’ teachings objectives and students’ learning objectives so as to bring it to one platform and make education process more effective and efficient.
- To provide conducive democratic and laissez faire class room environment to achieve educational goals.
- To inculcate values through reflective techniques to prepare them as a successful global citizen.

Statement of the Problem : Imbibing values through Reflective education for 21st century in school children.

Population And Sampling Procedure : New era English school, SSC Board School was selected for the purpose of study. 50% of the teacher out of 101 teachers were selected as sample.

Scope, delimitations and limitations :

Scope: - This research focuses on inculcating values in students by linking learning to action and theory to practice. Focus on preparing students for future.

Delimitations: - This piece of work is limited to New era English school, Nashik.

Limitations: - The mental setup, emotions and interests of the respondents are beyond the control of the researchers.

Research Design : A quantitative study which focuses on inculcating values in student was done

through descriptive survey method.

Tools of the study : A well structured questionnaire prepared by the researcher was used as data collection tool. The questionnaire consisted of 10 questions. Teachers had to respond selecting the best out of four alternatives.

Statistical tools: - Percentage was used as data analysis.

Data representation tools: - Tables were used for data representation.

Analysis of Responses :

Q. Students enjoy learning through

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	Discussion	14	28
b)	Lecture	3	6
c)	Brain Storming	15	30
d)	Group Discussion	18	36

Observation and Interpretation : - 36% of the teachers opined that students enjoy learning through Group Discussion. Active participation of the students encourages understanding.

Q. L.C.D presentation is effective

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	When teacher explains	9	18
b)	When students explain	12	24
c)	When both interact	21	42
d)	With careful observation	8	16

Observation and Interpretation: - 42% of the teachers opined that LCD presentation becomes effective if both teachers and students interact. It elevates the level of understanding and hence helps in reflective learning.

Q. Better comprehension takes place

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	When teachers explain	15	30
b)	When parents explain	4	8
c)	By self learning and analyzing	16	36
d)	When class mate explains	17	34

Observation and Interpretation: - It is suggested by 34% of the teachers that better comprehension takes place when class mate explains. Peer teaching is effective.

Q. Discussion helps to

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	Express views	14	28
b)	To reflect	10	20
c)	To Explore	6	12
d)	To improve communication	20	40

Observation and Interpretation: - 40% of teachers suggest that discussion helps to improve communication. Discussion help to express views, to explore, reflect and learns to feel responsible for the actions.

Q. Projects given to group help in

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	Understanding the concept	7	14
b)	Team work	23	46
c)	Enhancing leadership skill	14	28
d)	Presentation skill	6	12

Observation and Interpretation : - 46% of the teachers feel that projects help them to work in TEAM (Together Everyone Achieves More). It enriches their practical experience.

Q. The best method for concept / value absorption is

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	Role Play	14	28
b)	Fish Bowl activity	11	22
c)	Case studies	16	32
d)	Question – answer session	9	18

Observation and Interpretation: - The best method of concept absorption is Case study according to 32 % of the teachers because practically the concept is studied. Application Based Learning where a student learns by doing and understands how a concept really works in a real life situation.

Q. Assignments help

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	In self learning with creative writing	11	22
b)	In practicing handwriting session	10	20
c)	For revision and practice	21	42
d)	To write only for marks	8	16

Observation and Interpretation: - 42% of the teachers opined that it helps in revision and practice. It's the 22% teachers – slot who take it as a tool to enhance creativity.

Q. Values can be inculcated through

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	Books	2	4
b)	Reflective learning	30	60
c)	Activities	9	18
d)	Movies / Videos	9	18

Observation and Interpretation: - 60% of the teachers are of the opinion that Value can be inculcated through Reflective learning. It is necessary to take a timely step outside our textbook to think about the subject we are teaching.

Q. Academic subjects are given more weightage than non – academic subjects.

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	True	39	78
b)	False	11	22

Observation and Interpretation: - 78% of the teachers feel that Academic subjects are given more weightage than non – academic subjects, both can enhance learning in combination and correlation.

Q. Which subject should be given more importance to make Global citizen?

Sr. No	Alternative Answer	No. Of Teachers	Percentage
a)	General Knowledge	5	10
b)	Value Education	32	64
c)	English	10	20
d)	Science	3	6

Observation and Interpretation: - 64% of the teachers opine that Value Education should be given more importance to prepare students as successful global citizen

Discussion on the findings of the present study : It is important to target children's attitude and behavior at a young age, particularly at School level when children tend to be more receptive and the knowledge which is obtained by reflection is original and permanent.

V – Vertical & lateral thinking to develop 'Out Of Box' thinking and hence enhance problem solving skill.

A – All round development of the pupil – physical, mental, moral, social, spiritual, for enhancing E.Q, S.Q, F.Q, H.Q, and Adaptability.

L – Lifelong learning and relating education to real life.

U – Understanding each other –empathy and sympathy, OPV (Other Persons Point of View) which helps to work in team/group.

E – Enhance democratic sense, community sense, open mindedness, tolerance and independent outlook.

Major findings

- Academic achievement can be enhanced if the non-academic subjects can be blended in more beneficial way. Students brain capacity can be enriched if both the hemisphere of the brain; left (logical) and right (artistic) can be balanced and utilized to the optimum.
- Teachers have to change, how to teach, what they teach, when they teach, where they teach and analyze whom they teach. They have to adapt to being educators who are facilitators, mentors, guide, counselors, coach, illuminator, leaders and learners themselves, to educate students about all the aspects of life so that they can enjoy richness of a meaningful life
- According to Multiple Intelligence theory every child is uniquely talented, using different learning styles, groom the strength in which he has greater chances of success. Each activity must conclude with a personal or group reflection. These activities will help them to understand their needs and the needs of the others in the society.

Suggestion : In the situation that is rapidly changing and developing, it is equally important for us to give a proper value – orientation to our educational system. Reinforcement techniques should be regularly applied to motivate the students for reflection. Education should be a fun loving process; it should be an Edutainment where the teacher and student symbiotically enjoy learning.

The requisites of 21st century edutainment are

- Effective communicative skills

- Information and Technology skills
- Knowledge / Content comprehension skill
- Value base Self-learning skill
- Technique of equipping self with right kind of knowledge, at the right time and in right quantity.

These requisites can be achieved through KAIZEN; it implies looking for better, faster and more precise way of doing things. It is a continuous improvement of work and environment. Access to whenever-whenever e-knowledge has forced us to think of the factors conducive to reflective learning.

Conclusion : Education should emphasize on MBO (Management by Objectives), value education should be to help a child to be ‘himself’, appreciate who s/he is and to prepare him as a successful Global Citizens. Reflective learning is an inter-subjective process which enables learners to activate prior knowledge, and to construct, deconstruct and reconstruct their knowledge. All this makes students feel a person of worth. Let us gift them a positive aura about themselves that will make them feel loved, accepted, trusted and emotionally secure.

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REFLECTIVE SOCIAL APPROACH FOR LIFE SKILLS AND DEVELOPMENT

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Introduction

The development of every nation depends on the powerful human resources in that country. Teacher trainees are the future teachers, they have to shape the nation and they can create powerful human resources for the empowerment of our nation. Everyone in this century have to face the lot of challenges in every field. But there are so many social issues before today's youth. Again there are so many conflicts in society. Education is seen as the main way of enabling individuals and nations alike to meet the ever increasing economic, technological, social and personal challenges. Today's education is providing degrees in every field but it unable to give concrete practical knowledge and its application. The curriculum of every faculty is based on the needs of society. Human beings are the social animal. It is observed that in society so many students are unable to take decisions individually, they have lack of confidence, and they cannot communicate effectively. Everyday life they facing lot of stress. Due to over stress so many students get frustrated and prone to suicide. So many youths are prone to addiction as well as the social network like facebook; twitter etc. they are spending their valuable time instead of using those for their development. They are spoiling their valuable and precious life. They can't survive happily in the society. That's why there is need of life skills. Life Skills are useful for everyone to live in society as well as development.

Life Skills

Life skills have been defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behavior’ implies that a person is forward looking and even in difficult situations.

Life skills mean those essential skills developed through a higher order thinking, that enable a person to perform effectively in his or her life, and thus become a socially acceptable and successful

person. Major skills included are self-awareness, problem solving, decision making, effective Communication skills, information gathering skills, critical thinking, creative thinking, interpersonal relationships, empathy, coping with emotions, coping with stress Creativity. Sub skills are Effective speaking, active listening, observation, understanding body language, giving and receiving feedback, assertion skills, emotional control, self, analysis, synthesis, challenging facts, assessing information and consequences of actions, awareness about one's strengths and weaknesses, developing cause and effective relationship, imagination, positive thinking skills, conflict management skills, managing peer pressure, tolerance, identification of, and acting on rights, justice and responsibilities, generating alternatives, asking questions, reading, memory.

Reflective Social Approach for life Skill

Reflective Social Approach for life skills describes an approach to society where every individual use life skills in the form of guidelines to live happily. In reflective social approach how an individual live in society, thinking about why he or she do it? While thinking again every individual find out their mistakes and they try to rectify the mistakes or they find out any process to reduce these mistakes and modify the living style. In the society there are different issues like Birth Control, Abortion, Suicide, Sex and Violence, Poverty, Children's Rights, Women's Rights, Animal Rights World population, Same-sex marriage, Human Rights, Environmental Pollution, Recycling and Conservation, Unemployment, Homelessness, HIV/AIDS, Terrorism, Violence, Gender issues, Environmental issues, Child Labor, Stress, Gay Marriages, Education. To handle all these issues effectively there is need to reform the life skill curriculum as considering all these issues. The life skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but also aims at shaping attitudes and developing interpersonal skills. The main goal of the life skills social approach is to enhance young people's ability to take responsibility for making healthier choices, resisting negative pressures, and avoiding risk behaviors. Teaching methods are youth-centered, gender-sensitive, interactive, and participatory. The most common teaching methods include working in groups, brainstorming, role-playing, storytelling, debating, and participating in discussions and audiovisual activities.

Every society has a set of rules by which it expects its citizens to abide and live by. This enables us to socially adjust ourselves for better living and working and enables a society to function in a more harmonious manner. It is therefore important that these social norms become part our teaching so that child not only start to recognize but begin to practice them at an early age. More so

this is one of the objectives of education which parents regard as of utmost importance. All parents would like to see in the children, life skills & social skills like good behavior, respect of elders, be able to differentiate between the good and bad, adopt social values like speaking truth, refrain from lying. That's why all healthy societies should teach their children life skills practically as well school & colleges should emphasis practically on life skills. In teacher training applications of life skills should be included so that the teacher trainees get the experience of real life situations.

Opio J. (2006) studied the awareness and application of Life skills Education in primary schools in post conflict areas: A Case of kalki country Caberamaido district and concluded that Head teachers, teachers and pupils are aware of life skills. However, despite of a significant level of awareness of life skills some variations exist; the pupils from schools near camps are more aware than pupils from schools far from camps. The head teachers and teachers in schools far from camps are less involved in the promotion of life skills than their counterparts in schools near camps. Consequently few class talks are conducted in schools far from camps than in schools near camps etc.

Jones, H. (2010) prepared about National Curriculum tests and the teaching of thinking skills at primary schools - parallel or paradox? And found out a negative impact of these tests on the teaching of thinking skills. In examining the results, the principles underlying both the National Curriculum tests and the teaching of thinking skills are discussed, and found to conflict considerably. It is argued that pedagogies aimed at the development of higher order thinking skills cannot be expected to flourish in an education system which continues to be dominated by tests and league tables.

Bensley, D. & et al.(2010) studied teaching and assessing Critical Thinking Skills for Argument Analysis in Psychology. They found that the group receiving explicit critical thinking skills instruction showed significantly greater gains in their argument analysis skills than the groups receiving no explicit critical thinking instruction. These results support the effectiveness of explicitly teaching critical thinking skills infused directly into regular course instruction. There are various life skills as mention above but the author's focuses on some of the Life Skills as given below.

Effective Communication

Communication like other fundamental needs such as food, clothing & shelter is basic to the survival of a society. But today's competitive world demands an individual process effective communication skills. That's why to succeed in the global environment an individual need to focus

on effective communication. It includes source, encoding, channel, decoding, receiver etc. For effective communication one should develop skills like listening, reading, speaking, writing and body language. Approximately 75% of our active hours we spend on communication such as 25% non-communication, 25% talking, 35% listening, 8% reading & 7 % working. Effective communication can be achieved if a deliberate attempt is made to reduce the gap between sender & receiver. For Effective communication one should have rich collection of words of any language. Effective communication should increased by practicing dictionary competition, word antakshari, mock interviews, thinking grids, mind mapping, watching news etc. are useful for increasing effective communication & inculcating the habit of reading, writing etc.

Decision Making

Decision making is essential skill for career success and effective leadership. Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Some decision making strategies are optimizing i.e. choosing the best possible solution to the problem. Satisfying, the first satisfactory alternative is chosen rather than the best alternative. Maximax the strategy focus on evaluating and then choosing the alternatives based on their maximum possible payoff. Risking is not everything you do will succeed. But by saying that you may fail, do not stop taking decisions to do activities. Decide and act at the earliest. Teacher trainees sometimes could not able to take decisions so such strategies may useful for them as well as any individual.

Coping Stress

Stress is normal part of life that can help us to learn and grow. Without stress life would be dull and unexciting. Stress adds flavor, challenges and opportunity to life. In this competitive era everyone busy in their work and is self centered. However too much stress can seriously affect our physical and mental well-being. So everyone should know the skill of coping with stress. Firstly one should think about the reasons of stress. Try to reduce the stress in daily life such as setting realistic goal and try to achieve it by doing sincere efforts. Overcome all the obstacles for achieving the goal effectively. Everyone should try to make friendship with their mind and brain, and speak to their mind. One can cope with stress by not comparing others, accepting that we live in imperfect world, so try to control events or people, make time for relaxation. Regular practice of deep breathing, yoga, exercise, walking, concentration on concentric circles, watching the flame of candle etc. should help to reduce the stress and increase the concentration. It will help for teacher trainees for

their development.

The Life Skills are included at primary, secondary and tertiary level only theoretically not practically. So, practical knowledge should be included in the life skills at each level. The Life skills are important for raising the self esteem, building self confidence, better management of emotions and stress, enhancing productivity, social sensitivity, listening and communication, ability to establish relationships, ability to plan and set goals, acquisition of knowledge related to specific contents of teacher trainees as well as everyone.

Conclusion

The aim of education is complete human development. Life skills are included at every level of education. Life skills are important for every faculty. Life skills helps to improve the capability of the individual. The teacher trainees are the future teachers. So the life skills practically studied may immensely beneficial for them to create future generation as well as powerful human resources for development of our nation. All Life skills help everyone understand themselves and establish their personal identity. Lack of information and skill prevent them from effectively exploring their potential and establishing a positive image and sound career perspective. So knowledge of Life Skills provides skills for survival in this era of knowledge and competition. It is helpful to create healthy and developed society.

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अध्यापन - अध्ययन प्रक्रिया के माध्यमसे जनतांत्रिक नागरिकता का विकास

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१५० साल की गुलामगिरी के पश्चात स्वतंत्रता प्राप्त भारत ने अपने विकास हेतु शिक्षा को प्राधान्य दिया। शिक्षा ही व्यक्ति और समाज परिवर्तन का प्रभावी साधन मात्र है। इसी कारण शिक्षा क्षेत्र का विकास प्रथम उद्देश्य बन गया। और इसी कारण विविध आयोग और समितियों का गठन किया गया। और छात्रों से अनेक उम्मीदें रखी गयी। क्योंकि स्वतंत्रता के पश्चात भारत ने प्रजातंत्र शासन व्यवस्था का स्वीकार किया। इस कारण इस देश के प्रत्येक नागरिक को अनेक अधिकार प्राप्त हुए और साथ में अनेक कर्तव्य की सही अधिकार और कर्तव्यों से परिपूर्ण ऐसे नागरिक का निर्माण भारतीय माध्यमिक शिक्षा प्रथम कर्तव्यसा बन गया। इसी कारण अध्ययन-अध्यापन के जरियें हमें छात्रों के लिए पाठ्यचर्या, पाठ्यक्रम, पाठ्यपुस्तक के पाठ, पाठ्यतर और अभ्यासपुरक कार्यक्रमों के माध्यम से छात्रोंपर ऐसे संस्कार करने हैं, की छात्र एक सुजान और समतोलरूप से विकसित हो। क्योंकि आज के यही छात्र अपने देश के कल के नागरिक हैं। इसी कारण माध्यमिक शिक्षा के एक महत्त्वपूर्ण उद्देश्य के रूप में प्रजातांत्रिक नागरिकता का विकास माना जाता है। और प्रजातंत्र के लिए आज के छात्र कल के जो नागरिकों उन्हें पाठ्यक्रम के माध्यमसे मूल्यों से संस्कारों किया जा रहा है। इस जनतंत्र नागरिकता के विकास हेतु हमें छात्रों को विकास करना है। हमें हमारे अधिकार और कर्तव्य से परिचित करानेवाले इस जनतंत्र के मुख्य उद्देश्य ही निम्ननुसार है।

१) नियमित रूपसे चुनाव :

निष्पक्ष और खुलेआम चुनाव यह भारतीय प्रजातंत्र का प्रथम उद्देश्य है। और यह चुनाव पूर्ण रूपसे निर्भयता के वातावरण में होने की जिम्मेदारी चुनाव कमिशन पर होती है। इसी कारण उम्मेदवार के नामांकन पत्र, प्रचार, वोटिंग और परिणाम की घोषणा तक चुनाव कमिशन का इन सभी गतिविधियोंपर नियंत्रण होता है। साथ ही में निडर होकर आम जनता अपने वोट दे सके इसी कारण उम्मीदार के साथ राजनैतिक पक्षोपर भी कमिशन आचार-संहिता लागू करके चुनाव में होनेवाली अप्रिय घटनाओं पर निर्बंध लगाने के प्रयास होता है।

२) बहुपक्ष :

भारत जैसे विशाल देश में अनेक राष्ट्रीय तथा राज्य स्तरपर अनेक पक्ष राजनैतिक क्षेत्र में कार्यरत हैं। आम आदमी से लेकर कार्यकरता इन्ही पक्षों के माध्यम से चुनाव लड सकते हैं, पक्ष सहयोग के अभाव में अपक्ष रूप से भी चुनाव लड सकते हैं। भारतीय प्रजातंत्र में जिम्मेदार पक्षों का होना यह सफल जनतंत्र काही तो लक्षण माना जाता है।

३) सत्ता विकेंद्रिकरण :

प्रजातांत्रिक प्रशासन पद्धति में अधिकाधिक लोगों के सहयोग प्राप्ति के लिए सत्ता विकेंद्रिकरण आवश्यक होता है। इसी कारण राष्ट्रीय स्तर पर संघशासन, राज्यशासन राज्यों के लिए और स्थानिक प्रशासन स्थानिक स्तर पर सेवा देता है। इसी कारण हमारे देश के सत्ता का विकेंद्रिकरण तीन स्तर पर किया हुआ है। परिणाम स्वरूप आम आदमी का राजकाज में भी सहयोग बढ़ा है।

४) जनसंघटनाओं का सहयोग :

जनतंत्र मूल्यों को समर्पित जनसंघटनाओं का कार्य हमारी प्रजातंत्र की एक ओर विशेषता है। इसमें महिला सक्षमिकरण, पर्यावरण सुरक्षा, मानवाधिकार, श्रमजीवी लोगों के अधिकार आदि क्षेत्र में कार्यरत जनसंघटनाओं के साथ सेहत, शिक्षा, पिछड़े घटकों का विकास आदि क्षेत्र में स्वयंसेवी संस्था भी कार्यरत होने के कारण हमारे प्रजातंत्र के मानो एक प्रेरणासी प्राप्त हुई है।

५) आर्थिक विकास :

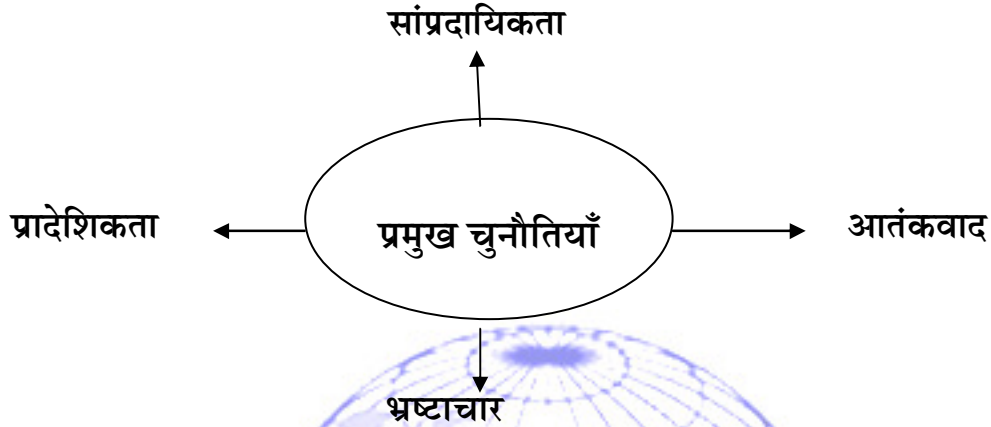
बेरोजगारी दूर करना, सभी को रोजगार प्राप्ति का अवसर, शोषण, कुपोषण, भूखमारी आदि का निर्मूलन आर्थिक विकास में समाविष्ट होते हैं। और इन्हीं उद्देश्यपूर्ति हेतु भारत देश ने नियोजन का मार्ग स्वीकारते हुए आज तक ११ पंचवार्षिक योजनाओं का निर्माण किया। जो लोकतंत्र की स्थिरता के लिए भी आवश्यक ही है।

६) प्रसार माध्यमों की स्वतंत्रता :

भारतीय नागरिकों को विचार करना और विचार प्रकटीकरण की पूर्ण स्वतंत्रता प्राप्त है। और यही अपने विचार, मत मतांतर, घटना और अन्य प्रसार माध्यम के द्वारा जनता के सामने स्वतंत्र रूप से प्रसार माध्यम रख सकते हैं। प्रसार माध्यम खबरे देना, शासन की योजना के प्रति मत प्रकट करके, आम आदमी तक जानकारी पहुँचाने का काम प्रसार माध्यमों द्वारा ही होता है। इसी कारण जनतंत्र शासन व्यवस्था में प्रसार माध्यमों का महत्त्वपूर्ण स्थान होता है। जनतंत्र की स्थिरता के लिए प्रसार माध्यमों का स्थान महत्त्वपूर्ण माना जाता है।

किंतु आज इसी जनतंत्र शासन व्यवस्था के सामने अनेक गंभीर समस्याएँ रोड़े जाने डाली हैं। परंतु फिर भी समस्याओं की तुलना हमारे प्रजातांत्रिक देश में भारतीय प्रजातंत्र के सामने जो चुनौतियाँ हैं, वह तो अत्यंत गंभीर और मानवी जीवन के लिए अत्यंत हानिकारक बनती जा रही हैं। इसी कारण आज हमारा जनजीवन उनसे अत्यंत प्रभावित होकर, असुरक्षित सा बन गया है। इसी कारण एक भी व्यक्ति अपने आप को सुरक्षित नहीं मानता है। इसी कारण हमारी शिक्षा-व्यवस्था में ही ऐसी व्यवस्था हो की आज के हमारे छात्र इन सभी चुनौतियों का डटकर सामना कर सके। उन्हें हमें सक्षम बनाना है। और यह हमारी पाठ्यचर्या, पाठ्यक्रम, पाठ्यपुरक और पाठ्योत्तर कार्यक्रमों में भी इन्हीं बातों का ध्यान रखना आज आवश्यक बनता जा रहा है। क्योंकि हमें शिक्षा के माध्यम से ही अध्ययन-अध्यापन प्रक्रिया के दरम्यान ही विभिन्न आशयों के द्वारा छात्रों को माध्यमिक स्तर से ही परिचित कराकर उन्हें इन चुनौतियों से लड़ने के लिए सक्षम बना सकते हैं।

प्रथम आज की भारतीय प्रजातंत्र के सामने होनेवाली प्रमुख चुनौतियाँ निम्ननुसार है ।



१) **सांप्रदायिकता :-**

दोस्तो, कवि इकबाल साहब ने आपने देश के गुणवर्णन में बड़े अभिमान से कहा है की, "मजहब नही सिखाता आपस में बैर रखना"। याने किसी वंश, धर्म, जाती, पंथ में कोई भी आपसी रंजिश नही होती है। हमारे सभी साधु-संतोंने भी ईश्वर, अल्ला, येशू आदि अलग न होते हुए एक ही है। किंतु यह सभी सत्य है की, आज तक देश में हुए दंगे-फसादों के अधिकाधिक कारण यही जाती, धर्म तथा सांप्रदायिकता ही रहे है। हिंदु- मुसलमानों की आपसी मुटाव आज भी कम नही हुआ है।

आपसी प्रेमभाव, शांती, अहिंसा, सत्य, धर्मचरण की तुलना में राजनैतिक लाभ हेतु धर्म का गैर उपयोग करना ही सांप्रदायिकता कहलाता है। इसी कारण एक साथ रहनेवाले लोगों में भावनिक एकता का अभाव निर्माण होता है। और इसी अभाव को मद्दे नजर रखते हुए विविधता से परिपूर्ण हमारे देश के संविधानने धर्मनिरपेक्षता का तत्त्व स्वीकार किया है। इसी कारण हमारा सभी धर्मों के प्रति समान दृष्टि और सहिष्णूभाव का होना आवश्यक है।

इन्ही बातों की और हम गौर से देखे तो माध्यमिक स्तर पर शिक्षा प्राप्त करनेवाले हमारे छात्रोंपर हमे सर्वधर्म समभाव का संस्कार करना, कोई भी धर्म सही या गलत, बडा या छोटा, नही होता है, यह उन्हे समझाना है। अब अध्ययन-अध्यापन हेतु भाषा, समाजशास्त्र जैसे विषय इसके लिए उपयुक्त है ही, परंतु पाठ्यपुस्तक में समाविष्ट पाठों के माध्यम से ही यह चुनौतियों से परिचित करना परिपूर्ण नही होगा। पाठ्यक्रम यह एकमात्र साधन नही बना सकते। क्योंकि सांप्रदायिकता के कारण आज आपसी सुधार की संभावनाएँ अधिक नही है। इसी कारण हमे अलग से प्रयास करने होंगे।

- १) घरपर प्रथम अभिभावकों से ही इस भावना का संस्कार अपेक्षित है।
- २) पाठ्यशालाओं में सभी जाति-धर्म के त्यौहार के लिए उचित मात्रा में जशन और छुट्टीयाँ हो।
- ३) धर्म संस्थापकों के जन्म-मृत्यु दिन विशेष के रूप में कार्यक्रमों का आयोजन हो।
- ४) प्रसंगानुरूप मुख्य वार्ताफलकपर इस जानकारी का प्रदर्शन हो।

- ५) सभी छात्रों के प्रति अध्यापकों का व्यवहार समान हो।
- ६) छात्रों में धर्म-संस्कार की तुलना में इन्सानियत की भावना का विकास हेतु प्रयत्न हो।
- ७) धर्म का स्थान निजितोर पर ही हो।
- ८) चुनाव में उमिद्वार विशिष्ट जाति-धर्म के आधार पर न दिया जाय।
- ९) चुनावी प्रचार में धार्मिक मुद्दों का समावेश न हो।
- १०) एक समान नागरी कानून की निर्मिती हो।
- ११) लोकप्रतिनिधि और प्रशासकीय अधिकारियोंद्वारा धार्मिक उत्सवों का आयोजन न हो।
- १२) प्रसार माध्यमों द्वारा धार्मिक भावनाओं को बढ़ावा अथवा ठेंस न पहुँचे।
- १३) सरकारी या प्रायवेट क्षेत्र में नौकरी का आधार धर्म-जातपात की तुलना में आवश्यक क्षमता हो।
- १४) आर्थिक स्तर पर सभी की जरूरते पूर्ण हो।
- १५) सामाजिक और शैक्षिक पिछड़ेपण में ही अंधश्रद्धा और धर्मधंता के बीज होते हैं। इसलिए शिक्षा का प्रसार हो।
- १६) भारतीय पंरपरा के वैचारिक सहिष्णुतावृत्ती का संवर्धन हो।
- १७) छात्रों के बुद्धि और अनुभव तथा विज्ञान निष्ठ बनाए।
- १८) सभी धर्म की शिक्षा की तालिका बनवाए।
- १९) धर्म के प्रति अधिक संवेदशिलता को बढ़ावा मिले ऐसे उदाहरण टाले।
- २०) सभी धर्मों की प्रार्थना सप्ताह में ली जाय। खरा तो एकचि धर्म-यह साने गुरुजी लिखित प्रार्थना का नित्य पठन हो।
- २१) अन्य धर्मियों के उत्सव और त्योहार में सम्मिलित होना।
- २२) सार्वत्रिक शिक्षा- सभी जाति-धर्म के लोगों को समान रूप से शिक्षा का अवसर और सुविधा प्राप्त हो।
- २३) लोकतंत्र में सहिष्णुता पूर्ण वातावरण हो, सभी राजनैतिक और सामाजिक संघटनों को अपने विचारों की अभिव्यक्ति और विचारों का आदर हो।

२) प्रादेशिकता :-

भौगोलिक दृष्टिसे भारत एक संपन्न राष्ट्र होने के कारण वहाँपर विविध घटक और केंद्रशासित प्रदेशों का निर्माण हुआ है। इन राज्यों में भी भरपूर मात्रा में विविधता होने के कारण अपनी अस्मिता है। इसी कारण अपनी अलग पहचान बनाये रखने के लिए किये जानेवाले प्रयासों के कारण ही प्रादेशिकता की भावना का उदय होता है।

और इसी कारण अपने ही प्रदेश के लिए संकुचित रूपसे सीमित विचार करना उचित नहीं होगा क्योंकि भारत में भाषाओं के आधारपर घटक राज्यों की निर्मिती हुई, इसी कारण हर एक को अपना प्रदेश और भाषा का प्रिय होना तो अत्यंत स्वाभाविक ही है। परंतु हमें यह कभी नहीं भूलना है, की, हम प्रथम तो भारतीय हैं। और इसी भावना के परिपोष हेतु हमें कार्य करना है। परंतु आज हमारे देश में धर्म, जाति, वंश, भाषा के आधारपर जो प्रादेशिकता का चित्र दिखाई दे रहा है वह

भारत की एकता और अखंडता के लिए अत्यंत हानिकारक है। क्योंकि भारत एक विशाल भूभाग प्राप्त राष्ट्र होने के कारण इस प्रकारे आधारों पर प्रादेशिकता निर्मिती भारतीय एकात्मता और अखंडता के लिए उचित नहीं होगी। इसीलिए शिक्षा के माध्यम से ही प्रादेशिकता की भावना को समाप्त करनी होगी। यह हम अनेकानेक पाठ्यविषयों के आशय के माध्यमों से हम करते ही हैं, परंतु भाषिक या अन्य आधारों पर उत्पन्न प्रादेशिकता की भावना समाप्ती हेतु हमें अधिकाधिक प्रयास करने होंगे। इसके लिए -

१. पाठ्यक्रम में विभिन्न भाषिक लेखकों के लेखन मूल या अनुवादित स्वरूप में अध्यापन के लिए हो।
२. भिन्न भाषा में निर्मित देशभक्तिपर गीतों का सामुहिक रूप से गायन हो।
३. भिन्न भाषा में निर्मित ग्रंथों की प्रदर्शनी का आयोजन हेतुतः करना।
४. स्नेह सम्मेलन के अवसर पर भिन्न प्रांतों से परिचित करना।
५. भाषा भगिनी का परिचय और योगदान से परिचित करना। उदा. स्वतंत्रता संग्राम - करो या मरो, चले जाव, तुम मुझे खुन दो मैं तुम्हें आजादी दूँगा, भारत माता की जय, वंदे मातरम्, जय जवान जय किसान, जय शिवाजी जय भवानी, जय महाराष्ट्र आदि।
६. विभिन्न प्रांत, धर्म और भाषा होनेवाले छात्रों से पत्र मित्रता करना।
७. अपनी ही भाषा, राज्य, रुढी-परंपरा श्रेष्ठ इस भावना को बढ़ावा न देना।
८. हम भारत देश के ही घटक होने की भावना को समृद्ध करना।
९. भाषा के आधार पर होनेवाली आपसी रंजिशों को कम करा।
१०. हमारा अपना स्वतंत्र कोई अस्तित्व नहीं, हमारी पहचान ही देश है यह विचार मन और मस्तिष्क पर अंकित करना।
११. क्षेत्रिय विचार प्रणाली, प्रांतवाद, भाषावाद, सीमावाद को समाप्त करना।
१२. स्वतंत्र राज्य निर्मिती की मंशा को बढ़ावा न देना।
१३. सामाजिक, शैक्षिक, राजनैतिक स्तर की प्रादेशिकता का प्रदर्शन छात्रों के सामने न हो।
१४. विशिष्ट भाषा, धर्म, जाति, राज्य के लोगों के प्रति तिरस्कार या शत्रूता न रखना।
१५. आंतर भारतीय भावना को बढ़ावा मिले।
१६. राज्य में आपसी विचार, लेनदेन, परस्पर व्यवहार बढ़े।
१७. किसी भी कारण राज्यों की सिमा संकुचित न बने। (भाषावाद, सीमावाद, पेयजल, नैसर्गिक साधन संपत्ती आदि)
१८. सरस्वती यात्राओं का आयोजन किया जाय।
१९. परस्पर सहयोगी अध्यापन-अध्ययन (Co-operative teaching learning) का प्रयोग हो।
२०. स्थानिय- लोककला, वेशभूषा, उत्सव, त्यौहारों का आदान प्रदान हो।
२१. सामुदायिक रूपसे प्रार्थनाओं का आयोजन हो।
२२. एक दुसरे के प्रति संवेदनशीलता का माहोल हो।

३) आतंकवाद :-

अर्थात अपनी राजनैतिक उद्देश्यों की प्राप्ति हेतु जब हिंसा का आधार लिया जाय, तब वहाँ आतंकवाद का निर्माण होता है। इस आतंकवाद की प्रमुख विशेषता होती है, निरापराध लोगों की हाल और सार्वजनिक संपत्ती का नाश। इसी कारण तो आतंकवाद के कारण सामान्य जनजीवन पूर्ण रूप से असुरक्षित सा बन जाता है। क्योंकि इस आतंकवादी व्यक्तियों का पहला उद्देश्य होता है, आतंक फैलाना, हिंसा, लुटमार, बमविस्फोट, क्षेपणास्त्रों के माध्यम से सामान्य जन-जीवन को क्षति पहुँचाते हुए भय की निर्मिती करना।

अब हमारे छात्रों की आज उम्र कम है, कल सामाजिक जन-जीवन उन्हें भी यापन करना है। इसलिए उन्हें भी इस प्रवृत्ती से परिचित करना होगा। समय आते ही कौनसी सावधानी बर्ते, कौनसे उपाय करें, कैसे अन्य क्षतिग्रस्तों की मदद करें इन सभी बातों से आज ही परिचित कराना होगा। नहीं तो सही समय पर वह कुछ नहीं कर पायेगे। बेवजह मौत के हवाले हो जायेगे। तब समय पूर्ण रूप से हमारे हाँथ से निकल चूका होगा। क्योंकि इतने बड़े राष्ट्र में आज तक अनेक आतंकवादी, नक्शलवादीयों के हमले हुए और न जाने कितनी जाने गयी और कितने पुलिस और हमारे जवान देश के लिए शहید हुए।

शिक्षा के माध्यम से अध्यापन-अध्ययन कार्य के दरम्यान ही भाषा और अन्य विषयों के आशय के माध्यम से सही समयपर इन बातों से अवगत कराना हम अध्यापकों का प्रथम कर्तव्य होगा इसके लिए सिर्फ पाठों की योजना पुरक नहीं होगी तो हमें-

१. प्रत्यक्ष घटना का सामना करवाना। (मॉकड्रिल का आयोजन)
२. मदद के लिए संबंधित व्यक्तियों के नाम, पत्ता और टेलिफोन नंबर छात्रों को उपलब्ध करा देना होगा। याने विद्यालयों में प्रदर्शनी से जानकारी देनी होगी।
३. छात्रों पर निर्भयता के संस्कार करने होंगे।
४. किसी अपरिचित वस्तु या व्यक्ति से दूर रहना सिखाना होगा।
५. किसी अपरिचित वस्तु या व्यक्ति के बारे में पुलिस को जानकारी देने हेतु हेल्पलाइन नंबर (१००) का कार्य पता कराना होगा।
६. पाठ्यशालाओं में दूर्घटना प्रतिबंधक योजना कार्यान्वित करनी होगी।
७. दूर्घटना से सुरक्षा हेतु, पुलिस, अग्नीशमन दल, सिविल हॉस्पिटल आदि के संपर्क क्रमांक विद्यालय के प्रदर्शनी में स्थायि रूपसे हो।
८. प्रथमोपचार से छात्रों को परिचित कराया जाय।
९. किसी भी संदिग्ध स्थान या स्थिती में सतर्कता कैसे रखे इस बात का प्रशिक्षण दे।
१०. आतंकवाद के विरुद्ध लडने हेतु मानसिकता तैयार करनी होगी।

४) भ्रष्टाचार :-

यह आज की सबसे बड़ी समस्या प्रतीत होती है। व्यक्ति अपनी जिम्मेदारियाँ प्रामाणिक रूप से निभाने की तुलना में अपना पद, अधिकार और स्वार्थ के अनुचित उपयोग के कारण भ्रष्टाचार बढ़ता है।

अर्थात् जब कोई व्यक्ति न्याय व्यवस्था के मान्य नियमों के विरुद्ध जाकर अपने स्वार्थ की पूर्ति के लिए गलत आचरण करने लगता है, तो वह व्यक्ति भ्रष्टाचारी कहलाता है। आज भारत में भ्रष्टाचार के प्रमुख कारणों में असंतोष, असमानता, सामाजिक सन्मान, पद-प्रतिष्ठा, हीनता और ईर्ष्या की भावना, आदि महत्त्वपूर्ण हैं। भ्रष्टाचार से आज कोई भी क्षेत्र अछूता नहीं रहा है। सब और एक संक्रामक रोग की तरह यह बढ़ रहा है। इसी कारण ही जुर्म की वृत्ति भी बढ़ रही है। स्वयंम भ्रष्टाचार करना, अन्य के कृति का विरोध न करना या उसे अनदेखा करना जैसे सामाजिक अपराध बढ़ रहे हैं। इसी कारण तो आज हरदिन हम लाखों- करोड़ों के घोटाले की खबरे पढ़ते हैं। इसी कारण इस प्रवृत्ति को रोकना हमारा कर्तव्य होगा। इसी वृत्ति का विकास शिक्षा के माध्यम से हमें करना होगा।

१. छात्रों को घर पर ही समान हक प्राप्त हो।
२. पढाई या तत्सम काम हेतु कोई चिज का प्रलोभन न हो।
३. अभिभावक छात्रों को दिए गये पैसों का हिसाब माँगे।
४. छात्रों की गलतियों को न छिपाये।
५. पाठशाला में अध्यापकों की दृष्टि से सभी छात्र समान होंगे।
६. किसी कारण छात्रों से कोई भी वस्तु न माँगे और न ले।
७. भ्रष्टाचारी को मिली सजा की खबरे मुख्य फलकपर लिखें।
८. स्वयम् छात्रों के सामने कड़ी मेहनत का उदाहरण बने।
९. कोई भी अप्रिय घटना की और अनदेखा न करे।
१०. भ्रष्टाचार विरोधी कार्य करनेवालों के कार्य ये परिचित कराये।
११. जानकारी के अधिकार का महत्त्व स्पष्ट करें।
१२. सभी स्तरपर संतुष्ट रहने की मिसालें दे और सीख दे।
१३. कक्षा के वर्गप्रतिनिधी के काम पर नजर रखे।
१४. सच्चाई, मेहनत और लगन से काम करने का पाठ पढाये।

यही सभ कार्य हमें अध्यापन करते समय पर छात्रों के लिए करना है। पाठ्यचर्या निर्मिती तुलना में अध्यापन-अध्ययन के जरिये हमें छात्रों को इस काबिल बनाना है, की वह कल के सच्चे और इनामदार नागरिक कहलायेंगे। स्वयम् से लेकर देश तक की अपनी सारी जिम्मेदारियाँ बेखुबी निभायेंगे। और अपने देश के प्रति होनेवाला अपना कर्तव्य पुरा कर सकेंगे। क्योंकि दिन-ब-दिन इन चुनौतियों का स्वरूप गंभीर बनता जा रहा है, इसी कारण आज ही उसके बारे में सोचने का समय है, कल शायद बहुत देर हो जायेगी।

REFLECTION OF PUNCTUATIONS BOOKLET ON THE ACHIEVEMENT STANDARD VIIIth

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INTRODUCTION

The Reflective Teaching Model

What is the Reflective Teaching Model ?

Reflective teaching is an inquiry approach that emphasizes an ethic of care, a constructivist approach to teaching, and creative problem solving (Henderson, 2001).

An ethic of care respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. A premium is placed on the dignity of all persons. Teachers using a constructivist approach place emphasis on big concepts, student questions, active learning, and cooperative learning, and they interweave assessment with teaching.

A constructivist approach seeks to connect theory to practice and views the student as “thinker, creator, and constructor.” Integral to a constructivist theory of learning is creative problem solving. *Teachers take responsibility for assessing and solving problems *not with mechanistic “cook book” recipes, but by asking “What decisions should I be making?”, “On what basis do I make these decisions?”, and “What can I do to enhance learning?”

How does the Reflective Teaching Model Integrate Theory with Practice?

Teacher education at EMU strives to help you make meaningful connections between theory and practice. **You are taught to ask significant questions in the context of classroom and field experiences.**

The education department incorporates reflective thinking and teaching into a sequential curriculum pattern with initiatory, developmental, and culminating phases. Courses are arranged within the professional education sequence around five questions:

1. Exploring Teaching — “Shall I Teach?”
2. Academic Preparation — “What Shall I Teach?”
3. Understanding Learner s— “How Do Students Learn?”
4. Organizing for Teaching — “How Shall I Teach?”

5. Schooling and Cultural Context— “Why Do We Teach?”

Classes participate in carefully arranged and fully integrated field based experiences beginning in the first year and culminating in the senior year with Student Teaching. The professional education curriculum emphasizes caring relationships, assertive but cooperative classroom management practices, peace and justice issues, and the integration of ethics with professional competency.

The ultimate goal of teacher education at EMU is to empower you to develop a spirit of inquiry leading to informed decision making while applying values to action.

Members of the education faculty are committed to demonstrating the reflective model in their own teaching. Education classes utilize instructional activities such as cooperative learning strategies, class interaction and role playing, microteaching lessons, and case studies. Instructors give special attention to the application of theory and practice by helping you make connections between relevant concepts through higher order questioning strategies.

Reflective thinking skills – the ability to evaluate and interpret evidence, modify views, and make objective judgments – are stressed in all courses

1. What happened that most surprised you?
2. What patterns can you recognise in your experience?
3. What was the most fulfilling part of it? And the least fulfil about your values?
4. What happened that contradicted your prior beliefs? What
5. How do you feel about that experience now compared wi
6. What does the experience suggest to you about your strei
7. What does the experience suggest to you about your wea
8. How else could you view that experience?
9. What did you learn from that experience about how you r
0. What other options did you have at the time?
1. Is there anything about the experience that was familiar t

When two persons are communicating it is easy to understand the meaning and purpose of the speaker by his/her facial expressions, gestures as well as by the tone of his/her speaking. Even in a telephonic conversation it becomes easy to understand by the tone of the speaker.

The effect of spoken words can be felt through written or printed material, too. Writing is an important element of every language. It includes various aspects starting from alphabets, words, sentences and above all thoughts. The effectiveness of any written material is enhanced as well as enriched by using certain symbols which are called as punctuation marks. They help to create the

exact and original effect of the spoken words or sentences. The feeling, emotions, anger, curiosity, requests or commands etc., all can be understood with punctuation marks in a written or printed material.

STATEMENT OF THE PROBLEM

REFLECTION OF PUNCTUATIONS BOOKLET ON THE ACHIEVEMENT STANDARD VIIITH

OBJECTIVES OF STUDY

1. To analyse the syllabus of VIIIth standard of English textbook to select Punctuation Marks.
2. To develop a booklet of punctuation marks.
3. To test the reflection of Punctuation Booklet on student achievement.
4. To make suggestions for effective use of punctuation marks.

ASSUMPTIONS OF STUDY

The booklet had enabled the students to use punctuations properly.

VARIABLES IN THE STUDY

Variables were the conditions or characteristics that the experimental group manipulates, controls, or observes. In the present study, the independent; dependent and the control variables were given as follows.

INDEPENDENT VARIABLES

In experimentation, the manipulated variables are called independent variables. It was under direct control of the experiment that were varied in any way desired.

In this study the independent variables were Direct method, grammar – translation method

DEPENDENT VARIABLES

The dependent variables were conditions or characteristics that appear, disappear or change as the experimenter introduced, removed or changed independent variables (Best, 1980).

In this study the dependent variable was Achievement of the students of STD VIII.

CONTROL VARIABLES

The variables whose effects must be controlled were called Control variables.

The Control variable, which were considered for the present study were Rules of Punctuations given in grammar books.

HYPOTHESES OF THE STUDY

RESEARCH HYPOTHESIS

There was significant difference between students usage of Punctuation Marks of std. VIIIth students, who used the Punctuation Marks booklet.

NULL HYPOTHESIS

- a) There was no significant difference between study and post test of achievement of std. VIII.
- b) There was no significant difference between post- test score of control and experiment group.
- c) There was no significant difference between study of experimental group and post-test of experimental group.

SCOPE AND LIMITATIONS OF THE STUDY

SCOPE OF THE STUDY

The study is applicable to all students of STD VIII of English subject Maharashtra State Board.

LIMITATIONS OF THE STUDY

It is limited to (Marathi) Medium VIII std. students.

It is limited to few schools of Nashik city.

It is limited to selected Punctuation Marks and not writing.

IMPORTANCE OF RESEARCH

The research is important for students to develop skill of using proper Punctuation Marks. The booklet of Punctuation Marks is useful for the students for self study. It will also help the students through their life with proper habits of writing. This booklet is important to bring perfection among students about punctuation marks.

Research had been helpful as a handbook while teaching Punctuation Marks to the students for the teachers. The booklet had explanations as well as exercises, through which the teacher has encouraged the students to self-study. The teachers had used it as their own study kit to prepare before their classes.

Professional people are going to use the booklet and be confident about their writing. Professional people are served better through this booklet as they are careful about punctuations, which is going to save their business.

The schools are able to use the handbook for writing Punctuation Marks on compulsory basis for each student. Everybody takes his or her school for granted as it does everything right, so each

and everything in schools should be perfect and correct. This booklet helped the schools to avoid small and silly mistakes, which, with great possibility, will be copied by the students.

DESIGN OF THE STUDY

The selection of a particular experimental design depends on a number of factors such as purpose of study, nature of independent variables, nature of data, facilities available for experiment and the competence of the researcher. Important types of experimental designs are

- Individual experimentation
- Single group experimentation
- Equivalent group experimentation
- Rotation group experimentation.

The design used in the present research was post test only two parallel group design.

TOOLS

Data gathering tool

Observation technique to analyse the VIIIth standard essay note books.

Researcher developed post-test.

Statistical tool

't'- test

In Educational Research the chosen sample should represent the population specifically. The 't'- test is one of the parameters to determine significant difference between two groups chosen for Experimental Research. When the sample is less than 30 then 't' value is calculated. In the present research researcher has selected t- test to determine significance of the chosen sample.

FINDINGS

1. After the analysis of VIIIth standard syllabus of State Board of Maharashtra, the researcher came to know that there are many symbols and signs which can come under the tile Punctuation Marks.
2. After the analysis of VIIIth standard syllabus of State Board of Maharashtra, the researcher came to know that all symbols and signs mentioned in the textbook are important from the writing point of view.
3. The researcher has successfully developed a Booklet of Punctuation Marks for the purpose of present Research.
4. The researcher has chosen thirteen out of all symbols and signs to develop a booklet of

punctuation marks and these Punctuation Marks are comma, full stop, semi-colon, colon, question mark, exclamation mark, inverted commas, apostrophe, hyphen, dash, parentheses – double dashes, virgule and capital letters. They are frequently used in the textbook of VIIIth standard.

5. After the analysis/observation of Students' essays of std. VIIIth students the researcher came to know that there are a lot of difficulties in usage of Punctuation Marks.
6. The students who learnt and practiced with the Punctuation Marks Booklet had performed significantly better.

SUGGESTIONS FOR FURTHER RESEARCH

1. Developing a booklet for Alphabets.
2. Developing a booklet for Articles.
3. Developing a booklet for Tenses.
4. Developing a booklet for Clauses.
5. Tools to enrich vocabulary.
6. 'Register' best way to increase vocabulary of high school.
7. Exercise book of Interrelated Grammar topics.
8. Survey of Grammar teaching techniques in high schools.
9. Teaching techniques for Punctuation Marks.
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TO STUDY THE REFLECTION & ACTION OF CORE ELEMENTS & VALUES THROUGH THE PRACTICE TEACHING

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Introduction:

“The status of the teacher reflects the socio-cultural ethos of the society, it is said that no people can rise above the level of its teachers.” (NPE 1986)

It indicates that the role of teacher is very important in the development of the child. So that the training which is given to the student-teacher in B.Ed college it should reflect all these responsibilities and for that National Curriculum Framework for teacher education which emphasis the importance of teacher education programs. Because our moral values are reflects in our society through education system.

Teaching is the profession which has a very great value in society. But University Education Commission 1948-49 expressed that- “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it us in any other profession.” So that National Council for Teacher Education developed the National Curriculum Framework for Teacher Education. This framework emphasizes the three main areas that is :

Area A – Foundation of Education in which teacher can understand who to deal with children of different ages of their development and learning process, and aims of education, knowledge and values.

Area B – Curriculum and Pedagogy in which teacher should get knowledge of curriculum of each school section

Area C – Practice teaching and school Internship in which student teacher take lessons in actual classroom situation.

Here the main reflection and action take place with the all 10 core elements and values which maintained by the NPE 1986. It has recommended that all the core elements & values should teach in the curriculum through the various subjects.

Statement of research study :

“To study the Reflection & Action of Core elements & values through the Practice teaching

of B.A.B.Ed. Students of Ashoka College of Education.”

Objectives of the study :

1. To take review of core elements & values covered in practice teaching by the students.
2. To study the creative ways (Action) of inculcating the core elements & values through the practice teaching.

Need & Importance of this study :

Teacher training colleges have aim to develop the require skills & qualities of teacher in their student teacher. For achieving this goals teacher training program have internal evaluation process in that the core part or soul of the teacher training is the Practice teaching. Practice teaching gives practice to the students to conduct the lessons in actual classrooms. Practice lessons are effective means to develop the knowledge, to enhance the skills & to inculcate the core elements & values in students. Because students follow or imitate the teacher & his teaching. Core elements & values included in school curriculum. The lessons of all levels are based on core component & values. So, core component & values.

Are the innermost & central part of curriculum. Without core component & values practice teaching is incomplete. Because to teach only particular content is not the goal of education but the ultimate goal of education is to inculcate the core component & values in the students. It is also expected from students that they should implement or apply the core elements & values in real life. The purpose of this Study is to know in what extent the students of Ashoka College of education are covering the core elements & values in practice teaching & also which efforts they are taking to inculcate & implement it through the reflection & its action.

Concept of Core elements & Values -

Values are the marvels of man’s spiritual revelations & insights. Values are the way of behaving in society. We can say that ethics one should follow while living in society. Man is a social animal. He alone has the responsibility of valuing values, inculcating them in order to development & the well being of all.

Core elements are the innermost & central parts of curriculum. They are significant & vital ,for they contain seeds for proper development of subject contents. (Content cum methodology- D.G.Surywanshi,page no-186-87)

The National Policy of Education (1986) had recommended a common school curriculum for all the states.Every state is free to select the contents according to its unique, cultural historical

characteristics & needs of the people. But it is more important to consider the needs of the nation as a whole. So ten core elements & values were sorted out & their follow up in school curriculum made compulsory.

The list of Core components-(NPE-1986)

1. History of India's Freedom movement
2. Constitutional Obligations
3. Content Essential to nurture National Identity
4. India's common cultural Heritage
5. Egalitarianism, Democracy & Secularism
6. Equality of Sexes
7. Protection of Environment
8. Removal of Social Barriers
9. Observance Of Small Family Norm
10. Inculcation of Scientific Temper

The list of Values -

1. Patriotism
2. National Integrity
3. Tolerance towards all religion
4. Gender Equality
5. Dignity of Labor
6. Scientific Attitude
7. Modesty
8. Sensitivity
9. Punctuality
10. Neatness

Practice Teaching -

Practice teaching is the soul of teacher training program. Practice teaching is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life.

The term practice teaching embraces all the learning experiences of student teachers in schools (Ashraf, 1999). The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies (Stones and Morris, 1977).

Method of Research - Survey method is used for this present study.

Sample for research – Sample is selected by using purposive method. 30 B.A.B.Ed students, (Ashoka college of Education) & their practice teaching lessons are selected for this study.

Data Collection Tool-The lesson notes of Practice teaching & observation of Practice teaching Lessons.

Scope & Delimitation-This study is related to the Practice teaching lessons.

Delimitation-1. This study is only related to the Ashoka College of Education & its students.

2. This study is only considered English, History & Geography method lesson plan.

3. This study is only limited to the Practice Teaching Lessons.

Analysis of data - Researcher has collected the lesson notes of the students & done the following analysis of Reflection & Action of Core elements & Values in Practice teaching lessons.

Sr. No	Name of Core element/Value	Subject	Std	Lesson	Reflection	Action
1	Protection of Environment	Geo.	5 th	Temperate zone	About different forest & vegetation & climate	What will you do to preserve our environment?
2	Protection of Environment	Geo.	5 th	Temperate zone	About temperate grassland.	As a student how can you prevent temperate grassland from depleting?
3	Protection of Environment	Geo.	5 th	Frigid zone	About regions affecting because of global warming.	What can we do to protect our earth from global warming?
4	Removing Social barriers	Eng.	7 th	The Shri Krishna eating house	Have you seen the small children begging in the train?	How will you stop the exploitation of the children?

Sr. No	Name of Core element/Value	Subject	Std	Lesson	Reflection	Action
5	Neatness	Eng	7 th	Adjectives	Teacher asks are there any disadvantages of disarrange things?	How will you develop habit of neatness in daily life?
6	Protection of Environment	Eng	7 th	The naming of cat	Do you think are the animals safe in our environment?	What steps will you take to protect animals of our surroundings/
7	Sensitivity	Eng	6 th	Simple presenssst tense	Is simple present tense important for effective communication ?	What efforts will you take to speak correct English?
8	Protection of Environment	Geo	8 th	Europe People & their economic activities	Reflect on problems of soil pollution	What measure will you take to stop soil pollution?
9	India's common cultural Heritage Equality	geo	6 th	Life of bushman	India is having varied culture but no culture allows to suppress the poor	What measures will you take to eradicate the poverty?
10	Small family norms	Eng	8 th	Jim	Do you obey your parents	Which facilities you get from parents because of small no of members in your family
11	India's common cultural Heritage	His	6 th	The Harappa Civilization	Indian culture is getting affected due to the westernization. Do you agree?	What will you do to preach Indian culture?
12	Constitutional Obligation	His	7 th	The Union Executive	Our Indian society is facing some problems, Which are they?	How you will create awareness to stop the corruption/

Sr. No	Name of Core element/Value	Subject	Std	Lesson	Reflection	Action
13	Removing Social barriers	His	8 th	Social Reformer	Do you think Child marriage is a curse?	How you will make realize the society that it is a curse.
14	Sensitivity	Eng	7 th	How beautiful is the rain	Do you think that Rainy season is important for Agriculture?	What will you do to increase the Rainfall?
15	Sensitivity	Eng	5 th	Sour Grapes	The importance of animals & birds in our life.	How will you make awareness in people to save the animals?
16	Scientific Temper	Eng	8 th	Beware of superstition	Do you believe in superstition? Do you go to prefer to the doctor? Or to Mendicants?	How will you make aware Village people to do not follow the superstition?
17	Scientific Temper	Eng	8 th	Medicine	Which are the medicinal plants you found in your surroundings?	How & when you will use medicinal plants to cure?
18	Dignity of Labour	Eng	8 th	The twelve laboures of Hercules	Tell me the importance of doing work in generally?	How will you do work in groups for better study.
19	Content Essential to nurture National Identity	Eng	6 th	States of India.	Tell me the specialty of each state?	How you will maintain Unity in Diversity in Our country?
20	Sensitivity	Eng	6 th	Nasiruddin Knows better	What is the importance of sense of humour in our life?	How you will make happy to sad person?
21	Constitutional Obligation	Civics	6 th	The panchayat samiti	Do you think that all persons should get equal right? Why?	Which method you will apply for selecting your class representative?

Sr. No	Name of Core element/Value	Subject	Std	Lesson	Reflection	Action
22	Tolerance towards all religion religion	History	7 th	Religious Synthesis	In our India which are the main regions? Is it necessary to have many regions in one country?	How will you show respect towards each religion?
23	India's common cultural Heritage	History	7 th	Social life during the mughal power	Man cannot live without society? Do you agree? Justify it.	How will you develop your bonding with society?
24	Tolerance towards all religion	History	7 th	Maharashtra before the times of shivaji maharaj	Being a religious person is good or bad? Explain it.	How will you implement the teachings of various saints in your daytoday life?
25	Patriotism	Civics	8 th	India's defense system	Would you like to join Defense services? Why?	What will you do for the development of our country?
26	Patriotism	His	6 th	The National Uprising of 1857	Describe the sacrifice of any freedom fighter?	Which activities will you suggest for showing patriotism?
27	Dignity of Labour	Geo	7 th	Human occupations	Do you think we should take lot of efforts for earning money? Why?	How will you respect each & every profession by telling others?
28	Observance Of Small Family Norm	Geo	7 th	Population	Do you think the growing population is responsible for the poverty? How?	How will you make awareness in rural area about small family?
29	Protection of Environment	Geo	5 th	Rivers	Do you think rivers plays important role in our life? How?	What measures will you take for cleaning the Godavari River?

Sr. No	Name of Core element/Value	Subject	Std	Lesson	Reflection	Action
30	Punctuality	Eng	6 th	Everyday things	Tell me your daily Routine?	How will you take out time from everyday for the regular & continues study?

Qualitative Interpretation of Data :

Researcher has done analysis of 30 practice teaching lesson notes regarding the reflection & Action of Core elements & Values of B.A.B.Ed Ashoka students.

1. With the reference of above analysis students of ACE had taken efforts & used various ways to implement the specific core elements & values.
2. The lesson notes of Practice teaching are seems strictly following the Reflection & Action of Core elements & Values.
3. Student teachers realized the importance of core element & value so they tried to implement & apply that in students through their lessons.
4. Almost many core elements & values have covered by ACE students through their lessons.
5. Mostly with the help of geography lessons students draw out the core component that is Protection of Environment which is very important in current scenario.
6. Student teachers seem sensitive & creative to take suggestions to solve the various problems from the students.
7. Student teachers give emphasis on not only the Reflection but also the Action for developing the core elements & values in students.
8. In Reflection student teachers forcing to the students to think divergently.
9. Reflection & Action is based on the real situation & familiar situation of the students.
10. In Every lesson students has focused to develop the attitude & skills based on core element or value.

Conclusion - This Research study mainly focused on to take review of Core elements & values through Practice Teaching. Somewhere this study gives satisfaction that the student teachers are more concern about the development of values in students. Because generally we found that Teacher educator guides the students to include values & core components in lessons but unfortunately

students are not so worried about these things. But if we are talking about the Reflection then it should follow strictly to make some strategy plan/action to implement or apply it in real life.

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GOEIIRJ

REFLECTIVE TEACHING-LEARNING PROCESS

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REFLECTIVE TEACHING-LEARNING PROCESS

Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Dewey (1933) suggests that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.

Reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.

Reflective teaching :-

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Reflective teaching is therefore a means of professional development which begins in our classroom.

Reflective teaching methodology involve questioning one own self to bring perfection by asking the following questions:

- Which teaching method am I using?
- How does it apply in specific teaching situations?
- How well is it working?

Teacher should apply this theory in classroom practice, in order observe and reflects on the results so that the classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice. By adopting reflective teaching pedagogy teacher imparts inspiration among teacher trainees, so as to enable them to practice the same in their teaching practice sessions.

Why reflective teaching is important?

- If a lesson went well we can describe it and think about why it was successful.
- If the students didn't understand a language point we introduced ,we need to think about what we did and why it may have been unclear.
- If students are misbehaving - what were they doing, when and why?

Process of reflection in teaching:-

- The first step is to gather information about what happens in the class.
- **Teacher diary**
This is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.
- **Peer observation**
Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.
- **Recording lessons**
Video or audio recordings of lessons can provide very useful information for reflection.
 1. Audio recordings can be useful for considering aspects of teacher talk.
 2. How much do you talk?
 3. What about?
 4. Are instructions and explanations clear?
 5. How much time do you allocate to student talk?
 6. How do you respond to student talk?
 7. Video recordings can be useful in showing you aspects of your own behavior.
 8. Where do you stand?
 9. Who do you speak to?
 10. How do you come across to the students?

11.

- **Student feedback**

You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

How to promote reflective thinking in learner:-

- Teachers should model metacognitive and self-explanation strategies on specific problems to help students build an integrated understanding of the process of reflection.
- Study guides or advance organizer should be integrated into classroom materials to prompt students to reflect on their learning.
- Questioning strategies should be used to prompt reflective thinking, specifically getting students to respond to *why*, *how*, and what specific decisions are made.
- Social learning environments should exist that prompt collaborative work with peers, teachers, and experts.
- Learning experiences should be designed to include advice from teachers and co-learners.
- Classroom activities should be relevant to real-world situations and provide integrated experiences.
- Classroom experiences should involve enjoyable, concrete, and physical learning activities whenever possible to ensure proper attention to the unique cognitive, affective, and psychomotor domain development of middle school students.

What is Reflective Learning?

- A means of learning by making links between theory and practice (or learning and action)
- A means of improving performance, by using the outcome of reflection to inform future practice
- The ability to look back an experience and break it down into its significant aspects, such as any factors affecting success or failure
- Away of recognizing, and maximizing the personal value of, a learning experience
- A way of turning learning into deep learning

Reflection can be undertaken in many ways: individually or in groups, orally, through pictures or in written format. It can be descriptive and functional, critical and analytical or creative and imaginative.

Why reflection is important?

Knowing how you learn makes you a more effective learner. Thinking about your learning and writing things down helps to clarify your thoughts and emotions in this regard. Reflection also helps to focus and actively participate in your development as an effective independent and critical learner. Reflection is itself a way of learning and helps you to evaluate your own performance as a learner.

Thinking and writing are closely connected processes and in order to write reflectively you need to think carefully about yourself as a learner. This process is sometimes referred to as 'metacognition', in other words, thinking about your own thought processes.

Characteristics:

1. Reflective learners continually think about:

- what they are learning
- why they are learning it
- how they are learning it
- how they are using what they are learning
- what their strengths and weaknesses in learning are
- what their learning priorities are
- how they can improve and build upon their learning process
- how well they are working towards their short-, medium- and long-term goals.

2. Reflective learners consider:

- their motivation
- their attitudes and ideas, and changes in these
- the skills they need for different components of their study and learning
- what (if anything) is blocking their learning
- the gaps in their knowledge and skills, and how they might best work towards filling these.

3. Reflective learners engage with:

- the specialist discourse of their subject area
- discipline-specific conventions

- the ways in which knowledge is constructed and meaning is created in their particular subject area.

How to develop as a reflective learner: writing a personal reflective learning journal :

Creating a personal learning journal (or portfolio) into which you can write your reflections on your learning is an effective strategy to promote reflective thinking and learning.

Log :- A simple record of what happened during an event

Diary :- A record of very personal thoughts not intended for others to see Reflective learning journal

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GOEIJR

REFLECTIVE EDUCATION AND LEARNING

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Introduction :

Reflective practice involves "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight".

The Reflective Practice is "the capacity to reflect on action so as to engage in a process of continuous learning", which is "one of the defining characteristics of professional practice". Reflective practice can be an important tool in practice-based professional learning settings where individuals learn from their own professional experiences, rather than from formal teaching or knowledge transfer, may be the most important source of personal professional development and improvement. Further, it is also an important way to be able to bring together theory and practice. Through reflection you are able to see and label schools of thought and theory within the context of your work (2007, Mc Brien). What is important about reflection throughout the practice is that one does not just look back on past actions and events, but rather take a conscious look at the emotions, experiences, actions, and responses, and use that to add to the existing knowledge base to draw out new knowledge, meaning and have a higher level of understanding (2013, Paterson, Chapman). As such the notion has achieved wide take-up, particularly in professional development for practitioners in the areas of education.

History and background :

Reflective Practice was introduced by [Donald Schön](#) in his book *The Reflective Practitioner* in 1983, however, the concepts underlying reflective practice are much older. [John Dewey](#) was among the first to write about Reflective Practice with his exploration of experience, interaction and reflection. Dewey's works inspired writers such as Donald Schön and David Boud to explore the boundaries of reflective practice. For the last 30 years, there has been a growing literature and focus around experiential learning and the development and application of Reflective Practice.

Donald Schön's 1983 book introduces concepts such as 'reflection on action' and 'reflection in-action' where professionals meet the challenges of their work with a kind of improvisation learned in practice. Reflective Practice has now been widely accepted and used as developmental practices for

organisations, networks, and individuals. As Boud *et al* state: "Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning."

Models of reflective practice :

The concept of Reflective Practice centers on the idea of lifelong learning in which a practitioner analyses experiences in order to learn from them. When experiencing something (reflection-in-action), we are learning, however it can be difficult to put emotions, events, and thoughts into a coherent sequence of events. When retelling/rethinking about events we are better able to categorize events, emotions, ideas, etc. and be able to link our intended purpose with the actions that we carried out. Only from here we can remove ourselves and our direct emotional attachment from an action, and look at it from a critical standpoint; when retelling, it is as if we are taking ourselves out of the action and are telling a story of a sequence of events (2013, Paterson and Chapman).

Adaptation of the reflective model by Schön :

Reflection-on-action on the other hand is the idea that after the experience a practitioner analyses their reaction to the situation and explores the reasons around, and the consequences of, their actions. For Schön professional growth really begins when one start to view things with a critical lens, by doubting one's actions. Through careful planning and systematic elimination of other possible situations, doubt is settled, and it is able to affirm the knowledge of the situation; and able to think about possible situations and their outcomes, and deliberate whether right actions were carried out. In Schön terminology, you are framing your actions into problems (doubting your actions), you are then responding to the problematic situations (you are attending to the doubt that you have just created from your actions), and then you are looking at possible real world solutions that you could have undertaken to solve the problems/doubt that you created.

Adaptation of the Gibbs Reflective Model :

Graham Gibbs presents the stages of a full structured debriefing as follows:

- (Initial experience)
- **Description:** "What happened? Don't make judgments yet or try to draw conclusions; simply describe."
- **Feelings:** "What were your reactions and feelings? Again don't move on to analyzing these yet."

- **Evaluation:** "What was good or bad about the experience? Make value judgments."
- **Analysis:** "What sense can you make of the situation? Bring in ideas from outside the experience to help you." "What was really going on? "Were different people's experiences similar or different in important ways?"
- **Conclusions (general):** "What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?"
- **Conclusions (specific):** "What can be concluded about your own specific, unique, personal situation or way of working?"
- **Personal action plans :** "What are you going to do differently in this type of situation next time?" "What steps are you going to take on the basis of what you have learnt?"^L

Gibbs' suggestions are often cited as Gibbs' reflective cycle or Gibbs' model of reflection (1988), and simplified into the following six distinct stages:

- Description
- Feelings
- Evaluation
- Analysis
- Conclusions
- Action plan.

Adaptation of the Johns Reflective Model :

Johns' model is a structured mode of reflection that provides a practitioner with a guide to gain greater understanding. It is designed to be carried out through the act of sharing with a colleague or mentor, which enables the experience to become learnt knowledge at a faster rate than reflection alone.

Brookfield 1998 :

Critically reflective practitioners constantly research their assumptions by seeing practice through four complementary lenses: the lens of their autobiography of learners of reflective practice, the lens of learners' eyes, the lens of colleagues' perception and the lens of theoretical, philosophical and research literature.

To become critically reflective Brookfield thinks that the four lenses stated above will reflect back to us stark and differently highlighted picture of who we are and what we do.

Adaptation of the Rolfe Reflective Model (2001)

Rolfe's reflective model is based on a simplistic cycle composed of three questions which asks the

practitioner, What, So What and Now What. Through this analysis a description of the situation is given which then leads into the scrutiny of the situation and the construction of knowledge that has been learnt through the experience. Subsequent to this, ways in which to personally improve and the consequence of ones response to the experience are reflected on

Education :

In education, reflective practice refers to the process of the educator studying his or her own teaching methods and determining what works best for the students. It involves the consideration of the ethical consequences of classroom procedures on students.

The appeal of the use of reflective practice for teachers is that as teaching and learning is complex, and there is not one right approach, reflecting on different versions of teaching, and reshaping past and current experiences will lead to improvement in teaching practices.

According to Paterson and Chapman (2013), reflection and learning from experience is key to staying accountable, and maintaining and developing aptitude throughout the practice. Without reflection the practitioner is not able to look objectively at his or her actions or take into account the emotions, experience, or responses from the actions to improve self practice. Through the process of reflection, teachers are then held accountable to their teaching practice to students, parents, administration, and all interested stake holders; to the standards of practice for teaching commitment to students and student learning, professional knowledge, professional practice, leadership in learning communities, and ongoing professional learning. Through reflective practice one is reflecting on professional knowledge and professional practice;

Through reflection, and sharing this with your learner, you are showing strong leadership because it shows that you are willing to learn from your mistakes and improve your practice for all of those affected by it (2013, Ontario College of Teachers).

The act of reflection is seen as a way of promoting the development of autonomous, qualified and self-directed professionals. Engaging in Reflective Practice is associated with the improvement of the quality of care, stimulating personal and professional growth and closing the gap between theory and practice.

Davies (2012) identifies that there are both benefits as well as limitations to reflective practice :

Benefits to Reflective Practice :

- Increased learning from an experience for situation
- Promotion of deep learning

- Identification of personal and professional strengths and areas for improvement
- Identification of educational needs
- Acquisition of new knowledge and skills
- Further understanding of own beliefs, attitudes and values
- Encouragement of self-motivation and self-directed learning
- Could act as a source of feedback
- Possible improvements of personal and clinical confidence

Limitations of Reflective Practice :

- Not all practitioners may understand the reflective process
- May feel uncomfortable challenging and evaluating own practice
- Could be time consuming
- May have confusion as to which situations/experiences to reflect upon

Conclusion :

Reflective Practice can help an individual to develop personally, and is useful for various professions. It allows professionals to continually update their skills and knowledge and consider ways to interact with their colleagues. We reflect at the end of an assignment or at the end of a course. We identify what we learned and how we can possibly do differently next time.

Self-reflexivity can help students and educators identify the “what” and the “why” of student learning. Reflexivity is not to be confused with reflection. We often reflect on our teaching, and we ask students to reflect on their learning. Critically reflexive practice embraces subjective understandings of reality as a basis for thinking more critically about the impact of our assumptions, values, and actions on others.

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EFFECTIVE TECHNIQUES OF REFLECTING TEACHING

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Introduction -

In this globalize world everyone wants to survive by hook or crook. But its reality that quality will always remain best for forever. There will be no substitute for quality. This quality can be referring in every field but prominently i am talking about the education field. Day by day the numbers of educational institutions are increasing in large scale so; the quality remains suspectful. This quality is more important regarding the actual educational process because this educational process or system is the means to achieve the goals of nation. Teacher & students are the two pillar of education process so their interactions & their rapport is crucial in this scenario. The days were pass where the learning was dependent on teaching but now the situation is not same, learning can take place without teaching also. It becomes possible due to the revolution in learning sources & students are using all the learning sources .Teacher is there but for only in the role of mentor & facilitator. Though the students can learn by their own but for right direction they need a teacher. So teacher should carefully analyze the whole teaching & learning process for better improvement & for better quality. If the teacher wants to enhance the quality of education so first he should remove the drawback of teaching & learning also. He should find out the reasons of lacking behind & also to find out the ways of improving it. He should not only find out the weaknesses of other factors but he should find out his own weakness also which is related to his teaching & its impact of learning. The best way to find out the weaknesses is the self-evaluation & self observation. It should be done by the teacher & students also. In another words we can say that teacher should critically analyze the reflection of his teaching. Reflection of teaching is un ended process. Teacher should continuously analyze & assess his teaching for improving & updating the teaching style. Teacher can think about his teaching before, during, and after a lecture or set of lectures. No single time is right in every circumstance.

What is mean by Reflection-

Literal meaning- careful consideration, something that clearly shows the real situation & faults something.

Reflective teaching- Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of **self-observation and self-evaluation or self assessment**.

The Objectives of Reflection in teaching.

- To know your teaching style.
- To check the effectiveness of your teaching on the learning.
- To realize the Strength/weakness of your teaching.
- To find out the weak areas of your teaching.
- To enable to make changes to overcome the weaknesses of your teaching.

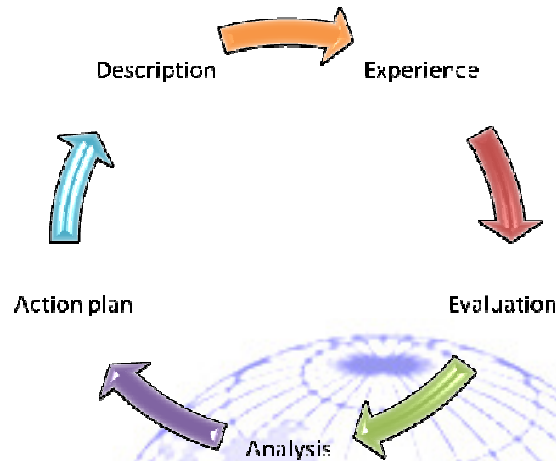
If we don't reflect, then we are teaching "in the dark" without knowing if we are effective and if we should modify our teaching.

So, How can one will know that if he is reflective teacher or not?

Characteristics of Reflective teachers:

- Good observation skill to judge the mood of the class.
- Adaptability to change the plan of teaching as required.
- Thorough knowledge of different learning styles of students so as to pick up the correct teaching style.
- Understanding power to go to root of the problem.
- Self confidence to handle any situation.
- In-depth knowledge of analyzing one's own methodology of teaching.
- Understanding children.
- Building interactions with the students.
- Establishing flexible learning environments.
- Creating contexts for learning.
- Exploring what children learn.

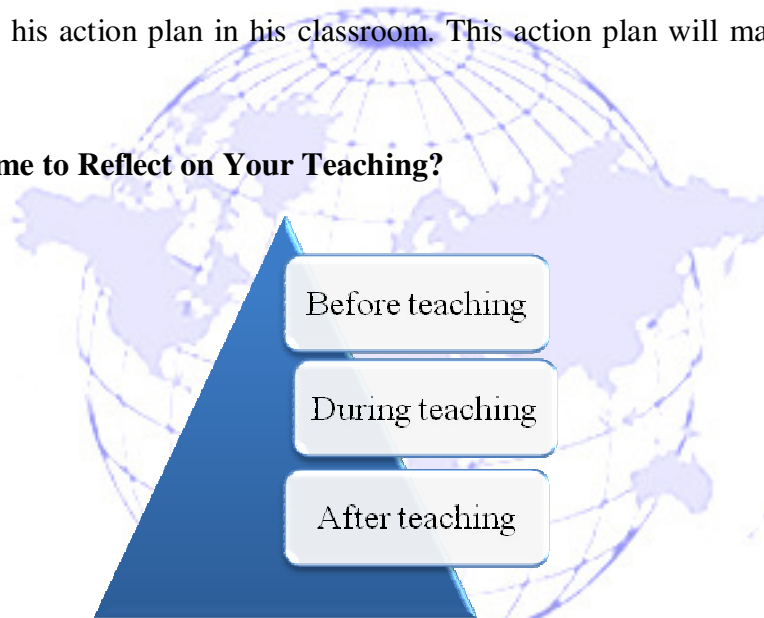
There is one model of Gibbs (1988) regarding the reflection in teaching.



- **Description**-This is the initial stage of reflection .Teacher should describe the situation of his class when the teaching is going on. He should try to know the conditions of the students means their interest, mood, Capacity to learn etc. once he is able to describe the situation of his class then he can judge or analyze his teaching non partially. He should have good observation skill to identify the needs of his learner. If the students want change in his teaching style then he should accept the reality & willingly he should change his style as per the demands of the learner.
- **Experience**-In this second stage teacher can think about what was his previous assumptions about his teaching before entered in the class & what he is feeling while teaching or after teaching. Sometimes teacher thinks that my teaching will be effective or students will understand better after my teaching but he found the reality is different that students are not getting what he is teaching, at this point the teacher can surprise about his experience. While dealing with this situation teacher should not lose his patience & should accept the reality to bring change in his teaching.
- **Evaluation**-This third stage is to judge whether the objectives of teaching (which teacher has set before teaching) are being realized or not. If the objectives are being realized then teacher should not worry but if it does not so then he should rethink on his input which is given to the student. When we get feedback from the students in the form of output then it does not mean that it is only the evaluation of students what they have understood, in fact it is evaluation of teacher & his teaching.

- **Analysis**-Analysis means to assess the problems & the areas of weaknesses in teaching. If teacher realizes that his teaching has not worked so well then he should not stop their he should go to the roots of the problem. He should recheck his planning of teaching & find out the lacunas in his teaching.
- **Action Plan**-This is the last stage of reflection & it's very crucial also. Because once teacher realizes the problems then he should be ready to make /bring changes in his teaching to overcome on problems. Action plan means strategy he should make strategy & should eager to implement his action plan in his classroom. This action plan will make big difference in his teaching.

Which is the best time to Reflect on Your Teaching?



- **Before teaching**-It is preplanning of teaching .It is said that well begin is half done means if we do good & perfect planning then everything sets good so teacher should follow the following things for making good plan of teaching.
 1. Should set/ determine the goals & objectives of the teaching
 2. Should know the learning styles of the students.
 3. Should plan of teaching according to multiple intelligence & learning styles.
 4. Should think on the entry behavior of the students.
 5. Should plan of learning experiences.
 6. Should plan of alternatives method of teaching.
 7. Should decide the interaction strategy.
 8. Should plan some activities.
 9. Should decide the evaluation tool.

- **During teaching**-It is the implementation of planning. Here teacher should actually teach the students as per the planning which he has done before he following things should consider while teaching by the teacher for effective teaching.
 1. Should implement the plan as per the preplanning.
 2. Should create good environment for learning.
 3. Should be flexible to make changes according to the situations.
 4. Should motivate the students to involve in teaching.
 5. Should give chance to the students for interactions.
 6. Should accept the opinions of the students.
 7. Should be alert to realize the direction of teaching goes in proper manner or not.
 8. Should ask the difficulty or doubts to the students.

- **After teaching**-This is time of looking back of the teaching. What had happened? Which things are worked & which things are not worked? & Why? The following things should do by the teacher.
 1. Should introspect of his teaching.
 2. Should ask for feedback to the students.
 3. Should accept the feedback as it is positively.
 4. Should be ready to bring change next time.
 5. Should do action plan to increase the effectiveness of teaching.

How you can you evaluate your teaching? There are some ways of observing our teaching & its evaluation by not only ourselves but by students, by colleagues, by principals & by management.

1. The Rating Scale –It can be use for assessing own teaching. Teacher can rate himself some categories 0= means Needs Improvement, 1=means Satisfactory, 2=means Good, 3=means V. Good, 4=means Excellent. But this assessment should do impartially by the teacher then only he will come to know the reality & effectiveness of his teaching. If he rates himself in 0 or 1 category then he should take note that the particular area needs change .Teacher can ask to rate his teaching to students, to colleagues to principal & to management also. After the feedback of these people teacher can bring change in weak areas.

Format of Rating scale could be like this :

0=Needs Improvement, 1=Satisfactory, 2=Good, 3=V. Good, 4=Excellent

S. No	Self evaluation	Initially I evaluate myself in first 3 months					My target zone after 3 months					I evaluate myself at the end of the year.				
		00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
1	I believe in student centered teaching															
2	I create suitable learning environment for learning															
3	I make an effort to catch the attention of the student															
4	I change my teaching style as per students requirement															
5	I interact with the students															
6	I conduct various activities & games related to the topic															
7	I make an effort to arouse curiosity of the students															
8	I give opportunity to students to discuss the points related to the topic being taught															
9	I teach by using different methods & models															
10	I give project based activities to the students															
11	I motivate students for learning															
12	I respond when they ask question															
13	I explore the productive thinking															
14	I motivate them to involve															
15	I clarify their doubts															

2. Record your lecture/Teaching- A teacher can record his lecture by using videotape or through camera also. With the help of this he can see the details of his teaching anytime. By looking his own video he can identify the flows & faults or weaknesses in his teaching. It is the most transparent way of observing ourselves if anyone disagree to accept the faults/weaknesses of his teaching. This recording is not only helpful to show the weaknesses but it is also helpful to show how is the learning atmosphere of your class, the involvement of the students, the interactions with students, the effort done by you to foster learning. Teacher should try this evaluation technique once or twice in month to focus on to bring changes in some areas.

3. Daily diary/planning diary- Teacher should write a daily diary of his planning of Teaching. In that he should make points of preparation for lecturing like setting objectives, deciding learning experiences conducting activities etc. Then after teaching he should also note down the things which he has covered in his teaching & which are not covered. So next time it will help him to covered the required things in his teaching. Maintaining diary means reflection of own teaching like a mirror.

3. Logbook- Teacher can keep or write daily or weekly logbook for each class & each subjects. Logbook is helpful to make aware the teacher which topic he has taught by using which method. For covering that topic how many lectures' he has taken & with the help of this he can get an idea about the how many lectures' he will require to complete the syllabus. Then he will able to make plan of activities, plan of visits, plan for revising the syllabus.

4. SWOT Analysis- SWOT analysis is the best evaluation tool to judge oneself. It makes aware the teacher about his stenghts, weaknesses, oppturnities & threats .With the help of this teacher can make changes to overcome on his weaknesses, he can make plan of action for better performance. He becomes ready to face the problems or threats in future. At the end of the year teacher should do the SWOT analysis.

5. Peer observation- Teacher can ask another faculty who is interested in bettering instructional practices to observe you. Have a particular trait in mind on which you would like the colleague to concentrate. For example.-tell the peer that you are trying to improve your questioning strategies. Ask he or she to take note of how many questions have only one right answer and how many are more openended. Or asks the teacher to observe your use of wait time. Are you giving students time to think? Critical to the observation is spending some time afterward in a debriefing session about you and your colleague's perceptions of the lecture. Teacher should take positively the comments which is noted or suggested by the peer.

6. Oral / Written feedback from the students-Teacher can take feedback of the students orally as well as in written also. Teacher can ask them the feedback after teaching about positive & negative things. Teacher can ask them what they learned today. If the many students are able to give answer of this in their own words then he can realize that yes the objectives of teaching are fulfilled.

Conclusion- All above techniques are useful to reflect the teacher about his own practice which he is doing in classrooms. Reflection of teaching is crucial because teacher should realize the need of changes in his practice. Because nowadays the learners are become smarter so teacher should also smart & update for future challenges. This reflection gives chance to the teacher to introspect himself, to analysis himself for making improvement in his teaching.

It is not enough that teacher should only assess his teaching once or twice but he should assess his teaching continuously. Because changes takes time to prove successfully. The greatest reward of becoming a reflective teacher is that you become aware of how insightful and capable your students are. Teaching becomes a positive and rewarding experience from which you learn everyday & make changes as per the demand of the learner & situation.

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अध्ययन कर्त्याच्या मूल्यमापनासाठी बहुमितीय/
विविधांगी मूल्यमापन साधने

डॉ.अहिरे बी.जी.

विभाग प्रमुख

एम.एड., एम.फिल.

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शिक्षण प्रक्रियेमध्ये मूल्यमापनाला अनन्यसाधारण महत्व आहे. मूल्यमापन ही प्रक्रिया नसल्यास अध्यापकाने नेमके काय शिकविले आहे आणि अध्ययन कर्त्याने नेमके काय संपादन केले आहे हे समजू शकणार नाही. ज्या अपेक्षेने अभ्यासक्रमाची व पाठ्यक्रमाची निर्मिती करण्यात आली आहे ती अपेक्षा पूर्ण झाली की नाही हे समजू शकणार नाही. त्यामुळे अध्ययन कर्त्याच्या प्रगतीचा, संपादनाचा, वर्तन बदलाचा, अभिवृत्ती व अभिरुची बदलाचा अभ्यास करावयाचा असेल अथवा एखाद्या शिक्षणक्रमाची, अभ्यासक्रमाची उद्दिष्टे साध्य झाली आहेत किंवा नाही हे तपासावयाचे असेल तर बहुमितीय/ विविधांगी मूल्यमापन साधनांची आवश्यकता आहे.

भौतिक-शास्त्रामध्ये अचूक मापनासाठी प्रमाणित साधने उपलब्ध असल्याने अचूक मूल्यमापन करणे शक्य होते. परंतु सामाजिक शास्त्रांमध्ये विशेषता शिक्षणक्षेत्रामध्ये अचूक मूल्यमापनासाठी प्रमाणित साधने उपलब्ध होत नाहीत. मानवी व्यवहारांचे अचूक मापन करणे कठीण आहे. अध्यापन कर्त्यांचे मूल्यमापनाची संकल्पना शास्त्रशुद्ध समजून घेऊन त्यानुसार अध्ययन कर्त्याने मूल्यमापन करण्याचा प्रयत्न केल्यास तो अधिकाधिक संप्रमाण व विश्वसनीय मापन निश्चितच करू शकेल.

NCERT च्या एका अहवालात मूल्यमापनाचा अर्थ पुढीलप्रमाणे दिला आहे. Evaluation is the systematic, continuous process of determining i) The extent to which specified educational objectives, previously identified and defined are attained (ii) The effectiveness of the learning experiences provided in the classroom (iii) how well the goals of education have been accomplished.

मूल्यमापन ही परीक्षा नसून विद्यार्थ्यांत झालेल्या अपेक्षित बदलांचे मूल्यांकन करण्याचे तंत्र आहे. मूल्यमापन म्हणजे कशाचे तरी संख्यात्मक व गुणात्मक मूल्यांकन करण्याची प्रक्रिया आहे.

मूल्यमापनांची पार्श्वभूमी -

अमेरिकेत इ.स. १९४८ मध्ये मूल्यमापन तंत्राचा उगम झाला आहे. डॉ.बेंजामिन ब्लूम हे मूल्यमापन तंत्राचे जनक आहेत. शिक्षण प्रक्रियेत आमुलाग्र बदल करण्यासाठी मूल्यमापन तंत्र उपयुक्त आहे. अशी खात्री झाल्यावरच या तंत्राचा स्विकार करण्यात आला आहे. याचा अर्थ त्यापूर्वी मूल्यमापन होत नव्हते असे नाही मूल्यमापन तंत्र वापरले जात होते परंतु त्याची शास्त्रशुद्ध मांडणी झालेली नव्हती. अध्यापनात मूल्यमापन केल्याचे अनेक दाखले प्राचीन काळापासून सापडतात.

उदा. गुरुकुल पध्दती, ग्रीक संस्कृतीत विविध स्पर्धाचे मूल्याकन केले जात होते.

भारतामध्ये मूल्यमापन ही संकल्पना स्वातंत्र्योत्तर काळात रुजलेली प्रक्रिया आहे. “औपचारिक शिक्षणाची व्याप्ती जसजशी वाढत गेली तसतसा मूल्यमापनाचा सखोल व शास्त्रशुद्ध विचार करण्यात येत आहे” काळानुसार मूल्यमापन प्रक्रियेत वारंवार सुधारणा होत आहेत. स्वातंत्र्योत्तर काळात विविध शैक्षणिक आयोग नेमण्यात आलेत त्यांनी या तंत्रात बदल सुचविले आहेत.

उदा. राधाकृष्णन आयोग (१९४८) मुदलियार आयोग (१९५२-५३) कोठारी आयोग (१९६४), ईश्वरभाई पटेल समिती (१९७७), राष्ट्रीय शैक्षणिक धोरण (१९८६), राममूर्ती समिती (१९९०), जनार्दन समिती (१९९२) या सर्वांनी प्रचलित परीक्षा पध्दती विषयी असमाधान व्यक्त करून त्यामध्ये सुधारणा सुचविल्या आहेत. परंतु ‘मूल्यमापन’ म्हणजे केवळ परीक्षा नव्हे म्हणून केवळ परीक्षा सुधार कार्यक्रम राबवून ‘मूल्यमापनाची’ संकल्पना दृढ करता येणार नाही यासाठी अध्यापन कर्त्याला बहुमितीय मूल्यमापन साधनांचा वापर करण्याचे तंत्र समजून घेणे आवश्यक आहे.

मूल्यमापनाची आवश्यकता :

मूल्यमापनाच्या आवश्यकतेचा विचार करताना मूल्यमापन कशाचे व कोणाचे करावयाचे आहे. त्यांना त्याचा फायदा व्हावा म्हणून कोणकोणत्या कृती लागणार आहेत याचा विचार करूनच मूल्यमापनाची आवश्यकता आपणास स्पष्ट करावी लागेल.

अ) अध्यापकांच्या दृष्टीने मूल्यमापनाची आवश्यकता :

- ०१) विद्यार्थ्यांचे पूर्वज्ञान आजमावण्यासाठी-
- ०२) विद्यार्थ्यांच्या प्रगतीचा आढावा घेण्यासाठी
- ०३) विद्यार्थ्यांच्या उणीवा शोधून त्यावर उपाय योजना करण्यासाठी
- ०४) अध्यापनात सुधारणा करण्यासाठी
- ०५) शैक्षणिक व व्यावसायिक मार्गदर्शनासाठी
- ०६) विद्यार्थी प्रगती अहवालासाठी
- ०७) विद्यार्थी संपादन क्षमता आजमावण्यासाठी
- ०८) विद्यार्थ्यांच्या प्रगतीची श्रेणी ठरविण्यासाठी
- ०९) अध्यापनाच्या उद्दिष्टांशी सुसंगती साधण्यासाठी
- १०) पुस्तकी ज्ञानाबरोबर इतर क्षेत्राकडे विद्यार्थ्यांना वळविण्यासाठी

ब) शैक्षणिक उद्दिष्टे व शाळेच्या दृष्टीने मूल्यमापन-

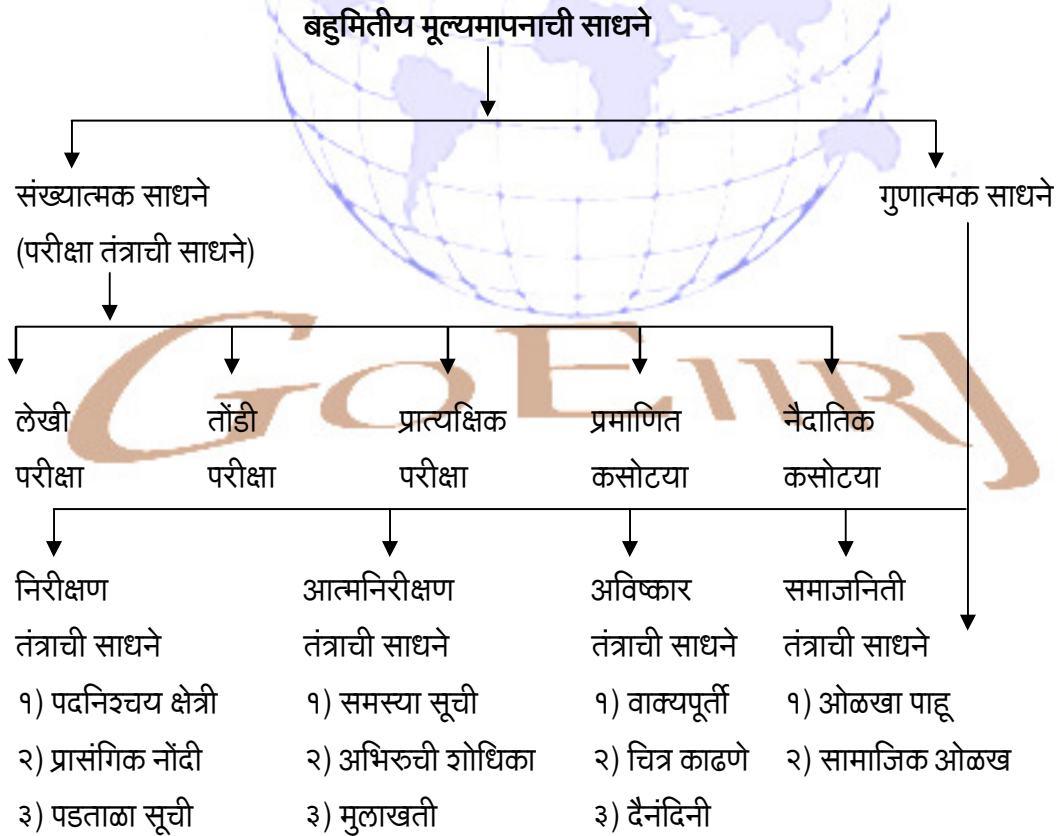
- १) शैक्षणिक उद्दिष्टे किती प्रमाणात साध्य झाली हे पडताळण्यासाठी
- २) अभ्यासक्रम व पाठ्यपुस्तकात सुधारणा करण्यासाठी
- ३) शालेय प्रशासनाला मार्गदर्शनासाठी

- ४) शालेय कार्यक्रमांची दिशा ठरविण्यासाठी
- ५) शिक्षकांच्या अध्यापनाचे मूल्यांकन करण्यासाठी
- ६) मूल्यमापन तंत्राचे परिक्षण करण्यासाठी
- ७) प्रश्नांची काठिण्य पातळी ठरविण्यासाठी

क) अध्ययन कर्त्याच्या दृष्टीने मूल्यमापन-

- १) विद्यार्थ्यांना स्वतःची प्रगती समजण्यासाठी
- २) विद्यार्थ्यांना स्वतःच्या उणीवा/ त्रुटी समजण्यासाठी
- ३) विद्यार्थ्यांना वर्गात सतत उपस्थित राहण्यासाठी
- ४) विद्यार्थी कोणत्या विषयात अधिक पारंगत आहे
- ५) विद्यार्थ्यांमध्ये ठराविक क्षमता विकसित झाल्या आहेत किंवा नाही
- ६) पुस्तकी ज्ञानाबरोबर इतर क्षेत्राकडे वळण्यासाठी

बहुमितीय/ विविधांगी मूल्यमापनाची साधने



संख्यात्मक साधने (Quantitative Tools)**१) लेखी परीक्षा : (Written Examination)**

मूल्यमापनाचे एक प्रभावी साधन. विद्यार्थ्यांचे पास व नापास हे परीक्षेवरूनच ठरविले जाणे. त्यामुळे अनेकांचे मूल्यमापन एकाच वेळी करण्याचे प्रभावी साधन उदा. घटक चाचणी, प्रथम सत्र परीक्षा, वार्षिक परीक्षा यासंदर्भात शिक्षकाची भूमिका महत्वाची आहे. व्यक्तिनिष्ठता येता कामा नये.

२) तोंडी परीक्षा (Oral Examination)

प्राचीन काळापासून तोंडी परीक्षा घेतल्या जातात. तोंडी परीक्षेत विद्यार्थ्यांच्या हजरजबाबीपणाला अतिशय महत्व आहे. संभाषण कौशल्य तपासता येते. तोंडी परीक्षा या सातत्यपूर्ण मूल्यमापन साधन आहे. या परीक्षेत पूर्वग्रह येता कामा नये.

३) प्रात्यक्षिक परीक्षा (Practical Examination)

विद्यार्थ्यांनी कोणकोणती कौशल्ये आत्मसात केली आहेत याचे मूल्यमापन करण्यासाठी प्रात्यक्षिक परीक्षा उपयुक्त आहेत. विद्यार्थी प्रत्यक्ष कृती करत असताना त्याचे निरीक्षण करून मूल्यमापन करणे तसेच कृती पूर्ण झाल्यानंतर त्याचे मूल्यमापन करणे या परीक्षेत अभिप्रेत आहे. या परीक्षेद्वारे क्रियात्मक व काही प्रमाणात आंतरक्रियात्मक क्षेत्राचे मूल्यमापन करता येते.

उदा. चित्रकला, संगीत, विज्ञानातील प्रयोग, कार्यानुभव, शारीरिक शिक्षण, संगणक, शिवण काम इ.

४) प्रमाणित चाचणी :

प्रमाणित चाचणी ही तज्ज्ञाकडून तयार करण्यात आलेली असते. शिक्षकाने या चाचणीचा वापर करून मूल्यमापन करावे.

प्रमाणित चाचणी ज्यासाठी प्रमाणित करण्यात आली आहे त्याचेच मोजमाप करावे.

उदा. 'बिने' ची बुद्धिमापनासाठी प्रमाणित चाचणी विकसित केली आहे.

५) नैदानिक चाचणी (Diagnostic Test)

नैदानिक चाचणी ही केव्हाही एकाकी नसते तिला जोडून उपचारात्मक अध्यापन होत असते. त्यामुळे उपचार कशाचा करावयाचा हे ज्या चाचणीच्या निष्कर्षानुसार समजतो अशी चाचणी म्हणजे नैदानिक चाचणी होय.

उदा. उपचाराच्या क्षेत्रात विद्यार्थ्यांच्या चूका, त्याचे कच्चे दुवे, त्यांचे दोष व न समजेसा भाग, अध्ययनातील अडचणी इ. बाबींचे मूल्यमापन करता येते.

गुणात्मक साधने :**१) निरीक्षण तंत्र :**

विद्यार्थ्यांच्या वर्तनाचे योग्यरित्या मापन होण्यासाठी या तंत्राचा वापर करावा. विद्यार्थ्यांची अभिवृत्ती, अभिरुची व वर्तनाच्या अभ्यासासाठी निरीक्षण तंत्र अत्यंत उपयोगी आहे या तंत्राचा आधारे विद्यार्थ्यांचे निरीक्षण करून त्यांच्या

अभिरुचीबाबत व वर्तनाबाबत मत व्यक्त करता येते. या तंत्रात पदनिश्चय श्रेणी, प्रासंगिक नोंदी व पडताळा सूचीचा वापर करावा.

२) आत्मनिरीक्षण तंत्र : (Self observation Technique)

विद्यार्थ्यांनी स्वतःच्या प्रगतीचे, गुणांचे, कौशल्यांचे सवयीचे अथवा वर्तनाचे स्वतःच निरीक्षण करणे म्हणजे आत्मनिरीक्षण होय. परंतु विद्यार्थी स्वतःच स्वतःचे निरीक्षण करून त्यावरून आपल्यात सुधारणा घडवून आणण्यास पुरेसे समर्थ नसतात. त्यामुळे विद्यार्थ्यांला स्वतःच्या प्रगतीबद्दल, गुणाबद्दल, कौशल्याबद्दल, सवयीबद्दल, अथवा वर्तनाबद्दल निरनिराळ्या साधनांचा उपयोग करून स्वतःचे निरीक्षण करून नोंदी या तंत्रात विद्यार्थी स्वतःचे निरीक्षण करून स्वतः नोंदी करतो.

उदा. समस्या सूची, अभिरुची शोधिका व मुलाखती यांचा वापर करावा.

३) अविष्कार तंत्र :

विद्यार्थ्यांचे सर्व अंगांनी निरीक्षण करून त्याचा व्यक्तिमत्व विकास करणे हे अध्यापकाचे कार्य असते. त्यामुळे तो विद्यार्थ्यांचे स्वतः निरीक्षण करून नोंदी करतो. त्यानंतर विद्यार्थ्यांना आत्मनिरीक्षण करण्यास प्रवृत्त करून त्यांच्याकडूनच त्यांच्या बदलची माहिती एकत्रित करतो. परंतु विद्यार्थ्यांबद्दल संपूर्ण व खरी माहिती मिळेल याची खात्री नसते. उदा. व्यक्तित्वाच्या मनातील विचार भावना समजणे कठीण आहे म्हणून त्यांच्या मनाप्रमाणे उत्तरे देता यावीत अशा साधनांचा वापर करून त्यांच्याकडून अप्रत्यक्षपणे त्यांच्याविषयी माहिती घेण्यात यावी.

“ज्या तंत्राद्वारे मनातील विचार, भावभावना विविध साधनांच्या सहाय्याने, उदाहरणार्थ वाक्यपूर्ती गोष्टपूर्ण करणे, चित्र काढणे, बाहुल्यांच्या खेळ व दैनंदिनी व्यक्त करण्यास विद्यार्थ्यांना प्रवृत्त केले जाते, व त्याचा अर्थ लावून संबंधित विद्यार्थ्यांचे मूल्यांकन केले जाते.

४) समाजमिती तंत्र (Sociometric Technique)

समाजमिती हा शब्द ‘समाज’ व मिती या दोन शब्दांनी बनला आहे. व्यक्ती-व्यक्तीचा समाज बनत असतो. शाळा ही एक समाजाची प्रतिकृती आहे असे म्हणतात. शाळेत अनेक विद्यार्थी शिकत असतात विद्यार्थ्यांचा तो एक समाजच असतो ‘मिती’ म्हणजे मोजणे समाजाच्या दृष्टीकोनातून मापन करणे म्हणजे समाजमिती होय याचाच अर्थ ज्या तंत्रामध्ये समाजाच्या दृष्टीकोनातून विद्यार्थ्यांच्या स्वभावाचे, गुणाचे व वृत्तीचे मापन केले जाते. या तंत्राद्वारे मूल्यमापन करण्यासाठी ओळखा पाहू व सामाजिक ओळख या साधनांचा वापर करावा.

LPG & NATIONAL PROGRESS IN REFLECTIVE EDUCATION

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At the time of independence India declared itself as a socialist democratic state. Public sector undertakings were initiated and developed to provide for all and usher India towards development. But the nineteen eighties witnessed disillusion with socialist Economies which led to dissatisfaction with the public sectors. Education too was considered as a public good and the government set up institutions just as other public enterprises, which provide dedication to the masses. With passage of time these institutions became inefficient. As a reaction to the inefficient working of the state owned enterprises, the wave of LPG has spread all over the world, including India. What were needed were economic reforms and the idea of privatization was seen as panacea to all the problems. India too could not remain unaffected and the wave of LPG has influenced education sector.

LIBERALISATION :

It is an immediate effect of globalization. Liberalization is commonly known as free trade. It implies removal of restrictions and barriers to free trade. India has taken many efforts to liberalize education also. Various foreign agencies are able to start educational institutions as per international standards in various parts of the country.

PRIVATIZATION :

Concept of Privatization : Privatization connotes a wide range of ideas. Privatization implies induction of private ownership, management and control of organizations. Privatization can imply deregulation meaning thereby lesser control of the government. It refers to expansion of private sector and reduction of public sector. It also means that areas reserved for the public sector will be opened to the private sector. The shift towards privatization reduces the role of the government and increases the role of the private, cooperative and local government. The areas of shift are mainly decision making and responsibility of money and administration.

Education and Privatization :

Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual including the student, his family and even his employers and the society which includes the community and the state. The areas of shift in the education sector are mainly decision and responsibility of money, administration and a relevant curriculum of high quality. Privatization is management by private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. They survive on the philosophy that they do not have to pay for those who can pay. Privatization of higher education has emerged in several forms and types in the recent decade in India.

1. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions.
2. Converting government aided private institution in to private self financing institution.
3. Allowing expanding self financing private institution with recognition and also without recognition, which may be termed as commercial private higher education institutions.

Privatization will enhance :

- Decentralization and debureaucratization of educational institutions.
- Initiatives in educational reforms.
- Innovativeness in teaching and evaluation.
- Tailor made services and provision of wide choice of courses and subjects to students.
- Competition.
- Quality education and training.
- Shaping of the curriculum according to global, national and local needs.
- Availability and better maintenance of resources transparency in all procedures.
- Fulfill the need of the country in liberalization, privatization, and globalization.
- Utility of human and physical resources in proper way.

GLOBALIZATION :

The closing decade of 20th century saw major social, political and economic transformations on a global level. The developments, combined with increasingly rapid advances in the nature of and impact of information and communication technologies have had a powerful influence on all nations, societies and cultures worldwide. All this has intensified globalization.

Concept of Globalization :

Globalization is a much talked about term today and has become a phenomena, which is greatly affecting the society in general and different nations in particular. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. It aims at realizing one single unified world community where no social conflicts exist calling for social and cultural integration. Globalization entails privatization and marketization of economic and political structures in which ability of the state to control all the activities within its borders is becoming limited. Simply put, globalization in fact is a combination of free exchange of goods services and capital. Globalization is the tendency of any entity, activity, and technology to acquire a dimension that grows beyond any “frontier” that would be imposed by such criteria as geography, religion, gender, age and the like. Anything or anybody can have a worldwide impact. Globalization seeks to deal with relations that go beyond the confines of the nation state or country boundaries.

Global Education :

The purpose of globalization and global education is to develop a ‘global perspective’ and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people. Global perspective means *sharing and cooperation* with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, *empathy* towards others, i.e. understanding and sharing feelings, *communication ability* in order to express and exchange thoughts, feelings and information and *resolving conflicts* by finding satisfactory ways of dealing with disagreement or argument between people, groups, societies or nations.

Professionalizing the Teacher and Teacher Education for Global World :

There are many challenges before the teaching profession. Firstly, teachers need to radically adapt to the new skills, techniques, methods and demands and secondly a change in the mind set to take up new responsibilities. It is only then that the teacher can be professionalized.

Teaching is a profession with competing demands. In spite of a high demand for teachers the profession has not attracted the best with adequate qualifications, training and desire the world over. As such, the following steps will help in professionalizing the profession and the teacher.

- No devaluing of teacher functions
- Good salaries
- Good working conditions
- Flexible hours
- Individualized training to meet the needs of heterogeneous group of teachers catering to heterogeneous students.
- Constant training in use of new methods of teaching, counseling, meeting curricular demands, computers, finding and interpreting information
- Autonomy to teachers in classroom management, teaching strategies, arrangement of furniture and work spaces,
- Standardize the skills and their certification, to be acquired by a teacher enabling it to be used world over.

In order to prepare the new age teachers the system of teacher education has to adapt to and adopt new challenges faced by the system. Systemic changes have to be made to prepare the global teacher. These could be in the form of infrastructure, facilities, selection, recruitment and retention of competent human resources, adopting and training in new technologies, and upgrading the curriculum

Reflective Education :

Reflective education encompasses an inquiry approach that emphasizes an ethic of care, a constructivist approach to teaching, and creative problem solving

Reflective education strives to help make meaningful connections between theory and practice. Students are taught to ask significant questions in the context of classroom and field experiences.

Reflective education incorporates reflective thinking and teaching into a sequential curriculum pattern with initiatory, developmental, and culminating phases. Courses are arranged within the professional education sequence around five questions:

- | | | |
|-----------------------------------|---|--------------------------|
| 1. Exploring Teaching | — | “Shall I Teach?” |
| 2. Academic Preparation | — | “What Shall I Teach?” |
| 3. Understanding Learner s | — | “How Do Students Learn?” |
| 4. Organizing for Teaching | — | “How Shall I Teach?” |
| 5. Schooling and Cultural Context | — | “Why Do We Teach?” |

Classes participate in carefully arranged and fully integrated field based experiences beginning in the

first year and culminating in the senior year with Student Teaching. The professional education curriculum emphasizes caring relationships, assertive but cooperative classroom management practices, peace and justice issues, and the integration of ethics with professional competency.

The ultimate goal of reflective education is to empower you to develop a spirit of inquiry leading to informed decision making while applying values to action. Members of the education faculty are committed to demonstrating the reflective model in their own teaching. Education classes utilize instructional activities such as cooperative learning strategies, class interaction and role playing, microteaching lessons, and case studies. Instructors give special attention to the application of theory and practice by helping you make connections between relevant concepts through higher order questioning strategies. Reflective thinking skills – the ability to evaluate and interpret evidence, modify views, and make objective judgments – are stressed in all courses. So in this context of L.P.G Reflective Education has incorporated in itself the seeds of national progress.

Reflective Education demands and respects the wonderful range of multiple talents & capacities of all individuals regardless of cultural, intellectual or gender differences and LPG provides a perfect setting for it. The basic principle of reflective education being learner centered & incorporating the idea of the learner being “cornered” into learning might be potentially challenging to those interested in promoting reflective education. Only reflective education can create enlightened citizens who can contribute to the national progress. The obstacles and the burden levied on the state to provide the amenities of reflective education is reduced as a result of privatizing, liberalizing and globalizing the area of education. The access for knowledge increases and India will be enabled to meet the challenges of modern industrial revolution in the global scenario. LPG will also attract foreign students from under developed, least developed and developing nation and even from developed nations. LPG may lead to international standards of infrastructure as per the needs of reflective education.

LPG provides more opportunities to develop teaching and learning competencies where learners are cornered. Hence there will be an improvement in the quality of education and this leads directly to national progress. New values and concepts are emerging and providers (of education) are becoming more professional, concepts of TQM and customer (student) satisfaction is gaining more attention. The current concern is gradually growing for better governance and checking corruption. Human resource development is gaining highest importance. Transparency, truthfulness, profit, finance, integrity are emerging values.

Within the sector of education, while invasion of foreign universities may help us to imbibe

positive aspects of their functioning, the situation could be harnessed to reap advantages. As India is an agricultural country, courses related to agriculture should be made more attractive. The materialistic fabric of the vest should be interwoven with the spirituality of the east. India can attract foreigners by offering courses in yoga, meditation, Indian language, architecture etc. study of foreign languages can be encouraged. All this contributes to our economy.

Thus, it is in the reflective educational circle that the action has to be planned and executed to provide opportunity to all to grow and develop into reflective thinkers with the ability to evaluate and interpret evidence, modify views and make objective judgments and there by contribute to the national progress.



इयत्ता आठवीच्या पाठ्यपुस्तकातून जीवनकौशल्य विकसन एक वैचारीक
व सामाजिक दृष्टीकोन .

भोसले एस्.डी.

सहा प्राध्यापक,

डॉ.डी.वाय.पाटील शिक्षणशास्त्र,

महाविद्यालय, पिंपरी, पुणे

भांडवले ए.टी.

सहा प्राध्यापक,

कांतीलाल खिवनसरा शिक्षणशास्त्र,

महाविद्यालय, पुणे

प्रस्तावना :-

आजच्या धावपळीच्या आणि जीवघेण्या स्पर्धेच्या युगात शालेय विद्यार्थ्यांमध्ये वाढत जाणाऱ्या आत्महत्या, नैराश्य, आत्मविश्वासाची कमतरता, वाढता एकटेपणा, व्यसनाधिनता अशा एक नव्हे अनेक समस्यांनी विद्यार्थ्यांना ग्रासलेले दिसून येते. सुसंस्कृत आणि सुशिक्षित म्हणवून घेणाऱ्या सामाजाला ही निश्चित चिंताजनक बाब आहे.

शिक्षण पद्धतीत परीक्षेला दिले गेलेले अवास्तव महत्व; संयुक्त कुटुंब पद्धतीचा ऱ्हास; पालक व मुलांमध्ये सुसंवादाचा अभाव; पालकांचे मुलांवरील अपेक्षांचे ओझे अशी एक नव्हे अनेक कारणे या समस्यांच्या मुळाशी दिसून येतात.

शालेय मुलांसमोरील या समस्यांच्या संदर्भात जागतिक आरोग्य संघटनेने १९९३ मध्ये दहा जीवन कौशल्ये निर्धारित केली आहेत. किशोरवयीन मुलांमध्ये ही जीवन कौशल्ये शिक्षणातून विकसित झाल्यास त्यांच्या समोरील समस्या कमी होतील व दैनंदिन जीवनातील अनेक समस्यांना ते प्रभाविपणे सामोरे जातील ही त्यामागची भूमिका आहे.

WHO आणि राष्ट्रीय अभ्यासक्रम आराखडा (२००५) च्या मार्गदर्शक तत्वानुसार महाराष्ट्र राज्यात शैक्षणिक वर्ष २००९ पासून प्राथमिक शिक्षणाच्या अभ्यासक्रमात ही जीवनकौशल्ये समाविष्ट करण्यात आली आहेत, ती पुढीलप्रमाणे.

- १) 'स्व' ची जाणीव
- २) समानुभुती
- ३) निर्णयक्षमता
- ४) समस्यानिराकरण

- ५) परिणामकारकता संप्रेषण
- ६) व्यक्ती - व्यक्तींमधील सहसंबंध
- ७) सर्जनशील विचार
- ८) चिकित्सात्मक विचार
- ९) भावनांचे समायोजन
- १०) ताणतणावांचे समायोजन

१) 'स्व' ची जाणीव :-

आपण कोण आहोत, कसे आहोत, आपल्यामध्ये कोणती गुणावगुण आहेत, आपल्या क्षमता व मर्यादा काय आहेत इ. विषयाची संपुर्ण माहिती होणे म्हणजे 'स्व' ची जाणीव .

'स्व' ची जाणीव हे जीवनकौशल्य पुढील पाठांतुन प्रतित होते . मी वक्ता कसा झालो, दुसऱ्या संधीचे सोने इ .

२) समानुभूती :-

अनाथ, अपंग व दुसऱ्यांच्या भावभावना जाणुन घेऊन त्याप्रमाणे आपले वर्तन ठेवणे होय . समानुभूती हे जीवनकौशल्य पुढील पाठांतुन प्रतित होते - नीलू, वहिनींची वेल इ .

३) निर्णयक्षमता :-

स्वतःचे निर्णय स्वतः घेण्याची क्षमता असणे . निर्णयक्षमता हे जीवनकौशल्य पुढील प्रतित होते - मी वक्ता कसा झालो, सप्तसुरांचे जीवनगाने इ .

४) समस्यानिराकरण :-

उद्भवलेल्या समस्या स्वतःला सोडविता येणे . समस्यानिराकरण हे जीवनकौशल्य पुढील पाठांतुन प्रतित होते . मोठ्या दिलाचा राजा, दुसऱ्या संधीचे सोने इ .

५) परिणामकारक संप्रेषण :-

आपल्या भावना, कल्पना, विचार परिणामकारक पद्धतीने संवाद प्रस्थापित करून इतरांपर्यंत पोहचविणे . परिणामकारक संप्रेषण हे जीवनकौशल्य पुढील पाठांतुन प्रतित होते . माझा माझ्याशी संवाद, माझी शाळा इ .

६) व्यक्ती - व्यक्तींमधील सहसंबंध :-

व्यक्ती - व्यक्तींतील चांगले संबंध प्रस्थापित करणे . व्यक्ती - व्यक्तींमधील सहसंबंध हे जीवनकौशल्य पुढील पाठांतुन प्रतित होते . राशियातील भ्रमंती, अंदमान - राष्ट्रीय तीर्थस्थान, खेळ गावाकडचे इ .

७) सर्जनशील विचार :-

नवनिर्मितीच्या क्षमतेचा विकास करणे . सर्जनशील विचार हे जीवनकौशल्य पुढील पाठातुन प्रतित होते . संगणकाचा महिमा, खेळ गावाकडचे, दुसऱ्या संधीचे सोने इ .

८) चिकित्सात्मक विचार :-

चिकित्सक दृष्टीने एखादया घटनेचा प्रसंगाचा विविध पैलुंनी विचार करणे . चिकित्सात्मक विचार हे जीवनकौशल्य पुढील पाठातुन प्रतित होते . संगणकाचा महिमा, नाव्यांचा इतिहास, विचारधन – साध्य आणि साधने इ .

९) भावनांचे समायोजन :-

एकाचवेळी प्रेरित होणाऱ्या स्वतःच्या व इतरांच्या भावभावना समजुन घेऊन त्यांचे समायोजन करणे . भावभावनांचे समायोजन हे जीवनकौशल्य पुढील पाठातुन प्रतित होते . माझा माझ्यशी संवाद, वहिनींची वेल इ .

१०) ताणतणावांचे समायोजन :-

मनावर व शीरावर येणाऱ्या ताणतणावांचे समायोजन करणे . हे जीवनकौशल्य पुढील पाठातुन प्रतित होते . विचारधन, वेळेचे गणित, साध्य आणि साधने, तारुण्याचे तीन 'त' कार इ .

विद्यार्थ्यांमध्ये जीवन कौशल्यातुन वैचारिक व सामाजिक दृष्टीकोन निर्माण करण्यातील शिक्षकाची भूमिका :-

- १) शालेय विद्यार्थ्यांमध्ये सकारात्मक दृष्टीकोन व आत्मविश्वास वाढीस लावणे .
- २) विद्यार्थ्यांना शैक्षणिक व व्यावसयिक मार्गदर्शन करणे .
- ३) विविध माहितीचा संग्रह करून ती वाचण्यासाठी विद्यार्थ्यांना संधी देणे व सवय लावणे .
- ४) दर्जेदार शैक्षणिक चित्रपट शालेत सामुहिकरीत्या दाखवावेत .
- ५) परीक्षेच्या काळातील ताण – तणावांचे व्यवस्थापन करण्यासाठी तज्ञ डॉक्टर, शिक्षक तज्ञ, मानसउपचार तज्ञ इ . मार्गदर्शन विविध उपक्रमांतुन उपलब्ध करून दयावे .
- ६) विविध क्षेत्रात यशस्वी झालेल्या व्यक्तींच्या मुलाखती मार्गदर्शन शालेय विद्यार्थ्यांना विविध कार्यक्रमातुन उपलब्ध करून दयावे .
- ७) शालेय विद्यार्थ्यांसाठीच्या विविध स्पर्धा पुरस्कार व कार्यक्रमांना प्रसिद्धी देणे .
- ८) विविध व्यक्तींच्या कार्यांना विविध कार्यक्रमांच्या माध्यमातुन विद्यार्थ्यांसमोर आणणे .
- ९) थोर शास्त्रज्ञांचा जीवनप्रवास पुस्तकांमधुन विद्यार्थ्यांसमोर मांडावा .
- १०) उदयोगसमूहाची यशोगाथा विद्यार्थ्यांसमोर आणावी .

बालक किशोरवयातून तरुणाईकडे निघालेले हे आठव्या इयत्तेचे महत्वाचे वळण असल्याने जीवनकौशल्यांची रचना योग्य आहे . भाषेचे पुस्तक हे केवळ मराठीचे न ठरता जीवनाचे संवेदनशील भरणपोषण व्हावे ही दृष्टी ठेवुन पाठयपुस्तकाचे संयोजन केले आहे .

समारोप -

प्रसारमाध्यमाच्या विश्वात भाषेच्या संवेदनशील अध्ययनाचे व अध्यापनाचे महत्व दिवसेंदिवस वाढतच जाणार आहे . भाषा म्हणजे जीवनसंवाद यासाठीच विविध क्षेत्रांतील व्यक्तींचे जीवनसंघर्ष, जीवनाकडे पाहण्याची सकारात्मक दृष्टी, व मी - माझ - माझ्यापुरत ही कक्षा सोडुन मनाच्या वैश्विकीकरणाची प्रक्रिया सुरू व्हावी, म्हणुन जीवनमुल्यांचा विकास व्हावा . नव्या पिढीने केवळ परीक्षार्थी न होता समृद्ध माणूस व्हावे प्रगल्भ नागरिक व्हावे या प्रयत्नांचे हे एक पाऊल ठरेल .

संदर्भ ग्रंथसुची -

- १) प्राथमिक शिक्षण अभ्यासक्रम २००४ शिक्षक मार्गदर्शिका इयत्ता ८ वी भाषा व सामाजिक शास्त्रे, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे - ३० .
- २) बालभारती इयत्ता आठवी महाराष्ट्र राज्य पाठयपुस्तक निर्मिती मंडळ, पुणे .
- ३) Life skills Education, Article of Bhuvaneshwara Lakshi in University New, Vol. 47, No. 08, February 23, March 01, 2009 .

GOEIIRJ

TOWARD REFLECTIVE PRACTICE IN DESIGNING TEACHING-LEARNING PROCESS

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Introduction :

Reflection as a rigorous & a particular way of thinking & can't be equated with more haphazard "mulling over" something. Reflective thought in contrast, comprises "bedlamite units that are linked together so that there is a sustained movement to common end". Reflection is a rational and purposeful act, an "active, persistent & careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, further conscious & voluntary effort to establish belief upon a firm basis of evidence & rationality". Reflection helps to clarify our understanding of the world & to create new distinctions & possibilities for the future. It is a way of creative intention. William Butler yeats said, "Edn is not the filling of the bucket, but the lighting of the fire" ("famous quotes", 1998-2010)

'What is reflection' :

Reflective teaching is an approach in which. the teacher observes and reflect on his/her own teaching & uses observation & reflection as a way of bringing about change, Reflective teaching means looking at what the teacher do in the classroom and giving it a meaning by attaching the why questions to what you go though. Teacher also empower student's to ask these why questions to their classroom experiences. Teacher start by recognizing that teacher & students are key persons in learning. Environment As a teacher how will you fulfill your teaching process in the teaching profession.

It is a thought process

It involves -

1. Identifying learning / development needs
2. Looking for leaving points within the variables are organized in a systematic manner. Scenario or situation on which you reflect.
3. Self assessment of practice or competence in a give situation.
4. Looking back at events and asking questions

5. Looking forward and asking question

Reflection is like looking at a photograph or a video. It tells us about ourselves in the past where we were or what we see doing, Reflection is like looking at a holiday brochure, video before we go away. We get ideas of what it might be like, what we might do or whom we will meet. It is almost like superimposing into the picture. Using reflection of either sort or a combination helps us to learn. Teaching learning process is a means through which the teacher, the learner the curriculum & other.

The ability to think clearly if necessary to successful living. As a general rule those persons who have mastered thoroughly whatever learning they have attempted are among the most efficient and respected in life. Reflective thinking occurs when interference must be overcome in the attainment of an objective. When solutions are clear no reflective thinking is required. It is when the individual must find new ways of reacting to a situation or of circumventing an obstacle that a challenge is given those mental processes involved in problem solving or reflective thinking." The former giving consideration to a calling up all the experiences relevant to the solutions of difficulty; the later projecting the experiences so that new ideas result.

Definition :

"An activity in which people capture their experience think about it all over it & evaluate it" (Bond, Kengh & Walker (1985))

"Through reflection and analysis we strive to understand the experience". (Osterman and Kotlakamp (1993))

"A dialogue of thinking and doing through which I became more skillful". (Schon (1987))
Gibbs (1988) states "It is not sufficient to have an experience in order to learn without reflecting upon this experience it may quickly be together or its learning potential is lost. It is from the feelings and thoughts emerging from this reflection the generalizations or concepts can be generated and it is generalizations that allow situations to be tackled effectively."

John Dewey (1993), "Reflection involves a state of doubt, hesitation, understanding or mental difficulty, in which originates. This uncertainty is followed by the act of searching to find materials that will determine this doubt and settle the confusion".

How to implement reflective learning-

When evaluating learning, it can be beneficial to consider how learning can be applied to other situations in the future to further develop acquired knowledge and skills.

What reflective questions can you ask when evaluating your learning ?

What have you learnt ?

How have you applied the learning ?

How will you apply the learning ?

What could you do differently in the future to further enhance your performance ?

Will you develop the newly acquired knowledge or skills further to enhance your performance ?

Which is the method helpful for pupils ?

The aim of the learning should be to encourage, improve and develop the power of original thinking in the students so that they may make their contribution felt in life.

The pupils must purpose what they should be allowed to do only those things which will build up certain attitudes.

All learning should be done only if it is necessary for what the pupils have actually proposed. What the pupils are allowed to do should be guided. So as to enrich, "The subsequent stream of experience".

Process of Learning -

Two key types of learner (Entwise, 1984) as-

Information seekers like to accumulate facts and learn patterns. Their learning can be mechanical and they try to achieve deep learning through comprehensive knowledge. Understanding seekers search for personal meaning, relating what they learn to past experiences, exploring potential connections and discrepancies. In other word they use a process of reflection.

Dewey's famous steps in an act of reflective thinking are-

1. A felt difficulty – awareness of the problem
 2. Locate and define difficulty –
 3. Comprehending the problem
 - Locate, evaluate, & organize information classifying data,
 - Discover relationships – formulating hypothesis.
 4. Evaluate hypotheses – accepting or rejecting hypotheses
 5. Apply the solution – accepting or rejecting the conclusion.
- To stimulate and assist pupils in carrying on reflective- the teacher should-
1. Get them to define the problem at issue & keep it clearly in mind.
 2. Get them to recall as many related ideas as possible by encouraging them.

- a. to analyze the situation &
- b. to formulate definite hypothesis & to recall general rules or principles that may apply.
3. Get them to evaluate carefully each suggestion by encouraging them.
 - a. to maintain an attitude of unbiased, suspended judgment or conclusion.
 - b. to criticize each suggestion.
 - c. to be systematic in selecting and rejecting suggestions
 - d. to verify conclusions.
4. Get them to organize their material so as to aid in the process of thinking by encouraging them.
 - a. to "take stock" from time to time.
 - b. to use methods of tabulation & graphic expression
 - c. to express concisely the tentative conclusions reached from time to time during the inquiry.

Role of teacher in developing reflective thinking :

Reflective teaching means teachers are content to accept the judgment of other, teacher search for a few experiences & satisfy ourselves with solutions based upon them. Teacher may use imaginary rather than actual facts, permit solutions to be completed on the basis of these uncertainties. We are impelled to engage in all the aspects of good thinking however, when others are not satisfied with our conclusions. We then either continue to rationalize or seek data that will support our point of view.

ROLE OF TEACHER IN DEVELOPING REFLECTIVE THINKING :

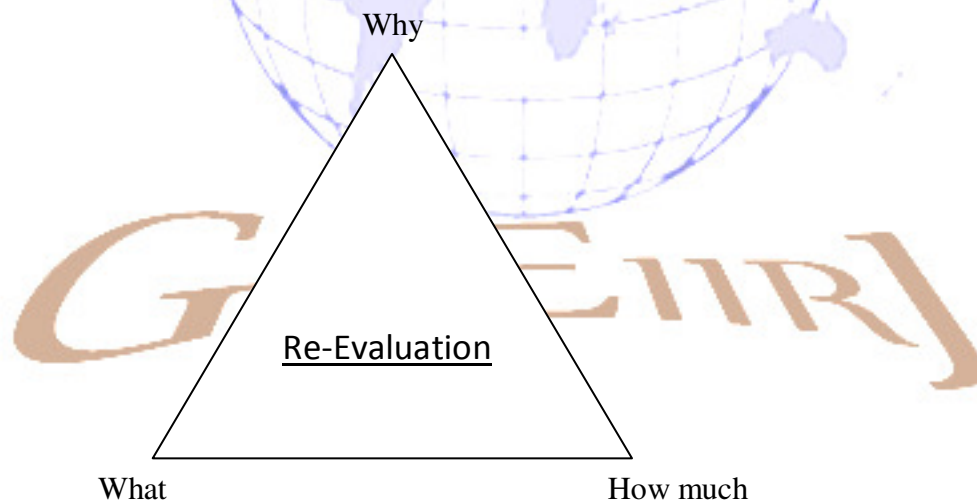
- ☞ Be determine each student's readiness for learning.
- ☞ Be determine each student's progressing capacity.
- ☞ Be determine each student's level of achievement.
- ☞ Show consideration to imaginative and unusual ideas of the student.
- ☞ Show pupils that their ideas have values.
- ☞ Provide opportunities to students for self initiated learning.
- ☞ Encourage students for self evaluation.
- ☞ Have commitment to the all-round development of young people children.
- ☞ Develop student's ideas through constructive criticism and though referred to competent authorities.

- ☞ Provide necessary guidance and counseling for developing motivation and overcoming emotional fears.
- ☞ Create positive professional relationship with all human beings.
- ☞ Be a good listener and communicator.

SPECIALITIES IN REFLECTIVE THINKING :

1. Special emphasis is laid on independent thinking.
2. Reflective teacher is open mindedness about the whole education process.
3. Reflective teacher's responsibility to commitment with all students and teaching.
4. Reflective thinking is always finding out a new concept and new strategies, new experiments and new experience.
5. Continuous improvement in practice.
6. Developing cognitive skill.
7. Give emphasis on reframe knowledge.

How can you evaluate your teaching ?



Teacher should know his limitations and potential areas. Self evaluation is essential for the following reasons.

1. Understanding the textual elements.
2. Planning and organization.
3. Situational teaching.

4. Love to subject.
5. Communicative competence.
6. What is to be assessed in terms of student's learning?
7. When is to be assessed?.
8. Regular observation of the students when they do any project, discuss in small groups.
(Peer observation)
9. By asking questions.
10. By recalling, recognizing, understand, apply, analyze and interpret subject matter.
11. By assessing student learning objectively, fairly and sensitively.
12. With the help of reading facts acquired during reading and study.
13. SWOT analysis for e.g. In English. If the teacher doesn't know correct pronunciation he should try to get mastery over pronunciation.
14. Recording will help the teacher in such case. He/she should record his/her own speech and later on he will correct himself/herself.

Conclusion :

Reflection is useful in the learning process. Reflection is thinking for an extended period by linking recent experiences to earlier inter related mental schema. The thinking involves looking for commonalities, differences and interrelations beyond their superficial elements. The goal of reflection is to develop higher order thinking skills.

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अध्ययन - अध्यापन या प्रक्रियेत शिस्त व स्वातंत्र्याचे महत्त्व

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प्रस्तावना -

शिक्षणाचे ध्येय ठरवितांना ते शिस्त निर्माण करणे हे असावे की स्वातंत्र्यप्राप्ती हा शिक्षणक्षेत्रातील जरा वादग्रस्तच विषय आहे. इतिहासाकडे पाहिले की कधी शिस्तीला अतिरेकी महत्त्व तर कधी स्वातंत्र्याचा आत्यंतिक पुरस्कार आढळून येतो. प्रत्येक विचारवंत हा शिस्त वा स्वातंत्र्य या तत्वांचा पुरस्कार तात्विक भूमिकेतून करतांना दिसतो. त्यामुळे अध्ययन - अध्यापन या प्रक्रियेत शिस्त व स्वातंत्र्य या तत्वांना किती महत्त्व द्यायचे हे ठरविण्यासाठी शिस्तीच्या पारंपारिक कल्पना, शिस्तीचा शिक्षणावरील प्रभाव, शिस्ती विषयीच्या चुकीच्या कल्पना व शिस्तीचा खरा अर्थ त्यासाठी थोर विचारवंतांच्या कल्पना यांचा समग्रपणे आढावा घेऊन काही विचारवंतांचे स्वातंत्र्यवादी दृष्टीकोन, तसेच स्वातंत्र्याच्या अतिरेकाचे परिणाम यांच्या साह्याने शिस्त व स्वातंत्र्य यांचा समन्वय साधता येईल. व्यावहारिक जीवनातील शिस्त व स्वातंत्र्याची आवश्यकता कळाल्यास निश्चितच शैक्षणिक क्षेत्रातील अध्ययन - अध्यापन प्रक्रियेत शिस्त व स्वातंत्र्याचे महत्त्व समजून येईल.

शिस्तीसंबंधीच्या पारंपारिक कल्पना -

प्राचीन काळात शिस्तीला फार महत्त्व होते. शिस्तबद्ध जीवन म्हणजे आदर्श जीवन समजले जाई. ही शिस्त म्हणजे परंपरागत नितिनियम, आचार-विचार, अदर्श यांचे प्रामाणिकपणे पालन करणे कोणत्याही परिस्थितीत त्या नियमांचे उल्लंघन न करणे व समाजमान्य चाकोरीतच जीवन जगणे असे अभिप्रेत होते. प्राचीन कुटुंबांमध्ये एकत्र कुटुंबपद्धतीत वडील माणसांचा पूर्ण कुटुंबावर अधिकार चालत असे, त्यांचेच आज्ञापालन करावे लागे व त्यांच्या मनाविरुद्ध वागण्याचे स्वातंत्र्य नसे. आपली मते मांडण्याचा, मनमोकळेपणाने बोलण्याचे स्वातंत्र्य नसे. हीच पद्धत समाजाचीही एकीकडे राजाज्ञाचे, राजाच्या कायद्याचे पालन तर दुसरीकडे धर्माधिकाऱ्यांनी घालून दिलेल्या धार्मिक आचार-विचारांचे पालन करावे लागे. राजाज्ञेचा भंग केल्यास किंवा धर्मकल्पनांविरुद्ध मते व्यक्त केल्यास त्या व्यक्तीला राजद्रोही, धर्मद्रोही समजले जाऊन कडक कारवाई केली जाई. वैज्ञानिक सिद्धांत मांडणारे सॉक्रेटीस, गॅलिलिओ, किंवा भारतातील साधुसंत असतील त्यांनाही धर्ममार्तंडांकडून उपेक्षित, दंडात्मकच वर्तणूक मिळाली. तत्कालीन विचारसरणीनुसार शिस्तीच्या कल्पना होत्या.

शिक्षणावर शिस्तीचा प्रभाव -

शिस्तीसंबंधीच्या या पारंपारिक कल्पनांचे तत्कालीन शिक्षण पद्धतीवर पडसाद उमटलेले दिसून येतात.

तत्कालिन शिक्षणात शिस्तीला अपरंपार महत्त्व दिले जाई व शिस्त - निर्मिती करणे हे प्रमुख ध्येय मानले जाई. त्या अनुषंगाने विद्यार्थ्यांच्या नैसर्गिक वृत्तीमध्ये बदल घडवणे, त्यांच्या मनोवृत्तींना परंपरागत ध्येये, मूल्ये यानुसार वळण लावणे हेच शिक्षणाचे प्रमुख कार्य समजले जाई. मग विशिष्ट दिशेनेच मुलांच्या वर्तनाला वळण लावणे हे ठरवल्यामुळे त्यांना कोणतेही स्वतंत्र्य देण्याचा प्रश्नच उद्भवत नसे. विद्यार्थ्यांना शिक्षकाची भिती, धाक, दरारा या गोष्टींमुळे गर्भगळीत व्हावे लागे. त्यामुळे आजच्या आधुनिक शिक्षणशास्त्रात महत्त्व पावलेल्या प्रेम, जिद्दळा, सहानुभूती या गोष्टींना जुन्या काळी (शिक्षणक्षेत्रात) स्थानही नव्हते. शिस्तबद्ध वर्तन म्हणजे मुलांनी शिक्षकांचे मुकाट्याने ऐकणे, प्रश्न किंवा शंका न विचारणे, त्याने दर्शविलेल्या आदर्शांचे प्रामाणिकपणे अनुकरण करणे असाच समज असे.

या शिस्तीच्या संकल्पनेतून विद्यार्थ्यांना शिक्षकाच्या प्रभावी व्यक्तीमत्त्वाच्या छायेतच वाढवणे म्हणजे त्यांचे स्वातंत्र्य खुरटले जाणे, विशिष्ट साच्यातून निघालेल्या मूर्तीप्रमाणे एक साचेबंद व्यक्तित्व साकारणे होय. दडपणात मुलांना शिक्षण देताना त्यांना कोणतेही स्वातंत्र्य नसते. कठोर शिस्तीची अंमलबजावणी व अशी शिस्त निर्माण करण्यासाठी भिती व कडक शिक्षा अशाच धोरणाला महत्त्वाचे मानले जाते.

शिस्तीसंबंधीच्या चुकीच्या कल्पना -

शिस्तीच्या बहुतांश कल्पना या लष्करी शिस्तीवर आधारलेल्या असल्याने सैनिकांप्रमाणे मुलांनाही कोणतेच स्वातंत्र्य मिळत नाही. परंतु लष्करामध्ये असलेल्या एकसारखा पोशाख, सर्वांच्या एकसाथ होणाऱ्या हालचाली अशा प्रकारची यांत्रिकता आपण शिक्षणक्षेत्रात आणणे कितपत बरोबर आहे? वर्गात निःस्तब्ध शांतता ठेवणे, शिक्षक आले की लगेच सर्वांनी सोबत उभे राहणे, ज्याला प्रश्न विचारलाय त्याच उत्तर देणे ही यंत्रवत वर्तणूक म्हणजेच शिस्त का? प्रदर्शनातील पुतळ्यांप्रमाणे निश्चल राहून नियमांनुसार प्रतिसाद यालाच शिस्त म्हणायचे का? आवश्यक त्या प्रसंगी मुलांनी शांत राहणे हे जरी योग्य असले, तरी शिक्षकांच्या, मुख्याध्यापकांच्या धाकामुळे मुले शांत राहतात, तेवढ्यापुरते त्यांच्या समोर नियमांचे पालन करतात म्हणून त्यांच्या वर्तनास कितपत शिस्तबद्ध म्हणावे? कारण सभोवताली पाहता अनेक ठिकाणी शाळांमध्ये शांत असणारी हीच मुले आवाराबाहेर पडताच बेशिस्त वर्तन करतात. आई-वडील, शिक्षक, वडीलधाऱ्यांची टिंगल करतात, खोटे बोलतात, गुटखा, पान, तंबाखू खातात, तासिकांना दांडी मारून सिनेमा पाहतात. इतकेच काय पण आजच्या आधुनिकीकरणामध्ये जणू जग मुठीत आल्याप्रमाणे ही मुले भ्रमणध्वनी घेऊन फिरतात. वर्गातील तासिकांनाही मागील बाकांवर बसून संदेश पाठवतात, गप्पा मारतात, आंतरजालाचा वापर करत असतात, नको ते चित्रिकरण करत असतात याबद्दल काही आपण अनभिज्ञ नसतो. म्हणजे कुणालाही कळणार नाही या पद्धतीने साळसूदपणे व सभ्यपणे वागणारे जर यांनी दुवर्तन केले तर तो शिस्तभंग नाही अशा पद्धतीने 'शिस्तपालन' करणाऱ्यांचीच संख्या जास्त दिसून येत आहे. त्यामुळे अशा वागणूकीला शिस्त म्हणणे चुकीचे ठरेल. केवळ दडपणामुळे केलेले बाह्य कृतीचे अवडंबर म्हणजे शिस्त नव्हे.

शिस्तीचा खरा अर्थ :

बाह्य दडपण, धाकामुळे लादलेली शिस्त ही खरी शिस्त नसून आंतरिक शिस्त हीच खरी शिस्त असते. शिस्तीचा मुळ हेतु विचारभावनांमधील बदल त्यानुसार मनोवृत्तींना वळण लावणे हा असतो. जेव्हा सद्‌आचाराचे, आदर्श मुल्यांचे महत्त्व मनाला पटले की तसेच आचरण करणाऱ्या आंतरिक प्रेरणा मिळते. त्यानंतर सक्तीची, दडपणाची गरजच राहत नाही. नियमित उपस्थिती, वर्गात लक्ष केंद्रीत करणे, नियमित अभ्यास करणे हे सर्व आपल्याच प्रगतीसाठी आहे. शिक्षक, वडीलधारी जे सांगतात ते आपल्या हिताचे आहे. म्हणून आपण तसे आचरण ठेवावे हे समजले वडीलधाऱ्यांबद्दल आदरभाव ठेवावा हे एकदा मनावर बिंबले की सक्तीची गरजच राहत नाही. अभ्यासवृत्ती, नियमितपणा, प्रामाणिकपणा, कष्टाळू वृत्ती, विनम्रता, शालीनता, नितिमत्तेची चाड, वडीलधाऱ्यांविषयी आदर, नियम पालन हे गुण वागणुकीत भिनले, की त्यांचे रुपांतर सवयीत होते, म्हणजेच शिस्त ही स्वयंशासनाच्या आधारावर स्वयंस्फूर्त असावयास हवी. अशा शिस्तीतून खरे उद्याचे, युवक, नागरीक घडतात.

Handbook of Suggestions for Teacher या बोर्ड ऑफ एज्युकेशन इंग्लंडने प्रकाशित केलेल्या ग्रंथांनुसार - “शिस्त ही विकास करून घेण्याची ईर्षा निर्माण करण्याचे साधन होय.” मुलांसमोरील सद्‌वर्तनाचे आदर्श कृतीत उतरले तर तीच खरी शिस्त.”

शिस्त या साधनाने चारित्र्यनिर्मिती व वैयक्तिक विकासाचे उद्दिष्ट साध्य होते. परंतु या साधनांचा प्रभावीपणे वापर होण्यासाठी विद्यार्थ्यांसमोर त्यांच्या आवडीनुसार, पात्रतेनुसार मार्गदर्शन केले त्यांना अभिरुची निर्माण होईल असे आदर्श त्यांच्या पुढे उभे केले पाहिजे. विद्यार्थ्यांना हे आदर्श हे मार्गदर्शन आपल्या इच्छित ध्येयपूर्ती उपयुक्त आहेत याची जाणीव होते त्यांच्यात तशी ईर्षा जिद्द निर्माण होते व त्यासाठी ते नियमांचा स्वतःहून अंगिकार करतात ही खरी शिस्त.

याचप्रकारे ड्युई व नन या पाश्चात्य विचारवंतांनीही स्वतःची शिस्तीविषयीची कल्पना मांडली आहे, त्याचे विवेचन पुढीलप्रमाणे –

ड्युईचे शिस्तीची कल्पना :

जॉन ड्युईच्या विचारांनुसार वागणुकीची सक्ती करून शिस्त निर्माण होत नाही, त्याच्या मते ‘कोणत्याही सहेतुक कृतीच्या अभिरुची व अनुशासन या परस्परसंबंधित अशा दोन बाजू होत.’ कोणताही शैक्षणिक कार्यक्रम सुरु करताना सर्वप्रथम विद्यार्थ्यांना आत्मीयता वाटेल असे उद्दिष्ट ठरवावे. ते उद्दिष्ट साध्य करताना तन्मयता, चिकाटी, समयसुचकता, अडचणींना तोंड देण्याची तयारी, त्यातून मार्ग काढण्याचे कौशल्य व अपयशातून बाहेर पडण्याची उर्मी यांच्या विनियोगातून शिस्त निर्माण होते. ड्युई म्हणतो, अडचणींमधून मार्ग काढत नियोजित कार्यपद्धतीला जाणीवपूर्वक चिकटून राहण्याच्या इच्छाशक्तीला गोंधळून न जात, कोणत्याही प्रलोभनांना बळी न पडता एकाग्रतेने कार्य केले, तर यांच्या संयोगातून निर्माण होईल ते अनुशासन ती शिस्त.

ननची शिस्तीबद्दलची कल्पना :

ड्युईचा विचार व्यवहार्य प्रमाणाला धरून आहे, तर ननने चारित्र्यसंवर्धन किंवा आध्यात्मिक विकासाला प्राधान्य देऊन शिस्त म्हणजे काय हे स्पष्ट केले आहे. “शिस्त म्हणजे सुव्यवस्था, नियम नसून मानवी वर्तनाला प्रेरणा देणारी, अंतर्मनाला स्पर्श करून, स्वैर मनोविकारांवर नियंत्रण मिळवून मानवाची कार्यक्षमता व परिणामकारकता वाढविणारी शक्ती होय. शिस्त म्हणजे मनाच्या व्यापक, सुनियोजित, सुनियंत्रित व परिपक्व शक्तींचा संकुचित, अविकसित, अनियंत्रित शक्तीवरील प्रभाव होय.”

जेव्हा आंतरिक गुण व उच्चतर मनःशक्तींचा योग्य दिशेने विकास होते, तेव्हाच त्याची परिणीती शिस्तबद्ध वर्तनात होते.

शिस्तीबरोबरच स्वातंत्र्याचे ही महत्त्व असल्याने काही विचारवंतांच्या स्वातंत्र्यवादी दृष्टीकोनाचे ही विवेचन करणे महत्त्वाचे आहे. ते पुढीलप्रमाणे –

रुसोचा स्वातंत्र्यवादी दृष्टीकोण :

रुसोने संपूर्ण व्यक्तिस्वातंत्र्याचा हिरीरीने पुरस्कार केला व शिक्षणातही मुलावर कोणत्याही प्रकारची बंधने वा दडपण असता कामा नये असे आग्रही प्रतिपादन केले. हुकूमशाही व अधिकार शाहीतून निर्माण होणाऱ्या वैचारिक व मानसिक गुलामगिरीला त्याने विरोध केला (मुलाला) जन्मजात प्रवृत्तीप्रमाणे वागण्याचे पूर्ण स्वातंत्र्य असायला हवे असे त्याचे मत होते. त्यात कोणीही ढवळाढवळ करू नये, अभ्यासक्रम पाठ्यपुस्तके, अध्यापनपद्धती हे मुलांवर बंधने टाकतात म्हणून त्याने त्यांना त्याज्य मानले. रुसोच्या मते मुलाचा शैक्षणिक विकास हा त्याच्या नैसर्गिक प्रवृत्तींच्या अनुरोधानेच होत असतो. अनिर्बंध स्वातंत्र्य हेच शिक्षणाचे ध्येय त्यासाठी परंपरागत पद्धती न वापरता अभावात्मक शिक्षण गरजेचे असते. रुसोच्या या स्वातंत्र्यवादी विचारसरणीत शिक्षेला मुळीच स्थान नाही. मुलाला हवे ते करू द्यावे, उन्हात खेळू द्या त्याच्या कोणत्याही कृतीला विरोध करू नका. त्याला शारिरीक इजा झालीच, त्याचे नुकसान झाले तर होऊ द्या. त्यातूनच त्याला आपल्या चुकांची जाणीव होऊन त्याचे वर्तन सुधारेल.

स्पेन्सरचा स्वातंत्र्यवादी दृष्टीकोण :

व्यक्तीवर कोणत्याही प्रकारची सामाजिक, धार्मिक व शासकीय बंधने असू नयेत असे स्पेन्सरचे मत होते. विद्यार्थ्यांवर नैतिक कल्पनांची बळजबरी न करत त्याला सहजप्रवृत्तीनुसार वागू द्यावे आदर्श लादून, आज्ञा, हुकूम, बंधने, नियंत्रणात ठेवू नका. अभ्यासक्रमाची आवश्यकता प्रतिपादन करून त्याने फक्त तो निश्चित योजनेत सादर केला आहे. पण त्यासाठी तो पूर्ण करण्याचे बंधन किंवा त्यासाठी शिक्षा करणे त्यालाही मान्य नाही. रुसो व स्पेन्सरने त्यांचे स्वातंत्र्यवादी दृष्टीकोन मांडताना शिस्त, शिक्षा, बंधने, नियमांनुसार आचरण याला कुठेच स्थान

दिलेले नाही. परंतु स्वातंत्र्य म्हणजे स्वैराचार नव्हे. स्वातंत्र्य हे ठराविक गोष्टींसाठी एखाद्या मर्यादेपर्यंत असावे. ज्याप्रमाणे कोणत्याही गोष्टीचा अतिरेक झाला की त्याचे दुष्परिणाम हे जाणवतात. तसेच स्वातंत्र्याच्या अतिरेकाचेही पुढील काही दुष्परिणाम पाहावयास मिळतात.

स्वातंत्र्याच्या अतिरेकाचे दुष्परिणाम :

शिस्तीच्या दडपणाखाली मुलांची कुचंबना होते, म्हणून स्वातंत्र्याच्या तत्वाचे महत्त्व हे मुलांच्या शैक्षणिक विकासासाठी महत्त्वाचे आहे. ज्याप्रमाणे शिस्तीचा अतिरेक वार्ड तसेच स्वातंत्र्याचाही अतिरेक नको. आज विद्यार्थी स्वयंअध्ययनापासून परावृत्त होत आहेत, मार्गदर्शक, तयार उत्तरे यांचा आधार घेत आहेत. पाठ्यपुस्तके वाचत नाहीत, त्यांना शिक्षणाचा त्रास वाटता कामा नये, परिक्षा कठीण नको, वैचारिक पातळीवरील मुल्यमापन नको अशी विद्यार्थ्यांची अपेक्षा, त्यामुळे तो विलासी, आळशी बनत चालला आहे. त्यांच्यामध्ये केल्याने होत आहे रे, आधि केलेचि पाहीजे' असा आत्मविश्वास खूप थोड्या विद्यार्थ्यांमध्ये आढळतो. याला केवळ विद्यार्थी जबाबदार नसून स्वातंत्र्याच्या तत्वावरील अध्यापनपद्धतीही जबाबदार आहेत. विद्यार्थ्यांना आपली दैवते, आपले आदर्श, गुरुजन वडीलधारी मंडळी, यांच्यासमोर नतमस्तक होणे कमीपणाचे वाटते. स्वातंत्र्याच्या नावाखाली उपोषण, संप, मोर्चे यांचे महत्त्व वाटते. महाविद्यालयांतील फर्निचरची तोडफोड, कॉपी करताना पकडले म्हणून पर्यवेक्षकांवर हल्ला, कुलगुरूचा खून अशा बातम्या सध्या ऐकायला, वाचायला मिळतात. हे जरी महाविद्यालयात घडत असले तरी याचे लोण विद्यालयीन पातळीवर पोहचण्यास वेळ लागणार नाही. आजचा विद्यार्थी आपल्या हक्कांविषयी जागरूक आहे मग तो कर्तव्ये व जबाबदारीबाबत उदासीन का? सर्वच क्षेत्रात मग अभ्यासक्रम असो किंवा परिक्षा पद्धती आपली मते प्रगट करत आहे, परंतु खरच शैक्षणिक समस्यांचे चिकित्सन करून दोषदिग्दर्शनाची (वैचारिक) पात्रता त्यांच्यात आलेली असते का?

हे सगळे वाचले, ऐकले, विचार केला, की स्वातंत्र्याचा पुरस्कार करणाऱ्या तत्त्वज्ञांना स्वातंत्र्य अशाप्रकारचे अपेक्षित होत का? असा प्रश्न पडतो. परंतु शिस्त व स्वातंत्र्य ही दोन्ही शिक्षण प्रक्रियेतील अविभाज्य अंगे असल्यामुळे आपण त्यांना त्याज्य करूच शकत नाही. म्हणूनच या दोन्हींचा समन्वय साधला जाणे शिक्षण प्रक्रियेच्या दृष्टीने अत्यंत महत्त्वाचे आहे.

शिस्त व स्वातंत्र्य यांचा समन्वय :

शिस्त व स्वातंत्र्य यांना पुष्कळदा परस्परविरोधी कल्पना मानल्या जातात. पण ते फक्त या तत्त्वांच्या बाबीतील किंवा चुकीच्या कल्पनांमुळे या दोन्ही अर्थ व स्वरूप व्यापक अर्थाने समजून घेतले तर ही तत्त्वे आपल्याला परस्परपुरक दिसून येतात. त्यांचा समन्वय साधल्यास त्यांना योग्य ते स्थान मिळते. रूसो व स्पेन्सरने जरी स्वातंत्र्याचा पुरस्कार करताना शिक्षेला अमान्य केलेले नाही. फक्त ती शिक्षा त्यांना मानवाकडून न होता

निसर्गाकडून अभिप्रेत आहे. स्वातंत्र्य म्हणजे मुलांना मोकाट सोडून देणे नव्हे तर सुनियंत्रित व मार्गदर्शित स्वातंत्र्याच्या मदतीने मुलांचा विकास साधायला हवा. स्वातंत्र्य हे विशिष्ट, पुर्वनियोजित व प्रयत्नपूर्वक निर्माण केलेल्या वातावरणात हवे - हेतूपूर्वक, समृद्ध शैक्षणिक वातावरणात दिलेले स्वातंत्र्य हे आपसुकच नियंत्रित व नियमित होते. ज्युईने शिक्षणातून मानसिक शिस्त निर्माण व्हावी असे प्रतिपादन केले आहे. ननने ही स्वातंत्र्य व शिस्त यांचा परस्परसंबंध क्रिडा व कामाच्या संदर्भात स्पष्ट केला आहे. स्वातंत्र्य हा क्रिडेचा आवश्यक गुणधर्म आहे तर कामात दडपणाविरहित शिस्त महत्त्वाची.

स्वातंत्र्य हे जर व्यक्तिविकासाचे अंतिम उद्दिष्ट असेल तर या उद्दिष्टाला साध्य करण्यासाठी उदात्त जीवनमूल्यांचा शिस्तपालनची कठोर साधना अपेक्षित असते. स्वतंत्र्य व मौलिक नवनिर्मितीचे सामर्थ्य हे बंधने पाळून नेटाने अभ्यास केल्यास निश्चितच वाढते.

तसेच विद्यार्थ्यांमध्ये उपयोजन क्षमता निर्माण होण्यासाठी त्याला तत्वशोधन, नियम किंवा सिद्धांतनिर्मिती, सामान्यीकरण या प्रक्रियांचा अवलंब करावा लागतो. या उपयोजन क्षमतेमुळे निरनिराळ्या परिस्थितीत आपले मत मांडताना, विचार मांडताना, कृती करताना आपल्या ज्ञानाचा उपयोग करण्याचे स्वातंत्र्य व सामर्थ्य प्राप्त होते.

शिस्त व स्वातंत्र्याच्या योग्य कल्पना अंगिकारल्या तर त्यांचे अध्ययन, अध्यापन या शिक्षण क्षेत्रातील प्रक्रियेत या शिक्षण क्षेत्रातील प्रक्रियेत अनन्यसाधारण महत्त्व आहे.



विमर्शी अध्यापन

प्रा.डॉ.कैलास आर. खोंडे,
असि. प्रोफेसर,
मविप्र समाजाचे, शिक्षणशास्त्र महाविद्यालय,
नाशिक .

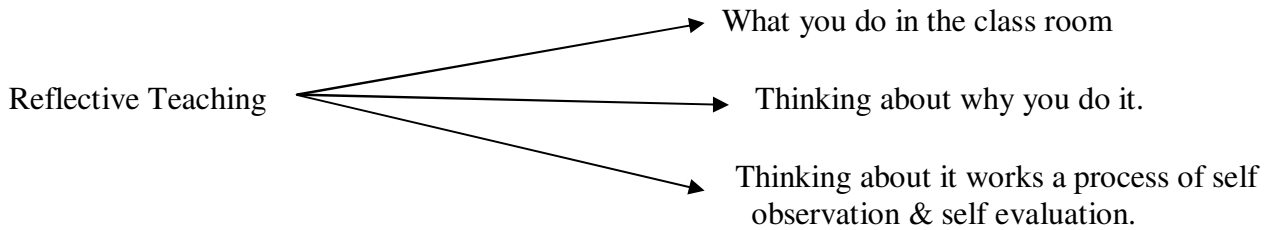
प्रस्तावना :-

21 वे शतक हे बदलाचे , नाविण्याचे शतक आहे. कोणतेच असे क्षेत्र नाही की तेथे बदल झाले नाहीत. उदयोग, संरक्षण, कृषी, व्यापार, माहिती - संप्रेषण शिक्षण या सर्वच क्षेत्रात प्रगतीच्या ध्यासाने झपाटलेले आहे. शिक्षण क्षेत्रात तर रोज नवनवीन बदल येत आहेत. हे बदल अध्ययन, अध्यापन, मूल्यमापन, अभ्यासक्रम, पाठ्यक्रम, अध्यापनाची तंत्रे, शैक्षणिक साधने या सर्वच बाबतीत होत आहेत. इ
तानरचनावाद, ब्लेंडेड लर्निंग, अध्यापन प्रतिमाने, स्मार्ट क्लास इ. शिक्षणक्षेत्रातील काही संमिश्र उदाहरणे आहेत. विमर्शी अध्यापन किंवा Reflective Teaching ही नवी वाट असलेली संकल्पना ख-या अर्थाने जुनी जरी असली तरी नामनिर्देशनावरून ती आपणास नवखी वाटते. काय आहे ही संकल्पना, हे आता आपण समजून घेवू.

विमर्शी किंवा परावर्तनीय अध्यापन संकल्पना :-

विमर्शी अध्यापन ही शिक्षककेंद्र संकल्पना आहे. शिक्षक येथे विचार करतो की, आपण वर्गामध्ये कोणत्या कृती करतो, त्या कृती का करतो व कशा प्रकारे करतो याचे स्वयं निरीक्षण करणे, स्वयंपमूल्यमापन करणे हा विमर्शी अध्यापनाचा पहिला व जानकार शिक्षकाचा टप्पा असतो.

थोडक्यात :-



आपल्या अध्यापनाचे यशस्वी विमर्शन होत आहे की नाही याचे स्वयंपमूल्यमापन करण्यासाठी शिक्षक स्वतः शिकवीत असलेल्या आशयाचे विश्लेषण करतो, त्याचे मूल्यमापन करतो मग वर्गात दयावयाच्या

अध्ययन अनुभवांची संरचना करतो. त्यासाठी तो संदर्भ ग्रंथ, पीअर ग्रुप, ज्येष्ठांचे मार्गदर्शन स्वतःचा विश्वास व श्रद्धा यांचे संचितन करुन त्याच्या अध्यापनामध्ये सकारात्मक बदलासाठी आग्रही असतो. प्रत्यक्ष वर्गाध्यापनाच्यावेळी शिक्षकाला विद्यार्थ्यांचा मिळणारा सकारात्मक प्रतिसाद , त्यांचा चेह-यावरील भाव यावरुनही 'विमर्शन' ओळखता येते. ज्या शिक्षकाने विमर्शनाचा विचार केला तो समजा यशस्वी शिक्षक झालाच !

विमर्शन का महत्वाचे :-

बहुतांश अभ्यासू शिक्षक आपल्या सहका-यांमध्ये चर्चा करतात की , "मी आज खूप चांगली तयारी केली होती, मात्र विद्यार्थ्यांनी माझ्या अध्यापनाकडे अजिबात लक्ष दिले नाही." किंवा " मी प्रभावी अध्यापन करुनही आज विद्यार्थ्यांना समजले नाही. "

वरील दोन्ही विधानांपूर्वी मी माझ्या अध्यापनाचे जोपर्यंत खोलवर जावून स्वयंमूल्यमापन करत नाही, सहका-यांशी त्यावर सकारात्मक चर्चा करत नाही तोपर्यंत अशा निष्कर्षाला पोहचणे चुकीचे आहे. त्यासाठी विमर्शी चिंतन , अध्यापनच त्यावर उपाय आहे.

विमर्शी अध्यापनाचा अर्थच असा आहे की, अत्यंत शास्त्रशुध्द पद्धतीने वर्गातील आंतरक्रियांचे संकलन व रेकॉर्डिंग केले जाते. त्यानंतर संकलित माहिती व निरीक्षण तक्त्यांच्या आधारे अध्यापनाचे विश्लेषणकरुन अभ्यासपूर्ण अर्थ निर्वचन केले जाते व त्यानुसार अध्यापन तंत्रात बदल केला जातो.

- जर अध्यापन / पाठ यशस्वी झाला तर आपण तो पाठ का यशस्वी झाला हे सांगू शकतो.
- जर विद्यार्थ्यांना अजुनही आपली अध्यापनभाषा समजत नसेल तर पुनर्मूल्यमापनाची गरज आहे हे समजते.
- जर विद्यार्थ्यांमध्ये वर्तन अयोग्य आहे - ते नेमके काय करतात , केव्हा आणि का ? अशा सर्व प्रश्नांची उत्तरे विमर्शी अध्यापन तंत्रातून मिळतात व भविष्यासाठी दिशा मिळते.

विमर्शन प्रक्रिया कशी सुरु करावी ?

एखादी विशेष समस्या वारंवार सतावत असेल , एका वर्गापेक्षा जास्त वर्गासंबंधी असेल तर ती गंभीर समजावी व त्यानुसार शास्त्रशुध्द अभ्यासाला सुरुवात करावी, अध्यापन करतेवेळी ज्या वर्गामध्ये सर्वाधिक समस्या जाणवते त्यावर फोकस करावे उदा. विद्यार्थ्यांकडून कोणते चुकीचे वर्तन वारंवार घडते वा आवण जर इंग्रजी शिकविता तर विद्यार्थ्यांना शिकण्यासाठी कसे प्रवृत्त करतो याचा विचार करावा.

विमर्शनाची महत्वपूर्ण पायरी म्हणजे वर्गात आनंददायी वातावरण कसे निर्माण करता येईल यासाठी प्रयत्न करणे. खाली काही मार्ग दिले आहेत ते पाहूया.

1) टिचर डायरी :-

- टिचर डायरी हा विमर्शनासाठी महत्वपूर्ण भाग आहे.
- ती संपूर्ण गोपनीय असावी.
- प्रत्येक पाठानंतर काय घडले याच्या अचूक नोंदी कराव्यात.
- आपल्या भावना , विचार की ज्या आपण अध्यापन करतांना निरीक्षण केल्या आहेत त्यांचीही स्वतःबरोबरच विद्यार्थ्यांच्या नोंदीनिशी नोंद करावी.
- डायरी कशी असावी या संदर्भात मी पुढील साईट सूचवितो त्यावरूनही अचूक नोंदींचा नमुना आपणास उपलब्ध होईल.

(<http://www.teacjomgenglish.org.uk/sites/etacheng/files/teaching.diary.pdf>)

2) सहाध्यायी निरीक्षण (peer observation)

आपल्या सहकारी शिक्षकांना आपल्या पाठाच्या नोंदी घेण्यासाठी निमंत्रित करावे , कोणते विद्यार्थी जास्त सहभाग घेतात त्या सहभागी विद्यार्थ्यांना मी कसे समाधान करतो याच्याही नोंदी घेण्यास मदत होईल. अशाप्रकारे peer observations चा ही फायदा Reflective teaching साठी होईल.

3) लेसन रेकॉर्डिंग (Lesson Recording)

Video or audio recording of lessons can provide very useful information for reflection.

- वर्गात जे जे घडते त्याच्या अचूक नोंदीसाठी रेकॉर्डिंग उपयुक्त आहे.
- Audio Recording मुळे शिक्षकांचे बोलणे, संभाषण शैली , अस्खलितपणा, बोलताना व्याकरणाच्या नियमांचे पालन होते का ? बोलणी वळते का ? विद्यार्थ्यांच्यासाठीची भाषा कशी वापरतात, त्यांना बोलू देतो का ? त्यांना प्रतिसाद देतो का? यासर्व प्रश्नांची उत्तरे Audio recording मुळे उपलब्ध होतात.
- Video recording मुळे शिक्षकांचे वर्गातील वावरणे वर्तन Video recording मध्ये समजेल.

आपण कोटे उभे राहतो, कसे बोलतो , विद्यार्थ्यांजवळ कसे उभे राहतो, एकूण अध्यापन से आहे हे समजण्यासाठी ध्वनिचित्रमुद्रण महत्वाचे आहे.

4) स्टुडंट्स फिडबॅक (Students Feedback)

वर्गात आपले अध्यापन , वावरणे, संभाषण विद्यार्थी प्रतिसाद कसा असतो यावर मोकळ्या वातावरणात विद्यार्थ्यांशी चर्चा करुन त्यांचा Feed Back घेतला पाहिजे. त्यासाठी साधी प्रश्नावली किंवा अध्ययन डायरीचा आधार घेता येईल.

पुढे काय करावे ? (What to do next?)

सर्व माहिती संकलन झाल्यानंतर त्यावर अभ्यास, चर्चा , मार्गदर्शन घेतल्यानंतर प्रत्यक्ष Reflection ला सुरुवात करावी. ती खाली टप्प्यांनी.

• चिंतन :- (Think)

वरील टप्पा पार केल्यानंतर तुम्हाला निरीक्षणांती अध्यापन सुधारणेचे सूत्र मिळालेले आहे. विद्यार्थ्यांच्या feedback वरुन काही अपेक्षित व काही अनपेक्षित सूचनाही प्राप्त झाल्या आहेत. त्यानुसार तुम्ही चिंतन , मनन करुन अध्यापन तंत्रामध्ये बदल करावा ही Reflection मात्रा झाली.

• बोलणे :- (Talk)

मागील टप्प्यांमध्ये तुम्हाला काय सूचना मिळाल्या , शोधून काढल्या त्यावर मित्रांशी चर्चा करा. त्यावरुनही काही कल्पना सूचतील. जर Reflection साधनाने आपल्या अध्यापनात सुधारणा होत असेल तर अजुनही मित्रांशी त्यावर चर्चा करा. जर तुम्ही काही नोट केल्या असतील तर त्याआधारे वर्गाध्यापनात सुधारणा करावी. व्याकरण किंवा त्याला तात्विक मुद्द्यांवर विद्यार्थ्यांमध्ये चर्चा घडून आणावी चर्चा करणे विद्यार्थ्यांना सुलभ व सहज वाटते.

• वाचन :- (Reading)

काही शैक्षणिक वेबसाईटच्या माध्यमातून काही संदर्भ ग्रंथांच्या वाचनातूनही तुमचे इंग्रजीचे अध्यापन प्रभावी करता येईल. काही मॅगझिन्सच्या माध्यमातूनही (Language Magazine) ज्ञानाचे अद्ययावतीकरण करता येईल.

• विचारणे :- (Ask)

अध्यापनाचे नवनवीन तंत्रासंबंधी शिक्षकाने विचारणा करावी, मित्रांकडून काही वेबसाईट, यु-

टयुब, फेसबुकच्या आधारे, मॅगझिन्सच्या आधारे माहिती मिळवावी. तसेच स्थानिकशिक्षक संघटनांकडूनही नवीन प्रवाह समजून घ्यावेत.

सारांश :-

Reflective teaching (विद्यार्थी अध्यापन) ही एक साखळी आहे. ती खालीलप्रमाणे -

उदा. What are you doing ? Why are you doing ? How effective is it ? How are the students responding ? How can you do it better ?

जर तुम्ही विमर्शनामध्ये यशस्वी झालात तर आपला मार्ग काहीतरी अनोखा / वेगळा आहे. व त्याच मार्गाने पुढे जावे , नवनवीनही मार्ग शोधावे --- हेच तर विमर्शन आहे , यातच आपली व्यावसायिक गुणवत्ता आहे.

संदर्भ :-

1. www.teachingenglish.org.uk/articles/reflective-teaching-explor
2. www.wikipedia.com
3. www.answer.yahoo.com
4. www.ehow.com

GOEIIRJ

अध्यापक महाविद्यालयातील विद्यार्थी शिक्षिकांमध्ये विमर्षी चिंतन

अध्यापन – अध्ययन प्रक्रियेची जाणीव : एक अभ्यास

डॉ. के. व्ही. देवरे,

पी. व्ही. डी. टी. कॉलेज ऑफ एज्युकेशन फॉर वुमेन,

मुंबई.

सारांश –

अध्ययन –अध्यापन ही गुंतागुतीची प्रक्रिया आहे, या प्रक्रियेत वैज्ञानिक तसेच कलात्मक पैलू आहेत, सदर स्थितीच्या गरजा पाहता प्रत्येक व्यक्तीला ज्ञान कार्यकर्ताची भूमिका जबाबदारीने व बांधिलिकेने पार पाडता येणे आली पाहिजे. दर्जेदार अध्यापन व्यवहार करता येण्यासाठी शिक्षकांनी स्वतः ज्ञान कार्यकर्ता तसेच अध्ययन सुकरक म्हणून सक्षम करायचे आहे. कृतिशील व सतत्यपूर्ण सहभाग देऊन स्वतःला सक्षम होण्यास पोषक अशा उत्तम ज्ञान संवाद निर्मिती, अध्ययन घटनेची निर्मिती करता आली पाहिजे शिक्षकाने ज्ञान कार्यकर्ता म्हणून स्वतःच्या प्रत्येक कृतीकडे चिकित्सक दृष्टीकोनातून पाहणे अपेक्षित आहे. कोणतेही अध्यापनाची कृती करण्यापूर्वी , अध्यापन करत असतानाची कृती व अध्यापन केल्यानंतर अशा प्रत्येक टप्प्याला कृती संदर्भात विमर्षी चिंतन केले पाहिजे,तसेच लेखन ,श्रवण, विचार, व सहभाग या क्षमतांचा विकास घडवून आणणे. या घटना घडण्यासाठी अध्यापकाने गांभीर्याने व जबाबदारीने पुर्व तयारी केल्यास अध्ययन अध्यापन प्रक्रियेत विमर्षी चिंतनाचे स्वरूप असेल, म्हणून संशोधकाने सेवापूर्व प्रशिक्षणार्थीच्या विमर्षी चिंतन अध्ययन अध्यापन प्रक्रिया जाणून घेण्यासाठी संशोधन दृष्टीकोनातून अभ्यास केला आहे.

१. प्रस्तावना –

व्यक्तीचे सार्वगण विकास करणे हे शिक्षकाचे उद्दिष्टे असल्याने शिक्षणामुळे जीवनाला सामोरे जाण्याचे शिक्षण दिले पाहिजे, शिक्षणात प्रामुख्याने चार बिंदु एकत्रित करण्याचे कार्य शिक्षक करत असतो. या क्रियेत अध्यापन प्रक्रिया घडत असते आणि त्यातून अपेक्षित वर्तन घडते. शिक्षण प्रक्रियेत शिक्षणाची उद्दिष्टे अध्यापनार्थीपर्यंत पोहचविण्याचे कार्य शिक्षक करत असतो. अध्ययनार्थी आणि शिक्षक यांच्यात विविध माध्यमातून आंतरक्रिया घडत असते आणि त्यातून अपेक्षित वर्तन घडते शिक्षणात अध्ययनार्थी, शिक्षक, विषय व वर्तन हे चार घटक महत्वाचे आहे. या सर्व घटकांना अध्ययन –अध्यापन प्रक्रियेत सारखेच महत्व आहे.

अध्यापनात मार्गदर्शन करणे प्रोत्साहन देणे इत्यादी विविध कृतींचे ज्ञान व कौशल्य संपदित करित आहे. ही क्रिया अध्ययनप्रक्रियेतून आत्मसात करावी लागते अध्ययनक्रिया घडविण्यासाठी काही टप्पे असतात, उदा. वाचन, श्रवण, लेखन, संभाषण, मनन, आणि चिंतन. अध्यापन –अध्ययनप्रक्रियेत या सर्व टप्प्यांचा समावेश असणे आवश्यक

आहे. अध्ययन प्रक्रिया चिंतनापर्यंत घडवून आणली पाहिजे.

शेफलर, “अध्यायनार्थीचे अध्ययनव्हावे या उद्देशाने अध्यापकाने केलीली कृती म्हणजे अध्ययन होय”.

अध्यायनार्थीच्या वर्तनात बदल घडविण्याच्या उद्देशाने अध्यायनार्थी आणि शिक्षक यांच्यात घडून आलेली आंतरक्रियांची मालिका म्हणजे अध्यापन होय.

अध्ययनार्थीची क्षमता विचारात घेऊन अध्ययन करावयास प्रवृत्त करणारी प्रक्रिया म्हणजे अध्ययन होय. अध्ययनार्थी हा केंद्रबिंदु मानून त्याभोवती योग्य वातावरण निर्माण करण्याच्या दृष्टीने अध्यापनाची रचना करणे हे खरे अध्ययनप्रक्रियेचे वैशिष्ट्य होय. अध्ययनातून जे काही सांगितले जाते सुचविले जाते ते अध्ययनार्थीपर्यंत पोहचणे महत्वाचे असते त्यासाठी सुयोग्य वातावरण निर्माण करणे, प्रेरणा देणे, अध्ययनार्थीना अध्यापन –अध्ययनप्रक्रियेत सहभागी करून घेणे आवश्यक असते अध्ययनार्थीच्या अंगी काही मुलभूत अशी गुणवैशिष्ट्ये असतात ते ओळखुण त्यांच्या कृतीना अध्यापन –अध्ययनप्रक्रियेत वाव दिला पाहिजे उद्दिष्टाधिष्ठीत प्रभावी अध्यापनातून चांगले संस्कार च चांगल्या वृत्तींची जोपसना केली जाते अध्यापनात अध्ययनाच्या प्रमुख तत्वांचा, नियमांचा व सिध्दांतांचा उपयोग केला तर वर्गातील वातावरण निर्भय होते ज्या अध्यापनातून अध्ययनार्थीपर्यंत चिकित्सक वृत्ती विकसित होते सर्जनशील विकासक्षमता वाढीस लागते, आणि विमर्शी विचार करण्याची क्षमता निर्माण होते यामुळे अध्ययन प्रभावी ठरते. शिक्षक किती शिकवितो त्यापेक्षा कसा शिकवतो याला अधिक महत्व आहे. प्रभावी अध्यापनात उत्तम संस्कार घडविले जातात, मूल्याची जोपासना होते, विविध कौशल्ये व वृत्ती अध्ययनार्थ्यात निर्माण होते. विद्यार्थ्यात अभिरूची निर्माण करण्याचे कार्य अध्यापनातून घडत असते, अध्ययनार्थीमध्ये विवेकबुद्धी निर्माण होते समस्येची उकल करण्याची क्षमता निर्माण होते, जीवनातील विविध गोष्टींकडे चिकित्सक पाहण्याची क्षमता अध्ययनार्थीमध्ये निर्माण होते. या सर्व बाबी विमर्शी चिंतनशी संबंधित आहेत.

२. संशोधनाची गरज –

अध्यापन ही गुतांगुतीचे आणि क्लिष्ट प्रक्रिया आहे. सुक्ष्म अध्यापनापासून ससवपाठ अध्यापनापर्यंत जाण्यासाठी प्रशिक्षणातून अनेक टप्पे पार पाडावे लागतात. अध्यापन ही बहुआयामी संकल्पना आहे. यामध्ये शिक्षक व आणि त्याचे व्यक्तिभाव याचा फार मोठा प्रभाव आहे. शिक्षकांना समानस्तराचे प्रशिक्षण दिले असले तरी सुध्दा प्रत्येकाची बोलण्याची क्षमता, भाषेतील ओघवतेपणा, वकृत्वशैली, हजरजबाबीपणा, बहुश्रुतता, व्यासंग यासारखे एकुण व्यक्तीत्वावर प्रभाव पाडणारे घटक वेगवेगळ्या व्यक्तीमध्ये वेगवेगळ्या प्रमाणात असतात. या प्रत्येक घटकासंदर्भात तसेच अध्यापनासाठी लागणाऱ्या आवश्यक गुणवैशिष्ट्यां संदर्भात असल्यामध्ये या क्षमता किती प्रमाणात आहेत, याचे आत्मनिरीक्षण करणे गरजेचे आहे. स्वतःची ओळख पटविणे, माझे आशय ज्ञान किती प्रमाणात आहे ते वाढविण्यासाठी विविध स्रोत कोणते आहेत? आशयज्ञान विद्यार्थ्यांपर्यंत पोहचविण्यासाठी कौशल्य

संपादन केले आहेत, काय? ते मिळविण्यासाठी प्रयत्न करणे, विद्यार्थ्यांची अध्ययनप्रक्रिया घडवून आणण्यासाठी त्यांच्या क्षमतेनुसार नियोजन करणे, विविध पध्दतींचा वापर करणे, संदर्भ पुस्तके वापरणे, यातून शिक्षकांचे अध्यापन प्रभावी बनू शकेल वर्गातील सर्व स्तरांतील विद्यार्थ्यांचा विचार करून प्रत्येकाचे अध्ययन उगम होण्याच्या दृष्टीने काही वेगळ्या कार्यानितीचा अंवलंब करणे इ. सर्व बाबींचा वर्तमानकाळात अध्यापक व अध्ययनार्थ्यांच्या दृष्टीने संशोधन करणे एक काळाची गरज आहे.

३. समस्या विधान —

अध्यापक महाविद्यालयातील विद्यार्थी शिक्षिकामध्ये विमर्षी चिंतन अध्यापन —अध्ययनप्रक्रियेची जाणीव : एक अभ्यास

४. कार्यकारी व्याख्या —

अध्यापन प्रक्रिया —

विद्यार्थ्यांच्या अध्ययनाला दिशा देणाऱ्या किंवा मार्गदर्शक ठरणाऱ्या कृती म्हणजे अध्यापन होय 'अध्यापन ही एक द्विकेंद्री प्रक्रिया असून त्यापैकी एका बाजूने विशिष्ट हेतूने नवनवीन माहिती देणे, नवनवीन कौशल्य विकसित करण्याचा प्रयत्न करणे अध्यापन कर्त्याला प्रेरणा देणे, अशा कृती केल्या जातात व ज्यांचा परिणाम दुसऱ्या केंद्रावर होतो म्हणजे या कृती विद्यार्थ्यांच्या अध्ययनासाठी मार्गदर्शक, पुरक व प्रेरणादायी ठरतात'.

अध्ययन प्रक्रिया —

एका वर्तनामुळे दुसऱ्या वर्तनात घडून येणारे परिवर्तन म्हणजे अध्ययन होय. अध्ययन म्हणजे व्यक्तीने आपल्या वर्तनामध्ये परिस्थितीचा उपयोग करून प्रयत्नपूर्वक घडवून आणलेले टिकाऊ स्वरूपाचे बदल होय, नव्या परिस्थितीला प्रतिसाद देण्याचे आयोजन ज्या कृतीमुळे आपण करू शकतो ती कृती म्हणजे अध्ययन होय, अध्ययन म्हणजे वर्तनातील बदल होय.

५. संशोधनाची उद्दिष्टे —

१. विद्यार्थी —शिक्षिकांमध्ये विमर्षी चिंतन अध्ययन —अध्यापन प्रक्रियेच्या जाणीवेचा अभ्यास करणे.
२. विद्यार्थी —शिक्षिकांमध्ये विमर्षी चिंतन अध्ययन —अध्यापन प्रक्रियेच्या जाणीवेबाबत मराठी माध्यम व गुजराती माध्यम यांच्यात तुलना करणे

६. संशोधनाची परिकल्पना —

१. विद्यार्थी — शिक्षिकांमध्ये विमर्षी चिंतन अध्ययन —अध्यापन प्रक्रियेच्या जाणीवेबाबत मराठी माध्यम व गुजराती माध्यम यांच्यात फरक नाही.

७. संशोधनाची व्याप्ती व मर्यादा –

व्याप्ती–

प्रस्तुत संशोधनासाठी एस. एन. डी.टी. महिला विद्यापीठातील बी. एड. महाविद्यालयांचा समावेश करण्यात आला आहे.

मर्यादा –

सदर संशोधन एस. एन. डी.टी. महिला विद्यापीठातील संलग्नित पी. व्ही. डी. टी. महिला महाविद्यालयापुरती मर्यादीत आहे. अन्य संलग्नित बी. एड. महाविद्यालयांचा समावेश करण्यात आला नाही. सदर महाविद्यालयात फक्त विद्यार्थीनींना प्रवेश आल्याने संशोधन अभ्यासात विद्यार्थ्यांचा समावेश करण्यात आला नाही.

८. संशोधन पध्दती –

प्रस्तुत संशोधनासाठी तुलनात्मक अभ्यासात वर्णनात्मक पध्दतीचा अभ्यास करण्यात आला आहे. पी. व्ही. डी. टी. महिला महाविद्यालयात मराठी माध्यमासाठी ८० व गुजराती माध्यमासाठी ८० प्रवेश क्षमता असल्याने मराठी माध्यमातून १६ व गुजराती माध्यमातून १६ प्रशिक्षणार्थींची सुगम यादृच्छिक न्यादर्शन पध्दतीने नमुना निवड करण्यात आली.

९. संशोधनाची साधने –

संशोधकाने विमर्षी चिंतन अध्ययन –अध्यापन मापिका निर्मित करून संशोधन साधनाचा माहिती संकलनासाठी वापर करण्यात आला.

१०. संख्याशास्त्रीय साधन –

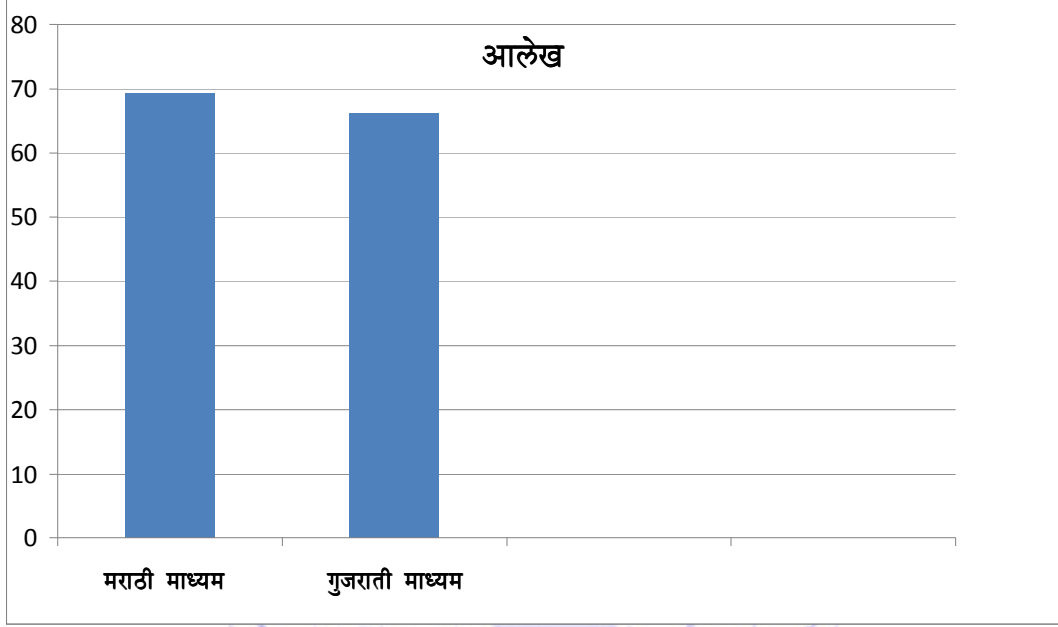
सदर संशोधनासाठी संख्याशास्त्रीय साधनात टी परिक्षिकेचा वापर करण्यात आला आहे.

सारणी

मराठी माध्यम व गुजराती माध्यमातील विद्यार्थी शिक्षिकांचे विमर्षी चिंतन
अध्ययन –अध्यापन प्रक्रियाच्या फरकाची सार्थकता

चल	गट	नमुना	मध्यमान	प्रमाण विचलन	स्वाधीन मात्रा	सारणी मूल्य		टी परीक्षिकेचे गुणोत्तर	सार्थकता स्तर
विमर्षी चिंतन	मराठी माध्यम	१६	६९.२५	३.९४	३०	०.०५	०.०८	१.०७	लक्षणीय फरक नाही
	गुजराती माध्यम	१६	६६.३१	.७०		२.०४	२.७५		
	एकुण	३२	६७.७८	४.०४					

मराठी माध्यम व गुजराती माध्यमातील विद्यार्थी शिक्षिकांचे विमर्षी चिंतन
अध्ययन –अध्यापन प्रक्रियांच्या प्राप्तकांच्या मध्यमानाचा आलेख



११. संशोधनाचे निष्कर्ष –

मराठी माध्यम व गुजराती माध्यमातील विद्यार्थी शिक्षिकांचे विमर्षी चिंतन अध्ययन –अध्यापन प्रक्रियेत लक्षणीय फरक नाही. मराठी माध्यम व गुजराती माध्यमाचे मध्यमान उच्च प्रतीचे असल्याने विद्यार्थी – शिक्षिकांमध्ये विमर्षी चिंतन अध्ययन –अध्यापन प्रक्रियेच्या जाणीव दिसून येते.

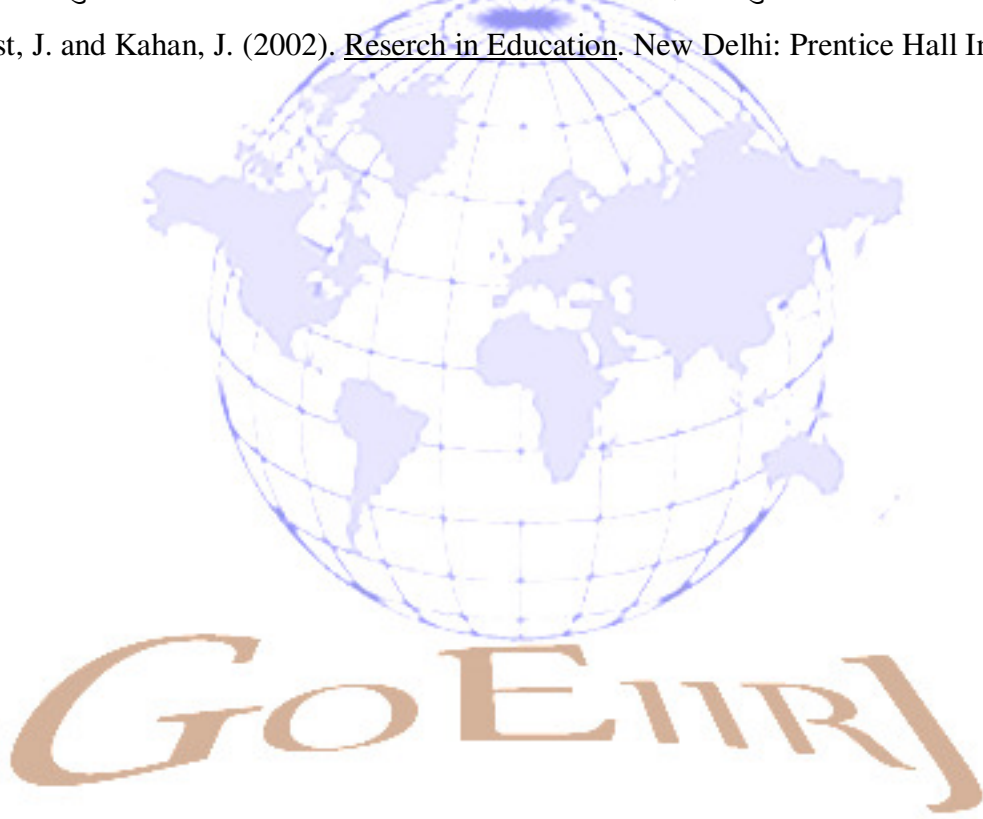
टी परिक्षिकेचे अर्थनिर्वचन : मराठी माध्यम व गुजराती माध्यमातील विद्यार्थी शिक्षिकांचे विमर्षी चिंतन अध्ययन – अध्यापन प्रक्रिया, यांचा फरक अभ्यासतांना प्राप्त टी ची किंमत सारणी डी मधील टी च्या किंमतीपेक्षा कमी असल्याने ही परिकल्पना ०.०५ स्तरावर लक्षणीय नाही म्हणून या शून्य परिकल्पनेचा स्वीकार करण्यात आला. या वरून असे म्हणता येईल की, मराठी माध्यम व गुजराती माध्यमातील विद्यार्थी शिक्षिकांचे विमर्षी चिंतन अध्ययन –अध्यापन प्रक्रियेत लक्षणीय फरक नाही.

१२. संशोधनाचे महत्त्व –

प्रस्तुत संशोधनाचा उपयोग सेवापुर्व प्रशिक्षणार्थीना सराव पाठ व अभिरूप पाठाची पुर्व तयारी करतांना मदत होईल तसेच माध्यामिक शाळेतील अध्यापन करणाऱ्या अध्यापकांना दैनंदिन अध्यापन उपयोग होऊ शकेल. सेवापुर्व प्रशिक्षणार्थी व माध्यामिक शाळेतील अध्यापक यांचा अध्यापनासंबंधी विमर्षी चिंतनात्मक दृष्टीकोन निर्माण होईल.

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मिश्र अध्ययन : विमर्शी अध्ययन अध्यापन प्रक्रिया

श्री. खैरनार के. एस.,

सहायक प्राध्यापक,

म. वि. प्र. स. चे, अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय,

नाशिक.

प्रास्ताविक :

शिक्षण ही संकल्पना काळानुरूप बदलत जाते. भारतातील शिक्षणप्रणालीमध्ये विज्ञान व तंत्रज्ञानाच्या प्रगतीमुळे बदल घडून आला. पारंपारिक अध्यापन पध्दतीतील उणिवा दूर करण्याच्या हेतूने संगणकाचा वापर करावा हा विचार पुढे येवून आज संगणकाधिष्ठीत अध्यापनास खूप महत्व प्राप्त झाले. मात्र या स्वरूपातील शिक्षण प्रक्रियेत अनेक मर्यादा, दोष व अडथळे आहेत. उदा. शिक्षक विद्यार्थी आंतरक्रिया, शिक्षकांची बांधिलकी यासाठी पारंपारिक वर्ग अध्यापन व ऑनलाईन अध्यापन यामध्ये योग्य समन्वय आणि एकात्मिकरण साधणे आवश्यक आहे. ब्लेंडॅड लर्निंग ही संरचित व असंरचित अध्ययनाचा सूरख मिलाफ आहे. ब्लेंडॅड लर्निंग ही पध्दत आशयाची काठीण्य पातळी कमी करण्यास व समजण्यास उपयुक्त ठरते. १९९७ मध्ये ग्रॅहम स्पेनिअर यांनी इंग्लंडमध्ये याचा वापर केला. ब्लेंडॅड लर्निंग मध्ये फेस टू फेस (F2F) शिक्षण पध्दती व ऑनलाईन शिक्षण पध्दतीचे मिश्रण दिसून येते. आजच्या शिक्षण पध्दतीमध्ये या शिक्षण पध्दतीचा वापर केल्यास अध्ययन अध्यापनाची क्रिया आनंददायी होईल यात शंका नाही.

अर्थ व व्याख्या :

१. “Blended Learning as new pedagogical model, which combines the best parts of face-to-face and online learning.”
२. “Combining pedagogical approaches (‘e.g. constructivism, behaviourism, cognitivism’) to produce an optimal learning outcome with or without instructional technology.”
३. “Blended learning - mixed mode or hybrid - learning is the integration of face-to-face (F2F) learning with online learning activities”
४. “Blended learning combines online with face-to-face learning. The goal of blended learning is to provide the most efficient and effective instruction experience by combining delivery modalities”.
५. ई-अध्ययनासाठी वापरल्या जाणाऱ्या विविध माध्यमाचे संमिश्रण करून वर्ग आंतरक्रिया घडवून आणणे होय.
६. विविध अध्ययन अध्यापन पध्दती, तंत्रे अध्यापनाची विविध माध्यमे यांचा अर्थपूर्ण अध्ययन वातावरणात आंतरक्रियात्मकरित्या वापर करणे होय.

ध्येय व उद्दिष्टे :

१. अध्ययनासाठी पारंपारीक व आधुनिक तंत्राच्या वापरासाठी शिक्षक-विद्यार्थी तयार करणे.
२. अध्ययनात नाविण्यतेचा ध्यास निर्माण करणे.
३. अध्ययन अनुभूतीची पातळी उंचावणे व परीवर्तन घडवून आणणे.
४. एकमार्गी संप्रेषणाऐवजी वर्ग आंतरक्रियेत विविधता आणणे.
५. प्रभावी वर्ग आंतरक्रिया घडविणे व आंतरक्रियेत विविधता आणणे.
६. अध्ययन अध्यापन प्रक्रिया आनंददायी व मनोरंजक बनवणे .

ब्लेंडॅड लर्निंग वैशिष्टे :

- ✓ ब्लेंडॅड लर्निंग मध्ये शिक्षकाची भूमिका दिग्दर्शकाची तर कधी सल्लागाराची असते.
- ✓ गरीब, ग्रामीण व दुर्गम शाळेमध्ये शिकविण्यासाठी जेथे शिक्षकांना जाणे शक्य नसते व शाळेलाही परवडत नाही अशा ठिकाणी ऑनलाईन शिक्षण पध्दतीचा वापर करता येतो.
- ✓ एकापेक्षा अधिक स्रोतांचा समावेश केल्यामुळे अध्ययनाची पध्दती विविधांगी बनते.
- ✓ विद्यार्थ्यांना तंत्र निवडीचे स्वातंत्र्य मिळते व भिन्न आधुनिक इलेक्ट्रिक माध्यमांचा वापर होतो.
- ✓ अध्ययन अध्यापनात विद्यार्थ्यांना सक्रिय ठेवण्यासाठी उपयुक्त पध्दत आहे.
- ✓ वर्ग आंतरक्रिया ऑनलाईन पध्दतीने घडतात त्यामुळे भौगोलिक अडथळे येत नाहीत.
- ✓ विद्यार्थ्यांना विविध उपक्रमात भाग घेण्यासाठी साहित्य निर्मिती वा उपलब्धतेसाठी या पध्दतीचा वापर उपयुक्त ठरतो.
- ✓ मोठ्या वर्गसमुदायासाठी अत्यंत उपयुक्त ठरते व वर्गात तसेच वर्गाबाहेर अध्ययनाची संधी मिळते तसेच अध्ययनासाठी स्थळ, काळ व वेळेचे बंधन नसते.
- ✓ प्रत्याभरणासाठी वेळेचे बंधन राहत नाही. प्रत्याभरणासाठी पारंपारिक पध्दती ऐवजी आधुनिक पध्दतीचा वापर केला जातो.

उपयुक्तता व विविधता :

१. पारंपारिक अध्ययन अध्यापनापेक्षा कमी वेळामध्ये अध्ययनाची क्रिया घडून येते व अध्ययन अध्यापन प्रक्रिया परिणामकारक होते.
२. अभिनव अभ्यासक्रमाची निर्मिती करण्यासाठी उपयुक्त आहे.
३. आजच्या काळात ई-साधनांची सहज उपलब्धता होते.
४. प्रकल्प व संशोधनासंबंधी निर्णय घेण्याचे स्वातंत्र्य विद्यार्थ्यांना मिळते व तज्ञामार्फत वेळोवेळी प्रत्याभरण देता येते. एका पेक्षा अनेक अध्ययन स्रोतांचा वापर होतो.
५. अध्ययन कृतीमध्ये साचेबंदपणा होत नाही तर विविधता निर्माण होते.

६. अध्ययनासाठी विविध साहित्यांचा वापर होतो, विविध अध्ययन शैलींचा वापर करता येतो.

माध्यम :

ब्लेंडेड लर्निंगचा अर्थच असा आहे की यामध्ये एका पेक्षा अधिक माध्यमांचा वापर आशयानुरूप केला जातो. ब्लेंडेड लर्निंग मध्ये एकापेक्षा जास्त माध्यमे अध्ययनासाठी निवडली जातात. जास्त अध्ययन साधने वापरल्यामुळे अध्ययन पध्दतीत विविधता येते व कंटाळा येत नाही. रॉन कुर्टस यांनी या माध्यमाची पुढील तीन गटात विभागणी केली आहे.

कार्यवाही :

१. **कार्य निश्चित:** अध्ययन अध्यापनासाठी कोणत्या प्रकारचे कार्य करावे याची निश्चिती केली जाते यासाठी विद्यार्थ्यांशी चर्चा करून कोणती पध्दती उपयुक्त ठरेल याचा अंदाज बांधला जातो व स्वतःची भूमिका निश्चित केली जाते. उदा. प्रकल्प , शोधन समस्या इत्यादी
२. **स्रोतांची निवड :** इंटरनेट, ई-मेल , सोशल साईट्स , डी.व्ही.डी इ.सारखे स्रोत वापरणे अपेक्षित आहे. स्वतंत्रपणे कार्य करण्याची जबाबदारी विद्यार्थ्यांवर असते त्यासाठी अभ्यासक्रमानुसार वा आशयानुसार तंत्रज्ञानाचा वापर केला जातो कार्यनिश्चितीनंतर त्याप्रमाणे उपलब्ध होऊ शकणाऱ्या स्रोतांची निश्चिती केली जाते. यामध्ये वर्ग आंतरक्रियातील उपयुक्त घटक आणि ई-लर्निंग मधील उपयुक्त स्रोतांचा समावेश केला जातो.
३. **मूल्यमापनासाठी आधार प्रणाली :** निश्चित केलेल्या उद्दिष्टांची पूर्तता कितपत झाली यासाठी आकारिक व साकारिक या मापन पध्दतीची कार्यनीती ठरवावी. विद्यार्थ्यांच्या अध्ययना दरम्यान स्वतः शिक्षकामार्फत ऑनलाईन प्रत्याभरण मिळेल याची काळजी घ्यावी. वर्ग आंतरक्रियेचे महत्व लक्षात घेऊन पुढील घटक समाविष्ट करावे.
 १. **कार्यक्रमांरंभी :** अध्ययनाची ध्येये, आव्हाने या संदर्भात मार्गदर्शन व प्रेरणेसाठी शिक्षकाद्वारे उद्बोधन करावे म्हणजे विद्यार्थी अध्ययनासाठी सहज तयार होईल.
 २. **कार्यक्रमादरम्यान :** संशोधन वा प्रकल्पाबाबत विद्यार्थ्यांच्या शंकाचे निरसन करणे चर्चा, गटचर्चा यांचा वापर करून कार्याची गती समान ठेवण्यासाठी शिक्षकाची मदत आवश्यक आहे.
 ३. **कार्यक्रम पूर्ण झाल्यावर :** कार्याची पूर्तता झाल्यानंतर मूल्यमापन केले गेले पाहिजे त्यासाठी निष्कर्षाचे सादरीकरण व ज्ञान, कौशल्ये, क्षमतांची चाचणी घेतली पाहिजे.

ब्लेंडेड लर्निंगची उपयुक्त माध्यमे :

१. **पारंपारीक अध्ययन साधने व वर्ग खोली :** संदर्भ साहित्य, पुस्तके, प्रकल्पाधारीत अध्ययन, उपयोजित स्वाध्याय, ऑनलाईन कोचिंग, कृतीवर आधारीत प्रत्याभरण, चर्चा, गटचर्चा, वादविवाद, बुद्धीमंथन, चाचण्या इत्यादी बाबींचा प्रामुख्याने विचार केला जातो.
२. **स्व-गतीने ई-लर्निंग:** विद्यार्थ्यांची आवड वेळेच्या उपलब्धतेचा विचार करून अभिरूपता, ऑनलाईन केस स्टडी, आंतरक्रियात्मक अध्ययन, ऑनलाईन स्वाध्याय, सी.बी.टी. कॉम्प्युटर, वेबबेसड ट्रेनिंगचा अध्ययनात वापर केला जातो.

३. **प्रत्यक्ष ई-लर्निंग** : प्रत्यक्ष प्रशिक्षण कार्यशाळेचे आयोजन करून तसेच कोचिंगच्या माध्यमातून विद्यार्थ्यांमध्ये आंतरक्रिया घडवून आणणे त्यासाठी ई-मेल, स्वाध्याय, चॅट, ब्लॉग यांचा वापर करणे व प्रत्यक्ष ई पध्दतीने लर्निंग घडवून आणणे.

ब्लेंडेड लर्निंगचे फायदे :

विविध माध्यमांचे एकात्मिकरण केल्याने अध्ययन अर्थपूर्ण बनते. विद्यार्थ्यांच्या संपादनकृतीत वाढ दिसून येते तसेच रूची व उत्साह वाढविण्यास ही उपयुक्त ठरते. अध्ययनाबरोबर ज्ञाननिर्मितीची संधी मिळते. विद्यार्थी सतत अध्ययनात सक्रिय राहतात. या पध्दतीकडे जीवन जगण्याची तयारी म्हणून पाहिले जाते. संप्रेषण पध्दती ही निर्दोष असते त्यामुळे संप्रम निर्माण होत नाही व अध्ययन अध्यापन परिणामकारक होते. एकापेक्षा अनेक तज्ञांच्या ज्ञानाचा उपयोग अध्ययनकर्त्याला करता येतो त्यामुळे अध्ययनाची पातळी वाढते .

ब्लेंडेड लर्निंगमुळे शिक्षणात होणारे बदल :

अध्ययनामध्ये विद्यार्थी स्वतः पुढाकार घेतात. अभ्यासक्रमाबाबतच्या विविध कृती केल्या जातात व संदर्भाचे शोधन करून माहितीचा वापर आपल्या संशोधनासाठी, प्रकल्पासाठी वा समस्येसाठी अध्ययनात करतात. संशोधनकार्यासंबंधी निर्णय घेण्याचे स्वातंत्र्य विद्यार्थ्यांना मिळते. अध्ययनकृतीमध्ये साचेबंदपणा होत नाही आधुनिक तंत्रज्ञानाचा अध्यापनात अगदी सहज वापर करण्याची सवय लागते त्यामुळे नवनवीन ज्ञान व नवप्रवाहांची माहिती अध्ययनकर्त्यास मिळते. विविध अध्यापन कौशल्याचा विकास होतो. स्थळ, काळ वा भौगोलिक सीमारेषेचे बंधन राहत नाही. पारंपारीक अध्ययन अध्यापनापेक्षा कमी वेळ लागतो.

संदर्भ सूची :

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२. ह.ना.जगताप, (२०१०) प्रगत शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान , पुणे नित्यनुतन प्रकाशन.
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REFLECTIVE TEACHING: A NEED OF THE TIME

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Introduction :

Reflective teaching is the process in which one explores one's teaching asking important questions about interactions with students as well as the curriculum.

"Reflective Teachers" are those who are always aware of their role, which constantly make the students independent of them, they are concerned about;

1. The goals they hope to accomplish
2. Who they themselves are
3. Who their students are.

They are :

1. Conscious of the environment of the school or college, the enthusiasm and approach in students.
2. Recognize different potentials and existing problems.
3. Positively channelize their potentials to solve the problems.

A reflective teacher implements his or her practice according to the classroom environment and ensure that every student is included and everybody develops interest.

A teacher's ability to reflect on their practice is an important element of teaching sciences. Developing the ability to be reflective in those studying to become science teachers is a core element of any successful teacher education programme. (Danielowich, 2007). The University aims at developing and maintaining a flexible and student-centered learning and teaching environment which consists of the three key terms – innovation, engagement and internationalization –which provides undergraduate and postgraduate education of the highest quality .The process so far, supported by the evaluation data, would suggest that incremental and reflective steps, based on evaluation, are the most appropriate ways to work towards achieving higher level learning outcomes.

A teacher's ability to reflect on their practice is an important element of teaching sciences. Developing the ability to be reflective in those studying to become science teachers is a core element of any successful teacher education programme. According to Rifat Efi study, he investigated

science student teachers' attitudes about reflective practice. A total of 206 science student-teachers : 68biology, 49 physics, 56 chemistry and 33 primary science student-teachers in their initial teacher education course at Dicle University, Turkey, were surveyed using questionnaires. The data were analyzed by using correlations (Pearson), t-test and one way ANOVA with SPSS 13.0. The findings suggest that science student-teachers' attitudes toward reflective practice change in relation to their subjects and years of study. The study did not find any difference in science student-teachers' attitudes toward reflective practice in relation to gender. Within the teaching profession, reflective practice includes the process of problem solving, reconstruction of meaning, and subsequent reflective judgments while engaged in new activities (Reiman, 1999, Eick & Dias, 2005). As the importance of reflective practice for teachers increases, developing effective teachers has become one of the basic underlying principles of all teacher education courses, and reflective practice an essential factor for the enhancement of the development of effective teachers (Calderhead & Gates,1993; Allen & Casbergue, 1997; Harrison et al., 2005).

According to this definition of reflective teaching , reflecting upon one's significant new experiences leads to learning and cognitive development. If reflection is not practiced, there is a risk that teachers may take onto routine teaching which isn't as productive. However, by engaging in reflective teaching, teachers show a capacity (or potential) to analyze the process of what they are doing and to reconstruct their professional and personal knowledge schemes, while simultaneously making a judgment to adapt their practice to best match the needs of students(Reiman, 1999).

Zeichner and Liston (1996) identified five features of a reflective teacher. A reflective teacher is one who (1) examines, frames and attempts to solve the dilemmas of classroom practice; (2) is aware of and questions the assumptions and values that he or she brings to teaching; (3) is attentive to the institutional and cultural contexts in which he or she teaches; (4) takes part in curriculum development and is involved in school change efforts; and (5) takes responsibility for his or her own professional development.

Sparks-Langer (1992) identified three approaches to understanding reflection. The first is the cognitive approach, which constitutes studies of teachers' information-processing and decision-making. The second is the critical approach, which has its roots in ethical and moral reasoning. The last approach, the narrative approach, refers to teachers telling their own stories through problem framing, naturalistic inquiry and case studies.

One of the study investigated science student teachers' attitudes towards reflective practice.

Participating student teachers believed that both the education faculty (and therefore theory), and the practice school (practice), were important for the development of reflection. Their responses suggest that reflective teaching should both be practiced in the education faculty and in the schools to which they are attached for teaching practice. The study also suggests that science student teachers see teaching as more than a craft—i.e., teachers should not be technicians who simply apply decisions and rules made by others. Experience and knowledge of teaching affect the approach that student teachers develop towards the teaching profession. Science student teachers who have been more involved in teaching practice and had more knowledge of teaching indicated a more positive view of reflective practice. Teacher education programmers should focus more on the critical level of reflection. Reflection develops with practice; the more student teachers are encouraged to reflect on the ethical, social and political issues of educating pupils, the more their reflective skills will be enhanced. As the importance of reflective practice for teachers increases, developing effective teachers has become one of the basic underlying principles of all teacher education courses, and reflective practice an essential factor for the enhancement of the development of effective teachers (Calderhead & Gates, 1993; Allen & Casbergue, 1997; Harrison et al., 2005).

Conclusions :

The teachers are the roots and the students the fruits. A good teacher is one who makes himself continuously less important. By that I mean he makes his students independent. He empowers them with the ability to think, to question, to be aware of their surroundings, to be vigilant and take up colors of the surrounding environment just like the chameleon. This needs the teacher to be reflective and pass on this attribute to his or her students. It is about keeping the curiosity alive in the young learners. It is about developing a positive attitude and constantly encouraging them for whatever they have and can achieve. It's okay to have less knowledge than what the student demands out of you, but the appreciation, and an interest in walking an extra mile to find out those answers is what differentiates a reflective teacher from an ordinary one. Teachers have a very important role in building the nation. Children become students in their most tender, curious and most enthusiastic phase of life. So, it's in the hand of our teachers to make them or break them. It's the teachers who would start the revolution and see it happen a decade or two later, when these students shine and take the country ahead.

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REFLECTIVE EDUCATION AND TEACHER

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What is Reflective Teaching ?

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about effect.

Reflective teaching conceptualizes teaching as a complex and highly skilled activity, which, above all, requires classroom teachers to exercise judgment in deciding how to act. High-quality teaching, and thus pupil learning, is dependent on the existence of such professional expertise. Reflective Teaching is self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

Reflective teaching includes --

Rational thinking of one self, education and change, feedback, labeling the self learning, Review of self learning, learning by doing., Individual learning, life long learning, creativity, cramming, self training, intention, knowledge enrichment, vision for future learning.

Beginning the process of reflection/ activities

You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students, or to look at a feature of your teaching - for example how you deal with incidents of misbehaviour or how you can encourage your students to speak more English in class. The first step is to gather information about what happens in the class. Here are some different ways of doing this.

1-Teacher diary

This is the easiest way to begin a process of reflection since it is purely personal. After each

lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

2-Peer observation

Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

3-Recording lessons

Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see.

- Audio recordings can be useful for considering aspects of teacher talk.
- How much do you talk?
- What about?
- Are instructions and explanations clear?
- How much time do you allocate to student talk?
- How do you respond to student talk?
- Video recordings can be useful in showing you aspects of your own behaviour.
 - Where do you stand?
 - Who do you speak to?
 - How do you come across to the students?

4-Student feedback

You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

5-What to do next

Once you have some information recorded about what goes on in your classroom, what do you do?

6-Think

You may have noticed patterns occurring in your teaching through your observation. You may also have noticed things that you were previously unaware of. You may have been surprised by some of your students' feedback. You may already have ideas for changes to implement.

7-Talk

Just by talking about what you have discovered - to a supportive colleague or even a friend - you may be able to come up with some ideas for how to do things differently.

- If you have colleagues who also wish to develop their teaching using reflection as a tool, you can meet to discuss issues. Discussion can be based around scenarios from your own classes.
- Using a list of statements about teaching beliefs (for example, pairwork is a valuable activity in the language class or lexis is more important than grammar) you can discuss which ones you agree or disagree with, and which ones are reflected in your own teaching giving evidence from your self-observation.

8-Read

You may decide that you need to find out more about a certain area. There are plenty of websites for teachers of English now where you can find useful teaching ideas, or more academic articles. There are also magazines for teachers where you can find articles on a wide range of topics. Or if you have access to a library or bookshop, there are plenty of books for English language teachers.

9-Ask

Pose questions to websites or magazines to get ideas from other teachers. Or if you have a local teachers' association or other opportunities for in-service training, ask for a session on an area that interests you.

10-Conclusion and rethinking

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

- What are you doing?
- Why are you doing it?
- How effective is it?
- How are the students responding?
- How can you do it better?

As a result of your reflection you may decide to do something in a different way, or you may just decide that what you are doing is the best way. And that is what professional development is all about.

The process of reflective teaching supports the development and maintenance of professional expertise. We can conceptualise successive levels of expertise in teaching – those that student-teachers may attain at the beginning, middle and end of their courses; those of the new teacher after their induction to full-time school life; and those of the experienced, expert teacher. Given the nature of teaching, professional development and learning should never stop.

Reflective teaching should be personally fulfilling for teachers, but also lead to a steady increase in the quality of the education provided for children. Indeed, because it is evidence-based, reflective practice supports initial training students, newly qualified teachers, teaching assistants and experienced professionals in satisfying performance standards and competences. Additionally, as we shall see, the concept of reflective teaching draws particular attention to the aims, values and social consequences of education.

11-Social Context

There are six reflective activities in this section which will help you to explore the key idea that social forces and individual actions influence and reinforce each other. The first two are designed to encourage recognition and reflection on the concept of ideology, drawing closely on the ideas explained in Reflective Teaching. This is then followed by two activities enabling reflection on the ways that pupils and teachers move between different cultures both inside and outside of school. You are then invited to undertake an activity exploring school resources, focused on finances, and then finally to examine the ways in which as teachers we experience accountability.

12-People

In this section we include three Reflective activities to aid more thinking about the personal factors that influence the interaction between social structures and individuals in the context of schools. The first of these focuses on identity issues for teachers whilst the second and third are aimed at increasing stores of knowledge and understanding of pupils and their families.

- How can communication be used to integrate ethnic minority pupils in to school?
- What everyday opportunities for helping children develop their literacy can we point out to parents?
- How can we encourage children to draw on their parents' knowledge of solving maths

problems?

- What advice should we give parents on whether and how they should correct their children's reading?
- How might we help parents of young children take a more active role in their learning?
- What do we know about our pupils' backgrounds and how can we use it?

13-Notes for further reading

- Overview
- Social context
- People
- In addition

14-Diagrams and figures

CONSIDERATION FOR CURRICULUM DESIGN

- Helping students rethink their ideas: how can we challenge and build on students' misconceptions?
- What is the effect of training on teaching about morphemes?
- How can we help students understand how we get knowledge from science processes?
- What approach to fractions do pupils find easier?
- How are teachers supported to teach fractions?
- How does asking questions help comprehension?
- What are useful comprehension strategies?
- How do you comprehend text?
- How can teachers develop the confidence to take risks with ICT in their teaching?
- How can we develop young children's knowledge and understanding effectively?
- How do you ensure students understand what is expected from them?
- Teachers' awareness and use of morphemes
- Why relate visual letter strings to meanings?
- Can we frame Curriculum by students, by parents?
- How do we develop knowledge and understanding?

Characteristics of environments and activities that prompt and support reflective thinking:

Provide enough wait-time for students to reflect when responding to inquiries. Provide emotionally

supportive environments in the classroom encouraging reevaluation of conclusions. Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned. Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities. Prompt students' reflection by asking questions that seek reasons and evidence. Provide some explanations to guide students' thought processes during explorations. Provide a less-structured learning environment that prompts students to explore what they think is important. Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view. Provide reflective journal to write down students' positions, give reasons to support what they think, show awareness of opposing positions and the weaknesses of their own positions.

Essentials of Reflection education

Hatton & Smith (1995) identified four essential issues concerning reflection :

We should learn to frame and reframe complex or ambiguous problems, test out various interpretations, and then modify our actions consequently. Our thoughts should be extended and systematic by looking back upon our actions some time after they have taken place. Certain activities labeled as reflective, such as the use of journals or group discussions following practical experiences, are often not directed towards the solution of specific problems. We should consciously account for the wider historic, cultural, and political values or beliefs in framing practical problems to arrive at a solution. This is often identified as critical reflection . However, the term critical reflection, like reflection itself, appears to be used loosely, some taking it to mean no more than constructive self-criticism of one's actions with a view to improvement.

Conclusion :

Reflective education is the best solution for own analysis. It is useful for evaluation by own, by teacher, by parents, by experts, by governmental and non –governmental organizations.

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REFLECTIVE TEACHING : EXPLORING OUR OWN CLASSROOM PRACTICE

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Introduction :

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

Importance and need of problem-

Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that "My lesson went well" or "My students didn't seem to understand" or "My students were so badly behaved today." However, without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes. If a lesson went well we can describe it and think about why it was successful. If the students didn't understand a language point we introduced we need to think about what we did and why it may have been unclear. If students are misbehaving - what were they doing, when and why? (Ref-TE Editor on 15 June, 2011)

How do we begin the process of reflection-

You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching.

Here are some different ways of doing this.

Teacher diary –

This is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

Peer observation

Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

Recording lessons

Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see.

Audio recordings can be useful for considering aspects of teacher talk.

Student feedback

You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

There are many models of reflective teaching one among many is – Gibbs 1988.

There are many models of reflective teaching one among many is –

Gibbs Reflective Model

Graham Gibbs discussed the use of structured debriefing to facilitate the reflection involved in Kolb's "experiential learning cycle". He presents the stages of a full structured debriefing as follows: (Initial experience)

- **Description:** "What happened? Don't make judgments yet or try to draw conclusions; simply describe."

- **Feelings:** "What were your reactions and feelings? Again don't move on to analyzing these yet."
- **Evaluation:** "What was good or bad about the experience? Make value judgments."
- **Analysis:** "What sense can you make of the situation? Bring in ideas from outside the experience to help you." "What was really going on?" "Were different people's experiences similar or different in important ways?"
- **Conclusions (general):** "What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?"
- **Conclusions (specific):** "What can be concluded about your own specific, unique, personal situation or way of working?"
- **Personal action plans:** "What are you going to do differently in this type of situation next time? "What steps are you going to take on the basis of what you have learnt?" **(Ref-TE Editor on 15 June, 2011)**

Researcher is working as a Professor in Ashoka Education Foundation's B.Ed college and thought of conducting a study of made to analyze and evaluate the effectiveness of reflection after execution of practice teaching lessons by the student teachers under the conference topic.

Population is- 58 student teachers.

- **Objective-** To analyze and evaluate the effectiveness of reflection after execution of practice teaching lessons by the student teachers Ashoka education foundation's B.Ed college.
- To know the opinion of student teachers about the use of reflection during practice teaching lessons.

Hypothesis - 1)The student teachers find reflection of teaching as a boring activity.
2) Student teachers do not implement their reflection in next lesson.

Scope - This study is limited only to Student teachers of Ashoka Education foundations B.Ed college.

Method and Procedure – Critical analysis of reflective diaries that the students wrote after every practice lesson.

Sample – 20 students teachers out of 60 student teachers of Ashoka Education foundations B.Ed college were randomly selected by

Lottery method of sampling and Critical analysis and evaluation of the reflective diaries that the students wrote after every practice lesson was done.

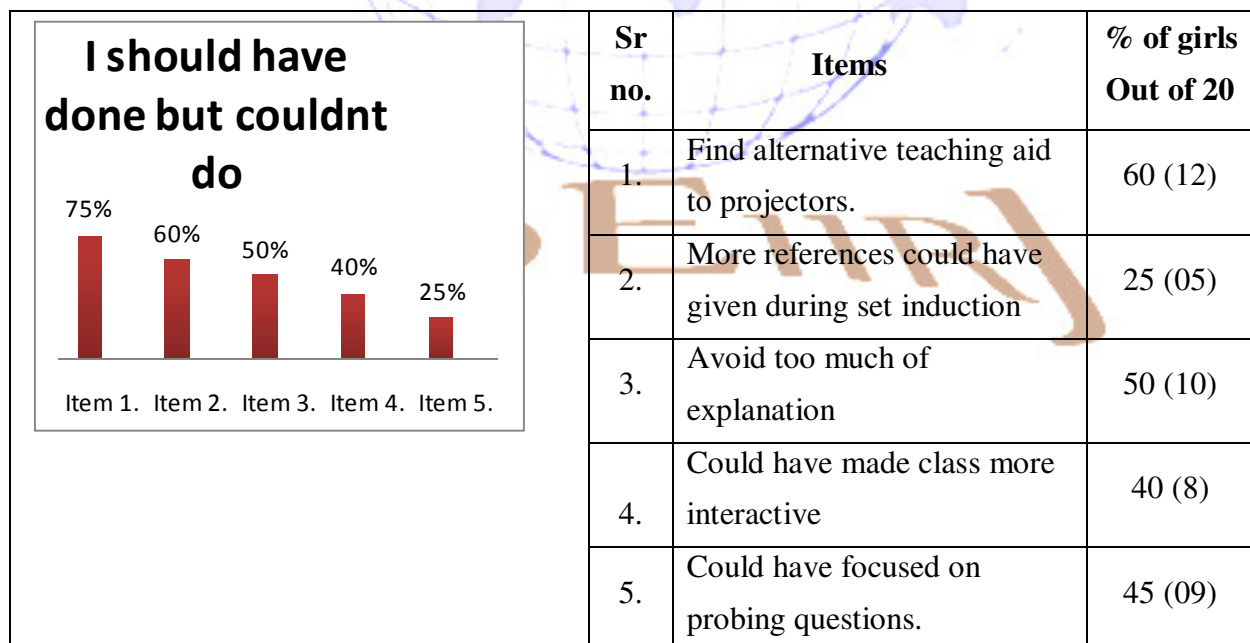
Tool of research- Self made questionnaire and then standardized by the experts in the field in the form of diary. Ref-Reflective diaries developed –By Dr.Anant Joshi and Dr. Shashikala Gaikwad. Interview of students to find out their views about reflection after every lesson.

Procedure – Ashoka Education foundations college of education is affiliated to SNTD university. Writing reflective diary after every practice lesson is a one of the compulsory internal practical. A questionnaire Includes 11 items and the students reflect upon it after every practice teaching lesson .There were 12 lessons student teachers have to conduct and reflect upon their teaching after every lesson.

Analysis and interpretation of gathered Data - Every item of the questionnaire was analyzed and researcher used percentage statistical technique for the interpretation of data. Analysis of the data is also shown in graphical presentation.

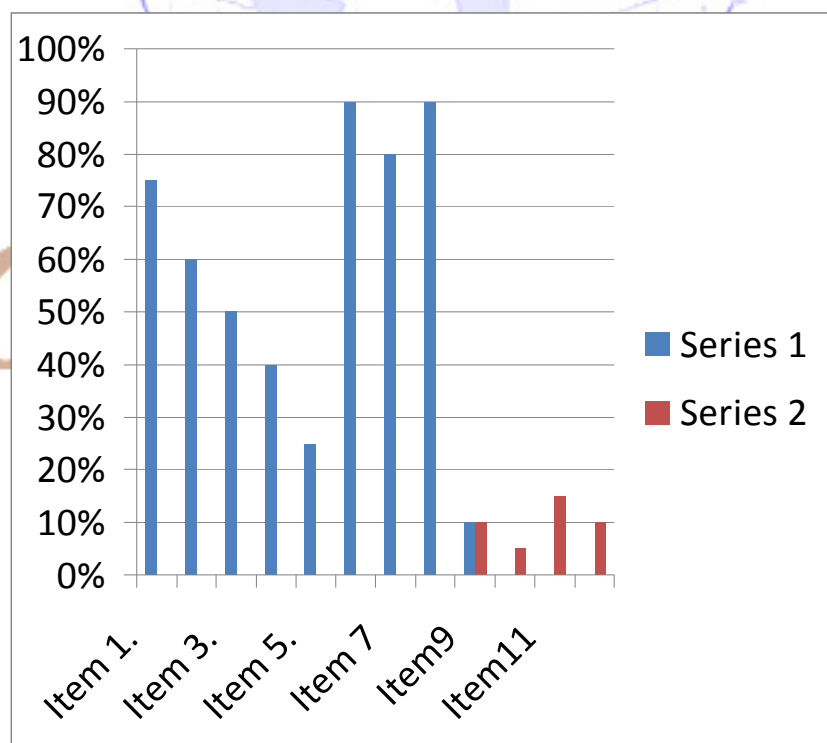
Few items are shown as below

1) I should have done/but couldn't do-



4) what factors act/actions that I did were responsible for my failure /achievement in context of the purpose and plan.

Sr.No	Items responsible for my achievement	%of girls Out of 20
1	Using best and appropriate teaching aids	75%
2	Use of live specimen and objects.	60%
3	Showed Videos related to life experience.	45%
4	Interactive classes.	40%
5	Teaching to the level of students	25%
6	Performed experiment	90%
7	Items responsible for my Failure.	
8	Explanation was too fast	10%
9	Students din't listen as it was last period.	5%
10	There was no response from students	15%
	PPT didn't work	5%



Item nos	Item is as-	Observations	% of respondents
1.	Striking positive or. disturbing events during the lesson.	No disturbing events as such.	0%
2.	What are the activities that I shouldn't have done? Why?	I shouldn't have given- • Any Hints.	5%
		• Detail explanation because of short time.	15%
		• Read speedily.	15%
		• Too lengthy set induction.	5%
		• The new words directly on charts.	5%
3.	What are the activities that I should have done that I could not do? why?	Observation mentioned along with graph below	% are also mentioned below
4.	What factors act/actions that I did were responsible for my failure /achievement in context of the purpose and plan.	Observation mentioned along with graph below	% are also mentioned below
5.	Have the changes in planned activities I did made things better or worse?	Definitely things were made much better next tie.	95%
6. 7.	Did I set any example besides teaching content? How? which decisions and actions of mine which Which decisions and actions of mine related to teaching assessment/content /student were professionally ethically correct/incorrect or just /unjust?	Had set an example from news paper.	80%
		Had set an example from real incidents.	75%
		Decision of asking answers to the naughty ones was correct one.	65%
8.	What did I learn from today's classroom experience?	Students are unpredictable.	90%
		The more natural you are the better you can perform.	80%
		Classroom can be active if Tr, is active	90%
		Tr. Should have eye contact with students.	40%
		Tr has to be flexible and ready for any last minute changes.	80%
		Students are very clever than expected.	90%
		Its hard to make them settle after games period.	90%

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CO-OPERATIVE TEACHING : A METHOD OF REFLECTIVE LEARNING

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Introduction

The Kothari Commission (1964-1966) has emphasized the role of the teacher and school in shaping the future of the nation. This places a greater responsibility on the shoulders of the teacher as a nation builder and highlights the need and importance of teacher education. One of the needs for teacher education is to educate teachers in organizing learning methods. (Pawar, S 2008).

Concept of Co-operative Teaching

Co-operative teaching has been defined in a number of ways. Some individuals consider any arrangement with two adults assigned to a classroom to be co-teaching, even when one of the individuals is a paraprofessional or parent volunteer. Co-operative teaching exists as a means for providing the specially designed instruction to which students with disabilities are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services.

Concept of Reflective Teaching

'Reflective teaching as a complex and highly skilled activity, which requires classroom teachers to exercise judgment in deciding how to act. High-quality teaching, and thus pupil learning, is dependent on the existence of such professional expertise. The process of reflective teaching supports the development and maintenance of professional expertise. Reflective teaching personally fulfilling for teachers, but also lead to a steady increase in the quality of the education provided for children. Indeed, because it is evidence-based, reflective practice supports initial training students, newly qualified teachers, teaching assistants and experienced professionals in satisfying performance standards and competences. Additionally, as we shall see, the concept of reflective teaching draws particular attention to the aims, values and social consequences of education.

Five Technique of cooperative Teaching

Cooperative teaching as a specific service delivery option that is based on collaboration. As a service delivery option, cooperative teaching is designed to meet the educational needs of students with diverse learning options. Student's at all academic levels benefit from alternative assignments and greater teacher attention in small-group activities that Reflective learning makes possible. Reflective teaching allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum while decreasing stigma for students with special needs. Reflective -teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook 2000)

- 1. One Teach, One Observe.** One of the advantages in reflective learning is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
- 2. One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
- 3. Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
- 4. Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
- 5. Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

Cooperative learning resources

1. Supporting Learning in Groups in the Classroom.
2. Supporting Learning in Groups in the Staffroom.
3. Documenting Individual and Group Learning.
4. Engaging Families in Supporting Student Learning.
5. Making Learning Visible Beyond the Classroom.

Implementation of cooperative teaching method as a reflective learning method at Bed level

The Bed course offered by the University of Pune has been designed to train those who want to join the teaching profession. Both theoretical aspect and practical aspect of education are to be studied under the Bed syllabus. The Bed students are give practice lesson / internship. Thus the student teacher can use cooperative teaching while teaching school students. (Bed syllabus revised, 2008).

The researcher who is dealing with the theory paper of geography decided to prepare cooperative teaching format as per required syllabus & content of the paper. Co-operative teaching methods helpful for reflective learning of the theory paper.

Main Objectives

- 1) To design and develop cooperative teaching format & technique as learning methods.
- 2) To find out the effectiveness of the learning methods in understanding the subject.
- 3) To find out the effectiveness of the lecture session in helping students to prepare own presentations for giving seminar.

Population & Sampling procedure

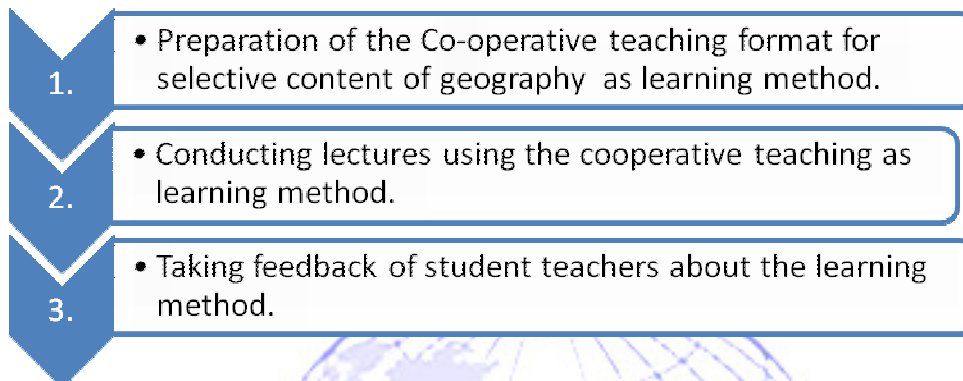
The student teacher of Ashoka College of education Nasik pursuing their Bed degree was the population. The researcher used purposive sampling for the present study. The sample consisted of 20 student teachers who were from the Geography subject.

Tools of the study

- 1) The researcher selects appropriate technique of co-learning on the unit falling in the first section of Geography paper to achieve objective no 1.
- 2) The researcher prepared feedback sheets of the students about the co-operative teaching for objective no-2 & 3. The feedback sheets consisted of closed ended items & of open ended items.

3) To analyze the data collected “percentage” was used as a statistical tool.

Steps followed in the study



Analysis of the responses given by students

To what extent did the Co-operative teaching helpful for reflection of your educational experience?

1. Indicate strongly agreed. 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree.

Item No	Items	1	2	3	4	5
1	Helped in understanding the concepts of Geography	60%	25%	10%	5%	
2	Helped in describing the concept of Geography	70%	18%	12%		
3	Helped in application of the concepts of Geography	60%	35%	5%		
4	Helped in maintaining concentration during the lectures	70%	14%	10%	06%	
5	The group discussion sufficient for preparing during examination	40%	34%	10%	16%	
6	Teaching was organized & systematic	70%	20%	10%		
7	The teaching helpful for reflection of the content	76%	2%	4%	10%	8%
8	Active participation of students was taken using Co-operative teaching methods	60%	30%	5%	5%	
9	The use of co-operative technique helped in preparing your school lesson.	66%	26%	8%		
10	Use of co-operative technique helps in learning rather than listening to more lectures	64%	34%			

Observation

It is clear from above table that majority of the student teachers have found the co-operative teaching effective for a reflective learning.

- 1) The student teachers found the co-operative teaching were effective for a reflective learning & understanding the subject.
- 2) They also found the lecture session based on co-operative techniques helpful in preparing their school lesson, practice teaching & internship lesson.
- 3) The activities done with the help of the co-operative teaching were enjoyable.
- 4) All the students were of the opinion that this learning method should be used next year.
- 5) Majority of the students agreed that they preferred to learn when taught using co-operative technique rather than lectures.

Conclusion

The co-operative teaching is useful as a Reflective learning method for the Bed student teachers. They helped the student teachers in learning the concepts in the theory paper as well as helped them prepare their school lessons. Hence the selected learning method was useful in learning both theoretical & practical aspect for the Bed student teachers.

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ऐतिहासिक पर्यटनस्थळे व विमर्शी विचार

प्रा. लक्ष्मण सखाराम वायळ,

सहाय्यक प्राध्यापक,

अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय,

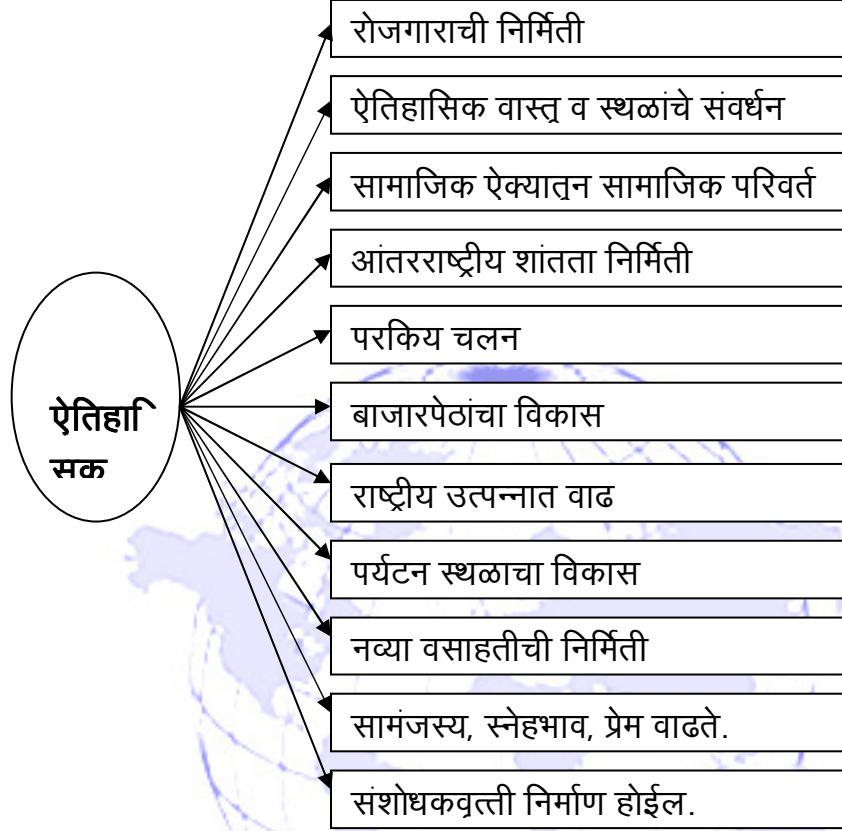
नाशिक.

मानवाला नेहमीच आपल्या भूतकाळातील ऐतिहासिक घटना, प्रसंग, स्मारके, मंदिरे, राजवाडे, किल्ले, गुहा, लेणी इत्यादी विषयी जाणून घेण्याचे कुतूहल, उत्सुकता असते. कारण मानवाची ती नैसर्गिक सहज प्रवृत्तीच आहे. ऐतिहासिक स्थळे, वास्तू व वस्तू पाहण्यात त्यांचा अभ्यास करून अधिकाधिक माहिती समजावून घ्यावी असे त्यास वाटते. म्हणून मानव ऐतिहासिक स्थळांना भेट देण्यासाठी प्रवास करतो.

अतिप्राचीन काळापासून ते आजपर्यंत प्रवास करण्याचा उद्देश बदलत गेलेला दिसून येतो. प्राचीन काळी प्रवास नवीन प्रदेशाचा शोध घेणे, व्यापार करणे व धार्मिक स्थळांना भेटी देणे हा उद्देश होता. या प्रवासातून मानवी समूह संस्कृतीची ओळख झाली. अनेक गोष्टींची देवाणघेवाण झाली.

परंतु आज प्रवासाला पर्यटनाचे स्वरूप प्राप्त झाले आहे. या पर्यटनातून मनाला आनंद मिळविण्यासाठी व मनोरंजनासाठी लोक प्रवास करतात.

भारताला हजारो वर्षांची ऐतिहासिक, सांस्कृतिक परंपरा लाभलेली आहे. इतर कोणत्याही देशापेक्षा हा ठेवा अनमोल आहे. भारतात अनेक किल्ले, नद्या, राजवाडे, मंदिरे, लेणी, मस्जिद, समाध्या, कबरी, स्मारके युद्धभूमी यांना भेट देण्यासाठी पर्यटक आवर्जून येतात. यातून आज आपल्या देशाची संस्कृती इतरांपर्यंत पोहचते. तसेच मोठ्या प्रमाणात रोजगाराची निर्मिती झाली आहे. यामुळे इतिहासाच्या अभ्यासातून पर्यटनाच्या माध्यमातून विद्यार्थी भविष्यात उत्तम करिअर करू शकतील ते पुढीलप्रमाणे :



१. रोजगाराची निर्मिती :

ऐतिहासिक स्थळी वाहतूक व्यवसाय, दुकानदारी, हॉटेल्स, फोटोग्राफर्स, वैद्यकीय व्यवसाय व मनोरंजन करणारे व्यवसाय निर्माण होऊन अनेक कुशल व अकुशल लोकांना रोजगार उपलब्ध होतो व भविष्यकाळातही अनेक तरुणांना रोजगार उपलब्ध होईल. त्यामुळे तरुणामध्ये ऐतिहासिक स्थळाबद्दल आदराची भावना निर्माण होईल.

२. ऐतिहासिक वास्तू व स्थळांचे संवर्धन :

इतिहास व पर्यटन या एकाच नाण्याच्या दोन बाजू आहेत. ऐतिहासिक स्थळे, मंदिरे, स्मारके, किल्ले पाहण्यासाठी देशी –विदेशी पर्यटक येतात. त्यामुळे ऐतिहासिक स्थळांचे जतन व संवर्धन करावे लागते कारण या ठेव्यातून लोकांस प्रेरणा व आनंद मिळून त्यांच्या ज्ञानात भर पडते. यातून पुढील पिढीतही ऐतिहासिक वास्तूंचे व स्थळांचे संवर्धन करण्याची भावना निर्माण होईल.

३. सामाजिक ऐक्यातून सामाजिक परिवर्तन :

पर्यटनातून केवळ मनोरंजन, आनंद, ज्ञान व रोजगारच उपलब्ध होणार नाही तर पर्यटनामुळे देश विदेशातील विविध धर्मांचे, पंथांचे, संस्कृतीचे, जातीचे, विविध भाषा बोलणारे लोक ऐतिहासिक स्थळी एकत्र येतील. त्यामुळे त्यांच्यात विचारांची, संस्कृतीची देवाणघेवाण होऊन सामाजिक ऐक्य निर्माण होऊन समाज परिवर्तन घडून समाजात सामाजिक ऐक्याची भावना निर्माण होईल.

४. आंतरराष्ट्रीय शांतता निर्मिती :

ऐतिहासिक स्थळांना भेट देण्यासाठी देश व विदेशातील लोक एकत्र येतात. यातून आंतरराष्ट्रीय, राष्ट्रीय, प्रादेशिक समस्यांवर चर्चा होतील व यातून आंतरराष्ट्रीय शांततेचे महत्त्व लोकांना समजेल. कारण आज जगामध्ये वेगवेगळ्या देशामध्ये दहशतवाद, बेकारी या समस्या मुळे आंतरराष्ट्रीय शांतता भंग पावत आहे. यासाठी समाजात ऐतिहासिक स्थळांच्या भेटीतून आंतरराष्ट्रीय शांतता भविष्यात निर्माण करण्याचे विचार तयार होतील.

५. परकीय चलन :

ऐतिहासिक स्थळांना भेटी देण्यासाठी येणाऱ्या विदेशी पर्यटकांमुळे आपल्या देशाला परकीय चलन मिळेल यातून आपल्या देशाला त्याचा उपयोग वस्तूच्या आयातीसाठी करून घेता येईल असा विचार समाजात निर्माण होईल.

६. बाजारपेठांचा विकास :

ऐतिहासिक स्थळांच्या ठिकाणी भेट द्यायला येणाऱ्या पर्यटकांना जीवनावश्यक वस्तूची वास्तव्याच्या काळात गरज भासत असते. त्यामुळे जीवनावश्यक वस्तूची उपलब्धता ऐतिहासिक स्थळी केली जाते. त्यामुळे आपोआपच त्याठिकाणी बाजार पेठांचा विकास होऊन स्थानिक अर्थव्यवस्थेला बळकटी मिळून लोकांना वेगवेगळ्या प्रकारचा रोजगार उपलब्ध होतो. त्यामुळे ऐतिहासिक स्थळी बाजारपेठ विकसित करण्याचे विचार समाजात निर्माण होतील.

७. राष्ट्रीय उत्पन्नात वाढ :

ऐतिहासिक स्थळांच्या ठिकाणी भेटी देण्यासाठी येणाऱ्या देशी – विदेशी पर्यटकांमुळे बाजारपेठेची निर्मिती होते. यातून मोठ्या प्रमाणात आर्थिक उलाढाल होऊन राष्ट्रीय उत्पन्नात वाढ होण्यास मदत होते. यामुळे समाज राष्ट्रीय उत्पन्नाच्या वाढीसाठी प्रयत्न करण्याचा विचार करेल.

८. पर्यटन स्थळाचा विकास :

राष्ट्रीय उत्पन्नात पर्यटन स्थळामुळे वाढ होते. त्यामुळे तेथे चांगले रस्ते, शुध्द पाणी, विदयुत व गॅस पुरवठा, आरोग्यविषयक सेवा उपलब्ध करुन दयाव्या लागतात. त्यामुळे स्थानिक लोकांना त्याचा फायदा होऊन पर्यटन स्थळांचाही विकास होईल व समाजामध्ये पर्यटन स्थळांच्या विकासाची भावना निर्माण होईल.

९. नव्या वसाहती (शहरांची) निर्मिती :

ऐतिहासिक स्थळाच्या ठिकाणी रोजगार उपलब्ध होत असल्यामुळे त्याठिकाणी नव्या वसाहती निर्माण होतील.

१०. संशोधक वृत्ती निर्माण होईल :

ऐतिहासिक पर्यटन स्थळाच्या विकासासाठी व तेथील समस्यांच्या शोधासाठी शैक्षणिक संशोधनाच्या साहायाने मदत होईल त्यासाठी त्याप्रकारे अभ्यासक्रम तयार होऊन विद्यार्थ्यांमध्ये आपोआप संशोधक वृत्ती निर्माण होईल.

११. समाजात सामंजस्य, स्नेहभाव व प्रेम वाढते :

पर्यटन स्थळांना भेटी देण्यासाठी वेगवेगळ्या धर्म, जाती, संस्कृतीचे लोक एकत्र येतील यातून विचारांची देवाण घेवाण होऊन समाजात सामंजस्य, स्नेहभाव व प्रेम निर्माण करण्यास मदत होईल व समाजात सामंजस्य व प्रेमाची भावना वाढीस लावण्याची वृत्ती निर्माण होईल.

यासाठी ऐतिहासिक वास्तू, स्थळांची माहिती पुस्तिका तयार करुन ऐतिहासिक स्थळाविषयी पर्यटकांमध्ये जिज्ञासा जागृती निर्माण करण्याचे काम आज इतिहास शिक्षक, पुरातत्वखाते, पर्यटन विकास मंडळे, इतिहास प्रेमी व्यक्तींनी ऐतिहासिक वास्तू व स्थळांचे जतन करण्यासाठी प्रयत्न करणे आवश्यक आहे. असे विचार समाजामध्ये निर्माण होऊन समाज त्यासाठी प्रयत्न करेल.

संदर्भ :

१. गायकवाड, पाटील, भोसले, नाईकनवरे. प्राचीन व मध्ययुगीन भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर.
२. उपयोजित इतिहास १२ वी, महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.
३. डॉ. सुरेश करंदीकर, शैक्षणिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.
४. र. वि. पंडित, शैक्षणिक मानसशास्त्र, पिंपळापुरे अॅण्ड कंपनी पब्लिशर्स, नागपूर.

शिक्षक शिक्षा के पाठ्यचर्या आयाम का विकास

डॉ. कुमावत अ.शां.,
शिक्षणशास्त्र महाविद्यालय,
अहमदनगर.

विषय का संक्षिप्त रूप

शिक्षक शिक्षा को विकसित करने के सतत प्रयास जारी है। तमाम सुझाओं के बावजूद समस्या मूर्त रूपसे बनी हुई है। सुझाओं को कार्यान्वित न करवाना सबसे बड़ा कारण हो जो वर्तमान ढाँचे में किसी भी बदलाव को लाने में असमर्थ दिखाई दे। प्रशासकीय भंग के माध्यमसे प्रारंभ किए गए कार्य का आसर भी सीमित ही होता है।

इस क्षेत्र में यह धारणा स्वागत योग्य है जिसमें अध्यापक बनने के पूर्व के प्रशिक्षण और सेवारत प्रशिक्षण को एक सूत्र में पिरोने की आवश्यकता है। इन दोनों कार्यक्रमों को एक साथ लाने हेतु इनके साधनों उद्देश्यों, माध्यमों में फैली भ्रांतियों को दूर करने के संस्थागत प्रयास जारी है। इसके तहत 'जिला शिक्षा प्रशिक्षण संस्थान (डाइट)' और 'इन्स्टीट्यूट्स ऑफ एडवान्स स्टडी इन एज्युकेशन' आते हैं। शिक्षा महाविद्यालय इन दोनों शिक्षक-शिक्षा कार्यक्रमों को समान्तर न रखते हुए एक पूरक कार्यक्रम बनाने की योजना है। जो इन दोनों कार्यक्रमों के उद्देश्यों को और ज्यादा निखारेगी तथा निरर्थकता को समाप्त करेगी। सेवारत अध्यापकोंकी शिक्षण-पाठ्यक्रम की सामग्री तथा तरीकों में सुधार लाने के दुरगामी परिणाम अपेक्षित हैं जिनसे विशेष प्रयोजन हेतु अल्पावधि पाठ्यक्रमों के विभिन्न संगठनों को लाभ मिलेगा। नया प्रस्तावित पाठ्यक्रम एक अध्यापक में विशेष अभिरुची को जन्म देनेवाला होगा जो उसे पढ़ाने के नए तरीके, ज्यादा सहज वातावरण, सीखने के लिए नए मार्गों, कम्प्युटर निर्माण तथा औपचारिकतर शिक्षा की नई प्रणालियों को खोजने के लिए प्रेरित करेगा। ऐसे परिवर्तन सेवारत शिक्षक शिक्षा में विशिष्ट करण लानेपर अधिक बल प्रदान करेंगे।

शिक्षक प्रशिक्षण की संपूर्ण प्रक्रिया का मूल इसकी पाठ्यचर्या, परिकल्पना, ढाँचा, संगठन और क्रियान्वयन की विधि तथा उसकी उपयुक्तता में निहित है। एक व्यावसायिक कार्यक्रम की तैयारी जैसे शिक्षक प्रशिक्षक-कार्यक्रम के लिए बदलती हुई भौतिक / क्षेत्रीय आवश्यकताओं के प्रति संवेदनशील और सजग होना एवं इसके अनुरूप किसी भी तरह के परिवर्तन को अपनाना और उसमें संशोधन के लिए लचीला रुख अपनाना जरूरी है। स्पष्टरूप से इसके लिए पाठ्यचर्या के सभी पहलुओं पर लगातार ध्यान देना और प्रयास करना

जरूरी है। इन प्रयासों में निहित है पाठ्यक्रम की लगातार समीक्षा, शिक्षक-शिक्षा के विभिन्न रूपों के लिए एक आदर्श के रूप में उपयुक्त ढाँचा तैयार करना; और व्यवस्थित अवधारणा उत्पन्न करके उसके माध्यम से एक ज्ञानाधार उत्पन्न करना। यह निम्नलिखित मुद्दों के आधार पर किया जा सकता है।

- १) प्रतिबद्धता एवंसंकल्प की जरूरत
- २) उपयुक्त संयोजन और संवाद कायम करना
- ३) विस्तृत ज्ञान की आपेक्षा
- ४) पाठ्यक्रम आयाम को विकसीत करना
- ५) शिक्षक-शिक्षा संस्थान के गुणवत्ता में सुधार
- ६) शिक्षक शिक्षा कार्यक्रमों पर नियंत्रण
- ७) शिक्षक शिक्षा में खोज का महत्व एवं आवश्यकता
- ८) शिक्षक शिक्षा की सार्थकता पे बवाल / प्रश्न
- ९) शिक्षक शिक्षा में नयी प्रवृत्तियों का विकास
- १०) समापन

शिक्षक शिक्षा को विकसीत करने के सतत प्रयास जारी हैं। तमाम सुझाओं के बावजूद समस्या मूर्त रूपसे बनी हुई है। सुझाओं को कार्यान्वित न करवाना सबसे बड़ा कारण हो जो वर्तमान ढाँचे में किसी भी बदलाव को लाने में असमर्थ दिखाई दे। प्रशासकीय भंग के माध्यमसे प्रारंभ किए गए कार्य का आसर भी सीमित ही होता है।

शिक्षक प्रशिक्षण की संपूर्ण प्रक्रिया का मूल इसकी पाठ्यचर्या, परिकल्पना, ढाँचा, संगठन और क्रियान्वयन की विधि तथा उसकी उपयुक्तता में निहित है। एक व्यावसायिक कार्यक्रम की तैयारी जैसे शिक्षक प्रशिक्षक-कार्यक्रम के लिए बदलती हुई भौतिक / क्षेत्रीय आवश्यकताओं के प्रति संवेदनशील और सजग होना एवं इसके अनुरूप किसी भी तरह के परिवर्तन को अपनाना और उसमें संशोधन के लिए लचीला रुख अपनाना जरूरी है। स्पष्टरूप से इसके लिए पाठ्यचर्या के सभी पहलुओं पर लगातार ध्यान देना और प्रयास करना जरूरी है। इन प्रयासों में निहित है पाठ्यक्रम की लगातार समीक्षा, शिक्षक-शिक्षा के विभिन्न रूपों के लिए एक आदर्श के रूप में उपयुक्त ढाँचा तैयार करना; और व्यवस्थित अवधारणा उत्पन्न करके उसके माध्यम से एक ज्ञानाधार उत्पन्न करना। यह निम्नलिखित मुद्दों के आधार पर किया जा सकता है।

१) प्रतिबद्धता एवंसंकल्प की जरूरत :-

भारतीय समाज के आकार, उसकी विभिन्नताओं और पहचान का यहाँ की शिक्षा पद्धति से गहरा संबंध है। इसके संदर्भ में यहाँ शिक्षक - शिक्षा कार्यक्रम का बहुआयामी और उदात्त रूप हो सकता है। आज जबकि शिक्षक - शिक्षा के बृहत्तर महत्व को ध्यान में रखते हुए पाठ्यक्रम के एक विस्तृत ढाँचे की आवश्यकता है, वहीं शिक्षण के विभिन्न क्रियाकलापों को जीवंत रूप में भी प्रस्तुत करने की आवश्यकता है। यह कदम शिक्षक - शिक्षा के दूसरे कारकों के लिए भी सार्थक होगा। इस तरह से कमतर स्थिती में भी शिक्षण कार्यक्रम को प्रभावी बनाया जा सकता है। हालाँकि, इस दिशा में कुछ भी नया करने के लिए अध्यापकों को शिक्षा प्रदान करने वालों व नयी खोज करने वालों की प्रतिबद्धता व संकल्प की जरूरत है।

२) उपयुक्त संयोजन और संवाद कायम करना :-

शिक्षक - शिक्षा, प्रशासनिक दिमाग की उपज थी। इसका प्रचार - प्रसार व संरचनात्मक बदलाव संस्थाकरण के द्वारा हुआ। आज भी प्रशासनिक पहल जारी है। कोई भी नया कदम या यूँ कहें ज्यादातर नए कार्यभारों की परिकल्पना व संपादन, प्रशासनिक प्रक्रिया के द्वारा होता है। प्रशासनिक दिशा निर्देश के पश्चात ही शिक्षविदों और विद्वानों के प्रयासों को संगठित करने की आम प्रवृत्ति देखी गयी है। शिक्षक - शिक्षा के वर्तमान ढाँचे के कारण ही ऐसा होता है जो कि इस दिशा में किए किसी भी प्रयास को फलीभूत करने में बहुत बड़ा बाधक है। इस दिशा में व्यावसायिक विचारों को प्रधानता देना अपेक्षित होगा। शिक्षक - शिक्षा क विभिन्न पाठ्यक्रमों को उनकी प्रकृति, अकादमि संगठन व नियंत्रण, वित्तिय रूप, समीक्षा परीक्षा योजना, प्रमाणित करने की पद्धति भूमिका में पुनरावृत्ति को चिन्हीत करने के उेश रूप से कई ठोस सुचनाओं व समाधानों को सामने लाएगा और विभिन्न संस्थानो व संगठनो के मध्य एक उपयुक्त संयोजन व संवाद कायम करने में सार्थक सिद्ध होगा।

३) विस्तृत ज्ञान की आपेक्षा :-

आज की सबसे बडी चुनौती शिक्षक - शिक्षा के लिए विस्तृत ज्ञान का कोई ठोस आधार न होना है। आज की सबसे बडी जरूरत चल रहे कार्यक्रमों का आलोचनात्मक विश्लेषण व समीक्षा है। पाठ्यक्रम के नए पहलुओं को सामने लाने में सहायता करेंगे और सैध्दांतिक ज्ञान व कार्यकलाप के बीच एक सेतु बनाएँगे। ऐसे सिध्दांतो के विरुध्द छानबीन जरुरी है जैसे विभिन्न विषयों को स्पष्ट रूप से समझाने की पर्याप्त क्षमता, शैक्षिक क्रियाकलापों के ज्ञानाधार की पर्याप्तता और कार्यक्रमों का दिखवटीपन। इति के आयामों को भी विभिन्न स्तरों

पर संकलित करने की आवश्यकता है जो पाठ्यक्रम को हर परिस्थिति के लिए समीचीन बनाए। ज्ञान का यह आधार इस शिक्षण पद्धति को शिक्षा की विभिन्न कड़ियों यथा अध्यापक, विद्यार्थी व्यवस्था और सांगठनिक पहलुओं को एक सुची में बाँधेगा।

४) पाठ्यक्रम आयाम को विकसित करना :-

शिक्षा का एक महत्वपूर्ण सैद्धांतिक पहलू वह शिक्षक शिक्षाकी सामाजिक संरचना है जिसके अन्दर शिक्षा की गतिविधियाँ चलती हैं। भारत के संदर्भ में, यह संरचना संविधान में निहित है जो भारत को एक धर्मनिरपेक्ष, समाजवादी एवं लोकतांत्रिक राज्य घोषित करता है। शिक्षक-शिक्षा के दृष्टिकोण बिंदु को हमें यहाँ से ढूँढना चाहिए और आसान समस्याओं के समाधान के लिए भी इसी संरचना के अंतर्गत अध्ययन करना चाहिए। यह प्रयास हमें किसी भी परिघटना को विभिन्न पहलुओं से देखने में मदद करेगा तथा इनके बारे में एक विस्तृत और बेहतर समझदारी भी कायम करेगा, इस प्रकार से पाठ्यक्रम की जरूरतों के विभिन्न आयामों के बारे में एक समुच्च तथा सापेक्ष समझ विकसित करने की भी जरूरत होगी।

५) शिक्षक-शिक्षा संस्थान के गुणवत्ता में सुधार :-

शिक्षक - शिक्षा संस्थानों की गुणवत्ता के पैमाने को बनाने के लिए कार्यकलाप प्रणाली को एक नए मापदंड के रूप में प्रस्तुत करना भारत के संदर्भ में एक ताजी परिघटना है। यह कदम राष्ट्रीय स्तर पर उठाया गया है। किसी भी संस्थान में पाठ्यक्रम संचालित करने के लिए बुनियादी सुविधाओं को तय करने के लिए एक मापदंड का होना आवश्यक है। शिक्षक-शिक्षा के नामपर व्यावसयीकरण व न्यून गुणवत्ता वाले कुकुरमुत्तानुमा संस्थानों की वृद्धि को रोकने तथा दुराचार को रोकने के लिए, उच्च गुणवत्ता वाले संस्थानों को उनके कार्य व्यवहार में सहयोग देने हेतु तथा अध्यापक व अध्यापन के विकास के लिए और गतिविधि संचालन के लिए सर्वमान्य मापदंड की जरूरत बहुत ही बढ़ जाती है। मापदंडों को केवल कानूनी प्रकार के की नहीं बल्कि एक नए दृष्टिकोण के दर्शन से ओतप्रोत होना चाहिए जो शिक्षण के स्तर को ऊँचा उठा सकें। मापदंडों को लागू करने में पारदर्शिता होनी चाहिए। संस्थानों से प्रति सूचनाओं पर उनसे सीधी बातें करके हल करनी चाहिए। इन स्तरों के द्वारा संकाय को नवाचारी वैकल्पिक एवं लचीलान तरीकों को अपनाने का सुधाव दिया जाना चाहिए ताकि वह शिक्षण के लिए सहायक सिद्ध हो सके।

६) शिक्षक शिक्षा कार्यक्रमों पर नियंत्रण :-

किसी प्रशिक्षण महाविद्यालय के साथ कोई प्रायोगिक विद्यालय का सलगनीकरण इसलिए संलग्न किया

जाता है ताकि प्रशिक्षण लेने वाले शिक्षक की तैयारियाँ इस संबंध में विद्यालय की स्थिती और वास्तविकता के अनुरूप हो सकें। इस संदर्भ में की गयी सिफारिशों व इन दोनों को जोड़ने के महत्व पर कभी भी सवाल खड़े नहीं किए गए हैं। परन्तु इस संदर्भ एक बुनियाद सवाल यह है कि शिक्षक - शिक्षा को इस तरह क्यों संगठित किया जाता है कि वह विद्यालय की गतिविधियों के साथ तालमेल नहीं बना पाता है ताकि प्रायोगिक विद्यालय के पठन - पाठन की गुणवत्ता में वृद्धि हो सके। इसके बहुतसे कारण हो सकते हैं। चर्चा पारस्परिक वैयक्तिक संबंध; शिक्षक - शिक्षा संस्थान का विद्यालय के कार्यक्रम पर नियंत्रण; शिक्षक - शिक्षा के लिए निर्मित कार्यक्रमों निर्धारण अगर क्रियान्वयन इस प्रकार से होता कि वह शिक्षकों व प्रशिक्षणार्थियों में उत्साह उत्पन्न कर सके ; परंपरावादी या रुढ़ीवादी सामाजिक संगठन जो प्रशिक्षणार्थी शिक्षकों व शिक्षक - प्रशिक्षकों को व्यवसायागत प्रशिक्षण कार्य में कार्य संपादन के मामले में समान धरातल पर खड़ा होने में रुकावट डाले। ये और अन्य प्रश्न विचारणीय हैं। यद्यपि इस दिशा में कुछ अनुसंधानात्मक प्रयास किए गए हैं लेकिन संस्था विशेष के संदर्भ में व्यवस्थित और प्रयोगसिद्ध परीक्षण शायद ही उपलब्ध हो। प्रशिक्षण संस्थाओं व प्रायोगिक विद्यालयों में बीच के अलगाव को दूर करने के लिए इनकी प्रकृति व कारणों के अध्ययन से कुछ निष्कर्ष निकाले जा सकते हैं जो इन्ही दोनों के बीच के अकादमिक, सांगठनिक अलगाव को प्रभावकारी तरीकों से दूर कर सकता है तथा अध्यापकों को अध्यापक विषयक तैयारी के लिए बेहतर ढंग से तैयार कर सकेंगे।

9) शिक्षक शिक्षा में खोज का महत्व एवं आवश्यकता :-

आज जब शिक्षक - शिक्षा में नये खोज कुछ नया करने की उत्सुकता दिखाई देती है तो यह कहना उचित न होगा कि शिक्षक - शिक्षा के विषय में किये जा रहे शोध अध्यापक कार्यकलापों के सुधार में अपना योगदान दे सकेंगे। हालाँकि, इस क्षेत्र में बहुत से शोध कार्य प्रगति पर हैं लेकिन ज्यादातर मनोविज्ञान तथा सामाजशास्त्र के क्षेत्र तक ही सीमित हैं। ये शोधकार्य, समस्या - अध्ययन के रूप में ही हैं जिनमें कुछ ही अस्थित विषय जैसे - छात्र, शिक्षक व शैक्षिक प्रशासक आदि शामिल किये जाते हैं। ठोस विचारों के अभाव में शोध के लिये चुने गए विषय प्रयोग में ली गई अवधारणाएँ और वे संबंध जिन्हें खोजा जाना है कोई सार्थक अन्तर्दृष्टि नहीं दे पाते हैं जिनके कारण शैक्षणिक व्यवहार में सुधार लाया जा सके।

सारे अनुसंधानों की पुनःसमीक्षा की जानी चाहिए ताकि यह विश्लेषण किया जा सके कि इन अनुसंधानों के तर्क शैक्षिक व्यवस्था को समझने और हस्तक्षेप रखने में कितने सक्षम हैं। बहुत अधिक संख्या में किए गए शोध केवल प्रयोगवादी ही जान पड़ते हैं। इन सबसे कुछ उपयोगी शोध कार्यों को चुनना व्यर्थ है क्योंकि उनका दृष्टीकोन केवल सैद्धांतिक होता है। इन शोध कार्यों में समान निष्कर्षों को पहचानना या निष्कर्षों का

औसत ज्ञात करना किसी प्रकार का अर्थपूर्ण योगदान नहीं हो सकता। इसके बदले में उपलब्ध अध्ययनों को परखा जाना चाहिए तथा उन्हें विभिन्न प्रकार से उपयोगी बनाना चाहिए। इस संदर्भ में प्रथम समुह वर्ग के अध्ययनों से कोई लाभ नहीं होगा। इनका सदुपयोग अनुसंधानकर्ताओं को प्रारंभिक शोधकार्य का अनुभव होने के लिए किया जा सकता है यद्यपि वह भी इनके भावी अनुसंधान के लिए कोई खास मददगार साबित नहीं होगा। इनका दूसरा उपयोग स्नातकोत्तर व शोध स्तर के छात्रों के लिए सामान्य जानकारियों व शोध स्तर के छात्रों के लिए हो सके जिनमें शिक्षा के ठोस बिंदुओं की पारदर्शी व्याख्याएँ होंगी तथा शिक्षणकी प्रविधियों को पहचाना जाएगा और शिक्षाविदों व शिक्षक - प्रशिक्षकों के बीच इन्हें प्रस्तुत किया जाएगा।

८) शिक्षक शिक्षा की सार्थकता पे बवाल / प्रश्न :-

पिछले दो दशकों से शिक्षक - शिक्षा की सार्थकता पर काफी आलोचनाएँ सामने आयी हैं। शिक्षक - शिक्षा को शिक्षा में शिक्षकों की नयी भूमिका के प्रति और अधिक जिम्मेवार और संवेदनशील बनाने की जरूरत महसूस की गई है। शिक्षा की बदलती हुई प्राथमिकताओं व सामाजिक प्रक्रियाओं में सीधे योगदान को देखते हुए शिक्षक - शिक्षा से भी नयी आकांक्षाओं का जन्म हुआ है। इन आकांक्षाओं की झलक हमें विद्यालयीन शिक्षा में 'ग्राम शिक्षा समिति' के माध्यम से स्थानीय समुदाय की भागीदारी, शैक्षिक कार्यक्रम के प्रशासन में प्रखंड व जिला स्तर पर दूसरे विभागों की भागीदारी, विद्यालय कार्यक्रम में दूसरे विकास विभागों तथा स्थानिक उपयोगी तत्वों को शामिल करने के उद्देश्य से स्थानीय संगठनों की भागीदारी की नयी शुरुआत में मिलते हैं। इन नयी शुरुआतों से शिक्षा कार्यक्रम की अकादमिक व प्रबन्धन की कुछ खास समस्याओं का बहुत सहज ढंग से निपटारा हुआ है। अब तक दूसरे विभागों के कर्ताधर्ता तथा शिक्षा के जिम्मेवार लोगों के समूहिक अनुभव भी उपलब्ध हैं। प्राथमिक शिक्षा, स्थानीय स्वप्रशासन तथा अन्य विकास संगठनों की देखरेख में हैं। हालाँकी, अभी भी अध्यापकों के कार्यों की समीक्षा का पैमाना, उनके व्यवहार, दूसरी संस्थाओं में उनके प्रति उनके दृष्टिकोण के बारे में कोई खास राय अभी तक नहीं बन सकी है। अध्यापकों के साथ यह एक समस्या है कि अध्यापक की शिक्षा में व्यावसायिकता की हैसियत का दावा करते वैसे व्यक्ति व समूहों के साथ काम करना पड सकता है जो शिक्षा के क्षेत्र में दक्ष नहीं हैं। वैसे प्ररिस्थितियों से निबटने के लिए संवेदनशील शिक्षक - शिक्षा के पाठ्यक्रम की सहायता लेना ज्यादा स्थायित्व प्रदान करने जैसा होगा।

९) शिक्षक शिक्षा में नयी प्रवृत्तियों का विकास :-

शिक्षक - शिक्षा की बढ़ती माँग व विविधता के साथ - साथ इस क्षेत्र में कुछ नयी प्रवृत्तियों को भी

विकास हो रहा है जो पहले कभी विद्यमान नहीं थीं। और न ही मान्य थीं। बहुत बड़ी संख्या में नए संस्थानों का जन्म हुआ, जो निम्नतम स्तर को भी नहीं छिपाते हैं। शिक्षकों की सेवा शर्तों में होने वाले सुधारों का प्रभाव शिक्षक - शिक्षा पर पड़ा। यह व्यवसाय उन लोगों को आकर्षक लगा जो ऐसी शिक्षा को पसंद करते हैं जो उन्हें नौकरी दिलवा सके। बहुत से निजी संगठनों ने बिना सरकारी वित्तीय सहायता के शिक्षण संस्थाओं की स्थापना की हैं। ये संगठन शिक्षार्थियों से वसूली जाने वाले शुल्क से संचालित होते हैं जिसमें विकास शुल्क भी शामिल है। इस स्तर पर यह बाज हिना भी उचित होगा कि शिक्षक - शिक्षा प्रदान करने की प्रथा मूल रूप से नवप्रवेशी शिक्षकों को शिष्यवृत्ति देने से शुरु की गई थी। चूँकि, अध्यापक को समाज में एक विशेष भूमिका का निर्वाह करना है, अतः यह महसूस किया गया कि समाज को भी शिक्षक - शिक्षा को प्रोत्साहन देना चाहिए। शिक्षा आयोग शिक्षक - शिक्षा के लिए वसूले जाने वाले शुल्क को समाप्त करने के पक्ष में था परंतु ऐसा नहीं हो सका। नये विद्यालयों की बढ़ती हुई सुविधा तथा अप्रशिक्षित शिक्षकों के जमाव को घटाने के उद्देश्य से शिक्षक - शिक्षा की माँग लगातार बढ़ी तथा शिक्षण शुल्क में भी उसी गति से वृद्धि हुई। अनुदान और सामर्थ्य के अनुसार वसूले जाने वाला शुल्क भी बढ़ा। इन माध्यमों से शुल्क वसूली की संभावनाओं को ध्यान में रखते हुए बहुत से संस्थानों को सरकारी सहायता का लाभ न लेने के लिए प्रोत्साहित किया।

१०) समापन :-

समापन करते हुए यह कहना आवश्यक है कि शिक्षक - शिक्षा की अवधि व उसके संगठन के मामलों में कोई परिवर्तन अब तक नहीं लाया जा सका है। माध्यमिक विद्यालय के अध्यापकों के लिए शिक्षण की अवधि जहाँ एक वर्ष रखी गई है वहीं प्राथमिक शिक्षकों के लिए शिक्षण की अवधि राज्यवार अलग - अलग है। कुछ राज्यों में यह अवधि दो वर्ष से घटाकर एक वर्ष कर दी गयी है। सेवापूर्व शिक्षक - शिक्षा भी एकाकी प्रक्रिया है जिसमें एक छात्र - अध्यापक संस्था में प्रवेश लेना है तथा बहुत से विषयों को पढ़कर तथा अभ्यास पाठों के संपादन के बाद संस्था से लौट जाता है। अतः सेवापूर्ण शिक्षक - शिक्षा की तैयारी के बारे में नए सिरे से सोचने की आवश्यकता है।

उदारीकरण, खाजगीकरण आणि जागतिकीकरण आणि विमर्शशील
शिक्षणातून राष्ट्रीय विकास

डॉ. के. के. जाधव,
सहयोगी प्राध्यापक,
अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय,
नाशिक.

१. पार्श्वभूमी :

विमर्शशील शिक्षणाची कल्पना अगदी सुरुवातीपासून आलेली आहे. खरे तर जगात विकसित देशांमध्ये यावर सखोल विचार करून विमर्शशील शिक्षण दिले पाहिजे. त्यानुसार त्या देशांमध्ये प्रगती वा विकास साधलेला आहे. Reflective या शब्दाचा अर्थ परावर्तीत करणे वा प्रतिबिंबित वा विमर्शशील असा आहे. Reflect हे क्रियापद आहे जसे reflates, reflating, reflated जसे If a Government tries to reflate its country's economy it increases the amount of money that is available in order to encourage more economic activity another meaning is the administration may try to reflate the economy next year, then our ministers are again talking about reflaction and price controls. Reflect चे reflect झालेले आहेत. If something reflects an attitude or situation, it shows that the attitude or situation exists or it shows what it is like. The Los angeless riots reflected the bitterness between the black and Korean communities in the city. When something is reflected in a mirror or in water, you can see its image in the mirror or in water because his image seemed to be reflected many time in the mirror. When you reflect on something you think deeply about it. We should all give ourselves time to reflect. We reflected on the childs of tomorrow. You can use reflects to indicate that a particular thought accours to someone. Your own personal behaviour as a teacher, outside of school hours, reflects on the school itself. If you say that something is a reflection of a particular person's attitude or of a situation, you mean that it is caused by that attitude or situation and therefore reveals something about it. If inhibition in adulthood seems to be very clearly a reflection of a person's experiences as a child. Reflection is careful thought about a particular subject. Your reflections are your thoughts about particular subjects.

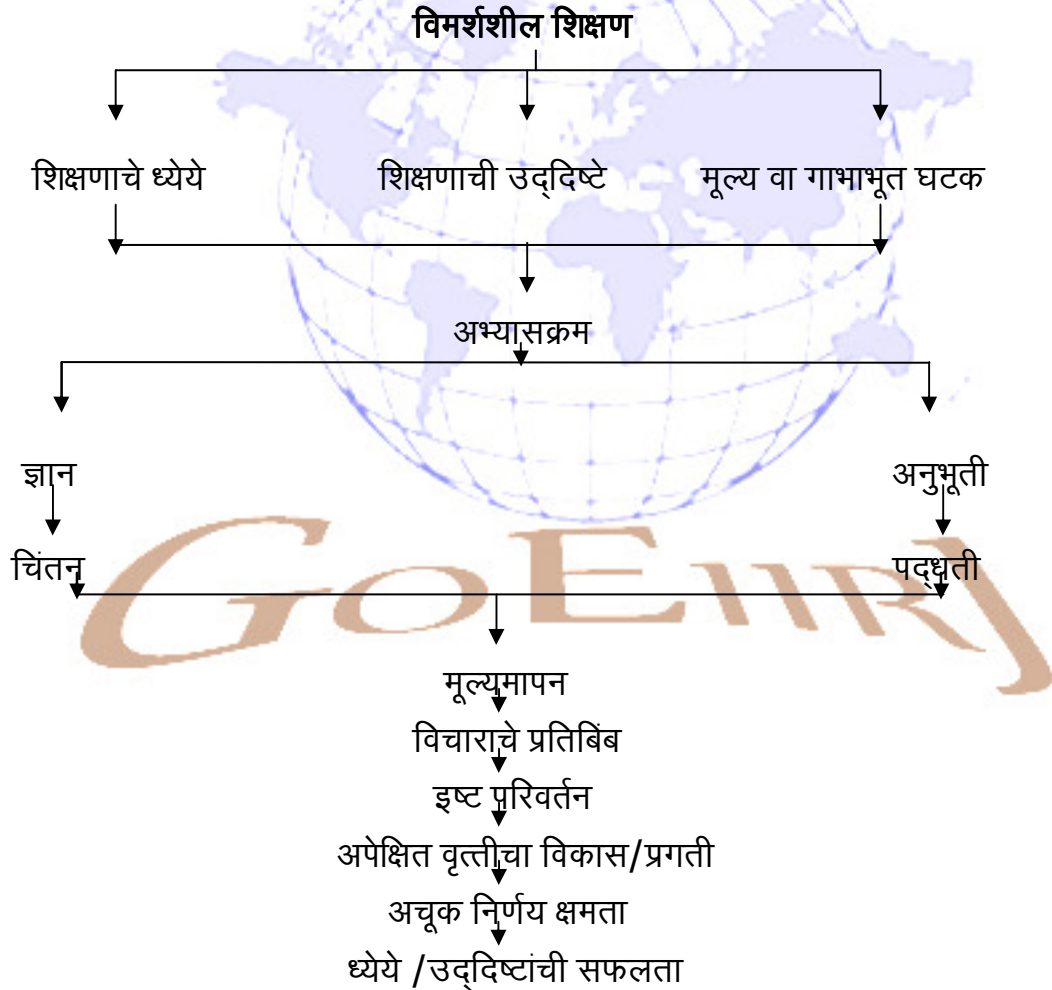
२. अर्थ :

जेव्हा विचारांचे पूर्णपणे परावर्तित होतात तेव्हा व्यक्ती विचार करण्यास प्रवृत्त होत असते. त्यातून योग्य ती कृति करता येते. विमर्शशील शिक्षणात आपणास प्रथम ध्येये निश्चित करावी लागतात.

विमर्शशील शिक्षणाची व्याख्या :

" एखादया विचाराचे सखोल मनन करुन त्या अनुभूती कृतीत आणण्याचा प्रयत्न केला जातो. विचारांचे प्रतिबिंब व्यक्तीत निर्माण करणारी प्रक्रिया म्हणजे विमर्शशील शिक्षण होय." – डॉ. के. के. जाधव

शिक्षणात कोणते ध्येये वा उद्दिष्टे असले पाहिजे? त्या उद्दिष्टांनुरूप व्यक्तीचे परिवर्तन होते का? शिक्षण घेऊन आपणांस काय करावयाचे आहे? त्या शिक्षणातून अपेक्षित उद्दिष्टे साध्य होणार आहे का? त्यासाठी आपणांस कोणत्या ज्ञान अनुभूती घ्याव्या लागणार आहे? त्या ज्ञानअनुभूती कोणत्या पद्धतीने घेणार आहोत? त्या अनुभूतीतून नेमका कोणता फायदा होणार आहे? याचा अपेक्षित प्रतिसाद उमटतो का? त्यात काही कमतरता आहे का? त्याचे अनुधावन करुन अचूक निर्णय घेतला जावा व योग्य मार्ग अवलंबला पाहिजे. त्याकरिता सखोल मनन वा चिंतन करणे आवश्यक आहे.



३. जागतिकीकरण, उदारीकरण व खाजगीकरण :

जगात शिक्षणाच्या विविध शाखा निर्माण झालेल्या आहेत. विज्ञानात क्रांती झालेली आहे. भौतिक घटकांचा विकास मोठ्या प्रमाणात होत आहे. समूह संपर्क साधनांचा महापूर झाला आहे. संगणक हे प्रभावी शस्त्र माणसांच्या हाती आले आहे. त्यातून Nano Technology चा उदय झाला. हा सर्व परिणाम Reflective Education चा आहे हे नाकारता येणार नाही. परिवर्तनास आपण थांबवू शकत नाही. जशी त्याची शर्यतच जगाच्या पातळीवर चालू आहे. आधुनिकीकरण समाजात प्रचंड वेगाने चालू आहे. जसे नावीन्यता, वैज्ञानिक दृष्टिकोन, शस्त्राचा वापर, आर्थिक उन्नती, भौतिक प्रगती, तंत्रज्ञानात प्रगती या सर्वांचा परिणाम मानवी जीवनावर होत आहे. मानवी सेवेपेक्षा तंत्रज्ञानाचा वापर मोठ्या प्रमाणात होत आहे. आधुनिक समाजाचे या तंत्रामुळे शहरीकरण, नागरीकरण, व्यवसायाचे केंद्रीकरण, चलन फुगवटा, कुटुंबाचे विघटन, मानसिक विकृती, संख्यात्मक वाढ, गुणात्मक वाढ, वैचारिक स्वातंत्र्य, चलनशीलता, रूढी, परंपरांवर विश्वास नष्ट होणे, जलदगती, विशिष्टीकरण इ. चे अस्तित्व जाणवत आहे.

जागतिकीकरणात जागतिक अर्थव्यवस्था उदयास आली आहे. संपूर्ण जगाची एकच बाजारपेठ निर्माण होत आहे वा झाली आहे. त्यातून मात्र छोटी राष्ट्र त्याच्या कचाट्यात सापडली आहेत. कारण प्रबळ राष्ट्र ही दुर्बलांवर दबाव आणत आहे. आयात व निर्यात व्यापारावर निर्बंध उठले आहेत. शासकीयकरण व सरकारीकरणाचे खाजगीकरण होत आहे. व्यापाराची देवाणघेवाणात सुलभता, गतीशीलता आज आली आहे.

डॉ. राज चेंन्नय्याच्या अध्यक्षतेखाली ' कर सुधारणा कमिटी ' स्थापन करून प्रत्यक्ष अप्रत्यक्ष कर कमी करण्याचा प्रयत्न झाला आहे. सन १९८६ मध्ये डंकल प्रस्ताव आला. त्यानंतर दिनांक १५ एप्रिल १९९४ मध्ये गॅट करारावर सहया झाल्या. हा करार उरुग्वे येथे झाला. मात्र याचा परिणाम देशी उदयोगांवर Reflection झाले. छोटे उदयोग बंद पडले. बहुराष्ट्रीय कंपन्यांची गळचेपी झाली. चंगळवाद उदयास आला. सांस्कृतिक, नैतिक मूल्यांचा न्हास झाला. आर्थिक मंदी येऊन भारतीय रुपयाचे अवमूल्यन होऊन रुपयाचे मूल्य जागतिक पातळीवर घसरले आहे. त्याचा परिणाम भारतीय नव पिढीवर होत आहे; परदेशी शिक्षण महागडे झाले, सामान्य जनता वंचित राहू लागली आहे. देशी शिक्षणाकडे लोक पाठ फिरवू लागले आहे. शिक्षणसंस्था ओस पडू लागल्या. परदेशी विद्यापीठ, आंतरराष्ट्रीय शाळा यांची गुंतवणूक मोठ्या प्रमाणात वाढली आहे. विमर्शशील शिक्षणाचा चांगला वाईट परिणाम दृश्य स्थितीत दिसू लागला आहे.

उदारीकरणामुळे अर्थव्यवस्थेतील गुंतवणूक, उत्पादकता, आयात व निर्यात यावरील अनावश्यक निर्बंध, नियमन आणि परवाना पद्धतीत कमीत कमी बंधने करण्याची उदारीकरणाची प्रक्रिया होय. उदारीकरणास भारतात खऱ्या अर्थाने सन १९७५ पासून सुरुवात झाली आहे. या LPG संकल्पना ह्या प्रगती व विकासाच्या सूचक संकल्पना आहेत. आधुनिकीकरणात स्वयंचलन (Automation), औद्योगिकीकरण, नागरीकरण याची

निर्मिती होय. मात्र यात काळानुरूप तर्कसंगत विचाराची पेरणी सुरु असते. त्या गोष्टी विमर्शशील विचाराशी सुसंगत आहेत. मात्र आजच्या समाज विचार अत्यंत व्यवहारी झाला आहे. म्हणजे सत्यता, वस्तुनिष्ठता, पारदर्शकता, सहिष्णुता, कर्तव्यनिष्ठता, मानवता, नीती/अनीती, कला, संस्कार व संस्कृती याकडे बघण्याचा व्यापक दृष्टिकोन विकसित झाला पाहिजे हे विमर्शशील शिक्षणाचे ध्येय असावे. अमेरिकेसारख्या देशाच्या समाजाची संस्कृतीचे वय फक्त २५० वर्षांची आहे. पण आज हे राष्ट्र जगावर स्वामीत्व मिळवू पाहत आहे. खरे तर हे राष्ट्र वसाहतवाद वर उदयास आलेले आहे.

४. शिक्षणप्रणाली :

शिक्षणातून ग्राहकाचे समाधान झाले पाहिजे. खरे तर शिक्षणाला वय नाही. म्हणजे शिक्षण घेण्यास मर्यादा (No Expiry) नाही. म्हणून शिक्षणाचे वय, साल, वर्ष सांगणे कठीण आहे. अभ्यासक्रमात सतत कालानुरूप परिवर्तन करावे; नवनवीन विचारांची मांडणी त्यात असावी. मुलभूत संशोधनाकडे जाऊन आधुनिक बदल करावे. कृती व कौशल्यावर आधारित जीवनाला उपयुक्त अभ्यासक्रम असावा. संगणकीकरण करावे, समाजातील स्पर्धा, संघर्ष, समस्या, गुणवत्ता, विकास, प्रगती, संख्यात्मक वाढ यातून अचूक मार्ग काढावा. शिक्षण हे Life Oriented करावे. साहित्याचा जो खजिना आहे त्याचा वापर करण्याची क्षमता वाढविणे. कारण आपल्या देशात " Wealth of Litreture " मोठ्या प्रमाणात आहेत. पण आपणास शिक्षण भविष्यवाणी करता येत नाही, पण अचूक अंदाज बांधण्याचा प्रयत्न करता येतो. त्यानुरूप प्रणाली तयार करावी.

५. विमर्शशील शिक्षण कसे घ्यावे ?

- १) **Performance test** : विद्यार्थ्यांची क्षमता, ताकद काय आहे? ती मोजली पाहिजे. अध्यापन अनुभूती देण्यापूर्वी चाचणी घेऊन विद्यार्थ्यांचे वर्गीकरण करावे. त्यानुरूप अनुभूती घ्याव्यात. त्याचे अचूक मूल्यमापन करावे.
- २) **करार योजना : Contract Plan** : विद्यार्थी आणि अनुभूती यांचा करार करावा. अपेक्षित उद्दिष्टानुरूप परिणाम व्यक्तीमत्त्वावर झाला पाहिजे. म्हणून अपेक्षित विद्यार्थी घडविण्याची योजनेचा करार करावा. आपण जे काम करतो त्याचा करारनामा करावा. त्याचे अभिवचन अगोदर घ्यावे. असा करार असला पाहिजे.
- ३) **Pre- Teaching Abilition centered Training** : अध्यापनपूर्व क्षमता केंद्री प्रशिक्षण.
अध्यापनाचे नियोजन करून क्षमता व कार्यवाही करून अध्यापनातून खरे परिवर्तन झाले पाहिजे. त्याकरिता विशिष्ट अनुभूती, कौशल्ये निर्माण करावे. ज्ञानरचना तंत्राचा वापर करावा.

६. विमर्शशील शिक्षणाचे तंत्र : Techniques of Reflective Education

- १) **प्रकट विचार : Overt thinking**

- २) उद्दिपित प्रत्यावहन पद्धती : Stimulate Recall system
- ३) प्रकट मौखिक शब्दांकन : Overt Verbalization
- ४) विमर्शशील अध्यापन : Reflective Teaching
- ५) वर्गवर्तन साहित्य : protocol Material
शिकणाऱ्यांच्या भावना (मानसशास्त्र) ओळखून अध्यापन साहित्य तयार करावे.
- ६) संचयजाल तंत्र : Reportory Grid Teaching
वर्गवर्तन व आशय यांचा समन्वयात्मक भूमिका शिक्षकांनी घ्यावी व त्याचे मूलभूत प्रतिबिंब तयार करावे.

७. व्यावसायिक शिक्षणाचे पाच प्रश्न : Five Questions for vocational Education

- 1) **Exploring Teaching** – Shall I Teach – काय शिकवावे?
- 2) **Academic preparation** – What shall I Teach- काय शिकवले पाहिजे?
- 3) **Understanding Learners** – How do student learn – विद्यार्थ्यांने काय अध्ययन करावे?
- 4) **Organizing for Teaching** – How shall I teach? – शिक्षणाचे संयोजन कसे करावे?
- 5) **Schooling and cultural text** – why do we teach? – आपण काय व कसे शिकले पाहिजे?

संदर्भ :

१. डॉ. के. के. जाधव : नवीन काळाचे शिक्षण – तत्त्वज्ञान व समाजशास्त्र दोन भाग, मन प्रकाशन, नाशिक. पाचवी आवृत्ती २००८.
२. डॉ. के. के. जाधव : लोकसंख्या व प्रौढ शिक्षण, मन प्रकाशन, नाशिक. पहिली आवृत्ती २०१०.
३. डॉ. के. के. जाधव : भूगोल शिक्षण – आशययुक्त अध्यापन, मन प्रकाशन, नाशिक – चौथी आवृत्ती २०१०.

REFLECTIVE TEACHING-LEARNING PROCESS

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Introduction :-

John Dewey was a leading educational philosopher and his ideas are still influential. Dewey advocated child centered learning and stressed the importance of each individual's lived experience point for learning. Key to Dewey's philosophy was Development of reflecting thinking. How We Think he states that: Thought affords the sole method of escape from purely impulsive or purely routine action. A being without capacity for thought is moved only by instincts and appetites as these are called forth by outward condition and the inner state of the organism. A being thus moved is as if it were pushed from behind.

Reflective Teaching :-

“Thinking is the hardest work in the world and most of us will go to great lengths to avoid it” L.Dudley.

“The process of reflection for teachers begins when they experience a difficulty troublesome event of experience that cannot be immediately resolved. Reflection commences when one inquires into his or her experience and relevant knowledge to find meaning in his or her beliefs. It has the potential to enable teachers to direct their activities with foresight and to plan according to ends-in-view” John Dewey, 1993.

What is reflection ?

Reflection or “critical reflection”, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decisions-making and as a source for planning and action. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions that instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Asking “what and why” questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of measuring our everyday classroom life.

Reflective learning improves learners’ critical thinking and understanding of what they have learned. Learners get benefits from reflective learning in terms of deep understanding of their strengths and weaknesses and identification of underlying values, possible insufficiencies and areas for improvement. In other words, reflective learning aims to reinforce deep learning and practice, not to focus on reflection itself. Thus, it is imperative to identify and customize each stage of the reflective learning process according to learning objectives and circumstances. It is also important for instructors and learners to adjust the reflective learning process to cater to their needs. Each stage of the process, in particular, needs to be articulated in terms of learners’ engagement and the process customized to fit into it.

Bloom (1964) identified different levels of thinking processes, which he presented as a framework for more through reflection. They move from knowing, evidenced through recalling information, through to evaluating, evidenced through making systematic judgments of value. In your reflective writing your tutor will be looking for evidence of these higher level processes.

Process	Explanation
Knowledge	Recognition and recall of information describing events.
Comprehension	Interprets, translates or summarizes given information-demonstrating understanding of events
Application	Uses information in a situation different from original learning context.
Synthesis	Combines elements to form new entity from the original one- draw on experience and other evidence to suggest new insights.
Evaluation	Involves acts of decision making, or judging based on criteria or rationale-makes judgments about

What personal qualities will you require to be an effective teacher?

To be successful and effective as a teacher you need to:

- Be able to engage, motivate and enthusiastic pupils.
- Be a good listener and communicator.
- Have commitment to the all round development of young people and children.

- Show consideration for their personal and educational development.
- Be self motivation and able to work as a member of a team.
- Keep up to data with relevant aspects of your subject and or phase
- Exercise patience and display sensitivity to the individual needs and abilities of pupils.
- Respect your pupils and encourage them to respect each other.
- Foster positive relationships with your pupils.
- Encourage parents to be involved in the education of their children.
- Form positive professional relationship with all of those involved in the life and work of the school.
- Support and manage colleagues in development work, where appropriate.

What Professional Competences will you require be an effective teacher ?

These Categories are:

- Knowledge of the needs, abilities and aspirations of your pupils.
- Planning for improvement.
- Teaching and learning strategies.
- Classroom management.
- Monitoring and evaluation of learning.

How is reflective practice applied in academic life ?

There are numerous ways in which reflection has been incorporated into study processes and certain settings for reflection will link naturally with specific disciplines. So, work placements are a logical choice for reflection on vocational courses such as nursing and teaching. In this section some of these settings for reflection are briefly explained.

Placements : Practice-based learning and work-based learning are examples of vocationally-oriented experiential learning in which the learner participates as a member of a community of practice for a period of time and the resulting learning is measured and assessment formally. Reflection commonly forms part of these assessments, often through use of a learning log which is kept throughout the placement. Alternatively, a critical incident analysis form may be used and a set of descriptive and reflective questions answered in respect of a specific ‘learning moment’.

Knowledge Construction : Approaches to learning such as Problem-Based Learning (PBL) and Enquiry-Based Learning (EBL) are primarily concerned with problem-solving through asking

questions, testing hypotheses and finding ways forward by the application of theory in practical settings. The resultant learning is substantially located in the project processes, how they were decided and how they were enacted. Reflection provides the ideal vehicle for expression of these concepts.

Action Learning : It is a variation on learning by doing in which learners work in small groups called Action Learning Sets with the aim of collaborating to improve their individual performances over a period of time. One participant explains to the group a situation which is problematic to her and to which no obvious solution is evident. The set asks questions and, together, they analyze the situation and formulate a possible solution. The solution is then tested and the action learning cycle is completed if the solution is successful or repeated if the solution is unsuccessful.

Research methods : Action Research (AR) and Exploratory Practice (EP) are examples of research methods which embed reflection in the research process and are particularly well-suited professional practice.

Reflection on the study experience : Some modules allocate a percentage of the module mark to an assessed piece of reflective writing which embraces the whole learning of the module or alternatively may be focused on a critical learning incident within it.

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REFLECTIVE TEACHING-LEARNING PROCESS

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INTRODUCTION:

Reflective teaching methodology is a self inquiry approach which is constructivist in nature meaning that the learners construct new knowledge from their experiences related to the mental frame work that already exists in their mind. The role of the teacher is to foster constructivist approach in teaching-learning process integrating metaphorical thinking and visual imagery takes. This could be achieved by emphasizing active and cooperative learning seeking the connection between theory and practice of abstract concepts in the respective subject matter. Reflective teaching methodology enables the teacher to involve, recognize, examine, ruminate over the way an individual teaches. Hence forth, it could be very well said that the teachers possess their own background and experience, bring certain beliefs, assumptions, knowledge, attitudes and values to teaching. The practice of Reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching-learning practice.

EXPLANATION:

Teaching

Characteristics of Teaching Modes:

- Each involves a person who is knowledgeable about a subject (an “expert,” if you will) communicating what he or she knows to a less knowledgeable person (the student)
- Generally, most of the communication is one-way—i.e., from the teacher to the student
- Relatively little learning takes place

Five Aspects of Teaching Styles :

Note : Teaching styles most prevalent in every subject especially in Math's/Science/Engineering courses are highlighted in bold type

1. What type of information is emphasized?

Concrete – Facts, data, observable phenomena

Abstract – Principles, concepts, theories, mathematical models

2. What mode of presentation is stressed?

Visual – Pictures, diagrams, films, demonstrations

Verbal – Spoken works, written words

3. How is the presentation organized?

Deductive – Start with fundamentals; proceed to applications

Inductive – Start with applications; proceed to fundamentals

4. What mode of student participation is facilitated?

Active – Student involved (talking, moving, reflecting, solving problems)

Passive – Student as a spectator (watch, listen)

5. What type of perspective is provided on the information presented?

Sequential – Step by step progression

Global – Content and relevance are provided

Learning

Learning is the process of acquiring:

- New knowledge and intellectual skills (Cognitive learning)
- New manual or physical skills (Psychomotor learning)
- New emotional responses, attitudes, and values (Affective learning)

Characteristics of “Expert” Learners :

- Control the learning process rather than become a victim of it
- Are active, not passive, in their approach to learning
- Are motivated (e.g., enjoy learning, have short-term and long-term goals, etc)
- Are disciplined (e.g. have learned good habits and use them consistently)
- Are more aware of themselves as learners (e.g. know their own strengths and weaknesses)
- Initiate opportunities to learn
- Set specific learning goals for themselves

✚ Learning is a Reinforcement Process

WHEN

Before class

During class

After class, but before next

WHAT TO DO

Prepare for the lecture by reviewing notes, reading text, attempting a few problems, formulating some questions

Attend lecture, concentrate intently, take detailed notes, ask questions

Review and annotate notes, reread text; work assigned class meeting problems, work extra problems, meet with a study

In preparation for test or exam	partner or study group to go over material and problems Review notes; review text, rework problems, meet with a study partner or study group to go over material and problems
In preparation for final exam	Review notes, reread text, rework problems, meet with a study partner or study group to go over material and problems

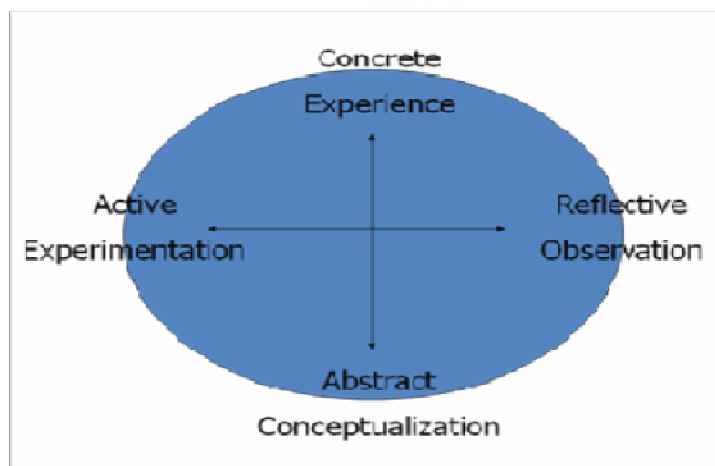


Fig: Learning style

Basic Principles of Learning:

- Learning is continuous
- Learning is purposeful & must make sense to the learner
- Learning involves as many senses as possible
- Learning activities must be appropriate for the situation
- Learning must be stimulating
- Learning must result in the ability to perform
- Learning is affected by emotions
- Learning is affected by the physical and social environment

Gibbs' suggestions are often cited as Gibbs' reflective cycle or Gibbs' model of reflection (1988), and simplified into the following six distinct stages are Description, Feelings, Evaluation, Analysis, Conclusions, Action plan.

CONCLUSION :

By integrating visual imagery and metaphorical thinking in reflective teaching methodology enables the teacher to possess a clear objective of what to be taught and how to proceed through the process of teaching and learning .For example, the learning of English Alphabets with suitable pictures of animals, plants, fruits or vegetables, can make child perceive information of alphabets by connecting with the mental image of the relevant picture.

The reflective teaching methodology enables the teacher to possess a clear idea of what to be taught and how to proceed through the process of teaching and learning. Therefore, it is concluded that integration of metaphorical thinking and visual imagery in reflective teaching methodology is known to promote the following mental skills in students namely

- ❖ **Valuing:** Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns;
- ❖ **Having the inclination:** Feeling the tendency toward employing a pattern of intellectual behaviors;
- ❖ **Being alert:** Perceiving opportunities for, and appropriateness of employing the pattern of behavior;
- ❖ **Being capable:** Possessing the basic thinking skills and capacities to carry through with the behaviors;
- ❖ **Making a commitment:** Reflecting on and constantly striving to improve performance of the pattern of intellectual behavior.

The development of above mental skills enables them acquire the qualities such as:

1. Persisting when the solution to a problem is not readily apparent.
2. Managing impulsivity.
3. Listening to others with understanding and empathy.
4. Thinking flexibly.
5. Thinking about our own thinking: Met cognition.
6. Striving for accuracy and precision.
7. Asking questioning and posing problems.
8. Applying past knowledge to new situations.
9. Thinking and communicating with clarity and precision.
10. Gathering data through all senses.
11. Creating, imagining and innovating.

12. Thinking interdependently.
13. Learning to behave intelligently.

Therefore, the goal of teaching-learning should be to liberate and develop more fully these habits of mind and the skills associated with them.

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REFLECTIVE TEACHING LEARNING PROCESS

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Introduction

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching involves recognizing, examining, ruminating over the way an individual teaches. As individuals possess their own background and experience, bring certain beliefs, assumptions, knowledge, attitudes and values to teaching.

Teaching takes place in a social setting that has its own unique characteristics, opportunities and constraints. The practice of Reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching –learning practice. Schon (1993) suggested that reflective teaching practice is a continuous process and involves learner thoughtfully considering one's own experience in applying knowledge to practice while being taught by professionals. It helps the individual's to develop their own personality. Gibbs (1988) reflective practice suggests that individuals develop analysis of feelings, evaluation of experience etc. Jasper (2003) associated reflective teaching practice with lifelong learning resulting in the development of autonomous, qualified and self-directed professionals. Engaging in reflective practice is associated with the improvement of the quality of care, stimulating personal and professional growth and closing the gap between theory and practice. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. Asking questions "what and why" gives certain power over individuals teaching resulting in the emergence of autonomy and responsibility in the work of teachers. In reflecting on the above kind of Questions, teachers begin to exercise control and open up the possibility of transforming every day classroom life. (Lieberman & Miller, 2000) pointed out that the practice of reflective teaching, reflective inquiry, and reflection-on

practice, results in gaining of the personal and professional knowledge that is so important to being an effective teacher and in shaping children's learning. Han (1995) stated that, the process element of reflection emphasizes how teachers make decisions, content stresses the substance that drives the thinking and reflective inquiry may set the stage for learning how to be a good teacher, (Day, Galvez-Martin 2000) proposed reflective teaching as the act of creating a mental space in which to contemplate a question or idea, such as, "What do I know now about teaching young children?" this of repeated questioning leads to mental transformation to a time and a situation that leads to a deeper perspective helping Students.

The role of Reflective teaching in teacher education

Reflective practice is used at both the pre-service and in-service levels of teaching. Coaching and peer involvement are two aspects of reflective practice seen most often at the pre-service level. In a 1993 study of how student teachers develop the skills necessary for reflective teaching during their field experiences, Ojanen explores the role of the teacher educator as coach. Teacher educators can most effectively coach student teachers in reflective practice by using students' personal histories, dialogue journals, and small and large-group discussions about their experiences to help students reflect upon and improve their practices. Kettle and Sellars (1996) studied the development of third- year teaching students. They analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers. Sellars (1996) analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the student teachers by practicing reflective teaching enables them to challenge existing theories and their own preconceived views of teaching resulting in professional development that would be useful throughout their teaching careers. Several research studies have proved that critical reflection upon experience continues to be an effective technique for professional development. Freidus (1997) describes a case study of one teacher/graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. After implementing reflective teaching technique in her classroom enabled her to acknowledge and

validate what she was learning. The present paper work highlights the importance of practicing reflective teaching pedagogy by teacher trainees during internship, so that they develop competitive attitude.

Conclusions

- Research on reflective teaching over the past two decades has shown that it is linked to inquiry, and continuous professional growth.
- Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching.
- It develops critical thinking and promotes experiential learning.
- It enhances personal growth.
- It gives freedom to teachers to impose their own methodology enhancing rational thinking.

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GOEIIRJ

जिवन कौशल्य विकास

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विचार प्रक्रिया जेव्हा उच्च पातळीवर कार्य करित विविध प्रकारे कार्यरत रहाते तेव्हा तिला विमर्शी चिंतन म्हणतात. त्यामध्ये प्रामुख्याने तर्क अगर अनुमान, समस्या-उकल, चिकित्सक विचार व सर्जनशील विचार यांचा समावेश होतो. हे चार प्रकार एकाच बौद्धिक व्यापाराची निरनिराळी अंगे आहेत. या सर्वांचा अंतर्भाव व्यापक विचार प्रक्रियेत म्हणजेच विमर्शी चिंतनात होतो. प्रत्येकाचे उद्दिष्ट निराळे असते. वेगवेगळ्या विधानातील संबंध शोधून व्यक्ती निष्कर्ष काढते तेव्हा त्याला अनुमान म्हणतात. एखादी समस्या सोडविण्यासाठी जेव्हा व्यक्ती विधानातील संबंध शोधते व समस्या सोडविते तेव्हा त्याला समस्या विमोचन म्हटले जाते. दिलेल्या माहितीवरून एखाद्या परिस्थितीचे जेव्हा व्यक्ती मुल्यमापन करते तेव्हा त्याला चिकित्सावृत्ती म्हणतात, आणि अनुभवांची जोडणी करून जेव्हा व्यक्ती नवीन कृती निर्माण करते तेव्हा त्याला सर्जनशील विचार म्हणतात. या चारही प्रकारांमध्ये संबोधांचा वापर केला जातो. फक्त त्याच्या वापराचे उद्दिष्ट निराळे असते. म्हणूनच तारुण्यात व्यक्ती विकसनाच्या सर्व संधींचा फायदा तरुणांनी घेतला पाहिजे. आपल्या पुढील आव्हाने व आवाने स्विकारली पाहिजेत. तरुण हा शारीरिक, मानसिक, बौद्धिक, सामाजिक व नैतिकदृष्ट्या समर्थ व संपन्न असला पाहिजे. चांगली माणसे आयात करता येत नाहीत ती घडवावी लागतात. म्हणूनच घडलेल्या तरुणांशिवाय या देशाला तरुणोपाय नाही.

ज्याचे हात उगारण्यासाठी नसून उभारण्यासाठी आहेत. समाजातील ढोंग, बुवाबाजी, रुढी, सांप्रदायिकता या विरुद्ध जो दंड थोपटतो व नवे जग निर्माण करण्याचा विडा उचलतो तो तरुण ज्याला जगावे कशासाठी व मरावे कशासाठी हे समजते तो तरुण. तरुणांच्या जीवनाला ध्येय असले पाहिजे. ध्येयाचा ध्यास असला की आपत्ती विपत्तीचा त्रास होत नाही. ध्येय नेहमी उच्च व उदात्त असले पाहिजे.

बाबा आमटे म्हणतात, तरुणांच्या ठिकाणी तेजस्विता, तपस्विता व तत्परता हे तीन मतफ कार असले पाहिजेत. तपस्विता म्हणजे वीरवृत्ती व निर्भयता भीती व नीती कधीही एकत्र नांदू शकत नाहीत. भीती म्हणजे नकारात्मक बाबींची अधार कोठडी असते. तपस्विता म्हणजे चारित्र्याचे तेज तर तत्परता म्हणजे तदाकार होण्याची वृत्ती, समाजाशी बांधीलकी. समाजाबद्दल समभाव व ममभाव युवकाला वळण लावण्याचं काम हे स्वतः युवकांचे

व त्याचबरोबर शिक्षकांच, पालकांच नि समाजाच आहे. आज अस्तित्वात असलेल्या शिक्षणाच्या विषयी असमाधानाचे उद्गार काढले जातात. सार्वत्रिक येणारा अनुभव आहे. हे असमाधान शाळेत लहानपणापासून मिळणाऱ्या अनुभवांबद्दलचे असेल किंवा ज्या स्तरावरचे परिक्षेत्रातील यश मिळालेले असेल त्या यशाबद्दलचे असेल किंवा मिळालेल्या नोकरीत किंवा करीत असलेल्या व्यवसायात घेतलेले शिक्षण फारसे उपयोगी ठरत नसलबद्दलची ती खंत असेल. रोजचे दैनंदिन व्यवहार सुलभतेने व्हावेत यासाठी लागणारी नागरिकत्वाची बेगामी सुद्धा घेतलेले भले मोठे शिक्षण देत नाही. किंवा अर्थकारण-राजकारण, समाजकारण यांतील व्यवहारांमध्ये लागणारी किमान नैतिकताही शिक्षण निर्माण करीत नाही. यादृष्टीने शिक्षणाकडे शंकास्पद पाहण्यास किंवा विचार करण्यास प्रवृत्त केले जात आहे.

शिक्षण व्यवस्थेबद्दल जाणवणाऱ्या असमाधानाचं कारणही एक आहे ते म्हणजे प्रत्यक्ष शिक्षण व्यवस्थेत उगाचच भरडले जाणाऱ्या विद्यार्थी-विद्यार्थिनींबद्दल एका अत्यंत कमकुवत अशा, पण समाजातील सर्वच घटकांनी फार उच्चस्थानी नेऊन ठेवलेल्या परीक्षणांमध्ये ध्येयासाठी झगडताना, विद्यार्थ्यांच्या तन-मनाची नि ऐन उमेदीच्या काळातील वेळची होणारी परवड मन अस्वस्थ करीत असते. या परिक्षांनी एकीकडे ज्यावर जीवनाची उभारणी व्हायची त्या ज्ञानाचे ध्येयच संकुचित करून ठेवले आहे तर दुसरीकडे परीक्षांच्या यशात आयुष्याची इतिकर्तव्यता मानून भ्रामक स्वप्नांमध्ये विद्यार्थ्यांना अडकले जात आहे. त्याचा परिणाम असा दिसून येतो की एकीकडे त्यांच्या स्वतःची स्वतंत्र विचारशक्ती खुंटत जाते तर दुसरीकडे परावलंबित्वाचा वृक्ष त्यांच्या वाढत्या वयाबरोबर फोफावत जातो.

व्यक्तीगत नि सामाजिक जीवन प्रगल्भ करणारे असे शिक्षण हवे असेल तर स्वतंत्रपणे विचार करू शकणारी, सामाजिक अन्यायांविरुद्ध संघर्ष उभा करण्याची ताकद असणारी आणि अनाठायी धार्मिक, वांशिक किंवा राजकिय हिसांचाराला विवेकाने थोपवू शकणारी अशी सुजाण नागरिकांची पिढी निर्माण करावी लागले.

शास्त्रीय शोधांच्या क्षेत्रात बराच काळ वावरल्यानंतर अल्बर्ट आईनस्टीनने केलेले एक विधान आणि त्याकरवी दिलेला विचार दिशादर्शक वाटतो. आईनस्टीनने म्हटले आहे एखादी समस्या ज्या तऱ्हेच्या जाणिवतेतून निर्माण झालेली असते. त्याच प्रकारच्या जाणिवानी त्या समस्येची सोडवणूक होत नाही. तिच्या सोडणुकीसाठी आपण जगाकडे नव्या दृष्टीने पाहायला शिकले पाहिजे. आपल्यासाठी प्रश्नाच्या अस्तित्वात असलेल्या चौकटीबाहेर जाऊन तार्किक विचार करायला हवा.

शिक्षणाने व्यक्तीबरोबर समाजाचेही काही प्रश्न सोडवावेत व्यक्तीबरोबर समाजालाही संपन्न करावे अशी

अपेक्षा असते तशी क्षमताही काळजीपूर्वक आणि परिवर्तनाभिमुख अशा आखलेल्या शिक्षणात असते. अशी शिक्षणाची आखणी करण्याची जबाबदारी समाजातील शिक्षणधुरिणांची असते आणि भारतासारख्या ज्या देशात शिक्षकाची सुत्रे सरकार हातात एकवटलेली असतात. तेथे ही जबाबदारी सरकारची असते. शिक्षण हा केवळ शैक्षणिक प्रश्न नाही. याच्या आर्थिक, सामाजिक बाजूही महत्वाच्या आहेत.

शिक्षण यशस्वी व्हायचे असेल तर सरकार, शाळा शिक्षक व पालक, समाज यांच्या एकत्रित प्रयत्नांची गरज आहे. शिक्षण हे नेमहीच भावीकाळाभिमुख असे असावे लागते. भावी काळाविषयी आपली संकल्पना काय आहे, आपली व्यक्तीकडून अपेक्षा काय आहे, समाजाची घडी कशी असायला हवी यांच्यावर विचार विनीमय करायला हवा त्यावर आधारित शिक्षण असायला हवे. शिक्षणाच्या बाबतीत आपण सुधारणावादी असून चालणार नाही. आपल्याला परिवर्तनवादी बनले पाहिजे.

मुले जेव्हा अनुभवातून शिकतात, कृतिशील अनुभवांद्वारे शिकतात तेव्हा ते शिकणे हे सहज शिकणे असते. त्यामुळे साहजिकच मुलांना जीवनकौशल्यांचे शिक्षण द्यायचेच असेल तर ते अशा उपक्रमांत रुपांतरीत करायला हवे की जे उपक्रम मुलांना पायरीपायरीने अनुभवाद्वारे ज्ञानग्रहण करायला उद्युक्त करतील आणि नेमके हेच काम मोठ्या तज्ज्ञतेचे नि कौशल्याचे आहे.

जीवन कौशल्य

१) **निर्वाहशक्ती** - शिक्षणाचा अंतीम उद्देश म्हणून आणि शिकण्याच्या प्रक्रियेतील एक अविभाज्य घटक म्हणून या दोन्ही दिशांनी साद्यापर्यंत पोचायचे तर शिक्षणाच्या गाभाच मुली, काही तरी उद्योग करण्याचा असा असायला हवा. म्हणजे असे की गांधीजींनी सांगिलेल्याप्रमाणे मुलांनी उद्योग करून काहीतरी उत्पन्न मिळवीत शिकत जावे. उद्योग करित करित उद्योगाचा अनुभव अधिक व्यापक, अधिक खोल करित करित उद्योगांचे कायमस्वरूपी कौशल्य अंगी बाणवीत जावे. उद्योग करित करित उद्योगाच्या कार्यात तरबेजे होत जाणे ही निर्वाहशक्ती प्राप्त करण्याची सर्वात चांगली पद्धती आहे. त्यामुळे प्रत्यक्ष कृती करणे व शिकून करणे अधिक चांगल्या दर्जाचे काम करणे व त्यातून चांगली अर्थप्राप्ती करणे या उद्दिष्टाकडे जाता येणार आहे.

२) **कल्पनाशक्तीची जोड द्या** - निसर्गाने मानवाला एक वरदान दिले आहे व ते म्हणजे कल्पना शक्ती, कुठल्याही निर्णयाची अंमलबजावणी करण्यापूर्वी त्या निर्णयाचा परिणाम काय होणार आहे त्याचा खोलवर विचार करावला हवा. भविष्याचा विचार करायला हवा. कल्पना करताना चांगले वाईट एवढाच विचार करू नका तर त्यामध्ये काय फरक आहे हे ही लक्षात घ्या. अभ्यासक्रम निवडतानाही या गोष्टींचा विचार केला पाहिजे की

भविष्यात ज्या समस्या मानवाला भेडसावणार आहेत त्यांच्यावर काय उपाययोजना करता येतील? त्याचे मानवजातीवर काय परिणाम होणार आहेत? याचाही विचार कल्पनाक्तीद्वारे केला पाहिजे. म्हणजेच थोडक्यात स्वतःबरोबर समाजाचाही विचार केला गेला पाहिजे.

३) **चिकाटी आणि परिश्रम** – असे म्हणतात की (एक टक्का) १% प्रतिभा तर ९९ % परिश्रम, हा यशाचा मार्ग आहे. धीर धरून अभ्यास व काम केले पाहिजे. त्यावर श्रद्धा ठेवली पाहिजे. सतत चिकाटीने आणि परिश्रमाने यश मिळत असते. मुंग्या या लहान असतात पण जिद्दीने सतत काम करून त्या वारूळ उभे करतात. निसर्गाकडून मानवाने काही तरी शिकावे तर ते म्हणजे परिश्रम. चिकाटीने ? प्रेरणादायी ठरली कामाची सुरुवात सोपी, परंतु पुर्तता अवघड असते. म्हणूनच अथक प्रयत्न व कार्यमग्नता, चिकाटी आवश्यक आहे. कार्यक्षमता वाढविण्यासाठी तशी प्रेरणा निर्माण झाली पाहिजे ती निर्माण होण्यासाठी स्वतःचे सामर्थ्य व कमकुवतपणा, संधी व मार्गातील अडथळे यांचे योग्य असे विश्लेषण करावयास शिकले पाहिजे. भोवतालच्या परिस्थितीचे ज्ञान व आत्मनिरीक्षण यांचा समन्वय साधल्यास ध्येयावर लक्ष केंद्रीत करणे सोपे जाते.

४) **कार्ययोजना तयार करणे** – तुमच्या कार्याची योजना तयार करा व योजनांना कार्य स्वरूप द्या. कुठलेही काम कसेही करून चालत नाही. त्यासाठी विशिष्ट आराखडा असावा लागतो. योजनाबद्ध कामे ही सहसा अयशस्वी होत नाहीत. त्यात काही प्रमाणात का असेना यश हे मिळतेच. त्यामुळे योजना आखताना काळ, काम व वेग यांचे नियोजन केले पाहिजे ठरवलेले काम ठरलेल्या वेळात, ठरलेल्या वेगाने पुर्ण झाल्यास त्याचे महत्त्व वाढते. त्याचे महत्त्व टिकते. अन्यथा त्याचा काहीही फायदा होत नाही. विद्यार्थ्यांनी अभ्यास, उपलब्ध वेळ, साधने व आपला वेग यांना लक्षात घेऊन वेळापत्रक तयार करावे ते पाळले तर यशाची शाश्वती देता येईल.

५) **संधीचा विचार करणे** – प्रत्येकाला आपल्या जीवनात येणारी संधी ओळखता येणे महत्त्वाचे असते कारण ज्या व्यक्तीला चांगली संधी त्याच्या जीवनात त्याला मिळवायची असेल तर त्याने परिस्थितीचा विचार करायला हवा. विद्यार्थ्यांना अभ्यासक्रमाद्वारे चांगली संधी भविष्यात मिळू शकते. त्यातून त्यांना उद्योग मिळू शकतो. म्हणून विद्यार्थ्यांनी अभ्यासक्रमाची निवड करताना भविष्यात संधी फायदा कसा करता येईल याचा विचार केला पाहिजे व तशी कौशल्ये आत्मसात केली पाहिजेत. अवघड परिस्थितीत संधी शोधता यायला हवी.

६) **अनुभूती विद्यार्थ्यांच्या जीवनाशी निगडीत असाव्यात** – कोणतेही अनुभव देताना ते जर विद्यार्थ्यांच्या जीवनाशी सांगड घालून दिले तर ते विद्यार्थ्यांच्या जास्तजवळ जातात. त्यांना त्यात आनंद मिळतो व पाठ्यघटकाबद्दल जवळीक निर्माण होऊन ते अध्ययन अध्यापन प्रक्रियेत अधिक सहभागी होतात. त्यामुळे त्याचा

त्यांना त्यांच्या दैनंदिन जिवनात वावरत असताना उपयोग होतो. व्यावहारीक दृष्टीने समाजात कसे वागावे याचेही त्यांना ज्ञान त्यांना मिळत असते.

या जीवन कौशल्यांचा शिक्षणातून विकास होत असल्यामुळे भावी विद्यार्थ्यांना हे शिक्षण नक्कीच त्यांच्या भावीजीवनात त्यांना उपयोगी पडेल म्हणून शिक्षणातून जिवन कौशल्यांचा विकास हा साधला जातो.

संदर्भ पुस्तके :

१. व्यक्तीमत्त्व विकासाचे सोपे मार्ग, प्रा.हेमंत गोखले, विद्याभारती प्रकाशन, लातूर
२. शैक्षणिक उपक्रम, शिवाजी बोरचाटे, श्री भाऊसाहेब शंकर फास्के, रुई
३. शिक्षण : परिवर्तनाची सामाजिक चळवळ, प्रा.रमेश पानसे, डायमंड पब्लिकेशन पुणे
४. आजचं शिक्षण : उद्याचे जीवन, प्रा.रमेश पानसे, डायमंड पब्लिकेशन पुणे
५. वर्गाध्यापनाच्या उद्दीष्टांचे मुल्यमापन, डॉ.शोभना जोशी, मृण्मयी प्रकाशन, औरंगाबाद
६. शिक्षक, शिक्षण, डॉ.किशोर चव्हाण, डॉ.शैला चव्हाण प्रा.संदिप पाटील, प्रा.राजेंद्र थिंगळे, इनसाईट पब्लिकेशन नाशिक.

GOEIIRJ

REFLECTIVE THINKING- A NEW APPROACH

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Introduction :

One of the important problems of today's education systems is individuals not applying their school education to their day to day lives. This situation shows the school just a place which prepares students for the life. In modern education systems this situation changed as the school is the life itself. In today's education process the mode of thinking which would be used in solving the vital problems is the reflective thinking for both teachers and students. The Reflective thinking is a mode of thinking which would be used correspondingly with modes of thinking like metacognition, critical thinking, analytical thinking, and creative thinking among modern education approaches during education process. The most important factor in the reflective thinking is that it presents as a solution interpreting, deferring, translating, arrogating to the individual, comprehending the issues thought in the school and making predictions for the future.

The reflection is defined as "cognitive inquisition including analyzing of the experiences by producing new information basing on the old information and trying to find the ways pioneering the development of the alternative ways."

Reflective thinking :

"*Reflective thinking*, is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened."

Dewey (1933) suggests that "reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations."

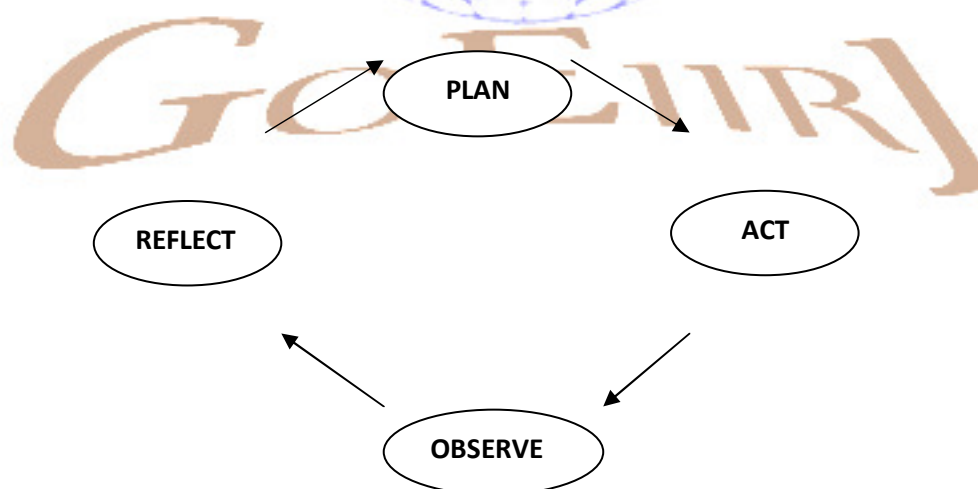
Reflective thinking focuses on the process of making judgments about what has happened. However, reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for

achieving their goal.

Characteristics that prompt and support reflective thinking :

- Provide enough wait-time for students to reflect when responding to inquiries.
- Provide emotionally supportive environments in the classroom encouraging reevaluation of conclusions.
- Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.
- Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities.
- Prompt students' reflection by asking questions that seek reasons and evidence.
- Provide some explanations to guide students' thought processes during explorations.
- Provide a less-structured learning environment that prompts students to explore what they think is important.
- Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.
- Provide reflective journal to write down students' positions, give reasons to support what they think, show awareness of opposing positions and the weaknesses of their own positions.

The reflective learning cycle :



Plan

Based on the wider context, theory, models of knowledge and practice, previous experience etc. think carefully about how others have performed similar tasks and use this understanding to develop, modify, change, adapt, and then formulate an action plan for the situation you are expecting to encounter.

Act

Apply the method or approaches developed in the Plan, with a client or situation. Maintain self awareness. Be prepared to creatively adapt and change goals as you go along – while keeping your plan in mind.

Observe

As soon as possible, review the session and your observations of what happened, the effects on the client or situation and on yourself. Produce an accurate and objective description of the event.

Reflect

Reflect upon and evaluate the session and your actions. Analyse your own experience of what you did and how you did it. Reflect on the strengths and weaknesses of your actions, identify problems and issues for investigation, develop your insight. There is no correct answer and some things may remain difficult to interpret. Did you achieve your plan? Did your goals change? How did your actions affect the situation and how did the situation affect you? How do your observations fit with the theories you have read?

Plan again...

Formulate a new action plan based on your experience in the previous situation or session with the client. Use the outcomes of your reflection, rethinking and reinterpreting. Include the wider context of theory, models of knowledge and practice.

Act again....

This cycle is iterative, so it doesn't stop after one rotation; you apply what you learn, then continue to reflect and develop further.

Importance of reflective thinking :

- During learning to help learners develop strategies to apply new knowledge to the complex situations in their day-to-day activities.

- Reflective thinking helps learners develop higher-order thinking skills by prompting learners to a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies in novel tasks, and d) understand their own thinking and learning strategies.

Conclusion :

Reflective thinking is essential for success in unpredictable and complex situations in education system. It also respond effectively to new challenges of education. it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.

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GOEIIRJ

STEPS OF REFLECTIVE THINKING

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Introduction:

One of the important problems of today's education systems is individuals not applying their school education to their day to day lives. This situation shows the school just a place which prepares students for the life. In modern education systems this situation changed as the school is the life itself. This principle underlies the constructionist education model. The teachers want the students to reflect the issues they learn in the school to the life. That situation shows that the learning process is completed. The Reflective thinking is a mode of thinking which would be used correspondingly with modes of thinking like metacognition, critical thinking, analytical thinking, and creative thinking among modern education approaches during education process. The most important factor which separates the reflective thinking from all these thinking types is that it presents as a solution interpreting, deferring, translating, arrogating to the individual, comprehending the issues thought in the school and making predictions for the future.

The reflection is defined as “cognitive inquisition including analyzing of the experiences by producing new information basing on the old information and trying to find the ways pioneering the development of the alternative ways.”

It can be defined as purposeful and proper activity process which the individual realizes to follow, analyze and evaluate his/her own learning in view of reaching learning targets, persistence of his/her motivation, gaining deep meanings, using proper learning strategies, making contact with his/her peers and teachers to reach learning targets to generate new learning approaches impacting directly to the advanced learning processes and performance. The reflective thinking, one of modes of the thinking, is developed with learning essays, concept maps, questioning, and contractual learning and self-assessment activities.

Reflective thinking :-

“Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened.”

Dewey (1933) suggests that “reflective thinking is an active, persistent, and careful

consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.”

Critical thinking involves a wide range of thinking skills leading toward desirable outcomes and reflective thinking focuses on the process of making judgments about what has happened. Reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.

Steps of reflective thinking :-

Eight steps of reflective thinking are used to define problem area in problem solving. The eight steps are as follows:

1. Problem Definition

1. Formulate the problem into a definitive statement.

Define any terms that might be misunderstood or misinterpreted into a working glossary. The definitions proposed are decided upon by the group, only for the duration of the exercise, and may not reflect all individual interpretations. This glossary will be a useful supplement to the final report document.

2. Problem Analysis

1. Diagnose the problem in terms of cause and effects.

2. Describe existing evils, effects or symptoms of the problem together with such interpretations and evidence as have significantly affected.

3. Follow up with a statement of the cause or causes of the symptoms.

A. State the probable cause of the symptom.

B. Give the factual material upon which conclusions are based.

C. If the problem lends itself to more efficient coverage by subgroups, the problem should be divided among logical subgroups.

D. The problem definition should be modified continually as the analysis proceeds.

E. The results of the problem analysis should be documented in written form, and should include background information, and justification for the need of a solution to the problem as presented.

3. Criteria Selection

1. Create a concise statement of the standard or standards which in your opinion should be considered in judging the possible solutions.
 - Give special attention to the formulation of definite criteria for the judgment of a final solution.
 - These standards should represent the values which you think are important and which should be considered in any solution.
2. Arrange criteria in order of priority.
3. Assign an arbitrary value or weight to each selected criterion from 1 to 10 with 10 being high, representing the arbitrary value of that criterion to the group.

4. Information Analysis

1. Identify the information still needed for a solution of the problem.
2. Gather, or make plans for obtaining the information still required.
 - A. Arrange an itinerary of expert testimony that can be scheduled to give information to the group about the problem as defined. Keep a careful log of the information given.
 - B. Arrange for required interviews by individuals, subgroups, or group. Keep careful log of the information given.
 - C. Arrange for the use of the needed libraries or repositories.
 - D. The testimony of all experts and other information gathered should be carefully documented.

5. Propose Solutions

1. Using brainstorming techniques propose and record as many different solutions as can be thought of with no value-judgment being made.
2. Set forth those of the proposed solutions to the problem which you think merit consideration.
3. For each of the final proposed solutions a careful evaluation of how well each of the criteria presented in step 3 are met (The weighted factor analysis). For each proposed solution an arbitrary factor of 1 to 10, with 10 being best fit, should be made for each established criteria. This factor should be multiplied by the importance factor assigned in step 3, and the collection of all of these numbers, one for each criterion, should be added together. The proposed solution with the highest number should be the leading contender.
4. Do the problem definition, the problem analysis, the criteria selected, and the information analysis still seem adequate (steps 1, 2, 3, and 4). If the leading contender does not seem to be the one that should be picked, then you need to reexamine the criteria list for completeness, reexamine your

feeling of how important each criteria is to you, reexamine your evaluation of each proposed solution as to how well the group feels that it meets the criteria, recheck the mathematics, or believe what this exercise is trying to tell you. There may be hidden agendas present that are throwing you off and which must be incorporated.

5. Use the biggest part of the time allotted to the study in careful reiteration of steps 1 to 5 to this point again and again to avoid premature selection. The selection process, steps 6 to 8, should result in implementation and not rationalization for a premature and inappropriate selection.

6. Select Solution(s)

1. Using the technique suggested in step 5-c or whatever means the group chooses, select a tentative solution.
2. Declare the basis for your solution, such as:
 1. The solution deals adequately and practically with the problem.
 2. The solution measures up best in terms of the standards and criteria.
3. List the details of the proposed plan.
4. Discuss and acknowledge the disadvantages, the advantages, (use the PMI method suggested by deBono and the other aspects of the proposed plan.

7. Implement Solution(s)

1. List possible methods of putting the proposed solution into operation. Document the facts and the ideas used.
2. Develop a workable, practical method of scheduling the solution into operation.
3. Prepare a time-sequence analysis for implementation of the plan.

8. Feedback Analysis

1. Establish suitable quantifiable measures of performance which can be used to monitor and evaluate in some way the operation of the selected solution. Compare the expected level of operation with the established criteria in step 3.
2. Establish necessary criteria for determination if successful operation has been attained or if additional correction is necessary.
3. Establish method for the reevaluation of the solution as to its elimination of the problem, its provision for the obsolescence of the proposed solution, or for the consideration of a significant change of the problem situation. Provide for our “help” to self-destruct in not needed.

Conclusion:

Reflective thinking focuses on the process of making judgments about what has happened. Reflective thinking is most important in prompting learning during complex problem-solving situations. Eight steps of reflective thinking are useful for student to define problem area in problem solving. These steps are useful to develop student's reflective thinking skills which will be useful to solve various problems during learning process.

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GOEIIRJ

REFLECTIVE EDUCATION THROUGH CURRICULUM

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If reflection is to be a central tenet of learning, teaching and assessment it is necessary to embed it at a curriculum design level. The aim should be to encourage student engagement by providing a framework to facilitate development of students' reflective capability. Although considerable attention has been paid to models and frameworks that support reflective teaching and learning and to issues surrounding the assessment of reflective capability scant attention has been paid to its integration at a curriculum design stage and throughout the entire learning experience.

Curriculum Design for Fostering Critical Reflection

Acknowledging the need to consider values, goals, content, structure, flexibility, teaching strategies and assessment there is a need to question whether there is an optimal curriculum design that will foster critical reflection, as well as possibly fulfilling other curricula demands. So also 'a crammed curriculum is not conducive to facilitating reflection'. Students need 'to have the space genuinely to form their own critical evaluations and to engage in critical acts'.

The current popularity of learning outcomes might seem at first to be at odds with the process of critical reflection. However, reflection is likely to involve a conscious and stated purpose or an anticipated outcome. Identifying a number of 'outcomes' that result from the reflective process, which include learning, knowledge, understanding, emotion, problem-solving, development and action as well as unexpected outcomes, it is persuasive that a learning outcomes approach can be integrated with other approaches that foster critically reflective processes.

The Spiral Curriculum

Critical reflection requires higher order learning, which suggests a curriculum designed to foster depth of learning both across years and over the duration of the programme. We need a curriculum that recognises value in revisiting experiences, and building on less well-developed conceptions of knowledge and practice at later stages of the programme, which can be achieved by

implementing a spiral curriculum approach. However, this might usefully be coupled with a constructive alignment approach to ensure that learning, teaching and assessment operate in harmony in fostering reflective capability.

The term 'spiral curriculum' was originally coined by Bruner (1960) as a means of describing a curriculum based on an iterative revisiting of topics, subjects or themes throughout the course. Other curriculum designs use planned revisiting of topics, however, the spiral curriculum provides opportunity to deepening understanding; each encounter builds on the previous one so that the competence of students gradually develops without proving too overwhelming. The use of the spiral curriculum approach as a means of helping students to engage with increasing complexity of medical education in its various phases, moving through learning about normal structure, function and behaviour to abnormal and transferring and building on and applying this knowledge in clinical practice and through on-the-job learning.

The spiral curriculum has been widely applied across a range of disciplines not least medical education in which it has been found to complement the much favored outcome-based educational approach. It is possible to see the ways in which the spiral curriculum might also provide a means of developing reflective capability, possibly by encouraging students to experiment with alternative models and frameworks and through the use of different reflection promoting strategies suited to different contexts and stages in their programme. Written reflections might provide the vehicle to enable students to record and subsequently revisit experiences so engaging in meta-reflection that might result in unintended outcomes, such as increased personal insight. This approach would necessitate forging connections across the entire course, spacing and sequencing experiences and adopting suitable pedagogies that structure and support this iterative process without detracting from a student-led approach.

Constructive Alignment

The 'constructive' element of constructive alignment refers to what the learner does, which is to construct meaning through relevant learning activities. Biggs builds on the work of Tyler who argues that learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does'. This ideology supports the constructivist view of learning consistent with the underpinning philosophy of critical reflection. On the other hand, the lecturer's

role is to ensure that ‘alignment’ occurs, which involves establishing a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. Alignment is dependent on consideration being given to establishing clear learning outcomes, teaching methods, assessment procedures, a climate conducive to student/teacher interaction and a supportive institutional climate. Constructive alignment conjures up an image of learning that is largely prescribed and maintains that ‘the learner is in a sense ‘trapped’ and finds it difficult to escape without learning what is intended should be learned’

A recent analysis of the use of learning outcomes in higher education (Hussey & Smith, 2008) dispels their use at module or programme level but acknowledges relevance in more focused teaching and learning events, provided that there is acceptance that they are employed flexibly and cannot be stated precisely. Some learning outcomes are emergent rather than intended and advocate that teachers employ a ‘corridor of tolerance’ to allow for departures and to capture ‘learning moments’. Whilst it is not unreasonable to suggest that we must have a clear idea about what we want students to learn, this should not be interpreted too narrowly. Developing the notion of ‘learning moments’ further one might argue in favor of ‘open ended’ learning outcomes as distinct from ‘unintended outcomes’ in response to the increasing call for personalized learning that can then be applied to practice. Personalized learning and ‘open outcomes’ sit comfortably with the notion of critical reflection, and, in fact, have the potential to change perceptions of the applicability and usefulness of reflection in the contemporary workplace.

Conclusions

This paper has attempted to encourage academics to think at a curriculum design level about the ways in which they can promote reflective learning, teaching and assessment and so see benefit in considering them as an entity or as a ‘system’. The dynamic underpinning constructive alignment tends to feel rather linear in nature, although in practice the ‘connections’ which need to be made between reflective learning, teaching and assessment are likely to be far from linear. The spiral curriculum allows for a more tortuous or meandering route through a programme and accepts as given the cyclical and iterative nature of the learning experience but both lend themselves to achieving an end goal that might incorporate specified learning outcomes as well as other outcomes that could not have been foreseen. If as Hussey and Smith (2008) advocate we accept that learning outcomes are flexible and that ‘learning moments’ might lead to emergent or open ended outcomes I see no reason why they cannot be deemed to provide a means of structuring critical reflection in a

positive way. Combining the two curricula approaches will not be without its challenges in practice, not least being to persuade students and staff to think in terms of more flexible learning outcomes and revisiting topics, subjects or themes throughout the course, which is often perceived negatively as repetition. However, overcoming such challenges could potentially benefit students in producing a curriculum that is responsive to a wider range of learning styles and personalized learning.



खेळातून जीवन कौशल्याचे विमर्शिल अध्ययन

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प्रस्तावना :

मावनी जीवनामध्ये अध्ययनाची प्रक्रिया सातत्याने सुरु असते. माणूस आयुष्यभर शिकत असतो. तो अनुभवाने तसेच त्याच्या अंगी असलेल्या कौशल्याच्या जोरावर आपले जीवन व्यथित करित असतो. जीवनात त्याला अनेक समस्यांना तोंड द्यावे लागते. जीवनातील अपयश, नैराश्यामूळे विद्यार्थ्यांच्या वाढत्या प्रमाणत होणाऱ्या आत्महत्या त्यांच्यामध्ये वाढणारी व्यसनाधिनता तसेच वाढत जाणारी हिंसक प्रवृत्ती या बाबतच्या घटना समाजात घडत असलेल्या दिसून येतात. समाजाचा घटक आणि शिक्षण प्रक्रियेचा केंद्रबिंदू असणाऱ्या विद्यार्थ्यांमध्ये ह्या प्रवृत्तींची वाढ कशी झाली याचा शोध घेण्याची आवश्यकत दिसून येते. त्यासाठी आपल्याला शिक्षण प्रक्रियेचा विचार करण्याची गरज आहे. कारण व्यक्तीच्या वर्तनावर परिणाम घडून आणणाऱ्या अनेक घटकांपैकी विमर्शी शिक्षण हा अतिशय प्रभावी घटक आहे.

शिक्षणचे प्रमुख उद्दिष्ट्ये विद्यार्थ्यांचा सर्वांगीण विकास करणे, विद्यार्थ्यांचे अध्ययन अनेक घटकांचा एकत्रित परिणाम आहे. विद्यार्थ्यांच्या सर्वांगीण विकासामध्ये शारिरीक भावनिक, बौद्धिक व सामाजिक विकास होणे अपेक्षित आहे. परंतु आज फक्त विद्यार्थ्यांचा बौद्धिक विकासाकडे लक्ष देत आहे. परीक्षेत जास्ती जास्त गुण मिळविणे म्हणजे गुणवत्ता हे समीकरण होवून बसले आहे. गुणांच्या आधारे श्रेष्ठ समाजाला जाणाऱ्या अभ्यासक्रमांना प्रवेश मिळविणे यालाच प्रतिष्ठा प्राप्त झाली आहे. ही प्रतिष्ठा टिकविण्यासाठी पालक वर्ग विद्यार्थ्यांवर प्रचंड दडपण टाकत आहे यातूनच नैराश्य, ताणतणाव निर्माण होत आहे. हा ताण सहन करण्याच क्षमता निर्मितीकडे मात्र दूर्लक्ष झाले आहे. त्यातून विविध समस्यांची निर्मिती झाली दिसून येत आहे. म्हणून विद्यार्थ्यांमध्ये जीवन जगण्याची उपयुक्त क्षमता व कौशल्य निर्माण होणे आवश्यक आहे. खेळातून जीवन कौशल्याचे अध्ययन झाले पाहिजे. यातून जीवनाविषयक कौशल्याचा विकास करण्यासाठी उपयुक्त ठरतो.

खेळातून जीवन कौशल्ये:

विद्यार्थ्यांमध्ये खेळाद्वारे निर्णयक्षमतेचा विकास साधला जातो. स्व:ताच्या समस्या सोडविल्या जातात. एकमेकांबद्दल सहानुभूती निर्माण होते. विद्यार्थ्यांची स्व:ताची बलस्थाने मर्यादा इ. विषयांची जाणीव निर्माण होते, तसेच संप्रेषण कौशल्य निर्माण होतात. सहकार्यात्मकवृत्तीची वाढ होण्यास मदत होते. त्याप्रमाणे ,खेळाक्षरे किंवा या माध्यमातून चिकित्सक विचार करण्याची क्षमता विकसित होण्यास मदत होते. सृजनशील विचारप्रक्रिया विकसित करण्यास मदत होते. खेळाडूंच्या भावनांचे समायोजन साधण्यासाठी सक्षम होते. महत्त्वाचे म्हणजे खेळांद्वारे ताणतणावाचे व्यवस्थापन करण्यास सक्षम बनविले जाते व विविध सामाजिक कौशल्याचा विकास घडवून आणला जात आहे.

संकल्पनेचे घटक : खेळ :

व्याख्या - खेळ म्हणजे जीवनावश्यक गरजा भागवून जादा वेळेत केलेली ऐच्छिक आनंददायी कृती किंवा कृतीची मालिका होय.

संजीवांची सहज प्रवृत्ती म्हटली की खेळ येतो त्यामुळे मनाचा कल टिकून रहातो. व अवधान अधिक केंद्रित होते त्यातून आनंद मिळतो. खेळ हा एक मानवाला नव्हे तर प्राणीमात्रलाही मिळलेली नैसर्गिक देणगी आहे. खेळामुळे विद्यार्थ्यांच्या जीवनाकडे पाहण्याचा दृष्टिकोन बदलू शकतो. जीवन जगण्यासाठी आवश्यक असणारे विविध कौशल्य क्षमता व दृष्टिकोन निर्माण होवून जीवन सुखकर होण्यास मदत होईल.

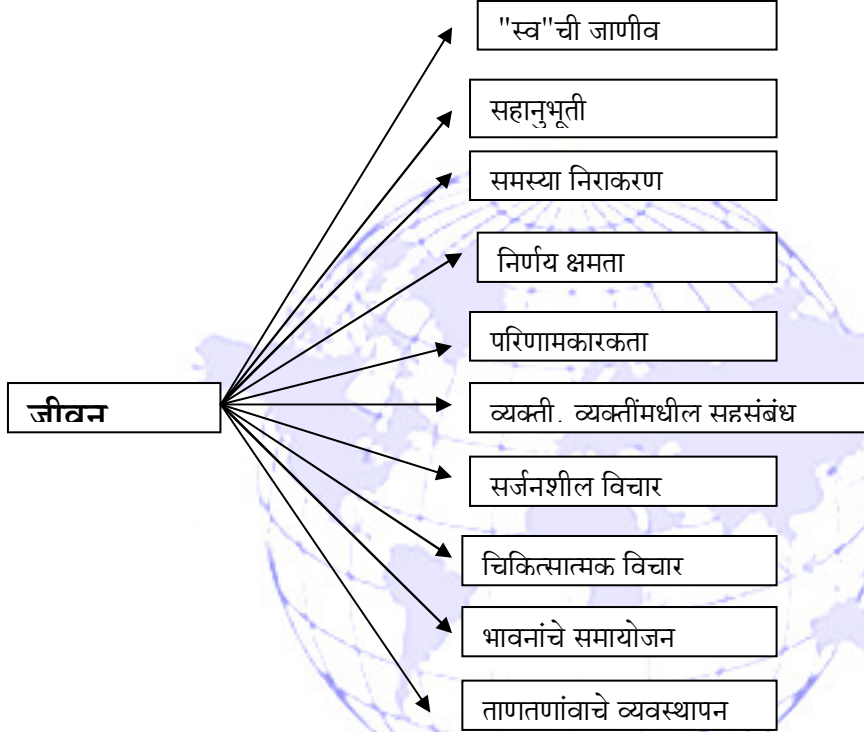
जीवन कौशल्य :

व्याख्या- जागतिक आरोग्य संघटना (१९९३)- दैनंदिन जीवनात निर्माण होणाऱ्या समस्या व गरजांना प्रभाविपणे सामोरे जाण्यासाठी व्यक्तीने स्वतःच्या वर्तनास स्वीकारात्मक तसेच सकारात्मक बदल घडवून आणण्याची क्षमता म्हणजे जीवन कौशल्य होय.

अर्थ :-

राष्ट्रीय अभ्यासक्रम आराखडा - २००५ बदलला काळानुसार भारतीय शिक्षण पद्धतीत कराव्या लागणाऱ्या संभाव्य बदलावर भर देण्यात आला आहे. त्याचा एक भाग म्हणून महाराष्ट्र राज्यात शैक्षणिक वर्ष २००९ पासून प्राथमिक व माध्यमिक शिक्षणाच्या अभ्यासक्रमात दहा जीवन कौशल्यांचा समावेश करण्यात आला आहे.

आजच्या माहिती तंत्रज्ञानाच्या आधुनिक युगात विद्यार्थ्यांला प्रभाविपणे जीवन जगण्यासाठी आवश्यक अशी जीवन कौशल्ये खेळाद्वारे विमर्शी अध्ययन होईल. दैनंदिन जीवन जगतांना निर्माण होणाऱ्या विविध समस्या व गरजांना प्रभाविपणे सामोरे जाण्यासाठी आवश्यक असणारी काही जीवन कौशल्ये खालीलप्रमाणे.



अध्ययन:

अध्ययन म्हणजे अनुभव व प्रशिक्षणाद्वारे होणारा वर्तन बदल होय.

व्यक्तीच्या सभोवतालच्या विश्वास व्यक्ती जी कृती करते किंवा निरीक्षण करते. त्यामूळे येणाऱ्या अनुभवाच परिणाम व्यक्तीच्या वर्तनात कमी अधिक प्रमाणात होतो. या वर्तन परिवर्तनास अध्ययन असे म्हणतात.

जीवन कौशल्याचे शैक्षणिक महत्व:

१. विद्यार्थ्यांमध्ये "स्व" ची जाणीव

शांत वृत्तीच्या व्यक्तीच्या उपयुक्त खेळ – धुनर्विद्या नेमबाजी मल्लखांब हे आहेत. कारण या खेळामूळे अवधानाचे केंद्रिकरण मोठ्या प्रमाणात होतो. हे खेळ शांतवृत्तीने एकाग्रतेने खेळले जातात. कुस्ती, बॉक्सिंग हा खेळ आक्रमक स्वभाव असणाऱ्या व्यक्तींसाठी उपयुक्त ठरतात. क्रिकेट खेळामध्ये बॉलींग व

बॅटींग करणे ही कौशल्ये आहे. या खेळात प्रत्येक व्यक्तीची स्वतःची अशी काही बलस्थाने असतात. तर काहींमध्ये कमतरता ही असतात. स्वतःतील कमतरता तसेच बलस्थाने यांची जाणीव विद्यार्थ्यांना असते. यामुळे स्वतःची जाणीव निर्माण होण्यास मदत होते.

२. सहानुभूती निर्माण करणे :

सहानुभूती म्हणजे एखाद्याच्या भावना किंवा वेदना जाणून घेणे होय. एखाद्या खेळाडूला किंवा सहकार्याला शारिरीक दुःखापत झाल्यास तेथे उपस्थित असणाऱ्या व्यक्ती त्यांच्या वेदना जाणून घेतात व या भावनेतून त्याला सहकार्य करतात. म्हणजे खेळातून सहानुभूतीची जाणीव होण्यास मदत होते.

३. समस्या निराकरण कौशल्य विकसीत करणे :

प्रतिस्पर्धा संघासोबत खेळत असतांना विजय मिळविण्यासाठी खेळाडूला निर्माण झालेल्या परिस्थितीचा अंदाज घेणे आवश्यक आहे. या परिस्थितीनुसार नियोजन करून रणनिती ठरविणे आवश्यक असते. त्यानुसार विविध कौशल्यांची सरमिसळ करून खेळ खेळला जातो. उदा. बुद्धिबळ या खेळात निर्माण होणाऱ्या परिस्थितीचा अंदाज घेवून निर्माण झालेल्या समस्येतून बाहेर पडण्यासाठी आवश्यक डावपेच वापरले जातात. तसेच बास्केट बॉल, हॉलीबॉल व क्रिकेट या खेळांमध्ये देखील विविध डावपेच समस्या लक्षात घेवून आखले जातात. यातून विद्यार्थ्यांमध्ये समस्या निराकरण कौशल्य विकसीत होण्यास मदत होते.

४. निर्णय क्षमता विकसीत करणे:

उंच उडी, लांब उडी या सारखे खेळ प्रकारांमध्ये प्रथम धावत जावून योग्यवेळी विशिष्ट रेषेवरून (टेक ऑफ लाईन) योग्य वेळी उडी घेतांना निर्णय क्षमता आवश्यक असते. क्रिकेट खेळातून सुद्ध खेळाडूंची रचना लावतांना किंवा बॉलिंग देतांना अथवा बॅटींगसाठी पाठवितांना योग्य तो निर्णय क्षमतेचा वापर करावा लागतो. हा निर्णय घेतांना तर्क करणे कृतीची योजना निश्चित करणे, उपलब्ध असणाऱ्या पर्यायांपैकी योग्य पर्याय कोणता ते ठरविणे आवश्यक असते. यातून विद्यार्थ्यांमध्ये किंवा व्यक्तीमध्ये निर्णय क्षमता विकसीत होण्यास मदत होते.

५. संप्रेषण कौशल्य विकसीत करणे :

१. सांकेतिक चिन्ह किंवा अंक :

१) सांकेतिक : खेळामध्ये विविध सांकेतिक चिन्हांचा वापर केला जातो. त्या संकेतांचा अर्थ लावणे

अपेक्षित असते. उदा. हॉलीबॉल खेळात सर्व्हिस करणे यासाठी शीटी वाजवून विशिष्ट हातवारे केले जातात. क्रिकेटमध्ये हातवारेचा वापर करून Wide ball, Six, Four, Out याबाबी दाखविण्यासाठी सांकेतिक चिन्हांचा वापर केला जातो. हाताच्या आधारे संकेत दिला जातो त्याचा अर्थ लावण्याची प्रक्रिया सहजपणे अनुभवातून होवू लागते.

२) शाब्दिक स्वरुप : खेळाचे नियम सांगणे, तसेच धावणे या क्रिडा प्रकारात दिल्या जाणाऱ्या सूचनांचा शाब्दिक असतात. उदा. धावणाऱ्या खेळाडूला on your mark get set- go याप्रमाणे सूचना दिल्या जातात. म्हणजेच आपले म्हणणे मांडणे, नियम सांगणे, नियम समजावून घेणे, तसेच वाटाघाटी करणे याद्वारे देखील विचारांची देवाण-घेवाण होवून विद्यार्थ्यांमध्ये संप्रेषण कौशल्य विकसीत होते.

६. सहकार्यात्मक वृत्ती निर्माण करणे :

सर्व सांघिक खेळ उदा. बॅडमिंटन, क्रिकेट आणि हॉलीबॉल या खेळांमध्ये गटातील सर्व खेळाडू एकमेकांना सहकार्य केल्याशिवाय त्यात यश मिळत नाही, ती एक उत्तम सांघिक कृती असते. तसेच मानवीमनोरा (पिरेमिड) हे देखील एक सांघिक कौशल्याचे उत्तम उदाहरण आहे. यामध्ये सर्वच घटकांचा एकत्रित काम करण्याला अतिशय महत्त्व आहे. त्यापैकी एकही घटक कमी पडला तर परिणाम सर्वांना भोगावा लागतो. या प्रकारे खेळाद्वारे सहकार्य करण्याची वृत्ती विकसीत होण्यास मदत होते.

७. सृजनशील विचार प्रक्रिया विकसीत करणे:

खेळ खेळांना काही खेळाडू स्वतःची अशी काही शैली वापरत असतो. उदा. सचिन तेंडूलकर याची बॅटींग करण्याची एक खास शैली आहे. तसेच विश्वनाथन आनंद याची बुद्धिबळ खेळण्याची स्वतःची एक खास शैली आहे. टेनीसपटू स्टेफी हा देखील स्वतःच्या खास शैलीसाठी प्रसिद्ध आहे.

याद्वारे व्यक्तीला नवनिर्मितीची प्रेरणा मिळण्यास मदत होते. कल्पना व बुद्धिचातुर्य यांचा शारिरीक कृती बोबर मेळ घातला असता नवनिर्मिती होते.

८. खेळातून विद्यार्थ्यांमध्ये चिकित्सक विचार प्रक्रियेचा विकास करणे :

प्रामुख्याने समस्या निराकरणसाठी चिकित्सक विचार उपयुक्त ठरतो. खेळातील विविध कौशल्य, तत्त्व व नियम यांचा काळजीपूर्वक अभ्यास करणे यांचा प्रसंगानुरूप उपयोग करणे हे चिकित्सक विचार प्रक्रियेतून

येते. घटनेचे/ प्रसंगांचे विश्लेषण करून त्यातून पुढची रणनीती ठरविता येते. त्यातून चिकित्सक विचार प्रक्रिया विकसित होते. उदा. क्रिकेट, हॉलीबॉल व बास्केट बॉल.

९. विद्यार्थ्यांना खेळातून भावनांचे समायोजन करण्याचे कौशल्य निर्माण होते :

भिती दडपण या भावना खेळ खेळतांना निर्माण होतात. या भावनांवर नियंत्रण ठेवून क्षमता वापर करून आवश्यक कृती करणे तसेच पराभव किंवा विजय जवळ आल्यानंतर दिसून येणाऱ्या उत्तेजनेवर नियंत्रण ठेवणे आवश्यक असते. पराभवानंतर खचून न जाता त्याकडे खिलाडूपणे पहाणे आवश्यक असते, या बाबींमधून भावनांवर नियंत्रण क्षमता विकसित होते.

१०. खेळातून शारिरीक, मानसिक ताणतणावांची व्यवस्थापन करणे :

अभ्यासक्रमातील विविध विषयांचे अध्ययन करणे तसेच परीक्षा देणे यामुळे ताण निर्माण होतो. दैनंदिन जीवनात निर्माण होणाऱ्या ताणतणावाचे व्यवस्थापन करण्यासाठी खेळ हे अतिशय महत्त्वाचे माध्यम आहे. ताण निर्माण होण्याचे चिंता ही एक पायरी आहे. परंतु वाढती चिंता किंवा कायम स्वरूपी टिकणारी चिंता मात्र घातक ठरते. त्यामुळे या स्पर्धेचा अतिरेक टाळणे आवश्यक असते. शारिरीक, मानसिक ताण कमी असता नवनवीन कल्पना सूचतात आणि खेळाला बौद्धिक दर्जा प्राप्त होतो. यातून व्यक्तीची कार्यक्षमता वाढण्यास मदत होते.

शिक्षकाची भूमिका :

खेळातून जीवन कौशल्याचे अध्ययन घडवून यावे म्हणून शिक्षकाची भूमिका ही अत्यंत महत्त्वाची आहे. क्रिडा प्रशिक्षण काळात व्यक्तीचे स्वभाव वैशिष्ट्ये व क्रिडा प्रकार यांचा परस्पर संबंध लक्षात घेवून कौशल्य विकसित करण्याचे काम शिक्षक करत असतात. आपल्या समोर असलेल्या पालकात विकसित होवू शकणाऱ्या कोणकोणत्या क्षमतांची बीजे आहेत, हे शिक्षकाला जाणवावे लागते. अथलेटिक कोच श्री. नंबीयार यांनी पी.टी. उषा च्या धावण्याच्या क्षमता आधीच जाणल्या तेव्हा कुठे ती ८२ "एशियाड" व ८४ सेऊल ऑलिम्पिक मध्ये आपल्या क्षमतांचे अत्युच्च प्रदर्शन करून सुवर्ण कन्या होवू शकली.

विविध क्रिडा प्रदर्शनाच्या वेळी होणाऱ्या खेळाडूंच्या आंतरिक प्रेरणांचा, व्यक्तिमत्त्वाचा परिणाम समजून घेवून कौशल्य विकसित करण्यामध्ये शिक्षक मदत करू शकतील. आवश्यक मार्गदर्शन करू शकतील.

तसेच खेळासाठी आवश्यक सोयी सुविधा उदा. खेळ साहित्य व सुसज्ज क्रिडांगण उपलब्ध करून देण्यासाठी प्रयत्न करू शकतील.

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२. जगताप ह.ना. (संपादक) , अध्ययन अध्यापनाचे मानसशास्त्र.
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REFLECTIVE PRACTICES IN COLLEGE LIBRARIES

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Introduction :

University Grants Commission has been striving for ensuring quality of higher education since its inception, and more so during last two decades. There has been tremendous surge in educational institutions coming up particularly after creation of All India Council of Technical Education AICTE in 1987. the surge is more in private sector which has opened flood gates in private sector which has opened flood gates in private sector institutions. Number of deemed universities and colleges which have come up recently needs assessment by higher education experts. Now a days it has become a fashion to have a college of engineering and medical sciences. Norms have been flouted with impunity and how technical colleges are approved by AICTE is open secret. According to latest statistics provided by present UGC Chairman the capacity expansion in higher education has increased manifold which is evident from the following figures:

	1950	2010
UNIVERSITIES	25	431
COLLEGES	700	20677
TEACHERS	15000	5.05 LAKHS
STUDENTS	1.00 LAKHS	111.6 LAKHS

Source : Emerging Issues in Higher Education, Approach , Strategy and Action Plan in the 11th Plan. New Delhi, UGC.

For such a huge number of academic institutions in India in needs efforts to bring quality in library services immediately. Joseph M. Juran says that 21st Century is devoted to ' quality' whereas 20th Century was for production. We have to discuss the issue of quality to improve library customers' satisfaction. Higher education experts are much concerned about quality of education provided by the universities and colleges in India. There is apprehension that education received in these institutions is not commensurate with the fees charged from the students. Education experts feel that this is cheating with the people. It is because of this reason Government of India, UGC and

NAAC are seriously concerned as to how to improve standards of education and establish best practices in the universities and colleges and their libraries.

Definition of Best Practices:

ODLIS (Online Dictionary of Library and information Science) describes best practices as follows :

"In the application of theory to real- life situations, procedures that, when properly, applied consistently yield superior results and are therefore used as reference points in evaluation of the effectiveness of alternative methods of accomplishing the same task. Best practices are identified by examining empirical evidence of success". Oxford Advanced Learners Dictionary describes best practices as quality of high standard, excellence, highly improved, outstanding, par excellence service. It means way of doing something that is usual or expected way in a particular organization or situation, guidelines for good practices. In this process of developing best practices we take action rather than good ideas. and we improve our skills.'

What is quality? It is customer satisfaction through product or service. In an academic library student and teachers are the customers who are part of the academic community.

If we look at the history of higher education in India we find that Radhakrishnan (1948) and Kothari (1964) Commission Reports have already recognized the role of libraries in higher education. They had recommended the need of a first class library for the college and universities. Moreover UGC Library Committee Report (1965) headed by Dr. S.R. Ranganathan provided firm base to academic libraries. INFLIBNET since its inception in 1989 has been providing financial support to the academic libraries to automate library operations. Today INFLIBNET claims that it has supported more than 150 universities for library automation. It is hoped that within a decade almost all the universities will have library automation. However our journey towards college libraries is long, and shall take time to cover all the colleges of the country. National Knowledge Commission Report (2007) also realizes the significance or the role of different types of libraries.

National Accreditation and Assessment Council (NAAC) and Best Practices:

- a) University Grants Commission created a higher education body (whose job is to assess the quality of university and college institutions) in 1994 in Bangalore on the recommendation of National Policy of Education. (NPE) in 1986. This is National Accreditation and Assessment Council (NAAC) which strives for quality and excellence in higher education and advocates for enhancing the role of library and Information Services in improving academic environment.

Document prepared by NAAC for "Best Practices in Academic Libraries says: " Best practice may be innovative and be a philosophy, policy, strategy, program, process or practice that solves a problem or create new opportunities and positively impact on organizations." NAAC developed a set of best practices followed in academic libraries and presented under the following four broad areas:

1. Management and Administration of Library:
2. Collection and Services.
3. Extent of User Services.
4. Use of Technology.

A database of documented practices is available on NAAC website and the assure that regular updating will be made with consultations on contributing institutions. For college libraries NAAC has developed the following set of best practices for college libraries:

- ❖ Computerization of library with standard software.
- ❖ Inclusion of sufficient information about the library in the college prospectus.
- ❖ Compiling student/ teacher statistics.
- ❖ Displaying newspaper clippings and a clipping file maintained periodically.
- ❖ Career/ employment information services.
- ❖ Internet facility to different user groups.
- ❖ Information literacy programmes
- ❖ Suggestion Box.
- ❖ Displaying New Arrivals.
- ❖ Conduct book exhibition of different occasions
- ❖ Organizing book talks
- ❖ Instituting Annual Best use Award for students
- ❖ Organizing completions annually.
- ❖ Conduct user survey periodically.

However the above set of best practices for college libraries prepared by NAAC **can not be termed as the last word. The following set of practices too should have been included in it:**

- ❖ Making of a Path Finder to the library
- ❖ Keeping the library premises neat and clean

- ❖ Compiling a list of Current serials/ catalogue of journals.
- ❖ Updating and maintaining library website.
- ❖ Maintaining useful statistics regarding the use of the library and splaying them on the library walls
- ❖ Compiling checklists on different subject/ topics as a part of documentation service.
- ❖ Library committee formation.
- ❖ Distribution of useful handouts.

NAAC in its publication Library and information services. Case presentation (2006) explained its efforts towards quality. Prof. A.C. Tikekar's comment about the examples of best practices given under four significant areas of LIS" are from a very few and stray and from of the same universities and colleges. Some of them are very peripheral and not of core nature. It is a matter of discussion that the institutions included in the list are the only the best academic libraries. The name of the colleges and universities listed are not well known except few."

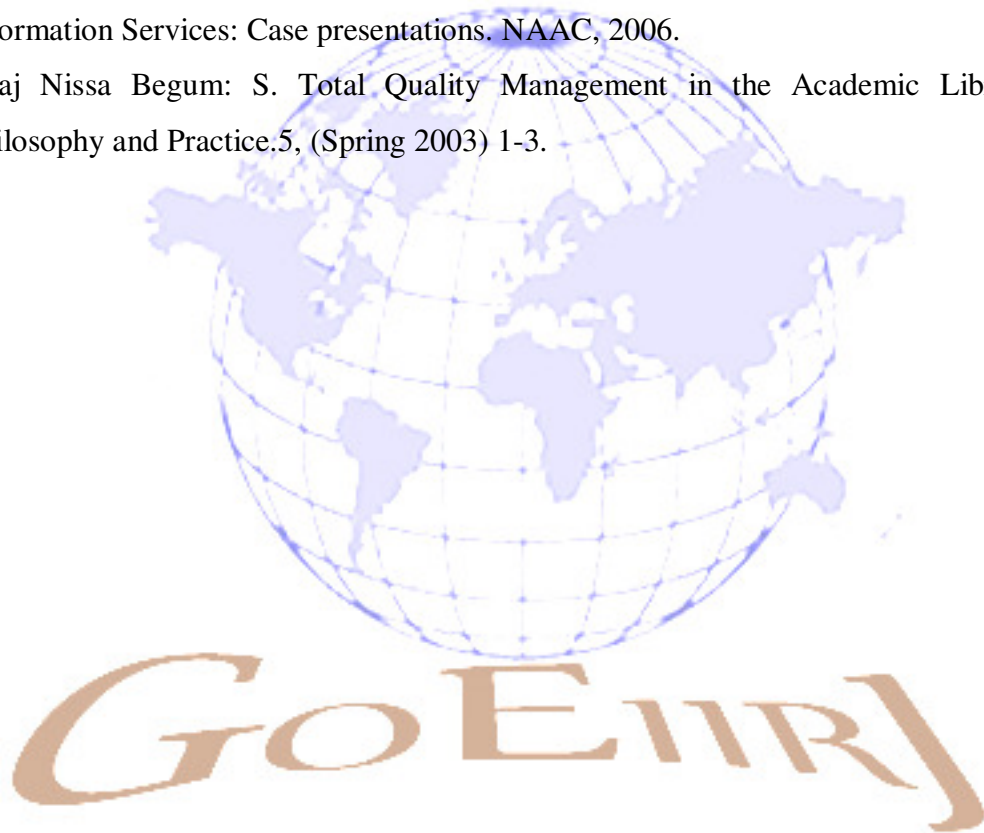
Academic libraries are part of the large academic bodies. Generation, organization and dissemination of information and knowledge are subject to constant changes since 1980 s. Most academic libraries have the facility of internet resources which supplement the print collection of the library. These changes are substantial .The problem with us is that many changes we come across, we immediately take it as a part of routine. Internet facility helps in saving time, repetition and redundancy, time lag and delays. We can communicate with information service providers within no time in case of any problem, change or adding new things to existing collection or services. Library management has to become more integrated through software. Librarians will have to study the potential of library software as many features are still not known to us.

Conclusion :

In the process of achieving best practices in libraries, prof. A.C. Tikekar warns us " Blind imitation, false competition and status symbolism do not work well. Ad hocism too does not accomplish the desired goal. III planned radical change would prove costly and unwieldy. At the same time both resistance and or reluctance to accept the inevitable changes will be harmful to development of libraries".

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REFLECTIVE TEACHING-LEARNING PROCESS

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Introduction :

Reflection is thinking for an extended period by linking recent experiences to earlier ones in order to promote a more complex and interrelated mental schema. The thinking involves looking for commonalities, differences, and interrelations beyond their superficial elements. The goal is to develop higher order thinking skills.

Many educators consider Dewey (1933) the modern day originator of the concept of reflection, although he drew on the ideas of earlier educators, such as Aristotle, Plato, and Confucius. He thought of reflection as a form of problem solving that chained several ideas together by linking each idea with its predecessor in order to resolve an issue.

Essentials of Reflection

- We should learn to frame and reframe complex or ambiguous problems, test out various interpretations, and then modify our actions consequently.
- Our thoughts should be extended and systematic by looking back upon our actions some time after they have taken place.
- Certain activities labeled as reflective, such as the use of journals or group discussions following practical experiences, are often not directed towards the solution of specific problems.
- We should consciously account for the wider historic, cultural, and political values or beliefs in framing practical problems to arrive at a solution. This is often identified as critical reflection. However, the term critical reflection, like reflection itself, appears to be used loosely, some taking it to mean no more than constructive self-criticism of one's actions with a view to improvement.

Critical Reflection :

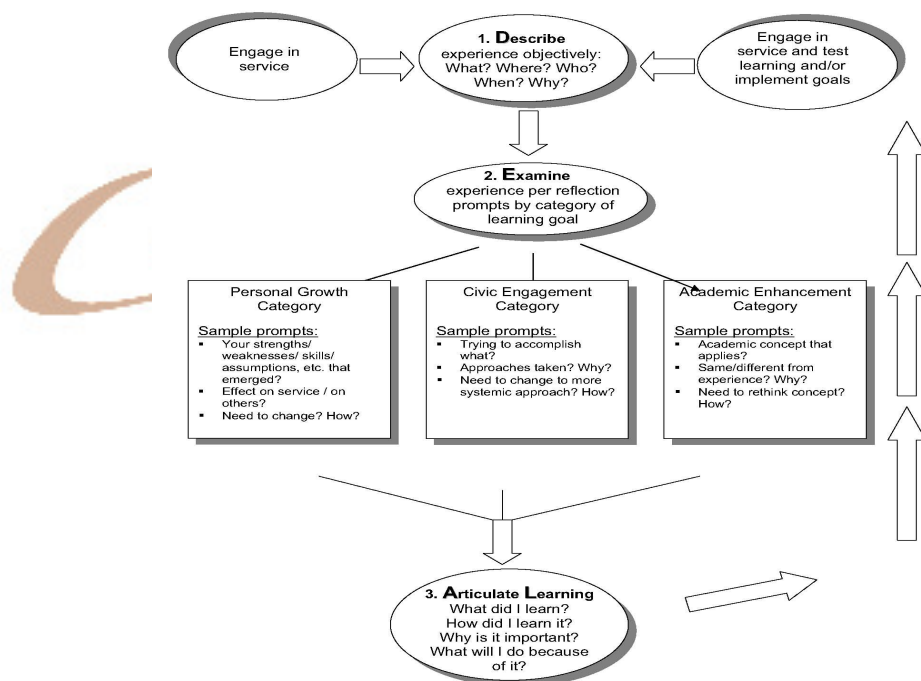
“Reflection activities provide the bridge between community service activities and the educational content of the course. Reflection activities direct the student’s attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding.”

Critical Reflection Goal = Thinking Critically

Critical Reflection — the process of analyzing, reconsidering and questioning experiences within a broad context of issues. Four activities are central to critical reflection (Brookfield 1988):

- **Assumption analysis** - This is the first step in the critical reflection process. It involves thinking in such a manner that it challenges our beliefs, values, cultural practices, and social structures in order to assess their impact on our daily proceedings. Assumptions are our way of seeing reality and to aid us in describing how the order of relationships.
- **Contextual awareness** - Realizing that our assumptions are socially and personally created in a specific historical and cultural context.
- **Imaginative speculation** - Imagining alternative ways of thinking about phenomena in order to provide an opportunity to challenge our prevailing ways of knowing and acting.
- **Reflective skepticism** - Questioning of universal truth claims or unexamined patterns of interaction through the prior three activities - assumption analysis, contextual awareness, and imaginative speculation. It is the ability to think about a subject so that the available evidence from that subject's field is suspended or temporarily rejected in order to establish the truth or viability of a proposition or action.

Schematic Overview of the DEAL Model for Critical Reflection



The process of critical reflection may be conceptualized through the descriptions and questions contained in the following .

Descriptive

What?

•Describes situation and general reaction with little attempt to uncover personal assumptions/beliefs about the situation

Analytical

Why? What if?

•Integrates meaningful reaction to situation based on assumptions/beliefs, feelings, and alternative perspectives/points of view

Critical

Now What?

•Uncovers the root causes of our knowledge, assumptions and beliefs. Discovers new meaning and suggests how this experience can impact and inform the future

Fostering Reflection

- Descriptive reflection attempts to provide reasons based upon personal judgment or. E.g., "I choose this problem solving activity because we believe the learners should be active rather than passive."
- Critical reflection involves giving reasons for decisions or events, which takes into account the broader historical, social and/or political contexts.

Strategies for Fostering Reflection

Hatton and Smith (1995) reported activities that in the process of reflection:

- Action Research Projects
- Case and cultural studies
- Practical experiences
- Structured curriculum tasks:
- Reading fiction and non-fiction
- Oral interviews
- Writing tasks such as narratives, biographies, reflective essays, and keeping journals.

Other hints for encouraging reflection include:

- Seek alternatives.
- View from various perspectives.

- Seek the framework, theoretical basis, underlying rationale (of behaviors, methods, techniques, programs).
- Compare and contrast.
- Put into different/varied contexts.
- Ask "what if. . . ?"
- Consider consequences.

Conclusion :

This idea of the learner being ‘cornered’ into learning might be potentially challenging to those interested in promoting critical reflection and open to the possibility of it leading to unintended outcomes. The critical reflection is at odds with an outcome orientated approach because it is associated with process, which a learning outcomes approach is not. This is possibly one of the greatest challenges in combining the two approaches especially with respect to the nature of assessment which would need to be robust enough to capture both the product and outcome of teaching and learning.

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REFLECTIVE PRACTICE IN EDUCATION

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Introduction :

Reflective practice is "the capacity to reflect on action so as to engage in a process of continuous learning"[1]. It involves "paying critical attention to the practical values and theories which leads to developmental insight"[2].

It can be an important tool in practice-based professional learning settings where individuals learn from their own professional experiences, rather than from formal teaching or knowledge transfer. It is most important source of personal professional development and improvement. What is important about reflection throughout our practice is that we are not just looking back on past actions and events, but rather we are taking a conscious look at the emotions, experiences, actions, and responses. These add in our existing knowledge base to draw out new knowledge, meaning and have a higher level of understanding. In particular, teachers have a tremendous development opportunity if they engage in reflective practice.

History and background :

Donald Schon in 1983 introduces concept of 'reflection on action' and 'reflection in-action' where professionals meet the challenges of their work with a kind of improvisation learned in practice. He argued that any organisation or community must learn in order to continue to develop and change, and to avoid threatening its basic functions. He introduced the idea of professionals becoming reflective practitioners.

Boud *et al* state that "Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. Working with experience is important in learning" [3]. Reflective Practice has been recognised in many teaching and learning scenarios. Also in recent years 'blogging' has been emerged as another form of reflection on experience in a technological age [4]. For the last 30 years, there has been a growing literature and focus around experiential learning and the development and application of Reflective Practice. Reflective practice also contributes to learning and expressing our own and others' stories.

Applications in Education :

In education, reflective practice refers to the process of the educator studying his own teaching methods and determining what works best for the students. It involves the consideration of the ethical consequences of classroom procedures on students [5].

The appeal of the use of reflective practice for teachers is that as teaching and learning is complex, and there is no one right approach, reflecting on different versions of teaching. Reshaping past and current experiences will lead to improvement in teaching practices [6]. Schon's reflection-in-action assists teachers in making the professional knowledge that they will gain from their experience in the classroom an explicit part of their decision-making.

According to Paterson and Chapman (2013), reflection and learning from experience is a key to staying accountable, and maintaining and developing aptitude throughout our practice. Without reflection we as a practitioner are not able to look objectively at our actions or take into account the emotions, experience, or responses from our actions to improve our practice. Through the process of reflection teachers are held accountable to their teaching practice to students. Reflection is a vital process of learning from experience that allows us to evolve as a practitioner; through leaning from past experiences. It also allows us to develop a more through schema for practice. Through reflective practice, we as a teacher are committing ourselves to students and student learning; we are looking back on our practice and reflecting on how we have supported students through treating them "...equitably and with respect and are sensitive to factors that influence individual student learning". By this, we are asking ourselves, have I performed the best of my abilities supported student learning, and provided all of my students with an entry point into learning. Through reflective practice we are reflecting on our professional knowledge and professional practice; we are looking at how we teach and the information and forms of learning we are bring to our students, and taking a critical look at whether or not we are current and if our ways of teaching are having an impact on student learning that they will be able to translate into future endeavours. If this is not the case we are then addressing the standard of ongoing professional learning. Here we are looking at and trying to recognize where we need to enhance our own learning so that it had a bigger benefit to student learning. In addition, teachers are the leaders in their learning communities; it is from their cues and attitudes that their learners develop from. Through reflection, and sharing this with our learner, we are showing strong leadership because it shows that we are willing to learn from our mistakes and improve our practice for all of those affected by it.

As Larrivee argues, Reflective Practice moves teachers from their knowledge base of distinct

skills to a stage in their careers where they are able to modify their skills to suit specific contexts and situations, and eventually to invent new strategies [5]. In implementing a process of Reflective Practice teachers will be able to move themselves, and their schools, beyond existing theories in practice [6]. Larrivee concludes that teachers should “resist establishing a classroom culture of control and become a reflective practitioner, continuously engaging in a critical reflection, consequently remaining fluid in the dynamic environment of the classroom” [5].

Conclusion :

Reflective Practice is a self regulated process, commonly used in teaching professions. Reflective practice is a learning process taught to professionals from a variety of disciplines by practitioners, with the aim of enhancing abilities to communicate and making balanced decisions. The practice has historically been applied most in the educational and medical field. When reflection in action and reflection on action described by Donald Schon are utilized in practice and when practitioners are able to identify these actions they become better at reflective practice. Professional Colleges are recognizing the importance of reflective practice for quality assurance purposes.

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REFLECTIVE SOCIAL APPROACH FOR LIFE SKILL DEVELOPMENT

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Introduction

The teacher/facilitator is an important model of relationship and supportive challenging as students may carry histories of experiencing destructive confrontation. Further, the provision of feedback in a skilled and supportive manner is the key to productive challenge, as opposed to destructive criticism, as well as being part of day-to-day practice in academia.

Management of emotion in self and others

We begin with emotions experienced by the self, i.e. the facilitator. Traditionally seen as irrational and the part of humans associated with 'bodily humours', emotion has been largely ignored in higher education.

The expression of emotion is socialized on cultural and gender lines, e.g. privileging particular emotional expression to females but not to males, such as weeping. Some emotions are more acceptable than others, and this is inculcated very early in life and there is no further training in the handling of emotions. Emotion in itself is a fact. We are living human beings for whom emotion is an integral part of ourselves. Facilitation offers us the chance to express feelings safely. Being socialized to discourage the expression of some of our emotions is partially useful. I may be angry with someone. That does not mean I can hit out physically or abuse them emotionally. That is useful socialization. However, some forms of socialization may result in inhibiting the display of emotions so that we become fully locked-in' adults.

Jourard (1971) suggests that persons who are 'known' by others are healthier and happier than those who are not. The suppression of emotion in Jourard's view is a major component of stress in modern society. In our role as facilitators we have often heard a student say that being able to give voice and express their emotions has been a major breakthrough in tackling a major task in work or in life, confirming expert findings. If a person does not express their emotions verbally there will be a tendency to 'leak' the expression non-verbally of the emotions. Both can of course be expressed together as congruent behaviour. Non-verbal emotion may include tone of voice, gesture and body

language .Verbally emotions may also be expressed inadvertently when the words belie the stated intention as in Freudian slips!

Responsibility for emotion :

Owning it. We are each responsible for our emotions. If, say, someone lets me down I may feel angry and disappointed. What do I do with my anger? I can respond with an accusation: 'You are making me feel angry 'or 'I feel angry because you have let me down .I'm disappointed.' With the latter I am taking responsibility for dealing with my own anger and disappointment. This is important. If I make the former statement, the person to whom I am making it may feel accused, threatened and defensive, As noted above, feelings and emotions are basic human characteristics. They are neither good nor bad , right or wrong. However, we may seek to control the expression of our emotions even though we may feel them. In fact, how we handle our emotions is a learned style of behaviour. We maybe socialized not to show some of our emotions, e.g. hurt or anger. As a consequence we may not be able to handle these emotions either in our-selves or in others. An example of the first would be a reluctance to cry if another person makes me feel angry or hurt because it may be seen weakness. An example of the second would be if another person is in tears, I might feel embarrassed and avoid the situation. Whatever the emotional expression in a teaching session, how should the facilitator respond ?

Empathy : If we wish to respond to another's feelings with understanding we use the skill of empathy, the genuine response to an expressed feeling. The word empathy is a recent creation, being coined in 1904 by Vernon Lee from the self into the feelings of others. It implies psychological involvement' (Fontana Dictionary of Modern Thought). This particular skill require careful handling as it is so rare in modern life. An empathic response from a facilitator may be the first such response ever received by some learners and the effect can be dramatic. We recommend that teachers in higher education restrict themselves to the simplest form of the skill, i.e. primary empathy, in the first instance, leaving advanced versions to therapists or counsellors (see Conflict, challenge and confrontation and Egan, 1976fordetail).Primary empathy responds to feelings which have been expressed explicitly, while advanced empathy endeavours to 'read between the lines' or respond to feelings which may have been expressed obliquely. However, because we inhabit an environment which largely devalues feeling andemo-tion, some advanced empathy skills may be called for where learners are suppressing or denying what they are clearly feeling. This is particularly important when the facilitator is dealing with conflict, and the skill of assertion is valuable here, as well as confrontation skills and we will discuss these below.

What exactly is empathy?

By empathy (either primary or advanced) we mean an ability to project oneself into another person's experience while remaining unconditionally oneself. Carl Rogers expresses it well as follows: Being empathic involves a choice on the part of the facilitator as to what she will pay attention to, namely the...world of the speaker as that individual perceives it...it assists the speaker in gaining a clearer understanding of, and hence a greater control over, her own world and her own behaviour. (adapted from Rogers, 1979:11)

In summary, empathy is: 'an understanding of the world from the other's point of view, her feelings, experience and behaviour, and the communication of that understanding in full. 'So feeling empathy for someone is fine, but this is not the skill of empathy-in-use. For true empathy there needs to be a communication of understanding from the listener to the speaker. Egan (1976) built upon Rogers' ideas about empathy and developed a model of the skill which we adapt below. Primary empathy is based on two pieces of information:

what the speaker is feeling (expressed in words or non-verbal behaviour) the experience and/or behaviour which is the source of that feeling (revealed by what the speaker has already said). When these two pieces of information have been identified the next step is communication of that awareness of the listener to the speaker. For example, the speaker might say: 'This essay is really bugging me with all the other work I've got to do.' The listener if empathetic may respond with something like: 'You feel pressured about the essay, because of all your other work. 'In starting to use empathy it may be helpful to use the form of words given in Box 11.1 below : Box 11.1

'You feel because', or 'You feel when because' Using this form of words can be a useful way to get into using the skill. Once familiar with the approach, using the skill will be less mechanical. We give examples below in our words and recognize that a facilitator will use her own words in her own way.

Egan (1976) describes a number of ways in which listeners have problems engaging in accurate empathy. We will refer to his headings and adapt them to the student learning context. Let us take the following statement made by the speaker: 'I see myself as so ordinary. I'm not up to this reflective stuff. I don't relate well to others. I'm ordinary.' Her statement can be followed by a number of less than appropriate responses including: the cliché; the question; interpretation; inaccurate too soon/too late; like: 'I hear what you say', 'I understand', which in themselves are of no help to the speaker. Such statements do not convey to the speaker that she is understood. Such statements or clichés are more likely to convey to the speaker that she is not understood and that the

facilitator is responding in an automatic and inauthentic manner .A questioning response to our speaker's statement might be: 'In what ways are you ordinary?' The question does not take account of the fact that our speaker has taken a risk in disclosing how she feels. The question does not convey s Interpreting the speaker's words occurs when the facilitator responds by trying to guess what is implied in the speaker's disclosure .An example might be: 'This ordinary thing is the outward problem. I bet there's some-thing else behind it that's upsetting you.' a like: 'The speaker may be taken off-track or stop or hesitate because accurate empathy has not happened and she may be blocked by what has been said. The facilitator may be listening to his own agenda about the speaker rather than attending to her .Giving the speaker a chance to express herself gives the facilitator time to sort out feelings and content. However, spontaneity is valuable and 'inter-r.

Group process skills :

The power of group effects when students are invited to participate and contribute to the learning process. We noted the impact of group dynamics on the feelings and behaviour of those in the group, as well as the facilitator. A facilitators will need to have some idea about the unconscious forces at work in their student group and we introduce the basic concepts below. The group dynamic is dominated by feeling, and group behaviour maybe conducted according to 'habeas emotum' (Jaques, 1990) recognizingmembers' right to have andexpress emotion. Hence a facilitator needs tobe aware of emotion in thegroup as potential energy for learning or potentialblocks to learning if unexpressed. We have discussedemotion above.The facilitator can anticipate much of thegroup defences by declar-ing values of support, trust and safety. Facilitatorbehaviour sets norms of disclosure, owning, honouring and respecting choice. Modelled behaviour is picked up by group members, consciously or unconsciously, and imitated. An effective facilitator will have the ability to observe, identify and de-cribe such dynamics in a group of learners, through process cosmments ,enabling reflection on that process by articulating it, e.g. where a student is dismissive of another's work, the facilitator may be the only person able to identify what is occurring, and 'name' the oppression for the victim. Pro-cess comments, if accepted by participants, are the trigger for reflection, and may be the first time the process has been highlighted. Facilitators may attract aggression from learners where the process aosed them in some way. The unconscious forces within a group(large or small) are well understood by group analysts, and their training includes the capacity to deal with transference, counter-transference ,pro-jection, displacement and other dynamics of group behaviour. Where feelings experienced in the past are 'transferred' unconsciously

into present relationships, the term transference is used (Jacoby, 1984). These feelings are not just memories they are alive and can deeply affect current relationships. In addition, they may not be all negative, and can take the form of undiluted admiration or hostility. We are type-cast or pro-pelled into the matching pre-prepared script, where we respond in role, and this is called counter-transference. The teacher in higher education does not need to 'work with' these dynamics as an analyst would, but she will feel more confident when she understands what is happening in a group when these unconscious forces are at work, e.g. it is quite common in a group where freedom of expression is granted, for members to attack the perceived leader or authority figure. Indeed a leaderless group will create such a figure primarily for the purpose. The psychodynamic roots of such transference are well understood, and the lay-person would easily identify a problem with authority. A skilled facilitator will be aware of the likely counter-transference which may occur, and monitor their own response to the situation (Bion, 1961; Egan, 1976; Foulkes, 1975). Group members may 'project' their own feelings onto others, especially if they are unacceptable feelings, so a person who has been discouraged from showing anger may accuse others of being angry with her. Displacement defences are often described as 'X took it out on Y' meaning that X 'dis-placed' her feeling about Z onto Y. When group members imitate behaviour they admire this is termed introjection' and 'pairing' may occur in the group. The facilitator can help group members to unlock these defences, usually by interruption. Where the facilitator is part of the defence, i.e. transference, where group members project feelings from the hurt child within, about a parent or other authority figure from the past, then the facilitator needs to resist the temptation to offer a punitive response. Similarly, the facilitator may need to resist being carried away by the undiluted admiration given by some students and alternatively perhaps, dare to reveal the cracks!

The facilitator needs to be aware of the effects of defences in a student learning group. As mentioned above, there is no need for the facilitator to 'work with' any of the psychodynamic issues raised by anxiety; the facilitator's awareness of them is sufficient. When appropriate she may use non-technical language to gently point to what is occurring in the group. For example, the facilitator may observe that the group is in flight from the task by means of distraction or displacement. She may note the challenging behaviour of group members who seek to confront authority. The student who 'pairs' or introjects can be encouraged to value their own contribution, and so on. Defensive forms of behaviour in groups are usually triggered by anxieties, and these have been identified as Existential and Archaic Anxiety (Heron, 1993). Existential anxiety triggered by being-in-a-group may take the form of 'self-talk' like: Will I be accepted, wanted, liked? Will I understand what's

going on? Will I be able to do what's required? Archaic anxiety is the echo of past distress and comes from the repressed grief of emotional rejection, fear of being overwhelmed and repressed anger at constraints on freedom. These anxieties are real for anyone who takes part in a group where all members are given voice, and 'jokey' put-downs can cause hurt when they trigger damaging self-talk. The facilitator may encounter any or all of the above dynamics in the session itself, as well as in the plenary reflective event, the process review.

Facilitating the process review :

The process review offers participants the opportunity to reflect (in plenary) on their reflective dialogue for example in triads. This has been identified as the students' reflection-on-reflection or the process of learning about their learning. The process review is itself another instance of reflective dialogue so the same facilitation skills described in these two chapters are appropriate. The facilitator in reflective dialogue mode, will additionally need to become a chairperson, ensuring that contributions are heard, and that the group does not get drawn into detail. The material for the process review relates to the learning process, as it has been discovered in triad dialogue, not the details of any one person's reflective dialogue. For example, a student may have identified, in dialogue with colleagues, that a method (new to her) of tape recording has enabled her to organize material for her essay. When reflecting on the learning process in plenary this may be reported as a reorientation towards how academic material is ordered, not in terms of the detail of her essay. The facilitator's clarification and summary of what has been said is an opportunity for the whole group to take part in reflection-on-reflection. The facilitator's role includes ensuring that a record is kept (not necessarily by him) of the process review, as contributions represent evidence of critically reflective learning and the students may wish to present such evidence for assessment. Towards the end of the process review the facilitator ensures the psychological safety of the group by conducting a wind-up session, basically a closing down of the group, where students may express any feelings that remain and they wish to voice. Such a wind-up session, which may take no more than a few minutes, is likely to be important as a time for 'healing' the group. Through reflective dialogue, learners may discover inadequacies in themselves or others and may be hurt or angry. These feelings may be expressed obliquely so the facilitator will need to have advanced empathy skills at the ready as unfinished business can block the future learning process. The facilitator should allow all the fears and worries relating to the session or the course to be expressed and received, but stop discussion about other courses or other people. In this chapter we have

described the further skills needed for facilitation in higher, education as a requirement for engaging in reflective dialogue and leading to critically reflective learning. We have explained how managing emotion, offering empathy, question-ing, challenging, as well as giving and receiving feedback, can contribute to reflective dialogue. We have offered examples of the skills in a higher education context, and briefly considered the facilitation of groups. We now turn in Part 3 to some of the ways our approach to facilitation can be used in higher education in order to promote critically reflective learning for both teachers and students.

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विद्यार्थ्यांच्या बोधात्मक विकासासाठी मेंदुधिष्ठित अध्ययन या संकल्पनेचे महत्त्व

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प्रास्ताविक :

मानव हा बुद्धीमान प्राणी आहे. प्राचीन युगापासून ते आजपर्यंत मानवाने विविध क्षेत्रात प्रगती घडवून आणलेली दिसून येते. म्हणूनच मानवाचे वेगळेपण मांडत असतांना मानव हा समाजशील प्राणी आहे, मानव भाषिक प्राणी आहे, मानव हा विचारशील प्राणी आहे मानवामध्ये निर्णयक्षमता आहे अशी एक ना अनेक वैशिष्ट्ये मानवाची मांडली जातात पण ही वैशिष्ट्ये मानवाने क्षणामध्ये प्राप्त केली आहे का? मेन्टोफ्रे जाहीरातीप्रमाणे हे बदल क्षणामध्ये होऊ शकले नाही. यासाठी मानवाने स्वतःमध्ये बदल घडवून प्रगती करण्याचा प्रयत्न केला आहे.

जेव्हा मानव हा भाषिक प्राणी आहे असे आपण म्हणतो पण ही भाषिक क्षमताही सहजासहजी प्राप्त होऊ शकेलेली नाही यासाठी मानव प्रथम समुहाने राहू लागला. त्यात विचारांच्या देवाणघेवाणीसाठी हाव वापर होऊ लागला नंतर यावरही मर्यादा येऊ लागल्या. उद्. अंधार नाल्यावर, दुरवर असतांना अडचणी येऊ लागल्या. यातून मानवाने अरोह अवरोहयुक्त भाषेचा वापर करायला सुरुवातीला त्यातून विशिष्ट भाषेचा विकास नाला त्यातून लिपीचा उगम नाला. एक संदेश दुसऱ्या व्यक्तीपर्यंत पोहचविण्यासाठी कबुतराचा वापर, नंतर पत्रव्यवहार नंतर भ्रमणध्वनी नंतर ई.मेलचा वापर आणि आताचे उदाहरण म्हणजे फेसबुक, व्हाट्सअप, ट्विटर सारख्या माध्यमाचा शोध लागल्यामुळे आपला संदेश दुसऱ्या व्यक्तीपर्यंत क्षणार्धात पोहचतो. अर्थात हे फक्त मानवानेच सिद्ध करून दाखवले आहे. म्हणून भारतातली मांजर आणि अमेरिकेची मांजर एकाच स्वरामध्ये म्यांव म्याव करेल पण भारताला मानव आणि अमेरिकेतल्या मानवाच्या भाषेमध्ये तसेच बोलण्याच्या शैलीमध्ये सुद्धा बदल दिसून येईल. थोडक्यात मानवाने हे जे अशक्यप्राय नवनवीन शोध लावले आहेत त्यामध्ये सर्वात मोठा वाटा हा मानवाच्या एका महत्त्वपूर्ण अवयवाचा आहे तो म्हणजे मानवी मेंदुचा.

मानवी मेंदुची संकल्पना :

मेंदु हा मानवाच्या शरीराचा महत्त्वपूर्ण असा अवयव आहे. मानवाच्या संपूर्ण शरीराचे नियंत्रण मानवी मेंदु करत असतो. मेंदु या संकल्पनेला मानसशास्त्रातील नवनवीन संकल्पने मुळे चालना मिळालेली आहे. तर मज्जासंस्थांचा प्रमुख हा मेंदु आहे. व्यक्तीच्या मेंदुची वाढ ही ७०% गर्भावस्थेत होत असते. २५% हा वयाच्या १०

वर्षापर्यंत व उर्वरित ५% वाढ ही वयाच्या २५ व्या वर्षापर्यंत पूर्ण होते. मानवाच्या मेंदुची वाढ ही त्या ५% वाढीच्या मर्यादित असते. म्हणून मेंदुची वाढ म्हटल्यापेक्षा 'मेंदुचा विकास' असे म्हटले तर अधिक संयुक्तिक वाटेल. कारण एखादे मुल मतिमंद जन्माला आले तर आपण सर्रास म्हणतो की, मेंदुची वाढ नाली नसल्यामुळे तसे असे म्हणणे चुकीचे वाटेल म्हणून मेंदुच्या संदर्भात विकास ही संकल्पना वापरणे योग्य ठरते.

मेंदु हा चेतापेशींनी बनलेला असतो. चेतापेशींमार्फत मेंदुचे कार्य चालत असते. प्रत्येक चेतापेशीचे काम भिन्न असते. उदा. समोरचा व्यक्ती बोलतांना काही चेतापेशी ऐकतात काही चेतापेशी चेहऱ्यावरचे भाव काही चेतापेशी ओठांची हालचाल टिपतात. या सर्व प्रक्रिया एकाच वेळी होतात त्यामुळे याला 'समांतर प्रक्रिया' असे म्हणतात.

मानवी मेंदु आणि बुद्धीचा संबंध :

मेंदु हा शरिराचा प्रमुख अवयव असून तो मज्जासंस्थांचा प्रमुख आहे. विविध गोष्टी शिकण्याचा अवयव म्हणजे मेंदुचें अन्वयव असून चेतापेशींच्या परस्परांना जोडण्यातून मज्जापेशीचे जाळे तयार होते व या मज्जापेशींच्या जाळ्यावर मेंदुची कार्यक्षमता अवलंबून असते. मेंदुमधील चेतापेशींची जोडणी जितकी जास्त पक्की तितकी कार्यक्षमता त्या व्यक्तीची वाढलेली असते.

मेंदुचे मुख्य दोन भाग असतात त्याला डावा मेंदू व उजवा मेंदू असते. उजव्या भागाचे नियंत्रण करतो तर उजवा मेंदू शरीराच्या डाव्या भागाचे नियंत्रण करतो. यासाठी बुद्धीचा प्रत्यक्ष वापर होत असतो. कारण बुद्धीमत्ता ही एकच क्षमता नसून बुद्धीमत्तेची ठराविक केंद्रे मेंदुच्या डाव्या व उजव्या भागात प्राप्त नालेली असते. ही बुद्धीची मेंदुमधील बुद्धीची केंद्रे, चेतापेशी आणि मेंदु या तिन्ही गोष्टींच्या समन्वयातून बुद्धीमत्ता विकसित होते. बुद्धीमत्ता हा एकच घटक नसून अनेक घटकांचा समुच्चय आहे. बुद्धीमत्ता ही अमूर्त आहे. बुद्धीमत्ता ही अनुवंशिक नसून बुद्धीमत्ता ही उपजत असते असे म्हटले जाते. जर बुद्धीमत्ता ही अमूर्त आहे मग बुद्धीचे अस्तित्त्व कसे शोधणार असा प्रश्न पडतो त्याचे उत्तर पुढील प्रमाणे स्पष्ट करता येईल.

मानवी मेंदु

सकारात्मक विचार

भाषिक केंद्र

गणितीय क्षमता

कारणमिमांसा

युक्तसंगत विचार

आत्मसंगत विचार



संगीत

कला

अवकाश

कल्पनाशक्ती

भावना

‡.

डाव्या आणि उजव्या मेंदुमध्ये भाषिक केंद्र, गणितीय क्षमता, अवकाशीय क्षमता, कल्पनाशक्ती इ. बुद्धीची केंद्रे आहेत. ही मेंदुमध्ये स्थिरावलेली असल्यामुळे यातील जो घटक अधिक सक्रिय असेल त्या क्षेत्रामध्ये त्या व्यक्तीची निपुणता अधिक असते. मेंदुतील बुद्धीचे अनेक केंद्रे सक्रिय असेल तर ती व्यक्ती अनेक क्षेत्रामध्ये बुद्धीमत्ता सिध्द करू शकते. म्हणूनच प्रत्येकाची अभिरुची, आकलन पातळी, ग्रहणक्षमता, इ. क्षमता वेगवेगळ्या असतात. थोडक्यात मेंदुतील या बुद्धीच्या केंद्रातील सक्रियेतून व्यक्तीची बुद्धीमत्ता सिध्द होते.

मेंदुधिष्ठित अध्ययन :

मेंदुधिष्ठित अध्ययन ही संकल्पना मानसशास्त्रातील नाविण्यपूर्ण संशोधनातून पुढे आलेली संकल्पना आहे. बुद्धीमत्ता ही मेंदुतील बुद्धीची केंद्रे आणि शिकण्याच्या परस्परांच्या सक्रियेतेवर अवलंबून असते. म्हणूनच शिक्षण हे मेंदुशी निगडित असावे. ज्या तंत्राने मेंदुतील बुद्धीची केंद्र ही सक्रिय होईल अशा प्रकारच्या तंत्राद्वारे विद्यार्थ्यांचे अध्ययन व्हायला हवे. कारण विद्यार्थ्यांना शिकवावे लागत नाही. गरज असते फक्त शिकण्यासाठी असलेल्या वातावरण निर्मातीची. ज्या प्रमाणे एखादे लोखंड जमीनतच पडून राहिल्यास त्या लोखंडाला गंज चढतो. तसेच मेंदुचेही आहे. मेंदुला जास्तीत जास्त कार्यरत ठेवल्यास बुद्धीही आणखी तल्लख होऊ शकते. याचे उतम उदाहरण आपल्याला महाभारतातील अभिमन्युचे घेता येईल. अभिमन्यू सुभद्रेच्या पोटात असतांना चक्रव्युह्यात कसे शिरायचे हे आत्मसात केले पण बाहेर कसे पडायचे हे ऐकत असतांना सुभद्रेला नोप लागली. त्यामुळे पुढे काय -

थोडक्यात मेंदु हा माहिती ग्रहण करण्याचा, स्मरणात ठेवण्याचा आणि ती माहिती उपयोगात आणण्याचा महत्वाचा घटक आहे मेंदुद्वारे सर्व शरीराचे नियंत्रण होते. मेंदु द्वाराचे नवीन -गानाची प्राप्ती होते. मेंदुमुळेच भाषिक क्षमता विकसीत होतात. मेंदुमुळेच प्राप्त -गानाचा व्यवहारात वापर होतो. यावरून मेंदुधिष्ठित अध्ययन म्हणजे वर्गाअध्यापन करतांना विद्यार्थ्यांच्या मेंदुला चालना मिळेल आणि त्यातून बुद्धीची विविध केंद्रे सक्रिय होईल अशा प्रकारच्या अनुभवाची वातावरण निर्माती करणे म्हणजे मेंदुधिष्ठित अध्ययन होय.

मेंदुधिष्ठित अध्ययनाची तत्वे :

मेंदुधिष्ठित अध्ययनाची काही तत्वे मांडण्यात आली आहे. या तत्वावर आधारित शिक्षण असले पाहिजे. कारण मेंदूशिवाय कोणतेही कार्य मानव पूर्ण करू शकत नाही.

मानवी मेंदूमध्ये नेमके काय घडते आणि कसे घडते हे समजणे तितके सोपे नाही. यासंदर्भात न्यूरॉलॉजी मध्ये विविध संशोधन होत असतात हे आपल्याला मेंदुधिष्ठित अध्ययनाच्या काही तत्वांच्या माध्यमातून समजावून देऊ.

मेंदुधिष्ठित अध्ययनाची तत्वे :

1. मेंदुधिष्ठित अध्ययनाची प्रक्रिया घटक कार्य करत असतात.
2. मेंदु हा सामाजिक आहे.
3. मेंदुमुळे अर्थ शोधण्याची प्रक्रिया ही जन्मजात असते.
4. मेंदुमुळे विविध आकृतिबंधातून -गानप्राप्ती होते.
5. मेंदुमुळे भावात्मक आकृतीचे समिक्षण होते.
6. तर्काच्यामध्ये अवधान केंद्रीकरण आणि प्रत्यक्ष अवबोध अंतर्भूत असतो.
7. अध्ययन हे बोधात्मक आणि अवबोधात्मक दोन्ही स्वरूपाचे असते.
8. अध्ययन पध्दत ही स्मरणापर्यंत पोहचविण्याचा मार्ग आहे.
9. अध्ययन हे विकसनशील असावे.
10. अध्ययन प्रक्रिया ही गुंतागुंतीची आणि विविध आव्हानानीयुक्त असते.
11. प्रत्येक मेंदुचे संघटन हे वेगवेगळे असते.

अशा प्रकारे मेंदुधिष्ठित अध्ययनाची विविध तत्वे आहे. थोडक्यात मेंदुमधील आकृतीमुळे -गान होते. आणि प्रत्येक मेंदुचे संघटन हे वेगवेगळे असेल तर सर्व विद्यार्थ्यांना एकच अभ्यासक्रम, एकच अध्यापन पध्दत एकच साचा का ? असा प्रश्न पडतो म्हणून मेंदुधिष्ठित अध्ययन या संकल्पनेचे विद्यार्थ्यांच्या बोधात्मक विकासाच्या दृष्टिकोणातून महत्त्व पुढील प्रमाणे सांगता येते.

1. **मेंदु-गानेंद्रियाद्वारे शिक्षण :-** व्यक्ती विविध माध्यमातून शिकत असतो. जिभेच्या माध्यमातून चव, नाकाच्या माध्यमातून वास, त्वचेच्या माध्यमातून स्पर्श, कानाच्या माध्यमातून ऐकणे इ. क्रिया पंच-गानेंद्रियाद्वारे घडतात. या माध्यमातून व्यक्ती अर्भकावस्थेत असल्यापासून -गान मिळवत असतो. म्हणून शिक्षण प्रक्रियेच्या मध्यातून व्यक्तीच्या पंच-गानेंद्रियाला चालना मिळेल अशा प्रकारचे शिक्षण द्यावे कारण पंच-गानेंद्रियाच्या मेंदुमातून प्राप्त केलेले -गान व्यक्तीच्या मेंदुपर्यंत चेतापेशीद्वारे पोहचवले जाते. व त्यातून मेंदूच्या सेक्रियेच्या चालना मिळते म्हणून विद्यार्थ्यांना अध्यापन करतांना पंच-गानेंद्रियाद्वारे अनुभूती देण्याचा प्रयत्न करायला हवा.

2. **अभ्यासक्रमात विविधता :-** -ान साठविण्याचे एकमेव ठिकाण म्हणजे मेंदू. मेंदूमध्ये ज्या पध्दतीने माहिती साठवली जाते त्या माहितीवर प्रक्रिया करून त्याचे दिर्घ स्मृतीत जतन केले जाते. म्हणून मेंदूच्या विविध भागांना चालना मिळावी यासाठी शैक्षणिक अभ्यासक्रम ठरवितांना लक्षात घेणे आवश्यक आहे. व्यक्तीच्या नैसर्गिक क्षमता घेणे आवश्यक आहे. व्यक्तीच्या नैसर्गिक क्षमतांचा विकास अभ्यासक्रमाच्या माध्यमातून व्हायला हवा. शिक्षणाचा संबंध कलेशी जोडायला हवा. अध्यानाचे पाठांतर करणे पाठांतर करणे एवढे उद्दिष्ट राहणार नाही हे लक्षात घेणे महत्वाचे आहे. अभ्यासक्रमातील विविधेमुळे विद्यार्थ्यांचे वैविध्यपूर्ण विचारांना चालना मिळेल.
3. **क्षमतेनुसार मार्गदर्शन :-** विद्यार्थी हे अनुकरणाशील असतात. अनुकरणातून विद्यार्थी खूप काही शिकतात. म्हणूनच निरीक्षण हे महत्वाचे कौशल्य आहे. प्रत्येक विद्यार्थ्यांच्या वेगवेगळ्या शिकण्याच्या पध्दती असतात. मेंदूच्या विविध भागांशी या जोडलेल्या असतात. सगळेच विद्यार्थी अमूर्त संकल्पना समजू शकत नाही त्यामुळे क्षमतेनुसार प्रत्येकाचा मेंदू उपलब्ध माहिती साठवतो. व त्यावर प्रक्रिया करतो. त्या क्षमता विचार करून त्यांच्या अभिरुचीचा विचार करून विद्यार्थ्यांना मार्गदर्शन करायला हवे जेणे करून विद्यार्थ्यांच्या क्षमतेला वाव मिळेल.
4. **शैक्षणिक तंत्र-ानाचा वापर :-** विद्यार्थ्यांना पाठ्यघटक शिकवत असतांना शिक्षकाने शिकवलेला आशय विद्यार्थी जसाचा तसा स्वीकारण्याचा प्रयत्न करतो. ती माहिती विद्यार्थी स्मरणात ठेवण्याचा प्रयत्न करतो यामुळे केवळ माहितीचे अदान प्रदान होण्याची शक्यता असते. म्हणून एखादा पाठ शिकवत असतांना विविध शैक्षणिक साहित्याद्वारे उदा. तक्ते, तरंग चित्र, चलचित्र किंवा एखाद्या चित्रपटातील घटनेद्वारे विद्यार्थ्यांना तोच पाठ्यघटक शिकविला तर विद्यार्थी विविध अंगाने विचार करण्याचा प्रयत्न करतो तसेच शैक्षणिक साहित्य केवळ दाखविण्यापुरते न ठेवता विद्यार्थ्यांना शैक्षणिक साहित्याचे निरीक्षण करून कारणमिमांसा विचारावी व साधक बाधक चर्चा घडून आणावी जेणे करून विद्यार्थ्यांच्या मेंदूच्या विकासाला चालना मिळते.
5. **सृजनशील विचाराला चालना -** संगणकाच्या स्मृतीत जशी माहिती भरून तिचा वापर करता येतो. तशी माहिती मानवी मेंदूत भरता येत नाही. मानवी मेंदू म्हणजे संगणक नाही तर संगणकापेक्षा ही अधिक पण त्यामुळे शिक्षण म्हणजे माहितीचा मारा आणि माहितीची घोकमपट्टी आहे असे नाही म्हणून विद्यार्थ्यांना पाठ्य घटका बदल केवळ माहितीचा मारा किंवा घोटमपट्टी करायला न लावता विद्यार्थ्यांच्या नव विचारांना चालना मिळेल अशा प्रकारचे उपक्रम राबवायला हवे विद्यार्थ्यांना सूचलेल्या एखाद्या नवीन कल्पनेचा स्वीकार करून प्रेरणाप्रवर्तनाचा वापर करावा. त्यातून खऱ्या अर्थाने मेंदूच्या विकासाला चालना मिळेल व सृजनशील व्यक्तिमत्व निर्माण होईल.

6. मूल्यमापन व अभ्यासक्रमात सुसंगतः:-एकाच वयोगटातील विद्यार्थ्यांना एकाच प्रकारचा अभ्यासक्रम एका विशिष्ट पध्दतीनेच शिकवला पाहिजे. आणि त्याचे मूल्यामापन ही एकाच प्रकारे केले पाहिजे असे म्हणणे आणि त्या प्रमाणे करणे म्हणजेच योग्य शिक्षण देणे असे नाही. कारखाण्यातील साचेबद्ध पध्दतीमुळे आपण साचेबद्ध शिक्षित होत आहोत. त्यामुळे मूल्यमापना नुसार अभ्यासक्रम व अभ्यासक्रमानुसार मूल्यमापन कोणता बदल घडवून आणणे आवश्यक आहे. यामुळे मूल्यमापना नुसार अभ्यासक्रम व अभ्यासक्रमानुसार मूल्यमापन कोणता बदल घडवून आणणे आवश्यक आहे. यामुळे मूल्यमापना नुसार अभ्यासक्रम व अभ्यासक्रमानुसार मूल्यमापन कोणता बदल घडवून आणणे आवश्यक आहे. यामुळे मूल्यमापना नुसार अभ्यासक्रम व अभ्यासक्रमानुसार मूल्यमापन कोणता बदल घडवून आणणे आवश्यक आहे.
7. प्रत्येक विद्यार्थ्यांना बालवयात विविध प्रश्न पडतात. हे प्रश्न पडणे किंवा कुतूहल वाटणे ही सहज व नैसर्गिक प्रक्रिया आहे. पण यासंबंधी पालकांची सुध्दा महत्वाची भूमिका आहे. कारण बालकांच्या या प्रश्नांना योग्य उत्तर न देता शांत बस, नंतर सांगतो. असे बोलणे म्हणजे मेंदूच्या सक्रियेला ब्रेक लावण्यासारखे आहे. म्हणून विद्यार्थ्यांच्या विचारांना, प्रश्नांना, योग्य उत्तर पालकांनी आणि शिक्षकांनी दिल्यावरच विद्यार्थ्यांच्या मेंदूतील बुद्धीचे केंद्रे ही अधिक सक्रिय होतील.
8. मूल जेव्हा आईच्या पोटात असते तेव्हा काही आठवड्यांमध्ये स्वतंत्र जीव तयार होतो. तेव्हापासूनच बालकाच्या मेंदूचा विकास होत असतो. म्हणून गर्भ संस्कारालाही प्राधान्य द्यायला हवे. कारण जन्मापूर्वी बालकाच्या मेंदूचा विकास हा जास्तीत जास्त होत असतो. याची इतिहासातील अनेक उदाहरणे

नोंदणी:

अशा प्रकारे मेंदूधिष्ठित अध्ययन या संकल्पनेचे महत्त्व दिसून येते. आपण क्षणाक्षणाला जसा श्वास घेऊन जीवन जगतो. तसेच जिवनामध्ये क्षणाक्षणाला मेंदूचा वापर आपण करत असतो. म्हणून मेंदूचा विकास ज्या उपक्रमातून होईल ते उपक्रम शिक्षणप्रक्रियेमध्ये राबविणे आवश्यक आहे. व्यक्तीच्या मेंदूमध्ये ज्या घडयणे त्यात बुद्धीचे केंद्र चेतापेशींचय माध्यमातून वास्तव्यास असतात म्हणून व्यक्तीच्या मेंदूतील जे केंद्रे जास्तीत जास्त सक्रिय असेल त्या क्षेत्रामध्ये ती व्यक्ती पारंगत होते म्हणून ह्या सर्व बुद्धीच्या केंद्राच्या उदा. सृजनशील, गणितीय, अवकाशीय, या क्षमता मेंदूच्या डाव्या व उजव्या भागात बसलेल्या असतात या केंद्रांना चालना मिळेल आणि मेंदूमधील चेतापेशी अधिकाधिक सक्रिय होईल आणि यातून व्यक्तीच्या बोधात्मक विकासाला चालना मिळेल म्हणून विद्यार्थ्यांच्या बोधात्मक विकासासाठी मेंदूधिष्ठित अध्ययनाचे अनन्यसाधारण महत्त्व आहे.

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REFLECTIVE SOCIAL APPROACH FOR LIFE SKILL DEVELOPMENT

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Introduction:

Education for All Goals The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education for All in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank. Participants endorsed an 'expanded vision of learning' and pledged to universalize primary education and massively reduce illiteracy by the end of the decade.

Ten years later, with many countries far from having reached this goal, the international community met again in Dakar, Senegal, and affirmed their commitment to achieving Education for All by the year 2015. They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015.

As the lead agency, UNESCO has been mandated to coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching these goals. The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs), adopted by 189 countries and world's leading development institutions in 2000. Two MDGs relate specifically to education but none of the eight MDGs can be achieved without sustained investment in education. Education gives the skills and knowledge to improve health, livelihoods and promote sound environmental practices. Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4 Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6 Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by All, especially literacy, numeracy and essential life skills. Third and six goal of Dakar framework for action Education for All suggested need of life skills education. Life skills education. Life skills are helpful to live a positive life and achieve individual development. In the present study researcher prepared a training programme for would be teachers based on 10 life skills suggested by WHO and studied the effectiveness

LIFE SKILLS

World Health Organization has defined life skills as “The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

1.2 Importance of life skills in Teacher Education :

Teachers themselves must be capable to impart life skills among students. Once teachers acquire these life skills they can apply them in their personal life as well as in improvisation of teaching. Hence pre service teacher education should plan to include life skills in the syllabus itself. This will enable the teachers to think independently, to upgrade themselves to respond according to students' needs. NCF 2005 also puts forth need of imparting life skills, and has been expectations about preparation of teachers.

1.3 Need of the Present Research

It was thought essential to impart life skills education to would be teacher to make them able to accept such responsibility in future. Review of related researches revealed that there was not a single research done in area of teacher education for imparting all life skills in would be teachers. to impart 10 life skill proved that program are definitely effective to develop all the skills..

Review of related researches underlined the need for development of life skills education programme.

1.4 Title of Research

“Development of ‘life skills Education’ programme for would be teachers.”

1.5 Objectives of the study

1. To develop a ‘ life skills Education ’ Programme for would be teachers.
2. To study the effectiveness of the ‘ Life Skills Education ’ Programme.

1.6 Operational definitions of the terms**1. Would be teacher :-**

All the students enrolled for B. Ed. Course. students enrolled to B. Ed. course of S.N.D.T. college of Education for women Pune.

2. Life skills :-

Definition of life skills as given by WHO is accepted .Acquisitions of life skills will be measured in terms of aggregate score obtained by would be teachers on the tests on life skills developed by the researcher.

3. “Life Skills Education” Programme :

A Special programme developed by the researcher to impart life skills amongst the would be teachers. 70 clock hours.

4. Effectiveness :-

The positive difference in the mean scores of would be teachers on pretest and post test about life skills developed by the researcher.

1.8 Research Hypotheses :

There will be positive and significant difference in pre-test and post-test mean scores of would be teachers after implementation of ‘Life Skills Education Programme.’

1.9 Significance of the present study:

A special programme of 70 clock hour was developed by the researcher to impart life skills amongst the would be teachers. Theoretical orientation of life skill was given through printed self learning material and the practical's provided practice for applying skills during teaching and interactions with students in school environments in simulated condition. Hence the study will be useful for teacher, prospective researcher and other professionals..

1.10 Scope and limitations of the study

- 1 Present study included training programme including 10 Life Skills defined by WHO for would be teachers.

- 2 Duration of the 'Life Skills Education' programme was 70 clock hours .
- 3 This programme included 79 B. Ed. students of S.N.D.T. collage of Education for women's Pune-38 .
- 4 Data collection tools were not standardized but were prepared by researcher.

There will be limitations to broader generalizations of the conclusions due to incidental sample including only female students and non-standardized tools prepared by researcher.

2 Review of related Research

Before undertaking the study it was necessary to search for related researches in the same area. For this the researcher searched on Eric Database and survey of Research in Education I to VI volumes. Not a single study has been made on this topic, in the context of teacher education.

3 Method of Research :- The experimental method was used suitable to objectives of the study.

3.1 Experimental Design :- Single group pretest post design was used.

3.2 Variables in the research :

Independent Variable :-

A life skills education program for the would be teachers of secondary level developed by the researcher.

Dependent Variable :-

An aggregate score of would be teachers on the tests of life skills.

Controlled Variable :-

The pretest and post tests on life skills developed by the researcher were parallel, and were administered with uniform procedure by the researcher.

3.3 Sample :-

Incidental sampling was used.80 students

3.4 Tools used for data collection :

- Life skills measurement tool was developed by the researcher based on 10 life skills given by WHO.
- A feedback questioner

3.5 Tools used data for analyses :

Qualitative analysis : open responses on training programme, Creative thinking test and feedback questioner were analyzed qualitatively.

- 4 **Development and implementation of the life skills education program** :Life skills education programme was prepared by the researcher based on 10 life skills given by WHO. Life skills Education program was of 70 hours, which included various activities related to the role of teacher in educational transaction. Along with this some conceptual and applicational activities and learning experiences were also organized

5 Analysis and Interpretation of data

Research hypotheses :

There will be positive and significant difference in Life Skills Measurement pre-test and post-test mean scores of would be teachers after implementation of 'Life Skills Education' programme.

This positive research hypotheses was converted into Null hypotheses for statistical testing.

Null Hypotheses :

There would be no positive and significant difference in Life Skills Measurement pre-test and post-test mean scores of would be teachers after implementation of Life Skills Education program.

Qualitative analysis :

Qualitative analysis on the basis of open responses of the question in creative thinking skills test, Worksheets, questionnaire.

6 Conclusion

The post-test means score of Life Skills Measurement of student teachers is found significantly higher than that of pre test mean score.

Open responses of post test are qualitatively better as compared to responses on pre test regarding fluency, flexibility and originality. Hence the Life Skills Education Programme implemented by the researcher has prove to be effective for developing creative thinking.

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REFLECTIVE TEACHING

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Introduction-

Education has been the most important and powerful tool for overall development of human being which leads to the development of the nation. Without education, no society has been called as modern society.

Education encompasses different terms i.e. teaching-learning, evaluation, feedback, etc. Teaching learning is a paramount one without which the cycle of the process of education will not run. Therefore, teaching learning has to be very effective. Teaching learning process consists teaching and learning. If effective teaching is there then effective learning takes place. For making teaching effective, teacher has to take efforts, he has to think reflectively about his/her performance in the class. It is implied that teacher should have reflective thinking capacity for making teacher's learning process effective in any type of education.

If reflective teaching takes place it leads to reflective learning which will lead to reflective education. So, Reflective Education there should be Reflective teaching.

Reflection- Reflective Thinking

The world reflection means serious thought deliberation, pondering, pensiveness, meditation, musing, study, rumination, cogitation, cerebration. In the broad sense, reflection is nothing but reflective thinking which is very important in teaching-learning process. Moreover, reflective thinking has following steps-

- 1) Reasoning
- 2) Problem solving
- 3) Critical thinking
- 4) Creative thinking.

Reflective thinking according to John Dewey, is a systematic, rigors, disciplined way of thinking with its roots in scientific inquiry.

Reflective Teaching-

Reflective thinking leads to reflective teaching. High quality teaching and effective learning

depends on reflective teaching.

Reflective teaching is a complex cyclic process and a highly skilled activity. Teacher for this has to exercise on his performance. It is a meditative process.

Reflective teaching means looking at what you do in the classroom, thinking about why you do it and how it works. It is a process of self observation and evaluation. Information about classroom activities which we undertake is collected, analyzed and evaluated by thinking reflectively. In a way, it is a process in which there is an identification and exploration of one's own practices and underlying beliefs. Ultimately it is such a process which leads to professional development.

It focuses attention on the aims, values, utility value (application of knowledge), and social consequences. Teacher should think in such a way that his teaching should be enjoyable on the part of the students.

Need of Reflective Teaching-

Reflective teaching is helpful to check the capacity of the teacher to support student learning. Reflective teaching is necessary for a teacher in this age of advancement and to act skillfully in today's smart class. Reflective teaching is not only for the teachers' personal fulfillment but also for leading to steady increase in the quality of the education provided to the students. Reflective teaching works like a thread which makes continuity of effective teaching-learning possible and this process leads teacher to be in a satisfied state. Thus it is a supportive process necessary for enhancement and progress in the society. Reflective teaching makes the teacher to be self illuminated, lighthouse for the students.

As reflective teaching is evidence based, it supports initial training students, newly appointed teachers and experienced professionals in satisfying performance standards and competencies.

It is needed in following conditions-

- a) If teaching performance is good, if it goes well, teacher can describe it and comment on his own performance and write down the important plus points of his teaching.
- b) Teacher should see if students didn't understand a particular point teacher needs to take review and think of the causes which things were not clear to the students and why.
- c) If there is a problem of indiscipline or misbehavior is there in the class, teacher has to think about it also.

Steps of Reflective Teaching-

1. **Introspection-** this is the very first step for Reflective teaching. Once teacher understands the important of reflection and feels to improve then only he is ready to do further things. Teacher should study himself. If teacher thinks deliberately about the things he has done and has to do in the class, it leads to emotional, mental involvement in teaching. He should think about his qualities and drawback at the same time. Oneself is the real examine or judge of oneself.
2. **Information collection-** teacher collect the information with the help of following ways-
 - i. **Teacher's diary-** this is personal information, views, opinions written by the teacher in his diary. After each performance/lesson teacher should write about what happened in the class his feelings, reactions, observations about his own performance.
 - ii. **Peer observation-** Its is done by colleagues. Or teacher may invite a colleague and ask him to observe his performance, take notes and give remark. May ask to observe interaction pattern, smart students, students' contribution, effect of teaching on students, dealing with errors by the teacher.
 - iii. **Recording-** recording includes both audio and video recordings. Through this good amount of information is made available for reflection. Teacher may observe the things which were unknowingly done by him in the class not suitable for teaching.
Audio recording can provide him details about-
 - Quality of talking, pronunciation, dictation, language
 - Clarity in explanation
 - Time for student's parting away from the theme
 - Feedback given to the studentsVideo recording can provide details about
 - Posture
 - Expressions
 - Gestures
 - Whom you talk to
 - Tackling the classroom situations
 - iv. **Feedback from students**

Teacher here collects opinions and perceptions students. Students can judge the teachers with proper perspectives. To collect information from the students' feedback, form or questionnaires are to be provided.

3. Gathering the things and objective evaluation

- i. Listen to your audio recordings
- ii. Observe your own audio recording
- iii. Go through students' feedback
- iv. Refer to your own diary
- v. Verification- verify whether the things which you have written and felt were the same from the students' feedback or not

4. Reflective thinking

Teachers reflective thinking should be there on

- The things about which the teacher is unaware
- Thinking about the students' feedback positively
- Thinking where you need change
- Thinking about different strategies and techniques to be used
- Be mentally involved in problem solving, critical thinking and creative thinking

5. Peer share

- The teacher can share the discoveries with supportive colleagues or a friend
- It will give proper direction, ideas for doing things differently
- Put forth your problems in front of such trustworthy friends who can come up with appropriate solutions
- The teacher can also help the friend in the same manner
- Discuss on classroom scenarios
- Check your teaching beliefs and see whether they are reflected in teaching or not
- Beliefs are of two types:
 1. General belief- students are good and they will definitely learn
 2. Specific belief- group work, pair work and realia, work a lot to lead to communication in a communicative classroom

6. References

Once the teacher comes to know that he/she requires finding more study material or references about a particular area in your subject he/she should try to do the following things-

- Read or refer to recent books
- Refer to various websites available to teachers and teaching
- Read articles from magazines, journals, etc.
- Extra reading is also essential for good examples and illustrations

7. Find proper platform for questioning

- Ask or pose questions to websites and get ideas from other teachers
- Ask questions in the meeting of Subject Teachers' Association
- Raise questions in the service training programs

8. Guidance

Guidance from some people should be taken by the teachers

- Guidance from experienced teachers
- Guidance from expertise in the same field or related field i.e. management, communication, etc.
- Faculty working as guests

Conclusion :

Once the teacher starts implementing changes in his/her teaching, reflective and evaluative cycle is continued. To enhance our performance, broad views about our field, reflective teaching is essential.

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परावर्तित अध्यापनाद्वारे मुल्यांचे परावर्तन

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प्रस्तावना :

बदलत्या परिस्थितीत समाजात अनेक वाईट प्रवृत्तीची वाढ, मूल्यांचा न्हास झालेला दिसून येतो. हिंसाचारात वाढ, लहान वयातील मुलांवर देखील हया नकारात्मक बाबींचा प्रभाव दिसून येतो. हया सर्व बाबींवर नियंत्रण ठेवून सद्प्रवृत्तीची जोपासना होणे आवश्यक आहे. त्यासाठी कारणीभूत असणाऱ्या घटकांचा शोध घेणे आवश्यक आहे. शिक्षण हे परिवर्तनाचे प्रभावी साधन आहे. शिक्षणप्रक्रियेतील शिक्षक हया घटकाद्वारे विद्यार्थ्यांमध्ये योग्य तो बदल घडवून आणण्याची जबाबदारी आहे. समस्या जाणवल्यानंतर ती सोडविण्याच्या दृष्टीने उच्च प्रतिचा विचार करून अध्यापनात सुधारणा कशी करता येईल त्यानंतर समस्या सुटेल अशा प्रकारे पाठपुरावा करणे या बाबी योग्य बदल साधण्याबरोबरच स्वतःचा व्यावसायिक विकास देखील साधणे शिक्षकाला शक्य होणार आहे. हया स्वरूपाचा विचार करणे म्हणजे परावर्तित विचार होय. परावर्तित विचाराचा समावेश असणाऱ्या परावर्तित अध्यापन पध्दतीचा उपयोग करून मूल्यांचे परावर्तन विद्यार्थ्यांमध्ये करता येईल.

परावर्तित अध्यापन :

परावर्तित अध्यापन ही संकल्पना Dewey यांनी १९३३ मध्ये मांडली. Reflection म्हणजे परावर्तित यालाच प्रतिबिंब असे म्हणता येईल. अर्थात परावर्तित अध्यापन यातून अध्यापनाद्वारे विद्यार्थ्यांमध्ये योग्य परिणाम दिसून येणे अपेक्षित आहे. उद्दिष्टांचे प्रतिबिंब त्यांच्यात उमटणे अपेक्षित आहे. विद्यार्थ्यांमध्ये अपेक्षित वर्तनबदल परावर्तित करण्यासाठी अध्यापकाला जाणीवपूर्वक अध्ययनप्रक्रियेची स्थिती याबाबतचा उच्च स्तरीय विचार करावा लागतो. यालाच विमर्षी विचार असेही म्हणतात. अध्यापनासंदर्भात वर्गामध्ये आपण काय करतो याचा विचार परावर्तित अध्यापनामध्ये केला जातो.

मूल्य निर्मितीसाठी परावर्तित अध्यापन प्रक्रिया :

शिक्षणप्रक्रियेमध्ये अध्यापनाद्वारे विद्यार्थ्यांवर संस्कार घडवून आणता येतात. विद्यार्थ्यांमध्ये सकारात्मक वर्तन बदल घडवून आणणे या दृष्टीकोनातून अध्यापनाद्वारे प्रयत्न केले जातात. सर्वांगीण विकासाचे ध्येय समोर ठेवून अनेक विषयांच्या माध्यमातून विद्यार्थ्यांना ज्ञान व संस्कार दिले जातात त्यातून विद्यार्थ्यांचा बोधात्मक, क्रियात्मक, भावात्मक व नैतिक विकास घडवून यावा ही अपेक्षा असते.

विद्यार्थ्यांवर अध्यापना व्यतिरिक्त शालेय वातावरण, समाज आणि कौटुंबिक घटक यांचा परिणाम होतो. बदलत्या परिस्थितीनुसार विद्यार्थ्यांमध्ये हिंसात्मक, आक्रमक, बेशिस्त वर्तनातील वाढीमागील कारणांचा शोध घेण्याची गरज निर्माण झाली आहे. त्यामुळे त्याबाबतचा सखोल व विविधांगी विचार परावर्तित अध्यापनाद्वारे करणे शक्य झाले आहे. त्याचप्रमाणे वर्गाध्यापना संदर्भात देखील विचार केला जातो. वर्गात केल्या जाणाऱ्या अध्यापनात काय चालले आहे? त्यातून विद्यार्थ्यांवर कोणते परिणाम होतात? कोणत्या घटनांचा नकारात्मक परिणाम होत आहे?

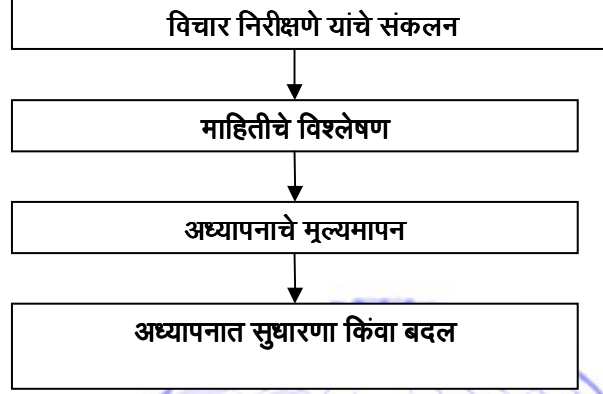
परावर्तित अध्यापनातून मूल्यांचे परावर्तनाची आवश्यकता :

विद्यार्थ्यांचा सर्वांगीण विकास घडवून आणणे हे शिक्षणाचे ध्येय आहे. त्यानुसार विद्यार्थ्यांचा शारिरीक, मानसिक, भावनिक, क्रियात्मक व बौद्धिक विकास होणे अपेक्षित आहे. पण समाजात दिसून येणाऱ्या अनुचित बाबी, भ्रष्टाचार, हत्या, आत्महत्या, बालवयात हिंसात्मक व आक्रमक वर्तनाच्या घटनांचे प्रमाण वाढत चालले आहे. शिक्षणाद्वारे संतुलित व्यक्तिमत्त्वाची घडण अपेक्षित असतांना बेशिस्त व दांडगाईचे वर्तन प्रकार घडून येत असल्याचे दिसून येत आहे. मनाच्या योग्य मशागतीसाठी बेशिस्त व हिंसात्मक वर्तनाला बांध घालण्याची गरज आहे. या अपप्रवृत्ती निर्माण होण्यासाठी कोणत्या घटकांचा परिणाम झाला आहे याचा विचार करण्याची वेळ आली आहे. कारण हे वर्तन देखील विशिष्ट घटकांच्या परिणामाचे परावर्तनच आहे असे म्हणावे लागेल. समस्या उद्भवण्याची कारणे कोणती आहेत? ह्याचा विचार करावा लागेल या विविध समस्यांचे मुळ खालीलपैकी कोणत्या घटकात आहे? सामाजिक घटक, कौटुंबिक घटक, शालेय घटक याचा विचार करावा लागेल.

मूल्य निर्मितीसाठी परावर्तित अध्यापन प्रक्रिया :

शालेय घटकामध्ये शिक्षण प्रक्रियेतील एक प्रभावी घटक आहे. त्यामुळे त्यातील घटकांचा अगदी सूक्ष्म असा विचार करण्याची आवश्यकता आहे. त्यामध्ये शालेय वातावरण, शिक्षक व इतर विद्यार्थी यांचा परिणाम होऊ शकतो. यासंबंधीचा विचार केला जातो. त्याचप्रमाणे वर्गाध्यापनासंदर्भात वर्गामध्ये केल्या जाणाऱ्या अध्यापनात काय चालले आहे? मूल्यांचा न्हासामध्ये कोणत्या घटकाचा अधिक परिणाम होतो? वर्गाध्यापनातून विद्यार्थ्यांवर मूल्यांचे संस्कार होतात का? किती प्रमाणात होतात? अधिक प्रभावीपणे मूल्य संस्कार करण्यासाठी काय करावे लागेल? कोणते उपक्रम अधिक योग्य अनुभव देतील? याचा विचार संकलन पायरीमध्ये केला जातो. स्वतःशीच प्रश्न विचारून विचार व निरीक्षणातून माहितीचे, विचारांचे निरीक्षणाचे संकलन केले जाते. त्यानंतर माहितीचे विश्लेषण करून सर्व शक्याशक्यतेचा विचार केला जातो व स्वतःच्या अध्यापनाचे मूल्यमापन केले जाते. अध्यापन करतांना प्रत्येक विषयाच्या आशयाचे अध्यापनातून मूल्यसंस्कार होतो का? हे तपासून पाहिले जाते.

परावर्तित अध्यापनादरम्यान पुढील पायऱ्यांचा वापर केला जातो.



बदल करुन अध्यापन केल्यानंतर :

१. **अध्यापन यशस्वी झाल्यास :** अध्यापन यशस्वी का झाले याचे विश्लेषण करता येणे आवश्यक आहे. त्यासाठी विचार करणे.
२. **अध्यापन अयशस्वी झाल्यास :** अध्यापन अयशस्वी का झाले? विद्यार्थ्यांवर संस्कार का झाले नाहीत याचा परावर्तित अध्यापनात विचार केला जातो.
वरील सर्व पायऱ्यांचा वापर करुन मूल्यांचा न्हास होण्याच्या समस्येवर उपाय करणे शक्य होईल. त्यासाठी शिक्षकाची भूमिका महत्त्वाची ठरणार आहे.

मूल्यांच्या परावर्तनात शिक्षकाची भूमिका :

शिक्षण हे परिवर्तन घडविण्याचे महत्त्वपूर्ण साधन आहे. परंतु शिक्षक हे परिवर्तन करणारे महत्त्वपूर्ण माध्यम आहे. त्यामुळे समाज देखील शिक्षकाकडून अधिक अपेक्षा ठेवतो. विषयाचे अध्यापनाद्वारे विद्यार्थ्यांना ज्ञान व कौशल्य निर्मिती बरोबरच मूल्यांचे शिक्षण देण्यासाठी शिक्षक प्रयत्न करतात. त्यादृष्टीने विचार व कार्यवाही करण्याचे काम शिक्षक करत असतात. मूल्यसंवर्धनातून विद्यार्थ्यांमध्ये सद्दर्शन व विवेक निर्माण करुन मानवीय मूल्य विकसित करण्याचे प्रयत्न शिक्षक करत असतात. शिक्षकाला पुढील भूमिका निभवाव्या लागतात.

१. भविष्यकालीन गरजा लक्षात घेऊन अध्यापनाचे नियोजन करणे.
२. मूल्यांविषयीचा सर्वकष अभ्यास करणे.
३. अध्यापन करतांना विषयाचे आशयातून मूल्यांचा संस्कार करण्यासाठी जाणीवपूर्वक प्रयत्न करणे.
४. शैक्षणिक मानसशास्त्राच्या ज्ञानाचा प्रभावी वापर करावा.
५. संस्कृती व समाजाचे संदर्भात अध्यापन प्रक्रिया समजून घ्यावी.
६. अभ्यासक्रम विकासातील बदलात सक्रिय सहभाग घ्यावा.

७. शालेय व्यवस्थापनातील बदलात सक्रिय सहभाग घ्यावा.
८. व्यावसायिक विकासाच्या दृष्टीने प्रयत्न करावा व त्याबाबतच्या संधीचा स्वीकार करावा.
९. वर्गाध्यापनातील निर्णयक्षमता विकसित करण्यासाठी विशेष प्रयत्न करावेत.
१०. मूल्य शिक्षणासाठी विविध उपक्रम व अभ्यासेतर कार्यक्रमांचे आयोजन करावे.
११. अध्यापन करत असतांना विद्यार्थ्यांच्या चेहऱ्यावरील भावभावनांचा अंदाज घेऊन विद्यार्थ्यांना अध्यापन विषय समजला किंवा नाही हे केवळ भावनिक प्रतिबिंबाद्वारे देखील ओळखण्याचा प्रयत्न करावा.

समारोप :

परावर्तित अध्यापनामुळे शिक्षकाचा व्यावसायिक विकास होण्यास मदत होते. परावर्तित अध्यापनाद्वारे मूल्यांचे अध्यापन केल्यामुळे विद्यार्थ्यांवर मूल्यसंस्काराचे प्रतिबिंब पडणे शक्य होणार आहे. मूल्य संस्कार करण्यासाठी विविध मार्ग शोधण्याच्या दृष्टीने शिक्षकामध्ये चिंतनशीलता निर्माण होऊन विद्यार्थ्यांमध्येही विविध मूल्यसंस्कार होऊन चारित्र्यसंपन्न समाज घडण्यास मदत होणार आहे म्हणजेच चारित्र्य, मूल्यांसोबतच उत्तम बौद्धिक क्षमताही निर्माण होऊ शकेल यात शंका नाही.

1. **संदर्भसूची :** <http://ask.reference.com/information/EEducation/Reflective>.
2. [http://en.wikipedia.org/wiki/reflcetive-learningand education](http://en.wikipedia.org/wiki/reflcetive-learningand%20education)
३. घोरमोडे, यू. के. , घोरमोडे, कला, विदया प्रकाशन, नागपूर.
४. गावंडे एकनाथ, झोंबाडे वर्षा : मूल्याधिष्ठित शिक्षण, निर्मल प्रकाशन, अमरावती.
५. नागतोडे किरण : नैतिक मूल्य शिक्षण, विदया प्रकाशन.

GOEIIRJ

विमर्शी चिंतनातून लेखन

डॉ. संजीव सोनवणे

अधिष्ठाता,

विभागप्रमुख शिक्षणशास्त्र शाखा

पुणे विद्यापीठ, पुणे

प्रास्ताविक :

विचार, तर्क, अनुमान, सामन्यीकरण हे ज्ञानविकासनाचे टप्पे आहेत. वाचन, आकलन, मनन, चिंतन, पृथक्करण, संयोजन व लेखन हे ज्ञान प्रकटीकरणाचे टप्पे आहेत. यातूनच विचार प्रक्रिया विकसित होत असते. विमर्शी चिंतन आपणास लेखन संकल्पना विकसनाला कारणीभूत ठरते. अध्यापन तत्वांच्या विकसनासाठी व लेखनाच्या विविध वैशिष्ट्यांच्या फरकासाठी सहाय्य करते. विमर्शी लेखनाचे तीन प्रकार करता येतील.

१. वाचन टिपणे
२. विचार/मनन/चिंतन टिपणे
३. संशोधन लेखनातील टिपणे

१. वाचन टिपणे :

वाचनातून आपली आवड निश्चित होते. वाचन करतांना मध्यवर्ती कल्पनेचा सारांश करतांना स्वतःच्या विचारांची सरमिसळ होत असते. पाठ्यपुस्तकातील आशय व स्वतःचे विचार तसेच विविध लेखकांचे चिंतन, कल्पना, विचार मांडून ठेवता येतात.

२. विचार/मनन/चिंतन टिपणे :

जेव्हा तुम्ही विचार व्यक्त करता तेव्हा वैयक्तिक मंथनातील विचारांची मालिका परावर्तीत होतांना दिसते. विचार प्रक्रियेतूनच नवीन सिद्धांत, अध्यापन तंत्रे, अध्ययन प्रसंग मांडता येतात. त्यातून सिद्धांत व प्रत्यक्ष जीवन यांच्या समन्वयातून तुमची मते निश्चित होतात.

३. संशोधन लेखनातील टिपणे :

तुमच्या विचारांची नोंदणी लेखनातून घडते विचारांची दिशा, सृजनशीलता, कल्पनाविकास विचार प्रकट होतात. तुमचे लेखन अध्यापन तत्वांच्या विकसनाचा पाया आहे.

विमर्शी चिंतनातून तुमचे अनुभव संपन्न होतात. वाचनाचे पृथक्करण, आकलन व तत्वांचा विकास यातून लेखन क्षमता विकसित होते. नवीन कल्पनांचा विकास, आशयाशी अनुकूल किंवा प्रतिकूल विचार, विविध लेखकांच्या विचारांचा

परामर्श विचारात घेऊन स्वतःच्या तत्वज्ञानचा विकास करणे व त्यानुसार वर्गअध्यापनाची कार्यनीती अनुसारणे विमर्शी लेखन चांगले किंवा वाईट असत नाही तर सिद्धांताशी तुमचे व्यावहारिक अनुभव कसे असतात त्यावर लेखनाचे आकलन अवलंबून असते.

विमर्शी लेखनाचे वैशिष्ट्ये :

१. तुमच्या अध्यापन विषयांशी निवडक वाचन, अध्यापन तत्वे विमर्शी लेखनात प्रतिबिंबित होतात.
२. तुमचे पूर्वानुभव संबंधित क्षेत्राला, संस्कृतीला विशिष्ट आकार देण्यास लेखनातील संप्रमाणता कारणीभूत असते.
३. तुमची संकल्पना किती अर्थपूर्ण व उपयुक्त आहे? तुमच्या सूत्रबद्ध मांडणीत तुमचे निरीक्षण, कल्पना, अनुभव, तत्वांचा विकास व भविष्यनिर्देशित लेखन असावे.
४. आशयातील प्रश्न वास्तव वर्गातील प्रत्यक्ष प्रयत्नांचे संशोधन आहे का? संशोधकाचे स्वतःचे विचार अहवाल अभ्यासात आहे का? संशोधकाचे स्वतःचे विचार व त्या संकल्पना कशा निगडित आहे? तुमचे पूर्वानुभव सद्यस्थितीला कसे आकार देऊ शकतील?
५. सृजनशील लेखनात बुद्धिपेक्षा भावनेला, तार्किकतेपेक्षा अतार्किकतेला व अनैसर्गिकतेला महत्त्व असते.

विमर्शनाचे विविध प्रकार :

अ. आशयलेखनातून प्रतिक्रियात्मक प्रतिसाद -

तुमच्या आशयातून वाचन, प्रतिक्रिया व समीक्षत्मक लेखन प्रतिबिंबित होतात. व्यक्तीची 'ओळख' त्याच्या विचारातून होते.

- घटनेसंदर्भात वैयक्तिक प्रतिक्रियेतून तुम्ही वाचनासाठी खर्च केलेला वेळ दिसून येतो.
- एखाद्या आशयातील मुख्य कल्पनेचा शोध घेऊन ती तुमच्यासाठी किती अर्थपूर्ण आहे? याचा शोध घ्या
- विशिष्ट सिद्धांताशी अनुकूल किंवा प्रतिकूलता सकारण स्पष्ट करा
- इतरांच्या विचारांचे प्रतिबिंब तुमचे विचार मांडण्यास कसे उपयुक्त ठरते याबाबतच साहित्य व समीक्षा द्या.

आशयाची ओळख करू देतांना तुमचा परिचय पानाच्या वरच्या भागात द्यावा त्यावरून तुमचे वाचनाची कल्पना येते.

तुमच्या प्रतिक्रियांचे सादरीकरण :

विमर्शी लेखनाचे सादरीकरण

तुमचे विचार एखाद्या सिद्धांत विकसित होण्यासाठी उपयुक्त ठरले पाहिजे. तुमच्या लेखनामध्ये सातत्य, स्पष्टता विशिष्ट आकृतीबंध असला पाहिजे.

- शीर्षक - सुस्पष्ट व मोठ्या आकारात
- लेखन आकार शैली - उदा New Roman P.11 व 12
- मोकळी जागा - एका पानावर एक विशिष्ट मोकळी जागा
- कडेची आखणी - विशिष्ट जागा सोडून आखणी असणे
- पान क्रमांक - प्रत्येक पानावर क्रमांक द्या
- शीर्षक, उपशीर्षक व तळटिपा - विशिष्ट सांकेतिकरण करणे आवश्यक आहे.
- संदर्भ - संदर्भग्रंथाच्या यादीमुळे विशिष्ट ग्रंथ व पान क्रमांक यातून नेमकेपणा जाणवतो.
- तज्ञांची मते - विशिष्ट तज्ञांची मते त्याचे स्रोत पान क्रमांक संदर्भ नोंदवावीत.

विमर्शी लेखन :

उदाहरणार्थ - शाळेतील विषय अध्ययनस्थिती व अध्यापनशास्त्रीय, विश्लेषण यामध्ये काळजीपूर्वक विचार करा. उच्चस्तरीय विचारप्रक्रिया विकसित करण्यासाठी 'सखोल ज्ञान' व 'सखोल आकलन'. सखोल आकलनामुळे संकल्पना समजते व त्यासंबंधीचे समस्या निराकरण करून योग्य पर्याय निवडणे. व दैनंदिनी लेखनातून व्यक्तीच्या विचारांचे प्रतिबिंब दिसते पाठाच्या सुरुवातीला सर्व विद्यार्थ्यांना डोळे बंद करण्यास सांगितले जाते. त्यांच्या आवडीचे पुस्तक व विशेष पात्र समोर आणून लेखन करण्यास प्रेरणा दिली जाते. त्यावरून संकल्पनाचित्र व त्याचा तपशिल नोंदविला जातो. विशिष्ट शब्द उच्चारून प्रत्येकाची प्रतिक्रिया, प्रसंग अभ्यासून संकल्पनाचित्र तपासता येते. स्वनियमनाद्वारे अध्ययन वातावरण निर्माण करता येते.

विमर्शी लेखन, लेखनकार्य :

संदर्भ - Bourn G Canny. B.J. 2000.

Exercising our duty of care as researchers for those we diagnose to be 'at risk'. Australian Universities Review 2(2000) pp 32-37

संशोधन लेखाचा सारांश :

मोर्नेश विद्यापीठाने संशोधनाबाबत आचारसंहिता तयार केली आहे. संशोधन लेखनाचे विशिष्ट नियम पाळावे लागतात. त्यामुळे संशोधन विद्यार्थ्यांवर नकारात्मक परिणाम आढळून आला आहे.

कार्यघटक पूर्ण करण्यासाठी सहाय्यभूत कल्पना :

- संशोधन सारांश सादरीकरणासाठी वाढविणे
- संशोधन निष्कर्ष व भविष्यदर्शक दिशा मिळण्यासाठी संशोधन सारांश आयुक्त ठरतो
- संदर्भाचे पुनरावलोकन करता येईल
- ठळक मुद्द्यांचे संदर्भ सारांश पानावरून शोधण्यास सोपे जाईल
- उदा The university ethics committee 'aims to identify those research projects in which a duty of care does exist and to enable researchers to propose how they plan to exercise that care, and leaves the onus... on the researchers' (p.37)



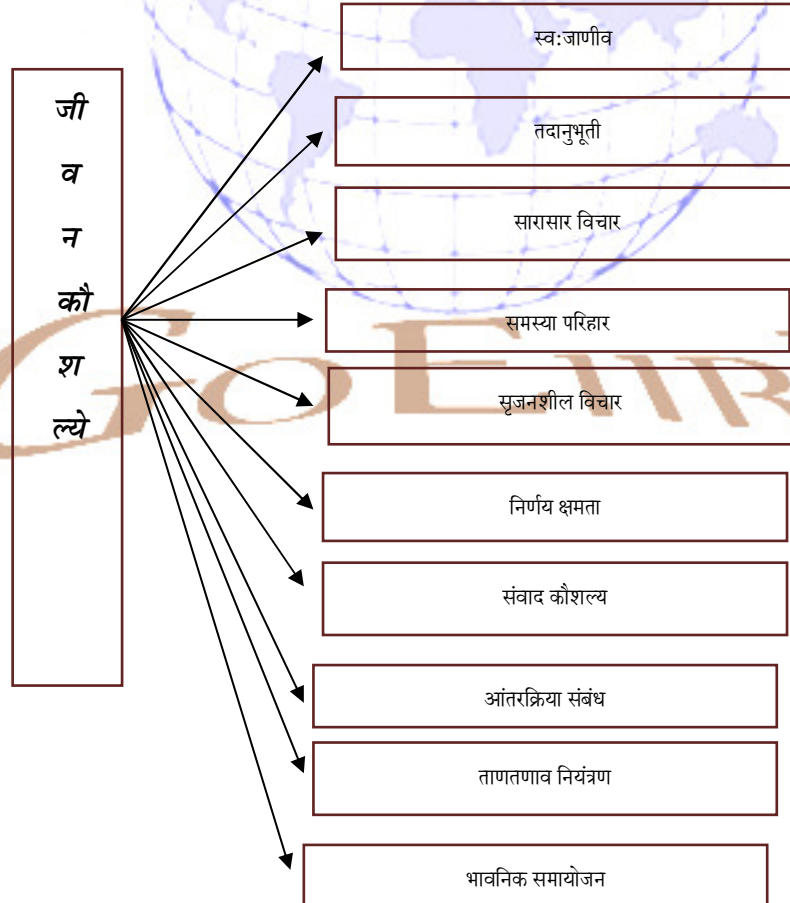
भूगोल अध्यापनातून जीवन कौशल्ये रुजविणे

प्रा. प्रताप भा. आत्रे,
सहाय्यक प्राध्यापक,
अॅड. विठ्ठलराव हांडे शिक्षणशास्त्र महाविद्यालय, नाशिक.

प्रस्तावना:

भौगोलिक परिस्थितीशी मानवाने कसे समायोजन साधले आहे. याचा अभ्यास करणारे शास्त्र म्हणजे भूगोल असा भूगोलाचा अर्थ अभिप्रेत आहे. आज भूगोलाच्या अभ्यासात मानव हा केंद्रस्थानी असलेला दिसून येतो. मानवाने आपल्या बुद्धीच्या जोरावर आपली प्रगती करून घेतली परंतु ही प्रगती करत असतांना पर्यावरणाचा नाश केला त्यामुळे मानवासमोर नव-नवीन आव्हाने, समस्या निर्माण झाल्या. या समस्या सोडविण्यासाठी मुलांच्या शारिरीक, मानसिक, भावनिक क्षमतांचा विकास होण्यासाठी जीवन कौशल्याची मदत घेण्यात आली. जीवन कौशल्यामुळे परिस्थितीशी जुळवून घेता येते आणि आयुष्याकडे सकारात्मक पाहण्याचा दृष्टिकोन विकसीत होतो व त्यामुळे दैनंदिन जीवन सक्षमपणे जगण्यास उपयोग होतो.

जागतिक आरोग्य संघटनेने निश्चित केलेली जीवन कौशल्ये:



कौशल्ये रुजविण्यासाठी भौगोलिक अनुभूती:

जीवन कौशल्ये	वैशिष्ट्ये	भौगोलिक अनुभूती
स्वजाणिव	<ul style="list-style-type: none"> विद्यार्थ्यांना आपले सामर्थ्य, कमतरता, इच्छा, आवडी निवडी या बदल जाणिव होणे. मर्यादांची जाणिव करून देणे. या कौशल्यांचा हेतु मर्यादाची ओळख करून देणे व त्यातून निराशा न्युनगंड निर्माण करणे नाही. विद्यार्थ्यांना कृतिशील बनविणे. 	विद्यार्थ्यांना भूगोल अध्ययनामधील नकाशा वाचने, अर्थ लावणे, भूगोलाचे प्रकल्प हाताळताना संगणक साक्षरता नसणे इ. मर्यादा दिसून येतात. विद्यार्थ्यांनी योग्य प्रयत्नांद्वारे आपल्या समस्यांवर मात करून पुढे जाणे अपेक्षित आहे.
तदानुभूती	<ul style="list-style-type: none"> दुसऱ्यांच्या भावनांची जाणिव होण्यासाठी दुसऱ्यांच्या भूमिकेत जावून विचार करणे. इतरांची मनस्थिती जाणून घेणे 	भूमिका पालन प्रतिमांच्या सहाय्याने पर्यावरण ही समस्या निवडून काही विद्यार्थ्यांना रुग्णांची भूमिका पार पाडण्यात देणे. पर्यावरणीय समस्यांचे दुष्परिणाम दर्शाविणारी भूमिका विद्यार्थी पार पाडतील. विविध देशातील लोकजीवना संदर्भात विद्यार्थ्यांकडून भूमिका करून घेणे. विद्यार्थी त्या भूमिकेत गेल्या नंतर त्यांना समस्या ग्रस्त समाजाची मनस्थिती समजेल.
सारासार विचार	<ul style="list-style-type: none"> योग्य, अयोग्य गोष्टींचा विचार करणे. योग्य विचारानुसार कृती करणे. सद्विवेकास अनुसरून विचार करणे. चिकीत्सक विचार करणे. वैज्ञानिक दृष्टिकोन विकसित करणे. 	<ul style="list-style-type: none"> सारासार विचार करणे हे भूगोल विषयाचे अधिष्ठान आहे. उदा. ग्रहणे हे अशुभ मानले जातात परंतु चंद्रकलाचे एखादे मॉडेल वापरून अमवस्या व पौर्णिमा या निव्वळ भौगोलिक घटना आहे याची जाणिव विद्यार्थ्यांना करून देणे. विविध भौगोलिक कार्यकारण भाव विशद करणे.

<p>सृजणशील विचार</p>	<ul style="list-style-type: none"> ● दैनंदिन काम नाविण्यपूर्ण पद्धतीने करणे. ● नवनिर्मितीची संधी देणे. ● विचार क्रियेला स्वातंत्र देणे. 	<ul style="list-style-type: none"> ➤ विद्यार्थ्यांमध्ये स्वाध्याय कार्य, प्रकल्प कार्य, प्रात्यक्षिक नाविण्यपूर्ण देणे. उदा. नदीच्या खणन कार्यामुळे निर्माण होणाऱ्या भूरूपांची प्रतीकृती तयार करणेस लावणे. ➤ काही घटकांचे निरीक्षण करणे, निष्कर्ष काढण्यास सांगणे
<p>समस्या निराकरण</p>	<ul style="list-style-type: none"> ● विविध समस्यांची जाणीव करून देणे. ● समस्या सोडविण्यासाठी उपाय योजनांचा आढावा घेणे. ● समस्या सोडविण्याची सवय लावणे. ● निरीक्षण क्षमता विकसित करणे. 	<ul style="list-style-type: none"> ➤ विद्यार्थ्यांना भूकंप घटक अध्यापन करतांना. ➤ भूकंपामुळे समस्या शोधण्यास सांगणे. ➤ समस्या सोडविण्यासाठी विविध उपाय योजनांची यादी तयार करायला लावणे. ➤ शास्त्रीय उपाय योजना निश्चित करणे.
<p>निर्णय क्षमता</p>	<ul style="list-style-type: none"> ● अनेक पर्यायातून योग्य पर्यायाची निवड करण्यास सक्षम बनविणे. ● निर्णय घेण्यास सक्षम बनविणे. 	<ul style="list-style-type: none"> ➤ विद्यार्थ्यांना फळ्यावर सभोवतालच्या विविध समस्या मांडणे व विद्यार्थ्यांचे गट तयार करून प्रत्येक गटाकडे वेगवेगळी समस्या देवून विद्यार्थ्यांना ती समस्या सोडविण्यासाठी स्वातंत्र्य दिले तर विद्यार्थी ती समस्या सोडविण्यासाठी निर्णय घेतील. यातून विद्यार्थ्यांची सामुहिक व वैयक्तिक क्षमता विकसित होईल.
<p>संवाद कौशल्य क्षमता</p>	<ul style="list-style-type: none"> ● भावना व्यक्त करण्यासाठी स्वातंत्र्य देणे. 	<ul style="list-style-type: none"> ➤ भूगोलातील काही विषयांवर चर्चासत्र, वादविवाद, दोन मित्रांमधील कृत्रिमचर्चा घडवून आणू शकतात.
<p>आंतर व्यक्ति संबंध</p>	<ul style="list-style-type: none"> ● व्यक्तींमधील संबंध सकारात्मक होण्यास या कौशल्यांचा उपयोग होईल. ● विश्वास व आत्मविश्वास वाढविणे. ● सामाजिक व मानसिक नाते दृढ होण्यास मदत करणे. 	<ul style="list-style-type: none"> ➤ हवा प्रदुषण. जल प्रदुषण, जागतिक तापमान वाढ, लोकसंख्या, अशा वेगवेगळ्या विषयांवर गटागटात चर्चा करून आंतरव्यक्तिक संबंध दृढ करता येतील. ➤ गटातील लाजाळू, अबोल विद्यार्थ्यांना मुख्य प्रवाहात सामावून घेणे.

ताणतणाव नियंत्रण	<ul style="list-style-type: none"> ● निरस अभ्यासक्रम, पारंपारिक अध्यापन, विषयात नसणारी अभिरुची यामुळे येणाऱ्या ताणतणावांचे नियंत्रण करणे. ● बोलण्याची, अनुभव सांगण्याची, विचार करण्याची कृती करण्याची संधी उपलब्ध करून दिल्यास ताणतणाव नियंत्रण शक्य होईल. 	<ul style="list-style-type: none"> ➤ वर्गात बसवून विद्यार्थ्यांना सहलीचा अनुभव देणे. ➤ प्रश्न पद्धतीने जिज्ञासा वाढविणे. ➤ निर्णय क्षमता वाढविण्यासाठी विविध भौगोलिक प्रकल्पांचे आयोजन करणे. ➤ अभ्यासपुरक कार्यक्रम स्वच्छ शाळा, सुंदर शाळा, प्रदुषण नियंत्रण दिन.
भावनिक समायोजन	<ul style="list-style-type: none"> ● स्वतःच्या भावना ओळखणे आणि योग्य प्रकारे त्या व्यक्त करणे. ● भावनिक समायोजनास मदत करणे. 	<ul style="list-style-type: none"> ➤ गट चर्चेतून भूगोलाच्या काही पाठ्यांशाचे अध्यापन केले तर गट चर्चेच्यावेळी इतरांचे म्हणणे ऐकून घेणे आपले विचार योग्य प्रकारे व्यक्त करणे, पटवून देणे यातून भावनिक समायोजन कौशल्ये विकसित होईल.

समारोप :

विद्यार्थी हा पारंपारिक पद्धतीप्रमाणे केवळ ज्ञानाचा स्वीकार करता आहे. भूमिका बदल्याशिवाय अध्ययन-अध्यापन प्रक्रिया आनंददायी होणार नाही. बऱ्याचदा विद्यार्थी हा निष्क्रिय अध्यापन करता समजला जातो आणि माहितीचे एकतर्फी प्रसारण होत. विद्यार्थ्यांमध्ये बदल घडवून आणायचे असतील तर जीवन कौशल्याचा जाणीवपूर्वक अंतर्भाव करावा लागणार आहे. व भूगोल शिक्षकांने विर्मशाशील विचार करून जाणीवपूर्वक आपल्या अध्यापनातून जीवन कौशल्य विद्यार्थ्यांमध्ये रुजविणे आवश्यक आहे.

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REFLECTIVE TEACHING : MENTORS ROLE

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Students academic achievements, success ,their behavior is generally treated as a main measure to gauge teacher performance. In the 21st century as there is blast of knowledge and development in each and every walks of life how could be education faculty be aloof from all these changes. Earlier teaching was one sided process where teacher is expected to give knowledge to students. Books and teachers were only source of knowledge. Students used to depend on these sources for gaining knowledge. Earlier the curriculum used to change in ten to fifteen years. Thus teacher used to teach their syllabus for years without any change in it Earlier Education system was teacher centered. Due to Globalization, Modernization and liberalization there is change in each and every field and today inventions are becoming outdated tomorrow as such changes are also in education field also. Education is becoming Student centered and teacher's role is also changing.

Change in Teachers Role To Mentor

Education is not received it is achieved and this achievement is done by the student it self. The myth that some people are born teachers is simply not true. They may begin as teaching with high motives of generosity towards their students, their colleagues' and themselves but maintaining this over many years is a very great challenge. With contemplation and retreat, teaching can become simply a series of lucky habits rather than a profession which one grow.

Teachers instructors and professors generally work from a curriculum and lesson plan. They may impart their knowledge or set up, learning opportunity that leads to specific learning outcome.

Good Teacher can become even more effective by Reflecting on Teaching

During the recent years, it is seen that the teachers are not able to fulfill the academic, intellectual, social as well as personal need of the students. The needs of the students are increased beyond the textbooks and the vision of their traditional teachers and teachers are performing same old role of dictating their notes and becoming the orators. The time has come that he should widen, upgrade and have professional outlook towards his career and thus satisfying his students becoming

their Mentor.

Mentors are different because they guide rather than share information. They've already actually achieved what you want to, are aware of pitfalls and discouragements that you will encounter along the way. You are not intelligent because you have an outstanding education. You can only be intelligent when you walk, your talk and your manner reflect a superior mind which bears forth an outstanding character and students are searching such type of teachers or mentors.

Role Of Mentor: Teachers, instructors and professors generally work from curriculum and lesson plan. They may impart their own knowledge or set up, learning opportunity that leads to specific learning outcomes. Mentoring is more organic and dynamic process in which the mentor offers clarity and deep questions that the mentee will answer for his or herself.

Reflective practitioners share certain characteristics

1. They routinely and purposefully, deliberate or reflect on teaching.
2. They are open-minded, freely questioning their own views and reactions to their teaching practices.
3. They consider and accept responsibility for the consequences of the decisions they make in their teaching practices.
4. They are enthusiastic and eagerly focus on the ways to improve their teaching.
5. They become students of teaching by inquiring into theory and practices related to teaching and learning.
6. Reflective thinking increases the ability to analyze and understand classroom events.

Professional retreat offers teachers the opportunity to dedicate time to those qualitative steps that result in ongoing development.

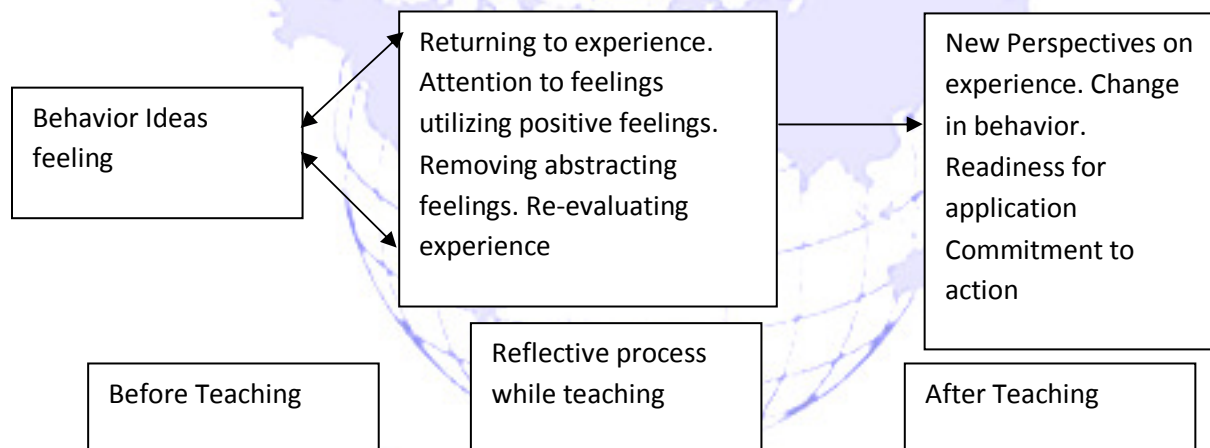
1. Understand your reason of teaching.
2. Cultivate ethical behavior with self and students
3. Endeavour patience and perseverance.
4. Design your own curriculum.
5. Master instructional practice and assessment skills.
6. Connect positively to whole school culture.

Ways to Reflect while Mentoring:

1. Keep the journal handy (or app like evernote) write down teaching ideas to try, or what not to do again.

2. According to the class and age group, discuss with students about a lesson (ie. what worked, what not didn't work was the objective met.
3. Film yourself, make sure you view it when complete
4. Record the lesson using Garge band, Voice recorder. (Google play)
5. Ask what and why question to yourself.
6. Observance your student's practices reflecting on their learning practice.
7. Create a check list of strategies you want to use and in transition fill it out.
8. Work with colleague and share a reflection notebook and determine the instructional practices to improve and engage in collective inquiry on agreed topic.

Reflective Mentor : As Reflective Practioner



Reflection enhances the teacher's classroom life by helping him or her establish an inviting, predictable and thoughtful learning environment. As a mentor he should prepare thoroughly before teaching regarding his behavior, ideas, feelings and the learning experiences to be given within the class room.

While teaching mentor should pay attention to feelings of the students and utilize the positive feelings of the students. If possible mentor should remove obstructing feelings while teaching itself and accordingly behave. He should re-evaluate his experience while mentoring.

After teaching he should think of new perspectives on the experience in the classroom accordingly, make change in his behavior. Should be always ready for implementing those new perspectives and should have commitment towards his action.

CONCLUSION :

Mentoring is more practical, personal and profound. Mentoring is not just about taking you where you want to go, but having the knowledge to get you there quickly and with at least amount of frustration.

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COLLABORATIVE LEARNING AS EFFECTIVE TEACHING

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Student - Centered approach is a teaching strategy that fundamentally breaks many of the traditional boundaries governing the manner in which students have—by and large—been a heavy teacher-dependent relationship so it is totally unsuccessful in today’s conditioned and expected to learn for centuries.

The traditional approach rests on teaching and learning situations due to the expectations of the new trends in the roles of the students and teachers in the classroom.

Why should Student-centered learning be integrated into the curriculum?

Reasons-

- Strengthens student motivation
- Promotes peer communication
- Reduces disruptive behaviour
- Builds student-teacher relationships
- Promotes discovery/active learning
- Responsibility for one’s own learning

The Student centered teaching approach calls for student engagement, immersion and personal responsibility. Teachers are still relied on, of course, but more as coaches working the sidelines. Student self-reliance is promoted through a variety of action-oriented instructional formats that either replace—or support—traditional lectures.

Among them:

- Open-ended problem solving requiring critical and creative thinking
- Role-playing and participation in simulated situations
- Non-traditional writing assignments
- Collaborative team projects

- Individual, self-paced assignments
- Community engagement and Service-Learning assignments

Student Centered Learning:

Student-centered learning, that is, putting student's needs first, is in contrast to traditional education, by proponents of "student-centered learning" also dubbed "teacher-centered learning". Student-centered learning is focused on each student's needs, abilities, interests, and learning styles, placing the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner, and differs from many other learning methodologies. In a student-centered classroom, students choose what they will learn, how they will learn, and how they will assess their own learning.

Teacher-centered learning : has the teacher at its centre in an active role and students in a passive, receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. Student-centered learning requires students to be active, responsible participants in their own learning.

Student-centered teaching methods :

Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Teacher vs. Learner-Centered Instruction

Teacher-Centered	Learner-Centered
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures (what the instructor knows about the language)	Focus is on language use in typical situations (how students will use the language)
Instructor talks; students listen	Instructor models; students interact with instructor and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource
Instructor chooses topics	Students have some choice of topics
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

Why should teachers use learner-centered approaches in their teaching?

Strong, research evidence exists to support the implementation of learner-centered approaches instead of instructor-centered approaches. Knowledge of this research helps instructors defend their teaching methods to their students and to more traditional faculty peers.

A task force of the American Psychological Association integrated this research into fourteen Learner-Centered Psychological Principles which can be summarized through the following five domains:

1. The knowledge base. The conclusive result of decades of research on knowledge base is that what a person already knows largely determines what new information he attends to, how he organizes and represents new information, and how he filters new experiences, and even what he determines to be important or relevant.

2. Strategic processing and executive control. The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful students are actively involved in their own learning, monitor their thinking, think about their learning, and assume responsibility for their own learning

3. Motivation and affect. The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement. Research shows that personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school.

4. Development and individual differences. Individuals progress through various common stages of development, influenced by both inherited and environmental factors. Depending on the context or task, changes in how people think, believe, or behave are dependent on a combination of one's inherited abilities, stages of development, individual differences, capabilities, experiences, and environmental conditions.

5. Situation or context. Theories of learning that highlight the roles of active engagement and social interaction in the students' own construction of knowledge strongly support this learner-centered paradigm. Learning is a social process. Many environmental factors including how the instructor teaches, and how actively engaged the student is in the learning process positively or negatively influence how much and what students learn. In comparison studies between students in lecture and active learning courses, there are significantly more learning gains in the active learning courses.

LEARNER CENTRED APPROACH

- **Focus on Learner**
- **Teaching \ Learning from learner's point of view**
- **Creating a learner-friendly atmosphere**
- **Removing fear\burden/tension**

सहकारशिलतेतून छात्रशिक्षक आणि शाळेच्या गुणवत्ता वाढीसाठी

आंतरवासितेचे उपयोजन

श्रीमती सुवर्णा पुरुषोत्तम बत्तासे

सारांश :

अध्यापक शिक्षण हा व्यावसायिक शिक्षणक्रम असल्यामुळे यात पन्नास टक्के प्रात्यक्षिक कार्याचा समावेश आहे. छात्रशिक्षकांना भविष्यात शिक्षक म्हणून कार्य करावयाचे आहे. संपूर्ण शाळेच्या कामकाजाच्या अनुभूतीसाठी पंधरा दिवस आंतरवासिता कार्यक्रम घेणे अत्यावश्यक आहे. परंतु शहरी भागामध्ये खाजगी शाळा आंतरवासितेसाठी देण्यास शालेय प्रशासन असमर्थता दर्शविते.

आंतरवासिता कार्यक्रमाचे सखोल नियोजन त्रिमितीद्वारे केल्यास त्याची कार्यवाही काटेकोरपणे करणे शक्य होते. शिक्षक प्रशिक्षकांच्या सहभागी निरीक्षण आणि दैनंदिन नोंदींचे विश्लेषण करून अनुभवातून भविष्यातील वर्षासाठी सुधारणा केल्यास शाळेचे पूर्ण सहकार्य मिळण शक्य होते. शाळेच्या गुणवत्ता वाढीसाठी शिक्षणशास्त्र (बी.एड.) महाविद्यालयांची उपयुक्तता लक्षात घेऊन शाळा दत्तक देण्यास मान्यता मिळते.

प्रस्तावना :

आंतरवासिता (Internship) ही संकल्पना प्रामुख्याने वैद्यकीय आणि औद्योगिक क्षेत्रातील असल्याने प्रत्यक्ष कामाचा पूर्व अनुभव असा त्याचा महत्वपूर्ण उद्देश आहे. उद्याच्या शिक्षकाला आजच संपूर्ण शालेय जीवनाचा परिचय व्हावा या उद्देशाने ही संकल्पना पुणे विद्यापीठाने बी.एड. च्या सन २००२ पासूनच्या अभ्यासक्रमात स्वीकारली. प्रत्येक महाविद्यालयाने या उपक्रमाचे स्वतंत्रपणे नियोजन केले.

अध्यापक शिक्षणातून एक चांगला शिक्षक निर्माण व्हावा अशी अपेक्षा असते. शिक्षकाच्या अंगी १/२ वर्षांच्या प्रशिक्षणामध्ये खरोखर बदल घडण्यासाठी, शाळेच्या वातावरणाशी समरस होण्याच्या दृष्टीने आंतरवासिता प्रात्यक्षिक छात्र दिलेले आहे. परंतु खरोखर आंतरवासिता कालावधीत सर्व कार्य समजावून घेऊन छात्र शिक्षक त्याचे उपयोजन करू शकतो का ? शिक्षकांना विविध नवीन अध्यापन पध्दतीत, कौशल्ये, तंत्रे याचा वापर करता येतो का ? शैक्षणिक तसेच प्रशासकीय बाबींमध्ये तज्ज्ञता येते का ? प्रशिक्षणात वास्तव अनुभव दिले जातात का ? अध्यापक शिक्षण कार्यक्रमाची परिणामकारकता पाहून त्यातील त्रुटींबाबत विमर्षण करणे अनुभवातून भविष्यातील आंतरवासिता कार्यक्रमाला योग्य ते बदल करणे ही शिक्षण प्रशिक्षकांची जबाबदारी आहे. हे आव्हान आपण कसे पूर्ण करणार आहोत ?

बी.एड. छात्रशिक्षकांच्या प्रशिक्षण कार्यक्रमातील एक महत्वाचा भाग म्हणजे शाळेतील आंतरवासितेचा काळ होय.

यामध्ये अध्यापनासोबत छात्र शिक्षकाला अनेक बाबींसंदर्भात काम करावे लागते. उदा. शालेय कामकाज, शालेय व्यवस्थापन, अध्यापन, सहशालेय कार्यक्रम. हा कालावधी साधारणपणे पंधरा दिवसांचा असतो. इतक्या कमी कालावधीत छात्रशिक्षकाने या सर्व बाबी पूर्ण कराव्यात अशी अपेक्षा केली जाते. आंतरवासिता काळ छात्र शिक्षकांना भावी आयुष्यासाठी अत्यंत उपयुक्त आहे. संशोधिका शिक्षण प्रशिक्षण महाविद्यालयात शिक्षक प्रशिक्षक असल्याने दरवर्षी आलेल्या अनुभवांचे विमर्षन करून पुढील वर्षासाठी नियोजन केले. नियोजन, कृती, निरीक्षण आणि विमर्षन ही चक्रीय कृती सलग पाच वर्षे सातत्याने राबविली व सहाव्या वर्षाचे नियोजन केलेले आहे.

समस्याविधान :

बी.एड. महाविद्यालयातील छात्र शिक्षकांसाठी आंतरवासितेतून गुणवत्तापूर्ण अनुभव देण्यासाठी विमर्षनातून केलेल्या बदलांच्या परिणामकारकतेचा अभ्यास.

संशोधनाची उद्दिष्टे :

१. बी.एड. अभ्यासक्रमातील आंतरवासिता काळात राबविल्या जाणाऱ्या सर्व उपक्रमांचा अभ्यास करणे.
२. गुणवत्तापूर्ण आंतरवासिता राबविण्यासाठी विमर्षनात्मक कृतिकार्यक्रम विकसित करणे.
३. आंतरवासिता काळासाठी विमर्षनिहाय विकसित तयार केलेल्या कृतिकार्यक्रमाची परिणामकारकता अभ्यासणे.

गृहितके :

१. पुणे विद्यापीठाचे बी.एड. अभ्यासक्रमात आंतरवासिता कार्यक्रम ठेवण्यात आलेला आहे.
२. खाजगी शाळातील बहुतांशी मुख्याध्यापक शाळा देण्यास नकार देतात.

संशोधन पध्दती :

संशोधनासाठी व्यष्टी अभ्यास या पध्दतीची निवड करण्यात आली होती.

चले :

- स्वाश्रयी चले - आंतरवासिता काळासाठीचा कृती आराखडा
आश्रयी चले - आंतरवासिता काळात येणारे अनुभव, अध्यापन, सहशालेय कार्यक्रम, शालेय कामकाज

नमुना निवड :

१. कर्मवीर काकासाहेब वाघ शिक्षणशास्त्र महाविद्यालयातील पाच वर्षापैकी प्रत्येक वर्षी एका गटाची निवड. सरासरी १५ विद्यार्थी.

२. कर्मवीर भाऊसाहेब हिरे विद्यालय, पवननगर या शाळेची आंतरवासिता काळासाठी निवड

साधने :

१. सहभागी निरीक्षण
२. शाळेतील मुख्याध्यापक, पर्यवेक्षक, शिक्षक व विद्यार्थ्यांच्या मुलाखती
३. प्राचार्य, शिक्षक प्रशिक्षक व छात्र शिक्षकांच्या मुलाखती
४. दस्तावेज विश्लेषण
५. संशोधन दैनंदिनी

संशोधन कार्यवाही :

संशोधन कार्यवाही कोष्टक स्वरूपात वर्षनिहाय मांडलेली आहे. त्यात नियोजन, कार्यवाही, निरीक्षण आणि विमर्षण आणि विमर्षनात्मक कृतीतून पुढील वर्षासाठी केलेली कार्यवाही कोष्टक क्र. १ मध्ये देण्यात आलेली आहे.

सर्वसामान्य निष्कर्ष

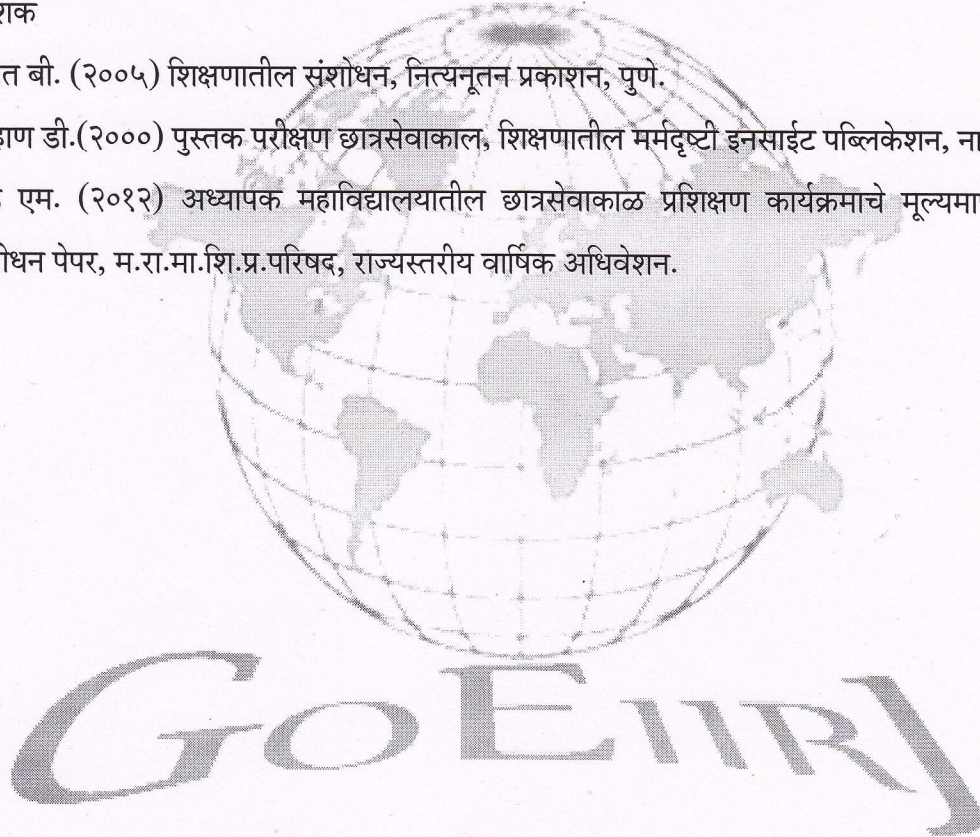
१. बी.एड. छात्र शिक्षकांना आंतरवासितेसाठी शाळा पूर्ण वेळ उपलब्ध करून दिल्यास, त्यांना विविध अनुभव घेणे शक्य होते.
२. शाळेतील शिक्षकांनाही बी. एड. प्राध्यापकांकडून अध्यापक शिक्षणातील नवनवीन प्रवाहांची माहिती मिळते.
३. शिक्षण प्रशिक्षकांना आंतरवासितेपूर्वी शाळेतील कामकाजाचा सखोल अभ्यास करून कार्याचे त्रिमिती कोष्टकानुसार नियोजन केल्यास आंतरवासिता कार्यक्रम परिणामकारक राबविता येतो.
४. छात्रशिक्षकांना त्रिमितीद्वारे सविस्तर नियोजनाची अनुभूती दिल्यामुळे त्यांच्या कामाच्या गुणवत्तेत वाढ होते.
५. आंतरवासितेच्या दरवर्षी केलेल्या कामाचे निरीक्षण आणि विमर्षन केल्यास पुढील वर्षाच्या नियोजनात त्या त्रुटी टाळता येतात. बी. एड. महाविद्यालय आणि शाळा यात एकतानता येते. कार्यात अधिक सुकरता येते.

पुढील संशोधनासाठी दिशा :

१. डी.एड.च्या छात्रशिक्षकांच्या आंतरवासियता काळासाठी कृती कार्यक्रमाची निर्मिती आणि परिणामकारकतेचा अभ्यास
२. बी.एड.च्या छात्रशिक्षकांच्या सराव पाठांच्या काळासाठी कृतीकार्यक्रमाची निर्मिती आणि परिणामकारकतेचा अभ्यास

संदर्भसूची :

१. बर्वे एम. व इतर (२०१०) शैक्षणिक मूल्यमापन, संख्याशास्त्र व कृति संशोधन, पुणे, नित्यनूतन प्रकाशन
२. चव्हाण एस. व इतर (२००८) छात्र सेवाकाळ नासिक इनसाईट पब्लिकेशन
३. जोशी अ. व इतर (२०१०) अध्यापक शिक्षणाचे मूल्यमापन, कुलसचिव, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
४. जोशी अ. (२००३) दूरशिक्षणाद्वारे शिक्षक प्रशिक्षण. कुलसचिव, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
५. पंडीत बी. (२००५) शिक्षणातील संशोधन, नित्यनूतन प्रकाशन, पुणे.
६. चव्हाण डी.(२०००) पुस्तक परीक्षण छात्रसेवाकाल, शिक्षणातील मर्मदृष्टी इनसाईट पब्लिकेशन, नाशिक.
७. पांडे एम. (२०१२) अध्यापक महाविद्यालयातील छात्रसेवाकाळ प्रशिक्षण कार्यक्रमाचे मूल्यमापन १. अभ्यास, संशोधन पेपर, म.रा.मा.शि.प्र.परिषद, राज्यस्तरीय वार्षिक अधिवेशन.



मराठी भाषा आणि साहित्याचे सर्जनशील अध्यापन

प्रा. डॉ. सौ. वेदश्री विजय शिगळे,
सहयोगी प्राध्यापिका,
कर्मवीर शांतारामबापू वावरे महाविद्यालय,
उत्तमनगर, सिडको, नाशिक.

जगातील माणसांना आणि त्यांच्या एकूणच भावविश्वाला बांधून ठेवण्याचे सामर्थ्य हे केवळ साहित्यात आणि त्या त्या समाजसापेक्ष भाषेतच आहे. कारण त्यात वैश्विक जाणीवा असतात. साहित्य नेहमी जनकल्याणाचा विचार करते. माणसामाणसातील दुवा भाषा आणि साहित्य साधत असते. ते समाजातून समाजासाठीच निर्माण झालेले असते. व्यक्ती याच समाजाचा घटक असते. मानुषता हा साहित्याचा आणि भाषेचा सुद्धा धर्म आहे. साहित्य ही एक कला आहे.या कलेची भाषा शब्दांबरोबरच भावभावनांची सुद्धा आहे.म्हणून तिचे अध्यापन मूर्त पातळीवर करण्यासाठी शिक्षकाकडे किंवा प्राध्यापकांकडे अधिक कौशल्य लागते किंवा असलेली कौशल्ये पणास लावण्याचे सामर्थ्य असावे लागते.ते आजमावून पाहणे आणि नसेल तर निर्माण करणे हे या चर्चासत्राचे प्रयोजन आहे. यासाठी आयोजकांचे खरेच आभार मानायला हवेत.

भाषेचे किंवा साहित्याचे अध्यापन ही त्यांच्या निर्मितीइतकीच सर्जनशील प्रक्रिया आहे. काव्याचे रसग्रहण करतांना रसिक हा कवीच्याच भूमिकेवर आरूढ होत असतो. कवीची निर्मितीची असलेली प्रतिभाशक्ती कदाचित या रसिकाकडे नसेल पण आकलन आणि आस्वादन तर त्याच्याकडे आहे. ग्रांथिक मराठीचे अध्यापनातील स्थान आणि महत्व जर आपण लक्षात घेतले तर असे वाटते की, या भाषेत जे विचारांचे, संस्कृतीचे अभिरूचीसंपन्न आणि शाश्वत असे विचारधन जे साटवून ठेवले आहे ते विद्यार्थ्यांपर्यंत पोहोचविण्याची जबाबदारी ही मराठीच्या प्राध्यापकांवर आणि शिक्षकांवर आहे. मराठीचे प्राध्यापक किंवा शिक्षक हे राष्ट्राचे एकमेव आधारस्तंभ आहेत असे नाही पण त्यांच्या अध्यापनाचा प्रभाव आणि प्रेरणा तरूण पिढीला मिळते आणि त्यांची वैशिष्ट्यपूर्ण अशी जडण घडण होते.

आपल्या मराठी भाषेच्या अध्यापनात एक महत्वाचे आहे की आपली मराठी ग्रांथिक भाषा आणि तिची बोली तिच्यापासून फार दूर गेलेली नाही. पदवी स्तरावर होणारं अध्ययन आणि अध्यापन हे पदव्युत्तर अध्ययन आणि अध्यापनाचा पायाच असते. हे अध्ययन जितकं सूत्रपणे होईल त्याचा प्रभाव त्या पिढीच्या अध्ययन आणि अध्यापनावर होत असतो. त्यामुळे मुळात अध्यापकाचाच मराठी विषयाचा आणि साहित्याचा अधिक अभ्यास होणे आवश्यक असते.

शेगावच्या मुरारका महाविद्यालयाचे प्राचार्य राम डोके यांनी मराठीच्या अध्यापनाबद्दल मराठी प्राध्यापकांच्या परिषदेत व्याख्यान देतांना शहरी आणि ग्रामीण भागातील महाविद्यालयात करावा लागणा—या अध्यापनातील आणि मिळणा—या समाधानातील फरक स्पष्ट करतांना म्हटले होते की, 'आपण कितीही म्हटले तरी आज मराठी भाषा आणि साहित्य यांचे मनाजोगे अध्यापन करण्याची परिस्थिती ग्रामीण महाविद्यालयांमध्ये राहिलेली नाही. ही वस्तुस्थिती आहे.' यासंदर्भात काही गोष्टी अनिष्ट घडण्याची कल्पनाही त्यांनी मांडली ज्यांनी इतर व्यवसाय उपलब्ध असतांनाही आवड म्हणून मोठ्या उत्साहानं आणि उमेदीनं आपणहून मराठी भाषेचे प्राध्यापक किंवा शिक्षक होण्याचे ठरविले त्यांना कधी कधी विद्यार्थ्यांची मनःस्थिती, असाहित्यिक वातावरण शिक्षणाची आवड नाही अशी कारणे असल्याने त्यांना वैफल्य येण्याची शक्यता टाळता येत नाही. किंवा काही शिक्षक विद्यार्थ्यांना आवडणा—या इतर गोष्टींमध्ये रस घेवून अध्यापन करू लागतील आणि मग मराठी भाषेच्या आणि साहित्याच्या सर्जनशील अध्यापनापासून ते दूर जातील. कदाचित काही गावात या शिक्षकांकडे सन्मानाने पाहिले जाईल आणि आपल्या सामाजिक आणि सांस्कृतिक जीवनात काही नवे चैतन्य निर्माण होईल या आशेने या शिक्षकांच्या किंवा प्राध्यापकांच्या अध्यापनात ते रस घेतील किंवा आतापर्यंत आपण या ज्ञानाला आणि अशा भाषिक सौंदर्याला किंवा त्यातील साहित्यापासून वंचित राहिलो असे ही वाटण्याची शक्यता आहे. मला असे वाटते की हा दुसरी गोष्टच अधिक घडायला हवी. त्यासाठी अध्यापकाचे अध्यापनही तसेच सर्जनशील असावे लागेल.

अध्यापन हे साध्या नव्हे तर ते एक साधन आहे की ज्यामुळे विद्यार्थ्यांच्या जीवनाची सुंदर जडणघडण करता येते. अध्यापनासाठी अध्यापन ही भूमिका न ठेवता जीवनाला श्रेयस्कर वळण लावणारा , सामान्य जीवनाचे उन्नयन करणारा हा प्रधान मार्ग आहे असे मला वाटते. अध्यापन ही केवळ एकतर्फी प्रक्रिया नाही ती दोघांकडून अस्तित्वात येणे आवश्यक असते. त्यामुळे अशी संवाद प्रक्रिया यशस्वी होण्यासाठी संवाद कौशल्याची आणि प्रभावी भाषेची आवश्यकता असते. अध्यापना शिक्षक आणि विद्यार्थी या दोघांचेही सहकार्य साकार व्हायला हवे. अध्यापनात विद्यार्थी सहभागी झाला पाहिजे. साहित्याच्या अध्यापनात त्याचा सहभाग करण्यासाठी आणि त्याच्यावर संस्कार करण्यासाठी पुढील गोष्टी कराव्यात.

डॉ. सुरेश डोळके म्हणतात तसे आवश्यक असेलली भाषा आणि साहित्य हे मराठीच्या अध्यापनाचे प्रमुख प्रकार आहेत. मराठी नीट बोलता येणे, शुध्द लिहिता येणे, आपले विचार सुसूत्रपणे योग्य व मोजक्या शब्दात मांडता येणे व जीवनात विविध क्षेत्रात वावरतांना मराठी भाषेचा वापर प्रभावीपणे करता येणे हा मराठीच्या अध्यापनाचा प्रधान हेतू आहे. भाषेत शुध्द अशुध्दता कोणी मानत नसले तरी ती लिहितांना शासनानेक ठरवून दिलेले शुध्दलेखनाचे नियम समजावून घेतले पाहिजे आणि समजावून दिले पाहिजेत. मराठी भाषा आणि साहित्याचे अध्यापन हे सामाजिक बांधिलकीच्या दृष्टीने होणे आवश्यक आहेत. प्रत्येक उत्कृष्ट कलाकृती सुध्दा सामाजिक

बांधिलकीच्या उद्देशातूनच निर्माण झालेली असते आणि ती चांगल्या प्रकारचे संस्कार समाजावर करू इच्छिते. कधी त्या कलाकृती मागे धर्माचे अधिष्ठान असते तर कधी ती समाजपरिवर्तनाकडे घेवून जाणारी असते.

‘कोणत्याही काळातील भाषा आणि साहित्य हे जुन्या काळातल्या भाषेवर किंवा साहित्यावर कलम केलेले नसते तर त्या भाषेतून किंवा त्या साहित्यातून तत्कालीन समाजमुखाने विकसित झालेली ती एक समाजव्यवहाराची आदिशक्तीच असते ’बहुजन समाजाच्या आध्यात्मिक उन्नतीसाठी ज्ञानेश्वरांनी ज्ञानेश्वरीची निर्मिती केली. महानुभावपंथाच्या सूत्रपाठ आणि दृष्टांतपाठामागेही हाच हेतू होता. प्रत्येक कालखंडात निर्माण होणा—या ग्रंथांच्या प्रेरणा ह्या त्या कालखंडासापेक्ष आहे. ‘जागृत सामाजिक मन निर्माण करणे ’हा साहित्याचा आत्मा असतो दृ अगदी साहित्य कशाला तर आपली मराठी भाषासुद्धा ही धार्मिक आणि सामाजिक जुलुमाने गांजलेल्या बहुजनसमाजाच्या दडपलेल्या अस्मितेतूनच जन्माला आलेली आहे. हा इतिहास आपल्याला ज्ञात आहे. म्हणून मराठी भाषेच्या आणि साहित्याच्या उत्कृष्ट अध्यापनाची जबाबदारी मराठीच्या शिक्षकावर किंवा प्राध्यापकांवर आहे.

आपण जर एखादी कथा शिकवत असू तर केवळ ती वाचून दाखविणे म्हणजे अध्यापन करणे नाही. ती कथा तर साभिनय वाचावी. म्हणजे शब्दातील आरोह—अवरोह, वाक्यात आलेली विरामचिन्हे तसा आवाजाचा चढउतार करून कथेतील आशय विद्यार्थ्यांपर्यंत पोहोचवावा. नाहीतर शिक्षक किंवा प्राध्यापकाजवळ जर अभिनयाची क्षमता असेल तर त्याने त्या कथेचे नाटयात रूपांतर करून शिकवावे. अगदी रूपांतरीत संहिता लिहून असे नाही. तर त्या त्या संवादानुसार देहबोली सादर करावी. विद्यार्थ्यांना आपण एखादा निबंध शिकवत असाल तर त्यातील वैचारिकता सोदाहरण पटवून द्यावी. त्यांचे समाधान होईपर्यंत तो विचार उदाहरणांनी स्पष्ट करावा किंवा त्या विचारांवर विद्यार्थ्यांमध्ये चर्चा घडवून आणावी. किंवा त्या निबंधात जर अनेकांनी आपापली मते मांडली असल्यास त्या सर्व मतांची मांडणी करणारा परिसंवादही वर्गातल्या वर्गात घडवून आणता येईल. एखादी कविता शिकवायची असल्यास तिला आकृतीरूप, चित्ररूप देता येईल. किंवा आधी तिला सुदरशी चाल देवून मुलांकडून पाठ करून घेता येईल. संगीताची साथ देवून ती सर्वासमोर सादर करवून घेता येईल. ती गाता गातांना सराव होईल तेव्हा तिचा आशय, त्यातील अर्थ, त्याची अभिव्यक्तीबद्दल सांगता येईल. तिच्या आशयातील सौंदर्य पटवून देता येईल.

या अनेक गोष्टी प्राथमिक आणि माध्यमिक स्तरावर करता येतील पण महाविद्यालयीन स्तरावरील विद्यार्थ्यांना समजून देतांना कवितेचा विषय, आशय, शैली, कवितेचा प्रकार, त्यात आलेले काही प्रादेशिक शब्द, या शब्दांचा प्रादेशिक अर्थ, त्या अर्थाचा परिसर आणि परिणती किंवा तो शब्द योजण्यामागचा कवीचे प्रयोजन हे सारं स्पष्ट करावे. त्या काही प्रमाणात शब्दामध्ये दडलेली एकाच वेळी अनेक अर्थ प्रदान करणाऱ्या शब्दशक्तीचा परिचय करून द्यावा आणि शब्दांपलीकडचा सूचक किंवा ध्वन्यर्थ, व्यंगार्थ, उपहासात्मक भाव समजून सांगावा म्हणजे कवितेचा रसास्वाद त्यांना उत्तमरितीने घेता येतो. कवितेतील आशयाची खोली कळते. शब्दांचे आणि शब्दातीत

असलेल आशयसौंदर्य ही त्याच्या लक्षात येते. हे आशय सौंदर्य अधिक स्पष्ट करण्यासाठी अशाय प्रकारची दुसऱ्या कवीची कविता तुलनेसाठी घ्यावी.

कधी कधी आपण आत्मचरित्रातील काही भाग पाठयांश म्हणून शिकवितो. तेव्हा आत्मचरित्राचा वास्तवाशी जवळचा संबंध असतो. तो भूतकाळ उलगडून त्या घटना वर्तमानात सांगणे, त्या घटना घडण्यामागची कारणे, तत्कालीन सामाजिक आणि सांस्कृतिक परिस्थिती स्पष्ट करणे, लेखकाने मांडलेल्या त्याच्या स्वतःच्या आयुष्याचा नवा पट समजावून देणे, म्हणजेच त्या अनुभवांना कलात्मक अनुभवांच्या पातळीवर आणणे हे काम अध्यापकाला आपल्या कौशल्यांच्या साहाय्याने करता येते. ही कलात्मकता अनुभवांबरोबर भाषेतूनही डोकावते ती अध्यापकाने आपल्या अध्यापन शैलीतून सादर करावी. म्हणून भाषेलाही महत्वाचे स्थान आहे, भाषा अनुभवांना बोलकी करणारी असते. अशा प्रकारचे सर्जनशील अध्यापन पदवी आणि पदव्युत्तर स्तरावरील विद्यार्थ्यांसाठी करता येईल. अध्यापन करता करता नव्या दृष्टी अध्यापकाना पेशाव्या लागतात जेणे करून त्या त्यांना पुढील काळात संशोधन करते वेळी उपयोगात येवू शकतात.

सर्जनशील अध्यापनाला अलीकडच्या अभ्यासक्रमात खूप वाव आहे. कारण आज प्रसारणाची आणि सादरीकरणाची अनेक माध्यमे उपलब्ध आहेत. एक महिती तंत्रज्ञान आणि दुसरे जैवतंत्रज्ञान. संगणक साक्षरताआज शिक्षकाची पूर्वीइतकी गरज विद्यार्थ्यांना भासत नाही. कारण आज बाजारात सर्व स्तरावरील विद्यार्थ्यांसाठी रंजन करतील, प्रबोधन करतील आणि त्यांच्या अध्यापनाची गरज भागवू शकतील अशी अनेक सर्जनशील असलेली माध्यमे त्यांच्या सभोवतालीच आहेत. डिजिटल माध्यमे तर मोबाईलच्या रूपाने त्यांच्या खिशातच असतात. मोठ्यांना वापर करता येणार नाही तेवढा वापर आणि त्या तंत्राबद्दलचे ज्ञान प्राथमिक स्तरावरील विद्यार्थ्यांपासून ते महाविद्यालयीन विद्यार्थ्यांना आहे. अत्यंत आवश्यक असा जोडीदार हा मोबाईल झाला आहे.

अलीकडे उच्चशिक्षणाचा दर्जा खालावला आहे त्यामुळे आजचा विद्यार्थी आपल्या ध्येयापासून दूर होतो आहे अशी ओरड चालू आहे. त्याच्या मनात शिक्षणाविषयी एक प्रकारचा असंतोष असल्याचे जाणवते असेही म्हटले जाते. आजच्या काळात विद्वानाला पूर्वीइतका सन्मान मिळत नाही किंवा शिक्षकाना पूर्वीइतकी प्रतिष्ठाही राहिली नाही असेही म्हणतात. याची काही कारणे अध्यापकात आहेत, काही विद्यार्थ्यांत आहेत तर काही त्याच्या सभोवताली असलेल्या परिस्थितीतही आढळतात. त्यातील हे ही एक कारण असू शकते की, अलीकडे शैक्षणिक क्षेत्रात अशैक्षणिक घटकांचा हस्तक्षेप वाढला आहे आणि तो दिवसेंदिवस वाढतच जाणार आहे. राजकीय पुढा—यांचे विद्यार्थ्यांशी असलेले हितसंबंध , त्यांचा शाळा आणि महाविद्यालयात वाढलेला हस्तक्षेप, विद्यार्थ्यांची शिक्षणाबद्दलची वाढत चाललेली अरूची, शिक्षण ग्रहण करण्याची विद्यार्थ्यांची बौद्धिक व शारीरिक अपात्रता हे ही कारणे सांगितली जातात. तरी ही बुद्धी आणि भावना यांना चालना देवून संस्कारक्षमता कायम राखणारे प्रभावी

माध्यम म्हणजे वाचन. या वाचनाची सवय लावणे आवश्यक आहे.ही वाचनाची सवय सर्जनशील अध्यापनाला गती देणारी असते.

भाषा आणि साहित्य ही शतकानुशतके प्रवाहित राहणारी आणि सभोवतालच्या लोकसंस्कृतीचे पिढ्यानपिढ्या पोषण करणारी एक जीवनगंगा आहे. समाजाचे सांस्कृतिक धन सदैव साठवित जनसमाजाचे पोषण अध्यापनातून करणे हे शिक्षकाचे आणि प्राध्यापकांचे महत्वपूर्ण कार्य आहे नव्हे त्यावर त्यांची निष्ठा असली पाहिजे.

संदर्भ :

१. मराठीच्या अध्यापनाची सूत्रे – संपा. डॉ. राजेंद्र दर्डा
२. राजभाषा मराठी आणि व्यावहारिक मराठी – श्री सदानंद नाईक
३. महाराष्ट्र आणि मराठी भाषा – डॉ. गं. ना. जोगळेकर
४. साहित्य आस्वाद आणि अनुभव – डॉ. द. ता. भोसले
५. साहित्याचे सामाजिक आणि सांस्कृतिक अनुबंध – डॉ. म. सु. पाटील



GOEIIRJ

REFLECTIVE TEACHING

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Introduction :

Reflective practice is "the capacity to reflect on action so as to engage in a process of continuous learning"[1]. It involves "paying critical attention to the practical values and theories which leads to developmental insight"[2].

It can be an important tool in practice-based professional learning settings where individuals learn from their own professional experiences, rather than from formal teaching or knowledge transfer. It is most important source of personal professional development and improvement. What is important about reflection throughout our practice is that we are not just looking back on past actions and events, but rather we are taking a conscious look at the emotions, experiences, actions, and responses. These add in our existing knowledge base to draw out new knowledge, meaning and have a higher level of understanding. In particular, teachers have a tremendous development opportunity if they engage in reflective practice.

History and background :

Donald Schon in 1983 introduces concept of 'reflection on action' and 'reflection in-action' where professionals meet the challenges of their work with a kind of improvisation learned in practice. He argued that any organisation or community must learn in order to continue to develop and change, and to avoid threatening its basic functions. He introduced the idea of professionals becoming reflective practitioners.

Boud *et al* state that "Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. Working with experience is important in learning" [3]. Reflective Practice has been recognised in many teaching and learning scenarios. Also in recent years 'blogging' has been emerged as another form of reflection on experience in a technological age [4]. For the last 30 years, there has been a growing literature and focus around experiential learning and the development and application of Reflective Practice.

Reflective teaching : Exploring Classroom Practice

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

Why it is important :

Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that "My lesson went well" or "My students didn't seem to understand" or "My students were so badly behaved today." However, without more time spent focussing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. Reflective teaching therefore implies a more systematic process of collecting, recording and analysing our thoughts and observations, as well as those of our students, and then going on to making changes. If a lesson went well we can describe it and think about why it was successful. If the students didn't understand a language point we introduced we need to think about what we did and why it may have been unclear. If students are misbehaving - what were they doing, when and why?

Beginning the process of reflection :

You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students or to look at a feature of your teaching - for example how you deal with incidents of misbehaviour or how you can encourage your students to speak more English in class. The first step is to gather information about what happens in the class. Here are some different ways of doing this.

Teacher diary :

This is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

Peer observation :

Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

Recording lessons :

Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see. Audio recordings can be useful for considering aspects of teacher talk. How much do you talk? What about? Are instructions and explanations clear? How much time do you allocate to student talk? How do you respond to student talk? Video recordings can be useful in showing you aspects of your own behaviour. Where do you stand? Who do you speak to? How do you come across to the students?

Student feedback :

You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

What to do next -

Once you have some information recorded about what goes on in your classroom, what do you do?

Think -

You may have noticed patterns occurring in your teaching through your observation. You may also have noticed things that you were previously unaware of. You may have been surprised by some of your students' feedback. You may already have ideas for changes to implement.

Talk -

Just by talking about what you have discovered - to a supportive colleague or even a friend - you may be able to come up with some ideas for how to do things differently. If you have colleagues who also wish to develop their teaching using reflection as a tool, you can meet to discuss issues. Discussion can be based around scenarios from your own classes. Using a list of statements about teaching beliefs, you can discuss which ones you agree or disagree with, and which ones are

reflected in your own teaching giving evidence from your self-observation.

Read -

You may decide that you need to find out more about a certain area. There are plenty of websites for teachers of English now where you can find useful teaching ideas, or more academic articles. There are also magazines for teachers where you can find articles on a wide range of topics. Or if you have access to a library or bookshop, there are plenty of books for English language teachers.

Ask -

Pose questions to websites or magazines to get ideas from other teachers. Or if you have a local teachers' association or other opportunities for in-service training, ask for a session on an area that interests you.

Conclusion :

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again. What are you doing? Why are you doing it? How effective is it? How are the students responding? How can you do it better? As a result of your reflection you may decide to do something in a different way, or you may just decide that what you are doing is the best way. And that is what professional development is all about.

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THE STUDY OF REFLECTIVE THINKING OF THE B.ED. STUDENTS

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Introduction -

The aim of education is all round and balance development of a student. To achieve the same aim we need developed teachers. For the mental, emotional, social and intellectual development of the teacher's pre service education should be more qualitative. Thinking is one of the important aspect of teaching –learning process ability to learn and solve the problems depend upon the ability to think correctly it helps us in adjustment and it is necessary for a successful living. Reflective thinking is a higher form of thinking.

REFLECTIVE THINKING :

1. It aims at solving complex problems.
2. Reorganization of relevant experiences.
3. Does not involve mechanical trial and error efforts
4. Use of logical thinking.

STATEMENT OF THE PROBLEM :

To study the reflective thinking of the B.Ed. students of Motiwala college of Educational science.

OBJECTIVES :

1. To find out the reflective thinking of the B.Ed. students.
2. To find out the influence of age on the thinking process of the B.Ed. Students.
3. To find out the status of reflective Teaching.

OPERATIONAL DEFINATIONS :

1. **Reflective Thinking** - It is the higher form of thinking .It aims at Reorganization of all relevant experiences. Finding of new ways of reacting to a Situation.

ASSUMPTIONS :

1. Reflective thinking is important for Reflective Teaching.
2. Development of New Teaching Skills are possible with the development of reflective thinking.

METHODOLOGY :**1. Preparation of tools**

Questions were framed to get the ideas of Sequential, logical thinking and Reflective thinking of the B.E.D. Students. Their Use of Reflective thinking while solving the questions has been seen.

2. Method of Sampling**Random Sampling Method**

3. Sample - 50% students selected as a sample of study i.e. 45 students of the college of Motiwala college of educational sciences, Nasik

4. Analysis -

After analyzing a sample it is found that all the selected students are of the age group of 25 to 30 years Responses of the students analyzed as per the questions given Total 5 questions has been given to them which were open ended and which required reflective thinking. The aim of the study was to fine out the thought process of the B.Ed. students.

As per the majority responses and unique way of thinking the level of thinking process decided.

Total students	Common Responses	Reflective thinking
45	25 students	20students

Sr. No	Details of thought process	Reflective thinking
1	55% students have given common and simple responses	Absent
2	44% students have reflective thinking	Presents

Conclusion :

From the interpretation and findings, researches has arrived on the Following conclusions.

- 1) Above table shows that 56% students use reflective thinking
- 2) There is no age wise difference in case of reflective thinking.
- 3) 44% students use lower order thinking process.

References :

- 1) Mangal, S.K. Advanced Educational Psychology
- 2) Teacher Education Browser
- 3) [Http://www.freerangeproduction.com/reflective%20Teaching. pdf.](http://www.freerangeproduction.com/reflective%20Teaching.pdf)

REFLECTIVE TEACHING

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Abstract :

Craft Model and Expert Model are two dominating models of teacher education. Although expert model

Has slowly replaced craft model. it totally ignores practical knowledge of experienced teacher. Hence reflective practitioner model has emerged as an alternative to expert model.

Reflection upon past experiences is the soul of this model and the outcome of the same is the reflective teaching. Some of training teaching of the reflective teaching include writing, journal-keeping, case-studies, feedback tools, electronic instruments, discussion forums, contract plan, reflective teaching and soon. The process involved in reflective teaching occur at three stages, viz, technical rationality, practical action and critical reflection. It is quite evident from these stages that reflective teaching model is more congruent with in-service teacher education organized through distance mode.

प्रास्ताविक : (Introduction)

भारतातील आधुनिक पशिक्षणाची सुरुवात होउन शंभर वर्षाहून अधिक काळ लोटलेला आहे. शिक्षक प्रशिक्षणाचे प्रतिमान सुरुवातीपासून चालत आलेले आहे. त्याचे नेमते स्वरूप काय आहे, याचा जाणीवपूर्वक विचार मात्र फारसा झालेला नाही. शिक्षक प्रशिक्षणाचा या प्रतिमानाच्या अलीकडे विचार सुरू झालेला आहे, त्या संदर्भात प्रचलित शिक्षक प्रशिक्षणाचा पुनर्विचार करण्याची वेळ मात्र आता आलेली आहे.

(Meaning and Defination)

जुन्या अनुभवातील परस्पर संबंध म्हणजे विमर्षी विचार असे थोडक्यात म्हणता येईल. एखादया गोष्टीचा एकत्म जो अनुभव येतो तो विद्यार्थी चिंतनामुळेच. “स्वतःतील उणिवांचा शोध घेउन त्या उणिवा व आपल्यासमोरील समस्या सोडविण्यासाठीचा चिंतरपर विचार विमर्षणामुळेच होतो. बाउड के व वॉकर (Boud Keogh and Walkar, 1985 – p.19) (Villar L. M. 1994 P.6215 वरून उद्धृत) यांच्या मते, विमर्ष ही एक महत्वपूर्ण अशी मानीव कृती आहे. हया कृतीत व्यक्ती पूर्वानुभवावर काळजीपूर्वक व दीर्घकाळ विचार करते, त्याचे मूल्यमापन करते. अनुभवसंबंधीचा हा

विचार अध्ययनाच्याबाबतीत देखील महत्वाचा असतो आणि ह्या विचार क्षमतेनुसार व्यक्ती विमर्षणाच्या वेगवेगळ्या पातळीवर असू शकतात. अनुभवातून शिकणाऱ्या व्यक्तीचे विमर्षण हे खास वैशिष्ट्य आहे.

विमर्षी विचारांचे वेगळेपण :

विचारांच्या प्रकारातील अवबोधात्मक विचार सर्वसामान्यपणे लहान मुले, प्राणी व गणटी माणसे यांच्यामध्ये प्रामुख्याने आढळून येतो. या विचाराला अवबोध हा आधार असतो. संकल्पनत्मक विचाराची सुरवात ही अवबोधात्मक म्हणजे मूर्त गोष्टींच्या सान्निध्ये होते. या विचारात आपले जुने अनुभव जागृत करतात. हे एक प्रकारचे विमर्षी चिंतन असले तरी त्यातील अनुभव विमर्षी चिंतनाप्रमाणे सुसंगत असत नाहीत. अनक अनुभवातील तुकडे, कल्पना, इत्यादी एकत्र करण्यात बराच वेळ जातो व एकदम प्रश्नाचे उत्तर सापडते. ही अंतर्दृष्टी म्हणजे सर्जनशील विचार होय. ह्या सर्व विचारापेक्षा विमर्षी विचार हे वेगळे आहेत. या विचारात उद्दिष्टे व जुने अनुभव किंवा संबंधित अनुभवांची जुळणी करून त्यातील परस्पर संबंध समजणे म्हणजे विमर्षी विचार होय. यात प्रयत्न प्रमाद पध्दती प्रमाणे निरनिराळे पर्याय शोधण्याची गरज नसते, तर विचारात तार्किकता असते. या विचारात एकात्म असा अनुभव प्राप्त होतो. म्हणून ही विचारप्रक्रिया इतर तिन्ही विचारप्रक्रियेपेक्षा वेगळी नसून यामध्ये अवबोधात्मक विचार, संकलनात्मक विचार आणि सर्जनात्मक विचार या तिन्ही विचारांचा आणि परिस्थितीचा साकल्यपूर्ण विचार केला जातो. ही प्रक्रिया आकृती क्र.७.१ वरून लक्षात येईल.

विमर्षातील अध्यापनासाठी काही प्रशिक्षण तंत्रे :

विमर्षशील अध्यापक घडवण्याच्या दृष्टीने काही प्रशिक्षण तंत्रांचा थोडक्यात मागोवा घेता येईल.

१. लेखन :

छात्राध्यापकांना त्यांच्या विचारप्रक्रियांची वेळोवेळी नोंद करण्यास सांगितली जाते. त्यामुळे ते कशा प्रकारे अध्ययन—अध्यापनाचा विचार करतात याचे विचार करता येते.

२. पत्रिका पालन :

हे तंत्र दैनंदिनी लेखनासारखेच आहे. मात्र यात शिक्षक, काही विशिष्ट कृती करतांना घडणाऱ्या विचारप्रक्रियेची सविस्तर नोंद दिलेल्या पत्रिकेत करतो. विशेषतः पाठनियोजनाच्या काळातील विचार प्रक्रिया अशा रितीने नोंदवून ठेवणे सहज शक्य होते. कोणत्या विशिष्ट अध्यापन

कृती त्यांनी का निवडली व प्रत्यक्ष पाठ झाल्यावर केलेल्या पाठनियोजनाबाबतीत काय वाटते ? इत्यादी नोंदी छात्राध्यापक करतात. छात्राध्यापकांनी केलेल्या नोंदींचे पुढे विश्लेषण करतो येते. शिवाय नोंदीच्या आधारे विचारप्रक्रियेबद्दल छात्राध्यपकांशी चर्चा करता येते. यातून शिक्षक विचारप्रक्रियेचे स्वरूप स्पष्ट होते. जोशी अ. न. १९९

३. व्यक्ती अभ्यास :

शिक्षकांना शाळा,वर्ग,विद्यार्थी या संदर्भात व्यक्ती अभ्यास हाती घेण्यास सांगितले जाते. त्या दृष्टीने ती माहिती गोळा करतात.

४. प्रत्याभरणसाठी साधने :

छात्राध्यापकांच्या विमर्षणाविषयीच्या शोध घेण्यासाठी वेगवेगळ्या कसोट्या, शोधिका दिल्या जातात.

५. इलेक्ट्रॉनिक साधनांचा वापर :

अध्यापनाचे दृक—श्राव्य किंवा श्राव्य फितीवर रेकॉर्डिंग केले जाते आणि त्यांच्या अध्यापनाचे विश्लेषण, घडलेल्या घटना, अडचणी आणि भावनिक स्थितीचा अभ्यास केला जातो.

६. विचारमंच :

शिक्षण, अध्ययन, अध्यापन, शिक्षण, शिक्षक विद्यार्थी याविषयीच्या छात्राध्यापकांच्या स्वतःच्या कल्पना व स्वीकारलेल्या उपपत्ती मांडण्याची संधी दिली जाते आणि ती प्रत्यक्ष कृतीत किती उतरते, किती नाही याचा विचार करावयास लावले जाते.

७. अभिरूप पध्दतीचा उपयोग :

यात अनेक तंत्रे येतात. उदाहरणार्थ अध्यापनकार्य चाचणी, करार योजना, चिंतनपूर्वक अध्यापन.

अ. अध्यापन कार्य चाचणी:

हे तंत्र प्रामुख्याने छात्राध्यापकांच्या अध्यापन क्षमतेचे मूल्यमापन करण्याचे तंत्र आहे. तथापि, या तंत्रामुळे अध्यापन कार्य व त्याची प्रत्यक्ष निष्पत्ती म्हणजे विद्यार्थ्यांचे अध्ययन यातील परस्पर संबंध स्पष्ट होत असल्याने प्रशिक्षणाच्या दृष्टीनेही त्याला महत्वपूर्ण स्थान आहे. दोन किंवा अधिक शिक्षक किंवा छात्राध्यापकांच्या अध्यापन क्षमतेची व परिणामकारकतेची तुलना करण्यासाठी अध्यापन कार्य चाचणीचा प्रथम उपयोग करण्यात आला. या चाचणीत एकापेक्षा अधिक शिक्षक किंवा छात्राध्यापकांना एकत्र साहित्य संच देण्यात येतो. हा संच पूर्णतः अपरिचीत घटकावर असतो.

उदाहरणार्थ, फ्रान्समधील पूर्णतः अपरिचित अशा खेड्याची भौगोलिक, एतिहासिक माहिती वैगेरे.

त्या घटकाची सर्व माहिती नकाशे, चित्रे संचात असतात. त्याचा शिक्षक अभ्यास करू शकतात. पाठाची उद्दिष्टे पूर्वनिश्चित असतात व त्यांचे मूल्यमापन करण्यास चाचणी तयार केलेली असते. पाठाची उद्दिष्टे समोर ठेवून दिलेल्या संचाच्या अभ्यासातून शिक्षकांनी त्यांस हवे त्या रितीचे पाठ नियोजन व तयारी करवयाची असते. एकाच मोठ्या जन संख्येतून यादृच्छिक पध्दतीने विद्यार्थ्यांचे मर्यादित संख्येचे चाचणीसाठी दिले जातात. या दृच्छिक नमुना पध्दतीमुळे सर्व नमुने समान क्षमतेचे असतात. अध्यापनासाठी दिलेला वेळही सारखाच असतो. शिक्षकांचे अध्यापन झाल्यावर सर्व विद्यार्थ्यांना चाचणी दिली जाते. चाचणीच्या गुणांकवरून परिणामकारक शिक्षण कोणते हे ठरविता येते. जेव्हा बहुतांशी घटक यशस्वीरित्या नियंत्रित केलेले असतात, तेव्हा काही शिक्षक इतरांपेक्षा अधिक परिणामकारक ठरल्याचे दिसते. त्यांच्या शिकवण्याच्या यशाचे गमक ठरविणे, अभ्यासणे हे अध्यापन कार्य चाचणीने शक्य होते. प्रशिक्षण काळात एक—दोन पाठ या तंत्रानुसार घेणे सहज शक्य आहे. शिवाय अंतिम पाठ परिक्षादेखील या तंत्राने घेता येईल. जोशी अनंत १९९२

आ. करार योजना :

हे तंत्र देखील शिक्षकांच्या मूल्यमापनासाठी प्रथमतः विकसित करण्यात आले. हे तंत्र शिक्षक छात्राध्यापक व त्यांचे पर्यावेक्षक या दोघांत झालेल्या करारावर आधारित आहे. शिक्षकास एक विशिष्ट वर्ग दिला जातो. त्या वर्गाचा शिक्षकपूर्ण परिचय करून घेतो. पूर्व ज्ञानाचा, क्षमतेचा अभ्यास करतो. यानंतर शिक्षक स्वतः घटक निवडू शकतो. त्या घटकांची उद्दिष्टे निश्चित करतो. पाठाची उद्दिष्टे साध्य झाली आहेत की नाहीत, याचा पुरावा गोळा करण्यासाठी चाचणी तयार केली जाते. एका विशिष्ट कालखंडात, निवडलेल्या घटकाचे अध्यापन केले असता विद्यार्थी चाचणीवर किती प्रावीण्य दर्शवतील यासंबंधी पर्यावेक्षक व शिक्षक यात करार होतो. यानंतर प्रत्यक्ष अध्ययन झाल्यावर शिक्षक करारानुसार यश संपादन करू शकला की नाही, हे पाहिले जाते. शिक्षकाचे यातून मूल्यमापन होत असले तरी त्याबरोबर अध्यापन प्रक्रिया व त्याचा यशाअपयशाशी असलेला संबंध शिक्षकाला या तंत्राने स्पष्ट होण्यास मदत होते. — जोशी अनंत १९९२

इ. चिंतनपूर्ण अध्यापन :

अध्यापन कार्य चाचणी व करार योजना यासारख्या अध्यापन मूल्यमापनासाठी विकसित केलेल्या तंत्राकडून प्रेरणा घेवून चिंतनपूर्ण अध्यापन हे प्रशिक्षण तंत्र तयार झालेले आहे. चिंतनपूर्ण

अध्यापनाची व्याख्या स्पर्धात्मक सांगाती किंवा अभिरूप अध्यापन अशी केली जाते.

समारोप :

तथागत गौतमबुध्द आपल्या भिक्षूसंघास उपदेश करताना नेहमी म्हणत की, 'मी जे सांगतो ते प्रत्यक्ष तुम्हांला अनुभवास आले तरच स्वीकारा. काही नियम कलपरत्वे कालबाहय ठरतात. त्यामुळे अनुभवावर आधारित सिध्दांतच जीवनात उपयोगी पडतात.' दूरशिक्षणातील छात्राध्यापकांलाही अनुभवाचे भक्कम अधिष्ठान असते. तसेच ते आपल्या सिध्दांताचे उपयोजन ही क्षेत्रामध्ये तत्काळ करू शकतात. त्याच्या मर्यादा व त्रुटी पडताळून पाहू शकतात. या पार्श्वभूमीवर गौतम बुध्दाचा उपदेश त्यांना खचितच उपयुक्त ठरेल आणि विमर्षी अध्यापनात त्यास चालना मिळू शकेल. त्याचबरोबर स्वनिर्देशन हे दूरशिक्षण घेणाऱ्या विद्यार्थ्यांबाबत एक मूलतत्त्व आहे. त्याला स्वतःची शिकवण्याबाबतची तीव्र प्रेरणा असल्यामुळे ' विमर्षी अध्यापक प्रतिमान' हे दूरशिक्षणासाठी अत्यंत उपयुक्त प्रतिमान ठरू शकेल.

GOEIIRJ

REFLECTIVE TEACHING – LEARNING PROCESS

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Most teachers develop their classroom skills fairly early in their teaching careers. Teachers entering the profession may find their initial teaching efforts stressful, but with experience they acquire a repertoire of teaching strategies that they draw on throughout their teaching. The particular configuration of strategies a teacher uses, constitutes his or her “teaching style”. While a teacher’s style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher’s professional growth. How can teachers move beyond the level of automatic or reutilized responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decisions? One way of doing this is through observing and reflecting on one’s own teaching, and using observation and reflection as a way of bringing about change. This approach to teaching can be described as “Reflective Teaching”.

According to John Dewey, “The process of reflection for teachers begin when they experience a difficulty, troublesome event, or experience that cannot be immediately resolved. Reflection commences when one inquires into his or her experience and relevant knowledge to find meaning in his or her beliefs. It has the potential to enable teachers to direct their activities with foresight and to plan according to ends-in-view.”

Thus Reflective teaching is a non-linear approach to create an effective and appropriate environment for teaching. It is based on ecology of particular environment (children, school facility, school location, class size etc)

Reflective thinking is the process of making informed and logical decisions on educational matters, then assessing the consequences of those decisions.

An Invariant Teacher is one who uses one approach in all teaching situations regardless of the class/school characteristics.

A teacher may consider some other questions as -

1. Do I engage in self-appraisal and critical evaluation of my work?
2. Do I engage in professional development?

3. Do I engage professionally with other members of staff?
4. Do I keep up to date with relevant aspects of my subject or phase?
5. Am I open to the possibilities of change and innovation?

If the answers to the above tend to be yes, then you have already begun the pathway to becoming a reflective teacher.

Here is Check list for using reflection to learn how to teach -

- Do you always find time to reflect on your lessons?
- Do you consider what went right as well as what went less well?
- Do you ask yourself ‘why did it go like that?’ and try to establish sound learning points that you can apply in future teaching?
- Do you deliberately try to learn from one lesson how to improve the next?
- Do you manage to avoid too much blaming of students, and of yourself?
- Do you seek out opportunities to talk about your teaching with those that might help?
- Thus finally we may define a Reflective Teacher as one who can design and implement an effective educational program by adapting his or her teaching skills and techniques to the specific school situation.

Six Variables That Influence Effective Teaching :

1. Values of the teacher
2. Class size
3. Number of class sessions per week
4. Facilities and equipment
5. Student behavior

Reflection or “critical reflection”, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

Why it is important –

Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that "My lesson went well" or "My students didn't seem to understand" or "My students were so badly behaved today."

However, without more time spent focusing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes.

- If the students didn't understand a point we introduced, we need to think about what we did and why it may have been unclear.
- Beginning the process of reflection You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students or to look at a feature of your teaching - for example how you deal with incidents of misbehavior and etc.
- The first step is to gather information about what happens in the class. Here are some different ways of doing this.

Teacher diary –

This is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. Diary writing does require a certain discipline. Here are some suggestions for areas to focus on to help you start your diary

Peers observation - Invite a colleague to come into your class to collect information about your lesson.

Recording lessons - Video or audio recordings of lessons can provide very useful information for reflection. Audio recordings can be useful for considering aspects of teacher talk. Video recordings can be useful in showing you aspects of your own behavior

Student feedback - You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

Think

You may have noticed patterns occurring in your teaching through your observation. You may also have noticed things that you were previously unaware of. You may have been surprised by some of your students' feedback. You may already have ideas for changes to implement.

Talk

Just by talking about what you have discovered - to a supportive colleague or even a friend - you may be able to come up with some ideas for how to do things differently. If you have colleagues who also wish to develop their teaching using reflection as a tool, you can meet to discuss issues. Discussion can be based around scenarios from your own classes. Using a list of statements about teaching beliefs (for example, pair work is a valuable activity in the language class or lexis is more important than grammar) you can discuss which ones you agree or disagree with, and which ones are reflected in your own teaching giving evidence from your self-observation.

Read

You may decide that you need to find out more about a certain area. There are plenty of websites for teachers of English now where you can find useful teaching ideas, or more academic articles. There are also magazines for teachers where you can find articles on a wide range of topics. Or if you have access to a library or bookshop, there are plenty of books for English language teachers.

Ask

Pose questions to websites or magazines to get ideas from other teachers. Or if you have a local teachers' association or other opportunities for in-service training, ask for a session on an area that interests you. Are you able to give yourself a 'medal and a mission' after each lesson however well or badly it went?

Benefits of reflective teaching and conclusion –

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of teacher ideals, beneficial challenges to tradition, the recognition teaching as artistry and respect for diversity in applying theory to classroom practice. Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection and continuous professional growth. Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice,

teachers can improve their effectiveness in a classroom.

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again. As a result of your reflection you may decide to do something in a different way, or you may just decide that what you are doing is the best way. A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

