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Principal's Message...

It gives me great pleasure to discuss and share my views with you on the occasion of an international E conference organised by our college on theme "Challenges before the higher education in 21st-century ."

Our college is one of the reputed teacher education institutions in Maharashtra run by Rayat Shikshan Sanstha ,Satara founded by Great visionary and social reformer Padma Bhushan Dr Karmveer Bhaurao Patil In 1919 .He devoted all his life for education of poor, downtrodden and deprived class people. We feel very proud to announce that we have celebrated centenary year of Rayat Shikshan Sanstha in 2019. For celebrating centinary year of our mothers institution We have decided to organise conference on 'Challenges before higher education in 21st century'.

Our Sanstha has more than 650 secondary schools, Ashramshala's and hostels ,43 higher education institutions ,8 D.Ed Colleges ,more than 4,00,000 students and more than 15,000 employees contributing in Maharashtra and Karnataka states .

Our college was established in 1955 by our founder Padmabhushan Dr. Karmveer Bhaurao Patil for preparing skilful , research oriented, socially committed teachers competent to work at rural areas. We have trained thousands of skilful and socially committed teachers working all over Maharashtra as teachers and officers on eminent posts since last 65 years . We are committed to quality education. Our mother institution always supported us for various academic and research activities. I am very thankful to authorities and management of Rayat for continuous support and inspiration.

I am very thankful to our college development committee members and internal quality assurance cell members for their strong support .

I congratulate Dr K.R .More ,Co-ordinator of the international conference, Dr A.S Gagare , Co-coordinator , Dr A.B.Patil (Editor),organising committee members and all staff members for bringing up the idea of international conference during this challenging Covid pandemic situation .

I am very thankful to Hon. Professor Sudhakar Venu(Keynote Speaker), Dr Ishan Arya and Dr Megha Uplane(Resource Persons) for their valuable guidance . Thanks to all delegates for bringing this conference into success.

Dr Vandana Nalawade
Principal,
Azad College of Education,
Satara

Editorial ...

It is a matter of immense pleasure and opportunity for us to publish the research papers presented during the One Day International E-Conference on 'Challenges before Higher Education In 21st Century' held on 19th Sept., 2020 during the period of the Global Pandemic of Covid-19.

In India, the higher education system has grown in a significant way after independence, to become one of the largest systems of its kind in the world. We now live in a more and more diverse, globalized, and complex, media-saturated society. Despite of that, the education system has many challenges at present. These challenges are important before the country, in order to use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. At present, there is a vast need to analyze critically our higher education system and to measure for making India knowledge based democratic and wisdom society.

The Key Note Address was delivered by Prof. Dr. Sudhakar Venu, Professor of Education and Dean, English and Foreign Language University, Hydrabad, India. The first session was addressed by Prof. Eshan Arya, Sessional Lecturer with La Trobe University, Melbourne Polytechnic Chisholm Institute and Monash University, Australia. The second session was addressed by Prof. Dr. Mrs. Megha Uplane, HOD, Dept. of Education and Extension, Savitribai Phule Pune University ,Pune. All the sessions were conducted on a Digital Platform and followed by intellectual discussion on the sessional topic. All the legendary resource persons elaborated in detail to satisfy the queries in the minds of delegates regarding the challenges before higher education in 21st century.

It is great pleasure that we got overwhelming response to the call for papers and received 129 papers from the various universities and parts of the country as well as abroad. These papers covered sub-themes of the conference in English, Hindi and Marathi languages. We appreciate their valuable and intellectual support. I congratulate all professors, teachers, researchers and students and also sincerely thank them for sending their research papers.

We are thankful to all the Resource Persons, Academicians, Delegates and Research Scholars who contributed to the success of this International E-Conference.

We are grateful to Hon. Sharadchandraji Pawar, President, Rayat Shikshan Sanstha, Satara,, Hon. Dr. Anil Patil , Chairman, Rayat Shikshan Sanstha, Satara, Secretary, Joint Secretary, Auditor, Rayat Shikshan Sanstha, Satara, and all CDC members of the college to encourage for International E-Conference. I am also thankful to Prin. Dr. Mrs. Vandana Nalawade for the constant support for International E-Conference. I sincerely appreciate to teaching and nonteaching staff, alumni, students, and all well wishers for their kind co-operation.

Dr. Ajaykumar B. Patil

Dr. Keshav R. More

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1

National Education Policy-2020: A New and Forward-looking Vision for Indian Higher Education System

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Abstract –Education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for gainful, fulfilling employment as well as entrepreneurship and thus leading to the holistic development of an individual through Education. The National Education Policy document unveiled in July 2020, indicating large-scale significant and transformational reforms in the Indian Education system. National Education Policy-2020 is the third education policy of India.

National Education Policy-2020 is the first education policy of the 21st century and aims to address many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

Higher education plays extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - *a democratic, just, socially conscious, cultured* and *humane nation upholding liberty, equality, fraternity*and *justice* for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for *Higher Education*.

Hence, present paper is an attempt to presenta new and forward-looking vision for Indian Higher Education System as elaborated in National Education Policy-2020 document.

Key words –National Education Policy-2020, Higher Education.

Introduction –

National Education Policy is a comprehensive framework to guide the development of Education in the country. National Education Policy-2020 is the third education policy of India.

As stated in the National Education Policy-2020 document, 'Education is fundamental for achieving full human potential, developing an equitable society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world. India will have the highest population of young people in the world over the next decade and our ability to provide high-quality educational opportunities to them will determine the future of our country.'

National Education Policy-2020 is the education policy of the 21st century and aims to address many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education. This National Education Policy *envisions*– 'an education system rooted in Indian ethos that contributes directly to transforming India,

that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all and thereby making India a global knowledge super-power.'

The world is undergoing rapid changes in the knowledge landscape. With scientific and technological advances, such as the rise of big data, machine learning and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving Mathematics , Computer Science and Data Science, in conjunction with *multidisciplinary* abilities across the Sciences, Social Sciences and Humanities will be increasingly in greater demand. Education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for gainful, fulfilling employment as well as entrepreneurship and thus leading to the *holistic* development of an individual through Education.

National Education Policies in India –

In India, *National Education Policy - NEP* is a comprehensive framework to guide the development of education in the country. India has had three *Education Policies* till now. The need for a policy was first felt in 1964. The same year, a seventeen-member Education Commission, headed by the then UGC Chairperson Dr. D. S. Kothari, was constituted to draft a national and co-ordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968.

The first came in 1968 and the second in 1986, under the Prime Ministership of Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P. V. Narasimha Rao was Prime Minister. The third NEP released in July 2020 under the Prime Ministership of Narendra Modi.

Highlights of National Education Policy-2020 –

The National Education Policy-2020 has brought a shift in the focus of Indian education from traditional rote learning to a *multi-disciplinary research-based learning* which values understanding. For this, the government has introduced extensive changes at all education levels. Here are some of the highlights as per the education levels –

School Education -

(1)	(2)	(3)	(4)	(5)
Focus on a revision of the curriculum and easier methods of assessment including board exams.	Division of schooling years into a design which suggests 5+3+3+4 system.	Pre-school education under the ambit of formal schooling system and has extended mid-day meal program for the pre-school students.	Given away with the *stream system* and would now allow students to take subjects as they like, without conforming to a particular disciplinary section.	Enabling students up to fifth grade to study in their regional languages.

College/University Education –

Focus on *multi-disciplinarity* and research orientation in academics at higher education level.	Aim to change the gross enrolment ratio and increase it to 50% by 2035.	Under-graduate degree would be changed to 3- or 4-years duration with multiple entry and exit options.
Capacity of the Universities would transform to Research Based universities, teaching based universities and autonomous degree granting colleges.		Masters degrees have been encouraged to be research intensive.
1.A centralized university entrance test would be conducted for admission into higher education institutions. However, government has kept this as optional.		
1.Academic Bank of Credit would be set up which would digitally to record the academic credits earned by student from various institutions of higher education for them to be added further to the degree or transferred to another degree or another institution.		
A shift of focus towards a comprehensive liberal arts curriculum as opposed to restricting the expanse of students and depriving them of critical thinking and vocational skills.		

This policy suggests a *holistic* learning atmosphere and focuses on skill development rather than theorizing everything, so as to further a *learner's understanding and mental capacity* in the budding years.For the purpose of developing holistic individuals, it will be essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

Higher Education System in India –

Higher Education in India is education beyond secondary level, after 12 years of schooling, especially education provided by a college or university. It is the tertiary level of education in India.

Quality Higher Education System as envisioned in National Education Policy-2020 –

Considering the 21st century requirements, as mentioned in National Education Policy-2020 document, quality higher education aims–

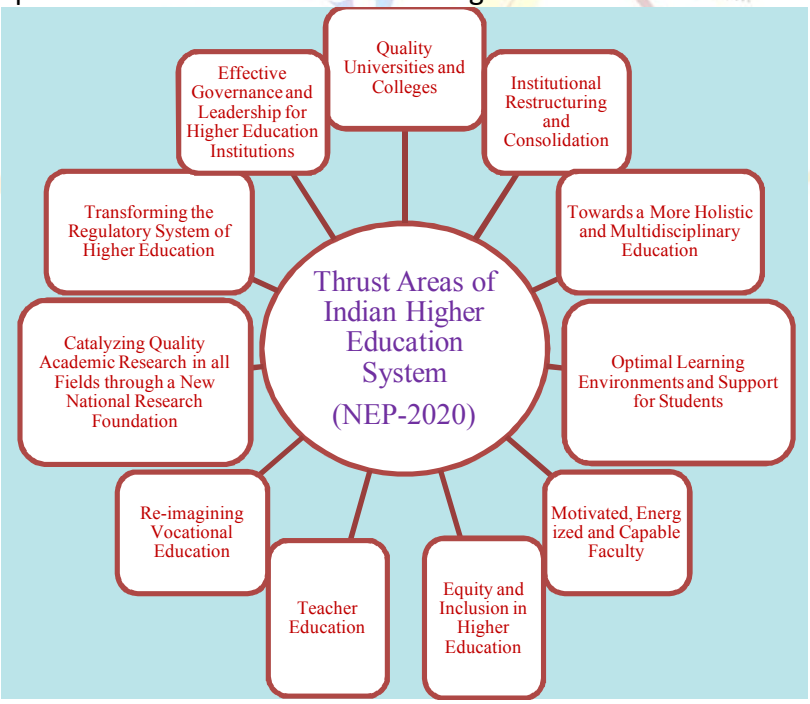
- To develop good, thoughtful, well-rounded and creative individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level and also –
  - develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service and
  - 21st century capabilities across a range of disciplines including Sciences, Social sciences, Arts, Humanities, Languages as well as professional, technical and vocational subjects.
- A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement and productive contribution to the society.
- It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.
- At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable and skilled nation that can find and implement robust solutions to its own problems.

Considering major problems currently faced by the higher education system in India and which are mentioned in the policy document, the policy's vision includes the following key changes to the current system:

a) moving towards a higher educational system consisting of large, multidisciplinary universities and collegesand with more Higher Education Institutions, i.e., *HEIs* across India that offer medium of instruction or programmes in local/Indian languages;
b) moving towards a more multidisciplinary undergraduate education;
c) moving towards faculty and institutional autonomy;
d) revamping curriculum, pedagogy, assessment and student support for enhanced student experiences;
e) reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research and service;
f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to promote research in universities and colleges;
g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;
h) regulation by a single regulator for higher education;
i) increased access, equity and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education and Open Distance Learning (ODL) and all infrastructure and learning materials accessible and available to learners with disabilities.

Thrust Areas of Indian Higher Education System as mentioned in National Education Policy-2020 –

Following are various areas associated with Indian Higher Education System, about which the policy document also presents a new and forward-looking vision –

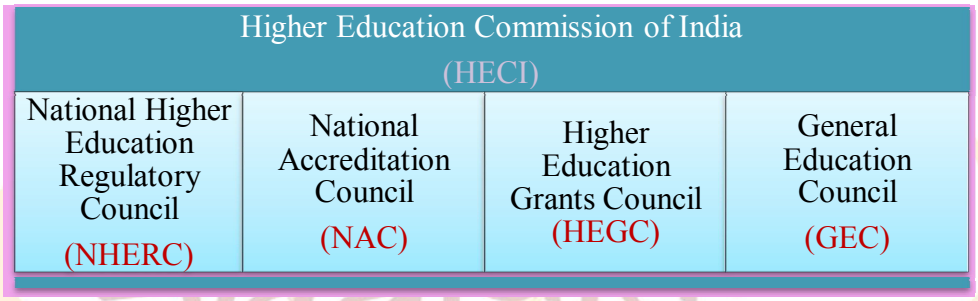


- The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming HEIs into large multidisciplinary universities, colleges and HEI clusters/Knowledge Hubs.
- Establishment of a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation.

- In addition to teaching and research, HEIs will also have responsibilities, like–
  - supporting other HEIs in their development,
  - community engagement and service,
  - contribution to various fields of practice,
  - faculty development for the higher education system and
  - support to school education.
- The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become *multidisciplinary* by 2040.
- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into *onecoherent ecosystem* of higher education.
- A *holistic* and *multidisciplinary* education would aim to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional and moral in an integrated manner.
- The structure and lengths of degree programmes shall be adjusted accordingly.
  - The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-year programme.
  - The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen *major* and *minors* as per the choices of the student.
- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.
- HEIs will have the flexibility to offer different designs of Master's programmes as –
  - there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
  - for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and
  - there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.
- The M.Phil. programme shall be discontinued.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education.
- HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages and *interdisciplinary research*.
- India will be promoted as a global study destination providing premium education at affordable costs.

- As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions.
- To build on these various elements in a synergistic manner and to thereby truly grow and catalyse quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF).
- This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner.
- Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, work towards *inclusion,* assess their own progress and reach the goals set therein, which could then become the basis for further public funding.
- A system architecture will be introduced –

○ Four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI) as –



○ The professional councils, such as –

i) Indian Council for Agricultural Research (ICAR),
ii) Veterinary Council of India (VCI),
iii) National Council for Teacher Education (NCTE),
iv) Council of Architecture (CoA),
v) National Council for Vocational Education and Training (NCVET) etc.,

- will act as *Professional Standard Setting Bodies* (PSSBs). They will play a key role in the higher education system and will be invited to be members of the GEC. These bodies, after restructuring as PSSBs.

Thus, this Policy envisions a comprehensive approach to transforming the *quality* and *quantity* of Higher Education System in India. This includes promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research and the governance and regulatory changes that encourage an environment of research and innovation.

Conclusion –

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged and under-represented groups. Education is the best tool for achieving economic and social mobility, inclusion and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent

obstacles are with provided various opportunities to enter and excel in the educational system. These elements must be incorporated taking into account the *local* and *global needs* of the country and with a respect for its rich diversity and culture.

Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy during these days of COVID-19 pandemic and its effect in lowering the overall GDP of our country. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for *individual entrepreneurship* as well as *employment* with imbibing national pride, self-confidence, self-knowledge, co-operation and integration. So that the Indian Higher Education System will prove itself as the key to prepare socially engaged, co-operative communities and a happier, cohesive, cultured, productive, innovative, progressive and prosperous nation.

The Policy document unveiled in July 2020, indicating large-scale significant and transformational reforms in the Indian Education system. The *holistic* and *multidisciplinary* education approach suggested in this policy document is the right way to prepare students for challenges in their careers as well as in real life situation. This will go a long way in providing a favourable environment to students to plan their education. This, along with enhancement of digital infrastructure, will match our education system with the requirements of today's dynamic business and economic environment. The policy introduces broad-based, *multidisciplinary*, *holistic* education with flexible curricula, creative combinations of subjects, integration of vocational education. Any policy's effectiveness depends on its *implementation* and bringing its visions into reality. Such implementation will require multiple initiatives and actions, which will have to be taken by various bodies in a synchronized manner. The policy would only be effectively implemented if the central and state governments are *committed* to these reforms and *work collaboratively* towards bringing a change.

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2

Problems in Online Teaching and Learning Process to the 12th Science Students, during COVID-19 Lockdown Period

Mr. V.T. Khandait * Dr. V.S. Nalawade

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Abstract:

COVID-19 is a very dangerous communicable deadly harmful disease. Medical field is trying to find out vaccine or medicine against it. There has not been any success in it till today. The basic needs are badly disturbed by lockdown. In education field colleges, schools are closed. Hence there is no any lecture in class room. There is no alternative to online teaching and learning process in this pandemic situation. Teachers, Students and Parents are also trying to give and take online education.

The present paper is an honest attempt to study the problems in online teaching and learning process occurred to the students (12th Science), their parents and teachers during COVID-19 period and to suggest remedies to solve it. Survey Method is applied for the collection of data. 80 students, 80 parents and 24 teachers in Wai tahsil of Satara District have been interviewed. After using suitable methodology, conclusions are drawn. The study reveals that teachers are trying to learn new trends of online teaching learning process to teach students.

Key Words: Covid-19 Lockdown period, online teaching and learning process.

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Introduction

COVID-19 is either natural world-wide or man-made disaster. It is a very dangerous communicable deadly harmful disease. Naturally it badly affected on our daily work, life, market & economy also. Medical field is trying to find out vaccine or medicine against it. But not been succeeding till today.

Due to COVID-19 Government of India and also Maharashtra took decision of lockdown from 22 March 2020. We know that food, cloth, shelter, health & good education are the most important basic needs of human being. Without them no one can survive very well. All these basic needs are badly affected by lockdown. In education field there is no any physical lecture in class room, no examination because colleges & schools are closed.

To engage students in learning process, there is no alternative to online teaching & learning process. Teacher, Students and Parents are also trying to give and take online education. But online education has some limitations. In this research paper, Researcher tried to study problems of students, parents, teachers about online teaching learning process & suggest remedies to solve it up to some limit.

Objectives:

1) To understand the problems in online teaching & learning process faced by students, parents and teachers during COVID-19 lockdown period.

2) To examine some viable suggestions to solve the problems of students, parents and teachers about online teaching and learning process during the lockdown period.

Area of Research:

This study was conducted in Wai Tahsil, which falls in Satara district of Maharashtra State in India.

Sample of Research:

About 422 students are studying in Science faculty at Kisan Veer Junior College which is located in Wai tahsil. Among these 80 students are voluntarily interested to face CET/JEE/NEET Exam after 12th Science. So only these 80 students are selected for this research.

Research Method:

Survey Method is applied for this research. Interviews of students, parents and teachers about their experienced problems of online teaching and learning process in COVID-19 period have been collected through mobile phone. In order to collect data 80 students, 80 parents and 24 teachers have been interviewed.

Tool: Interview Schedules are used by mobile phone in to this research.

Table 1

Problems faced by 12th Science Students in Online Teaching Learning Process

Sr. No.	Problems faced by students	Numbers	Percentage
1	No any problem in online education	35	43.75
2	Irregular due to internet range or other problem	10	12.50
3	Not having capacity to purchase android mobile or internet pack	10	12.50
4	Psychological problems distraction from learning	10	12.50
5	Not interested in online learning	10	12.50
6	No internet range	05	6.25
Total		80	100

Source: Students interview by researcher

Discussion:

Due to covid - 19 pandemic situations, government has decided to close the educational institutes along with all social gathering places to curb the corona spreading. Hence the situation has forced the students and teachers to do teaching – learning process through internet and that started to create various hidden and unhidden problems among students, parents and teachers.

Table 1 reveals that only 43.75 per cent students regular for online lecture while 56.25 per cent students are not attending online classes. Out of 56.25 per cent students 12.50 per cent students engage themselves in other professional online education material. 12.50 per cent students

are from poor economic background and 12.50 per cent students are irregular for online lecture. 6.25 per cent students are facing inadequate internet range.

Table 2

Problems faced by Parents in Online Teaching Learning Process

Sr. No.	Parents problem	No. of Parent	Per Cent
1	No any problems	70	87.50
2	Problems about Health of Child	60	75.00
3	Illiteracy about Online education techniques	20	25.00
4	About parents Concentration on Children	40	50.00
5	Miss use of mobile by children	50	62.50

Source: Parents interaction through interviews by researcher

Table 2 shows that parents have taken interest in online teaching process and made available mobile and internet facility for their child, at the same times they raise some doubts on online teaching learning process. The study reveals that total 87.50 per cent parents have purchased smart phone for their child separately. Due to continuous use of mobile total 75 per cent parents have pointed out health issues of their child. However, total 25 per cent parents have awareness about online education technique, while total 75 per cent parents are unaware with it, because of that they have fear of cheating by their child. Total 62.50 per cent parents have stated that their child use mobile not only for online education but also for social media, games, chatting which distracts them from education.

Table 3

Problems faced by Science Teachers in Online Teaching Learning Process

Sr. No.	Problems	Views of Teachers					
		Permanent (Out of 11)		Temporary (Out of 13)		Total (Out of 24)	
		No.	%	No.	%	No.	%
1	Limitations in Adopting E-Techniques	7	63.64	3	23.08	**10**	**41.67**
2	Appointment Order and Salary Issue	0	0.00	13	100.00	**13**	**54.17**
3	Confusion about using online Apps	5	45.45	2	15.38	**7**	**29.17**
4	No training about online teaching learning process	0	0.00	0	0.00	**0**	**0.00**
5	Availability of readymade study material on internet	8	72.73	11	84.62	**19**	**79.17**
6	Less attendance of students due to various reasons	10	90.91	11	84.62	**21**	**87.50**

Source: Teachers interaction through interviews by researcher

Table 3 express very poor scenario in education institutes now days. Only 45.83 per cent teachers have their permanent job but 54.17 per cent teachers are temporary. In covid - 19 pandemic periods temporary teachers do not have any work so don't get salary. As there is no any official training about online teaching learning process, You Tube, Zoom, Google Meet platforms have been used by the

teachers for online teaching learning process, owing to its own limitations 45.45 Per Cent permanent teachers and 15.38 per cent temporary teachers are confused about using these apps, although, only 36.36 per cent permanent teachers have been adapted themselves in this new technology and 76.92 per cent temporary teachers are experts in this new technology. 63.64 per cent permanent teachers are reluctant to offline teaching only. 79.17 per cent teachers say that readymade study materials are available on internet, due to these 87.50 per cent teachers claims the reason of less attendance of students for teachers' online lectures.

Conclusion:

To conclude that the following problems in online teaching learning process to the students, parents and teachers occurred. They are as follows:

Problems of Students:

1) 12th Sci. students are near about 17-18 years old. i.e. They are in adolescence period. So they are highly sensitive to each & every factors.

2) Naturally they attracts toward mobile games, chatting, time pass, & looking unwanted materials which are available on internet which can distract them from study.

3) From 80 students 12.5 per cent students have no money to purchase android mobile and to recharge internet pack.

4) From 80 students 6.25 per cent student has no internet range to attain lectures in time or to study.

5) Due to COVID-19 lockdown, students are not in direct contact with friends & teachers. So it has been impossible for them to study with peers & seek guidance of teachers.

Problem of Parents:

1) Due to COVID-19 lockdown 12.50 per cent parents have money problem. They can't purchase android mobile & recharge internet pack properly.

2) Near about 50 per cent parents have no time to concentrate on their child while 75 per cent do not have sufficient knowledge about education.

3) Near about 75 per cent parents are concerned about mobile based health problems. i.e. eyes, ears, heart, brain, psychological bad habit of games, chatting, looking unwanted videos etc.

Problems of Teachers:

1) Due to COVID-19 lockdown, Government and College managements force teachers to accept online teaching & learning process. Teachers try to adopt it but they have some limitations.

2) In learning new trends and techniques of online education, 63.64 per cent permanent teachers are not getting their interest.

3) Temporary teachers have not got their appointment order in academic year 2020-21 because of no class room teaching due to covid-19 lockdown.

4) There are so many apps or facilities on android mobile, computer and lap top like Google meet, Google class room, Zoom app, You Tube etc. All have some positive and negative aspects. So teachers are in confused state to take decision about which to use for teaching & learning process.

5) Teachers are not trained properly about technology based online education.

6) Teachers are trying to learn new trends of online education to teach students. But already readymade professional material is available on internet. Students watch these professional materials & absent in teachers online class.

7) Teachers get disappointed to see only 43.75 per cent students present on online lectures while above 96 per cent students were used to prefer classroom teaching before lockdown. So, teachers are worried about the study of remained 56.25 per cent students who are not attending online class.

Suggestions:

1) Government should pay attention to give internet pack and either free or subsidized android mobile to poor students.
2) Government should organize mobile tower internet facility programmers to proper service in remote rural areas.
3) To guide and aware the parents about online teaching learning process, techniques and related health problems.
4) All teachers should be trained and made familiar to new trends and techniques of online education.
5) Government should fill all vacant teaching posts in order to avoid students' educational loss.
6) Government should take initiative to develop a comprehensive app for smooth teaching learning process to avoid confusion of teachers.
7) Teachers must remain in communication with students and parents for academic overall growth and development of the students.

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3
USE OF INNOVATIVE TECHNIQUES IN 7E MODEL OFCONSTRUCTIVIST LEARNING

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Abstract

The aim of the research was to study the use of innovative techniques in 7Emodelof constructivist learning. 7E constructivist learning model contain 7 phases Elicite, Engage,Explore, Explain, Evalute and Extend.7Econstructivist learning model is a series of seven planned and interconnected phases in which the learner goes through various scientific investigations by exploring teaching material, build the concept after arriving at a certain conclusion and finally apply the concept or a principle. One of the constructivist approach is 7Econstructivist learning model which has given due importance to the concept of transfer of learning which is an essential component in science education. In present paper researcher studied the use of innovative techniques in 7Econstructivist learning model. Resarcher studied the Think pair share technique, Jigsaw technique, Predict- observe – Explain technique are used in different phases of 7E constructivist learning model .

Key words- 7 E model of constructivist learning, Think pair share technique, Jigsaw technique,Predict-observe –Explain technique.

Introduction

The NCF 2005 recommends the constructivist approach.Constructivism is child centered rather than curriculum centered.To boost the ideas, concepts, scientific attitude of students the teacher should change himself with new concepts and ideas in teaching method. Teacher should acquired the new teaching models and new techniques.

Teacher used various constructivist techniques and strategies for teaching. The 7E plan is constructivist approach to teaching that makes for a very powerful tool. It was developed by Lawson in 1995 and narrated by Kanil in 2007.The approach allows learners to construct their own learning. The 7E instruction model consist Elicit, Engage, Explore, Explain, Elaborate, Extend and Evaluate. A constructivist strategy that process through seven phases, each phases cover hands on activities that respectively aim to elicit prior knowledge and misconceptions, gain students attention to let the students explores the concept and realize the insufficient explanation on their minds,to connect students understanding by alternative activities,to evaluate their conception and finally to transfer the knowledge in new situation.

Survey of related studies:

Balta Nuri (2016) CanikBasari University Turkey, HarkanSaracDumlupinar University. In there research paper entitled The effect of 7E Learning cycle on learning in Science Teaching : A meta Analysis in European Journal of Educational Research Volume 5 Issue 2.

The purpose of this research was to systhesize the result of the studies that were performed to identify the effect of 7E learning cycle on student's learning the science teaching.

The results confirmed that 7E learning cycle have a positive effect on students achievements. The effect of 7E was not significant for school level, type of publication and duration. However, regarding matter a significant difference was observed.

OBJECTIVES:-

The objectives of the studies are…….

1. To study the constructivist techniques for teaching and learning for Science and Technology.
2. To study the 7E model of constructivist learning for teaching Science and Technology.
3. To study the different innovative teaching techniques.

7E model of constructivist learning

7E model is developed by Lawson in 1995 and narrated By Kanil in 2007 The approach allows learners to construct their own learning. 7E model of constructivist learning consist 7 phases.



Below table shows in classroom how 7E learning model is used in classroom teaching

7E learning model for Science:

Phase	Student activity	Teacher activity
Elicit	1)Students will actively participate during the elicit phase. As the central idea about the concept is provided to them students will try to connect the given concept with their previous knowledge. In this phase the students will be given spaces for projecting their own ideas and	The teacher may provide external stimulus in the form of concept cartoons, incomplete mind maps or concept maps by giving them the central idea. KWL(Know Want Learn) charts can also be presented among the students. Elicit phase should stand alone as a reminder of its importance in constructive learning.

	creativity.	
Engage	1.focus student thinking on content 2.provide conversation opportunities for all students not a select few Students will do brainstorming during the engage phase. They will use think-pair-share technique to express their ideas to their peer groups. This phase will raise many questions in students' minds. They will ask to themselves some questions like what do I already know about this?, why this thing happened?, and what can I conclude from this?.	1.Students ask open-ended questions 2. Students develop and use models 3.Think-Pair-Share to provide conversation opportunities as response to question prompts Demonstration by teacher with written observation by student The teacher will try to generate interest and stimulate excitement of the students towards the concept in whatever ways possible like by showing them small science activities. In this phase student's previous misconception will be identified by the teacher. What the Student Does?
Explore	The students will test predictions. They will make certain hypotheses based on the evidence collected, record data and interpreting the data and finally organizing their findings. In this phase peer discussion is given due importance, students will discuss their findings with their peer groups.	Students plan and carry out investigations Students analyze and interpret data Students make predictions from demonstrations. Question prompts by the teacher Data collection during lab activities and in science experiments Cooperative group learning activities Jigsaw groups where student become group experts and then travel to other groups to share their specificcomponents The teacher will encourage the learners to work together in a collaborative and cooperative manner. The teacher will provide time for the learners to puzzle with the problem given to them. In short the teacher in explore phase will act as a consultant for the students and will create

		need to know setting for them.
Explain	In this phase students are given opportunities to verbalize their conceptual understandings. They will explain possible alternatives or solutions. They will listen critically to their peer group explanation. Students can also question other's explanation.	The teacher will encourage the students to explain the concept in their own words. He will ask for clarification and justification from the students. The teacher will then formally introduce the definitions or the scientific terms. Students' growing understanding will be assessed by the teacher.
Elaborate	Transfer of learning Transfer one concept to another Students uses their previous knowledge to ask more questions, make decisions, propose solutions etc.	Assessments which include questions related to labs and require application of new knowledge The teacher will help the students to think of alternative explanation of the concept. More opportunities will be provided to the students to enhance and refine their practical skills.
Evalute	Students will answer open ended questions asked by the teacher. They may be asked to interpret data. Similarly other evaluation tools may be used to evaluate their understanding by completing the mind map or KWL chart.	In this phase teacher will assess student's understanding of the concept with formative as well as summative evaluation. The change in students' thinking abilities will be observed. The teacher may ask open ended questions, may provide mind map, concept cartoons or KWL chart to complete the information they have learned during the process.

Extend	In this phase the students will practice transfer of learning. They tend to apply the skill or a principle learned in the classroom in a new situation. The transfer of concepts in a new situation will help students to retain the topic for a longer duration.	They tend to apply the skill or a principle learned in the classroom in a new situation. The transfer of concepts in a new situation will help students to retain the topic for a longer duration.

Innovative teachniques

There are various techniques are used in different phases of 7E model of constructivist learning .

1)**Jigsaw technique**

Jigsaw technique is co-operative learning technique.

Divide students into 5 or 6 persons Jigsaw group. The group should be diverse in terms of gender ethnicity, race and ability.

1) Appoint one student from each group as the leader and form a expert group.
2) Divide the unit into 5 to 6 subunit.
3) Each student is expert group learn subunit by teacher.
4) Give each expert student time to prepare charts, posters, diagrams and flow charts for present submit in his or her group.
5) Form temporary expert group by having one student assigned to the same submit.
6) Bring the student back into their Jigsaw groups and teach the other students.
7) Ask each student to present her or his unit, subunit.
8) Every student in Jigsaw group present their subunit to the group.
9) They should discuss their acquired problems and find out the remedies with the help of their teacher and expert student.

By using Jigsaw technique a way for student to work independently and more interaction among all students.Jigsaw process encourages listening engagement and empathy by giving each member of the group and essential part to play academic activity.

2)Think Pair Share technique

Think Pair Share technique is co-operative learning technique.

1) Teacher submit a question.

Activity :Teacher do apperception explaining the purpose of learning and asking question related to the material to be delivered.

2) Students think individually.

Activity: The teacher provides the opportunity for students to think about the answer to the problems submitted by teacher.

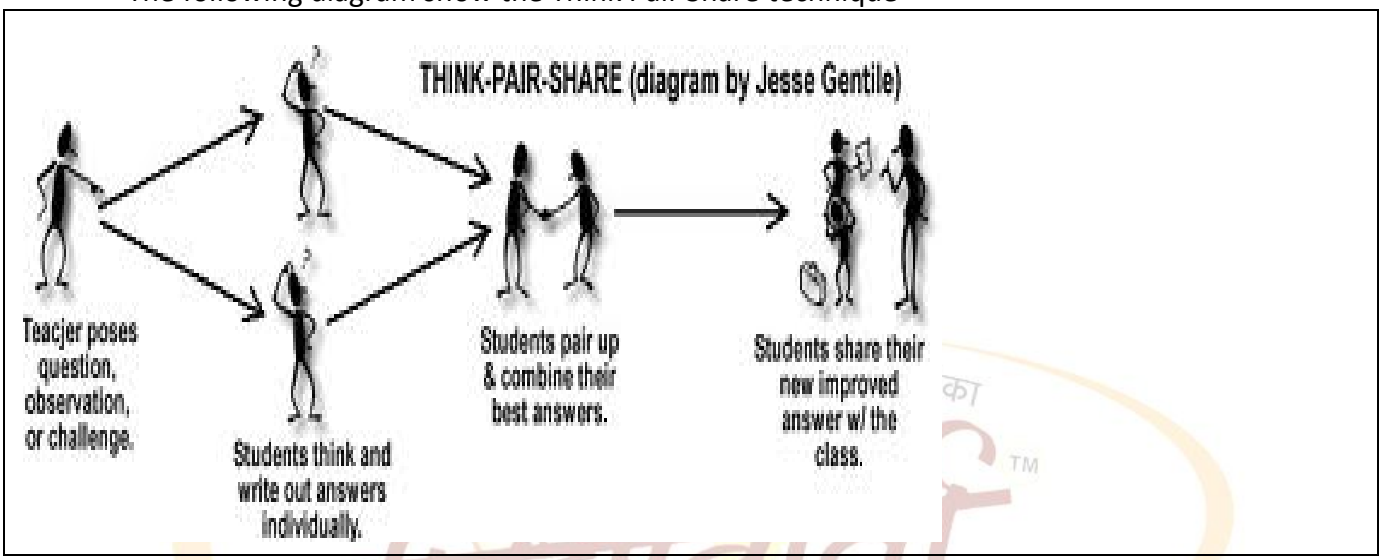
Each student discuss the ideas of each with a pair

Activity: The teacher organizes students into pairs and give an opportunity to the students to discuss their answers

4) Students share answers with the whole class.

5) Analyze and evaluate the results of solving problem**.**

The following diagram show the Think Pair Share technique

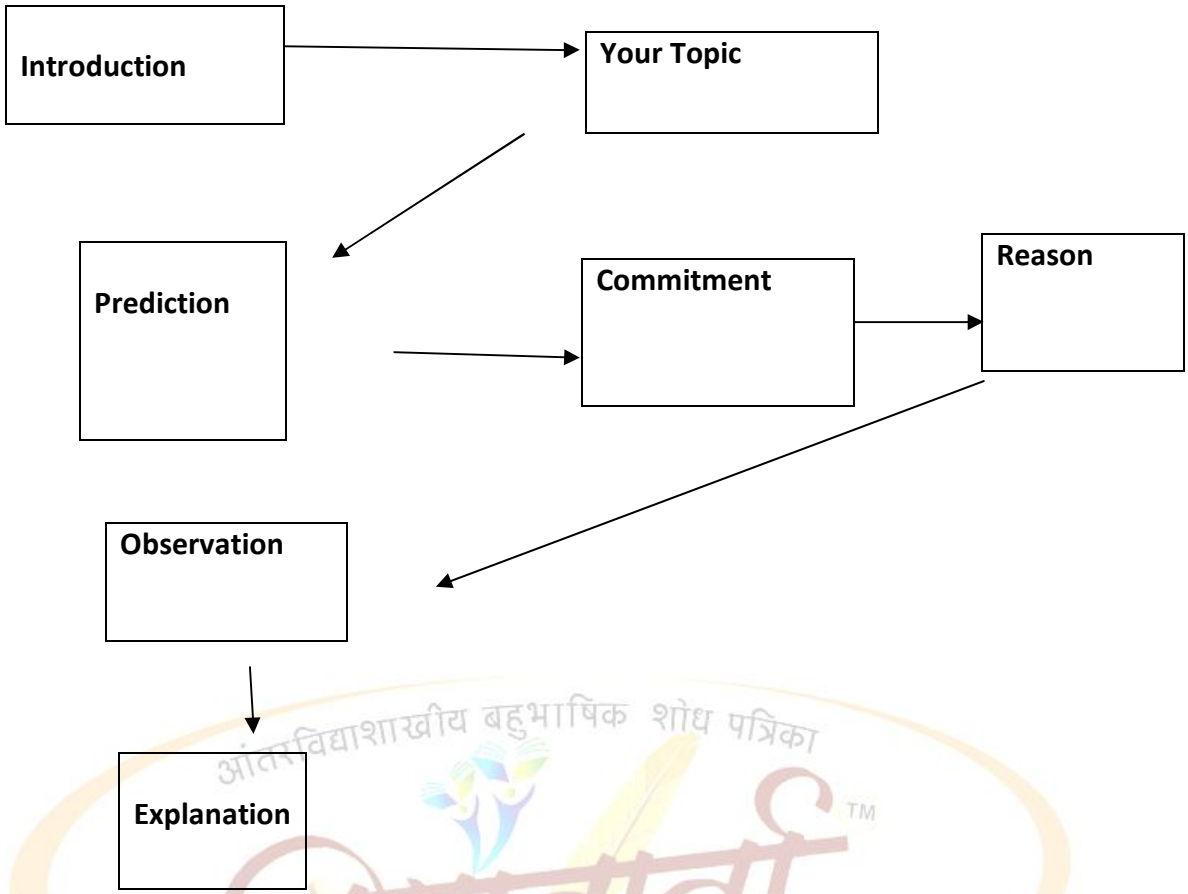


Think pair share technique gives the opportunity for students to work independently and in collaboration with others .Students can develop the ability to express an idea or ideas with words verbally and compare it to others ideas and gain an understanding of their own ideas tested, interaction that occurs during learning can increase motivation and gives stimulus to think so beneficial in the long term learning process

3)Predict Observe explain (POE) technique

Predict Observe explain (POE) that could be used in association with demonstrations , hands-on activities and laboratory experiment Predict Observe explain (POE) is constructivist teaching technique. The POE technique is used in science teaching.

Steps in Predict Observe explain (POE) strategy



Step 1: Predict

I) Researcher asked the students to independently write their prediction of what will happen when specified change is made

II) Ask them what they think they will see and why they think this

III) Researcher asked the students to write reasons behind the predictions

Step 2: Observe

I) Demonstration was carried out by the students.

II) Students were focus on observation.

Students were askedto write down what they do observe.

Step 3: Explain

I) students were asked to amend or add to their explanation to take account of the observation

2)After students have committed their explanations to paper, discuss their ideas together was done. The explanation can be written on the paper. This explanation phase can be designed to occur after the student has observed the specified change being made,but before the student has the opportunity to experiment by changing variable.

Conclusions

The NCF 2005 recommends the constructivistapproach. According to constructivist approach student becomes active learner who themselves construct knowledge through experience, observations, discussions and demonstrations.Think pair share,Jigsaw technique,predict –observe-explain technique are very efffectiveBy using Jigsaw technique a way for student to work independently and more

interaction among all students. Think pair share technique gives the opportunity for students to work independently and in collaboration with others . Students can develope the to express an idea or ideas with words Predict Observe Explain (POE)technique enhance students critical thinking skills, more useful to teach practical activity and helps student to acquire accurate knowledge about science concepts

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

04

Efficacy of Blog Development Skill amongst Student Teachers

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Abstact :

The impact of pandemic COVID-19 is observed in every sector of life in and around the world. The education sector of India as well as world is adversely affected by the pandemic. This pandemic of Covid has forced us to face and opt for new methods and techniques in education process. It has worked as a catalyst for the educational institutions to opt for platforms and techniques, which have not been used before rigoursely.

This paper mainly throws light on how blog development is inculcated amongst student teachers. As an academic tool, blogs are one amongst the user-friendly technological that can be integrated in a multi-aspect manner to incorporate all learners within the process of learning. In next part of the paper, the objectives are discussed with the help of table. The methodology is discussed in short. Apart from blog development students learnt co-operative learning. In the last part, discussion and conclusion are elaborated. This activity of blog development has immensely helped student teachers to think over new aspect of technology use in teaching learning process.

Introduction :

The COVID-19 pandemic has badly affected educational systems round the globe which lead to closures of schools, colleges and universities. Most of the governments round the world have temporarily closed educational institutions in an effort to control the spread of COVID-19. In June 2020, approximately 1.725 billion learners are currently affected thanks to school closures in response to the pandemic.

Digital learning is that sort of learning that is accompanied by technology or by instructional practice that creates effective use of technology. It includes the uses a good spectrum of practices including: blended and virtual learning. Digital Learning is usually confused with online learning or e-learning, digital learning encompasses the aforementioned concepts.

A digital learning strategy may include any of or a mixture of the following:

- e-textbooks
- Virtual reality
- Learning objects

- augmented reality
- Blended learning
- Personalized learning
- Classroom technologies
- online learning (or e-learning)
- open educational resources (OERs)
- technology-enhanced teaching and learning
- Mobile learning e.g. Mobile Phones, Laptops, Computers, iPads.

Blog also consists of many of the things listed above, and so we can call it as a digital learning strategy. Online credentials have their origin in the concept of open educational resources (OER), which was invented during the Forum on Open Courseware for education in Developing Countries held in 2002 at UNESCO. Over subsequent decade the OER concept gained significant grip, and this was confirmed by the panel of Open Educational Resources (OER) Congress organized by UNESCO in 2012. One of the outcomes of the congress was to encourage the open licensing of educational materials produced with public funds. Creative Commons licensing provides the required standardization for copyright permissions, with a robust emphasis on the shift towards sharing and open licensing.

Need and Importance:

Teachers can use blogs to publish assignments, resources and keep students and even parents up so far on class events, due dates and content being covered. Teachers also can use blogs to assist students' master content and improve their writing skills.

An edublog may be a blog created for educational purposes. Edublogs documents and support student and teacher learning by facilitating reflection, collaboration and by providing contexts for engaging in higher-order thinking.

The main task of an educator is, nowadays, believed to be trying to enhance digital competence of scholars in order that they are prepared to use ICT within the modern community. Blogging has a weblog on the worldwide web and to take care of or add new entries to a blog, which may serve to the pedagogical purposes via diverse and artistic activities through communication. As an academic tool, blogs are one amongst the user-friendly technological that can be integrated in a multi-aspect manner to incorporate all learners within the process of learning. There are some ways to use blogging in teaching and learning. One can use an existing blog to supply information and insights. Classroom management, collaboration, discussions and having comprehensive archived student portfolios are among some benefits of using blogging as a teaching tool.

Statement of the Problem:

Study of Blog Development Skills amongst B.Ed. student teachers and determine efficacy of the strategy developed

Objectives:

1. to find out current status of blog development skills amongst student teachers.
2. to design strategy of blog development skills amongst student teachers.
3. to find out efficacy of strategy developed.

Methodology:

A survey cum experimental method was used to study this problem.

Method Used: Students were oriented for blog development. Initially a questionnaire was developed to seek existing status of blog development skill. Then taking into consideration their skills a technique was developed (including ideal blogs developed by lyceum teachers, grade school teachers, a number of the teacher educators from our college.) Few of the scholar teachers were guided accordingly. They were asked to debate amongst themselves to form improvement within the blogs. Co-operative learning technique was used for positive attitude development. Then the blogs developed were assessed by the panel of judges on certain points which are given within the tables below.

Tools: Questionnaire, observation schedule.

Statistical Technique: Percentage was used to compare the progress of student teachers in blog development.

Table No. 1

Progress of Student Teachers in Blog Development

Item		Pre	%	Post	%	Difference	%
Introduction		24	52.17	42	91.30	18	39.13
Physical Appearance							
	Template	4	8.70	41	89.13	37	80.43
	Themes	28	60.87	43	93.48	15	32.61
	Pictures	38	82.61	40	86.96	02	4.35

	Designs	15	32.61	23	50.00	08	17.39
	Colours	36	78.26	38	82.61	02	4.35
Use of Images		36	78.26	39	84.78	03	6.52
Video		17	36.96	32	69.57	15	32.61
Audio		11	29.91	34	73.91	23	50.00
Links		8	17.39	30	65.22	22	47.83
Assignments		4	8.70	10	21.74	06	13.04
Tutorials		00	00	05	10.87	05	10.87
PDFs		19	41.30	43	93.48	24	52.17

Discussion:

The importance of blog developed was mentioned by only 52.17 % students but later after orientation this particular factor wes looked after by 91.30 % student teachers. A good growth of 39.13 % was observed in this particular aspect of blog development.

As far as physical appearance of blog is concerned, five different aspects of blog development were observed like templates, themes, pictures, designs, colours. The student teachers found very good at selection of colour combination and pictures. After observing more ideal blogs they could enhance their blogs in template selection, theme section and design selection.

In blog development, science and mathematics students used images properly in their blogs. After orientation, students of history and geography also performed better in thos aspect of blog development.

In initial stage, there was almost equal use of videos and audios in their blogs. After orientation, they could do better. The percentage increase was found to be 32.61% and 50% respectively in videos and audios.

To insert links of various educational websites in blogs was found little difficult or cumbersome to student teachers. The percentage increased from 17.39 to 65.22 in this aspect (inserting link). For assignments and tutorials, as there are no students to complete the task, these are the most neglected aspects of blog development by student teachers. In all, we can say that this activity of blog development has immensely helped student teachers to think over new aspect of technology use in teaching learning process.

Conclusion:

It is really interesting to study topics like this which are of immense importance as far as online teaching learning is considered. The student teachers were really enthusiastic to learn this online teaching tool. They are doing better and upgrading their blogs regularly, a very healthy competition is observed amongst student teachers. Edublogs are going to help in this situation of Covid-1, because higher authorities like head masters, principals and education department of government are always demanding the report of work from home. So the blogs are nothing but diaries to keep a record of achievement and of interesting material and help teachers at all levels to maintain the record of teaching learning process.

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05
Skill Development and B.Ed Curriculum – A Study

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Abstract

In everyday life, the development of life skills helps students to: Find new ways of thinking and **problem solving**. Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others.Skill development is an important area of concern in our educational system. In education skill development depends on the quality of teachers. Quality of teachers depends on the quality of Teacher Education Curriculum. **Importance of teacher** learning for students' achievement. Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality **education**. It is very important to prepare teachers with an education model that develops the life skills and supports them to effectively operate in a view of lifelong learning. Teacher quality and educating high-quality teachers have emerged as the fundamental problems to be solved by nations since the correlation between education and economy is becoming more apparent, and the principal factor in student achievement is teacher quality. Teacher quality has been a continual issue in the field of education. When measurement procedures are introduced into the education system to improve the quality of its teaching force, the beginning teachers often have to adapt to these new concepts of what constitute a high-quality teaching. The present study focus on the 10 life skills developed through the B.Ed curriculum. In the present B.Ed curriculum how much focus is given on the practical and curricular activities for inculcating life skills, that was tried to find out through the present study.

Key words – Life skills, B.Ed curriculum, B.Ed practical. Teacher Education.

Introduction

"Our Teachers our Heroes''

- Quality Council of India

Above is the tag line of QCI, a new framework of assessment and accreditation implemented by NCTE for Teacher Education Institute in India from July 2017. But quality of the teacher is depends on the quality of the Teacher Education curriculum. From 2015 duration of B.Ed course changed from one year to two year. The primary way of enhancing teacher quality is to enhance the quality of teacher education. Hence NCET decided to make the changes in Teacher Education Programme. Considering these changes and guidelines given by the NCTE, Shivaji University, Kolhapur also implemented two years B.Ed programme. From 2015 two years B.Ed curriculum implemented in Teacher Education institute affiliated to Shivaji University. B.Ed programme is the skill oriented course, so it is very necessary to study that how much skills will developed through this programme. There are different

tyes of skills but life skills are more important and valuable regarding the teaching profession. Hence present study will be give emphasis on the development of life skills through B.Ed curriculum.

Title of the Research Work

To study the life skill development through the B.Ed curriculum practicum of Shivaji University.

Need of the study

Present study is needed to find out how many life skills developed through the B.Ed curriculum.Teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive learning environment. Although being well versed in your subject area is important, being able to communication necessary skills and concepts in a way students can understand is crucial.

Scope and limitations of the study

The present study is applicable to the B.Ed curriculum of all over India.

The present study is limited to only B.Ed curriculum of Shivaji University.

Objectives

1. To find out the ten life skills recommended by the World Health Organization.
2. To study the life skills developed through the B.Ed Part I, Sem – I
3. To study the life skills developed through the B.Ed Part I, Sem – II
4. To study the life skills developed through the B.Ed Part II, Sem – III
5. To study the life skills developed through the B.Ed Part II, Sem – IV

Research Method

Survey method is used as research method for the present study. Survey of the 50 student-teachers of B.Ed Part – I was undertaken regarding the life skills developed through the B.Ed practicum.

Sampling

To collect the data for the present study 50 student-teachers of B.Ed – I are selected as a sample. As well as 10 experienced teachers from the Teacher Education institute selected for the interview.

Tools for data collection

Observation of the 50 student-teachers and **i**nterviews of the 10 teachers of the Teacher Education institute were used as a tool for the data collection.

Data analysis

Objective 1

The 10 life skills recommended by the World Health Organization are as follows :

The Skills -This involves a group of psychosocial and interpersonal skills which are interlinked with each other. For example, decision making is likely to involve creative and critical thinking components and values analysis.

Defining Life Skills - Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. Life skills are behaviours that enable individuals to adapt and deal effectively with the demands and challenges of life. The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Critical Thinking
3. Creative Thinking
4. Decision Making

5. Problem Solving
6. Effective Communication
7. Empathy
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

Objective 2

The life skills developed through the B.Ed Part I, Sem – I practicum

Course	B.Ed Practical	1	2	3	4	5	6	7	8	9	10
A-1	Diagnostic and Enriching the Teaching Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-2	Lesson Planning Workshop & Demonstration lesson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-3	Simulated Teaching Workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-4	Teaching Aids Workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-5	School Engagement and visit to innovative Centre	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

All the 10 life skills were developed through the B.Ed Part – I, Sem – I practicum.

Objective 3

The life skills developed through the B.Ed Part I, Sem – II practicum

Course	B.Ed Practical	1	2	3	4	5	6	7	8	9	10
B-1	School Engagement and visit to innovative centres of Pedagogy and Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B-2	Field Engagement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

B-3	Internship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

All the 10 life skills were developed through the B.Ed Part – I, Sem – II practicum.

Objective 4

The life skills developed through the B.Ed Part II, Sem – III practicum

Course	B.Ed Practical	1	2	3	4	5	6	7	8	9	10
C-1	School Internship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C-2	Health & Physical Education Workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C-3	Psychological Testing Workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C-4	Action Research Workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C-5	Workshop on constructivist Approach to Teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

All the 10 life skills were developed through the B.Ed Part – II, Sem – III practicum.

Objective 5

The life skills developed through the B.Ed Part II, Sem – IV practicum

Course	B.Ed Practical	1	2	3	4	5	6	7	8	9	10
D-1	Educational Tour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D-2	Project related to community Experience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D-3	Workshop on Models of Teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

D-4	Annual Lesson Examination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D-5	General Orientation of Student Teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

All the 10 life skills were developed through the B.Ed Part – II, Sem – IV practicum.

Findings

10 life skills i.e Self-awareness, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Empathy, Interpersonal relationship, Coping with stress, Coping with emotion, all were developed among the student-teachers through thepractical included in the two year B.Ed curriculum of Shivaji University, Kolhapur

Recommendations

Although it is found that the life skills developed through the B.Ed curriculum, but percentage of development is not same among the student teachers. It is due to late admission procedure of B.Ed course. Due to the late admission, course was delayed by the 3/4 months. Hence it will be effect on the implementation of the practicum. Hence it is very important that state government should run the B.Ed programm on time.

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06
In service Teachers' views towards Teacher Education system in National Education Policy-2020: A Study

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Abstract:

This is a research paper deals with the New Education Policy 2020 and its role in Teacher Education. In coming years India will be recognized only for the power of youth. The power of youth should be utilized through proper channels and education is the great mean, which will convert everything into something innovative. In India, according to the AISHE data for 2015-16, of the 17,000+ colleges in India that teach just single programme, nearly 90% are teacher training institutes. According to Justice J.S. Verma Commission (2012) constituted by the Supreme Court, a majority of these standalone teaching institutes over 10,000 in number are not even attempting serious teacher education, but are essentially selling degrees for a price. Today teacher education institutes do commercial operations without giving quality to the student-teachers. Content of the teacher education course is not as qualitative as expected since the ages but many substandard institutes have been emerged out which have created valley between high quality content and pedagogy. Teacher education institutes are going to become multidisciplinary higher educational institutions in coming years so definitely there will be great transformation in the field of teacher education which will have high qualitative education. Teacher has to be more expertise and should keep learning by following innovative ways. Those who want to join in the teaching field as teachers,they really will have good career. In-service teachers have been teaching same content traditionally,although they are aware about how to fulfill the objectives of the respective syllabus but politics at school level makes the hinder. Even today's teachers do believe that there should be transformation in teacher education and quality of it must be enhanced so as to face the advanced generations who will express gratitude towards teacher for making theirs characters and successful lives.

Keywords :NEP 2020, Teacher Education, Quality transformation,Multidisciplinary institute,

Introduction:

"The National Education Policy 2020 envisions an**India centred** education system that contributesdirectly to transforming our nation **sustainably**into an **equitable** and **vibrant** knowledge society,by providing **high quality** education to all."

Quality of education and Teacher training hasthe strongest bond between each other. In long back the central government had tried to reconstruct education framework and had published'Challenges of Education' in which it was stated about teacher training,"Teacherperformance is the crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers, as much through their personal

examples as through teaching- learning process."In teacher education, there is no relevance between intelligence of teacher and teaching skills. Whatever information he gives in the class, should be transmitted into knowledge but it rarely happens in the classes.True teacher gives information of life changing, opens the doors of progress, and changes the directions of life of student. Such attitudes of teachers are required in upcoming years. Teachers' fair aptitudes towards teaching, theirs self - concepts, affection and enthusiasm towards students, surely creates positive influence in learning of the students.

Rationale:

In India various commissions were formed to impart qualitative education to the students but poor implementation degraded the quality of education. In 1948-49 University Education Commission in which universities were considered the homes of intellectual adventures and also sketched the rural universities for entire development of the villages. Dr. Radhakrushnan had stated about university education, *"We shall consider under democracy education as the development of body, mind and spirit of each individual with his specific nature, the relation of different studies to the growth of the individual the nature of human freedom and the need of social changes."*But we do see different picture i.e. reality of university education. In 1952-53 The Secondary Education Commission was formed, in which 'professional/vocational development of the students' was expected but even in present no progress is seen. In 1964-66 Kothari Commission was formed and 'modernization of education' was the main objective of it, in which more importance was given to technological skills ,scientific attitude, and enhancement of teaching methodologies and teacher training but still today we are facing the worst problems in teacher training. In 1986 National policy on Education was formed and an innovative scheme 'Operation Blackboard' introduced for the enhancement of qualitative primary education and teachers.

At present scenario in teacher education institutes, there is only provision of rote learning strategies which directly closes the doors of creativity, imagination power, experimenting abilities and thought process of student-teachers. If you want to bring changes in education system and in teacher training then there is no need to draft any education policy, no need to implement any law; but there is need of changing the man. We all know the story of a little girl who says, "*If I get the man right, the world will be alright".* She was right and she is right even today. Same thought was pointed in a book of Educationist Dr. J.P Naik, in which he says, "When *it comes to programmes of qualitative improvement money is necessary but only as a minor investment. What these programmes basically need is human effort and intellectual academic inputs of able, hardworking and committed teachers; Well-motivated, painstaking and committed students; and an interested cooperative and enthusiastic body of parents."* There is need of devoted teachers who believe in making of man, having morals and ethics and give real experience rather than teaching of books in closed classrooms.

1. **Statement of Problem:** To Study the views of In-service Teachers towards Teacher Education system in National Education Policy-2020
2. **Operational Definitions**:

a) Study: An activity of learning about something by reading and memorizing facts.

b) Views: Way of thinking of teachers about new policy on Education.

b)In-service Teachers: Junior college Teachers who are permanent in service.

c) Teacher Education: A kind of training course where theoretical and pedagogy knowledge is imparted among student -teachers.

c) National Education policy 2020: Qualitative, innovative and research based education

3. Objectives:

1) To find out the present views of Teachers towards Teacher Education in NPE 2020
2) To study the firm views of Teachers towards Teacher Education.
3) To recommend strategies for effective implementation of Teacher Education.

4. Scope: A research is related to Teacher Education and findings of the study are applicable to each teacher.

5. Limitations:

1) Sample was selected from junior section of DahiwadiCollege Dahiwadi.
2) The result of research is depended on the responses given by the Teachers.

6. Delimitations:

1) Present Research study was delimited to Teacher Education in NPE.
2) Teachers from Junior College of Dahiwadi College, Dahiwadi Tal. Man Dist. Satara.

7. Methodology:

Survey method was used for the present study which is a type of Descriptive research.

Procedure:

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

8. Population & Sample: Junior College Teachers from Dahiwadi College Dahiwadi was the population for the study.

Sample: One Junior college was selected by using purposive sampling method for the data collection. Total 10 Permanent In-service Teachers were selected by using incidental sampling method.

9. Tools of Data Collection:

A questionnaire was developed by researcher, 20 multiple choice questions were included in the questionnaire. Around 25 minutes were given to the Teachers and they had to place right tick mark for appropriate answer. In the month of August 2020, this survey was taken under supervision.

10. Data Analysis: The data of this study analyzed by the researcher using tabulation techniques and percentage in the following way….

Q.No. 1. Do you know about National Educational Policy 2020?

No.	Answer	No. of Respondents	Percentage
1	Yes	00	-
2	No	10	100%

Observation: At present Junior college teachers don't know about NEP 2020.

Q.No. 2.Teacher should be well- versed with latest advances in education & pedagogy.

No.	Answer	No. of Respondents	Percentage
1	Agree	05	50%
2	Disagree	-	-
3	Strongly agree	05	50%
4	Strongly disagree	-	-

Observation: All teachers agreewith the above mentioned statement.

Q.No. 3 Teacher education sector has been beleaguered with mediocrity as well as rampant Corruption due to commercialization.

No.	Answer	No. of Respondents	Percentage
1	Agree	1	10%
2	Disagree	-	-
3	Strongly agree	9	90%
4	Strongly disagree	-	-

Observation: More numbers of Teachers believe that there is much corruption & commercialization in the present teacher education system.

Q.No. 4.Do you believe that in private education colleges are not attempting serious teaching education, but are selling degrees for a price.

No.	Answer	No. of Respondents	Percentage
1	Agree	06	60%
2	Disagree	04	40%
3	Strongly agree	-	-
4	Strongly disagree	-	-

Observation: Few teachers believe that there is serious teaching even in private edun. Institute.

Q.No. 5.All higher education institutions must themselves become places for holistic and Multi-disciplinary learning.

No.	Answer	No. of Respondents	Percentage
1	Agree	08	80%
2	Disagree	02	20%
3	Strongly agree	-	-
4	Strongly disagree	-	-

Observation: More teachers agree with holistic and multi disciplinary learning at HEIs.

Q.No. 6.All currently existing genuine teacher education must aim to become multi disciplinary higher educational institution.

No.	Answer	No. of Respondents	Percentage
1	Agree	09%	90%
2	Disagree	-	
3	Strongly agree	-	-
4	Strongly disagree	01	10%

Observation: More numbers of teachers agree with the respective statement.

Q.No. 7Teacher Education will restore integrity when the substandard and dysfunctional teacher education institutions will be closed.

No.	Answer	No. of Respondents	Percentage
1	True	10	100%
2	False	-	-

Observation: More numbers of Teachers want that such institutes should be closed.

Q.No. 8.At present the faculty members of the teacher education institutes are mostly isolated from the larger community of researchers and educators.

No.	Answer	No. of Respondents	Percentage
1	True	06	60%
2	False	04	40%

Observation: Two opinions of the teachers are true in sense.

Q.No. 9.Good teacher education requires expertise across all areas connected to education.

No.	Answer	No. of Respondents	Percentage
1	Agree	04	40%
2	Disagree	-	-
3	Strongly agree	06	60%
4	Strongly disagree	-	-

Observation: All teachers admit that teacher must be expertise across all areas of education.

Q.No. 10.. Do you believe that, good teachers are prepared and developed by good teacher Educators?

No.	Answer	No. of Respondents	Percentage
1	Yes	10	100%
2	No	0	0

Observation: All are agree with the truth and supreme work of teacher educators.

Q.No. 11.All pre-service teacher education programmes should be offered only in multi disciplinary higher educational institutions to satisfy the modern requirement of the teaching profession and become outstanding teachers.

No.	Answer	No. of Respondents	Percentage
1	Agree	07	70%
2	Disagree	03	30%
3	Strongly agree	-	-
4	Strongly disagree	-	-

Observation: More number of teachers want pre service teacher training at multi-disciplinary HEIs.

Q.No. 12.Faculty of teacher education must be expert in diverse fields, both theoretical and practical.

No.	Answer	No. of Respondents	Percentage
1	Agree	05	50%
2	Strongly Agree	03	30%
3	Disagree	02	20%
4	Strongly Disagree	-	-

Observation: More numbers of teachers do believe in the statement about faculty.

Q.No. 13.Conversion of an independent teacher education institution to multidisciplinary Institution by 2030, with four year integrated B.Ed course will be valuable for every aspirant.

No.	Answer	No. of Respondents	Percentage
1	Agree	10	100%
2	Strongly Agree	-	-
3	Disagree	-	-
4	Strongly Disagree	-	-

Observation: Every teacher wants conversion of TEI in multidisciplinary institution.

Q.No. 14.Department of education in University must be known for research and publication works.

No.	Answer	No. of Respondents	Percentage
1	Yes	10	100%
2	No	00	0

Observation: All teachers are much aware about the importance of research in Education.

Q.No. 15.Department of education of University should start field experiments and research based teaching.

No.	Answer	No. of Respondents	Percentage
1	Yes	10	100%
2	No	00	0

Observation: All teachers expect same should be implemented at university level.

Q.No.16. Dept. of Arts, fine arts , performing arts and folk art at university level should encourage to establish or collaborate with dept. of education.

No.	Answer	No. of Respondents	Percentage
1	Yes	10	100%
2	No	00	0

Observation: More numbers of teachers do agree with collaboration of all departments with

department of education.

Q.No.17. All fresh Ph.D research scholars must have a number of hours of actual teaching experience while doing research .

No.	Answer	No. of Respondents	Percentage
1	Agree	00	0
2	Strongly Agree	10	100%
3	Disagree	00	00
4	Strongly Disagree	00	00

Observation: All teachers are strongly agreed with the condition while doing Ph.D.

11. Results:

1) At present all Junior college teachers have no clear idea about NEP 2020.
2) Teacher community eager to know the latest advances in education and pedagogy.
3) In private TEIs no proper training is imparted among student-teachers.
4) There is need of research based teaching from school to university level.

12. Conclusion:

1) There is scope for corruption and commercialisation of TEIs.
2) All junior college teachers want effective implementation of NEP 2020.
3) Few Private teacher education institutions have spoiled the quality of teacher training.
4) Teacher education will restore integrity when substandard TEIs will be closed permanently.
5) Conversion of TEIs to multidisciplinary institution is the need of era.
6) Research scholars also need actual teaching experience while doing research.

It may be concluded that for qualitative, innovative and research oriented teachers may get chance to contribute in the field of teacher education, by which there will direct transformation of society and teacher community.

13. Discussion of the Results: To transform India from primary level education to higher education, everyone has to strive for creating knowledgeable society through quality education.

14. Recommendations:

a) Integrated B.Ed course should be started everywhere in India.
b) Short-term courses should be arranged for junior college teachers to update the knowledge of pedagogy and technological skills for effective teaching.
c) Projects assigned at college level, must have research base.
d) NCTE should withdraw recognition of the substandard and dysfunctional teacher education institutes.
e) Admission in B.Ed course must be based on content knowledge of the subject.
f) Recruitment of teachers should be based on combined score of TET/CTET/TAIT and actual demonstration.

15. Contribution:

- This research will be helpful for every person who is associated with teacher education.
- Only aspirants will choose teaching as a profession.

- All teacher community will step into educational research area with research attitude.
- Teachers will be more sensitive towards effective teaching and will contribute to make the bright future of upcoming generations.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

07

A Study on under Graduate students Attitude towards Online Teaching and Learning during COVID-19 Pandemic

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Abstract:
The present study is an attempt to examine the under graduate students attitude towards Online Teaching and Learning during COVID-19 Pandemic. **Major Objectives:** 1) To investigate the under graduate students attitude towards Online teaching and Learning. 2) To investigate the differences between Male and Female, Rural and Urban and High and Low SES Students in respect to their attitude towards Online Teaching and Learning. **Sample:** The sample included 400 Under graduate Kannada and English medium Students studying in Dharwad District were selected for the study by the purposive random sampling technique, **Tools and Techniques used:** 1) Student Attitude Scale (constructed by Researcher keeping in view of different components of Online Teaching and Learning). 2) Socio-Economic Status scale by Kalkkar, were used for data collection (through Google form)**.** Descriptive Statistical Technique was adopted for data analysis. **Findings**: Male and Female, Rural and Urban Students differ significantly in respect to their attitude towards Online Teaching and Learning and High and low SES Students also differ significantly in respect to their attitude towards Online Teaching and Learning.

Key Words: Online Teaching, Learning, Attitude**,** Rural, Urban and Socio-Economic Status

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1Introduction:

Novel Corona virus (COVID-19) pandemic has significantly disrupted every aspect of human life. As the COVID-19 spread across the globe, alarm bells are sounding in the education sector. The Covid-19 pandemic has forced schools and colleges to shut down temporarily and is causing havoc in the education system. According to a report of the Ministry of Human Resource Development, Government of India conducted a survey on higher education and observed that there are 993 universities, 39931 Colleges and 10725 Stand Alone Institutions listed on their portal, which contribute to education. These institutions further reflect the student density of India as the total enrolments in higher education every year are nearly 37.4 million, reflecting the expanding horizons of the education industry. The sector was seen catching pace by the passing day until Corona virus impacted the country intensely. The switch to online education has been ensuring that students suffer no loss of studies and their progress is being tracked simultaneously with timely evaluation. It is probably a first for India to experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online teaching and learning.

A) Online Teaching:

Online teaching is the process of instruction in an online, virtual or networked, environment in which teacher and students participate from separate physical locations. It provides opportunities to access and share information more easily and readily. Online teaching and Learning is the most popular form of distance education today. The teaching of course syllabus through a computer system, Learning takes place through the explicit use of technology and computer net working systems.

B). Attitude:

Attitude is the underlying way we think, feel and act how we react to the world around us. It determines the quality and effectiveness of all of our thinking, emotions and behavior and, thereby, the positive or negative consequences of that behavior.

C). Socio Economic status:

Good defined Socio-Economic Status as the Background or the Environment, indicative of both Social and Economic Status of an individual or groups".

2. Need and Importance the Study:

The present study aims to investigate the Under Graduate students Attitude towards Online Teaching and Learning. It attempts to shows the total attitude towards Online Teaching and Learning of under Graduate students during COVID-19 Pandemic.

3. Review of Related Literature:

In order to understand the Student attitude towards online teaching and Learning, the Study conducted in India and Abroad has been studied.

4. Statement of Problem:

"A Study On Under Graduate Students Attitude towards Online Teaching and Learning during COIVD-19 Pandemic"

5. Main Objectives of Study:

1) To investigate the under graduate students attitude towards Online teaching and Learning.

2) To investigate the differences between Male and Female, Rural and Urban and High and Low SES Students in respect to their attitude towards Online Teaching and Learning.

6. Hypothesis: The null hypotheses were set up for the present study.

7. Design of the Study:

- **Method:** The nature of present study is Descriptive survey.
- **Sample:** 400 Under Graduate Students were selected randomly for the present study.
- **Data gathering tools:** The tests used in the present study are as follows

1. Attitude Scale (constructed by Researcher keeping in view of different components of Online Teaching and Learning.
2. Socio-Economic Status scale by Kalkkar.

- **Data collection procedure**

Copies of Socio-Economic Status scale developed by Kalkkar and Students attitude Scale developed and standardized by the investigator were administered to the Under Graduate students studying in Dharwad district (Through Google form). The filled in data from students have been collected by the investigator. The responses were given by the students were relevant to the subject. Prior to the administration of the different tools (Through Google form) the permission from the Principals of all the selected degree colleges were taken for the collection of data.

- **Statistical techniques**

1. Mean, Standard Deviation and Descriptive statistical technique

8. Analysis and Interpretation of Data:

1. Descriptive statistics:

Table:1. Mean and SD of total Attitude scores towards Online Teaching and Learning of students of under graduate by gender, location and socio-economic status

Factors	n	Mean	SD
Gender			
Male	190	176.92	8.77
Female	210	174.37	11.34
Location			
Urban	211	176.69	9.99
Rural	189	174.34	10.47
Socio-economic status			
High SES	226	176.94	9.49
Lows SES	174	173.81	10.98
Total	400	175.58	10.27

The above table represents the Mean and SD of total attitude scores towards Online Teaching and Learning of students of under graduate by Gender, Location and Socio-economic Status. The mean of total Attitude scores towards Online Teaching and Learning of students of under graduate is 108.28±6.35. In which,

- The Male, Rural and High SES students of under graduate have higher total attitude scores towards Online Teaching and Learning (109.00±5.48,108.92±6.26,108.91±6.10)as compared to Female, Urban and Low SES students of under graduate (107.63±7.00, 107.57±6.40, 107.47±6.60).The same is presented in the above table and in the following Graph.

Graph. Comparison of total attitude scores towards online teaching and learning of students of under graduate by Gender, Location and Socio-economic Status

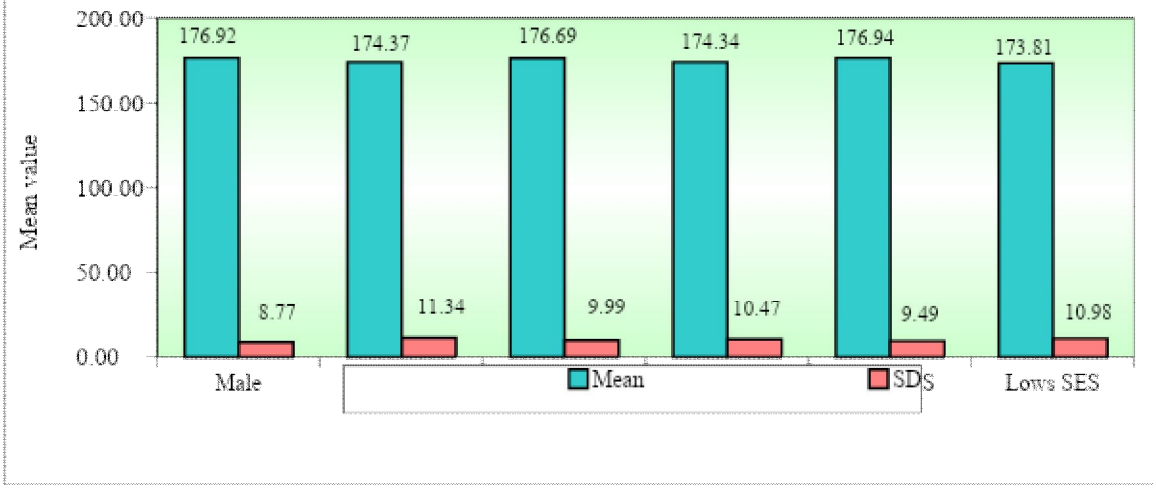
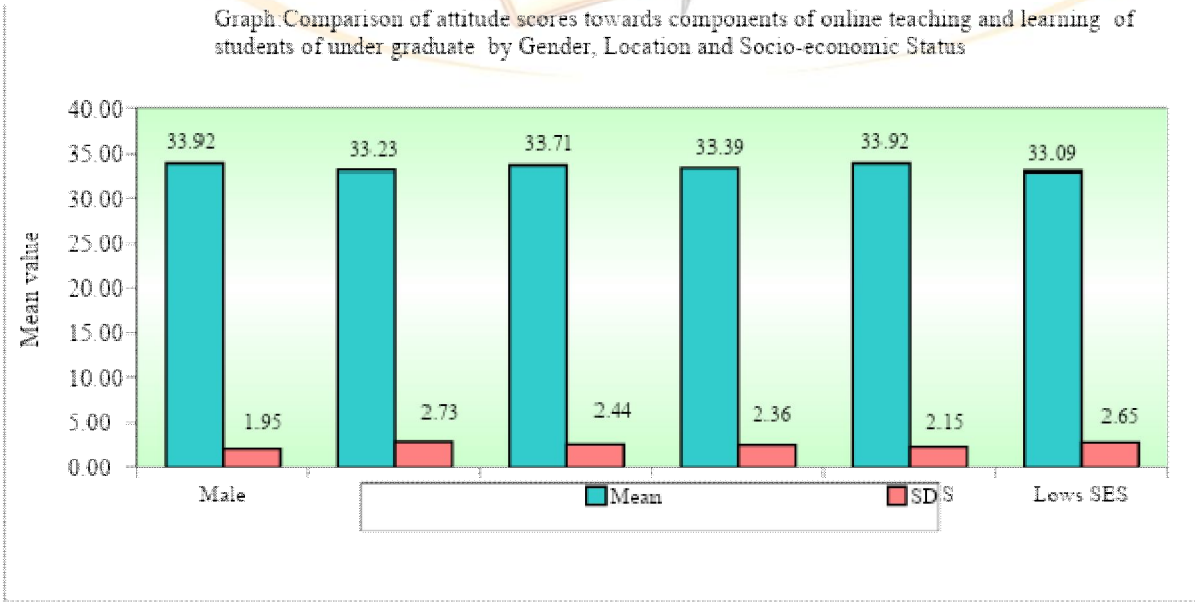


Table:2. Mean and SD of Attitude scores towards components of online teaching and learning of students of under graduate by Gender, Location and Socio-economic Status

Factors	n	Mean	SD
Gender			
Male	190	33.92	1.95
Female	210	33.23	2.73
Location			
Urban	211	33.71	2.44
Rural	189	33.39	2.36
Socio-economic status			
High SES	226	33.92	2.15
Lows SES	174	33.09	2.65
Total	400	33.56	2.41

The above table represents the Mean and SD of attitude scores towards components of online teaching and learning of students of under graduate by Gender, Location and Socio-economic Status. The mean of attitude scores towards components of online teaching and learning of students of under graduate is 33.56±2.41. In which,

- The Male, Rural, High SES students of under graduate have higher Attitude scores towards components of online teaching and learning (33.92±1.95, 33.71±2.44, 33.92±2.15) as compared to Female, Urban and Low SES students of under graduate (33.23±2.73, 33.39±2.36, 33.09±2.65). The same is presented in the above table and in the following Graph.



9. Major Findings and Conclusion:

From the results obtained in the present study it is found that Male and Female, Rural and Urban Students differ significantly in respect to their Attitude towards Online Teaching and Learning and High and Low SES Students differ significantly in respect to their Attitude towards Online Teaching and Learning.

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08
"21st Century Job Opportunities & Challenges in Higher Education"

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Abstract :

With the innovation of internet and its associated technology – enabled, screen-to-face interfaces (e.g. mobile phones, interactive television), a new era of marketing and sales has emerged . Many academics and practitioners have called for new rules and urged debate about fundamental tenets of digitalization and sales jobs for Indian graduate students .Segmentation, mass marketing and regionalized programs they lost their richness. Skilled and unskilled Employees and businessman those who recruited for this activity they are now lost their earning sources. At the other hand extreme, pundits and academicians not changing the syllabus and teaching methods. Academicians stated that the basics of marketing approach and pathways to competitive advantage have remained the same. In case of online buying sales representative jobs are decreased. If we take helicopter view then traditional shops and malls lost their customer base too.

Key Words : - Digital platforms , Changing work system, Employment for Graduates – online buying , Skilled graduates.

Introduction:

The approach taken in current volume falls between these polar views . That is new levels have been added to the Online buying, window shopping, Wisemans have been pointed to finger graduations, consumer expectations about convenience have forever been alerted and competitive responses happen in real time . In short , these are new exiting changes that have profound impact on the employment in marketing sector . At the same time , some of the fundamentals of business strategy – seeking competitive advantage based on the superior value , building unique resources and positioning in the minds of customer-have remained the Same . Cost reduction is achieved highest targets; due to this practice profitability is increased. Companies have established a direct contact points for the consumers and buyers .

The mission of sales representatives is to approach, register, serve and retain customers . to accomplish this goal, a traditional bricks –and mortar marketer uses of variety of marketing variables including pricing , advertising, and channel choice – to satisfy current and new customers . in this context , the standard marketing –mix toolkit includes such mass – market ing levers as television advertising , direct mail and public relation as well as customer specific marketing techniques such as the use of sales representatives.

If we analyse the last 2 decades in that we came to know that service industry has got tremendous growth in generating jobs. So many graduates and Management graduates got jobs in Banking , Insurance , after sales service . Huge packages offered in service sector based on that Indian youth has selected courses like commerce and management.

Research Methodology :-

Research may be very broadly defined as systematic gathering of data and information and its analysis for advancement of knowledge in any subject. Research attempts to find answer intellectual and practical questions through application of systematic methods. Webster's Collegiate Dictionary defines research as "studious inquiry or examination; esp: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws". Some people consider research as a movement, a movement from the known to the unknown.

Descriptive research concentrates on finding facts to ascertain the nature of something as it exists. In contrast **analytical research** is concerned with determining validity of hypothesis based on analysis of facts collected.

Objectives: -

1. To understand digital platform of companies.
2. To find future job opportunities for graduates.

Limitations of the Study :-

1. This study focused on digitalized employment.

a. Hypothesis : - current education system and requirement of industry is not matching .

b. Data Analysis :-

I . Big opportunities in Digitalized Services sector :

As per the article published in the India today news paper "the future is digital !". All organizations have changed drastically . They are talking only about digitalization of work. Computerized skilled employees are required to work with them . Software training is essential for employees like SAP , SPSS, MIS, Networking and computer knowledge has became important . All organizations has a big set up of servers , computer lab and big data house. They are managing their customer base online. Marketing practices are atomized in speedy networks. By observing this current situation the students and academicians are scared . Some institution and academicians looking as a best opportunity and they changed themselves . They have understand and providing technological based education to graduates .Benchmark data from research firm Sirius Decisions indicates that the number of B2B organizations using marketing automation is accelerating, and adoption rates will grow to 50% market penetration in 2015. IIT institution is working for making skilled IT graduates. But the fees is too high middle class families can't afford this fees for their pupils. So , the government should look in to this matter and try to give this education in minimum fees .

II. **Industries those revolving their online System and needed digitally Skilled employees.**

1. Automobile & Transportation: - We are already seeing technologies taking charge in automobiles, for instance, vehicles, now come occupied with state –of –the – art features such as voice commands, infotainment system, GPS, among others which are testimonies . Transportation business will be take a huge grip in future decades. Because the across country migration is started. From Villages people are going to settle in cities . From smaller cities people is settling down in Metro cities ,

Metro cites graduates are setting down to abroad. GPS tracking, Map developing work is have great opportunity .

2. Information Technology :- This sector is helping out to each sector and demand for skilled commerce graduates . Thousands of employee opportunity is coming out in every year . All companies are required professional IT provider companies . Data Mining ,business process out sourcing , maintaining customer relation this is showing heavy demand of IT trained personals .

3. Logistics :- Supply chain Management,Digitalized operational efficiency , efficient logistic management skills are required to each company . So many out sourcing companies providing professional consultancy in this era of digitalization . Product delivery and expertise in after sales service is the demand of customer .

4. Healthcare :- Innovations has taken place in healthcare industry online consultation is provided to the needy people . they are getting prescriptions online .due to this innovation customer health care services provided on call centers .blood checking and required test like sugar ,cholesterol, vitamin tests are booked online . So many laboratories are established websites and call centers .

5. Banking , financial & Insurance Industries:- Company like Policy Bazar is providing online Loans , Accounts , Insurance , financial Consults , Financial Management guidance . So, the jobs of sales Representatives who was providing door to door service is reduced .payment banks are now in operational mode in india . huge job openings are there.

6. E-Commerce:- Online buying , Online Shopping , Social Marketing and digitalization of transaction through online payment is delivering 24 X 7 services. Mobile apps like Amazon , Snap Deal, Flipkart , Phone pay , Airtel , Idea payment Banks having tremendous job opportunity . Work from home is the new concept is launched . Companies are planning to deliver products through (AGV) Automated Guided Vehicles like drowns and driver less Vehicles. Amazon has established parcel pickup centers on CBS and Railway station.

7. Virtual Class Education: Traditional Class room teaching is became time consuming, costly and problematic in this era of digitalization. So many students are doing online education and coaching. Cross country learning is the major benefits of this system . students are getting interactive learning in minimum cost . Teaching , Learning and evaluation process is recorded on accuracy basis .

8. Food Industry : -

House cooking is reduced in Indian cities. Hotelling culture and food parcel culture is developed in these cities . So, here huge demands for online food orders . zomato , swiggy & ola foods apps are booking food orders from local hotels .

9. Income tax filing and financial consultancies :-

Income tax is now became online operational functioned. Investment and trading of shares is available online. These services has huge scope in future. However commerce and management people is having huge employment opportunity in this sector. 130 crore population of India is demanding skilled commerce graduates .

10. Artificial Intelligence :-

This innovative technology is invented with the help of IT . This technology is used for the recognizing customer moods , buying pattern , consumption pattern , banking history , Medical History & biographical details . Artificial Intelligence is using face recognition method to detect information. Face & eye retina of the targeted person is scanned and all information is recorded . Next time if that person visits the company, Mall, Hospital, police station , online shopping website , video call , interactive gadgets & corporate office the information will reflect on the computer screen automatically .

Challenges for Digitalized Jobs Platforms:-

1. Digitalized assets, infrastructures, connected machines , Data and data platforms .
2. Supply chain interactions with customers , Digitized operation system , secured payment and business models.
3. Digitalized work force , digitalized worker tools and training .
4. Training institutes, IT infrastructure enabled classrooms , computer labs , Incubation centers in colleges .
5. IT expert faculties, Hardware networking related syllabus , IT cells.
6. Huge Funds for digitalized education .
7. Current education system is based on theory which is more than 50 years old .
8. Today's education is not cop up with current industry working pattern .
9. NSDC and SDI is not upgrade themselves and not implemented effectively in higher education .

Hypothesis Proven: - The hypothesis was current education system is not upgraded its proven .

If we observed the current education system it is ill . Funds for higher education and research is reduced by the government. Small part of our budget is spent on education. Maximum part is spent on Defence.

c. Finding and Conclusions:

1. Nature of changed from traditional system to digitized system .

2. Each industry is automated their working system .

3. Current colleges education system , syllabus , academicians need to convert in IT based learning system.

Suggestions:-

1. Graduate students should aware about digitalized job platform.
2. Faculty and students can get IT training for this.
3. Government and universities develop policy and procedure .
4. Corporate companies should interact with educational institutions .

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09

Tools for Developing Teaching- Learning Skills during Pandemic of COVID-19

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Abstract :

We all are aware of pandemic situation due to COVID 19. All the regular life is disturbed due to this virus. Education process is affected adversely. Most of the educational institutions are closed and almost all the institutes are trying to take classes online. It seems that vaccine is not searched yet for next few months. Till that point, we will have to depend on online education.

To face this challenge, it is not so simple to make teaching fraternity aware of new tools and techniques which can make teaching learning process interesting and less cumbersome. Taking into consideration these points this paper explains the need of new tools available to be used in daily online teaching learning process. First part of this paper narrates about Massive Open Online Courses (MOOCs) basically useful for learners of higher education, followed by LMS (Learning Management System) mostly useful for teachers as well students at different levels of education. The last part of the paper speaks about online evaluation tolls which are really interesting as far as students are considered.

Key Words: Information Communication Technology (ICT) , MOOCs, LMS.

Introduction:

Most of the governments round the globe have temporarily closed educational institutions in an effort to prevent the spread of the COVID-19 pandemic. These nationwide closures are impacting most of the student population. Several other countries have implemented localized closures impacting many additional learners.

Most of our learning occurs randomly throughout life, from new experiences, gaining information and from our perceptions. As babies we learn to eat, to realize attention, to crawl, to steer etc. and as we grow we become more functional, we learn an excessive range of skills.

There are two main reasons for learning throughout life: for private development and for professional development. These reasons might not necessarily be distinct as personal development can improve our employment opportunities and professional development can enhance personal growth.

Learning for Development:

There is no one in this world who learns for the sake of learning. Learning can itself be a rewarding experience. There are, of course, many reasons why people learn for private development.

- One might want to extend his/her knowledge or skills around a specific hobby or pastime that he/she enjoys.
- Perhaps one would like to develop some entirely new skill which will in how enhance one's life .
- Perhaps one would like to research a medical condition or one's ancestry.
- Perhaps one is planning a visit and need to find out more about the history and culture of a particular destination.

- Maybe one will plan to take a degree course later in life just because one enjoys one's chosen subject and therefore the challenges of educational study.

Now a day, thanks to pandemic situation, it's highly impossible to satisfy above learning needs. To overcome this problem of learning, now ICT (Information & Communication Technology) assists us developing teaching and learning skills for 21st century. Now to develop teaching skills associated with ICT next few tools are going to help the teachers' community as well these tools are helping a lot to students in learning.

Few tools which can be used for Developing Teaching Skills for 21st Century using Information Communication Technology (ICT) :

These tools contribute a lot in quality lessons since they need potential to extend students' motivation, inform students to several information sources, support active in-class and out-class learning environments. Therefore, use of ICT tools in teaching and learning process becomes an excellent area of research for several educators.

Massive Open Online Course (MOOC) is a web course aimed towards unlimited participation and open access via web in support of traditional course materials, like filmed lectures, readings and problem sets. Many MOOCs provide interactive courses with formation of four quadrants. Similarly immediate feedback can be saught to quick quizzes and assignments. MOOCs were introduced in 2008 and are widely researched in distance education, and emerged as a famous mode of learning in 2012.

Coursera is a web learning platform that partners with worlds best universities and provides certificate courses of online degrees. Cousera also provides sizable amount of scholarship. "World-class learning for anyone, anywhere" is that the punch line of this online platform.

Swayam (Study Webs of Active-Learning for Young Aspiring Minds) was launched by in July 2017 by Honorable President of India with a vision access, equity and quality education for all. It offers courses ranging into hundreds and that they are those which are taught at college, college and university level. SWAYAM is an initiative under Digital India to offer courses for free, covering education at higher level. The courses hosted on SWAYAM are always developed in 4 quadrants – (1) video lecture, (2) reading material that can be downloaded (3) self-assessment tests and (4) an online discussion forum for clearing the doubts. The learned professors from all over India a]have prepared courses on this platform. Students can easily learn at their own pace without invesing money. Only in few courses for examination fees are charged.

Jointly founded by Harvard and MIT, edX is one among the foremost wanted MOOC provider. edX may be a non-profit organization and provides up to 90% discounts for certificates.

Cogninitiveclass.ai is managed by by IBM and offers a good number of open online courses. because the name suggests, this MOOC provide concentrates on emerging texhnologies in computing like AI, Big Data, etc.

Sebastian Thrun, David Stavens, and Mike Sokolsky founded Udacity, Inc, started offering massive open online courses (MOOCs). Udemy offers quite 150k courses across all disciplines. It offers affordable courses and course fee starts from as low as $500.

During this pandemic period, many students at higher education level are enjoying learning at their own pace. All the above platforms are really knowledgeable and informative. Students as well faculties at different levels are really learning new aspects of online learning. The skills needed are how to brows various sites without wasting much time, completing assignments on tine, as wel take part in discussions with the likeminded people enrolled in the course.

LMS:

LMS (Learning Management System) is mostly applied to administrate, document, track, report, automate and deliver educational courses, training programs, or learning and development programs. This concept emerged directly from e-Learning. The primary introduction of the LMS was done in the late 1990s. Now a days it is widely used at higher education level.

Edmodo connects not just students and teachers but also parents. Edmodo also provides choice to give live streams of lectures.

Canvas is an LMS that gives open online courses alongside. Educators can get free access to professional development courses.

The Chamilo platform makes it cheaper to ensure the supply and quality of education. One can insert tests inside videos , this feature is made available in the new version of Chamilo that allows you to combine exercises with videos. You can capture your students' attention showing questions in the middle of your videos. Chamilo is an e-learning and content management free software system, aimed towards improving access to education and knowledge globally.

Moodle is a learning management system that gives educators and learners one strong, secure and integrated system to make personalized learning environments. Moodle is getting used by variety of MNC's and Universities worldwide.

Google Classroom is a free LMS to share files between students and teachers and posting assignments and grading. Moreover classroom supports various features like plagiarism checks, assignment scheduling, etc.

The author of this paper is currently using Google classroom very effectively to keep students engaged in learning. Students are also very happy as they can study at their own pace, at their own time and the most important thing about Google classroom is that all the learning material is always present at their fingertips.

Quizes:

Google forms are mostly used for surveys Now a days, many conferences are conducted during this lockdown period in which Google forms are utilized by many educational institutes at all levels of education to collect primary information about the participants as well to get feedback about the webinar.

Kahoot: Millions of teachers at all levels enjoy the magic of learning with kahoot. Our own Khaoot (test) can be created in minutes or choosen from 40+ million ready to play Kahoots. One can engage students who are not in school with distance learning feature. Most of teacher educators are trying to use kahoot to evaluate their students in different subjects.

Educaplay : as an educational games tool in wi=hich different types of activities can be created like crossword puzzle, dialogue game, dictation game, fill in the blanks game, map quiz, matching game, memory game, quiz, riddle, slideshow, unscramble letters game and many more. One can prepare or choose any one game which are already present on the platform in ready to use form in different subjects.

ClassMarker's is a web-based Quiz maker which is secured and professional as well easy-to-use.Her one can customize online testing solution for training & educational assessment with Tests & Quizzes graded.

Use Flubaroo is utilized to grade assignments and assessments in a moment and obtain reporting and analysis on student performance and quickly sends scores to students.

Poll Everywhere is a simple web-based application which will be utilized in and out of doors the classroom to make multiple-choice or open-ended polls. you'll also use Poll Everywhere in distance learning classrooms or fully online courses.

Use the Quizizz app to find out anything, anywhere. Students can study or engage in group quizzes, assignments, and presentations.

All the above discussed quizzes are really helpful during these days as it is not possible to conduct paper pencil tests. Many of the teachers are mostly using google forms to conduct tests online, they should also go for other interesting tools available online and practice it online evaluation.

Conclusion:

To conclude, one can say that above discussed tools and techniques are really interesting for students where they can learn easily. Only thing needed is to explore new options so that students do not get bored in this noble cause of learning. Of course, it is not possible to generate that environment which is present in the regular classes. Face to face interaction is most important in teaching learning process. These options are useful in this pandemic if taken positively by the teachers.

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10

Promotion of Research in higher education: with the special reference to the methods of the visibility of the Research

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Abstract:
Research plays a vital role in the knowledge economy, which in turn develops a country's economy. Knowledge creation is the responsibilities of higher education institutions. Knowledge has already become the key to productivity, competitive strength and economic development.It is an undeniable fact that the Indian universities are giving added impetus to Research and innovation for developing and taking the nation in all its fields to the next level. National assessment and accreditation council and new education policy 2020 have stated in their reports that Research in India is not much contributing when compares with other developed countries. There are several ways to promote the Research, and also the findings should be visible in order to improve further Research. This paper discusses ways to encourage Research and methods to improve the visibility of Research.

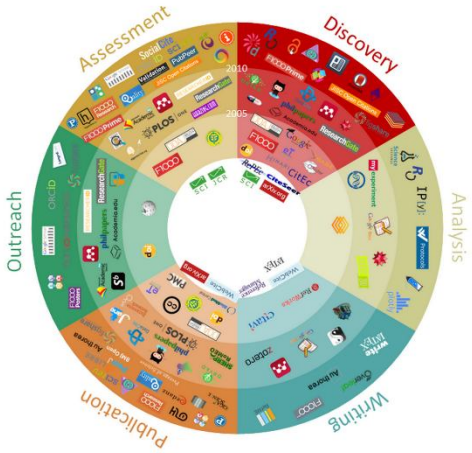
Introduction:
The prosperity of a nation is determined to a large extent by its capabilities to undertake Research in frontiers areas of science and technology as well as humanities. These capabilities are essential for the economic and social development of the nation and to face challenges of the competitive global environment. Indian's R& D expenditure, as a percentage of GDP, lags behind developed and some developing economics at a level of about 0.7 to 0.8% of GDP. According to the OECD, india's E& D expenditure dropped from 0.77 per cent of GDP in 2000 to 0.69 per cent to 1.23. Finland, which has remarkably transitioned into a knowledge economy, has increased R&D expenditure from 1.86 per cent in 1999 to 3.51 per cent in 2004. The U.S spends 2.68 per cents of its massive $ 13 trillion GDP on R&D alone(Prabhdev,2007). Similarly, 4.3% in Israel, 4.2% in South Korea, 2.1 in China (Source: ESI 2017-18). The number of researchers per lakh of the population was shockingly only 15 in India, compared to 111 in China, 423 in the United States, and 825 in Israel (Source: ESI 2016-17). In view of the fact that the creation of new knowledge and also the quick. These are some major obstacles facing Research in developing countries are:

a).Paucity of funds b).Lack of financial support to attend conferences, seminars, workshops, and training programme to update your knowledge and new developments c).Lack of adequate exchange programmers in institutions where related research activities have been conducted, erratic release of funds for sanctioned d). Lack of proper transfer of technology by advanced training of scientists in major institutions f). Lack of interdisciplinary Research

Ways to the promotion of Research in Higher education:
These are some ways to improve the Research;

- Initiating industry linkages for Research
- Provide the latest information and information sources
- Research orientation to students and faculty
- Provide adequate infrastructure facilities
- Have the research committee to guide the research agenda

- Enhancing Library resources for Research and networking
- Encourageslinkage with national research organisation, international universities and research organisation.
- To improve citation index/impact factor
- Inculcate critical thinking and spirit of enquiry through participating learning



(Fig.1) Social networking tools.

Methods to the visibility of Research:

In order to the promotion of research findings, these are some of the methods to enhance the visibility of Research:

1. Promote the latest Research at conferences

Conferences are a great opportunity to promote research findings. The researchers should participate, share the research findings and start to develop a research network,

2. **Share outputs of Research in repositories**.

Research findings should be deposited in popular publication subject repositories include:

AgEcon (Agriculture and Applied Economics) maintained by the University of Minnesota's Department of Applied Economics.

ArXiv - (pre-prints in Physics, Mathematics, Computer Science, Quantitative Biology, Quantitative Finance and Statistics) CiteSeer - (Computer and Information Science) maintained by College of Information Sciences and Technology at Pennsylvania State University

PhilPapers - (Philosophy) maintained by the Center for Digital Philosophy at the University of Western Ontario

PubMedCentral - is a repository for US federally funded research outputs in Medicine. It is required for all publications supported by NIH (and some other US federal agencies) funding to be deposited in PubMedCentral. This site explains the mandate and the process.

Research Papers in Economics (RePEc) is a collaborative effort of volunteers in 86 countries to enhance the dissemination of Research in economics and related sciences. It is a bibliographic database of working papers, journal articles, books, books chapters and software components.

Social Science Research Network (SSRN) - aims at early dissemination of social science, business, law and economics research. It allows for the deposit of both abstracts of working papers and upcoming publications as well as full text of published outputs.

3. **Create and keep up to date online profile:**

These tools will help to make more visible of the researcher's research outputs on the web and make more use and impact (for instance, citation counts, downloads or attention on the social web).
a).Google Scholar Citation Profile b).ImpactStory c).Kudos d).PlumX,

4. Register the researcher profiles at (ORCID, Scopus Author ID and ResearcherID) - Keep them updated, consistent and public

Having an ORCID can help to make the Research more visible. ORCID is a digital identifier that helps to distinguish you from other researchers. This identifier is used in manuscript and data submission processes and embedded into metadata to permanently link an author with their research outputs

5. Engage in academic social networking communities

The following tools are great way to disseminate the Research to the researcher and gain reputation is through active engagement in Research networking communities
i).ResearchGate ii).Academia.edu iii).LinkedIn vi).Mendeley v).Twitter vi).Instagram
vii).Blogs etc.

Conclusion:

Promoting Research, innovation and excellence in Indian Universities is a very big task. This is possible only when changes occur in the methods of teaching and Research. Adherence to the code of ethics in Research is another important factor to be given importance. The young scientist must be appreciated and awarded for their meritorious achievements. Research collaborations need to be imitated. Further, it is also suggested that reduce teaching and administrative load to active researchers, increase and enlarge budget and improve research infrastructure, recognition for publications in referred journals and create and maintain an e-database of research output and promote dissemination.

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11
Blended Learning Approach for Four Year Teacher Education Program

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ABSTRACT

One of the important objectives of four year B.Sc. Bed program of Savitribai Phule Pune University (SPPU) is to enable student teacher to act as an agent of modernization and social change. The two keywords which we find in this objective are 'modernization' and the other is 'social change'. When we talk about teacher education program, we have to think about these two aspects in detail. The way educational Scenario is changing and the kind of teachers are supposed to be trained to cope up with this changing educational scenario; we have to revamp the teacher education Curriculum. At the same time we also have to think about the modes of transaction of the courses that we offer. Modern trend in education is Blended Learning.

Technology intervention in all walks of life is transforming approach for each area of study. Educational technology is rapidly advancing. The demands of learner are changing. They want to have modern methods for their learning. Blended learning approach is an approach which makes use of online and offline learning resources for enhancing process of education. Traditionally teacher education programs focus on offline learning since the skill development of teacher education are competency, commitment and skills which will be taken care by offline teacher education program but in modern world we cannot do away with technology. We have to use Technology tools such as websites, web 2.0 tools, and online learning platforms, social media etc for the teaching learning program. The present paper discusses use of online resources and tools for effective implementation of teacher education programme.

Key words: Blended learning, Teacher Education

Definitions of blended learning

1. The international association for k-12 online learning defines blended learning as combining online delivery of educational content with the best features of classroom interactions and live instructions to personalized learning allow thoughtful reflection and differentiate instruction from student to student across a diverse group of learners.

2. The Sloan Consortium and institutional and professional leadership organization dedicated to integrating online education into mainstream educator describes BL as part online and part traditional face-to-face interaction.

Blended learning (BL) is a form of education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and pace. The terms blended, hybrid, Technology mediated instruction, Web enhanced instruction and mixed-mode instruction is often used interchangeably. However recent researchers in US tend to use the term BL with more regularity.

Teacher education programme: today and tomorrow

Present teacher education program has incorporated several ICT related components both in theory and in practicum to equip student teachers with technology skills. They are trained for using various

technology tools in their teaching profession. Sufficient inputs are given through theory papers and practical to student teachers. Most curricula of teacher education from different universities have tried to incorporate modern trends in education such as e learning, web-based learning, virtual classroom, smart classroom etc. Student teachers learn these concepts so that when they start their professional life, they will find it easy to use all these new concepts. But they learn all these concepts more or less as theory part rather than actual hands on experience.

New education policy has given clear guidelines about teacher education. In coming few years the teacher education programme is going to be 4 year integrated B.A. B.Ed., B.Sc. B.Ed., or B.Com. B.Ed. programme.(In some universities across the country its already been implemented) In this four years program our role as teacher educator is going to change. Teacher education programme is going to be more rigorous and modern. The way present teacher education program is implemented today is more traditional where in we focus more on face-to-face interactions. but when we shift to 4 year course, we need to use different approaches for implementing new teacher education program.

Outline of present B.A.B.Ed. Curriculum of SPPU.

The curriculum of B.A.B.Ed. of SPPU is of 4 years. Each year has two components:

A. Academic B. Education. The distribution of education component over four years is given in the following table:

Table 1: Theory and Practicum areas of four year teacher education program

Academic Year	No. of papers	Course in Education (Theory)	Course in Education (Practicum)
First	1	ED 101 Education for 21 st century	ED 107 Microteaching
Second	2	ED 201 Psychology of the learner and learning ED 202 Subject Education	Ed 207 Innovative Lessons
Third	3	ED 301 Subject Education ED 302 Quality and Management of School ED 303 Elective I	ED 308 Practice Lessons
Fourth	4	ED 401 Elective II ED 402 Advanced Pedagogy and teaching ED 403 Advanced Evaluation procedures in learning Ed 404 ID & Integration of ICT in teaching learning	ED 407 ICT – Intel program ED 408 Entrepreneurship Program ED 409 Internship

The component on education for B. Sc., B. Ed. course is more or less similar. While implementing this program we must remember that the students seeking admission to this 4 year course are ICT natives i.e. they have sufficient knowledge about technology tools. In fact this generation is going to be more techno- savvy and prefer their learning modes which make use of Technology. The students are more inclined towards use of internet, smart phones and computers for their learning rather than conventional classrooms. Therefore we as teacher educators must think of strategies which will make use of ICT tools. In fact we have to face the challenge of making our classrooms interactive, more interesting and fruitful so that the students want to have face to face interactions along with the online tools.

Blended learning approach for teacher education: HOW?

Our teacher education programs have to parts of education components-

1. Area theory and 2. Area practicum. The theory area deals with the basis of education. The students must know principles such as Child Psychology, School management, Evaluation etc. But are we going to teach our techno-savvy student teachers in the same old style? Is chalk and talk going to help us? The obvious answer is no. We know due to usage of such traditional methods of teaching, our classrooms soon become deserted classes. Most of the teacher educator's make use of PowerPoint presentations and videos to make their classroom interesting. But is it really making sense? When students have slide share, author stream, YouTube in their mobile phones and on laptops, how interesting are those classroom presentations for them? It is high time for teachers to rethink and change their modes of transactions of course content. Teachers have to plan classrooms activities thoughtfully and use strategies which will bring students to classroom. One of the best approaches for the same is 'flipped classroom'. Teacher educator can provide context to the students in the form of presentations, documents and videos before conducting the class. Allow the students to go through the content and prepare their notes or doubts. Students can list down their questions and the same can be discussed in the classroom interactions. For sharing the course content teachers can use platforms like Edmodo, CANVAS, Moodle or Google classroom. The institutions can have their own LMS which can be used to disseminate course content. Students can share their learning doubts on the same learning platform. Discussion forums or teachers blogs can help to conduct the discussions on these online tools. At the same time teachers can plan collaborative group activities, discussions, group tasks, projects and activities for actual classroom.

The theory component can be taught to the students using online resources and face-to-face activities. Following table 2 gives course wise examples to conduct them using blended learning approach:

Table 2: Course and Unit wise activities using BL approach

Course number	Name of the course	Unit	e- resource / online tool	face to face activity (off line mode)
ED-101	Education for development in 21st century	Gender equality	PPT on gender equality (Slide Share) (https://www.slideshare.net/kim2009/addressing-gender-equality-with-teaching-strategies?qid=85014743-090b-419f-bd34-d25794384142&v=&b=&from_search=8)	1. debate on the issue women empowerment 2. discussion on the topic
ED-201	psychology of the learner and example	Personality	Personality test- shared using survey Monkey Presentation on Personality development (https://www.slideshare.net/madiha110shah/personality-development-15114806?qid=78301658-b4dd-4e81-b4e2-951b8b508a71&v=&b=&from_search=6)	1. Activity : Guess Who Find the popular personality of the class 2.Test related to self concept
ED-202	Subject education	Methods teaching	Word document/ pdf of information about different methods of teaching.	1. In pairs: Design lesson plans using a

			Sample lesson plans shared on LMS/ G drive	particular method of teaching. 2.Ctriticise the lesson plan prepared by peer
ED-402	Advanced Pedagogy and Teaching	Experiential learning	ppt on Kolbe's cycle shared on LMS Video on experiential learning (https://www.youtube.com/watch?v=cxCEnyNhGCE https://www.youtube.com/watch?v=2idVrwJR15c&t=4s)	1.Group work Design classroom activity for any topic from their teaching subject. 2. Demonstrate activity
ED-403	Advanced Evaluation Procedures	Qualitative tools of evaluation	Samples of checklists, Rubrics, Rating scales etc. (word/ pdf files shred on LMS) (http://rubistar.4teachers.org/index.php)	1. Group discussion on Criteria of evaluation of Project, Assignment, Activities, Street play etc. 2. Developing rubrics

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Learning Management System (LMS) for blended learning

Nowadays schools and Educational Institutes develop their own LMS through which different school related activities are conducted. Not only teaching learning but other school activities are also monitored through their own learning management systems that are LMS.

There are various learning platforms like edmodo, Google classroom, Moodle, CANVAS etc available for ready use of the teachers. Google classroom is a very simple platform which can be used for various activities. Some of the activities are listed below:

1. Teacher can create his own Google classroom and form a kind of virtual class for his students.
2. Teacher can add other teachers who are teaching the same class and a group of teachers can collaboratively manage this class.
3. Teacher can add students by various means like sending the students the code to join the class, web link or email.
4. The teacher and students can use streaming platform to interact with each other and share their learning. Teacher can post his instruction and other class related suggestions.
5. In class work tab, teacher has several activities to conduct. Teacher can create an assignment, quiz assignment, question, provide material related to topics to be taught .
6. The quiz assignment can be given to students with schedule and we can monitor how students are completing them. The students can submit their assignments online and teacher can receive these assignments online.
7. The performance of the class can be analyzed easily.
8. With Google calendar picture can schedule his time table for different activities and provide them to student

9. Students can install Google classroom on their smart phones and can have all these learning resources at their palmtops.
10. Alerts from Google classroom and Gmail are given to the students and teachers whenever there is an activity in the online class.

Facilities available in Edmodo are little different. We can conduct polling or survey. Files in different forms like images, presentations, videos can be added. With Edmodo planner one can send queries and assignments as well. We can monitor progress of individual students.

Flipped clans using blended learning approach.

Students seeking admission for 4 year course with 18+ years. They are techno- savvy. If we want to make their learning more interesting and meaningful we have to use new techniques of teaching. Instead of giving long classroom lectures on different theory topics we can provide them information in more interesting forms like presentations, videos, pre-reading material in the form of documents etc. The students will use them for understanding the basic concepts on their own. They can do it at their own speed. Classroom should be the place where teachers solve their doubts face to face. Students should be provided individual or group tasks which they complete together in the class by taking help from their teacher or peer. Class rooms will be more lively and interactive. Students will learn to gather information using online resources and face to face classroom interactions will teach them application of the gained knowledge in the best possible way.

Conclusion:

For effective implementation of any course we must think about innovative ways. Blended learning approach is one of them. When we are going to implement 4 year teacher education program we should make use of this approach so that we develop more competent and techno-savvy teachers. The teacher education will be complete and comprehensive only when we use modern means and tools of teaching. Blended learning model will be a good solution for effective implementation of teacher education programme.

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ATTITUDE OF TEACHER EDUCATORS TOWARDS FOUR YEARS INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

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Abstract

This study was conducted to investigate the attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP). Looking at the nature of the study descriptive survey method was adopted in this study. 100 teacher educators of teacher training institutes and colleges of teacher education of Darbhanga district of Bihar were selected through rendom sampling method. Out of which there were 50 male and 50 female teacher educators. For measuring the attitude of teacher educators towards ITEP, a self-prepared tool was used by researcher which was standardized by calculating validity and reliability. The tool contains total 40 items based on the five point Likert type scale format. Analysis of data was done by using the statistical measures such as mean, percentage and t-test. It is found that the majority of the teacher educators have positive attitude towards ITEP. It was found that there is no significant difference between the attitude of male and female teacher educators towards ITEP. On the other hand it was found that there exists significant difference in the attitude of rural and urban, science and arts teacher educators towards ITEP.

***Keywords**: Attitude, Teacher Educators, Integrated Teacher Education Programme (ITEP), NCTE, National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2019.*

Introduction

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. National Council for Teacher Education (NCTE), a statutory body under Ministry of Education has launched a four years Integrated Teacher Education Programme (ITEP) to enhance the teaching profession in the country. The ITEP programme is a four-year programme that includes eight semesters, inclusive of field-based experiences, teaching practice and internship. The programme incorporates general studies comprising Mathematics and Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and pedagogy of school subjects and practicum related to the tasks and functions of a school teacher.

The ITEP imbibes some of the best practices of teacher education in the world and aims to bring about a qualitative change in preparation of teachers for the school system. It is expected to equip the aspirant school teacher with the requisite attitude, skill and knowledge to address the challenges of becoming an effective school teacher. The four years Integrated Teacher Education Programme (ITEP) Arts Stream and Science Stream is offered after Senior Secondary (+2) and aims at preparing

committed, responsible and professional teachers. This programme is intended to result in a paradigm shift in teacher preparation.

According to "National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2019" requirements of human resources and physical resources for the implementation of the 4 Year ITEP (Pre -Primary to Primary) Science Stream and Arts Stream and 4 Year ITEP (Upper Primary to Secondary) Science Stream and Arts Stream described in detail which was published in the Gazette of India in April 2019.

What a teacher educator finally intends to deliver to the students is the capability to transform, capability to change and adapt and adopt to situations in a very adept manner. An Attitude is an individual's degree of liking or disliking for something. Attitude is generally positive or negative view of person. Hence, the present study aims at finding attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Objectives

1. To study the attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP).
2. To study the difference in level of attitude of male and female teacher educators towards four years Integrated Teacher Education Programme (ITEP).
3. To study the difference in level of attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP).
4. To study the difference in level of attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Hypotheses

1. There is positive attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP).
2. There is no significant difference between the attitude of male and female teacher educators towards four years Integrated Teacher Education Programme (ITEP).
3. There is no significant difference between the attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP).
4. There is no significant difference between the attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Method and Sample

Looking at the nature of the study descriptive survey method was adopted in this study. 100 teacher educators of teacher training institutes and colleges of education of Darbhanga district of Bihar were selected through random sampling method. Out of which there were 50 male and 50 female teacher educators.

Tool Used

For measuring the attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP), a self-prepared tool was used by researcher which was standardized by calculating validity and reliability. This tool contains total 40 items based on the five point Likert type scale format. It was used to assessing teachers' level of attitude towards four years Integrated Teacher Education Programme (ITEP), in which 1= never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often. The reliability of the tool was found to be 0.312 (N=100) by split- half method.

Data Collection

For collection of data, the researcher distributed the tool among teacher educators of the concerned teachers training institutes. Teacher educators were encouraged and persuaded to give their honest and frank responses, ensuring that the data will only be used for research purposes.

Statistical Techniques

Researcher used mean, percentage, standard deviation and t-test for analysis of data.

Analysis of Data

Hypothesis 1: There is positive attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Table - 1: showing percentage distribution of attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Variable	Sample size	Mean	Percentage of teacher educators above mean	Percentage of teacher educators above mean
Teacher Educators	100	26.14	68%	32%

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It is clear from the table no.1, analysis of observed scores, revealed that the mean scores of teacher educators are 26.14 and out of 100 teacher educators, 68% teacher educators lie above mean and having positive attitude towards four years Integrated Teacher Education Programme (ITEP) and 32% teacher educators lie below mean and having negative attitude towards four years Integrated Teacher Education Programme (ITEP). Therefore it is clear that the majority of the teacher educators have positive attitude towards online education. Thus the formulated hypothesis "there is positive attitude of teacher educators towards four years Integrated Teacher Education Programme (ITEP)" is accepted.

Hypothesis 2: There is no significant difference between the attitude of male and female teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Table - 2: showing t-value for the attitude of male and female teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Variables (Categories)	N	Mean	SD	df	t-value	Result
Male	50	27.34	1.312	98	0.157	Not Significant
Female	50	27.13	1.413			

It is clear from the table no.2, which the mean scores of male teacher educators are 27.34 and standard deviation (SD) is 1.312. Similarly the mean scores of female teacher educators are 27.13 and SD is 1.413 where degree of freedom is 98. The calculated t-value is 0.157. From table, t-value at 0.05 levels is 1.96 and t-value at 0.01 levels is 2.58. But here the calculated t-value is less then table value at both levels of significance i.e. at 0.05 levels and 0.01 levels. Therefore, formulated null hypothesis "there is no significant difference between the attitude of male and female teacher educators towards four years Integrated Teacher Education Programme (ITEP)" is accepted.

Hypothesis 3: There is no significant difference between the attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Table - 3: showing t-value for the attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Variables (Categories)	N	Mean	SD	df	t-value	Result
Rural	50	29.24	1.428	98	2.79	Significant
Urban	50	29.67	1.327			

It is clear from the table no.3, which the mean scores of rural teacher educators are 29.24 and standard deviation (SD) is 1.428. Similarly the mean scores of urban teacher educators are 29.67 and SD is 1.327 where degree of freedom is 98. The calculated t-value is 2.79. From table, t-value at 0.05 levels is 1.96 and t-value at 0.01 levels is 2.58. But here the calculated t-value is more than table value at both levels of significance i.e. at 0.05 levels and 0.01 levels. This shows that significant difference exists in the attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP). Therefore, formulated null hypothesis "there is no significant difference between the attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP)" is rejected.

Hypothesis 4: There is no significant difference between the attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Table - 4: showing t-value for the attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Variables (Categories)	N	Mean	SD	df	t-value	Result
Science	50	26.13	1.47	98	2.76	Significant
Arts	50	27.42	1.53			

It is clear from the table no.3, which the mean scores of rural teacher educators are 26.13 and standard deviation (SD) is 1.47. Similarly the mean scores of urban teacher educators are 27.42 and SD is 1.53 where degree of freedom is 98. The calculated t-value is 2.76. From table, t-value at 0.05 levels is 1.96 and t-value at 0.01 levels is 2.58. But here the calculated t-value is more than table value at both levels of significance i.e. at 0.05 levels and 0.01 levels. This shows that significant difference exists in the attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP). Therefore, formulated null hypothesis "there is no significant difference between the attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP)" is rejected.

Findings

The main findings derived from the analysis of data are as follows

1. It is found that the 68% teacher educators have positive or favourable attitude towards four years Integrated Teacher Education Programme (ITEP) and the 32% teacher educators have negative or unfavourable attitude towards four years Integrated Teacher Education Programme (ITEP).
2. It is found that the majority of the teacher educators have positive attitude towards online education.
3. It is found that there is no significant difference between the attitude of male and female teacher educators towards four years Integrated Teacher Education Programme (ITEP).
4. It is found that there exists significant difference in the attitude of rural and urban teacher educators towards four years Integrated Teacher Education Programme (ITEP).
5. It is found that there exists significant difference in the attitude of science and arts teacher educators towards four years Integrated Teacher Education Programme (ITEP).

Conclusion

According to "National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2019" requirements of human resources and physical resources for the implementation of the 4 Year ITEP (Pre -Primary to Primary) and 4 Year ITEP (Upper Primary to Secondary) will fullfilled by the governments and stakeholders. It becomes a crucial issue in the field of teacher education, which attracts all concerned. To implement the ITEP, teachers, parents, society, administrators and government should collectively work and teacher educators must be oriented to work in this direction.

Educational Implications

1. There is a need for properly planned, deliberate and conscious efforts on the part of teacher educators, teachers, parents, and governments for the implementation of four years Integrated Teacher Education Programme (ITEP).
2. There is need to develop awareness about ITEP among teacher educators who revealed negative and unfavourable attitude (32%).
3. The administrators and educationists form the policies, but it is the government who executes and implements the programme in real situation. Government should allocate proper funds to implement the ITEP.
4. Appropriate materials for implementation of ITEP should be given to teachers to be made sure that all teachers have understood clearly about all that is given in the materials for ITEP.
5. Promote the positive attitude towards ITEP among colleague and students in the teaching learning process. Teachers should be encouraged to form favourable attitudes toward the ITEP giving

the examples of Regional Institutes of Education, who has successfully running the integretad courses such as B.Sc. B.Ed and M.Sc. M.Ed.

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Innovative Pedagogy in Higher Education

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Abstract

Change is the only permanent thing in this world. Everything is changing so fast. Recent example is COVID-19 pandemic, who has brought unprecedented change in each aspect of life, each aspect which can be thought of related to human beings. Education has no exception. No doubt, educational sector has seen many drastic changes in recent past decade. But no one can deny that these changes have got accelerated only because of this pandemic situation. Higher education has experienced paradigm shift in each sector. Our young generation is directly attached to higher education, hence any change in higher education pattern directly influences our social and cultural ideologies. So, in this paper we will try to cover the recent innovations in the pedagogy of higher education.

Key words: paradigm, cultural ideologies, innovations and pedagogy.

Introduction: Before we delve deeper into this topic, first of all we have to look an eye-sight over two important concepts, innovations and pedagogy. First of all, talk about innovation, what innovation is, how it can be defined and what are its main characteristics.Innovation is production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres; renewal and enlargement of products, services, and markets; development of new methods of production; and the establishment of new management systems. It is both a process and an outcome (OECD definition in Wikipedia). Now we have to talk about pedagogy, it is the term which has got maximum attention in the recent past. Why this term is selling like hot cake in the realm of education sector? Let us look into it.

Pedagogy: According to Cambridge dictionary, pedagogy is, "**the study of the methods and activities of teaching".** This means every- thing related to teaching comes under pedagogy. Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. Hence a teacher uses all his/her skills in making a pedagogy as good and effective as s/he can for his/her students. In recent past, educational sector has experienced a paradigm shift in its pedagogical approaches. Before we talk about these shifts, first have a look what this paradigm and paradigm shift is?

Paradigm: Cambridge dictionary defines paradigm as, "**a model of something, or a very clear and typical example of something".** It means paradigm is a model, pattern or way of doing something, it is a clear-cut example of anything which we want to describe. Now is the turn of paradigm shift. We often have heard this term paradigm shift here and there and specially in education sector. So, let us understand the meaning of the term, paradigm shift. Merriam webster dictionary defines paradigm shift is, "**an important change that happens when the usual way of thinking about or doing something is replaced by a new and different way"**. So, we can understand it in this way that paradigm is a model or pattern of something and paradigm shift happens when this model has

been entirely changed, this change can be due to emergence of a new technology or in impression of a new ideology, theory or research.

Paradigm Shift in Education: Most of us are known to the fact that, the concept of paradigm shift comes mainly from the work of Thomas Kuhn in the context of revolutions in natural science. But now this term has been used in every discipline, when there is talking of some sort of radical change in its functioning. Education in general and higher education in particular has undergone paradigm shift. The reason behind these shifts are many, such as globalization, entry of private players in higher education sector, commercialisation of education and last but not the least technological innovations. In this article, we have focussed solely on technological innovations.

Emergence of Innovative Pedagogy: As we proceed further to discuss about various innovative pedagogies, which are prevalent in the educational realm. We must think about the reasons which are responsible for these changes and must see the silver lining in the grey cloud in terms of this pandemic situation that it has provided much needed momentum in this revolution. We don't talk about its pros and cons & goodness or badness about these innovations here, only we are focussing on their very occurrence. As soon as technology enters into our world, it has left its impact over everything, such as the way we talk, communicate, romance, shop, travel, entertain, educate and everything, the list is endless.The whole world has modified itself in accordance with this new digital world to cope up with the new and novel demands of this new world. Education sector has also felt the pressure to cope up with it. Higher education deals with youths, hence it has felt maximum pressure to adapt itself in sync with the innovative pedagogies.

Innovative Pedagogy in Higher Education: There are immense ways and approaches to describe innovative pedagogies prevalent in higher education but I stick to the clusters of innovative approaches given by David Instance (2019) in his blog, "Approaches to Pedagogical Innovation and Why they matter". Let us have a look over these pedagogical approaches, then one can surely understand how these innovations have entirely shifted the paradigm in higher education.

- **Blended Learning:**Everyone is aware about what blending is, here in terms of learning what we are going to blend, online and offline approaches. This means when we are mixing the face to face classroom teaching with new online modes of teaching judiciously and in a balanced view keeping in mind the needs and capabilities of the student, then it becomes blended learning. It is one of the most popular pedagogical concepts at the beginning of 2000. Graham has stated it in 2006 that blended learning would have a great role in the future and it would be dominated by the distributed learning environments.

Mainly there are three forms of blending approaches which has got maximum attention, inverted flipped classroom, lab-based models and "in class" blending. In these approaches, concept of flipped classroom is most interesting and beneficial for student engagement as well as awakening their higher order thinking skills. "**Flipped Learning** is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (Flipped learning Network). There are four pillars of F-L-I-P in this flipped, which are: Flexible Environment, Learning Culture, Intentional Content and Professional Educator. As the term flipped means inverted, in this approach the original philosophy of being taught to students in classroom by providing information and materials to them in classroom and leave them all alone in home for completing assignment related activities is totally inverted. In flipped learning model, teacher has sent the material which has been taught to students

prior to them via online mode, and students are supposed to go through that material and home to school with their queries. Class time is devoted to deliberate engagement of students in critical thinking exercises under the able guidance of teacher.

- **Gamification:** Gamification is understood as to the use of game elements in non-game contexts (Deterding,et al.2011). When we introduce game elements in teaching learning activities, it can do wonders. Because here learner has inbuild urge to participate, immediate feedback can be provided and it is highly personalized. Langendah, Per Anders & Herbert, Mark Recillia (2016) has explained gamification and its various elements in detail. On the basis of their article gamification has three main components:

1. **Gaming Experience:** This means those experiences, which the students can experience when they participate in it, such as: enjoyment, challenging and competitiveness.
2. **Underlying Dynamics:** Games are not statics; their basic philosophy is being dynamic. The dynamics which are involved in gamification are, freedom to fail, feedback, progression, narratives, multiple choices and role-playing.
3. **Surface Elements:** Elements which are visible called as surface elements, such as: badges, points and leader boards.

One thing I would like to share here that why students are addicted to these games. In their games, stories are narrated by their point of view, hence here they are the makers of their stories. They have got multiple choices to choose their path, they got immediate and highly personal feedback. This seems magical and can engage students in true sense with their provided material and when they will do it by their own, learning will remain permanent and everlasting.

- **Computational Thinking:**"develops problem-solving by looking at challenges as computers would and then uses technology to resolve them. Its basic elements include logical reasoning, decomposition, algorithms, abstraction, and pattern identification—using techniques such as approximate solutions, parallel processing, model checking, debugging, and search strategies."(David, Instance 2019). Computational thinking intersects mathematics, ICTs and digital literacy. It aims at addressing maths as a language to coding and looks at ICTs as a platform for developing a problem - solving approach in students(OECD,2018). These all are recent innovations which has totally changed the philosophy of teaching and learning in 21st century. Keeping in mind the importance of computational thinking, our National Education Policy, 2020 also emphasized the importance of coding in curriculum and has recommended its learning from class 6th onwards as a part of 21st century skills.
- **Experiential Learning:** It occurs through active experience, inquiry, and reflection. In its simplest form, experiential learning means learning from experience or learning by doing.Kolbe's experiential learning cycle is the most popular and easy one to understand the cycle of experiential learning and its benefit to the students in long term. There are four main components of this cycle, which are:

i) Concrete Experience: In this approach, such situation has to be created that students remain engaged in concrete experiences.

ii) Reflective Observation: Then students reflect on their observation, means they check, whether these observations are in sync of their previous observations or there is a change in the pattern this time, means students' minds are actively engaged at this step.

iii) Conceptualization: Through reflection, students develop new understanding and try to formed new concepts in the light of new found experience.

iv) Active Experimentation: Students plan and test their confusions by applying their problems to new situations.

In this way, through adopting experiential learning, teachers can teach the process of active thinking to students

- **Embodied Learning:**Theories of embodied cognition suggest that the mind is not an abstract and isolated entity. Rather the mind is integrated into the body's sensorimotor systems (Barsalou,1999 ,2008). Embodied learning constitutes a contemporary pedagogical theory of learning which emphasize the use of the body in the educational practice and the student teacher interaction both inside and outside the classroom and in digital environments as well. Primary characteristics of embodied learning are following: i) sensorimotor activity, ii) relevance of gestures to the theme that is to be reproduced&iii) emotional involvement. Embodied pedagogies promote knowledge acquisition through the natural tendencies of the young toward creativity and expression and encourage the development of curiosity, sensitivity, risk-taking, and thinking in metaphors and multiple perspectives (David, Instance 2019). This is a recent innovation in the field of pedagogy and can resulted in very bright results in terms of students' performance and achievement level.
- **Multiliteracies and discussion-based teaching:** While multiliteracies focuses on the multiplicity and diversity of platforms and languages that learners require to become literate, discussion-based teaching revolves on the critical and cultural variables through which learners actively construct the meaning of texts.A term related to multiliteracies is multimodal learning. It can also be taken into account here which means use of many modes by teacher for maximum retention of study material by maximum students in lesser span of time.

Conclusion: We have discussed several approaches, but these are only few, there are many other approaches, or we can say everyday some-thing new has been emerged and seems very promising. One thing which is essential to discuss here, that technology is neutral. Mere insertion of technology cannot make a very innovative pedagogy but there must be consideration in terms of learner's characteristics. For this purpose, a very popular model is present called as TPACK model. It states that technology not become the driver of any teachers' pedagogical skills but it has to be in sync with the content and pedagogy both. So, it is on the wisdom of teachers that how well they utilize the affordances of the new technology to make their pedagogy, innovative ones in true sense.

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14

Higher Education in Post COVID-19 era with special reference to India

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Abstract: The Education system will be with new form in all levels of education in coming Post COVID-19 period. In this ongoing pandemic virtual education has become a norm for most of the educational institutions in our country. In this particular paper the researcher has tried to discuss about the expected opportunities and structural changes in post covid-19 in higher education system in India. The researcher has tried to pinpoint the impact of covid-19 pandemic on higher education sector by highlighting the impact of E-learning in Post covid-19 era.

Key Words: Higher Education, E-Learning, Opportunity, Covid-19, Suggestions.

Introduction:

The COVID-19 pandemic has adversely disrupted various sectors including the higher education sector which is a critical determinant of a country's economic future. In India the state governments across the country began to shut down the educational institutions temporarily as a measure to contain the spread of the COVID-19. Covid-19 pandemic has impacted on the various aspects of Indian higher education sector such as structure of educational institutions, teaching method, assessment, methodology, pedagogical method, courses etc. E-learning is helping the students with different information in different ways. Different higher educational institutions have opted for different digital platforms to access learning for their students such as Zoom App, Google Meet etc. However, the higher educational institutions in India can use present adversity i.e. digital education as a blessing in this pandemic situation and this will create an opportunity to transform the higher education for better in post Covid-19 era also.

Objectives of the study:

1. To study about the structural changes and opportunities in the field of higher education in post covid-19 period in India.
2. To study about the long-term impact E-Learning in Higher education in post COVID-19 period in India.

Significance of the study: Realizing the significance of planning, re-constructing and modifying the present higher education structure, curriculum, academic session etc. for Post COVID-19 era due certain changes as well as development of new opportunities in the field of higher education, the researcher desire to make a humble attempt to study about the higher education in post COVID-19 era in India.

Methodology:

This study is based on descriptive method, conceptual and qualitative in nature. Here, the data had been collected by using authentic secondary data i.e. from articles of research journals and prominent sites relevant to the study because it is not possible to go outside for data collection due to lockdown at current situation.

Discussion:

1.To study about the structural changes and opportunities in the field of higher education in post covid-19 period in India:

a. Technology Driven Education: The current pandemic situation is accelerated of using digital technology which can transform our education system for the better in post COVID-19 era. The major impact in higher education sector in recent years is models with big data tools such as Machine Learning and Artificial Intelligence. These models get to develop their popularity during this pandemic period. These models can be designed to offer personalized teaching based on the learning requirements of a given student which is also helpful for students with special needs, learning disabilities etc. Thus, there is a possibility of habits changing to enable education and it will help in the development of a technology driven era in higher education in India in coming years.

b. Collaboration: This pandemic can bring a new opportunity where collaborations can take on a new form among the teachers across the nation to benefit from each other through different online platforms such as webinars, web conferencing, teleconferencing etc.

c. Blended Learning: Blended learning is also known as Hybrid learning. This is a combined mixture of synchronous (face to face learning) and asynchronous (online) learning. Thus, in future the educational institutions offering Online-based learning courses can be embraced the Hybrid Learning System over the conventional asynchronous systems. However, online-based learning has been able to permeate many layer of our society and the platform is fast becoming an essential tool in transforming the educational system for best. The educational institutions can take up the Hybrid Learning as a tool in their course offerings to get best results in near future also.

d. Interdisciplinary Academic Programmes: Different Disciplines will progressively come nearer to one another in the light of the exposure of more and more multidisciplinary fields of knowledge in higher education. This will command inter-disciplinary literacy among teachers and adaptability among students in higher education. Higher education is leading towards self-directed and personal administrations due to increasing rate of sub-disciplines which are rigidity and flexibly in nature.

e. Reduction of National and International student motility in higher education: Due to pandemic new ways of social distancing will continue for quite some time and may also have an effect on traditional education and most of the parents will select to discover achievable alternatives nearer to their domestic and may restrict for less movement within the country due to the pandemic. As the worldwide education has also been affected by the crisis many international universities have been closed and are turning in all instructional activities through virtual mode. Many international conferences in higher education have been cancelled or grew to become into a series of webinars. So, the national and international student mobility may reduce.

f. Demand for Open and Distance Learning: Covid-19 pandemic has compelled the human society to maintain social distancing. It has also created greater challenges in functioning educational process by maintaining social distancing. To meet these challenges there is more demand for distance education and virtual modes of teaching-learning and the identical trend might also continue in future also.

2. To study about the long-term impact E-learning in Higher education in post COVID-19 period in India: E-learning plays a crucial role in educational system and now it has been proved more essential due to current pandemic situation to study from home so that students can resume academics without must gap or not stopped. It can offer a great deal of content, interaction, reinforcement, available in any location and real-time feedback during virtual sessions. Besides, in India different E-learning platforms are getting popular such as Byju app, DIKSHA, Oliveboard, Unacademy, etc. Besides various digital initiatives have been taken by UGC & MHRD for higher education during COVID-19 such as e-GyanKosh, Gyandarshan, Gyandhara, Swayam, Swayam Prabha,.e-PG Pathshala , e-Adhyayan, e-Pathya FOSSEE,

SAKSHAT, VIDWAN etc.Thus, various E-learning platforms will reach, develop and get better popularity in post COVID-19 era across all the states in India and it will strengthen and ensure accessibility of learning to all the students. In post pandemic period Assessment gadget may additionally be changed to new shape. Artificial Intelligence (AI) may additionally help teachers to deal with assessment, evaluation, preparing mark-sheets and monitoring the overall performance of each learner easily. AI may also use digital platform considerably to minimize burden of examiner in coping with examination and assessment systems. If these things to do are made simpler, the academicians would be able to listen extra on curriculum development, skill development and qualitative education.

Suggestions and Conclusion:

As WHO has recently pointed out that the Covid-19 may never be eradicated and people will have to continue with it, many countries around the world are now planning to continue education via distance or digital mode and India should plan for the same also. Government should support higher educational institutions to boost their resources to run digital academic activities. Students also need to be supported with better access to internet and technology as most students are unable to come up with the finance for the facilities. During this pandemic, higher educational institutions should focus more on virtual educational activities including television, radio and internet-based education. On the other hand teachers and learners have to be well skilled for using technology in virtual education. Different Policies need to be adopted with the aid of Government/educational institutions to grant free internet facility and free digital devices to all learners in order to inspire online learning as a result of which people would get engaged and motivated towards learning during pandemic. As Indian traditional knowledge is well known for its scientific innovations, benefits and values to enhance sustainable technologies and medicines across the world, so this information in different fields should be integrated with a present-day mainstream higher education system. Immediate solutions are required to reduce the effects of the pandemic on training initiative, job opportunities, research activities etc. Establishment of quality benchmark and exquisite assurance mechanisms for virtual learning programmes must be developed and offered by higher educational institutions in India because many virtual learning platforms offer multiple programmes on the same subjects with different levels of certifications, methodology and evaluation parameters. However new strategies for educational assessment need to be adopted by instructional institutions if the ongoing pandemic continues.

Thus, in conclusion we can say that educational institutions need to spend more finance on I.T infrastructure in order to get best results in future. In post covid-19 period it is expected of using Hybrid Learning System over the conventional asynchronous systems by higher educational institutions to access education. Thus, educational policy makers and administrators can create this crisis as an opportunity to develop new learning models that can reach everyone in higher education level in post Covid-19 era.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

15
Motivation to learn English for pursuing higher education and the self-esteem analysisof the students

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Abstract

The present paper attempts to establish a relationship between motivation to learn English for perusing higher education and self-esteem of the student who are the learner of the English as their second language. In India, it is an approaching trend to have a good speaking fluency in English to acquire a good status in the society. This trend is also prevalent in the sector of higher education as well. To meet the objective of the present study, a survey of 800 students were conducted in the year 2019. The questionnaire collected information on the motivation levels of the students to choose English language for perusing higher education. This survey of high school students also collected information on the self-esteem in order to analyse the present status of their self-worth, self-confidence, self-satisfaction and self-respect. The results indicate that there exists a strong correlation between high motivation to learn English and self-esteem levels of the students. The data analysis was done using SPSS software.

Keywords: Higher Education, Motivation, Self-esteem, English

Introduction

The essentials of language in the medium of instruction in higher education have been of immense significance. However, in the recent ages it has been noted that, English has become the lingua franca of the nation like India. The obsession to speak in a foreign tongue has greatly contributed to the dominance of English in domain of knowledge. This has added to the growth of English speakers in a multilingual country like India. The youth are the section of the society who is the most influenced one, with a fascination towards the foreign accent. The fluency of English not only boosts the self-esteem of the individual but also enhances to built-up a status distinction in the society. No doubt, this language has captured almost all the sections of society, ranging from the social, economic, political to academics, media and governance. And as stated by Maslow's need factor of motivation it is the self-actualization which has to be addressed first in the hierarchy of needs, and self-satisfaction is one of it.

Literature Review

Motivation is one the most important factors of learning English. And English has become one of the most widely used languages for communication worldwide (Alibec & Sirbu, 2017). Self-esteem is positively correlation with the high productivity of learning English (Zare & Riasati, 2012). The lingua franca status of English has brought a high demand for learning the language at the school levels as well. Therefore, the choice of a medium of education has become essential at a very tertiary level.

English not only calls for a high demand of economic elevations, but also, a requirement to learn. And it is very prominent to say that there exists geopolitics of knowledge, which gives birth to the need of having a proper fluency of English in almost every domain of the society (Mendieta, Phillipson, & Skutnabb-Kangas, 2006). The need of learning English as a medium of education has become a factor of challenges in the 21st century for students to pursue higher education. The sky reaching cost of the

modern English medium education system has become of the major factor of hindrance in the modern curriculum of the education system. It is only because of the language that the geopolitics of knowledge has come into play. The role of self-esteem in the choice of the language in higher education is very vital and is essential to be taken into consideration. This research aims to gap the bridge between the motivation of learning English and the choice of the language of the medium of higher education among the students, who are non-native speakers.

Research Methodology

To achieve the above mentioned goal of the research, a set of two questionnaires were used.

1. *Questionnaire 1*: The questionnaire was used to assess the motivational inferences of the students towards learning English for higher education. The questionnaire was a construct of a five point likert scale, ranging from *least important* to *most important*. The responses were collected and quantified from 1 to 5; the higher the importance the higher the value.

2. *Questionnaire 2*: The Rosenberg Self Esteem Scale (1965) was utilized to assess the self-esteem level of the students to learn English. The original sample of the scale was the student of the New York City. It a standardised structured questionnaire of 10 self-assessing questions on self-esteem, on a four point likert scale ranging from *strongly agree* to *strongly disagree*, quantified from 0 to 3. The total score of the scale was 30.A total score of below 15 indicated a low self-esteem and indicated a concern of an issue of lack of self-worth, self-confidence, self-satisfaction and self-respect.

Major Findings

The Statistical Package of Social Sciences is a data analyzing tool, employed in the present research. The following are the statistics of major findings of the study:

Statistics

Higher education

N	Valid	800
	Missing	0
Mean		4.70
Median		5.00
Mode		5
Sum		3760

Table no:. 1.

The size of the sample is indicated in the 'Valid' row of the statistical table, with a mean of 4.70, median of 5.00 and mode of 5, with the total score of motivation as sum of 3760.

Higher education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least Important	6	.8	.8	.8
	Of Some Importance	22	2.8	2.8	3.5

Table no.: 2.

Important	18	2.3	2.3	5.8
Very Important	114	14.3	14.3	20.0
Most Important	640	80.0	80.0	100.0
Total	800	100.0	100.0	

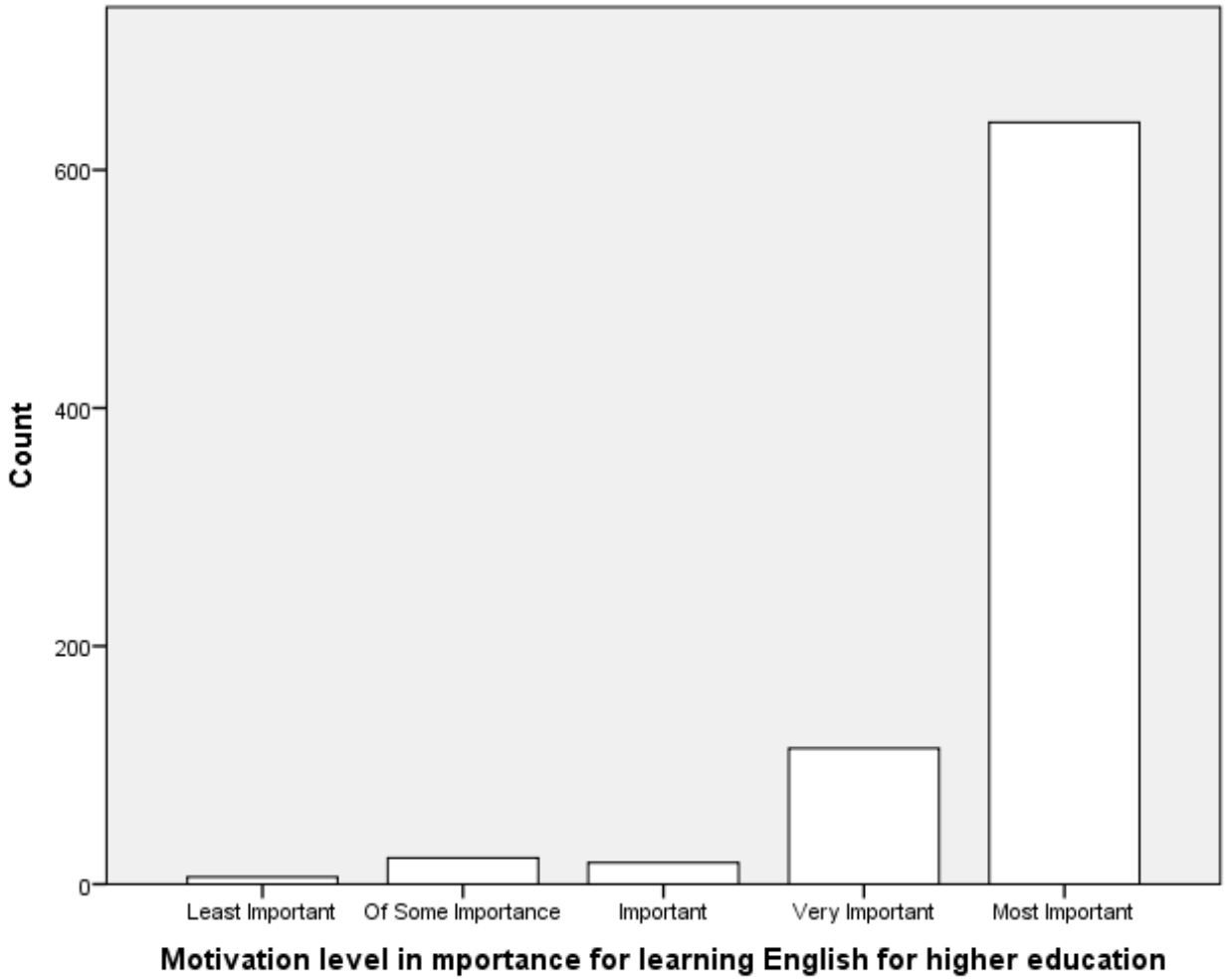


Figure:. 1

The figure1. Above indicates the students' choice of English in higher education. The importance of English ranges from 'least important' to 'most important'. The bar diagram above shows that the motivation level is very high.

Statistics

Self Esteem

		1.On the whole I am satisfied with myself	2.At times I think I am no good at all	3.I feel that I have a number of good qualities	4.I am able to do things as well as most other people	5.I feel I do not have much to be proud of	6.I certainly feel useless at times	7.I feel that I am a person worth, at least equal to others	8.I wish I could have more respect for myself	9.All in all I am inclined to feel that I am a failure	10.I take a positive attitude towards myself
N	Valid	800	800	800	800	800	800	800	800	800	800
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		2.41	2.40	*2.60*	2.57	2.47	2.43	2.55	1.17	2.39	2.39
Median		3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00
Mode		3	3	3	3	3	3	3	0	3	3
Sum		1927	1917	*2079*	2058	1975	1945	2036	939	1912	1908

Table no.: 3.

1. On the whole I am satisfied with myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	5.6	5.6	5.6
	Disagree	86	10.8	10.8	16.4
	Agree	166	20.8	20.8	37.1
	Strongly Agree	*503*	62.9	62.9	100.0
	Total	800	100.0	100.0	

Table no.: 4

2. At times I think I am no good at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	64	8.0	8.0	8.0
	Agree	38	4.8	4.8	12.8
	Disagree	215	26.9	26.9	39.6
	Strongly Disagree	*483*	60.4	60.4	100.0
	Total	800	100.0	100.0	

Table no.: 5.

3. I feel that I have a number of good qualities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	3.9	3.9	3.9
	Disagree	31	3.9	3.9	7.8
	Agree	166	20.8	20.8	28.5
	Strongly Agree	572	71.5	71.5	100.0
	Total	800	100.0	100.0	

Table no.: 6.

4. I am able to do things as well as most other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	3.5	3.5	3.5
	Disagree	44	5.5	5.5	9.0
	Agree	170	21.3	21.3	30.3
	Strongly Agree	558	69.8	69.8	100.0
	Total	800	100.0	100.0	

Table no.: 7.

5. I feel I do not have much to be proud of

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	7.3	7.3	7.3
	Agree	37	4.6	4.6	11.9
	Disagree	177	22.1	22.1	34.0
	Strongly Disagree	528	66.0	66.0	100.0
	Total	800	100.0	100.0	

Table no.: 8.

6. I certainly feel useless at times

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	65	8.1	8.1	8.1
	Agree	21	2.6	2.6	10.8
	Disagree	218	27.3	27.3	38.0
	Strongly Disagree	496	62.0	62.0	100.0
	Total	800	100.0	100.0	

Table no.: 9.

7. I feel that I am a person worth, at least equal to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51	6.4	6.4	6.4
	Disagree	22	2.8	2.8	9.1
	Agree	167	20.9	20.9	30.0
	Strongly Agree	*560*	70.0	70.0	100.0
	Total	800	100.0	100.0	

Table no.: 10.

8. I wish I could have more respect for myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	*359*	44.9	44.9	44.9
	Agree	18	2.3	2.3	47.1
	Disagree	348	43.5	43.5	90.6
	Strongly Disagree	75	9.4	9.4	100.0
	Total	800	100.0	100.0	

Table no.: 11.

9. All in all I am inclined to feel that I am a failure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	65	8.1	8.1	8.1
	Agree	29	3.6	3.6	11.8
	Disagree	235	29.4	29.4	41.1
	Strongly Disagree	*471*	58.9	58.9	100.0
	Total	800	100.0	100.0	

Table no.: 12.

10. I take a positive attitude towards myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	66	8.3	8.3	8.3
	Disagree	31	3.9	3.9	12.1
	Agree	232	29.0	29.0	41.1
	Strongly Agree	*471*	58.9	58.9	100.0
	Total	800	100.0	100.0	

Table no.: 13.

Correlations

Motivation to learn English		Higher Education (Total Score)	Self-esteem (Total Score)
Higher Education	Pearson Correlation	1	.178**
	Sig. (1-tailed)		.000
	N	800	800
Self-esteem	Pearson Correlation	.178**	1
	Sig. (1-tailed)	.000	
	N	800	800

**. Correlation is significant at the 0.01 level (1-tailed).

Table no.: 14.

The p value is less than 0.05, indicating that there is a strong correlation between the motivation to learn English to pursue higher education and self-esteem of the students.

Conclusion

The implication of this research is to estimate the ethnoglossophilic/phobic and xenoglossophilic/phobic nature of the students. It is important to note that the factor of behavior determines the language choice in higher education. This may create a varied degree of learning hindrance pertaining to medium of education in higher education. The following table elaborates on the relationship inferences of motivation level and self-esteem score:

Importance of learning English	Self-esteem score<15	Self-esteem score≥ 15
Least Important (1)	4(ethnoglossophobia)	2(ethnoglossophilia)
Of Some Importance (2)	1(ethnoglossophobia)	21(ethnoglossophilia)
Important (3)	3 (moderate)	15(moderate)
Very Important (4)	12(xenoglossophobia)	102(xenoglossophilia)
Most Important (5)	32(xenoglossophobia)	*608(xenoglossophilia)*

Table no.: 15.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

16

The influence of Covid - 19 on teaching learning process

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Abstract

The nationwide lockdown following the COVID-19 pandemic has led to a burst of activity with online education. The rapid spread of the virus has left us with no way but to hunt safety and isolate ourselves within the confines of our respective homes. The lockdown has accelerated adoption of digital technology. Educational institutes, analytics, computer, data management methods and online education solutions are forced to figure in tandem and improve in quality and delivery time to handle such situations. This can be a perfect time to experiment and deploy new tools to create education delivery meaningful to students who can't move to campuses. It's an opportunity to be more efficient and productive while developing new and improved professional skills/knowledge through online learning and assessment. It is also a indisputable fact that use of technology in education is leading to different concepts within the system, for example the move from teacher-centric education to student-centric education. It's probably a primary for India to experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online learning. Following government instructions, even the academic institutions had to shut down temporarily, affecting academic delivery. Thus, they had to find new alternatives to academic delivery, and virtual classes were the way forward. In this paper we'll discuss, the influence of Covid - 19 on teaching learning process.

***Keywords*:** Education, Covid, digital learning, virtual class, Teaching learning

Introduction

Coronavirus is continuous its spread across the world, with nearly four million confirmed cases and 298,202 deaths in 212 territories. The pandemic has affected educational systems worldwide, leading to the near-total closures of faculties, universities and colleges. We live amidst what's potentially one all told the simplest threats in our lifetime to global education, a giant educational crisis. The COVID-19 pandemic have shed a light-weight on numerous issues affecting access to education, still as broader socio economic issues. Quite 370 million children and youth don't seem to be attending school because of temporary or indefinite country wide school closures mandated by governments during a shot to slow the spread of COVID-19. Starting the varsity year late or interrupting it completely disrupts the lives of the various children, their parents, and teachers. As a result, there's distinctive rise of e-learning (online learning), whereby teaching is undertaken remotely and on digital platforms. With this sudden shift far from the classroom in many parts of the planet, some are wondering whether the adoption of online learning will still persist post-pandemic, and therefore the way such a shift would impact the worldwide education market. But only developed countries are better prepared to maneuver to online learning strategies, with plenty of effort and challenges for teachers and fogeys. In middle-income and poorer countries, true is incredibly mixed and if we do not act appropriately, the vast inequality of opportunities may arise between developed and low income nations. Many children

haven't got a desk, books, internet connectivity, a laptop reception, or supportive parents in low income and poorer nations.

Though, virtual classrooms don't seem to be new concepts now; this pandemic has forced the complete education system to adopt online teaching-learning mode until we are out of danger from the corona pandemic. Not only teachers and students but people round the globe from other sectors even have adapted to the present new normal of performing from home. Some years back, work from home was considered a privilege by some IT company employees, or some select employees within the IT sector are entitled to the present benefit. Now, we are all having the liberty of engaging from home.

Opportunities

Some countries will be able to increase their teachers digital skills. Radio and TV stations will recognize their key role in supporting national education goals and hopefully, improve the quality of their programming understanding their immense social responsibility. Parents will be more involved in their children's education process, and ministries of education will have a much clearer understanding of the gaps and challenges (in connectivity, hardware, integration of digital tools in the curriculum, teacher's readiness) that exist in using technology effectively and act upon that. All of this can strengthen the future education system in a country.

- The more engaging learning styles are ones that are more interactive, and that face-to-face learning is better than online learning. We also know blended learning can draw on the best of both worlds and create a better learning experience than one hundred percent face-to-face learning. Thus, blended learning approaches will be tried, tested and increasingly used.
- Quality teaching and learning materials will be better curated and more widely used as educators are looking to other educators as well as trusted sources to help curate high-quality online learning tools.
- Teachers collaboration will grow and help improve learning. **Teachers and schools will receive more respect, appreciation, and support for their important role in society.**
- This crisis will help us come together across boundaries. An opportunity for the education sector to unite, forge connections across countries and continents, and truly share what works in a global way.

Challenges

As the global coronavirus pandemic exposes a wholly new set of challenges for the education system, we're seeing just how important it's to create a more adaptable and inclusive approach to learning. Maintaining the engagement of kids, particularly young students is critical. Dropout rates are still very high in many countries, and an extended period of disengagement may end up in a very further increase.

For all students, this can be also a time to develop socio-emotional skills and learn more about a way to contribute to society as a citizen. The role of oldsters and family, which has always been extremely important, is critical in this task. So, lots of the assistance that ministries of education provide, working through mass media, should also head to parents. Radio, TV, SMS messages can all be wont to provide tips and advice to them on the way to better support their children.

The mission of all education systems is that the same. It's to beat the training crisis we were already living and answer the pandemic we are all facing. The challenge today is to scale back the maximum amount as possible the negative impact this pandemic will wear learning and schooling and hinge on this experience to induce back on a path of faster improvement in learning. As education systems deal

with this crisis, they need to even be thinking of how they will recover stronger, with a renewed sense of responsibility of all actors and with a more robust understanding and sense of urgency of the necessity to shut the gap in opportunities and assuring that every one children have the identical chances for a high quality education.

Some more risks and challenges:

- Distance learning will reinforce teaching and learning approaches that we know do not work well.
- **Educators will be overwhelmed and unsupported to do their jobs well.**
- **The protection and safety of children will be harder to safeguard.**
- **School closures will widen the equity gaps.**
- **Poor experiences with ed-tech during the pandemic will make it harder to get buy-in later for good use of ed-tech.**

This pandemic has made all the tutorial schools across the world to adopt teaching online. Courses are conducted online, examinations are conducted online, assignments are submitted through email. For countries like India, this will be a good opportunity to strengthen the net connectivity across rural India. Every village and towns in India should be digitally connected for better interaction between the students and teachers. Institutes like IITs have “a sort” of infrastructure to connect students but the experience shows that not all students had good interaction because of various reasons. Variety of the students are quick to adapt to this system and some take little longer time to grasp this system. India should establish a good infrastructure for online education sort of a number of the advanced countries. The most effective advantage of such a system is education can become international. Advance institutes like IITs and NITs can globalize online education while Universities, initially, nationalize online education. Fundamental structural changes should be made within the curriculum/syllabi and programmes should be popularized to attract students across the countries. Skill development should be a component of the curriculum in Engineering and science degree programmes. this could create future entrepreneurs. This may be a way to beat unemployment and increase business skills amongst the youth.

The strength lies within the faculty and institute nurture. Faculty have to change their mundane teaching methods and adapt to evolving technology-centred teaching. The college should establish themselves as “competent” individuals who can deliver what the scholars expect. To determine faulty should move in research and research publications and gain experience /skills in online teaching. In a way, the training institutes become virtual institutes. Every student’s home becomes his institute. This may reduce the demand for the infrastructure of the institute.

India teaching should be re-designed. It should be flexible, more innovative, more international but more locally connected and socially responsible, more collaborative and fewer risk-averse. Innovative models should be introduced. Universities/institutes is also online- providing internet-based flexible offerings (open universities); traditional learning with hand-on work; collaboration with other schools. Of course, there are challenges one must face at the initial stages: e.g. leveraging technology to deliver better and more inclusive education, contributing to digital economy and society and responding to global demand but shifting demographics. Faculty play the foremost important role in such a system. in line with Dr Francisco, true international engagement comes with curriculum integration and active participation by the school. Faculty must be motivated and actively involved in curriculum integration.

Initiatives by the Government during lockdown

Looking at this challenge of colleges and schools being shut, government of India, as well as state governments and private players have regularly been publishing information on various initiatives undertaken by ministries like MHRD, Department of Technical Education, NCERT and others to support and benefit youth/students.

A few of the initiatives are SWAYAM online courses for teachers, UG/PG MOOCs for non-technology courses, e-PG Pathshala or e-content containing modules on social science, arts, fine arts, natural and mathematical science, CEC-UGC YouTube channel, Vidwan – a database of experts who provide information to peers and prospective collaborators, NEAT – an initiative by AICTE based on the PPP model to enhance the employability skill among students, in collaboration with Education Technology Companies and National Digital Library (NDL), a repository of learning resources with single window facility. Many noteworthy initiatives have been taken up like Spoken Tutorial, Free and Open Source Software for Education (FOSSEE), e-Yantra, Google Classroom and so on.

It is fact that the government of India as well state governments, through their various ministries/departments, have created infrastructure to deliver e-education. These include National Knowledge Network (NKN), National Project on Technology Enhanced Learning (NPTEL), National Mission on Education Through Information and Communication Technology (NMEICT), National Academic Depository (NAD), among others. All these enhance our ability to connect easily with institutions and enhance our access to learning resources. For instance, NKN provides high speed network backbone to educational institutes in India.

Conclusions

The pandemic has both revealed and exacerbated the upper education opportunity divide. We've seen just how important access to those fundamental services and these basic support structures are to the well-being and success of the many of our students. During the months of enforced remote learning, we've got witnessed how advantages in resources can accrue into advantages in learning. Students with private places to review, reliable Wi-Fi and fewer economically stressed home environments enjoy tangible benefits in their efforts to navigate online courses. If the long run of upper education might include less time spent on campus, then colleges and universities will must work out a way to extend the residential-based resources that students depend upon for achievement to a more virtualized environment. During the spring under COVID-19, the role of supporting learners through complicated and difficult situations has often fallen to school and staff. Professors and support staff are on the front lines of responding to the broad array of student needs. Going forward, and whether or not we return to a situation that resembles a pre-pandemic pedagogy, it's likely that faculty and staff will have a sharpened appreciation and knowledge of the obstacles and challenges that their students face.

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17

Development of Teaching Ethics in Teacher with Neo-humanistic Education in 21st century

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Abstract
Now, Ethics has an important place in all areas of life. Education is also a fundamental process of human life. Therefore, in education ethics has a very important and effective role. In order to be a good human, ethics should be placed as a course in educational system. In this paper, it will be discussed the ethics education in schools. In doing this, it will be also discussed why teaching ethics is important for teacher in education. Before discussing this issue, it is necessary to define what ethics is and what education is.

Keywords: Education, Ethics, Neo-humanistic Education, Spirituality, Ecological Awareness, Education System.

1. Introduction

In our present age, ethics has an important place in all areas of life. Ethics has also become important in education, because education is a fundamental process of human life. Therefore, ethics is very important subject in education. We can easily reach all knowledge by technology. In education using technology reveals some ethical problems such as plagiarism. In order to understand the importance of ethics, ethics should be placed as a course in \educational system. Before discussing this issue, it is necessary to define what ethics is and what education is. Ethics is the most important and functioning branch of philosophy in today. In general, ethics is moral philosophy. The term ethics is derived from Greek term Ethos which means custom, character. It is related to our values and virtues. Therefore, our actions and our experiences in everyday life are the subjects of ethics. We have the capacity to think about our choices, so we are responsible for all our decisions and actions. In addition to this, it can be said that ethics is the study of what is wrong and what is right. Good-evil, right-wrong, virtue- vice, justice and unjustice are some ethical concepts. Ethics is divided into two parts: theoretical ethics and applied ethics. Theoretical ethics includes normative ethics, descriptive ethics and met ethics. Applied ethics refers to professional ethics.

What is Neo-humanist Education for?

Today, we need, without a doubt, a series of strong positive-institutions inthe world to counteract the widespread exploitative tendencies of human beings. But in the ultimate analysis, it is not the institutions that can free us from the ills of the past but the living examples of enlightened ones; the “bodhi - sattvas”, the siddhas, the exemplary leaders. In a nutshell, we need the educational

institutions which do not only produce intellectuals for commercial use but aim to nurture and create such "wisdom-centered leaders". We may choose to call these wisdom-centered persons as 'Sadvipras', as Shrii Sarkar calls them or enlightened persons, or just 'good educated' people. The success of an educational system should be reflected in how well certain qualities are imbibed.9 In summary, an educated person must be knowledgeable, wise and intelligent; they must be moral and virtuous; they must be inspirational; confident and commanding; and full of dynamicity.

THE PRINCIPLES OF NEOHUMANIST EDUCATION

Principle I- SPIRITUALITY & SERVICE

Sa' vidya' ya' vimuktaye means "Education is that which liberates". The real education is that which brings about trilateral development- simultaneous development in the physical, mental and spiritual realms of human existence. All people are spiritual beings in human form. Neo-humanist education represents a rediscovery of purpose in human existence through a holistic approach. In the scale of evolution, humans are endowed with a special gift, a unique ability to think rationally and creatively. These qualities enable them to perform spiritual practices and seek the answer to the questions: "Who am I?" "What is the purpose of my existence?" and "Where do I come from?" The mind can play a double role. It can be a source of bondage or of freedom. Neo-humanist education, through its scientific methodology encourages the positive aspects of mind, accelerating the elevation of mind from lower planes of existence to higher ones. Spirituality is a means to unite different cultures and develop a feeling of interconnectedness with all life. Neo-humanist education creates a new human being reflecting Cosmic Consciousness, the perfect self. All people on this planet possess some unique qualities, para-psychological abilities, intelligence and intuition. The mind is a treasure of this enormous potential. The mind must be freed from bondage and limitation, so that positive potentialities of the mind can be manifested. How are these abilities of the mind to be utilized?

Here the spirit of service plays the vital role. The totality of these expressions is to be channelized towards the service of the entire creation. We cannot waste human potentials, nor can we allow it to be used in destructive ways. So the mind's treasures must be utilized for higher purpose—welfare for all (humans, plants, animals and socalled inanimate world).Spirituality brings out the transformation in human consciousness, helps to transcend the materialistic tendencies and empowers the humankind with a moral (dharmic) force. This force is needed to create a paradigm shift from a present mechanistic view of the universe to a new holistic vision of the world, a world as a web of interconnected parts.

Principle II-ECOLOGICAL AWARENESS

A Neo-humanist is one who has a profound reverence for all life forms. The shift from competition to coordinated cooperation; from individualism to collective welfare; from centralized systems to decentralized systems; all point towards a growing realization of the interconnectedness of all things and biological egalitarianism. The goal of neo-humanist ecological awareness is to give dignity to all of nature since each entity of the universe has its own existential value as well as utility value. It may or may not have utility for humans but its importance in the creation is not a bit less. Neo-humanist education strives to discover the hidden potentials of each created entity- whether animate or so-called inanimate. In this pursuit lie the secrets of progress and prosperity of all life forms. Here, the role of scientific temperament is paramount.

Principle III- EXEMPLARY ROLE OF EDUCATOR

Teachers are the facilitators of learning which is a natural, organic and holistic process. The teacher should be able to awaken in the student a thirst for knowledge and a deep curiosity for understanding the mysteries of cosmos, social order and the human existence. It is also important that teachers continuously develop in all spheres. Neo-humanist education is learner centered where both teachers and students are co-learners. The role of teacher is not only to transmit information, which is now being taken over by technological gadgets, but also to ensure that knowledge is assimilated which is facilitated by humaninteractions. It is not enough for teachers to have the academic qualifications. They must also possess the inner aptitude to teach in an innovative and integrated way, always enthusiastic about the subject matter to be taught. The personal inner development of the teacher is an integral part of education. Teacher is a bridge between family and community. In this interactive play within the family, community and the school, the student experiences a mini-universe. Since we are no longer agricultural societies, we are missing out the component of active interaction with nature on a personal daily basis and that now needs to be consciously brought in to educational framework. Neohumanist education strives to bring back a space where the students grow in active interaction with plant world, animal world, humanly engineered world and the inner spiritual world.

Principle IV- OPENING THE GATE OF INTUITION

Intuition is used and relied upon more often than most people realize. It is such an integral component of our decision-making capacity, learning skills and creativity that it usually goes unnoticed, unappreciated and underdeveloped. As we become more and more aware of the important role of intuition in all aspects of teaching, we can encourage others, especially children, to trust, and develop their intuition. It is not a rare gift limited to a few lucky souls, but a universal capacity accessible to all. Intuitive intelligence can be cultivated through intuitional practice, which can be learnt from yoga-acaryas. Intuitive knowledge requires respect for oneself and others, knowing how to trust the self, taking risks, discovering individual uniqueness and accepting responsibility. Ultimately, it brings us in contact with the highest level of consciousness and brings wisdom and deep inner peace.

Principle V- DEVELOPMENT OF PINNACLED INTELLECT

The traditional way of knowing is limited to linear logical thinking, rationality and problem solving within the boundary of the perceived world. There is increasing recognition that there are multiple ways of knowing, extro-internal, intro-external and psycho-spiritual. The sharpening of intellect ultimately allows the entrance into subtler worlds and we can begin to understand the mysteries of creation. It also helps us develop virtues, which are the product of the higher mind. Through regular practice of concentration, pinnacled intellect can be nourished allowing us the access to transcendental realm of knowledge.

Principle VI- SOCIO-ECONOMIC LIBERATION

Social, economic, political and cultural exploitations have torn asunder the peace and harmony in the world. Without economic and distributive justice, even political democracy becomes meaningless. Neo-humanist education (NHE) strives to eliminate the roots of psycho-economic and other forms of exploitation by cultivating cosmic-sentiment and by the application of principles of progressive utilization of all potentialities. To uplift the status of the poorest of the poor and tribals or minorities on the verge of extinction through research, service, study and education is an essential element of NHE system.

Principle VII- SCIENCE FOR WELFARE

NHE recognizes that science has been the part of human progress since the beginning of creation. Ants build their anthills, bees build beehives, birds build their nests and humans build their homes. All the creatures utilize the dormant potentiality of their minds to survive and thrive. Scientific temperament can be utilized for building bombs and destroying society or finding ways to free humans of all diseases. Science should be utilized for universal welfare and not for fueling wars. The benevolent use of science and technology can eliminate poverty and ignorance from this globe. That is precisely the thrust of neo-humanist educational initiatives. In the words of Shrii P.R.Sarkar, "We should remember that morality, spirituality and humanity, and a happy blending of occidental extroversial science and introversial philosophy is the very foundation of neo-humanist education."

Principle VIII- BALANCED OUTLOOK (PRAMA)

Prama advocates a balanced approach in all spheres of human existence. This can be achieved through first of all, subjective approach with objective adjustment. Mundane knowledge is the subjectivisation of external objectivities. NHE recommends a movement towards Supreme Subjectivity while maintaining adjustment with the mundane knowledge. Knowledge without action leads to ego and becomes a liability. NHE promotes balanced approach in theory, research and application of knowledge.

Principle IX – DESMEP

DESMEP is an acronym for Discipline, Etiquette, Smartness, Morality, English and Pronunciation. Discipline allows the transmutation of physical pabulum into psychic pabula and unto the spiritual pabulum. It enables the healthy pursuit of kama, artha, dharma and moksa. Etiquette- Dignity and a sense of appropriateness in social settings. Smartness- Positive self-concept and personal neatness in dress and appearance. Morality- It is an attribute of a good citizen and the starting point of the path of divinity. Morality is the base, Intuition is the way and Life divine is the goal. Morality is a dynamic force and not just a rigid set of rules. It is application of discrimination in all actions, big and small. English- Skill in using the current global lingua-franca. Pronunciation- Openness and an ability to communicate. E.D.U.C.A.T.I.O.N. is an acronym for Enlargement of Mind; DESMEP, Universal Outlook, Character, Active Habits, Trustworthiness, Ideation of the Great, Omniscient Grace, Nice Temperament.

Principle X- NEW ROLES OF ARTS AND CREATIVITY

Artistic expressions should be for service and blessedness. Aesthetics impart joy and happiness to all around. Learning which utilizes arts brings joy in the educational process. Human expressions should be refined and these refined expressions of human mind are to be cultivated. They help in promoting the sentient nature and leads the students towards highest fulfillment.

OBJECTIVES OF NEOHUMANIST EDUCATION

1. Create conducive learning environments.
2. Inculcate a culture of healthy habits of sentient living.
3. Make proper use of endowments of nature
4. Learn to honour gratitude in life.
5. Help students develop methodical thinking, power of concentration and visualization.
6. Develop a positive outlook in life.
7. Cultivate vivekaand vaeragya.
8. Develop cognitive, creative and communicative skills of each student.
9. Recognize cardinal human values

10. Nurture service and sacrificing spirit.
11. Become an active and responsible member of society
12. Foster empathy, compassion and universal love.
13. Embrace Universalism.

QUALITIES OF TEACHERS

Be Neo-humanist and encourage others to be neo-humanist. Inspire students by their character, behavior and knowledge. Educate in such a way that students love to learn, remember what they learn and make use of it in practical life. Foster excellence, especially in teaching and administration. Maintain a sentient bond of affection and respect between students and the teacher. Nice Temperament Utilize knowledge of applied psychology in all dealings Commitment to personal growth and professional development. Thorough knowledge of the subjects designated to teach. Always maintain helping attitude towards students.

Conclusion

Neo-humanism is a process of becoming consciously, self consciously, human. Essentially it is a term both general and specific, covering as it does all the 'holisms' that have sprung up in the humanities, sciences, and social movements in recent decades, while more specifically being a set of principles for living based on the ethic of universal love. As an ethical approach to life it has as its leading exponent the Indian philosopher, political activist and mystic, Prabhat Rainjan Sarkar. As such it is philosophical in form, revolutionary in spirit and spiritual in orientation. The teachers and adults of school play a great role in enhancing moral development in children. Children constantly engage in dialogue and interactions with teachers and learn to cope with interpersonal conflicts rather than to deal with them defensively. Teachers stimulate children's thinking while discussing many moral issues and while participating in different recreational activities.

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18

A STUDY OF DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF SCHOOL STUDENTS FROM NORTH MAHARASHTRA

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Abstract-The main objective of this Research was to study the development of emotional intelligence of school students and to compare gender wise, area wise and the class wise emotional intelligence of school Students. Sample of 1501 students of ix to xii class from six district of North Maharashtra was selected by stratified random sampling method. With the help of Emotional Intelligence inventory, constructed by the researcher, the data was collected. After the analysis and interpretation of data it was found that the Female students have high E.Q. than male students, The Rural school students have high E.Q. than tribal and urban students, the urban students have high E.Q. than Tribal students. Gender wise and class wise comparative differences regarding Emotional Intelligence were also found. Academic intelligence offers no preparation for the emotional turmoil of life, but we continue to accord it high status and disparage emotional intelligence in the school setting.

1.1 Introduction

All round development of an individual is a most important aim of Education. However at the same time we give undue importance for cognitive development and totally neglect the emotional development. N. C. E. R. T. published National Curriculum Framework for school education. (Nov. 2000). The document points to the deficiency of emotional literacy. It suggests that education for promoting emotions needs to be recognized as an essential element of the education in the classroom. It suggests that anger; aggressiveness, addiction and conflict management as well as improvement in communication skill, motivation and interaction of students can be done by training of emotional literacy and emotional intelligence. Considering such point, nurturance of emotional intelligence

1.3 Need and Importance of the Study:

The experience shows that, today, we completely ignore the vital importance of emotions in the life by leaving the emotional education of the school students to chance. Academic intelligence offers no preparation for the emotional turmoil of life, but we continue to accord it high status and disparage emotional intelligence in the school setting. This study becomes very useful to shifting the paradigm from cognitive intelligence to emotional intelligence. It also helps to design the programme for the development of emotional intelligence of male and female students from schools located at rural, urban and tribal area also

***1.4. Title of the Research Problem**: "A Study of Development of Emotional Intelligence of Schools Students from North Maharashtra."*

1.5 Operational Definitions

***Emotional Intelligence**- Emotional Intelligence is the capacity for recognizing won fillings by school students and those of others for motivating themselves and managing emotions well in those and in their relationships.*

Emotional Intelligence development – Promoting// raising Emotional Intelligence of Schools Students.

School Students- for the purpose of these study school students were the students studying in Marathi medium school (from IX to XII Grade) from six districts in north Maharashtra.

1.6 Scope and Delimitations of the Study

a) The study had took account only four basic competencies from Goleman's Emotional competency model. (Goleman 1996).

b) This study was related to co-educational Marathi medium Secondary Schools from six district of North Maharashtra and to development of emotional intelligence of school students.

1.7 Assumptions of the study

a) Level of emotional intelligence is neither genetically fixed nor developed in early childhood only.

b) Emotional Intelligence is largely learned and continues to develop throughout the life and it can improve throughout the life. Emotional Intelligence can be measured by using test.

c) Learning difficulties as well as various problems of maladjustment in Schools have their origin in poorly developed emotional awareness.

1.8 Objectives of the Study:

1) To construct an emotional intelligence (EQ) inventory for school students (From IX to XII Grade), based on Goldman's competency model.

3) To measure Emotional Intelligence scores of school students from rural, urban and tribal area.

6) To study the relationship between Emotional Intelligence scores of the male and female students.

7) To study the inter relationship between Emotional Intelligence scores of students in rural, urban and tribal secondary schools.

10) To compare the class wise emotional intelligence of school Students (IX to XII class) on E.I.

1.9 HYPOTHESES OF THE STUDY:

H.1) There is a significant difference between the means of the male and female students on E. I.

H1.1) There is a significant difference between the means of the male and female students on self awareness competency, self management competency, empathy competency and social skill competency of E.I.

H.2) There is a significant difference between the means of the Tribal and urban school students on E. I.

H2.1) There is a significant difference between the means of urban students and tribal School students in self awareness competency, self management competency,empathy competency and social skill competency of E.I. students and tribal School students in social skill competency of E.I.

H.3) There is a significant difference between the means of the urban & Rural school students on E.I.

H.3.1) There in a significant difference between the means of urban School and rural students in self awareness competency, self management competency, empathy competency and social skill competency of E.I.

H.4) There is a significant difference between the means of the Tribal & Rural school students on E.I.

H4.1) There in a significant difference between the means of tribal and rural School students in self awareness competency, self management competency, empathy competency and social skill competency of E.I.

H.5) There is a significant difference between the means of the ninth and tenth, eleventh and twelfth, as well as tenth and eleventh standard students on E. I. Inventory.

1.10 Variables

Dependent variable

Scores on Emotional Intelligence Inventory.

Independent Variable

Sex, Rural, Urban and Tribal background of students.

Extraneous Variables

Attitude of students, strategies of teaching in schools.

1.11- PLAN AND PROCEDUR

Research method selected for present study: -

Emotional intelligence is being a characteristic of human behavior and researcher had studied a representative sample of school students, behavioral survey method is appropriate. Hence the researcher selected the said method.

1.12 -Sampling for study of emotional intelligence

For the sampling North Maharashtra districts were purposely selected. from North Maharashtra state six districts south west were randomly selected From selected talukas 17 schools, were randomly selected. From selected schools, male & female students from ix to xii were selected randomly**.**

1.13 Preparation of Inventory- Researcher had constructed Emotional Intelligence inventory

1.14- Administration of Inventory and Collection of Data

After the selection of normative sample, the inventory was administered on 1504 male & female students of normative sample.

1.15) Testing of Hypothesis:

Null- Hypothesis (H_o-1)

Table No.- 5.1:

Group	Number of students(N)	Mean (M)	Standard deviation (σ)	Difference between means of male & female students.(D)	S. E.	't' Value.	Level of Signif.
Male students.	770	239.52	37.89	6.17	1.94	3.18	0.05
Female students.	731	245.69	37.48				

Observation: -

The calculated 't' value (3.18) was much greater than the table value (1.96) & hence it was significant at 0.05 level of significance.

Findings: - Ho1 was rejected

Null-hypotheses: -Ho1.1) Table No. 5.2

Part of the Inventory	Group	No. of students (N)	Mean (M)	Std. (σ)	Difference Bet^n Means	S.E.	't' values
self-awareness	male	771	55.45	11.22	0.38	0.57	0.66
	female	730	5583	10.76			
self-management.	male	771	73.88	14.03	2.58	0.71	3.63
	female	730	76.44	13.60			
Empathy	male	771	50.9	8.97	0.75	0.45	1.66
	female	730	51.6	8.76			
social skills.	male	771	61.85	10.91	1.34	0.56	2.39
	female	730	60.51	11.23			

Observation – 1) The calculated't' values (3.63& 2.39) were greater than table 't' value (1.96).So these values were significant at 0.05 level of significance. 2) The calculated 't' values(0.66 and 1.66)were less than table 't' value (1.96). So not significant at 0.05 level of significance.

Findings :- Ho 1.2 & Ho 1.4 were rejected & Ho 1.1 & Ho 1.3 were accepted

Null-hypothesis - (Ho-2) Table No. 5.3

Group	No. of student(N)	Mean (M)	Standard deviation(σ)	Diff. betn. means.	S.E	't' Value	Level of Signif.
Tribal Student	361	236.10	36.47	7.88	2.4	3.28	0.05
Urban Student	609	243.98	35.39				

Observation: - The calculated 't' value (3.28) was much greater than the table value (1.96). Hence it was significant at 0.05 level of significance.

Findings: - (H_0-2) was rejected.

Testing of Hypothesis H_o-2 at each competency for geographical area.

H_o2.1 Table No. 5.4.

Parts of			Mean(	Std.(σ	*Diff. Bet^n*	S.E.	T= diff/SE
Self-awareness	Urba	609	55.80	10.29	1.29	0.64	2.02
	Tribal	361	54.51	10.54			
Self-Management	Urba	609	75.7	13.02	3.5	0.80	4.38
	Tribal	361	72.2	13.32			
Empathy	Urba	609	52.68	9.04	302	0.55	5.82
	Tribal	361	49.5	8.22			
Social skill	Urba	609	61.18	10.73	1.47	0.69	2.13
	Tribal	361	60.33	10.94			

Observation: The calculated 't' values (2.02, 4.38, 3.82 & 2.13) were greater than table 't' value (1.96). So these values were significant at 0.05 level of significance.

Findings: - The null hypothesis (H_o2.1 to H_o2.4) was rejected.

Hypothesis:- (H_o-3)**-**

Table No: 5.

Group	No.of students(N)	Mean M)	Std.(σ)	*Diff.* Betn. means	S.E.	't' Value(Diff/S)	Level of signify-
Tribal students	361	236.10	36.47	11.6	2.58	4.49	0.05
Rural	531	247.7	39.76				

Observation: -

The calculated 't' value (4.49) was much greater than the table value (1.96). So it was significant at 0.05 level of significance.

Findings: - The null hypothesis (H_o3) was rejected.

Testing of Hypothesis H_o-3 at each competency for geographical area.

H_o-3.1 -- Table No. 5.6

Sr. No	Parts of	Group	No. of students	Mean (M)	Std.(σ)	Diff. Betn. Means	S.E.	T= diff/S.E.
1	Self awareness	Tribal	361	54.60	10.54	1.58	0.66	2.40
		Rural	531	56.18	12.03			
2	Self Management	Tribal	361	72.02	13.32	4.37	0.94	4.65
		Rural	531	76.57	14.88			
3	Empathy	Tribal	361	49.5	8.22	3.33	0.57	5.84
		Rural	531	52.83	9.20			
4	Social Skill	Tribal	361	60.43	10.94	1.3	0.60	2.16
		Rural	531	61.73	11.54			

Observation:- The calculated 't' values (2.40, 4.65, 5.84 & 2.16) were greater than table 't' value (1.96). So these values were significant at 0.05 level of significance.

Findings: - The null hypotheses (H_o-4.1 to H_o-4.4) were rejected.

Hypothesis: - (H_o-4)

Table No:5.7

Group	No. of students	Mean (M)	Std.(σ)	Diff. Betn.	S.E.	T= diff/S.E.
Rural students	531	247.79	36.76	4.69	2.34	2.004
Urban students	609	243.1	35.39			

Observation: - The calculated 't' value (2.004) was greater than table 't' value (1.96). So it was significant at 0.05 level of significance.

1. **Findings :**-The null hypothesis (H_O-4) was rejected. The same hypothesis (H_O-4) at each competency was tested.

Testing of Hypothesis H_O-4 at each competency for geographical area.

Null-hypothesis:- H_O-4.2

Observation:- The calculated 't' values (0.71, 1.17, 0.29 & 0.36) were less than table 't' value (1.96) So these values were not significant at 0.05 level of significance.

Findings: - The null hypothesis (H_O-3.1 to H_O-3.4) were accepted.

Table No. 5..

Parts	Group	No. of students	Mean (M)	Std.(σ)	Diff. Betn.	S.E.	T= diff/S.E.
Self-Awareness	Rural	531	56.18	12.03	0.39	0.55	0.71
	Urban	609	55.79	10.29			
Self-Management	Rural	531	76.57	14.88	0.87	0.74	1.17
	Urban	609	75.70	13.02			
Empathy	Rural	531	52.83	9.2	0.15	0.52	0.29
	Urban	531	52.83	9.20			
Social Skill	Rural	531	61.73	11.54	0.62	0.65	0.36
	Urban	609	61.11	10.73			

Hypothesis: - (Ho-5)- Sub-hypotheses-: H_O-5.1

Sr. no	Standard	No. of students (N)	Mean (M)	Std.(σ)	Diff. Betn.Means	S.E.	T= diff/S.E.
1	IX	368	233.96	34.40	0.08	2.4	0.03
	X	373	233.88	31.67			
2	XI	410	245.19	40.93	12.62	2.87	4.39
	XII	350	257.80	38.41			
3	X	373	233.88	31.67	20.31	2.70	7.52
	XI	410	254.19	40.93			

Observations:- 1) The calculated't' values 0.03 was less than table 't' value (1.96). So these value was not significant at 0.05 level of significance.2) The calculated't' values 4.39 and 7.25 were greater than table't' value (1.96).So these were significant at 0.05 level of significance.

Findings:-

1) The null hypotheses H_O-5.1 was accepted.

2) The null hypothesis H_O5.2 and H_O5.3 were rejected.

1.16 Findings:-

1. The Female students have high E.Q. than male students.
2. The Female students have high E.Q. than male students regarding the self management competency of E. I. and male students have high E.Q. than female students regarding social skill competency of E.I. There is no comparative difference in male and female students regarding self awareness competency and empathy competency of E.I
3. The Urban students have high E.Q. than Tribal students.
4. The Urban school students have high E.Q. than tribal students regarding self-awareness competency, self management competency, empathy competency and empathy competency social skill competency of E.I.
5. The Rural school students have high E.Q. than tribal students in E. I.

6. The Rural school students have high E.Q. than tribal students regarding self-awareness competency, self management competency, empathy competency social skill competency of E.I.

7. The Rural school students have high E.Q. than Urban students in E. I. There is no comparative difference in Rural school students and Urban students regarding self-awareness competency, self management competency, empathy competency and empathy competency social skill competency of E.I.

6.20 RECOMMENDATIONS:

1. The system of education should create an emotional environment where students feel challenged and yet safe. It brings out the importance of the fact that the level of Emotional Intelligence depends on the kind of environment and opportunities that is provided.

2. The schools and parents must encourage the students group collaboration and solidarity rather than competition.

3. The non-intellectual factors such as personality, Emotional Intelligence, etc. have a direct relationship with achievement. Therefore urgent emphasis should be laid on inculcating in the students, teachers as well as managers an ability to perceive their own emotions and its impact on the others.

4. For the Emotional development of child, the schools as well as home have must play a very vital role.

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19

A REVOLUTIONARY STEP IN TEACHING- LEARNING : TPCK

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ABSTRACT –

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. The subject like science needs I.C.T. as right hand of teacher. In 20th century teachers knowledge was limited for the content knowledge, pedagogical knowledge and separate technological knowledge. TPCK involves understanding and identifying the use of appropriate technology, in a particular content area, as part of a pedagogical strategy, within a given educational context, and (e) to develop students' knowledge of a particular topic or meet an educational objective or student need. Developed TPCK by researcher for teacher and teacher educators is impressive enhancing learning experiences and providing new sets of skills.

INTRODUCTION -

21st Century kids are being taught by 20th century adults using 19th century curriculum and techniques on an 18th century calendar ! This sentence shows the reality of present education system in rapid changing and developing technology in world. In every field of human life digital technology have no any option. Now days from sleep to sleep every moment we need digitalized instruments.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology enhanced environment more stimulating and engaging than in a traditional classroom environment.

ICT has an important prominent role in knowledge due to its changeable ability and its capability to making relationship among students. Change-oriented approach believes in change of ICT, has changed the tools and even the policies and educational goals basically and fundamentally. One way to improve the quality of education is to make use of efficient technology in an institution. This will open up more opportunities for the teachers and students as well. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements.

PRESENT STATUS OF I.C.T. IN TEACHING –

On the basis of various Government projects & NGO'S survey, studies, research, observation and self experience of researcher the present status of teaching at primary level is as below

a. Teachers do not try them to know latest information, methods and new trends in education.

b. Most of teachers use limited software and hardware in school.

c. The common and popular application used by teachers are Power point presentation, M.S. Word, YouTube, Audio- video recording.

d. Most of teachers can't operate and use technology during teaching learning process.

e. Most of teachers unable to use PCK and technology integrated.

f. In Maharashtra there is no special facility of training for teacher about use of I.C.T in education.

In education there are different subjects included in curriculum at each level. All the topics in each subject do not require the helping hand of I.C.T. but there are some subjects like science, social sciences etc. having complicated concepts and having a nature where the concepts are interlinked and hierarchyly arranged. For understanding these subjects conceptual understanding should be developed among children. Hence the subject like science needs I.C.T. as right hand of teacher.

In traditional classrooms, teacher put forth the textual content in very sequential and logical manner, which is easy to remember and recall. In this case the students and also the teacher assumed that the students have understood the concept, but this understanding is not 'deep', but 'superficial understanding' which is not useful for higher cognitive functions.

Rangaraj, A (1997), Sharma, Vaishali (2000), Patil, Anil (2005), Bhapakar, Dattatray (2006), Baviskar, Chandrakant (2006), Sarvankar, Suvidya (2007).

These studies commonly concluded that:

a. The use of multimedia package arouses the interest and creativity of the student.

b. Tape recorder increases the comprehension of the passage to a great extent.

c. The flashcards, pictures used by the investigator helped in better retention and made the lesson interesting.

d. The use of computerized self instructional material produces higher achievement than the use of conventional lecture method.

e. Conceptualization of scientific facts by verbal means without adequate practical support appears to be a problem.

f. The computer multimedia software developed in this research is effective for understanding of physics concepts.

g. Visualizing the life processes such as digestion reflex action etc. explained in words without animation support is a problem for many.

From above referenced observations and conclusions it is clear that use of I.C.T. is essential in all levels of education. For better teaching and learning experiences digital technology must be used by teachers. However each should not be a misconception that only the use of I.C.T. will simplify the teaching learning process. The I.C.T. use will be beneficial only when it is integrated with content and pedagogy. In 20th century teachers knowledge was limited for the content knowledge, pedagogical knowledge and separate technological knowledge. Thus concept of PCK was arrived in education.

PEDAGOGICAL CONTENT KNOWLEDGE (PCK) -

The concept of PCK was initially introduced by Shulman (1986) who insisted that research on teaching and teacher education did not pay enough attention to the content of the lessons taught. PCK "identifies the distinctive bodies of knowledge for teaching" (Shulman, 1986, p. 8) and refers to teachers' interpretations and transformations of subject-matter knowledge for facilitating student learning. The construct of PCK constitutes a special amalgam of content and pedagogy, and is the kind of knowledge that separates an expert teacher in a subject area from a subject area expert. Shulman (1986, 1987) described PCK as the ways content, pedagogy, and knowledge of learners are blended into an understanding about how particular topics to be taught are represented and adapted to learners' characteristics, interests, and abilities. Specifically, PCK relates to the transformation of several types of knowledge, includes an understanding of what makes the learning of specific concepts easy or difficult, and "embodies the aspects of content most germane to its teach ability"

(Shulman, 1986, p. 9). Accordingly, PCK encompasses an understanding of students' preconceptions and learning difficulties, and includes the most useful forms of representation, the most powerful analogies, illustrations, examples, explanations, demonstrations, and other ways of representing and formulating the subject in forms that are comprehensible to learners.

Specifically, according to Shulman (1986), transformation of subject matter occurs as the teacher interprets the subject matter, finds multiple ways to represent it, and adapts and tailors the instructional materials to students' prior knowledge and alternative conceptions. Thus, PCK implies a transformation of subject-matter knowledge, so that it can be effectively and flexibly used in the communication process between teachers and learners.

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPCK) -

Margerum-Leys and Marx (2003) explored the construct of knowledge of educational technology through the lens of content knowledge, pedagogical knowledge, and PCK. They defined content knowledge of educational technology as knowing how to use several tools as well as knowing about their affordances and general technical skills, such as troubleshooting and file management operations. Pedagogical knowledge was defined as the application of general pedagogical strategies that are not specific to the use of technology, and include strategies for scaffolding students' thinking, motivating students, and checking for understanding.

Integrating content, pedagogy, and technology. *Computers & Education*, *49*, 740-762], argued that TPCK is a situated form of knowledge that is required for the intelligent uses of technology in teaching and learning. "At the heart of TPCK is the dynamic, transactional relationship between content, pedagogy, and technology. Good teaching with technology requires understanding the mutually reinforcing relationships between all three elements taken together to develop appropriate, context specific, strategies and representations" (Koehler et al., 2007, p. 741).

TPCK enables the teacher to successfully incorporate technology in teaching by enabling the teacher to develop appropriate, context-specific strategies and representations. TPCK involves understanding and identifying (a) the use of appropriate technology, (b) in a particular content area, (c) as part of a pedagogical strategy, (d) within a given educational context, and (e) to develop students' knowledge of a particular topic or meet an educational objective or student need.

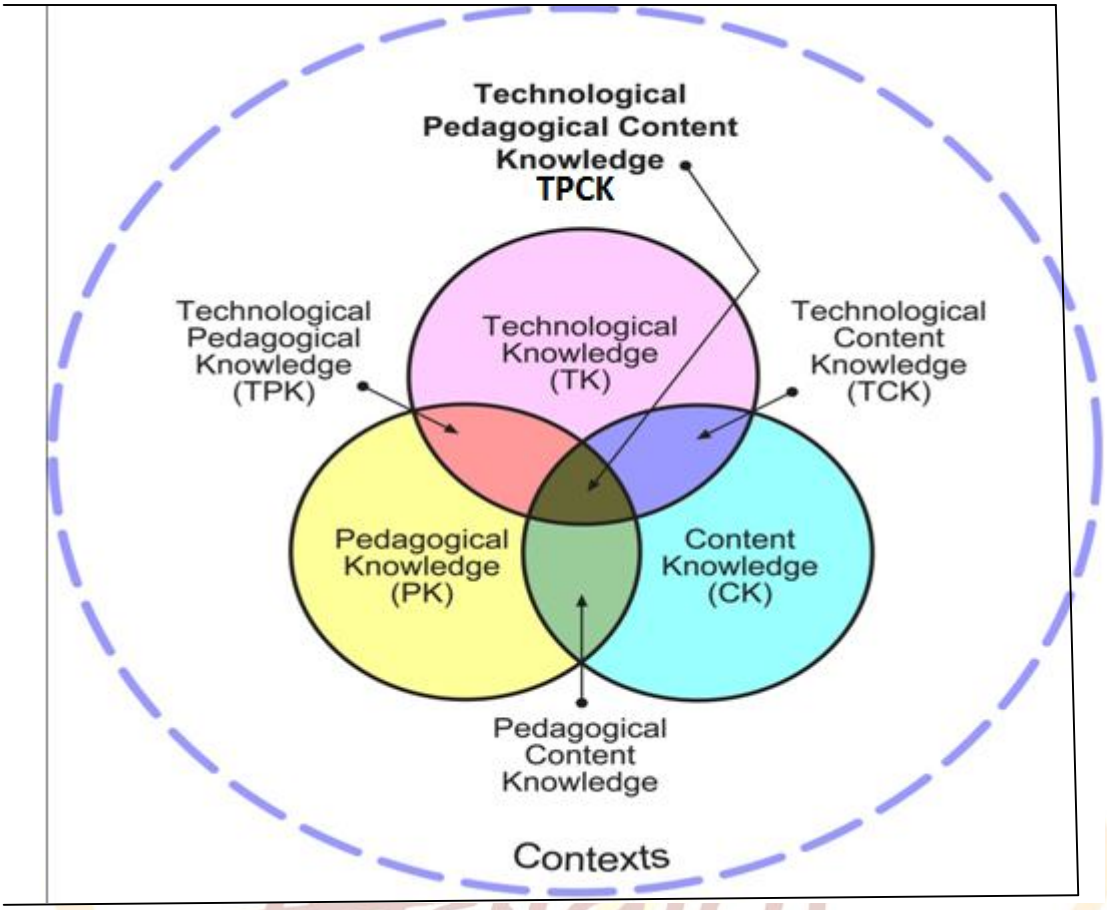


Fig. No. 1 – Technological Pedagogical Content Knowledge

NATURE OF TPCK –

With the help of following steps researcher developed the TPCK.

1. Selected the Biological concepts from subject science of standard 6^{th} ,7^{th} ,8^{th} of Maharashtra State Board Syllabus.
2. Content analysis of selected concepts.
3. Content enrichment of selected concepts.
4. I.C.T. tools and sources selected for content enrichment.
5. Teaching activity planned as per objective and content.
6. Finalization of I.C.T. tools using for teaching purpose.
7. Validation of TPCK for experiment.

FORMAT OF TPCK –

Subject knowledge			Pedagogical Knowledge				Technological Knowledge		
	Content Knowledge								
Objectives	Content included in Textbook	Enriched content	I.C.T. Tools	Sources of I.C.T. Tools	Formula of Teaching	Teaching Methods	Teachers Activity	I.C.T. Tool Used For Teaching	Purpose Of Use Of Technology

EXAMPLE OF TPCK –

९	आरोग्य व रोग							इयत्ता - आठवी
उपघटकाचे नाव - ९.१) आरोग्य ९.२) रोग ९.३) रोगांचे प्रकार ९.४) संसर्गजन्य रोग ९.५) असंसर्गजन्य रोग ९.६) औषधांचा गैरवापर ९.७) जेनेरिक औषधे								
विषय ज्ञान			अध्यापनशास्त्रीय ज्ञान				तांत्रिक ज्ञान (तंत्रज्ञानात्मक ज्ञान)		
आरोग्य, रोग, औषधे.			दिग्दर्शन पद्धती,व्याख्यान पद्धती,चर्चा, स्पष्टीकरण, स्वयंअध्ययन, चेतक प्रश्न,				ॲनिमेशन,व्हिडीओ, छायाचित्र, पी.पी.टी.,झूम, टेस्टमोझ, काइनमास्टर, समाजमाध्यमे, मोबाईल, प्रोजेक्टर, इंटरनेट जोडणी.		
उद्दिष्टे	आशय ज्ञान (content knowledge)				अध्यापनाची सूत्रे	अध्यापन पद्धती	अध्यापन अनुभवासाठी शिक्षकाची कृती	अध्यापनासाठी आय.सी.टी. साधने	तंत्रज्ञानाचा वापर का करायचा ?
	पाठ्यपुस्तकातील आशय	समृद्ध केलेला आशय	आय.सी.टी. साधने	स्त्रोताचे ठिकाण					
ज्ञान- आरोग्याची व्याख्या सांगणे.	शारीरिक, मानसिक आणि सामाजिकरीत्या पूर्णतः सुदृढ असण्याची स्थिती म्हणजे आरोग्य.	शारीरिक आरोग्य संबोध.	इंटरनेट वरील संकल्पना चित्र.	https://comps.canstockphoto.com/physical-health-diagram-eps-vector_csp16447547.jpg	सोप्याकडून कठीणाकडे	दिग्दर्शन, स्पष्टीकरण पद्धती.	संगणक सहायित अध्ययन तंत्रानुसार शारीरिक आरोग्याची व्याख्या स्पष्ट करतात.योग्य आहार, व्यायाम आणि निर्व्यसनी असण्याचे महत्व सांगतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	विद्यार्थ्यांला आशयाच्या आकलनास मदत करणेसाठी.
ज्ञान- आरोग्याच्या एकांकांची नावे सांगणे.		मानसिक आरोग्य संबोध.	इंटरनेट वरील संकल्पना चित्र.	https://scsc10bodyandmind.weebly.com/uploads/2/1/9/4/21949798/mental-health_orig.png	जाताकडून अजाताकडे	दिग्दर्शन, स्पष्टीकरण पद्धती.	मानसिक आरोग्याची संकल्पना स्पष्ट करतात. निकोप मानसिक आरोग्यासाठीसा सामाजिक संबंधाचे महत्व विशद करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	विद्यार्थ्यांला आशयाच्या आकलनास मदत करणेसाठी.
आकलन- आरोग्याचे प्रकार स्पष्ट करणे.		आरोग्य संकल्पना.	इंटरनेट वरील पी.पी.टी.	https://www.slideshare.net/sivanandareddy52/definition-concept-of-health	जाताकडून अजाताकडे	व्याख्यान, चर्चा	चांगल्या आरोग्यासाठी शारीरिक आरोग्य आणि मानसिक आरोग्य यांचे महत्व वर्णन करतात. गटकार्य-आरोग्य बिघडण्याची विविध कारणे शोधा.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	आशयातील अमूर्त गोष्टी विद्यार्थ्यांला समजावून देण्यासाठी.
उपयोजन- आरोग्यावर होणाऱ्या परिणामाचा अर्थ लावणे.		चांगल्या आरोग्यदायी सवयी.	इंटरनेटवरील व्हिडीओ.	https://www.youtube.com/watch?v=21s8-SMOSTY	सोप्याकडून कठीणाकडे	व्याख्यान, स्वयंअध्ययन	संतुलित आहार, योग्य व्यायाम,स्वच्छतेच्या सवयी, सुदृढ मानवी संबंध, या सर्व आरोग्याच्या सवयी स्पष्ट करतात. स्वयंअध्ययन -स्वतःच्या आरोग्या संदर्भातील सवयींची यादी करा.	(झूम)वेबिनार, टेस्टमोझ,	स्वयं अध्ययन करणेसाठी.
कौशल्य- आरोग्याच्या चांगल्या सवयींचे निरीक्षण करणे.		चांगल्या आरोग्याचे महत्व.	इंटरनेट वरील पी.पी.टी.	https://www.slideshare.net/markusgiebeluae/importance-of-good-health	मुर्ताकडून अमुर्ताकडे	व्याख्यान, चर्चा	चांगल्या आरोग्यदायी सवयींचे महत्व स्पष्ट करतात. आरोग्य आणि रोग यांचा संबंध वर्णन करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	आशय समृद्ध करणेसाठी.

VIDYAVAN VIDYA

Example of TPCK chart -1

ज्ञान- रोगाची व्याख्या करणे.	शरीरक्रियात्मक किंवा मानसशास्त्रीय-रीत्या शरीरातील महत्वाच्या जैविक कार्यामध्ये अडथळा आणणारी स्थिती म्हणजे रोग.	रोगाची व्याख्या.	इंटरनेटवरील ॲनिमेटेड व्हिडीओ.	https://www.youtube.com/watch?v=mnv5vEbO8Ds	विशिष्टा कडून सामान्या कडे	दिग्दर्शन, स्पष्टीकरण पद्धती.	पूर्वज्ञानाच्या आधारावर रोगाच्या संबोधाची चर्चा करतात व रोगाची व्याख्या स्पष्ट करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	आशय समृद्ध करणेसाठी.
आकलन- रोगाच्या स्वरूपाचे वर्णन करणे.		रोग संबोध.	इंटरनेट वरुन डाऊनलोड केलेली पी.पी.टी.	http://www.authorstream.com/Presentation/maniukerketta-1560399-concept-disease-051012/	जाताकडून अजाताकडे	दिग्दर्शन, स्पष्टीकरण पद्धती.	रोगाच्या प्रादुर्भावामुळे होणाऱ्या शरीरातील बदलांचे स्पष्टीकरण देतात. रोगांचे आरोग्यावर होणारे परिणाम सांगून रोग या संबोधाचे वर्णन करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	आशय सोपा करणेसाठी.
उपयोजन- रोग होण्याच्या कारणांचे अर्थ स्पष्ट करणे.		मानशास्त्रीय रोग संकल्पना.	तज्ज्ञ व्यक्तींचे मार्गदर्शन व्हिडीओ. संशोधक निर्मित व्हिडीओ	https://www.youtube.com/watch?v=gyvDrv5hFng	सोप्याकडून कठीणाकडे	दिग्दर्शन, स्पष्टीकरण पद्धती.	फक्त शारीरिक रोगामुळे आरोग्यावर परिणाम होत नाही तर मानसिक व भावनिक असंतुलनामुळेही होतो. मानसशास्त्रीय रोगाची निर्मिती, परिणाम,उपाय यांची चर्चा करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	आशय समृद्ध करणेसाठी.
कौशल्य- रोगांनमुळे होणाऱ्या परीणामाची निरीक्षणे स्पष्ट करणे.									
ज्ञान- रोगांचे वर्गीकरण सांगणे.	कालावधीनुसार - दीर्घकालीन रोग, तीव्र रोग. कारणानुसार - अनुवांशिक रोग, उपार्जित रोग- संसर्गजन्य रोग, असंसर्गजन्य रोग.	दीर्घकालीन रोग प्रकार.	संशोधक निर्मित व्हिडीओ	https://youtu.be/49B4KbFbHco	जाताकडून अजाताकडे	व्याख्यान, चर्चा	ज्या रोगांची निर्मिती झाल्यावर ते बरे होण्यासाठी जास्त कालावधी लागतो असे सर्व दीर्घकालीन रोग होत. सोदाहरण स्पष्ट करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	तात्काळ अध्ययनासाठी.
आकलन- रोगाचे विविध प्रकार स्पष्ट करणे.		तीव्र रोग.	संशोधक निर्मित व्हिडीओ	https://youtu.be/vUIe3iuSAso	सोप्याकडून कठीणाकडे	व्याख्यान, चर्चा	रोगाची लागण झाल्यावर मृत्यूचे प्रमाण जास्त असते आणि रोगाचा कालावधी कमी असतो. अशा रोगांची नावे सांगून माहिती देतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	तात्काळ अध्ययनासाठी.
उपयोजन- विविध रोगांचे लक्षणानुसार वर्गीकरण करणे.		अनुवांशिक रोग.	संशोधक निर्मित व्हिडीओ	https://youtu.be/BRHm3De8hYE	जाताकडून अजाताकडे	व्याख्यान, दिग्दर्शन, चर्चा	घरातील पिढ्यानपिढ्या काही रोग संक्रमित होत असतात या रोगानाच अनुवांशिक रोग म्हणतात. मधुमेहासारख्या रोगाचे उदाहरण घेऊन स्पष्टीकरण करतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	तात्काळ अध्ययनासाठी.
कौशल्य- रोगांच्या विविध कारणांची निरीक्षण करून चर्चा करणे.		संसर्गजन्य रोग	तक्ता	https://youtu.be/pqbcmIXA-kE	जाताकडून अजाताकडे	व्याख्यान, चर्चा	हवा, स्पर्श,शिंकणे,थुंकी इ. माध्यमातून रोगाचे संक्रमण होऊन लागण होते अशा रोगांना संसर्गजन्य म्हणतात.	पी.पी.टी. इंटरनेट, प्रोजेक्टर,	अध्ययन अनुभवातील विविधतेसाठी.

Example of TPCK chart -2

RESEARCH METHODOLOGY –

a. Preparation of TPCK for biological concept.

b. Through random sampling method five school teachers and five teacher educators were selected.

c. Prepared TPCK given for assessment and use to selected sample.

d. Measurement of effect of TPCK.

SUMMERY OF DATA ANALYSIS OF RESPONSES -

Sr.No.	Questions	Complete 100%	Lots of 75%	Mediate 50%	Little bit 25%	Absent 00%
1	Comprehencive language	100	0	0	0	0
2	Appropriate objectives	56.6	44.4	0	0	0
3	Sufficient content enrichment	88.9	11.1	0	0	0
4	Variation in I.C.T. tools	56.6	44.4	0	0	0
5	Reliability of I.C.T. sources	88.9	11.1	0	0	0
6	Good quality of I.C.T tools used	66.7	33.3	0	0	0
7	Appropriate teacher activity	77.8	22.2	0	0	0
8	Use of proper pedagogy	88.9	11.1	0	0	0

COCLUSIONS -

1. TPCK is impressive enhancing learning experiences and providing new sets of skills
2. It minimizes costs and saving time associated with information delivery and automating regular day-to-day tasks,
3. **It improves engagement in teaching learning process.**
4. It encourages individual learning.
5. It improves knowledge comprehension and retention.

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IMPACT OF THE COVID-19 PANDEMIC ON TEACHING AND LEARNING PROCESS IN HIGHER EDUCATION

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ABSTRACT
Academia is experiencing massive reforms globally amid lockdown in COVID-19 outbreak. This study is aimed to apprehend the enabling and impeding factors of these reforms. The COVID-19 pandemic is proving to be a constructive disruptor, giving an opportunity for restructuring the present conventional, classroom based educational system. The quick transitions to online mode assisted in keeping continuity of all education programs, effectively fitting in the purpose of completion of the current academic year. The rapid transition to online education has not only benefited students but also has created a momentum of continued education in the country.This will enable inclusive education by facilitating learning across diverse geographies in India. Moreover, it will provide an opportunity for educators to come up with customized learning solutions for every student.

Keywords: Covid-19, Pandemic, Teaching, Learning, Education, E-Learning

INTRODUCTION

More than just any other calendar year, many people, including numerologists and astrologists, predicted that 2020 would be an unusually good year because of its unique number format 2020. Life was going smoothly for millions around the world until January 2020, despite COVID-19 strengthening its grip in China. Offices were functioning well, people were moving around freely, and students were preparing for their final semester classes and exams. In a matter of a couple of months, the pandemic started spreading very rapidly around the globe. All of a sudden, one bit of news dropped like a sensation – Institutes are shutting down considering the gigantic episode of COVID-19. Guardians began freezing, educators were befuddled and focused, and youngsters were amped up for the unforeseen long get-aways they would get. As things kept on deteriorating step by step, institutional associations reached one resolution. There is just a single arrangement an extraordinary change to the new educational plan, that was e-learning.On 25th March 2020, India's Prime Minister imposed a nationwide lockdown as a countermeasure to control the coronavirus pandemic. The lockdown was later extended in various states of India due to the increase in the number of coronavirus patients across different regions of the country.Universities, colleges, schools and educational institutions were closed and students went back to their homes, so, the educational institutions had to rely on e-learning and online education tools to provide students the necessary study material, schedule lectures and to conduct examinations. The lockdown acted as a catalyst to assisteducators adopt with online tools and technologies t be used in teaching and learning. Educational institutions in most countries are now closed to contain the spread of coronavirus, resulting in the home-schooling of millions of students worldwide.

COVID-19 PANDEMIC – THE CHANGE AGENT

Coronavirus pandemic has carried the world to stop and it will influence the Indian Higher Education also. Social removing and serious lockdowns over the globe has constrained individuals to discover

inventive approaches to do their normal positions. One of the principal estimates taken by the Indian government was to close the instructive organizations for the security of understudies, educators, and their families. Presumably, the means were taken by the administration were vital and acquired the correct heading to stop the further spread of the infection in the nation. Understudies were approached to leave for their homes, and educators are relied upon to carry on the classes through recommended online channels. Numerous specialists are guaranteeing that the emergency will reform the training division, with instructors getting familiar with leading on the web meetings and understudies on their toes to capitalize on it. In any case, few additionally question the learning adequacy of the equivalent. Numerous individuals feel that audience members are less dynamic during on the web meetings and are more diverted with their environmental factors. What I feel is this is an open door given to us not exclusively to test the online conveyance of instruction however to coordinate it as far as we can tell such that it isn't viewed as an option yet a supplement to our pre-COVID-19 training conveyance framework. Enough has just been talked about on different online stages with respect to the advantages and disadvantages of internet instructing being directed over the globe. Most academicians likewise accept this could be a transitory fix and that we should return to customary homeroom settings sooner than later. Notwithstanding, taking into account that it is as of now an aspect of our lives, I might rather want to talk about what the three significant gatherings associated with the cycle i.e., Institutions, Faculty individuals, and understudies (and their family) can do right now to take advantage of it.

TRANSFORMATION IN TEACHING AND LEARNING

Technology may play an important role in the lockdown period like study from home and work from home. Change in teaching and learning process We have provided them with an array of online teaching tools that they use to make their lessons effective. We have a common platform where teachers can discuss and address the challenges they are facing. Given the current constraints, we do not require teachers to complete the syllabus that had been planned at the beginning of the academic year. Over the past five months, we have been able to incorporate these tools into our online practice and deliver engaging lessons. On a typical school day, we conduct more than a hundred online classes to meet the learning needs of over a thousand students. While faculty grapples with new ways of managing this sudden transition to online education, students are left clinging on to their mobile phones and computer screens.

While others waited to see what would happen next, they started exploring online classes. Private universities, colleges and higher education institutes shifted to the online mode by mid-March and remained largely unaffected by the nationwide lockdown enforced on March 24th. Our faculty members are giving lectures online. Depending on the nature of the course and students' internet access, teachers are supplementing Moodle with assorted social media and online platforms. The universities and teachers Business Standard reached out to agree that their transition to online teaching had not been very difficult. Online education is conducted in two ways. The first is through the use of recorded classes, which, when opened out to public, are referred to as Massive Open Online Course. The second one is via live online classes conducted as webinars, or zoom sessions. Universities require high-speed internet and education delivery platforms or learning management systems, besides stable IT infrastructure and faculty members who are comfortable teaching online.

The National Programme on Technology Enhanced Learning, a project of MHRD initiated by seven Indian Institutes of Technology, along with the Indian Institute of Science Bangalore, was created in 2003 to provide online education. Covid-19 has pushed institutions, faculty and students on to online

learning like never before. In the past six years, NPTEL have explained to people what it means to use online education, and tried to break down their inhibitions. Now, because of Covid-19, there is no option but to adapt and utilize online education. There may be some merits to face-to-face teaching, but maintains it is not necessary, given the number of online tools and innovative methods of teaching available to enable learning. What Does It Mean For Faculty Members? The most significant challenge today for any online educator is that of the low student engagement. Most of the online sessions suffer from ineffective discussions and lack of discipline. There is a noticeable decline in one to one communication between the teacher and students, making the sessions not only uninteresting but uninspiring to even the brightest students otherwise. Another parameter that can be considered is the continuous assessment of students, which will bound them to pay more attention and increase their engagement.

OPPORTUNITIES TO CHANGE

Obviously, the pandemic has changed the exceptionally old, chalk–talk training model to one driven by innovation and technology. This disruption in the delivery of education is pushing policymakers to figure out how to drive commitment at scale while ensuring comprehensive e-learning solutions and tackling the digital divide. A multi-pronged strategy is necessary to manage the crisis and build a resilient Indian education framework in the long term.

Digital learning has numerous advantages in itself like advanced learning has no physical boundaries, it has more learning commitment experience as opposed to the traditional learning, it is also cost-effective and students get the opportunity to learn in the confines of their comfort zone. However, digital learning is not without its limitations and challenges, since face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. All around the world, online education has met with some achievement. On account of India, we despite everything have far to go before computerized learning is viewed as standard training, since understudies living in metropolitan region have the offices to pick advanced instruction, notwithstanding, rustic region understudies don't have the necessary foundation nor are monetarily solid to profit the assets required for advanced training. Working of the advanced training foundation by the Government of India directly has all the earmarks of being troublesome because of absence of spending plan. Further, regardless of whether the computerized foundation is assembled, preparing must be given to the instructors to utilize the advanced framework to give real and legitimate, continuous and consistent training to the understudies. Distant adapting progressively depends on the solid force flexibly and pervasive Internet availability which may be an unrealistic thing for Tier 2 and Tier 3 urban areas in India.

Another challenge is that e-learning comes across as somewhat patchy and impersonal experience. Also, e-learning is likely to witness a high dropout rate due to the lack of atmosphere for studying. Students might tend to get distracted by gaming consoles, social media at home and might not feel a sense of community while taking online classes. Successful delivery of education is also in question because learning at the level of higher education and learning at the kindergarten/school level can be different. Digital education cannot be applied the same at every level of the education.

If we further up the light on the educational material, digital education will have a limited scope as compared with composed and convenient material which is given in an educational institute. Also, the validation of the instructive material is in question. E-learning will consistently give the students distinctive data in various manners. In this way, the credibility of the instructive material ought to be tried before these materials are coursed with the students. Creation of content, dissemination of

content and evaluation of content should be done. Blended education has to come face to face and distance education should go hand in hand currently. Educational data circulated in online should be properly maintained. Because ultimately these digital educational course classes will also lead to hacking systems and intruders coming in. The digital safety challenge will remain at large while imparting education.

THE WAY AHEAD

What we are gaining from COVID-19, like what we have seen in past pandemics, is that readiness is essential. While various situations exist, a few of them expect that the COVID-19 spread will occur in waves, which implies the way toward tending to it ought to be repeating. Nations not yet affected should start "getting ready," beginning with a reaction plan. This would encourage "adapting" when the emergency hits and limiting the negative effects. The arrangement can incorporate presenting conventions for screenings in schools, turning out cleanliness practice crusades, forcing school terminations, offering separation getting the hang of, utilizing shut schools for crisis purposes, and so on. With so many different ways to define e-learning and the educational approaches that can be taken in these learning environments, many colleges and extra curriculum activity classes have started making use of the technology.

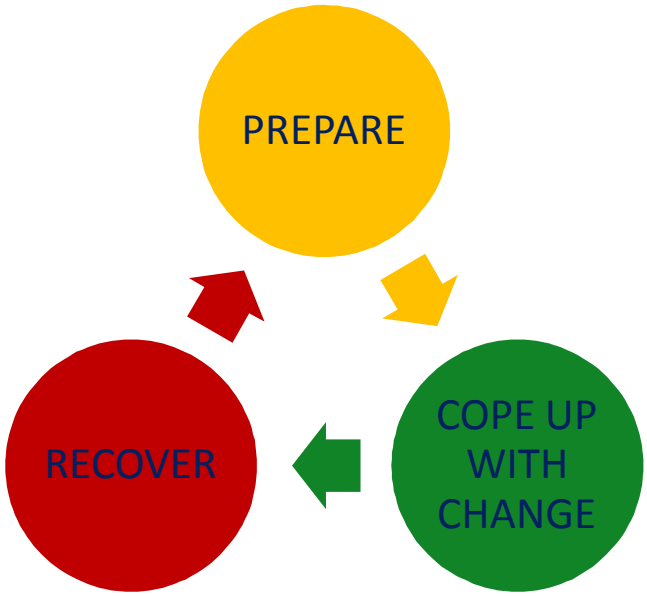


fig. a cyclical approach to education in emergencies

As the emergency phase dissipates, communities could move into a “recuperation” mode, with governments implementing policies and measures to recapture lost time. The methodologies may incorporate acclimations to the scholastic schedule, organizing understudies in grades planning for high-stakes assessments, and proceeding with separation learning in corresponding to schools. Countries that have shown greater resilience in repeated crises are the ones that were able to benefit from lessons learned and to respond quickly to new crises, such as COVID-19 pandemic.

In pandemic pedagogy, the classroom setting has undergone significant changes. Several technological solutions provided by the likes of Zoom, Teams and Skype have brought the teachers and students together in a virtual environment. Interestingly, HEIs have been receiving promotional mails from entities like Zoom, Cisco, Microsoft and CoursEra, offering solutions for online teaching and assessment, but none of them provide any solution on how to function in limited internet networks in a society marked by a digital divide. Pandemic pedagogy brings huge challenges, too, for both students

and teachers. It is extremely stressful for the student, who appears on the screen during zoom sessions and may have a family member or someone close to him held up or quarantined in a far-off location or stranded in a foreign country. Teaching flexibility should be the new mantra for individual instructors in deciding on a minimal set of essential learning outcomes with maximum virtual outreach. The HEIs are now better prepared to integrate information and communication technology solutions with their pedagogy. They are now comfortable using online teaching tools and learning management systems, and can conserve their lectures for future references.

CONCLUSION

In this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will develop skills that will drive their employability, productivity, health, and well-being in the decades to come, and ensure the overall progress of India. The challenges faced by educators in a resource rich knowledge era, we decided to use technology to teach courses online to make up for what students miss in standard Institute curricula. We have developed an Online Learning Environment to enable institutes and teachers to integrate technology into curriculum and lesson plans and for online assessment and evaluation. Through a blended learning environment, Students can have continuous access to their courses, multimedia content and assignments. The educational institutions in India, from schools to universities, can use this present adversity as a blessing in disguise and make digital education a major part of the learning process for all learners in the future. A Learning Management System based course would encourage active learning and bring alive the traditional textbooks with interactive multimedia. This can reduce the burden of paperwork on teachers and leave with them sufficient time to innovate & teach. Teachers can spend more time helping children with self learning strategies and help children think on their own and relate their learning to their everyday lives and experiences.

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TRANSFORMATIONAL REFORMS IN EDUCATION SYSTEM: PROS OF NATIONAL EDUCATION POLICY-2020

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Abstract:

The present study aimed at exploring the major reforms of National Education Policy: 2020. The policy is introduced after 34 years from the last education policy 1986. So there are many expectations from the policy that it should meet the demands of changing scenario of the world because of the globalization and the need of the society. As we can see that the post Covid period will demand too much from the ICT in education system. The evaluation system is also changed in this policy with 360 degree holistic evaluation of a child. A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

Keywords: Policy, Reforms, School Level, Higher Education, strutting, child. Lesson, etc.

INTRODUCTION:

The Union Cabinet on July 31st gave a nod to India's new National Education Policy 2020, which provides for major reforms in higher education, increased focus on non-academic skills and increased inclusion through language diversity and course fluidity. The union cabinet approve a new national education policy after 34 years of gap. This policy is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. It is only a policy, not a law; implementation of its proposals depends on further regulations by both states and the centre as education is a concurrent subject. Need of NEP- The implementation of previous policies on education has focused mainly on issues of access and equity, with a lesser emphasis on quality of education. The unfinished agenda of the National Policy on Education 1986, Modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down the legal underpinnings for achieving universal elementary education.

OBJECTIVES OF THE STUDY:

1. To study the salient features of Nation Policy on Education.

Reforms at Higher Education system:

Quality Universities and Colleges:

A New and Forward looking Vision for India's, as India moves towards becoming a knowledge society and economy - and keeping in view the requirements of the fourth industrial revolution, characterized by increasing proportion of employment opportunities for creative, multidisciplinary and

highly skilled workforce - the higher education system must, at the earliest, be re-adjusted, re-vamped, and re-energized to meet these requirements.

Institutional Restructuring and Consolidation:

The main thrust of this policy in higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers break down harmful silos, enable students to become well-rounded across disciplines (including artistic, creative, and analytic subjects as well as sports), develop active research communities across disciplines (including cross-disciplinary research), and increase resource efficiency, both material and human, across higher education. By 2040, all higher education institutions shall become multidisciplinary institutions and shall have student enrolment in the thousands, for optimal use of infrastructure and resources. Since this process will take time, all HEIs will firstly plan to become multidisciplinary; and gradually increase student strength to the desired levels. The HEIs with large land areas will be supported to substantially increase the student intake, multidisciplinary capacity and residential facilities.

The new regulatory system envisioned by this Policy will foster:

The overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years. The existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic, curricular, teaching and assessment; governance reforms; financial robustness; and administrative efficiency. By 2025, the maximum number of colleges that can be affiliated by a University shall not exceed 300; this can be achieved by creating new universities. By 2035, all colleges currently affiliated to a university shall secure accreditation and become autonomous degree-granting colleges, through a concerted national effort.

The overall higher education sector will be integrated into one higher education system -

including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education. A university has only one definition 77 worldwide, namely, a multidisciplinary institution of higher learning that offers undergraduate, graduate, and PhD programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced by 'university'.

Multiple entry and exit point and provision of Academic Bank of Credit:

The undergraduate degree will be of either 3-or 4-year duration, with multiple exit options within this period, with appropriate certifications. The 4-year programme may also: lead to a degree 'with research'. A student can obtain a diploma after completing 1 year, or an advanced diploma in a discipline or field (including vocational and professional areas) after completing 2 years of study or obtain a Bachelor's degree after a 3-year programme. The 4- year Bachelor's programme with Multi-disciplinary education, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education with focus on the chosen major and minors as per the choice of the student.

HEIs will have the flexibility to offer different designs of Masters programmes:

(a) There may be a two-year programme with the second year devoted entirely to research for those who have completed the three-year Bachelors programme;

(b) For students completing a four year Bachelors programme with Research there could be a one-year Masters programme.

(c) there may be an integrated five-year Bachelor's/Masters programme. Undertaking a PhD shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M. Phil. programme shall be discontinued.

All assessment systems shall be decided by the HEI:

It will include those that lead to final certification. The Choice Based Credit System (CBCS) will be revised leaving plenty of room for innovation and flexibility. HEIs should move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs should also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

Internationalization:

India should be promoted as a global study destination providing premium education at affordable costs and restore its role as a Viswa Guru. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, select universities (e.g., those from among the top 100 universities in the world) will be permitted to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

The teacher-student ratio:

It shall range from 1:10 to 1:20 depending on the programme. The teaching duties shall allow time for interaction with the students, conducting research, and other university activities. Faculty will be appointed to individual institutions and not be transferable across institutions, so that they may feel truly invested in, connected to, and committed to their institution and community. The additional actions that are specific to higher education shall be adopted: By all Government and Higher education Institutions

Changes in B.Ed. course duration:

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject (such as a language, or history, music, mathematics, computer science, chemistry, economics, etc.). Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. Each HEI offering the 4-year integrated B.Ed. may also design a 2-year B.Ed. on its campus, for outstanding students who have already received a Bachelor's degree in a specialized subject and wish to pursue teaching. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to both the 4-year and 2-year B.Ed. programmes.

National Mission for Mentoring shall be funded and established:

It will be established with a large pool of outstanding senior/retired faculty – particularly those with the ability to teach in Indian languages – which would be willing to provide short and long-term mentoring/professional support to university/college teachers.

National Research Foundation:

Knowledge creation and research are critical to growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilisations throughout history, from ancient times (such as India, Mesopotamia, Egypt, China, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained their intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge - in the realm of science as well as art, language, and culture - that enhanced and uplifted not only their own civilization but those around the globe. This Policy proposes to bring in to focus the need for greater investments in research and coordinated effort from all institutions to place India higher in global knowledge production.

Higher Education Grants Commission (HEGC) will be created:

It will take care of funding and financing of higher education based on transparent criteria including the IDPs prepared by the institutions and the progress made in the implementation of the IDPs. HEGC will be entrusted with disbursement of scholarships and on developmental funds for starting new focus areas and expanding quality programme offerings in HEIs across disciplines and fields.

CONCLUSION:

Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. While the Policy provides much detail, the intent and the spirit of the Policy must serve as the most important consideration. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be the key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be key for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the Setting up of early childhood education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

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USE OF SOCIAL NETWORKING SITES (SNSS): A STUDY OF SOLAPUR UNIVERSITY,SOLAPUR.(MS.),INDIA

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ABSTRACT

This paper has made attempt to study the activities and reasons for using Social Networking Sites by the post Graduate students and research scholars of SolapurUniversity,Solapur.(MS),India. A self structured questionnaire was distributed among the target population and primary data gathered through questionnaire were analyzed and discussed in accordance with the objectives of the study. It was found that majority of the respondents to be aware and making use of such applications in their research work. The study also reveals that Face book is the most popular SNSs among categories of students and research scholars.

Keywords:*Social Networking Sites, Face book, Orkut, Twitter, and Research Gate.*

INTRODUCTION:

Social networking sites are used by the hundreds of millions of people around this world. Through social networking sites in the present era younger generation comes to work with their social relationships and networks already intact. These generations are a smaller amount interested in building social relationships at work with peoplein the community. According to Boyd and Ellison (2007) “Web based services that allow individuals to construct a public or semi public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within a system.” Social networking sites, allows users to create a personalized account that includes the information like; date of birth, hobbies, preferences, education status, relationships status and personal interest, etc. The various types of SNSseg. blog platforms, Blogs, Blog communities,SMS voice Social Networks, Macromedia, Specific to Twitter,Wiki,Music,Event,Documents,Video,Pictures,Live casting-Audio-Video, etc.Social networking sites are an online platform that provides new venues to users to create a public profile and express themselves and with other users on the websites. Social networking websites usually have a new user input a list of online people community with whom they share a connection and then allow the people on the list to confirm or deny the connection. It is a website that provides a place for people community to share

their personal views and activities with family members. Relatives, friends, and colleagues or to share their interest, suggestions, and discussions in a particular topic at international online platform.

OBJECTIVES: The specific objectives of the study were

1. To find out the role of Social Networking Sites in creating awareness among the users of Solapur University, Solapur.(MS),India.
2. To find out the most popular SNSs among the users under study.
3. To know the purpose of using Social Networking Sites by users.
4. To find out the frequency of use of Social Networking sites.
5. To identify the satisfaction level of use of Social Networking sites.
6. To know the problems being faced by the users while using Social Networking sites.

SCOPE:

This research is confined to the Post Graduate Students, M.Phil. And Ph.D. Research scholars of SolapurUniversity,Solapur.(MS),India. Pursuing their master's degree and research in different field.

METHODOLOGY:

For the survey of the primary data questionnaire method was adopted. For that a questionnaire prepared on the basis of the objective of the proposed study and was distributed randomly among the target population under the study. Total 240 questionnaires were distributed and 200 questionnaires were received back after filling by users.

DATA ANALYSES :

In the present research with the help of various tabulations researcher has given some important conclusions and Findings are as following.

Here it is seen that out of 200 respondents 100 are PG students, 36 M.Phil. And64 are Ph.D. research scholars who are pursing postgraduate and research in their respective faculties.

MAJOR-FINDINGS OF THE STUDY:

1. In the above conducted study it was observed that majority of the respondents from all disciplines are aware of the SNSs and have account on them.
2. It was found that (58%) of respondents were male respondents and (42%) of respondents were female.
3. The study found the majority of the respondents(i.e. 76.67%) were between in the age group of 20-30 years.
4. The face book was the most popular SNSs used by all categories of respondents followed by Twitter.

5. Majority of the respondents'(i.e.73.33%)use Mobiles for accessing SNSs followed by PCs.,
6. The main purpose of using SNSs were found entertainment by (92.66%) of the respondents followed by sharing videos and pictures, instant message and find information.
7. Majority of the respondents (i.e. 46.67%) have between 10-49 friends were followed by (33.33%) of respondents who have between 50-100 friends.
8. (47.33%)of respondents faced very easy while using SNSs followed by (21.33%) who found moderately easy.
9. An important finding of this study was that the use of SNSs is time consuming.
10. Majority of the respondents (i.e. 50%) were found satisfied from the use of SNSs followed by partially satisfied and highly satisfied.
11. The majority of the respondents (47.33%) believed that information on SNSs is reliable followed by partially reliable and not reliable.

CONCLUSION:

The present study was focus on the use of Social Networking Sites by the Post Graduate students and research scholars at SolapurUniversity,Solapur.(MS),India. SNSs provide the various ways to the students to interact with each other. Research scholars keep themselves updated by surfing profile of each other, posting of message, videos and photos, share professional and personal information at international online platform. In the present era, SNSs have become one of the largest online platforms in the world for sharing real time information. The present research focused on use of SNSsfor effective learning. It's also useful in Teacher Education Programmes.

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A STUDY OF ICT COMPETENCIES AMONG TEACHER EDUCATORS IN TEACHER TRAINING COLLEGES

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ABSTRACT
In the modern era, quality education has become a universal goal and technology is said to be key to create a new educational culture. ICT has integrated with the working of educational institutions. To better facilitate professional development for teacher educators and better prepare tomorrow's teachers to integrate Information and Communication Technologies effectively in classrooms, it is necessary to examine teacher educators' ICT literacy, ICT awareness, ICT competencies, and its usage. The present research studies the technology competencies of teacher educators teaching at different level and relevant to different categories. In this present study researcher focused on ICT competencies among pre-service teacher educators. A survey method was used to study and four-point rating scale used for collection of data and percentage, mean and t-test these statistical techniques used for data analysis.

Keywords - ***ICT, COMPETENCIES, TEACHER EDUCATORS.***

1. INTRODUCTION

In the modern era, quality education has become a universal goal and technology is said to be key to create a new educational culture. ICT has integrated with the working of educational institutions. To better facilitate professional development for teacher educators and better prepare tomorrow's teachers to integrate Information and Communication Technologies effectively in classrooms, it is necessary to examine teacher educators' ICT literacy, ICT awareness, ICT competencies, and its usage. The present research studies the technology competencies of teacher educators teaching at different level and relevant to different categories.

2. OBJECTIVES

1) To determine the categories of ICT competencies.
2) To find out he ICT competencies among teacher educators at graduate level.
3) To find out the ICT competencies among teacher educators at post-graduate level.
4) To compare ICT competencies between teacher educators at graduate and post-graduate level.

3. NEED AND IMPORTANCE

Although teachers are equipped with knowledge and skills in using computers, the success of implementing the new curriculum with information technology (IT) in education depends greatly upon competencies of the teachers and their willingness to embrace such technology. Technology competencies have a marked influence on their readiness to utilize technology in teaching learning process. The competent teachers who are skillful in ICT will integrate IT in the classroom instruction, thus making the teaching and learning process more meaningful.

4. METHODOLOGY

The survey method was used to study the ICT competencies among teacher educators.

5. SAMPLE

The sampling frame of the study consisted of teacher educators in B.Ed. and M.Ed. colleges affiliated to Solapur University, Solapur. A purposive sampling method was adopted for the study. A total of 40 teacher educators were selected by cluster sampling method. (B.Ed. 20 and M.Ed. 20).

6. TOOL

The ICT competence scale was used to measure teacher educators' perceived competence. There were 50 items which represented ten components: basic computer operation skills (5 items), technology tools (5 items), word processing (5 items), database (5 items), spreadsheets (5 items), graphics (5 items), multimedia applications (5 items), media communication (5 items), administrative applications (5 items), classroom integration (5 items). Each item was measured in terms of a four point rating scale from 1 (not competent), 2 (competent), 3 (somewhat competent) to 4 (very competent).

7. STATISTICAL TECHNIQUE

The following statistical techniques were used for the study.

Percentage, Mean, T-test.

8. DATA ANALYSIS

The collected data was analyzed using quantitative method.

Table 1

ICT COMPETENCIES AMONG TEACHER EDUCATORS ACCORDING TO SUB-DOMAINS (N=40)

IT Skills	Low F (%)		Moderate F (%)		High F (%)	
Level	**G**	**PG**	**G**	**PG**	**G**	**PG**
Basic computer operation skills	10%	--	10%	20%	80%	80%
Using technology tools	20%	--	70%	70%	10%	30%
Word processing	--	--	50%	20%	50%	80%
Database	80%	20%	20%	60%	--	20%
Spreadsheet	10%	--	70%	60%	20%	40%
Graphics	10%	--	70%	60%	20%	40%
Multimedia applications	60%	10%	40%	70%	--	20%
Media communication	80%	20%	20%	70%	--	10%
Administrative applications	20%	10%	70%	60%	10%	30%
Classroom integration	30%	--	50%	30%	20%	70%

9. OBSERVATION ANALYSIS

The results in Table 1 show that most of the teacher educators had moderate levels of IT competence (G- 27%, PG-52%). Most of the participants had a moderate level of IT competence in using technology tools (G-70%, PG-70%), word processing (G-50%), database (PG-60%), using / preparing spreadsheets (G-70%, PG-60%), graphics (G-70%, PG-60%), multimedia application (PG-70%), media communication (PG-70%), administrative application (G-70%, PG-60%), classroom integration (G-50%), Most of the participants had low levels of IT competence in using word processing (G-80%), multimedia application (G-60%), media communication (G-80%). Most of the participants had a high level of IT competence in basic operation skills (G-80%, PG-80%), word processing (G-50%, PG-80%), classroom integration (PG-70%).

TABLE 2
MEAN DIFFERENCE BETWEEN ICT COMPETENCIES OF TEACHER EDUCATORS AT GRADUATE AND POST GRADUATE LEVEL (N=40)

Mean	SD	T-value			df	S/NS
		Calculated 't'	Table 't'			
			0.01 level	0.05 level		
M1 = 67.7	29.03	0.04	2.878	2.101	18	NS
M2 = 80.7	32.87					

10. OBSERVATION AND ANALYSIS

The above table shows that the mean score of ICT competencies of teacher educators at graduate level is less than teacher educators at post graduate level. Still the calculated t value is less than table t value at 0.0 1 and 0.05 level. This suggests that there is no significant difference between the ICT competencies of teacher educators at graduate and post graduate level.

11. FINDINGS

This suggests that the majority of teachers are able to use some of the sub-domains, which are basic computer operation skills, word processing, spreadsheets and graphics efficiently. Most of the participants were not able to perform a task in media application, media communication and database compared to the other IT competence sub-domains, where most were able to perform a task with assistance and complete the given task. It was also found that there is no significant difference between the ICT competencies of teacher educators at graduate and post graduate level. Therefore, proper computer training courses that emphasis skills in media communication should be given to improve the participants' level of IT competence in that particular skill.

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Developing Effective Teaching and Learning Skills for 21st Century

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ABSTRACT:-

Today teaching and learning is a process which includes many variables., that interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills. They interacts on various perspectives on learning . Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. The integration process, which is also important to consider a number of other factors like cognitive style, learning style and the multiple natures of our intelligences. The learning relates to special needs and diverse cultural backgrounds

Teachers transmit factual knowledge to students through lectures and textbooks. The development of standards predominantly through the transmission model and tested through recall-based assessments.

Keywords: *Skills, learning experiences, transmission model, accountability, constructivism.*

INTRODUCTION:-

Today Many countries are shifting the focus of their educational systems away from this model, it often prevails for two primary reasons because educational systems are hard to change. The contrasting "constructivist" model through which students actively-rather than passively gain skills and knowledge.

There is the great opportunity to learn information, but typically do not have much practice applying the knowledge to new contexts and communication..

Teaching and Learning Skills Required for Effective Teacher

1. Requirement of Teaching through the Subject disciplines-

The teaching-learning through disciplines the knowledge of the discipline but the skills associated with the production of knowledge within the discipline of the specific subject which we are going to teach.. Curriculum and instruction students should learn why the discipline is important, how experts creates new knowledge, and how they communicate about it to the students.

2. Development of lower and higher order thinking skills among Students

The development of Low-order exercises are fairly common in existing curricula, and also the development high-order thinking activities are important. The Higher-level thinking to be difficult for students because it requires them to understand the relationship between different variables and also how to apply to a new context.

Therefore applying new understandings to a new, context is also exactly what students need to do to successfully negotiate the demands of the 21st century for better understanding of subject that they are studied.

3. Encouraging the students for transfer of learning through activities

The students must apply the skills and knowledge they gain in one discipline to another. They must also apply what they learn in school to other areas of their lives. This application of knowledge can be challenging for students .

There are a number of specific ways that teachers can encourage low and high transfer in order to encourage the students for learning. Teachers can use methods like the following:

- To design learning experiences that are similar to situations and also the students might need to apply the knowledge and skills
- Asking students to practice debating in pairs before holding a large-scale debate in front of the class
- Organizing mock trials, mock congressional deliberations, or other role-playing exercises
- Talking through solving a particular mathematics problem in order to understand the thinking process .

4. Teaching students how to learn

Teachers can develop students' cognitive thinking capacity. This is also important for students to develop positive mental ability how we learn. Intelligence and capacity increase with effort and that mistakes and failures are opportunities for self-inquiry and growth .

5. Addressing of misunderstandings among students directly

Learners have many misunderstandings about how the world really works. They hold onto these misconceptions until they have the opportunity to build alternative explanations based on experience. To overcome misconceptions, learners of any age need to actively construct new understandings.

6. Promotion of teamwork as a process

Students can discuss concepts in pairs or groups and share what they understand with the rest of the class. They can develop arguments and debate them. They can role-play. They can divide up materials about a given topic and then teach others about their piece. Together, students and the teacher can use a studio format in which several students work through a given issue, talking through their thinking process while the others comment.

7. Use of technology to support Outcome based learning

Technology offers the potential to provide students with new ways to develop their problem solving, critical thinking, and communication skills, transfer them to different contexts, reflect on their thinking and that of their peers, practice addressing their misunderstandings.

8. Fostering students' creativity and learning style for better achievement

A definition of creativity is "the cognitive ability to produce novel and valuable ideas." Creativity is prized in the economic, civic, and global spheres because it sparks innovations that can create jobs, address challenges, and motivate social and individual progress. Intelligence and learning capacity, creativity is not a fixed characteristic that people either have or do not have. Developing creativity requires structure and intentionality from both teachers and students and this can be learned through the disciplines.

CONCLUSION:

Teachers influences the lives of students more significantly than we imagine. A teacher with the right skills inspires and influences entire student lives. They are instruments who can ignite powerful thoughts in students, helping them unleash their true potential. It is important for teachers to have certain skills regarding effective teaching and learning..

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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Study of Synchronous and Asynchronous learning

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Abstract
In this article author discussed concepts in the Information Communication Technology.(ICT), e.g. Online learning, ways of ICT,Techniques of online mode, Synchronouslearning, Asynchronouslearning. Importance and impact of ICT in Education.
Another part of this article is action research done by trainees. In this study Author came to draw conclusion that academic achievement of the online group was better than of line group of students.

Key words-Synchronous learning, Asynchronous learning

Introduction
This period is unlock Covid -19.Maharashtra government announced guidelines.Schools, college will continue to remain closed till September 30.Therefore it is need to teach online or offline. In third semester there is practical for B.Ed. students to do Action research. Faculty decided to study the impact of ICT on achievement of high school students through Action research conducted by student teachers. First we guide and counsel the student teachers through online and offline mode. We discussed on some concept of ICT. Let us know about concepts.
ICT- ICT is umbrella term that includes all technologies for the communication.
Ways of ICT-There are offline resources e.g.CD/DVD ROM, CAI, application software and online resources e.g.Web.1.0 and2.0.

Online learning
Online learning is a future of education because-
1. It is flexible.
2. It is accessible.
3 .It's purpose is to facilitate and communicate between teachers and students.
Web 1.o –first generation of internet services e.g.an email, accessing a web site, downloading and uploading files, e-library, chatting and playing games.
Web 2.o-Second generation of services available on the web. It lets people collaborate and share information on line. E.g. blog, Wiki, Social networking groups sharing Photo, articles. Anybody can publish, collaborate, connect,create and share.

Techniques of online learning mode
1. Synchronous 2. Asynchronous. These are two modes of interaction and communication in ICT based teaching and learning environment.
Tools for Synchronous learning are Audio conferencing, video conferencing, web conferencing, chat and messaging. Tools for Asynchronous learning are simulation software, streaming media Audio/video, massaging through e-mail, Blogs, E-book and Discussion boards.
In synchronous learning interaction is face to face while Asynchronous learning the student and teacher are offline.

Strategies in using ICT in education are

1. E-learning
2. Blended learning
3. E-modules
4. Mobile learning
5. Open and Distance learning.
6. Group discussion
7. Audio conferencing
8. Video conferencing

Importance of ICT in Education

1. It has the ability to perform impossible experiments by using simulation.
2. Possibility for students to individual learning.
3. Possibility to conduct online examination.
4. Reference books are available for study.
5. Facilities for life-long learning.
6. Enables distance learning.
7. Accommodates every-one's need
8. Offers access to updated content.
9. Quick delivery of lessons.
10. It helps in creating and communicating new training, Policies, concepts and ideas. It is called scalability.
11. It enables educators to communicate the message in a consistent way for their target group. It is called consistency.
12. A lot of training time is reduced.
13. It is highly ecofriendly way of learning because there is no need to cut trees for obtaining paper.

Impact of ICT in Education

Positive impact is helpful to preparing lesson plans and provide pedagogical techniques.
Negative impact is there are large cost involved means it is expensive.
Due to the wide set of benefits and positive and negative impact, Modern College of education Malakapur decided to do action research. Title of research are given below.

1. Effect of e-learning on the academic achievement of students
2. Effect of mobile learning on the academic achievement of students
3. Effect of blended learning on the academic achievement of students

Effect of Web based learning on the academic achievement of students
Research area was teaching and trainee's subject were Marathi, Hindi, English, History, Geography and Mathematics'

Objectives of study

1. Develop the ICT skills of Trainees.
2. Check out the effectiveness of online teaching and offline teaching.
3. continuing the training program in unlock Covid-19

Procedure-Student teacher have given sufficient training through Google meeting and zoom meeting. We discussed with Head Masters of schools. They gave permission to us for teaching. They help us .They joined student teachers in their student's group. They provided classes to the trainees. Trainees selected two groups, one for offline and other for online. Trainees guided student about self-learning techniques and provided e-learning material for offline class as Synchronous learning. For other class they communicate with students through Google meeting or zoom meeting. It was face-to-face learning. It is called Asynchronous learning. At the end trainees administrated test for both groups.

After checking the test they draw out conclusion that there is difference between two groups. Some of them used single group design and draw out conclusion that there is difference between pretest and posttest.

Conclusion

1. Self-study habit of students is developed.
2. Through online teaching the doubts of students are solved time to time.
3. Through offline teaching enabled students to study at their own pace and in the time available.
4. Arranging a contact session for offline group, the doubts of students were solved.
5. The academic achievement of the online group was found to be better than offline group.
6. Trainees were engaged in learning in unlock period of Covid-19.
7. Trainees developed their skills of Information Communication Technology. They learned how to schedule zoom or Google meeting, how to present audio, video or written material, how to prepare test through Google form and how to save material in Google drive.

In this article synchronous and Asynchronous learning method is discussed and conclusion of Action research done by trainees is presented.

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INNOVATION AND CREATIVITY IN CLASSROOM TEACHING: A STUDY ON THE METHODS OF TEACHING

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Abstract:

Having taught in various grades, and spending years in different institutions I've had the chance to spend time in various classroom environments. Different ways of educators' approach of teaching--from the traditional learning model to some of the most innovative and creative in classrooms have been noticed. To tell it in a simple way, a method is nothing but a general way of presentation of the subject matter, and it enhances the cognitive development among the students. If anybody wants to become a very good teacher, knowing, Understanding and practising of different methods of teaching become the first and the foremost necessary things for the same. There are quite a good number of methods of teaching .Each and every method is advantageous and helpful to the teachers in its own way. Today, it has been proved through research studies that information and communication technology (ICT) can make the teaching learning process more scientific and effective. There are some teaching methods that have been using in higher education like Constructive Methods, Demonstration, Discussion, Story Telling, Role Play, Visit, Project, Laboratory, Assignment, Quiz, Problem Solving, Dialogue, Question Answer, Seminar and Conference method, Lecture with Power Point Presentations, Flip Class, Lecture with Audio and Video presentations, Online Teaching etc .Hence this article aims to throw light on the different methods of teaching with a special reference to Demonstration method using innovations and creativity. To complete the study different books, journals, e-content relating to the methods of teaching have been followed.

Keyword: Innovation, Creativity, Methods of Teaching, *Information and Communication.*

Introduction:

Education plays an important role in today's world. Over the decades there had been rapid increase in the higher education system. Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. Creativity and innovation is the essence of teaching and learning including in the social sciences discipline.Gone are the days of a Professor delivering a lecture while standing behind a rostrum in a huge lecture hall in a one-way communication mode where his or her words are words of God, and students sit quietly embracing his or her words, busy taking down notes, those days have long been over and they have been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. And in all these cases, Teaching-learning process was perceived in totality. And you also come to know about the term method as a formal structure of the sequence of acts commonly denoted by instruction, where, if the sequence of acts commonly denoted by instruction, Where, it covers both strategies and tactics of teaching and involves the choice of what is to be taught, and in which order it is to be presented.

❖ Objectives:

a) To suggest Innovative methods in classroom Teaching.

b) To explore methods of effective teaching learning at school and college level.
c) Bring out of the importance of method.
d) To promote innovative and effective methods of teaching in classroom.
E) To accelerate teaching-learning process by way of promoting independent, critical and Creative thinking

❖ **RESEARCH METHODOLOGY**

Research methodology is used here to analyze the data. Data was collected from multiple sources such as journals, books and blogs to understand the teaching learning paradigm. In this paper, we have referred previous research articles. Apart from this, we have referred different websites and professional magazines.

❖ Lecture Method

Lecture method is also known as expository method. Generally the teacher dominates in a teaching learning session, if he adopts lecture method. And many a times it confines to oral presentation. Therefore it is considered as an easy way to teach. If you look at the past history to the modern period, irrespective of any country, you can see the ever existing "Lecture method" in the teaching profession. In all these periods, in most of the occasions, teaching was done by a few manuscripts and from the teacher's store of knowledge through lecturing, questioning and with the use of some other support systems. So, lecture method comes under teacher centered approach.

Because of the above said aspects many will criticize the lecture method. But Inspite of the broadside of criticism which has been raised at it in recent years, it still persists as the most widely used method in secondary schools.

Now let us have a look at the definitions on lecture method, given by different experts.

- "A lecture is a carefully prepared oral presentation of a particular subject by a highly qualified individual".-(Bergevin, Morris and Smith – 1963)
- "Lecturing is informative speaking" – (Cooper 1985)
- Lecture method is teacher centered; provides an authoritarian social situation (W.J.Mckeachie in N.R.Gage – 1963).

Mckeachie is of the opinion that, lecture method is appropriate when the information to be transmitted is not readily available or is scattered among diverse sources and when an experts has current information immediately desired or needed by a large group of learners in a short period of time (1986). He continuingly says that, lecture method is best suited for the transfer of cognitive information and not for technical motor skills or attitudinal modifications.

- Lecture is a monologue by a lecture. Here the topic discussed will be arranged in some logical structure and sequenced in an economical manner.

All the above said points with one or two definitions might have made it clear to you that what is meant by lecture method. Isn't it? Therefore now we shall focus out discussion on, "when the lecture method in needed?" and how far it is significant.

➢ **Usually lecture method is adopted for**

1. Acquisition of information.
2. The promotion of thought.
3. Changing the attitudes.

➢ ***A good lecturer must take care of the audience***

Black board Use of audio-visual aids-Vocabulary -Voice -Gesture-Manner -Appearance -Posture - Subject matter - Time available.

❖ **CONCLUSION:** This method is suitable for teaching in higher classes (XI, XII) where we aim to cover the prescribed syllabus quickly, and also this method will help them to prepare themselves for college where lecture method of teaching is a dominant method of imparting instruction. This method of teaching can be made more beneficial if the teacher encourages his students to take notes during the lesson. After the lesson, teacher can give his students sometime for asking questions and answer their queries without any hesitation. If a teacher can introduce some humour in his lesson it would keep students interested in his lesson.

❖ Demonstration Method

Laird (1986) is of the opinion that, demonstration is merely an illustrated Lecture or illustrated presentation. This implies that demonstration is a teacher centered approach influencing the students' learning. It can be effective in providing information as well as developing skills step by step. For example, when a teacher shows his class how to mount a transverse section of a plant stem on a slide, and cover it with a cover slip and observe under a compound microscope – he is presenting a demonstration or when a teacher wants to show the process of oxidation by burning a Magnesium wire – he is presenting a demonstration.

By observing the above examples, you can conclude that, demonstration in concerned with acquiring some combination of knowledge and skill. Now let us go through some of the definitions the reveal the central idea of demonstrations:

- *Demonstration can be defined as an accurate portrayal of a procedure, technique or operation (Laird, 1986).*
- *A demonstration is a method of instruction in which the adult educator actually performs an operation. Therefore demonstration requires adult educators who are highly skilled in the material or the process to be demonstrated.*
- *Demonstration is any well chosen example of something the learner should be able to do.*
- *Demonstration and simulation are the methods based upon experiential learning, provide an port unity to observe actual practice and utilize their experience in real life situations (Jaunted – 1980).*

All the above definitions point out one thing that demonstrations involve adults showing how something works and the procedures followed in using it. It can support and supplement content and translate the descriptive materials into actual practice. Therefore, demonstration is a method that requires special skills and abilities in order to perform effectively.

❖ CONCLUSION:

Based on the theoretical framework, analysis and referring to the formulation of the problems described in the previous part, it can be concluded that the increase of learning by implementing demonstration methods through concrete objects media can increase the students' outcomes in the ability of mastering mathematical concepts on the matter of multiplication operations.

❖ *Project method*

Project method mainly concerns with carrying out a useful task in a group in which all the students work with integrity and co-operation. The thrust area in any project will be having the practical and social perspective. Usually projects aim at solving problems. Now, you may get surprised about what are these "problems"? Isn't it?

Project method deviates little bit from the conventional teaching methods. Here a teacher, instead of his oral explanation, class room reading exercises, followed by a test or some sort of questions, he may

introduce a subject briefly, point out the main problems and then let the pupils to seek the answers for themselves. This they can do in several ways, such as,

- *Reading the text books.*
- *Using reference books in the library.*
- *Discussing among them.*
- *Or carrying out practical work in the laboratory, or in the form of some field worker.*

So, a project means, it could be in the form of nature study with a strong practical basics. That is to say, it must be practical as well as social. Because of the above said nature, the project method is considered as "Learning by doing". And, it is also because it emphasizes "Learning by living"

❖ **ROLE OF THE TEACHER:**

- **IN PROJECT METHOD OF TEACHING THE ROLE OF A TEACHER IS THAT OF A GUIDE, FRIEND AND PHILOSOPHER.**
- **THE TEACHER IS NOT A DICTATOR OR A COMMANDER BUT A FRIEND, GUIDE AND A WORKING PARTNER.**
- **HE ENCOURAGES HIS STUDENTS TO WORK COLLECTIVELY, AND CO-OPERATIVELY.**
- **HE ALSO HELPS HIS STUDENTS TO AVOID MISTAKES.**
- **HE MAKES IT A POINT THAT EACH MEMBER OF THE GROUP CONTRIBUTED SOMETHING TO THE COMPLETION OF THE PROJECT.**

❖ **CONCLUSION:** This method brings life to the school atmosphere. Learning becomes a co-operative affair. Its approach is scientific and psychological. As it is not suitable for drill and continuous and systematic teaching, it is not very desirable to use in freely. If the teacher can devise and plan a good project on something, the students will gain a lot. It leads to understanding and develops the ability to apply knowledge. Its occasional use will always remain the effective tool in the hands of the teacher. The teacher has to work as a careful guide during the execution of the project. Costly projects should be avoided. Unsupervised a UN evaluated project work will also be of no use.

❖ **DISCUSSION METHOD**

"An activity in which people talk together in order to share information a topic or problem or to seek possible available evidence or a. It is used more and more in student-centered learning venues as a means of engaging students in the "active" construction of learning collaboration and the exchange of perspectives"

❖ **CLASSROOM DISCUSSION**

"DISCUSSION IS THOUGHT TO BE A USEFUL TEACHING TECHNIQUE FOR DEVELOPING HIGHER ORDER THINKING SKILLS THAT ENABLE STUDENTS TO INTERPRET, ANALYZE, AND INFORMATION. STUDENTS EXPLAIN THEIR IDEAS AND THOUGHTS, RATHER THAN MERELY RECOUNT, OR RECITE, MEMORIZED FACTS AND DETAILS. DURING DISCUSSION LEARNERS ARE NOT PASSIVE RECIPIENTS OF INFORMATION THAT IS TRANSMITTED FROM A TEACHER. RATHER, LEARNERS ARE ACTIVE PARTICIPANTS. DISCUSSION, WHEN COMBINED WITH PROBING, OPEN-ENDED QUESTIONS, REQUIRES STUDENTS TO ORGANIZE AVAILABLE INFORMATION FOR THE PURPOSE OF ARRIVING AT THEIR OWN DEFENSIBLE ANSWERS."

❖ **CONCLUSION:** My goal has been to explore the distinction between discussion as method and discussion as outcome. If pre-service and in-service teachers consider their purposes of discussion and assess their students' ability to engage in discussion, then discussion can serve a `two-pronged function: (1) to enhance student learning of content; and (2) to improve students' skills and abilities at interacting with others.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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A Study of Anxiety Level in B.Ed. Students

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Abstract:
In the teacher training college arranging different types of practical's and different types of theory papers for students. Sometime time bond is necessity for complete there practical work. At that time B.Ed. students become a stressful. Anxiety is considered to be a normal reaction to a stressor. It may help and individual to deal with demanding situation by prompting them to cope with it. With the rising bar of necessities and change in lifestyle, there is an increase in stress among people of all age groups. The teachers deal with students and also with the increasing pressures from the society and the changing norms around them, they have to adjust themselves to the changing scenario in the educational system. An expression of emotion is what makes us human. Many people do not know how to express their emotions in healthful ways that promote good relationships with friends and family members.

The present study aimed to study the anxiety level in the B.Ed. students and also try to establish anxiety as yet another variable in success of teacher training program. The data was analyzed statistically using descriptive statistics and t-test. It was found that though the general anxiety level was normal, the female B.Ed. students had higher mean anxiety as compared their male counterpart.

Key words:
1. Anxiety 2. Self Esteem 3. Optimism 4. Educational Psychology

Introduction:
The history of Indian education can be traced from ancient India. The roots of education go back to the ancient civ civilization. The emergence of educational thought and its philosophy can be traced in the epic writings of Vedas. The four of them (Rigveda, Yajurveda, Atharvveda and Samveda) were adopted as principle base for educating the upper class in India for long. As this kind of education was limited to the upper class, it hardly benefited the society.

The teacher-student relationship is another issue of concern. Is our educational system student centric? Do we pay serious attention to this relationship? I believe the academicians here will agree with me that we need to motivate ourselves along with the student. A de-motivated teacher will produce a de-motivated student. Now why does there arises a question of motivation?

Nature of Anxiety:
Anxiety is considered to be a normal reaction to a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. With the rising bar of necessities and change in lifestyle, there is an increase in stress among people of all age groups. The teachers deal with students and also with the increasing pressures from the society and the changing norms aaroudthem, they have to adjust themselves to the changing scenario in the educational system.

Importance of the study:
The present study aimed to study the anxiety level in the B. Ed. Students and also try to establish anxiety as yet another variable in success of teacher training program. In this study an expression of emotion is what makes us human. Many people do not know how to express their emotions in

healthful ways that promote good relationships with friends and family members. People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital, or interview.

Literature review:

A study by El-Anzi and FreihOwayed studied the academic achievement and its relationship with anxiety, self-esteem, optimism, and pessimism i9nKuwaiti students (2005). The salient findings of the investigation we the significant positive correlation between academic achievement with optimism and self-esteem. The correlation were negative between academic achievement with anxiety and pessimism. Yeh YC and others (2007) studied the correlations between academic achievement with anxiety and depression in medical students experiencing integrated curriculum reform.

Problem of the study:

In the recent years, there has come to be a gradual recognition of the fact that personality and motivational variables are important correlates of scholastic achievement along with the intellectual aptitudes. Much attention has been given to the impact of attitude, aptitude and anxiety on the student achievement. Various teaching techniques and methodologies have been developed for the purpose of alleviating anxiety in order to maximize learning. Although numerous studies have indicated that positive aptitude and attitude tend to facilitate learning process, there have been very few quantitative studies on the role of anxiety in achievement. Also there is almost no study indicating the study of anxiety level in B.Ed. Students.

Methodology:

This study is asurvey, and the instrument of data collection is the standardized comprehensive anxiety. Test developed by Sharma, R. L. Bharadwaj and M. Bhargava and recognized by National Psychological Corporation, Agra. This test consists of 90 items relating to the symptoms of ;the anxiety to be completed in 15 minutes time.it is a highly reliable and valid instrument meant for 18 to 50 years males and females. The test has statements to be answered in yes/no and all positive responses add up to give the anxiety score. A score of 27or higher indicates high anxiety, score of 20-27 is the normal anxiety range and score below 20 indicates low anxiety. This test was personally administered to the B. Ed. Students.

For this study, a sample of 100 B.Ed. students was taken from College of Education, Barshi, Jay Jagdamba college of education, Vairag affiliated to PunyashlokAhilyadeviHolkarSolapur University, Solapur.

Analysis and interpretation of the data:

The data was collected, tabulated and analyzed. The findings are presented in tabular from and accompanied by analysis and description of relevant data.

The level of anxiety in the B.Ed. students was analyzed and the result is tabulated as below

Table 1: Anxiety Score Analysis

Level of Anxiety	Extremely High	High	Normal	Low	Extremely Low
N	26	19	17	15	23
%	24	18	16	14	22

As indicate above, 45% B.Ed. students are having extremely high anxiety or highe anxiety and 55% B.Ed. Students have normal or low anxiety; the analysis of the anxiety score in terms of gender is as follows

Table 2: Anxiety Score AnalysisGender wise

	N	Mean	SD
Anxiety Score Females	55	24.53	10.74
Anxiety Score Male	45	20.59	8.56

Hypothesis Testing:
Hypothesis 1: The level of anxiety in B. Ed. Students is normal
The descriptive data analysis of anxiety scores is as given in table below:

Table 3: Descriptive Analysis of Anxiety Score

Mean	Standard Error	SD
23.30	1.05	10.13

As per the manual, anxiety score more than 27 is considered as high anxiety. This indicates that the level of anxiety in b. Ed. Students is normal. Hence hypothesis 1 is accepted. Hypothesis2: There is no significant difference between anxiety level of ;male and female B.Ed. students. The table below indicates the t-test data for the anxiety sores of male and female B.Ed. students.

Table 4: t-test of Anxiety Score Gender wise

	N	Mean	Variance	t-test	Significance level
Male	45	20.59	88.23	2.22	0.05
Female	55	24.53	137.82		

The t-value obtained is 2.29 greater than the t-critical (1.96) at 0.05 level of significance. This indicates that difference in mean anxiety scores of male and female B.Ed. students is significant. The female B.Ed. students have a higher anxiety as compared to male B.Ed. students. Thus Hypothesis 2 is rejected.

Conclusion:

The present study concludes that anxiety level in B.Ed. students is of normal level. Also the study indicates that female B.Ed. students are having a higher level of anxiety as compared to the male B.Ed. students the reason can be attributed to the social structure of Indian society where women are expected to perform both the duties will either at home or outside it. It is recommended that guidance and counseling sessions should become an integral part of teacher training program particularly for female B.Ed. Students.

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Teacher Education in Fourth Industrial Revolution and Challenges in Post COVID-19

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Abstract

Since ancient times man has been dependent on Technology ,of course the nature of Technology might have been different but at that certain period it had brought revolution in man's well being and of course in Education and ultimately in Teacher Education

Today ,we are in the Fourth Industrial Revolution (4.0 IR) which is characterized by massive use of Internet , Digital Technology and IOT etc. This Revolution has dramatically changed the education system.

Before COVID- 19 pandemic we were using this Digital Technology mainly for the face- to -face education and mostly for teaching- learning process .But in Post COVID-19 period it will alter many aspects of education and enable us to rethink about Admissions ,Examination, Research,Internship ,Laboratory Experiences, Field experiences etc. which are the crucial aspects of any Teacher Education Program Even value system will get changed. We can not expect situations as like before COVID- 19 pandemic .

The present paper explores the effect of Fourth Industrial Revolution onTeacher Education Programs and Institutions and challenges before them in post COVID -19.

As we know Teacher Education is very crucial aspect of Higher Education and integral part of Education system. We have largest school education system and Teacher Education provide human resource in the form of Teachers ,Administraters,Policy makers,Reseachers Curriculum Designers to this system.

In India we have Teacher Education mainly at three levels as M.Ed which mainly develops Teacher Educators, B.Ed which mainly develops personnel for School education and D,Ed which prepares Primary teachers . All these programs have main emphasis on practicum courses such as Skill enhancement courses, Internship etc

All Industrial Revolution has certain impact on School education which ultimately modified our Teacher education. So first we can see in brief types of Industrial revolutions.

1) **First Industrial Revolution -1.0 IR**-(1870) – It was started at the end of 18th century to the beginning 19th century.The biggest change was mechanization with the invention of steam engine which was new type of energy at that time, helped to gear- up industry. Agriculture was the main profession

2) **Second Industrial Revolution -2.0 IR** - (1870) -- It was started at the end of 19th century with massive technological advancement in the field of Industries which helped in the emergence of new sources of energy that is electricity,gas,and oil. This evolution was high lightened by methods of communication such telegraph,telephone.

First and second Industrial Revolution had no any profound effect on Teacher Education system rather Teacher Education was mainly Training centered with main focus on Teachers.

3) **Third Industrial Revolution-3.0 IR**- (1969)–The second half of the 20th century witnessed third Industrial Revolution with emergence of electronic ,techno communications and computers.

4) **Fourth Industrial Revolution 4.0 IR**- – It had started in the dawn of millennium with massive use of Internet, digital technology, virtual reality world.

Both the Third and Fourth Industrial Revolution has drastically changed our Education system and ultimately Teacher Education system

Since Third IR ,the Education system shifted from Teacher centered to Student centered due to advance technology, innovations in teaching and learning theories etc.

Now , we are in the Fourth Industrial Revolution which is characterized by use of Smart phone technology, Artificial intelligence, virtual reality, Internet of Things(IOT) etc.This has opened new chapter in students development and teachers professional development . This revolution blessed our lives with digital technology and equipped teachers to use these in teaching learning process and research.

Use of Internet , social media, cloud computing created different opportunities and challenges to Teacher educators.

The landmark impact of 4IR on Teacher education programs and Institutions can be described as follow :

1) Teaching –learning process – Extensive use of computers, use of CAI,CAT, Digital Boards , Smart phones ,Social media, 3Deffects, animations,etc during teaching and practice teaching etc.

2) Online Admission process- It was limited to Registration, for common Entrance tests,allotment of centres,colleges for giving CET exams for which mobile technology and internet is extensively used

3) Research – 4 IR has significant impact on research . Mostly now days researches are on development of soft wares, computer multimedia, e-content which are related to use of computers and internet and in every step of research these has become necessary

School education has now widely using Digital technology so it has reflected in teacher education programs at all levels

In Fourth Industrial Revolution before COVID-19 pandemic students were assembled in classrooms, attend classes, teachers were teaching offline or in blended forms , attendance was compulsory, students were appearing for off line examinations, importance of physical facilities in educational institutions, practice teaching in actual form etc, compulsory. But after COVID -19 that means Post COVID -19 all these will get changed and teacher education will get severely affected and chances of sustained will become less because challenges in Post
COVID -19 in front of Teacher education programs are as follows

1 Change of academic year
2 Students attendance
3 Social distancing
4 Providing health care services and facilities to students
5 Increase in stress to teachers and students because of changing methods of teaching and evaluation
6 Reaching technology to students in remote areas
7 Curriculum design which is mainly face- to -face teaching and learning
8 Conducting examinations
9 Field visits and internship
10 Scarcity in digital technology in Educational institutions
11 Placement of students
12 Implementations of Skill enhancement courses etc.
13 Teachers salary
14 Parents expectations
15 Expectations from society
16 Change in values system

There are many problems which the Teacher educations programs and institutions have to face in future in Post COVID -19 period because we cannot expect situations as like before COVID -19 . But again Digital technology will help us . Teachers can upload courses on MOOC for getting credits for students in their syllabi, we can offer Blended technology and pedagogy in teaching learning process and evaluation and this will be new areas if research in Teacher education

We should take COVID -19 pandemic as an opportunity to develop and equip ourselves as Technosavy Teacher Educators

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An Literature Review on issues and challenges before teacher education in 21st century

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Abstract

What does it mean to be a 21st Century Teacher? These are the characteristics of a 21st Century Teacher: Facilitate and inspire student learning and creativity so that all students achieve in the global society. Enable students to maximize the potential of their formal and informal learning experiences.

Introduction

One of the hardest aspects of teaching is that you only have them for a short period of time to prepare them for the next level. You do the best you can when you have them, but in the scope of things, you have only a small amount to give them what they need.

Here we can have a look at some of the top classroom challenges faced by teachers in the present education scenario

1. Lack of Time for Planning

Unlike in the past when teachers can't just finish off their syllabus and typically evaluate the students.The situation is more challenging today. They will have to handle multiple roles in the classroom. Updating the subject to new demands, correcting materials, content presentations, managing field trips as well as bringing in new creative approaches to meet the present educational trends are a few among them.

Teachers are finding it really challenging to handle multiple roles as they lack enough time for planning.Preparing, planning and executing tasks expected out of them add a lot of pressure and the lack of time doubles it.

2. Lot of Paperwork

In addition to preparing quality teaching content, it is common for school management to hand them with many additional roles including psycho-educator, social worker, counsellor and a lot more.

Building reliable statistics and preparing and updating student growth indicators are one of the important classroom challenges they have to handle in addition to teaching notes. Such excessive paper works take a lot of time out of their regular schedules. This can seriously impact the quality of work they deliver.

It is seriously challenging for them to handle all of this without giving space for criticism. It can take a toll over their health and many are finding it difficult even to have a proper work-life balance.

3. Performance Pressure from School Administrators

Unlike in the past, there are serious competitors in every field and the situation is no different in the teaching career.Everyone is being challenged always to give out their best because a better person is knocking on your role. This causes a lot of pressure from school administrators to perform well every time without leaving any point of blame.

A teacher is now accountable for the win percentage of the class, the lines of the student growth indicators, and even the disciplinary factors of the class they handle. Being accountable for a number of roles other than quality teaching is sure to put on a lot of performance pressure on teachers.

4. Balancing Diverse Learning Needs

Let it be any school, the type of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while approaching a particular curriculum will be a serious challenge. Nowadays, teachers are trying differential teaching strategies to satisfy a slow learner and quick learner.

5. Handle too many masters

They are of course in the middle of many 'masters' like parents, students and school managers. Satisfying all of them in the same meter can be a serious challenge for them.A management that is not supportive, a class of students who lack teamwork and parents who are complaining without understanding can make the job tough for them. Also, there can be arguments or even fights between these 'masters' and taking a stand to solve the situation can be a bit worrying for them at least a few of the times. They will have to make choices between fairness and survival at times. Know More: 16 innovative ideas to make your teaching methods more Effective

6. Get Burn out Easily

It can be fun and relaxed to take up teaching as a profession as you can be in the company of kids and youth which keeps you young. At the same time, a lot of factors like we discussed can cause them to

burn out easily. Feeling overworked, unsupported, underpaid, lack of personal time, the difficulty of work-life balance and not getting proper rest all can result in burnout.

7. Lack of proper funding

There needs to have proper funding from the management and parent funds to successfully work out many teaching strategies and related stuff during an academic year. Teachers have seen raising concerns about the lack of funding which can seriously impact the way they want to take the class forward. And we have heard cases of teacher ending up paying from the pocket in order to ensure flawlessness of their strategies.

8. Limitations of standardized Testing

Not every student in a class learns a subject in the same way and similar is the case with the way you evaluate them. Teachers would be eager to come up with creative ways of assessing their students and these approaches may be initiated after studying their learning styles. However, if the management insists on standardized testing methods, it will be a tough job for teachers. This forces them to shift their approach of teaching and limits the scope of creative ideas to uplift the progress of the students.

9. Lack of Parental Support

Even when it is the role of teacher to provide students with quality education, the process is only complete with the cooperation and understanding of parents and school management. Parents should be the ideal working partners of teachers to provide the best learning experience for students. If parents are stepping away from their responsibility, it can be tough for teachers to handle at least a few of the students. That is one reason why today teachers are taking initiatives to set up a meeting with parents and communicating them through apps so that they can have an eye on the progress of their child.

10. Changing Educational Trends

This is one of the worst classroom challenges faced by teachers as educational trends have been changing every year. Schools will be eager to adopt new technologies and tools to update new trends.

11. Limitations of Disciplining Students

Not all students in a class may be well mannered or respectful. There can be some cases of serious disrespect towards teachers and the rules safeguarding students can be a headache for teachers. Teachers have to look into the lawsuits and double-check it before you respond as things can turn against you in unexpected ways. However, if they are forced to teach the same set of students even amidst an unfriendly classroom condition, it can kill their love for teaching.

12) Lack of Self-Time

The whole day long teachers do multi-tasking for an effective teaching-learning process. And often teachers are forced to neglect their own bodies. They won't go for refreshments in between. There are even hectic days, where they even skip lunch.

13) Teachers Working too many roles at the same time

More than a teacher, he/she should take up the role of a social worker, counselor, psycho educator, or more at times. They are expected to shoulder different roles throughout the day. Most of the teachers feel that they are compelled to adopt these roles themselves though they are not trained for these. He/she willingly take up these roles only because they care for their students more than themselves.

14) Teachers being made responsible for more than they should

Most of the time, teachers don't feel that the responsibility is equally shared between them, parents, and students. Unfortunately, they will have to bear a lot of responsibilities on their shoulders.

15) Applying a prescribed curriculum to all types of students

It is a known fact that each student is different. But problems arise when a specific curriculum is prescribed for all students. The pace of understanding a concept differs from child to child. Situation turns crucial when teachers are expected to apply a fixed curriculum to students with varying needs. Teachers also don't get enough time to tailor content appealingly as per the needs of students.

16) Inspiring Students to be More Self-Directed

Teachers face a hard time in getting students to be more self-directed. They are looking for ways to reduce the pressure of students by evoking interest and curiosity in young minds. They cross- check whether lessons are taught in a convincing way, homework is delivered systematically and is accessible anywhere, etc.

17) Differentiating and Personalizing Teaching

What works for one student does not work for the other. Teachers are clear about this and are looking for newer ways to analyze and evaluate different skill levels. Media- enhanced exams, newer question types, etc are some of the changes that teachers are looking for. Diversifying teaching methods, but keeping it simple is the right solution, but it is hard to execute.

18) Getting Students to do Work Outside the Class

Learning does not take place in a classroom alone. It should be extended beyond classrooms. What students are learning from schools is just a fraction of their academics. Teachers have added pressure of having students to put in the extra effort of making the learning process outside the class.

19) Textbook Exposure to learning

Teachers are informed to follow the textbooks and teach by keeping a vision on final exams that the students have to go through. This led to a situation where teachers teach and students learn only what is prescribed in the textbook. Resorting to this, limited knowledge space is going to be hard in the long run. The limited exposure in learning makes a huge gap between what is required from students and what knowledge they possess to tackle concerns.Also Read: The Teacher App – A Helpful App For Teachers

20) Redundant Teaching Techniques

In ancient times (Gurukula system), teaching was something for the well-being of the learner. There were no exams, no results, nothing. But now, things have turned upside down, teaching has been institutionalized for the sake of exams and results. Though teachers desperately want to teach, each chapter with all the passion and commitment they have, they don't actually get enough time to make it into effect. Perhaps, they are forced to complete the portions on time. No matter how fast they teach or how many of their students have completely understood the topic. This often makes classes boring, which indirectly affects the career of the teacher.

21) Stagnant Tech Devices

This is an emerging gap (technical gap) in the system of education. Though in this present pandemic situation, virtual classrooms have become a window of hope to the educational system,

it has also been difficult for teachers when it comes to using it in their real lives. Distance-your-classroom-but-not-learning. More than half the population of teachers is not tech-savvy, and so they will struggle with implementing in classrooms. Studies have shown that even veteran teachers feel uncomfortable and less confident with smart classrooms. Perhaps, in most of the schools, smart classrooms were locked up for lame reasons and were only used during inspection days.

In conclusion…

Teachers of the 21st century are undeniable dealing with new challenges, but it is to be noted, that they are now more accountable for a student's overall development, laying the foundation for lifelong progress. The challenges may have changed, but so have the resources and rewards, and with constant new updates in the education sector, the teaching scenario may only change for the better.

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WEB BASAED LEARNING IS A INNOVATIVE TEACHING METHOD FOR HIGHER EDUCATION

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Abstract:

21st century skills are a framework intended to help educators /teachers to prepare students for success in this new world. The present article focused on web ased learning new innovative method for higher education. Web based learning is online education with the help of computer streaming videos, audios, images, clips, maps, onlone cources are to be used for teaching learning process.Web based learning is an instruction combination of browsers and the internet respectively in the new technological world. The present article discussed meaning of web based learning with diffinition. The major concept is triangualr theory of web based learning is discussed. Along with this Collaborative web based learning in higher education is expalined in detail. Major advantages of web based learning is focused in this article.

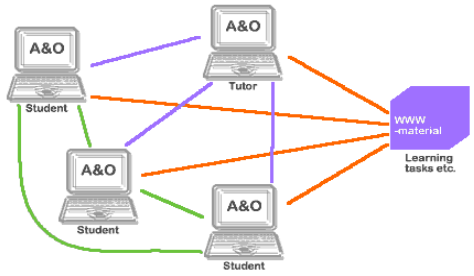
Introduction:

In the 21st centurythe quality of education is always accepted in an efficient the educational goals the teaching process undergone into the tremendous modification, which is to bring quality in education. Some multimedia's, aids, computersassisted instructions, Online courses, web based supplementaryare essential to bring effectiveness in teaching learning process. The teacher with other support systems, namely audio visual aids and mass communication media are essential to achieve educational goals and learning outcomes. Computer based instruction (CBI) is developed in the year 1970s and 1980s. Web based learning is an instruction combination of browsers and the internet respectively in the new technological world. When we observe old par diagram of teaching methods, techniques and strategies, they act as passive or one way, some time less effective in learning process. Web based learning connecting with WWW, means World Wild Web is expandedthrough the world. So directly we can say that web based learning out comes revile that higher education students connect with the world, and gain proper knowledge and connected tothe society.

Meaning of Web Based Learning:

Web based learning is part of web based instruction and web based education. In this education online education with the help of computer streaming videos, audios, images, clips, and maps are to be used for teaching learning process.The education is colorful in web based learning. In general it is one way and two ways learn, using we based (internet) technology or tool in learning and interaction occurs in between teacher and students.

Figure:1

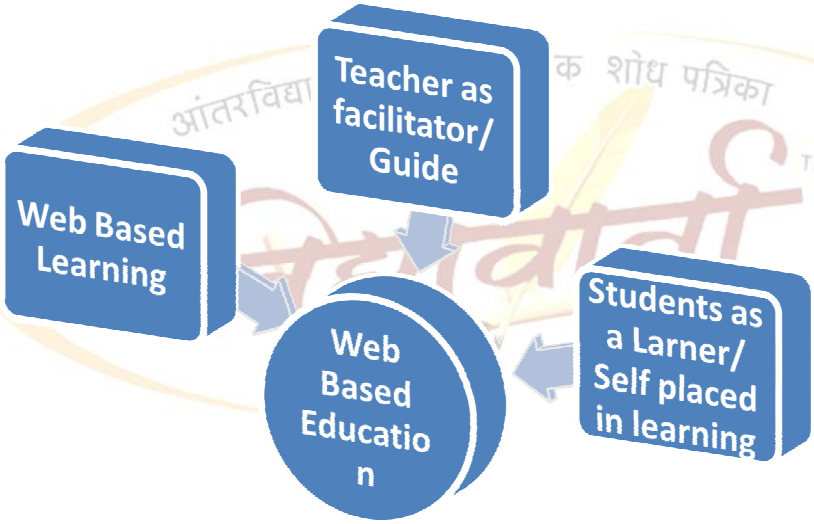


What is web-based learning? (Michael K. Barbour)

According to*Michael K. Barbour* "Web-based learning is one way to learn, using web-based technologies or tools in a learning process Web-based learning consists of technology that supports traditional classroom training and online learning environments".

Triangular theory of web based education:

Figure :2



- **Web based Learning (WBL) And Teacher:**

Web based education is a innovative teaching method for students as well as teacher. Because teacher is also learner. Learning is a life long process . In the earlyier days teacher is only one source to get knowledge in classroom. Teacher is to use delivering the lectures. For examples- Survey method, questionneiner, interviews, drama based techniqes . Along with this various methods like inductive method, deductive methods, project based , inquiry based methods were used for teaching learning process. To enhance effective teaching teacher has to moved with technological education. Teachernot only deliver lectures with WBL methods it also help them for professional development. Teacher is also learner. To achieve know knowlegge, teacher has to use WBL in his/her life as well. Seminar, online, teleconferences, online meetings. Professional cources, online bedets, quizes, factually development programm help them to grow them self and aquire and english the knowledge. It teaches teacher to think faster than others/ students. New ideas, new patterns of teaching,

methodologies, online images, graphs, pitures, events, actings, vedioes and audioes help teacher to use in hire dilivering the lectures. Which make effec tive theaching learning in clasroom.

- **Web based learning and Students:**

WBL is also called "student centerd method". WBL help them to learn their own by taking study materials, downloding notes, learning new ideas and concepts. Also help them to participate independently into seminar, discussion forums, bridge cources, teleconferencing ect.To take with problems and how to overcome with difficulties is thought by web based education. WBL help them to connect peers, teacher, expertise, through various web soures. For example- email, chats, messaging, zoom app, meet app, sky application. Self regulated learning apps problished by web based platforms. Aliongwith their conventional classroom learning process, they can join online various study related cources to grow and aquire proper life leading knowledge.

- **Teacher ,Web based learning Students:**

This is one way of traditional classroom teaching incoporating web based learning in it. Teacher take help of online web pages for various links to open and teach study concepts. It help students to gain extra knowledge. For computer students programe developing software links with method of developing software is thought by teacher in the class room. Web based enviroment hld all 3 aspects- teacher students and web based learning method of teaching. By this students never get taiered and boared. Class will be actively placed and students actively participate in this method of teaching. The key point is web based learning travel with traditional classroom.

Collaborative web based learning in higher education:

It is also termed as e-learning. Along with the traditional classroom lectures, collaborative web based learning has to be incorpirated in theaching learning process. Because it gives additional learning environm entto the learner to interact with teacher as well as peers. In this 21st century each and every one is updated with new things and updated with electronic gedgets. In the present cenario hiher education students know how to use mobile, lapptops, computers onl;ine. This basic social practice help teacher to build collaborative web based learning into the classroom.It act as zoom gogle meet application. Here behaviorism, cognitivism, connectivism and constructivism creats most developing environment in teaching earning process. Constructivism help students to actively engage in new ideas through collaborative web based learning groups. Students can share their ideas, points, experiences in this group. Connectivism always changing learning environment. Because technology and web based applications improving and enriching in all the new ways. This helps students to encourage students to think over important and unimportant informations.

Inthis learnig teacher can connect students in the closing times of colleges, int the vacational holidays, in free periods classes. This shows that teacher- students bonding take palce any time and palce. In the absence of teacher also students, peers can discuss their thoughts, views, quires, problems in this manner. Collaborative learning techniqus used by teacher to support and construct student knowledge and to enhance their competence of creativity. This help students in 21st century how to cop up with society and work place and learn how to manage time.

Advantages of web ased learning:

i. Web based learning (WBL) Unlocks Educational Boundaries
ii. WBL Simplifies Access to Educational Resources
iii. WBL motivates students
iv. WBL improves students writing and learning skills
v. WBL makes subjects easy to learn

vi. Promotes individual learning
vii. Supports differentiated instructions
viii. Increases collaboration between teachers and students
ix. Prepares students for tomorrows technological jobs
x. Increases students innovation and creativity

Conclusion:

ICT(Information and commonication technology)is a mother of WBL which is one of the major factors for producing the rapid changes in our education as well as society. It can change the nature of education and role of students and teachers in teaching learning process. So we should use information and communication technology in higher education of 21st century as because now teachers only can create a bright future for students.WBL helps the students and teachers update the new knowledge to use digital tools and resources. By using and acquire the knowledge of WBL, students and teachers will become effective learners. WBL is one of the most effective new innovative teaching method in teaching learning process. Which helps students for over all development.

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INTERNSHIP PROGRAMME IN SECONDARY TEACHER EDUCATION COURSE

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Abstract:
Pre service teacher education programme are very essential for a teacher trainee during the training period. It is a bridge between student teacher and teaching propose this programme is explored to a particular field experience in the teaching profession. As for as this includes immerse effect towards the profession and also to get professionalism. This is the programme initiates for newly learning teaching trainee to upgrade the skills, techniques, and strategies in teaching learning process as this programme is very essential part for a pre service teacher to bring a real teacher in the class room situation.

Key Words: Internship, Professionalism, Immerse, Curricular, Pre service

Introduction:
Internship programme is designed to prepare better teacher through training for their roles in class room. But as professionals, studying their own teaching practice internship programme is expected to give students a chance to immerse themselves in the class room teaching experience student teaching internship programme is the culminating experience for the aspiring teachers. This programme is designed to be an intensive full time class rooms experience that allows the pre service teacher to further develop and refine the teaching skills.

Meaning of Internship: It is a programme for a trainee to work in an organization or institution without any remuneration in order to gain work experience, develop competencies and work culture which are required to fulfill the professional ethics.

Meaning of immersion: It is a programme for a student teacher fully involved in all activities of the school as if he is a regular teacher of that school. It is here where a trainee gets clear understanding of all that goes in the school premises.

Objectives of Internship and Immersion Programme:
To help the student Teacher to;

- Develop abilities to become a teacher
- Develop Competencies required for teaching.
- Acquaint with the school environment.
- Develop teaching skills.
- Understand teaching process.

- Develop leadership qualities.
- Understand classroom difficulties.
- Prepare and use TLM.
- Develop the ability of using technology
- Develop professional ethics.

PLANNING FOR INTERNSHIP AND IMMERSION

1. **DURATION :** 7 weeks of 6 working Days (40 Working Days)
2. **LOCATION :** Both Tumakuru and Madhugiri Educational Districts.
3. **ALLOCATION :**

a) School selection by the Student
b) Acceptance Letter from HM
c) Preparing School wise Allotment List (Max 2 Stu/ School)
d) Forwarding to Dean to get Approval from DDPI
e) Getting Permission/ order from DD with Guidelines to Both HM and Mentor.

4. **PRE INTERNSHIP**: **(01 Day)**

Sl. No	Activity	No. of days
1	Workshop/Orientation for all Student teachers at the college level in the following areas a) Importance of Internship and immersion b) Discipline and Code of Conduct c) Records to be maintained- **Daily Diary, Lesson plan, Observation Record (Mentors and student), Unit test, Visit reports, Co curricular Activity Reports.**	01 day
2	Instructions and Deputation to Schools	

5. **INTERNSHIP PHASE -1: (08 Days)**

Sl. No	Activity	No. of days
1	Reporting and Acquainting with the school	**08 Days**
2	All Academic and Administrative Records	
3	Visit to Special schools	
4	Visit to Residential School	
5	Visit to BEO office	

6	Visit to BRC/CRC office	
7	Visit to Nearby HPS or LPS School	
8	Observing various Programmes of GOK and Department of Education	

6. **INTERNSHIP PHASE-2 (28 Days)**

Sl. No	Activity	No. of days
1	Observing at Least 2 mentor's Classes	02 Days
2	Observing at Least 2 Non mentor's Classes	02 Days
3	Observing at Least 1Head Master Class/ Senior Teachers	01 Day
4	Unit Lessons (1 unit +1Unit)	08 Days
5	Innovative Lessons 1+1	02 Days
6	ICT Based Lessons 2+2	04 Days
7	Unit Test 1+1	02 Days
8	Remedial Classes 1+1	02 Days
9	Action Research - 1	
10	Organizing CCA-5 Activities	05 Days

7. POST INTERNSHIP: (03 Days)

Sl. No	Activity	No. of days
1	Reflection on Internship and Immersion and Submission of all Records	01 Day
2	Viva Voce	02 Days

8. ASSESSMENT OF INTERNSHIP AND IMMERSION:

Sl. No	Record		Marks Prescribed
1	Daily Diary-	01	10
2	Unit based Lesson Plans-	01+01	20
3	Innovative Lesson Plan-	01+01	10
4	ICT based Lesson Plan -	02+02	20
5	Observation Record-	01	10
6	Remedial Class-	01+01	10
7	Unit test Kit-	01+01	20
8	Action Research-	01	20
9	Visit Reports-	7 Reports	10
10	CCA Reports	5 Activities	10
11	Viva voce	01	10
TOTAL			**150**

9. RECORDS OF INTERNSHIP AND IMMERSION:

a) School Attendance
b) Daily Diary
c) L.P
d) Observation Record
e) Unit test Kit
f) Visit Reports
g) CCA Reports
h) Action Research Report
i) Viva voce Details

Conclusion:

Internship programme is very important in teacher education course so we should make it more effective by our serious efforts. This programme may develop the professional

competencies and as well as professional growth for a teacher trainee it is not just a training programme but it must be for making successful and effective teacher.

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Integrating ICT for Quality Improvement in Higher Education

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Abstract:

The world is rapidly goes into digital media and information, socially, politically, economically and culturally changes that take place at a global level, leads to new trends and challenges in the field of education. The role of ICT in higher education is becoming day by day more important so New National Education Policy-2020 of India has just declared by HRDC Ministry of India Which trace on ICT skill related education, NEP Plan proposed to enhance capacity for youth India through ICT it will help for continue to grow and develop in the 21st century. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance as well as in higher education.

Already these changes have led the World organization a framework for action on education, which provides to address new challenges such as globalization, multiculturalism and competitiveness in the teaching learning process. With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and In CORONA Virus situation two new concept create one is **Synchronous**, means 'at the same time', it involves interacting with a faculty member and other learners via the web in real time using technologies such as virtual classrooms, chat rooms. On the other is **Asynchronous** means 'not at the same time'; it enables learners to interact with their colleagues and faculty member at their own convenience, such as interacting through email also have an easy access to resource persons.

Key Words: ICT, NEP, CORONA Virus, Synchronous, Asynchronous.

Introduction:

The use of ICTs in higher education is a teaching and learning tool, as long as an important tool for administrative organization. One of the most vital contributions of ICT in the field of educationist- Easy mentors, experts, researchers, professionals, and peers- all over the world. This flexibility has heightened the availability o f just-in-time learning and provided learning opportunities for end numbers of learners who previously were constrained by other commitments (Young, 2002). Wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching. ICT also allows the academic institutions to reach disadvantaged groups and new international educational hub. As well as learning at any time teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. Choosing how much time will be used within the 24x7 envelope and what periods of time are challenges that will face the educators of the future (Young, 2002). Thus, ICT enabled education will ultimately lead to the democratization of education. Especially in developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide. India has a billion-plus population and a high proportion of the young and hence it has a large formal education system. The demand for

education in developing countries like India has skyrocketed as education is still regarded as an important bridge of social, economic and political mobility (Amutabi and Oketch, 2003). There exist infrastructure, socio- economic, linguistic and physical barriers in India for people who wish to access education Bhattacharya and Sharma, 2007). This includes infrastructure, teacher and the processes quality. There exist drawbacks in general higher education in India as well as all over the world like lack of learning materials, teachers, remoteness of education facilities, high dropout rate etc**.**(UNESCO,2002).

Innovative use of Information and Communication Technology can potentially solve this **w**ay we think, work, and play. Importance of ICT in Various Fields of Higher Education The application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire spectrum of education from early childhood development, primary, secondary to higher education. Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. ICTs can improve the quality of Higher Education in a number of ways: By augmenting student enthusiasm and commitment, by making possible the acquirement of fundamental skills and by improving teacher training. When ICT tools used properly, it's strongly encourage the shift an environment which is learner-centered. ICTs which can be in the form of videos, television and also computer multi -media software, that merges sound, transcripts and multicolored moving imagery, can be made use of so as to make available stimulating, thought provoking and reliable content that will keep the student interested in the learning process. The use of online pedagogy within universities and management institutes is increasing. The introduction of the Wi-Fi system too Importance of ICT in Various Fields of Higher Education The application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire spectrum of education from early childhood development, primary, secondary to higher education. Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. ICTs can improve the quality of Higher Education in a number of ways: By augmenting student enthusiasm and commitment, by making possible the acquirement of fundamental skills and by improving teacher training.

Commonly used in higher education Tools of ICT are-

1. Audio equipments like Radio, Mobile etc

2. Video equipments like Digital board, Smart Board etc.

3. Audiovisual gadgets like Computer, Television, Smart phone etc

4. Projection tools like LCD/LED projector etc.

ICTs are also tools which enable and bring about transformation which, when used properly, can encourage the shift an environment which is learner-centered. ICTs which can be in the form of videos, television and also computer multi -media software, that merges sound, transcripts and multicolored moving imagery, can be made use of so as to make available stimulating, thought provoking and reliable content that will keep the student interested in the learning process. The Radio, on the other hand through its interactive programs utilizes songs, sound effects, adaptations, satirical comedies and supplementary collections of performances so as to induce the students to listen and get drawn in to the training that is being provided. The use of online pedagogy within universities and management institutes is increasing. The introduction of the Wi-Fi system too

ICT enhancing learning Environment:

ICT presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through (New Media Consortium, 2007).ICT is changing processes of teaching and learning by adding elements of vitality to learning environments including virtual environments for the purpose ICT is a potentially powerful tool for offering educational opportunities. It is difficult and maybe even impossible to imagine future learning environments that are not supported in one way or another by Information and Communication Technologies (ICT).

When looking at the current widespread diffusion and use of ICT in modern societies, especially by the young the so-called digital generation then it should be clear that ICT will affect the complete learning process today and in the future, teachers should stimulate pupils to engage in active knowledge construction. This calls for open-ended learning environments instead of learning environments which focus on a mere transmission of facts (Collins, 1996; Hannafin, Hall, Land, and Hill, 1994; Jonassen, Peck, and Wilson, 1999). ICT may contribute to creating powerful learning environments in numerous ways.

ICT provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments. ICT may also make complex processes easier to understand through simulations that, again, contribute to authentic learning environments. Thus, ICT may function as a facilitator of active learning and higher-order thinking.

ICT in Research:

Applications of ICTs are particularly powerful and uncontroversial in higher education's research function. Communication links make it possible for research teams to be spread across the world instead of concentrated in a single institution. The combination of communications and Digital /e-libraries is equalizing access to academic resources, greatly enriching research possibilities for smaller institutions and those outside the big cities. Another important dimension of ICTs in research is the use of online full text databases and online research libraries/virtual libraries which are the direct outcome of the growth in telecommunications networks and technology. These databases and libraries provide researchers with online access to the contents of hundreds of thousands of books from major publishing houses, research reports, and peer-reviewed articles in electric journals.

The application of ICTs in academic research has grown steadily in the past 10 to 15 years in both developing and developed countries, although there are wide variations in usage both within and between countries and regions. The most straight forward use of ICTs in research is in data processing. The unprecedented growth in bandwidth and computing power provide opportunities for analyzing/processing huge amounts of data and performing complex computations on them in a manner that is extremely fast, accurate and reliable. Computer data processing not only free researchers from the cumbersome task of manually analyzing data but more importantly facilitates quick and accurate analysis of huge amounts of data.

Importance of ICT in Various Fields of Higher Education:

Reliable content that will keep the student interested in the learning process. The Radio, on the other hand through its interactive programs utilizes songs, sound effects, adaptations, satirical comedies and supplementary collections of performances so as to induce the students to listen and get drawn in to the training that is being provided. The use of online pedagogy within universities and management

institutes is increasing. The introduction of the Wi-Fi system and application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire spectrum of education from early childhood development, primary, secondary to higher education.

Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. ICTs can improve the quality of Higher Education in a number of ways: By augmenting student enthusiasm and commitment, by making possible the acquirement of fundamental skills and by improving teacher training. ICTs are also tools which enable and bring about transformation which, when used properly, can encourage the shift an environment which is learner-centered. ICTs which can be in the form of videos, television and also computer multi -media software, that merges sound, transcripts and multicolored moving imagery, can be made use of so as to make available stimulating, thought provoking.

Conclusion:

21st century teachers who will possess the technological, pedagogical and social competencies in them and they will shape the personality of pupils on constructivist level. The use of ICT in higher education not only improves classroom but various colleges Journal of Multidisciplinary Studies on teaching learning process. It also provides the facility of e-learning. ICT has enhanced distance learning. The teaching community is able to reach remote areas and learners are able to access qualitative learning environment from anywhere and at anytime. Thus ICT refers to the integration of computing technology and communication. It allows us to get information and to communicate with each other or to have an effect on the environment using electronic or digital equipment.

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Comparison of Learning Content Delivery Mechanisms Adopted By Schools During Covid 19 Pandemic

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Abstract
Covid -19 pandemic is a crisis like never before in the modern world. Pandemics have occurred previously but lockdown of such a large country and of course, of other parts of the world, is unprecedented. While economic and social impacts of covid -19 are studied at various levels, education sector has been badly affected by closure of schools and colleges. Educators tried to overcome the effect by moving to alternate online content delivery mechanisms. These included already present social media as well as other Internet technologies. This paper focuses on comparison of these media from the point of teachers, students and parents as well as simultaneously discussing social and pedagogical issues.

Keywords
curriculum, learning, online education, distance learning, teaching, assessment, COVID-19, pandemic, crisis

Introduction

According to The Economic Survey of Maharashtra 2018-19, schools in state cater to a total of 22.35 million students from primary to higher secondary level. This huge educational system comprises of 1,33,683 schools employing 7.63 lakh teachers. Though, the state has large cultural diversity and economic imparity in different areas, from posh urban suburbs of Mumbai to small hamlets of Gadchiroli, basic methods of imparting the education in pre covid-19 era remained the same for a large percentage of students. This is due to a large majority of schools following state curriculum and guidelines. Schools mostly rely on traditional methodologies to deliver the content. In layman's imagination, a school is a place where a teacher teaches on a blackboard with the help of books, or on a whiteboard with projector if it is supposed to be progressive and modern.

The COVID-19 pandemic has caused the largest disruption of education in history, having a worldwide impact on learners and educators. While all face to face contact being taboo, educators were forced to look elsewhere in search of alternate delivery mechanisms for learning. Looking around, what they found was a world connected by various forms of information and communication technology. Since there were no previous experiences, role models or even government guidelines at the school level of education for such a calamitous period, teachers and schools adapted to and adopted one or more of several available technologies and communication channels. Their choice was of course influenced by local availability, adaptability, demography, skills and of course personal preference.

Objectives

The aim of the research was to comparatively study different online media and technologies used by the schools to impart education during covid-19 pandemic. This was further expanded to following objectives.

1. To study different online media and technologies used for education during covid-19 pandemic.
2. To compare their advantages and limitations from the point of view of teachers and students.
3. To study social aspects of adopting of these media.

Hypothesis –

It is possible to qualitatively compare different learning content delivery mechanisms adopted by the schools during covid-19 pandemic using empirical data.

Research Method

Field survey method is used through convenience sampling. This involved collecting of quantitative as well as qualitative data from three different sources.

1. Phone conversations based around pre-determined questions with 40 teachers of 8 different schools. This is the major source of quantitative data.
2. Comparison of different modes of communication software, websites and media used by the teachers to deliver lessons and assess learning. This qualitative data is obtained by researching software specs, expert opinions, books, previous research papers on the subject and reviews as well as from teacher and student experiences.
3. Student and parent feedback is obtained from secondary sources i.e from teachers.

Content delivery tools used by schools –

WhatsApp, YouTube, Google Meet, Zoom Video, static school websites and custom web based solutions or dynamic school websites were the technologies used. Content delivery comprised of many file types and some live interaction. Some schools used more than one tool or software. Some of the teachers tried to enhance learning by using other methods in excess of those adopted by schools.

All the schools surveyed used WhatsApp. This is due to factors like it having widespread penetration in surveyed demographics and teachers having parent mobile number data available. Some teachers have uploaded educational videos on YouTube and shared the links via WhatsApp. One school conducted lecture sessions on Zoom. Some teachers used Google Meet. Links from government developed Diksha app were provided by many teachers to the students.

Only three of the 8 schools have websites with only one having a customized web solution based dynamic website. It is not surprising that all four are private schools.

More advanced options like Google classroom, WebEx, goto webinar were considered by some of the schools but decided against due to various factors like non – availability of home computers and required skill level in use of such technology by the teachers as well as students.

Cost Comparison –

Since a very wide variety of hardware was used by schools as well as students, it is very difficult to arrive at an exact figure for hardware costs. Moreover, most hardware has more than one utility and wasn't specifically purchased for this purpose. Hence it is safe to limit cost comparison to use of software technologies.

WhatsApp, YouTube, Zoom and Google Meet all have free as well as paid commercial versions. But all the schools surveyed always used the free versions. The reason for preferring free versions according to 82 percent of the teachers was they wanted to ensure that the instruction reached maximum number of students. One headmaster commented that he would have preferred to buy the

paid service but held back because there was no time for feasibility study and budget meetings were cancelled.

Website costs involved purchasing domain name (Rs 500 to 900 per year) and web hosting (free to Rs 6200 per year).Website development costs range from Rs. 5000/- per year for static websites to Rs 48430/- per year for only customized web solution.

Feature Comparison –

YouTube, Zoom, Google Meet and WhatsApp are large communication platforms with billions of users around the world. These are not specifically designed keeping educational applications in mind, but are rather general in features. Educational features like age based content control on YouTube are an afterthought. Zoom, Google Meet and WhatsApp allow for online face-to –face interaction via video conference. WhatsApp deletes older messages through servers after sender has deleted them from his phone. Some students who joined the study groups later found it impossible to access earlier posts.

YouTube and videos published on websites are rather unidirectional. Students can comment but no real time interaction is feasible. Dynamic websites especially those based on learning management systems like Moodle or TalentLMS allow for wide variety of content like online tests and examinations together with a large number of analytic features.

Limitations Reported by the Teachers –

Most teachers were not satisfied with the arrangement which was mostly emergency response to an unexpected situation. They had little time to prepare. For example, if textbooks were made available by early March, they would have been distributed to the students. Those were made available much later and haven't reached all the students yet because of some being unable to come to school to collect them.Some teachers didn't have updated contact numbers for all the students.

Some of the teachers were working as volunteers during this period while some were temporarily loaned to other departments like Police and revenue. They were working long hours and in some cases at locations considerably distant from their homes. They naturally found it tough to communicate through online media after working for eight to ten hours.

Uploading content to static websites involved some skills related to web designing. The workaround found by the teachers was to send videos and documents to their colleagues with required skills who in turn published online.

Limitations Reported by Students and Parents –

There were a significant number of students at each school who did not have access to smartphones or computers at home. Some were unable to purchase data vouchers due to complete lockdown where online purchase was not possible. Due to shops being closed, obtaining stationary like notebooks etc was difficult.

Most of the students found the online learning experience unsatisfactory. There was little to non-existent peer interaction and very limited opportunity for clearing doubts. General feeling was that a published comment cannot replace an on the spot question asked by a curious student in the classroom. Screen size limitation of smartphones was a major problem as well.

Pedagogical Limitations –

Apart from above limitations reported by teachers and students, there were some other factors hampering the learning process. For example in case of open ended questions, students engage in meaningful discussion with peers and comeback with their unique solutions. Teachers were unanimous in their opinion that in case of WhatsApp groups, many students are simply copying the homework

submitted earlier by others. After a nice essay was published by a student, others were very much inspired by the same and tried to incorporate same ideas into their own.

In case of subjects like Mathematics and drawing, sometimes students have to engage with the teacher on every step of the assignment completion which was not possible using any of the online media.

In subjects like Science and Geography, conducting experiments was mostly out of question. Some of the teachers uploaded or provided links to experiment videos. Obviously these couldn't replace the lab work.

Only one school conducted online examinations through their dynamic website and that was solely based on objective questions. Their teachers opined that this type of assessment is limited in scope and doesn't paint the whole picture correctly.

Future of Online Education –

For how many days, months or years this pandemic will last is a question for experts from relevant fields of Medical Science and Biology. For us there has been a distinct change in perspective about distance learning, online education and open schooling or by whatever name it is called in this hour of the day. Most teachers (62%) have told that they will continue to use these media for educating even after the pandemic is over. Some (9%) were using some of these media to support classroom instruction even before the pandemic. Student response has ranged from highly excited to totally uninterested in a few cases.

Social and economic factors like how the future employers feel about online credentials post pandemic remains to be seen. This pandemic has closed many doors and opened up more for the educators and learner alike.

Conclusion–

Comparative study of online communication media highlighted many facts, advantages and limitations of the concerned media. A comprehensive policy on use of such technologies by schools and incorporation of them in standardized syllabus is required in the future. Government has to play an important part as well. Advantages and limitations of online learning are thoroughly researched but were put to test at this large scale for the first time.

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Blended Learning – The Best Method for Interactive Teaching and Learning in 21st Century

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Abstract

In 21st century, due to advancement in technology there is necessity of reformation in teaching and learning methodologies. Students are technologically oriented in this digitization era. The uses of traditional method along with other technological based methods are proved to be more effective for interactive teaching and learning. Blended Learning (Hybrid Learning) is combination of Face to Face Classroom Teaching and Online Teaching. The use of Information and Communication Technology (ICT) make learning more interactive and flexible. The objective of this paper is to highlight the effectivenessof blended learning.

Keywords:Blended Learning, Classroom teaching, Online Teaching, ICT

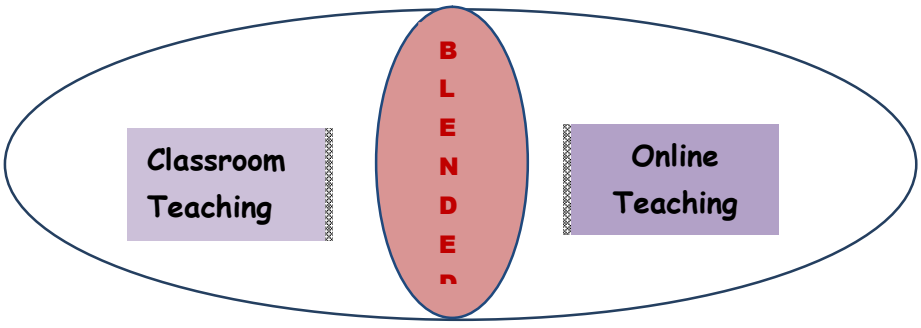
Introduction

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace - Wikipedia

As noted in the UNESCO World Education Report, Teachers and Teaching in aChanging World (UNESCO, 1998), the young generation is entering a world thatis changing in all spheres: scientific and technological, political, economic, social,and cultural. The emergence of the 'knowledge-based' society is changing theglobal economy and the status of education.

According to the emerging views, learning is a natural process of the human brain. But not all learners learn the same way. Therefore, while designing the learning experiences, different learning styles must be considered by providing interesting and rich stimulating e-content for enhanced learning [1]

Blended learning has gained popularity nowadays and is used in many Indian universities and educational institutions. Blended learning combines the traditional classroom learning where a teacher teaches the student face-to-face and the self-contained online learning. Blended learning is achieved by the combining different delivery modes, teaching models and learning styles effectively.[2]



…. Fig1: Blended Learning -Combination of Classroom Teaching and Online ……

Blended learning involves face to face classroom and online technology enables learning instruction. The teacher discusses the topic in classroom and gives the link of online resources to learners which supplementary to it. This broadens the understanding of the topic. (K.J.Mathai)

1. Traditional teaching-learning paradigm

The traditional method of the learning process is typically teacher centred instruction method. The learning process is information transfer from teacher to student. There is face to face interaction between students and teacher and it is a linear process. The learning activities involve lectures, text reading discussion, seminars, assignments, projects etc. This method gives information or knowledge of subject but fails to develop the cognitive skills. Mostly it is examination focused. Students spent more time in schools and colleges.

2. Online teaching – learning paradigm

This learning process is learner centred instruction method. The role of teacher changes from knowledge transmitter to knowledge felicitator, navigator to students.Students are active participants in learning process.Students will have greater responsibility for their own learning.[3] [ICTs in Teacher education, Planning Guide 2002 UNESCO]

In 21st century the education strategy is 'Education to All'. Through online teaching the learning facility is available 'Anywhere and at Any time'.e-Learning is defined as learning that is provided electronically through the internet [4]

3. Blended Learning

The term 'blending' means mixing of two or more components to give desired product. Blended Learning is an educational method that combines the advantages of cyber education and traditional face-to-face education to optimize the learning effects by using the new paradigm of a remote educational system [5].

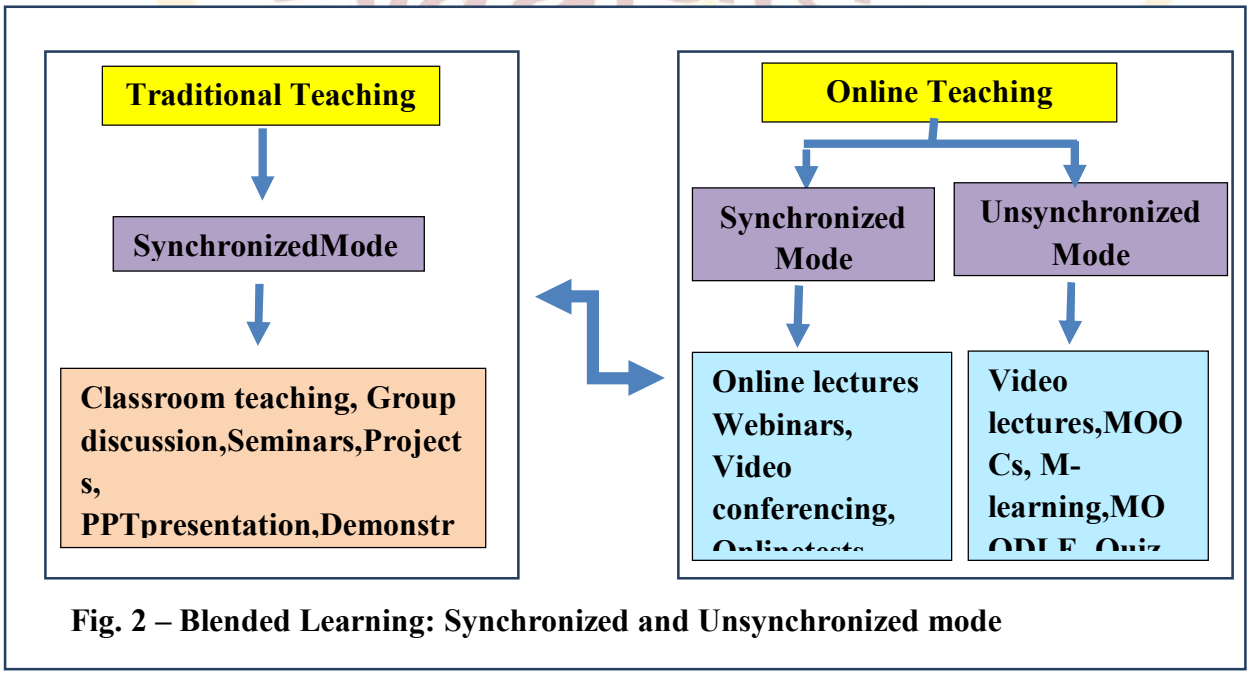


Fig. 2 – Blended Learning: Synchronized and Unsynchronized mode

4. Advantages of Blended Learning –

1. Through blended learning the student getsbenefits of both traditional and online teaching methods.
2. Blended learning provides convenience and flexibility to learners to choose the suitable time for learning.
3. Blended learning enhances the 'Student -Teacher' interaction through synchronous or by asynchronous mode.
4. In blended learning due to face to face interaction and online mode, the student is more engaged and experiences improvement in knowledge and skill acquired.
5. Due to combination of classroom teaching and online teaching, blended learning gives enrichment in learning experiences and shows better learning outcomes.
6. Blended learning promotes students towards self and independent study and students become self-reliable.
7. Blended learning enhances thinking ability and creativity of student.
8. In asynchronous mode student can assess the content at anytime and anywhere.
9. Blended learning is cost effective. It reduces student expenditure on travelling and accommodation. More number of students can be enrolled at a time.
10. Blended learning is useful for choice- based curriculum.

Conclusion

Blended learning is an emerging trend in educational system. By this method the student can learn in presence or absence of teacher. This method is more interactive as there is involvement of both face to face 'Student -Teacher' interaction and online teaching methodology. As per the studies, students who are skilled in using Computer, Smart phones and related technologies will find 'Blended Learning Approach' more effective.The technology-oriented teaching is learner centric therefore the role of teacher is now changing from knowledge provider to knowledge felicitator. In pandemic situation due to COVID-19, the education system pushes towards online teaching in more extent. In India already there are number of e- learning resources such as SWAYAM and NPTEL MOOCS, INFLIBNET,NCERT, e-Pathshala, Spoken Tutorial etc. By these courses large number of learners of any age and discipline are benefited. In future blended learning will be adapted for school and higher education in their curriculum. Planning, designing and implementation are the most important factors for it.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

35
Innovative Teaching Methods and Skills for Teachers

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Abstract : The word 21st century is no longer unfamiliar to us because we have entered the 21st century. Two decades have passed. The 21st century has brought groundbreaking changes all over the world. There has been a change in consciousness but the present ten seem to have left a different mark on human life from the very beginning. This type of change has not been seen in India in the last decade. At school level people have been forced to stay at home because of Covid 19 and studies are going on online. Our teachers need to be aware of this because they will be the future directors of online teaching. So that in we need to be change methodologies our education system. Some of the methodologies that will make teachers creative and efficient are Flipped classroo,Project based learning, Collaborative teaching, Game based learning, Problem based learning, Design thinking, Mindmapping, ICT enabled learning etc. In the other side teachers need to develop more on some professional skills like - Stress management skills, Time management skills, Interpersonal skills, Effective communication skills, Decision making skills, Leadership skills, Creative and Critical thinking skills, Positive attitude, Positive body language, Personal branding skills, Mental toughness, Empathy and Team work skills etc. I hope this skills are needed for any classroom situation or personal life. The 21st century teachers are need to be more intellectual and smarter than the previous decades.

Key words : 21st century, teacher, learner, methods, innovation.

1. Introduction :

Teacher builds the next generation. Out-of-school student-teacher relationships are also important. But 21st century students are genious than teachers. So teachers don't always have to read only text books. For them teachers learning management needs to be reshaped. Covid 19 brings students shifted face to face to online learning. So there is another question is arise which brings a real truth among the students where google is here, then why should we read or learn from books and teachers ? Teacher faced this kind of difficult questions. Technology will make their work harder every day. They have to be prepared in the classroom in such a way that the students do not have to focus on anything else while teaching. Teaching is a practice where teachers are try to help students to acquire knowledge, competence or virtue. Teacher make some innovations with his own methodologies, strategies and skills.

2. Objectives of the study : To meet the needs of 21st century classrooms or learners.

3. Methodology : For this article taking the information from secondary data sources like e books, e journals, articles which is easily accessible from the internet.

4. What is Teaching ?

According to Gary Meegan " Teaching is the art and science of helping others to grow in their knowledge and understanding " (*5). Also teaching is ,

- Teaching is being careful you acknowledge every student every day.
- Teaching is that you know the subject deeply and to make it easily accessible to everyone.
- Teaching is also building empathy.

- Teaching is end the curriculum, take tests and grading them.
- But teaching is an innovation.

5. What is methods of teaching ?

- Method is a procedure or way of doing something, especially in accordance with a definite plan.
- Systematic or logical way of instruction like enquiry, investigation, experiment, presentation etc.
- The main feature of the method is, it has a certain targets and do actions for achieve it.

6. What is teaching skills ?

Teaching skills are the ability of teachers to explain concepts related to learning material (*6).
Pedagogical competency are one of the teaching skill.
The principles of implementing basic teaching skills are (*8) :

- Relevant
- Creativity and Innovations
- Accuracy
- Utilisation.

7. Why we need change our teaching practices ?

Because of today and Technology. The answer is hidden when we look upon the difference between traditional teaching methods and innovative teaching methods.

- teacher centered learning and learner centered learning.
- classroom learning and boundaryfree learning.
- text books, notebook, paper pencil and e resources.
- no link between theory and practices, and emphasis more on practices, build skills.
- individual task and group task.
- exam and grade oriented and learn for learning sake.
- lectures and digitalised context based learning
- memorisation and reflection (*2).

8. Methods and innovations :

a. Flipped classroom : Twenty-first century teachers have to keep in mind that different types of students study in a classroom .Because let's say in a classroom we usually see teachers sitting in front of students and the students look at it and study. It is also important to remember that not everyone has same capacity to learn. Some of them were slow learners or learners can remember better by listening or which student can remember better by working .But the problem arises when teachers do not deliver learning according to their ability. The way to get out of this problem is flipped classroom. Where teachers address or identity the problems of systems and individuals. Here the teacher can make an educational video on what to teach in the classroom the next day and deliver it to the students, the students can watch it before coming to the classroom and prepare it so that the related work can be done in the classroom by them. This will give students the opportunity to apply that knowledge. Students can watch these videos many times and come to class and ask various curious questions to the teacher. Even after the class is over, the tendency to forget like lectures is reduced. They can access those vedios in their mobile any time. Its increases self learning and they are working independently. Learners will be able to apply the knowledge while sitting in the classroom and there will be no time constraints. Teachers will be able to support everyone individually. Attention will be

given to everyone. No one will feel deprived. This method has become very popular all over the world. It Can be created a better learning environment.

b. Project based learning : In a traditional classrooms we've learned less and heard more, we've applied less and forgotten more, we've given more exams, we've been more worried about score sheet , we've been more persuaded by the traditional education system and in some cases by teachers and parents. So for many students the school is a boring place. Where the headaches are aggravated by remembering some information.To make the school more active we should connect subject with context. All the time the adults solves the problems in our culture and that method of problem solving can be very effective for learning. Suppose a class project is given but it should be done with eco friendly material and budget friendly way. The whole class is divided into several groups by selecting a few students as team leaders for this task. Team leaders will organize and manage the team and discuss about works, plan with their group.Different curious questions and ideas will come up from their researches and they will choose the suitable options.Sometimes they will consult with the teacher about their work and report on the progress of the work. Then they will combine the small tasks and submit the full project according to the deadline. Here students are being connected to critical thinking, collaboration, communication etc. Which has very few opportunities in traditional classroom. It helps to increase their knowledge and skills.

c. Collaborative and cooperative learning : This method address higher student achievement, higher self esteem and higher motivation regardless of learners socio-economic, cultural background. Group works empower to learners cultivation and how do you look your friends as a resource, how do you test your own thinking and understand you are right or wrong track. They work with other peers and the teachers give them classwork problem more harder than the homework. Because in classroom learners get a chance to interact more with their peers. Listen to others increases resilience, put their small efforts and marge together. They need to feel their collaborative achievements. Great teachers classroom environment to feel them comfortable and safe to be able to take the risks and create new things. It creates their own values. Teachers can also work in a collaborative way like, teachers can contact their colleagues or others school teachers or special educators.

d. Game based learning : It is no longer possible to meet all of us directly in Covid 19, so we can focus on education in all levels and game based learning bringing a new dimension in it.The game must be technology based and can be tried again and again. In the end you will win the game. There will be no one to help. You have to be a helping hand to help yourself where you can feel to studying with fun. Failure is a part of gathering experiences and learning. Schools, parents, teachers no one should stigmatize failure. Teachers need to rediscover the 21st century classrooms again. These game activities need to be arranged in a such way that its contact with reality can be maintained. Everyone will start working from zero experience and reach maximum experience at the end of the year. This will be their score sheet. It will gradually move from simple to complex according to the concept of learning. Here every experience will be equally important for teachers and learners. Teachers should be adapt the technology because now most of learners are tech savy. Scaffolding and discovering are important aspects of game based learning. Teachers need to be updated and careful to create these game based activities. Some examples need to be presented that are new, unknown and relevant for diverse learners. Students will adapt the process of learning like fail-repeat-learn.Many of the game based learning tools are now available for free such as, Gimkit, Kahoot! , Quizizz, Socrative, Plickers, ClassTools.net, Classcraft etc. Later these should be included in the traditional classroom.

e. Problem based learning : The main goal of problem based learning is that we all learn to solve our own problems in our own way. This is the lesson of life. Personality perfection, maturation comes through solving one's own problems. Many of our experiences while learning something seem miserable but when it fulfilled, joy cannot be expressed. We can use this philosophy in the classroom to develop the full personality of the children. The biggest contribution here is the ability of composition of the problematic situation of the teacher. For this, the teacher must have sufficient creativity. Need for problem based learning think critically, navigate the complexity of a global society, empowered to solve the real world problems, ability of investigation is important.

4 steps of problem based learning :

- identify the problem
- develop a plan
- implementation the plan
- review it and again plan.

We need to plan our activities so that learners can be solve the problems of real world with the help of technology.

f. Design thinking : This method stressed on learning, innovations and develop social skills. Humans are social creatures, we have some responsibility towards our society. It's a great opportunity to develop responsibility among learners.

There is 5 steps :

- empathize
- define the problem
- ideate
- prototype
- test.

g. Brainstorming and deductive method : They complement each other. Because both of the methods are used for problem solving as well as to find out the solution in a diverse manner. With this, the door of innumerable solutions can be opened in front of us. From this we can choose the desired two paths. Conversations and debates can be arranged using brainstorming and deductive method in the classroom. Through this the power of argument tradition, decision making is created.

h. Mind mapping : Mind mapping is a idea or methods of teaching learning where we see exist a centralized idea as its center and from there so many sub ideas are emerge like the branches of a tree. Smaller clue's help to remember easily the bigger idea. Mind mapping techniques and variety (*1) :

- Brainstorming mind map
- Note taking mind map
- Memorization mind map
- Reading comprehension mind map
- Group project mind map
- Class presentation mind map
- Home work mind map
- Essay mind map
- Creative writing mind map
- Lab report mind map
- Grammar mind map

- Business idea mind map
- Semester plan mind map etc.

Mind mapping tools (*4) :

- Coggle
- Imindq
- FreeMind
- MindMapple
- Text2mindmap
- Sketchboard.

ICT enabled methods : During lock down we all are getting opportunities to gathering knowledge and empower us with skills, explore more with the help of various ICT tools and web platforms. ICT platforms deceases distance. Because we all are attending webinars, university or school classes, office or business meetings regularly. So it must be said that Covid 19 pandemic issue is a life changing experience for India. Almost all the Indians are busy in their own work virtually. Covid 19 to teach India to use 21st century technology. There are many popular virtual meeting apps like google meet, zoom, Skype, cisco webex, zoho etc., videos, YouTube live stream programmes, whats app chat groups for messaging or PDF file, picture sharing, online courses are made by MOOC's, moodle, swayam, online portals for learning, online learning content development apps . Google classroom is a learning management system developed by Google for schools that aim to simplify to creating, distributing and grading assignments in a paperless way (*7). We can go through the portal developed by IITans like NDL for PDF books. Many universities created their own repositories to provide the online materials for the students. Central government and some states are opened universal portals like e - pg pathshala, diksha, swayam prabha etc.to keep going the flow of education. So we must say that last six months we created a new pedagogies for education named ICT enabled learning methods. We can connect, collaborate, cooperate, communicate, tested their ability, interest, give them motivation for innovations and assess, evaluate all the activities. It creates a global opportunities for us.

9. Skills for 21st century teachers : Now we are standing in third decades of 21st century. Where teachers are more conscious about their classes. They know that technology mediated learning is the way to overcome the distance between learners and teachers. Those who are not so much tech savy, trying to work hard for a technology oriented teaching learning process. Their will power and motivation is their learners. To facilitate reflective teaching they need to change themselves and proper training is important for skill development. A teacher should become an architect for his teaching practices through applying instructional design skills (3*). Becoming familiar with the advantages and disadvantages of the technologies and exploring the capabilities of compact-disk read-only memory (CD-ROM), tele/vedio conferencing (9*). Covid 19 is has created an opportunity for teachers technology mediated self learning, they are taking technology learning virtual training from different digital platforms. Also they need to rethink of their professional development skills for starting their journey towards a new decades and post covid situations :

- Stress management skills
- Time management skills
- Mental toughness
- Leadership skills
- Decision making skills

- Effective communication skills
- Problem solving skills
- Social intelligence skills
- Interpersonal skills
- Empathy
- Art of persuasion
- Physical distancing
- Team work mentality
- Personal branding skills etc.

10. Conclusion : Although technology is a major part of 21st century education, the importance of teacher is not be undeniable. Teachers, students and community should be integrated in the new curriculum, also it is a recommendation of NEP 2020. Instructional design should be made as scientific as possible. Modern technology will make the education system more productive. Our learner students will also prepare and explore themselves globally when our teaching methodology innovation will come.

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Innovative ICT based Teaching Learning and Evaluation Process in Higher Education

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Abstracts;

The National assessment and accreditation council (NAAC) was established in 1994.During the past twenty two years of functioning ,NAAC has under gone various stages of development.Form theinitial phase marked by rejection .In difference and hesitation of institutions, it is gradually moved to the phase of appreciation.With stakeholderbehavior making it clear that the outcome of the assessment by NAAC will form the basis for some of their decision, a larger number of institutions have approached NAAC for assessment. Although the academic staff of NAAC.Continue tosharethesedevelopment through various academic for a documenting these development and points of view is necessary for wider dis-seminarian.

In this paper I have mentioned teaching learning Evaluation process, role of academic autonomy in teaching learning process and use of new technology in teaching ,learning and evaluation process and suggest conclusion.

Introduction :

In India promoting quality in education has been The focus of almost all the committees constituted at the different stages of the development of the indian higher education system .Among the various national consultations discussions and recommendation that give a directions and focus to our development strategies after independence the National Policies on Education(NPE) and the constitutionalamendments of 1976 have played a major role.

The NPE of 1986 was greatly influenced by the inclusion of education in the concurrent list so that the central government could have meaningful role to ensure quality of education .Consequently the policy document and its programme of action evolved a series of strategic plans to focus on the quality of higher education. One of the strategies recommended was the establishment of an independent council to promote assessment,which later culminated in the establishment in 1994 of the NAAC as an apex body to assess and accredit institutions of higher education in India. Some teachers are born but resets of them have to be given rigorous training so as to develop required competency to become a teacher. Teachers have been conscious about the quality of their teaching .To enhance the quality some teachers use teaching aids. Like charts models static and working specimen slides etcbecause teacher are given training both in preparation and use of Audio-visual,aids.It is a known fact that majority of colleges

content. So it is need to use of new technology in teaching learning and evaluation process.

Objective of the study:

1) To study teaching –learning and evaluation process in NAAC.

2)To identify role of academic autonomy in teaching learning process'

3)To know use of new technology in teaching learning and evaluation process.

4) To suggest conclusion on research problem.

Research Methodology:

The descriptive methodology has been used to collect data. Secondary data has been collectedform various published sources and websites. The explanation of the data is more qualitative than on quantitative terms.

Teaching Learning and **Evaluation process:**

Four components of the teaching –learning process teacher ,students ,learning process and learning situation. Teaching and learning are inter linked .Teaching remains central to both learning and evaluation There is an inter-relatedness between teaching objectives ,learning experiences and evaluation .Evaluation is a process of determining the extent to which and objective is achieved the effectiveness of the learning experience provided in the class-room and the accomplishment of goals etc.

Phases of the teaching process

1) **Proactive phases**: The teacher formulates instructional objectives ,decides the curriculum, employs the pedagogic technology and stimulation strategies.

2) Interactive phases:In the phases the teacher provides pupils verbal stimulation of various kinds the operation involved being determination of the exact dimensions of behavioral changes using appropriate testing devices and there after planning units of syllabus and methods of teaching.

Important purposes and functions of Evaluation:

i) diagnostic (ii) proactive (iii)selective selection (iv)grading and counseling motivation to learning.

Two categories of evaluation techniques .That could be followed are the quantitative technique which includes-orals written and practical techniques.The qualitative technique comprises cumulative record anecdotes observation checklist and rating scales.

Shift form teacher centered education to student oriented learning resources:

In todays information-enriched world the teacher is not the only source of knowledge and information and the class-room can not be the only place of learning .In such an

educational process the skills of learning to learn self learning and life long learning gain significance.Unless adequate the diverse learning resources in the campus are ensured there is very little scope for the students to acquire the self learning skill.

The requires the institutions to strengthen and other learning resources and build a variety of learning resources besides the traditional libraries. Internet Suring centers audio-video centers with electronic forms of relevant learning materials .Others avenues like debating clubs ,laboratories, campus, academic societies field trips and institution linked work places are equally important learning resources for both academic and general skills. Further learning materials should be structured for self learning.Learning to learn will become one of the attributes expected of students to be successful in their career and life .teacheravalibity for discussions and guidance as a part of their will have to be ensured .

Growing with academic autonomy:

The general criticism that autonomy may lead to dilution in the standard of the quality need not be and issue of concern. The very purpose of academic autonomy is to promote academic excellence. All India association for Christian higher education. Consultation one college autonomy my March 1974 makes the following remark.

The primary reason for the grant of autonomy to a college is to enable it of achieve academic excellence in an atmosphere of freedom. Autonomy should also enable to college to experiment and innovative both in courses of study and in methods of teaching and testing. Autonomy should make the academic community of the college directly responsible for the goals and philosophy of the college directly responsible of the goals and philosophy of the college .

Present criteria for conferment of autonomy gave worked well can be seen from the innovations one can observe in may autonomous institution in all the three areas of restriction the affiliating structure process.

Role of academic autonomy in Teaching Learning Process :

Academic autonomy enable the institution to make their curricular transaction very effective by enriched the students experience in the campus. Rich in terms of ample opportunities in a more participative, active learning environment use of new technology in teaching through introduction of audiovisual aids, group discussions for communication skills and self- study techniques for learning have been observed in these institutions. Internships on the job experience, projects students seminar. Subject association activities journal clubs, study circle co-curricular activities and leadership training enrich the student experience, while the orientation and outlook of the autonomous colleges could be moundedto wards looking at the curricular transactions

as an effort provide appropriate and enriched learning experience to students the thinking of the affiliated college gets bogged down by the out come.

Use for quality in teaching learning process for quality enhancement:

Educational technology is broadly classified in to three forms.

1**) Hardware approach:**Include the ratio television ,taperecorder, video tape ,computers etc. there are used as aids for teaching and instruction the teaching machines are exclusively designed for teaching purposes. These are used to present programmed instructional material.

In the learning process feedback and reinforcement devices are used in the teaching process.

2) **Software approach;** Is also known as instructional technology is applied in order to motive behavior this view is closely connected with the modern principles and theory of instruction and principles of [programmed learning.

3) Instructional approach: It is a new management approach this technology is also known as system analysis this technology covers three instructional approach training psychology theory of reinforcement and system analysis.

4**) Information and communication technology:**

The information not only in textual form but in audio ,video or any other media is also to be transmitted to the user .Thus the ICT=IT t other media .It has opened new avenues like online learning-learning ,virtual University ,e-learning e-education -journal etc.

5) Use of ICT in teaching and learning:

The ICT brings more rich material in the classroom and libraries for the teachers and students .It have provided opportunity for the learner to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching learning situation.

THE ICT being latest it can be used in higher education levels in the following areas Teaching.Diagnostictesting.Remedial teaching Evaluation.psychologicaltesting.Development of virtual laboratory.Online tutoring.

6) A centralized media facility available income college to augment and support the teaching learning process .Audio-video equipment such as over hear projector (OHP) slide projectors, models, charts, liquid crystal display (LCD) and teaching machine are made available.

7) Language and Commerce Laboratories: The language laboratory is found useful to develop communication skills and also to teach different groups of students simultaneously according to their abilities. The commerce laboratory helps students to

gain practical knowledge in banking and other business. Management and accountancy related document are kept in the laboratory.

8) The facilities of reprography ,internet, multimedia, Ds and video cassettes are made available in the library which go long way to supplement the lecture method.

9)Some college make some innovative approaches to teaching learning process such as e- group-e-learning, and phone groups for assignments and projects. Extensive vase of e-mail as made for different groups.

10) Various strategies aroused for dissenting information on effective methods of imparting physical education and development of body skills. Use of visual aids ,electronics media and journals on information about best practices elsewhere are a few to mention.

11) Networking of the credited institutions should be carried out the national and international levels.

Conclusion :

The teaching and learning and evaluation process the vital and crucial academic activity of any educational institution require meticulous planning and responsible exaction chiefly through teamwork and co- ordination. Where any one of these receives inadequate attention, the other two may all away bringing the whole education efforts to little or no value. In the light of this caution, we may like upon these best practice as signposts that lead towards the goal of excellence ato be reached only through quality enhancing measures.

Today it's need to development of teaching learning and evaluation process. Another form of digitalizedlectures is e-content, e- learning is necessary.

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ONLINE TEACHING PROBLEMS IN HIGHER EDUCATION

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ABSTRACT:

There are two main ways of teaching, direct teaching and indirect teaching. In direct teaching, teachers and students are in front of each other. But in indirect teaching, teachers and students are not in front of each other. At present, technology is widely used in both ways of teaching which is called online teaching. If we look at the brief definition of online teaching, we can say that when teachers and students communicate with each other through technology, it is called online teaching. Due to the current pandemic situation of covid-19, in our country from primary education to college education, teachers teach students only through online medium. While there are many advantages to this, there are numerous limitations to the online teaching. This creates many problems and difficulties for teachers, parents and students.

KEYWORDS : Online teaching, Online learning,, Educational apps, Educational Software, Student, Teacher. Google Meet, Zoom, Google classroom and Jio meet.

INTRODUCTION :

Young people studying in different colleges are the real pillars of the country. However, due to the current Covid-19 pandemic, teachers have opted for online teaching to enable such students to teach. Accordingly, the work of teaching through online has started at the college level. This online teaching has resulted in good communication between teachers and students at the college level and positive discussions on various topics. Through online, teachers use different softwares for effective teaching. Similarly, since most of the students have mobiles, the teachers teach through apps like Google Meet, Zoom, Google classroom and Jio meet. While there are many advantages to online teaching, there are limitations. These mainly include fear of technology, financial burden on parents, lack of availability of resources for every student, most of the students in higher education are from rural areas. In rural areas, there are many problems such as shortage of electricity, lack of mobile network. The details of such issues are as follows.

ONLINE TEACHING PROBLEMS IN HIGHER EDUCATION:

Most of the students entering higher education in India are from rural areas. Due to the current Covid-19 pandemic, neither teachers nor students can be out of the house. Therefore, in higher education is taught through online. But students in rural areas, with the exception of urban students, face many problems while studying online. Teachers who teach in rural colleges like students have to face many problems while teaching online. The following are some of the problems that students and teachers face in online teaching learning.

Lack of availability of mobiles, laptops and computers:

Most of the students in rural areas pursuing higher education do not have access to mobile, laptops and computer facilities. As a result, such students are deprived of online education. Similarly, students in urban areas who are not financially well off also face difficulties in getting online education.

The financial burden on parents:

Most colleges make it mandatory for students to have mobiles and computers for online teaching learning. But parents who have poor financially situation has to bear the financial burden. This includes parents who are engaged in agriculture, labor, and small business. Such parents have to bear the financial burden while providing tools for online teaching and learning to their children.

Lack of Internet connectivity & Internet speed:

The availability of internet is very important in online teaching learning process. However, most remote and rural areas still do not have internet access. As a result, most of the students in rural areas are currently deprived of education. Also, in places where internet is available, problems often arise due to low internet speed. Also in semi-urban areas there are some areas where internet facilities are not available or internet speed is low.

Fear of technology:

At present there is a growing tendency to teach with the help of technology. But teachers who are not yet literate in terms of technology are afraid of technology. Therefore, such teachers always avoid using technology in teaching. At the same time, many students in rural areas are indifferent to technology. So they have latent fears about how to study with the help of technology.

Lack of necessary technical facilities:

The colleges need to have the necessary technical facilities while learning and teaching online. However, most of the colleges lack computers, internet facilities, necessary assistive devices, light problems, and teachers do not have training on how to handle various materials. Due to in many colleges has lacking of appropriate facilities and so objective of teaching and learning with the help of technology cannot be achieved effectively.

Lack of positive interaction:

In direct teaching, students and teachers are in front of each other. Therefore, the personality of the teacher has a positive effect on the students. Also, while teaching, important concepts are discussed between the teacher and the student and a positive discussion takes place. But in online teaching, teachers and students are not directly in front of each other. In this, teachers and students are connected to each other with the help of technology. Therefore, the personality of the teacher does not affect the students. So because of no positive interaction happens between teachers and students. And so this is the main limitation of online education.

Emerging health issues due to overuse of technology:

Online teaching requires the use of a variety of technical tools. Overuse of such devices has led to health problems. This is mainly due to constant sitting in front of the computer, which causes spinal diseases. Excessive mobile use has led to many health problems such as visual impairment, spinal diseases, neck pain, headaches, irritability and loneliness. Therefore, it is important to use such tools properly.

Misuse of mobile and computer:

Computers and mobiles are the two most used tools in online education. But most of the students are misusing these tools instead of using them for study. This includes misuse of tools such as finding the wrong information, falling prey to temptations, playing excessive games and spending more time on social media.

CONCLUSION:

Considering the current situation in our country, the education process is going smoothly due to online education in this time of Covid-19 pandemic. Online learning allows teachers to teach students at home. Due to the proliferation of technology, most of the students are seen participating in the online learning process. Therefore online education has become a boon of education system in current situation.

While online learning has many advantages as above, it also has some disadvantages. These include Lack of availability of mobiles, laptops and computers, The financial burden on parents, Lack of Internet connectivity & Internet speed, Fear of technology, Lack of necessary technical facilities, Lack of positive interaction, Emerging health issues due to overuse of technology and Misuse of mobile and computer. However, the online teaching method has some drawbacks as above. However, if it is accepted in the right proportions and in the right way, it has certainly benefited and will continue to benefit in making the learning process more speedy and effective.

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THE ROLE OF EDUCATION, TECHNOLOGY AND INTERPRENSHIP IN ATMANIRBHAR BHARAT ABHIYAN

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Abstract:

In May 2020 India's Honorable Prime Minister Shri. Narendra Modi gave a call for Atmanirbhar Bharat Abhiyan. Self-reliant is most important objective of Atmanirbhar Bharat Abhiyan. To achieve economic growth to solve unemployment, Poverty, unequal distribution of income problem, to development Indian agriculture, industry and service sector for this Atmanirbhar Bharat Abhiyan is very important. In this research paper I have made a small attempt that the role of education, technology and entrepreneurship in Atmanirbhar Bharat Abhiyan is very important.

Introduction,

The recent Pandemic brought many changes in the world as well as Indian economy. In that time India's Honorable Prime Minister Shri. Narendra Modi announced the Atmanirbhar Bharat Abhiyan, it aims to deduce Unemployment reduce inequality and Poverty and increase India's economic growth as well as self-reliant. The concept of self-reliant India is bought up druing the times of economic slowdown with purpose to make Indian economy stronger and to promote local product in India as well as all over the world. That is why in that situation to study what is Atmanirbhar, what is it aiming at what is Government policy. Challenges of Atmanirbhar Bharat Abhiyan and how it will impact overall and economically is very important. So I have make a small attempt in this regard.

Objectives of the Atmanirbhar Bharat Abhiyan:-

The main objectives of the Atmanirbhar Bharat Abhiyan are as follow.

1. How to achieve and maintain the level of economic growth.
2. How to reduce the unemployment and increate the employment opportunities.
3. How to reduce the poverty.
4. Reduce the unequal distribution of income.
5. Self-Reliant is most important objectives of Atmanirbhar Bharat Abhiyan.
6. To develop Indian agriculture, industry and service sectors.

Challenges

In May 2020, India's Honorable Prime Minister Shri. Narendra Modi gave a call for Atmanirbhar Bharat or a self-reliant which shall stand on the five pillars of Economy, Infrastructure, and Technology, Domestic demand, population dividendand vibrant Demography. To become self- reliant India's economy and to increase India's economic growth there are several challenges in front of India. In our economy there are several problems such as increase in Unemployment, large number of population, large number of poverty, large number unequal distribution of national income and wealth. Lack of capital is also one of the most important problems of our economy. There is lack of entrepreneurship competition between large scale industry to small scale industry, competition between International industries and domestic industries, lack of modern technology in India a large number of small scale industries faces so many problems. In case of Indian Agriculture there are so many problems such as lack of irrigation facilities, lack of capital, lack of human capital, lack of goods market. size of land farming is very small burden of overpopulation on land. Unskilled management, lack of electricity, lack of Transport facilities and also in case of Service sectors. There are so many problems. In that situation our

prime minster Shri.Narendra Modi give a good opportunity with Atmanirbhar Bharat Abhiyan with the help of this mission definitely now a incoming day our Agriculture, Industry and also service sectors developing very well. For this program Government of India announced Rs. 20 Lacs crore, If Government spent money Rs.20 lacs crore in the economy. Supply of money increases, If supply of money increase as a result purchasing power of people also increase if purchasing power of people increase, demand for the commodity increases. as a result price of the commodity will be increases. If price of the commodity increase profit of the agriculture, Industry and service sector increases as a result investment of these sector also increases this is push factor of our economy.

Student Contribution:-

For this Atmanirbhar Bharat Abhiyan mission student contribution is very important. Because now a day human capital is very important as compare to physical Capital to promoteIndian Agriculture, Industry and also service sectors. Human capital is very important. Now a day there is too much competition between worlds with our country. In that situation we will try to compact with other country with the help of human capital. It student gave skilled education as a result they using their skill in various sector of the economy. Hence the student contribution is very very important for this mission.

Government Policies:-

Prime Minister in his appeal for Atmanirbhar Bharat Abhiyan announced and economic package of Rs.20 Lacs crore which comes to 10% of the GDP of our country which is one of the largest relief packages in the world in order to make this mission success land, Labor, liquidity and laws all have been specifically considered under this package. This package will be used for very small industry, small industry, MSME, Labors farmers, middle class people and those industries which are working a boost our economy delicately. The finance minister of India Nirmala Sitaraman announced in a press conference the package in five Trenchers

The first Tranche:-

The first Tranche Rs.594.550 crore package focusing mainly on MSME sector, provident fund relief HBFC, TDS/TCS rates DISCOM, RERA companies and others Rs.30,000 crore liquidity boosts to strengthen the collapsed financials the finance minister announced that are collapsed due to the COVID-19 pandemic, Rs.45000 crore partial credit Guarantee Scheme 2.0 Rs.90,000 crore liquidity is provided to discom to reduce the piled up debts Rs.50,000 crore relief fund provided to reduce TDS and TCS rates by 25% for the payments other than salaries, RERA registers projects registration and completion date extended for a period of 6 months which can be further extended for up to 3 month by the Regulatory Authorities to promote local companies, the government has decided to disapprove global tenders up to Rs.200 crore due to date of statutory payments and filling of tax returns for the financial year 2019-2020 have also been extended to 30th November 2020 and to 31st October 2020.

The Second Tranche:-

The Second Tranche of Rs.3,10,000 crore package aiming to cater farmers and migrant workers. The introduction of one nation one ration card under this tranche is going to allow every migrant workers to buy ration from anywhere in the country. food and shelter facilities to migrant workers from the disaster response fund worth Rs.11000 crore was allowed to the state government by the central government, to enableinstitutional credit at a concession as rate for farmers fishermen and animal husbandry farmers, the finance minister allocated Rs.2 Lacs crore through Kisan Credit Cards, 10000 working capital will be provide initially to all the street vendors who are around 50 Lacs in number making it a special of Rs.5000 crore.

The Third Tranche:-

The Third Tranche of Rs.1,50,000 crore package focusing on agriculture diary and its related sectors. Under Pradhan MantriMatsyaYojana, Rs.20, 000 crore will be provided to each fisherman and rs.10, 000 crore strengthen micro food enterprises to develop farm gate infrastructure considering set up cold chains and post-harvest management, infrastructure Rs.1,00,000 crore were allocated 500 crore allocated for bee keeping infrastructure development 15,000 crore for animal husbandry infrastructure development fund was raised.

The Fourth and Fifth Tranche:-

The Fourth and Fifth Trancheof Rs.48100 crore catering reforms for Coal minerals, air space management defense production. MRO Discoms in UTS and atomic energy. Setting up of a new public sector enterprise policy to enables consolidation of PSU firms in strategic sectors and once again to cater MSME sector, the finance minister said there will be no new insolvency proceedings for one year suspension of the enation of fresh insolvencyproceeding up one year to help companies. Impacted by COVID-19 simplification of utilization of Indian air space to reduce air arrival cost, commercialization of coal industry and privatization of Discoms in metros for smooth running of their functions.

Roll of Entrepreneurship and Start up:

The Atmanirbhar Bharat Abhiyan is change for Indian startups to take change of the innovations for which we are usually dependent on global suppliers they can lead the way by innovating and bringing to market products and services that are world class yet affordable. They are quick to spot opportunities in adversities and innovate in limited time and budget to make competitive products startups in sectors like automation, fintech supply chain. logistics health care tech., etc. world lead the change in the mission. that is why entrepreneurship and innovation will play a vital role in Indian economy innovation is important for rapid economic growth. it reduce cost of production and increase the quality of production with the help of entrepreneurship and innovation we will achieve the important objective of Atmanirbhar Bharat Abhiyanof self-reliant.

Role of social culture education and Technology

In Atmanirbhar Bharat Abhiyan role of social culture as well as education and technology is very important in case of technology we can say that production functions changes with change in technology if we use new technology in our agriculture, industry and service sectors ultimately our GDP also increases. education help us to increase our human resource development that, result our social and cultural environment also changes in Atmanirbhar Bharat Abhiyan program. Governments of India try to promote social and cultural development as well as education and technology development, ultimately this help to achieve our objectives.

Conclusion:

In this program the role of every Indian citizen is very important the Prime Minister urged each one of us to promote local products and use Indian products more and more. we use quite a lot of foreign products starting from our daily use to our leisure activities, all famous global products have started form their local business and when local peoples started using them, more promoting them, product them they became multinational products. Similarly we too can promote our products to not only at the national level but also at the world level. They has come for us to make our nation and its every citizen in dependent. When we urged everyone to buy and promote Khadi. Wefeels very proud to see the revenue growth and its reach to the new level in a very short span of time. He is hopeful to how that when we will not only buy local products but also advertise them at the global level it will be truly called 'Local for Vocal' our responsibility how lies on us to make the zest century the century of India. When the crises takes it places it is everyone duty to create and opportunity out of if for the betterment of the nation the short run impact of this should never be considered as well as all know that the cross has hit every sector to some or the other extend. Hence its long term effect should be contemplated and by adopting futuristic approach. it is important to note that the Abhiyan does not suggest to cut of relations form global platform and trade only with local products. The fundamental concepts of this Abhiyan is to become not only self-sufficient but also to promote to local business and to show off and feel proud about what invaluable assets we passes.

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Education System in India During COVID-19& Its Impact on Students Personality Development

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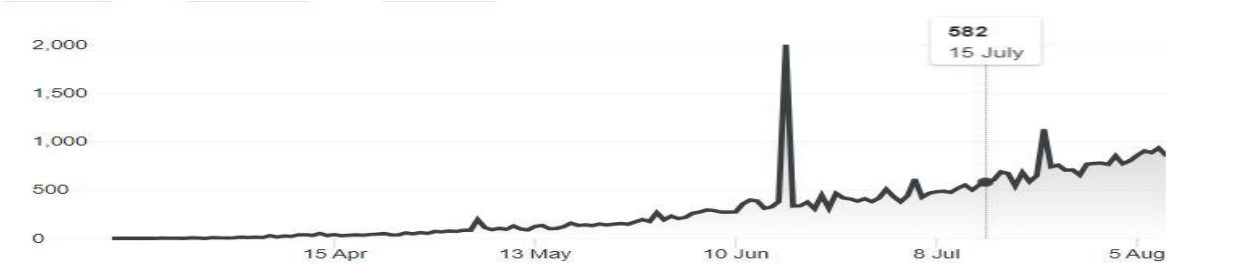
Abstract :

The entire world is facing the biggest pandemic of COVID-19. By the end of July 2020 the pandemic has spread to over 185 countries and resulted in closures of over 98% of all schools, colleges and universities impacting close to 1.725 billion students. The dreadful pandemic gave us loss of 7 lacs 32 thousand people and 1.99 crore people being positive to this virus. These are the deaths on paper which are only due to corona but not by its consequences. Its consequences have also major effects on humanity. The deaths due to its consequences such as food scarcity, shelter scarcity, unemployment and suicide cases are much more and not even on the paper.

This crisis has greatest effect on humanity after World War I and II. This has taught us a new lesson in very short span of time about human progress and its limitations. Though the world's brightest minds are working on the cure of COVID-19, still they are unable to find the solution.



Deaths due to COVID-19 in the World



Deaths due to COVID-19 in India

Objectives of the study:

I) To study the current education system in India during COVID-19.
II) To study the impact of COVID 19 on education system in India.
III) To suggest the reformations for current education system during COVID – 19.
IV) To study the impact of COVID – 19 on students personality development.
V) To suggest the ways for balanced and development personality.

The COVID-19 pandemic has impacted over 240 million children of the country who are enrolled in school. All educational institutes across the country have been shut down since March 16, 2020. This pandemic has significantly disrupted the primary, upper primary, secondary and higher secondary education.

Since the second week of March state government across the country began shutting down schools and colleges. It's close to 5-6 months and there is no certainty when they will reopen. This is crucial time for the education sector, board examinations, nursery school admissions, entrance tests of various universities IITs, NITs and competitive examinations, JEE mains and Advanced as well as NEET entrance examinations are all tentatively planned during this period.

Even though sufficient time has passed we haven't found out the proper solution to stop the outbreak of COVID- 19. School and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also far reaching economic and social consequences.

The pandemic has significantly disrupted the pre-primary, upper primary, secondary and higher secondary education as well as countries economic future. Large number of Indian students have enrolled themselves in universities abroad, worst affected by the pandemic, the U.S., U.K., Australia and China. Many such students have now been barred from leaving these countries. Due to this critical situation recent graduate in India are fearing withdrawal of job offers from corporates. The unemployment ratio which was 8.4% in mid-March raised to 23% in April and for urban area to 30.9%

Immediate action plan, New planning, measures are essential to ensure continuity of learning in schools and universities. Open source digital learning solutions and learning management software should be adopted So teachers can conduct their teaching online. The Diksha platform has reached across all states in India, needs to be further strengthened. Diksha platform can change the schooling system and increase the effectiveness of learning and teaching. Byproviding students and teachers multiple options like mobile, computer-based learning models, e-library, e-practical Lab teaching can be made more effective.

Most governments around the world have temporarily closed educational institutions due to the spread of COVID-19. As of 27th July 2020, approximately 1.725 billion learners are currently affected due to this pandemic. According to the UNICEF, 106 countries are currently implementing nation wide closures and 55 are implementing local closures, impacting about 98.6% of the world's student population. 48 countries schools are currently opened.

On 23rd March 2020, Cambridge International Examinations (CIE) has announced the cancellation of their examinations. Cambridge O level, AS & A level, Cambridge diploma, pre-U exams May/June 2020, have also been cancelled. SAT and ACT have been moved online and cancelled.In 1918-19 influenza was spreading in United States. Because of this schools were closed and public gathering was banned. Schools were closed for average duration of 4 weeks. In 1957-58 schools were closed due to Asian Flu, which resulted to reduced morbidity, same situation was faced by Japan in 2009 N1H1 flu pandemic.

World Time Map for COVID-19

DATE	Country	Committee	Action Taken	Others
26th Jan 20	China		Became the first country to close all the schools in country	-
4th March	-	UNESCO	Released first global number on school closures.	22 countries in 3 continents closed schools this impacted 290.5 million students.
5th March 2020	China			233 Million learners affected
5th March 2020	Japan			16.5 Million Students Affected
5th March 2020	Iran			14.5 Million students affectd
10th March 2020		UNESCO		Worldwide, one in fourstudent was barred from higher education
13-16th March		UNESCO		73 countries in closed schools nationwide
20th March				70% of world's learners were impacted by closures, with 124 country side school closure
21st March	India		Lockdown in India, all schools and colleges in country were closed	
27th March		UNESCO		Nearly 90% of the world's population was out of class
29th March				More than 1.5 billion children and other students were affected by nationwide school closure
Mid-April		UNESCO		A total 1.725 billion students globally had been affected by closure of schools and higher education in response to COVID-19 pandemic. 192 countries had implemented nationwide closures, affecting about 99% of the world's student population

27th July		UNESCO		Approximately 1.725 Billion learners were affected. 106 countries were implementing nationwide closure and 55 implementing local closure, impacting about 98.6% of world's student population. 48 countries schools were open.

Consequences of School Closures :

As of March 12, more than 370 million children and youth are not attending school because of temporary or indefinite countrywide school closures. As of 29th March, nearly 90% of the world's learners were impacted by the closures according to the United Nations International Children's Fund (UNICEF), the COVID-19 pandemic ahs affected more than 91% of students worldwide with approximately 1.6 billion children and youngsters unbale to attend physical schools due to temporary closures and lockdown.

Impact on formal Education :

A 1974 report by the world bank defined formal education as the following.

Early Childhood Education - Early Childhood Educational programs are usually designed for children below the age of 3 and may refer to pre-schools, nursery schools, kindergartens, and some day care programs

Primary Level – Primary or elementary education during this grade will result a 67% loss of literacy ability in kindergarten children.

Secondary Level – The IBO stated that it would award certificate their diplomas or certificates based on student's coursework.

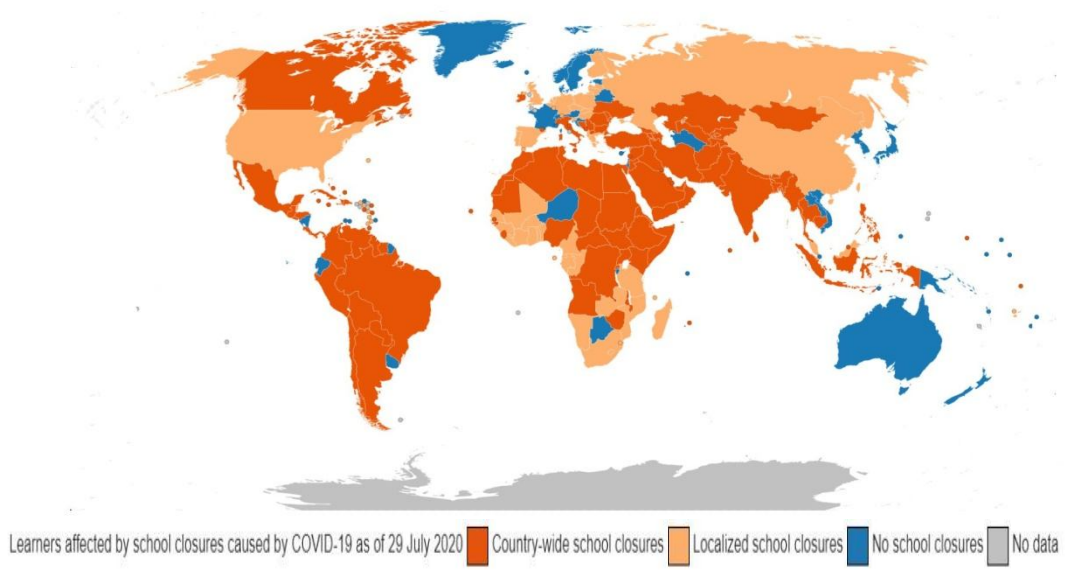
Undergraduate Education – Undergraduate education is education conducted after secondary education and prior to post graduate education. This pandemic not only negatively affect the future university intake process due to shortage in places available but universities worldwide are expected to loss billions of USD in equivalent due to the number of students expected to study at the university in the 2020-21 academic year.

The UNESCO made ten recommendations for engaging in online learning :

1. **Examine the readiness and choose the most relevant tools:** Decide on the use high – technology and low-technology solutions based on the reliability of local power supplies, internet connectivity, and digital skills of teachers and students =. This could range through integrated digital learning platforms, videos lessons, MOOCs, to broadcasting through radios and TVs.
2. **Ensure inclusion of the distance learning programme:** Implement measures to insure that students including those with disabilities or from low-income backgrounds have access to distance learning programmes, if only a limited number of them have access to digital devices. Consider temporarily decentralising such devices from computer labs to families and support them with internet connectivity.

3. **Protect data privacy and data security:** Access data security when uploading data or educational resources to web spaces, as well as when sharing them with other organisations or individuals.
4. **Prioritize solutions to address psychological challenges before teaching**: Mobilize available tools to connect schools, parents, teachers and students with each other.
5. **Plan the study schedule of distance learning programme**Plan the schedule depending upon the situation of the affected zones, level of studies, needs of student needs and availability of parents.
6. **Provide support to teachers and parents on the use of digital tools:** Organise the brief training or orientation sessions for teachers and parents as wellif monitoring and facilitation are needed.
7. **Blend appropriate approaches and limit the number of applications and platforms**: Avoid overloading students and parents by asking them to download and test too many applications or platforms.
8. **Develop distance learning rules and monitor student's learning process:** Define the rules with parents and students on distance learning. Design formative tests, exercises to monitor closely student's learning process.
9. **Define the duration of distance learning units based on studentsself-regulation skills:** The unit for primary school student should not more than 20 minutes and no longer than 40 minutes for secondary school students.
10. **Create Communities and enhance communication:** Create communities of teachers, parents and school managers to address sense of loneliness or helplessness, facilitate sharing of experience and discussion on copying strategies when facing learning difficulties.

World Map Showing Closure of Schools :



Statistical Data of affected students of some Countries :

Sr. No.	Country	No. of affected students
1	India	320 Million
2	China	233 Million
3	America	55.1 Million
4	Pakistan	22.8 Million
5	Japan	16.5 Million
6	Iran	14.5 Million

Impact of COVID-19 On Students Personality Development :

During this pandemic situation some students have been able to participate fully online learning while others have faced obstacles so they have hindered their progress. The pandemic may also worsen mental health problem on high school level students. Mental health and academic achievements are interlinked. Chronic stress has changed students physical mental and intellectual structure of their brain. Impairing cognitive skills like attention, concentration, memory and creativity. The chronic stress causes the adverse effects on brain cells and concentration of mind. Fear and anxiety about the pandemic creates uncertainty about their future. The pandemic has destroyed the sound atmosphere, safe and supportive environment for students learning. Many parents are avoiding to send their children for education due to risk from the pandemic. The curriculum is not designed for such type online format so they are becoming passive learners and losing their interest in learning. Online learning could be dull and online passive according to them.

The pandemic has deeply impacted not only on age, socio-economic status, gender, culture but also their entire personality. It has changed students emotional, social and personality theories. (i.e. Individual differences, in what they feel, think, want, need and do.)

Due to this pandemic crisis loneliness, lack of hope, depression, personal worries, depressive symptoms have deeply affected on high school level students. Personality is defined as the multifaceted prism through which we understand and react to the world. It is shaped by genetic and environmental factors that determine the pattern of thoughts, feelings and behaviour that arise within us. The corona virus has deeply affected on personality traits such as intellectual curiosity, power of imagination and emotional creativity.

Conclusions:

1) This pandemic COVID – 19 has the greatest effect on humanity till now just after World War I and II.
2) This has impacted Education system upto a great extent from pre-primary to Higher education.
3) This will bring revolution in current education system.
4) This will digitalise the current teaching and learning method. This will be the new era for education system.
5) To face this pandemic challenge, we need to adopt new policies which are based on online and digital technology.
6) This high school level students are deeply affected not only physically but also psychologically.
7) It is need of time to arrange the interactive sessions with their classmates and teachers so that they will feel their back life and come out of anxiety and depression.

8) It is necessary to organise Yoga, Meditation and Pranayama sessions for students, parents and teachers.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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"Human Resource Planning for Indian Tourism: An Exploration of Skill Development Schemes."

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Abstract

Since Ministry of Tourism, GoI has planned & executed various HRD schemes for emphasizing knowledge, skill & capacity building, still we face the major problems viz., shortage of qualified & skilled manpower, shortage of tourism training infrastructure & qualified trainers, working conditions and improper implementation of policy. To tackle these issues, Government is emphasizing on Skill India campaign by availing skilled human resource to match up demand & supply gaps.

This study is an effort to explore the HRD initiatives of Tourism Industry with special reference to Skill Development Schemes with aim to investigate implementation at grass-root level mainly focusing on problems & success factors based on qualitative data.

For the same, important suggestions are given for futuristic planning of Government schemes & its proper implementation as well.

Key Words: *Human Resource Development, Sustainable Tourism, Policy, Scheme, Skill.*

Introduction:

However, India's formally skilled workforce is approximately 2% - which is low as compared to China (47%), Japan (80%) & South Korea (96%). But employer surveys indicate skills shortages including ICT, financial services, tourism, retail & so on.

According to a Government of India skills gap analysis, by the year 2022, there will be an additional requirement of 109 million skilled workers in 24 key sectors of the economy. The program will, therefore, include partnerships with industry and employers for increasing their engagement in skills programs and scale up their delivery.

National Policy on Skill Development 2009 has provided firm guidelines to reduce industry wise skill gap. Towards this end, the National Skill Development Mission, launched in July 2015, aims to skill 400 million young people by 2022, emphasizing scale, speed, and adherence to standards Ministry of Tourism has planned & executed various Human Resource Development schemes for emphasizing knowledge, skill & capacity building, still we face the major problem viz., shortage of qualified & skilled manpower, shortage of tourism training infrastructure & qualified trainers, and improper implementation of policy.

OBJECTIVES OF THE STUDY:

1. To study the present skill capacity in India.
2. To investigate Skill Development Schemes related to Indian Tourism.
3. To suggest probable implications to the challenges/issue faced by skill development mechanism.

SCOPE OF THE STUDY:

The scope of the study covers overview of Skill Development Policy Reform & investigation of Tourism related Skill Development Schemes implemented in educational institutions/Training Centers etc.

RESEARCH METHODOLOGY: The present study is descriptive in nature & entirely based on secondary data collected from the relevant sources as per need of the research.

REVIEW OF LITERATURE:

Skill development need of human resource can be assessed sector wise demand & supply. On the demand side, professionals entering the job market are lacking in skill sets. This is resulting in a scenario of rising unemployment rates along with low employability. Employment generation picked up from 2009-10, with 13.9 million people finding jobs in 3 years. Currently about 26 million people enter the working age group every year with about 65% of them looking for jobs. Incremental Human Resource Requirement projected till 2022 will be at 201 million and making the total requirement of skilled work force by 2022 will be at 300 million. The National Skill Development Policy (2009) had set a target of skilling 500 million people by 2022. More recently, study reports commissioned and released by Ministry of Skill Development assessed an incremental human resource requirement across 24 sectors as 109.73 million by 2022.

Skill Development Policy Reform (2009-2015):

National Policy on Skill Development (NPSD-2009):

The Government has recognized the need for Skill Development in the 11th Five Year Plan provided a framework to address the situation. This policy aims to improve the quality and relevance of skills and training, and make education and training more responsive to employer needs while also including under-represented groups along with to expand apprenticeships, and to train 500 million people by 2020. Subsequently a National Skill Development Mission was launched in 2010 in which the NPSD was to be reviewed every five years to evaluate the progress and revised appropriately.

Ministry of Skill Development & Entrepreneurship:

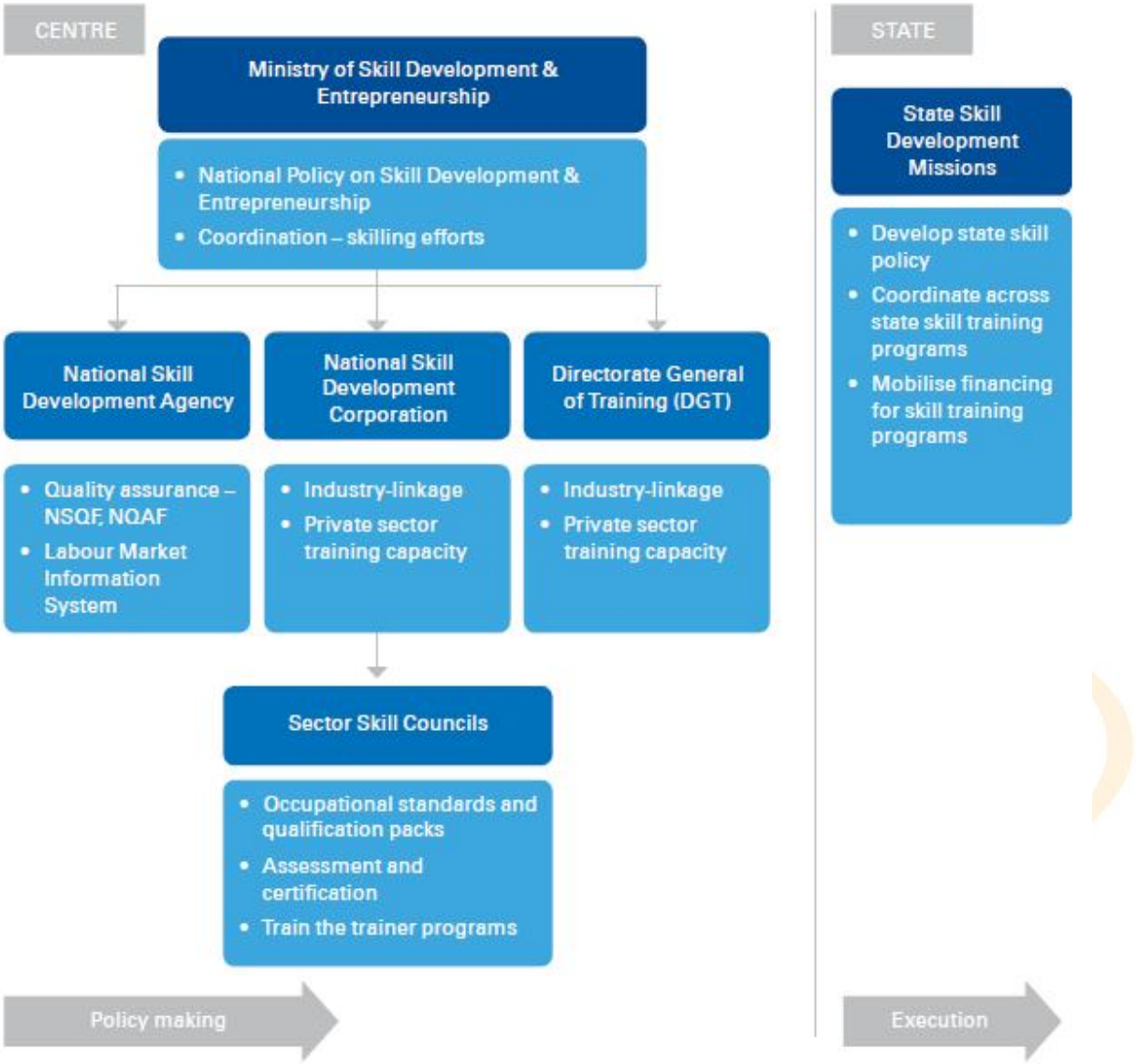
In Skill policy 2009 the Government had already been forecasted that Skilled Human Resource will be critical drive for the growth and sustainability of the industries including Tourism.

Human Resource and Skill Requirement reports across 24 sectors were prepared which to prepare a baseline for all skill development initiatives.

The roles and functions of these role players in Skilling India Mechanism of are shown below:

***Figure 1: Key role players in Skilling India Mechanism*:**

Source:



www.kpmg.com/IN

National Policy for Skill Development and Entrepreneurship 2015:

- Skill India Mission was launched on the World Youth Skills Day 15th July, 2015 with the aim to converge and monitor skill development schemes across the Country providing subsidized loans & monitory rewards to the participants for vocational training.
- The Government declared National Policy for National Skill Development and Entrepreneurship 2015 to meet the challenge of skilling at scale with speed, standard (quality) aiming to a constructive framework provision to all skilling activities, to align them to common standards linking with demand centres, lack of integration with formal education & outcomes, low quality of training infrastructure and trainers, etc. to align supply and demand skill gap, promoting industry engagement, quality operational framework, technology and promotion of apprenticeship training with increasing the capacity, synergy among existing schemes, global industry-academia entrepreneurship & partnerships with inclusivity.

- The policy encourages companies to spend at least 25% of CSR funds with the proposal of 'Project Implementation Unit' (PIU) to review progress of the various initiatives.
- This policy recognizes the need of different approach towards vocational training & education along with short term skill training courses.

Skill Development Schemes related to Indian Tourism:

Hunar Se Rozgar Tak" under the scheme of Capacity Building for Service Providers: (2009-2010) was introduced by the Ministry of Tourism in the year 2009 to provide training to persons in the tourism & hospitality industry introducing the first training program on 17th August 2009. It offers short but quality training courses aims to create employable skills amongst youth belonging to economically weaker strata. The main objectives to i) capitalize on the vast tourism potential of the country to the fullest, and ii) provide professional expertise to the local populace with the creation of fresh employment opportunities in urban & rural areas in the age group of 18 to 28 years.

However being an attractive name this scheme has certain weaknesses like limited reach, less awareness; tie ups with the industry & coordinating officer and drop outs.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-2009 was launched in March 2009 in partnership with MHRD, State Government and Local Self Government which aims to enhance access to secondary education and improve with prescribed norms, removing gender, socio-economic, disability barriers, and providing universal access by 2017. RMSA was the most recent addition to other existing schemes launched with recommendations & persuasion of New Education Policy of 1986 and Programme of Action, 1992.

RMSA & Scheme of Vocationalisation of Secondary and Higher Secondary Education 2014 is Centrally Sponsored Scheme approved by the Government in September, 2011 & has been revised on 12 February 2014 with a view to align it with the National Skill Qualification Frame work into which the NVEQF.

It aims to introduce vocational education at secondary level and higher Secondary level to enhance the employability of youth through demand driven competency based, modular vocational courses & to reduce the dropout rate.

Bachelor of Vocation (B.Voc.) Scheme & Community Colleges:

Dr. Babasaheb Ambedkar Marathwada University started the first B.Voc programme in the country in Travel & Tourism Management in May 2013 & established Centre for Vocational studies. The next year UGC introduced two schemes on pilot mode known as –Community Colleges and B.Voc. The scheme was revised in the year 2015.

Scheme aims to introduce skills development based higher education as part of college/university education, with multiple entry and exit points ensuring that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.

UGC has proposed to establish as many as 100 'Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL)' during the XII Plan period focusing on skilling along with developing entrepreneurship traits.

National University Students' Skill Development (NUSSD) is a nation-wide Skill Development scheme, launched in 2013 under the Union Ministry of Skill Development & Entrepreneurship, Youth Affairs & Sports implemented by Mumbai's Tata Institute of Social Sciences (TISS). It was initiated as a pilot project in 2013 and is currently being tested in 11Universities across 9 states providing Skill Training to 50,500 NSS volunteers over 3-year period.

Pradhan Mantri Kaushal Vikas Yojana (PMKYV):

Background:

Skill India Mission was launched on the World Youth Skills Day 15th July 2015, aiming to converge and to monitor skill development schemes across the Country as well as to provide subsidized loans & monitory rewards to students for vocational training. Government of India declared the National Policy for National Skill Development and Entrepreneurship 2015. Under the flagship of this policy, PMKYV was also launched on same day to skill youths with provision of Skill Loan Scheme. This version of the scheme is known as PMKVY 1.0 (2015-2016).

Skill training in this scheme would be on the basis of skill gap studies conducted by the NSDC for the period 2013-17 to train 24 lakh youths an approximate total cost of Rs.1,500 Crores. The beneficiary of the scheme is first time entrants to the labour market and class 10 and class 12 drop outs & provides monetary rewards for successful completion of approved training programs with standardized certification process along with an average monetary reward of Rs. 8000/-

Next version of this scheme - PMKVY-20.0 (2016 - 2020) was launched on 15th July 2016 targeting 1 crore youth with overall budgetary allocation of Rs. 12,000 crores & is being implemented successfully with many skill sectors including Tourism all over the country.

Findings & Suggestions:

A perfect Skill Delivery Mechanism is needed to make this Skill India Mission Objective a success. While execution of various schemes, as a part of this objective certain operational issues have emerged in skill development mechanism which are:

- There are huge gaps between good objective & policy announcements & its implementations. Sometimes few of the schemes as part of policy, are quantitative rather qualitative in approach. Training Infrastructure (Intellectual & Physical) especially for technical & service oriented courses is not being optimally used.
- There is a Low demand for Vocational Skilling schemes as a large percentage of target segment i.e. students, employees, trainer etc. cannot afford to pay for Skilling. In addition drop-out ratio is also foremost aspect. Awareness creation is possible with extensive promotion of schemes.
- Standards must be set to implementing agencies as to handle same agenda, content & methodology of the training.
- Complex & Multiplicity of Institutional Framework in the skill development mechanism may lead conflicting priorities and limited in impact due to little co-ordination and standardization. In addition of this methodology of assessing & certifying skills training schemes must be formalized. This is especially important for unorganised sector like Tourism.
- India's existing skill development system is lacking in the linkages between education and placement of the trained workforce. It causes value chain from mobilization to placements. Involvement of private sector is must in curriculum development and policy formulation related to skill, educational and vocational training. Shared participation or tie ups with the industry-academia have to be encouraged & coordinators should be appointed to accelerate this Mechanism.
- There is a need of Skilled/Qualified & Eligible Human Resource in the form of trainer as well as assessors. Further the Skill Development Management System (SDMS) needs to maintain the track record of these resources. This will help to monitor multiple involvements of these personnel in various Sector Skill Councils.

- As per the guidelines, role, interference & involvement of third party agencies in training and assessment process is not clearly defined.

Conclusion:

Today, India faces a demand – supply mismatch as the economy needs more 'skilled' human resource. In fact, majority of the modern institutions and universities remain almost disconnected with the requirements of the workplace. While producing well skilled human resource, the Primary, Secondary & Higher education system has to integrate the requirements of various industries including Tourism in its scheme & curriculum with innovative approach and flexible manner. On the other hand, there is a need for taking integrated initiatives towards knowledge acquisition and up-gradation of skilled human competencies in universities, colleges & schools by effective implementation of Tourism Schemes to address the emerging needs of the industry. This skill Mechanism will definitely change the current human resource scenario in the country. Proper execution of Skill Development Schemes will facilitate students to gain adequate knowledge & skills to get appropriate employment or become entrepreneurs.

However, inter-linkages between the National Skill Development Mission and State Skill Development Mission are yet to be more systematized.

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41
IMPACT OF COVID-19 PANDEMIC ON TEACHING LEARNING PROCESS

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Abstract

Today the whole world is facing adverse effect of COVID-19 pandemic. The global education system is adversely affected by Novel Corona Virus. From the month of March school, colleges and educational institutions are shut down to control the spread of corona virus. This has affected education of about 190 billion learners in more than 190 countries and all continents of the world. This COVID-19 pandemic has many adverse effects as well as it has created many opportunities for educators, policy makers and students to survive in the crisis of incoming situations of post-covid era. The present paper highlights the impact of COVID-19 on teaching learning process, new measures taken by Government of India for teaching learning process in higher education as well as education of secondary school and suggestions to mitigate the crisis of COVID-19.

Keywords- Education, COVID-19, Teaching learning process.

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Introduction

According to report published by United Nation in August 2020, the COVID-19 pandemic has created largest disruption of educational system in history. Education is not only a fundamental right. It is an enabling right with direct impact on the realization of all other human rights. Among all 17 Sustainable Developmental Goals, education is considered as a global common good and primary driver of process. Education is considered as a bedrock of a just, equal, inclusive, and peaceful society

The pandemic COVID-19 has spread over the world . It has started from Wuhan in China and spread across the world affecting the society and economy and most importantly education of every country. In India it was started in the month of January.According to UNESCO report it has affected more than 90% of total world's student population.

In order to prevent outbreak of COVID-19 every country including India started lockdown by closing educational institutions like schools , colleges. AS schools and higher educational institutions were suddenly closed , the assessment and exams of different courses were hampered. As there is still no immediate solution for novel corona virus, there is sudden shift from in school to online and remote learning in the world of education. As the schools are shut down and students and young people forced to take control of their own learning at home.

Objectives

1. To study the various positive impacts of COVID-19 on teaching learning process.

2. To study the negative impacts of COVID-19 pandemic .
3. To enlist the measures taken by government for education at secondary schools and for higher educational institutions.
4. To highlight recommendation given by United Nation.

Methodology

The present research paper is based on Document Analysis The data and information is collected from various authentic websites, some educational journals, national and international reports regarding the COVID-19 pandemic effects on educational system.

Various Impact of COVID-19 Pandemic on Teaching-Learning Process

Major positive impacts and opportunities

To mitigate problems arising in the teaching learning processes in educational processes in educational system many educator community, policy makers, government and experts came together to share resources, expertise, and tips to make this transition as simple and easy as possible.

Transition from old chalk and talk teaching to one driven by technology has created opportunities to develop more progressive learners of the country.

1. There is an excellent chance for teachers to form stronger connection with parents.
2. Teachers have the chance to develop creative initiative that helps to overcome the limitation of being physically separated.
3. Teachers are actively collaborating with one another and at a local level.
4. Many education related companies are offering their tools and solutions for free, to help support teacher and students.
5. Digital learning provides the opportunity to learn new ways that may rethink how we collectively think about school system.
6. Students have the autonomy and agency to take charge of their learning to explore new ideas and experiences like never before. New interests and passion will emerge for many students and teachers.
7. COVID-19 has accelerated adoption of digital technologies to deliver education. Blended mode of learning encouraged all teachers and students more technosavy.
8. New ways of assessment of learning leads to major transformation in curriculum development and pedagogy.
9. Content can be delivered to large number of learners at a time.
10. There is rise in learning management system, massive rise in teleconferencing, virtual meetings, webinars, and e-conferencing opportunities.
11. The most important positive impact of COVID-19 is that there is enhancement in digital literacy as people are induced to learn and use digital technology.
12. Learning material is shared among students easily and related queries are resolved through SMS, phone calls, emails and social media like WhatsApp and Facebook.
13. International community is adapted by learner as they can interact with peers all around the world.
14. During COVID-19 pandemic students are learning on their own and distant learning and get diverse range of resources as per their needs

Positive Impact of COVID-19 Pandemic

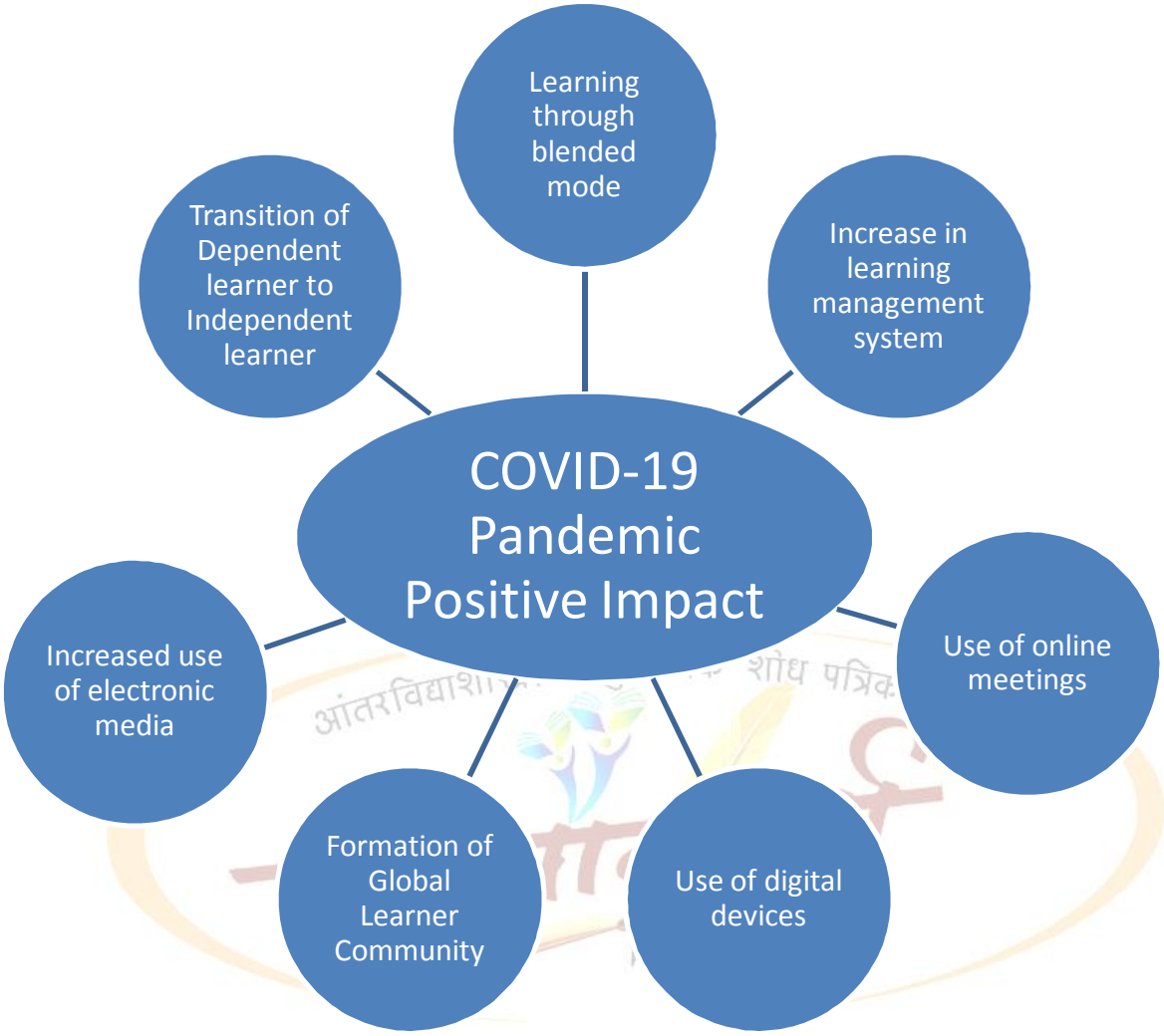


Figure:1 Positive Impacts of COVID -19 Pandemic

Figure :1 describes the positive impacts of covid-19 pandemic

Negative Impact

1. Because of closure of school, the structure of schooling and learning including teaching and assessment methodologies are affected.
2. Few private institutions have adopted online teaching methods.
3. Low income, private and government schools are completely shut down having no access to e-learning solutions.
4. Students are missing opportunities of learning and access to healthy Mid-Day meals especially in government schools.
5. Educational disruption has had substantial effect on beyond education.
6. There is an increased risk of drop out of girls and young women as there is no access to education and retention.
7. There will be a major drop out because ofno access to school for next year due to pandemic's economic impact.
8. Co-operative and collaborative forms of learning are restricted.

9. Vulnerable groups and those who find themselves struggling to work may find it difficult to cope up with the situation.
10. As there is no access to internet connection and availability of digital devices in remote areas and Indian low income group people, most of the young learners' loose opportunity of learning.

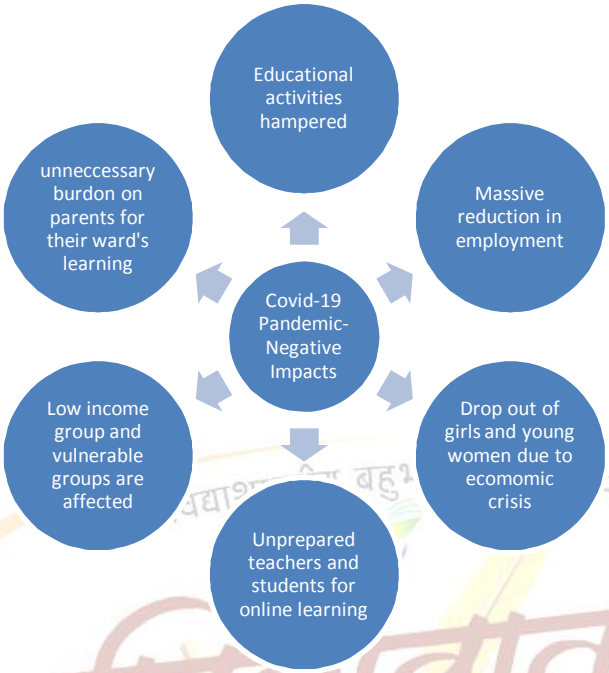


Figure 2: Negative impact of COVID-19 Pandemic

Above figure describes the most negative impacts of covid -19 pandemic

When education system collapses peace, prosperous and productive societies cannotbe sustained. In order to mitigate most devasting consequences of the COVID-19 pandemic, Government of India has taken some of the measures to continue learning at school as well as higher educational level.(UN Report, August ,2020)

The Ministry of Human Resource and Development (MHRD) of India has made several arrangements including online portal and educational channels direct to Home TV, Radio for students to continue

learning.

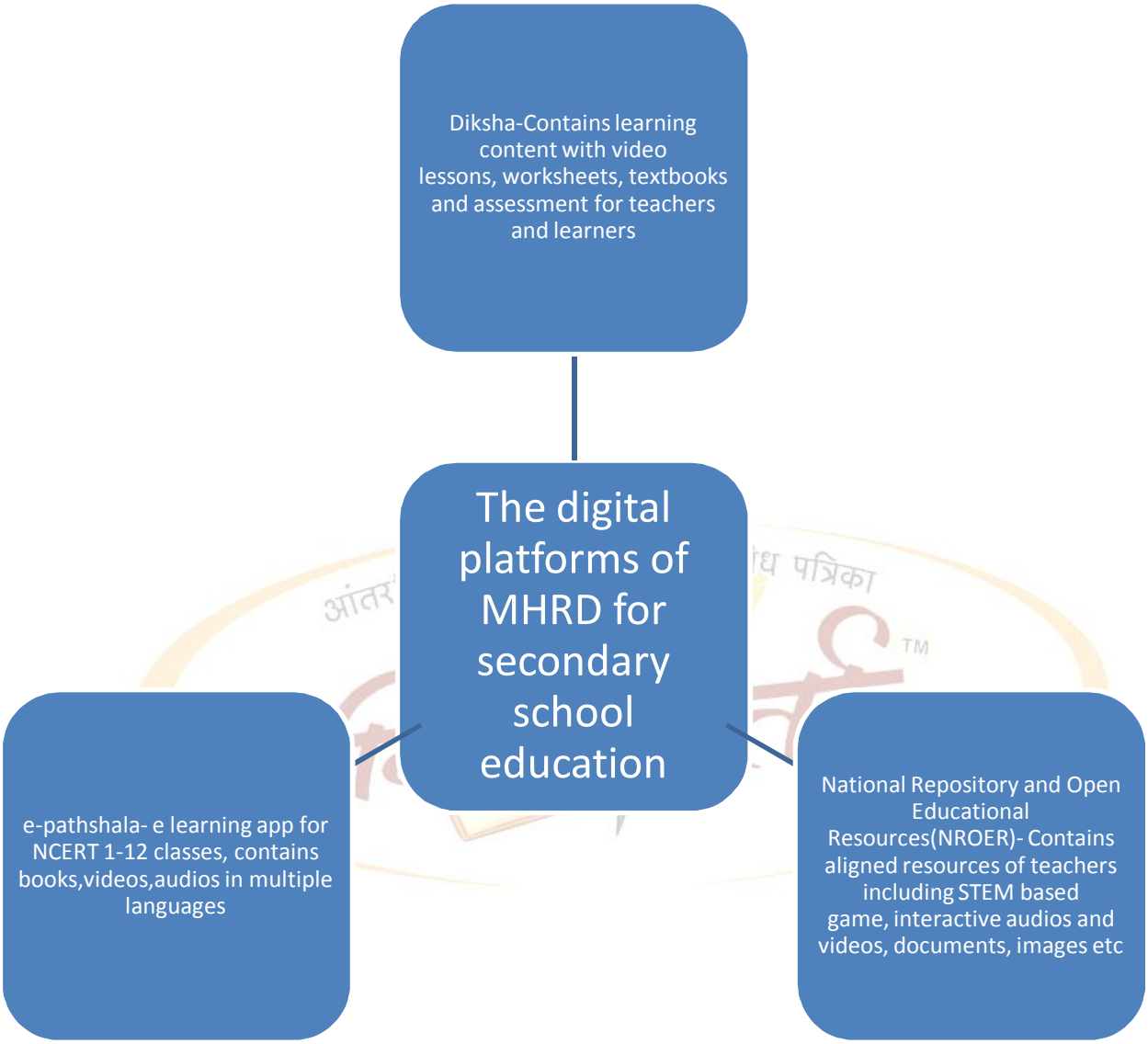


Figure:3 -Digital platforms for secondary school education by MHRD

Above Figure describes various platforms created by Government of India for digital teaching learning

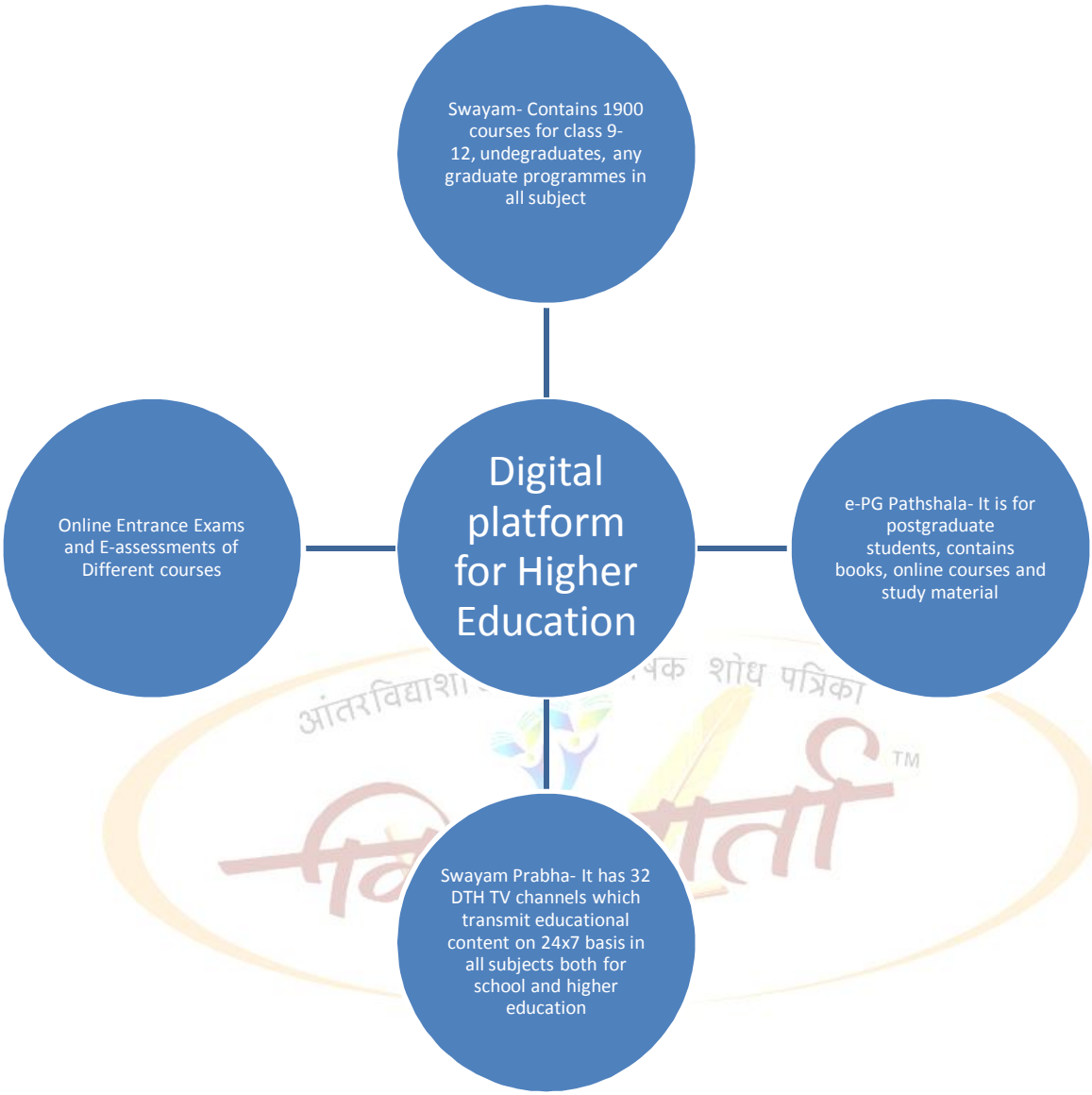


Figure 4 : Digital platforms for Higher education by MHRD

To minimize the consequences of COVID-19 pandemic, United Nations have recommended following suggestions:

1.Supression of transmission of virus and reopening of schools.
2.Protecting educational financing and coordinating the impacts.
3.Building resilient education system for equitable and sustainable development.
4.Reimaging education and accelerating change in teaching learning.

Conclusion

In order to restore and regain the promising future of children and youth, all educational stake holders, everyone including government and international community should act responsibly. In order to stop the learning loss of student that may extend beyond generation and stop the development of the world. Though there are many negative consequences of corona disease pandemic, we are emerging with new technologies with various teaching strategies, making use of digital devices and increasing learning of the student. COVID-19 has given opportunity to teacher, learner, parents and society to

learn in diverse conditions with utilizing the new resources available. We have to work collaboratively by providing more facilities to all including the most poor and vulnerable class to bring our nation towards the path of progress and development.

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INNOVATIVE TEACHING METHODS IN MANAGEMENT EDUCATION

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Abstract:
In recent years, several studies have been devoted to rethinking the content of educational programs in Business Management, in hopes that it will respond even better to the demands of the students and the business world. However, few endeavors only have focused on rethinking teaching methodologies applicable to business education in order to generate innovative proposals that facilitate the teaching-learning processes. This paper presents and discusses the main teaching methods used in business schools, and, furthermore, highlights their strengths and weaknesses which will serve as a starting point in the discussion on innovative methods in management education.The traditional teaching method is a book, a piece of chalk, a blackboard. As the form of dull, inefficient, prone to weary students, inevitable have a little slow poor result. Such teaching methods, has not suited to science and technology and to management, new means of information transfer more and more today, to achieve the teaching methods modernization is not only entirely passible but also necessary. Under the new situation it is important to use advanced teaching tools and methods for optimization and to improve teaching effectiveness.

Keywords: Management Education, Teaching, Learning, Innovation

Introduction:

The role of the teacher has been changed since the development of learner cantered approach modern teaching involves more than classroom management, upfront explanations and testing.Teacher's job is to create to condition in which learning takes place. The following are the some of the innovative teaching methods to educate the student. They are:

- Business game
- Role play simulation
- Project management simulation
- E-Learning
- Blended Learning
- Case method
- Virtonomics
- Keller plan
- Z to A approach
- Experiential Learning (Learning By Doing)
- Action Learning
- Study Trips
- Critical And Analytical Essays
- Diagnostic Evaluation
- Multidisciplinary Group Work
- Research

Business Game:

Business game is also called as business simulation game refers to simulation games that are used at an educational tool for teaching business. Business games may be carried out forvarious businesses training such as: general management,finance management, organisationalbehaviour, Human ResourceManagement, operations Management etc. here often the termBusiness simulation is used with the same meaning. Businessgames are used as a teaching method in universities and moreparticularly in business schools but also for executive education.

Role play simulation:

Role pay simulation is a learning method that depends on roleplaying.Learners take on the role profiles of specific charactersor organisations in a contrived setting. Role play is designedprimarily to build first person experience in a safe and supportiveenvironment. Role-play is widely acknowledged as a powerfulteaching technique in face to face teaching and role-plays onlineis also powerful, with some added benefits.Role play simulation aims to revive the ease and joy of experientiallearning. Role play simulation models human interactions (allowingthe players to role paly) in a constructed environment by;Creating an artificial social structure (or simulation some knownsocial structure)

Project Management Simulation:

Project management simulation is simulation used for projectmanagement training and analysis. Project management simulationis often using as training simulation for project managers. In othercase it is used for what –if analysis and for supporting decisionmaking in real projects. Frequently the simulation is conducted using software tools. Project management simulation for training is an interactivelearning activity, frequently practised as a group exercise. Thepurpose of the simulation is to impart to students the competencies(knowledge, skills and attitudes) that will ultimately improve theirperformance.

E-Learning:

E-Learning or online learning refers to instruction and deliveryof information by computers through the internet or companyintranet. It includes task support, simulation training, distancelearning and learning portals.

Blended Learning:

Many companies are moving to hybrid or blended learning.Chicago based company and employed this method. This methodcombines online learning, face-to-face instructions.

Case Method:

The case method is a teaching approach that consists in presentingthe students with a case putting them in the role of a decisionmaker facing a problem. The case method overlaps with the casestudy method, but the two are not identical. The case method is a teaching method that islargely used in business schools. Within the first two paragraphs,present what the central person sees as the decision point ordilemma. Identify other major players if relevant.

Virtonomics:

Virtonomics ("virtual economics") is a browser multiplayereconomics game. Virtonomics is a business simulation, simulatingeconomics. It allows users to study the basics of management. The game is turn based and the conversion of a game situation occurs once a day. The game resembles the game capitalism (designed by trevorchan).The main purpose of the game in virtonomics is to build a successfulbusiness in a tough competitive struggle. The player is given theopportunity to become a tycoon. He starts his own company anddevelops out, competing with thousands of real corporations.

Todo this, the player can engage in trade, manufacturing, research,exploitation of natural resources, agriculture.

Keller Plan:

Some teachers use the so called Keller plan in their teaching. Inthis a semester is divided into about sixteen units. The teacher givesin the beginning one or two lecturers and gives details of syllabiin each unit and references to books and journal articles in each, astudent studies these units in succession and when he has finisheda unit, he approaches the instructor for test. If the students pass thetest, he proceeds to the next unit, otherwise he again studies thesame unit and come again for a test.

Z to AApproach:

This approach attempts to explain the application part of aparticular concept first. This teacher should explain the applicationof a particular concept first and explain the effects of such applications. For example, in management subject- motivationis explained in a manner that the organisation get extensive benefitsout of using some techniques like promotions and awards.

Experiential Learning (Learning By Doing):

Experiential learning is the process of buildingmeaning from direct experience. In short,experiential learning is learning from experience.Experiential learning in place is often termed as adynamic learning experience. Experiential learning is contrasted with rote or didacticlearning, and focuses on the learning process foran individual. An example of experiential learningis going to the zoo and learning throughobservation and interaction with the zooenvironment, as opposed to reading about animals in a book.

Action Learning:

Action Learning is a reflective process ofprogressive problem solving led by individualsworking with others in teams or as part of a"community of practice" to improve the way theyaddress issues and solve problems.

Study Trips:

Currently, the majority of business programsinclude a study-abroad component as an integralpart of the students' global education. Duringtheir study trip abroad, students get theopportunity to experience a foreign culture firsthand, taking classes, participating in culturalactivities, and interacting with foreign studentsand professors.

Critical and Analytical Essays:

There are certain skills that are acquiredthrough practice, and these includecommunication skills and critical and analyticalthinking skills. The elaboration of essays permitsthe development of both skills in students. Anessay is a written document that analyzes,interprets, and evaluates a topic. It usually has amaximum of 5 pages and consists of four parts:

(a)Introduction (b)Body(c)Conclusions (d)References.

Diagnostic Evaluation:

The Diagnostic Evaluation is conducted inorder to know the condition of each student; it isvery effective, as it allows determining what thestudent knows and does not know and what hebelieves he knows. This type of evaluationpermits the student to assess his or her areas ofopportunity / strengths and deficiencies /difficulties, and to generate actions that willpermit him or her to be more effective. Diagnosticevaluations can be of different types, dependingon what you want to diagnose. For example, inthe case of CENTRUM Católica GraduateBusiness School, all of the MBA students aresubject to taking tests of Personality Traits,Leadership Styles, Emotional Intelligence, andCritical Thinking.

Multidisciplinary Integrative Projects:

Integrative projects are executed incollaboration with a wide range of organizations,with the support of the faculty. The characteristicsof these projects are:During their education period, students have todevelop Multidisciplinary and Integrative Projects.Projects are opportunities of experiential learning(learning by doing). Projects allow students toparticipate in important applied research projectsthat benefit them and have an impact on theacademia, systems, ports, industrial sectors,regions, or producers.

Research:

This method consists of a rigorous procedure,formulated in a logical manner, that theresearcher - student must follow in his pursuit ofknowledge. For this, the use of observation,induction, deduction, analysis, and synthesis isrequired.

Conclusion:

Newer or more student centered techniques might include groupactivates, active learning or cooperative learning, problem basedlearning, discovery based learning, experiential learning or nontraditionalforms of assessment such as portfolios and formativeassessment techniques has to educate the student.Whatever will be the teaching methodologies, they should reachthe expectations of the student after completing his degree inmanagement and the expectations of the industries and externalworld must be kept in mind by the faculties when they are workingfor management disciplines. They have to tally the balance sheet of both the stakeholders and the practical world because the studentsof today are the brand ambassadors of tomorrow. Business schools also need to be able to developincreasingly effective learning methodologies thatenable meeting the challenges facingmanagement education today. Enabling studentsto develop competencies such as obtaining aglobal perspective of the business world or beingable to integrate theory, practice, and experiencehas to be achieved through innovative learningmethods that are appropriate for managementeducation.

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A Review of New education policy of India

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Abstract

Recently, the Union Cabinet has approved the **new National Education Policy (NEP), 2020** with an aim to introduce several changes in the Indian education system - **from the school to college level.** A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

Keywords: cognitive development**,** Union Cabinet, Indian education policy, structure

Introduction

The NEP 2020 replaces the National Policy on Education of 1986. Bharatiya Janata Party's manifesto for the 2014 Lok Sabha elections contained the creation of a new education policy. In January 2015, a committee under former Cabinet Secretary T.S.R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received.

The vision of the National Education Policy is National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. The changes and objectives are:

Languages –

The policy raises the importance of mother tongue and regional languages; medium of instruction until class 5 and preferably beyond should be in these languages. Sanskrit and foreign languages will also be given emphasis. The policy also states that no language will be imposed on the students. Shortly after the release of the policy, the government clarified that the language policy in NEP is a broad *guideline*; and that it was up to the states, institutions and schools to decide the implementation. A more detailed language strategy would be released in the National Curriculum

Framework in 2021.Note was also made that there were already institutions which had implemented this language policy 60 years ago such as Sardar Patel Vidyalaya. Both the Education Policy of 1986 and the Right to Education Act, 2009 promoted usage of the mother tongue too as an advisory guideline

School education

- The "10 + 2" structure will be replaced with "5+3+3+4" model. This will be implemented as follows

a. Foundational Stage: This is further subdivided into two parts: 3 years of preschool or *anganwadi*, followed by classes 1 and 2 in primary school. This will cover children of ages 3-8 years. The focus of studies will be in activity-based learning.

b. Preparatory Stage: Classes 3 to 5, which will cover the ages of 8-11 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

c. Middle Stage: Classes 6 to 8, covering children between ages 11 and 14. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.

d. Secondary Stage: Classes 9 to 12, covering the ages of 14-19 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.

- Instead of exams being held every academic year, school students will only answer three exams, in classes 3, 5 and 8.
- Board exams will be continued to be held for classes 10 and 12 but will be re-designed. Standards for this will be established by an assessment body, PARAKH. To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts. The exam itself would have two parts, namely the objective and the descriptive.
- This policy aims at reducing the curriculum load of students and allowing them to be more "inter-disciplinary" and "multi-lingual". One example given was "If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they'll be allowed to do so. Report cards will be "holistic", offering information about the student's skills
- Coding will be introduced from class 6 and experiential learning will be adopted
- The Midday Meal Scheme will be extended to include breakfasts. More focus will be given to students' health, particularly mental health, through the deployment of counselors and social workers.

Higher education

- It proposes a multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:
  - A certificate after completing 1 year of study
  - A diploma after completing 2 years of study
  - A Bachelor's degree after completion of a 3-year programme
- MPhil (Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models
- A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals:

a. National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.

b. National Accreditation Council (NAC), a "meta-accrediting body".

c. Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

d. General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

- Other PSSBs will include professional councils such as Veterinary Council of India, Council of Architecture, Indian Council of Agricultural Research and National Council for Vocational Education and Training.
- The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET.
- The policy proposes that higher education institutes like the IITs make changes with regard to the diversity of learning.
- The policy proposes to internationalize education in India.[29] Foreign universities can now set up campuses in India.
- The fees of both private and public universities will be fixed.

Teacher education

The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030.The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022. The policy aims to ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

Other changes

Under NEP 2020, numerous new educational institutes, bodies and concepts have been given legislative permission to be formed. These include:

- National Education Commission, headed by the Prime Minister of India
- Academic Bank of Credit, a digital storage of credits earned to help resume education by utilizing credits for further education
- National Research Foundation, to improve research and innovation
- Special Education Zones, to focus on the education of underrepresented group in disadvantaged regions
- Gender Inclusion Fund, for assisting the nation in the education of female and transgender children
- National Educational Technology Forum, a platform to facilitate exchange of ideas on technology usage to improve learning

The policy proposes new language institutions such as the Indian Institute of Translation and Interpretation and the National Institute/ Institutes for Pali, Persian and Prakrit. Other bodies proposed include the National Mission for Mentoring, National Book Promotion Policy, National Mission on Foundational Literacy and Numeracy.

The NEP 2020, which proposes sweeping changes has caused quite the buzz since its introduction. The policy is supposed to address seven key issues of educational development namely easy access for the students, ease of participation, quality of courses offered, equity, system efficiency, governance and management, facilities of research and development, and financial commitment involved. Does NEP 2020 truly satisfy these criteria? What are the hits and misses of the policy?

The new policy proffers a single regulator for higher education institutions, multiple entry and exit options in degree courses, and discontinuation of MPhil programs, low stakes board exams, and common entrance exams for universities. It also aims to universalize access to school education at all levels, pre-primary to secondary level with 100 percent Gross Enrollment Ratio (GER) in school education by 2030 and proffer foundational literacy and numeracy for all.

The new policy proposes a shift from an assessment that is based on the outcome of a program to a year-round assessment structure. This entails reduction of curricular content and rote learning and supplements it with conceptual learning, experimentation, and critical thinking. The aim is for this era of Indian students to receive a holistic model of learning, well equipped with cutting edge skills necessary to excel in the 21st century.

Additionally, rigid demarcation of streams or subjects will be removed. There will now be flexibility to choose from interests within arts and sciences, vocational and academic streams as well as curricular and extra-curricular activities. Vocational education will begin from grade six and include 'Bagless days' or internship. This will open a real-world understanding of their subject of interest from local experts and inculcate sundry skills at an early age.

Another new feather in the new policy is adding coding as a subject from grade 6. In this increasingly technological era, coding may become the language of the future. And being well equipped in this will ensure no hindrances to innovation and creativity whilst promoting analytical and logical thinking. This new structure will not only be beneficial to school children but also be in tune with the best global practices for the development of the mental faculties of a child.

Prime Minister Narendra Modi stated that the new education policy will transform millions of lives towards making India a knowledge hub in an era where learning, research, and innovation are important. However, is there more to this policy that was unceremoniously approved by the Union cabinet without any discussion and debate? In India, education is a lucrative field for politicians as it gives them political and ideological mileage for years. While vital reforms needed in the education sector, such as widening the availability of scholarships, strengthening infrastructure for open and distance learning, online education and increasing usage of technology are reflected in the new policy, it is also a political document which can be apprehended from comments of political and ideological organizations.

The policy's causes for concern are being debated on all over social media with #RejectNEP2020 trending on twitter. According to the Indian constitution, regulations of different sectors of society are demarcated by three different lists, namely the Union list, the State list, and Concurrent list. As these names suggest, the Union government makes laws on matters in the union list, the state government makes laws on issues under the State list and both the union and state government govern matters under the concurrent list. When laws are to be made on topics under the concurrent list, it is first put up as a draft for a threshold period. This threshold period is to encourage suggestions and discourse from the states or eminent personalities from the respective field of the draft bill. Education is listed as a concurrent subject. However, the NEP 2020 was bypassed in the parliament, thereby violating the above code of conduct. A new policy introducing such substantial changes must undergo discourse in

the parliament. The government bypassed oppositions and objections of various State governments. Could this be a drive to substitute an already broken system of education with a centralized, communalized and commercialized education system?

While NEP 2020 aims for many much-needed positive changes, the backdoor passing of the bill and the possibility of amplifying existing fault lines in Indian society needs to be looked into. The policy will seemingly increase the economic divide in a country that is already divided by religion, caste, gender, and wealth. It makes it nearly impossible for disadvantaged classes to climb up the social ladder.

The NEP supposedly envisages decolonizing young Indian mind; however, in reality could that translate to the saffronisation of education? Earlier this year crucial topics for students, such as democratic rights, challenges to democracy, citizenship, food security, gender, religion, caste, and secularism were dropped from the syllabus. Are all of these moves stepping stones to achieve saffronisation? In this scenario holistic, interdisciplinary, multidisciplinary, overall learning could possibly be a front to cover all the above aspects. It will take years before the policy goes into full swing and only then will these complexities become apparent. The method of implementation will determine its successes and failures. The flaws in this policy need to be addressed with deliberation through proper code of conduct to reduce the current shortfalls.

Conclusion

NEP 2020's vision and commitment towards research and development of science and technology is reflected in terms of the provisions of the National Research Foundation (NRF) and the National Educational Technology Forum (NETF). The well-thought emphasis in the policy on nurturing creativity and critical thinking along with encouraging logical decision-making and innovation in the social and education domains, another game-changing policy aspect is the provision of multiple exits and entry points. This will help students to pursue a course of their choice at their own pace without getting affected by the impacts of their personal circumstances. If a National Education Fund (NEF) can be established to cater all the financial needs of economically constrained students, it can help the government achieve its ambitious target of 100% Gross Enrolment Ratio for all school education by 2030.

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Innovative ICT based Teaching, Learning and Evaluation Pedagogy in higher Education

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Abstract

The use of ICT in teaching learning process ICT make processes easier tounderstand through drills and simulations that again contribute to learning environment in higher education . Thus, ICT may function as a facilitator counsellor of active learning and abstract thinking. The integration of information and communication technologies can help teachers and students in higher education system . This can help to enhance the quality of education by providing curricular support in difficult subject areas in higher education . Teachers generate ICT can evaluate the students and curriculum, pedagogy etc. ICT can solve the pedagogical issues of curriculum. ICT can be implemented in teaching and learning process through the smart board, laptop, tab, computer etc .TPACK(Technological Pedagogical Content Knowledge) also helps in higher education is used for assessment of teachers and it can be used for improving teaching strategies for teachers .This innovative teaching technique has potentiality to adopt to the students student's instructional needs in the classroom situation. It is a fact that the teachers have to adopt technology as an compound tool in the field of teaching and learning process of education. So a teacher may be called as a, "Teaching Technician" as the students need notdepend only on his teachers.

Keywords: ICT, Teaching and learning, Evaluation

Meaning of ICT:-

Information and Communication Technology can simply be defined in its simplest form as an electronic medium for creating, storing, manipulating receiving and sending information from one place to another.It makes message delivery faster, more convenient, easy to access, understand and interpret. It uses gadgets such as cell phones, the Internet, wireless network, computer, radio, television, Satellites, base stations etc. These resources are used to create, store, communicate, transmit and manage information

Significance of Technology in Teaching learning Process :-

. Electronic learning :

The ICT has facilitated learning of the learner by catering to different styles that the learners possess. Before the induction of technology in education, teachers had to spend many nights developing in lesson trying their hand at drawing 3D visuals for the student, and repeating the concept delivered in the class. The use of technological instruments in the classroom by the teacher reduces the "generation gap" between teacher & students as the students would feel that their teacher is moving with the times and is well equipped to prepare them for the 21st Century skills. Dimensions of

Technology Strategies Use in Teaching – learning :- Today teachers use electronic medium for the teaching – learning process in the classroom. Every teacher should use all kinds of educational technology in his teaching strategy

a] E-learning involves more than just the presentation and delivery of the materials using the web: the learner and the learning process should be the focus of E-learning. It is also known as online learning.

b) Ubiquities Learning :- It means “everywhere learning”. It fulfills E-learning□s promise of “anytime, anywhere and any context”.

c) Virtual learning :- Virtual learning refers to all learning activities that occur in noncontiguous educational settings where the learners and their teachers are separated temporally and spatially. It is used effectively, then it change the entire teaching and learning experience by making learning very invigorating, vibrant and real

d) Blended Learning : Blended learning is a face–to–face classroom interaction with online learning. Sometime it is also called “Hybrid learning”. It include a mixture of face-to-face classroom, self- paced learning and online classroom

e) Blog : The term web–blog refers to a simple webpage consisting of brief paragraphs of opinions, information, personal diary entries, or links called posts. The education Blog can be a powerful and effective technology tool for teaching and learning process.

f) Wiki : A wiki is a web page or set of Webpage that can be easily edited by anyone who is allowed access. Wiki affords the opportunity to offer collaborative, constructive learning more extensively in our teaching- learning environment.

g) Collaborative Learning : It is the acquisition by individual□s of knowledge, skill and attitudes occurring as the result of group interaction.

h) M-learning : It is one of wireless technologies which are used anywhere, anytime and by anybody. It means “Learning on the move”.

Types of e learning

Some educationists have identified types of e-learning according to learning tools, and learning content. 10 easily identified thetypes of e-learning.

1. These are the 10 different types of e-learning
2. Computer managed instruction (CMI)
3. Computer Assisted Instruction (CAI)
4. Synchronous Online Learning
5. Asynchronous Online Learning
6. Fixed E-Learning
7. Adaptive E-Learning
8. Linear E-Learning
9. Interactive Online Learning
10. Individual Online Learning
11. Collaborative Online Learning

Alternatively, some educationists have chosen to classify e-learning types more simply. Theyidentify just two primary types of e-learning: computer-based e-learning and internet-based e- learning. Differentiates e-learning from online learning, the two of which are often incorrectly used interchangeably. Some forms of e-learning such as CML and CAL these are famous e learning methods

APPS FOR EVALUATION OF STUDENTS

Following apps are useful for evaluation of students and these apps helpful for student for gaining the knowledge

1. Lino A virtual cork board of sticky notes so students can provide questions or comments on their learning. These can be used like exit tickets or during the course of a lesson.
2. Mentimeter Allows you to use mobile phones or tablets to vote on any question a teacher asks, increasing student engagement.
3. Micropoll A great tool for quickly creating polls and analyzing responses. Polls can be embedded into websites as well.
4. Miro Teachers can invite students and collaborate with the whole class in real time.
5. Naiku Teachers can easily and quickly create quizzes that students can answer using their mobile devices. Great for checking for understanding before and after a lesson.
6. Nearpod This tool is nice in that you can not only gather evidence of student learning, like an all-student response system, but also create differentiated lessons based on the data you collected.
7. Obsurvey Create surveys, polls, and questionnaires quickly and easily.
8. Padlet Provides an essentially blank canvas for students to create and design collaborative projects. Great for brainstorming.
9. Pear Deck Plan and build interactive presentations that students can participate in via their smart device. It offers unique question types.
10. Peergrade A platform that allows teachers to create assignments and upload rubrics. Students upload work and are anonymously assigned peer work to review according the rubric.
11. Piazza A platform that allows teachers to upload lectures, assignments, and homework; pose and respond to student questions; and poll students about class content. This tool is better suited for older students as it mimics post-secondary class instructional formats.
12. PlayPosit An interactive video and assessment tool that allows teachers to add formative assessment features (pauses and questions) to survey what students know about the topic. Teachers choose from a library of video content from popular sites such as YouTube, Vimeo, and others.
13. Plickers Allows teachers to collect real-time formative assessment data without the need for student devices. Perfect for the one-device classroom.
14. Poll Everywhere Teachers can create a feedback poll or ask questions. Students respond in various ways, and teachers see the results in real-time. With open-ended questions, you can capture data and spin up tag clouds to aggregate responses.
15. Pollmaker A popular polling tool that has some unique features, such as allowing multiple answers to one question.
16. ProProfs Build and test knowledge with quick quizzes, polls, and surveys.
17. Quia Teachers can create games, quizzes, surveys, and more, and they can also access a database of existing quizzes from other educators.
18. Quick Key Helps teachers with accurate marking, instant grading, and immediate feedback for better student engagement.
19. QuickVoice Recorder Allows you to record classes, discussions, or other project audio files. You can sync your recordings to your computer easily for use in presentations.
20. Quizalize A great tool that allows teachers to easily create quizzes and homework for students. Teachers can then see how the students did and identify areas for improvement.

Impact of using ICT in teaching learning process:-

1]Teachers using ICT can plan and prepare lessons more efficiently and more effectively
2) Teachers become multi facilitators.
3) It helps to promote interdisciplinary approach.
4) Teaching learning enterprise become more result oriented.
5) Help the teachers in guiding the students needs and explore in the learning process
Limitations in the use of ICT in Teaching learning process
1) ICT facilities are not available in the school.
2) There is a wide spread ignorance about the use, applications and advantages drawn out the part of the teachers, head of the institutions and educational authorities.
3) There is fear and apprehension on the part of teachers for losing their dominance over the teaching learning activities.
4) Teachers do not want to have transition or switch over to new methologies.
5) Many of the students also re not in favour of the transition of their role to the active independent enquires and discoverer of the knowledge

Conclusion:-

So, we can say that the use of ICT has great potential inpreparing students for facing various challenges and responsibility to be fulfilled by them. Transition, Transportations and revolution in the scenario of today's educational system. So, the teachers have to realize that if the students are to achieve a high level competency then they have no other choice, but to adopt ict as an integrated tool in the field of education.

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The National Education Policy (NEP) 2020 - Galvanizing the Rusting Higher Education in India

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Abstract

The education goals and developmental goals of a nation are met by dedicated and competent teachers. Unfortunately teachers have become puppets of the system. The high expectations of students, parents and society on the whole are diluting the core duty of a teacher. The education system needs to grease the wheels rather abandoning to rust. All changes are not beneficial similar is the change of research activity in the teaching profession. Research definitely compliments teaching but not necessarily to every teacher. Research seems like a cliché, lamentably true. There is an urgent need to facilitate teacher instead being demanding. There is a desperation and pressure of research publication among academicians instigated by institutions. The higher education is facing unprecedented challenges and need adaptation with the major challenge of the pandemic, COVID-19. The NEP has brought tremendous changes in the system of higher education aiming to improve. One of the core objectives of the policy is about generating and sharing ideas. On the contrary, quality research in India principally hinges on doctoral research work (leading to the award of doctorate credentials) produced by the universities that follow UGC regulations.

Keywords

Higher Education, National Education Policy (NEP), Cobra Effect, Pandemic, COVID-19, Research, University, University Teachers,

Introduction

Teachers are the builders of nation (Patel, 2018). The education goals and developmental goals of a nation are met by dedicated and competent teachers. Unfortunately teachers have become puppets of the system. The high expectations of students, parents and society on the whole are diluting the core duty of a teacher. The education system needs to grease the wheels rather abandoning to rust. Developments in industry and corporate is a constant pressure on teaching service to prepare the students to a certain standard wherein after completion of education they could either survive or sustain or dominate the market. Though teachers are not part of the technological or

industrial innovation but are surely the wellsprings. Teachers are required to learn new skill sets associated with latest technology, pedagogical prospects, contemporary knowledge alongside the advanced networked form of knowledge and last but not the least the mushrooming societal expectations towards teachers. It is quite impossible for every teacher to have all the mentioned competencies nonetheless teachers are expected to evolve throughout their career and thrive to achieve as many as possible. The struggle to satisfy all and selfless work builds stress among teachers causing the core characteristic of teaching to wane.

Higher Education

Teaching is an age old profession involving jillion transitions yet sole objective of imparting knowledge. Teaching fraternity is that faction of society which moulds the future generations but wistfully this faction itself is undergoing into bodies emitting frustration, anger, negativity, and alike. Genesis of development and innovation brought in yet another transitional change in the teaching profession known as "Research". One such dilution is research in teaching. Research seems like a cliché, lamentably true. There is an urgent need to facilitate teacher instead being demanding. New reasons of teacher stress are gushing out in the name of development and innovation, one among them is "Research". A teacher has to comb through existing competencies and develop required skill set to be a researcher. According to Chakraborty and Biswas (2019) adroit teaching and research are highly inclined towards the infrastructure facilities and working climate. Similarly Chakraborty and Biswas (2019) explored the determinants that galvanize teachers to research and learn so as to enhance the teaching quality. Compulsions and deadlines of research should be replaced by facilitation and freedom for true research beneficial to both teaching and development (Chakraborty & Biswas 2019; Postholm, 2009). Every individual is adept in unique ways; responsibility to identify the right employee with required skill remains on management. Thus are teachers with different set of teaching and research skills. Research is a multidisciplinary study. It involves not only the study of research subject but also the knowledge of research methodology and statistics, initially to understand the literature related to research question and later to apply on the research problem to get the result. Few teachers might be good at research subject but lack methodology or statistical knowledge and vice versa. It can be concluded that either to learn or implement what is known it requires time and energy which is limited among teachers and finally Stress is inevitable for teachers with more experience and research skills due to expectations by management/universities. All changes are not beneficial similar is the change of research activity in the teaching profession. Research definitely compliments teaching but not necessarily to every teacher. Universities, reputed B-Schools and eminent educational institutions should take initiative by adopting latest technology to enhance learning and teaching experience (Mukherjee & Kalai, 2017). Research publication has become a race for recognition and socio-economic benefits instead of search of truth, creativity and contribution to knowledge.

The Cobra Effect

There is a desperation and pressure of research publication among academicians instigated by institutions demanding publication for appointment rather on the qualification. University's internationalization, University Rankings, as a reference for performance, competition to increase the number of indexed documents and the number of citations in Scopus, research performance and publication measurement system and finally education system does not actually encourage researchers to improve the quality of their work, but instead leads to excessive obsession in pursuing

promotions and incentives to sacrifice their own integrity (Zein, 2018). This demand developed a cobra effect with emerging predatory journals and resulted in the following;

1. Fake impact factors
2. Fake indexing
3. Duplicate journals
4. Cloned journals
5. Fake editorial board
6. Research papers at sale
7. Fake memberships
8. Fake reviewer ship
9. Dubious journals
10. Thesis for sale

The Pandemic Effect

The higher education is facing unprecedented challenges and need adaptation with the major challenge of the pandemic, COVID-19. The deadly virus forced education officials forced to cancel classes and close the doors to campuses across the world. In addition, US institutions have switched classes to online learning, cancelled spring break trips and students studying abroad in China, Italy and South Korea have been encouraged to return home to complete their studies. In response to the growing coronavirus outbreak class closures, dips in enrollment of a new semester and cancellations may be temporary; it's hard to foresee whether the novel coronavirus will result in long-term disruption to the higher education system. Travel restrictions, student retention and student attraction are big issues now. While the majority of colleges and universities around the world integrate some form of online education into their coursework, moving all programs online may prove challenging. While some universities may already have strong online systems, smaller universities may struggle under the weight of the demand. University course creators should work closely with their IT departments to ensure their programs are able to be supported online. Universities and colleges yet to implement changes to campuses in response to the novel coronavirus should take cues from others who have already taken action. They should analyze the steps already taken by other educators to understand what has worked, what hasn't worked and how to tackle the challenges they may face. With the spread of the disease expected to worsen before it gets better, administrators should take quick action to safeguard their campuses and students in preparation for potential closures.

The National Education Policy (NEP) 2020

The NEP has brought tremendous changes in the system of higher education aiming to improve it with the goal of "creation of greater opportunities for individual employment". A change has also been made to the regulatory system, with the National Higher Education Regulatory Council (NHERC) set to function as one single regulator for the higher education sector, including teacher education except medical and legal education (Roy, 2020). All the higher education institutions to be consolidated into three types of institutions:

1. Research Universities - equal focus on research and teaching
2. Teaching Universities - primary focus on teaching with significant focus on research
3. Autonomous degree-granting colleges - almost exclusive focus on teaching

All fresh Ph.D. entrants, irrespective of their discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems,

communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose (MHRD, 2020; UGC, 2020).

The National Education Policy (NEP) 2020 is an attempt to remodel the whole education system. One of the core objectives of the policy is about generating and sharing ideas. On the contrary, quality research in India principally hinges on doctoral research work (leading to the award of doctorate credentials) produced by the universities that follow UGC regulations (Panda & Jena, 2020). To strengthen quality research and refine higher education, the NEP 2020 has recently brought many changes. They are:

1. Introduction of credit-based courses and hours in teaching, education and pedagogy for PhD students. The policy suggests mandatory engagement of teaching assistantship and assistance to faculty;
2. PhDs in multidisciplinary and professional areas such as in the field of healthcare, agriculture and law have to be included by all universities.
3. A person undertaking a Ph. D should have either a master's degree or a four-year bachelor's degree with research, and the M. Phil degree will not be continued.

For growing and catalyzing quality research in the nation, the NEP 2020 envisions the establishment of a National Research Foundation (NRF) with the aim of allowing a culture of research to permeate our universities.

Discussion and Conclusion

Higher education of any nation is the source of development and growth. More efficient the workforce is, more efficient would be the development and growth whether it be economic, financial, industrial or social. Education system is ever evolving. The dynamic nature of education system requires amendments for improvements. Research publications as criterion for employment and promotions among academicians created a cobra effect. Higher education teachers were exposed to job insecurity irrespective of credentials. There has always been an external and internal factor challenging the higher education like, expansion, development, research, collaborations and also catastrophes. Never ever in the history has ever happened that a disease closed the gates of educational institutes. The catastrophe of the pandemic, COVID-19 has shaken the education system especially the higher education. Social distancing and lockdown confined teachers to their homes. The experts in information technology identified the scope amplifying the business of predatory journals. Cheap, quick and easy publications at the click were brought to the work tables of teaching professional. The vulnerabilities of external and internal factor challenging the higher education were rescued by attempts The National Education Policy (NEP) 2020. Assuming this would not result in another cobra effect, higher education is safe for today the least.

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"Feedback analysis of B.Ed. Trainees about online-teaching-learning-process during Covid-19" : Influence of Covid-19 on Teaching-Learning Process.

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Introduction :

The whole world is facing an unprecedented setback due to Covid-19 pandemic this year. And Education can't be an exception to it. After initial 2-3 months' lockdown now the life is gradually marching ahead. Likewise the 'Education' has also started gearing up the teaching-learning-process acquiring-adopting-adapting possible ways and means. Of course the very nature of the pandemic and its spreading causes has compelled the stakeholders of education to follow SOP laid down by MHA maintaining adequate physical distance thereby treading the 'online-distance-mode' of education.

The present paper aims to put-forth the findings of the study conducted on the 'Feedback analysis of B.Ed. Trainees about the online-teaching-learning-process during covid-19', on the basis of factual experiences they had during last few months. The author, as a teacher-educator, tried varied ways and means to transact the B.Ed. (Second-year) curriculum in S.M.T. Government College of Education, Kolhapur, affiliated to Shivaji University, Kolhapur and the scenario unveiled is depicted as follows.

Statement of the Research Problem :

"*Feedback analysis of B.Ed. Trainees about online-teaching-learning-process during Covid-19*"

Objectives of the study :

1. To study various plausible online teaching-learning modalities pertaining to Covid-19 pandemic.
2. To develop e-learning resources on the selected units to transact B.Ed. Curriculum online.
3. To study the problems faced by the trainees in participating the online teaching-learning-process.
4. To study the opinion of B.Ed. trainees about online teaching-learning-process.
5. To analyze the response of B.Ed. trainees about the online-teaching-learning-process.

Assumptions :

1. The Centralized Admissions to B.Ed. (First year) course generally gets prolonged till September end; and considering the ongoing pandemic situation it may still get delayed till Nov-Dec end.
2. The B.Ed. (Second Year) curriculum for third semester is partly about the pedagogy of school subjects and is theoretical in nature, whereas the 'internship' the practicum part is totally dependent on schools.
3. The B.Ed. trainees possess smart phones with internet connectivity and are well acquainted with online communication using various social-media; and are in good touch with the college through these online platforms / social media.
4. The colleges are expected to carry on the academic endeavor as per UGC, Directorate of Higher Education, M.S., Pune and Shivaji University, Kolhapur guidelines promoting online-education.

Research Questions :

1. What are the teaching-learning options available for a teacher-educator stranded at home in lockdown due to Covid-19 pandemic?
2. How far the B.Ed. trainees are comfortable in receiving online education?

i.e.

What problems do they face in participating in online-teaching-learning process?

3. What is the opinion of B.Ed. trainees about online education?
4. How do they compare the online teaching-learning process with traditional one?

Operational Definitions of key words :

- Feedback analysis : The percentage of responses of the B.Ed. trainees about the online teaching-learning-process they are undergoing since last three months.
- B.Ed. Trainees : The students undergoing B.Ed. (Second Year) course in Shree Maharani Tarabai Government College of Education, Kolhapur in 2020-21.
- Online-teaching-learning-process : The teaching-learning process through social media like WhatsApp, through LMS like Google-Classroom, through video conferencing like Google meet or Zoom and through other electronic platforms like e-mail & telephonic conversations.
- Covid-19 : The worldwide pandemic spread over due to 'Corona-virus' originated from Wuhan, China.

Scope & Limitations :

- The study is conducted over all the B.Ed. (Second Year) trainees of Science Methodology in S.M.T. Govt. College of Education, Kolhapur in 2020-21, which could have been extended to such other 'subjects' from other B.Ed. colleges too.
- The study involves the teaching-learning resources developed for online education by the author (teacher-educator) on the course, 6b-I : Pedagogy of School Subjects : Science, as per Shivaji University, Kolhapur's in-force syllabus.
- But the quality of resource material could have been still better, had the author got sufficient time and could get proper technical syndicating support for developing it.

Methodology adopted :

The author used surveyed the responses from the B.Ed. trainees through online Google forms (questionnaire) after using different approaches in online teaching-learning process.

At the first instance, the students were given an assignment and some reference textual material (book) in the form of PDF. Secondly the next assignment was supplemented by query solving session in addition to some reference textual material. Thirdly next assignment was supplemented by YouTube VDOs. Afterwards the next assignment was supplemented by Google-meet and Zoom lectures using PPTs and live Question & Answer sessions.

Analysis of Data & Statistics used : Some of the important question-wise responses collected and percentage are as follows.

Online Text resource	Not at all	Somewhat	Moderate	Very Much	Completely
How far did you understand the unit-5?	00%	07%	07%	64%	22%

Opinion about Comparative usefulness	Online	Traditional
Online Textual material v/s Traditional Method	08%	92%

Online Text resource + You Tube VDOs	Not at all	Somewhat	Moderate	Very Much	Completely
How far did you understand the unit-6?	00%	00%	14%	58%	28%

Opinion about Comparative usefulness	Online	Traditional
Online Textual material + You Tube VDOs v/s Traditional Method	24%	76%

Online Text resource + G.Meet / Zoom + PPT	Not at all	Somewhat	Moderate	Very Much	Completely
How far did you understand the unit-7?	00%	00%	13%	46%	41%

Opinion about Comparative usefulness	Online	Traditional
Online Text + G.Meet / Zoom + PPT v/s Traditional Method	36%	64%

Sr	Problems faced in online Tg-Lg-Pr	Responses
1	Network and Connectivity problem	100%
2	No natural communication	50%
3	Home environment not conducive	29%
4	Lack of Motivation	22%
5	Communication Gaps	22%
6	Lack of Motivation	22%
7	Instantaneous doubts not cleared	22%
8	Not suitable for Practicals	22%
9	Health Hazards due to Mobile / Laptop use	18%
10	Economic Constraints	18%
11	Time Constraints	18%

Findings : On the basis of responses some interesting findings are out as follows-

Problems faced by students / B.Ed. trainees :

- The network and connectivity problem is the prime hindrance in online education.
- The online communication lacks in natural character as there is lack of motivation, communication gaps and less opportunities to get the doubts cleared instantaneously.
- The home environment is not always conducive for study (noise) and the practicum can't be completed virtually in teacher-education course.

- There are health hazards due to over exposure to Screens and long sittings, also there is financial problems along with time constraints in online learning.

Opinion about online education of B.Ed. trainees :

- The B.Ed. trainees rate the various online modes of teaching learning in ascending order to start with Online Textual material as least effective than Online Textual material + You Tube VDOs; where as Online Text resource + G.Meet / Zoom + PPT is most effective among all the above stated online modes.
- It is interesting that compared to various modes of online teaching-learning, the B.Ed. trainees think that traditional real-classroom education is far better than all other alternatives.

Conclusion :

Thus the study reveals from the valuable feedback from the B.Ed. trainees that the main problem in on-line education is non-availability of good to better quality technological resources (with high speed internet) and there is need of developing better to best quality of e-resources to foster online education. Even the author could enter into this endeavor after reasonable hands on the LMSs and other soft-wares concerned with the online education during the lock-downs declared by the Govt of India.

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https://youtu.be/L-nd439Bg4E
https://youtu.be/6Wd6L8ueaBk
https://youtu.be/nWLZ9ZGU0y0
https://youtu.be/3fabpZFaB6s
https://youtu.be/bDaAs6WGBv0
https://youtu.be/OkcrAop82P8
https://youtu.be/9mas7Pn-gnY
https://youtu.be/v9FIE0-1IWU
https://youtu.be/JU5kHeLL1l4

https://youtu.be/leOfh2EuOpA
https://youtu.be/sncy76QkguM
https://youtu.be/eO_svGCPDpQ
https://forms.gle/jvUYhtV5GpyhCrrL7
https://forms.gle/CFMd2v4YMmQ8VSn26
https://drive.google.com/file/d/1bHdyYAJWWcRabTIe4ATwbfyirFJCcEiq/view?usp=drivesdk

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INFLUENCE OF COVID-19 ON HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES

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Abstract:

Covid-19 has severely affected the total educational system of India as well as the globe. It has created an unprecedented test on education. In many educational institutions around the world, campuses are closed and teaching-learning has moved online. Internationalization has slowed down considerably. In India, about 32 crore learners stopped to move schools/colleges and all educational activities brought to an end. Despite of all these challenges, the Higher Education Institutions (HEIs) have reacted positively and managed to ensure the continuity of teaching-learning, research and service to the society with some tools and techniques during the pandemic.

According to a report of the Ministry of Human Resource Development, Government of India conducted a survey on higher education and observed that there are 993 universities, 39931 Colleges and 10725 Stand Alone Institutions listed on their portal, which contribute to education. These institutions further reflect the student density of India as the total enrolments in higher education every year are nearly 37.4 million, reflecting the expanding horizons of the education industry. The sector was seen catching pace by the passing day until Corona virus impacted the country intensely.

The current pandemic is not only seen affecting the health of the citizens in the country but is also seen hindering various industries and shaking them to their roots. The national lockdown and the ascending health crisis were striking the education of the students as well, with their universities being shut and their syllabi stranded, until the industry decided to initiate a revolution instead. The educational reform in India in the COVID-19 era seems to be a live example of how need truly is the mother of invention or reinvention, in this scenario. Allowing educational institutions to adopt online learning and infuse a virtual study culture, the pandemic is already steering the sector forward with technological innovation and advancements.

Keywords: Covid-19, higher education, impact, challenges, opportunities, online education

Introduction:

The spread of pandemic Covid-19 has drastically disrupted every aspects of human life including education. It has created an unprecedented test on education. In many educational institutions around the world, campuses are closed and teaching-learning has moved online. Internationalization has slowed down considerably. In India, about 32 Crore learners stopped to move schools/colleges and all educational activities brought to an end. Despite of all these challenges, the Higher Education Institutions have reacted positively and managed to ensure the continuity of teaching-learning, research and service to the society with some tools and techniques during the pandemic.

The Covid-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. The pandemic has been steering the education sector forward with technological innovation and advancements. The pandemic has significantly disrupted the higher education sector. A large number

of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, there will be a significant decline in the demand for international higher education also.

Objectives:

The present study is focused on the following objectives:

1. Highlight the impact of Covid-19 on higher education sector.
2. To enlighten the various challenges and opportunities
3. Giving few suggestions for continuing educational activities

Methodology:

Various reports of national and international agencies on Covid-19 pandemic are searched to collect data for current study. Information is being collected from different authentic websites, journals and e-contents relating to impact of Covid-19 on higher educational system.

Influence of covid-19 on higher education:

Covid-19 pandemic-impacted higher education will be different mainly in the mode of teaching and evaluation. Nationally there was a call for a de facto switch to virtual teaching, learning and evaluation, pushing a huge number of teachers into an unfamiliar mode. Online mode, formerly allowed only in open universities and varsities graded 3.5 onwards, is now licensed for all universities to run their UG and PG programmes accordingly.

It appears that the contingent situation will predictably divide higher education institutions into two types: a) covering humanities and social sciences taught informally through virtual mode, less expensive and meant for liberal arts and social sciences and (b) covering pure sciences professional disciplines excluding law. Virtual higher education can never match the one imparted through campus-based real classroom that is distinct for various critical aspects of rigorous learning. Students of eminent universities enjoy the advantage of in-face interactive learning distinct for criticality and creativity of the campus.

Immediate post-pandemic change:

The immediate post-pandemic change in campus-based education will be behavioural, distinct for physical distancing, masking and sanitising; bringing about rearrangements in classroom, library, laboratory, common rooms and just about everywhere. In the given situation all this will be formally insisted upon, but as mere rhetoric implying the real to be inevitably dubious. A likely development is the operation of the new time schedule, enabling the execution of the 'Earn While You Learn Scheme.' Several interdisciplinary programmes in emerging areas, hoping better employability will be in vogue as offered in blended mode.

Consequences:

Online teaching and evaluation, pushed as a new normal under the pretext of the pandemic crisis, upset objectives of access, equity and excellence in the higher education sector. About 30 per cent of students at home under lockdown are not able to access online lessons due to lack of internet connectivity. Further, a massive shift to online mode will be tantamount to making one-third of the teaching faculty redundant, a strategy likely to be adopted for public expenditure cut under the crony-capitalist setup.

The Covid-19 induced virtual mode will bring about several transformations in the concept of higher education institutions, their clientele and practices. Competence in teaching, learning and evaluation will be e-competence. Likewise, learning outcome will be computational, teaching ICT-

linked, evaluation online, quality e-competency related, access technology dependent and equity a mere rhetoric.

Professional online:

Differences between online and classroom teaching are not merely confined to the medium and environment. There are differences in the art or science of teaching, designing learning outcomes, techniques of communication, ways of facilitating learning and methods of evaluation. It is important for teachers to be formally accustomed to the art, science and methods of ICT-based pedagogy to become effective in virtual teaching.

Educational assessment system:

Most of the external examinations have been postponed and almost all the internal assessments have been cancelled. The cancellation of assessments has negative impact on students' learning. Many institutions have been managing the internal assessments through online mode

Reduced employment opportunities:

Many entrance tests job recruitments got cancelled which created negative impact with a great challenge in the life of a student of higher education. The Indians who have been doing their jobs abroad became upset of their job withdrawal also. In India, there is no recruitment in Govt. sector and fresh graduates are in pressure of fearing withdrawal of job offers from corporate sectors because of the pandemic situation. Many students may lose their jobs from India and overseas. The pass out students may not get their job outside India due to various restrictions caused by Covid-19. All these facts imply towards increase of unemployment rate due to this pandemic.

Online as the new normal:

Hailed as a more effective, quick and less expensive mode, online teaching/learning is being given precedence over the campus mode as the new normal. It has been suggested that a single podcast at the national level hosting the entire course material for smart teaching can ensure quality. Now, there is the UGC platform called **SWAYAM** offering several open online courses.

Challenges:

The spread of the novel corona virus has rapidly upended the higher education system. Students have vacated their dorms, classes are moving online, and graduation ceremonies have gone virtual. Yet beyond the public health considerations, colleges and universities face myriad challenges that could fundamentally alter the nation's higher education landscape. As the economic fallout of COVID-19 unfolds, policymakers should carefully consider how federal policy can best address these challenges.

Quality Concerns for Learning:

Movement toward remote learning has raised questions about the value of online education. Media outlets have reported on the fundamental challenges facing students, many of whom do not have access to the technology or a high-speed internet connection needed to complete their coursework. Just over 15% students were enrolled in fully online programs.

Inefficiencies Surrounding Credit Transfers

Passive learning by students:

The sudden shift to online learning without any planning, especially in countries like India the backbone for online learning was not ready and the curriculum was not designed for such format. Most of our students becoming passive learners and they seem to be losing interest due to low levels of attention span. Added to this is that we may be leaving a large proportion of the student population untouched due to the digital divide that is part of many developing nations including India. We are now

beginning to realize that online learning could be dull as it is creating a new set of passive learners which can pose new challenges.

Unprepared teachers for online education:

Online learning is a special kind of methodology and not all teachers are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Thus, most of the teachers are just conducting lectures on video platforms such as Zoom which may not be real online learning in the absence of a dedicated online platform specifically designed for the purpose.

Changing format of student recruitment:

Universities and colleges worldwide are facing a major risk in the area of student recruitment and retention.

The risk of losing students is so high that they will need to re-look at their admission practices, admission criteria and the overall recruitment process itself which will include, new methods of outreach and application process itself.

Declining Institutional Revenues:

COVID-19 has placed enormous pressure on institutions' balance sheets, Colleges and universities are highly dependent on tuition revenues to fund their operating budgets, but surveys suggest that college students are unlikely to enroll this fall. These enrollment declines would leave the system with an estimated $23 billion shortfall for the coming academic year.

Deteriorating Financial Circumstances among the Students:

Around half of high school seniors and current college students report that the virus has impacted their family's financial situation, which means many students will likely need more aid than originally anticipated. This will put further pressure on institutional resources.

Administrative challenges.

Large-scale implementation would pose an administrative burden, not to mention significant action and advocacy on the part of students who must initiate this review them self.

Opportunities:

Any change that is so disruptive is also likely to bring with it some new opportunities that will transform the higher education system worldwide and especially in a country like India which is planning to bring about a planned reform in this sector.

Rise in Blended Learning:

Universities and colleges will shift to a model of blended learning where both face to face deliveries along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring them self to the level that would be required.

Learning management systems to be the new norm:

A great opportunity will open up for those companies that have been developing and strengthening learning management systems for use by universities and colleges.

This has the potential to grow at a very fast pace but will have to be priced appropriately for use by all institutions.

Improvement in learning material:

There is a great opportunity for universities and colleges to start improving the quality of the learning material that is used in the teaching and learning process. Since blended learning will be the new format of learning there will be a push to find new ways to design and deliver quality content

especially due to the fact that the use of learning management systems will bring about more openness and transparency in academics.

Rise in collaborative work:

The teaching community to a large extent has been much insulated and more so in a country like India. There is a new opportunity where collaborative teaching and learning can take on new forms and can even be monetized.

Massive rise in teleconferencing opportunities:

It is expected that there will be a massive rise in teleconferencing opportunities which can also have a negative impact on the travel. A large number of academic meetings, seminars and conferences will move online and there is a possibility that some new form of an online conferencing platform will emerge as a business model.

Suggestions:

1. Policy should be adopted by Government/educational institutions to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged and remain safe during pandemic.
2. Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and research projects.
3. Many online learning platforms offer multiple programmes on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of programmes may differ across different online learning platforms. Therefore,
4. Establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed
5. Educators and learners should be trained to utilise online teaching learning process using technology.

Conclusion:

Although the long-term impact of COVID-19 on higher education remains to be seen, it is clear that we are entering a new reality characterized by increased reliance on technology and elevated financial pressures on both students and institutions. Policymakers should examine these critical issues and work in a bipartisan manner to ensure that the system has adequate resources and provides quality outcomes for students.

The spread of the novel corona virus has rapidly upended the higher education system. Students have vacated their dorms, classes are moving online, and graduation ceremonies have gone virtual. Yet beyond the public health considerations, colleges and universities face myriad challenges that could fundamentally alter the nation's higher education landscape. As the economic fallout of COVID-19 unfolds, policymakers should carefully consider about how federal policy can best address these challenges

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Online and Digital Education: Prospects and Challenges

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Abstract

With the growth of technology in our lives, there is an increasing need to adapt and accommodate digital methods of teaching learning. This revolution in education will enhance the conventional methods of teaching and learning in the classroom situation. Teachers can construct better pedagogical models to make the teaching learning process interesting and challenging. In this context, the author has focused upon Digital technology and learning and the theoretical approaches to digital learning. The various prospects and challenges faced by academicians, educators, teachers and learners in thesecircumstances are highlighted. This paper has wide implications in the present context where see a shift from classroom learning to digital learning.

Keywords: Digital technology, Digital Learning Connectivism, Online Collaborative Learning, Bloom's Digital taxonomy, Prospects and Challenges of Digital education

Introduction

Digital technology has brought a tremendous change in the education system and is considering a solemn transition in the process of digitization of education. Both teachers and students are continuous learners and hence should ensure greater participation and involvement in the teaching learning process. NEP 2020 is a transformative policy document, wherein every teacher is required to become more digitally empowered.

Digital Learning helps educational institutions to move to a transition to Blended Learning Model where classroom learning is supported and supplemented by digital solutions. Hence digital learning should be the core of every school's teaching learning methodology. The need for shift from rote learning to active learning in a classroom needs to be optimized by providing digital learning in classroom experiences.The use of mobiles and computers are considered a universal means of expression for accomplishment and dissemination of information.

UNESCO has estimated that over 1.3 billion children in 186 countries have not attended school since early March when the pandemic struck, hence the concept of online study and teaching acquired a life of its own. Hence, the factor of adjustment is very crucial both on the side of the teacher and the learner. In this context the author felt the need to study the prospects and challenges related to Digital Education.

Theoretical Approaches to Digital Learning

Connectivism

George Siemens and Stephen Downes proposed a theory for Digital Learning by denouncing the boundaries of behaviourism, cognitivism and constructivism. This theory is referred to as Connectivism which is related to social learning. Stephen Downes described it as " ....*the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks."*(Downes, 2007). Connectivism is characterized as the

augmentation of how a student learns with the knowledge and perception gained through the accumulationof personal network (Siemens, 2004).The learner can attain the perspective and diversity of opinion to learn to make critical and wise decisions. The learner can learn through collaboration.With huge databases available, the learner tries to seek further knowledge and interprets that knowledge accordingly. Connectivism is defined as actionable knowledge, where there is an understanding of where to find knowledge than what that knowledge encompasses (Duke, Harper and Johnston, 2013).The established learning theories of behaviourism, cognitivism and constructivism contribute in unique ways to design the online material, whereas, Connectivism provides technological opportunities to the learner to recognize and interpret patterns.

Online Collaborative Learning Theory

The combination of constructivist approaches to learning and the progress of internet developed a new form of constructivist teaching, formerly called as Computer Mediated Communication, now referred to as Online Collaborative Learning Theory described by Harasim.

According to Harasim,

"OCL theory provides a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by so doing, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer. While OCL theory does encourage the learner to be active and engaged, this is not considered to be sufficient for learning or knowledge construction. In the OCL theory, the teacher plays a key role not as a fellow-learner, but as the link to the knowledge community, or state of the art in that discipline. Learning is defined as conceptual change and is key to building knowledge. Learning activity needs to be informed and guided by the norms of the discipline and a discourse process that emphasises conceptual learning and builds knowledge"(Harasim, 2012). In online collaborative learning, the teacher is not replaced but the use of technologyis greater than before and communication is improved between teacher and learners, where learning is based on knowledge construction, assisted and developed through social discourse and scaffolding.

Bloom's Digital Taxonomy

Bloom's Revised Taxonomy is restructured to explain learning outcomes as technology advances. This taxonomy includes cognitive elements as well as methods and tooling. There are various key verbs under each of the taxonomic elements listed as digital additions. (Churches, 2007)

The digital additions are as follows:

Remembering: Bullet Pointing, Highlighting, Bookmarking or favouriting, Social Networking, Social Bookmarking and Searching or Googling

Understanding: Advanced searches, Boolean searches, Twittering, Tagging, Commenting, Annotating and Subscribing

Applying: Running, Loading, Playing, Operating, Hacking, Uploading, Sharing, Editing

Analysing: Mashing, Linking, Cracking, Mind Mapping and Reverse engineering

Evaluating: Commenting and Reflecting, Posting, Moderating, Collaborating and networking and Validating

Creating: Programming, Filming, Animating, Video Blogging, Mixing and remixing, Publishing, Videocasting, Podcasting, Dircting and Producing

The inclusion of collaboration as a digital addition in this taxonomy has greater value since it is a 21st century skill, a learner uses in the learning process that facilitates higher order thinking.

Prospects and Challenges of Digital Education

- Digital learning provides scope for Self Directed Learning in the 21st century. Learners are trained for Autonomous and Self Directed Learning through advances in modern technology in education which render a large amount of easy access resources, knowledge and information (Hegade, 2019). Learners take charge of their learning process in Self Directed Learning in association with digital learning. They take initiatives, accept responsibilities, persistent in efforts,, view problems as challenges, capable of self discipline and plan well for work completion.
- A chalkboard, books, memorization and homework are all about the traditional ways of learning. In the present context, our model of learning should change. Educational institutions should be ready for all the challenges to face towards digital revolution and thereby make our country digitally empowered. Digital empowerment should be based on the online learning styles of our learners (Juneja, 2019).
- Convenient and stress free education for both teachers and learners is one of the important advantages and revolution of online and digital education. Students can learn at their own pace. Thus the factor of individualised instruction is taken care of.
- Digital education focuses on integration of ICT in education. Online material could be structured in such a manner to make it more interactive and individualized. This is one of the most significant challenges for digital education. Every educator and teacher is compelled to get acquainted with the tools and techniques of the digitization in education, to organize lessons, plan learning activities, assign project work and implement assessment and evaluation techniques. Training teachers in this arena is the need of the hour. The present Teacher Education programme gives due importance in this context.
- Development of techno pedagogical skills is a paradigm shift in our educational system shaped by ICT and digitization and its application. In this technological revolution, the in service teachers come across various challenge to motivate and nurture our digital natives. They need to develop smart pedagogic skills and have an understanding of the diverse pedagogies and related practices (Paul and Thankachan, 2019).
- The extent to which our teachers are competent to make use of technology in teaching is to be taken care of. Also a study of the resources made available to teachers, identifying the drawbacks in the system, attitude of us of technology and the ability of accessing technology is a crucial aim and purpose of digital education.
- Social media is considered as an integral part of digital learning. There are various online platforms to have live video conferencing to conduct classes and have discussions. A large number of students and teachers exchange information and ideas. Thus the e-learning experience gives scope to Autonomy in learning.
- Learning becomes more interactive through the use of flipped classrooms and innovative digital aids. Learning takes place in the form of various interactive learning modules created by academicians and educators. Collaborative technologies could be used and learners can collaborate with others across the globe to work on assignments and projects.
- Massive Open Online Courses (MOOC's) provides the learner for self learning and individuals can upgrade their qualification, enhance knowledge and skills. It facilitates learners to learn at their own pace and time i.e. MOOC's are more convenient. Such kind of learning is also referred to as personalized learning.

- Audio video based learning as a part of the teaching learning process is interactive in nature. In this type of teaching methodology, the learners learn new concepts through various digital media. Game based learning will redefine the future of Digital Education.
- Digital technology will prove to overcome all language barriers since all material is available in all the regional languages.
- For effective digital learning internet infrastructure should be improved, reliable broadband connectivity has to be ensured, uninterrupted power supply has to be taken care of and digital devices should be accessible and economical.
- The teacher's role is highly significant and considered as one of the most important challenges of Online and Digital education. Prior preparation on the part of the teacher to prepare lessons and deliver content using the various pedagogical techniques has to be applied accordingly. Teachers also need to be trained in the use of technological devices with respect to both hardware and software. In this perspective, the training of pre-service teachers should be scheduled in the curriculum. Various government agencies, non governmental organizations and the management of schools should take initiative to train the in service teachers according to the need of the hour.

Conclusion

Changes in educational practices are gradual while technological developments are advancing. Appropriate integration of technology in all levels of education supports learning and development and improves the teaching, learning and evaluation process.

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"Aware but don't know" approach of students is the biggest challenge for higher education in the 21st century

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Abstract:

COVID-19 is an infectious viral disease caused by the SARS-CoV2 that posed a great health challenge for the people around the world. The rising number of cases and deaths of people due to COVID-19 is putting tremendous pressure on the scientific community for the discovery of anti-viral immunotherapy. But, delay in this process warrants us for adopting the approaches that can manage the situation meanwhile. One of these strategies is a complete lockdown. The complete closure of education institutional has opened the new era of online education and everyone is trying to adopt it. This study is an attempt to understand the feasibility of this approach among the various classes of students. Total 123 students have participated in this online study and shared their views about online education. It was found that students are aware of this scenario but it seems that majority of them are not ready for this new way of learning. And this might be the biggest challenge for higher education in the 21st century.

Keywords: COVID-19, Higher Education, Online Education

1. Introduction

COVID-19 has become a global emergency as the whole world is at high risk. The easy human-to-human transmission, longer incubation time (1-14 days), very mild symptoms similar to the common cold (no symptoms in 50% cases), and lack of information is increasing its risk[1]. The preventions including social distancing and lockdown are the best ways to stop its spreading, and treating the positive cases symptomatically with available resources. The indefinite lockdown is affecting the social-political-economic aspects of the whole world. The education sector is not untouched with this pandemic and lockdown has caused the complete shutdown of educational institutes. Although in India, we reached to unlock 4.0, and now everything is opening but school/colleges are yet to open. Authorities are planning various ways to solve this issue and re-open the educational institutes. But even if the colleges open, then there might be a fear of COVID-19 among students, parents, and teachers. "Online education" can address this scenario[2]. It is a flexible system for teaching and learning via the use of the Internet. It can be accessed through various means by using mobiles, laptops, and tablets. It provides teachers and students a chance to reach each other easily, promptly, and efficiently. It helps in taking lectures, conducting exams through assignments, tests, quizzes, and projects. It is easily accessible and can be learned as self-paced from anywhere. Therefore, the systems for providing online education are increasing rapidly. Due to increment in Information and Communications Technology and rapidly decreasing the charges of the Internet lead to smooth access to online education. However, online education has both positive and negative effects[2], but due to this COVID-19 pandemic and fear of getting infected, online education is here to stay.

Nowadays everyone is talking about online studies, therefore; a short study was conducted to understand the psychology of students for online methods of learning. The results of the study are very interesting and trying to represent the psychology, attitude, awareness, and difficulties of students towards online teaching, which lead to potential challenges to higher education in the 21st century.

2. Methods

2.1. Procedure

A survey that contained questions concerning online education and its awareness among the students was designed. The study was conducted from the 6th of September 2020 to the 7th of September 2020 (during unlock 4.0). For the questionnaire, one Google form was created and circulated among students of various classes, regions, and age through online platforms such as Whatsapp and email. No face-to-face contact or physical interaction was done for this study. The survey created a database of respondents based on their locality, education, awareness, attitude, and thinking related to online education.

2.2. Participants

The study was divided into two major groups based on the locality of students: rural and urban. Further different categories such as 12^{th} pass, UG, PG, Ph.D., and others were formed. A total of 123 participants completed the survey. Out of which, 57 were males, 66 were females. From the sample, 5 have age less than 18 years, 106 have age between 18 to 25 years, and 12 have age between 25 to 30 years. Similarly, 18 were urban, 105 were rural, 24 were 12^{th} pass, 85 were UG students, 12 were PG students and 2 were others.

2.3. Study measures

To study the awareness among students towards online education an online survey having self-developed questions was circulated. The questionnaire included basic socio-demographics question (e.g., name, age, gender, locality, education), the effect of COVID-19 lockdown on students, parents, and education processes, the necessity of institutional closure, their feeling during this closure, other effects (e.g., social, economical, health, residents), attitude towards online education (e.g., first response, like/dislike, cost), awareness (e.g., various tools and initiative, Digital India Scheme), knowledge (e.g., LMS, various tools for online education, live video conferencing tools) and finally their readiness for online education were asked.

2.4. Ethics

This online survey contained an introductory paragraph that states the objective of the study. Respondents were able to complete the online survey as per their convenience and could end the survey at any time. Participants are assured of anonymity, confidentiality, and ethical standard before they answered the questions.

3. Results

3.1 Effect of closure of Educational Institutional

Around 96% of students believe that the COVID-19 pandemic has affected the education process worldwide. 79.60% of students think that institution closure is required. 76.4% of students feel bad and 19.5% have the tension of their study. The complete closure of colleges has affected 91.86% of students and 86.17% of students believe it affected their families also. Overall 69.9% of students faced Learning disruption due to this lockdown **(Figure 1)**.

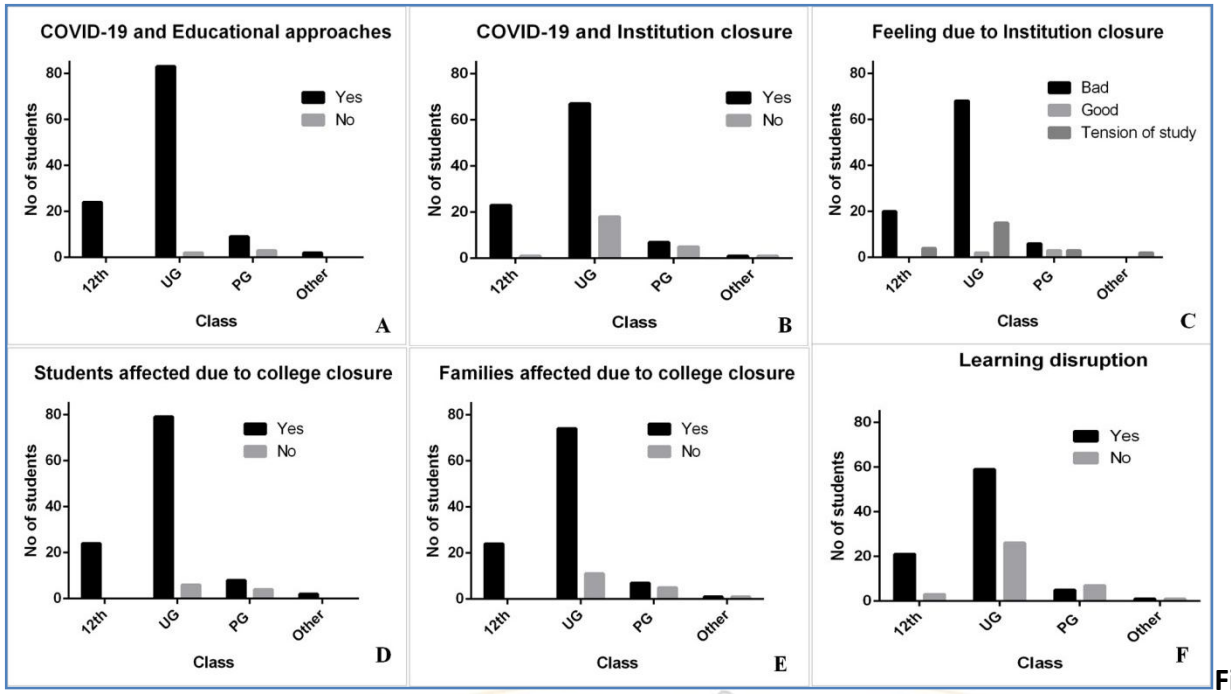


Figure 1:

Effect of closure of Educational Institutional: the figure depicts the responses of students for the question asked related to the effect of this closure on them, their parents, and their studies.

3.2 Awareness about online Education

Around 80% of students claimed that they are aware of online education methods. Similarly, 90% of students are fully informed about initiatives taken by govt. of India for online education. Same time 88% of students believe that the Digital India vision of the government is emerging as an important tool to solve the current situation due to COVID-19. Still, 91% of students are in favor of more advertisement or awareness campaigns for these initiatives so that it can reach to all. In summary, 88.8% of urban and 78% of rural students seem to be aware of online learning **(Figure 2).**

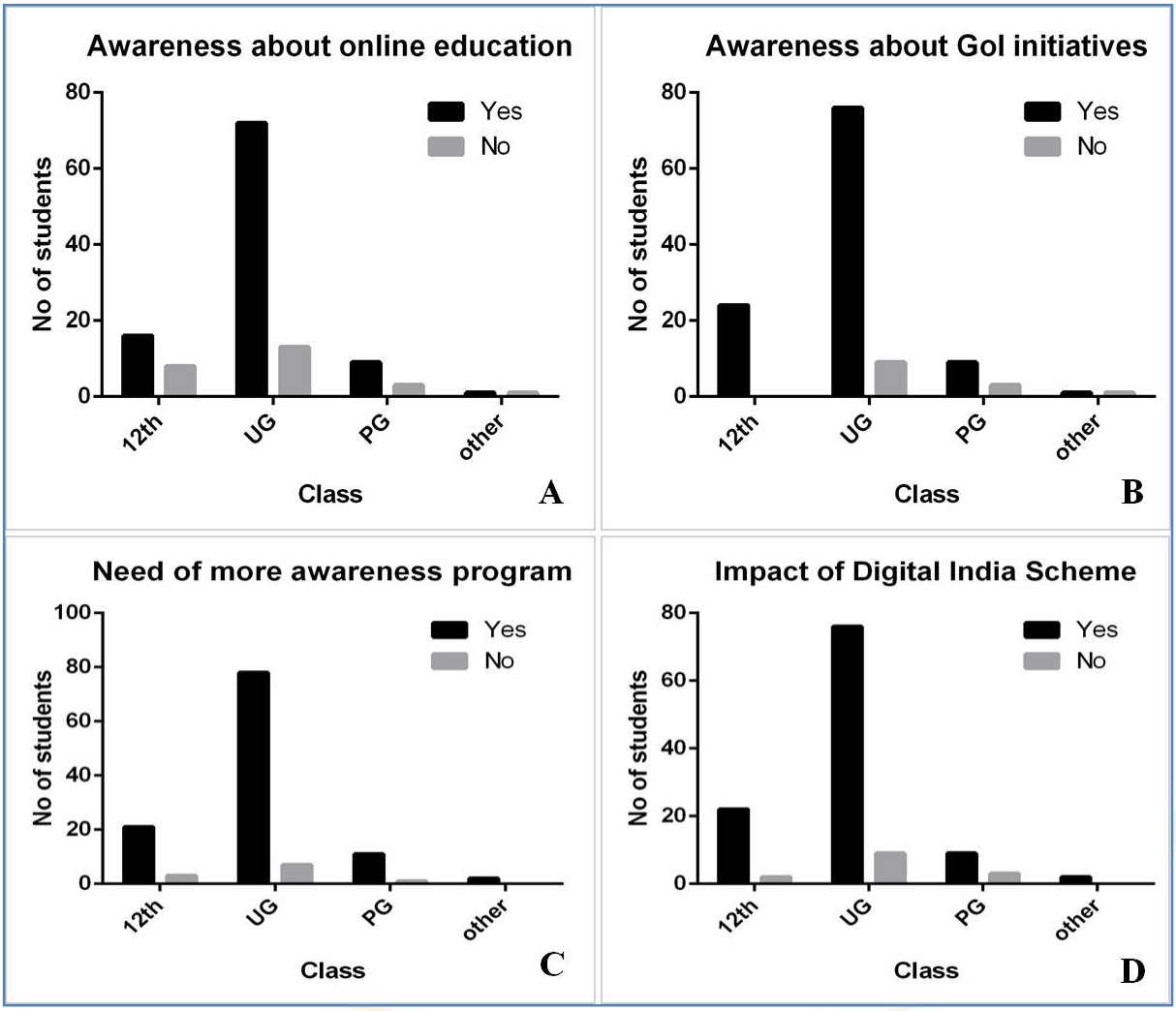


Figure 2:

Awareness about online Education: The figure shows the level of awareness among the various class of students for online education and GoI initiatives.

3.3 Attitude towards online Education

Earlier we discussed that most students are well aware of online education. But I found their attitude towards it is surprising. 75.6% of students do not accept online education as a better option. When their first response towards online education was asked: 65.8% of students feel it easy, for 17% it is difficult, for 8.9% it is boring and for 8% it is useless. The cost is also a great factor and around 83% of students believe it is costly so that they cannot afford it. It required laptop/smart-phones and good quality internet facility. When we compared these responses among rural and urban students we found for 84% of rural students this method is costly. 72% urban and 76% of rural students think that this approach is not better for learning**(Figure 3)**.

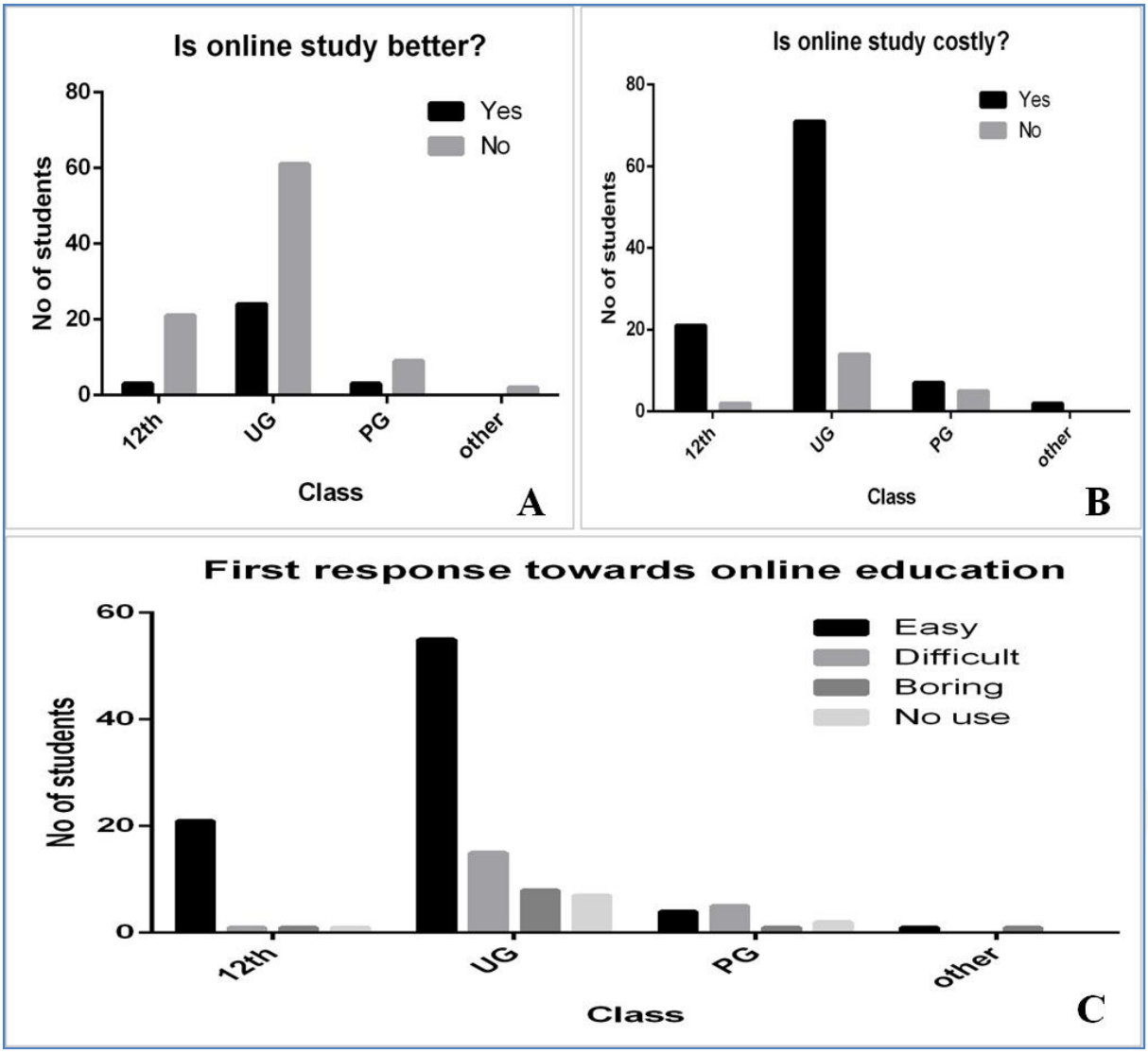


Figure 3: Attitude towards online Education: most students do not think that online education is better and cheaper means of education (A, B). For most, it seems to be easier but for few, it is difficult or boring or useless.

3.4 Knowledge of Online education tools

Now it is time to test the knowledge of the student for online education. Surprisingly, only 32.5% of students actually know about LMS (Learning management system) and the other 68.5% of students do not know about it **(Figure 4A)**. There are a number of tools for live video conferencing. When the question asked related to this, 31% of students did not remember/know any tool for this. 21% of students know about anyone tool, 25% know about two tools and 21% remaining know about more than two tools. But these results are not encouraging as the students who know about live video tools, they do not use it for educational purpose but for other entertainments. Now come to various initiatives of Govt of India for increasing access to education for all. 57% of students do not know any such initiative, 24% know about only the SWAYAM portal, and very few know either one or more than one initiatives such asNational Digital Library, Shodhganga, Sodh gangotri, e-Yantra, Spoken Tutorial, Virtual Labs, Diksha portal, ePG library, etc.

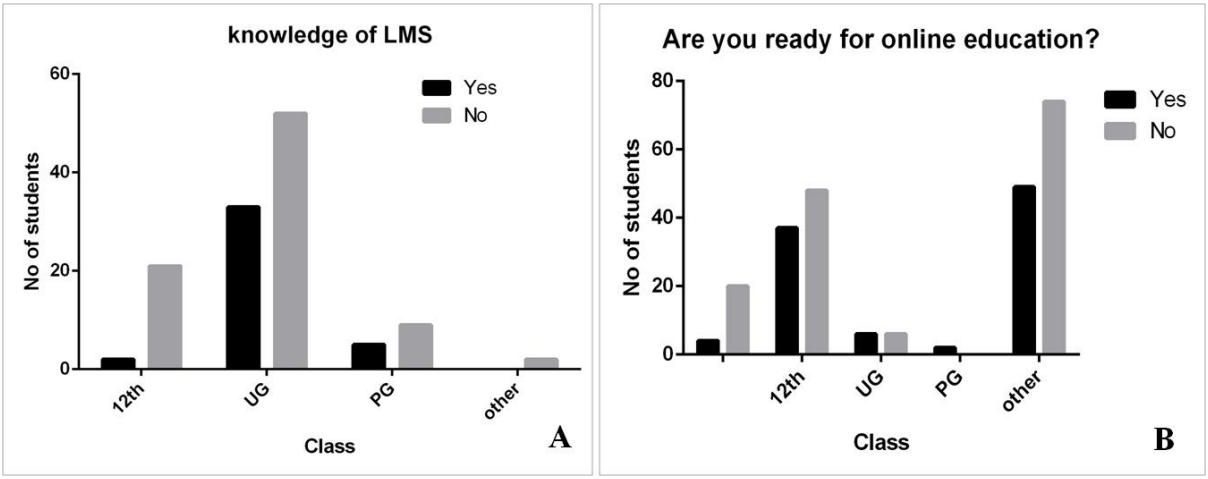


Figure 4: Knowledge and readiness: Most of the student neither has proper knowledge of online education methods nor ready for it.

3.5 Readiness for online education

Although 95% of students accept that the use of the internet is increased during and after lockdown, 60% of students are not ready for online education **(Figure 4B)**. Why they are not ready to switch for online education might be the major concern for the higher education system. Even after the pandemic, it is not easy to start the traditional classes effectively as early as possible, and hence understating the feeling of students is required.

3.6 Awareness vs. knowledge ("Aware but don't know" approach)

Due to easy access to the internet and the availability of smart-phones awareness for online things including ways of learning has increased. But whether this awareness in transforming into knowledge or not is a question and concern for regulating bodies. Through this survey, it can be easily depicted that most students are aware of this situation, and means of online education but very few are actually have some knowledge of this and GoI initiatives.

4. Discussion

COVID-19 pandemic has affected each sector and education is not untouched by it. Change is the only constant and therefore it might be the right time to move further. The sudden shift in the education process from classroom study to online learning in response to the COVID-19 pandemic might persist for long even after the post-pandemic. Although it is true that the online education market before this pandemic was very high but researchers assume that it is significantly increased during the lockdown. Due to increasing demand, many online platforms including the initiatives of Govt of India are offering the best possible resources for study.

The approach cannot be successful without understanding the psychology of students towards online education. Therefore, through this study, I tried to understand their emotions for this so that we can achieve the desired goals. The first problem is that; online education is as such free, many platforms, recourses are free but these require costly smartphones/laptops and it is not easy for everyone to accommodate it **(Figure 4B)**. The second problem is to change the attitude of students towards online education at the level of higher education. As most of the students from their primary schools studied through classroom/traditional methods, now suddenly transform them for online learning is not easy. And hence, most of them are not ready for online education **(Figure 5B).** It is assumed that online

education is faster, more effective, easily reach to a larger number of learners compared to traditional methods. But in this online method, it is easier to be distracted. Therefore, proper planning and solid efforts are required for the implementation of it. The current study tried to present the psychology, attitude, awareness, and difficulties of 123 respondents towards online education. This study opens a new avenue to overcome the challenges faced by the students as the well higher education system.

Acknowledgment

I acknowledge the Department of Higher Education, Govt. of Madhya Pradesh, Principal, IQAC head, Govt. College Manawar and all the respondents who took part in the online survey conducted for this study.

Conflict of interest statement

None.

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INNOVATIVE ICT BASED TEACHING,LEARNING& EVALUATION PEDAGOGY IN HIGHER EDUCATIONTHROUGH OPEN EDUCATIONAL RESOURCES(OERs)

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ABSTRACT

Innovation viewed as the new idea of creative thoughts, is the application of better solutions that meet new requirements, which is uninvited previously. ICT referred as Information & Communication Technology which made the reaching path very easily with speed & can store content in large storage. Based on this teaching, learning& evaluation of pedagogical issues in Higher Education very relevant. It is a new arena, currently to access the content in Open, that is possible by Open Educational Recourses (OER) through synchronous and asynchronous mode.

There was age of Gurukul, now it has been transferred to Google, which is the large source of Cobweb everything available in finger tips. During this pandemic whole World even in India reflected on Online teaching & learning. Whole educational pedagogy has been shaped & converted in to e-form, every child could get it in a single search easily. As compare to the teaching learning & evaluation primary users like teachers should be enable & mastery over ICT.

In higher education it is meant by under graduate (UG), post graduate (PG) & up to research & post doc. ICT plays a vital role. Digitalised world makes the traditional world moulded in a single umbrella called Globalisation. This avenue of accessing knowledge is possible by Open Educational Resources(OER) of no cost.

KEYWORDS : Innovation, ICT based Teaching, Learning & Evaluation pedagogy, Higher Education (HE). Open Educational Resources(OER)

INTRODUCTION

The Education system world over are being enriched by various sources. The use of Open Educational Resources (OERs) holds great promises of improving the access to and the overall quality of education, especially for a developing country like India.

Open Educational Resources (OERs) are teaching, learning and research materials in any medium digital or otherwise that reside in the public domain or have been released under an open license that permits no-cost access, use adaptation and distribution by others with no or limited restrictions. Since 2002, When the term open Educational Resource, to today, OER has increasingly been recognized by the international Community as an innovative tool for meeting the Challenges of Providing lifelong learning opportunities for Learners from diverse levels and modes of Education World Wide.

The term Open Educational Resources (OERs) was created at UNESCO's 2002 Forum on the impact of open Courseware of higher Education in developing Countries to describe a new global Phenomenon of openly sharing Educational Resources in 2002. This campaign to make freely adaptable content known as OER widely available has gathered momentum. Subsequently, a global community of OER producers has emerged and institutions are incorporating these resources into their teaching and learning strategies.

The 2nd World OER congress (Ljubljana, Slovenia Sept 2017) brought together Minister of Education and Higher Education, decision makers responsible for human resources development, Senior policy makers, expert practitioners researchers and relevant Stakeholders. Some 500 participants attended the event from over 100 UNESCO Member states.

This meeting organized by UNESCO and the Government of Slovenia / Ministry of Education, Science and Sport, produce the ' Ljubljana, Slovenia OER action plan' and the Second World OER congress ministerial Statement, which were both adopted by consensus. Stakeholders identified in the Ljublijana OER Action plan provides 05 recommendations are:

1) Building the capacity of users to find, re-use, create and share OER.
2) Language and Culture issues
3) Ensuring inclusive and equitable access to quality OER.
4) Developing sustainability models.
5) Developing supportive policy environments.

OER Contents and Resources

- Free Courses
- Text Books
- Modules
- Lesson & Lesson Plans
- Tests
- Videos
- Supplemental Study Materials
- Software

David Wiley proposed '5R' activities / permissions about OERs as follows:

1. Retain - the right to make, own & control copies of the content.
2. Re-use - The right to use the Content in a wide range of ways.
3. Revise - The right to adopt, adjust, modify or alter the content itself.
4. Remix – The right to combine the original or revised content with other material to create something new.
5. Redistribute – The right to share copies of the original content, your revisions or remixes.

MOOCS (MASSIVE OPEN ONLINE COURSES) IN INDIA & ABROAD

A Massive Open Online Course (MOOC) is a **web-based platform which provides unlimited number of students worldwide with a chance of distance education with the best institutes in the world**. It was established back in 2008 and gained momentum in 2012 as a popular learning tool. Many MOOCs have communities that have interactive sessions and forums between the student, Professors and Teaching Assistants (TAs) along with the study/course material and video lectures.

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HOW DOES IT WORK?

Think of it like an online platform where students and teachers come together and form an online pool of resources, which are readily available for you to utilize. You have the option of listening to lectures, downloading notes, contributing your own, and most importantly, sharing your point of view by communicating with your peers. Networking makes the process seem like a virtual online classroom.

MOOCS PLATFORMS IN INDIA AND ABROAD

There are various notable institutions, both non-profit and commercial, that offer these courses worldwide with the help of MOOC providers. A few of these are listed below,

• **NPTEL (India):** Indian Institutes of Technology (IITs) and Indian Institute of Science (IISc.) offer online courses through this platform which require no registration and are free of cost.

• **WizIQ (India and USA):** IIT Delhi, India offers this course through this platform which requires registration and fees to study courses offered by them.

Open2Study: The headquarters of this platform for online courses is based out of Australia.

• **Coursera:** The headquarters of this platform for online courses is based out of USA.

• **edX:** The headquarters of this platform for online courses is based out of USA.

• **udemy:** The headquarters of this platform for online courses is based out of USA.

MOOC PROGRAM IN INDIA

The University Grants Commission (UGC) along with the HRD (Human Resource Development) Ministry has launched the MOOC program in India for higher secondary, bachelors and masters degrees. This will cover a wide range of subjects that may or may not be taught in regular campus studies.

A new portal for MOOCs named '**Study Webs of Active-Learning for Young Aspiring Minds**', in short, **SWAYAM**, is said to present students with an opportunity to study anything from a list of 2000 courses out of which 200 are currently available for registration. Audio-visual medium, illustrations, research and case studies with self-assessment are few of the mediums chosen to approach the study of these courses.

EMPLOYMENT OPPORTUNITIES POST ONLINE EDUCATION

The new world of online education provides inexpensive education of college-level courses in many fields of study. However, it is said that employers are not completely convinced with the level of education and coursework provided by the MOOCs unless the candidate is looking for jobs in the Technology or Computer Science sector.

Generally, it is said that MOOCs are focused on providing education that will improve skills in specific fields of study, mostly focused on technology, science and mathematics. Although some of the online courses provide records of completion of the courses, the online education concept is relatively new. It is found that students are ready for this new concept however many employers are still hesitant and skeptical about it.

To summarize, MOOCs are a great platform for higher education not just in India but all over the world but it comes with its pros and cons when it comes down to the future prospects of students that have passed out of MOOCs. Since the concept is new and has garnered praise recently, it can turn out to be one of the best concepts off late.

During this pandemic online took over all the streams of education. Along with Teaching &Learning ,Evaluation also challenging to the stake holders in Higher Education in following ways :

- In Descriptive Evaluation
- Network connectivity
- Users mastery in online platform
- Interruption
- Lack of feasibility

Hence it is inevitable to the all field, specially focuses on Higher Education.

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Higher Education Issues And Challenges

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Abstract:-

Higher education in India is an external important part of modern Indian society and it is inter wind in the political and social system of the society it is in need of change development in order to effectively plan for reforms and improvement it is necessary to have it realistic per perfection of what is possible and what is not Indian needs more effective and educated people to drive out economy forward there are many Indian around the coronavirus nose for their capabilities and skills to develop Indian as an educational hub. India has to call it if I trained educational gender And Higher Education with the research and development in particular. India has produced scientists engineers, Technologist, doctors , managers who are great demand all where they live in the world now it is one of the Top 10 countries in our industries and technological capabilities because of the the significant contribution of Manpower and tools provided by higher education.

Keywords:- Higher Education, Issues, Challenges.

Introduction:-

'The aim of education in gaining knowledge not of facts but of the values' – William S. Burroughs.

Higher education is a very important tool for developing country it increasing Human Development higher education provide opportunities to the people to reflect on the critical social cultural, mortal economic and spiritual issue facing humidity. The higher education provide the specialised knowledge and skill person for national development the educational Commission 1964 - 66 describe the role of education in social and economic transformation through a statement the density of a nation is shaped in its class room education create human capital wheel is the cure of economic progress full topic on education is a tool for a achieving substancebility

Development of a nation society depends on the quality of human research and good human resources provide quality education. Education provide people with an opportunity to reflect on the social and cultural , mortal , economicand spiritual issue and contributes forward the development truck propagation of specialised knowledge and skills the fact that Indians higher education system in churning out millions of graduates who are unemployable speaks of the needs to improvement quality of educational in the country

The overall scenario of higher education in India does not match with the Global quality standard and there is enough and satisfaction for the increase assessment of the quality of countries education institution traditionally this institution as soon the quality cannot be determined by their international business faculty with an impressive set of degrees and experience details at the end of the institute demoralised broucher number of books and generals in the letter is an ultra-modern campus and skills of the endowment.

Objectives :-

1. To study the issue of higher education in India.
2. To study the challenges in higher education in India.
3. Suggestion for improving quality of Higher Education.

Research methodology:-

The study is purely based on secondary data. The secondary data has been collected from books, general ,newspaper published and unpublished thesis , website

Emerging issues :-

1. Status of higher education in India is even frog all H E system of Indian third largest in the world but main issue like access to the higher education system is still restrict to a small portion of the society.

2. Low public expenditure on higher education as percentage of GDP shortage of circulating and poor infrastructure requirements to be focus in propose action plan in higher education in India.
3. Low expenditure And Higher Education figures related to expenditure on higher education is not satisfactory
4. The poor performance of universities in research
5. Economic difficulties
6. The students in advance society are involved in all seriously in society change.
7. Lower level of teaching quality
8. Traditional method of teaching.
9. Quota system.

Challenges of present higher educational system in India :-

There is a lack of Universities and institutes for education but won most important fact is that the quality of education is absent in higher education there are very few teachers and their knowledge is very insufficient so there is a great need to be regulation in higher education

The time now is the modernization our education system so that the our country can get much more technological he graduated people which can help our country to develop state.

There is very vast need to improve the quality of standards.

Ensuring equality access to qualities higher education for students coming from poor families is a major challenge.

There are many basic problem for facing higher education in India Today these include in education infrastructure and facilities large vaccines in in poor faculty common law student enrolment rate out outdated chin method and motivated students former overcrowded classroom from Gender and ethics in balance these problems facing Indian Higher Education.

1. Lack of moral values.
2. Economic difficulties.
3. Our heterogeneous education system

Based on geographical, ruler urban , rich poor , setup base posed in great challenges for the educational institutions.

Suggestion for improving quality of Higher Education :-

1. Innovative practice:- the new technologies of Avast opportunities for progress in all walks of life it offers opportunities for economic growth, improve health Pharma better Service Delivery. The efforts are required to improve the country innovation capacity
2. Studentscentred education of dynamics method :- student Centre education and Employment of dynamic method of education will require from features new attitude and new skills
3. To provide need best job oriented course :- all round development of personality is the purpose of educational due to provide need based job oriented course.
4. Universities in India have been a primary conduct for a advancement and transmit of knowledge through traditional functions such research education, Innovation and teaching
5. College and private Institute should set up IQ AC sale and must follow a minimum standard to give degree
6. Adopt in UniformInternational syllabus in its Educational Institutes.
7. Quality development
8. Privatisation of Higher Education in absolutely necessary in advocate country like India as per all one is helpless to do so.

Conclusion:-

Higher education in India is an extraordinary improvement part of modern Indian society. It is need to change development and improvement in order to effectively plan for reforms and improvement.The higher education system it's a witness nursing significant transformation and Reform the globalisation of Eco activities and development in Science and Technology accelerate the image of new types of Higher Education institution in general however funds have not been available for signification Re for my decision the mainstream sectors of

Higher Education.To attend the substance National regional and international quality Central component are particularly relevant careful selection of staff and contain staff development in particular truck the promotion of opportunity and program for academic development including teach Singh learning methodologies and mobility between countries And Higher Education institutes.In India basic problems for facing higher education in India today like in advocate infrastructure facilities large wax vacancies in faculty position and motivated students, overcrowded crowded classroom Gender and ethics in balance students environment rate method less financial support for higher education from the government.

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A Study About The Effectiveness of Innovative Teaching Programme Made for Secondary Schools to Improve Biological Binomial Nomenclature

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ABSTRACT:

In this Research Paper consist of ***A Study About The Effectiveness of Innovative Teaching Programme Made for Secondary Schools to Improve Biological Binomial Nomenclature.*** *The researcher had used standardized test for checking the effectiveness of innovative teaching programme made for improve Biological Binomial Nomenclature in Secondary School Student .The researcher used pre-test and post test for checking the learning difficulties in binomial nomenclature of secondary students. the researcher provided some important instructions then list of Binomial Nomenclature words (pre-test and post-test) was distributed to students then data was collected. The data was analyzed and tabulated for statistical treatment i.e. Mean, Standard derivation, correlation-test. A sample of 57 students was selected from English medium school of Aurangabad city, i.e 34 boys and 23 girls of English medium students Under the experimental research method Observation technique is used for present research.*

KEYWORD:

Biological, Binomial Nomenclature, Innovative, pretest, posttest

INTRODUCTION:

This research paper basically made for to study about the effectiveness programme made for improve Biological Binomial Nomenclature in secondary school students. an innovative teaching progrmme increase the students interest about the Biological Binomial Nomenclature. The biological binomial nomenclature is hard to pronounce and read so that secondary students ignore or bore for the concept of binomical nomenclaure but it is very essential to know and improve knowledge about biological binomial nomenclature Binomial nomenclature is the formal naming system for living things that all scientists use. Because scientific names are unique species identifiers, they ensure that there is never any confusion as to which organism a scientist may be referring. Every recognized species on earth (at least in theory) is given a two-part scientific name. This system is called "**binomial nomenclature**." These names are **important** because they allow people throughout the world to communicate unambiguously about animal species. All scientific names are in Latin. This research paper help to learn, improve easily binomial nomenclature. in secondary classes moreover students face problem of learning biological binomial nomenclature. Through the effectiveness of teaching programme help to enhance identity and knowledge of Biological Binomial Nomenclature in secondary school.

REVIEW OF RELATED LITERATURE AND RESEARCH:

Review of Past Researches :

Sr.No	Paper Title	Author & Year	Finding	Future Work
1.	Identifiying and Comparing the Degree of Difficulties Biology Subjects By Adjusting It is Reasons in Elemantary and Secondary Education.	Taner Ozcan*, Sami Ozgur, Aybuke Kat, Sukran Elgun Biology Education,	It is seen that females is under the general average and males learn more difficulty the biology concepts	Study of attitude of males toward biology subject and find out learning difficulties in biology concepts .

		(2013)		
2.	What makes biology learning difficult and effective: Students' views	Atilla Çimer Fatih Faculty of Education, Karadeniz Technical University, Trabzon, Turkey	The findings of the study are organized according to the research questions: The students' views of the strategies that make their learning in biology effective.	Innovative method or technique for learning easily biology.
3.	STUDY OF SOME LEARNING DIFFICULTIES IN PLANT CLASSIFICATION AMONG UNIVERSITY STUDENTS. International Conference on Research in Education and Science (ICRES), May 19-2-2016Bodrum/Turkey	Lhoussaine Maskour :Lirdist, Faculté des Sciences Dhar ElMahraz, University of Sidi Mohamed Ben Abdellah, Fes	The results of this study show that students do not assimilate well the basic concepts of the floristic and they do not mobilize their knowledge to classify plants.	The science of plants' systematic is a vital discipline that underpins the conservation of the Earth's biodiversity

METHODOLOGY

Experimental method research :

Research Sample :

Research sample consist of boys and girls of English medium to a total of 57 students of Secondary school,

Tools and Techniques of Data Collection:

Observation technique is used for data collection. Researcher has used pretest and posttest(List of Binomial Nomenclature words for understanding learning difficulties in pronunciation and writing) and It consist of 11 word of Binomial Nomenclature.

Pretest - Posttest was found for a sample of 57 secondary students. Time interval between pretest and posttest was 15 days.

Table: List of words

LIST OF WORD	
A.MONERA	
1.	*Clostridium titani*
2.	*Treponema palladium*
3.	*Vibrio choleri*
4.	*Streptococcus pneumoniae*
5.	*Legionella pnemoniae*
6.	*Staphylococcus aureus*
7.	*Clostidium botullinum*
8.	*Salmonella typhi*
B. BACTERIA	
9.	*Cocco - bacillus*
C. PROTOZOA	
10.	*Entamoeba histolytica*
11.	*Plasmodium vivax*

Innovative Teaching Programme made for Secondary School to Improve Biological Binomial Nomenclature ;

The researcher give above list of word Biological Binomial Nomenclature to the secondary students. through the observation technique find out difficulties in pronunciation and difficulties in writing of Biological Binomial Nomenclature.to overcome the difficulties researcherer used tricks,story and ideas through that student learn with fun and it become easy to remember or recall binomial nomenclature word. The researcher form a short fun story for understanding of biological binomial nomenclature[6]

The character of story is Monera. Monera has one close friend clostridium and for the pipani she used to said titani i.e (Clostridium titani).One day monera and her close friend clostridium decide to meet palli(friend)and palli was very Dum girl by the triple sit of activa monera,clostridium and palli went outside for roaming i.e (Treponema pallidium).They were called one friend of them by the vivo smart phone i.e (Vivo choleri).While going to straight from palli home they saw kaku and kaku was suffering pnemoniae (i.e Streptococcus pneumonia)Though she(kaku) has pnemonia due to continuous leg paining doctor said her, she has Legionella disease i.e (Legionella pnemoniae).Aures (son of kaku)said that,kaku is not listening of straphylo (husband name of kaku)i.e (Staphylococcus aureus).Monera close friend i.e clostridium daily giving syrup to kaku from glass of bottle i.e(Clostridium botulinium).kaku was eager to see salman upcoming movie typhi i.e(Salmonella typhi),While watching movie of salman,kaku used to drink coco-cola but uncle deny to her drink coco-cola because they watch news, inside a coco-cola bottle bacteria formed so people avoid to drink coco-cola i.e (coco-bacillus).Monera told a story of king vivax,she was telling that,there were one custom near a vivox kingdom i.e 'plas' through that custom people ought to live two days hungary and thirsty but vivox broke down that custom i.e (Plasmodium vivax).so above programme help to improve Bilogical Binomial Nomenclature in secondary school with fun.student recall easily and improve their knowledge and undestanding level.

Statistical Measures :

Statistics' and measurement are complementary to each other in communication observation accurately and correctly. In the present study researcher had used the following statistical measure.
a)Mean , b) standard derivation c) coefficient of correlation d) t-test.

Analysis Tabulation of Data :

Null Hypothesis 1 –

	N	Mean	SD	r	DF	Table t value at 0.05 significance level	t	Null hypothesis
Pretest	57	22.2	1.55	2.3	56	2	3.6	Accepted
Posttest	57	21.3	0.99					

Table 1.1- t value for test of pronunciation

There is no significant difference in scores before and after treatment given for pronunciation of Binomial Nomenclature. (Total students t value for test of pronunciation)

Interpretation:

As per the table 1.1 the mean of pretest is 2.2 and S.D of pretest is 1.55 ,mean of posttest is 21.3 and S.D of posttest is 0.09. The correlation of both test are2.3.computed value of t is3.6 For 56 DF as per the Table value of t at 0.05 significance level is 2, computed t value is more than Table t value so, computed t is significant. so null hypotheis will be accepted.

Finding: The treatment is effective for pronunciation of Binomial Nomenclature.

Null Hypothesis 2 -

There is no significant difference in score before and after treatment given for writing of Binomial Nomenclature (Total student t value for test of writing)

	N	Mean	SD	r	DF	Table t value at 0.05 significance level	T	Null hypothesis
Pretest	57	22.2	1.49	0.096	56	2	0.32	Rejected
Posttest	57	21.3	1.73					

Table 1.2-t value for test of writing

Interpretation:

As per the table 1.2 the mean of pretest is 2.2 and S.D of pretest is 1.49 ,mean of posttest is 21.3 and S.D of posttest is 1.73 The correlation of both test are0.096.computed value of t is 0.32 For 56 DF as per the Table value of t at 0.05 significance level is 2, computed t value is less than Table t value so, computed t is insignificant. so null hypotheis will be rejected.

Findings - The treatment is insignificant for writing of Binomial Nomenclature.

Hypothesis 3 -

There is no significant difference in scores between boys and girls after treatment given for pronunciation of Binomial Nomenclature

Student	N	Mean	SD	DF	Table t value at 0.05 significance level.	T
Boys	34	41.1	0.98	55	2.0041	0.76
Girls	23	41.3	0.98			

Table 1. 3 - Pronunciation between boys and girls

Interpretation :

As per the table 1.3the mean of Boys are 41.1 and S.D of Boys are 0.98 ,mean of Girls are 41.3 and S.D of Girls are 0.98 .computed value of t is 0.76 For 55 DF as per the Table value of t at 0.05 significance level is 2.0041 computed t value is less than Table t value so, computed t is insignificant. so null hypotheis will be rejected.

Findings -The effect of treatment is same for boys and girls.

Hypothesis 4 -

There is no significant difference in scores between boys and girls after treatment given for writing of Binomial Nomenclature.

Student	N	Mean	SD	DF	Table t value at 0.05 significance level	T
Boys	34	41.1	1.5	55	2.0041	0.52
Girls	23	41.3	1.4			

Table 1.4 - Writing between boys and girls

Interpretation :

As per the table 1.4 the mean of Boys are 41.1 and S.D of Boys are 1.5 ,mean of Girls are 41.3 and S.D of Girls are 1.4 .computed value of t is 0.52 For 55 DF as per the Table value of t at 0.05 significance level is 2.0041 computed t value is less than Table t value so, computed t is insignificant. so null hypotheis will be rejected.

Findings : The effect of treatment is same for boys and girls.

CONCLUSION :

The present research work is mainly related with educational problem threatened for difficulties in learning Biological 'Binomial Nomenclature' in Secondary student in Aurangabad city in Maharashtra. 'Binomial Nomenclature' is important because in this, each organism give a name containing genus and species which is constant in all over world eg.Mangifera indica is constant all over the world .but many secondary student face

problem in difficulties in learning binomial nomenclature to overcome these problem in these research used learning easy ideas, tricks. through that student can remember and learn easily binomial nomenclature

Mostly in secondary classes Biology and Zoology subject are common and under these subject binomial nomenclature or scientific name are used .due to lack of understanding or learning difficulties some students get low scores. it effect on their academic education even though it is hard to pronounce them .so that these research help to student learn biological binomial nomenclature. The study was intended to students develop self awareness of learning binomial nomenclature. students acquire learning knowledge that helpful for their future.The study of learning binomial nomenclature helped to teacher enhance their efficiency of teaching and acquire various strategies to develop students score and their understanding along with increase the graph of teaching.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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INNOVATIVE ICT BASED TEACHING LEARNING PEDAGOGY IN EDUCATION

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Abstract :

ICT in teacher education is not merely developing ICT skills and competencies, involves developing in the student teachers the ability to continuously update themselves, to ascertain the kind of ICT suitable for the learning experience to be provided and the use ICT of optimize the process of education. The use of the information and communications technology (ICT) in education is a relatively new Phenomenon Educators reachers and thinkers have taken up the challenges of using ICT since the 1980's with various successes. The information technology provides facilities you chart, e-mail, voice mail evident etc. it can be used in teacher education for impouring of process of education.Updating information, Developing Teaching Competencies., Method of Teaching, Sharing Interactional Material, Developing Research Competencies, Enriching Teacher Education Curriculum, Research and Development, ICT Trends, In discussing the trends in ICT in India, it is almost impossible not to focus globally because of the reach of the internet and its services like the www. The development of the social web and its many variation such as relational networking, personal networking and social networking all have communication in common. One of the features of the www was an information overload when spurred the development of search engines leading to services that enabled information to be discovered more quickly and easily some example of different types of search Goole, Yahoo, Dagpile. Educational pedagogy is the world of pedagogical knowledge that exists within our disciplines. An increasing amount of it is empirical, and it is practitioner scholarship that makes it more applied and with clearer implications. Some faculty read this type of scholarship (not many), and still fewer contribute to it. The work is based in the disciplines because that's where it often gets counted. And although this scholarship still doesn't get counted as often as it should, it's valued and rewarded today way more often than it used to be. Teaching problem solving and teaching themes from a novel are not the same. But there are many aspects of teaching and learning that transcend disciplinary boundaries—you wouldn't be reading this blog if you didn't believe that. But then not everybody is reading this blog, or the cross disciplinary work on teaching and learning, or pedagogical scholarship from other fields. It's possible to live in a pedagogical world and miss the fact that it is part of a much larger universe The educational pedagogy focus also prevents us from seeing the weight of

evidence that has accumulated for certain instructional approaches—take group work, for example. Our starting point here is with the nature of education. Unfortunately, it is easy to confuse education with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of teachers work isn't necessarily something we can properly call education.

INTROUDCTION

ICT in teacher education is not merely developing ICT skills and competencies, involves developing in the student teachers the ability to continuously update themselves, to ascertain the kind of ICT suitable for the learning experience to be provided and the use ICT of optimize the process of education. The use of the information and communications technology (ICT) in education is a relatively new Phenomenon Educators reachers and thinkers have taken up the challenges of using ICT since the 1980's with various successes. The advent of the interest and the would wide web has iressured new productivity and service demands although research to guide best practice remains scant and elusive. The brief history of ICT raises a number of users that provide.

ICT Trends :

In discussing the trends in ICT in India, it is almost impossible not to focus globally because of the reach of the internet and its services like the www. The development of the social web and its many variation such as relational networking, personal networking and social networking all have communication in common.

One of the features of the www was an information overload when spurred the development of search engines leading to services that enabled information to be discovered more quickly and easily some example of different types of search Goole, Yahoo, Dagpile.

ICT Meaning and Nature :-

Advanced technology has greatly contributed to the acceleration of human being in the recent past. Just ten year ago very few people have anticipated and even imagined the wide explosion of ICT i.e. information and Communication Technology and its profound effects in the development of higher education. ICT is defined as "Scientific technological and engineering discipline and management teachings used in information handling and processing their interactions with men and machines and associated social, economical and cultural matters. (UNESCO 1968). It suggests that in ICT are -

- The accelerating pace of change diversity in the development of physical infrastructure.
- The spread of distributed connectives.

- Enhanced context and network management capabilities.
- The emerging social web continuing selective and technological innovation.

To above the observations proves the importance of ICT because would its going to world globalization technology in this situation ICT will prove assistance in improving, learning and development efficiency in our teachers.

How to is useful :

The information technology provides facilities you chart, e-mail, voice mail evident etc. it can be used in teacher education for impouring of process of education.

1) Updating information.
2) Developing Teaching Competencies.
3) Method of Teaching
4) Sharing Interactional Material
5) Developing Research Competencies
6) Enriching Teacher Education Curriculum
7) Research and Development.

What is pedagogy?

Many discussions of pedagogy make the mistake of seeing it as primarily being about teaching. In this piece Mark K. Smith explores the origins of pedagogy and the often overlooked traditions of thinking and practice associated with it. He argues that a focus on teaching as a specialist role is best understood in other ways. Pedagogy needs to be explored through the thinking and practice of those educators who look to accompany learners; care for and about them; and bring learning into life. Teaching is just one aspect of their practice. He also looks to some of the issues facing the development of pedagogical thinking. Pedagogy as a means of control .A fundamental element in the growing interest in pedagogy was a shift in government focus in education in England. As well as seeking to control classroom activity via the curriculum there was a movement to increase the monitoring of classroom activity via regular scrutiny by senior leadership teams and a much enhanced Ofsted evaluation schedule for lesson observation Key indicators for classroom observation included a variety of learning styles addressed, pace, dialogue, the encouragement of independent learning.

The person of the pedagogue

This is a way of working that is deeply wrapped up with the person of the pedagogue and their ability to reflect, make judgements and respond They need to be experienced as people who can be trusted, respected and turned to.We are called upon to be wise. We are expected to hold truth dearly, to be sincere and accurate… There is also, usually, an expectation that we have a good understanding of the subjects upon which we are consulted, and that we know something about the way of the world. We are also likely to be approached for learning and counsel if we are seen as people who have the ability to come to sound judgements, and to help others to see how they may act for the best in different situations, and how they should live their lives. At one level, the same could be said of a 'good' subject teacher in a school. A, 'good teaching cannot be reduced to

technique; good teaching comes from the identity and integrity of the teacher' (emphasis in the original). However, the focus of pedagogues frequently takes them directly into questions around identity and integrity. This then means that their authenticity and the extent to which they are experienced as wise are vital considerations.

The nature of education

Our starting point here is with the nature of education. Unfortunately, it is easy to confuse education with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of teachers work isn't necessarily something we can properly call education.Often teachers fall, or are pushed, into 'schooling' – trying to drill learning into people according to some plan often drawn up by others. It can quickly descend into treating learners like objects, things to be acted upon rather than people to be related to. In contrast, to call ourselves 'educators' we need to look to acting with people rather on the

'pedagogy' become focused on teaching

1.The growing focus on teaching

2.A focus on the organisation and development of schools

3.To a growing interest in the process of teaching and the gathering together of examples, guidance and knowledge in the form of what became known as didactics.

. **principles of good pedagogy**:

- Motivation;
- Exposition;
- Direction of activity;
- Criticism;
- Inviting imitation

Motivation

. Motivation is likely to be dependent on the personality of the teacher and his or her ability to develop a good relationship with the student, understanding the student's current world view, interests and experience, and framing the learning to be achieved in a way that makes sense to the student.

Exposition

. It is transmissive, casts the student in a passive role, and can often be dull. On the other hand, it is relatively cheap and easy to provide, if well done it can be motivating, it gives the teacher an opportunity to establish his or her presence and personality, it can summarise and articulate the key facts, principles and learning objectives Good exposition requires an ability at public performance combined with good subject knowledge, good preparation and often good supporting props. Exposition is easy to do badly: hard to do well.

Direction of activity

As "we learn by doing", so good instruction must rely heavily on activity. Pete Bell dislikes the term "direction", considering it too "command and control"—so let me break this down into its constituent parts so we can at least agree what it is we are talking about.

Criticism

Some will be uncomfortable with this word—but it is the right one. Criticism should be constructive of course and there are times when criticism may be withheld, to be replaced

by progression management or an expectation that the student will work it out for themselves. Component parts of criticism are:

- Evaluation;
- Correction;
- Contextual repetition of exposition;
- Target setting.

Inviting imitation

. The criterion on which a teacher is likely to be selected as a role model will in large part be dependent on personality—and this is a tough call for teachers who may be expert at their subject and diligent in marking work, if they are not at the same time seen to be quite as cool as the latest celebrity on big brother.Teachers can support each other in this respect. The willingness of children to look favourably on their teachers as role models may be influenced by the general culture of the school. Where learning is not respected, it may be almost impossible for a teacher to be a potential role model as well as being passionate about their subject. I suggest the following sub-principles which can help promote beneficial imitation:

- fostering a peer culture in which learning is valued;
- the appointment of charismatic teachers in senior position (e.g. Head Teacher, Leading Subject Teachers);
- the fostering of team-teaching whereby senior teachers can support junior teachers, and junior teachers can, by working alongside senior
- developing good relationships with students;
- teacher acting as collaborator (or "guide on the side"), illustrating for the benefit of students ways in which problems can be addressed, which the student can then imitate;
- good discipline, where rival, negative peer role models are challenged early;
- personalisation of learning and effective use of praise**.**

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AN EXTRACT FROM NEP 2020 "REIMAGINING HIGHER EDUCATION: TRANFORMATION TOWARDS MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION"

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Abstract:

*The National Education Policy 2019 envisions an **India centered** education system that contributes directly to transforming our nation **sustainably** into an **equitable** and **vibrant** knowledge society, by providing **high quality** education to all.*

As stated in NEP 2020 Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and younger Indians are likely to aspire for higher education. This policy envisions a complete overhaul andre-energizingofthehighereducationsystemtoovercomethesechallengesandtherebydeliver high-quality higher education, with equity and inclusion. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economicindependence.

Tofulfillthoseexpectationthesoundhighereducationsystemisrequiredhereinthispaper there is an attempt to extract the future of higher education system from NEP2020.

Keywords: higher education, transformation, holistic, multidisciplinary

Introduction:

Highereducationplaysanextremelyimportantroleinpromotinghumanaswellassocietal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious,cultured,andhumanenationupholdingliberty,equality,fraternity,and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming aknowledge economy and society, more and more young Indians are likely to aspire for higher education.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study oneormorespecializedareasofinterestatadeeplevel,andalsodevelopcharacter,ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service,and21stcenturycapabilitiesacrossarangeofdisciplinesincludingsciences,social

sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment,constructivepublicengagement,andproductivecontributiontothesociety. Itmustpreparestudentsformoremeaningfulandsatisfyinglivesandworkrolesandenable economicindependence.

Keeping this in view this paper will study the current problems faced by higher education and the areas where modifications are required and how.

NEP 2020 has thoroughly studied the problems faced by higher education system in India currently they are as follows

(a) a severely fragmented higher educationalecosystem;
(b) less emphasis on the development of cognitive skills and learningoutcomes;
(c) a rigid separation of disciplines, with early specialization and streaming of students into narrow areas ofstudy;
(d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in locallanguages
(e) limited teacher and institutionalautonomy;
(f) inadequate mechanisms for merit-based career management and progression of faculty and institutionalleaders;
(g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding acrossdisciplines;
(h) suboptimal governance and leadership ofHEIs;
(i) an ineffective regulatory system;and
(j) Large affiliating universities resulting in low standards of undergraduate education.
Toovercomethesechallengesthispolicyenvisionsacompleteoverhaulandre-energizing of the higher educationsystem

The policy's vision includes the following key changes to the current system:

(a) movingtowardsahighereducationalsystemconsistingoflarge,multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programs in local/Indian languages;
(b) moving towards a more multidisciplinary undergraduateeducation;
(c) moving towards faculty and institutionalautonomy;
(d) revamping curriculum, pedagogy, assessment, and student support for enhanced studentexperiences;
(e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, andservice;
(f) establishment of a National Research Foundation to fund outstandingpeer- reviewed research and to actively seed research in universities andcolleges;
(g) governance of HEIs by high qualified independent boards having academic and administrativeautonomy;
(h) "light but tight" regulation by a single regulator for highereducation;

(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners withdisabilities.

Towards a More Holistic and Multidisciplinary Education

India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda,to the extensive literature so fIndiacombining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavor, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of manyarts'orwhatinmoderntimesisoftencalledthe'liberalarts'(i.e.,aliberalnotionof the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21stcentury.

A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.Suchaneducationwillhelpdevelopwell-roundedindividualsthatpossesscritical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of socialengagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on

communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs.

Towardstheattainmentofsuchaholisticandmultidisciplinaryeducation,theflexibleand innovativecurriculaofallHEIsshallincludecredit-basedcoursesandprojectsintheareas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in communityserviceprogrammeswill beconsideredanintegralpartofaholisticeducation. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become activepromoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part ofa holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as aby-product, further improve theiremployability.

Thus NEP 2020 envisions higher education as holistic and multidisciplinary which is very ideal. To meet these expectations and make it feasible following changes need to done:

1. Motivated, Energized, and CapableFaculty

There is need of clearly defined, independent, and transparent processes and criteria for faculty recruitment.

As the most basic step, all HEIs should be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom should have access to the latest educational technology that enables better learning experiences.

Teaching duties also should not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there need to be adequate time for interaction with students, conducting research, and other university activities.

Faculty should be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments.

Empowerment of the faculty to conduct innovative teaching, research, and service as they seebestwillbeakeymotivatorandenablerforthemtodotrulyoutstanding,creativework. There should be provision of appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be heldaccountable.

Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills should be identified early and trained through a ladder of leadership positions.

2. Financial support forstudents

Financial assistance to students should be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs should be encouraged to offer larger numbers of free ships and scholarships to their students.

3. Optimal Learning Environments and Support forStudents

Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest

knowledge requirements and to meet specified learning outcomes.Curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives are required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

4. Internationalization

The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.

Thus still there is long way to go …. But well began is half done….what is needed is positive attitude, right approach which will lead us towards effective transformation.

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Issues and Challenges of Higher Education in India

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Abstract:
After more than 70 years of independence, India's higher education system has still not been developed fully. It is evidenced by its poor performance in institutional rankings (not a single Indian university in top 100 universities of the world), the poor employment status of its students, poor track record in receiving national awards and recognition, poor share in research funding and so on purpose of this Article is first to find out the issues and challenges in higher education, secondly what are the programmes are organised by Government for development of Higher education, thirdly what are the remedies are introduced by Govt. for issues of higher education. Moreover, the status of state public universities that produce over 90% of the graduates in India is more dismal. Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around.

***Key Words**: Higher Education, Governance, Education, Universities, institution*

Introduction:

Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode commonly stated reasons for these observations are1

- **Enrollment:**

According to the All-India Survey on Higher Education (AISHE) report 2018-19, the Gross Enrolment Ratio (GER) in Higher education in India is only 26.3%, which is quite low as compared to the developed as well as, other developing countries.

- With the increase of enrollments at the school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

- **Quality:**

- Ensuring quality in higher education is amongst the foremost challenges being faced in India today.
- However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world.

- **Political Interference:**

1https://www.mhrd.gov.in/higher_education

- Increasing interference of politicians in the management of higher education jeopardizes the autonomy of HEIs.
- Also, students organize campaigns, forget their own objectives and begin to develop their careers in politics.

- **Poor Infrastructure and Facilities:**

- Poor infrastructure is another challenge to the higher education system of India, particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure.
- Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years.
- Large numbers of NET/PhD candidates are unemployed even though there are a lot of vacancies in higher education.

- **Inadequate Research:**

- There is inadequate focus on research in higher education institutes.
- There are insufficient resources and facilities, as well as limited numbers of quality faculty to advice students.
- Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers and to industries2.

- **Poor Governance Structure:**

- Management of Indian education faces challenges of over-centralization, bureaucratic structures and lack of accountability, transparency, and professionalism.
- As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted3.

Reason for a more dismal performance in state-level universities.

- The above-stated issues are faced by both central and state's higher education institutions (HEIs), but the state is handicapped at one more front.
- Central government HEIs are hardly ever short of funding and patronage has been ensured by the Central government and its arms; national-level parties, industries and businesses; and the national elite and the intelligentsia. This appears to be the key factor for the better performance of Central government HEIs.
- However, similar arrangements have never been built between the State universities and State governments, State-level political parties and organisations, industry and businesses;
- The aims, goals, methods and priorities of these institutions are pretty much the same as those of the Central institutions.

2https://www.drishtiias.com/to-the-points/Paper2/higher-education-in-india-1 on 12:30 PM dated on 12-09-2020.
3https://www.drishtiias.com/to-the-points/Paper2/higher-education-in-india-1 on 1:00 PM dated on 13-09-2020.

- The only real value adds that the State universities are doing for the State and its people seem to be that of enabling a few lakhs to become graduates every year.

- **Revamping State HEIs:**

- In order to receive much more funding and support from the State system, State universities would have to commit to delivering lots more to the State and its people where they are located.
- They must come up with a new vision and programmes specifically addressing the needs of the State, its industry, economy and society, and on the basis of it make the State-level players commit to providing full ownership and support to them.

- **Foreign Collaboration:**

- Government must promote collaboration between Indian higher education institutes and top international institutes and also generate linkages between national research laboratories and research centers of top institutions for better quality and collaborative research.

- **Multidisciplinary Approach:**

- There should be a multidisciplinary approach in higher education so that students' knowledge may not be restricted only up to their own subjects.

- HEIs in both public and private must be away from political affiliations, provided with good infrastructure and facilities.

Higher education in India has expanded very rapidly in the last seven decades after independence yet its accessibility and quality both remain a concern. If India wants economic gains and development to percolate at the grassroots level, it needs to invest in education on a priority basis.

“Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideals; we should make them living forces. Our vision of the future should include these great principles".

Next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After independence Indian higher education attain a massive growth. In the Indian system, higher (tertiary) education starts after the 10+2 (i.e. ten years of primary and secondary education flowered by two years of senior secondary education). Framework of higher education in India is very complex. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics etc. Universities are also of different types like central universities which are formed by government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission (UGC), State universities, Deemed universities (aided and unaided) and Private 1 Sharma and Sharma: Indian Higher Education System: Challenges And Suggestions Published by CORE Scholar, 2015 universities. India has a federal set-up and the Indian constitution places education as a concurrent responsibility of both the center and state

India's higher education system is the third largest in the world. The University Grants Commission is its main governing body and also oversees accreditation for higher learning.

The Indian higher education system has expanded at a fast pace by adding more than 20,000 colleges and more than 8 million students in a decade and as of today, India has more than 800 universities, with a break up of Central, State, Deemed **and** Private universities along with many institutions established and functioning under the State Act, and Institutes of National Importance - which include AIIMS, IIT's and NIT's among others.

Other institutions include Government Degree Colleges **and** Private Degree Colleges, including exclusive women's colleges, functioning under these universities and institutions. Colleges may be **Autonomous,** i.e. empowered to examine their own degrees, up to the PhD level in some cases, or **Non-Autonomous,** in which case their examinations are under the supervision of the university to which they are affiliated; in either case, however, degrees are awarded in the name of the university rather than the college.

The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), National Institute of Technology (NITs), Indian Institute of Science, Indian Institutes of Management (IIMs), International Institute of Information Technology (IIIT), University of Mumbai and Jawaharlal Nehru University have been globally acclaimed for their standard of education.

Conclusion: Higher education system plays an important role for the country's overall development which includes industrial, social, economic etc. Indian higher education system is third largest in the world. The role of Indian higher educational institutes such as colleges and universities in the present time is to provide quality based education in the field of education, research etc. to empower youth for self sustainability. This paper includes the key challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges.

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Analysis of success ratio of attacking skills in 8 second penalty shootout in FIHMen's HockeyWorld cup 2018

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Abstract

Game Hockey is played with 11 players inside ground. Player, who is called as defender, midfielder and attacker is supposed to enter in opponent team's area to try to score goal. The team score most in terms of goals always win. Whenever in match both teams score equally or same then use of penalty shootout for deciding who is the winner. Previously for shootout they used to standing stroke but later as the rule change they started using 8 second penalty shootout. Hence to score the goal player starting using different strategy to score a goal.

Hence objective of this study was to find out which skill is more beneficial to score goal for attacking player. This research was done with descriptive survey method. 54players from FIH Hockey world cup were selected those teams who qualified for semi-finaland final matches as population for this study. This research was done with purposive sample.

Key points: FIH World Hockey cup, 8 second shoot-out& attacking player

Introduction

A sport which emerged inthe 19thcentury, has seen huge changes in the latter part of the 20th century. Aswe move towards the start of the 21st century even more changes can be expected.Hockey is a dynamic team game played by both thegender requiring high level of skills, excellent conditioning and well-coordinated team effort. Modern Hockey demands that all the players should be adopted to all the situations either defending orattacking.

Hockey is a game which calls for strenuous, continuous, thrilling action and therefore attracts the youth all over the World. The skills involved are simple, natural and yet are highly stimulating and satisfying to any child. These skills are dribbling, pushing, flicking, scooping, tackling and dodging the opponent. Hockey is rated as one of the most popular team games inthe world. With the involvementof Dhayan Chand, and Dhanraj Pillay from India, this sport is getting a dimensional popularity in India, Asian countries and in other European countries aswell.

Under the banner of International Hockey Federation more than 100 countries played the game of hockey. FIH is a worldwidegoverning body. Popularity of this gamein recent years many changes in rules and regulations. Like grounds, match timings and biggest rule that changedis in thepenalty shoot-out. The old rule is standing stroke but new changed rule is 8 second shootout rule from 22-yard line. In 8 second shootout attacking player and goal keeper skills are very important to win the match.

Objective:

1. To find out the success ratio of attacking player and skills
2. To find out which skill is beneficial for player to score a goal

Methodology:

This research was done with descriptive survey method.

Population: All Semifinal and final matches of FIH Hockey World cup (2018) were recorded for this study. Hence all 4 teams participating in duringthe FIH World cup matches were the population for this study.

Sample: In FIH Hockey World cup (2018) in each team there were 18. players hence 72 players of 4 team participating in Semifinal matches were. The sample for this study.

Statistics Tools:descriptive statistics use for present study

Table no.1

Acceleration run from 22yard line to shooting circle

Total shoot out	Acceleration run slow	Acceleration run fast
24	0	24

out of the 24 shootout players used maximum acceleration

Table no. 2

Players approach from shooting circle to goal direction

Direction use	I st approach	2nd approach
Center	21	2
Left	0	9
Right	3	3

First time Attempt-

Out of the 24 shoot outs, after the whistle most of the time players approached towards the goal from center position (21 times)

Players has used a minimal (0) attempts approach towards his left side position. He approached 3 times from right side.

Second Attempt-

The player now has approached his left side position most of the time (9 times).

Table no. 3

Use of varies Hockey skills

Push	Slap shot	Hit	Reverse shot	Scoop	Body dog.	Dribbling	Turing
10	2	0	5	1	3	18	3

In 8 seconds, penalty shootout players are using different types of skills like- Push, Slapshot, Hit, Reverse shot, Scoop, Body dodge, Dribbling, Body turning. Out of these mentioned skills the skills of Dribbling were used for 24 times and the skill s of hit was used as at the minimal i.e for (0) times.

Table no. 4

Target areas area for goal shooting

Shot on Goal	Board	Net
18	12	6

Players used board for the most of the time (12) and used net for the (6) times.

Table no. 5

Success ratio of goal

Scoring Rate	Successful	Unsuccessful
50%	12	12

The goal scoring rate is 50-50 i.e 12- successful and 12- Unsuccessful.

Finding

From above analysis it is concluded that Maximum time player used the center position followed by the dribbling skill then targets the board for securing maximum goals.

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COVID 19 AND MENTAL HEALTH OF STUDENTS

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Abstract
Outbreak of covid-19 has badly affected every sector around the world. The World Health Organization (WHO) declared the corona virus epidemic as a pandemic. This resulted in nationwide lockdown and closure of schools and colleges.Social isolation and uncertainty is creating fear in the minds of everyone.Indian education system also found badly affected. Everyone related to education right from pre-primary to higher education found suffering now a days. Student and youth are the future generation of powerful charge. School and colleges have been shut down from mid-march and there is uncertainty about opening due to this pandemic situation. This outbreak has affected educationand career of students all over the world. This pandemic situation can make negative impact on the mental health of students. Parents, teachers, schools, universities and governments can make collaborative and supportive efforts to avoid the negative impact of covid-19 on the mental health of students.

Keywords: covid-19, pandemic, online education, mental health, students

The UNESCO report estimates that the corona virus outbreak will adversely impact over 290 million students across 22 countries. It also estimates that about 32 crore students are affected in India, including school and colleges. This situation can make negative impact on mental health of students and teachers.

Mental health:

Mental health refers to cognitive, behavioral and emotional well-being. It is all about how people think, feel and behave. People sometimes use the term 'Mental Health' to mean the absence of a mental disorder. Mental health can affect daily living, relationship and physical health.

Fear worry and stress are normal responses to the uncertainty we face in any situation, it is normal and understandable that our students and teachers are experiencing such situation during covid-19 pandemic. They found new realities of working from home, online education, home schooling, lack of physical contact with other family members, isolation etc. These unknown situations created chaos among students and youth, so it is important to look after their mental health seriously.

Students along with adults are likely to be experiencing the stress and fear like receiving medical treatment, death of relatives and death of self. Due to necessary measures schools are closed hence students are not receiving the stimulation, mental support from friends, teachers and school for their mental well-being. Schools are more than learning centers for students. They provide health and mental support, social protection and nutrition to the most disadvantaged.

Mental health of students is the keyword of today's education scenario. Entire progress of student depends upon mental health. Due to the lockdown and shutdown of

schools and colleges examination are postponed and many results are awaited. In this context many students are going under mental stress and there is a strong need to check their mental health status. Every school and college should have their own counselling cell for betterment of student's progress.

Online Education:

In response to school closures, government recommended the use of distance learning programs and open educational applications.Online learning has become the crucial lifeline for today's education. It is noteworthy that the century old chalk talk education system found transformed into technology driven teaching learning process. Many students and teachers are excited about the changing mode of learning from classroom to digital delivery mode. Almost every school and college started delivering lectures and learning materials of various forms through digital medium. They used various software applications for virtual meeting. Online teaching is now new mode of delivering education. Work from home and study from home have become keywords in today's education scenario.

All the students are not happy with this mode of education as they are not with actual touch with their teachers. There are so many limitations in delivering and listening lectures. Learners can be only passive listeners. All this can invite stress and negative impact on mental health of students.

Computer and other IT tools are in heavy demand due to the online learning mode. Thus it became very difficult to fulfill the need of every student in family. It is merely impossible for remote areas to connect with this digital world. Students from this world can feel stress. As there is no face to face contact with students, teachers can feel certain limitation in teaching, explaining and evaluating students through digital mode. Government of Maharashtra advocated that education be imparted through TV channels, mobile apps and online classes. In a recent survey conducted by UNICEF and Maharashtra State Council of Educational Research and Training (MSCERT) has found that only 50% government school students could access digital learning. There is a clear social divide in terms of access. Only one device shared by family, lack of digital literacy, lack of internet connectivity, distraction of children like playing games rather than learning and medium of instruction are some of the barriers in online education. It is merely impossible for the students who don't have any digital facilities home to learn and progress.

Assessment and Evaluation:

Several universities and boards and testing agencies have already suspended or postponed their examination due to corona virus outbreak. The shifted pendulum of face to face teaching to digital teaching has a serious impact on assessment and evaluation. Postponing of various examinations can create tremendous stress among students. Online education can have certain limitations. Continuous Comprehensive Evaluation is not possible for various courses through online mode, laboratory tests, practical examinations and performance tests are not possible through digital mode. Daily observation is key factor in Continuous Comprehensive Evaluation(CCE) which is not possible in this system. The main concern is about the evaluation of children with special needs who cannot participate in this digital mode of learning.

Atmosphere of uncertainty:

Due to covid-19 pandemic there is uncertainty in every sector. It disturbed almost everyone. The worldwide rapid spread of corona virus has created a sense of uncertainty,

anxiety and stress among students about what will happen in future. Education, career, business and employment everything is being affected. News about spread of corona virus, numbers of affected people, health conditions and numbers of deaths are creating some sort of fear and uncertainty about survival.

Everyone worried about health and safety of their family. Students are worried about their education and future also. This concern has caused tremendous stress among students and badly affected their mental health. At higher level students of final year of graduation are in pressure due to postponing of examination, late graduations and bad impact on career.

Some of the common reasons behind the recent surge in mental health issues among students as recognized by experts are loss of everyday activities, loss of physical touch and social isolation.

Parents:

There is a huge impact of school closure on families having low income status. They are suffering with interrupted learning, compromised nutrition and taking care of their children. Studies and school performance is tightly related with teachers-parent relationship.Working parents were relied on schools for child care and nutrition. They have to stay home to take care of their children due to school closure and resulting in missing wages. Providing digital facility tools for online learning is big concern of parents having low income.

Children with Special Needs:

School works as an important coping mechanism of students having special needs. Going to school was difficult task for these students with special needs but at least they had some routine. But now due to school closure they lost their emotional touch and helping hand of school. They can suffer a lot as many of them are unable to cope with digital mode of learning.

In this digital mode of learning they found ignored. Due to this uncertainty they can become frustrated and can behave abnormally as their daily school routine is interrupted. They might miss their chance to develop their essential skills.

Social Isolation:

Governments have implemented social distancing measures to address the outgoing covid-19 pandemic. It includes that individuals to maintain a distance from one another in public, limitations on gathering and instructions to remain at home. The loss of physical touch of a student can have adverse impact on socialization process in youth.

According to World Health Organization (WHO) social distancing represents an important strategy to prevent the increase of corona virus cases.Keeping safe distance from society is very important in social distancing. Due to this social distancing students lost their close vicinity of friends, teachers and relatives. They can feel loneliness, isolated and anxious.

As we are social species, our social network enabled us to survive, it is logical that social isolation may impose stress on our minds and bodies that has a significant impact on health. Adults can easily cope with social isolation but kids have to do a lot of efforts and adjustment to do so.

Sustaining mental health of students:

Students can handle the mental pressure and maintain good mental health by doing following things

- Being busy and having regular schedule.
- Eating well and drinking plenty of fluids.
- Being physical active.
- Distracting self from negative emotions.
- Engaging themselves in various activities and rediscovering old hobbies.
- Spending quality time with family.
- Sharing and caring of each other.
- Communicating and staying connected with each other.

Role of parents in sustaining mental health of students:

Parents can play an important role in maintaining good mental health of their children. For that they can do the following things-

- Keeping home environment friendly.
- Understanding needs of their children.
- By acquainting their children with the real condition of their family.
- Becoming good friend of their children.
- Helping in studies and spending quality time.

Role of Schools and Universities in sustaining mental health of students:

- They can guide and counsel students about maintaining good mental health.
- Keeping in touch with every student.
- Understanding and fulfilling educational needs of their students.
- Informing them about future planning of examination, evaluation etc.
- Can open counselling cell in every school and university.
- Providing them regular tasks about study through online mode.
- Giving chances to students to express themselves through various tasks and competitions.
- Encouraging students to stay connected through online or social media platform.
- Providing psychological support to needy students.
- By remaining so flexible that there should not be any negative impact on students.
- Making online education easy and interesting with various modes.

Students are the future of our nation hence it very important to understand them and fulfil their educational, mental and social needs to keep their mental health in this pandemic situation. Parents, teachers, schools, universities and all other concerning factors can play a vital and supportive role in avoiding the negative impact of this pandemic situation on mental health of students.

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Issues and Challenges of Online Learning in India

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Abstract

Online learning is a type of education system which allows students to learn about any particular course or subject from practically anyplace by just having access to a good internet connection and digital technology. There are many challenges which students face when it comes to online learning. And some of those challenges are the lack of a proper instructor, the temptation for procrastinating, easily being distracted, and other challenges. The world of education and learning is moving towards online training. The benefits are undeniable: reduced costs, great flexibility for the student and the ability to train thousands of people all over the globe at the same time. In addition, you can monitor what students are doing at any given moment, and it breaks with the inertia and passivity of classroom courses.

Online training comes with its own particular characteristics, which can jeopardize (or limit) the success of the training. E-learning should not be seen as a panacea. It is only by knowing the problems that other companies and institutions have encountered that you can implement programs to realize its full potential.

Key words: *Online learning, E-Learning, Classroom, Smart-phone, Course.*

Introduction

The education system has to be made more rational, more convenient, and more palpable to mind, more conducive, friendlier. Today, the education has become a mean to eliminate self. It has been wiped out by making mandatory provisions of subjects and uniform system of education. Education should be incorporated in such a fashion that it catalyzes the natural growth of cognitive faculty. The educational content must be scientific in nature to stimulate growth oriented outlook towards life. India has structural unemployment, which means that the jobs are available but corresponding skill is not matched due to lack of training and facilities. Education must be geared to meet the challenges and onslaughts of globalization.

Online education changes all components of teaching and learning in higher education. Many empirical studies have been conducted to examine issues in delivering online courses; however, few have synthesized prior studies and provided an overview on issues in online courses.

A list has been prepared for those challenges faced by students while studying in an online classroom. And that list is mentioned below.

The Higher Time Commitment

According to different studies, students need to spend more time when completing a course within an online classroom in comparison to a physical classroom. This is simply because of the fact that within an online classroom the student will not be able to directly contact the instructor whenever he or she might have an issue. Instead, the student would have to solely rely on different technical or virtual methods like emails and messaging applications to contact the instructor. Learning the details about assignments, solving

queries, submitting those assignments, and many other tasks would require more time than usual. Because of this, students might not be able to keep up with the increased load of assignments. This is why it is recommended for students to opt for assignment help online when faced with such situations.

The Ease for Procrastinating

Procrastination is something that even the best of students can fall in the temptation of and this is why many students feel more comfortable working or learning within a more professional or educational setting. To understand this point better one can simply consider the fact that if he or she is trying to study in his or her bed or couch then he or she would end up sleeping or procrastinating in some other manner sooner than later. This will obviously not be an option when a student would be sitting on a desk in a physical classroom in front of his or her professors or teachers. Similarly, within a physical classroom students would actively be discouraged to use smart-phones or other technical devices. There is no such discouragement within an online classroom. All this makes it harder for a student to concentrate.

The Requirement of Better Time-Management Skills

There are many skills which students are taught throughout their academic careers. And time-management is one such skill which students spend years trying to perfect. This is why it is often rather common to observe students having different issues due to their lack of time management skills. And within a physical classroom, this would not be that big of an issue but when it comes to online learning then time-management is a skill which a student just cannot do without. This is why if a student lacks proper time-management skills then it would be very hard for him or her to cope up with his or her online education.

A Sense of Isolation

If a student is asked to tell one of his or her best memories within a classroom then most students answer that it is learning within a group. There are many benefits which students can get when learning a group and one of the biggest benefits is that students get to share and understand each other's ideas. This cannot happen when it comes to online learning. Even if students try to connect through different emails or messaging applications, it would be very hard to understand what the other student is trying to explain through the words transferred in the virtual world. This creates a sense of isolation for the student and it can be quite hard for a student to deal with it.

A More Independent Way of Learning

This point is something which can be seen as both a positive and negative aspect of online learning. When students are trying to pursue their higher education degrees, they would obviously want a certain level of freedom through which one can decide or set the pace according to which he or she might want to work. However, with online learning, it can be hard for a student to get lost in that independence. Students can forget to completely keep up with the deadlines and or even set and follow the deadline in the first place. There would be no immediate negative consequences for the student at that particular point of time but it would be detrimental at a later point.

The Need to be Constantly Active

It has been mentioned above that when it comes to online learning then it is very easy for students to start procrastinating. However, another side of the coin is that a student would not just be required to put some efforts in completing his or her online education degree but he or she would further be required to constantly work around the clock. Since the

student is completing his or her higher education through online learning then students would also be expected to have some sort of practical or work experience. This makes the everyday tasks of a student very difficult. Hence, it is always best for a student to know his or her limits and decide the time period which one can devote to his or her studies.

These are some of the biggest challenges which are faced by students when completing higher education through online learning. Apart from these challenges, there are also other challenges which students would have to face. And some of those challenges are the lack of a proper instructor, finding difficulty in setting a personal path to learning, dealing with extra responsibilities than usual for a student, and many other challenges.

Therefore, in this article we have identified the 8 major problems of online training. But don't worry, we've found a solution for all of them.

Online Training Is Boring

Although online training is meant to provide a solution to the boredom of classroom-based learning, this is not always the case. Many e-learning courses consist of never-ending texts followed by a long list of multiple choice questions that fail to engage students. More than e-learning, it feels like e-reading.

These types of courses mean that students often get bored with online training, and this lack of engagement and motivation is one of the main reasons e-learning courses fail. Students are simply not interested in taking the training, do not access the platform and do not complete the course. MOOCs (massive open online courses) are a good example: only 10% of students who register for a course actually complete it.

Students Encounter Technical Difficulties

While it may sound obvious, technical problems are one of the main stumbling blocks of online training. Very often, there are compatibility issues (with operating systems, browsers or smart-phones), the courses never get off the ground or the student doesn't know how to continue. All this adds to their frustration and reduces employee engagement, the learning experience is disrupted and they will probably abandon the course.

The Students Don't Know the Course Exists

This often happens: you've spent months preparing an online course, you choose the best provider, you know the course is essential for your employees but nobody in the organization is aware of its existence. Students have at their disposal hundreds and thousands of courses and are often overwhelmed by the workload and daily routine. As a result, no one knows what the training course is about and, hence, doesn't take it.

Students Don't Have Time for Online Training

The e-learning format offers students great flexibility: they can take the courses when and where they like, at their own pace and with no physical limitations. However, so much flexibility often results in inaction. Time passes and the student still hasn't accessed the training platform or completed the course. They have so much time and flexibility that they can never actually find time to do it.

Students Need To Talk To People

Online courses have lots of advantages, but we also need to recognize their limitations. Students may sometimes get frustrated due to the lack of human contact, the absence of a teacher and an inability to discuss it with their classmates. Sometimes, the online world, no matter how enriching it may be, can become too small for the student and they may need a physical space where they can resolve their queries and practice with real tools.

Students Can't Practice

Science has shown that the best way to learn something is by practicing it (the famous learning by doing concept). It is only by practicing the things we do and experience (experiential learning) that we are able to internalize and recall the content and skills we learn. However, many online courses overlook this part and focus solely on theoretical content and external lessons. As a result, students cannot practice and the learning process does not reach its full potential.

The Quality of the Courses Is Mediocre

The students are motivated, the course content sounds interesting, a communications campaign has been launched so everyone knows about it, but it so happens that the quality of the content is not up to par. With the information overload of today's world, with thousands of free online courses and powerful platforms such as Wikipedia, YouTube and Google, course content must be excellent and of the highest standard. Nevertheless, many students end up frustrated when they discover that they can learn more on their own than with the simple, mediocre courses offered by their companies or institutions.

The Online Course Has No Impact on Your Organization

Sometimes, e-learning is able to overcome all of the above problems. The students accessed the training platform, they did not encounter any technical problems, and they completed the course within the deadline and were able to practice what they learned. However, what impact did the training have on your organization? Did it improve your company's human capital? Do you have results you can show to your superiors? Many e-learning projects fail for the simple reason that they did not have an impact on the organization overall.

The Conclusion

Online learning is a type of education system which allows students to learn about any particular course or subject from practically anyplace by just having access to a good internet connection and digital technology. There are many challenges which students face when it comes to online learning. And some of those challenges are the lack of a proper instructor, the temptation for procrastinating, easily being distracted, and other challenges. The world of education and learning is moving towards online training. The benefits are undeniable: reduced costs, great flexibility for the student and the ability to train thousands of people all over the globe at the same time. In addition, you can monitor what students are doing at any given moment, and it breaks with the inertia and passivity of classroom courses.

Online training comes with its own particular characteristics, which can jeopardize (or limit) the success of the training. E-learning should not be seen as a panacea. It is only by knowing the problems that other companies and institutions have encountered that you can implement programs to realize its full potential.

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Effects of Covid-19 on Higher Education in India

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Abstract:-The spread of the epidemic Kovid-19 has directly disrupted every aspect of human life, including education. This has created an unprecedented test on education. Many educational institutions around the world have closed campuses. In India, about 32crore students stopped moving schools / colleges and all educational activities came to an end. Despite all these challenges, institutions of higher learning (IHL) are responding positively and ensuring the continuity of teaching, research, and teaching services in the community by providing some tools and techniques across (or epidemic) across the country. This article highlights the main effects of HIEs in India in Kovid-19 of. Some of the measures taken by HEIs and Indian education authorities to provide uninterrupted educational services in times of crisis are being discussed. Covid-19 (epidemic) All over the country (or (epidemic)) epidemics, many new ways of learning, new approaches, new trends have emerged and we can move in a new direction tomorrow. So, some of the trends after Kovid-19 post that can imagine new ways of teaching higher education. Some fruitful suggestions in the event of an epidemic also drawattention to the implementation of educational activities

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Key Words:-Covid- 19, Higher Education, Impact , India, post covid

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Introduction:-On March 11, 2020, the World Health Organization (WHO) declared Kovid-19 (epidemic) to be a nationwide (or continental) epidemic. Kovid-19 has effected millions of people worldwide. In India, the first case of Kovid-19 was detected in the state of Kerala on January 30, 2020 and the victim was traveling from Wuhan, China (Wikipedia). In India, the first death was recorded on 12 March 2020 and the country observed a one-day public curfew on 22 March 2020. On March 24, India again observed a 14-hour public curfew to combat the coronavirus epidemic. The Prime Minister announced the first phase of the 21-day lockdown on March 25, 2020. By examining the effects of the virus, the Government of India is extending the lockdown period in different phases and the Lockdown 5.0 was announced on 30 April which is effective from 1 June to 30 June 2020. Lockdown.0.0, educational institutions in the country have never had a break to start their educational activities. Thus, Kovid-1 (epidemic disease) all over the country (or across the continent) had a significant impact on the education sector. In India, various restrictions and nationwide lockdowns for Kovid-1 (Wikipedia) have affected more than 32 crore students.

According to a survey report of the Ministry of Human Resource Development (MHRD), Government of India, conducted on higher education it was observed that there are 993 universities, 39931 Colleges and 10725 stand- alone institutions listed

on their portal, which contribute to education (DNS Kumar, 2020). Even though the country has been adapting to the new-age learning, but there still lies an obstacle in achieving entire success as only 45 crore people of our total population of the country have access to the internet/e-learning. The people residing in rural areas are still very much deprived of the technologies and therefore hampering the cause of online education. The Covid-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. The pandemic has been steering the education sector forward with technological innovation and advancements. The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, there will be a significant decline in the demand for international higher educationalso.

Objectives:-

The present study is focused on the following objectives

- Highlight the impact of Covid-19 on higher education sector.
- Enlighten various emerging approaches of India for higher education
- Enlist post Covid-19 trends ofHEIs

Put few suggestions for continuing educational activities of HEIs facing the challenges created by Covid-19

Methodology

Various reports of national and international agencies on Covid-19 pandemic are searched to collect data for current study. As it is not possible to go outside for data collection due to lockdown, information are collected from different authentic websites, journals and e-contents relating to impact of Covid-19 on higher educational system ofIndia .

Impact on Higher Education

Pandemic Covid-19 has severely affected the total educational system of India as well as the globe but some of the most impacted areas of higher education of India are as pointed below

1. **Destabilized all educational activities :-**

The institutions got closed with cease of educational activities and created many challenges for the stake holders (Pravat, 2020a). So, the various activities like admission, examinations, entrance tests, competitive examinations conducted by various boards/schools/colleges/ universities are postponed. Many entrance tests

for higher study got cancelled which created a great challenge in the life of a student of higher education**.** The primary challenge was to continue teaching learning process when students, faculties and staff could no longer be physically present on the campuses. The obvious solution for the institutions was to depend online teaching learning. Covid-19 has accelerated adoption of digital technologies to deliver education. It encouraged all teachers and students to become more technology savvy. The HEIs have started conducting orientation programs, induction meetings and counseling classes with the help of different e-conferencing tools like Google Meet, Skype, Youtube live, Facebook live, WebEx etc. to provide support services to the students. This initiative has taken to create an effective virtual environment of teaching learning and to create motivation among students for online activities. The teachers and students improved the use of electronic media for sharing information by making use of WhatsApp, Google drive, Telegram, Twitter etc. (Pravat, 2020b). Students are advised to submit the scanned copies of the assignments to the institution through email. Institutions have also started receiving internship reports and projects through email during the lockdown forCovid-19.

2. **Mixed impact on Academic research & Professional Development:**

It has made impossible for researchers to travel and work together with others nationally and internationally. Some joint research work or project work are made complicated to complete. Some scientific laboratory testing/research work could not be conducted. Ifwe look at the positive side, academicians got much time to improve their theoretical research work. Academicians got acquainted with technological methods and improved their research. Webinars and e-conferences became normal methods for sharing expertise among students and academicians around the globe with similar issues. They could get much time to concentrate on professional development by doing research and to improve knowledge by sharing ideas through webinars and e-conferences. They enhanced their technical skill and could get the scope for publishing articles in journals, publishing books in this freetime.

3. **Severely affected the educational assessment system:**

Most of the external examinations have been postponed and almost all the internal assessments have been cancelled. The cancellation of assessments has negative impact on students' learning. Many institutions have been managing the internal assessments through online mode using different digital tools but the postponement of the external assessments, has a direct impact on the educational and occupational future of students' life. This uncertainty has created anxiety among students as they are stuck in the same grade/class without promotion

4. **Reduced employment opportunities:**

Many entrance tests job recruitments got cancelled which created negative impact with a great challenge in the life of a student of higher education. In India, there is no recruitment in Govt. sector and fresh graduates are in pressure of fearing withdrawal of job offers from corporate sectors because of the pandemic situation

Emerging approaches of India for Higher Education during Covid-19:-

Many challenges are created by Covid-19. The HEIs have responded positively and adopted various strategies to face the crisis during the pandemic. The Government of India has also taken number of preventive measures to prevent spread of pandemic Covid-19. The MHRD and University Grants Commission (UGC) have made several arrangements by lunching of many virtual platforms with online depositories, e-books and other online teaching/learning materials, educational channels through Direct to Home TV, Radios for students to continue their learning. During lockdown, students are using popular social media tools like WhatsApp, Zoom, Google meet, Telegram, Youtube live, Facebook live etc. for online teaching learning system. ICT initiative of MHRD (e-Boucher- https://mhrd.gov.in/ict-initiatives) is also a unique platform which combinesall digital resources for online education (Pravat, 2020a). UGC has released Guidelines on Examinations and Academic calendar in view of COVID-l9 pandemic and subsequent lockdown on 29thApril, 2020 (UGC notice). All terminal examinations have been postponed and shifted to July 2020 and suggested commencement of classes from August 2020. UGC has also prepared complete calendar for the academic session 2020-2021with new dates keeping in view of the lockdown. Some of the digital initiatives of UGC & MHRD for higher education during COVID-19 are pointed as below:

- **e-GyanKosh**(http://egyankosh.ac.in/)
- **Gyandarshan**(http://www.ignouonline.ac.in/gyandarshan/)
- **Gyandhara (**http://ignouonline.ac.in/Gyandhara/)
- **Swayam**provides Massive Open Online Courses (MOOCs)
- **e-Adhyayan**(e-Books)
- **e-Pathya**(Offline Access)
- **National Digital Library of India (NDLI)** (https://ndl.iitkgp.ac.in/)
- **e-Yantra**(https://www.e-yantra.org/)
- **FOSSEE** (https://fossee.in/)
- **Virtual Labs** (http://www.vlab.co.in/)
- **e-ShodhSindhu**(https://ess.inflibnet.ac.in/)
- **Shodhganga**(https://shodhganga.inflibnet.ac.in/)
- **VIDWAN** (https://vidwan.inflibnet.ac.in/)
- **National Educational Alliance for Technology (NEAT**)(https://neat.aicte-india.org/)

- **SAKSHAT** (https://sakshat.ac.in/)

Post Covid-19 Trends of Higher Education

Change is inevitable which has been forced upon the society due to Covid-19. The opportunities created by the pandemic Covid-19 will lead towards a better tomorrow. Tomorrow will be a new morning which will entirely be in our own hands. New technologies will certainly challenge the traditional paradigms such as classroom lectures, modes of learning and modes of assessment. The new trends will allow the education sector to imagine new ways of teaching learning and some trends may be pointed asbelow.

1) May encourage personalized learning
2) Student Attendance may slow down
3) National and International student mobility for higher study may be reduced
4) Learning with social distancing may continue
5) Educational institutions may run with different shifts per day
6) May raise the gap between privileged and unprivileged students
7) Teaching learning may run with technology
8) Assessment system may be changed to new shape
9) Demand for Open and Distance Learning (ODL) and online learning may grow
10) Blended learning may take the leading role
11) Student debt crisis may rise
12) **Unemployment rate is expected to be increased**

Suggestions

1. Educators and learners should be trained to utilize online teaching learning process using technology. Policy should be adopted by Government/educational institutions to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged and remain safe during pandemic (Pravat,2020c).
2. Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and researchprojects.
3. Many online learning platforms offer multiple programs on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of programs may differ across different online learning platforms. Therefore, establishment of quality assurance mechanisms and quality benchmark for online learning programs must be developed and offered by HEIs in India keeping in view of rapid growth of the online learning platforms
4. If the pandemic Covid-19 continues, new approaches for academic assessment should be adopted by educational institutions. Academic assessment of the students may be done through online mode or through quizzes and smallprojects.
5. Government should support HEIs to strengthen their resources to run virtual

educational activities. Students also need to be supported with better access to internet and technology as most students are unable to afford the facilities. During this pandemic, the HEIs should focus more on virtual educational activities including television, radio and web-basededucation.

6. WHO has recently pointed out that the Covid-19 may never be eradicated and people will have to live with it. "It is important to put this on the table: this virus may become just another endemic virus in our communities, and this virus may never go away. HIV has not gone away, but we have come to terms with the virus. I think there are no promises in this and there are no dates. This disease may settle into a long problem, or it may not be" WHO emergencies expert Mike Ryan said in an online briefing (Sandhya, 2020). With reference to this statement, many countries are now planning to continue education through distance or virtual mode and India should plan for the samealso.

7. Across the globe, Indian traditional knowledge is well known for its scientific innovations, values and benefits to develop sustainable technologies and medicines and this knowledge systems in different fields should be integrated with a present-day mainstream higher educationsystem.

Conclusions

This study has outlined various impacts of Covid-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis. UGC and MHRD have lunched many virtual platforms with online depositories, e-books and other online teaching/learning materials. Combination of the traditional technologies (radio, TV, landline phones) with mobile/web technologies to a single platform with all depositories would enhance better accessibility and flexibility to education. This would involve upgrading the service platform to enable it to meet the required volume of educational demands of students. All service providers need to be mobilized to provide proper access to the educational service platforms to the disadvantaged groups of population also. Virtual education is the most preferred mode of education at this time of crisis due to the outbreak of Covid-19. The post Covid-19 education seems to be an education with widely accepted online/virtual education which may perhaps be a parallel system of education. This paper has not covered any statistical analysis on impact of Covid-19 on higher education however further in-depth study with statistical research may also beundertaken.

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National Education Policy 2020 & Higher Education

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Abstract

Indian Civilization is known for its long tradition of holistic, multidisciplinary learning with 14 Sciences and 64 Arts envisaged by Vedas and Upanishads, continued and spread all over Bharat by great sages and seers. Great scholarly work has been done by Indians in the fields of Astronomy, Mathematics, Philosophy, Ayurveda, Yoga, Architecture, Music, Dance, Drama and innumerable other areas.

However this knowledge could not percolate down to masses due to two major drawbacks of ancient Indian Education System. Firstly, all the sacred knowledge was kept limited by the privileged few, locked in religious scriptures, and secondly, women and socially backward sections of the society were denied the right of education resulting in halt of evolution, spread and development of this knowledge treasure.

Foreign invasions also adversely affected these educational traditions, diluting them further in effectiveness in pre independence era. All educational policies after independence also, have appeared lofty and idealistic, but in reality, without any significant outcomes. The main reasons include insufficient budgetary provisions and inadequate regulatory, monitoring systems coupled with Government apathy. As a result, even after more than 70 years of independence, we have yet to achieve our goals set by National and International institutions.

All this led to revamping of National Education Policy in 2020 to aim at nation building, character building and environmentally sustainable, globally competitive, skill based, universal education for all.

This paper aims to note the historical impact on Educational system resulting in inadequate learning opportunities for vulnerable sections of society and the need to bridge the gaps by constituting a more flexible, inclusive and multidisciplinary, facilitating National Education Policy. The Paper further highlights few major changes brought by this new National Education Policy, especially in respect of the Higher Education.

Key Words: National Education Policy, Higher Education, Education, New Educational Policy 2020

"The whole purpose of education is to turn mirrors into windows" – Sydney J. Harris

Preview:

Education has its roots in ancient Indian Civilization known for its majesty and mysticism since time immemorial. The Guru Shishya Parampara and ancient Universities of Nalanda, Vikramshila and Takshashila were the hallmarks of ancient Indian Education System. Education in many faculties was provided in Sanskrit in these world famous institutions. During different foreign invasions there was no major change in the system. All over India, Education was given through Gurukuls, Pathshalas and Madarssas in Sanskrit, Bengali, Hindi, Urdu, Pershian, Arabic etc. **The Charter Act of 1813** constitutes a landmark in the educational history of British India[i] which we have inherited from them, resulting in gaps between the traditional knowledge systems and externally

imposed education policy by British. The major change was introduced by **Lord Macaulay's minute**, as an Educational Policy of India, in 1835.[ii] British were eager to implement it to ensure supply of cheap English educated Indian Servants for easy administration over India. Change came in 1854 with **Wood's Dispatch**, a basis of Indian Education System. Slowly the British gave funds for Schools; every District had a Government School and primary Education in Vernacular Medium and Higher Education in English medium. Universities were established in the Provinces of Bombay, Madras & Calcutta. Education for girls was encouraged [iii]

In 1882, Viceroy of India appointed **Hunter Commission** who gave the new education policy in 1882 and then in 1920 which resulted in many changes in Education Policy in British India, including expansion of primary Schools, Vernacular Medium for education, Use of English for Higher Education and introduction of Vocational Education in secondary School level, training of teachers etc.[iv] Subsequently Indian Universities Act of 1904 and Lord Curzon"s Educational Policy also led to some changes in education policy of India[v].

In 1917 **Calcutta University Commission** under the chairmanship of Dr. Michael Sadler dealt with aspects of secondary, collegiate and university education. Our national Educational structure of 12 years of schooling and three years of degree course was recommended by the Sadler Commission.[vi]

In 1944, **Sargent Plan** recommended free, universal elementary education for 6-11 age group, two types of high schools, Academic and Technical or Vocational for 11-17 years age group, and three years of College education, with the object of creating same education as existed at that time in England in the span of 40 years.[vii]

Education in Post Independence Era:

After independence, the **Kher Committee(1948)** suggested Universal, compulsory, basic education by 1958 for (6-11 age group)and secondary education up to 14 years age group by 1964.[viii] Free and compulsory Education for all children up to 14 years was to be provided by state.[ix] Later this was made a fundamental right by insertion of Article 21A by constitutional amendment.

The education at the State level is primarily the responsibility of the State Governments; the Union Government is concerned only with the coordination and determination of academic standards in respect of higher education, research and scientific and technical education. **University Grants Commission** was established in 1956 by an Act of Parliament and **Dr Radhakrishnan Commission** was entrusted with the task of University Education. **The Kothari Commission (1964-66)** has emphasized the significance of vocationalized education.[x] According to the Constitution Amendment of 1976 some of the subjects of education have been placed under the joint responsibility of the State and the Centre. The Centre is responsible for determining the standard of higher research, science education, technical education and higher education.

In 1986, a **new educational Policy** was approved by the Parliament with objective of improving Technical, professional Education, women and adult education and Research & Training.

In 2005, **National Knowledge Commission** was constituted for excellence in the fields of education, research and Capacity Building, to meet the challenges of 21st Century Knowledge and to maximize public benefit.

The **Yashpal Committee** in 2009 recommended that, Vocational Education should be considered by the Universities and accreditation to be provided to it is and Polytechnics where technical and vocational education is imparted.

Sarva Shiksha Abhiyan aims to provide free and compulsory education in the age group of 6-14 years in a time bound manner.[xi]

In spite of all these efforts, the education scenario is devoid of access, equity and quality in Mass Education. The reasons are obvious. Wide spread poverty, illiteracy, indifference, drop outs due to child labour, seasonal migration by parents, crime and drug addiction among orphans and street urchins, abduction and flesh trade of children especially girls, abuse of children involving them in begging and forced labour in hazardous factories and so on.

The situation has worsened due to government apathy, marginal budgetary provisions, corruption, lack of political will, teacher recruitment policies, overburdening the teachers with non teaching work, meager payments to temporary teachers , appointment of teachers on contract basis, and neglecting the dignity of teachers.

Government expenditure has been less than even 3% of GDP.

As a result, in 2018, from age group 15-24 years, total 20,537,897 are still illiterates out of which 9,138,430 are boys and 11,399,467 are girls.[xii]

The Literacy Rate in 2018 as per UNESCO is given I the table below.[xiii]

Literacy Rate %	TOTAL	MALE	FEMALE	YEAR
15-24 Years	91.66	92.99	90.17	(2018)
15 Years and older	74.37	82.37	65.79	(2018)
65 Years and older	45.38	61.67	30.29	(2018)

UNESCO has established a steering committee for providing strategic guidance to member states which publishes Global Educational Monitoring Report. This steering committee has set Global Sustainable Development Goals (SDG-4) by 2030 setting 10 targets/ Goals worldwide. It aims to "**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all including all vulnerable sections**."[xiv]

But we have not event achieved the first target from SDG-4 and have to go a long way to achieve all 10 by the year 2030.

In 2018, as per the statistics shown by UNESCO about India, children below 14 years count 27% of the Indian population. The Gross enrolment ratio is 73.86% for male and 76.62% for female. For Tertiary education, however, it drops down to 27.17% for Male and 29.06% for female. [xv]

New National Education Policy and Higher Education

The much awaited National Education Policy of India, revised and re revised after countrywide discussions and deliberations, aims to address many growing developmental imperatives in India. It aims to have equitable access to high quality education for all learners regardless of social or economic background. [xvi]

Major changes in NEP 2020, in Nutshell:

1] Aims and Objectives:

National Education Policy 2020 aims to *develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.*[xvii]

2] NEP gives highest priority to achieving fundamental Literacy and Numeracy by all students by Grade 3, curtailing Dropout rates andensuring universal access to education to all at all levels. It has modified the exhisting 10+2 structure in School education with new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

3] It brings flexibility and multidisiplinarity in education, focusing on conceptual understanding, creativity and critical thinking, equipped with the life skills. It has restructured the School curriculum and pedagogy for holistic, integrated, experiential and engaging learning. Multilingualism and flexibility in course choices with curricular integration of essential subjects, skills and capabilities as well as support for sports and special talents are taken care of in this new NEP 2020. Professional standards are defined and teacher recruitment and continuous Professional development is provided for.[xviii]

4**] The approach to Teacher Education** requires that, by 2030, minimum Degree Qualification, for teaching will be 4 year integrated B.Ed. Degree. The new NEP also allows continuation of Two year or One Year B.Ed. degrees by multidisciplinary educational institutions, including blended and ODL made for those who have already attained Bachelor's Degree or master's Degree and wish to become subject teacher in that specialty.[xix] Shorter post B.Ed. certification courses will also be made widely available, at multidisciplinary Colleges and Universities, to teachers who want to move into more specialized areas of teaching.[xx]

The vision of the Policy *is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen*.[xxi]

5**] New Education Policy 2020 to bring major changes in country**

For India to move towards becoming a knowledge economy and society, more and more young Indians should aspire for higher education. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.[xxii]

6] **Determination to avoid the shortcomings of earlier policies**. Major problems faced by earlier Higher Education sector in India include, rigid separation of Disciplines, less emphasis on learning outcomes, ineffective regulatory system, less access to socio-economically weaker areas, limited scope for teacher development and autonomy, poorly monitored research, Large affiliating Universities resulting in low standard of UG education, overburdening teachers with non teaching and unproductive duties imposed by the Government, lack of opportunities for teacher progression in flexible manner.[xxiii]

The Higher Education also suffered due to rigid regulatory Education system, heavy concentration of power in few regulatory bodies, conflict of interest and non cooperation and Lack of accountability among these bodies.

7] Education Policy modified with major changes after over 30 years

The new NEP 2020 prescribes different functions for different bodies for smooth implementation of Education Policy. **Separation of work** is ensured for i) Regulation ii) Accreditation iii) Funding and iv) Academic standard Setting

8] Education sector to get 6% of GDP, a long-awaited demand. Earlier the share was even much less than half of the desired share.

9] Common regulatory body for entire higher education [HECI]

A single UMBRELLA structure of the Higher Education Commission of India (HECI) created for the entire higher education, excluding only medical and legal education. It creates independent Bodies i) to create checks, counter checks and balances ii) to minimize conflict of interest and iii) to eliminate concentration of power

10] HECI to have four independent verticals

First Vertical: National Higher Education Regulatory Council (NHERC) Single regulatory Body

- Single regulator for all types of higher education, **including Teacher Education**, but **excluding LAW and MEDICAL** Faculties.
- **Avoiding duplication of work and conflicts** between multiple regulatory authorities
- **Single point regulation** with necessary amendments in legal framework
- **Transparent and effective public disclosure** of all finances and other necessary information on website of the institution as well as on the website of (NHERC) for public clarity
- **Adjudication by (NHERC)** of complaints from stakeholders
- **Feedback from stakeholders**, including differently-abled students by (NHERC)

Second Vertical: National Accreditation Council (NAC) for accreditation

- Accreditation of institutions by NAC to be based on

i) basic norms
ii) Public Self Disclosure
iii) Good Governance
iv) Outcomes achieved

- NAC to specify Benchmarks for

i)Quality level
ii)Self Governance
iii)Autonomy

- Aim to convert all higher Educational institutions into self governing, Degree-granting institutions/Clusters within span of 15 years

Third Vertical: General Education Council (GEC) for standard setting

- GEC to frame Learning Outcomes/ Graduate Attributes for Higher Education
- For **integration of Vocational education into higher Education** 2 bodies created

i) National Higher Education Qualification Framework **(NHEQF)**
ii) National Skills Qualification Framework **(NSQF)**

- (NHEQF) to decide Learning Outcomes for Degree/Diploma/Certificate
- (NHEQF) to decide norms for Credit Transfer, Equivalence, and Specific Skill sets to be acquired by students during academic programs
- Professional Councils , such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act only as **Professional Standard Setting Bodies** (PSSBs) and will have no regulatory control as before.
- **Professional Standard Setting Bodies** (PSSBs) will be members of the GEC.
- **They will continue to draw the curricula, lay down academic standards** and coordinate between teaching, research and extension of their discipline.

Fourth Vertical: Higher Education Grants Council (HEGC) for funding

- **Higher Education Grants Council (HEGC)**
- **HEGC will give funding** to Higher Educational Institutions
- **Criteria for Funding** : IDP prepared by HEI and progress made on their implementation
- **HEGC to grant Scholarships and Developmental Funds** to HEIs for expanding quality Program offerings across disciplines and fields

11] Content will focus on idea, application, problem- solving

The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner

12] Curriculum content to be reduced

Curriculum content will be reduced in each subject to its core essentials, and make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

13] Tech- based option for adult learning through apps, TV channels etc.

Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centers, etc. will be developed.

14] NTA to offer common entrance exam

The National Testing Agency (NTA) will offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for University entrance exams.

15] Financial Autonomy to be given to 45000 affiliated colleges

There are over 45,000 affiliated colleges in our country. Under Graded Autonomy, Academic, Administrative & Financial Autonomy will be given to colleges, on the basis of the status of their accreditation. New NEP 2020 to treat all Public and Private entities equally, enabling common Standards for all.NHEC to issue common guidelines for all for

i) Good Governance
ii) Financial Stability & Security
iii) Educational Outcomes
iv) Transparency of Disclosures

16] Multiple entry and exit programs

We aims at 50% gross enrolment ratio by 2035. There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned.

17] Undergraduate degree courses to have multiple entry/exit options

The undergraduate degree courses will be of either 3 or 4- year duration, with multiple exit options. A certificate course will be granted after completing 1 year, in a discipline or field, including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year program. The 4-year multidisciplinary Bachelor's program with research component, however, shall be optional.

18] Best Universities to set up campuses in other countries

High performing Indian Universities will be encouraged to set up campuses in other countries. Selected Universities like those from among the top 100 Universities in the world will be facilitated to operate in India. Transparent Public disclosure of all financial matters

mandatory for all HCIs. And Profit if any will be reinvested in the educational Sector monitored by NHERC and NAC

19] IITs to become multidisciplinary institution, opening doors for humanities students

Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science. A greater proportion of students will be getting vocational education. and a move towards institutes including IITs turning multi-disciplinary.

20] All higher education institute to become multidisciplinary institutions

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students. Online Digital education ensuring equitable use of technology, integrated with adult education and lifelong learning is to be promoted. New HEI may be set up ensuring Spirit of Public Service, appropriate Financial Backing and long term stability. Existing HCIs performing exceptionally well to be helped by Central and State Government for expansion. PPP models to be encouraged for providing larger access to high Quality higher education.

Concluding remarks:

All seems well on paper in case of New Education Policy 2020. However, if certain precautions are not taken, it will be merely a lip service to the lofty goal, devoid of any real effect or improvement in the chaotic situation in higher education. Government should keep the promise of budgetary share and increase in scholarships and free ships for vulnerable sections of the society. Academic, financial and administrative autonomy should be allowed to function in effective manner. Government must fulfill its mandated duty as envisaged in the Fundamental Rights and Directive Principles of State Policies, and should not take a U- Turn by leaving everything to the private sector. And finally and most importantly, the pivotal role played by teachers in Education should be valued with due weightage to Teachers, respecting their dignity and integrity, by providing appropriate appraisal opportunities for deserving members.

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" Developing 21st Century Skills through Teacher Education Curriculum"

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Abstract :
According to the new National Education Policy 2020, the teacher is the most important person in the society. It is also the forerunner of future change. Any effort to provide quality education in the 21st century depends on the quality of the teachers. From now on, the curriculum and pedagogy in teacher education will not be based on traditional or mechanically. Therefore, the trainee teacher will become a conscious citizen of the future democracy and a successful entrepreneur in any field and he will contribute to the society through such a dual role. A candidate with high potential and strong commitment will come into the stream of teacher education to excel in teaching and research as well as to become an enthusiastic teacher. The teacher has to make it happen. As it unfolds, its quality and capacity need to be considered in the light of changing times. The contribution of the education sector will be huge in India moving towards becoming the third superpower in the world. If India wants to lead the world in social, economic, political, research, culture etc. It must first make a radical change in the field of education. This change must first come from the teacher. Therefore, future teaching skills should be imparted to future teachers from education curriculum in the country. In present paper have discussed about developing 21st century teaching skills through teacher education curriculum.

Key Words : Developing, 21st Century Skills, Teacher education, Curriculum

Introduction:

The 21st century is the age of modern technology. Due to globalization, the concept of local to global and global to local has taken root in the society. Day by day competition is increasing in this century. This competition is also seen in the field of education. In this competition, the challenge for teachers is to maintain the quality and importance of their profession over time. The concept of globalization, privatization and socialization has been adopted by the twentieth century. Therefore, this 21st century teacher needs to transform himself by developing effective skills along with his traditional chalkboard and textbooks. Teaching is an ethically and physically challenging profession. New teachers and teacher students have to work hard to develop all the new professional skills. Only then will a competent teacher be created in the 21st century in terms of social, emotional, mental, physical, moral etc by creating high quality professional skills. A different approach to teaching will be developed through the latest technology.

Teacher Education:

C. V. Goods. - "Teacher education is a form of formal, informal and experience that provides the individual with the degree required to take on the responsibilities of the teaching profession."

Types of teacher education:

1) In-service training

2) Pre-service education

I. D. El. Ed. II. B. Ed.

II. B. A. B. Ed. IV. B. Ed M. Ed.

The need for modern skills in 21st century teacher training :

According to the new education policy, some strict rules and standards will be made for teacher education. At the same time, some rules for schools will be relaxed. There is a need to create teachers who can teach in schools, gurukula , madrasas, home schools, regular all medium and management schools. The whole world has stopped because of a global problem like covid-19. It also seems to have had an adverse effect on education. But even with this, the option of teaching online is being used everywhere. Special skills also need to be acquired for online teaching to be effective.

Education is considered an investment in the future. Those who do not change themselves in the face of changing circumstances perish. Those who make changes adapt to the situation. Accordingly, considering the changes taking place in education, it is in order to acquire skills based on modern technology along with traditional classroom teaching and other skills. The need for modern skills in 21st century is due to the following reasons.

- Emergencies of covid-19
- The growing influence of free and distance education
- Online and digital education
- Increasing use of technology in education
- Online courses
- Professional growth of teachers
- Competition
- Curriculum improvements
- Changed attitudes of society towards education

For this reason, there is a need for a new educational policy and for the 21st century to develop some new skills in teacher education and to develop modern skills in addition to traditional skills among trainee teachers.

Modern skills in 21st century teacher training :-

➢ **Leadership Skill : -**

A leader is a person who influences others. The teacher is the leader of the class. Students imitate him. Classroom management, teaching, co-curricular and extra-curricular supplementary programs are organized in the school. It is led by the teacher. A leader is a great planner, administrator, moderator, organizer, assistant, neat, energetic, orator, healthy, experimental, punctual, judge. All of these leadership abilities should be in 21st century teachers.

➢ **Critical Thinking** : -

The ability of critical thinking means to verify the veracity of any event, knowledge, information, before accepting it. The ability to think logically must be in education

➢ **Health Literacy Skill : -**

The student lives longer outside the home. His time goes by because of school, classes, travel. Parents do not take time out of their busy schedules to communicate with their children. It is important to see that the natural growth of children's weight and height is taking place properly with increasing age. The mental, emotional and physical growth of the students is important. Therefore, a healthy generation can be created by including the

subject of health at the school level. For this, the teacher must have health literacy or health literacy ability. In the 21st century, it is the teacher's responsibility to keep students healthy

- **Internet Literacy Skill : -**

The 21st century is the century of the Internet. The Internet should be easily accessible in teaching and learning. Search for information, search for images, search for diagrams, audio, video, download etc. It should be done from the internet. For that the teacher should be internet literate. He should have knowledge of browsing, surfing, uploading, downloading, presentation, internet maintenance and cyber law.

- **Computer Literacy Ability** : -

Now a day computer is an integral part of students life. students are ready to accept changes in their learning style but the teacher are feeling feared that computer are complicated to handle. computer is using in teaching learning process for instructing to student power point slide, word documents, web pages, video- audio conference, education chat and email as well as it using in admission, evaluation, keeping record of student, creating question bank, online teaching and testing, analysis and interpretation of the data etc. The 21st century teacher should be a computer operating system developer.

- **Social Judge** : -

Justice is a broad concept. The interactions of people in human society should be beneficial and complementary. Freedom, equality, brotherhood, rights, duties and responsibilities are integral parts of justice. The future society is formed in school. Therefore, a balanced society will be created only if the teachers make the students aware of their basic rights, freedoms, equality of opportunity, brotherhood, duties and responsibilities through the school. For this, the teacher should have the capacity of a social judge

- **Environmental Conservation Skill** : -

Education is an effective tool to build the capacity to solve environmental problems in every element of society. Environmental conservation is one of the key components of the national education policy. Teachers should have knowledge about the environment, environmental factors, ecosystems, what are the causes of environmental degradation, what are the ways to save and conserve the environment, etc. For that, he should be an environmentalist. Only then can 21st century teachers build societies to protect the environment

- **Problem Solving Skill** : -

The current era is a competitive era. In this competitive age, it is important to successfully handle many challenges in the business world. For this, the problem solving ability should be with the teacher. The student should be able to identify the problem, understand it and find the right way out of it teachers should use problem solving methods in teaching for this. Teachers need to have problem solving skills to enable students to solve problems in future life.

- **Research Skill** :-

There are many educational problems in teaching - learning, evaluation, class structure. The teacher is expected to solve these problems through research. The teacher should be a researcher to find problems in the field of students, teachers, schools, society, curriculum, assessment, etc. and suggest solutions in a scientific way. The teacher should solve the educational problem through action research, applied research, innovation etc. For this, a 21st century teacher needs to be a researcher.

➢ **Multidisciplinary Teaching Skill** : -

A twenty-first century teacher will not just teach his subject knowledge and skills. He should be able to coordinate in various disciplines. Biology, Physics, Mathematics, Psychology, Arts, Environment, Language will have to be taught in coordination. Therefore, the ability to coordinate in multiple disciplines should be developed through teacher training.

➢ **Scientific Literacy Skill** : -

The twenty-first century is the century of knowledge of science. It is the responsibility of future teachers to instill a scientific attitude in students. Scientific approach should be developed through experimentation, observation, causation, use of technology in teaching, development of educational tools etc. For this, scientific approach or scientific literacy should be created in teachers through teacher training.

➢ **Life Skill Development Ability** : -

Twenty-first century teachers should help students develop life skills. Students need to develop life skills such as self-awareness, empathy, problem solving, decision making, communication, person-to-person interaction, creative thinking, critical thinking, human emotion adjustment, stress adjustment etc. These skills must first be imparted to the trainees through teacher training courses.

➢ **Stress Adjustment Skill** : -

There are some problems, difficulties, oppression while working. In such a case, the teacher needs to find out the cause of the stress of the stressed students. Future teachers need to have the skills to manage stress in order to be able to handle stressful situations successfully.

➢ **Basic Linguistic Skill** : -

Linguistic skills such as listening, speaking, reading, writing are required for the acquisition or creation of new knowledge. Many languages are taught in school at the same time. In order to master these languages, the basic skills of listening, speaking, reading, writing need to be first in the teacher trainee. Linguistic skills need to be properly acquired in order to acquire the skills of teaching, learning, comprehension, application, excellent communication, presentation, problem solving, etc.

➢ **Flexibility Skill** : -

The class consists of students with different intellectual abilities. It consists of general, retarded, unusually high IQ, etc students. Everyone has to think and teach. According to the intellectual, emotional, mental and physical abilities of the students, it is necessary to choose teaching methods, educational materials, study experience, assessment tools, etc depending on the diversity of students, there is a need for flexibility in our teaching and learning. These flexibility skills should be inculcated in teacher training courses.

➢ **Collaborative Skill** : -

Collaboration is the exchange of knowledge, skills and experiences, the collective application of these elements by everyone in the class. Collaboration with fellow dignitaries is required in educational tools, techniques, study experience, assessment methods. The school needs cooperation in the form of student-student, student-teacher, teacher-teacher teacher and society. That is why modern teacher should include collaboration skills in teacher training to develop co-skills.

➢ **Innovation Skill** : -

There must be innovation in the teaching-learning process in the twenty-first century. Innovation should be a priority in curriculum development, production of educational materials, study experience, teaching methods and techniques, examples, instructional lessons, classroom teaching, classroom control, evaluation. The ability to innovate and adopt modern techniques and methods by abandoning traditional methods and techniques should be included in teacher training courses.The new generation of teachers should have the skills to use and create educational research, technology, computers, internet, social media, etc. study materials, multimedia sets.

- **Humanitarian Skill : -**

Education can bring about change in human beings. Human values like truth, non-violence, philanthropy, cooperation, equality, justice, respect, etc. are inculcated in the minds of students through education. The inculcation of human values must first become a teacher trainee. We must teach that thought and conscience are signs of progress. Teachers should have the skills to make sure that students do not get bogged down in textbooks, go to the library, acquire more knowledge and reflect on the knowledge they have acquired.

Conclusion

Thus, in the twenty-first century teacher training Curriculum should include innovation skill, leadership skills, Flexibility skill, Stress Adjustment Skills, Collaborative Skills, Innovation Skills, Multidisciplinary Teaching Skills, Scientific Literacy Skills, Research skill, Humanitarian Skills, Life Skill Development Ability, Innovation Skills Only then will an ideal teacher be created. A nutritious education system will be created for the overall development of the future society.

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AGRICULTURE AND ECONOMIC GROWTH

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ABSTRACT

For long agriculture had been associated with production of Crops. However, as economic development preceded, many other Occupations allied to farm production began to be considered as part of agriculture. Agriculture at present includes, besides production of crops, forestry and animal husbandry. This is the extension of coverage of the weed Agriculture on the horizontal level. Vertically too, agricultural covers something more than mere operation on a farm. Marketing, processing and distribution of agriculture products are now accepted part of agriculture business. Some other off-farm activities like the supply of farm inputs such a seed, fertilizers, credit, insurance, veterinary services etc. are also considered as a part of agro-business. The scope of agriculture as such is much wider than simply a use of some inputs on a farm to produce crops. In Agricultural land is the most important factor of production

This is obvious. If one imagines a farm, he will think about an expanse of land. On the other hand, if he imagines a factory, a picture of a conglomeration of machines or a group of operators will flash before his eyes. The land man ratio as well as the land-capital ratio is invariably high in agriculture when compared with thee in industry.

Predominance of land in agriculture has some importanteconomic implications and these arise from some basic characteristics of land as a factor of production. Land isfixed in supply. Its supply can be increased only marginally thismeans that in a particular region, time will come when landcannot be brought under cultivation. After that any increase in total agricultural production will take place only through increase in to productivity brought about by an improvement in the existing technology for production such a situation has already been reached in many countries including India. In the case of an industry land does does not act asa limiting factor of production More and more factories can be setup to increase production

Land lakes portability. This means that a given from-the list of agriculture production-will remain fixed in location. In other words, the location of farms is predetermined. This is in turn makes the problem of marketing of agricultural produce quite important. It is the location (as well as exaction) of market and not farmers are able to sell their production without any difficulty However, in the case of an industry. Problems of marketing other things remaining the same, can be solved then by shifting the unit of production to the market itself.

In fact, the fixed location of a farm does notonly create a problem of marketing of its product, but also prevents it from moving closer to the source of some other important Inputs Like power, skilledlabour, irrigation etc.otherwise fond necessary. An operator of an industrial unit, on the other hand, can meet these difficulties by changing its location, if he so chooses.

Age of operation for a worker in relatively larger in agriculture as compared to that in an industry. An agricultural worker invariably moves over a large area, in order to attend to the jobs assigned to him, be it ploughing of the field or its watering or the harvesting of crops. This is unlike the movements of a factory worker who generally remained attached to a machine which itself is fixed in location. The movement of a worker engaged in actual production in a factory of the movement of the workers in so limited.

This difference between agriculture and industry has important economic implications. Firstly, the supervision of workers engaged in an agricultural process is rather difficult. In a factory on

the other hand, as many workers are working under the same roof, a foreman can cosily keep an eye on them. As supervision of an agricultural worker is difficult because of the large area of his operation, some inducements to the worker devote himself to his jobs are considered necessary. The slogan land to the Tiller in a way represents the extreme form of this very inducement. It is felt that the worker by himself will work sincerely if he is fully assured of the reward for his efforts.

For long agriculture had been associated with production of crops. However, as economic development proceeded, many other occupations allied to farm production began to be considered as part of agriculture. At present agriculture on the horizontal level. Vertically too, agriculture covers something more than more operation on a farm, marketing, processing and distribution of agriculture produced are now accepted part of agricultural business some other off-farm activities like the supply of farm inputs such as seed fertilizers, credit,insurance,veterinary services etc. are also considered as a part of agro-business. The scope of agriculture as such is much wide than simply a use of some inputs on a farm to produce crops.

Agriculture makes three types of contribution to the economic growth of an economy. These are factor contribution product contribution and market contribution. In the initial stages it is the development of agriculture which initiates the process of overall economic development. In this regard, it may be pointed out that theoretically, the growth process can start from any other sector secondly or tertiary. However, in practice, these sectors may not be able to initiate and sustain the pro cess of all round economic development. Lack of industrial entrepreneurship, capital kills, whether administrative or technical necessary for running the industrial undertaking lack of social overheads and non-availability of industrial raw-material may hinder the growth process to start from the manufacturing sector. Non-availability of wage goods may also not act as damper on the independent development of the manufacturing and tertiary sector.

Marketing constitutes and integral part of the economic development process. It is the most important multiplier of economic development and its advancement makes possible economic integration and the fullest utilisation of whatever productive capacity the economy possess.

Increased marketing facilities contribute to the objectives of agricultural development directly through providing maximum use of the production and indirectly through fostering increased production. Marketing plays a very crucial role in the development of an economy. When marketing of several products develops. It brings rapid development of agricultural and other sector of the economy. However development process based on second marketing system is not so simple. It involves several problems are inter spectral. More over an account of the nature of agricultural products. Marketing of the same is more complicated than the marketing of the other non-agricultural products. Not only this, the demand and supply factors of agricultural products also differ as compared to the same of non-agricultural sector.

Indian agriculture had reached the stage of development and maturity much before the now advanced countries of the world embarked on the path of progress. At that time, these was a proper balance between agriculture and industry and both flourished hand in hand. This situation continued till the middle of the eighteenth century. The agriculture in the pre-independence India can be correctly described as a subjective occupation which yielded too little to live on and too little to die on.

The share of agriculture in the gip in Indian economy at factor cost has declines from 55.4 percent in 1950-51 to 1996-97 (at 1960-81 prices) as per the new series at 1993-94 prices the share of agriculture in GDP factor cost was 33.5 percent in 1993-94 and 29.2 percent in 1997-98 and 1998-99 whereas in 1981 about 68.8 percent of the total main workers were engaged in agriculture and allied activities during 1991 the share of agriculture in total employment sling to decline to 66.3 percent. The ninth five year plan bad set a target of increasing the production of food grains from a level of 199.4 million tonnes in 1996-97 to 300 million tonnes in 1996-97 to

meet the consumption requirements of India's estimated population of more than a hellion hand to make the county hungry free since agriculture happens to be the largest industry in Indian, it can and must play an important role in pushing up the rate of capital formation. Indian agriculture has been the source of rawmeterials to the leading industries in the country. There are many other industries as well which depend on agriculture in an indirect manner. A number of the small scale and cottage industries like handloom wearing oil crushing, rhennhusking etc. depend upon agriculture for their raw materials together they account for 50 percent of income generated in the manufacturing sector in India. Since more than two-thirds of the population of developing countries like India lives in rural areas, increase seed rural purchasing power is a valuable stimulus in industrial development. In India with the areas in recent years, incomes of large farmers have increased considerably, whereas their tax liabilities are negligible. This has increased their purchasing power substantially with the result that demand for industrial goods in the rural market is witnessing a marked increase. For a number of years the three agro-based exports of India cotton textiles. Jute and tea accounted for more than 50 percent of export earnings of the country. If the export of other agricultural commodities like cashew kernals, tabacco, coffee, Vanaspati oil, sugar etc. is added the share of agriculture in total export rose abound 70 to 50 percent. Agriculture is the main support for India's transport system. Since railways secure bulk of their business from the movement of agricultural goods. Agriculture is the backbend of the Indian economy and prosperity of its agriculture can also largely stand for the prosperity of the Indian economy. The development in agriculture is an essential condition for the development of the national economy.

The most glaring characteristic feature Indian agriculture is that the production relation in agriculture is a feudal one. The control of usurious capital is very strong on the Indian agriculture and indebtedness is a common legacy of poor farmers. Because of the excessive pressure of population on land, wages in the agricultural sector tan to be considerably lower as compared to the modern (industrial) sector. Most of the Indian farmers continue to use outmoded farming techniques. The Indian agriculture has rightly been called a gamble in monsoon India is a large country having substantial agricultural diversities. The presence of large diversities in the agriculture sector makes it necessary to device separate agricultural policies for different regions.

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Higher education and development of skills for 21st century

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Abstract
The world is changing with rapid speed due to globalization and privatization, age old skills and competencies are found outdated to cope with the pace of world of 21st century. It is the need of the age to bring enormous changes in our education system, National Education Policy (NEP 2020) tended towards bringing such changes.21st century skills such as critical thinking,creativity, scientific temper,, communication,, collaboration, multilingualism, problem solving, ethics, social responsibility and digital literacyneed to be developed among every student, so they can become ready to face every challenges of 21st century. Parents, teachers, schools, universities and governments can play a vital role in imbibing 21st century skills among students.

Key words – 21st century skills, Higher education, NEP, competences.

Introduction –

As the world is progressing in 21stcenturyIndia must bring enormous changes in education system. We must develop special skills among our students to make them ready for 21st century. Higher education should be the most focused area for the development of skills for 21st century. Indian education system should change according to 21st century skills. It demands multiple areas of abilities within an individual, it also demands ability to collaborate effectively with others, work independently, solve problems using critical thinking, find out innovative solutions for real practical problems and communicate clearly with peers. These 21st century skills will enable them to reflect and express.

NEP2020 also emphasized in its fundamental principles on recognizing, identifying, fostering the unique capabilities of each student, flexibility, conceptual understanding, creativity and critical thinking, use of technology, ethics and human and constitutional values which will guide both the education system at large as well as the individual institutions. (NEP 2020 www.mhrd.gov.in)

It is expected through education system students should be trained to face new trends in education. Deep learning culture needs to be started from the education system for developing strong foundation among the students.

Skills for 21st century

The European Parliament and the council has set out eight key competences-communication in the mother tongue, communication foreign languages, competences in mathematics, science and technology, digital competence, learning to learn, interpersonal intercultural and social competences and civic competence, entrepreneurship and cultural expressions.(Source CEDEFOP 2011)

The changes in economy and the labor market developed due to globalization and internationalization are the important driving force for the of 21st century skills. Most frameworks seem to focus on a common set of 21st century skills or competences.

The important skills and competences for 21st century can be listed as following – Collaboration, communication, information and communication technology, ITC literacy, social and cultural competencies including citizenship, creativity, critical thinking reasoning, problem solving, metacognition, global citizenship etc.

It is important for policy makers all over the world to focus on the development of skills for 21st century. Curriculum policies increasingly focus is on competences that students are expected to develop during the whole process of learning across specific subjects or disciplines and that they need to succeed in education and for personal development, employment and inclusion in a knowledge oriented society.

Bri Stauffer has explained and classified skills for 21st century as following.

Learning and innovation skills

Critical thinking and problem solving,communications and collaboration, creativity and innovation.

Digital literacy skills

Information literacy,media literacy, information and communication technologies ICT literacy.

Career and life skills

Flexibility and adoptability initiative and self-direction, social and cross cultural interactions,productivity and accountability, leadership.

These skills are key qualities of progressive education. Educational system across the world focused on preparing their students to accumulate content and knowledge.

(BriStauffer march 19th 2020 https://www.aeseducation.com)

Necessary abilities for students to develop 21st century skills

Students of 21st century need to develop certain skills and competences among them to face the challenges of 21st century.

The skills can be listed as following -

Enthusiasm for learning,deep understanding, application of learning, examination, inquiry, reasoning, listen carefully and effectively, cultural social and environmental understanding and its implications, computer literacy and numeracy, learning fine arts and vocational.Higher order thinking skills, analyzing, presenting, sharing learning experiences, need of curiosity,classification, judgment, multitasking. . Critical thinking, problem solving, communication with others and collaboration with friends, teamwork, lifelong learning and ability to solve technical issues. Students shouldenable them to set goals and targets to be achieved. Proper study planning and self-management is important. Students must have their own ideas about self-learning. All these abilities are important to develop skills for 21st century.

Self-development of teacher

Teachersalso need to develop certain skills of 21st century as they are role model of students.

Recognition of students, meaningful professional relationship, must have personal qualities, teaching style and content knowledge, personality, behavior, flexible in adopting new trends in teaching, lifelong learner, facilitator, self-evaluation of teaching effectiveness, habit to maintain good personal library, must be aware about different methods of teaching, must be expert in research methodology. Teaching must be based on individual needs and problem solving skill also based on practical knowledge. Teachers

must develop their own skills and change their pedagogical aspects. They need to improve skills to enable themselves to teach content effectively.

Development of teaching abilities of teachers

Teacher should have ability to recognize need of students for future career development, should have ability to improve engagement of students in learning and able to create new learning opportunities. Should have ability to establish a safe supportive and positive learning environment in the classroom, encourage cultural awareness and sensitivity also have ability to encourage peer learning and self-learning. Should have ability to develop short and long term plan of teaching. Should be a co-learner .should have the ability to provide opportunities for students to express themselves. . Should have the ability to use digital tools for effective teaching style. Should have ability to establish a culture of psychological safety in the classroom.

For the development of these abilities teacher have to maintain regular reading of professional journals and periodicals, attending workshops, conferences, lectures and seminars, regular sharing of experiences and ideas with faculty members.

Role of parents for development of skills for 21st century

Parents should be more supportive and active participant in child's learning. Parents need to be completely involved with their child's physical, moral, intellectual emotional and social development. Should counsel their children. Must have effective communication with their child about personal and educational issues. Should communicate with teachers about child's progress.

21st century parents need to be highly aware about child's problems and their needs. Need to be educated in technology skills, computer literacy and must know about the different areas of higher education. Their role should be as a decision maker, advisor and as role model in front of child. Need to encourage their child to find opportunities of self-learning. Should help their child to think creatively, aware about responsibilities and also need to help to make innovations.

Parents should guide their children to face problems strongly. Should help them to find out the solutions of challenges. Should help them to think globally and learn from across the world. Enable them to learn the value of hard work. Help them to be confident and to make all round development. Should provide home learning environment and reading materials.

Role of institutions for the development of skills for 21st century.

21st century skills might be part of mission statement of institution. Institutions must use several strategies that can promote 21st century skills. Can provide relevant digital literacy tools for digital literacy. They should know that every students has the skill to become lifelong learner. Should encourage students to learn. Can provide subject wise, unit wise educational tools for teaching and learning. Should provide proper learning environment and prepare students for standardized tests and competitive exams. Can give students confidence to face challenging problems. Can provide infrastructure to support digital learning. Must set concrete learning goals.

They can organize peer teaching activities. Should arrange workshop for the development of teaching strategies for teachers. Can provide situations or suitable environment for professional development of teachers. Should maintain a good relationship with parents and the community. Can arrange orientation courses and refreshment courses. Can maintain well equipped library for reference and resource

material. Can introduce teachers to the new methods and innovations in higher education. Should offer training programs and short term courses on academic skills, use of ICT, research methodology, personality development, communication skills, mental health etc. for teachers.

For the development of skills for 21st century among student's parents, teachers, institutions universities, policy makers and government have to play a dominant, collaborative and supportive role by acquiring necessary skills and abilities to enable our students to face all the challenges of 21st century.

Education in the 21st century is becoming challenging to face new trends in education. Students must have various skills to learn properly. In 21st century education has become more important to ensure that students acquire essentialskills, innovative abilities, creativity, and teamwork and learn how to use life skills in their life.

There is need of rapid accumulation of information and knowledge in changing world, skills are in demands which are different from the past. Application and creativity based education becomes important and needs a reformation in the education and help students to face the future challenges.

Role of teacher, parents, and concerning authorities are expected as a problem solver,supportive, facilitator and communicator for the development of skills for 21st century.

21st century students need to think critically, communicate effectively, collaborate with peer, solve complex problems, adopt a global mindset and engage with information and communications technologies.

For implementation of such skills education system need to create broad range of activities including teacher training, textbook provision, digital literacy, communication activities and innovations etc.

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"Innovative ICT Based Teaching, Learning And Evolution Pedagogy In Higher Education"

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Abstract: Information and communication technologies have become common place entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance. Within education, ICT has begun to have a presence but the impact has not been studied Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of integrity and personal contact with learners. The use of ICT in education lends itself to more student centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT education is becoming more and more important and this importance will continue to grow and develop in the new generation. This paper highlights the various impacts of ICT on higher education and explores potential future developments. The paper argues the role of ICT in transforming teaching and learning and seeks to explore how this will impact on the education system in the universities and colleges for the future.

Keywords: Online learning, constructivism, higher education, customized educational programs

Introduction:

Information Communications Technology (ICT) refers to the study of any technology that uses telecommunication to store , transmit or access digital information . It focuses on the way that modern technology affects our society and how we communicate

- Support functions: administrative, technical and supportive functions ,
- Learning assistance: assistance and support for learning and teaching,
- New learning: new teaching and learning methods, techniques and tools

Since the introduction of the personal computer in the early 1980s, the number of people using computers has steadily increased . Furthermore, computer use in the workplace has been strong from the inception of computers , Businesses could realize the benefits of computers perhaps more readily than could home users , and have embraced in greater numbers . Few businesses today do not have at least a simple desktop computer in their workplace, and new and improved uses for computer technology are being introduced that promise to bring increased opportunities to businesses who use them.

There are number of factors have become an obstacle in the process of the wholesale uptake of ICT in education. These have included the factors such as a lack of funding to support the purchase of the technology, a lack of training among established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools Starr, 2001) . But in recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs into classrooms and learning settings. The major role of ICT is to provide support for customized educational programsmeet the needs of individual

learners (Kennedy & McNaughton, 1997) ,and the growing use of the Internet and Www as tools for Information access and communication (Oliver & Towers , 1999)

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Use of ICTs in school affects future employment:-

Most certainly, the number of businesses using computer and Internet technology will continue to increase and these businesses will find new and more advanced uses for this technology Survey results show that the most widespread uses of the Internet now are for electronic mail and for searches of data and Information, which are those requiring lesser amounts of training and investment by businesses. But as computer use expands and the Internet matures into a crucial resource of the business community, more and more businesses will begin to use it for more advanced purposes, such as electronic commerce and marketing and promotion of their products. These avenues of future growth hold perhaps the most promise for businesses using computer technology and the Internet.

Of course, implementing and maintaining all of this high technology will require an over increasing supply of skilled workers in virtually all types of businesses. Our survey has shown that employers place a great importance on employees with computer skills, and as more businesses adopt Internet technologies and services, these skills will be of even greater importance. The importance of a workforce skilled in these areas cannot be understated for the future

Since the 1990s the growth in access to and use of the internet has played an important role in increasing the availability and exchange of labor market information. The internet plays an increasingly important role in information, advice and guidance services for people Seeking careers, education, training and employment advice. But with a growth in the amount of information available, it is important that users develop skills to assess the quality use information intelligently to guide decision - making of information available and to distinguish between biased and unbiased sources so as to use information intelligently to guide decision making.

Impact of computer literacy instruction in schools and colleges:-

Computer literacy is the knowledge and ability to use computer and technology efficiently. Computer literacy can also be referred to the comfort level someone has by using computer programs and other application that are related to computers. The occurrence of computer literacy continues to grow at an outstanding rate Computer always change become smaller, faster and more powerful Recent electronic Information systems have shown that they offer great opportunities for teachers and students in various disciplines . The use of electronic information systems enables teachers to access the necessary information on learning instruction materials through the internet Electronic information systems can be defined as the combination of hardware and software used to store the needed information from external and internal sources for more accessible data bases

towards the accomplishment of organizational goals. Through the use of electronic information systems (EIS) necessary information is transmitted widely within the shortest possible time . Thus enabling researchers, scholars. and professionals to meet, interact and exchange ideas in the field of education ICTs are used to present , comment on and discuss student work , and the implications of such impact as interactive whiteboards are first to be embedded , but others like video conferencing , digital video and virtual learning environments are now being incorporated , providing evidence of ongoing learning by the workforce . Training needs to continue to support innovative pedagogy. Immediately, which can stimulate and raise levels of motivation Students are more likely to engage in redrafting, amending and Improving written work more readily due to the simplicity of this task when using ICT The quality of presentation can be extremely high and more enjoyable and often raising the level of achievement, ICT can exert a positive influence on learning . though the amount may vary from subject to subject as well as between key stages , no doubt in part reflecting factors such as the expertise of teaching staff problems of accessing the best material for each subject at the required level and the quality of ICT materials that are available . “Instead , the reasons for teaching pupils in ICT classrooms appeared to be Pupils tend to be less disruptive when working on computers as the computer holds their attention Pupils working on a computer are less likely to be distracted and often show more enthusiasm for their tasks (Finlayson and Cook 1998) . The computer is used as an electronic babysitter to occupy disruptive pupils and allow the teacher to spend more time helping well - behaved pupils Some subjects have been done equally effectively using traditional teaching resources such as pens , colored pencils and paper ,

Most of the pupils appeared to be on task, concentrating on the screens and working quietly. However, it was clear that some were , at various points during the lesson , using the computers for things other than the main task set by the teacher . Some were playing games on the Internet or looking at web pages that had nothing to do with the task , whilst others were drawing pictures on Paint that were un related to the desired learning outcomes Most of the pupils spent more time of the appearance of their presentation rather than the content . For example teacher gives an assignment to student to write something about Mahatma Gandhi from WebPages into word. Most pupils used the same picture and simply cut and pasted blocks of text from the web page into their report without demonstrating any understanding of the content. Very few rewrote the information in their own words

Impact of ICTs in education in LDCS .

A lot of work needs to be done in this area if ICTs are to become effective and integral tools in education , and if accountability is to be demonstrated to donors and communities financing ICT - related initiatives in education ! The issues highlighted above are particularly acute in most developing countries . Developing in - country capacity for monitoring and evaluation work will be vital if ICT in education investments are to be monitored and evaluated at less cost . The opportunity costs of monitoring and evaluation work related to ICT in education interventions are potentially great , as there is typically a limited number of people able to do such work , and schools typically have little room in their calendars to participate in such activities . This is especially true where control groups are needed for. Interventions in rural and hard to reach areas - particular areas of interest for educational investments targeting education-related MDGs Attention to equity issues needs to be included in all monitoring and evaluation efforts related to the uses of ICTs in education .

While the introduction of ICTs in LDCs is seen as a mechanism to reduce the so called digital divide, in most cases such introductions serve to increase such divides, at least initially

Summary and Conclusions:

This paper has sought to explore the role of ICT in education as we progress into the 21th " century. In particular the paper has argued that ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong instrument for change among many educational practices

ICT play vital role as strong agent for change among many educational practices that is conducting online exams, pay online fees, accessing online books and journals. Thus ICT in higher education improves teaching learning process, provide facility of online learning to thousands to thousands learner who can not avail the benefits of higher education due to several checks such a time cost, geographical location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds

The learning should become more relevant to stakeholders ' needs , learning outcomes should become more deliberate and targeted , and learning opportunities should diversity in what is learned and who is learning to ensure that the opportunities and advantages are realized , it will be important as it is in every other walk of life to make sure that the educational research and development is sustained so that education at large can learn from within and that experiences can inform and guide others . Once again ICTs serve to provide the means for much of this activity to realize the potential it holds .

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A study of awareness of Indian constitution with special reference to educational provisions among B.Ed.student teachers in relation to their gender

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Abstract

The present paper aims to study of awareness of Indian constitution with special reference to educational provisions among B.Ed. student teachers in relation to their gender. The sample consisted of 80 student teachers of second year of Azad College of Education, Satara (M.S.). Sample includes 10 male and 70 female student teachers. The Constitutional Awareness Test (CAT) developed by the researcher was used for data collection. The finding of the study is the level of awareness of Indian constitution with special reference to educational provisions among male and female B.Ed. student teachers is equal.

Introduction:

Education has continued to involve diversity and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity. And also to meet the challenges of the time. Education has been considered as the most important instrument to address inequalities in the Indian society by promoting equality, social justice and respect for the individual human being, which are requirement for ensuring rights.

A country can be considered a developed nation only if it has knowledgeable population. A major role of educators is to create informed population who know their Constitutional rights. Educators can play the role fruitfully only if they become enlightened themselves. Teachers can be educated about the Constitution. When teachers are prepared with the basic knowledge of the Constitution, they will be able to enlighten the student community. Today's students are tomorrow's leaders. It is the responsibility of the teaching community to educate students about the Constitution and make them knowledgeable citizens.

Considering all above facts, researcher realized that every teacher should know and understand the philosophy expressed in constitution and educational provisions. Therefore it is important that an attempt is made to study of awareness of Indian constitution with special reference to educational provisions among B.Ed. Student teachers.

Objective of the study –

To compare the level of awareness of Indian constitution with special reference to educational provisions among B.Ed. Student teachers in relation to their gender.

Hypothesis –

The following null hypothesis was formulated keeping in view the objective of the study.

There is no significant difference between the level of awareness of Indian Constitution with special reference to educational provisions among male and female student teacher.

Delimitations of the study -

The present study has the following delimitations –

1) This study was limited to the B. Ed. student teachers.
2) This study was limited to the B. Ed. student teachers who were studying in second year in academic year 2018 - 2019.

Sample -

The researcher selected Azad College of Education, Satara by purposive sampling method. The total population of the student teachers of the college was selected.

So the sample consisted of 80 student teachers of first year of Azad College of Education, Satara. Sample includes 10 male and 70 female student teachers.

Research Methodology –

For this study survey method was used.

Data Collection tool –

The constitutional awareness test CAT developed by the researcher was used for data collection. The CAT consists of 26 items. The items were multiple-choice type. Each right answer was awarded one mark and wrong answer awarded zero mark. The test covers the basic components related to Indian constitution and educational provision in it. These components are making of the constitution, characteristics of the constitution, preamble, fundamental right, fundamental duties, and other articles related to education, and schedules.

For construction of CAT researcher followed the standardization procedure of test construction. The validity of the tests was established by face and content. The reliability of present tests was estimated through parallel test method. It was found 0.769. It was proved that the tests indicated high reliability.

The researcher administered the CAT on group of students. And the results were analyzed.

Analysis of the Data –

Testing null hypothesis -

There is no significant difference between the level of awareness of Indian Constitution with special reference to educational provisions among male and female of B.Ed. Student teacher.

To test this hypothesis 't' test was applied and results are given in table no. –

TABLE NO. - 1

SUMMARY TABLE OF 't' TEST OF MALE AND FEMALE STUDENT TEACHERS

Variable	Group compared	N	Mean	S.D.	Critical value of significance		df	't' score	Decision related to null hypotheses
					0.05	0.01			
Constitutional awareness regarding Educational provisions	Male	10	13.82	3.66	1.99	2.64	78	0.287	N.S
	Female	70	13.36	2.98					

Observation and interpretation:-

By observing the table no. - 1, it is seen that the calculated 't' value is 0.287 and it is less than 't' critical value at 0.05 and 0.01 level of significance.

Hence, it is not significant at 0.05 and 0.01 level. It means that the null hypothesis is accepted.

Conclusion -

The level of awareness of Indian constitution with special reference to educational provisions among male and female B.Ed. student teachers is equal.

To increase the level of awareness of Indian constitution with special reference to educational provisions an effective constitutional awareness programme is necessary. Constitutional awareness programme also creates awareness among B.Ed. Student teachers about their self-role and responsibilities for society.

Recommendations -

Teacher training colleges should develop and implement the programmes for the awareness of educational provisions in the Indian constitution. College should arrange the guest lectures on Indian constitution. The teacher educator should try to aware their student teachers about educational provisions in the Indian constitution.

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Challenges before Teacher Education in Special Sinario of Covid – 19

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Abstract -
Today whole world is under the threat of epidemic effect of Covid – 19 thousand of people are infected in a day from our country. Though the situation is very dangerous but our country men are adopted the life style which is suitable for us and without fearing they start their life with Covid – 19. The Covid – 19 gives the idea and make the people think and rethink about their unhealthy life style and make controlled over their unhealthy and unnecessary habits.

The Covid -19 effect turned in to shutdown of economy, market, tranceport, school, colleges and whole activities that directly connected to the life of the common people. It create the challenges before us. But more over it is an opportunities before us to create the new ways of life from start avoiding with thousands of misperception and misunderstanding and taking consideration of healthy habits. The Covid – 19 tasting our liability, our capacity, our strength and most important the brotherhood, our role for society, our patience and our contribution and role for reconstruction of the nation. The lockdown due Covid – 19 creates anxiety among the teachers. The challenges are more but one must keep in mind that our syllabus of teachers education must be powerful and teachers are well doing their responsibility and teachers are always ready to accepts challenges in past, present and will ready to accept challenges in future.

Keywords :-
Hi-tech, lockdown, re-think, unemployment, malpractices, Anxiety

Introduction -

The common scenario within and after the lockdown was appeared that majorities of the parent joined or linked their children to online classes and taught their children with one or variety of online courses and problems starts or created hear from these activities. The education is taking from the online platform is good but how it was taking? In what type was deciding it is fruitful or forceful for student. The more time spending on internet is dangerous for the student. The vast knowledge on every field or topic is present on internet. This may be dangerous and may spoil the whole life of the innocent student.

The role of teacher education is very crucial and import for avoiding such problem of the student. The teacher education college creates thousands of teacher in their institute. The education colleges must think about and make their syllabus such that the student teacher must ready or prepared for tackling such situation during pre service or in-services. From last couples of years the teacher education suffers many financial crises. The colleges have the insufficient equipment. The new challenges creates them problem for pursuing the hi-tech knowledge. The problems in front of the teachers education is that the students or the teachers which are comes out from completing their training are not acquired or they didn't get the jobs, ultimately the attraction towards taking or joining to the teacher education colleges is reduced. This create lots of problems to colleges and their financial needs are shorten. For matching such needs the education colleges admitted the only

students. The importance and aims of teacher education is not up to the level of standards and result of this is the biggest loss of student which will studying under such degree oriented teacher and ultimately it is the biggest loss of the nation.

The incomplete or insufficient infrastructural hi-tech facility like internet connection, digital equipment, google class room facility and most important the qualified technician and instructor teacher is the back bone for the whole system. Due to the financial crises it is not possible and in such condition. The hi-tech facilities providing means not only the hi-tech instrument, knowledgeable staff, power generators that provide all the time electricity, high speed internet connections, projector, laptops to google classroom and each student got every facility for his un – interrupt teaching and learning process. The instructor or technician must be well trained and have the experience to teach the student with confidence and solving every problem that arises during his teaching.

During last decades government policy of opening the new teacher education colleges on self finance basis. The couple of year these colleges work properly, but due to un-employment of large number teachers which are educated in such colleges are not absorbed in services, the result of this the student will not diverted towards taking teacher as a profession. So that the shorten of strength in teacher education is happened. This creates the financial crises. As on the self financial basis, the payment of teachers and staff become very crucial as they can't get regular salary and on other hand the challenges of online teaching are coming before them. The job satisfaction and sincerity of all them get affected. The teacher education colleges make time pass or adjustment role with the help of malpractices. This is the major challenges before teacher education that must be solved. This picture is not happened to every where there are many institutions which are performing many mind blowing effectors for their commitment teacher educational work. In such institutes the staff of their colleges got training like faculty developmental programs, refresher courses and trained their staff for future challenges.

Conclusions –

The lockdown due Covid – 19 creates anxiety among the teachers.

The challenges are more but one must keep in mind that our syllabus of teachers education must be powerful and teachers are well doing their responsibility and teachers are always ready to accepts challenges in past, present and will ready to accept challenges in future.

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"INFLUENCE OF COVID-19 ON TEACHING-LEARNING PROCESS"

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ABSTRACT:
Starting from the spring of 2020, the outbreak of the COVID-19 caused Chinese universities to close the campuses and forced them to initiate online teaching. Online teaching & learning is one of the main components in educational planning which is a key factor in conducting educational plans. Despite the importance of good teaching, the outcomes are far from ideal. Since the coronavirus outbreak, online classes have become the cornerstone of modern higher education. While most universities, colleges or other educational institutions have made the complete transition to online teaching, teachers are still struggling with ways to engage students online. They are required to make tough decisions everyday whether between asynchronous and synchronous learning or educational tools that they need among lot of options. Online learning provides opportunities for higher education to deliver services for people continuing their education, to leverage technology to reduce burden on teachers and to use improved pedagogies better suited to maintaining student engagement.

Keywords: Online teaching learning Education , Online educationimprovement, Online Effective Techniques, Strategies Courses ,Types , Technology etc.

INTRODUCTION:

The world is battling Covid-19 and economies across the globe have declared a lockdown. Work from home (WFH) has become the norm, especially for service organizations. Following government instructions, even the academic institutions had to shut down temporarily, affecting academic delivery. Thus, they had to find new alternatives to academic delivery, and virtual classes were the way forward.This paper explores various strategies for creating engaging online learning environments. It describes a framework which identifies and distinguishes between the critical elements needed in the design of online learning. Provides perspectives on the theory, Development, And Application of Innovations in Teaching and Learning. Authors share ideas, training to manage online courses case studies, feedback-based learning, online learning, computer assisted assessment, screencast technology, and original research on pilot projects, opportunities, emerging technologies, and other innovations in teaching and learning. This text presents major terms in educational focusing on original methodologies and models & promote technology-based learning processes.

OBJECTIVES OF THE STUDY:

1. To Study the types & tools of higher education in India.
2. To give some strategies to improve the condition of higher education in India.
3. To study the effective challenges techniques teaching learning in India.

RESEARCH METHODOLOGY:

The present paper is based on secondary source of data. The secondary data is also collected from various reference books, national, international published research journal, magazines, annual reports, news paper related to net internet websites,etc.

SCOPE AND LIMITATIONS:

Present research paper is related to Covid-19 impact on Socio-economic situation in IndiaAlthough, COVID-19 has affected several sectors in whole world it is not possible to cover the whole impact of COVID-19. The present study focuses on the impact of COVID-19 in Indian teaching learningStrategies education tools methods types techniques smart online instructors education sectors in Indian.

WHAT IS ONLINE LEARNING: Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. Distance learning has a long history and there are several types available today including: • Correspondence Courses: conducted through regular mail with little interaction. • Telecourses: where content is delivered via radio or television broadcast. • CD-ROM Courses: where the student interacts with static computer content. • Online Learning: Internet-based courses offered synchronously and/or asynchronously. • Mobile Learning: by means of devices such as cellular phones, PDAs and digital audio players (iPods, MP3 players).

IMPROVEMENT OF HIGHER EDUCATION IN INDIA:

The role of higher education in the growth and progress of a nation has been well recognised for centuries. There are many areas where we need reform higher education. Our main aim must be to nurture excellence instead of spending a disproportionate amount of energy trying to curb the lack of it. It is the responsibility of the UGC to maintain the quality of our higher education and research. The country needs skilled and trained faculty and researchers for making India superpower in the world. For this, there are some possible measures for improving quality in higher education:

1. Indian government should take steps to give more students access to a college education.

The goal now is to more than one and half the number of 18 - 23 year olds who enrol in higher education, from the current estimated 20 percent to 30 percent. According to the HRD Ministry, to achieve this goal, India will need to add more than 45,000 new universities and colleges in the coming decade.

2. In India, the first step towards improvement should be taken at school level with aptitude

tests being introduced to know where the interest of the student lies. These students should then be encouraged to join those fields of interest.

3. E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.

4. Indian institutions and regulators should restore transparency, coherence and confidence in the higher education system both at home and abroad.

5. Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis. Innovative practices related to examination reforms should be empirically tested and institutionalized. All the examination processes should becomputerized and recent advances in ICT should be exploited to make the process automated and efficient.

6. Emphasis should be laid on not just increasing the number of higher education institutes but centre of excellence. Great stress must be laid on good infrastructure and facilities.

7. The RUSA and State Higher Education Councils should play key role to undertake the process of planning, execution and evaluation, in addition to other monitoring and capacity building functions.
8. The UGC should, likewise, produce and publicize ratings of and information about all universities and institutes of higher education. This should be a detailed, annual exercise and be prominently available on a website.

INSTRUCTIONAL STRATEGIES FOR ONLINE COURSES:

The instructional strategies described below are widely used in online courses, as outlined by Carnegie Mellon and the Illinois Online Network (ION). For teachers, technology offers an endless set of resources that they can tap into depending on the need of the students. While this blog lists a few such resources, for a teacher looking for effective teaching methods in a classroom,Lecture , Discussion Simulations, Case Studies, Demonstrations, Problem-Based Learning Projects & turning towards the latest technology will offer a vast number of updated solutions.

INFLUENCE OF COVID-19 ON TEACHING-LEARNING PROCESS:

1. Education system close down:- So far world is facing the highest people health risk which is causing to one of the highest's and the quickest realization of the world order. By the end of March,April 2020, the pandemic had caught to over 185 countries and resulted in the closure of over 99 percent of all class,schools,colleges and universities effecting students. The speed of the scatter of the pandemic, the shutdown of higher education institutions and the transition to online teaching was so swift that it hardly gave any time to plan and to reflect on the probable risks or the virtual opportunities that such a sudden change could bring. Given such a situation it is important to look at the impact and reflect on what has transpired and what is likely to happen as we move forward in the field of global education. All the students are now no longer physically in Class school, College and University. The break in education and learning could have intermediate and long-term aftermaths on the quality of education, although the efforts made by teachers, Lectures and guides.

2.Payment of Schools, Colleges fee got delayed: During this lockdown most of the parents will be facing the unemployment situation so they may not be able to pay the fee for that particular time periods which may affect the private institutes.

3. Impact on employment: Most of the recruitment got postponed due to Covid-19 Placements for students may also be affected with companies delaying the on board of students. Unemployment rate is expected to be increased due to this pandemic. In India, there is no recruitment in Govt. sector and fresh graduates fear withdrawal of their job offers from private sectors because of the current situation. The Centre for Monitoring Indian Economy's estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9% (Educationasia.in).When the unemployment increases then the education gradually decreases as people struggle for food rather than education.

4. Access to digital world: As many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students. The lockdown has hit the poor students very hard in India as most of them are unable to explore online learning according to various reports. Thus the online teaching-learning method during pandemic Covid-19 may enhance the gap between rich/poor and urban/rural.

5. Unprepared teachers/students for online education: Not all teachers/students are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Most of the teachers are just conducting lectures on video platforms such as zoom, google meet etc. which may not be real online learning without any dedicated online learning platform.

6.Reduced global employment opportunity- Some may lose their jobs from other countries and the pass out students may not get their job outside India due to restrictions caused by Covid-19. Many Indians might have returned home after losing their jobs overseas due to Covid-19. Hence, the fresh students who are likely to enter the job market shortly may face difficulty in getting suitable employment. Many students who have already got jobs through campus interviews may not be able to join their jobs due to lockdown. The Indians who have been doing their jobs abroad may lose their jobs. Recent graduates in India are of also fearing for withdrawal of job offers from corporate sectors because of movement restriction in the current pandemic situation

7.Loss of nutrition due to school closure: Mid day meals is a school meal programme of the Government of India which is designed to provide better the nutritional food to school-age children nationwide. The closure of schools has serious implications on the daily nutrition of students as the mid-day meal schemes have temporarily been shut. Various studies have pointed out that mid-day meals are also an important contributing factor for increased enrolment in the schools

8. Increased responsibility of parents to educate their wards: Some educated parents are able to guide but some may not have the adequate level of education needed to teach children in the house.

9.Access to global education: The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, a there will be a significant decline in the demand for international higher education.

ONLINE TEACHING TECHNIQUES INSTRUCTORS MUST KNOW:

Mostly five teaching techniques that smart online instructors swear by. Classroom Flipping Techniques, Mind Mapping Techniques, Self-learning Techniques, Instructional Design Techniques & Adaptive Learning Techniques are followed by too may want to use these and become more effective in delivering instruction online situation.

THE TYPES OF E-LEARNING:

1. Synchronous e-learning: set time (phone/Internet classroom sessions)

Synchronous e-Learning is real-time learning. In synchronous learning, the learners and the teacher are online and interact at the same time from different locations. They deliver and receive the learning resources via mobile, video conference, Internet or chat. In this type of learning the participants can share their ideas during the session and interact with each other and they get detailed queries and solutions. Synchronous eLearning is gaining popularity because of improved technology and Internet bandwidth capabilities.Learning from the sources as, virtual classroom, audio and video conferencing, chat webinars, application sharing, messaging instantly etc.

2. Asynchronous e-learning: student directed, self-paced learning

Asynchronous e-Learning is pause-and-resume kind of learning. In this type of eLearning the learner and the teacher cannot be online at same time. Asynchronous eLearning may

use technologies such as email, blogs, discussion forums, eBook's CDs, DVDs, etc. Learners may learn at any time, download documents, and chat with teachers & also with co-learners. In fact, many learners prefer asynchronous instead of synchronous learning because learners can take online courses to learn at their preferable time by not effecting their daily commitments.Learning from the sources as, self-paced online courses, discussion forums & groups &message boards etc.

CONCLUSION:

In this paper new challenging covid-19 pandemic problem The online instructor plays a vital role in developing and maintaining an effective online teaching learning environment and must possess a unique set of tools to perform successfully.Higher education worldwide is affected due to the Covid-19 pandemic that thousands &above school & colleges closures followed in a very limited span of time to enforce social distancing measures. Educational institutions particularly in the Indians, are presented with surmounting challenges in its system of planning, implementation, and assessment. On a light note, however, the global pandemic opened up opportunities to the country to upgrade its educational mode ofdelivery and transfer its attention to emerging technologies.Finally Online teaching learning encompasses a range of technologies, such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. Online teaching "migration" is implemented quickly during the outbreak of Covid-19, students' anxiety needs to be relieved in various ways to ensure that they can actively and effectively engage in online teaching learning.

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A Study of Parenting Skills in Parents of Pre-Primary Students.

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Abstract-:
Parenting or child rearing is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting skills is the newest section of skills everyone need and takes a lot of skill and patience and is constant work and growth. Life skills are often taught in the domain of parenting by various means. The present article summarizes the study conducted on 50 parents chosen from Sangli district of Maharashtra. The purpose was to find out the attitude and behavior of parents towards their children and to know the need of parental education. Normative study method was used and the questionnaire constructed by the University of Minnesota was administered for collecting data. The data was analyzed by calculating percentage.
The results indicate that, the behavior of parents towards their children is overly controlling and dominating. Almost all of the parents wanted their child to fulfill their wishes and expectations of concentrating only on studies, get good qualification, have a decent job and respect elders.
The need for effective parenting skill education/training is highlighted in this study.
Key words-: Parenting skill, pre-primary children

Introduction-:
Parenting or child upbringing is the process of promoting and supporting the physical, emotional, social, and intellectual development of the child from infancy to adulthood. Parenting skill is the newest section of 21st century skills which takes a lot of skill and patience. The child parent relationship has a major influence on most aspects of child development. Parenting skill and behavior have a positive impact on child's self esteem, school achievement, cognitive development and behavior. Acquiring skills by children is dependent on the quality of their interaction with parents. Parents have influence on the children's positive and/or negative behaviors. The life of children is affected positively or negatively by the quality of parenting. The quality and stability of young children's relationship with their parents lays the foundation for child's growth across a wide range of domains including their cognitive, emotional, social, behavioral and physical development. For Better development of a child it is very important to provide healthy, safe and secure family environment in which children can learn and grow.

Objectives of study-:
1) To find out attitude of parents towards their children
2) To find out behavior of parents with their children
3) To find out the necessity of parenting education/training.

Delimitations of the study-:
1) Only parents of Pre-primary children were selected
2) Only parents residing in Sangli city were selected

Scope-:

The scope of study is, only parents of Pre-primary children were selected.

Assumption-:

Parents of Pre-primary children have parenting skills.

Methodology-:

Survey method was used for research.

Sampling-:

Study was conducted on 50 parents of pre-primary children who were resident of Sangli city.

Tool used for study-:

The questionnaire constructed by the University of Minnesota.

Statistical technique used-:

Percentage and arithmetic mean calculation

Analysis table- 1

Percentage (for parenting skills)	Percentage of responding parents of pre-primary children			
	Parents attitude towards their children		Parents behavior towards their children	
	Positive and open minded	Orthodox	Empathetic	Overly controlling and dominating
90 - 99	1	-	-	-
80 – 89	1	5	1	-
70 - 79	10	2	2	25
60 - 69	2	32	6	3
50 - 59	30	7	4	8
40 - 49	-	-	7	-
30 - 39	6	2	-	7
20 - 29	-	2	30	5
10 - 19	-	-	-	2
0 - 9	-	-	-	-
Mean	57.9	62.7	37.7	57.7

Observations-

1) Most of the parents have orthodox approach towards their children.

2) Most of the parents show overly controlling and dominating behavior towards their children

Analysis table- 2

Question no.	Question	study	Other activities
14	Parents expectations from their children	90%	10%

Observations-

The above table shows that, 90% of the parents demand their children to concentrate only on study and only 10% parents allow other activities along with study.

Analysis table- 3

Question no.	Question	yes	no
15	Do you feel the need of effective parenting education/	85%	15%

	training		

Observation-

The above table shows that, 85% parents feel the need of effective parenting education/training, where as 15% parents don't feel the need.

Findings of study-:

1) It was seen that, the behavior of parents towards their children is overly controlling and dominating.
2) It was seen that, almost all of the parents wanted their children to fulfill their wishes, expectations and dreams.
3) It was seen that, many of parents attitude towards children encourage dependence.
4) It was seen that, Parents demand their children to concentrate only on studies.
5) It was seen that, most of the parents highlighted the necessity of training/ education of Effective parenting skills.

Conclusion-:

There is need of training or education for effective parenting skills.

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त्रैमासिक बहुभाषिक शोध पत्रिका
विद्यावार्ता

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Preparing Inclusive Class for the children with special needs during COVID - 19 crisis

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Abstract: Ongoing COVID-19 pandemic is served as an opportunity to re-think how emergency education planning can be inclusive of children with disabilities and the need for accessible and inclusive education. As the COVID-19 pandemic continues to spread across the globe, schools are closed in 180 countries, leaving an estimated 1.5 billion children out of school. In addition, 80% of persons with disabilities live in developing countries where access to education is an ongoing challenge. The impact of COVID-19 is likely to be worse for people in lower socio-economic groups, and children with disabilities face an even greater risk of being left behind. In this paper some challenges, ways and strategies are discussed so that we can move the Post COVID-19 agenda forward to make education truly disability inclusive and easier.

Introduction -

Online learning has been particularly difficult for students with disabilities. Online classes have proved to be pointless for children with mild learning difficulties, such as attention deficit hyperactivity disorder, may struggle with independent work in front of a computer.Online teaching has been welcomed by both educators and students as an opportunity to get acquainted with the technologically led advanced learning system like that of the western countries. However, e-teaching when put before those who are not much aware about the virtual system of education, is futile. People with disabilities mostly fall under the category of vulnerable groups. In this pandemic students with disabilities face many problems related to accessibility and learning resources. InIndia, major population resides in remote areas having less connectivity to internet.To talk about inclusion of persons with disabilities in higher education institutions, it is important to know that the pandemic affects such people differently and makes them more vulnerable in comparison to others.

So, what can we think about the inclusion of students with disabilities? There are expected challenges that are faced by these students. Firstly, shifting classes from face to face interaction to online mode is daunting for those who have visual and hearing impairment. Majority of the students lack internet connectivity and laptops for online classes. Even if they have the required gadgets, it's difficult for them to use online learning applications. Second challenge faced by disabled students is related to evaluation and assessment. It would be a complex procedure for students with disabilities to understand assignments given online in general as there is no expectation of its significance with respect to the level and category of disability. Moreover, the integrity of honesty in giving online feedback will be a challenge that teachers are going to face while they are in evaluation. The third reason

is related to the unavailability of resources for making an arrangement of online **equipment's, as majority of the students with disabilities are living below the poverty line in India. They are dependent on the lectures delivered in the classroom and ca**n't buy laptops, smartphones, internet connectivity on their own. Fourth challenge that needs to be addressed is related to the mental health of students. As disabled students face multiple psychological problems due to negative attitude of the society and system, they are more prone to getting depressed due to lack of facilities to deal with this situation of uncertainty. Keeping the above challenges in mind, the authorities must take it seriously and come up with possible solutions of the issues responsible for the exclusion of students with disabilities. If the agenda of online classes is 'no compromise on equality of education', then we must look carefully that no one should left behind in this great hour of need. Along with the promising equality of education, the allocation of resources and training of online learning of all students must be a priority of both administration and government. Thus, in order to facilitate students with disabilities, all schools need to setup a special taskforce who with time identify the potential needs of students and thereby design clear directions for faculty members in taking online classes, midterm exams, assignments and projects.

Ways and strategies to prepare inclusive class in COVID 19crisis -

The disable students are at a higher risk for contracting COVID -19 with reduced access to social distancing, health care services, personal protective equipment such as masks, basic hygiene facilities and sanitation.Many of these students with physical and mental disabilities may not be able to wash their hands not only because of a lack of running water and soap, inaccessibility to clean water but because they are not able to turn on a faucet and wash their hands due to their physical deformities. This is more so when disabled students are wheelchair bound and are victims of Polio and Hansen's disease which may leave them crippled and unable to perform simple tasks without assistance.(http://www.ipsnews.net/2020/08/covid-crisis-challenges-people-disabilities-hansens-disease/)

Collaborative approaches

A collaborative team approach is typically adopted when children need special education services, with students, parents, teachers, educational assistants and other school and community-based staff working together to plan and implement programming.The human supports required by many students with disabilities in order to flourish socially, emotionally and academically, it's a challenge for systems to provide the right types and amounts of distance learning opportunities and supports.

Some students who find structured schooling to be a poor fit are benefiting from the shift to a more relaxed pace and self-directed learning. They can dance, jump and wiggle to their heart's content. They can engage in tasks for a length of time that works for them and make choices during their days. The right kind of distance learning paired with accessible technology and available supports may be a great fit for them.

Other students who thrive on a predictable routine, struggle with transitions and depend on the strong relationships built over time with teachers and educational assistants are experiencing a range of emotions, including worry, fear, anger and sadness.Some feel that they've lost a second home and may not understand why. Some students may also communicate these difficult emotions in ways that are challenging for parents, caregivers and siblings.

Family challenges

Parents of students who have worked hard to make gains in their learning worry that they may fall behind. This is particularly the case where parents may not have the English- or French-language skills to provide help or the time to engage with their children because of work and life commitments. Where internet access and technology in homes is the exception rather than the rule, the situation is further complicated.Parents who typically work in partnership with school staff and community organizations are especially struggling with the disappearance of face-to-face networks and collaboration in supporting children.

Social, emotional supports

It's helpful for all families, and necessary for some, to find ways of connecting with othersfor both parents and students. Connecting with school staff, community groups, family and friends may look different right now, but some of the benefits remain. We should need to emphasize social-emotional learning alongside academics as key to well-being. This is vital right now and will continue to be in the tricky transitions ahead. Across the country, school staff have reached out to disabled students in different ways. Some are recording themselves reading favourite books and others are connecting by phone or video chats.Some regions have social workers or psychologists reaching out to students or discussing mental health via virtual classes.

Peer connections matter

Connections with peers are also crucial for students. Building and maintaining friendships is not always easy for students with disabilities. Many students rely on school-based networks for friendship and may not have these connections in their neighbourhoods, particularly if they haven't been in an inclusive environment at school.Some community groups have come up with creative solutions to virtually connect students where students with all types of disabilities can chat, play games, create art work and take part in talent shows.Peer and social support for parents is also crucial at this timeconnecting with others who are in similar circumstances, seeking respite supports and collaborating with schools where possible.

Expanding inclusion

Our conversations with parents are bringing to light issues of inclusion and exclusion, of balancing academic and social needs and development and of the challenges of differentiating distance learning in ways that allow it to be meaningful.

It's our hope that whatever schooling looks like in the fall in context of coronavirus, our schools and communities can create learning opportunities that reflect the unique strengths and needs of all our students.

We will be continuing to encourage educators and school communities to imagine how can we develop social networks among students with and without disabilities, how can we build authentic communities that live inside and outside the brick and mortar of a school and how can we support partnerships between families and school staff. (https://theconversation.com/coronavirus-distance-learning-poses-challenges-for-some-families-of-children-with-disabilities-136696)

Strategies to overcome a challenge during COVID 19 of inclusivesetting -

Irrespective of being a parent or a teacher, it is important to keep things in perspective and look at the bigger picture. Remember, we are not trying to 'cure' learning disabilities, instead we must look at providing social, emotional and academic skills that will help them overcome their challenge and make them more resilient. Give your children the emotional

and moral support they need during this time, especially as they navigate to the new territories of virtual learning. Research on learning disability programmes, therapies and educational techniques.

Focus on child's strengths

Don't let a child be defined and confined by their learning disability. This is just one area of weakness. Instead, encourage and pay attention to their many strengths and unique talents. It is important that you continue to allot time for creative activities too especially during this lockdown. Online teaching has opened a whole new world of opportunities for us to learn various skills.

Take charge of your role as educator

As most parents double up as teachers during this time, it is important to identify how your child learns best. A short conversation with a special educator will give you a clear idea on whether your child is a visual, auditory or kinaesthetic learner. There are multiple resources available online to assist you with various strategies, tips and tools to help your child learn the way they can. Recognise that schools are only part of the solution but your support, interest and encouragement can have a greater impact on their lives.

Lifestyle and habits

This pandemic has made us contemplate on our lifestyle, habits and choices. A rested and well looked after mind and body is key; adequate sleep, exercise and nutrition will help with better focus and concentration. Children with learning disabilities benefit the most from routines so make sure they have one before and after virtual school. Create a study space for them and teach them how to organise and maintain the classwork so you don't have to do it for them.

Seeking professional help

Recognising a build-up of frustration, anxiety or stress in bothparent and child is important. Communication with teachers, special educators or therapist about the struggles that are facingby child for better assistance. Reach out to a counsellor or psychologist. Talking about frustrations with a professional who can suggest healthy ways to cope with the situation will help parent and child to deal with stressful situations with more compassion and empathy.

Role of teachers and parents in COVID 19 –

Accept the situation: Children with intellectual disabilities are more likely to make sense of the pandemic and associated crises from the perspective of their own physical and emotional safety. Family members need to understand and accept that expecting these children to put their family's needs before their own is unrealistic.

Use of Assessment tools: Through various types of assessments like Oral exams, Storytelling, Groupactivities, MCQ's,Quiz,Demonstration knowledge, Video clips, Hobbies, Nature picture art, Role model, Phonetic art a teacher can assess child's progress.

Set a routine: Even though your regular routine with your child is compromised, maintaining a daily routine is important for your child and you as well. Use visual aids to set a new routine with your child and other members of the family, just so you're prepared enough to respond to the child's needs as well as any crisis.

Use visual aids: Prepare everybody's routine on a plain sheet of paper with pictures and bold letters. These pictures will work as reminders for your child and other family members as well. You can also use this method to explain the pandemic, lockdown and guidelines in simple steps.

Observe: Learn to take cues from your child to understand what indoor activities they enjoy the most and which ones annoy or scare them. Set aside time to bond over all the games and activities your child enjoys.

Be friendly: While it's natural for most parents to engage with the child to give instructions or guide them through activities, it's equally important for the child to see you as a friendly presence. Engage in the child's play and rituals to ensure this.

Reduce demands: Stay alert to the number of demands you place on your child. Asking them to wash their hands, study, take a bath, etc is important, but try putting these in other formats instead of just demanding them, because that can lead to resistance, conflict or passive following.

Select your goals: Set some teaching goals every week with the help of your specialist, so that your child can continue to learn. However, be realistic about these goals and also focus on daily life skills which are easy and can be a part of your child's routine.(https://www.firstpost.com/health/10-ways-you-can-help-children-with-intellectual-disabilities-during-the-covid-19-pandemic-8396761.html)

Don't push excessively: Children with intellectual disabilities are likely to have difficulty in coping with academic tasks, so you mustn't push the child excessively. This can reduce your child's motivation and create an aversion too. Consult your specialist to create realistic academic goals.

Stay in touch: Maintain regular contact with your child's specialist and other members of your regular team of professionals like occupational therapists, special education teachers, speech and language pathologists, psychologists, etc. Coordinate with them to ensure that your child is on track and doing well despite the pandemic and lockdowns.(https://indianexpress.com/article/lifestyle/life-style/how-to-support-children-special-needs-6470363/)

Conclusion –All a teacher, parent and psychologists, stallholders need to do is work together for betterment of disabled student in this pandemic. Communication, timely discussion, counselling, use of technology or a special software, project-based learning, daily life activities, holistic approach towards child's learning, different assessment tools, comprehensive support are some strategiescan be used to support inclusive learning.

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Role of Open Access E-Resources in Teaching and Learning

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Abstract

Information and communication technology has played vital role in all phases of human activities. ICT has a great impact on libraries and information centres. In this study an attempt has been made to discuss on the library resources, type of resources, electronic information resources, subscribed resources and free/open accessed resources. In Indian, there are many open access resources are available for use and those are always important on teaching and learning process of college and universities level. In this paper some of the reputed and open access resources are discussed which are published or provided by publishers and organisations i.e. National Digital Library of India, NISCAIR, Indian Academy of Sciences, DOAJ, Shodhganga, Shodhgangotri. These e-resources are played important role in teaching, learning and research activity conducted by college, university and research institutions.

Keywords: *Print Source, Electronic Source, Open Access, ICT, Internet, Digitization.*

Introduction

The information and communication technology has enabled in all fields to transformation of information and to create, grasp and share the information explosion worldwide in electronic formats. Electronic information forms an integral part of libraries to assisting the users in teaching, learningand research. The responsibility of library to keep pace with technological developments and cope up with the user'sexpectation for electronic information resources.

The library and information centre is a part of any educational institution, which is the hub of the teaching, learning and research activities, where the students, teacher and researchers get their required information for their needs. In the traditional librariesusers have to spend more time for searching a small piece of information and for that they have to depend mainly on the librarian and library staff. But in the modern libraries, while using information communication technology, computers are being used for day-to-day housekeeping activity of the library, which saves the time of the users, and library staff also and at the same time avoid duplication of work and make the library service smooth and effective (Habiba and Chowdhury,2012).

In the information society, free flow of information is a basic principle for bridging the knowledge gaps among privileged and under-privileged communities. Social inclusion and economic development are also achieved in a society where peoples have common access to information and knowledge, ranging from general information to specialized or customized information related to ones'profession, occupation or culture. Open access to information and knowledge is a key contribution in provision of public access to information and knowledge. Thus, the open access movement is profit momentum in developed countries which already have a necessary information infrastructure facilities.

Traditional information, currently available among the indigenous people in folklore or other forms,is now being explored and documented. The digitization is an activity formore

hundred years of old and rare documents and publications are being carried out in different institutions across this sub-region to preserve them to make accessible through networks of digital archives. E-contents are being produced bymembers of different communities, facilitated by certain development organizations, including theapex higher education agencies (viz., University Grants Commission); apex research councils (e.g., Council of Scientific and Industrial Research,India; Indian Council of Medical Research, India). India has spearheaded the open access movement in developingcountries since the last decade upscaling print-based scholarly journals into open access electronicjournals, and establishing a number of open access repositories, both at national and institutionallevels embracing free and open source software (Das, 2008).

In the fast-cultivating and ever-increasing information explosion, it is extremely complicated to retrieve precise information without squandering time (Thanuskodi, 2014).The Internet has turn into an information superhighway including all kinds of available information resources such as books, theses/dissertations, journals, magazines, newspapers, records and manuscripts (Zazzau, 2007). With the advancement of information and communication technology, increasing rates of electronic publishing of informationand its access on a local, regional, national and international basis, by defeating the conventional obstacles of time and space has occur to easy (Walmiki and Ramakrishnegowda, 2009).Electronic resources are made revolutionary changes in teaching, learning and research activities.

Information Sources:

There are basic two types of information format i.e. print and electronic. In these formats print format has containing information in text, numeric, graphic and images. While electronic format of information has containing the text, numeric, graphic, images, audio and video.

Print Sources

In general, there are three types of resources or sources of information: primary, secondary, and tertiary. It is important to understand these types and to know what type is appropriate for your works prior to searching for information when needed.

Primary sources:

primary source are containing original materials on which other research is based including: original written works-poems, diaries, court records, interviews, surveys, and original research/fieldwork, andresearch published in scholarly/academic journals.

Secondary sources:

secondary sourcesare those describe or analyseof primary sources, including: reference materials - dictionaries, encyclopedias, textbooks, andbooks and articles that interpret, review, or synthesize original research/fieldwork.

Tertiary sources:tertiary source are those used to organize and locate secondary and primary sources.Indexes – provide citations that fully identify a work with information such as author, titles of a book, article, and/or journal, publisher and publication date, volume and issue number and page numbers.Abstracts – summarize the primary or secondary sources,Databases – are online indexes that usually include abstracts for each primary or secondary resource, and may also include a digital copy of the resource.

Electronics Resources

Electronic resources (or e-resources) are materials in digital format accessible electronically. Examples of e-resources are electronic journals (e-journal), electronic books

(e-book) and online databases in varied digital formats, PDF, HTML, Word document (format), Multimedia object etc. and many more. The different types of e-resources are, e-books, e-journals, databases, CDs/DVDs, e-conference proceedings, e- reports, e-maps, e-pictures/photographs, e-manuscripts, e-theses, e-newspaper, Internet/Websites - Listservs, newsgroups, subject gateways etc.

Electronic information resources are provided in electronic form, and these include resources available on the network place or Internet such as e-books e-journals, online database, CD-ROM databases and other computer –based electronic networks.

(Konappa, 2014), described the Nature of e-resources, these electronic resources could be of varied nature. Broadly, we could categorise them as follows:

Primary Sources of Information: These include electronic conferences, electronic journals, electronic pre- prints and e-prints, electronic theses and dissertations, patents, standards, technical reports, project reports including status reports of current ongoing projects, news, software courseware, tutorials, manuals and the like.

Databases, Data sets and other Collections: These include abstracting and indexing databases; digital collections comprising images, audio, video; scientific data sets comprising numeric, properties, structural databases; library catalogues; virtual libraries; museums and archives,etc.

Electronic Books: Such as NetLibrary(http://www. netlibrary.com/); Ebrary(http://www.ebrary.com/), etc. Generally online book selling and print-on demand features also facilitated. For instance Net Library has entered into print-on-demand marketplace. Similarly Amazon.com (termed as the largest library-though not a library in true sense of the word) facilitates online book selling (http://www.amazon.com/).

Reference Sources: such as dictionaries; encyclo- paedias; biographies; handbooks; thesauri and the like.

Organisations and People: Information about organisations and people ranging from funding agencies to libraries; information centres; research institutes; and experts; directories of people of varied nature (scientists; archaeologists, etc.)

Definition of e-resources

- Electronic resources are the electronic version of information, stored electronically and made accessible through electronic systems and computer networks, which can access from anyplace, anytime without time and geographical limit. These are available in different forms like e-books,online databases, CD-ROMs, digital libraries, online journal magazine, e-learning tutors, Internet resources,scholarly web resources etc. (Sudhier, and Seethalekshmi, 2011).
- E-resources are defined as those electronic information resources and services that users access electronically via a computer network form inside the library or remotely access outside the library.
- Electronic resources (or e-resources) are materials in digital format accessible electronically. Examples of e-resources are electronic journals (e-journal), electronic books (e-book) online databases in varied digital formats, Adobe Acrobat documents (.pdf), WebPages (.htm, .html, .asp etc.) and more.

In modern libraries, most of the information is available in electronic format. Some of the organizations or publishers are provide information resource with annual subscription rates.Paid or subscribed resources having many of terms and conditions for accessing. Only those individuals or organizations who have paid the fee can use this information

resources. Some well-known organizations and publishers provides information resource free of cost and it is available for anytime, anywhere without any cost. Now there are discussed reputed and popular e-resources which is available free of cost or open accessible.Now here is some well-known and popular e-resource discussed that are available free for use.

Open Access Resources

Open access resources are e-resources which are freely available to the end user at free of cost. No need to pay either by the institution or the individual for accessing, and downloading articles. Open access is scholarly publication model which provides unrestricted, free, immediate and online access to peer-reviewed scholarly research along with the rights to use it. Users are free to read, download, copy, distribute, print, search, or link to the full-texts of scholarly literature available through open access platform. Open access resources are not limited only to open access journal but it may vary in forms such as an open e-book, open databases, open access repositories, and institutional repositories. Effective utilization depends on the positive perception of users towards open access resources (Muthuvennila and Thanuskodi, 2019).

Importance of open access resources

The open access resources are most important due to published research results and ideas arethe foundation for future development in science and technology and medicine. The importance of open access resources are as follows:

- Open access resources mean to change the traditional publishing model wherebypublishers financial journals though readers subscriptions to a model where electronicaccess to journals will be free without legal, electronic and technological barriers.
- Open access works within the legal framework of copyright law.
- Open access initiative is being supported to makes the published output oftheirresearchers available as part of their digital library.
- Open access aims to create links to other collections basically for researchers to publishtheir results.

Features of open access

- ❖ Open access literature is digital form, free of charges and free of copyright.
- ❖ They equal right to all, irrespective of colour, caste, creed, sex, and religions.
- ❖ They are compatible with the guarantee of worldwide access.
- ❖ Open access is compatible with copyright, peer review, revenue, print, preservation,prestige, career advancement, indexing and supportive service associated withconventional scholarly literature.
- ❖ Open access campaign focuses on the literature that authors give to the world withoutexpectation of payment (Muthuvennila and Thanuskodi, 2018).

Some of the reputed e-resource provided by institutions and publishers for open accessed are as follows:

NATIONAL DIGITAL LIBRARY OF INDIA

The National Digital Library of India is a pilot project under Ministry of Human Resource Development, India. Its main purpose is to develop a framework of virtual repository of learning resources with a single-window search facility. It includes educational materials ranging from primary to post-graduate level.It is launched in 10 November 2006. Headquarter of NDLI at IIT, Kharagpur, India. Information resource available in 10 languages and currently there are 5,02,55,112 searchable resources available for access.

NISCAIR

National Institute of Science Communication and Information Resources (NISCAIR) came into existence on 30 September 2002 with the merger of National Institute of Science Communication (NISCOM) and Indian National Scientific Documentation Centre (INSDOC). Both NISCOM and INSDOC, the two premier institutes of the Council of Scientific and Industrial Research (CSIR), were devoted to dissemination and documentation of S&T information.The National Institute of Science Communication and Information Resources, located at New Delhi, India, is an information science institute in India founded in 2002. It operates under the umbrella of the Council of Scientific and Industrial Research that comprise 38 other labs and institutes in India.The information resources of NISCAIR publications are18 journal and 3 popular science magazines.

INDIAN ACADEMY OF SCIENCES

Indian Academy of Sciences is founded in 1934, by Sir C V Ramanand was registered as a Society on 24 April 1934. Inaugurated on 31 July 1934, it began with 65 founding fellows. The Indian Academy of Sciences, Bangalore was registered as a Society on 27 April 1934 with the main objective of promoting the progress and upholding the cause of science.Publication of scientific journals has been a major activity of the Academy since its formation in 1934 and the Proceedings of the Indian Academy of Sciences Part A and Part B began publication that every year. The Academy today publishes 14 journals. All the research journals available online and it can be open accessible.

DIRECTORY OF OPEN ACCESS JOURNALS (DOAJ)

DOAJ is a free, full text, quality controlled scientific and scholarly journals, covering all subjects and many languages. DOAJ is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals. All DOAJ services are free of charge including being indexed in DOAJ. All data is freely available to access. There are 15,120 journals, 134 contributed countries and 52,58,992 Articles available.

SHODHGANGA

Shodhganga: a reservoir of Indian theses is a digital repository of theses and dissertations submitted to Indian universities. The full text of all the documents submitted to Shodhganga are available to read and to download in open access to the academic community worldwide.It is maintained by INFLIBNET Centre which is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India, was initially located in the campus of Gujarat University, Ahmedabad. As of January 2013, INFLIBNET Centre has moved to its new institutional building at Infocity, Gandhinagar, capital of Gujrat State. At present, there are available 2,75,646 full text thesis, 7650 Synopsis. 457 universities contributed and 526 universities signed MOUs.

SHODHGANGOTRI:

Shodhgangotri hosts synopsis of research topic submitted to the universities in India by the research scholars for registering themselves for the Ph.D. programme.Now it is expanded toresearch proposals /MRPs (Minor Research Projects) /PDFs (Post-Doctoral fellowships/emeritus fellowshipetc. The repository on one hand, would reveal the trends and directions of research being conducted in Indian universities, on the other hand it would avoid duplication of research. Synopsis in “ShodhGangotri” would later be mapped to full-text theses in “ShodhGanga”. As such, once the full-text thesis is submitted for a

synopsis, a link to the full-text theses would be provided from ShodhGangotri to "ShodhGanga". Currently there are total 7678 available for open access.

Conclusion:

In the present days, enormous growth of information and communication technology has appeared as most significant medium for storage and retrieval of information. E–resources are currently advancing as essential source of information for all current and emerging considerations and thoughts imminent into survival in the area of teaching, learning and research. At present, open access e-resources are very important to support teaching, learning and research activities conducted in college, universities and any institutions. Teachers, students and researcher are always use these open access resource for their day to day teaching-learning process. Library professionals and library supporting staff will understand and get proper training to accessing e-resources and they make awareness on open access e-resources amongstudents, faculties and other usersof the library.

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INNOVATIVE TEACHING METHODS AND TECHNIQUES FOR CONSTRUCTIVISM

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ABSTRACT: The constructivist approaches are reflected by national and state level policy documents. Those are designed to influence curriculum and pedagogy e.g. national curriculum framework (NCF) 2005 brought by NCERT.Constructivism is based on observation and scientific study about how people learn; people construct their own understanding and knowledge through experiencing and reflecting on those experiences when we encounter somethingnew.

1. STATEMENT OF THE STUDY

'Development of constructivist based strategies for teaching and learning of educational evaluation – A study.'

2.OBJECTIVES OF THESTUDY

1.To decide the unit of educational evaluation subject for constructivist teaching.
2.To prepare the plan for the constructivist teaching strategy for educational evaluation.
3.To check the validity of constructivist strategy for educational evaluation.
4.To implement the constructivist strategy for educational evaluation.
5.To check the effectiveness of the constructivist strategy for educational evaluation.

2. DEFINITIONS OF THE TERMS

a) FUNCTIONALDEFINITION

1.EDUCATIONAL EVALUATION

The paper of educational evaluation (V/I) on B.Ed. stage of Pune University is compulsory subject. In this subject measurement, evaluation and statistics, criteria of good tool new trends of evaluation are included.

2.CONSTRUCTIVIST

The student should construct their knowledge own.

3.LEARNING

The activity done for the all round development of student.

3.NEEDOF THESTUDY

If we use the constructivist strategy on B.Ed. level then what affect will occur on the achievement of student such question arise, hence researcher has chosen thissubject.

4.IMPORTANCE OF THESTUDY

1. The student will know the strategies of constructivism.
2. The teacher get the knowledge of the constructivist strategy.

5.ASSUMPTION OF RESEARCH

The student creates his knowledgeself.

1.The teacher help to the knowledge creation of student..

6.RESEARCH HYPOTHESIS

1. There will not be the difference in the pre test and post test score ofthe traditionalgroup.

2..There is difference in between the pre test score of traditional and experimentalgroup.

9.SCOPE OF RESEARCH

The conclusion from these researches we can apply in same situation of B.Ed. colleges for educationalevaluation.

LIMITATION OFRESEARCH

1.It is limited for concern B.Ed. colleges joined to Pune University.

2.The present study is limited only for educational evaluation of B.Ed. level.

10.THE REVIEW OF THE RELETEDLITERATURE

1.Reviewing the related literature helped the researcher in many ways.It helped togetabroad idea of the other people who have worked .

11.VARIABLES OF RESEACH

1.INDEPENDENT VARIABLE

The teaching of educational evaluation by traditional and constructivist strongly.

2.DEPENDENTVARIABLE

The achievement of student is case of unit of educational evaluation.

RESEACH DESIGN

. As per the requirement of the present study following research design was selected.Pre testpost test equal design has selected.

RESEARCH METHODOLOGY

The nature of present study pre test – treatment – post test basically demands for the experimental method.

12.RESEACRH TOOLS

The researcher used the following tool – 1.Pre Test

2.Post Test

STATISTICAL TOOL

1.'t'Test
2.mean
3.Standard Deviation

13.SAMPLE SELECTION

About 120 students had chosen out of 200students.

14.DEVELOPMENT OF SUPPORT MATERIAL

Researcher have developed the Design of open ended question, group discussion, computer assisted programmeandco-operative learning strategy. Researcher prepare lesson plan for eachstrategy.

15.DATA COLLECTION

Researcher had collected the information troughpre test, post test, Rating Scale, and Check List.

16.ANALYSIS AND INTERPRETATION OF DATA

Collected data was processed in chapter IV. It was analysed and interpreted. Its quantitative and qualitative observations were presented here. The analysis of data led to some findings. MAJORFINDINGS

OBJECTIVE NO.1

To decide the constructivist strategy for educational evaluation.

The researcher has decided the strategy for educationalevaluation.

The researcher decided following things. The researcher made discussion with the expert and take the guidance of expert and guide.

OBJECTIVE NO. 2

To prepare the design of constructivist strategy for educational evaluation.

Researcher has took the guidance of expert and made the design of constructivist strategy.

OBJECTIVE NO.3

To test the validity of constructivist strategy for evaluation.

The researcher has taken the guidance of expert and test the validity of constructivist strategy forevaluation.

OBJECTIVE NO.4

To implement the constructivist strategy for educational evaluation subject.

The researcher had implemented the four strategies for four units. The researcher implemented open ended question, group discussion, computer assisted and co-operative strategy for four units.

OBJECTIVE NO.5

To test the effectiveness of const. teaching learning strategies for educational evaluation subject.

A] OPENEN ENDED QUESTION STRATEGY

1. The achievement of student by open ended question strategy on 0.01 level was seenbetter.
2. The difference in the pre test and post test score at 0.01 and 0.05 is better.

Similarly for group 'B' student the achievement of student by open ended strategy on 0.01 and 0.05 levels was seen well.

B)GROUP DISCUSSIONSTRATEGY

[Unit 2 : Tools and techniques ofevaluation]

1.On0.01 level, the achievement of student by group discussion method is better in case of experimental method than traditionalmethod.
2.On0.05 level the achievement of student by group discussion method is better in case of experimental method than traditionalmethod.

C)COMPUTER ASSISTEDSTRATEGY

1.The achievement of student by computer assisted method on 0.01 level was better by experimental method than traditionalmethod.
2.The achievement of student by computer assisted method on 0.05 level was better by experimental method than traditionalmethod.
3.Similarliyfor group 'B' the achievement of student at 0.01 and 0.05 level was better than traditionalmethod.

B] CO-OPERATIVE LEARNINGSTRATEGY

1.The achievement of student by co-operative learning method on 0.01 level was better by experimental method than traditionalmethod.
2.The achievement of student by co-operative learning method on 0.05 level was better by experimental method than traditionalmethod.
3.Similarliyfor group 'B' the achievement of student at 0.01 and 0.05 level was better than traditionalmethod.

18.CONCLUSION

A] OPEN ENDED QUESTIONSTRATEGY

1. The achievement of student at 0.01 level by open ended question strategy was seenbetter.
2. The achievement of student at 0.05 level by open ended question strategy was seenbetter.
3. The difference in the pre test and post test score at 0.01 and 0.05 level isconsiderable.

4. There is considerable effect on achievement of student for educational evaluation by open ended questionstrategy.

B] OPENE ENDED QUESTION STRATEGY FOR GROUP'B'

There is considerable effect of open ended strategy on the achievement of student for unit one.

C] COMPARISION BETWEEN GROUP 'A' AND GROUP'B'

The achievement of the group 'A' student for open ended question strategy is better than group 'B' student.

2. GROUP DISCUSSION METHOD GROUP'A'

1. The achievement of student at 0.01 level by group discussion method strategy was seen better for unit –2.
2. The achievement of student at 0.05 level by group discussion method strategy was seen better than traditional group for unit –2.

B] GROUP DISCUSSION STRATEGY FOR GROUP'B'

1.The achievement of student at 0.01 level by group discussion method strategy was seen better for unit –2.
2.The achievement of student at 0.05 level by group discussion method strategy was seen better than traditional group for unit –2.

C) COMPARISION BETWEEN GROUP 'A' AND GROUP'B'

By group discussion method the achievement of student of group 'B' was seen well than the achievement of group 'A'student.

COMPUTER ASSISTED LEARNING

1.The achievement of student at 0.01 level by computer assisted learning for group 'A' was better than traditionalmethod.
2.The achievement of student at 0.05 level by computer assisted learning was better than the traditionalmethod.
3.There is valid effect of computer assisted learning strategy for educationalevaluation.GROUP 'B' [COMPUTER ASSISTED LEARNING]

CO-OPERATIVE LEARNING STRATEGY GROUP 'A'

1.The achievement of student of experimental group at 0.01 level is better in experimental group than controlgroup.
2.The achievement of student at 0.05 level is better for experimental group than controlgroup.
3.There is valid effect of co-operative learning teaching strategy for educationalevaluation.

CO-OPERATIVE LEARNING GROUP 'B'

1. The achievement of student at 0.01 level is better for experimental group.
2. The achievement of student at 0.05 level is better for experimental group.
3. There is valid effect of co-operative strategy for educational evaluation.

CONCLUSION

The researcher has used the constructivist strategies for educational evaluation. The following are the conclusion –

The achievement of student for four unit of educational evaluation for group 'A' is greater than the group 'B'.

19.RECOMMENDATION

1. Theachievementofstudentbyopenendedstrategywasfoundbetter.

Hence teacher should use this strategy for teaching.

20.IMPLICATION OF THESTUDY

1.The teacher can sue the constructivist strategy for secondary level.
2.The teacher can use the constructivist strategy for Math, Scienceand other subject.

21.THE SUBJECT FOR NEXT RESEARCH

1.The present research can be done for philosophy Psychology and educational managementetc.

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Twenty-First Centuries Challenges, Issues and Sustainable Development in Higher Education

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ABSTRACT
The higher education system in India has grown in a remarkable way after independence, to become one of the largest systems of its kind in the world. We now live in an increasingly diverse, globalized, and complex, media-saturated society. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. With significant improvements in school education and higher education programs such as SSA, RMSA and RUSA, it is the right time to address the higher education system in the country. The urgent need has been to address the shortcomings of the entire process of converting youth into educated and well groomed citizens. At present, there is a vast need to analyses critically our higher education system and to measure for making India a knowledge-based democratic and wisdom society.
KEYWORDS: Higher education, Quality education, 21st Century, Indian higher education

Introduction:

This discussion will focus on unintended or unpredicted consequences thatare correlates of various policies implemented within higher education. Thornton, Beattie,and Brackett[1]explained: Unintended consequences, historically studied in business and organizational theoryalso apply in educational contexts. Policies and procedures are commonlyimplemented to produce a desired outcome; however, employees "game the system" toexploit the rules to produce an entirely different result. Unintended consequences maybe foreseeable or unforeseeable. Likewise, unintended consequences may be positiveor negative and examples are numerous. Prohibition promoted the interest oforganized crime. Price controls lead to shortages. Government support of bio-fuelsmay have led to increased prices for food.

Characteristics of our current society:

When new forms of knowledge and symbolization qualitatively impregnate all basic aspects of a society, or when a society's structures and processes for reproducing itself are so penetrated by Knowledge-dependent operations that information creation operations, symbolic analysis and expert systems are more important than other factors of production, and then we're talking about the knowledge society [2]. The major challenge facing a knowledge society is the generation of collective intelligence: society's intelligence as a whole is more important than just having a society composed of multiple individual intelligences. Bertman [3]described life in today's society as a "nowist culture" and a "hurried culture", because we place more importance on brand-new, high-impact things than on those which require exploration. According to Bauman [4], we have gone from linear time to pointillist time: what matters is the moment, and our identities are continually being built and modified.

Challenges to Education Systems in the Digital Era:

We now carry a massive storehouse of information and knowledge and face unprecedented challenge, brought by the converging impact of globalization, increasing impact of knowledge as a principal driver of growth and the ICT revolution. In the digital era technology has made it possible to access world's best subject experts and specialists in any part of the world allow them to use the world's most brilliant methods of interactive multimedia

communications, and make it easy to teach anyone anything in a way that suits each person's lifestyle. Society is changing at an alarmingly accelerating pace but schools remain lethargically stuck with structures that took place in the 19th. Century. Many of the developing countries have average levels of education in the 21st century that were achieved in many Western countries by the early decades of the 20th century [5].

Many of these countries are struggling to change their pedagogical practices mainly because of politico-social beliefs and lack of resources. Schools teach obsolete skills that are not needed in the digital era. Too many children are leaving school without mastering a minimum set of cognitive and non-cognitive skills. "Entire structure of school, including its age segregation by grades and the content of curriculum, is determined by the outgrown characteristics of pre-digital age technologies. An attempted use of computers to improve the obsolete system is akin to using the jet engine to improve transportation by attaching it to a stagecoach" [6].

The core changes brought by ICT in society call for research on specific new forms of learning and epistemological issues regarding how learning occurs and how knowledge emerges beyond the borders of traditional systems of education. These emerging challenges and opportunities have important implications for education policy makers. Knowing how we learn, how to turn information into knowledge and how to document and analyze life-long learning are essential in the 21st century. New skills are required at all levels [7].

New economy is driven by entrepreneurs, technology, and innovations. Emergence of the 'knowledge society', rise of service sector, dependence on knowledge products, and highly educated personnel for economic growth are new phenomena[8]. With rapid advances in knowledge, technology and skills are becoming the key drivers for development. Knowledge economy is the generator of most wealth jobs and citizens will be needed with the capacity to identify problems, work in multi-disciplinary teams to identify solutions to manage complex and multidimensional tasks, to synthesize ideas and to communicate effectively. In knowledge society, crucial challenge for a nation's education is to align curriculum and learning to a whole new economic model based on an emerging global knowledge basedworkforce [9]. To accomplish this, it is imperative to transform children's learning processes in and out of school and engage them in acquiring 21st century skills and knowledge. Investment in human capital is critical for economic competitiveness and growth. Knowledge is its primary production resource. Knowledge economy is driven by two crucial forces: the increase in knowledge-intensive economic activities and globalization of these activities.

The knowledge intensive economic activities are in turn driven by the information technological revolution. Therefore, employment in the knowledge-based economy is characterized by increasing demand for highly skilled workers known as 'knowledge workers' [10]. The term knowledge society generally refers to a society where knowledge is primary production source instead of capital and labor. In knowledge society people create, share and use knowledge for the prosperity of its people.

In fact, digital education needs excellent teachers and the teaching profession needs digital education. "As digital tools proliferate and improve, solid instruction in the basics will eventually become 'flat'-available anywhere globally. The elements of excellent teaching that are most difficult for technology to replace will increasingly differentiate student outcomes" [11].

Preparing 21st Century Workforce:

In the 21st century workforce is needed with the ability touse a range of electronic technologies to access,synthesize and apply information, citizens whocan think creatively and critically and the abilityto communicate effectively and collaborate withothers, particularly in diverse and multiculturalsettings. To prepare citizens with cosmopolitan

outlook and cross-cultural understanding adifferent approach to education is required.To enhance students' employability they needto be equipped with skills to handle the complexityof modern world where education plays key rolein everyday living. What we must be

educatingstudents to know is how to learn, how to turninformation that is now accessible and ubiquitousinto knowledge and analyze the effectiveness oftheir own learning [12].
Theinternational competition from nations withstrong education systems and millions of highlyeducated, skilled workers, dominate markets.

Education systems of these countries have gearedtheir curricula to focus in developing the skillsstated here:

• Critical thinking, problem solving, reasoning,analysis, interpretation and synthesizing Information;
• Research skills and practices, interrogativequestioning;
• Creativity, curiosity, imagination, innovation,personal expression;
• Perseverance, self-direction, planning, self-discipline,adaptability and initiative;
• Oral/written communication, public speaking;
• Leadership, teamwork, collaboration adcooperation and global awareness;
• ICT literacy and scientific and environmentalliteracy;
• Civic, ethical and social justice literacy,multicultural literacy, financial literacy.

Reformulation of higher education:

The secondinternational challenge is to encourage international cooperation between institutions in order to shareknowledge across borders and facilitate collaboration, which, furthermore, represents an essentialelement for the construction of a planetary [12] and post-cosmopolitan citizenship [13] the assumption of interdependence, "deterritorialisation", participation,co-responsibility, and solidarity among all inhabitants of the planet.States must provide the necessary financing so that universities can carry out their public-servicefunction. States may also enact laws to ensure equality of access and strengthen the role of women inhigher education and in society.
The following are the challenges faced by universities and other institutions of higher education:

- Changes in universities as institutions and at the level of internal organization. These changesshould aim to improve the management of resources (human, economic, etc.) and berestructured to improve internal democracy.
- Changes in knowledge creation. Interdisciplinary and trans disciplinary approaches should betaken and non-scientific forms of knowledge should be explored.
- Changes in the educational model. New teaching/learning approaches that enable thedevelopment of critical and creative thinking should be integrated. The competencies commonto all higher-education graduates should be determined and the corresponding expectationsshould be defined.

Some Measures for Improving Quality of Higher Education:

The role of higher education in the growth and progress of a nation has been well recognized for centuries. There are many areas where we need reform higher education. Our main aim must be to nurture excellence instead of spending a disproportionate amount of energy trying to curb the lack of it. It is the responsibility of the UGC to maintain the quality of our higher education and research. The country needs skilled and trained faculty and researchers for making India superpower in the world. For this, there are some possible measures for improving quality in higher education:

1. In India, the first step towards improvement should be taken at school level with aptitude
2. In India, the first step towards improvement should be taken at school level with aptitude tests being introduced to know where the interest of the student lies. These students should then be encouraged to join those fields of interest.
3. E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.

4. Indian institutions and regulators should restore transparency, coherence and confidence in the higher education system both at home and abroad.
5. Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis. Innovative practices related to examination reforms should be empirically tested and institutionalized. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.
6. Libraries should be fully equipped with the latest books, journals and periodicals. A library must be online and conducive for serious study. Make available high quality e-text books, e-reference books, e-research papers and e-content in different languages free of cost to genuine learners.
7. Multi-disciplinary mission mode research and innovation programmers should be evolved in association with arts, humanities and social sciences which should directly benefit the society. In order to achieve this, every University should allocate a certain proportion of their annual budget as an earmarked budget for research and innovation.
8. The RUSA and State Higher Education Councils should play key role to undertake the process of planning, execution and evaluation, in addition to other monitoring and capacity building functions The UGC should, likewise, produce and publicize ratings of and information about all

Conclusion:

The challenges of globalization, knowledge-based economicgrowth, and the information and communicationsrevolution can be seen either as terrible threats or as tremendousopportunities. Countries and higher educationinstitutions willing to take advantage of these new opportunities
must actively launch meaningful reforms and innovations.

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Effect of Activity Based Learning Method In teaching mathematics at the primary level

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Abstract:

Mathematics is the most suitable subject for the training of the mind. It's learning includes various process like induction deduction, analysis, Synthesis, imagination, inference, Proof, etc. So that mathematics becomes an integral part of human life. But it is believed that mathematics is a difficult subject.

Activity-Based Learning(ABL) is a student-centered learning method. Use of activity-based teaching methods helpful in improving classroom interaction. The activity-Based Learning method inspires the students to apply there creative ideas, knowledge, and minds in solving problems as well as promoting competitive sprit among them. The use of activity makes mathematics joyful, interesting, and fruitful There was a positive impact of (ABLnin developing cognitive skills in students of mathematics at the primary level. ABL is also more effective for the development of higher-order thinking skills in the students

Key words - Activity Based Learning , teaching mathematics , primary level

Introduction:

Mathematics becomes an integral part of human life. From an ordinary person to an extraordinary person each one has to get the knowledge of mathematics in some manner. But it is believed that mathematics is a difficult subject, It studies require special ability and intelligence. So everybody is not able to learn it successfully.

Mathematics is the primary thought for its disciplinary value. Mathematics is the most suitable subject for the training of the mind. It's learning includes various processes like induction, deduction, analysis, synthesis, imagination, inference, proof, etc. It is a useful subject for most of the vacations and specialized courses. Mathematics is deeply inherent in natural phenomena. It has helped us in reaching the moon and prepared the way for solving many mysteries of nature. Remove mathematics from day to day life and all the civilization will crumble down without pillar. There are specified things, rates, tenders, contracts, marks, exchanges, capacitors, consumptions, targets, etc. Which imparts the universal system to our daily life.

Mathematics plays an important role in the building of the human mind as well as society itself. Therefore mathematics has been introduced as a compulsory subject till X standard.

The *Sarva Shiksha Abhiyan* has bought numerous innovative methods to bring about changes in educational practices. The methodology called activity-based learning (ABL) through the SSA.

Opinions of great persons about mathematics:

Following are the views of the great persons about mathematics, through it, we will come to know the importance of mathematics according to them.

Roger Bacon:

"Mathematics is the gate and key of all sciences."

Herbert:

"The real finisher of our education is philosophy, but it is the office of mathematics 10 wards off the danger of philosophy."

Napoleon:

"The progress and improvement of mathematics are linked to the prosperity of the state."

Acharya Vinobha Bhave:

"Other than god I believe in Mathematics."

Aims of Teaching Mathematics:

1. To enable the students to solve mathematical problems of his daily life.
2. To provide a suitable type of discipline to the mind of learners.
3. To prepare him for elementary as well as higher education in Science, Economics, Engineering, Psychology, etc
4. To develop the habit of self-reliance and self-discovery.
5. To develop the power of thinking and reasoning in students.

Activity-Based Learning (ABL) Method:

"Activity-based learning means that the teacher incorporates activities of some type in teaching to make students learn."

"Mathematics learning should be imparted through activities from the very beginning of school education i.e. form the primary stage itself. These activities may involve the use of concrete material, model, charts, patterns, pictures, posters, games, puzzles, and experiments. The importance of using learning of using aids needs to be stressed. (NCERT,2020)"

There are different types of ABL:

1. **Dramatization**: Conversion into a dramatic form or reconstruction of an event, novel, story, etc in a form suitable for a dramatic presentation.
2. **Quizzes**: Competitive activity in which participants should give the answers to the questions in a prescribed span of time following some pre-determined rules.
3. **Group Discussion**: Discussing in a smaller group(4 to 15 students) about a given topic and teaching.
4. **Role Play**: Enacting some situations or playing the role of things, persons, characters, etc.

The *Sarva Shiksha Abhiyan* has taken up the task of achieving universal primary education in our country. With its conception in order to achieve the promise of the 86th amendment of the constitution, it ha aimed to bring back to school all those children who have not been able to avail education and to improve the quality of education provided to all students. It has been instrumental in bringing about many important reforms and improvements in our education system. Through new initiatives, One such initiative is the teaching methodology in primary schools. This methodology is the activity-based learning (ABL) method that has its origin in a multigrade, multilevel methodology created by the Rishi-Valley Institute of Education research and the Montessori method of teaching.

Benefits of the ABL Method in teaching Mathematics:

- Attractive cards and activity create an interest in students.
- Development in creative and communicative skills.
- Feel of security as they sit in the round in the groups.
- Allowed to move in the classroom.
- The distance between the teacher and the student gets reduced.
- The teacher acts as a facilitator rather than a teacher

The need for Activity-Based Approach:

1. Encourages self-reliance and development of the initiative in an atmosphere of trust
2. Encourage children to follow many of their own interests and desires to learn.
3. In mathematics problem-solving, critical creative thinking, understanding is emphasized.
4. Learners are encouraged to explore the new knowledge independently

Conclusion:

- Activity-based learning(ABL) describes a range of pedagogical approaches to teaching.
- Learning should be base on doing some hands-on experience and activities.

- If a child is provided the opportunity to explore by there own the learning becomes joyful.
- ABL is the best method of learning based on psychology laws of learning.
- It is the student's concentrated method that develops problem-solving ability in mathematics.
- It develops self-confidence and self-discipline.
- It develops the power of concentration.
- At the primary level, it is very easy to teach mathematics to students through ABL in an effective manner.
- In the ABL method role of the teacher is as a coach or facilitator guiding students. Through activities.
- A variety of materials, aids, and equipment are used by children.
- All children are assessed informally by the teacher while doing activities and children are not aware of this assessment.

Recommendations:

1. It is imperative to improve the awareness and knowledge of teacher trainers in activity-based leaming methods.
2. Workshop and seminars should be organized for the training of teachers on using ABL methods in mathematics at the primary level.
3. Every school should be provided with an open primary mathematics laboratory with sufficient space.
4. All necessary materials and equipment should be provided for use of ABL at primary schools

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Influence Assessment of Pandemic COVID-19 on Education in India

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ABSTRACT

The spread of pandemic Covid-19 has drastically disrupted every aspects of human life including education. It has created an unprecedented test on education. In many educational institutions around the world, campuses are closed and teaching-learning has moved online. Internationalization has slowed down considerably. The immediate solution of coronavirus is necessary or if like these days pass then closure of schools and colleges does not even have short term impact in India but can even cause far-reaching economic and societal consequences. The influence of pandemic COVID-19 is witnessed in every sector around the world. The education sectors mainly Higher Education of India as well as world are badly affected by this. It has enforced the world wide lock down creating very bad effect on the students' life. Around 38crore learners stopped to move schools/colleges, all educational activities halted in India. The outbreak of COVID-19 has advised us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms and techniques, which have not been used before. The education sector has been fighting to survive the crises with a different approach and digitising the challenges to wash away the threat of the pandemic. This paper highlights some measures taken by Govt. of India to provide seamless education in the country. Both the positive and negative impacts of COVID-19 are discussed and some fruitful suggestions are pointed to carry out educational activities during the pandemic situation.

Keywords: COVID-19,Necessary,Educational,Placements,Platforms,Suggestions

Introduction

The pandemic Covid-19 has spread over whole world and compelled the human society to maintain social isolationIt has significantly disrupted the education sector which is a critical determinant of a country's economic future. February 11, 2020, the World Health Organisation (WHO)[1]proposed an official name of the virus as COVID an acronym for Coronavirus disease 2019. It was first identified inWuhan, China on December 31, 2019. First death by COVID 19 was the 61-year old man in Wuhan, China 2020**.** WHO declared COVID-19 as a pandemic on 2020**.** The first case of the COVID-19 pandemic reported on 30 January 2020 in the state of Kerala and the affected had a travel history from Wuhan, China .The first death due to COVID-19 was reported in India on March 12, 2020**.** It has affected more than 4.5 million peoples worldwide (WHO). According to the UNESCO[2] report, it had affected more than 90 percent of total world's student population during mid April 2020 which is now reduced to nearly 67 percent during June 2020. Outbreak of COVI-19 has impacted more than 120 crores of students and youths across the planet. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for COVI-19. As per the UNESCO report, about 14

crores of primary and 13 crores of secondary students are affected whichare two mostly affected levels in India.

Thus, pandemic Covid-19 impacted significantly on the education sector. According to the UNESCO report, Covid-19 has affected nearly 68% of total world's student population as per the data taken during 1st week of June 2020. Outbreak of Covid-19 has impacted about 1.2 billion students and youths across the globe by school and university closures. Several other countries have also implemented localized closures impacting millions of additional learners. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for Covid-19[3]. Most Governments around the world have temporarily closed educational institutions in an attempt to control the spread of the pandemic Covid-19. Educational institutions particularly for more vulnerable and disadvantaged communities and trying to facilitate the continuity of education for all using different digital modes of learning. According to a survey report of the Ministry of Human Resource Development (MHRD)[4]. Government of India, conducted on higher education it was observed that there are 993 universities, 39931 Colleges and 10725 standalone institutions listed on their portal, which contribute to education[5]. The Covid-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. Thus, COVID-has created many challenges and opportunities for the educational institutes to strengthen their technological knowledge and infrastructure[6]. The pandemic has been steering the education sector forward with technological innovation and advancements.

Objectives

The present study is focused on the following objectives

- To enlighten the impact of Covid-19 on higher education sector.
- To enlightenvarious emerging approaches of India for higher education
- To educate various measures taken by Govt. of India foreducation sector during this pandemic.
- To highlight various positive impact of COVID-19 oneducation.
- To enlist some negative impacts of COVID-19 and to putsome effective suggestions for continuing educationduring the pandemic situation.

Methodology

Information and Data presented in current study are collected from various reports prepared by national and international agencies on COVID-19 pandemic. Information is collectedfrom various authentic websites. Some journals and e-contents relating to impact of COVID-19 on educational system are referred and also various reports of national and international agencies on Covid-19 pandemic are searched to collect data for current study.

.Impact on Higher Education

The current pandemic is not only seen affecting the health of the citizens in the country but is also seen hindering various industries and shaking them to their roots. The national lockdown and the ascending health crisis were striking the education of the students as well, with their universities being shut and their syllabi stranded, until the industry decided to initiate a revolution instead. The educational reform in India in the COVID-19 era seems to be a live example of how need truly is the mother of invention or reinvention, in this scenario. Pandemic Covid-19 has severely affected the total educational system of India as well as the globe but some of the most impacted areas of higher education of India are as pointed below

Initiatives of Govt. of India on education during Covid-19

To prevent spread of pandemic COVID-19, the Government ofIndia has taken number of preventive measures. The uniongovernment declared a countrywide lock-down of alleducational institutions on 16 March 2020.It hasprovided a chance to develop new and improved professionalskills/knowledge through online learning in more efficient andproductive way.

Online learning is the best solution during this pandemic Covid-19 situation[7]. So, the digital India vision of the. During lockdown, students are usingpopular social media tools like WhatsApp, Zoom, Google meet, Telegram, Youtube live, Face book live etc. for onlineteaching learning system. ICT initiative of MHRD is a uniqueplatform which combines all digital resources for online education.

- **National Repository of Open Educational Resources (NROER)** portal provides a host of resources forstudents and teachers in multiple languages includingbooks. It has a more number of files including audio and videos Website: http://nroer.gov.in/welcome
- **Diksha**portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments.The app can be downloaded from IOS and Google Play Store. Website: https://diksha.gov.in orhttps://seshagun.gov.in/shagun

Higher Education

- **Swayam** is the national online education platform hosting 1900 courses covering both school and higher education in all subjects including engineering, humanities and social sciences, law and management courses.
- **SwayamPrabha** has 32 DTH TV channels transmitting educational contents on 24 x 7 bases. These channels are available for viewing all across the country using DD Free Dish Set Top Box and Antenna.
- **Worldwide exposure**: Educators and learners are getting opportunities to interact with peers from around the world. Learners adapted to an international community.
- **National Digital Library** of India (NDLI) (https://ndl.iitkgp.ac.in/) is a repository of e-content on multiple disciplines for all kinds of users like students' teachers, researchers, librarians, library users, professionals, differently-abled users and all other lifelong learners.
- **Virtual Labs** (http://www.vlab.co.in/) has developed web-enabled curriculum based experiments designed for remote operation. It has over 100 Virtual Labs. It provides remote-access to Labs in various disciplines of Science and Engineering.
- **National Educational Alliance for Technology** (NEAT)(https://neat.aicte-india.org/) is an initiative for skilling of learners in latest technologies through a Public-Private partnership model between the Government (through its implementing agency AICTE) and the Education Technology companies of India. It brings the best technological products in education pedagogy on a single platform for the convenience of learners.

Positive impact of COVID-19 on education

Though the outbreak of COVID-19 has created many negativeimpacts on education, educational institutions of India haveaccepted the challenges and trying their best to provideseamless support services to the students during the pandemic. Indian education system got the opportunity for transformationfrom traditional system to a new era. The following points maybe considered as the positive impacts.

- **Move on the way to Blended Learning:** COVID-19 hasaccelerated adoption of digital technologies to delivereducation. Educational institutions moved towardsblended mode of learning. It encouraged all teachers andstudents to become more technology savvy. It also gives access to large pools of learners at a time.
- **Rise in use of Learning Management Systems**: Use oflearning management systems by educational institutionsbecame a great demand. It opened a great opportunity forthe companies those have been developing andstrengthening learning management systems for use educational institutions[8].
- **Enhance the use of soft copy of learning material:** Inlockdown situation students were not able to collect thehard copies of study materials and hence most of thestudents used of soft copies materials for reference.

- **Improvement in collaborative work:** There is a newopportunity where collaborative teaching and learningcan take on new forms. Collaborations can also happenamong faculty/teachers across the world to benefit from each other[8].

Negative impact of COVID-19 on education

Education segment has suffered a lot due to the epidemic of COVID-19. It has created many negative impacts on education and particular of them are as pointed below:

- **Educational activity hampered:** Classes have been suspended and exams at different levels postponed. Different boards have already postponed the annual examinations and entrance tests. Admission process got delayed. Due to continuity in lockdown, student suffered a loss of nearly 3 months of the full academic year of 2020-21
- **Unprepared teachers/students for online education**-Not all teachers/students are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Most of the teachersarejust conducting lectures on video platforms such as Zoom, Google meet etc. which may not be real online learning without any dedicated online learning platform.
- **Access to digital world:** As many students have limitedor no internet access and many students may not be ableto afford computer, laptop or supporting mobile phonesin their homes, online teaching-learning may create adigital divide among students.
- **Access to global education:** The pandemic hassignificantly disrupted the higher education sector. Alarge number of Indian students who are enrolled in manyUniversities abroad, especially in worst affected countriesare now leaving those countries and if the situationpersists, in the long run, a there will be a significantdecline in the demand for international higher education.

Impact on Higher Education

Pandemic Covid-19 has severely affected the total educational system of India as well as the globe but some of the most impacted areas of higher education of India are as pointed below.

- **Mixed impact on Academic research & Professional Development:** Covid-19 has both negative and positive impacts on research. If we take the negative side, it has made impossible for researchers to travel and work together with others nationally and internationally. Some joint research work or project work are made complicated to complete.
- **Severely affected the educational assessment system:** Most of the external examinations have been postponed and almost all the internal assessments have been cancelled.
- **Reduced employment opportunities:** Many entrance tests job recruitments got cancelled which created negative impact with a great challenge in the life of a student of higher education. With increase of unemployment situation, the interest for education may gradually decrease as people struggle for food rather than education[7].

Emerging approaches of India for Higher Education during Covid-19

Many challenges are created by Covid-19. The HEIs have responded positively and adopted various strategies to face the crisis during the pandemic. The Government of India has also taken number of preventive measures to prevent spread of pandemic Covid-19. The MHRD and University Grants Commission (UGC) have made several arrangements by lunching of many virtual. UGC has released Guidelines on Examinations and Academic calendar in view of COVID-l9 pandemic and subsequent lockdown on 29th April, 2020 (UGC notice). UGC & MHRD for higher education during COVID-19 are pointed as below:

- **May encourage personalized learning:** Learning may not be confined to classes or to any specific boundaries. Students may be the virtual learners with one teacher leading dozens of students in the new age.

- **Student Attendance may slow down:** Many parents may be reluctant to send back their children to schools/colleges suddenly after the end of lockdown. Some poor family parents who have lost their livelihood during the pandemic may not be able to afford the expenditure to send their children to institutions.
- **Educational institutions may run with different shifts per day.** The need for social distancing may imply lesser students in each class. So, most of the educational institutions may work in different shifts per day which may put more pressure on the teaching and administrative staff of the institution
- **Teaching learning may run with technology.** Moreand more students will depend on technology anddigital solutions for teaching learning, entertainmentand connecting themselves with the outside world.

Suffusions

- Educators and learners should be trained to utilize online teaching learning process using technology. Policy should be adopted by Government/educational institutions to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged and remain safe during pandemic[9].
- If the pandemic Covid-19 continues, new approaches for academic assessment should be adopted by educational institutions. Academic assessment of the students may be done through online mode
- WHO has recently pointed out that the Covid-19 may never be eradicated and people will have to live with it.This disease may settle into a long problem, or it may not be" WHO emergencies expert Mike Ryan said in an online briefing[10].
- India should develop creative strategies to ensure that allchildren must have sustainable access to learning duringpandemic COVID-19.
- Some significant issues associated with distance learning strategies like the availability and access to digital devices with internet connectivity, the need for safe learning spaces, creating capabilities for teachers, families and students to operate and navigate digital devices,

Conclusions

This study has outlined various impacts of Covid-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis. UGC and MHRD have lunched many virtual platforms with online depositories, e-books and other online teaching/learning materials. Combination of the traditional technologies. COVID-19 has impacted immensely to the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning. . India is not fully equipped to make education reach all corners of the nation via digital platforms. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. But universities and the government of India are relentlessly trying to come up with absolution to resolve this problem. All service providers need to be mobilized to provide proper access to the educational service platforms to the disadvantaged groups of population also. Virtual education is the most preferred mode of education at this time of crisis due to the outbreak of Covid-19. The post Covid-19 education seems to be an education with widely accepted online/virtual education which may perhaps be a parallel system of education. This paper has not covered any statistical analysis on impact of Covid-19 on higher education however further in-depth study with statistical research may also be undertaken. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilisation of online platforms so that students not only complete their degree in this academic year but also to get ready for the future digital oriented environment

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Teachers, Legal Education and the NEP, 2020-A Correlation

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Abstract

The Legal Education in India has seen a major growth in the last century. Earlier the objects of the vakeels was to assist people in handling their legal issues as he was well versed with the language of the law. The vakeels were not possessing any formal training but were well versed with the language of the laws. The legal issues pertaining to the civil laws which were mostly dealt with the courts set up during the British rule and the criminal courts were basically governed under the personal laws and determined by the ruler in those areas. Hence the Growth of the Legal Profession began with the skill the vakeels possessed as regards the interpretation and understanding of the issues which required a thorough analysis of the laws. The current legal education is imparted to the students through a five or a three year course through various institutes or universities set up by the laws. The National Education Policy, 2020 lays down the guidelines to be followed by the institutions imparting Higher Education. The paper seeks to correlate, analyse and decode the National Educational Policy, 2020 as it applies to the Legal Education in respect to the skills required to be imparted to the students to enter into the Legal Profession.

Key Words: Legal Education, Skills, Profession

Teachers, Legal Education and the NEP, 2020-A Correlation

The basic principle of Justice was, and has always been, that, ***the laws must be known to those to whom they had to be applied; ignorance of Law was no excuse; Justice must not merely be done, but it must be seen to be done***.4 The language of the laws being English in the initial period when India was not independent hence it became necessary that the people must know the language of the laws and also the Laws.Thus began the study of the laws of the rulers in the language of the rulers.

Introduction

This National Education Policy 20205 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

The Indian government since Independence has routinely reviewed the country's educational system. There is no dearth of reports by various committees and commissions dealing with reforming various areas of the educational system. However, national policy on education has been reformulated only twice earlier by the government, namely in the National Policy on Education (1968) and the National Policy on Education (1986).

4Bhavnani, J. (1962). LEGAL EDUCATION IN INDIA. *Journal of the Indian Law Institute, 4*(2), 167-190. Retrieved September 12, 2020, from http://www.jstor.org/stable/43949662

5https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Hence this policy becomes all the more important as the future of the Indian Education system needs to be in a manner suitable to the globalisation as well as trying to retain the core values of the educational system of India.

This paper tries to understand the National Education Policy along with the existing framework of legal education and suggests a need for reform in the legal education at the micro levels of institutes which would be the universities in the future.

Legal Education

Currently the students are enrolled in the three year law program or the five year law course in a college affiliated to a university or under a deemed university established under the state governments. The colleges conduct the lectures as per the university rules and the guidelines issued by the UGC. Apart from the University and the UGC requirement of monitoring the colleges and the universities the Bar Council established under the Advocates Act of 1960 also play a very important role in the curriculum imparted in the law colleges and the universities to maintain the standard of the Legal Education. The teachers are appointed by the institutes and are approved by the UGC and the minimum number of teachers are regulated by the Bar Council.

The regulatory body is the Bar Council of India and regulates the institutions, curriculum and the registrations of the students into the profession apart from the various other functions that it undertakes. The students are enrolled by the college and are issued the degree by the university.The bar council conducts the Bar exam and accordingly issues the registration pertaining to the entry in the bar.

National Education Policy Key Features affecting the legal Education

Some of the features of the National Education policy affecting the Legal education which has been highlighted in this paper are as follows:-

- 4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue.
- 4.23. While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in **languages, these skills include: scientific temper and evidence-based thinking**; creativity and innovativeness; sense of aesthetics and art; **oral and written communication**; health and nutrition; physical education, fitness, wellness, and sports; **collaboration and teamwork; problem solving and logical reasoning**; vocational exposure and skills; digital literacy, coding, and computational thinking; **ethical and moral reasoning**; **knowledge and practice of human and Constitutional values**; **gender sensitivity**; **Fundamental Duties**; **citizenship skills and values**; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.
- 9.1. Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - **a democratic, just, sociallyconscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.** Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.
- 9.2. Some of the major problems currently faced by the higher education system in India include:

(a) A severely **fragmented higher educational ecosystem**;

(b) Less emphasis on the development of **cognitive skills and learning outcomes**;

(c) A rigid **separation of disciplines**, with early specialisation and streaming of students into narrow areas of study;

(d) Limited access particularly in **socio-economically disadvantaged areas**, with few HEIs that teach in local languages
(e) limited **teacher and institutional autonomy**;
(j) Large **affiliating universities** resulting in low standards of undergraduate education.

- 9.3. This policy envisions a **complete overhaul and re-energising** of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

(a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
(b) Moving towards a more multidisciplinary undergraduate education;
(c) Moving towards faculty and institutional autonomy;
(d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences.

- 11.9. The **structure and lengths of degree programmes** shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational andprofessional areas, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-year programme

The above points which are highlighted are absolutely important for a law student which needs to be imparted by the institute which the student chooses to enrol.

Historical Development of the Legal Profession in India.

It is interesting to note that the legal professional emerged even before the universities. It is also pertinent to note that The Government Law College in Mumbai was started even before the Mumbai University was set up. Hence the profession needs to be looked at from a different lens and not as a higher education institute only. Thus important developments in the profession historically could be listed out as follows:-

1. The **vakeels in the initial period**started interpreting the rules as they were experienced and were having the knowledge to interpret the law to the common man. Thus the professional in the legal field has emerged out of the skills he possessed and acquired with his interactions in the society.
2. The avowed object of legal education at its very commencement to spread the **knowledge of the laws, which could be through the learning of English**; therefore, the manifest education at its commencement was to produce lower professional lawyers acquainted with the English laws language. Thus learning of English became important as the laws were borrowed from the other developed countries.
3. At the outset, it was **not feasible to lay down qualifications** and anyone who knew English well and also knowing the Law was qualified for the profession. Thus even non-matriculates as pleaders would assist the aggrieved if they could convince them about their skills. It was but natural for people to be confident on the vakeels as they would have precedents where they would have assisted in resolving the issues.
4. Colleges in India were opened even before Universities established. The pleaders were already practicing as vakeels and were in the elite group as they were well versed with resolving the legal issues of the native Indians.
5. **Pleaders in India and Barristers in England**: -In England, an English boy could become a Barrister three years after his matriculation. Hardly any Indian law student could afford to postpone his earning time for so many number of years as it was very important for him to earn to feed his family.

6. In the midst of this the **colleges and universities were set up** and two concessions were, however, made to the University law students: - first, that, one year of the LL.B. course could be done before a student passed his first degree examination in Arts or Science; and second, that, classes in the Law colleges were held in the evenings, so that, a Law student could earn during the day in order that he could pay for his legal course in the evening.
7. One difference between the two systems i.e. **the Pleaders and the LL.B. Degree**was, at first even non-matriculates were eligible for the Pleaders' examinations, whereas, for the LL.B. degree course, one had first to become Arts or Science graduate. Another difference was, as regards the **time-span** of the purely professional Pleaders' course which meant that the if a Matriculate could become a Pleader and commence practice after two years of his legal education, a University lawyer could commence practice after four years of the Arts or Science Degree one year education and three years of LL.B. Degree education.
8. After the **great upheaval of 1857**, legislative gathered greater momentum. As the spheres of multiplied, more and more English statutes some branches of the English Common Law already were codified, and other new enactments began viz. the Civil Procedure Code was passed in 1859 ; then in 1860; the first Criminal Procedure Code, in Indian Evidence Act, which took several years to pass in 1872. Thus the practice arrears diversified and multiplied. In India, between **1835 and 1855**, series of Acts were passed along the lines of the new laws in England. Industrialisation had not yet commenced here, and so, men's legal rights and duties increased within the limits of the Company's trade and the lower cadres of the Company's Governmental machinery. The new laws were in the English language.
9. The first **Indian University Commission was set up in 1902**. The Commission did recommend new methods of legal education and the English "Tutorials" and the American "Case-Method" but these suggestions were never implemented. The great difference between the respective earning averages of the Pleaders and the University Lawyers was later on reduced and then a requirement of graduation in Arts or Science as the minimum entrance qualification for the Pleaders was introduced.

Thus **Legal education in India began as an ancillary to the English legal system** introduced by the British government in India. In the year 1726, by a Royal Charter, several branches of the English Common Law, and several English statutes were applied to the Presidency Towns of Calcutta, Bombay and Madras.By the time the British government withdrew from India in August 1947, the position of Legal Education in the country was very broadly as follows: -

(a) Its objects all along were, firstly to **disseminate knowledge of the Laws**, within the **limits of a foreign language English**, and
(b) secondly to **produce professional lawyers** acquainted with the laws commonly applicable to the whole people, through the medium of English ;
(c) there was **no particular back-ground to legal education** as none was deemed necessary
(d) the **entrance requirement** for the law degree course was a first degree in Arts, or Science or Commerce ;
(e) the time-span of legal education was only **two years and that too part-time** ;
(f) the method of teaching law was only by the **formal lecture**

The Problems of Reform in the Legal Education

The problems of reform of legal education in India centre around the following seven questions: -

1. **WHY** should Law be taught?
2. **WHOM** should Law be taught?
3. **WHAT** should be taught in Law?
4. **HOW LONG** should Law be taught?
5. **HOW** should Law be taught?
6. **WHO** should teach Law?

7. **WHICH** should be the medium of teaching Law?

The answers would vary with every perspective, but however now Law is taught to professionals to practise like medical doctors and it is to be taught to everyone who has the Right to learn. In law apart from the substantive and the procedural aspects an interdisciplinary approach is needed as many laws are passed which may not necessarily be influenced by the other countries. The profession needs continuous up gradation and hence lots of options needs to be provided for the students to specialise in a required field. The teaching should be from socio legal dimensions and should cover study of international perspectives. Hence the professionals involved in teaching needs to be experts from the fields. The medium of teaching law should be learner specific as laws needs to be understood to the one to whom it's made. The Indian government since Independence has routinely reviewed the country's educational system. There is no dearth of reports by various committees and com- missions dealing with reforming various areas of the educational system. However, national policy on education has been reformulated in a proper manner but the implementation needs to be done at the micro level namely the institutes imparting legal education.

Suggestions

The purpose in the research paper here is to determine the extent to which research has been undertaken in the field provide a rationale and justification for continued engagement, expansion and sustenance of all dimensions of research in the field and assess what is known and outline what is not yet known. The universities have a responsibility to model curriculum requirements that should support a teaching and learning environment where the students' mental health and emotional wellbeing should be supported. With the wellbeing of students and staff located within the broader contemporary debates currently taking place within the sector, issues associated with emotional wellbeing of every stake holder needs to be addressed. As India moves towards becoming a knowledge economy and society, more and more students are likely to aspire for higher education and hence the urgent need to be prepared for the future legal education remains with the institutes and the universities.

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Role of Information and Communication Technology in Higher Education

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Surjit Singh

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Abstract:

Higher education in India today looks very different since the beginning of the 20th century, largely due to advances in information and communication technologies. The 21st century has witnessed significant social trends where people access, use and create information and knowledge very differently than they did previously, again in many ways due to the universal access to ICT. These trends have significant results for education. Information and communication technology is a means of improving the quality of education. As the world rapidly enters digital media and information, the role of ICT in education becomes increasingly important during the 21st century. ICT helps to share the availability of best practices and best materials for courses in education. ICT-based education causes changes in the educational objectives of teaching and in the learning process. ICT has provided new challenges and opportunities in education to restructure the teaching, learning and knowledge transfer environment and has opened a learning and knowledge transfer environment and new avenues for both students and teachers. New innovations in information technology have opened up new perspectives in teaching and learning. ICT enables academic institutions to reach disadvantaged groups and new international education markets. The new teaching methods foresee the use by teachers of audiovisual, computer and telematic tools. In this paper an attempt has been made to discuss the role of ICT, various ICT tools and Techniques in higher education.

Key-Word: E-learning, Higher Education, ICT and Techniques.

Introduction:

Rapid changes in education are the consequences of different types of digital technologies, electronic information and communication (ICT) technologies. Digitalisation and digital technology, which must be used in education, can help to eliminate inequalities between institutions in developed and developing countries, between urban and rural areas.Information and Communication Technologies (ICTs) is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. This broad definition of ICT includes technologies as radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (UNESCO, 2002)[1]. ICT is potentially a powerful tool for extending educational opportunities and can provide remote learning resources. ICT encourage students to take responsibility for their own learning and offers problem centered and inquiry-based learning which provides easy access and information-based resources (Bhat et.al 2018)[2.] It is necessary to acquire the ability to use technology as a tool to research, organize, evaluate and communicate information and the possession of the fundamental understanding of the ethical or legal issues and use of

information. Today knowledge of networking, communication and retrieval technologies has become core to the profession. Success of ICT-based education depends upon the teacher's ability to keep pace with the developments since teachers are responsible for quality control, improvement of learning and the aggregate effectiveness of the learning process. The main role of teachers will not be to transmit information and culture, but rather to act as experts and leaders to motivate learning.

Today's age of 21st Century and it is also the age of information and technology. Every aspects of life are related to science and technology. Huge flow of information is emerging in all fields throughout the world. Now information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. In 1998, UNESCO World Education report refers about student and teachers must have sufficient access to improve digital technology and the internet in their classroom, schools, teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme.

Review of Literature

The researchers examined the opportunities and challenges posed by incorporation of information and communication technologies in various aspects of higher education in the present times. They have also critically analysed some challenges related ICT in the Indian Education System. Information and Communication Technology is a collection of technological tools and resources used to communicate, generate, distribute, collect and administer information. ICT is a force that has changed many aspects of our day to day life. The ICT is the driving force for the successful delivery of quality education in higher learning. The Government of India is supporting students from primary level till to the higher education level but much needs to be done to make an educated nation that is technically literate. Presently higher education in India is experiencing a major transformation in terms of access to the ICT. In addition, it is providing life-long learning goals and that too at reasonable cost. Still in-spite of many advantages and opportunities there are some doubts and challenges of using ICT in higher learning. They recommended to provide adequate funding, policies, and training. (Bhat et.al 2918)[3]**.**Information and communication technologies are important and significant tools for delivering education around the world. This paper highlighted the role of ICT in higher education and also to find out the challenges and barriers to the implementation of ICT in higher education.ICT plays a very vital and significant role across the whole world in every aspect of human activity. This evolving technology not only has a key role in education and training but has also widening scope for sharing and disseminating knowledge all over the globe. As knowledge is considered to be the primary root for the development of a country in almost every sphere, ICT plays a very decisive role in shaping of students for information rich life. ICT has totally transformed the education scenario as the teaching-learning process today has become more interesting and creative for the students who can learn their lessons in more collaborative and interactive environment. It provides boundless resources to the students. Actually, today's education systemgot a new makeover with the influence of ICT from teacher

oriented to student cantered learning. ICT has a major role to play in formal and non-formal education. The studyadvocates that ICT for educational development, in higher education is not a technique but also a means of socio-economic advancement of the country nation. (Babu et.al 2018)[4.] Habibhighlighted the various impacts of ICT on higher education and explores various potential future developments. ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The use of ICT in educationnot only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impactteaching, learning and research. ICT play vital role as a strong agent for change among many educational practices i,e conducting online exam, pay online fees, accessing online books and journals. Thus, ICT in Higher education advances teaching- learning process, offers the facility of online learning to students who cannot avail the benefits of higher education becauseof several reasons such a time, cost and location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds. (Habib, 2017)[5]

Need and Significance of the study

In the present era of digitalisation, the scenario of the classroom is changing. If we see in our society on the one hand technology has transformed our society and on the other hand the teaching learning activities at various levels have remained so far away from technology. The education or knowledge is imparted in an ancient way and a teacher centric mode. But in present 21st century the technology and some other factors evolved such type of education which is student centric education. Students learn from multi sources and for this reason use of ICT and Multimedia is becoming imperative in educational field. ICT has empowered better and hassle free communication; presentation of ideas in more operative and appropriate way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed then before. Thus, this study is significant.

Objective of the study

The objectives of the present study include: -

1) To find out the role of ICT in higher education in 21st Century.
2) To Trace the various ICT oriented techniques and tools which are being used in higher education in India.
3) To Study the Challenges occurred in the implementation of ICT in higher education.

Methodology

This theoretical research paper is based on secondary sources like books, Journals, Articles, Thesis, university news and websites etc.The study is descriptive in nature so the descriptive method of research is being used to explore the role and challenges of information and communication technology.

Role of Information and Communication Technology in Higher Education:

In the present digitalized world, the information and communication technologies play an important role in Higher Education. It improves quality, expands access and increases the operational efficiency of teaching learning and various other functions in higher education and to create a new dynamism in higher education.Technology is about the way things are done; processes, tools and technologies that change human activity. ICT provides new ways in which people can communicate, ask, make decisions and solve problems. Improving the quality of education and training is an important issue in the information age of 21st century. ICT can improve the quality of education in a number of ways such as: increasing student enthusiasm and engagement, enabling the acquisition of basic skills and improving teacher training. ICT is also a tool that enables and leads to a transformation that, if used properly and correctly, can encourage change in a student-centric environment. Various digital gadgets TVs and even

computer multimedia software, combining multicolored sounds, transcripts and moving images, can be used to make stimulants available, provocative and reliable content that will keep the student interested in the learning process. The use of online pedagogy in universities and administrative institutions is on the rise. The introduction of the Wi-Fi system has also led to an increase in the high-tech education system, where access and responsibility for the subject are made easily accessible to students. Students can now study and understand information related to the appropriate time. (Bhat et.al 2018)[6]

Tools are now available on the Internet to help both teachers and students manage writing activities to detect and avoid the dangers of plagiarism and copyright violation. One of the main advantages of ICT in education is that they can improve the quality and quantity of education and training. However, for this, the ICT must be used appropriately. ICT changes the concept of learning within the four walls, as the introduction of technology learning breaks the boundaries of universities and colleges and offers that those who learn can learn regardless of location and time. Individuals can access data whenever they want and where ever learning can occur.

Over the past decade, higher education has taken on importance in the changing political landscape, as the government acknowledges that "strength lies in education. The gap between demand and supply of higher education has made governments and institutions necessary to shape policies for better use of ICT. And to bridge the gap, it is necessary to develop cooperation between the public and private sectors for the proper implementation of ICT in higher education. The development of ICT for universities clearly changes the way education is conducted. It's not just possible to work with distance learning and get closer cooperation between different universities,but also pave the way for a new pedagogical approach in which there is an incomparable ability to disseminate knowledge and disseminate information.

The ICT Policy in India for higher educationaims at preparing youth to participate creatively in the creation and development of a knowledge society which led all round socio- economic development of the country and worldwide competitiveness. The introduction of ICT in the higher education has provides a lot of advantages such as:-

1) Student-centered Learning: ICT provides a technology that has the capacity to promote and encourage the transformation of education from a teacher directed enterprise towards student-centered models.

2) Knowledge Construction: Teaching-Learning using ICTs provide many prospects for constructivist teaching learning.

3) Anyplace Learning: With the help of ICT, educational institutions can offer programs at a distance mode. Today many students can use this facility through technology-facilitated learning settings.

4) Anytime Learning: It facilitated educational programs to eliminate the geographical barriers. Students can get education from anywhere and anytime.

5) Information Literacy: The growing use of ICT as tools of every day life have seen the pool of generic skills expanded in recent years to include information literacy. It is highly probable that due to the future developments and growth in technology, it will help further for information literacy.

ICT Devices: ICT Devices in higher education are those devices which are used for teaching and learning mentioned as under

- Computers/Laptops/Tablet PC
- Smart Phone
- Touch Screen Devices
- Multimedia Projectors
- Digital Data Storage in Flash Memory/Portable Hard Disks
- Printers, Scanners, Photocopiers etc.
- Internet Devices (e.g., modem, router, switch, server etc.)
- WiMAX/Wi-Fi Devices etc.
- Power Supply Unit (e.g., UPS, IPS, SMPS etc.)

The ICT Tools and Techniques that are or may be used for teaching and learning are Surfing the internet, using search engine (e.g., Google), On line resources/e-learning sites, E-Books/E-Journals , Web-based learning programs , Scientific writing software (e.g., Latex) , Bangla writing software (e.g., Avro), Simulation software (e.g., PSPICE, Cadence, MATLAB etc.), Drawing and Design software (e.g., AutoCAD) , Instructional Audio/Video clips (using windows player) , Image files (using Visio, Photoshop etc.) , Document (e.g., .doc/.docx) or portable document files (e.g., .pdf) ,E-mail , Web Forums , Online/ video/ tele conferences, Facebook (group/page), Twitter, LinkedIn, YouTube and Blogs etc

Findings

The above discussion clearlyshowsthat

1) In Higher Education information and communication technology is playing and important role by proving anytime, anywhere and student centric education. It is alsoimprove the quality and quantity of education and training. However, for this, the ICT must be used appropriately.

2) The various devices such Computers/Laptops/Tablet PC,Smart Phone, Touch Screen Devices,Multimedia Projectors are being used extensively by teachers and students.

3) The ICT Tools and Techniques that are or may be used for teaching and learning are Surfing the internet, using search engine (e.g., Google), On line resources/e-learning sites, E-Books/E-Journals , Web-based learning programs , Instructional Audio/Video clips (using windows player) , Image files , Document (e.g., .doc/.docx) or portable document files (e.g., .pdf) ,E-mail , Web Forums , Online/ video/ tele conferences, Facebook etc. are the ICT tools and techniques which are being used in higher education.

Conclusion:

We have discussed role of information and communication technology in higher education in India. In Higher Education information and communication technology is playing and important role by proving anytime, anywhere and student centric education. The various devices such Computers/Laptops/Tablet PC, Smart Phone, Touch Screen Devices, Multimedia Projectors are being used extensively by teachers and students. Apart from it various ICT Tools and Techniques are also being used. Although, there are many benefits of information and communication technology in higher education but it poses some challenges before mankind. It leads to social distraction and digital gap. A large number of Indian students cannot afford the costly digital devices. Another drawback is that it is Partially difficult to do course that require Laboratories. So, the ICT should be used properly.Training to use ICT should be provided to teachers, students and other stakeholders of higher education. The students from weaker section should also be helped in getting the digital devices at the lowest costs which will enable them to be benefited from the innovations of technology. Funding to higher education institution should also be provided to implement the various ICT innovations.

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विद्याशाखीय बहुभाषिक शोध पत्रिका

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Issues Related to Mental Health of Students and Teachers during Covid-19

Dr. Nagina S. Mali[1]

Prof. Dr. Pratibha S. Patankar[2]

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Abstract

The outbreak of corona virus disease 2019 has created a global health crisis that has had a deep impact on the way we perceive the world and our everyday lives. In this pandemic situation the world is struggling for survival. This is worldwide situation and affected almost all the countries. Entire world is still struggling to overcome the situation. World's economy, education system, political decisions, social relationships etc. are going to change rapidly. Scientists from different countries are trying to engage in developing a vaccine on Covid-19 but in vain. Every country is claiming about developing vaccine. Various views and opinions were stated by different country to control the adverse situation of Covid-19. Some changes during the Covid-19 are affecting and will be affected on world.

Education is one of the basic needs of human being. The whole education system is affected by Covid-19. Most of the countries have closed their schools, colleges and universities for protection of students and teachers. All the countries are also supported this decision. During this Covid-19 pandemic almost all the countries have started online teaching-learning to continue the academic activities. But parents are not taking risk to send their children to school because of Covid-19. For this reason online teaching learning is good decision to teach them but what about the curriculum? Some questions were raised regarding to that, its suitability, network facilities, electricity, evaluation process, seating arrangement and planning of academic year also. But in another hand mental health of teacher and student to be considered during Covid-19 because both are pillars of whole education system. In this paper researchers have tried to find out the mental health of teachers and students.

Key Words: Pandemic, Education, Online teaching-learning, Mental health,

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Introduction

Every country provides facilities to protect their citizens. As people are not following the rules properly, many are suffering from Covid-19.On the other hand countries are changing their all decisions for betterment in life. Though there is no competition, living better is ultimate aim of today's situation. Countries social context such as cultural, marriage system, economic, political, educational faiths are changing. Therefore it is essential to focus on these areas that will leads to future development. Education is one of the best services for development of country. The current curriculum is not in accordance with online teaching-learning, but teachers have to teach it through online mode. Recently India has reformed its educational policy named National Education Policy-2020. Some changes are taken place based on future education system like Blinded learning and Virtual classroom. Prepared or existed curriculum is not for online teaching-learning process rather than we are using the same. Sometimes online education is preferable but what about the skills? What about the interactions among the students? Only digital education is not solution on pandemic situation. That is why we need to focus on education system and make changes as per the situation incoming.

Following factors are affected due to covid-19 all over the world-

- Changing social context
- Changing work structure (on gender basis)
- Health issues
- Security
- Childcare
- Medical facilities
- Changing Marriage concepts
- Farming system and farmers
- Relationship among family members
- Relationship among society
- Relationship between countries
- Government policies about supply of food chain system
- Environmental issues
- Economic issues
- Job, service systems
- Changing diplomacy among countries
- Interconnectivity of countries
- Changing policy of education
- Religious faith and issues
- Researches on Covid-19 and its success
- Social responsibilities of persons

Education is one of the fundamental needs of human being. During this Covid-19 pandemic approximately all the countries have started online teaching-learning to continue the academic activities. But parents are not taking risk to send their children to school because of Covid-19. For this cause online teaching learning is good decision to teach them but what about the curriculum? Some questions were raised regarding to that, its appropriateness, network facilities, electrical energy, evaluation process, seating arrangement and planning academic year also. But in another hand mental health of teacher and student to be considered during Covid-19 because both are pillars of whole education system.

Mental Health

It refers to cognitive, behavioral and emotional well-being. It is all about how people think, feel and behave. People sometimes use the term 'mental health' to mean the absence of a mental disorder. Mental health can affect daily living, relationships and physical health.

It means mental health is a process that includes well being. If mental health is affected it leads to stress, tension, frustration and anxiety. So that, during covid-19 period we have to protect our students as well as teachers in good mental health and their well being.

Regarding to education system government has declared rules about the exam, teaching - learning and evaluation procedure. As per these rules school, college and universities are following the same. In the time of covid-19 we cannot ignore the mental health of students and teachers because whole education system rotates around them. During the covid-19 many researches, articles and discussions were done and going on. These discussion and researches focused on education, the most essential topic.

Review of Researches

Anthony S Fauci, H Clinffordlane and Robert R Redfiels has commented in Covid-19- navigating the uncharted paper that there is need of constant surveillance, prompt diagnosis and robust research.Impact of the COVID-19 pandemic on education. Most of the government around the world have temporally closed educational institution in an attempt to contain the spread the Covid-19.

According to UNISEF montioning,106 countries are currently implementing nationwide closures and 55 are implementing local closures, impacting about 98.6 percent of the world's student population.48 countries schools are currently open.

India Today. Published article on 'Covid-19 Lockdown: Impact of global pandemic on education sector', emphases that more than 1.5 billion students are out of school already. Widespread job and income loss along with economic insecurity among families are likely to also increase child labor, sexual exploitation, teen pregnancies among other woes. The education sector is facing unprecedented challenges and needs to adopt and find solutions to keep children motivated and in their route to learning.

Puja Mehata, Daniel F McAuley, Michael Brown, Emiiesanchez and Rachel S. have given opinion under Covid-19: consider cytokine storm syndromes and immune suppression paper and all the authors have emphasized that current focus should be given on the development of novel therapeutics, including antiviral and vaccines.

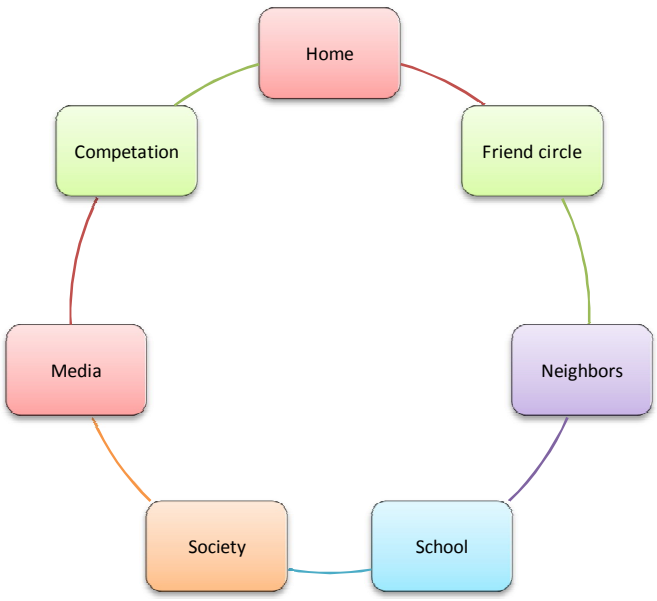
Poonam Rana (2020). has given her opinion in 'Covid-19 Impact on Education Sector: Adopt Digital Way'. Covid-19 is impacting almost every sector of the economy. The education sector is no exception. Everything is virtual, with no physical movement. Technology plays a vital role; various education service providers rethink their strategies to stay strong.

Sudakshina Gupta. (2020) has published article entitled 'The Impact of the coronavirus SARS-CoV-2 on the Education Sector in India'. The article report that online classes are not capable of substituting classroom lectures. The former is very seldom able to generate the interaction that is needed in a class. The use of technology will not only lead to more discrimination, but also will create some practical problems. It will be lacking the desired interaction in the class.

Ying-Ying Zheng,Yi-Tong Ma, Jin-Ying Zhang and Xiang Xie suggested in COVID-19
and the cardiovascular system that particular attention should be given to cardiovascular patients during treatment for COVID-19.

Yan Bai, Lingsheng Yao, taoWei,feiTian,Dong-Yan Jin,Liiuan Chen and Meivun approved in Presumed asymptomatic carrier transmission of COVID-19 that the local institutional review board and written informed consent was obtained from all patients.

Issues related to Mental Health of Students-



Above image no.1 shows that students have to face home, friend circle, neighbors, school, society, media and competition. Some of the positive as well as negative impacts on mental health of on following factors are-

1.Home: Home means an enjoyable, happy place where you can live, laugh and learn. During covid-19 all family members are stayed at home. It is positive impact that they came together, shared and mixed with family members. As a student they became free to give a time to their family, helped in the home work/things, learnt cooking, doing our self-work etc. Actually it helped to stress release. Because mixing with family and sharing it is a solution of stress-free life. Parents are taking responsibility of the students about the learning. Sometimes parents are teaching to them. But another hand every family is not enough able to provide instruments regarding online teaching-learning process. Some students were tried to suicide due to no members to talk in home even parents were busy in work from home.

2.Friend Circle: Regarding to the friend circle students are unable to meet their friends. By using various social media they are meeting online. Definitely it is positive impact to save the time, but what about the communication, discussion, expression skills. Without using these skills how they can learn to collaborate and become a socialized. As we all know man is social animal. Some students are feeling stressed due to no meeting with friends. By using online social media they are facing some health issues including eye sight problems, hand problems, back pain etc. Surely, it is negative impact on mental health.

3. Neighbors: Neighbors helps to students learn better. But in this covid-19 by using social distance nobody can meet to each other's closely. Everything is going online even. There is no social communication, face to face meeting. So it is a negative impact. Sometime doubtfully neighbor is suspicious about the suffered covid-19 people. It is a natural process to ask but now a day mentality of people is not like to answer them.

4. School: Government has been decided to start online teaching. As per the rule students are supposed to attend the lectures, watch the videos, solve the questions and send it back to teacher. But what about those students who do not have online facilities including mobile, computer and internet. Students are sending solved assignments, reading, watching and looking; but what about the activity-based learning and constructivist learning. Only information is receiving regarding the rules of government that have to be completed strictly. Think about those who do not have online learning facilities. Differentiation among students can be made on that basis. It is very dangerous for mental health of the students. This is a negative impact of mental health.

5.Society: Students are coming from society. Society is asking questions about the future of school and education. It is not a problem of students, school and whole education system, but such questions are making them stressed.

6.Media and technology: Media is playing key role today. Various news channels continuously showing news regarding covid-19. Another side, by using mobiles and other sources students are forgetting generating knowledge. Just they are gaining information but not creating, generating, modifying, discussing, presenting, expressing etc. which are the ways of learning.

7. Comtetation: This is a competitive world. Every student wants to be good with potential. Competition leads to create, get a will, focusing work, validates your idea and ensures your identity. So in this pandemic some students are running towards online education to complete the task with technology. Continuous staying online some of them facing physical as well as mental problems example- eye problem, ear problem, eating habit, exercise habit. All these are affecting on students. Comparing with other they feel nervous. On the other hand who are not with good technological sources they have some different problems. It means who are completing the task they are comparing with another students. Those who are lacing with

technological sources are comparing themselves to other and it may develop inferiority complex in such students. It create confused in them.

Issues related to Mental Health of Teachers-

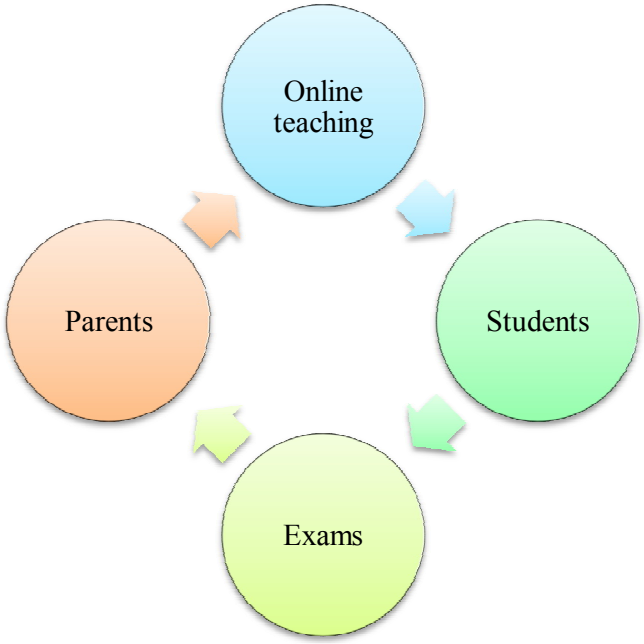


Image no.2. Issues related to Mental Health of Teachers

Above image no.2 shows that teachers have to face online teaching, student's related issues, exams and parents related issues. With following discussion it is clear that mental health of teacher is affecting in covind-19.

1.Online teaching: Government had declared to start the online teaching by using applications. But those teachers could do who are familiar with technology. In India, every teacher is not friendly to technology. If accepting government provision what about the tribal and rural areas. Those teachers are living in that place they were totally unable to make online classes. Some teachers are played good role. Teachers are in under constant pressure of government, parents, students learning and duty as a teacher. Some teachers are frustrated due to whom to teach online and complete or start the syllabus.

2.Students: Whole education system is based on students. Students are coming from different places and areas, how to bring them together with online facilities was a basic problem would be solved. Teachers are in doubt how to balance among students with good technology facilities and students with no technology facilities. Due to this unbalancing it makes the teachers in tension.

3.Exams: How to conduct the exams it is big issues today. 'Online exams to be conducted' this rule is not easy to all school, college or university. Teachers are performing special role here including paper setting, evaluation, report, result and attend the student's problems.

4.Parents: Some parents are not technologically aware. So they are having problem with online teaching learning. They cannot afford technology devices like mobile, computer, and internet facility. They are constant in worry of their child's learning. It may be negative consequences of teaching learning process in the society. So teacher have to face the problems of bringing the education of such technology deprived students and parents. Parents are asking questions to teacher only, not the government. So there is stress on teacher how to teach both that is who can afford the technology and who cannot.

Conclusion: There is need to maintain balance between online and offline teaching learning in this pandemic situation. Students as well as teachers have to meet and solve face to face as offline also. Where it is necessary, they should meet, discuss and interact. But where not possible there should not be compelled. Family, friends, society and teachers should know each other and solve the problems collaboratively. We have to stay away from making a difference between students and teachers. Otherwise both students and teachers can become disturbed. Online teaching should be without stress and freely to use. So that we need to plan online as well as offline education.

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New Education Policy and Three Language Formula: In terms of Non-Hindi Speaking States

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Abstract –
With the approval of the new education policy by the Central Government, the changes from the lower level of education to the higher level of education on the one hand can provide service to India in line with the changing needs of India. But once the draft of the new education was started, once again after 1948, there was a dispute over language.
The controversy over the three-language Hindi being kept as compulsory language in the new education policy involves most of the states and regional political parties in South India. This includes other political parties including the DMK of Tamil Nadu Including DMK RajyaSabha MP Tiruchi Siva and MakkalNidhiMaiam Kamal Haasan etc.
Today, in the non-Hindi speaking states of India, the new education policy has seen so much controversy about the language. India's unity, integrity and equality, was the worst injury on the same day as the first state was formed as Andhra Pradesh on linguistic basis Different-policies for all states for a developing country with a huge population like India. New education policy has been given a place to maintain equality in the curriculum as well as the unity and integrity of the country.
Keywords – Three Language formulas, New Education Policy, Unity and Integrity, Sriramlu, Formula of 5+3+3+4, Linguistic State Commission.

Introduction-

It is said that the progress of any country is the biggest contributor to the education system which needs to be changed over time and if it is not done, the development of the country is hampered. In India too, about 34 years ago, the National Education Policy was introduced in 1986, which had become very old over time. In view of this, a 5-member parliamentary committee headed by Cabinet Secretary T.S.R.Subramaniamwas constituted by the Union HRD Ministry in 2015 to prepare a new education policy by the Government of India. In the absence of favorable draft submitted by the Government, a new committee was constituted under the chairmanship of space scientist K.Kasturirangan, who submitted his report to the government as soon as the new government was formed, which was brought to the whole of India by the government.

With the approval of the new education policy by the Central Government, major and significant changes were made from the lower level of education to the higher level of education so as to provide world class education to Indian students and provide service to India in line with the changing needs of India. But once the new education was drafted, once again after 1948, there was a dispute over language, the only difference is that the dispute was about the sharing of states on linguistic basis and here is the three-language formula placed in the new education policy.

Here, if one thing is taken into account, we find that even though the dispute was about different problems, there was only one thing at the center and that is the language. The controversy over the three-language Hindi being kept as compulsory language in the new education policy involves most of the states and regional political parties in South India. This

includes other political parties including the DMK of Tamil Nadu. This includes DMK RajyaSabha MP Tiruchi Siva and MakkalNidhiMaiamKamal Haasan etc.

Formula of 5+3+3+4 -

The education system from nursery to 12th is based on a formula of 5+3+3+4 which has four phases-the first phase of five years for children between the age of 3 to 8 years, named foundation stage, second class 3 to 5 for the age of 8 to 11 years, which is called the preparatory stage. , 3rd class 6 to 8 for 11 to 14 years which was called middle stage and for 14 to 18 years from last class 9 to 12 which is called secondary stage.

What is the three language formula?

- Under the three language formula, the medium of interaction of children up to class-V is the mother tongue/mother tongue. Local Language / Language the regional language is kept. In addition, if the student wants, he can choose Sanskrit as an option at all levels of the school and even at the higher level. This option is also placed in the three language formula.
- Traditional languages and literature will also be available as alternatives. In addition, if the student wants, he can also choose the foreign language as an alternative at the secondary level.
- Sign language will be standardized and national and state level material will be developed to help such differently abled students.

Indian Constitution and Language Provisions -

Provisions affecting education (Part-17)

- Article 344 provides for the Parliamentary Commission and Committee on Official Language.
- In the Eighth Schedule, 8 Indian languages have been placed in the original Constitution and later added 4 other speakers, making it 22 languages today.
- Article 350-A facilitates teaching in mother tongue at primary level.
- Article 351 contains guidelines for the development of Hindi language.

National Education Policy -1986 and Linguistic Provisions -

The National Education Policy, where the bilingual was adopted in 1986, has adopted the new Education Policy-2020, which seeks to make Hindi compulsory. Which was heavily opposed by the South Indian states, especially Tamil Nadu? However, the revised draft was subsequently submitted by the Government and provides that students who wish to make any changes in one or two languages out of three languages can do so in classes VI and VII. They can assess themselves in the board examination at the secondary level in three languages which belong to a literature level. On the other hand, it also talks about the provision of teachers who understand the mother tongue there. Considering this as a problem of the whole of India by the government, it is suggested that as far as possible, the mother tongue should be taught in class V and if the language and regional language of the school are different, it has been said to provide two languages.

India divided by language and disputes –

Today, in the non-Hindi speaking states of India, we have seen the history of India, so much controversy about language in the new education policy. India's unity integrity and equality were the worst hurt on the same day as the first state was formed as Andhra Pradesh on linguistic basis. In fact, after independence, all the leaders, even Mahatma Gandhi, have accepted that all the units that India has will be administratively determined on linguistic basis. After all the national leaders agreed, everyone also acknowledged that the idea should be abandoned for some time to focus on India's economic growth. Which was also sealed by the Linguistic State Commission S K Dhar and J V P Committee in 1948?

After the report of the Committee for State Formation on linguistic basis, the demand for state formation on linguistic basis intensified throughout the country, which took the form of a widespread violence and converted into a mass movement, no one was even agitated. The most serious case came from the Madras Presidency to create an Andhra state, in which the intensity of the protest can be gauged from the fact that the protests led to the death of PottiSriramalu in

October 1952 during his fast unto death, after which more people were there. Violence started on a culinary scale. That led the government to form the first state of Andhra Pradesh on language basis in 1952 to pacify the protests. Thereafter, the demand for formation of states on the basis of language on the part of other states began to rise rapidly, as a result of which the government had to set up a State Reorganization Commission in 1956. Under which the entire India was divided into 14 states and 6 Union Territories.

The reorganization of states carried out on linguistic grounds may be justified in the eyes of the people residing in the States today, but it cannot be justified in terms of the unity, integrity of the entire India which is spoken in the Constitution of India. Why do we not see the freedom struggle for India's independence together, and why does the country appear to be divided on every national issue? The biggest reason for this is our being divided on linguistic basis. Linguistic diversity has not only affected our unity and integrity today but also affected India's education system, which has emerged as a major obstacle to the introduction of equal education courses across India.

Political Apathy –

Part 17 of the Constitution refers to the official language from articles 343 to 351 which are divided into four parts- the language of the Union, the regional language, the language of the judiciary and the language of the text of the law and the language of denoting other instructions. It provided that the President shall appoint a Commission after 5 years of commencement of the Constitution and again 10 years after the enactment of the Constitution, which will recommend for effective use of Hindi language and limiting the use of English language.

The Act was passed by Parliament in 1963 to provide that all government business of the Union and English in parliament proceedings were kept in the way even after 1965. In which the use of Hindi was continued but no time limit was fixed for the use of English. It is worth noting here that when the government shows indifference to the official language of India, there will be a strong sense of language and regionalism within the states. The main reason for opposing the new Education Policy 2020 here is not the three languages, but the political interests of the regional political parties involved in the Hindi language. The southern Indian state is not the first time today that they have been opposing Hindi language, even before they have protested against the Hindi being the official language of India.

Conclusion –

We can understand that all people love their regional language and it is challenging for non-Hindi speaking states to implement Hindi in their state, but the development of any state or country depends on the education system there, without any good education system. The country cannot progress. It is not possible for a developing country with a large population like India to create separate policies for all states, so Hindi, which is the most spoken language in India, has been ranked as a three language formula under the official language and new education policy to maintain equality in the curriculum as well as the unity and integrity of the country.

Secondly, it should be considered separately from party politics because it is being opposed by most parties only to incite the sentiments of the people to maintain their vote bank, which is not a good practice.

Thirdly, first of all, the major political parties of all the States should convene a joint meeting and discuss them and then the three-language formula should have been brought down, which would have reduced the level of protest in the states because most of the states complained that without discussing with us, Hindi were imposed on us.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

79
"Imparting 21st Century Global Citizenship Skills to Students Amidst the Covid- 19 Pandemic"

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Savitribai Phule Pune University

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Abstract –

With more than a billion students not attending school and college and educational institutions across the world grappling to deal with the challenges of online education, the role of the teacher has once again emerged as crucial and fundamental in keeping the crumbling edifice of education together.

The challenge before educational institutions is to cope with the current situation withoutcompromising the Sustainable Development Goal for education. Educators have to ensure students are nurtured to becomecitizenswho aresocially, politically, economically and environmentallyconscious and active to deal with the changing times.The onus is on teachers to develop Global Citizenship Competencies, like empathy, problem solving, critical thinking,communication and conflict resolution skills. They also have to help students developa sense and security of identity and universalvalues such as human rights, peace, justice; respect for diversity and an understanding of the interconnectedness of global issues. Immediate and urgent capacity building of teachers is therefore a necessity of present and future times. This paper highlights a few areas in which college teachers can be trained for enabling them to be at the forefront of online education and to gear them to nurture and create locally responsibleglobal citizens.

Impact of Current Pandemic on Education of College Students

The outbreak of the new disease - Covid-19 was declared in January 2020 by the WHO("Timeline: WHO's COVID-19 response", 2020). Since then, the pandemic has gone onto spread across 213countries in the world(COVID-19 Virus Pandemic - Worldometer, 2020)and has brought about unprecedented change world over in the way people live, study, play, work and travel. The pandemic has affected students in both developed and developing nations since students across all age groups and levels of education are not able to physically attend school and college(COVID-19 is sparking a revolution in higher education, 2020). With restrictions on travel, many international students have been forced to return to their native countries and are compelled to stay at home. The UNESCO in its press release on 4th August 2020 has warned nations about the impact of the worst ever disruption the world has ever experienced in the history of education. With more than a billion students across various levels of education not attending school and college there is risk of adverse impact on more than one generation of learners. The problem is more severe in south and west Asia and Sub- Sahara African regions where the crisis in education existed even before the pandemic took place. The UNESCO has predicted an unprecedented dropout rate of students from higher education and has urged countries to focus on investing in education ("COVID-19 Policy Brief: UN Secretary-General warns of education catastrophe", 2020).

Educational institutions across the world have responded to the situation by moving from traditional classroom teaching –learning programs to online platforms. Universities, especially those in developed countries, which were already offering some form of online education to their students have been able to make the transition smoothly but many universities and colleges in the developing countries have had very little time to come up the learning curve and have had to hastily adopt online learning. While the pandemic is likely to be a temporary situation, this revolution in education, especially the influx of technology at all levels of education is here to stay.

Institutions of higher education are dealing with many challenges. Apart from having to conduct online classes with teachers who have little or no formal training in using technology to teach, colleges also have to shift their admission process to make it completely online. Changing the pattern of examinations and conducting examinations for large number of students while maintaining social distance is also proving to be a challenge for universities especially in developing countries. In addition, universities are dealing with the challenge of infrastructure, connectivity, ensuring access and converting courses into online modules. All this is to be done while ensuring that quality of education is not compromised. Many institutions have adopted online platforms like Webex, Zoom, and Google Meet etc. to conduct online classes. On the other hand, the current pandemic situation has also presented educators and administrators with an opportunity to adopt new practices which are sustainable and do not compromise the goals for education. Educational institutions can focus on harnessing technology to reach students anywhere in the world and take education to the last mile.

Relevance of developing the 21st Century Global Citizenship Skills suggested by UNESCO

In 2015, as part of the Sustainable Development Goal 4 on Education the UNESCO adopted the GCED-"Global Citizenship Education and Education for Sustainable Development". This was done keeping in mind that sustainable development is not possible without the involvement ofcitizenswho aresocially, politically, economically and environmentallyconscious and active.

In 2017, the Center for Universal Education, Brooklyn, UNESCO and the UN Secretary General's Education First Initiative Youth Advocacy Group released a combined document: "Measuring Global Citizenship Education- A collection of practices and tools". The working group listed the following **Global Citizenship Competencies**, namely:-

- The ability to empathise
- The ability to solve problems and think critically
- The ability to communicate and collaborate with others
- The ability to resolve conflicts
- Development of a sense and security of identity
- The ability to nurture shared universalvalues such as human right, peace, justice etc.
- The ability to respect diversity and understand other cultures
- The ability to recognise the interconnectedness of global issues

The Covid- 19 pandemic has been a great equaliser ("COVID 19:The Great Equalizer? - The Policy Times", 2020). It does not recognise nationality, religion, ethnicity, economic status or extent of development; it has impacted everyone in one way or the other around the world. With the economic slowdown around the world it is necessary for youth to come forward and prepare themselves for new realities and new challenges. In this context their ability to demonstrate global citizenship skills will enable them to deal with new possibilities and challenges and conduct themselves as socially and globally responsible citizens.

Role of Teachers in Imparting Global Citizenship Skills:

In 2016, the Indian HRD Minister DevLahiri said, "teachers are the backbone of our society". His statement holds true to letter since the teacher is the only familiar link which connects students to education today. Teachers are bringing college education to homes

through online forums and while most have had to make the switch rather unceremoniously with minimal preparation, they have been instrumental in bringing some sense of 'normalcy' in these uncertain times. Immediate and urgent capacity building of teachers is therefore a necessity of present and the future times. Discussed below are a few areas in which college teachers can be trained for enabling them to be at the forefront of online education and to gear them to create and nurture global citizens in the current times:

- **Need for Upgradation of Professional Skills**: Teachers who were previously tardy or unwilling to use technology as a tool to teach must adopt blended teaching-learning techniques. They must learn skills in creating their own teaching resources in the form of presentations, worksheets, and evaluation tools using spread sheets. They must also learn how to use internet for accessing freely available resources for creating quizzes or available images and audio / video clips ethically for teaching students. They must also familiarise themselves with various applications for conducting online sessions. These tools will give the teacher and students a change in teaching – learning methodology during online transaction. Once the colleges resume face to face classes,the same tools can be used to manipulate the pace of learning in the classroom and to bring about novelty in teaching methodology.
- **Utilisation ofOnline Learning Platforms:** Teachers can make the most of the current pandemic situation to familiarise themselves with online learning platforms (Massive Open Online Courses) like Shaw Academy, Skillshare, LinkedIn Learning, Udemy, Treehouse, Coursera, MasterClass, Edx.org, Futurelearn.com, Udacity.com("15 Best Online Course Platforms (Ultimate Guide for 2020)", 2020). These platforms offer a plethora of free and paid-for courses which can aid students in their skill development. Teachers can also utilise these forums to develop their own courseware. Teachers can also introduce students to online platforms by HRD –UGC (India)such asSwayam Online Courses, UG/PG MOOCs, e-PG Pathshala, SWAYAMPRABHA, CEC UGC You Tube Channel, National Digital Library, Shodhganga, e- ShodhSindhu, Vidwan. The responsibility of the teacher here is to sift through the content available, utilise and direct students to only that content which is relevant and is likely to enrich and broadentheir online learning experience.
- **Implementation of Innovative Ideas for Ensuring Student Involvement and Participation:** In order to be effective, online teachers must be able to facilitate active participation, interaction, collaboration and engagement throughout the course (Palloff& Pratt, 2011). Keengwe et al (2014) and Savery (2005) have identified personal traits of online instructors such as being highly motivated, supportive, visible, organised, analytical, respectful, approachable , active, responsive, flexible, open, honest, compassionate and able to lead by example (Albrahim, 2020). Some ideas for ensuring student involvement and participation while at the same time developing their global citizenship skills are discussed in the section below.
- **Create Communication Network to Provide Mental Health Support to Students**

The Government of India – Ministry of Education (Manodarpan, 2020) has released an advisory for students and teachers of schools and colleges to provide psychosocial support and promote mental health during and beyond the Covid-19 pandemic. The advisory recognises the fact that students may feel insecure because they feel they are not getting value from their education and feel uncertain about their scope for employment. In such situations the advisory has listed several tips for college students, students with special needs, families and faculty to deal with the current situation and to provide stigma free support to each other. By creating awareness about the interconnectedness of the problems being faced by everyone and creating an environment of empathy, teachers can provide metal health support to not only students but to their colleagues as well.

Ideas for Teaching Citizenship Skills through Online and Offline Mode

Some ideas college teachers can use to develop 21st Century Global Citizenship Skills in college students are listed below:

- Train students to use online tools to create ethical research papers on various topics that affect humanity
- Ask students to make presentations using technology tools like PowerPoint presentations, Audio Video tools to showcase case studies which demonstrate the connection between what they are learning as part of course work and its application to real life
- Organise and Conduct Webinars and e- conferences on topics of global importance that provide exposure to faculty from across the world
- Collaborate with their classmates and experts in the field for project work- to seek solutions to problems being faced by people, animals and for environmental issues
- Use online communication forums as an opportunity to communicate responsibly with authorities to address local, national and international concerns and to suggest innovative solutions to these problems
- Conduct online competitions to seek ideas and solutions to day to day challenges being faced by people- especially senior citizens and other marginalised groups
- Conduct online competitions for showcasing students' skills in music, art, drama, debate and discussion

Evaluating Citizenship Skills through Online and Offline Mode

The Education 2030 Framework for Action (2015)suggests ideas for the implementation, coordination, finance and monitoring of the SDG4- Education 2030 which envisages "inclusive and equitable quality education and lifelong learning opportunities for all". The framework emphasises the development and implementation of focused, evidenced based and dynamic monitoring and evaluation systems in the education sector.

According to the Organisation for Economic Co-operation and Development, Monitoring refers to the "on-going, systematic collection of information to assess progress towards the achievement of objectives, outcome and impacts". Evaluation according to the organisation is "the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results with the aim to determine the relevance and fulfilment of objectives, development efficiency". When it comes to evaluating and measuring citizenship skills or higher education in general, tools have to be developed that measure competencies. The evaluation has to be continuous, outcome based and customised to the level of individual students.With the proposed plan to internationalise college education in India as per the National Education Policy 2020, institutions of higher education in India will have to gear themselves to be at par with universities across the world both in terms of quality of education and monitoring and evaluation parameters. With the Government proposing to allow foreign universities in India, we are staring at a future for Indian students where they will be exposed to global competition. The challenge therefore before educational institutions would be to ensure that students belonging to marginalised groups are not deprived of quality education and at the same time they prepare students as citizens who are locally responsible- global citizens.

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Present Higher Education System in India

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Abstract:

Higher education system plays an important role for the country's overall development which includes industrial, social, economic etc. Indian higher education system is third largest in the world. The vision of higher education in India is to realize the country's human resources potential to its fullest with equity and inclusion. The higher education sector, in recent decades, has witnessed a tremendous growth in many aspects such as its institutional capacity, enrolment, teacher-student ratio, etc. The rapid expansion of the higher education system at the same time has brought several pertinent issues related to equity, efficiency, excellence and access to higher education in the country. Now Indian higher education system Present position are many issues & challenges face and improve day by day. India now accept E- learning platform Many firms have tried to leverage the occasion by offering free online classes or attractive discounts on e-learning modules. E-learning also comes as an interesting and interactive alternative as compared to classroom teaching. A complete revolution in the way we learn today has been brought about by Technology. Each student gets in contact with a world-class education, which is not easy to impart by the traditional white chalk and blackboard method of teaching. This new learning is more interesting, personalized and enjoyable. This paper includes the key Issue and challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges.

Key words: learning, Education, Digital, Practical, Infrastructure, Higher

Introduction:

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Digital learning has many advantages in itself like digital learning has no physical boundaries, it has more learning engagement experience rather than the traditional learning, it is also cost-effective and students get to learn in the confines of their comfort zone. However, digital learning is not without its limitations and challenges, since face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. In the case of India, we still have a long way to go before digital learning is seen as mainstream education, because students living in urban area have the facilities to opt for digital education, however, rural area students do not have the required infrastructure nor are financially strong to avail the resources required for digital education. Building of the digital education infrastructure by the Government of India presently appears to be difficult due to lack of budget. Further, even if the digital infrastructure is built, training has to be given to the teachers to use the digital system to provide authentic and proper, uninterrupted and seamless education to the students. Remote learning increasingly relies on the reliable power supply and ubiquitous Internet connectivity which might be a far- fetched thing for cities in India. in an educational institute. Moreover, the authentication of the educational material is at stake. E-learning will always provide the students with different information in different ways. So, the authenticity of the educational material should be tested before these materials are circulated with the students. Creation of content, dissemination of content and evaluation of content

should be done. Blended education has to come face to face and distance education should go hand in hand currently. Educational data circulated in online should be properly maintained. As well as world level UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning. The UNESCO report estimates that the coronavirus pandemic will adversely impact over 290 million students across 22 countries. The UNESCO estimates that about 32 crores students are affected in India, including those in schools and colleges.

Objective:

1. To study the present Scenario In higher education System in India.

2. To examine the educational issues and challenges in India.

3. To study new initiative in higher education.

Research Methodology:

The study of present higher education system in India is conceptual frame work and understanding current higher education system in India, challenges in India scenario by the researcher conducted study with secondary sources of data. The researcher has used secondary source for further research paper used book, research article government report, news paper, online research paper, monthly magazine and website.

Modern Teaching:

Today students are using computers, Smart phones and other electronic devices to communicate and to access information. New technologies fundamentally changed the way they interact with knowledge so the traditional approach to learning and teaching is no longer sufficient. In order to make the learning environment more interactive and enable students to learn easier and faster, modern teaching techniques need to be applied. There are many different teaching techniques that have emerged from the integration of technology in education such as: flipped teaching, whole brain teaching, gamification, social media, etc. Flipped teaching encourages students to study the course material before class by using readings, pre-recorded video lectures or research assignments. Class time is reserved for active learning strategies. Whole brain teaching helps stimulate both sides of the brain and emphasizes active learning in which students repeat core information and practice basic skills through humor and games. Gamification is a game-based learning technique that allows students learning through the use of games. Nowadays students are always connected to some social network. These students are easily motivated to engage with social media in the classroom. Experience from the School of Electrical Engineering in Zagreb shows that the use of different modern teaching techniques is making learning interesting and teaching more effective. Online distant learning programs give a great opportunity to avail high-quality learning with the help of internet connectivity.

Improve Indian Teaching system to make the students literate as well as Educated:- We need tech-Cognition teachers:

1) Need teachers who can give practical knowledge

Indian teachers are teaching the student like they are producing copies of Xerox machine. Indian teachers are teaching in the same teaching pattern of the colonial era. At that time, the British Govt designed education system which will produce a good no. of the clerks. But after many years of independence, we are still following that pattern. Now its high time to change the pattern of education who produce memorizers. We need teachers who can educate students in a practical way so that we will have quality students, not copycats.

2) Divide students on the basis of caste :

India, people still follow the caste system. Our education system is also affected by the nasty caste system. In many schools especially in Government-funded schools, SC/ST students forced to do work like cleaning the toilet, pick garbage etc. And these works are done by students who

are studying in "school". Apart from that, teachers do caste related comments on students and treat them as the second-class citizen.

3) Need teachers who are passionate about teaching

Many of our teachers say "Well, if you guys don't study it is entirely your loss – I will get my salary at the end of the month anyway." We don't need people who give a low quality of education just because of month-end "salary". We need people who are passionate about teaching and do their work with honesty.

4) Incomplete knowledge of their respective subjects

When a student goes to a class in school he/she assumes that the teacher will know everything about the subject. Be it maths science or social studies. But asking out-of-the-box questions to your teachers forces some students to question the very existence of the school.It's high time that India makes quality teachers available who can make teaching exciting. Teachers who can produce next Kalam and Kalpana Chawla. We need teachers like Sonam Wanchuk (the real Phunsukh Wangdu) who lights the lamp of education in the rural area of Ladakh and teach their students in a creative and practical way.

5) Introduction of technology

We all know we have incepted in the era of the fourth industrial revolution. We are living the renaissance of technology and in such a state, technology and education system cannot be kept apart.

Students must be taught about technology right from the early years of their education so that it does not come like an alien thing in their later times.

Indian schools must embrace technology and education with an open heart and propagate the same to the students as it is there, where their future lies.

6) Teach them the purpose of education

Our education system Students must also be taught in-depth about the morals of life and inculcated with humanistic values. They should be taught that life is much beyond money and success is not measured in money.

If the Indian education system starts taking these points into serious consideration, we can attain the level of the best education system in the world. It is high that we as a country, start taking education above the mediocre level that we have been engrained with and perceive education from the holistic approach.

Challenges of Higher Education System in India:

- **Lack of employable skills**: Lack of employable skills in students of technical education has been observed. Identification of skill gaps in different sectors and offering courses for enhancing employability in them has been recommended. Some strategies in this regard can include: (i) Industry Institute Student Training Support, (ii) Industrial Challenge Open Forum, (iii) Long Term Student Industry Placement Scheme, and (iv) Industrial Finishing Schools.
- **Accreditation of institutions**: The Committee notes that accreditation of higher educational institutions needs to be at core of the regulatory arrangement in higher education. Further, quality assurance agencies should guarantee basic minimum standards of technical education to meet the industry demand for quality manpower. The National Board of Accreditation should act as a catalyst towards quality enhancement and quality assurance of higher technical education.
- **Lack of Quality Research work:** There is no shortage of funding for the top Indian Institutions such as IITs, IIMs and other institutes of national importance. However, budget for the Research is not under spent due to the insufficient good quality research work. Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized.

- **Infrastructure and Facilities:** Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.
- **Rashtriya Avishkar Abhiyan:** has launched to revive interest in the technology among youth through support for innovative learning based on observations and experimentation. The focus would be on learning outside the classroom through direct interaction with the environment around the educational institutions.

Suggestions for Improving the System of Higher Education:

- Higher educational institutes need to improve quality, reputation and establish credibility through student exchange, faculty exchange programs, and other collaborations with high-quality national and international higher educational institutes.
- One of the greatest challenges to higher education in India is providing access to the growing segments of the population demanding post secondary education. The government data reveals that one out of seven children in India goes to college.
- Lack of employable skills in students of technical education has been observed. Identification of skill gaps in different sectors and offering courses for enhancing employability in them has been recommended. Some strategies in this regard can include: (i) Industry Institute Student Training Support, (ii) Industrial Challenge Open Forum, (iii) Long Term Student Industry Placement Scheme, and (iv) Industrial Finishing Schools.
- According to UGC, the total number of sanctioned teaching posts in various Central Universities is 16,699 for professors, 4,731 for associate professors, and 9,585 for assistant professors. Out of the total sanctioned teaching posts, 5,925 (35%) professor posts, 2,183 (46%) associate professor posts and 2,459 (26%) assistant professor posts are vacant.
- At present, there is no mechanism for ensuring the accountability and performance of professors in universities and colleges. This is unlike foreign universities where the performance of college faculty is evaluated by their peers and students. In this context, a system of performance audit of professors based on the feedback given by their students and colleagues should be set up.
- Need based job-oriented courses should be provided in colleges and universities that would fulfill the skill-based educational needs of the society.

- Students from economically backward families must essentially be given fully subsidized education.

- Special grants to universities and colleges in backward areas should be provided to improve their infrastructure and facilitate innovations and thereby become internationally respected.

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Impact of COVID-19 on Teaching-Learning & Teacher-Taught Relationship

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Abstract: - The pandemic COVID-19 caused by CORONA virus is one of its own types. Its effects seen are not common but new in its own way, like social distancing, masking of mouth and nose to stop the droplets from them. There are many diseases in the medical history which have a global effect on human kind but their duration was not so longer and mostly they are caused by bacteria rather than virus. Presently, however, there are numerous lethal diseases like HIV caused AIDS but their effect is something like local, local in the sense that they are confined to the person who had come in the contact of an infectious person in such a way that it was seen in the closeness with the patient. But COVID-19 is a disease which can spread almost up to the distance of 2 meters or 6 feet. It is somewhat special in the sense that its incubation period is of 14 days- a period required for the virus to express the symptoms of the infected diseases. The social distancing to avoid the spread of the virus created a gap in the society which further stopped the wheel of progress. And one of them is the educational institutions and the process of teaching-learning is affected adversely. What are the challenges and how COVID-19 influenced the teaching-learning process will be discussed in this paper. What are the opportunities and up to what an extent they are made fruitful and the authenticity of the evaluation done in this Corona period will be discussed in this paper.

Keywords: - Virtual classroom, whatsapp-class, guru-shishya-parmapara etc.

Every aspect of society has been affected by COVID-19, industries, workshops, agriculture sector, shops, etc. and one of them is the educational industry. Educational system is a system of imparting knowledge, skills and training to the students or learners, and the contact is not only between teacher and the taught but it is between, teacher-teacher, teacher-students, student-student and the interaction of parents and community cannot be avoided. One of the major aspects to be noted in this industry is that the relation between them is not ordinary. It is of very special attachment and personal to the level of as a family. In schools it is almost impossible to avoid such a personal; contact. Students play with each other, shakes hands, share stationary items like, books, note-books, pens and pencils. They cannot eat their food without sharing. Small children in the recess period can be seen walking and playing together.

To avoid this contact it was mandatory for our educationists, policy makers and the government to close the institutions for some time. But it is undecided, in the sense that we cannot make it sure that when we will come to the normal; in a month, two, three or even in a year. However, it was in the mind of the concerned authorities that they will decide it in one or two weeks, but it is still undecided, they give a hope by saying that the institutions will be opened shortly. In this undecided dark period, parents are worried about their ward's future- how s/he will get the admission in the IITs/MBBS or any other course. The student is in the dark that will s/he be taken the exam or not. However, now university grants commission is clear about this that the conduct of final year courses will be mandatory. While some students across the country have filed suit against the decision given in favour of UGC, their view point is that the contact during exams may be lethal. However, it is left to the state to decide whether they take it online or offline.

In this long period of lockdown, and now institution-lockdown, in which students and teachers are not allowed to attend/take their classes. This period gave us an alternative way of teaching- the online teaching. However, it is not a totally new way in the teaching departments, many universities and colleges are providing already online classes. But for India it is almost new.

In India Guru-Shishaya-Parampara is a relation between the teacher and taught in such a manner that the teacher take the role of more than a parents and the students gains knowledge in such an environment that he never feel the teacher as an employee who has a duty to taught the students. The teachers also feel comfortable in this way of teaching and it becomes difficult for the students to gain knowledge in any other way of teaching. But now the situations are changed altogether, we have to teach and learn in theses altered situations.

Take the example of school going children in a village where it is hard to manage a cell phone separately for the student. The situation becomes more miserable when two to three children are going to school, and the online classes are at the same time. They even cannot know how to handle the cell phone, to connect with the teacher and attend a class on Zoom or Google meet. The network data consumed in this process is not a less problematic. Sometimes they get angry with their parents to get a separate cell-phone. It was in the news that a father sold his cow, his only source of income, for Rs 6,000 for buying a Smartphone for online studies of his two children.6

If we come to the affluent family children unlike poor children they get bored, they are without friends and fun. They are in the circle of small family members or they have to live with a very few people of the community. This situation is very stressful for them, they had become irritated, and their behavior has gone changed. Even they become obese and some of them by continuously watching TV and the screen of cell-phone made their eyes worse, their eyesight got affected very adversely. I don't know up to what level this complications may increase in the students. It may lead to acidity, abdominal problems due to not playing and having not proper exercises. The Whatsapp-classroom cannot provide the living experience of teaching.

One totally different situation can be noted in the areas which are living under very poor conditions. These students are partly dependent on the mid-day-meal provided by the schools. Their health may get affected totally different from the affluent family pupils; they may get weight loss, anemic or deficient in dietary supplements and can be affected by the malnutrition or the deficient diseases. These poor students are not only provided with mid-day-meal but with a school dress too. They have to work with their parents not bothering about the contamination of COVID-19. When I met with a student and asked about not joining the Whats-app group of his class, his answer was; he will get the new cell-phone within a month as he is going to earn on daily-wages.

These are the effects which lead to the physical and mental deterioration of the students. They have never felt as before, as there was no need to work for a cell-phone to attend his classes. They have spent their time in schools but now they are in the fields. In one of the test taken by the school education system a girl student was attempting her online paper in the field of paddy, in a sun brunt humid hot weather with her lower folded and feet up to knee in the water. I don't know how the scene gets manipulate, it may be seen as a great achievement by the department as it was taking the test even in this situation or it may be explained on the real situation under which she is performing the test. News from Bathinda in "Punjabi Tribune" with the headline 'In the Paddy Field Prabh continued to enlighten the light of Education' was taken from the social media as a pride feeling by the teachers and the department. However, how the teachers managed to reach to the student and find out her in the burning sun, and how she gave the test while doing her labor work in the paddy field may have some other side too. She is of 8th standard student.7

'The students across government schools in Punjab were provided online study material followed by bi-monthly exams that began from July, 13. It has been found that most children are using unfair means to attempt the examinations. Teachers say most students answered word for word as mentioned in help books. "The students did not adhere to repeated instructions and

6 Tribune News Services: Man sells cow to buy Smartphone for online studies of his children. Palmpur, July 22, 2020
7 "Punjabi Tribune" e-paper: Jhona lgaundeyan vi Prabh ne jagai rakhi vidiya di jot. Bathinda, July 17, 2020

appeals by teachers to attempt exams with fair means. In most cases, the teachers received fully attempted answer sheets within 15 minutes of releasing the question papers," said a government teacher, requesting anonymity'. 8

Now come to the situation of teachers, they are making continually contact with their students via phone calls or in person. Many students having no Smartphone or even a simple phone are out of touch of their teachers. Higher authorities are continuously putting pressure to make contact with them. The situation is even worse in the teachers teaching in private schools, they are asked to collect fees from the students if they want salary. They call to parents almost in a very low esteem and request for fee. Their daily expanses cannot go without salary. Sometimes they arrange online classes. Parents don't want to pay for these online classes. There may be various reasons for nonpayment of fee.

The old age teachers are not be-fitting with the new online teaching, they don't know how to arrange or schedule an online class on zoom. They are feeling very upset to prepare a question paper on Google form. Online admission for a school student is also problematic. Many teachers who, somehow manage for a zoom class but find no control or having no feeling of personal contact with their students for better teaching-learning. Even in a workshop organized by IIF, Moradabad and sponsored by ICPR under MHRD, professor N.C. Panda critically analyzed the role of e-learning in the practical teaching like Yoga-Darshan and practice of Guru Mantras and questioned the practicality of such online classes9. It becomes more challenging when we come to the teaching-learning process at school level. However, it seems the students are very eager to attend these classes at the start but loose this vitality as it is not as living as a classroom experience. There are students who knowingly don not want to join a whats-app group created by the teacher. Many students do not attend the zoom classes. Because they know, they can attempt a question paper with the help of others without attending the class.

Concluding Remarks: -

Covid-19 affected every human aspect and one of them is teaching-learning process. It shattered all our traditional ways of teaching-learning methods. Due to this pandemic we have faced and are facing many challenges and as every challenge brings with it opportunities too. We teachers and our students are almost not much familiar with virtual classrooms, it makes us to teach and learn completely in different ways. However, the authenticity of this type of teaching, learning and particularly the evaluation is under question mark. How effective this type of teaching is and what are the consequences will be made clear in the future. To say it is based on the idea of 'something is better than nothing' but cannot be the alternate of classroom teaching can be a biased conclusion. Not only students but teachers themselves have learnt those ways of teaching through technology which they have learnt never before. The automated course assignments, automated content delivery, Moodle, Google classroom, class Dojo etc. are totally new for many teachers as well as for students. It sharpened the mind and made us skillful in a new educational technology. The only need is to understand the ground realities and the background of poor Indian students must be kept in mind. Being a slight sympathetic towards the students and making them socially responsible and morally aware can bring the good results.

8 "Hindustan Times" e-paper: Punjab Govt. school students resort to widespread cheating, making mockery of online exams. Patiala, July 20, 2020

9"Challenges & Opportunities of E-learning in special context of Educational Philosophy" A seven days workshop organized by IIF, Moradabad and sponsored by ICPR (from 7th of August to 14th of August,2020)

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A Study of Effectiveness of Orientation Training Programme Conducted by District Centre for English Among English Language Teachers In Beed District

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1. Introduction :

We knew, language is means of Communication through the language we communicate our thoughts from one person to another person. Language and the use of language as a mode of communication and implications of these for language teaching. English is key language. It is state, national as well as international language. At global level it is the window of world. In our state we students learn English as a third language in Marathi medium school, teacher can do best role to develop English language among students.

Aspects of Teaching takes the teachers perspective on language learning and teaching. In order to develop teachers language competency as well as proficiency district center for English is giving best platform for the English teachers through various trainings like orientation program, need based course and Correspondence Cum Contact Course.

As an English language teacher trainings are important for them.

1.2 Need of The Research :

English is skill based language and everyone should acquire the skills of English language. If we want to develop the English language skills among the students so the teacher first acquire such knowledge and skills. We know the English language is introduced from 1ststd. We have seen there is a fear of English language among the students. Maximum teachers use grammar translation method while dealing English subject in classroom. Teachers themselves need motivation to teach English effectively. Teacher should acquire the basic concepts and skills of the language. Teacher's knowledge need to be upgraded to cope with the advancement of knowledge. Teachers need to have experience and techniques of language teaching. Overall discipline and honesty of purpose should be ingrained is the teachers. Teachers should be able to trained to create English language learning atmosphere in classroom through useful material and by using technology. Teachers must use various methods and techniques in classroom. The trainings strengthen them. Through orientation training programs teacher can

develop themselves. For those purposes researcher wants to study the competency of English language teachers in Beed District. Researcher also wants to study to English language teachers proficiency through this research the given orientation programmes are effective for the English teachers or not.

Hence it is necessary to do such research work.

1.3 Significance of The Research :

The research is beneficial for the English language teacher as a short term course for facilitating the development of language proficiency and teaching competency in school teachers of English.

1.3.1 Significance for the English Language Teacher :

- It is a face to face training programme for the teachers of English language.
- English language teachers will be able to develop the following aspects of language/ aspects of orientation programme. English language teachers will realize their language competencies.



- Teachers will be able to introduce new methods, Techniques and materials of teaching English as a second language.
- The English language teachers can get all the information relevant to their classroom practice.
- Teachers will get plenty of examples to grasp the principles of techniques.
- Teachers will be able to do opportunities for learning by doing.
- English language teachers can deal the subject with new methods and

1.3.2 Significance for the Resource Person :

1. Resource person will be able to understand the competency of the English language teachers regarding English language teaching.
2. On what area resource person must give stress during training programme.
3. Resource person will arrange different activities of English language teaching for English language teachers during training programme.

1.3.3 Significance for The Government :

1. Government can follow the district centre for English scheme to give more training for English language teachers.
2. Government can establish district carte for English in each districts by their own funding like Kerala, Orisa, Andhra Pradesh and TelanganaState.
3. Government can strictly follow the policies of quality education of foreign languages.

Orientation training programmes are gainful for the English language teachers. The teachers can do the activities and develop there competency as well as proficiency. Tests and question answer sessions are also held to asses the effectiveness of the training programme.

2. Objectives :

1. To study the English language teachers competency through pre-test.
2. To implement the orientation training programme for English language teachers.
3. To study effectiveness of orientation training programme among English language teachers through post test.
4. To compare the effectiveness of orientation programme between primary and secondary English language teachers.
5. To compare the effectiveness of orientation programme between male and female English language teachers.
6. To suggest recommendations for English language teachers.

4. Research Sample Size :

Researcher has chosen the sample for research as a purposive method. 100 English language teachers are selected for the orientation training programme by this method.

5. Methodology :

Experimental design is used the single group sample. Sample consisted the English teachers from Beed District. Includes primary and secondary English language teachers.

6. Research Work :

The researcher planned to implement the 10 day orientation training programme including 60 periods. The aspects of English language are the skills of language LSRWC and perspective, grammar, study skill and literature. All the sessions are conducted with interactive way. There was discussion, pair work,

group work, demonstration, presentation, dramatization etc. During orientation program LCD projector is used to power point presentation, R.P. used handouts for better impact of the training.

7. Major Findings of The Study :

1. Orientation training programme was helpful to improve language competency of English language teachers.
2. Orientation programme is mostly effective to improve language competency among primary English language teachers.
3. Orientation programme is effective to improve the achievement of language competency among secondary English language teachers.
4. Orientation training programme is mostly effective to improve the language competency among male English language teachers.
5. Orientation programme is mostly effective to improve the language competency of female English language teachers.
6. The treatment of orientation programme is similarly effective for primary and secondary English language teachers to improve their achievement in English language competency.
7. The treatment of orientation programme is similarly effective for male and female English language teachers.
8. Orientation programme is similarly effective for male and female primary English language teachers.
9. Orientation programme is similarly effective for female and male of secondary English language teachers.
10. Orientation programme is similarly effective for male English language teachers from primary and secondary level.
11. Orientation programme is similarly effective for female English language teachers from primary and secondary level.

8. Conclusion :

In the current era every one should update the knowledge for better output. In education field training plays important role, through trainings teachers get new knowledge of new methods, techniques, approaches regarding to teaching learning process.

Trainings provide learning opportunities to both teachers and trainees. The orientation programme is distributed in seven components which will introduce the teacher to the several implications of language learning and teaching.

During this training programme there will be pair work, group work, discussion, demonstration, presentation, dramatization.

Thus orientation program will be effective for the English language teachers in Beed District for their development of competency and proficiency.

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Teachers' opinion regarding development of English vocabulary

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Abstract

English vocabulary is a dire need in this era of science & technology. The study has examined teacher's opinion aboutdevelopment of English vocabulary of Marathi medium students. Respondents were 50English subject teachers. Opinionnaire is used to collect data from teachers. The data collected through opinionnaire was analyzed using percentage. Findings revealed thatrole playing, group discussion, language games, word building & demonstration are useful to develop English vocabulary of Marathi medium students. Over-crowded class& disinterest of students are the obstacles in developing English vocabulary.

Keywords: Teacher, English Vocabulary

Introduction:

Language is the divine gift of God only to the man. The language distinguishes a man from an animal and gives him the biggest honour in life. Today, hundreds of languages and thousands of dialects are being spoken all over the world. According to F.G. Fresh – "No language ancient or modern can be compared with English in the number of geographical distribution of the home, factories & offices in which the language is spoken, written or read ..... Because of the over spreading of the industrial development, science and technology, international trade and commerce& the close interdependence of nation's English has become a world language."

With the globalization and increasing role of ICT in development, the knowledge of English language has become more important. It has become the need of time that an individual should have knowledge of English equal to his/her mother-tongue. Thus, English has become an integral part of one's day-to-day life. In Maharashtra, the state government realised the importance of English language and introduced English at the Primary School level from 2000.

Before independence, English language enjoyed a very prominent and privileged position in Indian Education and life. After independence, there was a reaction against the study of English. For a time, it seemed to be on its last legs. But today again, English is on the upward curve in our country. In free India, the importance of English is more that what it used to be in British India. In this context, C. Rajagopalchari says, "We in our anger against the British people, should not throw away the baby (English language) with the bath water (English people)." So on the basis of past and present, we can foresee a very bright future of English language in India.

Need and Significance -

It is found that if the student does not understand the content, he does not pay attention in the class. Here, many factors are related with the learning process. But, particularly if students lacks of a good knowledge of grammatical patterns and enough **vocabulary**, he/she cannot understand the topic.

It is also found that many times, the student know the answer of the question asked. But he cannot express it due to lack of proper vocabulary. Similarly, today it is observed that there is maximum emphasis on teaching content from the textbook but not enough efforts are taken for increasing **vocabulary.**To express the grammatically correct thought which occurs in our mind is

the first step in the study of English. For it, the speaker must have enough **vocabulary** and grammatical knowledge of English.

To enrich one's English language, one should increase **vocabulary** as well as speaking and listening on the large scale. These are very important and interrelated elements in the acquisition of the language.

Learning language is like a system. For example, as the human body has a blood circulation system, a nervous system and a bone structure, if any of these organs fails to work, the whole body will stop functioning properly. In the same way, language has three main elements. Sounds, **Vocabulary** and Structure. If any of these three elements fails to operate, the language will not operate.

So the researcher felt the need to deal with this topic after noticing the fact that majority of students failed to deal with English language due to lack of proper **Vocabulary.**To understand what efforts taken by teachers such study is needful.

Statement of the problem:

To study Teachers' opinion regarding development of English vocabulary of students

Definitions of important terms:

Teacher: English subject teachers from Marathi medium primary schools from Pune area.

Development: Increase in Knowledge of vocabulary

English Vocabulary: Knowledge of words of English language from 7th STD textbook

Objectives:

1. To study the teachers' opinion regarding development of English vocabulary of students
2. To suggest activities for enhancing English vocabulary.

Assumptions:

1. English is compulsory subject at primary level education in Maharashtra
2. It is necessary for student to know English vocabulary to express themselves.
3. Students have less knowledge about English vocabulary.

Question hypothesis:

What is the opinion of teachers about the development of students' English vocabulary?

Scope of the study:

This study is related to English subject teachers from Marathi medium primary schools from Pune area.

This study is related to English vocabulary.

Limitations:

Outcomes of the study are depended upon responses made by responders.

Delimitations:

This study is limited to 7thstd English vocabulary.

Research Method:

Survey method

Population & sample:

Population:

Population of the study is English subject teachers from Marathi medium primary schools from Pune area.

Sample:

Purposive sample of 50 English subject teachers from Marathi medium primary schools from Pune area.

Data Collection Tool: Opinionnaire

Data analysis Technique:

Percentage

Tabulation of the data:

Sr. No.	Statements	Options		
		Agree %	Disagree %	Undecided %
1.	English is challenging for Marathi medium students.	65	30	05
2.	Teacher's role in pupil's English language learning is as a guide & communicator.	70	25	05
3.	In good comprehension, there is significant role of vocabulary.	80	18	02
4.	For Marathi medium students direct method is useful to teach English	68	28	04
5.	Role playing is effective activity to develop pupil's listening skill.	80	17	03
6.	Group discussion is effective activity to develop pupil's speaking skill.	72	20	08
7.	Demonstration is the most effective technique to enrich vocabulary.	75	10	15
8.	Language game & word building activity are more useful than use of dictionary and question answer session.	82	14	04
9.	Situational presentations and storytelling are helpful to motivate pupil to communicate in English.	82	10	08
10.	While developing vocabulary , overcrowded class and disinterest of the pupil are the obstacles.	81	11	08

Conclusions

1.Vocabulary is necessary for good comprehension and development of other skills of the language.

2. Direct method is useful to teach English for Marathi medium students.

3. Role playing, group discussion, language games, word building & demonstration are useful to develop English vocabulary of Marathi medium students.

4. Situational presentations & story telling techniques are helpful to motivate students to communicate in English.

5. Over- crowded class & disinterest of students are the obstacles in developing English vocabulary.

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Green Computing

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Abstract

Green computing, green IT or ICT Sustainability, refers to environmentally sustainable computing or IT. In the article Harnessing Green IT: Principles and Practices, San Murugesan defines the field of green computing as "the study and practice of designing, manufacturing, using, and disposing of computers, servers, and associated subsystems—such as monitors, printers, storage devices, and networking and communications systems — efficiently and effectively with minimal or no impact on the environment.

The goals of green computing are like green chemistry; reduce the use of hazardous materials, maximize energy efficiency during the product's lifetime, and promote the recyclability or biodegradability of defunct products and factory waste. Research continues into key areas such as making the use of computers as energy-efficient as possible and designing algorithms and systems for efficiency-related computer technologies.

Green computing is the environmentally responsible use of computers and related resources. Such practices include the implementation of energy-efficient central processing units (CPUs), servers and peripherals as well as reduced resource consumption and proper disposal of electronic waste (e-waste). One of the earliest initiatives toward green computing in the United States was the voluntary labelling program known as Energy Star. It was conceived by the Environmental Protection Agency (EPA) in 1992 to promote energy efficiency in hardware of all kinds. The Energy Star label became a common sight, especially in notebook computers and displays. Similar programs have been adopted in Europe and Asia.

Introduction

Green computing is the practice of using computing resources efficiently. The goals are to reduce the use of hazardous materials, maximize energy efficiency during the product's lifetime, and promote recyclability or biodegradability of defunct products and factory waste. Such practices include the implementation of energy-efficient central processing units (CPUs), servers and peripherals as well as reduced resource consumption and proper disposal of electronic waste (e-waste). In 1992, the U.S. Environmental Protection Agency launched Energy Star, a voluntary labelling program which is designed to promote and recognize energy-efficiency in monitors, climate control equipment, and other technologies. This resulted in the widespread adoption of sleep mode among consumer electronics. The term "green computing" was probably coined shortly after the Energy Star program began; there are several USENET posts dating back to 1992 which use the term in this manner

Why GREEN COMPUTING

The first thing that hits our mind is because it is the need of the hour. Global warming which has been the major disease since it came into light, poses threats for the future. We are in an era where needs and demands are growing by second of the clock. Resources are limited and they should be managed in such a way that our future has some silver linings to it.

Green computing is popular now days. By using the computer, we save our lot of time and efforts of humans. But the use of the computers also increases the power consumption and generates the more amount of heat. Great heat generation means greater emission of co2. The major causes for Green computing are: -

• **lot of electricity is used**- Most of the natural resources are being used to get the electricity that all have some impact on the environment. To save the electricity we must use the green computing.

• **Creates more toxic waste**: - Most of us are updating our computers, throwing our outdated computer resources, peripherals and other hardware devices etc, these are the hazardless toxic waste We are producing that really damaging the environment now a days. For that reason, we must use the Green Computing.

Objectives of Green Computing

- Minimizing energy consumption
- Purchasing green energy
- Reducing the paper and Other consumables Used
- Minimizing equipment disposal Requirements
- Reducing travel requirements for employees/ customers
- Climate Change
- Reliability of Power
- Computing Power Consumption has reached a Critical Point
- To minimize the implementation of hazardous products.
- More production of energy efficiency.
- To use the recyclability of wasted product and factory wasted products.
- To design proper algorithms for improve the computer's efficiency.

History of GREEN COMPUTING

The term Green computing came into existence with the launch of Energy Star program in 1992 by U.S environmental protection agency. Energy Star is a kind of label awarded to computers and other electronics products. Energy Star program minimizing the use of energy while maximizing efficiency. One of the first approaches towards green computing was sleep mode function in computers. Sleep Mode function which places a computer on standby mode to a pre-set period. According to Wikipedia

"The Swedish organization TCO development launches the TCO certification program am to promote a low magnetic and electrical emission from Cathode Ray Tube (CRT) based computer display; this program was later expanded to include criteria on energy consumption, ergonomics and the use of hazardous material in construction".

Types of Green Computing

Solar Power System

In this program we utilize the sunlight and produce the Solar Power for personal and commercial usage. Canada, Spain and California have first position for implementing this technology. This is great achievement for green technology. When we talk about green computing then photovoltaic solar panels are most miracle example because it easily converts electricity power into electrical energy

Wind Turbine Program

Other great type is Wind Turbine system because with the help of this system anyone can generate electricity power. After embedding wind turbine has no bad effect to environment. It decreases the carbon dioxide emissions. But require huge money for set up of wind turbine, so it is not possible to everyone.

Geothermal Power

This is also exclusive type of green technology. With the help of this Geothermal plant can be generated electricity, and people can utilize of this power in daily usage such as heating and cooling house.

Approaches to Green Computing

Virtualization

Computer virtualization is the process of Running 2 or more logical Computer systems on one set of physical hardware Example connect one printer with all computers.

Terminal Servers

In which use on common server and share with all terminal, after using this program power save up to 80%.

Power Management

In the old technology consume more power in which no have proper management to serve power to all part of computer.

Power Supply

In our Old computer system use of 60% power supply, and 40% are wasted, but now in green computing technology improve the efficiency of PC.

Storage

There are 3 routes available All of which vary cost, Performance and capacity. Example desktop hard drive Laptop hard drive, Solid state drive. Our Hard drive consume more power for storing some data, so now require the new technology.

Product Recycling

The parts of outdated systems May be salvaged and Recycled through certain Retail outlets and private recycling. In which recycle the wasted products of computer

EFFORTS FOR GREEN COMPUTING

- We need not to stop using computers and even need not to stop using electricity, but we must do some efforts to make environment healthy. The following actions should be taken by us:
- Use Energy Star labelled products
- Turn off your computer
- Sleep mode save our session and put our computer in a low power state
- Hibernate our computer
- Set an effective power plan to save electricity
- Avoid using screen saver
- Turn down monitor brightness
- Stop informal Disposing
- Use LCD rather than CRT monitors

Advantages of Green Computing:

Here different **benefits of green computing** are

- Lessened vitality utilization by green registering advances converts into low carbon dioxide emanations, which emerge because of the absence of petroleum derivatives utilized as a part of intensity plants and transportation.
- Conservation of resources means less energy is required to produce, use and dispose of products.
- Saving energy and resources saves money.
- Green processing includes changing government arrangement to empower reusing by people and organizations and to lessen vitality utilization.
- Reduced energy usage from green computing techniques translates into lower carbon dioxide emissions, stemming from a reduction in the fossil fuel used in power plants and transportation
- Reduce existing exposure in laptops such as chemical, cancer, nerve damage, and is known due to immune responses in humans.
- System Wide Green Computing and Individual Green Computing is the best possible way to practice Green Computing. Companies implementing System Wide Green Computing and

employees and individuals practicing individual green computing techniques help in a long way in creating an impact to save the planet.

Disadvantage of Green Computing

- Not readily available
- It can really be quite expensive.
- Still in experimental stages
- Some green computers may be very low.
- Scarifies performance for battery life
- Rapid technology change.

CONCLUSION

- This research paper shows the importance of Green computing. We should understand the need of Green computing and as shown in research paper necessary steps should be taken for healthy environment.
- If not then we of us will suffer from air pollution, water pollution, soil pollution etc. The field of "green technology " encompasses a broad range of subjects from new energy-generation techniques to the study of advanced materials to be used in our daily life.
- As part of the VIA Green Computing Initiative, VIA Carbon Free Computing is a natural extension of VIA's leadership in developing the most power efficient computing products on the market.
- As individuals and organizations around the world look to reduce their impact on the environment, a growing concern is the reduction of one's Carbon Footprint which is a measure of the impact human activities have on the environment in terms of the amount of greenhouse gases produced, measured in units of carbon dioxide(CO2).
- It has taken upon itself the goal to provide society ‘s needs in ways that do not damage or deplete natural resources.
- Green Its programs are demonstrating fundamental economic as well as environmental sense, it is understandable why organizations are exploring green computing options with such intense interest across the IT industry.

Future of green computing

The plan towards green IT Should include new electronic products and services with optimum Efficiency and all possible Options Towards energy savings.

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INNOVATIVE METHODS AND TECHNIQUES FOR HUMAN RIGHT AWARENESS

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abstract

Man is social animal. To Live in society human has got some right. Human right is the integral part of life. In any situation the opposition get created.The different courses about human right were discussed in the paper.

Theoretical background about Human Right

To understand the nature about Human right it is necessary to aware the approach of human right awareness.

1. Natural theory of humanright
2. Human right theory related tolaw
3. Theoretical theory of humanright
4. Social theory of Humanright
5. The ideal theory of humanright.

1.1Human Right – Nature, Meaning and concept

The Human Rights given by constitution

1. Right ofindependence
2. Right ofequality
3. Right of independence ofReligion.
4. Right of protection ofjustice
5. Right aboutwealth

1.2Need of Research

To what extent the student have the awareness about values & human right ?this question arise before the researcher hence this subject havechosen.

1.3 Title of Research

“study of development & effect on the human right awareness strategies and constitutional values of secondary level student.

1.4 Statement of Research

To study the development & effectiveness on the human right awareness strategies and constitutional values of secondary level student.

1.5 Objectives of Research

1. To study the human right awareness between the teachers of secondarylevel.
2. The study the constitutional values & human right awareness of student of secondary level.

3. To develop the strategies of constitutional values and human right awareness of secondary school of 9thstudent.

4. To check the effect of strategies for constitutional values and human rightawareness.

Definition of the word

1.6 B) operational Definition

1. Secondary school

According to National Policy of 1986 the school which is giving education to the student of 9thstandard. The student who have passed 8thstd.

2. The student of nineth standard

The student from JijamataVidyalaya, Bhor New English school, and secondary school Malegaon which are taking education during year 2016- 17

3. Human Right

The right political ,economical, social, cultural which are essential which living the human life are known as human right.

4. Values

The Values which have studied by the researcher such as justice, equality.

5. Development of strategies

The researcher have made the outline for five unit while doing the research. The strategy means the researcher have made the teaching learning programme about human right and values by taking points and content.

6. Study of effectiveness

The test of the progamme about human right, and values when implemented on control and experimental group. The test taken by H.P. bhargav, Agra about human right & value questionnaire and test both the difference of mean is known as study of effectiveness.

1.7 Research Hypothesis

1. There is effect of strategies on human right awareness and values of secondary school student of 9thstandard.

2. ZeroHypothesis

There is no effect of strategies on human right awareness and values of secondary school student of 9thstandard.

1.8 Research Assumption

1. To establish the world peace, the another way is to develop the human right. The right of live and development is given to each person

(Human right -10 dec. 2010Ram Abne , Page 14)

2. We should be aware of our responsibilities. For this it is necessary to aware of humanvalues.

(Value thinking and lifeskill, 1 May 2017 Prakashsalvi, Page No.13)

1.9 Scope of research

1. The present research is about the student of 9thstandard of secondaryschool.

1.10 delimitation of Research

1. The research is pre limited for 300 student of 9thstandard learning in Marathi school ofBhor.

The research is pre limited for 100 teacher of secondary school.

2. The present research is pre limited for the student of 9thstandard.

1.11 Limitations of Research

1. The present research is about Political, economical, civic, cultural right and values justice, equality and brotherhoodetc.
2. In Present research if the information has taken from private class, parent, relatives, society etc. & if information has taken about values and human right his not taken in toaccount.

1.12 Review about literature and Research

The researcher has taken the review about Ph.D., M.Phil, M.Edresearch . The review has taken.

1.13 Experimental design

In Present research the researcher have chosen the equal group design.The researcher have chosen the pre post equal group design.

1.16 Population

Population for present research Present research is realted with the school in BhorTaluka. The populations is 3000 student and 400 teachers.

The sample for present research.

1. For Survey method sample of 100 teacher havetaken.
2. For experimental method 100 student of Jijamata secondaryschool, 100 student of New English School Sangamner, 100 student of athawale secondary school have chosen.

1.17 Variable in Research

1. Dependent variable

The teaching learning for awareness of human right and value by using strategies.

2. Independentvariable

The achievement of student about the unit of constitutional values and human right.

3. ControlVariable

In present research the student of 9thstandard have taken. They are of equal age. The time for programme is same. The method of researcher, language, implementation of progammeetc are controlvariable.

1.18 Tools of collection of data

1. Teacher questionnaire (Human right awareness test – Dr. Vishal Sood, Dr. Artianand)
2. Pretest and Post test forstudent

Human right, value awareness test – Prof – Pramanandsingh, Dr. LaldhariYadav)

1.19 Statistical Tool

1. Mean

2. Standarddeviation
3. Z score
4. t Value

1.20 Pilot study

The researcher have chosen the 30 student of 9thstandard from secondary school kari.

1.21 The strategies developed for present research

The researcher have developed the five strategies for the research.

1. Group discussion teaching learningstrategy
2. Computer assisted teaching learningstrategy
3. Open ended question teaching learningstrategy
4. demonstration teaching learningstragy
5. Team teaching learningstrategy

1.22 The actual implementation of research

Unit 1 – The foreign Philosopher thinking about human right for this unit the researcher has used Group discussion strategy.
Unit 2- For Unit human right the researcher has used computer assisted teaching learning process.
Unit 3- For unit 3 the main right and responsibilities the researcher has used the 'Open ended question' learning teaching method.
Unit 4- Value thinking and education for this unit the researcher has used the demonstration learning teaching method.
Unit 5- Values in Indian Constitution for this researcher has used the team teaching learning strategy.

1.23 The steps for creation of strategy

Step 1- The status of content for development of strategy Step 2 – Actual tool Step 3 Final Tool Step 4- Valid tool

1.24 The Validation of distribution of normal probalitycurve

. The researcher had implemented the strategy on three school. The researcher found mean, median, mode, skewness from pretest and post test.

Table No. 4.1

Unit	A_1	A_2	B_1	B_2	C_1	C_2
Skewness	-0.46	-0.31	-0.64	0.77	-0.47	0.44
Mean	65.46	67.2	65.78	70.38	64.34	70.9
Median	66	66.5	64	68	61.5	64
Mode	67.08	65.1	61	63	55.72	64

1.25 Effectsize

Table No. 4.2

No.	Test	Mean	S.D.	Effect Size
1	exp. group post Test	70.12	6.48	4.372
2	Control group post test	65.46	3.46	

The effect size is 4.37 is more than zero. Hence the program implemented on experimental group is more effective than the control group.

Table No. 4.3

Effect size according to hypothesis2

No.	Test	Mean	S.D.	Effect size
1	experimental gr post test	70.38	7.4594	3.294
2	Control group post test	65.78	6.4667	

The effect size 3.294 is more than, zero. Hence the progamme implemented on experimental group is more effective than the control group.

TABLE No. : 4.4

Effect size according to hypothesis

No.	Test	M	S.D.	Effect size
1	Experimental group post test	709	5.95	6.075
2	control group post test	64.34	4.77	

1.26 (According toobjectives)

Finding according to conclusion 1

Objective No. – To study the constitutional values and human right awareness of secondary school teacher.

1. The 16% teacher have the averagely high level for human right awareness.
2. The 48% teachers have average stage for human rightawareness.
3. The 20% teachers have averagely low level about human right awareness.
4. 12% teachers have the low awareness stage about humanright
5. 4% teachers have low human rightawareness
6. 100% teachers have average stage about human rightawareness.

2) Conclusion according to objective No. 2 Objective No.2

To study the constitutional values and human right awareness of secondary school student

1. According to analysis of pretest it is observed that awareness about human right and civic value, political value, economical, social and cultural values are foundlow.

But from post test score it was found to beincreased.

2. Conclusion according to objective 3 Objective No. 3- Development of strategy for constitutional value and human rightawareness.

The researcher has developed and implemented the strategies for different unit.

3. Conclusion according to objective 4. Objective No. 4 : To test the effectiveness for strategy of constitutional values and human right awareness.

- The difference between the score of mean of control group and the experimental group is significant at level of 0.01.
- The difference is significant at level of 0.01 means the strategies applied for constitutional values and human right awareness is moreeffective.

The 't' value for Jijamata school was found 17.09 for new English school sangamner it was 7.5490 and for secondary school athavale. It was found39.011

1.27 The discussion about conclusion of related research and present research related research and present research.

1. InamdarRadhikaa (2007) had seen the effectiveness of computer assisted programme. In the present research computer assitedprogramme iseffective.
2. T. Sundara (2007) from Nagaland had done the study of human right awareness of secondary schoollevel.

In present research researcher also have done the study of human right awareness.

3. Ahmad NomanAlghami (2008) had studied the effect of computer assisted learning and demonstration method. These two method have done the good effect on the achievement ofstudent.

1.28 Educational contribution

1. Due to present research the teacher will try to inculcate the human right and values instudent.
2. The teacher will use the teaching learning strategies in their daily teaching.
3. The principle will suggest teacher to use new strategies in their teaching.
4. The principle will guide the teacher about the implementation of strategy about constitutional value hand humanright.

5. The student will understand different constitutional values and humanright.
6. Due to present research student will understand the different teaching learningstrategies.
7. Due to present research student, teacher and principle will get the guideline.

1.29 Recommendation

1. Provide the training facility for the teacher of secondary school teacher about human rightawareness.
2. To give the information of teaching learning strategy to the secondary schoolteacher.
3. The secondary school teacher should use the teaching learning strategy whileteaching.

1.30 Subject for next Research

1. Comparative study of constitutional value and human right awareness of rural and urban secondaryschool.
2. To study the human right awareness between Marathi and English medium schoolstudent.
3. To study and develop strategy for development of values of primary levelstudent.

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sychological Impact of COVID-19 Pandemic on Mental Health of Students

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Abstract:

The pandemic of COVID-19 outbreak of Wuhan city commenced in the month of December 2019. This is the beginning of the pandemic which spread all over the world in a short period. It basically affected the children and old age group people. At the very initial stage 40 cases of pneumonia were reported which was novel thing and hence it was named 'Novel Corona Virus.' The outer structure of the virus was like corona and because of that it has been named as CORONA. World Health Organization (WHO) also announced officially the disaster of this pandemic and suggested precautionary measures for it. It shook all the roots of human life throughout the globe. It creates the question of life of every human being due to its rapid spreading capacity. Then there was also the invention of SARS Corona virus. This also created the threat to human life but the number was limited in comparison with COVID-19. All the countries tried on their level best to control this pandemic, however little success was achieved. Number of countries announced the Lockdowns to break the chain of virus spread. On the other hand some did not announce it to save their economy. But the matter of fact the lockdowns seriously affected the Indian economy and it reduced to negative limits of the earlier records.

Key words: Psychology, Mental health, COVID-19, lockdown, unlock etc.

Psychological Impact of COVID-19 Pandemic on Mental health of Students

The pandemic of COVID-19 outbreak of Wuhan city commenced in the month of December 2019. This is the beginning of the pandemic which spread all over the world in a short period. It basically affected the children and old age group people. At the very initial stage 40 cases of pneumonia were reported which was novel thing and hence it was named 'Novel Corona Virus.' The outer structure of the virus was like corona and because of that it has been named as CORONA. World Health Organization (WHO) also announced officially the disaster of this pandemic and suggested precautionary measures for it. It shook all the roots of human life throughout the globe. It creates the question of life of every human being due to its rapid spreading capacity. Then there was also the invention of SARS Corona virus. This also created the threat to human life but the number was limited in comparison with COVID-19. All the countries tried on their level best to control this pandemic, however little success was achieved. Number of countries announced the Lockdowns to break the chain of virus spread. On the other hand some did not announce it to save their economy. But the matter of fact the lockdowns seriously affected the Indian economy and it reduced to negative limits of the earlier records.

The lockdowns were intended to control the transmission of the virus, however it reduced all sorts of business and jobs in the country. Even it affects the transportation of goods which was related to the basic needs of human life. It increased the prices of goods however it doesnot contribute to the development of the economy, as it was very minor in scale. In India near about four lockdowns were executed but they did not show expected results in the prohibition of the virus spread. On the other hand during the period of unlock the number of positive patients is increased in such a way that the government becomes helpless. But it cannot announce lockdown anymore due to the economic reasons.

At the end of August 2020, India recorded 3,73,3936 positive cases, causing 65,922 deaths and 2,87,2714 cases recovered form this pandemic. In the general sense population of India and particularly of Maharashtra, the data shows that there is lot of anxiety, fear and confusion regarding the pandemic of COVID-19. There are many Social Media'swhich are spreading the fake myths regarding this disease which affects the mental health of the students and the general public as well. These rumours affect the family environment and the relationship between the neighbourhood. It affects the social interaction and the sharing of the thoughts on the good as well as bad occasions.There were 20 questions included in the questionnaire. These are circulated among the college students appeared for graduation and data is collected using the whats app, Google form etc. All the participants are educated and well aware of English language. The mean age of the participant is ±20. These participants are from rural and urban area and of varied economic conditions.

For all the 20 questions in the questionnaire, 143 respondents gave their responses. From their reactions to various questions it becomes clear that, the general awareness of the COVID-19 pandemic is better but not satisfactory. As far as the present condition of havoc created by this pandemic, the awareness of it must be more than85%, however from the responses only 51.7% participants replied positively about the awareness of this pandemic. The most serious matter is the awareness of this not to 18.2% which means that about 1/5 of the whole youth is not aware of this injurious pandemic.

This study also reveals another aspect of the students that they are very much concerned about their career. The percentage is 62.3 which indicate that as per the last year students they may also face the problematic condition of examination and getting the degree. The present condition of last year students is very much dilemmatic because they still do not know what type of examination they have to appear in the near future. The government after the pressure of UGC and court ordered to conduct the examinations. However the universities are not clear about the pattern of examination and the credits to be given to the students.

The responses to the question How much the lockdowns affected your mental health and economic condition? Shows that, 25% respondents feel that it affected very less on their lives. However the others think that, it certainly affected their lives mentally and economically. The large and small scale industries are affected by the lockdowns extremely. Since 16th march 2020 the execution of lockdowns stopped the total sale of the businessmen. Their monthly maintenances also affected severely. The students from the business background finds that it makes their parents manage their monthly expenses.This hampered the psychological condition of the parents. Students think that what will happen about their award of the degrees? Are these degrees valid to get admission in outside state institutions as well as abroad? The problem of equivalence and credit points is certainly the matter of concern about the careers of these students.

The responses make it clear that the lockdowns made the people think on about their physical and mental health. One of the question about their wellbeing of this health they responded that, 36.8% participants do exercise to overcome the threat of this pandemic. 20.8% students do yoga at their homes, 18.8 read books on positivity and 18.1% watch TV for entertainment which indicates that, due to the life threat of COVID-19 pandemic students give time for their mental and physical fitness. Only 6-7% students are reluctant about their health.

For the next question 144 responses received for What type of counseling do you require by Psychologist for your mental health?Near about equal responses were received for all the options. 21.5% students are in need of psychological counseling for keeping

themselves away from unwanted thoughts.20.1% students wants themselves to keep away from the fearful thoughts. These thoughts might be about life security or the uncertainty of life after the infection. Now a days the television channels spread lot of bad news regarding the ill treatment given at the COVID centers. Hence the students are interested to keep themselves away from fearful thoughts. 13.2% students wants that they are affected by the day dreaming. In this regard they are in need of counseling of the psychiatrist. Majority of the students show their need of such counseling from the Psychologist.

The students of 35.4% strongly agree with viral news spread on TV are true. Approximately 6-7% students also show their agreement to this statement. These responsesreveal that media has largely affected the psyche of the students in particular and masses in general. If we review the news channels and their manner of presenting the facts of pandemic, it becomes clear that, the positive aspects are not underlined properly. Undoubtedly the facts are important for any news channel however to develop the psyche of the masses is also the responsibility of the media. However it is not taken into consideration by any of the media channels. Finally it becomes clear that media and its news spreading manner is not good in concern with the mental and physical health of the nation.

In response with another question of loneliness the same number of responses received that is 144. After the analysis of these responses it becomes clear that, due to the restriction of lockdown students cannot come out of their houses. Therefore they remain at home however the besides in the company of family members they felt loneliness. About 75% of the respondents expressed the same feeling of alienation. This alienation caused because of the rules and regulations imposed by the government. In addition to it the threat of life due to the pandemic is the basic cause of the alienation. In some responses the students communicated that, they spent their time chatting on mobile, watching religious and laughter programs on television. This indicates that students reduced the social interaction. This interaction is very significant for the psychological steadiness of an individual.

After the pros and cons of the above discussion it proves that, the pandemic of COVID-19 affected largely the psyche of the students in particular and people in general. It also affected the mental health of the students. Loneliness, extreme outburst of anger, disorder in behaviour are some of the symptoms which reveal the unrest of the students. They also miss the communication among their peers and participation various competitions of the college. However the participants show their satisfaction to the government planning and timely decisions of lockdowns. In short this pandemic undoubtedly affected the mental health of the students but they tried to overcome this crisis on their own level.

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Theories of Learning and Instructional Design

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Abstact

The objective of instructional design is to ensure that the distance learner learns and acquires the necessary knowledge and skills, and to enhance his/ her performance in his/ her own world as a student and ultimately in the world of work**.** That learning theory is the essential ingredient in instructional design. There is no single theory which instructional designers keep in mind while designing the instructional strategies and content. Behavioural approach can effectively facilitate mastery of contents; Cognitive strategies are useful in teaching problem solving; Constructivist strategies are suited for dealing with ill defined problems.

Introduction

The term learning denotes the acquisition of knowledge, skills and attitudes to do something. Generally speaking there are two important statements about learning and instructionOne learns by doing something
One learns by pursuing an instructional goal:

Domains of Learning

Cognitive Domain- Measures the knowledge acquired
Affective Domain -Demonstrates the desired feelings and attitudes
Psychomotor Domain- Relates to skill development through practice sessions/ training

What is Instructional Design?

• Thorough pre-planning of delivery of instruction in a proper sequence of events is known as instructional design. As you know the literal meaning of instruction is a set of events that facilitate creative pattern. The purpose of instructional design is to plan and create situations that enhance learning opportunity of individual learners Description of the target group.

- - Programme/course specifications (syllabus)
- - Selection of the media to be utilized
- - Design of the courses/lessons (units)
- - Specification of objectives
- - Development of test items
- - Development of draft lessons
- - Pre-testing of the materials
- - Revision of the materials before their launch

Theories of Learning

Behaviourism: Based on observable changes in behaviour. Behaviourism focuses on a new behavioural pattern being repeated until it becomes automatic.

Cognitivism: Based on the thought process behind behaviour. Changes in behaviour are observed, and used as indicators as to what is happening inside the learner's mind.

Constructivism: Based on the premise that we all construct our own perspective of the world, through individual experiences and Schema. Constructivism focuses on preparing the learner to problem solve in ambiguous situations.

Experiential Learning: Based on the fact that adults use the experience to create and construct their knowledge through observation, reflection, generalization, and testing.

Behaviourism:

- Learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus
- Learning can be detected by observing an organism over a period of time
- Emphasis is on observable and measurable behaviours Instruction is to elicit the desired response from the learner who is presented with a stimulus
- Instruction utilizes consequences and reinforcement of learned behaviour
- Learner must know how to execute the proper response as well as the conditions under which the response is made

Cognitivism:

- Learning is change of knowledge state
- Learner is viewed as an active participant in the learning process
- Focus is on how learners remember, retrieve and store information in memory
- Examine the mental structure and processes related to learning
- The outcome of learning is not only dependent on what the teacher presents but also on what the learner does to process this information
- Focus of instruction is to create learning or change by encouraging the learner to use appropriate learning strategies
- Teachers/designers are responsible for assisting learners in organizing information in an optimal way so that it can be readily assimilated

Constructivism:

- Learners build personal interpretation of the world based on experiences and interactions
- Knowledge is embedded in the context in which it is used (meaningful realistic settings)
- Believe that there are many ways (multiple perspectives) of structuring the world and its entities
- Instruction is a process of supporting knowledge construction rather than communicating knowledge
- Engage learners in the actual use of the tools in real world situations .Learning activities should be authentic and should centred around the “problem” as perceived the learners

Impact of Theories of Learning on Instructional Design

Behaviourism - Programmed instruction teaching machines. Matter in small stepsLearning objectives Activities, SAQs, Assignments

Cognitivism:-Sequencing of content. Structuring of knowledge. Motivating experience Problem oriented learning

Constructivism:-Learner profile based objectives.Learner centered approach.Questioning, critical analysis, application and reflection

Design for Instructional Events

- Gaining attention – Show a variety of examples related to the issues to be covered
- Informing learners of the objectives – Specify the objectives
- Stimulating recall of prior learning – review introductions, summaries and issues covered Presenting the stimulus - Adopt a framework for learning/understanding
- Providing learning guidance – Show case studies and best practices
- Eliciting performance- Outputs based on issues learnt
- Providing feedback – Check all examples are correct/incorrect
- Assessing performance – Provide self-assessment questions, including scores and remedies
- Enhancing retention and transfer – Show examples and statements and ask learners to identify issues learnt

Summary

The objective of instructional design is to ensure that the distance learner learns and acquires the necessary knowledge and skills, and to enhance his/ her performance in his/ her own world

as a student and ultimately in the world of work**.** That learning theory is the essential ingredient in instructional design. There is no single theory which instructional designers keep in mind while designing the instructional strategies and content. Behavioural approach can effectively facilitate mastery of contents;Cognitive strategies are useful in teaching problem solving;Constructivist strategies are suited for dealing with ill defined problems.

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विद्यावार्ता ™

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A CRITICAL EVALUATION OF NATIONAL EDUCATION POLICY, 2020 WITH REFERENCE TO LEGAL EDUCATION AT THE CONTEMPORARY.

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Abstract:
With reference to legal education, the recent National Education Policy 2020 (NEP) clearly mentions that legal education in India needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice – Social, Economic, and Political – and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The NEP 2020 further says that the curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately.

Keywords: *Legal Education, National Education Policy, Global Competitive, Constitutional Values, Democracy, Rule of Law.*

Introduction:

The legal education in India, particularly after the rise of National Law Universities (NLUs)10 has often been criticized for nurturing privilege and remaining inaccessible to most. Even a cursory examination of the system is enough to demonstrate that the criticism is not devoid of merit. One, the medium of instruction in these Universities is compulsorily English, which prevents a large number of people from pursuing legal education in the NLUs. For people who manage to secure admission to an NLU, it is at times difficult to cope up with the syllabus due to language barrier and lack of remedial classes for English. Two, education at an NLU is expensive and cannot be afforded by all unless they take education loans. Securing and paying back education loans is difficult for many. Three, there have been allegations of institutionalized caste/ class discrimination and lack of empathy and support from the University authorities or peer group. Four, the representation of people from lowincome households, small towns, rural backgrounds, the NorthEast, Jammu and Kashmir is exceptionally low.

10 National law universities (NLU) or National law schools are law schools founded pursuant to the secondgeneration reforms for legal education sought to be implemented by the Bar Council of India. These universities are public institutions established by the government and are regulated by the Bar council of India and Ministry of Law and Justice (India).

One of the earliest exposures to a law school was through the lens of Elle Woods11 in the film Legally Blonde.12 Not going into the merits/ demerits of the film, the reason for bringing it up is that the Indian law schools starkly remind of the movie's Harvard Law School on two counts – one being privilege and the other being condescending alienation. Reese Witherspoon's Elle Woods showcases both the problems in different contexts. Elle embodies privilege when out of the blue she decides at the last moment to get enrolled in Harvard, and manages to not only secure enough marks in the LSAT – which might have been impossible for someone who did not have her privileged upbringing; but is also able to pay Harvard's tuition fee without any hassles – courtesy her wealthy father. Same is true for NLUs, where (speaking from experience) it is much easier for a person of privileged background to crack the CLAT and secure admission. While the analogy of privilege can be directly drawn, the second one requires a little stretching. Once, Elle takes admission to Harvard, she is continuously looked down upon by her peer group, which cannot see past her glitzy appearance to recognize her intellect. NLUs witness alienation of certain groups, not for their flashy appearances, but for the 'nonflashiness'. The alienation could arise from factors ranging from caste to economic class to the inability to make fluent conversations is English. Demands have been raised on multiple occasions to increase the diversity in the NLUs in order to rid of these problems. Most of these concerns were at the earliest voiced by late Prof. ShamnadBasheer,13 who through his work in IDIA14 also attempted to tackle some of these issues. However, the points of concern have persisted rather than alleviating, due to lack of institutional reforms.

Discouraging Stand Alone Institute:

The National Education Policy 2020, apart from other objectives, also lays down certain reforms to be made in the legal education sector. The NEP primarily suggests three reforms to be made to the current legal education framework. One, it discourages the practice of standalone institutes and states that no new standalone institutes shall be permitted unless special circumstances arise. It further proposes that existing standalone

11 Elle Woods is the protagonist of Amanda Brown's 2001 novel Legally Blonde and the 2001 film of the same name, as well as a sequel, Legally Blonde 2: Red, White and Blonde. Woods was also portrayed in the Broadway adaptation of the same name.

12 Legally Blonde is a 2001 American comedy film based on Amanda Brown's novel of the same name The film was based on Brown's experiences as a blonde going to Stanford Law School while being obsessed with fashion and beauty

13ShamnadBasheer (14 May 1976 – c. 8 August 2019) was an Indian legal scholar and founder of the blog SpicyIP. He was also the founder of IDIA, a trust which works on making legal education accessible for underprivileged students Basheer was a Ministry of Human Resource Development Chaired Professor of Intellectual Property Law at the WBNUJS, Kolkata, and the Frank H. Marks Visiting Associate Professor of Intellectual Property Law at the George Washington University Law School.

14 Increasing Diversity by Increasing Access to Legal Education (IDIA) is a non-profit organisation working in India which aims to empower underprivileged children by giving them access to quality legal education. It was initially started by late Prof. (Dr.) ShamnadBasheer in the year 2010 from West Bengal National University of Juridical Sciences

universities shall become multi-disciplinary by 2030, either by creating new departments or through creating clusters. While this recommendation is not exclusively directed towards law institutes, NLUs shall be vastly impacted due to their isolated existence. Two, it recommends a bilingual approach for law institutes. Three, it seeks the formation of a new legal education policy to make professional education in law globally competitive. These reforms are being touted by certain commentators as a positive step in the direction of easing some problems in the NLU based education. A deeper analysis of the recommendation, however, reveals flaws in design and possible implementation.

The recommendation regarding standalone institutes appears to hold some merit in the context of NLUs. The 5 year law course run by the NLUs are criticized for not providing adequate multi-disciplinary approach. It is argued that study of law is incomplete without command over at least one other subject as was the case with three year law courses. A multi-disciplinary institute could provide law students with the opportunity to interact with students and scholars from different fields and thus develop a more varied understanding of law. But, how far the idea is practically implementable, shall have to be seen. Few issues that could hinder the process of making residential institutes like NLUs interdisciplinary are lack of physical space, and lack of financial support. Physical infrastructure and financial aid from the governments have played an important role in making interdisciplinary institutes like JNU and IITs a success. Most NLUs are, however, already facing space crunch and are unable to house the existing batch of students within the campus. Opening new faculties within them would then either limit their access to people within the region or would force people to take up residents outside campus which in our social setup brings complications of its own. Second, most NLUs are running in a self-sufficient model with limited funding from the state governments. In such case, forcing them to open up new departments could further drive up their costs and hence decrease accessibility. Cluster model could possibly function better for these institutes. The policy however does not elaborate on how these clusters shall operate.

Language Barrier:

The second recommendation is regarding bilingual teaching in state law universities. While the idea of promoting bilingual learning in law universities is commendable, it nevertheless has certain lacunae. The policy is directed towards state institutes offering legal education, which makes it applicable to NLUs. As envisaged in the draft NEP, the methodology of appointing bilingual teachers based on the regional language of the place could help translating legal materials for the purpose of students familiar with the regional language and also for higher courts of law which function mostly in English. However, it solves the problem of language barrier for NLU students only to a limited extent. While it can certainly help a student who is studying at an NLU situated in her region, it fails to take into account people who could be taking admission in different states. A student from Tamil Nadu who got admission to an NLU in Bihar could neither be wellversed in English, nor familiar with Hindi, the regional language. Similarly, a person from Delhi seeking admission to an NLU in Maharashtra could have problems in both English and Marathi. In order to cater to the issue, it is necessary not merely to introduce bilingual education, but to also

start extra classes/ remedial classes for English which is the most common language used in the legal field. De-emphasizing English in favor of regional languages is not the solution for legal education in India – especially considering interstate students.

NEP and Legal Education:

The most concerning issue pertains to the third recommendation in the NEP. The NEP document states 'It (legal education) must be informed and illuminated with Constitutional values of Justice – Social, Economic, and Political – and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect sociocultural contexts along with, in an evidencebased manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately.' The statement is quite innocently worded, and prima facie appears to be a reaffirmation of the Constitutional ethos in legal education. However, it is words like national reconstruction and sociocultural contexts that demand further exploration. While neither the NEP nor its revised draft throw any light on the exact meaning of national reconstruction; the term sociocultural context does find explanation in the revised NEP draft.

The NEP revised draft elaborates upon curriculum to include sociocultural contexts in the following words – 'It is the function of legal education to transmit the foundational values of Indian democracy to learners in order to give legal studies the necessary social relevance and acceptability. In doing so, the law curriculum has to fall back upon the culture and traditions of people, the history of legal institutions and victory of "Dharma" over "Adharma" writ large in Indian literature and mythology. Further, there is growing consensus worldwide that the study and practice of law cannot be independent of the culture of society, including the study of classical law texts.'

Conclusion:

The NEP supposedly envisages decolonizing young Indian mind; however, in reality could that translate to the saffronisation of education? Earlier this year crucial topics for students, such as democratic rights, challenges to democracy, citizenship, food security, gender, religion, caste, and secularism were dropped from the syllabus. Are all of these moves stepping stones to achieve saffronisation? In this scenario holistic, interdisciplinary, multidisciplinary, overall learning could possibly be a front to cover all the above aspects. It will take years before the policy goes into full swing and only then will these complexities become apparent. The method of implementation will determine its successes and failures. The flaws in this policy need to be addressed with deliberation through proper code of conduct to reduce the current shortfalls.

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राष्ट्रीय शिक्षा नीति - 2020 और उच्च शिक्षा

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सारांश

नई राष्ट्रीय शिक्षा नीति 2020 नए भारत के निर्माण में महत्वपूर्ण भूमिका अदा करेगी। नई राष्ट्रीय शिक्षा नीति सभी छात्रों, शिक्षकों, अभिभावकों, सभी हितधारकों को लिए बधाई और देश के लिए ऐतिहासिक पल है। नई राष्ट्रीय शिक्षा नीति 2020 से देश में स्कूल और उच्च शिक्षा प्रणाली में परिवर्तनकारी सुधार लाएगी। नई राष्ट्रीय शिक्षा नीति 2020 पूरे भारत में उच्च गुणवत्ता वाली, छात्रों की प्रारंभिक देखभाल और शिक्षा तक सार्वभौमिक पहुंच सुनिश्चित करेगी। नई राष्ट्रीय शिक्षा नीति 2020 सामाजिक क्षमताओं, संवेदनशीलता, अच्छे व्यवहार, नैतिकता, टीमवर्क और छात्रों के बीच सहयोग पर ध्यान केंद्रित करेंगी।

संकेत शब्द : नई राष्ट्रीय शिक्षा नीति 2020, जीईआर(GER), दूरस्थ शिक्षा, व्यावसायिक शिक्षा, ऑनलाइन शिक्षा, प्रोढ़ शिक्षा, शिक्षा में प्रोधोगिकी।

प्रस्तावना

राष्ट्रीय शिक्षा नीति 2020 को तैयार करने में डॉ. के. कस्तुरीरंगन का अहम योगदान है। यह 21वीं शताब्दी की पहली शिक्षा नीति है, जो पुरानी राष्ट्रीय नीति (एनपीई) 1986 की जगह लेगी। पहुंच, निष्पक्षता, गुणवक्ता, वहनीय और जवाबदेही के मूलभूत आधारों पर निर्मित यह नीति सतत विकास को लेकर एजेंडा 2030 से जुड़ी हुई है और इसका उद्देश्य स्कूल और कॉलेज शिक्षा दोनों को अधिक समग्र बनाकर भारत को एक जीवंत ज्ञान वाले समाज और वैश्विक ज्ञान महाशक्ति में बदलना है। साथ ही इसका मकसद 21वीं सदी की जरूरतों के अनुकूल, लचीला, बहु-विषयक और प्रत्येक छात्र की अद्वितीय क्षमताओं को सामने लाना है।

राष्ट्रीय शिक्षा नीति 2020 इस देश के शैक्षिक इतिहास में सबसे व्यापक, परिवर्तनकारी और भविष्यवादी नीति का दस्तावेज है। यह नीति प्रत्येक और सभी के लिए गुणवत्ता और परिणाम-आधारित शिक्षा मुहैया कराने को लेकर किसी भी बाधा को मान्यता नहीं देती है। इसमें आलोचनात्मक सोच, अनुभवात्मक और अनुप्रयोग-आधारित शिक्षा, सीखने में लचीलापन, जीवन कौशल पर ध्यान केंद्रित करना, बहु-विषयक और निरंतर समीक्षा इस नीति की कुछ प्रमुख विशेषताएं हैं।

अध्ययन का उदेश्य

1. उच्च शिक्षा के संदर्भ में नई राष्ट्रीय शिक्षा नीति 2020 का अध्ययन करना।
2. नई राष्ट्रीय शिक्षा नीति 2020 के फायदे और नुकसान का अध्ययन करना।
3. नई राष्ट्रीय शिक्षा नीति 2020 में चुनोतियां का अध्ययन करना।

अनुसन्धान की विधि

प्रस्तुत अध्ययन में विवरणात्मक अनुसन्धान विधि का प्रयोग किया गया है। द्वितीय तथ्यों के संकलन में पुस्तकों, पत्रिकओं, रिसर्च जर्नल, रिपोर्ट आदि का सहारा लिया गया है।

राष्ट्रीय शिक्षा नीति 2020 कब तक लागु होगी

नई राष्ट्रीय शिक्षा नीति 2020 (NEP – 2020) को लागु करने से पहले 2020 तक शिक्षकों व प्राध्यापकों को इस नीति के संबंध में प्रशिक्षण प्रदान किया जाएगा तत्पश्चात 2020 – 23 के शिक्षा सत्र में इसे लागु करने की बात कही गई है जिसे पूर्णत: 2035 तक लागु किया जाना है।

नई राष्ट्रीय शिक्षा नीति 2020 की जरुरत क्यों ?

सरकार को राष्ट्रीय शिक्षा नीति की क्यों जरुरत पड़ी इसे निम्न लिखित बिंदुओं से समजते है।

1. जीईआर(GER) बढ़ाना

जीईआर यानी Gross Enrollment Ratio (सकल नामांकन अनुपात) मतलब व्यक्ति के पास योग्यता रहकर भी विद्यालय अथवा महाविद्यालय छोड़ देते है, इसकी संख्या को पढाई जारी रखने वाले छात्रों की संख्या में से घटा देने पर जीईआर प्राप्त होता है। प्रवेश लिया है और बाकी बचे 40 लोग योग्यता होने के बावजूद 10वी नहीं पढ़े तो ऐसा कहा जाएगा की उस क्षेत्र की 10वी कक्षा का जीईआर 60% है। नई राष्ट्रीय शिक्षा नीति 2020 में उच्च शिक्षा के क्षेत्र में जीईआर बढ़ाने पर बल दिया गया है।

2. रोजगारपरक शिक्षा की व्यवस्था करना

अब तक लागू की गई शिक्षा नीति में रोजगार को लेकर गंभीर मुदे नहीं थे। विद्यालयीन शिक्षा व महाविधालयीन के बाद क्या करना है, कैसे जीवन यापन करना है इसबारे में हमारी शिक्षा नीति में कोई व्यवस्थित विषय नहीं है। चूँकि NEP 2020 में प्रारंभिक चरण में ही रोजगार से संबंधित कोर्स या विषय रखा गया है, जिससे बच्चों में रोजगार की जानकारी रहेगी। इसके अलावा कक्षा छठवी से ही कोडिंग की पढ़ाई कराई जाएगी जो की आज की परिस्थिति में टेक्नोलॉजी के जमाने में इसकी आवश्यकता है।

3. छात्रों में स्कूल के प्रति लगाव स्थापित करना

NEP 2020 में शरुआती विद्यालयीन जीवन के पहले ही चरण में प्रथम 3 वर्ष तक प्री प्रायमरी फिर कक्षा पहली व दूसरी की व्यवस्था की गई है। प्री प्राइमरी कक्षा में केवल खेल-कूद और मनोरंजन जैसी गतिविधि शामिल है। इस दौरान बच्चों को ना तो गृह कार्य दिया जाएगा और ना ही उनसे पढ़ाई लिखाई कराया जाएगा। ऐसा इसलिए किया गया है ताकि छात्रों का मन स्कूल आने में लगा रहे और वह धीरेधीरे शिक्षा ग्रहण करने की आदत अपनाएं। जैसा की माध्यमिक चरण या द्वितीय चरण

(Secondary Stage) में स्ट्रीम यानि संकाय व्यवस्था को ख़त्म कर दिया गया है, जससे विद्यार्थी कक्षा नवमी से ही अपनी पसंद का विषय चुनने के लिए स्वतंत्र रहेगा, जससे वह आगे की उच्च शिक्षा की पढ़ाई अपने पसंदीदा विषय पर तो करेगा ही, साथ ही साथ उसे अन्य विषय की गहन जानकारी भी रहेगी जिससे कई क्षेत्रो में एक ही डिग्री व संकाय मात्र से कदम रख सकेगा।

4. छात्रों में बहुआयामी प्रतिभा विकसित करना

जैसा की माध्यमिक चरण में स्ट्रीम सिस्टम यानि संकाय व्यवस्था को खत्म कर दिया गया है, जिससे विद्यार्थी कक्षा नवमी से ही अपनी पसंद का विषय चुनने के लिए स्वतंत्र रहेगा, जिससे वह आगे की उच्च शिक्षा की पढाई अपने पसंदीदा विषय पर तो करेगा ही, साथ उसे अन्य विषय की गहन जानकारी भी रहेगी जिससे कई क्षेत्रो में एक ही डिग्री व संकाय मात्र से कदम रख सकेगा।

नई राष्ट्रीय शिक्षा नीति 2020 में उच्च शिक्षा का पैटर्न

- डिग्री व्यवस्था खत्म होगी,
- एक साल पढाई करने पर प्रमाण पत्र, दो साल में डिप्लोमा मिलेगी,
- उच्च शिक्षा को मल्टी एंट्री एंड एग्जिट बनाया जायेगा,
- स्नातकोतर के बाद सीधे पीएच.डी. में दाखिल,
- क्रेडिट स्कोर की व्यवस्था,
- एकल उच्च शिक्षा नियामक का गठन,
- प्राचीनतम भाषाओ के विकास व संरक्षण पर जोर,
- देशभर के किसी भी विश्वविद्यालय में प्रवेस के लिए एक ही कोमन एंट्रस एग्जाम (CEE) आयोजित होंगी,
- एम.फिल. को हटा दिया गया है।

अध्यापक शिक्षण

एनसीईआरटी के परामर्श से, एनसीटीई के द्वारा अध्यापक शिक्षण के लिए एक नया और व्यापक राष्ट्रीय पाठ्यक्रम ढांचा, एनसीएफटीई 2021 तैयार किया जाएगा। वर्ष 2030 तक, शिक्षण कार्य करने के लिए कम से कम योग्यता 4 वर्षीय इंटीग्रेटेड बीएड डिग्री हो जाएगी।

परामर्श मिशन

एक राष्ट्रीय सलाह मिशन की स्थापना की जाएगी, जिसमें उत्कृष्टता वाले वरिष्ठ/सेवानिवृत संकाय का एक बडा पूल होगा जिसमें भारतीय भाषाओं में पढाने की क्षमता वाले लोग शामिल होंगें जो की विश्वविद्यालय / कॉलेज के शिक्षकों को लघु और दीर्धकालिक/व्यावासिक सहायता प्रदान करने के लिए तैयार करेंगे।

छात्रों के लिए वितीय सहायता

एससी, एसटी, ओबीसी और अन्य विशिष्ट श्रेणियों से जुडे हुए छात्रों की योग्यता को प्रोत्साहित करने का प्रयास किया जाएगा। छात्रवृति प्राप्त करने वाले छात्रों की प्रगति को समर्थन प्रदान करना, उसे बढावा देना और उनकी प्रगति को ट्रैक करने के लिए राष्ट्रीय छात्रवृति पोर्टल का विस्तार किया जाएगा। निजी उच्च शिक्षण संस्थानों को अपने यहां छात्रों को बडी संख्या में मुफ्त शिक्षा और छात्रवृतियों की पेशकश करने के लिए प्रोत्साहित किया जाएगा।

खुली और दूरस्थ शिक्षा

ऑनलाइन पाठ्यक्रमों और डिजिटल संग्रहों, अनुसंधान के लिए वितपोषण, बेहतर छात्र सेवाएं, एमओओसी (MOOC) द्वारा क्रेडिट आधारित मान्यता आदि जैसे उपायों को यह सुनिश्चित करने के लिए अपनाया जाएगा की यह उच्चतम गुणवत्ता वाले इन-क्लास कार्यक्रमों के समतुल्य हों।

व्यावसायिक शिक्षा

सभी व्यावसायिक शिक्षाओं को उच्च शिक्षा प्रणाली का अभिन्न अंग बनाया जाएगा। स्वचलित तकनीकी विश्वविद्यालयों, स्वास्थ्य विग्नान विश्वविधालयों, कानूनी और कृषि विश्वविधालयों आदि को उद्देश्य बहु-विषयक संस्थान बनना होगा।

शिक्षा में प्रोधोगिकी

सीखने, मूल्यांकन करने, योजना बनाने, प्रशासन को बढावा देने के लिए , प्रोद्योगिकी का उपयोग करने पर विचारों का मुक्त आदान-प्रदान करने हेतु एक मंच प्रदान करने के लिए एक स्वायत निकाय, राष्ट्रीय शैक्षिक प्रोद्योगिकी मंच का निर्माण किया जाएगा। शिक्षा के सभी स्तरों में, प्रोद्योगिकी का सही रूप से एकीकरण करके, उसका उपयोग कक्षा प्रकियाओं में सुधार लाने, पेशेवर शिक्षकों के विकास को समर्थन प्रदान करने, वंचित समूहों के लिए शैक्षिक पहुंच बढाने और शैक्षिक योजना, प्रशासन और प्रबंधन को कारगर बनाने के लिए किया जाएगा।

ऑनलाइन शिक्षा

महामारी और वैश्विक महामारी में वृद्धि होने के परिणामस्वरूप ऑनलाइन शिक्षा को बढावा देने के लिए सिफारिशों के एक व्यापक सेट को कवर किया गया है, जिससे जब कभी और जहां भी पारंपरिक और व्यक्तिगत शिक्षा प्राप्त करने का साधन उपलब्ध होना संभव नहीं हैं, गुणवत्तापूण शिक्षा के वैकल्पिक साधनों की तैयारियों को सुनिश्चित करने के लिए, स्कूल और उच्च शिक्षा दोनों को ई-शिक्षा की जरूरतों को पूरा करने के लिए एमएचआरडी में डिजिटल अवसंरचना, डिजिटल कंटेंट और क्षमता निर्माण के उद्देश्य से एक समर्पित इकाई बनाई जाएगी।

प्रोढ़ शिक्षा

ईस नीति का लक्ष्य 2030 तक 100% युवा और प्रौढ साक्षरता की प्राप्ति करना है।

वित्तपोषण शिक्षा

शिक्षा पहले की तरह 'लाभ के लिए नहीं' व्यहार पर आधरित होगी जिसके लिए पर्याप्त रूप से धन मुहैया कराया जाएगा। शिक्षा क्षेत्र में सार्वजनिक निवेश को बढावा देन के लिए, केंद्र और राज्य मिलकर काम करेंगे जिससे जीडीपी में इसका योगदान जल्द से जल्द 6% हो सके।

नई राष्ट्रीय शिक्षा नीति 2020 के फायदे

- मातृभाषा व क्षेत्रीय भाषाओ को महत्त्व
- छात्र अब बोर्ड परीक्षा से नहीं करेगें
- कोलेज छोडने वालों को फायदा
- छात्र बनेगे आत्मनिर्भर

नई राष्ट्रीय शिक्षा नीति 2020 के नुकसान

- राष्ट्रीय शिक्षा नीति 1986 में पढ़े छात्रों को नुकसान
- शिक्षा सत्र से एक वर्ष पीछे
- वर्ष में दो बार परीक्षा बनेगा सिरदर्द
- शिक्षक बनने में कठिनाई
- सरकारी नौकरी मिलने की संभावना कम होगी

नई राष्ट्रीय शिक्षा नीति 2020 को लागु करने में चुनोतियां

1. एनईपी 2020 को तैयार करने में लाखो लोगो के सुझाव लिए गए थे, इनमें शिक्षक, पालक से लेकर वैग्नानिक तक शामिल थे। इस नीति को डॉ. के. कस्तुरीरंगन वैग्नानिक की अध्यक्षता वाली समिति ने तैयार किया था। ऐसे में इस नीति में जो भी प्रावधान किए गए है उसे छात्रों की शारीरिक, मानसिक और आज के परिवेश को ध्यान में रखा गया था। एनईपी 2020 छात्रों के भविष्य के लिए कारगर साबित होगा।
2. अगर केंद्र चाहे तो शिक्षा को समवर्ती सूची से हटा कर संघ सूची में डाल सकता है, फिर केंद्र जैसा पोलिसी बनाए राज्यों को माननी पड़ेगी लेकिन इसकी संभावना शून्य है और केंद्र ऐसा कभी नही करेगा। ऐसा करने से शिक्षा व्यवस्था पूरी तरह चरमरा जाएगा।
3. एनईपी 2020 शिक्षा का एक ऐसा मसला है जोकि संविधान के अनुसूची 7 में निहित समवर्ती सूची का विषय है, जिस पर केंद्र व राज्य अपना-अपना नियम-नीति बना सकते है। इसलिए एनईपी 2020 को किसी राज्य के शिक्षण संस्थान में जबरदस्ती नहीं थोपा जा सकता। ऐसे में वह राज्य जहां केंद्र के सता विपक्ष वाली सरकार है, एनईपी 2020 लागू करने में आनाकानी करगे।

निष्कर्ष

नई राष्ट्रीय शिक्षा नीति 2020 छात्रों में बहुआयामी प्रतिभा जागृत करेगी और उनको आत्मनिर्भर बनाने की द्रष्टि से रोजगारपरक शिक्षा उपलब्ध कराएगी, जो की बेहद सटीक और आवश्यक मुदा है। 10+2 प्रणाली को ख़त्म कर 5+3+3+4 प्रणाली लागू करके छात्रों में विश्लेष्णात्मक व

तार्किक शिक्षा से उनमे पठन-पाठन के प्रति गहरी रूचि विकसित होगी। उच्च शिक्षा में मल्टी एंट्री और एग्जिट व्यवस्था से युवाओं में उत्साह का माहौल रहेगा और उनके द्वारा 1 वर्ष या 2 वर्ष पढ़े गए कक्षा का उन्हें सर्टिफिकेट व डिप्लोमा मिलेगा। अगर राज्य अपने यहां एनईपी 2020 को लागू करने से मना करगे तो इसका उदेश्य पूरा नहीं हो पाएगा। जैसे कॉमन एंट्रस एग्जाम आयोजित नही कर पाएंगे, कॉलेज बीच में छोड़कर अन्य राज्य के कॉलेज में प्रवेश नहीं ले पाएंगे। हालांकि जिन राज्यों में एनईपी 2020 लागू रहेगे वहां यह व्यवस्था चलेगी।

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सारांश:

सध्या महाराष्ट्रामध्ये covid-19 चा प्रभाव सातत्याने वाढत आहे. या पार्श्वभूमीवर शिक्षण क्षेत्रावर सुद्धा मोठा परिणाम झालेला दिसतो. मार्च 2020 पासून शिक्षण क्षेत्र पूर्णता ढवळून निघालेले पहावयास मिळते. अनेक परीक्षासुद्धा रद्द झाल्या किंवा पुढे ढकलण्यात आल्या. प्रवेश प्रक्रिया राबविताना सुद्धा Digital माध्यमांचा वापर करण्यात येत आहे. या सर्व गोष्टी लक्षात घेता अध्ययन अध्यापन प्रक्रिया मोठ्या प्रमाणावर प्रभावित झालेली पहावयास मिळते. काही शाळा , महाविद्यालयांनी ऑनलाइन शिक्षणाचा पर्याय निवडलेला दिसतो परंतु त्याला सुद्धा मर्यादा येत आहेत. त्यामुळे ऑनलाईन शिक्षणा संबंधित विद्यार्थी , पालक व शिक्षक यांचे प्राथमिक ज्ञान तपासावे असे संशोधकास मनापासून वाटते.

म्हणूनच संशोधकाने प्रश्नावलीच्या माध्यमातून सर्वेक्षण करून सदर विषयाबाबतची विद्यार्थी, पालक व शिक्षक यांची मते जाणून घेतली . त्यासाठी वाई तालुक्यातील वेगवेगळ्या इयत्तांचे वेगवेगळ्या सामाजिक शैक्षणिक स्तरातील 68 विद्यार्थी , 50 पालक व 44 शिक्षक यांची नमुना म्हणून निवड केली या सर्व घटकांना ऑनलाईन शिक्षणासंबंधी प्रश्नावली दिली . विद्यार्थी , पालक व शिक्षक यांच्या मतांचे विश्लेषण व त्यावर तयार केलेले स्पष्टीकरण याचा सदर संशोधन पर लेखांमध्ये ऊहापोह केला आहे.

बीज संज्ञा - ऑनलाइन शिक्षणासंबंधी चे प्राथमिक ज्ञान .

1. प्रस्तावना-

Covid-19 या प्रभावामुळे एकंदरीत शैक्षणिक क्षेत्र गोंधळलेल्या अवस्थेत आहे . मुलांना अध्यापन कसे करावे यातून ऑनलाईन शिक्षणाचा विचार सुरू झाला त्यात त्यास आवश्यक साधने कोणती असावीत , मार्ग काय असावेत असे अनेक प्रश्न तयार झाले त्यातूनच एकंदरीतच विद्यार्थी , पालक व शिक्षक यांचे ऑनलाईन शिक्षणासंबंधी प्राथमिक ज्ञान जाणून घेण्यासाठी पूर्व चाचणी प्रश्नावली घेतली यामध्ये सातारा जिल्ह्यातील वाई तालुक्यातील वेगवेगळ्या स्तरातील विद्यार्थी , पालक व शिक्षक यांचेकडून Google forms च्या माध्यमातून प्रश्नावली दिली .

सदर प्रश्नावली मध्ये पुढील काही प्रश्न विचारले होते .

विभाग – 1 :- विद्यार्थी , पालक , शिक्षक यांची प्राथमिक माहितीसंबंधी प्रश्न .

विभाग – 2 :-

1)सध्या लॉक डाऊन मध्ये ऑनलाईन शिक्षण प्रक्रिया चालू आहे काय ?

2)आपणाकडे स्वतःचा अँड्रॉइड मोबाईल आहे काय ?

3)आपणाकडे स्वतःचा संगणक किंवा लॅपटॉप आहे काय ?

4)आपण राहता त्या ठिकाणी इंटरनेट रेंज व्यवस्थित मिळते काय ?

5)ऑनलाईन शिक्षणासाठी आवश्यक असणाऱ्या साधनांचा खर्च आपणास परवडतो काय ?

6)ऑनलाईन परीक्षा पद्धत योग्य वाटते काय ?

7)आपणास शिक्षकांच्या मार्गदर्शनाची उणीव जाणवते काय ?

8)ऑनलाइन शिक्षण घेण्याऐवजी विद्यार्थी सोशल मीडिया , चॅटिंग , गेम्स , टाइमपास यांसारख्या अनेक गोष्टींमध्ये विद्यार्थी अडकतील असे वाटते काय ?

9)मोबाईल एडिक्शन , eyes-ear problem , mental or psychological problem , भविष्यात होतील असे वाटते काय ?

10)ऑनलाईन शिक्षण प्रक्रिया वर्गअध्यापना इतकी प्रभावी वाटते काय ?

11)विद्यार्थी सहजीवन विसरून एकलकोंडी होतील असे वाटते काय ?

12) विद्यार्थी मैदानी खेळ , व्यायाम , सामाजिक व नैतिक जीवन विसरतील असे वाटते काय ?

13)सर्व स्तरातील विद्यार्थ्यांना सामान व उच्च दर्जाच्या शिक्षणाची संधी मिळेल काय ?

14)ऑनलाइन शिक्षण यापुढे असेच कायमचे चालू राहावे ?

15) Covid-19 पूर्वी आपण ऑनलाइन शिक्षण घेतले किंवा दिले आहे काय

विभाग – 3:-

1)आपले ऑनलाइन शिक्षण पुढीलपैकी कोणत्या प्रकारे चालते ते सांगा ?

A)Google meet, B)zoom app, C)You-tube, D)any other way

2)आपणास छोट्या सभेसाठी काय योग्य वाटते ?

A)Google meet, B)zoom app, C)duo app, D) whatsapp

3)शंका निरसन चर्चा संवाद यासाठी पुढीलपैकी कोणते माध्यम योग्य वाटते ?

A)Google meet, B)Zoom app, C)Duo app, D)Whatsapp.

2. हेतू :- covid-19 च्या पार्श्वभूमीवर ऑनलाईन शिक्षणासंबंधीची सद्यस्थिती तपासणे

3. उद्दिष्टे :-

1.विद्यार्थी ,पालक व शिक्षक यांचे ऑनलाइन शिक्षणासंबंधीचे समज जाणून घेणे .

2.ऑनलाईन शिक्षणासंबंधी अडचणी जाणून त्यावर उपाय सुचविण

4. परिकल्पना :-

ऑनलाईन शिक्षणासंबंधी सद्यस्थिती समजल्यास त्यावरील अडचणी लक्षात घेऊन उपाय सुचविता येतील .

5. व्याप्ती व मर्यादा :-

सदर संशोधन हे covid-19 च्या परिस्थितीमुळे जे विद्यार्थी ऑनलाईन शिक्षण घेतात , जे शिक्षक ऑनलाईन शिक्षण देतात व काही पालक यांनी दिलेल्या प्रतिसादावर संशोधकाचे निष्कर्ष अवलंबून आहेत .

प्रस्तुत संशोधन हे वाई तालुक्यातील विद्यार्थ्यां पुरतेच मर्यादित आहे .

6.संशोधनाची कार्यपद्धती :-

ऑनलाईन शिक्षणासंबंधी सद्यस्थिती जाणून घेण्यासाठी सातारा जिल्ह्यातील वाई तालुक्यातील शिक्षक, पालक व विद्यार्थी यांचे साठी प्रश्नावली तयार केली .ती तयार करीत असताना विद्यार्थ्यांना न कळणारे प्रश्न , संदिग्धता , अडचणी व तज्ञ मार्गदर्शकांनी सुचविलेल्या सूचनांचा विचार करून पथदर्शी अभ्यासाद्वारे प्रश्नावली तयार करण्यात आली .

सध्या covid-19 चा प्रादुर्भाव जास्त प्रमाणात असल्याने या प्रश्नावली पेपर पेन्सिल स्वरूपात न घेता डिजिटल माध्यमाचा वापर करण्यात आला त्यामध्ये Google Forms चा वापर करून तीन प्रश्नावल्या तयार करण्यात आल्या . प्रत्येक प्रश्नावली मध्ये तीन विभाग करण्यात आले . पहिल्या विभागात विद्यार्थी , पालक , शिक्षक यांची प्राथमिक माहिती ती विचारण्यात आली . दुसऱ्या विभागात होय / नाही अशी उत्तरे येतील असे पंधरा प्रश्न विचारण्यात आले . तिसऱ्या विभागामध्ये ऑनलाईन शिक्षणासाठी वापरण्यात येणाऱ्या माध्यमांसंबंधी प्रश्न विचारण्यात आले व अशा पद्धतीने प्रश्नावल्या तयार करण्यात आल्या .

प्रश्नावल्या तयार झाल्यानंतर तिन्ही प्रश्नावल्याच्या लिंक पाठवण्यात आल्या . त्यासाठी व्हाट्सअप या डिजिटल माध्यमाचा आधार घेण्यात आला

प्रश्नावली पाठवताना वेगवेगळ्या स्तरातील विद्यार्थ्यांच्या व्हाट्सअप ग्रुपवर पाठवल्या . त्याच प्रमाणे शिक्षक व पालक यांचे साठी सुद्धा वेगवेगळ्या ग्रुपवर पाठविण्यात आल्या .

प्रश्नावली पाठवताना संशोधकाने स्वतःचा थोडक्यात परिचय करून दिला . प्रश्नावलीचा व संशोधनाचा हेतू विषद केला व त्यानंतर सर्वांना प्रश्नावली सोडविण्याची विनंती केली

प्रश्न 1 ते प्रश्न 5 या प्रश्नांमध्ये ऑनलाईन शिक्षणासाठी लागणाऱ्या साधनांच्या उपलब्धतेविषयी विचारणा केली आहे . प्रश्न 6 मध्ये ऑनलाइन परीक्षेविषयी विचारणा केली आहे केली आहे . प्रश्न 7 ते 13 मध्ये विद्यार्थी , पालक , शिक्षक यांच्या मनामध्ये वाटणाऱ्या शंका , भीती , तयार होणारे प्रश्न याविषयी विचारणा केली आहे .प्रश्न 14,15 मध्ये covid-19 नंतरची व covid-19 पूर्वीची परिस्थिती यावर प्रश्न विचारले आहेत .

या सर्व प्रश्नांमध्ये सध्याच्या परिस्थितीत ऑनलाईन शिक्षणासंबंधी पूरक अशी उत्तरे संशोधकाने स्वतःच्या मनाने ठरविली व येणाऱ्या रिस्पॉन्स चे अवलोकन केले .

7. नमुना :-

प्रस्तुत संशोधनासाठी सातारा जिल्ह्याच्या वाई तालुक्यातील 68 विद्यार्थी ,50 पालक व 44 शिक्षक असे एकूण 162 व्यक्तींची नमुना म्हणून गुगल फॉर्म वर आलेल्या रिस्पॉन्स मधून निवड करण्यात आली त्यांचे स्वरूप पुढील प्रमाणे .

अनुक्रम नंबर	व्यक्ती → / स्तर ↓	विद्यार्थी	पालक	शिक्षक	एकूण
1	शहरी	39	20	19	78
2	ग्रामीण	29	30	25	84
एकूण		68	50	44	162

शिक्षकांच्या प्रतिक्रीया घेताना पुढील प्रमाणे गुगल फॉर्म च्या माध्यमातून नमुना निवडण्यात आला .

अनुक्रम नंबर	स्तर	संख्या
1	प्राथमिक	02
2	माध्यमिक	13
3	उच्च माध्यमिक	23
4	महाविद्यालय	06
एकूण		44

8) संख्याशास्त्राचा वापर :- कोष्टक क्र. 1

प्रश्न. क्र.	होय						नाही					
	संख्या			शतमान			संख्या			शतमान		
	विद्यार्थी	शिक्षक	पालक	विद्यार्थी	शिक्षक	पालक	विद्यार्थी	शिक्षक	पालक	विद्यार्थी	शिक्षक	पालक
1	50	42	43	73.5	95.5	86	18	2	7	26.5	4.5	14
2	43	44	48	63.2	100	96	25	0	2	36.8	0	4
3	19	36	28	28.4	81.8	56	48	8	22	71.6	18.2	44
4	46	29	35	69.7	65.9	70	20	15	15	30.3	34.1	30
5	39	31	31	58.2	70.5	62	28	13	19	41.8	29.5	38
6	33	10	13	49.3	22.5	26	34	34	37	50.7	77.5	74
7	62	40	47	95.4	90.9	94	3	4	3	4.6	9.1	6
8	46	41	37	68.7	93.2	74	21	3	13	31.3	6.8	26
9	47	44	41	71.2	100	82	19	0	9	28.8	0	18
10	6	2	6	9.1	4.5	12	60	42	44	90.9	95.5	88
11	43	39	43	65.2	88.6	86	23	5	7	34.8	11.4	14

12	47	42	42	71.2	95.5	84	19	2	8	28.6	4.5	16
13	30	4	12	46.2	9.1	24	35	40	38	53.8	90.9	76
14	11	2	4	16.7	4.5	8	55	42	46	83.3	95.5	92
15	11	9	5	16.2	20.5	10	57	35	45	83.8	79.5	90

संख्याशास्त्रीय शतमान याच्या आधारे प्रश्नांचे स्पष्टीकरण दिले आहे .

वरील तक्त्यावरून पुढील गोष्टी लक्षात येतात . सध्या ऑनलाईन शिक्षण सुरू आहे काय यास जवळपास जवळपास 80 % विद्यार्थी , पालक होय म्हणतात . स्वतःचा अँड्रॉइड मोबाइल , संगणक , लॅपटॉप यासाठीसुद्धा बहुसंख्य पालक लोक सकारात्मक प्रतिसाद देतात . इंटरनेट रेंज च्या बाबतीत सुद्धा अनेक जण सकारात्मक प्रतिसाद देतात . ऑनलाइन शिक्षणाचा खर्च सुद्धा परवडतो असे बहुसंख्य लोक सांगतात. परंतु ऑनलाइन परीक्षा योग्य नाही असे मत व्यक्त करतात . बहुसंख्य विद्यार्थ्यांना शिक्षकांची उणीव जाणवते हे सुद्धा दिसून येते. प्रश्न सहा हा ऑनलाइन परीक्षेसंबंधी होता. प्रश्न एक ते सहा यांची सरासरी पुढील कोष्टकात दिली आहे.

होय

विद्यार्थी	57.05 %
शिक्षक	72.70 %
पालक	66.00 %
सरासरी	65.25 %

नाही

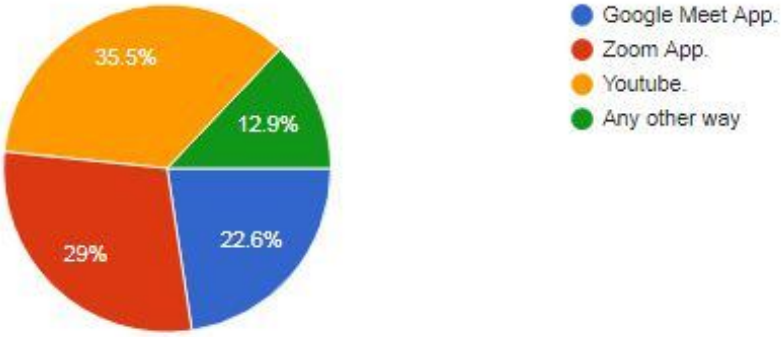
विद्यार्थी	42.95 %
शिक्षक	27.30 %
पालक	34.00 %
सरासरी	34.75 %

ऑनलाइन शिक्षणातून विद्यार्थ्यांच्या हाती जी समूह संपर्क साधणे येतात त्याचे दुष्परिणाम होतील असे शिक्षक व पालक यांना वाटते असे प्रश्न 8 व 9 या प्रतिसादावरून दिसते . तसेच प्रश्न दहाच्या प्रतिसादावरून वर्गाध्यापन प्रभावी आहे हे दिसते . तसेच ऑनलाइन शिक्षणातून विद्यार्थ्यांचे खेळ , व्यायाम , आरोग्य यावर प्रतिकूल परिणाम होईल असे मत नोंदविले गेले .

तिसऱ्या विभागात तीनच प्रश्न विचारण्यात आले त्याचा तक्ता पुढीलप्रमाणे आलेख पुढील प्रमाणे.

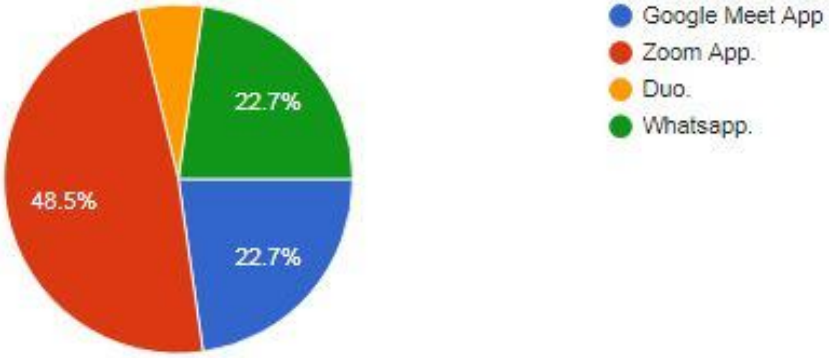
1. आपले ऑनलाईन शिक्षण पूढीलपैकी कोणत्या प्रकारे चालते ते सांगा ?

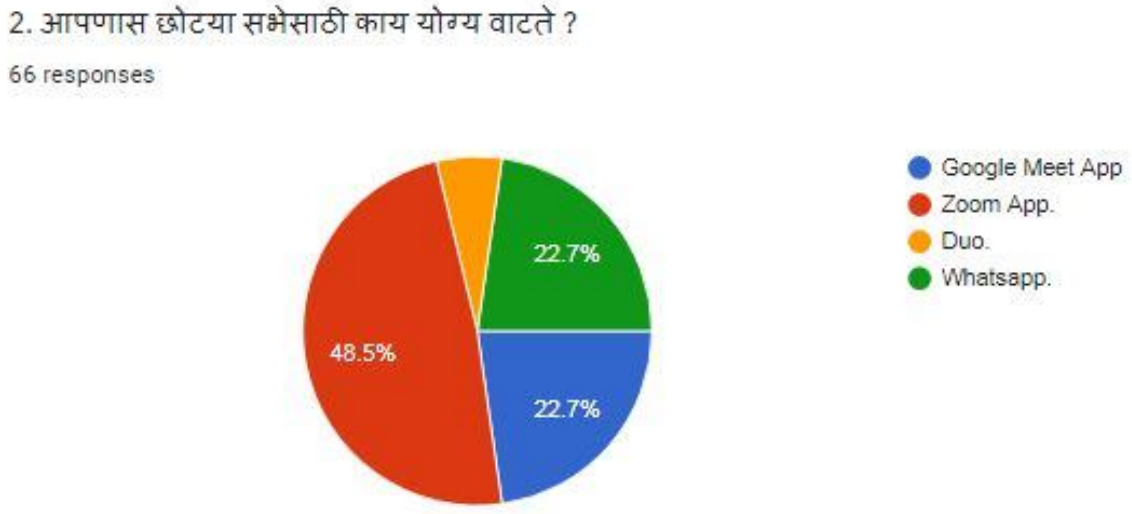
62 responses



2. आपणास छोटया सभेसाठी काय योग्य वाटते ?

66 responses





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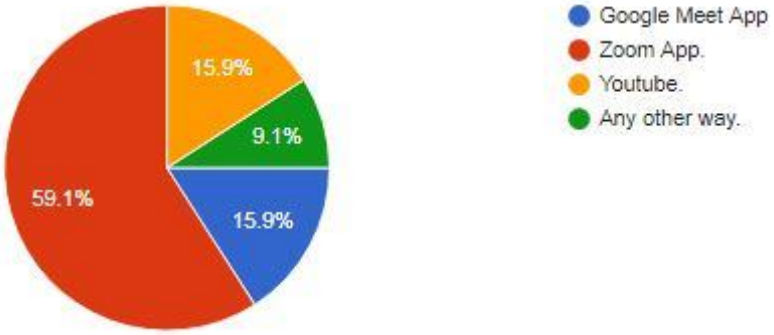
1 22.5 % 29% 35.5 %
12.9 % . 2 22.5 % 48.5 % Duo 7.1 %
22.5 % . 3 25.8 % 45.5 %
Duo 2.9 % 25.7 %

.

, Duo .

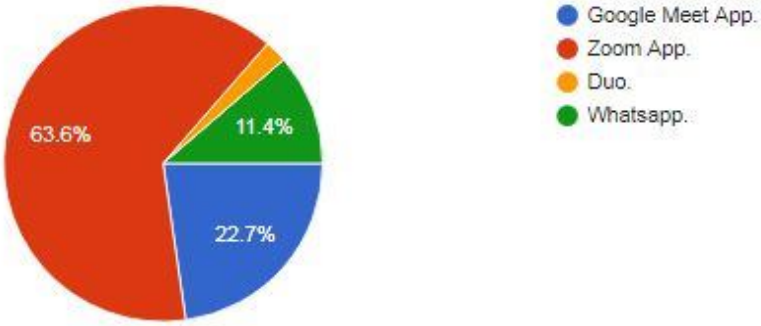
1. आपले ऑनलाईन शिक्षण पूढीलपैकी कोणत्या प्रकारे चालते ते सांगा ?

44 responses



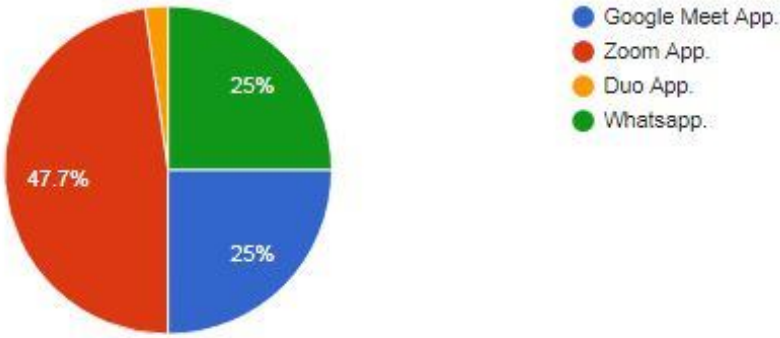
2. आपणास छोटया सभेसाठी काय योग्य वाटते ?

44 responses



3. शंकानिरसन , चर्चा , संवाद यासाठी पुढीलपैकी कोणते माध्यम योग्य वाटते ?

44 responses



9. निष्कर्ष :-

1)विद्यार्थी :- संशोधकाने केलेल्या सर्वेक्षणानुसार covid-19 च्या अपवादात्मक परिस्थितीत विद्यार्थ्यांनी ऑनलाइन शिक्षण स्वीकारले आहे . परंतु परिस्थिती सामान्य होताच होतात त्यांना नियमित शिक्षण हवे आहे

2)शिक्षक :- शिक्षकांनी या परिस्थितीत हे शिक्षण स्वीकारले आहे व ते विद्यार्थ्यांना जास्तीत जास्त ज्ञान देण्याचा प्रयत्न करतात.

3)पालक :-पालक सुद्धा आपल्या पाल्यास सर्व प्रकारे सोई उपलब्ध करून देतात परंतु ते काही गोष्टीत साशंक सुद्धा वाटतात .

4) Covid-19 च्या काळात चर्चा , परिसंवाद , शंकानिरसन यासाठी झूम □प हा पर्याय बहुसंख्य लोकांना आवडतो . विद्यार्थ्यांना शिक्षण शिकण्यासाठी युट्युब हा पर्याय सुद्धा हवा आहे असे दिसते .

10.शिफारशी :-

1)या शिक्षणासाठी ग्रामीण भागात काही साधनांचा तुटवडा जाणवतो . शासनाने , समाजसेवी संस्थांनी गरीब होतकरू विद्यार्थ्यांना साधने पुरवून सहकार्य करावे असे संशोधकास वाटते .

2) शासनाने एखादे टीव्ही चॅनल केवळ शैक्षणिक कामासाठी सुरू करून ऑनलाइन शिक्षणास सहकार्य करावे

3)दुर्गम ग्रामीण भागात इंटरनेट रेंज , मोबाईल नेटवर्क पोहोचेल याची काळजी शासनाने घ्यावी.

11) संदर्भसुची —

१) भिंताडे, वि. (२०१०) शैक्षणिक संशोधन पध्दती. पुणे : नित्यनूतन प्रकाशन

२)मुळे,रा.उमाठे,वि.(१९८७)शैक्षणिक संशोधनाची मुलतत्त्वे.नागपूर. नित्यनूतन प्रकाशन.

३) फाटक, मा. (२००५), शिक्षणातील परीक्षण आणि मापन.पुणे. नित्यनूतन प्रकाशन.

४) भिंताडे, वि. (२००४) शैक्षणिक संशोधन पध्दती. पुणे : नित्यनूतन प्रकाशन.

५) भिंताडे वि. (२००५) शैक्षणिक संशोधन पध्दती. पुणे : (सुधारित आवृत्ती) नित्यनुतन प्रकाशन.

६) कदम, चा. (१९९४) शैक्षणिक संख्याशास्त्र. पुणे. नित्यनुतन प्रकाशन.

७) देव, नं. (२०१२) संशोधन विषयक लेखन — आराखडा ते अहवाल. पुणे. श्री. प्रकाशन.

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कोरोना व्हायरसमुळे निर्माण होणाऱ्या ताणतणावांचे व्यवस्थापन एक अभ्यास –

प्रा. डॉ. नंदकुमार धनवडे.
सहयोगी प्राध्यापक,
आझाद कॉलेज ऑफ एज्युकेशन, सातारा
()

सारांश

कोरोना व्हायरसमुळे निर्माण झालेल्या तणावाच्या कारणांचा शोध घेणे, त्यामुळे दुष्परिणाम कोणते झालेले आहेत त्याचा अभ्यास करणे आणि तणावाचे व्यवस्थापन करण्यासाठी उपक्रम सुचवणे या उद्देशाने प्रस्तुत संशोधन हाती घेतले आहे . ऑनलाइन प्रसार माध्यमांचा उपयोग करून वर्णनात्मक सर्वेक्षण पद्धतीचा अवलंब केला आहे . सध्याची जागतिक महामारी असलेली कोरोनाची साथ 2020 च्या फेब्रुवारी महिन्यापासून जगभरात पसरू लागली आहे कोरोनाने .माणसाच्या फक्त शरीरावर हल्ला केला नाही तर त्याने मनावर हल्ला केल्याने लोकांच्यामध्ये ताणतणावाची निर्मिती झालेली दिसून येते .ताण तणावातून बाहेर पडण्यासाठी ताणतणावाचे व्यवस्थापन कसे करावे याचा विचारातून प्रस्तुत शोधनिबंध हाती घेतले आहे .

चिंता, अनिश्चितता, निराशा, भीती, धडधड, बेचैनी, उदासी, सहाय्यता, भ्रम, संभ्रम, भीती, संशय, शंका, गैरसमज आणि असुरक्षितता या समस्या सर्वांना जाणवत आहेत .या समस्यातून समाजामध्ये ताणतणाव निर्माण होताना दिसत आहेत . आपणास चांगल्या प्रकारे ताणतणावाचे व्यवस्थापन करता येण्यासाठी सकारात्मक विचार करणे, मेडिटेशन, वेळेचा सदुपयोग, सकारात्मक दृष्टिकोन, सहनशीलता वाढवणे, अतिरेकी चिंता कमी करणे, समाजामध्ये असणारे वाईट ताण सोडून चांगले ताण असू द्यावेत, लोकांच्यामध्ये निर्माण होणारे भयगंड दूर करावेत, आरोग्याची काळजी घ्यावी,

शासनाकडून घालून दिलेल्या सर्व नियम कायद्याचे काटेकोर पालन करावे, गर्दीचे कार्यक्रम रद्द करावेत, आरोग्य जपावे इत्यादी उपक्रम करावेत.

प्रस्तावना :

मानवी इतिहासाकडे पाहिले असता तणावापासून मुक्त असलेली व्यक्ती सापडणे अशक्य कोटीतील बाब आहे .विद्यार्थी, गृहिणी, व्यवसायिक, अधिकारी, ज्येष्ठ नागरिक, नोकरदार, अगदी बालकांपासून ते वृद्धांपर्यंत प्रत्येकालाच तणावाचा सामना करावा लागत आहे. परिस्थितीशी योग्य प्रकारे समायोजन करता न आल्यास तणावाची निर्मिती होते .

सद्यस्थितीमध्ये जागतिक महामारी असलेली कोरोनाची साथ २०२० च्या फेब्रुवारी महिन्यापासून जगभरात पसरू लागली आहेमानवजातीचा साथीच्या आजारांचा . आजवरचा इतिहास पाहता, या साथीवर ताबा मिळवण्यासाठी साधारण एखाद्या वर्षाचा कालावधी लागू शकतोकोरोनासारखे साथीचे आजार केवळ माणसाच्या शरीरावरच . हल्ला करतात असे नाही, तर त्याच्या मनावर सुद्धा प्रभाव टाकून जातात. यातूनच ताणतणावाची निर्मिती होताना दिसून येतेसुरक्षित ,ताणतणावातून बाहेर पडण्यासाठी . ताणतणावाचे .राहण्यासाठी यावर मात केली पाहिजे व्यवस्थापन करण्याचे ज्ञान वैद्यकीय उपचार व मानसोपचार यांच्यापर्यंत मर्यादित असून चालणार नाही तर तणावाचे व्यवस्थापन करण्याचे कौशल्य प्रत्येकालाच अवगत असले पाहिजे म्हणून जनसामान्यापर्यंत ताणतणाव व्यवस्थापनाचे कौशल्य अवगत करण्यासाठी काय काय करता येईल याचा विचार प्रस्तुत शोधनिबंधात मांडला आहे.

महत्त्व :

१) ताणतणाव व्यवस्थापनावर जनजागृती निर्माण करता येईल.

२) ताणतणाव व्यवस्थापन कौशल्य आत्मसात करता येईल.

३) मानसिक आरोग्यावरील दुष्परिणाम दूर करता येतील.

४) कोरोनाच्या भयगंडापासून व्यक्तीचे भावनिक मनोबल वाढवता येईल .

५) कोरोनासारख्या साथीला समाजाच्या मनोसामाजिक प्रतिसादात रुपांतरीत करता येईल.

६) कोरोनासारख्या साथीच्या आजाराला शास्त्रीय पद्धतीने सामोरे जाण्याची मानसिकता तयार करता येईल.

७) प्रत्येकाने स्वत :आणि समाजाचा घटक म्हणून धीराने आणि विचारपूर्वक सामोरे जाण्याची मनोभावना निर्माण करता येईल.

संशोधनाची उद्दिष्ट्ये:

१) कोरोना व्हायरसमुळे निर्माण झालेल्या सद्यस्थितीतील तणावांच्या प्रमुख कारणांचा शोध घेणे.

२) कोरोना व्हायरसमुळे निर्माण झालेल्या तणावांचे दुष्परिणाम अभ्यासणे.

३) कोरोना व्हायरसमुळे निर्माण झालेल्या तणावांच्या व्यवस्थापनासाठी उपक्रम सुचविणे.

संशोधन गृहीतके:

१) अनेक रोगांचे मूळ तणावात आहे.

२) तणावांचे व्यवस्थापन करता येते.

३) तणाव व्यवस्थापन ही आनंदी जीवन जगण्याची कला आहे.

संशोधन पद्धत:

प्रस्तुत समस्येचे स्वरूप व सद्यस्थिती पाहता ऑन लाईन प्रसार (लॉक डाऊन) .माध्यमांचा उपयोग करून वर्णनात्मक सर्वेक्षण पद्धतीचा अवलंब केला आहे

तणाव निर्माण करणारे घटक :

धोकादायक परिस्थितीत नकारात्मक भावनांचा अनुभव अधिक येणे हे साहजिक असते . नकारात्मक भावनांमध्ये निराशा, दुःख, चिंता व भीती या प्रमुख भावनांचा समावेश होतोया नकारात्मक भावनांच्या सतत अनुभवामुळे आपणास काही विपरीत . ज्यात .परिणामांना सामोरे जावे लागतेप्रामुख्याने नैराश्य, औदासिन्य, खालावलेले शारीरिक आरोग्य यांसारख्या समस्यांना सामोरे जावे लागू शकतेशारीरिक आरोग्य व . जसा आपल्या .मानसिक आरोग्य यांमध्ये द्विमार्गी संबंध असल्याचे आढळून आले शारीरिक आरोग्याचा परिणाम आपल्या मनस्थितीवर होत असतो, तसाच आपल्या मनस्थितीचा परिणाम आपल्या शरीरावर होत असतोअनपेक्षित कोरोना विषाणूच्या . फैलावामुळे सर्व जगात भीतीचे वातावरण असताना भारतातदेखील काहीशी अशीच .परिस्थिती निर्माण झालेली आहे

कोरोनाच्या पार्श्वभूमीवर विविध क्षेत्रात काम करणाऱ्या लोकांकडून गुगल प्रश्नावली, फोन,व्हॉटसअप , फेसबुक व काही बातम्या यांच्या आधारे ताणवाटण्याची चिंता , .कारणे समजून घेतली ती पुढीलप्रमाणे आहेत

१) करोनापेक्षाही सध्या अनेक जण 'वर्क फ्रॉम होम' मुळे हैराण झालेत.

२) लॉकडाऊनमुळे घरकाम करायला कुणी मदतनीस नाही.

३) आईबाबांनी आपल्याशी खेळावं म्हणून त-ांच्याकडून धरला जाणारा हट्ट.

४) गावाकडे परत यायची कल्पित लज्जा?

५) मुलांना कोठे सोडायचे ?एकत्र खेळता येत नाही?

६) घरून काम करण्यासाठी काही तांत्रिक अडचणी निर्माण होतात.

७) लॉकडाऊनमुळे घरकाम करायला कुणी मदतनीस नाही भारही घरचा त्यामुळे . आणि ओढायचा'वर्क फ्रॉम होम' करायचं.

८) घरातील जेष्ठ सदस्यावर बंधने .त्यांची कामं चालू असली की टीव्ही लावायचा नाही, मोठ्यानं बोलायचं नाही.

९) संचारबंदीमुळे बाहेर जायचे नाही .

१०) लॉकडाऊन किती दिवस चालेल याचीही अनिश्चितता.

११) परीक्षा कधी होणार .नेहमीच्या सुट्ट्यांवरही गदा येईल.

१२) पुढील कोर्सचे प्रवेश कसे घ्यायचे.

१३) अर्थव्यवस्थेवर झालेल्या गंभीर परिणामांमुळे आपली नोकरी टिकेल की नाही किंवा टिकली तरी तिचं स्वरूप काय असेल.

१४) 'वर्क फ्रॉम होम'चा पर्याय तडकाफडकी अमलात आणला गेला .त्यामुळे मानसिक अनुकूलतेस अवकाशच मिळाला नाही.

१५) लग्न कधी होणार.

१६) जमिनीचे व्यवहार करता येत नाहीत.

१७) शेती माल विक्री व्यवस्था कशी करायची .

१८) नेहमीच्या वैद्यकीय उपचारचे काय ?

१९) अन्न निर्मिती व विक्री व्यवस्था

२०) हॉटेल कधी सुरु होणार.

२१) हॉटेलमधील कामगारांचे काय करायचे?भागवायचा कसा पगार ?

२२) स्थलांतरित मजूर -उपासमारी व जगण्याचा प्रश्न निर्माण झाला .

२३) चिंता, अनिश्चितता, निराशा, भिती, धडधड, बेचैनी, उदासी, सहायता आणि असुरक्षितपणाचा इत्यादी समस्यांचा सामना करावा लागत आहे.

२४) बदलत्या परिस्थितीशी जुळवून घेणे कठीण जाते.

२५) नकारात्मक व आत्महत्येचे विचार मूळ धरतात.

२६) वेळ जात नाही आणि झोपही लागत नाही अशा अवस्थेत माणूस सैरभैर .

२७) चिडचिड होऊन कौटुंबिक वाद वाढू लागलेत.

२८) भास, भ्रम, संभ्रम, भीती, संशय, शंका, गैरसमज या तक्रारी जाणवतात .

२९) तीव्र व अतितीव्र प्रकारांच्या मानसिक आजारांसारखी लक्षणे वाढलीत .

३०) समुपदेशन केंद्रे व सबंधित औषधोपचार या ठिकाणी गर्दी दिसते .

तणाव व्यवस्थापन उपक्रम:

कोरोना विषाणूच्या अनपेक्षित फैलावामुळे सर्व जगात भीतीचे वातावरण असताना भारतातदेखील काहीशी अशीच परिस्थिती निर्माण झालेली आहे. अशा सततच्या भीतीच्या आणि तणावाच्या परिस्थितीमध्ये आपण नेमके कसे वागावे, हा संभ्रम अनेकांच्या मनात निर्माण झाला असणारबाह्यपरिस्थिती आपल्या हातात नसली तरी . या मनावर आणि त्यात निर्माण होणाऱ्या .त आहेआपले मन मात्र आपल्या ताब्या नकारात्मक भावनांवर नियंत्रण प्राप्त झाल्यास ही गंभीर परिस्थिती आपणास सुसह्य यासाठी मानसशास्त् .बनू शकतेरातील काही तंत्रांची आपणास मदत होऊ शकते .

१) **अतिरेकी चिंता टाळणे** आपण घाबरून न जाता सक्रियपणे संकटाचा सामना : .करणे आवश्यक आहे

२) **सकारात्मक विचार करणे**: जीवनात आनंद, आशावादी वृत्ती व आपल्या आवाक्यात असणाऱ्या गोष्टींवर नियंत्रणाची जाणीव ठेवल्यास आपली मनस्थिती चांगली राहण्याबरोबर आपली रोगप्रतिकार क्षमता देखील वाढण्यास मदत होऊ शकते.

३) **जागृत ध्यान अर्थात 'meditation' करणे:** वर्तमान हेच आपल्या हातात आहे व त्याचा उपयोग आपण कसा करायचा हे आपण ठरवू शकतो.

४) **वेळेचा अधिकाधिक सदुपयोग करणे**: छंद, घरातील काम, मुलांबरोबर व परिवारातील इतर सदस्यांबरोबर वेळ घालवणे, व्यायाम करणे.

५) **आशावादी दृष्टिकोन बाळगणे :** 'कोरोना'चे संकट हे कायमस्वरूपी टिकणारे नसून आज ना उद्या ते जाणार आहे व पुन्हा पूर्वीसारखी परिस्थिती निर्माण होईल, असा विश्वास बाळगायामुळे जीवनात सकारात्मकता निर्माण होण्यास मदत होई .ल.

६) **असाहाय्यता न बाळगणे:** कोरोनाचे संकट जसे मानवामुळे व त्याच्या काही चुकांमुळे सर्वत्र पसरले आहे, तसेच त्याचे उच्चाटनदेखील मानव म्हणजे आपणच करू शकतो, अशी आशा बाळगा .

७) **सक्रीय कृतीतंत्रांचा वापर:** शरीराची हालचाल, खेळ खेळणे, वाचन करणे, लिखाण करणे, आपल्यातील नवनिर्मितीला वाव मिळेल अशा गोष्टी करणे आवश्यक आहे.लअसे केल्यास सकारात्मक मनस्थिती निर्माण होण्यास मदत होई .

८) **बातम्या कमी बघणे :**

९) **मानसिक लवचिकता जोपासणे** : मानसिक लवचीकता म्हणजे आपण ठरवल्याप्रमाणे गोष्टी न घडण्याची व त्यात बदल घडण्याची मानसिक तयारी .

१०) **संदिग्धतेचा सहनबिंदू वाढ (अँबिग्युइटी टॉलरन्स)वणे :** संग्दिग्धतेचा सहनबिंदू वाढवणं म्हणजे परिस्थिती सुस्पष्ट, ठोस नसली तरी स्वत.ला अस्वस्थ न करणं:

११) **बहुविध कामांची क्षमता वाढ (मल्टिटास्किंग)वणे :** बहुविध कामं करणं म्हणजे अनेक कामं एकाच वेळी करणं असा नव्हे, तर एका कामातून दुसऱ्या कामात जाण्याचा कालावधी कमी करणे.

१२) **विचलनशीलता कमी करणे:** आपल्याला विचलित करणाऱ्या अनेक घटना आजूबाजूला घडत असतात .व्यक्तिगत अवकाशही मिळत नाही .याचा जाणीवपूर्वक स्वीकार केला तर नियोजन करून ठरलेल्या वेळात नक्की काय करायचं आहे हे लक्ष्य निश्चित करता येतं व स्वत .ची विचलनशीलता कमी करता येते:

निष्कर्ष :

१) वाइट ताण (Distress) ,अति तणाव (Hyper- Stress) व तणावाखाली असणे (Hypo-Stress) हे सोडून चांगला ताण (Ustress) असू द्यावा.

२) लोकांमध्ये निर्माण होणारा "भयगंड"दूर करा.

३) आरोग्याची योग्य काळजी घ्या.

४) कोव्हिड.लावा हातभार रोखण्यासाठी प्रादुर्भाव चा१९-

५) सध्या भारत व जगभर पसरत असलेल्या कोव्हिड१९- (कोरोना व्हायरस) चा संसर्ग एकमेकांना होऊ न देण्यासाठी काळजी घ्या.

६) शक्य तेवढे सामाजिक अंतर राखून समाज प्रबोधन करा.

७) मास्कशिवाय अनोळखी ठिकाणी किंवा अनोळखी व्यक्तीकडे जावू नका .

८) दोन व्यक्तीमध्ये १ मीटर अंतर राखून व्यवहार करा.

९) आपली थुंकी हवेत उडू देऊ नका.

१०) रस्त्यात किंवा इतर ठिकाणी थुंकू नका.

११) स्थानिक सरकारकडून घालून दिलेल्या सगळ्या नियम व कायद्यांचे काटेकोर पालन करा.

१२) गर्दी होणारे कार्यक्रम रद्द करा. उदा .सार्वजनिक,जत्रा ,यात्रा ,धार्मिक , कौटुंबिक

१३) प्रत्येकाने हात स्वच्छ धुवावे, आपला स्वच्छ रुमाल वापरावारुमाल ताबडतोब . .स्वच्छ करावा

१४) गर्दीमध्ये जाणे टाळा.

१५) रोग प्रतिकार शक्ती वाढेल असा आहार व उपचार करावा.

१६) दैनंदिन व्यायाम, गरम पाणी, वाफारे यांचा वापर करावा .

संदर्भ सूची:

१) गूगल फॉर्म प्रश्नावली https://forms.gle/U9uCUvJLcQaboybh6

२) डॉ),मुलकलवार प्रमोद .मुलकलवार मनीषा व डॉ .२०१५तणावाचे प्रबंधन (:एक चिकित्सक अभ्यास : करण्याचे कौशल्य आत्मसात करणे ही काळाची गरज Vidyabharati International Interdisciplinary Research Journal 4(2) Page 152 – 161

३) डॉ हमीद दाभोलकर ., सातारा .hamid.dabholkar@gmail.com

४) मानसशास्त्र विभाग, भोंसला मिलिटरी कॉलेज, नाशिक

५) https://www.mahamtb.com//Encyc/ / 31 / 3 / 2020article-on-How-to-fight-Corona-.html

६) कोरोनाशी कसे लढायचे ?दैसकाळ . दि. -31Mar- 2020

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कोविड -19 मुळे निर्माण होणारी भीती , चिंता आणि तणाव – एक अभ्यास

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सारांश

सद्यस्थितीतील जागतिक महामारी असलेली कोविड -19 साथ जगभरात पसरू लागली आहे त्याचबरोबर भीती, चिंता आणि तणावाची निर्मितीसुद्धा समाजामध्ये होताना दिसून येत आहे .या भीती, चिंता आणि तणावाचे व्यवस्थापन कसे करावे या विचारातून हा शोधनिबंध मांडला आहे कोविड .-19 मुळे निर्माण झालेल्या भीती, चिंता आणि तणावाची कारणे शोधणे, त्यामुळे होणारे दुष्परिणाम अभ्यासणे आणि त्याच्या व्यवस्थापनासाठी उपक्रम सुचवणे या उद्देशाने आहे हे संशोधन हाती घेतले आहे .ऑनलाइन प्रसार माध्यमांचा उपयोग करून वर्णनात्मक सर्वेक्षण पद्धतीचा या संशोधनासाठी अवलंब केला आहे.

रोजंदारीवरील लोक, स्थलांतरित लोक, परराज्यातील कामगार, उद्योग, व्यापारी, बँका, छोटेव्यवसाय मोठे-, शेतकरी, शिक्षित तरुण, महसूल, वित्त, पर्यटन, लग्न, पारंपरिक सण या सामाजिक घटकावर कोरोनाचा विविध कारणामुळे परिणाम झालेला आहे .अतिरेकी चिंता टाळणे, मेडिटेशन, वेळेचा सदुपयोग, बातम्या कमी पाहणे, मानसिकता लवचिक करणे, सहनशीलता वाढविणे, विविध कामांची क्षमता वाढवणे, चांगले आरोग्य राखणे, शासनाने सांगितलेल्या नियमांचे अनुपालन करणे, गर्दीचे कार्यक्रम टाळणे, सामाजिक अंतर पाळणे असे उपाय केले तर या महामारीवर आपणास मात करता येईल असे दिसून येते .

Key Words : कोविड -19

प्रस्तावना :

सद्यस्थितीमध्ये जागतिक महामारी असलेली कोविड 19जगभरात पसरू लागली आहे . मानवजातीचा साथीच्या आजारांचा आजवरचा इतिहास पाहता, या साथीवर ताबा मिळवण्यासाठी साधारण एखाद्या वर्षाचा कालावधी लागू शकतोकोरोनासारखे साथीचे . आजार केवळ माणसाच्या शरीरावरच हल्ला करतात असे नाही, तर त्याच्या मनावर

सुद्धा प्रभाव टाकून जातात यातूनच .भीती, चिंता व तणावाची निर्मिती होताना दिसून येते .भीती, चिंता व तणावातून बाहेर पडण्यासाठी व सुरक्षित राहण्यासाठी यावर मात केली पाहिजे .भीती, चिंता व तणावाचे व्यवस्थापन करण्याचे ज्ञान व कौशल्य प्रत्येकालाच अवगत असले पाहिजे म्हणून आपणास काय काय करता येईल याचा विचार प्रस्तुत शोधनिबंधात मांडला आहे.

महत्त्व :

1. भीती, चिंता आणि तणाव यावर जनजागृती निर्माण करता येईल.
2. भीती, चिंता आणि तणाव यांचे व्यवस्थापन कौशल्य आत्मसात करता येईल.
3. भीती, चिंता आणि तणाव यामुळे निर्माण होणाऱ्या मानसिक आरोग्यावरील दुष्परिणाम दूर करता येतील.
4. कोरोनाच्या भयगंडापासून व्यक्तीचे भावनिक मनोबल वाढवता येईल .
5. कोरोनासारख्या साथीला समाजाच्या मनोसामाजिक प्रतिसादात रुपांतरीत करता येईल.
6. कोरोनासारख्या साथीच्या आजाराला शास्त्रीय पद्धतीने सामोरे जाण्याची मानसिकता तयार करता येईल.
7. प्रत्येकाने स्वत आणि समाजाचा :घटक म्हणून धीराने आणि विचारपूर्वक सामोरे जाण्याची मनोभावना निर्माण करता येईल.

संशोधनाची उद्दिष्ट्ये :

1. कोविड मुळे निर्माण झालेल्या सद्यस्थितीतील भीती 19, चिंता आणि तणावांच्या प्रमुख कारणांचा शोध घेणे.
2. कोविड मुळे निर्माण झालेल्या भीती 19, चिंता आणि तणावांचे दुष्परिणाम अभ्यासणे.
3. कोविड मुळे निर्माण झालेल्या भीती 19, चिंता आणि तणावांच्या व्यवस्थापनासाठी उपक्रम सुचविणे.

संशोधन गृहीतके :

1. अनेक रोगांचे मूळ भीती, चिंता आणि तणाव यात आहे.
2. भीती, चिंता आणि तणावांचे व्यवस्थापन करता येते.
3. भीती, चिंता आणि तणाव व्यवस्थापन ही आनंदी जीवन जगण्याची कला आहे.

संशोधन पद्धत:

प्रसार लाईन ऑन (डाऊन लॉक) पाहता सद्यस्थिती व स्वरूप समस्येचे प्रस्तुत .आहे केला अवलंब पद्धतीचा सर्वेक्षण वर्णनात्मक करून उपयोग माध्यमांचा

कोविड भीती होणारी निर्माण मनात मुळे 19, चिंता, तणाव

1. आजच्या या आधुनिकतेच्या काळात अशा प्रकारचा एकदा संसर्गजन्य आजार यावा आणि एवढी मोठी जीवित हानी होत राहावी हे एखाद्या स्वप्नासारखे वाटतेय व त्यावर विश्वास बसत नाहीपण ., ही सत्यता असल्याने मनावर ताण पडून अस्वस्थ वाटते व मन उदास होते.
2. कोरोना व्हायरस वर अजून कोणतीही लस अथवा परिणामकारक औषध उपलब्ध नाही.
3. कोरोनापेक्षाही सध्या अनेक जण 'वर्क फ्रॉम होम' मुळे हैराण झालेत. घरकाम करायला कुणी मदतनीस नाही आणि ओढायचा भारही घरचा त्यामुळे .'वर्क फ्रॉम होम' करायचं.
4. मुलांना कोठे सोडायचे बाबांनी-आई ?एकत्र खेळता येत नाही ?आपल्याशी खेळावं म्हणून त्यांच्याकडून धरला जाणारा हट्ट.
5. 'वर्क फ्रॉम होम'चा पर्याय तडकाफडकी अमलात आणला गेला मानसिक त्यामुळे . .नाही मिळाला अवकाशच अनुकूलतेसलॉकडाऊन किती दिवस चालेल याचीही अनिश्चितता.
6. घरातील जेष्ठ सदस्यावर बंधनेटीव्ह की असली चालू कामं त्यांची .ी लावायचा नाही, मोठय़ानं बोलायचं नाही. नेहमीच्या वैद्यकीय उपचाराचे काय?
7. परीक्षा कधी होणार? पुढील कोर्सचे प्रवेश कसे घ्यायचे? नेहमीच्या सुट्टय़ांवरही गदा येईल?
8. अर्थव्यवस्थेवर झालेल्या गंभीर परिणामांमुळे आपली नोकरी टिकेल की नाही किंवा टिकली तरी तिचं स्वरूप काय असेल.
9. लग्न कधी होणार?जमिनीचे व्यवहार कधी करायचे? शेती माल विक्री व्यवस्था कशी करायची? अन्न निर्मिती व विक्री व्यवस्था याचे काय?
10. हॉटेल कधी सुरु होणार?हॉटेलमधील कामगारांचे काय करायचे कसा पगार ? ?भागवायचा

11. स्थलांतरित मजूर निर्माण प्रश्न जगण्याचा व उपासमारी -झाला स्थलांतरित . .नाही समजत हे लढायचं कसं लॉकडाऊनशी या तर नाही कोरोनाशी मजूराना

12. चिंता, अनिश्चितता, निराशा, धडधड, बेचैनी, उदासी, असहायता, भास, भ्रम, संभ्रम, भीती, संशय, शंका, गैरसमज आणि असुरक्षितपणा इत्यादी समस्यांचा सामना करावा लागत आहे.

13. बदलत्या परिस्थितीशी जुळवून घेणे कठीण जातेव नकारात्मक . वेळ जात नाही आणि झोपही लागत नाही .आत्महत्येचे विचार मूळ धरतात .चिडचिड होऊन कौटुंबिक वाद वाढू लागलेत.अशा अवस्थेत माणूस सैरभैर

14. खरेदी साठी बाहेर पडल्यावर आपण कोरोना संक्रमित व्यक्तीच्या संपर्कात तर येणार नाही ना तसेच ज्या व्यक्तीशी संबंध येणार आहे ती व्यक्ती कोरोना बाधित असेल तर आपण हा रोग सोबत घेऊन जातोय की काय हे टेन्शन सतत राहते.

बमुळे 19 कोविड (सद्यस्थितीतील भीती, चिंता व तणावाची कारणे

१) कोरोना व्हायरस या संसर्गजन्य आजाराची लक्षणे लवकर समजत नसल्याने आपण कोणाच्याही सहवासात गेलो तर, मग तो कितीही जवळचा असो तरी मनात एक भीती राहते . आहेत माध्यमे अनेक पसरण्याची संसर्ग हा तसेच, त्यात अगदी जीवनावश्यक वस्तू सुद्धा येतात उदादवाखाना ., किराणा, भाजीपाला, दुध इ.होतोच निर्माण हा तणाव सतत त्यामुळे .

२) लोक सरकारने सांगितलेलं ऐकत नाहीत, नियमांचे पालन करत नाहीत.

३) कोरोना पासून बचाव कसा करायचा याची माहिती सतत सोशल माध्यमातून सांगितली जातेखरेदी भाजी लोक पण ., किराणा माल, औषधं घेण्यासाठी बाहेर येतात.

४) काही जण घरात बसायची सवय नसल्याने बाहेर येतात आणि कोरोना ची शिकार होतायेत. त्यामुळे कोरोना संक्रमित संख्या वाढते आहे .

क) कोविड मुळे 19 कोणाकोणावर दुष्परिणाम

१) रोजंदारीवरील लोक

२) स्थलांतरित लोक

३) परराज्यातील कामगार

४) उद्योग

५) व्यापार

६) बँक

७) शेतकरी

८) शिक्षित तरुण

९) महसूल

१०) पर्यटन

११) लग्न व त्यावर आधारित उद्योग व व्यवसाय

१२) पारंपरिक सण व त्यावर आधारित तात्पुरते उद्योग व व्यवसाय

डमुळे 19 कोविड (निर्माण झालेल्या भीती, चिंता व तणावांच्या व्यवस्थापनासाठी उपक्रम

1. अतिरेकी चिंता टाळणे
2. जागृत ध्यान अर्थात 'meditation' करणे
3. वेळेचा अधिकाधिक सदुपयोग करणे
4. सकारात्मक विचार किंवा आशावादी दृष्टिकोन बाळगणे
5. बातम्या कमी पाहणे
6. मानसिक लवचिकता जोपासणे
7. संदिग्धतेचा सहनबिंदू वाढवणे (अँबिग्युइटी टॉलरन्स)
8. बहुविध कामांची क्षमता वाढवणे (मल्टिटास्किंग)
9. वाइट ताण (Distress) अति तणाव ,(Hyper- Stress) व तणावाखाली असणे (Hypo-Stress) हे सोडून चांगला ताण (Ustress) असू देणे.
10. लोकांमध्ये निर्माण होणारा दूर "भयगंड"करणे .
11. शक्य तेवढे सामाजिक अंतर राखून समाज प्रबोधन करणे.
12. मास्कशिवाय अनोळखी ठिकाणी किंवा अनोळखी व्यक्तीकडे जावू नये . प्रत्येकाने हात स्वच्छ धुवावे, आपला स्वच्छ रुमाल वापरावारुमाल ताबडतोब . स्वच्छकरणे .
13. रोग प्रतिकार शक्ती वाढेल असा आहार व उपचार घेणे.
14. दैनंदिन व्यायाम, गरम पाणी, वाफारे यांचा वापर करणे.
15. आपली थुंकी हवेत उडू न देणे.रस्त्यात किंवा इतर ठिकाणी थुंकू नका .
16. स्थानिक सरकारकडून घालून दिलेल्या सगळ्या नियम व कायद्यांचे काटेकोर पालन करणे.

17. गर्दी होणारे कार्यक्रम रद्द करणे. उदा. सार्वजनिक ,जत्रा ,यात्रा ,धार्मिक , कौटुंबिक

संदर्भ सूची:

७) गूगल फॉर्म प्रश्नावली https://forms.gle/U9uCUvJLcQaboybh6

८) डॉ),मुलकलवार प्रमोद .मुलकलवार मनीषा व डॉ .२०१५तणावाचे प्रबंधन (:एक चिकित्सक अभ्यास : करण्याचे कौशल्य आत्मसात करणे ही काळाची गरज Vidyabharati International Interdisciplinary Research Journal 4(2) Page 152 – 161

९) डॉहमीद दाभोलकर ., सातारा .hamid.dabholkar@gmail.com

१०) मानसशास्त्र विभाग, भोंसला मिलिटरी कॉलेज, नाशिक

११) https://www.mahamtb.com//Encyc//31/3/2020article-on-How-to-fight-Corona-.html

१२) कोरोनाशी कसे लढायचे ? दै सकाळ .दि. -31Mar- 2020

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महाविद्यालयीन स्तरावरील विद्यार्थ्यांच्या अध्यापनामध्ये वेबबेस्ड लर्निंग चा वापर आणि त्यापुढील आव्हाने

डॉ. अनिल तानाजी पाटील
(सहयोगी प्राध्यापक)
संस्थामाता सुशिलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालय तासगाव जिल्हा सांगली

प्रास्ताविक:

जागतिक स्तरावर 2020 हे वर्ष अनेक आव्हाने घेऊन आलेले आहे. कोरोना या विषाणूच्या प्रादुर्भावामुळे महामारीची साथ जागतिक स्तरावर आलेली आहे. जनजीवन पूर्णतः विस्कळीत झालेले आहे. माणसाच्या मूलभूत गरजा अन्न, वस्त्र, निवारा, आरोग्य आणि शिक्षण याचे अतोनात नुकसान झाले आहे. जागतिक महामारीचा विचार करता या अगोदर 1919 च्या पूर्वी भारतामध्ये आणि संपूर्ण जगात प्लेग साथआली होती. त्याकाळीही जीवितहानी ही प्रचंड प्रमाणात झाली होती. देशावरती असणारे परकीयांचे राज्य, हे प्लेग बरोबरच भारतीयांना जीवन नकोसे करणारे झाले होते. आजची परिस्थिती त्यापेक्षा वेगळी आहे. भारताला स्वातंत्र्य मिळवून आपले स्वयंपूर्ण झालो आहोत. अन्नधान्याच्या बाबतीत आपण विज्ञानाच्या साथीने हरितक्रांती घडवून आणलेली आहे. शिक्षणामध्ये सुद्धा जागतिक स्तरावर राष्ट्राचे योगदान हे मोठे आहे. भारतामधील विद्यापीठे आणि आयआयटी सारख्या नामांकित संस्था तंत्रज्ञानामध्ये प्रगती साधत आहेत. कोरोना काळामध्ये शालेय विद्यार्थ्यांपासून ते महाविद्यालयीन किंवा विद्यापीठ स्तरावरच्या विद्यार्थ्यांचे शिक्षण बंद पडू नये यासाठी राज्य शासनाने आणि आणि केंद्र सरकारने योजना तयार केल्या आहेत.

महाविद्यालय स्तरावर ऑनलाइन शिक्षण पद्धती राबविण्यासाठी विद्यापीठाने महाविद्यालय सुरू झाल्यानंतर किमान एक महिना अगोदर महाविद्यालयीन शिक्षकांना अध्यापनाची कार्यनिती निश्चित करण्यास ,नियोजन करण्यास, मूल्यमापन योजना ठरविण्यास वेळ दिलेला होता. विद्यापीठाच्या दिशा निर्देशानुसार पहिल्या महिन्यामध्ये बी.एड प्रशिक्षणार्थींना वर्ग अध्यापन करण्यासाठी ऑनलाईन शिक्षण पद्धती कशा पद्धतीने वापरता येईल,याबाबत माहिती देण्यात आली. विद्यार्थ्यांच्या दृष्टीने सहज वापरता येणाऱ्या आपलिकेशन ची निवड करण्यात आली.

गरज व महत्त्व :

1. वर्ग अध्यापन करणे सद्य परिस्थितीमध्ये अशक्य आहे.

2. महाविद्यालयातील अध्ययनार्थीचे अध्ययन बंद होऊ नये म्हणून ऑनलाइन किंवा वेबबेस्ड लर्निंग आवश्यक आहे.

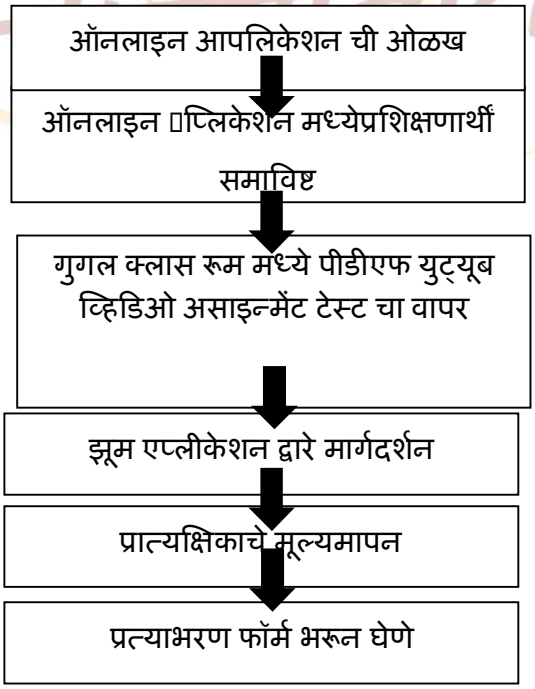
<u>व्याप्ती व मर्यादा</u>:

1. प्रस्तुत संशोधन कार्य करत असताना संशोधकाने केवळ चार वेब अप्लिकेशन चा विचार केलेला आहेi . Google Doc ii. Google classroom iii. Zoom meet iv . YouTube
2. वस्तू संशोधन कार्यामध्ये बी.एड वर्गातील केवळ गणित अध्यापन पद्धतीच्या प्रशिक्षणार्थीचा विचार केलेला आहे.
3. हे संशोधन कार्य मराठी माध्यमातील बी.एड करणाऱ्या विद्यार्थ्यांसाठी मर्यादित आहे.
4. विद्यार्थ्यांशी सातत्यपूर्ण सम्प्रेषण होण्यासाठी व्हाट्सअप अप्लिकेशन चा वापर
5. .गूगल क्लासरूम द्वारे अध्यापनाच्या पीडीएफ नोट्स, मूल्यमापनाचे किंवा गृह पाठाचे कार्य करण्यासाठी असेसमेंट फॉर्म तयार करणे.
6. व्हिडीओ कॉन्फरन्सिंग साठी झूम ॲप चा वापर करणे.

<u>नमुना निवड</u>:

बी.एड द्वितीय वर्षातील सत्र तीन मधील गणित अध्यापन पद्धतीच्या प्रशिक्षणार्थीची निवड सहेतुक पद्धतीने केलेली आहे. गणित अध्यापनाच्या 25 विद्यार्थिनीचा प्रतिसादक म्हणून विचार केलेला आहे.

<u>ऑनलाइन टीचिंग लर्निंगची कार्यनिती</u>



कार्यनिती निश्चित केल्यानंतर त्याची

अंमलबजावणी करणे हे बी.एड. प्रशिक्षणार्थींच्या दृष्टीने नाविन्यपूर्ण कार्य होते. यासाठी संशोधकांनी प्रथम वरील अप्लिकेशन ची ओळख करून दिली. ती आपलिकेशन कशी वापरायची याचा सराव करण्यास सांगितले यासाठी दोन आठवड्यांचा कालावधी निश्चित करण्यात आला.Google Classroom क्रिएट केल्यानंतर त्यामध्ये विद्यार्थ्यांना समाविष्ट करून घेण्यात आले.विद्यार्थ्यांच्याकडे असणारे इंटरनेटचे ज्ञान व उपलब्धता तसेच अप्लिकेशन वापरामध्ये विद्यार्थ्यांचा असणारा उत्साह पाहण्यासाठी Google Form तयार करण्यात आला.या फर्मच्या माध्यमातून जी माहिती संशोधकाला मिळाली त्याद्वारे गूगल क्लासरूम ची कार्यनिती काय असणार आहे ते विद्यार्थ्यांना या फ्लो चार्ट माध्यमातून समजून सांगण्यात आले.विद्यार्थ्यांना आपलिकेशन चे कोणतेही दडपण येणार नाही यासाठी झूम ॲपद्वारे मीटिंगमध्ये विद्यार्थ्यांना स्क्रीन शेअर च्या माध्यमातून अध्यापन करण्यात आले. झूम मीटिंगमध्ये वर्गातील वातावरण तयार करण्यासाठी श्री स्वामी विवेकानंद शिक्षण संस्था कोल्हापूर संस्थेचे प्रार्थना ध्वनिफिती च्या साह्याने विद्यार्थ्यांना ऐकवण्यात आली.याचा एक उत्तम फायदा असा झाला की घरात बसूनही विद्यार्थ्यांना महाविद्यालयातील वर्गखोलीत बसल्याचा अनुभव आला आणि तो अनुभव त्यांनी प्रत्याभरण फॉर्ममध्ये मतप्रदर्शित करत असताना नोंदविला.

गूगल क्लासरूम हे महाराष्ट्र राज्य सरकारने शालेय शिक्षणापासून ते महाविद्यालयापर्यंत वापरण्यासाठी प्रमाणित केलेले एक योग्य ॲप्लिकेशन आहे.

निष्कर्ष

1. महाविद्यालयीन विद्यार्थ्यांमध्ये यापूर्वी Web Based Learning चा वापर करण्याचे प्रमाण हे 44.8 टक्के होते.
2. प्रशिक्षणार्थी अध्यायनामध्ये युट्युबचा वापरकरण्याचे प्रमाण40.7 टक्के करत होते.
3. 17.2 टक्के भागामध्ये इंटरनेट वापरामध्ये अडचणी जाणवत होत्या.
4. 93.7 टक्के विद्यार्थिनींना ऑनलाइन किंवा web based learning मध्ये अभिरुची होती.
5. 96.4 टक्के विद्यार्थिनी झूम क्लासरूम मीटिंगमध्ये उपस्थित होत्या.
6. 64.5 टक्के प्रशिक्षणार्थींना नेटवर्क प्रॉब्लेम ची समस्या जाणवत होती.
7. 67.9 टक्के प्रशिक्षणार्थींना वेबबेस्ड लर्निंग गूगल क्लासरूम वापरत असताना सहजता आहे असे जाणवले.
8. 13 टक्के विद्यार्थ्यांना मोबाईल डाटा मर्यादित असल्याने फाईल अपलोड करण्यासाठी समस्या जाणवत होत्या.

शिफारशी:

1. Google Classroom हे आपलिकेशन विंडो बेस असल्यामुळे विद्यार्थ्यांचाही अडचणी तात्काळ दूर करणारे असे आहे.
2. या ॲपच्या माध्यमातून विद्यार्थ्यांचे गृहकार्य शिक्षका पर्यंत सहजतेने प्राप्त होते.
3. विद्यार्थ्यांना तात्काळ प्रत्याभरण करता येते.
4. गुणदान केलेले विद्यार्थ्यांना ताबडतोब समजते.
5. प्रत्याभरण ताबडतोब मिळत असल्याने पुढे होणाऱ्या चुका टाळता येतात.
6. गृहकार्य करताना आत्मविश्वास वाढतो.

वरील सर्व कारणांचा विचार करता गूगल क्लासरूम शालेय स्तरावर ती वापरणे सद्य परिस्थितीमध्ये अत्यावश्यक वाटते.बी.एड प्रशिक्षणार्थी च्या अध्यायनामध्येखंड पडू नये म्हणून या अप्लिकेशन ची संशोधक शिफारस करत आहे.बी.एड हे प्रशिक्षणार्थी भावी शिक्षक होणार आहे त्यांना अद्यावत कौशल्य आत्मसात करण्यासाठी हे अप्लिकेशन अधिक फायद्याचे आहे

<u>ऑनलाइन टीचिंग लर्निंग पुढील आव्हाने:</u>

1. ऑनलाइन टिचिंग करणे सर्वच बी.एड महाविद्यालयातील प्राध्यापकांना कमी वेळात शक्य होईल असे नाही.
2. महाविद्यालयातील शिक्षकांनी प्रशिक्षण न घेतल्यामुळे त्यांना निश्चित मर्यादा आहेत.
3. अध्यापन कार्यामध्ये तज्ज्ञता नसेल तर ते प्रभावी होईलच असे नाही.

<u>संदर्भ</u>

1. WAI CHINGPOON: A study of web-basedlearning (WBL) environment inMalaysia,https://www.researchgate.net
2. Feedback form for online teaching: https://forms.gle/ngY9G9ULgpBEnBbT7

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शिक्षणशास्त्र महाविद्यालयातील प्रशिक्षणार्थीची शांतता शिक्षणविषयक जाणीव : एक अभ्यास

प्रा. स्नेहलता दत्तात्रय दळवी
डॉ. एस.एस.एम. पी. कॉलेज ऑफ एज्युकेषन,
अहमदपूर, जि. लातूर

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सारांश :

आधुनिक काळात तंत्रज्ञानाच्या प्रगतीमुळे मानवी जीवन अधिक गुतांगुतीचे धावपळीचे झालेले आहे. मानवाने आपल्या स्वबळावर प्रगती केलेली आहे. सतत कोणत्याकोणत्या प्रसंगामुळे मानवावरील ताण वाढत आहे. सर्वत्र अशांतता पसरलेली आहे. त्याला शांततेची अत्यंत गरज आहे. तरच त्याचे जीवन निरोगी सुखी समाधानी होईल.

शांतता शिक्षणाची सगळयात जास्त गरज देशातील युवक वर्गाला आहे. ज्याचा मेंदू अधिक उत्तेजित आणि अधिक संवेदनशील आहे. युवक वर्ग हा देशाचा भावी नागरीक आहे. हे नागरीक घडविण्याचे काम शाळा महाविद्यालयामध्ये केले जाते. याच महाविद्यायातून शांतता शिक्षण देणे आश्यक आहे. त्याच बरोबर शिक्षणशास्त्र महाविद्यालयामध्ये शिक्षक घडविण्याचे काम केले जाते हे भावी शिक्षक जीवन जगत असताना तणावहीन रहावेत स्वत:चे काम त्यांनी व्यवस्थित करावे. या करीता शांतता शिक्षणाची गरज आहे. त्यामुळे प्रशिक्षणार्थीमध्ये सकारात्मक दृष्टिकोन निर्माण होण्यास मदत होईल. भावी काळात शिक्षक म्हणून काम करत असताना त्यांच्या समोर असणाऱ्या विद्यार्थ्यांचा व्यक्तिमत्व विकास करण्यास त्यांना मदत होईल. विविध उपक्रमांच्या माध्यमातून शांतता शिक्षण देण्याचा प्रयत्न हे भावी शिक्षक म्हणजे आजचे प्रशिक्षणार्थी चांगल्या पध्दतीने करतील म्हणूनच शांतता शिक्षण विषयक जाणिव प्रशिणार्थीना व्हावी या करीता सदर संशोधन विषयाची निवड करण्यात आली. शिक्षक

प्रशिक्षण महाविद्यालयातील प्रशिक्षणर्थींना शांतता शिक्षण दिले जाते का? तसेच हे शिक्षण देण्यासाठी कोणत्याप्रकारचे नियोजन केले जाते.या संदर्भातील सद्यस्थिती कशा प्रकारची आहे. याचा विचार या संशोधनात केलेला आहे.

शांतता शिक्षण विषयक जाणीवेसाठी प्रशिक्षणार्थींना प्रश्नावली देण्यात आली ही प्रश्नावली तज्ज्ञांच्या मार्गदर्शानानुसार तयार करण्यात आली. या प्रश्नावलीद्धारे प्रशिक्षणार्थींची मते जाणून घेतली आहेत त्यानुसार निष्कर्ष काढण्यात आले व शिफारशी केल्या आहेत.

की वर्ड (KeyWord): शांतता शिक्षण, प्रशिक्षणार्थी, शांतता शिक्षण विषयक जाणीव, ताणतणाव ,शांतता शिक्षणाची सद्यस्थिती, शिक्षणशास्त्र महाविद्यालय इ.

प्रस्तावना :

शातंता peace व education शिक्षण या दोन्ही संकल्पनांचे एकात्मीकरण म्हणजे शांततेसाठी शिक्षण होय. शांततेचा अर्थ पुढील प्रमाणे सांगता येईल. ' वैयक्तिक सामाजिक राष्ट्रीय व आंतरराष्ट्रीय स्तरावर प्रत्येकाच्या स्वातंत्र्याचा सन्मान ठेवून कोणत्याही प्रकारची अराजकता निर्माण न होता न्याय भावनेने सलोखा, स्वस्थता समाधान व सुखासिन अवस्था निर्माण होण्यासाठी व्यक्तिमत्वाचा विकास साधण्याची प्रक्रिया म्हणजे शांतता होय.' शिक्षण म्हणजे व्यक्तिमत्वाचा सर्वांगीण विकास होय. यामध्ये वैचारिक, बौध्दिक व्यवहारिक शहाणपण शारिरिक स्वास्थ सामाजिकता, नैतिकता, नागरिकत्व, मानवता विश्वबंधुत्व इ. कौशल्य विकसित करून व्यक्तिमत्व संपन्न व समृध्द होणे अपेक्षित आहे त्यासाठी शिक्षण हे सर्वश्रेष्ठ साधन आहे. अहिंसा, प्रेम, विश्वास, सहकार्य, परस्पर आदर हा शांततेसाठीच्या शिक्षणाचा खरा पाया मानला आहे.महात्मा गांधी म्हणतात' If we are to teach peace in this world we shall have to begin with children शालेय स्तरापासूनच विद्यार्थ्यामधील उर्जेचा, क्षमतांचा, प्रज्ञेचा कौशल्यांचा वापर शांतता प्रस्थापित करण्यासाठी करणे तसेच विद्यार्थ्यांना विश्वाचे भावी शांतीदूत बनवणे हाच या शांततेसाठीच्या शिक्षणाचा हेतू

आहे.अजूनही या शिक्षणाबाबत म्हणावी तशी जाणीवजागृती जगभरात निर्माण झाली नाही.

आज ज्ञानाचा प्रचंड प्रस्फोट झालेला आपणाला दिसून येतो त्याचबरोबर प्रत्येक क्षेत्रात झापाटयाने बदल होत आहेत.उदा.आर्थिक क्षेत्र अभियांत्रिकी वैदयकिय इ. याच्या जोडीला शिक्षण क्षेत्र हे मागे नाही. शिक्षणामध्ये निर्माण होणा—या समस्या यामध्ये लोकसंख्या वाढ, अंधश्रध्दा, पर्यावरणीय समस्या, लैंगिक शोषण निरीक्षरता यासाठी रामबाण उपाय म्हणजे शिक्षण होय. ही अशातंता नष्ट करण्यासाठी शांतता शिक्षणाची गरज आहे.' शांतता सदभाव सहिष्णूता ही प्रगतीची लक्षण आहेत'.

महात्मा गांधी

महात्मा गांधीजी यांना शांततेचे दूत संबोधले जाते. अहिंसेच्या मार्गाने शांतता निर्माण करता येते. असे गांधीजीने सांगितलेले आहे. त्याचबरोबर भगवान बुध्दानी मनुष्याच्या दु:खाचे मूळ कारण ही अशांतता आहे.ती दूर करण्यासाठी शांतीचा अहिंसेचा मार्ग स्विकारण्यास सांगितलेले आहे. शिक्षणाच्या प्रसाराचा अभाव हे अशांततेचे कारण मानले जाते. त्याकरिता शांततेसाठी शिक्षण देणे गरजेचे आहे. अभ्यासक्रमाच्या माध्यमातून त्याचबरोबर वेगवेगळया उपक्रमाच्या माध्यमातून प्राथमिक ते महाविद्यालयीन स्तरापर्यंत शांततेसाठी शिक्षण देणे आवश्यक आहे.हे शिक्षण देण्यासाठी शिक्षक हा परिपूर्ण असला पाहिजे. त्याने आत्मसात केलेल्या सर्व कौशल्याबरोबर स्वत:मध्ये शांतता निर्माण केली पाहिजे. शिक्षकांनी स्वत:च्या भूमिका ओळखून समाजाच्या सुरक्षिततेसाठी निकोप मानवी संबंध दृढ करण्यासाठी सामाजिक स्वास्थ राखण्यासाठी शांततेसाठी शिक्षणाकडे पाहण्याचा दृष्टिकोन हा सकारात्मक असला पाहिजे.यासाठी सेवापूर्व प्रशिक्षणाच्या अभ्यासक्रमामधून शांततेसाठी शिक्षणाची आवश्यकता आहे.

प्रशिक्षणार्थीच्या मनामध्ये अनेक प्रश्न निर्माण झालेले दिसून येतात.एक प्रश्न म्हणजे मला नोकरी मिळेल का? मी चांगला शिक्षक होऊ शकेल का ? यामुळे

त्याची मन:शांती हरविलेले दिसते. त्याचा परिणाम प्रशिक्षणार्थीच्या व्यक्तिमत्त्व विकासावर होतो असे नकारात्मक विचार काढून टाकण्यासाठी त्याच बरोबर भांबावून न जाता अनेक प्रश्नाची उकल कशी करावी विचार आणि भावना याचा समतोल कसा साधावा वैचारिक भूमिका कशी असावी तसेच शिक्षक हा समाजाचा महत्त्वाचा घटक आहे त्यामुळे समाजामध्ये वाढत असलेला अन्याय, अत्याचार, दहशतवाद, भ्रष्टाचार, पर्यावरणीय समस्या हे सर्व प्रश्न त्याने शांततेच्या मार्गाने कसे सोडवावेत याकरीता शांतता शिक्षणाची आवश्यकता आहे.

संशोधनाची गरज व महत्त्व :

आज सर्वत्र अशांतता निर्माण झालेली आहे ही एक मोठी समस्या मानवापुढे उभी आहे. ही समस्या सोडविण्यासाठी शिक्षण महत्त्वाचे आहे. शिक्षणाच्या माध्यमातून शांतता निर्माण करण्याचा प्रयत्न मोठया प्रमाणात करता येईल जगात शांतता नांदावी याकरीता भगवान गौतम बुध्द आणि महात्मा गांधीजी यांनी अहिंसेचा मार्ग अवलंबला मानवाला भेडसावणाऱ्या समस्या या शांततेतूनच सुटणार आहेत शिक्षण क्षेत्रातही शांततेसाठीचे शिक्षण जाणीवपूर्वक विद्यार्थ्यांना द्यावे हा विचार आला आहे. शिक्षक शिक्षणातही त्याचा अंतरभाव करण्यात आला आहे.

शिक्षक प्रशिक्षक महाविद्यालयामध्ये शिक्षक घडविण्याचे काम केले जाते. भावी काळामध्ये शिक्षक म्हणून काम करत असताना येणा—या समस्यांना तोंड देण्यासाठी त्याचबरोबर त्या समस्या शांततेच्या मार्गाने कशा सोडविता येतील त्याचबरोबर एक चांगला विद्यार्थी घडविण्यासाठी तसेच देशाचा विकास करण्यासाठी शांतता शिक्षणाची गरज आहे.शिक्षणशास्त्र महाविद्यालयातून शांतता शिक्षण दिले तर त्याचे महत्त्व प्रशिणार्थीना समजेल समाजाचा कुटुंबाचा विकास करण्यास मदत हाईल आरोग्याचे महत्त्व समजेल प्रशिणार्थीमध्ये शांतता शिक्षविषयक जाणीव निर्माण होउन सकारात्मक दृष्टीकोन येईल यासाठी प्रस्तुत संशोधन गरजेचे व महत्त्वाचे आहे.

संशोधनाची उद्दिष्टे :

१. शिक्षणशास्त्र महाविद्यालयातील प्रशिणार्थीना दिल्या जाणा—या शांतता शिक्षणाच्या सद्यस्थितीचा अभ्यास करणे.

२. प्रशिक्षणार्थींच्या शांतता शिक्षण षियक जाणिवेचा अभ्यास करणे .

३. प्रशिणार्थींच्या शांतता शिक्षण विषयक जाणीवेतून सकारात्मक दष्टीकोनासाठी शिफारसी सुचवणे.

संशोधनाची गृहितके :

१. प्रशिणार्थी शांतता शिक्षणाकडे गांभीर्याने पाहत नाहीत.

२. प्रशिक्षणार्थीना शांतता शिक्षणविषयक जाणीवेचा सकारात्मक दष्टिकोन निर्माण होण्यास मदत करणे.

व्याप्ती व मर्यादा :

व्याप्ती :

प्रस्तुत संशोधन हे लातूर जिल्हयातील अहमदपूर तालुक्यातील शिक्षणशास्त्र महाविद्यालयाशी संबंधीत आहे.

प्रस्तुत संशोधन हे शिक्षणशास्त्र महाविद्यालयातील प्रशिक्षणार्थीशी संबंधीत आहे.

मर्यादा :

प्रस्तुत संशोधन हे शिक्षणशास्त्र महाविद्यालयातील प्रशिक्षणार्थींच्या शांतता शिक्षणविषयक जाणीवेपुरतेच मर्यादीत आहे.

प्रस्तुत संशोधन हे शांतता शिक्षापुरतेच मर्यादीत आहे.

नमुना निवड :

प्रस्तुत संशोधना संभाव्यतेवर आधारित सुगम यादच्छिक नमुना निवडपध्दतीचा वापर केला आहे. अहमदपूर तालुक्यातील सर्वच म्हणजे ४ शिक्षणशास्त्र महाविद्यालयाची म्हणजे संपूर्ण जनसंख्येची निवड केली आहे. निवडलेल्या ४

महाविद्यालयातील १०० प्रशिक्षणार्थीची निवड असंभाव्यतेवर आधारीत लॉटरीपध्दतीने सहेतुक नमुना निवड पध्दतीने केली आहे.

संशोधन पध्दती :

संशोधनाच्या वेगवेगळया पध्दती आहेत त्यामध्ये ऐतिहासिक,वर्णनात्मक व प्रायोगिक.इ. त्यापैकी प्रस्तुत संशोधनासाठी वर्णनात्मक संशोधन पध्दतीमधील सर्वेक्षण पध्दतीचा वापर केला आहे.

माहिती संकलनची साधने :

संशोधनाची माहिती संकलीत करण्यासाठी वेगवेगळया साधनाचा वापर केला जातो. त्यामध्ये प्रश्नावली, मुलाखत, निरीक्षण, पदनिश्चयन श्रेणी इ.साधने वापरली जातात त्यापैकी प्रस्तुत संशोधनासाठी प्रशिक्षणार्थींच्या शांतता शिक्षण विषयक जाणिवेचा अभ्यास करण्यासाठी प्रश्नावली या साधनाची निवड करण्यात आली.

संशोधन कार्यपध्दती :

प्रस्तुत संशोधनामध्ये संशोधकानी प्रश्नावली या साधनाचा वापर माहिती संकलनासाठी केलेला आहे. शांतता शिक्षणाची शिक्षणशास्त्र महाविद्यालयातील सद्यस्थिती तसेच प्रशिक्षणार्थीना शांतता शिक्षणविषयक असणारी जाणीव हे पाहण्यासाठी प्रश्नावली तयार करण्यात आली त्यामध्ये २० प्रश्नांचा समावेश केला. ही प्रश्नावली शिक्षणशास्त्रातील तज्ज्ञाकडून तपासून घेतली त्यांच्या सूचनेनुसार त्यामध्ये अपेक्षित बदल करून अंतिम प्रश्नावली तयार केली.

प्रश्नावली या साधनामध्ये शांतता शिक्षणाचा अर्थ, गरज, आवश्यकता, महत्त्व, कौटुबिंक, सामाजिक शैक्षणिक विकासासाठी उपयोग. मानवी हक्क, मूल्यजोपासना, भावनिकविकास, अहिंसक वृत्ती यासाठी शांतता शिक्षणाची गरज कशी आहे, समायोजन, ताणतणाव व्यवस्थापन, मनशांती यासाठी शांतता शिक्षणाची गरज आहे का?यावर आधारीत प्रश्नावली तयार केली त्याचे स्वरूप होय नाही तसेच योग्य पर्याय निवडा लघुत्तरी हे होते. यातून शांतता शिक्षणविषयक प्रशिक्षणार्थींना

असणारी जाणिव तपासून पाहणे हा उद्देश होता या़द्धारे संशोधनासाठी आवश्यक असणारी माहिती संकलित केली.

महितीचे विश्लेश्षण व अर्थनिर्वचन :

प्रस्तुत संशोधनामध्ये संकलित माहितीचे विश्लेषण हे तक्त्याच्या स्वरूपात करून त्यावरून अर्थनिर्वचन केले याकरिता शेकडेवारी या संख्याशाास्त्रीय साधनाचा वापर करण्यात आला.

निष्कर्ष :

१. सर्व प्रशिक्षणार्थी म्हणजे १०० टक्के प्रशिक्षणार्थींच्या मते शांतता शिक्षणाची गरज आहे.

२. ९० टक्के प्रशिक्षणार्थींनी शांतता शिक्षणाविषयी माहिती देण्याचा प्रयत्न चांगला केला.

३. ७० टक्के प्रशिक्षणार्थींच्या मते कौटुंबिक, सामाजिक, शैक्षणिक विकासासाठी शांतता शिक्षण आवश्यक आहे.

४. शिक्षणशास्त्र महाविद्यालयामध्ये ९७ टक्के प्रशिक्षणार्थींच्या मते शांतता शिक्षणासाठी प्रयत्न केले जात नाहीत.

५. ९० टक्के प्रशिक्षणार्थींच्या मते महाविद्यालयामध्ये शांतता शिक्षणाासाठी उपक्रम राबवणे आवश्यक आहे.

६. ८० टक्के प्रशिक्षणार्थींच्या मते मानवी हक्क व मूल्य यासाठी शांतता शिक्षणाची आवश्यकता आहे.

७. ९० टक्के प्रशिक्षणार्थींच्या मते ताणतणाव मनशांती यासाठी शांतता शिक्षण उपयुक्त आहे.

८. शांतता शिक्षण हे मानवी मूल्य जोपासण्यासाठी तसेच दहशतवाद, मानसिक आरोग्य यासाठी गरजेचे आहे. असे ६० टक्के प्रशिक्षणार्थींनी सांगितले.

९. शिक्षक प्रशिक्षकाकडून शांतता शिक्षण देण्यामध्ये अडचणी येत असल्याचे ७५ टक्के प्रशिक्षणार्थीनी सांगितले.

१०शांतता शिक्षणासाठी ९० टक्के प्रशिक्षणार्थीच्या मते योगा, मेडिटेशन याचा उपयोग प्रभावी होईल.

शिफारशी :

वरिल निष्कर्षाच्या आधारे संशोधकाने पुढीलप्रमाणे शिफारशी केल्या आहेत.

१. प्रशिक्षणार्थीना शांतता शिक्षणाचा अर्थ, गरज व महत्व वेगवेगळया उपक्रमाद्वारे सांगावे.

२. शांतता शिक्षणाचे महत्व शिक्षक प्रशिक्षकाने अध्ययन अध्यपनाच्या माध्यमातून सहशालेय उपक्रमातून पटवून दयावे.

३. शिक्षक प्रशिक्षकांनी अध्यापनाच्या विषयानुसार शांततेसाठी शिक्षण देण्यासंदर्भात कार्यक्रम निर्मिती तसेच कार्यक्रम विकसन करावे.

४. समाजसेवा, शालेय अनुभूती यासारख्या उपक्रमातून शांततेचे महत्व प्रशिक्षणार्थीना सांगावे व प्रत्यक्ष अनुभव दयावा.

५. शिक्षणशास्त्र महाविद्यालयामध्ये शांतता शिक्षणासाठी तज्ज्ञांचे व्याख्यान, चर्चा, मुलाखतीचे आयोजन करावे.

६. शांतता शिक्षणासाठी योगा, मेडिटेशन सारख्या उपक्रमाचे आयोजन करावे.

७. अध्ययन, अध्यापनाच्या माध्यमातून प्रशिक्षणार्थीमध्ये शिक्षक प्रशिक्षकानी शांतता शिक्षणावर चर्चा घडवुन आणावी.

८. प्रशिक्षणार्थीच्या ताणतणाव व्यवस्थापन व मनशांतीसाठी तज्ज्ञ व्यक्तींचे मार्गदर्शन प्रशिक्षणार्थीना दयावे.

९. प्रशिक्षणार्थी हे उदयाचे भावी शिक्षक आहेत. त्या दृष्टीने विद्यार्थ्यांमध्ये शांतता निर्माण करण्यासाठी त्यांना योग्य मार्गदर्शन करावे.

१०. विद्यापीठ स्तरावर बी. एड. अभ्यासक्रमामध्ये शांतता शिक्षण हा विषय ऐच्छीक न ठेवता सक्तीचा करावा.

संदर्भ ग्रंथ :

१. पारसनिस न. रा (१९९५) शिक्षकांचे प्रशिक्षण, पुणे, नुतन प्रकाशन

२. करंदीकर सुरेश, मंगरूळकर मिना (२००६) उदयोन्मुख भारतीय समाजातील शिक्षण, कोल्हापूर, फडके प्रकाशन.

३. डॉ रमा भोसले, डॉ. उज्वला डोणे, (२०१०) शिक्षणातील बदलते विचार प्रवाह, कोल्हापूर, फडके प्रकाशन.

४. पंडित बन्सी बिहारी (२०१०) शिक्षणातील संशोधन, पुणे, नुतन प्रकाशन.

५. मुळे रा. श. उमाठे वि.मु. (१९८७) शैक्षणिक संशोधनाची मुलतत्वे, नागपूर प्रकाशन

आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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भारतातील उच्च शिक्षणासमोरील आव्हाने आणि समस्या

प्रा. डॉ. आनंद ज्ञानेश्वर शिंदे,

शिक्षणशास्त्र विभागप्रमुख,

लक्ष्मीबाई भाऊराव पाटील महिला महाविद्यालय, सोलापूर

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- **प्रस्तावना:**

राष्ट्रीय विकासामध्ये उच्च शिक्षणाची भूमिका अतिशय महत्त्वपूर्ण आहे. गेल्या सात दशकांत भारतातील उच्च शिक्षणाचा वेग वाढला आहे. सध्या उच्च शिक्षण देणाऱ्या संस्थांची संख्या पाहता भारताची उच्च शिक्षण प्रणाली जगात दुसर्याच क्रमांकावर आहे. स्वातंत्र्यानंतर त्याचा वेगवान विकास झाला आहे. भविष्याकाळात, भारत उच्च शिक्षणाचे सर्वात मोठे शिक्षण केंद्र बनेल. स्वातंत्र्यानंतरच्या उच्च शिक्षण क्षेत्रात विद्यापीठे किंवा विद्यापीठस्तरीय संस्था व महाविद्यालये यांच्या संख्येत प्रचंड वाढझाली आहे. ६ ते १४ वर्षे वयोगटातील सर्व मुलांना सक्तीचे आणि मोफत शिक्षण देण्यासंबंधीच्या 'राईट टू एज्युकेशन ॲक्ट' ने देशाच्या शिक्षण व्यवस्थेत एक क्रांती घडवून आणली आहे. उच्च शिक्षणात खासगी क्षेत्राच्या सहभागामुळे बरेच बदल घडले आहेत. आज भारतातील ६०% पेक्षा जास्त उच्च शिक्षण संस्था खासगी क्षेत्राद्वारे चालविल्या जात आहेत. गेल्या दशकभरात अशा संस्थांच्या स्थापनेला वेग आला आहे ज्यामुळे भारत जगातील सर्वाधिक उच्च शिक्षण देणाऱ्या संस्थांमध्ये राहिला आहे आणि उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या ही दुसर्या क्रमांकावर आहे. राष्ट्रीय विकासासाठी उच्च शिक्षण विशिष्ट ज्ञान आणि कुशल व्यक्ती प्रदान करते. आपली अर्थव्यवस्था पुढे नेण्यासाठी भारताला अधिक कुशल आणि सुशिक्षित लोकांची आवश्यकता आहे. आपल्या भोवतालच्या देशात असे बरेच भारतीय आहेत जे त्यांच्या क्षमता आणि कौशल्यांसाठी परिचित आहेत. भारताला शैक्षणिक केंद्र म्हणून विकसित करण्यासाठी किंवा जागतिक अर्थव्यवस्थेत एक समृद्ध भागीदार होण्यासाठी, भारतास विशेषत: संशोधन आणि विकासासह सामान्य आणि उच्च शिक्षणाचे गुणात्मकरित्या बळकटीकरण केले पाहिजे.

- **भारतातील उच्च शिक्षणाची सद्यस्थिती:**

भारत हा नेहमीच विद्वान आणि अभ्यासकांचा देश राहिला आहे. प्राचीन काळी, भारत तक्षशिला, नालंदा, विक्रमशीला आणि त्याच्या सारख्या असंख्य विद्यापीठांकरिता जगभर प्रसिद्ध होते. स्वातंत्र्याच्या वेळी भारतात फक्त २० विद्यापीठे आणि ५०० महाविद्यालये होती ज्यात २.१ लाख विद्यार्थ्यांची नोंद होती. परंतु स्वातंत्र्यानंतर या सर्व संख्येत वेगवान वाढझाली आहे. आमची उच्च शिक्षण व्यवस्था केवळ महाविद्यालये आणि विद्यापीठांमध्येच नाही तर नावनोंदणीतही सुधारत असल्याचे पुढील सारणीमध्ये दिसून येते.

संस्था आणि नावनोंदणी	वर्षे		
	१९५० - ५१	१९९० - ९१	२०१५ - १६
विद्यापीठांची संख्या	२८	१७७	७५३
महाविद्यालये संख्या	५७८	७३४६	४१४३५
शिक्षकांची संख्या (लाखात)	०.२४	२.७२	१४.३८
विद्यार्थ्यांची संख्या (लाखात)	२.५	४९	२८५

(स्त्रोत: यूजीसी वार्षिक अहवाल, २०१५ - १६)

- **भारतातील उच्च शिक्षणासमोरील आव्हाने :**

हे आपले ७४ वे स्वातंत्र्याचे वर्ष असूनही आपली शिक्षणपद्धती पूर्ण विकसित झालेली नाही. जगातील पहिल्या १०० विद्यापीठांमध्ये एका भारतातील एकही विद्यापीठ येण्याएवढे अजून आम्ही सक्षम नाही. या सात दशकांत विविध सरकारे बदलली. त्यांनी शिक्षण प्रणालीला चालना देण्याचा प्रयत्न केला आणि विविध शैक्षणिक धोरणे लागू केली परंतु जगात भारतातील उच्च शिक्षणाचे उदाहरण मांडण्यासाठी ते पुरेसे नव्हते. उच्च शिक्षण क्षेत्रातील गुणवत्तापूर्ण शिक्षणावर यूजीसी चे लक्ष केंद्रित आहे व ती निरंतर कार्यरत आहे तरीही आपल्या शिक्षणपद्धतीत अनेक समस्या व आव्हानांचा सामना करावा लागत आहे. भारतातील उच्च शिक्षण प्रणालीतील काही मूलभूत आव्हानांची खाली चर्चा केली आहे :

१. **आर्थिक अडचणी:** समाजात सध्या उच्च शिक्षण प्रणालीत असलेली सर्वात महत्वाची समस्या म्हणजे आर्थिक अडचण होय. उच्च शिक्षणातील विद्यार्थी हे सामान्य वर्गातून येत आहेत त्यापैकी बरेच लोक स्वत: साठीच्या आवश्यक किमान गरजा पुरवण्यास असमर्थ

आहेत. वाढती बक्षिसे, ऐशोआराम जीवनासाठी पैशांची उधळपट्टी करण्याची सवय, वाढती लोकसंख्या, अन्नपुरवठा टंचाई, भ्रष्टाचार, स्वार्थ इत्यादीमुळे आर्थिक त्रास वाढला आहे. शैक्षणिक खर्चाची भरपाई करण्यासाठी विद्यार्थी अर्धवेळ नोकरी करत आहेत आणि त्यामुळे त्यांचे लक्ष नोकरी आणि महाविद्यालयीन व विद्यापीठ शिक्षण त्यांच्यात विभागले गेले आहे. आज एकूण विद्यार्थ्यांपैकी जवळपास ७५% विद्यार्थी आर्थिक अडचणीत सापडले आहेत. कमवा आणि शिका यासारख्या योजना आर्थिक आव्हानांना सामोरे जाण्यासाठी विद्यार्थ्यांना पुरेसे समर्थन देऊ शकत नाही.

२. **विद्यार्थ्यांच्या सकल पट नोंदणीचे कमी प्रमाण:** उच्च शिक्षणातील भारताचे एकूण सकल पट नोंदणी प्रमाण (जीईआर) केवळ १५% आहे जे विकसित व इतर विकसनशील देशांच्या तुलनेत अगदी कमी आहे. ऑस्ट्रेलिया, रशिया आणि अमेरिका यासारख्या देशांचे 'ग्रॉस एनरोलमेंट रेट्स' (जीईआर) ७५ ते ८०% पर्यंत आहेत. सध्या देशात शालेय स्तरावर नावनोंदणी वाढल्यामुळे, देशातील उच्च शिक्षणाची वाढती मागणी पूर्ण करण्यासाठी उच्च शिक्षण संस्थांचा पुरवठा अपुरा पडतो आहे. तथापि, समस्या अशी आहे की हायस्कूल शिक्षणामधून महाविद्यालयीन शिक्षणाकडे येणाऱ्या विद्यार्थ्यांच्या वाढत्या संखेला उच्च शिक्षण देण्याची विद्यमान क्षमता अपुरी आहे आणि त्यामुळे मागणी आणि पुरवठा यांचा मेळ जुळत नाही.

३. **सकल पट नोंदणीतील असमानता:** समाजातील विविध क्षेत्रांमध्ये 'ग्रॉस एनरोलमेंट रेश्यो' (जीईआर) च्या संदर्भात समानता नाही. मागील अभ्यासांनुसार भारतातील उच्च शिक्षणातील सकल पट नोंदणी (जीईआर) पुरुष व महिलानुसार मोठ्या प्रमाणात बदलतो. सकल पट नोंदणी (जीईआर) समानतेमध्ये क्षेत्रीय भिन्नतादेखील आहेत. काही राज्यांमध्ये उच्च सकल पट नोंदणी (जीईआर) आहे तर काही राज्ये राष्ट्रीय सकल पट नोंदणीमध्ये (जीईआर) मागे आहेत. त्यामुळे हे घटक उच्च शिक्षण प्रणालीमध्ये महत्त्वपूर्ण असंतुलन दर्शवतात.

४. **सरकारी संस्थांमध्ये सकल पट नोंदणीचे घटते प्रमाण:** देशात सन २००५-०६ मध्ये कोणतीही खासगी विद्यापीठे नव्हती पण सन २०१५-१६ मध्ये एकूण २३५ खासगी विद्यापीठे होती हे प्रमाण एकूण विद्यापीठांपैकी ३२%होते. भारतात खासगी महाविद्यालये देखील सन २०००-०१ मध्ये ३२०० वरून सन २०१४-१५ मध्ये १८०१२ पर्यंत वाढली आहेत. याच काळात या संस्थांमध्ये नावे नोंदविण्याचे प्रमाण देखील २२% वरून

४३% पर्यंत वाढले आहे. परंतु त्याच वेळी सरकारी विद्यापीठे व महाविद्यालयांचा वाटा आणि त्यातील प्रवेश अनुक्रमे ३३% वरून २४% व ४१% वरून ३५%पर्यंत खाली आला आहे.

५. **प्राध्यापकांची कमतरता:** भारतात प्राध्यापकांची कमतरता हे भारतातील उच्च शिक्षणातील एक मोठे आव्हान आहे. राज्य शैक्षणिक प्रणाली योग्य शिक्षकांना आकर्षित करण्यास आणि राखण्यास सक्षम नाही. त्यामुळे बर्यायच वर्षांपासून दर्जेदार शिक्षणासमोर आव्हाने निर्माण झाली आहेत. देशात उच्च शिक्षणात प्राध्यापकांच्या अनेक जागा रिक्त आहेत तरीही सेट, नेट व पीएच. डी. यासारख्या पदव्या मिळवणारे हजारो उमेदवार मोठ्य संख्येने बेरोजगार आहेत. हे पात्र उमेदवार नंतर इतर विभागात अर्ज करत आहेत जे उच्च शिक्षण प्रणालीला सर्वात मोठा धक्का आहे.

६. **रिक्त अध्यापन पदे:** उच्च शिक्षण प्रणालीसमोरील आणखी एक मोठी समस्या म्हणजे भारतात उच्च शिक्षणातील रिक्त अध्यापन पदे मोठ्य संख्येने आहेत. असे नोंदवले गेले आहे की देशात उच्च शिक्षणात ५० ते ६०% अध्यापन पदे रिक्त आहेत. त्यामुळे महाविद्यालयात आणि विद्यापीठात तात्पुरत्या शिक्षकांच्या माध्यमातून काम केले जात आहे. समस्या अशी आहे की विद्यापीठे व महाविद्यालये यांनी भरलेली नसलेली पदे मोठ्या संख्येने मंजूर आहेत परंतु शासनाच्या उदासीन धोरणामुळे ही पदे भरली जात नाहीत आणि म्हणून मोठ्या संख्येने कंत्राटी, ॲडहॉक आणि अस्थायी अध्यापक ही अध्यापनाची कामे करीत आहेत.

७. **तात्पुरते शिक्षक:** देशात विद्यापीठे व महाविद्यालयांमध्ये मोठ्य प्रमाणात अध्यापक पदे रिक्त असल्याने, सार्वजनिक अनुदानीत उच्च शिक्षण संस्था तात्पुरत्या शिक्षकांच्या आधारावर ॲडहॉक, अर्धवेळ, पाहुणे, कंत्राटी पद्धतीने आणि घड्याळी वेळेच्या शिक्षकांच्या नावावर रिक्त पदांवर नोकरी लावतात. . बर्याच घड्याळी तासिकावर काम करणारे शिक्षक खूप कमी पगारावर म्हणजेच रू. ६५०० ते ८००० रुपयांवर काम करत आहेत. याचा अध्यापन, संशोधन आणि विस्तार या कार्यावर नकारार्थी परिणाम झाला आहे. रिक्त पदे न भरल्यामुळे पात्र शिक्षकांची कमतरता दाखविण्याऐवजी तात्पुरत्या शिक्षकांमुळे एकूणच उच्च शिक्षण प्रणालीवर विपरीत परिणाम होत आहे.

८. **प्राचार्यांची कमतरता:** प्राध्यापकांच्या कमतरतेबरोबरच देशभरात मोठ्या संख्येने महाविद्यालयांमध्ये प्राचार्य नियुक्त केलेले नाहीत असे दिसून आले आहे. प्रभारी प्राचार्यांच्या माध्यमातून ही महाविद्यालये दीर्घ कालावधीसाठी चालविली जात आहेत. या समस्येला शासन आणि संस्थाचालक दोघेही तेवढेच जबाबदार आहेत. शासनाने प्राचार्यांची नियुक्ती ५ वर्षासाठी केलेली आहे किंवा प्राचार्य हे पद केवळ ५ वर्षासाठी देऊ केले आहे त्यामुळे अनेकजण पात्र असूनदेखील प्राचार्य होण्यासाठी इच्छुक नाहीत. तर काही संस्थाचालक स्वत:च्या मर्जीतील व्यक्तीला प्राचार्य म्हणून नियुक्त करण्यासाठी हे पद अनेक वर्ष रिक्त ठेवतात. प्रभारी प्राचार्य नियुक्त असणे हे महाविद्यालयांच्या स्थिरता आणि वाढीसाठी अत्यंत हानिकारक आहे. बरेच प्रभारी प्राचार्य सामान्यत: कोणताही पुढाकार किंवा मोठे निर्णय घेण्याचे टाळतात आणि यामुळेच संस्थांना त्याचा त्रास होतो व महाविद्यालायांचा विकास खुंटतो.

९. **कमकुवत पायाभूत सुविधा:** कमकुवत पायाभूत सुविधा ही भारताच्या उच्च शिक्षण व्यवस्थेसाठी आणि विशेषत: सार्वजनिक क्षेत्राद्वारे चालवल्या जाणार्यासंस्थांसाठी आणखी एक आव्हान आहे. देशात अनेक उच्च शैक्षणिक संस्थांमध्ये निकृष्ट भौतिक आणि पायाभूत सुविधा आहेत. अनेक महाविद्यालये ही इमारतीच्या दुसर्या किंवा तिसर्या मजल्यावर भरवली जात आहेत की जिथे, पहिल्या मजल्यावर किंवा ग्राउंड फ्लोअरवर स्टेशनरी, संगणक टाइपिंग आणि मुद्रण, रेडिमेड होजिअरी किंवा फोटोकॉपी शॉप्स अशी विविध दुकाने आहेत. अशा शैक्षणिक संस्थांमध्ये कशा प्रकारच्या भौतिक आणि पायाभूत सुविधा असतील याबाबत प्रश्नचिन्हच आहे.

१०. **गुणवत्तेचा अभाव:** उच्च शिक्षणाची गुणवत्ता ही बहु—आयामी, बहुस्तरीय आणि गतिशील संकल्पना आहे. आज उच्च शिक्षणामध्ये गुणवत्ता सुनिश्चित करणे हे सर्वात मोठे आव्हान आहे. तथापि, दर्जेदार शिक्षणावर सरकार सातत्याने लक्ष देत आहे. तरीही भारतातील बरीच महाविद्यालये आणि विद्यापीठे युजीसीने घालून दिलेल्या किमान आवश्यकता पूर्ण करण्यास असमर्थ आहेत आणि आपली विद्यापीठे जगातील सर्वोच्च विद्यापीठांमध्ये आपले स्थान दर्शविण्याच्या स्थितीत नाहीत. उच्च शिक्षणाची गुणवत्ता तिच्या शिक्षकांवर अवलंबून असते. परंतु पूर्णवेळ प्राध्यापकांची आणि कमतरता, सी. एच. बी., अर्धवेळ आणि ॲडहॉक शिक्षकांच्यावर सोपविलेली जबाबदारी आणि उत्तरदायित्वाचा अभाव याचा निश्चितच

अध्यापन व संशोधनावर विपरीत परिणाम होईल आणि शिक्षणाची गुणवत्ता खालावली जाईल.

११.**संशोधनाची ढासळलेली गुणवत्ता:** भारतात उच्च शिक्षण संस्थांमधील संशोधनावर पूर्णपणे लक्ष केंद्रित झालेले नाही. विद्यार्थ्यांना संशोधानासंदर्भात सल्ला देण्यासाठी अपुरी संसाधने आणि सुविधा तसेच मर्यादित संख्येने गुणवत्ताधारक संशोधक मार्गदर्शक आहेत. काही संस्था किंवा विद्यापीठांमध्ये एम.फिल. आणि पीएच.डी. डिग्री पदवीसाठीचे संशोधन पूर्ण करण्यासाठी कट पेस्ट किंवा कॉपी पेस्टचा सराव केला गेला आहे. बहुतेक संशोधक विद्यार्थी फेलोशिपशिवाय संशोधन करतात किंवा त्यांच्या फेलोशिप वेळेवर मिळत नाहीत ज्याचा थेट किंवा अप्रत्यक्षरित्या त्यांच्या संशोधनावर परिणाम होतो. आपल्या देशात असे नाममात्र विद्वान आहेत ज्यांच्या लेखनाचा गौरव प्रसिद्ध पाश्चात्य लेखकांनी केलेला आहे. शिवाय, भारतीय उच्च शिक्षण संस्था संशोधन केंद्रांशी असमाधानकारकपणे जोडलेल्या आहेत. त्यामुळे हेही भारतातील उच्च शिक्षणास आव्हान देणारे आणखी एक क्षेत्र आहे.

१२.**उच्च शिक्षण संस्थांच्या अधिकृत मान्यतेचा अभाव:** विद्यापीठ अनुदान आयोगाने (युजीसी) सन १९९४ मध्ये राष्ट्रीय मूल्यांकन व मान्यता परिषदेची (नॅक) स्थापना केली. नॅकची स्थापना झाल्यानंतर भारतातील बर्याच संस्थांनी स्वेच्छेने अधिकृत मान्यता प्रक्रिया पार पाडली. परंतु जून २०१० पर्यंत नॅकने दिलेल्या आकडेवारीनुसार, "देशातील एकूण उच्च शिक्षण संस्थांपैकी २५% संस्थादेखील अधिकृत मान्यता घेतलेल्या नव्हत्या. मान्यताप्राप्त संस्थांपैकी केवळ ३०% विद्यापीठे आणि ४५% महाविद्यालये दर्जेदार व 'ए' पातळीवर असल्याचे आढळले. हे सत्य आहे की मोठ्या संख्येने संस्था मान्यता मिळवण्यासाठी पुढे येत नाहीत. अशा परिस्थितीत, पदवीधर झालेल्या विद्यार्थ्यांची गुणवत्ता कमी आहे आणि त्यांना सामान्यत: बेरोजगार म्हणून संबोधले जाते हे आश्चर्यकारक नाही.

१३.**नैतिक मूल्यांचा अभाव:** आजच्या या युगात विज्ञान आणि तंत्रज्ञानाची झालेली वेगवान वाढ आणि त्यानंतरच्या औद्योगिकीकरणामुळे आपल्या जुन्या नैतिक मूल्यांना मोठा धोका निर्माण झाला आहे. तरुणांवर अँड्रॉइड फोन आणि इंटरनेटच्या परिणामामुळे आमच्या देशातील आदर्श आणि मूल्ये धोक्यात आली आहेत. विद्यार्थी शिक्षक, त्यांचे पालक आणि ज्येष्ठांचे आज्ञा पालन करीत नाहीत आणि आपली नैतिक मूल्ये तसेच भारतीय संस्कृती विसरले

आहेत. तरुण पिढीचे दु:ख आणि बंडखोरी ही मूल्ये क्षीण होत चाललेल्या व्यवस्थेची परिणती आहेत.

१४.**राजकीय नेत्यांचा हस्तक्षेप:** बहुतेक उच्च शैक्षणिक संस्था या राजकीय नेत्यांच्या मालकीच्या आहेत, जे विद्यापीठांच्या संचालक मंडळामध्ये मुख्य भूमिका निभावतात. हे राजकीय नेते निरपराध विद्यार्थ्यांना त्यांच्या स्वार्थासाठी वापरत आहेत. ते राजकीय हेतूने विद्यार्थ्यांच्या उर्जेचा गैरफायदा घेतात. विद्यार्थी स्वत:ची शैक्षणिक उद्दिष्टे विसरतात आणि राजकारणात त्यांचे करिअर विकसित करण्यास सुरवात करतात. मात्र आपल्या देशातील राजकीय घराणेशाहीमुळे अनेक राजकीय नेते या नवीन युवकांना संधी देत नाहीत. त्यामुळे शेवटी वाट चुकल्याने अशी मुले भरकटतात आणि आपले शैक्षणिक नुकसान करून घेतात.

- **राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये दिलेल्या भारतातील उच्च शिक्षणाच्या समस्या:**

सध्या भारतातील उच्च शिक्षण प्रणालीसमोरील काही मुख्य समस्या पुढीलमाणे आहेत.

१. कठोरपणे खंडित किंवा विघटीत उच्च शैक्षणिक परिसंस्था

२. संज्ञानात्मक किंवा आकलन विषयक कौशल्ये आणि अध्ययन फलनिष्पतीच्या विकासावर कमी भर

३. लवकर विशेषज्ञता आणि अभ्यासाच्या अरुंद भागात विद्यार्थ्यांचे प्रवाह वाढविण्यासह, विषयांचे कठोर विभाजन

४. स्थानिक भाषांमध्ये शिकविणार्या काही उच्च शिक्षण देणार्या शैक्षणिक संस्थामध्ये विशेषत: सामाजिक—आर्थिकदृष्ट्या वंचित भागात मर्यादित प्रवेश

५. मर्यादित शिक्षक आणि संस्थात्मक स्वायत्तता

६. गुणवत्ता—आधारित कारकीर्द व्यवस्थापन तसेच प्राध्यापक आणि संस्थात्मक नेत्यांची प्रगती यासाठी अपुरी यंत्रणा

७. बहुतेक विद्यापीठे आणि महाविद्यालयांमध्ये संशोधनावर कमी भर आणि स्पर्धात्मक संशोधनाच्या अभ्यासाच्या अनुषंगाने संशोधन निधीचा अभाव

८. सहानुकुल शासन (सबऑप्टिमल गव्हर्नन्स) आणि उच्च शैक्षणिक संस्थांचे नेतृत्व

९. एक कुचकामी नियामक प्रणालीय आणि

१०.मोठ्या प्रमाणात संलग्न विद्यापीठे ज्यामुळे पदवी शिक्षणाची कमी होत चाललेली गुणवत्ता.

- **समारोप:**

स्वातंत्र्यानंतर गेल्या सात दशकांत भारतातील उच्च शिक्षण फार वेगाने वाढले आहे परंतु सर्वांना ते तितकेसे सुलभ नाही. भारत आज जगातील सर्वात वेगवान विकसनशील देश आहे आणि वार्षिक वाढीचा दर ७% टक्क्यांहून अधिक आहे. मात्र भारतात अजूनही लोकसंख्येचा एक मोठा वर्ग अशिक्षित आहे आणि मोठ्य संख्येने मुलांना प्राथमिक शिक्षणसुद्धा मिळत नाही. उच्च शिक्षणामध्ये भारताला विविध समस्यांचा आणि आव्हानांचा सामना करावा लागत आहे. परंतु या आव्हानांचा सामना करण्यासाठी उच्च शिक्षणाला चालना देणे सर्वात महत्वाचे आहे. भारत हा मानवी संसाधनाच्या प्रचंड क्षमतेचा देश आहे, या संभाव्यतेचा योग्य उपयोग करणे हाच एक मुद्दा आहे ज्यावर चर्चा करण्याची गरज आहे. संधी उपलब्ध आहेत परंतु या संधींमधून कसा फायदा मिळवायचा आणि इतरांपर्यंत या संधी कशा पोहचवायच्या ही चिंतेची बाब आहे.

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राष्ट्रीय शैक्षणिक धोरण २०२० आणि शिक्षक शिक्षण

डॉ.रावसाहेब केराप्पा शेळके
सहाय्यक प्राध्यापक
आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी
ता.भुदरगड, जि.कोल्हापूर, शिवाजी विद्यापीठ, कोल्हापूर, महाराष्ट्र

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सारांश (Abstract) :—

''राष्ट्रीय शैक्षणिक धोरण २०२० भारताला केंद्रस्थानी मानून अशा शिक्षण प्रणालीची कल्पना करते जी सर्वांना उच्च दर्जाचे शिक्षण प्रदान करुन आपल्या राष्ट्राला सातत्याने न्याय्य व चैतन्यमय ज्ञानी समाजामध्ये परिवर्तित करण्यात थेट योगदान देते'' या दूरदृष्टीकोनाने हे नवीन शैक्षणिक धोरण निश्चित करण्यात आले आहे. शास्त्रज्ञ डॉ.कस्तुरीरंगन यांच्या अध्यक्षतेखालील समितीने हे धोरण तयार करुन सर्वांच्या अभिप्रायांचा सारासार विचार करुन अंतिम रुपात सादर केलेले आहे. स्वतंत्र भारताचा पहिला विद्यापीठ आयोग विशेषत: उच्च शिक्षणाशी संबंधित आयोग १९४८ मध्ये स्थापन करुन त्याची अंमलबजावणी करण्यात आली. त्यानंतर १९५३—५४ मुदलीयार आयोग माध्यमिक शिक्षणाशी संबंधित तर सर्वसमावेशक असा कोठारी आयोग १९६४—६६त्यानंतर पहिले शैक्षणिक धोरण १९६८ साठी मांडले व खऱ्या अर्थाने १९८६ च्या राष्ट्रीय शैक्षणिक धोरणानंतर सुमारे ३४ वर्षानंतर सध्याचे राष्ट्रीय शैक्षणिक धोरण २०२० जाहीर केले आहे.

समाज हा परिवर्तनशील आहे.त्यामुळे समाजाच्या गरजा या सातत्याने बदलत असतात. बदललेल्या गरजा व अपेक्षांची पूर्तता इतर अनेक क्षेत्रांतून होत असली तरी शिक्षणाकडून या गरजा व अपेक्षा या नियोजनबद्ध व शिस्तबद्धरितीने पूर्ण होत असतात. म्हणून परिवर्तनाचा महत्त्वाचा भाग म्हणून शिक्षणप्रणालीत अमुलाग्र बदल घडवून आणावे लागतात. कारण शैक्षणिक धोरणाची निर्मिती करताना शिक्षण प्रणालीतून तयार होणारे विद्यार्थी हे पुढे देशाचे भावी आधारस्तंभ हे कोणती मूल्ये, कौशल्ये, ज्ञान आत्मसात केलेले आहेत व त्यांची गरज कशी पूर्ण केली जाईल याची दूरदृष्टीकोनातून पुढील २०—२५ वर्षातील मनुष्यबळाची गरज व जागतिक नागरिकत्वाची भूमिका विचारात घेऊन शिक्षणप्रणालीत बदल केले जातात.

शैक्षणिक धोरणाला मंत्रीमंडळाने संसदेत मंजुरी दिल्यापासून विविध माध्यमात विविध दृष्टीकोनातून संपूर्ण देशभर चर्चा, परिसंवाद, परिषदा, लेख, क्रिया, प्रतिक्रिया याद्वारे सांगोपांग चर्चा होत आहेत. प्रस्तुत संशोधक गेल्या १५ वर्षापासून शिक्षणशास्त्र महाविद्यालयात शिक्षक प्रशिक्षक म्हणून कार्य करत आहे. त्यामुळे राष्ट्रीय शैक्षणिक धोरण व शिक्षक शिक्षण या अनुषंगाने या धोरणातील तरतुदी काय आहेत? कोणते बदल शिक्षक शिक्षणात अपेक्षित आहेत? प्रशिक्षणार्थ्यांकडून, अभ्यासक्रमाकडून काय अपेक्षा आहे? शिक्षक प्रशिक्षकांची यामध्ये कोणती भूमिका असणार आहे. विद्यापीठे महाविद्यालय यांना कोणती तयारी करावी लागेल? या शिक्षण प्रणालीतून पदवी प्राप्त विद्यार्थ्यांचे भवितव्य काय? इत्यादी प्रश्नास अनुसरुन संशोधनात्मक तसेच चिंतनात्मक पातळीवर उत्तरे शोधण्याचा प्रयत्न प्रस्तुत संशोधनपर पेपरमध्ये करण्यात आला आहे.

कळीचे शब्द : राष्ट्रीय शैक्षणिक धोरण (NEP2020),शिक्षक शिक्षण, शिक्षक प्रशिक्षक, बहुविधशाखा, एकात्मिक बी.एड्. इ.

संशोधनाची गरज व महत्त्व:—

राष्ट्रीय शैक्षणिक धोरण यामधून २१ व्या शतकाला सामोरे जात असताना विद्यार्थ्यांकडे समस्या निराकरण, चिकित्सक आणि सृजनशील विचार, नैतिक मीमांसा, संप्रेषण, चर्चात्मक क्षमता या विद्यार्थ्यांमध्ये म्हणजेच शिक्षक प्रशिक्षणार्थींमध्ये निर्माण झाल्या पाहिजेत. तसेच शालेय शिक्षणातील सर्व स्तरावरील सर्व विद्यार्थ्यांना व्यासंगी, उत्स्फूर्त उच्चशिक्षित, व्यावसायिकदृष्ट्या प्रशिक्षित असे प्रशिक्षणार्थी तयार व्हावेत ही अपेक्षा आहे. कारण शिक्षणप्रणालीचा शिक्षक हा अत्यंत महत्त्वाचा घटक आहे. शालेय धोरणाची अंमलबजावणी ही विविध स्तरांमधून होत असली तरी प्रत्यक्ष अंमलबजावणी ही शिक्षक करतात. त्यामुळे राष्ट्रीय शैक्षणिक धोरणातील शिक्षक शिक्षणविषयीच्या बाबींचा आढावा घेणे गरजेचे वाटते. तसेच त्या अनुषंगाने शिक्षक शिक्षण क्षेत्राशी निगडीत घटकांमध्ये निर्माण झालेले अथवा चर्चेचे विषय या अनुषंगाने प्रत्यक्ष NEP 2020 मध्ये काय बदल सुचविलेले आहेत हेही पाहणे गरजेचे वाटते. प्रस्तुत संशोधन पेपरमधील शिफारशी/ निष्कर्ष या NEP 2020 च्या अनुषंगाने विशेषत: शिक्षक शिक्षणाशी संबंधित अभ्यासक, बी.एड. महाविद्यालयातील शिक्षक प्रशिक्षक, प्राचार्य, विद्यार्थी, पालक, संस्था चालक, शाळा इत्यादी यांना उपयुक्त ठरणार आहेत.

<u>प्रस्तुत संशोधनाची उद्दिष्टे</u>

१. राष्ट्रीय शैक्षणिक धोरणामधील शिक्षक शिक्षणाविषयी माहिती अभ्यासणे.

२. राष्ट्रीय शैक्षणिक धोरण २०२० यामधील शिक्षक शिक्षणाच्या अनुषंगाने निर्माण झालेल्या प्रश्नांच्या उत्तरांचा शोध NEP 2020 मधून घेणे.

३. राष्ट्रीय शैक्षणिक धोरण २०२० यामुळे शिक्षक शिक्षण संस्था समोरील आव्हाने व संधी यांचा शोध घेणे.

संशोधन पद्धती

प्रस्तुत संशोधन हे वर्तमान स्थितीशी निगडीत असल्याने सर्वेक्षण संशोधन पद्धतीने संशोधन केले आहे. यामधील गुणात्मक संशोधन पद्धतीने कागदपत्रे विश्लेषण या संशोधन केले आहे.

संशोधन साधन:—

प्रस्तुत संशोधनात माहिती संकलनासाठी वेबसाईटवरील कागदपत्रे अभ्यासली आहेत. यामध्ये भारत सरकारने कार्यालयीन वेबसाईटवर प्रसिद्ध केलेले राष्ट्रीय शैक्षणिक धोरण २०२० याचा अभ्यास केला आहे. तसेच इतर तज्ज्ञांच्या लेखांचा दुय्यम साधन म्हणून अभ्यास केला आहे.

संशोधनाची कार्यवाही :—

प्रस्तुत संशोधनामध्ये भारत सरकारद्वारे त्यांच्या कार्यालयीन अधिकृत संकेतस्थळावर प्रसिद्ध केलेल्या राष्ट्रीय शैक्षणिक धोरण २०२० याचा अभ्यास संशोधकाने निर्माण केलेल्या प्रश्नांच्या अनुषंगाने केला आहे. तसेच अनेक चर्चासत्रांमध्ये तज्ज्ञांनी यासंबंधी व्यक्त केलेली मते व वास्तविकपणे राष्ट्रीय शैक्षणिक धोरणातील नोंदी याचा अभ्यास करुन निष्कर्ष काढले आहेत.

संशोधनाची व्याप्ती व मर्यादा :—

प्रस्तुत संशोधनाचे निष्कर्ष हे शिक्षक शिक्षण या विभागाला लागू पडतात.

प्रस्तुत संशोधन हे शिक्षक शिक्षणासंबंधी (बी.एड.) राष्ट्रीय शैक्षणिक धोरणात नमूद केलेल्या आशयापुरते मर्यादित आहे.

संशोधनाचे निष्कर्ष:—

प्रस्तुत संशोधनाचे उद्दिष्टानुसार निष्कर्ष खालीलप्रमाणे

उद्दिष्ट क्रमांक १

राष्ट्रीय शैक्षणिक धोरण २०२०मध्ये शिक्षक शिक्षणाविषयीची माहिती अभ्यासणे.

१. या धोरणानुसार शिक्षक समाजातील सर्वात महत्त्वाच्या व्यक्ती आणि भविष्यातील अपेक्षित बदलाचे प्रणेते आहेत. अशा प्रकारचा विश्वास व शिक्षकाचे महत्त्व नमूद केले आहे.

२. वंचित, ग्रामीण व आदिवासी भागातील हुशार विद्यार्थ्यांना चार वर्षाचा एकीकृत/एकात्मिक बी.एड्.अभ्यासक्रम घेता यावा याकरीता त्यांच्यासाठी गुणवत्तेवर आधारित शिष्यवृत्ती प्रदान करणेत येईल.

३. सर्व शाळांमधील शिक्षकांची नियुक्ती सर्वसमावेशक शिक्षक आवश्यक नियोजन यावर आधारित कडक व नियमबद्ध प्रक्रियेतून केली जाईल.

४. सन २०२२ पर्यंत देशभरातून 'शिक्षण सेवक किंवा पॅरा टीचर्स' नियुक्त करणेची प्रक्रिया बंद करण्यात येईल.

५. शिक्षकांची शालाबाह्य कामे बंद करणेत येतील.

६. अपेक्षित शिक्षक–विद्यार्थी गुणोत्तरासोबतच पुरेशा पायाभूत सुविधा व अध्ययन साहित्य पुरविले जाईल.

७. शिक्षक शिक्षणप्रणालीमध्ये आमुलाग्र बदल करुन बहुशाखीय महाविद्यालये व विद्यापीठांमध्ये शिक्षक शिक्षण प्रणाली राबवून सर्व शालेय शिक्षकांसाठी चार वर्षाचा एकात्मिक बॅचलर पदवी अभ्यासक्रम अस्तित्वात आणला जाईल.

८. सेवापूर्व शिक्षक शिक्षण देणाऱ्या सुमारे १०००० हून अधिक शिक्षणशास्त्र महाविद्यालये सध्या संपूर्ण भारतात एकाकीपणे अस्तित्वात आहेत. ती एकाका न राहता बहुशाखीय बनविण्यात येतील.

९. न्यायमूर्ती वर्मा आयोगाने सूचित केल्याप्रमाणे ज्या संस्थांचे कार्य हे दुय्यम दर्जाचे, भ्रष्टाचारी व मोडकळीस आलेले आहे त्या संस्था बंद करण्यात येतील.

१०. एक शाखीय संस्था बंद करण्यात येतील. त्यांचे स्वतंत्र अस्तित्व राहणार नाही. केवळ बहुशाखीय शिक्षण संस्थांमध्येच शिक्षक शिक्षण प्रदान करण्यात येईल.

११. एकिकृत बी.एड. अभ्यासक्रमासाठी शिक्षक प्रशिक्षक हे मानसशास्त्र, तत्त्वज्ञान, समाजशास्त्र, मेंदूशास्त्र, भारतीय भाषा, कला, इतिहास आणि साहित्य या विषयांतील तज्ज्ञ असावेत व इतर तज्ज्ञांशी सहयोग करुन अध्ययन–अध्यापन हे बहुशाखीय संस्थांमध्ये केले जाईल.

१२. ४ वर्षाचा बी.एड. अभ्यासक्रम इतर पदवीपूर्व पदवीसमान असेल आणि ४ वर्षाचा बी. एड. अभ्यासक्रम पूर्ण करणारे विद्याथी पदव्युत्तर पदवी अभ्यासक्रमासाठी प्रवेश घेण्यास पात्र राहतील.

१३. ४ वर्षांच्या अथवा इतर शिक्षक शिक्षण अभ्यासक्रमाच्या प्रवेशासाठी NTA (National Testing Agency) यांचेकडून केंद्रीय पद्धतीने राष्ट्रीय स्तरावर सामाईक प्रवेश परीक्षा (CET) घेणेत येईल.

१४. वर्ष २०३० पर्यंत केवळ शैक्षणिकदृष्ट्या सक्षम, बहुशाखीय व एकात्मिक शिक्षक शिक्षण अभ्यासक्रम कार्यरत राहतील.

१५. वर्ष २०३० पर्यंत बहुशाखीय महाविद्यालये व विद्यापीठांमध्ये १२ वीनंतर चार वर्षीय एकात्मिक बी.एड. अभ्यासक्रम तसेच त्याच महाविद्यालये व विद्यापीठांमध्ये अगोदरच पदवीप्राप्त विद्यार्थ्यांसाठी २ वर्षीय बी.एड. अभ्यासक्रम व अगोदरच पदव्युत्तर पदवीप्राप्त विद्यार्थ्यांसाठी १ वर्षीय बी.एड. अभ्यासक्रम सुरु करण्यात येतील.

१६. वरील मुद्दा क्रमांक १५ मध्ये नमुद केलेल्या ४, २ व १ वर्षीय बी.एड.अभ्यासक्रमाकडे उत्कृष्ट विद्यार्थ्यांना आकर्षित करण्यासाठी शिष्यवृत्ती दिली जाईल.

१७. शिक्षक शिक्षण महाविद्यालयांमध्ये अध्यापन करणारे शिक्षक प्रशिक्षक हे पीएच.डी. धारक असावेत असं नाही तर ते शिक्षण, संशोधन, क्षेत्रीय अनुभव यामधील तज्ज्ञ असावेत.

१८. शिक्षक शिक्षण अभ्यासक्रमाच्या नियंत्रणासाठी एक राष्ट्रीय मिशन स्थापन केले जाईल. ज्यामध्ये बहुसंख्य वरिष्ठ, सेवानिवृत्त अनुभवी सदस्य यांना सहभागी करुन घेतले जाईल.

उद्दिष्ट क्रमांक २

राष्ट्रीय शैक्षणिक धोरण २०२० यामधील शिक्षक शिक्षणाच्या अनुषंगाने निर्माण झालेल्या प्रश्नांच्या उत्तरांचा शोध NEP 2020 मधून घेणे.

प्रश्न १ सध्या असलेले दोन वर्षीय बी.एड. अभ्यासक्रम चालविणारी महाविद्यालये बंद होणार का?

उत्तर : नाही.

कारण राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये बहुशाखीय अभ्यासक्रमांना महत्त्व देण्यात आले आहे. त्यामुळे न्यायमुर्ती वर्मा आयोगाने सांगितलेप्रमाणे संपूर्ण भारतामध्ये सुमारे १०००० शिक्षक शिक्षण देणाऱ्या संस्था या एकाकी आहेत. त्यांचे हे एकाकीपण सदर NEP 2020 राहणार नाही. त्या संस्था बहुशाखीय करुन मुद्दा क्रमांक १५ नुसार २ वर्षीय बी.एड. अभ्यासक्रम हे चारवर्षीय बी.एड. (एकात्मिक) या बहुशाखीय महाविद्यालये/ विद्यापीठे येथे सुरु राहतील. मात्र एकाकी महाविद्यालय / संस्था यामध्ये दोनवर्षीय बी.एड. अभ्यासक्रम सुरु राहणार नाही.

प्रश्न२. दोन वर्षीय बी.एड. पदवी घेणाऱ्यांना २०३० नंतर शिक्षक म्हणून नियुक्ती मिळणार नाही?

उत्तर: ही खरेतर अफवा आहे. २०३० नंतर सुद्धा अगोदरच पदवीप्राप्त विद्यार्थ्यांसाठी २ वर्षीय बी.एड. अभ्यासक्रम हा बहुशाखीय महाविद्यालयांमध्ये सुरुच असणार आहे.

प्रश्न ३ सध्या दोनवर्षीय बी.एड.अभ्यासक्रम सुरु असलेल्या महाविद्यालयांमधील भौतिक सुविधांचे काय होणार?

उत्तर: NEP2020 मध्ये उच्च शिक्षणासंबंधी अनेक नाविन्यपूर्ण अभ्यासक्रम व नवोपक्रमांचा उल्लेख करण्यात आलेला आहे. त्यामुळे ज्या खाजगी/विनाअनुदानित संस्था आहेत. त्यांच्या स्थानिक प्रशासनाच्या निर्णयानुसार त्या भौतिक सुविधा वापरल्या जातील. तर शासकीय महाविद्यालय/संस्था यांच्या भौतिक सुविधा यांचा अभ्यास करुन इतर कोणते बहुशाखीय अभ्यासक्रम राबविले जातील. यासंबंधी शासन स्तरावरुन निर्णय होईल.

प्रश्न ४ नवीन शिक्षक शिक्षंण संस्था सुरु होतील का?

उत्तर: न्यायमूर्ती वर्मा आयोगाने यापुर्वीच शिक्षक शिक्षण देणाऱ्या काही संस्थामधील भ्रष्टाचार, गुणवत्तेचा अभाव, शिक्षक घडविण्याच्या प्रक्रियेतील अक्षम्य दोष दाखवून दिलेले आहेत व अशा संस्था तात्काळ बंद करणेस सांगणेत आले आहे. त्यानुसार NEP 2020 मध्ये अशा संस्था बंद करणेत येतील व नवीन बहुशाखीय संस्थांना मान्यता देण्यात येईल. मात्र शिक्षकांच्या रिक्त जागा, उपलब्ध सध्याची शिक्षक शिक्षण अभ्यासक्रमातून निर्माण होणारी संख्या, त्यांची गुणवत्ता मोजणे यासाठी राष्ट्रीय स्तरावर यंत्रणा निश्चित करणेचे ठरले आहे. त्यानुसार गरज असेल तरच सर्व स्तरावरील NOCनंतरच नवीन शिक्षक शिक्षण संस्था सुरु होतील. ही शक्यता फार कमी आहे.

उद्दिष्ट क्रमांक ३

राष्ट्रीय शैक्षणिक धोरण २०२० यामुळे शिक्षक शिक्षण संस्था समोरील संधी व आव्हाने यांचा शोध घेणे.

निष्कर्ष

संधी

१. बहुतांश शिक्षक शिक्षण संस्था या एकाकी संस्था आहेत. त्यामुळे अशा संस्थांना बहुशाखीय संस्थेमध्ये रुपांतरीत होण्याची संधी NEP 2020 मध्ये आहे.

२. न्यायमूर्ती वर्मा आयोगाच्या शिफारशीनुसार भ्रष्टाचारी, गुणवत्तेचा अभाव असणाऱ्या शिक्षण संस्था बंद करण्यात येणार आहेत. त्यामुळे सध्या ज्या शिक्षणसंस्था दर्जेदार व

गुणवत्तापूर्ण प्रशिक्षण देत आहेत. त्यांना शासनस्तरावरुन अधिक सहकार्य करुन अधिक दर्जेदार बनविले जाणार आहे. ही संधी गुणवत्तापूर्ण शिक्षक शिक्षणसंस्थांना लाभणार आहे.

३. बहुतांश शिक्षक शिक्षणसंस्थांचे अस्तित्व NEP 2020 मुळे राहणार नाही. त्यामुळे भविष्यात शिक्षक शिक्षणसंस्थांमध्ये बांधिलकी व उत्तरदायित्वाच्या भूमिकेतून कार्य करु इच्छिणाऱ्या संस्थांना संधी उपलब्ध होणार आहे.

४. हुशार–होतकरु विद्यार्थ्यांना शिक्षकीपेशामध्ये काम करण्याची संधी शासन शिष्यवृत्तीच्या माध्यमातून मिळणार आहे.

५. केवळ बी.एड. पदवीच्या आधारे प्राथमिक पासून माध्यमिक–उच्च माध्यमिक स्तरापर्यंत शिक्षक म्हणून कार्य करण्याची संधी NEP 2020 मुळे विद्यार्थ्यांना प्राप्त होणार आहे.

६. विशिष्ट क्षेत्रात प्राविण्य प्राप्त असणाऱ्या शिक्षक प्रशिक्षकांनाही चांगली संधी NEP 2020 मुळे उपलब्ध होणार आहे.

७. संशोधनात्मक दृष्टी असणाऱ्या शिक्षक प्रशिक्षकांना संशोधनासाठी आर्थिक सहाय्यातून संशोधनाची संधी मिळणार आहे.

आव्हाने

१. NEP 2020 ची अंमलबजावणी शासन, प्रशासन, संस्था या स्तरावर प्रभावीपणे करणे हेच खरे आव्हान असणार आहे.

२. NEP 2020 बहुशाखीय अभ्यासक्रमावर सर्वाधिक भर असल्याने शिक्षक शिक्षणसंस्थांना बहुशाखीय संस्थेत रुपांतरीत होणे हे खरे सर्वात महत्त्वाचे आव्हान आहे.

३. शिक्षक शिक्षण संस्था ज्या भ्रष्टाचारी व गुणवत्तेचा अभाव असणाऱ्या आहेत. त्या १००% बंद करण्याचे आव्हान शासनासमोर आहे.

४. हुशार विद्यार्थ्यांना शिक्षकीपेशाकडे आकर्षित करण्याचे आव्हान आहे.

५. बंद केल्या जाणाऱ्या शिक्षक शिक्षण महाविद्यालयात कार्यरत शिक्षक–शिक्षकेतर कर्मचाऱ्यांचे काय करायचे (विशेषत: विनाअनुदानित) हे खूप मोठे आव्हान शिक्षण संस्थांसमोर आहे.

६. शिक्षक शिक्षणसंस्था, प्रशिक्षण प्रणाली त्यामधून निर्माण होणारे विद्यार्थी–शिक्षक, त्यांची गुणवत्ता, त्यांचे कार्यमान इत्यादींचे नियंत्रण, मूल्यांकन कसे करावे हे आव्हान असणार आहे.

समारोप

NEP 2020 मध्ये उच्च व उदात्त ध्येये ही शिक्षक शिक्षणासंबंधी ठेवली आहेत. ती अत्यंत गरजेची आहेत. मात्र अशीच अपेक्षा शिक्षणतज्ज्ञ डॉ.जे.पी.नाईक यांनी शिक्षणातून राष्ट्रीय चारित्र्य घडावे अशी व्यक्त केली होती. १९६४—६६ च्या कोठारी आयोगातील शिफारशींची अंमलबजावणी त्याचवेळी झाली असती तर आताच्या NEP मधील उद्दिष्टे पूर्वीच साध्य झाली असती. विशेषत: आताच्या शिक्षक शिक्षणसंस्थांची अवस्था सद्यस्थितीत अत्यंत बिकट झाली आहे. त्यातून आशावादी एकात्मिक बी.एड. चार वर्षे, २ वर्षीय बी.एड., १ वर्षीय बी.एड. या माध्यमातून गुणवत्तापूर्ण शिक्षक घडविणाचा प्रयत्न केला जाईल असा आशावाद वाटतो. काही कठोर पाऊले उचलण्याची आवश्यकता वाटते. त्यामुळे आजचे विद्यार्थी उद्याचे चांगले लोकशाही मूल्य व सामाजिक न्याय व्यवस्था मानणारे नागरीक तयार होण्यास मदत होईल असा आशावाद संशोधकास वाटत आहे.

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कोरोना काळातील ऑनलाईन अध्ययन व अध्यापन प्रक्रियेचे स्वरूप व समस्या

श्री. नारायण हेमाजी मेंगाळ
ग्रंथपाल
स्वामी सहजानंद भारती कॉलेज ऑफ एजुकेशन श्रीरामपूर

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सारांश

युनेस्को च्या अहवाल—एप्रिल २०२० नुसार १८८ देशांमधील १५४ कोटी विद्यार्थी घरी बसून आहेत. भारतात १५ लाख शाळा बंद आहेत. कोरोनामुळे २६कोटी विद्यार्थी व ८९ लाख शिक्षक घरी बसून आहेत, तर उच्चशिक्षणात ५० हजारपेक्षा जास्त शिक्षणसंस्था बंद आहेत व ३. ७० कोटी विद्यार्थी आणि १५ लाख महाविद्यालयीन शिक्षककर्मचारी घरी बसले आहेत. ३० कोटी विद्यार्थ्यांनी घरी रिकामेपणे बसणे हा एक टाइम बॉम्ब आहे. सध्या ICT युगात व कोरोना काळात संकटाशी लढा देण्यासाठी घेतलेला हा ऑनलाईन अध्ययन व अध्यापनाचा उपक्रम अतिशय उत्तम आहे. मात्र त्याची अंमलबजावणी करताना सर्वसामान्यांची मुले शिक्षणापासून वंचित राहण्याची भीती आहे. या सर्व गोष्टीचा विचार करता सर्वसमावेषक पर्याय निवडावे लागतील.

प्रास्ताविक

करोना विषाणूची साथ हे दुसऱ्या महायुद्धा नंतरचे जगासमोरचे मोठे संकट आहे. मानवी जीवनावर या संकटाने प्रभाव टाकला आहे. या रोगाला अजून लस न सापडल्यामुळे रोग होऊ नये, म्हणून प्रतिबंधक उपाय योजणे एवढाच आता सर्वांसमोर पर्याय आहे म्हणून लॉकडाउनचे धोरण अवलंबून हा रोग आटोक्यात आणण्याचा सर्व देशांत प्रयत्न करत आहे. या परिस्थितीतून निर्माण झालेल्या अनिश्चिततेमुळे जगभर भीतीचे वातावरण तयार झाले आहे. कोवीड—१९च्या काळामध्ये सर्व शिक्षण जगतात काहीसे गोंधळाचे वातावरण निर्माण झाले आहे. जगातील सर्वच देशांना कमी आधिक प्रमाणात याचा परिणाम सहन करावा लागला आहे. कोरोनाच्या पार्श्वभूमीवर जवळपास सर्व विद्यापीठे, शैक्षणिक संस्था बंद करण्याची वेळ आली आहे. एकुणात शिक्षण प्रक्रिया थांबली आहे. तसे आसले तरी या पार्श्वभूमीवर अध्यापन व अध्ययन प्रक्रियेचे स्वरूप बदलताना दिसून येत आहेत. लॉकडाऊनच्या काळात, विद्याथ्यांना ऑनलाइन शिक्षणाचा मार्ग अवलंबला जात आहे. मात्र यामध्ये काही फायदे आहेत त्याचबरोबर ब-याच समस्याना देखील तोंड द्यावे लागत आहे.

ऑनलाईन अध्ययन व अध्यापन प्रक्रियेचे स्वरूप

ऑनलाईन शिक्षण हे रोजच्या शिक्षणापेक्षा खूप वेगळे आहे. आपल्याकडे काही प्रमाणात तंत्रज्ञानाचा वापर शिक्षणामध्ये केला जातो. याआधी या तंत्रज्ञान विद्यार्थ्यांच्या अध्ययनासाठी उपलब्ध करून देण्यात आले आहेत. मात्र कोरोना साथरोग परिस्थितीत १०० टक्के ऑनलाईन शिक्षण

देण्याचा प्रयत्न करावयाचे आहेत. काही अपवाद सोडता बऱ्याचश्या महाविद्यालयामधे बराचसा अभ्यासक्रम ऑनलाईन शिक्षण पद्धतीचा वापरून पूर्ण करत आहेत. अर्थात असे असले तरी हा अभ्यासक्रम सर्वच विद्यार्थ्यापर्यंत पोहोचला आहे असे मनाता येणार नाही यामध्ये अनेक अडचणी आहेत.

ऑनलाईन पद्धतीने अध्यापन करणे, त्यासाठी योग्य तयारी करणे, नवीन तंत्रज्ञानाचा वापर शिकून घेणे, नवनवीन प्रकारची software माहीत करून घेणे व त्यांचा सराव करणे, त्याचा सखोल अभ्यास करून त्यातील अडचणींवर मात करणे, विद्यार्थ्यांना त्याबाबत मार्गदर्शन देणे, त्याद्वारे अध्ययन कसे सोपे होईल, याचे मार्गदर्शन करणे अशा अनेक बाबी ज्या नेहमीच्या वर्गातील अध्यापनात गरजेच्या नसतात, अशा अनेक बाबी शिक्षकाला आत्मसात कराव्या लागत आहेत.

शाळा—महाविद्यालयांना ऑनलाईन अध्यापन व अध्ययनासाठी लागणारे प्राथमिक सुविधा उपलब्ध करणे गरजेचे झाले आहेत. यामध्ये प्रामुख्याने योग्य संगणक, वेब कॅमेरे, शुटींग कॅमेरे, कॉलर माईक, उत्तम दर्जाचे इंटरनेटची अशा सुविधा अशा अनेक गोष्टी येतात.

ऑनलाईन अध्ययन व अध्यापन शिक्षण सुरु करण्यासाठी आवश्यक असणारे घटक

१. विद्यार्थ्यांना ऑनलाइन शालेय अभ्यास करण्यासाठी प्रत्येक विद्यार्थ्यापर्यंत वीज जोडणी व वीज पुरवठा सुरळीत असावा.
२. प्रत्येक विद्यार्थ्यापर्यंत मोबाईल नेटवर्कची व इंटरनेटची सुविधा उपलब्ध असावी.
३. विद्यार्थ्याला लॅपटॉप, टॅब किंवा अँड्रॉइड मोबाईल ई. पैकी एखादे साधन उपलब्ध असावे.
४. ऑनलाईन साठी लागणारा मोबाईल डेटा किंवा इंटरनेटचा पुरेसा डेटा उपलब्ध असावा.
५. ऑनलाईन शिक्षणप्रणाली राबविण्यापूर्वी सर्व शिक्षकांना त्याबाबतचे तांत्रिक प्रशिक्षण असणे गरजेचे आहे जेणे करून विद्यार्थ्यांना अध्याप करू शकतील

ऑनलाईन ऑनलाईन अध्ययन व अध्यापनात उपयोगात येणारे सॉफ्टवेयर व तंत्रज्ञान

१. रीअल—टाईम अप्लिकेशन : रीअल—टाईम कम्युनिकेशन आणि ऑनलाईन कॉन्फेरेन्सिंग तंत्राचा जास्त वापर होताना दिसतो. यामाशे युट्युब लाइव, झूम, गुगल मीट, जिओ मीट, वेबेक्स अशा अप्लिकेशन चा समावेश होतो. यामध्ये विध्यार्थी शिक्षकांच्या समोर उपस्थित असतो व अध्यापन कार्यात सहभाग घेतो.
२. वेब बेस एज्युकेशनल मॅन्याजमेंट अप्लिकेशन आणि युट्युब : यामध्ये ऑनलाईन पद्धतीने विद्यार्थ्यांना रेकॉर्डेड लेक्चर तसेच गृहपाठ उपलब्ध करून दिले जातात. विद्यार्थी आपल्या सोयीनुसार त्याचा अभ्यास करता येतो. यामध्ये फीडबॅक व्यवस्था उपलब्ध केलेली असते. यामध्ये वेगवेगळे Online School Management System, You Tube Channel, तसेच वेबसाईट ई. चा समावेश होतो.

ऑनलाईन अध्ययन व अध्यापन प्रक्रियेतील समस्या

ऑनलाईन म्हणजे तंत्रज्ञानावर आधारित असलेले शिक्षण. याचा वापर सार्वजनिक करायचा असेल तर इंटरनेटची सुविधा निश्चित, घराघरात वीजेच्या जोडण्या असणे, विद्यार्थ्याजवळ लॅपटॉप, कॉम्प्युटर किंवा स्मार्टफोन असणे, अशा काही प्राथमिक गोष्टी आवश्यक आहे. एकविसाव्या शतकातील भारतात आजही तंत्रज्ञानातील तफावत आहे. या सर्व गोष्टींचा विचार करताना ऑनलाईन शिक्षणात विध्यार्थी आणि शिक्षक अशा दोन्ही बाजूनी समस्या बघायला मिळतात.

A) ऑनलाईन अध्ययन व अध्यापन प्रक्रियेमध्ये विद्यार्थ्याच्या दृष्टीकोनातून समस्या

१ **शैक्षणिक साधने :** विद्यार्थ्यासाठी ऑनलाईन शिक्षण आत्मसात करण्यासाठी विविध घटक पूरक असतात त्यामध्ये वीजेचा नियमित पुरवठा, इंटरनेटची निश्चित सोय, घरी लॅपटॉप, कॉम्प्युटर किंवा स्मार्टफोन अशी साधन आसन गरजेचे असते मात्र ही साधन सर्वसाधारण विद्यार्थ्यांना उपलब्ध होण्यासाठी अडचणी येऊ येतात.

२ **वाचन साहित्य :** या सर्व महामारीच्या पार्श्वभूमीवर विद्यार्थ्याला ग्रंथालयात जाण्यासाठी तसेच इतर वाचन साहित्य मिळण्याचे पर्याय उपलब्ध होण्यास अडचणी येऊ येतात.

३ Software **बाबत जागरुकता :** ऑनलाईन शिक्षण विद्यार्थ्यापर्यंत पोचवण्यासाठी शिक्षक विविध साधने तसेच विविध Software वापर करतात मात्र या सर्व साधनाची साक्षरता आत्मसात करणे सर्व विद्यार्थ्यांना अडचणीचे आहे कारण यासाठी लागणारे साधने वा त्या साधनाला सपोर्ट करणारे ाचे हे वेगळे असतात. त्यामुळे काहीशी गोंधळाची स्थिती निर्माण होते.

४ **मोबाईल डेटा :** ऑनलाईन ऑनलाईन शिक्षण प्रक्रिया ही सर्वस्वी मोबाईल देता किंवा इंटरनेट जोडणी यावर आवलंबून आहे. मोबाईल डेटा किवा इंटरनेट डेटाचे स्पीड किती असणार आहे या सर्व गोष्टीवर ही अध्यापन व अध्ययन प्रक्रिया असल्यामुळे विद्यार्थ्यांपर्यंत आशय पोहचणे आणि समजणे अवलंबून आहे. यामध्ये व्यत्यय आल्यास मधेच मधीच अध्यापन व अध्ययन प्रक्रिया बंद पडते,

५ **विद्यार्थ्यांची मानसिकता :** ऑनलाईन शिक्षण प्रक्रियेमध्ये शिक्षक प्रत्यक्ष हजार नसल्यामुळे विद्यार्थ्याचे लक्ष हे इतर गोष्टीकडे विचलित होते त्यामुळे अध्यापन व अध्ययन प्रक्रिया परिणामकारक होत नाही.

६ आरोग्याची समस्यारू अध्यापन व अध्ययन प्रक्रियेत विद्यार्थ्याचा मोबाईल किवा संगणकावर स्क्रीन बघण्याचा वेळ खूप जास्त झाला तर डोळ्यांना नंबर येणे, डोळे दुखणे , डोके दुखी, मानसिक अस्थिरता निर्माण होण्याचा धोका आहे.

७ **आर्थिक समस्या :** ऑनलाईन ऑनलाईन शिक्षण प्रक्रियेसाठी लागणारी भौतिक साधने तसेच इंटरनेट किंवा मोबाईल रेचार्ज साठी विद्यार्थ्यांना मोठा आर्थिक भार उचलावा लागणार आहे. सर्वसामान्य विद्यार्थी त्यापासून वंचित राहू शकतात.

B) ऑनलाईन अध्ययन व अध्यापन प्रक्रियेतील अध्यापनाच्या दृष्टीकोनातून समस्या

१ **ऑनलाईन तंत्रज्ञानाची साक्षरता** : ऑनलाईन शिक्षण विद्यार्थ्यापर्यंत पोचवण्यासाठी अध्यापाकास विविध साधने तसेच विविध Software चा वापर होणार आहे तसेच त्यसाठी

त्याचे योग्य प्रशिक्षण घेणे आवश्यक आहे. कोणते Software निवडावे याबाबत चे प्रशिक्षण देणारे तज्ञ मार्गदर्शन उपलब्ध होणे गरजेचे आहे.

२ **तंत्रज्ञानाची उपलब्धता** : ऑनलाईन अध्यापन व अध्ययनासाठी शाळा—महाविद्यालय आणि अध्यापक यांना प्राथमिक सुविधा म्हणून योग्य संगणक, वेब कॅमेरे, शुटींग कॅमेरे, कॉलर माईक, उत्तम दर्जाचे इंटरनेटची अशा सुविधा उपलब्ध करणे गरजेचे आहे.

३ **आर्थिक समस्या** : वरील सर्व सुविधा उपलब्ध करण्यासाठी मोठ्य प्रमाणात आर्थिक भार सोसावा लागणार आहे.

४ **ऑनलाईन अध्ययन व अध्यापनाची परिणामकारकता** : ऑनलाईन अध्ययन व अध्यापनाची परिणामकारकता तपासण्यासाठी व्यवस्था उपलब्ध नाही.

लॉकडाऊन नंतरचे ऑनलाइन शालेय शिक्षण

रीअल—टाईम डेटा, आर्टिफिशियल इंटेलिजेंस (एआय) सारख्या नवकल्पना आणि नवीन उपकरणे आणि साधनांची श्रेणी, विद्यार्थी, शिक्षक आणि पालकांच्या भूमिका आणि नाते बदलण्यास मदत करेल.

१ ऑनलाईन शिक्षणात शिक्षक व मुले यांनी शैक्षणिक इमारतीमध्ये एकत्र येणे गरजेचे राहाणार नाही. त्यामुळे वेळ व भौगोलिक ठिकाण यांचे बंधन या शिक्षणात नसेल. त्यामुळे मुलांच्या व पालकांच्या सोयीने हे शिक्षण मुलांपर्यंत पोहोचण्याची शक्यता आहे.

२ कोरोनाचा प्रभाव ओसरू लागला की, अनेक शाळा—विद्यालये कोरोनामुळे अभ्यासापासून वंचित राहिलेल्या सामाजिक—आर्थिकदृष्ट्य मागासलेल्या विद्यार्थ्यांसाठी उन्हाळीधहिवाळी शाळा शिबिरे भरवता येतील.

३ विद्यार्थ्यांचे लहान लहान गट करून त्यांच्यासाठी जादा वर्ग किंवा नियमित शिकवण्या सुरू करता येतील.

४ कोरोनाकाळात अनेक शाळांनी त्यांच्या वार्षिक परीक्षा रद्द केल्या आहेत. त्यामुळे वर्षभरातील कामगिरीच्या आधारावरच मुलांचे मूल्यमापन करता येईल.

५ विद्यार्थ्यांच्या मूल्यमापनातून त्यांना शिक्षणात येणा—या अडचणी ओळखता येतील तसेच शिकवण्याचा विद्यार्थ्यांवर होणारा परिणाम पाहता येईल , त्यामुळे शाळांना विद्यार्थ्यांचे मूल्यमापन करता येईल.

समारोप :

आधुनिक पालकांच्या मते ऑनलाईन अध्ययन व अध्यापन हा पारंपरिक शाळांना उत्तम पर्याय आहे. मात्र अनेकांना आता या कोरोना महामारीच्या काळात हा पर्याय योग्य नाही वाटत. ऑनलाईन अध्ययन व अध्यापनाचे अनेक फायदे असले तरी ते प्रत्यक्षात किती परिणामकारक आहेत हे अद्याप स्पष्ट झालेले नाही. शिक्षकांनीही संगणक, इंटरनेट या सुविधांशिवाय विद्यार्थ्यांना अध्यापन कसे करता येईल, या दृष्टीने अभ्यास करून त्या पद्धतीने अभ्यासक्रमाची रचना करावी

लागेल , असा विचार आता पुढे येऊ घातला आहे. दूरस्थ शिक्षण म्हणजे फक्त ऑनलाइन शिक्षण असे नसून तर संमिश्र माध्यमांच्या साह्याने शिक्षण होय.

संदर्भ :

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२१ व्या शतकात उच्च शिक्षणातील परीक्षार्थीसाठी समुपदेशन कार्यक्रमाची गरज"

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सावित्रीबाई फुले,पुणे विदयापीठ, पुणे.

प्रा. विकास बापू हंबीर

शरदचंद्रजी पवार शिक्षणशास्त्र (बी.एड) महाविदयालय, कोरेगाव भीमा,ता-शिरूर,जि-पुणे

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सारांश

आज २१ शतकांतील स्पर्धेच्या युगात प्रत्येक व्यक्तीला समुपदेशनाची गरज भासू लागली आहे. सामाजिक,आर्थिक ,सांस्कृतिक ,राजकीय ,शैक्षणिक,औद्योगिक ,वैयक्तिक या प्रत्येक क्षेत्राला मार्गदर्शन व समुपदेशनाची गरज निर्माण होऊ लागली आहे . आपले शिक्षण क्षेत्र त्यापासून वंचित नाही. आज मुलांना परीक्षा म्हंटले कि धडकी भरते आणि आणि मुले तणावाखाली जातात आणि चिंताग्रस्त होतात. आजच्या स्पर्धात्मक युगात विद्यार्थ्यांना अनेक समस्यांना तोंड द्यावे लागते . त्यामुळे मुलांची अभ्यासातील आवड कमी होऊ लागली आहे . त्यामुळे आई -वडिलांनी सर्व सुख सोई पुरवून देखील तसेच शिक्षकांनी मार्गदर्शन करूनही विद्यार्थी अपेक्षित यश मिळवू शकत नाही त्यामुळे विद्यार्थ्यांच्या चिंतेत आणखीच भर पडते . यातूनच शिक्षण क्षेत्रात परीक्षेविषयी चिंता वाढत जाते अशा मुलाचा शोध घेऊन त्याच्यासाठी काही समुपदेशनावर काही शालेय पातळीवर कार्यक्रमाचे कार्यक्रमाचे आयोजन करून विद्यार्थीना असा समुपदेश कार्यक्रम तयार केला आहे . यामध्ये त्याचा शारिरीक ,मानसिक ,बौद्धिक ,भैतिक या सर्वांचा विचार करून कार्यकर्मची रूपरेषा तयार केली आहे. यासाठी विविध मानसशात्रीय उपपत्ती यांचा विचार करून कार्यक्रम (प्रतिमान)तयार करण्याचा प्रयत्न केला आहे.

Key word -

परीक्षेची चिंता, समुपदेशन, मानसिक घटक, भौतिक वातावरण, शारीरिक घटक, बौद्धिक घटक, भावनिक घटक, कार्यक्रम (प्रतिमान), चिंतेची कारणे, कौटुंबिक चिंता, सामाजिक चिंता, सामाजिक आधार, चिंतेचे व्यवस्थापन, समुपदेशांची गरज,चिंतेबाबत संवेदना.

प्रस्तावना

'उद्धरावा स्वये आत्मा खचू देवू नये कधी! आत्माची आपला बंधू आत्मचिं रिपू आपला !!

भगवत गीतेतील या ओळीचा अर्थ म्हणजे व्यक्तीचे शारीरिक व मानसिक आरोग्य संतुलित असते तेव्हा ती व्यक्ती स्वतःचा मित्र असते. म्हणजेच तिचे आजार, विचार व कृतीही योग्य असते तर संतुलन बिघडले की त्याचा परिणाम शारीरिक व मानसिक आरोग्यावर दिसून येतो.नकारात्मक भावना,दृष्टीकोन, अविवेकी विचार विघातक कृती अशी आपणाला त्याची निष्पत्ती दिसून येते.मानव हा बुद्धिमान व भावनाशील प्राणी म्हणून ओळखला जातो जिथे भावना तिथे इच्छा,अपेक्षा, आकांक्षा या येतातच त्याची पूर्ती व कठोर परिश्रम यावर यश व अपयश अवलंबून असते. २१ वे शतक हे अपघात आणि मनोकायिक आजाराचं शतक असेल असं मत शास्त्रज्ञानी फार पूर्वी सांगितलेले आहे. अमेरिकेत पसरलेला मनोकायिक आजारच प्रमाण आता भारतात देखील पसरू लागलेलं आहे.इतकच नाही तर ट्रेस मागील कारणांचा देखील शोध घेत नाही.मनोकायिक आजाराचं शोध काही आज लागलेला नाही तर हजारो वर्षांपूर्वी योग व सिष्ठया संस्कृत ग्रंथात

‘ अधिजव्याधी ‘ म्हणून यांचा उल्लेख केलेला आढळतो. दैनंदिन जीवनातील आपले चिंता,ताण तणाव स्पर्धा,धावपळ, परीक्षेतील चिंता,याचा मनावर परिणाम होऊन आपले संतुलन बिघडतं. मनोकायिक आजाराची कारण जर आपण बघितले तर ते आधीमनावर परिणाम करतात. आपल्या देशाचा विचार करता पश्चिमात्यच अंधानुकरण करण्याचं सवयीमुळे आपल्या संसुकृती नाळ आजची तरुण पिढी तोडत आहे.असे दिसून येते त्याचे परिणाम त्रिशंकू अवस्था पहावयास मिळते यात सामाजिक,कौटुंबिक, व वैयक्तिक चिंतेचे फार मोठे कारण सांगता येते.

आजच्या स्पर्धात्मक युगात विद्यार्थ्यांना अनेक समस्यांना तोंड द्यावे लागते . त्यामुळे मुलांची अभ्यासातील आवड कमी होऊ लागली आहे . त्यामुळे मुलांची अभ्यासातील आवड कमी होऊ लागली आहे . त्यामुळे आई -वडिलांनी सर्व सुख सोई पुरवून देखील तसेच शिक्षकांनी मार्गदर्शन करूनही विद्यार्थी अपेक्षित यश मिळवू शकत नाही त्यामुळे विद्यार्थ्यांच्या चिंतेत आणखीच भर पडते . यातूनच शिक्षण क्षेत्रात परीक्षेविषयी चिंता वाढत जाते

परीक्षेची चिंता - (लक्षणे)

अ) मानसिक घटक - निराशा, भीती, चिंता

ब) भौतिक वातावरण - वर्ग खोल्या, शैक्षणिक साहित्य, शालेय वातावरण .

क) शारीरिक घटक - डोकेदुखी, पोटात गोळा येणे, हृदयाचे ठोके वाढणे, अंग जड होणे .

ड) बौद्धिक घटक - अवघड घटक, अविवेकी विचार

इ) भावनिक घटक - नकारात्मक भावना, पालक, समाजाची भीती .

चिंतेची कारणे - (causes of Anxiety)

एखादया विद्यार्थ्याला चिंता निर्माण झाल्यास ती कशी निर्माण झाली तिची तीव्रता किती असेल हे पुढील चार घटकावर अवलंबून असते . हे चार घटक चिंतेचे प्रमुख कारणे आहेत .

अ) चिंतेचे स्वरूप (Nature of anxiety)-

चिंता निर्माण करणारे अनेक एकत्र आल्यास अति चिंता चिंता अनुभवास येते. परीक्षेचा काळ जसा जसा जवळ येईल तसा - तसा विद्यार्थ्यांवरील चिंता (ताण) वाढत जातो.

१) परीक्षेची चिंता (Exam anxiety) -

परीक्षा म्हंटली की, बऱ्याच विद्यार्थ्यांच्या पोटात गोळा येतो जी मुले सुरुवातीपासून नियमितपणे अभ्यास करत नाहीत त्यांना परीक्षा जवळ आली की भीती वाटते परंतु अभ्यास करणारे विद्यार्थी मात्र मला अपेक्षित गुण मिळाले नाही तर? माझा वर्गात पहिला क्रमांक आला नाही तर? काय होईल हि चिंता सतत मनात डोकावत असते.

२) कौटुंबिक चिंता -

आज प्रत्येक कुटुंबात स्पर्धा चालू आहे. आपल्या मुलाला शेजारच्या मुलापेक्षा जास्त मार्क्स मिळाले पाहिजे या भावनेतून मुलांना परीक्षेविषयी चिंता वाढते.

३) सामाजिक चिंता -

आपल्या मुलाला परीक्षेत कमी गुण मिळाले तर समाज काय म्हणेल यातून स्पर्धा वाढते या भावनेला मुलांना सामोरे जावे लागते

ब) चिंतेबाबत संवेदना -

एकाच परिस्थितीमुळे उद्भवणारी चिंता दोन वेगवेगळ्या विदयार्थांसाठी कमी-जास्त तीव्रतेची असू शकते. एखादयाला परीक्षेविषयी आनंददायी अनुभव असेल तर काहींना तो चिंतायुक्त असेल व्यक्ती चिंतेला कशा प्रकारे सामोरे जाते यावरून यक्तीची संवेदना लक्षात येते.

क) चिंतायुक्त परिस्थितला सामोरे जाण्याची क्षमता -

काही विद्यार्थींना लहानपणापासूनच जास्त समस्या भेडसावतात अशा व्यक्ती त्रासलेल्या,धास्तवलेल्या,भांबवलेल्या असतात. त्यांना थोडेसे वैफल्य किंवा थोडेसे धडपण सहन होत नाही.कारण त्यांची समस्यायुक्त परिस्थितीशी सामना करण्याची क्षमता कमी झालेली असते.

ड) सामाजिक आधार -

जे विद्यार्थी कुटुंबीय,शिक्षक,नातेवाईक,मित्र परिवार अशांचा भक्कम आधार असतो असे विदयार्थी सदैव सकारात्मक असतात. याउलट ज्या विद्यार्थींना असा कोणताही आधार नसतो अशा विद्यार्थांना चिंतेला सामोरे जावे लागते.

इ) चिंतेचे व्यवस्थापन गरज-

"चिंता म्हणजे एखादया घटनेचा किंवा कामाचा मेंदूवर किंवा शरीरावर पडलेला अतिरिक्त दबाव होय. (मासावकार, २०१४)

प्रत्येक विद्यार्थ्यांची मानसिक, शारीरिक,चिंता स्विकारण्याची विशिष्ठ क्षमता असते. ती क्षमता जेव्हा मर्यादा ओलांडते. तेव्हा ती चिंता मनावर ताबा घेण्याचा प्रयत्न करतो. म्हणून या चिंतेचे योग्य वेळी व्यवस्थापन व्हायला हवे

समुपदेशन काळाची गरज-

आज प्रत्येक क्षेत्रात समुपदेशनाची गरज निर्माण झालेली आहे. याला शिक्षण क्षेत्र देखील अपवाद नाही. विदयार्थ्यांना परीक्षेसंदर्भात अनेक अडचणींचा सामना करावा लागतो. त्यामुळे काही विद्यार्थी आत्महत्या सारखे पाऊल उचलतात. त्यामुळे अशा चिंताग्रस्त विदयार्थ्यांना चिंता कमी करण्यासाठी समुपदेशनावर आधारित कार्क्रम हाती घेता येईल.

समुपदेशन (counseling)-

१) दोन व्यक्तीमधील प्रत्यक्ष भेटीची मालिका म्हणजे समुपदेशन होय.(कार्ल रॉजर्स)

२) counseling is consultation mutual into change of options deliberating together (Webster dictionary)

समुपदेशांचीगरज-

आज प्रत्येक क्षेत्रात समुपदेशनाची गरज निर्माण झालेली आहे. याला शिक्षण क्षेत्र देखील अपवाद नाही. विदयार्थ्यांना परीक्षेसंदर्भात अनेक अडचणींचा सामना करावा लागतो. अशा वेळी समस्या सोडविण्यासाठी समुपदेशनावरती आधारित कार्यक्रम (उपक्रम)हाती घेता येईल. त्यामुळे विदयार्थी चिंता कमी करण्यासाठी समुपदेशन प्रतिमान विकसन करणे गरजेचे आहे.

समुपदेशनावर आधारित कार्यक्रम -

घटक	विश्लेषण	कार्यक्रम (प्रतिमान)
१) तणाव व चिंता	निराशा, चिंतातुर होणे, चिडचिड होणे ,वर्तनबद्दल .	ताण तणाव कपातीकरण (प्रतिमान५ पायऱ्या)
२)भीती आणि स्वप्ने	भय, दिवास्वप्ने, मन अस्थिर , नकारातमक विचार .	आत्मविश्वास प्रशिक्षण प्रतिमान / कार्यक्रम
३) शारीरिक व मानसिक घटक	डोकेदुखी, पोटदुखी ,हात थरथर कापणे, खूप भूक लागणे , कंटाळा येणे ,छातीत दुखणे.	योगशीबिरे ,प्राणायाम , सूर्यनमस्कार .
४) यश -अपयश विचार	यश अपयश याबद्दलची खात्री नसणे,नकारातमक विचार,	समुपदेशन , व्याख्यान परीक्षा, न्यूनगंड दूर करणे .

५) अपराधी (दोषी) किंवा लाज वाटणे	अविवेकी विचार, समाजाची व पालकांची भीती .	स्व जाणीव ,शिक्षक पालक संघ ,चर्चा सत्र , प्रेरणादायी गोष्टी, व्यक्तिमत्व विकास.

घटक

१) परीक्षेविषयीचा न्यूनगंड कमी करण्यासाठी परीक्षार्थीसाठी मार्गदर्शन शिबिरे, व्याखाने आयोजित करणे.

२) अभ्यास सवयी सुधारण्यासाठी त्यातील क्लुप्त्या शोधून विद्यार्थाना सांगता येतील.

३) उपचारात्मक कार्यक्रम तयार करणे. उदा. हास्य क्लब, म्युझिक थेरपी, छंद वर्ग

४) आत्मविश्वास प्रशिक्षण शिबिरे आयोजित करणे. यशस्वी जीवनपट, ग्रेटभेट, अपंग लोकांचे जीवनवृतांत, हे जीवन सुंदर आहे या सर्वांची यशस्वी अंमलबजावणी करणे .

५) ताण-तणाव कपातीकरण प्रतिमानाचा वापर करणे.(जोसेफ वोल्फ आणि सहकारी)

६) ध्यान-धारणा, विपश्यना शिबिरे,योगशिबिरे (व्याख्यान+प्रात्यिक्षिके) प्राणायाम, सूर्यनमस्कार या कार्यक्रमाचे आयोजन करणे.

संदर्भग्रंथ

१) करंदीकर,सुरेश (२००६) शैक्षणिक मानसशास्त्र,आवृत्ती सहावी,फडके प्रकाशन,कोल्हापूर .

२) जगताप,ह. ना (१९९९) शैक्षणिक मानसशास्त्र, संपादित आवृत्ती, नित्यनूतन प्रकाशन,पुणे.

३) गुळवणी, मेघा(२००९) मार्गदर्शन व समुपदेशन, नित्यनूतन प्रकाशन,पुणे.

४) दुनाखे, अरविंद (२००६) शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, नित्यनूतन प्रकाशन,पुणे.

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कृषीशिक्षणातील भविष्याचे नायक 'फाली 'उपक्रमातून व्यक्तिमत्वासाठी कौशल्य विकासाच्या संधी

सौ. विश्रांती कदम
प्राचार्य,
जिजामाता जुनिअर कॉलेज ऑफ एज्युकेशन, सातारा

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सारांश –

विद्यार्थ्यांना यशस्वी जीवन जगण्यासाठी विचारपूर्वक शिक्षणाची, प्रशिक्षणाची आणि कौशल्य विकसनाची गरज आहे.जीवनात यश मिळवण्यासाठी व्यक्तिमत्वाचा सर्वांगीण आवश्यक आहे.त्यासाठी शालेय स्थरावर विविध उपकमांचे आयोजन केले जाते. त्याचप्रमाणे भारतातील शेतीला भविष्यातही एक समर्थ नेतृत्व मिळावे या दृष्टीने शाळेपासूनच विद्यार्थ्यांच्या अंगी शेतीची गोडी निर्माण व्हावी, कृषीक्षेत्राबाबत त्यांच्यामध्ये आत्मविश्वास निर्माण व्हावा,भविष्यातील आव्हाने ओळखून उच्च कृषी तंत्रज्ञानाचे बाळकडू त्यांच्यात रुजावे या महत्वपूर्ण उद्देशाने जैन इरिगेशन व नान्सी बेरी फौन्डेशन 'action platform' च्या वतीने सन 2014 पासून 'फाली' म्हणजेच Future Agriculture Leaders Of India या शेतीविषयक उपकमाची कार्यवाही इयत्ता 8वी व 9वी साठी सुरु आहे. कृषीशिक्षण व संशोधनात रुची निर्माण व्हावी, शेतीतील समस्या व उपाययोजना याकडे पाहण्याचा दृष्टिकोन विकसित व्हावा तसेच आधुनिक तंत्रज्ञान आत्मसात करण्याची संधी मिळावी या हेतूने हा अभ्यासक्रम राबवण्यात येत आहे .यामध्ये कृषी आधारित विविध नाविन्यपूर्ण प्रकल्पाद्वारे स्वतःच्या अनुभवातून आत्मविश्वासावर शिकता यावे यासाठी विशेष भर देण्यात आला आहे.

या उपकमाने विद्यार्थ्यांच्या व्यक्तिमत्वाला योग्य आकार देण्याच्या दृष्टीने संधी निर्माण झाल्या आहेत.त्यांच्यामध्ये काही कौशल्ये व मुल्ये विकसित झाली आहेत.विद्यार्थ्यांना गटात काम करावयाचे असते,त्यामुळे विद्यार्थी विषयाला धरून चर्चा करतात.परस्परांना सूचना देतात.आपले मत मांडतात.त्यामुळे त्यांच्यात संवादकौशल्य विकसित होते.सांघिक कौशल्य वाढीस लागते.सहकार्याची भावना निर्माण

होते.चिकित्सक वृत्ती,निरीक्षण,आकलन,समस्या परिहार,अभिव्यक्ती ई. गुणांचा विकास होतो. या प्रकल्पाद्वारे प्रायोगिक शेतीतूनविद्यार्थ्यांनाअनुभवासहित आर्थिक व्यवस्थापनही शिकण्यास मिळत असल्याने शिक्षण क्षेत्रात या उपकमांने सर्वांचे लक्ष वेधून घेतले आहे.शेती व्यवसाय योजना तसेच नाविन्यपूर्ण उपक्रम स्पर्धा घेतल्या जात असल्याने नवनिर्मितीला चालना मिळते.संशोधन वृत्ती वाढीस लागते.ही प्रक्रिया विद्यार्थीदशेत घडल्याने त्यांच्या व्यक्तिमत्व विकासासाठी आवश्यक असणारी विविध कौशल्ये व क्षमता विद्यार्थ्यांच्या अंगी वाढत असल्याने या उपक्रमातील विविध शाळांचा सहभाग दिवसेंदिवस वाढत आहे.

प्रस्तावना–

जीवनाच्या वाढ व विकासाच्या महामार्गावर प्रगती करण्याच्या दृष्टीने विद्यार्थ्यांच्या क्षमतांचा योग्य विकास करणे म्हणजे जीवन कौशल्यांचे शिक्षण होय.विद्यार्थ्यामध्ये आवश्यक ती कौशल्ये विकसित केली तर त्यांना प्रभावीपणे व कुशलतेने जीवन जगता येईल.विद्यार्थ्यांना भरपूर संधी उपलब्ध करुन द्याव्यात की ज्यामुळे ही कौशल्ये सहज टिकतील,ग्रहण करतील,जीवनात या कौशल्यांचा वापर करतील.विज्ञान व तंत्रज्ञानाच्या वेगाने होणाऱ्या विकासामुळे जीवनशैलीत झपाट्याने बदल होत आहेत.बदलती जीवनशैली सहजतेने पेलता यावी,त्यातून स्वतःच्या व्यक्तिमत्वाचा सर्वांगीण समतोल विकास साधता यावा यासाठी आयुष्यभर उपयोगी पडतील अशी कौशल्ये त्यांना शालेय शिक्षणातूनच मिळाली पाहिजेत.त्यासाठी शालेय स्थरावर विविध उपक्रम राबवले जातात,त्यांची कार्यवाही केली जाते.त्यापैकीच विद्यार्थ्यांच्या दैनंदिन जीवनाशी संबधित असणाऱ्या शेती व्यवसायाबाबतकृषीशिक्षणातील भविष्याचे नायक 'फाली' म्हणजेच Future Agriculture Leaders Of India या शेतीविषयक उपकमाची कार्यवाही चालू आहे. जैन इरिगेशन व नान्सी बेरी फौन्डेशन 'action platform' च्या वतीने सन 2014 पासूनकृषीक्षेत्राला चांगले नायक मिळावेत,नेतृत्व मिळावे या उद्देशानेइयत्ता 8वी व 9 वीतील विद्यार्थ्यांसाठी फाली हा उपक्रम सुरु करण्यात आला आहे.कृषीतील मूल्यवर्धनाचा सहभाग निर्माण करण्यासाठी उभारलेला हा एक परिवर्तनशील

कृषीशेक्षणिक कृती कार्यक्रम आहे.या उपकमाचा विद्यार्थी व्यक्तिमत्व विकासाशी संबंधित असणाऱ्या कौशल्यांचा विकास साध्य होण्यातील संबंधांचा अभ्यास महत्वाचा आहे.एकूणच व्यवहार व व्यावसायिक दृष्टिकोनावर आधारित ज्ञान व कौशल्ये विकसित करण्याचा प्रयत्न या उपकमाद्वारे सुरु आहे.

फालीचे स्वरूप व वैशिष्टे -

- 8वी व 9 वीतील विद्यार्थ्यांसाठी उपक्रम
- प्रत्येक शाळेत पूर्णवेळ कृषी तज्ञांची नेमणूक
- आठवड्यातून दोनदा शेती आणि शेतीशी संबंधित व्यवसायाबद्दल विद्यार्थ्यांना प्रात्यक्षिकासह माहिती
- शाळामध्ये प्रत्यक्षात नव्या तंत्रांच्या साह्याने विद्यार्थी राबवितात प्रकल्प
- ग्रीन हाउस,ठिबक सिंचन,अवजारे शाळामध्येप्रात्यक्षिकासाठी उपलब्ध.
- विद्यार्थ्यांना माती परीक्षण,शेतीमाल लागवड ते बाजारपेठेबाबत मार्गदर्शन
- Learning by doing, Learning by discovering ,vidio conferencing द्वारे तज्ञांचे मार्गदर्शन
- चांगल्या प्रकारचे उत्पादन ,योग्य प्रकारे विक्री व्यवस्थापन व्यवसायावर आधारित कौशल्याधिष्टीत शिक्षणप्रणाली
- प्रात्यक्षिकावर भर ,व्यवसायाभिमुक कौशल्य,विषयाशी निगडीत क्षेत्रभेटी,विविध स्पर्धा यातून व्यक्तिमत्व विकास

फालीची कार्यवाही –

1] फाली उपक्रमांतर्गत तयार करण्यात आलेला अभ्यासक्रम हा माध्यमिक स्तरावरील ई.8 वी व 9 वी च्या विद्यार्थ्यांसाठी असल्याने कृती आधारित अध्ययनाच्या माध्यमातून विद्यार्थ्यांना कृषिविषयक ज्ञान दिले जाते.या अभ्यासक्रमाच्या माध्यमातून विद्यार्थ्यांना लेखी व प्रात्यक्षिक ज्ञानाबरोबर ग्रामीण अर्थशास्त्र,फलोत्पादन,पशुविज्ञान,शेती,यांत्रिकीकरण,कृषीउद्योग आणि व्यवसाय या बाबी शिकवल्या जात आहेत.

2] वर्षभर विविध 24 कृतीकार्यक्रमांचे आयोजन केले जाते.यामध्ये हायड्रोपोनिक्स,मातीविना शेती,माती तपासणी,दुधातील भेसळ ओळखणे यासारख्या कृतींची प्रात्यक्षिके करुन घेतली जातात. त्याचबरोबर अन्नधान्य उत्पादनात वापरली जाणारी रसायने,अन्नसुरक्षितता,अन्न प्रक्रिया व वितरण या गोष्टी माहित करुन दिल्या जातात.

3] ग्रीन हाउस व शेडनेट –

शेतीचे प्रात्यक्षिकासह प्रशिक्षण मिळावे यासाठी निवडलेल्या शाळातग्रीन हाउस व शेडनेटची उभारणी करण्यात आली आहे.प्रगत शेती तंत्रज्ञानाचा वापर करुन फळे,फुले,भाजीपाला यांचे उत्पादन शाळेत उभारलेल्या शेड नेट मधून विद्यार्थी घेत आहेत.

4] मार्गदर्शन –

कृषी क्षेत्रातील नामवंतांची प्रथम सत्रात 2 व द्वितीय सत्रात 2 अशी एकूण 4 मार्गदर्शनपर व्याख्याने व्हिडीओ कॉन्फरन्सिंगद्वारे आयोजित केली जातात.विद्यार्थी आपले प्रश्न विचारून शंकानिरसन करुन घेतात.यामध्ये तांत्रिक,व्यावसायिक,नेतृत्व कौशल्य विकास यावर मार्गदर्शन केले जाते.

5] क्षेत्रभेट –

प्रथम सत्रात 2 व द्वितीय सत्रात 2 अशा एकूण 4 क्षेत्रभेटींचे आयोजन करुन विद्यार्थ्यांना प्रत्यक्ष अनुभव दिला जातो. यामध्ये शेतीपूरक प्रकल्प,प्रगतशील बागायतदारांची शेती अशा विविध ठिकाणांना भेटी देऊन तेथील कामकाजाचे निरीक्षण करण्यात येते .प्रगतशील बागायतदारांशी चर्चा व त्यांच्या यशस्वी शेतीचे रहस्य जाणून घेतले जाते.

6] विविध स्पर्धा –

या उपकमात सहभागी असणारे विद्यार्थी वर्षातून एकदा शेती आणि शेतीवर आधारित व्यवसाय यासाठी संशोधन स्तरावर काही कृषीविषयक मॉडेल्स तयार करुन त्याचे सादरीकरण करतात. शेती उत्पादनाच्या व्यवसायासाठी भविष्यकालीन योजना तयार करतात. या स्पर्धेमुळे विद्यार्थी शेतीशी निगडीत विविध व्यवसाय व प्रक्रिया उद्योग यांची

माहिती मिळवत असतात.यासाठी शालेय स्तरावर,विभागीय स्तरावर,राष्ट्रीय स्तरावर स्पर्धाचे आयोजन केले जाते .

7] फाली संमेलन –

वर्षाअखेरिस या उपकमात सहभागी असणाऱ्या सर्व शाळांचे एकत्रितफाली संमेलनआयोजित केले जाते .यामध्ये तज्ञांची व्याख्याने तसेच मुलाखतींचे आयोजन केले जाते.शाळेत वर्षभर ज्या स्पर्धा घेतल्या जातात त्या स्पर्धातून राज्यातून आलेल्या निवडक विद्यार्थांचे सादरीकरण घेतले जाते. त्यातून प्रत्येकी 5 कृषी मॉडेल व व्यावसायवृद्धी मॉडेल निवडले जातात.काही व्यवसाय मॉडेलला चालना दिली जाते आणि त्यांच्या वाढीसाठी सहकार्य केले जाते

वरील पद्धतीने संपूर्ण उपकमांची कार्यवाही होते.त्यामुळे विद्यार्थांच्या बौद्धिक विकासाबरोबरच त्यांच्या अंगभूत कौशल्यांना विकसित करुन त्यांच्या व्यक्तिमत्व विकासाला संधी मिळते.

फाली उपकमातून कौशल्यविकसन –

1] या उपकमात घेतल्या जाणाऱ्याविविध स्पर्धामुळे विद्यार्थ्यांच्या कल्पनाशक्तीला चालना मिळते.सर्जनशीलता वाढीस लागते,नवनिर्मितीचे कौशल्य प्राप्त होते.

2] नवनिर्मिती करत असतानाविद्यार्थ्यांनाविविध दिशेने विचार करावा लागतो.त्यातील बारकावे समजून घ्यावे लागतात.त्यामुळे चिकित्सक वृत्ती वाढते. तसेच प्रात्यक्षिकावर भर,कृतीद्वारे अध्ययन व स्वानुभवानुसार ज्ञान मिळवल्यामुळेविद्यार्थ्यांमध्ये प्रायोगिक कौशल्ये वाढीस लागतात आणि त्यांच्यामध्ये संशोधक वृत्ती निर्माण होते.

3] या उपक्रमाद्वारेअध्ययन करताना विद्यार्थ्यांचे गट केले जातात.विद्यार्थी गटाने काम करत असताना चर्चा करतात ,विचारविनिमय करतात.कामाची विभागणी करुन वेगवेगळ्या जबाबदारया पर पाडतात.त्यामुळे जबाबदारीची जाणीव तर येतेच परंतु सहकार्याची वृत्ती वाढीस लागून सांघिक कौशल्यांचा विकास होतो.

4] विद्यार्थी तज्ञांना प्रश्न विचारतात.त्यांच्या मुलाखती घेतात , उपकमांचे सादरीकरण करतात त्यामुळे त्यांच्यामध्ये प्रभावी संवादकौशल्य विकसित होते.विविध प्रकल्पांना भेटी दिल्यामुळे विद्यार्थ्यांमध्ये निरीक्षण,आकलन, उपयोजन या गुणांची वाढ होते.

5] नव्या तंत्रांच्या साह्याने विद्यार्थी प्रकल्प राबवितात.आधुनिक शेतीचे तंत्र आत्मसात करतात.नवीन बदल स्वीकारतात,त्यामुळे तंत्रज्ञानाच्या पिढीतील याविद्यार्थ्यांना माध्यम साक्षरता, माहितीची साक्षरता या आधुनिक कौशल्यासाठी सुद्धा सज्ज केले जाते.

समारोप –

कृषी क्षेत्रापुढे आज नवनवीन आव्हाने आहेत.ती आव्हाने पेलण्यासाठीआणि त्यातून मार्ग काढण्यासाठी नव्या दमाचे सक्षम नेतृत्व तयार करण्यासाठी फाली सारखे उपकम आवश्यक आहेत.फाली सारख्या उपकमातून विद्यार्थ्यांना स्वयंरोजगार निर्माण करता येईल.उपजीविकेसाठी आवश्यक असणारी कौशल्ये यामधून नक्कीच साध्य होतील.

संदर्भ सूची –

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ग्रामीण भागातील किशोरवयीन मुलींच्या अध्ययन - अध्यापनावर झालेला 'कोविड–१९' चा परिणाम

श्रीमती सुनिता माधवराव बिराजदार & डॉ. संघमित्रा गोणारकर

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सारांश :

युनिसेफच्या अहवालानुसार १५ ते १८ वर्ष वयोगटातील ४० टक्केकिशोरवयीन मुली आजही शिक्षणापासून दूर आहेत. यातील ३० टक्के किशोरवयीन मुलींनी त्यांच्या आयुष्यात शाळेत पायही टाकला नाही. भारतीय राज्य घटनेतील कलम २१ अ आणि शिक्षणहक्क कायद्यानुसार देशातील ६ ते १४ वर्षे वयोगटातील प्रत्येक बालकाला सक्तीचे व मोफत शिक्षण मिळाले पाहिजे. अशी तरतूद असली तरी त्याची अंमलबजावणी होताना दिसत नाही. त्यात कोविड–१९ च्या महामारीमुळे ग्रामीण भागातील लाखो मुली शिक्षणापासून वंचित आहेत.

गोर–गरीब, मजूरी करणारे कुटुंब, आदिवासी, भटक्या व विमुक्त जमातीची कुटुंबे, स्थलांतरीत कुटुंबे व उसतोड कामगारांची कुटुंबे व त्या कुटुंबातील मुलींच्या डोळ्यातील शिक्षणाचे नाजूक व सुंदर स्वप्न कोविड–१९ ने भयानक व भेसूर अवस्थेत रूपांतरीत केलेले आहे. ही एक भीषणव वास्तव परिस्थिती असून त्यावर वेळीच उपाययोजना नाही केली तर उद्याच्या भारताचे भावी आधारस्तंभ असणाऱ्या भावी मातांचे आयुष्य बेचिराख झाल्याशिवाय राहणार नाही.

ऑनलाईन शिक्षणपध्दतीत घरून शिकणाऱ्या व गृहपाठ पूर्ण करणाऱ्या ग्रामीण भागातील किशोरवीयन मुलींचे प्रमाण फक्त२५ ते ३० टक्के असून त्यांना स्मार्टफोन, टी. व्ही., डिजीटल शैक्षणिक साहित्य, संगणक, वीजजोडणी, दिक्षाॲप व इतर शैक्षणिक तंत्रज्ञानाच्या प्रवाहात वेळीच सहभागी करून घेणे आवश्यक आहे.किशोरवयीन मुली या उद्याच्या भारताचे भविष्य आहेत.

त्यामुळेत्यांच्यासर्वांगीणविकासावरचराष्ट्राचेभवितव्य अवलंबूनआहे.
म्हणूनत्यांच्याशिक्षणाचीहेळसांडहोणेहे एकाअर्थानेराष्ट्राचेचनुकसानआहे.

उद्दिष्ट्ये :

१. ग्रामीण भागातील किशोरवीयीन मुलींच्या ऑनलाईन शिक्षणाचे स्वरूप अभ्यासणे.
२. ग्रामीण भागातील किशोरवीयीन मुलींना ऑनलाईन शिक्षण घेताना येणाऱ्या अडचणींचा शोध घेणे.
३. ग्रामीण भागातील किशोरवयीन मुलींना ऑनलाईन शिक्षण देताना पालकांना येणाऱ्या अडचणींचा शोध घेणे.
४. ग्रामीण भागातील किशोरवयीन मुलींना ऑनलाईन शिक्षण देताना शिक्षकांना येणाऱ्या अडचणींचा शोध घेणे.
५. किशोरवयीन मुलींच्या ऑनलाईन शिक्षणात पालकांना व शिक्षकांना येणाऱ्या अडचणींवर उपाययोजना सुचविणे.

मार्च २०२० पासून कोविड– १९ या महामारीने संपूर्ण जगाला एका आगळ्या वेगळ्या संकटात लोटलेले आहे. मानवी जीवनाच्या सर्व अंगाला या साथीची झळ सोसावी लागत असून व्यक्तीच्या शारीरिक, मानसिक, बौध्दिक, सामाजिक व सांस्कृतिक घटकांवर ही त्याने विपरीत परिणाम केलेला दिसून येतो. शहरी तसेच ग्रामीण अशा कोणत्याही घटकाला या महामारीने मोकळे सोडलेले नाही.

विशेषत: ग्रामीण भागातील शाळा, विद्यार्थीव शिक्षक यांच्या अध्ययन अध्यापनावर ही कोविड–१९ चा विपरीत परिणाम झालेला आहे. ग्रामीण भागातील किशोरवयीन मुलींच्या समस्या या शहरी भागातील किशोरवयीन मुलींच्या तुलनेत अधिक तीव्रस्वरूपाच्या आहेत. या लॉकडाउनच्या काळात ऑनलाईन शिक्षणाचा पर्याय ही कुचकामी ठरत आहे. लॉकडाउनपूर्वी जानेवारी २०२० मध्ये युनिसेफ आणि सेंटर फॉर बजेट पॉलिसी स्टडीज्च्या अहवालानुसार १५ ते १८ वर्षे वयोगटातील ४० टक्के किशोरवयीन मुली आजही शिक्षणापासून वंचित आहेत, दूर

आहेत. यातील ३० टक्के मुलींनी त्यांच्या आयुष्यात शाळेत पायही टाकला नाही. सद्यस्थितीतील ही वस्तुस्थिती डोळ्यात झणझणीत अंजन घालावयास लावणारी आहे.

भारतीय राज्य घटनेतील कलम २१ अ आणि शिक्षणहक्क कायद्यानुसार देशातील ६ ते १४ वर्षे वयोगटातील प्रत्येक बालकाला सक्तीचे व मोफत शिक्षण मिळाले पाहिजे, अशी तरतूद असली तरी प्रत्यक्षात त्याची अंमलबजावणी होताना दिसत नाही. परिणामी लाखोमुले—मुली आज ही शिक्षणापासून वंचित आहेत.

या कोविड—१९ च्या लॉकडाउनमुळे ग्रामीण भागातील गोरगरीब, मोलमजूरी करणाऱ्या मुलींच्या कुटुंबाचे प्रचंड हाल होत असून त्यांच्या पालकांना रोजगार गमवावा लागत आहे. अन्न, वस्त्र, निवारा या मुलभूत गरजा भागविणे ही त्यांना अवघड होउन बसलंय. घरी बसलेल्या किशोरवयीन मुलींना ऑनलाईन शिक्षण उपलब्ध करून देण्याच्या अवस्थेत पालकांची मानसिकता नसून त्यापेक्षा त्यांचे लग्न लावून दिलेले बरे असा विचार पालक करीत असल्याचे सध्याचे चित्र आहे. अशा गोर—गरीब किशोरवयीन मुलींच्या शिक्षणाची दारे कोविड—१९ ने बंद केलेली आहेत. बऱ्याच राज्यांनी ई—लर्निंग सुरू केले आहे. मात्र ग्रामीण भागातील पालकांना त्यांच्या काहीही देणे घेणे नाही. टी. व्ही., रेडिओ, इंटरनेटच्या वापराचा, मोबाईल फोन, कॉम्प्युटर, दिक्षा ॲपचा वापर या बाबी पासून हजारो किशोरवयीन मुली कोसोदूर आहेत.

राईट—टु—एज्युकेशन फोरमच्या सदस्यांच्या मते २५ ते ३० टक्के मुली ही होमवर्क पूर्ण करू शकत नाहीत. त्यांच्याकडे स्वत:चा स्मार्टफोन नाही. दिल्ली, मुंबईसारख्या शहरांची अवस्था समाधानकारक नाही, तिथे ग्रामीण भागाचे तर न विचारलेलेच चांगले. एवढी दुरावस्था झालेली आहे. स्वातंत्र्यांच्या ७० वर्षानंतर ही कुठली ही आपत्ती आली की मुलींच्या शिक्षणावर सर्वात अगोदर विपरीत परिणाम होतो.

काही वर्षापूर्वी झालेल्या इबोला साथीच्या आजारामुळे ही अशीच परिस्थिती उद्भवली होती. इबोलाचा फैलाव रोखण्यासाठी टी. व्ही., ई—लर्निंग सारख्या सुविधा किशोरवयीन मुलींना खुप कमी प्रमाणात मिळाल्या. मुली घरी असल्यामुळे घरातील कामाचा बोजा त्यांच्यावर टाकला जातो. कमी वयात लग्नं लावून दिली की, त्यातून होणारी गर्भधारणा, कौटुंबिक हिंसाचार, लैंगिक शोषण अशा एक ना अनेक समस्यांना ग्रामीण मुलींना सामोरे जावे लागते. आपल्या देशातील मुलींच्या शिक्षणावर परिणाम करणाऱ्या घटकांपैकी गरीबी, सामाजिक विषमता, जातीप्रथा,

पितृसत्ताकपध्दती, लिंगभेदभाव, मुलींचे होणारे शोषणइ. विविध कारणांमुळे त्यांचे शिक्षण अर्धवट राहते. १९८६ च्या राष्ट्रीय शैक्षणिक धोरणात व नॅशनल एज्युकेशन पॉलिसी, २०२० मध्ये ही मुलींचे शिक्षण व त्यांच्या सक्षमीकरणावर भर दिलेला आहे. 'बेटीबचाव, बेटीपढ़ाव' चा नारा ही दिला जातो. मात्र ग्रामीण भागातील मुलींच्या कुटुंबानी जगावे कसे? हाच यक्ष प्रश्न पडल्याचे दिसून येते.

शाळा बंद पण शिक्षण सुरू, असे सरकारचे धोरण असले तरी ग्रामीण भागातील मुली स्मार्टफोन, टी. व्ही., संगणक, दिक्षा ॲपइ. तंत्रज्ञानाच्या साधनाऐवजी मोलमजूरी करून पोटापाण्याचा प्रश्न सोडविण्यात मग्न झालेल्या आहेत. बालविवाहाचे प्रमाण कोविड–१९ मुळे वाढण्याची चिन्हे आहेत. सामाजिक विषमतेची दरी रूंदावण्याची भीती व्यक्त होत आहे. गोर–गरीबांसाठी समस्यांची साखळी निर्माण होत आहे.

लॉकडाउननंतर सुरू होणाऱ्या शिक्षणात मुलींना प्राधान्याने सामावून घेवून विशेष शैक्षणिक स्कॉलरशिप देणे अगत्याचे आहे. 'माझी कन्याभाग्यश्री', 'सुकन्याठेव योजना' यातील रक्कम मुलींच्या शिक्षणासाठी उपलब्ध करून देणेगरजेचे आहे. ग्रामीण भागातील मुलींची शाळा बंद होवू नये म्हणून पालकांसोबत संवाद साधण्याची आवश्यकता आहे. त्यांचे समुपदेशन करावे लागेल. स्थानिक समुपदेशक निवडावे लागेल, शिक्षण, स्थानिक समिती सदस्य, माता–पालकसंघामार्फत त्यांच्या संपूर्ण कुटुंबाचे समुपदेशन करावे लागेल.

ऑनलाईन शिक्षणापेक्षा ऑफलाईन शिक्षण, साखर शाळा, महात्मा फुले शिक्षण योजना, वस्तीशाळा इ. चे नव्याने प्रारूप तयार करणे आवश्यक आहे. राज्यातील ४००० शाळा बंद होणार, अशी चर्चा ऐकीवात आहे. वरील मुलींनी शाळा बंद झाल्यावर कुठे जावे लागेल?

कोरोना विषाणूची साथ म्हणजेच कोविड–१९ हे एक दुसऱ्या महायुध्दानंतरचे जगासमोरचे भलेमोठे संकट आहे. ठप्प झालेल्या अर्थव्यवस्थेमुळे हातावर पोट असणारे कष्टकरी, मजूर वर्ग शहरांकडून ग्रामीण भागाकडे वळले आहेत. लॉकडाउनमुळे ग्रामीण भागातील किशोरवयीन मुलींच्या शारीरिक, मानसिक व बौध्दिक स्वास्थ्यावर विपरीत परिणाम होत आहे.

युनेस्कोच्या अहवालानुसार, एप्रिल २०२० मध्ये १८८ देशांत १५४ कोटी विद्यार्थी घरी बसले आहेत. भारतातील १५ लाख शाळा बंद असून त्यामुळे २८ कोटी विद्यार्थी व ८९ लाख

शिक्षक घरी बसलेले आहेत. ५० हजार उच्चशिक्षण संस्थाबंद आहेत व ३.७० कोटी विद्यार्थी व १५ लाख महाविद्यालयीन शिक्षक घरी बसलेले आहेत. ३० कोटी विद्यार्थी रिकामटेकडे घरी बसणे हे प्रचंड चीड आणणारे आहे. युनेस्कोने शाळाबाह्य विद्यार्थ्यांच्या समस्येवर तोडगा काढण्याचे ही सुचविले आहे. शिक्षणात आलेल्या या व्यत्ययाने किशोरवयीन मुलीं नात्यांच्या शिक्षणहक्कापासून वंचित राहावे लागत आहे.

दूरशिक्षण, माहिती व तंत्रज्ञानाचा वापर, यु—ट्युब, मल्टिमिडीया, स्मार्टफोन, टी. व्ही., ई—लर्निंगइ. च्या माध्यमातून अनेक देशांनी तातडीने शिक्षणसुरू केलेल`आहे. मात्र भारताच्या ग्रामीण भागातील मुलींच्या शिक्षणाची हेळसांड न पहावी अशीच म्हणावी लागेल.उच्च व मध्यमवर्गीयांची मुले ऑनलाईन शिक्षण घेत आहेत. मात्र ग्रामीण भागातील मुलींकडे या शैक्षणिक साधनांची उणीव आहे. कष्टकरी, गरीबवर्गातील मुली, भटकेविमुक्त, आदिवासी समाजातील मुलींची शिक्षणाबाबत आवड असून ही प्रचंड हेळसांड होत आहे व हे चित्र अत्यंत विरादक असे आहे.

'ट्राय'च्या अहवालानुसार भारतात २०२० मध्ये इंटरनेट वापरणार्यांची संख्या ६८.४५ कोटी आहे. मोबाईल फोनवापरणार्यांची संख्या ४२.८२ कोटी आहे. तर इंटरनेटसह स्मार्टफोन वापर करणार्यांची संख्या ही ४०.७२ कोटी आहे व टी. व्ही. चा वापर ७६ कोटी लोक करतात. असे असले तरी भारतात प्रचंड विषमता असून फक्त५२ टक्के जनता इंटरनेटचा वापरकरते व निम्मा भारत आणखी ही इंटरनेटच्या लाभापासून वंचित आहे व ग्रामीण भागात तर ३६ टक्केच जनता तेवढी इंटरनेट वापरते व हेच प्रमाण शहरी भागात ६४ टक्के आहे. तर ६७ टक्के पुरूष व फक्त ३८ टक्के स्त्रिया इंटरनेटचा वापर करतात. म्हणजेच इंटरनेट तथा माहिती तंत्रज्ञान हे फक्त शहरी, सधनवर्ग व पुरूष वर्गाचीच मक्तेदारी असून ग्रामीण भागातील किशोरवयीन मुली या साधनांपासून वंचित आहेत.

भारतात १०० हून अधिक चॅनेल्स असून ही ग्रामीण भागातील मुलींच्या शिक्षणासाठी या चॅनेल्सचा वापर करून घेण्याबाबत शिक्षणखात्याकडून काहीही पावले उचलली गेली नाहीत. ग्रामीण भागातील मुलींच्या आईवडीलांची गरीबी, अज्ञान, अंधश्रध्दा, अपूरीसाधने, आर्थिक चणचण, रोजगाराची अनिश्चितता, आर्थिक ताण यामुळे त्यांच्यासमोर ऑनलाईन शिक्षणाच्या अडचणींचा डोंगर उभा टाकलेला आहे.

ऑनलाईन शिक्षण स्विकारण्याची मानसिकता आणखी ग्रामीणभागातील पालकांची बनलेली नाही. एकंदरीत ग्रामीण भागातील किशोरवयीन मुलींच्या शिक्षणात अनंत अडचणी असून 'घरून शिक्षण'(learning from home)या संकल्पनेचे काय होईल असा प्रश्न भेडसावू पाहतोय. टाळेबंदीमुळे घराघरातील लहानमुला—मुलींना स्मार्टफोन व स्क्रीनपासून दूर ठेवणेही पालकांना शक्य होत नाही. सधन पालकांकडे ऑनलाईन साहित्य उपलब्ध आहे. मात्र ग्रामीण भागातील गरीब पालक या डिजीटल साधनांपासून व साहित्यापासून वंचित असल्याने या गरीब मुलीऑनलाईन शिक्षणात मागे पडत आहेत. यामुळे त्यांच्या शालेय शिक्षणाची दैन्यावस्था झाली आहे.

ग्रामीण भागाचा विचार करता भारतातील कोट्यावधी कुटुंबाकडे ऑनलाईन शिक्षणासाठी संगणक व इंटरनेट जोडणीचा अभाव आहे. यामुळे त्यांच्या मुलींना धड गृहपाठही करता येत नाही. शिवाय तेवढी पुरेशी मोकळी जागाही त्यांच्याकडे नसते. क्रमिक पुस्तकांची वानवाही त्यांच्या पाचवीला पूजलेली असते.

कोविड—१९ च्या संकटामुळे अभूतपूर्व अशी आर्थिक मंदी येणे अपरिहार्य वाट लागले आहे. त्यामुळे या ग्रामीण मुली तर कुपोषण,कौटुंबिक, हिंसाचार, छळ, बालविवाह इ. अनिष्टतेच्या चक्रात अडकत आहेत. ग्रामीण भागातील बहुतांश पालकांनी तर या ऑनलाईन शिक्षणाची वाट सोडून देवून मुलींना मोलमजुरीच्या कामासाठी जूंपून पोटाची खळगी भरणे हेच आपले उद्दिष्ट ठेवलेले आहे. त्यामुळे या अल्पवयीन किशोरींच्या शारीरिक व मानसिक अवस्थेवर विपरित परिणाम होण्याची शक्यता नाकरता येत नाही. केरळ, पश्चिमबंगाल, दिल्लीव आंध्रप्रदेशांनी आपापल्या मुलामुलींना शालेय पोषण आहार देण्याचे पूर्वीच नियोजन करून ठेवले होते, आपल्या मुला—मुलींना मध्यान्ह भोजन कस`मिळेल, याची तजवीज या राज्यांनी अगोदरच करून ठेवली होती. ग्रामीण भागातील गरीब व गरजू कुटुंबाला आर्थिक आधार उपलब्ध करून देण्याची ही गरज निर्माण झाली आहे.सुरूवातीला मुलींना आशा होती की, कोविड—१९ चे हे संकट लवकर संपेल व परिस्थिती सुरळीत होईल, परंतु कोरोनाची साथ वाढतच गेल्याने या किशोरवयीन मुलींना निरनिराळ्या समस्येला तोंड द्यावे लागत आहे. त्यामुळे त्यांची चिंताही वाढली आहे. पालकांचा संयम सुटून पालक त्यांच्यासाठी विवाहाची स्थळेही शोधू लागली आहेत. त्यामूळे मुलींच्या समस्येत व चिंतेत अधिकच भर पडली आहे. त्यांचे मनोधैर्य ढासाळून त्या डिप्रेशनमध्ये जाण्याची भीती व्यक्त केली जात आहे. सरकार यासाठी समुपदेशकाची नियुक्ती करते. परंतु ग्रामीण भागासाठी समुपदेशकाची ही नियुक्ती केली जात नाही, हे खरे दु:ख आहे.

थोडक्यात ग्रामीण भागातील किशोरवयीन मुलींसाठी भूकंप, वादळ, दुष्काळ, अतिवृष्टी या नैसर्गिक आपत्तीपेक्षाही कोविड–१९ चे संकट महाभयंकर आहे.

ग्रामीणभागातीलकिशोरवयीनमुलींच्याशिक्षणासाठीकोविड–१९परिस्थितीत योजावयाचेउपाय :

१. शासकीय स्तरावरूनग्रामीणभागातीलकिशोरवीयनमुलींसाठीस्मार्टफोन, इंटरनेटकनेक्शन, वीज जोडणी, टी. व्ही., दिक्षा ॲप इ. तंत्रसाधनेउपलब्ध करून द्यावीत.

२. शहरी भागातील किशोरवयीन मुलींना मिळणारा शैक्षणिक साहित्याचा संच ग्रामीण भागातील किशोरवयीन मुलींना ही उपलब्ध करून देण्यासाठी प्रयत्न केला जावा.

३. त्यांच्यासाठी पूर्ण वेळ समुपदेशकाची नियुक्ती करणे आवश्यक आहे. जेणे करून त्यांचे डिप्रेशन कमी होईल. वाढत्या लैंगिक समस्या, बालगुन्हेगारी, वाढती व्यसनाधिनता कमी होईल.

४. मोफत मास्क, सॅनिटायझर व साबण इ. चा कीट त्यांना पुरविण्याबाबत ठोस उपाययोजना होणे आवश्यक आहे.

५. केवळ परीक्षेसाठी नाही तर आयुष्याला सामोरे जाण्यासाठी विविध जीवन कौशल्ये, आनंदीवृत्तीला वाढीला लावणाऱ्या शिक्षणक्रमाची योजना आखणे आवश्यक आहे.

६. स्थलांतरीत कुटुंबे, उसतोड कामगारांचे पाल्य, आदिवासी, गरीब व मजूरी करणाऱ्या मुलींच्या कुटुंबाला आर्थिक सहाय्य करून त्यांना उभारी देणे आवश्यक वाटते.

७. जगतिकशिक्षणाचा विचार करणारे व्यावसायिक धोरणकर्ते, संशोधक, अभ्यासक, अधिकारी, शिक्षणतज्ञ व शिक्षक यांचा समावेश असलेली एक स्वतंत्र 'स्वायत्तसंस्था' शिक्षण क्षेत्रासाठी निर्माण व्हावी. शासनाला सल्ला देण्यासाठी अशा संस्थेची गरज आहे.

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माध्यमिक स्तरावरील व्दितीय भाषा हिंदी विषयाच्या पाठयपुस्तकाच्या अध्यापनाचा मूल्यशिक्षणाच्या संदर्भात चिकित्सक अभ्यास

प्रा.सौशोभा संग्राम पाटील
सहाय्यक प्राध्यापिका
आझाद कॉलेज ऑफ एज्युकेशन सातारा

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प्राचार्य
शिक्षणशास्त्र महाविद्यालय, नांदेड

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सारांश

शिक्षणाचा केंदबिंदू विदयार्थी तर शिक्षणाचा आत्मा शिक्षक आहे. एकुणच शिक्षण प्रक्रियेत शिक्षकाला अनन्य साधारण महत्व आहे. शिक्षणाची प्रक्रियाच शिक्षकांच्या सक्रिय सहभागाशिवाय पूर्ण होऊ ष्शकत नाही. विदयार्थ्यांच्या भावी आयुष्याचा आणि जीवनाचा विकास साधण्याचे काम शिक्षकांमार्फत शिक्षण प्रक्रियेतून केले जाते. शिक्षक हा विदयार्थी परायण असावा, विदयार्थी हा शिक्षकपरायण असावा शिक्षक आणि विदयार्थी हे दोघे ही ज्ञानपरायण असावेत आणि शेवटी ज्ञान हेसेवा परायण असावेअसे विनोबांनी सांगितले आहे.

एकुणच शिक्षणाचा विस्तार होत असताना शाळा, मुख्याध्यापक, शिक्षक आणि विदयार्थी यात लक्षणीय वाढझाली. संख्यात्मक प्रचंड वाढीमुळे गुणात्मक वाढीकडे जेवढे लक्ष दयावयास हवे होते तेवढे देता आले नाही ही वस्तुस्थिती आहे. शिक्षणाने अक्षर ओळख करून दिली. लेखन, वाचन, भाषण या कौशल्यांची माहिती दिली. परीक्षा घेतल्या आणि प्रमाणपत्रे दिली. काही प्रमाणात नोकऱ्याही दिल्या. पण या गडबडीत जीवननिष्ठा देण्यात व जीवनमूल्ये रूजविण्यात मात्र शिक्षण यशस्वी झाले नाही जीवनाला हेतू, दिशा आणि गती देणारे मूल्याधिष्ठित शिक्षण देण्याची एकविसाव्या शतकाकडे वाटचाल करणाऱ्या भारतासारख्या राष्ट्राला नितांत आवश्यकता निर्माण झाली.मूल्यशिक्षण हा अध्यापनाचा स्वतंत्र विषय होऊ शकत नाही वातावरण, सहवास, उपक्रम, कार्यक्रम, वाचन, मनन, अनुभव, संस्करण व जीवनदृष्टी यांच्या साहाय्याने मूल्ये आत्मसात करावयाची असतात.माध्यमिक स्तरावरील हिंदी पाठयपुस्तकात विविध मूल्यांचा अंतर्भाव केलेला आहे.शासनाने शाळा स्तरावर मूल्यशिक्षणाची स्वतंत्र तासिका सुरू केलेली आहे. केवळ परिक्षार्थी विदयार्थी डोळयासमोर न ठेवता त्यांच्यामध्ये समर्थपणे जीवन जगण्याची क्षमता निर्माण व्हावी यासाठी दहा मूल्ये प्रमाणित करण्यात आली आहेत. ती पुढीलप्रमाणे वक्तशीरपणा, नीटनीटकेपणा, श्रमप्रतिष्ठा, राष्ट्रीय एकात्मता, सर्वधर्म सहिष्णुता, राष्ट्रभक्ती, सौजन्यशीलता, वैज्ञानिक दृष्टीकोन, स्त्री–पुरूष समानता ही मूल्ये रूजविण्याची शाळांमधील शिक्षकांची महत्वाची जबाबदारी आहे.

संशोधकाच्या अध्यापनाचा विषय हिंदी असल्याने हिंदी विषयाच्या पाठयपुस्तकांतून इयत्ता ९वी च्या अभ्यासक्रमातील निवडक मूल्ये शिक्षक अध्यापनातून रूजवतात की नाहीत व ती कशी रूजवितात हे अभ्यासावे वाटले. कुमारावस्थेमध्ये विदयार्थ्यांच्या जीवनाला एक दिशा मिळत असते. त्यांच्यात जर मूल्ये खऱ्या अर्थाने रूजली तरच सक्षम समाज आणि सक्षम राष्ट्रघडणीचे कार्य होवू शकते. समाजाची आपल्यावर काहीतरी जबाबदारी आहे ही भावना याच वयात मूल्यशिक्षणाच्या माध्यमातून निर्माण होवू शकते. यासाठी माध्यमिक स्तरावरील विदयार्थ्यांमध्ये मूल्ये खऱ्या अर्थाने रूजविण्यासाठी सदरचे संशोधन गरजेचे आहे.

भारतीयांना मूल्यशिक्षणाची कल्पना नवीन नाही. भारतात प्राचीन व मध्ययुगीन काळात कुटुंब पदधती, समाजव्यवस्था व शिक्षणपद्धती हे मूल्यशिक्षणाचे महत्वपूर्ण स्त्रोत ठरले. विश्वात स्वत:ला पाहणारा व स्वत:त विश्वालापाहणारा, जीवमात्राविषयी दया, सहानुभूती, प्रेम वाढविणारा, सृष्टीशी सख्यत्वाने, अदवैताने वागणारा, प्रभूशी एकरूप होवून त्याद्वारे चराचरांशी एकात्मवृत्तीने वागू शकणारा असा हा भारत. भारतीय शिक्षणात मूल्यशिक्षणाला

महत्वाचे स्थान आहे. स्वातंत्र्योत्तर काळात शिक्षणाविषयक जागृती झाल्याने शिक्षणाचा प्रचार व प्रसार मोठया प्रमाणावर झाला. खेडयापाडयातून शाळा निघाल्यामुळे ज्ञानगंगेचा प्रवाह तेथपर्यंत पोहचला. वास्तविक एवढया मोठया प्रमाणावर शिक्षणाचा प्रसार झाल्यावर एक आदर्श, सुसंस्कृत सुसंघटित समाज निर्माण व्हायला पाहिजे होता. पण प्रत्यक्षात तसे दिसत नाही. एकत्र कुटूंब पद्धतीचा ऱ्हास प्रतिष्ठेच्या अवास्तव व चुकीच्या कल्पना, जीवघेण्या स्पर्धा, व्यसनाधीनता, नेतृत्वाचा अभाव, मार्गदर्शनाची उणीव इ.मुळे मानसिक अवधान ढासळत आहे. छोटी मुले आजी आजोबांच्या प्रेमाला व संस्काराला पारखी झाली आहेत. आईवडील नोकरी करतात, थकून येतात मग संस्कार कोण करणार? आज दूरदर्शन प्रत्येकाच्या घरात ठाण मांडून बसले आहे. केबलचे फॅड घरोघरी पोहोचले आहे. सिनेमा, थिएटर, इंटरनेट कॅफे यामाध्यामातून सी.डी, व्ही.सी. डी., नियकतकालिके, वर्तमानपत्रे यामधून दाखवली जाणारी व्यसनाधिनता, विध्वंसक वृत्ती, खून, मारामाऱ्या, बलात्काराची दृश्ये, गुंडांना मिळणारी प्रतिष्ठा त्यांचा दबदबा त्यामुळे हतबल, आगतिक झालेला समाज ही सर्व दृश्ये संस्कारक्षम मनावर कृसंस्काराचे रोपण करीत आहेत. त्यामुळे आज बालमने दुभंगली आहेत आणि निर्माण होणारा समाज हा संक्रमित दिशाहिन होत चालल्याचा दिसत आहे. तंत्रविज्ञान युगात नैतिक मूल्याधिष्ठित शिक्षणाची गरज काय? वरील सर्व विवेचनावरून असे म्हणावे लागेल की मूल्यशिक्षणाशिवाय पर्याय नाही. श्शालेय वेळापत्रकानुसार प्रत्येक दिवसाची सुरूवात राष्ट्रगीत, प्रार्थना व प्रतिज्ञेने होते. यामधून संस्कार होवून मूल्ये जोपासली जातात. पाठयपुस्तकातून मूल्ये विदयार्थ्यांवर ठसविली जातातच. मुलांच्या शिक्षणात नैतिक मूल्यांचा समावेश करून आपला व्यवहार व शिक्षणामधून भारतीय मूल्यांना आत्मसात करण्याची प्रेरणा देणे गरजेचे आहे. ही प्रेरणा विदयार्थ्यांना शिक्षकांच्या अध्यापनातून निश्चितच मिळणे आवश्यक आहे. यासाठी शासनाने शाळा स्तरावर मूल्यशिक्षणाची स्वतंत्र तासिका सुरू केलेली आहे. केवळ परिक्षार्थी विदयार्थी डोळयासमोर न ठेवता त्यांच्यामध्ये समर्थपणे जीवन जगण्याची क्षमता निर्माण व्हावी यासाठी दहा मूल्ये प्रमाणित करण्यात आली आहेत. ती पुढीलप्रमाणे वक्तशीरपणा, नीटनीटकेपणा, श्रमप्रतिष्ठा, राष्ट्रीय एकात्मता, सर्वधर्म सहिष्णुता, राष्ट्रभक्ती, सौजन्यशीलता, वैज्ञानिक दृष्टीकोन, स्त्री–पुरूष समानता ही मूल्ये रूजविण्याची शाळांमधील शिक्षकांची महत्वाची जबाबदारी आहे.शासनाने शाळा स्तरावर मूल्यशिक्षणाची स्वतंत्र तासिका सुरू केलेली आहे. केवळ परिक्षार्थी विदयार्थी डोळयासमोर न ठेवता त्यांच्यामध्ये समर्थपणे जीवन जगण्याची क्षमता निर्माण व्हावी यासाठी दहा मूल्ये प्रमाणित करण्यात आली आहेत. ती पुढीलप्रमाणे वक्तशीरपणा, नीटनीटकेपणा, श्रमप्रतिष्ठा, राष्ट्रीय एकात्मता, सर्वधर्म सहिष्णुता, राष्ट्रभक्ती, सौजन्यशीलता, वैज्ञानिक दृष्टीकोन, स्त्री–पुरूष समानता ही मूल्ये रूजविण्याची शाळांमधील शिक्षकांची महत्वाची जबाबदारी आहे.

समस्या विधान–

माध्यमिक स्तरावरील व्दितीय भाषा हिंदी विषयाच्या पाठयपुस्तकाच्या अध्यापनाचा मूल्यशिक्षणाच्या संदर्भात चिकित्सक अभ्यास

समस्या विधानातील पारिभाषिक शब्दाच्या व्याख्या

संशोधन विषय अधिक स्पष्ट व्हावा या हेतूने संशोधन समस्या विधानातील पारिभाषिक शब्दाच्या व्याख्या पुढिलप्रमाणे दिल्या आहेत.

संकल्पनात्मक व्याख्या

माध्यमिक स्तर–राष्ट्रिय शैक्षणिक आकृती बंधातील ५+३+२+२ उच्च प्राथमिक नंतरचे २+२ वर्षाचे इयत्ता ९,` म्हणजेमाध्यमिक स्तर होय.

प्राथमिक स्तरावरील आणि माध्यमिक स्तरावरील निम्न माध्यमिक आणि उच्च माध्यमिक स्तर यामधील माध्यमिक स्तरावरील इयत्ता ९ वी चा वर्ग म्हणजेमाध्यमिक स्तर होय.

हिंदीविषय–

संकल्पनात्मक व्याख्या

हिंदी विश्वाची एक प्रमुख भाषा आहे. हिंदी ही भारताची राजभाषा आहे. भारतामध्ये सर्वात जास्त बोलली जाणारी भाषा म्हणजे हिंदी भाषा होय. .

कार्यात्मक व्याख्या

माध्यमिक स्तरावर अध्ययन अध्यापनासाठी असलेल्या त्रिभाषांपैकी व्दितीय भाषा म्हणजे हिंदी भाषा होय.

पाठयपुस्तक–

ज्या पुस्तकात विद्यार्थ्यांना अध्ययना साठी आवश्यक असणारा पाठयांश वाचायास मिळतो. ज्यामध्ये विद्यार्थ्यांना स्वत:चे मूल्यमापन करण्यासाठी स्वाध्याय दिलेले असतात अशा पुस्तकांना पाठयपुस्तक म्हणतात.(संदर्भ–आशययुक्त अध्यापन पध्दती)

मूल्यशिक्षण–

शिक्षणाच्या माध्यमातून प्रत्येक समाज बालकाला विविध प्रकारची कौशल्ये देतो, या शिवाय तो उत्तम नागरिक व्हावा. माणूस बनावा यासाठी त्याच्यात अनेक गुणांची रुजवण करतो हेच मुल्यशिक्षण होय.

चिकित्सक अभ्यास–

संबधित संशोधन समस्येचा सांगोपांग अभ्यास करणे म्हणजे चिकित्सक अभ्यास होय.

संशोधनाची उद्दिष्टे–

१) इयत्ता ९वी च्या हिंदी विषयाच्या आशय घटकातून व्यक्त होणाऱ्या मूल्यांचा शोध घेणे.

२) शाालेय स्तरावर मूल्यशिक्षण विषयक प्रशिक्षण परिपाठ याबाबतची सद्य:स्थिती जाणून घेणे याबाबतचे.

३) हिंदी आशय घटकांतर्गत मूल्ये विदयार्थ्यांमध्ये रूजविण्यासाठी शिक्षकाच्या कार्यपद्धतीची माहिती घेणे.

४) शालेय स्तरावर प्रभावी मूल्यशिक्षणासाठी उपलब्ध झालेल्या माहितीच्या आधारे उपाययोजना सुचविणे

गृहितके

१. हिंदी विषयाच्या पाठयपुस्तकातील आशयामध्ये विविध मूल्यांचासमावेश केलेला आहे.

२. शिक्षकांच्या अध्यापनातून मूल्यशिक्षण प्रभावीपणे देता येते.

परिकल्पना

जर हिंदी विषयाच्या पाटांची रचना मूल्यांवर आधारित करुन अध्यापनातून प्रभावी मूल्यशिक्षण दिले तर विद्यार्थ्यांच्या वर्तनामध्ये मोटा बदल होऊ शकतो.

व्याप्ती–

१. संबधित संशोधनासाठी माध्यमिक स्तरावरील इयत्ता ९ वी च्या वर्गांचा समावेश करण्यात येईल.
२ प्रस्तूत संशोधनात सातारा शहरातील शाळांचा समावेश करण्यात येईल.
३ संशोधनात सातारा शहरातील मराठी माध्यमाच्या शाळांचा विचार केला जाईल.

मर्यादा–

१. प्रस्तूत संशोधन माध्यमिक स्तरावरील इयत्ता ९ वी च्याहिंदी विषयापुरतेच मर्यादित राहील.
२. प्रस्तूत संशोधन मराठी माध्यमाच्या शाळांपुरतेच मर्यादित राहील.

संशोधनाची गरज व महत्व –

गरज–

इयत्ता ९वी च्या विदयार्थ्यांचे वय हे अतिशय संवदेनशील आहे. या वयात चांगल्या सवयी लागण्यासाठी मूल्यशिक्षण गरजेचे आहे. विदयार्थी हा वैचारिक हवा त्याने संकुचित वृत्ती ठेवू नये. इतरांच्या आदरास पात्र होईल असा जीवन व्यवहार मूल्यशिक्षणाने अपेक्षित आहे.

मूल्यशिक्षणाने स्वत:स ओळखून समजून घेता येईल. त्यानुसार स्वत:च्या मर्यादा आणि सामर्थ्य लक्षात आले की त्यांना स्वत:मध्ये खूप परिवर्तन करता येईल. जीवनातील प्रत्येक काळ वेळ ही महत्वाची असते त्या काळाचा वेळेचा सदुपयोग करून समाजहिताला प्राधान्य दिल्यास आदर्श समाजाची निर्मिती करण्यास निश्चितच मूल्यशिक्षण उपकारक ठरेल. नियमितपणा, स्वच्छता, आत्मसंयम, श्रमप्रतिष्ठा, उदयोगशीलता, कर्तव्यदक्षता, सेवाभावना, निर्मितीक्षमता, संवेदनशीलता, पर्यावरण संरक्षणाबाबत निष्टेची भावना अशाप्रकारच्या भावनांचा विकास करण्यासाठी सदरचे संशोधन गरजेचे आहे.

महत्व–

विदयार्थ्यांला त्याच्या जबाबदारीची जाणीव करून दयावी लागणार आहे. त्याचबरोबर देशाच्या निकोप विकासाला आणि समाज स्वास्थाला महत्व देणारा भारतीय माणूस निर्माण करण्याचे कार्य मूल्यशिक्षणातून होऊ शकते. विदयार्थी जीवन विकसित करताना जीवनाला योग्य वळण मिळण्यासाठी आणि मिळालेल्या वळणानुसार भविष्यात समर्थ जीवन जगण्यास सक्षम होण्यासाठी मूल्यशिक्षण महत्वाचे आहे. मूल्यशिक्षण हे विदयार्थ्यांच्या आचरणाचे एक प्रभावी साधन आहे. कुमारावस्थेतील वय हे अतिशय संवेदनशील असते. याच वयात जीवनाभिमुख मूल्यांची शिकवण दिल्यास विदयार्थी विकास यथार्थपणे घडून येतो. आज त्रिकोणी कौटूंबिक वातावरणाचा परिणाम

मुलांवरती होत आहे. तसेच मानवी जीवनाची होणारी भौतिक प्रगती व या प्रगतीमध्ये माणसाने स्वत: निर्माण केलेल्या गरजा त्या गरजा पुरविण्यासाठी सतत धडपड यामध्ये आवश्यक तेवढा वेळ मुलांना देता येत नाही म्हणून मूल्यशिक्षण महत्वाचे आहे. विदयार्थ्यांवर संस्कार करून त्याचे रूपांतर सुसंस्कारामध्ये करण्यासाठी या वयातील विदयार्थ्यांचे भावविश्व सत्य, शिव आणि सुंदर या तत्वत्रयींनी सजविण्यासाठी मूल्यांचे असलेले अनन्यसाधारण महत्व औपचारिक व अनौपचारिकरित्या मनावर बिंबविणे महत्वाचे आहे.

श्संशोधन कार्यपद्धती

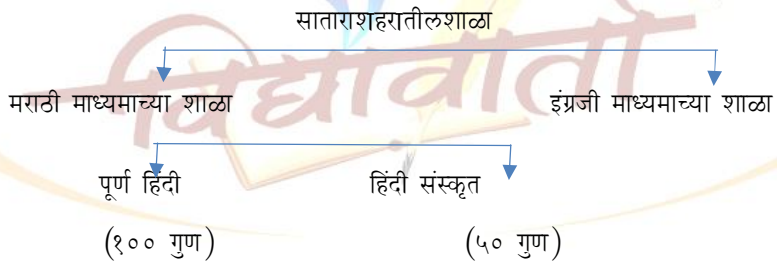
संशोधन पद्धती–

सदर संशोधनासाठी संशोधकाने सर्वेक्षण पद्धतीचा वापर केला यामध्ये शिक्षक प्रश्नावली विदयार्थी चाचणी शिक्षक निर्मित श्शालेय प्रत्यक्ष भेटी व निरीक्षणाद्वारे माहिती संकलन.

नमुना निवड –

मूल्यांवर आधारीत पाठांची रचना करून अध्यापनाची परिणामकारकता तपासणीसाठी हिंदी तज्ञाची निवड असंभाव्यता नमूना निवड पद्धतीतील सहेतूक पद्धतीने केली

ब) पथदर्शी कार्यवाहीसाठीशाळांची निवड



यातील मराठी माध्यमाच्या द्वितीय भाषा हिंदी विषय शिकणारे (१०० गुण) इयत्ता ९ वी चे विद्यार्थी असंभाव्यता नमुना निवड पद्धतीतील सप्रोयजन पद्धतीने निवडले

संकलित माहितीचे विश्लेषण व अर्थनिर्वचन–

मूल्यशिक्षण विशयक शाळेतील परिपाठ, अध्यापन पद्धती साधने, मूल्यसंक्रमण, मूल्यशिक्षणातील अडचणी, अभ्यासपूरक व अभ्यासेत्तर उपक्रमातील विदयार्थ्यांचा सहभाग त्यासाठी विविध उपक्रम, मूल्यमापन व त्यावर उपाययोजना या विषया संदर्भात विविध साधनांद्वारे विदयार्थी, शिक्षक यांचेकडील प्रतिसादावरून प्रश्नांचे कोष्टकीकरण तयार करण्यात आले. प्रतिसादाचे शेकडा प्रमाण काढण्यात आले. प्रत्येक प्रश्नाच्या तयार झालेल्या कोष्टकावरून संकलित माहितीचे विश्लेषण करून अर्थनिर्वचन केले आहे व निषकर्ष मांडले आहेत.

निषकर्षव सूचना

१)इयत्ता ९वी च्या हिंदी विषयाच्या आशय घटकातून व्यक्त होणाऱ्या मूल्यांबाबतचे निषकर्ष

१ आशयघटकातून व्यक्त होणाऱ्या मूल्यांची संख्या चांगली आहे.

२ प्रत्येक पाठामध्ये कमीत कमी दोन ते तीन मूल्यांचा समावेश आहे.

३ स्वाध्याय, उपक्रमामधून सुद्धा, मूल्ये प्रतिबिंबित होताना दिसतात.

२)शालेय स्तरावर मूल्यशिक्षण विषयक प्रशिक्षण परिपाठ याबाबतची सद्य:स्थिती जाणून घेणे याबाबतचे.बाबतचे निषकर्ष

१)मूल्यशिक्षण अध्यापन पद्धती, मूल्यशिक्षण नोंदी याबाबत प्रशिक्षण झालेल्या शिक्षकांचे प्रमाण अत्यल्प आहे.

२)शासनाने शाळा स्तराव मूल्यशिक्षणाची स्वतंत्र तासिका सुरू केली आहे. प्रत्येक शाळेत प्रत्येक दिवसाची सुरूवात परिपाठाने केली जाते. परिपाठापूर्वी वातावरण निर्मिती, योग्य नियोजन, वैज्ञानिक घटकांचा परिचय, तिन्ही भाषा**नि**षकषांचा परिपाठातून उपयोग तसेच परिपाठाचा योग्य क्रम देण्यास सूचविले आहे. श

३)हिंदी आशय घटकांतर्गत मूल्ये विदयार्थ्यांमध्ये रूजविण्यासाठी शिक्षकाच्या कार्यपद्धतीयाबाबतचे निषकर्ष

१)मूल्यशिक्षण नियोजनात विदयार्थ्यांचा सक्रिय सहभाग नसणे, भाषिक समस्या, सभाधीटपणा नसणे, वेळेत परिपाठ न संपणे तांत्रिक अडचणी, शैक्षणिक साधनांची मर्यादा,शनिवारी बातम्यांसाठी वर्तमानपत्र न मिळणे, मूल्यशिक्षणाबाबत शिक्षकांची उदासीनता, सर्व भाषांचा वापर न होणे, सहकार्याचा अभाव, विदयार्थी कृतीकडे दुर्लक्ष, विदयाथ्यांची मन:स्थिती या अडचणी येतात.

२)मूल्यशिक्षण विषयासाठी स्वतंत्र गुण नाहीत, स्वतंत्र विषय तासिकेची सोय नाही, शिक्षकांचा नकारात्मक दृष्टिकोन मूल्यशिक्षणासाठी निरंतर प्रयत्न न होणे शिक्षकांची इतर कामे या अडचणी येतात.

३)शिक्षकांचे चारित्र्य या घटकाचा अनुकरणाचे प्रमाण अधिक आहे, शिक्षकांचे व्यासंग, विचार, आवड, नीटनेटकेपणा, प्रसन्न व्यक्तिमत्व या घटकाच्या अनुकरणाचे प्रमाण चांगले आहे. तर शिक्षकाचे अध्यापन कार्यपद्धती ज्ञानाचा अद्ययावतपणा, शिक्षक विदयार्थी आदरयुक्त संबंध यांचे प्रमाण मध्यम आहे.

४)पाठयपुस्तकातील प्रसंग आणि मूल्यशिक्षण यांच्या समन्वयातून मूल्यमापनाचे प्रमाण तुलनेने कमी आहे.

४)शालेय स्तरावर प्रभावी मूल्यशिक्षणासाठी उपलब्ध झालेल्या माहितीच्या आधारे उपाययोजना बाबतचे निषकष

१)रूजविलेल्या मूल्यांचे मूल्यमापन करण्यासाठी नवीन पद्धती सुचविणाऱ्यांचे प्रमाण अत्यल्प आहे.

२)उपाययोजनांतर्गत मूल्यशिक्षणाचे स्वतंत्र मूल्यमापन, सक्तीचा विषय गुणदानाचा विचार मूल्यशिक्षणाबाबत वार्षिक तपासणीवेळी मूल्यशिक्षणाची तपासणी व्हावी, सातत्यपूर्ण सर्वंकष मूल्यमापन या उपाययोजना आहेत.

सूचना–

१)शैक्षणिक साहित्य व साधने वापरणे बंधनकारक असावे. क्षेत्रभेटी, प्रयोग, दिग्दर्शन, प्रात्यक्षिक व इतर साधनांच्या वापरांवर भर देण्यात यावा.

२)राज्य व राष्ट्रीय स्तरावर मूल्यशिक्षणावरची प्रशिक्षणे आयोजित करावीत.

३)सर्वच विद्यालयातील मुख्याध्यापकांनी एकत्र येवून नियोजन तयार करावे किमान आणि समान बाबी निश्चित कराव्यात.

४)मूल्यशिक्षणाच्या प्रभावी अध्यापनासाठी शैक्षणिक साधनांचा वापर करण्यात यावा तज्ञ व्यक्तीचे मार्गदर्शन व्याख्यान आयोजित करावीत.

आशय आणि पाठयपुस्तकातून तसेच मूल्यमापन प्रक्रियेतून मूल्याधिष्ठित उपक्रमांचे जास्तीत जास्त प्रमाणात नियोजन व्हावे. अभ्यासपूरक व अभ्यासेत्तर उपक्रमातून मूल्यशिक्षणाचे आयोजन व नियोजन करावे.

संदर्भ साहित्य सूची

पंडित बन्सी बिहारी 'शैक्षणिक कृतिसंशोधन' (१९९५) नूतन प्रकाशन, पुणे

मुळे ,उमाठे 'शैक्षणिक संशोधनाची मूलतत्वे' (१९८७) महाराष्ट्र ग्रंथनिर्मिती मंडळ, नागपूर.

डॉ.गंगाधर वि.कायदे पाटील 'संशोधन पद्धती' (२००४) चैतन्य पब्लिकेशन्स, नाशिक.

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कदम, चा.प शैक्षणिक संख्याशास्त्र (२००२) हिंदुस्थान मुद्रणालय, पुणे.

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संशोधक
निकम सुभाष एकनाथ
डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद, महाराष्ट्र

सरांश :–

शिक्षण हे समाज परिवर्तनाचे साधन आहे. राष्ट्राची प्रगती ही तिथे दिल्या जाण्या–या शिक्षणावर अवलंबुन असते. मानवाचा सर्वांगिन विकास कारण्यासाठी शिक्षण हे महत्वाचे साधन आहे. समाजातील प्रत्येक घटकाला शिक्षण मिळणे हा त्यांचा मुलभुत अधिकार आहे. काळानुसार शिक्षणामध्ये बदल करणे गरजेचे आहे. आज जगामध्ये कोविड–१९ विषाणूच्या प्रादुर्भामुळे अनेक समस्या निर्माण झालेल्या आहे. समाजातील प्रत्येक घटकांवर या महामारीचा परिणाम झाला आहे. शिक्षणावरही या कोरोनाचा मोठा परिणाम झाला आहे. शिक्षक विद्यार्थी अध्यापन अध्ययन, प्रात्याक्षिक, परिक्षा यापासुन वंचित राहाणार आहे. तसेच विद्यार्थ्याच्या आरोग्यावरही याचा परिणाम होत आहे. कोरोना विषाणु च्या प्रादुर्भामुळे जगामध्ये लॉकडाऊन करण्यात येत आहे. लॉकडाऊनमुळे शाळा कॉलेज बंद आहे. त्यामुळे शिक्षक–विद्यार्थी अध्यापन अध्यायना पासुन दुरावलेले आहे. कोरोनाच्या प्रादुर्भामुळे ऑनलाईन शिक्षण हा पर्याय पुढे आला आहे. ऑनलाईन पध्दतीद्वारे विद्यार्थ्यांना शिक्षण देने हे जरी चांगले असले तरी ते देताना अडचनी येणार आहे. विद्यार्थी–पालक यांच्याकडे ऑनलाईन साधन, त्याविषयी पुरेश ज्ञान नसल्यामुळे त्याचा परिणाम शिक्षणावर होत आहे. प्रत्येकाला शिक्षण, आरोग्य विषयक सुविधा कशा मिळतील. त्या करिता काय–काय उपाय–योजना कराव्या लागतील यासाठी प्रयत्न करणे खुप गरजेचे आहे.

प्रास्ताविक,

कोविड–१९ या विषाणूचे संकट येणार म्हणून कोणालाही माहित नव्हते, अचानक उदभवलेल्या या संकटामुळे सर्वच क्षेत्रात मोठी हानी पोहचली आहे. शिक्षण क्षेत्रावरही या कोरोना विषाणूचा मोठा परिणाम झाला आहे. कोरोना विषाणूची साथ हे दुस–या महायुध्दानंतरचे जगासमोरील मोठे संकट आहे. मानवी जीवनाच्या सर्वच बाजुंवर या संकटाने प्रभाव टाकला आहे. सध्या देशात तसंच जगभरात कोरोनाचा प्रादुर्भाव मोठया प्रमाणात वाढत आहे. कोरोनाच्या पार्श्वभूमीवर काही देशात लॉकडाऊन जाहिर करण्यात आला आहे. या कोरोना विषाणू लॉकडाऊनचा फटका शिक्षण क्षेत्राला बसला आहे. या कोरोनामुळे विद्यार्थी–शिक्षक यांच्या अध्ययन– अध्यापनावर मोठा परिणाम झाला आहे. युनेस्को च्या अहवालानुसार शाळाबाहय झालेल्या विद्यार्थ्यांच्या समस्येवर तातडीने मार्ग काढण्याच्या सुचना सभासद राष्ट्रांना दिल्या आहे. शिक्षणात आलेल्या या संकटामुळे विद्यार्थ्यांना शिक्षणा पासुन वंचित राहावे लागत आहे. असे मत युनेस्कोने नोंदविले आहे. कोविड–१९ या विषाणूमुळे शिक्षक–विद्यार्थी व सामाजिक घटकांच्या

आरोग्यावरही मोठा परिणम झाला आहे. शाळा कॉलेज बंद असलमुळे विद्यार्थी शिक्षणापासून दुरावलेला आहे पर्यायने तो वेगवेगळ्या समस्येना तोडं देत आहे. लॉकडाउनमुळे अध्यापन व अध्ययन करण्यासाठी मोठी अडचन निर्माण झाली आहे. ऑनलाईन शिक्षण देण्यासाठी सरकार प्रयत्न करतं आहे. परंतु ऑनलाईन शिक्षण प्रत्येक घटका पर्यत पोहचण्यास अडचन निर्माण होत आहे. प्रत्येकांकडे इंटरनेट साधने नाही. लॉकडाउनमुळे बेरोजगारी वाढल्यामुळे काही घटकांना आर्थिक आरोग्य विषयक, व इतर मुलभुत सुविधा मिळण्यास अडचण येत आहे, पर्यायाने आरोग्यविषय समस्या ही वाढल्या आहे. कोरोना–१९ या विषाणूला रोखण्यासाठी व देशात निर्माण झालेल्या परिस्थिला सावरण्यासाठी शासनाला विविध उपाय योजना कराव्या लागत आहे.

शोधनिबंधाची उदिद्ष्टये :

१. कोविड – १९ या विषाणूचा अभ्यास करणे
२. कोविड – १९ या विषाणूचा अध्यापनावर काय परिणाम झाला याचा अभ्यास करणे.
३. कोविड – १९ या विषाणूचा अध्ययनावर काय परिणाम झाला याचा अभ्यास करणे
४. अध्यापन अध्ययनासाठी नवीन उपायाचा शोध घेणे.

- **संशोधन पध्दत :–**

प्रस्तुत शोधनिबंधासाठी द्वितीय तथ्थांचा अवलंब करण्यात आला आहे. त्यात प्रामुख्याने वृत्तपत्रे, मासिके, पुस्तके व इंटरनेट तंत्राचा अवलंब करण्यात आला.

- **तथ्य संकलनाचे विश्लेषन :–**

अध्यापन व अध्ययन प्रक्रियेवर कोविड– १९ चा प्रभाव या शोधनिंबध विषयाचे अध्ययन करण्याच्या हेतुने बरीचशी माहिती गोळा करून त्याचे विश्लेषन केले आहे.

- **शोध निबंधाची गृहिके :–**

१. कोविड–१९ या विषाणूचा समाजातील प्रत्येक घटकांवर विपरीत परिणाम झाला.
२. कोविड–१९ या विषाणूचा अध्यापन–अध्ययनावर विपरीत परिणाम झाला.
३. अध्यापन अध्ययनासाठी नवीन उपायाचा शोध घेण्यात आला.

- **कोविड – १९ विषाणू :–**

कोरोना व्हायरस रोगजकांच्या गटातील असल्यामुळे सस्तन प्राणी, पक्षी आणि मानवावर याचा परिणाम होतो. या गटाशी संबंधित बहुतेक व्हायरस धोकादायक नाहीत. त्याच्यामुळे माणसांच्या श्वसनप्रणालीवर परिणाम होतो. आणि सामन्य फ्लु, सिव्हिअर ऍक्युट रेस्पिरेटरी सिंड्रोम (एस ए आर एस) आणि मिडल ईस्ट–रेस्पिरेटरी सिंड्रोम (एम ई आर एस) असे आजार होतात. वैधकीय शास्त्रात कोरोना विषाणू विषयी काही संपुर्णत: अज्ञान आहे असे नाही. किंबहुना तुम्ही कल्पना करू शकणार नाही इतका तो सामान्य आहे. माणसावर परिणाम करणा–या विषाणूमध्ये एन एल ६३, २२९ ई एच के यु १ आणि ओसी ४३ इत्यादीचा समावेश होतो. आणि सहसा

श्वसनसंस्थेच्या वरच्या भागातील (सोम्य व मध्यम प्रमाणात) आजार होतात. आणि सर्दी प्रमाणेच काही प्रमाणात ते संसर्गजन्य आहेत. ज्याची प्रतिकारा प्रणाली कमी आहे त्यांच्यावर याचा जास्त परिणाम झालेला आढळतो.

जेव्हा कोरोना विषाणूची लागण झालेल्या एखादयाला खोकला किंवा शिंक येते तेव्हा त्यांच्या तोंडातुन बारीक कण हवेमध्ये पसरतात या कणामध्ये कोरोनाची विषाणू असतात. संक्रमित व्यक्तीकडे जाताना हे विषाणूचे श्वानाद्वारे आपल्या शरीत प्रवेश करू शकतात. जर आपण एखाद्या ठिकाणी हे कण पडलेल्या ठिकाणी स्वर्श केला आणि त्याने डोके नाक किंवा तोंडाला स्वर्श केला तर हे कण आपल्या शरीरात पोहचतात. मानवी शरीरावर पोहचल्यानंतर कोरोना विषाणू फुप्फुसात संक्रमित होतो. त्यामुळे प्रथम ताप येतो. आणि त्यानंतर कोरडा खोकला होतो. नंतर श्वास घेण्याच्या समस्या येवू शकतात.

- **कोविड–१९ विषाणूचा सामाजिक घटकांवर परिणाम :–**

१. कोविड – १९ विषाणूमुळे अनेक राष्ट्रात लॉकडाउन करण्यात आला.
२. लॉकडाउन केल्यामुळे उद्योग, व्यवसाय बंद झाले.
३. बेरोजगारी वाढली यामुळे मुलभुत गरजा पुर्णकरण्यास अडचणी निर्माण झाल्या.
४. शैक्षणिक संस्था बंद झाल्या शैक्षणिक संस्था बंद झाल्यामुळे त्यांच्या परिणाम शिक्षक विद्यार्थी यांच्या अध्यापन अध्ययनावर झाला.
५. विद्यार्थी परीक्षापासुन वंचित राहिला त्यांचे शिक्षणाकडे दुर्लक्ष झाले.
६. आरोग्य विषयक समस्या निर्माण झाल्या.
७. न्युनगंड निर्माण झाला.
८. ऑनलाईन शिक्षणामुळे समाजातील काही घटक शिक्षणापासुन वंचित राहात आहे.
९. आत्महत्या, चोरी, व्यसन याचे प्रमाण वाढले.
१०. देशाचे उत्पन्न घटले. आर्थिक मंदीकडे वाटचाल
११. ऑनलाईन साधनामुळे विद्यार्थ्यांचा आरोग्यावर परिणाम होत आहेत. वेगवगळे व्यसन त्याला लागत आहे.

- **कोरोणा–१९ विषाणूचा प्रतिबंधात्मक उपाय :–**

या विषाणूचा संसर्ग होण्याचे सर्वात मोठे कारण म्हणजे प्रतिकार शक्ती कमी असने होय. त्यामुळे हा आजार दुर ठेवण्यासाठी प्रतिकारशक्ती वाढवणे हा आदी स्पष्ट उपाय आहे. भरपुर विश्रांती घ्या, डॉकटरांच्या सल्याने सर्दी, खोकला, घसादुखी आणि तापावर औषधे घ्या. पोषक आहार, वैयक्तीक स्वच्छता, गर्दीच्या ठिकाणी जाणे टाळा, परिसर स्वच्छ ठेवा, सॅनिटायझरचा वापर करा.

- **कोविड – १९ विषाणूचा अध्यापन अध्ययनावर परिणाम**

सध्याचे युग हे स्पर्धेचे युग आहे. काळानुसार समाजामध्ये बदल होत असतो. तंत्रज्ञान मुल्ये अर्थकारण व शैक्षणिक धोरणांमध्ये होणा–या बदलामुळे शिक्षणातही आमुलग्र बदल होत आहे.

शिक्षणाचे महत्वाचे उदिद्ष्टे मानवाला त्याचे जीवन जगण्यासाठी आवश्यक समायोजन शिकवणे हे आहे. त्यामुळे पुर्वीची विढी, सध्याची पिढी आणि येणारी भावी पिढी, यांच्या गरजा व अपेक्षा भिन्न आहेत. या सर्वाचा परिणाम म्हणून शिक्षण पध्दतीत ही बद्दल होणे गरजेचे आहे. शिक्षणातील साचेबंदपणा, एकसारखेपणा नाहिसा व्हावा, शिक्षण गतिमान, नाविण्यपुर्ण उत्साहदायी व्हावे, तसेच शिक्षकांचा आपल्या विषयाकडे विद्यार्थ्यांकडे पाहाण्याचा एक नीवन दृष्टीकोन हवा. त्याचप्रमाणे आपल्या विद्यार्थ्यांच्या गरजा ओळखुन शिक्षकांनी अध्यापन करावे. शिक्षकांने स्वत:च्या व त्याचबरोबर विद्यार्थ्यांच्या विचारांना, क्षमतांना, कल्पनांना बंधन घालू नये. तर त्यांना त्यांच्या विचारांना स्वातंत्र्य द्यावे. कल्पनाशक्तीचा वापर करून घ्यावा. मोकळेपणाने भरारी घेवून द्यावी. प्रत्येक विद्यार्थ्याजवळ वेगवेगळे क्षमता असतात. वैशिष्टे असतात. त्याचा वापर करून त्यांना कृतीशील बनवावे. अध्ययन ही व्यामिश्र अनेक पदरी प्रकिया आहे. तिचे गुंतागुतीचे स्वरूप समजवुन घेण्यासाठी विसव्या शतकात स्किनर, गॅने, ब्रुनर, लेविन असुबेल इ. मानशास्त्रांज्ञानी संशोधन केले. त्यांची अध्ययन प्रक्रियासंदर्भात वेगवेगळी मतांतर असली तरी सर्व अभ्यासकांना मान्य असे अध्ययन प्रक्रियेचे ती विशेष सांगितले आहे. ते म्हणजे —

१. अध्ययनार्थीला अध्ययन करावे हे अपरिहार्य वाटले पाहिजे.
२. अध्ययनार्थीने स्वत: धडपड केली पाहिजे
३. अध्ययनपुर्ती झाली म्हणजे समाधान लाभते.

अध्ययन प्रक्रिया प्रभावी होण्यासाठी अध्ययन (शिकणे) आणि अध्यापन (शिकवणे) हे शब्द लक्षात घेतले पाहिजे.

- **ऑनलाईन शिक्षण :—**

कोरोना — विषाणूच्या संसर्गाच्या प्रादुर्भामुळे शिक्षणावर परिणाम झाला आहे. शाळा, महाविद्यालय बंद आहेत. त्यामुळे अध्यापन — अध्ययनावर त्याचा विपरीत परिणाम झाला आहे. वर्गात बसुन विद्यार्थ्यांना शिकवणे आताच्या परिस्थितीमध्ये शक्य नाही. त्यामुळे आता शिक्षकानां अध्यापन करण्यासाठी ऑनलाईन साधनाचा वार करावा लागणार आहे. अध्यापन पध्दतीमध्ये बदल करावा लागणार आहे. प्रथम शिक्षकांनी विद्यार्थी व पालकांना ऑनलाईल शिक्षणासाठी कोणकोणती साधने लागतील कोणती ॲप घ्यावी लागेल. ऑनलाईन साधन नसेल तर त्या विद्यार्थाना कसे शिक्षण देता येईल. विषाणूचा संसर्ग होवू नये यासाठी काय करावे लागेल याचे प्रथम मार्गदर्शन शिक्षकांनी विद्यार्थ—पालकांना करून द्यावे. ॲन्डरॉड मोबाईल, झुम ॲप, मिटिंग ॲप, टेलिग्राम ॲप, दिक्षा ॲप या ॲप वापरण्या विषयी माहिती करून द्यावी. तसेच टि. व्ही. रेडिओ वर चालणा—या शैक्षणिक कार्यक्रमाची माहिती करून द्यावी.

अध्यापन—अध्ययसाठी ब—याच विद्यार्थी पालकांकडे स्मार्टफोन मोबाईल नाही त्यामुळे ते विद्यार्थी शिक्षणापसुन वंचित राहातात. त्यासाठी शासनानी प्रत्येक विद्यार्थ्यांना शिक्षण मिळवण्यासाठी उपाय योजना कराव्यात. अध्यापन करतांनी विद्यार्थ्याचे गृप करून, तासिकांचे नियोजन करून अध्यपन/मार्गदर्शन करावे.

- **विद्यार्थ्यांच्या अध्ययनावर परिणाम :—**

कोविंड—१९ विषाणूच्या प्रादुर्भामुळे विद्यार्थ्यांच्या अध्यनावर परिणाम झाला आहे. शाळ—कॉलेज बंद असल्यामुळे ऑनलाईन शिक्षण देण्याचा प्रयत्न होत आहे. ऑनलाईन शिक्षणासाठी ब—याच विद्यार्थ्यांकडे स्मार्टफान नाही, संगणक, लॉपटॉप नाही त्यामुळे विद्याथी शिक्षणापासुन वंचित राहू शकतो. ब—याच विद्यार्थ्यांना ऑनलाईन तंत्रज्ञानाची ओळख नाही, प्रत्यक्ष हातळलेल्या नाही. ग्रामीण भागामध्ये व आदिवासी पाडयामध्ये भौतिक सुविधाचा अभाव आहे. काही भागामध्ये वीज नाही, घरातील वातावरण शिक्षण घेण्यास योग्य नाही, प्रत्येक्ष समोर शिक्षक नसल्यामुळे शिकवलेले समजेलच असे नाही. त्यामुळे विद्यार्थ्यांना शिक्षण घेतांनी विविध समस्यांना तोंड द्यावे लागणार आहे.

- **अध्यापन — अध्ययनासाठी उपाय :—**

कोरोना विषाणू संसर्गाच्या प्रादुर्भावामुळे सध्या ऑनलाईन शिक्षणपध्दतीवर अधिक भर दिला जात आहे. सर्वांना ऑनलाईन शिक्षण मिळण्यासाठी काही उपाय—योजना करावया लागणार आहे.

१. विद्यार्थी पालकांकडे स्मार्टफोन, लॅपटॉप, संगणक, आहे का यांचा प्रथम सर्वे करावा.
२. विद्यार्थ्यांना स्मार्टफोन, लॅपटॉप, संगणक टॅब या विषय ज्ञान आहे का? नसेल तर त्यासाठी त्यांना साक्षर करणे गरजेचे आहे.
३. रेडिओ, टि. व्ही च्या माध्यमातुन सुरू करण्यात आलेल्या कार्यक्रमाची माहिती करून देणे
४. शिक्षकांनी नवीन अध्यापन पध्दतीचा वापर करावा.
५. Zoom app, Meeting app, Teligram app, Diksha app विषयी माहिती करून देने.
६. तसिकांचे योग्य नियोजन करणे.
७. विद्यार्थ्यांचे गृप करून शिक्षण देणे
८. विद्यार्थ्यांना आरोग्य विषय माहिती देणे.
९. शैक्षणिक वातावरण निर्माण करने.

- **संदर्भ ग्रंथ**

१. प्रा. रा. श. मुळे, प्रा. वि. तु. उमाठे — संशोधन पध्दती : विद्या—बुकस औरंगाबाद
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३. शारदा शेवतेकर—बडवे— विकासाचे व अध्ययनाचे मानवशास्त्र : विद्या प्रकाशन
४. सुरेश करंदीकर — शैक्षणिक मानसशास्त्र : फडके प्रकाशन, कोल्हापूर
५. न्युज पेपर, मासिके, इंटरनेट

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एकविसाव्या षतकातील उच्च षिक्षण— एक दृश्टिक्षेप

डॉ. एकनाथ वाजगे
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त्रत्रत्रत

आजच्या उच्च षिक्षणाने स्विकारून वेळ, वय आणि खर्च ही पारंपारीक बंधने रद्दबादल ठरविलेली आहेत. उच्च षिक्षणात मोठया प्रमाणात व्यावसायभिमुखता आणून ते अधिक जीवनाभिमुख झालेले आहे.त्याचबरोबर एकविसाव्या षतकाकडे वाटचाल करताना नवीन षैक्षणिक धोरण २०२० चा विचार करता उच्च षिक्षणात अमूलाग्र बदल होणे अपेक्षित आहेत.

एकविसाव्या षतकातील उच्च षिक्षणाची स्थिती

भारतातील उच्च षिक्षणाचा विचार करता उच्च षिक्षणासमोर नेहमीच काही आव्हाने निर्माण झाली आहेत ही आव्हाने पुढीलप्रमाणे सांगता येंतील.

१. उच्च षिक्षणाचा विस्तार

जगातील तिसरी मोठी व्यवस्था म्हणून भारतीय षिक्षण व्यवस्थेकडे पाहीले जाते. षिक्षण हे स्वताच्या व्यक्तीमत्व विकासासाठी, आर्थिक स्थिरतेसाठी महत्वाचे आहे. या भावनेतून उच्च षिक्षणाची संधी मिळविण्याचे प्रमाण वाढले. त्यातून महाविद्यालये आणि विद्यापीठांची संख्या वाढत गेली. यातून महाविद्यालये ही गरजेपुरते षिक्षण देणारी आणि नावापुरते पदवीधर निर्माण करणारे कारखाने बनले. संख्यात्मक विस्तारामध्ये गुणात्मकता हरवून गेली.भारतामध्ये पारंपारीक व त्याचबरोबर व्यावसायिकव्यावसायिक षिक्षण देणारी विद्यापीठे अभिमत विद्यापीठे, कृशी विद्यापीठे , तंत्र षिक्षण विद्यापीठे आणि महाविद्यालये मोठया प्रमाणात वाढत गेली.

२. उच्च षिक्षण आणि जागतिकीकरण

एकविसावे षतक हे ग्लोबल सोसायटी व ग्लोबल मॅन यांचे आहे. यात नॉलेज इंडस्ट्री अत्यंत महत्वाची असून यापुढे जागतिक षिक्षण वेगाने विकसित होत आहे. 'जागतिक षिक्षण' ही संकल्पना आपल्या भारतीय परंपरेतील 'वसुधैव कुटुंबकम', 'हे विष्वची माझे घर'तसेच ज्ञानेष्वरांच्या पसायदानातील विचारांषी नाते जोडणारी आहे.जागतिक षिक्षण या प्रक्रीयेला योग्य दिषा मिळाल्यास आंतरराश्ट्रीय साहित्य , आंतरराश्ट्रीय तत्वज्ञान, आंतरराश्ट्रीय व्यवस्थापनषास्त्र, स्थापत्यषास्त्र अषा प्रकारच्या अभ्यासक्रमाची रचना होईल. जगातील सामाजिक समस्यांचे स्वरूप लक्षात घेता त्यासाठी राबविण्यात येणारी षिक्षणव्यवस्था ही कोणत्याही सीमेचे प्रदेषाचे बंधन न ठेवता सर्वव्यापी व्हावी हा षिक्षणाच्या जागतिकीकरणाचा महत्वाचा भाग आहे. जागतिकीकरणाच्या या प्रक्रीयेला सामोरे जाण्याचे आव्हान भारतातील उच्च षिक्षणासमोर आहे.

३. स्वायत्ततेकडे वाटचाल :—

उच्च षिक्षण हे स्वायत्त असावे. जागतिक स्तरावरावरील षिक्षण व्यवस्थेषी त्याचा समवाय साधणे यादृश्टीने स्वातंत्र्यरत्रोत्तर कालखंडात राधाकृश्णन आयोग , कोठारी आयोगापासून अगदी नॉलेज कमिषन पर्यंत सर्वांनीच स्वायत्ततेचा आग्रह धरलेला आहे. दर्जेदार आणि कालसुसंगत षिक्षणासाठी स्वायत्ततेची गरज असते. मात्र स्वायत्ततेबरोबर उत्तरदायित्व अत्यंत महत्वाचे असते.

भारतासारख्या विकसनषील देषामध्ये स्वायत्ततेच्या उत्तरदायित्वाबाबत निगवेकर यांनी पाच महत्वाचे घटक सांगितले आहेत. यामध्ये षिक्षणाची धुरा वाहणारे षिक्षक, षिक्षणसंस्थेची गरज असणारे पालक आणि समाज , पदवीधरांचा वापर करणारे उदयोग, देषाच्या प्रगतीकरता एकत्रित विचार करणारे सामाजिक आणि राजकीय नेतृत्व, आणि जागतिकीकरणातून येणारा आंतरराश्ट्रीय दबाव. मात्र सद्यस्थितीत या घटकांच्या बाबतीत उत्तरदायित्वाबाबत तोल सांभाळला गेलेला नाही, उच्च षिक्षणाच्या स्वायत्ततेमध्ये दुर्गम भागातील षिक्षणाचा प्रष्न, सरकारची मनोदुर्बलता, उच्च षिक्षणासाठीची आर्थिक स्वायत्तता की षैक्षणिक स्वायत्तता याविशयी असणारे मतभेद, छोटया उच्च षिक्षण संस्थांसमोरील प्रष्न यासारख्या अनेक समस्या येताना दिसून येतात, स्वायत्ततेनंतर गुणवत्तेवर त्याचा काय परिणाम होईल त्यासाठी काही आगाउ तरतुद अथवा नियोजन आहे का या बाबींची आजतरी अस्पश्टता दिसून येते. नवीन षैक्षणिक धोरण २०२० मध्येही उच्च षिक्षण संस्थांची स्वायत्ततेवर भर दिलेला आहे. एकविसाव्या षतकात त्यासमोर येणारी आव्हाने लक्षात घ्यावी लागतील.

४. व्यावसायिक षिक्षणासमोरील आव्हाने

भारतातील उच्च षिक्षणाचा विस्तार वेगाने होत आहे. उच्च षिक्षणातील खासगीकरणाचा वेगही मोठा आहे. व्यावसायिक अभ्यासक्रमांच्या खासगी महाविद्यालयांची संख्या वाढते आहे.असे असले तरी एकून उच्च षिक्षण घेत असलेल्या विद्यार्थ्यांपैकी तेरा टक्के विद्यार्थीच या महाविद्यालयांत जातात. व्यावसायिक अभ्यासक्रमांसाठीचे भरमसाठ षुल्क , गुणवत्तेषी होणारी तडजोड, आणि त्यासाठी नियमांचा खुबीने केलेला गैरवापर या सारख्या बाबी समोर आल्या आहेत यातून व्यावसायिक षिक्षणावर मर्यादा आलेल्या आहेत.

५. अध्यापन प्रक्रीया

उच्च षिक्षणाबाबत सरकारने वेळोवेळी अनेक बदल केले आहेत. काही बदल उच्च षिक्षणाच्या गुणवत्तावाढीस हातभार लावणारे असले तरी काही निर्णय मात्र त्रुटी राहील्याने मारक ठरले. विद्यापीठाच्या बाहेर फक्त संषोधनास वाहून घेणाऱ्या रिसर्च लॅबोरेटीज निर्माण करण्याचा निर्णय चुकीचा ठरला. कारण त्यातून विद्यापीठातील , महाविद्यालयातील तज्ञ प्राध्यापक तिकडे गेल्याने गुणी षिक्षकांची उणीव निर्माण झाली.

६. गुणवत्ता व दर्जाचे मूल्यांकन

एकविसाव्या षतकामध्ये जागतिकीकरण, खासगीकरण तसेच व्यापारीकरणाच्या या युगात गॅट्स सारख्या करारातून देषात परदेषी विद्यापीठे, उच्च षिक्षणसंस्था वेगाने प्रवेष करीत आहेत. त्यांच्या स्पर्धेत आपल्याला टिकण्यासाठी उच्च षिक्षणाची गुणवत्ता वाढविणे आवष्यक आहे. उच्च षिक्षणातील गुणवत्ता वाढीच्या दृश्टीने जागतिक परिस्थितीचा विचार करून १९९४ मध्ये राश्ट्रीय मूल्यमापन आणि अधिस्विकृती परिशद ;छंजपवदंस ेमेउमदज — ।बबतमकपजंजपवद बवनदबपस

. छ।ब द्ध या संस्थेची स्थापना करण्यात आली. विद्यापीठ अनुदान आयोगाच्या अंतर्गत नॅक ही स्वायत्त संस्था आहे. दर पाच वर्शांनी उच्च षिक्षण संस्थांचे मूल्यमापन होणे अपेक्षित आहे. मात्र नॅक या संस्थेकडून मूल्यमापन करून घेण्यामध्ये उदासिनता दिसून येत आहे. यामध्ये संस्थाचालक, प्राचार्य, आणि षिक्षक यांची मानसिकता, आर्थिक पाठबळाचा अभाव, विद्यापीठ अनुदान आयोगाच्या नियमांमधील विसंगतता या बाबी अडचणीच्या ठरत आहेत.

७. उच्च षिक्षणातील माहिती तंत्रज्ञान

एकविसावे षतक हे माहिती संप्रेशण तंत्रज्ञानाचे षतक म्हणून ओळखले जाते. उच्च षिक्षणामध्ये इंटरनेट व नेटवर्क पद्धतीमुळे जागतिक व स्थानिक साधनसंपत्तीचा पुरेपुर वापर करून विकासाची गती वृद्धिंगत करता येणे षक्य झाले आहे. टेलिकॉन्फरन्स आणि संगणकाच्या सहायाने जागतिक कीर्तीच्या परदेषस्थ डॉक्टरांच्या सूचनांप्रमाणे स्थानिक डॉक्टर एखादी अवघड षस्त्रक्रीयाही यषस्वीपणे करू षकतात. तसेच जागतिक कीर्तीच्या प्राध्यापकांच्या व्यासंगाचा , व्याख्यानाचा लाभ जगभरातील विद्यार्थी एकाचवेळी घेऊ षकतात. यामुळे जागतिक दर्जाचे अध्यापन आता षक्य झाले आहे.मात्र या सर्व प्रक्रीयेमध्ये आवष्यक त्या भौतिक सुविधा उपलब्ध असणे गरजेचे आहे. भारतात या उपलब्धतेबाबत मर्यादा येतात.

८. संषोधन आणि विस्तार कार्य

उच्च षिक्षणामध्ये अध्ययन अध्यापनाव्यतिरिक्त संषोधन आणि त्याचबरोबर विस्तार कार्य हे अत्यंत महत्वाचे आहे. विद्यापीठ आयोगापासून ते ज्ञानआयोगापर्यंतच्या सर्वच आयोग आणि समित्यांनी संषोधनावर भर दिलेला दिसून येतो. सरकारने सर्वच क्षेत्रातील संषोधनाच्या संस्था उच्च षिक्षणापासून वेगळया केल्यामुळे विद्यापीठीय आणि महाविद्यालयीन स्तरावरील संषोधनाच्या दर्जावर मर्यादा आल्या. षिक्षकांच्या सेवाषर्ती आणि त्यांच्या बढतीचा, पर्यायाने वेतनाचा संबंध संषोधनकार्याषी जोडण्याच्या निर्णयामुळे स्वेच्छेने संषोधनाऐवजी अपरिहार्यतेतून संषोधने होऊ लागली आहेत. त्याचबरोबर समाजापर्यंत तसेच समाजातील तळागाळातील घटकापर्यंत उच्च षिक्षण प्रसारीत होउन त्यांचा विकास आणि समाजाचे परिवर्तन होणे गरजेचे आहे . त्यासाठी संषोधनाबरोबर विस्तार कार्यही महत्वाचे आहे.मात्र उच्च षिक्षणाचे झालेले व्यापारीकरण , खासगीकरण या बाबींमुळे समाज आणि उच्च षिक्षण यामध्ये मोठी दरी निर्माण झाल्याचे दिसून येते. एकविसाव्या षतकात संषोधनाबरोबरच विस्तार कार्याचा विकास करण्याचे अवाहन उभे आहे.

९. उच्च षिक्षण आणि षिक्षक

कोणत्याही षिक्षणपद्धतीची गुणवत्ता ही अभ्यासक्रम, पाठयपुस्तके , षैक्षणिक साधने इमारती, षैक्षणिक प्रषासन यापेक्षा षिक्षकांवर अवलंबून असते. स्वातंत्र्यानंतर उच्च षिक्षणाची गुणवत्ता राखण्यासाठी विविध आयोग आणि समित्यांनी षिक्षकांच्या सेवाषर्ती , त्यांची गुणवत्ता याबाबत वेळोवेळी सूचना केल्या आहेत. यातील बहुतांष षिफारषी सरकारने स्विकारल्या आहेत. विद्यापीठ

षिक्षण आयोगाने षिक्षकांसदर्भात विचार मांडताना म्हटले आहे 'षैक्षणिक प्रक्रीयेचे यष षिक्षकांचे चारित्र्य व क्षमता यावर अवलंबून आहे. विद्यार्थ्यांमध्ये अभ्यासाविशयी गोडी निर्माण करणे ही त्याची पहिली जबाबदारी आहे.' कोठारी आयोगानुसार अध्यापन आणि संषोधन यासारख्या सृजनात्मक कार्यात आकर्शक सेवाषर्ती असणे व व्यावसायिक विकासाला संधी असणे अतिषय महत्वाचे आहे. त्यामुळे षिक्षकी व्यवसायाकडे योग्य व लायक लोक आकर्शिले जातील. षिक्षकी व्यवसायाची कार्यक्षमता तसेच राश्ट्रीय विकासात त्याचे योगदान हे षिक्षकाच्या सामाजिक दर्जावर व सामाजिक दर्जा हा त्यांच्या आर्थिक दर्जा, नागरिकत्वाचे हक्क , त्यांच्या व्यावसायिक क्षमता व चारित्र्यावर अवलंबून आहे.कोठारी आयोगाबरोबरच षैक्षणिक धोरण १९८६ नुसार — षिक्षकांना प्रोत्साहन व प्रेरणा देईल असे वातावरण निर्माण करण्यासाठी षासनाने व समाजाने प्रयत्नषील रहावे. षिक्षकांना नवनवे उपक्रम आखण्याचे स्वातंत्र्य असले पाहिजे. ज्या प्रमाणात षिक्षकांवर सामाजिक व व्यावसायिक जबाबदारी आहे त्या प्रमाणाषी सुसंगत असे वेतन व सेवेचे नियम केले पाहिजेत. त्यामुळे बुद्धिमान वर्ग या व्यवसायाकडे आकर्शित होईल. याबाबी मांडल्या आहेत. १९८३ मध्ये स्थापन झालेल्या मेहरोत्रा समिती, १९९६ मधील रस्तोगी समिती यांनीही उच्च षिक्षण प्रक्रीयेतील षिक्षकाच्या भूमिकेकडे लक्ष वेधले आहे.

१०.उच्च षिक्षणातील आंतरविद्याषाखीय दृश्टीकोन

स्वातंत्र्योत्तर काळात उच्च षिक्षणामध्ये अनेकप्रवाह आले. यामध्ये पारंपारीक विद्यापीठांबरोबरच अनेक व्यावसायिक विद्यापीठे आणि संस्था निर्माण झाल्या. यामध्ये विविध विद्याषाखांमार्फत विविध अभ्यासक्रमांचे षिक्षण दिले गेले. मात्र या अभ्यासक्रमांमध्ये स्वतंत्रता असल्याकारणांमुळे एका विद्याषाखेचा दुसऱ्या विद्याषाखेषी समन्वय राखला गेला नाही. जागतिक स्तरावरील परिस्थितीचा आढावा घेता उच्च षिक्षणातून विद्यार्थ्यांमध्ये आंतरविद्याषाखीय दृश्टीकोण निर्माण होणे गरजेचे आहे. भारतामध्ये विविध ज्ञानषाखानिहाय विद्यापीठे आणि महाविद्यालयांच्या रचनेमुळे आंतरविद्याषाखीय समन्वय साधण्यात समस्या येत आहेत.

षैक्षणिक धोरण २०२० आणि उच्च षिक्षण

एकविसाव्या षतकामध्ये षिक्षणाचा विकास आणि विस्तारामध्ये नवीन षैक्षणिक धोरण २०२० महत्वपूर्ण भूमिका बजावणार आहे. पारंपारिक षिक्षणाला आणि साचेबद्धतेला आळा घालून उच्च षिक्षणाची सांगड समाजाच्या सर्वांगिण विकासाषी साधली जाणार आहे. उच्च षिक्षणातील अभ्यासक्रमामध्ये विशयातील लवचिकता या धोरणामध्ये महत्वाची ठरणार आहे. परदेषातील उच्च रॅकींग असणाऱ्या विद्यापीठांना भारताची दारे खुली होणार आहेत. विद्यापीठीय षिक्षणरचनेत बदल करून विद्यापीठ कींवा उच्च षिक्षण संस्थांचे तीन गटात वर्गीकरण करण्यात येणार आहे. पहिल्या गटातील विद्यापीठे ही संषोधन विद्यापीठे म्हणून ओळखली जातील. यामध्ये प्रामुख्याने संषोधन आणि त्याचबरोबर पदव्युत्तर अभ्यासक्रम चालेल. दुसऱ्या गटातील विद्यापीठे ही अध्यापन विद्यापीठे असतील यामध्ये पदवी आणि पदव्युत्तर अभ्यासक्रम चालतील. महाविद्यालये हा तीसरा गट असेल यामध्ये पदवी, पदवीका स्तरावरील अभ्यासक्रम , त्याचबरोबर व्यवसाय अभ्यासक्रम असेल कोणत्याही एका विद्याषाखेसाठी कींवा व्यावसायिक अभ्यासक्रमासाठी स्वतंत्र विद्यापीठ असू

नये असे नवीन षैक्षणिक धोरणात नमूद केले आहे. विद्यापीठातील अभ्यासक्रम हे आंतरविद्याषाखीय स्वरूपाचा असेल.

एकविसाव्या षतकाकडे वाटचाल करत असताना केवळ अध्ययन अध्यापनाची मर्यादा न ठेवता जागतिकीकरण , व्यावसायिक व कौषल्याधारित षिक्षण, संषोधन आणि त्याची समाजोपयोगिता, उच्च षिक्षणाची स्वायत्तता आणि त्याचबरोबर गुणवत्ता, तसेच आंतरराश्ट्रीय स्तरावर उच्च षिक्षणाची उपयोगिता या बाबींचा विचार करणे गरजेचे आहे. नवीन षैक्षणिक धोरणानुसार येणाऱ्या काळात उच्च षिक्षणात अमूलाग्र बदल होण्याचे संकेत आहेत. यातून उच्च षिक्षणाचा सर्वांगिण विकास व विस्तार अभिप्रेत आहे.

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सारांश

कोरोना – १९ चा संपूर्ण जगावर भयंकर असा परिणाम झाला आहे. जगातील जगभराचे आर्थिक, सामाजिक, मानसिक तसेच प्रामुख्याने आरोग्य इ. चे नुकसान झाले आहे. तसेच जगातील शिक्षणावरही याचा भयंकर असा परिणाम झाला आहे. जगभरात झालेल्या लॉकडाऊनचा बंदचा विद्यार्थी जीवनावरही फार मोठा परिणम झााला आहे. भारतातील जवळ जवळ ३२ करोड विद्यार्थाचे शाळा, कॉलेज, शैक्षणिक कार्यक्रम थांबले आहेत. अशा परिस्थितीतून जात असताना केद्रातील तसेच राज्यातील शैक्षणिक मंत्रीय यांनी तंत्रविज्ञानाचा माध्यम म्हणून वापर करून Google Meet तसेच Zoom App याव्दारे ऑनलाईन अध्ययन अध्यापनाचे कार्य चालू ठेवण्याविषयी मार्गदर्शन केले. भारतातील सर्व शाळा, कॉलेजमध्ये आज Google Meet तसेच वर Zoom App अध्ययन – अध्यापनाचेकार्य चालू आहे.

सदर पेपर मधून कोरोना १९ चा अध्ययन अध्यापनावर होणा–या चांगल्या व वाईट सकारात्मक व नकारात्मक परिणामाची चर्चा केली आहे.

प्रस्तावना

कोरोना १९ ने संपूर्ण जगभराचा प्रसार झाल्यामूळे जगभरातील लोकांना समाजात वावरताना योग्य सामाजिक अंतर ठेवून राहावे लागत आहे. याचा परिणाम शैक्षणिक क्षेत्रावरही फार मोठ्या प्रमाणात झाला आहे. आणि संपूर्ण जगाचे भविष्यकालीन आर्थिक नुकसान ही झाले आहे.

जागतिक आरोग्य संघटनेने दि. ११ फेब्रुवारी २०२० रोजी या व्हायरसला Covid-19 कोविड १९ हे नाव दिले कोविड १९ संसर्गजन्य रोग सर्व प्रथम वुहान या शहरात आढळला. आणि या रोगामुळे पहिला मृत्यू ही वुहान शहरातच झाला आहे.

भारतील पहिली कोविड १९ ची केस पहिला रूग्ण केरळमध्ये आढळला त्याची प्रवासाची माहिती शोधल्यानंतर असे आढळून आले की तो चीन मधील वुहान शहरातून आला होता. भारतातील कोविड १९ मुळे पहिला मृत्यू १२ मार्च २०२० रोजी झाला

यूनेस्कोच्या अहवालानुसार भारतातील ३२ करोडपेक्षाही अधिक विद्यार्थी वर्गावर Lockdown, Social Distancing चा परिणाम झाला आहे. यामध्ये प्राथमिक, माध्यमिक, महाविद्यालयीन, विद्यापीठ अशा सर्व स्तरावरील विद्यार्थांवर याचा परिणाम झाला आहे.

कोरोना १९ मुळे देशभरात Lockdown करावे लागले त्यामुळे सर्व शैक्षणिक संस्थांना शाळा, वर्ग, परीक्षा, इंटर्नशिप इ. बंद करावे लागले आणि त्यानी अध्ययन अध्यापनासाठी ऑनलाईन शिक्षण या मार्गाची निवड केली. कोरोना १९ ने सर्व शैक्षणिक संस्था प्रक्रियेसमोर अनेक प्रकारची आव्हाने आणि संधी निर्माण केलेल्या दिसून येतात. यासाठी शिक्षकांना तंत्रविज्ञानाचे योग्य ज्ञान करून घेवून विद्यार्थांना इंटरनेटव्दारे अध्यापन करणे क्रमप्राप्त झाले. त्यासाठी विविध ॲपचा वापर करावा लागतो. उदा- Zoom, Google Meet, Facebook, Youtube, Skype इ.

विद्यार्थांचा आणि पालकांचा व्हॉटस्अप ग्रुप तयार करून शिक्षकांना त्याव्दारे ऑनलाईन अध्यापन करणे गरजेचे झाले.

भारतील शाळा, महाविद्यालयीन शिक्षणसाठी शासनाने MHRD व्दारे (Ministry of Human Resource Development) यांनी माध्यमिक व उच्चमाध्यमिक स्तरांसाठी डिजीटल स्त्रोत तयार केले ते खालीलप्रमाणे

१) Diksha Portal

या पोर्टलमध्ये विद्यार्थी शिक्षक आणि पालकांसाठी ई. लर्निग स्वरूपात व्हिडिओ लेसन, वर्कशीटस्, पुस्तके आणि मुल्यमापन आहे.

नॅशनल बोर्ड ऑफ एज्युकेशनच्या देखरेखीखाली जवळ जवळ २५० विविध भाषांमधील तज्ञ शिक्षकांनी हा आशय तयार केला आहे. यामध्ये ८०,००० ई बुकस् आहेत जी १ ली ते १२ वीच्या विद्यार्थ्यांसाठी

२) E- Pathshala

एन. सी. ई. आर. टी ने १ली ते १२ वीच्या विद्यार्थांसाठी हे ई लर्निंग ॲप तयार केले आहे. यात १८८६ ऑडिओ, २००० व्हिडीओ, ६९६ ई बुकस् आणि ५०४ फ्लिप बुकस् आहेत.

उच्च शिक्षणासाठी

१) Swaym

स्वंयम हा राष्ट्रिय ऑनलाईन प्लटफॉर्म आहे यामध्ये ९ वी ते १२ वीच्या विद्यार्थ्यांसाठी तसेच उच्चस्तरीय विद्यार्थ्यांसाठी जवळ जवळ १९०० कोर्सेस आहेत. यामध्ये इंजिनिअरींग, मानवशास्त्र, कायदा व व्यवस्थापन इ. चा समावेश आहे.

2) Swayam Prapha

३२ DTH टि. व्ही चॅनेल्सव्दारे चोवीस तास शैक्षणिक कार्यक्रम चालू असतात. या चॅनेलव्दारे ९ ते १२ व पदवीधर, पदव्यूत्तर इंजिनिअरींग स्तरावरील विद्यार्थी यांच्यासाठी आवश्यक शिक्षण दिले जाते. तसेच शाळाबाह्य विद्यार्थ्यांसाठी व्यावसायिक कोर्स सुद्धा उपलब्ध आहेत.

3) e- PG Pathshala-

पदव्यूत्तर स्तरावरील विद्यार्थ्यांसाठी हा प्लॅटफॉर्म उपलग्ध आहे. यामध्ये ई — बुकस् ऑनलाईन कोर्सेस, स्टडी मटेरीअल आहे. हा प्लॅटफॉर्म विद्यार्थ्यांसाठी विना इंटरनेट उपलब्ध होतो हे महत्वाचे आहे.

कोरोना — १९ चे शिक्षणावरील सकारात्मक परिणाम

१) ऑनलाईन अध्ययन — अध्यापनाकडे कल वाढला —

कोविड – १९ मूळे शिक्षणप्रक्रिया ऑनलाईन सुरू झाली. त्यासाठी शिक्षक Google Meet, Zoom या सारख्या ॲपचा वापर करून अध्ययन अध्यापन करू लागले. या तंत्रज्ञानाची माहिती करून घेतली

२) लर्निंग मॅनेजमेंट सिस्टीमचा वापर –

शैक्षणिक संस्थामध्ये लर्निंग मॅनेजमेंट सिस्टीमचा मोठ्या प्रमाणात वापर होऊ लागला.

३) अध्ययनासाटी ई – बुकस् चा वापर –

लॉकडाऊनमूळे विद्यार्थी पुस्तके पुस्तके खरेदी करू शकत नव्हते त्यामुळे ई – बुकस्चा वापर मोठ्या प्रमाणात होऊ लागला. मुले मोबाईलवर पुस्तके वाचू लागली.

४) सहभागीत्व अध्ययनामध्ये सुधारणा –

सहभागीत्व अध्ययन अध्यापनासाठी एक संधी उपलब्ध झाली. याचा फायदा शिक्षक विद्यार्थी या दोघांनाही झाला.

५) डिजिटल साक्षरतेत वाढ –

कोविड – १९ मुळे शिक्षक – विद्यार्थी यांना अध्ययन अध्यापनासाठी तंत्रज्ञानाचा वापर करणे आवश्यक झाले त्यामुळे डिजिटल तंत्रज्ञानाचा वापर कसा करावा याचे प्रशिक्षण घेतले व त्यामुळे डिजिटल साक्षरतेत वाढ झाली.

६) इलेक्टॉनिक माध्यमांचा माहिती अदान प्रदानासाठी वापर –

देवान घेवान अध्ययन अध्यापनासाठी आवश्यक साहित्यांची शिक्षक विद्यार्थ्यांमध्ये E.mail, SMS, फेसबुक, व्हाटसअपच्या माध्यमातून होऊ लागली.

७) जागतिक स्तरावर अध्ययनाची संधी –

शिक्षक — विद्यार्थी यांना कोविड — १९ मुळे इंटरनेटच्या माध्यमातून जगातील कोणत्याही गोष्टीचे अध्ययन करण्याची माहिती मिळवण्याची संधी मिळाली. एक आंतराष्ट्रीय समाज विद्यार्थ्यांसाठी उपलब्ध झाला.

८) वेळेचे योग्य व्यवस्थापन —

कोरोना — १९ लॉकडाऊनमूळे विद्यार्थ्यांना ऑनलाईन शिक्षणासाठी अधिक वेळ उपलब्ध झाला. याचा विद्यार्थ्यांना फायदा झाला.

९) स्वंय अध्ययनाची सवय —

कोरोना — १९ मूळे ऑनलाईन लर्निंग वाढले आणि विद्यार्थ्यांना स्वंय अध्ययनाची सवय लागली. विविध स्त्रोतांव्दारे विद्यार्थी अध्ययन करू लागले. उदा. फेसबुक, ई — बुकस्, व्हाटसॲप, गुगल इ.

१) शैक्षणिक कामकाज थांबवावे लागले —

कोरोनामूळे शाळा महाविद्यालये बंद झाली त्यामूळे विविध स्तरावरील परीक्षा पुढे ढकलाव्या लागल्या. ॲडमिशन प्रक्रिया प्रवेश परीक्षा ही पुढे गेल्या आहेत. जवळ जवळ लॉकडाऊनमूळे विद्यार्थ्यांचे शैक्षणिक वर्ष जवळ जवळ ४ ते ५ महिने पुढे जाऊ शकते.

२) ऑनलाईन शिक्षणाचा शिक्षक व विद्यार्थ्यांवर विपरीत परिणाम —

सर्वच शिक्षकांना तसेच विद्यार्थ्यांना ऑनलाईन अध्ययन — अध्यापन जमतेच असे नाही. त्यामूळे काही शिक्षक — विद्यार्थी यांच्यात गोंधळ निर्माण झाला.

३) पालकांची अक्षमता —

काही पालकांना डिजिटल तंत्रज्ञाना बाबत माहिती नाही त्यामूळे आपल्या पांल्याला योग्य मार्गदर्शन करता येत नाही याचा विद्यार्थ्यांच्या अध्ययनावर परिणाम झाला.

४) शाळा बंदमूळे पोषण आहारही बंद —

सर्व शाळांमध्ये मध्यान भोजन सुविधा असते. लॉकडाऊनमूळे अनेक विद्यार्थी पोषण आहारास मुकले याचा परिणाम त्यांच्या आरोग्यावर झालेला दिसून येतो.

५) खाजगी संस्थामध्ये शिक्षकाच्या पगारावर नोकरीवर परिणाम —

कोविड — १९ मूळे अनेक पालकांच्या नोक—या गेल्या त्यामूळे शाळेची फि भरण्याास पालक अक्षम याचा परिणाम शिक्षकांच्या पगारावर झाला.

६) सर्वच विद्यार्थ्यांना ऑनलाईन शिक्षण अशक्य —

आजही भारतातील अनेक गावांमध्ये बीजपूरवठा नाही. इंटरनेट नाही तसेच आर्थिक स्थितीही सर्वाची चांगली नाही त्यामूळे अनेक पालक आपल्या पाल्यास ऑनलाईन शिक्षण देण्यात असमर्थ आहेत.

अशाप्रकारे कोविड — १९ च्या परिणामामूळे शिक्षणावर काही सकारात्मक तर काही नकारात्मक परिणाम झालेले दिसून येतात.

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ऑनलाइन शिक्षण: तात्पुरता पर्याय आणि वास्तव

श्री.योगेश खंडेराव पाटील
सहाय्यक प्राध्यापक
अध्यापक महाविद्यालया अरण्येश्वर पुणे.

प्रा.डॉ. कांबळे गोविंद शंकरराव
सहयोगी प्राध्यापक
आझाद कॉलेज ऑफ एज्युकेशन ,सातारा.

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गोषवारा-

Covid-19 आपत्तीच्या पार्श्वभूमीवर प्रतिबंधात्मक उपाय म्हणून स्वीकारलेल्या लॉकडाउनच्या काळात शाळा महाविद्यालय बंद असल्यामुळे शिक्षण प्रक्रियेत खंड पडू नये म्हणून ऑनलाइन शिक्षणाचा तात्पुरता पर्याय स्वीकारण्यात आला पण ऑनलाईन शिक्षण प्रक्रियेत शिक्षणाऐवजी अभ्यासक्रमातील धड्यांची सादरीकरणाच्या माध्यमातून पूर्तता करणे एवढा एकच उद्देश सफल होत आहे शिक्षणाच्या अनेक महान उद्देशांची पूर्तता होताना दिसत नाही. शिक्षण क्षेत्रातील धोरणात्मक निर्णय घेताना सर्वांना संधीची समानता या राज्यघटनेतील मार्गदर्शक तत्वाला आपण विसरलो आहोत. याचे परिणाम नजीकच्या काळात दिसतील,

मुख्य शब्द: ऑनलाइन शिक्षण ,डिजिटल साधने.

प्रास्ताविक:

स्वातंत्र्य प्राप्तीनंतर देशात विविध क्षेत्रांत जशी हळूहळू प्रगती होत गेली त्या प्रगतीला कारणीभूत असणारी शिक्षण व्यवस्था ही त्याच पद्धतीने स्वतःला सावरत देशाच्या विकासासाठी योग्य मानव संसाधन पुरवण्याचे काम करत आली. शिक्षण व्यवस्थेने परिस्थितीनुसार आलेल्या अनेक बदलांना सामोरे जात स्वतःचे वेगळे अस्तित्व निर्माण केले आहे.पण गेल्या सहा महिन्यापासून Covid-19(कोरोना विषाणू) ची चीनमधील वुहान शहरातील ही रोगाची साथ अल्पावधीत संपूर्ण जगभर पसरली. ही साथ म्हणजे दुसऱ्या महायुद्धानंतर चे मानव जाती समोरील सर्वात मोठे आव्हान आहे. मानवी जीवनातील सर्वात पहिली वर या रोगाच्या साथीचा प्रभाव पडलेला आहे.

सद्यस्थितीत जरी वेगवेगळ्या लसीचे संशोधन सुरू असले तरी आजघडीला या रोगावरील प्रतिजैविक न सापडल्याने या रोगापासून संरक्षणासाठी प्रतिबंधात्मक उपाय योजून त्याची अंमलबजावणी करण्याव्यतिरिक्त दुसरा प्रभावी उपाय समोर नाही. रोगाच्या साथीचा फैलाव रोखण्यासाठीलॉकडाऊन करण्याचे धोरण जगभर स्वीकारण्यात आलेले आहे. या लोक डाऊन चा मानवी जीवनातील अविभाज्य घटक असणाऱ्या शिक्षण व्यवस्थेवर इष्ट अनिष्ट परिणाम झालेला आहे. covid-19 नंतरचे हे एक स्थित्यंतर असल्याने अनेक प्रकारचे हवे -नको असलेले पर्याय स्वीकारण्याची आहे मानवाला गत्यंतर नाही.

लॉकडाऊन सुरू झाल्यानंतर मार्च महिन्याच्या तिसऱ्या आठवड्यापासून शाळा महाविद्यालय बंद करण्यात आली. सद्यस्थितीत भारतातले प्राथमिक शिक्षणापासून विद्यापीठीय पातळीपर्यंत सुमारे 33 कोटी पेक्षा जास्त विद्यार्थी पारंपारिक शिक्षण प्रक्रियेपासून वंचित आहेत घरी आहेत. ही बाब खोलवर जाऊन समजून घेतली तर एवढी मोठी विद्यार्थीसंख्या घरी बसणे ही एका टाईम बॉम्ब पेक्षा हि भयंकर आहे. अशा स्थितीत विद्यार्थ्यांना शिक्षणाची जोडण्याकरिता अनेक उपाय समोर आलेत त्यापैकी एक ऑनलाईन शिक्षण हा आहे. ऑनलाइन शिक्षण पर्याय म्हणून स्वीकारत असताना त्याच्यातील वास्तवाकडे आपण दुर्लक्ष करून चालणार नाही.

ऑनलाइन शिक्षण: शिक्षणातील स्थित्यंतर-

विकसित देशांमध्ये covid-19 येण्यापूर्वी ऑनलाइन शिक्षण हे शिक्षण व्यवस्थेचा एक घटक होते.भारतात मात्र ती जागा शोधण्याच्या अवस्थेत होते पण कोणाच्या संकटाने ऑनलाईन शिक्षणाला मोठी संधी मिळाली. व पुढील काळात शिक्षण व्यवस्थेतील महत्त्वाची भूमिका निभवेल यात शंका उरली नाही.लॉकडाउनच्या सुरुवातीच्या काळात ऑनलाइन शिक्षणाचा होता. झूम जिओ गुगल सारख्या अप्लिकेशन चा वापर करून अध्यापनाची एकमार्गी काम चालू झाले पण हळू हळू लॉकडाऊन शिथिल करण्यात आला.त्यावेळी पालकांचे मोबाईल वापरणाऱ्या मुलांना साधनांच्या असंख्य अडचणींना तोंड द्यावे लागले कनेक्टिव्हिटी ची अडचण भारतासारख्या विस्तारित भूप्रदेश असणाऱ्या देशात किती आहे हे आपण सर्वच जाणतो आहोत नुसता समोरचा बोललेला आवाज ऐकू यावा यासाठी गावातील उंचीची ठिकाणे

शोधावी लागतात हे वास्तव विसरून चालणार नाही. ऑनलाईन शिक्षणासाठी आवश्यकअसणाऱ्या साधनांमध्ये स्मार्टफोन, कॉम्प्युटर ,लॅपटॉप, इंटरनेट कनेक्टिव्हिटी व विद्युत पुरवठा बाबींचा समावेश होतो. मधल्या काळात झालेल्या अनेक सर्वेक्षणातून येत असलेल्या धक्कादायक माहिती म्हणजे भारतात फक्त 24 टक्के कुटुंबाकडे स्मार्टफोन आहेत तर 5 ते 18 वयोगट असलेल्या 11.5 टक्के घरात कॉम्प्युटर आणि इंटरनेट चे कनेक्शन आहे. यामुळे आज दिसून येते की ऑनलाईन शिक्षणाच्या दिशेने अति घाईने पावले उचलल्याने डिजिटल संसाधने उपलब्ध नसलेल्या बहुसंख्य विद्यार्थी वर्गाला आपण शिक्षणाच्या या नवीन प्रक्रियेतून कळत-नकळतपणे बाहेर बसलेले आहे. म्हणूनच शिक्षणाबाबत चा कोणताही धोरणात्मक निर्णय घेत असताना संधीची समानता या राज्यघटनेतील मार्गदर्शक तत्वाला अनुसरून घेतला जाणे आवश्यक आहे. ऑनलाइन शिक्षणाचा पर्याय स्वीकारत असताना अर्धा भारत इंटरनेटच्या वापरापासून वंचित असल्याचे विसरून चालणार नाही नाही तसेच सर्वेक्षणातून मिळणाऱ्या आकडेवारीत शहरी-ग्रामीण, स्त्री-पुरुष,यासारखा भेदाचे मुद्दे आहेत हे ही लक्षात ठेवणे गरजेचे आहे.

ऑनलाइन शिक्षणाची वास्तव स्थिती--
वाढलेला स्क्रीन टाईम:

कोवळ्या वयातील मुलांनी मोबाईलचा अतिरिक्त वापर करणे घातक आहे. भविष्यात मेंदु ,कान व इतर अवयवांवर ही दुष्परिणाम संभवतात त्याचा धोका ओळखून शासनाने निर्णय घ्यावेत.....(डॉ. सुहास जोशी, नेत्ररोगतज्ञ दैनिक सकाळ ६.०९.२०२०)

ऑनलाईन शिक्षण प्रक्रियेतविद्यार्थी मोबाईलच्या स्क्रीन कडे पाहून शिकत असल्याने त्याच्या डोळ्यांवर पडणाऱ्या अतिरिक्त ताणामुळे डोळे कोरडे होणे, लाल होणे, नंबर वाढणे यासारख्या शारीरिक समस्यांना भविष्यात तोंड द्यावे लागू शकते, त्याचबरोबर त्याचे डोळे मोबाईल समोर असणे आवश्यक आहे त्याची आसन स्थिती कशी आहे याकडे विशेष लक्ष देणे गरजेचे आहे अन्यथा डोळ्याप्रमाणे भविष्यात पाठदुखी ,मानदुखी व कंबरदुखी असे आजार डोके वर काढू शकतात ऑनलाइन शिक्षणाच्या प्रक्रियेत मुलांच्या आरोग्याची होणारी हेळसांड परवडणारी नाही.

स्पर्धेच्या वातावरणाचा अभाव:

विद्यार्थी पारंपरिक शिक्षण प्रक्रियेत एकत्रित शिकत असताना अधिक सतर्कतेने शिकत असे वर्गात एक मैत्रीपूर्ण स्पर्धेचे वातावरण असे मात्र ऑनलाईन शिक्षण प्रक्रियेत या वर्गातील मैत्रिपूर्ण स्पर्धेच्या वातावरणाचा अभाव दिसून येतो विद्यार्थ्यांच्या सामाजिक विकासावर त्याचे परिणाम भविष्यात दिसून येतील.

शिस्तीचा अभाव:

ऑनलाईन शिक्षण प्रक्रियेत अनेक विद्यार्थी नियमित उपस्थित राहत नाहीत. अनेकजण लॉग इन होऊन माईक व कॅमेरा अनमुट करून इतर कामे करताना दिसतात परिणामी ऑनलाईन शिक्षण प्रक्रियेत शिस्तीचा अभाव दिसतो. वर्गातील बी शिस्तीची समस्या वेगळ्या स्वरूपात इथेही ही असल्याची दिसून येते.

मूल्यमापनातील कमतरता:

पारंपरिक शिक्षण पद्धतीत वर्गात अध्यापन करताना मुलांचे चेहरे वाचून शिक्षकांना स्वतःच्या अध्यापनात बद्दल कल्पना येत असे मात्र ऑनलाइन शिक्षणात हे चेहरे समोर नसल्याने शिक्षक त्यांच्या गतीने अध्यापन करतात मुलं शिकण्याचा प्रयत्न करतात व शिक्षक निघून जातात. अध्यापन केलेला भाग मुलांना समजलेला आहे का नाही याबाबत शिक्षक अनभिज्ञ राहतात.

शाळेतील सामाजिक जीवनाचा अभाव:

शाळा-महाविद्यालयातील सामाजिक जीवनाच्या अभावाने विद्यार्थ्यांच्या व्यक्तिमत्वावर अनिष्ट परिणाम होऊ शकतात. मैत्री, मूल्यसंस्कार, नेतृत्व विकास यासाठी या मानवी जीवनाला आवश्यक असणाऱ्या सामाजिक बाबी ऑनलाईन शिक्षण पद्धतीत नसल्याने येणारी पिढी एकलकोंडी चिडचिडी होण्याची शक्यता आहे.

शिक्षकांची अवस्था:

शिक्षकांनासुद्धा अचानक आलेल्या Covid-19 आपत्तीमुळे आपल्या सवयीच्या रुळलेल्या व सोयीच्या अध्यापन पद्धतीत बदल करून नवीन तंत्रज्ञानाच्या आधुनिक साधनांच्या वापराने अध्यापनाचा सोपस्कर पूर्ण करावे लागताना दिसते.योग्य ते प्रशिक्षण नसल्याने त्यांना अनेक अडचणींचा सामना करावा लागत आहे. त्यामुळे अनेकजण चाचपडत असल्याचे दिसून येते.

अर्थपूर्ण शिक्षण की अभ्यासक्रम पूर्ण करणे:

शिक्षणाच्या माध्यमातून मूल्य संस्कार घडवणे, शिक्षणातील अनुभवांना जीवनातील अनुभवांशी जोडणे, जीवनातील समस्यांचा सारासार विचार समस्येची उकल शोधणे, भविष्यात येणाऱ्या अडचणींना सामोरे जाण्याची पूर्वतयारी करणे इत्यादी बाबी शिक्षणाकडून अपेक्षित आहेत. मात्र ऑनलाईन शिक्षण प्रक्रियेत शिक्षण पूर्ण देण्याऐवजी अभ्यासक्रम पूर्ण करण्याकडे वाढलेला कल लक्षात येतो परिणामी या पद्धतीतून शिक्षण पूर्ण झालेल्या विद्यार्थ्यांकडून(भावी नागरिकांकडून) कोणत्या प्रकारच्या अपेक्षा कराव्या याबाबतीत संभ्रम अवस्था आहे.

सारांश- शिक्षणाच्या माध्यमातून माणूस घडवणे या महान उद्देशासाठी शिक्षण प्रक्रिया आहे. परंतु ऑनलाईन शिक्षणाच्या माध्यमातून शिक्षणाच्या या महान उद्देशा पर्यंत पोहोचणे हे सद्यस्थितीत अडचणीत असल्याचे दिसत आहे. ऑनलाईन शिक्षणाचा शिक्षक व विद्यार्थ्यांच्या शारीरिक, मानसिक,व आर्थिक बाबीवर परिणाम झालेला आहे. मात्र बुडत्याला काडीचा आधार या उक्तीप्रमाणे शिक्षण प्रक्रियेत खंड पडू नये यासाठी दुसरा पर्याय दृष्टिक्षेपात नाही.

संदर्भ-

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उच्च शिक्षणाच्या शाश्वत विकासातील प्राध्यापकांची भूमिका

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सहाय्यक प्राध्यापक
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सारांश

वर्तमानकालीलन संदर्भाने विचार करता महाराष्ट्रातील उच्च शिक्षण संक्रमणावस्थेतून मार्गक्रमण करताना दिसून येते. त्यामुळे एका व्यापक अर्थाने विचार करता एकिकडे भौतिक साधन सामग्रीच्या दृष्टीने उच्च शिक्षण समृध्द व संपन्न होताना दिसत आहे तर दुसरीकडे शैक्षणिक गुणवत्तेच्या दृष्टीने अधोगतीच्या दिशेन वाटचाल करताना पाहावयास मिळत आहे. त्यामुळे उच्च शिक्षणसंदर्भात राजकीय व सामाजिक व्यवस्था दिवसेंदिवस अधिकधिक आक्रमक होताना दिसत आहे. त्यामुळे सहाव्या वेतन आयोगणनुसारच्या फरकाच्या रक्कमा अजूनही प्राध्यापकांच्या खाती जमा व्हावयाच्या आहेत. राजकीय व्यवस्थेचा याबाबतीतील विरोध तितकासा महत्वाचा नाही कारण इतरांकडे दोषारोपन करण्याइतकी नैतिकता राजकारण्यांनी कधीच गमावली आहे. पण उच्य शिक्षणासंदर्भातील समाजाची अनास्था, उदासीनता व रोषाची भावना लक्षात घेण्याजोगी आहे

प्रास्ताविक :

उच्च शिक्षणाच्या आजच्या या दुरावस्थेला अनेक घटक जबाबदार आहेत. यात शासन, राज्यकर्ते, प्रशासकीय यंत्रणा, प्राध्यापक, विद्यार्थी यासर्वांचा समावेश होतो. त्यामुळे कोणा एकावर दोषारोपन करुन चालणार नाही. पण यात प्रध्यापकांनी अंतर्मुख होऊन विचार करण्याची गरज निर्माण झाली आहे. कारण उच्य शिक्षणाचा महत्त्वपूर्ण दुवा, कणा म्हणून त्यांच्याकडे पाहिले जाते. यादृष्टीकोनातून आजच्या उच्य शिक्षणाच्या बिघडू पाहणा—या घडीला तेच व्यवस्थित व विकसित रुप देऊ शकतात. हा प्रमुख विचार केंद्रस्थानी ठेऊन प्रस्तुत शोधनिबंधातून उच्च शिक्षणाच्या शाश्वत विकासातील प्रध्यापकांची भूमिका स्पष्ट केली आहे.

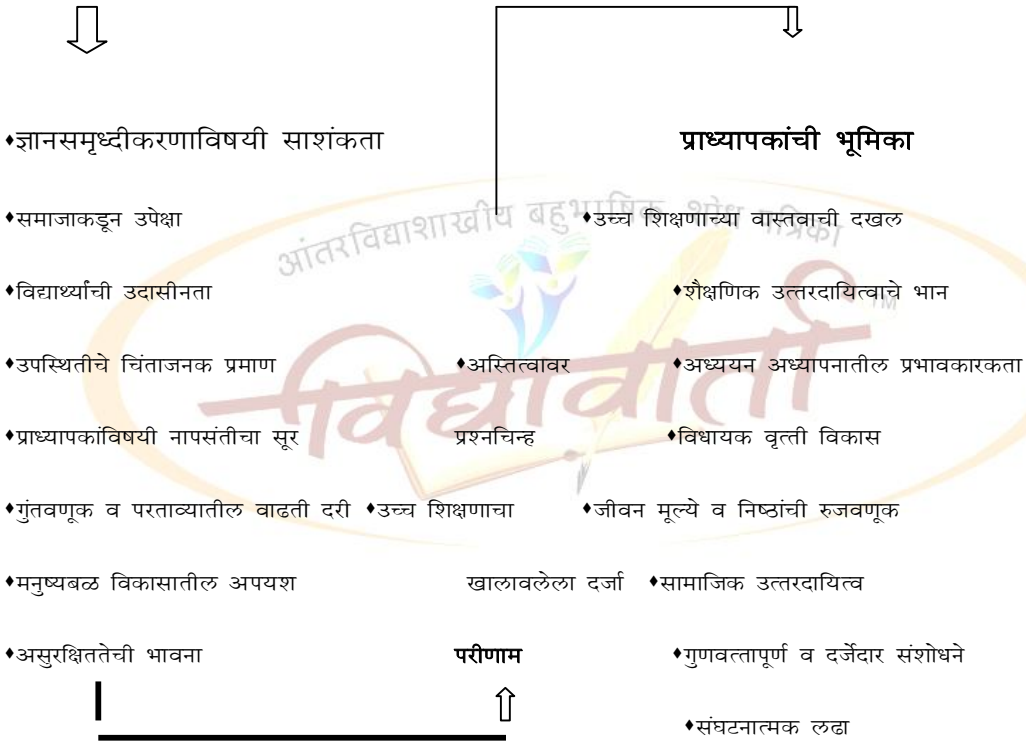
उच्च शिक्षणचा शाश्वत विकास :

आपल्याकडे बहुतांशी बाबतीत रोग होण्यापूर्वीच त्याला प्रतिबंध करण्याची सवय अजून म्हणावी तितकी रुजलेली नाही. म्हणून एखादी बाब बिघडल्याशिवाय ती दुरुस्त करायची नाही हे आपल्याला नित्याने अनुभवावयास मिळते. याला महाराष्ट्रातील उच्च शिक्षणही अपवाद नाही म्हणून तर राज्य वा राष्ट्रीय स्तरावरील चर्चासत्रासाठी श्उच्च शिक्षणाचा शाश्वत विकासश हा विषय चर्चेसाठी, अभ्यासासाठी ठेवावा लागतो.

उच्च शिक्षणाचा शाश्वत विकास म्हणजे दुसरे तिसरे काही नसून उच्च शिक्षणाला सदासर्वकाळ विकसित रुप देण्याची प्रक्रिया आहे. ज्याद्वारे उच्च शिक्षण गतिमान समाजाच्या स्थळकाळानुरुप स्वत:त अनुकूल बदल घडवून अधिकाधिक प्रगत व विकसित होईल. तसेच समाज व्यवस्थेत आपले स्थान अबाधित व स्वयंभू राखेल.

उच्च शिक्षणाचा शाश्वत विकास करण्यातील प्राध्यापकांची भूमिका अभ्यासण्यापूर्वी आपण उच्च शिक्षणाचे वास्तव व त्याचे परीणाम थोडक्यात समजून घेऊयात.

उच्च शिक्षणाचे वास्तव



उच्च शिक्षणातून बाहेर पडणारा विद्यार्थी हा उच्यविद्या विभूषित व ज्ञानसंपन्न असावा अशी शासन व समाजाची अपेक्षा असते. समाजाकडून तशी अपेक्षा असणे अगदी रास्त आहे. पण आजची उच्च शिक्षणाची अवस्था याकामी फारच कुचकामी व तकलादू स्वरुपाची ठरत आहे. त्यामुळे या व्यवस्थेतून परीक्षेच्या दृष्टीने श्गुणवंतश विद्यार्थी घडतात पण ज्ञानाच्या दृष्टीने श्ज्ञानेश्वरश मात्र अपवादानेच घडतात दिसतात. ही अत्यंत लाजिरवाणी बाब आहे. त्यामुळे आजच्या उच्च

शिक्षणाविषयी, प्राध्यापकांविषयी फारसे चांगले बोलले जात नाही. त्यामुळे या व्यवस्थेला सामाजिक रोषाला व अवहेलनेला बळी पडावे लागत आहे.

उच्च शिक्षणाच्या बाबतीत विद्यार्थीही उदासीन असल्याने दिसून येते. त्यामुळे त्यांचे वर्गातील उपस्थितीचे प्रमाण चिंताजनक रुपात कमी होताना दिसत आहे. याउलट दुरस्थ शिक्षणाच्या माध्यमातून शिक्षण घेणा—या विद्यार्थ्यांचे प्रमाण प्रतिवर्षी वाढताना दिसत आहे. या दुरस्थ शिक्षणातील विद्यार्थ्यांची शैक्षणिक गुणवत्ता ही चांगली आहे. त्यामुळे वर्गात बसून प्राध्यापकांच्या अध्यापनातून आपणपाला खूप काही शिकायला मिळेल याविषयी विद्यार्थी उघडपणे शंका व्यक्त करु लागले आहेत. यातील विद्यार्थ्यांची प्राध्यापकांविषयीची सार्वजनिक रुपातील नापसंती अनेक बाबींची निदर्शक ठरत आहे.

कोणत्याही गोष्टीत आपण जितकी गुंतवणूक करतो तितक्या प्रमाणात आपणाला परताव्याची, फलनिष्पत्तीची अपेक्षा असते. यादृष्टिने उच्य शिक्षणातील प्राध्यापकांचे वेतन, भत्ते, इतर सेवासुविधा तसेच भौतिक साधनसामग्रीवर शासन अप्रत्यक्षपणे समाज जितकी गुंतवणूक करतो त्याप्रमाणात परताव्याचे प्रमाण फारच अल्प आहे. म्हणून आपल्याकडील उच्च शिक्षण मनुष्यबळ विकासाचे प्रभावी साधन बनू शकले नाही. त्यामुळे या शिक्षणातून विचारवंत, तत्ववेत्ते, कवी, साहित्यिक, संगीतकार तुलनेने खूप कमी प्रमाणात घडताना दिसताहेत. समाजाच्या गरजांच्या दृष्टिने ही संख्या अत्यल्प आहे. म्हणून उच्च शिक्षणातून आपणाला आपले भविष्य खंबीरपणे घडविता येईल असा प्रबळ आशावाद विद्यार्थ्यांत दिसून येत नाही. याउलट दारीद्रय, बेरोजगारी, बेकारी, भ्रष्टाचार, महागाई, जीवघेणी स्पर्धा, ताणतणाव या सर्वांच्या रेटयात आपण तगू शकू की नाही ? अशा असुरक्षितेच्या भावनेखाली विद्यार्थी वावरताना दिसत आहे.

प्राध्यापकांची भूमिका :

उच्च शिक्षणाच्या उपरोक्त वास्तवाच्या परीणाम स्वरुप उच्च शिक्षणाचा दर्जा प्रतिवर्षी गुणात्मकदृष्टया खालावत चालला आहे. त्यामुळे आज शिक्षक शिक्षण महाविद्यालयांच्या अस्तित्वाचा प्रश्न जसा ?आ? वासून उभा आहे तशीच अवस्था उच्च शिक्षणातील महाविद्यालयांची होते की काय ? असे वाटण्याइतपत परीस्थिती खालावत चालली आहे. याला वेळीच आळा घालून भविष्यातील असुरक्षितता टाळण्यासाठी शिक्षक, प्राध्यापक प्राचार्य यासर्वांनी जागे होण्याची गरज आहे. कारण झोपेच सोंग घेण्याचे दिवस कधीच संपले आहेत. त्यामुळे जागे होण्याशिवाय

कुठलाही पर्याय नाही. त्यासाठी प्राध्यापकांची भूमिका, त्यातील प्रमुख विचार वा कार्ये खालील प्रमाणे होत :

१ उच्च शिक्षणाच्या वास्तवाची दखल :

कोणत्याही व्यक्ती वा व्यवस्थेला सुधारण्यासाठी आपले वास्तव रुप समजून घेणे अगत्याचे असते. त्यातूनच गुणात्मक सुधाराची दिशा स्पष्ट होत असते. यादृष्टिकोनातून उच्च शिक्षणाचा शश्वत व चिरंतन विकास साधण्यासाठी सर्व प्राध्यापक बंधू—भगिनींनी डोळे उघडे ठेवून उच्च शिक्षणाचे आजचे विस्तवासारखे वास्तव वेळीच लक्षात घेणे गरजेचे आहे. अन्यथा भविष्यात पश्चाताप करण्याशिवाय दुसरा कुठलाही पर्याय आपल्या हाती लागणार नाही. यासाठी प्रत्येकाने अंतर्मुख होऊन विचार करण्याची आत्यंतिक गरज निर्माण झाली आहे. ही गरज निर्माण होणे खूप महत्वाचे असते. कारण गरजेतूनच विविध शोधांची निर्मिती होत असते.

२ शैक्षणिक उत्तरदात्वाचे भान :

कोणत्याही व्यक्ती, कुटुंब, संस्था, राज्य, राष्ट्र वा संस्कृतीच्या विकासात त्यात सहभागी असलेल्या प्रमुख व्यक्तीतील उत्तरदायित्वाची भूमिका खूप मोलाची असते. यादृष्टिने उत्तरद्यियित्वाची बाजू जितकी भक्कम असेल तितक्या प्रमाणात संबंधित व्यवस्थेचा विकास होत असतो. याला अनुलक्षून आपण सर्वांनी आपल्या शैक्षणिक उत्तरदायित्वाचा विचार करायला हवा. त्यातून आपल्याला आपल्या बहुतांशी अनुत्तरीत प्रश्नांची उत्तरे मिळतील यासाठी प्रत्येक बंधू—भगिनींनी महाविद्यालयातून घराकडे परतताना दिवसाला जो चारअंकी पगार मिळातो त्यामोबदल्यात मी माझया महाविद्यालयाला, विद्यार्थ्याला, समाजाला, शासनाला वा उच्च शिक्षण व्यवस्थेला काय दिलं ६ हे अत्यंत पारदर्शीपणे व परखडपणे स्वत:ला विचारायला हवं. त्याच जर समाधानकारक उत्तर मिळत असेल तर ठीक आहे. पण उत्तर जर असमाधानकारक असेल तर अजून आपण खूप कामे केली पाहिजेत हे लक्षात घ्यायला हव. त्यानुसार आपला कृतिकार्यक्रम ठरवायला हवा. अन्यथा एकनाएक दिवस अदृश्य नियती आपल्या कडून हिशोब घेतल्याशिवाय राहणार नाही याची प्रत्येकाने जाण ठेवायला हवी.

३ प्रभावी अध्ययन अध्यापन :

म्हाविद्यालयीन प्राध्यापकांच्या कार्याचा केंद्रबिंदू अध्ययन—अध्यापन हा असतो. यादृष्टीने प्राध्यापकांनी अध्ययन, अध्यापनाची तंत्रे, कौशल्ये व पध्दती आत्मसात करायला हव्यात. आज बहुतांशी महाविद्यालयात वर्गात विद्यार्थी न बसण्याचे मुख्य कारण प्रभावहीन अध्ययन—अध्यापन पध्दतीमध्ये दिसून येते. आजही प्रभावी अध्ययन—अध्यापन कला आत्मसात असलेल्या प्राध्यापकांच्या तासाला विद्यार्थी अवर्जुन बसतात. पण अशा प्राध्यापकांची संख्या कमी आहे. यामानाने पूर्वीच्या काळात ना.सी. फडके, प्रा. पी. जी. पाटील, डॉ. दत्ता भोसले, प्राचार्य शिवाजीराव भोसले, प्रा. रा. ग. जाधव अशी कितीतरी नावे सांगता येतात. आजही या श्रेयनामावलीत समाविष्ट होणा—या प्राध्यापक बंधू— भगिनींची संख्या वाढली तर आपोआपच वर्गातील विद्यार्थी संख्याही बहरायला लागेल. यातून उच्च शिक्षणातून अपेक्षित असलेला मनुष्यबळ विकासही प्रत्यक्ष अप्रत्यक्षरीत्या साधला जाईल.

४ विधायक वृत्ती व नेतृत्व विकास :

म्हाविद्यालयीन शिक्षणातून केवळ परीक्षार्थी विद्यार्थी घडवायचे नसतात तर ख—याखु—या अर्थाने सामाजिक जडण—घडणीला पोषक ठरतील असे चैतन्याने भारलेले युवक—युवती घडवायचे असतात. त्यासाठी प्राध्यापकांनी आपल्याकडे असलेल्या अध्यापन विषयानुसार विधायक अशा अभिरुची, अभिवृत्ती संस्कार विद्यार्थ्यांवर करावयाचे असतात. तसेच उच्च शिक्षणाचा सामाजिक संदर्भ लक्षात घेऊन समाजाला विधायक नेतृत्व देऊ शकतील अशा सुशिक्षीत व सुजाण तरुण—तरुणींची पिढी घडवायची असते. यातून गावपातळीपासून ते दिल्ली दरबारापर्यंतचा राज्यकारभार सक्षम व प्रभावीरीत्या चालवणा—या प्रशासकांची गरज पूर्ण होऊ शकेल. भारतासारख्या लोकशाही असलेल्या देशाच्या दृष्टीने या क्षेत्रात उच्च शिक्षणाला खूप संधी आहेत.

५ जीवन मूल्ये व निष्ठांची रुजवणूक :

सभोवतालचे वास्तव कितीही भयाण असले तरी त्याला घाबरुन प्रश्न सुटत नसतात. उलट ते अधिकच जटील होत असतात. आज भ्रष्टाचार, दारीद्रय, बेरोजगारी, बेकारी, दहशत, खून—दरोडे अशा अपप्रवृत्ती कमीजास्त प्रमाणात सगळीकडे आढळून येतात. त्यामुळे दिवसेंदिवस निती—मूल्यांची घसरण होत असून त्यातून श्जी देते रोजी, तीच खरी नितीश असे म्हणणा—यांचे प्रमाण दिवसेंदिवस वाढत आहे. उद्याच्या उज्ज्वल भविष्याच्या दृष्टीने ही अत्यंत गंभीर बाब आहे. या सर्व बाबी लक्षात घेऊन विद्यार्थ्यांत जीवन निष्ठा व मूल्यांची रुजवणूक करणे अत्यावश्यक

आहे. यातून जीवनातील कठीण प्रसंगांना खंबीरपणे तोंड देणा—या युवक—युवतींची एक नवी पिठी घडणे गरजेचे आहे.

६ सामाजिक उत्तरदायित्व :

शिक्षकाच्या उत्तरदायित्वाचा एक अत्यंत महत्वपूर्ण पैलू म्हणून सामाजिक उत्तरदायित्वाचा विचार करावा लागतो. यादृष्टिकोनातून प्राध्यापकांनी केवळ महाविद्यालयापुरते स्वत:ला मर्यादित न ठेवता स्वत:च्या कक्षा सामाजिक पातळीपर्यंत विस्तारीत केल्या पाहिजेत. त्यासाठी समाजातील अंधश्रध्दा, वाईट प्रथा, परंपरा, जुनाट कालबाहय चालीरिती यासर्वांच्या विरोधात विधायक मार्गानी समाज मन घडवायला हवे. तसेच महत्त्वाच्या सामाजिक प्रश्नांना आपल्या लेखणीतून वाचा फोडावयास हवी. प्रसंगी सामाजिक चळवळी उभारायला हव्यात. पूर्वीच्या इतिहासात हे जाणीवपूर्वक घडत होत. ते आजही घडण्याची गरज आहे. यातून समाज व प्राध्यापक यांच्यातील वाढती दरी कमी होऊन त्यांच्यात सामंजस्याचे व आपलेपणाचे नातेही निर्माण होईल.

७ संघटनात्मक लढा :

प्रारंभीच स्पष्ट केल्याप्रमाणे उच्च शिक्षणाच्या दुरावस्थेला कोणी एक घटक जबाबदार नसून यासाठी अनेक घटक जबाबदार आहेत. यातील एक महत्त्वाचा घटक म्हणजे शासन होय. शासनाच्या काही जाचक व चुकीच्या धोरणांमुळेही उच्च शिक्षणाच्या गुणवत्तेला बाधा पोहचते वा गुणवत्तापूर्ण उच्च शिक्षणात अडथळे येतात. उदा. सेटनेटचा प्रश्न, बी. एड. प्रवेश प्रक्रियेस प्रत्येक वर्षी होणारा विलंब अशा प्रश्नांवर प्राध्यापकांनी संघटनात्मक लढे उभारायला हवेत. शासनाला चुकीचे निर्णय वा धोरणे मागे घेण्यास भाग पाडायला हवे.

८ गुणवत्तापूर्ण व दर्जेदार संशोधने :

संशोधन वृत्तीचा विकास हे उच्च शिक्षणाचे एक प्रमुख ध्येय मानले जाते. यादृष्टिने उच्च शिक्षणातून गुणवत्तापूर्ण, दर्जेदार व समाजोपयोगी संशोधने होणे अत्यावश्यक ठरते. यासाठी ब्वससमबजपवदए ब्नजए ब्वचलए च्ेंजम स्वरुपाची संशोधने जाणीवपूर्वक टाळायला हवीत. शिक्षण, समाजातील महत्त्वाच्या समस्या, नवोपक्रम, प्रयोगशीलता यावर आधारीत नाविन्यपूर्ण व प्रयोगशील संशोधने प्राध्यापकांनी हाती घ्यायला हवीत. आपल्या विद्यार्थ्यांकडूनही अशी संशोधने

प्राध्यापकांनी प्राधान्याने पूर्ण करुन घ्यावीत. यातून उच्च शिक्षणाच्या माध्यमातून संशोधन क्षेत्रात भरीव कामगिरी साधण्यास मदत होईल.

समारोप :

सारांशाने, उच्य शिक्षणाच्या शाश्वत विकासाचा विचार करता त्यातील प्राध्यापकांची भूमिका अत्यंत महत्वाची ठरणार आहे. हे सहजपणे लक्षात येते. यादृष्टिने प्राध्यापकांनी आपल्या उत्तरदायित्वाशी सर्वार्थाने बांधील असणे अत्यंत आवश्यक आहे. कारण व्यक्तीच्या कार्याच्या मुळाशी असलेली उत्तरदायित्वाची भावना संबंधित कार्य परीणामकारक व प्रभावी होण्यात खूप मोलाची भूमिका निभावत असते. हे लक्षात घेऊन उत्तरदायित्वशील प्राध्यापकांची जडण—घडण होणे, तसे वातावरण वा शैक्षणिक संस्कृती निर्माण होणे अत्यावश्यक झाले आहे. ही अत्यावश्यकता जर आपण प्रत्यक्षात कृतीत आणू शकलो तरच उच्य शिक्षणचा आपणाला शाश्वत विकास साधता येईल.

संदर्भ :

१ पानसे, रमेश, आजचे शिक्षण, उद्याचे जीवन, पुणे : डायमंड पब्लिकेशन्स

२ पाटील लीला, आजचे अध्यापन पुणे: उन्मेष प्रकाशन.

३ दुनाखे, अरविंद, प्रगत शैक्षणिक तत्त्वज्ञान, पुणे: नित्यनूतन प्रकाशन.

४ अध्यापक शिक्षण पुस्तिका, पुणे: म. रा. मा. व उ. मा. शिक्षण मंडळ

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कोवीड – १९ चा अध्यापन–अध्ययन प्रक्रियेवर पडलेला प्रभाव.

प्रा. डॉ. कांबळे गोविंदराव शंकरराव
सहयोगी प्राध्यापक
आझाद कॉलेज ऑफ एज्युकेशन, सातारा

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सारांश
कोवीड – १९ मुळे उद्‌भवलेल्या सामाजिक आणि आरोग्य क्षेत्रातील परिस्थिती मुळे जगभर डिजीटल लर्निंगचा स्वीकार मोठ्या प्रमाणावर झाला आहे. लॉकडाऊन मुळे निर्माण झालेल्या मर्यादांमुळे ऑनलाईन शिक्षणाला गती आली आणि यामुळे शिक्षणाचं हे नवं माध्यम अंगिकारल गेल. ऑनलाईन शिक्षण प्रणाली हा तंत्रज्ञानाचा एक भाग आहे परंतू ऑनलाईन शिक्षण हा तात्पूरता मार्ग चांगला आहे मात्र त्यापासून कोणीही वंचित रहाता कामा नये जेणे करुन त्याचे शैक्षणिक नुकसान होणार नाही. परंतू कोवीड–१९ ने शिक्षणाच्या प्रक्रियेवर फार मोठा हल्ला केला आहे तो कसा आणि केव्हा सुधारेल याचीच चिंता आहे.

प्रस्तावना :–

कोवीड – १९ मुळे उद्‌भवलेल्या सामाजिक आणि आरोग्य क्षेत्रातील परिस्थिती मुळे जगभर डिजीटल लर्निंगचा स्वीकार मोठ्या प्रमाणावर झाला आहे. लॉकडाऊन मुळे निर्माण झालेल्या मर्यादांमुळे ऑनलाईन शिक्षणाला गती आली आणि यामुळे शिक्षणाचं हे नवं माध्यम अंगिकारल गेल.

कोवीड – १९ म्हणजे काय? – कोवीड – १९ हा एक संसर्गजन्य आजार आहे जो नुकत्याच शोध लागलेल्या कोरोना व्हायरसमुळे होतो.

पॅंडेमिक म्हणजे काय? – जेव्हा एखाद्या रोगाचा एक विशिष्ट भागात प्रादुर्भाव असतो, तेव्हा आपण म्हणतो की, त्याची साथ आलीय याला इंग्लिश मधला शब्द म्हणजे Epidemic मात्र जेव्हा एखादी साथ ही एका देशाबाहेर किंवा खंडाबाहेर पसरते, आणि एकाच वेळी जगभरात ठिकठिकाणी या रोगाची स्वतंत्रपणे लक्षणं दिसू लागतात तेव्हा त्याला पॅंडेमिक म्हणतात.

पॅडमिकला मराठी शब्दकोशात प्रतिशब्द आढळला नाही. जागतिक साथीचा आजार किंवा महाविनाशकारी असे शब्द वापरले जाऊ शकतात.

पूर्ण मानव जातीवर संकट येईल असे रोग आतापर्यंत माहित असलेल्या इतिहासात काही वेळा आले आहेत. मानवाच्या ज्ञात इतिहासात अशा रोगांच्या साथी येऊन गेल्या आहेत ज्यामुळे संपुर्ण मानव जातीवरच संकट ओढावल होत अगदी ख्रिस्तपूर्व काळात साथीच्या रोगांमुळे अख्खे देश नेस्तनाभूत झाल्याचे पुरावे आढळतात. तिसऱ्या आणि सहाव्या शतकात वेगवेगळ्या प्रकारच्या प्लेगमुळे लाखो बळी गेले होते. ११ व्या शतकात कुष्ठरोगाची युरोपभर साथ होती. २० व्या शतकाच्या सुरुवातीला प्लेगमुळे तर पृथ्वीवरची १/३ लोक मरण पावले होते. सन १९६५ साली आलेल्या प्लेगमुळे लंडनमधील २० टक्के लोकांचा जीव गेला होता. १८ व्या शतकाच्या सुरुवातीपासून सुमारे दीडशे वर्षामध्ये जगभरात कॉलराची साथ ७ वेळा आली होती. रशिया, स्पेन, आफ्रिका, चीन, जपान आणि इंडोनेशियासह अनेक ठिकाणी लोक मरण पावले. याच दरम्यान ब्रिटीश सैनिक भारतात आले तेव्हा हा रोग सोबत घेऊन आले. सुमारे १८९६—९७ च्या आसपास भारतात कॉलराची भयंकर साथ आली होती. गेल्या २०० वर्षात कांजण्या, रशिनय प्लू, स्पनिश प्लू, एशियन प्लू अशा अनेक रोगांनी एकाच वेळी जगभरात लाखो लोकांचे जीव घेतले. आज तीच परिस्थिती कोवीड — १९ मुळे संपूर्ण जगात उद्‌भवलेली आहे. संपूर्ण जग ठप्प झाले आहे त्याला शिक्षण कसे अपवाद राहणार.

प्रस्तुत शोध निबंधासाठी संशोधकाने सर्वेक्षण पध्दतीचा वापर केला असून सातारा जिल्ह्यासाठी मर्यादीत आहे.

संशोधनाची साधने — मतावली, निरीक्षण, वर्तमानपत्रे, दूरदर्शन, इंटरनेट, माध्यमिक, प्राथमिक शिक्षकांशी फोन चर्चा.

<u>संबंधित संशोधन निबंधाची उद्दिष्टे :—</u>

१. कोवीड — १९ काळातील शैक्षणिक बदलांचा अभ्यास करणे.
२. कोवीड — १९ मुळे बदललेल्या अध्यापन पध्दतीचा विचार करणे.
३. कोवीड — १९ च्या संसर्गामुळे झालेल्या परिणामांच्या कारणांचा शोध घेणे.
४. अध्ययन प्रक्रियेतील अडथळ्यांचा शोध घेणे.

५. ऑनलाईन अध्यापन प्रक्रियेच्या मार्गातील अडचणींचा शोध घेणे.

६. कोवीड – १९ च्या संकटामुळे विद्यार्थ्यांच्या मानसिकतेवर झालेल्या आघाताचा अभ्यास करणे.

७. कोवीड – १९ मुळे आलेल्या संकटावर मार्ग शोधून उपाय योजना सूचविणे.

कोवीड – १९ मुळे अध्ययन–अध्यापनावर फार मोठा प्रभाव पडलेला आपणास दिसून येतो. ऐन परीक्षेपूर्वीचा काळ म्हणजे मार्च २०२० महिन्यात कोरोनाचा प्रादूर्भाव मोठ्या प्रमाणावर जाणवू लागला आणि शाळा व महाविद्यालये बंद करण्यात आली. सुरुवातीचे काही दिवस हा प्रादूर्भाव कमी होईल या अपेक्षेने शासन, प्रशासन व विद्यापीठे, विद्यापीठ अनुदान महामंडळ पहात होते. परंतू ही महाविनाशकारी साथ काही जाता जाईना म्हणून शासनाने व प्रशासनाने आणि विद्यापीठाने निर्णय घेतला की मुलांचे शैक्षणिक नुकसान होऊ नये म्हणून ऑनलाईन लर्निंग हा पर्याय पुढे आला.

ग्रामीण दुर्गम भाग शासनाच्या प्राधान्यक्रमात नसल्याने हजारो गावपाड्यात आजही मोबाईल नेटवर्क, इंटरनेटची सुविधा नाही अशा परिस्थितीत ग्रामीण व दुर्गम भागातील गरीब विद्यार्थ्यांकडे लॅपटॉप, टॅब किंवा अँड्रॉइड फोन या सारखी आधुनिक साधने कुठून येणार? ऑनलाईन शिक्षण प्रणाली हा तंत्रज्ञानाचा एक भाग आहे.

१ लाख ६ हजार ३२७ प्राथमिक शाळा, २७ हजार ४४६ माध्यमिक आणि उच्च माध्यमिक शाळा, २ कोटी २४ लाख विद्यार्थी शिक्षण घेत आहेत. या दोन स्तरावर महाविद्यालयीन विद्यार्थी वेगळे पैकी ग्रामीण व दुर्गम भागातील शाळांची संख्या १ कोटी ६६ लाख (७४ टक्के) दुर्गम व आदिवासी क्षेत्रात आजही वीज पुरवठा सुरळीत होत नाही हे वास्तव आहे. दुर्गम भागातील ४ हजार ९४९ शाळांमध्ये आजही वीज जोडणी नाही. त्यापैकी २७४ माध्यमिक व उच्च माध्यमिक राज्यातील एकूण शाळांपैकी ५१ हजार ६७७ शाळांमध्ये संगणक व इंटरनेटची सुविधाच नाही. म्हणजेच या विद्यार्थ्यांना संगणकाचे प्राथमिक ज्ञान नाही असे आदिवासी क्षेत्र आढावा समितीचे अध्यक्ष विवके पंडीत यांचे म्हणणे आहे तर ऑनलाईन शिक्षण चांगले मात्र ग्रामीण भागातील विद्यार्थी वंचित राहतील.

विवके पंडिताच्या म्हणण्याप्रमाणे केवळ राज्याची स्थिती अशी आहे तर सातारा सारख्या डोंगराळ जिल्ह्याची देखील अवस्था अशीच आहे.

सातारा जिल्ह्यातील शाळा व महाविद्यालयातील ऑनलाईन शिक्षणावर कोवीड – १९ चा प्रभाव पडल्याने संशोधकाने मतावलीद्वारे गोळा केलेले विवरण कोष्टकाद्वारे दर्शविले आहे.

मतावली नुसार वर्गीकरण कोष्टक (अंदाजे आकडेवारी)

शिक्षण स्तर	पालक प्रतिसाद	विद्यार्थी प्रतिसाद	नेटवर्क, वीज	इंटरनेट सुविधा
प्राथमिक	५०%	६०%	७०%	६०%
माध्य व उच्च माध्यमिक	४०%	७०%	८०%	६४%
महाविद्यालय	१०%	९०%	८०%	६७%
शिक्षणशास्त्र महा.	५%	१००%	८०%	७०%

मतावलीच्या कोष्टकावरुन असे दिसून येते की, ऑनलाईन शिक्षणात प्राथमिक स्तरावर पालक प्रतिसाद ५०%, फोन सुविधा ६०%, नेटवर्क व वीज पुरवठा ७०% तर इंटरनेट सुविधा ६०% यावरुन सातारा जिल्ह्यातील प्राथमिक स्तरावरील ऑनलाईन शिक्षणात डोंगराळ व दुर्गम भागामुळे म्हणजे पाटण, कोयना, महाबळेश्वर या भागात प्रामुख्याने अडचणी जाणवतात. त्यात सुधारणा व्हावी असे संशोधकास वाटते. माध्यमिक व महाविद्यालये याची स्थिती देखील तितकीशी आकडेवारी वरुन समाधानकारक वाटत नाही.

शासन स्तरावर राबविलेले उपक्रम – कोष्टक (अंदाजे आकडेवारी)

शिक्षण स्तर	उपक्रम	माध्यम	प्रतिसाद शेकडा
प्राथमिक	टिलीमिली	दूरदर्शन	४०%
माध्यमिक	टिलीमिली	दूरदर्शन	५०%

वरील कोष्टकावरुन असे दिसून येते की, मोबाईल इंटरनेट यांच्या कमतरतेमुळे शासनाने इ. १ ली ते ८ वी पर्यंत दूरदर्शनवरुन अध्यापन प्रक्रिया राबविली परंतू विद्यार्थ्यांचा प्रतिसाद पाहता प्राथमिक स्तरावर ४०% तर माध्यमिक ५०% यावरुन असे म्हणता येईल की ही योजना देखील विद्यार्थ्यांच्या निवडीस पात्र ठरली नाही.

सरकारने राबविलेला हा उपक्रम स्तूत आहे परंतू वीजपुरवठा तसेच गरीब, दुर्गम व डोंगराळ भागातील पालकांना दूरदर्शन संच देखील नसल्याने यातील तफावत पडत असल्याचे एकंदरीत अंदाजे आकडेवारीवरुन दिसून येते. तसेच मुले इतर कार्यक्रम आवडीने पाहातात परंतू अध्ययनाचा, पाठ्यपुस्तकाचा उपक्रम तेवढ्या आवडीने पाहताना दिसून येत नाहीत.

जिल्हापरिषद शिक्षण विभाग, पंचायत समिती व शाळा (अंदाजे)

शिक्षण स्तर	राबवलिले उपक्रम	विद्यार्थी प्रतिसाद (शेकडा)		
		शहरी	ग्रामीण	डोंगराळ व आदिवासी
प्राथमिक	प्रश्नसंच	९०%	८०%	५०%
	चाचणी	९०%	८५%	४०%
	व्हीडीओ / ऑडिओ	९५%	७०%	१०%
माध्यमिक	ऑनलाईन झूम, गुगलमीट इ.	९०%	५०%	५%

वरील कोष्टकावरुन असे दिसून येते की, शिक्षण विभागाने मुले अभ्यासात गुंतून रहावी म्हणून वेगवेगळे उपक्रम राबविले आहेत. परंतू डोंगराळ व आदिवासी भागातील मुलांचा सहभाग नगन्य आहे तो वाढला पाहिजे असे संशोधकास वाटते.

शैक्षणिक संस्था व महाविद्यालय पातळीवरील उपक्रम — कोष्टक (अंदाजे)

महाविद्यालये	कलाशास्त्र	वाणिज्य	विज्ञान	शिक्षणशास्त्र महाविद्यालये
विद्यार्थी प्रतिसाद	६५%	८५%	९०%	९०%
प्राध्यापकांचा	८०%	८०%	८०%	१००%

सहभाग				

वरील कोष्टकावरुन असे दिसून येते की, महाविद्यालयीन विद्यार्थ्यांसाठी संख्या पातळीवर झूम ॲप तसेच व्हीडीओ आणि ॲडिओ द्वारे विद्यार्थ्यांना अध्यापन केले जात आहे. एम.सी.आर. द्वारे चाचणी देखील घेतली जात आहे. तरी देखील विद्यार्थ्यांचा प्रतिसाद शाखा निहाय वाढणे अपेक्षित आहे.

निष्कर्ष :—

१. प्राथमिक ते महाविद्यालयीन स्तरावरील विद्यार्थी ऑनलाईन उपस्थिती सरासरी ७०% आहे.
२. ऑनलाईन शिक्षणापासून वंचित असणाऱ्याचे प्रमाण ३०%
३. ग्रामीण व डोंगरी दुर्गम भागात वीजपुरवठा अनियमित.
४. शासन स्तरावरील दूरदर्शन उपक्रमातील विद्यार्थी उपस्थिती प्राथमिक ४०% तर माध्यमिक ५०%
५. प्राथमिक शिक्षणातील पालकांचा सहभाग ५०%, माध्यमिक ४०% तर महाविद्यालयीन ०.५%
६. ऑनलाईन शिक्षणात संवादावर मर्यादा पडताना दिसून येतात.
७. अँड्राईड, मोबाईल असणाऱ्या विद्यार्थ्यांचे प्रमाण प्राथमिक ६०%, माध्यमिक ७०%, महाविद्यालय ९०% तर शिक्षणशास्त्र महाविद्यालये १००%
८. माध्यमिक व उच्च माध्यमिक व्हिडीओ/ॲडिओ उपक्रमातील सहभाग शहरी ९०% व ग्रामीण ७०% तर डोंगराळ २%
९. शिक्षण सहभाग १००% तर प्राध्यापक ८०% शिक्षणशास्त्र महाविद्यालये १००%
१०. सर्वच स्तरावरील विद्यार्थ्यांमध्ये ऑनलाईन लर्निंग संदर्भात अनास्था दिसून येते.
११. कृत्रिम अध्यापन वाटते त्यामुळे आनंद, उत्साह व आकलनास अडचणी.
१२. महाविद्यालय स्तरावरील प्राध्यापक संख्या पुरेशी नसल्याने काही विषयांवर अध्यापन होत नाही.

<u>उपाययोजना :—</u>

१. डोंगराळ व दुर्गम भागात वीजपुरवठा सुरळीत करणे.

२. प्रत्येक गावपाड्यात मोबाईल नेटवर्कची व इंटरनेटची सुविधा उपलब्ध करण्यात यावी.

३. प्रत्येक गरीब विद्यार्थ्यांना मोबाईल, लॅपटॉप, टॅब देण्याची व्यवस्था मोफत करावी.

४. ऑनलाईन शिक्षण प्रणाली राबविण्यापूर्वी शिक्षकांना तांत्रिक प्रशिक्षण द्यावे.

५. गरीब, डोंगराळ, आदिवासी विद्यार्थ्यांवर अन्याय होणार नाही याची काळजी घ्यावी.

६. महाविद्यालयीन स्तरावर तासिका तत्त्वावरील प्राध्यापकांना सेवेत घ्यावे म्हणजे प्राध्यापक सहभाग १००% होईल.

सारांश : ऑनलाईन शिक्षण प्रणाली हा तंत्रज्ञानाचा एक भाग आहे परंतू ऑनलाईन शिक्षण हा तात्पूरता मार्ग चांगला आहे मात्र त्यापासून कोणीही वंचित रहाता कामा नये जेणे करुन त्याचे शैक्षणिक नुकसान होणार नाही. परंतू कोवीड–१९ ने शिक्षणाच्या प्रक्रियेवर फार मोठा हल्ला केला आहे तो कसा आणि केव्हा सुधारेल याचीच चिंता आहे.

संदर्भ :–

१. दैनिक वर्तमानपत्रे, सकाळ, लोकसत्ता, पुढारी

२. प्राध्यापक, शिक्षण फोनद्वारे चर्चा.

३. महाविद्यालयीन प्राध्यापक व्हीडीओ निरीक्षक म्हणून प्रत्यक्ष महाविद्यालयात भेटद्वारे.

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कोरोना प्रादुर्भावाच्या छायेत शालेय-विधार्थ्यांच्या वैयक्तिक मूल्यांचे संवर्धन- एक अभ्यास

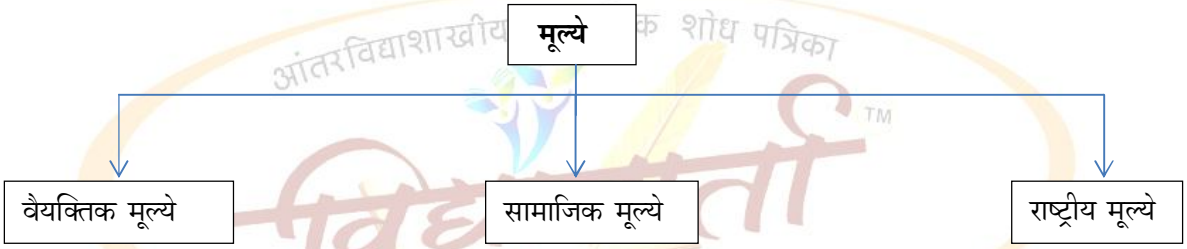
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(प्राचार्य) भगवानरामकृष्ण केंद्रे
श्रीमती सिंधुताई जाधव कला,विज्ञान जि.प. प्रशालाहिप्परगा (काजळ)
महाविद्यालय,मेहकरजि.बुलडाणा ता. अहमदपूर जि. लातूर.

सारांश :- व्यक्तीचा सर्वांगीणविकास करणे व त्याला सुजाण,समृध्द, सर्वगुणसंपन्न आणि जबाबदार नागरिक घडवणे हा शिक्षणाचा मुख्य हेतूअसतो. त्याचाच एक भाग म्हणून शालेयस्तरावर विद्यार्थ्यांच्या अंगी मूल्येरुजवण्याचे नियोजन शासनाने अभ्यासक्रमात केलेले आहे.मूल्ये ही मानवाच्या दैनंदिनजीवनाचा एक भाग आहेत.सद्याकोव्हिड-19 ने एकंदर सामाजिकजीवनप्रभावित झाले आहे.मानवास अनेक प्रकारच्याअडचणींना तोंड दयावे लागत आहे.याला शालेय विद्यार्थी कसा अपवाद राहूशकेल? कोव्हिड-19 चा विद्यार्थ्यांच्याएकूण शालेय अभ्यासावर, खेळावर, सामाजिक संबंधावर,आरोग्यावर, अशा अनेक बाबींवरपरिणाम झालेला आपल्याला दिसूनयेतो. विद्यार्थांचे दैनंदिन जीवनाचाआणि मूल्ये यांचा अनन्यसाधारण असासंबंध आहे. मग विद्यार्थ्यांचे दैनंदिनजीवन कोव्हिड-19 मुळे कशाप्रकारे प्रभावित होवू शकते? त्यासाठी पालक आणि शिक्षक यांनी कोणती दक्षता घ्यायला हवी ?याचा शोध प्रसतूतशोधनिबंधात घेण्याचा प्रयत्नकेलेला आहे.

मागील 7-8 महिन्यांपासून आजपर्यंत जगातील जवळ जवळ 213 देशकेंद्रशासीत प्रदेश कोव्हिड -19 चामहामारीने प्रभावीत झालेलेआहेत. लाखांवर लोकांना आपले प्राणही गमवावे लागले आहेत.प्रत्यक्ष- अप्रत्यक्ष जगातील प्रत्येकमानवाला याची झळ बसलेली आहे.तर ही महामारी कोणत्याविषाणूपासून पसरते ? त्याची प्रसारहोण्याची माध्यमे, लक्षणे आणि उपाययोजना कोणत्या ? याबाबत काय दक्षता घ्यावी ?त्याच बरोबर या माहामारीचाशालेय विद्यार्थ्यांच्या जीवनावरकाय परिणाम होतो ?मूल्यांचा ह्या कोव्हिड-19 शी काहीसंबंध आहे का ?याचा शोध घेण्याचायेथे प्रयत्न केला आहे.

प्रस्तावना:-मूल्ये म्हणजे काय? तर मानवीजीवनामध्ये समाजहिताच्या दृष्टीनेज्या काही चांगल्या गोष्टी असतीलत्यांना मूल्ये असे म्हणतात. मग ते खरेबोलणे, इतरांना मदत करणे,नवनिर्मिती करणे,इतरांशी आपलेपणाने वागणे, हिंसाचार न करणे,आपल्यापासूनइतरांना कसल्याही प्रकारचा त्रास न होवू देणे,या बाबींना आपण मानवीजीवनामूल्ये म्हणतो.एकू णच काय तरमानवी जीवनाला, मौल्यावान, उन्नत,प्रगतशील, यशस्वी, कल्याणकारी,सुखी, समाधानी बनवणे म्हणजेचजीवनमूल्ये आत्मसात करणे होय.

मग ही मूल्ये शालेय जीवनामध्येविद्यार्थ्यांच्या अंगी रुजवली जावीतयासाठी शासनाने अभ्यासक्रमात, पाठ्यक्र मात , पाठ्यपुस्तकात याची तरतूद केली आहे.अभ्यासक्रमशिकवत असताना अनेक प्रसंगातून,उपक्रमांतून, कार्यक्रमांतून यामूल्यांची रुजवणूक विद्यार्थ्यांमध्येन कळतपणे केली जाते. अभ्यासक्रमातसमाविष्ट केलेल्या मूल्यांचेवर्गीकरण आपल्याला खालील प्रमाणेपाहता येईल-



स्वच्छता समताराष्ट्रभक्ती

स्वावलंबन बंधुता राष्ट्रीय एकात्मता

कर्तव्यदक्षता सर्वधर्मसहिष्णुता

श्रमनिष्ठा न्यायप्रियता

विज्ञाननिष्ठा सौजन्यशीलता

शुचिताआदरभाव

भूतदयासत्यप्रियता

निर्भयताअहिंसा

खिलाडूवृती मानवता

शिस्तप्रियता निसर्गप्रेम

परस्पर सहकार्य

महाराष्ट्र शासनाने आपला अभ्यासक्रम ठरवत असताना मूल्यशिक्षणात नेमकेपणा यावा यासाठी सद्यस्थितीत आवश्यक असलेली प्रमुख दहा मूल्ये अभ्यासक्रमात समाविष्ट केली आहेत तीपुढीलप्रमाणे-

1) राष्ट्रभक्ती , 2) वैज्ञानिक दृष्टिकोन, 3) राष्ट्रीय एकात्मता, 4)सौजन्यशीलता, 5)सर्वधर्म सहिष्णूता, 6)संवेदनशीलता, 7)स्त्री-पुरूष समानता, 8)वक्तशीरपणा, 9)श्रमप्रतिष्ठा, 10) नीटनेटकेपणा

सद्य परिस्थितीत- केाव्हिड -19 या विषाणूजन्य महामारीमुळे उदभवलेली परिस्थिती आणि शालेय- स्तरावरील विद्यार्थ्यांच्या अंगी रुजवली जाणारी मूल्ये यांचा नक्कीच संबंध येतो.मानवी जीवन आणि मूल्ये ही वेगवेगळी केली जावू शकत नाहीत. प्रत्येकाचा मूल्यांशी कमी-अधिक प्रमाणात दररोजच्या जीवनामध्ये संबंध येतच असतो. मात्र त्यातीलकाही म्हणजेच 'वैयक्तीकमूल्ये' आणि कोव्हिड-19 या महामारीमुळेउद्भवलेली परिस्थिती, विद्यार्थ्याची दैनंदिन जीवनाशी आलेला संबंध या दृष्टीने येथे अभ्यास केलेला आहे.

समस्याविधान :-

कोरोना प्रादुर्भावाच्या छायेत शालेय-विधार्थ्यांच्या वैयक्तिक मूल्यांचे संवर्धन- एक अभ्यास

संशोधनाची उद्दिष्ट्ये :-

1. कोव्हिड-19 (कोरोना विषाणू) या आजाराची माहिती घेणे.

2. विद्यार्थ्यांच्या वैयक्तिक मूल्यांची माहिती घेणे.

3. विद्यार्थ्यांची वैयक्तिक मूल्ये आणि कोव्हिड-19 (कोरोना) चा सहसंबंध लावणे.

4. कोव्हिड-19 (कोरोना विषाणू) बाबतीत उपायोजना सुचवणे.

कार्यपध्दती :-

प्रस्तूत संशोधनातील समस्या हीवर्तमानकाळातील असल्यामुळेसंशोधकाने वर्णनात्मक संशोधनपध्दतीचा अवलंब केला असूनशालेय स्तरावरील विद्यार्थ्यांचीवैयक्तिक मूल्ये आणि कोव्हिड-19 च्याप्रादुर्भावाचाअभ्यास केला आहे.

शालेय स्तरावरील विद्यार्थ्यांचीवैयक्तिक मूल्ये :-

1) स्वच्छता, 2) स्वावलंबन, 3)कर्तव्यदक्षता, 4) श्रमनिष्ठा, 5) विज्ञाननिष्ठा, 6) शुचिता,7) भूतद्या, 8) निर्भयता, 9) खिलाडूवृत्ती, 10) शिस्तप्रियता.

कोव्हिड-19 (कोरोना विषाणू)बाबत सर्वसाधारण माहिती :-

कोव्हिड-19 हा आजार कोरानाविषाणूपासून होत असल्यामुळेयापुढे त्याचा उल्लख कोरोनाविषाणू असा केलेला आहे.

आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता™

1. **कोरोना म्हणजे काय ?**
   - कोव्हिड - 19 हा 2019 मध्येसापडलेला कोरोनाविषाणूमुळे होणारा आजारआहे.
   - तो सार्स - कोवि – 2 (SARS – COV-2)नावाच्या कोराना व्हायरसमुळेहोतो.
   - कोरोना हे विषाणूच्या एकासमूहाचं नाव आहे. साध्यासर्दीखोकल्यापासून ते सार्स (Severe AcuteRespiratory Syndrome) किंवा मर्स (Middle EastRespiratory Syndrome) यासारख्या गंभीरआजारासाठी कोरोना विषाणूकारणीभूत असतात.

2. **कोरोना विषाणूमुळेहोणारा आजार कसा परसतो ?**

कोरोना विषाणूमुळेहोणारा आजार नेमका कसापसरतो? याबाबत अजून बरीचशीसंदिग्धता असली तरीसर्वसाधारणपणे हा आजारहवेवाटे, शिंकण्या-खोकल्यातून जेथेंब बाहेर पडतात त्यातून पसरतो.कोरोना विषाणूचे मूळ स्थान प्राणीजगतात आहे. कोरोना विषाणूआजारावर कोणतेही औषधी अथवालस अद्याप उपलब्ध नाही. रुग्णासत्यांच्या लक्षणानुसार उपचार केलेजातात. मग ती लक्षणे कोणती तेजाणून घेऊ या.

3. **कोरोना विषाणूची लक्षणे :-**

अमेरिकेच्या सेंटर फॉरडिसीज कंट्रोलने दिलेल्याताज्या माहितीनुसार खालीललक्षणे ही कोरोनाची असू शकतात.ही लक्षणे दोन प्रकारची असूशकतात.1.-सामान्य लक्षणे 2.-गंभीरलक्षणे.

1) सामान्य लक्षणे :-

- ताप येवून थंडी वाजणे.
- अंग थरथरणे .
- स्नायूमध्ये दुखणे.
- डोके दुखणे.
- खोकला किंवा घसा खवखवणे.
- चव न कळणे किंवा वास न येणे.
- थकवा येणे.
- कंजक्टीवायटीस (डोळे येणे).
- त्वचेवर लाल चट्टे किंवा पुरळ उठणे.
- मळमळणे.
- नाक वाहणे.
- अतिसार किंवा हगवण लागणे.
- अंगदुखी.

2) गंभीर लक्षणे :-

- छाती दुखणे.
- छातीवर दबाव आल्यासारखवाटणे.
- वाचा जाणे.
- शरीराची हालचाल थांबणे.

4) रोग प्रसार होण्याचे मार्ग :-

- संक्रमित व्यक्तीच्या खोकला किंवा शिंकेतून पसरू शकतो.
- बाधीत व्यक्तीच्या संपर्कातआल्यामुळे पसरतो.
- मानवी मलाच्या माध्यमातूनही पसरण्याची शक्यता आहे.
- हवेवाटे सुध्दा कोव्हिड - 19 विषाणूंचा प्रसार होण्याची शक्यता नाकारता येत नाही.

5) कोरोना विषाणू (कोव्हिड-19) हा आजार होऊ नये यासाठी घ्यावयाचीकाळजी/करावयाच्या उपयोजना:-

कोरोना विषाणूची आपल्याला बाधा होवू नये म्हणून आपण खालीलप्रमाणे काळजी घेणे गरजे आहे.

1. वारंवार हात धुवा.(दिवसातून 6 – 7 वेळा) खास करून .

- घराबाहेर जावून परत आल्यावर.
- खोकल्यावर / शिंकल्यावर.
- स्वयंपाक करण्याआधी.
- आजारी लोकांना भेटल्यावर.
- संडासला जावून आल्यावर.
- जेवण वाढण्यापूर्वी /करण्यापूर्वी.
- लहान मुलांना खायला देण्याआधी.

2. एकमेकांपासून अंतर राखा :-

- सार्वजनिक ठिकाणी (चौक,दुकान,शाळा,मंदिर, रस्ता) एकत्र येऊ नका.
- काम करताना, विहिरीवरून पाणी आणताना, दुकानात इतर व्यक्तींपासून कमीत कमी 6 फुट अंतर ठेवा.
- गर्दीच्या ठिकाणी जावू नका.

3. कापडी मास्क / रुमालाचा वापरकरा :-

- घराबाहेर जाताना / आजारी असताना.
- मास्क किंवा रूमाल आपले नाक व तोंड संपूर्ण झाकून जाईल अशा पध्दतीने लावा.
- एकाचा मास्क दुसऱ्याने वापरू नका.
- दिवसभर वापरून झाल्यावर साबणाच्या पाण्यात अर्धा तास बुडवून ठेवा. पाण्याने धुवून उन्हात सुकवा.

4. रोगाची चिन्हे दिसल्यास - आरोग्यदूत/आशा/नर्सला दाखवा:-

खोकला, ताप किंवा दमा झाला तर आरोग्यदूत, आशा, नर्स किंवा डॉक्टरकडे जाऊन तपासणी करा.

5. शिंकताना, खोकताना नाका, तोंडावर रुमाल अथवा टिश्यू पेपर धरा.

6. सार्वजनिक कार्यक्रम टाळा :-

- लग्न.
- उत्सव.
- जयंती.
- वाढदिवस.

7. अर्धवट शिजलेले, कच्चे मांस खाऊ नये.

8. फळे, भाज्या न धुता खाऊ नयेत.

9. क्वारंटाईन / विलगीकरण (वेगळे रहा).

।) घरी वेगळ्या खोलीत राहणे.

- एकाच खोलीत राहा. इतरखोलीत जाऊनका.

- कमीत कमी लोकांसोबतसंपर्क येईल अशी काळजी घ्या.
- पाहुण्यांना घरी येण्यासाठीसद्या नाही म्हणा.
- खोलीच्या बाहेर जातानामास्क लावा.
- तुम्हाला ताप,सर्दी,खोकल्याचा त्रास वाटत असल्यासआरोग्यदूत / आशावर्कर्सचा सल्ला घ्या.

।।) सार्वजनिक ठिकाणी वेगळं राहणे :-

- गावात येणारा नवीन माणूस, जिथे कोरोना आहे. आशा जिल्ह्यातून येत असले, तर त्याची माहिती कोरोनामुक्ती गावसमितीला द्या.
- त्यांची राहण्याची व्यवस्था गावाच्या बाहेर असलेल्याशाळेत, समाज मंदिरात करा. त्यांना घरी किंवा गावात फिरून देता सरळ राहण्याची व्यवस्था केलेल्या जागी जाण्याच्या सूचना द्याव्या.
- परस्पर त्यांना त्यांच्या घरी जावू देवू नये.

शालेय विद्यार्थ्यांची वैयक्तिक मूल्ये आणि कोरोना विषाणू (कोव्हिड-19) यांचा सहसंबंध :

शालेय स्तर शिक्षण घेण्याऱ्या विद्यार्थ्यांच्या, स्वच्छता, स्वावलंबन, कर्तव्यदक्षता, श्रमनिष्ठा,विज्ञाननिष्ठा, शुचिता, भूतदया,निर्भयता, खिलाडूवृत्ती, आणि शिस्तप्रियता या वैयक्तिक मूल्यांचा कोरोना या आजाराशी काय आणि कसासंबंध येतो?हे येथे पाहणार आहोत.

1. **स्वच्छता :-**

मानवी जीवनामध्ये स्वच्छतेला खूप महत्व आहे. अस्वच्छतेचे दुष्परिणाम अनेक वेळा आपण पाहिलेले आहेत. महाराष्ट्र राज्यात कोरोना या आजारची सुरूवात ही मुंबई शहरात धारावी या भागामध्ये जिथे खूप गर्दी आहे, झोपडपट्टीचा भाग आहे, अस्वच्छता आहे, मोलमजूरी करणारी गरीब कुटुंबे येथे वास्तव्यास आहेत, तेथे या रोगाचा प्रसार झपाट्याने झाला. म्हणजेच स्वच्छता नसेल तर अनेक आजाराला माणूस बळी पडतो म्हणून, स्वत:ची, घराची, परिसराची, कपड्यांची, हातांची, मास्कची

इत्यादी प्रकारचीस्वच्छता ही अत्यंत महत्वाची आहे. हे आपल्या लक्षात येईल.म्हणूनच माणसांनी स्वच्छता पाळली तर या आजाराला दूर ठेवू शकतो.

2. स्वावलंबन :-

स्वावलंबन म्हणजे इतरांवरअवलंबून न राहणे .जो माणूसस्वावलंबी आहे.तो कुठेहीअडणार नाही. तो प्रत्येक ठिकाणीआलेल्या अडचणीवर स्वत: मात करून मार्गकाढू शकतो. कोरोनाच्या याकाळात अनेकांना आपल्या नोकऱ्यागमवाव्या लागल्या, रोजगारमिळणे दुरापास्त झाले. परिणामीपोटापाण्याचा प्रश्न निर्माण झाला.आशाही परिस्थितीमध्ये जे छोटेमोठे व्यवसायिक, कारागीर होतेत्यांनी आपापल्या घरी राहूनआपले काम करून आपले प्रश्न सोडवले. म्हणून मानवी जीवनामध्येस्वावलंबबाला अतिशय महत्व आहे.जे दुसऱ्यावंर अवलंबून होतेत्यांना प्रत्येक कामासाठी इतरांचीमदत घ्यावी लागली म्हणजेचत्यांना अनेक अउचणींचा सामनाकरावा लागला.

3. कर्तव्यदक्षता :-

कोरोनाच्या या काळातआरोग्य कर्मचारी,डॉक्टर्स,पोलिस, अंगणवाडीसेविका, आशावर्कर्स, शिक्षक,न.प.कर्मचारी या आणि अशा अनेककोरोना योद्यांनी आपले अमूल्यअसे योगदान देवून आपल्यादेशाला या संकटातूनसावरण्यासाठी हातभार लावलाआहे.म्हणून कर्तव्यनिष्ठा ही मानवीजीवनामध्ये अत्यंत महत्वाची आहे.त्यासाठी आपल्या दैवयोगाने जेकाम आपल्या वाटयाला आले आहे.त्यामध्ये आपण दक्षता राहिलेपाहिजे . मुलांनी या काळात आपल्याआई-वडिलांना, घरातीलवडीलधाऱ्या मंडळीना, मोठ्या भावाबहिणीला त्यांच्या कामात मदतकरायला पाहिजे .ही झालीविद्यार्थ्यांची कर्तव्यदक्षता.कोरोनाच्या या काळात सर्वात जास्तजर कामाचा ताण कोणाला आला असेल तर तोआपल्या आईला म्हणून मुलांनीआपल्या आईला तिच्या कामात मदतकरणे गरजेचे आहे.

4. श्रमनिष्ठा :-

कोणतेही काम निष्ठापूर्वककेले की, त्यामध्ये यश हे निश्चितचठरलेले असते. विद्यार्थ्यांनी आपलेअध्ययनाचे काम, शिक्षकांनीअध्यापनाचे काम हे निष्ठापूर्वककरणे गरजेचे आहे. कोणत्याहीकामात कोणीही टाळाटाळ करू नये.म्हणून प्रतयेकाची आपापल्याकामाप्रती निष्ठा असावी लागणे.

5. विज्ञाननिष्ठा :-

विद्यार्थ्यांच्या अंगी विज्ञाननिष्ठारूजवण्याचे महत्वाचे कामशिक्षकांना करावे लागते.विशेषतः ग्रामीण भागामध्ये गंडे-दोरे, मंत्र-तंत्र यामध्ये समाजगुरुफटून आपले नुकसान करूनघेतो. त्यामुळे कोरोना किंवाकोरोना सदृश्य आजारांची काहीलक्षणे दिसत असल्यास ताबडतोबदवाखाण्यात जाऊन उपचार घेणेगरजेचे आहे.

6. शुचिता :-

शुचिता हा शब्द निर्मलता,पावित्र्य , मांगल्य, शुचित्व, शुध्दता,स्वच्छता या अर्थाने वापरला जातो. यापूर्वी आपण पाहिलेली स्वच्छताही मूर्त रूपाची होती . तर शुचिताहे स्वच्छतेचे अमूर्त रूप आहे.मनाची स्वच्छता ही तुमच्या यशाचेगमक आहे. म्हणूनच म्हणतात **मनकरा रे प्रसन्न। सर्व सिध्दीचे कारण।।** संततुकाराम महाराजांच्याम्हणण्याप्रमाणे **चित्त शुध्द तरी शत्रूमित्र होती। व्याघ्रही न खाती,सर्पतया**।। जर मन शुचिर्भूत असेल तरतुमचे शत्रूही मित्र होतील, वाघआणि सर्प सुध्दा तुमचे मित्र होतील.मग कोरोनाची काम बिशादतुमच्या जवळ यायची. म्हणूनशुचिता विद्यार्थ्यांच्या अंगी असावीलागते.

7. भूतदया :-

कोरोना या महामारीमुळेअनेक जीव, जंतू, प्राणी, पक्षी,गोरगरीबांचे जीवन प्रभावितझाले आहे. माणूस म्हणून आपलेकर्तव्य ठरते की, आपण या सर्वांनाआपापल्या परीने मदत करणे.जीवनात आलेल्याबऱ्यावाईटप्रसंगाना तोंड देणे हे प्रत्येकालाक्रमप्राप्त आहे. पण ते संकटकाळामध्येआलेल्या संकंटाला एकटाने तोंडदेण्यापेक्षा सामुहिक रितीने आपणत्याचा सामना केला तर आपण त्यालासहज हरवू शकतो. म्हणून येथेभूतदया महत्वाची आहे. एकमेकासहाय्यक अवघे धरू सुपंथ.

8. निर्भयता :-

मागील 7 – 8 महिण्याच्याएकूण चर्चेवरून ,वाचलेल्या,ऐकलेल्या बातम्यावरून आपल्या असेलक्षात आले आहे की, कोरोना हाआजार बरा होऊ शकतो.कोरोना या आजाराने मृत्यूपावणाऱ्या लोकांचे प्रमाण खूपकमी आहे. त्यातल्या त्यात नुसत्याकोरोनाने मरण्याऱ्यांचे प्रमाणअत्यल्प आहे. मरणाऱ्यारोग्यांमध्ये 50 – 60 वर्षांच्यावरीलव्यक्ती, बी.पी, शुगर,हृदयविकारकिंवा यासारखे पूर्वीचे काहीगंभीर आजार असतील तरच त्याव्यक्तींचा मृत्यू झाला आहे. मृत्यूपावलेल्यामध्ये जे काही

तरूणगेलेले आहेत. ते भितीने गेलेआहेत. असे आपण म्हणू शकतो.म्हणून कोरोाला निर्भकपणे तोंडद्या आपन त्याला सहज हरवू शकतो.

9. खिलाडू वृत्ती :-

कोरोना झालेल्या- परवा एकामित्राचा फोन आला आणि तो सांगतहोता.की, कोरोना पाहुणामाझ्या घरी आला होता. तो माझ्यासोबत 14 दिवस राहून गेला. मीआणि त्याने खुप मजा केली आणिजाताना तो आमची कोरोनाविषयीची भिती घेऊन गेला.कोरोना झालेला एका व्यक्तीनेएवढा सहजपणे खिलाडूवृत्तीने त्याआजाराचा सामना करुन सहीसलामत बाहेरयेणे ही आश्चर्याची बाब आहे.म्हणुन हसत हसत, सहजपणेसंकटाचा सामना करा यश तुमचेचआहे.

10 शिस्तप्रियता:

शिस्तप्रियता हा मानवाचा अमूल्यअसा दागिना आहे.शिस्तप्रियव्यक्तीच्या जीवनाला एक निश्चितदिशा असते. त्याची ध्येये ठरलेलेअसतात आणि तो आपल्याध्येयापासून कधीच दूर जातनाही. म्हणून त्यांच्याजीवनामध्ये कमीत कमी अडचणी, संकटे आलेली आपल्याला दिसूनयेतील. प्रत्येक बाबतीत त्यांच्याकडुन खबरदारी घेतली जाते.तीच शिस्तप्रियता विद्यार्यांच्या अंगीअसावी लागते. ती निश्चितच आपल्यालाया संक टात मदतीला येईल.

निष्कर्ष :-

- शालेय स्तरावरील प्रत्येकविद्यार्थ्यांला कोव्हिड-19 याआजाराबाबत माहिती असणेआवश्यक आहे.
- शालेय स्तरावरील प्रत्येक विद्यार्थ्यांला या आजराची प्रमुख लक्षणेमाहिती असावीत.
- कोरोना या आजाराचा प्रसारकसा हे माहिती असावे.
- कोरोना आजारापासून दुरराहण्यासाठीची उपाययोजनाप्रत्येक विद्यार्थ्यांना माहितीअसावी.
- कोरोना विषाणू आणिविद्याार्थ्यांची वैयक्तिक मूल्येयांचा अत्यंत जवळचा संबंधआहे.

समारोप:-

मार्च महिण्याच्याशेवटच्या आठवडयापासून शाळाबंद झाल्या आहेत. चालू शैक्षणिकवर्षाची सुरु वात होउन 2 महिनेहोत आली तर अजूनही शाळाचालू झाल्या नाहीत. आणखी कितीदिवस शाळा सुरु होत नाहीत हेसांगू शकत नाहीत.पालकविद्यार्थी चिंतेत आहेत. विद्यार्थ्यांचे वर्ष वाया जाते कीकाय ? जर समजाशाळा चाल झाल्याच तर आपला पाल्य शाळेत पाठवावा की नाही ? ही चिंताही पालकांना सतावते आहे.आपल्या पाल्याचे आरोग्यही त्यांच्या दृष्टीने तेवढेच महत्त्वाचे आहे.

शाळा जेव्हा चालू होतीलतेव्हा होउ द्या. तोपर्यंत मात्रआपल्या पाल्याच्या आरोग्याचीकाळजी घ्या. वरसुचवलेले उपायअमलातआणा. विद्यार्थ्यांच्या अंगीअसणारी वैयक्तिक मूल्ये,चांगल्या सवयी, चांगलेसंस्कार यासाठी पालकांनी दक्षराहणे गरजेचे आहे.

आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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उच्च षिक्षण क्षेत्रातील तंत्रज्ञानाधारीत अध्ययन,अध्यापन आणि मूल्यमापनाची सद्यस्थिती: एक अभ्यास

प्रा. डॉ. अनिल किसन करवर
सहा. प्राध्या. एस.एस.बी. कॉलेज ऑफ एज्युकेषन,
श्रीरामपूर, जि. अ.नगर, (महाराश्ट्र)

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सारांष :

बिनभिंतीची इथली षाळा लाखो इथले गुरू, आणि देषाचे भवितव्य वर्गावर्गात घडत आहे. (कोठारी कमीषन) याचा विचार करता, सर्वच षिक्षण क्षेत्रात ब्व्प्ज्१९ या कोरोना संसर्ग आजाराने व्दसपदम अध्ययन अध्यापन सुरू झालेले आहे.

उच्च षिक्षण क्षेत्रातील विद्यार्थ्यांना अध्यापक स्पअम ज्मंबीपदहए नकपव.टपकमव चा वापर, ल्वन ज्नइम बिंदमस चा वापर करून अध्यापन करतात. विद्यार्थ्यांना गरीबी, अर्थार्जन, ४ळ मोबाईल नसणे, रेंज व डाटा प्रॉब्लेम मुळे अध्ययनात अडचणी येतात. अध्यापकांनाही सर्वच अध्यापन तंत्रज्ञानावर अध्यापन अषक्य वाटते. गरजेनुसार त्यांचा वापर करावा. अध्यापकांच्या मते अध्ययन, अध्यापन, मूल्यमापन प्रत्यक्ष विद्यार्थी समोरासमोर असल्यावर प्रभावी परिणामकारक होईल असे वाटते. मूल्यमापन तंत्रज्ञानाधारीत घेणे षक्य असले तरी वैयक्तिक, कौषल्याधिश्ठित, दीर्घोतरी प्रष्नांचे मूल्यमापन अषक्य वाटते.

अर्थातच उच्च षिक्षण क्षेत्रातील तंत्र ज्ञानाधारीत अध्ययन, अध्यापन व मूल्यमापन प्रक्रिया सद्या समाधानकारक सुरू आहे. परंतु सर्वच षिक्षण प्रक्रिया तंत्रज्ञानाधारीत करणे अषक्य वाटते.

सूचक षब्द : उच्च षिक्षण, तंत्रज्ञानाधरीत अध्ययन, अध्यापन, मूल्यमापन

प्रस्तावना :

''कर्मसु ज्ञान्: कौषल्यम्।'' अर्थात कोणतेही कर्म करतांना त्याला ज्ञान व कौषल्याची जोड हवी. तरच यष मिळते. षिक्षणातील औपचारिक प्रकारात पूर्वप्राथमिक, प्राथमिक, माध्यमिक व उच्च माध्यमिक, महाविद्यालयीन स्तराचा समावेष आहे. छच्म १९ नुसार इयत्ता १२ वीचा वर्ग

महाविद्यालयास जोडला जाईल अषी षिफारस आहे. षिक्षक हा एकुण षिक्षण प्रक्रियेच्या यषाचा, परीवर्तनाचा जनक आहे. अर्थातच विद्यार्थी अध्ययन करतांना षाळेत, महाविद्यालयात येतात. त्याच बरोबर त्यांचे अनौपचारिक, सहज असे षिक्षण होत असते. परंतु विद्यार्थ्यांना पारंपारिक अध्यापना पेक्षा तंत्रज्ञानाचा आधार घेऊन विविधतेने अध्यापन केल्यास त्यांच्यात अधिक परिवर्तन होते.

ब्व्टप्क१९या कोरोना संसर्ग काळात १६ मार्च २०२० ते ३१ मे २०२० पर्यंतचा लॉकडावून आणि १ जून पासून सुरू झालेली महाविद्यालये, षाळा यांत विद्यार्थी नसले तरीही व्दसपदम ज्मंबीपदह द्वारे विद्यार्थी अध्ययन करत आहेत. यादृश्टीने उच्च षिक्षणातील अध्ययन, अध्यापन व मूल्यमापनाच्या सद्यस्थितीचा अभ्यास संषोधकाने येथे मांडला आहे.

संषोधन विशयाचे स्वरूप: उच्च षिक्षण क्षेत्रातील अध्यापक विद्यार्थ्यांना तंत्रज्ञानाचा वापर करून अध्यापन प्रक्रियेत सहभाग नोंदवतात. विद्यार्थीही अध्ययन करतात. त्यासाठी प्राप्त स्पदा द्वारे श्रवपद होतात. घटक, उपघटकांच्या पूर्तीनतर ते मूल्यमापनासाठी सामोरे जात आहेत.

संषोधन विशयाची गरज : संषोधकास उच्च षिक्षणातील तंत्रज्ञानाधारीत अध्ययन, अध्यापन व मूल्यमापन कसे चालले आहे ? त्याची सद्यस्थिती काय आहे ? त्यात कोणकोणत्या समस्या जाणवतात ? यासाठी या विशयाची गरज वाटली.

संषोधन विशयाचे महत्व :उच्च षिक्षणातील तंत्रज्ञानाधारीत अध्ययन, अध्यापन व मूल्यमापन यांची सद्यस्थिती जाणून त्यातील मानवी घटकांस (विद्यार्थी, षिक्षक) आलेल्या समस्यांवर उपाय सूचवता येतील व परिणामी समस्या कमी होण्यास मदत होईल असे वाटते. म्हणून हा विशय संषोधकास महत्वाचा वाटला.

संषोधनाची उद्दिश्टये :

अ. उच्च षिक्षण क्षेत्रातील तंत्राज्ञानाधारीत अध्ययनाची सद्यास्थिती जाणून घेणे.

ब. उच्च षिक्षण क्षेत्रातील तंत्राज्ञानाधारीत अध्यापनाची सद्यास्थिती जाणून घेणे.

क. उच्च षिक्षण क्षेत्रातील तंत्राज्ञानाधारीत मूल्यमापनाची सद्यास्थिती जाणून घेणे.

ड. उच्च षिक्षण क्षेत्रातील तंत्राज्ञानाधारीत अध्ययन, अध्यापन व मूल्यमापन यासाठी उपाय सूचविणे.

गृहितके :उच्च षिक्षण क्षेत्रात ब्व्टप्क१९ कोरोना संसर्ग आजाराने व्दसपदम अध्ययन, अध्यापन व मूल्यमापन होते.तसेच नमुना चाचणी, घटक चाचणीही व्दसपदम घेतली जाते.

संषोधन विशयाची व्याप्ती : महाराश्ट्र राज्यातील उच्च षिक्षण क्षेत्रातील विविध विद्याषाखा, त्यातील व्दसपदम अध्यापन करणारे अध्यापक, व्दसपदम अध्यययन करणारे विद्यार्थी.

संषोधन विशयाची मर्यादा : महाराश्ट्र राज्याच्या अहमदनगर जिल्ह्यातील श्रीरामपूर तालुक्यातील फक्त षहरातील उच्च षिक्षण देणारी महाविद्यालये, त्यातील विद्याषाखा, तंत्रज्ञानाचावापर करून अध्ययन करणारे विद्यार्थ्या व अध्यापक.

जनसंख्या व नमुना निवड :

अ.क्र.	**षाखा**	जनसंख्या	नमुना निवड
		तंत्रज्ञान वापरणारे अध्यापक	तंत्रज्ञान वापरणारे अध्यापक
१	कला	२५	०६
२	विज्ञान	२९	०१
३	वाणिज्य	०८	०१
४	षिक्षणषास्त्र	०६	०२
५	एकुण	६८	१०

१५ : अध्यापकाचीसंषोधनासाठी सहेतुक नमुना निवड केली.

संषोधन साधने : प्रष्नावली (तंत्रज्ञान वारणाऱ्या अध्यापकांसाठी) एकुण ३ भाग, एकूण प्रष्न — १९, मुक्त

प्रष्न—६, बंद प्रष्न — १३ बहुपर्यायी प्रष्नांनी युक्त प्रष्नावली.

संषोधन पध्दती : वर्णनात्मक संषोधन पध्दती. व त्यातील सर्वेक्षण उपपध्दती वापरली.

संषोधन साधनांची सत्यता व विष्वसनियता पडताळण्यात आली. त्यासाठी चैण्क्ण्मार्गदर्षक, सांषोधक व प्रत्यक्ष तंत्रज्ञानाचा वापर करत असलेले अध्यापक यांचे मार्गदर्षन घेण्यात आले होते.

माहिती संकलन प्रक्रिया : संषोधनासाठीचे **प्रष्नावली** साधन तंत्रज्ञानाचा वापर करणाऱ्या अध्यापकांना प्रत्यक्ष देऊन त्यांचा लिखित प्रतिसाद प्राप्त केला असे एकूण १० अध्यापक संषोधनासाठी निवडले होते.

मूल्यांकन पध्दती/माहिती विष्लेशण : प्रष्नावलीतील प्राप्त प्रतिसादाचे षेकडेवारीच्या सहाय्याने विष्लेशण करण्यात आले. तसेच हे विष्लेशण उद्दिश्टांनुसार करण्यात आले. त्यावरून मुख्य निश्कर्श मांडण्यात आले.

मुख्यनिश्कर्श :(उद्दिश्टांनुसार तसेच प्रष्नक्रमानुसार)

उद्दिश्ट—अ. उच्च षिक्षण क्षेत्रातील तंत्रज्ञानाधारीत अध्ययनाची सद्यस्थिती जाणून घेणे. (भाग—। अध्ययन)

१. तंत्रज्ञानाधारीत अध्यापनाचे वेळी ५०: ते ७४: दरम्यान सर्वाधीक (६०:) उपस्थिती आढळते.

२. तंत्रज्ञानाधारीत अध्यापन करणाऱ्या षिक्षकांचे मते ८०: विद्यार्थी प्रत्यक्ष अध्यापन केल्यावरच (समोरासमोर/चेलेपबंससल)अध्ययन करू षकतात. उर्वरीत कृतीद्वारे, प्रात्यक्षिक, क्षेत्रभेट, स्वयंअध्ययन, षिक्षक प्रभाव यातून अल्पप्रमाणात अध्ययन करतात.

३. तंत्रज्ञानाधारीत अध्ययनासाठी गैरहजर राहण्याचे कारण कौटुंबिक (८०:) आढळते.तसेच महाविद्यालयाचे अंतर, कंटाळवाणी षिक्षण प्रक्रिया, अन्य सवयी, अर्थार्जन (जॉब) ही कारणे ही (२०:)अल्प प्रमाणात आढळतात.

४. तंत्रज्ञानाधारीत अध्ययनामुळे विद्यार्थ्यांची सर्वाधिक (८०:) प्रगती होते.

५. विद्यार्थी अवघड संकल्पनांचे अध्ययन—सर्वाधिक ग्रंथालय, दृष्य—श्राव्य साधन, महाविद्यालयीन ूप.पि सेवा, स्वत:चा मोबाईलचा वापर यांद्वारे करतात. महाविद्यालयीन इंटरनेट सेवाही अल्पप्रमाणात वापरतात.

६. विद्यार्थ्यामध्ये ग्रंथालय वाचन, व्याख्याने ऐकणे हया अभ्यास सवयी सर्वाधिक (८०:) आढळतात तर नियमित लेक्चरला उपस्थिती नोटस् काढणे चर्चा, वाचन कट्टा यांचाही वापर करतात.

७. ज्ञान मिळविण्यासाठी ११:ते ५०:पर्यंत सर्वाधिक विद्यार्थी असून ५१:ते ७५:दरम्यानही विद्यार्थी आढळतात.

८. विद्यार्थ्यांना तंत्रज्ञान वापरात येणाऱ्या अडचणी—आर्थिक कारण (गरीबी), पॅक/त्मबींतहम ७०:, इंटरनेट कनेक्टिव्हिटी ६०: तर अपुऱ्या सोयी संदर्भात ३०:समस्या आढळातात. तसेच वापरण्याच्या कौषल्याचा अभाव, अनावष्यक गोश्टींची ओढइ. समस्याही आढळतात.

उदिश्टक्र.:(ब)उच्च षिक्षण क्षेत्रातील तंत्राज्ञानाधारीत अध्यापनाची सद्यास्थिती जाणून घेणे.(भागठ. अध्यापन)

९. अध्यापनात तंत्रज्ञानाचा सर्वाधिक चांगला (८०:) वापर केला जातो.

१०. अध्यापक अध्यापनात तंत्रज्ञानाचा वापर करतांना —टपकमव स्मबजनतमए ळववहसम उममजए ंववउ चा वापर १००:करतात. तर संगणक, व्दसपदमध्सपअम स्मबजनतमए स्वत: इंटरनेट सर्च करणे, ानकपव समबजनतमए ल्वन ज्नइम बींददमस चा ६०: पेक्षा अधिक वापर करतात. ब्च्ए च्ज्ए थ्बमइववाए ींजश्े ंचचए ळववहसम बसें तववउ चाही अल्पप्रमाणात वापर करतात.

११. तंत्रज्ञानाधारित अध्यापनात५०: विद्यार्थी चांगले सहभागी होतात. तर मध्यम ३०:, चांगले ४०: सहभागी होतात.

१२. अध्यापकांनी तंत्रज्ञानातील केलेले कोर्सेस —६०:—डे.ब्ज्ए २०: .ैमसि चतंबजपबम, क्प्ज्ए ठब।ए थ्क्च्च १०:ण

१३. अध्यापनात तंत्रज्ञान वापरतांना आलेल्या समस्या — नेट कनेक्टीव्हीटी (६०:)सर्वाधिक तर, डेटा व ेचममक समस्या ४०:, अपुऱ्या सोई ३०: वेळेत विद्यार्थी श्रवपद न होणे, तंत्रज्ञान वापर माहिती नसणे, गरीबी यांचे प्रमाण २०: आहे.

१४. अध्यापनासाठी गरजेनुसार तंत्रज्ञानाद्वारे अध्यापन ही पध्दती १००: वापरावी असे अध्यापक सांगतात. तर ७०: फक्त प्रत्यक्ष अध्यापन ३०:प्रात्यक्षिकाद्वारे अध्यापन, ३०: क्षेत्र भेट, स्वयं अध्ययन, विविध स्पर्धा इ. चा वापर करण्यास हरकरत नाही असे ही दिसुन येते.

उदिश्ट क्र.:(क)उच्च षिक्षण क्षेत्रातील तंत्राज्ञानाधारीत मूल्यमापनाची सद्यास्थिती जाणून घेणे.

(भागब.मूल्यमापन)

१५. विद्यार्थ्यांच्या मूल्यमापनात अध्यापक तंत्रज्ञानाचा वापर पुढील प्रमाणे करतात. ळववहसम थ्वतउए डब्फ ज्मेजए ळववसम ूवतकए ैंजशे ंचचए म.उंपसए वदसपदम ज्मेजए आवष्यक ैवजिूंतमे वापरतात व नाविन्यता आणतात.

१६. विद्यार्थ्यांचे तंत्रज्ञानाधारे मूल्यमापन केल्यास ते ६०:मध्यम, ३०:समाधाकारक नाही आणि १०:उत्तम होईल.

१७. संगणकाधारित मूल्यमापन अध्यापक छज। संस्थांमार्फत, व्दसपदमए ळववसम बसें तववउए ळववहसम ूवतकए ैवजिूंतमए ।नकपव.टपकमव समबजनतमए डब्फै.ल।डए ।सेंपहदउमदजे ंववउए हववहसम उममज याद्वारे ८०:अध्यापक करतात.

१८. विद्यार्थ्यांच्या मूल्यमापनात तत्रज्ञानाच्या वापराने येणाऱ्या समस्या— निरीक्षण करणे अषक्य, काटेकोरपणे मूल्यमापन करणे अषक्य, सर्व विद्यार्थ्यांपर्यंत पोहोचणे अषक्य, ग्रामीण भागात इंटरनेटसेवा विस्कळीत, परीक्षकांना प्रषिक्षण नाही, दीर्घोत्तरी प्रष्न तपासणे अषक्य इतर कौषल्ये व गुणांचे मूल्यमापन अषक्य, विद्यार्थी कॉपी करू षकतात. इ.

१९. एकंदरीत अध्ययन, अध्यापन व मूल्यमापनाविशयी ६०:अध्यापक म्हणतात की हया तीनही प्रक्रिया प्रत्यक्ष विद्यार्थी समोर असल्यावरच परिणामकारक होतील हा उर्वरित अध्यापक गरजेनुसार तंत्रज्ञान वापरावे तसेच ते सर्वसमावेषक नाही असेही स्पश्ट करतात.

उपाय :

विद्यार्थी — १. विद्यार्थ्यांनी अध्ययनासाठी मोबाईल वरील लिंकवर वेळेत श्रवपद व्हावे, इंटरनेट चा आवष्यक तेथे वापर करावा. २. अध्ययनासाठी एकत्रित २/३ विद्यार्थ्यांनी संगणक, मोबाईल द्वारे अध्ययन करावे, अवांतर संदर्भ पहावे,ूप.पि सेवेचा लाभ घ्यावा.

अध्यापक — अध्यापकांनी अध्यापन तंत्रज्ञानाद्वारे करण्यासाठी प्रषिक्षण घ्यावे, सराव करावा. सॉफ्टवेअर, विविध ंचचेवापरावे, ूप.पि सेवा ठेवावी. तंत्रज्ञानाचा गरजेनुसार वापर करावा.

मूल्यमापनकरताना अध्यापकांनी विविध सॉफ्टवेअर, ाचचे द्वारे विद्यार्थ्यांचे अध्यापनानंतर मूल्यमापन करावे. थ्ममकइंबा घ्यावा.

षासन—षासनाने विद्यार्थ्यांसाठी मोफत अध्ययन सेवा, ूप.पि सेवा, सार्वजनिक मोफत संगणक व इंटरनेट सेवा, दूरदर्षन—रेडिओ वाहिन्यांद्वारे षिक्षण प्रक्रिया उपलब्ध करून द्यावी. गरीबांना त्यादृश्टीने अध्ययनास मदत करावी.

समारोप :

माहिती व तंत्रज्ञानाच्या युगात अध्यापकांनी बदलत्या काळानुसार बदलुन संगणक, मोबाईल व विविध सॉफ्टवेअर, ॲपस् यांची माहिती व षिक्षण/प्रषिक्षण अवगत करून विद्यार्थ्यांसाठी अध्ययन, अध्यापन व मूल्यमापन करावे. गरीब विद्यार्थ्यांसाठी मोफत सुविधाद्वारे षिक्षण प्रक्रिया राबवावी.

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कोविड काळातील शिक्षण आणि वास्तव समाजभान.

अरूणादेवी कुरणे
सहाय्यक प्राध्यापक
शिक्षणशास्त्र विभाग. मुंबई विद्यापीठ.

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सारांश —

२०२० साल उजाडलं एका सळसळत्या उत्साहाने पण महिन्याभरातच त्या उत्साहावर विरजण पडलं. डिसेंबर २०१९ मध्ये को कोविडचा पेशंट सापडला. पण आपल्याकडे अजून आलबेलच होतं हळूहळू लोन पसरत चाललं आणि ते इतकं वाढलं की जानेवारी फेब्रुवारी मध्ये कोविड वर जोक फॉरवर्ड करणारे अचानक सिरीयस झाले, हे काही तरी भयंकर आहे., एवढी जाणीव त्यांना नक्की झाली. आणि मार्च च्या मध्यावर तर परिस्थिती इतकी बिघडली की जगाच्या पाठीवरील इतर देशाप्रमाणे आपल्यालाही लॉकडाऊन करण्याशिवाय गत्यंतरच उरले नाही.

खरी सत्त्वपरीक्षा सुरू झाली साधारण १९मार्च पासून. काही समजायच्या आतच अचानक सगळं जग ठप्प झालं कुठे बाहेर पडणे नाही की जाणे — येणे नाही. वाहतूक व्यवस्था कोलमडून पडली. इतिहासात कधीही घडले नाही अशी मुंबईची लाईफ लाईन रेल्वे बंद करावी लागली. सगळं जग जणू सैरभैर झालं. मानवी जीवन व त्यांचे दैनंदिन वर्तन यामध्ये आमूलाग्र बदल झाले. आपल्या आयुष्यात कधी अशी वेळ येईल याची कल्पनाही कुणी केली नव्हती. सकाळी उठून ऑफिसला जाण्याची जी लगबग असायची... ती आज मंदावलेली आहे. अत्यावश्यक कामाशिवाय बाहेर पडणे शक्यतो टाळले जाते. दिवस—रात्र घरातील सर्व मंडळी एकत्र असतात. मुलांचे बाहेर खेळणे बंद झालेले आहे. व्यक्ती—व्यक्ती मधील संवाद वाढलेला आहे. सर्वजण एकमेकांची काळजी घेत आहेत. परंतू काही ठिकाणी कौटुंबिक हिंसाचारात देखील वाढझालेली आहे. आणि नातेवाईकांचा संपर्क तुटल्यामुळे एखाद्या बेटावर कोंडून ठेवल्यासारखी सर्वांची स्थिती झाली आहे.

मुख्यशब्द — कोविड काळ, सामाजिक परिस्थिती, ऑनलाईन शिक्षण पध्दती.

प्रास्ताविक —

या कोविड महामारीच्या काळात सामाजिक परिस्थिती बरोबरच शैक्षणिक क्षेत्रातही अनेक आमूलाग्र बदल झाले आहेत. सुरुवातीचा महिना तर बऱ्यापैकी गोंधळातच गेला. मुलांचे तास कसे घ्यायचे.. ? ऑनलाइन क्लास घेणे आणि अटेंड करणे सगळ्यांना शक्य आहे का? या आणि अशा अनेक प्रश्नांनी सर्वजण विवंचनेत सापडले. पर्यायी व्यवस्था म्हणून ऑनलाइन शिक्षणाकडे हळूहळू प्राथमिक शिक्षणा पासून ते उच्च शिक्षणापर्यंत सर्वांचाच कल वाढू लागलाय किंबहुना ही काळाची गरज आहे. ग्रामीण भागात तर अजूनच हलाखीची परिस्थिती. अत्यावश्यक सोयी सुविधांचा अभाव शिवाय आर्थिक तंगी...त्यामुळे ऑनलाइन शिक्षण नको पण कोणी खायला देता का..? या विद्यार्थ्यांच्या प्रश्नांमुळे शिक्षकांचे डोळेही पाणावत होते. लॉक डाऊन मुळे आई — वडील घरात बसून असल्यामुळे व काम धंदा नसल्यामुळे घरात घरखर्चासाठी पैसेच नाहीत , तर मोबाईल, इंटरनेटचे रिचार्ज कसे करणार...? आणि ऑनलाइन शिक्षण कसं घेणार..? हा खरा यक्षप्रश्न आहे. शहरी आणि निमशहरी भागात हळूहळू विविध ऑनलाइन प्लॅटफॉर्मवरून शिक्षण सुरू झाले खरं परंतु त्याचेही कौतुक पहिले काही दिवसच वाटले. अजून पूर्णपणे ऑनलाइन शिक्षण पद्धती चालू झाली नाही तरी मुले आत्ताच कंटाळली आहेत. नव्या नवलाईचे नऊ दिवस संपले आता मुले नाईलाजानेच मिटींग्ज अटेंड करतात.

शाळा एक मंदिर असते ते वातावरण घरी कसे मिळणार...? शिवाय शिक्षक प्रत्यक्ष समोर नसल्यामुळे त्यांची शाबासकीची, कौतुकाची थाप पाठीवर कशी मिळणार..? त्यांच्या डोळ्यांना आणि पाठीला त्रास होईल तो वेगळाच. फक्त अभ्यास एके अभ्यास. शाळेत असतो तसा ना शारीरिक व्यायामाचा तास, ना मधली सुट्टी व ना मित्र—मैत्रिणींबरोबर डबा खान्याचा, शेअर करण्याचा आनंद. मग एवढे सगळे नसताना त्या मुलांचा सामाजिक विकास, सामाजिकीकरण कसे होणार...?एकूणच मुलांचा शारीरिकच नव्हे तर मानसिक विकास ही खुंटला जाईल.

कोवीड १९चा शिक्षण व्यवस्थेवर खरोखरच गंभीर परिणाम झाला आहे. पूरक व्यवस्था म्हणून ऑनलाइन शिक्षणाकडे बघितले तरी याचे फायद्यापेक्षा तोटेच अधिक आहेत असे मला वाटते. ते पुढील प्रमाणे —

- शाळांचे अस्तित्व संपुष्टात येईल.
- मुले एकलकोंडी होतील. वर्ग,मित्रमैत्रिणी असा प्रकारच राहणार नाही.
- पुस्तकांची गोडी कमी होईल, किंबहुना पुस्तकी परिभाषाच नष्ट होईल.
- वाचन संस्कृती लोप पावेल.

- ऑनलाईन शिक्षणाच्या नावाखाली मुले मोबाईलच्या आधीन होतील.
- शिक्षण कंटाळवाणे होईल.
- समस्येवर उपाय सापडणार नाहीत.
- मुलांचा आत्मविश्वास कमी होईल.
- विद्यार्थी भरकटेल..., शाळेपासून कोसो दूर होईल.
- सर्वात महत्वाचे म्हणजे प्रत्येकाच्या आरोग्यावर विपरीत परिणाम होईल.., सगळ्यांना चष्मा लागेल.

या सर्व गोष्टींचा विचार करता ऑनलाईन शिक्षण हे फक्त या कोविड संकटावर मात करण्यापुरतेच मर्यादित असावे. वरील मुद्द्यांबरोबरच इतरही काही बाबींचा विचार होणे आवश्यक आहे. जसे की —

१ वर्गात शिक्षक स्वत: प्रत्येक मुलाकडे लक्ष देऊन अभ्यास करून घेतात या गोष्टीवर मर्यादा येतील. किंबहूना त्या अप्रत्यक्षपणे आल्या आहेतच.

२ ऑनलाईन शिक्षण पध्दती साठी मोबाईल आणि इंटरनेट सुविधा प्रत्येकाकडे उपलब्ध असेलच असे नाही.

३ मुलांना ऑनलाईन पध्दतीने शिकवले तर त्यांना ते किती आकलन होईल याचे ऊत्तरऑनलाईन शिक्षणाचा हेका धरणाऱ्यांपैकी कोणाकडेही नाही.

या महामारीने आपल्या सर्वांच्या जीवनपध्दतीत आमूलाग्र बदलाची नांदी जन्माला घातली आहे. या बदलाला आपण वैयक्तिक, सामुहिक आणि सार्वजनिक पातळीवर धैर्याने कसे सामोरे जातो यावरच आपला पुढील प्रवास अवलंबून राहणार आहे. अशा काळात परंपरागत जीवन आणि विचारसरणी सुटता सुटत नाही तसेच नव्या बदलाला सामोरे जाण्याची तयारी होतांना सर्वार्थाने दिसत नाही.

उच्च शिक्षणाच्या बाबतीत बोलायचे झाले तर आता वेगवेगळ्या संस्थांनी शिक्षकांसाठी फॅकल्टी डेव्हलपमेंट प्रोग्रॅम सुरू केले आहेत. त्यासाठी वेगवेगळे एल एम एस.म्हणजेच लर्निंग मॅनेजमेंट सिस्टीम सुरू केले आहेत. यावरून विविध सॉफ्टवेअर, ॲप्लिकेशन याविषयीचे ज्ञान देऊन शिक्षकांना टेक्नोसॅव्ही करण्याचा प्रयत्न करत आहेत. सर्वच स्तरावरील शिक्षक अद्ययावत व्हायचा प्रयत्न करत आहेत. पण हातात वेळ नाहीये. काय करू नि काय नको इतके ते गोंधळलेले

आहेत. सगळी कडूनच एफ.डी.पी, सेमिनार, वेबिनार चा भडिमार सुरू असल्यामुळे शिकणं कमी आणि फक्त सर्टिफिकेट साठी रजिस्ट्रेशन करणाऱ्यांची संख्याही प्रचंड आहे. पण खरोखरच ज्ञान मिळवायचे असेल तर अशा पूर्व बांधणी केलेल्या कोर्सेसची गरजच काय? आपण माहितीच्या विस्फोटात जगतोय. जगातल्या कोणत्याही विषयाची अद्ययावत व सखोल माहिती अगदी काही सेकंदात आपल्या फिंगरटिपवर येऊ शकते. मग या ऑनलाईन मिळणाऱ्या सर्टिफिकेटची गरजच काय..?

या कोविड च्या काळात अनेक लोकांचा रोजगार गेला. कित्येक लाख लोक आपापल्या गावी परत गेले. गड्या आपला गाव बरा: असे म्हणत अनेक परप्रांतीयांचे तांडेच्या तांडे अगदी पायी चालत परराज्यात पोहोचले. या सगळ्यात अनेकजण उपासमारीने मरण पावले तर काही जण पायी चालता चालता, रेल्वे रुळावरून जाताना मरण पावले. मनाला अगदी विषन्न करून टाकणारी परिस्थिती निर्माण झाली. या काळात फक्त संकटेच आली असे नाही. तर संकटांनाही संधी मानून काही तरुणांनीएकत्र येऊन छोटेखानी उद्योग सुरू केले.अनेक तरुणांनी गावी जाऊन भाज्यांचे मळे फुलविले. काहींनी सैनीटायझरच्या मशीन चा शोध लावला. या सगळ्या वरून एक गोष्ट अधोरेखित होते ती ही की आपल्या शिक्षण पद्धतीत आमूलाग्र बदल होणे गरजेचे आहे. कोविडोत्तर शिक्षण हे प्रामुख्याने कौशल्यावर आधारित असावयास हवे.

१ नवीनशैक्षणिक धोरणानुसार (५+३+३+४) शालेय शिक्षणापासूनच कौशल्यपूर्ण शिक्षणावर भर देणे गरजेचे आहे.

२ ग्रामीण भागात इंटरनेटसारख्या सुविधा उपलब्ध करून देणे अपरिहार्य आहे.

३ आपलं शिक्षण तळागाळातील लोकांपर्यंत पोहोचते का..? शिक्षणाचा हेतू आणि उद्दिष्टे साध्य होत आहेत का..? हे पाहणे ही गरजेचे आहे.

४यूजीसीच्या गाईड लाईन नुसार ई – कंटेंट कसा निर्माण करायचा याचे प्रशिक्षण शिक्षकांना देणे गरजेचे आहे.

५ विद्यार्थी कम्फर्टेबल आहेत का..? ऑनलाइन जो मजकूर त्यांना मिळतो त्याचे त्यांना आकलन होते का हे पाहणेही गरजेचे आहे.

६ लॉक डाऊनमुळे घर हेच शिक्षणाचे स्थान झाल्यामुळे योग्य शैक्षणिक वातावरण सर्व विद्यार्थ्यांना उपलब्ध होईल का..? अनेकांना गॅजेट्स, इंटरनेट या सुविधा दुरापास्त आहेत. त्यांच्यासाठी काय करता येईल..? याचाही विचार सरकार पातळीवर होणे गरजेचे आहे.

७ शिक्षण पद्धतीत सिंक्रोनस आणि असिंक्रोनस मोड उपलब्ध करून देणे गरजेचे आहे. सिंक्रोनस म्हणजे वन—टू—वन ऑनलाईन क्लासेस घेणे. ज्यामध्ये शिक्षक आणि विद्यार्थी एकाच वेळी समोरासमोर उपलब्ध असतील.आणि असिंक्रोनस म्हणजे विद्यार्थी समोर नसताना त्यांच्यासाठी डिजिटल स्टडी मटेरियल उपलब्ध करून देणे. म्हणजे ते त्यांच्या वेळेनुसार व सोयीनुसार आपला अभ्यास पूर्ण करू शकतील.

८ ग्रामीण व शहरी भागासाठी सर्वसमावेशक शिक्षणाचे नियोजनवआयोजन कसे करावे याची रुपरेखा ही तयार करणे गरजेचे आहे.

९ सामाजिक समता बाधित न होता सर्वांना सुविधा उपलब्ध करून देणे गरजेचे आहे. जेणेकरून विद्यार्थ्यांच्या मनावर ताण निर्माण होणार नाही. अन्यथा विद्यार्थ्यांमध्ये ग्रामीण व शहरी किंवा सर्व सोयींनी युक्त व सोयीसुविधांचा अभाव असणारे अशी दुफळी निर्माण होईल. ती आपणास अत्यंत जबाबदारीने टाळावयास हवी.

१० प्रशासकीय व परीक्षा संबंधी अनेक आव्हाने निर्माण झालेली आहेत. परीक्षांचे आयोजन, नियोजन व परीक्षण कसे करावे याविषयी सगळ्यांच्याच मनात संभ्रम निर्माण झाले आहेत.

११ शिक्षणामध्ये ब्लेंडेड लर्निंग चा समावेश करणे ही काळाची गरज आहे. परंतु प्रत्येकाकडे लॅपटॉप असणे शक्य नाही, पण कमीत कमी मोबाईल लर्निंग ची सुविधा उपलब्ध करून देणे हे शासनापुढील एक मोठे आव्हान आहे. शिवाय ग्रामीण भागातील समस्या आणखीनच वेगळ्या आहेत.

जिथे लोकांना दोन वेळच्या जेवणाची भ्रांत आहे तिथे आपण सरसकट ऑनलाइन एज्युकेशन कसे राबवू शकतो...? आत्मनिर्भर भारत वगैरे या गोष्टी डायस वरून बोलायला जेवढ्या गोंडस वाटतात.., तेवढीच ग्राउंड रियालिटी भयंकर आहे.

आज पर्यंत जगावर, आपल्या देशावर अनेक संकटे आली आहेत. परंतु आपण प्रत्येक संकटावर धीराने, यशस्वीरीत्या मात केली आहे असा आजवरचा इतिहास आहे.

तसेच हे ही दिवस जातील. आणि या महामारीच्या विळख्यातून आपण एक दिवस नक्की बाहेर पडू आणि नव्या उमेदीने नवीन जगाला सामोरे जाऊ. म्हणतात न,

"लहरों से डरकर कभी नौका पार नही होती ...,

और कोशिश करने वालों की कभी हार नही होती...!!

संदर्भ :

दैनंदिन वर्तमानपत्र —

पुण्यनगरी:कुरणे, अरुणादेवी. 'शिक्षण आणि समाजावरील परिणाम'. ३०ऑगस्ट २०२०

Online seminars related to topic

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नवीन राष्ट्रीय शैक्षणिक धोरण आणि उच्च शिक्षणाची पुनर्रचना

डॉ. वर्षा माने
छत्रपती शिवाजी कॉलेज सातारा
(स्वायत्त महाविद्यालय)

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सारांश —

नवीन शैक्षणिक धोरणामुळे शालेय आणि उच्च शिक्षणाच्या रचनेत आमूलाग्रबदल करण्यात आले आहेत .शालेय शिक्षणाची रचना आता ह्व३३† अशी झाली आहे.एकाचवेळी अभियांत्रिकी आणि संगीत हे दोन्ही विषय घेऊन उच्च शिक्षण पूर्ण करता येईल .ह्मघ व्या शतकासाठी कौशल्य प्रदान करण्यावर भर दिला आहे.उच्च शिक्षणासाठी लवचिकता आणली गेली असून महाविद्यालये आणि विद्यापीठामध्ये आंतरशाखीय दृष्टीकोण ठेवला आहे.विद्यार्थ्यांचा जीवनकौशल्यांचा विकास होणार आहे.

प्रास्तविक—

राष्ट्रीय शैक्षणिक धोरण २०२० निश्चित करण्यासाठी जानेवारी २०१५ पासून ६७६ जिल्ह्यातल्या २.५ लाख ग्रामपंचायती ६६०० ब्लॉग्स ६०० ० नागरी स्वराज्य संस्थांकडून सल्ले मागवण्यात आले. मे २०१६ मध्ये एस आर सुब्रमण्यम यांच्या अध्यक्षतेखाली नियुक्त करण्यात आलेल्या नवीन शैक्षणिक धोरण आणि समितीने आपला अहवाल सादर केला .या अहवालाच्या आधारे डॉ. कस्तुरीरंगन यांच्या अध्यक्षतेखाली जून २०१७ मध्ये राष्ट्रीय शैक्षणिक धोरण मसुदा समिती नियुक्त करण्यात आली. या समितीकडून तयार करण्यात आलेल्या राष्ट्रीय शैक्षणिक धोरण मसुदा २०१९ ला दिनांक २९ जुलै २०२० केंद्रीय मंत्रिमंडळाची मान्यता देण्यात आली

सन १९८६ च्या शैक्षणिक धोरणानंतर ३४ वर्षांनी देशाच्या शैक्षणिक व्यवस्थेमध्ये आमूलाग्र बदल घडवून आणणारे हे नवे शैक्षणिक धोरण आहे. या धोरणातील महत्त्वाच्या परीक्षा उपयोगी मुद्दयांची चर्चा केली जाणार आहे . सन

२०३० पर्यंत शालेय पूर्व ते माध्यमिक स्तरापर्यंतच्या शिक्षणाचे सार्वत्रिकीकरण करण्याचा नव्या धोरणाचा उद्देश आहे .यासाठी शालेय शिक्षणात १००: पटनोंदणी चे गणनात्मक उद्दिष्ट ठेवण्यात आलेली आहे

नव्या धोरणांमध्ये उच्चशिक्षणाशी संबंधित गणनात्मक उद्दिष्टे समाविष्ट केलेली आहेत

- सन २०३५ पर्यंत उच्च शिक्षणासाठी महाविद्यालयांमध्ये प्रवेश घेणाऱ्या विद्यार्थ्यांचे प्रमाण ५० टक्के पर्यंत वाढविणे.

- उच्च शिक्षण शिक्षणसंस्थांमध्ये ३.५ कोटी इतक्या नवीन जागा वाढवणे.

- सर्व प्रकारच्या शैक्षणिक संस्थांमध्ये व्यवसाय शिक्षणाचा समावेश करून तर २०२५ पर्यंत पटनोंदणी झालेल्या विद्यार्थ्यांचे पैकी किमान ५० टक्के विद्यार्थ्यांना व्यवसाय शिक्षणाचा लाभ देणे.

- २०३० पर्यंत युवा व प्रौढ साक्षरता दर घञ्ञ टक्क्यांपर्यंत आत्मसात करणे आणि प्रशिक्षण व इतर शैक्षणिक उपक्रमांचा विस्तार करणे.

अभ्यासक्रम आणि शैक्षणिक शाखांची पुनर्रचना

- महाविद्यालयीन पदवी तीन—चार वर्षांची अशा दोन प्रकारची असेल ज्या विद्यार्थ्यांना पदवीनंतर उच्च शिक्षण न घेता अर्थार्जन सुरू करायचे आहे त्यांच्यासाठी तीन वर्षांची पदवी असेल तर पुढील उच्च शिक्षण घेण्याची इच्छा असणाऱ्या विद्यार्थ्यांना चार वर्षांची पदवी घ्यावी लागेल

- पदव्युत्तर पदवीसाठी दोन पर्याय उपलब्ध असतील — तीन वर्षाच्या पदवीनंतर दोन वर्षे आणि चार वर्षांच्या पदवी नंतर एक वर्ष कालावधीसाठी

- पदवी आणि पदव्युत्तर पदवी असा एकत्रित पाच वर्षांचा अभ्यासक्रमही उपलब्ध असेल

- विद्यार्थ्यांना कला, वाणिज्य आणि विज्ञान या शाखांमधील त्यांच्या आवडीचे कोणतेही विषय घेऊन पदवी घेण्याचा पर्याय उपलब्ध करून देण्यात येईल

यासाठी विविध भम्प मधून विद्यार्थ्याने पूर्ण केलेल्या कोर्सचे गुण अकॅडेमिक बँक ऑफ क्रेडिट्स मध्ये साठवण्यात येतील आणि आवश्यक त्या पूर्ण मर्यादेनंतर त्याला पदवी प्रदान करता येईल

अध्यापक शिक्षण

- सन २०३० पर्यंत शालेय शिक्षकांसाठी चार वर्षांचा बीएड पदवी ही किमान पात्रता बंधनकारक करण्यात येईल .

- चार वर्षांच्या पदवी बरोबरच अन्य विषयांमध्ये पदवी मिळवलेल्या विद्यार्थ्यांसाठी दोन वर्षांत चार वर्षांची पदवी मिळालेल्या विद्यार्थ्यांसाठी बीएड पदवी असे विकल्प उपलब्ध करून देण्यात येतील .

- सर्व शिक्षक शिक्षण संस्थांमध्ये चार वर्षांच्या एकात्मिक शिक्षक सिद्धता कार्यक्रम सुरू करण्यात येईल.

- शालेय शिक्षकांसाठी किमान अर्हता असणाऱ्या बी.एड अभ्यासक्रमाच्या पुनर्रचनेसाठी अध्यापक शिक्षणासाठी सर्वसमावेशक राष्ट्रीय अभ्यासक्रम आराखडा ,२०२१ करण्यात येईल.

- विद्यापीठातील शिक्षकांना उत्कृष्ट कामगिरी बजावलेल्या ज्येष्ठ निवृत्त अध्यापक यांचे सहाय्य उपलब्ध करून देण्यासाठी राष्ट्रीय मार्गदर्शक मोहिमेची स्थापना करण्यात येईल

नियमनात्मक पुनर्रचना

- उच्च शिक्षणाच्या व्यवस्थापनासाठी भारतीय उच्च शिक्षण आयोगाची स्थापना करण्यात येईल या आयोगाचे चार स्वतंत्र घटक असतील

- राष्ट्रीय उच्च शिक्षण नियामक परिषद ,वैद्यकीय आणि कायदेशीर शिक्षण वगळता उच्च शिक्षणाशी संबंधित नियमनासाठी

- सर्वसाधारण शिक्षण परिषद— दर्जात्मक व्यवस्थेसाठी

- उच्च शिक्षण अनुदान परिषद— निधीसाठी

- राष्ट्रीय मूल्यांकन परिषद—— मूल्यांकनासाठी

समावेशी शिक्षण

सामाजिक व आर्थिक दृष्ट्य वंचित वर्गातील विद्यार्थ्यांसाठी शिक्षण उपलब्ध करून देण्याच्या उद्देशाने मुक्त आणि दूरस्थ शिक्षण कार्यक्रम तयार करण्यासाठी राष्ट्रीय मुक्त विद्यालय शिक्षण संस्था आणि राज्य मुक्त विद्यालय यांच्या माध्यमातून कोर्सेस उपलब्ध करून देण्यात येतील.

इयत्ता तिसरी पाचवी ते आठवी या शालेय स्तरांवर आणि दहावी व बारावी उच्च माध्यमिक स्तरावर मुक्त शिक्षणाच्या महत्त्वाचे टप्प्यांवरील परीक्षा आयोजित करण्यात येते

व सामाजिक व आर्थिक दृष्ट्य वंचित वर्गातील गुणवत्ताधारक विद्यार्थ्यांसाठी वेगवेगळ्या मार्गांनी शिष्यवृत्ती उपलब्ध करून देण्याचा प्रयत्न धोरणांमध्ये विचारात घेतलेला आहे राष्ट्रीय शिष्यवृत्ती पोर्टलचा अशा शिष्यवृत्ती प्राप्त विद्यार्थ्यांच्या प्रगतीचा मागवा घेण्याच्या दृष्टीने विस्तार करण्यात येईल

सामाजिक व आर्थिक दृष्ट्य वंचित वर्गातील शैक्षणिक दृष्ट्य वंचित लोकसंख्येचे प्रमाण जास्त असलेले प्रदेश विशेष शैक्षणिक क्षेत्र म्हणून घोषित करण्यात येतील

सामाजिक व आर्थिक दृष्ट्य वंचित वर्गातील विद्यार्थ्यांच्या समावेशासाठी शासनाने उच्च शिक्षण संस्थांनी कोणते प्रयत्न उपक्रम करावेत याबाबत धोरणांमध्ये मुद्देसूद चर्चा करण्यात आलेली आहे.

प्रत्येक राज्य किंवा जिल्ह्यात कला संबंधित करिअरशी संबंधित आणि खेळाशी संबंधित उपक्रमांमध्ये भाग घेण्यासाठी एक खास डे टाईम बोर्डींग स्कूल म्हणून बालभवन स्थापन करायला प्रोत्साहन दिले जाईल म्हणून मोफत शालेय पायाभूत सुविधा वापरता येतील

भारतीय भाषांचे संवर्धन आणि विकास

सर्व भारतीय भाषांमध्ये शैक्षणिक व निर्मितीस प्रोत्साहन देण्याच्या उद्देशाने राष्ट्रीय अनुवाद आणि अर्थ निरूपण संस्था स्थापन करण्यात येतील

नॅशनल इन्स्टिट्यूट फॉर पाली पर्शियन अँड प्राकृत संस्थांची स्थापना करण्यात येईल.

तंत्रज्ञानाचा वापर

डिजिटल पायाभूत सुविधांचा विकास निकाल शिक्षकांसाठी ऑनलाईन प्रशिक्षण अशा बाबतीत या धोरणामध्ये शिफारशी करण्यात आल्या आहेत स्वयम्, दीक्षा या पोर्टलचा वापर वाढवणे आणि त्यांचा विस्तार करणे या धोरणाच्या तंत्रज्ञान विषयक शिफारशींचा गाभा आहे

कृत्रिम बुद्धिमत्ता त्रिमितीय आभासी वास्तव अशा अभूतपूर्व तंत्रज्ञान शोधाचा शिक्षण क्षेत्रामध्ये वापर यासाठी राष्ट्रीय संशोधन प्रतिष्ठान सातत्याने संशोधन करून आवश्यक शिफारशी करेल

शैक्षणिक मूल्यवर्धन मूल्यांकन नियोजन प्रशासन यासाठी तंत्रज्ञानाचा वापर कशा पद्धतीने करता येईल याबाबत आलं प्रदानासाठी राष्ट्रीय शैक्षणिक तंत्रज्ञान म्हणजे या स्वायत्त संस्थेची स्थापना करण्यात येईल.

निष्कर्ष—

- ३४ वर्षानंतर हे धोरण येत असताना विद्यार्थ्यांपर्यंत ते पोहोचले पाहिजे सध्या इंटरनेटवर संपूर्ण धोरण उपलब्ध आहे. या शैक्षणिक धोरणाच्या अंमलबजावणीत तंत्रज्ञानाचे खूप मोठे महत्त्व आहे सकल राष्ट्रीय उत्पन्नाच्या १० टक्के निधी खर्च करण्याची घोषणा सरकारने केली आहे ती स्वागतार्ह आहे तिचा सर्वाधिक लाभ शिक्षणापासून वंचित आणि गरीब घटकांना व्हायला हवा. धोरणाच्या प्रभावी अंमलबजावणीत त्याचे यश अपयश दडले आहे.

- विद्यार्थ्यांना संशोधन करायचे तर त्याला आवश्यक सुविधा कशा उपलब्ध होतील? मार्गदर्शन कोण करणार? या शिक्षणानंतर विद्यार्थ्याचे भवितव्य काय? असे अनेक प्रश्न उपस्थित होतात यासाठी महाविद्यालय व विद्यापीठ यांच्यात समन्वय असायला हवा.

- अभ्यासक्रम शिकवण्याची पद्धत परीक्षांचे विकेंद्रीकरण यामध्ये बदल अपेक्षित आहेत आधुनिक युगात शैक्षणिक तंत्रज्ञानाचा वापर अनिवार्य आहे

अनेक नवीन बदलांना विद्यार्थ्यांना सामोरे जावे लागणार आहे याची पूर्तता आणि कौशल्य विकसन महत्त्वपूर्ण आहे.

- राष्ट्रीय संशोधन फाउंडेशनची स्थापना केल्यामुळे संशोधनाला गती मिळेल. उच्च शिक्षणासाठी एकच नियंत्रण मंडळ असणार आहे त्यामुळे विद्यार्थ्यांना सर्व महाविद्यालयांची हे थांबेल परंतु वैद्यकीय कायदा शिक्षणाला यातून वगळले आहे कृषी शिक्षणाचा भारतीय घटनेनुसार वेगळे ठेवण्यात आले या सगळ्या प्रकारामुळे दिरंगाई वाढेल का? यावर विचार व्हायला हवा नव्या धोरणाचे मित्र पद्धतीने पदवीप्रदान करायची आहे त्यामुळे परीक्षांची दिवस किती असावी हे ठरविणे गरजेचे आहे महाविद्यालयाने परीक्षापद्धती खूप बदल करण्याची गरज आहे.

- नव्या शैक्षणिक धोरणामुळे देशाची शैक्षणिक प्रगती होईल आपली विद्यापीठे परदेशी विद्यापीठाची बरोबरी करू लागतील .आंतरविद्याशाखीय दृष्टिकोनावर भर दिलेला आहे. नव्या शिक्षण धोरणाने भारतात नव्या युगाची नांदी होणार आहे.

संदर्भ—

- नवीन धोरण २०२० मसुदा
- विविध जर्नल, वर्तमानपत्रे यातील माहिती

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शिक्षकांच्या जीवनावर कोविड-19 चा परिणाम

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सारांश

संशोधनामध्ये संशोधकाने मुख्यतः covid-19 शिक्षकांच्या जीवनावर झालेला परिणाम अभ्यासला आहे. यासाठी शिक्षणशास्त्र महाविद्यालयातील 80 विद्यार्थी शिक्षक नमुना म्हणून निवडण्यात आले. यामध्ये संशोधक निर्मित प्रश्नावलीच्या आधारे माहिती संकलन करण्यात आले. सर्वेक्षणपद्धतीचा वापर करून माहिती गोळा करण्यात आली.प्राप्त माहितीचे अर्थनिर्वचन आणि विश्लेषण करण्यात आले. यासाठी शेकडेवारीचा वापर केला आणि गुणात्मक विश्लेषण करण्यात आले. या अभ्यासातील प्राप्त निष्कर्षानुसार covid-19 च्या कालखंडात शिक्षकाना कामाचा ताण मोठ्या प्रमाणात जाणवतो तसेच ऑनलाइन शिक्षणपद्धतीचे मोठे आव्हान त्यांच्या समोर आहे. त्यामुळे त्यांच्या जीवनात अनेक बदल झाले आहेत आणि यातून मार्ग काढत शिक्षक हा एखाद्या दीपस्तंभाप्रमाणे काम करत आहे.

प्रस्तावना

भारतात मार्च महिन्याच्या अखेरीस कोरोनामुळे टाळेबंदी सुरुवात झाली तेव्हा पासूनच यामधल्या काळात सगळ्यांनी काय अनुभवले? तर एका टोकाला होती बेफिकीरी,अहंभावआणिअतिविश्वास तर दुसऱ्या टोकाला टोकाची चिंता,भीतीआणिसंताप.

जेव्हा कोणताही एखादा साथीचा आजार किंवा आपत्ती येते तेव्हा अचानक एखादी यंत्रणा उभी करणं शक्यच नसतं ती वेळ निभावून नेली जाते आणि त्या परिणाम बरोबर अनेक वर्ष जगावं लागतं. covid-19 किंवा करोनाहा आपल्या सर्वांसाठी असाच शारीरिक आणि मानसिक समस्या घेऊन आला हा आजार आणि टाळेबंदी काहीं साठी आपत्ती म्हणून आली, काहींसाठी मानसिक,शारीरिक ताण म्हणून तर काहींसाठी नित्यक्रमतील बदल म्हणून समाजातील एकगट असा आहे ज्याच्यासाठी हा कालखंड आपत्ती बनवून आला नाही पण तो व्यक्तीच्या जीवनात उलतापालथ करणारा नक्की ठरला आहे. काहींना वैद्यकीय शिक्षण नसताना रेडझोनमध्ये सर्वेक्षण,आरोग्य तपासणी करण्यास लावणारा,तर काहींच्या पगारात कपात करणारा काहींच्या नोकऱ्यांवर गदा आणणारा ठरला आहे.

पार्श्वभूमी

covid-19 च्या काळात लोकांच्या आयुष्यात शारीरिक बदलांबरोबर मानसिक बदलीही मोठ्या प्रमाणात झाले. मानसिक आरोग्यावर काम करणाऱ्या मनोवैज्ञानिक पाऊल खन्ना म्हणतात लोकांसाठी वातावरण पूर्ण बदललेले आहे अचानक शाळा,ऑफिस व्यापार बंद झाले.बाहेर जाणे नाही आणि दिवसभर कोरोना वायरसच्या बातम्या बघणे.याचा परिणाम मानसिक स्वास्थ्यावर पडला. लोकांच्या मानसिक आरोग्यावर परिणाम करण्यास तीन मुख्य घटक जबाबदार आहेत एकतर कोरोना आपल्यास होण्याची भीती,दुसरं नोकरी आणि व्यापार याबाबत अनिश्चितता आणि टाळेबंदीमुळे आलेले एकटेपण.या सर्वांचा परिणाम व्यक्तीच्या आयुष्यावर झाला आहे शिक्षकही यासमाजातील एक भाग आहे त्यामुळे त्याच्या ही मानसिक आरोग्यावर म्हणजेच पर्यायाने जीवनावर परिणाम होत आहे.

गरज आणि महत्व

धावणारे जीवन अचानक थांबलं कारण होतं कोरोना व्हायरस.टाळेबंदी झाली आणि लोक घरातच बंद झाली. मग वाढली चिंता,भीती आणि एकटेपण या समस्यांमध्ये त्रासलेला सामान्यव्यक्ती. शिक्षण व विद्यार्थ्याला या सर्वांमधून बाहेर काढणारा,नवी दिशा निर्माण करणारा एक महत्त्वपूर्ण घटक आहे शिक्षक. म्हणून शिक्षकाचे जीवन चांगले असणे महत्वाचे आहे. याचा परिणाम विद्यार्थ्यांच्या व्यक्तिमत्त्वावर होतो आणि विद्यार्थ्यांचा सर्वांगीण विकास होतो॰ म्हणून covid-19 याकालखंडातील शिक्षकाच्या जीवनावर होणारा परिणाम अभ्यास महत्वपूर्ण आहे.

समस्याविधान

शिक्षकांच्या जीवनावर covid-19 च्या परिणामांचा अभ्यास करणे. यामध्ये शिक्षकांसमोरील आव्हाने त्यातून निर्माण झालेल्या संधी आणि त्याचा शिक्षकांच्या जीवनावर झालेला परिणामयांचा अभ्यास करण्यात आला आहे.

उद्दिष्ट

शिक्षकांच्या जीवनावरील covid-19 चा परिणाम अभ्यासणे.

व्याप्ती

प्रस्तुत संशोधन महाराष्ट्रातील शिक्षणशास्त्र महाविद्यालयाची संबंधितआहे.

प्रस्तुत संशोधनातून निघणारे निष्कर्ष शिक्षणशास्त्र महाविद्यालयातील विद्यार्थ्यांच्या जीवनाशी निगडित आहेत.

मर्यादा

प्रस्तुत संशोधनाचे निष्कर्ष प्रतिसाधकांच्या प्रतिसादावर अवलंबून आहेत.

परिमर्यादा

प्रस्तुत संशोधनामध्ये शिक्षकाचे वय,त्याची क्षमता याबाह्य चलांवर नियंत्रण ठेवण्याचा प्रयत्न केला जाणार नाही.

प्रस्तुत संशोधन सावित्रीबाई फुले पुणे विद्यापीठाशी संलग्न शिक्षणशास्त्र महाविद्याल यात पुरते मर्यादित आहे.

सदर संशोधन संशोधकांनी तयार केलेल्या प्रश्नावली तील घटका पुरते मर्यादित आहे.

संशोधनप्रश्न

covid-19 शिक्षकांच्या जीवनावर काय परिणाम झाला आहे?

संशोधनपद्धती

सदर संशोधनासाठी सर्वेक्षण पद्धतीचा वापर केला आहे.

जनसंख्या

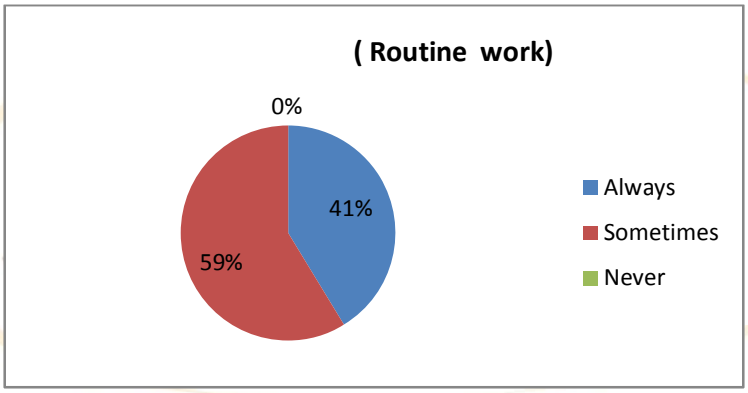
प्रस्तुत संशोधनासाठी पुणे विद्यापीठाशी संलग्न शिक्षणशास्त्र महाविद्यालयातील विद्यार्थी शिक्षक ही जनसंख्या आहे.

नमुना

सदर संशोधनासाठी टिळक शिक्षण महाविद्यालयातील 80 विद्यार्थी शिक्षकांची निवड केली आहे.

माहिती संकलनाचे साधन

– **Routine work)**

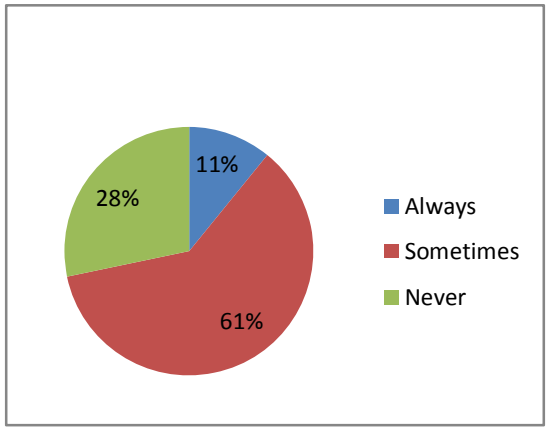


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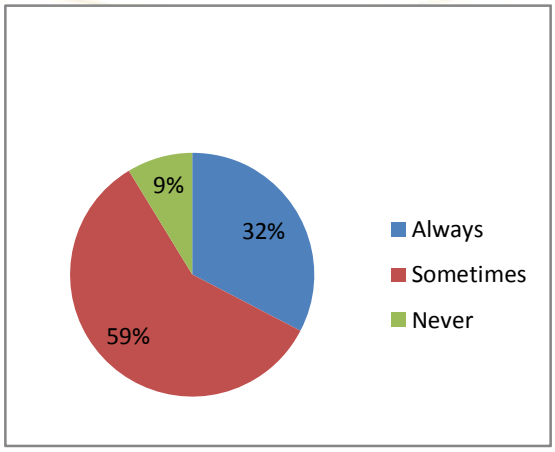
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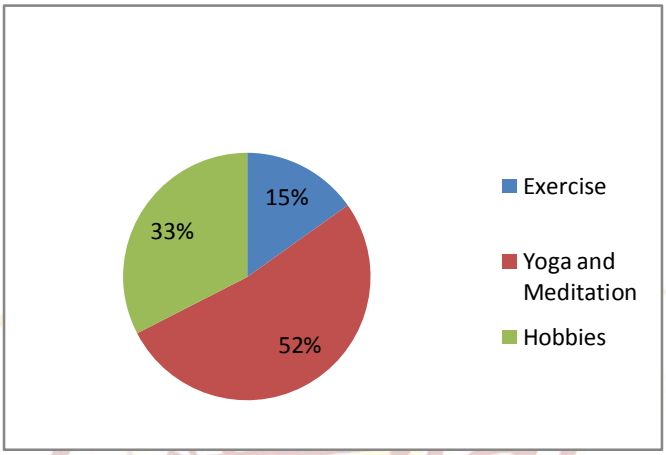


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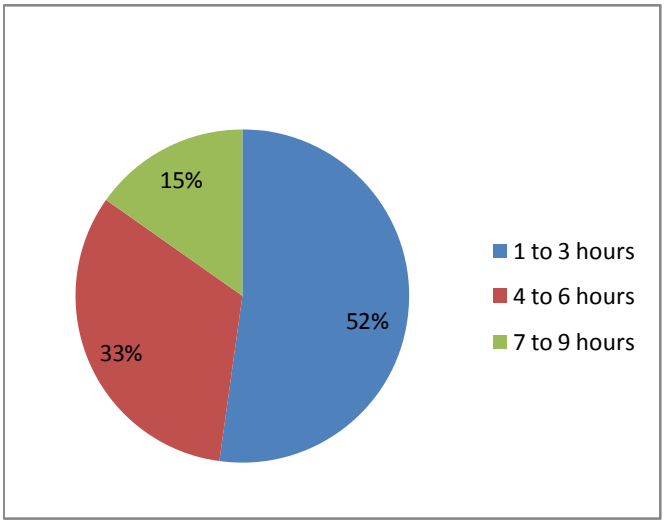
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9. साधनांची कमतरता
10. शालेय वातावरणाची निर्मिती

नवीन अनुभव, ऑनलाइन शिकणे आणि शिकवणे, तंत्रज्ञानाचे अधिक ज्ञान,जीवनातील लोकांचे महत्व, स्वच्छतेचे महत्व,आरोग्याची काळजी,कुटुंबाचे महत्व,स्वतःसाठी वेळ देणे यांच्याबरोबरच पूर्णपणे नवीन साधनांसह अपरिचित वातावरणात आणि माध्यमातुन शिकवताना सतत निरीक्षणाखाली असल्याचा ताण आव्हानात्मक आहे. यामध्येच शिक्षकाची व्यक्त होण्याची पद्धत उच्चारण याबाबींवर माध्यमांतून होणारी टीकाही धक्कादायक आणि निंदनीय वाटते. ऑनलाइन वर्गात स्थलांतरित होणे सोपे नसले तरी दर्जेदार शिक्षणाकडे लक्ष देणे, विद्यार्थी केंद्रितता,तांत्रिक क्षमता व कौशल्य सुधारणा या बाबीं शिक्षकांसाठी महत्त्वपूर्ण आहेत.

कोड – 7 शिक्षकांसमोरील संधी

1. कुटुंबा समवेत जास्त वेळ घालवणे,
2. जबाबदारीची जाणीव,
3. आत्मविश्वासात वाढ,
4. समस्या सोडविण्याचे कौशल्य
5. कमी पैशांमध्ये आयुष्य जगता येते यामूल्यांची जोपासना,
6. ज्ञानात अद्ययावतता,
7. ऑनलाइन अध्ययन-अध्यापन
8. नवीन गोष्टी शिकण्याची संधी

कोड – 8 शिक्षकांच्या जीवनातीलबदल

आत्मनिर्भरता,बदलांचास्वीकार,आत्मविश्वास,छंदांचीओळखआणिजोपासना,स्वजाणीव,स्व' चा शोध,आरोग्याचे महत्व,समाधान हे घटक शिक्षकांच्या जीवनात सकारात्मक ऊर्जा देत आहेत.

समाज आणि राष्ट्र शिक्षकास सामाजिक परिवर्तनाची अंमलबजावणी करणारा सुकानु म्हणून पाहतो म्हणून शिक्षकाच्या जीवनातील बदल हे अधिक महत्त्वाचे ठरतात. याचा परिणाम विद्यार्थ्यांच्या व्यक्तिमत्त्वावर होत असतो आणि पर्यायांनी नवीन पिढी घडत असते.

डॉक्टर जॉन ड्युई यांच्यामते शिक्षण म्हणजे भोवतालच्या नैसर्गिक वातावरणाशी,सामाजिक वातावरणाशी समरस होण्याची पात्रता मनुष्याच्या अंगीआणून देणे. म्हणून या कालखंडातील शिक्षण हे खूप महत्त्वाचे आहे आणि तो देणारा शिक्षक हा महत्त्वाचा घटक आहे. म्हणून त्याच्या जीवनाची गुणवत्ता आवश्यक ठरते.

निष्कर्ष

1. शिक्षकांचा शिक्षकांना कामाचा ताण जाणवतो. या ताणातून डोकेदुखी,रोगप्रतिकारक शक्तीची कमी, कंटाळा,थकवा,ब्लडप्रेशर मधील चढ-उतार अशी शारीरिक लक्षणे समोर येतात. चिंता,राग,भीती,चिडचिडया भावनिक परिणामांना ही सामोरे जावे लागते. (कोड- 1)
2. नवीन गोष्टी शिकण्याची संधी मिळाली.(कोड – 7)
3. नवीन आव्हानांना सामोरे जाण्याची संधी मिळाली(कोड – 7)
4. आत्मविश्वासात वाढ झाली(कोड – 8)
5. घरातून काम करण्याची गरज निर्माण झाली. (कोड – 3)
6. ऑनलाईन शिकण्याचा व शिकविण्याचा अनुभव प्रभावी ठरला

7. आत्मनिर्भरता प्राप्त झाली. (कोड – 8)
8. ज्ञानात अद्ययावतता आली

अध्यापनही आशावादाची सर्वात मोठी कृती आहे. जेव्हा जगासमोर एक निराशजनक वर्तमान आणि भविष्य आहे तेव्हा शिक्षक हा घटक एक प्रकाश ज्योत घेऊन उभा आहे म्हणून शिक्षकाच्या जीवन गुणवत्तेला अधिक महत्त्व आहे.

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https://education.umd.edu/research-college/impact-covid-19-teachers

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आजन्म शिक्षणाचे साधन – दूर शिक्षण

सौ . प्रा. लक्ष्मी विष्णू भंडारे
संस्था माता सुशिलादेवी साळुंखे महिलाशिक्षणशास्त्र महाविद्यालय तासगांव तासांगली .तासगांव जि ..

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सारांश—आज लोकसंख्येच्या प्रस्फोटामुळेविदयार्थ्यांची संख्या वाढत असल्याने त्यांना अयेक्षित संस्थेत अपेक्षित उच्च शिक्षण घेता येत नाही.परंपरागत शैक्षणिक संस्थांमधील मर्यादित विदयार्थी संख्येमुळे प्रवेश नाकारला जातो. त्यामुळे विदयार्थीशिक्षण प्रवेशापासून वंचित राहतो. शिकण्याची आवड असणाऱ्या जास्त संख्येला शिकविणरे माध्यम म्हणजे दूरस्थशिक्षण होय. शिक्षक प्रतयक्ष जवळ नसले तरी अध्ययनाचे कार्य सुरू ठेवता येते. याकारणस्तव दूरशिक्षणची गरज असते. आकाशवाणी,टेपरेकार्डर,दूरदर्शन,,व्हिडिओफिल्म,पत्रव्यवहार यांच्या वापराने शिक्षणाची सोय होऊ शकते. तसेच ज्या व्यक्ती नोकरी करतात अथवा उदयोग धंदयात काम करतात अशांना दूरस्थ संस्था उपयुक्त ठरतात.ब्रिटन,रशिया,अमेरिका,तपान,आस्ट्रेलिया इत्यादी देशात पत्रव्यवहारादवारे शिक्षण आणि घर बाल्या अभ्यासही पदधत वापरलीजाते.भारतात दूरस्थशिक्षणाची माध्यमे पत्रव्यवहार,आकाशवाणी तसेच इंदिरा गांधी ,राष्ट्रीय मुक्तविदयापीठ,यशवंतराव चव्हाण ामहाराष्ट्र मुक्तविदयापीठ अशी मुक्तविदयापीठे दूरस्थशिक्षणाचे काम करत आहेत.

प्रस्तावना–

शिक्षण ही अखंड चालणारी प्रक्रिया आहेही क्रिया व्यक्तीच्या जन्मापासून ते शेवटच्या श्वासापर्यंत चालू . .राहते महाविद्यालयातून शिक्षण घेतले तरी ही त्याचे शिक्षण नेहमी चालूच ,प्रत्येक व्यक्ती ही शाळा .राहते नियमित किंवा पारंपारिक शिक्षण पद्धतीमध्ये विद्यार्थीशाळामहाविद्यालयात जाऊन शिक्षण घेतात यामध्ये , मिळणारे शिक्षण हे .शिक्षण अथवा प्रशिक्षण लौकिक अर्थाने कधीच पूर्ण होत नाही .शिक्षक मुलांना शिकवितात .ज्ञानात नवनवीन भर पडत असते .तील सीमित नाहीज्ञान हे कोणत्याही क्षेत्रा .परिपूर्ण असेलच असे नाही ज्ञानाच्या ककृषा रुंदावतात .व्यक्तीच्या विकासासाठी सामाजिक विकासासाठी सततच शिक्षण होणे गरजेचे आहे . या सततच्या शिक्षणामुळेजीवनाला पूर्णत्व येण्यास मदत होतेकधी .सर्वांनाच चांगले शिक्षण घेणे अवघड होते . कौशल्य प्राप्त करण्या .असतात असे असले तरी शिक्षण थांबत नाही अडचणी येतसाठी शिक्षण घेण्याची गरज आहे .

शिक्षणाची प्रक्रिया ही सतत चाललेली .प्राचीन काळी प्रत्येक दिवशी अभ्यास करा असे सांगितले आहे संस्था व्यतिरिक्त जे शिक्षण शिक्षणाच्या .कोणी सांगतो यातून प्रत्येकजण शिकत असतो,असते कोणी शिकवतो पत्रव्दारा ,दूर शिक्षण,औपचारिक शिक्षण ,आज समाजात प्रौढ शिक्षण .मिळते त्यांना आजन्म शिक्षण म्हणतात यामार्गाने शिक्षण .यातून कोणते शिक्षण घ्यावे हे प्रत्येकाचे वेगवेगळे मार्ग आहेत .शिक्षण या संकल्पना आहेत

मुली यांचा समावेश हो,मुले,पुरुष ,स्त्री ,कोणत्याही वयोगटातील यात .घेण्याची संधी मिळतेतोमिळणारे शिक्षण . .व्यावसायिक अशा सर्व प्रकारचे आहे ,तांत्रिक,हे बौद्धिक कौशल्यात्मक

जागतिक पातळीवर १७२८ मध्ये लघुलीपी संदेशाव्दारे शिक्षणाचा प्रयोग क्लॅब फिलिप्स यांनी केला होता . ष्ट्या इसाक पिटमशास्त्रीय दृॅन यांनी १८४० मध्ये पद्धतशीर रित्या दूरशिक्षण अभ्यासक्रम इंग्लंडमध्ये सुरु केला . .मध्ये युनिव्हर्सिटी कॉलेज लंडन यांनी बहिस्थ शिक्षणाचा स्वतंत्र विभाग सुरु केला१९२८अमेरिकेत १८९० मध्ये शिकागो युनिव्हर्सिटी मध्ये विल्यम हर्बर यांनी बहिस्थ शिक्षणाची सुरुवात केलीइंग्लंड व अमेरिकेत . पत्राव्दारा अभ्यासक्रम व दूरशिक्षण माध्यमातून पदवी शिक्षणाची सोय झालीमध्ये मुक्त विद्यापीठ सुरु १९७० . .झाले

भारताच्या संदर्भात १९६१ मध्ये मानव संसाधन मंत्रालयाने दूरशिक्षणाला मान्यता दिली– १९५६च्या .सी.जी.यु . ६० च्या अहवालात नाईट कॉलेज सुरु झालीपत्राव्दारे अभ्यासक्रम सु .रु करण्यास परवानगी दिलीमध्ये १९६२ . .दिल्ली विद्यापीठ सुरु झाले१९८० मध्ये यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ नाशिकमध्ये १९८५ . .इंदिरा गांधी मुक्त विद्यापीठ आहे

दूर शिक्षणाची उद्दिष्टेपुढीलप्रमाणे आहेत .

१ तरुण विद्यार्थी व प्रौढांना शिक्षण देण
२ व्यक्तिमत्व विकासासाठी शिक्षण देणे.
३ उपचारात्मक अध्ययनाचा प्रत्यय आणून देणे .
४ सुप्त गुणांची जाणीव करून देणे आणि ते गुण विकसित करणे
५ चाचण्या तयार करून त्यादवारे मूल्यमापन करणे.
६ अध्ययनातील अडसर दूर करणे
७ अध्ययन कर्त्याच्या गतीने ज्ञान देणे.
८ अध्ययन परिस्थितीत एकात्मता आणणे .
९ अध्ययन करून क्रियाशीलता निर्माण करणे .

अध्ययन हे विविध मार्गानी घडते ही साधने मार्ग विद्यार्थ्यात पोहोचविले की अध्ययन सुलभ होतेक्षण दूर शि . म्हणजेच सुसंघटीत अशी स्वयंअध्ययनाची पद्धत ज्यामध्ये विद्यार्थ्यांना समुपदेशनअध्ययन साहित्याचे , सादरीकरण विद्यार्थ्यांचे यास संपादन आणि यशाचे परीक्षण या गोष्टी शिक्षकाच्या एका गटाकडून पार पाडल्या जातात जे माध्यम लांब पल्ल्यापर्यंतचे अंतर पार पाडू शकतेअशा माध्यमाचा दूर अंतरावर राहू .न ही शिक्षणासाठी उपयोग होतो .

ज्ञान कौशल्य सादर करण्याची अशी पद्धती जी कामाची वाटणी करून संघटनेची तत्वे तसेच उच्च गुणवत्ता आधारित अध्यापन साहित्य उत्पादित करण्यासाठी लागणारी माध्यमे ज्यामुळे एकाच वेळी अनेक विद्यार्थ्यांना जे जिथे असतील तिथे सूचना देणे शक्य असते तिला दूर शिक्षण म्हणतात.

दूर शिक्षणातून विद्यार्थ्यांची गरज भागविली जाते विद्यापीठाची उपकेंद्रातून मार्गदर्शन केले जातेमूल्यमापन करणे , च्या सोयीनुसार कालावधी यामध्ये प्रशिक्षण शिक्षक नेमणे शिक्षण घेणाऱ्या विद्यार्थ्या .इत्यादी कामे केली जातात ठरविलाजातो .विद्यार्थ्याचे कौशल्य आणि ज्ञान यांचे मापन केले जाते .व्याख्याने आयोजित केली जातात .

प्रत्याभरणाची सोय असते यात शिक्षक आणि विद्यार्थ्यांमध्ये असलेले अंतर हे साधनांच्या सहाय्याने दूर केले .जाते

दूर शिक्षणात शिक्षक नियंत्रित ठेवले जातेपाठ्यप .क्करण विद्यार्थी शिकणारे असतातमाध्यमाचे वर्गीकरण हे . अशा प्रकारे दूर शिक्षणात शिक्षक .विद्यार्थ्यांत शिक्षकामुळे झालेला बदल .शैक्षणिक साधने छापील साहित्य इ .आणि विद्यार्थ्यामध्ये अंतर हे साधनांच्या सहाय्याने भरून काढले जाते

दूर शिक्षणाची तत्वे–

१ दूर शिक्षणात पारंपरिक जाचक अटी असू नयेत .

२ या प्रणालीत असा पाठ्यक्रम विकसित करावा की जन सामन्याकडून तो सहज स्वीकारला जावा .

३ अध्ययन कर्त्यास सहज प्रवेश घेता यावा.

4 दूर शिक्षणाव्दारे अपेक्षित उद्दिष्ट साध्य करण्यासाठी निदानात्मक विश्लेषण होणे अपेक्षित .

5 दूर शिक्षणाव्दारे योग्य अभिवृत्तीचा विकास व्हावा.

6 दूर शिक्षण माध्यमाव्दारे पर्यवेक्षण व उपचारात्मक उपाय सुचविणे .

7 या माध्यमाव्दारे योग्य त्या प्रेरणा तंत्राचा विकास होणे गरजेचे आहे .

8 दूर शिक्षणात अध्ययन कर्त्याने मूल्यमापन अपेक्षित पातळी पर्यंत व्हावे .

9 दूर शिक्षणाव्दारे योग्य तो प्रेरणा तंत्राचा विकास होणे गरजेचे आहे .

10 दूर शिक्षण माध्यमाव्दारे सक्रीय अध्ययनाचे तत्व साध्य करणे .

11 दूर शिक्षणातील अध्ययन कर्त्याची गुंतवणूक वाढवून गुणवत्ता वाढविणे .

12 अध्ययनार्थीची स्वायत्तता

13 अध्ययन अध्यापिकातील अंतर ,

14 स्वतंत्र अभ्यासाची उजळणी

15 संरचना स्वरूप

16 मार्गदर्शन उपदेशपर संभाषण

17 व्दिमार्गी दळणवळण (

18 औद्योगिक अध्ययन अध्यापनातील मानवी करण.

– उपाय योजना

१ दूर शिक्षण संस्था व विद्यापीठ यावर शासकीय नियंत्रण असावे.

२ विद्यार्थ्यांच्या सोयीनुसार मार्गदर्शन व समुपदेशन असावे .

३ आज संगणक युग त्यामुळे संगणक साक्षरता वाढीस लावणे.

४ अभ्यासक्रम परीक्षा पद्धतीची ओळख करून देणे.

५ ऑनलाईन वर्गउदबोधनसुरू करावेत-

६ ई लर्निंग-दवारे वर्ग चालवावेत.

७ व्हिडिओ कॉन्फरंसिंग व्दारे मार्गदर्शन शंका निरसन करावे

८ सर्व वर्ग समोर ठेवून शुल्क आकारले जावे .

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१२(समुपदेशन नियुक्तीचे निकष ठरविणे .
१३(स्थानिक गरजा लक्षात घेऊन .
१४(शिष्यवृत्तीची सुविधा द्यावी .
१५(दूर शिक्षणात सुविधा वाढवाव्यात .
१६(खेडोपाडी अभ्यासकेंद्रांची उपलब्धतता वाढवावी.
१७(अभ्यासक्रम शिक्षण अभ्यासकेंद्र यांचे मूल्यमापन करावे.
१८(रोजगार उपलब्ध होईल असे अभ्यासक्रम असावेत .
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२१(केंद्रीय स्तरातूननियंत्रण असावे .

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21व्या शतकातील उच्च शिक्षणातील समस्या व आव्हाने

प्रा. महादेव निवृत्ती होनकळस
पी.एच.डी.विद्दयार्थी
दयानंद कॉलेज ऑफ एज्युकेशन सोलापूर

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सारांश :-

21 व्या शतकामध्ये विविध क्षेत्रामध्ये मोठयाप्रमाणात बदल झाले आहेत. परंतु मोठयाप्रमाणात विविध क्षेत्रामध्ये समस्याही दिसून येतात. यातून शिक्षणही सुटू शकले नाही. शिक्षण क्षेत्रामध्ये विविध घटकामध्ये उदा. अध्यापन, प्रशासन , प्रशिक्षण ,शैक्षणिक कार्यक्रम, परिक्षा पद्धती अशा विविध घटकामध्ये अनेक समस्या भेडसावतात. या समस्या सोडविण्यासाठी विविध मार्गांचा अवलंब करावा लागेल.

उच्च शिक्षणामध्ये प्रत्येक घटकाची भुमिका महत्वपूर्ण ठरणार आहे. परंतु वैयक्तिक जबाबदारी घेऊन त्या समस्या दूर करण्यासाठी सातत्याने प्रयत्न केला पाहिजे. प्रशासन कार्यक्षम करण्यासाठी सर्वोतोपरी प्रयत्न करणे गरजेचे आहे. अध्यापन, शैक्षणिक कार्यक्रमाचे नियोजन , मूल्यमापन, प्रशिक्षणाचा दर्जा उत्कृष्ट करण्यावर भर दिला पाहिजे. अनेक उच्च शिक्षण संस्था विद्यापीठ अंतर्गत कार्यरत आहेत. अशा संस्थांच्या भौतिक सुविधा, कार्यरत प्राध्यापक वर्ग त्यांना काम करताना येणा-या समस्या यांचा विचार प्रामुख्याने केला पाहिजे. संस्थांचे मूल्यमापन निकषानुसार केले तर उच्च शिक्षणातील समस्या दूर होतील. उच्च शिक्षणातील समस्या दूर करावयाच्या असतील तर, केंद्रसरकार, राज्यसरकार व तज्ञ शिक्षणमंडळींनी एकत्रित येऊन विचार-विनिमय करणे गरजेचे आहे. उच्च शिक्षणामध्ये असणारी आव्हाने दूर करण्यासाठी विद्दयापीठ आयोग, ज्ञान आयोग, शैक्षणिक धोरण यामध्ये ज्या शिफारशी उच्च शिक्षणाबाबत केलेल्या आहेत त्यांचा विचार करुन उच्च शिक्षणामध्ये बदल करणे गरजेचे आहे. असे मला वाटते.

की वर्ड्स – अभ्यासक्रम,परीक्षा पद्धती,मूल्यमापन

प्रस्तावना –

21 वे शतक हे आधुनिकीकरणाचे मानले जाते. या युगात भारत सरकारने विविध क्षेत्रात नेत्रदिपक प्रगती करण्यासाठी इलेक्ट्रॉनिक प्रणालीचा वापर सुरु केला आहे. शिक्षण ही या क्षेत्रातून सुटू शकले नाही. आधुनिकीकरणात तग धरुन राहण्यासाठी शिक्षण क्षेत्रात काळानुसार बदल अपेक्षित आहे.

उच्च शिक्षण दर्जेदार व गतीमान करण्यासाठी शिक्षणपध्दतीत तंत्रज्ञानाचा प्रसार वेगाने करणे गरजेचे आहे. अध्यापन,मूल्यमापन,संशोधन शिक्षण-प्रशिक्षण आणि शैक्षणिक विकास यावर प्रामुख्याने भर द्यावा लागेल. आंतरराष्ट्रीय स्तरावर शिक्षणाचा जो दर्जा आहे त्यामध्ये आपण टिकून राहण्यासाठी सातत्याने प्रयत्न केला पाहिजे. त्यासाठी आपल्या शिक्षण पध्दतीतील असणा-या समस्या दूर करण्यासाठी केंद्र व राज्य सरकारने प्रयत्न केला पाहिजे. शिक्षणाला तात्विक व अध्यात्मिक अधिष्ठान असणे गरजेचे आहे. कालानुरुप शिक्षण पध्दतीची रचना करणे अपेक्षित आहे.

उच्चशिक्षण –

उच्च शिक्षण म्हणजे उच्च माध्यमिक शिक्षणानंतरचे पदवी व उच्च पदवीपर्यंतचे शिक्षण

उच्च शिक्षणातील समस्या –

1) **पायाभूत सुविधांची अनुउपलब्धता** –

उच्च शिक्षणामध्ये पायाभूत सुविधाची पूर्तता वेळेवर होत नाही. यामुळे शिक्षण दर्जेदार मिळत नाही.

2) शैक्षणिक साधनांसाठी निधीची कमतरता –

उच्च शिक्षण दर्जेदार मिळण्यासाठी विविध विषयाची साधने उपलब्ध होणे अपेक्षित आहे. परंतु शै.साधनांसाठी निधी वेळेवर उपलब्ध होत नाही.

3) **श्रेयांक पध्दती, सेमीस्टार पध्दती, सातत्यपूर्ण मुल्यमापन करणे अवघड** –

सेमीस्टार पध्दतीमुळे मुल्यमापनासाठी वेळ जास्त जातो. यामुळे अध्यापन,नियोजन,प्रात्यक्षिक पूर्ण करण्यात अडथळे निर्माण होतात.

4) अभ्यासक्रम बदलाबाबत शासनाचा उदासिन दृष्टीकोन –

अभ्यासक्रमाचे स्वरुप हे वास्तववादी करणे अपेक्षित आहे. विद्यार्थ्यांचा सर्वांगीण विकास करण्यासाठी अभ्यासक्रमाची रचना करणे अपेक्षित आहे.

5) पुरेशी स्वायतत्ताचा अभाव –

उच्च शिक्षण दर्जेदार व गतीमान करण्यासाठी प्रत्येक घटकाला स्वायतत्ता दिली पाहिजे. तरच शिक्षणातील समस्या दूर होतील.

6) **आर्थिक पुरवठा वेळेवर होत नाही.** –

उच्च शिक्षणातील सर्व घटकासाठी निधी वेळेवर करणे अपेक्षित आहे. परंतु तसे घडत नाही.

7) स्थानिक प्रशासनाचा दबाव –

उच्च शिक्षणामध्ये बदल करावयाचा असेल अथवा कल्याणकारी योजना राबवायच्या असतील तर निर्णय घेण्याचे स्वातंत्र्य पदाधिका-यांना नसते. या सर्व घटकावर वरील राजकर्त्यांचा व स्थानिकांचा (नेत्यांचा) दबाव असतो.

8) शैक्षणिक कार्यक्रमाचे नियोजन होत नाही. –

उच्च शिक्षणामध्ये शैक्षणिक कार्यक्रम करण्यामध्ये अडथळे निर्माण होतात.

9) काळानुसार फेररचना केली जात नाही –

शिक्षण प्रक्रियेत काळानुसार बदल करणे अपेक्षित आहे. रचना करताना उच्च शिक्षण घेतलेल्या तज्ञांच्या विचारांचा विचार केला जात नाही.

10) प्रशासनातील रिक्त जागा वेळेवर भरत नाहीत. –

प्रशासन कार्यक्षम करण्यासाठी सर्व विभागाचे कार्य वेळेवर होण्यासाठी मनुष्यबळ असणे आवश्यक आहे. परंतु प्रशासनातील जागा भरण्यामध्ये विलंब केला जातो. त्यामुळे वेळेत काम होत नाही.

11) अभ्यासक्रम सुमार दर्जाचा –

अभ्यासक्रमाचे स्वरुप दर्जेदार करण्यासाठी सर्व घटकांचा विचार करण्यात यावा. अभ्यासक्रम निर्मितीमध्ये विषय शिक्षक,तज्ञ प्राध्यापक,शिक्षण तज्ञ यांच्या विचारांचा विचार करण्यात यावा.

12) गुणवत्तेनुसार प्रवेश –

प्रवेश गुणवत्तेवर दिला तर अधिक गुणवत्ता निर्माण होईल. परंतु तसे होत नाही.

13) **शिक्षक व विद्यार्थी राजकारणाचे बळी –**

ब-याच वेळा राजकर्त्यांच्या दबावाचा परिणाम विविध घटकांवर होतो.

14) अध्यापनाचा दर्जा कमी –

अध्यापनाचा दर्जा वाढविण्यावर भर दिला पाहिजे. शै. साधने उपलब्ध करुन दिली पाहिजे. गुणवत्ता निर्माण करण्यासाठी निकषाधारित मूल्यमापन केले जावे.

15) शैक्षणिक संशोधनाचा दर्जा कमी.

संशोधनाचा दर्जा गुणवत्तापूर्ण असणे गरजेचे आहे. संशोधनाचा दर्जा गुणात्मक करण्यासाठी विद्दयापीठाची भुमिका महत्वाची आहे.

16) प्रशिक्षण दर्जा निकृष्ट –

वारंवार प्रशिक्षण प्राध्यापकांना देणे आवश्यक आहे. उजळणी वर्ग, चर्चासत्रे, सेमीनार याचे आयोजन केले जात नाही.

उच्च शिक्षणातील आव्हाने –

1) **उच्च शिक्षणाचा अभ्यासक्रम व्यावसायिक व वास्तववादी करण्यावर भर देणे-**
व्यावसायिक अभ्यासक्रमावर भर दिला पाहिजे. उदा- मेडिकल,अभियांत्रिकी,कृषी.इ.

2) **अभ्यासक्रम दर्जेदार करण्यासाठी विविध कार्यशाळा, चर्चासत्रे, शिबिरे, सेमीनार चे आयोजन करणे व रिसॉर्स पर्सन्सची नियुक्ती करणे अपेक्षित आहे.**

3) **गुणवत्तापूर्ण शिक्षणावर भर देणे.**
उपस्थिती,परिक्षा -पद्दधती ,शैक्षणिक साधने,अध्यापन या घटकाकडे विशेष लक्ष दिले पाहिजे.

4) **संशोधन, मूल्यमापन,परीक्षा,प्रशिक्षण,शै.साधने यासाठी पुरेसा निधी उपलब्ध करुन दिला पाहिजे.**
निधीची पूर्तता वेळेवर केली तर गुणात्मक शिक्षण मिळू शकेल.

5) **शिक्षण संस्थाचे मूल्यमापन कडक व दर्जेदार करणे गरजेचे आहे**.
सर्व संस्थांचे मूल्यमापन वस्तूनिष्ठपणे व निकषाधारित व्हावे.

6) **मूल्यमापनासाठी पुरेसे मनुष्यबळ उपलब्ध करुन दिले पाहिजे.**
रिक्त जागा वेळेवर भरणे अपेक्षित आहे. उदा- परिक्षा निकालामध्ये अनियमितता.

7) **प्रशिक्षणाचा दर्जा उत्कृष्ट करण्यावर भर दिला पाहिजे.**
प्रशिक्षणामध्ये तज्ञ रिसॉर्स पर्सन्सची भूमिका महत्वपूर्ण असली पाहिजे. नैतिक जबाबदारी सर्वांची महत्वाची असली पाहिजे.

8) **स्वायत्तता देण्यासाठी प्रशासन सक्षम करणे गरजेचे आहे.**

9) **गुणवत्तापूर्ण उच्च शिक्षणासाठी स्थानिकांचा दबाव कमी केला पाहिजे.**

10) **सेवाशर्ती, वेतनमान, प्रशासकीय रचना सारखी ठेवणे गरजेचे आहे.**

11) **विविध समित्यांच्या माध्यमातून कार्य करणे गरजेचे आहे.**

12) **शिक्षणपध्दतीत निपक्षपातीपणे कार्य करणे गरजेचे आहे.**

13) उच्च शिक्षणात नैतिक, अध्यात्मिक मूल्याचे अधिष्ठान असणे गरजेचे आहे.

14) वैविध्यपूर्ण संस्कृतीची जपणूक अभ्यासक्रमातून होणे आवश्यक आहे.

15) सदृढ व सामंजस्यपूर्ण दृष्टीकोन विससित करणे गरजेचे आहे.

16) शिक्षणातून सांस्कृतिक,वैधानिक,आंतरराष्ट्रीय,सामाजिक आव्हाने पूर्ण करण्याचा प्रयत्न करणे गरजेचे आहे.

17) उच्च शिक्षणातून जीवन विषयक उत्कृष्ट दृष्टीकोन तयार व्हावा.

मूल्यमापन –

उच्च शिक्षणातील समस्या व आव्हाने दूर करण्यासाठी सर्व घटकांची नैतिक जबाबदारी आहे. मनुष्यबळ विकास मंत्रालय व राज्यशासन यांनी आंतरराष्ट्रीय शिक्षण क्षेत्रातील बदलांचा विचार करुन शिक्षण दर्जेदार व गुणवत्तापूर्ण करण्याचा विचार करावा. उच्च शिक्षणातील समस्या व आव्हाने दूर करण्यासाठी वरील सर्व घटकांची जबाबदारी महत्वपूर्ण ठरणार आहे व प्रत्येक घटकाने जबाबदारीने काम केले तर उच्च शिक्षणातील समस्या दूर होतील त्या दृष्टीने उच्च शिक्षणातील काम करणा-या घटकांची जबाबदारी महत्वपूर्ण करणे हीच अपेक्षा आहे.

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माध्यमिक स्तरावरील इयत्ता दहावीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्यांचा शोध आणि उपाययोजनेची परीणामकारकता अभ्यासणे

श्री विद्याधर गोपीनाथ पाटील
संशोधक -:सहाय्यक शिक्षक
)M.Sc.प्राणिशास्त्र,M.Sc.विषय संप्रेषण,B.Ed.,L.L.B.,D.S.M.,M.A.Edu.)
संशोधनाचे कार्यस्थळ संस्थेचे शिक्षण रयत : -,न्यू इंग्लिश स्कूल उलवे,
ता पनवेल.,जि.रायगड .

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सारांश:-संशोधक रयत शिक्षण संस्थेत माध्यमिक शिक्षक म्हणून कार्यरत आहे. हे विज्ञान आणि गणित अध्यापनाचे. विषयावर गणित हा निकाल बोर्डाचा सी.एस.एस विद्यालयाचा.आहे करीत अध्यापन वर्षापासून 18 मागील असून विषय विद्यार विषयामध्ये याच.असतो अवलंबून्थी अनुत्तीर्ण होण्याचे प्रमाण किंवा विषयात कमी गुण मिळण्याचे प्रमाण जास्त असते.संशोधकाला या निकालामुळे वरील समस्या निर्माण झाली म्हणू संशोधकाने "माध्यमिक स्तरावरील इयत्ता दहावीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्यांचा शोध आणि उपाययोजनेची परिणमकरकता अभ्यासणे संशोधन असल्याने स्थिति लॉकडाउनची सर्वत्र.निवडला विषय संशोधन हा " .केला तयार ग्रुप अपव्हाट्स विद्यार्थ्यांचा संशोधकाने म्हणून नाहीत उपलब्ध विद्यार्थी कार्यासाठीया संशोधांनासाठी संशोधकाने समस्येच्या कारणांचा शोध घेण्यासाठी मुलाखत तंत्राचा वापर केला सवयीबद्दल अभ्यासाच्या विद्यार्थ्यांच्या. दोन.घेतली चाचणी पूर्व घेण्यासाठी शोध चुकांचा याहोणार् सोडविताना उदाहरणे.आली घेण्यात मुलाखत पालकांची विद्यार्थ दहावीच्या असल्याने वर्गाला नववीच्या घटक हा समीकरणे रेषीय चलातील्यांना या घटकाची माहिती आहे म्हणून या घटकाची निवड केली विद्यार्थी दहा मिळविणारे गुण कमी विषयात गणित वर्गातील या संशोधनासाठी. यासाठी नयेत होवू चुका या.आला घेण्यात धशो याचुकांचाहोणार् सोडविताना उदाहरणे आधारे चाचणीच्या पूर्व.निवडले आ राबविण्यात कार्यक्रम कृतीला वरील यूट्यूब विद्यार्थ्यांना.आले समजविण्यात हे करायच्या कशा क्रिया गणिती यामध्ये. गुणांवरुन मिळालेल्या चाचणीतील दोन्ही.आली घेण्यात चाचणी पुन्हा त्यानंतर.आले देण्यात अभ्यासासाठी व्हिडिओ .तपासली परिणामकारकता उपाययोजनेची केलेल्यासंशोधनातून आलेल्या निष्कर्षाच्या आधारे शिक्षकाला दैनंदिन अध्यापनात उपाययोजना करता येतील धनात्मक निश्चित गुणात सरासरी विद्यार्थ्यांच्या.फरकझाला.

प्रास्ताविक -: सध्याच्या विज्ञान आणि तंत्रज्ञान युगात गणित विषयाला खूप महत्त्व आहे सर्व हाच विषय गणित मुळात. दिवसेंदिवस पाया हाच परंतु.आहे पाया विषयांचा ढासळत चालला आहेविद्यार्थ्याना. गणित विषय हा किचकट वाटू लागला आहे भाषा पद्धतीमुळे पाठांतर पारंपरिक.,सामाजिकशास्त्र हे त्याच्या आवडीचे झाले आहेत सराव पाठांतर हा विषय गणित. मिळत गुण अपेक्षित विद्यार्थ्यांना विषयात गणित सवयीमुळे या विद्यार्थ्यांच्या.लागला वाटू किचकट केल्यामुळे न गेली असून शिक्षक माध्यमिक हा संशोधक.नसते गुणवत्ता निकालात शिवाय लागतो कमी निकालही शाळेचा तसेच.नाहीत नेह संशोधकाला समस्या प्रकारची वरील.आहे करीत अध्यापन विषयाचे गणित वर्षे 18मीच भेडसावत असतेफक्त त्यामुळे. समस्येवर विचार करण्यापेक्षा त्यावर उपाय शोधून काढणे गरजेचे होते त्यामुळे आहेत बंद शाळा कोरोनामुळे सध्या. उलवे स्कूल इंग्लिश न्यू संशोधकाने,तविद्य पनवेल.ालयातील गणित विषयात कमी गुण मिळणाऱ्या फक्त विद्यार्थ्यांची 10

या.केली निवड संशोधनासाठी घटकाची या समीकरणे रेषीय चलातील दोन विषयातील गणित आणि निवड नमूना .केली निश्चित समस्या संशोधन पुढील संशोधकाने संशोधनासाठी

समस्या :- माध्यमिक स्तरावरील इयत्ता दहावीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्यांचा शोध आणि उपाययोजनेची परीणामकारकता अभ्यासणे.

कार्यात्मक व्याख्या :-

माध्यमिक स्तरावरील इयत्ता दहावीचे विद्यार्थीमा राज्य महाराष्ट्र -: ध्यमिक आणि उच्च माध्यमिक शिक्षण मंडळाच्या नियमांनुसार इयत्ता नववी आणि दहावीच्या वर्गांना माध्यमिक स्तर म्हणतात इयत्ता म्हणजे वर्ग दहावा इयतेचा शैक्षणिक. विद्यार्थी म्हणजे व्यक्ति घेणारी शिक्षण विद्यालयात आणि दहावी

गणित विषयातील दोन चलातील रेषीय समीकरणे-: शैक्षणिक प्रक्रियेत महत्वाचा असलेला संख्या आणि आकडेमोड यावर आधारित असलेला विषय.गणित विषयातील बीजगणित या उपविषयातील अक्षरे आणि संख्या यांवर गणिती क्रिया आधारित असलेली उदाहरणे म्हणजे दोन चालतील रेषीय समीकरणे.जातो केला वापर चलांचा भिन्न दोन समीकरणात या.

समस्यांचा शोध त्यांना येतात अडचणी ज्या सोडविताना समीकरणे रेषीय चलातील दोन विषयातील तगणि विद्यार्थ्यांना :- .आहे शोध समस्यांचा म्हणजेच काढणे शोधून समस्या या.म्हणतात असे समस्या

उपाययोजनायेणार सोडविताना समीकरणे रेषीय चलातील दोन विषयातील गणित विद्यार्थ्यांच्या -: ्या समस्या दूर करण्यासाठी वापरलेले पर्याय म्हणजेच उपाययोजना होय.

परीणामकारकता निश्चित हे झाले यशस्वी प्रमाणात किती उपाय केलेले समस्यांवर विषयातील गणित विद्यार्थ्यांच्या -: .होय परीणामकारकता म्हणजे करणे

उद्दिष्टे **-:**1.विद्यालयातील इयत्ता दहावीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्यांचा शोध घेणे.

2)विद्यालयातील इयत्ता दहावीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्या सोडविण्यासाठी उपाययोजना विकसित करणे.

3) विद्यालयातील इयत्ता दहावीच्या विद्यार्थ्यांना गणित विषयातील दोन चलातील रेषीय समीकरणे सोडविण्यासाठी केलेल्या उपाययोजनांची परिणमकारकता अभ्यासणे.

संशोधनाची गरज शाळेचा निकालावर विषयाच्या गणित.जातो मानला महत्वाचा विषय हा गणित स्तरावर माध्यमिक :- विषय गणित.असतो अवलंबून निकालाचा पाया मुलभूत गणिती क्रियांवर आधारित असतो मूल्यमापन सुधारित. विद्यार्थ्यांना पद्धतीचा पाठांतर त्यामुळे.जातात दिल्या सोडविण्यासाठी कृतीपत्रिका परीक्षेत विद्यार्थ्यांना पद्धतीनुसार परीक्ष विद्यार्थ्यांच्या तसेच सुधारण्यासाठी क्रिया गणिती.नाही येत करता अवलंबेतील गुणात सुधारणा आणण्यासाठी संशोधकाला या समस्येवर संशोधन करणे गरजेचे वाटले.

परिकल्पना :-विद्यार्थ्यांच्यादोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्या दूर करण्यासाठी केलेल्या उपाययोजनांमुळे फरक पडणार नाही.

माहिती संकलित करण्याची साधने -:प्रस्तुत संशोधनासाठी संशोधकाने मुलाखत या तंत्राचा वापर केला उदाहरणे. प्रकल्पपूर्व तपासण्यासाठी पातळी आशयज्ञानाची.वापरले तंत्र निरीक्षण घेण्यासाठी शोध चुकांचा याहोणार् सोडविताना साधण्यासाठी संपर्क पालकांशी.घेतली चाचणी प्रकाल्पोत्तर आणि,विद्यार्थ्यांना मार्गदर्शन करण्यासाठी,आवश्यक माहिती पुरविण्यासाठी मोबाइल या साधनाचा वापर केला.

नमूना निवड स्कूल इंग्लिश न्यू संशोधकाने संशोधनासाठी -: ,उलवे ता दहावीच्या इयत्ता विद्यालयातील या पनवेल. 10मिळालेले गुण कमी विषयात गणित वर्गातील या.केली निवड विद्यार्थ्यांची वर्गातीलविद्यार्थी नमूना म्हणून निवडले.

व्यासी आणि मर्यादा विद्यालयाशी माध्यमिक ही समस्या निवडलेली.आहे भागातील ग्रामीण ही शाळा निवडलेली -: .असतील मर्यादेत याच निष्कर्ष आलेले संशोधनाअंती त्यामुळे.आहे संदर्भात विषया गणित दहावीच्या असून संबंधित

संशोधनाचीकार्यपद्धती -: प्रस्तुत संशोधनासाठी संशोधकानेकृतीसंशोधन पद्धतीचा वापर केला.या संशोधनासाठी विद्यार्थ्यांच्या पालकांची पूर्व परवानगी घेण्यात आली.समस्येचीकारणे शोधण्यासाठी विद्यार्थ्यांच्यापालकांची फोनवर मुलाखत घेण्यात आली.सध्या सर्वत्र लॉकडाउन असल्याने विद्यार्थी आणिपालकांची प्रत्यक्षात भेट होणे शक्य नसल्याने हा पर्याय अवलंबला.नववीच्या गणित विषयातीलगुणांच्या आधारे कमी गुण मिळालेले आणि ज्यांच्याशी व्हाट्सअप द्वारे संपर्क साधता येईलअसे 10 विद्यार्थी निवडले.

कृतीकार्य गुणवत्तेवर शैक्षणिक विद्यार्थ्यांच्या .1विद्यार्थाची कौटुंबिक पार्श्वभूमी,संगती याचा काही परिणाम आहे का हे शोधून घेण्यासाठी पालकांची मुलाखत घेण्यात आली.

पालकांचीमुलाखत घेतली असता खालील कारणे निदर्शनासआली.

1) पालकांची आर्थिक स्थिती चांगली आहे.

2) विद्यार्थ्यास आवश्यक असणाऱ्या सर्वशैक्षणिक सुविधा वेळीच पुरविल्या जातात.

3)विद्यार्थ्यास शाळेव्यतिरिक्त इतर कोणाचेमार्गदर्शन नसते.

4)विद्यार्थी शैक्षणिक बाबतीत पालकांशीकिंवा पालक आणि विद्यार्थी यांच्या कधीही संवाद होत नाही.

5) विद्यार्थी मोबाईलचा वापर जास्त करतोतसेच मित्रांच्या संपर्कात जास्त वेळ घालवितो.

6) विद्यार्थी परीक्षाकाळातअभ्यास करताना आढळतो इतर वेळेला अभ्यास कमी करतो.

कृतीकार्य -:.2दोन चालतील उदाहरणे सोडविताना होणाऱ्याचुकांचा शोध घेण्यासाठी विद्यार्थ्यांची पूर्व चाचणी घेण्यात आली.त्यासाठी विद्यार्थ्यांच्या पालकांच्या सहकार्याने व्हाटसअप ग्रुप तयार केला.

पूर्व चाचणीवरून खालीलकारणे निदर्शनास आली.

1)विद्यार्थ्यांना चल आणि स्थिर पद म्हणजेकाय हे ओळखता येत नाही.

2)एक चल आणि द्विचल समीकरण ओळखता येत नाही.

3)विद्यार्थ्यास गणित विषयातील मूलभूतक्रिया येत नाही.

4) विद्यार्थी गणित सोडविताना प्रत्येकपायरीवर चुका करतो.

कृतीकार्य -: 3पूर्व चाचणी आणि पालकांच्या मुलाखती नंतरउपाययोजना करण्यात आली.विविध प्रकारची बैजिक समीकरणे व्हाट्सअप वर देण्यात आणि आणित्यातील चल कोणते आणि स्थिर पद कोणते हे स्पष्ट करून सांगितले.आवश्यक त्यावेळी व्हाट्सअपकॉलवर चर्चा केली.एकचल आणि दोन चलातील उदाहरणे कशी ओळखावी याबद्दल स्पष्टीकरण दिले.

विमर्षण:- कृतीकार्य म्हणून आले लक्षात संशोधकाच्या असे नाही झाल्या स्पष्ट संकल्पना विद्यार्थ्यांच्या केल्यानंतर 3 विद्यार्थ्यांना म्हणून पूरक आणि काढले शोधून व्हिडिओ करणारे स्पष्ट समीकरणे रेषीय चलातील दोन संशोधकाने दिले.

कृतीकार्य -: 4संकल्पना स्पष्ट करण्यासाठी अधिकमाहितीसाठी युट्युब वरील व्हिडीओ पाठविले आणि त्या व्हिडीओवर आधारित प्रश्न विचारले.यासाठीपाच दिवसांचा कालावधी लागला.विद्यार्थ्यांना सरावासाठी रोज तीन उदाहरणे देण्यात आली.विद्यार्थीदिलेली उदाहरणे वहीवर सोडवून त्याचे फोटो पाठवीत होते.या कालावधीत पालकांशी त्यांच्यावेळेनुसार संपर्क साधण्यात आला.पालक संपर्क, विद्यार्थी संपर्क आणि उदाहरणांचा सरावयामुळे विद्यार्थ्यांच्या उत्तरचाचणीत सुधारणा झाल्याचे निदर्शनास आले.उपचार मात्रेचापरिणाम शोधण्यासाठी 10 गुणांची उत्तरचाचणी घेण्यात आली.

विश्लेषण आणि अर्थनिर्वचन -: पूर्व चाचणी

1)10 विद्यार्थ्यांपैकी 2विद्यार्थी समीकरणातीलचल आणि स्थिर पद ओळखतात.

2) 10 पैकी 4विद्यार्थ्यांनी दिलेल्यासमीकरणांचे एकचल आणि द्विचल समीकरण यामध्ये अचूक वर्गीकरण केले.

3)10 4

4)10 3

1) 10 7

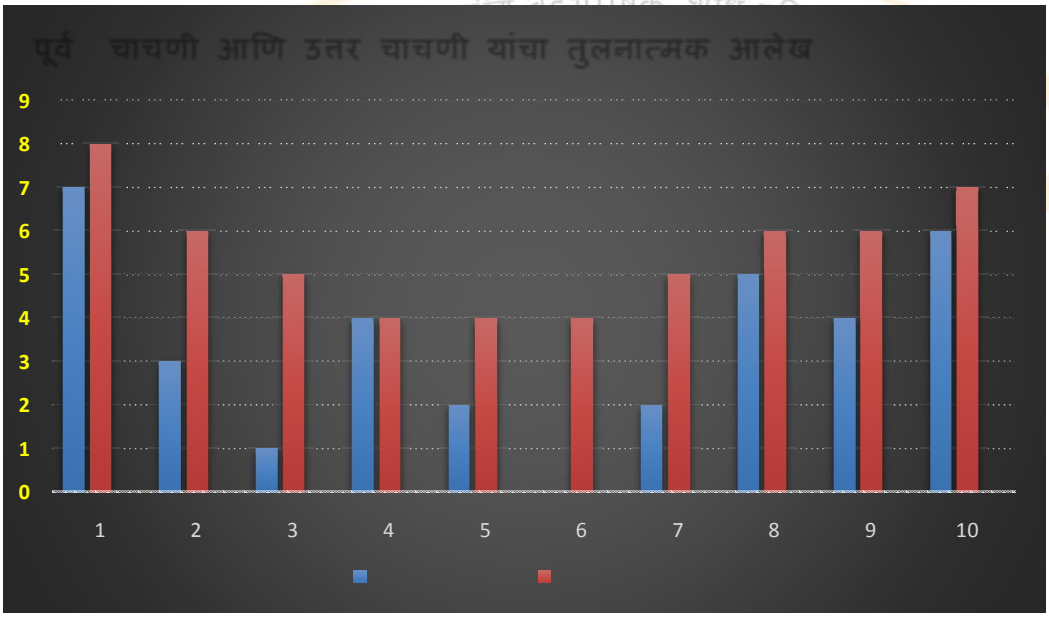
2) 10 5

3) 10 5

4) 10 5

-

	8	6	5	4	4	4	5	6	6	7	55



4

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चाचणी	मध्यमान	प्रमाण विचलन
पूर्व चाचणी	3.4	2.24
उत्तर चाचणी	5.5	1.28

मध्यमानातील फरक2.1ने जास्त आहे.मध्यमान आणि प्रमाण विचलनावरुन विद्यार्थ्याला दोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्या दूर झाल्या परिणाम धनात्म्क उपाययोजनांचा केलेल्या विकसित संशोधकाने त्यासाठी. .झाले सिद्ध हे झालापरिणामतः संशोधकाला परिकल्पनेचा त्यागकरावा लागला.

अर्थनिर्वचन -:विद्यार्थ्यांच्यादोन चलातील रेषीय समीकरणे सोडविताना येणाऱ्या समस्या दूर करण्यासाठी केलेल्या उपाययोजनांमुळे फरक आढळून आला.

निरिक्षणावरून निघलेले निष्कर्ष -:

.1विद्यार्थी उदाहरण सोडविण्याचा सराव करू लागलेसंश.लागले करू चुका कमी सोडविताना उदाहरण विद्यार्थी .ोधकाने केलेली उपाययोजना परिणामकारक ठरली.

पालकांनी.वाढला संपर्क पालक.झाले सिद्ध झाल्याचे सुधारणा गुणवत्तेत विद्यार्थ्याच्या संपर्कामुळे केलेल्या पालकांशी .2 .नोंदविले असल्याचे चांगला अभिप्राय आपला

यूट्यूब.लागला सोडवू उदाहरण करून पालन सूचनेचे विद्यार्थी .3वरील व्हीडिओचा विद्यार्थी अधयनावर चांगला परिणाम झाला.

शिफारशी -:

(1गणित शिक्षकांसाठी - :

अ.गणित विषय शिक्षकांनी विद्यार्थ्यांनी सोडविलेल्या उदाहरणाचे चिकित्सक मूल्यमापन करावे उदाहरण विद्यार्थी त्यामुळे. .येते तपासता हे करतो चुका कोणत्या सोडविताना

बसुरूव .ातीला विद्यार्थ्यांना एका उदाहरणावर लहान लहान उपप्रश्न विचारावेत त्यामुळे बारकावे लक्षात येतात आणि विद्यार्थी पायरी पायरीने पुढे जाईल.

क.देणे करून उपलब्ध स्त्रोत मुक्त पूरक अध्ययन विद्यार्थ्यांसाठी.

(2मुख्याध्यापकांसाठी -:

अमार शिक्षकांचे तज्ञ विद्यालयात.्गदर्शन शिबीर आयोजित करावे.

ब.करावे आयोजन सभेचे सहविचार पालक शिक्षक.

क जागरूक विद्यार्थ्याबद्दल पालक जेणेकरून द्यावी माहिती उपक्रमांची विविध केलेल्या आयोजित विद्यार्थ्यांसाठी यामध्ये. .राहतील

(3पालकांसाठी- :

अ.राहावे संपर्कात शाळेच्या आणि शिक्षक पालकांनी.

ब किंवा आहे कशी प्रगती शैक्षणिक विद्यार्थ्याची.विद्यार्थ्यांच्या शैक्षणिक अडचणीबाबत चर्चा करावी.

क.व्हावे सहभागी पालकांनी उपक्रमात केलेल्या आयोजित शाळेत.

संदर्भ -:

१सुचेता कोचरगावकर.,(२०१०(,संशोधनात संख्याशास्त्रीय तंत्राचा वापर,नाशिक : य.विद्यापीठ.मु.म.च.

२संजीवनी महाले.,(२००६(, सांख्यिकीतंत्राचे उपयोजन, नाशिक .विद्यापीठ.मु.म.च.य :

३.पंडित बंसी बिहारी(१९९७) ,शिक्षणातील संशोधन ,पुणे प्रकाशन नूतन :

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कोविड-१९ च्या प्रभावामुळे शिक्षकांची अध्यापनातील बदलती भूमिका

श्रीअशोक माहुरे .
रा .ब,नारायणराव बोरावके कॉलेज .
श्रीरामपूर जिअहमदनगर.

गोषवारा

कोविड च्या प्रभावाखाली मानवी जीवनाचे १९-सर्वच क्षेत्र आलेले आहेतत्यामुळे त्यास शिक्षण क्षेत्रही मागे राहिलेले , त्याठिकाणी तंत्रज्ञानाचा उपयोग करून पारंपरिक शिक्षण पद्धती जाऊन .शिक्षण क्षेत्रात आमुलाग्र बदल झालेले आहेत .नाही वर्गातील शिक्षक आणि विद्यार्थी यांच्यात घडणारी प् .अध्यापन केले जात आहेरत्यक्ष आंतरक्रिया आता आभासी जगात घडत आहे शिक्षक आज .ऑनलाईन पद्धतीने अध्यापन करीत आहेत ,युटूब ,व्हाटसअप ,गुगल मिट,आज प्रत्येक शैक्षणिक संस्थेत झूम . त्यामुळे शिक्ष .काहुत यासारख्या वेगवेगळ्या ॲप्सच्या माध्यमातून अध्यापनाची कार्ये पार पाडली जात आहेत ,शबुकफेकांच्या भूमिकेत आमुलाग्र बदल झालेला आहे.

प्रास्ताविक

.च्या प्रभावामुळे मानवाच्या जीवनात आमुलाग्र बदल झालेले आहेत १९-कोविडमानवाची दैनंदिन जीवन जगण्याच्या पद्धतीत बदल झालेले आहेतप २०२०मार्च १६महाराष्ट्रात .त्या बदलास शिक्षण क्षेत्रही मागे राहिले नाही .ासून लॉकडाऊन घोषित झाल्यानंतर सर्व शाळामानवी विकासासाठी .महाविद्यालये आणि विद्यापीठातील अध्यापनाची प्रक्रिया बंद झाली , .च्या प्रभावामुळे बंद झालेली आहे १९-परंतु ही प्रक्रियाच कोविड .आहे शिक्षण ही आवश्यक प्रक्रियाशिक्षण प्रक्रिया बंद पडली तर मानवी विकासाची प्रक्रिया ठप्प होऊ शकतेत्यासाठी शिक्षण प्रक्रिया सुरु ठेवण्यासाठी विविध शिक्षण प्रक्रियेत आमुलाग्र , .बदल करणे गरजेचे झाले आहे

कोमेनिअसच्या मते 'मानवाच्या सहज उपजत क्षमतांचा नैसर्गिक सुसंवादी वप्रगतीशील विकास म्हणजे शिक्षण होय'. तर रेडन च्या मते 'शिक्षण म्हणजे परिपक्व व्यक्तीने अपरिपक्वव्यक्तीवर हेतूपुरस्सर व पद्धतशीरपणे टाकलेला प्रभाव होयतो . ळे वैयक्तिक व सामाजिक गरजानुसार व्यक्तीच्या शारीरिकत्यामु .प्रभाव शिकवण व शिस्त यांच्याद्वारे पाडलाजातो, बौद्धिक, सौंदर्यविषयक, सामाजिकव आध्यात्मिक शक्तींचा समतोल व सुसंवादी विकास साधतो'. शिक्षण म्हणजे व्यक्तिमत्त्वाचा सर्वांगीणविकाससर्वांगीण विकासात ज्ञान ., आकलन, कौशल्ये, उपयोजनक्षमता, अभिरुची व अभिवृत्ती, रसग्रहणयांचा समावेश होतोशिक्षण ही एक आंतरक्रिया आहे ., यामध्ये विद्यार्थी, शिक्षक आणि सामाजिक परिसरयांचा अंतर्भाव होतोही प्रक्रिया . शिक्षण प्रक्रियेतील .विशिष्ट हेतू साध्य करण्यासाठी विद्यार्थी आणि शिक्षकयांची आंतरक्रिया सतत सुरु असते .हेतुपूर्ण असते ,सर्वात महत्वाचा घटक म्हणजे शिक्षक होयशिक्षकाशिवाय आपण शिक्षण प्रक्रियेचा विचारच करू शकत नाही. परंतु आज कोविड-१९ च्या प्रभावामुळे शिक्षक आणि विद्यार्थी यांच्यात समोरासमोर वर्गात बसून आंतरक्रिया होत नाहीत्यासाठी . पारंपारिक अध्यापन पद्धती बदलून त्या ठिकाणी .लाग्र बदल केलेले आहेतशिक्षकांनी आपल्या अध्यापनाच्या पद्धतीत आमु काळाची पाऊले ओळखून आपल्या अध्यापन तंत्रात आणि साहित्यात बदल करून शिक्षण प्रक्रिया सुरु ठेवलेली आहे.

- **संशोधनाचीउद्दिष्ट्ये–**

१.अध्यापन ही संकल्पना समजून घेणे.
२.भूमिका समजून घेणे अध्यापनातील शिक्षकांची बदलती .
३.अध्यापनासाठी वापरण्यात येणाऱ्या विविध साधनांचा अभ्यास करणे .

- **संशोधन पद्धती**

प्रस्तुत संशोधनातील विचार चिंतनात्मक आणि दुय्यम साधन सामुग्रीवर आधारित आहेतत्यामुळे .अध्यापनही संकल्पना मांडण्यासाठी आणि संशोधनातील विचारांना शास्त्रीय आधारदेण्यासाठी विविध संदर्भ ग्रंथ, नियतकालिके आणि इंटरनेटचा उपयोग करण्यात आलेला आहे.

१ .अध्यापनाची संकल्पना-

औपचारिक शिक्षण प्रक्रियेतील सर्वात महत्त्वाची प्रक्रिया म्हणजे अध्यापन होय.अध्यापन हा शब्द जो इंग्रजीतील Teaching .या शब्दाला पर्याय म्हणून वापरला जातो Teachingचा अर्थ असा The art of assisting another to learn – अध्यापन ही केवळ मदत करणारी क्रिया न राहता प्रत्यक्ष .म्हणजेच एखाद्या व्यक्तीला अध्ययन करण्यास मदत करणे होय .होतो तसेच अध्यापन म .आहे कौशल्य किंवा अनुदेश देणारी आणि अध्ययन कर्त्याला प्रेरणा देणारी अशी क्रिया ,ज्ञान्हणजे व्यक्ति-विद्यार्थ्याच्या अध्ययनास मार्गदर्शक व पूरक .व्यक्ति मधील प्रभावांचा संबंध हा व्यक्तीच्या वर्तन बदलाच्या संदर्भात असतो पैकी एका बाजुने म्हणजेच अध्यापन ही एक द्विकेंद्री प्रक्रिया असून त्या .ठरतील अशा सर्व कृतींचा समावेश अध्यापनामध्ये होतो विशिष्ट हेतूनेअशा ,अध्ययन कर्त्याला प्रेरणा देणे ,नवनवीन कौशल्ये विकसित करण्याचा प्रयत्न करणे,नवनवीन माहिती देणे , ,म्हणजेच या कृती विद्यार्थ्याच्या अध्ययनासाठी मार्गदर्शक ,कृती केल्या जातात आणि ज्यांचा परिणाम दुस-या केंद्रावर होतो प्रेरणादायी अशा ठरता पूरक वत.

२-अध्यापनातील शिक्षकांची बदलती भूमिका .

कोविड .च्या वाढत्या प्रभावामुळे शिक्षकांच्या भूमिकेत पूर्णपणे बदल झाल्याचे दिसून येत आहे १९-आज प्रत्येक शिक्षक आपल्या विद्यार्थ्यांच्या संपर्कात राहण्यासाठी वेगवेगळ्या आधुनिक साधनांचा उपयोग करत आहेआपल्या पारंपर .िक अध्यापन पद्धतीत बदल करून तो आज ऑनलाईन पद्धतीने अध्यापन करत आहेआज सर्वच स्तरावरील शिक्षक नवनवीन . म्हणजेच शिक्षकांनी बदलत्या परिस्थितीनुसार आपल्या अध्यापन पद्धतीत बदल .ॲप्सच्या माध्यमातून अध्यापन करीत आहेत पन कार्याबरोबरच विद्यशिक्षकाला अध्या .केले आहेत ार्थ्यांना विविध ॲप्सची माहिती देणेत्याचा कसा वापर करावयाचा आहे , त्यांच्या समस्यां ,त्याला योग्य ते मार्गदर्शन करणे ,त्याचबरोबर विद्यार्थ्यांसोबत त्याच्या वेळेनुसार ऑनलाईन राहणे ,ते सांगणे च्या प्रभ १९-कोविड .तजाणून घेणे इत्यादी भूमिका आज कराव्या लागत आहे ावामुळे शिक्षकाला कॅमे-या समोर उभे राहून अध्यापन करावे लागत आहेआपल्या समोर विद्यार्थी नसतांनाही असल्याचा भास करून त्या पद्धतीने अध्यापन करावे लागत . :येत तो स्वतआजच्या शिक्षण प्रक्रि .म्हणजेच आज तो कलाकाराची ख-या अर्थाने भूमिका पार पाडत आहे .आहे दिग्दर्शक.आयोजक आणि कलाकार या सर्व भूमिका कराव्या लागत आहेत ,नियोजक ,मार्गदर्शक,

३-अध्यापनासाठी वापरण्यात येणारी विविध साधने .

कोविड१९- च्या प्रभावामुळे पारंपरिक अध्यापन पद्धतीत बदल झालेला दिसून येत आहेशिक्षक अध्यापनासाठी . मूल्यमापनासाठी वेगवेगळ्या आधुनिक सा आणिधनांचा उपयोग करत आहेत.

१ -Googlemeet.

या ॲप्सच्या माध्यमातून आज शिक्षक विद्यार्थ्यांच्या संपर्कात राहून अध्यापनाचे काम करत आहेम्हणजेच . या ॲप्सचा उपयोग सर्व .ख-या अर्थाने तो आज नवीन तंत्रज्ञानाचा उपयोग आपल्या अध्यापनाच्या प्रक्रियेत करत आहे विद्यार्थ्यांना एकाच वेळी एकाच ठिकाणी उपस्थित करून अध्यापन करता येतेकमीत कमी खर्चात शिक्षकाला विद्यार्थ्याच्या . .अध्यापनाची प्रक्रिया ही प्रत्यक्ष समोरासमोर नसली तरीही आभासी स्वरुपात ती उभी करता येते .संपर्कात राहता येते

२-psZoom Ap .

झूम ॲप्सचा उपयोग देखील आज अध्यापनासाठी केला जात आहेमिनिट आपण ३०झूम ॲप्सच्याद्वारे किमान . विद्यार्थी प्रत्यक्षात समोरासमोर नसले तरीही -यामध्ये सुद्धा शिक्षक .अध्यापन करू शकतो-एकमेकांशी संपर्कात राहून अध्ययन विद्यार्थी आपापल्या घरी बसून शिक् सर्व .समोरासमोर असल्याचा भास होतोषकांचे शिकविणे एकू शकतात.

३-Youtube .

कोविड .च्या प्रभावामुळे शिक्षकांनी आपले नवीन युटूब चॅनेल सुरु केले आहे १९-घरी बसून आपल्या मोबाईल मध्ये स्वतआपल्या सर्व विद्यार्थ्याना ते .च व्हिडीओ रेकॉर्ड करून तो आपल्या युटूब चॅनेलवर अपलोड केले जात आहेत: पाहण्यासाठी सांगितले जात आहे.म्हणजेच अध्यापनाचे कार्य या माध्यमातून पार पाडत आहेत .

४-Kahoot App .

शिक्षकांनी आपल्या अध्यापनाच्या प्रक्रियेतच बदल केला नसून मूल्यमापन प्रक्रियेत सुद्धा बदल केला आहे . सत खेळत या ॲप्सचा उपयोग करूनविद्यार्थ्याचे घरी बसून अगदी हमूल्यमापन करत आहेतया ॲप्सच्या माध्यमातून . .या मध्ये सर्व विद्यार्थी एकाच वेळी परीक्षा देऊ शकतात .ओब्जेक्टीव्ह प्रकाराचे प्रश्न विचारून मूल्यमापन करता येते

संशोधनाचे महत्त्व –

सदरील संशोधनामुळे कोविडशिक्षण प्रक्रियेत झालेले महत्त्वाच च्या प्रभावामुळे १९-े बदल समजण्यास मदत होतेऔपचारिक शिक्षणात .त्याचबरोबर अध्यापनाची संकल्पना शिक्षण प्रक्रियेत किती महत्त्वपूर्ण आहे याची जाणीव होते. अध्यापन ही .व होतेविद्यार्थी भूमिका आणि त्यांचा परस्पर संबंध किती महत्त्वाचे असतात याची जाणी ,शिक्षकांची भूमिका शिक्षण प्रक्रियेतील महत्त्वाची प्रक्रिया असून ती समोरासमोर असेल तरच परिणामकारक होऊ शकतेसदरील शोधनिबंधाचा . .शिक्षक आणि इतर संशोधकास होईल ,उपयोग विद्यार्थी

समारोप–

आजच्या काळात शिक्षणाच्या पद्धतीमध्ये आमुलाग्र बदल झालेले आहेतपूर्वीच्या काळातील शिक्षक आणि आजच्या . विज्ञान युगातील शिक्षक दोघांच्याही भूमिकेत खूपच बदल झालेले आपणास दिसून येतातपूर्वीचे शिक्षक खडू आणि फळा . याशिवाय वर्ग अध्यापनाची संकल्पनाच करू शकत नव्हते, परंतु आजचे शिक्षक वर्गात खडू, फळा याशिवाय इतर आधुनिक साधनांचा उपयोग सर्रासपणे करतांना दिसून येतात .थोडक्यात शिक्षण प्रक्रियेतील शिक्षक, विद्यार्थी आणि समाज ह्या प्रत्येक घटकाची भूमिका संगणकाच्या वापरामुळे बदलली आहे.

संदर्भ ग्रंथ-

१. आल्लामप्रभुरविकीर्ती, शिक्षणातील माहिती तंत्रज्ञान, श्रीरामपूर एज्युकेशनलएंटरप्रायझेस सागर :
२. जगताप ,.ना.ह,अध्ययन उपपत्ती व अध्यापन नूतन प्रकाशन :पुणे ,
३. com.google.www

आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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राज्यशास्त्र विभागातील नावीन्यपुर्ण शिक्षणपध्दती

डॉ.विश्वनाथ महादेव आवड
राज्यशास्त्र विभाग प्रमुख
शंकरराव मोहिते महाविद्यालय अकलूज

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प्रस्तावना :

शिक्षण म्हणजे समजण ,शिक्षण म्हणजे स्वतः विचार करण, शिक्षण म्हणजे समाजासाठी जीव तुटण , शिक्षण म्हणजे कष्ट करून शिकण, शिक्षण म्हणजे चांगला माणूस होण, शिक्षण म्हणजे संकुचीतपणा नष्ट करण, शिक्षण म्हणजे शहाणपण, शिक्षण म्हणजे विदयार्थ्यी व्यक्तीमत्व विकास, शिक्षण म्हणजे व्यक्तीची समाजाचा व देशाच्या नागरीकत्वाकडे वाटचाल होण्यासाठी आावश्यक ते बदल घडवून आणण्याच्या प्रक्रीयेतील एक घटक. शिक्षणा बददलच्या वेगवेगळया भुमीका आणि विविध प्रकारच्या संकल्पना जरी आपण मान्य करीत असलो अनेक उपक्रमशील शिक्षक, प्राध्यापक, समाजधुरीण यांनी अनेक नवनवीन प्रयोग करीत शिक्षणाला प्रेरणादायी व आनंददायी करण्याचा प्रयत्न केलेला आहे.

या शिक्षण प्रक्रीयेत विदयार्थी हा मध्यवर्ती घटक मानून शंकरराव मोहिते महाविद्यालयात मा.प्राचार्य डॉ.आबासाहेब देशमुख यांच्या मार्गदर्शनखाली राज्यशास्त्र विभाग प्रमुख म्हणून शिकत व शिकवित असताना जे नावीन्यपुर्ण कार्यक्रम आणि उपक्रम आयोजीत केले व त्याला विदयार्थ्यांचा मिळालेला प्रतीसाद या संशोधन पेपरच्या माध्यमातून मांडण्याचा केलेला आहे.

अभ्याससाधने

प्राथमीक :

आयोजीत केलेल्या उपक्रमामध्ये प्रत्यक्ष विदयार्थ्यांचा सहभाग असल्यामुळे तीच प्राथमीक साधने व त्यावर अधारीत संकल्पनांचा वापर हा संशोधन पेपर मांडणी करताना केलेला आहे.

दुय्यम साधने :

विषयाची माहिती व आकलन अधिकाधीक व्हावे यासाठी काही नावीन्यपुर्ण उपक्रम घेतलेल्या प्राध्यापक मित्र व शिक्षकांशी प्रत्यक्ष चर्चा करून त्यांनी प्रकाशीत केलेल्या पुस्तकांचा अधार घेतलेला आहे. तसेच संबधीत विषयावर वर्तमान पत्रातील लेख, संपादकीय, अहवाल तसेच विविध महाविद्यालयाचे नॅक मुल्यांकनाचे इंटरनेटवरील अहवाल यांचाही वापर केलेला आहे. तसेच काही निवृत्त शिक्षण अधिकारी यांचे बरोबर चर्चा केलेली आहे.

विषय व्याप्ती :

सदर विषयाची व्याप्ती फक्त शंकरराव मोहिते महाविद्यालय राज्यशास्त्र विभागा पुरतीच मर्यादीत आहे. या विभागात आयोजीत केलेले नावीन्यपुर्ण कार्यक्रम व उपक्रम यांचाच विचार याठिकाणी केलेला आहे.

विषय मांडणी :

कोणत्याही विषयाची आवड विदयार्थ्यांमध्ये निर्माण होणेसाठी तो विषय अधिकाधीक सहजरीत्या त्यांना समजणे गरजेचे असते व तरच त्यांचा शिक्षण प्रक्रीयेतील पत्यक्ष सहभाग वाढतो. हे ध्यानात घेवूनच राज्यशास्त्र विषयावर अथारीत व

विषयबाह्य असे उपक्रम आयोजीत करणेत येतात. परंपरागत पध्दतीत शिक्षण देताना व घेताना ज्या पध्दती वापरल्या जातात त्याशिवाय खालील नावीन्यपुर्ण उपक्रम घेतले जातात.

1. ओळख एकमेकांची करूया :

यामध्ये महाविदयालयाची सुरवात होताना पहिल्या एक दोन लेक्चरला एकमेकांच्या शेजारी बसलेल्या मुलांना एकमेकांच्याबददल चर्चा करायला सांग्ीतली जाते व एकाची माहिती दुसरयाने सांगायची अशी ऍक्टीव्हीटी दिली जाते. हा उपकम सुरवातीच्या तासामधेच घेतल्यामुळे महाविदयालयात प्रवेश घेतालेल्या विदयार्थ्यांच्या मनावर असलेले दडपण कमी व्हायला सुरवात होते.

2. वाचाल तर वाचाल पुस्तक वाचन उपक्रम :

अभ्यासक्रमा बरोबरच आवांतर पुस्तकांचे वाचन ऍक्टीव्ही क्लास मध्ये घेतली जाते. राज्यशास्त्र विभागातील आणि महाविदयालयीन ग्रंथालयात असलेली अभ्यासक्रम व अवांतर वाचनाची पुस्तके विदयार्थ्यांना वाचायला देवून त्याच्या नोंदी करून त्या नोंदी त्यांना वर्गात सांगायला लावल्या जातात. तसेच वाचाल तर वाचाल या उपक्रमांतर्गत दर दोन महिन्यात येणारया शेवटच्या रविवारी महाविदयालयात एकत्र येवून जी पुस्तके वाचली त्यावर एकत्र बसून चर्चा केली जाते.

3. सामाजीक जनजागृती उपकमात सहभाग :

मतदान नावनोंदणी, संविधान वाचन दिन, स्वातंत्रदिन, प्रजासत्ताक दिन अशा विविध दिनांच्या निमीत्ताने विविध उपक्रमांचे आयोजन करून त्यामध्ये मुलांना सहभागी करून घेतले जाते. सर्वे, निरीक्षण, जनजागृती, प्रश्नावली यासारख्या ऍक्टीव्हीटीमुळे मुलांचा समाजातल्या अनेक स्तरातल्या घटकांशी संबंध येतो.

4. क्लासमध्ये वेगवेगळया छोटया खेळांचे आयोजन :

विषयांची माहिती व आकलन अधिकाधीक सुटसुटीत पध्दतीने होणेसाठी छोटे मोठे खेळ क्लासमध्ये घेतले जातात. उदा : विमान उडडाण, फुग्यांचा खेळ, अभ्यासकमावर अधारीत प्रश्न उत्तरांच्या भेंडया,ई.

5. टिफीन पे चर्चा :

परीसरातील निसर्ग रम्य अथवा प्रेक्षणीय ठिकाणी सर्वांनी डबे आणून त्यांना आगोदर दिलेल्या अभ्यासकमातील किंवा समाजात, देशांमध्ये घडलल्ेया विषयावर चर्चा करीत सहभोजनाचा आनंद घ्यावा अशा उददेशाने हा उपक्रम आयोजीत केला जातो. उदा : 370 कलम , हैद्राबाद घटना , ट्रीपल तलाक

6. भेट शासकीय कार्यालयाची :

या उपक्रमांतर्गत महाविद्यालय परीसरात असलेल्या शासकीय कार्यालय यांना भेट देवून तिथे कार्यरत असलेले मुख्य अधिकारी यांचेशी चर्चा करून त्या कार्यालयाच्या कामकाजा बाबत माहिती करून घेतली जाते व त्याच्यावर मुलांना प्रोजेक्ट करायला सांगीतले जातात.

7. चला मुलाखत घेवूया :

समाजातले मान्यवर, आमदार, खासदार, जि प सदस्य, सरपंच, प्रशासकीय अधिकारी, नेते, शेतकरी, यशस्वी उद्योजक, समाजसुधारक किंवा विदयार्थ्यांना जे आदर्श वाटतात अशा व्यक्तींच्या मुलाखत घेवून त्या घेतलेल्या मुलाखती दरम्यान आलेल्या अनुभवांचे कथन विदयार्थ्यी वर्गात करतात.

8. मनोगत यशस्वीतांचे :

राज्यशास्त्र विभागातील माजी विदयार्थी जे त्यांनी निवडलेल्या क्षेत्रात यशस्वी झालेले आहेत व स्थीर जीवन जगत आहेत अशां विदयाथ्यांची मनोगताचे आयोजन केले जाते या संपुर्ण कार्यक्रमाचे नियोजन विदयार्थी करतात.

9. परीसर क्षेत्र भेटी :

सहकारी साखर कारखाने, बँका, विमा कार्यालये पोष्ट ऑफीस एस टी स्टॅन्ड, या शिवाय दुध संस्था अशा विविध परीसरातील संस्थांना भेटी देवून त्यासंस्था कामकाजाची माहिती करून घेतली जाते व त्या संस्थांचे व्यावस्थापन व मार्केटींग याविषयी विदयार्थी अधिकाधीक माहिती घेतात.

10. ग्रामसभामध्ये सहभाग :

स्थानीक स्वराज्य संस्था बळकटी करण्यासाठी ग्रामसभांना अतीषय महत्व असते म्हणूनच राज्यशास्त्र विषयाच्या विदयार्थ्यांना त्यांच्या गावातील ग्रामसभांना उपस्थीत राहून तिथ चालणारया कामकाजाचे अवलोकन करून व त्या ग्रामपंचायत कारभार कसा चालतो यावर अहवाल तयार करणेत सांगण्यात येतो.

11. मॉडेल ग्रामसभेचे आयोजन :

गावपातळवीर ग्रामसभा होतात तशाच प्रकारे मॉडेल ग्रामसभेचे आयोजन वर्गात केले जाते. प्रत्यक्ष मतदान प्रकीयेव्दारे सरपंच उपसरपंच यांची निवड केली जाते व विदयार्थी सरपंच उपसरपंच सदस्य व नागरीक म्हणुन प्रश्न उपप्रश्न विचारतात त्याची उत्तरे निवडून दिलेले पदाधिकारी देत असतात.

12. प्रमाणपत्र अभ्यासक्रम कार्यशाळांचे आयोजन :

अभ्यासक्रमावर अधारीत महात्मा गांधी विचारधारा प्रमाणपत्र अभ्यासक्रमाचे आयोजन केलेले आहे. तसेच विविध व्यक्तीमत्व विकास कार्यशाळांचे आयोजन केलेले आहे. ज्यामध्ये मोबाईल फोटोग्राफी, कार्यशाळा, मेकअप मेकींग कार्यशाळा, कथा, पटकथा, लेखन, अभिनय, कॅमेरा, दिग्दर्शन कार्यशाळा, गजल लेखन व गायन कार्यशाळा अशा विविध प्रकारच्या विदयार्थी व्यक्तीमत्व विकासाला आवश्यक असलेल्या कार्यशाळांचे आयोजन केलेले आहे.

13. सिनेमा कसा पाहावा :

अभ्यासक्रमावर अधारीत जीवन चरीत्र व सामाजीक आशय असलेलले चित्रपट दाखविले जातात. राज्यशास्त्र विषयातील भारतातील व पाश्चीमात्य विचावंताच्या विचारधारा समजून देण्यासाठी त्या व्यक्तींचे चरीत्र चित्रपट दाखविले जातात व त्यावर अथारीत प्रश्नउत्तरे घेतली जातात.तसेच सामाजीक आशय असलेले चित्रपट दाखविले जातात.

14. पुस्तक भेट :

क्लासमध्ये घेतलेल्या या नावीण्यपुर्ण उपक्रमामध्ये सहभागी झालेल्या विदयाथ्यार्ंमधून क्रमांक काढले जातात व त्यांना पुस्तके भेट म्हणून दिली जातात.आत्तापर्यंत गोविंद पानसरे लिखीत शिवाजी कोण होता या पुस्तकाच्या जवळपास 600 पेक्षा जास्त प्रतीचे वाटप केलेले आहे.

याशिवाय फळा खडू, सेमीनार, वादविवाद , व्याख्याने, लेक्चर, नोटस, छोटे व्हिडिओ ईत्यादी पारंपरीक अभ्यास पध्दतीचाही वापर केला जातो.

निष्कर्ष :

1. या नावीन्यपुर्ण शिक्षण पध्दतीमुळे विदयार्थी व्यक्तीमत्व विकासा बरोबराच त्यांचा सभाधिटपणा वाढतो. संपुर्ण कार्यक्रमाचे नियोजन करण्याची जबाबदारी विदयाथ्यार्वरच सोपविलेली असल्यामुळे कार्यक्रम व्यवस्थापनाचे धडे मिळतात.

2. विदयाथ्यार्ंचा शिक्षण प्रक्रीयेतील आणि वर्गातील सहभाग वाढतो. वर्गातल्या उपस्थीतीमध्ये लक्षणीय वाढ झालेली जाणविते

3. पारंपरीक पध्दती बरोबरच या नावीन्यपुर्ण पध्दतीमुळे विदयार्थ्यांना अभ्यासक्रम शिकणे सहजसाध्य व सोपे होते परीणामी विदयार्थ्यांना विदयापिठ परीक्षांमध्ये अधिक गुण मिळालेले दिसतात.

4. नावीन्यपुर्ण उपक्रमामुळे राज्यशास्त्र विषयाची गोडी निर्माण होवून विदयार्थ्यांशी प्रत्यक्ष संवाद निर्माण होतो.

5. या उपक्रमामुळे गेल्या 10 वर्षाची आकडेवारी पाहता कला शाखेत विदयार्थ्यांचा राज्यशास्त्र विषय घेण्याचा कल वाढलेला दिसतो.

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पीएच(कार्यभार अतिरिक्त)विभाग संशोधन/.डी.,
पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ,सोलापूर

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■ सारांश)Abstract) ■

बदलत्या काळानुरूप शिक्षण प्रक्रियेमध्ये प्रक्रियेमध्ये बदल होत असतात राष्ट्रीय नवीन. प्रक्र शिक्षण.आहे आले आणण्यात वर्षांनी ३४ जवळपास हे धोरण शिक्षणियेतील सर्व स्तरांचा समग्र, साकल्याने व सर्वकष विचार मांडणारे हे शैक्षणिक धोरण आहे : २०२० धोरण शिक्षण राष्ट्रीय " .मूलभूत तत्वे आणि वैशिष्ट्ये आणि वैशिष्ट्ये शोधनिबंधामध्ये या ",शिक्षण प्रणालीचा मुख्य उद्देश, प्रमुख मूलतत्त्वे विशद केली आहेत या त्याबरोबरच.राष्ट्रीय शिक्षण धोरण जसे वैशिष्ट्ये ठळक ची २०२० : की,शिक्षणाच्या आकृतीबंधामध्ये बदल,शिक्षकांना भरती,शिक्षकांच्या कामगिरीचे मूल्यमापन,उदारमतवादी शिक्षणावर भर,शैक्षणिक,प्रशासकीय व आर्थिक स्वायत्ततेला प्राधान्य,नॅशनल रिसर्च फाउंडेशनची स्थापना,मनुष्यबळ विकास मंत्रालय मंत्रालय ऐवजी शिक्षण मंत्रालय असे नामाभिधाननामकरण/,मूल्यमापन प्रक्रियेत आमूलाग्र बदल, विविध घटकांना शिक्षणाच्या मुख्य प्रवाहात आणणे हे मुख्य उद्दिष्ट,भारतीय व चालना भाषांना(देशिकप्रा/स्थानिक) कला,संस्कृती आणि सांस्कृतिक वारशाची जपणूक,राष्ट्रीय शिक्षण आयोगाची स्थापना,महाविद्यालयीन पदवी तीन व चार वर्षाची,२०३५ पर्यंत GER ५० टक्केपर्यंत पोहोचण्याचे उद्दीष्ट, विद्यार्थ्यास त्याच्या आवडीनुसार अभ्यासक्रम निवडण्याची संधीमुभा/,आभासी)Virtual) लॅब विकसित करण्यावर लक्ष केंद्रित,सर्व संस्थासाठी समान नियमांची तरतूद,बहुविद्याशाखीय अभ्यासक्रम,कौशल्य व क्षमता विकासनावर भर इत्यादी बाबींचा ऊहापोह या शोधनिबंधाचे च्या अनुषंगाने केला गेला आहे.

■ राष्ट्रीय शिक्षण धोरण २०२० -: पार्श्वभूमी -

राष्ट्रीय शिक्षण धोरणांमध्ये अंतर्भूत असलेल्या अनेक बाबी ह्या दिनांक ३ व ४ नोव्हेंबर २०१८ रोजी पतंजली विद्यापीठ,हरिद्वार,उत्तराखंड येथे अंतर्गत २०१८ - ज्ञानकुंभ "National Conference on Quality Improvement in Higher Education " या विषयावर आयोजित राष्ट्रीय परिषदेमध्ये चर्चिल्या गेलेल्या आहेतउद्घा परिषदेचे राष्ट्रीय या.टन भारताचे महामहीम राष्ट्रपती श्री रामनाथजी गोविंद यांच्या हस्ते झाले होते राज्यपाल.मा राज्यांचे अनेक परिषदेमध्ये राष्ट्रीय या. महोदय,मामुख्यमंत्री.,माउपमुख्यमंत्री.,मामंत्री शिक्षणतंत्र व उच्च.,विद्यापीठ अनुदान आयोगाचे अध्यक्ष, योगगुरू बाबा रामदेवजी,भारतातील विविध विद्यापीठांचे कुलगुरु,शिक्षणतज्ञ अशी एकूण १०००० वर सहभागीची संख्या होती असाव्यात गोष्टी कोणत्या धोरणांमध्ये शैक्षणिक नवीन त्यामुळे. .नाही ठरणार वावगे तरी म्हटले असे येते दिसून झालेली परिषदेपासून राष्ट्रीय या सुरुवात याची

बदलत्या परस्थितीबरोबर शिक्षणप्रणाली मध्येही अनुरूप बदल होणे गरजेचे असते स्वातंत्र्यापूर्वी यापूर्वी .आहे आले धोरण शैक्षणिक राष्ट्रीय हे वर्षानंतर ३४ जवळपास त्यानुसारच. आयोग अनेक डातकालखं स्वातंत्र्योत्तर आणि, समित्या स्थापन झाल्या,या सर्व समित्या व आयोग यांनी शिक्षणाच्या विशिष्ट क्षेत्रात संदर्भात किंवा स्तरासंदर्भात आपल्या शिफारशी केलेल्या होत्याआयोग मेकॉले लॉर्ड यामध्ये.,सार्जंट आयोग,मुदलियार आयोग,कोठारी आयोग,१९६८ चे राष्ट्रीय शैक्षणिक धोरण,१९८६ चे नवे राष्ट्रीय शैक्षणिक धोरण,१९९२ चे शैक्षणिक धोरण,यशपाल समिती इत्यादी आयोगाचा प्रामुख्याने उल्लेख करावा लागेल त्यांच्या मते आपापली समित्यांनी या. .आहेत नोंदवलेली अहवालाद्वारे

शिक्षणासंदर्भात सर्वंकष व व्यापक विचार मांडणारे हे धोरण असल्याने देशाच्या भविष्यकालीन विकासामध्ये यामुळे नक्कीच बदल दिसून येतील अशी अपेक्षा बाळगायला काही हरकत नाही.

■ राष्ट्रीय शिक्षण धोरण २०२० -: तत्वे मूलभूत :

राष्ट्रीय शिक्षण धोरणामध्ये शिक्षणाची मूलभूत तत्वे सांगितलेली आहेत ती खालीलप्रमाणे विशद करता येतील.

शिक्षण प्रणालीचा मुख्य उद्देश जो " घडविणे मानव चांगला " --- की, तर्कसंगत विचार आणि कृती करण्यास सक्षम असेल,ज्याच्याकडे करुणा आणि सहानुभूती असेल,धैर्य आणि लवचिकता असेल,वैज्ञानिक स्वभाव आणि सर्जनशील कल्पनाशक्ती असेल,नैतिकता आणि मूल्ये असतील.

भारतीय राज्यघटनेमध्ये समाविष्ट केलेल्या समावेशक, अनेकविध समाज,न्याय या घटकांची बांधणी करण्यासाठी उत्पादक आणि योगदान देणारे नागरिक तयार करणे हे शिक्षण प्रणालीचे उद्दिष्ट आहे.

तत्वे -:

१ओळखणे क्षमता(युनिक)विशिष्ट असलेल्या विद्यार्थ्यांमध्ये प्रत्येक (,त्या मान्य करणे आणि त्या वाढविणे.

२स मूलभूत विद्यार्थ्यांच्या सर्व (ाक्षरतेला प्राधान्य देणे.

३ निवडण्याची अभ्यासक्रम गुणवत्तेनुसार व आवडीनुसार त्याच्या अध्ययनार्थीला - : लवचिकता (.देणे संधी

४.नये नये करू विभाजन व वेगळेपण असे शास्त्र आणि कला (

५शास्त्र प्राधान्य शिक्षणास समग्र आणि बहुविद्याशाखीय (, सामाजिक शास्त्र,मानवविज्ञान,खेळ असे कप्पे न करता सर्व ज्ञानाची एकता आणि अखंडता.करणे सुनिश्चित(एकात्मता)

६ परीक्षेसाठी आणि अध्ययन नियमित त्यानंतर द्यावा भर यावर समजाव्यात संकल्पना मूलभूत (.हवे द्यायला महत्त्व यास अध्ययन अध्ययन

७प्रोत्स घेण्यास निर्णय तार्किक आणि आणि नाविन्यपूर्ण (ाहन देण्यासाठी सृजनशील व तार्किक विचारांना चालना देणे.

८नैतिक (,मानवी व घटनेतील मूल्ये -: सहानुभूती,इतरांना आदर देणे,स्वच्छता,शिष्टाचार,लोकशाही भावना,सार्वजनिक मालमत्तेचा आदर,वैज्ञानिक स्वभाव,स्वातंत्र्य, जबाबदारी,समानता आणि न्याय इत्यादी.

९बहुभाषिकतेला (प्रोत्साहन देणे आणि शिकणे व शिकविण्याची भाषा ही शक्ती !

१०संप्रेषण : कौशल्ये जीवन (,सहकार्य,संघभावना,लवचिकता इत्यादी.

११ मूल्यमापन आकारिक तदनंतर देणे भर मूल्यमापनावर आकारिक नियमित अध्ययनार्थीच्या (करणे,जे आजच्या कोचिंग संस्कृतीला प्रोत्साहित करते.

१२अध् (ययनकाढण्यासाठी अडथळे भाषेतील-: वापर व्यापक तंत्रज्ञानाचा अध्यापनामध्ये-,दिव्यांग विद्यार्थ्यांना वाढीव प्रवेशदेण्यासाठी संधी/,शैक्षणिक नियोजन आणि व्यवस्थापनासाठी.

१३आदर संदर्भाचा स्थानिक आणि आदर विविधतेबद्दल (,सर्व अभ्यासक्रम,अध्यापनशास्त्र आणि धोरणे,आपण हे लक्षात ठेवायला पाहिजे की शिक्षण हा मूलभूत विषय आहे.

१४.समावेशन आणि एकता पूर्ण (

१५शिक्षण बालपणाचे (,शालेय शिक्षण ते उच्च शिक्षण शिक्षण या सर्व शैक्षणिक पातळीवरील.ताळमेळ अभ्यासक्रमामध्ये रावरीलस्त/

१६भरती त्यांची .आहेत हृदय प्रक्रियेचे शिक्षण हे प्राध्यापक आणि शिक्षक (,त्यांचा नियमित व्यावसायिक विकास,सकारात्मक कार्यरत वातावरण,सेवेच्या अटी इत्यादी बाबींना महत्त्व.

१७) (a ' Light but Tight ' regulatory framework) :- अखंडता,पारदर्शकता आणि शैक्षणिक प्रणालीची संसाधन कार्यक्षमता,ऑडिट आणि सार्वजनिक प्रकटीकरणाद्वारे नाविन्यपूर्ण आणि ' आऊट

ऑफ बॉक्स बॉक्स ' विचारांना प्रोत्साहन देणे,स्वायत्तता आणि सक्षमीकरण साहीतप्रो सबलीकरणास/
.करणे
१८.भर संशोधनावर अतिउत्कृष्ट विकासासाठी त्याच्या आणि शिक्षण उत्कृष्ट (

■ राष्ट्रीय शिक्षण धोरण २०२० ची वैशिष्टये -:
राष्ट्रीय शिक्षण धोरणांमध्ये अनेक नाविन्यपूर्ण बाबींचा अंतर्भाव करण्यात आला आहे धोरण हे त्यामुळे.
प्रमुख व ठळक धोरणाची या.आहे ठरणार महत्वपूर्ण व उपयुक्त अत्यंत प्रणालीसाठी शिक्षण भारतीय
.येतील सांगता खालीलप्रमाणे वैशिष्टये
१आकृत शिक्षणाच्या (ीबंधामध्ये बदल -:

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणानुसार शिक्षणाचा आकृतीबंध १०होता असा ३+२+,नवीन
राष्ट्रीय शिक्षण धोरण २०२० मध्ये यामध्ये अमुलाग्र बदल केला आहे+५ आता.३ असा ४+३+
.आहे केला निश्चित आकृतीबंध

◆ तीन ते १४ वर्ष वयोगटाचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत वयोगट हा यापूर्वी .
.होता वर्षे १४ ते ६

● ५ वर्षे मूलभूत)Fundamental) : -
१नर्सरी . - ४ वर्षे
२वर्षे ५ - केजी जूनियर .
३केजी एसआर . - ६ वर्षे
४- पहिली इयत्ता . ७ वर्षे
५दुसरी इयत्ता . - ८ वर्षे
● ३ वर्षांची प्रारंभिक शाळा)Preparatory) : -
६तिसरी इयत्ता . - ९ वर्षे
७चौथी इयत्ता . - १० वर्षे
८वर्षे ११ - पाचवी इयत्ता .
● ३ वर्षांची माध्यमिक शाळा)Middle) : -
९. इयत्ता सहावी वर्षे १२ -
१०वर्ष १३ - सातवी इयत्ता .
११ १४ - आठवी इयत्ता .वर्षे
● ४ वर्ष माध्यमिक शाळा)Secondary) : -

१२नववी इयत्ता . - १५ वर्षे
१३वर्षे १६ - दहावीची इयत्ता .
१४वर्षे १७ - .सी.जे.वाय.एफ .
१५वर्षे १८ - .सी.जे.वाय.एस .
असे विभाजन करण्यात आले आहे.

२(शिक्षकांना बढती -:

राष्ट्रीय शिक्षण धोरणाचे ठळक वैशिष्ट्ये म्हणजे शिक्षकांना बढतीचा विचार यामध्ये केलेला आहे तरतूद करण्याची पद्धतीने पारदर्शक व सक्षम अतिशय नेमणूक शिक्षकांची . नाशिक्षकां .आहे केली नमूद धोरणामध्ये शिक्षण बढती देताना गुणवत्तेचे निकष ठरवण्यात येतील आणि या निकषाच्या आधारावर शिक्षकांना बढती देण्यात येईल एक चांगली बाबा शिक्षण धोरणातून प्रकर्षाने दिसून येते उपलब्ध संधी करण्याची सिद्ध गुणवत्ता आपली शिक्षकांना आपोआपच त्यामुळे. .होईल

३-: मूल्यमापन कामगिरीचे शिक्षकांच्या (

ज्याप्रमाणे शिक्षकांना बढती देण्याचा विचार राष्ट्रीय शिक्षण धोरणांमध्ये केलेला आहे त्याचप्रमाणे शिक्षकांच्या कामगिरीचे मूल्यमापन करण्याची तरतूदही राष्ट्रीय शिक्षण धोरणांमध्ये नमूद केली आहे यामुळे शिक्षकांना सतत आपल्या ज्ञानामध्ये वाढ करून ,त्यामध्ये भर घालून, नवनवीन बाबी आत्मसात करून,आपल्या अध्यापनामध्ये नाविन्यता आणावी लागेल तसेच. शिक्षण राष्ट्रीय कारण लागतील पाडाव्या पार काळजीपूर्वक या जबाबदार्‍या पेशाच्या शिक्षकी कामगिरीचे शिक्षकांच्या धोरणामध्ये बहुस्त्रोतांवर आधारित नियमित मूल्यमापन करण्याचा विचार आणलेला आहे.

४ शिक्षणावर उदारमतवादी (भर -:

शिक्षणातून व्यापक दृष्टिकोन असलेला मानव निर्माण व्हावा ही कोणत्याही देशाच्या शिक्षण धोरणाकडून असलेली सर्वसामान्य अपेक्षा असते आवश्यक व्यक्तीला गण्यासाठीज जीवन . मिळाव्यात जीवनानुभूती असणार्‍या, या बाबीची दखल घेऊन राष्ट्रीय शिक्षण धोरणांमध्ये विज्ञान, कला ,मानवतावाद,गणित व व्यावसायिक क्षेत्राचा एकात्मिक व सखोल अनुभव मिळवण्याच्या उद्देशाने पदवीस्तरावर व्यापक स्वरूपाचे उदारमतवादी शिक्षण अंमलात आणण्याचा विचार राष्ट्रीय शिक्षण धोरणातून मांडलेला आहे .

५शैक्षणिक (,प्रशासकीय व आर्थिक स्वायत्ततेला प्राधान्य -:

राष्ट्रीय शिक्षण धोरणांमध्ये महत्त्वाचे असे वैशिष्ट्ये म्हणजे प्रत्येक शिक्षण संस्थांनी शैक्षणिक प्रशासकीय व आर्थिक स्वायत्तता घ्यावे आपल्या गरजा ओळखून नवीन कार्यक्रम, उपक्रम सुरू करणे व राबविणे, अभ्यासक्रम ठरविणे ,त्या अभ्यासक्रमाची अंमलबजावणी करण्याची योजना तयार करणे, विद्यार्थी प्रवेश संख्या ठरविणे, साधनांच्या गरजा ठरविणे,स्वतःचे आर्थिक साधनस्त्रोत निर्माण करणे उच्च शिक्षण संस्था खऱ्या अर्थी स्वायत्त, स्वतंत्र व स्वयंशासित संस्थांमध्ये विकसित करण्याचा महत्वपूर्ण विचार राष्ट्रीय शिक्षण धोरणात मांडलेला आहे.

६-: स्थापना फाउंडेशनची रिसर्च नॅशनल (

कोणत्याही देशाची प्रगती ही त्या देशांमध्ये देण्यात येणाऱ्या शिक्षण पद्धतीवर अवलंबून असतेगुणवत्ता शिक्षणाची देशाच्या त्या ., संशोधनाला देण्यात येणारा वाव, संशोधनाची गुणवत्ता,संशोधनातील नाविन्यता या बाबी शैक्षणिक विकासामध्ये वा प्रगतीमध्ये महत्त्वाच्या ठरतात म्हणून संशोधन व नवकल्पना या गोष्टींचा प्रसार संपूर्ण देशभर वेगाने व्हावा या हेतूने राष्ट्रीय शिक्षण धोरणांमध्ये नॅशनल रिसर्च फाउंडेशन स्थापन करण्याचा करण्याचा विचार मांडला गेला आहे.

७-: नामकरण/नामाभिदान असे " मंत्रालय शिक्षण " ऐवजी " मंत्रालय विकास मनुष्यबळ " (

सद्यस्थितीत कार्यरत असणारे मनुष्यबळ विकास मंत्रालय हे नाव बदलून राष्ट्रीय शिक्षण धोरण २०१९ नुसार या मंत्रालयाचे नवीन नामाभिदान सुचवले आहे ते म्हणजे शिक्षण मंत्रालय प्रारंभिक. आहेत येणार आणण्यात कार्यकक्षेत मंत्रालयाच्या शिक्षण घटक व पैलू सर्व शिक्षणाचे बाल्यावस्थेतील असेच येतो दिसून केलेला धोरणात शैक्षणिक राष्ट्रीय विचार आणण्याचा एकसंधता पद्धतीमध्ये शिक्षण .येईल म्हणता आपणास

८मूल्यमाप (न प्रक्रियेत आमूलाग्र बदल -:

विद्यार्थ्यांच्या स्मरणशक्तीचे व त्याच्या पाठांतराचे मूल्यमापन न करता त्याने आत्मसात केलेली विविध कौशल्ये,त्याला आकलन झालेल्या मूळ संकल्पना, त्याबरोबरच त्यांनी प्राप्त केलेल्या उच्चस्तरीय क्षमता याचे मूल्यमापन करण्याचा विचार राष्ट्रीय शिक्षण धोरणात मांडण्यात आला आहे . चाचणी संगणकीय अनुकूलक करताना मूल्यमापन हे,बुद्धिमत्ता चाचणी यांचा वापर आवश्यक त्या ठिकाणी करून विद्यार्थ्यांनी संपादित केलेल्या विविध पैलूंचे मूल्यमापन करण्यात येईल.

९मु शिक्षणाच्या घटकांना विविध (ख्य प्रवाहात आणणे हे मुख्य उद्दिष्ट -:

शालेय शिक्षण व विद्यार्थिनीमधील लिंग असमानतेवर उपाययोजना करण्यासाठी महिलांचा सहभाग व मुलींना शिक्षण प्रदान करणे,शासनाने आदिवासी, जातीनिहाय व धर्मनिहाय समूहांमधील मुलांसाठी योजिलेले सर्व लाभ त्यांच्यापर्यंत पोहोचत असल्याची दक्षता घेण्यासाठी त्यांना शिक्षण

प्रदान करणे,शहरी भागातील गरीब कुटुंबांमधील विद्यार्थ्यांना योग्य जीवनमान मिळावे यासाठी त्यांना शिक्षण प्रदान करणे,दिव्यांग तसेच तृतीयपंथी मुलांना शिक्षण प्रदान करणे करणे मुलांना शिक्षण प्रदान करणे करणे यासोबतच परिसरातील शाळांमधील पायाभूत स्तरापासून ते इयत्ता बारावी पर्यंतच्या मुख्य प्रवाहातील मुलांवर निरंतर आणि आणखी उमेदीने लक्ष केंद्रित करणे ही सर्व राष्ट्रीय शैक्षणिक धोरणाची ठळक उद्दिष्टे आहेत.

१०कला व चालना भाषांना(प्रादेशिक/स्थानिक)भारतीय (, संस्कृती आणि सांस्कृतिक वारसाची जपणूक -:

भाषा हे विचारांचे आदान होणारे व्यक्त त्यातून मातृभाषा. आहे माध्यम महत्त्वाचे करण्याचे प्रदान- येतात मांडता तत्परतेने नेहमीच विचार, म्हणून ज्ञानभाषा जरी इंग्रजी असले तरी भारतातील प्राचीन भाषा आपल्या संस्कृतीच्या व परंपरेच्या द्योतक असल्याने त्याचे संवर्धन होण्याकरिता संशोधनावर लक्ष केंद्रित केले पाहिजेसाहित्य भाषेतील भारतीय प्राचीन ., शब्दकोश इत्यादींचा नव्याने अभ्यास करण्यासाठी भारतीय भाषांना चालना देणे याचा राष्ट्रीय शिक्षण धोरणामध्ये केलेला दिसून येतोकला तसेच.,संस्कृती व सांस्कृतिक वारसा जपण्यावर भर दिलेला आहे.

११-: स्थापना आयोगाची शिक्षण राष्ट्रीय(

शिक्षणामध्ये आमूलाग्र बदल करण्यासाठी भारताच्या पंतप्रधानांच्या अध्यक्षतेखाली राष्ट्रीय शिक्षण आयोगाची स्थापना करण्यात येईलसर आणि न्याय स्तरावर प्रत्येक शिक्षणाच्या.ोवत्तमता आणण्याकरिता हा आयोग विशेष लक्ष देईल करेल कार्य दक्षतेने व बारकाईने बाबतीत राज्यांच्या सर्व . सहकार्यातून परस्पर आणि समाजातल्या सर्व लोकांपर्यंत शिक्षण पोहोचवण्याकरिता हा आयोग काम करेलशिक्षणमंत्री केंद्रीय आयोगामध्ये या ., ख्यातनाम शिक्षणतज्ज्ञ, संशोधक, केंद्रीय मंत्री ,सर्व राज्यांचे मुख्यमंत्री,विविध क्षेत्रातील ख्यातनाम व्यावसायिक यांच्या प्रतिनिधींचा समावेश असेल त्यामुळे नक्कीच हा सकारात्मक बदल राष्ट्रीय शिक्षण धोरणांमध्ये केलेला दिसून येतो.

१२-: वर्षांची ४ व ३ पदवी महाविद्यालयीन (

यामध्ये पदवीच्या पहिल्या वर्षात तुम्हाला प्रमाणपत्र मिळेल,दुसऱ्या वर्षी पदविका असेल,तर तृतीय वर्षात डिग्री मिळेल.

जे संशोधनासाठी उच्च शिक्षण घेऊ इच्छितात त्या विद्यार्थ्यांसाठी चार वर्षांचा पदवी अभ्यासक्रम तर जे विद्यार्थी पदवीनंतर नोकरी करू इच्छितात त्यांच्यासाठी तीन वर्षांचा पदवी अभ्यासक्रम असेल.

१३) शिक्षणामध्ये उच्च (Higher Education) २०३५ पर्यंत एकूण सकल पट नोंदणी)Gross

Enrolment Ratio) ५०.उद्दिष्ट पोहोचवण्याचं पर्यंत %

१४-: मुभा निवडण्यास अभ्यासक्रम आवडीनुसार त्याच्या विद्यार्थ्यास (

या शिक्षण धोरणांतर्गत जर एखाद्या विद्यार्थ्याला कोर्सच्या मध्यभागी दुसरा कोर्स करायचा असेल तर तो मर्यादित काळासाठी पहिल्या कोर्समधून ब्रेक घेऊन दुसरा कोर्स करू शकतो म्हणजेच. .आहे दिले प्राधान्य आवडीस त्याचे मानून केंद्रभूत विद्यार्थी इथे

१५ आभासी (Vertual लॅब विकसित करण्यावर लक्ष केंद्रीत करण्यात आले आहे.DIKSHA, SWAYAM, SWAYAMPRABHA यांच्यावतीने आभासी)Virtual) लॅब तयार केल्या जात आहेत.

१६) रकारीस सर्व (Government),खासगी)Private)आणि
मान्यताप्राप्त संस्थांसाठी)विद्यापीठासाठी अभिमत/Deemed University) समान नियमाची तरतूद -:

१७-: अभ्यासक्रम(मल्टीडिसिप्लिनरी)बहु विद्याशाखीय (

एकाच वेळी वेगवेगळे विषय एकत्रितपणे शिकता येणार आहेत मायनर आणि मेजर यात. यामुळे (ड्रॉपआऊट) गळती होणारी कारणांमुळे अन्य किंवा आर्थिक.असेल विभाजन विषयांचे असे कमीहोतील.येईल शिकता त्यांना विषय तो असेल आवडीचा विषय एखादा ज्यांना शिवाय .

१८ %६ जीडीपीच्या गुंतवणूक शिक्षणातील (करण्याचा प्रयत्न सध्या हे प्रमाण ४.आहे %४३.

१९-: भर विकसनावर क्षमता व कौशल्य (

विद्यार्थ्यांच्या कौशल्य विकासासाठी कौशल्याधारीत शिक्षणावर)Skill Based Education) भर देण्यात आला आहेस्वावलंबी विद्यार्थी यामध्ये.,स्वयंरोजगार मिळविणारा, स्वतःच्या पायावर उभे राहून एक उद्योजक म्हणून आत्मनिर्भर बनावा हा उदात्त हेतू ठेवण्यात आला आहे.

वरीलप्रमाणे आपल्याला राष्ट्रीय शिक्षण धोरण २०२० ची मुलभूत तत्वे आणि ठळक वैशिष्टये सांगता येतील.

संदर्भ -:

१ झालेला प्रसिद्ध संकेतस्थळावर आयोगाच्या अनुदान विद्यापीठ चा २०२० धोरण शिक्षण राष्ट्रीय (
.मसुदा अंतिम

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राष्ट्रीय शैक्षणिक धोरण २०२० आणि उच्च शिक्षण

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जि. प. पू. प्राथमिक शाळा, वायंगणी नं. २
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सारांश

२१ व्या शतकातील आव्हानांना सक्षमपणे तोंड देण्यासाठी उच्च शिक्षणात बदल करणे अपेक्षित होते. यासाठी राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये भारतीयांसाठी काही ध्येये व उद्दिष्टे निश्चित केली आहेत. या धोरणानुसार उच्च शिक्षणात विविधांगी बदल केले आहेत. महाविद्यालयांना आंतरविद्याशाखीय व एकात्मिक स्वरुप प्राप्त होईल. महाविद्यालयांना पर्यायाने त्याचे संचालक, विद्यार्थी व शिक्षकांना अनेक बाबतीत स्वायत्तता व स्वातंत्र्य मिळेल. प्रत्येकाला शैक्षणिक कार्यात गुणवत्ता ठेवावी लागेल. संस्थांच्या रचनेत बदल होईल. अनेक संस्था एकत्र येतील, महाविद्यालयांमध्ये अनेक विभाग सुरु होतील.

पदवी व पदव्युत्तर स्तरावर आंतरविद्याशाखीय दृष्टिकोनातून लवचिक व एकात्मिक अभ्यासक्रम उदयास येतील. पदवीचा कालावधी बदलेले, पात्रता बदलेल, शिक्षणाचे आंतरराष्ट्रीयीकरण होऊन परदेशी विद्यार्थी, प्राध्यापक, अभ्यासक्रम तसेच शिक्षणसंस्था भारतात येऊन कार्य करतील. भारतीय विद्यार्थ्यांना परदेशात शिक्षण, नोकरी व व्यवसायासाठी जाण्याच्या जास्त संधी निर्माण होतील. प्राध्यापकांच्या सोयी-सुविधांमध्ये वाढ होईल.

भारतातील सामाजिक व आर्थिक मागासलेपण नष्ट होण्यासाठी उच्च शिक्षणात अनेक प्रकारे प्रयत्न केले जातील. शिक्षक शिक्षण संस्था एक, दोन व चार वर्षांचे शिक्षण पुरवतील. कोणत्याही स्तरावर गुणी विद्यार्थ्यांना शिक्षक होता येईल. २०३० सालानंतर ४ वर्षांचा एकात्मिक शिक्षण अभ्यासक्रम मोठ्या प्रमाणात अस्तित्वात येईल. शालेय व उच्च शिक्षणात व्यावसायिक अभ्यासक्रम पारंपरिक पदवी अभ्यासक्रमासोबत एकात्मिक स्वरुपात आढळेल. अध्यापन आणि संशोधन अनेक क्षेत्रात होईल. उद्योग क्षेत्रातील अनेक लोकांचा अभ्यासक्रम निर्मितीत सहभाग राहील.

भारताचे राष्ट्रीय शैक्षणिक धोरण २०२० हे सन १९८६/१९९२ नंतर पहिल्यांदाच आकारास आले आहे. यात २१ व्या शतकातील आव्हाने, वैश्विक नागरिक निर्मिती, ज्ञानाधारित समाज, ज्ञानसंवर्धन, संशोधनास चालना, आंतरविद्याशाखीय दृष्टिकोन, शिक्षणाच्या आकृतीबंधातील बदल या बाबी ठळकपणे जाणवतात. या लेखाद्वारे राष्ट्रीय शैक्षणिक धोरण २०२० चा उच्च शिक्षणासंदर्भात विचार केला आहे.

१) दर्जेदार विद्यापीठे आणि महाविद्यालये : भारताच्या उच्च शिक्षण व्यवस्थेसाठी नवी दृष्टी -

उच्च शिक्षणाने २१ व्या शतकासाठी आवश्यक क्षमता, सेवाभाव, निर्मितीक्षमता, वैज्ञानिक दृष्टिकोन, संविधानिक मूल्ये, चारित्र्य, देशाचा आर्थिक विकास घडविणे अपेक्षित आहे. व्यक्तीच्या रोजगाराच्या संधी उच्च शिक्षणाने निर्माण कराव्या या अपेक्षा आहेत.

भारतातील उच्च शिक्षण व्यवस्थेसमोर पुढील काही प्रश्न आहेत.

१. उच्च शिक्षण व्यवस्थेचे अलगीकरण झाले आहे.
२. बोधात्मक कौशल्ये व अध्ययन निष्पत्तीवर कमी प्रमाणात भर आहे.
३. सामाजिक व आर्थिकदृष्ट्या मागास क्षेत्रात कमी प्रमाणात पोहोचणे.
४. प्राध्यापकांना आणि संस्थांना मर्यादित स्वरुपात स्वायत्तता देते.
५. विद्याशाखांमध्ये संशोधन अनुदानासंदर्भात स्पर्धा घडवत नाही.
६. कमी प्रतीचे शिक्षण देणारी संलग्नित विद्यापीठे निर्माण करते.

या प्रश्नांचा विचार करुन सदरचे शैक्षणिक धोरण सध्याच्या उच्च शिक्षण व्यवस्थेत पुढील बदल सुचवते.

१. प्रत्येक जिल्ह्यात/जिल्ह्याजवळ किमान एक आंतरविद्याशाखीय विद्यापीठ आणि महाविद्यालयांची स्थापना करुन स्थानिक/भारतीय भाषांमधून शिक्षणाची सोय करणे.
२. पदवी शिक्षणाचे स्वरुप आंतरविद्याशाखीय करणे.
३. विद्यार्थ्यांना विविधांगी अनुभव देण्यासाठी अभ्यासक्रम, अध्यापनशास्त्र, मूल्यांकन आणि विद्यार्थी सहाय्यामध्ये सुधारणा करणे.
४. प्राध्यापक आणि संस्थांना स्वायत्तता पुरविणे.
५. शैक्षणिक व प्रशासकीय स्वायत्तता असणाऱ्या स्वतंत्र मंडळांमार्फत उच्च शिक्षण संस्थांचे संचालन करणे.

२) संस्थांची पुनर्रचना आणि एकीकरण -

१. या धोरणाचा मूळ उद्देश उच्च शिक्षणाचे विलगीत स्वरुप नष्ट करुन त्याला आंतरविद्याशाखीय स्वरुप देणे हा असेल. ३००० किंवा त्यापेक्षा जास्त विद्यार्थी एकाच ठिकाणी शिक्षण व संशोधन प्रक्रियेत भाग घेऊ शकतील.
२. तक्षशिला, नालंदा, वल्लभी आणि विक्रमशीला या प्राचीन भारतीय विद्यापीठांची शिक्षण परंपरा पुनरुज्जिवित करायची आहे.
३. विद्यापीठांमध्ये अध्यापन व संशोधन चालेल. काही विद्यापीठे अध्यापनावर तर काही संशोधनावर अधिक भर देतील. स्वायत्त महाविद्यालये विद्यापीठापेक्षा लहान संस्था होतील.
४. महाविद्यालयांना स्वायत्तता देण्यासाठी पारदर्शक व्यवस्था स्थापन केली जाईल.
५. उच्च शिक्षण संस्थांना तीन मुख्य संस्थांच्या प्रकारात रुपांतरित होण्याचे अथवा स्वतंत्र रहायचे स्वातंत्र्य असेल.
६. अध्यापन आणि संशोधनाबरोबरच उच्च शिक्षण संस्थांना इतर उच्च शिक्षण संस्थांचा विकास, प्राध्यापकांचा विकास, शालेय शिक्षणाला चालना या जबाबदाऱ्याही असतील.
७. सर्व उच्च शिक्षण संस्थांनी २०३० पर्यंत आंतरविद्याशाखीय होण्याचे व तद्नंतर क्रमशः अपेक्षित पातळीपर्यंत वाढण्याचे ध्येय ठेवावे.
८. व्यावसायिक शिक्षणाबरोबरच उच्च शिक्षणातील पटनोंदणी २६.३% (२०१८) वरुन ५०% (२०३५ सालापर्यंत) वाढवण्याचे ध्येय ठेवावे. हे ध्येय पूर्ण करण्यासाठी मोठ्या प्रमाणात नवीन संस्था विकसीत केल्या जातील. त्याचबरोबर सध्याच्या उच्च शिक्षण संस्थांमध्ये सुधारणा, विस्तार, एकीकरण केले जाईल.
९. सर्व सार्वजनिक संस्थांना वाढ व विकासाची समान संधी दिली जाईल.

१०. आजन्म अध्ययनाची संधी देण्यासाठी, नाव नोंदणी वाढवण्यासाठी मुक्त दुरस्थ अध्ययन, ऑनलाईन अध्ययन कार्यक्रम चालवण्याचा पर्याय राहील.

११. एकल उच्च शिक्षण संस्थांना विविध विभाग सुरु करुन टिकून राहता येईल.

१२. या धोरणाची नियामक व्यवस्था संलग्नित महाविद्यालयांना पुढील १५ वर्षात स्वायत्तता प्रदान करुन आव्हानात्मक स्वरुप देतील.

३) अधिक समग्र आणि आंतरविद्याशाखीय शिक्षणाकडे -

१. तक्षशिला व नालंदा विद्यापीठापासून भारतात समग्र आणि आंतरविद्याशाखीय अध्ययनाची मोठी परंपरा आहे.

२. समग्र आणि आंतरविद्याशाखीय दृष्टिकोनाने संशोधनात सुधारणा होईल व चालना मिळेल.

३. समग्र आणि आंतरविद्याशाखीय शिक्षणाचा हेतू मानवातील बौद्धिक, सौंदर्यविषयक, सामाजिक, शारीरिक, भावनिक व नैतिक क्षमतांचा एकात्मिक स्वरुपात विकास करणे हा आहे.

४. २१ व्या शतकाचे आणि चौथ्या औद्योगिक क्रांतीचे नेतृत्व देशाला करता येण्यासाठी भारतात भूतकाळात अस्तित्वात असणारे समग्र आणि आंतरविद्याशाखीय शिक्षण गरजेचे आहे.

५. पदवी कार्यक्रमाची रचना आणि कालावधीचे समायोजन करता येईल. पदवीचा कालावधी ३ किंवा ४ वर्षांचा असेल. यात अनेक बाहेर पडण्याचे मार्ग असतील. उदा. एक वर्ष पूर्ण केल्यावर प्रमाणपत्र देता येईल. २ वर्षे पूर्ण झाल्यानंतर पदविका व ३ वर्षे पूर्ण केल्यानंतर पदवी मिळेल. ४ वर्षांच्या आंतरविद्याशाखीय पदवीत विद्यार्थ्यांना निवडण्यासाठी मुख्य व इतर विषय असतील. सर्व मान्यताप्राप्त उच्च शिक्षण संस्थांमध्ये विद्यार्थ्यांचे क्रेडीट जतन करण्यासाठी शैक्षणिक पेढी स्थापन केली जाईल. उच्च शिक्षण संस्थेने निश्चित केलेल्या प्रमुख क्षेत्रात विद्यार्थ्याने संशोधन प्रकल्प तयार केल्यास त्याला संशोधन आधारित चार वर्षांची पदवी देता येईल.

६. पदव्युत्तर पदवीसाठी उच्च शिक्षण संस्था लवचिक प्रारुप ठरवू शकते.
   a) तीन वर्षांचा पदवी अभ्यासक्रम पूर्ण केलेल्या विद्यार्थ्यास दोन वर्षांच्या पदवीतील दुसरे वर्ष पूर्णपणे संशोधनाचे असेल.
   b) चार वर्षांचा पदवी अभ्यासक्रम पूर्ण करणाऱ्या विद्यार्थ्यासाठी एक वर्षाचा पदव्युत्तर पदवी अभ्यासक्रम असेल.
   c) पाच वर्षांचा एकात्मिक पदवी/पदव्युत्तर पदवी कार्यक्रमही असेल. पी.एच.डी. पदवीसाठी पदव्युत्तर पदवी किंवा चार वर्षाची संशोधन पदवी पूर्ण असणे ही पात्रता असेल. एम.फिल. पदवी खंडीत केली जाईल.

७. अभ्यासक्रमाची रचना कल्पक व लवचिक असेल. अभ्यासक्रमातील प्रवेश आणि प्रवेश रद्द करणे यामध्ये विद्यार्थ्याची सोय पाहून त्याला आजन्म शिक्षण घेण्याची संधी ठेवली आहे.

४) विद्यार्थ्यासाठी इष्टतम अध्ययन वातावरण आणि सहाय्य -

१. चांगल्या अध्ययनासाठी अभ्यासक्रम, अध्यापनशास्त्र, सातत्यपूर्ण मूल्यांकन आणि विद्यार्थी सहाय्य या बाबी आवश्यक आहेत. सर्व विद्यार्थी यशस्वी होण्यासाठी व अध्ययन वातावरण निर्मितीसाठी चांगली ग्रंथालये, वर्गखोल्या, प्रयोगशाळा, तंत्रज्ञान, खेळ, विद्यार्थी चर्चा आणि उपहारगृहे व इतर गोष्टी असणारे योग्य स्रोत आणि भौतिक साधने पुरवायला हवी.

२. सर्जनशीलतेला चालना मिळण्यासाठी संस्था व प्राध्यापकांना अभ्यासक्रमातील बाबी नवीन करणे, अध्यापनशास्त्र आणि मूल्यांकन यात स्वायत्तता मिळावी.

३. प्रत्येक संस्थेने त्यांच्या अभ्यासक्रम सुधारणेपासून वर्गखोल्यांतील चांगल्या आदान-प्रदानापर्यंतच्या शैक्षणिक योजना व मोठ्या संस्था विकसन योजनांचे एकत्रीकरण करावे.

४. सामाजिक व आर्थिकदृष्ट्या मागास विद्यार्थ्यांना उच्च शिक्षणात यशस्वी पदार्पण करण्यासाठी सहाय्याची गरज आहे. योग्य अनुदान आणि शैक्षणिक स्त्रोत प्रभावीपणे देण्यासाठी विद्यापीठे व महाविद्यालयांनी उच्च प्रतीची सहाय्यता केंद्रे स्थापन करावी.

५. मुक्त दुरस्थ अध्ययन आणि ऑनलाईन शिक्षण गुणवत्तापूर्ण उच्च शिक्षणाचा नैसर्गिक मार्ग प्रशस्त करेल.

६. सर्व कार्यक्रम, अभ्यासक्रम, अध्यापनशास्त्र तसेच वर्गातील ऑनलाईन आणि मुक्त दुरस्थ अध्ययनाद्वारे होणाऱ्या सर्व विषयांच्या शिक्षणाचा हेतू जागतिक दर्जाची गुणवत्ता प्राप्त करणे हा असेल.

आंतरराष्ट्रीयीकरण

७. वर उल्लेख केलेल्या पुढाकाराने मोठ्या प्रमाणात विद्यार्थी भारतात शिकतील. भारतातील ज्या विद्यार्थ्यांना परदेशात जाण्याची, शिकण्याची, क्रेडिट्स स्थलांतर करण्याची, परदेशातील संस्थांमध्ये संशोधन करण्याची इच्छा असेल त्यांना व परदेशी विद्यार्थ्यांना प्रोत्साहन दिले जाईल.

८. परदेशातून येणाऱ्या विद्यार्थ्यांचे प्रश्न सोडविण्यासाठी प्रत्येक उच्च शिक्षण संस्थेत आंतरराष्ट्रीय विद्यार्थी कार्यालय स्थापन केले जाईल.

विद्यार्थ्यांसाठी आर्थिक सहाय्य

९. अनेक प्रकारे विद्यार्थ्यांना आर्थिक मदत केली जाईल.

५) प्रेरित, उत्साही आणि सक्षम प्राध्यापक -

उच्च शिक्षण संस्थांच्या यशात प्राध्यापकाची गुणवत्ता आणि प्रतिबद्धता हे महत्वाचे घटक आहेत. उच्च शिक्षणाची ध्येये विचारात घेऊन गेल्या कित्येक वर्षांपासून विविध प्रवर्गातील प्राध्यापकांची भरती व व्यवसाय वृध्दी केली गेली. उच्च शिक्षण संस्थांमध्ये उत्कृष्ट, प्रेरित आणि सक्षम प्राध्यापक प्राप्त होण्यासाठी हे धोरण खालील बाबींची शिफारस करते -

a) खूप प्राथमिक बाब म्हणून प्रत्येक उच्च शिक्षण संस्थेने स्वच्छ पिण्याचे पाणी, स्वच्छ कार्यक्षम स्वच्छतागृहे, फलक, कार्यालये, अध्यापन सुविधा, ग्रंथालये, प्रयोगशाळा आणि आनंददायी वर्गखोल्या आणि परिसर या सोयीसुविधा सज्ज ठेवाव्या.

b) अध्यापनाचे काम अतिरिक्त नको. अध्यापनाची कृती आनंददायी होण्यासाठी आणि विद्यार्थ्याशी आंतरक्रिया करण्यास आणि इतर विद्यापीठ उपक्रमांसाठी पुरेसा वेळ मिळण्यासाठी विद्यार्थी - शिक्षक प्रमाण जास्त नको.

c) मान्य आराखड्यानुसार, प्राध्यापकांना पाठ्यपुस्तक व वाचन साहित्य निवड, अभिहस्तांकन आणि मूल्यांकन, स्वतःचा अभ्यासक्रम आणि अध्यापनशास्त्राची रचना करण्याचे स्वातंत्र्य दिले जाईल.

d) योग्य बक्षिस, बढती, मान्यता आणि संस्थात्मक नेतृत्वामध्ये संधी देऊन उत्कृष्टतेला प्रोत्साहन दिले जावे.

e) स्वायत्त संस्थांनी उत्कृष्टता राखण्यासाठी प्राध्यापक नेमणुकीसाठी स्वतंत्र, स्पष्ट पारदर्शक प्रक्रिया आणि निकष ठेवावे. सध्याच्या भरती प्रक्रियेतील परिविक्षा कालावधी ठेवण्याची पद्धत तशीच पुढे चालू ठेवावी. उत्कृष्ट संशोधन योगदानासाठी जलद गतीने बढती द्यावी. कामगिरी मूल्यांकनासाठी प्रत्येक उच्च शिक्षण संस्थेने अनेक मापदंडाची प्रणाली तयार करावी आणि त्याचा उल्लेख संस्था विकसन योजनेत करावा. यामध्ये परिविक्षा कालावधीनंतर कायम नोकरी, बढती, पगारवाढ इ. त्याचबरोबर समवयस्क आणि विद्यार्थी प्रतिसाद, अध्यापन आणि अध्यापनशास्त्रातील नाविन्य, गुणवत्तापूर्ण संशोधन, व्यावसायिक विकासाचे उपक्रम, संस्था आणि समाजासाठीची सेवा यांचा उल्लेख असावा.

f) व्यवस्थापन कौशल्ये, नेतृत्वगुण, उच्च शैक्षणिक पात्रता आणि सेवा असणाऱ्या उत्कृष्ट प्राध्यापकाला लवकर ओळखून प्रशिक्षित करावे.

६) उच्च शिक्षणातील नि:पक्षपात आणि समावेशन -

१. दर्जेदार उच्च शिक्षणाने सामाजिक आणि आर्थिकदृष्ट्या मागास गटातील व्यक्ती आणि समाजाला उन्नत करणे याला या धोरणात महत्त्व दिलेले आहे.

२. शालेय आणि उच्च शिक्षणातील सामाजिक व आर्थिकदृष्ट्या मागासवर्गाच्या गळतीला अनेक कारणे आहेत. म्हणून नि:पक्षपाताचा आणि समावेशनाचा दृष्टिकोन समान असावा.

३. उच्च शिक्षणातील गळतीची काही विशिष्ट कारणे आहेत. यात उल्लेख करता येतील ती पुढीलप्रमाणे - उच्च शिक्षणाच्या संधींची माहिती नसणे, शिक्षणाचे आर्थिक फायदे माहीत नसणे, आर्थिक अडचणी, प्रवेश प्रक्रिया, भौगोलिक व भाषिक अडथळे, अनेक उच्च शिक्षणातील पदवीनंतर रोजगाराची कमी संधी, विद्यार्थी सहाय्याचा अभाव.

४. शासनाने करावयाच्या उपाययोजना -
   a. सामाजिक व आर्थिक मागासवर्गाच्या शिक्षणासाठी अनुदान देणे.
   b. सामाजिक व आर्थिक मागासवर्गाच्या पटनोंदणीसाठी उद्दिष्टे ठरविणे.
   c. उच्च शिक्षण संस्थांमधील प्रवेशातील लिंग समतोल साधणे.
   d. सामाजिक व आर्थिकदृष्ट्या मागासवर्गीयांची संख्या जास्त असणाऱ्या ठिकाणी विशेष शिक्षण क्षेत्रांची आणि Aspirational जिल्ह्यांमध्ये उच्च दर्जाच्या उच्च शिक्षण संस्थांची स्थापना करणे.
   e. स्थानिक/भारतीय भाषांमध्ये शिक्षण देणाऱ्या उच्च दर्जाच्या उच्च शिक्षण संस्था विकसित करणे व त्यांना सहाय्य करणे.
   f. चांगला सहभाग आणि अध्ययन निष्पत्तीसाठी तंत्रज्ञान साधनांचे विकसन आणि सहाय्य करणे.

५. सर्व उच्च शिक्षण संस्थांनी द्यावयाची भूमिका -
   a. सामाजिक आणि आर्थिकदृष्ट्या मागास विद्यार्थ्यांना आर्थिक सहाय्य आणि शिष्यवृत्ती देणे.
   b. प्रवेश प्रक्रिया जास्त समावेशक करणे.
   c. अभ्यासक्रम जास्त समावेशक करणे.
   d. मागास शैक्षणिक पार्श्वभूमीतून आलेल्या विद्यार्थ्यांसाठी सेतू कार्यक्रम विकसित करणे.
   e. उच्च शिक्षण कार्यक्रमांची रोजगाराभिमुखता वाढवणे.
   f. मागास विद्यार्थ्यांना समुपदेशन कार्यक्रमांद्वारे सामाजिक, भावनिक आणि शैक्षणिक सहाय्य पुरविणे.

७) शिक्षक शिक्षण -

१. पुढील पिढीला आकार देणाऱ्या शालेय शिक्षकांना तयार करणारे शिक्षक शिक्षण खूप महत्वाचे आहे.

२. सर्वोच्च न्यायालयाने गठित केलेल्या न्यायमूर्ती जे. एस. वर्मा आयोगाच्या (२०१२) मतानुसार, सुमारे १०,००० एकल शिक्षक शिक्षण संस्था गांभीर्याने शिक्षक शिक्षण देत नसून पदव्या विकत आहेत. नियमनाचे प्रयत्न व्यवस्थेतील गैरप्रकार, गुणवत्तचे मूलभूत निकष यावर प्रभाव टाकत नसून या क्षेत्रातील गुणवत्ता वाढ आणि नाविन्याला मारक ठरत आहेत. शिक्षक शिक्षण प्रणालीत गुणवत्ता, एकात्मता, कार्यक्षमता पुन:स्थापित करण्यासाठी या क्षेत्रात आणि नियामक व्यवस्थेवर तातडीने कारवाई करण्याची गरज आहे.

३. २०३० सालानंतर शैक्षणिकदृष्ट्या सुदृढ, आंतरविद्याशाखीय आणि एकात्मिक शिक्षक शिक्षणाचा कार्यक्रम अंमलात येईल.

४. सर्व एकल शिक्षक शिक्षण संस्थांना ४ वर्षांचा एकात्मिक शिक्षक शिक्षण कार्यक्रम २०३० सालानंतर सुरु करायचा असल्याने त्यांनी आंतरविद्याशाखीय संस्थांमध्ये रुपांतरीत व्हावे.

५. २०३० सालानंतर शालेय शिक्षकांसाठी आंतरविद्याशाखीय उच्च शिक्षण संस्थांतून ४ वर्षांचे एकात्मिक बी.एड. पूर्ण असणे ही किमान पदवी पात्रता असेल. ४ वर्षांचे एकात्मिक बी.एड. पुरवणाऱ्या उच्च शिक्षण संस्थेला ज्या विद्यार्थ्यांची एका विशेष विषयात पदवी पूर्ण आहे त्यांच्यासाठी २ वर्षांचे बी.एड. सुरु करता येईल. एका विशेष विषयात ४ वर्षांची पदवी पूर्ण करणाऱ्या विद्यार्थ्यांसाठी एक वर्षाचे बी. एड. पुरवता येईल. ४ वर्षे, २ वर्षे आणि एक वर्षाच्या बी.एड. अभ्यासक्रमासाठी उत्कृष्ट उमेदवारांना आकर्षित करण्यासाठी गुणवंत विद्यार्थ्यांना शिष्यवृत्ती द्यावी.

६. शिक्षक शिक्षण कार्यक्रम राबवणाऱ्या उच्च शिक्षण संस्थांनी शिक्षणशास्त्र, संबंधित विद्याशाखा आणि विशेष विषयातील तज्ज्ञ उपलब्ध करावे.

७. शिक्षक शिक्षणात समान दर्जा राहण्यासाठी, देशाची भाषिक आणि सांस्कृतिक विविधिता लक्षात घेऊन सेवापूर्व शिक्षक निर्मिती कार्यक्रमातील प्रवेश राष्ट्रीय परीक्षा एजन्सीमार्फत योग्य विषय आणि अभियोग्यता चाचणी घेऊन केले जातील.

८. मोठ्या प्रमाणात उत्कृष्ट, वरिष्ठ/सेवानिवृत्त प्राध्यापकांचा समावेश असलेले राष्ट्रीय अभियान mentoring साठी स्थापन केले जाईल.

८) व्यावसायिक शिक्षणाची पुनर्कल्पना -

१. १२ व्या वित्त योजनेने (२०१२-२०१७) estimate केले आहे की, १९-२४ वयोगटातील केवळ काही टक्के (५ टक्के पेक्षा कमी) workforce ने औपचारिक व्यावसायिक शिक्षण प्राप्त केलेले आहे. इतर देशात हे प्रमाण अमेरिकेत ५२% , जर्मनीत ७५% आणि दक्षिण कोरियात ९६% आहे. भारतात व्यावसायिक शिक्षणाचा विस्तार करण्याची गरज हे अंक उद्धृत करतात.

२. विद्यार्थी व्यावसायिक शिक्षण कमी प्रमाणात घेण्याचे एक मुख्य कारण म्हणजे पूर्वी व्यावसायिक शिक्षक ११-१२ या स्तरावर मुख्यत्वे दिले गेले तर विद्यार्थी गळती ८ वी व त्यानंतर सुरु होते. ११-१२ स्तरावर व्यावसायिक विषय घेऊन पास झालेल्या विद्यार्थ्यांना निवडलेल्या Vocation नुसार पुढे उच्च शिक्षण घेण्यासाठी सुस्पष्ट मार्ग नव्हते. व्यावसायिक शिक्षण पात्रता धारण करणाऱ्या विद्यार्थ्यांना सामान्य उच्च शिक्षणाच्या प्रवेशाच्या निकषानुसार प्रवेश नव्हता. राष्ट्रीय कौशल्ये पात्रता आराखड्यात (NSQF-२०१३) याची दखल घेतली आहे.

३. व्यावसायिक शिक्षण मुख्य शिक्षणापेक्षा दुय्यम समजण्यात आले आणि हे शिक्षण latter शी समायोजन साधू न शकणाऱ्या विद्यार्थ्यांसाठी आहे. हा समज विद्यार्थ्यांच्या निवडीला मारक ठरला.

४. या धोरणाचा हेतू व्यावसायिक शिक्षणाशी संबंधित सामाजिक उतरंड नाहीशी करणे आणि सर्व शिक्षण संस्थांमध्ये व्यावसायिक आणि पारंपरिक शिक्षणाचे एकात्मीकरण करणे हा आहे.

५. २०२५ सालापर्यंत शालेय आणि उच्च शिक्षणातील किमान ५० % विद्यार्थी व्यावसायिक शिक्षणाला expose होतील यासाठी स्पष्ट कृतीयोजना आणि कालमर्यादा विकसित केली जाईल.

६. पुढील दहा वर्षात टप्प्याटप्प्याने सर्व शाळा आणि उच्च शिक्षण संस्थांमध्ये व्यावसायिक शिक्षणाचे एकात्मिकरण केले जाईल. स्थानिक संधींची चाचपणी आणि कौशल्यांच्या अभावाचे विश्लेषण करुन व्यावसायिक शिक्षणाची प्राधान्य क्षेत्रे निवडली जातील. व्यावसायिक शिक्षणातील तज्ज्ञ आणि मंत्रालयातील प्रतिनिधी यांची उद्योगांच्या सहयोगाने शिक्षण मंत्रालय राष्ट्रीय समिती स्थापून व्यावसायिक शिक्षणाचे एकात्मीकरण करेल.

९) राष्ट्रीय संशोधन Foundation द्वारे सर्व क्षेत्रातील दर्जेदार शैक्षणिक संशोधनास प्रोत्साहन -

संशोधनाचे खूप महत्त्व असूनही भारताची सध्याची संशोधन आणि नाविन्यातील गुंतवणूक जी.डी.पीच्या केवळ ०.६९% आहे. भारतासमोर असणाऱ्या सामाजिक आव्हानांना तोंड देण्यासाठी केवळ आयात केलेल्या संशोधनापेक्षा सर्व क्षेत्रातील उच्च प्रतीचे आंतरविद्याशाखीय संशोधन भारतात होणे आवश्यक आहे. भारतातील संशोधनात संख्यात्मक आणि गुणात्मक वाढ करणे

असा या धोरणाचा हेतू आहे. २१ व्या शतकात संशोधन आणि नाविन्यामध्ये आघाडी घेऊन बळकट ज्ञानाधारित समाज आणि जगातील तीन महासत्तांपैकी एक म्हणून भारत नावारुपाला येणे गरजेचे आहे. संशोधन अनुदान देणाऱ्या संस्थांना त्यांच्या प्राधान्य व गरजेनुसार अनुदान देता येईल तर एन.आर.एफ. या संस्थांमध्ये समन्वय ठेवेल.

१०) उच्च शिक्षणाची नियामक व्यवस्था बदलणे -

कित्येक दशकांपासून उच्च शिक्षणाचे नियमन खूप अवजड बनले आहे. उच्च शिक्षणाला ऊर्जा देण्यासाठी मान्यता देणे, अनुदान देणे, मानके निश्चित करणे यासाठी स्वतंत्र मंडळे निर्माण केली जातील. सामाईक नियामक म्हणून राष्ट्रीय उच्च शिक्षण नियामक परिषद (NHERC) असेल. संस्थांना मान्यता देण्यासाठी राष्ट्रीय मान्यता परिषद (NAC) असेल. अनुदान देण्यासाठी उच्च शिक्षण अनुदान परिषद असेल. उच्च शिक्षण कार्यक्रमाची अपेक्षित अध्ययन निष्पत्ती तयार करण्यासाठी सामान्य शिक्षण परिषद (GEC) असेल.

अशाप्रकारे उच्च शिक्षणात या धोरणामुळे आमुलाग्र व विधायक बदल होतील.

संदर्भ -

राष्ट्रीय अभ्यासक्रम आराखडा - २०२०.

आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

120

२१व्या शतकात उच्च शिक्षणासमोरीलनिवडक आव्हाने: एक अभ्यास

योगिता कालिदास चोडणकर
सहाय्यक प्राध्यापक, मराठी विभाग,
विद्या प्रबोधिनी महाविद्यालय, वाणिज्य, शिक्षण, व्यवस्थापन आणि संगणक
परवरी- गोवा.

गोषवारा-भारतात उच्च शिक्षण हे व्यापक क्षेत्र आहे.भारतात शिक्षणाची विस्तृत आणि व्यापक परंपरा आहे.राष्ट्र निर्माणासाठी आणि विद्यार्थ्यांच्या सर्वांगीण विकासात उच्च शिक्षणाचे योगदान महत्त्वाचे असते.शिक्षण हा समाजाचा कणा आहे. उच्च शिक्षणाच्या गुणवत्तेनुसार देशातील मानवी संसाधनाची गुणवत्ता ठरविली जाते.प्रस्तूत शोधनिबंधात उच्च शिक्षणाच्या निगडीत असणाऱ्या महत्त्वाच्या मुद्द्याचा विचार केला आहे, जेणेकरून जागरुकता निर्माण होईल आणि भागधारक त्यासंदर्भात विचार करतील. बदलत्या परिस्थिती आणि वस्तुस्थितीनुसार नवीन धोरणांचा अवलंब करावा लागतो.या शोधनिबंधाद्वारे भारतातील उच्च शिक्षणासमोर असलेल्या आव्हाने निर्देशित केली आहेत. त्यावरून असे सूचित होते कि उच्च शिक्षणात सुधारणा होत आहेत, पण ज्या पध्दतीने बदल व्हायला हवे ते होताना दिसत नाही.शिक्षणासाठी सार्वजनिक धोरणाचा वापर आवश्यक आहे. ज्ञान आणि तंत्रज्ञानाच्या सहाय्याने प्रगती शक्य आहे.

महत्वाचे शब्द- उच्च शिक्षण, आव्हाने, सर्वांगीण विकास आणि राष्ट्र निर्माण

प्रस्तावना

उच्च शिक्षण विभाग आणि शिक्षण मंत्रालय हे शिक्षण क्षेत्राच्या सर्वांगीण विकासासाठी कारणीभूत आहेत. धोरण आणि नियोजन या दोन्ही बाबतीत त्यांची भूमिका महत्त्वाची असते. नियोजन विकास प्रक्रियेंतर्गत विद्यापीठ,महाविद्यालय आणि इतर शैक्षणिक संस्थांमार्फत शिक्षण क्षेत्राचा संख्यात्मक आणि गुणात्मक विकास करतात. ए आइ एस एच ई (AISHE)(ऑलइंडियासर्वेऑनहायरएड्यूकेशन) च्यावेबपोर्टलवर९९३विद्यापीठ, ३९९३१ महाविद्यालय आणि १०७२५ स्वायत शैक्षणिक संस्थांची नोंद आहे. २०१८- २०१९ या शैक्षणिक वर्षात १८ ते २३ या वयोगटातील उच्च शिक्षणातील सकल नोंदणी

प्रमाण (ग्रोस अँनराँलमेन्टरेशो) याचेसर्वेक्षणकरण्यातआले. त्यानुसारस्पष्टहोतेकिपुरुषांचीजी.ई.आर.चीटक्केवारी२६.३ % आहेतर महिलांच्या बाबतीत २६.४ % आहे. उच्च शिक्षणात एकूण नोंदणी संख्या ३७.४ दशलक्ष आहेत , त्यापैकी १९.२ दशलक्ष पुरूष आणि १८.२ दशलक्ष महिला आहेत. एकूण नावनोंदणीपैंकी ४८.६% महिला आहेत.

भारत आज आधुनिकीकरण आणि आर्थिक विकासाच्या दिशेने वाटचाल करत आहे. आयटी आणि सेवा क्षेत्र यांसारख्या क्षेत्रात उच्च तंत्रज्ञानाचा वापर करून देशला समृध्द करण्यासाठी कृतिशील आहेत. आजच्या घडीला भारताच्या उच्च शिक्षण प्रणालीच्या विकासासाठी अनेक अनुकुल घटक आहेत, ज्यांचा योग्य प्रकारे फायदा होऊ शकतो. भारतात उच्च शिक्षण हे व्यापक क्षेत्र आहे, जिथे शिक्षणासाठी आणि संशोधनासाठी इंग्रजी भाषेचा वापर केला जातो. भारतात शिक्षणाची विस्तृत आणि व्यापक परंपरा आहे.

विषय अभ्यासण्याची आवश्यकता

राष्ट्र निर्माणासाठी आणि विद्यार्थ्यांच्या सर्वांगीण विकासात उच्च शिक्षणाचे योगदान महत्त्वाचे असते. प्रगती करण्याच्या दिशेने वाटचाल करण्यासाठी उच्च शिक्षण मार्गदर्शन करते. शिक्षण हा समाजाचा कणा आहे. उच्च शिक्षणाच्या गुणवत्तेनुसार देशातील मानवी संसाधनाची गुणवत्ता ठरविली जाते. आज आपण पाहतो कि उच्च शिक्षण ही समन्वित प्रणाली आहे, जी शिक्षण, संशोधन, शिक्षण विस्तार, आंतरराष्ट्रीय सहयोग आणि परस्पर समन्वय सुलभ बनविण्याचे कार्य करते. त्यासाठी भारतातील उच्च शिक्षणासमोरील आव्हानांचा अभ्यास करणे ही आजची गरज आहे.

प्रस्तूत शोधनिबंधात उच्च शिक्षणाच्या निगडीत असणाऱ्या महत्त्वाच्या मुद्द्याचा विचार केला आहे, जेणेकरून जागरुकता निर्माण होईल आणि भागधारक त्यासंदर्भात विचार करतील. हा अभ्यास वैशिष्ट्यपूर्ण आहे कारण देशातील शिक्षण पध्दतीची वर्तमान स्थिती जाणून घेण्याचा प्रयत्न केला आहे. शिक्षण क्षेत्रात असणाऱ्या आव्हानाचा अभ्यास केला आहे म्हणून हा अभ्यास महत्त्वाचा आहे.

भारतात उच्च शिक्षण प्रणालीसमोर असलेली आव्हाने

जीवन कौशल्याशी संबधित अभ्यासक्रम

आजच्या शिक्षण प्रणालीत शिक्षणाच्या सर्व टप्प्यावर जो अभ्यासक्रम आणि अध्यापनाची पध्दत पुनर्रचित करण्याची आवश्यकता आहे, हे सगळ्यात महत्त्वाचे आव्हान आहे. सद्यः स्थिती पाहता असे लक्षात येते कि आपली अभ्यास पध्दती पाठांतरावर अधिक भर देते. समजून घेण्यावर अधिक लक्ष केंद्रित करायला हवे. पठण करण्याच्या अभ्यास पध्दतीकडून जाणून घेण्याकडे वळवायला हवे. शिक्षणाचा मुख्य हेतू संज्ञानात्मक विकास करणे नाही तर चारित्र्य निर्माण करण्यावर असावा. २१ व्या शतकात आवश्यक असणारी जीवन कौशल्ये विकसित करून सुसज्ज, सर्वकष आणि परिपूर्ण नागरिक घडविणे असावा.

खर तर ज्ञान म्हणजे खजिना आहे आणि शिक्षण म्हणजे मूलतः व्यक्तिमध्ये असलेल्या परिपक्वतेला अभिव्यक्त करण्याचे साधन आहे. जर आपल्याला शिक्षणाची उदिदष्ट्ये साध्य करायची असतील तर अभ्यासक्रम आणि अध्यापनाचे सर्व पैलू पुनर्रचित करण्याची आवश्यकता आहे. प्राथमिक शाळेपासून उच्च शिक्षणापर्यंत विद्यार्थ्यांमध्ये जीवनकौशल्ये आणि मूल्ये आत्मसात व्हायला हवीत. प्राथमिक शिक्षणापासून उच्च शिक्षणापर्यंत विद्यार्थ्यानी काही आवश्यक कौशल्ये आणि मूल्ये आत्मसात करणे आवश्यक आहे, जेणे करून विद्यार्थ्याचा सर्वांगीण विकास शक्य आहे. जीवनकौशल्यांना महत्त्व देणारा अभ्यासक्रम तयार करणे हे उच्च शिक्षणासमोर असलेले आव्हान आहे.

आजीवन अध्ययन

संपूर्ण जगात आणि भारतात विस्तृत क्षेत्रीय अभ्यास आणि विश्लेषण केल्यानतंर स्पष्टपणे दर्शविण्यात येते कि स्वइच्छूकता, सामाजिक सहयोग आणि साधन सामग्रीचे एकत्रीकरण हे घटक प्रौढ साक्षरता वृध्दिगत करण्यासाठी महत्त्वपूर्ण आहे. त्याचबरोबर राजकीय इच्छाशक्ती, संघटनात्मक संरचना, यथोचित नियोजन, पुरेसे आर्थिक पाठबळ आणि उच्च गुणवत्ता असलेले आणि मूल्यक्षमता निर्माण करणारे अभ्यासक आणि स्वंयसेवकांच्या साहाय्याने शिक्षण क्षेत्रात विकास होऊ शकतो. साक्षरता योजनेचे खरे यश प्रौढांमध्ये साक्षरतेची वाढ नव्हे तर समाजातील सर्व पातळीवरील मुलांची शिक्षणासाठी वाढती मागणी आहे. त्याचबरोबर समाजात होणाऱ्या सकारात्मक परिवर्तनासाठी योगदान देणे महत्त्वपूर्ण आहे. १९८८ साली राष्ट्रीय साक्षरता अभियानाला सुरुवात झाली. स्वयंसेवकांचा ऐच्छिक सहभाग आणि पाठिंब्यावर हे अभियान आधारित होते. परिणामी १९९१- २०११ या कालावधीत राष्ट्रीय साक्षरतेत लक्षणीय वाढ झाली विशेष म्हणजे त्यात स्त्रियांचाही समावेश होता. समाजाशी निगडित असणाऱ्या दैनंदिन मुद्द्याविषयक चर्चा व संवाद होऊ लागले.

समग्र आणि आंतरशाखीय शिक्षण

समग्र आणि आंतरशाखीय शिक्षण प्रणालीचा मुख्य हेतू माणसातील बौध्दिक, सामाजिक, शारिरीक, भावनिक आणि नैतिक क्षमतांचा एकात्मक पध्दतीने विकास करणे हा असावा. २१ व्या शतकात आवश्यक असणाऱ्या विविध क्षेत्रीतील मानवी क्षमता विकसित करण्यासाठी आणि प्रगतीसाठी शिक्षणाची ही पध्दत उपयुक्त ठरेल. कला, मानव्यविद्या,भाषा, विज्ञान, सामाजिक विज्ञान, व्यवसायिक, तांत्रिक, ओद्योगित क्षेत्रात विकास करण्यासाठी या प्रकारच्या शिक्षणाची आवश्यकता आहे. निवडलेल्या क्षेत्रात पारंगत होण्यासाठी आवश्यक असणारी कौशल्ये विकसित व्हायला हवी. प्रभावी संवाद, चर्चा वादविवाद यांसारख्या कौशल्याचा विचार व्हायला हवा. पदवी शिक्षणासाठी आणि त्याचबरोबर व्यवसायिक, तांत्रित आणि औद्योगिक क्षेत्रात सर्वांगिण प्रगती करायची असेल तर समग्र आणि आंतर शाखीय शिक्षणाची आवश्यकता आहे.

भारतीय भाषा, कला आणि संस्कृतीचा विस्तार

भारत देश हा संस्कृतीचा ठेवा आहे. हजारो वर्षांपूर्वीचा भारतीय सांस्कृतिक ठेवा कला, साहित्य, रूढी, परंपरा, भाषा, स्थळ इत्यादी माध्यमातून आविष्कृत होतो. जगभरातील कोट्यवधी लोक या सांस्कृतिक संपत्तीचा आनंद घेण्यासाठी भारतात येतात. भारतातील पर्यटन, आदारातिथ्याचा अनुभव घेतात, हस्तकला आणि हस्तनिर्मित कपड्यांची खरेदी करतात, भारतीय अभिजात साहित्याचे वाचन करतात, योगाभ्यास आणि ध्यान या सगळ्याचा आस्वाद घेतात. भारतीय तत्त्वज्ञानाने प्रेरित होतात. त्याचबरोबर भारतातील विलक्षण सणात सहभागी होतात. विभिन्न संगीत आणि कला, सिनेमा यांचा मनसोक्त आस्वाद घेतात व दाद देतात. भारताच्या सांस्कृतिक आणि नैसर्गिक संपत्तीमुळे 'अतुल्य भारत' हा भारतीय पर्यटनाचा नारा आहे.

भारतीय संस्कृतीचे संवर्धन आणि विस्तार करणे ही आपल्या देशाची प्राथमिक आवश्यकता आहे. देशाची अस्मिता आणि अर्थव्यवस्था टिकविण्यासाठी गरजेचे आहे. वैयक्तिक आणि देशाच्या हितासाठी भारतीय कला आणि संस्कृती उपयुक्त आहे. विद्यार्थ्यांमध्ये आपल्या संस्कृतिविषयी अस्मिता आणि आपलेपणाची भावना निर्माण करण्यासाठी संस्कृतीचा विस्तार आणि आविष्कारण होणे आवश्यक आहे. त्याचबरोबर इतरांच्या संस्कृतीचा सन्मान करतील. विद्यार्थ्यांमध्ये आपल्या संस्कृती , इतिहास, कला, भाषा आणि परंपरा विषयक सकारात्मक दृष्टिकोण असायला हवा. दृढ भावना आणि ज्ञानामुळे सांस्कृतिक अस्मिता आणि अस्तित्वाचे संवर्धन करणे शक्य आहे. परिणामी सांस्कृतिक जाण आणि आविष्कारण वैयक्तिक आणि सामाजिक पातळीवर आवश्यक आहे. त्या दिशेने वाटचाल करणे हे २१व्या शतकातील उच्च शिक्षणासमोर असलेले मोठे आव्हान आहे.

प्रयोगात्मक अध्ययन

शिक्षणाच्या सर्व टप्प्यांवर प्रयोगात्मक शिक्षणाचा अवलंबन करणे आवश्यक आहे. शिक्षण प्रणालीत कृतिशिल अध्ययन, कला,क्रीडा, कथनात्मक यांचा एकत्रितपणे समावेश असायला हवा. विविध विषयामध्ये असलेल्या अन्वयाचे समन्वेषण करायला हवे. शिक्षणाची उदिदष्ट्ये साध्य करित असताना होणारी तफावत दूर करायची असेल तर वर्गातील शिक्षणाकडून कार्य क्षमता विकसित करणाऱ्या अध्ययन आणि शिक्षणाकडे वळायला हवे. विद्यार्थ्याच्या प्रगतीचे मूल्याकंन करित असताना प्रत्येक विषयासाठी निर्दिष्ट केलेल्या अभ्यासक्रमाबरोबरच अध्यायनाचा हेतू , विद्यार्थ्याची कार्यक्षमता, त्यांची मनोवृत्तीचा विकास यांच्याशी अधोरेखित व्हायला हवी.

कला एकत्रीकरण हा अध्ययनशास्त्राचा महत्त्वाचा दृष्टिकोन असायला हवा. त्याच्या वापराने विषयाशी निगडित संकल्पना स्पष्ट करत असताना कला आणि संस्कृतीच्या विविध पैलूंचा आणि प्रकाराचा आधार घेतला जातो. प्रयोगात्मक अध्यायनाचा भाग म्हणून कला एकात्मिकतेचा समावेश असायला हवा, जेणे करून वर्गात प्रफुल्लित वातावरण निर्माण होईल. त्याचबरोबर भारतीय कला आणि संस्कृतीचा अभ्यास होईल. विद्यार्थी भारतीय लोकस्वभाव आत्मसात करतील. कला एकात्मिक दृष्टिकोणामुळे शिक्षण आणि संस्कृती यांच्यामधील अनुबंध अधिक दृढ होईल.

आँनलाईनआणिडिजिटलशिक्षण

बदलत्या परिस्थिती आणि वस्तुस्थितीनुसार नवीन धोरणांचा अवलंब करावा लागतो. सद्यः स्थिती पाहता जगभर महामारी पसरली आहे. अशा या परिस्थितीत पारंपरिक किंवा वैयक्तिकरित्या अध्यापन करणे शक्य नाही. गुणवत्तापूर्ण अशी आँनलाइनअध्यापनाचीपध्दतआजउपलब्धआहे. तंत्रज्ञानाचेसंभाव्यजोखीमआणिधोकेलक्षातघेऊनत्यांचाउपयोगकरणेहीकाळाची गरज आहे. त्यासाठी विचारपूर्वक आणि संकल्पित अशा उचित दर्जाच्या प्रयोगात्मक अभ्यासाची आवश्यकता आहे. ज्याच्यामुळे आपल्या लक्षात येईल कि आँनलाईनआणिडिजीटलशिक्षणसर्वसामान्यविद्यार्थ्यालाफायदाहोतो कि नाही. दरम्यान समाजातील शेवटच्या विद्यार्थ्यापर्यत दर्जेदार शिक्षण पोहचावे यासाठी विद्यमान डिजीटल माध्यम आणि आय. सी. टी आधारित शिक्षणाकडे आशावादी दृष्टिकोनातून पाहणे आणि विस्तार करणे हे आजच्या आणि येणाऱ्या काळासाठी फार महत्त्वाचे आव्हान आहे. जोपर्यंत प्रत्येक विद्यार्थी आँनलाईनआणिडिजीटलशिक्षणाचा लाभ घेऊ शकत नाही तोपर्यंत ही शिक्षणाची पध्दत उपयुक्त ठरू शकत नाही. सर्व स्तरावरील विद्यार्थ्यांकडे संगणकीय उपकरणे आणि इतर साधनसामुग्री असणे आवश्यक आहे.

आँनलाईनआणिडिजीटलशिक्षणासाठीतंत्रज्ञानाचावापरकरूनशिक्षणाच्याक्षेत्रातसमानतानिर्माणकरणे हेआव्हानआहे.

समारोप

या शोधनिबंधाद्वारे भारतातील उच्च शिक्षणासमोर असलेल्या आव्हाने निर्देशित केली आहेत. त्यावरून असे सूचित होते कि उच्च शिक्षणात सुधारणा होत आहेत, पण ज्या पध्दतीने बदल व्हायला हवे ते होताना दिसत नाही. शासन यावर उपाय म्हणून अनेक समुचित प्रयत्न आणि उपक्रम राबवत आहे. भारतात जर उच्च शिक्षणाच्या बाबतीत प्रगती करायची असेल तर सगळ्याचा सहभाग अपेक्षित आहे. शिक्षणासाठी सार्वजनिक धोरणाचा वापर आवश्यक आहे. ज्ञान आणि तंत्रज्ञानाच्या सहाय्याने प्रगती शक्य आहे. नविन शैक्षणिक धोरणात वरील मुद्द्यांचा विचार केलेला आहे. त्याचे उपयोजन जर प्रभावीपणे झाले तर शिक्षण क्षेत्रात आमूलाग्र बदल होणार.

संदर्भ सूची

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२१ व्या शतकातील कौशल्य विकसनात माहिती तंत्रज्ञानाच्या आधारे पाठ टाचणाचे विकसन

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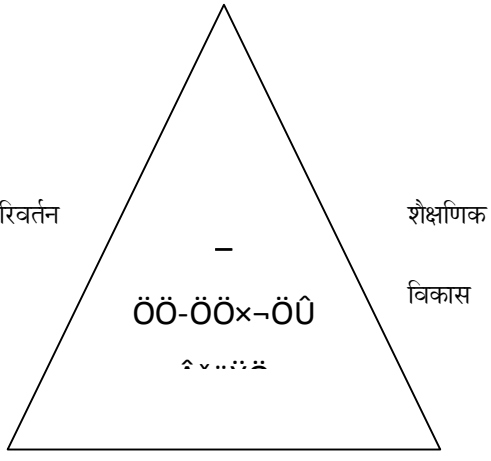
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प्रस्तावना -

२१ व्या शतकातील एक प्रयोगशील असे माध्यमातूनन विद्यार्थ्यांचे ज्ञान वाढीसाठी तंत्रज्ञान माहिती तंत्रज्ञानाच्या माध्यमातून विद्यार्थ्यांचे ज्ञान वाढीसाठी अध्ययनासाठी ई-सामुग्रीची निर्मिती करता येते. अध्यापन प्रणालीत नाविन्यपूर्ण साधने व पध्दतीच्या वापरात माहिती तंत्रज्ञानाच्या साधनांचा वापर करता येतो. यासाठी FDP (Faculty Development Programm) ई-कोर्स यांच्या माध्यमातून अत्यंत प्रभाव ॲप्लीकेशन मधून अनेक कोर्स बुकचा संदर्भ घेऊन आपल्या अध्यापनात उपयुक्त ॲप्लीकेशन साधने वापरता येतात. टाळेबंदी सारख्या काळात अध्ययन-अध्यापनासाठी E-Content ची निर्मिती करुन अध्ययन सामग्री निर्मिती करता येते. शिक्षक विद्यार्थी यांच्यातील आंतरक्रियेसाठी माहिती तंत्रज्ञान हे एक प्रभावी माध्यम आहे. आभासी वर्गातून विद्यार्थ्यांना प्रात्यक्षिके (Video Clips मधून) स्पष्ट करता येते. विद्यार्थ्यांना अध्ययनात आनंददायी आकर्षकता वाढवण्यासाठी माहिती तंत्रज्ञानाची एक उपयुक्त आणि प्रभावी भूमिका आहे.

माहिती तंत्रज्ञानाची संकल्पना -

माहिती तंत्रज्ञान म्हणजे तांत्रिक व अतांत्रिक या दोन्ही गोष्टींची सांगड घालणारी एक प्रणाली आहे. माहिती तयार करणे, माहिती मिळवणे, तिचे संकलन, जतन करणे या सर्वांची मिळून केलेली प्रक्रिया म्हणजे माहिती तंत्रज्ञान होय.



शिक्षण

माहिती तंत्रज्ञानाची गरज -

- जागतिक स्तरावरील बदलास सामोरे जाण्यासाठी माहिती तंत्रज्ञानाचा वापर होतो.
- सध्याच्या स्पर्धेच्या युगात माहिती तंत्रज्ञानाची जोड फायदेशीर ठरते.
- बदलत्या परिस्थितीत (टाळेबंदी संख्या काळात) विद्यार्थी तसेच शैक्षणिक प्रक्रियेस बदलत असताना त्यांच्या गरजा लक्षात घेता माहिती तंत्रज्ञान हा एक उत्तम पर्याय मार्ग ठरतो.
- बदलत्या सामाजिक गरजांना सामोरे जाताना वेगवान माहिती प्राप्त करण्यास माहिती तंत्रज्ञानाचा वापर होतो.

माहिती तंत्रज्ञानाचे महत्त्व -

- माहिती तंत्रज्ञानामुळे संवादाचे मार्ग उपलब्ध होतात.
- स्वयं अध्ययनासाठी माहिती तंत्रज्ञान उत्तम माध्यम आहे.
- माहिती तंत्रज्ञानाच्या विविध साधने व तंत्राच्या वापरामुळे शिक्षणाची परिणामकारकता वाढते.
- प्रत्येक विषयाच्या तंत्र शिक्षकाच्या अध्यापनाचा लाभ असंख्य विद्यार्थ्यांपर्यंत पोहचवता येतो. Interactive media तंत्रज्ञानाच्या सहाय्याने पाठ चालू असताना विद्यार्थ्यांच्या शंकांचे समाधान करु शकतात.
- शिक्षकांच्या अनुपरिस्थितीतही अध्ययन कार्य सुरु राहते.

अध्यापनात माहिती तंत्रज्ञान -

विद्यार्थी केंद्री वातावरण तयार करण्यासाठी शिक्षकांना मदत करणारे साहित्य म्हणून माहिती तंत्रज्ञानाकडे पाहता येतो. पारंपारिक शिक्षणकेंद्री शिकवण्याच्या पध्दतीकडून अधिकाधिक विद्याथी पध्दतीकडे जाण्यासाठी माहिती तंत्रज्ञान हे एक महत्त्वाचे साधन आहे. माहितीचे सादरीकरण आणि संकल्पना स्पष्ट करण्यासाठी माहिती तंत्रज्ञान हे माध्यम म्हणून वापरता येते. (यासाठी LCD प्रोजेक्टर्स, दूरदर्शन संच, इलेक्ट्रॉनिक व्हाईटबोर्ड, गुगल साईट, MOOC Test, Google Classroom) माहिती तंत्रज्ञानाच्या माध्यमातून विद्यार्थी संगणकाच्या वापरातून एकाचवेळी सारख्या माहितीचे ज्ञान प्राप्त करु शकतात. माहिती तंत्रज्ञानाच्या व्दारे अध्ययन-अध्यापनात एकाच ठिकाण सर्वजण उपस्थित न राहता देखील आपल्या स्थानिक ठिकाणाहून यात सहभागी होऊ शकतात. तसेच गटचर्चा करुन मत मांडणे तसेच शंकाचे समाधान करु शकतात. (यासाठी सिम्युलेशन म्हणजेच आभासी प्रतिमेचा, virtule classroom चा वापर करु शकतात.)

माहिती तंत्रज्ञान वापरात शिक्षकाची भूमिका -

- अध्ययन कर्ता
- नियोजक
- अध्यापन
- परीक्षक

माहिती तंत्रज्ञान आणि आवश्यक आव्हानात्मक कौशल्ये -

१) मूलभूत कौशल्ये
२) प्रगत कौशल्ये
३) क्लिष्ट / गुंतागुंतीची संप्रेषण कौशल्ये.

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विद्यावार्ता ™

१) मूलभूत कौशल्ये

→ संगणक हाताळण
→ वाचनाची गरज
→ गणितीय ज्ञान
→ अर्थशास्त्रीय बदलाची जाणीव

२) प्रगत कौशल्ये - कूशल विचारशक्ती म्हणजे बीजगणिताप्रमाणे विशिष्ट नियमांवर आधारित ज्यांची उत्तरे मिळवता येत नाहीत. अशा समस्यांवर उत्तरे शोधण्याची क्षमता.

३) क्लिष्ठ/गुंतागुंतीची संप्रेषण कौशल्ये -

→ इंटरनेट योग्य माहिती मिळवणे
→ E-Based अध्ययन करणे.
→ Video-Multimedia-Interactive CD बाजारात उपलब्ध आहे त्यांचे संदर्भ घेणे.

माहिती तंत्रज्ञानाच्या प्रभावी वापरातून शिक्षण क्षेत्रात घडून येणारे बदल -

- विद्यार्थी केंद्री पध्दतीमुळे विद्यार्थी स्वत:च्या वेळेनुसार व गतीनुसार सरावावर आधारित कौशल्ये शिकू शकतात.
- विद्यार्थी मिळवलेली माहिती वापरुन समस्या सोडवू शकतात आणि नवीन आव्हानांना सामोरे जाऊ शकतात.
- माहिती तंत्रज्ञानामुळे अध्ययनाचा वेळ कमी करता येतो.
- व्हिडिओ क्लीपच्या सहाय्याने विद्यार्थी, शेतकरी आणि खेळाडूंना प्रशिक्षीत करण्याचे उत्तम माध्यम म्हणजे दूरदर्शन संच या माध्यमातून प्रक्षेपण करता येते.
- LCD प्रोजेक्टरचा वापर करुन अध्यापन परिणामकारक होते व विद्यार्थ्यांना सहजन आकलन होते.
- शिक्षक Online पाठचा वापर करु शकतात.
- Online परिक्षांमुळे वस्तुनिष्ठता येते तसेच मानवी चुक टाळता येतात आणि मनुष्यबळ कमी लागते.

माहिती तंत्रज्ञान आधारित पाठ टाचण :

ICT LESSON PLAN

Name	Sunita Maruti Jogdankar		
Subject/Theme	Lanaguge		
Topic	चिकित्सक कौशल्य		
Lesson Title	आपले परमवीर		
Level	Secondary	Lesson Duration :	४० Minutes

Expected learning outcomes :

At the end of this lesson learner will।

a) Content related learning outcomes

१. विद्यार्थ्यांला 'परमवीर चक्र' या शौर्य पदकाची माहिती आहे.
२. विद्यार्थी परमवीर चक्र विषयी माहिती सांगतो.
३. शिक्षक Video Clips चा उपयोग शैक्षणिक साधनासाठी करतात.
४. शिक्षक www.paramvirchakra.com या Internet - Website च्या संदर्भातून माहितीचे विश्लेषण करतात.
५. अ) शिक्षक परमवीर चक्र पदक विषयाची माहिती आणि पदकाची चित्रे यांचे एकत्रीकरण करुन PPT Presentation तयार करुन विद्यार्थ्यांना दाखवतात.

आ) शिक्षक विद्यार्थ्यांना परमवीर चक्र प्राप्त महान परमवीर यांच्या माहितीचे PPT Presentation तयार करण्याचे गटकार्यातून प्रकल्प देतात.

इ) विद्यार्थी 'परमवीर चक्र-शौर्य पदक' ह्या विषयावर PPT Presentation तयार करतो.

Learning Outcomes of ICT :

१. 'परमवीर चक्र शौर्य पदक' या विषयावर PPT Presentation प्रकल्प तयार करण्यासाठी शिक्षक Internet Website आणि साधनांची माहिती सांगतात.
२. विद्यार्थी 'परमवीर चक्र' विषयी चिकित्सक माहिती शोधण्यासाठी Internet - website च्या माध्यमाचा उपयोग करतो.
३. विद्यार्थी स्वत: गटातून Google search engine च्या माध्यमातून Data collection करतो.
४. विद्यार्थी गटाकार्यातूने PPT Presentation तयार करुन विविध Animation आणि Slideshow करुन सादरीकरण करतो.

Pedagogical Approaches and Activities :

१. अध्यापन परिणामकारक होऊन शिक्षक व विद्यार्थ्यांत चिकित्सक दृष्टिकोन विकसित होतो.
२. अध्यापनात Internet वापरातून विविध website चा उपयोगातून Teaching Tools चा वापर करता येतो.
३. विद्यार्थ्यांमध्ये नाविन्यपूर्ण उपक्रमातून ICT चा वापर करुन संप्रेषण, गटकार्य, समीक्षक कौशल्ये विकसित करता येईल.
४. ज्ञानाचे सामायिकरण (Sharing) करण्यासाठी ICT चा अध्यापनात महत्त्वपूर्ण उपयोग होतो. उदा. Google classroom Media and Information Resources :
www.youtube.com/Digital content for learning/communication and tracking tool/Virtual learning environment and Intelligent tutoring system
References : www.educationcount.govt.nz/publication/ict/५८०७

संदर्भ ग्रंथ -

- Sagar K (२००५) Digital Technology in Education, Author Press Publication, New Delhi

Web -

१. www.google.com
२. dinjeshjadhav५२७.blogspot.com
३. www.slideshare.net

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२१ व्या शतकातील सर्जनशीलता कौशल्य आणि त्यावर आधारित पाठनिर्मिती

डॉ. पांढरे विद्युलता ज्ञा.
प्राचार्य, उमा शिक्षणशास्त्र महाविद्यालय, पंढरपूर

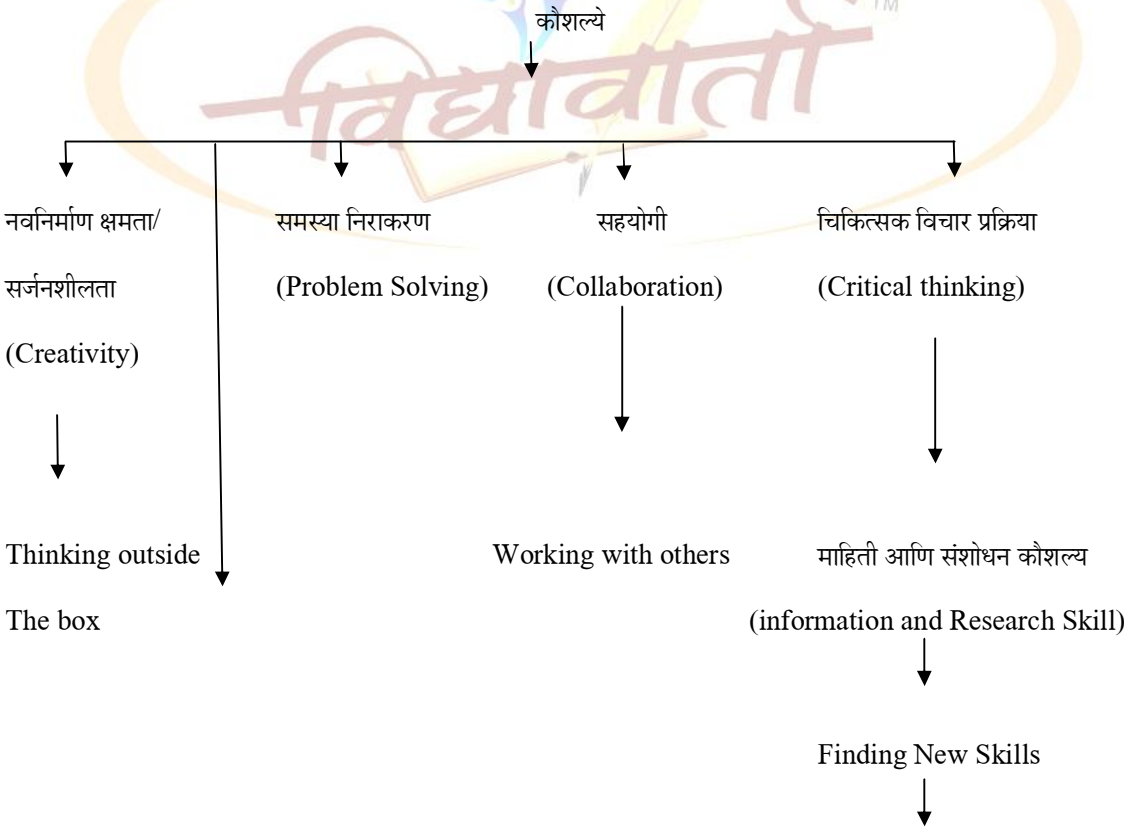
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प्रस्तावना :

२१ व्या शतकात ज्ञानासाठी आपण ज्ञानसमाजाची निर्मिती करण्याचा प्रयत्न करतो. त्यामध्ये सामाजिक विकास, आर्थिक संस्कृती, राजकीय आणि संस्था बदल अशा अनेक घटकांचा विकास करण्याचा प्रयत्न केला जात आहे. त्यामुळे समाजातील सर्व घटकांचा विकास आणि सक्षमीकरण होणार आहे. प्रत्येक व्यक्तीमध्ये क्षमता विकसन करण्याचा प्रयत्न केला जात असून त्याव्दारे ज्ञानसमाज घडविण्याचा प्रयत्न आहे.

ज्ञानसमाज घडविताना पारंपारिक अध्यापनात आता विविध नाविन्यपूर्ण तसेच, २१ व्या शतकात आवश्यक असणारे महत्त्वपूर्ण कौशल्यांचा समावेश करणे अत्यंत आवश्यक आहे. त्यामध्ये खालील कौशल्य आज अध्यापनात समाविष्ट करणे गरजेचे आहे.

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विद्यावार्ता™



संप्रेषण (Communication) Finding Solutions of Problem

↓

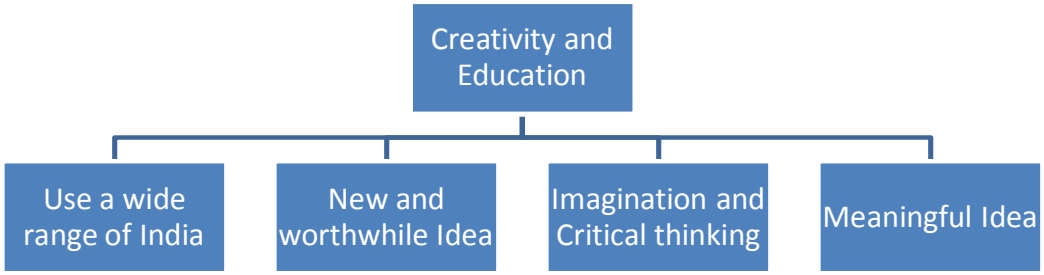
Talk to others

वरील विविध कौशल्ये आज अध्यापनाव्दारे विकसित करणे २१ व्या शतकात ज्ञान समाजासाठी आवश्यक बनले असून सदर लघुसंशोधनासाठी संशोधकाने सर्जनशीलता ह्या कौशल्य विकसनावर चिंतनपर तसेच कृतीपर अभ्यास करण्याचे निश्चित केले आहे.

सर्जनशीलता/नवनिर्माण क्षमता (Creativity) :

"सर्जनशीलता म्हणजे नवनिर्माण क्षमता होय."

शिक्षण देत असताना केवळ शिक्षण देणे महत्त्वाचे नसून प्राप्त शिक्षणातून नवीन विचार करण्याची क्षमता विकसित होणे आवश्यक आहे. हेच महत्त्वपूर्ण कार्य शिक्षकांनी अध्यापनाव्दारे विकसित करणे अत्यंत गरजेचे आहे.



सर्जनशीलता सादरीकरणाचे घटक :

(Components of Creativity expression)

१. संकलन करणे (Capturing) : सतत नवीन कल्पना स्विकारणे.
२. आव्हाने स्विकारणे (Challening) : निराकरण करता येईल अशी स्वत: कठीण आव्हाने स्विकारणे.
३. विस्तारीत करणे (Broadening) : मनोरंजक नवीन गोष्टी शिकून सर्जनशीलता वाढविणे.
४. सभोवताली पसरविणे (Surrounding) : अर्थपूर्ण आणि वैविध्यपूर्ण गोष्टी सभोवताली लोकांना देवून सहकार्य करणे.

वरील चार घटकांच्या आधारे सर्जनशीलता सादरीकरण करुन विकसित करण्यास मदत होते.

सर्जनशीलता विकसनात शिक्षकांची भूमिका :

(Role of Teacher to developing Creativity)

शिक्षकांची भूमिका महत्त्वांची असून सर्जनशीलता निर्मिती पोषण करण्याचे कार्य शिक्षकांच्या मार्फतच घडून येते. शिक्षण देत असताना केवळ शिक्षण देणे महत्त्वपूर्ण नसून त्यामधून नवनिर्माण क्षमता विकसित करणे अत्यंत आवश्यक आहे. माझ्या विद्यार्थ्यांना सतत नवीन विचारास चालना देण्यासाठी मी काय करेल?/ करु शकेल? याचा सातत्यपूर्ण विचार शिक्षकांनी चालू ठेवावा.

१. वर्गातील भिंती बोलक्या ठेवणे.
२. वर्गात सतत प्रयोग, दिग्दर्शन इ. कृती घेणे.
३. विद्यार्थी कृतीस प्राधान्य देणे.
४. विद्यार्थींना डायरी लेखन करण्यास प्रोत्साहन देणे.
५. विद्यार्थीनुरुप उपक्रमाचे आयोजन करणे. उदा. बागकाम, मातीकाम, साहित्यनिर्मिती, हस्तलिखीत, प्रयोगांची रचना, विविध स्पर्धाचे आयोजन, चर्चा, नाट्यीकरण इ.
६. विद्यार्थ्यांना वर्ग आणि वर्गातील कृती हव्या-हव्याश्या वाटते. हे शिक्षकांच्या कार्याचे यश असावे.
७. विद्यार्थीस स्वतंत्र या गटकार्यव्दारे कृती करण्यास प्रोत्साहन द्यावे तशी बैठक रचना वर्गाची असावी.
८. विद्यार्थी कृतीला सामाजिक विकासाची जोड द्यावी. मूल्य विकसित करण्यास भर द्यावा.
९. विद्यार्थी कृतीस प्रोत्साहन द्यावे. उदा. चर्चा, संवादन इ. विद्यार्थी कार्यास प्रेरणा देणे.
१०. शिक्षक आणि सहकारी यांच्यामध्ये सातत्यपूर्ण सर्जनशीलतासाठी विचारांची देवाण-घेवाण व्हावी.

सर्जनशीलता विकसनावर आधारित पाठ-टाचण :

वर्गात जाण्यापुर्वी काय करणार याचा पुर्व आराखडा म्हणजे पाठ-टाचण.

सर्जनशीलता विकसनाचे नियोजन पाठ टाचणात असणे आवश्यक आहे. शास्त्रज्ञ असा तासनतास प्रयोगशाळेत रमतो आणि नवीन शोधांची निर्मिती करतो. वर्गात विद्यार्थी रमतो आणि नवा शोध निर्माण करेल अशी कृती शिक्षकांनी करणे आवश्यक आहे. त्यावर आधारित विविध कृतीचा समावेश पाठ टाचणांत करावा.

पाठ टाचण :

Instructional Design for integration of creativity skill into teaching

Standard : सहावी

Subject : मराठी

Unit : बोधप्रधान पाठ

Sub. Unit : ओळख थोरांची (भाग-१)

Resources : माहिती तंत्रज्ञानातून निर्मित माहितीपट, हस्तलिखितचे नमुने, लेखन कला विषयातील विविध संदर्भ.

Objectives :

१. विद्यार्थी हस्तलिखित विषयाची माहिती जाणून घेतो.
२. विद्यार्थी हस्तलिखिताचे नमुने अभ्यास करतो.
३. विद्यार्थी विविध माहितीविषयक नाविन्यपूर्ण शोध आणि सर्जनशीलता विकासाला चालना देतो.
४. विद्यार्थी गटातून माहितीच्या संग्रहाचे हस्तलिखित नमुना तयार करतो.

Nature of Activity :

प्रथम शिक्षक नवोपक्रमाच्या माध्यमातून पाठाविषयी पुर्वतयारी करुन क्रीडा क्षेत्रातील प्रकार, खेळाडू आणि त्यातील महत्त्वपूर्ण पुरस्कार संबंधित असलेल्या माहितीचे ICT चा वापर करुन तयार करण्यात आलेले माहितीपट ई-लर्निंग च्या माध्यमातून दाखवतात. नंतरर या माहितीपटावर आधारित असे माहिती संग्रह जमा करावे आणि ते लेखन, चित्रे, रेखाटने तयार करण्यास सूचना देतात. त्यासाठी विद्यार्थ्यांना प्रेरणा देतात. विद्यार्थी या संदर्भातील माहिती जाणून घेतात आणि आपल्यातील कौशल्यानुसार कार्य करण्याचे प्रयत्न करतात. शिक्षक यासाठी काही लेखनाचे नमुने दाखवतात यातून विद्यार्थ्यांनी तयार केलेल्या माहितीचे हस्तलिखित

करण्यासाठी ची कृती स्पष्ट करतात. ही कृती करण्यासाठी शिक्षकांनी विद्यार्थ्यांचे गट पडतात आणि प्रत्येक गटांचे गट प्रतिनिधी निवडतात त्यामध्ये वेळेचे नियोजन, माहिती संग्रह जमा करण्याची जबाबदारी विद्यार्थ्यांना दिली जाते. शिक्षक मार्गदर्शक निरीक्षकाची भूमिका बजावतात. यातून विद्यार्थी शोधक वृत्ती आणि सर्जनशीलता विकसित करण्याचा प्रयत्न करतात.

Role of teacher :

शिक्षकाची भूमिका विद्यार्थ्यांची सर्जनशीलता विकसित करण्यासाठी मार्गदर्शक आणि निरीक्षकाची असून शिक्षक स्वत: माहिती तंत्रज्ञानाचा वापर करुन माहितीपट तयार करुन विद्यार्थ्यांना प्रेरणा देतात. शिक्षक विद्यार्थ्यांचे लेखन कौशल्य विकसित करण्यासाठी नमुने दाखवतात आणि मार्गदर्शन करतात. हस्तलिखित निर्मितीसाठी गटातून कार्य करण्यासाठी विद्यार्थ्यांचे गट तयार करतात. शिक्षक विद्यार्थ्यांची सर्जनशीलता विकसित करण्यासाठी हस्तलिखित निर्मितीतून संधी निर्माण करुन देतात. एखाद्या क्षेत्राविषयीची माहिती, आवड निर्माण व्हावी यासाठी हा उपक्रम राबवतात. विद्यार्थ्यांच्या सर्जनशीलता विकासासाठी विद्यार्थ्यांना प्रेरणा देतात.

Role of Students :

विद्यार्थी केंद्रित कार्य असल्याने यामध्ये विद्यार्थ्यांची भूमिका महत्त्वपूर्ण आहे. यामध्ये विद्यार्थी आपल्या सर्जनशीलता विकासाला चालना देण्यासाठी विविध हस्तलिखित नमुन्याचा अभ्यास करतात. दिलेल्या विषयावर आधारित माहिती लेखन, चित्र, रेखाटन यांचे संग्रह करुन शिक्षकांच्या मार्गदर्शनातून तपासून घेऊन शोधवृत्तीतून सर्जनशीलता विकास करण्याचा प्रयत्न करतात. विद्यार्थी गटातून कार्य करतात. अशा प्रकारे हस्तलिखित निर्मितीतून विद्यार्थ्यांचे लेखन कौशल्य विविध कलांपासून सर्जनशीलता विकासाला चालना मिळते. यातून विद्यार्थ्यांच्या पूर्व ज्ञानाचे दृढीकरण होते. अबोल विद्यार्थी संवाद निर्माण करतील.

Resources :

हस्तलिखिताचे नमुने, माहिती तंत्रज्ञानातून निर्मित झालेले विविध माहितीपट, लेखन, कला विषयातील विविध संदर्भासाहित्य.

समारोप :

अशा प्रकारे सर्जनशीलता विकसनासाठी योग्य कृती केल्यास आपणांस निश्चित विद्यार्थी सर्जनशीलता बनण्यास मदत होईल. २१ व्या शतकास सर्जनशील विद्यार्थी शिक्षक देवून विद्यार्थी विकासाबरोबर राष्ट्र आणि समाज विकासात शिक्षक आपले अमूल्य योगदान देतील.

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कोविड-19 काळातील स्थानिक स्वराज्य संस्थेच्या शाळांमधील ऑनलाईन शिक्षण-एक अभ्यास

सतीश न्नारायर्णिंव सातपुते
(विषय सहाय्यर्ि-IT)
जिल्हा शिख्रर्णि व प्रशिख्रर्णि संस्था मुरूड जि.लातूर

प्रगत शैक्षणिक महाराष्ट्र या २२ जून २०१५ च्या शासन निर्णयात शिक्षकांना समृध्द करण्यासाठी त्यांच्या मागणी नुसार प्रशिक्षण देण्यात यावे असे नमूद केलेले आहे. त्यानुसार गरजेनुसार प्रशिक्षणाची मागणी केलेल्या शिक्षकांना प्रशिक्षण देण्यात येवू लागले असून जलद प्रगत शैक्षणिक महाराष्ट्र कार्यक्रम या ९ जानेवारी २०१७ च्या शासन परिपत्रकानुसार राज्यातील शाळा डिजिटल करणे व त्याचा अध्ययन अध्यापनात नियमित वापर करणे याबाबत सूचित करण्यात आलेले आहे.

सध्याचे युग हे संगणक युग म्हणून ओळखले जाते. कॉम्प्यूटर नावाच्या या यंत्राने आजच्या समाज जीवनावर सर्वांगीण परिणाम केलेला आहे. संगणक हे एक इलेक्ट्रॉनिक उपकरण आहे. यांत चिन्हांवर प्रक्रिया करणारी पध्दती किंवा व्यवस्था असून त्याची रचना व व्यवस्थापन असे असते की, ज्यामुळे माहिती स्वीकारणे, साठविणे व संस्कारित करणे, प्रसारित करणे आणि निकाल किंवा उत्तरे तयार करणे या प्रक्रिया आधीच साठवून ठेवलेल्या पायऱ्या पायऱ्यांनी बनलेल्या सूचनाबरहुकूम आपोआप केल्या जातात. संगणकाचा रेल्वे, विमान, आरोग्य, महसूल, बँक, उद्योगधंदे, संशोधन, विमाक्षेत्र, विद्युतविभाग इत्यादी विभागत विविध कार्यांसाठी उपयोग केला जातो. संगणकाच्या काही वैशिष्ट्यपूर्ण क्षमतांमुळे याला शिक्षणातील अध्ययन-अध्यापन क्षेत्र तरी कसे अपवाद असणार!

शिक्षणात व प्रशिक्षणातही संगणकाचा वापर करणे ही काळाची गरज ठरली आहे.

उद्दिष्टये :-

१) तंत्रस्नेही शिक्षक प्रशिक्षणाची परिणामकारकता अभ्यासणे.

२) तंत्रस्नेही शिक्षक प्रशिक्षणामुळे कोविड-१९ काळातील शिक्षणावर होणारा परिणाम अभ्यासणे.

३) तंत्रस्नेही शिक्षक प्रशिक्षण आणि ऑनलाईन शिक्षण यांचा संबंध अभ्यासणे.

संगणकाची शैक्षणिक उपयुक्तता :-

संगणकाचा वापर दैनंदिन जीवनात पदोपदी होत असलेला दिसून येतो. संगणकज्ञानामध्ये झालेल्या प्रचंड वाढीमुळे संगणक शिक्षणक्षेत्रात देखील वेगवेगळ्या कार्यासाठी एक साधन म्हणून उपयुक्त साधन आहे. गरज आहे ती आज संगणकाचा वापर कल्पकतेने आणि योग्य सावधगिरी बाळगून शैक्षणिक प्रक्रियेत वापरण्याची काही उपयुक्त ॲप्लीकेशन सॉप्टवेअरमुळे संगणकाचा शिक्षणक्षेत्रात साधन म्हणून वापर करता येतो. आपल्या वर्गातील बालकास जगाच्या स्पर्धेत टिकवून ठेवण्यासाठी अध्ययन अध्यापनात तंत्रज्ञानाचा वापर करणे अनिवार्य झाले आहे. भाषा, विज्ञान, सामाजिक शास्त्र या विषयांना न्याय देण्यासाठी काळानूरुप तंत्रज्ञानाचा वापर करणे क्रमप्राप्त ठरते.

शिक्षकांची भूमिका :-

आयसीटी वापरणाऱ्या शिक्षकाची भूमिका जरी समन्वयकाची होत असली तरीही त्यामुळे वर्गामध्ये नेत्याची भूमिका बजावण्यासाठी त्याची गरज नष्ट होत नाही, पारंपारिक शिक्षकाची नेतृत्व गुणकौशल्ये आणि सराव आजही आवश्यक आहेत. आयसीटी वापरताना धड्याचे नियोजन करणे खूप महत्त्वाचे आहे संशोधनांती हे सिध्द झाले आहे की जेथे नियोजन कमकुवत हाते तेथे विद्यार्थ्यांची कामगिरी बहुतेकदा दिशाहीन बनते आणि याचा परिणाम कमी उपस्थितीमध्ये होऊ शकतो.

केवळ तंत्रज्ञानाचा वापर सुरु केल्याने शिकविण्याच्या आणि शिकण्याच्या प्रक्रियेमध्ये बदल घडून येणार नाहीत. आयसीटी अस्तित्वात असणे या एकाच गोष्टीमुळे शिकवण्याची पध्दत बदलणार नाही. उलट योग्य वातावरण मिळाल्यास आयसीटी शिक्षकांना त्यांच्या शिकविण्याच्या पध्दती बदलण्यास मदत करु शकते. शिक्षकाचा अध्यापन शास्त्रासंबंधी अनुभव आणि तर्कशास्त्र त्यांच्या आयसीटीच्या वापरावर परिणाम करु शकते आणि शिक्षकाची आयसीटी वापरण्याची पध्दत विद्यार्थ्यांच्या कामगिरीवर परिणाम करु शकते. विद्यार्थी-केंद्री वातावरण तयार करण्यासाठी शिक्षकांना मदत करणारे साहित्य म्हणून आयसीटीकडे पाहिले जाते.

आयसीटीचा फायदा घेण्यासाठी शिक्षकांना तयार करणे हे केवळ तांत्रिक कौशल्यांपेक्षा खूप काही अधिक आहे. शिक्षकांना आयसीटीसंबंधी तांत्रिक कौशल्ये उत्कृष्टरित्या येत असणे ही एकच गोष्ट शिकविण्यामध्ये आयसीटीचा यशस्वी मिलाफ करण्यासाठी पुरेशी नाही. शिक्षकांपेक्षा विद्यार्थी तंत्रज्ञानाच्या वापराच्या बाबतीत अधिक हुशार असतात. (नोंदी ठेवणे, धड्याचा आराखडा बनविणे, माहिती सादर करणे, मूलभूत गोष्टी इंटरनेटवरुन शोधणे) अधिक माहिती असणारे शिक्षण आयसीटी वापरणाऱ्या इतर शिक्षकांपेक्षा संगणकाच्या सहाय्य-सूचनांवर कमी अवलंबून असतात मात्र एकूणच आयसीटी जासत वापरतात. शिक्षक आयसीटी कसे वापरतात हे त्यांच्या शिकविण्याच्या सर्वसामान्य पध्दतीवर अवलंबून असते.

डिजिटल शाळा :-

महाराष्ट्र राज्यात डिजिटल शाळांची चळवळ उभी राहिली आहे. मागील महिन्याच्या प्रक्रिया अहवालानुसार राज्यातील बहुतांश शाळा डिजिटल झालेल्या आहेत. उसमानाबाद जिल्ह्यातील १०८५ जिल्हा परिषदेच्या शाळांपैकी १०४२ शाळा डिजिटल आहेत, नांदेड जिल्ह्यात जिल्हा परिषदेच्या एकूण २२६३ शाळा असून त्यापैकी १७९४ शाळा डिजिटल आहेत तर लातूर जिल्ह्यातील जिल्हापरिषदेच्या १२८३ शाळांपैकी १२८३ म्हणजे १००% शाळा डिजिटल आहेत. इतक्या मोठ्या प्रमाणात शाळा डिजिटल होत असल्याने डिजिटल साधनांचा योग्य वापर होण्यासाठी शिक्षक प्रशिक्षित असणे गरजेचे आहे. नेमके कोणते तंत्रसाहीत्य वापरावे? व्हिडीओ निर्मिती कशी करावी? विविध प्रकारचे पाठ्यघटकांशी सुसंगत ई-साहित्य कोठे उपलब्ध होते? वर्गात अध्ययन अध्यापनात नेमक्या कोणत्या ॲप्लीकेशनचा वापर करावा? या सर्व प्रश्नांची सोडवणूक करण्यासाठी शिक्षकांना या बाबतचे प्रशिक्षण देणे अत्यावश्यकच नसून अनिवार्य आहे.

राज्य तंत्रशिक्षण आराखडा :-

राज्य तंत्र शिक्षण आराखड्यानुसार माहिती तंत्रज्ञान प्रशिक्षक बाबत चार गटात स्पष्टीकरण देण्यात आलेले आहे.

गट-अ) ICT चा प्रत्यक्ष अध्यापानात वापर (गुणवत्ता)

१) दर्जेदार डिजिटल साहित्य तयार करणे. (ppt, Video, Word, Animation, Excel etc.)

२) साहित्य वितरण (राज्य-जिल्हा-तालुका-केंद्र)

३) साहित्य वापराबाबत शिक्षकांना प्रशिक्षण (राज्यस्तर, जिल्हास्तर, तालुकास्तर, केंद्रस्तर)

४) प्रत्यक्ष अध्यापनाचा वापर.

गट-ब) ICT चा कार्यालयीन वापर (प्रशासन)

१) शाळा, केंद्र, तालुका, जिल्हा व राज्यस्तरावर शिक्षक, विद्यार्थी यांच्या संबंधित डेटा संकलित करुन ठेवणे.

२) संगणक प्रणाली (सॉप्टवेअर), ऑनलाईन वेब पोर्टल विकसित करणे.

३) त्याच्या वापराचे (तालुकास्तरावर) मुख्याध्यापकांना प्रशिक्षण देणे.

४) प्रत्यक्ष वापर करणे.

गट-क) ICT मधून इंटरनेट चा वापर (गुणवत्ता व प्रशासक)

१) अध्यापनात वापर.

२) कार्यालयीन कामात वापर.

३) वापर कसा करावा याचे (केंद्रस्तरावर) प्रशिक्षण.

गट-ड) ICT चे अध्यापन

१) विद्यार्थी केंद्रित पाठ्यक्रम निर्मिती

२) पाठ्यक्रमावर आधारित साहित्य निर्मिती.

३) त्यांची राबवणूक व्हावी म्हणून प्रयत्न, राबविणाऱ्या शाळांचा गौरव

४) त्याचे मूल्यमापन.

तंत्रस्नेही शिक्षक प्रशिक्षणाची अंमलबजावणी :-

संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण (विद्या परिषद) पुणे यांनी दि. ०१ जानेवारी २०१६ रोजी च्या पत्रानुसार राज्यातील प्रत्येक जिल्ह्यातून प्रत्येकी दोन तंत्रस्नेही शिक्षकांची दोन दिवशीय कार्यशाळा दि. १३ व १४ जानेवारी २०१६ रोजी राज्यस्तरावर आयोजित करण्यात आली व खऱ्या अर्थाने राज्यात तंत्रस्नेही शिक्षक प्रशिक्षणाला सुरुवात झाली. ज्या शिक्षकांना तंत्रस्नेही शिक्षक प्रशिक्षण घेण्याची इच्छा आहे अशा शिक्षकांनी www.technotechers.in या संकेतस्थळावर प्रशिक्षणची मागणी करावी अशा सूचना देण्यात आल्या. आलेल्या मागणीनुसार प्रत्येक जिल्ह्यात जिल्हा शैक्षणिक सातत्यपूर्ण व्यावसायिक विकास संस्थेमार्फत सदर प्रशिक्षणाचे आयोजन करण्यात आले असून लातूर जिल्ह्यातील तंत्रस्नेही शिक्षक प्रशिक्षण घेण्यात आले. लातूर जिल्ह्यात एकूण १० तालुके आहेत. दहा तालुक्यातील एकूण १०२ दोन केंद्रातील प्रत्येकी २ याप्रमाणे २०४ सी आर जी व प्रत्येक तालुक्यातील प्रत्येकी ३ याप्रमाणे ३० बीआरजी सदस्यांना राजयस्तरावर प्रशिक्षण घेतलेल्या दोन प्रशिक्षित विषय सहाय्यक यांच्या मार्फत प्रशिक्षक म्हणून जिल्हा स्तरावर प्रशिक्षण देण्यात आले. लातूर जिल्ह्यातील सर्वच तालुक्यात तालुकास्तरावर तंत्रस्नेही शिक्षक प्रशिक्षक वर्गाचे जानेवारी ते मार्च २०१७ मध्ये एकाच वेळी आयोजन करण्यात आले. अशा प्रकारे तालुकासतरावरील BRG व केंद्रस्तरावरील CRG यांच्यामार्फत जिल्ह्यातील सर्वच शिक्षकांना तंत्रज्ञान वापरास सुलभ जावे म्हणून प्रात्यक्षिकासह प्रशिक्षण देण्यात आले.

शिक्षक प्रशिक्षणाचे बदलते स्वरुप -

शिक्षकांनाप्रशिक्षण देणे ही प्रशासनाचे कर्तव्य असून ती त्यांची जबाबदारीच आहे. यापूर्वी प्रशिक्षण कोणाला द्यायचे हे प्रशासन ठरवत असत. प्रशिक्षण वर्गाचे आदेश देवून शिक्षकांना विविध विषयांची प्रशिक्षण दिली जायची. प्रगत शैक्षणिक महाराष्ट्र च्या २२ जून च्या शासन निर्णयानुसार शिक्षकांना त्यांच्या मागणीनुसारच प्रशिक्षणे द्यावीत असा निर्णय झाल्याने संबंधित शासन निर्णयानुसार शिक्षकांना त्यांच्या मागणीनुसार प्रशिक्षणे देण्यात येवू लागली. तंत्रस्नेही शिक्षक प्रशिक्षण मागणीसाठी राज्यस्तरावरुन www.technotechers.in या संकेत स्थळावर प्रशिक्षणाची मागणी करावी अशा सूचना देण्यात आल्या.सदर लिंकवरुन प्रशिक्षणाची मागणी केलेल्या सर्वच शिक्षकांना तालुकास्तरावर प्रात्यक्षिकासह प्रशिक्षण देण्यात आले. प्रशिक्षणार्थ्यांकडून प्रशिक्षण पूर्व चाचणी घेऊन त्यांचे पूर्वज्ञान अजमावण्यात येते व प्रशिक्षणानंतर त्यांची ऑनलाईन उत्तर चाचणी घेवून प्रशिक्षणाची परिणामकारकता तपासण्यात येते. पर्यवेक्षीय यंत्रणेमार्फत शाळा भेटीत तंत्रज्ञान वापराबाबत प्रश्नावली देवून जिल्हास्तरावरुन पुन्हा आवश्यकतेनूसार वेळोवेळी विविध प्रशिक्षणाचे आयोजन करण्यात येते.

तंत्रस्नेही चळवळीला गति देण्यासाठी, डिजिटल साधनांचा योगय वापर होण्यासाठी, प्रशासनात गतिमानता येण्यासाठी व ग्रामीण भागातील मुलांना जगातील अद्ययावत अध्ययन अनुभव देण्यासाठी सर्वच शिक्षकांना तंत्रस्नेही शिक्षक प्रशिक्षण देणे ही काळाची गरज आहे. यापूर्वी प्रशिक्षण कोणाला द्यायचे हे प्रशासन ठरवत असत व ते फक्त व्याख्यान पध्दतीने शिक्षकांची इच्छा असो अगर नसो त्यांच्यावर लादली जायची परंतु प्रगत शैक्षणिक महाराष्ट्र च्या २२ जून २०१५ च्या शासन निर्णयानुसार शिक्षकांना त्यांच्या मागणीनुसारच प्रशिक्षणे दिली जावू लागली. तंत्रस्नेही शिक्षक प्रशिक्षण हे फक्त स्वरुपात न देता शिक्षकांना त्यांच्याकडून प्रत्यक्ष प्रात्यक्षिकासह देण्यात येत आहेत हा प्रशिक्षण प्रक्रियेत झालेला फार मोठा बदल आहे.

कोविड १९ काळातील ऑनलाईन शिक्षण -

शैक्षणिक वर्ष २०१९-२० च्या अंतिम सत्रात कोविड १९ च्या महामारीने जगभर थैमान घातले. फेब्रूवारी २०२० च्या मध्यावधीत केंद्र शासनाने व महाराष्ट्र शासनाने शाळा बंद करण्याचा निर्णय घेतला. शाळा बंद झाल्याने मुलांच्या शिक्षणात खंड पडू नये म्हणून शाळा, शिक्षकांना ऑनलाईन शिक्षण, ऑनलाईन मूल्यमापन करण्याची गरज भासली. मागील तीन वर्षापासून महाराष्ट्र शासनाने मागणी प्रमाणे तंत्रस्नेही शिक्षक प्रशिक्षण दिलेले होते. तंत्रस्नेही शिक्षक प्रशिक्षणात खालील घटकांचा समावेश होता.

१) जी-मेल खाते निर्मिती व जी मेल चा वापर.

२) यु-टयुब वरील व्हिडिओ डाऊनलोड करणे व अपलोड करणे.

३) गुगल ड्राईव्ह चा वापर.

४) झूम, स्काईप च्या सहाय्याने वेबिनार घेणे.

५) शैक्षणिक व्हिडिओ निर्मिती.

६) गुगल फॉर्म व टेस्टमोझ च्या मदतीने ऑन लाईन टेस्ट निर्मिती.

७) whatsapp व फेसबुकचा शैक्षणिक वापर.

८) तंत्रसाधनाची जोडणी व त्यांचा शैक्षणिक वापर.

असे अनेक घटकांचे प्रात्यक्षिकासह प्रशिक्षण देण्यात आले.

सदर प्रशिक्षणाचा कोविड १९ च्या काळात कितपत उपयोग झाला हे अभ्यासण्यासाठी लातूर शिक्षण विभागांतर्गत येणाऱ्या नांदेड, लातूर व उस्मानाबाद या तीन जिल्ह्यातील प्रत्येक जिल्ह्यातील ४० शिक्षक याप्रमाणे १२० शिक्षकांकडून गुगल फॉर्मच्या माध्यमातून उपरोक्त उद्दीष्टे नजरेसमोर ठेवून प्रश्नावली भरुन घेण्यात आली.

सदर प्रश्नावलीचे विश्लेषण खालील प्रमाणे.

सदर प्रश्नावलीच्या प्रतिसादाचे विश्लेषण खालील प्रमाणे.

प्र.१ - तंत्रस्नेही शिक्षक प्रशिक्षण हे कोविड १९ काळात ऑनलाईन अध्ययन-अध्यापनासाठी उपयुक्त ठरले काय?

जिल्हा	एकूण प्रतिसाद	होय	अंशत:	नाही
नांदेड	४०	३३	७	०
लातूर	४०	३८	२	०
उस्मानाबाद	४०	३५	४	१
एकूण	१२०	१०६	१३	१
टक्केवारी		८८.३३	१०.८३	०.८३

कोविड १९ काळात ऑनलाईन अध्ययन अध्यापन करण्यासाठी तंत्रस्नेही शिक्षक प्रशिक्षणाची पूर्ण मदत झाली असे ८८.३३ % शिक्षक म्हणतात. तंत्रस्नेही शिक्षक प्रशिक्षणाची अंशत: मदत झाली असे १०.८३% शिक्षक म्हणतात तर तंत्रस्नेही शिक्षक प्रशिक्षणाची अजिबात मदत झाली नाही असे फक्त ०.८३% शिक्षक म्हणतात.

यावरुन असा निष्कर्ष निघतो की, तंत्रस्नेही शिक्षक प्रशिक्षण घेतल्यानेच कोविड१९ काळात ऑनलाईन अध्ययन-अध्यापन व मूल्यमापन करणे सुलभ झाले.

यावरुन असा निष्कर्ष निघतो की,

१. तंत्रस्नेही शिक्षक प्रशिक्षणामुळे शिक्षकांमधील तांत्रीक कौशल्याचा विकास झाल्याचे दिसून येते.

१. तंत्रस्नेही शिक्षक प्रशिक्षणाचा कोविड १९ काळातील ऑनलाईन अध्ययन अध्यापनावर सकारात्मक परिणाम दिसून येतो.

३) तंत्रस्नेही शिक्षक प्रशिक्षणामुळेच ऑनलाईन शिक्षण प्रक्रिया सुलभ झाल्याचे दिसून येते.

शिक्षकांच्या मागणीनुसार दिलेले तंत्रस्नेही शिक्षक प्रशिक्षण व त्यातील व्हिडीओ निर्मिती, ऑनलाईन टेस्ट, तसेच झूम व स्काईप च्या मदतीने वेबिनार घेणे या घटकांच्या प्रत्यक्ष वापराने कोविड-१९ काळातील शिक्षण व मूल्यमापन सुलभ झाल्याचे दिसून येते.

संदर्भ सुची :-

१. देशमुख बळवंत - २०१०, विज्ञान व तंत्रज्ञान, नलिनी प्रकाशन, नागपूर

२. महाराष्ट्र शासन, शालेय शिक्षण विभाग- २०१०, राज्य अभ्यासक्रम आराखडा.

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४. संपादक, महाराष्ट्र शासन शालेय शिक्षण विभाग शासन निर्णय जलद प्रगत शैक्षणिक महाराष्ट्र.

५. भिंताडे वि.रा. - २००६, शैक्षणिक संशोधन पध्दती, नित्यनूतन प्रकाशन, पुणे.

६. पंडित ब.वी. - २०१०, शिक्षणातील संशोधक, नित्यनूतन प्रकाशन, पुणे.

७. मुळे रा.शे. आणि उमाठे वि.तु.(१९८७), शैक्षणिक संशोधनाची मूलतत्वे (दु.आ.) नागपूर: महाराष्ट्र विद्यापीठ, ग्रंथनिर्मिती मंडळ.

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२१ व्या शतकातील कौशल्ये व शिक्षक

सहा. प्रा. देवकर एम.बी
M.A.B.ed M.Phi Set. Ph.D
महात्मा फुले शिक्षणशास्त्र महाविद्यालय, अकलुज

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प्रास्ताविक -

२१ वे शतक हा शब्द भविष्यातील शैक्षणिक विचारांचा आणि नियोजनाचा अविभाज्य भाग बनला आहे. शैक्षणिक व्यवस्था पुर्वी पेक्षा अनेक ठिकाणी विकसित होत आहे. २१ वे शतक हे माहिती तंत्रज्ञानाचे शतक आहे. माहितीचा, ज्ञानाचा विस्फोट होत आहे. बाजूने झपाटयाने प्रगती होत आहे आणि दुसऱ्या बाजूने अनेक संकटे व समस्या वाढत आहेत. माहिती तंत्रज्ञानाचा विज्ञानाचा, कुशल मीडियाचा योग्य वापर होत आहे. तसाच दुरुपयोग होत आहे. या सर्व समस्यावर मात करुन भविष्यात यशस्वी जीवन जगण्यासाठी विद्यार्थ्यांना सक्षम करणे गरजेचे झाले आहे. बदलती समाज रचना, बदलला समाजाच्या अपेक्षा, सामाजिक बदल, शैक्षणिक गुणवंत्ता इ. बाबत शिक्षक व प्रशासन विचार करत आहे, शोध घेत आहेत.त्यानुसार शिक्षण प्रणालीमध्ये व अध्ययन - अध्यापनात बदल होत आहेत. एके काळी शिक्षकाची भूमिका ही विद्यार्थ्यांना जगण्यासाठी आवश्यक असलेल्या विशिष्ट कार्यासाठी तयार करणे ही होती. जसे व्यवहार चित्रकला हस्तकला व्यवसाय आज आपण २१ व्या शतकात जगत आहोत. समाज अनेक भिन्न संस्कृतीचा बनला आहे. जागतिकीकरणाने जग जवळ येत आहे. शिक्षणाकडून समाजाच्या अपेक्षा वाढत आहेत. या सर्व बाबींचा विचार करता शाळेतुन बाहेर पडणारा विद्यार्थी भविष्यातील आयुष्यात यशस्वी जीवन जगण्यासाठी समक्ष बनला पाहिजे. यासाठी आवश्यक असणारी कौशल्ये विद्यार्थ्यांना प्राप्त व्हावीत ही शिक्षणाकडुन अपेक्षा केली जात आहे. यासाठी २१ व्या शतकातील कौशल्यावर विचार करणे गरजेचे आहे.

२१ व्या शतकातील कौशल्य म्हणजे २१ व्या शतकात यशस्वी जीवन जगण्यासाठी आवश्यक असलेल्या क्षमतानां कौशल्ये म्हणतात.

२१ व्या शतकातील कौशल्ये व शिक्षकांची भूमिका

२१ व्या शतकात शिक्षकाची भूमिका विस्तारली आहे. कारण पालक, विद्यार्थी, समाज हे ग्राहक या नात्याने शिक्षण प्रक्रिये कडुन गुणवत्तेची हमी मागतात आणि या अनुषंगाने शिक्षकाच्या भूमिकेत बदल होत आहेत. विद्यार्थ्याचा खरा विकास हा शिक्षकांकडून होत असतो. म्हणुन शिक्षकाने सभोवतालच्या परिस्थितीनुसार स्वत:ला बदलून घेतले पाहिजे. तो फक्त वैचारिक बदल नसून बदलती जबाबदारी त्याने नव्याने पार पाडली पाहिजे. **शिक्षकाची २१ व्या शतकातील कौशल्य विकसनासाठी पुढील ध्येय असली पाहिजेत.**

१. दैनंदिन जीवनात येणाऱ्या समस्येवर योग्य विचार करुन मार्ग काढण्यासाठी विद्यार्थ्यांना समर्थ करणे.

२. भविष्यात येणाऱ्या संकटावर मात करुन यशस्वी जीवन जगण्यासाठी विद्यार्थ्यांना सक्षम बनवणे.

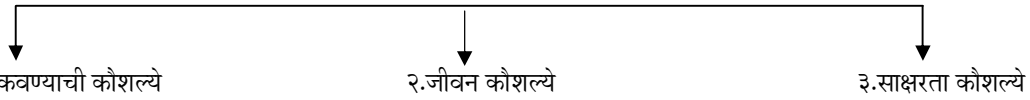
३. ताणविरहित आनंददायी जीवन जगण्यासाठी विद्यार्थ्यांना तयार करणे.

४. २१ व्या शतकातील कौशल्ये विद्यार्थ्यांना अंगी रुजवण्यास मदत करणे.

५. विविध अध्यापन पध्दती तंत्रे, डिजीटल साधने टेक्नॉलॉजी याचा वापर करणे.

२१ व्या शतकातील कौशल्ये

२१ व्या शतकातील कौशल्यांचे तीन प्रकारे वर्गीकरण केले आहे.



यापैकी २१ व्या शतकात आवश्यक असलेली कौशल्ये पाच आहेत.

१. चिकीत्सक विचार

२. सहयोग

३. संप्रेषण

४. सृजनशीलता

५. समस्या निराकरण.

आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
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१. चिकीत्सक विचार- माहिती किंवा अनुभवांचे स्वत:च्या क्षमतेनुसार वस्तुनिष्ठ विश्लेषण करुन परीक्षण करण्याची क्षमता म्हणजे चिकीत्सक विचार

२१ व्या शतकात चिकीत्सक विचार हे कौशल्ये अंगी असणे काळाची गरज आहे. चिकीत्सक विचार विकसित करण्यासाठी काही जाणीपूर्वक प्रयत्न केल्यास विद्यार्थ्यांमध्ये या कौशल्याचा विकास होऊ शकतो. १) मुलांना सारासार विचार करण्याची सवय लावणे. २) प्रत्येक गोष्टीत सकारात्क व नकारात्मक अशा बाबींचा तुलना करण्याची सवय लावणे. ३) स्वत:चे विचार व कृति यांचे पृथ्यकरण करण्याची सवय लावणे. ४) कुठल्याही गोष्टीवर विशेषत: सोशल मीडिया, इंटरनेट या माध्यमातुन दिसणाऱ्या गोष्टीवर लगचे विश्वास न ठेवता त्यावर विचार करणे यासारख्या कृतितून कौशल्ये विकसित करणे.

२) सहयोग- तडजोड करणे, एकत्र काम करणे समस्येचे निराकरण करणे यातून उद्दिष्ट साध्य करण्याची क्षमता म्हणजे सहयोग.

२१ व्या शतकातील हे महत्वाचे कौशल्ये आहे. सहयोग हे असे वर्तन आहे जे दोन किंवा अधिक लोकांना एकत्र काम करण्यास आणि चांगले कार्य करण्यास मदत.

१) विद्यार्थ्यांने त्याच्या वर्गात दररोज पाहिलेल्या मुलांशी सहयोग करुन काम करण्यास सक्षम नसेल तर त्याच्या स्वत:च्या भिन्न संस्कृतीतील लोकांशी कसा काम करुन शकेल. इतरांशी चांगले संबंध ठेवून सहकार्य करुन काम करणे.

सारांश -

देशाला प्रगती पथाकडे वाटचाल करायची असेल तर शिक्षणाच्या माध्यमातून विद्यार्थ्यात कौशल्ये रुजवणुक करणे गरजेचे आहे. त्यामुळे व्यक्ती, समाज आणि राष्ट्र विकास साधण्यास मदत होईल.

संदर्भ

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राष्ट्रीय शैक्षणिक धोरण २०२०

श्री. विकास पंढरीनाथ गोडसे
M.A.B.ed वरिष्ठ मुख्याध्यापक
जि.प. शाळा झिरपवाडी, फलटण.

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प्रास्ताविक -

आजचे युग जागतिकीकरणाचे, तंत्रज्ञानाचे आणि प्रगतीचे युग आहे. मानवी समाजाच्या गरजा वाढल्या की सर्व स्तरात बदल होतात. तसेच निर्माण झालेल्या समस्या सोडविण्यासाठी वेगवेगळया घटकांचा स्वीकार करावालागतो. हया समस्या अथवा गरजा समाजाच्या सर्व स्तरात आढळून येतात. याला शिक्षण क्षेत्र ही अपवाद नाही. मानवाच्या गरजा व समस्यानुरुप शिक्षणक्षेत्राला ही बदल करावे लागतात. या संदर्भात गामील इतिहासाकडे वळून पाहिलया १९४८ चा डॉ. राधाकृष्णन आयोग, १९५२-५४ चा मुदलियार आयोग, १९६४-६६ चे शैक्षणिक धोरण, १९९२ चा डॉ. जनार्दन रेडडी आयोग अथवा २००९ चा शिक्षण हक्क कायदा असे शैक्षणिक क्षेत्रातील समस्या सोडवण्यासाठी आयोग नेमले गेले.

२१ जुलै २०२० मध्ये नवीन शैक्षणिक धोरणाला मंजुरी देण्यात आली. पंतप्रधान मोदीच्या पाहिल्या कार्यकाळात या राष्ट्रीय धोरणाचा मसुदा तयार करण्यात आला होता. पण गेल्या दोन तीन वर्षापासुन हे धोरण रखडले होते. त्या धोरणाला आता मंजुरी मिळाली.

नवीन शैक्षणिक धोरणानुसार देशातील शिक्षण व्यवस्थेचे चित्र-

१. बोर्डाच्या परीक्षांचे महत्व कमी होणार-

नवीन शैक्षणिक धोरणाच्या माध्यमातुन शिक्षण पध्दतीत अनेक मोठे बदल करण्यात आले आहेत.

शालेय शिक्षणाचे स्वरुन आतापर्यंत १०+२ असे होते. पण या शैक्षणिक मसुदयात दहावीची परीक्षा ही बोर्डाची असेल असा उल्लेख करण्यात आलेला नाही. त्याऐवजी ५+३+३+४ ही नवी शिक्षण प्रणाली सुचवण्यात आली.

यानुसार पहिल्या टप्प्यात म्हणजे पहिल्या पाच वर्षात - पुर्व प्राथमिकचे तीन वर्ष आणि इयत्ता पहिली ते दुसरीचे शिक्षण देण्यात येईल.

दुसरा टप्पा - इयत्ता तिसरी ते पाचवीपर्यंतचे शिक्षण असेल

तिसरा टप्पा - सहावी ते आठवीपर्यंत शिकवण्यात येईल.

बोर्डाच्या परीक्षेचे महत्व कमी होणार असुन वर्षातुन दोन वेळा परीक्षा घेतली जाईल सेमिस्टर पॅटर्नमध्ये ही परीक्षा असणार आहे. तसेच महाविद्यालयीन प्रवेशासाठी प्रवेश परीक्षा घेण्याचा विचार आहे.

२. NCERT ठरवणार अभ्यासक्रम -

शिक्षण व्यवस्थेत पहिल्यांदाच पूर्व प्राथमिक शाळेसाठी अभ्यासक्रम ठरवला जाणार आहे. देशातील सर्व पूर्व प्राथमिक शाळांना अभ्यासक्रम लागू असेल. NCERT हा अभ्यासक्रम ठरवणार आहे. तिसरी पर्यंत विद्यार्थ्यांना वाचता येईल यावर अधिक भर दिला जाईल. संख्या व अक्षर ओळख हे मुलभूत शिक्षण मानले जाईल. नवीन शैक्षणिक धोरणानुसार पाचवीपर्यंतचे शिक्षण मातृभाषेतून देण्यास प्राधान्य देण्यात येईल.

३. व्होकेशनल अभ्यासक्रमावर भर-

९ वी ते १२ वी शिक्षणासाठी कोणतीही एक शाखा नसेल. विद्यार्थ्यांना विविध विषय निवडण्याची संधी असेल. उदा. विज्ञान विषय शिकत असताना संगीत, बेकरी असे विषय अभ्यासासाठी निवडता येतील.

विज्ञान, वाणिज्य, कला यासोबत संगीत, स्पोर्टस, लोककला हे अभ्यासाचे विषय म्हणुन विद्यार्थ्यांना निवडता येणार आहेत.

६ वी पासून व्होकेशनल अभ्यास शिकता येईल. यात कारपेंटर, लॉन्ड्री, क्राफ्ट, अशा विषयासाठी विद्यार्थ्यांना इंटर्नशिप करता येईल.

४. शालेय रिपोर्ट कार्ड बदलणार -

१ ली ते १२ वी पर्यंत शिकत असताना विद्यार्थ्यांच्या रिपोर्ट कार्डवर म्हणजे निकाल पत्रावर गुण, ग्रेड आणि शिक्षकांचा शेरा याचा उल्लेख असतो.

या रिपोर्ट कार्डमध्ये विद्यार्थी, वर्गमित्र आणि शिक्षक यांचा ही शेरा असेल. शिक्षणा व्यतिरिक्त विद्यार्थी काय शिकला याचा ही उल्लेख असेल.

१२ वी मध्ये विद्यार्थी शाळेबाहेर पडताना त्या बारा वर्षाचे रिपोर्ट कार्ड देण्यात येईल.

५. उच्च शिक्षणामध्ये मोठे बदल-

महाविद्यालयीन शिक्षणात कला, वाणिज्य, आणि विज्ञान अशा तीन शाखा प्रवेश प्रक्रियेत आहेत. पण नवीन धोरणा नुसार कला आणि विज्ञान या शाखा मधील काही विषय निवडून विद्यार्थ्यांना पदवीचे शिक्षण घेता येणार आहे. यामध्ये मानवी शिक्षण, विज्ञान, कला स्पोर्टस, वोकेशनल कोर्स असे पर्याय असतील.

ज्या विद्यार्थ्यांना अनेक विषयांमध्ये रस असता त्यांच्यासाठी हा पर्याय देण्यात आला आहे. उदा. महाविद्यालयात शिकत असताना इंजिनिरिंगच्या विद्यार्थ्याला संगीत विषय शिकता येईल.

६. संपूर्ण देशात उच्च शिक्षण नियामक -

देशात ४५ हजाराहून अधिक महाविद्यालय आहेत. त्यांना ग्रेड देण्यासाठी उच्च शिक्षण नियामक अशी एकच संस्था स्थापन करण्यात येईल. पाली, पर्शियन आणि प्राकृत भाषेसाठी विशेष सोय. स्वतंत्र संस्था उभी केली जाईल. एमफीलची डिग्री न घेता पी एचडी करता येईल. ई-कोर्सेस कमीत कमी आठ भारतीय भाषांमध्ये उपलब्ध असेल.

७. नवीन शिक्षण आयोग-

पंतप्रधानाच्यां अध्यक्षतेखाली राष्ट्रीय शिक्षण आयोगाची स्थापना करण्यात येईल. या आयोगांमार्फत देशातील शिक्षण विषयक धोरण ठरवले जाईल. मनुष्यबळ विकास मंत्रालय केंद्रीय शिक्षण मंत्रालय म्हणुन काम करेल.

केंद्रीय मनुष्यबळ विकास मंत्रालयाच्या नांवामध्ये पुन्हा एकदा बदल करुन शिक्षण मंत्रालय असे नामकरण करण्यात आले आहे.

सारांश -

समाजाच्या, व्यक्तीच्या देशाच्या गरजा व समस्या लक्षात घेऊन नवीन शैक्षणिक धोरण २०२० मध्ये बदल करण्यात आले आहेत. प्रत्यक्ष कार्यवाहीनंतरच या धोरणाची यशस्वीता ठरणार आहे व त्याचा दूरगामी परिणाम शिक्षण व्यवस्थेवर दिसून येईल.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
विद्यावार्ता ™

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कोरोना प्रादुर्भावाच्या छायेत शालेय-विधार्थ्यांच्या वैयक्तिक मूल्यांचे संवर्धन- एक अभ्यास

भगवान रामकृष्ण केंद्रे
जि.प. प्रशाला हिप्परगा (काजळ)
ता. अहमदपूर जि. लातूर.

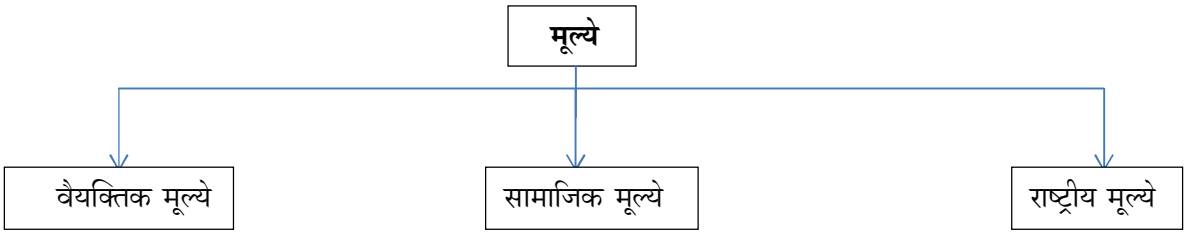
सारांश :- व्यक्तीचा सर्वांगीण विकास करणे व त्याला सुजाण, समृध्द, सर्वगुणसंपन्न आणि जबाबदार नागरिक घडवणे हा शिक्षणाचा मुख्य हेतू असतो. त्याचाच एक भाग म्हणून शालेय स्तरावर विद्यार्थ्यांच्या अंगी मूल्ये रुजवण्याचे नियोजन शासनाने अभ्यासक्रमात केलेले आहे. मूल्ये ही मानवाच्या दैनंदिन जीवनाचा एक भाग आहेत. सद्या कोव्हिड-19 ने एकंदर सामाजिक जीवन प्रभावित झाले आहे. मानवास अनेक प्रकारच्या अडचणींना तोंड दयावे लागत आहे. याला शालेय विद्यार्थी कसा अपवाद राहू शकेल ? कोव्हिड-19 चा विद्यार्थ्यांच्या एकूण शालेय अभ्यासावर, खेळावर, सामाजिक संबंधावर, आरोग्यावर, अशा अनेक बाबींवर परिणाम झालेला आपल्याला दिसून येतो. विद्यार्थांचे दैनंदिन जीवनाचा आणि मूल्ये यांचा अनन्यसाधारण असा संबंध आहे. मग विद्यार्थ्यांचे दैनंदिन जीवन कोव्हिड-19 मुळे कशा प्रकारे प्रभावित होवू शकते? त्यासाठी पालक आणि शिक्षक यांनी कोणती दक्षता घ्यायला हवी ? याचा शोध प्रसतूत शोधनिबंधात घेण्याचा प्रयत्न केलेला आहे.

मागील 7-8 महिन्यांपासून आजपर्यंत जगातील जवळ जवळ 213 देश केंद्रशासीत प्रदेश कोव्हिड -19 चा महामारीने प्रभावीत झालेले आहेत. लाखांवर लोकांना आपले प्राणही गमवावे लागले आहेत.प्रत्यक्ष- अप्रत्यक्ष जगातील प्रत्येक मानवाला याची झळ बसलेली आहे. तर ही महामारी कोणत्या विषाणूपासून पसरते ? त्याची प्रसार होण्याची माध्यमे, लक्षणे आणि उपाय योजना कोणत्या ? याबाबत काय दक्षता घ्यावी ? त्याच बरोबर या माहामारीचा शालेय विद्यार्थ्यांच्या जीवनावर काय परिणाम होतो ? मूल्यांचा ह्या कोव्हिड-19 शी काही संबंध आहे का ? याचा शोध घेण्याचा येथे प्रयत्न केला आहे.

की वर्ड : कोरोना, लक्षणे, उपाययोजना, शालेय विद्यार्थी, वैयक्तिक मूल्ये, संवर्धन.

प्रस्तावना:-मूल्ये म्हणजे काय? तर मानवी जीवनामध्ये समाजहिताच्या दृष्टीने ज्या काही चांगल्या गोष्टी असतील त्यांना मूल्ये असे म्हणतात. मग ते खरे बोलणे, इतरांना मदत करणे, नवनिर्मिती करणे, इतरांशी आपलेपणाने वागणे, हिंसाचार न करणे, आपल्यापासून इतरांना कसल्याही प्रकारचा त्रास न होवू देणे, या बाबींना आपण मानवी जीवनामूल्ये म्हणतो. एकूणच काय तर मानवी जीवनाला, मौल्यावान, उन्नत, प्रगतशील, यशस्वी, कल्याणकारी, सुखी, समाधानी बनवणे म्हणजेच जीवनमूल्ये आत्मसात करणे होय.

मग ही मूल्ये शालेय जीवनामध्ये विद्यार्थ्यांच्या अंगी रुजवली जावीत यासाठी शासनाने अभ्यासक्रमात, पाठ्यक्रमात , पाठ्यपुस्तकात याची तरतूद केली आहे. अभ्यासक्रम शिकवत असताना अनेक प्रसंगातून,उपक्रमांतून, कार्यक्रमांतून या मूल्यांची रुजवणूक विद्यार्थ्यांमध्ये न कळतपणे केली जाते. अभ्यासक्रमात समाविष्ट केलेल्या मूल्यांचे वर्गीकरण आपल्याला खालील प्रमाणे पाहता येईल-



वैयक्तिक मूल्ये	सामाजिक मूल्ये	राष्ट्रीय मूल्ये
स्वच्छता	समता	राष्ट्रभक्ती
स्वावलंबन	बंधुता	राष्ट्रीय एकात्मता
कर्तव्यदक्षता	सर्वधर्मसहिष्णुता	
श्रमनिष्ठा	न्यायप्रियता	
विज्ञाननिष्ठा	सौजन्यशीलता	
शुचिता	आदरभाव	
भूतदया	सत्यप्रियता	
निर्भयता	अहिंसा	
खिलाडूवृती	मानवता	
शिस्तप्रियता	निसर्गप्रेम	
	परस्पर सहकार्य	

महाराष्ट्र शासनाने आपला अभ्यासक्रम ठरवत असताना मूल्यशिक्षणात नेमकेपणा यावा यासाठी सद्यस्थितीत आवश्यक असलेली प्रमुख दहा मूल्ये अभ्यासक्रमात समाविष्ट केली आहेत ती पुढीलप्रमाणे-

2) राष्ट्रभक्ती , 2) वैज्ञानिक दृष्टिकोन , 3) राष्ट्रीय एकात्मता, 4)सौजन्यशीलता, 5) सर्वधर्म सहिष्णूता, 6) संवेदनशीलता, 7) स्त्री-पुरूष समानता, 8) वक्तशीरपणा, 9) श्रमप्रतिष्ठा, 10) नीटनेटकेपणा

सद्य परिस्थितीत- केव्हिड -19 या विषाणूजन्य महामारीमुळे उदभवलेली परिस्थिती आणि शालेय- स्तरावरील विद्यार्थ्यांच्या अंगी रुजवली जाणारी मूल्ये यांचा नक्कीच संबंध येतो. मानवी जीवन आणि मूल्ये ही वेगवेगळी केली जावू शकत नाहीत. प्रत्येकाचा मूल्यांशी कमी-अधिक प्रमाणात दररोजच्या जीवनामध्ये संबंध येतच असतो. मात्र त्यातील काही म्हणजेच 'वैयक्तीक मूल्ये' आणि कोव्हिड-19 या महामारीमुळे उद्‌भवलेली परिस्थिती, विद्यार्थ्यांची दैनंदिन जीवनाशी आलेला संबंध या दृष्टीने येथे अभ्यास केलेला आहे.

समस्याविधान :-

कोरोना प्रादुर्भावाच्या छायेत शालेय-विधार्थ्यांच्या वैयक्तिक मूल्यांचे संवर्धन- एक अभ्यास

संशोधनाची उद्दिष्ट्ये :-

1. कोव्हिड-19 (कोरोना विषाणू) या आजाराची माहिती घेणे.

2. विद्यार्थ्यांच्या वैयक्तिक मूल्यांची माहिती घेणे.

3. विद्यार्थ्यांची वैयक्तिक मूल्ये आणि कोव्हिड-19 (कोरोना) चा सहसंबंध लावणे.

4. कोव्हिड-19 (कोरोना विषाणू) बाबतीत उपायोजना सुचवणे.

कार्यपध्दती :-

प्रस्तूत संशोधनातील समस्या ही वर्तमानकाळातील असल्यामुळे संशोधकाने वर्णनात्मक संशोधन पध्दतीचा अवलंब केला असून शालेय स्तरावरील विद्यार्थ्यांची वैयक्तिक मूल्ये आणि कोव्हिड-19 च्या प्रादुर्भावाचा अभ्यास केला आहे.

शालेय स्तरावरील विद्यार्थ्यांची वैयक्तिक मूल्ये :-

1) स्वच्छता, 2) स्वावलंबन, 3) कर्तव्यदक्षता, 4) श्रमनिष्ठा, 5) विज्ञाननिष्ठा, 6) शुचिता,7) भूतद्‌या, 8) निर्भयता, 9) खिलाडूवृत्ती, 10) शिस्तप्रियता.

कोव्हिड-19 (कोरोना विषाणू) बाबत सर्वसाधारण माहिती :-

कोव्हिड-19 हा आजार कोराना विषाणूपासून होत असल्यामुळे यापुढे त्याचा उल्लख कोरोना विषाणू असा केलेला आहे.

4. कोरोना म्हणजे काय ?

- कोव्हिड - 19 हा 2019 मध्ये सापडलेला कोरोना विषाणूमुळे होणारा आजार आहे.
- तो सार्स - कोवि – 2 (SARS – COV-2) नावाच्या कोराना व्हायरसमुळे होतो.
- कोरोना हे विषाणूच्या एका समूहाचं नाव आहे. साध्या सर्दी खोकल्यापासून ते सार्स (Severe AcuteRespiratory Syndrome) किंवा मर्स (Middle East Respiratory Syndrome) यासारख्या गंभीर आजारासाठी कोरोना विषाणू कारणीभूत असतात.

5. कोरोना विषाणूमुळे होणारा आजार कसा परसतो ?

कोरोना विषाणूमुळे होणारा आजार नेमका कसा पसरतो? याबाबत अजून बरीचशी संदिग्धता असली तरी सर्वसाधारणपणे हा आजार हवेवाटे, शिंकण्या-खोकल्यातून जे थेंब बाहेर पडतात त्यातून पसरतो. कोरोना विषाणूचे मूळ स्थान प्राणी जगतात आहे. कोरोना विषाणू आजारावर कोणतेही औषधी अथवा लस अद्याप उपलब्ध नाही. रुग्णास त्यांच्या लक्षणानुसार उपचार केले जातात. मग ती लक्षणे कोणती ते जाणून घेऊ या.

6. कोरोना विषाणूची लक्षणे :-

अमेरिकेच्या सेंटर फॉर डिसीज कंट्रोलने दिलेल्या ताज्या माहितीनुसार खालील लक्षणे ही कोरोनाची असू शकतात. ही लक्षणे दोन प्रकारची असू शकतात. 1.-सामान्य लक्षणे 2.-गंभीर लक्षणे.

1) सामान्य लक्षणे :-

- ताप येवून थंडी वाजणे.
- अंग थरथरणे .
- स्नायूमध्ये दुखणे.
- डोके दुखणे.
- खोकला किंवा घसा खवखवणे.
- चव न कळणे किंवा वास न येणे.
- थकवा येणे.
- कंजक्टीवायटीस (डोळे येणे).

- त्वचेवर लाल चट्टे किंवा पुरळ उठणे.
- मळमळणे.
- नाक वाहणे.
- अतिसार किंवा हगवण लागणे.
- अंगदुखी.

2) गंभीर लक्षणे :-

- छाती दुखणे.
- छातीवर दबाव आल्यासारख वाटणे.
- वाचा जाणे.
- शरीराची हालचाल थांबणे.

4) रोग प्रसार होण्याचे मार्ग :-

- संक्रमित व्यक्तीच्या खोकला किंवा शिंकेतून पसरू शकतो.
- बाधीत व्यक्तीच्या संपर्कात आल्यामुळे पसरतो.
- मानवी मलाच्या माध्यमातूनही पसरण्याची शक्यता आहे.
- हवेवाटे सुध्दा कोव्हिड - 19 विषाणूंचा प्रसार होण्याची शक्यता नाकारता येत नाही.

5) कोरोना विषाणू (कोव्हिड-19) हा आजार होऊ नये यासाठी घ्यावयाची काळजी/करावयाच्या

उपयोजना:-

कोरोना विषाणूची आपल्याला बाधा होवू नये म्हणून आपण खालीलप्रमाणे काळजी घेणे गरजे आहे.

1. वारंवार हात धुवा. (दिवसातून 6 – 7 वेळा) खास करून .

- घराबाहेर जावून परत आल्यावर.
- खोकल्यावर / शिंकल्यावर.
- स्वयंपाक करण्याआधी.
- आजारी लोकांना भेटल्यावर.

- संडासला जावून आल्यावर.
- जेवण वाढण्यापूर्वी /करण्यापूर्वी.
- लहान मुलांना खायला देण्याआधी.

2. एकमेकांपासून अंतर राखा :-

- सार्वजनिक ठिकाणी (चौक, दुकान, शाळा, मंदिर, रस्ता) एकत्र येऊ नका.
- काम करताना, विहिरीवरून पाणी आणताना, दुकानात इतर व्यक्तींपासून कमीत कमी 6 फुट अंतर ठेवा.
- गर्दीच्या ठिकाणी जावू नका.

3. कापडी मास्क / रुमालाचा वापर करा :-

- घराबाहेर जाताना / आजारी असताना.
- मास्क किंवा रूमाल आपले नाक व तोंड संपूर्ण झाकून जाईल अशा पध्दतीने लावा.
- एकाचा मास्क दुसऱ्याने वापरू नका.
- दिवसभर वापरून झाल्यावर साबणाच्या पाण्यात अर्धा तास बुडवून ठेवा. पाण्याने धुवून उन्हात सुकवा.

4. रोगाची चिन्हे दिसल्यास - आरोग्यदूत/आशा/नर्सला दाखवा :-

खोकला, ताप किंवा दमा झाला तर आरोग्यदूत, आशा, नर्स किंवा डॉक्टरकडे जाऊन तपासणी करा.

5. शिंकताना, खोकताना नाका, तोंडावर रुमाल अथवा टिश्यू पेपर धरा.

6. सार्वजनिक कार्यक्रम टाळा :-

- लग्न.
- उत्सव.
- जयंती.
- वाढदिवस.

7. अर्धवट शिजलेले, कच्चे मांस खाऊ नये.

8. फळे, भाज्या न धुता खाऊ नयेत.

9. क्वारंटाईन / विलगीकरण (वेगळे रहा).

।) घरी वेगळ्या खोलीत राहणे.

- एकाच खोलीत राहा. इतर खोलीत जाऊ नका.
- कमीत कमी लोकांसोबत संपर्क येईल अशी काळजी घ्या.
- पाहुण्यांना घरी येण्यासाठी सद्या नाही म्हणा.
- खोलीच्या बाहेर जाताना मास्क लावा.
- तुम्हाला ताप,सर्दी, खोकल्याचा त्रास वाटत असल्यास आरोग्यदूत / आशा वर्कर्सचा सल्ला घ्या.

।।) सार्वजनिक ठिकाणी वेगळं राहणे :-

- गावात येणारा नवीन माणूस, जिथे कोरोना आहे. आशा जिल्ह्यातून येत असले, तर त्याची माहिती कोरोनामुक्ती गावसमितीला द्या.
- त्यांची राहण्याची व्यवस्था गावाच्या बाहेर असलेल्या शाळेत, समाज मंदिरात करा. त्यांना घरी किंवा गावात फिरू न देता सरळ राहण्याची व्यवस्था केलेल्या जागी जाण्याच्या सूचना द्याव्या.
- परस्पर त्यांना त्यांच्या घरी जावू देवू नये.

शालेय विद्यार्थ्यांची वैयक्तिक मूल्ये आणि कोरोना विषाणू (कोव्हिड-19) यांचा सहसंबंध :

शालेय स्तर शिक्षण घेण्याऱ्या विद्यार्थ्यांच्या, स्वच्छता, स्वावलंबन, कर्तव्यदक्षता, श्रमनिष्ठा, विज्ञाननिष्ठा, शुचिता, भूतदया, निर्भयता, खिलाडूवृत्ती, आणि शिस्तप्रियता या वैयक्तिक मूल्यांचा कोरोना या आजाराशी काय आणि कसा संबंध येतो? हे येथे पाहणार आहोत.

10. स्वच्छता :-

मानवी जीवनामध्ये स्वच्छतेला खूप महत्व आहे. अस्वच्छतेचे दुष्परिणाम अनेक वेळा आपण पाहिलेले आहेत. महाराष्ट्र राज्यात कोरोना या आजारची सुरूवात ही मुंबई शहरात धारावी या भागामध्ये जिथे खूप गर्दी आहे, झोपडपट्टीचा भाग आहे, अस्वच्छता आहे, मोलमजूरी करणारी गरीब कुटुंबे येथे वास्तव्यास आहेत, तेथे या रोगाचा प्रसार झपाट्याने झाला. म्हणजेच स्वच्छता नसेल तर अनेक आजाराला माणूस बळी पडतो म्हणून, स्वतःची ,

घराची, परिसराची, कपड्यांची, हातांची, मास्कची इत्यादी प्रकारची स्वच्छता ही अत्यंत महत्वाची आहे. हे आपल्या लक्षात येईल. म्हणूनच माणसांनी स्वच्छता पाळली तर या आजाराला दूर ठेवू शकतो.

11. स्वावलंबन :-

स्वावलंबन म्हणजे इतरांवर अवलंबून न राहणे . जो माणूस स्वावलंबी आहे. तो कुठेही अडणार नाही. तो प्रत्येक ठिकाणी आलेल्या अडचणीवर स्वत: मात करून मार्ग काढू शकतो. कोरोनाच्या या काळात अनेकांना आपल्या नोकऱ्या गमवाव्या लागल्या, रोजगार मिळणे दुरापास्त झाले. परिणामी पोटापाण्याचा प्रश्न निर्माण झाला. आशाही परिस्थितीमध्ये जे छोटे मोठे व्यवसायिक, कारागीर होते त्यांनी आपापल्या घरी राहूनआपले काम करून आपले प्रश्न सोडवले. म्हणून मानवी जीवनामध्ये स्वावलंबबाला अतिशय महत्व आहे. जे दुसऱ्यावंर अवलंबून होते त्यांना प्रत्येक कामासाठी इतरांची मदत घ्यावी लागली म्हणजेच त्यांना अनेक अउचणींचा सामना करावा लागला.

12. कर्तव्यदक्षता :-

कोरोनाच्या या काळात आरोग्य कर्मचारी, डॉक्टर्स,पोलिस, अंगणवाडी सेविका, आशा वर्कर्स, शिक्षक, न.प.कर्मचारी या आणि अशा अनेक कोरोना योद्यांनी आपले अमूल्य असे योगदान देवून आपल्या देशाला या संकटातून सावरण्यासाठी हातभार लावला आहे. म्हणून कर्तव्यनिष्ठा ही मानवी जीवनामध्ये अत्यंत महत्वाची आहे. त्यासाठी आपल्या दैवयोगाने जे काम आपल्या वाटयाला आले आहे. त्यामध्ये आपण दक्षता राहिले पाहिजे . मुलांनी या काळात आपल्या आई-वडिलांना, घरातील वडीलधाऱ्या मंडळीना, मोठ्या भावा बहिणीला त्यांच्या कामात मदत करायला पाहिजे .ही झाली विद्यार्थ्यांची कर्तव्यदक्षता. कोरोनाच्या या काळात सर्वात जास्त जर कामाचा ताण कोणाला आला असेल तर तो आपल्या आईला म्हणून मुलांनी आपल्या आईला तिच्या कामात मदत करणे गरजेचे आहे.

13. श्रमनिष्ठा :-

कोणतेही काम निष्ठापूर्वक केले की, त्यामध्ये यश हे निश्चितच ठरलेले असते. विद्यार्थ्यांनी आपले अध्ययनाचे काम, शिक्षकांनी अध्यापनाचे काम हे निष्ठापूर्वक करणे गरजेचे आहे. कोणत्याही कामात कोणीही टाळाटाळ करू नये. म्हणून प्रतयेकाची आपापल्या कामाप्रती निष्ठा असावी लागणे.

14. विज्ञाननिष्ठा :-

विद्यार्थ्यांच्या अंगी विज्ञाननिष्ठा रूजवण्याचे महत्वाचे काम शिक्षकांना करावे लागते. विशेषत: ग्रामीण भागामध्ये गंडे-दोरे, मंत्र-तंत्र यामध्ये समाज गुरुफटून आपले नुकसान करून घेतो. त्यामुळे कोरोना किंवा कोरोना सदृश्य आजारांची काही लक्षणे दिसत असल्यास ताबडतोब दवाखाण्यात जाऊन उपचार घेणे गरजेचे आहे.

15. शुचिता :-

शुचिता हा शब्द निर्मलता, पावित्र्य , मांगल्य, शुचित्व, शुध्दता, स्वच्छता या अर्थाने वापरला जातो . यापूर्वी आपण पाहिलेली स्वच्छता ही मूर्त रूपाची होती . तर शुचिता हे स्वच्छतेचे अमूर्त रूप आहे. मनाची स्वच्छता ही तुमच्या यशाचे गमक आहे. म्हणूनच म्हणतात **मन करा रे प्रसन्न। सर्व सिध्दीचे कारण।।** संत तुकाराम महाराजांच्या म्हणण्याप्रमाणे **चित्त शुध्द तरी शत्रू मित्र होती। व्याघ्रही न खाती,सर्प तया** ।। जर मन शुचिर्भूत असेल तर तुमचे शत्रूही मित्र होतील, वाघ आणि सर्प सुध्दा तुमचे मित्र होतील. मग कोरोनाची काम बिशाद तुमच्या जवळ यायची. म्हणून शुचिता विद्यार्थ्यांच्या अंगी असावी लागते.

16. भूतदया :-

कोरोना या महामारीमुळे अनेक जीव, जंतू, प्राणी, पक्षी, गोरगरीबांचे जीवन प्रभावित झाले आहे. माणूस म्हणून आपले कर्तव्य ठरते की, आपण या सर्वांना आपापल्या परीने मदत करणे. जीवनात आलेल्या बऱ्यावाईट प्रसंगाना तोंड देणे हे प्रत्येकाला क्रमप्राप्त आहे. पण ते संकटकाळामध्ये आलेल्या संकंटाला एकटाने तोंड देण्यापेक्षा सामुहिक रितीने आपण त्याचा सामना केला तर आपण त्याला सहज हरवू शकतो. म्हणून येथे भूतदया महत्वाची आहे. एकमेका सहाय्यक अवघे धरू सुपंथ.

17. निर्भयता :-

मागील 7 – 8 महिण्याच्या एकूण चर्चेवरून , वाचलेल्या, ऐकलेल्या बातम्यावरून आपल्या असे लक्षात आले आहे की, कोरोना हा आजार बरा होऊ शकतो. कोरोना या आजाराने मृत्यू पावणाऱ्या लोकांचे प्रमाण खूप कमी आहे. त्यातल्या त्यात नुसत्या कोरोनाने मरण्याऱ्यांचे प्रमाण अत्यल्प आहे. मरणाऱ्या रोग्यांमध्ये 50 – 60 वर्षांच्या वरील व्यक्ती, बी.पी, शुगर, हृदयविकार किंवा यासारखे पूर्वीचे काही गंभीर आजार असतील तरच त्या व्यक्तींचा मृत्यू झाला आहे. मृत्यू पावलेल्यामध्ये जे काही तरूण गेलेले आहेत. ते भितीने गेले आहेत. असे आपण म्हणू शकतो. म्हणून कोरोाला निर्भकपणे तोंड द्या आपन त्याला सहज हरवू शकतो.

18. खिलाडू वृत्ती :-

कोरोना झालेल्या- परवा एका मित्राचा फोन आला आणि तो सांगत होता. की, कोरोना पाहुणा माझ्या घरी आला होता. तो माझ्या सोबत 14 दिवस राहून गेला. मी आणि त्याने खुप मजा केली आणि जाताना तो आमची कोरोना विषयीची भिती घेऊन गेला. कोरोना झालेला एका व्यक्तीने एवढा सहजपणे खिलाडूवृत्तीने त्या आजाराचा सामना करुन सहीसलामत बाहेर येणे ही आश्चर्याची बाब आहे. म्हणुन हसत हसत, सहजपणे संकटाचा सामना करा यश तुमचेच आहे.

10 शिस्तप्रियता:

शिस्तप्रियता हा मानवाचा अमूल्य असा दागिना आहे. शिस्तप्रिय व्यक्तीच्या जीवनाला एक निश्चित दिशा असते. त्याची ध्येये ठरलेले असतात आणि तो आपल्या ध्येयापासून कधीच दूर जात नाही. म्हणून त्यांच्या जीवनामध्ये कमीत कमी अडचणी, संकटे आलेली आपल्याला दिसून येतील. प्रत्येक बाबतीत त्यांच्या कडुन खबरदारी घेतली जाते. तीच शिस्तप्रियता विद्यार्यांच्या अंगी असावी लागते. ती निश्चितच आपल्याला या संक टात मदतीला येईल.

निष्कर्ष :-

- शालेय स्तरावरील प्रत्येक विद्यार्थ्यांला कोव्हिड-19 या आजाराबाबत माहिती असणे आवश्यक आहे.
- शालेय स्तरावरील प्रत्येक विद्यार्थ्यांला या आजराची प्रमुख लक्षणे माहिती असावीत.
- कोरोना या आजाराचा प्रसार कसा हे माहिती असावे.
- कोरोना आजारापासून दुर राहण्यासाठीची उपाययोजना प्रत्येक विद्यार्थ्यांना माहिती असावी.
- कोरोना विषाणू आणि विद्याार्थ्यांची वैयक्तिक मूल्ये यांचा अत्यंत जवळचा संबंध आहे.

समारोपः-

मार्च महिण्याच्या शेवटच्या आठवडयापासून शाळा बंद झाल्या आहेत. चालू शैक्षणिक वर्षाची सुरु वात होउन 2 महिने होत आली तर अजूनही शाळा चालू झाल्या नाहीत. आणखी किती दिवस शाळा सुरु होत नाहीत हे सांगू शकत नाहीत. पालक विद्यार्थी चिंतेत आहेत. विद्यार्थ्यांचे वर्ष वाया जाते की काय ? जर समजा शाळा चाल झाल्याच तर आपला पाल्य शाळेत पाठवावा की नाही ? ही चिंताही पालकांना सतावते आहे.आपल्या पाल्याचे आरोग्यही त्यांच्या दृष्टीने तेवढेच महत्त्वाचे आहे.

शाळा जेव्हा चालू होतील तेव्हा होउ द्या. तोपर्यंत मात्र आपल्या पाल्याच्या आरोग्याची काळजी घ्या. वर सुचवलेले उपाय अमलात आणा. विद्यार्थ्यांच्या अंगी असणारी वैयक्तिक मूल्ये, चांगल्या सवयी, चांगले संस्कार यासाठी पालकांनी दक्ष राहणे गरजेचे आहे.

संदर्भ :

1) गडचिरोली कोरोना (कोविड 19) मुक्ती अभियान - माहिती पुस्तिका.
2) कोविड 19 एएनएम, आशा, अंगणवाडी सेविकांचे प्रशिक्षण.
3) डॉ. बा. आं. म. वि. औरंगाबाद- कोरोना विषाणू विरुद्धचे युद्धतंत्र (मीच माझा रक्षक! माझे आरोग्य माझी जबाबदारी.)

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" महाराष्ट्रात कोरोना वायरसचा उद्रेक आणि परिणाम"

प्रा. डॉ. पवार बालासाहेब शिवाजी

वाणिज्य विभाग,
माधवराव पाटील महाविद्यालय पालम ता. पालम जि. परभणी

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सांराशः-

31 डिसेंबर 2019 मध्ये कोरोना विषाणुचा पहिला रुग्ण चीन मधील वुहान शहरात आढळला व संपुर्ण जगावर कोरोना माहामारीचा शिरकाव झाला. परिणामी जगातील मानवाचे आरोग्यास धोका निर्माण झाला. अवेळी अचानक संक्रमणामुळे मृत्यूचे प्रमाण वाढले यावर एकच उपाय आहे. सामाजिक अंतर (social distance) राखणे याचा परिणाम व्यवसाय, उद्योग, व्यापार व अर्थ व्यवस्थेवर झालेला आहे. सदरील शोध निबंधात महाराष्ट्रातील कोरोना वायरसचा उद्रेक आणि परिणाम यावर प्रकाश टाकण्याचा प्रयत्न करण्यात आलेला आहे. त्यासाठी दुय्यम तथ्य संकलन आणि प्रसार माध्यमाचा उपयोग केलेला आहे.

प्रस्तावना :-

कोरोना विषाणूचा पहिला रुग्ण चीन मधील वुहान शहरात 31 डिसेंबर 2019 मध्ये आढळला. 30 जानेवारी 2020 रोजी जागतिक आरोग्य संघटनेने (WHO) ह्या विषाणूचा उद्रेक हा सार्वजनिक आरोग्य विषयक असून यांचा संसर्ग वेगाने वाढण्याचे संकेत दिले आणि अंतरराष्ट्रीय आणिबानी असल्याचे जाहीर केले. 11 मार्च 2020 रोजी कोरोना विषाणूचा उद्रेक हा जागतिक माहामारी असल्याचे व सतर्क राहण्याचे जाहीर करण्यात आले.

भारतात कोरोना वायरसचा संसर्ग वेगाने वाढत आहे. भारतातील पहिला रुग्ण हा केरळमध्ये 29 जानेवारी 2020 मध्ये आढळला. महाराष्ट्रातील कोरोना विषाणूची लागण झालेला पहिला रुग्ण पुण्यामध्ये 9 मार्च 2020 रोजी आढळून आला तसेच पहिला बळी 16 मार्च 2020 रोजी मुंबईतील कस्तुरबा रुग्णालयात उपचारादरम्यान झाला. असा भयानक माहामारी मुळे महाराष्ट्रावर कोणता परिणाम झाला याचा अभ्यास करण्याचा प्रयत्न केला आहे. महाराष्ट्रातील कोरोना वायरसचा उद्रेक महाराष्ट्रात कोरोना विषाणु रुग्ण 9 मार्च 2020 रोजी पुणे येथे आढळला व मुबई येथे कोरोना पहिला बळी 16 मार्च 2020 रोजी कस्तुरबा रुग्णालयात झाला त्यांना दिवसेंदिवस कोरोना संसर्गचा प्रसार पुणे व मुंबई येथे सुरू झाला.

महाराष्ट्र हे भारतातील कोरोनाचा सर्वाधिक प्रभाव झालेले राज्य आहे. महाराष्ट्रात 3 मे 2020 पर्यंत 12974 जनांना कोरोनाची लागण झाली असून त्यापैकी 548 जणांचा मृत्यु झाला आहे. आणि 2115 जन पुर्ण बरे
झालेले आहेत. एकुण संसर्ग झालेल्या रोग्या पेकी 4% लोकांचा मृत्यु झाला आहे. महाराष्ट्रातील सर्वसाधारण सर्वच जिल्ह्यात कोरोनाचा प्रसार झालेला असून कोरोनाची लागण होण्याचे प्रमाण दररोज वाढत आहे. सध्या कोरोनाचा प्रसार होण्याचे प्रमाण वाढत आहे.

15 जून 2020 पर्यंत 1,10,744 जणांना कोरोनाची लागण झाली असून त्यापैकी 4128 जणांचा मृत्यु झाला. आणि 56049 जण पुर्ण बरे झाले या महिण्यात 4.12% लोकांना मृत्य झाला. जुलै 2020 व ऑगस्ट 2020 मध्ये कोरोना वायरसचा संसर्ग मोठ्या प्रमाणावर प्रसार झालेला आहे, हजारातील रुग्णाचा आकडा लाखात पोहचला आहे. सप्टेंबर 2020 च्या पहिल्या आठवड्यात महाराष्ट्रात एकुण कोरोना बाधीत रुग्णांची संख्या ही लाखा पेक्षा जास्त झालेली आहे. 8 सप्टेंबर 2020 मध्ये 940070 जणांना कोरोनाची लागण झाली असून त्यापैकी 27450 जनांचा मृत्यु झलेला आहे. व एकुण 674244 जनांचा उपचार झालेला आहे. भविष्यात कोरोना बाधीतांची संख्या मोठ्या प्रमाणावर वाढण्याची शक्यता आहे. अशा परिस्थितीचा परिणाम महाराष्ट्रातील आर्थीक व्यवहारावर मोठ्या प्रमाणावर झालेला आहे.

महाराष्ट्रात कोरोना व्हायरसचा परिणाम :-

महाराष्ट्रात कोरोना संसर्गाचा विस्तार मोठ्या प्रमाणावर झाला त्याचा परिणाम आर्थीक समस्या सर्वच क्षेत्रात निर्माण झालेली आहे. लॉकडाऊन व संचारबंदी मुळे अनेक व्यवसाय, व्यापार, उद्योग, शेती पर्यटन, इत्यादी सर्व क्षेत्रात काम बंद असल्यामुळे आर्थिक व्यवहार ठप्प झालेले आहेत. देशासह महाराष्ट्राची आर्थीक घडी विस्कटली आहे. तसेच माहामारी साटे बाजारी इत्यादी सारखे अडचणी निर्माण झालेल्या आहेत. आर्थीक स्थितीवर नकारात्मक परिणाम झालेले आहेत. त्यातील क्षेत्र पुढील प्रमाणे आहे.

1) शैक्षणिक क्षेत्र -

शाळा मधून कोरोना संसर्गाचा प्रार्दुभाव रोखणे सुलभ करण्यासाठी इयत्ता 1 ते 8 वी च्या सर्व परिक्षा रद्द केल्या व विद्यार्थ्यांना पुढील वर्गात प्रवेश देण्यात आला. तसेच उपाययोजनेचा एक भाग म्हणून विद्यापीठ महाविद्यालयीन आणि सीईटी परिक्षाचे नियोजित वेळापत्रक पुढे ढकलण्यात आले. या संदर्भात समिती स्थापन करण्यात आली व समिती परिस्थितीचा अभ्यास करून योग्य वेळी उच्च व तंत्र शिक्षण विभागास अहवाल सादर करेल 12 एप्रिल 2020 रोजी दहावीचा भूगोलाचा पेपर तसेच नववी आणि अकरावी परिक्षाही रद्द करण्याचा निर्णय घेण्यात आला. व संसर्ग कमी होईपर्यंत झाला व महाविद्यालय बंद ठेवण्यात आले.

2) आर्थिक परिणाम -

5.2 लाख कोटीचे कर्ज असणाऱ्या महाराष्ट्राला कोरोनाच्या उद्रेकाने फार मोठ्या आर्थिक संकटातून जावे लागत आहे. उद्योग व्यवसाय, व व्यापार बंद असल्यामुळे राज्य सरकारला मिळणारा जी.एस.टी. (GST) मुद्रांक शुल्क पासून मिळणारे उत्पन्न बंद झाले. वर्ष 2019 च्या तुलनेत 2020 मार्च महिण्याची महसूली उत्पन्न 60% इतके कमी झाले. आर्थीक तुट भरून काढण्यासाठी महाराष्ट्र राज्य सरकारने राज्यातल्या सर्व आमदाराच्य वेतनात एप्रिल 2020 ते मार्च 2021 अशी संपूर्ण एक वर्षासाठी 30% ची कपात करण्याचा निर्णय घेण्यात आला.

3) कृषी व्यवसाय -

भारताच्या एकुण लोकसंख्या पेक्षी 58% हिस्सा हा शेती क्षेत्रावर अवलंबून आहे. कोरोनाच्या उद्रेकामुळे महाराष्ट्रातील शेतकऱ्याचे पूर्ण व्यवहार ठप्प पडल्याने शेतकऱ्याचे आर्थीक नियोजन बिघडले आहे. त्याच बरोबर लॉकडाऊनमुळे आठवडी बाजार बंद असल्याने तो प्रभावित झाला आहे. संचारबंदीमुळे भाजीपाला, फळे इ. शेतातच खराब झाले, द्राक्षे उत्पादक शेतकऱ्याची निर्यात बंद झाली. अंबा, संत्री, मोसंबी, या सारखे फळ बाजार बंद झाल्यामुळे शेतकऱ्याचे अतिशय नुकसान झाले. कृषी क्षेत्रात आर्थीक तंगी आली.

4) पोल्ट्री उद्योग -

महाराष्ट्रात बॉयलर चिकनची एका दिवसाची मागणी ही अंदाजे 2800 टन एवढी आहे. चिकन खाल्याने कोरोना वायरसची लागण होते अशी अफवा सोशल मिडियावरून पसरली या अफवेमुळे महाराष्ट्रातील पोल्ट्री उद्योगाला मोठा फटका बसला. महाराष्ट्रातील काही भागात 100 रुपयेला 5 कोंबड्या प्रमाणे विक्री केली गेली. परिणामी पोल्ट्री उद्योग धोक्यात झालेला आहे. या शिवाय हॉटेल, बार, खानावळ, जिमखाना या सारख्या व्यवसायाला देखील कोरोना वायरसमुळे फटका बसला आहे.

5) वाहन उद्योग -

कोरोना वायरसच्या उद्रेकाचा महाराष्ट्रातील वाहन उत्पादन उद्योगाला मोठा फटका बसला. बजाज ॲटो कंपनीने आपले आकुर्डी व चाकण येथील कारखाने 30 मार्च 2020 पर्यंत बंद ठेवण्याचा निर्णय घेतला. टाटा मोटार्सने देखील पुण्यातील उत्पादन कमी केल्याचे जाहीर केले. अशोक लिलॅन्डने ठाणे आणि आयचर मोटार्सने भंडारा येथील सुटे भाग तयार करणारे कारखाने बंद ठेवण्याची घोषणा केली. कोरोनामुळे दर महीना 16000 कोटी रूपयेचे नुकसान होण्याची शक्यता व्यक्त केली आहे.

6) पर्यटन व्यवसाय -

पर्यटनावर कोरोना वायरसचा मोठा परिणाम झालेला असून अंजिठा, वेरूळ, धारापुरी, लेणी, गेट वे ऑफ इंडिया यासह राज्यभरातील पर्यटन धार्मीक स्थळावरील गर्दी नाहीसी झाली आहे. त्यामुळे हॉटेल, प्रवासी, गाड्या याचा व्यवसाय बंद पडला आहे. याशिवाय महाराष्ट्रातील सर्वच धार्मिक स्थळे बंद असल्यामुळे वाहतुक, हॉटेल, लॉजिंग, रेस्टॉरंट इ.

व्यवसाय बंद झालेले आहे. परिणामी पर्यटन क्षेत्रात आर्थीक अडचणी निर्माण झालेले आहेत. त्याच बरोबर रोजगार कमी होऊन बेकारीचे प्रमाण मोठ्या प्रमाणावर वाढलेले आहे.

7) व्यापार व उद्योग -

कोरोना माहामारीमुळे संचारबंदी, लॉकडाऊन, सामाजिक अंतर इ. कारणामुळे महाराष्ट्रातील सर्व व्यवसाय व व्यापार बंद झाली त्यामुळे लहान व्यवसायिका पासून मोठ्या व्यवसायीकांना या माहामारीचा फटका मोठ्या प्रमाणावर बसला असून आर्थीक नाकेबंदी झालेली आहे. परिणामी महाराष्ट्र सरकारच्या महसूल उत्पादनात घट निर्माण झालेली आहे. याचा परिणाम एकुण महाराष्ट्राच्या आर्थीक स्थितीवर झालेला आहे.

वरिल प्रमाणे कोरोनाचे व्यवसायीक, सामाजिक व आर्थीक परिणाम झालेले असून या परिणामामुळे अनेक समस्या निर्माण होण्याची शक्यता आहे. कोरोना माहामारी बरोबरच बेकारी, महागाई, साठेबाजी वस्तुचा तुटवडा इ. सारख्या समस्या निर्माण झालेल्या आहेत.

निष्कर्ष :-

कोरोना वायरसमुळे महाराष्ट्राच्या आर्थीक व्यवस्थेवर आघात केलेला आहे. त्यामुळे या माहामारी पासून सुटका करण्यासाठी केंद्रसरकार व राज्य सरकारने अनेक उपाय योजना केलेली आहे. तसेच जनजागृती मोठ्या प्रमाणावर करून कोरोनापासून बचाव कसा करावा याची माहिती देखील प्रसार माध्यमाव्दारे संपुर्ण भारतात व महाराष्ट्रात केलेली आहे. या माहामारी पासून स्वत:चा बचाव करण्यासाठी सामाजिक अंतर, वारंवार हात स्वच्छ करणे, संतुलीत आहार घेणे, गर्दीच्या ठिकाणी न जाणे या सारख्या उपाय योजनाची गरज आहे. त्याच बरोबर टप्या टप्याने व्यापार व्यवसाय, उद्योग सुरू करणे व रोजगार उपलब्ध करू देणे अत्यंत महत्वाचे आहे.

संदर्भ :-

1) विविध प्रसार माध्यम
2) विविध वर्तमान पत्र.
3) Arogya Setu App

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"स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड कार्यक्षेत्रांतर्गत येणा-या जिल्ह्यातील गणित प्रयोगशाळांचा प्राथमिक स्तरावरील विद्यार्थ्यांच्या संपादणुकीवर होणारा परिणाम - एक अभ्यास"

अशोक नागोराव बिजले
संशोधक

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Abstract

भारतीय संविधानाने नागरिकांची जीवन जगण्याची नाडीच तयार करण्यात आली. त्यात १) संपूर्ण प्रभुत्व समाजवादी धर्मनिरपेक्ष लोकशाही गणराज्य २) सामाजिक, आर्थिक, राजकीय न्याय, विचार, अभिव्यक्ती, विश्वास धर्म प्रार्थनेला स्वतंत्रता देण्यात आली. ३) राष्ट्रीय एकात्मता, अखंडता, समता, बंधुत्वता, रुजविण्याचे काम सुयोग्य केले. शिक्षण हे माणसाला माणूस घडविण्याचे काम प्रभावीरित्या करते. प्राथमिक शिक्षणातून संविधानाची बीजे पेरली गेली तर उत्तम नागरिक, समाजसुधारक, भारतीय संस्कृती संवर्धक व उत्तम प्रकारचे विचारवंत बनविते. म्हणून प्राथमिक शिक्षण योग्य संस्कारिक मूल्यवर्धित, संवेदनशील, सदृढ, लवचिक संगणकीय प्रायोगिक मल्टी लिंकवर आधारीत अगदी मोफत व दर्जेदार असावे. सध्याच्या निरुत्साही, निरुपयोगी शिक्षणपद्धती मोडीत काढून गणितीय अध्ययन-अध्यापन प्रयोगातून करण्यासाठी हे संशोधन संशोधनाने हाती घेतले.

१) प्रास्ताविक :

२६ नोव्हेंबर १९४९ रोजी भारताच्या संविधान सभेमध्ये मंजूर करून १९५० पासून संविधानाच्या नियमानुसार भारतीय नागरिकांची जीवन जगण्याची नाडी तयार करण्यात आली. त्यात १) संपूर्ण प्रभुत्व संपन्न समाजवादी धर्मनिरपेक्ष लोकशाही गणराज्य २) सामाजिक, राजकीय न्याय, विचार, अभिव्यक्ती, विश्वास, धर्म, प्रार्थनेला स्वतंत्रता, राष्ट्रीय एकात्मता, अखंडता, समता, बंधुत्वता रुजविण्याचे काम केले.

शिक्षण हे माणसाला माणुस घडविण्याचे काम प्रत्रावीरित्या करते. प्राथमिक शिक्षणातून संविधानाची बीजे पेरली गेली तर ते उत्तम नागरिक, संशोधक, समाजसुधारक, भारतीय संस्कृती संवर्धक व उत्तम प्रकारचे विचारवंत बनविते. म्हणून प्राथमिक शिक्षण योग्य संस्कारीक मूल्यवर्धित, संवेदनशील सदृढ व लवचिक असे त्याच्या मातृभाषेतून मिळाले पाहिजे. नवोपक्रमशील संगणकीय, प्रायोगिक, व्यावसायिक, कृतीशील शिक्षण समाजाच्या गरजा पूर्ण करू शकते. लहान वयापासूनच त्या बालकाचा कल पाहून त्याच्या इच्छेप्रमाणे त्याच्या हाताला झेपेल अशी स्वतः कृती करून ज्ञान मिळवून विद्यार्थी घरी गेला पाहिजे. सध्याच्या पुस्तकी व पाठांतरावरील पद्धती बंद होवून नविन शैक्षणिक धोरण २०२० च्या लोकल परिस्थितीला अनुसरून विद्यार्थ्यांकडून स्वतः वस्तु हाताळून ज्ञान देणा-या बारकोड, मल्टीलिंग वर आधारित Free व दर्जेदार शिक्षण असणारा अभ्यासक्रम राबविणा-याच शाळा असाव्यात.

गणितासारखा सोपा व घरादारात, व्यवसायात, प्रवासात इत्यादी तसेच जीवनाच्या जन्मापासून मृत्यूपर्यंत सर्वच ठिकाणी गणिताची साधने मिळतात. परंतु त्याची ओळख करून देवून आपल्या अभ्यासक्रमाला डोळस करण्याचे धाडस कुणी करत नाही. कारण ते करत बसले तर पुस्तकातील अभ्यासक्रम पूर्ण होत नाही. असा गैरसमज असल्यामुळे अध्यापकाचार्य या भानगडीत पडत नाही व विद्यार्थी सराव प्रश्नसंचाच्या बाहेर येत नाही. हे मोडित काढून गणिताचे अध्ययन व अध्यापन प्रयोगातून करण्यासाठी हे संशोधन संशोधकाने हाती घेतले.

२) संशोधन समस्या विधान :

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ कार्यक्षेत्रांतर्गत येणा-या जिल्ह्यातील गणित प्रयोगशाळांचा प्राथमिक स्तरावरील विद्यार्थ्यांच्या संपादणुकीवर होणारा परिणाम - एक अभ्यास.

३) संशोधनाची गरज :

पाठ टाचण पद्धतीप्रमाणे केलेले अध्यापन व गणित प्रयोगशाळांचा वापर करून केलेले अध्ययन अध्यापन यामध्ये किती प्रमाणात फरक पडतो हे पाहण्यासाठी प्रस्तुत संशोधनाची गरज आहे.

४) संशोधनाचे महत्त्व :

प्रस्तुत संशोधनातून स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ अंतर्गत येणा-या जिल्ह्यातील गणित प्रयोगशाळांचा प्राथमिक स्तरावरील विद्यार्थ्यांच्या संपादणुकीवर होणारा परिणाम अध्ययन-अध्यापन, अभ्यासक्रम, पाठ्यपुस्तक, प्रत्यक्ष साधने, उपक्रम वस्तु, मुल्यमापन इत्यादी बाबींचा अभ्यास करण्यासाठी प्रस्तुत संशोधन महत्त्वाचे ठरणार आहे.

५) पारिभाषिक व कार्यात्मक व्याख्या / संज्ञा :

a) स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ: लातूर, हिंगोली, परभणी व नांदेड जिल्ह्याचे परिक्षेत्र असलेले उच्च शैक्षणिक व संशोधन कार्याचे ठिकाण

b) गणित प्रयोगशाळा : प्रत्यक्ष वस्तू वापरून अध्ययन अध्यापन प्रक्रिया प्रभावी करून परिणामात्मक निष्कर्ष काढण्याचे ठिकाण.

c) प्राथमिक स्तर: वय वर्षे ३ ते १४ पर्यंत अध्ययन-अध्यापन घडवून आणून भावी नागरिक घडविणारा स्तर.

d) विद्यार्थी : ज्ञानपिपासु वृत्ती असणारा ज्ञानोपासक म्हणजे विद्यार्थी.

e) संपादणुक : प्रयोगाच्या माध्यमातून ज्ञान आकलन होणे. मुर्त व चिकित्सक पद्धतीने ज्ञान ग्रहण करण्याच्या क्रियेला संपादणुक म्हणतात.

६) संशोधनाची उद्दिष्टे :

१. गणित प्रयोगशाळेच्या वापरामुळे प्राथमिक स्तरावरील अध्ययन अध्यापन सुलभ होणे. २. विद्यार्थ्यामध्ये गणितीय दृष्टिकोण निर्माण करण्याचा, अध्यापन प्रयत्नाचा शोध घेणे. ३. गणित प्रयोगशाळेच्या प्राथमिक स्तराच्या विद्यार्थ्यांची कृतीयुक्त सहभागाची परिणामकारकता अभ्यासणे.

७) संशोधनाची गृहितके :

१. गणित प्रयोगशाळेच्या वापरामुळे प्राथमिक स्तरावरील अध्ययन-अध्यापन सुलभ करता येतो. २. विद्यार्थ्यांमध्ये गणितीय दृष्टिकोण निर्माण करता येतो. ३.गणित प्रयोगशाळेच्या प्राथमिक स्तराच्या विद्यार्थ्यांची कृतीयुक्त सहभागाची परिणामकारकता अभ्यासता येते.

८) संशोधनाची व्याप्ती :

a) क्षेत्र : प्रस्तुत संशोधन लातूर, हिंगोली, परभणी व नांदेड जिल्ह्यापुरतेच मर्यादित आहे. b) विषय व्याप्ती : प्रस्तुत संशोधन हे गणित प्रयोगातून शिकविण्यापुरतेच मर्यादित आहे. c) घटक व्याप्ती : प्रस्तुत संशोधन हे स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ नांदेड कार्यक्षेत्रांतर्गत येणा-या जिल्ह्यातील गणित प्रयोगशाळांचा प्राथमिक स्तरावरील इयत्ता पहिली गणित ते इयत्ता आठवी गणित विषयाच्या संपूर्ण घटकापुरतेच मर्यादित आहे.

९) संशोधनाची मर्यादा:

a) क्षेत्र मर्यादा: प्रस्तुत संशोधनात लातूर, हिंगोली, परभणी व नांदेड जिल्ह्यापुरतेच मर्यादीत आहे. b) इयत्ता मर्यादा : प्रस्तुत संशोधन लातूर, हिंगोली, परभणी व नांदेड जिल्ह्यातील इयत्ता १ ली ते इयत्ता ८ वी पुरतेच मर्यादित आहे. c) विषय मर्यादा: प्रस्तुत संशोधन हे इयत्ता पहिली ते आठवी पुरतेच मर्यादित आहे. d) घटक मर्यादा: प्रस्तुत संशोधन गणित विषयातील इयत्ता पहिली ते आठवीच्या सर्व घटकापुरतेच मर्यादित आहे. e) निष्कर्ष मर्यादा: प्रस्तुत संशोधनाचे निष्कर्ष गणिताचे अध्ययन-अध्यापन करणा-या विद्यार्थी-शिक्षकांना, पालक व संशोधकाला लागू पडतील.

१०) संशोधन कार्यपद्धती:

प्रस्तुत संशोधनाच्या अभ्यासासाठी उद्दिष्टांना अनुसरून संशोधकाने प्रायोगिक संशोधन पद्धती व सर्वेक्षण पद्धतीची निवड केली. a) जनसंख्या: प्रस्तुत संशोधनासाठी जनसंख्या ही लातूर, हिंगोली, परभणी, नांदेड जिल्ह्यातील प्राथमिक स्तरावरील गणित विषयाचे अध्ययन करणारे विद्यार्थी-शिक्षक घेतले. b) न्यादर्श: संशोधकाने लातूर, हिंगोली, परभणी, नांदेड जिल्ह्यात येणा-या २००० शाळांची प्रथम न्यादर्शाने, द्वितीय न्यादर्शाने ४००० गणित अध्यापक म्हणजेच १००% तृतीय न्यादर्शासाठी विद्यालयातील ८०००० मुलांपैकी १६०० म्हणजेच २% व विद्यार्थ्यांची लॉटरी पद्धतीने लिंगभेद न करता निवड करण्यात आली.

११) संशोधनाची साधने :

प्रस्तुत संशोधनामध्ये माहिती संकलनासाठी संशोधन विषयाच्या उद्दिष्टानुसार प्राथमिक स्तरावरील गणित प्रयोगशाळांचा परिणाम पाहण्यासाठी स्वत: तयार केलेली प्रश्नावली व मुलाखत तंत्राचा उपयोग करण्यात आला.

१२) निष्कर्ष :

प्राथमिक स्तरावरील गणित प्रयोगशाळांचा वापर केल्याने विद्यार्थ्यांची संपादणुक वाढवून प्रत्यक्ष नविन ज्ञान मिळाले.

१३) संदर्भग्रंथ :

१) कुंडले म. बा. (१९९१), सर्जनशीलता (प्रथम आवृत्ती), पुणे : नुतन प्रकाशन.
२) डॉ. सुरेश पाटील (२००६), कृतीसंशोधन व नवोपक्रम : संस्कार प्रकाशन, लातूर.
३) जगताप ह. ना. (१९९०), गणित अध्यापन पद्धती, तृतीय आवृत्ती, पुणे, नुतन प्रकाशन.
४) मुळे रा. शं. व उमाटे वि. तु. (१९८७), शैक्षणिक संशोधनाची मुलतत्त्वे, द्वितीय आवृत्ती, नागपूर, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ.
५) Kumar Ranjit (२०११), Research Methodology a Step by Step Guide for Beginners, New Delhi : Sage P

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लॉक डाऊन काळातील ऑनलाईन शिक्षणाचा ऑफ लाईन विचार प्रवाह - एक अभ्यास

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सारांश :-

कोविड -१९ चे जागतीक महामारीमुळे कोरोना विषाणुची महामारी वाढु नये म्हणुन शाळा बंद पण घरीच राहुन शिक्षण चालु आहे. लॉकडाऊन काळामध्ये लर्न टु होम विद्यार्थ्यांचे चालु आहे. शिक्षकांना वर्क टु होम अंतर्गत घरीच राहुन माहिती तंत्रज्ञान साधनांचे आधारे विद्यार्थ्यांचे, सोशल मिडीयांचे ग्रुप तयार करुन ई लर्निंग, डिजीटल शिक्षण चालु आहे. या लॉकडाऊन काळातील डिजीटल शिक्षणांअर्गत ऑनलाईन शिक्षण हे युट्युबवरील शैक्षणिक व्हीडीओ, ॲडीओ, पीडीएफ. फाईल, ई बुक वेगवेगळ्या प्रकारच्या गुगल लिंक व वेब लिंक वेगवेगळी शैक्षणिक ॲप्स, क्रमीक पुस्तकांचे मदतीने घेतले जात आहे. डिजीटल शिक्षणांअंतर्गत शिक्षकांनी स्वतःचे यावर उपाय म्हणुन १० ते १५

मिनीटांचे इयत्तेनुसार विषयांचे घटक उपघटकांचे व्हिडीओ तयार करुन पाठवावेत. गुगल मिट, झुम ॲप, गुगल क्लासरुम सह फेजबुक लाईव्ह, युटयुब लाईव्ह यासारख्या विविध मिटींग ॲपचे माध्यमातुन ऑनलाईन अध्ययन, अध्यापन व विद्यार्थ्यांना मार्गदर्शन करावे. सर्व १०० टक्के विद्यार्थ्यांपर्यंत शिक्षण पोहचविण्यासाठी विद्यार्थी पालकांना फोन करणे, कोविड -१९ च्या महामारीवर मार्गदर्शन करणे, भेटी घेणे, ऑफ लाईन पी.डी.एफ वाटप करणे, क्रमीक पुस्तकांचा वापर करणे, पुरक वाचन लेखन, साहित्याचा वापर करणे, कला कार्यानुभव, शारीरीक शिक्षण, विज्ञान, परिसर अभ्यास विषयांचे माध्यमातुन कला कौशल्य व सृजनशिलतेच्या विकासासाठी कृती अधारीत शिक्षण देणे अध्ययन निष्पत्तीच्या वेगवेगळ्या कृतींसाठी पोस्ट शेअर करणे आवश्यक आहे. १०० टक्के विद्यार्थी डिजीटल ऑनलाईन मधुन ऑफ लाईन शिक्षणाचे प्रवाहात आणणेसाठी प्रयत्न होणे गरजेचे आहे. तरच वर्ग टु होम, लर्न टु होम, लॉकडाऊन काळातील शिक्षण ही संकल्पना यशस्वी होईल.

कि वर्डस् :-

लॉकडाऊन, ऑन लाईन, ऑफ लाईन, ई लर्निंग, वर्क टु होम, लर्न टु होम, पोस्ट, डिजीटल, ॲप्स, युट्युब, गुगल मिट, झुम ॲप, गुगल क्लासरुम, फेसबुक, व्हॉट्सअप , पी.डी.एफ. लिंक, व्हिडीओ, ॲडीओ, ई बुक

प्रास्ताविक :-

दिनांक १६ मार्च २०२० पासुन कोवीड- १९ च्या जागतीक महामारीमुळे सर्व शाळा, महाविद्यालये बंद आहेत. विद्यार्थ्यांना कोवीड -१९ चा संसर्ग होवु नये, कोवीड-१९ चा प्रसार होवु नये म्हणुन शासनाने शाळा बंद ठेवलेल्या आहेत. सलग ५ महिने झाले शिक्षकांचे विद्यार्थ्यांशी प्रत्यक्ष भेट नाही. अखंडपणे विद्यार्थ्यांचे शिक्षण चालु राहावे, विद्यार्थी शिक्षक, शिक्षणाचा समन्वय रहावा म्हणुन वर्क टू होम अंतर्गत डिजीटल ऑनलाईन शिक्षण - लर्न टू होम चालू आहे.

उद्दीष्टे :-

(१) लॉकडाऊन काळात विद्यार्थ्यांचे शिक्षण चालु ठेवणे.

(२) लॉकडाऊन काळात शिक्षकांसाठी वर्क टु होम ही संकल्पना राबविणे.

(३) लॉकडाऊन काळात सर्व विद्यार्थी शालेय शिक्षणामध्ये सहभागी करुन घेणे.

(४) लॉकडाऊन काळामध्ये डिजीटल ऑन लाईन शिक्षणातुन ऑफ लाईन शिक्षण तंत्राचा उपयोग करणे.

कार्यपध्दती :-

विद्यार्थ्यांच्या आई वडिल पालकांकडे अॅन्ड्राईड मोबाईल असणारे चे वॉट्सॲप ग्रुप व्दारे शिक्षण चालु केले आहे. दुरदर्शन, टी.व्ही. चॅनल,

एस.एम.एस. कुटूंबातील सदस्य, यांच्या माध्यमातुन विद्यार्थी शिक्षण घेत आहेत.

याबाबत असे जाणवते की, काही जाण फक्त कुठल्याही ग्रुपवर आलेल्या पोस्ट किंवा लिंक आहे तशाच आपल्या विद्यार्थ्यांना शेअर करत आहेत. वारुळातुन मुंग्या बाहेर पडाव्यात तशा अनेक पोस्ट बाहेर पडत आहेत. खरंच या शैक्षणिक पोस्ट उपयुक्त आहे की नाही ? हे ही न पाहता आहे तशी फॉरवर्ड करत आहेत. काही जाण मात्र वस्तुनिष्ठपणे अभ्यास करुन कृती अधारीत अभ्यास शेअर करतात. ही एक अभिनंदनीय व अभिमानाची गोष्ट आहे. शैक्षणिक व्हिडीओ व लिंक उत्कृष्टरित्या कौशल्याने बनवलेल्या आहेत. त्या फक्त नियोजनानुसार उपयोगीतेनुसार त्याचा वापर त्यांचा उपयोग केल्यास या शैक्षणिक व्हिडीओच्या माध्यमातून विद्यार्थ्यांचे शिक्षण निश्चितच होईल. दिशादर्शक होईल यासाठी फक्त गरज आहे शैक्षणिक व्हिडीओंचा उपयोग विषयानुसार घटक - उपघटकानुसार करणे यासाठी गरज आहे नियोजनाची.

आपल्या वर्गाचा सोशल मिडीआचा समुह आपण बनविलेला आहे. या समुहाच्या माध्यमातुन आपण विद्यार्थ्यांना सर्व विषयांचे ज्ञान, आकलन, उपयायोजन, कौशल्य, क्षमता विर्कासित करणार आहेत.

आपल्या वर्गातील विद्यार्थ्यांचा अध्ययन स्तर आपणांस माहिती आहे. अध्ययन स्तर निश्चीती आपण केलेली आहे. विद्यार्थ्यांची शिकण्याची गती माहिती आहे जर प्रत्यक्ष शाळा असती तर आपण मराठी, गणित, इंग्रजी, विज्ञान, परिसर अभ्यास, इतिहास, भुगोल, कला, कार्यानुभव, शारिरीक

शिक्षण, मुल्यशिक्षण या विषयांचे प्रत्यक्ष अध्यापन, मार्गदर्शन कसे केले असते ? वार्षिक आराखड्यानुसार - नियोजनानुसार. आता ही आपण विद्यार्थ्यांना मार्गदर्शन सुलभकाच्या भुमीकेतून करावयास हवे.

विद्यार्थ्यांची शिकण्याची गती, त्यांच्या क्षमता, कौशल्य, अध्ययन स्तर, अध्ययन निष्पत्ती नुसार स्वत: निर्मीती करुन अभ्यास पाठवावा. कारण आपल्या वर्गातील विद्यार्थ्यांची शैक्षणिक स्थिती फक्त आपल्याला माहित आहे. त्यामुळे मुलांना कृती अधारीत अभ्यास देणे गरजेचे आहे. अशा प्रकारचे नियोजन आपण करु शकतो.

सध्याच्या लॉकडाऊन काळात शाळा बंद घरीच राहुन शिक्षण चालु असतानाच्या काळातही आपला विद्यार्थी कशा रितीने चांगला अभ्यास करु शकेल, शिक्षण चालू राहिल, विद्यार्थी शिकण्यास प्रेरणा मिळेल यासाठी काही उपाययोजना स्वत: शाळांना, शिक्षकांना करता येतील. यासाठी दीक्षा ॲप, शाळा बंद पण शिक्षण चालु पोस्ट, विविध अध्ययन अध्यापनाच्या शैक्षणिक वेबलिंक, वेब लिंक वरील शैक्षणिक साहित्य, विविध शैक्षणिक व्हिडीओ, एस.सी.ई.आर.टी.ची शैक्षणिक दिनदर्शिका, युट्युब वरील शैक्षणिक व्हिडीओ, पुस्तके, पुरक पुस्तके, विविध पीडीएफ, वर्तमानपत्र, विद्यार्थ्यांना सहज उपलब्ध होणारे परिसरातील व कुटूंबातील साहित्य त्यांचा कौशल्याने उपयोग करता येईल.व्हॉटसॲप समुहाच्या माध्यमातुन समुहामध्ये विषयावर घट उपघटकानुसार विद्यार्थी - विद्यार्थी संवाद प्रक्रिया, चर्चा, माहितीची व ज्ञानाची देवाण - घेवाण करता येईल विद्यार्थी एकमेकांच्या सहाय्य्याने शिकू शकतील.

समुहांमध्ये अशा प्रकारच्या शैक्षणिक चर्चा, चॅटींग, व्हिडीओ, कॉलिंग, एसएमएम व्दारे करु शकता येईल. याही माध्यमातून विद्यार्थ्यांचे शिक्षण होण्यास मदत निश्चित होणार आहे. यामुळे विद्यार्थ्यामध्ये एकमेकांविषयी आपुलकी, बंधुभावाची भावना, सहकार्य, अभ्यासाची वृत्ती, जिज्ञासा जागृती, सर्जनशलीतेचा विकास, मुल्यशिक्षण, संस्कार, जीवन कौशल्यांचा विकास, माहिती तंत्रज्ञान साधनांचा योग्य कामासाठी उपयोग, माहिती तंत्रज्ञान साधनांची जाणीव जागृती होईल. माहिती तंत्रज्ञान साधनांव्दारे माहिती, ज्ञान, कौशल्य मिळू शकते हे समजण्यास मदत होईल.

स्वत: टाईप करुन वाचन, लेखन, गणितीयक्रिया, प्रश्नोत्तरे, चित्रवाचन, स्वाध्याय, उपक्रम, कृती विद्यार्थ्यांच्या विचारांना चालना मिळेल, विद्यार्थी तयार होतील, शिकण्याची ओढ निर्माण होईल, पालकांनाही अभ्यास समजण्यास मदत होईल अशा प्रकारचा अभ्यास, वस्तुनिष्ठपणे विषय घटक उपघटकानुसार अभ्यास शेअर केल्यास शैक्षणिक वातावरण तयार होऊन विद्यार्थी शिकण्यास मदत होईल, ज्या पाठा संदर्भात घटक उपघटका संदर्भात आपण अभ्यास देणार आहोत याचे यूट्युबरवरील लिंक पाठवावी लिंक फार तर एक किंवा दोन असाव्यात. युट्युब, शैक्षणिक दिनदर्शिका, वेबलिंक

किंवा शैक्षणिक ॲप्स मधील व्हिडीओ मधुन आपण काय पहावे ? काय शिकणार आहोत याची स्पष्ट नोंद पोस्टमध्ये असावी. आठवड्यातील वारानुसार वेळेनुसार विषयांचे नियोजन केले तर सर्व विषयांना योग्य न्याय मिळेल. ज्या त्या वाराला, त्यावेळेला, त्याच विषयाची पोस्ट शेअर करावी. त्याच विषयाचा अभ्यास

वस्तुनिष्टपणे शेअर करावा. यामध्ये आपआपल्या इयत्तांचा विषयानुसार व काठीण्य पातळीनुसार बदल करु शकतो.

रोज विद्यार्थ्यांना एका विषयांचा एक पाठ पुर्ण वाचुन त्याचा स्वाध्याय सोडवणे, त्या पाठावर अधारित स्वत: प्रश्न तयार करणे, त्या पाठावर आधारित असणार उपक्रमांची यादी करुन विद्यार्थ्यांना पाठविणे अशा रितीने अभ्यास दिला तर तो खुप वस्तुनिष्ठरीत्या दिला असे होईल.

एखाद्या विषयाची घटक उपघटक अवघड संकल्पना असेल तर ती संकल्पना विद्यार्थ्यांना समजावुन सांगण्यासाठी स्वत:चा ५ ते १० मिनीटांचा व्हिडीओ तयार करुन पाठवावा. दररोज किमान एक विषयातील एक घटक उपघटकानुसार व्हिडीओ तयार करुन शेअर करावा. विद्यार्थी आपले शिक्षक व शिक्षिकांचे प्रत्यक्ष व्हीडीओ पाहुन त्यांना आनंद होईल आपल्या शिक्षकांविषयी आपुलकी निर्माण होऊन अभ्यास करणेस चालना, प्रोत्साहन व प्रेरणा मिळेल. एखाद्या पाठावर स्वत: प्रश्न उपक्रम, कृती तयार करुन पाठवावेत व त्याची उत्तरे लिहायला सांगावीत.

सध्याचे शिक्षण हे ॲक्टीव्हीटी बेसड् लर्निंग (अध्ययन निष्पती वर अधारीत) असल्यामुळे जास्तीत जास्त ॲक्टिव्हिटीजचा समावेश करता येईल. गुगल प्ले स्टोर मधुन वेगवेगळ्या प्रकारचे ऑनलाईन मिटींगचे ॲप्स आहेत. उदा. झुम मिटींग, गुगल मिटींग, गुगल क्लासरुम च्या मदतीने ऑनलाईन तीस ते चाळीस मिनीटांचे आपण अध्ययन, अध्यापन, मार्गदर्शन, मिटींगसुध्दा घेऊ शकतो. ऑनलाईन मिटींगचे ॲप्स वापरताना पालकांच्या व विद्यार्थ्यांच्या

वैयक्तिक माहितीला बाधा निर्माण होणार नाही याची पुर्ण सिक्युरिटी घेऊन काळजी घेऊन आपणांस ऑनलाईन अध्यापन व मार्गदर्शन करता येईल. आपल्या वर्गातील विद्यार्थी मुलभुत क्षमतांमध्ये मागे असल्यास अशा विद्यार्थ्यांना वैयक्तिक मेसेज देऊन त्या स्तराचा पुरक अभ्यास, कृती देता येतील.

श्रवण, भाषण व संभाषण, वाचन अनुवाचन, मुकवाचन लेखन अनुलेखन, श्रृतलेखन, निरीक्षण, चित्र वर्णन, स्वत:चे लेखन, निंबध लेखन, गणितीय क्रिया, आकृती, विविध कृती व उपक्रम, प्रश्नोत्तरे, विचारास चालना देणारे प्रश्न, माहिती लिहिणे, कौशल्य विकास निर्मीती सृजनशिलतेवरील प्रश्न व कृती यावर जास्तीत जास्त भर असावा. यावर अधारित कृती अधारित पोस्ट शेअर केल्यास निश्चितच विद्यार्थी शिकवण्यास मदत होईल. विद्यार्थ्यांना कोणती गोष्ट, घटक - उपघटक किती समजले, ज्ञान, आकलन, उपयोजन कौशल्य, अभिरुची, मत व्यक्त करणे, मांडणी करणे, स्वत: लिहणे उदाहरण सोडविणे, प्रश्नोतरे लिहिणे, चित्र वर्णन करणे या कौशल्याचा विकासासाठी हे पाहण्यासाठी आपणांस एखादी प्रश्नोत्तर पत्रिका पीडीएफ देऊन मुल्यमापन करता येईल. अडचणींवर शंका समाधान यासाठी गुगल लिंक देउन,

व्हिडीओ देऊन आनंददायी पध्दतीने मुल्यमापन प्रक्रिया राबवता येईल. विद्यार्थ्यांची परीक्षा घेतली जात आहे. चाचणी घेतली जात आहे, त्यातून गुणदान मिळणार आहे याचा परिणाम विद्यार्थ्यांच्या शिक्षणावर न होता या मुल्यमापन चाचणीतुन विद्यार्थ्याना शिकण्यास प्रोत्साहन मिळेल व प्रेरणा मिळेल हा दृष्टीकोन ठेवुन

मुल्यमापन प्रक्रिया राबवावी लागेल. यामुळे विद्यार्थ्यांचे सातत्यपुर्ण सर्वंकष मुल्यमापन प्रक्रिया होण्यास मदत होईल. अभ्यासात मागे राहणाऱ्या विद्यार्थ्यांना स्वतंत्र व पुरक मार्गदर्शन करण्यास वस्तुनिष्ठपणे फायदा होईल.

समारोप :-

आपल्या वर्गातील सर्व विद्यार्थ्यांची आपल्याकडे यादी हवी. सर्वांचे फोन नंबर मिळविण्याचा प्रयत्न करावा. ज्यांच्याकडे ॲंड्राईड मोबाईल नाही त्यांना फोन करुन अभ्यासाची चौकशी करावी.

आपल्या वर्गाच्या पटाचा विचार करुन आठवड्यातुन प्रत्यक्ष फोनवर विद्यार्थ्यांशी बोलावे किमान दररोज ५ ते १० विद्यार्थ्यांशी सद्य परिस्थिती, आरोग्यविषयी, कोविड -१९ विषयी, अभ्यासाची चौकशी करावी व मागदर्शन करावे. याचे नियोजन करावे. रोज किती विद्यार्थ्यांना फोन करावा लागेल हे ठरवावे लागेल.

१०० % विद्यार्थी डिजीटल ऑनलाईन मधुन आफलाईन शिक्षणाच्या प्रवाहात आणणे, त्यांना ऑनलाईन शिक्षण देणे वर्क टु होम लर्न टु, होम संकल्पना आपण सर्वजण मिळुन यशस्वी करण्याचा यशस्वी प्रयत्न करु या.

संदर्भ ग्रंथ सुची :-

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(२) जगताप ह.ना, प्रगत शैक्षणिक तंत्रविज्ञान, पुणे : नित्यनुतन प्रकाशन.

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कोविड–१९ मुळे शेवटच्या वर्षातील बी.एड विद्यार्थ्याच्या मानसिक आरोग्यावर झालेल्या परिणामांचा अभ्यास

डॉ.अनिता कुमार धायगुडे दपजांकींपहनकम/हउंपसण्बवउ

अध्यापक महाविद्यालय,वडगाव मावळ

सारांश :— आपल्याला माहित आहे, २२ मार्च २०२० पासून संपूर्ण भारतात लॉकडाऊन करण्यात आले.याचे कारण कोराना संसर्ग रोखणे हा त्यापाठीमागे उद्देश होता. चिन येथील वुहान या प्रांतापासून फैलावलेला हा विषाणू , याने संपूर्ण जगाला लॉकडाऊन करण्यास भाग पाडले. या विषाणूचा संसर्ग एवढा झपाटयाने वाढला की संपूर्ण जगात लाखो लोक मृत्युमुखी पडले.लाखो लोकांना याचा संसर्ग झाला. कोणत्याही प्रकारचे उपचार प्रणाली उपलब्ध नसल्याने लोकांमध्ये याबाबत भितीचे वातावरण आहे. त्यामुळे शाळा,महाविद्यालय मध्ये आपल्या पाल्याला पाठवण्यास पालक पाठवण्यास तयार नाहीत. ऐन परीक्षांच्या कालावधी मध्ये लॉकडाऊन झाल्याने विद्यार्थ्याच्या परीक्षा झाल्याच नाही. सरकारने व युजीसीने इतर वर्षाच्या विद्यार्थ्याच्या परीक्षा न घेता त्यांना आधीच्या परीक्षेतील गुणांवरून निकाल देण्यात आले. परंतु सर्वच अभ्यासक्रमातील शेवटच्या वर्षातील विद्यार्थ्याच्या परीक्षांबाबत संभ्रमावस्था सुरवातीपासून होती. त्यामुळे विद्यार्थी गोंधळलेल्या स्थितीत होते. तशातच ही परिस्थीती दिवसेंदिवस बिकट होत गेली. पाच ते सहा महिने झाले तरी अजूनही परीक्षा न झाल्याने विद्यार्थ्याच्या भवितव्यावर टांगती तलवार आहे. याचा परिणाम त्यांच्या मानसिक आरोग्यावर होण्याची शक्यता आहे.बी.एड विद्यार्थ्या प्रमाणेच अशी परिस्थिती सर्वच अंतिम वर्षाच्या विद्यार्थ्याची असणार आहे. त्यामुळे विद्यार्थ्याच्या मानसिक व शारिरीक आरोग्याविषयी माहिती जाणून घेणे गरजेचे आहे.

शोध संज्ञा :—

मानसिक आरोग्य, बी.एड अंतिम वर्षाचे विद्यार्थी

प्रस्तावना :— चिन मधील वुहान प्रांतांतील लोकांचा कोरोना मुळे होत असलेला मृत्यु व त्यासंबंधीच्या सर्व बातम्या आपण पहात होतो, हळहळत होतो परंतु कोणीही असा विचार केला नाही की कालांतराने संपूर्ण जगावर हे कोरोनाचे संकट ओढवणार आहे. प्रथम हाताच्या बोटावर मोजता येणारी कोरोना रूग्णांची संख्या असताना संपूर्ण भारतात लॉकडाऊन करण्यात आले. सुरवातीला अतिशय कडक अशी लॉकडाऊनची अंमलबजावणी करण्यात आली. प्रत्येकाला वाटले की आता कोरोनाचे हे संकट लवकरच नष्ट होईल आणि सर्वाचे जीवन पूर्वपदावर येईल. परंतु असे झाले नाही. एक महिना ,दोन महिने ,आता सहा महिने होत आले तरी कोरोनाचे संकट संपले

तर नाही पण आणखी वाढत गेले. कोरोनाचे संकट वाढत असतानाच इकडे मार्च पासून लॉकडाऊन झालेले असल्याने शाळा, महाविद्यालयामधील विद्यार्थ्यांच्या परीक्षांचा विषय पण प्रलंबित राहिलेला. शासनाने १ली ते ९वीच्या विद्यार्थ्यांच्या परीक्षा न घेता त्यांना पुढच्या वर्गात प्रमोट करण्याचा निर्णय घेतला. तसेच १० वी व १२ वीच्या विद्यार्थ्यांच्या परीक्षा हया झालेल्या होत्या, परंतु त्यांच्या पेपर तपासण्याचा विषय हा अवघड होता. यासंकटा मुळे १० वी व १२ वीचे निकाल उशीरा लागले. शासनाने शेवटच्या वर्षातील विद्यार्थ्यांच्या परीक्षा न घेण्याचा निर्णय घेतला परंतु युजीसीने परीक्षा घेणे बंधनकारक केले. या वादामध्ये प्रकरण कोर्टात गेले. कोर्टाच्या तारखा, सुनावण्या या सगळया प्रक्रियेला पूर्ण होताहोता ऑगस्ट महिन्याचा शेवटचा आठवडा आला. या दीर्घ कालावधीमध्ये शेवटच्या वर्षाच्या विद्यार्थ्यांना नेमके काय होणार हे काहीच कळत नव्हते. जीपण माहिती मिळत होती ती बातम्याच्या माध्यमातूनच. त्यामुळे प्रत्येक विद्यार्थ्यामध्ये संभ्रमावस्था निर्माण झाली. विद्यार्थ्यासारखेच पालक व शिक्षक ही संभ्रमावस्थेत होते.त्यामुळे महाविद्यालयामधून देखील विद्यार्थ्यांना काही माहिती मिळत नव्हती. बी.एड विद्यार्थी हा शेवटच्या वर्षाची परीक्षा दिली की कोणत्याही शाळेत शिक्षक म्हणून रूजू होण्यास पात्र असतात. जून महिन्यापासून शाळांमध्ये शिक्षकभरती केली जाते,परंतु परीक्षाच न झाल्याने बी.एड विद्यार्थ्यांपुढे व्यावसायिक भवितव्याचा मोठा प्रश्न निर्माण झाला. याचे परिणाम त्यांच्या मानसिक आरोग्यावर झाला आहे का ? हे अभ्यासणे गरजेचे आहे.

संशोधनाचे महत्व :— बी.एड झालेले विद्यार्थी हे शाळा,महाविद्यालयामध्ये शिक्षक म्हणून रूजू होत असतात. तत्पूर्वी त्यांची मानसिक अवस्था व्यवस्थीत असणे गरजेचे आहे. या कोविड—१९ च्या काळामध्ये परीक्षांची अनिश्चितता, भवितव्याची चिंता हे विद्यार्थी अडकले आहेत. बी.एड विद्यार्थ्यांच्या मानसिक आरोग्याचा विचार करण्यासाठी हे संशोधन महत्वाचे आहे.

संशोधनाचे शीर्षक :—कोविड—१९ मुळे अंतिम वर्षातील बी.एड विद्यार्थ्यांच्या मानसिक आरोग्यावर झालेल्या परिणामांचा अभ्यास

कार्यात्मक व्याख्या :—

१. कोविड—१९ —हा एक रोग जो कोरोना नावाच्या विषाणूंच्या संसर्गाने होतो व याचा पहिला व्यक्ति डिसेंबर २०१९ ला आढळला म्हणून कोविड—१९ असे म्हणतात.
२. अंतिम वर्षातील बी.एड विद्यार्थी — पदवीनंतरच्या शिक्षक प्रशिक्षण महाविद्यालयातील दोन वर्षीय अभ्यासक्रमातील द्वितीय वर्षातील विद्यार्थी.
३. मानसिक आरोग्य :—आलेल्या परिस्थितीमधील चांगल्या वाईट अनुभवांना सामोरे जाताना खंबिरपणे त्याचा मुकाबला करणे. सर्वाशी चांगले नाते टिकवणे.

संशोधनाची उद्दिष्टये :—

१. अंतिम वर्षातील बी.एड विद्यार्थ्यांची मानसिक स्थिती समजावून घेणे
२. अंतिम वर्षातील बी.एड विद्यार्थ्यांची मानसिक स्थितीचे वर्गीकरण करणे

३. अंतिम वर्षातील बी.एड विद्यार्थ्यांची मानसिक स्थितीवर उपाययोजना सुचविणे

संशोधन गृहितके:—

१. अंतिम वर्षातील बी.एड विद्यार्थ्यांची मानसिक स्थिती कोविड—१९ मुळे बिघडली आहे.(टी.सिंघल २०२०)
२. कोविड.१९ मुळे अंतिम वर्षातील विद्यार्थ्यांच्या परीक्षांना विलंब लागत आहे का ?

संशोधन प्रश्न:—

१. कोविड—१९ मुळे अंतिम वर्षातील बी.एड विद्यार्थ्यांच्या मानसिक आरोग्यावर परिणाम झाला आहे का ?
२. परीक्षेतील अनिश्चिततेमुळे अंतिम वर्ष बी.एड विद्यार्थ्यांमध्ये अस्वस्थता आहे का ?

संशोधनाची व्याप्ती व मर्यादा :—

प्रस्तुत संशोधन हे सर्व बी.एड विद्यार्थ्यांसाठी उपयुक्त आहे.

प्रस्तुत संशोधन हे विद्यार्थ्यांच्या मानसिक आरोग्यासाठी उपयुक्त आहे.

मर्यादा:—

प्रस्तुत संशोधन हे सावित्रीबाई फुले पुणे विद्यापीठातील बी.एड द्वितीय वर्षाच्या विद्यार्थ्यांपुरतेच मर्यादित आहे.

प्रस्तुत संशोधन हे अध्यापक महाविद्यालय वडगाव मावळ येथील द्वितीय वर्षाच्या विद्यार्थ्यांपुरते मर्यादित आहे.

प्रस्तुत संशोधन हे अंतिम वर्षाच्या विद्यार्थ्यांच्या मानसिक आरोग्यापुरते मर्यादित आहे.

प्रस्तुत संशोधन हे फक्त कोविड—१९ मुळे उद्‌भवलेल्या परिस्थितीपुरतेच मर्यादित आहे.

परिमर्यादा:—

प्रस्तुत संशोधन हे अध्यापक महाविद्यालय,वडगाव येथील द्वितीय वर्षातील ५० विद्यार्थ्यांपुरतेच मर्यादित आहे.

प्रस्तुत संशोधन हे सन २०२० पुरतेच मर्यादित आहे.

सैध्दांतिंक पार्श्वभूमी :—

या कोरोनाच्या महामारीच्या काळात सर्व लॉकडाऊन झाले होते. ३ महिन्यामध्ये कडक नियम होते. त्यामुळे शाळा,महाविद्यालयांच्या परीक्षा व राहिलेले कामकाज पूर्णपणे थांबले होते. थोडयाच दिवसात परिस्थिती सुधारेल असे सर्वानाच वाटत होते , परंतु दिवसेंदिवस हे संकट अजून वाढत चाललेले आहे. परंतु प्रत्येकालाच काही ना काही काम करणे गरजेचे आहे. सरकारने ही हळुहळु काही गोष्टी शिथिल करून काम करण्यास काही उदयोगांना परवानगी दिली. या सर्व गोष्टी चालू करण्यामध्ये कोरोनाचे रूग्ण संख्या संपूर्ण देशात प्रचंड प्रमाणात वाढली आणि वाढत आहे. या पार्श्वभूमी परती सर्व शाळा महाविद्यालये पूर्णत: बंद आहेत. परंतु त्यांचे शैक्षणिक नुकसान होवू नये म्हणून अंतिम वर्ष वगळता इतर सर्व वर्गातील विद्यार्थ्यांना पुढील वर्गात प्रमोट करण्यात आले. अंतिम वर्षाच्या परीक्षांबाबतचा घोळ मात्र चालूच राहिला. परीक्ष घ्याव्या की न घ्याव्या याबाबत केंद्र सरकार व राज्य सरकार यांच्यात एकवाक्यता नसल्याने परीक्षा होणार की नाही याबाबत विद्यार्थ्यामध्ये संभ्रम कायम होता , काही विद्यार्थी संघटना कोर्टात गेल्या. कोर्टाचा निर्णय यायला जसजसा विलंब होत होता तसतसा विद्यार्थ्यामध्ये अस्वस्थता वाढत होती.या सर्व गोष्टींचा कळत नकळत मानसिकतेवर परिणाम होत होता. विद्यार्थी कोणत्या मानसिकतेमधून जात आहेत हे जाणून घेणे गरजेचे वाटले. त्यासाठीच या विषयाची निवड करण्यात आली.

संशोधन पध्दती:—

प्रस्तुत संशोधनामध्ये सद्यस्थिती जाणून घ्यायची असल्याने व कोविड —१९ च्या काळामध्ये सामाजिक अंतर ठेवून संशोधन करावे लागणार . यासर्व बाबींचा विचार करून सर्वेक्षण पध्दतीची निवड करण्यात आली.यासाठी प्रश्नावली ही तंत्रज्ञानातील एक उपयुक्त तंत्र गुगल फॉर्मच्या सहायाने भरून घेण्यात आली. विद्यार्थ्याचे ग्रुप करून त्यांच्यापर्यंत हा फॉर्म ऑनलाइन पाठविण्यात आला.

जनसंख्या :— सावित्रीबाई फुले पुणे विद्यापीठांतर्गत असणारी सर्व बी.एड महाविद्यालयातील द्वितीय वर्षाचे विद्यार्थी ही प्रस्तुत संशोधनाची जनसंख्या आहे.

न्यादर्श :— संशोधकाने मावळ तालुक्यातील अध्यापक महाविद्यालय वडगाव मावळ येथील द्वितीय वर्षाच्या ५० विद्यार्थ्याची निवड केली.

महिती संकलनाची साधने :—

प्रस्तुत संशोधनामध्ये प्रश्नावली या साधनाचा वापर करण्यात आला. यामध्ये विद्यार्थ्याना १५ प्रश्न विचारण्यात आले. यामध्ये

सर्वसामान्य प्रश्न —३

कोरोना संसर्गाबाबतचे प्रश्न— ५

मानसिक स्वास्थ्याबाबत प्रश्न — ७

या पध्दतीने प्रश्नांची रचना करण्यात आली.

संशोधनाची विश्वसनीयता:—

संशोधकाने प्रश्नावली तयार केल्यानंतर त्याची विश्वसनीयता ही ५ शिक्षकांकडून तपासून घेतल्या. त्यांच्या सूचनेनुसार दोन ते तीन प्रश्नामध्ये थोडे बदल केले. तसेच पायलट स्टडी नाही म्हणता येणार परंतु ३ इंजिनिअरींगच्या अंतिम वर्षाच्या विद्यार्थ्याकडून भरून घेतल्या.

महिती संकलनाची कार्यपध्दती :—

महिती संकलनाची साधने तयार झाल्यानंतर संशोधकांने ऑनलाईन पध्दतीतील प्रश्नावली पाठविण्याचा एक प्रकार गुगल फॉर्म याचा वापर करून अंतिम वर्ष बी.एड च्या विद्यार्थ्याना गुगल फॉर्मच्या सहायाने प्रश्नावली भरून घेतल्या.

संशोधनाची संख्याशास्त्रीय तंत्रे :—

संख्यात्मक संशोधनामध्ये प्रश्नावली या तंत्राचा वापर करण्यात आला होता. यासाठी शेकडेवारी काढण्यात आली.

प्रमुख निष्कर्ष :—

- सर्व विद्यार्थ्याना कोविड—१९ मुळे उद्भवलेल्या परिस्थितीबाबत माहिती आहे.
- कोविड— १९ मुळे सर्व भारतामध्येच परीक्षांबाबत गोंधळाचे वातावरण आहे.
- चिन मधून संक्रमित झालेला हा संसर्ग जन्य आजाररवरती अद्याप पर्यत कोणतीही लस किंवा उपचार नाहीत त्यामुळे काळजी घेवूनच आपण या रोगाचा प्रादुर्भाव रोखू शकतो , त्यासाठी सामाजिक अंतर राखणे, मास्क वापरणे , गर्दीत न मिसळणे व सॅनिटायझरचा वापर करणे, हात वारंवार धुणे हेच पर्याय आहेत हे विद्यार्थ्याना माहित आहेत.
- कोरोनाचा संसर्ग टाळण्यासाठी लॉकडाऊन हा पर्याय योग्य होता. परंतु अचानक लॉक डाऊन करण्यापेक्षा आधी सर्व नियोजन करून लॉकडाऊन करणे आवश्यक होते असे ९५.७ टक्के लोकांना वाटते , तर लॉकडाऊन हेच योग्य नाही असे ४.३ टक्के लोकांना वाटते.
- कोरोनाच्या वाढत्या प्रादुर्भावामध्ये अनलॉक करणे ही प्रक्रिया सामाजिक दृष्टया बरोबर होती असे ६३.६ टक्के विद्यार्थ्याना वाटते , तर या परिस्थितीत अनलॉक करणे हे योग्य नाही असे ३६.४ टक्के विद्यार्थ्याना वाटते.
- अंतिम वर्षाच्या परीक्षा न झाल्याने ६९.६ टक्के विद्यार्थ्याना मानसिक ताण आला आहे तर ३०.४ टक्के विद्यार्थ्याना मानसिक ताण आलेला नाही.

- अंतिम वर्षाच्या परीक्षा न झाल्याने शैक्षणिक भवितव्याबाबत निर्णय घेण्यास ६१.२ टक्के विद्यार्थी असमर्थ आहेत तर ३१.८ टक्के विद्यार्थ्यांना असे वाटते कि निर्णय घेण्यास ते समर्थ आहेत.
- अंतिम वर्षाच्या परीक्षांवर अनिश्चिततेचे सावट असल्याने ७८.३ टक्के विद्यार्थ्याच्या अभ्यासावर त्याचा नकारात्मक परिणाम झाला आहे तर २१.७ टक्के विद्यार्थ्यांना असे वाटते की अभ्यासावर नकारात्मक परिणाम झालेला नाही.
- कोरोनाचा वाढता प्रादुर्भाव लक्षात घेता ६९.६ टक्के विद्यार्थ्याचे असे मत आहे की वार्षिक सरासरी काढून विद्यार्थ्यांना पास करावे तर ३०.४ टक्के विद्यार्थ्यांना असे वाटते की परीक्षा घ्याव्यात.
- ऑनलाईन परीक्षा घ्याव्या — ६५.२ :
  ऑनलाईन परीक्षा नको घ्यायला — १३ :
  काहीच मत व्यक्त न करणारे — १७.८ :
- अभ्यासाचा ताण कोविडच्या ताणापेक्षा सुसहय वाटणारे विद्यार्थी— ३९.१ :
  कोविडचा ताण सुसहय वाटणारे विद्यार्थी— १७.४ :
  अभ्यास व कोविड या दोन्हींचा ताण वाटणारे विद्यार्थी — १३ :
  अभ्यास व कोविड या दोन्हीचा ताण न येणारे विद्यार्थी — ३९.१ :
- कोविड —१९ च्या काळात मानसिक ताण येण्याची कारणे
  अ.शेक्षणिक भवितव्याबद्दल चिंता — १९ :

  ब.परीक्षांबाबतची अनिश्चितता — २६.१ :

  क. अ आणि ब दोन्ही — ६९.६ :
- अंतिम परीक्षांच्या अनिश्चिततेमुळे मानसिक तणावाच्या स्थितीत स्वभावामध्ये खालील बदल जाणवले .....

  अ.भिती वाटणे —१३ :

  ब.उदास किंवा दुखी वाटणे — ३०.४ :

  क. स्वभावात चिडचिडेपणा येणे व थकवा जाणवणे —१२ :

  ड. वरील पैकी सर्व — ३९.१ :

  इ. यापेक्षा वेगळे — ८.७ :
- कोविड—१९ ची स्थिती आणि अंतिम वर्षाच्या परीक्षांमधील अनिश्चितता या सगळया गोष्टींचा परिणाम विद्यार्थ्याच्या मानसिक आरोग्यावर झालेला आहे.

उपाययोजना व शिफारशी —:

- अंतिम वर्षाच्या विद्यार्थ्यांच्या परीक्षांबाबत जी अनिश्चितता आहे ती संपवणे व विद्यार्थ्यांना स्पष्ट मार्गदर्शक सूचना दिल्या गेल्या पाहिजेत.
- सरकार व विद्यापीठ यांच्यामध्ये याबाबत एक वाक्यता असणे गरजेचे आहे.
- माध्यमांच्या मार्फत विद्यार्थ्यांना निर्णय कळवण्यापेक्षा , प्रत्येक महाविद्यालयांमार्फत विद्यार्थ्यांना सुस्पष्ट व साध्या व सोप्या भाषेत सूचना देण्यात याव्यात.
- परीक्षा घेत असताना विद्यार्थ्यांच्या सुरक्षिततेची काळजी सरकार व विद्यापीठ यांची एकत्रित जबाबदारी समजली जावी.
- मानसिक आरोग्य याबाबत विद्यार्थ्यांमध्ये प्राथमिक स्तरापासून जाणिव करून देण्यासाठी सर्व अभ्यासक्रमांमध्ये या विषयाचा समावेश केला जावा.

पुढील संशोधनासाठी दिशा :—

- कोविड नंतरचा ख चवेज ब्वअपक पजनंजपवद, समाज व सामाजिक व्यवस्था.
- कोविड नंतर शैक्षणिक क्षेत्रातील बदल
- कोविड—१९ मुळे देशाच्या अर्थ व्यवस्थेवर झालेला परिणाम.

समारोप :—

या समस्येचा अभ्यास करत असताना पारंपारिक संशोधन साधनांचा वापर व कोविड —१९ च्या काळामध्ये वापरावी लागणारी साधने यांचा परिणाम जाणवला. तसेच अशा भीषण परिस्थितीमध्ये देखील विद्यार्थ्यामधील सकारात्मक विचारसरणीची ओळख झाली. नविन परिस्थितीशी समायोजन साधण्याचे कौशल्य आत्मसात केले. मानसिक ताण जरी निर्माण होण्यासारखी स्थिती निर्माण झाली तरी त्यावर मात करण्याची क्षमता विद्यार्थ्यामध्ये निर्माण होत आहे.

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Emotional Intelligence of Pre service Teachers and Remedial Programme

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Teacher education is an area which is deliberately proposed for teacher training. The teacher training institutes in our country educate teachers. Different universities and state board had developed different courses for the training of teachers. The aim of pre service teacher education is to developed good teacher in feature. D.T.Ed. and B. Ed. courses are one of them. It includes theoretical part and practicum part. Theory part contain Educational Psychology is one of theory paper. One of the Objectives of the Educational Psychology is enable the pre service teacher to understand the nature and measurement of mental abilities and aptitude of learner.

Emotional Intelligence is a latest and important concept that the pre service teachers. The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

1. **Self-awareness** – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
2. **Self-management** – involves controlling one's emotions and impulses and adapting to changing circumstances.
3. **Social awareness** – the ability to sense, understands, and reacts to others' emotions while comprehending social networks.
4. **Relationship management** – the ability to inspire, influences, and develops others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

There are various models developed by many eminent psychologists such as Salovey and Mayer's. The model claims that EI includes four types of abilities:

1. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

2. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. **Understanding emotions** – the ability to comprehend emotion language and to appreciate complicated relationships among emotions.
4. **Managing emotions** – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Each Emotional Intelligence model takes place an important role in teaching profession. These entire concepts are most important in teacher education and in educational policies in India.

Problem Statement: It is our common observation that the theory course is taught by lectures. The teacher educators rarely use other methods of instruction. Instructional materials are also used rarely in teaching learning of the theory courses, which results in memorization for examination purpose and it is also observed that the pupil teachers forget the pedagogy and rarely apply it in their day-to-day in-service career. Research focused on Emotional Intelligence and remedial programme on it statement of the problem is Emotional Intelligence of Pre service Teachers and remedial Programme.

Significance of the Study

The significance of the present study is as follows:

- As far as the knowledge of researcher in concerned, no study of such kind has been done earlier.
- The study will deeper the understanding of Emotional Intelligence and remedial programme for pre service teacher.

Scope of the study:

- This study focuses on the relationship between the academic achievement and emotional intelligence factors.
- This study is restricted to Marathi medium pre service teacher study in the sample which taken from Azad College of Education, Satara.

Objective of the study:

This study is undertaken to achieve the following objectives:

1. To study the relationship of academic achievement and Emotional Intelligence of male Pre service Teachers.
2. To study the relationship of academic achievement and Emotional Intelligence of female Pre service Teachers.
3. To develop a remedial Programme on Emotional Intelligence for Pre service Teacher.

Hypotheses of the Study:

Following are the research hypotheses of study.

R.H.1: Remedial Programme on Emotional Intelligence for Pre service Teacher through digital technology can be planned, designed and constructed.

R.H.2: The male Pre service teachers and female Pre service teachers perform differently on emotional intelligence in pre test.
R.H.3: The male Pre service teachers and female Pre service teachers perform differently on emotional intelligence in post test.
The research hypotheses R.H.2 and R.H.3 are stated below in null form for the sake of experiment and for testing purpose.
Ho.1: There is no significant difference between the performance of the male and female Pre service in pre-test.
Ho.2: There is no significant difference between the performance of the male and female Pre service teacher in post-test.

Research Method

Tool

Scale of emotional intelligence, developed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was used that consisted of 34 questions. These questions are related to factors of emotional intelligence.

Sample

The sample for the study consisted of 100 Pre service teachers out of which 50 are male and 50 are female selected randomly from the Azad College of Education, Satara

Procedure

The Single group Experimental Design was used for the study. Scale of emotional intelligence was administered to the Pre service teachers after obtaining prior permission from the principal of Azad College of Education, Satara. The data collected were analysed with the help of t test to test the null hypotheses and after that researcher was developed the remedial programme on emotional intelligence. The course content was taught within fifteen days with video clips, moves, lectures and books readings. The pre service teachers were tested within the course. A posttest was conducted and data was analyzed.

Analysis and interpretation of the Data: The data so obtained is analyzed and interpreted in table no.1 and table no.2.

Table No.1

' t ' MATRIX OF SIGNIFICANCE OF DIFFERENCE OF VARIOUS EI FACTORS IN PRE TEST

	Emotional Intelligence Factors	Pre Test for male pre service teacher									
		Self-awareness	Empathy	Self-motivation	Emotional Stability	Managing relations	Integrity	Self-development	Value orientation	Commitment	Altruistic behavior
Pre	Self-awareness	0.28 (99)	----	----	----	----	----	----	----	----	----

	Empathy	----	0.32 (99)	----	----	----	----	----	----	----	----
	Self-motivation	----	----	0.05 (99)	----	----	----	----	----	----	----
	Emotional Stability	----	----	----	0.00 (99)	----	----	----	----	----	----
	Managing relations	----	----	----	----	1.02 (99)	----	----	----	----	----
	Integrity	----	----	----	----	----	0.15 (99)	----	----	----	----
	Self-development	----	----	----	----	----	----	1.02 (99)	----	----	----
	Value orientation	----	----	----	----	----	----	----	0.00 (99)	----	----
	Commitment	----	----	----	----	----	----	----	----	1.75 (99)	----
	Altruistic behavior	----	----	----	----	----	----	----	----	----	0.62 (99)

The numbers in the bracket indicates df.

From the above table **the t values are less than 1.98 and 2.63 for df 99.** are found to be non-significant at 0.05 and 0.01 levels **Hence the hypotheses Ho 1 is accepted.** It means that male and female pre service teachers from any group do not differ in their performance in the pretest.

Table No.2

' t ' MATRIX OF SIGNIFICANCE OF DIFFERENCE OF VARIOUS EI FACTORS IN POST TEST

	Emotional Intelligence Factors	Post Test for male pre service teacher									
		Self-awareness	Empathy	Self-motivation	Emotional Stability	Managing relations	Integrity	Self-development	Value orientation	Commitment	Altruistic behavior
Post Test for	Self-awareness	3.84 * (99)	----	----	----	----	----	----	----	----	----
	Empathy	----	3.03 * (99)	----	----	----	----	----	----	----	----

	Self-motivation	----	----	4.13 * (99)	----	----	----	----	----	----	----
	Emotional Stability	----	----	----	3.15 * (99)	----	----	----	----	----	----
	Managing relations	----	----	----	----	2.73 * (99)	----	----	----	----	----
	Integrity	----	----	----	----	----	3.53 * (99)	----	----	----	----
	Self-development	----	----	----	----	----	----	2.85 * (99)	----	----	----
	Value orientation	----	----	----	----	----	----	----	3.17 * (99)	----	----
	Commitment	----	----	----	----	----	----	----	----	3.55 * (99)	----
	Altruistic behaviour	----	----	----	----	----	----	----	----	----	3.68 * (99)

- Indicates significant at 0.01 and 0.05 levels, The numbers in the bracket indicates df.

From the above table **the t values are greater than 1.98 and 2.63 for df 99.** are found to be significant at 0.05 and 0.01 levels **Hence the hypotheses Ho 2 is rejected.** It means that male and female pre service teachers from any group differ in their performance in the pre-test.

Conclusions:

Conclusion1: There is no significant difference between the various factors of emotional intelligence of the pre service teachers in pre test. It means that both the groups were equivalent.

Conclusion2: There is significant difference between the various factors of emotional intelligence of the pre service teachers in post test. It means that Developed Remedial Programme helped the male, female and all 100 pre service teachers in performing of emotional intelligence.

Some Recommendations:

From the responses of the respondents and the experience in this study, following are some recommendations:

1) The pre service teacher should complete understanding of emotional intelligence. Without proper understanding of the emotional intelligence one cannot explain such approach.
2) There is more need in **Emotional Intelligence** research. A joint effort in this direction will be highly appreciated.

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आंतरविद्याशाखीय बहुभाषिक शोध पत्रिका
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USE OF FINANCIAL STATEMENT ANALYSIS FOR PROFITABILITY ASSESSMENT W.R.T. MAHINDRA AND MAHINDRA LTD.

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Abstract

The present study entitled "Use of financial statement analysis for profitability assessment of Mahindra and Mahindra Ltd.". The main goal of the accounting ratios is to give data and ratios to take financial decisions by various users of financial statements. This paper determines the confirming effects of the financial statement analysis to assess the profitability of a listed company, Mahindra and Mahindra Ltd. The data in this study is based on the secondary data and it is collected from the past and present performance of the Company. To achieve the research goal, various financial ratios were utilized for testing the study's hypothesis. This group of ratios was applied to assess the financial situation of the company in the years between "2015 to 2017" by using different ratios. The results clearly show that, there are insignificant relationships between profitability with asset regulated and assets utilization. At the same time, there is a weak relationship between profitability and liquidity.

Keywords

Financial Statements; Ratios Analysis; Profitability

Introduction

Financial analysis can be defined as the process of evaluating the financial condition of a company by analyzing its profitability, viability and stability (Sultan, 2014; Ravinder and Anitha 2013). There is an increasing demand of using the financial analysis through ratios. Financial performance and profitability would be defined as measuring the results of the firm's operations and policies in monetary terms in evaluating the overall financial position of a company (Gibson, 2013), which is including balance sheet, profit and loss statement and cash flow statement. This study explains the above statements in detail and applies the ratios for them.

In this paper, Mahindra and Mahindra Ltd. producing vehicles is selected for study. The company is listed on National stock exchange with ISIN code of INE101A01026 and on BSE with code 500520 (M&M). This research also describes the profitability of the company. This is because financial statement analysis can be seen as an important tool that used by the

various agents either internally to the company or who is coming as a part of the company as an external operating environment (Gibson, 2013). In addition, the ratios and formula can be used to calculate the performances which are derived from the information that is revealed by the periodic financial reports (Gibson, 2013). Thus, the purpose of this paper is to find any impact on profitability by doing financial statement analysis.

This paper is arranged as follows: section one, it is just to give a brief introduction about the topic. Section two gives the theoretical background while section three demonstrates some empirical framework. Section four shows research methodology and nature of data collection. The fifth section gives a summary of the results of financial analysis and finally, the conclusion can be drawn from the above arguments.

Theoretical background

The concept of financial statements

According to (Gill, 1999), financial statements are the principal means of reporting financial information for internal and external users. In reality, both public and private traded corporations must comply with strict requirements for preparing financial statements. Generally Accepted Accounting Principles (GAAP) is the "ground rules" for financial statements and reporting as well. This standard provides a framework to show what information should be included in the financial statements and how should be presented. They are designed so that financial statement information about businesses is reliable and comparable. In order to have a functional understanding of finance, it is essential to thoroughly understand balance Sheet, income statement and cash flow (Nuhu, 2014; Sultan, 2014).

Financial Ratios

The concepts of financial ratio and proportion are fundamental to mathematics and important in many other fields of knowledge. Many phenomena can be expressed as some proportional relationship between specific variable, often leading to some new unique entity (Barnes, **1987).**

1. Profitability Ratios

Profitability ratios is a class of financial metrics that are used to evaluating the corporation's skill to make receiving likened to its expense and other applicable costs sustained throughout the period of time. It can be used to measure the profitability, which simply shows the capacity of the firm to make a profit.

a. Return on Asset (ROA) Ratio

This illustrates how the company generates profit as a result of using assets. It can be calculated as follow:

Return on Asset (ROA) Ratio = Net Income x 100
Total Assets

b. Return on Capital Employed

Return on Capital Employed is treated as an important measure of a company's earnings performance. This ratio tells common shareholders how effectively their money is being employed. With it, one can determine whether a firm is a profit-creator or a profit-burner and management's profit-earning efficiency.

Return on capital employed can be calculated as follow:

Return on Equity (ROE) Ratio = Net Income available for equity shareholders x 100
Capital Employed (Equity Shareholders Funds)

c. Operation Profit Margin (OPM) Ratio

This ratio can be used to measure the ability of a company towards operating and non-operating expenses. It can be calculated as follow:

Operating Profit Margin Ratio = Income from Operations x 100
Sales

2. Liquidity Ratios

The liquidity or solvency ratios are focused on a firm's ability to meet its short-term

In other words, it can help to know the resources that are available for a company to use in order to pay its current obligation and expenses.

a. Current Ratio

Current ratio is calculated by dividing current assets on current liabilities. It is also known as working capital ratio that measures a business's ability to pay short-term liabilities

Current Ratio = Current Assets
Current Liabilities

b. Acid- Test Ratio (Liquid Ratio / Quick Ratio)

Acid- test ratio is a one of the liquidity ratio that measures the ability of the firm to use current assets without inventory to cover current liability. The Acid- Test Ratio is formulated as follows:

Acid-Test- Ratio (quick ratio) = Cash + Accounts Receivable
Current Liabilities

3. Asset Utilization Ratios / Management Efficiency Ratios

Asset utilization ratios include: receivables turnover, days' sales in receivables, inventory turnover, days' sales in inventory, cash turnover ratio, total asset turnover ratio.

a. Account Receivable (Debtors) Turnover Ratio

Account receivable turnover ratio is amount of money that is uncollected in a fiscal year. Every company must have a low amount of receivable in a transaction. Therefore, the company should collect their money in order to be used and invested in other sectors to make more profit. The mathematic formula is:

$$\text{Account Receivable Turnover} = \frac{\text{Sales}}{\text{Accounts Receivable}}.$$

b. Days' Sales in Receivables

This makes more sense and effective because it converts the above ratio for days. This ratio is formulated as follows:

$$\text{Days' sales in receivables} = \frac{365\ \text{Days}}{\text{Accounts Receivable Turnover Ratio}}.$$

c. Inventory Turnover Ratio

This can be used to measure how the quick your inventory is moving? It means how many times your basic inventory is replaced in a fiscal year (Gill, 1999). The mathematical formula is:

$$\text{Inventory Turnover Ratio} = \frac{\text{Cost of Goods Sold}}{\text{Inventory}}$$

d. Days' Sales in Inventory

This can be applied to find the number of days that we need it to sell inventory, which means showing the efficiency of inventory. This ratio has been formulated as:

$$\text{Day to sell inventory ratio} = \frac{365\ \text{Days}}{\text{Inventory Turnover Ratio}}.$$

e. Total Asset Turnover Ratio

Total asset turnover ratio is a term that shows the effectiveness of operation of total assets. It specifies how many times that the total assets turned for one year. In general, companies with high ratio tend to have low profit margins, while those with low ratio tend to have higher profit margins. The formula consists of:

$$\text{Total Asset Turnover Ratio} = = \frac{\text{Sales}}{\text{Total Assets}}.$$

Hypothesis of the study

H1: The financial statement analysis has a significant impact on the profitability.

H0: The financial statement analysis has not an impact on the profitability.

Objectives of the Study

The main objective of this paper is to:

(i) Analyze the financial statement analysis by applying financial ratios for Mahindra and Mahindra Ltd.

(ii) Highlight the different performances of Mahindra and Mahindra Ltd.
(iii) Suggest some recommendations to the management of the Company.

Empirical framework

This section shows related literature that was conducted by other researchers at the national and international levels.

The first study on validity of financial ratio was conducted by (Mc Donald & Morris, 1985). They were focusing on two samples with three models, one of the sample was a single industry the other one linked with a random selected firm. For each industry, the researchers tried to find the application of homogeneity on proportionality. The result was clearly mentioned in their paper, even though financial ratio analysis is a great support for the company but for the comparisons, profitability and proportionality, financial ratios is not helpful. However, (Berry & Nix, 2012) criticized the work of Mc Donald and Morris over time, over ratios and over industries.

A study managed by Laitinen (2006) demonstrates a framework for analyzing financial statements of network small and medium-sized firms. The aim was to make a systematic approach for analyzing financial statement. The data was collected from the public financial statements of the related firm. The proportion of each items in income statement and balance sheet were tested and identified for each firm. The paper was focused on eight measurement goals that associated to form profitability, resources, concentration, value, strategic map, productivity, risk and growth. Finally, various measures for each goal are suggested.

Research Methodology and Data Collection

This section explains the research design and shows how to design the approach that is used to achieve the aim of the study. Also, it sets the method used in selecting respond. In the next step, the study describes the sample of population, which is collected from the financial statements of Mahindra and Mahindra Ltd. Finally, the research focuses on the data analysis and shows that how to organize and analyze the data of this study.

1. Research Design

The design of this study is imaginative research method. Both qualitative and quantitative methods were used in data collection and analysis. This paper employed with a case study approach which allows the researcher to conduct an intensive observations and investigation of salient factors in the units of study.

2. Data collection and analysis

This study collected and grouped secondary data. The secondary data was achieved through the website of Mahindra and Mahindra Ltd. The use of the data is from company's audited financial statements. The data period consisted of (2015-2017). The data were applied on

the groups of financial ratios and calculated mathematically. After that, the data was analyzed achieve the results.

Analysis and results discussion

The results of the descriptive methods have been displayed through table for the statistical analysis of financial statements that had been utilized for the analysis in this study and their correlation as well. The purpose of this study is to confirm the effect of financial statement analysis on profitability in the case of Mahindra and Mahindra Ltd. The data consist of the periods of 2014-15, 2015-16 and 2016-17.

Key Financial Ratios of Mahindra and Mahindra

	MAR '17	MAR '16	MAR '15
INVESTMENT VALUATION RATIOS			
Operating Profit Per Share (Rs)	72.69	74.38	67.19
Net Operating Profit Per Share (Rs)	709.29	658.12	627.05
PROFITABILITY RATIOS			
Operating Profit Margin(%)	10.24	11.30	10.71
Profit Before Interest And Tax Margin(%)	6.58	8.51	8.03
Gross Profit Margin(%)	6.78	8.68	8.21
Cash Profit Margin(%)	10.17	10.07	9.95
Net Profit Margin(%)	8.27	7.83	8.52
Return On Capital Employed(%)	14.66	18.13	18.51
Return On Net Worth(%)	13.60	14.29	17.25
Adjusted Return on Net Worth(%)	11.55	13.98	15.51
Return on Assets Excluding Revaluations	431.26	361.03	309.85
Return on Long Term Funds(%)	14.93	18.40	18.60
LIQUIDITY AND SOLVENCY RATIOS			
Current Ratio	1.12	1.10	1.05
Quick Ratio	0.89	0.90	0.84
Debt Equity Ratio	0.10	0.08	0.14
Long Term Debt Equity Ratio	0.08	0.07	0.13
DEBT COVERAGE RATIOS			
Interest Cover	27.16	23.66	18.89
Total Debt to Owners Fund	0.10	0.08	0.14
Financial Charges Coverage Ratio	36.72	29.40	23.44
Financial Charges Coverage Ratio Post Tax	33.39	23.97	21.05
MANAGEMENT EFFICIENCY RATIOS			
Inventory Turnover Ratio	17.18	16.24	16.87
Debtors Turnover Ratio	16.17	16.13	15.37

Investments Turnover Ratio	17.18	16.24	16.87
Fixed Assets Turnover Ratio	3.32	3.35	3.55
Total Assets Turnover Ratio	1.56	1.76	1.79
PROFIT & LOSS ACCOUNT RATIOS			
Material Cost Composition	73.05	73.11	71.41
Selling Distribution Cost Composition	1.20	1.16	--
Expenses as Composition of Total Sales	5.57	5.93	5.99
CASH FLOW INDICATOR RATIOS			
Dividend Payout Ratio Net Profit	23.08	26.42	22.44
Dividend Payout Ratio Cash Profit	16.26	19.82	17.34

The analytical results show that, there is no relationship between profitability, liquidity and asset utilization. In addition to this, the liquidity ratio and asset utilization ratio do not have any effect on the profitability for Mahindra and Mahindra Ltd. Meanwhile, each one of those variances has effect on the others. For example, the liquidity has an impact on the transactions of the company and other activities. The liquidity also has an effect on company's cash flow. If, the company has more liquid funds, they can increase their investments. More investment leads to more activities and then followed by making more profit for the company. Finally, the results of this study illustrate that, there is not relationship between the financial statement analysis for assessing the profitability in the Mahindra and Mahindra Ltd. However, there is a weak relationship between the profitability and liquidity for the company.

Conclusion

The main objective of this paper is to determine the impact of analyzing the financial statement analysis on the profitability for the Mahindra and Mahindra Ltd. After analysing and checking factors and results, the study has narrowed to a result that using financial statement analysis may not affect the profitability in the company with respect that, the liquidity has a weak relationship with the profitability. Hence, there is insignificant relationship between analyzing the financial statement and profitability in the selected Company. At the same time, there is a weak significant relationship from liquidity to the profitability of the company. At the end, the paper comes to conclude that, the financial statement analysis may not be an important tool for assessing the profitability of the company. Through having an advanced system, the level of efficiency in timely manner, the profit will not increase in the company, there is a gap between the liquidity, asset utilization, regulated utilization and profitability with respect of the weak relationship between the liquidity and profitability.

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RESOURCE SHARING SERVICE FOR LIBRARIES: CONCEPT & NEED

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Abstract:

Resource sharing activity is especially sharing of resources between libraries. The activity of resource sharing is geared toward increasing the supply of library materials and services at the lowest expenses.

The paper has coated numerous aspects of resource sharing like definition, objectives, want & needs for sharing the documents/reading materials for organization. The fundamental assumption is that no library will possess all the world's literature and, hence, needs to rely on different libraries for serving all the requirements ' of its business.

Keywords : Library recourses, Resource sharing,

Introduction:

Most governments round the globe have quickly closed academic establishments in a trial to prevent the unfold of the COVID-19 pandemic. These nationwide closures are impacting lacks of students. Different countries have enforced localized closures impacting voluminous further learners. In this context, no single library may think about organizing library services entirely supported its own assortment. It has, to bound extent; rely on resources external to its collections.

The rationale for this dependency is described to the rising price of journals, the growing pressures on library area and therefore the price of process and maintaining giant collections. Thus, these factors square measure the decision for effective cooperation among completely different libraries. Resource sharing could be a want based mostly construct based on sound principle of offer & take. In different words you share with ME & I share with you'. Resource Sharing is nothing however sharing of library resources in terms of documents, manpower, services & instrumentation by bound collaborating libraries World Health Organization want it.

Allen Kent describes resource sharing within the following terms: Resource sharing in libraries is outlined as a mode of operation herewith functions square measure, shared in common by variety of libraries in its most positive effects: Resource sharing entails reciprocity, using partnership within which every member has one thing helpful to contribute to others and within which each member is willing and able to build obtainable once required.

The term 'Resource' is employed to designate any or all of the materials, functions, services and therefore the experience of the skilled and non-professional employees. Resource implies a factor, someone or Associate in Nursing action to that one turns for aid and

facilitate in time of want. Secondly, the term 'Sharing' implies parcelling, allotting or conducive one thing that's in hand of theirs: It implies partnership for mutual benefit. Library Resources comprehend print and non-print materials still as human resources that square measure eligible to be shared in ways in which enhance the standard of service.

The objectives of resource sharing :

They're geared toward providing convenient access to data to library users no matter the placement of the resources. In different words, libraries transcend their own resources to satisfy the user needs.

1. to grasp the concept of resource sharing & its purpose
2. grasp the developments going down because of the impact of contemporary data technologies;
3. Centralized process of library assortment, shared cataloguing
4. Reduction in all round cost , avoidance of reserve duplication of data resources and their process and maintenance costs;
5. Development of specialized areas of assortment building, every library concentrating on areas of its own concern.

Need of Resource Sharing:

Resource sharing is taken into account necessary because of the subsequent reasons:

A. the massive communities don't seem to be sufficiently large and rich to support absolutely adequate library services by themselves: no library will stand alone during this age of networking.

B. There has been explosion of data and therefore the range of publications has augmented staggeringly.

C. it's solely through library co-operation and resource sharing, that we are able to guarantee fast, effective improvement/extension of library resources to additional folks on a additional fair/direct basis.

D. The unsystematic and uninterested library development usually results in wastage, duplication, and therefore the inefficient use of the whole information resource. Co-operative acquisition, storage and services will eliminate the issues of area, balanced assortment building, economical services, etc.

To overcome all the higher than issues, resource sharing offers a sensible solution.

Requirements For The Organization For Resource Sharing:

The process of resource sharing mostly involves on two major factors. One is that the convenience of resources in library and therefore the different is that the decent numbers of library willing to affix with resource sharing activities. Some of the a number of basic needs for effective resource sharing:

1. There ought to be a communication link or system between the cooperative libraries.
2. Willingness to share resources & commitment for sharing.
3. Necessary technology and instrumentation ought to be present in the library.

4. Standardized library package, hardware and info for sharing of library resources & trained work force for handling it.
5. Operative policies on the kind of data and archives, that user will access.

The basic activity of resource sharing is geared toward increasing the supply of library materials and services at the stripped-down expense. The emphasis is on provision of access to information sources rather than possession and ownership of such resources. The basic assumption is that no library can possess the entire world's literature and, hence, has to depend on other libraries for serving all the needs ' of its clientele. It is an observation of the researcher that during pandemic the use of resource sharing helped a lot to students as well staff. In future, this is going to be habit of all the academicians to use resources on sharing basis.

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A REVEW STUDY ON ACADEMIC ACHIEVEMENT OF STUDENTS IN RELATION TO ACADEMIC MOTIVATION AND FAMILY ENVIRONMENT

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ABSTRACT

Academic Achievement indicates the students' achievement regarding the Educational Institutions. Academic achievement is depending on many factors of the students. Academic Motivation and Family Environment, these two are very important factors which are very vitally related to the academic achievement of the students. Academic Motivation refers to the interest of the students in the education related activities or showing interest to daily going school. Family is the primary agent for socializing a child or preparing the child for the future, family environment has very significantly influenced the Academic Achievement of the child. This paper is mainly based on Review of the Literature on the topic of Academic Achievement of the students in relation to Academic Motivation and Family Environment. The objectives of the study are, to study the review of related literature on Academic Achievement of students in relation to Academic Motivation and Family Environment, to study the major findings from the related literature on Academic Achievement of students in relation to Academic Motivation and Family Environment, to provide suggestions for better improvement of Academic Achievement of students. All the data and information are gathered from the Several Books, Research Articles, Journals, Doctoral Theses and Websites according to the need of the study, after that related literature organized on thematically and analyzed the data for the results. It was observed from the several studies that, Family Environment and Academic Motivation are significantly correlated with the Academic Achievement of the students.

Keywords: - Academic Achievement, Academic Motivation, Family environment, achievement.

INTRODUCTION:-

Percy Nunn says, “Education is complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity”

Education is as deep as life and as broad as the world of our experiences. It touches our life at every point, guides and directs our thought, feeling and activity at every moment [Borua.Jatin,]. Education is a term which includes all aspects of life, without it life is like a pot without water in it. Without measure of anything we cannot come to the point of its effectiveness, usability and its utilization. Education is also measurable in different aspects and situations. From the ‘Gurukula’ system of education to till date, education is measured by the experts or ‘Gurus’, after the end of a particular period of education, which in modern time call a course of education, after completion of the course ,will give a particular result for that, and which we can call achievement of that course of education. We are living in the 21st century, where the term education has also changed with the time period, now achievement has become one of the main objectives of the educational system in the modern era. Achievement is the term which used to define, ‘a thing done successfully with effort, skill, or courage’. By it we can predict the potential of an individual and can guide an individual in the right direction. Without achievement in the educational system, it will become very difficult to understand the real talent and potential of a student or an individual, our main concern in this study is the academic achievement of the students and its factors which are mainly responsible for the academic achievement of the students. For achievement the motivation towards that goal is very important, without it students may not find the urge to do anything in his/her life. Family environment also plays a very significant role in the process of achievement. The process of education has started from the mother womb of a child, where from the child started to learn, different psychologist have studied upon it and found that some of the mental qualities are inborn qualities, and rest of the life till death the child learn each and every moment but education is the process which classified in different categories, 1) formal, 2) informal and 3) non-formal. The child can get education from these sources and in these sources the family environment has one of the great impacts on a child. The child gets the basic education from his/her family. The broad meaning of education, it includes the society as a whole its processes, norms, traditions etc, all those have learned from the family.

IMPORTANCE OF ACADEMIC ACHIEVEMENT IN RELATION TO ACADEMIC MOTIVATION AND FAMILY ENVIRONMENT:-

Academic achievement is very important. It has a great significance in this era, because we value the positive outcome of it. Those who are academically successful have got the highest honor and position in our society. In fact it is one of the strongest mediums to measure the positive outcome of an individual in our society. Academically successful persons have higher self-esteem; have lower levels of depression and anxiety. Parents who were involved in their child’s education and family activities saw positive results in the area of behavior, academics and social interaction. Children who master basic reading, writing

and mathematics skills are less likely to fail in school and more likely to develop the thinking skills they need to graduate from high school and post-secondary school. Being confident in the basic skills learned from school is also necessary for finding and keeping jobs that provide a steady income, benefits and opportunities for achievement in life. Academic achievement also teaches us self-discipline, discipline can make our life more effective than those who are undisciplined, and it teaches us moral values of life which lead us in the highest. It provides the opportunity to learn about the leadership qualities, organizational rules-regulations, which prepare an individual for the future and make ready for the career betterment. Academic achievement not only provides us with a diploma or certificate but also teaches us the value of life, time management, prioritization, concentration etc. It develops the ability to manage our stress effectively and the capacity to focus and block out distractions. It develops many skills critical thinking, decision-making, and conflict resolutions which are essential for success in any walk of life. Academic Achievement gives the identification of brighter intellectuals of the students which will help to get better placement and position in the future. Better placement and the highest job position can lead to the economically self-sufficient of the students. [Regier, J. (2011)][1]

But Academic Achievement is not only a single factor for success in our life, for Academic Achievements many other factors are essentially related to it. Academic Motivation and Family Environment these two factors play a very vital role in the Academic Achievement. Academic motivation is a student's desire [as reflected in approach, persistence, and level of interest] regarding academic subjects when the student's competence is judged against a standard of performance or excellence [DiPerna &Elliot, 1999; McClelland, 1961; Wigfield & Eccles, 2002]. For any kind of achievement motivation plays a very vital role without motivation, to become or successful or achieve anything in life is very tough, motivation is like a fuel which activates our drives to work for our goal. Academic motivation is a part of motivation which only specifically indicates the academically inspired or interestingly doing the academic activities in the academic period of a student. Motivation which comes from the inner side of the individual; it is the internal process, which regulates our drives to get the desired goal. Those who are academically motivated they will do their academic activities very interestingly as well think that school or educational institution is very important. In this regard the family environment is also very important to get academic success or achievement. Family is one of the main sources of education which makes a child socialize which means providing all those knowledge to the child about the society which makes the child to understand about the social norms, rules and regulations, customs, traditions etc. At the same time family is considered one of the primary sources for value education, those who belong from well cultured families may have better understanding about the society and their level of achievement in every aspect of life is also considerably higher than those who do not belong from well cultured families. Culture is the unique identification of any particular group of people, and culture is simply the way of life, so those who know the better way of life may their achievement of life is also higher. The

system of education is very significantly influenced by society and culture, and the main source of getting knowledge about the two components is family.

NEED OF THE STUDY: -

In the educational system academic achievement is one of the most significant criterions for the students to become successful in the educational realm as well in life, because academically successful students can get the honorable position in the society which indicates the bright outcomes of the future. But for the academic achievement of the students, there are so many factors responsible for that, academic motivation and family environment are one of those factors which greatly influenced the academic achievement of the students. A synoptic review of the researches conducted in the field so far have stressed that correlates in general, i.e. types of school, types of family, the family environment, socio-economic status, academic motivation, personality correlates, psychosocial variables and many other variables have their own impacts in the hierarchy of academic achievement. The studies reviewed have shown that academic motivation and family environment related variables are significantly related to the academic achievement of the students. It indicated that there is a strong relationship between the academic achievement of students and their family environment and academic motivation level to achieve excellence in education. However some studies also indicate that family environment and academic motivation do not significantly affect academic achievement of the students.

METHODOLOGY OF THE STUDY:-

This paper is based on Review of Literature on the topic of, 'Academic Achievement of the Students in relation to Academic Motivation and Family Environment'. Several Books, Research Articles, Journals, Doctoral Theses, Websites were reviewed for gathered information and data according to the need of the study. After the review of related literature, the literatures were analyzed thematically and drew the results from these studies in the form of findings.

OBJECTIVE OF THE STUDY:-

A. To study the review of related literature on Academic Achievement of students in relation to Academic Motivation and Family Environment.

B. To study the major findings from the related literature on Academic Achievement of students in relation to Academic Motivation and Family Environment.

C. To provide suggestions for better improvement of Academic Achievement of students.

ANALYSIS OF THE OBJECTIVES:-

A. To study the review of related literature on Academic Achievement of students in relation to Academic Motivation and Family Environment.

Mentioned some of the studies to get clear picture about the study

1.Chopra., Vimple.[2019], Conducted a research on , Academic achievement and social competence in relation to intelligence, home environment and demographic variables of adolescents, some of the main objectives of the study which are related with the present study were:- 1.To study the relationship between academic achievement and home environment of adolescents.2.To study the main and interactional effects of analytical,

practical and creative intelligence, home environment and gender on academic achievement of adolescents. Some of the major findings of the study related to the present study were:-1. Academic achievement has a positive, very low but significant relationship with the home environment. 2. Academic achievement has positive, low and significant correlation with participation in the home affairs dimension of home environment. It has positive, very low but significant relationships with academic stimulation, parental warmth, control, permissiveness and parental expectation dimensions of home environment.[Chopra, V. (2019)] [3]

2. Hasan. Merajul & Sarkar. Ruma, [2018], studied on, Achievement Motivation and Academic Achievement of the Secondary Level Students in Uttar Dinajpur District, the main objectives of the study were, to measure the Academic Motivation, collect the Academic Achievement score, and explore the relationship between Achievement Motivation of secondary level students and their Academic Achievement in terms of their gender and locality. The study revealed that there is no significant relationship between Achievement Motivation and Academic Achievement of the students of Uttar Dinajpur District. [Hasan, M., & Sarkar, R. (October 2018)] [5]

3. Pappattu., Jasar. & Vanitha. J. [2017] conducted a research on, "A study on Family Environment and its effect on Academic Achievement in Science among Secondary School Students' ', the main Objectives of the study were: 1.To find out the family environment among secondary school students. 2. To find out the academic achievement among secondary school students.3.To adopt questionnaire on family environment among secondary school students. The study was conducted on a representative sample of 300 secondary school students from 8 schools of Palakkad district. Stratified random sampling technique was used, giving due representation to variables like gender, locality and type of school. The study revealed that there doesn't exist any relationship between family environment factors and achievement in science skills among high school students. [Pappattu, J., & Vanitha, J. (June 2017)] [11]

4. M. Kalaivani, & V. Rajeswari [2016], conducted a research on the topic, the role of academic motivation and academic self concept in student's academic achievement, academic motivation and academic self-concept promote positive learning environment among students. It is not just a desire only to achieve but it makes every student to excel in every action. . Proper motivation helps them to do their studies in the best way. Likewise highest self-concept students can easily achieve high in their academics. Both academic motivation and academic self-concept bring out the students' potential and make the students to be successful in their academic prospects. [Kalaivani, M., & Rajeswari, V. (September, 2016)] [4]

5. Rashmi. [2016] conducted a study on "Relationship between Family Environment and Academic Achievement", the main objectives of the study were: - To study the relationship between family environment and academic achievement of the students at secondary level. The study was descriptive in nature. The researcher has adopted a descriptive survey method for the purpose of the study. The researcher took 160 students of grade XII form

both Government and Non Government schools of Vikasnagar Block of Dehradun District by stratified random sampling method. In this study the researcher took 80 students (40 Boys and 40 Girls) form Government schools and 80 students. (40 Boys and 40 Girls) form Non Government schools. The study reveals that, 1- A positive correlation was observed between the academic achievement and family environment. It indicates that as the family environment increases, the academic achievement of students increases. 2- A positive correlation was observed between the academic achievement and family environment of the students of Govt. School. It clearly indicates that as the family environment increases the academic achievement of students of Govt. schools increase. The same was found for the students of Non Govt. Schools. 3- As far as Gender is considered, there was a positive correlation between the academic achievement and family environment of the male and female students. As the family environment increases, academic achievement also increases. It was true for Male and Female students both without any gender discrimination. [Rashmi. (2016)] [13]

6. John. Motari, & Momanyi. & Jackson. Too, Catherine Simiyu. [2015], Conducted a study on the topic, 'Effect of Students' Age on Academic Motivation and Academic Performance among High School Students in Kenya' the specific objective of the study was, The objectives specific to this study were to investigate how students' age affected academic motivation and academic performance, The findings of this study indicated that there was a positive relationship between academic motivation and academic performance. It was also established that students' age had a significant effect on the student's academic performance and students' age had no significant effect on the academic motivation. These findings will assist teachers, parents, administrators and other stakeholders to engage in interventions in school and at home that can improve the quality of learning and hence boost the student's academic performance.[Momanyi, M., Jhon, Too, J., & Simiya, C. (October 2015)] [6]

7. Kumar, Rajesh. Lal. Roshan. [2014], conducted a research on, Study of Academic Achievement in Relation to Family Environment among Adolescents. The main objectives of the study were:-1. To study the academic achievement of adolescents.2. To study the family environment of adolescents. 3. To study the interaction effect among all the variables under study. A convenient random sampling technique was used for a present sample of 200 students at Secondary and higher secondary school level selected from various secondary and higher secondary schools of Chandigarh, Mohali and Panchkula, including male (n = 100) and female students (n = 100). The age ranges from 15 to 18 years. As per the requirement of 2x2 cells (50 in each cell of the paradigm) the sample of 200 adolescents was chosen. The obtained results indicate that the adolescent experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment.[Kumar, R., & Lal, R. (2014)] [10]

8. Barmola, K. C. [2014] conducted a study on "Family Environment, Mental Health and Academic Performance of Adolescents'', the main objectives of the study were: - 1. To know the relationship between family environment and mental health of adolescents. 2. To know

the relationship between family environment and academic performance of adolescents.3. To know the relationship between mental health and academic performance of adolescents. A sample of 300 students has been selected from five different public schools of Haridwar and Dehradun districts of Uttarakhand. There are 150 male and 150 female students. The age of all students range 14-16 year. At last it can be inferred from the study that there can be significant relationship between family environment and mental health, and academic performance and mental health while it may not be significant in terms of family environment and academic performance among adolescents.[Barmola, K. C. (2014)] [14]

9. Chawla., Anita N. [2012] conducted a research on the relationship between family environment and academic achievement, the main objective of the study was to test the relationship between family environment and academic achievements. The participants of the study included two hundred students i.e. 100 boys and 100 girls -- randomly selected from the 9th standard of Marathi medium schools of Nasik City. Findings of the study revealed that family environment score was positively correlated with the academic achievement of the students.

10. Rani, Mohanraj. And Latha, [2005], conducted a research on," Perceived Family Environment in Relation to Adjustment and Academic Achievement", the study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. The adolescents [106-Boys and 86 girls] were assessed using the Moos and Moos Family Environment Scale and Bell's adjustment inventory. Academic scores were taken from the school records. Family environment appeared to influence home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing moral – religious issues with minimal conflict. Cohesion, conflict, control, intellectual – cultural orientation and independence in the family environment influenced home adjustment. Academic performance was significantly related to independence and conflict domains of the family environment. Boys and girls differed in perception of the home and environment. Rani, Mohanraj. And Latha, [2005] [16]

B. To study the major findings from the related literature on Academic Achievement of students in relation to Academic Motivation and Family Environment.

Family environment and mental health of the students significantly influence the academic performance of the students. It was found that academic achievement of the students positively correlated with the family environment because, it was observed from the several studies that, when the family environment suitable for the studies then the students performance is also improved and achieved better in the academic field and it was the same in both the cases private and government School. Those who have experienced the healthy family environment, their academic achievement were higher in comparison to those who belong from a low family environment. Both girls and boys have the same positive correlation between the academic achievement and family environment but some of the studies indicated that female secondary school students found to have better academic achievement then the male students. From one of the studies it was found that the majority

of secondary students have a high positive family environment. Nuclear families can provide a better family environment to their students in compression to a joint family environment. Parents control, expectation, permissiveness and warmth also significantly correlated with the academic achievement of the students. Parents education is also matter in case of the academic achievement of the students, it was indicated that those parents who graduate and have the higher educational qualification and living in a city, town or urban areas, those students academically good.

C. To provide suggestions for better improvement of Academic Achievement of students.

1. All the educational Institutions should provide counseling sessions to their students by the prominent Psychologist or Mental health expert.
2. Placement cells should be developed by the authority of all the educational institutions.
3. Parent-teacher meetings should be organized from time to time by the Head of the institution.
4. Give opportunity to the students for their holistic development, there should be separate classes for sports and other co- curricular activities.
5. The location of educational institutions should be outside from roadside place but accessible for communication to the students.
6. Classrooms should be better ventilated and electricity provision must be available in the educational institution.
7. Physical trainers should be appointed in all the educational institutions.
8. Provision should be provided to the students to select their own choice and interest based subjects.
9. Blended learning methods should be introduced in all levels of education.
10. Stress more focused on ICT based curriculum then the traditional based curriculum.
11. There should be a well-equipped class-room for the students.
12. Free-access E-book should be provided to higher educational institution students.
13. There should be provision by the government to educate the rural areas parents about the benefits of education.
14. Give equal importance to all of the students in the class or in the educational institutions.
15. Internet facilities should be available in all the urban and rural areas for betterment of the education as well for the better academic achievement.

Conclusion:-

From the above mentioned Discussion it is very clear that academic achievement is very important for all the students, because it can easily measure the positive outcome of the students. For academic success there are various factors related to it, but family environment and the academic motivation these two are very important factors behind the academic success. Family is the primary source of education for all. We started to learn from our family, parents are the very important members who teach us the basics about the world. Human beings are called social animals, our educational system mostly influenced by it. After a particular time period the child starts going to school, where the child starts to

learn about the different aspects of life which prepares him/her for the future. A child learns so many things from his/ her educational institution. The child first learns about the basics, how to read, write etc, which makes students more competent and gradually starts to acquire different life skills for career building. It is very clear that those who are academically motivated have great academic success in their life. Academic achievement is the sub type of motivation, which gives fuel to the students to learn more and showing interest in their academic period. Academic periods are one of the golden periods for all the students to explore their real potential and hidden creativity. It has been found that students whose family environment is positive their academic achievement is higher. It is found that there is a positive correlation between the academic achievement and the family environment of the students. When the family has provided better facilitation to the students their achievement is also increased.

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'वर्क फ्रॉम होम' च्या कालावधीत बी. एड. प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट तयार करण्याचे कौशल्य विकसित करणे

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सारांश :-

भारतामध्ये शैक्षणिक संस्था जवळजवळ ६-७ महिने झाले बंद आहेत आणि अजून काही दिवस तरी शैक्षणिक संस्था सुरु होणार नसल्यामुळे विद्यार्थ्यांचे शिक्षण थांबवून चालणार नाही. शिक्षकांनीही या नवीन शिक्षण व्यवस्थेशी जुळवून घेण्याची गरज आहे. या कोरोनाच्या परिस्थितीमध्ये शिक्षकांनी काही कौशल्ये, तंत्रे शिकणे आणि ती आत्मसात करणे गरजेचे आहे. तरच तो जागतिक स्पर्धेमध्ये टिकू शकेल. सध्या शिक्षण क्षेत्रात सगळीकडे ई-लर्निंग, ऑनलाईन शिक्षण याचा झंझावात पसरला आहे आणि काळानुरूप तो योग्यही आहे. सध्या ऑनलाईन शिक्षण अटळ असल्यामुळे जो नवी कौशल्ये आत्मसात करेल, तोच टिकेल. या सर्व गोष्टींचा विचार करून संशोधकांनी 'वर्क फ्रॉम होम' च्या काळात बी.एड.च्या प्रशिक्षणार्थी शिक्षकांना ऑनलाइन टेस्ट तयार करण्याचे प्रशिक्षण देऊन त्यांच्याकडून विविध विषयांच्या ऑनलाइन टेस्ट तयार करून घेतल्या आहेत. सदरच्या संशोधनासाठी संशोधकाने सर्वेक्षण व प्रायोगिक संशोधन पद्धतीचा वापर केला आहे.

प्रास्ताविक :-

सध्या मानवजात अनेक संकटांना सामोरी जात आहे. कोरोनामुळे माणसाचे जीवनमान बदलले आहे. सध्याच्या कठीण परिस्थितीत अध्ययन-अध्यापन प्रक्रिया सुरु ठेवण्यासाठी आपल्याला शिक्षण व्यवस्थेमध्ये अनेक बदल करणे क्रमप्राप्त झाले आहे. विद्यार्थ्यांना शिकवण्यासाठी ऑनलाईन पद्धती जर प्रभावीपणे वापरावयाची असेल तर त्यासाठी शिक्षकानेसुद्धा अगोदर स्वतःमध्ये काही बदल करून घेणे आवश्यक आहे. आज शिक्षक ऑनलाईन पर्यायांचा जास्तीत जास्त वापर करण्याचा प्रयत्न करत आहेत. अनेक अडथळे पार करत नवं तंत्रज्ञान आत्मसात करत आहेत. शालेय विद्यार्थ्यांपासून ते

महाविद्यालयीन विद्यार्थ्यांपर्यंत शिक्षणात खंड पडू द्यायचा नसेल तर आपणाला काळाबरोबर जाणारी शिक्षण व्यवस्था स्वीकारणे काही काळासाठी तरी गरजेचे वाटू लागले आहे. त्यामधूनच ऑनलाईन अध्ययन-अध्यापन व मूल्यमापन प्रक्रियेचा विचार होऊ लागलेला आहे. ही शिक्षण क्षेत्राच्या दृष्टीने आनंदाची बाब आहे.

सध्या कोरोना व्हायरसमुळे संपूर्ण जगातील लोकांचे जीवनमान बदलले आहे. भारतामध्ये शैक्षणिक संस्था जवळजवळ ६-७ महिने झाले बंद आहेत; परंतु आणि आणखी काही दिवस तरी शैक्षणिक संस्था सुरु होणार नसल्यामुळे विद्यार्थ्यांचे शिक्षण थांबवून चालणार नाही. यासाठी विद्यार्थ्यांचे भविष्य सुरक्षित आहे आणि त्यांचे शिक्षण विनाव्यत्ययाचे सुरु आहे याची खात्री करणे अत्यावश्यक आहे. शिक्षण प्रणालीबरोबरच शिक्षकांनीही या नवीन शिक्षण व्यवस्थेशी जुळवून घेण्याची गरज आहे. या कोरोनाच्या परिस्थितीमध्ये शिक्षकांनी काही कौशल्ये, तंत्रे शिकणे आणि ती आत्मसात करणे गरजेचे आहे. तरच तो जागतिक स्पर्धेमध्ये टिकू शकेल.

संशोधनाची गरज व महत्त्व :- (Need & Importance of the Research)

काळानुरूप मूल्यमापन साधनांमध्ये बदल करणे गरजेचे झाले आहे. त्याचबरोबर प्रशिक्षणार्थी शिक्षकांमध्ये काही कौशल्ये विकसित करणे गरजेचे आहे. म्हणून संशोधकाने ही निकड लक्षात घेऊन संशोधकाने सदर विषय निवडला आहे.

समस्या विधान :- (Statement of the Research)

'वर्क फ्रॉम होम' च्या कालावधीत बी. एड. प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट तयार करण्याचे कौशल्य विकसित करणे'.

संशोधनाची उद्दिष्टे :- (Objectives of the Research)

१. बी.एड. च्या प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्याच्या कौशल्याच्या सद्य:स्थितीचा शोध घेणे.
२. बी.एड. च्या प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्याचे कौशल्य विकसित करण्यासाठी कार्यक्रम राबविणे.
३. बी.एड. च्या प्रशिक्षणार्थी शिक्षकांकडून ऑनलाईन टेस्ट विकसित करून घेणे.

संशोधनाची गृहीतके:- (Assumptions of the Research)

१. बी.एड. च्या प्रशिक्षणार्थी शिक्षकांना ऑनलाईन टेस्ट विकसित करण्यासंदर्भात मार्गदर्शन केले असता ऑनलाईन टेस्ट तयार करू शकतात.

संशोधनाची व्याप्ती :- (Scope of the Research)

१. सदर संशोधनामध्ये सातारा शहरातील आझाद कॉलेज ऑफ एज्युकेशनचा समावेश केलेला आहे.

२. सदर संशोधनामध्ये सातारा येथील आझाद कॉलेज ऑफ एज्युकेशनमधील बी.एड. प्रथम वर्षाचे प्रशिक्षणार्थी शिक्षक व व्दितीय वर्षाचे प्रशिक्षणार्थी शिक्षकांचा समावेश केलेला आहे.

संशोधनाची परिमर्यादा :- (Delimitation of the Research)

१. सदर संशोधन शैक्षणिक वर्ष २०१९-२० यापुरते मर्यादित आहे.

संशोधन पद्धती :- (Research Method)

प्रस्तुत संशोधनासाठी सर्वेक्षण व प्रायोगिक संशोधन पद्धतीचा वापर करण्यात आला आहे.

नमुना निवड :- (Selection of the Sampling)

प्रस्तुत संशोधनासाठी संशोधकाने आझाद कॉलेज ऑफ एज्युकेशन, सातारा या महाविद्यालयाची निवड सहेतुक नमुना निवड पद्धतीने केली. तसेच बी.एड. प्रथम वर्षाचे ७५ प्रशिक्षणार्थी शिक्षक व व्दितीय वर्षाचे ५४ प्रशिक्षणार्थी शिक्षक नमुना म्हणून निवडले होते.

संशोधन साधन :- (Research Tools)

प्रस्तुत संशोधनाची माहिती संकलित करण्यासाठी संशोधकाने स्वतः तयार केलेली वस्तुनिष्ठ स्वरूपाची २० गुणांची पूर्वचाचणी व निरीक्षण सूचीचा वापर करण्यात आला.

संशोधनाची साधने:

सदर संशोधनासाठी स्वतः तयार केलेली वस्तुनिष्ठ स्वरूपाची २० गुणांची पूर्वचाचणी व संशोधकाने व बी.एड.च्या प्रशिक्षणार्थी शिक्षकांनी तयार केलेल्या ऑनलाईन टेस्ट यासाठी निरीक्षण सूचीचा वापर करण्यात आला.

संशोधनाची कार्यपद्धती:- (Research Procedure)

प्रस्तुत संशोधनासाठी सर्वेक्षण व प्रायोगिक संशोधन पद्धतीचा वापर करण्यात आला आहे. खालील पायऱ्यांच्या सहाय्याने प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाइन चाचणी विकसित करण्याचे कौशल्य करण्यात आले.

सदर संशोधनासाठी संशोधकाने कालावधीत बी.एड.च्या प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट तयार करण्याचे कौशल्य कितपत विकसित आहे हे सर्वप्रथम तपासले. त्यानंतर त्यांना ऑनलाईन टेस्ट तयार करण्यासंदर्भात https://www.testmoz.com या ॲप्लिकेशनची माहिती व्हाट्सॲपच्या माध्यमातून बी.एड. प्रथम व द्वितीय वर्षाच्या दोन्ही व्हाट्सॲपच्या ग्रुपवर पाठविण्यात आली. सदर माहितीमध्ये ऑनलाईन चाचणी तयार करण्याचे सविस्तर मार्गदर्शन करण्यात आले. त्यानुसार प्रशिक्षणार्थी शिक्षकांनी ऑनलाईन टेस्ट तयार करून या दोन्हीही ग्रुपवर पाठवित होते. सदर ग्रुपवर टेस्ट तयार करून पाठविल्यानंतर त्यांना त्वरित प्रत्याभरण दिले जात होते. त्वरित प्रत्याभरण

दिल्यामुळे इतर विद्यार्थ्यांना प्रेरणा मिळत होती. आपणही ऑनलाईन टेस्ट तयार केली पाहिजे व आपणही ऑनलाईन टेस्ट तयार करू शकतो असा आत्मविश्वास निर्माण झाला.

संशोधनाच्या पायऱ्या :-

पायरी १ :- प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट तयार करण्यासंदर्भात पूर्वचाचणी घेणे- प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट तयार करण्यासंदर्भात पूर्वज्ञान कितपत आहे हे जाणून घेण्यासाठी २० गुणांची चाचणी तयार करण्यात आली व ती प्रशिक्षणार्थ्यांच्यावर राबवली.

पायरी २ :- प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्यासाठीचा कार्यक्रम विकसित करणे-

प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्यासाठीचा कार्यक्रम तयार केला. विद्यार्थ्यांना झूम मिटींगच्या सहाय्याने ऑनलाइन टेस्ट तयार करण्यासंदर्भात सविस्तर प्रशिक्षण देण्यात आले.

पायरी ३ :- प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्यासाठीचा कार्यक्रम तज्ज्ञांकडून तपासून घेणे-

प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्यासाठीचा कार्यक्रम तयार करून १० तज्ज्ञांकडून तपासून घेण्यात आला. तज्ज्ञांकडून ज्या सूचना आल्या त्या सूचनांनुसार कार्यक्रमात बदल करण्यात आला.

पायरी ४ :- प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्यासाठीचा कार्यक्रम राबविणे-

प्रशिक्षणार्थी शिक्षकांमध्ये ऑनलाईन टेस्ट विकसित करण्यासाठीचा कार्यक्रम दररोज २ तास असे ६ दिवस त्यांना प्रशिक्षण देण्यात आले. टेस्ट तयार करताना कोणकोणत्या तांत्रिक बाबींचा विचार करावा हे त्यांना पटवून देण्यात आले.

पायरी ५ :- प्रशिक्षणार्थी शिक्षकांकडून ऑनलाईन टेस्ट विकसित करून घेणे-

प्रशिक्षणार्थी शिक्षकांना ऑनलाईन टेस्ट विकसित करण्यासाठी त्यांच्या आवडीनुसार विषय घेण्यास सांगितले होते. उदाहरणादाखल त्यांना काही घटक सांगण्यात आले होते. परंतु त्याच विषयाची व घटकांची पुनरावृत्ती टाळण्यासाठी प्रत्येकांनी जो घटक निवडलेला आहे तो गटावर शेअर करण्यास सांगण्यात आला. त्यामुळे विषय व घटकाची पुनरावृत्ती झाली नाही.

पायरी ६ :- प्रशिक्षणार्थी शिक्षकांनी तयार केलेल्या चाचण्या तज्ज्ञांकडून तपासून घेणे-

प्रशिक्षणार्थी शिक्षकांनी तयार केलेल्या ऑनलाईन टेस्ट तज्ज्ञांकडून तपासून घेण्यात आल्या. प्रेरणा मिळावी यासाठी त्यांच्यामधून क्रमांक काढण्यात आले.

पायरी ७ :- त्वरित प्रत्याभरण :-

प्रशिक्षणार्थी शिक्षकांनी ऑनलाईन टेस्ट तयार करून या प्रथम व व्दितीय वर्षाच्या व्हाट्सॲप ग्रुपवर पाठवित होते. सदर ग्रुपवर टेस्ट तयार करून पाठविल्यानंतर त्यांना त्वरित प्रत्याभरण दिले जात होते. त्वरित प्रत्याभरण दिल्यामुळे इतर विद्यार्थ्यांना प्रेरणा मिळत होती. तसेच ते विद्यार्थी आणखी आपणाला एखादी ऑनलाइन टेस्ट तयार करता येईल का ? याचा विचार करून तशी टेस्ट तयार करीत होते.

संशोधनासाठी संख्याशास्त्रीय तंत्रे :-

प्रस्तुत संशोधनासाठी संशोधकाने शेकडेवारी, मध्यमान या संख्याशास्त्रीय तंत्रांचा वापर करण्यात आला आहे.

संकलित माहितीचे विश्लेषण व अर्थनिर्वचन :-

संकलित माहितीचे विश्लेषण व अर्थनिर्वचन खालीलप्रमाणे करण्यात आले आहे.

कोष्टक क्रमांक १

प्रशिक्षणार्थी शिक्षकांनी तयार केलेल्या ऑनलाइन टेस्ट

अ.क्र.	विषय	चाचणी संख्या	शेकडा प्रमाण
१	शिक्षक पात्रता / शिक्षक अभियोग्यता परीक्षा	२०	१९.८०
२	सामान्य ज्ञान	१५	१४.८५
३	बुद्धिमत्ता चाचणी	०३	०२.९७
४	सेट/नेट	०५	०४.९५
५	भारतीय राज्यघटना	०१	००.९९
६	मानसशास्त्र	०१	००.९९
७	एम.पी.एस.सी.	०१	००.९९
८	आशय ज्ञान चाचणी- मराठी	११	१०.८९
१०	आशय ज्ञान चाचणी- हिंदी	०१	००.९९
११	आशय ज्ञान चाचणी- इंग्रजी	०९	०८.९१
१२	आशय ज्ञान चाचणी- संस्कृत	०१	००.९९
१३	आशय ज्ञान चाचणी- विज्ञान	०६	०५.९४
१४	आशय ज्ञान चाचणी- गणित	१५	१४.८५
१५	आशय ज्ञान चाचणी- इतिहास	०६	०५.९४
१६	आशय ज्ञान चाचणी- भूगोल	०३	०२.९७

१७	आशय ज्ञान चाचणी- वाणिज्य	०३	०२.९७
एकूण		१०१	१००

वरील कोष्टक क्र. **१** वरून असे दिसून येते की, शिक्षक पात्रता / शिक्षक अभियोग्यता परीक्षा या विषयाच्या २० (१९.८० %) प्रशिक्षणार्थींनी ऑनलाइन टेस्ट तयार केल्या आहेत, सामान्य ज्ञान १५ (१४.८५ %), बुद्धिमत्ता चाचणी ०३ (०२.९७ %), सेट/नेट०५०४.९५, भारतीय राज्यघटना ०१ (००.९९ %), मानसशास्त्र०१ (००.९९ %),, एम.पी.एस.सी. ०१ (००.९९ %),, आशय ज्ञान चाचणी- मराठी ११(१०.८९ %), आशय ज्ञान चाचणी- हिंदी ०१ (००.९९ %), आशय ज्ञान चाचणी- इंग्रजी ०९ (०८.९१ %), संस्कृत ०१ (००.९९ %), विज्ञान ०६ (०५.९४ %), गणित१५ (१४.८५ %), इतिहास ०६ (०५.९४ %), भूगोल ०३ (०२.९७ %), वाणिज्य या विषयाच्या ०३ (०२.९७ %) प्रशिक्षणार्थींनी ऑनलाइन टेस्ट तयार केल्या आहेत.

कोष्टक क्रमांक २

प्रशिक्षणार्थी शिक्षकांनी तयार केलेल्या ऑनलाइन टेस्ट

अ.क्र.	तपशील	प्रतिसाद्क संख्या	शेकडा प्रमाण
1	व्हाट्सअँप ग्रुपवर दिलेल्या सूचनांप्रमाणे ऑनलाईन टेस्ट तयार करणारे प्रशिक्षणार्थी	१०१	(८०.८०%)
2	ऑनलाइन टेस्ट तयार न केलेले प्रशिक्षणार्थी	२४	(१९.२०%)
3	टेस्ट तयार केली पण पब्लिश करता न येणारे प्रशिक्षणार्थी	११	(०८.८०%)
4	किमान २५ प्रश्नांच्या ऑनलाईन टेस्ट तयार करणारे प्रशिक्षणार्थी	८७	(१९.२०%)
5	जास्तीत जास्त ५० प्रश्नांच्या ऑनलाईन टेस्ट तयार करणारे प्रशिक्षणार्थी	१४	(११.२०%)
6	ऑनलाईन टेस्ट तयार करून व्हाट्सअँप ग्रुपवर शेअर करणारे प्रशिक्षणार्थी	९५	(७६.००%)

वरील कोष्टक क्र. **२** वरून असे दिसून येते की, व्हाट्सअँप ग्रुपवर दिलेल्या सूचनांप्रमाणे ऑनलाईन टेस्ट तयार करणारे प्रशिक्षणार्थी १०१(८०.८०%), ऑनलाइन टेस्ट तयार न केलेले

प्रशिक्षणार्थी २४ (१९.२०%), टेस्ट तयार केली पण पब्लिश करता न येणारे प्रशिक्षणार्थी ११(०८.८०%), किमान प्रश्नांची संख्या २५ ऑनलाईन टेस्ट तयार करणारे प्रशिक्षणार्थी ८७ (१९.२०%), जास्तीत जास्त ५० प्रश्नांच्या ऑनलाईन टेस्ट तयार करणारे प्रशिक्षणार्थी १४ (११.२०%), ऑनलाईन टेस्ट तयार करून व्हाट्सअँप ग्रुपवर शेअर करणारे प्रशिक्षणार्थी ९५ (७६.००%) आहेत.

निष्कर्ष: (Conclusions)

1. प्रशिक्षणार्थींची आकलन क्षमता चांगली दिसून आली. कारण व्हाट्सअँप ग्रुपवर दिलेल्या सूचनांप्रमाणे ऑनलाईन टेस्ट खूप चांगल्या तयार केल्या.
2. प्रशिक्षणार्थी शिक्षकांनी एकूण १७ विषयांवर १०१ ऑनलाईन चाचण्या तयार केल्या.
3. ऑनलाईन टेस्टमध्ये किमान प्रश्नांची संख्या २५ सांगितलेली होती त्याप्रमाणे बहुतांश प्रशिक्षणार्थी शिक्षकांनी ऑनलाईन टेस्ट ५० प्रश्नांच्या तयार केल्या आहेत .
4. प्रत्येक प्रशिक्षणार्थी शिक्षक स्वतः तयार केलेली ऑनलाईन टेस्ट व्हाट्सअँप ग्रुपवर शेअर करीत होते. त्यामुळे एक स्पर्धात्मक वातावरण तयार झाले होते व प्रत्येकास आपणही ऑनलाईन टेस्ट तयार केली पाहिजे अशी प्रेरणा निर्माण झाली.
5. आपल्या मित्राने ऑनलाईन टेस्ट तयार केली आहे आणि आपणही ऑनलाईन टेस्ट तयार करून व्हाट्सअँप ग्रुपवर शेअर केलीच पाहिजे असे वातावरण तयार झाले होते.
6. आपल्यापेक्षा मोबाईलचा वापर चांगला करता न येणाऱ्या आपल्या मित्राने ऑनलाईन टेस्ट तयार केली आहे आणि आपणही ऑनलाईन टेस्ट तयार करू शकतो, असा आत्मविश्वास प्रत्येकाच्यात निर्माण झाला होता.
7. आपल्या मित्राने २५ प्रश्नांची ऑनलाईन टेस्ट तयार केली आहे आपली ऑनलाईन टेस्ट २५ पेक्षा जास्त प्रश्नांची कशी तयार होईल याचा विचार प्रत्येक प्रशिक्षणार्थी शिक्षक करीत होते.
8. आपल्या ऑनलाईन टेस्टमध्ये त्रुटी राहणार नाहीत याचा विचार प्रत्येक प्रशिक्षणार्थी शिक्षक करीत होते.
9. ऑनलाईन टेस्ट तयार केली; पण पब्लिश करायची राहून गेल्यामुळे टेस्ट कोणासच सोडवता येत नव्हती.

समारोप :-

कोरोनामुळे सध्या शाळा महाविद्यालयांमधील अध्ययन-अध्यापन प्रक्रियेचे स्वरूप पूर्णतः बदलले आहे. सध्याची एकूण परिस्थिती बिकट आहेच; परंतु समाजातील सर्व घटकांनी एकत्र येऊन एकजुटीने विद्यार्थ्यांना केंद्रबिंदू मानून काम केले तर यातून नक्कीच मार्ग काढता येईल आणि शिक्षण क्षेत्राला नवी दिशा मिळेल. 'काल शिकवत होतो, तसंच आजही शिकवत राहिलो तर आपण आपल्या मुलांपासून त्यांचा भविष्यकाळ हिरावून घेऊ', असं जॉन ड्युई या थोर शिक्षणविचारवंताचे विचार

आजच्या कोरोनाच्या संकटकाळीही योग्य वाटतात. सध्या शिक्षण क्षेत्रात सगळीकडे ई-लर्निंग, ऑनलाईन शिक्षण याचा झंझावात पसरला आहे आणि काळानुरूप तो योग्यही आहे. सध्या ऑनलाईन शिक्षण अटळ असल्यामुळे जो नवी कौशल्ये आत्मसात करेल, तोच टिकेल.

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