

A Comparision of the Objectives of Different Open Universities for Providing Facility of Value Education through Distance Learning

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ABSTRACT

Our nation of tomorrow is going to be what the young people at school, college, and university today will make it. The network of our future entirely depends for its beauty, dignity, utility and training that our youth receive. The New India, that is in the making, needs the services of us all old and young, high and humble alike. If we neglect giving our boys and girls, our young men and young women, proper education and training, the future is dark and dismal indeed. To teach value to globally connected people we can take help of new technology. In this paper researcher tries to know objectives of different open universities and compare them, analyze them, to find out how they are useful for providing facility of Value Education through distance learning.

Key Words: Objectives of different Open University, Value Education, Distance Learning

Introduction

Values reflect one's personal attitudes and judgments, decisions and choices, behavior, and relationships, dream, and vision. They influence our thoughts, feeling, and actions. They guide us to do the right things. Values are the guiding principles of life which are conducive to all round development. They bring Quality of life.(Venkataiah, N; Sandhya, N. 2008) A value stands for ideals men live for. They are the part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life which are conducive to one's physical, social and mental health. They influence our selection from available models, means, and ends of action.

Value education means inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation. Through value education we try to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education.

Our nation of tomorrow is going to be what the young people at school, college, and university today will make it. (The network of our future entirely depends for its beauty, dignity, utility and training that our youth receive. The New India, that is in the making, needs the services of us all old and young, high and humble alike. If we neglect giving our boys and girls, our young men and young women, proper education and training, the future is dark and dismal indeed. Today's generation is not going to catch the values without teaching. We have to teach the values to this generation before they are caught by the bombarding of the

new technological devices, information explosion and also by the media (Patil, 2013). This Value education should be systematically administered through elaborate plans in order to establish a society in which individuals have gained various values (Devici, 2015).

During the 18th National Education Council, it was underlined that value education should be actively incorporated within every level of formal and non-formal education and that necessary guidelines should be enacted in order to effectively service mass media streams to raise public awareness about value education (MNE, 2010). Ryan and other leaders in the field of moral education in the schools (Lickona, 1988, p.8; Coles, 1990; Vinne, 1988) maintain that a new system for moral education is needed. Distance learning is a fundamental channel offering the opportunity to use mass media devices and its new technologies for education.

Various educational problems are undertaken through use of distance learning in many parts of the world. Open and Distance Learning (ODL) is a general term for the use of tele-communication to provide or enhance learning. All Around the world, the academic community is discovering and exploring the Internet, tele-conferencing, and related means to achieve an extended classroom or learning experience. Students and teachers at all levels are taking part in teleconferences and forming associations that would have been unlikely five years ago. A number of world conferences have been held on ODL and many experimental projects are underway.

Thus we can say that distance education is considered to be a very modern way of learning and it gives more emphasis on self-study by the learner himself. This method is remarkably different from correspondence education as students learn sitting at home with the means of communication technology. The students can interact, debate, evaluate and give their feedback despite the barriers of distance and time. Due to job, or any other reason those who cannot complete their education can get good option for to complete their college education. With new, efficient and widely available technology, this education method has added popularity among the youth. Understanding the need of the hour, a number of elementary schools, secondary schools, universities, and businesses have started to offer distance education at both undergraduate and postgraduate level in India. As every coin has two sides same way this too has two sides which are as follow:

Distance Education Advantages

- Flexible education system
- Easy Curriculum
- No Regular classes
- Earn along with learning
- Less course fee

Distance Education Disadvantages

- Lack of classroom education
- No social interaction with fellows

- No exposure to regular campus life

As we know both values and education go together. Development of values in educational institutions starting from early education to higher education (university and professional institution) is essentially an integral part. The end result of education is human development which is based on certain values which determine human actions in the society. In fact the quality of human action is directly correlated with human values and rather it's the manifestation of human values. In this regard, we can say that 'Education is Value Enterprise'.

Now a day there are several universities which provide distance education. In this paper researcher tries to know objectives of different open universities and compare them, analyze them, to find out how they are useful for providing facility of Value Education through distance learning.

Objectives of Study

1. To Know Syllabus and objectives of Open and Distance Learning University
2. To understand syllabus of Value Education Open and Distance Learning University
3. To compare syllabi of open and Distance Learning universities regarding value education
4. To review different opinion about Values given by the different scholars
5. To know usability for providing facility of Value Education through distance learning

Research Methodology

Secondary data collected from various reference books and web resources.

Observation

For fulfillment of objective researcher searched websites of different universities that provide opportunity of distance learning, then she found two universities that give proper value education, they are the Tripura University from Noida And Yashwantrao Chavan Maharashtra Open University, in Maharashtra. Other universities do not run value education course but their syllabus is framed in such a way that it provides value education. The universities that provide Distance Education are as follows.

Name of the University	Objectives	Features
1. IGNOU	To develop knowledge, skills, attitudes, and value through dynamic and interactive methods of learning and grooming the students.	<ol style="list-style-type: none">1. Tele-counseling for student groups2. Training Study Centre Counselors /Coordinators3. Administrative interaction with Regional Centre functionaries4. Extended Contact Programme (ECP) with students

		<p>5. Teaching-end studios located at IGNOU Campus, New Delhi and about 850 receivers 'nodes' located in IGNOU Regional Centers and Study Centers</p>
2. Symbiosis Centre for Distance Learning	Impart quality education to students across the globe. With a wide range of futuristic multi-disciplinary programmes, industry-oriented curriculum, globally acclaimed faculty, state-of-the-art infrastructure, Symbiosis leads to the holistic development of students	<ol style="list-style-type: none"> 1. Introduction of a "Blended Learning" methodology for all the programs offered at SCDL 2. Interactive e-Learning content as a supplementary learning material to improve the understanding of concepts 3. Virtual Classroom facility with the faculty has removed the distance barrier between the teacher and the taught. 4. Online Faculty Chat Sessions allow students to interact with faculty.
3. Sikkim Manipal University	To offer quality education to the scholars from North and Northeastern components of India.	The objective of the SMU is to support, promote and undertake the advancement of academics.
4. IMT Distance and Open Learning Institute	To prepare managers of tomorrow armed with a distinct vision blended with technology and skills.	The centre strives to create all-rounder leaders in managing and entrepreneurship by helping its students acquire the necessary skills.
5. Yashwantrao Chavan Maharashtra Open University (YCMOU)	<ol style="list-style-type: none"> 1. To become a Mass Varsity and 2. To make available to the common man, educational programmes that are of practical use in his day-to-day life and those that provide better prospects for the future. 	<ol style="list-style-type: none"> 1. Emphasis on imparting vocational and technical skills. 2. Use of Latest Information and Communication Technologies. 3. Relaxed entry rules, flexibility in course combinations and credit transfer facilities. 4. Extensive network of study centres. 5. Scientific system of student evaluation. 6. Special attention to Quality 7. Thrust on empirical Research.

		<p>8. Recognition of degrees and diplomas by other universities and professional bodies.</p> <p>9. Global outreach.</p>
6. Dr.B.R. Ambedkar Open University (BRAOU)	The motto "Education at Your Doorstep"	The University lays special focus on socially disadvantaged and geographically isolated people who never had access to higher education earlier.
7. Netaji Subhas Open University	To provide the students with distance education in Bachelor Degree Programme (BDP) in Arts and Commerce, 5 study centres for Arts & Commerce Courses under the BDP.	Bachelor's Degree Programme in Science subjects, Post Graduate Degree Programme in Science subject (Mathematics) and Arts Subjects (History and Social Work) have also been made available to the students.
8. Maharsi Dayanand University (MDU)	<p>The Directorate of Distance Education is providing quality education to the students with its traditional UG/ PG courses as well as Information Technology and Management programmes. Excellent standards of teaching and research, well-qualified faculty members, effective administrative functioning, congenial academic environment, pulsating campus life, key national and international linkages, timely holding of examinations and time-bound declaration of results, ample avenues for holistic development of personality of the students.</p> <p>It has Students Support Services Centres (SSSC) in open and distance learning system that are not only confined to interactive counseling or solving the learner's problems but also includes personality development, soft skills, career counseling, community education, promoting open and distance learning as per the</p>	<p>1. The learners get an opportunity to interact with the counselors as well as with the peer group.</p> <p>2. The study material is supplied to them by the Board of directors.</p> <p>3. A community-service approach, special emphasis on providing opportunities for students of rural background, girl students, and students from marginalized communities, administrative mechanism based on e-governance etc. are the salient features of this University.</p>

National Education Policy i.e. Education for All.		
9. Karnataka State Open University	<p>The University System is a respected higher-learning organization known for its distinctive strengths in providing superior and relevant distance learning programs to its learners.</p> <ol style="list-style-type: none"> 1. To provide quality education at affordable cost to larger sections of population by facilitating the reach of education to the doorsteps of people living in remote and far-flung areas. 2. Access to sustainable and learner-centric quality education by removing the restrictions of time and location for pursuing educational programs of learners choice, irrespective of gender, geographical boundaries 	<ol style="list-style-type: none"> 1. Creates interactive, effective learning environments for all constituents 2. Serves its constituents' diverse personal and professional development needs 3. Expands access to affordable programs for underserved learners.

From above information we can see that the Open University system is flexible in terms of admission, choice of programs, duration and age requirements, teaching methods and evaluation procedures. Thus, it offers an alternative channel to those who missed the opportunities for higher education. 100% all university try to develop the social, moral, value in their student which is very useful in their future. Shoban, S; Karakarathinam, R (2017) had researched and analyzed that students' 'behavioral values' have highest influence in balancing their life in future, personal and educational values have the second priority and spiritual values, social values and moral values occupy the consecutive position. Thus we can say that social and moral values play an important role.

None of the universities focus on spiritual value so it was not much developed through their syllabus, But Yashwantrao Chavan Maharashtra Open University has one course on Value and spiritual education. David Brooks and Mark Kann (1992) say value added education is essential for teaching children personal responsibility and ethical decision making. These two values are 100% developed in all student of all university. Bledsoe (1962) noted that the most significant differences were existing between the scores of men and women on aesthetic value but none of the universities try to change this by their education. Shakeela and Hafez's (1964) study of values preferences as related to caste and religion showed no relationship between these values variables and value orientation. Now also in all universities there is no significant difference between this. Learner, (1937) studied the

importance of social class differences in terms of the different kinds of parental control, which constituted the essence of what Piaget called Moral restraint. He showed that social status and moral judgments are correlated. Musgrave (1968) and Reisman (1964) put forward the view that with increasing industrialization, the family has been destroyed.

Value system is the backbone of any society. Values may vary from one society to another and from time to time. Although every society follows some values and those values are identified as global values by all. A good teacher is one who inspires the students and promotes their talents including the creativity and independent thinking. Teachers should understand the fact that every student has certain unique qualities and talents, which should be identified and nurtured. A constructive companionship between teachers and students has to be developed. In a nutshell, a teacher in real sense is one who himself practices the human values. He should not only talk but practice to leave an ever lasting impression in the minds of students. These things are done by all the teachers in the university. Suriyachinnavar, K. (2016) suggests following basic theme. These themes also form a part of value education:

- Think positive
- Be compassionate and do no harm
- Discover inner peace
- Learning to live together
- Respect human dignity
- Be your true self
- Developing critical thinking
- Resolve conflict non-violently
- Build peace in the community
- Caring for the planet

These all are nicely completed by all distance learning University. All teachers and management also focus on inculcating these values through their objectives and vision.

Distance learning University plays an important role for transferring value to their students without any barrier, they try to give open education to each and every student in their class.

In Tripura university value education is a compulsory subject in M.A. (Education) in the third semester. The subject code is EOCN 901C. There are total 5 units according to the syllabus. The first unit explains the concept value education, second unit is about moral development. The third unit deals in fostering value education. Here the role of teacher and students is explained. The fourth chapter discusses the Indian concept of Human rights and in the last fifth unit focus is on peace education in which different concepts techniques like Power of Silence, Yogic Meditation are to be taught. Similarly Yashwantrao Chavan Maharashtra Open University also has special programme on value education course which is available in Marathi with subject code E32. It is 6 month course for 400 marks. Though syllabus is in Marathi answer can be written in Hindi or English too. The exam is for 300 marks in which

attendance in contact sessions is compulsory, students have to submit a project also on any one out of seven topics given related to value education.

Conclusion

All distance learning universities are trying to do a good job for transferring value education in student. But to increase this percentage proper weightage should be given to all values, life without values is incomplete so proper syllabus should be framed so that all values can be taught to student in open and distance learning method.

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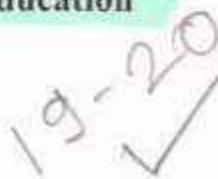
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E-Learning through Smart phone Media in Education

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Abstract:

Networked based modern technology which help the user such as internet and world wide web are dramatically changing education learning and teaching style. The advancement of technology help visually challenged user to compete with the visualized people in the field of education and research. It offers high-quality learning resources, exchanging information and making learning groups virtually. The articles discusses on e-learning through mobile application. E- and mobile learning provide enormous possibilities for closing the gap between learners and teachers or the teaching institution, to overcome the misconception of distance learning as an isolated form of learning. M-learning is e-learning through mobile computational devices. Mobile learning devices are defined as handheld devices and can take the form of personal digital assistants, mobile phones, smart phones, audio players, video and multimedia players. They should be connected wirelessly, thus ensuring mobility and flexibility. Innovation in education refers to the changes in teaching and learning as a consequence of the tremendous impact of technological advances. An advanced form in education might mean that in education certain models or patterns no longer exist, because new models have substituted them. The media applied in distance learning influence the form and nature of interaction and communication, the level of independence and flexibility, as well as scalability and therefore access and costs of distance learning courses.

Keywords: *E-learning, Smart phone, Media*

Introduction:

Today's Network based modern technology helps us to use e-learning on small gadget known as smart phone .E-Learning is becoming an increasingly important part of education these days, where "e" stands for electronic. E-Learning is concept derived from the use of information and communication technology for transforming traditional teaching techniques using digital services like television ,computer, audio video tape, Cd, internet, Intranet, smart phone, world wide web, webinar video conference etc, From these technologies imparting education through computer and network enabled digital technology will be possible easily .

The scope of such learning to indecently very broad. Indian students from remote area or village area are taking help from teachers sitting abroad, in this a student from a remote area of country can complete his/her education from Capital New Delhi or from Pune .E-learning can include training, the delivery of just-in-time information and guidance from experts.



e-learning at a glance

Tool And Technology

Communications Tool

- Live Support Tools
- Blog
- E-mail,
- instant Message,
- Online groups

Collaborations Tool

- Collaboration forum,
- chatt
- web conferencing,
- social networking

Delivery and Distribution tool

- Websites,
- webcasts,
- podcast,
- e-publications,
- LMS,
- Scrinningvideo,
- file sharing

Associated terminologies

- Online learning
- Networked learning
- Digital learning
- Web based Learning
- Virtual learning
- Internet based learning
- Technology enabled learning
- Computer based learning

Delivery Options

- MOOC
- Game
- Rapid e-learning
- Virtual trips/tours
- Flipped learning
- Blended Learning
- Web based learning

For e-learning following things helps us a lot as a assistant

- **Online learning**:- learning with the help of internet and personal computer, which gives chance to learner for flexible learning and particularly through online medium only.
- **Networked learning**:-it is a process of developing and maintaining connections with people and information and communicating with other to support each other learning, here curriculum can be more easily managed by institutions and student can get complete knowledge with in less fee as compare to traditional institute.
- **Digital learning**:-it is any type of learning that is accompanied by technology or by instructional practice which makes effective use of technology .It includes blended and virtual learning together with the use of e-text book, mobile learning ,virtual reality, classroom technology and Personalized learning opportunity to every student.

- **Web based Learning:-** web based learning can be formal or informal, most of the time teacher or instructor purposely give project to search web address, or some time student as per their ambition and requirement search web to get more information anytime anywhere through video conferencing, e-mail, and live lectures as it is internet browser based learning which is available on local internet.
- **Virtual learning:-** with the help of computer software ,internet ,or both teacher deliver instructions to students which removes need of classroom, but then too it improve student achievement, educational access and schools cost effectiveness.
- **Internet based learning:-**this type of learning able to break limits of time and place, everyone student and teacher both can learn and teach without any barrier , especially useful for all remote area people, who will get same kind of information through same person at same time through internet.
- **Computer based learning:-**with the help of computer any one able to get any kind of information with the help of VCD or CD or via software installed on computer this type of learning does not need special instructor, student with learning by doing method come to learn new terms.
- **Technology enabled learning:** -technology is the application of scientific technology for practical purposes or we can say tool at least for communication technology, computer, mobile phone, iPhone, iPad and tablets.

This type of learning helps in improving learning and performance by creating, using, and managing appropriate technological processes and resources.

Delivery Option:-E-Learning provides flexible delivery of content material over Internet for 24x7 hours, Online delivery of reading materials is relatively cheap, as there are no printing and distribution costs few of its are as follow

- **MOOC:-** Massive Open Online Course (MOOC) is a new approaches to delivering e-learning. MOOC is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. Some of the famous MOOC providers are edX, Coursera, and Udacity. The Indian MOOC initiative is known as SWAYAM.
- **Game:-**in e-learning not only game but art-styles, themes, or the application of narrative included which is termed as gamification; with this technique beyond game its area expanded toward area like marketing, social media, education, web, work place and so on .Delivering knowledge become easy task through game.
- **Rapid e-learning:-**As the name indicate with in fraction of second information get delivered to student it soles all problem in better way and rapidly.

- **Virtual trips/tours**:-Sometime it's impossible to visit personally each and every place through Virtual trip student can experience actual feeling of the same place it removes barriers of time, cost, location and give opportunity to experience artistic performance and connect with actual field experience. Without any software just by using internet and the web address, of the place, and through wiki or blog student can join the trip easily with teacher or alone too they can visit the place and search information they want.
- **Flipped learning**:-this type of approach helps for teacher to behave as a knowledge provider or guide and other student will act as collaborator this helps in cultivation of high order thinking in each student.
- **Web based learning**:-through web address student and teacher joined the web and get delivered at instant their thinking.
- **Blended Learning**:-In traditional classroom new technology used by both student and teacher for teaching learning process, physically both student and teacher are present in classroom and try to solve new issue using internet or other technology.

Tool and Technology

By using different software on computer online learning would be possible

Communications Tool:-

For communicating with other we take help from software and internet

- **Live Support Tools** it is a web service that allows business to communicate or chat in real time with visitor to the web sites, which are mostly used to provide immediate customer support and information to clients and customers.
- **Blog**:- a blog is a discussion or information websites published on the world wide web consisting of discrete ,often informal diary -style text entries. Posts are typically displayed in reverse chronological order, so that the most recent post appears first at the top of the web page.
- **E-mail**:-it is an electronic mail method used for exchange of message between people using electronic gadgets, today's email system are based on a store and forward model
- instant Message
- Online groups

Collaborations Tool

- **Collaboration forum**:- different collaboration helps to create group
- chat, those who cannot attend class can convey message through chatting or people can send their thought instantly

- **web conferencing:** People can't leave their place sitting in the same place can explain their idea or thought through web conference.
- **social networking** facebook, linkedin, youtube such social networking site connects all people instantly

Delivery and Distribution tool

- **Websites:** different websites are now available, people visit them and get acquainted through knowledge in short time.
- **podcast:** entertainment, news, magazine, etc
- **e-publications:** different books published on internet available easily to anyone who visit as per requirement anyone can download and use it
- **LMS-Learning management system** in colleges useful for student to get information of syllabus, question, assignment, home work etc.
- **file sharing:** student and teacher can share their file easily as per need
- **Technology**

Technology allows students to demonstrate independence. Technology makes it easy to provide options for accomplishing goals. Consider a book report delivered with Voki, Prezi, Glogster or a video. Students make a decision as to which approach is best suited to their communication and learning style.

2. **Technology enables students to build strong content knowledge wherever they find it.**

It's easy for students to pursue anything they're curious about with technology. Make available online dictionaries to quickly look up unknown words each students the tricks of quick and accurate online research. Follow the lead of hundreds of schools nationwide that have added the **Genius Hour** to their curriculum, where students follow school academic guidelines 80 percent of the time and get to follow their own passion for the remaining 20 percent.

3. **Technology responds to the varying demands of audience, task, purpose, discipline.**

Decode this critical concept early in the education year. Explain why audiences are different -- as is task, purpose and discipline -- and how communication methods need to adapt to those variances to succeed. Then, let students pick what works, be it audio, visual, textual, color/movement, or a multilingual of their own making.

4. **Technology values evidence.** With technology, students can click through to primary documents for evidence in support of their argument and push back if they don't find those connections. Is the information believable if they can't evaluate source material? What if it was

misinterpreted? Teaching students to read closely, think critically, and dig deeper is easier with technology.

5. Technology understands other perspectives. Sure, this can be done through conversation and class presentations, but doing it through blogging, comments, discussion boards (technology) is bigger. Plus, as students share their perspective, they can edit and rewrite to be sure the words fully reflect their ideas.

6. Technology differentiates for needs of students. Nothing does this better than technology. The creative student can use art and music. Those who love words can write. Visual learners can use a combination of color, images and personal drawings similarly special need students can use different mobile application like voice access,gps accessibility etc

7. Technology deepens learning by using resources students are interested in- If teacher do their job well, students are inspired to learn more. They are eager to dig deeper into what has glimmered their educational interest. If that means getting a ride to the library, going to the bookstore for a book, arranging tutoring time with a knowledgeable teacher, they may never get to it. If resources are only a click away, the chances of the task's completion increase—and the activity itself may even become fun. Share these enrichment materials through Google Apps for Education, post links through a class Internet page or Diigo account, and create a playlist through programs like MentorMob.

8. Common Core expects students to be active learners, authors, not just consumers. Technology makes that happen by asking them to publish, share, collaborate.

9. Students want to use technology. When students use iPads, Chromebooks, laptops, widgets, online tools and a plethora of other digital devices, technology provides a path to learning that students are eager to follow. Why ask them to unplug at the schoolhouse door?

10. Technology is its own assessment tool. To paraphrase **James Paul Gee**, a professor of literacy studies at Arizona State University: "When students use simulations, games, videos to learn, they have to problem-solve, critically think, transfer knowledge from other learning experiences." That's a good thing.

11. Learning with technology is connected. In a connected, technology-rich environment, students engage with peers, celebrities, relatives and experts worldwide. They like to do that. Why do you think social media is so viral?

12. Technology gives students an equal voice. Student value is in what they produce, not based on age or grade level. Their voices are important; they are listened to. If they publish an ebook, it is judged on the quality of writing, not their age. Where else can this happen?

13. Consider a video. For teaching, that is. Students can pause it, rewind, learn at their own pace. That's technology.

Conclusion

From above discussion we can conclude that humans life become more enjoyable with the use of technology. Any Human can get all service as one king can afford, cool air through fan, water through freeze simultaneously student can learn any language or search difficult or unknown concept, new changes ,events will get notice in fraction of second. Smart phone will do all work as one assistance will do it helps for his master get connected with friend, family, current events and all news happening around. E-learning could also be considered distance education in an evolved form, which has taken advantages of all the emerging technologies for enhancing learning experiences of every learner. It could be considered as a new generation of distance education-learning allows for efficient transfer of knowledge in real time process, while at the same time empowering learners with the information technology awareness and skills essential to prosper in the present Knowledge Revolution Era. The E-learning will be one of the hottest new technology extents within the next few years.

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Implications of NEP 2019 for Functioning of School Management Committee in Primary Education

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Abstract:

Education is a national agenda and is the catalytic tool that can transform the future of children. National Education Policy 2019 has proposed the revision and revamping of all aspects of the education structure, including its regulation and governance, to create system that is associated with the self-improving goals of 21st century in education. As school is a part of the society, parent and other stakeholder play an important role in school functioning. Collaboration with parents and other key local stakeholders, teachers will be now actively involved in the governance of schools or school complexes, by being included as members of School Management Committees or School Complex Management Committee.

Introduction:

National Education Policy 2019 aims to provide many growing developmental essentials of this country on one hand, while creating a just and equitable society on the other. This Policy has proposed to revise and to revamp of all aspects of the education structure, including its regulation and governance, to create new system that is associated with the self-improving goals of 21st century education. The National Education Policy 2019 sets special importance on the character building along with the development of the innovative faculties of each individual, in all its richness and complexity.

For more than six decades, since independence we have been preoccupied largely, with issues of access and equity unfortunately and dropped the baton of with regard to quality of education. The policy claims implementation of the two previous education policies is still incomplete and hence the unfinished National Policy on education 1986, modified in 1992 is appropriately dealt with in this policy.

As per NEP2019 following guidelines are provided for quality education in school:-

Special reference to School complexes:

- 1) Each school complex will have a School Complex Management Committee comprising representatives from all the schools in the complex. The SCMC will be controlled by the




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Head teacher/principal of the secondary school in the complex and will have the head teachers/principal of altogether schools within the complex as well as one teacher and a civil society member from the SMC's of each of the schools. Besides this, the SCMC will also have membership from all the other institutions that are attached to school complex across the school complex; it might also help to ensure excellent subject distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools may not remain out-of-the-way any longer and may become part of work with larger school complex communities, sharing community best practices with each other and working collectively and collaboratively to ensure that all children in the system are learning.

School complexes could also share counselors, technical and repair staff etc. to further support teachers and help create an effective community environment for learning. Administrative structures have not been expanded in accordance with the increases in the number of schools. One possible mechanism for accomplishing the above would be the establishment of school complexes, consisting of one secondary school together with all other schools offering lower grades in its neighborhood, in a radius of five to ten miles, was first enunciated by the Education Commission (1964-66) but was left unimplemented. This policy strongly endorses the idea of the school complex, wherever possible. The aim of the school complex will be to:

- a) Build vibrant communities of teachers, school leaders, and other supporting staff;
- b) Better integrate education across all school levels, from early childhood education through Grade 12, as well as vocational and adult education;
- c) Share key material resources such as libraries, science laboratories and equipment, computer labs, Sports facilities and equipment, as well as human resources such as social workers, counselors, and specialized subject teachers - including teachers for music, art, languages, and physical education - across schools in the complex; and
- d) Develop a critical mass of teachers, students, supporting staff, as well as equipment, infrastructure,

etc.- resulting in greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the schooling system.

The establishment of school complexes and the sharing of resources across complexes will have a number of other benefits as a consequence, such as significantly improved support for children with special needs, more topic-centred clubs and academic / sports / arts / crafts events across school complexes, better incorporation of art, music, language, physical education, and other subjects in the classroom through the sharing of teachers in these subjects, better student support, enrolment, attendance, and performance through the sharing of social workers and counselors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and enable the schooling system, and in a resource-efficient manner.

At the current time, all three main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of educational institutions, and policymaking - are handled by a single body, i.e., the Department of School Education (DSE) or its arms (e.g., the DSE and its officials such as the DEO, BEO). This leads to harmful conflicts of interest and excessive centralized concentrations of power; it also leads to ineffective management of the school system, as efforts toward educational provision are often diluted by the focus on the other roles, particularly regulation that the DSE must perform. The three distinct roles of governance and regulation, namely, the provision/operation of education, the regulation of the education system, and policymaking, will be conducted by separate independent bodies, in order to avoid conflicts of interest and concentrations of power, and to ensure due and quality focus on each role. Specifically:

- a) The educational operations and service provision for the public schooling system of the whole state will be handled by the Directorate of School Education (DSE); it will work to implement policies regarding educational operations and provision, but otherwise will be separated from and work independently of the apex body above.
- b) An independent, state-wide, regulatory body called the State School Regulatory Authority (SSRA) will be created for each state.
- c) The Department of School Education currently acts as the apex state level body in school education and will be the primary institution for overall monitoring and policymaking for continual improvement of the system; however, it will not be involved with the provision

and operation of schools or with regulation of the system, in order to eliminate conflicts of interest.

- d) Academic matters, including standards setting and curricula in the State, will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution along with the other academic support structures such as the BRCs, BIETs, and DIETs.
- e) Accreditation and audit will be used to implement these frameworks. Transparent public disclosure of all regulatory information, by the regulatory bodies and by the schools, will be used extensively for public oversight and accountability.

e) Right To education Act 2009:

Since the RTE Act, 2009 has been the statutory requirement for school regulation and governance for the past decade, it will be reviewed and appropriate modifications made to enable this policy and to incorporate improvements on the basis of the learning's and experiences gained since it was enacted. To ensure that all students, particularly students from deprived and disadvantaged sections, have a guaranteed opportunity to participate in high quality schooling from early childhood education (age 3 onwards) through higher secondary education (i.e., until Grade 12), the right to free and compulsory education in the RTE Act will be considered for extension downwards to include up to three years of early childhood education prior to Grade 1, and upwards to include Grades 11 and 12 (till age 18). The RTE 12(1)(c) clause will be better enforced or suitably amended to ensure the intended effect of including disadvantaged students across the education system. In RTE 2009 of 21 clauses provides following specific for framing School management Committee.

- (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:
- (2) Provided that at least three-fourth of members of such Committee shall be parents or guardians.

- In SMC as per RTE 2009 act 10-12 member are present majority of them are parents of students especially mothers as per NEP 2019 for better Functioning of SMC composition changed as follow:
 - 1) Two Teachers along with Head master
 - 2) One or more alumni member.
 - 3) A member of panchayat or Ward council
 - 4) A local person or social contributor.
- In RTE 2009 Meetings will be organized and processed by Head master of school but NEP2019 suggest meetings will be organized and activity would be followed up by elected chairperson this change will make big change as elected person going to handle issues generated in school and solve student and parent problem.
- In RTE 2009 SMC meetings held at least once in a month NEP 2019 also suggests the same but It suggest to record minutes of meeting and made available to all publically. For increase capacity of member in committee Capacity development program will be run by DSE and its institution as cluster and Block resource Center and civil Society. For smoothly working of SMC in school local panchayat or ward council will be responsible which helps to prevent exclusive preserve of powerful local interest.
- As per RTE 2009 Financial decision was in the hand of elected chairperson but NEP2019 gives this authority to school head master and thus strengthened school financially and provide autonomy and authority. The financial decisions and flows will be reviewed by the SMC, in addition to oversight by the head of the school complex.

There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide a quality education.

CONCLUSIONS

The three distinct roles of governance and regulation, namely, the provision/operation of education, the regulation of the education system, and policymaking, will be conducted by separate independent bodies, in order to avoid conflicts of interest and concentrations of power, and to ensure due and quality focus on each role. An independent, state-wide, regulatory body called the State School Regulatory Authority (SSRA) will be created for each

state. All regulation will be carried out by the SSRA, based on a very minimal set of basic parameters (namely, safety, security, basic infrastructure, the number of teachers across subjects and grades, probity, and sound. The Department of School Education currently acts as the apex state level body in school education and will be the primary institution for overall monitoring and policymaking for continual improvement of the system; however, it will not be involved with the provision and operation of schools or with regulation of the system, in order to eliminate conflicts of interest.

Through Capacity building Program and adding devoted and ready to help alumina, teachers in SCMC increase Community participation. To facilitate such massive mobilization and solicit active participation, SCMCs, as a microcosm of the society, can collaborate with the larger community and go a long way. The team of teachers headed by head master in close collaboration with their counterparts at other school within the school complex will work closely together to manage the school.

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The Role of Guidance and Counseling in Education

Dr. Trupti Prasad Bhalerao

Introduction:

Until the latter part of the twentieth century, education and training were confined mainly to the first phase of a person's life. Young people progressed on a straight line from school to work or to vocational education and training or to higher education, with little opportunity to change direction. Once they had left the educational system they were unlikely to return. But, nowadays, in all developed countries, the structure of people's lives is undergoing radical change in the distribution of activities by age, leading to a shift to older age groups undertaking functions previously reserved for an earlier time in life. These tendencies are linked to changes in the labour market structure, and are accompanied by readjustments in the social arrangements that regulate 'who does what, when'. These include policies to defer statutory retirement ages, extend compulsory education and training, and to postpone the age at which young people become entitled to unemployment and social benefits in the transition to working life. Despite the fact that, for many years, education was considered to be one of the most powerful guarantors of social justice, offering equal opportunities to all and selecting and awarding on the basis of merit, it has since become clear that education rather works to reproduce existing social divisions and statutes, at least partly because pupils arrive in and proceed through the system with different kinds and amounts of economic, social and cultural resources to help them. Vocational guidance services are implicated in these processes, especially in their role as an educational selection and allocation mechanism. But, as a source of information, vocational guidance can promote learning. Accreditation of work experience as a part of the larger recognition of a right to lifelong learning and another conception of competence building, also can increase access to further education.

Meaning of Guidance:

Literally guidance means 'to direct' to point out, to show the path. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

Guidance and Counseling in Education:

The aim of education is to achieve the fullest possible realization of possibilities inherent in the individual. Education fosters all aspects of an individual's personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is quite essential for the development of individual which is the main objective of education.

The Education Commission (EC-1964-66) observes "Guidance should be regarded as an integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other".




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Guidance and Counseling:

The terms guidance and counselling have been loosely or interchangeably used. Guidance is a term which is broader than counseling and it includes counseling as one of its services. Butter makes a logical separation of the counseling process i.e.

- (i) adjustive and (ii) distributive phase.
- (ii) In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase can be most aptly described as guidance while the adjustive phase can be considered as description of counselling.

Principles of Guidance: Guidance is based upon the following principles.

- (i) Holistic development of individual : Guidance needs to be provided in the context of total development of personality.
- (ii) Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.
- (v) Acceptance of individual needs: Guidance is based upon individual needs i.e. freedom, respect, dignity.
- (vi) The individual needs a continuous guidance process from early childhood throughout adulthood.
- (vii) Guidance involves using skills to communicate love, regard, respect for others.

Implications of Areas of Guidance in Global Context

The students life is getting complex day by day. Students in the twenty-first century have facing many perplex and difficult situations i.e. to make wise curricular and other curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers etc. In its beginning guidance was concentrated on problems relating to vocations. It was largely concerned with getting jobs for young people. Now guidance has gone for beyond this. It is now concerned with the entire individual in all aspects. The areas of guidance are very vast. The following are some of the important areas of guidance.

Personal:

Students face many personal problems related to themselves, their parents and family, friends and teachers, etc. They often have memories related to home or family which creates feeling of disappointment in them. If their parents are expecting too much of them it leaves them with a feeling of incompetence and insecurity leading poor self-concept and self esteem. The objectives of personal guidance are to help the individual in his/her physical, emotional, social, rural and spiritual development. The aims and objectives of personal guidance are :

To assist the individual in understanding himself/herself

To assist the individual involving the personal problems

To assist the individual in taking independent decisions and judgement

To assist the individual to view the world and the social environment in right perspective

To assist the individual in making sound adjustments to different problems confronted in life

Personal guidance is necessary at all stages of life. At the elementary school stage opportunities should be given to students for their self-expression. Personal guidance at this stage deals with the problems related to feeling of insecurity, social acceptance, discipline etc. At the secondary stage, the students have more intricate personal problems. During the secondary

stage adolescent students due to peculiar physical, emotional and social developments undergo noticeable changes in their attitude and behaviour. Personal guidance at this stage should therefore focus on personal and social adjustment. Personal guidance at the tertiary stage aims at helping them view life in relation to reality. The scope of personal guidance at this stage is very wider.

- (i) to understand his/her potentialities
- (ii) have a clear cut idea of the different educational opportunities and their requirements
- (iii) to make wise choices as regards to school, colleges, the course : curricular and extra curricular. Some of the aims and objectives of educational guidance are:

To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations.

To help the child make educational plans consist with his/her abilities, interests and goals.

To enable the student to know detail about the subject and courses offered.

To assist the student in making satisfactory progress in various school/ college subjects.

To help the child to adjust with the schools, its rules, regulations, social life connected with it.

To help the child in developing good study habits.

To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities.

Educational Guidance:

If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of students' problems. So education is an important guidance area. Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual.

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 अध्यापान करून संपादनावर होणाऱ्या परिणामकारकतेचा अध्यास करणे.

प्रा. सोनाळी जाधव

Tracing Organizational Citizenship Behaviour Across Disciplines

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प्रा. सोनाली जाधव

पी.ई.एस.बी.एड.कॉलेज, शिवाजीनगर, पुणे ०४

प्रस्तावना

२१ वे शतक हे विज्ञान युग म्हणून ओळखले जाते. विज्ञानाच्या प्रगतीमुळे मानवी जीवन हे सुखकर झालेले दिसते. मानवाच्या मुलभूत गरजा पूर्ण करण्यातून विज्ञानाचा उदय झाला असे आपण म्हणू शकतो. अशा या विज्ञान विषयाच्या अध्यापनात पृच्छा प्रशिक्षण प्रतिमानाचा उपयोग म्हणजे त्या प्रतिमानाद्वारे अध्यापनाची परिणामकारकता तपासणे.

समस्या शीर्षक

“इयत्ता ९ वी च्या विज्ञान आणि तंत्रज्ञान विषयाचे पृच्छा प्रशिक्षण प्रतिमानाद्वारे अध्यापन व त्याच्या परिणामकारकतेचा अभ्यास.”

कार्यात्मक व्याख्या

इयत्ता ९ वी

इयत्ता ८ वी उत्तीर्ण होऊन पुढील इयत्तेत गेलेला.

विज्ञान आणि तंत्रज्ञान

इयत्ता ९ वी साठी आवश्यक असलेला अनिवार्य विषय म्हणजे विज्ञान आणि तंत्रज्ञान.

पृच्छा प्रशिक्षण

पृच्छा म्हणजे विचारणे. एकमेकांच्या सहकार्याने प्रश्नाद्वारे पृच्छा केल्यास पृच्छेतून होणारे ज्ञान व त्याबदलाची विविध स्पष्टीकरणे समजण्यास विद्यार्थ्यांना मदत होते. तसेच त्याची विचारशक्ती जिजासू वृत्ती जागृत करणे म्हणजे पृच्छा प्रशिक्षण

परिणामकारकतेचा अभ्यास

इयत्ता ९ वी च्या विज्ञान आणि तंत्रज्ञान विषयातील “आरोग्याचा राजमार्ग” या घटकाचे पृच्छा प्रशिक्षण प्रतिमानाद्वारे अध्यापन केल्यानंतर त्याच्या संपादनात होणारा सकारात्मक बदल म्हणजे परिणामकारकतेचा अभ्यास.

संशोधनाची उद्दिष्टे

१. इयत्ता ९ वी च्या विद्यार्थ्यांना “आरोग्याचा राजमार्ग” या घटकाचे पारंपारिक पद्धतीने अध्यापन करणे.

२. इयत्ता ९ वी च्या विद्यार्थ्यांना “आरोग्याचा राजमार्ग” या घटकाचे पृच्छा प्रशिक्षण प्रतिमानाद्वारे अध्यापन करणे.

३. पारंपारिक पद्धती व पृच्छा प्रशिक्षण प्रतिमान यांच्या अध्यापनाद्वारे विद्यार्थ्यांच्या संपादन पातळीत फरक अभ्यासणे.

संशोधन पद्धती

संशोधन पद्धती

ऐतिहासिक पद्धती प्रायोगिक पद्धती वर्णनात्मक पद्धती प्रस्तुत संशोधनासाठी प्रायोगिक पद्धती वापरली आहे.

संशोधनाची गृहीतके

१. शिक्षक पारंपारिक पद्धतीने अध्यापनास प्राधान्य देतात. २. अध्यापनात विविध तंत्रे उपलब्ध आहेत.

परिकल्पना

१. संशोधन परिकल्पना

इयत्ता ९ वी च्या विज्ञान आणि तंत्रज्ञान विषयातील “आरोग्याचा राजमार्ग” या घटकाचे पृच्छा प्रशिक्षण प्रतिमानाद्वारे अध्यापन केल्यानंतर विद्यार्थ्यांच्या संपादनात सार्थक आढळून येते.

२. शून्य परिकल्पना

इयत्ता ९ वी च्या विज्ञान आणि तंत्रज्ञान विषयातील “आरोग्याचा राजमार्ग” या घटकाचे पृच्छा प्रशिक्षण प्रतिमानाद्वारे अध्यापन केल्यानंतर विद्यार्थ्यांच्या संपादनात सार्थक आढळून येत नाही.

जनसंख्या व नमूना निवड

प्रस्तुत संशोधनाची नमूना निवड

प्रस्तुत संशोधनासाठी असंभाव्यतेवर आधारित सहेतुक नमूना निवड पद्धतीने माध्यमिक विद्यालय आदर्की गेशिल इयत्ता ९ वी च्या वर्गातील ६० विद्यार्थ्यांची निवड करण्यात आलेली आहे.

संशोधन अभिकल्प

प्रस्तुत संशोधनासाठी “समान गट केवळ उत्तर चाचणी” अभिकल्पाचा बापर करण्यात आलेला आहे.



संशोधनाची मर्यादा

- प्रस्तुत संशोधनाची परिणामकारकता ही विद्यार्थ्यांच्या प्रतिसादावर सर्वस्वी अवलंबून आहे.
- प्रस्तुत संशोधनाचे निष्कर्ष हे पूर्णपणे संशोधकाने वनवलेल्या माहिती संकलन साधनावर अवलंबून आहे.

व्यापी

प्रस्तुत संशोधन महाराष्ट्रातील सालारा जिल्हातील इयत्ता ९ बी तील विज्ञान आणि तंत्रज्ञान विषय शिकणाऱ्या मराठी माध्यमाच्या सर्व विद्यार्थ्यांशी संविधात आहे.

परिमर्यादा

- सदर संशोधन हे शैक्षणिक वर्ष २०१९ - २० पुरतेच मर्यादित आहे.
- सदर संशोधन हे मराठी माध्यमांच्या विद्यार्थ्यांपुरतेच मर्यादित आहे.
- सदर संशोधन इयत्ता ९ बी च्या विज्ञान आणि तंत्रज्ञान विषयातील “आरोग्याचा यजमार्ग” या घटकाचे अध्यापन करण्यापुरतेच मर्यादित आहे.
- सदर संशोधन इयत्ता ९ बी च्या माध्यमिक विद्यालय आदर्की येईल ६० विद्यार्थ्यांपुरतेच मर्यादित आहे.

संबंधित साहित्याचा आडावा

संशोधकाने केलेल्या संबंधित साहित्य व संशोधनात घेतलेला आडावा पुढील सारणीत दिलेला आहे.

पुस्तके	मासिके	संतर	संख्या
११	१	पी. एच. डी.	५
		एम. फोला.	३
		एम. एड.	१२
एकूण	११	०१	२०
			३२

संशोधनाचे निष्कर्ष

- प्रयोगानंतर पृच्छा प्रशिक्षण प्रतिमानाद्वारे येणाऱ्या विद्यार्थ्यांच्या संपादनाचे योगदान हे पारंपारिक अध्यापनाद्वारे येणाऱ्या संपादनापेक्षा आस्त आहे.
- इयत्ता ९ बी च्या विद्यार्थ्यांना पृच्छा प्रशिक्षण प्रतिमानाद्वारे अध्यापन केल्यास त्याच्या संपादनात लक्षणीय वाढ होते.

शिफारशी

- शिक्षकांनी विद्यार्थ्यांचा आत्मविश्वास, चिकाटीवृत्ती, संशोधक वृत्ती बाढीस लागण्यासाठी पृच्छा प्रशिक्षण प्रतिमानाचा वापर आपल्या अध्यापन प्रक्रियेत करावा.

- शिक्षकांनी अध्यापन प्रतिमानाविषयाचे माहिती करून घ्यावा व त्यांचा अध्यापन प्रक्रियेत उपयोग करण्याचा प्रयत्न करावा.
- शिक्षकांच्या सेवापूर्व व सेवाअंतर्गत प्रशिक्षणात अध्यापन प्रतिमानांचे सखोल प्रशिक्षण देण्यात यावे.
- अध्यापन प्रतिमानांच्या मार्गदरशनासाठी उजलणी वर्ण, प्रशिक्षण इ. चे आयोजन करावे.
- शिक्षक हस्तपुस्तिकेत कोणता घटक कोणत्या प्रतिमानाच्या सहाय्याने शिकवता येईल हे प्रत्येक इयत्तेनुसार तजांच्या मदतीने नमूद करावे.

पुढील संशोधनासाठी विषय

- विज्ञानप्रमाने इतर विषयातही पृच्छा प्रशिक्षण प्रतिमानाचा वापर करून विषय शिकवणे व त्याचा संपादन पातळीवर होणाऱ्या परिणामांचा अभ्यास.
- माध्यमिक स्तराप्रमाणे उच्च माध्यमिक व महाविद्यालयांन स्तरावर पृच्छा प्रशिक्षण प्रतिमानाचा अध्यापनात वापर करून होणरद्या परिणामांचा अभ्यास..
- इयत्ता १० बी च्या विजगणित, भूमिती, विज्ञान व तंत्रज्ञान भाग १ व २ च्या विषयातील निवडका घटकावर पृच्छा प्रशिक्षण प्रतिमान व संकल्पना प्राप्ती प्रतिमान यांचा तुलनात्मक अभ्यास.
- हाच कार्यक्रम मोठ्या नमून्यावर राबवून निष्कर्षांचे सामान्यीकरण करता येईल.



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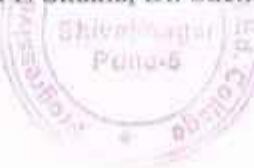
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प्रा. विद्या गावित

To Compare The Effectiveness of Mofascial Release (Mfr) Versus Instrument
Assisted Soft Tissue Mobilization (Iastm) With M2t Blade Technique on Pain
And Disability In Chronic Upper Trapezius At The End of 6 Weeks

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प्रा. विद्या गावित

पी.ई.एस. बी.एड. कॉलेज, शिवाजीनगर पुणे

प्रस्तावना

भारतातील सर्वसामान्य नागरिकासाठी अन्नसुरक्षिता, सुरक्षित निवारा आणि स्वच्छता या मुलभूत हक्कांबरोबर त्यांचे आरोग्य हे निगडीत असल्याने वरील सर्व मुलभूत गरजांबरोबर आरोग्याची गरज लक्षात घेवून नियोजन करणे आवश्यक आहे. त्यातल्या त्यात भारतातील आदिवासी समाजात आरोग्यावाबत विशेष लक्ष देवून ते सोडविणे अत्यंत गरजेचे आहे.

महाराष्ट्र शासनाने आदिवासी महिलांच्या आरोग्यासाठी केलेल्या आर्थिक तरतुदी वैद्यकीय सेवा आणि त्यासाठी राबविण्यात येणाऱ्या सेवा यांचा एकत्रित विचार केला तरी राष्ट्र स्तरावर आरोग्यविषयक निश्चित केलेले निकष बिगर आदिवासी व्यक्तीची आरोग्यमान याची तुलना करता राज्यातील आदिवासी स्त्रीयांचे आरोग्य सुधारण्यासाठी भर मोठ्या प्रमाणावर सोयी सुविधा आणि त्यांना त्यांच्यामधील आरोग्यविषयी जाणीव करून देण्यासाठी आवश्यक ते प्रबोधन आणि त्यांच्यामधील आरोग्यविषयी असलेल्या समजुती व गैरसमजुती वाविषयक संशोधन होवून आवश्यक त्या सुविधा त्यांच्यापर्यंत पुरवून आदिवासी स्त्रीयांमध्ये त्यांच्या स्वतःच्या आरोग्यविषयी जागृती निर्माण करून त्यांना राष्ट्रीयस्तरावर असून त्यांना राष्ट्रीय व बिगर आदिवासी समाजातील स्त्रीयांच्या आरोग्यापर्यंत पोहचविण्यासाठी वातावरण व सुविधा निर्माण करण्यासाठी संशोधनाची गरज आहे.

संशोधन समस्येचे विधान :

बाबार जिल्ह्यातील नवापुर तालुक्यातील खुंखवे गावातील १५ ते ३० वयोगटातील शिक्षित व अशिक्षित आदिवासी महिलांमधील आरोग्यविषयक जाणीवजागृती अभ्यासून आरोग्यविषयक कार्यक्रम व आरोग्यविषयक जाणीवजागृतीची उपयुक्तता तपासणे.

कार्यात्मक व्याख्या

आदिवासी महिला : सदर संशोधनात नंदुरबार जिल्ह्यातील नवापुर तालुक्यातील खुंखवे गावातील वयोगट १५ ते ३० वर्षील शिक्षित व अशिक्षित आदिवासी समाजातील स्त्रीया हणजे आदिवासी महिला.

आरोग्य : सदर संशोधनात आदिवासी भागातील १५ ते ३० वयोगटातील महिलांचे शारीरिक, मानसिक, व सामाजिक आरोग्य म्हणजे आरोग्य होय.

शारीरिक आरोग्य : सदर संशोधनात शारीरिक बदल, शारीरिक स्वच्छता, विविध आजार, पोषक आहार, आजारांचे उपाययोजन याची माहिती असणे म्हणजे शारीरिक आरोग्य होय.

सामाजिक आरोग्य : सदर संशोधनात स्त्री म्हणून पिळणारी वागणुक, लानाचा अधिकार, शिक्षणाचा अधिकार, चालीरीती, धार्मिक समजुती रुढी व परंपरा यांचा समावेश सामाजिक आरोग्यात होतो.

जाणीवजागृती : सदर संशोधनात १५ ते ३० वयोगटातील महिलांना शारीरिक, मानसिक, सामाजिक आरोग्याविषयी योग्य समज असणे म्हणजे जाणीवजागृती.

कार्यक्रम : सदर संशोधनात आदिवासी महिलांच्या आरोग्यामध्ये जाणीव जागृती निर्माण होण्यासाठी तंज डॉक्टर व्यक्तीची व्याख्याने, सीडीव्हारे आरोग्यविषय लघुचित्रपट, अशा विविध कार्यक्रम म्हणजे म्हणजे

कार्यक्रम.

४ संशोधनाची गरज व महत्व :

प्रस्तुत संशोधनात नंदुरबार जिल्ह्यातील आदिवासी महिलांमधील आरोग्य विषयक जाणीव जागृतीचा अभ्यास करण्यात येणार आहे. मानवाच्या अन्न, वस्त्र, निवारा या मुलभूत गरजा एवढेच मानवाचे निरेंगे आरोग्य हे महत्वाचे आहे. त्यामुळे आदिवासी महिलांमध्ये आरोग्यविषयी जाणीव जागृती होणे गरजेचे आहे. आदिवासी लोक हे अतिशय दुर्गम भागात राहतात. ज्या टिकाणी दलणवळणाची साधने ही अपुऱ्या प्रमाणात आहे. त्यामुळे या टिकाणी अत्यआवश्यक सेवा पुरविणे शक्य नसते. तसेच आदिवासी भागातील महिलांच्या गहणीमानाचा दर्जा हा कमी असून अज्ञान, मागसलेपणा, अंदूश्रद्धा, निरक्षरता यामुळे त्यांना आरोग्य विषयक वेगवेगळ्या समस्या येतात. त्यामुळे त्यांच्यात आरोग्य विषयक जाणीव जागृती निर्माण होणे आवश्यक आहे. यासाठी हे संशोधन महत्वाचे आहे. आदिवासी महिलांना येणाऱ्या शारीरिक, मानसिक, सामाजिक समस्यांचा शोध घेण्यासाठी सदर संशोधन महत्वाचे आहे.

५ संशोधनाची उद्दिष्टे :

सदर संशोधनाची उद्दिष्टे व्यापाक असल्याने संशोधनात तीन प्रमुख उद्दिष्टे मांडली आहेत.

१. आदिवासी भागातील महिलांमधील आरोग्यविषयक



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संशोधन कार्यपद्धती

१ न्यादर्शन/जनसंख्या : या संशोधनाची जनसंख्या ही नंदुरबार जिह्वातील १५ ते ३० वयोगटातील पहिली ते सातवी पार्यंत शिकलेल्या सर्व आदिवासी महिला असणार आहे.

न्यादर्श/नमुना : या संशोधनासाठी असंभाव्यता पद्धतीतील सहहेतुक नमूना निवड पद्धतीने नंदुरबार जिह्वातील नवापूर तालुक्यातील खैरवे गावातील १५ ते ३० वयोगटातील शिक्षित व अशिक्षित महिलांची नमुना म्हणून निवड करण्यात आली आहे.

माहिती संकलनाची साधने

सदर संशोधनात माहिती संकलनासाठी प्रश्नावली व चेकलिस्ट या साधनाचा वापर केला आहे.

माहिती विश्लेषणाची संख्याशास्त्रीय तंत्रे या संशोधनामध्ये माहिती विश्लेषणासाठी गुणात्मक व गाचा वापर करण्यात येईल. तसेच शेकडेवारी या संख्याशास्त्रीय साधनाचा वापर केला आहे.

१० व्यापी, मर्यादा व परिमर्यादा

व्यापी : हे संशोधन नंदुरबार जिल्ह्यातील आदिवासी महिलांच्या आरोग्य विषयक समस्याशी संबंध आहे. या संशोधनात आदिवासी भागातील वयोगट १५ ते ३० मध्यी महिलांना कोणत्या शारीरिक व सामाजिक आरोग्य विषयक समस्या येतात याचा अभ्यास या संशोधनात केला जाणार आहे. तसेच या संशोधनातून प्राप्त झालेले निष्कर्ष हे फक्त आदिवासी महिलांशी संबंधीत असणार आहे.

मर्यादा :

१ प्रश्नावली व मुलाखात ही संशोधक निर्मित असून ती प्रमाणित नाही.

२ नवावलीतून आलेले निष्कर्ष हे नंदुरबार जिह्वातील आदिवासी महिलांनी दिलेल्या प्रतिसादावर अलंबून असणार आहे.

परिमर्यादा

१ सदर संशोधन हे आदिवासी महिलांच्या सामाजिक आरोग्यविषयक जाणिवजागृतीशी मर्यादित आहे.

२ सदर संशोधन हे पहिली ते सातवीपर्यंत शिक्षण घेतलेल्या सुशिक्षित महिलांसाठी मर्यादित आहे.

३ सदर संशोधन हे आदिवासी भागातील १५ ते ३० वयोगटातील आदिवासी महिलांशीच मर्यादित आहे.

संबंधित साहित्याचा व संशोधनाचा आढावा तपशील

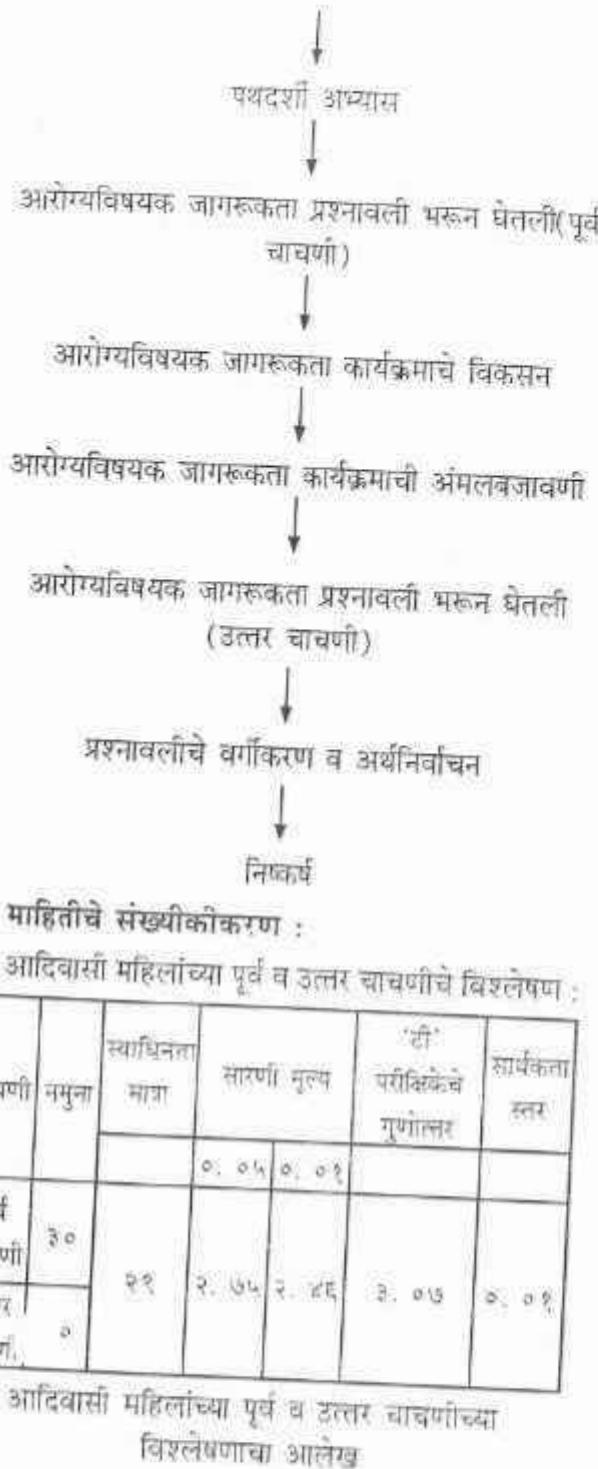
अ. क्र	स्रोत	संख्या	चले कार्यक्रम विकसन	चले आरोग्य
१	संशोधन पेपर व संशोधन लेख	३		२
२	पी. एच. डी प्रबंध	५	३	३
३	एम. फील प्रबंध	३		३
४	एम. एड. प्रबंध	४	२	२
५	पुस्तके	८	०	८
६	मासिके	४	२	२
	एकूण		२७	

११. संशोधनासाठी निवडण्यात आलेले संशोधन पद्धती :

संशोधकाने “आदिवासी महिलांमधील आरोग्यविषयक जाणिवजागृती कार्यक्रम विकसन व उपयोगता” या विषयावरील संशोधनासाठी मिश्र संशोधन पद्धतीचा वापर केलेला आहे कारण प्रस्तुत संशोधनात आदिवासी महिलांमधील आरोग्यविषयक समस्यांचा शोध घेण्यासाठी सर्वेक्षण संशोधन पद्धतीचा वापर केला आहे.

सर्वेक्षणातून प्राप्त निष्कर्षाचा विचार करून आदिवासी महिलांमध्ये आरोग्यविषयक जागरूकता वाढविण्यासाठी कार्यक्रम विकसन करून त्याची उपयुक्ता पडताळण्यासाठी प्रावोगिक पद्धतीचा वापर करण्यात आला आहे. म्हणून प्रस्तुत संशोधनासाठी मिश्र संशोधन पद्धतीचा वापर करण्यात आलेला आहे.

६	<p>मासिक पाठ्याचार्यव्याख्यान</p> <p>१ महिलाना मासिक पाठ्याचार्यव्यक्त माहिती देणे. २ महिलांमध्ये मासिक पाठ्याचार्यव्यक्त जाणिवजागृती निर्माण करणे. ३ महिलांमध्ये आढळून आलेल्या मासिक पाठ्याचार्यव्यक्त आजारांबद्दल आवश्यक मार्गदर्शन करणे.</p>	<p>स्त्री रोग तज्ज्ञ डॉ. सुलोचना नाईक यांनी मासिक पाठ्याचार्यव्यक्त महिलाना मार्गदर्शन करणार</p>		<p>महिलाना मासिक पाठ्याची माहिती देवून त्यांच्यातील आत्मविश्वास वाढवणे.</p>
७	<p>मासिक पाठ्याचार्यव्यक्त किंडीओ दाखविणे</p> <p>१ महिलाना मासिक पाठ्याचार्यव्यक्त माहिती देणे. २ महिलांमध्ये मासिक पाठ्याचार्यव्यक्त जाणिवजागृती निर्माण करणे. ३ महिलांमध्ये लघुपटाबद्दरे मासिक पाठ्याचार्यव्यक्त असर्णाया गैरसमजांविषयी आवश्यक माहिती देणे.</p>	<p>मासिक पाठ्यातील गैरसमजाबद्दल पहेली कि सहेली हा लघुपट दाखविणे</p>		<p>महिलाना मासिक पाठ्याची माहिती देवून त्यांच्यातील आत्मविश्वास वाढवणे.</p>
८	<p>मासिक पाठ्याचार्यव्यक्त किंडीओ दाखविणे</p> <p>१ महिलाना मासिक पाठ्यात सेनेटरी नॅपकीन वापरण्याबाबत माहिती देणे. २ महिलांमध्ये सेनेटरी नॅपकीन जाणिवजागृती निर्माण करणे.</p>	<p>सेनेटरी नॅपकीनचे महत्व सांगणारा पैडमन हा चित्रापट दाखविण्यात येईल.</p>		<p>महिलानामध्ये सेनेटरी नॅपकीन जाणिवजागृती निर्माण करणे.</p>
९	<p>व्यसनमुक्तीव्याख्यान</p> <p>१ महिलाना व्यसनाचे आरोग्यवर होणाऱ्या वाईट परिणामाची माहिती देणे. २ महिलांमध्ये व्यसनमुक्तीव्यक्त जाणिवजागृती निर्माण करणे.</p>	<p>व्यसनमुक्तीवर महिलाना पी. क्ली रामोळे यांचे व्याख्यान</p>	<p>हततपृष्ठ रुद्ध. नं. २८</p>	<p>महिलाना व्यसनमुक्ते होत असलेल्या रोग व आजारांबाबत महिती होईल.</p>
१०	<p>व्यसनमुक्तीव्याख्यान</p> <p>किंडीओ दाखविणे</p> <p>१ महिलाना व्यसनमुक्तीवर किंडीओ दाखविणे. २ महिलानामध्ये किंडीओबद्दरे व्यसनमुक्तीवर जाणिवजागृती निर्माण करणे. ३ महिलांमध्ये किंडीओबद्दरे व्यसनमुक्ते आरोग्यवर होणाऱ्या वाईट परिणामाची माहिती देणे.</p>	<p>व्यसनमुक्तीवर किंडीओ दाखवून त्याबद्दल जागृती करण्यात येईल.</p>		<p>आदिवसी व महिलाना त्याच्या शरीरावर व जीवनावर व्यसनाच्या परिणामाची माहिती मिळते.</p>



'टी' परिक्षिकेचे अर्थनिर्वाचन

वरील सारणीवरून असे दिसते की 'टी' चे मूल्य ३.०७ हे ०.०१ स्तरावरील कोष्टकीय 'टी' २.८८ पेक्षा जास्त आहे त्यामुळे संशोधन परिकल्पनेचा स्विकार करावा लागेल.

अनुमान :

वरील सारणी वरून डफऱ्ह २९ साठी ०.०१ स्तरावरील टी ची किंमत २.८८ आहे. प्राप्त टी ची किंमत २.८८ पेक्षा जास्त अधिक आहे. म्हणूने ०.०१ स्तरावरील क्षमता फरक आहे त्यामुळे संशोधन परिकल्पनेचा स्विकार करावा लागेल.

म्हणून आदिवासी भागातील महिलामधील आरोग्यविषयक जागरूकता वाढविण्यासाठी विकसित केलेल्या उपक्रमाची परिणामकरता सार्व दिसून येते.

संशोधनाचे निष्कर्ष :

- नंदुरवार जिह्वातील १५ ते ३० वयोगटातील आदिवासी महिलांना अनेमिया, पाळीत अनियमितता, संधे दुखणे, सिक्कल सेल व युरीन इन्फेक्शन या सारख्या आरोग्यविषयक समस्या आहेत.
- नंदुरवार जिह्वातील १५ते ३० वयोगटातील ५० टक्के आदिवासी महिला या अनिमिक आहे.
- नंदुवार जिह्वातील बहुतांश आदिवासी महिलांना हिमोगोविन कमी असणे, अंगावरून पांढरे जाणे, गर्भ न राहणे वासारख्या स्वी आरोग्याच्या समस्या या आहे त्याचा परीणाम हा त्याच्या दैनंदिन जीवनावर होतो.
- आदिवासी समाजात दारुचा वापर हा सण समारंभ जास्त होत असल्याने महिला ही व्यसन करतात.
- आरोग्यविषयक जाणिवजागृती कार्यक्रमाचा आदिवासी महिलांमध्ये आरोग्यविषयक जाणीव जागृती चांगल्या प्रकारे झाली.

संशोधनाचे योगदान :

प्रस्तुत संशोधन विषयाचा अभ्यास करताना संशोधकांने असे जाणविले की, नंदुरवार जिह्वातील आदिवासी महिलांमध्ये आरोग्यविषयक अनेक समस्या दिगून येतात. या महिलांमध्ये आरोग्यविषयक जागरूकता कमी असल्याचे दिगून येते. म्हणून अनुसुचित जामातीच्या महिलांमध्ये आरोग्यविषयक जागरूकता वाढविणे गरजेचे व अपेक्षित आहे. यासाठी संशोधकांने आदिवासी महिलांकडून प्रश्नावलीच्या विश्लेषणाने माहिती घेऊन आदिवासी महिलातील १५ ते ३० वयोगटातील आदिवासी महिलांच्या आरोग्यविषयक समस्यांचा शोध घेतला व १५ ते ३० वयोगटातील आदिवासी महिलांमध्ये आरोग्यविषयक



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डॉ. संतोष खिराडे • हिंतेश श्रीजवासी

आहे. खेडोपाई इटानेटच्या सुविधेस मर्यादा येत असल्या तरी नियं ही सुविधा उपलब्ध आहे तिये यांचा चापर नक्कीच फायद्याचा आहे पण परिणाम नाही.

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५. <http://epgp.inflibnet.ac.in>
६. <https://www.youtube.com/user/cedusat>

सहायक प्राच्यावक्त्व, प्रोग्रेसिव एन्सुकेगन सोसायटीचे, चौ. एड. कॉलेज, पुणे ५.

- डॉ. मदुरा पावर

आहे. खेडोपाई इटानेटच्या सुविधेस मर्यादा येत असल्या तरी नियं ही सुविधा उपलब्ध आहे तिये यांचा चापर नक्कीच फायद्याचा आहे पण परिणाम नाही.

मीसिक्ट ओपन ऑनलाईन कोर्सेस (मुक्त) : एक नवोपक्रम

गोपवारा :

एमओओसी म्हणावे भव्य स्वरूपात असलेला आपन ऑनलाईन कोर्स, मीसिक्ट ओपन ऑनलाईन कोर्स हा (एमओओसी) एक वेब आधारित प्लॉटफॉर्म आहे. जो जगतील अमर्यादित विचारांना, जगतील सर्वेतम संत्यासह दूरस्थ शिक्षणाची संधी प्रदान करतो.

एमओओसीचा मुख्य हेतू, ता शाळांना त्यांच्या विद्यार्थ्यांसाठी ग्रेडांगिंग कोर्स प्रदान करण्याची संधी देणे हा आहे. या कोर्सचे प्रमाण घेय विचित्र विकास शिक्षणाचे हे असते.

भारत आणि पारदेशातील एमओओसीच्या अमुख्य काही संस्था एमवीटीएल, विश्विन्द्र, ओपन हू स्टडी, कोर्सेस, एटीएक्स व डी युटेमी या आहत. भारतामध्ये एमओओसीची स्वयं हे नवीन पोर्टल उपलब्ध आहे.

मुलभूत वैचारिक शिक्षणाच्या विकासासाठी आणि मोर्टक्या उपयोगात ऑनलाईन समुदाय तयार करण्यातातील एमओओसी मोर्तक्यान आहे. उच्च वैत्यावरील शिक्षणाचे मूल्यांकन हे एमओओसीसाठी एक फार मोठे अव्यवहार आहे.

की शब्द : एमओओसी, इसाम्यु, डिविटल याम्यु, डिव्हाइस, मीएमओओसी, एक्सएमओओसी

प्रस्तावना :

११. च्या शातकात माहिती च संप्रेषण तंत्रज्ञानाच्या (आयसीटी) वापाप्रमुळे शैक्षणिक ग्रन्तिमानात अमुक्ताग्र बदल झाला. आयसीटीच्या प्रसारामुळे ऑनलाईन, पुस्त आणि लेखाचिक शिक्षण याचापैतृन मुख्य प्रवाहातील शिक्षणकडे गेले. आयसीटीमुळे शैक्षणिक सामग्रीच्या ऑनलाईन वितरणाची गुणवत्ता आणि क्षमता सुधारातील इटरनेटच्या अगणनाने माहिती च विविध सोनारपैकीत पोहचणे खप सोपे झाले आहे.

संपूर्ण या डिजिटलयांशेशनाच्या दिशेने बाटचाल करत आहे. ३५ च्या शातकातील विद्यार्थी हे चाप वित्रिच्या आत न विकासा ते जगातीक वारात शिकात. आणि संगणकाद्वारे सोशल नेटवर्किंग माईटर याहिती शोधव्याकळू

डिविटल शिक्षणकडे ; शिक्षणाचे बदलांते ग्रन्ती | ५५



एमओसीचा सुरु होण्याचा कालावधी :

काही एमओसीमी कोणत्याही वेळी सुरु केल्या जाऊ शकतात. इतर नियमित अंतराने सुरु करतात तर काही आठवड्यांनी किंवा पहिल्यात सुरु केल्या जाऊ शकतात.

एमओसीमीची मुदत :

काही एमओसीमी स्वयंपूर्ण असतात. त्वाद्वारे आणण पाहिजे तितक्या लवकर किंवा हद्दहात. अपलचा प्रातीनुसार ते कोर्स पूर्ण करू शकतो. सर्व कोर्समधी सामग्री पहिल्या दिवसापासून उपलब्ध नसते. त्यांची आठवड्यांमध्ये काही भागावधे विचागून दिली जाते. विद्याव्याक्तन स्वतःन्या कुवटीनुसार व वेगानुसार हा कोर्स पूर्ण करावयाची सुधा असते. गेवटी प्रवेक कोर्समध्ये मूल्यांकन केले जाते. एमओसीमीमध्ये लायडिक्टा असल्यामुळे विद्यार्थी विक्रम किंवा गवी अस्यास काळन स्वतःचे मूल्यांकन करू शकतो.

भारत आणि प्रदूषणातील एमओसीमी :

जगभरात जगा अनेक उद्भवनीय संस्था आहेत ज्या ना नफा आणि व्यावसायिक या तत्वानुसार एमओसीमी प्रदात्याच्या मदतीने हे कोर्स उपलब्ध करतात. विक्रीको काही संस्था या पुढीलगमणे आहेत.

१. **एनपीटीएल (भारत) :** भारतीय तंत्रज्ञान संस्था (आचार्यांटी) आणि भारतीय विज्ञान संस्था (आवामासमसी) या एलेक्ट्रोमोट्रिं अंतरालात योंगी कोर्स उपलब्ध करतात. या कोर्ससाठी नोंदी आवश्यक नसते व ते विनामूल्य आहेत.

२. **विद्युत्य (भारत आणि यूरोप) :** आचार्यांटी दिली, भारत या एलेक्ट्रोमोट्रिं संस्थापूर्त हा जोनलाईन कोर्स उपलब्ध करतात. या कोर्समध्ये असेही कोर्ससाठी नोंदी न दी आवश्यक असते. या वांचवण अपेन दू स्टडी, कोर्सग, एडीएस, डी यूमी (De usemy) यांसाठाच्या भारतावाहीरीत अंतरालात अस्यासक्तमासाठी संस्थांची व्यासंगीते उपलब्ध आहेत.

भारतातील एमओसीमी कार्यक्रम :

मानव संसाधन विकास मंत्रालयातह विद्यापीठ अनुदान आव्यागाने (योगीसी), उच्च यांच्यांप्रिक, पदचीपर आणि पदव्युत्तर पदवी येण्यासाठी भारतात एमओसीमी कार्यक्रम सुरु केला आहे. स्टडी येसाइट्स अणिडक्ट लाईग फॉर जंग असावणी यांडम (स्वयं) या नवाचे नवीन पोर्टल उपलब्ध आहे. कौशलचे नेतृ अस्यासक्तमासाठी स्वयं या

स्वेदेशी आचार्या स्लॅटकॉर्मची पूर्ण व्यवस्था भारताने केली आहे.

आचार्यांटी आणि अवामासमी सांचा संस्कृत कार्यक्रम व एनपीटीएलच्या पुढाकाराने २००३ मध्ये स्वयंमध्या प्रवास सुरु झाला. अभियोगिकी, विज्ञान आणि मानविकी प्रवाहातील अंतरालाईन वेच आणि व्हिडिओ अभ्यासक्रमांच्या माध्यमातून देशातील ई लॅर्निंग हा पहिलाच मोठा प्रवाल होता. आजवर्षी एनपीटीएलच्या नोंदी तापीमध्ये इतर व्याच अंतर्गत मोठ्या प्रमाणात ईसामधी तापीमध्ये इतर व्याच अंतर्गत योग्यांच्या पातळीवर वेळेवाळाच्या विषयात ईसामधी विकसित केली आहे. संस्थानी व्याकांगड्या पातळीवर वेळेवाळाच्या यादीनून काहीही शिकण्याची गंधी मिळते. संस्था योगीकी २००० अस्यासक्रम हे नोंदिमासी उपलब्ध आहेत. हा अस्यासक्रम पूर्ण कराण्यासाठी निवडतेन्या विविध माध्यमांपैकी दृक्शाळ्य नाहीय, चिन्ह, संशोधन आणि स्वतःच्या मूल्यांकनासह प्रकरण अस्यास गणेको काही पायावय आहेत.

सर्वतांथाणणे स्वयंम आणि एमओसीमी विषयी अधिक महिती देताना, ई लॅर्निंग सेटाचे अध्यक्ष प्रोफेसर ए.के. वक्षी असे प्रतिपादन फरतात, हे अंगनलाईन अस्यासक्रम ज्येथे शेळिंगिक तज्ज्ञांच्या प्रकारात विकसित केले आहेत आणि उच्च प्रमाणात्मक वाढ करण्याची अपेक्षा आहे. पुण्यवत्तेजी तड्डोड न करता विक्षण. या अस्यासक्रमांमुळे देशातील डिजिटल हिंट कपी काण्यास मदत होईल. एमओसीमीचे सामग्र्य :

१. एमओसीसी, विशेषत: एक्सएमओसी. सामान्य आणि इंटरनेट कानेव्यान असलेलेन्या कोणालाही विनामूल्य जागतील काही मायेंकाट विचारितापूर्व उच्च प्रतीकी सामग्री प्रदर्शित करतात.
२. विकसनशील देशांमध्ये उच्च गुणवत्तेच्या सामग्रीवर प्रवेश कराण्यासाठी एमओसी उपयोगी ठरू शकतात, पण तु वाश्टीवित्या तसेच काण्यासाठी अनुकूलन आणि स्थानिक समर्थन आणि भागीदारीमध्ये भराव गुंतवणक आवश्यक आहे.
३. एमओसी ही आवृत्त्याप शिकण्याची आणि सलत शिकण्याची एक अंतर्गत मौल्यवान पदत आहे.
४. एमओसीने परंपरागत आणि विशेषत: उच्चमूळ संरचना अंगनलाईन आणि युक्त शिकण्याकांड तसेच देण्यास धाग गाढल आहे.
५. एमओसीसीचे प्रमुख कायं स्थानजे ते संगणक व्यवस्थांतिकरण आणि पीअर टी पीअर संप्रेण्याद्वारे, उच्च शिकण्यातील अस्याव्यापक साहित्य व गुणवत्ता पूर्णांकन संवेदित पोटा खर्च चाचतो.

डॉ. संतोष काळ्यारम खिराडे हे शिक्षणाळ चिपाग, काचिंजी चहिणा वै चौधरी उत्तम महाराष्ट्र विद्यापीठ, जवळाव येथे सहायक प्राच्यपक्क या पदवर कार्यात असून त्यांना पदव्युत्तर सहायक अध्यापनाचा १२ वर्षांचा अनुभव आहे. ऐकांशिक कृत्यातील त्याच्या काळ्यारम खिराडे कामगिरी बहुल त्यांना राज्यसर्वीय यशवंतराळ पुरकरण-२०१९ प्राप्त झाला आहे. आतरशारीय विद्याशाखेच्या शिक्षणाळ विषयकर्त्ता ते पीएच.डॉ. संशोधक मार्गदर्शक आहेत. राष्ट्रीय चांगलेचिक आहे. २० शोधनिवंश प्रकारित असून ५१ राष्ट्रीय व आंतरराष्ट्रीय परिदृश्य सहायता प्रकारित वैज्ञानिक असून संपादित प्रकारित त्याचे ६ लेख असून संपादित असून संशोधक निमित्ती व अस्पालाळम संशोधन मंडळ पांगो यांच्या शिक्षणाळ अकरावी आणि बाबाबी पाठ्यपुस्तक कारिता त्यांनी समिती सदरम्य घणत कारीं केले आहे. मा. कृत्यारूप संशोधन ग्रोप्साहून योजनेअंतर्गत त्याच्या संशोधन प्रकल्पास असून त्यांना प्राप्त झाले आहे. विविध कार्यगाळा, पारिषदा, सेमिनार, विवाही शिक्षि, तसेच सेट-नेट कार्यगाळा यामध्ये संसाधन व्यक्ति म्हणून व्याख्यात दिलेली आहेत. तसेच विद्यार्थीदाच्या विविध समितीमध्ये लढळू आणि समाजवद्यक म्हणून कार्यरत असून राष्ट्रीय सेवा योजनेच्या मार्गमालान अनेक सामाजिक उपक्रमात सक्रिय राहण्या नंदविला आहे.



हितेश गोपाल दिजवासी हे विदेकानद प्रातिधान पुरकरण खाशाबा अण्या क्रीडा प्रविधिया संसदेचे व्याणिज्य आणि विकास यांचा विकासात, जक्काव नंतर ग्रंथपाल पदवर कार्यरत आहे. ग्रंथालय आणि माहितीगड्या या क्षेत्रात कार्यकार्याचा त्यांचा संसाधन व्यापक जास्तीचा अनुभव असून, प्रकाशन क्षेत्रात सुद्धा त्यांची अनेक कार्ये आहे, यात त्यांनी लिहिलेल्या ४ पुस्तकांचा आणि ३० पेशा ग्राहक शोधनिवंशिया समावेश होते. तसेच त्यांनी 'ग्रंथालय संपादन कार्य Research Scientist Award for Best Research Paper' या पुस्तकाते देखील त्यांना नोंदविण्यात आले आहे. त्यांना प्रकाशित होत असतात. ग्रंथालय आणि आतरराष्ट्रीय शोधप्रयोगिकीच्या संपादक मंडळाचे देखील त्यांद्यांनी निवड कराऱ्यात आली असून विनिध मासिक व नियतकालिकाच्या संपादनाचे कार्यवृद्ध्य त्यांनी केले आहे. ग्रंथालय ग्राहकी, नागपूर या क्षेत्रात जक्काव विकासात सचिव असून या माझ्यातून समाजात याचन संस्कृती वाढविण्यासाठी आहे.



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