

Metric ID :- 6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Findings of DVV :-

- Copy of the Course completion certificates

Response :-

We have attached relevant documents in Appendix I

Appendix- I



POST GRADUATE DEPARTMENT OF EDUCATION

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This is to certify that :

Mr./Ms./Dr. Seema Digambarao Chikhale
From (Institution) Central India Women's College of Education
Godhani, Nagpur

has attended workshop on "Teach R - A Ranking and Accreditation framework for TEIs by NCTE June 2017 : Problems and Issues." Organized by Faculty of Interdisciplinary studies, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur on 28th July, 2017 at Bharatratna Mother Teresa Hall, PG Department of Education R.T.M. Nagpur University, Nagpur.
We appreciate his/her active participation during the workshop.



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National Conference on “Role Of Technology In Innovative Teaching” dated 15th & 16th March 2019
at Zulekha College Of Education, Nagpur (Maharashtra). He / She presented / participated paper entitled
लेखन शिक्षण च्या माध्यमातून शिक्षण प्रक्रियेतील बदल



D. Darakshan Khan
Dr. Darakshan Khan
(H.O.D)

Dr. Archana Aloni
Dr. Archana Aloni
(Co-Ordinator)

Dr. Kalpana Kapse
Dr. Kalpana Kapse
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शैलजा कृष्णराव माधने बाबाजी दाते कला व वाणिज्य महाविद्यालय, यवतमाल	शिक्षणातील कल, समस्या, आव्हाने, आणि रूपांतरणे	316
सीमा चौखले ✓ सेंट्रल इंडिया कॉलेज ऑफ एज्युकेशन, गोधनी, नागपूर	तंत्रविज्ञानाचा उपयोग करून सृजनशील अध्यापन	320
वर्षा गंगने मनोहर भाई पटेल आर्ट्स, कॉमर्स अँड सॉयन्स कॉलेज, देवरी, गोंदीया	साहित्यी तंत्रज्ञान जागतिकीकरण शैक्षणिक प्रगति आणि स्त्री विकास	326
तसनीम शेख झुलेखा कॉलेज ऑफ एज्युकेशन, एम. एड. शांतीनगर, नागपूर	मध्यमिक स्तर के विद्यालयोंमें ई शिक्षा की बढ़ती भूमिका	332
मयुरी नंदकुमार ठाकरे संशोधक विद्यार्थी शासकीय विदर्भ ज्ञान, विज्ञान संस्था, अमरावती	तंत्रमानव शिक्षणातील आव्हाने	335
वैशाली एस. पाटील श्री चक्रपाणी कला महाविद्यालय	ई.लर्निंग ग्रंथालयामुळे ग्रंथालयाचे बदलते स्वरूप	337
रमणिक लेनगुरे ग्रंथपाल रेणुका कॉलेज ग्रंथालय, बेसा, नागपूर	इन्फरमेशन अँड कम्युनिकेशन टेक्नॉलॉजी आधारित वाचन प्रेरणेशी निगडित वेस्ट प्रॅक्टिस : रेणुका कॉलेज ग्रंथालयाच्या संदर्भात	340
Mrs. Ruchi Tripathi Academic Head, Zulekha Group of Colleges, Shanti Nagar, Nagpur	Contribution of ICT in Psychology	345



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Central India Women's College of Education participated in the seminar

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Dr. Anees Ahmad
Patron MSM SVBS
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Co-ordinator & Asst. Prof
KKSU, Ramtek

Dr. Rajshree Meshram

Dr. Rajshree Meshram
HOD, Dept. of Education
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Paper entitled **Mobile Learning in Higher Education**.....



Prof. Anil R. Bhaik
Convener, ICE4-2020

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S.S.Sharma

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50th Session of All India Oriental Conference organised by Kavikulaguru Kalidas Sanskrit University,
Ramtek, Nagpur during 10 - 12 Jan. 2020 and presented the paper titled कवि संविज्ञान में

इतिहास में
in the Section - Sanskrit Pedagogy

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Sectional President
50th Session,
All India Oriental Conference

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Kavikulaguru Kalidas Sanskrit University, Ramtek

National Conference

On
Opportunities & Challenges in Higher Education:
In the light of New Education Policy - 2019
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14th February 2020

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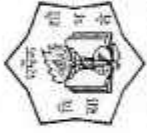
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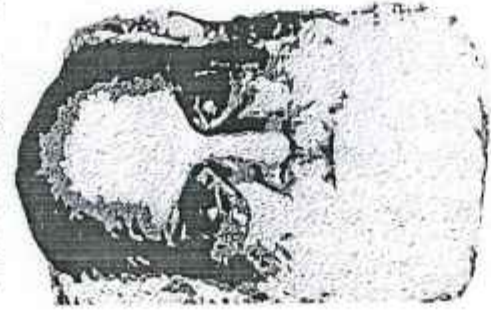
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शोधकर्मणि तस्य/तस्याः रुचिरेवमेव नित्यम् अभिवर्धतामिति कामयामहे ।



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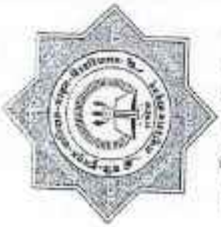
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7th & 8th February-2020



15

Mobile Learning in Higher Education

Shabana Anjum

Research Scholar

P.G.Department of Education

K.K.S.U., Ramtek

shabanaqureshy@gmail.com

Dr. Kirti Sadar

H.O.D.

P.G.Department of Education

K.K.S.U., Ramtek

drkirtisadar@gmail.com

Abstract:

Mobile Learning (M-learning) has become a significant factor in higher education. Mobile devices such as Notebooks, Tablets or Smart Phones have become very popular and common in the institutions of higher education.

Therefore, the aim of this abstract is to guide students to learn various ways of learning through mobile devices in higher education. And making teaching learning process more interactive and interesting.

Keywords : Mobile learning, Smart phone, Mobile computing device, Higher education, Students, Internet, Social media.

Introduction

In today's scenario mobile devices are in common use such as laptop, tablet or a smart phone. These devices can be carried around and can be used anywhere and anytime. Students use smartphone and tablets very commonly for social interactions. They will read books, have conversations, check email, and post to social media like Facebook while having a cup of tea or while traveling. The mobility and connectedness of these devices allows for use in a variety of places. Such pervasiveness cannot be ignored. Higher education faculty should not only be familiar with the sorts of activities that work well using mobile devices, but also aware of the strengths and weaknesses of mobile learning.

In higher education students are driving the adoption of mobile devices, such as cell phones, smart phones, and tablet computers. In Higher Education mobile devices are important in their academic success and use their devices for academic activities. The increased ubiquity of mobile computing devices on college campuses has the potential to create new options for higher education students and the exploration of mobility and social media as an instructional strategy. Mobile computing devices can provide educational opportunities for students to access course content, as well as interact with instructors and student colleagues wherever they are located.



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The purpose of this paper was to explore how higher education teaching and learning were affected by the integration of mobile computing devices. As mobile devices continue to grow as part of the higher education landscape, mobile computing devices present both opportunities and challenges to higher education institutions. The goal of our article is to present in-depth perspectives of instructors and students about their experiences of implementing mobile computing devices. However, this present paper will focus only on student's experiences and perceptions mobile computing devices brought to learning and the roles social media played.

Foundations of mobile learning

Technically still in its infancy in higher education, learning with mobile computing devices has been described and defined in a variety of ways stated that mobile learning "combines individualized learning with anytime and anywhere learning" Additional researchers have defined mobile learning as learning mobile devices our interest was focused on how mobile computing devices impacted learning with coursework, mobile computing devices Learning that is both formal and informal.

Applications of Mobile Learning:-

Learning from mobile computing devices

Mobile computing devices have included technologies that are transportable, such as cell phones and smart phones, and these may include tablet computers, laptop computers, and net books. Learning is delivered and is supported by mobile computing devices.

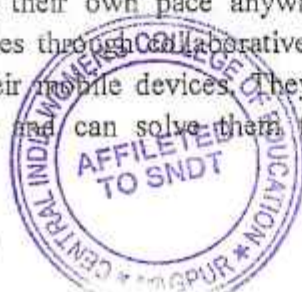
Mobile learning should focus on the actual mobility of the device. That is, mobile learning should be restricted to learning on devices which a person can carry in his or her pocket or handbag. This is the essence of mobile learning— accessing information and knowledge anywhere, anytime from devices that learners are used to "carrying everywhere with them" as friendly and personal.

Learning is formal and informal

Mobile learning is both formal and informal.

Formal learning, by design, is where learners are engaging with materials developed by a teacher to be used during a program of instruction in an educational environment. It is highly structured, institutionally sponsored, and generally recognized in terms of a certificate or a credit upon completion.

Informal learning is often defined as learning that results "from daily work-related, family or leisure activities". Learners can get various information very quickly. Learners learn at their own pace anywhere and anytime. They can learn along with their classmates through collaborative learning. Prepare their project works with creativity from their mobile devices. They can overcome the problems that arises during their learning and can solve them through their mobile devices very easily. Even the



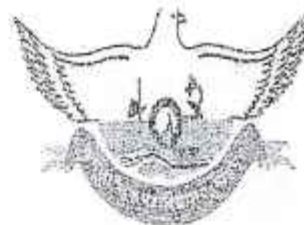
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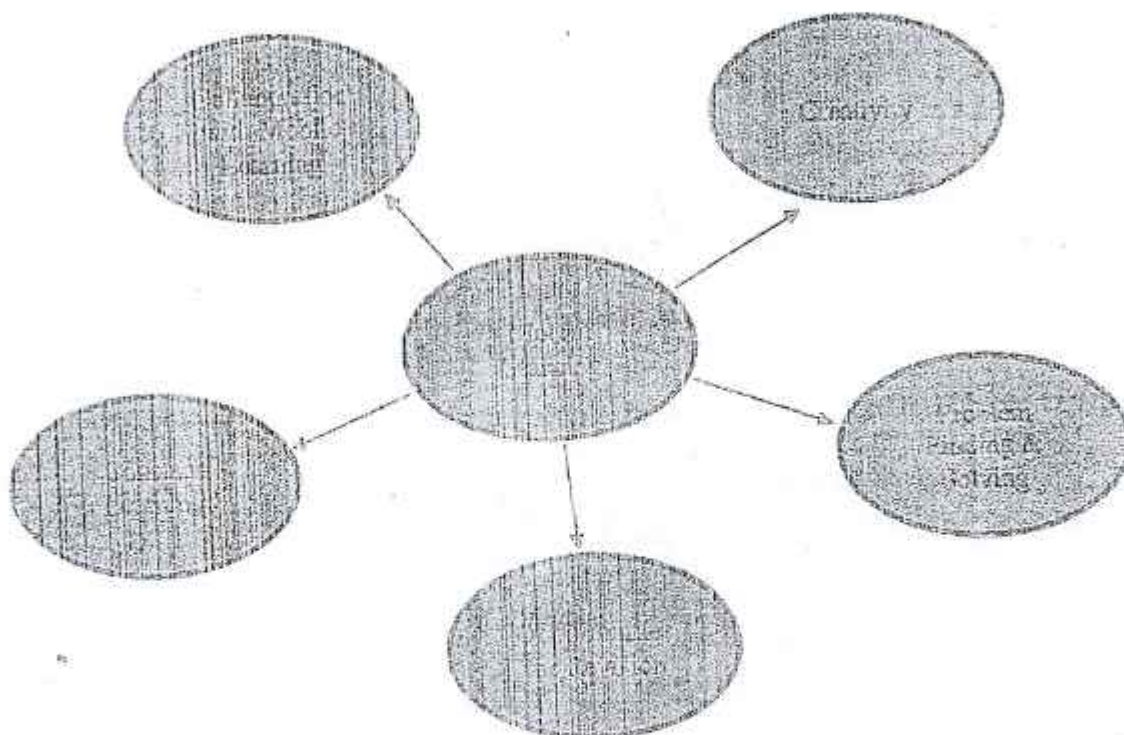
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opportunities of revision are far more better than formal leaning. Hence, constant learning.

During any of these activities, learners can use and access their mobile computing devices to collect information to be used in their formal learning environment. Mobile computing devices can be used as the bridge between formal and informal learning opportunities.



Learning should be relevant and authentic

Mobile learning, content should be more relevant and authentic where the learning is more meaningful to the learner. Learners can personalize the way they interact with the course content. They can also customize the transfer and access of information in order to build on their skills and knowledge to meet their own educational goals based on their needs and abilities. Mobile computing devices also allow for learning to be situated and context aware in which learning takes place in meaningful surroundings — most likely outside the classroom and in the student's surroundings or environment at a time appropriate for the learner.

Inculcating habit of collaborative learning

Mobile devices provide learners opportunities to collaborate, discuss content with classmates and instructors, and create new meaning and understanding. Furthermore, social media devices provide collaborative and engaging opportunities for students. Mobile use computing devices in a project-based course created a sense of connectivity with



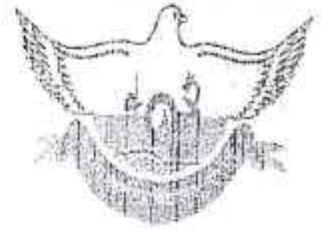
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students, instructors and their clients by allowing forth constant and immediate connection to the Internet to blog about work progress, share photos and communicate using instant messaging or text messaging. This social media tool allowed for students to collaborate and share with each other in learning. Implemented effectively, mobile computing devices can support this collaborative, constructivist approach to learning.

Social media

Higher education students and faculty members typically use the term social media inter-changeably with Web social media tools – allow learners to create video / audio, take photographs. Media to identify the location of other social networking sites for communication with classmates and their instructor. In essence, by using the applications available on mobile devices as well as social media tools a personalized, authentic learning experience can be creative.

Getting information quickly

One advantage mobile computing devices afforded students in their learning was the ability to get information quickly. Because of the convenience of constant connectivity – specifically the connectivity to the Internet – students felt that the devices allowed them to retrieve course content quickly, stating, "You can go to any source you want to within seconds." The student held up his iPhone as if to remind me that the mobile device was always easily accessible and within reach. Therefore, capitalizing on the immediate access to information that the mobile devices offered.

By quickly emailing important course documents to the students instead of passing the documents out during a face-to-face class, students felt that this was a more "quick and efficient" use of time and allowed students to have the document "right in front of us," allowing for course discussion or explanation to begin immediately. Overall, the students found using mobile devices more convenient.

Communication

Another advantage the constant connectivity available to students was the ability to communicate with fellow classmates and the instruct communication made available through the mobile device was key in the success of the instruction and allowed them to be fully productive. Students found themselves communicating more because of the mobile devices. They interacted with each other through applications, such as with Skype or video conferencing tools as well as engaged either through text messaging, the social networking tool Twitter, or the course website. One college student shared this explanation about communicating with the mobile device.

Variety of ways to learn





Students interacted with course content in a variety of ways using mobile computing devices. This included recording video or voice memos to be uploaded to the course site and then discussed by the entire class. The students at colleges also used these tools as they created their virtual history sites. Learners were able to communicate and collaborate about course content by using mobile computing devices to text message and email. Students also felt they had opportunities for reinforcement of the course material when using their mobile devices. For example, students were able to participate in polls using the devices as well as answer questions anonymously and then discuss the responses at length during the class session.

Conclusion

Mobile computing devices and the use of social media allow student interaction with content. In Higher Education mobile devices are important to their academic success and use their devices for academic activities. The increased ubiquity of mobile computing devices on college campuses has the potential to create new options for higher education students and the exploration of mobility and social media as an instructional strategy. Mobile computing devices can provide educational opportunities for students to access course content, as well as interact with instructors and student colleagues wherever they are located.

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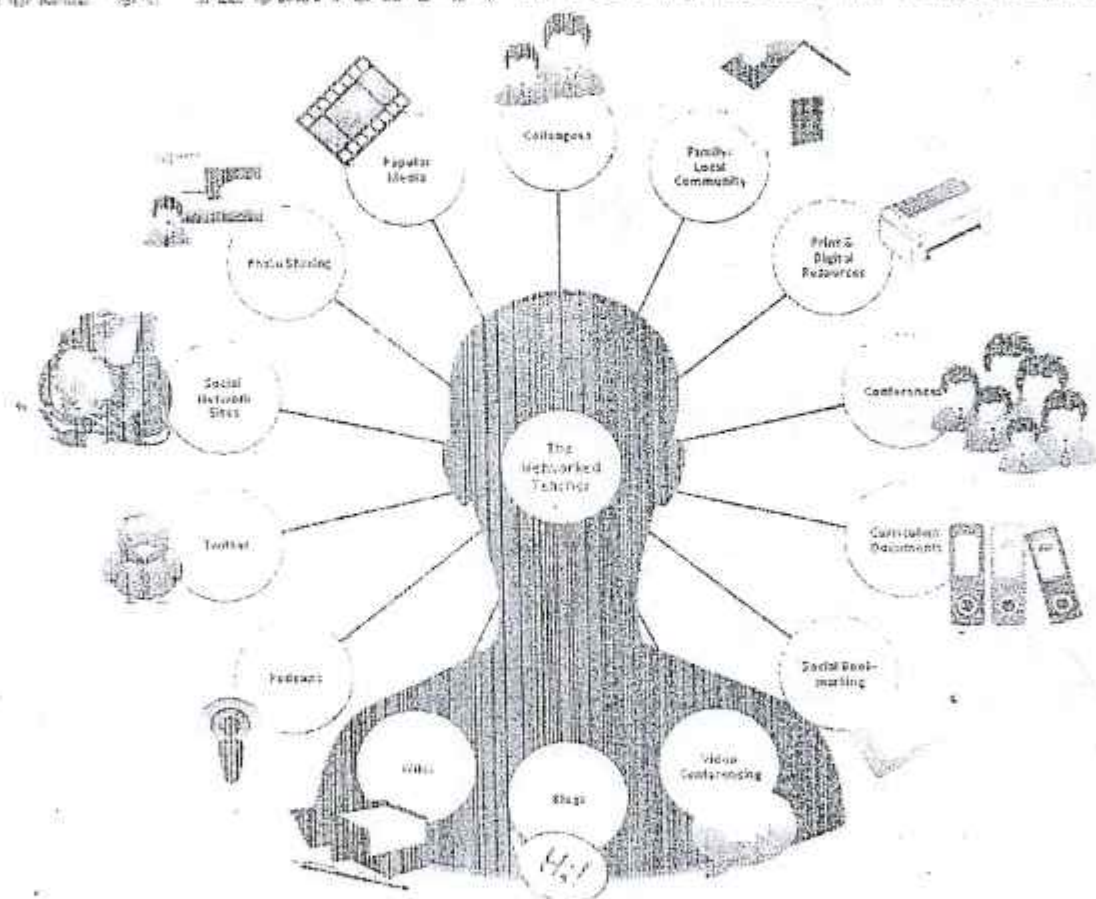
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E learning in Innovative Teaching

SHABANA ANJUM
Research Scholar
P.G. Department of Education
K.K.S.U, Ramtek

DR. KIRTI SADAR
H.O.D,
P.G. Department of Education
K.K.S.U, Ramtek

ABSTRACT :

The term e-learning comprises a lot more than online learning, virtual learning, distributed learning networked or web-based learning. E-learning incorporates all educational activities. Many scholars agree that E - Learning plays an increasingly important role in facilitating the educational processes and systems of today. E-learning has started to emerge in many developing countries where it has the potential to help meet an increasing demand for education and address the growing decline of trained teachers where it has the potential to help meet an increasing demand for education and address the growing decline of trained teachers. The application of e-learning in developing countries has gradually advanced in recent years with an improved availability of Internet connections, local area networks, and IT support.

Introduction:

New technologies manage to develop the student's interest in learning activity. Technology can make learning more interactive and enhance the enjoyment to learning and teaching. Technology can individualize and customize the curriculum to match learner's developmental needs as well as personal interests. Technology may transform the educational content and motivate students towards lifelong learners. Technology is likely to be more successful when the software, the purpose for instruction and learning objectives matches teachers understanding of learners need, to memorize and respond to predetermined answers. Equally important is an appropriate matching of the levels of student's knowledge and prerequisite skills and expectations of the software.

Student characteristics are regarded as a critical success factor in e-learning in developing countries like India. Student attitudes are influenced by the quality and perceived ease of use of e-learning courses, functionality of e-learning platforms, and the level of student computer skills computer experience including perceived self-efficacy, enjoyment, and usefulness of using e-learning also plays a role. In turn, positive student attitudes and behaviors towards e-learning are critical to their e-learning readiness and acceptance.

E- Learning:

E-learning is an education via the Internet, network, or stand alone computer. E-learning is basically the network enabled convey of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, Computer based learning, virtual classrooms and digital collaboration.



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Virtual classrooms and digital collaboration. EL is when contents delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. E-learning was first called "Internet-Based training" then "Web-Based Training" Today you will still find these terms being used, along with variations of E-learning. EL is not only about training and instruction but also about learning that is tailored to individual. There are six core aims of the e-learning programmed concern,

Practitioner confidence and skills

Learner access and choice

Flexible, customizable systems and tools

Enabling, cost-effective technical infrastructures

Enabling, responsive e-learning policies and processes

Institutions using e-learning to widen participation, deliver flexible opportunities, support work-based learning.

E-learning includes all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process.

This often involves both out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum. E-learning is the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. It is commonly thought that new technologies can make a big difference in education. In young ages especially, children can use the huge interactivity of new media, and develop their skills, knowledge, and perception of the world, under their parents' monitoring, of course. Many proponents of e-learning believe that everyone must be equipped with basic knowledge in technology, as well as use it as a medium to reach a particular goal and aim. In the 20th century, we have moved from the Industrial Age through the Information Age and now to the Knowledge Age.

There are many terms used to describe learning that is delivered online, via the internet, ranging from Distance Education, to computerized electronic learning, online learning, internet learning and many others. We define eLearning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, video tape or over a television channel. It is interactive in that you can also communicate with your teachers, professors or other students in your class. Sometimes it is delivered live, where you can "electronically" raise your hand and interact in real time and sometimes it is a lecture that has been prerecorded. There is always a teacher or professor interacting /communicating with you and grading your participation, your assignments and your tests. E-Learning has been proven to be a successful method of training.

Role of New technologies in Education:

New technologies manage to develop the student's interest in learning activity. Technology can make learning more interactive and enhance the enjoyment to learning and teaching.



Technology can individualize and customize the curriculum to match learner's developmental needs as well as personal interests. Technology may transform the educational content and motivate students towards lifelong learners. Technology is likely to be more successful when the software, the purpose for instruction and learning objectives matches teachers understanding of learners need, to memorize and respond to predetermined answers. Equally important is an appropriate matching of the levels of student's knowledge and prerequisite skills and expectations of the software.

E-learning includes information and communication technology (ICT) in education, EdTech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, online learning/virtual education, virtual learning environments (VLE; which are also called learning platforms), m-learning, and digital education. All of these terms appear in articles and reviews; the term "e-learning" is used frequently, but is variously and imprecisely defined and applied.

Understanding eLearning is simple. E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

Features of E-Learning:

- Learning is self-paced and gives students a chance to speed up or slow down as necessary
- Learning is self-directed, allowing students to choose content and tools appropriate to their differing interests, needs, and skill levels
- Accommodates multiple learning styles using a variety of delivery methods geared to different learners; more effective for certain learners
- Designed around the learner
- Geographical barriers are eliminated, opening up broader education options
- 24/7 accessibility makes scheduling easy and allows a greater number of people to attend classes
- On-demand access means learning can happen precisely when needed
- Travel time and associated costs (parking, fuel, vehicle maintenance) are reduced or eliminated
- Overall student costs are frequently less (tuition, residence, food, child care)
- Potentially lower costs for companies needing training, and for the providers
- Fosters greater student interaction and collaboration
- Fosters greater student/instructor contact
- Enhances computer and Internet skills
- Draws upon hundreds of years of established pedagogical principles.

Benefits of e-Learning:

There are many significant advantages for the student who learns online. Here are just a few to consider:

- Convenience and Portability
- Courses are accessible at your schedule
- Online learning does not require physical attendance



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एज्युकेशन, नागपूर क.का.सं.वि. रामटेक

प्रस्तावना :

शिक्षण ही सतत चालणारी प्रक्रिया आहे. ही प्रक्रिया औपचारिक आणि अनौपचारिक माध्यमातून ती पूर्ण होते. अनौपचारिक शिक्षणाला कुठलाही आराखडा स्वरूप नसते. शिक्षण व्यक्ती आणि समाजाचा महत्त्वाचा आधार आहे. समाजात बदल घडविण्याचे सामर्थ्य शिक्षणप्रणालीतच आहे. सांस्कृतिक ठेवा एका पिढीकडून दुसऱ्या पिढीकडे प्रभावीपणे पोहचविण्याचे काम शिक्षणाच्या माध्यमातूनच होत असते. शिक्षण हे तत्कालिन बदल करून ते समाजभिमुख पोषक केले जाते. शिक्षणाने त्या राष्ट्राला एक नवीन दृष्टी व ज्ञान मिळते. शांती, सद्भावना, न्यायपूर्ण समाजरचनेत शिक्षणाची काय भूमिका आहेत. याचे उत्तर आजही कित्येक देशांच्या शिक्षणप्रणालीत नाही. जी राष्ट्रे पराभवाच्या खाईत ढकलल्या गेली. त्या राष्ट्रावर विजय मिळविलेल्या राष्ट्रांनी प्रथम तिथली शिक्षण पद्धती नाष्ट केली. आणि म्हणूनच स्वातंत्र्य प्राप्तीनंतर सर्वप्रथम तेथील शिक्षणपद्धती चा सर्वांगीण विकास होणे आवश्यक होते. पण तो गरजे नुसार झाला नाही. त्यासाठी इंग्रजांनी लादलेल्या शिक्षण पद्धतीवर स्वामी दयानंद सरस्वती, लोकमान्य टिळक, महात्मा गांधी, स्वामी विवेकानंद इ. तत्वज्ञानी बरेच प्रयत्न केले. विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा सर्वांगीण विकास करण्यावर माध्यमिक शिक्षणाचा भर आहे विद्यार्थ्यांच्या सुप्त गुणांचा विकास शिक्षणाच्या माध्यमातून झाला पाहिजे शिक्षणा द्वारे चांगले वळण लावून त्यांच्यात नैतिक मूल्यांची जोपासना केली जावी. महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण कायदा १९६५ योजी अस्तित्वात आला.

माध्यमिक शिक्षण म्हणजे कुमारावस्थेच्या किंवा पौगंडावस्थेच्या गरजा पूर्ण करण्यासाठी दिले जाणारे सर्वसामान्य, तांत्रिक, व्यावसायिक किंवा विशेष शिक्षण होय. त्याच प्रमाणे प्राथमिक शिक्षणानंतर सर्वांना देण्यात येणारे आणि भारतातील कायदयानुसार निर्माण झालेल्या विद्यापीठाकडून नियंत्रित करण्यात येणाऱ्या शिक्षणापूर्ती दिले जाणारे शिक्षण म्हणजे माध्यमिक शिक्षण होय.

माध्यमिक शिक्षण आयोगाने विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा सर्वांगीण विकास करण्यावर भर दिलेला आहे. विद्यार्थ्यांच्या सुप्त गुणांचा विकास शिक्षणाच्या माध्यमातूनच घडवून आणला पाहिजे. शिक्षणातून चांगले संस्कार करणे म्हणजे वळण लावणे लहान वयातच मुलांना योग्य वळण लावता येते. त्याच प्रमाणे नैतिक मूल्याची जोपासना करण्याची जबाबदारी शिक्षणातून शिक्षकावर दिली पाहिजे.

भावना या शब्दाला इंग्रजीत Emotion असे म्हणतात. Emotion हा शब्द Emovere या शब्दापासून उत्पन्न झाला आहे. Emovere म्हणजे to stir किंवा to move असा आहे. मराठी मध्ये आपण याला 'ढवळणे किंवा हलविणे' असा म्हणता येईल. मनाला हलविणे किंवा ढवळणे या बाबी भावनामध्ये येतात. मनाची व्याकुळता, खळबळ किंवा गोंधळ म्हणजे भावना, प्रेम, मत्सर, द्वेष, आनंद या सर्व मनाच्या आंदोलित अवस्थांचे आहेत. कोणतीही तीव्र, जोरदार व प्रफुल्ल मनाच्या अवस्था म्हणजे 'भावना' होय.

E.L.Thorndike यांनी १९२० मध्ये 'सामाजिक बुद्धिमत्ता' अशा संकल्पना मांडली होती. 'भावनिक बुद्धिमत्ता' या संकल्पनेचे मुळ बुद्धिगुणांक Emotional Quotient 'भावनिक बुद्धिमत्ता' या शब्दातून घेतले जाते. एकमेकांशी अदलाबदली ने वापरता येतात. saloveys and



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PRINCIPAL
Central India Women's College Of Education
Nagpur



mayre यांनी १९९० मध्ये प्रथम 'भावनिक बुद्धिमत्ता' ही संज्ञा उपयोगात आणली जुळवून घेणाऱ्या क्षमतांच्या तीन विविध विभागांचा त्यात समावेश होतो.

१. यात स्वतःचे तसेच दुसऱ्याचे मूल्यांकन व अविष्कार करता येते स्वतःच्या बाबतीत शाब्दिक व अशाब्दिक घटकांचा समावेश होतो. दुसऱ्यांच्या बाबतीत अशाब्दिक अवबोध, आणि कल्पनेने दुसऱ्यांच्या अंतरंगात शिरून त्यांच्या भावना जाणून घेण्याच्या कुवतीचा (empathy) समावेश होतो.

२. स्वतः मधील व इतरांमधील भावनेला शिस्त लावण्याची क्रिया त्यात येते.

हा भावनेचा उपयोग आहे. त्यात लवचिक नियोजन, सर्जनशिल विचार प्रक्रिया अवधानात बदल व प्रेरणाचा समावेश असतो. Golman यांनी १९९५ मध्ये यात व्यक्तिमत्त्वविषयक अनेक वैशिष्ट्यांचा समावेश केला त्यामुळे जीवनाच्या कोणत्याही क्षेत्रात यश मिळेल असा 'त्यांना विश्वास वाटला. Mayer व solovey यांनी १९९४ मध्ये आपल्या व्याख्येत सुधारणा करून त्यात भावनिक बुद्धिमत्तेच्या ज्ञानात्मक, बोधात्मक घटकांना महत्त्व दिले.

३. भावनिक बुद्धिमत्ता ही जीवनात अतिशय महत्त्वाची आहे.

"अचूक पणे अवबोध होण्याची क्षमता, भावनांचे मूल्यांकन करणे व अविष्कार करणे आणि भावनांची निर्मिती करणे व त्यांचा उपयोग करण्याची संधी देणे. यांचा समावेश भावनिक बुद्धिमत्तेत होतो". अधिक औपचारिक पणे सांगायचे तर भावनिक बुद्धिमत्तेचा संबंध भावनिक जानीव व भावनिक व्यवस्थापन कौशल्याशी आहे. त्यामुळे भावना आणि बुद्धी यातील समतोल राखण्याची क्षमता येते. व्यक्तिजवळ असणाऱ्या ज्ञानात्मक, बोधात्मक, अवबोधात्मक व अशारीरिक अशा क्षमतांचा व कौशल्यांचा संचय म्हणजे भावनिक बुद्धिमत्ता होय.

भावनिक बुद्धिमत्ता असणारी व्यक्ती ही आपल्या भावनावर नियंत्रण ठेवतो. समाजात ती व्यक्ती ही आपल्या भावनावर नियंत्रण ठेवतो. समाजात तोल्याची योग्य रितीने अभिव्यक्ती करतो आणि भावनिक बुद्धिमध्ये सर्व घटकांना अनुसरून तो वर्तन करित असतो. म्हणून भावनिक बुद्धिमत्तेची व्यक्तीमत्त्व विकासावर सामाजिक जीवनात शैक्षणिक जीवनात गरज आहे. आवश्यकतेनुसार यशस्वी जीवनाची ती नाव आहे.

आजचा विद्यार्थी हा भावनेवर नियंत्रण ठेवणारा विद्यार्थी असावा अशी शिक्षणाकडून अपेक्षा केली जाते. विद्यार्थ्यांमध्ये भावनिक स्थैर्य परिपक्वता निर्मितीची गरज प्रकर्षाने भासत आहेत. त्यावरच त्याची भावनिक बुद्धिमत्ता अवलंबून असते.

गरज व महत्त्व

अध्ययन अध्यापन प्रक्रियेत भावनिक बुद्धिमत्ता महत्त्वाची आहे शिक्षक व विद्यार्थ्यांच्या भावनांच्या प्रभावामुळे अध्ययन शैली विकसित होते अध्ययन अध्यापन प्रक्रिया अधिक परिणामकारक व गुणवत्ता पूर्ण करण्यासाठी भावनिक बुद्धिमत्तेची आवश्यकता आहे भावनिक बुद्धिमत्तेमुळे शिक्षणाच्या पारंपारिक ध्येयांच्या पलिकडे जाऊ शकतो. भावनिक बुद्धिमत्तेचा विकास करण्याची आवश्यकता आहे म्हणूनच प्रस्तुत विषयाचा अभ्यास करण्याची आवश्यकता आहे.

संशोधन समस्या (Statement of the problem)-

माध्यमिक शाळेत शिकणाऱ्या विद्यार्थ्यांची भावनिक बुद्धिमत्ता चा अभ्यास

संशोधनाची उद्दिष्टे (Objectives) –

- १) माध्यमिक शाळेत शिकणाऱ्या मुले आणि मुलींच्या भावनिक बुद्धिमत्तेचा शोध घेणे.
- २) माध्यमिक शाळेत शहरी भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेचा शोध घेणे.
- ३) माध्यमिक शाळेत ग्रामिण भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेचा शोध घेणे.



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परिकल्पना :-

- १) माध्यमिक शाळेत शिकणाऱ्या मुले आणि मुलींच्या भावनिक बुद्धिमत्तेमध्ये सार्थक फरक आढळून येत नाही.
- २) माध्यमिक शाळेत शहरी भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तामध्ये सार्थक फरक आढळून येत नाही.
- ३) माध्यमिक शाळेत ग्रामीण भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तामध्ये सार्थक फरक आढळून येत नाही.

संशोधन पद्धती

प्रस्तुत संशोधना करिता सुगम यादृच्छिक न्यादर्श पद्धतीची निवड करण्यात आली आहे. नागपूर जिल्हातील माध्यमिक शाळांची सुगम यादृच्छिक न्यादर्श पद्धतीने निवड करण्यात आली. त्यासाठी एकूण १०० विद्यार्थ्यांची ग्रामीण ५० आणि शहरी ५० त्याच प्रमाणे ग्रामीण विभागातील २ आणि शहरी विभागातील २ शाळांची माध्यमिक स्तरावरील व ९ च्या विद्यार्थ्यांची निवड लॉटरी पद्धतीने करण्यात आली.

संशोधन साधने

भावनिक बुद्धिमत्ता चाचणी, एस. पी. कुलश्रेष्ठ यांचा प्रमाणित चाचणीचा उपयोग करण्यात आला.

संख्याशास्त्रीय तंत्रे -

प्रस्तुत संशोधनात मध्यमान, प्रमाणविचलन व 't-test' या संख्याशास्त्रीय तंत्रांचा वापर करण्यात आला आहे.

सारणी क्रमांक-१

गट	न्यादर्श	मध्यमान	प्रमाण विचलन	प्राप्त 't' मूल्य	नमूना 't' मूल्य	सार्थकतास्तर	सार्थक आहे, नाही
मुले							
भावनिक बुद्धिमत्ता	५०	१८८	८.८२	०.७९	१.९६	०.०५	नाही
मुली							
भावनिक बुद्धिमत्ता	५०	१८७	९.०९				

- १) माध्यमिक शाळेत शिकणाऱ्या मुले आणि मुलींच्या भावनिक बुद्धिमत्तेमध्ये सार्थक फरक आढळून येत नाही.

वरील सारणी वरून असे निदर्शनास येते की मुले आणि मुलींच्या लिंग आधारावर मुलांचे भावनिक बुद्धिमत्तेचे मध्यमान १८८ आणि मुलींचे १८७ आहे.

तसेच प्रमाण विचलन मुलांचे ८.८२ आणि मुलींचे ९.०९ आहे. सार्थकता ०.०५ स्तरावर नमूना 't' मूल्य १.९६ असून मुले आणि मुलींच्या आधारावर प्राप्त 't' मूल्य ०.७९ आहे व ०.०५ स्तरावर सार्थक नाही.

त्यामुळे या परिकल्पनेची सिद्धता करावा लागेल यावरून असे निदर्शनास येते की मुले आणि मुलींच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक नाही.





सारणी क्रमांक-२

२) माध्यमिक शाळेतील शहरी भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक आढळून येत नाही.

गट	न्यादर्श	मध्यमान	प्रमाण विचलन	प्राप्त 't' मूल्य	नमूना 't' मूल्य	सार्थकता	सार्थक आहे, नाही
मुली भावनिक बुद्धिमत्ता	५०	१८८	८.९७				
मुले भावनिक बुद्धिमत्ता	५०	१८७	९.४२	०.६२	१.९६	०.०५	नाही

वरील सारणी क्रमांक २ वरून असे निदर्शनास येते की मुले आणि मुलींच्या लिंगभेदाच्या आधारावर शहरी मुलींचे भावनिक बुद्धिमत्तेचे मध्यमान १८८ आहे आणि शहरी मुलांचे मध्यमान १८७ आहे.

तसेच प्रमाण विचलन शहरी मुलींच्या भावनिक बुद्धिमत्तेचे ८.९७ शहरी मुलांचे भावनिक बुद्धिमत्तेचे प्रमाण विचलन ९.४२ सार्थकता ०.०५ स्तरावर नमूना 't' मूल्य १.९६ असून मुले आणि मुलींच्या लिंगभेदाच्या आधारावर प्राप्त 't' मूल्य भावनिक बुद्धिमत्तेचे ०.६२ आहे. शहरी मुले आणि मुलींचे भावनिक बुद्धिमत्ता मध्ये सार्थक फरक नाही यामुळे या परिकल्पनेचा स्विकार करावा लागेल यावरून असे निदर्शनास येते की शहरी मुले आणि मुलींच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक नाही.

सारणी क्रमांक-३

३) माध्यमिक शाळेतील ग्रामीण भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक आढळून येत नाही.

गट	न्यादर्श	मध्यमान	प्रमाण विचलन	प्राप्त 't' मूल्य	नमूना 't' मूल्य	सार्थकता स्तर	सार्थकता आहे, नाही
मुले भावनिक बुद्धिमत्ता	५०	१८८	८.९७				
मुली भावनिक बुद्धिमत्ता	५०	१८८	८.५९	१.५१	१.९६	०.०५	नाही

*Shikha*

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वरील सारणी ३ वरून असे निदर्शनास येते की न्यादर्श मुले आणि मुलींच्या लिंगभेदाच्या आधारावर ग्रामीण मुलींचे भावनिक बुद्धिमत्तेचे मध्यमान १८८ आहे आणि ग्रामीण मुलांचे मध्यमान १८८ आहे.

तसेच प्रमाणविचलन ग्रामीण मुलींच्या भावनिक बुद्धिमत्तेचे ८.५९ ग्रामीण मुलांचे भावनिक बुद्धिमत्तेचे प्रमाण विचलन ८.९७ सार्थकता ०.०५ स्तरावर नमूना 't' मूल्य १.९६ असून मुले आणि मुलींच्या लिंगभेदाच्या आधारावर प्राप्त 't' मूल्य भावनिक बुद्धिमत्तेचे १.५९ आहे. ग्रामीण मुल आणि मुलींचे भावनिक बुद्धिमत्ता मध्ये सार्थक फरक नाही यामुळे या परिकल्पनेचा स्विकार करावा लागेल यावरून असे निदर्शनास येते की ग्रामीण मुले आणि मुलींच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक नाही.

निष्कर्ष :

- १) माध्यमिक शाळेत शिकणाऱ्या मुले आणि मुलींच्या भावनिक बुद्धिमत्ते मध्ये सार्थक फरक आढळून येत नाही.
- २) माध्यमिक शाळेत शहरी भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक आढळून येत नाही.
- ३) माध्यमिक शाळेत ग्रामीण भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्ता मध्ये सार्थक फरक आढळून येत नाही.

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This is to certify that **Mr./Ms. Sharda Gulabrao zod** has attended **State Level Faculty Development Program on 'National Education Policy-2020'** organized by **Employability Enhancement Cell & IQAC** Cell at **Ashoka International Centre for Educational Studies and Research, Nashik** on **26th November 2022**.

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Coordinator,
KKSU-MRC, Ramtek




Prof. Kalapini Agasti
Principal Investigator
IKS Centre, Ramtek


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Prof. Madhusudan Penna
Vice-Chancellor,
KKSU, Ramtek



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Dr. Suhas Funde

has actively Co-ordinate in the webinar on Wealth Awareness Program
conducted by Flab Udyam Expert on 24th April 2023 in coordination with
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भारतीय शिक्षा प्रणाली पर COVID-19 का प्रभाव

Suhas Anil Funde, Kiran Pandurang Khot

Assistant Professor, Dr D.Y Patil College of Education, Pimpri-Chinchwad, Pune, Maharashtra, India

सारांश

हाल ही में COVID-19 एक महामारी में बदल गया है और इसने हमारे भारतीय सामाजिक-आर्थिक क्षेत्र के साथ-साथ शिक्षा क्षेत्र को भी प्रभावित किया है। सभी स्कूल, कॉलेज, विश्वविद्यालय, सभी शैक्षणिक संस्थान COVID-19 के कारण लंबे समय से बंद रहे हैं, शिक्षण की पूरी प्रक्रिया को ऑनलाइन सीखने से बदल दिया गया है, इस पेपर के कुछ पहलुओं की जानकारी ऑनलाइन खोज एव डेटा के रूप में विश्लेषण करता है। उच्च शिक्षा हेतु प्रवेश करने वाले लोगों की संख्या के संबंध में भारत के शिक्षा क्षेत्र के सामने आने वाली चुनौतियाँ और इस महामारी के कारण शिक्षा में बहोत सारे बदलाव हुये हैं। COVID-19 महामारी और आगामी लॉकडाउन ने लोगों के जीवन पर प्रतिकूल प्रभाव डाला है, विशेष रूप से मध्यम एव गरीब परिवार मे रहने वाले वर्गों की आजीविका पर इसका असर हुआ है, भोजन की कमी और स्वास्थ्य सेवाओं और शिक्षा तक पहुंच में व्यवधान के साथ, यह रिपोर्ट जून-जुलाई २०२० से जून २०२१ की अवधि के दौरान भारत के सभी राज्यों के COVID-19 के परिणाम के आधारित निगरानी (सीबीएम) का उपयोग करते हुए निष्कर्षों पर आधारित है। रिपोर्ट ने कमजोर आबादी की आवाजों को सामने लाया है, क्योंकि उन्होंने COVID-19 के कारण होने वाले व्यवधानों का अनुभव किया है। कमजोर परिवारों के बच्चों की स्कूली शिक्षा में बड़ा व्यवधान पड़ा है, COVID-19 महामारी और लॉकडाउन के मद्देनजर। लगभग सभी स्कूल बंद रहे हैं, वर्ष 2020-2021 यह वर्ष ऑनलाइन कक्षाएं सीखने का मुख्य मार्ग बन गया है। डिजिटल विभाजन ने गरीब और मध्यम वर्ग के परिवारों को प्रतिकूल रूप से प्रभावित किया है क्योंकि यह वर्ग स्मार्टफोन जैसे उपकरणों का खर्च नहीं उठा सकते थे और उनके पास डिजिटल साक्षरता की कमी थी, और साथही पर्याप्त इंटरनेट कनेक्टिविटी तक पहुंच की भी कमी थी। ऐसे परिवारों के बच्चे इस प्रकार से शिक्षा लेणे मे असमर्थ रहे इसका परिणाम शिक्षा क्षेत्र मे गरीब एवं मध्यम परिवार के बच्चो का भविष्य पूरी तरह से गिरने का खतरा है।

मूल शब्द: भारतीय शिक्षा प्रणाली, COVID-19

प्रस्तावना

COVID-19 एक संक्रामक बीमारी है और इस नाम का इस्तेमाल पहली बार WHO ने 11 फरवरी को किया था। 2020 में बर्मीनगहम तीव्र श्वसन सिंड्रोम कोरोनावायरस (SARS-CoV-2) के कारण होता है। बुखार, खासी और सांस की

तकलीफ इस बीमारी के सामान्य लक्षण हैं, चीन का शहर वुहान ही वह जगह है जहां कोरोना वायरस का पहला मामला सामने आया था, और 31 दिसंबर 2019 को WHO को इसकी सूचना दी गई थी। अब यह बीमारी पूरे देश में फैल गई है, काफी उच्च मृत्यु दर के साथ दुनिया मे



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की संख्या कम है और इनमें से एक महत्वपूर्ण कारण COVID-19 के प्रकोप के कारण माता-पिता की आय में गिरावट है। दूसरा कारण यह माना जा सकता है कि पारंपरिक विषय बाजार में नौकरी पाने के लिए ज्ञान पर्याप्त नहीं है और इसलिए उच्च शिक्षा की आवश्यकता है, समग्र और कुशल विकास करने के लिए अध्ययन की अनुमति देकर या तकनीकी या व्यावसायिक शिक्षा मांग के बीच की खाई को भर सकती है और शिक्षा उद्योग में आपूर्ति और देश के युवाओं में रोजगार की क्षमता को आत्मसात किया जा सकता है इस के लिए COVID-19 के समय में, सरकार ने कई पहल की हैं जिन पर चर्चा की गई है, खंडेवाल, ए. और कुमार, ए. (2020)। शिक्षा क्षेत्र के इस संदर्भ में अपनी आवश्यकता के लिए ऑनलाइन समाधान को स्वीकार करने और लागू करने में अग्रणी है। छात्रों को नवोन्मेषी और इंटरैक्टिव के माध्यम से सीखने का एक संपूर्ण अनुभव प्रदान किया जा रहा है लाइव क्लासेज, ऑन-द-स्पॉट डाउट क्लियरेंस और प्रैक्टिस पेपर जैसी शिक्षण विधियां। विश्वविद्यालयों ने वर्चुअल कक्षाओं के लिए ऑनलाइन शिक्षण प्लेटफॉर्म को के प्रतिस्थापन के रूप में अपनाया है, पारंपरिक शिक्षा शिक्षण; परिणामस्वरूप, शिक्षण संस्थान ऑनलाइन शिक्षण को अपना रहे हैं और आईसीटी उपकरणों का अधिक से अधिक उपयोग करने के लिए आगे आ रहे हैं। का सर्वोत्तम उपयोग करने के लिए प्रशिक्षण सत्रों की आवश्यकता इन तकनीकों पर वांग, एक्स द्वारा चर्चा की गई है। और अन्य। (2020)। सिर्फ छात्र ही नहीं, की मांगवेतनभोगी पेशेवरों के बीच कौशल-आधारित और ज्ञान-आधारित ऑनलाइन पाठ्यक्रम भी बढ़ गए हैं।

उद्देश्य

प्रस्तावित अध्ययन दो बहुत महत्वपूर्ण मुद्दों पर

* * * * *

COVID 19 स्थिति और संबंधित दूसरा मुद्दा शिक्षा पर प्रभाव से संबंधित है। इस प्रकार इस अंश का विश्लेषण करने के लिए अनुसंधान कार्य, निम्नलिखित उद्देश्यों को परिभाषित किया गया है:

- स्कूल शिक्षा पर COVID 19 के प्रभाव का अध्ययन करना
- उच्च शिक्षा में प्रवेश पर COVID 19 के प्रभाव का अध्ययन करना
- COVID 19 का निम्न वर्ग के परिवार पर अधिक प्रभाव पड़ेगा न कि उच्च आय वर्ग या उच्च वर्ग परिवार पर।

कार्यप्रणाली

रिसर्चर ने यह पेपर मुख्यता सेकंडरी DETA के आधार पर बनाया है, प्रस्तुत रिसर्च में रिसर्चर ने जाणकारी के हेतु ONLINE SOURCE जैसे गुगल स्कॉलर, जे स्टोर, रिसर्च गेट, पब्लिश रिसर्च पेपर इत्यादी का उपयोग किया है।

विश्लेषण

1. स्कूल शिक्षा पर COVID 19 के प्रभाव कोरोना काल में प्राथमिक सेक्टर की शिक्षा पर सबसे बुरा असर नजर आने लगा है। जिस प्री-प्राइमरी और प्राइमरी स्तर पर छात्र स्कूली माहौल में शिक्षक की अंगुली पकड़कर बुनियादी शिक्षा हासिल करते हैं, वो पिछले एक साल से बंद हैं। बच्चे अपनी पढ़ाई को भूलने लगे हैं। प्राइवेट स्कूलों में अभिभावक और शिक्षक जैसे-तैसे कुछ नन्हे छात्रों को पढ़ाई से जोड़े हुए हैं, मगर सरकारी स्कूलों के छात्र पिछड़ रहे हैं। हालांकि सरकार की ओर से ऑनलाइन पढ़ाई का दावा तो किया जा रहा है, लेकिन छोटे छात्रों के मामले में शिक्षा विभाग उसे खुद भी कारगर नहीं मान रहा है। कमजोर परिवारों के बच्चों की स्कूली शिक्षा में बड़ा व्यवधान पड़ा है COVID-19 महामारी और लॉकडाउन के मध्यनजर लगभग सभी स्कूल बंद



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HEI और भारत के शैक्षिक अधिकारियों द्वारा किए गए कुछ उपायों पर चर्चा की गई है। COVID-19 महामारी के कारण, सीखने के कई नए तरीके, नए दृष्टिकोण, नए रुझान उभर रहे हैं और यह जारी रह सकता है क्योंकि हम एक नए कल की ओर बढ़ रहे हैं। तो, COVID-19 के बाद के कुछ रुझान जो भारत में उच्च शिक्षा के शिक्षण शिक्षण के नए तरीकों की कल्पना करने की अनुमति दे सकते हैं, लेख में वह रेखांकित किया गया है। महामारी की स्थिति के दौरान शैक्षिक गतिविधियों को अंजाम देने के लिए कुछ उपयोगी सुझाव भी दिए गए हैं।

3. COVID 19 का निम्न वर्ग के परिवार पर अधिक प्रभाव पड़ेगा न कि उच्च आय वर्ग या उच्च वर्ग परिवार पर।

भारत सरकार की 31 अगस्त की एक रिपोर्ट में पाया गया कि पहली तिमाही में अर्थव्यवस्था में 23.9 प्रतिशत की गिरावट आई है, जो एक गहरी मंदी की शुरुआत है। अपनी लंबी अवधि की तेजी की प्रवृत्ति को बताते हुए, भारत में अर्थव्यवस्था पहले से ही धीमी थी, एक ऐसी स्थिति जो COVID-19 महामारी से बढ़ गई थी। भारत में वास्तविक जीडीपी वृद्धि 2017-18 में 7.0 प्रतिशत से गिरकर 2018-19 में 6.1 प्रतिशत और 2019-20 में 4.2 प्रतिशत हो गई थी।

मार्च और अप्रैल में कोरोनावायरस के प्रसार को रोकने के लिए क्रूर और अचानक लॉकडाउन प्रतिबंधों के कारण अनगिनत नौकरी छूट गई और एक आंतरिक प्रवास संकट पैदा हो गया। आपूर्ति के अंत में, पहली तिमाही के लिए एनएसएसओ की रिपोर्ट के आधार पर, कृषि को छोड़कर सभी क्षेत्रों के लिए सकल मूल्य वर्धित (जीवीए) वृद्धि में भारी गिरावट आई। मांग-पक्ष पर भारत में विकास के दो सबसे बड़े स्तंभ इंधन, खनिज और

निवेश, जो कुल घरेलू उत्पाद का 88 प्रतिशत से अधिक है वो कोविड महामारी के कारण लड़खड़ा रहे हैं। सरकारी खर्च, इस अवधि में थोड़ी वृद्धि करते हुए, अब मांग के नुकसान की भरपाई करने में सक्षम है। किंतु भारत सरकार के पास इस संकट से बाहर निकलने के लिए खर्च करने की क्षमता का अभाव है। प्रत्यक्ष कर संग्रह में कमी के साथ, स्वच्छ भारत और कृषि कल्याण उपकरण जैसे उपकरणों के रूप में अप्रत्यक्ष कर, और कर राजस्व में हुए नुकसान की भरपाई के लिए अधिभार बढ़ाए गए-इसका असर अमीरों की तुलना में गरीबों पर बहुत अधिक पड़ा। बढ़े हुए अप्रत्यक्ष करों पर भारी निर्भरता प्रत्यक्ष कर राजस्व हानि के लिए नहीं बनी है, जिससे 2019-20 में राजकोषीय घाटे में सकल घरेलू उत्पाद के 4.5 प्रतिशत से अधिक की वृद्धि हुई है। यह आंशिक रूप से शिक्षा और स्वास्थ्य पर सार्वजनिक खर्च में ठहराव की व्याख्या करता है। जबकि अति-अमीर भारतीयों ने बढ़ते स्वास्थ्य संकट से खुद को दूर करने में सफलतापूर्वक कामयाबी हासिल की है, अधिकांश आबादी-यहां तक कि मध्यम और उच्च-मध्यम आय वाले परिवार-सीमित संसाधनों के साथ कोविड-19 संकट से निपटने के लिए मजबूर हैं।

अध्ययन का औचित्य

वर्तमान शैक्षणिक सत्र में प्रवेश के लिए शिक्षा क्षेत्र के संदर्भ में डेटा का अध्ययन एकत्रित से पता चलता है कि उच्च शिक्षा में तकनीकी शिक्षा पर इसका सकारात्मक प्रभाव पड़ता है और इसके साथ ही अध्ययन से पता चलता है कि निम्न आय के लिए यह प्रभाव बहुत अधिक है उच्च आय वर्ग के लिए समूह और नगण्य है, COVID-19 का प्रभाव जीवन के हर पड़ाव पर पड़ता है, COVID-19 का प्रभाव नौकरियों, प्रशिक्षण पर भी पड़ता है। ऐसे में कई छात्र नौकरी पाने का



लिए उनका इंतजार का समय भी बढ़ गया है हमे अभी से तयारी करणी होगी ताकि भविष्य मे आने वाले समय में अचानक आर्थिक संकट की स्थिति में हम इससे उबर सकें, इसमें मुख्य शिक्षा मंत्रालय द्वारा अधिक technology का उपयोग बढ़ाना सभी विद्यार्थियों के लिये उपयोगी होगा, यहा शिक्षा बजेट मे भी अधिक सुधार की आवश्यकता है. राष्ट्रिय स्तर पर शिक्षा मे अधिक सुधार होना आवश्यक है जो वर्तमान भारतीय शिक्षा प्रणाली में प्रौद्योगिकी का समावेश है। संकट के इस समय में युवा दिमाग की क्षमता निर्माण के लिए प्रभावी शैक्षिक अभ्यास की आवश्यकता है। शिक्षकों के साथ छात्रों को भी डिजिटलआयीजेशन के लिए सहायता करने की आवश्यकता है। कुछ समय के लिए, भारत को दसवीं और बारहवीं के लिए शिक्षा मुक्त सेवाएं ऑनलाइन लर्निंग की माध्यम से शुरू करने की जरूरत है। केंद्र सरकार और राज्य सरकार को देश और शिक्षा के प्रगति के विशेष उपाय करने की आवश्यकता है। शिक्षा संगठन यह सुनिश्चित करे कि विद्यार्थी लॉकडाउन के वक्त शिक्षा प्राप्त करे और अपनी पढ़ाई जारी रख सके और शिक्षा में बाधा उत्पन्न न हो। भविष्य में शिक्षा प्रणाली को एन: उचित स्तर पर लाने के लिए महत्वपूर्ण कदम उठाए जाने पड़ेंगे। कोविड-19 के कारण उत्पन्न यह स्थिति विद्यार्थियों के मनोबल को तथा पढ़ाई के हेतु उनके लगन को ठेस पहुंचा रही है। इस समय यह आवश्यकता है कि अभिभावक अपने बच्चों को घर पर पढ़ाई करने के लिए उत्साहित करे ताकि शिक्षा के प्रति उनकी रुचि में कमी ना आए। साथ ही विद्यार्थी अपने साथियों के साथ आपस में पढ़ाई से संबंधित चर्चा करें, इससे उनके ज्ञान में संभावित रूप से वृद्धि होगी।

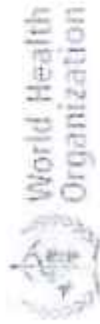
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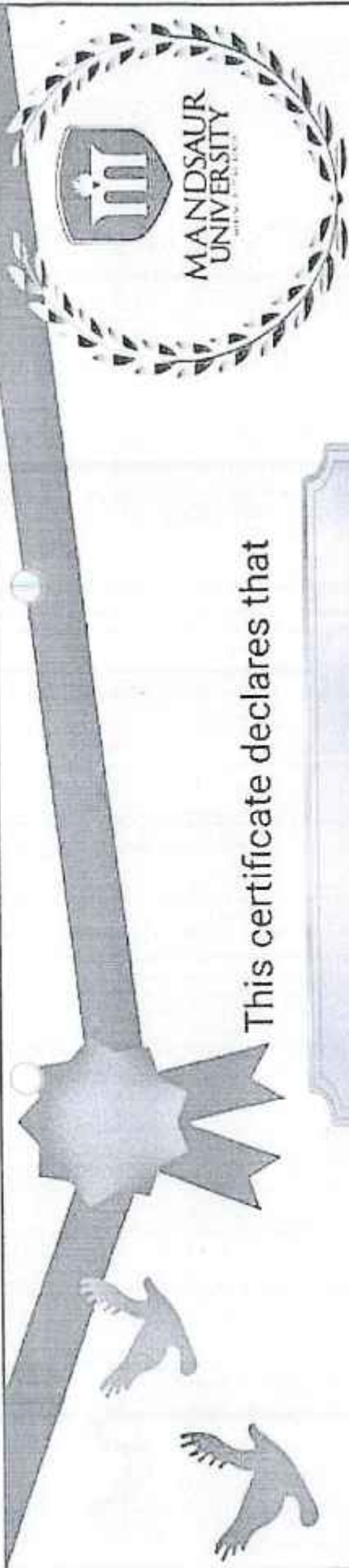
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Transmission-based Precautions

Dr Suhas Funde
April 23, 2021



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This certificate declares that

DR SUHAS ANIL FUNDE

11, PhD in Education

has completed

COVID-19 - SAFETY ONLINE QUIZ,
MANDSAUR UNIVERSITY DEPARTMENT OF
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Assistant Professor
Faculty of Life Sciences, MU



Shekhar Jain

Convener

Dr. Shekhar Jain

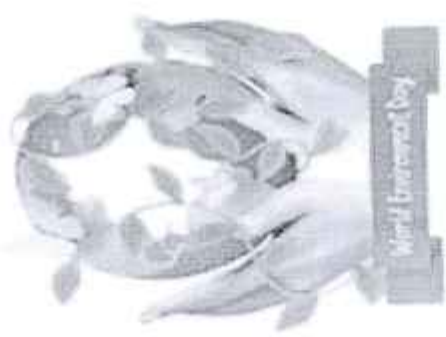
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has actively participated in the National Level Online
Workshop on "Mastering in Video Editing" Using Adobe
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08th May 2021.

N.S.



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DR SRINIVASAN RAO PULLJALA
CEO, APOLLO MEDSKILLS

Shikha
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