

## **Metric ID : 6.3.2**

**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

### **Findings of DVV:**

- Institutional Policy document on providing financial support to teachers
- E-copy of letter/s indicating financial assistance to teachers
- Certificate of participation for the claim
- Certificate of membership
- Income Expenditure statement highlighting the financial support to teachers

### **Response :**

**We have attached relevant data in Appendix- I**

## **Appendix-I**



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **003**

## PAYMENT VOUCHER

Date : 06/02/2014

Name : Seema D. Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	Workshop	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words : Five hundred only /- Rs. only.

*Chikhale*  
Signature of Recipient

*Ishai*  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

004

## PAYMENT VOUCHER

Date : 19/07/2017

Name :

Dr. Seema Chikhale

received cash

as the following Particular.

Sr.No.	Particular	Amount
	workshop	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words :

FIVE hundred only /-

Rs. only.

Shikhale  
Signature of Recipient

(Nabhne)  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph/Fax : 2669506

Sr. No. **005**

## PAYMENT VOUCHER

Date 09/12/2018

Name : Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	Seminar	500/-
	Total Amount	500/-

In words : Five hundred only/- Rs. only.

Shabana Anjum  
Signature of Recipient

(Nabhin)  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph/Fax : 2669506

Sr. No. 006

## PAYMENT VOUCHER

Date : 10/01/2018

Name : Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	workshop	500/-
	Total Amount	500/-

In words : Five hundred only/- Rs. only.

Shabana Anjum  
Signature of Recipient

Patil  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

007

## PAYMENT VOUCHER

Date : 28/11/2019

Name :

Shabana Anjum

received cash

as the following Particular.

Sr.No.	Particular	Amount
	Seminar	500/-
	Total Amount	500/-

In words :

Five hundred only/-

Rs. only.

Shabana Anjum  
Signature of Recipient

Patil  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **008**

## PAYMENT VOUCHER

Date 06/03/2019

Name : Shabnam Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	National conference	500/-
	Total Amount	500/-

In words : Five hundred only /- Rs. only.

Shabnam Anjum  
Signature of Recipient

Patil  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **009**

## PAYMENT VOUCHER

Date 06/03/2019

Name : Dr. Seema Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	National conference	500/-
	Total Amount	500/-

In words : FIVE hundred only /- Rs. only.

Shilpa  
Signature of Recipient

Patil  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -411123 Ph./Fax : 2669506

Sr. No. **010**

## PAYMENT VOUCHER

Date : 08/02/2020

Name : Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	National conference	500/-
	Total Amount	500/-

In words : FIVE hundred only / Rs. only.

Shabana Anjum  
Signature of Recipient

Patil  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **011**

## PAYMENT VOUCHER

Date 06.01.2020

Name : Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	conference	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words : Five hundred only/- Rs. only.

Shabana Anjum  
Signature of Recipient

(Shikhale)  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **012**

## PAYMENT VOUCHER

Date : 02.07.2020

Name : Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	International conference	500/-
	Total Amount	500/-

In words : FIVE hundred only / Rs. only.

Shabana Anjum  
Signature of Recipient

Shikha  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **013**

## PAYMENT VOUCHER

Date 31/03/2020

Name : Sahas Funde received cash

as the following Particular.

Sr.No.	Particular	Amount
	Awareness programr	500/-
	Total Amount	500/-

In words : Five hundred only /- Rs. only.

S. Funde  
Signature of Recipient

(Shikhale)  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanatha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **014**

## PAYMENT VOUCHER

Date **24/10/2021**

Name : **Dr. Suhag Funde** received cash

as the following Particular.

Sr.No.	Particular	Amount
	workshop	500/-
	Total Amount	500/-

In words : **FIVE hundred only** Rs. only.

**S Funde**  
Signature of Recipient

**Shikhal**  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

## PAYMENT VOUCHER

Date : 05.10.2021

Name :

015  
Rekha Yadavrao Kale

received cash

as the following Particular.

Sr.No.	Particular	Amount
	Awareness Programme	500/-
	Total Amount	500/-

In words :

FIVE hundred only /-

Rs. only.

Signature of Recipient

Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

016

## PAYMENT VOUCHER

Date: 05/10/2021

Name:

Shabana Anjum

received cash

as the following Particular.

Sr.No.	Particular	Amount
	Awareness programme	500/-
	Total Amount	500/-

In words:

FIVE hundred only /-

Rs. only.

Shabana Anjum  
Signature of Recipient

Shikha  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

017

## PAYMENT VOUCHER

Date: 20/02/2021

Name: Prof. Rekha Y. Kale received cash

as the following Particular.

Sr.No.	Particular	Amount
	National conference	500/-
	Total Amount	500/-

In words: Five hundred only Rs. only.

*Rekha*  
Signature of Recipient

*Shukhale*  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **018**

## PAYMENT VOUCHER

Date : 25.05.2021

Name : Suhag Funde received cash

as the following Particular.

Sr.No.	Particular	Amount
	online Quiz competition	500/-
	Total Amount	500/-

In words : FIVE hundred only/- Rs. only.

S. Funde  
Signature of Recipient

Shikhal  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddoshlya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **019**

## PAYMENT VOUCHER

Date : 01/10/2021

Name : Dr. Suhais Funde received cash

as the following Particular.

Sr.No.	Particular	Amount
	covid -19 - safety online quiz	500/-
	<b>Total Amount</b>	500/-

In words : Five hundred only / - Rs. only.

S. Funde  
Signature of Recipient

G. Kulkarni  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **020**

## PAYMENT VOUCHER

Date : 20/11/2022

Name : Shardha Zode received cash

as the following Particular.

Sr.No.	Particular	Amount
	Faculty development program	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words : FIVE hundred only Rs. only.

S. Thakre  
Signature of Recipient

Ghikale  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **021**

## PAYMENT VOUCHER

Date : 01/04/2022

Name : Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	National conference	500/-
	<b>Total Amount</b>	500/-

In words : Five hundred only / - Rs. only.

Shabana Anjum  
Signature of Recipient

Shilbale  
Signature of Payer (Principal)



Mahatma Shiksha & Mahila Gramin Vikas Bahudeshiya Samithi's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.M.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhara Railway Station, Godhara (Ry), Nagpur (M.S.) - 471123 Ph/Fax : 2666606

Sr. No. **022**

## PAYMENT VOUCHER

Date 20/11/2022

Name : Beleha Y. Kale received cash

as the following Particular.

Sr.No.	Particular	Amount
	Faculty development program	500/-
	Total Amount	500/-

In words : FIVE hundred only/- Rs. only.

Beleha  
Signature of Recipient

Chitthale  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **023**

## PAYMENT VOUCHER

Date : 29.11.2022

Name : Dy. Shubarna Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	Faculty development program	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words : FIVE hundred only /- Rs. only.

Shubarna Anjum  
Signature of Recipient

Ghikhal  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahukleshya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (RD), Nagpur (M.S.) - 441123 PH/FAX : 2668506

Sr. No. **024**

## PAYMENT VOUCHER

Date **30/11/2022**

Name : Dr. Sneha Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	Faculty development program	500/-
	Total Amount	500/-

In words : FIVE hundred only Rs. only.

Ghikale  
Signature of Recipient

Ghikale  
Signature of Peter (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **025**

## PAYMENT VOUCHER

Date : 30/09/2022

Name : Dr. Shabana Anjum received cash

as the following Particular.

Sr.No.	Particular	Amount
	International conference	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words : FIVE hundred only Rs. only.

Shabana Anjum  
Signature of Recipient

Ghilhale  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **026**

## PAYMENT VOUCHER

Date: 30/09/2022

Name: Dr. Seema Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	International conference	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words: FIVE hundred only/- Rs. only.

Shikhalu  
Signature of Recipient

Shikhalu  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rty), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **027**

## PAYMENT VOUCHER

Date : 15/02/2022

Name : Dr. Seema Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	Seminar	500/-
	Total Amount	500/-

In words : FIVE hundred only /- Rs. only.

Chikhale  
Signature of Recipient

Chikhale  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshliya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2869506

Sr. No. **028**

## PAYMENT VOUCHER

Date : 15/01/2023

Name : Dr. Suhas Funde received cash

as the following Particular.

Sr.No.	Particular	Amount
	Awareness Program	500/-
	Total Amount	500/-

In words : FIVE hundred only /- Rs. only.

S. Funde  
Signature of Recipient

G. Kulkarni  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **029**

## PAYMENT VOUCHER

Date : 21/04/2023

Name : Sharada zod. received cash

as the following Particular.

Sr.No.	Particular	Amount
	National workshop	500/-
	Total Amount	500/-

In words : Five hundred only/- Rs. only.

S.zod  
Signature of Recipient

Ghilmale  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

030

## PAYMENT VOUCHER

Date : 01/07/2023

Name :

Rekha Kale

received cash

as the following Particular.

Sr.No.	Particular	Amount
	National workshop	500/-
	Total Amount	500/-

In words :

Five hundred only

Rs. only.

Rekha  
Signature of Recipient

Ghikhal  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No.

031

## PAYMENT VOUCHER

Date : 01/07/2023

Name :

Dr. Shabana Anjum

received cash

as the following Particular.

Sr.No.	Particular	Amount
	National workshop	500/-
	Total Amount	500/-

In words :

FIVE hundred only/- Rs. only.

Shabana Anjum  
Signature of Recipient

Ghishale  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **032**

## PAYMENT VOUCHER

Date : 01/02/2023

Name : Dr. Geema Chikhade received cash

as the following Particular.

Sr.No.	Particular	Amount
	National workshop	500/-
	Total Amount	500/-

In words : Five hundred only/- Rs. only.

Chikhade  
Signature of Recipient

Zubaida  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Cr. No. **033**

## PAYMENT VOUCHER

Date : 15/10/2023

Name : Dr. Seema Chikhale received cash

is the following Particular.

Sr.No.	Particular	Amount
	International conference	500/-
	<b>Total Amount</b>	<b>500/-</b>

In words : Five hundred only/- Rs. only.

Chikhale  
Signature of Recipient

Zubaida  
Signature of Payer (Principal)





Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **033**

## PAYMENT VOUCHER

Date : 15/10/2023

Name : Dr. Seema Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	International conference	500/-
	Total Amount	500/-

In words : Five hundred only/- Rs. only.

Chikhale  
Signature of Recipient

Zubaida  
Signature of Payer (Principal)



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanshtha's

# CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

(AFFILIATED TO S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI)

Behind Godhani Railway Station, Godhani (Rly), Nagpur (M.S.) -441123 Ph./Fax : 2669506

Sr. No. **034**

## PAYMENT VOUCHER

Date: 10/12/2023

Name: Dr. Geema Chikhale received cash

as the following Particular.

Sr.No.	Particular	Amount
	National Seminar	500/-
	Total Amount	500/-

In words: FIVE hundred only/- Rs. only.

Chikhale  
Signature of Recipient

Zubair  
Signature of Payer (Principal)





# POST GRADUATE DEPARTMENT OF EDUCATION

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

D. Laxminarayan Campus, Law College Square,  
Amravati Road, Nagpur - 440 001

## Certificate

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.



Shilpa  
PRINCIPAL  
Central India Women's College Of Education,  
Nagpur

Dr. Rajshree Vaishnav  
Dean  
Faculty of Interdisciplinary Studies  
R.T.M. Nagpur University, Nagpur





# 1st NATIONAL CONFERENCE

## ZULEKHA COLLEGE OF EDUCATION

ZED VOCATIONAL TRAINING & GENERAL CENTRAL SHIKSHAN SANSTHA  
PLOT NO. 38 & 39, N.M.C. HOUSE NO. 952, MAIN ROAD, SHANTINAGAR, NEAR ITWARI RAILWAY STATION, NAGPUR.  
Affiliated to : RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

### “ROLE OF TECHNOLOGY IN INNOVATIVE TEACHING”

This is to certify that *Shree / Smt. / Ku. श्रीमती श्रीश्री*  
*of* *नेत्रदे इंडिया इंडिया अॅन्ड एज्युकेशन* *has participated in the two days interdisciplinary*  
*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*  
*नेत्र शिक्षणार अभ्यास: कुलन प्रसिद्धि अंतर्गत*

*Dr. Darakshan Khan* (H.O.D.)  
*Dr. Archana Aloni* (Co-Ordinator)  
*Dr. Kalpana Kapse* Principal & Convener



*Shilpa*  
PRINCIPAL  
Central India Women's College Of Education







शैलजा कृष्णराव गांधी बाबाजी दाते कला व वाणिज्य महाविद्यालय, चवतमाल	शिक्षणातील कल, समस्या, आव्हाने, आणि रूपांतरणे	316
सीमा चौखले ✓ सेंट्रल इंडिया कॉलेज ऑफ एज्युकेशन, गोधनी, नागपूर	तंत्रविज्ञानाचा उपयोग करून सृजनशील अध्यापन	320
चर्पा गंगने मनोहर भाई पटेल आर्ट्स, कॉमर्स अँड सॉयन्स कॉलेज, देवरी, गोंदीया	माहिती तंत्रज्ञान जागतिकीकरण शैक्षणिक प्रगति आणि स्त्री विकास	326
तसनीम शेख झुलेखा कॉलेज ऑफ एज्युकेशन, एम. एड. शांतीनगर, नागपूर	मध्यमिक स्तर के विद्यालयोमें ई शिक्षा की बढ़ती भूमिका	332
मयुरी नंदकुमार टाकरे 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 लेनपुरे 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



  
 PRINCIPAL  
 Central India Women's College Of Education  
 Nagpur



# International Conference

of

## BUDDHISM IN CONTEMPORARY TIMES: RELEVANCE OF JUSTICE, LIBERTY, EQUALITY & FRATERNITY

3rd October 2022

Organized by Gagan Malik Foundation, India

- in collaboration with International Centre for Buddhist Studies, R.T.M. Nagpur University, Nagpur
- College of Social Work, Kamptee, Dist. Nagpur / Sangha Kaya Foundation, India
- Svargiya Hirabai Bahudeshiya Shikshan Sansthan, Nagpur
- Mahatma Anjanabai Bahudeshiya Mahila Vikas Mandal, Nagpur



This is to certify that

Dr. Seema D. Chikhalke

Central India Womens College of Education

International Conference on Buddhism in Contemporary Times: SINDT

Relevance of Justice, Liberty, Equality & Fraternity Women's Uni. Mumbai

as a Participant / Resource Person / Guest the session / Speaker / Volunteer / committee member / Presented as paper his / her

बौद्ध धर्मको नातुन अर्थमाताना, अधुनका अणि अन्वय या अर्थानिक -  
Held at Hotel Concorde Point Nagpur on 3rd October 2022 - धर्मस्यो निराकारः परः

The organizing committee appreciates his/her active participation

*Signature*

Dr. Vandana Singh  
Conference Convener  
Secretary,  
M.A.B.M.V.M. Nagpur

*Signature*

Dr. Nitesh Soodhi  
Conference Convener  
HOD, I.I.S., R.T.M.  
Nagpur University, Nagpur

*Signature*

Dr. Purushottam Prakashin  
Former Registrar, Maharashtra Universities of Education  
Nagpur



*Signature*

Dr. Vandana Singh  
Conference Convener  
Secretary,  
M.A.B.M.V.M. Nagpur

*Signature*

Mr. Gagan Malik  
Chairman  
Gagan Malik Foundation

# Certificate







# Central India Group of Institutions

Lonara, Nagpur

In Association With



## MSME

### DEVELOPMENT INSTITUTE, NAGPUR

Ministry of MSME, Govt. of India

Organizing Seminar On



# "ENTREPRENEURSHIP AWARENESS PROGRAMME"

Date : 22 February, 2022

This is to certify that Mr/Ms. *Dr. Jeema D. Chitkale* From

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

"Entrepreneurship Awareness Programme" organized by Central India College of Pharmacy in association with MSME, Government of India.

*Anees Ahmad*  
Patron MSM SVBS  
Ev. Cabinet Member

*Rahul Kumar Mishra*

Asst. Director  
MSME, DI

*Ravleen Singh Khosrana*

Mr. Ravleen Singh Khosrana  
Central India Women's College Of Education  
Munshi, N. ...  
Principal

*Dr. Ravi Prem Kalsait*

Dr. Ravi Prem Kalsait  
Principal



**ASHOKA**

ASHOKA EDUCATION FOUNDATION'S,

# ASHOKA INTERNATIONAL CENTRE FOR EDUCATIONAL STUDIES AND RESEARCH, NASHIK

Affiliated to SNDT Women's University, Mumbai & Recognized by NCTE & Govt. of Maharashtra  
NAAC ACCREDITED | MINORITY INSTITUTION | ISO 9001:2015 CERTIFIED

## Certificate

This is to certify that **Mr./Ms. Dr. Seema Chikhale (Mate )** 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.**

*PR Sonar*

Dr Priti Sonar  
Convener

*SARITA*

Mrs. Sarita Verma  
In-charge Principal

Made for free with Certify'em

*Shikha*

Principal

Central India Women's College Of Education  
Nagpur





The Board of

red'shine  
PUBLICATION

As hereby awarding this certificate to

DR. SEEMA CHIKALE

In recognition of the publication of the Book entitled

"EDUCATIONAL PSYCHOLOGY"

PUBLISHED IN DECEMBER, 2022 (FIRST EDITION)

ISBN: 978-93-95456-75-3 | ISBN 10: 93-95456-75-2 | DIP: 18.10.9395456752 | DOI: 10.25215/9395456752



www.redshine.co.in

an academic, literary, peer-reviewed, international publication

*Bhavin P.*

*Shikha*  
PRINCIPAL

Central India Women's College Of Education  
Nagpur





The Board of

**red'shine**  
PUBLICATION

**Is hereby awarding this certificate to**

**DR. SHABANA ANJUM**

**In recognition of the publication of the Book entitled**

**"TEACHING & LEARNING METHODOLOGY"**

**PUBLISHED IN JANUARY, 2023 (FIRST EDITION)**

**ISBN: 978-81-960634-4-3 | ISBN 10: 81-96063-44-X | DIP: 18.10.819606344X | DOI: 10.25215/819606344X**



**www.redshine.co.in**

**an academic, literary, peer-reviewed, international publication**



*Bhavin P.*

**BHAVIN P.**

**CEO, RED'SHINE Publication PVT. LTD. India**

**Board Member, REDMAC International Press & Media**

*Shikha*

**PRINCIPAL**

**Central India Women's College Of Education  
Nagpur**



**CERTIFICATE NUMBER 9395456957**





आज़ादी का  
अमृत महोत्सव

सर्वशिक्षण संस्कृतम्

# Kavikulaguru Kalidas Sanskrit University, Ramtek

Dist. Nagpur, Maharashtra

(Accreditation of NAAC with "A+" Grade)

ICSSR Sponsored

## Two Days National Conference on

NEP 2020: Transformation of Indian Education system: A Nation Building Perspective

### Certificate

This is to certify that Prof./Dr./Mr./Mrs...Dr...SHABANA.....ANJUM.....has

participated in the **National Conference on 'NEP 2020: Transformation of Indian Education system: A Nation Building**

**Perspective held on 6<sup>th</sup> & 7<sup>th</sup> April, 2022** Jointly Organized by P.G. Department of Education & Center for outreach Programme,

Kavikulaguru Kalidas Sanskrit University, Ramtek, Dist. Nagpur, Maharashtra.

He/She has Participated / Presented/ Published Paper on. **NEP. 2020. शिक्षके की शिक्षा के लिए चुनौतियाँ.**

*Amol Mandekar*

**Dr. Amol Mandekar**  
Co-ordinator & Asst. Prof  
KKSU, Ramtek

*Rajshree Meshram*

**Dr. Rajshree Meshram**  
HOD, Dept. of Education  
KKSU, Ramtek  
Principal, Director, Center for Outreach Programme, KKSU  
Nagpur

*Chandratrey*

**Prof. Lalita Chandratre**  
Dean, Faculty of Education & other branches of Learning  
Director, Center for Outreach Programme, KKSU  
Nagpur







International Conference On  
**E-Business, E-Management, E-Education and E-Governance**



ICE4-2020

7th & 8th February, 2020

Organized by

**Kamla Nehru Mahavidyalaya**

(Reaccredited with A grade with CGPA of 3.53)

*Certificate*

This is to certify that Dr. /Mr. /Mrs. / Ms. .... **SHABANA ANJUM**.....

of **K. K. S. U., RAMTEK**.....

has participated in the International Conference on E-Business, E-Management, E-Education and E-Governance

(ICE4-2020) held on 7th & 8th February, 2020. He / She delivered Invited Talk / Chaired Session / Attended / Presented

Paper entitled **Mobile Learning in Higher Education**.....

**Prof. Anil R. Bhaik**  
Convener, ICE4-2020



*[Signature]*

**Principal**

**Dr. Diip S. Badwai**  
Principal, Kamla Nehru Mahavidyalaya, Nagpur

**Adv. Abhijit Wanjarri**  
Secretary, Amar Seva Mandai, Nagpur

*[Signature]*

OUR HERITAGE JOURNAL

certify to all that

Shabana Anjum

has been awarded Certificate of Publication for research paper titled

*Mobile Learning in Higher Education*

Published in Vol-68-No-9-2020 of OUR HERITAGE JOURNAL with ISSN:: 0474-9030

UGC Care Approved International Indexed and Referred Journal

Impact Factor 6.6

S.S.Sharma

Editor, OUR HERITAGE JOURNAL



Shilpa  
PRINCIPAL

Central India Women's College Of Education  
Nagpur



# All India Oriental Conference - 50<sup>th</sup> Session Nagpur

*AIOC Centenary Year Celebration*

Organised by



## Kavikulaguru Kalidas Sanskrit University Ramtek, Dist. Nagpur (M.S.)

### *Certificate*

This is to certify that Prof. Dr. Shri/Smt. Ka. Shabana Anjum has attended the  
of Kavi Kulaguru Kalidas Sanskrit University Ramtek  
50<sup>th</sup> Session of All India Oriental Conference organised by Kavikulaguru Kalidas Sanskrit University,  
Ramtek, Nagpur during 10 - 12 Jan. 2020 and presented the paper titled कविण्ड मल्लिकार्जुन म्

डॉ. शबाना अंजुम  
in the Section - Sanskrit Pedagogy

*Shabana*

Sectional President  
50<sup>th</sup> Session,  
All India Oriental Conference

*मधुसूदनः जगल*

Local Secretary  
50<sup>th</sup> Session,  
All India Oriental Conference

*Shilpa*  
Central India Women's College Of Education  
Nagpur





## ZULEKHA COLLEGE OF EDUCATION

ZED VOCATIONAL TRAINING & GENERAL CENTRAL SHIKSHAN SANSTHA

PLOT NO. 38 & 39, N.M.C. HOUSE NO. 952, MAIN ROAD, SHANTINAGAR, NEAR ITWARI RAILWAY STATION, NAGPUR.

Affiliated to : RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

**“ROLE OF TECHNOLOGY IN INNOVATIVE TEACHING”**

*This is to certify that Shree / Smt. / Ku. Shabana Anjum (Research Scholar)*

*of P. S. Dept of Education K.K.S.U Ramtek has participated in the two days interdisciplinary*

*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*

*“Learning in Innovative Teaching”*

*D. Shelliib*

Dr. Darakshan Khan

(H.O.D.)

*Ashwini*

Dr. Archana Aloni

(Co-Ordinator, Central India Women's College Of Education Nagpur)

*Shilpa Kaphe*

PRINCIPAL Dr. Kajbana Kapse

Women's College Of Education

Principal & Convener





विद्यया ऽ मृतमश्नुते

# Kavikulaguru Kalidas Sanskrit University, Ramtek

## National Conference

On  
**Opportunities & Challenges in Higher Education:**  
**In the light of New Education Policy - 2019**  
**Organised by P. G. Department of Education**

14<sup>th</sup> February 2020

## Certificate

This is to certify that Prof./Dr./Mr./Ms. *Shabana Anjum*.....has

participated in the National Conference, "Opportunities & Challenges in Higher Education :

**In the light of New Education Policy -2019"** held on 14th February, 2020 at P. G. Department of Education, Kavikulaguru Kalidas Sanskrit University, Ramtek, Nagpur, Maharashtra.

He/she has Participated/Presented/Published paper on.....



*K.P. Sadeh*

Dr. Kirti Sadar

Head, P. G. Department of Education  
KKSU, Ramtek.

*Chandrasekhar*

Dr. Lalita Chandrasekhar

Dean, P.G. Department of Education  
KKSU, Ramtek.

*Shikha Meshram*

PRINCIPAL

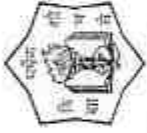
Central India Women's College  
Nagpur

Dr. Rajishree Meshram  
Dean, P.G. Department of Education  
KKSU, Ramtek.





नागपुर शिक्षण मंडळ द्वारा संचालित  
श्रीमती बिंझाणी महिला महाविद्यालय



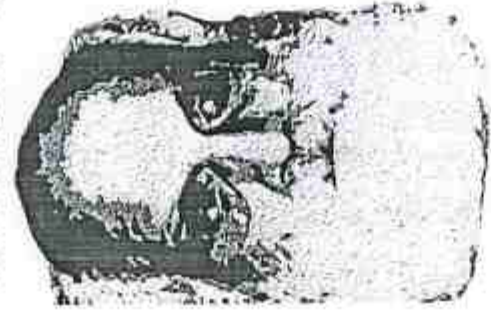
सिंधु नवयुवक मण्डल द्वारा संचालित  
राजकुमार केवलरामानी कन्या महाविद्यालय  
के संयुक्त तत्वावधान में आयोजित

दो दिवसीय राष्ट्रीय संगोष्ठी

त्रिलोचन—मुक्तिबोध : रचनात्मक जीवन का आत्मसंघर्ष

१९-२० जनवरी २०१८

प्रमाणपत्र



प्रमाणित किया जाता है कि श्री/श्रीमती/सुश्री/डॉ. शाना अंजुम  
संस्था R.K.K. M. College, Nagpur ने दो दिवसीय राष्ट्रीय संगोष्ठी में

सत्राध्यक्ष/मुख्य वक्ता/प्रपत्र वाचक के रूप में सक्रिय सहभाग किया.

चर्चासत्र/शोध पत्र का विषय .....



Dr. B. Sant Tripathi

डॉ. बसंत त्रिपाठी  
संयोजक

Dr. G. S. Singh

डॉ. गीता सिंह  
संयोजक

Shilpa  
PRINCIPAL  
Central India Women's College of Education  
Nagpur

डॉ. श्रीपाद भालचंद्र जोशी  
अध्यक्ष





एन.टी.ए. संस्कृतम्

कविकुलगुरुकालिदाससंस्कृतविश्वविद्यालयः रामटेकम्

विद्यापीठशीघ्रच्छान्नसंगीष्ठी

University Research Scholar Seminar

प्रमाणपत्रम्

इदं सहर्षं प्रमाणीक्रियते यत् श्रीमान्/श्रीमती/कृ. शालाना/अंजुम्.....

इत्यनेन/अनया विश्वविद्यालये 04 डिसेम्बर 2019 तः 06 डिसेम्बर 2019 पर्यन्तं समायोजितायां संस्कृतानुसन्धान-नवविशा-  
निर्देशनसंगोष्ठ्यां Mobile Learning in Higher Education.....इत्यस्मिन् विषये शोधपत्रं प्रस्तुतम् ।

शोधकर्मणि तस्य/तस्याः रुचिरेवमेव नित्यम् अभिवर्धतामिति कामयामहे ।



संयोजकः

डॉ. शबेन्द्र चिन्तामणी जैनः

समन्वयकः, शोधषण्मासिकपाठ्यक्रमः 2019





संचालकः

आचार्यः गणेशकुमार शर्मा

PRINCIPAL

संशोधनविभागः

Women's College of Education



संस्कृतविद्या संस्कृतम्

# KAVIKULAGURU KALIDAS SANSKRIT UNIVERSITY, RAMTEK

Dist. Nagpur (Maharashtra) INDIA.

## One Day State Level Research Seminar Wedensday 5<sup>th</sup> December, 2018

*Certificate*

*This is to certify that*

Prof./Dr./Shri/Smt./Kum. SHABANA ANJUM

has participated in the State Level Research Seminar held on Wednesday 5<sup>th</sup> December, 2018 at

P. G. Department of Education, Kavikulaguru Kalidas Sanskrit University, Ramtek, Dist. Nagpur

Maharashtra.

*K. Kirtti Sadar*

Dr. Kirti Sadar  
H.O.D.

P.G. Dept. of Education  
K.K. Sankrit University



*Anandkumar*

Dr. Amol Mandekar  
Co-Coordinator

P.G. Dept. of Education  
K.K. Sankrit University

*Shilpa Chandratreep*

PRINCIPAL Prof. Lalita Chandratre  
Central India Women's College Of Education  
Nagpur Co-Ordinator

P.G. Dept. of Education  
K.K. Sankrit University



# CERTIFICATE

— OF PARTICIPATION —



GOVERNMENT OF INDIA

Ministry of Micro, Small and Medium Enterprises,  
Government of India, congratulates

*Shabana Anjum*

for participating in 'SAMBHAV', e-NATIONAL LEVEL AWARENESS PROGRAMME, organized in  
October-November, 2021 by the Ministry for promoting Entrepreneurship.



(MS. MERCY EPAO)  
JOINT SECRETARY,

MINISTRY OF MICRO, SMALL AND MEDIUM ENTERPRISES

*Shikha*  
PRINCIPAL

Central India Women's College Of Education  
Nagpur



## OUR HERITAGE

ISSN: 0474-9030, Vol-68, Special Issue-9

International Conference On E-Business, E-Management,  
E-Education and E-Governance (ICE4-2020)

Organised by

Kamla Nehru Mahavidyalaya, Nagpur  
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](mailto:shabanaqureshy@gmail.com)

**Dr. Kirti Sadar**

H.O.D.

P.G.Department of Education

K.K.S.U., Ramtek

[drkirtisadar@gmail.com](mailto: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.



*Shilpa*  
PRINCIPAL

Central India Women's College Of Education

Copyright © 2019 Authors





## OUR HERITAGE

ISSN: 0474-9030, Vol-68, Special Issue-9

International Conference On E-Business, E-Management,  
E-Education and E-Governance (ICE4-2020)

Organised by

Kamla Nehru Mahavidyalaya, Nagpur  
7th & 8th February-2020



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.

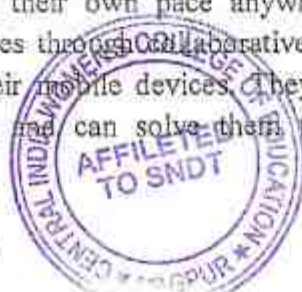
Mobile learning should focus on the actual mobility of the device. That is, mobile learning should be restricted to learning on devices which a person can carry in his or her pocket or handbag. This is the essence of mobile learning— accessing information and knowledge anywhere, anytime from devices 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



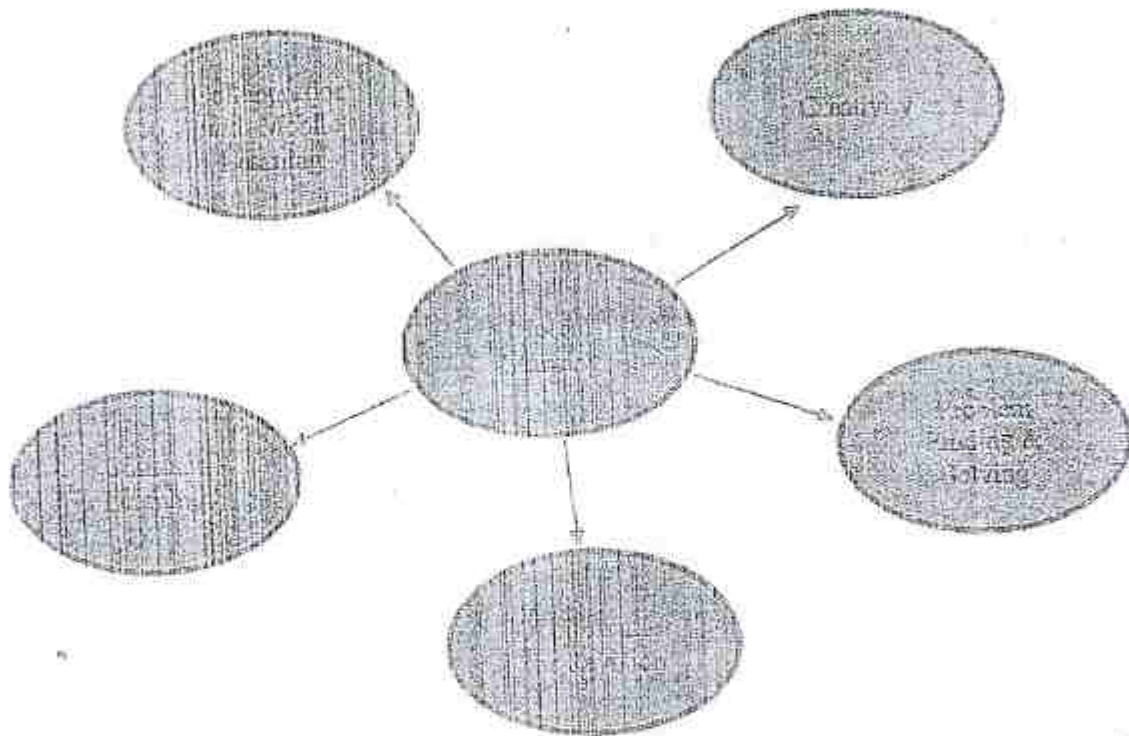
*Chikra*  
PRINCIPAL





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 provides collaborative and engaging opportunities for students. Mobile use computing devices in a project-based course created a sense of connectivity with



Shilpa  
PRINCIPAL  
Central India Women's College of Education  
Copyright © 2010



## OUR HERITAGE

ISSN: 0474-9030, Vol-68, Special Issue-9  
International Conference On E-Business, E-Management,  
E-Education and E-Governance (ICEM-2020)  
Organised by  
Kamla Nehru Mahavidyalaya, Nagpur  
7th & 8th February-2020



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 interchangeably 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.

### References

- 1) Ahmed Al Saai, (2011), Effect of blended E-Learning environment on students achievement and attitude towards using E-Learning at the University level.
- 2) Amel Reinos, (2013), Attitude towards E-Learning and satisfaction with technology among engineering students and instructors.
- 3) Best, John W. (1984), 'Research in Education', New Delhi Prentice Hall of India Pvt. Ltd.
- 4) Lansdale, P. Baber, C. Sharples, M. (2004) A context Awareness Architecture for Facilitating Mobile Learning In J. Atwell& C. Savill – Smith, (eds) Learning with mobile Devices : Research and Development, London.
- 5) Lansdale, P. Baber, C. Sharples, M., Costicoglou, S. Pouliakis, A. and Mason, J. (2003) MOBT learn Context Awareness subsystem specification : Literature Review, Proposed Architecture, and Pre-Prototype Demonstrator, MOBT Learn Project Report Dr. 1 University of Birmingham : MOBI Learn IST Project.

### Websites

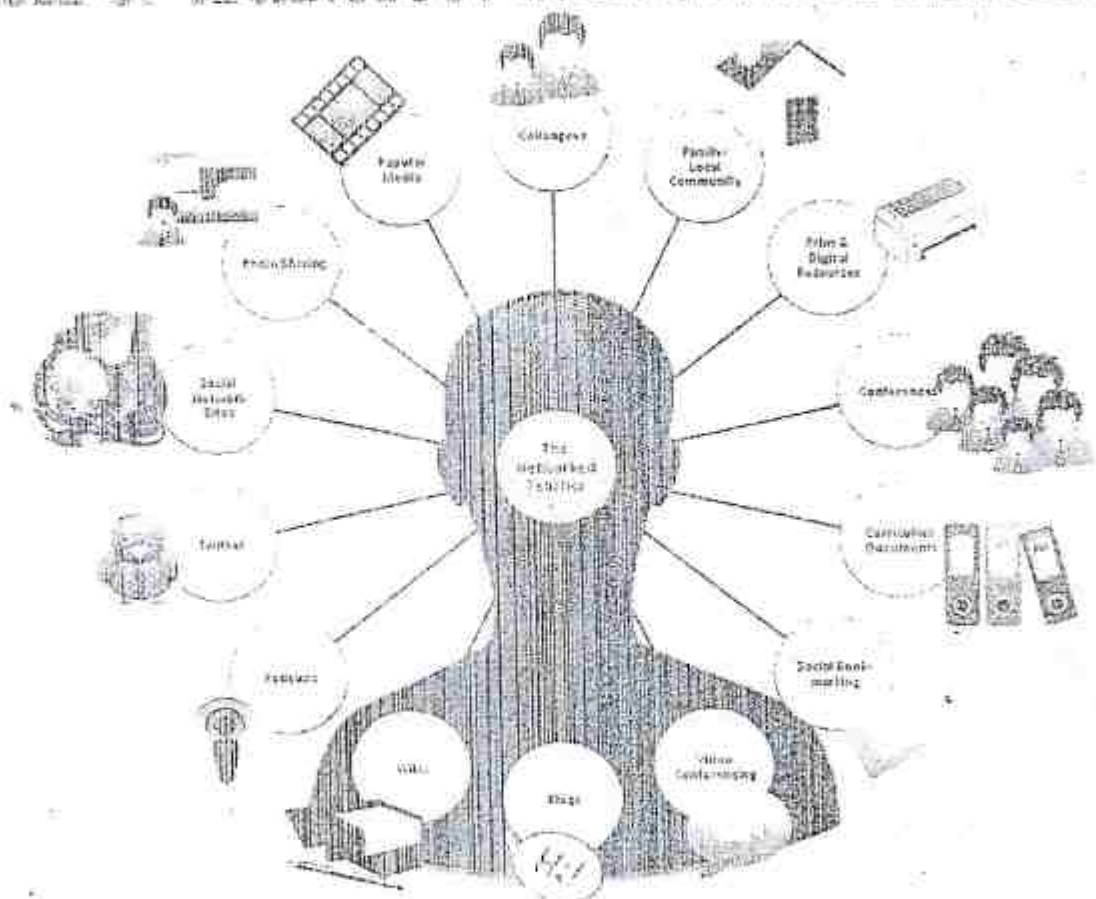
- <http://www.ijello.org/volume4/IJELLov4p113-135>
- <http://www.ijrct.net/uploadedArticle/49.pdf>
- <http://www.wm.grii.com>
- <http://www.cedtech.net/articles/21/212>
- <http://www.indonline.org/attitude/b.ed.students>



# NATIONAL CONFERENCE

15<sup>th</sup> & 16<sup>th</sup> March, 2019 On

## ROLE OF TECHNOLOGY IN INNOVATIVE TEACHING



Organized by

Zulekha College of Education

Run by Zed Vocally



and General Central Shiksha Sansatha  
Nagpur

PRINCIPAL

Central India Women's College Of Education  
Nagpur



# 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 learn. E-learning applications and processes include Web-based learning, Computer based learning, virtual classrooms and digital collaboration.



*Shilpa*  
PRINCIPAL  
Central India Women's College Of Education



## ROLE OF TECHNOLOGY IN INNOVATIVE TEACHING

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-pace 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/61 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



*Shilpa*  
**PRINCIPAL**  
 Central India Women's College Of Education  
 Nagpur

ROLE OF TECHNOLOGY IN INNOVATIVE TEACHING

ISBN :978-93-86623-61-1

Website :

<http://www.ijello.org/volume4/IJELLov4p113-135>

<http://www.ijrcl.net>

<http://www.m.gria.com>

<http://www.cedtech.net>



*Shikha*

PRINCIPAL

Central India Women's College Of Education  
Nagpur





वसुधैव कुटुम्बकम्

## Kavikulaguru Kalidas Sanskrit University, Ramtek

### National Conference

On

Opportunities & Challenges in Higher Education:

in the light of New Education Policy - 2019

Organised by P. G. Department of Education

14<sup>th</sup> February 2020

### Certificate

This is to certify that Prof./Dr./Mr./Ms. *Shabana Anjum*.....has

participated in the National Conference, "Opportunities & Challenges in Higher Education :

In the light of New Education Policy -2019" held on 14th February, 2020 at P. G. Department of

Education, Kavikulaguru Kalidas Sanskrit University, Ramtek, Nagpur, Maharashtra.

He/she has Participated/ Presented/ Published paper on.....



*Dr. Kirti Sadan*

Dr. Kirti Sadan  
Head, P. G. Department of Education  
KKSU, Ramtek.

*Chandrasekhar*

Dr. Lalita Chandratre  
Dean, P.G. Department of Education  
KKSU, Ramtek.

*Shelke*

PRINCIPAL  
Central India Women's College of Education  
Nagpur

Dr. Rajshree Meshram  
Convener, P.G. Department of Education  
KKSU, Ramtek.

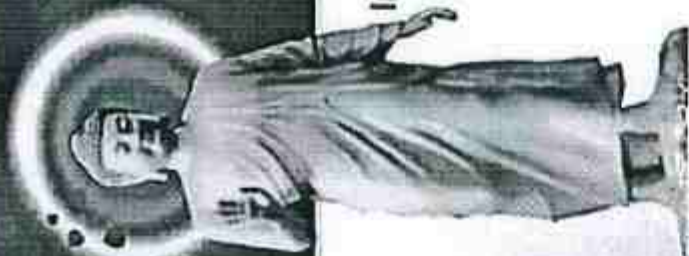


# International Conference

01

**BUDDHISM IN CONTEMPORARY TIMES:  
RELEVANCE OF JUSTICE, LIBERTY, EQUALITY & FRATERNITY**

3<sup>rd</sup> October, 2022



Organized by: Gagan Malik Foundation, Irigatpura, Nagpur  
 In collaboration with : \* International Centre for Buddhist Studies, R.T.M. Nagpur University, Nagpur  
 \* College of Social Work, Kamptee, Dist. Nagpur \* Sangha Kalyan, Nagpur  
 \* Swargiya Hirabai Bahuddeshiya Shikshan Sanstha, Kamptee, Dist. Nagpur  
 \* Matoshri Anjanabai Bahuddeshiya Mahila Vikas Mandal, Kamptee, Dist. Nagpur



# Certificate

This is to certify that

*Dr. Shabana Anjum*  
 of *Central India Women's College of Edu., Nagpur* attended the  
 66<sup>th</sup> International Conference on Buddhism in Contemporary Times :  
 Relevance of Justice, Liberty, Equality & Fraternity

acted as Participant / Resource Person / Chaired the session / Speaker / Volunteer /  
 Member of the organizing committee / \_\_\_\_\_ committee member / Presented as paper bits / ber

Topic

held at Hotel Center Point, Nagpur on 3rd October 2022  
 The organizing committee appreciate his/her active participation



*Smita Wakde*  
 Vice President  
 Gagan Malik Foundation, India

*Dr. Vandana Sangle*  
 Conference Convener  
 Secretary,  
 M.A.B.W.M. Nagpur

*Dr. Niraj Bodhi*  
 Conference Convener  
 HOD, I.B.S., R.T.M.  
 Nagpur University, Nagpur

*Dr. Puranchandra Meshram*  
 Patron  
 Former Registrar, RTM Nagpur University,  
 Nagpur

*Shiksha*  
 PRINCIPAL  
 Central India Women's College of Education  
 Nagpur  
 Chief Patron  
 President, Gagan Malik  
 Foundation, India



**ASHOKA**

ASHOKA EDUCATION FOUNDATION'S,

**ASHOKA INTERNATIONAL CENTRE FOR EDUCATIONAL STUDIES AND  
RESEARCH, NASHIK**

Affiliated to SNDT Women's University, Mumbai & Recognized by NCTE & Govt. of Maharashtra  
NAAC ACCREDITED I MINORITY INSTITUTION I ISO 9001:2015 CERTIFIED

# Certificate

This is to certify that **Mr./Ms. Dr. Shabana Anjum** 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**.

*PR Sonar*

**Dr Priti Sonar**  
Convenor



*Shikha*  
**PRINCIPAL**

*SARITA*  
**Mrs. Sarita Verma**  
In-charge Principal

**Central India Women's College Of Education**  
Nagpur

Made for free with Certify'em





# CERTIFICATE

— OF PARTICIPATION —



GOVERNMENT OF INDIA

Ministry of Micro, Small and Medium Enterprises,  
Government of India, congratulates

*Rekha Yadavrao Kale*

for participating in 'SAMBHAV', e-NATIONAL LEVEL AWARENESS PROGRAMME, organized in  
October-November, 2021 by the Ministry for promoting Entrepreneurship.

(MS. MERCY EPAQ)  
JOINT SECRETARY,

MINISTRY OF MICRO, SMALL AND MEDIUM ENTERPRISES



PRINCIPAL

Central India Women's College Of Education  
Nagpur



SAMBHAVI GADRAYADIVAS - FOLLOW THE MINISTRY OF MSME @minismc



# Kavikulaguru Kalidas Sanskrit University,

Ramtek

National Conference

On

Implementation of National Education Policy (NEP) 2020 for Teacher Education

Jointly Organized by

Department of Education and Vidyabharati Uchcha Shikshan Sanshan, India

25<sup>th</sup> February, 2021



## CERTIFICATE

This is to certify that

Prof/Dr./Mr./Mrs REKHA YADAVRAO KALE,

has participated in the National Conference, Implementation of National Education Policy for Teacher Education held on 25<sup>th</sup> February, 2021 at Department of Education, Kavikulaguru Kalidas Sanskrit University, Ramtek, Nagpur, Maharashtra.

He/ She has Participated/ Presented/ Published paper on "TEACHER AS LEARNING FACILITATORS" .

*KB*  
Breedher

Dr. Kirti Sadar

Convener,

H.O.D., P.G. Department of Education,

K.K.S.U. Ramtek

*Chandratree*

Prof. Lalita Chandratre

Dean,

Faculty of Education

K.K.S.U. Ramtek



*Shikha*

PRINCIPAL

Central India Women's College Of Education  
Nagpur





ASHOKA

ASHOKA EDUCATION FOUNDATION'S,

**ASHOKA INTERNATIONAL CENTRE FOR EDUCATIONAL STUDIES AND  
RESEARCH, NASHIK**

Affiliated to SNDT Women's University, Mumbai & Recognized by NCTE & Govt. of Maharashtra  
NAAC ACCREDITED | MINORITY INSTITUTION | ISO 9001:2015 CERTIFIED

# Certificate

This is to certify that **Mr./Ms. Rekha Yadavrao Kale** 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.



*PRISONER*

Dr Priti Sonar  
Convener

*Shilkhole*

PRINCIPAL  
Central India Women's College Of Education  
N.

*SARITA*

Mrs. Sarita Verma  
In-charge Principal

Made for free with Certify'em





# B.Aadhar

Peer-Reviewed & Refereed Indexed  
Multidisciplinary International Research Journal

## September -2022

ISSUE No - 370 (CCCLXX)

Sciences, Social Sciences, Commerce,  
Education, Language & Law

**Prof. Virag.S.Gawande**

Chief Editor

Director

Aadhar Social Research &, Development Training Institute, Amravati.

**Dr.Dinesh W.Nichit**

Editor

Principal,

Sant Gadge Maharaj Art's Comm,Sci Collage, Walgaon.Dist. Amravati.

**Dr.Sanjay J. Kothari**

Executive-Editors

Head, Deptt. of Economics, G.S.Tompe Arts Comm,Sci Collage

Chandur Bazar Dist. Amravati

## Aadhar International Publication

For Details Visit To : [www.aadharsocial.com](http://www.aadharsocial.com)

All rights reserved with the authors & publisher



**Editorial Board**

*Shikha*  
PRINCIPAL  
Central India Women's College Of Education

	रिसर्च फाउंडेशन' अंजनेरी, नाशिक	डॉ. मिलिंद राजेंद्र धोरात	
23	बंजारा लोकनृत्य एक ऐतिहासिक अध्ययन, प्रा. डॉ. दशरथ एस. पवार		108
24	शास्त्रीक प्रदर्शनावर परिणाम करणारे मनोवैज्ञानिक आधार डॉ. प्रफुल प्रकाश वराळे		112
25	महाराष्ट्रातील काँग्रेस पक्षाची सकलजनवादी राजकारणा पास्टूनची अल्पता डॉ. नितिन हरिदास गायकवाड		115
26	महात्मा गांधी यांच्या सत्याग्रही संबंधी विचारांचे अध्ययन डॉ. नारायण पोहकर		118
27	मराठवाड्यातील जंगल सत्याग्रह & विशेष संदर्भ हैदराबाद मुक्ती आंदोलन प्रा. डॉ. धीरजकुमार नजान,		122
28	वेदकाळातील आर्थिक जीवन एक चिंतन भाग्यश्री सदाशिवराव होले		128
29	साळी समाजाचा इतिहास आणि संस्कृती प्रा. अंशुमती भास्करराव पेंडोखरे		131
30	मराठी बालसाहित्यात डॉ. अनिल अवचटांच्या कुमारकांथांचे वेगळेपण प्रा. डॉ. सविता गोविंदवार		137
31	ग्रेस यांच्या कवितेतील आई डॉ प्रा सुनंदा बोरकर जुलमे		141
32	चित्तन शैलीतील बदलते आयाम प्रा. महेंद्र तुषाल गिरिरी		147
33	भारत स्वाभिमान संघटनेचे स्वदेशी चळवळीला योगदान : एक ऐतिहासिक अध्ययन प्रा. प्रकाश ध. पवार		151
34	Effects of Small Scale Industries(SSi) On Indian Economy Dr.Rajesh Ulhasrao Burange		154
35	Human Resource Accounting In India Narendra H. Shegokar		157
36	माध्यमिक शाळेत शिक्षकांच्या विद्यार्थ्यांची भावनिक बुद्धिमत्ता चा अभ्यास प्रा.शारदा झोड (ठाकरे),डॉ. हृषीकेश दलाई		160



*Shikhale*  
PRINCIPAL  
Central India Women's College Of Education  
Nagpur





माध्यमिक शाळेत शिकणाऱ्या विद्यार्थ्यांची भावनिक बुद्धिमत्ता चा अभ्यास  
प्रा.शारदा झोड (ठाकरे) डॉ. हरीकेश दलाई  
सहाय्यक प्राध्यापक, सहयोगी प्राध्यापक  
सेंट्रल इंडिया वुमेन्स कॉलेज ऑफ शिक्षण शास्त्र विभाग  
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. शिक्षणाद्वारे चांगले वळण लावून त्यांच्यात नैतिक मूल्यांची जोपासना केली जावी. महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण कायदा १९६५ रोजी 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 कायद्यानुसार 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 शिक्षणानुन 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 'हलवणे किंवा हलविणे' असा म्हणता येईल. मनाला हलविणे किंवा हलवणे या बाबी भावनामध्ये येतात. मनाची व्याकुळता, खळबळ किंवा मोंधळ 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 संकल्पनेचा एकमेकांशी अदलाबदली ने वापरता येतात. saloveys and



Shilkhale  
PRINCIPAL  
Central India Woman'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 ज्ञान व भावनिक व्यवस्थापन कौशल्याशी आहे. त्यामुळे भावना आणि बुद्धी यातील समतोल राखण्याची क्षमता येते. व्यक्तिजवळ असणाऱ्या ज्ञानात्मक, बोधात्मक, अवबोधात्मक व अशाारीक अशा क्षमतांचा व कौशल्यांचा संचय म्हणजे भावनिक बुद्धिमत्ता होय.

भावनिक बुद्धिमत्ता असणारी व्यक्ती ही आपल्या भावनांवर नियंत्रण ठेवतो. समाजात ती व्यक्ती ही आपल्या भावनांवर नियंत्रण ठेवतो. समाजात तांच्याची योग्य रितीने अभिव्यक्ती करतो आणि भावनिक बुद्धिमत्तेमध्ये 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 प्रभावांमुळे 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 ग्रामीण भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेचा शोध घेणे.



*Chithale*  
PRINCIPAL  
Central India Women's College Of Education  
Nagpur





परिकल्पना :-

- 1) माध्यमिक शाळेत शिकणाऱ्या मुले आणि मुलींच्या भावनिक बुद्धिमत्तेमध्ये सार्थक फरक आढळून येत नाही.
- 2) माध्यमिक शाळेत शहरी भागात राहणाऱ्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तामध्ये सार्थक फरक आढळून येत नाही.
- 3) 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	०.६२	१.९६	०.०५	नाही
मुले भावनिक बुद्धिमत्ता	५०	१८७	९.४२				

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	१.५१	१.९६	०.०५	नाही
मुली भावनिक बुद्धिमत्ता	५०	१८८	८.५९				



*Shikha*

PRINCIPAL

Central India Women's College Of Education  
Nagpur





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 नमुना '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.

संदर्भ :

१. काडीले, वसंतराव महाले, संजीवनी (२००२). संशोधनात सांख्यिकीय तंत्राचे उपयोजन. नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ.

२. मुळे, स. श. आणि उमाटे, वि. तु. (१९९८). शैक्षणिक संशोधनाची मूलतत्वे. नागपूर महाराष्ट्र ग्रंथनिर्माती मंडळ.

३. भांडारकर, के. एम. (२००४). सुलभ शैक्षणिक संख्याशास्त्र. पुणे नूतन प्रकाशन.

४. घोरमोडे, के. यु. घोरमोडे, कला (२००८). शैक्षणिक संशोधनाची मूलतत्वे. नागपूर विद्या प्रकाशन.

५. काडीले, वसंतराव महाले, संजीवनी (२००२). संशोधनास सांख्यिकीय तंत्राचे उपयोजन. नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ.

७. कदम, चा. प. (२००७) शैक्षणिक संख्याशास्त्र. पुणे नित्य नूतन प्रकाशन.

८. भटनागर, ए. बी. भटनागर, मीनाक्षी (२००१). मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन. मेरठ सूर्या पब्लिकेशन.



*@shikhale*  
PRINCIPAL  
Central India Women's College Of Education  
Nagpur

**ASHOKA**

ASHOKA EDUCATION FOUNDATION'S,

**ASHOKA INTERNATIONAL CENTRE FOR EDUCATIONAL STUDIES AND  
RESEARCH, NASHIK**

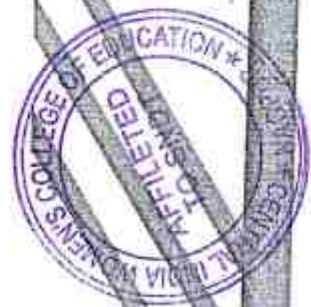
Affiliated to SNT Women's University, Mumbai & Recognized by NCTE & Govt. of Maharashtra  
NAAC ACCREDITED | MINORITY INSTITUTION | ISO 9001:2015 CERTIFIED

# Certificate

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.**

*PR Sonar*

**Dr Priti Sonar**  
Convenor



*Shulimra* Mrs. Sarita Verma  
**PRINCIPAL** In-charge Principal  
Central India Women's College Of Education

Made for free with Certify'em





**KAVIKULAGURU KALIDAS SANSKRIT UNIVERSITY, RAMTEK, NAGPUR**

Accredited with A+Grade by NAAC

Department of Bharatiya Darshan "IKS Centre" and  
Manuscript Resource Centre, KKSU

## Five-Day National Workshop on Ancient Indian Scripts

### Certificate

This is to certify that Shri/Sau./Ku./Dr. Sharda Gulabrao Zod  
\_\_\_\_\_ has actively participated in Five Days National Workshop

on Ancient Indian Scripts Training conducted on 6<sup>th</sup> -10<sup>th</sup> February 2023. He/She has completed the  
practice work and unit tests given in the sessions.

  
**Dr. Ralendra C Jain**  
Coordinator,  
KKSU-MRC, Ramtek



  
**Prof. Kalapini Agasti**  
Principal Investigator  
IKS Centre, Ramtek

  
**PRINCIPAL**  
Central India Women's College Of Education  
Nagpur

**Prof. Madhusudan Penna**  
Vice-Chancellor,  
KKSU, Ramtek





UDYAM EXPERT

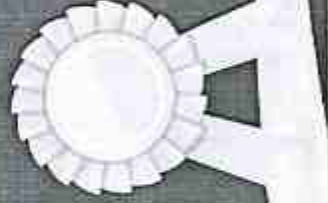
# CERTIFICATE

OF APPRECIATION

PROUDLY PRESENTED TO

*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  
"Amulett Educational Services Pvt Ltd, Nagpur, Maharashtra".



*Shubha*  
PRINCIPAL  
Central India Women's College of Education  
Hingpat

SEEMA GU





# International Journal of Humanities and Social Science Research

Indexed Journal, Refereed Journal, Peer Reviewed Journal

ISSN: 2455-2070

## *Publication Certificate*

This certificate confirms that **Suhas Anil Funde** has published article titled भारतीय शिक्षा प्रणाली पर COVID-19 का प्रभाव .

Details of Published Article as follow:

Volume : 7  
Issue : 6  
Year : 2021  
Page Number : 28-34  
Reference No. : 7-6-17  
Published Date : 27 Nov, 2021



*Suhas*

Regards

International Journal of Humanities and Social Science Research

www.socialsciencejournal  
social.manuscript@gmail.com  
919999888931



*Shukla*  
PRINCIPAL  
Central India Women's College Of Education  
Nagpur



## 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 बहुत सारे बदलाव हुये हैं। COVID-19 महामारी और आगामी लॉकडाउन ने लोगों के जीवन पर प्रतिकूल प्रभाव डाला है, विशेष रूप से मध्यम एवं गरीब परिवार में 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 2020 से जून 2021 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 साथ ही पर्याप्त इंटरनेट कनेक्टिविटी तक पहुंच की भी कमी थी। ऐसे परिवारों के बच्चे इस प्रकार से शिक्षा लेने में असमर्थ रहे इसका परिणाम शिक्षा क्षेत्र में गरीब एवं मध्यम परिवार के बच्चों 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 यह बीमारी 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 में



*Shukhele*  
PRINCIPAL  
Central India Women's College Of Education  
Nagpur



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



Principal  
Central India Women's College of Education



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, खपत 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 हमें अभी से तयारी करनी होगी ताकि भविष्य में 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, यहाँ शिक्षा बजेट में भी अधिक सुधार की आवश्यकता है. राष्ट्रीय स्तर पर शिक्षा में 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 डिजिटल आयोजन के लिए सहायता करने की आवश्यकता है। कुछ समय के लिए, भारत को दसवीं और बारहवीं के लिए शिक्षा मुक्त सेवाएँ 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 वक़्त शिक्षा प्राप्त करे और अपनी पढ़ाई जारी रख सके और शिक्षा में बाधा उत्पन्न न हो। भविष्य में शिक्षा प्रणाली को 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।

#### संदर्भ

1. UNESCO Institute for Statistics. International Standard Classification of Education ISCED 2011, 2012.

2. MHRD, Government of India. Report of All India Survey on Higher education, 2019, 2018-19. Retrieved from [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/statisticsnew/AISHE%20Final%20Report%202018-19.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/statisticsnew/AISHE%20Final%20Report%202018-19.pdf)
3. MHRD, Government of India. Report of All India Survey on Higher education, 2013, 2010-11. Retrieved from [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics-new/AISHE2010-11.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE2010-11.pdf)
4. MoE, Government of India. National Education Policy, 2020. Retrieved://www.mhrd.gov.in/sites/upload\_files/mhrd/files/NEP\_Final\_English.pdf
5. Haleem A, Javaid M, Vaishya R. Effects of COVID-19 Pandemic in Daily Life. Current Medicine Research and Practice, 2020;10(2):78-79. doi.org/10.1016/j.cmrp.2020.03.011
6. Yamin M. Counting the cost of COVID-19. International journal of Information technology, 2020;12(2):311-317. doi.org/10.1007/s41870-020-00466-0
7. Donthu N. Effects of COVID-19 on Business and Research. Journal of Business Research, 2020;117:284-289. <https://doi.org/10.1016/j.jbusres.2020.06.008>
8. Jena PK. Impact of Covid-19 on higher education in India. International Journal of Advanced Education and Research, 2020;5(3):77-81.
9. Khandelwal A, Kumar A. Government of India Initiatives for COVID-19: Higher Education; Int. J. of Adv. Res, 2020;8:747-759. doi.org/10.21474/IJAR01/11552.



  
**PRINCIPAL**  
 Central India Women's College Of Education  
 Nagpur



World Health  
Organization

HEALTH  
**EMERGENCIES**  
FOR SUSTAINABLE

Record of Achievement  
Transmission-based Precautions

**Dr Suhas Funde**

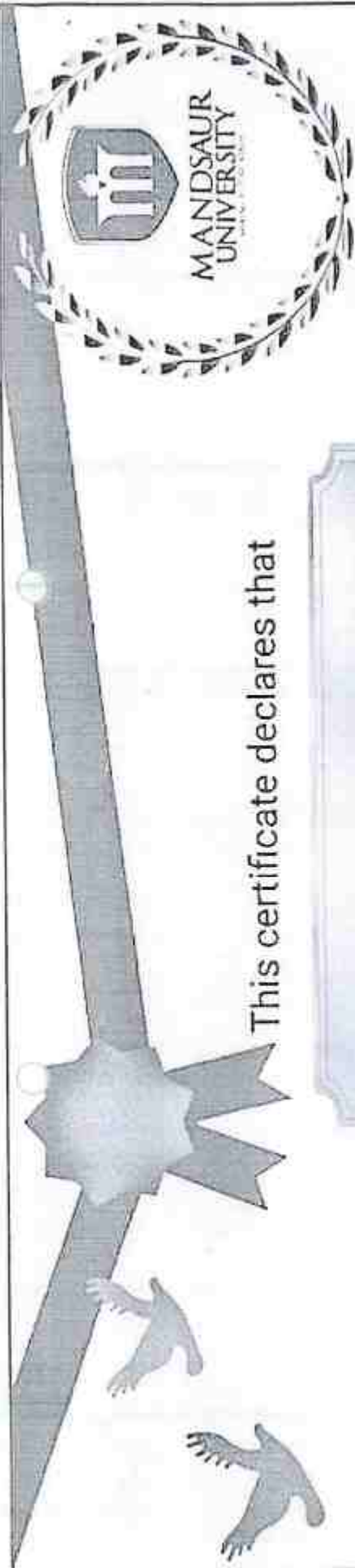
April 23, 2021



*Shukhale*  
PRINCIPAL

Central India Women's College Of Education  
Nagpur





This certificate declares that

**DR SUHAS ANIL FUNDE**

11, PhD in Education

has completed

**COVID-19 - SAFETY ONLINE QUIZ,**  
**MANDSAUR UNIVERSITY DEPARTMENT OF**  
**EDUCATION.**



MANDSAUR  
UNIVERSITY

Certificate ID D8YEK00000001



01/05/2021, with a passing score of 90%



*Shikha*  
PRINCIPAL  
Central India Women's College Of Education  
Magpur



**FACULTY OF LIFE SCIENCES**

**Certificate of Participation**

PRESENTED TO

Suhas Funde

*for his/her participation and successful completion of*

**ONLINE QUIZ ON**

**“Ecosystem Restoration”**

3<sup>rd</sup> – 5<sup>th</sup> June, 2021



*Chandni*

**Coordinator**

**Ms. Heena Shah**

Assistant Professor  
Faculty of Life Sciences, MU

*Dr. Shekhar Jain*

**Convener**

**Dr. Shekhar Jain**

Associate Professor & Head  
Faculty of Life Sciences, MU



*Shubhela*

**PRINCIPAL**

Central India Women's College Of Education  
Nagpur

Made for free with Certify'em





**MANDSAUR UNIVERSITY**  
MAKING FUTURE READY

**CERTIFICATE OF PARTICIPATION**

Printed on 5/10/21

**Dr. SUHAS ANIL FUNDE**  
*Mandsaur University*

has actively participated in the National Level Online Workshop on "Mastering in Video Editing" Using Adobe Premiere Pro Organised by the Department of Computer Science and Applications (DCSA) on 08th May 2021.

*Suhas*

*Shihelo*



**PRINCIPAL**  
Central India Women's College of Education  
Nagpur

[mandsauruniversity.edu.in](http://mandsauruniversity.edu.in)

Made for free with Certify'em



# CERTIFICATE

of completion

This is to certify that

**SUHAS FUNDE**

Completed

nCOVID - 19 Awareness and Prevention Program


Conducted by Apollo MedSkills

Awarded on 02-04-2020



CERTIFICATE NO. : AMSI000998

  
DR SRINIVAS RAO PULLALA  
CEO, APOLLO MEDSKILLS

  
PRINCIPAL

Central India Women's College Of Education  
Nagpur

